

Secondary premium strategy statement

1. Summary information					
School	New River College (Secondary)				
Academic Year	2018/19	Total PP budget	£55,633	Date of most recent PP Review	September 2018
Total number of students	56	Number of students eligible for PP	A 27	Date for next internal review of this strategy	September 2019

2. Current attainment		
	Students eligible for PP (NRC)	Students not eligible for PP (national average)
% achieving 5A* - C incl. English / Maths (2017/18)	0%	0%
% achieving expected progress in English / Maths (2017/18 only)		
Progress 8 score average (from 2017/18)	N/A	N/A
Attainment 8 score average (from 2017/18)	N/A	N/A

2017-18 - 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	66.7%	53.33%	73.33%	46.67%	80%	53.33%
NO	92.31%	46.15%	69.23%	53.85%	76.92%	46.15%
2017-18 - KEY STAGE 4 – Year 11						
PUPIL PREMIUM	ENGLISH		MATHS			
	EOY Target Met	Aspirational Target Met	EOY Target Met	Aspirational Target Met		
YES	87%	75%	50%	20%		
NO	50%	50%	75%	0%		

3. Barriers to future attainment (for students eligible for PP including high ability)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	<p>All students at KS3 are below or well below their chronological age in reading. Average reading ages are as follows (September 2018)</p> <table border="1"> <tr><td>KS3 Overall</td><td>9/4</td></tr> <tr><td>KS3 PP</td><td>9/8</td></tr> <tr><td>KS3 Non PP</td><td>9/2</td></tr> <tr><td>Y10 Overall</td><td>10/3</td></tr> <tr><td>Y10 PP</td><td>10/2</td></tr> <tr><td>Y10 Non PP</td><td>10/6</td></tr> <tr><td>Y11 Overall</td><td>10/1</td></tr> <tr><td>Y11 PP</td><td>10/1</td></tr> <tr><td>Y11 Non PP</td><td>10/0</td></tr> </table> <p>Pupil premium students are doing as well or better than others in their progress with reading (except Year 10) with the ongoing focus on raising attainment in reading for disadvantaged students. However, reading ages continue to be a barrier to students making good progress at KS3 and KS4.</p>	KS3 Overall	9/4	KS3 PP	9/8	KS3 Non PP	9/2	Y10 Overall	10/3	Y10 PP	10/2	Y10 Non PP	10/6	Y11 Overall	10/1	Y11 PP	10/1	Y11 Non PP	10/0
KS3 Overall	9/4																		
KS3 PP	9/8																		
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Y10 Overall	10/3																		
Y10 PP	10/2																		
Y10 Non PP	10/6																		
Y11 Overall	10/1																		
Y11 PP	10/1																		
Y11 Non PP	10/0																		
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 *(issues which also require action outside school, such as low attendance rates)*

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 of 10 years and below. 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 and Wave 2 interventions, monitored by heads of departments (HOD) and senior team.

B.	Problem behaviour particularly self-control and management of emotions to be addressed	<p>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.</p> <p>Students' progress towards their personal conduct and behaviour targets are tracked with data capture half termly. Pupil premium students make as much progress as other students.</p>
C.	<p>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.</p> <p>Improve the attainment and progress of disadvantaged students in maths at KS4.</p>	<p>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 students produce extended writing and self-esteem and confidence difficulties mean they are reluctant to draft and redraft work.</p> <p>Book monitoring and learning walks will show evidence of improved engagement in writing tasks in all subjects across the school.</p> <p>Impact of CPD will be evident in book scrutiny demonstrating extended writing across the curriculum.</p> <p>Providing access to use of computers and chrome books will improve access and engagement.</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> <p>Christmas savers club pilot providing monetary reward for students with 100% attendance and punctuality has a significant impact.</p>

5. Planned expenditure					
Academic year		2018/19			
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.	Dedicated reading lessons Reading room Whole school CPD and literacy strategy to include reciprocal reading. Refresher CPD for all teachers in reciprocal reading strategies that they can use across the curriculum. All teachers and departments are introduced to the strategies as a common approach to reading a text whatever the subject they are teaching. Support for displays in reciprocal reading.	Intervention with reading lessons to encourage love of reading and support students 1:1 where they struggle. Studies on reciprocal reading have been very positive in terms of the benefits in students' accuracy and reading comprehension. Adopting reciprocal reading strategies as a common approach in lessons allows a school to ensure that children develop a 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.	Set up reading room New SOL for reading lessons to develop student's comprehension skills.	Deputy Head / Head of English	Review December 2019 Resources Books Furnishings £2000
B. SEMH (Peer group and adult relationships, self-control and management of	CPD and support for staff so the tutor time curriculum is developed to ensure students have 1:1 reviews of their progress	Personalised support for all pupils, careful tracking and monitoring of progress towards personal conduct and development targets. Regular reviews with parents.	Development of data tracking system and CPD for staff in using this. £2000 – Ongoing from 2017-18	Head of Centres (JR / MG) / Assistant head of Centres	Review December 2019 £2000

emotions, social behaviour and attitudes to learning) to be addressed.	towards personal conduct and development targets.				
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.	<p>English department to set up in school reading room and library and make use of Islington library services.</p> <p>English department to include reading in the curriculum. Purchase of books, furnishings to create a reading room.</p> <p>Intervention sessions 1:1, 1:2 with learning assistants.</p> <p>English department to lead on engaging students in the Lexia programme.</p>	<p>The word aware strategies as part of the whole school literacy strategy are well established and recommended by the school speech and language service and Samuel Rhodes Outreach service.</p> <p>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.</p> <p>The students can use the programme at home as part of their home learning and gain rewards.</p> <p>Access to more engaging books and SOL building comprehension skills.</p>	<p>CPD support from the speech and Language therapist in word aware strategies and vocabulary acquisition across the curriculum.</p> <p>Engage with parents and students before intervention begins to address any concerns.</p> <p>Track data in reading at 3 key points, October, March and June.</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>	FBR LM	<p>December 2019</p> <p>Lexia Programme £2000</p> <p>Purchase of books £3000 + Ongoing</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>2018-19 Ongoing CPD for tutors and co-tutors to implement the personal development tool to monitor and track Students progress in their personal development.</p> <p>Design and implementation of tracking system to capture student outcomes in their personal development</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. 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 2019 £25,000 (Behaviour mentor)</p>
Total budgeted cost					<p>£30,000</p>
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

Total budgeted cost	£24,500
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6. Review of previous year's expenditure 2017 - 18

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. 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 strategies as a common approach to reading a text whatever the subject they are teaching. Support for displays in reciprocal reading.	<p>Success criteria: Met</p> <p>Much improved scheme of learning for KS3 English and collaborative planning and consistency across the sites.</p> <p>High: development of SOL increased progress as measured using scores on the Progress in English test.</p> <p>Book monitoring, CPD and moderation sessions have taken place to monitor and action any issues with the delivery of SOL and use of resources.</p> <p>There has been a significant increase in students making progress in reading at KS3 and pupil premium students have made greater progress in reading in 2017 – 18 – see below.</p> <p>2016 - 17</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">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> </tbody> </table>		READING		Pupil Premium	EOY Target Met	Aspirational Target Met	YES	35.29%	5.88%	<p>This approach needs to continue with refresher CPD to support staff in their confidence to deliver across the curriculum. Role cards to be provided for all staff.</p> <p>1:1 support in reflecting on how the strategy works in class and for particular 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 further embedded 2018-19.</p> <p>All students provided with a reading assessment (STAR reading) on entry during Induction as well as a standardized test in reading and writing. This is to ensure that progress can be tracked accurately from student's baseline. Any gaps or absence for retesting need to be constantly followed up to support comprehensive analysis of</p>	£2000
	READING												
Pupil Premium	EOY Target Met	Aspirational Target Met											
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		<table border="1"> <tr> <td>NO</td> <td>28.57%</td> <td>0.00%</td> </tr> </table> 2017 – 18 <table border="1"> <thead> <tr> <th></th> <th colspan="2">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>66.7%</td> <td>53%</td> </tr> <tr> <td>NO</td> <td>92.31%</td> <td>46.15%</td> </tr> </tbody> </table>	NO	28.57%	0.00%		READING		Pupil Premium	EOY Target Met	Aspirational Target Met	YES	66.7%	53%	NO	92.31%	46.15%	reading age as well as teacher assessment on reading.	
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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.	<p>Target met – Ongoing to embed. Tutors work closely with their tutees to identify how they present, identify personal development targets and interventions that they agree will support them in their personal development.</p> <p>Evidence in personal development tool of students improved attendance, peer group and adult relationships, self-control and management of emotions, social behaviour and attitudes to learning</p>	The data capture and roll out of the spreadsheet has been difficult as this is a completely bespoke tool for identifying need, identifying targets and intervention and reviewing progress. It was very ambitious and will need to continue to become embedded for 2018-19.	£2000															
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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															

<p>A. To accelerate students' progress in reading at KS3 so the gap is closing.</p> <p>Intervention sessions 1:1, 1:2 with learning assistants.</p>	<p>English department to lead on engaging students in the Lexia programme.</p> <p>A. English department to set up in school library and make use of Islington library services.</p> <p>B. English department to include reading in the curriculum.</p>	<p>Target met in securing faster rates of progress in reading.</p>	<p>Communication with parent / carers needed at least termly.</p> <p>Sessions with parent/carers needed to secure confidence with logging in.</p> <p>Reminders of passwords and how to access needed weekly.</p>	<p>£5000</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>Target met.</p> <p>Personal development target setting, intervention and outcomes monitoring evidence students' progress in attitudes to learning, improved relationships, incidents of behaviour and exclusions demonstrating improvement in 2017 – 18.</p>	<p>Students require ongoing 1:1 support. We will continue this approach</p>	<p>£25,000</p>
<p>iii. Other approaches</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>B SEMH (Peer group and adult relationships, self-control and management of emotions, social behaviour and attitudes to learning) to be addressed</p>	<p>Identify a targeted behaviour intervention for identified students to be delivered by CAMHS clinicians</p>	<p>Target met</p> <p>Evidence of students' progress in learning, improved relationships, incidents of behaviour and exclusions is demonstrating improvement in 2017 – 18.</p> <p>See CAMHs reports</p>	<p>Students require ongoing 1:1 support. We will continue this approach</p>	<p>£20,000</p>
<p>Improve attainment of students with SEN who struggle in their writing</p> <p>Raise attainment of PP students at KS4 in Maths</p>	<p>Provision of Chrome Books to support students who struggle with writing to complete learning within the class.</p> <p>Resources to support tutors to deliver Maths skills in tutor time for Year 11</p>	<p>Target met</p> <p>Improved attainment at KS3 and KS4 2017-18.</p>	<p>Chrome books and work using Google school has engaged students. Further strategies are needed to encourage extended writing across the curriculum.</p> <p>Use of Chrome books as normal way of working is enabling some students to access computers in exams supporting them to achieve well.</p> <p>Every subject needs to maximize opportunity for students to extend their writing. Further CPD needed to refresh.</p>	<p>£2500</p>

<p>Attendance and punctuality to lessons to be addressed.</p>	<p>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.</p>	<p>Target met. Attendance has improved from 64% in 2016-17 to 76% in 2017-18 Centralised and detailed tracking for each lesson and strategies developed through detailed consideration of students needs in team around the school are having an impact.</p> <p>Attendance and punctuality to lessons is proven to affect academic attainment and progress. Regular team around the school meetings to review progress and action</p>	<p>Ongoing for 2018-19</p>	<p>£2000</p>
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