

Pupil premium strategy statement:

1. Summary information					
School	New River College Primary				
Academic Year	2018/19	Total PP budget	£28,500	Date of most recent PP Review	September 2018
Total number of pupils	18	Number of pupils eligible for PP	13	Date for next internal review of this strategy	September 2019

2. Current attainment		
Attainment for: 2017 – 18 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	33% achieved expected standard in SATs as compared to national.	N/A
% achieving expected standard or above in reading	92% made progress from their starting points. 62.50% met SEN target. 31.25% made progress in line with national expectations. 18.75% met aspirational target.	100% made progress from their starting points. 100% met SEN target.
% achieving expected standard or above in writing	92% made progress from their starting points. 77% met SEN target. 54% made progress in line with national expectations. 31% met their aspirational target.	100% made progress from their starting points. 100% met SEN target. 60% made progress in line with national expectations. 40% met aspirational target.
% achieving expected standard or above in maths	92% made progress from their starting points. 70% met SEN target. 39% made progress in line with national expectations. 7% met their aspirational target.	100% made progress from their starting points. 100% met SEN target. 20% made progress in line with national expectations.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Progress in Maths and Reading for KS1 and KS2 due to a. pupil's starting at much lower on-entry levels than the national average expectation, b. Social, Emotional and Mental Health (SEMH), history of exclusion and trauma.
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 pupils 2017-18 was 88.16%. 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.	Increased progress in Maths and Reading for KS1 and KS2 pupils eligible for PP.	All Pupils eligible for PP to make at least expected progress by the end of the year. This will be evidenced using KS1 tests and teacher assessment, SATs results, phonics tests and new multiplication tests.
B.	Reduction in behaviour incidents for KS1 and KS2 pupils leading to less fixed term exclusions	Fewer behaviour incidents recorded for PP pupils on the school system (without changing recording practices or standards). Personal development tool data shows progress pupils are making in their personal development termly. Every child will have a passport which will identify targets in personal development and barriers to learning. Children will have increased confidence and raised self-esteem.
C.	Increased attendance rates for all pupils.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 5% or below. Overall attendance among pupils eligible for PP improves to 95% in line with 'other' pupils.
D.	To enhance chances for reintegration to mainstream or other suitable educational setting.	Number of PP Pupils successfully reintegrated

5. Planned expenditure

Academic year

2018/19

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 Maths and reading for KS1 and KS2 pupils eligible for PP.	<ul style="list-style-type: none"> Further development of the whole school Math's strategy with the introduction of Let's think CAME approaches. Developing pupils' mastery in Math's through embedding longitudinal learning 'shooting stars' approach every morning. Team teach sessions weekly among teachers who reflect and amend plans accordingly. Resource development Develop shooting starts resources for all in Math's Identify an on line Math's programme for H/W e.g. develop use of Star Math's. Whole school literacy strategy includes guided reading every day, 'Drop everything and read' sessions daily. 	<p>Teaching staff receive CPD on use of Let's think CAME approaches.</p> <ul style="list-style-type: none"> Develops metacognition giving children confidence through demonstrating their reasoning 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 math's programme. <p>Collaborative planning, team teaching and reflection focusing on impact in facilitating pupil progress. Developing literacy across the curriculum based on good practice in schools and evidence of impact.</p>	<p>Teacher and support staff CPD and meetings Monitoring through book looks and learning walks Performance Management – leaders make the connection between quality of teaching and pupil progress 1:1 supervision includes analysis and actions on pupil progress. Using primary specialists from the LA A high profile is given to Pupil Premium Pupils. Staff training so they understand who their pupil premium students are and what strategies can be used and are used in school. All staff accountable for the progress of Pupil Premium children. Leaders focus rigorously at the curriculum. Intent, implementation and impact. Governor Review</p>	HoC / Shadow math's coordinator / DH T&L	<p>Let's think CAME training for teachers and support staff 2018-19.</p> <p>Review of implementation January 2019</p> <p>(£1000 for teacher CPD £500 for resources)</p>

<p>B. Reduction in behaviour issues of KS1 and KS2 addressed.</p>	<p>Embed a trauma informed whole school approach</p> <p>Design and introduction of a new personal development tool.</p>	<p>Attachment, Regulation and Competency (ARC) trauma informed school practices include system-level processes and strategies for embedding ARC in a sustainable manner. Research is demonstrating a significant relation between use of ARC and reductions in trauma related challenging behaviour symptoms.</p> <p>The development of a personal development tool aims to provide a framework and system for monitoring non-academic progress. It provides a paper trail of where pupils have achieved and been successful. It underpins the identification of behaviour interventions so the tool is a support plan focused on facilitating pupils' personal development. The personal development support plan facilitates talk with pupils around all their personal development targets for consistency and focus. The impact intended is that pupils will be more aware of their 'triggers' and behaviour and hold this in mind and the progress they are making on a daily basis.</p> <p>The ARC trauma informed school practices and the personal development tool is to be designed to support pupils' mental health – impact of loss and trauma / attachment. Designed so all staff reflect on what is working, if it is not what needs to be done.</p>	<p>Continuing to embed a classroom culture that supports academic and social / emotional learning.</p> <p>Staff will be able to update and share ideas with all staff daily and weekly in team meetings, reflective practice group and working group on trauma informed practices.</p> <p>Behaviour improvements will be assessed and monitored via SIMs and new personal development support plan tool.</p> <p>Reduction in incidents and exclusions.</p> <p>Reward systems.</p>	<p>HoC, lead learning assistant.</p>	<p>Development of personal development tool £1000</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 Reading and Math's for KS1 and KS2 pupils eligible for PP.	<p>Embed reading at home through monitoring and feedback to children and families.</p> <p>Embed parent reading sessions in school with children weekly.</p> <p>Parent meetings focused on how to support their children in their home learning and supporting teaching of maths and phonics.</p> <p>Continue to embed use of Lexia Core 5 phonics and reading programme promoted through parent engagement meetings, letters home and rewards in school for uptake.</p>	<p>Research evidences the long term impact of parent/carers reading with their children at home.</p> <p>Empowering and enabling parent/carers to better support their child in their home learning is central to school parenting strategy enhanced for 2018-19. .</p> <p>Lexia Core 5 is designed to support the teaching of essential reading skills. It is a research-proven, technology-based approach accelerates reading skills development, and provides teachers with data-driven action plans to help differentiate learning tasks.</p>	<p>New parenting strategy 2018-19 published on the school website. Sessions for parents on supporting their children in learning Maths and reading at home.</p> <p>Sessions for parents in supporting their child in using Lexia at home. Reports and rewards communicated to parent/carers on their child's progress using Lexia at home.</p> <p>Exploration in developing Star maths within the curriculum and for home learning.</p>	HoC, lead learning assistant, Inclusion officer.	<p>February 2019</p> <p>Lexia Core 5 subscription £1000</p>
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 behaviour and engaging in their learning.	<p>CAMHS undertake robust evaluation of work with pupils. This is overseen by a senior CAMHS practitioner.</p> <p>Work is then shared and evaluated by the HoC.</p> <p>CAMHS staff meet with staff to share progress, concerns and strategies for dealing with issues on a daily basis.</p> <p>Use of personal development tool to record targets, intervention and pupil progress.</p> <p>Reduction in fixed term exclusions.</p> <p>Working group review impact termly.</p>	HoC, CAMHS clinician	<p>Termly assessments.</p> <p>(Cost for Primary support £20,000)</p>

<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. SLE consultancy to support implementation. Additional support worker employed to follow up quickly on attendance and punctuality. .</p>	<p>'Pupils 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. 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. Same day calls about progress for target pupils and reduced timetable integration programme to ensure pupils attend on a regular basis, building to full timetable. Personalised support / mentoring to each PA pupil eligible for PP. Letters about attendance to parents/carers. EWO to visit all PA at home to discuss attendance with parents / guardian and explore barriers</p>	<p>HoC / EWO</p>	<p>January 2019 (Cost: EWO £5,000)</p>
---	---	--	---	------------------	--

6. Review of expenditure

<p>Previous Academic Year</p>	<p>2017/18</p>			
<p>i. Quality of teaching for all</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact:</p>	<p>Lessons learned</p>	<p>Cost</p>

<p>A. Increased progress in numeracy for KS1 and KS2 pupils eligible for PP.</p>	<p>Consistency of numeracy strategy, Numicon, to be used in all classes and out of class through intervention sessions.</p>	<p>Target met Improved marking for learning has had an impact on pupils' progress.</p> <p>Improved induction processes and baseline assessments have enabled all staff to more effectively meet the needs of pupils and pitch lessons effectively to facilitate good progress. . Comprehensive pupil passports and support plans are in place for all pupils to support planning and evaluation of impact.</p> <p>94% of pupils made progress in maths from their starting points. 56.25% PP pupils met their SEN target progress in maths. This was not as good as non PP pupils where 100% met their SEN target progress. However, 31% of PP pupils made a whole years progress in maths. 20% of non PP students made a whole years progress in maths. PP students are doing better than others in achieving against national benchmarks for progress from their starting points at New River College. Given nearly all pupils PP and non PP have EHCPs this is above national averages for pupils with complex needs in pupil referral units.</p>	<p>There is essentially nothing that we do exclusively for pupil premium students. All pupils at NRC have disadvantages and barriers to learning that are consistently addressed and personalised.</p> <p>Continue to research and provide CPD for staff in best practice in maths teaching.</p> <p>Continue to explore best practice in Maths teaching and learning through work with LA consultants, other schools in Islington and networks with PRU's.</p> <p>Ongoing creating further opportunities to facilitate staff in reflection on their pupils' progress and impact of strategies to improve pupils' maths skills through the curriculum.</p> <p>Continue book looks to ensure consistency and books marked enabling pupils to continue to respond.</p> <p>Develop the parenting strategy to support parent/carers in enabling pupils to access and experience success through home learning.</p>	<p>£1000</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>Target met</p> <p>Attendance (Percentages) 2016 -2017: 87.23% 2017 -2018: 88.16%</p> <p>Exclusions: (numbers) have greatly reduced. 2016-2017 total of pupils 15 2017- 2018 total of pupils 8</p>	<p>The school needs to implement processes to capture better the impact of initiatives on pupil's behaviour for learning and personal development.</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>There is a well thought out strategic relationship between the work of CAMHS clinicians and the school in meeting the needs of children and parents/ carers at the school. The impact is evaluated fortnightly in Team around the school meetings (TAS). The CAMHS PRU team continues to provide interventions to meet the complex needs of the young people attending the PRU. They report (available from NRC) on 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 every 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 TAS meetings. CAMHS report on the mental health difficulties experienced by young people at the PRU and complexity factors in their lives so all staff can support them in their personal development.</p>	<p>Continue to put in place an alternative curriculum off site provision closely monitored and evaluated throughout school systems for pupils showing extreme SEMH.</p> <p>Continue to improve planning of bespoke curriculum for pupils not managing with off site programmes.</p> <p>Behaviour for learning approaches; sensory integration and trauma informed practices are employed in every lesson rather than seen as separate. All staff increasingly working towards a mainstream curriculum but one that enables our pupils to function to access learning and whereby learning is intrinsically motivating.</p> <p>Continue with check ins around behaviour and achievement through the school day.</p>	<p>£20,000</p>
---	---	---	--	----------------

ii. Targeted support

<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Increased progress in numeracy for KS1 and KS2 pupils eligible for PP.</p>	<p>Support Staff training on high quality interventions using Numicon.</p>	<p>Target met See above progress of PP and non PP pupils in Maths.</p>		<p>£2900</p>

<p>2. Behavioural issues of KS1 and KS2 addressed.</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.</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 learning so imperative this continues.</p>	<p>PiVOTs data</p> <p>On site therapeutic support for pupils and support for families is enabling pupils to focus on improving their behaviour and engaging in their learning.</p>	<p>CAMHS session with pupils on the school site. 1:1 targeted sessions.</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 2017-18 was 88.16%.</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>Continue to review the 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

--