

AfC Virtual School - Pupil Premium Plus Policy for Children in Care

1. Introduction to Pupil Premium Plus

Our policy is informed by two key Department for Education (DfE) documents:

1. Pupil Premium Grant 2023 to 2024 Conditions of Grant
2. Promoting the Education of Looked After Children, February 2018

Throughout our policy, the Pupil Premium for Children in Care will be referred to as Pupil Premium Plus to distinguish it from other forms of Pupil Premium allocations.

- 'Pupil Premium Plus' funding to support children and young people in care at school in 2023-24 school year is £2,530 per student.
- Children and young people are eligible following one day in care.
- The overall grant allocated to each Local Authority will be calculated on a per capita basis. However, it does not have to be distributed on a per capita basis, given that children and young people in care have differing levels of need at different stages of being in care.
- The grant must be managed by the Virtual School Executive Headteacher and used to improve outcomes and “narrow the gap” as identified in the Personal Education Plan [PEP] in consultation with the designated teacher. The DfE Guidance directs that *‘For LAC, it is the responsibility of the Virtual School Head in the local authority that looks after the child... to ensure that PP grant is used to support the child’s educational needs.’*
- As a result, PEPs will need to be monitored closely by designated teachers, the Virtual School team, Social workers team leaders and Independent Reviewing Officers. AfC Virtual School is responsible for overseeing the PEP system and quality assurance of documents. There are regular audits and a cycle of observation of meetings. The termly completion trend in AfC Virtual School is 100% due to effective collaboration across services and schools. We provide a minimum of three PEPs a year to support our children in care from a year prior to Reception until the end of Year 13.
- Early Years Pupil Premium is additional funding (£343 per year) for Early Years settings to improve the education they provide for disadvantaged 3 and 4 year olds. We distribute £100 per term to students in Early Years provision.
- Through a separate process, children adopted from care will be entitled to Pupil Premium which is passed directly to the school. However, this grant is outside the remit of this policy.

- The DfE outlines that *'Local authorities must not carry forward funding held centrally into the financial year 2024-25. Centrally held PP grant relating to LAC that have not been spent, or allocated to the child's school, by 31 March 2024 will be recovered'*. AfC Virtual School has a weekly Finance Board to ensure close management of the budget so that a zero balance is achieved annually.

2. Pupil Premium Plus Arrangements 2023-24

2.1 General Principals around Pupil Premium Plus

- Pupil Premium Plus is to benefit the child in care and must be used to enhance and improve their education. The child in care's voice and their specific needs are of paramount importance in considering the use and impact of this money by schools and settings. The Virtual School Executive Headteacher is responsible for the use of Pupil Premium Plus to improve outcomes for all children in our care, wherever they live.
- The DfE guidance states that Pupil Premium for Looked After Children should be used to *'support high-quality teaching, such as staff professional development, provide targeted academic support, such as tutoring, including through the National Tutoring Programme (NTP), tackle non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing'*
- The funding will be provided according to the needs of the child. Funding will be divided into two streams a) Delegated Funding and b) Strategic Funding.
 - a) AfC Virtual School Executive Headteacher is responsible for monitoring the impact of all funding. In the case of delegated funding this is via the appropriate page on the electronic PEP. This should be completed by the Designated Teacher, in full, after each PEP meeting. A termly pupil impact report is compiled based on the Feedback from Designated Teachers via the PEP document.
 - b) AfC Virtual School retains funding to use on strategic projects designed to improve the learning and wellbeing of children in care. The School Business Manager is in charge of monitoring the impact of strategic projects and produces a Pupil Premium Narrative annually. This breaks down the cost of strategic projects, the research basis, assesses impact and concludes whether to continue to invest in this area.

2.2. Delegated Pupil Premium Funding

- AfC Virtual School delegates Pupil Premium to Children in Care between the age of 3-16 until the end of Year 11.
- Designated Teachers are automatically sent £300 a term retrospectively on a pro-rata basis.
- If further funding than £900 is needed it can be applied for from AfC Virtual School via the respective Assistant or Deputy Headteacher using the Additional Funding Form. This ensures that we operate funding on an equitable basis rather than 'one size fits all'.
- Pupil Premium funding requests are processed at AfC Virtual School weekly finance meetings which are generally on a Friday. Completed **Additional Funding Forms** received by AfC Virtual School by Wednesday morning will be processed at the Friday meetings.

- Delegated funding should be linked to the successful attainment of PEP targets which in turn should be SMART and their focus should be on educational progress.
- Proposals made by the school to pool Pupil Premium Plus to enhance services, are permitted providing its use is directly linked to children in care's learning needs via the PEP.

2.3 Strategic Pupil Premium Funding

A portion of the funding is retained by the Virtual School to be pooled and used on strategic projects. This includes:

- Specialist staff e.g. Educational Psychologists
- Wellbeing services e.g. Equine Therapy
- Literacy Interventions e.g. Letter Box
- 1:1 tuition
- Careers services
- Training provision
- Student workshops and Summer Schools
- PEP and Attendance monitoring

3. Management and accountability

'VSHs have considerable flexibility in the use of PP+ funding in order to maximise its impact for individual looked-after children as well as the whole looked-after cohort. All VSHs should publish a clear policy on their use of PP+, including how they decide the level and use of top-sliced funding'. DfE Guidance

The Headteacher of AfC Virtual School will be accountable to AfC Virtual School Governing Body for setting up a transparent and rigorous allocation process, ensuring that effective use and impact of the grant is monitored, evaluated, supported and where necessary challenged. Use and impact of the Pupil Premium Plus will be clearly recorded in the child/young person's PEP and in other evaluative documentation held by AfC Virtual School, e.g. the annual Pupil Premium Narrative and the Annual Report. Impact will also be measured against termly progress data and returns from schools.

Schools and settings are accountable for ensuring the money is used appropriately and effectively to enhance and improve the child in care's educational achievement. Targets will be submitted termly by the school/setting as part of the PEP. Schools will be expected to review the previous term's target and the effect of the pupil premium spending.

4. Pupil Premium Plus for Children and Young People attending AfC schools and settings placed by other Local Authorities.

Different approaches will be adopted by different Local Authorities and schools should discuss arrangements with the placing local authority's Virtual School Headteacher. A request for their Pupil Premium Policy should identify how the Pupil Premium Plus will be paid – it is the responsibility of the Virtual School Headteacher to ensure that Pupil Premium Plus is allocated

for all their school aged children and young people in care no matter where they are educated. The Virtual School Headteacher can retain all funding and manage centrally, delegate a portion or delegate the whole amount. This decision will be based on the wider provision and resource available within the Virtual School.

The name and contact details of other Virtual School Heads can be found on AfC Virtual School's website www.afcvirtuelschool.org.uk

5. Circumstances where Pupil Premium Plus 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.
- Pupil Premium Plus is for additionality and is not to be used to pay for course fees, school or college staffing, or universal resources that a school provides their student body.
- Social and leisure activities – carers receive an allowance which should cover these costs.
- Transport to school
- The requested intervention does not meet the assessed need of the child.
- The requested intervention does not support education progress and/or impact cannot be evidenced.

6. Children Previously Cared For by Achieving for Children

- AfC Virtual School provides strategic support for Previously Looked After Children. This is via the Lead Teacher for Previously Looked After Children. The offer includes:
- Providing information, advice and support on our Previously Looked After Website, our publications, or via email or phone call.
- Providing training on the needs of Previously Looked After Children to Schools and Parents including education strategies and trauma informed practice.
- Funding membership of 'Catch' for Designated Teachers and SGOs and Adoptive parents.
- Providing targeted visits to schools e.g. to advice on how Pupil Premium could be used
- Through collaboration with a local Primary School, AfC Virtual School created a follow-on PEP type document, the '**Education, Excellence Plan**'. The EEP is not compulsory but schools or families who would find this helpful can access it via the Previously Looked After Website.
- Championing the needs of this group and raising awareness of trauma informed approaches which support vulnerable students via the Attachment Aware Schools Award programme.
- Signposting to other services within and external to the local authorities.
- Provision of a Summer Activities Week for Looked After and Previously Looked After Children.
- Previously Looked After Children are eligible for £2,530 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.

7. Post 16 Pupil Premium

2021-22 AfC Virtual College was successful in a bid to the DfE which enabled AfC Virtual College to take part in the Post 16 PP+ pilot. Due to the national positive outcomes of this pilot universal Post 16 funding has been allocated to virtual schools to support KS5 students.

In 2023-24, AfC Virtual College received Pupil Premium Plus funding and additional funding from a successful partnership with Groundworks, St Mary's University and The London Clinic. This budget has contributed to staffing costs; tuition, training provision and facilitated strategic interventions.

Strategic Interventions include:

- NEET Board and support into EET
- Welcome Programme - ESOL tuition and Enrichment events for UASC
- Care Leaver Executive Board
- Careers Adviser / Outreach Worker / YOT worker
- Better Futures Business Training Events towards an Attachment Aware Community
- Skills for Success

8. Administrative and Accountancy information

It is the responsibility of the Designated Teacher in the Host School to ensure that the Vendor Form is completed to enable transference of funds from the Local Authority Finance team to the school. Vendor Forms can be obtained from www.afcvirtualschool.org.uk or through discussion with AfC Virtual School's Business Manager, Tav Juttla on tav.juttla@achievingforchildren.org.uk

Pupil Premium Funded, Planned Provision for 2023-24 Overview

Statutory School Age

Type of Provision	Rationale	How will Impact be tracked?
Delegated Funding to Schools	Additionality to close the gap in learning.	Via PEPs and termly pupil impact report
Additional Funding Form requests	Additionality to close the gap in learning where need is greater than delegated sum	Via PEPs and termly pupil impact report
Staffing e.g. EPs, Outreach Learning Mentors, School Business Manager	To support engagement and stability in education; to manage finance and events; to support data collection to enable targeted intervention and collaboration.	Termly Reports; Performance Board monthly outcomes reports; Training Evaluation forms; PEP completion rates and other KPIs.
Strategic Projects e.g. Letterbox, tuition, Workshops &	Evidence based approaches with impact tracked aimed to close gaps	Pupil Premium Narrative; termly and annual report and

trips; therapeutic & student development interventions	in learning and support school settings and stability.	monthly Performance data.
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Post 16

Type of Provision	Rationale	How will Impact be tracked?
Delegated Funding to Schools and Colleges	Additionality to close the gap in learning.	Via PEPs and termly pupil impact report
Intervention requests e.g. tuition	Additionality to close the gap in learning where need is greater than delegated sum	Via PEPs and termly pupil impact report
Staffing e.g. Outreach Learning Mentors, Deputy Headteacher, YOT worker, Careers Advisor	To support engagement and stability in education; to manage projects and events; to support data collection to enable targeted intervention and collaboration.	Termly Reports e.g. Area Report, NEET report; Performance Board monthly outcomes reports; Training Evaluation forms; PEP completion rates and other KPIs.
Strategic Projects e.g. UASC Welcome Programme (ESOL for UASC), Better Futures (Business Training Events and Executive Board) Care Leaver Recruitment Scheme, Care Leaver Jobs Website, literature and training	Evidence based approaches with impact tracked aimed to close gaps in learning and support EET stability.	Termly and annual reports, examination, university transition, EET and attendance data.

Report Prepared by:
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Position in School: Executive Headteacher/Associate Director

Signed: *Suzanne E Parrott*
Date of initial Policy: January 2017

Date Policy most recently updated: January 2024

Signed: *Suzanne E Parrott*
Position in School: Executive Headteacher

https://assets.publishing.service.gov.uk/media/64998da4831311000c296347/Post-16_PPP_Sec_31_Grant_determination_letter_23-24.pdf

<https://www.gov.uk/guidance/pupil-premium-virtual-school-heads-responsibilities>

https://assets.publishing.service.gov.uk/media/5a9015d4e5274a5e67567f7be/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Appendix

Other Finance supporting the work of AfC Virtual School and College

AfC Virtual School and College receives funding from a variety of sources to support children in care, previously looked after children, care leavers, children on a child protection plan, children in need across Richmond, Kingston and RBWM. A summary of the budgets can be found below:

Name of Budget	Purpose	How we are using the funding
Delegated Schools Grant	The grant is paid in support of the local authority's schools budget	This money is used to support 1.6FTE staffing in Richmond and Kingston and 1.3 FTE in RBWM.
Extended Duties Promoting the education of children with a social worker	To champion children with a social worker and promote their education. Through data collection and distribution; training; raising awareness of this group across multi-agency partners; provision of the Attachment Aware Schools Award (62 schools signed up for 2023-4) Operation of a Transition Hub for children with a social worker with Persistent Absence	To continue to develop the strategic leadership role in promoting the educational outcomes of the cohort of children with a social worker and those who have previously had a social worker who are aged from 0 up to 18. St Mary's University are quality assuring our Extended Duties work.
School Led Tuition Grant	To support disadvantaged pupils in catch-up learning.	This will focus on providing tuition to pupils eligible for pupil premium, it also includes pupils with other types of disadvantage/additional needs.

Coronavirus Recovery Premium	To support disadvantaged pupils with their education recovery following the impact of the coronavirus pandemic.	To support high-quality teaching, such as staff professional development, providing targeted academic support, such as tutoring and tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing.
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