



# **PUPIL PREMIUM PLUS (PP+) POLICY 2020-2021**

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**BCP Inclusion and Family services**

## **BCP Virtual School**

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## **1. INTRODUCTION**

1.1 The Local Authority has a statutory duty to appoint someone (called the Virtual School Headteacher) who holds the responsibility for promoting the educational achievement of children in care. This includes 'maintaining accurate and up-to-date information about how Looked After Children (LAC) are progressing at school and taking urgent and individual action when they are not achieving well'.

1.2 The 'Pupil Premium 2020-2021 Conditions of Grant' document informs us that school age LAC attract a Pupil Premium plus (PP+) grant of £2345. For early years the amount is £302.10 per year.

1.3 'Promoting the education of LAC and Previously Looked After Children (PLAC) statutory guidance for local authorities<sup>1</sup> dated February 2018 gives clarity on how this grant should be managed and the accountability measures required.

1.4 From September 2018 the duty included promoting the educational achievement of previously looked after children PLAC<sup>2</sup> in their area by providing information and advice to:

- any person that has parental responsibility for the child;
- providers of funded early years education, designated teachers for previously looked after children in maintained schools, academies, and other educational establishments
- any other person the authority considers appropriate for promoting the educational achievement of relevant children

1.5 In Bournemouth, Christchurch and Poole the Virtual School do not use the terms Looked after Children (LAC) or previously Looked after Children (PLAC). Instead we use Children in Care (CIC) and Young People with Care experience (YPCE).

## **2. RESPONSIBILITY AND ACCOUNTABILITY**

2.1 The Virtual School is responsible and accountable for:

- making sure that there is a system to track and monitor the attainment and achievement of Children in Care<sup>3</sup>
- ensuring that all Children in Care have a robust and effective personal education plan (PEP) with access to appropriate support, including personal tuition where appropriate

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<sup>1</sup> Promoting the education of looked-after and previously looked-after children (February 2018)

<sup>2</sup> Previously looked after children are those who are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; and were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society. This may/may not always include those who spend a period in care and then return home depending on the individual circumstances.

<sup>3</sup> Any educational establishments who receives a pupil premium grant for a previously look after child is responsible for monitoring and tracking the attainment and achievement of PLAC outlined in<sup>1</sup>.

- championing the educational needs of Children in Care across the authority and those placed out-of-authority

2.2 In Bournemouth, Christchurch and Poole (BCP) the PP+ grant is managed by the Virtual School Head (VSH) and used to improve educational outcomes for Children in Care. It is expected that schools and early years providers will use the funding to address pupils identified needs as detailed in section 6 of this guidance.

2.3 All expenditure of the PP+ grant is scrutinised annually by the Corporate Parenting board and the report is published for transparency purposes. The distribution of spend is also reported to Children's' Overview and Scrutiny board.

2.4 Schools who have Children in Care from other Local Authorities on their roll must contact the Virtual School of the relevant authority to request information on their policy for allocation of PP+. The name and contact details of other Virtual Schools can be requested from the BCP Virtual School team.

2.5 Schools and settings have a responsibility to engage with support and training offered by the Virtual School to ensure their Designated Teacher is best placed to serve the needs of all Children in Care. Attendance at networks will be monitored and any non attendance is discussed with schools as appropriate.

2.6 The Virtual School will support Schools by offering training to all Governance/Trust Boards alongside a pro forma for the purposes of annual reporting to the Governance Board.

2.7 The Virtual School reserves the right to withhold funding allocations to schools if the conditions stipulated in section 4 are not met. However, support for schools will be provided to ensure this is minimised. Any school whose funding has been withheld can challenge the decision by contacting the VSH. Any withheld funding subsequently released would be paid retrospectively in the following termly allocation payment.

### **3. ARRANGEMENTS FOR CENTRALLY RETAINED FUNDS**

3.1 The Virtual School retains £345 of the annual £2345 grant for each looked after child and it is used to improve outcomes for all Children in Care to BCP, including those placed outside of BCP. Pupil outcomes and impact of the centrally retained funding is reported to the Corporate Parenting working group every January.

3.2 Expenditure of the centrally retained funds is planned strategically by the Virtual School team and monitored by the central finance team for compliance with the conditions of grant.

## **4. ALLOCATION OF FUNDING TO SCHOOLS**

4.1 During 2020-2021, PP+ funding for school age Children in Care will continue to be allocated on a termly basis in order to follow children who move schools during this period. Allocation will be based on what has actually been spent by schools termly up to a maximum of £2000 per year. Planned and actual spend amounts must be noted in the PEPs termly with clearly identified, costed interventions linked to the targets set.

4.2 Pupil premium will only be allocated for pupils who have been in care for at least 4 weeks continuously at the published termly allocation date. This is to reduce the risk of overspend through allocation to pupils who are looked after for brief periods.

4.3 Allocation will be subject to the termly completion and submission of high quality PEPs that include; clarity on how the previous terms allocation had been spent (demonstrating outcomes/impact), and a costed plan for use of the future terms allocation (including intended outcomes/impact). The Virtual School Education Officer (VSEO) allocated to that pupil will attend PEPs as appropriate and proportionately according to need. PEPs may also take place via telephone / video conference. Allocation is also subject to the submission of any termly data collections requested by the Virtual School for progress. Attendance data and end of KS results are collected on our behalf by Welfare Call and all schools are required to supply this data to them. See section 6 for more details on PEPs.

4.4 The maximum pupil premium allocation for each looked after child will be up to up to £2000 annually paid termly subject to the conditions identified in 4.3.

4.5 PP+ funding will not be allocated to schools funded by the LA offering highly specialist provision. Appropriate provision for achieving the highest educational outcomes for these Children in Care will be stipulated at the point of commissioning a contract for placement.

## **5. ALLOCATION OF FUNDING TO EARLY YEARS SETTINGS**

5.1 The BCP Virtual school does not hold funding for Early Years settings. Both policy and payment procedures of Early Years PP+ are paid within the free early education entitlement payments to settings managed by the Early Years support teams. Please contact them for further information.

5.2 Some children in early years settings are placed with carers who are not eligible for the full 30 hours free early education entitlement. This is usually due to the carer's inability to undertake any other 'paid work' as their main occupation is that of being a carer, often for more than one child. In these circumstances the Virtual School would consider awarding funding to the setting for extra hours that would benefit the child's education and to enable the child to be more 'school ready'. This would not apply if the extra hour's sole purpose was to increase childcare.

Some of the following criteria would also need to apply:

- The child must be due to start school in the forthcoming September
- The child is behind their peers educationally within the EYFS framework
- The child would benefit from additional hours to support their learning and development.
- Additional hours would support the child's daily routine to be school ready

5.3 The need for an allocation of funding would be agreed by all parties during the child's termly PEP meeting and detailed within the completed PEP. Funding would be approved by the Virtual School during the weekly QA process. Once approved a purchase order will be issued by the Virtual School to enable to setting to invoice for the funds. Any unspent funds may be subject to reclaim should the child move settings.

## **6. PEPS AS A REQUIREMENT FOR ACCESSING FUNDING**

6.1 PEPs are the primary monitoring system to provide the Virtual school with an oversight of all Children and Young People's educational plans. The PEP is mandatory and a shared multi-agency document crucial to the educational planning of CIC. Termly monitoring during the PEP meetings by the VSEO team provides the data to enable the Virtual School Leadership team to retain oversight of all pupils' attainment and achievement addressing any issues across all agencies involved with that pupil. Additional PEPs may be required if pupils move between schools in year or when a pupil first comes into care or where there is another compelling need. All PEP associated documentation (both pre PEP and post PEP) should be completed in full.

6.2 For school age (yr R to yr 11):

The PP+ funding is provided to meet the additional needs identified in the PEP with SMART<sup>4</sup> targets for improvement, underpinned by intervention and support which is well-targeted and has been agreed with the VSEO that is responsible for that pupil in either the PEP documentation or by email.

The Virtual School will no longer organise and fund interventions for any pupil 'on roll' in a school. All interventions for pupils 'on roll' in a school will be organised and funded by the 'on roll' school. This will include tuition provided by third party organisations. The aim to ensure that the holistic overview of a pupils education is retained by the 'on roll' school thereby giving full autonomy to the school to put into place any interventions agreed with the VSEO during the PEP process or via email communication.

The Virtual school will use retained funds for any pupils 'not on roll' and will use the funds to support any educational activities deemed necessary.

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<sup>4</sup> SMART - Specific, Measurable, Achievable, Relevant, Time-bound

6.2.1 - These needs can include the following areas:

- Academic attainment or achievement
- Attendance
- Wider achievement e.g. in an area in which the pupil is gifted and talented
- Inclusion (reducing exclusion from the curriculum)
- Social Skills
- Transition to the next phase of education
- Emotional wellbeing such as those needs arising from the effects of attachment or childhood trauma upon learning
- Alternative provision provided as part of a reduced timetable

6.2.2 These needs do not include the following areas:

- Purchase of uniform, PE kit / trainers
- Purchase of laptops or similar devices
- Any interventions or support that is part of the Universal offer for all pupils
- Contributions to school curriculum trips or for the cost of residential trips

However, the needs in 6.2.2 may be considered for approval dependant on the pupil's circumstance. For example, if funding is not required for any of the needs in 6.2.1 then a discussion with the VSEO needs to take place before any spend within 6.2.2 is agreed with the Pupil, Social Worker or Carer.

## **7. SCHOOL AGE PUPILS WHO ENTER/EXIT CARE MID FINANCIAL YEAR**

7.1 The Department for Education (DfE) allocates PP+ to the Virtual School during the period April 2020 to March 2021 as a provisional amount of £2345 per child looked after for at least one day, as recorded in the March 2019 children looked after data return (SSDA903), and aged 4 to 15 at 31 August 2019. The DfE updates and finalises this allocation in December 2020, based on the number of children looked after for at least one day during the year ending March 2020, as recorded in the March 2020 children looked after data return (SSDA903), and aged 4 to 15 at 31 August 2019. It is the responsibility of all Virtual schools to set their own policy with regard to allocation criteria. For BCP this criterion is as stated in section 4.

7.2 If a pupil comes into care outside these parameters the Virtual School will not be allocated any 'PP+' grant for the pupil in that financial year however, schools will still be allocated funding in line with section 4 of this policy.

7.3 If a pupil whose school is in receipt of PP+ enters and /exits care outside these parameters the Virtual Schools allocation of PP+ grant for that pupil may be affected.

7.4 Continuation of any termly PP+ payments to schools in line with section 4, for pupils who have exited care can only be made in liaison with and the full agreement of those responsible adults with parental responsibility subject to sections 2.5 and section 4.

7.5 No payments will be made for any pupils who were previously a Child in Care where the pupil is eligible for the schools own allocation of Pupil Premium funding under the government published criteria. However, additional funding requests will be considered for any pupil whose continued support is unable to be funded from other sources. For example, this might be where a pupil's 'left care' date falls between school census dates therefore school funding cannot be accessed.

## **8. ARRANGEMENTS FOR ADDITIONAL (IN YEAR) FUNDING REQUESTS AND TRANSITION**

8.1 Additional in year funding for pupils can be applied for in exceptional circumstances. The Virtual School can provide an application form for schools to complete. This must be submitted to the Virtual School by email with any supporting evidence. No applications will be approved if there is evidence of unspent allocated PP+ or that other sources of funding have not been exhausted. All applications must include clearly identified impact measures and review timescales.

8.2 Starting school and transition to a new school between key stages can be a difficult period for Children in Care and an additional 'transition' payment is available to be applied for subject to a high-quality personalised transition plan being in place with detailed costings. The transition plan will need to be included within the documentation for the Summer term PEP meeting attended by all educational establishments when a pupil is due to change provision. This should clearly identify what is being put in place to meet the normal arrangements expected of a provision. Any additional funds approved will be included within the Summer termly payment for the 'outgoing provider' and the Autumn termly payment for the 'incoming provider'. There is no provision for a transition payment to early years settings for children starting school. For those children moving schools within key stage the option to apply for additional funds immediately prior to entry / upon entry to help with settling or continuation of interventions from the previous school can be discussed with the VSEO.

8.3 The Virtual School cannot guarantee to pay the full cost of a key stage transition plan but all requests for transition funding made via the Summer term PEP will be carefully considered for all providers involved. The plan will need to have been fully supported by the Virtual School officer present at the PEP meeting before any expenditure is made.

8.4 The Virtual School will consider any proposal to use PP+ funds to direct pupils off-site for short term interventions as part of a joint-funding arrangement. Such interventions may reasonably be requested when there is clear evidence that a change in provision will be of benefit to the pupil. They must be time-limited and

accompanied by a clear exit strategy that culminates in a successful reintegration. Schools will retain responsibility for safeguarding and quality assuring any off-site provision in accordance with the statutory guidance around the use of the B-code.

8.5 Where a school wishes to reduce a pupil's time in class by either instituting a part-time timetable or a bespoke provision, it may apply to the Virtual School for financial support in sourcing a suitable package. As with 8.4, any reduced provision must be time-limited, with clear objectives and time scales pertaining to a successful return to full-time education. The Virtual School provides a reintegration planning tool which should be used to track and monitor any short-term Alternative Provision arrangements.

8.6 In the event that a pupil receives a Permanent Exclusion, it remains the Local Authorities responsibility to arrange for a suitable full-time education from the sixth day of any such period. As per the statutory guidance on exclusions, the Virtual School will, wherever possible, consider any applications for financial support that enable suitable education to be in place before the sixth day.

8.7 In all cases, it is expected that schools demonstrate how their existing PP+ allocation has been utilised to mitigate any risks of exclusion before any additional funding is applied for.

## **9. QUALITY ASSURANCE OF PEPS**

9.1 The Virtual School Leadership team will carry out regular QA checks of all completed PEPs. This includes the grading of both quality and quantity and looking at good practice than can be shared or any learning recommendations that could be made. The results of this activity will be shared with Schools on a 1 to1 basis or at termly networks as appropriate.

9.2 On a termly basis all PP+ expenditure will be monitored for patterns and trends in either good practice or learning recommendations. The monitoring of impact made will also be looked at for identification of potential case studies.

## **10. FORMS TO APPLY FOR ADDITIONAL FUNDING**

10.1 Form A can to be used for all maintained schools and academies who are eligible to be allocated termly PP+ funding.

## **11. EXCEPTIONAL CIRCUMSTANCES**

11.1 The Virtual School Head can at any time, under exceptional circumstances, take actions / use PP+ funds outside the requirements of this policy to meet the immediate or urgent needs of the pupil/s.



**Form A - REQUEST FOR ADDITIONAL FUNDING TO SUPPORT THE HIGHER-LEVEL NEEDS OF A LOOKED AFTER CHILD OR YOUNG PERSON**

Name of school or academy	
Date of application	
Name of Designated Teacher for CIC	
Name of Child in Care	
Date of last PEP	
EHCP details (date of EHCP or most recent review) if applicable	
Pupil Premium received to date (this academic year only)	
Please give a breakdown of how this money has been used:	
Outcomes achieved:	
Amount being requested:	
What do you plan to spend the additional funds on?	

<p>What additional outcomes are expected as a result of this spending?  <i>(Please refer to PEP objectives and targets in answering this)</i></p>	
<p>How will these outcomes be measured?</p>	
<p>How will the impact of these outcomes be measured?</p>	
<p>Your name</p>	
<p>Signature and date</p>	
<p><b>Once completed this form should be emailed to <a href="mailto:virtual.school@bcpcouncil.gov.uk">virtual.school@bcpcouncil.gov.uk</a></b></p> <p><b>For help in completing this form please call or email Luana Girling, <a href="mailto:luana.girling@bcpcouncil.gov.uk">luana.girling@bcpcouncil.gov.uk</a> 01202 451005</b></p> <p><b><i>All applications will be assessed by the appropriate member of the Virtual School SLT and can only be considered where proposed provision does not double fund already funded provision. Any approved funds will be paid to the school as part of the termly PP+ allocation process.</i></b></p> <p><b><i>Payment processing dates are:  Summer term – Monday 13<sup>th</sup> July 2020  Autumn term – Monday 7<sup>th</sup> December 2020  Spring term – Monday 15<sup>th</sup> March 2021</i></b></p> <p><b><i>Funds will appear in school accounts within 3 weeks of this processing date.</i></b></p>	