

# Newhaven Pupil Referral Unit

## Pupil Premium Report 2019-20 and Outline Action Plan 2020-21

| BIG Picture 2019-20   |  |
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| <b>% School Population: 58%</b>                                 | <b>Pupil Premium Allocation: £94,035.65</b>                                |
| <b>Impacts of our use of the Pupil Premium</b>                  | <b>Areas for further attention</b>   |
| Students secure and fed, and in uniform                         | Intervention to reduce social, emotional and academic barriers to learning |
| Improvement in the range and personalisation curriculum offered | Literacy   |
| Improved literacy   | Attendance   |
| Increased parental engagement                                   | Attainment at GCSE   |

| Pupil Premium Student Profile – By site |               |            |              |               |            |
|---|---------------|------------|--------------|---------------|------------|
| 2019-20                                 |               |            | 2018-19      |               |            |
| Year                                    | Pupil Premium | %          | Year         | Pupil Premium | %          |
| Gardens                                 | 41/72         | 57%        | Gardens      | 48/70         | 69%        |
| NEST                                    | 16/24         | 67%        | NEST         | 12/22         | 45%        |
| Kings Park                              | 32/45         | 71%        | Kings Park   | 31/48         | 65%        |
| Outreach                                | 2/7           | 29%        | Outreach     | 3/7           | 43%        |
| <b>Total</b>                            | <b>91/148</b> | <b>61%</b> | <b>Total</b> | <b>94</b>     | <b>64%</b> |

### Budget Spending

| Allocation and Budget | Allocated  | Spent      |
|-----------------------|------------|------------|
| 2017-18               | £81,880    | £52,270.19 |
| 2018-19               | £83,612.50 | £51,308.22 |
| 2019-20               | £94,065.35 | £88,372.38 |

### Pupil Premium for all

At Newhaven we are acutely aware that every single student has experienced significant disadvantage, presenting with various significant barriers to learning. Hence our approach to improving the progress and attainment of pupil premium students is a comprehensive school wide strategy, rather than focusing solely on the pupil premium students.

The Pupil Premium funding has paid for 50% of all educational professionals (Clinical Psychology, Educational Psychology, Speech and Language, School Nursing, Music Therapy, Music Hub and Art Therapy), vouchers for rewards, items for individual students such as guitar lessons and gymnastics lessons as well as external courses for students and cultural capital items such as trips to the theatre and cinema. During 2020-21 we have also directed PP funding to cover additional costs such as food vouchers for students not entitled to free school meals where these have not been covered by other funding during the Covid 19 crisis.

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| <b>Our school wide strategy involves:</b> |
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| <p><b>Excellent Teaching</b></p>                 | <ul style="list-style-type: none"> <li>• A clear focus on the effective use of assessment as a diagnostic tool to personalise learning, demonstrated in the rigorous use of seating plans. (linked to the Sutton Trust evidence base)</li> <li>• Improving the frequency and quality of feedback: clear and forensic feedback that supports progress over time</li> <li>• Ensuring there is a clear sequence to learning in all lessons, backed up by rigorously planned and well-resourced schemes of work that link to the outside world</li> <li>• Whole school focus on literacy and numeracy – targets, staff training</li> <li>• Ongoing tracking and monitoring of progress of students through RAP meetings. Clear identification of students not making progress, along with tailored support and intervention put in place</li> <li>• Monitoring of attendance and achievement/behaviour points every two weeks</li> <li>• Providing a learning environment rich in reward and praise: embedding our new reward and praise strategy linked to the Newhaven behaviour policy</li> </ul>   |
| <p><b>The curriculum our students follow</b></p> | <ul style="list-style-type: none"> <li>• A tailored and tiered inclusion curriculum which targets the basic skills needs of students, boost progress at Key Stage 3 and provide alternative pathways to accreditation in Key Stage 4 (vocational and academic)</li> <li>• Implement an extension curriculum at Key Stage 4 which targets the most able learners and ensures they are stretched and challenged (English Literature, option of Science BTEC or Science GCSE, EPQ to level 3, Arts Award to level 3.)</li> <li>• All students are assessed on arrival for accurate starting points. Many of our students have had time out of school and KS2 data does not always give a clear picture for us to track progress within Newhaven</li> <li>• Key Stage 3 classes which ensure that the curriculum is offered at a highly differentiated level appropriate for each group including ‘primary’ style foundation classes where appropriate. Students are feeling more comfortable and confident in their learning environment. Each of the classes has a different set of interventions catered to their level; literacy, social skills, numeracy, reading groups, emotional literacy, SEMH support, links to the wider world</li> <li>• An enhanced FOCUS where students receive more 1:1 provision than otherwise.</li> <li>• Classes for Year 10 and 11 at Shooter’s Hill College to extend the curriculum and support transition to FE.</li> </ul> |
| <p><b>Our support for young people</b></p>       | <ul style="list-style-type: none"> <li>• Pastoral Managers who oversee the welfare of all students</li> <li>• Mentoring and tutoring programme which pairs all students up with a member of staff</li> <li>• Mentors are in constant contact with both the child and their family</li> <li>• Home School Liaison Officer to improve the link between home and school. This creates another point of contact for families so that they feel comfortable contacting the school. Students are also driven in to school if they are unable to attend and work for non-attenders is sent home and collected</li> <li>• After school and lunch time sports clubs (football and rugby) to reduce unstructured time and to offer a chance for students to take part in a team sport and create friendships outside of classes</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Literacy Specialist TAs who assesses literacy and work 1:1 with students, along with the librarian and other trained staff members</li> <li>• Enhanced use of outside agencies: Educational Psychology, Clinical Psychology, Speech and Language Therapy, Music Therapy, AHOY centre.</li> <li>• Enhanced CEIAG provision with person centred planning and extended bespoke guidance as well as curriculum support in areas such as travel training.</li> </ul> |
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## Report 201 – 2020

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| <b>Key priority</b>                    | <b>To reduce barriers to learning, including social, emotional and academic barriers, and thus increase attainment</b>   |
| <b>What were we trying to achieve?</b> | <p>Identify and intervene where barriers to learning are presented. This includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• Improve gaps in basic literacy</li> <li>• Improve parent engagement with school</li> <li>• Increase levels of attendance and retention in education</li> <li>• Implement a tiered programme for KS4 students (vocational/academic)</li> <li>• Increase the progression of students onto Further and Higher Education and training, as well as into high quality work based training opportunities</li> </ul>   |
| <b>How did we do?</b>                  | Improve gaps in basic literacy   |
|  | <p>This year we introduced a two specialist literacy Teaching Assistant who have assessed literacy needs of all readers and identified the weakest for additional support. This has included 1:1 intervention for both phonics and comprehension. We have also included 1:1 reading sessions for fluency and comprehension with the librarian. We also have readers attending Montbelle Primary school every two weeks (rotational basis). Analysis has shown average reading ages increased faster than expected.</p>   |
|  | Improve parental engagement with school  |
|  | <p>Through individual meetings with our clinical psychologist, and parental workshops for anxious teenagers (amongst other topics) by our educational psychologists, we have built relationships with parents in order to develop the family support around our most vulnerable students.</p> <p>The impact of this is difficult to measure as they are the students with significant barriers to education that come from outside school, but we recognise that these parents are more comfortable attending the school premises and engaging with staff. Parental feedback from those that attended the workshops and generally from those who contributed to our OFSTED in November 2019 was outstanding.</p> |
|  | Increase levels of attendance and retention in education   |
|  | <p>59% of our students have improved attendance from their previous schools. Those who do not have improved attendance have a range of external issues that present as a barrier to attendance and which are managed appropriately with other agencies such as Early Help, Children’s Services, CAMHS and Attendance Advisory service.</p>   |
|  | Personalisation and diversity of the curriculum programme for KS4 students   |
|  | <p>By increasing the range of vocational qualifications available to students through Shooters Hill we offered Level 1 awards at Shooter’s Hill college in Construction,</p>   |

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|  | Catering, Engineering and Hair and Beauty. Other students are completing up to 8 Level 2 GCSE or BTEC courses as they are able. Exam results for 2020 showed increases in the numbers of students achieving their target grades and an increase in the number of students achieving 5 or more and 3 or more qualifications.   |
|  | Increase the progression of students onto Further and Higher Education and training, as well as into high quality work based training opportunities   |
|  | Our increased network with Shooters Hill has meant that our transition process into college has been more robust and more students have managed this successfully. Also, increased funding into personalised CEIAG has led to an increase from 79% to 95% of our students securing and starting college or training placements. We are investing in following up with these students and supporting them in their new places for 2020-21. |

### Action Plan 2020-2021

**We have significantly increased our commissioning of clinical psychology, educational psychology and speech and language therapy. Half of these costs are paid from Pupil Premium funding, which is by far the majority of the PP allocation. We are also investing in a new ICT course at SHC to meet the needs of more students and allocating resources to CEIAG and follow up tracking.**

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| <b>Key priority</b>                    | <b>To reduce barriers to learning, including social, emotional and academic barriers, and thus increase attainment</b>  |
| <b>What were we trying to achieve?</b> | Identify and intervene where barriers to learning are presented. This includes but is not limited to: <ul style="list-style-type: none"> <li>• Increase support around social, emotional and psychological barriers as well as difficulties presented within a learning environment</li> <li>• Improve gaps in literacy</li> <li>• Improve parent engagement with school</li> <li>• Increase levels of attendance and retention in education</li> <li>• Increase the progression of students onto Further and Higher Education and training, as well as into high quality work based training opportunities</li> </ul>  |
| <b>What will we do?</b>                | Increase support around social, emotional and psychological barriers as well as difficulties presented within a learning environment  |
|  | <p>We acknowledge that our intake is becoming increasingly complex and that students have myriad barriers before they can begin to successful learn. In order to address these complexities, we have increased the capacity of the clinical psychology, educational psychology and speech and language therapy. A significant percentage of our Pupil Premium funding goes towards these agencies; <b>we would not be able to provide these interventions without the increased Pupil Premium funding.</b> Following Covid 19, we have allocated significant resources from clinical psychology to provide remote support for students and families.</p> <p>We are also developing Trauma Informed Practise amongst staff through training and meeting time.</p> <p>We anticipate that the increased access to emotional and learning support, by both students and parents, will lead to greater emotional stability, confidence and the conditions in which better learning can take place.</p> |

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|  | <p><b>Improve gaps in literacy</b></p> <p>Analysis of our attainment data last year showed that there was a direct correlation between students with a reading age below 13 and their attainment at GCSE.</p> <p>57% of our Y11 students are 3 or more years below their chronological age.<br/>70% of our Y10 students are 3 or more years below their chronological age.<br/>52% of our KS3 students are 3 or more years below their chronological age.</p> <p>We aim to improve this by the time of the GCSEs so that they have a better likelihood of accessing the literacy required in the GCSEs. We will use EP and SALT time for this.</p> <p>Literacy interventions will increase in 2019-2020 due to the effectiveness of the interventions last year. There are now more students accessing 1:1 literacy support with the librarian, the 2 specialist literacy Teaching Assistants as well as other trained staff members who support year 11 students, and more students accessing EP and SALT.</p> <p><b>Improve parental engagement with school</b></p> <p>Through individual meetings with our clinical psychologist, and parental workshops for anxious teenagers (amongst other topics) by our educational psychologists, we continue to build relationships with parents in order to develop the family support around our most vulnerable students.</p> <p>We anticipate that parents will be better able to support their child, leading to greater emotional stability, better attendance and academic progress. We take a Strengthening Families approach.</p> <p><b>Increase levels of attendance and retention in education</b></p> <p>With new students constantly coming into Newhaven this is an ongoing priority. Many of our students begin with having had significant time outside of school; combined with their mental health needs attendance is a constant challenge for us.</p> <p>We expect that increased work with families and supporting social, emotional and learning needs this will continue to lead to increased attendance.</p> <p><b>Implement an extended programme for KS4 and KS5 students</b></p> <p>We will be allocating further resources, supplemented by Pupil premium funding into extending our college based programme through to engineering and ICT.</p> |
|  | <p><b>Increase the progression of students onto Further and Higher Education and training, as well as into high quality work based training opportunities</b></p>  |
|  | <p>Our significantly increased network with Shooters Hill and LSEC has meant that our transition process into college has been more robust and this year we are increasing our network with Lewisham Southwark College. We will conduct even more visits beforehand, including supporting students to independently travel there.</p> <p>We anticipate that this will allow greater choice of vocational courses, as well as choice of college that students are confident moving onto. The relationships Newhaven has with colleges mean a more robust transition process and should lead to an even greater retention at sixth form.</p>   |