

New River College Medical

Pupil premium strategy statement – 2025-26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year

School overview

Detail	Data
Number of pupils in school	33
Proportion (%) of pupil premium eligible pupils	61%
1	2025 – 2026 2026 – 2027 2027 - 2028
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Nigel Smith Executive Head teacher
Pupil premium lead	Michele Lambert Deputy Head teacher
Governor / Trustee lead	Richard Brown Chair of governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£29,025

Part A: Pupil premium strategy plan

Statement of intent

The pupils at NRC Medical access learning in different contexts depending on their medical needs.

1) Pupils are taught at the children's ward at the Whittington Hospital either in a dedicated classroom or by the bedside. Most of these pupils are day patients but some stay for longer.

2) Pupils with ongoing medical and mental health conditions are taught in their homes or home school. This can be for variable periods of time depending on the medical need; pupils are taught by a specialist intervention team. They have bespoke timetables based on their medical needs. This approach enables pupils to stay close to learning and ensure gaps have not increased significantly. The schools nurturing approach and tuition that is explicitly linked to the onsite school curriculum is enabling many pupils to progress to coming in to school for their learning.

3) Small groups of pupils are taught onsite. These pupils are referred via Islington's fair access panel (FAP) or via SEN consultation with an EHCP and have ongoing medical conditions and or mental health needs generally relating to anxiety, self-harm, suicidal ideation, chronic fatigue and eating disorders.

Many have complex additional needs; they have gaps in learning due to frequent or extended time out of education. They are invariably highly anxious due to their SEMH needs and stress around not having managed learning in a mainstream school environment.

Pupils arrive with us throughout the academic year.

Our objective for pupil premium funding is to address these issues (academic and personal/social) and develop the pupil to the best possible position when they move to the next phase of their life / education.

Our vulnerable pupils face one and more often a number of the following challenges:

- Very poor attendance prior to entering our school
- Have an EHCP and / or medical diagnosis (ASC, ADHD)
- Have come from Tier 4 discharge
- ACEs (adverse childhood experiences)
- Undiagnosed SEN / SEMH needs
- Are known to children's social care
- Social/economic disadvantage
- High mobility in educational settings
- Known to Youth offending Service, Targeted Youth Service with vulnerabilities around CSE, CCE.

All pupils have been absent from education for a prolonged period of time, the effects are; poor attendance and punctuality, lost skills around how to interact in an education setting including peer relationships which means an enhanced approach around personal development has been put in place. Our curriculum offer requires a greater focus is needed on encouraging attendance and having a wider approach to ensuring our pupils have the emotional skills to cope in school, so the curriculum and teaching strategies are adapted. This often means pupils have individual bespoke curriculum offers and a range of SEMH interventions. This enables us to target each pupil around bespoke catch-up strategies.

Many of our pupils have been absent from mainstream schools for many years or have just come out from Tier four providers. We meet pupils where they are at emotionally and work with them, their families and other professional partners to enable them to access our core curriculum offer of Maths, English, Science, PSHE, Food, Active Life and Art. We also offer pupils a range of different academic and vocational options to reengage in education and provide opportunities that support their individual pathways and progression. This includes Hair and Beauty, Childcare, Construction, MFL, Business studies, Psychology, Geography, Religious Studies and opportunity to study triple Science.

Everything we do is through a trauma informed approach. Our approach to behaviour is via positive reinforcement strategies e.g. catch them being good, use of daily achievement sheets, use of positive language, connection before correction, zones of regulation, CALM approach and restorative practice. We implement SEMH interventions through a universal, targeted and specialised approach including mentoring, ELSA, social communication, music, art and dog therapy.

We aim to be forensic at identifying pupils academic, social and emotional needs. This is to ensure that

- we maximise learning time and increase levels of engagement
- provide pupils with a nurturing environment to prepare them and ensure they are ready for the school day
- all disadvantaged pupils are appropriately challenged and feel success
- prepare disadvantaged pupils for their next stage in education to increase chances to succeed

Our strategy is centred around the delivery of high-quality teaching, targeted support based on robust diagnostic assessment of need (both academic and therapeutic), helping pupils to access a broad and balanced curriculum, as well as providing high quality careers learning and guidance.

To meet the ever-changing demands our pupils bring us, we adapt our curriculum, increase catch up / intervention approaches, create more bespoke timetables, employ more support staff, including a team of engagement mentors and have developed our leaders and staff teams in their approaches. The use of person-centred approaches and pupil voice is important in ensuring we best meet their needs.

We work with a multi-disciplinary team including CAMHs, educational psychology, family support practitioners, social workers, SEN keyworkers and targeted youth services to ensure the right support is provided based on pupil's individual needs.

Challenges

This details the key challenges to achievement we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Due to anxiety and other medical needs, absence is high. This limits the range of learning and social opportunities these pupils engage with, therefore limiting their potential. The school needs to continue its work to reduce absence even further so that these pupils can access an adapted or full curriculum offer in line with their medical needs.
2.	Punctuality to school is having an impact with lost learning and personal development opportunities and consequently progress and achievement.
3.	Addressing pupils' gaps in phonics and foundational knowledge in mathematics due to lost learning for some from the primary phase to entry.
4.	Progress in English and Maths for KS3 and KS4 due to Social, Emotional and Mental Health (SEMH), history of low attendance, trauma, anxiety and depression that have had a long-term detrimental effect on their academic progress.
5.	To achieve and sustain improved social, emotional and mental health of all our disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved attendance	- Attendance plans are adapted to reflect the needs of medical pupils with tracking demonstrating robust and consistent efforts to support pupils to attend. - Enhanced attendance rewards have a measurable positive impact on attendance. - All pupils with attendance concerns have an appropriate stage attendance plan and reviews demonstrate impact of support and effective safeguarding. - Inclusive learning walk feedback through ITIPs working group demonstrate routines are supporting attendance and engagement. - Monitoring activities and Arbor checks demonstrate attendance call logs and visits. - Positive supportive relationships with parents working together improve outcomes for pupils. - EWO and Head of Centre evaluation, including case studies, show range of early interventions from the multi-disciplinary team and school staff impacting on addressing attendance. - Tracking pupil progress in attendance and engagement (from engagement mentors logs, SIT to onsite 1:1, to joining classes) shows impact of strategy and engagement mentoring. - Arbor and CPOMS actions and referrals, pupil intervention and support plans and, case studies around attendance demonstrate the range of strategies and joint working with multi agency partners that NRC employ to support pupils to attend.
2. Improved Punctuality	- Identification of the barriers to punctuality through consultation with students, parents, and staff inform the development of both whole-school and targeted intervention strategies. - Punctuality data is regularly collected, analysed, and shared with relevant staff. Patterns and trends (e.g. year groups, days of the week, individual students) are identified and used to inform interventions. - Enhanced reward systems (e.g. certificates, recognition, incentives) are implemented and promoted. - A measurable improvement in punctuality and pupil feedback indicating increased motivation to arrive on time. Improvements in punctuality are maintained over time. Pupils previously identified as persistently late show consistent improvement.

3. Addressing pupils' gaps in phonics and foundational knowledge in mathematics improving access to all lessons.	• Gaps in phonics and maths knowledge are accurately identified through introduction of systematic phonics diagnostic assessments and teacher observations. • Baseline data is collected, and question level analysis is used to inform targeted teaching and interventions. • Pupils identified with gaps and specific learning difficulties e.g.; dyscalculia receive tailored access targeted support (1:1 catch-up programmes / online DFE approved programme) that is monitored and adjusted based on pupil progress. • Pupils demonstrate increased confidence and accuracy in applying foundational skills. • Staff receive CPD on effective phonics instruction and foundational maths strategies. • Learning gaps are addressed within whole-class teaching as well as through interventions. • Parents are informed about their child's learning gaps and how to support at home. • Pupils previously identified with gaps meet or exceed expected progress targets.
4. Progress in Maths and English for KS3 and KS4	• Almost all pupils to make at least expected progress by the end of the year. This will be evidenced using in school progress tracking, progress in reading ages, teacher assessment and achievement in nationally recognised qualifications. • Baseline inductions including question level analysis support teachers in planning to address gaps. • Pupils participate well in the range of academic interventions offered (1:1 tuition, revision classes, after school sessions, home learning, online programmes). • Books evidence that teachers implement a range of strategies to enable pupils to catch up on any lost learning. • Evaluation from each exam series supports improvement to meet pupils' individual needs and maximise confidence and attendance.
5. To achieve and sustain improved social, emotional and mental health of all our disadvantaged pupils To have a positive impact in supporting pupils to develop and use self-regulation strategies.	• Implementation of ITIPs trauma informed action plan and embed Positive behaviour and relationships policy. • Tracking and monitoring of Interventions show evidence of students being supported in their personal development and to develop self-regulation strategies. • Improved attendance, punctuality and behaviour is demonstrated through data analysis and evaluation. • Staff, pupil and parent surveys and feedback evidence they feel well supported around how the whole school manages behaviour and dysregulation including serious incidents. • Evaluation shows impact of interventions e.g., impact of SEMH and therapeutic interventions, increase in positive

	rewards, achievements and successful transition beyond NRC.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed a robust CPD programme to empower staff and ensure pupil progress in learning is underpinned by quality first teaching effectively supporting the needs of disadvantaged pupils in all lessons.	Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute IIP Emerging Insights Report vF-2.pdf	1, 2, 3, 4
CPD for teaching staff in teaching phonics Sounds-Write. A new approach to teaching literacy Phonics: what secondary teachers need to know National Literacy Trust CPD for teachers and learning assistants linked to the school's Systematic synthetic phonics (SSP) programme and foundational maths learning.	Targeted synthetic phonics interventions (where the emphasis is on sounding out letters and blending sounds to form words) may improve decoding skills more quickly for pupils who have barriers due to not developing phonological awareness at the same rate as other pupils. Teaching and Learning Toolkit EEF Systematic synthetic phonics (SSP) represents a body of knowledge needed for word reading and spelling. Without the knowledge they build through being taught SSP, pupils will struggle to read unfamiliar words. Pupils with special educational needs and/or disabilities who have fallen behind with reading – Ofsted: education	3, 4
CPD for all teaching staff to explain how phonics is taught and how to support pupils with word reading and spelling across the curriculum. CPD for staff in the principles underlying phonics and how to teach it systematically.	Advice from The reading framework	3, 4
The literacy/reading lead has expertise in and experience of	Advice from The reading framework	3, 4

teaching phonics and facilitates ongoing support and training for staff.		
Head of Maths and English develop question level analysis from baseline induction assessments to support teachers to plan affectively to address gaps in learning.	NCFE AIF Pupil Progress Final Report .docx Example Baseline assessment piximaths	3, 4
Ongoing training in trauma informed approaches, meeting pupils specific SEN needs e.g., selective mutism, OCD, sensory needs with strategies for all staff.	The DfE's guidance on behaviour in schools acknowledges that adverse childhood experiences (ACEs) and trauma can significantly affect pupil behaviour and learning. It recommends that schools adopt inclusive, relational, and supportive approaches to behaviour management, which align with trauma-informed principles. Trauma-informed practice: learning from experience - GOV.UK	1, 2, 3, 4, 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Baseline assessments (linked to a phonics intervention programme) used on entry pinpoint forensically where pupils need support so they can decode words, improve spelling and fluency.	All pupils with a reading age of 9 and below needs a diagnostic assessment for word reading (which might be from the school's phonic programme). The diagnostic or phonic programme's assessment should pinpoint where they need support exactly: which GPCs they need to learn so they can decode more unfamiliar words, the familiar words they can read 'at a glance', and the speed by which they read. The reading framework	3, 4
Teaching staff and leaders explore and identify a suitable programme / resources to support phonics learning and literacy interventions for Secondary pupils. Leaders support and monitor interventions	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. EEF Programmes to explore include; LexiaUK EEF Research-Proven Literacy Programs for Schools	3, 4

closely and the impact on pupils' progress is evaluated regularly	About Fresh Start – secondary schools - Ruth Miskin Literacy Phonics Based Reading Intervention Reading - Activities for KS3 Beyond Lexonic Leap Literacy Intervention Programme - Lexonic Lexonik Advance - NLT evaluation report 2022 - Final.pdf	
Departmental strategies to catch up on lost learning	Resources to support e.g., core textbooks, classroom aids, intervention packs for catch up and home learning Resources in books for catch up Parental communication including video links, resources for pupils to catch up on missed learning / revision	4
Targeted academic and SEMH intervention	One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas/ One to one tuition EEF EEF says, 'Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons' Pupils at Medical have all suffered from 'lost learning' as a result of significant time out of school. There is good evidence that 1-2-1 tuition has been extremely effective in promoting skills so pupils can reengage in learning onsite and in raising attainment.	3, 4, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 26,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wide range of whole school and targeted strategies to engage pupils and improve attendance and punctuality.	Attendance toolkit for schools.pdf e.g., Daily breakfast Offsite provisions Bespoke curriculum including mentoring, vocational courses, 1:1 teaching Provision of free school uniform, fleece jacket, trousers and tops Snacks / break time food Reward trips	1, 2, 4
Ongoing training, development and	Support to reduce the identified barriers to learning such as attendance, behaviour, welfare	1, 2, 4, 5

supervision for ELSA (Emotional literacy Support Assistance) practitioners with the educational psychology team as well as robust graduated approach and impact evaluation around social communication, PATH (Planning Alternative Tomorrows with Hope), 'Safe dates', music therapy and dog therapy interventions for targeted pupils.	and safeguarding. It is widely recognised that a child's emotional health and wellbeing influence their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood. Promoting children and young people's mental health and wellbeing	
Implementation of trauma informed action plans and new positive behaviour and relationships policy.	Trauma informed practice: learning from experience (accessible) - GOV.UK	1, 2, 4, 5
Personal development programme of activities including Duke of Edinburgh	'The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.' EEF Teaching and Learning Toolkit – Outdoor Adventure Learning	1, 2, 4, 5
Support for pupil and staff well-being	• Direct therapeutic work with pupils • CAMHs led reflective practice for staff. • Support with strategies through TAS (Team Around School) and advice to teaching staff • CPD around emotional regulation, neurodiversity, and trauma informed approaches • Pupil focus meetings where CAMHS and EPS contribute to discussion	1, 2, 4, 5

Total budgeted cost: £ 29,025

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

For 2024-25 the school put in a range of additional strategies to improve pupils progress in Maths and English for KS3 and KS4 due to pupils Social, Emotional and Mental Health (SEMH), anxiety and trauma that all have a detrimental effect on their academic progress. Gaps in learning were addressed through targeted academic intervention and whole school and individualised strategies embedded to support pupils' personal development.

The school CPD programme included all staff trained in trauma informed approaches that has developed the whole school culture, led to improved routines and nurture. Strategies including zones of regulation, CALM, restorative practice have become embedded and a new positive behaviour and relationships policy put in place.

We have expanded the breadth of staff who can offer intervention timetables and SEMH interventions to our pupils (ELSA, Social Communication, PATH). Pupils are able to access music therapy if not already engaged in CAMHs therapeutic offers and the school introduced a therapy dog for targeted pupils.

Attendance and engagement outcome orientated mentoring in place for targeted pupils to address barriers to attendance as well as role of tutors in attendance plans and engaging parents. A broad curriculum offer that is flexible and offers pupils choices from a range of vocational education programmes to pursue their own interests and support progression post-16. This has had a significant impact on improving pupils' attendance, participation, behaviour, and outcomes.

There is a comprehensive whole school CPD programme for teachers and learning assistants that is having a positive impact in terms of improvements in teaching and learning. Observations, book monitoring, learning walks, data analysis and teacher/LA reports on pupil progress show impact of training in daily practice. 5 drivers for quality first teaching have been embedded in lessons supporting the needs of disadvantaged pupils. There is much promotion of reading with an embedded book review and reward system. Pupils are engaged with reading and enjoy sharing their ideas on what they have read.

- Persistent absence has improved with a reduction of persistent absence rate by 8% from 2023/4.
- Our exam results have improved across the curriculum in 2024/25 and exceed the national averages for AP. For further information see [FFT report on KS4 Performance measure for AP](#)

Indicator	National data FFT	Medical 2024/25
Basic: Level 2 and above	6%	32%
Basics: Level 1 and above	52%	73%
Basics: Entry Level and above	61%	82%

Non pupil premium pupils have done better in most metrics with the exception in Maths Grade 4 and above. PP Yes pupils slightly outperform PP No pupils in achieving 5 GCSEs at grades 9-1 and in gaining BTEC awards, indicating basic qualification success.

Year 11 Headlines	2023/ 24	2024/ 25	PP Yes	PP No
Number of Students	18	22	10	12
% of English Lang GCSE grade 4 or better	44%	41%	30%	50%
% of English Lang GCSE grade 3 or better	61%	68%	60%	75%
% of Maths GCSE grade 4 or better	28%	32%	40%	25%
% of Maths GCSE grade 3 or better	50%	50%	40%	58%
% of English & Maths GCSE grade 4 or better	28%	23%	20%	25%
% of English & Maths GCSE grade 3 or better	50%	45%	40%	50%
% Gaining 5 9-4 GCSEs or equivalent	11%	14%	10%	17%
% Both English & Maths GCSE grade 4/FS L2 (either route)	22%	32%	20%	42%
% Gaining 5 9-1 GCSEs or equivalent	33%	59%	60%	58%
% Leaving with no qual at L1 or 2	33%	9%	10%	8%
% Leaving with at least 1 L1 (GCSE, BTEC, or FS)	67%	91%	90%	92%
% English Language L2 (GCSE Grade 4 or FS L2)	44%	50%	40%	58%
% English Language L1 (GCSE Grade 1 - 3 + or FS L1+)	72%	82%	80%	83%
% English Language or Literature GCSE grade 4 or better	50%	41%	30%	50%
% English Language or Literature GCSE grade 3 or better	61%	68%	60%	75%
% Maths L2 (GCSE Grade 4 + or FS L2)	28%	45%	40%	50%
% Maths L1+ (GCSE Grade 1 - 3 or FS L1)	61%	82%	80%	83%
% Gaining L1 BTEC Award/ Certificate	11%	32%	40%	25%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
MyMaths	Secondary schools - MyMaths
MathsWatch	MathsWatch

