



<b>Report for:</b>	<b>Corporate Parent Advisory Committee</b> <b>22 September 2014</b>	<b>Item Number:</b>	
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<b>Title:</b>	<b>Pupil Premium Plus Expenditure on Children and Young People in Care</b>
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<b>Report Authorised by:</b>	<b>Lisa Redfern</b> <b>Director, Children's Services</b>
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<b>Lead Officer:</b>	<b>Tracey Hutchings – Head of Virtual School</b>
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<b>Ward(s) affected: All</b>	<b>Report for Non Key Decision</b>
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## **1. Pupil Premium Update and Summary Up-Date of Spend as of July 2014**

- 1.1 Since the introduction of the Pupil Premium (PP) in 2011, extra funding has been given to schools in order to close the attainment gap for disadvantaged pupils and assist with the pastoral needs of children with parents in the armed forces. The pupil premium for vulnerable pupils is linked to number of pupils entitled to free school meals.
- 1.2 Since 2011 the funding given to schools has increased per pupil; (2011/12 £423, 2012/13 £600, 2013/14 £900). Prior to 2014 children continuously in care from six months before 1st April were eligible for the Looked After Children Pupil Premium (LACPP). The money was allocated to schools as specific targeted funding to raise the attainment of the child/young person. Schools need to demonstrate how the LACPP has impacted on progress.

## **2. Changes from 1 April 2014**

- 2.1 Children in care have previously attracted Pupil Premium funding at the same rate as children from low income families, but now they attract a higher rate of funding the Pupil Premium Plus<sup>1</sup> (PPP).

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\* There is now a separate allocation of the Pupil Premium Plus for children adopted from care or who have left care under a Special Guardianship Order (SGO) on or after 30 January 2005, providing they were recorded on the January School Census; and also for children who left care under a Residence Order (RO) on or after 14 October 1991.



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- 2.2. The Pupil Premium Plus will see funding to support children in care at school increase by £1,000 per pupil to make it £1900 per child from April 2014.
- 2.3 Children will now be eligible as soon as they enter care, rather than the previous six month criteria. The new guidance: *Pupil Premium 2014 to 2015: conditions of grant February 2014* requires the Virtual School to have control over the Pupil Premium Plus for Looked After Children. The guidance states that grant allocation for looked after children must be managed by the Virtual School Head and is to be used for the benefit of the child's educational needs as described in their Personal Education Plan (PEP).
- 2.3 In addition to information requested from the Virtual School, schools are held to account in regards to the use of the Pupil Premium Plus through:-
- performance tables;
  - the current Ofsted inspection framework;
  - online reports to parents; and
  - monitoring via the PEP stakeholders.

### **3. Actions by Haringey Virtual School to Support Implementation**

- Work with finance colleagues to set up payment system; currently schools are allocated £600 each term per pupil;
- Production of leaflet: *Haringey Virtual School Guide: The Pupil Premium Plus (LACPPP) for Looked After Children April 2014* which explains the new guidance and describes the processes. This has been made available to Social Workers, Independent Reviewing Officers, Designated Teachers and Supervising Social Workers;
- Update of information on the PEP form B regarding allocation, impact and evaluation of the pupil premium. The money is allocated to schools, who during the PEP meeting, should consult the social worker, foster carer and young person in regards to spend with the focus on raising educational attainment; and
- Agreement with Haringey Head Teachers through the Network Learning Communities to consult them during the Autumn Term on the allocation of the PPP and how it is monitored and evaluated.

### **4. OfSTED Inspection May 2014**

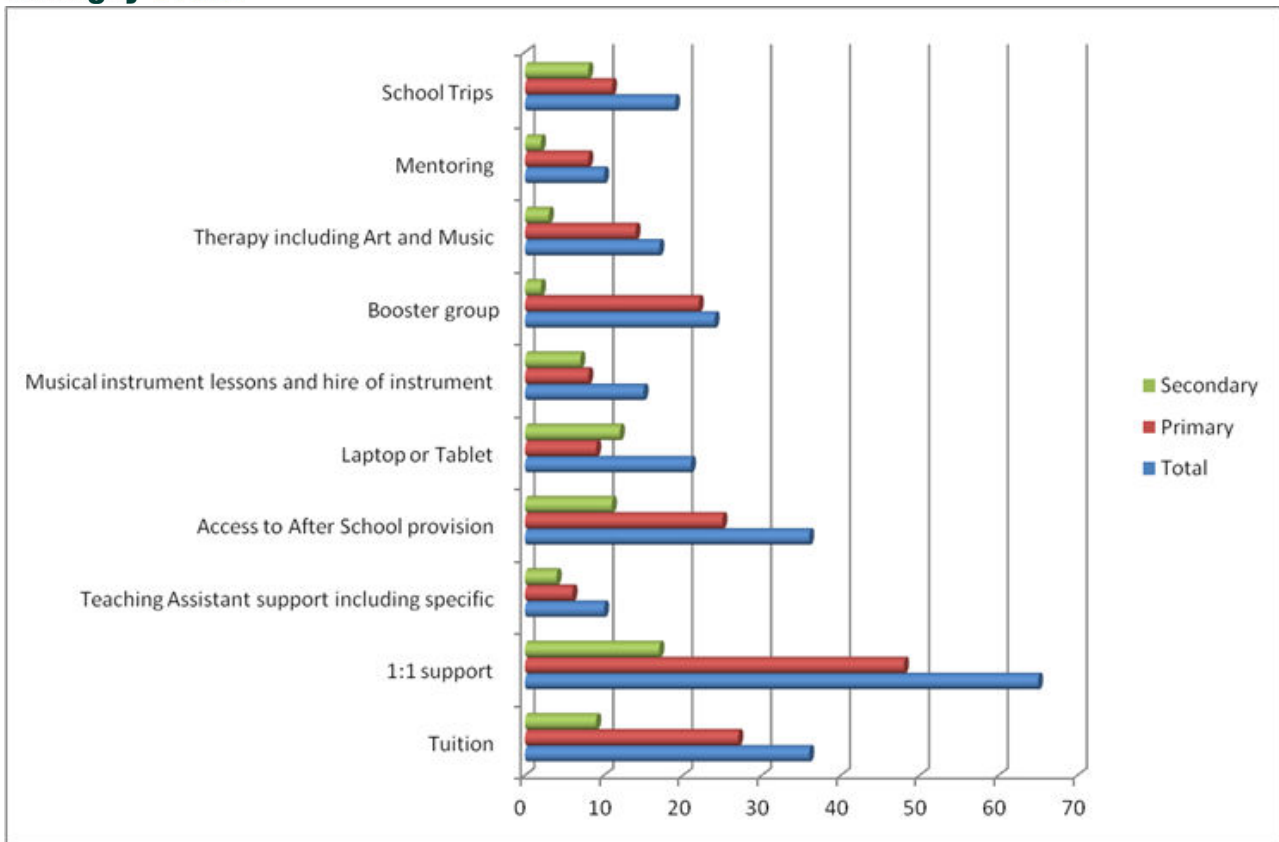
- 4.1 Ofsted reported on the effective use of Pupil Premium Plus and they identified elements of good practice including: analysing which pupils are underachieving and why; allocating funding to effective evidence based activities; use of achievement data to check the efficacy of interventions and techniques; and ensuring staff understand their role and are trained appropriately.



## **5. Current Spend by Schools of the LACPPP – Spring Term 2014**

- 5.1 In the Summer Term 2014 the Virtual School amended the attainment data collection form (collected via the Virtual School website) to include feedback in regards to use of the pupil premium, requesting a breakdown of intervention, impact and outcome.
- 5.2 From the information received from schools for the Spring term the LACPPP has been used for the following interventions and activities.
- Tuition
    - Primary: Maths, English, Reading, Writing, Literacy, Phonics
    - Secondary: English, Maths, Literacy
  - 1:1 support
    - Primary - Maths, Phonics, Speech and Language, Pastoral, English, Reading Recovery and Handwriting
    - Secondary - Maths, English, Science and emotional and behavioural support
  - Teaching Assistant support including specific
  - Access to After School provision
  - Laptop or Tablet
  - Musical instrument lessons and hire of instrument
  - Booster group
  - Therapy including Art and Music
  - Mentoring
  - School Trips.

The graph below shows use of the pupil premium plus and the interventions and activities for Primary and Secondary aged pupils.



5.3 Reporting from schools has shown that the intervention strategies employed using the PPP is diverse and use is being made of key research and specific research based intervention programmes and schemes. Much of the feedback states that 1:1 intervention has greatly helped to increase educational attainment. Some reports indicate that there has been a small measurable change in learning but the intervention has given pupils greater confidence, increased enjoyment of class work, enhanced participation and nurtured better social skills.

5.4 **School activities and interventions also included:**

**Primary**

- Social stories
- Emotional well-being (nurturing, monitoring, friendship clubs).
- Counselling
- Behaviour trips
- Social skills training
- Golf tuition to develop talents
- Horse riding for confidence building

**Secondary:**

- Progress Park (how to manage difficult situations)
- Behaviour support
- Life Skills training



Learning to play a musical instrument and music therapy has included the recorder, key board, steel drums, piano, drumming, guitar and violin. Access to after school clubs continues to be important to consolidate learning and provide enrichment and support.

## **5.5 Case Studies**

**Year 2 pupil.** Pupil was identified on his PEP to be in need of academic and emotional support. Interventions included daily supported reading (1:1), Friendship Club participation, nurturing monitoring, keyboard lessons and horse riding. The outcome: increase in educational achievement level to his 'full potential', and 'not so quiet in class and has grown in confidence'.

**Year 6 pupil.** Pupil received tuition in Maths and Literacy, was given a violin on which to practice and received lessons. He was also given 1:1 learning mentor support with a focus on issues of transition into Secondary school and included an accompanied pre-visit to the school. The outcome: '...enabled him to meet nationally expected attainment (levels)', 'continued to excel in violin. He performed solos at the end of term and gained a lot of affirmation.....' His transition to secondary is anticipated to be a smooth one.

**Year 9 pupil (statemented).** Pupil was identified to be in need of academic and emotional support in addition to support identified in his statement, the school employed a mentor to support a better understanding of a positive attitude to learning, undertake restorative justice work, supports friendship development skills and is available to him after school, lunch time and breaks. The mentor also assists with homework and course work. In addition, he was given an opportunity to undertake an Animal Husbandry Land Based course. The outcome: the strategies have resulted in better relationships with peers and staff and increased educational achievement levels.

**Year 11 pupil.** Pupil needed Literacy tuition to boost levels of attainment and was placed in a very small booster group with a learning mentor. Preparation for transition to college and extra help with making future plans resulted in 1:1 counselling sessions. Visits to a Royal Opera House production and the Purfleet Backstage Centre were also offered. The weekly catch up programme gave good opportunity for pupil to be on target for the GCSE exams. The outcome: counselling allowed pupil to prepare for college appropriately and effectively. The theatrical visits increased artistic creativity and skills and she gained a greater knowledge of lighting, sounds, costume production and model box making.

## **5.6 Key Documents:**

- Ofsted report: *The Pupil Premium: How schools are spending the funding successfully to maximise achievement*, February 2013
- *Pupil Premium 2014 to 2015 conditions of grant*



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- DfE: *Evaluation of Pupil Premium* July 2013
- Sutton Trust: *EEF teaching and learning toolkit* February 2014.

## **6. Comments of the Chief Finance Officer and financial implications**

## **7. Comments of the Assistant Director Corporate Governance and legal implications**

**7.1** The Assistant Director Corporate Governance has been consulted about this report.

**7.2** The Pupil Premium Grant is a financial assistance or grant provided by the Secretary of State for disadvantaged pupils (including looked after children) for education or education related purposes and pursuant to its powers under Section 14 of the Education Act 2002. The conditions of the grant are set out the DFE Paper Pupil Premium 2014 to 2015: conditions of grant and referred to in the Report. Local authorities are required to “certify that they have passed on the correct amount of funding to schools or, where funding has been spent centrally, that it has been spent in line with the conditions of the grant”.

## **8. Equalities and Community Cohesion Comments**

## **9. Head of Procurement Comments**

## **10. Policy Implication**

## **11. Use of Appendices**

## **12. Local Government (Access to Information) Act 1985**