



Children and Young People's Services

Virtual School for Children in Care

Pupil Premium Plus Practice Guidance –
September 2014

POLICY INFORMATION SHEET

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Responsible officer(s)	Virtual School Headteacher for Children in Care Achievement and Well-being

Practice Guidance for the Implementation of Pupil Premium Plus
(PP+) for Children in Care in Cheshire West and Chester

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What is the Pupil Premium Plus?

The Pupil Premium Plus (PP+) for Children in Care is governed by the conditions of grant published by the Department of Education. For 2014-15 these were published in February 2014 and are embedded below:



Pupil_Premium_CoG_
2014-15.pdf

How is Pupil Premium Plus for Children in Care different to other forms of Pupil Premium funding?

There are some significant differences between the conditions of grant of the Pupil Premium for other eligible children and the PP+ for Children in Care. In summary the key differences are:

1. The basis of the allocation of PP+ is the Local Authority Children Looked After Data Return SSDA903 and not on the school census. This return identifies the number of Children in Care to the LA for at least one day as recorded in March of the previous year. This year's allocation of the PP+ grant is calculated based on £1900 per the number of these children aged 4 to 15 as at 31st August 2013 but is then finalised in October 2014 following an update of numbers in March 2014. This means that the PP+ fund for each LA is different and is not a fixed budget until October 2014.
2. Page 9 of the conditions of grant clearly states that:
'The grant allocation for Looked After Children must be managed by the designated Virtual School Head in the authority that looks after those children to be used for the benefit of the looked after child's educational needs as described in their Personal Education Plan (PEP).'

This is different to other Pupil Premium funding in that it is not the school who manages the funds but the Virtual School Head, and that the PP+ is to be used for individual children rather than incorporated into a whole school budget.

The Department of Education also produced some further statutory guidance (March 2014) that describes the Role of the Virtual School Head in managing the PP+ for Children in Care:



Pupil Premium and
the role of the Virtual

How is Pupil Premium Plus funding for 2014-15 different to previous years?

Summary of key differences for 2014-15:

1. **Children and young people are eligible 24 hours after they enter care**, rather than the previous criteria that required a period of six months in care as a qualification.
2. **The PP+ grant allocation does not have to be distributed on a per capita basis** as there is recognition that children and young people in care have differing levels of need at different stages of their journey through the education and care systems.
3. **The grant must be managed by the Virtual School Head**
4. **The PP+ must always be used to improve educational outcomes and close the gap** as identified in each child's Personal Education Plan (PEP). The Virtual School Head is responsible for making sure that the following effective arrangements are in place:
 - That PP+ funding is spent effectively and fully, as any underspend must be returned to the Department of Education at the end of the financial year;
 - That the PP+ has been linked to raising achievement for Children in Care and closing the gap between their achievement and that of their peers;
 - By undertaking constructive dialogue with the school, usually through the Designated Teacher, ensuring the PP+ will contribute to meeting the child's needs as identified in his/her PEP.
5. **There is no requirement for the Virtual School Head to pass the funding onto the school** where the child is on roll to contribute towards meeting the needs identified in their PEP. There is, however, a strong expectation that the Virtual School Head will consult with the Designated Teacher around how to meet the child's learning needs, and pass the money on to support this. There is no requirement to pass on the PP+ to non-mainstream schools.
6. **Schools cannot insist that they get the full PP+ grant for each child on their roll** as it is up to the Virtual School Head to manage the PP+ grant allocation.
7. **It is for the Virtual School Head to decide the amount of PP+ and the frequency of payments.** This means that there is no set amount that each child is eligible to receive and that the Virtual School Head can link payments to the completion of the PEP.
8. **The Virtual School Head can pool some of the budget allocation and keep this centrally for activities that are of holistic benefit to the LA's Children in Care.** However, the PP+ must not be used for activities that the LA would normally be expected to fund as the corporate parents, including support for foster carers, or for administering the PP+ grant.

How will Pupil Premium Plus be implemented in Cheshire West and Chester and why?

Resulting from the changes outlined above, Cheshire West and Chester will be adopting a **'child's individual needs driven model'**, which will be managed carefully and robustly through the completion of effective, timely and high quality PEPs.

KEY OVERARCHING PRINCIPLES:

The overarching principles of Cheshire West and Chester's child's individual needs driven model are:

- As corporate parents the **core question** guiding the decision making of the Virtual School Head, Social Worker, and Designated Teacher, regarding the use of the PP+ must be - **'would this be good enough for my child?'**
- **The PP+ must be used to improve the educational outcomes for all Children in Care**, wherever they live.
- **The PP+ must be responsive to the identified needs of each Child in Care** as each one will have a differing set of needs and these individual needs may vary over time. The question that needs to be asked during the PEP meeting is - ***what does this child need at this time to support their learning and improve their educational outcomes?***
- **The PP+ must be clearly linked to each PEP.** PP+ will not be allocated unless there is a high quality, effective and timely PEP with clearly identified SMART targets that are designed to accelerate learning and close the attainment gap.
- **Any PP+ funding allocated must be used for the specified child** in a way that has been clearly identified within the child's PEP.
- **The PP+ must make a difference to the educational outcomes of the child.** Therefore, the impact of the PP+ must be rigorously monitored and evidenced. The key question that the designated teacher should ask before requesting the PP+ is - ***how can I evidence the progress being made and therefore the difference that the PP+ is making to the child's targeted educational outcomes?***
- **The Virtual School Head will have a constructive dialogue with schools** regarding improving the educational outcomes for each of their Children in Care, as schools are accountable for the educational attainment and progress of all disadvantaged pupils on their roll who attract pupil premium.
- **The Virtual School Head wants to fully and appropriately utilise the PP+ grant** and not return any underspend to the Department of Education at the end of the financial year. However, it is for the Virtual School Head to manage and deploy this funding in accordance with the identified needs of the children within the Virtual School.

What circumstances will determine if Pupil Premium Plus be allocated and how much will it be?

The needs of each child can vary significantly over time depending on their life experiences and the barriers to learning that they encounter, some of which may include:

- Coming into care in an emergency with a previous history of fragmented care and education experiences, and who is behind academically;
- Experience of a disruption to their education provision due to emergency changes to their care plan;
- Being educated outside the LA where there is not the same level of support provided by education services or the Virtual School ;

- Experiencing a significant and often delayed reaction to abuse and neglect, which manifests itself in unanticipated behavioural changes and unmet trauma needs;
- Coming into care when they were very young but having a stable care placement and positive educational life experience, but due to poor early interaction is behind their peers academically;
- Being on target in most of their subjects but is academically behind in one of the core subject areas (e.g. English)
- Performing in line with all age-related expectations
- Performing in line with age-related expectations in all areas but has the potential to be a high achiever

There would be a significant difference in the amount of PP+ funding allocated in each of the cases above; in some cases the decision may be that no PP+ is requested or allocated but in some £1900 would be only a fraction of the cost of the support they would need.

However, it is important when thinking about the use of the PP+ that **each individual child's circumstances are taken into account**, and if it is deemed to be in the child's best educational interests then a request via the PEP should be made for the Virtual School Head to consider.

Are there circumstances when Pupil Premium Plus will NOT be allocated?

PP+ WILL NOT BE USED to double fund or replace funding which should already have been allocated to the school and used by the school to support the child.

Although not an exhaustive list, PP+ will not be used to fund:

- Support that should be identified through application of the Graduated Response to meet additional needs;
- Interventions that the school provides to other learners but that have no link to the Child in Care's needs.
- Services that should be provided via a statement of special educational needs or an Education Health Care Plan.
- Other statutory work such as an assessment of educational needs or support from Health Services
- Interventions for which the school's own funding already covers the cost
- Interventions that, as for any other child, the school would put in place if the need was identified;
- Interventions where there is no cost for the school to deliver.
- School trips, activities or enrichment lessons (e.g. music, drama classes) – these can be funded through other means for Children in Care and this should be discussed as part of a PEP.
- Equipment, IT equipment or sports kits – these can be funded through other means for Children in Care and this should be discussed as part of a PEP.

In addition to this PP+ will not be allocated if:

- The request for funding does not meet the core learning needs identified in the PEP;
- The PEP does not meet the statutory requirements of being high quality, having effective SMART targets, robustly tracked progress and evidence of identified and measured impact

How does the Pupil Premium Plus link to the cycle of Personal Education Planning for Children in Care?

We are keen to make a commitment to schools to minimise the amount of paperwork that needs to be completed to support a Child in Care. Therefore, PP+ payments can only be requested via the completion of a high quality, effective and termly PEP.

Cheshire West and Chester Virtual School will quality assure the completed PEPs for all Cheshire West and Chester Children in Care on a monthly basis. This quality assurance will focus on the following:

- **Ensuring that PEP targets are appropriate for the child and are SMART.** Where there is evidence that this has not occurred there will be a discussion with the Designated Teacher to address this.
- **Monitoring the progress that the child is making in all core subject areas.** Where there has been no progress or progress has stalled, then a discussion will be held with the Designated Teacher to ascertain the reasons and to identify what needs to be done to improve progress for the next PEP.
- **Reviewing any requests for PP+ allocation.** Where there is a request that does not fulfil the PP+ criteria then a constructive dialogue will be held with the Designated Teacher to ensure that a mutually agreed request can be submitted. This may be because the PP+ request does not meet the core learning needs of the child, link closely with the PEP targets, provide opportunity to close the attainment gap for the child, provide evidence of how impact will be measured, or provide full and appropriate costings.

Who can have a say about how Pupil Premium Plus funding should be used?

The PP+ should be discussed at each termly PEP, therefore everyone involved in the PEP process should feel able to make a contribution to the discussion as to how best to support the Children in Care through use of the PP+ funding. If the Child in Care does not want to be present at their PEP meeting, then their views should be sought prior to the meeting and the outcome of the discussion fed back to them as soon as possible after.

However, schools are accountable for the educational attainment and progress of all Children in Care in their role as corporate parents, and through Ofsted inspections and school performance tables. Therefore, it is ultimately for schools, via the Designated Teacher to identify how the funding

can best be used to close the attainment gap for the individual Child in Care, and make the request to the Virtual School Head.

As previously stated any request for PP+ funding comes via a completed high quality and effective PEP which is then quality assured by the Virtual School. If there is a request that does not fulfil the PP+ criteria then a constructive dialogue will be held with the Designated Teacher to ensure that a mutually agreed request can be submitted. If there is a disagreement between the school and others involved in the PEP process as to the best form of intervention, then this can be brought to the attention of the Virtual School head for review.

Do school need to identify how the Pupil Premium Plus money will be spent?

The simple answer is YES.

On each of the termly PEP forms there are sections that request information regarding PP+ funding. Below are examples of the tables relating to PP+ on the PEP forms.

A brief record of discussions about pupil premium must be recorded in the first box, whether pupil premium has been in place or is being applied for.

The Designated Teacher must provide details of:

- The impact of the PP+ intervention which has been in place;
- The specific targets that the new PP+ is being used to support;
- The intervention that will be put in place with the expected outcomes, and;
- The cost of the intervention being requested.

When agreed, how will the Pupil Premium Plus be paid into a school's budget?

IF A CHILD IN CARE IS IN A CHESHIRE WEST AND CHESTER SCHOOL

Step 1:

Once the Virtual School has reviewed the PP+ request, the Designated Teacher and Social Worker will be informed that the PP+ allocation has been agreed and that payment will be made. This should then signal that the interventions should be put in place without delay.

Step 2:

For any PP+ agreed payments, the Virtual School will instruct the Local Authority Finance Team to make the agreed payment to the school's budget and that this should be clearly identified by use of the child's initials and UPN. This is to ensure that the school are aware that this money is for use on the specific child in care.

Step 3:

The Local Authority Finance team will make the relevant budget adjustments by the first week of the next half term after the PP+ has been agreed.

As the funding runs for the financial year rather than an academic year, arrangements for the summer term will be confirmed once the DfE has published the next year's conditions of grant.

IF A CHILD IN CARE IS NOT IN A SCHOOL WITHIN CHESHIRE WEST AND CHESTER

The same principles apply regarding the quality assurance of the PEPs and the agreement of any PP+ request. However, payment will be made to these schools in the following way:

- For an out of LA maintained school – the money will go to the responsible LA and schools should request the payment from their own LA finance team. The Designated Teacher will receive notification that this has gone to the school's LA, with the agreed amount and identification of the child for which the money is specifically intended.
- For out of LA Academies – the money will be paid directly to the school, with the child's initials and UPN attached.
- For out of LA cheque book schools – the money will be paid directly to the school, with the child's initials and UPN attached.

IF A CHILD IN CARE IS IN A NON-MAINTAINED SCHOOL

There is no statutory requirement to make any PP+ payments. However in exceptional circumstances:

- If clearly evidenced through the PEP that there is a need for additional support that is outside the highly resourced provision that the child is attending, then a request may be made.

- The Virtual School Head will have a constructive dialogue with the Designated Teacher in the school before making a decision.
- If agreed that PP+ will be allocated, then the school will receive a direct payment with the child's initials and UPN attached.

Should a school wait for the money to be paid into the budget before beginning any interventions/support?

The simple answer is NO.

As previously stated one of the overarching principles for Cheshire West and Chester's individual child's needs driven model is that the PP+ will be fully and appropriately utilised. Therefore, there is a strong presumption that schools will provide any agreed intervention that will be funded via the PP+ without delay, including not waiting for the money to be placed within the school's budget, as this has been based on the identified needs of the child. Unnecessary delay will have a negative impact on the educational outcomes for children in care and therefore they will not make the desired accelerated progress. As soon as the Virtual School Head has agreed the proposed PP+ intervention then the money will be guaranteed to be provided to the school.

If however, there are extenuating circumstances that mean the support cannot be put in place without delay, then the Designated Teacher should contact the Virtual School Head to discuss this and resolve the situation in order to avoid impacting on meeting the child's needs.

What can Pupil Premium Plus be used for?

As each child will have their own specific individual needs, it is difficult to develop a definitive list of possible interventions. However, *The Sutton Trust-EEF* have developed a Teaching and Learning Toolkit, that is based on research evidence and provides a summary of a variety of projects and interventions, with an indication of their average impact on attainment and their cost. It is a live resource that schools can use, which is updated on a regular basis with evidence gathered from EEF funded projects and other research.

Please click on the icon below to find an example of the toolkit:



Pupil Premium Toolkit
- EEF Teaching and le

However, remembering it is a live resource the following hyperlink will take you to the website for more current information:

<http://educationendowmentfoundation.org.uk/toolkit/>

The following interventions have been classified according to impact and cost as follows by evidence gathered by the Sutton Trust:

Intervention type	Average progress made by months	Impact and Cost
Meta-cognition and self-regulation strategies	+8 months	High impact; Low cost
Feedback	+ 8 months	High impact; Low cost
Peer tutoring	+ 6 months	High impact; Low cost
1:1 tuition	+ 5 months	Moderate impact; High cost
Repeating a year	-4 months	Negative impact; Very high cost
Teaching Assistants	+ 1 month	Low impact; High cost
Mentoring	+ 1 month	Low impact; Moderate cost
Reducing class size	+ 1 month	Low impact; Moderate cost



Impact vs Cost
Graph.docx

This graph gives a pictorial presentation of some of the interventions compared by cost and impact.

The evidence from the toolkit does demonstrate that interventions that are based around the needs of the child, rather than focused on staffing levels are the ones that have the highest impact with generally the lower cost.

It is more than likely that many of these interventions are already present within a whole school approach to improving standards. Therefore, it is expected that the child in care would access these just like any other child in the school. The use of the PP+ would be for **additional interventions based on the assessed individual needs of the child**, or to provide additional sessions linked in to the whole school approach being used.

For example, if:

- 1:1 tuition sessions were already in place for the child as part of their overall school entitlement, but it was felt that additional sessions would accelerate the child's learning in a particular subject or in preparation for end of key stage assessments, then the PP+ could be used to support this.
- Constructive feedback was present in the marking policy of the school and the child was receiving this in line with all other children, but it was felt that the child needed additional support to check their understanding and then be able to use it in their work – this could also be funded through the PP+.

A combination of high impact strategies could also be used – depending on the needs of the child. For example if the child:

- Is struggling in more than one core subject area; then PP+ could be requested to support both in different ways.

- Requires various types of intervention to ensure accelerated learning takes place in the core subject that they are behind in; then PP+ could be used to fund more than one intervention.
- Needs additional support within the core subject areas but is gifted and talented in another area; then PP+ could be requested for interventions in both. This would ensure that the overall gap between the child and their peers is being targeted in the core areas but that the child's aspirations are also being recognised and prioritised.

Non-academic or pastoral interventions

It is recognised that for Children in Care there are often issues related to overcoming the effects of attachment and developmental trauma that can also impact on their learning outcomes. Therefore, it is possible for the PP+ to be used to fund interventions that would support the child/young person in this area but this must be in conjunction with academic interventions.

For example, if a child:

- Struggles with making and maintaining relationships and it is felt that access to a Nurture Group would support the child with this; then PP+ funding could be requested for the Nurture Group sessions
- Struggles with anger management and it is felt that being part of a small group programme would help to address this; then PP+ funding could be requested for the anger management sessions.
- Has poor attendance at school but with additional support this could be improved; then PP+ could be used to motivate higher attendance.

However, for all 'pastoral' interventions it is important to remember two things:

1. The intervention still needs to have a measurable impact to be able to access the funding.
2. The pastoral intervention must run alongside interventions to support accelerated learning in the core subjects.

Enrichment activities and IT equipment

Examples of these are, school trips, residential trips, music lessons and instrument purchase or hire, drama lessons, sports kit, iPad, Kindle, laptop etc.

As stated earlier, **these will not be funded** through the PP+ as there are other ways that a Child in Care can access these. These circumstances should be discussed at the child's PEP.

However, the Virtual School Headteacher will have a conversation with the Designated Teacher if there is:

- A specific piece of IT software that would support the learning of the child or young person, and how the impact of this can be measured. This does **not include buying a licence** for the school to operate the software. In addition to this, the **software must remain the property of the young person and not the school** as the PP+ is specifically for the Child in Care and not for school resources.

- A GCSE field trip that must be attended in order for the young person to complete their study and no other funding is available.

What happens if a Child in Care moves school?

As the PP+ is interlinked with the completion of a high quality, effective and timely PEP, the payment of the PP+ is therefore reviewed each term. If a Child in Care moves to a new school, then a new PEP should be completed within the statutory timescales and a new request for PP+ submitted via the PEP. However, it is important that the new Designated Teacher can fully evidence the reason behind the PP+ request.

Appendix – other resources and reading

Related practice guidance:

PEP Practice Guidance

Useful resources and additional reading:



Ofsted report July
2014 The pupil premi



Lynne_Gavin_Pupil_P
remium_Talk_Chester



The_Pupil_Premium_-
_How_schools_are_sj



Robbie Coleman EEF
Presentation.pptx