

Haringey Virtual School

PUPIL PREMIUM PLUS POLICY

**For Looked After Children and
Previously Looked After Children**

2023 – 2024

Looked After Children

1. The Pupil Premium Plus Grant

Although the overall grant allocated to each local authority is calculated on a per capita basis, it is not expected that it will be distributed on a per capita basis, given that looked-after children have different levels of need at different stages of being in care. Therefore, Virtual School Heads can distribute different amounts to schools according to the level and priority of need and there is no set amount. It is expected that each Virtual School will develop their own PP+ policy, which outlines how the process will work in each authority and to indicate the key principles on which it is based.

The conditions of grant, including the timetable for distribution of the funds can be found here:

[Pupil premium 2023-24: conditions of grant for local authorities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/90112/PP-2023-24-conditions-of-grant-for-local-authorities.pdf)

[Pupil premium 2023-24: technical note - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/90113/PP-2023-24-technical-note.pdf)

The current amount for a child in care is up to £2530.

Whilst there is no requirement that the funding be passed onto schools, this is strongly encouraged. However, schools are always expected to demonstrate the impact the PP+ allocation has had on learning and progress. Significantly, whereas the previous pupil premium grant is often amalgamated by schools to fund interventions for groups of eligible children, the PP+ must be targeted at interventions which will have a measurable impact on increasing educational attainment for the individual child.

The Pupil Premium Grant and the PP+ have been the principle means of funding the additional support required for Haringey's looked-after children, since its introduction, helping the local authority to discharge its duty to promote the educational achievement of this vulnerable group and close the gap with their peers. The overriding principle continues to be that funding should always be used to support the educational achievement of looked-after children as described in their Personal Education Plan (PEP) and should relate directly to the SMART educational targets set. The effective delivery of the PEP is overseen by the designated teacher in school.

The Association of Directors of Children's Services (ADCS) in December 2015, highlighted the fact that 'far too many children in care do not make 'expected progress from the point they are taken into care'. They state that:

'The national ambition should be for children in care to make better than expected progress, and to provide appropriate support to ensure that this ambition can be met.' The full report can be found here:

<http://adcs.org.uk/care/article/adcs-vshn-and-ncer-paper-on-the-educational-achievement-of-children-in-care>

The Education Policy Institute published their 2019 annual report on Education in England. They have found that the gap in GCSE attainment between disadvantaged pupils and non-disadvantaged pupils has stopped closing. By the time disadvantaged pupils leave secondary school, they are now over 18.1 months behind non-disadvantaged pupils. This gap has increased slightly from last year, by 0.2 months. In the early years (pupils in reception year), the gap has also stopped closing – having widened slightly by 0.1 months to 4.5 months.

In contrast, at primary school, the gap continues to close. By the time disadvantaged pupils leave primary school, they are now 9.2 months behind their peers – a narrowing of 0.3 months since 2017. For the most persistently disadvantaged pupils the gap has narrowed at primary level but widened at secondary level. This means that these pupils – the very worst-off – are almost two years (22.6 months) behind all other pupils by the time they finish their GCSEs. Despite no progress in narrowing the disadvantage gap, overall pupil attainment has continued to rise, suggesting that an overall rise in standards does not guarantee a reduction in the disadvantage gap. The full report can be found here: <https://epi.org.uk/publications-and-research/annual-report-2019/>

2. Distribution of funds

In Haringey for 2023-24, the Pupil Premium Plus will be distributed in three termly instalments of £700, with £430 being retained centrally by the Virtual School. The centrally held funding will be used to:

- Ensure the Virtual School has the capacity to provide more targeted casework support to schools, including more flexibility for staff members to attend Personal Education Plan (PEP) meetings and to respond to concerns around behaviour or learning impacting on academic progress.
- Facilitate more intensive packages of intervention and support to young people in crisis who may have complex or high levels of need that is unexpected and/or who may be experiencing unplanned transitions.
- Provide a wide and high-quality training programme and annual conference for all professionals to support them to be effective in their role and in fulfilling their responsibilities.
- Fund central initiatives to raise children's attainment such as enrichment programmes, literacy events, resources and events to celebrate achievement.

Payments are made by the Education Finance Service through the school's cash flow for in-borough schools and by direct transfer to schools out of borough. There is no requirement for out of borough schools to provide invoices each term, **although schools must ensure that bank details are provided at the start of the financial year, and any changes are communicated to the Virtual School.**

Payments will be made at the end of the Summer, Autumn and Spring terms, (in line with the financial year rather than the academic year) and schools are expected to plan and spend the money on interventions set out in the Personal Education Plan, with the clear aim of raising educational attainment, and demonstrating impact.

The PP+ for each term will be agreed and distributed based on need and will have to be requested via the submission of a high quality completed PEP. Only out of borough schools will need to submit the following details on letter-headed paper to the Virtual School at lacppg@haringey.gov.uk:

- Name and contact details of Finance Officer (phone + email address)
- Name and address of Bank
- Name of Bank Account
- Sort code
- Account number

Up to £700 a term can be requested for specific interventions and schools are encouraged to claim the full amount. This will be at the discretion of the Virtual School Head. Any interventions already implemented and funded for your pupil via Haringey Virtual School may affect the request.

All Haringey's looked-after pupils in mainstream and maintained special schools and some pupils in maintained alternative provision (e.g. local authority funded Pupil Referral Units) will be eligible for the funding. **However, funding will be withheld from pupils in high cost independent provision, as these provisions are already funded at a high level by central budgets in order to meet complex, individual needs.** In exceptional cases, this type of specialist provision may put in a specific costed request for support with clear reasons given as to why the child's needs cannot be met from within the existing funding streams. In these instances, the Virtual School Head will consider each request on a case-by-case basis.

Additional funding (above £700) can be requested for example, for children who have to move in an emergency or where significant and delayed trauma may manifest in unpredicted high levels of need. The expectation is that an individual request will be made with a clear plan of how the money will be spent, and the expected impact. To access this funding, please email the Virtual School at lacppg@haringey.gov.uk to request an Additional PPP Funding Request form to support your application which will be subject to approval by the Virtual School Head.

3. Interventions

For children who are not making at least age-related progress (or in the case of pupils with a recognised learning disability, progress levels expected for them), interventions should be put in place which are most likely to have an impact on their attainment and progress.

For children in primary phase, these could include specialist assessments in literacy and/or numeracy, which will identify areas/gaps in learning. This will enable accelerated targets for educational progress to be set and enable teaching or tuition to be put in place to achieve these. However, the money should not be used to pay for statutory assessments from external professionals; for example, using the money to buy in additional educational psychologist time rather than prioritising looked-after children for school-based allocated educational psychologist time. For children in secondary phase, one-to-one tuition to ensure children are secure in learning or able to make rapid and accelerated progress has been shown to have a significant impact on learning.

For children who are already making better than expected progress, additional funding should be used for ensuring pupils are secure at the levels. For some children, it would be appropriate to set more stretching targets, and to provide additional support to help them achieve these. A programme of extension/aspirational activities could be considered for these pupils, in support of applications to university.

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research, which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. The link is below:

[Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/teaching-learning-toolkit)

Spending should provide additional support to that which is received from other services and should be tailored to the individual needs of pupils. Additional resources should not be used generically, as the additional needs of each looked-after child are individual and vary greatly from child to child.

The PP+ is not intended to replace, duplicate, or substitute the services or support that local authorities, schools, carers or other agencies already provide for looked-after children or those provided as universal services for children in their area. In particular, the funding should not be used for:

- The support set out in an Education, health and Care Plan (EHCP)
- Resources that a local authority provides through its allowances for foster carers or children's homes
- Trips and visits organised by the school as part of the curriculum. It is expected that the local authority and/or carer (if covered by the fostering allowance or children's home fees) should provide resources for these activities. Only in exceptional circumstances should the PP+ be used to fund trips abroad. Where this is the case, evidence of the impact on learning and raising attainment must be provided and presented to the Virtual School Head for agreement in advance and generally a third of the cost will be contributed.
- Basic equipment that the child/young person needs for school, such as school uniform or equipment for physical education lessons
- Laptops or other electrical devices as all looked-after children should have access to a laptop or computer in the home. However, if this is not the case, a specific request can be made via the PEP for funding for a laptop or other electronic device where this will directly affect learning and attainment. The request will need to outline why the child has not been provided with appropriate access to a computer or laptop in the care placement.
- The provision of alternative education for a looked-after child subject to a fixed term or permanent exclusion from their school.
- Transporting a young person to and from an educational provision. In the case of an EHCP, an application can be made to SEND transport in the Local Authority in which the young person resides.

Further information can be found at the following link:

[Using pupil premium: guidance for school leaders \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90111/using-pupil-premium-guidance-for-school-leaders.pdf) with particular attention to the Menu of Approaches.

4. Accountability

The Virtual School Head (VSH) is the statutory lead with responsibility to promote the educational achievement of its looked-after children and for ensuring that arrangements are in place to improve educational experiences and outcomes. The Virtual School Head must monitor how the PP+ is used and have systems in place to record and measure the impact on each child's learning. Haringey Virtual School will conduct regular scrutiny of the way the money is spent by schools, and engage with schools, usually through the designated teacher, in order to ensure there is a clear link to the targets set in the Personal Education Plan and how the impact is measured. In instances where this is not clear, schools may be challenged, and the funding withheld.

All looked-after children and young people must have a care plan, of which the Personal Education Plan (PEP) is an integral part. In Haringey, we use an electronic PEP (ePEP) system provided by Welfare Call. The ePEP is provided for all children and young people (Reception – Year 11) and is an evolving record of support for looked-after children, to enable them to make expected progress and fulfil their potential. The ePEP provides a process for this feedback to be provided in a timely and transparent way.

The PEP in Haringey is held termly, in line with expectations set out in the national guidance on promoting the educational achievement of looked-after children:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf

The PEP should reflect the range of education and development needs a child or young person may have and include information on their access to appropriate educational provision, catch up support, transition support needs and how they will be supported to realise their short and long-term academic achievements and aspirations. It should also include information on out of school hours learning activities and on attendance. **The ePEP should be completed within 3 working days of the PEP meeting taking place**, to ensure the timely implementation of all SMART targets for the term and to prevent drift and delay. It is important that all parties working with the young person, including subject teachers and teaching assistants, are aware of the relevant targets.

It is an OFSTED requirement that schools evidence how the Pupil Premium is spent and how it has benefited looked-after children. They are advised to keep detailed records of expenditure and the impact it has had on achievement. This should also, of course, be reflected in the PEP.

The Virtual School quality assures all PEPs with a focus on attainment, attendance, SMART target-setting and the impact of PP+ on progress, providing feedback to schools on how any gaps in information can be addressed. If a high-quality PEP is not in place, it is at the discretion of the Virtual Head, as to whether the PP+ will be paid.

5. Key Principles

In Haringey, we have set out some key underlying principles which will apply in relation to the spending of the Pupil Premium Plus as follows:

- None of the grant will be used to pay for Virtual School management.
- As corporate parents, 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
- Looked-after Children are expected to make 'better than expected' and 'accelerated' progress, and targets and support set out in the PEP meeting should be appropriately challenging to reflect this ambition. This must be the key strategy for raising the educational achievement of looked-after children
- Schools remain accountable for the education attainment and progress of all disadvantaged pupils on their roll through Ofsted inspection framework and KS2/KS4 school performance tables.
- Performance of looked-after children should be reported to the school governing body at least, annually.
- We will not recoup Pupil Premium Plus where a child moves during the term, unless the termly amount is greater than £700.
- We reserve the right to recoup the funding if there is evidence that the funding is not being used to address the needs of a looked-after child or young person.
- The Virtual School Head will be accountable to Haringey Council's Corporate Parenting Committee (CPAC) and the Virtual School Management Committee to ensure there is a transparent and rigorous process in place for scrutiny and accountability of the use of the PPP to ensure maximised impact.

Previously Looked After Children

6. Virtual School responsibilities

The Virtual School's remit has now been extended to include the support of children and young people who have been previously looked after, who now live with families through Adoption, Special Guardianship Orders or Child Arrangement Orders. Parents and guardians of previously looked after children are empowered to champion their children within education.

The Virtual School's specific role for previously looked after children is to promote their educational achievement through the provision of information and advice to their parents, guardians, educators and others considered necessary. There is clear and accessible information on our website and details on how to contact Haringey Virtual School for further information, support or advice:

[Haringey Virtual School for Looked After and Previously Looked After children | Haringey Council](#)

7. The Pupil Premium Plus Grant

Pupil Premium Plus is available to claim for children from reception age to Year 11 in state funded education who have left the care of a local authority in England or Wales immediately prior to being adopted, through a Special Guardianship Order (SGO) or a Child Arrangement Order (CAO – formerly known as a Residence Order).

Pupils must be attending either:

- An early year's provider including nurseries, school nurseries and childminders.
- A local authority maintained or maintained special school.
- An academy or free school.
- A non-maintained special school, an independent school and other alternative provision (e.g. home education) where the place or provision is funded by the local authority.

Children who are educated at home or attend private schools are not currently eligible unless their placements are funded by the local authority. The current amount for a child in care is up to £2530 per year.

8. How to apply for the Pupil Premium Plus from reception to Year 11

This funding comes directly into school from the Department of Education and not through the Virtual School. In January each year, schools complete a school census. For schools to access the funding and record that a child is previously looked after, parents and guardians must declare their child's adoptive, Special Guardianship Order or Child Arrangement Order status directly to the school before the school completes the January census.

Parents and guardians must provide evidence to demonstrate their child's previously looked after status in case the school is audited. For example, a copy of the adoption/special guardianship order, or a confirmation letter from the local authority which placed their child. Parents and guardians only need to declare their child's status again when the child changes school.

9. What is the money for and who decides how it is spent?

It is up to each individual school as to how to spend the money. It is not ring-fenced for each child but can be used collectively to benefit previously looked after children. Your school will have a designated teacher/person for previously looked after children who will actively be involved in decisions for how Pupil Premium Plus funding is spent to support previously looked after children. It is good practice to get parents'/guardians' views on their child's needs and to talk to them about how the Pupil Premium Plus funding is being used. Contact the school to organise an informal discussion with the designated teacher/person.

For more information:

[Pupil premium 2023-24: conditions of grant for local authorities - GOV.UK \(www.gov.uk\)](#)

[Pupil premium 2023-24: technical note - GOV.UK \(www.gov.uk\)](#)