

Pupil premium strategy statement:

1. Summary information					
School	New River College Primary				
Academic Year	2017/18	Total PP budget	£17,820	Date of most recent PP Review	September 2017
Total number of pupils	15	Number of pupils eligible for PP	14	Date for next internal review of this strategy	September 2018

2. Current attainment		
Attainment for: 2016-2017 Whole school	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school/national Y6)
% achieving expected standard or above in reading, writing and maths	0% as compared to national.	n/a
% achieving expected standard or above in reading	87.5% made whole year progress / 100% SEN target / 56.25% met aspirational target	100% (1 pupil started Spring 2 33% of whole year target) made whole year progress / 100% SEN target / 100% met aspirational target
% achieving expected standard or above in writing	62.5% made whole year progress / 93.7% SEN target / 37.5% met aspirational target	100% (1 pupil started Spring 2 33% of whole year target) made whole year progress / 100% SEN target / 0% met aspirational target
% achieving expected standard or above in maths	37.25% made whole year progress / 93.7% SEN target / 31.25% met aspirational target	100% (1 pupil started Spring 2 33% of whole year target) made whole year progress / 100% SEN target / 100% met aspirational target

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Increase progress in numeracy skills for KS1 and KS2 due to pupil's progress starting much lower on entry level than the national average expectation due to Social, Emotional and Mental Health (SEMH) in home and schools which has caused trauma preventing them from making good progress at Y6.

B.	Ongoing Social, Emotional and Mental Health (SEMH) issues for KS1 and KS2 pupils are having detrimental effect on their academic progress and that of their peers.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Attendance rates for students eligible for PP are 93%. This reduces their school hours and causes them to fall further behind.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils to make progress to their targets at the end of academic year	All Students eligible for PP to make at least expected progress by the end of the year. This will be evidenced using teacher assessment.
B.	Reduction in behavioural issues of KS1 and KS2 pupils leading to less fixed term exclusions	Fewer behaviour incidents recorded for PP students on the school system (without changing recording practices or standards).
C.	Increased attendance rates for all pupils.	Reduce the number of persistent absentees (PA) among students eligible for PP to 5% or below. Overall attendance among students eligible for PP improves from 93% to 95% in line with 'other' students.
D.	To enhance chances for reintegration to mainstream or other suitable educational setting.	Number of PP Pupils successfully reintegrated

5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Increased progress in numeracy for KS1 and KS2 pupils eligible for PP.	Consistency of numeracy strategy, Numicon, to be used in all classes and out of class through interventions sessions.	<p>Teaching staff receive CPD on use of Numicon numeracy strategy.</p> <p>Based on a proven concrete-pictorial-abstract approach, Numicon encourages children to explore maths using structured imagery and apparatus in order to understand and explain mathematical concepts:</p> <ul style="list-style-type: none"> • Gives children confidence through demonstrating how and why they arrived at their answer; • Easily assess understanding by watching and listening to what children do and say; • Flexibility to use alongside existing resources, or as a complete maths programme; 	<p>Teacher CPD Support Staff CPD Book Looks Learning Walks Teacher meetings Performance Management 1:1 supervision Interventions Staff Briefing Governor Review</p>	HoC / Inclusion Manager	<p>Numicon training for teachers September 2017</p> <p>Support staff training November 2017</p> <p>Review of implementation January 2018</p> <p>SIMS Intervention training – January 2018</p> <p>(£300 for teacher CPD £500 for resources / SIMS training £200)</p>

<p>B. Reduction in behavioural issues of KS1 and KS2 addressed.</p>	<p>Behaviour for learning weekly timetabled 1:1 / small group session for all pupils and staff.</p>	<p>Behaviour for learning emphasises the crucial link between the way in which children and young people learn and their social knowledge and behaviour. In doing this the focus is upon establishing positive relationships across three elements of self, others and curriculum as indicated above. Behaviour for learning has implications for pupils, teachers, parents and other professionals. Its principles can be applied to all children at any age and not just those perceived as being “<i>difficult to manage</i>”. It applies as much to teachers and their relationship with children as much as it applies to the children themselves.</p> <p>Elements of a Behaviour for Learning approach can be seen in a range of statutory and non-statutory guidance materials.</p> <p>Behaviour for Learning is a concept that has emerged from a review of <u>theories of effective behaviour management</u>. Teachers and LAs should recognise that a ‘Behaviour for Learning approach’ is fundamentally linked to a view that ‘behaviour’ in classrooms and whole schools/settings does not occur in isolation – it is the product of a variety of influences and not simply the product of a pupil’s unwillingness to behave or learn as required by the teacher (an approach which has frequently been referred to as an ‘ecosystemic approach’).</p>	<p>HoC will monitor and evaluate progress of the Behaviour for Learning 1:1 / small group sessions.</p> <p>Behaviour improvements will be assessed and monitored via PIVATs assessment.</p> <p>Staff will be able to update and share ideas with all staff at weekly team meetings.</p> <p>Introduction of induction for all new pupils to assess SEMH and provide appropriate timetables. This is to be reviewed at TAs and half termly.</p> <p>Reduction in exclusions.</p> <p>Reward systems.</p>	<p>HoC</p>	<p>PIVOTs assessment (£308)</p> <p>(Cost for Primary support £20,000)</p>
---	---	---	--	------------	---

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
A. Increased progress in numeracy for KS1 and KS2 pupils eligible for PP.	Support Staff training on high quality interventions using Numicon.	Due to the numbers of support staff and pupils we are implementing intervention boost sessions for pupils on Friday (am) to review the weeks learning and ensure concepts embedded.	Training selected using evidence of effectiveness. Teachers deliver Numicon training. Peer observation of attendees' classes after the course, to embed learning. Lessons from training embedded in school marking/feedback policy. Interventions tracked through use of SIMS. This to be monitored and assessed by DH/Teachers/LLA	HoC	January 2018 Costs: (5 hours per week = £2,904)
B. Behavioural issues of KS1 and KS2 addressed.	CAMHS session with pupils on the school site. 1:1 targeted sessions.	On site therapeutic support for pupils to enable them to focus on improving their behavior and engaging in their learning.	CAMHS undertake robust evaluation of work with pupils. This is overseen by a senior CAMHS practitioner. Work is then shared and evaluated by the HoC. CAMHS staff meet with staff to share progress, concerns and strategies for dealing with issues on day to day basis. Use of PIVATS assessments to record progress. Reduction in fixed term exclusions	HoC	Termly assessments. (Cost for Primary support £20,000)

<p>C. Increased attendance rates for all pupils.</p> <p>Continued recruitment of Education Welfare Officer.</p>	<p>Consistent, persistent, insistent application of revised attendance strategy across the College, reinforced through classroom posters.</p> <p>SLE consultancy to support implementation.</p> <p>Additional support worker employed to follow up quickly on truancy.</p>	<p>'Students can't learn if they are not in school'. NFER briefing for school leaders identifies addressing attendance as key.</p>	<p>Thorough briefing of all staff on attendance strategy.</p> <p>Brief support worker on existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable.</p> <p>Personalised support / mentoring to each PA student eligible for PP.</p> <p>Attendance and progress discussed at least fortnightly with PP Coordinator and mentor.</p> <p>Letters about attendance to parents / guardians. Support worker to visit all PA at home to discuss attendance with parents / guardian and explore barriers</p>	<p>HoC / EWO</p>	<p>January 2017</p> <p>(Cost: EWO £5,000)</p>
---	--	--	---	------------------	---

6. Review of expenditure

<p>Previous Academic Year</p>	
--------------------------------------	--

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
-----------------	------------------------	-------------------	-----------------	------

<p>A. Increased progress in literacy for KS1 and KS2 pupils eligible for PP.</p>	<p>Consistency of practice amongst staff leading to pupils being able to access and respond to marking.</p>	<p>Improved marking for learning has had an impact on pupil's progress.</p> <p>Reading: For pupil premium pupils the average progress score was 97.66 as compared to non-pupil premium pupil of 73</p> <p>Writing: For pupil premium pupils the average progress score was 70.06 as compared to non-pupil premium pupil of 32</p>	<p>To implement a guided reading daily lesson to enhance reading and writing.</p> <p>Continue book looks to ensure consistency and books marked enabling pupils to continue to respond.</p>	
<p>B. Reduction in behavioural issues of KS1 and KS2 addressed.</p>	<p>CAMHS session with pupils on the school site. 1:1 targeted sessions.</p>	<p>The CAMHS PRU team have been providing interventions to meet the complex needs of the young people attending the PRU. The report (available from NRC) details the numbers of each type of intervention each young person has received and the numbers of different types of service development interventions that have taken place this term. Please note that the time taken for each intervention is variable, CAMHS appointments are usually for an hour, supporting activity may take longer. Each child is also discussed at the daily briefing sessions and regular Team Around the School Meetings (see bottom table.) The report also provides information on the mental health difficulties experienced by young people at the PRU and complexity factors in their lives.</p> <p>Fixed term exclusions increased from 6 in 2015/2016 to 21 in 2016/2017. Over 50% of these were whilst we were recruiting to HoC. This meant several temporary staff in place over this time period.</p> <p>Following successful recruitment and implementing of off site education where required there were 0 exclusions in half terms 5/6.</p>	<p>Seek to improve transitions of senior staff. When we have pupils showing extreme SEMH to put in place an alternative curriculum off site. Once this was resolved the exclusion drastically reduced to 0 in half term 5 and 6.</p> <p>Improve planning of bespoke curriculum for pupils not managing with off site programmes.</p>	<p>£20,000</p>
<p>ii. Targeted support</p>				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>2. CAMHS – CAMHS sessions for most vulnerable pupils, following evidence of impact</p>	<p>The service model and objectives: The specialist CAMHS input into NRC Primary PRU aims to meet the diverse mental health needs of the PRU population through a range of staff support and clinical input across three broad areas of service activity. This work includes liaison work, supporting clinical activity and direct work. This is through a family systemic psycho-therapy model.</p> <p>The CAMHS PRU team have been providing interventions to meet the various complex needs of the young people attending NRC Primary. This varies for individual pupils and adapts to prioritise mental health difficulties experienced by young people at the PRU and complexity factors in their lives. Without this work pupils are not ready to engage and participate in their</p>	<p>PiVOTs data available.</p> <p>See CAMHS report available from NRC due to confidential information.</p>	<p>Importance in our setting of having a psycho therapist working with the whole family.</p>	<p>£20,000</p>

<p>C. Increased attendance rates for all pupils.</p> <p>Continued recruitment of Education Welfare Officer.</p>	<p>Continue to commission an attendance consultant to work alongside the NRC EWO to support raising attendance so that we can further contribute to raising rates of progress</p>	<p>Attendance rates for PP are 86.64% above the whole school attendance of 86.52% and pupils not eligible for PP at 82.07%.</p> <p>Attendance at Primary is lower than the national expectation but higher than the average for PRUS at 69% nationally and 73% in London.</p>	<p>Review rewards scheme.</p> <p>Ensure all absences are followed up by staff. Staff to contact EWO to follow up.</p> <p>Ensure regular meetings with HoC (aim for weekly to prevent any ongoing unauthorised absences).</p>	<p>(£5,000 for EWO)</p>
---	---	---	--	-------------------------

7. Additional detail

100% of pupils were eligible for Pupil Premium apart from one pupil who was enrolled in Spring 2 so all non pupil premium data relates to this pupil attendance at NRC Primary for this period.