

Leicester Partnership School



Leicester
Partnership
School

Pupil Premium Report

Spring 2020

This report will be updated in summer 2020

SECTION 1 - Background:

There is a statutory requirement from September 2012 for all schools to report on their Pupil Premium allocation, spend and impact by academic year.

Pupil Premium is funding that is paid to schools to enable them to target resources and support at the most deprived pupils so that they are able to reach their potential and to help the school to reduce educational inequalities. These pupils are identified by the criteria that they are eligible for Free School Meals, the current eligibility criteria being pupils recorded in the January 2016 school census who are known to have been eligible for free school meals (FSM) in any of the previous 6 years (i.e. since summer 2010). Pupil Premium Funding is also provided in respect of children in care who have been continuously looked after for at least 6 months and for children of parents serving in the armed forces.

The LPS works with Pupil Premium Pupils who have been referred by their schools on a “Dual Registration” basis and who have been “Permanently Excluded” from mainstream education. The LPS uses its Pupil Premium Funding to support permanently excluded Pupil Premium Students. However, effective Pupil Premium strategies are often applied to all students as it is our aim to improve educational opportunities and reduce educational inequalities for all students. It is expected that “Dual Registered” Pupil Premium Pupils will be able to access Pupil Premium Funding which has been allocated to their own, mainstream, schools and that some of the costs incurred as a result of this will be met by mainstream schools e.g. Assisted transport, additional mentoring, rewards and curriculum support.

Planned changes to Pupil premium Funding :

The Department for Education has announced that the pupil premium rate will increase from April by £25 for primary pupils (from £1,320 to £1,345) and £20 for secondary pupils (from £935 to £955). Pupil premium is paid for all pupils who claim free school meals, or who have claimed free meals in the last six years. The rises represent an increase of around 1.8 per cent, in line with inflation.

However, there is no increase to address real-terms cuts to the rate in recent years. The last time the rates rose was 2015-16, but the cost of supporting pupils has risen in that time. This year, pupil premium payments for around 2 million eligible pupils cost the government £2.41 billion, so an inflation-related rise is likely to cost between £40 and £50 million a year. It is understood the funding for the increase will come from the already-announced £2.6 billion increase in the school budget for 2020-21.

The pupil premium plus, which is paid for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order, will also rise by £45 (£2,300 to £2,345 per pupil).

And the service premium, for every pupil with a parent serving in the forces or who is retired on a Ministry of Defence pension will rise from £300 to £310.

Source:

<https://schoolsweek.co.uk/pupil-premium-rates-to-rise-for-first-time-in-5-years>

Our Pupil Premium Grant Allocation(s):

2015.16 Pupil Premium Allocation	2016.17 Pupil Premium Allocation	2017.18 Pupil premium Allocation	2018.19 Pupil premium Allocation	2019.20 Pupil premium Allocation
£29,400	£12,600	£29,900	£25,500	£24,000

SECTION 2 – Accounting for our Pupil Premium Grant Expenditure:

Due to the transient nature of our pupils we adopt flexible support and provision arrangements and provide this on an individualised basis. The table below details the current support and provision arrangements (Interventions) that we provide for Pupil Premium Pupils. This also details the intended purpose, impact, projected spend and actual spend to date for each of these interventions.

Our Pupil Premium Strategies:

Description of Intervention	Purpose of Intervention	Overall Impact of this Intervention TERM1 / TERM 2 / TERM 3		Predicted Annual Cost of Intervention	Actual cost, to date, of Intervention
		Impact RAG Rating			
		LOW			
		MEDIUM			
		SOME POSITIVE IMPACT			

		HIGH				
		TERM 1 RAG	TERM 2 RAG	TERM 3 RAG		
1. Individual Mentoring	To support pupils to overcome barriers to learning & regular attendance. To help them to develop strategies to improve their engagement and learning potential	KS3	Two out of the four students who are Pupil Premium have weekly counselling sessions. All PP students are assigned a Key Worker with whom they receive mentoring as required.		????	????
		KS4	All Key stage four students are allocated a key worker. The key worker monitors the individual's vocational and educational programmes. For our hardest to reach students we also offer specialist mentoring through the Think For The Future mentor			
2. Pupil Transport	To encourage students to attend and establish a routine in relation to attending school	KS3	N/A		3,000	1,000
		KS4	Four student's access taxis. Three out of the four (TB, TG and YA) receive a taxi into Carisbrooke to receive their 1:1 maths and English tuition. The taxi then takes them onto their vocational provision. One student's accesses taxis every day because of extreme anxiety and mental health disorders.			
3. Rewards Programme	Students are rewarded for attendance and positive engagement in education. This encourages them to establish stronger attendance and engagement routines and strategies.	KS3	All PP students have the opportunity to be involved in the REACH Reward programme and LPS competitions. All have been rewarded for positive engagement in activities.		4,000	2,000
		KS4	All students can gain vouchers for attending on time and behaving. They would receive a voucher equivalent to £1 for attendance and behaviour in the morning and afternoon session. A maximum of £4 can be received in a day.			
4. Home School Visits	To engage with students and parents to help them identify and overcome barriers to learning & attendance	KS3	N/A		1,000	0
		KS4				

5. Alternative Curriculum	To provide students with tailored educational provision for a period of time in order to encourage them to engage more effectively in education.	KS3	3 out of the 4 students have engaged in an alternative curriculum and/or timetable. This has been effective for all 3. The fourth student is currently accessing a full time timetable in a 5 Day group, although currently staff are thinking about amending this student's provision as they are having difficulty in coping		8,000	3,000
		KS4	All KS4 students access a tailored provision that recognises vocational skills and strengths and also caters for their core academic skills in order to support positive post 16 destinations. All vocational and academic pathways are appropriately accredited and offer qualifications.			
6. Alternative Provision	To provide students with tailored educational provision for an extended period of time in order to encourage them to engage more effectively in education and to develop employability skills.	KS3	N/A		TBC	TBC
		KS4	There is a wide range of Vocational qualifications and academic qualifications available to all KS4 students and which is tailored to ability and working at levels. Students can gain qualifications from Entry Level 1 all the way up to Level 2 both vocationally and academically			
7. Careers Guidance	To help focus students on the future and to support them to develop personal & employability skills which improve their motivation & engage in learning & education	KS3	2 out of the 4 students have sessions per week led by LEBC. All students develop their personal skills etc through PSHE sessions		???	???
		KS4	All students have the opportunity to access literacy & numeracy, vocational based skills/qualifications and PSD/Employability skills and qualifications whist on their personalised educational package.			
8. PSP / Review Meeting(s)	To meet with students, parents/ carers & key agencies to agree strategies to help overcome barriers to learning & engagement.	KS3	All 4 students are monitored closely with frequent review meetings and meetings with EWS		TBC	TBC
		KS4	All 9 students are monitored closely with frequent review meetings and meetings with EWS			
		KS3	N/A		8,000	3,000

9.Think For The Future Specialist Group Work & Mentoring Programme	This programme will begin at the start of half term 3 and will focus on our most hard to reach and disengaged students. Its primary aim is to reengage students in learning and prepare them for the transition into education or post 16 years provision	KS4	The TTF has worked with 8 of the most hard to reach LPS students. Currently 3/9 students on the KS4 PP list access mentoring from a bespoke mentor. Two of the students are yr 11 and one is Yr 10. This is an ever evolving programme and adjusts to the needs of the individual/ The programme touches on life choices, criminality, attendance, education and behaviour for learning.			
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2019.20 - Pupil Premium Pupils' Profile:

Criteria	Total Number of Pupil Premium Pupils	
	KS3	KS4
Male	2	6
Female	2	3
FSM	4	9
LAC	0	0
Service Children	0	0

SECTION 3 - Pupil Premium Pupil Progress & Achievement Data:

2019.20– Pupil Premium Cohort – Progress & Achievement:

Pupil Details	Provision Arrangements	Attendance	Progress & Achievement HT 1 – 6
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				<table border="1"> <tr> <td>No or limited improvement from Baseline</td> <td style="background-color: red;"></td> </tr> <tr> <td>5-9% Improvement from baseline</td> <td style="background-color: yellow;"></td> </tr> <tr> <td>10% + Improvement from Baseline</td> <td style="background-color: lightgreen;"></td> </tr> </table>		No or limited improvement from Baseline		5-9% Improvement from baseline		10% + Improvement from Baseline		<table border="1"> <tr> <th>Below Expected</th> <th>Expected</th> <th>Above Expected</th> <th>Accelerated</th> </tr> <tr> <td style="background-color: red;"></td> <td style="background-color: yellow; text-align: center;">FS</td> <td style="background-color: lightgreen; text-align: center;">TA</td> <td style="background-color: purple; text-align: center;">Q</td> </tr> </table> <p style="text-align: center;">Key to progress / Achievement Measure: FS = ForSkills Assessment TA = Teacher Assessment Q = Qualification Achieved</p>										Below Expected	Expected	Above Expected	Accelerated		FS	TA	Q
No or limited improvement from Baseline																													
5-9% Improvement from baseline																													
10% + Improvement from Baseline																													
Below Expected	Expected	Above Expected	Accelerated																										
	FS	TA	Q																										
Name	Year Group	Provision	Start Date	End Date*	Attendance Start	Current Attendance	Maths	English	ICT	PSD	EMPLOY	Science	Voc 1	Voc 2	Voc 3														
A.	9	1:1-SEND	Sept 2019		39%	23%-SEND P/T-1:1	E3 95%-Baseline	L1 38%-Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A														
B.	9	GROVE-5 Day-P/T-SEND	Sept 2019		N/A	35%-SEND P/T	Refusal-SEND-P/T-Limited Maths	E1 90%-Baseline SEND-P/T-No English	E2 79%-Baseline -SEND-P/T-Limited ICT	N/A	N/A	N/A	N/A	N/A	N/A														
C.	9	RAVE	Jan 2020				EL2 TA	EL2 TA	EL2 TA	N/A	N/A	N/A	N/A	N/A	N/A														
D.	10	1:1	Sept 2019		Reliable Attendance not available due to heavily reduced timetable and B codes	72%	Passed EL3	Passed EL3	EL2 TA	Gained Level 1 Cert	N/A	N/A not on GCSE Programme	AXLR8	1Care	N/A														
E.	11	GCSE	Sept 2019		84%	89%	GCSE (1) TA	GCSE (2) TA	N/A	Gained Level 1 Dips	N/A	Level 1 Pass TA	Triple Skillz Gained Level 1 Cert/ Working to Dips	Pedestrian Music	AXLR8 Level 1 Award														

F.	11	1:1	Sept 2019		39%	92%	L1 TA	L1 TA	N/A	Gained level 1 Extended Award	N/A	N/A not on GCSE Programme	Carwrx	Waterfront	N/A
G.	11	1:1	Sept 2019		68%	56%	Level 1 TA	Level 1 TA	N/A	Gained level 1 Cert	N/A	N/A not on GCSE Programme	1 Care	Waterfront LVL 1 Dips	EDUC8
H.	11	GCSE	Sept 2019		40%	80%	GCSE (1) TA	GCSE (1) TA	N/A	N/A	N/A	Level 1 Pass TA	Trans4m Hair & Beauty	LADDER Employability	N/A
I.	10	RAVE	Nov 2019		Reliable Attendance not available due to heavily reduced timetable and B codes	11%	EL2 TA	EL3 TA	EL2 TA	N/A Rave Programme	N/A Rave Programme	N/A not on GCSE Programme	N/A Rave Programme	N/A Rave Programme	N/A Rave Programme
J.	11	GCSE	Sept 2019		85%	87%	GCSE (1) TA	GCSE (1) TA	N/A	N/A	N/A	Level 1 Pass TA	Gained Level 1 BTEC Tigers	Working towards Level 2 BTEC Tigers	Gained BTEC level 1 Construction/Trans4m
K.	11	1:1	Sept 2019		Reliable Attendance not available due to heavily reduced timetable and B codes	75%	E2 Pass now working at EL3	E2 Pass now working at EL3	N/A as he is on the 1:1 program	N/A as he is on the 1:1 program	N/A as he is on the 1:1 programme	N/A not on GCSE Programme	Level 2 Future Cycles	LVL 1 Award Triple Skillz	N/A

L.	11	1:1	Dec 2019		Reliable Attendance not available due to heavily reduced timetable and do not use SIMS	43%	EL3 TA	EL3 TA	N/A as he is on the 1:1 program	N/A as he is on the 1:1 program	N/A as he is on the 1:1 programme	N/A not on GCSE Programme	BTEC LVL 1 Tigers	Level 2 Future Cycles	N/A
M.	9	5DP-Amended hours-SEND	Nov 2019		66%	66%	E1 0%-Baseline	E2 27%-Baseline	E2 56%-Baseline-Limited ICT	N/A	N/A	N/A	N/A	N/A	N/A

SECTION 4 - 2019.20 Case Studies – Action(s) being taken to address lower than expected performance:

Name of Pupil	Area(s) of Concern (identified from the table above)	Action(s) being taken or planned to address identified concern(s) Summer Term 2018
A.	Low Attendance	<p>Term 2</p> <p>29/10-Attendance Meeting-Monitor as recent MST involvement</p> <p>30/10-Amended timetable</p> <p>6/11-Attendance Meeting-Monitor-MST still involved</p> <p>13/11-Attendance Meeting-Mum not responding to phone messages</p> <p>4/12-Review Meeting- Mum informed LPS that Harley would not be attending LPS again. She will home educate</p> <p>18/12- Attendance Meeting-Final Warning letter to be sent#</p> <p>22/1- Attendance Meeting- Final Warning letter sent. Next stage is court</p> <p>5/2-Attendance Meeting-Court Brief is being prepared</p>

B.	Low Attendance	<p>Term1: 6/9/19-Attendance Meeting 19/9-Attendance Meeting-Mum did not attend 30/9-Return from Exclusion meeting-B walked out so meeting had to be re-arranged 3/10-Meeting arranged- Mum did not attend 4/10- Meeting arranged- Mum did not attend 8/10-Meeting arranged- Mum did not attend</p> <p>Term 2: 29/10-Attendance Panel Meeting- Mum did not attend 6/11-Attendance Meeting-Proceed to PACE 11/11-Review Meeting-Slight amendment to start time 13/11- EWO advised of timetable. EWO to make home visit 21/11Review Meeting held- Timetable amended 17/12- Phone calls were made to home re attendance 18/12-Attendance and Review Meetings held-Attendance improving 22/1-Attendance Meeting-EWS to monitor 5/2- EWO to send final warning letter</p>
C.	Low Attendance	<p>Term1: 3/9- Fixed Term Exclusion was issued 5/9-Return from Exclusion meeting was arranged- Mum did not attend 5/9 (Later in the day)- Attendance Meeting- No further action as attendance low due to exclusion 19/9- Attendance Meeting took place 26/9- Attendance Meeting but no action taken as unauthorised holiday but it was only for 2 days 4/10- Attendance Meeting. Attendance Panel to be arranged.</p> <p>Term 2: 29/10-Attendance Panel Meeting- Parent did not attend. EWO to do a home visit 6/11-Attendance Meeting- EWO to do a home visit. If no improvement then move to PACE 7/11-Review Meeting-Amended timetable-1:1</p>

		<p>13/11- Attendance Panel Meeting- EWO had visited home but nobody in. EWO to monitor</p> <p>2/12-Phone calls made to arrange Review Meeting- Mum not responding</p> <p>4/12- Phone calls made to arrange Review Meeting- Mum not responding</p> <p>5/12- Phone calls made to arrange Review Meeting- Mum not responding</p> <p>10/12-Review Meeting arranged but mum cancelled</p> <p>18/12- Attendance Meeting-EWO to proceed with either a Final Warning Letter or PACE</p> <p>7/1/2020- Review Meeting- Timetable and group change</p> <p>22/1/2020- Attendance Meeting- has progressed to PACE. EWO to monitor and carry out home visit</p> <p>5/2/2020-Attendance Meeting- Pace paperwork has been sent to mum.</p>
D.	Low Attendance	<p>Term1: Almost daily contact with Parent and SW via telephone and email. Liaising with MST Worker assigned to family. Review Meetings to address the concerns, home visits on 2 occasions. Changes made to timetable and vocational courses.</p> <p>Term 2: Unfortunately Social services have ceased working with D and the family. After a period of stability at home we have seen recently that he has started to stay at friend's house during the school week. This is effecting punctuality and attendance. We do have regular contact with D's mother and prior to the Christmas break she signed off the paperwork to begin an EHCP.</p>
E.	Poor Punctuality	<p>Term1: Review meeting to address lateness issues. Notification to Parent when late. Incentive with vouchers to improve punctuality.</p> <p>Term 2 E's punctuality has improved and his time of arrival is much better. We still monitor tardiness and apply sanctions and rewards in equal measure dependent on his time of arrival. We have regular dialogue with his mother.</p>

F.	Below expected levels in maths, English & ICT	<p>Term1: Consistent contact with Mum and SW. Working with CAMHS for feedback on how to support F. Review meetings to discuss support and set targets. Changes to timetable to improve motivation.</p> <p>Term 2 F has moved to grandmothers but remains on a C.P plan. The consistent support of his Keyworker and the tailored programme coupled with the move to his Grandmothers has seen a massive improvement in attendance (From 39% pre referral to 92% overall for this academic year) and levels of attainment. He has achieved EL3 qualifications in maths and English and has now moved onto level 1 work. He is currently not working on his ICT as we have prioritised the gaining of maths and English to go alongside his vocational level 1 qualifications.</p>
G.	Low Attendance	<p>Term1: Ongoing meetings and dialogue with Mum relating to anxiety and CAMHS issues. 2 review meetings. Continuing transport support.</p> <p>Term 2: G's attendance continues to be a concern. With her considerable mental health issues and depression we continue to offer taxi support. A Panel meeting has been arranged, date tbc. Mum is in regular contact</p>
H.	Punctuality	<p>Term 2: H historically has presented punctuality and attendance concerns. Prior to her permanent exclusion her attendance was 40% through close monitoring and the constant support of her keyworker her attendance has improved to 80%. Punctuality is still an issue and we have hosted two meetings with her mother. On her GCSE days (Wednesday and Thursday) mum transports her into Carisbrooke.</p>
I.	Low Attendance	<p>Term 2: Prior to I's permanent exclusion she was referred to Carisbrooke in both Yr 9 and Yr 10. She was a centre refuser and this ultimately continues to be the case. Since her permanent exclusion her attendance is below. We hosted a multi-agency meeting on the 7th January that involved EWS, Social Services, Parent and the CSE team we also supplied Taxi's that</p>

		were sporadically used. Because of her CNA another meeting is being convened February 24 th to potentially look at the use of NISAI learning which could potentially alleviate her anxiety about attending the Carisbrooke centre.
J.	No concerns	Term 2: No concerns
K.	Attainment and attendance	Term 2: K is a Yr 11 student who came onto our roll after being permanently excluded from x SCHOOL. It is still the very early stages as he joined us 8 th January and has found the adjustment to Vocational provision challenging. We have allocated a key worker to work closely with K in an attempt to gain some tangible qualifications at this late stage. The keyworker is liaising almost daily with the family. We have a review meeting scheduled in for Friday 14 th February.
N.	Low Attendance	Term 2: N was referred to the RAVE in yr 11 prior to his permanent exclusion. He was a programme refuser and despite his attendance appearing to be 91% the school was using B: codes and he was only accessing small 1 hour periods of time in school. When he finally got permanently excluded 7 th November we attempted to engage him into vocational provision as he is certainly more of a kinaesthetic learner. N can be prone to violent outbursts and has damaged property on our site but also at his vocational provisions. Social services and MST have closed the case due to his non-engagement and threatening behaviour. Mother has agoraphobia and finds leaving the house to attend meetings challenging. We have had EWS meetings and there is a review meeting set up for Thursday 13 th February. N has witnessed DV in his house from his step dad who is no longer around. N is also receiving additional support through our TTF mentor.
O.	Low Attendance	Term 2 4/12-Fixed Term exclusion-2 days 9/12-Return from exclusion meeting 18/12-Attendance Meeting- Attendance Panel Meeting arranged 22/1/2020- Attendance Panel Meeting- Mum did not attend- EWO to monitor and carry out a home visit 5/2/2020- Attendance Meeting-EWO to move to next stage

Report Authors:

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