

# NYCC Guidance on the Pupil Premium for Children and Young People in Care

## September 2015

### Funding Changes

#### Funding

Funding of up to £1,900 per looked after child is allocated by the Head of the Virtual School to the establishment where the pupil is on roll at the start of each term.

In instances where NYCC has commissioned an educational residential placement at an Independent Special School, the Pupil Premium is included within the overall arrangements.

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

<b>Term</b>	<b>Amount</b>	<b>To be paid to schools</b>
Summer term (April – August)	£633	By the following September
Autumn term (September – December)	£633	The following September
Spring term (January – March)	£634	The following January/February

The final spring term installment of £634 will depend on the school satisfying the Head of the Virtual School that a number of criteria have been met. These include:

- has the Designated Teacher undertaken termly monitoring of the education section of the PEP and returned it to [ooalac@northyorks.gov.uk](mailto:ooalac@northyorks.gov.uk)?
- can the Designated Teacher itemise how the Pupil Premium funding has been spent?
- is the Pupil Premium being used effectively to ensure an individual child makes progress?

A final payment may, therefore, not be paid to all LAC and it may be helpful to re-emphasise one of the main purposes of the Pupil Premium grant: **Raising the attainment of disadvantaged pupils and closing the gap with peers.**

Any payments not needed will be redistributed to areas of high need or those in Alternative provision.

As the data has to be analysed and verified, there will be an inevitable delay in the distribution of the summer term's funds but schools with looked after pupils due to

transfer at the end of the term are to be reassured that they will receive the Pupil Premium allocation for that pupil for the term they were on roll.

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 has been applied

The Education for Looked After Children (ELAC) Virtual School will both monitor how the Pupil Premium is spent and share examples of good practice.

### **Pupils Looked After by Other Local Authorities**

The Department for Education (DfE) allocates the Pupil Premium to the local authority that looks after the child. Where children on the school roll are in the care of local authorities other than North Yorkshire, the Pupil Premium payment will be allocated by those other local authorities as per their local arrangements. As there is no national guidance on how to allocate Pupil Premium funding, local authorities have the discretion to determine their own arrangements. Schools should be aware that the funding of looked after pupils on roll may vary as a result. 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 North Yorkshire ELAC Virtual School Head.

### **Eligibility**

Financial support is available as soon as a child enters care.

Since April 2014, schools in England have also attracted the Pupil Premium for:

- ✓ children adopted from care or who left care under a Special Guardianship Order (SGO) and;
- ✓ children who left care under a Residence Order (RO) – now known as a Child Arrangement Order (CAO) - on or after 14 October 1991.

To secure the Pupil Premium for adopted children and those subject to a SGO or RO/CAO, parents and guardians will have needed to inform the school about their child's circumstances and provide supporting evidence, for example, the Adoption (Court) Order in time for the school to record the child's status on the January School Census.

This Pupil Premium funding, known as Post LAC, is paid at the start of the financial year as a single indicative amount. Following data verification by the EFA, an adjustment is made for actual funded numbers later in the summer term.

### **Recording use**

The DfE sets out the expectation that all schools place on the school web site, examples of how the Pupil Premium 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 through the free school meals or Service personnel criteria.

The impact and use of the Pupil Premium should be recorded on a child's Personal Education Plan. This plan is updated at least every six months, whenever a child changes school and the first PEP is initiated within 20 days of a child coming into care. Accurate assessments should be used to influence spending. There is an expectation that schools will use their own termly tracking to update the PEP.

The school's Designated Teacher for LAC should be aware of the Pupil Premium 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 has been spent and the impact the pupil premium has made on individual progress. This information will be required by OFSTED. No individual children should be identifiable within this report.

### **The challenge to Reduce the Attainment Gaps**

Edward Timpson, Minister for Children and Families has highlighted:

*“Children in care face unique challenges in school and often struggle to keep up with their peers at both primary and secondary level. It is vital that these vulnerable children are given the targeted support they need and the education they deserve to help them get on in life.”*

*In 2012 only 50% of children in care achieved the expected level in both English and mathematics, at Key Stage 2, compared with 79% of non-looked after children and just 15% of children in care achieved five 5A\*-C at GCSE or equivalent, including English and mathematics, compared with 58% of non-looked after children.” - DFE press release October 2013.*

### **Using the Pupil Premium effectively to improve attainment**

Please be creative in your strategies to meet a child's assessed needs:

- Schools will need to ensure that they utilise the Pupil Premium in ways which make a positive impact on the educational attainment and progression of each child for which it is intended.
- A school can decide how the Pupil Premium can be spent, however, they are advised to consult with carers, social workers, colleagues from the ELAC 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. A final instalment by NYCC may not be paid if there is no evidence of individual impact.

- Targeted intervention is very successful for many children and 1:1 support or small group work with teaching or teaching assistant support would be high on the list of effective ways to use Pupil Premium in raising attainment and aspirations. Where schools elect to use a teaching assistant, this should be under the close direction of teachers. Pooling money for the benefit of a small group of children can be good practice where there are increased opportunities for peer interaction and diversity of learning styles.
- It may be that a whole school INSET session would benefit from training on such issues as Foetal Alcohol Syndrome, Trauma and Attachment issues or behaviour management techniques. Partnerships of schools could club together and either buy in experts in that field or involve the area Education Psychologists.
- 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.
- How are the child or young person's social skills and emotional well-being? Can 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 developing 'circle of friends techniques' or assessing needs through assessment tools like the Rickter Scale, then targeting identified weaker areas.
- This funding can be used to ensure 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.
- Revision guides may be helpful for some young people who are motivated to work through these guides outside of school.
- Specific support in areas of extra-curricular interest – art materials, music, Duke of Edinburgh, drama or sports for example. Sports Premium money may also be targeted at specific pupils to increase engagement.
- IT equipment and specific software programs for learning, e.g. IPAD, digital camera for photography qualifications.
- Academic mentoring or access at breakfast club or lunch times for identified support.
- 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.

- Targeting resources that can be parceled up and sent home, can be a very effective way of motivating children. A new reading book, Kindle, or a subscription to a monthly periodical that can be delivered to the home, could encourage reading.

**You may find it helpful to review the SuttonTrust Toolkit of strategies to improve learning. Summary for schools spending on the Pupil Premium [www.suttontrust.com/research/teachingandlearningtoolkit-July2012](http://www.suttontrust.com/research/teachingandlearningtoolkit-July2012)**

### **Further Advice**

Further advice on how NYCC will process funds to schools, is available from [heather.sanderson@northyorks.gov.uk](mailto:heather.sanderson@northyorks.gov.uk). For information on how best to support and promote the educational achievement of LAC contact [alan.clifton@northyorks.gov.uk](mailto:alan.clifton@northyorks.gov.uk), Head teacher, ELAC Virtual School or, [elac@northyorks.gov.uk](mailto:elac@northyorks.gov.uk)