

Havering Virtual School Pupil Premium Plus (PP+) Policy and Guidance 2024-25

HaveringVirtualSchool

Nurturing and raising aspirations for children in care

The Pupil Premium Grant for Havering Children in Care

The London Borough of Havering's arrangement for allocating Pupil Premium Plus for our Children in Care is informed by two key Department for Education (DfE) documents:

- Pupil Premium 2024 to 2025: conditions of grant: [Pupil premium 2024 to 2025: conditions of grant for local authorities - GOV.UK](#)
- Promoting the education of looked-after and previously looked-after children (February 2018): <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Introduction

Raising the attainment of Children in Care is a key priority for the Local Authority (LA) and its partners as corporate parents. This responsibility is shared by the LA, schools, education settings and their partners in the community. The Pupil Premium Plus is a vital resource to help narrow the attainment gap between children in care and their peers, whilst enhancing their learning and achievement.

Key Facts

- PP+ is provided by the DfE for each child who is in care for at least one day as recorded in the annual children looked after data return (SSDA903)
- Pupil of statutory school age from Year R (reception) to Year 11 are eligible to receive PP+.
- PP+ must be managed by the Virtual School Head (VSH) in the LA that looks after the child, for the benefit of the child's educational needs as identified in their Personal Education Plan (PEP).
- Children who were previously looked after by a LA in England and Wales and are now adopted, or subject to a Special Guardianship Order (SGO), Child Arrangements Order (CAO) or a Residence Order, are also eligible for pupil premium grant. This grant, however, is not managed by the Virtual School, but by the child's school.
- Havering Virtual School also provide advice, guidance and training to schools in effective ways of using the pupil premium to best support the education of CLA and previously CLA.
- VSHs have considerable flexibility in the use of PP+ funding in order to maximise its impact for individual looked-after children as well as the whole looked-after cohort. (DFE Statutory Guidance Pg.19)

How the Pupil Premium Plus Grant is allocated to Havering Children in Care 2024-25

Please noted that these arrangements are reviewed annually by the Virtual School. There is no automatic entitlement for the school to receive the funding and the VSH can determine how to distribute the pupil premium, can pool funds or retain a portion of the full amount under the conditions of grant.

In the 2024-25 financial year, Havering VSH will be allocating the grant using the following principles to meet the statutory duty to manage it effectively:

- All Havering CiC attending Reception Year to the end of Year 11 in a maintained school or academy (including special schools) will be eligible for the grant. This includes children with EHCPs.
- The grant is paid to eligible children attending school in Havering or outside of Havering.
- Havering CiC attending independent schools where the fees are paid by the LA may be eligible for the grant; however it is generally accepted that the funding provided by the LA to the school to deliver the child's education will include all interventions and support services they require.
- The grant will be allocated to schools following the satisfactory completion of the pupil's termly electronic Personal Education Plan (ePEP) which should record attainment and progress information as well as evidence of effective monitoring and intervention and be rated Green by the Virtual School;
- The grant available to each eligible child is £500 per term upon completion of their PEP;
- Further allocations will be agreed on an exceptional basis at the discretion of the Virtual School Head;
- Pupil premium plus is allocated by the Virtual School Head to schools to support a child's individual needs and should be viewed as such. However, in some circumstances there may be a case for pooling this funding with other funding so that a child can access a specific resource which may be too costly to provide on an individual basis. Where a child has indicated that they do not want / are not comfortable with an individually delivered intervention, it may be more appropriate to deliver this in a small group where other children also benefit. There may also be other benefits in terms of opportunities for interaction, development of language and strengthening peer relationships. In these circumstances, schools will still need to show how PP+ is benefitting the individual child by providing a detailed breakdown of spend on their PEP. They will also need to be very clear how the intervention or approach used links directly to their individual identified needs.
- The remaining grant per eligible child will be retained centrally by the VSH to fund central interventions, agreed additional support for children and central services;
- Children who are in the care of London Borough of Havering and on roll on the first day of term will be eligible for pupil premium for that term;
- Where a pupil in the care of London Borough of Havering joins a school, or becomes looked after, part way through the term, a judgement will be made on a case by case basis by the Virtual School Head as to whether a payment can be made for that term;

- The grant will not be recouped where a child moves during the term. The payment will stop at the end of the term the move takes place.

Early Years Pupil Premium (EYPP)

Childcare providers can claim an additional £388 per year to spend on enriching a child's education. The funding is called Early Years Pupil Premium (EYPP) and is available for 3 and 4 year old vulnerable children (which includes those children who have been looked after by the local authority in care for at least one day).

The funding should be used by the childcare setting to provide extra resources and equipment suited to the child's needs; to enable the child to enjoy a range of new play, learning and activity experiences and be prepared for school. The childcare setting will have to demonstrate to Ofsted how funds have been used to improve a child's education.

When a pre-school aged child becomes Looked After by the Local Authority, Havering Virtual School notify Havering School Admissions who oversee the payment of EYPP where appropriate. Funding is paid to the childcare provider on a monthly basis.

Getting the most from Pupil Premium Plus

In order to get the most from PP+ we follow the guidance from Darren Martindale, VSH, City of Wolverhampton Council.

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

Statutory guidance for local authorities Darren Martindale, Virtual School Head for City of Wolverhampton Council

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 children's experiences and outcomes. 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. 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. It is imperative that schools accurately record LAC status on their census. Errors in census returns may result in funding being delayed.

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. 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.
- Consider 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.

- Ensure their annual report to Governors should include an account of what the pupil premium is being used for and the impact on progress, particularly in English and mathematics. This ensures Governors are fully aware of the impact of the pupil premium for this group and are well placed to fulfil their role in respect of looked after children.

Social Workers are responsible for initiating a child's PEP within 20 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 Body and subsequently the council's Corporate Parenting Panel.
- Is responsible for making sure there are effective arrangements in place for allocating pupil premium funding to benefit children in the Care of their authority, and that it is spent effectively and fully, given any underspend needs to be returned to the Department at the end of the financial year
- Must demonstrate how pupil premium funding managed by the Virtual School Head is linked to raising achievement for looked after children and closing the gap between their achievement and that of their peers
- Have arrangements in place to engage with the looked after child's school (usually with the Designated Teacher) about how pupil premium funding allocated to the school is contributing to meet the needs identified in his/her Personal Education Plan.
- Ensure PEPs are quality assured by the Virtual School team who will challenge constructively where there is insufficient detail to show how the money has been spent or the impact it is making.

Case studies

1. Pupil T entered Care in 2012. The PEP meeting at the beginning of Year 8 identified that whilst the young person was making progress academically, they were not on track to reach their targets in all curriculum subjects by the end of the academic year. Pupil premium plus funding was utilised to enable the young person to access targeted additional 1:1 tuition throughout Key Stage 3 and 4 as well as extra revision resources, alongside mentoring, participation in overseas school trips linked to option subjects to reinforce learning and to enable the young person to successfully engage with the Duke of Edinburgh Award scheme. Furthermore, in Year 9 the young person

embarked on a six month 'Beyond Boundaries' cultural exchange programme organised by the Virtual School and Basti Ram which concluded with a two week visit in August 2018 to India where participants planned and delivered English lessons to children at a local school. The pupil attained 9 GCSE passes (5 and above), including English and Maths at the end of Key Stage 4 and went on to study A-Levels in Media, RE and Sociology at their school's Sixth Form.

2. C is a Year 9 pupil who entered Care in 2013 and has an EHCP to support cognition and learning needs, social and emotional needs and an ADHD diagnosis. During the pandemic lockdown the pupil, as a vulnerable child, was able to continue accessing his education at school (pupils attending accessed lessons online with supervision rather than face to face classroom teaching). The young person became increasingly disengaged with their learning, disruptive at school and struggled to understand and adhere to school's Covid guidelines. School became highly concerned about being able to continue to manage the pupil on site, however, learning at home was deemed not in the best interests of the pupil or the stability of the care placement. The Virtual School facilitated professionals meetings (in addition to termly PEP meetings) for the Foster Carer, Foster Carer's Supervising Social Worker, child's Social Worker and school to explore further support the school, the pupil and the Foster Carer required to enable the pupil to remain attending school. The Virtual School assisted the school to access further advice and guidance from the Local Authority's SEN Service alongside accessing (funded by pupil premium plus) a 10 week Behaviour Support intervention to help the pupil develop strategies to stay focussed on their learning and with successfully following instructions at school, be less occupied by gaming activities and encourage interest in healthy extra-curricular activities. Alongside, weekly 1:1 online tuition (at home after school) in core subjects, which the pupil was already accessing, continued to be funded by pupil premium plus throughout this period to support any gaps in the pupil's learning. Outside of school the pupil also successfully attended a number of participation events and activities organised by the Local Authority for children in Care. The pupil's behaviour at school improved dramatically following the Behaviour Support intervention, enabling the pupil to successfully remain in school during lockdown, increased their engagement with their online tuition, the pupil made significant academic progress in all curriculum subjects and experienced greater enjoyment of school. Furthermore, concerns around time spent gaming reduced significantly with the young person participating in healthier, sociable, outdoor activities. The pupil is continuing to make very good progress at school in Year 10 and has embarked on the Duke of Edinburgh Award Scheme.

Frequently Asked Questions

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

The school will complete a termly PEP on the agreed EPEP system for Havering children. Once submitted the learning targets and proposed spending plan will be quality assured by Havering Virtual School and the money will be allocated.

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.

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 VSHT@haverling.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). 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. How can schools ensure that pupil premium plus is used effectively and directly impacts on children's outcomes?

Designated Teachers of children in care should ensure that an appropriate needs analysis tool is used to help identify children's individual barriers and needs. This will inform the choice of interventions funded through Pupil Premium Plus and Designated Teachers are then better placed to measure the impact of interventions on children's progress.

8. 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)?

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. Where an arrangement is long term, it would be possible to request that the money is paid directly to the AP.

9. 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.

10. What about post 16?

PP+ Post-16 is a funding programme rolled out across all local authorities in England with the remit to support children looked after (CLA) and care leavers with their education, training and employment outcomes between the ages of 16 and 18. In addition, vulnerable student funding is available for young people in care post 16 up to the sum of £1,200 per annum. For higher education (HE), there is a £2,000 bursary which the care leavers service will fund, Young people should talk to their Personal adviser about funding and visit the Local Offer for care leavers web pages.

Sec 31 Pupil Premium Plus Post-16 funding grant given to Virtual School Heads running to March 2025. [Pupil Premium Plus post-16 section 31 grant determination letter 2024 to 2025 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1281119/pupil-premium-plus-post-16-section-31-grant-determination-letter-2024-to-2025.pdf)

The purpose of this grant is to provide additional funding for looked-after children and care leavers at post-16 to local authorities in England. Government guidance suggests the funding should be used to support improvements in attendance, retention, and attainment.

11. 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

12. 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. 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.

13. 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 their PEP.

14. 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.

15. 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 PP+ training and briefings.
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 Havering Family Information Service (add link)
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 Children who are Previously Looked After (PLAC)?
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.

Useful Links

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

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

[Pupil premium: overview - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/the-pupil-premium-how-schools-arespending-the-funding-successfully)

<https://www.gov.uk/government/publications/the-pupil-premium-how-schools-arespending-the-funding-successfully>

<https://www.gov.uk/government/publications/early-years-national-funding-formulaallocations-and-guidance#EYPP-looked-after-children>