



Virtual School

York Virtual School Pupil Premium Plus Policy 2019-20

Introduction

The policy is informed by the following Department for Education (DfE) documents:

1. Pupil premium 2019-2010 conditions of grant:
<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2019-to-2020/pupil-premium-conditions-of-grant-2019-to-2020>
2. Pupil premium: virtual school heads' responsibilities (March 2015)
<https://www.gov.uk/guidance/pupil-premium-virtual-school-heads-responsibilities>
3. Promoting the education of looked-after children and previously looked-after children. Statutory guidance for local authorities (February 2018)
https://www.google.com/search?q=assets.publishing.service.gov.uk%2Fgovernment%2F+uploads%2Fsystem%2Fuploads%2Fattachment_data%2Ffile%2F683556&sourceid=ie7&rls=com.microsoft:en-GB:IE-Address&ie=&oe=#spf=1574423856755
4. The designated teacher for looked-after and previously looked-after children. Statutory guidance on their roles and responsibilities (February 2018)
https://www.google.com/search?q=assets.publishing.service.gov.uk%2Fgovernment%2F+uploads%2Fsystem%2Fuploads%2Fattachment_data%2Ffile%2F683561&sourceid=ie7&rls=com.microsoft:en-GB:IE-Address&ie=&oe=#spf=1574423993075

Principles

- The City of York Council aims to be an outstanding corporate parent and promotes high aspirations seeking to secure the best outcomes for children and young people in care.
- The Virtual School Head is responsible for managing pupil premium plus funding for all the children and young people in care to York City Council wherever they live.
- The Virtual School Head is responsible for allocating it to schools and alternative provision (AP) settings.
- The allocation of pupil premium plus will be on a needs driven basis as identified in the Personal Education Plan (PEP.)
- The pupil premium plus is to help improve the attainment of children and young people in care and close the attainment gap between them and their peers.
- The impact of the pupil premium plus is reviewed termly in the PEP using the Welfare Call system and will be reviewed by the Virtual School Head.
- The pupil premium plus is not a personal budget for individual children and young people. The Virtual School Head and schools manage their pupil premium plus allocation for the benefit of their cohort and proportionate to the needs of the child/young person.



Allocation of Pupil Premium Plus

For 2019-2020 the DfE will allocate to local authorities a provisional amount of £2,300 per child in care of statutory school age. The Virtual School will allocate the pupil premium plus to schools on a termly basis based on the educational needs identified in the child's/young person's PEP. Schools must submit the PEPs each term via the Welfare Call system to the Virtual School in order to receive the funding. Up to £500 is available per term and it is expected that schools will adhere to this termly expenditure. In exceptional circumstances where additional funding is needed, this can be considered. However there must first be a discussion between the Designated Teacher from the school and the Virtual School Head which should clearly demonstrate how the allocation of additional funding will be used to improve educational outcomes. To ensure the children and young people in school receive their allocation of pupil premium plus the Designated Teacher and Social Worker should complete the PEP on the Welfare Call system within 5 working days of the PEP meetings/reviews. Schools will receive the funding at the start of the following term.

Pupil Premium Plus and the PEP

The PEP is the key document to be used to plan for how the pupil premium plus will be spent and so the role of the designated teacher is crucial in ensuring that the PEP is of high quality and provides the information below:

- The views of the child/young person and how these will be addressed
- Prior attainment and current attainment data, to show whether the child is on track to make the expected level of progress
- Attendance data to ensure that the child or young person has every opportunity to attend and engage in learning
- Educational needs must be identified using the above data and knowledge of the child/young person's wider needs
- Intended outcomes must be clear and quantitative targets for improvement must be set
- Interventions supported by pupil premium plus must be evidence based and in the best interests of the child/young person
- Costings must be provided for interventions and clear timescales for intervention and by whom
- Outcomes must be evaluated when the PEP is reviewed each term. The impact of pupil premium plus must be recorded in section 7 on the PEP through the Welfare Call system.

Why might the amount of pupil premium plus a child receives vary?

Some children and young people need more pupil premium plus and some need less. This is because:

- Children and young people who are new into care may have had a fragmented home and education history. They may have unmet needs and they may be academically behind their peers



- Children and young people in care may have a significant (and often delayed) reaction to trauma, abuse and neglect which manifests in hard to anticipate behavioural 'spikes'
- Children and young people with attachment based needs may require additional support to help them to trust people and form and maintain relationships
- Some children and young people may be in a stable placement and have received a lot of interventions/ additional support which has helped them catch up and they may not need the full amount.

Does the young person have a say in how Pupil Premium Plus is spent?

It is very important that the child/young person is involved in the PEP process and they may be able to identify aspects of their learning where they feel they need additional help. This information is gathered and recorded as part of the PEP process. If the child/ young person feels unable to take part in their PEP meeting, their views must always be included within the meeting and considered in any decision making process. This can be actioned using Mind of My Own from January 2020 – please contact the child or young person's social worker for further information. If for any reason their requests cannot be met an explanation must be provided to them and recorded in the PEP. It may be that a referral to the advocacy team can help with ensuring children and young people's views are conveyed.

Can social workers, foster carers and others involved with the child/young person determine how pupil premium plus is spent?

Social workers, foster carers and others involved with the child/young person have a valuable contribution to make via the PEP meeting. However the overriding principle is that the pupil premium plus must focus on improving educational outcomes. This will be based on the school's assessment and understanding of what will best support the child/young person to achieve well and pursue their aspirations.

Circumstances in which pupil premium plus will not be provided

Pupil premium plus will not be used to double fund or replace funding which should have or has already been allocated to the school to support the child/young person.

Pupil premium plus cannot 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 may be responsible for funding, such as support for foster carers, school uniforms, school meals or transport to get the child to and from school.

Pupil premium plus will not be allocated to the school when a child/young person is attending an independent special school, which is named in their EHCP. This is because the specialist provision should be fully meeting the child's/young person's identified needs and thus supporting them to achieve their full academic potential. The effectiveness and suitability of this provision and the progress being made by the young person is monitored through the PEP



process, the SEND review process and any schedule of contract meetings between the Local Authority and the provider. If at any stage the school identifies that the child/young person has further needs, for which additional funding is required, this must be considered through the SEND review processes and in consultation with the Virtual School Head.

Recoupment

The Virtual School may recoup the pupil premium plus:

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

Early Years Pupil Premium

Guidance on the Early Years Pupil Premium can be accessed at:

www.gov.uk/government/publications/early-years-national-funding-formula-allocations-and-guidance

The Early Years Pupil Premium (EYPP) can be claimed if a child is accessing a funded early education and childcare place for three and four year olds and falls into one of the following groups:

- Has been looked after by the local authority for at least one day
- Has been adopted from care
- Has left care through a special guardianship order
- Is subject to a child arrangement order (previously known as a residence order)

EYPP is paid on the first 15 universal hours that an eligible child attends a provision. Children will not need to access the full entitlement to be eligible for the EYPP; providers will be paid on a pro rata basis. Further information on how to apply for EYPP funding can be found at the following link: <https://www.yor-ok.org.uk/workforce2014/Childcare%20Strategy/funding.htm>

Pupil premium plus for children and young people from other Local Authorities

York schools who have children and young people in care from other Local Authorities on their roll must contact the Head of the placing Virtual School to request their pupil premium plus policy. The name and contact details of other Virtual School Heads can be requested from the York Virtual School team.

November 2019