The Pupil Premium Plus (PP+) grant is a vital resource which promotes high aspirations and seeks to secure the best educational outcomes for children and young people (CYP) in care.

The Virtual School Head is responsible for allocating PP+ funding for all CYP in the care of Cambridgeshire County Council wherever they live.

For the purpose of this policy the term ‘school’ should be taken to include all education providers.

**Principles**

- The allocation of PP+ should promote high aspirations and seek to secure the best educational outcomes
- The extra funding provided by the PP+ reflects the significant additional barriers faced by CYP in care
- The allocation of PP+ will be linked to clear desirable outcomes as identified in the Personal Education Plan (PEP) which support educational achievement
- The impact of PP+ spending will be reviewed termly by the Virtual School
- Schools are responsible for determining how PP+ is spent but should consider the feelings and wishes of the individual pupil, their social workers and carers

**Allocation**

The DfE currently allocates to local authorities £2,300 per pupil per annum. It is the responsibility of the Virtual School Head to determine the distribution of the grant.

The Virtual School distributes the PP+ to schools on a termly basis, based on the educational needs identified in the PEP. Schools must ensure that PEPs are completed each term to a high standard in order to receive the funding; typically up to £600 is available per term if approved through the PEP. Variations to this are detailed below:

**Standard Transitions**

- For pupils moving to a new school as part of a standard transition an initial payment of £600 will be made to provide support for the first term in the new school. This may include entry to reception, entry to Year 3 (if separate infant and junior schools) or entry to middle, secondary or high schools.

**Year 11**

- For pupils in Year 11, schools can request up to £900 in each of the autumn and spring terms in recognition of the examination timetables. No further PP+ will be paid in the summer term unless there are exceptional circumstances.

**New to Care**

- When a pupil is new to care; an initial payment will be made to schools. If this date is in the first half of an academic term the payment will be £600; if this date is after the half-term break the payment will be £300. This will be paid once the PEP has been initiated which must be within 10 school days of the pupil coming into care.
- Where there may be a change of school, the Virtual School will work with both the school where the pupil is currently on roll and the receiving school to determine how this initial payment will best support the pupil.

**Early Years**

- Children below statutory school age are eligible for EYPP+ from the term after their third birthday; this is currently £300 per year which is paid in three termly instalments of £100.

**Exceptional Circumstances**

- In exceptional circumstances, where additional funding is needed, applications may be made for additional payments; applications are made through the PEP document. The guidance to support this can be found in the appendix to this policy and also on the Virtual School website. This is only applicable for school aged pupils.

**Project Funding**

- Individual or clusters of schools can make additional requests to support pupils in care in circumstances where it is felt that a wider project may impact on educational outcomes. Examples of
such projects may include transition projects or social and emotional provision. The guidance to support this can be found in the appendix to this policy and also on the Virtual School website.

Retained Funding

The Virtual School retains an amount of PP+ annually in order to fund provision that will benefit a group of, or all of, the authority’s children in care. This will include activities such as:
- Centrally delivered training
- Provision and resources for pupils not accessing education
- Cluster projects supporting specific groups of pupils within or across schools

Recoupment

The Virtual School may recoup the PP+:
- If there is evidence that the funding is not being used to address the pupil’s needs
- If the pupil moves education placement in order to transfer the money to the new placement

Other Local Authority Children in Care

Children attending Cambridgeshire schools who are in the care of other local authorities will receive PP+ from the placing authority’s Virtual School. The name and contact details of other Virtual School Heads can be requested from Cambridgeshire Virtual School.

Children Previously In Care

Children who have previously been in care and are now subject to a Special Guardianship Order, a Child Arrangement Order or have been adopted from England or Wales are entitled to PP+. This will need to be claimed through the annual school’s census, with the parents’/carers’ permission and once evidence of their status is seen, however this grant is outside the remit of the Virtual School and this policy.

Accountability

The Virtual School Head is accountable for local authority’s distribution of PP+ through the annual report which includes:
- details of how the PP+ and EYPP+ has been managed
- evidence of how the spending of the premiums has supported the achievement of the pupil

PP+ must not be used to

- Fund services that should be provided via an Education, Health and Care Plan (EHCP)
- Provide other statutory work e.g. statutory assessment or support from health
- Fund services that the local authority is responsible for funding, such as support for foster carers, school uniforms, school meals or transport to get the pupil to and from school or additional EYFS hours.

Further guidance on this is available in the appendix.
Appendix 1 – Process Map for PP+ allocation

Is CYP:
- new to care?
- starting a new school

Ensure school aware of how much PP+ can be claimed

Initial payment of £600 (£300 if after the half-term holidays) made to school

Discussion of use of initial payment in liaison with Virtual School

PEP document to be completed on a termly basis detailing proposed spending for forthcoming term against desirable outcomes

Is further PP+ required?

EYPP+ £100 termly

R-Y10 £600 termly

Y11 £900 terms 1 and 2 only

Additional requests

Is CYP: new to care? starting a new school

PEP quality assured and PP+ planning analysed by Virtual School

Does PEP meet quality assurance criteria and is use of PP+ appropriate?

For an individual pupil

For a shared bid

Within PEP

School to amend desirable outcomes and planned spend details prior to PP+ payment being authorised

Additional request outside of PEP

Payment triggered for forthcoming term

Letter from Virtual School declining PP+ for forthcoming term

Link advisory teacher informed

Payment judged against criteria and decision discussed at panel and ratified by VSH
Appendix 2 – Guidance for the Effective use of Pupil Premium Plus (PP+)

PP+ should not go into a general pot for inclusion, SEND or narrowing an achievement gap. It should be utilised to support each child in care’s individualised learning targets (as contained in their Personal Education Plan). Decisions around the use of it should be driven by priority and need.

The specificity of the PP+ is likely to drive this particular resource in the direction of targeted interventions. Effective learning interventions are underpinned by three principles:

- Provision should be bespoke, tailored to the pupil’s individual needs and strengths, with very regular reviews of progress. Try to fit the provision to the pupil, not the other way around.
- Intelligent analysis of data (both “hard” and “soft”) should be fully used to identify attainment gaps and barriers to achievement, with the selection of strategies based on evidence of what is most likely to work in meeting that individual need.
- A joined-up approach works best for all. Where external agencies are involved, collaboration is key to helping children feel more secure and connected, and avoiding gaps or duplication. Interventions should never be bolted on, or approached as isolated or unconnected to the rest of the provision.

Other important considerations, which should underpin practice and can themselves become key strategies, include:

- The importance of early intervention (rather than just focusing on end-of-key stage).
- The value of capturing the pupil’s voice.
- The need to engage parents, carers or social workers.
- Making the best use of teaching assistants – i.e. to support an identified priority and give the skills and tools they need to make a difference.

Powerful approaches are likely to be ones which schools develop themselves, based on those core principles of inclusion. However, suggestions for effective spending are also detailed as a result of research undertaken by the REES Centre (University of Oxford), Education Endowment Foundation (EEF) and PALAC (Promoting the Achievement of Looked After Children, University College London) amongst others.

PP+ can be used to target any area of need which will ultimately drive forward the education outcomes of the pupil; SEMH, behaviour and inclusion interventions will be most effective when they are child centred. Caution should be taken not to put therapeutic intervention in place without prior consultation with the child’s social worker and clinical advice.

Accountability for PP+ spend is critical. Pupil progress meetings (including PEP reviews), data-tracking, RAG-rating, pupil surveys and focused observations can all be used to capture data at regular intervals. Social and emotional progress can be baselines and measured using tools such as Strengths & Difficulties Questionnaires (SDQs), Boxall Profile and FAGUS.

Pupil Premium Plus can help to build staff capacity around a range of additional needs if that is what is required to support a pupil, this may include building on an awareness of attachment and the effects of early trauma. PP+ can be used to purchase training for staff on specific skills and approaches which in turn impact on the education experience of the pupil.

PP+ spending should contribute towards aspirational expectations:

- Raising academic access and outcomes in all areas of the curriculum
- Priority for participation in all areas of school life, including extra-curricular and enrichment activities
- Access to music and the arts
- Encouragement and support to aspire toward higher education
- Access to careers advice and guidance and quality work experience
### Cognition and Learning
- Small group and 1:1 tuition
  - Peer tuition
- Reading and Writing Interventions*
  - Maths Interventions*
  - Metacognition
- Mastery teaching and learning
  - Curriculum resources
  - Music lessons
- Further access to enrichment and extra-curricular
  - Immersion days (author visits, artists in residence etc)
  - FE and university visits

### Social, Emotional and Mental Health
- Additional transition support**
  - Circle of friends
- Nurture programmes
- Feelings and emotions interventions
  - Mindfulness
  - Key workers / persons in schools
  - Social and emotional intervention programmes
- Therapies (eg. play, music, creative)***
  - Social stories
  - CSE/CCE interventions

### Communication and Interaction
- Speech and language interventions
  - EAL support
  - ELKLAN support
- Clicker and other IT tools
  - Concept keyboards
  - PECS
- S&LT support and interventions
  - Lego therapy
  - Drama workshops

### Sensory and Physical
- Sensory equipment
- Sensory circuits
- Gross and fine motor skills interventions
- Yoga sessions
- OT support and planned interventions

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* Seek guidance from the English and Maths advisory team for the most appropriate intervention

** Refer to Virtual School transitions guidance (on website)

*** This MUST be discussed with the CYP’s social worker and clinician prior to starting

Where an external provider is commissioned to do work funded by PP+, schools should ensure that provider is appropriately quality assured and risk assessed in line with CCC alternative provision guidance.
Appendix 3 – Restrictions on the Use of PP+

PP+ is not a means tested grant and should not be used to provide resources that a Local Authority provides for through its allowance to foster carers or children’s home fees.

- School uniforms
- School lunches
- Transport to and from school
- Out of school activities (including childcare and EYFS additional hours)
- Trips and visits organised by the school as part of the curriculum should also not be funded through PP+. It is expected that social care or the carer should provide resources for these activities. If a school chooses to subsidise a residential trip then this should not come out of the PP+ grant funding unless it can be demonstrated that it will benefit the CYP’s educational needs as described in their PEP.

Pupil Premium Plus (PP+) must not be used to double fund or replace funding which has already been allocated to the school to support the CYP. Specifically it cannot be used to:

- Fund services that should be provided via an EHC plan
- Provide other statutory work e.g. statutory assessment or support from LAC health
- To cover interventions which have been funded from elsewhere (eg. through opportunity area funding)

It hardware items such as laptops are not interventions in themselves; foster carers and children’s homes must provide suitable IT equipment and access to the internet so that CYP can study at home. If a school believes specific IT equipment is necessary then this should not come out of the PP+ grant funding unless it can be demonstrated that it will benefit the CYP’s educational needs as described in their PEP.

PP+ will not be paid if:

- The interventions offered by the school are universally available to all CYP in school and the school’s own funding covers the cost of the interventions
- The PEP desirable outcomes do not meet requirements as set out by Cambridgeshire Virtual School
- Evidence – based – time limited

The following are not good examples of good use of PP+:

- Activities or interventions which are not evidence informed
- Deployment of teaching assistants without a planned strategy
- One-to-one tuition and booster classes that are not time-limited or measurable by impact
Appendix 4 – Additional Pupil Premium Plus Funding Requests (Guidance)

- Where a requirement for funding over and above the termly allocation is identified for an individual CYP, schools should make the request using the PEP document.
- All requests will be considered on an individual basis considering previous PP+ spend, the predicted outcomes for the CYP and whether or not the request meets the requirements of grant.
- Any exceptional funding requests MUST be discussed with the Virtual School link advisory teacher in the first instance.

In the case that an emergency request needs to be made outside of the normal PEP submission deadlines, DTs should complete the request on the relevant page of the ePEP document and alert the link advisory teacher in order that they can alert the VSH to the request. All such requests will be considered at the bimonthly pupil premium panel meetings, following which educational settings will be notified of the outcome.

- It is a statutory requirement and an OFSTED requirement that schools evidence how the pupil premium is spent and how it benefits children in care. Schools are advised to ensure that every PEP includes smart desirable outcomes, any exceptional funding allocated and clear evidence of impact on children’s achievement of all pupil premium funding.
- The funding is to provide additional support and should not meet costs which should be funded elsewhere. This includes the entitlement set out in the SEND code of practice: 0-25 years, published in June 2014.
Appendix 5 – Pupil Premium Plus Project Funding Requests (Guidance)

Aims of the Fund
To facilitate a joined up approach to ensure every child in the care of Cambridgeshire County Council, living within and outside our local authority, has access to the best educational outcomes and benefits from our shared knowledge, experience and quality practice.

Priority Areas
1) Promote the attainment of children and young people in care in order to maximise educational outcomes.
2) Raise the aspirations of all young people in the care of Cambridgeshire County Council by broadening access to a wide range of experiences and future opportunities
3) Support and improve the mental health and well-being of the children and young people in the care of Cambridgeshire County Council

Target
Children in the care of Cambridgeshire County Council will exceed national CiC data at statutory assessment times including EYFS, KS2 and KS4

Eligibility Criteria
To be considered eligible for funding, schools or groups of schools should demonstrate that the project directly impacts the outcomes of two or more children or young people in the care of Cambridgeshire County Council

How to apply
- To apply for funding for your project, please complete the form in appendix 6 with as much detail as possible; funding requests should be emailed securely to Virtualschool@cambridgeshire.gov.uk
- If you would like any guidance with the bid-writing process, please contact your school’s linked Advisory Teacher.
- All applications should be in word format, not pdf.

All funding requests will be considered at the pupil premium panel meetings, following which educational settings will be notified of the outcome.

General Information
- The final deadline for funding applications, within a financial year, must be received by the Virtual School by the Friday before the February half-term break.
- It is a statutory requirement and an OFSTED requirement that schools evidence how the pupil premium is spent and how it benefits children in care. Schools are advised to ensure that every PEP includes smart desirable outcomes, any exceptional funding allocated and clear evidence of impact on children’s achievement of all pupil premium funding.
- The funding is to provide additional support and should not meet costs which should be funded elsewhere. This includes the entitlement set out in the SEND code of practice: 0-25 years, published in June 2014.

IT IS EXPECTED THAT IN ALL INSTANCES OF SHARED FUNDING REQUESTS, THE VIRTUAL SCHOOL HEAD WILL SEEK ADDITIONAL INFORMATION ABOUT THE REQUEST PRIOR TO AWARDING IT AND WILL AGREE TIMECALES AND MONITORING PROCESSES ALONGSIDE IMPACT MEASURES.
## Pupil Premium Plus Project Application Form

This form is to be completed by school(s). Please complete this form and return to [Virtualschool@cambridgeshire.gov.uk](mailto:Virtualschool@cambridgeshire.gov.uk)

<table>
<thead>
<tr>
<th>Name of VS advisory teacher (if applicable):</th>
<th>Date(s) discussion took place:</th>
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</thead>
</table>

### Education setting(s) details

<table>
<thead>
<tr>
<th>School / Setting names:</th>
<th>Names of Designated Teacher:</th>
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### Project details

<table>
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<tr>
<th>Project name and brief description:</th>
<th>Number of Children in Care (CCC) who will be impacted:</th>
</tr>
</thead>
</table>

#### Priorities which this project will address (please check):

- [ ] Promote the attainment of children and young people in care in order to maximise educational outcomes.
- [ ] Raise the aspirations of all young people in the care of CCC by broadening access to a wide range of experiences and future opportunities.
- [ ] Support and improve the mental health and well-being of the children and young people in the care of CCC.

### Planned outcome(s):

<table>
<thead>
<tr>
<th>Proposed PP+ spend (please provide a detailed breakdown):</th>
<th>Amount</th>
<th>What will this fund?</th>
</tr>
</thead>
</table>

### How will the impact be measured:

### Additional supporting information:

Please attach any relevant documentation which you feel will support your application.

<table>
<thead>
<tr>
<th>For VS Office use only</th>
<th>Date form received:</th>
<th>Name of young person</th>
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<tbody>
<tr>
<td>Approved by VSH (signature):</td>
<td>Total exceptional funding approved: £</td>
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</table>

<table>
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<tr>
<th>Date agreed:</th>
<th>Date school advised of outcome:</th>
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### For VS Office use only: Details of reasons exceptional funding is not agreed.

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<th>VSH (signature):</th>
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<tr>
<th>Date:</th>
<th>Date school advised of outcome:</th>
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If you would like any guidance with the application-writing process, please contact your school’s linked Advisory Teacher.
Appendix 7 – PEP Initiation and Submission

**Children New to Care**

Where a child is new to care, statutory guidance states that the PEP must be ‘initiated within 10 working days of their becoming looked-after. The following tasks must be completed in order to the first PP+ payment:

- Social care section completed (Social Worker)
- ePEP document created on welfare call (Virtual School)
- EYFS/KS1/KS2 statutory Attainment data (Virtual School)
- End of term school level Attainment data (School)

**PEP Submission Dates 2019-2020**

It is a statutory requirement that PEPs are reviewed and updated once a term. Cambridgeshire Virtual School sets a date each term by which all PEPs have to be submitted. Please note, you do not need to wait until the deadline date to submit the PEP, but can do so as soon as all of the information is complete and the meeting has taken place.

**Autumn Term**
Friday 29th November 2019

**Spring Term**
Friday 13th March 2020

**Summer Term**
Friday 3rd July 2020
Appendix 8 – Useful links

- Promoting the education of looked after children - Statutory guidance for local authorities

- The role and responsibilities of the designated teacher for looked after children Statutory guidance for school governing bodies

- Conditions of grant for PP+

- Sutton Trust – Education Endowment Foundation
  http://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/

- Promoting the Education of Looked After Children (PALAC)