

Warwickshire Virtual School for Looked After Children

Pupil Premium Plus Policy – September 2016

According to the conditions of grant, it is the Virtual School Headteacher (VSH) who manages the £1900 pupil premium plus grant for all looked after children. This policy explains how the VSH will allocate the grant and evaluate its impact.

Principles

In line with the conditions of grant and the Virtual School's core purpose, the pupil premium plus should be used to close the gap in attainment between looked after children and their peers.

Warwickshire's Virtual School recognises that schools are in the best position to make use of resources in order to raise the attainment of looked after children. Accordingly, the Virtual School will allocate each pupil £1800 to support the individual action plan agreed at the PEP meeting. This money will be paid termly in arrears **on the condition that there is a current, high-quality PEP in place** which contains evidence of the additional needs of the child and the appropriate interventions to meet these needs.

The Virtual School will spend the remainder of pupil premium plus receipts on wider initiatives to reduce the attainment gap which will support young people with intensive support needs and contribute to a stronger system where schools work collaboratively to develop expertise and share good practice.

PEPs

The Virtual School now uses an electronic PEP system (ePEP) which can be accessed by all relevant parties (social worker, foster carers, school etc). Social workers and Designated Teachers are responsible for ensuring that ePEPs are reviewed each term and are of high quality. This must include the setting and reviewing of SMART targets focused on meeting individual need. The termly review meetings should be led by the Designated Teacher and involve key professionals, the young person and carer. However, one review per year can be done by the Designated Teacher and young person in school, if the child's social worker is unable to attend.

To ensure that the PEP is of high quality, the Virtual School has developed criteria for evaluating each young person's Personal Education Plan. These are in Annex A. All plans will be evaluated by the Virtual School and when they need improvement, Designated Teachers will be supported to make the necessary changes.

Appropriate use of Pupil Premium Plus funding

Pupil premium plus funds must be used to close the gap in attainment and progress between looked after children and their peers. The Virtual School has identified examples of how the money can be used effectively. In general, all examples are time-limited interventions designed to lead to the improved academic progress of the individual looked after child. Effectiveness of interventions should be evaluated at each PEP review meeting.

Suggested uses

- One-to-one tuition, e.g. in maths and English
- Staff development, e.g. training on attachment needs
- Expert assessment and/or advice, e.g. from an education psychologist
- Extra activities designed to motivate and re-engage young people
- Resources including books and software
- Small group work
- Counselling or mentoring
- Therapeutic support e.g. play therapy
- Additional learning opportunities in school holidays e.g. revision days
- Enhanced access to online learning tools

Inappropriate use

Pupil premium plus funds should be used to close the gap in attainment. The money should not be used to replace funds which would otherwise be provided from the main school budget or by the foster carer. Hence, the Virtual School will not normally support the use of pupil premium on the following:

- Giving young people access to existing arrangements, e.g. homework club
- School Trips
- Contributing to the salaries of substantive staff (as interventions should be time-limited)
- Reduced class sizes
- School uniform

Evaluation

It is important that the impact of interventions funded by the pupil premium plus is evaluated at least each term by looking at the progress the child has made. Where interventions are not leading to sufficient improvement, the professionals involved should consider what changes should be made to the support plan.

Whilst the Virtual School has the discretion to reallocate funding where it is not leading to the achievement gap being closed, it is hoped that this can be done in

partnership with all colleagues supporting the child, including school staff, social worker and foster carer.

Steve Pendleton
Head of Vulnerable Groups & the Virtual School
September 2016

Annexe A

PEP features	Good	Requires Improvement	Inadequate
Completion of the ePEP	All sections of the ePEP are completed	Some information is missing which does not significantly compromise the impact of the plan	Important information is missing, compromising the impact of the plan, or it is not received within two weeks
The young person's views	The plan reflects the considered contribution of the young person	The voice of the young person is evident but the plan does not fully reflect all his/her views	There is insufficient evidence that the young person has contributed to the plan
Data	Current and past data is recorded, enabling precise and challenging academic targets to be set	Data is provided which enables progress to be evaluated and targets to be set, but some information is missing	Important data is missing or lacks sufficient precision
Previous targets	Previous targets are reviewed with the impact of interventions carefully evaluated, informing current plans	The plan shows that previous targets have been reviewed, influencing current plans	There is insufficient evidence that targets have been reviewed, so current support may be compromised
New targets	Targets related to the agreed areas for development are appropriately challenging, reflect personal and academic attainment and are SMART	The plan contains appropriate targets though they may be limited in scope or degree of challenge	No targets recorded or targets inappropriately formed or fail to provide sufficient challenge
Use of funding	The plan ensures that all additional funding, e.g. pupil premium plus, is used well to bring about good progress	The plan identifies how extra funding can be used but its full potential is not exploited	The plan does not adequately explain how additional funding will be used
Overall quality	Most features of the plan are rated as "good"	Most features of the plan require improvement	One or more features of the plan are inadequate

*Working for
Warwickshire*

