Pupil Premium Plus Policy
2018-19

This guidance and policy document has been produced by Oxfordshire Virtual School for looked after children and care leavers. It draws on the current Department for Education (DfE) *Pupil premium conditions of grant 2018-19* and new statutory guidance for LAs and Designated Teachers where Pupil Premium for children looked after is specifically referenced: https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children

Throughout our policy the Pupil Premium for LAC will be referred to as **Pupil Premium Plus** to distinguish it from other forms of Pupil Premium.

- The overall grant allocated to each Local Authority (LA) is calculated on a per capita basis at £2,300 per child. However, it does not have to be distributed on a per capita basis, given that LAC in care have differing levels of need at different stages of being in care.
- LAC will be eligible as soon as they enter care
- LAs are responsible for Pupil Premium Plus payments, with the Virtual School Headteacher (VSH) being responsible for making sure there are effective arrangements in place for its allocation.
- Oxfordshire link allocations of pupil premium plus to the content of the Personal Education Plan (PEP). It is through this ePEP that the costs attributed to Pupil Premium Plus are identified and agreed.

Overall principles underpinning a child's need driven policy:

- The VSH is responsible for the use of Pupil Premium Plus to improve outcomes for all children in care to Oxfordshire, wherever they live.
- The funding will be provided according to the needs of the child and there is no set amount.
- None of the grant will be used to pay for Virtual School management or administration.
- Oxfordshire County Council and the VSH are corporate parents, so the question 'would this be good enough for my child?' is a central one in making decisions and evaluating the effectiveness of the use of Pupil Premium Plus.
- The Pupil Premium Plus funding must be used to improve educational outcomes and "narrowing the gap".
- The allocation of Pupil Premium Plus from Oxfordshire is based on a **"child's needs driven model",** identified through the outcomes and actions outlined on the ePEPs.
- The ePEP needs to be rigorously quality assured. The Virtual School is responsible for the quality assurance process.

How much Pupil Premium Plus money can be applied for?

Oxfordshire Virtual School will allocate £1600 per year for in county schools dependent on quality assured ePEPs. £2300 will be allocated to out of county schools. We expect at least two ePEPs to be completed each year and a school report uploaded to the EPEP. Early Years pupils are eligible for £300 per year.

In exceptional circumstances schools can apply for additional funding from the Virtual School to support unexpected events or exceptional needs.

The designated teacher for looked after children should maintain a careful oversight of pupil premium plus allocated to their school and play an active part in the decision making around how this money should be spent. This is underpinned by Statutory guidance for Designated Teachers 2018:
https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children

What can the money be spent on?
The Pupil Premium Plus will only be provided if clear outcomes and costed actions are outlined in the PEP. The focus is on the following areas:

- Academic achievement and progress – clear outcomes and actions.
- Wider achievement – in an area in which the child is gifted and talented.
- Attendance.
- Inclusion – by reducing internal and external exclusion.
- Resilience training, social skills and therapeutic work.
- Transition into the next key stage and/or a new learning provider.

Examples of activities that Pupil Premium Plus might be used for:

- Additional support in school that will build self-esteem, confidence, resilience or learning skills. Examples of this could be peer mentoring, nurture group provision and therapeutic support.
- Aspiration raising activities.
- Extra learning resources over and above what the school provides for all children.
- IT equipment – if this is bought for the child this should remain the property of the child.
- Alternative education packages.
- Revision courses/guides as long as it is normal practice for parents/carers to pay for them.

Examples of outcomes and actions:

Outcome:	For C to feel she has an appropriate space to express her emotions and feel safe to do so appropriately within the school environment
Actions:	• School Learning Mentor support 1x weekly • Protective Behaviour group sessions x 4
Evaluation:	C's SDQ scores at school/home will be reflective of each other, illustrating she is expressing emotions appropriately in both settings. C will be able to identify her 'helping hand' of key adults who she can access

Outcome:	D will be able to demonstrate a greater confidence in completing Maths independently
Actions:	• Small group maths intervention – 3 x a week • Foster carer to be taught calculation methods used by school to reinforce at home • Foster carer to ensure D does My Maths at home 2 x a week
Evaluation:	D to move up 3 points on maths continuum

Outcome:	L to achieve qualifications she needs for the college course she has chosen
Actions:	• Small group cognition training with DT to include revision techniques • Key worker to meet twice a week to review revision timetable

	• Key worker to communicate with foster carer once a fortnight re revision tips • 1:1 maths tuition once a week
Evaluation:	5 A* - G at GCSE and successful transfer to college

Outcome:	R to make a successful transfer to secondary school
Actions:	• Small group additional visit to new school • DT and SENCO from sending and receiving schools to meet and discuss needs and adjustments needed • Small group resilience group working on transfer issues including making a photo book
Evaluation:	R attendance and engagement at secondary school. R reports that he is happy and confident.

Outcome:	P to be able read fluently, texts at his level, in a range of contexts
Actions:	• FFT reading intervention 4 x a week for 20 minutes during tutor time • Teachers to ensure that in ALL lessons P is given texts that he can access and therefore work independently. DT and SENCO to support teachers to ensure equity of access • P to read out loud for 10 minutes every day to foster carer
Evaluation:	Current reading age 7.8 years, chronological age 14 yrs. By next PEP P will have made at least double the rate of progress.

Oxfordshire Virtual School Premium
In Oxfordshire, the Virtual School will create a 'Virtual School Premium' which will be used to pay for an exceptional need identified in the ePEP which is over and above the £1,600. We also commission a number of services and programmes to ensure our LAC have the best possible outcomes. (See Appendix A for a full list of additional services purchased with Pupil Premium Plus.)

How and why will the amount of Pupil Premium Plus vary?
Children's needs vary and can 'spike'. For some children £2300 is only a fraction of the cost of the support they need. Additional costs can come from:

- Children who have to move in or out of county in an emergency.
- Children placed in other LAs.
- Children who are at risk of school exclusion and placement breakdown.

Circumstances in which Pupil Premium will not be provided

- Pupil Premium Plus will not be used to double fund or replace funding which should already have been allocated to the school to support the child and specifically to fund services that should be provided via an EHCP or a statement.
- School trips, social and leisure activities – carers receive an allowance which should cover these costs.
- The interventions put in place do not require funding.
- The outcomes and actions do not sufficiently match the assessed needs of the child.

Previously Looked Children (PLAC)

Within the local authority, the Virtual school can provide support or advice and information for both the child and the school. This will often be on a no names basis unless the DT has the full consent of the parents/guardians to share details. The Virtual school may do this by:

- Providing general information and guidance on our website and in our publications
- Providing training on the needs of PLAC, advice on how PPP could be used to support in a general or strategic way etc to DTs
- Provide training and information to parents and carers e.g. trauma training, CEIAG opportunities
- Provide forums or information sharing initiatives so that staff across the county can share good practice
- Providing exemplar policies that are LAC/PLAC/trauma friendly
- Encouraging settings and schools to have high expectations of PLAC and what the barriers to success may be
- Signposting to other relevant services such as those detailed below

Pupil Premium Plus

For previously looked-after children, pupil premium plus funding is given directly to the child's school from the government. They are eligible for £2,300 per pupil. Schools are accountable for the spend of this funding through their annual report (to Governors and on their website) as well as to Ofsted if inspected.

Appendix A

PLANNED USE OF PUPIL PREMIUM PLUS
2018 - 2019

Provision	Impact on learning outcomes	Evidence: pupil attainment, progress, number of school moves, exclusions and attendance
Meadowbrook College – KS3 programmes	• Provides emergency placements for pupils at risk of exclusion • Ensures continuity of education • Provides full time education • Prevents foster placement breakdown • Ensures that LAC is supported back into mainstream school effectively	Attainment, progress, successful reintegration, attendance
Orientation Programme	• Orientation Programme for UASCs. • Familiarisation with cultural norms • EAL teaching • Transition to the next stage in education – school or college • Joint funded with social care	Completion of course. Monthly reports on attendance and progress from the provider
Attachment/trauma training	• Development of attachment aware and trauma informed staff in schools (BDT, MBO and Attach EP training) • Development of Therapeutic practice in schools (Betsy De Thierry CTM course) • Reduction in exclusions, improved attendance and therefore attainment and progress	Attainment, progress, breakdown of school placement, exclusions and attendance
One Eighty	• Therapeutic casework support • High level bespoke intervention for those at risk of school	Attainment, progress, breakdown of school placement,

	breakdown or who are not engaging in learning • All stakeholders are engaged and a clear desired outcome is articulated	exclusions and attendance
DT training/Conference	• Free training for all DTs as recommended by the DfE • Conference every other year with nationally recognized and inspirational speakers	Improved provision and outcomes for LAC
Transition/Inclusion Consultants	• Strategic involvement ensures that schools and settings are advised of the most appropriate transition and inclusion strategies for identified LAC. • Builds capacity in the VS team and in schools	Attainment, progress, breakdown of school placement, exclusions and attendance
Welfare Call	• Daily attendance monitoring • EPEP administration	Improved attendance and attainment
EY teacher	• 0.6 EY teacher to support and challenge EY settings to provide the best possible early education for our LAC – 2yrs to 5 yrs.	Good GLD on transfer.
PLAC awareness training	• Trauma training in schools • CEIAG profiling	Attainment, progress, breakdown of school placement, exclusions and attendance