

Surrey Virtual School SVS Pupil Premium Plus Policy and Guidance 2024-25

Updated: September 2024.

Next review: September 2025



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 2024, as recorded in the March 2024 children looked-after data return (SSDA903) and aged 4 to 15 on 31 August 2023.
- Pupils of statutory school age **from Year R (Reception - irrespective of their age) to Year 11** are eligible to receive PP+. The DfE has recently introduced PP+ style funding for young people post 16 (16-18) however this is not in scope of this policy.
- 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 has also included children adopted from state care or equivalent from outside England and Wales.

Legacy funding

The Recovery Premium and School Led Tutoring (SLT) provided by the DfE to address the lasting impacts of Covid 19 on children's education, are no longer available to Virtual Schools from September 2024 onwards.

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 2024-25

- 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 £2,570 per child in care. This represents an uplift for this financial year of £40 per child (smaller than in previous years).
- For this academic year, a total of £1800 PP+ will be available to schools per child as usual and details of the request for this funding should be recorded in the child's Personal Education Plan (PEP) linked to their targets.
- However, in order to better support transition, and in response to feedback from Designated Teachers about a simpler process which supports early planning, **schools can now request up to £1200 at the Autumn term PEP - for the Autumn and Spring terms combined - with the remaining £600 being available for the summer term. There will be no Spring term PP+ paid except where a child is new to your school, or has become looked after during the second half of the Autumn term or during the Spring term.**
- Where a child moves school (in year), their school should arrange for any unspent PP+ received to be transferred to the child's new school.
- 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. Designated Teachers are required to use the QA criteria to self-assess and confirm the quality of each PEP before it is submitted to the Virtual School,
- 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.

Summary of arrangements in place for 2024-25 academic year

Autumn 2024	Up to £1200 can be requested this term via the child's PEP. This is the combined Autumn and Spring allocation	Allocated subject to a fully compliant PEP which is of good quality
Spring 2025	It will not be possible to request PP+ except where a child is new to your school, or has become looked after during the second half of the Autumn term or during the Spring term.	<i>As above but for children 'new to school / care' only</i>
Summer 2025	Up to £600 can be requested per term via the child's PEP.	Allocated subject to a fully compliant PEP which is of good quality

Notes

Where a PEP is non-compliant or of poor quality and rated 'RED' Pupil Premium Plus will not be allocated

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

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
- Our termly SVS senior leadership moderation of PEP QA.
- As part of SVS School Monitoring Meetings.

The Surrey Virtual School (SVS) expects that: -

- PP+ is used in line with the 2024-25 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 (please note that where a child's attendance is below 90% we would expect to see an attendance related target detailing the support their will receive to improve this).
- Peer and adult relationships
- Accessing extra-curricular activities in order to support children's relational, emotional, cultural and personal development, as identified by their assessment of need
- 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

Children new to care or transitioning to a new school or year group

For these children, we would reasonably expect to see targets which focus on supporting transition- an area where we know many looked after children may struggle.

Examples could include:-

- 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 At Home \(beaconhouse.org.uk\)](https://www.beaconhouse.org.uk).
- 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.

Requesting additional PP+

- 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.

Designated Teachers should:-

- Actively engage with the Surrey Virtual School's Quality Assurance framework to ensure consistently high quality PEPs, following the specific descriptors around PP+.
- Ensure that feedback around spend and impact resulting from the targeted use of PP+ is clearly evidenced on each PEP.
- Keep their knowledge and training updated by attending Virtual School training and networks regularly.
- 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)
- 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.

Examples from this year's DT Survey are below.

DTs have many different ways of collecting children's views for their PEP including:-

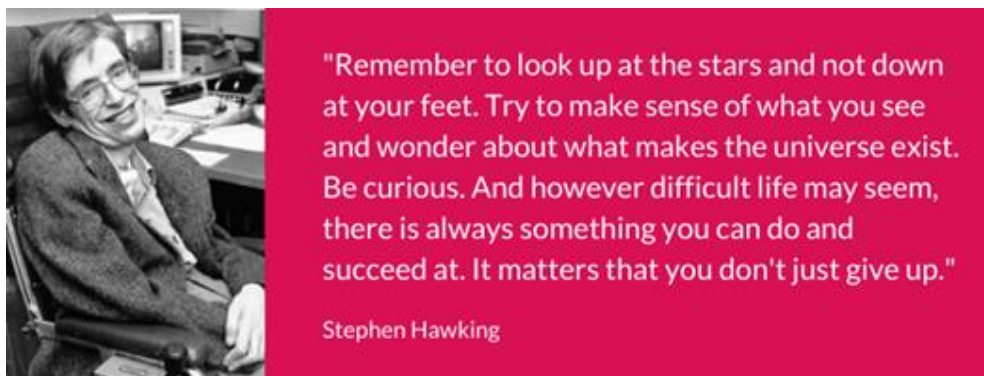
- Providing a trusted key adult or 'team around the child' trauma informed approach
- Involving a member of staff who knows the child well
- Discussion via the child's learning mentor
- Meeting with them beforehand and involving them in the process
- Supporting them to lead their own PEP meeting
- By respecting their wishes as to what ways they wish to express their views.
- Children attend their PEPs to present their learning and ask questions
- Views are considered and targets are discussed with the child prior to the meeting
- Talking with social workers regularly to ensure we are triangulating our care
- Regular opportunities for the students to record their own voice.
- Using photos – for example children engaging with preferred activities /
- Creating a bespoke template using symbols that better enable the students to express their views. These are uploaded to the document section of the 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).
- 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, and being proactive in accessing and requesting this for their staff from the Virtual School
- Expect to receive and respond to the statutory annual report from the Designated Teacher.

Getting the most from Pupil Premium Plus



Getting the most from Pupil Premium Plus:	
<p>Approaches that are:</p> <ul style="list-style-type: none"> • 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 	<p>Which emphasise:</p> <ul style="list-style-type: none"> • 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
<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

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.

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."* Another DT used the funding to put in place *"drawing and talking therapy"* whilst another requested funding for *"equine therapeutic learningto help them to identify, express and regulate their emotions."*

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."*

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.

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.

During 2024, the Virtual School undertook a cohort level analysis of views, wishes and feelings for children of statutory school age, as expressed in their PEPs. One of the key insights this analysis has provided is around barriers to learning and importantly, how children want to be supported with their education, learning or emotional health and wellbeing. emotions. Please see feedback from Surrey 's looked after children and young people below, and make sure quality time is spent talking to your children and young people about how they want to be supported.

Children and young people’s top tips for teachers and educators

Voice of the child:

Feedback from children in key stage 2 in their PEPs about what helps them with their learning

- Show me examples
- Explain more than once
- Visuals
- Help from my teacher / named key adult
- Telling me I’m doing a good job
- Learning games
- Having a tutor
- Daily reading
- Table/learning partner
- Resources laid out for me (reading overlays/multiplication table/pencil grip/word mat)
- Being with the people I get on with
- Having my own table
- Sitting at the front
- My own timetable/visual timetable
- A ‘next’ list
- Fidget toy
- A cuddle toy or blanket
- Chrome book
- Brain and movement breaks
- Keeping my mind clear
- A quiet room
- Thinking time
- More time to finish work

Every child is an individual - What helps your children with their learning?

“Sitting next to someone who is good at the lesson so that they can help me if I struggle”

“I like to be shown examples or talk to me with other examples - put it differently.”

“All of the things that are in the classroom to help me - the board, the displays, books and my teachers”.

Voice of the child:

Feedback from children in Key stages 3 and 4 in their PEPs about their preferred approach when feeling upset...

- Speak calmly to me
- Don’t make a fuss/check in discreetly
- Give me space/time out/leave me alone
- Safe space
- Keep me safe
- Listen to me
- Be with me
- Check in with my teacher
- Speak to my foster carer
- Talk to my friends
- Notice my non verbals
- Don’t react to the tone of my voice
- Make me laugh
- Be positive
- Distract me,
- Time on an ipad
- Movement breaks
- Fidget toys
- Run/play sport
- Walking outside
- Fresh air
- Time with the Therapy dog
- Draw
- Tea and biscuits
- Sensory room
- Inform me of changes to my routine a few days in advance

Some common themes for us to consider....

- **Flexibility in the moment** – asking the young person what they need – e.g. talking and being listened to but at other times time to be alone, being able to speak to a trusted adult
- **Calming and sensory activities** e.g. young people talked about drawing, music, sitting on a soft sofa/on the floor, removing shoes, food, warm drink, fidget toys, time with the therapy dog
- **Being informed about changes** to routine in advance
- **Noticing** and being responsive , not making assumptions

Every young person is an individual - Take time to ask them what works for them...

“Listen and be patient when I talk...”

“Sometimes I want to talk and sometimes I don’t.”

“Let me move about more”

“Space/timeout to process my feelings”

Examples of targeted use of Pupil Premium Plus for looked after children			
Child's identified need	Example of target	Intervention/resource funded through PP+	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 an 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</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 https://vimeo.com/461311645</i></p>			
<p>Adult relationships:</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>Peer relationships</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>English language communication needs</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>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>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>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 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>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 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>			
<p>Child with below 90% overall attendance and struggling to attend school regularly</p> <p>Example 1</p> <p>George is in Year R and living at home on a full care order. His attendance is 47%. Mum struggles to get George to school on time.</p>	<p>George's key person to meet mum at 8.30am every day at school gates to walk into school together. Key person to have 1:1 time with George as he settles into his school day. Key person to share weekly report with supervising social worker with regards to attendance and what support/advice/key phrases have been shared with mum so that all teams are aware.</p>	<p>PP+ will fund back fill for Key person for 1hour a day (8.30-9.30) so that role in class is covered and for key person to keep weekly records updated.</p>	<p>Due to more secure relationships between key person, mum and George, George is attending most mornings without issue and his attendance is now 85%. George is settling into his day within 20 minutes and is able to now access whole class activities with adult support. Mum is now able to bring George to the classroom and has some time handing over to the key person before she leaves.</p>
<p>Example 2</p> <p>Poppy is in year 6 and has told her foster carer that she does not want to come to school and that she feels like she "just does not fit in." It has been difficult to encourage Poppy to attend school regularly and as a result, her attendance has fallen to 85%.</p>	<p>Poppy will take part in a discovery conversation to help her key adults understand how she is feeling about school; what she enjoys and what she worries about; together they will explore what the school can do to help her, thinking about practical</p>	<p>EBSNA resources</p> <p>Funding to support an activity where Poppy feels a sense of self and fits in; she will begin to transfer this resilience and self esteem to school.</p>	<p>Poppy is now able to understand her feelings about school and talk about them.</p> <p>She is greeted every day by her key adult and has achieved half day sessions at school every day for the past 2 weeks. Her key adults are looking now to increase her time in school, underpinned by a careful support plan.</p>

	<p>things Poppy can do when she feels anxious.</p> <p>To increase her overall attendance % by xx by half term.</p> <p>Poppy will attend every day until lunch time, and we will review after 2 weeks.</p>		<p>Poppy is beginning to have coping strategies when she feels overwhelmed at school; her key adults will support her to practice these for transition to secondary school.</p>
<p><i>DFE resources for parents and carers accompanying the new statutory attendance guidance may be helpful when working with carers and parents to improve attendance, as well as the EBSNA padlet for parents or the resource padlet for professionals</i></p>			

Frequently Asked Questions

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

See page 4 of this policy – ‘Summary of arrangements in place for 2024-25 academic year’

2. 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

3. 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?

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 child moves school (in year), we would expect their school to arrange for any unspent PP+ received to be transferred to the child’s new school.

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 [2024-5 DFE Conditions of Grant](#).

4. 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. 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.

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.” This has been confirmed by the DfE as follows:

“ The eligibility threshold for recipients of Universal Credit (UC) to be eligible for free school meals applies to their (foster carers’) annual net earned income. The meaning of ‘earned income’ is laid out within the Universal Credit Regulations 2013. For the purposes of UC, fostering allowance is not considered to be income. DfE provides an eligibility checking system which can be used by LAs to verify whether applicants for FSM meet our eligibility criteria, including the relevant income thresholds.”

5. Can PP+ and other types of pupil premium be accessed for a child in care?

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

6. 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.

7. 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.

8. 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.*

9. 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 The Leisure Offer for children in care and care leavers has grown and expanded, providing a variety of opportunities for funded sports and leisure activities. Please also see the other opportunities on the [Surrey Youth Voice website](#).

Surrey Young People's Fund supports disadvantaged young people in Surrey to gain access to training and employment. Grants are awarded by a panel of experienced volunteers who have a passion for assisting young people in Surrey to improve their employment prospects.

The Surrey Young People's Fund provides funding for individuals (aged 16-25 inclusive) who are resident in Surrey. The purpose of the funding is to assist young people to move towards an identified goal in education, training, apprenticeship, or employment.

10. 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. 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 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.

12. 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. However, feedback and training are always provided and the funding will still be available, 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 2024-5 academic year are:

-  Autumn: Friday 8th November 2024
-  Spring: Friday 28th February 2025
-  Summer: Friday 20th June 2025

13. 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 and can access training and information about PP+ via our [DT training and networks](#).

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 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.

16. 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 who are accessing funded early education. 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. 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 style funding is now allocated for young people who are looked after in Years 12 and 13, however it is not the same as for statutory school aged children and falls under different DFE arrangements. Information about other 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 [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 [2024-5 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 has also included children adopted from state care or equivalent from outside England and Wales.

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.

References and resources

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

[Pupil premium: allocations and conditions of grant 2024 to 2025 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/pupil-premium-allocations-and-conditions-of-grant-2024-to-2025)

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:

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.

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://www.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: [13242.pdf \(bathspa.ac.uk\)](https://www.bathspa.ac.uk/media/13242/pupil-premium-plus-to-improve-educational-outcomes-for-looked-after-children.pdf)

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

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. 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 policy and guidance will be reviewed in March 2025 and updated ready for the new 2025-6 academic year