

## LEICESTER PARTNERSHIP SCHOOL

### PUPIL PREMIUM GRANT FUNDING INFORMATION

#### Introduction

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to local authorities for the financial year beginning 1 April 2022.

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+).

Local authorities should pay PPG to schools due to convert to academy status as per the proportions set out in the PPG technical note.

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. See further details in the technical note.

#### **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 2022.23 Pupil Premium Grant Allocation Rates are as follows .....**

- Free School Meals [FSM] - £985 per pupil
- Looked After [LAC] and Previously Looked After [PLAC] - £2,410
- Armed Services Children - £320

### **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 2022 to 2023 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 these students]
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022.23 2023.24 2024.25
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	S. Whittingham
Pupil premium lead	KS3 = Meera Popat KS4 = Andrew Barrett
Governor / Trustee lead	Chris Bruce [Chair]

### Funding overview - 2022.23 Academic Year

Detail:	Amount
Pupil premium funding allocation this academic year	£ 11,820
Recovery premium funding allocation this academic year	£ 3,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 14,820</b>

## 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 eg. 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 eg. 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	<b>Poor Attendance</b> – Many of our pupil premium students have a history of poor attendance & engagement in mainstream education
2	<b>Special Educational Needs</b> – 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
3	<b>Poverty</b> – 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
4	<b>Low Expectations</b> – 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	<b>Vulnerability</b> - 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	<b>Gaining access to specialist services</b> – Many 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. <b>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.</b>
7.	<b>70-80% of students are dual registered</b> – 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]	Students 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]
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## Activity in this Academic Year

[2022.23]

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

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: ~£ 6,120**

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS 4 - Pupil Premium Lead	We have determined that Pupil Premium Strategies are only effective if they are well led and if the lead has the authority to be able to ensure that our strategies are appropriately implemented, monitored and evaluated	Our KS4 Assistant Head of School spends approximately 6% of their time implementing our PP Strategy. This represents a financial investment of approximately <b>£3,120 PA</b>
KS 3 Pupil Premium Lead		Our KS3 Senior Teacher spends approximately 6% of their time implementing our PP Strategy. This represents a financial investment of approximately <b>£3,000 PA</b>

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

Budgeted cost: ~ £ 7,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key Stage 3 LISP Programme	<p>Our KS3 LISP Co-ordinator spends approximately 10% of her time overseeing the delivery of our KS3 LISP programme. This equates to a PPG investment of approximately <b>£1,200 PA**</b></p> <p>In addition to the above our KS 3 LISP Assistant Practitioner spends approximately 80% of her time delivering this programme and this equates to a PPG investment of approximately <b>£4,400 PA**</b></p> <p><i>** Amounts calculated by working out the % salary of each staff member against the above figures and then adjusting these to reflect the fact that our PPG students make up approximately 25% of our KS3 student population. [KS3 Student Population = 60 FTE. PPG Students Nos.= ~15]</i></p>	In a typical academic year we would expect between 10 – 15 KS3 PPG students to have access to our Key Stage 3 LISP programme
Key Stage 4 1: 1 Tuition Programme	<p>Our KS4 Lead spends approximately 10% of her time overseeing the delivery of our KS3 LISP programme. This equates to a PPG investment of approximately <b>£1,200 PA**</b></p> <p>In addition to the above our KS4 1:1 Assistant Practitioner[s] spends approximately 50% of their time delivering this programme and this equates to a PPG investment of approximately <b>£990 PA**</b></p> <p><i>** Amounts calculated by working out the % salary of each staff member against the above figures and then adjusting these to reflect the fact that our PPG students make up approximately 9% of our KS4 student population. [KS4 Student Population = 55 FTE. PPG Students Nos.= ~5]</i></p>	In a typical academic year we would expect to work with a maximum of 5 KS4 PPG students.

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

Budgeted cost: Pre-16 PP Vocational Mentoring is estimated to cost £ 2,200 PA

**NB:** [DFE funding of £240k is provided to support all FT students via our APT – This funding is due to end in July 2023]

Activity	Evidence that supports this approach	Challenge number(s) addressed
DFE funded Alternative Provision Taskforce [APT]	<p>There is evidence to support that young people in high crime / deprived areas are more likely to become involved in criminal activity and to disengage from education. Our APT provides students &amp; their families with access to a range of specialist support, provided by specialist staff, including..</p> <ul style="list-style-type: none"> <li>• Youth &amp; Family Support</li> <li>• Youth Offending</li> <li>• Speech &amp; Language</li> <li>• Mental Health</li> <li>• Post 16 Vocational Mentoring</li> </ul>	<p>In 2021.22 we had 81 students accessed our APT programme. We expect the number to be similar during the 2022.23 Academic Year.</p> <p><b>NB:</b> Funding for our APT is scheduled to end in July 2023</p>
LPS Pre- 16 Vocational Mentoring.	<p>All our permanently excluded pupil premium students have access to a vocational mentor.</p> <p>On average 10% of these students are PPG eligible students. This represents a PPG investment of approximately <b>£2,200 PA</b></p>	<p>In our 2021.22 Academic Year we provided mentoring support to 9 PPG students. We expect there to be similar number during the 2022.23 Academic Year</p>

**Total budgeted cost: £ 16,110**

## Part B: Review of outcomes in the previous academic year Academic Year 2021.22

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

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
Additional Educational Psychology Support & Advice for Pupil Premium	Leicester City Education Psychology Team



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]	
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]	Leicester Education Business Company [LEBC]
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]	Leicester Education Business Company [LEBC]

## 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

## 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.**