

REPORT TO: School Forum

DATE: 22nd June 2015

REPORTING OFFICER: Headteacher of Halton Virtual School

SUBJECT: Expenditure of Pupil Premium Plus for Children in Care 2014-15

1.0 PURPOSE OF REPORT

1.1 To provide an update to Schools Forum on the expenditure profile of the Pupil Premium Plus grant for Children in Care 2014-15.

2.0 RECOMMENDED: That

2.1 **(a) School Forum note the report on the use of the Pupil Premium Plus for Children in Care for 2014/2015.**

3.0 BACKGROUND

3.1 The Pupil Premium Plus (PP+) for Children in Care (CIC) is governed by the conditions of grant published by the Department of Education (DfE). In February 2014 these conditions changed resulting in significant differences from the conditions applied in previous years. A summary of the major differences were:

1	The basis of the allocation of PP+ is the Local Authority Children Looked After Data Return SSSDA903 and not on the school census. This return identifies the number of Children in Care to the LA for at least one day as recorded in March of the previous year. This year's allocation of the PP+ grant is calculated based on £1900 per the number of these children aged 4 to 15 as at 31 st August 2013 but is then finalised in October 2014 following an update of numbers in March 2014. This means that the PP+ fund for each LA is different and is not a fixed budget until October 2014.
2	Page 9 of the conditions of grant clearly states that: <i>'The grant allocation for Looked After Children must be managed by the designated Virtual School Head in the authority that looks after those children to be used for the benefit of the looked after child's educational needs as described in their Personal Education Plan (PEP).'</i>

	This is different to other Pupil Premium funding in that it is not the school who manages the funds but the Virtual School Head, and that the PP+ is to be used for individual children rather than incorporated into a whole school budget.
--	--

3.2 The DfE also produced further statutory guidance (March 2014) that described the 'Role of the Virtual School Head in managing the PP+ for Children in Care'. A summary of the key differences were:

1	Children and young people are eligible 24 hours after they enter care, rather than the previous criteria that required a period of six months in care as a qualification.
2	The PP+ grant allocation does not have to be distributed on a per capita basis as there is recognition that children and young people in care have differing levels of need at different stages of their journey through the education and care systems
3	The grant must be managed by the Virtual School Head.
4	<p>The PP+ must always be used to improve educational outcomes and close the gap as identified in each child's Personal Education Plan (PEP). The Virtual School Head is responsible for making sure that the following effective arrangements are in place:</p> <p>That PP+ funding is spent effectively and fully, as any underspend must be returned to the DfE at the end of the financial year;</p> <p>That the PP+ has been linked to raising achievement for CIC and closing the gap between their achievement and that of their peers;</p> <p>By undertaking constructive dialogue with the school, usually through the Designated Teacher, ensuring the PP+ will contribute to meeting the child's needs as identified in his/her PEP.</p>
5	There is no requirement for the Virtual School Head to pass the funding onto the school where the child is on roll to contribute towards meeting the needs identified in their PEP. There is, however, a strong expectation that the Virtual School Head will consult with the Designated Teacher around how to meet the child's learning needs, and pass the money on to support this. There is no requirement to pass on the PP+ to non-mainstream schools.

6	Schools cannot insist that they get the full PP+ grant for each child on their roll as it is up to the Virtual School Head to manage the PP+ grant allocation.
7	It is for the Virtual School Head to decide the amount of PP+ and the frequency of payments. This means that there is no set amount that each child is eligible to receive and that the Virtual School Head can link payments to the completion of the PEP.
8	The Virtual School Head can pool some of the budget allocation and keep this centrally for activities that are of holistic benefit to the LA's CIC. However, the PP+ must not be used for activities that the LA would normally be expected to fund as the corporate parents, including support for foster carers, or for administering the PP+ grant.

3.3 In response to these changes Halton adopted a 'child's individual needs driven model' of allocation that was linked to the completion of effective, timely and high quality PEPs. This also coincided with the move to termly PEPs as outlined in the revised statutory guidance for Local Authorities on 'Promoting the education of looked after children' (July 2014). This is a summary of the key overarching principles of the model adopted by Halton:

1	The core question guiding the decision making of the Virtual School Head, Social Worker, and Designated Teacher, regarding the use of the PP+ must be - 'would this be good enough for my child?'
2	The PP+ must be used to improve the educational outcomes for all Children in Care, wherever they live.
3	The PP+ must be responsive to the identified needs of each Child in Care as each one will have a differing set of needs and these individual needs may vary over time.
4	The PP+ must be clearly linked to each PEP. Any PP+ funding allocated must be used for the specified child in a way that has been clearly identified within the child's PEP. The PP+ must make a difference to the educational outcomes of the child. Therefore, the impact of the PP+ must be rigorously monitored and evidenced.
5	The Virtual School Head will have a constructive dialogue with schools regarding improving the educational outcomes for each of

	their Children in Care, as schools are accountable for the educational attainment and progress of all disadvantaged pupils on their roll who attract pupil premium.
6	The Virtual School Head wants to fully and appropriately utilise the PP+ grant and not return any underspend to the DfE at the end of the financial year. However, it is for the Virtual School Head to manage and deploy this funding in accordance with the identified needs of the children within the Virtual School.

This model was deemed to be good practice by Ofsted during Halton's recent inspection (Nov – Dec 2014).

4.0 FINANCIAL ALLOCATION OF PP+ FOR CIC 2014-15

- 4.1 As per the conditions of grant the initial allocation of PP+ for CIC was based on the Local Authority Children Looked After Data Return SSDA903. This meant that Halton received a grant of £157,700 based on 83 identified children in care.
- 4.2 Whilst Halton's PP+ practice guidance and the new termly PEPs were being developed, an initial payment was made in the Summer term 2014 to ensure that there was no disruption to the support that schools were providing for CIC.
- 4.3 From September 2014 the termly PEPs were in place and the practice guidance was disseminated to all schools. This detailed the process for requesting the PP+ for CIC through the completion of the PEP. However, there were some technical issues with PEP completion as the process was being embedded so, in order to ensure that all schools and CIC had the maximum opportunity to request and utilise PP+ funding, the Virtual School issued a PP+ Pro-forma in the Spring Term 2015.
- 4.4 On 23rd March 2015 Halton received notification that the DfE had revised the allocation of PP+ for Halton. This adjustment was based on 170 identified CIC resulting in an additional allocation of £165,300. As per the conditions of grant, this additional money also had to be spent by 31st March 2015. To ensure that we complied with this requirement and did not return any money to the DfE, the Headteacher of the Virtual School identified key children and schools that would receive a top up to their previous PP+ requests. The additional one off payment was for the following:

	Personalised support for any child in care who is in key test/examination years
	Personalised support for any child in care who is in a transition year
	Adjusted delegated budget payments to recompense schools who did not receive their full delegated CIC allocation through their formal budget 2014/2015 as this funding was based on the October 2013 census.

It was made clear to all schools that the PP+ practice guidance criteria were still to be adhered to, the interventions were to be recorded on the PEP and expected impact measures identified.

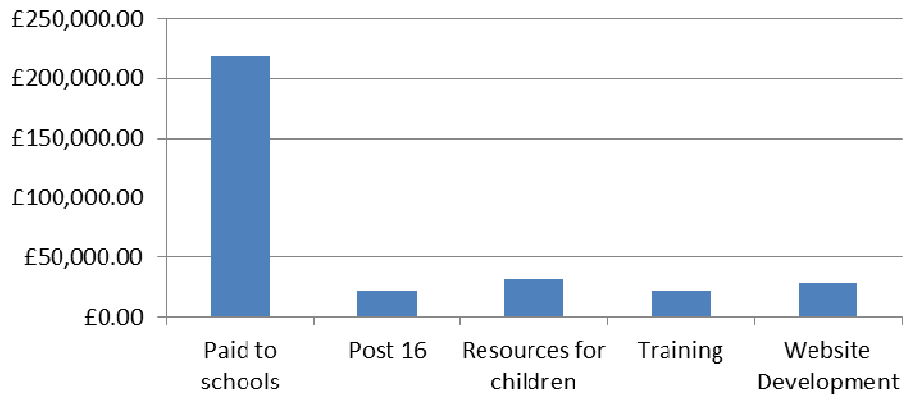
- 4.5 In summary the total grant allocation of PP+ for CIC 2014-15 was as follows:

Initial allocation	£157,700
Additional revised allocation	£165,300
Total PP+ for CIC grant	£323,000

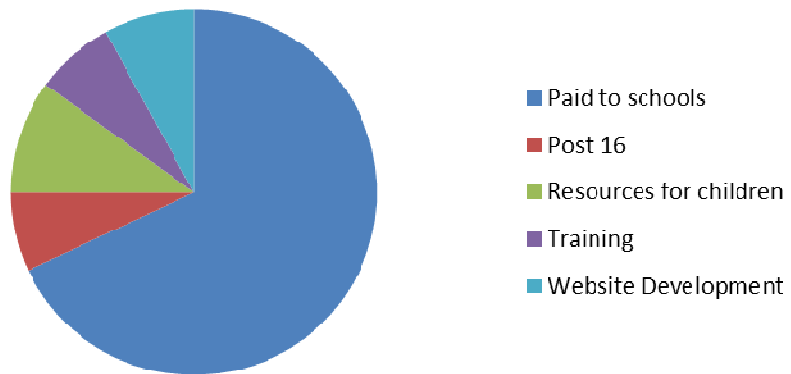
(No PP+ grant was returned to the DfE)

- 4.6 The following graphs present summaries of the expenditure of the PP+ funding for CIC:

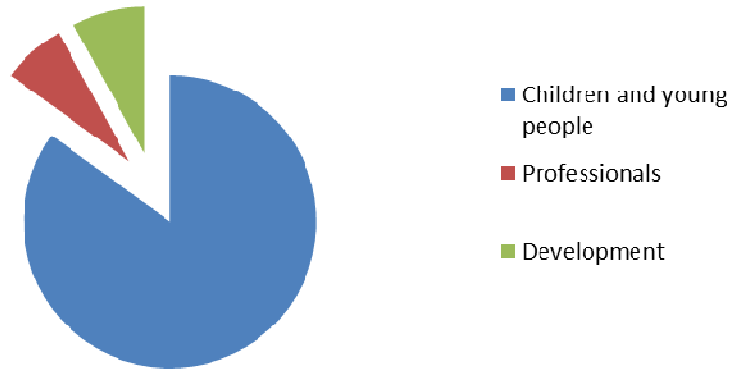
2014-15 - amount of Pupil Premium Plus expenditure by category



2014-15 % Pupil Premium Plus expenditure - by category



2014-15 % Pupil Premium Plus expenditure



4.9 The following is a brief summary of some of the different ways that the PP+ has been used to support the learning of CIC and also develop the practice and understanding the professionals in schools who are working with them:

Paid to schools	<ul style="list-style-type: none"> 1:1 support for a range of subjects Small group interventions to boost literacy and numeracy 1:1 GCSE tuition Play therapy Music therapy Specialised assessments Additional emotional and social interventions Creative activity groups Academic mentoring Out of school learning activity opportunities Personalised transition programmes Personalised interventions to support integration and engagement Targeted revision sessions
Post 16	<ul style="list-style-type: none"> Course equipment Additional learning resources 1:1 support Targeted revision and coursework sessions
Resources for children	<ul style="list-style-type: none"> Revision guides Curriculum equipment IT software to support additional learning Additional learning/course materials Sensory equipment

Training	<p>Conference delivered by a nationally recognised speaker</p> <p>New on-going comprehensive training programme</p> <p>New Designated Teacher's Handbook</p> <p>CPD resources purchased so Designated Teachers can cascade knowledge and understanding in the broader school community</p>
Website development	<p>It is important to note that the website development is a virtual learning resource that will benefit both children and professionals when it is fully established.</p> <p>This is the only portion (8%) of the overall allocation that was retained for a pooled development.</p>

Sharon Williams
Headteacher of the Virtual School
June 2015