**Leicester Partnership School**



**Pupil Premium Report**

**Summer 2018**

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

**Section 1 - Background:**

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| 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:**

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| --- | --- |
| **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):**

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| --- | --- | --- |
| **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**  Each PP student has an allocated Key Worker from within LPS to support, learning, academic progress, personal and social development. Out of the 4 students 50% of them have taken full advantage of the support in place for them. | 4000 | 4000 |
| **KS4**  All kS4 PP students are allocated a support mentor to offer bespoke mentoring and support. |
| 2. Pupil Transport | To encourage students to attend and establish a routine in relation to attending school | **KS3**  Out of the 4 students provision was made for 3 of the students. A taxi was arranged for the 4th student but the taxi firm withdrew due to the student’s behaviour in the taxi itself.  However …  **CD** has maintained her over 90% attendance  **L C-A-** Although he left LPS and moved to another school his attendance had risen by 3%  **SA**- Although she left Carisbrooke for a full time vocational placement, week beginning 18/6/18 her attendance had improved by 1% | 10000 | £2500 |
| **KS4**  All students are provided bus tickets to support attendance and where applicable short term taxi support is also available.  **CW, MJ** and **TB** have not received taxi support but have had bus tickets issued.  Through this support the average attendance of the three students is 84% |
| 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**  50% of the students have taken full advantage of the rewards on offer to them.  **CD** has accrued £447 so far this academic year  **SA** has accrued £125 so far this academic year | 5000 | £732 |
| **KS4**  Students are able to access high street reward vouchers (max £15.00 per week) as part of the rewards programme based on attendance, motivation, communication and work output.  **CW** – Has reacted to this well and has attended and achieved extremely well. He has Remained on 97% from the start of the academic year.  **TB** – Attendance needs to be better to access the rewards programme. His attendance has dropped from 80% to 65%  **MJ** – Not achieved the full entitlement of reward vouchers due to lower than expected attendance in HT 5. This is in part due to a recent undiagnosed heart condition that has required extensive medical appointments. MJ’S attendance has dropped from 97% down to 91% |
| 4. Home School Visits | To engage with students and parents to help them identify and overcome barriers to learning & attendance | **KS3**  N/A as staff do not carry out home visits | 2000 | 400 |
| **KS4**  Where applicable and necessary the LPS support team will go to student’s houses to engage with parents to encourage attendance. |
| 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 access or have accessed sessions run by LEBC. Out of these 2 students have increased their attendance | 2000 | 1000 |
| **KS4**  Students are placed on individual vocational packages of their choice to work towards level 1 and level 2 accreditations as well as a bespoke academic programme (e.g. Functional skills / gcse.) The two PP yr 11 students have achieved positively and have received conditional offers from FE 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**  I student out of the 4 has been offered a full time vocational package. This has proven to be successful with an increase in attendance by 10% | 2000 | 1000 |
| **KS4**  Students are placed on individual vocational packages of their choice to work towards level 1 and level 2 accreditations. The KS4 Educational Skills centre is also in the process of developing and Employability Skills Qualification at level 1 for the 2018-19 academic year this qualification will help support YR 11 students when completing their UCAS portfolio prior to the Christmas break.. |
| 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**  3 out of the 4 students access or have accessed sessions run by LEBC. Out of these 2 students have increased their attendance | 2900 | 2000 |
| **KS4**  Bespoke careers guidance & support is provided by LPS support mentors, alternative provisions and LEBC. **CW** and **MJ** as yr 11’s have both received college offers on related courses. They both have positive Post-16 destinations. |
| 8. PSP / Review Meeting(s) | To meet with students, parents/ carers & key agencies to agree strategies to help overcome barriers to learning & engagement. | **KS3**  Each of the students has had review/Attendance meetings with LPS being heavily involved in these. | 2000 | 1000 |
| **KS4**  PSP reviews are held each half term with student & parents and on a more bespoke frequency if required. Multi-agency support is also utilised (YOS, SC&H, MST, Early Help etc) at these meetings if deemed necessary. |

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

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| **Total Number of Pupil Premium Pupils** | 10 |
| **Male** | 7 |
| **Female** | 3 |
| **FSM** | 10 |
| **LAC** | 1 |
| **Service Children** | 0 |
| **KS 3** | 7 |
| **KS 4** | 3 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Pupil Details** | | **Provision Arrangements**   |  |  | | --- | --- | |  | **No longer PP** | | | | **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** |  |
| A | 9 | OCEAN | 29/06/17 |  | 33% | 47% | 1/3/5/7/8 | TA | TA | TA | TA |  |  |  |  |
| B | 9 | GROVE | 28/06/17 |  | 88% | 93% | 1,2,3,8 | FS | FS | FS | TA |  |  |  |  |
| C | 9 | OCEAN | 04/07/17 | 17/01/18 | 70% | 56%  EXIT | 1,3,5,7,8 | TA  EXIT | TA  EXIT | TA  EXIT | TA  EXIT |  |  |  |  |
| D | 9 | OCEAN | 06/07/17 |  | 56% | 79% | 1,2,3,5,7,8 | FS | FS | FS | TA |  |  |  |  |
| E |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F | 9 | GROVE | 07/03/16 | 24/11/17 | 49% | 72%  EXIT | 1,2,3,8 | TA  EXIT | TA  EXIT | TA  EXIT | TA  EXIT |  |  |  |  |
| G | 9 | OCEAN | 30/06/17 | 20/12/17 | 7% | 77%  EXIT | 1,3,5,7,8 | TA  EXIT | TA  EXIT | TA  EXIT | TA  EXIT |  |  |  |  |
| H | 10 | F/T VOC | 30/06/17 | Out of City | 95% | 51%  EXIT | 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% | 65% | 1,3,5,6,7,8 | TA | TA | N/A | N/A | WATER-FRONT  L1 CERT | FUTURE CYCLES L2 CERT | FUTURE CYCLES L1 ENGINEERING |  |
| J |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| K |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| L |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| N |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| O |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| P | 11 | FS/VOC | 26/11/15 |  | 97% | 97% | 1,3,5,6,7,8 | TA | TA | TA | N/A | AXLR8  LEVEL 1 & 2 CERT | FUTURE CYCLES L1 & LEVEL 2 | ESBM C&G LEVEL 1 DIPLOMA IN CONSTRUCT-ION |  |
| Q |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| R | 11 | KS4 GCSE & VOC | 30/01/17 |  | 97% | 91% | 1,3,5,67,8 | TA  GCSE | TA  GCSE | TA  BTEC science | N/A | WATER-FRONT  L1 CERT | TIGERS BTEC LEVEL1 |  |  |
| S |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| T |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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