

Pupil premium strategy statement: New River College Primary

1. Summary information					
Academic Year	2019/20	Total PP budget	£20, 460	Date of most recent PP Review	September 2019
Total number of pupils	16	Number of pupils eligible for PP	17 (93.9%)	Date for next internal review of this strategy	September 2020

2. Current attainment		
Attainment for: 2018 – 19 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	N/A	N/A
% achieving expected standard or above in reading	94% made progress from their starting points. 63% met SEN target. 16% made progress in line with national expectations. 5% met aspirational target.	75% made progress from their starting points. 75% met SEN target. 50% made progress in line with national expectations. 0% met aspirational target.
% achieving expected standard or above in writing	90% made progress from their starting points. 68% met SEN target. 11% made progress in line with national expectations. 11% met their aspirational target.	75% made progress from their starting points. 75% met SEN target. 50% made progress in line with national expectations. 0% met aspirational target.
% achieving expected standard or above in maths	94% made progress from their starting points. 74% met SEN target. 11% made progress in line with national expectations. 0% met their aspirational target.	75% made progress from their starting points. 50% met SEN target. 0% 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%, 2018-19 80.50%. This reduces their school hours and causes them to fall further behind.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
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. 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 **2019/20**

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	Review date?
A.1 Increased progress in phonics and reading for KS1 and KS2 pupils eligible for PP.	<ul style="list-style-type: none"> Introduce Letters and Sounds as the Key phonics teaching programme as well as take strategies from Jolly Phonics for younger pupils. CPD for all staff in teaching phonics Introduce new reading scheme that has phonics teaching aligned. Books reflect the sounds pupils are working on. Develop tracking and accountability around return of books. Develop rewards around book bag days. (Tuesday/Friday) Amend class timetables to include further whole class reading emphasising reading skills. Every child to read aloud 1:1 twice a week in class during handwriting sessions. Develop whole class reading approach. Develop recording system for reading. Introduce Power of reading to access high quality texts with planning resources. Use phonics screening tool to better track pupil progress Investigate 'Talk for Writing' approach for implementation 2020-21. 	<p>Power of reading Scheme from Centre for literacy in Primary Education CPLE and Islington Road Map with class sets of books to develop pupils' access to different genres – both known high-quality resources.</p> <p>New reading scheme linked to teaching of phonics will better enable teachers to link learning in class with reading.</p> <p>The whole class reading approach is to select a passage (article, poem, chapter from a book, a picture book etc). This is the focus for the week. Each day a key reading skill is selected (Vocabulary, inference, prediction, explain, recall and retrieve). The aim is to build confidence in non/early readers.</p>	<p>Teacher and support staff CPD and meetings</p> <p>Monitoring through book looks and learning walks</p> <p>Performance Management – leaders make the connection between quality of teaching and pupil progress</p> <p>1:1 supervision includes analysis and actions on pupil progress.</p> <p>Using primary specialists from the Local Authority</p> <p>Leaders focus rigorously at the curriculum. Intent, implementation and impact.</p>	HoC / DH T&L / SENCO	<p>Review of implementation March 2020</p> <p>(£3, 500 Reading Scheme, Islington Road Map books, Book corner for early years) Power of reading £150.00</p> <p>Whole class reading books £200</p>

<p>A.2 Increased progress Maths KS1 and KS2 pupils eligible for PP.</p>	<ul style="list-style-type: none"> • CPD for subject lead through local authority network meetings and teaching school's alliance. • CPD in effective use of manipulatives and representations • CPD strategies in teaching multiplication • Fortnightly workshop for learning assistants on school calculation policy. • Review of 'I Can' statements currently used for planning to ensure they are sequenced appropriately and making expectations around how they are used clear to all staff. • Embedding use of Times Tables Rock Stars in school and for home learning. • Development of school website to support home learning. 	<p>EEF Reports Improving Mathematics in KS1, 2 and 3 provides evidence-based research on how maths can be most effectively taught. This includes use of manipulatives and representations as a scaffold for learning and to promote independence.</p> <p>Times Table Rockstars aims to enable children to enjoy the learning and rehearsing of times tables and have an increased level of confidence in their abilities to use times tables in all areas of Maths</p>	<p>Subject lead with support from LA consultant monitors and reviews implementation and provides feedback and support for staff.</p> <p>Lesson observations and book monitoring demonstrates curriculum coverage allowing all pupils to access the content and make progress. Sequencing in learning is clearly evidenced in books. There is no mismatch between the planned and delivered curriculum.</p> <p>Planning shows the curriculum is ambitious and mathematical fluency is developed through themes.</p> <p>Staff evaluation from CPD demonstrates improved pedagogical content knowledge.</p> <p>Pupils progress and success in national tests shows improvement.</p>	<p>Maths coordinator / HOC / DH T&L</p>	<p>Purchase of manipulatives for each class £200</p>
<p>B. Reduction in behaviour issues of KS1 and KS2 addressed.</p>	<p>Continue to embed a trauma informed whole school approach. Continuing to embed a classroom culture that supports academic and social / emotional learning.</p> <p>Implement new statutory RSHE learning.</p> <p>Design and introduction of a new personal development tool.</p> <p>Develop learning mentoring and other SEMH interventions e.g. Hall of Fame achievement assemblies around pupils' achievement in personal development targets</p> <p>Work with the occupational therapist to improve the school environment to provide a sensory room for de-escalation and education where pupils are not managing in class as an alternative to exclusions</p>	<p>The Attachment, Regulation and Competency (ARC) trauma informed school practices and the personal development tool is to be designed to support pupils' mental health including system-level processes and strategies to reduce trauma related challenging behaviour symptoms.</p> <p>Develop further teaching of PSHE, Relationships, sex and health education.</p> <p>The personal development tool is 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 focused on facilitating pupils' personal development.</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, CK, KL, lead learning assistant.</p>	<p>Development of personal development tool £1000</p> <p>(Cost for Primary support £20,000)</p>

		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.			
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	Review date?
A. Increased progress in Reading and phonics for KS1 and KS2 pupils eligible for PP.	<p>Embed reading at home through monitoring and feedback to children and families. Embed parent reading sessions in school with children weekly 'Family Fridays'.</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>Phonics screening for all pupils at Induction with interventions with grouping by ability (which phonics phase they are working at).</p> <p>Introduction of a timetabled phonics sessions for cross aged groups each day for Year 1.</p> <p>Library sessions weekly including visits with authors.</p> <p>Bespoke support / intervention plans for Year 1 Phonics, Year 2 teacher assessments, Year 4 multiplication and Year 6 SATS.</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 2019-20.</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>Phonics screening aims to enable teachers to better pitch learning with appropriate books linked to pupils' phonics level and intervention.</p>	<p>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>More targeted support for individuals due to low participation</p>	HoC, lead learning assistant, SENCO	<p>March 2020</p> <p>Lexia Core 5 subscription £1000</p>

<p>A.2 Increased progress Maths KS1 and KS2 pupils eligible for PP.</p>	<p>Develop structured interventions for additional support.</p> <p>Bespoke support / intervention plans for Year 2 teacher assessments, Year 4 multiplication and Year 6 SATS.</p>	<p>See EFF Guidance report</p>		<p>Subject lead Maths / HOC</p>	
<p>B. Behavioural issues of KS1 and KS2 addressed.</p>	<p>CAMHS session with pupils on the school site. 1:1 targeted sessions.</p> <p>SEMH interventions such as; Personal development week for targeted pupils to build team work e.g. 101 activities that build self-esteem and teamwork.</p> <p>Emotional intelligence sessions e.g. 'Volcano in my Tummy'</p> <p>Targeted pupils picked up first thing in the morning for support 1:1</p> <p>Social skills group – 5 pupils weekly for 40-minute session.</p>	<p>On site therapeutic support for pupils to enable them to focus on improving their behaviour and engaging in their learning.</p>	<p>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 a daily basis. Use of personal development tool to record intervention and pupil progress. Reduction in fixed term exclusions.</p> <p>Trauma informed reflective</p>	<p>HoC, CAMHS clinician</p>	<p>Termly assessments.</p> <p>(Cost for Primary support £20,000)</p>
<p>C. Increased attendance rates for all pupils.</p>	<p>Consistent, persistent, application of revised attendance strategy across the College.</p>	<p>'Pupils can't learn if they are not in school'. NFER briefing for school leaders identifies addressing attendance as key.</p>	<p>Ongoing briefings of all staff on attendance strategy. Brief support worker on existing absence issues.</p> <p>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.</p> <p>Personalised support / mentoring to each PA pupil eligible for PP.</p> <p>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>July 2020</p>

6. Review of expenditure

Previous Academic Year

2018/19

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A. Increased progress in numeracy 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. Teaching staff receive CPD on use 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 online 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>Target met PP students are doing better than others in achieving against national benchmarks for progress from their starting points at New River College.</p> <p>94% of PP made progress from their starting points. 74% met SEN target. 11% made progress in line with national expectations.</p> <p>75% of non-PP students made progress from their starting points. 50% met SEN target. 0% made progress in line with national expectations.</p> <p>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>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>Continue to develop the parenting strategy to support parent/carers in enabling pupils to access and experience success through home learning.</p>	£1000
B. Reduction in behavioural issues of KS1 and KS2 addressed.	Behaviour for learning weekly timetabled 1:1 / small group session for all pupils and staff.	<p>Target met Exclusions: (numbers) have greatly reduced.</p> <p>2016-2017 total of pupils 15 2017- 2018 total of pupils 8 2018 - 2019</p>	The school needs to implement processes to capture better the impact of initiatives on pupil's behaviour for learning and personal development.	

<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 and 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. The time taken for each intervention is variable.</p> <p>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>
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ii. Targeted support

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>Increased progress in reading for KS1 and KS2 pupils eligible for PP.</p>	<p>Embed reading at home and parent reading sessions in school with children weekly. Embed Parent meetings focused on how to support their children in their home learning and supporting teaching.</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>Target met See above progress of PP and non-PP pupils in reading.</p>	<p>More rigorous monitoring and feedback to children and families.</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>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>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>Target met Attendance rates for 2017-18 was 88.16%, 2018-19 80.5%.</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 and EWO attendance at TAS meetings.</p>	<p>(£5,000 for EWO)</p>