

## Appendix 3: Pupil Premium Plus Policy 2017-2018



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Pupil Premium Plus Policy 2017-2018  
Prepare 4 Success Virtual School  
Bath & North East Somerset

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Bath & North East  
Somerset Council

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## **Prepare 4 Success (P4S) Virtual School for Bath & N.E. Somerset Pupil Premium Plus Policy 2017-2018**

From April 2014, children in the care of the local authority have been getting funding called Pupil Premium Plus, which is currently **£1900** per child from **age 4 to 15**. This is **not the same** as other Pupil Premium funding which is paid direct to schools. However the purpose of both is to raise outcomes for disadvantaged pupils in education. The Headteacher of the P4S Virtual School is responsible for the allocation of Pupil Premium Plus for children in care for whom Bath & North East Somerset is responsible, even if they live elsewhere. **Pupil Premium Plus is accessed through the PEP process and decisions on expenditure should be made only through this plan.**

**Post 16 children in care do not receive this funding but can apply for the £1200 a year bursary. <https://www.gov.uk/1619-bursary-fund>.**

**Early Years children can access up to £300 a year from Pupil Premium Plus.**

When a child comes into care, the first Personal Education Plan meeting must happen **within 20 school days** from the child coming into care. **At this meeting there will be a discussion on how Pupil Premium Plus can be used to support that individual child's progress and attainment, on top of the school's own graduated core offer for pupils and EHCP funding.** At this meeting, which is usually led by the Designated Teacher for Children in Care at the school, the social worker, school representatives, carer, parent is appropriate and child (through the pupil voice aspect of the PEP) will share information on all aspects of the child's education including gaps in learning, previous school history, attendance and punctuality and support needed emotionally and socially.

There may also be a senior teacher representative (Moyra Maxon, Sarah Gunner or Victoria Duke) from Prepare 4 Success if the child is new to care, in key year groups, has more complex difficulties, has recently been through transition or if requested for a specific reason. The best research on interventions and strategies that have the most impact are publicised by the Education Endowment Fund. PEP meetings must happen **within 6 months** of the last one but there may be more if there is a need. The Headteacher of the P4S Virtual School, Victoria Duke, may also support selected children in care and schools with a **Progress Review** which will involve a work scrutiny of core subjects, progress analysis and discussion with the Designated Teacher.

**The PEP forms are moderated by P4S to ensure quality plans are created for each child and up to £750 can be claimed twice a year for extra support from Pupil Premium Plus. This will be paid to the school on 15<sup>th</sup> November 2017 and 19<sup>th</sup> February 2018 (as the funding is received with financial rather than academic cycles).**

£400 is currently top sliced from this funding in order to support children with high needs, Educational Psychologist support, training, attendance support and the **Letterbox Scheme**.

**Headteachers of the Virtual School are also responsible for the allocation of Pupil Premium Plus for early years children in education, which is £300 a year.**

<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2017-to-2018/pupil-premium-conditions-of-grant-2017-to-2018>

The government also provides funding to schools for children who are no longer in care because of adoption, a special guardianship order, a child arrangements order or a residence order. The amount is £1900 a year for school age children from Reception to Year 11. **This is paid to schools.**

## Prepare 4 Success Pupil Premium Plus Guidance

Every child is different and individual needs will always be discussed at PEP meetings. But in order to support attainment as much as possible, the following guidance is provided for Pupil Premium Plus decisions. It is recommended that SENCos and DTs collaborate where a child has funding for SEND needs in place. All decisions will be made through the PEP moderation process by the virtual school.

Expected expenditure of 75% (£1125) of the £1500 a year	Expenditure of the other 25% (£375) could be spent	Impact measures expected	Not recommended due to little evidence of impact on academic progress or not meeting statutory guidance
<p>75% should be used on specific strategies to improve English and maths. English also includes communication for children in care with SEND needs but this should not be requested where EHCP funding is provided to meet this need.</p> <p>Specialist teacher support on a 1 to 1 basis is the preferred option to accelerate progress</p> <p>Research findings on strategies and costings, using the EEF site</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</a></p>	<p>Transition planning including extra days at a new school with a key member of staff.</p> <p>Strategies to support holistic progress, aspiration and self esteem</p> <p>Music tuition</p> <p>Enrichment activities</p> <p>Sports coaching</p> <p>Teacher support in other subjects</p>	<p><b>75%</b></p> <p>There should be clear data evidence of progress towards or above expected standards through standardised tests or assessments from the start date of the intervention</p> <p><b>25%</b></p> <p>There should be evidence of progress. Examples could be teacher comments on more confidence answering questions, taking on bigger roles within activities, volunteering for responsibility, certificates etc</p>	<p>Kit or equipment</p> <p>ICT hardware</p> <p>Transport</p> <p>Support already offered within school core offer</p>

## Prepare 4 Success Virtual School of Bath & North East Somerset

## PEP Moderation: Primary and Secondary School Level

PEP aspect being moderated	Outstanding	Good	Requires Improvement or below
<b>Student Voice</b>	Student voice section has detail and is fully acted on within the plan	Student Voice section is complete and acted upon within the plan	Student Voice Section is very brief/not fully acted on
<b>Prior attainment outcomes at each key stage complete to ensure at least expected progress</b>	Prior attainment from EYFS up to the previous key stage is complete	Previous key stage outcomes is accurate although may be gaps in others	Previous key stage outcomes not completed
<b>Aspirational target grade or outcomes based on prior attainment and £1500 extra a year</b>	Target grades/ goals are very aspirational and a clear plan to reach these is evident	Target Grades are aspirational but evidence of interventions needed not seen	Target grades are not aspirational
<b>Evidence of attendance &amp; punctuality support</b>	Attendance is above 95%, no unauthorised and less than 3 lates	Attendance is 95% or above but more than 3 lates	Attendance is less than 95%, support to improve not in place. Regular lates
<b>SENCo and DT joint working if SEND needs</b>	Frequent collaboration in target setting and impact with both lead professionals evident	Collaboration in either target setting or impact with both lead professionals evident	DT & SENCo collaboration/ joint working not evident
<b>Impact of previous PEP targets and expenditure</b>	Expected or better impact with frequent review evident	Impact as expected with review at the end of the target period	Actions not completed, impact not measured or expenditure inaccurate
<b>New PEP targets are SMART and costed with clear expected impact, with 75% going towards individual support in English and maths</b>	75% of PP+ assigned with clear actions and impact expected for 1 to 1 specialist support to meet individual needs in maths/English	75% of PP+ assigned with clear actions & impact expected to improve progress in maths & English	Less than 75% allocated for maths/English, actions not personalised on need, no expected outcomes, no clear costings
<b>All aspects of the DT designated parts of the PEP are completed and returned within 10 working days</b>	PEP returned within 10 days and all aspects complete	PEP was slightly late but all sections complete	Some sections incomplete/ PEP later than 1 month
<b>Transition and future education /training/ employment evident</b>	Individual detailed plans for transition and/or future evident	Plans for transition in place and support with future evident	Transition not planned/ little individual support in IAG or future

## Early Years PEP Moderation

	Outstanding	Good	Requires Improvement
<b>Childs Educational Development and Needs</b>	Clear feedback from carers/parents and professionals that give clear insight into the child's needs. EYFS Learning goals are attached from nursery / setting.	Some feedback from parents/carers and professionals that highlights some insight into a child's needs. EYFS Learning goals are attached from nursery / setting.	Little feedback from parents / carers and professionals. Very little insight into child's needs.
<b>Developmental concern</b>	If the child's development raises concern then there is clear evidence that the setting is implementing excellent actions and working closely in partnership with the whole team around the child.	If the child's development raises concern then there is evidence that the setting is implementing some actions and working closely in partnership with the carers.	If the child's development raises concern then there is little evidence that the setting is implementing actions.
<b>Learning Needs</b>	Creative, identified actions match learning needs both to support the less able and to stretch the more able.	Provision is in place to meet learning needs.	Identified provision does not meet learning needs.
<b>Pupil Voice</b>	Clearly recorded and 'heard' throughout the PEP as shown in actions.	Recorded in the PEP.	Pupil voice is not recorded or poorly represented.
<b>Aspirational Target Setting</b>	Targets are highly aspirational and achievable.	Targets are aspirational and achievable.	Targets are not aspirational.
<b>Pupil Premium</b>	Pupil Premium (where eligible) is evidenced and shows measurable impact on development.	Pupil Premium (where eligible) is evidenced and outcomes are improved.	Pupil Premium (where eligible) is recorded but outcomes are not evidenced.
<b>Transition</b>	Future transitions are clearly planned and support identified.	Future transitions are planned.	No reference to future transitions.

<b>Post 16 PEP moderation</b>	<b>Outstanding</b>	<b>Good</b>	<b>Requires Improvement</b>
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<b>Student Voice</b>	Student voice is recorded and there is evidence that it is fully heard and collaboratively acted upon	Student voice is recorded and is acted upon	Student voice is not fully recorded and not acted upon
<b>Discussion of and RAG rating of last PEP's actions</b>	Evidence of discussion of actions from last PEP is clearly recorded and actions from last PEP have been completed.	Evidence of discussion that actions from the previous PEP have been discussed and partially completed.	Evidence of discussion of actions from previous PEP but not all completed or carried forward
<b>Aspirational target setting</b>	Assessment target setting is highly aspirational and achievable	Assessment target setting is aspirational and achievable	Assessment target setting is neither aspirational nor achievable
<b>Transition preparation</b>	Student fully discussed/understands transition and appropriate Actions agreed to ensure successful transition in their education, training or employment	Student is prepared for the next transition in his/her education, training or employment but no fully supportive Action Plan in place	Student is prepared for transition but actions are not fully achieved.
<b>Evidence of impact of attendance strategies</b>	Attendance is above 95% and actions are in place to maintain/improve this	Attendance is in the range of 92% to 95% and actions are in place to maintain/improve this. If less than 92% robust strategies are in place to improve attendance	Attendance is below 92% and actions are not in place to confidently address this
<b>Additional contributions</b>	All parties have contributed appropriately and their voices are acted upon	All parties' voices recorded and their voices are acted upon	All parties' voices are not fully recorded nor acted upon
<b>Actions from PEP</b>	All actions from the component parts of the PEP form are embedded in the Action Plan and are SMART	Some actions from the component part of the PEP form are embedded in the Action Plan and are SMART	Some actions are not included in the Action Plan.
<b>PEP documentation</b>	All relevant aspects of the PEP are completed in detail	All relevant aspects of the PEP are completed	There are gaps in recording on the PEP
<b>Comments and next steps</b>	Outstanding <input type="checkbox"/>	Good <input type="checkbox"/>	Requires improvement <input type="checkbox"/>