

St Thomas More

Catholic Academy

Stoke-on-Trent Virtual School Pupil Premium Plus Policy for Children in Care



Date of Policy:

September 2022

Member of Staff Responsible:

Jamie Stubbs

SLT:

Headteacher:

Mark Rayner

Chair of the Academy Representatives:

Rob Fello

Nominated Academy Representative:

Clare Goodwin

Key Information

Role	Name	Contact Details
DSL/ADSL	Mrs. J. Stubbs	01782 882900
Deputy DSL/ADSL	Mrs. A. Staton / Mrs K Williams	01782 882900
Early Help Champion	Mrs. A Staton	01782 882900
Nominated Academy Representative	Mrs. C. Goodwin	office@stmca.org.uk
Headteacher	Mr. M. Rayner	01782 882900
e-safety Coordinator	Mr. P Shufflebotham	01782 882900
Local Authority Designated Officer (LADO)	John Hanlon	01782 235100
Safeguarding Referral Team	Mon – Thurs: 8.30am - 5pm	01782 235100
Emergency Duty Team	Out of hours (above)	01782 234234
Stoke-on-Trent Safeguarding Children Board	www.safeguardingchildren.stoke.gov.uk	
Stoke-on-Trent Safeguarding Children Board Agency Representative	Sangita Mishra	01782 235897

In exceptional circumstances any member of staff can refer a child to

Social Services on 01782 235100 or seek advice on 01782 232200

Exceptional circumstances such as in an emergency or a genuine concern that
appropriate action has not been taken to safeguard a child.

St Thomas More Catholic Academy

All Saints Catholic Collegiate

United in Faith, Love and Learning

Mission Statement

Christ is at the centre of our community, where everyone is known and loved.

In fulfilling our Mission we are a school of prayer. We live as community of love, peace and reconciliation, valuing everyone's dignity as a child of God to promote and celebrate the growth and achievement of the whole person.

Contents

General overview of Pupil Premium Plus	4
Delegation of PP+ to schools and education settings.....	4
Centrally Managed Pupil Premium Plus.....	4
Early Years PP+	5
Guidance on the use of Pupil Premium Plus.....	5
Examples of Effective Interventions	6
Designated Teachers (DT) Responsibilities:	7
Accountability	8
Year 11 Transition Fund	9
Key Documents	9
Appendix 1: Recovery Premium Grant (RPG)/ School Led Tutoring Grant (SLTG).....	10

General overview of Pupil Premium Plus

Pupil Premium (PP+) is additional grant funding from the Department for Education (DfE) for Children in Care. This additional funding is provided by the DfE to secure improvements in the attainment of Children in Care (CiC) and close the attainment gap between them and their peers. PP+ is different to other kinds of Pupil Premium in that it is the Virtual School Headteacher (VSH), not schools, who is responsible for allocating and managing PP+ for Children in Care of Stoke. To ensure effective use of the PP+ Grant the Virtual School Headteacher can decide to retain and/or administer some/all of the PP+ Grant funds they receive. Stoke-on-Trent Virtual School administers the PP+ for Stoke-on-Trent CiC irrespective of where they live or attend school as described in the [DfE Guidance](#). This policy is reviewed annually in the light of this DfE Guidance.

Children in Care educated in Stoke-on-Trent, but in the Care of another Local Authority (LA) receive their PP+ from their “home” Authority. To this effect, each Local Authority’s Virtual School sets its policy concerning this management. Children in Care (CiC) of statutory school age (Reception-Year 11) become eligible as soon as they come into care.

Delegation of PP+ to schools and education settings

In Stoke-on-Trent, £1350 is available to schools per child in care. To receive the available fund’s schools and education settings need to complete the Childs PEP each term and set SMART targets that are designed to close the gap in attainment and progress (see below for guidance). The PP+ funding request needs to be documented in the PEP and show how the money will be used. The £1350 is available in three termly payments of £450 (Autumn, Spring, and Summer). If no PEP is in place, or the quality of the PEP is judged too low, then no Pupil Premium Plus funding will be delegated. Only the Summer of Year 11 is an exception to this (see Year 11 Transition, below).

If a child/young person is temporarily without a school place during any one term; then the termly payment will be retained by the Virtual School Head to provide tutoring or any other, additional, interventions to maintain educational progress and engagement during this time.

PEPs are completed via our online ‘ePEP’ system and must be reviewed termly in the school or setting with the Designated Teacher, carer, social worker, and young person. For training and support with the ePEP system please contact Lisa Quinn, the Virtual School’s ePEP Administrator (lisa.quinn@stoke.gov.uk, 01782 237144), or Diane Crook, the Virtual School Service Manager (diane.crook@stoke.gov.uk, 01782 237948), who will help to set up an ePEP account.

Centrally Managed Pupil Premium Plus

Because of their vulnerability and high degree of mobility (currently 47% out of the city, 30% change placement 1+ times per year) children in care need a ‘Safety net: a central service that supports in relation to these risks and provides services that a school could not have on permanent standby. The Virtual School therefore retains £995 per child to fund a range of services and interventions, including:

The funds will not be accrued into the following term and PP+ cannot be accrued beyond any one financial year. Any unspent PP+ funding is clawed back by the Department for Education at the end of each financial year.

Early Years PP+

All providers delivering funded Early Years education places will be eligible to receive the Early Years Pupil Premium for children aged 3-4 years. Please note that:

- Children must receive free Early Years Education (EYE) funding in order to attract EYPP funding, but do not need to access their full EYE entitlement to be eligible, as providers will be paid on a pro rata basis.
- In Stoke on Trent, it is the Virtual School who devolves the EY PP+ payment of £100 each term to the maintained LA Early Years settings and the Early Years Advisory Team issue payments to Private, Voluntary or Independent settings.

Guidance on the use of Pupil Premium Plus

The best advice on the use of Pupil premium plus is to be found via the Education Endowment Fund's Teaching and Learning Toolkit. However, schools should remember that PP+ is allocated on the basis of the child's Personal Education Plan and must, therefore, be targeted at interventions likely to meet the child's individual needs.

Advice on the use of PP+ by schools

Ofsted have reported that the most effective schools have systems for the thorough analysis of pupil level outcomes and robust tracking of individual progress that identifies which pupils are not achieving, and why. Those effective schools also spend pupil premium on evidence-based, high-impact approaches, and use pupil-level tracking data to check interventions are having an impact and, where they were not, swiftly make in-year adjustments to improve the impact.

The Virtual School will therefore expect schools to:

- collaborate with the child's social worker and carer (and other appropriate professionals) at termly PEP Review Meetings that will inform the creation and implementation of a high quality Personal Education Plan that enables the Virtual School Head, who is accountable for its impact, to report on the use and effectiveness of PP+.
- ring-fence PP+ allocated to them for the looked after children on roll.
- have effective and rigorous monitoring of in-year of attainment and progress in place, which it shares with the Virtual School, through the termly ePEP, and more often if requested.
- supplement the sharing of attainment and progress data with concerns about a pupil's attendance, engagement with learning, or their emotional health and well-being whenever these become a cause for concern and not simply at a PEP Review Meeting.
- use this changing picture to modify SMART a target and/or interventions planned to support the child in meeting them to improve impact, more often than termly if appropriate.

Staff professional development

Ofsted have reported that, in the most effective schools, support staff are highly trained. They also found that teachers in effective schools had consistent high expectations of children. Those schools also had strong senior leadership oversight of how pupil premium was spent and the impact it was having.

The Virtual School will therefore expect schools to:

- prioritise the professional development of its Designated Teacher, ensuring they have sufficient time and influence to carry out their duties as described in statutory guidance.

- provide effective professional development that helps *all* staff to understand the particular challenges looked after and previously looked after children (and many other vulnerable children) may face due to early trauma or loss.
- Ensure staff are aware of developing approaches to making schools more explicitly supportive of good emotional health and well-being that will raise vulnerable children's capacity to make effective attachments, develop robust resilience, and become more effective learners.

The role of governors

Ofsted have reported that, in effective schools, governors understand pupil premium and were involved in the school strategy to use it. In those schools Headteachers invested time to explain what the school was doing and why, as well as regularly demonstrating the impact of pupil premium spend.

The Virtual School will therefore expect schools to:

- identify a Designated Governor for Looked After Children and facilitate regular time for them to discuss the school's approaches with the Designated Teacher.
- enable the Designated Teacher and Designated Governor to present a joint Annual Report to the Governing Body on the work of the school in support of looked after and previously looked after children, and the impact the approaches adopted have had.
- consider shaping the Annual Report to reflect the Virtual School's 'Self-Evaluation of Provision for Looked After Children' (contact the Virtual School for details of the self-evaluation process and format).

Examples of Effective Interventions

Appropriate use of Pupil Premium Plus funding

- Classroom initiatives that personalize and differentiate the learning in the classroom for the child/young person.
- Classroom initiatives to improve precision teaching.
- Extra activities designed to inspire, stretch, motivate and re-engage young people in their learning.
- Staff development to enable them to further develop skills and knowledge on how best to adapt their existing practice to further engage, include and secure progress for the children with care experiences in the school/setting/class. This includes training on Attachment Needs, Trauma, Resilience, ELSA, Peer Reading, Emotion Coaching, etc.
- The commissioning of tier 1 / tier 2 social and emotional and mental health services such as Counselling, Health Mentoring, Bereavement Support, etc.
- Therapeutic support training e.g. Play Therapy, LEGO Therapy.
- Additional learning opportunities in school holidays, e.g. GCSE Revision Days or camps.
- Educational enrichment experiences linked to the curriculum such as music lessons, access to the arts, drama, cultural enrichment.
- One-to-one tuition, e.g. in Maths and English.

The Virtual School Team (virtualschool@stoke.gov.uk) can provide further advice and guidance on best practice. It is in their power to agree the purchase requests to support curriculum access.

Inappropriate use

Pupil Premium Plus funds should be used to close the gap in attainment. The money should not be used to replace funds which would otherwise be provided from the main school budget, notional SEN funding or by the Foster Carer. It is expected that discussion on use of pupil premium should be in partnership with all school staff, Social Worker, Foster Carer, and where age appropriate the young person. The Virtual School will not normally support the use of Pupil Premium Plus on the following:

- Funding education, provision or tutoring that is part of the young person's statutory education entitlement.
- Giving young people access to existing arrangements, e.g. Homework Club.
- School trips, which are effectively part of the Curriculum. (Please speak to the Fostering Service regarding Fostering Allowances)
- School equipment e.g. stationery, DT food ingredients.
- Contributing to the salaries of substantive staff (as interventions should be time-limited)
- Reduced class sizes.
- School Uniform.
- School Meals.
- Transport costs to events or clubs.
- IT access which should be provided through home.
- School rewards.
- Extracurricular clubs outside of school, unless it meets identified social and emotional needs identified within the PEP.

Designated Teachers (DT) Responsibilities:

- Setting and reviewing a clear evidence-based SMART target within a PEP and identifying the amount of pupil premium required (if at all) to ensure this target is met.
- Ensuring that the PEP is completed to a good standard each term, including academic data and a detailed review of the historic and current SMART targets.
- Maintaining a careful oversight of PP+ allocated to their school and play an active and direct part in the decision-making around how this money should be spent. This requires the support of the school's Bursar/Finance Officer.
- Ensure PP+ is spent in line with the current DFE 'conditions of grant' making certain that it impacts at individual child level, recording and reviewing these in their PEP.
- Maintaining overall responsibility for decision-making in relation to PP+, ensuring that any appropriate needs analysis tools are used to support informed choices about any interventions funded through PP+.
- Ensuring their decisions are informed by the views of children, Carers, Social Workers and other stakeholders, recognising that not all needs will be easily identifiable or obvious and that children's emotional responses or behaviours may be visible at home rather than in school.
- Evaluating the impact of interventions funded by the PP+ at least each term by looking at the progress the child has made. Where interventions are not leading to sufficient improvement, the professionals involved should consider what changes should be made to the Support Plan.
- Reporting annually to Governors, an account of what PP+ is being used for, together with the impact on progress, particularly in English, Mathematics and Social/Emotional Development (taking care not to make individual pupils identifiable).

Whilst the Virtual School has the discretion to reallocate funding where it is not leading to the achievement gap being closed, it is hoped that this can be done in partnership with all colleagues supporting the child, including school staff, Social Worker and Foster Carer.

The following conditions apply for both local and national compliance:

1. PP+ must be managed by the VSH in the Local Authority that looks after the child and used without delay for the benefit of the Looked-after Child's educational needs as explicitly described in their Personal Education Plan.
2. Local Authorities may not carry forward funding held centrally into the proceeding financial year, any PP+ that has not been spent, or allocated to the child's education setting, by 31st March will be recovered by the Department for Education.
3. Processes for allocating funds to a child's education setting should be as un-bureaucratic as possible, whilst providing for strong transparency and accountability to the Virtual School – effective reporting by schools on the use of PP+ funding and the Virtual School undertaking PEP audits to enable Stoke-on-Trent Virtual School to be compliant in its statutory function to monitor that the school is making effective, targeted use of the Grant specifically for looked after children.
4. The termly allocation model enables schools to be more responsive and flexible to emerging needs and always follows the child.
5. Priority is given to evidence-based interventions that are proven to accelerate progress and close the attainment gap as of next year (September 2022) this will need to be evidenced in the PEPs. [Using pupil premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk/using-pupil-premium)

Accountability

The VSH is required to evidence to Ofsted:

- a) How the spending of the PP+ has supported the attainment and progress of its Children in Care.
- b) How the VSH and schools manage the Grant for the benefit of this specific cohort and explicitly according to their needs.

As such it is important that the Designated Teacher has oversight of the needs of the children, their progress, attainment and achievement and can influence and articulate how this grant is supporting the child and/or cohort of these learners. This requires the Designated Teacher to work in partnership with the school/settings Bursar/Finance Officer to ensure the funding is accurately identified, allocated, spent and impact measured.

Through the termly monitoring of PEPs, if it is clear that the PP+ is not being spent to greatest effect or in line with the conditions of grant the Virtual School will withhold allocation and a member of the Virtual School Team will contact the Designated Teacher to share best practice around PP+ spending and discuss this in further detail to ensure that arrangements are secured to release future termly allocations. Should this initial contact not resolve the issue, the Virtual School may then work with the school through the following steps:

- Ensure the governing body receive an annual report of the Designated Teacher highlighting how the school have accelerated progress, attainment and achievement through effective use of the PP+ and provide the Designated Teacher with a suitable template for the report.

- Since September 2018 Virtual Schools have a responsibility to provide advice, guidance and information to schools, parents and a range of professionals around improving the educational outcomes of children previously looked after. This includes any child who left the Care system via Residence Order, Child Arrangement Order, Special Guardianship Order or Placement Order leading to an Adoption Order is entitled to Post-LAC Pupil Premium.
- As Virtual Schools are not Corporate Parents for this group of children the Pupil Premium for Children Previously Looked After is paid directly to schools from the Education Finance Team in the LA, without any involvement from the Virtual School. Once received, it is schools' responsibility to ensure it is spent in line with the DFE conditions of grant.

To enable schools to secure this funding parents and guardians of eligible children will need to self-declare their child's status to the school where their child is on roll. The school records on its School Census indicates how many children on their roll were Adopted from Care or are Post-LAC and it is on this data that funding per child is allocated. Schools will firstly need to seek the permission of parents/ guardians to record a child's status as 'Previously Looked After' on the School Census.

Year 11 Transition Fund

Due to the rates of NEET Post 16 pupils in Stoke the Virtual School are looking to pool the Year 11 Summer Term PP+ money and use it to provide the following transitional support for the Year 11's going into Post 16 education.

- The Virtual School will have 2 members of staff to support the Year 11's with their transition and be a point of call for support and advice for these young people in their Post 16 provisions, apprenticeships and companies providing Employment and traineeships.
- All pupils in Year 12 and 13 will have Post 16 PEP's tracking their progress closely throughout Key Stage 5.

Key Documents

- [Using pupil premium: guidance for school leaders - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/using-pupil-premium-guidance-for-school-leaders)
- [Recovery premium: conditions of grant for local authorities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/recovery-premium-conditions-of-grant-for-local-authorities)
- [Using pupil premium | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/using-pupil-premium/)
- [School-led tutoring guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/school-led-tutoring-guidance)

Appendix 1: Recovery Premium Grant (RPG)

- Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic.
- The Recovery Premium Grant has been created to support pupils in year groups reception to 11 that are from a list of vulnerable groups, which include looked-after-children.
- The Recovery Premium Grant will be paid directly to schools by Stoke on Trent Local Authority and the figure received will depend on the type of education setting that you are and the number of pupils that are in this category.

The RPG per-pupil rate is as follows:

Disadvantaged pupils	Recovery premium per pupil
Eligible pupils in mainstream academies, who are not in special educational needs (SEN) units	£145
Eligible pupils in special educational needs (SEN) units in mainstream academies	£290
Eligible pupils in special academies, pupil alternative provision academies and hospital academies	£290

Appendix 1: School Led Tutoring Grant (SLTG)

- School-Led Tutoring is part of the National Tutoring Programme (NTP) in 2021/22. Eligible state-funded schools will receive a ring-fenced grant to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID-19.
- School-Led Tutoring should focus on providing tuition to disadvantaged pupils. This should include pupils eligible for pupil premium+.
- It is for Years 1-11
- You can apply for up to £13.50 per hour for a maximum of 15 sessions per pupil. Sessions usually cost £18 so £4.50 per session can come from PP+ or RPG funding.
- For non-mainstream you can apply for up to £32.25 per hour for a maximum of 15 sessions, Sessions usually cost £47 so £11.75 per session can come from PP+ or RPG funding.
- You will need to indicate all of this information on the PEP in the SMART Targets
- There will be a dropdown for these options, like the IT equipment dropdown.