



# Slough Virtual School

## Pupil Premium policy for children looked after



### Policy Summary

This policy outlines the role of the Virtual School, what a pupil premium for a child looked after is and what the school's responsibility is in relation to pupils who are looked after by Slough Children's Services Trust.

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A hands-on approach to help children in Slough be  
..... Safe, Secure and Successful

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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 2019 to 2020: conditions of grant (**Appendix 1**)

Throughout our policy, the Pupil Premium for Children Looked After will be referred to as PP CLA. The legislation refers to LAC (Looked After Children) but we prefer to put children first and refer to Children Looked After (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. For Early Years pupil premium, please see the Early Years policy.

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 £2300. **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 2019-2020: conditions of grant (**Appendix 1**).

A role in the Virtual School now gives help and advice to Slough adopters and carers of previously looked after children and schools for children in this group.

**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 Children Looked After Policy

### 2.1 Overall principles underpinning our child's needs driven model

- The Virtual School Head is responsible for the use of PP 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.
- In the academic year 2019-2020, 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 £2300 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,
- 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 an Education Health and Care plan (in England only);
  - 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 child’s looked after 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 children looked after of statutory school age, 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. From birth, Slough CLA have one PEP a year, closely related to health assessments. As soon as they start pre-school settings, they have three PEPs a year.

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. 16-18 year olds have two PEPs a year and beyond 18 education plans are within Pathway Plans.

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 WellBeing
- 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)

**See Appendix 3 for the criteria used to grade the PEPs.**

**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; and 15 minutes a night of reading with foster carers recorded in his reading log. Time period for achievement of this target: September 2018 - July 2019. He will receive Parcel in the Post books monthly, related to his interests. 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 children looked after. Slough Virtual School will fund one-to-one tuition at an appropriate and competitive market rate. This will be reviewed termly. Any reports will be uploaded onto ePEP and ICS.

### 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 child looked after 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 2019 – 2020

### 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 2019. 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 2019 to 2020 is as follows:

<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
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	£2,300
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	£2,300

### Eligibility

#### Children adopted from care or who have left care

The pupil premium for 2019 to 2020 will include pupils recorded in the January 2019 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.

#### Looked-after children (LAC)

DfE will allocate to local authorities a provisional amount of £2,300 per child looked after for at least one day, as recorded in the March 2017 children looked-after data return (SSDA903), and aged 4 to 15 at 31 August 2019. DfE will update and finalise this allocation in December 2019 based on the number of children looked after for at least one day during the year ending March 2019, as recorded in the March 2019 children looked-after data return (SSDA903), and aged 4 to 15 at 31 August 2017. This update may have an impact on some schools' allocations as set out in para 7 above.



## Appendix 2 – High cost trips

### 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 13:-**

#### **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 for example
- Forest School that builds the child's engagement with learning
- builds their self esteem
- Supports Transition for example
  - the universal Year 6 trip as rite of passage to secondary school
  - 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) National Citizenship Service. Full cost.**

**3) An expedition type trip** where the child will have the opportunity to learn skills which would benefit life chances through learning new skills such as team work and empathy. If there is evidence of significant fund raising efforts by the child and contributions from school and carer, the Virtual School will match fund the smallest of these amounts.

**4) 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, which are enrichment experiences, 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.

## Appendix 3 – PEP Audit Grading Criteria September 2017

### Outstanding

- PEP gives a wide range of parent/carer and professionals clear insight into the child's developmental and educational needs.
- There is evidence that future transitions are planned and documented to support the child's developmental needs as appropriate (e.g. placement, school, YR group, KS)
- If the child's development raises concerns there is clear evidence that the provision is implementing actions, including timescales, specific individuals and effective intervention strategies and working in partnership with carers and co-ordinating with other services.
- The provision's practice consistently reflects the highest expectations and the highest aspirations.
- Children's educational progress is in line with their end of year target and their current progress
- Identified actions will match learning needs.
- The child's voice is recorded and there is evidence that it is fully acted upon through next steps and adult actions.
- Includes SMART short term targets, including progress monitoring of each of the areas identified against developmental and educational needs.
- All aspects of the PEP are completed in detail and is used/ viewed as a working/ evolving document.
- The success criteria shows measurable impact on development.
- Pupil Premium Plus (where eligible) is costed and evidenced towards the target.
- PEP review document completed in detail.
- Comprehensive material such as school reports, EHC plans and individual learning plans are added to the PEP to give depth

### Good

- PEP gives a range of parent/carer and professionals some insight into the child's developmental and educational needs.
- There is some evidence that future transitions are planned.
- If the child's development raises concerns there is evidence that the provision is implementing actions and working in partnership with carers and other services including some timescales, specific individuals and effective intervention strategies and working in partnership with carers and co-ordinating with other services.
- Provision is in place to meet identified learning needs.
- The child's voice is recorded and is considered alongside next steps and adult actions.
- All aspects of the PEP are completed.
- Next steps are appropriate and in line with the summary of learning, development and additional needs.
- Pupil Premium (where eligible) is evidenced and outcomes improved.
- Children's educational progress is in line with their end of year target and their current progress (data uploaded to BSO)

- Includes SMART short term targets, including some monitoring of progress of each of the areas identified against developmental and educational needs
- All aspects of the PEP are completed in detail and is used/ viewed as a working/ evolving document.
- Success criteria shows some measurable impact on development.
- Pupil Premium Plus (where eligible) is costed and evidenced towards the target.
- PEP review document completed in detail.
- Additional material such as school reports, EHC plans and individual learning plans are added to the PEP

### **Requires improvement**

- PEP gives parent/carers and professionals some insight into the child's educational development and needs.
- There is some evidence that future transitions are planned.
- If the child's development raises concerns there is some evidence that the setting is implementing actions and working in partnership with carers.
- Includes short term targets, but some monitoring of progress of each of the areas identified against developmental and educational needs
- Identified provision does not adequately match learning needs.
- Individual target setting is not aspirational.
- Child's voice is not reflected in the actions.
- There are gaps in recording on the PEP.
- Pupil Premium (where eligible) is recorded but no recording of outcomes or expected outcomes.

### **Inadequate**

- PEP gives parent/carers and professionals no insight into the child's educational development and needs. There is no evidence that future transitions are planned.
- If the child's development raises concerns there is no evidence that the setting is implementing actions and working in partnership with carers.
- Includes vague short term targets, with no monitoring of progress of each of the areas identified against any needs
- There is no evidence of provision to match learning needs.
- Learning needs have not been clearly identified.
- Next steps are not recorded.
- There are many gaps in recording on the PEP.
- Child's voice is not adequately represented.
- The actions will not address the needs raised in the PEP.
- The Next Steps do not reflect appropriate development.
- Pupil Premium (where eligible) is not completed with impact and used for its intended use