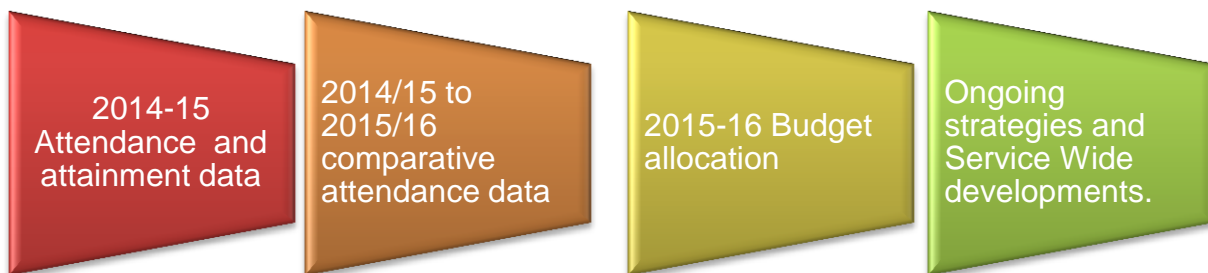


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The following report will use a series of data to show student performance indicators for attainment and attendance from the 2014-15 academic year. We will also measure some performance against our current cohort in HT1 of this academic year. The report also reviews the current budget allocation and the overall spend to date.

What will this report cover?



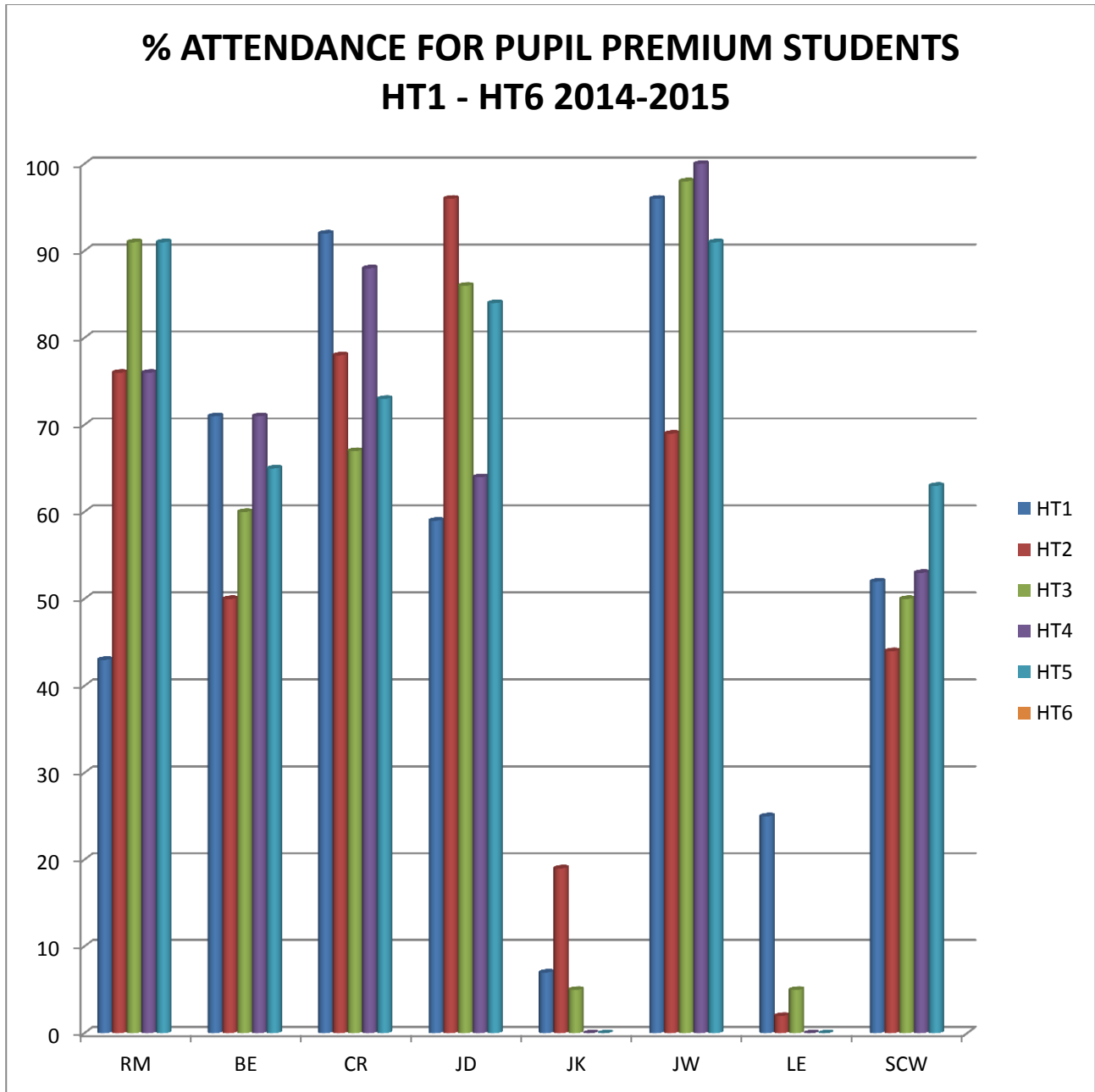
2014-15 attendance and attainment data

Pupil Premium Students: The 2014.15 student progress and achievement data indicates that, of the 8 pupil premium students on the role of the LPS, 6 have achieved their expected level / qualifications in maths and English [75%].

The average point score for Pupil Premium Students has increased from 98 in 2013.14 to 125 in 2014.15. This is lower than our overall student cohort but this is largely due to a small number of our most hard to reach students not engaging fully in the academic offer, despite a significant range of interventions being used to support them. The LPS is able to demonstrate that it has used its Pupil Premium Grant allocation effectively to support these students [Ref 2014.15 SIP and Pupil Premium Budget Spend graph below].

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Attendance Graph 2014-15



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Attainment 2014-15:

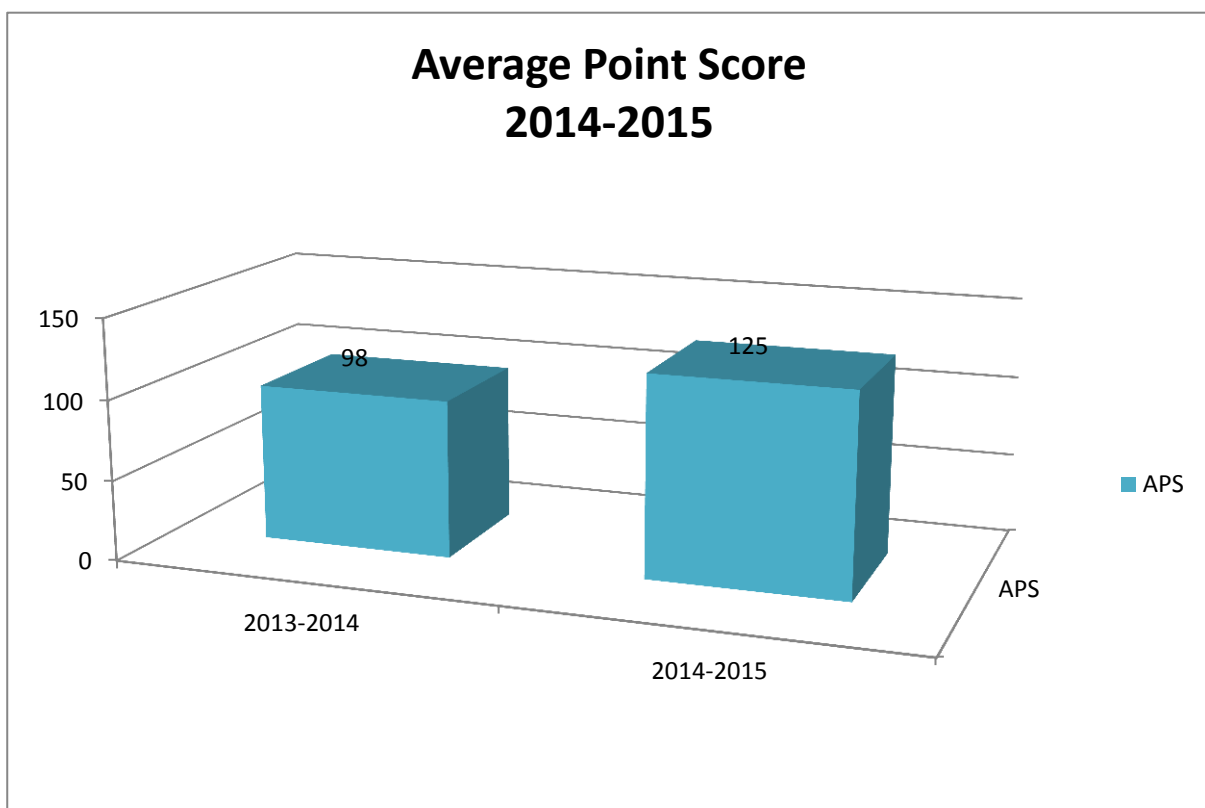
LPS Attainment to date:

Name	Year Group	Provision	Voc Quals	Baseline	Level Achieved	Comment
RM	Yr 10	Voc	Level 2 Certificate at Future Cycles and Level 1 Award at Waterfront	Ent 2 ENG Ent 2 MA	Currently working at EXPECTED level	Will start FS work in HT5/6 100.5 points for VOC
BE	Yr 11	Voc	Level 1 Certificate at AXLR8 and Level 2 Award	Ent 2 ENG Ent 2 MA	Ent 2 ENG Ent 2 MA MET EXPECTED	Passed in HT3 137 points in total
CR	Yr 11	Voc/BSC	Level 1 Certificate at Waterfront	Ent 2 ENG Ent 2 MA	Ent 2 + GCSE D ENG Ent 2 + GCSE MA MET ACCELERATED	GCSE Group Passed FS last year 62 points to date
JD	Yr 11	Voc	Level 1 Diploma at Route 1	Ent 2 ENG Ent 2 MA	Ent 2 ENG Ent 2 MA MET EXPECTED	Passed in year 10 112 points total
JK	Yr 11	Voc	CNA	Pre ent ENG Ent 2 MA	CNA BELOW EXPECTED	Chronic non attender
JW	Yr 11	Voc/VC	Level 1 Diploma in Catering and Level 1 Diploma in ICT Repair	Ent 3 Eng Ent 3 MA	L1 ENG L1 MA ABOVE EXPECTED	Passed in yr 10 To sit FS L1 exam HT6 214 points to date
LE	Yr 11	Voc	CNA	Ent 3 ENG Ent 2 Ma	CNA BELOW EXPECTED	Chronic non attender
SCW	Yr 11	Voc	L2 Cert at FC, L1 Award in Music at Pedestrian L1 Certificate at Triple Skills	Ent 3 ENG Ent 2 MA	Ent 3 ENG Ent 2 MA MET EXPECTED	Passed in yr 10 188 points total
ZK	Yr11	Voc / BSC	SU Award = 13 points Voc = 105 points	Entry 3 ENG	L1 ENG MET ACCELERATED	
				Entry 3 MATHS	Entry 3 MATHS MET EXPECTED	

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Student attainment:

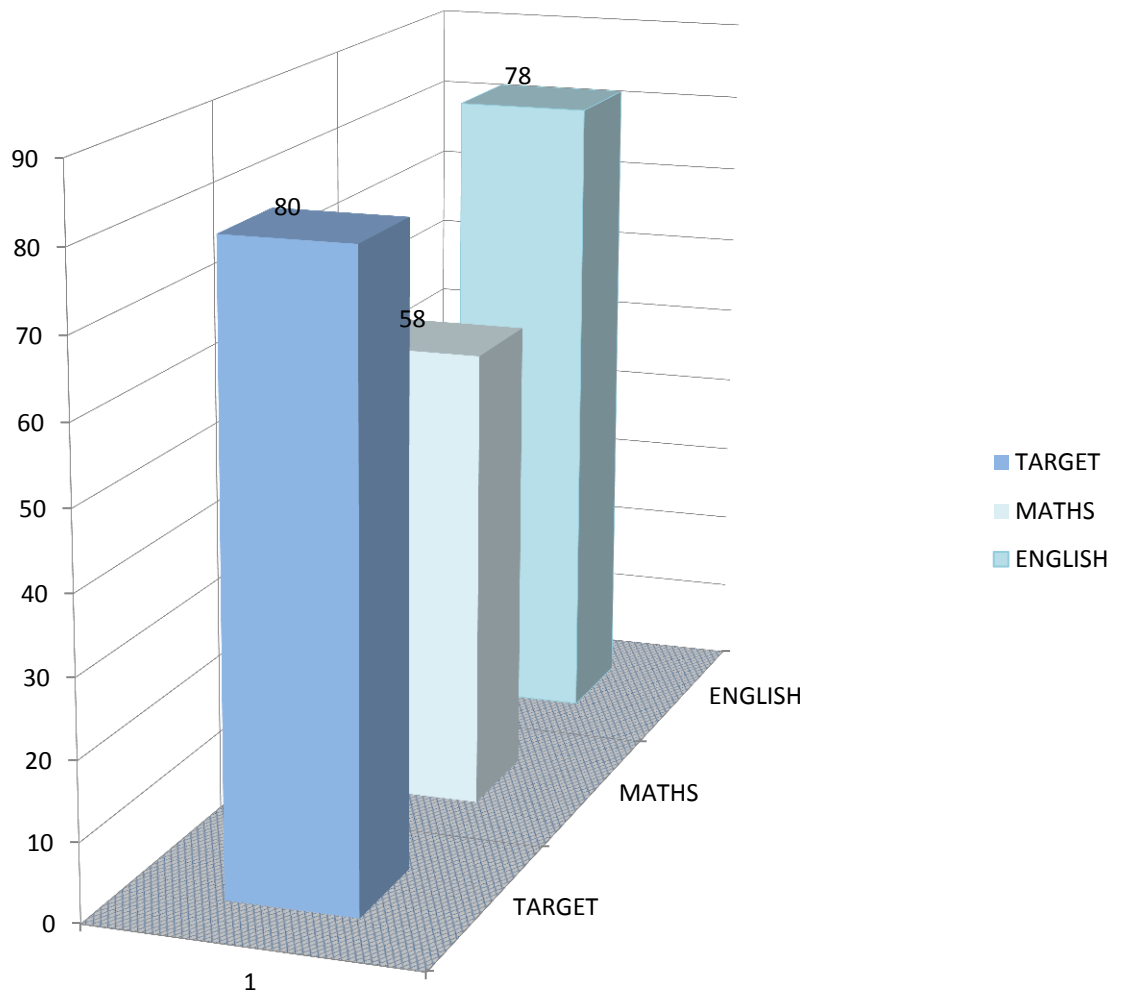
Through the wide range of interventions we are able to demonstrate a marked improvement in the overall points score from 98pts in the 2013-14 academic year up to 125pts for the 2014-15 academic year.



We can also see from the graph below that 78% of pupil premium students in 2014-15 demonstrated progress in English. This is very close to the service wide target. Whilst we appreciate that there is a down turn in student progress in mathematics the service is tackling this issue robustly and it is expected that there will be significant improvements in the 2015-16 academic year.

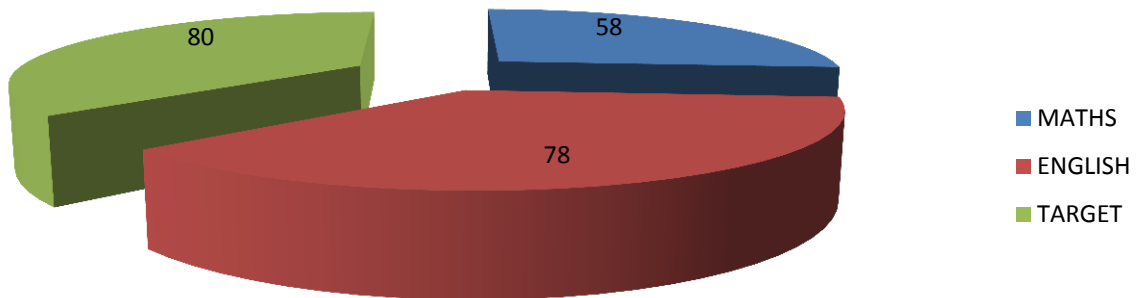
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PUPIL PREMIUM PROGRESS IN MATHS & ENGLISH 2014-2015



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PUPIL PREMIUM PROGRESS IN MATHS & ENGLISH 2014-2015



Comparative Attendance Data 2014/15 to 2015/16:

We currently have 7 Pupil Premium students on our roll, these are detailed in the table below.

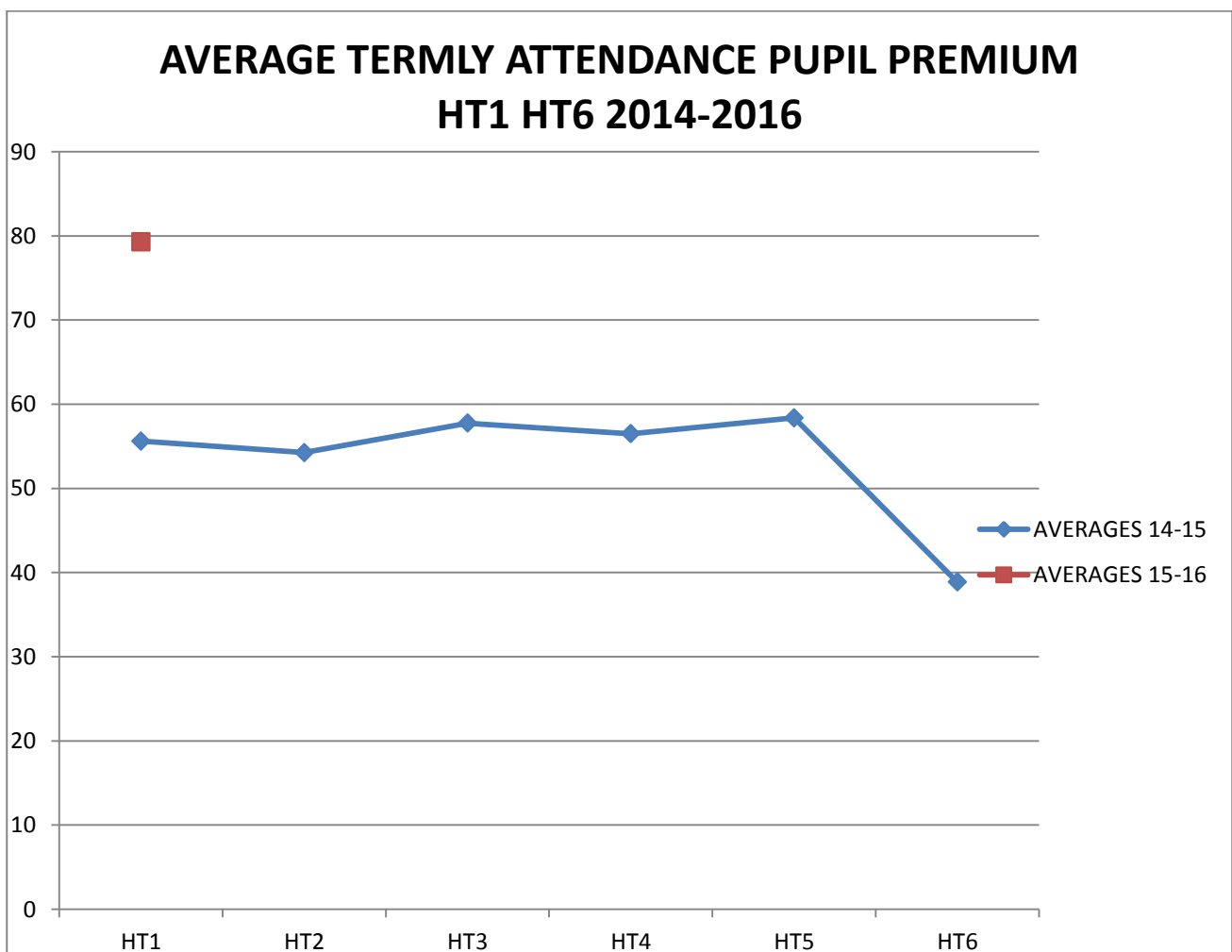
Name	Year Group	English Baseline	Maths Baseline	ICT Baseline
AK	Yr 10	EL2	EL2	EL2
C G-C	Yr 11	EL2	EL1	EL1
KM	Yr 10	EL3	EL3	EL3
LM	Yr 11	EL2	EL2	EL2
RM	Yr 11	EL2	EL2	EL2
SS	Yr 11	EL2	EL2	EL3
JH	Yr 10	EL3	EL3	EL3

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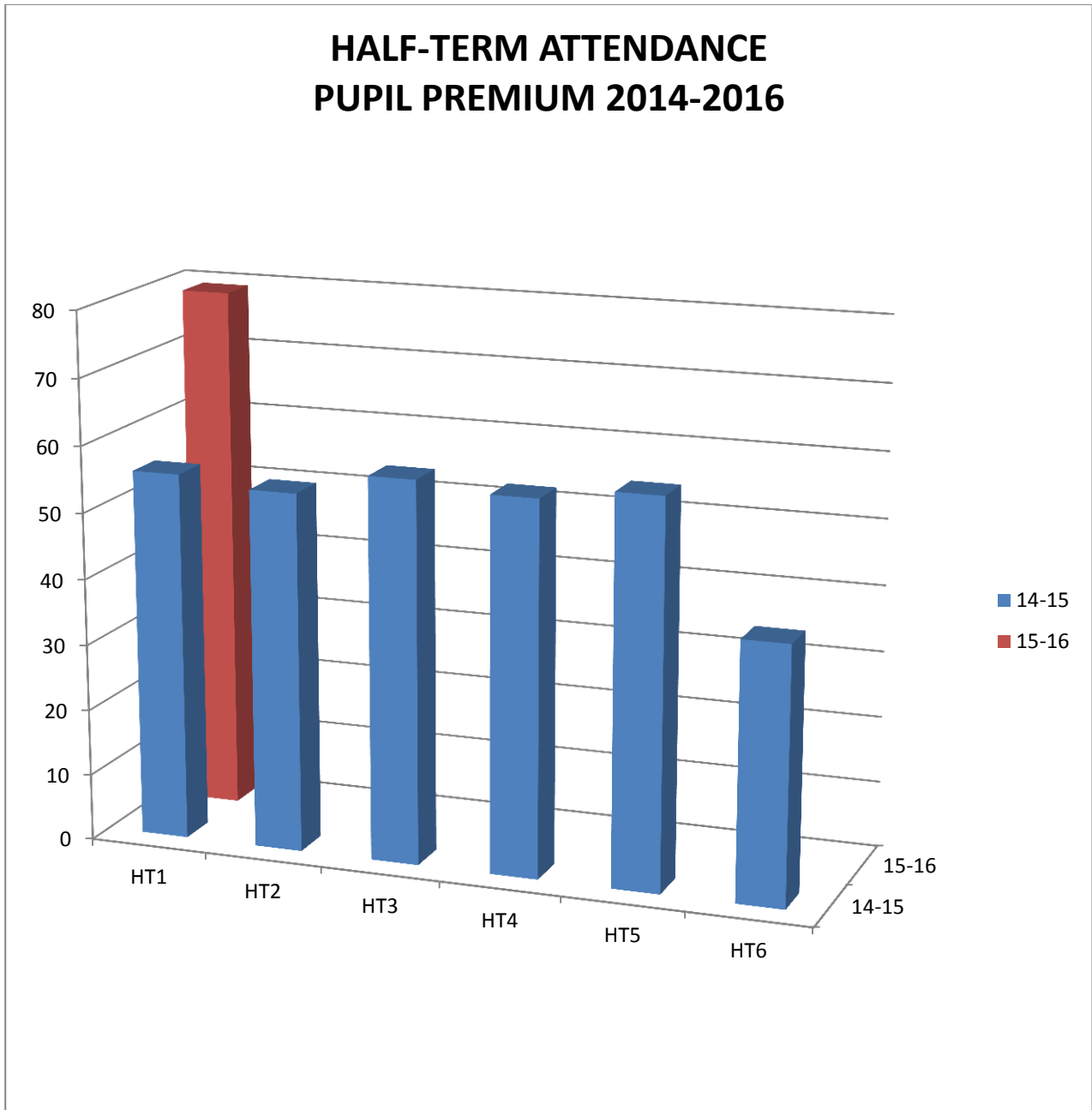
The early comparative data demonstrates significant improvements when reviewing HT1 data from 2014-15 as compared to HT1 attendance data for 2015-16:

We can demonstrate an improvement in attendance from 56% up to 79%. This is an overall increase of 23% as a result of on-going interventions.

We are further bridging the gap for this academic year between Mainstream and the LPS provision. This can be demonstrated when we compare point of referral attendance data (Overall average attendance 70%) with HT1 data showing an overall average attendance of 79%, a 9% improvement.



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2015-16 academic year budget allocation:

Sept 15 - July 16																
SIP PRIORITY AREA 2			Budget Allocation £	PUPIL PREMIUM Budget Spend												Budget Spend £
				Sep- 15	Oct- 15	Nov- 15	Dec- 15	Jan- 16	Feb- 16	Mar- 16	Apr- 16	May- 16	Jun- 16	Jul- 16		
2.01	INSET	INSET CPD re PP Appraisal objective for PP	100	579												579.00
2.02	BIDS	Detailed PP Budget & Expenditure Plan	3000													0.00
2.05	KS4 TUITION	KS4 PP Functional English & Maths provision	2000													0.00
2.06	ATTENDANCE	PP Attendance Intervention	2000	188												188.00
2.08	VOCATIONAL	PP Vocational Support Fund	8000													0.00
2.09	TRANSPORT	PP Additional Transport Funding	4000	2645												2645.00
2.1.0	NETWORK	PP Networking	700													0.00
2.12	PARENTS	PP Parents/Carers	200													0.00
TOTAL			20000	3412	0	0	0	0	0	0	0	0	0	0	0	3412.00

This data chart shows the projected PP budget spend from September 2015 to July 2016. Based on historical data it is expected that the majority of expenditure that will take place will be through the vocational and transport categories. The mentoring process will continue to be an invaluable support mechanism for those students accessing four or five days whilst on vocational provisions.

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The mentoring programme is discussed in more detail below and it is evident that this expenditure has had a positive impact on our PP students in many different ways. From phone calls in the morning to wake students up, to making sure students are present and knowing their weekly whereabouts as well as undertaking bespoke 1-1 mentoring sessions whilst student are on their vocational placement; our LPS mentor works hard to provide an approachable, problem solving, liaising service for all our PP students.

Transport services are our next highest expenditure. Again this initiative is discussed in greater detail below in this report. The impact of this strategy has again proved to be worthwhile as students have been supported in making their way to their provisions and as a result attending their placements.

Our rewards category has expanded therefore we are able to offer students a bigger variety of different rewards vouchers that appeal to them. This is an added motivational drive to get students attending.

Mentoring:

As mentioned above, the mentoring programme runs alongside the rewards programme. The key themes of the rewards programme are incorporated into the mentoring programme and used to form the basis of the mentoring sessions. These sessions take place once a week with one key mentor and are seen as a review of how the week has been for the student, what achievements have been made, any issues that have arisen and what the key attention is for the following week .

This session also brings together and focuses on targets that have been set in students PSP meetings and their Education Welfare meetings. Students enjoy their mentoring sessions and very much look forward to meeting their mentor and getting their rewards.

Multi-Agency PSP Review Meetings:

The PSP review meetings are convened at the Braunstone Skills Centre every 8 weeks with student and Parent / Carer in attendance. Any other external agencies that are working with the family (YOS, Think Family, Social Services) are invited to attend the meeting, as well as the LPS EWO and Connexions.

The purpose of the meeting is to review positives of the student's package relating to attendance, timekeeping and progression, as well to highlight any areas of concern the Service may have around the above criteria.

Targets are set for levels of improvements with the Parent and Student agreeing to the targets, and these are then cascaded to the Alternative Provisions students attend. The

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targets are monitored in the Student's 1-1 mentoring session with the LPS Mentor and then reviewed again at the next PSP Review meeting.

Peripatetic Functional Skills teaching programme 2015-16

This ongoing initiative that started in HT3 of academic year 2014-15 will continue to feature in 2015-16. This is to help focus on *all* PP students who are not accessing any English and maths due to them being on a full week vocational programme. Currently this relates to two out of the seven students who qualify for the Pupil Premium allocation. The other five students will access Maths and English through our Specialist Learning Centres.

- Start a one hour literacy and Maths functional life skills programme directed at their working at level.
- Plan a series of functional life skills lessons to prepare students for life after they leave school.
- Regular review meetings with teaching staff delivering the programme

The overall aims of this course are to improve student's literacy and numeracy through meeting the following objectives:-

- To improve students understanding of the literacy skills needed in everyday life.
- To be able to write clearly, read efficiently and recognize what you have read in everyday life situations.
- To identify the numeracy skills required in everyday life.
- To recognize and be confident to use the life skills required to succeed in everyday life

Strategies that will be developed further in the next academic year

Vocational to BSC programme

This option will provide students with an opportunity to have 1 day a week at BSC to complete their Functional Skills English and Maths programme and qualification. If students are on a 5 days a week Vocational Package and are showing signs of improvement in their attendance the option to attend BSC will be available.

In addition the BSC offers Maths, ICT and English 1 year GCSE for a small group of GCSE able students.

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Late referral GCSE continuation Programme

This provision is for those students that have been permanently excluded from their mainstream school and have been placed on the Millgate Lodge 6 week package. Once they have completed the 6 week programme at Millgate their original school is happy for these students to partake in their GCSE exams at the end of the year. In these cases schools provide work for their students and are guided by teachers at Millgate for 1 day a week. The remaining 4 days, students are placed on vocational provision.

Some students that have been through the Millgate programme and also the FME programme at BSC and due to their academic abilities have been ear marked to take part in the one year GCSE programme, however some students that have been placed on this programme have struggled in areas such as attendance and behaviour, which has led for a decision to be made for these students to return to Millgate for 1 day a week to continue course work and to be entered for their exams at the end of the y

Embedding Functional Skills into Vocational Curriculum

All of the vocational providers endeavour to embed the basic concept of literacy and numeracy into the students' portfolio of work. In terms of offering the Functional qualification there are no providers linking all three functional components at the various levels to the vocational qualification.

Pedestrian are also keen to offer a stand-alone Functional Skills programme. They have been positive with LPS and not moved ahead with it as I did indicate that the service would prefer Functional Skills running alongside their existing Vocational placement offers. Pedestrian also felt a stand-alone Functional model would be the business model they would opt for because it would require them recruiting a Tutor/Teacher to deliver the Programme. They also indicated that we would require a minimum of 6-8 students per day to make it financially viable. Another consideration was that Pedestrian felt that this provision would be slightly more expensive for schools to purchase than the average vocational based qualification.

FACTORS TO CONSIDER IF THE LPS WANT TO MOVE TO A FUNCTIONAL QUALIFICATION EMBEDDED IN VOCATIONAL QUALIFICATIONS

- Total buy in ALL from vocational providers

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- Does the lead instructor have the knowledge, experience and expertise to offer all three components (maths, English, ICT) of the Functional Skill qualifications
- If specialist instructors are recruited how does that affect the daily cost per student
- What involvement will LPS have in this process? Staffing and time allocation to be considered
- It would require a designated fulltime member of staff to oversee the substantial CPD element. There would also need a team of people to be allocated a provider support case load.
- Costing implications from providers
- Exam appropriate storage facilities i.e. a safe or bespoke lockable cabinet in line with JCQ guidelines.
- Exam facilities
- Appropriate assessment tools for student to ascertain student working at levels.
- Does the exam board the provider use even offer Functional qualifications
- Is the programme viable when average Voc attendance is 60-65% overall
- Are all providers interested in offering a more academic qualification
- If the LPS support this endeavour can we ensure all referrals pass through our service and schools would not go direct as is happening currently.

This is not an exhaustive list but a few things that would need to be considered if the LPS want to continue to develop this concept.

The Service is working towards a programme whereby all Alternative providers will be able offer and deliver Functional Skills accreditation to all students and will be led by a teacher from the LPS as well as a member of the senior leadership team.

All of the Vocational providers underwent Lesson Observations measured against the current OFSTED framework, with those provisions already observed securing judgements of good with elements of outstanding.

The judgements and action points from these observations will feed into the quality assurance programme undertaken by the LPS on behalf of city schools.



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This programme will ensure that all alternative provisions are of the highest quality and offer the correct accreditation pathway that is differentiated for all students, regardless of their abilities.

All alternative provision courses are accredited predominantly at Level 1, however, we now have courses at Future Cycles, EDUC8 Sports, Future Skills and Pedestrian who are able to offer Level 2 accreditations for the more able students that are referred. The plan is to develop more provisions to be able to offer Level 2 accreditations over the forthcoming months.

Andrew Barrett

[KS4 and Pupil Premium Lead]