

Pupil Premium Spring Term 2016-17

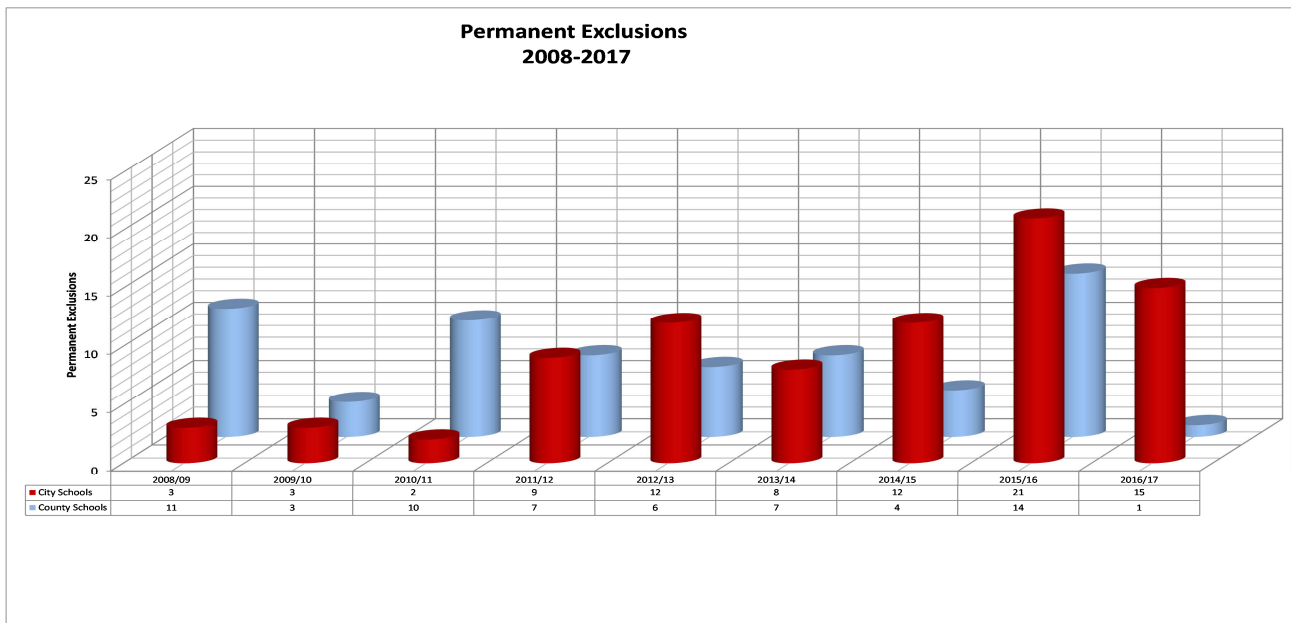
What will this report cover



2015-17 PP Cohort

The numbers of PP students on LPS roll has significantly increased when compared to previous academic years – See table 1 below. We are currently working with 33 students in this academic year [KS4 = 27 students + KS3 = 6 Students] . From 2008 to 2011 we can see that County schools contributed significantly to the numbers of permanent exclusions but from the 2011/12 academic year to current date there has been a shift from county schools contributing the most permanent exclusions to now the city schools permanently excluding at a higher rate. This change in trend directly relates to the work LPS is piloting with key county schools such as Winstanley Community College, Brookvale High School, Groby Community College , Bosworth College, Countesthorpe College, Wigston Academy & South Wigston High School.

Table1

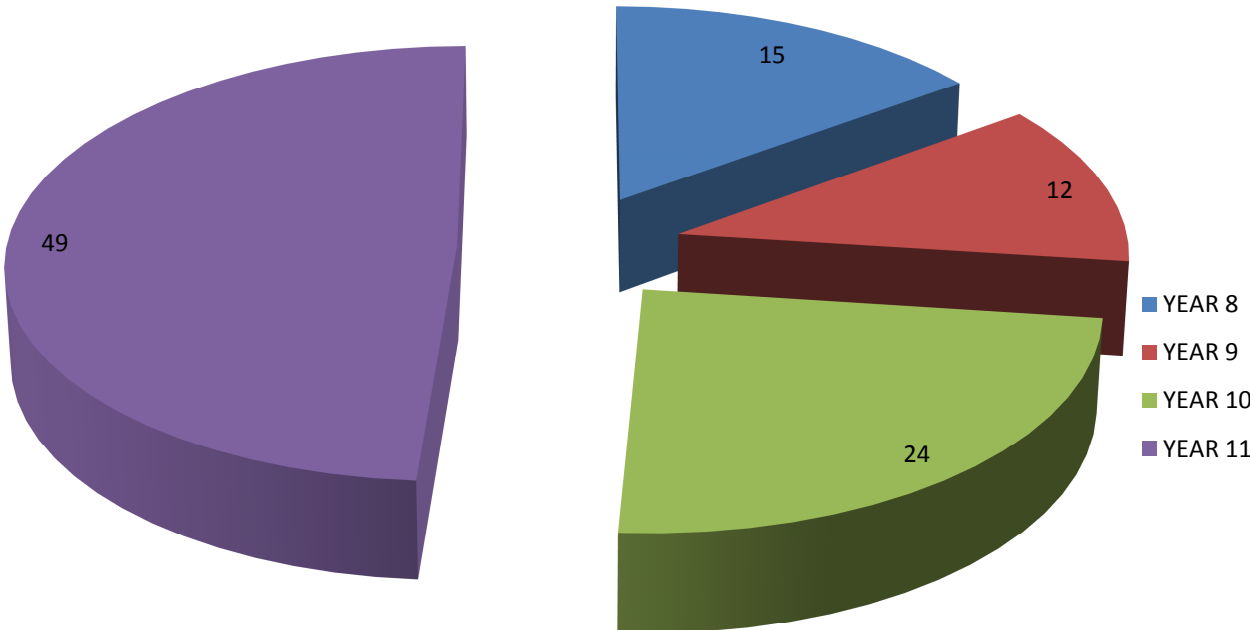


At the start of the 2015-16 academic year we were working with 10 permanently excluded students. For this 2016-17 academic year we began with 27 students a 63% increase.

In the graph below you can clearly see that our KS4 cohort makes up the biggest proportion of PP/LPS students with Yr 10 and 11 accounting for 73 % of the total cohort.

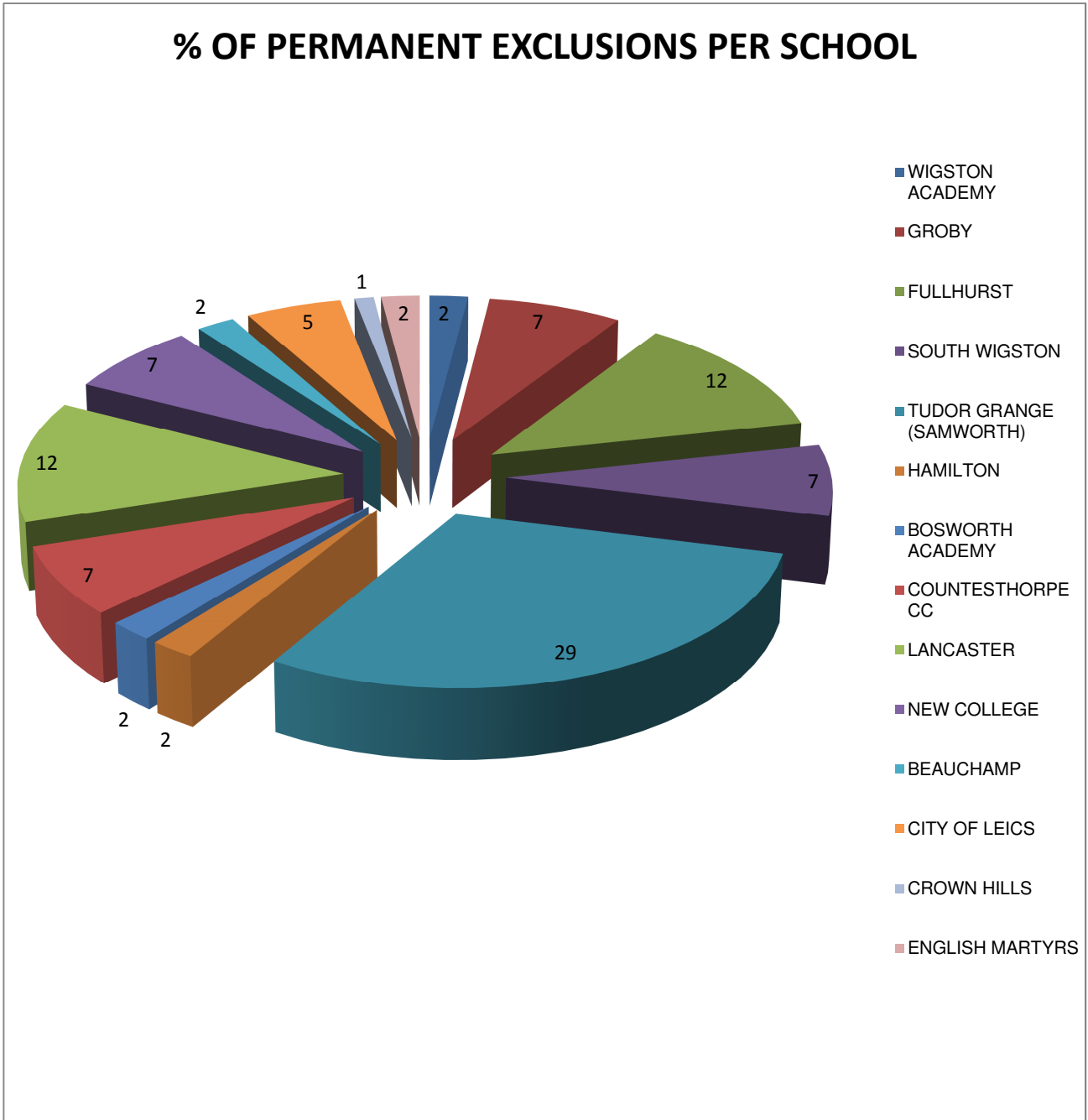
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% OF PERMANENT EXCLUSIONS PER SCHOOL YEAR GROUP



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The pie chart below demonstrates where permanent exclusion has occurred over the last two academic years and which schools have opted to use this sanction.



This chart shows that of the current student cohort the large majority of permanent exclusions were issued by only a relatively small proportion of schools. ie Five city schools are responsible for 2/3rds of the current permanently excluded pupil cohort.

The following table details the permanent exclusions that have taken place during the 2016.17 academic year. This table also indicates whether or not the school accessed any LPS support for the student prior to the permanent exclusion [RED = None; AMBER = Some ; GREEN = Mostly]

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PERMANENT EXCLUSIONS 2016-2017 – INDICATING LPS SUPPORT & INTERVENTION LEVELS

Babington					
Beaumont Leys					
City of Leicester					
Crown Hills					
English Martyrs					
Fullhurst					
Hamilton					
Judgemeadow					
Lancaster					
Madani					
Moat CC					
New College					
Riverside CC					
Rushey Mead					
St Pauls					
SJN					
Soar Valley CC					
Samworth Academy					
Oadby Beauchanmp					

Budget Allocation 2016-17:

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

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

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Sept 16 - July 17															
SIP PRIORITY AREA 2			Budget Allocation £	PUPIL PREMIUM Budget Spend											Budget Spend £
				Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17	
2.2	INSET	INSET CPD re PP Appraisal objective for PP	100												100
2.3	BIDS	Detailed PP Budget & Expenditure Plan	1500												1500
2.4	ANALYSIS	KS4 PP Functional English & Maths provision	1000												1000
2.6	KS4 TUITION	TEACHING COSTS & TEACHING RESOURCES	2000	200	200	200	200	200	200	200	200	200	200		2000
2.7	ATTENDANCE	TEACHING RESOURCES & REWARDS	2000	200	200	200	200	200	200	200	200	200	200		2000
2.8	VOCAATIONAL SUPPORT FUNDING	VOCAATIONAL PLACEMENT SUPPORT COSTS	3000	300	300	300	300	300	300	300	300	300	300		3000
2.9	TRANSPORT	ASSISTED TRANSPORT COSTS	3000	300	300	300	300	300	300	300	300	300	300		3000
TOTAL			12600	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	0	12600

Our new budget is currently £12,600. **The Budget for 2016-2017 will be spent on transport tuition and vocational support. If the rate of permanent excusion continues there will be a significant deficit in our allocated PP budget.**

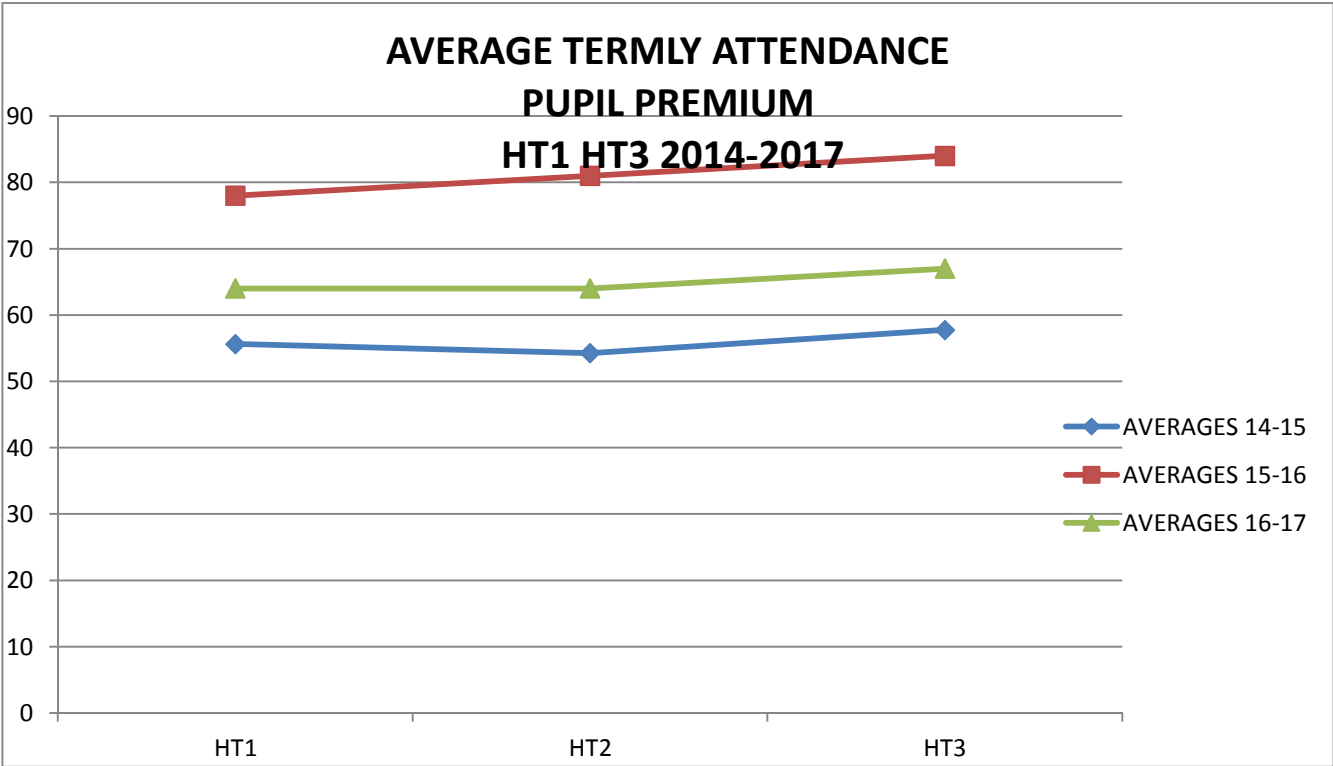
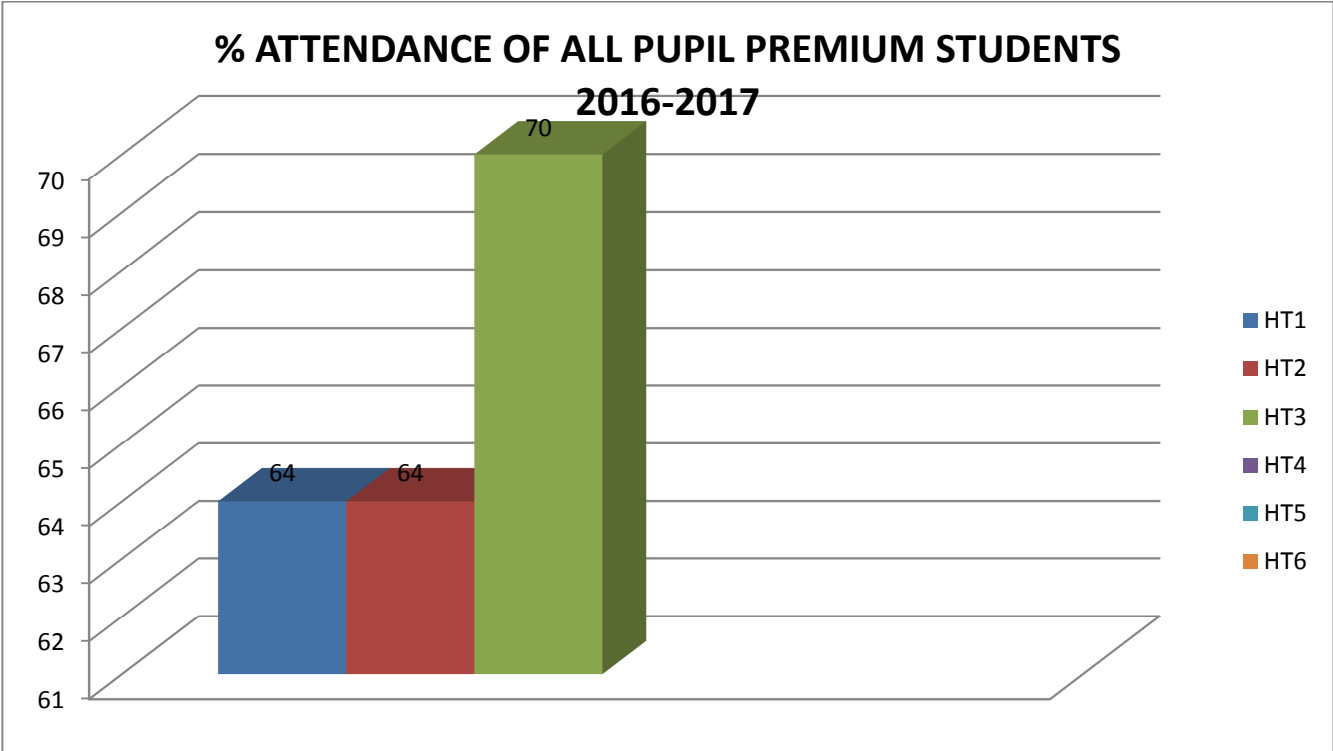
Attendance

There has been a slight dip in the overall Attendance levels from HT1 to HT3 when compared to the 2015 – 16 academic year. However, as the graphs below indicate we have made considerable improvements to students' overall attendance this academic year.

It is worth noting that 7 students poor attending "Hard to Reach" students have had a significantly negative impact on overall attendance levels. [If these students are removed from the data the attendance levels would be as follows, HT1 76%, HT2 80% AND HT3 83%]

There are case studies available on all of the CNA students to demonstrate strategies, Incentives and multi-agency involvement. The average attendance prior to referral for the seven students is 47%. If you take the average figures of 64% twice and 70% for HT3 we can demonstrate we have improved attendance by 17% and 23%.

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KS4 – Pupil Premium Pupil progress & Attainment

KS4 - BSC – MATHS – PUPIL PREMIUM [LPS ONLY]

TOTAL	3/15	0/15	7/15	5/15	0/15
%	20	0%	47%	33%	0%
EXPECTED +			80%		
ABV EXPECTED+			33%		
ACC					0%

NB: Dual Registered FSM pupils [x3 pupils]= 100% Expected or better than expected progress.

KS4 - BSC – ENGLISH – PUPIL PREMIUM [LPS ONLY]

TOTAL	3/15	0/15	6/15	6/15	0/15
%	20	0%	40%	40%	0%
EXPECTED +			80%		
ABV EXPECTED+			40%		
ACC					0%

NB: Dual Registered FSM pupils [x3 pupils] = 100% Expected or better than expected progress.

KS4 - BSC – ICT – PUPIL PREMIUM [LPS ONLY]

TOTAL	3/15	0/15	8/15	4/15	0/15
%	20	0%	53%	27%	0%
EXPECTED +			80%		
ABV EXPECTED+			27%		
ACC					0%

NB: Dual Registered FSM pupils [x3 pupils] = 100% Expected or better than expected progress.

KS4 - MILLGATE LODGE – MATHS – PUPIL PREMIUM [LPS ONLY]

TOTAL	2/7	2/7	3/7	0/7	0/7
%	28.5%	28.5%	43%	%	0%
EXPECTED +			43%		
ABV EXPECTED+			0%		
ACC					0%

NB: Dual Registered FSM pupils [x4 pupils] = 100% Expected or better than expected progress.

KS4 - MILLGATE LODGE – ENGLISH – PUPIL PREMIUM [LPS ONLY]

TOTAL	2/7	2/7	3/7	0/7	0/7
%	28.5%	28.5%	43%	%	0%
EXPECTED +			43%		
ABV EXPECTED+			0%		
ACC					0%

NB: Dual Registered FSM pupils [x4 pupils] = 100% Expected or better than expected progress.

KS4 - MILLGATE LODGE – ICT – PUPIL PREMIUM [LPS ONLY]

TOTAL	2/7	2/7	3/7	0/7	0/7
%	28.5%	28.5%	43%	%	0%
EXPECTED +			43%		
ABV EXPECTED+			0%		
ACC					0%

NB: Dual Registered FSM pupils [x4 pupils] = 100% Expected or better than expected progress.

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KS4 - NEW DEVELOPMENTS

In a direct response to lower than expected EET figures for the 2015-16 academic year we have placed our Vocational team onto UCAS training. This additional training has underpinned the ongoing mentoring programmes that all of the KS4 LPS students receive. This additional support has seen improved UCAS form completion rates whilst improving individual awareness of options, the development of individual skill sets and the quality of student information produced on the UCAS forms.

We feel strongly that over the past three years the data tell us that individual student attainment and achievement has improved but this has not always related to positive post-16 destinations for our YR 11 cohort. Through this additional development and support we fully expect the 2016-17 EET figures to improve.

Andrew Barrett

[KS 4 - Pupil Premium Lead]

KS 3 Pupil Premium Summary Report – Autumn Term 2016.17

There are currently 7 KS3 Pupil Premium students who are on the roll of LPS. At the start of the Academic Year 2016-2017 there were 6. One student left on 13th January 2017* to go onto the roll of a mainstream school whilst another left on 2/2/17** to undertake a trial Managed Move. 3 more students have joined us since the beginning of the academic year; (Start dates, 6/12/16***, 9/1/17**** and 23/1/17***** respectively). One of the original Year 9 students transferred to Millgate Lodge. However all students' progress is reported in the following data.

ATTENDANCE

<u>STUDENT</u>	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>% IN/DECREASE-HT1 & HT3-COMPARISON</u>
TB	75%	36%	90%	15%↑
BT	47%	24%	70%	23%↑
TG**	73%	87%	81%	8% ↑
JL*	81%	6%		(HT1&HT2) 75% ↓
JM	64%	39%	18%	46% ↓
CD	94%	87%	100%	6% ↑
ZW***		11%	31%	(HT2 & HT3) 20%↑
M A R****			56%	
RN*****			33%	

Therefore: 80% of students who have been with LPS throughout HT1-HT3 have improved their attendance when comparing the start of the academic year with the current half term.

STUDENT CONTEXT INFORMATION

TB- A student who has a history of erratic attendance. There were concerns with regard to the social lifestyle outside of school that this student was leading and a suspicion that the student may be involved in illegal substances. Was at Carisbrooke for a considerable amount of time and the decision was made to eventually move the student to Millgate Lodge. This has proved to be a successful strategy. The student is currently

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performing at a high level and attendance has improved. A Single Point of Contact referral has been made by the student's mother who is concerned about behaviours at home. Carisbrooke have provided information to the relevant health professionals as part of this process.

BT- A student who unfortunately, due to their disruptive and dangerous behaviour, was educated for a time limited period after usual school hours, hence the drop in attendance during HT 2. During these 1:1 sessions the student was able to receive extensive support and was able to build positive relationships with members of staff. The student is now back full time and attendance has risen. This student has low self-esteem and seeks reassurance and approval from adults.

TG: This student had a history of erratic attendance. In addition they would refuse to attend after school detentions and therefore to avoid this would not come in to school on that particular day. However this student had intensive input from staff and as a result of this her confidence developed and therefore she was more positive with regard to her attendance and her studies. This student left Carisbrooke recently for a trial Managed Move.

JL: This student's exit strategy was a trial Managed Move. Unfortunately this student's disruptive and dangerous behaviour prevented him from moving earlier. In addition this student was taught for a time limited period on a 1:1 basis after school hours. This student was extremely defiant and would not attend this provision. He was in denial over his behaviour and attitude and therefore would not accept responsibility for the way he behaved. The student's mother made an independent application for a school. It was accepted and the student left Carisbrooke.

JM: This student is going through the Statutory Assessment process. The student has difficulty in understanding why they have been permanently excluded from their school, particularly as their twin brother is still there. This student has difficulty in coping with his emotions and will tend to stay away from Carisbrooke either because of an unresolved incident which has occurred or because of a situation outside of school. There has been a history of poor attendance with the student and their family not engaging in the education process. The family frequently do not attend meetings. The student's attendance has continued to decline and therefore EWS are following the legal route.

CD: This student is going through the Statutory Assessment process. They have complex SEMH and have difficulty in interacting positively with other students. This student is very able and enjoys coming to Carisbrooke. Their drop in attendance was due to ill health.

ZW: This student's profile is complex. There have been a series of bereavements in the family which have caused this student immense difficulty. There was a concern that this student may have extreme anxiety but there has been no formal diagnosis. This student is classed as a young carer due to their mother's ill health. There has been continual monitoring and the student's attendance has improved.

M A R: This student lacks motivation and has a history of erratic attendance. This then means that they are often unaware of what has happened before, in terms of day to day learning, thus disengaging them further. The student is often "unwell" and therefore remains at home.

RN: This student has recently joined Carisbrooke and is a LAC being cared for in a residential home in Leicestershire. The student has contact with their family on daily basis. This student had been out of education for just over a year. In order to enable them to re-engage in learning, a professionals meeting was arranged for a package of support to be put in place. The student is on an amended timetable but this is reviewed via the professionals meeting every two weeks and is increased accordingly. The main area of difficulty is the student getting up in a morning and leaving the home on time. This has been discussed with the carers.

ACTIONS TO SUPPORT EACH STUDENT

<u>STUDENT</u>	<u>ACTION</u>	<u>OUTCOME</u>
TB	1/11/16 Review meeting was arranged to discuss attendance and progress	Parent did not attend. Meeting re-arranged.
	22/11/16 Review meeting was arranged	Positive responses to both issues of attendance and attainment

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	9/1/17	Student began at MSLC- Positive progress being made
BT	11/11/16 Attendance Panel and Review meeting arranged	Attendance was improving. EWO monitoring. Medical evidence needs to be provided to authorise any absence. Parent advised to make a school application
TG	11/11/16 Attendance Panel and Review Meeting arranged	Parent did not attend. Meeting re-arranged. EWO monitoring
	24/11/16 Attendance Panel and Review meeting arranged	Parent did not attend. Meeting re-arranged. EWO monitoring
	6/12/16 Attendance Panel and Review meeting arranged	Parent did not attend. Meeting re-arranged. EWO monitoring
	2/2/17	Managed Move to another school
JL	13/10/16- Review meeting arranged to discuss behaviour and attendance	Parent did not attend
	4/11/16-Review meeting arranged to discuss behaviour and attendance	Positive meeting. Parent advised to make school application
	19/1/17	Student taken on roll at school after application made
JM	28/10/16-Attendance and Review meeting arranged	Parent did not attend. Letter sent to parent. EWO home visit to discuss attendance
	18/11/16- Attendance Panel and Review meeting arranged	Parent did not attend. Meeting re-arranged
	23/11/16- Review meeting arranged	Discussions took place and targets set.
	31/1/17-EWS PACE meeting arranged	
CD	9/11/16- Progress Review meeting arranged	Very positive meeting. Excellent progress being made
	18/1/17- Taxis to be provided for student	Taxis arranged. Medical evidence to be provided if student absent
ZW	24/1/17- Attendance and Review meeting arranged	EWO as a result of the meeting did home visit. Also visited unannounced on 26/1/17
	1/2/17- Attendance Panel Meeting arranged	LPS to provide 1:1 mentoring for student weekly at Carisbrooke. Early Help referral was made
M A R	17/1/17 Attendance Panel Meeting arranged	Medical evidence needs to be provided
RN	Meeting arranged for 17/1/17 to discuss timetable and programme of support	Timetable presented. All professionals agreed. Review meeting arranged for 2/2/17
	2/2/17- Review meeting took place	Progress report shared with the meeting. No behavioural issues. Concerns expressed over carers bringing student in late. Timetable extended. Review meeting arranged for 23/2/17

Further review meetings are scheduled to take place during HT4.

KS 3 PUPIL PREMIUM PUPIL PROGRESS AND ATTAINMENT

STUDENT	BASELINE			HT1			HT2			HT3		
	EN	MA	ICT	EN	MA	ICT	EN	MA	ICT	EN	MA	ICT
TB	L1-7%	E2-86%	E3-80%	EXP	EXP	AB	AB	AB	AB	AB	AB	AB

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BT	L1-72%	E1-90%	E2-52%	EXP	EXP	EXP	EXP	EXP	EXP	EXP	EXP	EXP
TG	E2- 64%	E3-50%	E2-92%	AB EXP	EXP	AB EXP	EXP	EXP	ACC	EXP	EXP	EXP
JL	E3-28%	E2- 68%	E2-75%	AB EXP	EXP	AB EXP	AB EXP	ACC	ACC	EXP	EXP	EXP
JM	E2-90%	E2-48%	E3 85%	EXP	EXP	EXP	EXP	EXP	EXP	EXP	EXP	EXP
CD	L1-98%	L1-56%	E2 15%	EXP	EXP	AB EXP	ACC	EXP	ACC	ACC	EXP	EXP
ZW	E2-63%	E2-43%										
M-A-R	E3-77%	E2-70%	E2-82%									
RN		E3-34%										

The data shows that 100% of students who have completed HT1-HT3 have made expected or better than expected progress.

PROGRESS IN AREAS LINKED TO PUPIL PREMIUM

TUTORIAL PROGRAMME

Literacy boxes are now established during tutor times. Numeracy boxes have now been introduced. CPD took place for KS3 staff on 17/1/17 in relation to "Tutor Time Numeracy"

THE LIBRARY & LEXIA

There was a delay in decorating the library. However this was completed over the Xmas break. All reading books have been banded and colour coded according to reading age levels and appeal to the interest age of the students. All books are dyslexia friendly. CPD is planned for after February half term for staff to be familiar with the relevant banding and reading fans. There are plans to introduce "Talking Books" and "E-Books" in the future. A Reading Record Booklet for each student has been produced.

Targeted students have been undertaking LEXIA during Tutor Time in the morning each day. However due to the transient nature of these students they have not completed full LEXIA components only parts of components before they have left. Numbers have been small as LEXIA criteria is for students who have a reading age of 8 years and below. The cohort for LEXIA is full time students only. Therefore a full screening of all full time students (GROVE, 5DP and OCEAN) will take place week beginning 20/2/17. Staff will be testing students using SWRT during Tutor times. The results of which will be published. This will then inform a new group of students for LEXIA and also determine the particular colour banding for the library. 2DP students will also have access to the Library. Their Reading Ages will be gleaned from their Information Passports

J.Colver KS 3 Pupil Premium Lead