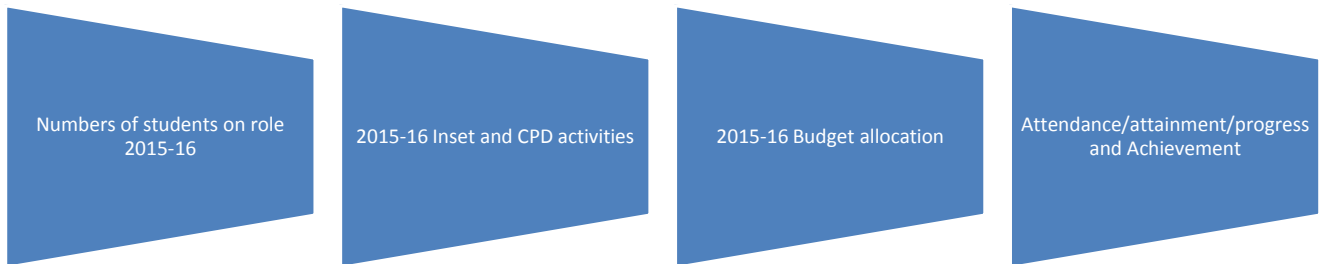


Pupil Premium Summer 2016

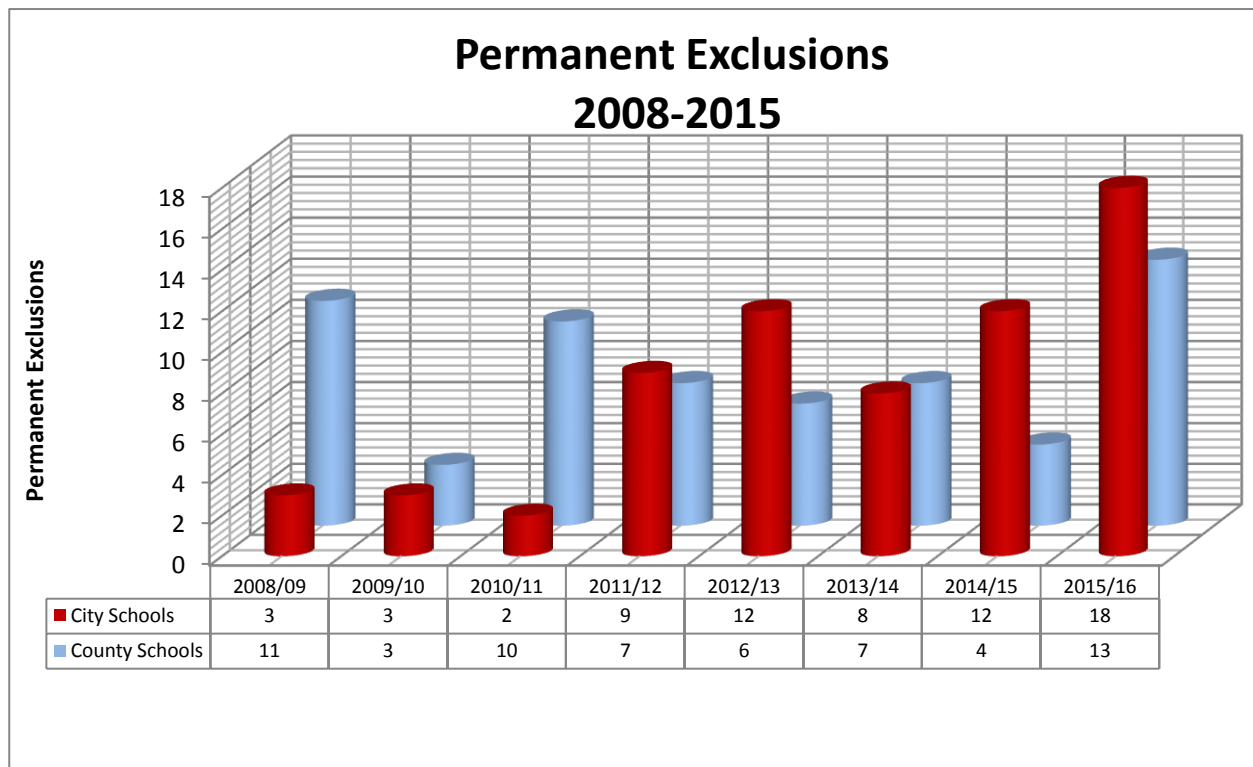
What will this report cover



2015-16 PP Cohort

The numbers of PP students on LPS roll has significantly increased when compared to previous academic years – See table 1 below.

Table 1



Pupil Premium Summer 2016

The 2015-16 figures have been calculated from data collated up until HT6 and is correct as of w/c 13/06/2016.

The data shows that there has been a 33% increase in city permanent exclusions and a 69% increase in county permanent exclusions. This has contributed to a combined overall increase of 52% in the number of permanent exclusions when compared to the 2014-15 academic year.

2015-16 Inset and CPD

There has been a programme of INSET/CPD relating to pupil premium students for all Service staff.

This robust approach and whole staff awareness raising is helping the LPS to gradually bridge the GAP between PP students and their peers and is improving their overall attendance, attainment, achievement and progression. This will be further highlighted with data contained within the last component of this report.

2015.16 Progress & Achievement:

The following tables detail the progress and achievement of PP students during the 2015.16 academic year.

Key

=	BELOW EXPECTED PROGRESS	=	EXPECTED PROGRESS	=	ABOVE EXPECTED PROGRESS
=	ACCELERATED PROGRESS	TA =	TEACHER ASSESSMENT	FS	FORSKILLS ASSESSMENT
PASS =	PASSED EXAM AT THIS LEVEL	N/A =	NOT YET HAD PROGRESS ASSESSED DUE TO LIMITED TIME		

KS 3 – Pupil premium Student Progress & Achievement [HT1-5]

Pupil	Maths	English	ICT
CW	FS	FS	FS
KA	FS	FS	TA
TB	FS	FS	FS
TM	TA	FS	TA
IA	FS	FS	FS
JM	TA	TA	TA

KS3 Progress & Achievement Summary

PROGRESS LEVEL	Maths	English	ICT
BELOW EXPECTED	1/6 = 17%	0/6 = 0%	1/6 = 17%
EXPECTED	3/6 = 50%	3/6 = 50%	3/6 = 50%
ABOVE EXPECTED	2/6 = 33%	1/6 = 17%	1/6 = 17%
ACCELERATED	0/6 = 0%	2/6 = 33%	1/6 = 17%
NOT YET APPLICABLE	0/6 = 0%	0/6 = 0%	0/6 = 0%

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KS4 – Pupil Premium Student Progress & Achievement [HT 1-5]

YEAR 11 STUDENTS

Pupil	Maths	English	ICT
CGC	PASS	PASS	N/A
LM	PASS	PASS	TA
RM	TA	TA	TA
SS	PASS	PASS	TA
BM	PASS	PASS	PASS

KS4 [Year 11] Progress & Achievement Summary

PROGRESS LEVEL	Maths	English	ICT
BELOW EXPECTED	1/5 = 20%	1/5 = 20%	3/5 = 60%
EXPECTED	1/5 = 20%	3/5 = 60%	1/5 = 20%
ABOVE EXPECTED	3/5 = 60%	1/5 = 20%	0/5 = 0%
ACCELERATED	0/5 = 0%	0/5 = 0%	0/5 = 0%
NOT YET APPLICABLE	0/5 = 0%	0/5 = 0%	1/5 = 20%

YEAR 10 STUDENTS

Pupil	Maths	English	ICT
AC	PASS	PASS	PASS
BO'C	PASS	PASS	PASS
CH	PASS	PASS	PASS
FF	PASS	PASS	PASS
GD	PASS	PASS	PASS
JG	PASS	PASS	PASS
JH	PASS	PASS	PASS
KS	PASS	TA	TA
KM	PASS	TA	TA
MK	TA	TA	TA
MAG	PASS	PASS	PASS
TDS	PASS	TA	PASS
WR	TA	PASS	TA
KS	TA	TA	TA
SLS	TA	TA	TA
JJ	N/A	N/A	N/A

KS4 [Year 10] Progress & Achievement Summary

PROGRESS LEVEL	Maths	English	ICT
BELOW EXPECTED	1/16 = 6%	1/16 = 6%	1/16 = 6%
EXPECTED	9/16 = 56%	12/16 = 75%	13/16 = 82%
ABOVE EXPECTED	5/16 = 32%	2/16 = 13%	1/16 = 6%
ACCELERATED	0/16 = 0%	0/16 = 0%	0/16 = 0%

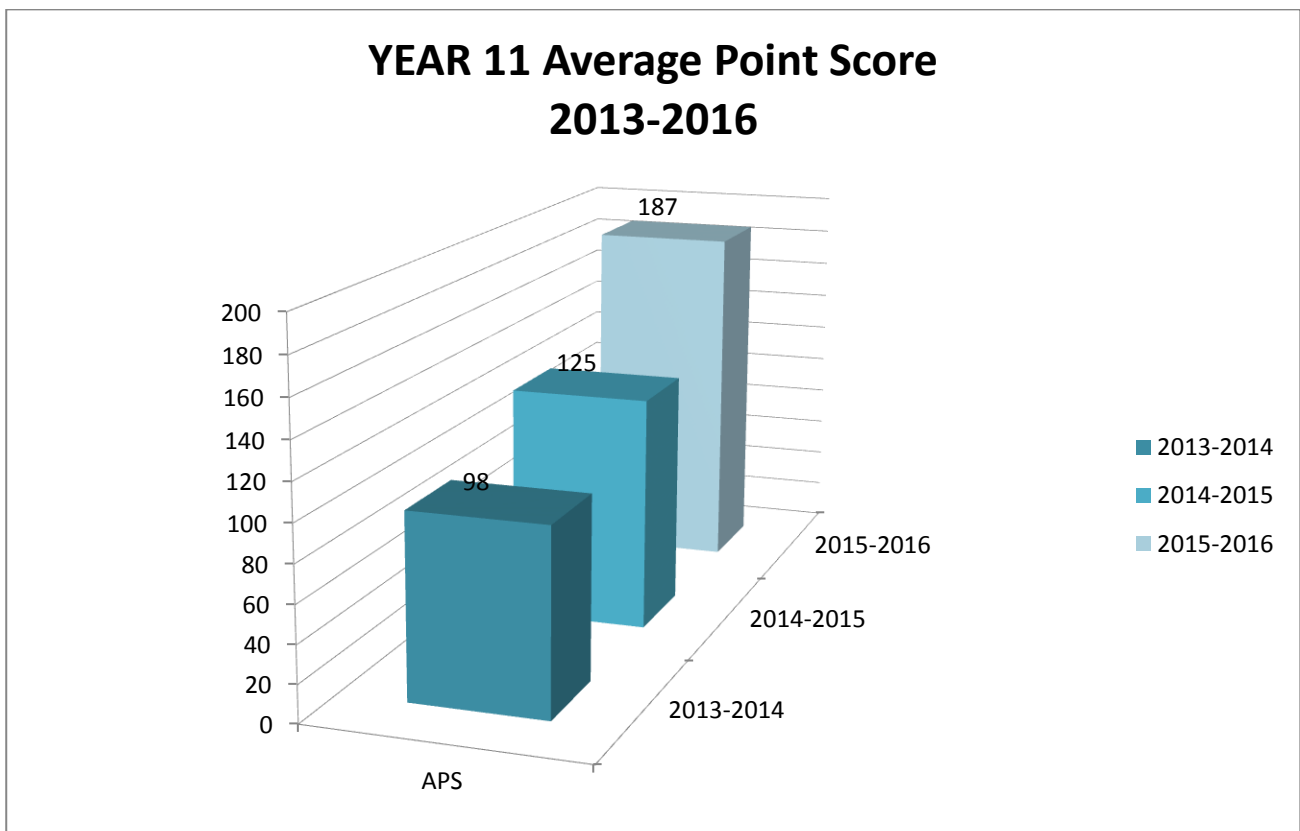
Pupil Premium Summer 2016

NOT YET APPLICABLE	1/16 =6%	1/16 =6%	1/16 = 6%
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This progress and achievement data tells us that at KS3; 83%,100% and 83% of pupil premium students are making expected or better than expected progress in the key subject areas of maths, English and ICT respectively. This progress is in line with that of other cohorts. At KS 4 84% of pupil premium students are making expected or better progress in these subject areas. This is also in line with other cohorts.

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.

The early estimates when reviewing the PP attainment and achievement indicators are that the average points score in 2015.16 will rise to 187 points. This demonstrates a 62 point increase when compared with 2014-15 and a 37 point improvement against the 2015-16 target set in the SIP, which was 150 points.



Budget Allocation 2015-16:

On-going budget spend for LPS/PP students is as detailed in the table below. Spending is spread across the following 9 areas :

Pupil Premium Summer 2016

- Inset CPD
- Funding Bids
- KS4 Tuition
- Attendance incentives
- Vocational Support Fund
- Transport
- PP Network
- Parent Transport to meetings
- Catering fund for school lunches

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	600	579											579
2.02	BIDS	Detailed PP Budget & Expenditure Plan	3000									3000			3000
2.05	KS4 TUITION	KS4 PP Functional English & Maths provision	3000			500	500	500	500	500	500				3000
2.06	ATTENDANCE	PP Attendance Intervention	2600	335	335	398	192	192	286	286	286	192	192		2694
2.08	VOCATIONAL	PP Vocational Support Fund	8000		1125	1000	1000	1000	1000	1000	1000	875	2460	1230	11690
2.09	TRANSPORT	PP Additional Transport Funding	7000	671	671	671	700	700	700	700	700	700	700	200	7113
2.1.0	NETWORK	PP Networking	700											478	478
2.12	PARENTS	PP Parents/Carers	200					25	25	50	50	25	25		200
TOTAL			25100	1585	2131	2569	2392	2417	2511	2536	2536	4792	3377	1908	28754

Mentoring:

Our 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

Pupil Premium Summer 2016

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.

The PP students cohort at KS4 has risen from nine students in 2014-15 to twenty two for this current academic year. This 59% increase has led to us employing an agency member of staff to share the case load with the already established KS4 mentoring team. The complexity of need with our PP students is evident with 14 students from the cohort of twenty two (64%) requiring and receiving multi agency support.

Multi-Agency PSP Review Meetings:

The PSP review meetings are convened at both the Braunstone Skills Centre and Carsisbrooke Specialist Learning 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.

We meet with our allocated EWS officer monthly to work through the PP cohort to review monitor and target specific Chronic Non- Attender cases.

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 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 has continued to 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 time 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.

The overall aims of this programme is to improve student's literacy and numeracy through meeting the following objectives and to ensure that they achieve a maths and English qualification at at least their expected level.

The peripatetic programme has worked with two of our most complex PP students and has a positive affect enabling one of the students to gain a maths and English qualification and work to an accelerated level with the other student maintain a standard of work in line with their baseline working at levels.

Student attendance:

The comparative data demonstrates significant improvements when reviewing HT1 – HT5 data from 2014-15 as compared to HT1- HT5 attendance data for 2015-16:

Pupil Premium Summer 2016

We can demonstrate an improvement in attendance from 56% up to 79% in HT1. This is an overall increase of 23% as a result of on-going interventions.

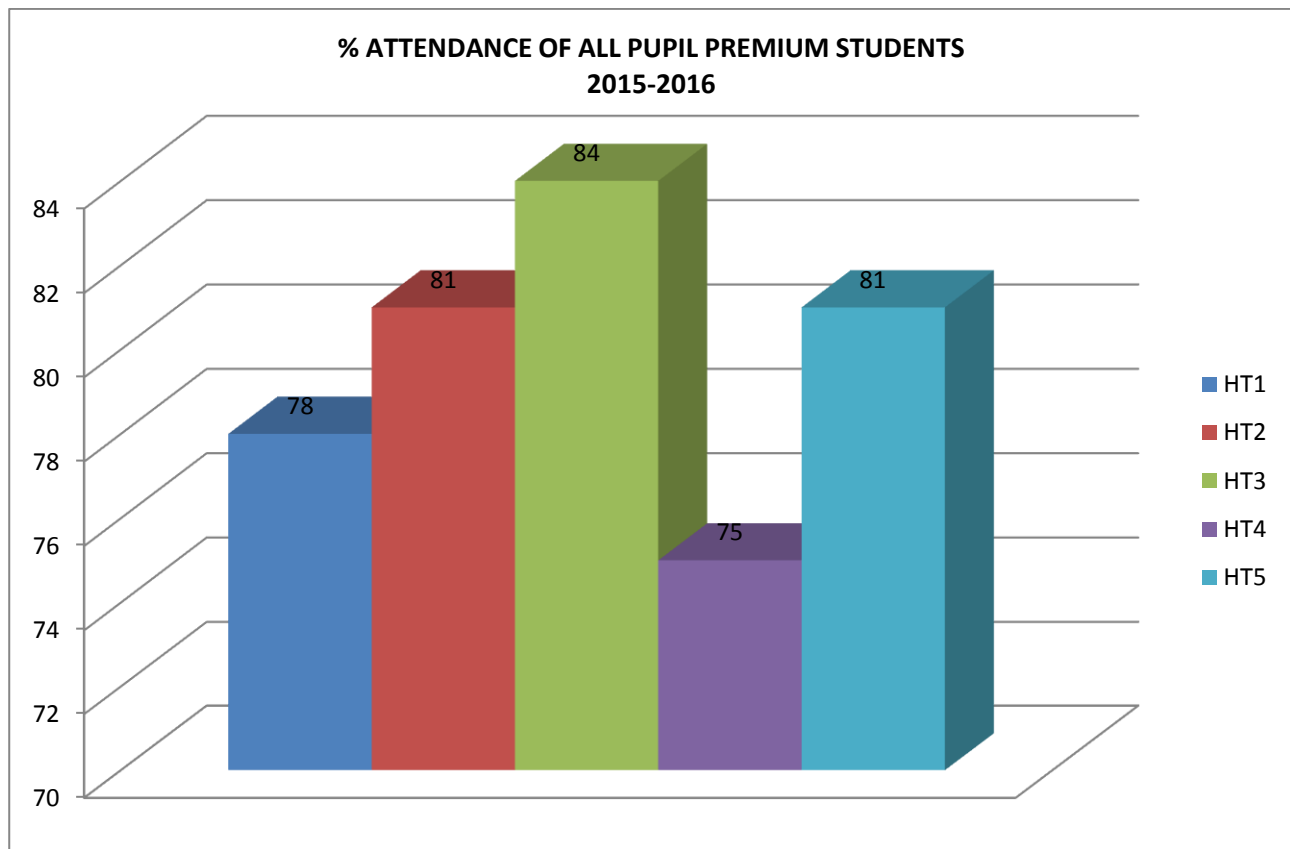
We can demonstrate progress once again when reviewing HT2 data from 54% in 2014-15 to 81% in 2015-16 a 27% rise.

In analysing HT3 comparative data we can once again see positive development trends, 58% in 2014-15 to 84% in 2015-16. 26% enhancement.

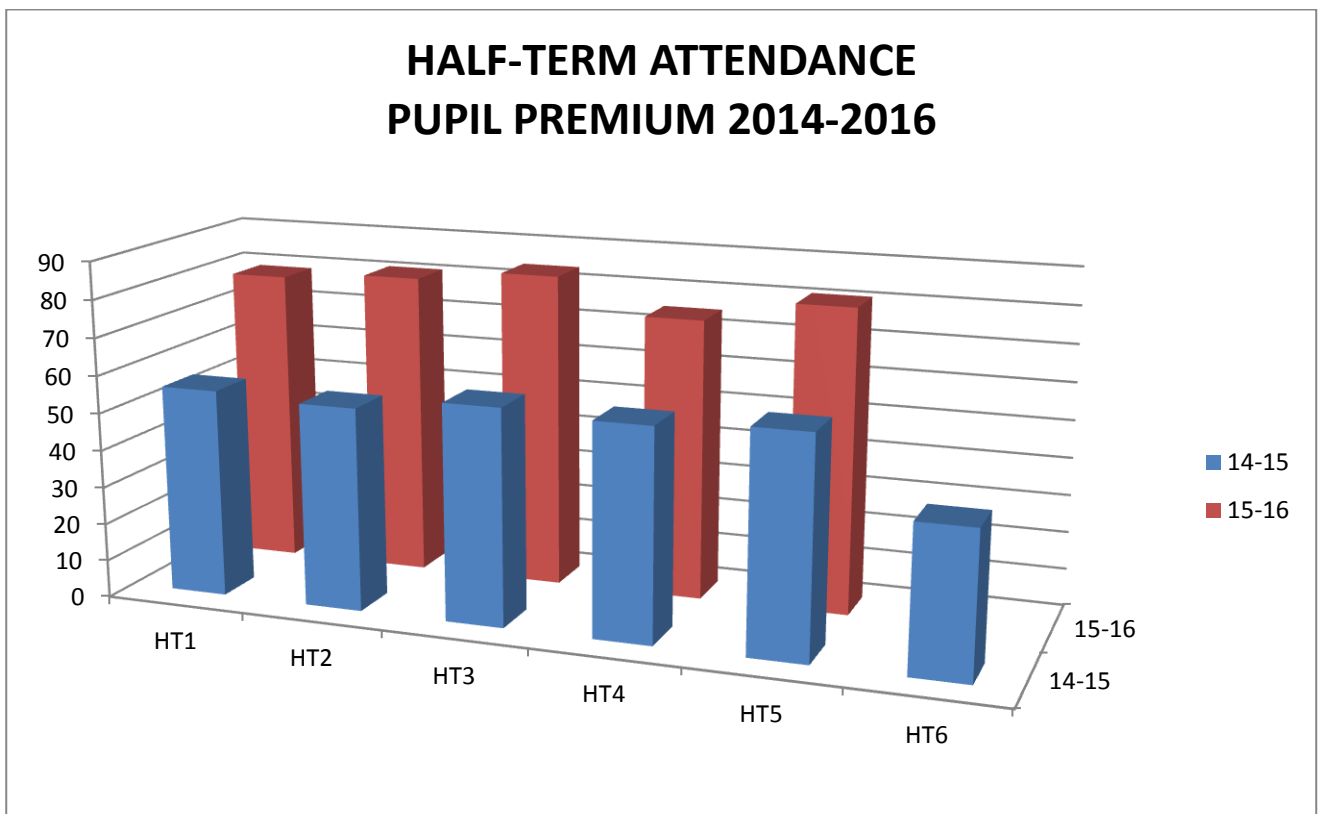
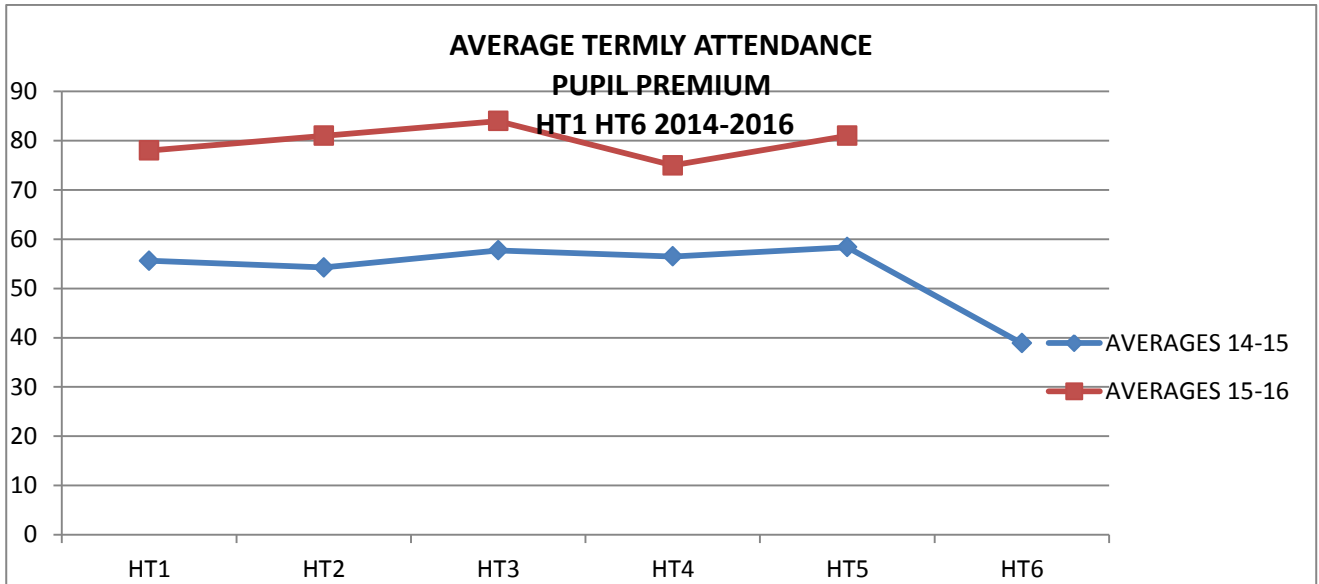
HT4 attendance in 2014-15 stood at 57% and for the same period for the 2015-16 academic year attendance reached 75% an 18% improval.

The review of HT5 also continues the trend of improvement when compared with the same period in 2014-15. Students overall attendance was 58% in HT5 2014-15 and was once again improved upon for this current academic year with the overall attendance standing at 81%, this is a 23% improval.

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%) as compared to an overall average of 80% across the combined five half terms. A 10% improvement



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Summary of Overall Evaluation

Through the commitment of all staff attached to the LPS and the specific interventions we can demonstrate positive improvements in attendance, progression and attainment for both our KS3 and KS4 Pupil Premium cohort.

The endeavour and dedication from the LPS workforce is starting to make tangible differences in the lives for some of the most marginalised young people in the education system.

Andrew Barrett

[Pupil Premium Lead]