

LEICESTER PARTNERSHIP SCHOOL

PUPIL PREMIUM GRANT FUNDING INFORMATION

Introduction

Pupil Premium Grant (PPG) funding is allocated to local authorities to provide additional support to eligible pupils in the following areas ...

1. Raising the educational attainment of disadvantaged pupils of all abilities to help them reach their potential

PPG is allocated to local authorities, who must distribute it to each school they maintain based on the number of pupils in year groups reception to year 11, who are:

- Recorded as eligible for free school meals, or have been recorded as eligible at any point in the last 6 years (FSM Ever 6). This includes eligible children of families who have no recourse to public funds (NRPF).
- Previously looked-after children (PLAC): pupils who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order).

PPG is also allocated to local authorities based on the number of looked-after children (LAC) supported by the authority. LAC are defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by an English local authority.

Local authorities receive PPG for any pupils eligible for pupil premium in independent special schools where the authority pays full tuition fees.

In the case of funding based on LAC and eligible pupils in independent special schools, it is for the local authority to decide how much of that PPG funding to pass on to the child's school.

The portion of PPG funding for LAC and PLAC pupils is referred to as 'pupil premium plus' (PP+).

If a school closes during the financial year, the local authority should allocate PPG for the proportion of the financial year the school is open.

2. Providing support for children and young people with parents in the regular armed forces

This portion of PPG is referred to as service pupil premium (SPP). Funding is allocated to local authorities to distribute to each school they maintain, based on the number of pupils who meet the eligibility criteria.

The 2025.26 Pupil Premium Grant Allocation Rates are as follows

- Free School Meals [FSM] - £1,075 per pupil
- Looked After [LAC] and Previously Looked After [PLAC] - £2,630
- Armed Services Children - £340

Permitted use of the PPG

PPG can be spent ...

- for the benefit of pupils registered at the school that receives it
- for the benefit of pupils registered at other maintained schools or academies
- on community services whose provision furthers the benefit of pupils at the school.

The PPG must be spent to support eligible pupil cohorts as described below

Disadvantaged pupils

Schools must use PPG funding for the purpose of raising the educational attainment of PLAC, LAC and pupils who are eligible for FSM Ever 6.

In line with the 3-tiered approach in EEF's pupil premium guide, activities must be those that:

- support the quality of teaching, such as staff professional development;
- provide targeted academic support, such as tutoring; and
- tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

Specific support for previously looked-after children (PLAC)

It is the responsibility of the school to ensure that their use of PPG addresses the specific needs of PLAC attending the school.

Specific support for looked-after children (LAC)

It is the responsibility of the Virtual School Head (VSH) in the local authority that looks after the child, in consultation with the child's educational setting, to ensure that PPG is used to support those children's educational needs in accordance with their personal education plans.

Use of evidence

Schools must be able to demonstrate how the activity they use their PPG to fund has been informed by research evidence, making reference to a range of sources, such as that published by the Education Endowment Foundation (EEF). Schools are required to cite this evidence in their **pupil premium strategy statement**

Leicester Partnership School

Pupil Premium Strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	LPS
Number of pupils in school	115 FTE
Proportion (%) of pupil premium eligible pupils	60% [NB: Not all PPG students are solely on the roll of the LPS & we do not receive PPG funding for those students who are not solely on our roll]
Academic year/years that our current pupil premium strategy plan	2023.24 [Year 1] 2024.25 [Year 2] 2025.26 [Year 3] ✓ 2026.27 [Year 4]
Date this plan / statement was initially published	September 2023
Date on which it will be reviewed	Summer Term - Annually (Next review due Summer 2027)
Statement authorised by	S. Whittingham
Pupil premium leads	Current **: KS3 = Dan Thompson KS4 = Anita Tribhovan
<small>** A Pupil Premium Lead has been recruited & will take over responsibility for this area from September 2026</small>	
Governor / Trustee lead	John Henrys [MC Chair]

Funding overview - Academic Year 2025.26

Detail:	Amount
Pupil premium funding allocation this academic year	£ 32,250.00
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 32,250.00

Part A: Pupil Premium Strategy Plan

Statement of intent

The overarching aim of the LPS's vision is to **improve the life chances** and opportunities of the young people with who we work. We offer provision which is designed to addresses the reasons why young people are at risk of exclusion from mainstream education. We encourage schools to opt for dual registration placements, in order to **prevent permanent exclusion**, and we tailor our provision offer in order to meet our students' pastoral and educational needs. We identify each student's needs quickly and effectively and put together a programme which is designed to help them overcome their barriers to learning and **raise their achievement**. We monitor their progress while they are with us so that we are able to quickly identify when additional support is required. We recognise that in many cases we are only able to prepare young people for the next stage of their life journey and the impact of our interventions may not be realised for a number of years to come. We aim to **increase their attendance** and **support their reintegration** back into mainstream education or more suitable education provision. We work closely with their school, partner agencies and family with the aim of building their resilience and confidence to lead successful and productive lives.

We use our pupil premium funding to support each of these objectives. We consider all of our students to be vulnerable but for our most vulnerable students we use our pupil premium funding to facilitate their learning by

- Providing them with additional learning resources, when required, so that they are able to access and engage in their learning more effectively
- Providing them with meals, assisted travel, when required, so that they are able to attend their educational provision more easily
- Providing them with rewards to facilitate, incentivise and acknowledge their learning & achievements
- Providing them with enhanced access to specialist services e.g. Educational Psychology advice & support and counselling services
- Providing them with access to vocational learning opportunities
- Providing them with additional support to enable them to access their education and learning more effectively e.g. Access to our Learning, Intervention & Support Programme [LISP].

Our overarching aims and principles are to ensure that our pupil premium students are fully integrated into our education provision offer and as a result achieve in line with their peers. In order to ensure that this is achieved we monitor the progress and achievement of our pupil premium students robustly and have designated senior staff who are responsible for overseeing this strategy in their respective key stages.

Challenges

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

Challenge number	Detail of challenge
1	Poor Attendance – Many of our pupil premium students have a history of poor attendance & engagement in mainstream education.
2	Special Educational Needs – Many of our pupil premium students have a learning difficulty or have fallen behind in their education as a result of their lack of engagement in education. Traditionally the LPS has been an interim provision for these pupils but due to a shortage of specialist placements within the Local Authority the LPS has become a longer-term education placement for these pupils.
3	Poverty – Many of our Pupil Premium students live in low-income household and areas of the city that are considered to be deprived. This means that they have had limited access to educational and other positive opportunities in their local area and they are often hungry when they arrive in school. During holiday periods they do not always get access to adequate nutrition.
4	Low Expectations – Many of our pupil premium students come from households / areas of the city that have low expectations of education and low aspirations for their children
5	Vulnerability - Many of our pupil premium students are vulnerable to exploitation and may be inclined to put themselves at risk by associating with individual who are involved in criminal activities and the exploitation of children
6	Gaining access to specialist services – May of our students have additional needs and would benefit from being able to access Early Help services in a more timely manner – Unfortunately, referral to Early Help services is often very slow and intervention and access criteria and thresholds can be restrictive. NB: We currently have funding to run our own APT Team and via this team we are able to provide our students with more timely access to the specialist support that they need.
7.	70-80% of students are dual registered – PPG is not transferred throughout their time with us. The impact of this is we still need to treat all students equally and have to utilise our own funding for support.

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
Improved attendance levels	Students demonstrate improvement in their attendance over time
Barriers to learning Identified and reduced	Appropriate interventions are identified, effectively implemented and detailed in students' Case Histories & assessments
Access to full time education [Broad, balanced & appropriate to their needs]	Student have access to full time education provision
Progress & Achievement in line with their peers	Students make progress & achieve in line with their peers

Improved behaviour & attitudes to education and learning able	Improvements in behaviour and attitudes to learning based on assessment, reward & behavioural intervention data
Improved awareness of how to keep themselves safe and the development of skills to enable them to lead successful and productive lives	Personal Development [Ipsative] progress & achievement data. Employability & Personal Development achievement at Key Stage 4 EET data [Including EET retention data]

Activity in this Academic Year [2025.26]

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

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

Activity (Budget allocations)	Evidence that supports this approach	Challenge number(s) addressed
Twilight Education Programmes Allocation = Spend =	We provide pupils, who find it difficult to cope within a group setting, access to our small group / individual tuition programme. We do not allocate PPG funding to this programme as it is funded as a main budget cost and is delivered via our existing teaching & support staff teams.	At anyone time we have 12+ pupils accessing our twilight education provision.

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

Activity (Budget allocations)	Evidence that supports this approach	Initial Impact Evaluation
Recreational resources Allocation = £600.00 Spend = £920.00	Monitoring & evaluation and pupils surveys tell us that our pupils value being rewarded for their achievements and positive engagement in education – Having suitable recreational facilities has promoted pupil engagement levels	All pupils have access to our recreational facilities and activities programme

	and has also had a positive impact on pupil well-being	
Pupil Welfare Allocation = £1,200.00 Spend = £1,600	A very high percentage of our pupils come from deprived or disadvantaged backgrounds – We have supported them to engage in education by providing them with equipment, uniform, breakfast 7 lunch clubs	All pupils have benefitted from one or more of these welfare supports packages.
KS3 Half Termly Rewards Allocation = £6,000.00 Spend = £2,200.00	Monitoring & evaluation and pupils surveys tell us that our pupils value being rewarded for their achievements and positive engagement in education. This funding has been used to deliver a range of reward & enrichment trips and activities	Many of our pupils have accessed these trips via our REACH Reward programme
KS 3 Break & Lunchtime Resources Allocation = £6,178.00 Spend = £7,000.00	A range resources & equipment have been purchased to engage pupils in a range of lunchtime activities – These include sports clubs, board games, art club & a nurture group.	All pupils have benefitted from one or more of these lunchtime activities
KS4 Rewards [Vouchers] Allocation = £7,000.00 Spend = £7,000.00	Monitoring & evaluation and pupils surveys tell us that our pupils value being rewarded for their achievements and positive engagement in education. Because many of our KS4 pupils access some of their education off-site reward vouchers, rather than reward facilities, have been used to reward their positive engagement in education.	Many of our pupils have received vouchers via our reward programme
KS4 Break & Lunchtime Resources Allocation = £2,000.00 Spend = £510.00	A range resources & equipment have been purchased to engage pupils in a range of lunchtime activities – These include sports clubs, board games, art club & a nurture group.	All pupils have benefitted from one or more of these lunchtime activities
KS4 Reflection Room Upgrades	Our old behaviour rooms were deemed to be uninviting and unsuitable by our pupils, who wanted more inviting and calm spaces in which to go when they are feeling stressed or dysregulated. Our new reflection rooms have been decorated and mood lighting, music and specialist furniture has been added.	Many of our pupils have accessed new reflection spaces and feel that they are more suitable

Pupil premium strategy outcomes

Our PPF eligible student’s individual case histories include an evaluation of the intervention[s] that they received. [Redacted versions of our case histories summary document are published alongside this strategy statement on our website].

Externally provided programmes

Programme	Provider
<p>Additional Educational Psychology Support & Advice for Pupil Premium Students. [Basic allocation of Ed. Psych. time is insufficient to meet need so we have purchased additional time specifically for our pupil premium students in order to ensure that they have access to the support and progression opportunities that they require]</p>	<p>Leicester City Education Psychology Team</p>
<p>Our Alternative Provision Task Force Team [APTT] has provided us with access to a range of support services and resources. We have used this funding to establish an APTT consisting of the following specialists</p> <ul style="list-style-type: none"> • A Coordinator • Family/Youth Workers (x2) • Youth Offending Worker (0.5) • Mental Health Support Worker (0.4) 	<p>This is an in-house Team funded via the DFE [Funding is tapered and will end in July 2026]</p>
<p>Access to impartial Careers Advice & Guidance Workshops for our Key Stage 3 students [To prepare them for their key stage 4 educational provision & also to enhance their careers related / academic choices post 14]</p>	<p>Above & Beyond Careers Company</p>
<p>Access to independent vocational education quality assurance & health & Safety vetting services – To ensure that we are able to access a sufficient broad range of vocational courses and that these are safe for our pupil premium students to attend]</p>	<p>Leicester Education Business Company [LEBC]</p>

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We did not have any armed services pupil premium funded students last academic year
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Proposed Activity in the Academic Year [2026.27]

The following provides an overview of our proposed Pupil Premium Grant Activities in the 2026.27 academic year

Activity (Budget allocations)	Evidence that supports this approach	Impact Measure
Commissioning of a school CBT Counsellor Allocation=£11,000.00 Spend = TBC	Through the work of our Alternative provision Taskforce Team we have determined that many of our pupils benefit from having access to a counsellor.	Case studies & pupil feedback
Student Welfare Allocation = £1,600.00 Spend = TBC	Based on positive impact of 2025.26 student welfare programme	Case studies & pupil feedback
KS3 Rewards Allocation = £6,000.00 Spend = TBC	Based on positive impact of 2025.26 programme	Case studies & pupil feedback Attendance Data Progress & Achievement data
KS3 Breaks & Lunchtime Resources Allocation = £6,000.00 Spend = TBC	Based on positive impact of 2025.26 programme	Case studies & pupil feedback Behaviour Data
KS4 Rewards [Vouchers]	Based on positive impact of 2025.26 programme	Case studies & pupil feedback

Allocation = £7,500.00 Spend = TBC		Attendance Data Progress & Achievement data
KS4 Break & Lunch Resources Allocation = £2,000.00 Spend = TBC	Based on positive impact of 2025.26 programme	Case studies & pupil feedback Behaviour Data

Further information (optional)

We have a Pupil Premium Intervention and **Case Histories Summary** document which is updated regularly and reported to our Management Committee on a termly basis. Redacted versions of this document are available on our website [These documents are redacted in order to comply with GDPR requirements]. Much of the evaluation that we have undertaken with our PPG programme is detailed in student's individual case studies.

We also work with PPG eligible students from mainstream schools, on a dual registration basis. We do not receive any PPG funding for these students but we do provide them with access to some of the PPG interventions and support detailed in this strategy statement.