



Working together with high aspirations
to raise attainment and realise potential



Slough Virtual School

Children Looked After

Pupil Premium Policy

September 2016

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1. Introduction

The Slough Virtual School Children Looked After Pupil Premium Policy is informed by a key document from the Department for Education (DfE):-

- Pupil Premium Grant 2016 to 2017: conditions of grant (**Appendix 1**)

Throughout our policy, the Pupil Premium for Children Looked After will be referred to as PP CLA. The changes are as follows:

- All Personal Education Plans (referred to as PEPs throughout this policy) will be completed on ePEP, removing the need for paper forms
- All educational settings will claim PP CLA by submitting invoices following the Virtual School approving targets within the ePEP. Clear SMART targets outlining the improvement expected and support given will be required to be outlined in the ePEP before the Virtual School approves the plan and funding. For the purpose of this policy educational setting means infant, junior, primary, secondary, high schools, academies, free, grammar, residential, special schools and pupil referral units.

Slough Virtual School's allocation of PP CLA will be based upon each child's circumstances and individual educational needs. This will be managed through a focus on high-quality PEPs, regular communication, sharing of data and evidence of achievement and outcomes by schools and residential settings with Slough Virtual School.

In addition and through a separate process, children who have been ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or residence order are also entitled to £1900. **However, this grant is Pupil Premium sent directly to schools based on information given in the January audit.** For more information please see Pupil Premium 2016-2017: conditions of grant (**Appendix 1**).

This policy will be updated annually to reflect any changes in the PP CLA grant allocation and the associated Conditions of Grant.

2. Pupil Premium for looked after Children Policy

2.1 Overall principles underpinning our child's needs driven model

- The Virtual School Head is responsible for the use of PP CLA to improve outcomes for all children who are looked after by Slough Children's Services Trust, wherever they live.
- The funding will be provided according to the needs of the child and there is no set amount. This is a 'living' document reflecting the current situation for the child.
- None of the grant will be used to pay for Virtual School administration, management or core staff salaries.

- In the academic year 2016-2017, part of the grant will be used to fund Virtual School led interventions. These will be subject to review on an annual basis.
- Slough Children's Services Trust and the Virtual School Head 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 PP CLA.

2.2 How and why will the amount of funding vary?

Children's needs vary and can change significantly. For some children £1,900 is only a fraction of the cost of the support they need to ensure they achieve their potential. For example children who:-

- Come into care in an emergency with a fragmented home and education history and who are behind academically;
- Have to move in or out of Slough in an emergency;
- Are placed out of Slough in other LAs where the level of support from the Virtual School may not be the same as that provided by Slough Virtual School.
- Have a significant, and often delayed, reaction to abuse and neglect, which manifests in hard to anticipate behavioural changes.

In view of this, there will be a significant difference in the amount of PP CLA distributed to individual looked after children.

2.3 Circumstances in which Pupil Premium will not be provided

Slough Virtual School will not provide PP CLA funding to schools in the following circumstances.

- To double fund or replace funding which should already have been allocated to the school to support the child and specifically to fund:
 - services that should be provided via a statement, or Education Health and Care plan;
or
 - other statutory work (e.g. statutory assessment or support from Health agencies).
- The interventions put in place do not require any funding.
- The school's own funding covers the cost of the interventions.
- The PP CLA Action Plan in the PEP does not meet requirements (section 3.1).
- There is no match to the needs identified in the EPEP and the funding request. Particular examples that are often refused are residential trips and transport. (Policy on funding residential trips **Appendix 2**)

- To fund interventions that do not demonstrate a positive impact on the looked after child's educational achievement and outcomes (section 3.2).
- To fund interventions not described in the PP CLA Action Plan in the PEP (section 3.3).
- To fund interventions that has impact only for other learners.

3. Management and accountability

The Virtual School Head will be accountable to Slough Children's Services Trust Chief Executive for setting-up a transparent and rigorous allocation process and ensuring maximised impact of the grant.

3.1. Personal Education Plans

All looked after children must have their own Electronic Personal Education Plan (ePEP), which is used to support the personalised learning and describes what needs to happen for them to make expected progress and achieve their potential.

Statutory guidance now recommends that PEPs are reviewed every term to ensure that the story of the child's educational progress is current and continues to meet the child's educational needs. It is also to ensure any new updates are able to feed into any relevant reviews.

We are committed to improving management processes and minimising the paperwork for schools, so as part of the transition to a termly PEP cycle we will be expecting all PEP's to be completed electronically on ePEP. The Virtual School will organise regular training throughout the academic year and we would expect all individuals who need access to the system to attend training. For any help and support needed outside of these training sessions please contact the Virtual School directly.

PP CLA funding will only be provided to meet the needs identified in a high-quality PP CLA Action Plan within a PEP, with clear quantitative (and exceptionally qualitative) targets for improvement underpinned by well-targeted support. The funding must be used to improve outcomes for children in the following areas:

- Academic Progress
- Attendance
- Emotional Health and Well Being
- Inclusion
- Transition (into the next key stage and/or a new school setting)
- Wider Achievement (e.g. gifted and talented)
- Social

The plan in the PEP should outline (as a minimum):-

- Child's voice
- the area of need or barrier to learning;
- the baseline data;
- expected outcomes;
- details of interventions (weeks, sessions, duration, when, with who, where?);
- costs of interventions for which PP LAC additional funding is requested
- target for improvement (quantitative, exceptionally qualitative)

For example:

Sam is below National Age Related Expectations in reading. To enable Sam to accelerate progress in reading, he will have 40 hours of one-to-one support at school with reading recovery teacher Mrs Smith at £30 per hour, membership of Letterbox Club (provided by the Virtual School) and 15 minutes a night of reading with foster carers recorded in his reading log. Time period for achievement of this target: September 2014 - July 2015.

Measured by: progress from 2c to 3c.

Total funding requested: 40 hours at £30 = £700.

When setting SMART targets consider carefully the impact of

- high-cost interventions;
- interventions with qualitative targets;
- lengthy or prolonged interventions;
- interventions exceeding £1,000 in a single instalment; and
- new or innovative intervention, without an established evidence base.

If justified by the content of the EPEP the funding will be agreed. One-to-one tuition can be a powerful intervention for looked after children. Slough Virtual School will fund one-to-one tuition at an appropriate and competitive market rate. This will be reviewed termly.

3.2 Allocation of funding

The amounts recorded in EPEP and claimed through invoices will be distributed to schools on a termly basis on the following basis:-

- The PEP is initiated or reviewed within timescale on ePEP, completed in full and promptly submitted to Slough Virtual School with a PP CLA Action Plan.

- All other reports relating to the child's educational achievement and welfare (e.g. Bullying Reports, educational reports, SEND plans, Pupil Progress meetings and end of year parental reports) are promptly submitted to Slough Virtual School, to keep the EPEP current.
- The PP CLA funded interventions are enabling the child to achieve the agreed targets or outcomes as evidenced during the preceding term, or the PP CLA funded interventions are not yet enabling the child to achieve the agreed targets or outcomes within timescale, but these have been reviewed and:
 - will be continued for another term to meet the child's needs and achieve the agreed targets or outcomes; or
 - alternative interventions are planned in order to meet the child's needs and achieve the agreed targets or outcomes.

3.3 Payment of funding

To claim PP CLA payments schools will need to submit an invoice for payment as soon as the targets in the PEP have been approved and signed off by the Virtual School. Slough Virtual School will make every effort to avoid delays and to expedite payments to schools as soon as possible.

Payment will be made in one instalment each term unless in exceptional circumstances.

3.4 Recoupment of funding

This applies to all Slough Schools and residential settings

- Where a child moves school during the term Slough Virtual School will recoup any PP CLA funding that has been awarded and which has not been spent at the time of the move.
- Slough Virtual School reserves the right to recoup any PP CLA funding that has not been spent to meet the needs of the looked after child for whom it has been allocated.
- Slough Virtual School reserves the right to recoup the PP CLA funding if there is evidence that the funding is not being used to address the needs of the looked after child for whom it has been allocated.
- Slough Virtual School reserves the right to recoup the funding if there is no evidence that the interventions that it is supporting are enabling the child to achieve the outcomes agreed when it was approved.
- PP CLA funding that is recouped by Slough Virtual School must be repaid to Slough Children's Services Trust within 30 days of being informed.

3.5 Children looked after by other local authorities who attend Slough schools

- Different local authorities will adopt different approaches to the allocation and management of PP CLA according to their local context.
- Slough schools that have children looked after by other LAs on their rolls must request details of those LA's policies for PP CLA by contacting their Virtual School Heads.

Appendix 1

Extracts from the Pupil Premium Grant 2016 – 2017: conditions of grant

Introduction

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2016. PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

Rates for eligible pupils

The PPG per pupil for 2016 to 2017 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
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 arrangements order or a residence order	£1,900
Service Children Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence	£300

Children adopted from care or who have left care

The pupil premium for 2016 to 2017 will include pupils recorded in the January 2016 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

Maintained schools converting to academies

Schools that are academies on 1 April 2016 will receive their PPG directly from the Education Funding Agency (EFA). Local authorities should pay PPG to schools due to convert to academy status:

Date of conversion to academy	Proportion of PPG paid by LA
On or by 1 September 2016	5/12ths of their annual allocation
After 1 September 2016 and on or by 1 January 2017	9/12ths of their annual allocation
After 1 January 2017	Their full allocation

EFA will adjust the local authority's PPG allocation to reflect these conversions and the remaining allocation will be paid directly to the academy by the EFA.

Schools federated, or to be federated, under the provisions of section 24 of the Education Act 2002, during the financial year beginning 1 April 2016 shall have grant allocated to them as if they were not federated.

Local authorities must make the grant available to their schools irrespective of any deficit relating to the expenditure of the school's budget share. PPG is not part of schools' budget shares and is not part of the individual schools budget. It is not to be counted for the purpose of calculating the minimum funding guarantee.

Looked-after children (LAC)

DfE will allocate to schools and LAs a provisional amount of £1,900 per child looked after for at least one day as recorded in the March 2015 children looked-after data return (SSDA903) and aged 4 to 15 at 31 August 2013.

DfE will update and finalise this allocation in December 2016 based on the number of children looked after for at least one day during the year ending March 2016 as recorded in the March 2016 children looked-after data return (SSDA903) and aged 4 to 15 at 31 August 2015. This update may have an impact on some schools' allocations as set out in para 7 above.

Use of the LAC Premium

The LAC premium must be managed by the designated virtual school head (VSH) and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.

The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs.

LAs may not carry forward funding held centrally into the financial year 2017 to 2018. Centrally-held LAC premium that has not been spent, or allocated to the child's education setting, by 31 March 2017 will be recovered.

Appendix 2

Procedure for agreement for payment from Pupil Premium Plus for High Cost Trips organised by schools

In order of priority Pupil Premium Plus will be considered for use to contribute to an **educational** trip in the following ways for a Child in Care from Reception to Year 11:-

1) Clear educational reason outlined in PEP

Trip to foreign country for example

- an interest in languages and the chance to speak the language (visits to birth culture need to be clearly linked to educational outcomes)
- alternative way of learning, e.g. Forest School that builds the child's engagement with learning
- builds their self esteem, e.g. Supports Transition - an early Year 7 trip to build friendships at the start of secondary schooling

Any other example that supports learning, behaviour, transition, emotional, social, attendance or enrichment need identified in the PEP

2) The child is doing well and has had limited Pupil Premium Plus spent on them in the financial year this would stretch to other activities such as PGL or skiing to a cost limited to no more than 1/3 of the Pupil Premium Plus value that is on average available to a child.

For other children in scope that is SGOs, RO/CAO and adopted the school based Pupil Premium Grant should be negotiated between school and parents. There is no compulsion on the school to use Pupil Premium Grant for trips.

