

# **Surrey Virtual School SVS Pupil Premium Plus Policy and Guidance 2023-24**

Updated: September 2023.

Next review: September 2024



## 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 (PP+) is to close the attainment gap for this cohort of children and improve their educational outcomes.

## Key Facts

- Pupil Premium Plus or PP+ is provided by the [DfE](#) for each child who is in care for at least one day during the year ending March 2023, as recorded in the March 2023 children looked-after data return (SSDA903) and aged 4 to 15 on 31 August 2022.
- Pupils of statutory school age **from Year R (Reception - irrespective of their age) to Year 11** are eligible to receive PP+.
- Eligibility (statutory school age) is from the first day of care between Reception age through to and including the summer term of year 11.
- PP+ 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).
- PP+ 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 PP+ 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](#). From 1 April 2023, pupil premium grant eligibility for pupils who have been adopted from care or have left care will also include children adopted from state care or equivalent from outside England and Wales.

## The 'Recovery Premium' and 'Schools Led Tutoring' grants

- '[Recovery premium](#)' is part of the government's package of funding to support pupils whose education has been impacted by COVID-19.
- It is a time-limited grant (available up to 2024) which is focused on pupils who are eligible for pupil premium and pupils in specialist settings due to the additional impact of the pandemic on these students.
- The 'recovery premium' for looked after children is managed by the Virtual School Head rather than schools and follows the same arrangement, criteria for use and accountabilities as pupil premium plus.
- Virtual school heads are required to demonstrate how they are managing pupil premium and recovery premium for looked-after children in their virtual school annual report.

## School Led Tutoring Grant (SLT)

- The School-led tutoring (SLT) is also a time limited grant, and part of the tuition offer from the [National Tutoring Programme \(NTP\)](#). Similar to the Recovery premium it is intended to help close the education gap which widened as a result of Covid 19 through providing funding for additional one to one tutoring.
- 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. See appendices for details of these other grants

### 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 PP+ has made to children's educational experiences and outcomes to the Virtual School Governing Board (CPESG) and subsequently the council's Corporate Parent Board.
- A report will be shared with Schools Forum annually - for information, to support collegiate working and transparency around PP+.

### PP+ for looked after children: Arrangements in place for 2023-24

- 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), PP+ funding is allocated on the basis of learning need as set out in a child's Personal Education Plan for each child in care.
- The full per child allocation from the DFE for the financial year 2023 to 24 is £2,530 per child in care. This represents an uplift of £160 per child.
- The current arrangement whereby £600 per term per child (£1800 over the year) is available to be requested by the DT via each child's PEP, will be retained. Details of the request should be recorded in the child's Personal Education Plan (PEP) linked to their targets.
- Allocation of funding is dependent on receipt of a good quality PEP. PEPs are quality assured using the SVS Quality Assurance framework which is part of the PEP template.
- Any remaining funding is managed directly by the Surrey Virtual School Head to support children with greater levels of need or where interventions can be obtained more cost-effectively by commissioning in bulk.
- Educational settings can still apply for additional funding to the termly £600 in exceptional circumstances. All applications will be considered, with payments made if the request is approved. Please contact the Virtual School for a further discussion.

## New for 2023-24

**In addition to** the above, we will be introducing some changes which are set out below. Please note that the following funding arrangements sit outside children's PEPs and will be monitored as a separate activity by the VSH.

### Transition PP+ payment

- For the academic year 2023-24, we will be introducing a **'transition' PP+ payment in September** for the 2023-4 academic year in addition to the requests that are received via the PEP. We know that this is an area where many looked after children struggle.
- The £160 per child uplift in PP+ will be built into the transition PP+ payment.
- See **Page 6** for examples of how this should be used.
- A sample of schools will be included in an audit and review activity in the Spring term to determine the effectiveness of this funding and the difference it is making for children.
- When a child comes into care at a different point in the academic year, the Transition PP+ payment will be made automatically (i.e. it will not be necessary to request it via the PEP) at the end of the term in which the child/young person joins the setting.

### Additional Needs Led PP+ payment

- The Children's Commissioner's recent report '[Looked after children who are not in school](#)' in May 2023, identified a number of factors found to increase the vulnerability of specific groups of looked after children and their access to education. The report findings are based on 50,846 children in care across the country.
- We will be making an **additional needs led PP+ allocation** during the **Spring term 2024** to support our most vulnerable looked after children, based on some of the factors identified in the report.
- As with the 'transition PP+' payment, a sample of schools will be included in an audit and review activity in the summer term to determine the effectiveness of this funding and the difference it is making for children.

Summary of arrangements in place for 2023-24 academic year		
<b>Autumn 2023</b>	Up to £600 can be requested per term via the child's PEP.	Allocated subject to a compliant and good quality PEP
	The <b>PP+ transition payment</b> per child will be made. This is in addition to the £600 which is requested via a child's PEP	Allocated automatically, with a sample of schools receiving a review of this funding in the Spring term
<b>Spring 2024</b>	Up to £600 can be requested per term via the child's PEP.	Allocated subject to a compliant and good quality PEP
	<b>Additional needs led PP+ payment</b> per child will be made. This is in addition to the £600 which is requested via a child's PEP	Allocated automatically, with a sample of schools receiving a review of this funding in the summer term
<b>Summer 2024</b>	Up to £600 can be requested per term via the child's PEP.	Allocated subject to a compliant and good quality PEP
<p><b>Notes</b></p> <p><i>Where a PEP is non-compliant or of poor quality and rated 'RED' Pupil Premium Plus will not be allocated</i></p> <p><i>At the end of the financial year, it is not possible to carry forward any PP+ and a new allocation is made to Virtual Schools from the DFE</i></p>		

### Monitoring the impact of PP+ for looked after children

This will be supported and monitored by the Virtual School in the following ways. Through:-

- Our revised PEP quality assurance framework, where effective use of PP+ is incorporated into the descriptors of high quality PEPs (green and a new gold category)
- Designated Teachers' own quality assurance of PEPs they submit, using the same framework
- Our annual SVS Designated Teacher survey, where use and impact of PP+ is always included and subsequently shared as examples of good practice

- A sample of schools will be subject to a review of the 'transition' and 'needs led' PP+ payments (Spring 24 and Summer 24 terms respectively). These reviews will explore the use and impact of the funding, as well as capture good practice.
- Our termly SVS senior leadership moderation of PEP QA.
- The introduction of SVS School Monitoring Meetings from September 2023.

#### **The Surrey Virtual School (SVS) expects that: -**

- PP+ is used in line with the 2023-24 DfE Conditions of grant. PP+ 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 PP+ 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.' The use of this funding should link directly to their identified needs and barriers.

#### **Examples could include:-**

- Children's emotional health, wellbeing and resilience (especially for those with an elevated SDQ (Strength and Difficulties Questionnaire) 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
- In responding to requests for any additional PP+, in line with DfE guidance, SVS will take into consideration:
    - Whether the proposed PP+ 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 PP+ 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 new '**Transition PP+ payment**' introduced in September 2023 may be used to fund interventions which include a focus on:-
    - *Emotional support above and beyond what might normally be provided by the school— e.g. additional ELSA support, creation of 'safe space' or nurture group) to help develop positive relationships and a sense of belonging in the new class or school. See also [What survival looks like... for me \(innerworldwork.co.uk\)](https://www.innerworldwork.co.uk) Helen Townsend, 2017, Inner World Works.*
    - *Providing an 'extension' to the summer term's transitional activities (e.g. a transition group for children who transferred into Year 3 or Year 7). Resources from the [Anna Freud Centre](#) may support with this.*

- Whole class transition activities such as within the '[STARS' project](#) from UCL (Year 6-7).
  - *Support and training for key adults working with the child/young person.*
  - *Providing a mentor or additional time with the pastoral staff . This time could focus on helping children to understand different expectations, approaches to learning, and communication styles, so that they get to know their new class or school more quickly.*
  - *Support for developing new friendships e.g. through an after school club/sport. A Peer mentoring/buddy programme running alongside could provide additional support.*
  - *Person centred planning approaches to identify what will be of most benefit - remembering that each child is an 'expert' on themselves.*
- The DT considers how PP+ 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.
  - The DT uses the Surrey Virtual School's Quality Assurance framework to ensure consistently high quality PEPs, following the specific descriptors around PP+.
  - Feedback around spend and impact resulting from the targeted use of PP+ is clearly evidenced on each PEP.
  - DTs keep their knowledge and training updated by attending Virtual School training and networks regularly.
  - School leadership teams and governors 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 PP+ allocated to their school and play an active and direct part in the decision making around how this money should be spent.
- Ensure PP+ 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 PP+ 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).
- Consider ways in which PP+ can support a child/young person's learning at each PEP, including where they are already making good progress (See Target setting examples below) and QA each PEP prior to submission, using the new SVS PEP Quality Assurance framework.
- Ensure decisions about PP+ 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 PP+ is clearly evidenced on each PEP.
- Ensure use and impact of PP+ is included in their annual report to governors; explaining How it is being used and its 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 PP+ is used) and their levels of progress and outcomes. The specific role of the governing body, head teacher and school

leadership team in relation to care experienced children and young people is captured in the following DFE statutory guidance (P8).

[Designated Teacher for looked-after and previously looked-after children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/designated-teacher-for-looked-after-and-previously-looked-after-children)

- Ensure they maintain focussed on the education of care experienced children – for example through regular briefings from their Designated Teacher, or by accessing training available from Governor Services 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:	
<p><b>Approaches that are:</b></p> <ul style="list-style-type: none"> <li>• Individually tailored to the needs and strengths of each pupil</li> <li>• Consistent (based on agreed core principles and components) but also flexible and responsive</li> <li>• Based on evidence of what works</li> <li>• Focused on clear short-term goals which give opportunities for pupils to experience success</li> <li>• Include regular, high quality feedback from teaching staff</li> <li>• Engage parents/carers in the agreement and evaluation of arrangements for education support (e.g. via the PEP)</li> <li>• Supporting pupil transition (e.g. primary-secondary/KS3-4)</li> <li>• Raising aspirations through access to high-quality educational experiences</li> <li>• Promote the young person's awareness and understanding of their own thought process (metacognition) and help to develop problem-solving strategies</li> </ul>	<p><b>Which emphasise:</b></p> <ul style="list-style-type: none"> <li>• Relationship-building, both with appropriate adults and with peers</li> <li>• An emotionally-intelligent approach to the setting of clear behaviour boundaries</li> <li>• Increasing pupil's understanding of their own emotions and identity</li> <li>• Positive reinforcement</li> <li>• Building self-esteem</li> <li>• Relevance to the learner: relate to pupil's interests where possible; make it matter to them</li> <li>• A joined-up approach involving social worker/carer/VSH and other relevant professionals</li> <li>• Strong and visionary leadership on the part of both of the pupil's head teachers</li> <li>• A child centred approach to assessment for learning</li> </ul>
<p><i>Extract from DfE Statutory Guidance 2018 Darren Martindale, Virtual School Head for City of Wolverhampton Council</i></p>	



## Examples from our previous SVS Designated Teacher surveys

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.*"

Another DT commented that "*Investment in core subjects provides a resource to support students in making (and hopefully exceeding) expected levels of progress at end of KS4 GCSEs.*"

**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

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 PP+ 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.”*

There are a number of examples where PP+ has funded some of the support children need to form friendships and manage unstructured play or break times or scaffold the ‘play’ itself *for example providing “support at lunchtime with structured play to enable friendships to develop and be sustained by providing structure to the play.”*

Another school commented that *“targeted interventions - social skills, helped pupils settled quickly into new friendship groups.”* There are also many examples where the school’s ELSA has provided additional support for developing friendships.

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 PP+ is allocated’ [13242.pdf \(bathspa.ac.uk\)](#)

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 PP+ 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.

<b>Examples of targeted use of Pupil Premium Plus for looked after children</b>			
<b>Child's identified need</b>	<b>Example of target</b>	<b>Intervention/resource funded through PP+</b>	<b>Impact this has made</b>
<p><b>Academic progress in maths:</b></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 &amp; 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><b>Social/emotional needs</b></p> <p>Ryan has recently moved to new foster carers with whom he is developing a really good relationship. However, having experienced so much change, he is fearful about leaving the family home to come to school every day and this is triggering other memories and anxieties, As a result he is also struggling with his attendance.</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>For this support to contribute to a gradual increase in school attendance ( 5% by the next PEP).</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. Ryan currently has an elevated SDQ (Strength and Difficulties Questionnaire) score, we will also check whether there has been a reduction when this is updated. Ryan's attendance has improved by 7% since the art therapy support has been in place.</p>
<p><i>Our Designated Teacher Surveys have found evidence of therapeutic interventions being used at transition points which were difficult for the child to manage with the potential also to take them off course with their learning. DTs provided examples of using play therapy when a child became looked after "in order to process events, feelings and triggers" and to support a child with "emotional resilience." See also SVS and DT VLOG <a href="https://vimeo.com/461311645">https://vimeo.com/461311645</a></i></p>			
<p><b>Adult relationships:</b></p> <p>Leya finds it difficult to form stable, trusting relationships with adults. Due to 2 changes of school, 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><b>Peer relationships</b></p> <p>Alex made huge progress in the summer term with friendships and working in groups with his peer group. However he has struggled with this after the long school holidays. PP+ funded a local farm alternative provision for one session a week to complement the learning available from school. This provided a supportive environment in which Alex was able to interact positively with other young people.</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 continue to develop 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><b>English language communication needs</b></p> <p>Ali is an unaccompanied asylum seeking child (UASC) who is new to English.</p> <p>Ali is not very confident asking and answering questions in English and 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><b>Transition needs</b></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>PP+ 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><b>Able student: increasing 'cultural capital'</b></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 quiet pupil and not confident in social situations but is</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>PP+ will fund a camera tripod and additional lenses for her camera so that Melissa can enhance the quality of her photography. PP+ 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 application. Photography is also starting to</p>

<p>creative and enjoys art and photography.</p>			<p>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><b>Child whose needs are identified on EHCP</b></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 Tom understand his feelings and worries.</p>	<p>PP+ 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 PP+ 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 PP+ 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 access Pupil Premium Plus for a Surrey looked after child?

See page 5 of this policy – ‘Summary of arrangements in place for 2023-24 academic year’

### 2. What if the child is new to care and hasn't had a previous PEP?

When a child comes into care at a different point in the academic year, the Transition PP+ payment will be made automatically (i.e. it will not be necessary to request it via the PEP) at the end of the term in which the child/young person joins the setting.

### 3. How can schools find out PP+ 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 PP+ policy. If, however, schools encounter any difficulty please contact us at the Virtual School office [virtual.school@surreycc.gov.uk](mailto:virtual.school@surreycc.gov.uk)

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

Transfer of PP+ 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 PP+ 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. See also [2023 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](#). It states that “pupils who were eligible on 1 April 2018, or who became eligible since then, continue to receive free meals, even if their household is no longer eligible under the benefits/low-earnings criteria, up until March 2025 and then until the end of their phase of education.”

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 PP+ 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 (PP+ 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)?

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

## 8. Can PP+ be used to pay for the costs of alternative provision where that is the child's main education provision?

*Not generally no, every child, whether or not they are in care, has an entitlement to an education. PP+ 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 PP+ will not be provided? What should PP+ 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.*

## 10. Are there any other funds and services which can be accessed to support Surrey looked after children?

Yes. Please also consider these when requesting Pupil Premium Plus.

**The Celebration Fund** is a small discretionary fund set aside to recognise, and reward looked after children and care leavers for their achievements. Each child/young person is entitled to a maximum of one award in a financial year and the applications and awards made through this fund are expected to make a positive difference to a child or young person's life in his/her personal growth, development and achievement. Please speak to your child or young person's social worker in the first instance.

**Leisure, Culture and Life skills for Surrey children in care and care leavers** A new Leisure Offer has launched, providing a variety of opportunities for funded sports and leisure activities. Please also see the other opportunities on the [Surrey Youth Voice website](#).



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

Yes: 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.




### 12. Does the Virtual School Head have to give PP+ 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.

### 13. Is there a ‘cut off’ date for PP+ funding?

Where a PEP is of poor quality and has a ‘red’ rating, PP+ will not be allocated that term. However, feedback and training are always provided and the funding will still be available the following term, subject to receipt of a fully compliant PEP of good quality. 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 2023-4 academic year are:**

-  Autumn: Friday 17th November 2023
-  Spring: Friday 23rd February 2024
-  Summer: Friday 21st June 2024

### 14. How can schools access further training and information on effective ways to spend PP+?

Schools can send a query to the SVS training inbox [Virtual School Training \[svs.training@surreycc.gov.uk\]\(mailto:svs.training@surreycc.gov.uk\)](mailto:Virtual.School.Training@svs.training@surreycc.gov.uk) and can access training and information about PP+ via our [DT training and networks](#).

### 15. 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](#)

### 16. Is PP+ 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 PP+ is needed in addition to the fees already paid, it will not be made available to NMSS.

### **17. Is PP+ 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 in the early years, 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 available for children from the term after their third birthday when they are accessing their funded entitlement through the universal offer. Further information is available [here](#)*

### **18. 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. Providers will receive an amount that is proportionate to the number of hours that a child is accessing.*

### **19. What about post 16?**

*Pupil Premium Plus is now allocated for young people who are looked after in Years 12 and 13, however DFE allocations and our own SVS arrangements are different. Further guidance will be published in September. Information about other financial support that is available post 16 can be found [here](#).*

### **20. Children Previously Looked After (PLAC)**

*Advice and guidance in relation to pupil premium for children previously looked after can be accessed on [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. The [2023 DFE Conditions of Grant](#) provide details of Pupil Premium for children previously looked after.*

*Please note that from 1 April 2023, pupil premium grant eligibility for pupils who have been adopted from care or have left care will also include children adopted from state care or equivalent from outside England and Wales.*

### **21. 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.*

## References

Department for Education allocations and conditions of grant and associated guidance. Available at:

[Pupil premium: allocations and conditions of grant 2023-24 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/pupil-premium-plus-allocations-and-conditions-of-grant-2023-24)

Department for Education Pupil Premium Overview. Available at:

[Pupil premium: overview - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/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:

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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: [13242.pdf \(bathspa.ac.uk\)](https://www.bathspa.ac.uk/~/media/Files/1-3/13242.pdf)

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

[Looked after children who are not in school](https://www.childrenscommissioner.gov.uk/reports-and-publications/looked-after-children-who-are-not-in-school/) Children's Commissioner's report 2023

Moving up: The Transition to Secondary School [Anna Freud Centre](https://www.annafreudcentre.org.uk/moving-up)

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. Lianne 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](https://whatworks-csc.org.uk/wp-content/uploads/WWCSC_what_works_education_children_SWs_Technical_Report_Feb20-1-A.pdf)

This policy and guidance will be reviewed in March 2024 and updated ready for the new 2024-5 academic year