

Children's Services

Dorset Virtual School Pupil Premium Procedure

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1. Introduction

1.1 This procedure is informed by the four key Department of Education (DfE) documents that influence the procedure and practice arrangements for the Pupil Premium Plus for looked-after Children (LAC).

- Promoting the Education of Looked After Children and Previously Looked After Children
- Pupil Premium Plus Conditions of Grant
- Pupil Premium: Virtual School Head's responsibilities

1.2 The government has set out, with statutory force, that the Virtual School Head (VSH) is responsible for managing the Pupil Premium Plus budget.

2. Purpose Of Pupil Premium Plus Funding

2.1 Pupil Premium Plus (PP+) is provided by the Department for Education. The primary aim of the funding is to raise the attainment and progress of disadvantaged pupils of all abilities to reach their full potential, alongside narrowing the gap in learning for vulnerable pupils with that of their peers.

2.2 Whilst some Children in Care achieve well, the educational outcomes for Children in Care generally remain low compared to their peers. Both the Virtual School and Schools manage their PP+ allocation for the benefit of their cohort of Children in Care or Children previously looked after according to their needs. It is important that interventions supported by PP+ should be evidence-based and in the best interests of the child.

3. Types Of PP+ Funding

3.1 There are several components within PP+ that refer to Children in Care and Children previously Looked After:

i. Pupil Premium for Children in Care is known as **Pupil Premium Plus (PP+)**. It is received by Dorset Virtual School and distributed based on need identified in the Personal Education Plan (PEP).

ii. Pupil Premium for '3 or 4 year olds' is referred to as **Early Years Pupil Premium (EYPP)**. This is paid directly to schools based on information provided by parents to school and included in census return.

iii. Pupil Premium for children who have **left Care** via Adoption Order, Child Arrangement Order or Special Guardianship Order is known as **Previously**

Looked After Pupil Premium. This is paid directly to schools based on information provided by parents to school and included in census return.

- 3.2 The link below explains how children who are or have been in local authority care attract the pupil premium. The DfE publishes this each year.

[Pupil premium 2022 to 2023: conditions of grant for local authorities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/pupil-premium-2022-to-2023-conditions-of-grant-for-local-authorities)

4. Pupil Premium Plus for Dorset Children in Care

- 4.1 Local authorities receive a PP+ grant allocation based on the number of children in care for at least 24 hours and in Reception to Year 11, as recorded in the latest 'Children Looked After' data return. The Government currently provides £2530 per eligible Child in Care to each Local Authority's Virtual School. (Financial Year 2023-2024). The local authority is not permitted to carry forward funding held centrally into the new financial year. Any Pupil Premium Plus funds unspent that by 31st March each year will be recovered from the local authority by the DfE.

- 4.2 Education Providers can spend the PP+ for the child/young person in a way that best supports the raising of attainment, **as described in their Personal Education Plan (PEP)**, in agreement with supporting professionals. Pupil Premium Plus should not be used for activities that the Local Authority should normally be expected to fund as the Corporate Parent.

- 4.3 PP+ funding can be applied for on receipt of a completed PEP which clearly evidences SMART targets and assessment of impact. The request goes to a PP+ Panel that will take the following points into consideration:

- Previous spend this financial year (April to March)
- Evidence of impact of previous spend against previous targets
- Requested spend is clearly costed out and linked to clearly measurable success criteria for target
- Consideration of what other sources of funding are available (for example funding via EHCP)

5. Central Use of Pupil Premium Plus

- 5.1 Dorset Virtual School retains a small proportion of PP+ centrally for the benefit of all Dorset Children in Care. This is spent on areas such as the following, and is reviewed annually:

- Maintenance of the ePEP central system
- Attendance monitoring
- Professional development opportunities for Designated Teachers, Social Workers and Foster Carers

- Targeted resourcing for interventions
- Enrichment programmes

6. How To Use PP+

6.1 Children in Care often have needs that change rapidly during their time in Care and they may require different levels of support at different times. Accordingly, the allocation of Pupil Premium Plus (PP+) will reflect the individual needs of the child as set out in the Personal Education Plan (PEP). When deciding on how to use PP+ to support a child, views should be sought from the young person, the Designated Teacher, Social Worker, Foster Carer and the Virtual School Lead. It may also be appropriate to seek the view of other Professionals involved with the child or young person.

6.2 To get the most from PP+, schools (in conjunction with the Virtual School and other relevant professionals) should use approaches that:

- Focus on clear short-term goals which give opportunity for children and young people to experience success
- Are individually tailored to the needs and strengths of each child or young person
- Use a person-centred approach
- Build self esteem
- Raise aspirations through access to high-quality educational experiences
- Promote the young person's awareness and understanding of their own thought process (metacognition) and help to develop problem-solving strategies
- Engage parents/carers in the agreement and evaluation of arrangements for education support (e.g., via the PEP)
- Are consistent (based on agreed core principles and components) but also flexible and responsive
- Based on evidence
- Include regular, high-quality feedback from teaching staff regarding outcomes and next steps
- Support school transition (e.g., primary-secondary/KS3-4)

7. How PP+ funding may be used

7.1 PP+ funding CAN be spent on the following areas (over and above the school/setting's normal core offer):

- a) Academic provision for young people (to include peer mentoring, collaborative learning, resources and tuition.)
- b) Inclusion (By preventing or reducing suspensions and permanent exclusions)

- c) Reintegration
- d) Transition into next key stage or new learning provider
- e) Improving attendance
- f) Developing social, emotional and interpersonal skills where they are a barrier to learning and can be directly linked to under-performance (through mentor support, nurturing approach, rewards.)
- g) Alternative curriculum

7.2 PP+ funding **CANNOT** be spent on:

- a) Anything a school would normally provide for **all** of its pupils, or which have no additional cost to the school.
- b) Anything a carer would provide from their allowances given by the LA, for example: school uniform, sports clothing, school meals, transport to school, holidays and day trips.
- c) 100% of a school trip. (VS recommendation is 1/3 of cost of trip maximum **but only** if it reflects an area for development in the targets within the PEP (see further information below).
- d) The support set out in an Education, Health and Care Plan (EHCP)
- e) Access to services e.g., speech and language or occupational therapy, statutory assessment or other support from health, CAMHS or education.
- f) Basic equipment that the child or young person needs to participate or for lessons including school uniform, stationery, school lunches, or equipment for physical education lessons.
- g) Internet access
- h) Before or after school childcare
- i) When the PEP Target does not match the discussion around the child's individual needs or criteria of the PP+ grant (Golden Thread).
- j) Alternative Provision (see further information below)
- k) 1:1 TA support in class
- l) transport

7.3 In relation to out of school clubs and trips, on occasions there are specific activities that improve self-esteem or social skills and will remove a barrier to learning. However, **this would need to be clearly linked to the child's learning targets**, stating clearly how it will contribute to improved educational outcomes. Requests should not be agreed on the basis of requests from other

professionals. Foster carers have an allocation in their allowances for clothing, uniform, school trips and out of school activities, within reason.

- 7.4 In relation to the funding of Alternative Provision (AP), every child is entitled to 25hrs a week full-time education provision. The funding should be used for additional interventions and should not be used to replace services, support or resources that the local authority, schools, early years providers, carers or other agencies working with children in care already provide, **or** that is provided to all children in the area as universal services as part of the education offer. In exceptional circumstances AP may be used for a time-limited intervention. PP+ will not be allocated if the young person is attending a private setting as this is provided through the care agreement.
- 7.5 Funding may be moderated to require specific outcomes or evidence before payment. Funding can be suspended, ceased or recouped where it is not clear that a service has been provided or delivered.

8. Funding For Post 16 Children in Care

- 8.1 The Post-16 Bursary is the main additional funding allocated for post-16 students. Funding to colleges and other post-16 provisions will be considered for our student cohorts in Years 12 and 13 in the following circumstances:
- i) To support successful transition into post 16 provision (Year 12)
 - ii) To support English and Maths retakes in Year 12 where we know that the young person will engage and make use of it
- 8.2 The Virtual School will only provide financial support in Year 13 in exceptional circumstances, for example, the young person has had significant illness in Year 12 and consequently not been able to complete their retakes.
- 8.3 Virtual School will not fund travel in Year 12 and 13 as the Bursary money can be used to pay for this.

9. How Providers Are Chosen

- 9.1 All intervention that comes through the Virtual School must go through the Brokerage Team and Contracts Team. This ensures that providers are appropriately chosen, (including those from the Progress and Inclusion Framework), contracts are managed, quality or safeguarding matters are investigated, and invoices are paid.
- i. Referral form and EHCP (if applicable) received from referrer (Virtual School/SEN/Out of Education Team)
 - ii. Duty SEN Brokerage Officer records request on spreadsheet and allocates search within team
 - iii. Child file created, search form and referral docs saved in T drive (or one drive)

- iv. Category/folder created in outlook to collect all email correspondence
- v. Send search out to appropriate providers on framework with redacted referral form, EHCP and drafted expression of interest form, including outcomes.
- vi. Update search sheet with responses from providers (keeping referrer updated)
- vii. Complete brokerage sections on expression of interest form and carry out due diligence checks on provider.
- viii. Forward completed expression of interests to referrer.
- ix. If/when approved by referrer – brokerage officer to confirm with provider and complete an “Individual Placement Agreement”
- x. Update spreadsheet with confirmed arrangements.
- xi. Invoice to be sent by provider to brokerage team, brokerage team to check details against spreadsheet and pay if accurate (or challenge provider if incorrect)

10. Reviewing the Impact of PP+

- 10.1 In order for the PEP to be purposeful and have a positive impact on the child it must set clear, SMART targets for the child. The PEP Review should include an evaluation of the impact of the PP+ in aiding their progress towards the targeted areas. Progress against the targets and impact of PP+ **must be clearly evidenced.**
- 10.2 Each Designated Teacher (DT) needs to prepare and submit on at least an annual basis a Child in Care Report for their Governing Board.
- 10.3 Dorset Virtual School reviews the use of PP+ on a termly basis. The Virtual School Head is accountable to Dorset Council, Virtual School Governing Body and Corporate Parenting Board. The Virtual School Service Manager will report on the use and impact of the Pupil Premium Plus in the Virtual School Annual Report, to the Governing Body and to the Corporate Parenting Board. This will be published each November.

11. Virtual School Budget Monitoring

- 11.1 The Virtual School Service Manager, Virtual School Specialist Teacher leading on data, and Children Services Accountant meet monthly to review the Virtual School budget and evaluate the effectiveness of spend on types of intervention.
- 11.2 Pupil Premium Panel meet on a weekly basis to consider requests for funded interventions. These decisions are recorded and shared with Children’s Services Accountant. The document is reconciled with the Council’s Financial Ledger each month. This ensures that payments have been allocated

correctly and it is clear how much of the Grant is available to use to inform future funding requests.

- 11.3 Outcomes from the meetings are reported to the Virtual School Governing Body.

12. Personal Education Plans (PEPs)

- 12.1 The PEP document must include baseline data, the learning targets, success criteria and timescales as well as the cost of interventions, resources and support. The PEP meeting will focus on the educational progress and the support required by professionals to enable the child or young person to achieve their learning objectives as set out in the PEP. It must include the Child or young person, Virtual School Lead, Foster Carers, Social Worker, Designated Teacher and any other relevant Professionals involved with the child and record their contributions.
- 12.2 The PEP document should be reviewed at least every term or when there are changes to the education setting - a school move or change to AP provider for example.
- 12.3 Where a child or young person has an EHCP PP+ Panel will expect the targets set during the PEP to support the outcomes listed in the EHCP.

13. The Role of The Designated Teacher in Relation To PP+

- 13.1 The Designated Teacher has a crucial role in supporting effective use of PP+ funding. They should:
- i. Maintain 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.
 - ii. 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.
 - iii. Maintain overall responsibility for decision making alongside the Virtual School Lead, in relation to PP+ ensuring that appropriate needs analysis is used to support informed choices about any interventions funded through Pupil Premium Plus.
 - iv. Ensure their decisions are informed by the views of the Child or young person, their Carers and Social Worker recognising that not all needs will be obvious and easily identifiable or that children's emotional responses and behaviours will be present in both home and school.
 - v. Include in their annual report to Governors, an account of what PP+ is being used for, together with the impact on progress, particularly in English, Mathematics and Social and Emotional development (taking care not to make individual pupils identifiable). An Annual Report example is available on the Virtual School website for schools to adapt.

14. Previously Looked After Children Pupil Premium

14.1 A Previously Looked After Child is a young person who has **left Care** through one of the following routes:

- Subject to an Adoption Order
- Special Guardianship Order
- Child Arrangement Order (previously known as Residence Order)

N.B – this funding does not apply to Previously Looked After Children who have returned home to the Care of their parents and the Care Order has been revoked.

14.2 To enable the school to declare this on the January Census the parent or guardian should provide documentation of the Adoption Certificate, Special Guardianship Order or Child Arrangement Order documentation provided by the court.

14.3 Declarations are voluntary, and confidentiality should be respected if parents and carers do not wish to declare their status.

14.4 Previous Looked After Children Pupil Premium is **not** administered by Dorset Virtual School. PP+ funding for a Child Previously in Care is allocated directly to and managed by their school.

14.5 It is not a personally allocated budget for individual children; however, schools may choose to allocate an amount of funding to an individual to support their needs. Funding should be used to improve the educational attainment and progress, and also to support the SEMH needs of a Child who was previously in Care and to narrow the gap between them and their peers.

14.6 Parents and guardians should be included in discussions regarding the child's needs and possible strategies to support their child. Designated Teachers may wish to use a PEP process or similar to keep a strong line of sight on the needs and outcomes of any Child who was previously in Care in their school, but this is not statutory.

14.7 The Virtual School has a statutory duty to provide advice, guidance and information to schools, parents and a range of professionals around improving the educational outcomes of children previously looked after. **They are not corporate parents for this group of children.**

15. Early Years Pupil Premium

15.1 Three and Four year old children attending an Early Years education setting who are, or who have been in Care will be eligible to receive Early Years Pupil Premium (EYPP). Providers could claim an additional £302 per year for each child to spend on supporting their development, learning and independence.

All providers delivering funded Early Years education places will be eligible to receive the Early Years Pupil Premium.

- 15.2 National data and research show that children who meet the Early Years Pupil Premium criteria need to get the most from their Early Years education. Like the Pupil Premium available for children in Reception up to Year 11, the Early Years Pupil Premium will provide Nurseries, Pre-Schools and Registered Childminders with extra funding to support children in receiving the best start they can.

16. Frequently Asked Questions

16.1 Does the Virtual School Head have to give PP+ to schools?

There is no requirement to do so, however the expectation is that the Grant is to be used to meet targeted interventions set out in their PEP that can be used by the school on a termly basis. Any funding not passed down to schools by the end of the financial year will have to be returned to the DfE.

16.2 How does a school apply for PP+?

The school will complete a termly PEP with a meeting (face to face when possible) using the Welfare Call platform. Once submitted the learning Targets and proposed funding will be quality assured by Dorset Virtual School Funding Panel who meet weekly, and from this the money will be made available. If the Virtual School Funding Panel request amendments or additional information relating to a funded intervention and this is not provided within the 2wks of the Panel request, the intervention will be declined for that Term and your Virtual School Lead will inform you. At this point the same intervention cannot be applied for again during the same term.

16.3 How can schools find out PP+ arrangements for children in the Care of a different Local Authority?

Each individual Local Authority has received the Pupil Premium Plus for their Children in Care and will have their own methods of distributing this. Schools should contact the Virtual School in the child's home Local Authority for this information - most will have a website containing contact details and their local PPP procedure. If, however, schools encounter any difficulty please contact us at Dorset Virtual School for assistance.

16.4 What happens if a child moves school? Does the PP+ funding (and any resources which have been bought for a child from PPP money such as a laptop) follow them?

Transfer of PP+ funding is a matter for discussion between Schools and where appropriate, Alternative Providers. Dorset Virtual School would expect that, when a child moves school there is a discussion about the provision and

support being delivered. This should include the ways in which current interventions can continue to meet a child's needs in accordance with their PEP.

16.5 Do children in care qualify for Free School Meals?

Children who are in a funded care placement – i.e., placed with a Local Authority Foster Carer or an Independent Fostering Agency (IFA) Carer, generally do not qualify for Free School Meals (FSM). This is because the carer receives an allowance which covers all meals for each child in their care. Therefore, carers already receive the funding needed to provide meals. This situation may be different for a child who is not in a funded care arrangement. Examples would include a child placed at home but with the Local Authority in receipt of a care order. In such cases, where children remain at home, the normal criteria for benefits related school meal eligibility still apply. Applications for free school meals can continue to be made as usual.

16.6 Can PP+ and other types of Pupil Premium be accessed for a Child in Care?

No, children will only receive one premium per year. This is the higher amount (PP+ or Pupil Premium for Children Previously in Care).

16.7 How does a school receive PP+ funding from the Virtual School?

If a School is sourcing the provision, the agreed funding will be transferred directly to the school from Dorset Virtual School. If the Local Authority is commissioning the support, then Virtual School Funding Panel will pay the provider directly without involving the school.

16.8 Is PP+ allocated to Independent Non-Maintained Special Schools (INMSS)?

Children's needs will generally be met and fully funded through the Local Authority's payment for the school place. Unless the Local Authority receives confirmation that PP+ is needed, in addition to the fees already paid, it will **NOT** be made available to INMSS.

Acronyms Used in This Document

AP Alternative Provision
CiC Child in Care
DT Designated Teacher
DfE Department for Education
EFA Education Funding Agency
EYPP Early Years Pupil Premium
FSM Free School Meals
IFA Independent Fostering Agency
INMSS Independent Non-Maintained Special School
LA Local Authority
PEP Personal Education Plan
PP+ Pupil Premium Plus
VSH Virtual School Head

Useful Links

[Pupil premium 2022 to 2023: conditions of grant for local authorities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/pupil-premium-2022-to-2023-conditions-of-grant-for-local-authorities)

[Pupil premium: overview - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/pupil-premium-overview)

[Designated teacher for looked-after and previously looked-after children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/designated-teacher-for-looked-after-and-previously-looked-after-children)

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