

Pupil Premium Plus Policy and Guidance 2022-23

Surrey Virtual School SVS

Updated: April 2022. Next review: March 2023



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. Since that time, the policy has been subject to an annual review. This updated policy is informed by the 2022 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 2021 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 currently 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 website](#).

The 'recovery premium' and 'schools led tutoring' grants

- In February 2021, the government announced a one-off recovery premium grant (RPG) as part of its package of funding to support 'education recovery.' RPG provides additional funding for state-funded schools in the 2021 to 2022 academic year.
- The School-led tutoring (SLT) grant was also introduced in 2021 as part of the tuition offer from the National Tutoring Programme (NTP). It is intended to help close the education gap which widened as a result of Covid 19.
- Both of these separate and short term grants have implications for schools and for Virtual Schools around looked after and previously looked after children. Please see Appendices A-C for further details.
- Please note that this guidance and policy relates specifically to the main Pupil Premium Plus grant for looked after children.

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 of all kinds, 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.
- A report is shared with Schools Forum annually - for information, to support collegiate working and transparency around PPP.

PPP for looked after children: Arrangements in place for 2022-23

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 £1800 per child per year or 75% 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 4-5).

Further allocations will be agreed on an exceptional basis at the discretion of the Virtual School Headteacher

£610 per child per year or 25% 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](#)

Where a PEP is of poor quality and rated 'Red', Pupil Premium Plus funding will not be allocated. However, if following feedback, the quality of the PEP is improved, the funding can be carried over to the following term, provided that it is still within the same financial year. In practice, this means that funding may be carried over from the Summer to the Autumn term, or from either or both the Summer and Autumn terms to the Spring term but not beyond.

Arrangements in place for 2022-23 financial year

Summer 2022	Up to £600 can be requested per term via the Summer term PEP 2022.	Allocated subject to good quality PEP
Autumn 2022	Up to £600 can be requested per term via the Autumn term PEP 2022	Allocated subject to a good quality PEP
Spring 2023	<p>SVS will in January 2023, allocate £600 per Surrey looked after child to help meet additional learning and emotional health needs. This will not need to be requested, and will replace the usual request DTs would make via the PEP, however use and impact of this funding will need to be recorded in the Spring 2023 PEP.</p> <ul style="list-style-type: none"> • This arrangement will be subject to a good quality Autumn Term PEP. • Where the quality of PEP was poor in the Autumn term, Spring term PPP will need to be requested in the usual way via the PEP and will be allocated at the end of the Spring term. 	<i>(Further requests for PPP will not be approved where Spring term PEP is incomplete/poor quality)</i>
<p>At the end of each financial year it is not possible to carry forward any PPP and the Virtual School receives a new allocation of funding from the DFE.</p>		

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:-
 - Identified priorities highlighted by progress, attainment and other outcome measure data (including attendance and exclusions) for the cohort
 - The views of stakeholders including Designated Teachers (DTs), carers, children and young people and feedback via the Surrey Corporate Parent Board.
 - Any other contextual factors affecting the educational experiences and outcomes of looked after children. In 2022-23, this will particularly include a focus on the enduring impacts of the pandemic.

The Surrey Virtual School (SVS) expects that: -

- PPP is used in line with the 2022-23 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:
 - 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
 - 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 (independent specialist settings) 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. The [2022 DFE Conditions of Grant](#) also indicate that *"In the case of funding based on LAC and eligible pupils in independent special schools, it is for the local authority to decide how much of that PPG funding to pass on to the child's school."*
- Children's targets (and related PPP spend) reflect their needs in the context of the enduring impacts of the pandemic. **In addition to** a specific progress and attainment target, in line with [current DFE guidance](#), we would particularly expect to see targets and PPP spend reflecting some of the "non-academic" challenges that children are facing, which negatively affect their education and impact their access to learning.
- These may include a focus on:-
 - Transitions and stabilisation (especially for those who are new to care or who have moved school or had a change in their home environment)
 - Children's emotional health, wellbeing and resilience (especially for those with an elevated SDQ * score and showing signs of emotional distress.)
 - Addressing barriers to attendance and reducing levels of persistent absence
 - Peer and adult relationships
 - Reconnecting with extra-curricular activities with all the relational, emotional, cultural capital and other benefits they bring to the child/young person
 - Access to technology and educational materials/resources
 - 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' and related guidance](#), 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).

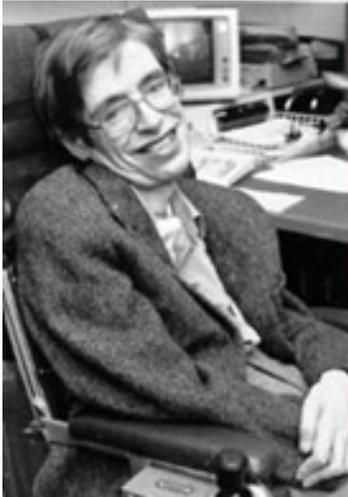
Analysis of individual needs is a current area of focus for the Virtual School.

- 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). Children's targets (and related PPP spend) reflect their needs in the context of the enduring impacts of the pandemic. **In addition to** a specific progress and attainment target, in line with [current DFE guidance](#), we would particularly expect to see targets and PPP spend reflecting some of the "non-academic" challenges that children are facing, which negatively affect their education and impact their access to learning. **Specific examples are provided on Page 5 above.**
- Ensure decisions about PPP are informed by the views of children, carers, social workers and other stakeholders prior to submitting the PEP, 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 \(www.gov.uk\)](#)
- 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 and the Virtual School.
- Regularly review the support and resources provided to the DT to fulfil the statutory requirements of their role, including keeping their training and knowledge updated via the Virtual School.
- Expect to receive and respond to the statutory annual report from the Designated Teacher.

Getting the most from Pupil Premium Plus



"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."

Stephen Hawking

Getting the most from Pupil Premium Plus:

Approaches that are:

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

Which emphasise:

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

Extract from DfE Statutory Guidance 2018

Darren Martindale, Virtual School Head for City of Wolverhampton Council

Getting the most from PPP - Examples from our SVS Designated Teacher survey 2020

Thank you to DTs for these examples

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 was 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

Child's identified need	Example of target	Intervention/resource funded through PPP	Impact this has made
<p>Academic progress in maths:</p> <p>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.</p>	<p>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).</p>	<p>One to one tutoring for a term to consolidate what Alice is learning in the classroom and improve her confidence and participation.</p>	<p>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.</p>
<p><i>Surrey Care Council members (care experienced children and young people) have commented on the importance are extremely 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.</i></p>			
<p>Social/emotional needs relating to Covid</p> <p>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.</p>	<p>For Ryan to visually express the thoughts, emotions and anxieties he currently feels - which he finds difficult to express with words.</p> <p>Ryan, when he feels ready, to share the artwork he has created with his class teacher and foster carer</p>	<p>Art therapist support to help Ryan express and process his thoughts and anxieties through an activity which he enjoys and where he feels safe.</p>	<p>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.</p>
<p><i>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.”</i></p> <p><i>See also SVS and DT VLOG https://vimeo.com/461311645</i></p>			
<p>Adult relationships:</p> <p>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.</p>	<p>Leya to start each day with a 10 minute check-in with (xx) 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.</p>	<p>Additional hours for our school's ELSA (an adult already familiar to her) to meet twice a week with Leya.</p> <p>Funding to provide bespoke training and support from our link EP to our ELSA and other key adults working with Leya.</p>	<p>The ELSA support has provided stability and continuity. She has supported Leya with identifying strategies which help her to cope with everyday transitions (e.g. 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.</p>

<p>Peer relationships</p> <p>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.</p>	<p>Talk with xx (farm staff) about the skills developed at xx farm, choose 2 lessons per week to try out the skills Alex has learnt back at school. Feedback to xx each week about how he found this experience and plan for the following week.</p>	<p>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.</p>	<p>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.</p> <p>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.</p>
<p>English language communication needs</p> <p>Ali is an unaccompanied asylum seeking child (UASC) who is new to English.</p> <p>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.</p>	<p>Use the vocabulary Ali has learnt with his tutor, to answer one question asked by the teacher in each lesson.</p> <p>Review this at the end of each week with xx.</p>	<p>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.</p>	<p>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.</p>
<p>Transition needs</p> <p>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.</p>	<p>Together with xxx (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)</p>	<p>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.</p>	<p>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</p>
<p>Able student: increasing 'cultural capital'</p> <p>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</p>	<p>Meet with Miss xxx (performing arts department), Thursday lunchtime for the next 4 weeks - plan and produce the photography and publicity for the school end of term production of 'Joseph'</p>	<p>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.</p>	<p>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</p>

<p>quiet pupil and not confident in social situations but is creative and enjoys art and photography.</p>			<p>application. Photography is also starting to provide a creative outlet for emotions that have for a long time been hidden beneath the surface.</p>
<p><i>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.</i></p>			
<p>Child whose needs are identified on EHCP</p> <p>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.</p>	<p>Work with xx (music therapist) once a week where she will show you how to use music to help you understand your feelings and worries.</p>	<p>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.</p> <p><i>This is supplemental to his EHCP and does not duplicate any of the support/interventions already being provided. *</i></p>	<p>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.</p>
<p><i>*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</i></p>			

Frequently Asked Questions

1. How does a school apply for Pupil Premium Plus for a Surrey looked after child?

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. Please note that for Spring 2023, there will be an automatic PPP payment – please see policy details above.

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 still be accountable to the LA and to OFSTED for demonstrating the impact of pupil premium spend on improving educational outcomes. See also 2022 [DFE Conditions of Grant](#)

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. The relevant DFE guidance is [here](#).

Where this has not been the case, looked after children will be eligible if the carer meets the usual eligibility criteria (access to specific benefits) available at <https://www.gov.uk/apply-free-school-meals>. There is no other route to FSM eligibility for CLA and it is not possible to backdate it. The [Fostering Network's guidance](#) to its members indicates that "The allowances and fee (if you get one) you receive from fostering are normally completely disregarded as income or only taxable profit from your fostering is taken into consideration for the purposes of calculating your entitlement to benefits."

Where foster carers do not meet the eligibility criteria for FSM, 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.

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?

Not generally 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
- School transport costs
- 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: the 2022 DFE guidance specifically references "Access to technology and educational materials." However, 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. [The 2022 DFE Conditions of Grant](#) indicate that: "The local authority can pool any amount of LAC PPG to fund activities that will benefit a group, or all, of the authority's looked-after children."

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 unlike schools, the Virtual School is not able to carry forward funding to the new financial year.

PEP deadlines for the 2022-3 academic year are:

Friday November 18th 2022

Friday 3rd March 2023

Friday 9th June 2023

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. <https://www.surreycc.gov.uk/social-care-and-health/children-in-care/svs>

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. Please see page 4-5 above.

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. Further information is available [here](#)

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. Further information about financial support that is available post 16 can be found [here](#).

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 and associated guidance. Available at:

[Pupil premium: allocations and conditions of grant 2022 to 2023 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Pupil-premium-plus-allocations-and-conditions-of-grant-2022-to-2023)

Department for Education Pupil Premium Overview. Available at:

[Pupil premium: overview - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Pupil-premium-overview)

Department for Education. (2018a). *Promoting the education of looked after children-and previously looked-after children: Statutory guidance for local authorities*. Available at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting the education of looked-after children and previously looked-after children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf).

Department for Education. (2018b). *The Designated Teacher for looked-after and previously looked-after children: Statutory guidance on their roles and responsibilities*. Available at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The designated teacher for looked-after and previously looked-after children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf).

Department for Education. (2018c). *Applying corporate parenting principles to looked-after children and care leavers Statutory guidance for local authorities*. Available at: [Applying corporate parenting principles to looked-after children and care leavers \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/Applying_corporate_parenting_principles_to_looked-after_children_and_care_leavers.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. Available at:

<https://navsh.org.uk/wp-content/uploads/2021/02/The-use-of-Pupil-Premium-Plus-to-improve-educational-outcomes-for-looked-after-children-A-NAVSH-Summary-68960.pdf>

Education Endowment Fund (EEF) [Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk/teaching-and-learning-toolkit)

Pupil premium: virtual school heads' responsibilities. Available at:

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

Valuing Participation: The cultural and everyday activities of young people in care. Lisanne Gibson and Delyth Edwards. Available at: <http://www.everydayparticipation.org/valuing-participation-the-cultural-and-everyday-activities-of-young-people-growing-up-in-care/>

What works in education for children who have had social workers. Available at: https://whatworks-csc.org.uk/wp-content/uploads/WWCSC_what_works_education_children_SWs_Technical_Report_Feb20-1-A.pdf

This document will be reviewed in March 2023

Appendix A

Recovery Premium 2020-22 (RPG) and Virtual Schools

In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery. The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the [pupil premium](#), this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

Children looked after by local authorities are one of the groups who are eligible for the recovery premium, and as with pupil premium, the DFE has indicated that funding for looked-after children should be managed by the local authority virtual school head to support looked-after children. The Recovery Premium allocation for looked after children are the same as for other eligible children, as follows:

Disadvantaged pupils	Recovery premium per pupil
Eligible pupils in mainstream schools, who are not in special educational needs (SEN) units	£145
Eligible pupils in special educational needs (SEN) units in mainstream schools*	£290
Eligible pupils in special schools, pupil referral units and hospital schools	£290

During the previous financial year, these allocations were added to the funding available for schools claimed in the usual way via a child's PEP.

Further information may be found at: [Recovery premium: conditions of grant for local authorities - GOV.UK \(www.gov.uk\)](#)

Appendix B

School led tutoring grant (SLT) and Virtual Schools

School-led tutoring (SLT) grant is part of the tuition offer from the National Tutoring Programme (NTP) and it is intended to help close the education gap which widened as a result of Covid 19. Just as schools have been provided with a ring-fenced SLT grant for eligible pupils to access tutoring, Local authorities have also been provided with SLT funding for their looked after pupils.

Academic year 2021-22

- This funding has been calculated on the basis of covering 75% of the cost of tutoring which is based on an average £18 per hour and a pupil receiving a package of 15 hours of tuition, totalling £202.50 per pupil.
- The VSH is expected to make up the shortfall to make up the 100% of £18 (£4.50 per pupil)
- For pupils who attend the following institutions, the DFE has indicated that the cost of tutoring will in future be based on £47 per hour, and the uplift will be backdated for the two previous payments in September and December 2021.
- The VSH will be expected to make up the shortfall to make up 100% of the cost.
 - *local authority-maintained special schools*
 - *special academies and free schools*
 - *special schools not maintained by a local authority, including independent special schools where the placement is funded by the local authority*
 - *pupil referral units*
 - *alternative provision academies and free schools*
 - *local authority-maintained hospital schools and academies*
 - *SEND units within mainstream schools*
- Like schools, local authorities will need to complete the year-end statement via an online form to ESFA which will become available in June 2022. Any tuition funded by the SLT grant must be in addition to the tutoring Virtual Schools already have in place.

Further information may be found at [School-led tutoring for looked after children: guidance for local authorities and virtual school heads - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-led-tutoring-for-looked-after-children)

Appendix C

School led tutoring grant (SLT) and Schools

Implications for looked after and previously looked after children of the ring-fenced SLT grant to access tutoring:

“School-led tutoring (SLT) grant is part of the tuition offer from the National Tutoring Programme (NTP) and it is intended to help close the education gap which widened as a result of COVID-19. Schools have received a ring-fenced SLT grant for around 60% of pupils eligible for the Pupil Premium. They can source their own tutoring provision to support disadvantaged and vulnerable pupils catch up on their learning using either internal school staff or external tutoring provision.” (Source: [School-led tutoring for looked after children: guidance for local authorities and virtual school heads - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-led-tutoring-for-looked-after-children))

National Tuition Programme (NTP)

Changes which impact care experienced children. The DFE in January 2022 announced changes to the rules on the number of 15-hour NTP tuition blocks each pupil can access. Your pupils can now benefit from an unlimited number of blocks of high-quality, subsidised tuition across multiple subjects.

“State-funded schools and non-maintained special schools have received the ring-fenced SLT grant.” (Source: [School-led tutoring guidance for LAs and ISS \(publishing.service.gov.uk\)](https://publishing.service.gov.uk))

What the changes could mean for the P/CLA pupils in your school:

- Extend current NTP tuition programmes for pupils benefitting from tuition
- Offer tuition to more pupils across the school
- Offer tuition across multiple subjects across the curriculum
- Retain tutors with an existing relationship with pupils to work on additional subjects
- Build small-group tuition into your timetable for the rest of the year

School-Led Tutoring is part of the National Tutoring Programme (NTP) in 2021/22. Eligible state-funded schools will receive a ring-fenced grant to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID-19.

Schools can now access three tutoring routes as part of the National Tutoring Programme:

- Route 1: Tuition Partners
- Route 2: Academic Mentors
- Route 3: School-Led Tutoring

School-Led Tutoring Overview: Under School-Led Tutoring, all eligible state-funded schools are given a ringfenced grant to fund locally sourced tutoring provision for disadvantaged pupils. This could include using existing staff such as teachers and teaching assistants or external tutoring resources such as private tutors or returning teachers. The grant gives schools the flexibility to use tutors with whom they are familiar.

Eligibility All state-funded schools with pupils eligible for pupil premium will receive a ring-fenced grant.

All state-funded primary, middle and secondary schools and academy trusts in England with pupils in years 1 to 11 who are eligible for pupil premium will receive a school-led tutoring grant. This includes:

- primary, secondary and all through local authority-maintained schools, academies and free schools
- local authority-maintained special schools

- special academies and free schools
- special schools not maintained by a local authority, including independent special schools, where the placement is funded by the local authority
- pupil referral units
- alternative provision academies and free schools
- local authority-maintained hospital schools and academies

This includes special educational needs and disability (SEND) children who have a social worker, previously looked-after children, young carers and other vulnerable pupils.

Funding is allocated for around 60% of pupils, in Year 1 to 11, eligible for pupil premium, per school. 75% of the cost is subsidised in academic year 2021/22. Schools will need to fund the remaining 25% through other budgets, for example recovery premium or pupil premium. The subsidy rate for 2022/23 will be 60% and for 2023/24 will be 25%.

State-funded schools and academy trusts in England (as detailed above) will receive £202.50 per pupil for 60% of their pupils that are eligible for pupil premium, from year 1 to year 11. The number of pupils will be rounded to the nearest whole number.

In recognition of higher costs, non-mainstream schools, including special schools and units, will receive £529 per pupil for 60% of pupil premium pupils. The number of pupils will be rounded to the nearest whole number. This applies to:

- local authority-maintained special schools
- special academies and free schools
- special schools not maintained by a local authority, including independent special schools, where the placement is funded by the local authority
- pupil referral units
- alternative provision academies and free schools
- local authority-maintained hospital schools and academies

We recommended that schools use the grant to enable as many disadvantaged pupils as possible to benefit from tutoring support. However, if the grant is not used, DfE will recover it as an overpayment.

The school-led tutoring grant will be paid in three payments to schools during academic year 2021 to 2022 on the following schedule.

For maintained schools, payments will be sent to local authorities on the last working day of each month in:

- September 2021
- December 2021
- April 2022

For academies payments will be made in:

- October 2021
- January 2022
- May 2022

How to Access: School-level funding allocations and Conditions of Grant details are available on [School-led tutoring: guidance and tracker tool - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-led-tutoring-guidance-and-tracker-tool)

Academies will be funded directly and maintained schools will be funded via the local authority. There is no 'opt-in' process, so schools will not be required to apply for this ring-fenced funding.

This funding cannot be used for the non-subsidised element of the National Tutoring Programme (NTP) including costs related to support provided by NTP tuition partners and academic mentors.

All schools must complete the following data returns to maintain eligibility for funding:

- school-led tutoring data in the school census (once a term)
- an online form which will become available to schools via ESFA towards the end of the academic year that will capture spend and final pupil numbers (once at the end of the academic year)

For any queries on SLT please contact Stacey.McCabe@surreycc.gov.uk