

Cambridgeshire Virtual School **Pupil Premium Plus Policy**

The Pupil Premium Plus (PP+) grant is a vital resource which promotes high aspirations and seeks to secure the best educational outcomes for children and young people (CYP) in care.

The Virtual School Head is responsible for managing PP+ funding for all CYP in the care of Cambridgeshire County Council wherever they live.

For this policy the term 'school' should be taken to include all education providers.

This policy references and should be read in conjunction with the following government guidance documents and national advice:

1. Pupil premium: allocations and conditions of grant 2022 to 2023, available at: <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2022-to-2023>
2. Using pupil premium: guidance for school leaders - March 2022, available at: [Using pupil premium: guidance for school leaders \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
3. Guidance: Pupil Premium Overview, available at: <https://www.gov.uk/government/publications/pupil-premium/pupil-premium>
4. Using your pupil premium funding effectively, available at: <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>
5. Guidance: Pupil premium virtual school heads' responsibilities, available at: [Pupil premium: virtual school heads' responsibilities - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Statement of intent

The extra funding provided by the PP+ reflects the significant additional barriers faced by CYP in care; Cambridgeshire Virtual School therefore intends this grant to be used to promote high aspirations and seek to secure the best educational outcomes. Schools are responsible for determining how PP+ is spent for the benefit of the child's educational needs as described in their personal education plan and should consider the feelings and wishes of the individual pupil, their social workers and carers. The allocation of PP+ must be linked to clear desirable outcomes as identified in the Personal Education Plan (PEP) and the impact of this is reviewed termly by the Virtual School.

Challenges

Challenges which impact on achievement of children and young people in care may include:

- Placement moves
- School moves and fragmented or disrupted education
- The court process and uncertainty about the future
- Separation from siblings and worries about birth family
- Curriculum triggers eg. Birthdays and other celebrations, drug education, mother's day...
- Transitions
- Travel and distance from school
- Changes of social worker
- Peer and adult understanding of 'being in care'

Allocation

The DfE currently allocates to local authorities £2,410 per pupil per annum. It is the responsibility of the Virtual School Head to determine the distribution of the grant.

The Virtual School distributes the PP+ to schools on a termly basis, based on the educational needs identified in the PEP. Schools must ensure that PEPs, including an up to date submission of attainment and progress data, are completed each term to a high standard in order to receive the funding; typically around £600 is available per term if approved through the PEP.

Standard Transitions

- For pupils moving to a new school as part of a standard transition an initial payment of £600 will be made to provide support for the first term in the new school, unless otherwise requested through the PEP. This may include entry to reception, entry to Year 3 (if separate infant and junior schools) or entry to middle, secondary or high schools.

Year 11

- In the summer term of Year 11, schools are urged to consider the use of PP+ to support entry into post-16 education. This may include books, IT equipment or specialist resources. Payment will be made to the carer.

New to Care

- When a pupil is new to care; an initial payment will be made to schools; typically, this will be around £600 (for two half-terms) or £300 (for one half-term) in response to the individual needs of the child. This will be paid on initiation of the PEP which must be actioned within 10 school days of the pupil coming into care.
- If there is a planned change of school, the Virtual School will work with the school where the pupil is currently on roll and the receiving school to determine how this initial payment will best support the pupil.

Early Years

- Children below statutory school age are eligible for EYPP+ from the term after their third birthday; this is currently £300 per year which is paid in three termly instalments of £100. This is paid by the local authority in which the child is educated.

Exceptional Circumstances

- In exceptional circumstances, where additional funding is needed, schools may request this at any point. The guidance to support this can be found in the appendix to this policy and also on the Virtual School website.

Project Funding

- At times, individual or clusters of schools may be offered the opportunity to make additional requests to support pupils in care in circumstances where it is felt that a wider project may impact on educational outcomes. Examples of such projects may include transition projects or social and emotional provision. When these opportunities arise they will be communicated to all Designated Teachers with the details needed to make the application.

Retained Funding

The Virtual School retains an amount of PP+ annually in order to fund provision that will benefit a group of, or all of, the authority's children in care. This will include activities such as:

- Centrally delivered training
- Provision and resources for pupils not on a school roll
- Cluster projects supporting specific groups of pupils within or across schools

Recoupment

The Virtual School may recoup the PP+:

- If there is evidence that the funding is not being used to address the pupil's needs
- If the pupil moves education placement in order to transfer the money to the new placement

Other Local Authority Children in Care

Children in reception classes or of statutory school age, attending Cambridgeshire schools, who are in the care of other local authorities will receive PP+ from the placing authority's Virtual School. The name and contact details of other Virtual School Heads can be requested from Cambridgeshire Virtual School.

Children Previously In Care

Children who have previously been in care and are now subject to a Special Guardianship Order, a Child Arrangement Order or have been adopted from England or Wales are entitled to PP+. This will need to be claimed through the October annual school's census, with the parents'/carers' permission once evidence of their status is seen. The PP+ grant for children who have previously been in care is managed by the child's school; it is outside the remit of the Virtual School and this policy.

Accountability

The Virtual School Head is accountable for local authority's distribution of PP+ through the annual report which includes:

- details of how the PP+ and EYPP+ has been managed
- evidence of how the spending of the premiums has supported the achievement of the pupil

PP+ must not be used to

- Fund services that should be provided via an Education, Health and Care Plan (EHCP)
- Provide other statutory work e.g. statutory assessment or support from health
- Fund services that the local authority is responsible for funding, such as support for foster carers, school uniforms, school meals or transport to get the pupil to and from school or additional EYFS hours.

Further guidance on this is available in the appendices.

Appendix 1 – Guidance for the Effective use of Pupil Premium Plus (PP+)

PP+ should not go into a general pot for inclusion, SEND or narrowing an achievement gap. It should be utilised to support each child in care’s individualised learning outcomes (as detailed in their Personal Education Plan). Decisions around the use of it should be driven by priority and need.

PP+ is intended to be used aspirationally, whatever the child’s starting point and is therefore not a catch-up grant designed to purely close the gap. Designated Teachers may find it helpful to refer to the Education Endowment Fund Tool Kit when considering whether an intervention might be an effective use of PP+ to support a child in care. ([Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk))

Effective learning interventions are underpinned by three principles:

- Provision should be bespoke, tailored to the pupil’s individual needs and strengths, with very regular reviews of progress. Try to fit the provision to the pupil, not the other way around.
- Intelligent and aspirational analysis of data (both “hard” and “soft”) should be fully used to identify attainment gaps and barriers to achievement, with the selection of strategies based on evidence of what is most likely to work in meeting that individual need.
- A joined-up approach works best for all. Where external agencies are involved, collaboration is key to helping children feel more secure and connected, and avoiding gaps or duplication. Interventions should never be bolted on, or approached as isolated or unconnected to the rest of the provision.

Other important considerations, which should underpin practice and can themselves become key strategies, include:

- The importance of early intervention (rather than just focusing on end-of-key stage).
- The value of capturing the pupil’s voice.
- The need to engage parents, carers or social workers.
- Strategic use of teaching assistants which enables an increased teacher led focus for the pupil.

Powerful approaches are likely to be ones which schools develop themselves, based upon attachment aware and trauma informed principles. However, suggestions for effective spending are also detailed as a result of research undertaken by the REES Centre (University of Oxford), Education Endowment Foundation (EEF) and PALAC (Promoting the Achievement of Looked After Children, University College London) amongst others.

PP+ can be used to target any area of need which will ultimately drive forward the education and developmental outcomes of the pupil; SEMH, behaviour and inclusion interventions will be most effective when they put the child at the centre. That said, interventions should include supporting the school staff, in order to be effective.

We do not recommend the commissioning of treatment of child-focused therapies without prior consultation with the child's social worker, and an appropriate trauma-informed mental health assessment, from a body such as LAC-CAMHS.

In general, the most useful intervention for our children is leading with an Attachment Aware Trauma Informed (AATI) approach. Where the child's placements at home and school are stable - with continuity of care and relationships; where the child's professional network are AATI, and connected adults at home and school are receiving ongoing support to apply an AATI approach.

Accountability for PP+ spend is critical. Pupil progress meetings (including PEP reviews), data-tracking, pupil surveys and focused observations can all be used to capture formative and summative data at regular intervals. Social and emotional progress can be baselined and measured using tools such as Strengths & Difficulties Questionnaires (SDQs), Boxall Profile and FAGUS.

Pupil Premium Plus can help to build staff capacity and confidence around a range of additional needs if that is what is required to support a pupil, this may include building on an awareness of attachment and the effects of early trauma. PP+ can be used to purchase training for staff on specific skills and approaches which in turn impact positively on the education experience of the pupil.

PP+ spending should contribute towards aspirational expectations:

- Raising academic access and outcomes in all areas of the curriculum
- Priority for participation in all areas of school life
- Access to music
- Encouragement and support to aspire towards further education, higher education, employment or training
- Access to further careers advice and guidance and quality work experience

Academic Achievement & Progress	Emotional Health & Well Being	Language and Communication	Social Skills	Attendance	Transitions	Aspirations
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Staff training that enables an Attachment Aware Trauma-Informed (AATI) approach to be embedded across the setting
 Enable connected key adult support to facilitate - meet and greet, touch base, or more intensive (ref: Attachment Aware school series) approach

<p>Targeted academic support through 1:1 tuition or in class support that is time limited and measurable</p> <p>Literacy intervention e.g.</p> <ul style="list-style-type: none"> - Oral language intervention - Read Write Inc - Curriculum Resources - Paired Reading <p>Numeracy intervention e.g.</p> <ul style="list-style-type: none"> - TT Rockstars - Mathletics <p>Immersion days (author visits, artists in residence etc)</p> <p>FE and university visits</p> <p>Additional and or different relevant staff training</p>	<p>Nurture Group</p> <p>Additional transition support facilitated by a key adult</p> <p>Circle of friends</p> <p>Elsa</p> <p>Lego Therapy</p> <p>Drawing and Talking</p> <p>Well-being / mindfulness sessions</p> <p>Coaching & Mentoring</p> <p>Self-esteem sessions</p> <p>Social Stories work</p>	<p>Outreach and home-school partnership work</p> <p>Targeted SLCN interventions</p> <p>Direct and indirect speech and language intervention</p> <p>Pre-teaching of vocabulary</p> <p>ELKAN</p> <p>Additional and or different staff training</p> <p>Additional and or different resources – e.g. Augmentative and alternative communication</p>	<p>Targeted small group work</p> <p>Lego therapy</p> <p>Circle of friends</p> <p>Mentoring</p> <p>Targeted enrichment activities that enable peer interactions (during social times)</p>	<p>Additional pastoral time</p> <p>Meet and greet by a key trusted adult (from the team of adults supporting the CYP)</p>	<p>Home-school planning ahead and transition partnership work</p> <p>Bespoke careers advice</p> <p>Attendance at open days</p> <p>Attendance of meetings/work to support receiving setting to meet CYP needs</p> <p>Supported visits to build relationship with key adults in new setting.</p> <p>Transition projects</p> <p>Additional transition support</p>	<p>Residential trips</p> <p>Aspirational and enrichment experience for the child / young person linking to the child / young person's specific interest</p> <p>Other additional activities that lead to awards or qualifications</p> <p>Access to enrichment activities</p> <p>Graded music lessons</p>
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Where an external provider is commissioned to do work funded by PP+, schools should have regard to Cambridgeshire's Alternative Provision Directory (or the relevant local authority's guidance) to ensure that the provider is appropriately quality assured and risk assessed ([Alternative Education Provision Directory - Learn Together \(cambslearntogether.co.uk\)](https://www.cambslearntogether.co.uk/)).

Appendix 2 – Restrictions on the Use of PP+

PP+ is not a means tested grant and should not be used to provide resources that a Local Authority provides for through its allowance to foster carers or children's home fees.

- School uniforms
- School lunches
- Transport to and from school
- Out of school activities (including childcare and EYFS additional hours)
- Trips and visits organised by the school as part of the curriculum should also not be funded through PP+. It is expected that social care or the carer should provide resources for these activities. If a school chooses to subsidise a residential trip then this should not come out of the PP+ grant funding unless it can be demonstrated that it will benefit the CYP's educational needs as described in their PEP.

Pupil Premium Plus (PP+) must not be used to double fund or replace funding which has already been allocated to the school to support the CYP. Specifically, it cannot be used to:

- Fund services that should be provided via an EHC plan
- Provide other statutory work e.g. statutory assessment or support from LAC health]
- To cover interventions which have been funded from elsewhere (e.g. through opportunity area funding)

IT hardware items such as laptops are not interventions in themselves; foster carers and children's homes must provide suitable IT equipment and access to the internet so that CYP can study at home. If a school believes specific IT equipment is necessary then this should not come out of the PP+ grant funding unless it can be demonstrated that it will benefit the CYP's educational needs as described in their PEP.

PP+ will not be paid if:

- The interventions offered by the school are universally available to all CYP in school and the school's own funding covers the cost of the interventions
- The PEP desirable outcomes do not meet requirements as set out by Cambridgeshire Virtual School
- Interventions are not evidence based, for example – paying for additional adult support with no agreed outcome or focussed intervention.
- Interventions and outcomes are not time-limited and there is little attention to impact

The following are not good examples of good use of PP+:

- Activities or interventions which are not evidence informed
- Deployment of teaching assistants without a planned strategy
- One-to-one tuition and booster classes that are not time-limited or measurable by impact

Appendix 3 – Additional Pupil Premium Plus Funding Requests (Guidance)

- Where a requirement for funding over and above the termly (>£1000) and/or annual allocation (>£2,410) is identified for an individual CYP, schools should make the request using the PEP document, this will then be reviewed by panel before a decision is made.
- Where a request for funding is made for either Therapeutic and/or Specialist intervention this will be reviewed by panel before a decision is made.
- All requests will be considered at the Pupil Premium Plus Panel on an individual basis considering previous PP+ spend, the predicted outcomes for the CYP and whether or not the request meets the requirements of grant.
- In the case that a request needs to be made outside of the normal PEP submission deadlines, all members of the Virtual School alert the link advisory teacher in order that they can alert the VSH to the request. All such requests will be considered by the VSH or VSDH, following which educational settings will be notified of the outcome. Any agreed funding will be recorded by the Virtual School on the PEP.
- It is a statutory requirement that schools evidence how the pupil premium is spent and how it benefits education outcomes of children in care. Schools are advised to ensure that every PEP includes smart desirable outcomes, any exceptional funding allocated and clear evidence of impact on children's achievement of all pupil premium funding.
- The funding is to provide additional support and should not meet costs which should be funded elsewhere. This includes the entitlement set out in the *SEND code of practice: 0-25 years*, published in June 2014.

Pupil premium 2022 to 2023: technical note - GOV.UK (www.gov.uk)