

Medical premium strategy statement

1. Summary information					
School	New River College (Medical)				
Academic Year	2018/19	Total PP budget	£2,338	Date of most recent PP Review	September 2019
Total number of students	6	Number of students eligible for PP	2	Date for next internal review of this strategy	September 2020
2. Current attainment					
			<i>Students eligible for PP (NRC)</i>	<i>Students not eligible for PP (national average)</i>	
% achieving 5A* - C incl. English / Maths (2018/19)			33%	0%	
% achieving expected progress in English / Maths (2018/19 only)			100%/66%	100%/N/A	
Progress 8 score average (from 2018/19)			N/A	N/A	
Attainment 8 score average (from 2018/19)			N/A	N/A	
2018-19 - KEY STAGE 4 – Year 11					
PUPIL PREMIUM	ENGLISH		MATHS		
	EOY Target Met	Aspirational Target Met	EOY Target Met	Aspirational Target Met	
YES	100%	50%	66%	33%	
NO	100%	100%	N/A	N/A	
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.	SEMH (Peer group, relationships, anxiety, management of emotions, social behaviour and attitudes to learning) to be addressed.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
B.	Attendance and punctuality to school to be addressed				
4. Outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Students gain the resilience needed to manage full-time school and in taking examinations and develop strategies to deal with the stress these cause them.			All are able to attend for exams.	

B.	Attendance and punctuality to school to be addressed	All students' attendance improves from their baseline Attendance to continue to improve – aim 80% +.
-----------	------------------------------------------------------	------------------------------------------------------------------------------------------------------

5. Planned expenditure Academic year 2019/20

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. SEMH (Peer group and adult relationships, self-control and management of emotions, social behaviour and attitudes to learning) to be addressed.	<p>Teachers and teaching assistants to continue to develop an excellent understanding of student's emotional needs and strategies to support them in class.</p> <p>Whole school CPD in mental health with sessions on</p> <ul style="list-style-type: none"> • Complex trauma • Suicide prevention • Mental health awareness training • Zones of regulation 	<p>To support teachers to develop teaching practice to meet the individual SEN needs of each students.</p> <p>To upskill staff with greater ability and confidence to build rapport and relationships with young people facing mental health difficulties as well as care for their own well-being.</p>	<p>Pupil passports regularly reviewed as part of structured conversations.</p> <p>1:1 mentoring support weekly with feedback to all staff in briefings.</p> <p>Pupil focus meetings and reflective practice</p> <p>CPD sessions built in to the school calendar</p>	ML / MG / SK	Review June 2020 £500
B. Attendance and punctuality to school to be addressed.	<p>EWO to support teachers through home visits, calls and PCNs where appropriate to improve attendance and punctuality to lessons.</p> <p>Engagement and relevance of curriculum – ongoing review.</p>	Attendance has direct impact on student attainment and progress. Attendance enables students to develop a wider peer group / friends supporting desired outcomes for SEMH.	<p>Regular dialogue with students and parents.</p> <p>Refer to parenting classes, Families first.</p> <p>CPD programme to include sessions on curriculum review and planning.</p>	MG / SK	Review June 2020 £1000

Total budgeted cost £1500

ii. Targeted support

Desired outcome	Action/approach	Evidence / rationale for this approach?	How will you ensure it is implemented well?	Lead	Review
A. SEMH (Peer group and adult relationships, self-control and management of	Allocated member of the teaching team to provide 1:1 mentoring for students to meet specific targets for improving their social relationships and ability to cope with the demands of exams.	The EEF Toolkit suggests that targeted interventions matched to specific students with needs or behavioural issues can be effective, especially for older students.	Robust personal development tool to be put in place that enables target setting and evaluation of impact of interventions. Allocated teacher to engage with parents before intervention begins.	SK / MG	May 2020

emotions, social behaviour and attitudes to learning) to be addressed.	Design and implementation of tracking system to capture student outcomes in their personal development	Development of system to set targets and measure students' progress in their personal development, mental health and well-being. The tool will enable more personalised interventions and monitoring of impact.	Monitor SEMH needs and whether support translates into improved attainment. Structured conversations termly with the family evaluate the impact of mentoring in each student achieving their targets. Fortnightly team around the school meetings will review students' progress towards their targets.		
------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Total budgeted cost £ -

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
A. SEMH (Peer group and adult relationships, self-control and management of emotions, social behaviour and attitudes to learning) to be addressed.	<p>Sessions on managing exam stress delivered by CAMHs.</p> <p>Non-Violent Resistance (NVR) This is a parenting strategy that the CAMHS PRU and IFIT team.</p>	<p>In 2018-19 workshops had a significant impact in providing pupils with strategies to manage stress. Their resilience increased and all students succeeded in meeting or exceeding their targets and gaining national qualifications.</p> <p>NVR is now being successfully used with anxious young people, where obsessive-compulsive behaviour controls the family, or who isolate themselves socially, have become addicted to the internet, or refuse to go to school. A further area in which the approach is proving very helpful, is working with families in which young adults show 'entitled dependency', and young adults with ongoing serious mental health problems.</p> <p>Jakob, P. (2019). Child-focused Family Therapy using Nonviolent Resistance: hearing the voice of need in the traumatised child. In E. Heismann, J. Jude & E. Day (eds.): Non-violent resistance innovations in practice. Brighton: Pavillion.</p>	<p>Students require ongoing 1:1 support. We will continue this approach.</p> <p>Collaboration of school staff and CAMHs clinicians to ensure group sessions on dealing with stress address the individual needs of each pupil.</p> <p>Pupil focus meetings and Reflective practice</p> <p>Parent meetings for CAMHs clinicians to deliver NVR and reflections.</p>	SK / MG	May 2020 £1000

B. Attendance and punctuality to school 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 where attendance is an issue.	SK / MG	Cost (included above)
Total budgeted cost					£ 2500

6. Review of previous year's expenditure 2018-19				
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. SEMH (Peer group and adult relationships, self-control and management of emotions, social behaviour and attitudes to learning) to be addressed.	<p>Whole school CPD in mental health with sessions on</p> <ol style="list-style-type: none"> 1. Depression and Anxiety 2. Psychosis and Bi-Polar Disorder 3. Self-harm and suicide ideation 4. Staff personal well-being <p>Personalised support for all pupils, careful tracking and monitoring.</p> <p>Regular reviews with parents. Pupil passports regularly reviewed as part of structured conversations. 1:1 Mentoring support weekly with feedback to all staff in briefings.</p> <p>Pupil focus meetings and reflective practice</p>	<p>Target met</p> <p>Teachers and teaching assistants have an excellent understanding of students' emotional needs and strategies to support them in class. The impact of training as well as bespoke sessions arranged and delivered by CAMHs have supported staff in their own well-being. All students gained the resilience needed to manage taking examinations and develop strategies to deal with the stress these cause them. All students were highly successful in GCSE and functional skills examinations and exceeded their targets. All students have gone on to further education and training programmes.</p>	<p>Ongoing CPD in SEMH and SEN needs as well as staff own well-being needs has enabled them to support students in such a way that creates a growth mind-set.</p> <p>CPD in SEMH needs will continue for staff where their CPD audit and line management meetings identify this. In addition, Educational psychologists and CAMHs clinician could identify days to model, offer training and support to staff to deliver intervention courses to support students e.g. courses to manage anxiety. This would then upskill staff as well as enable them to directly deliver support for SEMH within the curriculum offer.</p> <p>Offering a parenting programme will improve working between professionals and families to address the needs of each child.</p>	£500

B. Attendance and punctuality to school to be addressed.	EWO supported teachers through home visits, calls and PCNs where appropriate. Curriculum development included introduction of afternoon activities off-site to both engage pupils, broaden the curriculum offer and develop their resilience to participate in activities in the community.	Target met Attendance data for Lodge for last three years is as follows; 2015-16 27.06%, 2016-17 26.85%, 2017-18 40.45% and 2018 -19 76.89%.	Improved attendance has had a significant impact on the achievement of pupils in 2018-19. Strategies around supporting young people with SEN / SEMH needs, high levels of dialogue with parent/carers, curriculum development and staff development have all been contributing factors in raising levels of attendance.	£1000
ii. Targeted support				
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. 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 curriculum is developed to ensure students have 1:1 reviews of their progress towards personal development targets. 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.	Target met Evidence in personal development tool of students improved attendance, peer group and adult relationships, social behaviour and attitudes to learning.	More time is needed for the school (in partnership with other sites) to develop further the personal development tool. Work needs to be done to revisit the tool around intent, implementation and impact. An external review of the personal development tool needs to take place so a common framework is established. Leaders need to further work through the implementation process including staff training, support and systems to capture the progress pupils make in their personal development.	
B. SEMH (Peer group and adult relationships, self-control and management of emotions, social behaviour and attitudes to learning) to be addressed.	Allocated teacher to provide 1:1 mentoring for students to meet specific targets for improving their personal conduct and behaviour.	Target met. Personal development target setting, intervention and outcomes monitoring evidence students' progress in attitudes to learning, improved relationships, demonstrating improvement in 2018-19.	Students require ongoing 1:1 support. We will continue this approach. Mentoring should continue to be built in to the timetable.	£ -
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
A. SEMH (Peer group and adult relationships, self-control and management of emotions, social behaviour and attitudes to learning) to be addressed	<p>Identify a targeted behaviour intervention for identified students to be delivered by CAMHS clinicians.</p> <p>Sessions on managing exam stress delivered by CAMHS.</p>	<p>Target met Evidence of students' progress in learning, improved relationships 2018-19. See CAMHS reports.</p> <p>Pupils success in examinations and transition on to further education and training.</p>	<p>Students require ongoing 1:1 support. We will continue this approach.</p> <p>High aspirations for student achievement in public examinations alongside a nurturing approach and strategies to build resilience has enabled students to achieve beyond expectations.</p> <p>Group sessions on dealing with stress addressing the individual needs of each pupil and providing each with a range of strategies to self-manage had a significant impact building their resilience.</p> <p>Work with students on their resilience around school and exams requires close working with parent/carers to work together as adults to support their child.</p>	£1,000
B. Attendance and punctuality to school to be addressed.	<p>CPD for EWO and Head of Centre to develop further effective strategies using SIMs lesson monitor.</p> <p>Consistent, persistent, insistent application of revised attendance strategy across the College.</p> <p>Curriculum review to develop a more engaging curriculum.</p>	<p>Target met. Attendance is currently the best in five years at nearly 80%. Case studies of students demonstrate the interventions in place and impact on attendance, participation and achievement.</p>	<p>Regular team around the school meetings to review progress and strategies developed through detailed consideration of students' needs are having an impact.</p> <p>Curriculum development needs to be ongoing 2019-20 in light of recommendations for curriculum planning within the new Ofsted framework.</p> <p>Opportunity for further developing students' cultural capital and careers opportunity awareness needs to continue.</p>	£included in above