

Secondary premium strategy statement

1. Summary information					
School	New River College (Secondary)				
Academic Year	2017/18	Total PP budget	£55,633	Date of most recent PP Review	September 2017
Total number of students	65	Number of students eligible for PP	A.33	Date for next internal review of this strategy	September 2018

2. Current attainment		
	Students eligible for PP (NRC)	Students not eligible for PP (national average)
% achieving 5A* - C incl. English / Maths (2016/17)	0%	0%
% achieving expected progress in English / Maths (2016/17 only)		
Progress 8 score average (from 2016/17)	N/A	N/A
Attainment 8 score average (from 2016/17)	N/A	N/A

2016-17 - KEY STAGE 3

PUPIL PREMIUM	READING		WRITING		MATHS	
	EOY Target Met	Aspirational Target Met	EOY Target Met	Aspirational Target Met	EOY Target Met	Aspirational Target Met
YES	35.29%	5.88%	17.65%	0.00%	35.29%	11.76%
NO	28.57%	0.00%	28.57%	0.00%	28.57%	0.00%

2016-17 - KEY STAGE 4

PUPIL PREMIUM	ENGLISH		MATHS	
	EOY Target Met	Aspirational Target Met	EOY Target Met	Aspirational Target Met
YES	50.00%	25.00%	18.75%	18.75%
NO	33.33%	16.67%	41.67%	41.67%

3. Barriers to future attainment (for students eligible for PP including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	All students at KS3 are below or well below their chronological age in reading. (Average age at KS3 is 9 years 2 months). For Year 10 PP students the average reading age is 9 Years 3 months, non PP students 10 years 5 months. In Year 11 PP students' average reading age is 10 Years 3 months, non PP students 12 years 4 months. Reading ages for students eligible for PP are lower than for other students, which prevents them from making good progress in at KS3 and KS4.	
B.	SEMH (Peer group and adult relationships, self-control and management of emotions, social behaviour and attitudes to learning) to be addressed.	
C.	Most students with SEN struggle in their writing, are reluctant writers and need additional support and resources to develop the resilience to improve their work. Pupil premium students do less well than others in Maths at KS4.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance and punctuality to lessons to be addressed	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To accelerate students' progress in reading and comprehension at KS3 and KS4 so the gap is closing.	Students' on entry reading is generally low. The majority of students have reading ages below 10 years. All students to have a reading target of improving by 18 months in reading age over a school year. Students eligible for PP to make as much progress as other students. Where they are not, departments are putting in place Wave 1 interventions, monitored by heads of departments (HOD) and senior team.
B.	Problem behaviour particularly self-control and management of emotions to be addressed	All students have targets set with their tutors and interventions to work on these. A behaviour mentor is allocated to provide check ins and check outs and 1:1 Support to enable students to work through and reflect on incidents and difficulties. Students' progress towards their personal conduct and behaviour targets tracked with data capture half termly. Pupil premium students make as much progress as other students.
C.	Improve attainment of students with SEN K who struggle in their writing, are reluctant writers and who need support to develop the resilience to improve their work.	All students require SEN support for SEMH or learning needs. This alongside the negative experiences they have of school mean they can struggle with the process of writing and/ or are reluctant writers. It is a challenge to have

	Improve the attainment and progress of disadvantaged students in maths at KS4.	<p>students produce extended writing and self-esteem and confidence difficulties mean they are reluctant to draft and redraft work. With the provision of Chrome books targeted students will produce extended writing and be able to improve work without having to write it all again.</p> <p>Book monitoring and learning walks will show evidence of improved engagement in writing tasks in all subjects across the school.</p> <p>Resources and intervention in tutor time raises attainment in Maths at KS4 and closes the gap in progress of PP students.</p>
D.	Attendance and punctuality to lessons to be addressed	<p>Introduction of breakfast club and activities and contact with staff encourage students to come to school on time leading to improved attendance and punctuality to lessons.</p> <p>Introduction of SIMs lesson monitor to support teachers to track more effectively and follow up.</p> <p>EWO to support teachers through home visits, calls and PCNs where appropriate to improve attendance and punctuality to lessons.</p> <p>New personal conduct and development tool tracking of students' progress towards attendance and punctuality targets shows improvement.</p>

5. Planned expenditure					
Academic year		2017/18			
i. Quality of teaching for all (pedagogy)					
Desired outcome	Action/approach	Evidence / rationale for this approach?	How we will ensure this is implemented well	Lead	Review
A. To accelerate students' progress in reading at KS3 so the gap is closing and, improve their comprehension skills.	CPD for all teachers in reciprocal reading strategies that they can use across the curriculum. All teachers and departments are introduced to the	<p>Studies on reciprocal reading have been very positive in terms of the benefits in students' accuracy and reading comprehension.</p> <p>Adopting reciprocal reading strategies as a common approach in lessons allows a school to ensure that children develop a</p>	<p>Fischer Family Trust is currently offering training through its pilot project.</p> <p>FFT Literacy CLPE SE1 March 2018 £300 X2</p>	Deputy Head / Head of English	<p>Review December 2018</p> <p>£2000</p>

	strategies as a common approach to reading a text whatever the subject they are teaching. Support for displays in reciprocal reading.	language for talking about and investigating texts. It is very useful as a consistent approach to support children's reading in different curriculum areas and improve literacy across the curriculum. The reciprocal reading approach involves students working in pairs or small groups that will develop their social interaction skills.	£750 training + £250 expenses for up to 30 staff. Resources £400		
B. SEMH (Peer group and adult relationships, self-control and management of emotions, social behaviour and attitudes to learning) to be addressed.	CPD and support for staff so the tutor time curriculum is developed to ensure students have 1:1 reviews of their progress towards personal conduct and development targets.	Personalised support for all pupils, careful tracking and monitoring of progress towards personal conduct and development targets. Regular reviews with parents.	Visits to other schools / PRUs to develop behaviour development systems and tools. £1000 Development of data tracking system and CPD for staff in using this. £1000	Head of Centres (JR / MG) / Assistant head of Centres	Review December 2018 £2000
Total budgeted cost					£4000

ii. Targeted support

Desired outcome	Action/approach	Evidence / rationale for this approach?	How will you ensure it is implemented well?	Lead	Review
A. To accelerate students' progress in reading at KS3 so the gap is closing.	English department to lead on engaging students in the Lexia programme. English department to set up in school library	Lexia begins with an assessment to place students at the appropriate starting point on the programme and the software then tracks students' progress as they work independently, automatically providing extra practice on areas of difficulty where needed. Students are expected to use the system at least four times each week for around 30 minutes.	Engage with parents and students before intervention begins to address any concerns. Track data in reading at 3 key points, October, March and June.	FBR LM	December 2018 Lexia Programme £2000 Purchase of books £3000 +

	<p>and make use of Islington library services. English department to include reading in the curriculum.</p> <p>Intervention sessions 1:1, 1:2 with learning assistants.</p>	<p>The students can use the programme at home as part of their home learning and gain rewards.</p>	<p>HOD to observe sessions and provide feedback / support.</p> <p>Weekly assemblies reward students who use Lexia frequently and are making good progress.</p> <p>Booster sessions</p>		
<p>B. SEMH (Peer group and adult relationships, self-control and management of emotions, social behaviour and attitudes to learning) to be addressed.</p>	<p>Support worker to work alongside tutors and heads of centre to provide 1:1 mentoring for students to meet specific targets for improving their personal conduct and behaviour.</p>	<p>Senior leaders visited Tower Hamlets PRU who introduced a similar approach with students that are allocated key workers to support in mentoring intervention and a targeted approach to improving behaviour.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with needs or behavioural issues can be effective, especially for older students.</p>	<p>Robust tracking and data monitoring system to be put in place that enables evaluation of impact of interventions.</p> <p>Use support worker to engage with parents before intervention begins.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Structured conversations termly with the family evaluate the impact of mentoring in each student achieving their targets.</p> <p>Fortnightly team around the school meetings will review students progress towards their targets.</p>	<p>JR / MG / WD / HH</p>	<p>December 2018 £25,000 (Behaviour mentor)</p>
Total budgeted cost					£30,000
iii. Other approaches (whole school strategies)					

Desired outcome	Action/approach	Evidence / rationale for this approach?	How will you ensure it is implemented well?	Lead	Review
b. SEMH (Peer group and adult relationships, self-control and management of emotions, social behaviour and attitudes to learning) to be addressed	Identify a targeted behaviour intervention for identified students to be delivered by CAMHS clinicians	See CAMHS Reports	Students require ongoing 1:1 support. We will continue this approach	JR / MG	December 2018 £20,000
C. Improve attainment of students with SEN who struggle in their writing Raise attainment of PP students at KS4 in Maths	Provision of Chrome Books to support students who struggle with writing to complete learning within the class. Resources to support tutors to deliver Maths skills in tutor time for Year 11	Students show an increased engagement in their learning and increase in attainment. Tracker for skills development and Gap analysis used to support further intervention. Greater time within the school day to practice skills.	Ensure identification of students is fair, transparent, and properly recorded. Team meetings, resources and CPD for tutors. Tracking and monitoring progress.	SENCO	December 2018 Cost £2000 £500
d. Attendance and punctuality to lessons to be addressed.	CPD for EWO and Head of Centre to develop further effective strategies using SIMs lesson monitor. Consistent, persistent, insistent application of revised attendance strategy across the College.	SIMs lesson monitor offers centralised and detailed tracking for each lesson. Attendance and punctuality to lessons is proven to affect academic attainment and progress.	Regular team around the school meetings to review progress and action.	JR / EWO JO	Cost £2000
Total budgeted cost					£24,500

6. Review of previous year's expenditure 2016 - 17

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: (Were success criteria met? Include impact on students not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost												
A. Improved Year 7 literacy progress (KS3)	CPD on using Lexia effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of reading, writing speaking and listening.	<p>Success criteria: Met Much improved scheme of learning for KS3 English and collaborative planning and consistency across the sites. High: development of SOL increased progress as measured using scores on the Progress in English test. Book monitoring, CPD and moderation sessions have taken place to monitor and action any issues with the delivery of SOL and use of resources. There has been a significant increase in students making progress in literacy at KS3 and pupil premium students have made greater progress in reading.</p> <table border="1" data-bbox="869 986 1339 1209"> <thead> <tr> <th colspan="3">READING</th> </tr> <tr> <th>Pupil Premium</th> <th>EOY Target Met</th> <th>Aspirational Target Met</th> </tr> </thead> <tbody> <tr> <td>YES</td> <td>35.29%</td> <td>5.88%</td> </tr> <tr> <td>NO</td> <td>28.57%</td> <td>0.00%</td> </tr> </tbody> </table> <p>PP students have not made as much progress in writing, 17.65% compared to 28.57%.</p>	READING			Pupil Premium	EOY Target Met	Aspirational Target Met	YES	35.29%	5.88%	NO	28.57%	0.00%	<p>Continue to challenge any individual teachers that are not following the curriculum agreed in department meetings.</p> <p>Regular cycle of monitoring use of Lexia and progress and dedicated time to administration functions due to high turnover of students within the PRU and ongoing midterm admissions.</p> <p>Follow up by HOD English to ensure Lexia is introduced as part of the students' induction week.</p> <p>Need targeted intervention in English lessons and for 1:1 support to engage students in the programme.</p> <p>CPD on challenging students to extend their writing across the curriculum need to be put in place.</p>	£1000
READING																
Pupil Premium	EOY Target Met	Aspirational Target Met														
YES	35.29%	5.88%														
NO	28.57%	0.00%														

<p>A. Improved Year 7 literacy progress</p> <p>B. Improved progress for high attaining students</p>	<p>Staff training on high quality feedback to be delivered by an experienced SLE. Training selected using evidence of effectiveness as discussed with SLE.</p> <p>Use INSET days to deliver training.</p> <p>Peer observation of attendees' classes after the course, to embed learning.</p> <p>Lessons from training embedded in school marking/feedback policy.</p> <p>Initial, 3 months and 6 month evaluation of CPD through moderation and assessment grades.</p>	<p>Success criteria: Met</p> <p>Staff training on quality feedback has resulted in marked improvement in marking and feedback evidenced in book monitoring.</p> <p>All teachers provided with a toolkit on strategies for marking and feedback that enable students to make progress through an assessment dialogue, drafting and redrafting work and target setting.</p> <p>High attaining students did as well as others in terms of progress 2016 – 17.</p> <p>High attaining pupil premium students made as much progress as 'other' students identified as high attaining, across Key Stage 3.</p>	<p>On entry levels are not complete for all students.</p> <p>School's own baseline needs to be used to compare rates of progress among different groups of students.</p> <p>On-going CPD that enables staff to return to reflect on the impact of CPD sessions and reflect on what is working well is to be implemented 2017/18.</p>	<p>£2000</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: (Were success criteria met? Include impact on students not eligible for PP, if appropriate)..</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>A. Improved Year 7 literacy progress</p>	<p>Individual and small group provision of Lexia programme for targeted PP Y7 students with reading ages below 9yrs. Some students need targeted literacy support to catch up.</p> <p>All students provided with a reading assessment (STAR reading) on entry during Induction as well</p>	<p>Success criteria: Partly met.</p> <p>All students have completed reading tests using STAR reading assessment during induction.</p> <p>One year 7 pupil (reading age 7) achieved target in English.</p> <p>Mixed: we measured impact on attainment for all children, not just PP eligible.</p>	<p>Intervention needs to be strengthened through teachers of English supporting students to access some time on Lexia in class to ensure they can manage it then independently.</p> <p>Fortnightly monitoring of usage is needed by the English department and rewards system to be put in place.</p> <p>This is an action in the English department improvement plan.</p>	<p>£3000</p>

	as a standardized test in reading and writing. This is to ensure that progress can be tracked accurately from student's baseline.	For all students at KS3 results 2016 – 17 33% achieved their EOY target. Since September 2017 71% of students at KS3 have made progress from their baselines in reading. Pupil premium students 79%, non-pupil premium 60%. 75% of students at KS3 have made progress from their baselines in writing, pupil premium students 79%, non-pupil premium 60%.		
B. Improved progress for high attaining students	Weekly small group booster sessions in maths and English for high-attaining students with HOD or equivalent, replacing tutor time or assembly. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former students.	Success criteria: Not met. Small group sessions have not yet taken off. Breakfast club introduced to encourage students in to school earlier. However, students not yet engaging with booster classes. Higher attaining PP students attending lessons in school are making progress from their starting points. However, their current levels and baseline data are not congruent with their previous schools KS2 levels.	Interventions outside class are a challenge within a PRU setting re: attendance and punctuality. . HOD to work with team to identify suitable interventions in and out of class for every student. HOD needed to be timetabled to run booster sessions.	£ (Cost; 2x2hrs per week HOD sessions £20k)
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: (Were success criteria met? Include impact on students not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

C. Problem behaviour addressed	Identify a targeted behaviour intervention for identified students to be delivered by CAMHS clinicians	See CAMHS Reports	Students require ongoing 1:1 support. We will continue this approach	£20,000
D. Increased attendance rates	To continue to commission a consultant to support the EWO and Pastoral Care Coordinator to develop effective strategies Consistent, persistent, insistent application of revised attendance strategy across the College	<p>Success Criteria: Met A range of strategies have been implemented including attendance reward trips for targeted students for improved attendance, and a weekly raffle. (Students names put into a hat on each day they attended - at the end of each week names picked out the hat to win a weekly prize).</p> <p>Fortnightly team around the school meetings ensure a strategy for every student falling behind in attendance and follow up on actions agreed and progress. Letters about attendance to parents / guardians. Support worker visits all PA at home to discuss attendance with parents / guardian and explore barriers. 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. Personalised support / mentoring to each PA student eligible for PP. There has been a significant increase in attendance rates</p>	Students require improved pastoral care from all school staff. Teaching and learning to be reviewed as a challenge to engage students in lessons. Engaging and challenging lessons have improved attendance rates.	£20,000

<p>Improve attainment of pupils with SEN who struggle with their writing</p>	<p>Provision of Chrome books to support students with writing to complete learning within the class.</p>	<p>Success criteria: Met Targeted students including students with EHCPs have increased engagement with learning in class and have made good progress. Evidence in progress across the curriculum, attendance to school and achievement in functional skills exams.</p>	<p>Next steps use of chrome books for implementation of Google school across subjects to engage students in learning if given time out, on cover lessons and for home learning.</p>	<p>£2000</p>
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