

Pupil Premium Plus Policy and Guidance 2021-22

Surrey Virtual School SVS

This policy will be reviewed March 2022



Introduction

Raising the attainment of looked-after children is a key priority nationally and for each local authority and its partners as corporate parents. This responsibility is shared by the LA, schools, educational settings and their wider partners in the community. The purpose of Pupil Premium Plus (PPP) is to close the attainment gap for this cohort of children and improve their educational outcomes.

A full review of Pupil Premium Plus was conducted by the Virtual School Head in December 2020, with a report and findings presented to the Virtual School Governing Board in February 2021. This new policy is informed by this review.

Key Facts

- Pupil Premium Plus or PPP is provided by the DfE for each child who is in care for at least one day as recorded in the March 2020 children looked-after data return (SSDA903),
- Pupils of statutory school age from Year R (Reception - irrespective of their age) to Year 11 are eligible to receive PPP. Young people post-16 are not eligible and different arrangements are in place for younger children through the Early Years Pupil Premium. Eligibility is from the first day of care between Reception age through to and including the summer term of year 11.
- PPP must be managed by the Virtual School Head (VSH) in the local authority that looks after the child, for the benefit of the looked-after child's educational needs as identified in their personal education plan (PEP).
- PPP is different to other kinds of pupil premium in that it is managed by the Virtual School Head rather than schools. LAs may differ in terms of their local PPP arrangements.
- Children who were previously looked after (PLAC) by a local authority in England and Wales and now adopted, or subject to special guardianship order, child arrangements order or a residence order, are also eligible for pupil premium grant. This grant is not managed by the Virtual School, however, please see further guidance on [our Surrey Virtual School website](#).

Accountability

- **Schools and education settings** will already be aware that Ofsted evaluates the performance and outcomes of children who are supported by Pupil Premium funding and will report on the impact, and the difference this funding is making to looked after children's experiences and outcomes.
- **Designated Teachers** are accountable to the headteacher and the governing body for the effectiveness and impact of interventions funded through Pupil Premium Plus, and the progress of children in care on their school roll.
- **Headteachers** must be aware of the amount of funding received by the school for looked-after children and previously looked-after children, how effectively it is spent and the impact on learning and outcomes.
- **Social Workers** are responsible for initiating a child's PEP within 10 working days of their becoming looked-after, wherever they are placed, and for ensuring that subsequent PEPs - as the education part of the statutory Care Plan - are held termly within timescales.
- **The Virtual School Head** is accountable for managing the efficient use of Pupil Premium Plus in line with the purpose for which it has been provided. Schools remain accountable for the educational attainment and progress of all disadvantaged pupils.
- **The Virtual School Head** reports the impact PPP has made to children's educational experiences and outcomes to the Virtual School Governing Board and subsequently the council's Corporate Parent Board.
- During 2021-22 a report will also be shared with Schools Forum for information, to support collegiate working and transparency around PPP.

PPP for looked after children: Arrangements in place for 2021-22

Please note that these arrangements are reviewed by the Virtual School each year, informed by analysis of children and young people's needs, the priorities identified to improve educational outcomes, feedback from Designated Teachers, children and young people, and discussion with other stakeholders.

- In the statutory school years (Year R to Year 11 inclusive), PPP funding is allocated on the basis of learning need as set out in a child's Personal Education Plan for each child in care.
- Up to £1700 per child per year or 72% of Surrey's PPP for children looked after is made available for schools to request as per the table shown below. **This includes children with EHCPs** (Please also see Page 4).
- Further allocations will be agreed on an exceptional basis at the discretion of the Virtual School Headteacher
- £645 per child per year or 28% is retained by the Virtual School to fund central interventions and services.
- The Surrey Virtual School quality assurance process includes five key areas, one of which is that 'The review of the previous targets demonstrates the use of the previous term of Pupil Premium Plus Grant spend and the impact it has had on their learning.' A PEP is RAG rated green if the PEP evidences all five criteria of the [PEP guidance](#).
- Pupil Premium Plus is not allocated where a PEP is of poor quality and has a 'red' rating. However, feedback is always provided and the funding requested will still be available the following term, subject to receipt of a good quality PEP. Please note though that the Virtual School is not able to carry forward funding to the new financial year.

Arrangements in place for 2021-22

	What funding is allocated?	Requirements for allocation
Summer 2021	Up to £600 can be requested per term via the Summer term PEP 2021 . It is expected that use and impact of the additional 'Covid payment' provided in January 2021 will have been recorded on the summer 2021 PEP	Allocated subject to good quality PEP
Autumn 2021	SVS will allocate £500 per Surrey looked after child to help meet additional learning and emotional health needs as a result of the pandemic. This will not need to be requested, however use and impact of this funding will need to be recorded on the Spring 2022 PEP	Allocated in October. PEPs quality assured (Further requests for PPP will not be approved where Autumn term PEP is incomplete/poor quality)
Spring 2022	Up to £600 can be requested per term via the Spring term PEP 2022 . It is expected that use and impact of the additional 'Covid payment' provided in the Autumn term 2021 will be recorded on the Spring 2022 PEP	Allocated subject to good quality PEP

Use of Pupil Premium Plus which is centrally held by the Virtual School

- Centrally held PPP is used to commission services or activities that will benefit Surrey Looked After Children holistically.
- In determining the arrangements and use of this part of PPP each year, the Virtual School considers: -

1. Identified priorities highlighted by progress, attainment, and other outcome measure data (including attendance and exclusions) for the cohort
2. The views of stakeholders including Designated Teachers (DTs), carers, children and young people and feedback via the Surrey Corporate Parent Board.
3. Any other contextual factors affecting the educational experiences and outcomes of looked after children. In 2021-22, this will particularly include a focus on *recovery* from the many impacts of the pandemic.

The Surrey Virtual School (SVS) expects that:

- PPP is used in line with the 2021-22 DfE Conditions of grant. PPP like other types of pupil premium, supports the DfE's policy to raise 'the attainment of disadvantaged pupils of all abilities to reach their potential.'
- Barriers to engagement, learning, educational progress and attainment have been carefully analysed and identified by the DT with any PPP spend linked clearly to children's individual identified needs and targets as recorded on their personal education plans.
SVS recognises that many different factors may affect the attainment of looked after children/young people and their 'ability to reach their potential' and will carefully consider **all** PPP requests for approval, provided the proposed spend links directly to the child/young person's identified needs and barriers.
- In responding to requests for PPP, in line with DfE guidance, SVS will take into consideration:
 1. Whether the proposed PPP spend replaces or duplicates provision that existing school budgets or other sources already fund, such as a specific intervention already provided through a child's EHCP
 2. Whether the proposed PPP spend replaces or duplicates what should reasonably be covered by the fostering or other allowance in place to support the child's needs whilst they are in care(See FAQ and target setting examples below for further clarification)
- In the case of fee-paying schools, all interventions and support services would normally be covered by the funding provided by the LA to the school to deliver the child's education.
- Children's targets (and related PPP spend) reflect their needs in the context of the exceptional year we are in because of the pandemic. In addition to a specific progress and attainment target, we would particularly expect through the year to see targets (and PPP spend) supporting '**recovery**' in the areas of: -
 1. Transition and stabilisation (especially for those who are new to care)
 2. Children's emotional health, wellbeing and resilience (especially for those with an elevated SDQ * score)
 3. Peer and adult relationships
 4. Reconnecting with extra-curricular activities with all the relational, emotional, cultural capital and other benefits they bring to the child/young person
 5. Improving attendance e.g., where a child/young person is struggling to re-engage with onsite learning
 6. Preparation for independence, recognising that care experienced children frequently take on significant responsibilities when they become care leavers
- The DT considers how PPP can be used to support a child/young person's learning at each PEP, including where good progress is being made by the child/young person, and is proactive about requesting support from the Virtual School with this where needed.
- Feedback around spend and impact resulting from the targeted use of PPP is clearly evidenced on each PEP.
- School leadership teams recognise the staff development needs associated with the education of care experienced children and are proactive in accessing and requesting this for their staff from the Virtual School.

Designated Teachers should:

- Maintain a careful oversight of PPP allocated to their school and play an active and direct part in the decision making around how this money should be spent.
- Ensure PPP is spent in line with the current DfE 'conditions of grant' making certain that it impacts at individual child level, recording and reviewing this in the PEP.

- Ensure that children's targets and the support or interventions put in place funded through PPP are linked to an analysis of their individual needs. As a result, children's targets should be Specific, Measurable, Achievable, Realistic, and Time bound (SMART).
Analysis of individual needs is a current area of focus for the Virtual School. Following a pilot of different needs analysis tools in partnership with DTs and our link EP, specific advice and guidance will be provided to DTs ready for the 2021-22 academic year.
- Consider ways in which PPP can support a child/young person's learning at each PEP, including where they are already making good progress (See Target setting examples below). As above, in addition to a specific progress and attainment target, targets and associated PPP spend this year are very likely to focus on **'recovery'** in the areas of: -
 1. Transition and stabilisation (especially for those who are new to care)
 2. Children's emotional health, wellbeing and resilience (especially for those with an elevated SDQ * score)
 3. Peer and adult relationships
 4. Reconnecting with extra-curricular activities with all the relational, emotional, cultural capital and other benefits they bring to the child/young person
 5. Improving attendance e.g. where a child/young person is struggling to re-engage with onsite learning
 6. Preparation for independence, recognising that care experienced children frequently take on significant responsibilities when they become care leavers
- Ensure decisions about PPP are informed by the views of children, carers, social workers and other stakeholders, recognising that not all needs will be easily identifiable or obvious and that children's emotional responses or behaviours may be visible at home rather than in school.
- Ensure feedback around spend and impact resulting from the targeted use of PPP is clearly evidenced on each PEP.
- Include in their annual report to Governors, an account of what PPP is being used for, together with the impact on progress, particularly in English, mathematics and social/emotional development (taking care not to make individual pupils identifiable).

Governing bodies should:

- Through the designated teacher, hold the school to account on how it supports its looked-after and previously looked-after children (including how the PPP is used) and their level of progress and outcomes. The specific role of the governing body, head teacher and school leadership team in relation to care experienced children and young people is captured in the following DFE statutory guidance (P8).
[Designated teacher for looked-after and previously looked-after children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/designated-teacher-for-looked-after-and-previously-looked-after-children)
- Ensure they maintain focussed on the education of care experienced children – for example through regular briefings from their Designated Teacher, or by accessing training available from Governor Services or the Virtual School.
- Regularly review the support and resources provided to the DT to fulfil the statutory requirements of their role.
- Expect to receive and respond to the statutory annual report from the Designated Teacher.

Getting the most from Pupil Premium Plus

In Stephen Hawking's words, "Remember to look up at the stars and not down at your feet. Try to make sense of what you see and wonder about what makes the universe exist. Be curious. And however difficult life may seem, there is always something you can do and succeed at. It matters that you don't just give up."

Approaches that are:

1. Individually tailored to the needs and strengths of each pupil
2. Consistent (based on agreed core principles and components) but also flexible and responsive
3. Based on evidence of what works
4. Focussed on clear short-term goals which give opportunities for pupils to experience success
5. Include regular, high quality feedback from teaching staff
6. Engage parents/carers in the agreement and evaluation of arrangements for education support (e.g. via the PEP)
7. Supporting pupil transition (e.g. primary-secondary/KS3-4)
8. Raising aspirations through access to high-quality educational experiences
9. Promote the young person's awareness and understanding of their own thought process (metacognition) and help to develop problem-solving strategies

Emphasises:

1. Relationship-building, both with appropriate adults and with peers
2. An emotionally-intelligent approach to the setting of clear behaviour boundaries
3. Increasing pupil's understanding of their own emotions and identity
4. Positive reinforcement
5. Building self-esteem
6. Relevance to the learner: relate to pupil's interests where possible; make it matter to them
7. A joined-up approach involving social worker/carer/VSH and other relevant professionals
8. Strong and visionary leadership on the part of both of the pupil's head teachers
9. A child centred approach to assessment for learning

Promoting the education of looked after children and previously looked after children Statutory guidance for local authorities

Darren Martindale, Virtual School Head for City of Wolverhampton Council

Examples from our SVS Designated Teacher survey 2020

Supporting academic development

One to one tutoring provided opportunities for pre-learning, developing the child's confidence to participate more fully in lessons. As a result of one-to-one tuition used in this way, one student "...felt more confident in their abilities and this was reflected in their classroom performance and willingness to participate in oral discussion...whereas previously they would feel discouraged from answering questions in front of their peers for fear of getting the answer wrong".

Additional tutoring in Maths and English had resulted in a child 'making accelerated progress, reaching 'expected levels' in both subjects. Likewise, for this child, "tutoring also supported child's self-esteem and self-confidence, and allowed them to participate more fully in lessons as they had greater understanding of content."

One to one tutoring and online learning was provided in subjects the school was not able to offer but were either an interest or passion of an individual child or needed for a specific post 16 path they wished to follow later on – enabling "a tutor to teach a subject not covered by the school but needed for the student's next step."

Other kinds of academic support referenced by DTs include specific interventions to develop reading such as 'rapid reading' 'Reading Doctor' and guided group reading and writing support. "Evidence based interventions such as rapid reading, precision teaching... have worked well."

Supporting wellbeing and emotional health development

Frequently, there was evidence of therapeutic interventions being used at transition points which were difficult for the child to manage with the potential also to take them off course with their learning. DTs provided examples of using play therapy when a child became looked after “in order to process events, feelings and triggers” and to support a child with “emotional resilience.” Another DT used PPP to fund a “Forest School intervention with a qualified practitioner to support mental health and wellbeing following counselling sessions” recognising the need to support this child with the transition from intensive counselling and the complex emotions this was likely to uncover. A further example was provided of a school using their ELSA to support a child “over a series of placement changes so that the child was still able to come into school and engage in lessons.”

One school and nursery used “mini rucksacks that contained speaking and listening, reading, fine and gross motor skills activities... which also acted as a transitional item between school and home to support their emotional learning.” This approach supported children with their learning at home and in school, provided continuation of approach and were loved by the child who was “always excited” about coming into the setting to change them in the morning therefore also supported good attendance.

The benefits of facilitating access to extra- curricular clubs and activities were summarised by one DT as “giving a child “a sense of belonging, enabled them to make new friends and be able to enjoy something they were passionate about.” Other DTs talked about children becoming “courageous and being confident to try performing in front of their peer group.”

Views of Surrey children and young people

‘A significant majority of all professionals working with looked after children expressed the opinion that the views of looked after children should be one of the most important factors taken into account when informing how PPP is allocated’ [NAVSH and Bath Spa University research 2020](#)

Surrey Care Council members talked about the importance of supporting and encouraging children and young people’s passions, for example in Art, Science, Reading and how PPP could be used to support this in creative ways. Younger children shared their passion for particular subjects including Maths, English, History and Art - and their pleasure at using beautiful art materials and stationery. Greater use of educational trips and visits was suggested - linked to curriculum areas to extend interest and understanding of specific subject areas. Supporting personal interests and passions were viewed as having an important role in helping a child or young person to enjoy school and attend well, in addition to the many other benefits such activities bring.

Care council members were very positive about the use and value of one-to-one tutors to support confidence in curriculum subjects and catching up where some of the learning had been missed.

Some young people felt there was insufficient preparation within education to support ‘moving on’ to the future for care experienced children and young people. Many must engage with responsibilities such as budgeting, cooking, navigating benefits where needed and having the skills to live independently from a young age. Young people felt that their education could have a greater role in supporting them with this more specifically.

The following comments were presented to the Surrey Corporate Parent Board and are included below with kind permission from Surrey User Voice and Participation team

Being independent means a lot to me. I like to not have to rely on people for things and be able to

do things on my own. With the independence I have been able to excel in my education and

overcome more than I could ever imagine. I think everyone deserves to learn independence skills as it helps you grow and give you a taste of reality as that is life.”

16yr old looked after child

I would have found it very useful if there were classes in school about moving on from home, would have been good to learn life skills, hard to learn for me, if I was better prepared for the real world would have been

really beneficial. School is a great time to learn. After school you're out there in the real world and would be really great to put in place."

21yr old care leaver reflecting on becoming independent

Examples of targeted use of Pupil Premium Plus for looked after children

Name of child:	Child's identified need:	Example of target:	Intervention/resource funded through Pupil Premium Plus (PPP):	Impact this has made:	Additional info:
Alice	Academic progress in maths: Alice has gaps in her knowledge relating to multiplication. This means that she uses repeated addition to solve problems which is time consuming and laborious.	Recall & use x and ÷ facts for the 3, 4 and 8 tables – be able to count forward and backward in multiples of 3 4 and 8 (to be reviewed in 6 weeks).	One to one tutoring for a term to consolidate what Alice is learning in the classroom and improve her confidence and participation.	Alice has become more confident and quicker at recalling multiplication and division facts for times tables 3, 4 and 8. She now (date) understands that multiples of 4 can be derived from doubling multiples of 2 (and similarly 8 from 4). She now contributes more in class and feels confident to put her hand up to answer a question.	Surrey Care Council members (care experienced children and young people) have commented on the importance of the use and value of one to one tutors to support confidence in curriculum subjects and catching up where some of the learning had been missed.

Name of child:	Child's identified need:	Example of target:	Intervention/resource funded through Pupil Premium Plus (PPP):	Impact this has made:	Additional info:
Ryan	Social/emotional needs relating to Covid: Ryan has felt fearful about the virus and particularly that family members may fall ill – this is triggering other memories and anxieties, contributing to separation anxiety when he is away from his foster carer, and considerable reliance on adults for reassurance in school.	For Ryan to visually express the thoughts, emotions and anxieties he currently feels - which he finds difficult to express with words. Ryan, when he feels ready, to share the artwork he has created with his class teacher and foster carer.	Art therapist support to help Ryan express and process his thoughts and anxieties through an activity which he enjoys and where he feels safe.	Ryan loves to draw and paint. This has really helped him to explore his emotions and develop self-awareness of how he is feeling. His drawings have also acted as transitional objects between home and school, reducing his anxieties. Luke currently has an elevated SDQ (Strength and Difficulties Questionnaire) score, we will also check whether there has been a reduction when this is updated.	Our 2020 Designated Teacher Survey found evidence of therapeutic interventions being used at transition points which were difficult for the child to manage with the potential also to take them off course with their learning. DTs provided examples of using play therapy when a child became looked after “in order to process events, feelings and triggers” and to support a child with “emotional resilience.” See also SVS and DT VLOG

Name of child:	Child's identified need:	Example of target:	Intervention/resource funded through Pupil Premium Plus (PPP):	Impact this has made:	Additional info:
Leya	Adult relationships: Leya finds it difficult to form stable, trusting relationships with adults. During the pandemic, she has experienced more frequent transitions, with different key adults supporting her learning and other aspects of her life.	Leya to start each day with a 10-minute check-in with [Designated Teacher] to familiarise herself with the timetable, staff and areas of learning that will take place. Meet with (ELSA) on Tuesdays and Thursdays to develop practical ways to make daily transitions smoother and more positive.	Additional hours for our school's ELSA (an adult already familiar to him) to meet twice a week with Leya. Funding to provide bespoke training and support from our link EP to our ELSA and other key adults working with Leya.	The ELSA support has provided stability and continuity. She has supported Leya with identifying strategies which help her to cope with everyday transitions (for example, when moving between classrooms, adults, home and school) and with processing his emotions. As a result, she is calmer and more able to adapt to transitions during the school day, even now suggesting her own strategies to try out.	Not applicable.

Name of child:	Child's identified need:	Example of target:	Intervention/resource funded through Pupil Premium Plus (PPP):	Impact this has made:	Additional info:
Alex	Relationships: Alex made huge progress in the Autumn term adapting back to being with his peer group but struggled following the Spring term lockdown. PPP funded a local farm alternative provision for one session a week to complement the learning available from school. This was positive and provided a supportive environment in which Alex was able to interact with other young people in a safe, socially distant way.	Talk with farm staff about the skills developed at the farm, choose 2 lessons per week to try out the skills Alex has learnt back at school. Feedback to the farm staff each week about how he found this experience and plan for the following week.	Continuation of funding for one further term to enable Alex to access the local farm provision for one session a week This will provide a supportive environment to support the development of positive relationships with his peers.	Being in the outdoors has helped Alex to incorporate walking the farm, talking to staff and the other young people, listening to nature and farm noises, and has helped him to develop adaptive coping strategies which have improved his relaxation and stabilised his emotions. The feedback sessions have included the use of social stories to help Alex make sense of specific situations in school and suggest an appropriate social response where needed, drawing on his experience at the farm.	Not applicable.

Name of child:	Child's identified need:	Example of target:	Intervention/resource funded through Pupil Premium Plus (PPP):	Impact this has made:	Additional info:
Ali	English language communication needs: Ali is an unaccompanied asylum-seeking child (UASC) who is new to English. Following the recent lockdown, Ali has become less confident asking and answering questions in English having had less frequent opportunities to practise his skills. As a result, he is very quiet in class.	Use the vocabulary Ali has learnt with his tutor, to answer one question asked by the teacher in each lesson. Review this at the end of each week with the tutor.	Ali will receive a tutor to maintain and increase his use of curriculum language and comprehension skills. His DT will link with the tutor and provide details of the topics and associated language to be used in particular curriculum subjects.	The additional tuition has increased Ali's language skills, particularly where curriculum subject language has been pre taught and consolidated. As a result, he has increased in confidence when responding to questions in class and is showing great motivation to complete work set for him. His subject teachers have noticed an increase in participation in lessons.	Not applicable.

Name of child:	Child's identified need:	Example of target:	Intervention/resource funded through Pupil Premium Plus (PPP):	Impact this has made:	Additional info:
Connor	Transition needs: Connor is new to care, having been a young carer for his younger siblings due to his parents' problems with drug and alcohol misuse. He is finding it difficult to adjust to a new routine in a new home, as well as at school - transitions can be particularly stressful and exhausting within the school day.t	Together with (ELSA) develop practical ways to prepare for changes and transitions during the school day (121 once a week and daily 10-minute check in – to be reviewed in 6 weeks)	PPP will be used to fund additional ELSA supervision via our EP service to enable bespoke 121 support to be provided to Connor, which addresses emotionally challenging issues arising from being new to care.	Connor is beginning to be able to use some of the strategies we have developed together independently during the school day. He has told me that the starts of the day are becoming less stressful, and his attendance and punctuality have improved. As an ELSA, having the support and expertise from an EP is invaluable and enables me to help Connor deal with such emotional issues	Not applicable.

Name of child:	Child's identified need:	Example of target:	Intervention/resource funded through Pupil Premium Plus (PPP):	Impact this has made:	Additional info:
Melissa	Able student: increasing 'cultural capital': Melissa is an able student making expected progress in all her subjects and is on track to achieve the expected standard (9-5 in all subjects) by the end of the key stage. She is a quiet pupil and not confident in social situations but is creative and enjoys art and photography.	Meet with a teacher in the performing arts department every Thursday lunchtime for the next 4 weeks to plan and produce the photography and publicity for the school end of term production of 'Joseph'	PPP will fund a camera tripod and additional lenses for her camera so that Melissa can enhance the quality of her photography. PPP will also be used to fund a photography course as Melissa is also considering this as one of her subjects at college.	Melissa has significantly developed in confidence whilst photographing our school production - even directing her peers and staff where to stand for the best camera angles! Her network of peers and adults has noticeably expanded. She has also joined a photography class outside school and is able to reference this in her personal statement within her college application. Photography is also starting to provide a creative outlet for emotions that have for a long time been hidden beneath the surface.	NAVSH research describes how creating extra-curricular opportunities enables looked after children to encounter 'decisive turning points on [their] developmental pathway' to become more resilient and engaged in their learning.

Name of child:	Child's identified need:	Example of target:	Intervention/resource funded through Pupil Premium Plus (PPP):	Impact this has made:	Additional info:
Tom	Child whose needs are identified on EHCP: Tom is new to care. He has an EHCP where SEMH has been identified as his primary need. As a looked after child, emotional health and well-being are his greatest needs at the current time arising from the circumstances which brought him into care and the changes these have created in his life.	Work with a music therapist once a week where they will show him how to use music to help him understand his feelings and worries.	PPP will fund a registered music therapist to work with Tom, providing a safe, calming space for creative self-expression and communication about how he is feeling at the current time. This is supplemental to his EHCP and does not duplicate any of the support/interventions already being provided.	Tom loves the music therapy sessions and looks forward to them every week. We have noticed some positive changes beginning to happen - Tom is calmer and is beginning to be able to talk about how he is feeling. In class, his ability to concentrate and focus his attention are also much more positive which is helping him to feel more confident as a learner.	Our PPP policy recognises that there will be children with SEND whose pre care experiences have resulted in additional needs which are not always part of their EHCP but nevertheless impact on their learning. Care needs to be taken however, in line with DFE and OFSTED guidance, that PPP spend should not replace or duplicate provision that existing school budgets or other sources already fund such as may be included in an EHCP

Frequently Asked Questions

1. How does a school apply for Pupil Premium Plus?

The school will complete a termly PEP on Welfare Call. Once submitted the learning targets and proposed spending plan will be quality assured by Surrey Virtual School and the money will be allocated. This will be towards the end of the term in which the request is made.

2. How will I know if the request for PPP is approved?

The school will identify the child's learning needs in the PEP. Their targets linked to their identified needs and spending plan will be assessed by the Virtual School and the funding will be allocated. On occasions there is a moderation process to clarify or reassess the plan if necessary. The funding will be sent as set out in Question 20 below.

3. How can schools find out PPP arrangements for children in the care of a different LA?

They should contact the Virtual School in the child's home LA; most will have a website containing contact details and their local PPP policy. If, however, schools encounter any difficulty please contact us at the Virtual School office virtual.school@surreycc.gov.uk

4. What happens if a child moves school? Does the PPP funding (and any resources which have been bought for a child from PPP money such as a laptop) follow them?

Transfer of PPP funding is a matter for discussion between schools and where appropriate, alternative providers. The Virtual School would expect that, when a child moves school there is a discussion about the provision and support being delivered. This should include the ways in which any funding allocated to the receiving school or alternative provider will be used to meet a child's needs in accordance with their PEP. Where a school retains any PPP after a child has left, they will be still be accountable to the LA and to OFSTED for demonstrating the impact of pupil premium spend on improving educational outcomes.

5. Do children in care qualify for Free School Meals?

Children who are in a funded care placement – i.e. placed with a LA foster carer or an Independent Fostering Agency (IFA) carer generally will only qualify for FSM if they were in receipt of this before coming into care. If unsure, carers should ask their child's school to check if this was the case. DFE regulations state that where a child received FSM before coming into care, this should continue and not be stopped. Where this has not been the case, looked after children will be eligible if the carer meets the usual eligibility criteria available at Apply for free school meals - GOV.UK (www.gov.uk) There is no other route to FSM eligibility for CLA and it is not possible to backdate it.

In general terms, we would expect that the carer allowance covers meals for children in their care and therefore, carers already receive the funding needed to provide meals. (Please note that the Virtual School is working with the DFE to clarify this further and will issue guidance later during the year.)

6. Can PPP and other types of pupil premium be accessed for a child in care?

No, pupils will only receive one premium per year. This is the higher amount (PPP or Pupil Premium for children previously looked after).

7. What happens in cases where a child is dual rolled at a school and an alternative provider such as an education centre or Pupil Referral Unit (PRU)?

PPP funding is generally sent to the home provider. It is the school's responsibility to ensure that any PPP funding is transferred as needed to the dual registered provision or PRU as appropriate.

8. Can PPP be used to pay for the costs of alternative provision?

No, every child, whether or not they are in care, has an entitlement to an education. PPP should be regarded as additional funding so that further interventions can be put in place to meet a child's educational needs, which should be identified on their PEP.

9. Are there any circumstances where PPP will not be provided? What should PPP NOT be used for?

Pupil Premium Plus should not be used for the following:

- Funding a child's school place or Alternative education (in its entirety) for looked-after children either as a prevention of a fixed term or for provision following permanent exclusion.

- Resources that a Local Authority provides for through its normal allowances to foster carers or children's home fees. For example, carers have an allocation for clothing, uniform, out of school activities and school trips (except where the cost is more substantial such as a trip abroad)
- Trips and visits organised by the school which are part of the curriculum, or specifically related to exam coursework. Schools may request a donation but cannot insist that full costs are covered. It is expected that Social Care or carer(s) should contribute to the cost of these activities
- Basic equipment that the child or young person needs to participate or for lessons including school uniform, stationery, or equipment for physical education lessons
- Before or after school provision with the primary function of providing childcare
- When the PEP action plan does not meet the child's individual needs or is of poor-quality following quality assurance and feedback to the DT and social worker.

10. Can Pupil Premium Plus be used to purchase a laptop or digital device?

Yes, but please carefully consider if this is the most effective use of the funding. Many children have already accessed laptops through a pre – existing programme (e.g. DFE laptop scheme, Surrey's Corporate Parent Board scheme). Digital Technologies such as laptops, iPads and tablets are costly resources, which may not be as effective as other interventions in raising attainment and progress. For more information, please check out the Education Endowment Foundation Pupil Premium Toolkit

Therefore, the Virtual School will consider requests but where funding for a laptop or digital device is requested, the PEP will need to make clear how this directly links with the child's identified needs and supports their learning targets.

11. Does the Virtual School Head have to give PPP to schools?

There is no requirement to do so, but there is a strong expectation that Virtual School Heads will make pupil premium funding available to a child's education setting. This should be used to meet the additional needs identified in his or her PEP.

12. Is there a 'cut off' date for PPP funding?

The Virtual School sets out and publishes the latest date each term by which we expect to receive children's PEPs and any pupil premium funding requests from their school/setting. Where a PEP is of poor quality and has a 'red' rating, PPP will not be allocated. However, feedback is always provided and the funding requested will still be available the following term, subject to receipt of a good quality PEP. Please note though that the Virtual School is not able to carry forward funding to the new financial year.

13. How can schools access further training and information on effective ways to spend PPP?

Further information may be accessed via the useful links section included at the end of this document. Please also check the [Virtual School website](#) for details of specific PPP training and briefings.

14. Where can additional funding information about children with special educational needs and disabilities be found?

Further information can be accessed from Surrey's [Local Offer web pages](#)

15. Is PPP allocated to Non-Maintained Special Schools (NMSS)?

Children's needs will generally be met and fully funded through the LA's payment for the school place. Unless the Virtual School receives an exceptional request from a school showing that PPP is needed in addition to the fees already paid, it will not be made available to NMSS.

16. Is PPP available for looked after children in the early years?

The Early Years Pupil Premium (EYPP) provides funding to support the education of children in care, rather than Pupil Premium Plus which is only for children of statutory school age. The Early Years Pupil Premium (EYPP) for looked-after children is for children aged from three years and one term accessing their free entitlement through the universal offer. Find more information at [Surrey Family Information Service](#)

17. Do children have to access the full early education entitlement (15 hours a week) to be eligible for the Early Years Pupil Premium?

No, from April 2015 providers have received an additional amount per hour for each eligible child. Children do not have to access the full entitlement in order to be eligible for the early years Pupil Premium Plus. Providers will receive an amount that is proportionate to the number of hours that a child is accessing.

18. What about post 16?

Pupil premium Plus is not currently available from the DFE for young people post 16 who are looked after. If you are looking for more information take a look at [Care Leavers: your financial support and entitlements](#)

19. Children Previously Looked After (PLAC)

Advice and guidance in relation to pupil premium for children previously looked after can be accessed on the [SVS Website](#). Pupil premium for children previously looked after is paid directly to schools from the education finance team in the LA, without any involvement from the Virtual School. Once received, it is schools' responsibility to ensure it is spent in line with the DFE conditions of grant. Parents and guardians of eligible children will need to self- declare their child's status to the school where their child is on roll in order to trigger the funding. The school can then use that information to record on their School Census how many children on their roll were adopted from care or are post-LAC. Schools will firstly need to seek the permission of parents/guardians to record a child's status as 'previously looked after' on the School Census.

20. What do school finance officers need to know?

Payments appear as a funding allocation on individual schools' funding tabs (against GL 5988) and the narrative will indicate LAC pupil premium. Cash payments will be made either through the usual process, or on reconciliation of the school's local bank account at the end of the year.

Payments to academies and free schools will be made via BACs directly to school bank accounts with remittance details provided to the nominated email account provided by the school.

Pupil Referral Units (PRU) will receive a pro-rata termly payment at the end of the term only where the PRU is the Single Registration for that pupil. Payments will be made via BACs directly to school bank accounts with remittance details provided to the nominated email account provided by the school.

References

[Department for Education allocations and conditions of grant \(2021-22 not yet published\)](#)

[Department for Education. \(2018a\). Promoting the education of looked after children-and previously looked-after children: Statutory guidance for local authorities \(PDF\)](#)

[Department for Education. \(2018b\). The Designated Teacher for looked-after and previously looked-after children: Statutory guidance on their roles and responsibilities \(PDF\)](#)

[Department for Education. \(2018c\). Applying corporate parenting principles to looked-after children and care leavers Statutory guidance for local authorities \(PDF\)](#)

[Effective use of Pupil Premium Plus to improve educational outcomes for looked after children. Bath Spa University and National Association of Virtual School Headteachers \(NAVSH\). 2020 \(PDF\)](#)

[DIY Evaluation Guide | Education Endowment Foundation | EEF](#)

[Pupil premium: A Virtual School head's responsibilities](#)

[Valuing Participation: The cultural and everyday activities of young people in care. Lianne Gibson and Delyth Edwards](#)

[What works in education for children who have had social workers \(PDF\)](#)