

Schools Forum

28th November 2017

Review of Pupil Premium Plus for LACYP Summer 2017

Background

In 2015/16 the government published the conditions of the Pupil Premium Plus Grant for LACYP. A notional amount of £1900 was allocated for each child entering care in Reception to Year 11. The grant noted that the Pupil Premium Plus must be managed by the Virtual School Head Teacher (VSH) and used for the benefit of the looked after child's educational needs as described in the personal education plan (PEP)

LAs are not allowed to carry forward funding held centrally into the next financial year. To that end, centrally-held Pupil Premium Plus that has not been spent, or allocated to the child's education setting, by 31 March will be recovered.

In 2015/16 and 2016/17 the VSH, in consultation with Head teachers, agreed to allocate £1400 of the grant directly to schools to fund the targeted support as described on the LACYP's PEP. The centrally retained funding, held by the Virtual School, was used to appoint additional staff to provide specialist support for LACYP in Stockton and for those pupils in out of the area placements. The centrally retained funding was also used to meet the personalised needs of individual pupils, provide additional EP support, continuous professional development and enrichment activities for LACYP.

In 2015/16 the Early Years Pupil Premium was also introduced for LACYP. £302 was allocated for each 3/4 year old attending a nursery or private or voluntary setting. The guidance stated that this grant should be managed by the VSH as for all school aged pupils in line with child's PEP. At the time it was agreed in Stockton that this funding would be distributed by the Family Information Service as for all eligible 3/4 year olds.

Since 2015 there have been a number of changes at both local and national level and the VSH has carried out an annual audit of the Pupil Premium Plus for LACYP to inform future decision making.

This paper provides some contextual information to support the recommendations made by the VSH to the LA MALAP (Multi Agency Looked After Partnership) Board which acts as the governing body for the Virtual School

Context

The Virtual School has reviewed the Pupil Premium Plus Grant in the light of

- The need to deploy human resources effectively

- The introduction of the E PEP
- The outcomes from the Pupil Premium Audit
- The need to use the grant in line with equity so resources are deployed in line with pupil need and circumstances

**Pupil Outcomes 2016/17 903 cohort (LACYP in care for 12 months plus)
Provisional**

Key Stage	Cohort size 903 i.e. in care for 12 months plus	% SEN	Outcomes
Early Years	8	25	25% GLD
Year 1 Phonics	9	33	67%
Key Stage 1	16	56	CRWM 31% R 50 W 38 M 50
Key Stage 2	31	55	CRWM 10% R 26 W 35 M 26
Key Stage 4	23	65	5A*-C inc EM 17% +4 Eng & maths 17% +4 Eng 30% +4 Maths 17% +5 Eng & maths 0% +5 Eng 17% +5 Maths 4%

Outcomes from the Pupil Premium Audit 2016/17

The PPP Audit for 2016/17 has highlighted a number of key issues

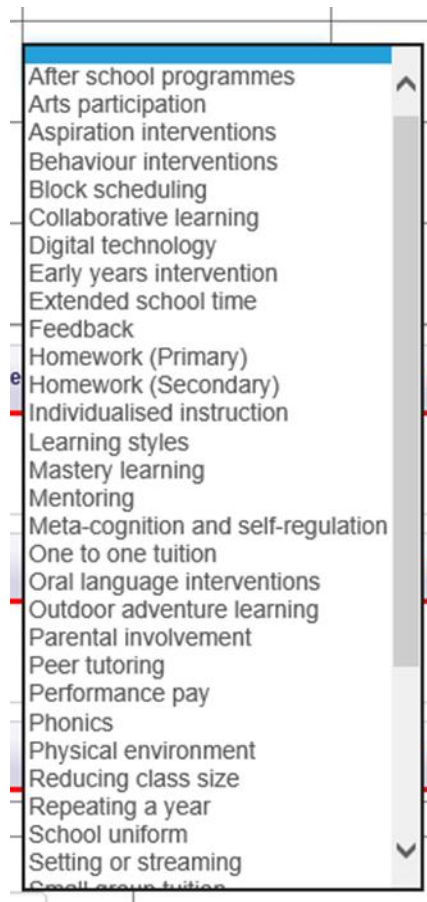
Of the 251 entries, the use of the PPP varied greatly, for:-

- 115 pupils, the PPP spend was well below the £1400 allocated to the school (Lowest £35 but many £200 to £800)
- 50 pupils, the PPP spent was in line with £1400 allocated

Overall, **£48,500** was underspent in the schools which had not used the full amount of funding.

2 establishments indicated that the grant had been used for administration/ school resources – this is not in line with the grant funding and further funding will be changed to rectify this issue.

A variety of intervention/ strategies have been used to support the needs of the LACYP in line with the list of strategies outlined in the Sutton Trust initiative. (See below)



Use of Local Authority Retained Funding

a) Human Resources

Since the introduction of the PPP the grant has been used to deploy a number of key staff to support the short and long term needs of LACYP effectively. These include:-

- **An Education Development Adviser (EDA) for LACYP** residing / attending schools outside the borough. This post also oversees Post 16 LACYP and acts as a key partner within the SEN service
- **An EDA** who works operationally supporting the needs of schools and LACYP in Stockton. This post also oversees Early Years LACYP, the Primary Hubs and is leading on the Attachment Difficulties Working Group
- **Youth Direction** – two staff fulfil the full time position of Specialist Participation Officer for LACYP. The Participation Officers play a key

role in supporting LACYP in Year 9-11 at their termly PEP meetings providing information, advice and guidance with regard to their careers and long term ambitions. The Participation Officer also support the transition of LACYP from KS4 into KS5 and support the students in progression and retention. The LACYP Participation Officers also support the annual Celebration for Year 11 and Post 16 LACYP

- **EP support-** an SLA has been established with the EP service to provide additionally for LACYP. This additional time will be used for consultation, observation and bespoke support for pupils and in exceptional circumstances assessments.
- **HTLA** – following the reorganisation of the SEN/Pupil Engagement Service. HTLA will be deployed differently in Enhanced schools. Following a trial period in 2017, The Virtual School has decided to appoint a HTLA to support the specific and immediate needs of the LACYP cohort.

b) Implementation of the E PEP

The E PEP system will be fully implemented in September 2017. This will improve efficiency in communication, ICT and administration enabling all services to collaborate more effectively.

Schools will no longer be required to up load PEPs to the Extranet or provide termly tracking data or return the annual PPP Audit. The E PEP will be a live document and will allow the VS to draw down key reports for analysis in line with Virtual School's self-evaluation schedule.

c) Letter Box

In 2016/17 the VS was able to fund the Letter Box (literacy and Numeracy) Project for pupil in Year 1, 3, 5 and 7 from the out turn in 2015/16. This will not be possible in 2017/18 but schools can continue to use this initiative through the allocation given to schools for each child.

d) Personalised Support

In 2016/17 an increased amount of the PPP was used to support LACYP at times of crisis, transition and/ or for alternative provision. Substantial amounts were required to support pupils on the VEMT list or those resulting from a safeguarding issue. One child was supported whilst awaiting a place in an out of borough schools where a 'request to direct' had to be pursued.

e) Enrichment Activities

- In 2016/17 the PPP has supported the development of the **Primary Hubs**. These were set up in the North, South and Central areas of Stockton as an alternative way of collecting Pupil Voice. The events have proved highly successful in not only providing the Pupil Voice, but importantly as an opportunity to develop their social / emotional skills. Approximately 75 Key Stage 2 pupils took part in a variety of events over the three terms

- **Let's Take Action** (LACYP – Student Council) In 2016/17 the PPP supported the group in attending a Residential as part of the NE Care Group where they organised a key conference for all services involving the Child's Commissioner. The group also organised a 'Corporate Parent Event' to raise awareness of their work with cabinet members and senior managers in all services.
 - **NERAP (North East Raising Aspirations Partnerships)** A small group of Key Stage 4 pupils took part in the 2016/17 programme. This involved engaging in a number of taster activities at NE universities to raise their long term aspirations and understanding of opportunities open to them.
 - **Stockton V1th Form College.** The Virtual School supported a small number of Key Stage 4 LACYP wishing to attend a visit to Cambridge University which was organised by Stockton Sixth Form College. The event took part in the October half term and proved valuable for those accessing the event.
- f) **CPD.** The grant continues to support the costs of providing termly training for Designated Teachers and other staff. This year the budget also supported the Attachment Difficulties Conference organised in partnership with Middlesbrough Virtual School held at Teesside University. This proved to be a highly successful event in raising awareness of Attachment Difficulties and Developmental Trauma. The conference also included an inspirational speech from Luke Rogers who gave a further personation at the SHPG and Education Matters meeting. In 2017/18 schools will be able to apply for a place on the Attachment Lead Course accredited by Brighton University

Recommendations for 2017/18

1. **The total amount given to schools is an amount up to £1400**
2. **Schools will only receive the amount used for targeted support as noted on the E PEP**
3. **Schools can continue to request additional funding to support short terms needs when all funding and strategies have been exhausted**
4. **The HTLA will be offering short term crisis or specialised support, any additional time, if available, may be available to schools at a cost.**
5. **School will have access to a fortnightly telephone consultation/ surgery with an EP to discuss concerns and strategies to support LACYP.**
6. **Surplus funds will be distributed to schools or support new initiatives to support the needs of LACYP. E.g. Transition activities/ letter box.**
7. **As from April 2018 the PP+ will increase to £2300, the amount allocated to school will remain the same until a further review has been completed. The DfE are considering allocating the grant in line with the school year.**

3 /4 Years Old Early Years PPP

Currently the budget for the 3 / 4 Year is managed by the Virtual School Head and payments are processed by the Family Information Service. Funding is provided on a termly basis at a rate of 53 pence per hour per child for a maximum of 15 hours per week, 38 weeks of the year.

Discussions with settings / schools note that the intermittent funding makes it difficult to implement the individual targeted support as identified on the PEP. The audit also shows that in some cases the schools received less than the £300 allocated to LACYP in Early Years

As noted in the guidance

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

Virtual school heads (VSH) are responsible for managing EYPP funding for looked-after children.

(The VSH in your local authority will be responsible for identifying the looked-after children who are eligible for EYPP funding. This will include any looked-after children who live in your local authority, even those who get their early years education with a provider based in a different local authority. You will receive EYPP funding for looked-after children through your dedicated schools grant. Once you have this funding, you should pass it on to your VSH.)

As for the Pupil Premium Plus the VSH should:-

- make sure that the method you choose for allocating and spending the funding is simple so that your looked-after children can benefit from the funding without delay*
- make sure that schools, AP settings and early years providers spend their pupil premium funding for looked-after children to help meet the needs identified in the children's personal education plans (PEPs)*
- make sure that any pupil premium funding that you have not passed on to an educational setting or spent by 31 March is returned to DfE*
- be able to demonstrate how the pupil premium and EYPP funding you are managing is raising the achievement of your looked-after children*
- work with each looked-after child's educational setting to agree how pupil premium funding will be spent to meet the needs identified in the child's personal education plan (PEP) - this will usually involve working with a school's designated teacher for looked-after children.*

The VS thanks the Family Information Service for their support to date but would like to make the following recommendations so that the above conditions can be implemented and the use of the premium can be monitored more effectively.

Recommendations

- 1. The EY Premium is overseen by the Virtual school as for the PPP for school aged pupils and the E PEP system – this is already happening so shouldn't be a recommendation**
- 2. £75 lump sum is given to the setting / schools per term to support the implementation of individual targeted support as identified on the child's PEP.**
- 3. A small amount of centrally retained money would support additional needs of EY LACYP**
- 4. At the end of the financial year, surplus funds will be distributed to settings /schools where 3/4 year old LACYP attend or in line with personalised needs.**

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