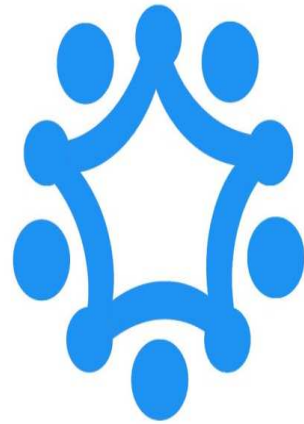


Leicester Partnership School



Leicester
Partnership
School

Pupil Premium Report

Autumn 2019

This report will be updated in Spring 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 eg. Assisted transport, additional mentoring, rewards and curriculum support.

SECTION 2 - Current Pupil Premium Funding Criteria and Number of LPS Pupil Premium Pupils:

Pupil Premium Criteria	Amount Per Annum
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence	£300

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 3 – 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	KS3: All students have a Keyworker assigned upon arrival. This continues until such time as they leave LPS			TBC	TBC

	develop strategies to improve their engagement and learning potential	KS4: All of the KS4 students have been allocated a mentor. The mentor will support the vocational pathways and liaise with educational staff in the upper school				
2. Pupil Transport	To encourage students to attend and establish a routine in relation to attending school	KS3: Currently students do not have taxis provided but are given bus tickets. However taxis are provided if a student is very vulnerable or has an EHCP			3,000	1,000
		KS4: Taxis are primarily allocated to students who suffer with anxiety and have diagnosed CAMHS involvement. We received notification from her psychiatric nurse in September that all education provision must be halted due to extreme mental health concerns.				
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: Students are given the opportunity to achieve through the REACH Rewards programme which runs throughout KS3			4,000	2,000
		KS4: All students are rewarded for positive punctuality both in the morning and the afternoon. There is also a reward programme linked to positive attitudes and behaviour for learning.				
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: The KS4 vocational mentors conduct home visits according to need. Sometimes we also convene joint visits with EWS. To date we have facilitated 3 home visits in relation one student who had a period of missing recently. His mum was uncontactable and we also contacted the police. The residence was visited three times in the late September period				
5. Alternative Curriculum	To provide students with tailored educational provision for a period of time in order to	KS3: If students experience difficulty with being in groups and would benefit from a period of stabilisation in order to ultimately re-engage			8,000	3,000

	encourage them to engage more effectively in education.	positively in education, then a tailored 1:1 programme is created for them				
		KS4: At KS4 there is a menu of educational packages to suit the need of every individual. Work is differentiated to an appropriate level. This ranges from Entry Level 1 qualifications all the way up to Level 2. All qualifications are recognised by post-16 providers.				
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: The students are able to access a wide range of vocational and curriculum based education opportunities. All programmes are tailored to the individual's needs, interests and ability levels.				
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: LEBC provide Careers guidance for one KS3 group. However Careers and guidance is referred to in the KS3 PSHE programme of study				
		KS4: Through the use of Connexions and LEBC we offer a substantial careers guidance programme. This pathway is also supported through the use of qualification pathways in Employability. This is achieved by an introductory ASDAN qualification and a level one certificate qualification for yr 11 students.				
8. PSP / Review Meeting(s)	To meet with students, parents/ carers & key agencies to agree strategies to help overcome barriers to learning & engagement.	KS3: Meetings for all PP students are held regularly to monitor and evaluate student progress and performance			TBC	TBC
		KS4: Review meetings are arranged every six weeks as a minimum requirement. Some students require more frequent meetings. At those meetings we attempt to liaise with and invite all outside agencies involved.				
9. Think For The Future Specialist Group Work &	This programme will begin at the start of half term 3 and will focus on our most hard to reach and	KS3: N/A			8,000	3,000
		KS4: Work has begun this week (w/c 23/09/2019) with TFTF. We have allocated a case load of three				

Mentoring Programme	disengaged students. Its primary aim is to reengage students in learning and prepare them for the transition into education or post 16 years provision	students to the mentor who will work on a Monday with the allocated individuals.				
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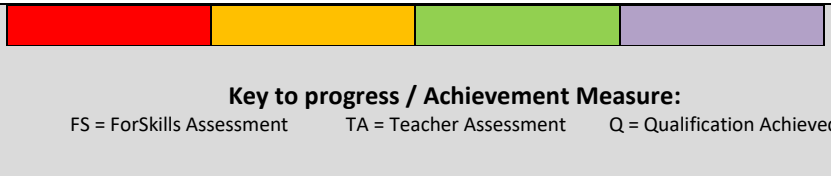
2019.20 - Pupil Premium Pupils' Profile:

Criteria	Total Number of Pupil Premium Pupils	
	KS3	KS4
Male	2	3
Female	1	1
FSM	3	4
LAC	0	0
Service Children	0	0

SECTION 4 - Pupil Premium Pupil Progress & Achievement Data:

2018.19 – FINAL SUMMARY.

Pupil Details	Provision Arrangements	Attendance	Progress & Achievement HT 1 – 6			
			Below Expected	Expected	Above Expected	Accelerated
				FS	TA	Q

					No or limited improvement from Baseline								
					5-9% improvement from baseline		Key to progress / Achievement Measure: FS = ForSkills Assessment TA = Teacher Assessment Q = Qualification Achieved						
					10% + Improvement from Baseline								
Student	Year Group	Provision	Start Date	End Date*	Attendance Start	Final Attendance	Maths	English	ICT	ANO	BTECH Science	Voc 1	Voc 2
A.	8	As from 14/1/19-1:1 tuition	26/2/18	July 2019	71%	39%	E2 24%	L1 15%	E3 69%	N/A	N/A	N/A	N/A
B.	9	5 day voc		July 2019	75%	76%	EL3 Pass	EL3 Pass	TA	L1 Award	N/A	N/A	N/A
C.	10	VOC/FS	Nov 2018	July 2019	85%	84%	E3 Pass	L1 Pass	TA	L1 Dips	N/A	Triple Skillz	AXLR8
D.	10	5DAY VOC	SEPT 2018	July 2019	49%	40%	TA	TA	TA	L1 Award	N/A	PEDESTRIAN	TRIPLE SKILLS / LADDER
E.	10	5 DAYS VOC	SEPT 2018	NOV 2018 (Moved to L.'shire)	33%	N/A	NA	NA	NA	N/A	N/A	CARWRX	FUTURE CYCLES
F.	10	VOC / FS	JUNE 2018	July 2019	56%	68%	EL3 Pass	EL2 Pass	EL2 Pass	PSD L1 CERT	N/A	1 CARE	EDUC8
G.	11	VOC / FS	May 2018	July 2019	50%	73%	L1 Pass	L1 Pass	TA	Employ L1 Cert	PSD L1 Cert	TRIPLE SKILLZ	FUTURE CYCLES / LADDER
H.	11	VOC / GCSE	JAN 2018	JAN 2019 moved to London	57%	N/A	TA	TA	TA	N/A	NA	ESBM CONSTRUCTION	FUTURE CYCLES

I.	11	VOC / 1-1 FS	SEPT 2018	FEB 2019 Moved to Keyham Lodge	60%	N/A	EL2 Pass	EL2 Pass	N/A	N/A	N/A	AXLR8	TRIPLE SKILLZ
J.	11	VOC / 1-1 FS	NOV 2015	July 2019	70%	30%	TA	L1 Pass	N/A	N/A	N/A	ESBM CONSTRUCTION	FUTURE CYCLES / LADDER

NB: For detailed case studies relating to the above students see summer 2019 Report

SECTION 5 - 2019.20– Pupil Premium Cohort – Progress & Achievement:

Pupil Details		Provision Arrangements			Attendance		Progress & Achievement HT 1 – 6																										
					<table border="1"> <tr> <td>No or limited Improvement from Baseline</td> <td>Red</td> </tr> <tr> <td>5-9% Improvement from baseline</td> <td>Yellow</td> </tr> <tr> <td>10%+ Improvement from Baseline</td> <td>Green</td> </tr> </table>		No or limited Improvement from Baseline	Red	5-9% Improvement from baseline	Yellow	10%+ Improvement from Baseline	Green	<table border="1"> <tr> <td>Below Expected</td> <td>Expected</td> <td>Above Expected</td> <td>Accelerated</td> </tr> <tr> <td>Red</td> <td>FS</td> <td>TA</td> <td>Q</td> </tr> </table>				Below Expected	Expected	Above Expected	Accelerated	Red	FS	TA	Q	<p>Key to progress / Achievement Measure: FS = ForSkills Assessment TA = Teacher Assessment Q = Qualification Achieved</p>								
No or limited Improvement from Baseline	Red																																
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10%+ Improvement from Baseline	Green																																
Below Expected	Expected	Above Expected	Accelerated																														
Red	FS	TA	Q																														
Student	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	Sept 2019		39%	66%	E3 95%	L1 38%	N/A	N/A	N/A	N/A	N/A	N/A	N/A																		
B.	9	GROVE-5 Day	Sept 2019		N/A	47%	Refusal	E1 90%	E2 79%	N/A	N/A	N/A	N/A	N/A	N/A																		
C.	9	5DP-5 Day	Apr 2019		73%	55%	E1 95%	E1 56%	E3 78%	N/A	N/A	N/A	N/A	N/A	N/A																		

D.	10	Voc 5 day	Sept 2019		76%	65%	Passed EL3	Passed EL3	EL2 TA	Gained Level 1 Cert	N/A	N/A not on GCSE Programme	Transform Construction	1Care	Waterfront
E.	11	GCSE	Sept 2019		84%	88%	GCSE (1) TA	GCSE (2) TA	N/A	Gained Level 1 Dips	N/A	Level 1 Pass TA	Triple Skillz	Pedestrian Music	N/A
F.	11	Voc 5 day	Sept 2019		39%	85%	CNA	CNA	CNA	Gained level 1 Extended Award	N/A	N/A not on GCSE Programme	Carwrx	Waterfront	N/A
G.	11	1:1	Sept 2019		68%	23%	Level 1 TA	Level 1 TA	N/A	Gained level 1 Cert	N/A	N/A not on GCSE Programme	1 Care	Waterfront	N/A

NB: Case studies for all students are held separately

Report Authors:

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