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# Telford and Wrekin Virtual School

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## Pupil Premium Policy for Children in Care

### 1. Introduction

This policy is informed by the three key Department of Education (DfE) documents regarding the arrangements for Pupil Premium for Children in Care (CiC):

- Pupil Premium 2021 to 2022: Conditions of Grant (published 24 June 2021) Pupil premium: conditions of grant 2021 to 2022 for academies and free schools - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Pupil Premium and the role of the Virtual School Head teacher - Frequently Asked Questions
- Early Years Pupil Premium: Guide for Local Authorities Early years national funding formula: technical note for 2020-21 - GOV.UK ([www.gov.uk](http://www.gov.uk))

The DfE will update and finalise allocations to local authorities for LAC in December 2021 based on the number of children looked after for at least one day during the year ending March 2021, as recorded in the March 2021 children looked-after data return (SSDA903), and aged 4 to 15 at 31 August 2020. Where a looked-after pupil has previously been recorded as claiming FSM this update may have an impact on some academies' allocations as set out above.

The DfE also provides an external document template ([publishing.service.gov.uk](http://publishing.service.gov.uk)) to support education establishment in reporting outcomes.

Throughout our policy, the Pupil Premium for CiC will be referred to as Pupil Premium Plus to distinguish it from other forms of Pupil Premium allocations.

The key policy points are:

- Children and young people between the ages of four to sixteen years are eligible for Pupil Premium Plus as soon as they enter care.
- The Virtual School Head teacher is directly responsible for making sure there are effective arrangements in place for allocating Pupil Premium Plus funding to benefit CiC to their authority.
- The overall grant allocated to each Local Authority will be calculated on a per capita basis, however it does not have to be distributed on a per capita basis, given that children and young people in care have differing levels of need at different stages of being in care
- The grant must be managed by the Virtual School and used to **improve attainment, diminish the difference and accelerate progress as identified in the young person's Personal Education Plan (PEP)** in consultation with the Designated Teacher. In April 2015 further development introduced the Early Years Pupil Premium paid to children looked after aged 3 and 4.

The Pupil Premium Plus and Early Years Pupil Premium funding will be allocated according to the following principles:

- Children and young people will be eligible from the first day of the care episode.
- The Local Authority that looks after the child is responsible for distributing the Pupil Premium Plus payments to schools, settings and academies.
- The Virtual School Head is responsible for making sure that there are effective arrangements in place for allocating Pupil Premium Plus and Early Years Pupil Premium funding to benefit children in care to their Authority.
- The grant must be managed by the Virtual School and used to improve outcomes and “diminish the difference” as identified for individual children and young people in the targets set within their Personal Education Plan (PEP) in consultation with the Designated Teacher or Designated Person in the setting.
- The PEP must be monitored and reviewed closely by the Designated Teacher, the Social Worker and Independent Reviewing Officer for effectiveness.
- The PEP must be reviewed on a termly basis by the Designated Teacher.
- The electronic PEP through the ‘My Telford’ portal will be used for all Telford and Wrekin children in care.
- The electronic PEP, once fully completed each term, will trigger the payment of the Pupil Premium grant to the school or setting.
- All PEPs will be monitored for SMART targets that have a positive impact on the improvement of educational outcomes.

As a result of the above, the allocation of Pupil Premium Plus is a model driven by a child’s needs, managed through high quality PEPs. PEPs will be monitored closely by Designated Teachers, the Virtual School, Social Workers and Independent Reviewing Officers.

## **2. Pupil Premium Plus Policy**

### **2.1. Overall principles underpinning our child’s needs driven model**

The Virtual School Head teacher is responsible for the use of Pupil Premium Plus to diminish the difference and realise the potential for all children in our care, wherever they live. Telford and Wrekin Council and the Virtual School Head teacher are Corporate Parents, so the question ‘would this be good enough for my child?’ is a central one in making decisions and evaluating the effectiveness of the use of Pupil Premium Plus.

- £1,350 will be allocated to schools per Child in Care, this will be paid in three £450 instalments. This applies to all schools with Children in Care to Telford and Wrekin whether they are in Telford and Wrekin or beyond.
- Allocation of the funding will be linked to clear Personal Education Plan targets for progress.
- The Virtual School Head is responsible for the allocation of the Pupil Premium to schools and settings and will hold the schools and settings that receive the funding accountable for evidence of the effective and efficient use for the purpose it has been provided. Schools remain accountable for the educational attainment and progress of all disadvantaged pupils in their setting.

- Schools should ensure that the funding is used to narrow the gap between the outcomes for children in care and all other children within the school as well as all children nationally.
- None of the grant will be used to pay for Virtual School management or grant administration.
- The Local Authority is not permitted to carry forward funding held centrally into the financial year 2020 to 2021. Grant held centrally that has not been spent by 31 March annually will be recovered.

In line with all allocations of grants it is expected that:

- High-quality PEPs are completed termly, with interventions that can be aligned to Pupil Premium Plus funding and SMART targets for improvement.
- Termly progress and current attainment data shared through the electronic PEP.
- Attendance data shared at least weekly through the electronic PEP.
- Impact of interventions funded through Pupil Premium Plus are evidenced and recorded in the child's PEP.
- Pupil Premium Plus allocation must be spent in line with the Terms and Conditions of Grant as dictated by the DfE.

## **2.2. How and why will the Pupil Premium Plus be differentiated to the needs of the child?**

Children's needs may vary over time and therefore a personalised approach is needed. For some children a significant amount will be needed to fund the cost of the support they need.eg:

- Children who come into care in an emergency with a fragmented home and education history who are behind academically.
- Children who move into or out of Telford and Wrekin who may require additional support.
- Children with significant and often delayed reaction to abuse and neglect, which may present as complex emotional, social and/or challenging behaviour impacting on progress.

To enable all young people to benefit from Pupil Premium Plus, all young people except those hitting the criteria in paragraph 2.3, will receive the base funding of £1,350 per year.

The difference between the base funding of £1,350 and the grant allocation of £2,345 will be used to provide differentiated support for those with the greatest need. This additional support will be identified by the Virtual School and the funding allocated according. This additional support will be varied, but might include:

- One to one advice and support in school from Virtual School Team
- One to one tuition outside of school to meet specific needs or to prepare for public examinations

- Additional assessments of needs
- A package of intervention at an Alternative Provision
- Commissioning Intervention packages

In addition, in 2020-2021 the Virtual School is looking to create a dedicated post: Educational Psychologist for Children in Care post (0.4) based within the Virtual School.

The purpose of this would be to:

- Provide consultations to support CIC
- Provide systemic consultations with all stakeholders
- To undertake specific assessments, advice and generate reports
- To support with the training and development of all a stakeholders
- To support with the training and development of education establishments to become accredited Attachment & Trauma informed

### **2.3. Circumstances in which Pupil Premium Plus will not be agreed**

Pupil Premium Plus will not be used to 'double fund' or replace funding which should have or has already been allocated to the school to support the child. Specifically, it cannot be used to:

- Fund services that should be provided via a statement or EHC plan
- Fund SEN needs where the child is on School Support and the school's SEN budget should be used to meet these needs
- Provide other statutory work e.g. statutory assessment or support from health
- Provide support which is provided for in other contracts, as such it will not be paid to independent settings where this support is expected as a condition of contract

Pupil Premium Plus will not be paid if:

- The interventions put in place do not require any funding
- The school's own funding covers the cost of the interventions
- The PEP for that term hasn't been completed
- The PEP are deemed not to be of high quality, with SMART targets, through the Virtual School Quality Assurance process.
- The school is not sharing the relevant attainment, progress and attendance data through the 'My Telford' portal

### **2.4 Use of PPG for Extra-curricular activities**

PPG can be used to support in school extracurricular activities if these can contribute to the outcomes above, for example this could be used to fund music tuition for a student if this contributes towards 'Wider achievement e.g. in an area in which the child is gifted and talented'.

The funding cannot be used to fund an activity which does not contribute towards these outcomes, for example it may not be appropriate to fund a Ski Trip which takes place in

school holidays, and this may well be an activity which the carers could be asked to support.

### **3. Management and Accountability**

The Head teacher of Virtual School (VSH) will be accountable to the Virtual School Governing Body and the Corporate Parenting Strategic Board for setting up a transparent and rigorous allocation process and ensuring maximised impact of the grant.

The VSH has responsibility for ensuring that Pupil Premium Plus is used in-line with the conditions of grant and this Policy.

The Designated Teacher is responsible for proposing an appropriate child's needs driven spending plan. The Designated Teacher is accountable via the PEP meeting for monitoring and measuring the impact of the actions and interventions agreed. The impact will be reviewed in terms of diminishing the difference.

The Social Worker and Carer have a key role in supporting and informing the discussions at the PEP meeting for a proposal of how Pupil Premium Plus could be used. They also have a key role in supporting the young person in achieving their targets.

### **4. Pupil Premium Plus for Children and Young People from other Local Authorities**

Telford and Wrekin Schools who have Children and Young People in Care from other Local Authorities on their roll should contact the Head teacher of the relevant Virtual School to request their Pupil Premium Plus policy. The name and contact details of other Virtual School Head teachers can be requested from the Telford and Wrekin Virtual School team.

### **5. Pupil Premium Plus for Children Previously in Care**

In addition, and through a separate process, 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 arrangement order or a residence order will have their entitlement to Pupil Premium Plus paid directly to the school. The school will need to work with the adoptive parents to ensure the status of the young person is recorded on the census return, the Pupil Premium Plus funding will then be received through the normal school funding routes.

There is no direct responsibility for the Virtual School Head to monitor the use of this Pupil Premium Plus and there is no expectation of a PEP. However, support and advice for previously looked after young people is available and schools should contact the Virtual School Education Adviser PLAC or the Virtual School Head if this is required.

### **6. Year 11 and transition to Post 16 provision**

Pupil Premium Plus will **not be** paid to schools for any Year 11 student in the final (summer) term of Year 11. This funding will be pooled and used to support transition to Post 16 provision. This transition might include:

- Virtual School Team support to make the transition to Post 16

- Additional one to one tuition for any English or Maths retake exams
- Education package to support next steps in education (Post 16) E.G Functional Skills

## **Appendix 1 - Appropriate and effective use of the PPG** *(extract from Guidance on Setting SMART targets and appropriate use of PPG T&W VS 2020)*

The PPG+ is an opportunity to address the learning needs of a looked after child through the provision of additional interventions and learning resources, activities or support tailored to the individual child's need, and so raise achievement and increase rates of progress.

It is not intended to replace services, support or resources that the Local Authority, schools, Early Years providers, carers or other agencies working with Looked after Children already provide, or that is provided to all children in the area of universal services as part of the education offer.

In particular funding should not be used to replace:

- the support set out in an Education, Health and Care Plan (EHCP) or those attached to a school based plan for additional special educational needs.
- Interventions that have no additional cost and where the Early Years setting or school's own funding covers the cost.
- Resources that a Local Authority provides for through its allowance to foster carers or children's home fees. Carers have an allocation for clothing, uniform and out of school activities within reason.
- Trips and visits organised by the school as part of the curriculum. If these are part of the curriculum or specifically related to exam coursework, schools can only request a donation. It is expected that Social Care or carer should provide resources for these activities.
- Basic equipment that the child or young person needs to participate in lessons or for school uniform, school lunches or equipment for physical education lessons.
- Alternative education for Looked after Children subject to fixed term or permanent exclusion
- Before or after school childcare clubs.
- funding covered by foster carers (as part of their own contractual funding agreement) such as out of school hours activities such as sports clubs, theatre trips, etc.

On occasions there are specific activities that improve self-esteem or social skills or are linked to raising aspiration. These must be clearly linked to the child's learning objectives recorded in the PEP along with how it will contribute to improved educational outcomes.

There is an expectation that evidence of how this funding is being used to improve the educational outcomes of looked after children is produced termly at the Personal Education Plan meetings. If the school are unable to evidence how the funding is being used to support the child to progress in line with their peers, The PPG+ may be withheld by the virtual school.

Schools must make sure they take into account the views of children/young people and their carers in the use of this funding.

A minor part of the PPG+ for each looked after child is held by the Virtual School and managed by the Virtual School Head (VSH). This funding will be used directly to support intervention work of the Virtual School team for those looked after children most at risk of under achievement or disengagement from learning.

### **Ofsted findings**

The following comments relate to both PPG and PPG+ for CiC, as such this is a rather broader sweep than for just CiC PPG:

What does not work in terms of effective interventions?

- Spending the funding indiscriminately on teaching assistants with little impact and not managing their performance well
- Spending the funding on one-to-one tuition and booster classes – that are unmonitored...and do not relate to class teaching...and are not audited or quality assured
- Planning spending in isolation – not part of the school action plan
- Assuming that pupils eligible for the PP+ will have learning difficulties
- Comparing the performance of pupils eligible for the Pupil Premium with other eligible pupils nationally, rather than all pupils – lowering expectations.

What does work?

- Targeted tuition to include measuring impact (start and end of intervention)
- Homework support
- TA appointment and targeted input for specific areas
- Resources (e.g. revision guides, text books, equipment for particular lessons such as DT, Art, college / off site courses, sensory equipment, etc.)
- Group work intervention, with LAC as focus child (for both learning and pastoral areas )
- Online access to learning resources which require funding
- Access to extra-curricular activities which will support or impact behaviour and in turn learning (e.g. Drama clubs)
- Reward systems (e.g. rewards for daily golden time) which will impact learning
- Behaviour interventions
- Opportunity to extend school time, in order to access learning
- Summer school access
- Staff training to enhance understanding of LAC related difficulties (for example attachment)

### **Typical use of PPG**

1. Focused and finite additional 1:1 or small group intervention. This should be focused on areas of weakness or gaps in learning. This intervention should have clear outcomes and its impact evaluated.



2. Additional supervision to enable the child to access activities which would otherwise not be possible, e.g. trampoline club, archery, resistant materials workshops.
3. Covering part of the cost of an educational Psychologist report
4. Rewards for achieving goals in behaviour for learning.
5. 1:1 intervention to re-engage a disaffected learner
6. Short term 1:1 tutoring for a child on a temporary modified timetable
7. Extending school time e.g. afterschool support with homework
8. Specialist software or equipment beyond that normally provided by the school e.g. a graphics tablet, speech recognition software. A typing tutor programme.
9. Extra-curricular activities and clubs which will impact on wider learning goals such as behaviour or self-image e.g. dance, drama, martial arts, summer or other holiday enrichment activities (these may be run by the school, LA or other local providers)
10. Fees for national awards such as DofE
11. Summer / holiday school
12. Staff training to enhance understanding of LAC related difficulties e.g. attachment disorder

Where the intervention is in small groups, the spend in terms of PPG should take account of this .e.g.

Provision to meet outcomes	Ratio (1:X)	Session length (minutes)	Cost per hour (including on-costs)*	Cost per pupil per session
TA: meet and greet, emotional support	1	10	£10.00	£1.67
TA: small group literacy and numeracy	6	120	£10.00	£3.33
Teacher: greater depth support	3	15	£25.00	£2.08
designated teacher support	1	10	£25.00	£4.17

### What shouldn't the PPG be used for?

Any expenditure which is not linked clearly to one of the PEP targets

Items which the foster carer is expected to provide such as:

- Items of school uniform including sports kit

- Standard text books or equipment (e.g. calculator)
- A computer with internet access
- School trips which are an essential part of the core curriculum
- Playgroup or nursery fees
- The cost of school lunches or packed lunch
- School photographs
- Day trips
- Transport to and from school or bus pass
- Musical instrument
- Bike
- Private music, dance or drama lessons

Under some circumstances, additional funding for some of the items above may be available through the placement social worker.

Funding to carers may vary between T&W and private fostering agencies. In some cases funds are available through the fostering agency for the cost of one trip abroad with the school for every young person during their secondary education - this trip can be taken at any point between year seven to eleven and will be paid in addition to the young person's two week's additional holiday allowance in that particular year. All other school trips abroad will not normally be funded as these would fall within the normal expectation of activities funded by the carer

All school field trips required for GCSE courses should be funded by the school.

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