**Leicester Partnership School**



**Pupil Premium Report**

**Spring 2018**

**This report will be updated in Summer 2018**

**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** |
| **£29,400** | **£12,600** | **£29.900** |

**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**  **Impact RAG Rating**   |  |  | | --- | --- | | **LOW** |  | | **MEDIUM** |  | | **HIGH** |  | | **Predicted Annual Cost of Intervention** | **Actual cost, to date, of Intervention** |
| 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 - 86% of students made progress due to the allocation of a keyworker | 4000 | 2000 |
| KS4 – 16 out of 17 (94%) students have access to a designated Keyworker/Mentor to support pastoral and academic progress.  The 1 student who does not access support and has not engaged with the mentoring programme is a student who has exhibited CNA issues since Yr 9. There is multiple agency involvement with this young man but none of the agencies are having any tangible impact. |
| 2. Pupil Transport | To encourage students to attend and establish a routine in relation to attending school | KS3- 4 out of the 7 students have a taxi provided for them. Of these 4- 50% have demonstrated that this has had a positive impact on their overall progress. However out of the remaining 2 students- one is currently showing signs of improvement. | 10000 | 4000 |
| KS4- 3 students currently benefit from supported transport via taxis.   * Student 1 (MC) overall attendance has risen from 95% to 100% * Student 2 (ERW) overall attendance has risen from 70% to 72% * Student 3 (BT) overall levels of attendance has risen from 70% to 74%. This has also seen the student go from not attending (0%) at a 2 day vocational provision to now attending at a rate of 80% |
| 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- 5 out of 7 students- 71% -have taken full advantage of the rewards programme on offer | 5000 | 1700 |
| KS4 – 16 out of 17 students have access to the voucher reward system. At this early stage 5 students have sat Functional Skills exams. |
| 4. Home School Visits | To engage with students and parents to help them identify and overcome barriers to learning & attendance | N/A | 2000 | 400 |
| N/A |
| 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. | KS 3 - 5 out of the 7 students experience the opportunities to have taster vocational sessions and to take part in ASDAN activities. These students are in Ocean. Out of the 5, 4 students have made progress. This equates to 80% | 2000 |  |
| KS4 - 8 out 0f 10 Yr 11 students are accessing both Vocational and either GCSE or Functional skills academic programmes. 1 further yr 11 will be placed once his ADHD medication dosage has been regulated by the family G.P. I yr 11 has been a CNA from Yr 9 and we are heavily involved with EWS and YOS in attempts to engage the young man.  2 out of 7 year 10 students are accessing both Vocational and OUR Functional Skills programme. The other four will access the academic programmes later in the year when they have fully adapted to their Vocational provisions. |
| 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. | **N/A for KS3** | 2000 |  |
| The KS4 Education provision offers five academic programmes on any given day, this includes:   * 1:1 specialist targeted academic studies * Two day GCSE programme * Five day transition provision (Up to 6 weeks) * 1 day Functional ICT, maths, English and PSD programme * Targeted level 1 and 2 Functional skills programme   Currently 80% of our Yr 11 cohort access both Vocational and Academic programmes with 29% of Yr 10’s accessing Vocational and academic programmes. This percentage will improve once they have settled into their Vocational provisions. |
| 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 | KS 3 - 5 students out of the 7 have access to Careers guidance through working with LEBC. 4 out of the 5 students benefit from this. This equates to 80% | 2900 |  |
| KS 4 - 9 out of 10 students (90%) have accessed CEIG and have begun the UCAS process which is a key priority prior to January.  After the completion of the UCAS process we will complete targeted CEIG with our Yr 10 cohort. |
| 8. PSP / Review Meeting(s) | To meet with students, parents/ carers & key agencies to agree strategies to help overcome barriers to learning & engagement. | KS3- 100% have had Parent/Carer review meetings. In addition there have been professionals meetings taking place where attendance, progress and achievement have been discussed | 2000 |  |
| KS4 – 100% of the cohort have undertaken the PSP/Review meetings. This has provided target setting opportunities  6 out of 17 students (35%) are also involved in the EWS process. |

**Section 4 - Pupil Premium Pupils’ Profile:**

|  |  |
| --- | --- |
| **Total Number of Pupil Premium Pupils** | 24 |
| **Male** | 20 |
| **Female** | 4 |
| **FSM** | 24 |
| **LAC** | 2 |
| **Service Children** | 0 |
| **KS 3** | 7 |
| **KS 4** | 17 |

**Section 5 - Pupil Premium Pupil Progress & Achievement Data:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Pupil Details** | | **Provision Arrangements** | | | **Attendance**   |  |  | | --- | --- | | **No or limited Improvement from Baseline** |  | | **5-9% Improvement from baseline** |  | | **10% + Improvement from Baseline** |  | | | **Pupil Premium Interventions** | **Progress & Achievement**   |  |  |  |  | | --- | --- | --- | --- | | **Below Expected** | **Expected** | **Above Expected** | **Accelerated** | |  | FS | TA | Q |   **Key to progress / Achievement Measure:**  FS = ForSkills Assessment TA = Teacher Assessment Q = Qualification Achieved | | | | | | | |
| **PUPIL** | **Year Group** | **Provision** | **Start Date** | **End Date\*** | **Start** | **Current / Exit** | **List PP Intervention from table above** | **Maths** | **Eng** | **ICT** | **PSHE** | **Voc 1** | **Voc 2** | **Voc 3** | **Voc 4** |
| A | 9 | OCEAN | 29/06/17 |  | 33% | 64% | 1/3/5/7/8 | TA | TA | TA |  |  |  |  |  |
| B | 9 | GROVE | 28/06/17 |  | 88% | 86% | 1,2,3,8 | TA | TA | TA |  |  |  |  |  |
| C | 9 | OCEAN | 04/07/17 |  | 70% | 55% | 1,3,5,7,8 | TA  EXIT | TA  EXIT | TA  EXIT |  |  |  |  |  |
| D | 9 | OCEAN | 06/07/17 |  | 56% | 88% | 1,2,3,5,7,8 | TA | TA | TA |  |  |  |  |  |
| E | 9 | OCEAN | 28/09/17 |  | 27% | 21% | 1,2,3,5,7,8 | TA | TA | TA |  |  |  |  |  |
| F | 9 | GROVE | 07/03/16 |  | 49% | 72% | 1,2,3,8 | TA  EXIT | TA  EXIT | TA  EXIT |  |  |  |  |  |
| G | 9 | OCEAN | 30/06/17 |  | 7% | 77% | 1,3,5,7,8 | TA  EXIT | TA  EXIT | TA  EXIT |  |  |  |  |  |
| H | 10 | F/T VOC | 30/06/17 |  | 95% | 51% | 1,2,3,5,6,7,8 | TA  EXIT | TA  EXIT | N/A | N/A | TA  EXIT | TA  EXIT |  |  |
| I | 10 | F/T VOC | 24/11/15 |  | 80% | 88% | 1,3,5,6,7,8 | TA  EXIT | TA  EXIT | N/A | N/A | TA  EXIT | T/A  EXIT |  |  |
| J | 10 | F/T VOC | 16/06/17 |  | 90% | 74% | 1,2,3,5,6,7,8 | TA | TA | N/A | N/A | TA | TA |  |  |
| K | 10 | F/T VOC | 09/05/17 |  | 94% | 72% | 1,2,3,5,6,7,8 | TA | TA | N/A | N/A | TA | TA |  |  |
| L | 10 | F/T VOC | 23/06/17 |  | 58% | 63% | 1,3,5,6,7,8 | TA | TA | N/A | N/A | TA | TA |  |  |
| M | 10 | F/T VOC | 04/05/17 |  | 92% | 69% | 1,3,5,6,7,8 | TA | TA | N/A | N/A | TA | TA |  |  |
| N | 10 | FS/VOC | 23/10/17 |  | 93% | 64% |  | TA | E2  PASS | N/A | T/A | TA | TA |  |  |
| O | 11 | FS/VOC | 09/01/17 |  | 56% | 79% | 1,3,5,6,7,8 | TA | TA | TA | N/A | TA | TA |  |  |
| P | 11 | FS/VOC | 26/11/15 |  | 97% | 99% | 1,3,5,6,7,8 | TA  EXIT | TA  EXIT | TA  EXIT | N/A | TA | TA |  |  |
| Q | 11 | FS/VOC | 06/03/17 |  | 100% | 76% | 1,2,3,5,6,7,8 | E3 PASS | TA | TA | N/A | TA | TA |  |  |
| R | 11 | KS4 GCSE & VOC | 30/01/17 |  | 97% | 97% | 1,3,5,67,8 | TA  GCSE | TA  GCSE | N/A | N/A | TA | TA |  |  |
| S | 11 | FS/VOC | 22/06/15 |  | 0% | 1% | 1,5,6,8 | TA | TA | N/A | N/A | TA | TA |  |  |
| T | 11 | FS/VOC | 31/01/17 |  | 94% | 100% | 1,2,3,5,6,7,8 | TA  EXIT | TA  EXIT | TA  EXIT | TA  EXIT | TA | TA |  |  |
| U | 11 | FS/VOC | 01/03/17 |  | 82% | 83% | 1,3,5,6,7,8 | T/A | TA | N/A | N/A | TA | TA |  |  |
| V | 11 | FS/VOC | 29/02/16 |  | 77% | 77% | 1,3,5,6,7,8 | TA | TA | TA | N/A | TA | TA |  |  |
| W | 11 | FS/VOC | 06/09/17 |  | 69% | 79% | 1,3,5,6,7,8 | E3  PASS | TA | E3  PASS | TA | TA | TA |  |  |
| X | 11 | F/T VOC | 27/04/17 |  | 63% | 78% | 1,2,3,5,6,7,8 | TA | TA | N/A | N/A | TA | TA |  |  |

**Section 6 – 2016.17 - Pupil Premium Student Cohort - Average Point Score:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Cohort** | **2013.14 APS Achieved** | **2014.15 Achieved** | **2015.16 APS Achieved** | **2016.17 APS**  **Achieved** | **2017.18 Targets** |
| Year 11 – All Pupils | 174 | 210 | 196 | 252 | 267 |
| Year 11 – All Pupils 3+ Terms | 198 | 243 | 296 | 329 | 334 |
| Year 11 – All LPS Pupil Premium Pupils | 98 | 125 | 155 | 298 | 303 |
| Year 11 – LPS Pupil Premium Pupils 3+ Terms | NA | NA | 187 | 373 | 381 |

**Section 7 – EET 2016.17:**

|  |  |  |
| --- | --- | --- |
| **Pupil Cohort** | **NEET** | **EET** |
| All Year 11 – All Pupils | 6/29 = 21% | 23/29 = 79% |
| All Year 11 – All Pupil Premium Pupils | 4/16 = 25% | 12/16 = 75% |

**Report Authors:**

|  |  |
| --- | --- |
| **Name** | **Title / Designation** |
| Jude Colver | Assistant Head Teacher |
| Andrew Barrett | KS4 Lead |