



**LEICESTER PARTNERSHIP SCHOOL**

**PUPIL PREMIUM GRANT FUNDING INFORMATION**

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# 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 2025.

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 2023.24 Pupil Premium Grant Allocation Rates are as follows .....**

- Free School Meals [FSM] - £1,050 per pupil
- Looked After [LAC] and Previously Looked After [PLAC] - £2,570
- 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

## Academic Year 2024.25

This statement details our school's use of pupil premium (and recovery premium for the 2024.25) 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	Leicester Partnership School
Number of pupils in school	115 FTE
Proportion (%) of pupil premium eligible pupils	70% [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 covers	2024.25 2025.26 2026.27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	S. Whittingham [Head Teacher]
Pupil premium lead	KS3: Tom Liney [Head of school KS3] KS4: Andrew Barrett [Head of School KS4]
Governor / Trustee lead	John Henrys [Chair of management Committee]

## Funding Overview – 2024.25 Academic Year

Detail:	Amount
Pupil premium funding allocation this academic year	£ 26,295
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 26,295</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 additional nutrition, assisted travel & mentoring** when required, so that they are able to attend their educational provision more easily and engage in learning more effectively.
- Providing them with **rewards to facilitate, incentivise and acknowledge their learning & achievements**
- Providing them with **specialist equipment & services** to enhance and facilitate their access to learning.
- Access to externally commissioned, specialist programmes of learning designed to raise their aspirations and improve their engagement

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 prior 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 and they are often hungry when they arrive in school. During holiday periods they do not always get access to adequate nutrition.
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> – May of our students have additional needs and would benefit from being able to access Early Help services in a timelier 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>40-50% 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]	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.  High EET offer rate -Post 16 High EET retention rate – Year 12



## Planned Activity in this Academic Year [2024.25]

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

### Pupil Premium Related Strategies & Activities:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of a KS 4 Pupil Premium Lead  <b>Estimated Budget Costs</b> <b>N/A*</b>	We have determined that Pupil Premium Strategies are only effective if they are well led & managed and if the lead has the authority to be able to ensure that our strategies are appropriately implemented, monitored and evaluated	As part of our L & M review we have already created 2 x Heads of School Positions. These HOS will be responsible for the implementation and evaluation of our PP Strategy.
Recruitment of a KS 3 Pupil Premium Lead  <b>Estimated Budget Costs</b> <b>N/A*</b>		
Creation of dedicated, high quality & <b>inspiring learning spaces</b>  <b>Estimated Budget Costs:</b> <b>£2,000</b>	Many of our PP students find it challenging to engage in a larger group (Classroom) setting and benefit considerably from having access to more targeted /1:1 teaching in a more nurturing environment eg A dedicated nurture space.	The very large majority of our students will be provided with access to our bespoke education programmes and will be provided with the opportunity to work within our dedicated reflection/ nurture spaces.
Introduction of a more <b>Trauma Informed Approach</b> to behaviour management.  <b>Estimated Budget Costs:</b> <b>KS3 = £10,000</b> <b>KS4 = £2,000</b>	We have recognised that our most vulnerable students do not respond well to a compliance & punishment-based behaviour management systems and approaches – We understand that our student's behaviour is a form of communication and has its origins in what they have experienced in their lives (i.e. Adverse Childhood Experiences). Our approach is now focused more on understanding these behaviours and helping or students to develop more positive behaviour	All delivery staff will have received Trauma informed Behaviour Management Training.  We will review and enhance our reward and incentive programmes.  We will create reflection rooms where reflective and restorative conversations and activities will take place.

Activity	Evidence that supports this approach	Challenge number(s) addressed
	strategies and responses.	
<b>Dedicated Student Reward Area[s]</b>  <b>Estimated Budget Costs:</b> <b>KS3 = £5,000</b> <b>KS4 = £4,000</b>	We recognise that meaningful rewards encourage our students to engage in learning and also provide them with positive rewards when they make progress and achieve in their learning and personal development.	We will engage with students – via our students’ council – and identify what our students value in relation to rewards & incentives. This will help to inform the resourcing of our reward rooms and student incentives programmes.
<b>Student Welfare Programme</b>  <b>Estimated Budget £2,000</b>	We recognise that many of our students do not have access to high quality nutrition and often lack some of the basic equipment and resources that they need to be able to access their education effectively. We know that if we can provide students with food and suitable clothing and resources, they are better able to engage effectively in their education and this enhances their attendance, learning and behaviour.	We will run breakfast clubs every morning for our students. We will also ensure that we have supplies of educational equipment that we can loan or gift to them when required.

## Wider Strategies & Activities:

**NB:** [DFE funding is provided to support all FT students via our Alternative Provision Taskforce Team [APTT] – This funding is due to end in March 2026]

Activity	Evidence that supports this approach	Challenge number(s) addressed
DFE funded Alternative Provision Taskforce [APT]  <b>DfE Contribution = £130,000</b>  <b>LPS Contribution = £70,00*</b>  <small>*This funding is not taken from our PPG allocation and is funded separately from our general staffing budget.</small>	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 & their families with access to a range of specialist support, provided by specialist staff, including. <ul style="list-style-type: none"> <li>• Youth &amp; Family Support</li> <li>• Youth Offending</li> <li>• Mental Health</li> <li>• Post 16 Vocational Mentoring</li> </ul>	In 2024.25 we expect in excess of 100 students to accessed our APTT programme.  <b>NB:</b> Funding for our APTT is scheduled to end in March 2026

## Part B: Review of Outcomes

### Academic Year 2024.25

This details the impact that our pupil premium activity had on pupils in the 2024.25 academic year [Refer to Part A above].

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].

Planned Activity	Outcome	Actual Budget Spend
Recruitment of a KS 4 Pupil Premium Lead <b>Estimated Budget Costs</b> <b>N/A*</b>	Following the completion of our leadership & management Review we now have 2 x Heads of School who oversee our Pupil Premium strategy & programmes at KS3 & KS4	N/A  *This funding is not taken from our PPG allocation and is funded separately from our general staffing budget.
Recruitment of a KS 3 Pupil Premium Lead <b>Estimated Budget Costs</b> <b>N/A*</b>		
Creation of dedicated, high quality & <b>inspiring learning spaces</b> <b>Estimated Budget Costs:</b> <b>KS3 = £10,000</b> <b>KS4 = £2,000</b>	We completed our dedicate learning space refurbishments by the end of September 2024. The vast majority of our students have had access to these spaces and have benefitted from using them.	KS3 = £10,880.00  KS4 = £989.00
Introduction of a more <b>Trauma Informed Approach</b> to behaviour management.  <b>Estimated Budget Costs:</b> <b>£2,000</b>	All of our delivery staff have received training in a Trauma Informed Behaviour Approach and our behaviour management systems and procedures have been revised to support this approach.	£1,910.00
Refurbishment of our <b>Dedicated Student Reward Area[s]</b>  <b>Estimated Budget Costs:</b> <b>KS3 = £5,000</b> <b>KS4 = £4,000</b>	Our student reward areas have been fully refurbished and equipped with reward and activity equipment in consultation with our student council. Consequently, the behaviour of the majority of our students has improved. There has been a reduction in physical intervention and fixed period exclusions compared to previous years	KS3 = £3,924.00  KS4 = £4,999.00
<b>Student Welfare Programme</b>  <b>Estimated Budget</b> <b>£2,000</b>	Our student breakfast clubs now run every morning and are well attended. We have purchased and loaned out a range of equipment to our most vulnerable students to enable them to engage more effectively in the	£2,739.00

	educational opportunities that we provide for them.	
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## Externally Provided Programmes:

Programme	Provider
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]	Leicester City Education Psychology Team
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]	Above & Beyond Careers Company
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:

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:

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. 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.**