

Virtual School

NYCC Guidance on the
Pupil Premium Plus+ for Looked
After Children and previously Looked
After Children

Autumn Term 2021



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Introduction

Some looked-after children achieve well, however, the educational outcomes for looked-after children largely remains low when compared to their peers. A higher proportion of looked-after children are underachieving and are not making the expected or accelerated levels of progress. It is intended that the Pupil Premium Plus+ grant will address this issue through the provision of additional interventions and learning resources tailored to the individual need of the child. It aims to give Children in Care access to every opportunity to achieve their potential and enjoy learning.

This policy is informed by key Department of Education (DfE) documents that influence the policy and practice arrangements for the Pupil Premium Plus+ for Looked-After Children (LAC) for 2021-2022.

- [Promoting the Education of looked-after Children and Previously looked-After Children](#) (DfE 2018).
- [Pupil Premium Plus+ Conditions of Grant 2021-22](#) (DfE 2021)
- [Pupil Premium Plus+ and the role of the Virtual School Head](#) (DfE 2014)

Pupil Premium Plus+ Funding for Looked After Children (managed by the Virtual School Head) and previously Looked After Children (managed by the school)

The DfE allocates to the Local Authority Virtual School Head a budget based on, but not ring fenced to individual pupils, an amount of £2,345 per Looked After Child. The LAC Pupil Premium Plus+ must be managed by the designated Virtual School Head in the local authority that looks after the child.

The overall grant allocated to each Local Authority will be calculated on a per capita basis. However, it does not have to be distributed on a per capita basis, given that Children in Care have differing levels of need at different stages of being in care. Therefore, any funding not needed will be redistributed to areas of high need, or where interventions can be obtained more cost-effectively by commissioning in bulk.

Funding provision maps are invited up to an amount of £1,900 per annum for Looked After Children of NYCC and if successful will be authorised by the Virtual School as part of the eGov ePEP process to the establishment where the pupil is on roll at the start of each term.

This will be distributed to schools as per the timetable below:

Term	Expected authorisation amount	Paid to school
Autumn term	£633	December
Spring term	£633	February
Summer term	£634	NYCC Maintained July OOA/Academy October

Schools will not receive the Summer term instalment for those Looked After Children in Year 11. This can be discussed as part of transition arrangements in the transition to Post 16 PEP.

Top up payments can be requested following a discussion with the Virtual School for specific needs and challenging circumstances, please see [Appendix C](#).

In instances where NYCC has commissioned a high cost educational day/residential placement at an Independent Schools or out of county Independent Special School, the Pupil Premium Plus+ is included within the overall arrangements.

Eligibility

Financial support is available as soon as a child becomes looked after. A child is Looked After by the Local Authority if they are in care by reason of a care order (Sec 31 Children Act 1989) or Interim Care Order (Sec 38 Children Act 1989) or is being provided with accommodation under Sec 20 of the 1989 Act for more than 24 hours with the agreement of the parents or of the child if aged 16 or over.

For a child who is accommodated under a Sec 20 voluntary arrangement, the Local Authority does not have parental responsibility for the child, it is retained by the parents, but the Local Authority must comply with the duties set out in the 1989 Act.

A Care Order (Sec 31 Children Act 1989) gives the Local Authority parental responsibility for the child, although a parent also retains parental responsibility and may continue to exercise it if their actions are not incompatible with the Care Order.

An Interim Care Order (Sec 38 Children Act 1989) allows the Local Authority to share parental responsibility with the parents whereby both parties must be consulted with regards to decisions about the child.

Children who have been previously looked after by a local authority

The DFE uses the data from the **October school census** to initiate funding. If a child is eligible, an amount of funding is paid directly to the school via the Local Authority each summer:

- FSM primary £1,345.00
- FSM secondary £955.00
- Service £310.00
- Previously Looked After Children (Adopted, Special Guardianship Order and Child Arrangement Order) - £2,345.00

Previously Looked After Children are children “who ceased to be looked after by a local authority in England or Wales because of adoption, special guardianship order or child arrangement order.” The school should ask to see sight of the legal papers before entering the child as Previously Looked After on the census. Virtual School recommend that a question is added to your admissions forms and at regular intervals when requesting information regarding Ever 6 FSM eligibility, to ask if the child has Previously Looked After status. Please ensure sensitivity and state that all information would be held strictly confidential. **It is the responsibility of the school to prompt parents and guardians** about their child’s circumstances in time for the school to record the child’s status on the **October** School Census. Many Previously Looked After Children may transfer into the area and the status of the Child will not be known by NYCC Virtual School and Social Care.

An example letter schools can be sent out regarding previously looked after status is shown in [Appendix B](#). This will involve providing supporting evidence, for example, the Adoption (Court) Order. School must identify and indicate on the census that the child is eligible in order to receive the funding.

This Pupil Premium Grant, is paid at the start of the financial year as a single indicative amount, based on the last financial year’s data. Following data verification by the ESFA, an adjustment is made for actual funded numbers later in the summer term. The school receives the funding for the year and it is to be noted that Pupil Premium Grant funding does not follow the child for FSM, Service or Previously Looked After Children.

The Local Authority pay each school an annual indicative amount of Pupil Premium Grant in April that uses pupil numbers from the previous financial year for FSM, Service and Post LAC. The indicative funding is adjusted once the actual Pupil Premium Grant funding is paid during the summer.

A school can login to the [Key to Success website](#) that holds the names of the pupils who have received Pupil Premium Grant and for what reason, by category. This is a government website and each school has a login. The information becomes available to the school in July / August of each year. Below is a link to the guidance issued about Pupil Premium Grant that contains detailed information.

[Pupil premium: conditions of grant 2021 to 2022 - GOV.UK](#)

Previously Looked After Children (Adopted, Special Guardianship Order and Child Arrangement Order) who are enrolled at a school from reception to year 11 are eligible to receive Pupil Premium Grant funding.

The Virtual School does not, however, oversee the allocation or devolution of Pupil Premium Grant funding to these children. The Virtual School can, however, provide advice and information regarding the Pupil Premium Grant for children previously in care. Our regular training events for Designated Teachers will provide advice and guidance on effective Pupil Premium Grant spend for children Previously in Care.

The Local Authority pay the funding to maintained schools with the Pupil Premium Grant for academies being paid to the academy trust not the Local Authority. A maintained school that **converts** to an academy within a financial year will have part of its Pupil Premium Grant funding from the Local Authority and part from the **Multi Academy Trust**.

This Pupil Premium Grant, is paid at the start of the financial year as a single indicative amount, based on the last financial year's data. Following data verification by the EFA, an adjustment is made for actual funded numbers later in the summer term.

For more information see the NYCC Virtual School Website or the following links:

- [North Yorkshire Virtual School Website](#) (NYCC)
- [Meeting the needs of adopted and permanently placed children - A Guide for school staff](#) (PAC UK 2017)
- [Supporting children and young people with Social, Emotional and Mental health difficulties in schools](#) (NYCC 2019)
- [Key information about schools for adoptive parents and special guardians](#) (PAC UK)
- [Suggested reading about adopted children's educational needs](#) (PAC UK)

Looked After Pupils placed in North Yorkshire by Other Local Authorities

Where a child is in a North Yorkshire school from another local authority, they will receive their Pupil Premium Plus+ payments from the placing authority Virtual School Head. As each authority has their own arrangements on how they allocate their Pupil Premium Plus+ funding, each authorities has the discretion to determine their own arrangements. Schools should be aware that the funding for Looked After Children on their roll may vary as a result, if children are looked after by different Local Authorities. If you have difficulty securing funds, please contact the Virtual School Head in that authority. If you need further advice or clarification you should contact the Virtual School Head in North Yorkshire, who may be able to work in partnership with the other Authorities Virtual Head.

Using the Pupil Premium Plus+ effectively to improve attainment

It is important to note that Pupil Premium Plus+ is to be used to provide **additional support above and beyond** that which other children in the school receive. It should not subsidise the entitlement every pupil on the school roll enjoys. Equally, it should not subsidise the entitlements children have as set out in the [SEND code of practice](#).

Schools will need to ensure that they utilise the Pupil Premium Plus+ in ways which make a positive impact on the educational attainment and accelerated progression of each child for which it is intended.

School must produce a funding provision map linked to the SMART targets on ePEP detailing the intervention/action/resources required. They are advised to consult with parents and carers, social workers, colleagues from the Virtual School and, most significantly, the individual child to ensure it is used to support the education the child needs and deserves, to help them succeed in life.

Please ensure that you are creative in your strategies to meet a child's assessed needs:

- Evidence based practice should inform Pupil Premium Plus+ spending. Schools are encouraged to use the [EEF Toolkit](#).
- It may be that a whole school INSET session would benefit, featuring training on issues such as Foetal Alcohol Syndrome, Trauma and Attachment (see [below](#)), Emotion Coaching, Restorative practice and behaviour management. Partnerships of schools could club together and either buy in expertise in that field or purchase training from the Educational Psychology team. The Virtual School is committed to the development of Trauma Sensitive relationships through all interactions from individual to systemic working.
- Clusters of schools may identify support that requires a high level of teaching support over a prolonged period. Sharing funding for the benefit of children and young people across communities is worthy of consideration.
- It is important to consider the child or young person's social skills and emotional well-being. Could addressing social skills and emotional well-being needs, through a concentration on the social and emotional aspects of learning, result in a child who can more readily learn and who is happier in school? This may include for example using a 'circle of friends technique', then targeting specific social skills that require development. School Designated Teachers should be aware of the Strengths and Difficulties Questionnaire for each Looked After Child attending their school and these should be used to inform the SMART targets within the PEP meetings.
- Reference should be made to the detailed guidance in the [NYCC Ladder of Intervention](#): supporting people with Social, Emotional and Mental Health Difficulties in schools.
- Therapeutic provision could be provided, for example, play/art/equine therapy, cognitive behaviour therapy, through a registered practitioner.
- Academic mentoring or access at breakfast club or lunch times for an identified support.
- Funding can be used to enhance 25 hours full-time provision is in place through individualised learning pathways. This may include one day work experience or a college placement for part of the week or another alternative provision.
- For children whose attainment is better than their peer group, consideration can be given to strategies targeted at those considered 'gifted and talented' or providing opportunities they might not otherwise receive.
- Private lessons for example, music/dance/drama/singing lessons, can be provided particularly where the child can gain accreditation.
- Specific support in areas of extra-curricular interest – art materials, music, Duke of Edinburgh, drama or sports for example.
- IT equipment and specific software programs for learning, e.g. IPAD, digital camera for photography qualifications.
- Revision guides may be helpful for some young people who are motivated to work through these guides outside of school. We also have access to a number of online platforms, contact the Virtual School for more information.
- Targeting resources that can be parceled up and sent home, can be a very effective way of motivating children.

Circle of Adults

The Psychodynamic Circle of Adults process can be directed to individual case work where complex problem solving is required. This process is designed to help a group reach a deeper understanding about a young person's behaviours/unmet emotional needs. The process aims to evolve a set of hypotheses and emerging strategies that better accommodate to unmet emotional and learning needs. This must be agreed with the Virtual School member of staff and will be led by the Virtual School Educational Psychologist.

NYCC Attachment/Trauma Aware Schools Programme

The Virtual School Attachment/Trauma informed project led by the Virtual School Educational Psychologist is a whole school approach which offers a range of measures to increase all school's capacity to support young people who may have adverse childhood experiences. An attachment-informed & trauma sensitive approach for professionals working with CYP, offers the best prospect for effective early intervention for children, whatever their age or family situation (Sebba, J., et. al., 2020), supporting schools to develop their trauma sensitive relational practice. The approach may also incorporate Appreciative Inquiry / Audit to support development. There is also the option to become involved in the Reece Centre project with the University of Oxford. If you are interested in exploring any of this further please don't hesitate to contact Marianne.Doonan@northyorks.gov.uk.

"Professional development of school staff – all staff in schools, not just teachers are involved in responding to behaviour and this evaluation demonstrates clearly the importance and potential changes that can be brought about by the wider school staff receiving development on attachment and trauma". (Sebba J., et.al., 2018 'Final Evaluation of the Attachment Aware Schools Programme.' Reece Centre University of Oxford).

Pupil Premium Plus+ process



- Through the eGov ePEP process we will be inviting applications matched to smart targets. These are to be discussed prior to the meeting by the designated teacher and class teachers.
- Targets should be clear with explicit success criteria. Rather than "To improve my reading age" targets should be more specific such as "I will be able to blend phonemes in words like string and catch."
- The Designated Teacher is required to itemise, through funding provision mapping, Pupil Premium Plus+ needs.
- The funding provision mapping must highlight how the planned provision will be used effectively to ensure the individual child makes progress, including baseline data, success criteria, costings and timescales.

Please note that schools will be expected to review the previous terms targets and the effect of the Pupil Premium Plus+ spending prior to the next PEP meeting.

Whilst schools are able to carry funding forward at the end of the financial year, it is advisable to utilise the funding in year, in order to be able to satisfy the reporting requirements on how the Pupil Premium Plus+ has been applied.

The Virtual School will both monitor how the Pupil Premium Plus+ is spent and share examples of good practice, demonstrating impact.

Circumstances in which Pupil Premium Plus+ will not be provided

Pupil Premium Plus+ is an opportunity to advance the learning of looked-after children through the provision of **additional and different** interventions and learning resources, tailored to the individual need of the child. It is not intended to replace or subsidise funding for services, support or resources that the local authority, schools, carers or other agencies involved with the child already provide. It should not be used to fund services that should be provided via a statement, SEN support plan or Education Health and Care plan. Furthermore, it is not to be used to fund support provided to all children in the area as a universal service, such as transport, or as part of their educational entitlement.

The Virtual School reserve the right to decline funding requests if the provision map does not meet the criteria for Pupil Premium Plus+ spend for Looked After Children after consideration by The Virtual School Resources Panel.

Recording your school's use of Pupil Premium Plus+ funding

The DFE sets out the expectation that all schools place examples on the school web site of how the Pupil Premium Plus+ has been used to support children's learning and achievements. Whilst no individual child should be identifiable, schools should show the impact the additional funding has made. This includes those pupils who attract the Pupil Premium Plus+ through the free school meals or Service personnel criteria. We strongly recommend that schools separate their Pupil Premium and Pupil Premium Plus+ spending in these breakdowns, since the needs of the two groups are different.

The impact and use of the Pupil Premium Plus+ should be recorded on a child's Personal Education Plan. This plan is updated termly, whenever a child changes school and the initial PEP is initiated within 10 days of a child becoming looked after and completed before the child's LAC review at 28 days. Accurate assessments of individual's needs should be used to influence spending. There is an expectation that schools will make available their own termly tracking when the PEP is being updated.

The school's Designated Teacher for LAC should be aware of the Pupil Premium Plus+ budget that the school receives for Looked After Children and be able to demonstrate how effectively it has been utilised for each child.

It is considered good practice for an annual report to go to the school governing body, reporting on how the Pupil Premium Plus+ has been spent and the impact the Pupil Premium Plus+ has made on individual progress. This information will be required by OFSTED. No individual children should be identifiable within this report.

Further Advice

Further advice on how NYCC will process funds to schools, is available from heather.sanderson@northyorks.gov.uk.

For information on how best to support and promote the educational achievement of Looked After Children contact julie.bunn@northyorks.gov.uk, Virtual School Head or, virtualschool@northyorks.gov.uk

Useful Documents and Resources

- [North Yorkshire Virtual School Website](#) (NYCC)
- [10 Low-Cost Pupil Premium Intervention Ideas Proven To Be Effective](#) (Third Space Learning)
- [How to spend Pupil Premium funding in a Primary setting](#) (Third Space Learning)
- [Meeting the needs of adopted and permanently placed children - A Guide for school staff](#) (PAC UK)
- [Summary of the evidence on the impact of different interventions on 5-16 year-olds](#) (Education Endowment Foundation)
- [Promoting the Education of Looked After Children](#) (DFE, 2018) see page 21 for Getting the most from Pupil Premium Plus+ and 22 for a Case study
- [Making the most of Pupil Premium Plus+](#) (Adoption UK)

Appendices

Appendix A - Definitions

The Looked After Child

A child is Looked After by the Local Authority if they are in care by reason of a care order or is being provided with accommodation under Sec 20 of the 1989 Act for more than 24 hours with the agreement of the parents or of the child if aged 16 or over.

For a child who is accommodated under a Sec 20 voluntary arrangement, the Local Authority does not have parental responsibility for the child, it is retained by the parents, but the Local Authority must comply with the duties set out in the 1989 Act.

A Care Order (Sec 31 Children Act 1989) gives the Local Authority parental responsibility for the child, although a parent also retains parental responsibility and may continue to exercise it if their actions are not incompatible with the Care Order.

Residence Order

- Settles the arrangements as to the person with whom the child is to live with.
- A non- parent acquires parental responsibility and retains it as long as the order is in force.
- Where a residence order is made in favour of someone who is not a parent of the child it can be extended by the court until the child's 18th birthday.
- Foster carers can apply for a Residence Order after caring for the child for one year.

Special Guardianship Order

- Intended to meet the needs of children who cannot live with birth parents, for whom adoption is not appropriate, but who would still benefit from a legally secure placement.
- Gives the carer parental responsibility for all aspects of caring for the child and for taking the decisions to do with their upbringing the child is no longer looked after by the Local Authority.
- It preserves the link between the child and their birth family.
- Have access to a range of services provided by the Local Authority.

Adoption

- When an adoption order is made all legal ties between the child and his birth parents (and all other birth family members) are severed.
- The birth parents no longer have parental responsibility for the child – this is vested in the adopters.
- The making of an adoption order extinguishes all other court orders in relation to the child.

Appendix B - Example letter for Schools to send to Parents/Guardians regarding Previously Looked After Children LAC Pupil Premium Grant

Dear Parent/Guardian

Separate to funding available for those in receipt of free school meals and Service Children, the Pupil Premium Grant for Previously Looked After Children (Adopted, Special Guardianship Order and Child Arrangement Order) is available for schools equating to £2,345 per Previously Looked After Child per annum.

May we ask that, for any pupil where these circumstances are relevant (Adopted, Special Guardianship Order and Child Arrangement Order), you provide school with the appropriate supporting evidence. In turn, we will be able to record this information on our School Census return in October and subsequently utilise the additional funding to support your child's learning.

If you require any further clarification please don't hesitate to get in contact.

Yours sincerely

Appendix C - Top up funding

Virtual School top up funding will be considered **after discussion with Virtual School Staff** to support schools when the Pupil Premium Plus+ has been spent/allocated and there is a clearly evidenced additional need. We have now taken on sessional staff and therefore will be utilising this approach before supply agencies.

On a very rare occasion, when a highly bespoke approach is required, the Virtual School may fund an Alternative provision and re-integration package and therefore withhold the basic termly Pupil Premium Plus+.

Requests for extra support can be discussed in the young person's PEP or at any time of need with a member of the Virtual School, who will then request for it to be added to the agenda of the next Virtual School Resource Panel. In certain circumstances this may be looked at earlier at the Virtual School Head's discretion.

Following a discussion with a Virtual School member of staff top up forms will be sent and should be fully completed by schools and emailed via Egress to virtualschool@northyorks.gov.uk to be added to the next Virtual School Resource Panel for consideration.

Funding may be agreed in principle for a longer period, but will only be paid monthly/half termly, at which time it will be reviewed to assess whether the support required has changed or remains the same.

Top up forms and invoices should be forwarded as soon as possible; delays may result in non-payment or reduced amounts. Virtual School reserve the right to withhold the payments if the top up form and the invoices relating to it are not received by the middle of March to ensure the financial processes can be completed by the end of the financial year.

NYCC maintained schools should receive payment via the next Oracle run with the young person's initials against the payment.

Non-maintained schools will receive a purchase order form from our Business Support Service. School should then raise and forward invoices for processing which are paid within 30 days.

Invoices without a purchase order number are unable to be paid.

Once a decision has been made the school will receive an email to confirm the amount agreed. Any queries should be via secure email to virtualschool@northyorks.gov.uk or to the Virtual School administrator on 01609 533231.

Appendix D – Frequently Asked Questions

How much funding is the Pupil Premium Plus+?

The Pupil Premium Plus+ for children in school between reception and year 11 it is set at £2345. It has been given to the Virtual School Head to manage and allocate according to the child's needs and therefore can be more or less than the amount set, due to it being distributed on a needs basis. Funding provision maps are invited up to an amount of £1,900 per annum for Looked After Children of NYCC. Any funding not needed will be redistributed to areas of high need, or where interventions can be obtained more cost-effectively by commissioning in bulk.

When are children eligible for Pupil Premium Plus+?

Children are eligible from the date they enter care between Reception and up to the Spring term of Year 11. Young people in care attending full-time post 16 education attract the post-16 bursary. The college or school will be able to provide further advice.

Are Post-16 Young People eligible for Pupil Premium Plus+?

No, but the final payment for the Summer term in Year 11 can be used to support a transition into post-16. This will be discussed at the Spring term PEP.

Who can decide what the Pupil Premium Plus+ can be spent on?

Schools know their children and are the best people to identify their learning needs and the interventions which will accelerate progress. Discussions will be held in collaborative consultation between the school, social workers, parents and carers, Virtual School and the child/young person, if appropriate, and agreed within the PEP meeting in order to identify specific support for individual's learning needs. This enables the funding to be used to support the best learning outcomes for the child/young person. The school must then produce a funding provision map linked to the SMART targets on ePEP detailing the intervention/action/resources required. However, the Virtual School Head has the final word on whether or not the funds are allocated.

Does the young person have a say in how Pupil Premium Plus+ is spent?

It is very important that the child/young person is involved in the PEP process and they may be able to identify aspects of their learning where they feel they need additional help. This information is gathered and recorded as part of the ePEP process. If the child/ young person feels unable to take part in their PEP meeting, their views must always be included within the meeting and considered in any decision making process. If for any reason their requests cannot be met an explanation must be provided to them and recorded in the ePEP system.

Will the school fund out of school clubs, uniform, and trips?

On occasions there are specific activities that improve social skills or self-esteem and thus will remove barriers to learning. However, these need to be clearly linked to the child's learning targets, stating clearly how it will contribute to improve their educational outcomes. Requests should not be agreed on the basis of requests from other professionals without discussion with the Virtual School.

Foster carers have an allocation within their allowances for clothing, uniform, school trips and out of school activities. There may be occasions when carers and the school can agree to share the costs of a school trip linked to the curriculum, but it is at the discretion of the school. Where this is the case it will be important that it is discussed with the Virtual School and social worker.

Can the Pupil Premium Plus+ be used to purchase a laptop?

Requests should be discussed in the PEP meetings, with outcomes and objectives clearly defined clearly link and support the learning targets set out in the PEP. As with all requests for resources using the Pupil Premium Plus+, careful consideration should be made to ensure 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](#).

Can the Pupil Premium Plus+ be used to fund Alternative Provision?

Funding can be used to enhance 25 hours full-time provision is in place through individualised learning pathways. This may include one day work experience or a college placement for part of the week or another alternative provision.

Requests should be discussed in the PEP meetings, with outcomes and objectives clearly defined clearly link and support the learning targets set out in the PEP. As with all requests for resources using the Pupil Premium Plus+, careful consideration should be made to ensure effective use of the funding.

The child or young person attends an Academy or Free School; are they still eligible for Pupil Premium Plus+?

Yes, the funding is allocated to all publically funded schools including all maintained schools, academies and free schools. As with NYCC Maintained schools funding will be allocated on the basis of need.

The child or young person attends a Special school or an independent school or an Out of County school; are they still eligible for Pupil Premium Plus+?

In instances where NYCC has commissioned a high cost educational day/residential placement at an Independent Schools or out of county Independent Special School, the Pupil Premium Plus+ is included within the overall arrangements.

Specialist mainstream schools within North Yorkshire will attract the Pupil Premium Plus+ funding.

My school has a looked-after child but they are not looked after by North Yorkshire County Council? How do I get the Pupil Premium Plus+?

Each individual Local Authority receives the Pupil Premium Plus+ for their looked-after children, including Children out of area, and has their own methods of distribution. If your school has not been advised of the application process for the Authority or has not received the Pupil Premium Plus+, you will need to contact the Local Authority Virtual School Head. If you are unable to contact that Local Authority please contact the North Yorkshire Virtual School and we will assist.

What happens if a child leaves care soon after the Pupil Premium Plus+ payment has been received?

The Virtual School does not operate a policy of recoupment for funding already awarded. It is likely that the child, although no longer in care, is still vulnerable and the expectation would be that the funding is used to support them.