

Wolverhampton Virtual School Pupil Premium Guidance

What is Pupil Premium Plus?

In 2014 the DfE announced that the “Pupil Premium Plus” would be made available to Local Authorities to support **raising the educational attainment of children and young people in care**. The PP+ is managed by the Virtual School Head (VSH) for Children and Young People in Care (CYPIC). While it is anticipated that Virtual Heads would work in partnership with schools to identify the best ways of using the funding, the VSH has the final say in how to allocate the funding.

2021/2022 Funding

In Wolverhampton we always allocate the vast majority of funding directly to schools. In the 2020/2021 financial year funding will be made in termly instalments. We retain a small amount for specific projects and interventions such as: Encyclopaedia Britannica subscription for all CYPIC, a volunteer reading programme, an arts and culture offer through Artslink, additional Assistant EPs support, transition work and exam preparation at Key Stage 4.

Where a pupil becomes looked after part way through a term, PP+ will be paid if they become looked after prior to half term, if they become looked after in the second half term PP+ will be paid from the start of the next term. There is an expectation that if a child or transfers school during a term, the school will arrange for any unspent PP+ to be transferred to the new school.

Overarching Principles

It has been clearly stated by the DfE that, for Children and Young people in Care, the Pupil Premium should be utilised to support the child’s individualised learning targets as contained their Personal Education Plan (PEP). It is therefore expected that a breakdown of how each child’s funding is being used will be outlined in their PEP. Termly allocations of pupil premium will be allocated to school based on evidence of appropriate use of the pupil premium as recorded in the PEP.

1. The Pupil Premium Plus should be used in a targeted way to support specific learning interventions or support for children and young people in care; it should not be subsumed into a more general ‘pot’ for inclusion or support. It should therefore be linked to SMART Targets which are based on current attainment and progress data. Additionally, for pupils in assessment years (years 2, 6 and 11), we would strongly encourage schools to provide additional 1:1 tuition throughout the academic year. The Virtual School can provide advice on suitable tuition companies.
2. The use of a child or young person in care’s Pupil Premium should be agreed in the PEP meeting, and clearly recorded in their PEP with costs, description of intervention and an outline of how the impact of the intervention will be measured and monitored. In Wolverhampton’s electronic PEP Form these fields will be mandatory. This will allow the VSH to report more clearly on the impact of the PP+ on pupil outcomes. Where spending of PP+ is not clearly shown as above, the Virtual School may withhold PP+ allocation until this is shown.
3. The PEP meeting is the forum to decide on the allocation of the pupil premium funding. The school is expected to lead on this conversation as they have the greatest insight into how best to support the learning of their pupils. The VSH recommends that the Designated Teacher for Children and Young People in Care chairs the PEP meeting and therefore the and young people in care review (where the child’s care plan is reviewed by an Independent Reviewing Officer) is not the appropriate forum to agree on PEP funding.
4. In the case of a serious dispute, school should contact the VSH or Virtual School Team for assistance. There may be a few occasions when the VSH/Virtual School disagree with a school’s view on pupil premium use. In these cases, VSH/Virtual School will have authority to make the final decision and funding will be arranged accordingly.

Virtual Heads from different Local Authorities manage pupil premium in different ways. For Wolverhampton Children and Young people in Care, Pupil Premium can be utilised to fund a wide range of interventions and each case has to be considered on its own merits. There is no 'one size fits all' and schools may need to be flexible and creative in how they use the funding. However, the conditions of grant and associated guidance clearly state that the premium should **not** be used to fund:

- school uniform
- home-school transport
- PRU or alternative provision
- support that is associated with (and normally funded via) an Education Health Care Plan (EHCP)
- anything that is **not** clearly linked to raising attainment / achievement in school
- Out of School Clubs or extracurricular activities unless it directly relates to PEP target and links to raising attainment / achievement)
- Residential trips unless linked to their studying. Virtual School would expect that they are studying for an accredited course and that the school have given due consideration to other identified needs within the PEP.

Pupil Premium Plus can and should be used to support:

- 1:1 / small group tuition (in or outside school hours). This tuition can potentially be provided by school staff – paid for additional hours worked – or outside agencies. Research has shown that 1:1 tuition can have an even greater impact on children and young people in care than for other pupils, provided it is properly planned and sustained over a period of time. As previously stated, The Virtual School has an expectation that year 6 / 11 pupils be provided with additional tuition.
- Intervention from a learning mentor, teaching assistant or similar, where the intervention is planned, resourced and monitored to address a specific learning need or desired outcome
- Training for school staff which will enable them to better meet the needs of the pupil (e.g. training in attachment theory/resilience/EAL, ASD or literacy/numeracy)
- Additional intervention, equipment or other resources to support the learning of gifted and talented pupils, or to support a pupil's interest in a specific subject or area, e.g. specialist sports or musical equipment as long as they are studying for an accredited course e.g. GCSE or it is directly linked to their studies and PEP Targets.
- ICT equipment (laptops, IPADs etc.) and other specific tools, where they are clearly linked to the pupil's learning needs and targets
- Appropriate therapeutic intervention, where clearly linked to progress in school, and/or training for school staff in supporting such an intervention. However, as a general rule we would expect counselling or therapy should be arranged and funded by health or social care.

Links to further info

<http://educationendowmentfoundation.org.uk/toolkit>

[Designated Teacher DFE Statutory Guidance Feb 2018](#)