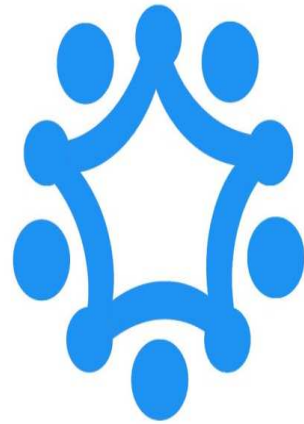


Leicester Partnership School



Leicester
Partnership
School

Pupil Premium Report

Spring 2019

This report will be updated in Summer 2019

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 (ie 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
£29,400	£12,600	£29.900	£25,500

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.

Pupil Premium Strategies:

Description of Intervention	Purpose of Intervention	Overall Impact of this Intervention	Predicted Annual Cost of Intervention	Actual cost, to date, of Intervention								
		Impact RAG Rating										
		<table border="1"> <tr> <td>LOW</td> <td style="background-color: red;"></td> </tr> <tr> <td>MEDIUM</td> <td style="background-color: yellow;"></td> </tr> <tr> <td>SOME POSITIVE IMPACT</td> <td style="background-color: lightgreen;"></td> </tr> <tr> <td>HIGH</td> <td style="background-color: green;"></td> </tr> </table>	LOW		MEDIUM		SOME POSITIVE IMPACT		HIGH			
LOW												
MEDIUM												
SOME POSITIVE IMPACT												
HIGH												
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	<p>Term 1 KS3: KS3 Student has access to 1:1 support and mentoring from a Keyworker throughout the day. This is a successful strategy with regard to learning. However this is not successful with regard to raising attendance</p> <p>Term 2 KS3 Unfortunately although a Keyworker is assigned to the one Pupil Premium student in KS3 and they are providing 1:1 tuition in order to stabilise them emotionally, the student has failed to engage and has not been attending this provision</p> <p>Term 3 KS3 :</p> <p>Term 1 KS 4:</p>	12k	7k								

		<p>Each KS4 student is mentored individually by one of the LPS Vocational Support Team. This involves a 1-1 sit down with each student at least once per week, and more frequently if required. All concerns are also raised to Parents of students (positive or negative) via telephone calls to ensure that a holistic approach is taken when supporting students via mentoring.</p> <p>Term 2 KS4: The individual mentoring programme continues to remain in place and the case load now incorporates Yr 9 students who are beginning to access Vocational placements. Through the mentoring we have seen a 10% increase in overall attendance rates when compared to pre-referral attendance</p> <p>Term 3 KS4 :</p>		
2. Pupil Transport	To encourage students to attend and establish a routine in relation to attending school	<p>Term 1 KS3: KS3 This currently is not in place for this particular PP student. However they are provided with bus tickets at the request of this student and their family. Attendance is largely affected by exclusion, absconding and parent cancelling and failing to attend meetings</p> <p>Term 2 KS3 : Bus tickets are still provided for this student. However attendance is still a huge concern as this student is failing to attend the educational programme put in place for him</p> <p>Term 3 KS3 :</p> <p>Term 1 KS4: Pupil transport support (taxis) is dependent on individual circumstances, and where possible students are encouraged to travel by bus to and from provisions. Students that leave the KS3 programme are encouraged to use buses straight away, and in exceptional circumstances the offer of taxis for 1 week are offered to enable student to make the transition from Centre based provision to Alternative Provision. Bus tickets are provided each week to students.</p> <p>Term 2 KS4: This process remains in place and we are able to demonstrate improved attendance by approximately 10% against initial referral attendance data. From 64% to 74%</p> <p>Term 3 KS4.:</p>	1.5k 2k	£750 £1,170
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.	<p>KS3 The PP student has access to The Rewards Programme. The student has responded positively to this and consequently has made progress with regard to academic learning. His attendance is a cause for concern</p> <p>Term 2 KS3: Unfortunately the KS3 student has not taken advantage of the Rewards Programme since the last report.</p> <p>Term 3 KS3 :</p> <p>Term 1 KS4: Students have the opportunity to earn High Street Vouchers as part of their Vocational packages up to the value of £15.00 per week. The value of vouchers</p>	£7,000 KS3 REACH Reward Room Set Up = £5,000 KS3 Reward Trips = £1,000 KS4 Reward Trips = £1,000	5k *[Externally sponsored by Randstadt Supply Agency]

		<p>earned is determined dependant on attendance, motivation, co-operation, work output and overall attitude to learning.</p> <p>Term 2 KS4: The reward programme remains in place and our KS4 cohort have improved attendance and attainment as a result of the programme.</p> <p>Term 3 KS4:</p>	KS3 Attendance Awards = £1,000*	
4. Home School Visits	To engage with students and parents to help them identify and overcome barriers to learning & attendance	<p>Term 1 KS3: N/A</p> <p>Term 2 KS3 : N/A</p> <p>Term 3 KS3 :</p> <p>Term 1 KS4: Generally Home School visits are undertaken by the EWO and often in conjunction with the LPS Vocational Support Team. Meetings are occasionally held at the home address when Parents struggle to attend, to ensure that all strategies are being utilised to engage with the Parent and Student.</p> <p>Term 2 KS4: In HT 2 and HT 3 our Support Workers have begun to complete paired home visits with our EWS officer. This is a direct attempt to tackle poor attendance and improve engagement</p> <p>Term 3 KS4:</p>	Transport = £500	£290
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.	<p>Term 1 KS3: N/A</p> <p>Term 2 KS3: Unfortunately although the KS3 student is provided with their own tailored educational provision in order to help them to stabilise emotionally and re-engage in education, they have not taken positive advantage of this.</p> <p>Term 3 KS3 :</p> <p>Term 1 KS4: Students have the opportunity to access taster days on various AP courses before committing to a programme, and this process can include up to 4 different courses.</p> <p>Term 2 KS4: All KS4 students access this phased approach to engaging the KS4 cohort to settle into the two vocational placements of their choice. This approach has now been extended to working with KS3 students.</p> <p>Term 3 KS4:</p>	1.5K	£875
6. Alternative Provision	To provide students with tailored educational provision for an extended period of time in order to encourage them to engage more	<p>Term 1 KS3: N/A</p> <p>Term 2 KS3 : N/A</p> <p>Term 3 KS3 :</p>	1k	£200

	effectively in education and to develop employability skills.	<p>Term 1 KS4: Each student accessing a Vocational programme at KS4 has the opportunity to work to an individual and bespoke programme of their choosing. There is a degree of flexibility whereby if a student is not engaging changes can be made to move to another course to ensure engagement remains.</p> <p>Term 2 KS4: This approach remains the same for KS4 students and we work with both the student and the provider to ensure Level 1 qualifications or higher quals are achieved.</p> <p>Term 3 KS4:</p>		
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	<p>Term 1 KS3: N/A</p> <p>Term 2 KS3 : N/A</p> <p>Term 3 KS3 :</p> <p>Term 1 KS4: Students work on a 1-1 basis with their LPS Vocational Support Worker around their post 16 options and are also supported by CNXS and LEBC representatives. Students work through a programme called START which highlights opportunities that best suit the interests and needs of pupils. Support is also provided in terms of completing the UCAS application process. We are encouraging LPS students to access a Provision called Ladder which adds another element of support and also enables students to work towards Level 1 qualifications in PSD and Employability, as well as undertaking a work experience placement through this programme.</p> <p>Term 2 KS4: We have prioritised our CEIG programme to work Our Yr 11 candidates in order to complete their UCAS forms in HT2 and HT 3. The yr 11 cohort have begun to receive conditional placement offers.</p> <p>Term 3 KS4:</p>	Paid via main school budget [14k]	
8. PSP / Review Meeting(s)	To meet with students, parents/ carers & key agencies to agree strategies to help overcome barriers to learning & engagement.	<p>Term 1 KS3: There have been numerous meetings for this PP student held between 30/8/18 and 16/10/18. There has been some success with this but the improvements are not consistent</p> <p>Term 2 KS3: There have been numerous meetings held between 29/10/18 and 28/2/19 in order to help this student to overcome their barriers to learning and improve their attendance. However the student has been unreceptive to the strategies presented to him and has failed to make progress.</p> <p>Term 3 KS3 :</p> <p>Term 1 KS4</p>	Staffing cost	

		LPS students receive a review meeting each half term with Parents and student present. The meetings are used to address positive and negative issues and set clear targets for improvement regards qualification achievement and attendance.		
		Term 2 KS4: This Review process remains in place and we can see that students are gaining qualifications successfully and attendance overall has improved by 10% when compared with the students pre-referral overall attendance		
		Term 3 KS4:		
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 KS 3 & 4 students. Its primary aim is to reengage students in learning and prepare them for the transition into education or post 16 years provision	Term 1 KS3 : NA	£1,222	
		Term 2 KS3 : This programme will begin W/C 4/03/19 and will work with 1 KS3 student		
		Term 3 KS3		
		Term 1 KS4 : NA		
		Term 2 KS4 : NA- This targeted programme will work with 3 KS4 students and will begin W/C 4/03/2019		
		Term 3 KS4 :		

Section 4 - Pupil Premium Pupils' Profile:

Criteria	Total Number of Pupil Premium Pupils	
	KS3	KS4
Male	1	5
Female		1
FSM	1	6
LAC		1
Service Children		0

Section 5 - Pupil Premium Pupil Progress & Achievement Data:

Pupil Details		Provision Arrangements			Attendance		Progress & Achievement																				
					<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: green;"></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: green; 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	Attendance Overall	Maths	English	ICT	ANO	BTECH Science	Voc 1	Voc 2														
A.	8	As from 14/1/19-1:1 tuition	26/2/18		71%	44%	Baseline E1 89% FS	Baseline E3 73% FS	Baseline -E3 69% FS	N/A	N/A	N/A	N/A														
B.	9	5 day voc	??		75%	96%	Baseline E3 33% Pass	Baseline E2 23% FS E13 Pass	Baseline EL2 FS	N/A	N/A	N/A	N/A														
C.	10	VOC/FS	Nov 2018		85%	93%	Baseline E3 TA	Baseline E3 TA	Baseline E3 TA	N/A	N/A	Triple Skillz	AXLR8														
D.	10	5DAY VOC	SEPT 2018		49%	72%	Baseline EL3	Baseline EL3	Baseline EL3	N/A	N/A	PEDESTRIAN	TRIPLE SKILLS / LADDER														
E.	10	5 DAYS VOC	SEPT 2018	NOV 2018 (Moved to L.'shire)	33%		Baseline EL2	Baseline EL2	Baseline EL2	N/A	N/A	CARWRX	FUTURE CYCLES														
F.	10	VOC / FS	JUNE 2018		56%	80%	Baseline EL2 PASS	Baseline EL2 TA	Baseline EL2 PASS	PSD	N/A	1 CARE	EDUC8														

G.	11	VOC / FS	May 2018		50%	83%	Baseline L1 TA	Baseline L1 TA	Baseline EL3 TA	Employ	PSD	TRIPLE SKILLZ	FUTURE CYCLES / LADDER
H.	11	VOC / GCSE	JAN 2018	Jan 2019 moved to London	57%	88%	Baseline GCSE E TA	Baseline GCSE E TA	N/A	N/A	Baseline Level 1	ESBM CONSTRUCTION	FUTURE CYCLES
I.	11	VOC / 1-1 FS	SEPT 2018		60%	59%	Baseline EL2 TA	Baseline EL2 TA	N/A	N/A	N/A	AXLR8 Removed.	TRIPLE SKILLZ
J.	11	VOC / 1-1 FS	NOV 2015		70%	52%	Baseline EL3 PASS	Baseline EL3 PASS	N/A	N/A	N/A	ESBM CONSTRUCTION	FUTURE CYCLES / LADDER

KS4 NOTE: The average referral attendance rate for PP students was 64%. With support and interventions we have made a 10% difference in attendance rates. Average attendance has risen to 74%

Report Authors:

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