




Haringey Council

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| Report for: | Corporate Parent Advisory Committee / Aspire 16 March 2015 | Item Number: | |
| Title: | Update on Pupil Premium Plus expenditure on Children and Young People in care | | |
| Report Authorised by: |  Jon Abbey Interim Director, CYPS | | |
| Lead Officer: | Tracey Hutchings – Head of Virtual School | | |
| Ward(s) affected: All | Non-Key | | |

1. Report

1.1 Pupil Premium Summary Update of Distribution and Use

- 1.2 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, LAC and former LAC pupils and assist with the pastoral needs of children with parents in the armed forces. The pupil premium allocation to schools for disadvantaged pupils is linked to the number of pupils entitled to free school meals.

Since 2011 the funding given to schools has increased per pupil; (2011/12 £423, 2012/13 £600, 2013/14 £900) In 2014/15 the allocation is dependent on age. Primary pupils are entitled to £1300, Secondary pupils £935, Service Children £300 and Adopted, SGO or RO children £1900*. All payments for the above are paid directly to the school as identified on the January school census.

* There is now a separate allocation of the Pupil Premium 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.



- 1.3 Prior to 2014 children continuously in care from 6 months before 1st April were eligible for the Looked After Children Pupil Premium (LACPP). Now children will be eligible as soon as they enter care, rather than the previous six month criteria. Looked After Children 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 LAC Pupil Premium (LACPP) £1900.
- 1.4 The new guidance: Pupil Premium 2014 to 2015: conditions of grant (February 2014) requires the Virtual School to have control over the Pupil Premium for Looked After Children. The guidance states that the 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 the pupils Personal Education Plan.
- 1.5 The money was allocated to schools as specific targeted funding to raise the attainment of the child / young person. The expectation is for the LACPP to support educational attainment. Schools need to demonstrate how the LACPP has impacted on progress.
- 1.7 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
 - monitoring via PEP stakeholders.

2. Actions by the Haringey Virtual School to Support Implementation

- Worked with finance to set up payment system; currently schools are allocated £600 each term per pupil.
- Produced a leaflet: Haringey Virtual School Guide: The Pupil Premium Plus (LACPPP) for Looked After Children April 2014. This explains the new guidance and describes the processes. It has been made available to Social Workers, Independent Reviewing Officers, Designated Teachers and Supervising Social Workers.
- Updated information on PEP form in regards to allocation, impact and evaluation of the pupil premium. The money is allocated to schools, which needs to be discussed in consultation with the social worker, foster carer and young person in regards to spend; the focus should be on raising education attainment.
- Created Social Worker and Designated Teacher packs to support quality in PEPs, including; planning, provision and improved attainment for LAC.
- Consulted with Haringey Head Teachers through the Network Learning Communities during the Autumn Term on the allocation of the LACPP and how it is monitored and



Haringey Council

evaluated.

- In the Summer Term 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.
- With regards to the distribution of the LACPP to schools, in borough receive the allocation via cash flow. For Out of borough schools they must submit an invoice.

3. Allocation of Lac Pupil Premium 2014-15

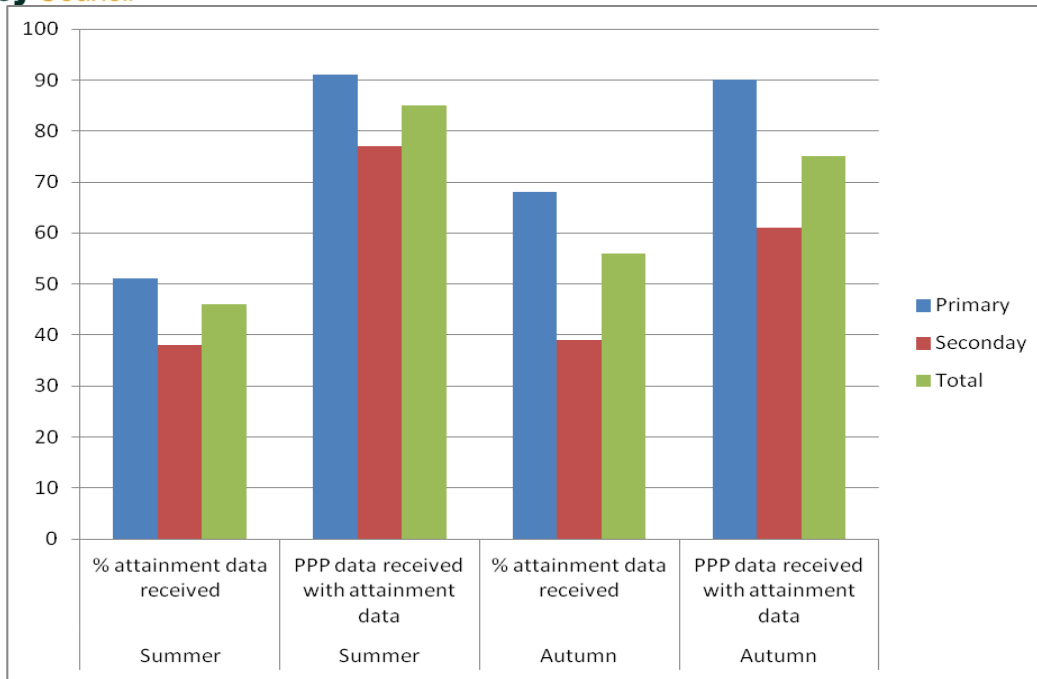
- 3.1 Most of the money has been allocated to schools with £600 being sent each term for each LAC. Many schools have responded to our requests there are still a number of Out of borough schools have not submitted an invoice even with additional communication and requests. For the Spring and Autumn Term around 25% of schools Out of borough have not invoiced, this is in line with the experience of other Virtual Heads.
- 3.2 In addition with to the school allocation the Virtual School has used the LACPPP for:
- Big Green Envelopes (termly and half termly green envelopes with books on specific themes sent directly to children in their homes)
 - Catering for Fostering Conference
 - Designated Teacher Conference
 - Theatre trips including Brazillia, Curious Incident of the Dog in the Nighttime and Lion King
 - Maths pack sent out to students of statutory school age
 - Maths club – held at Wood Green library
 - London Eye, River cruise and Afternoon Tea for year 11 pupils
 - Year 11 packs to support study for GCSE's
 - Creation of Social Worker and Designated Teacher packs
 - Distribution of career books
 - Cinema event for Primary aged children
 - Books for foster carers
 - Books for teachers to support LAC
 - three month membership of the Big Green Bookshop book club for carers and children
 - Specific identified support for individuals.
- 3.3 To Care Is To Do - money has been allocated to Tottenham Hotspur Foundation to match fund the programme offering:
- Work Experience
 - Organisation of events, including holiday activity weeks running for 3- 5 days including drama, fashion, money management, leadership development and sports.
 - Cooking club for secondary aged pupils



Haringey Council

- 3.4 Trauma training – schools which attended the Designated Teacher conference and are accessing the Trauma Recovery training delivered by the Educational Psychology Service have been offered Kate Cairns training for one day to be delivered during the next year.
 - 3.5 Additional money allocated of £1000 per year 6 pupil offered to schools
 - 3.6 Network Learning Community (NLC) Leads have taken up the offer of additional money to be allocated to support 3 or more schools working together to develop aspirations around science and STEM ensuring that LAC are included in offer and benefit from the interventions. Working with the School Improvement Service NLCs will be able to create a bespoke programme and will feed back to each other learning.
- 4. Allocation of LACPP to Schools**
- 4.1 The use of the LACPP should be part of the PEP meeting and it should support the decision in regards to where the money could be allocated to support the raising of attainment. Within the PEP document is a section where spend should be recorded and evaluated. Also at the end of each term we request an update from schools in regards to the current attainment of the young person and also information in regards to how the LACPP has been used and an evaluation of impact.
 - 4.2 The response from schools in regards to this information does vary with some schools responding regularly and others sporadically.

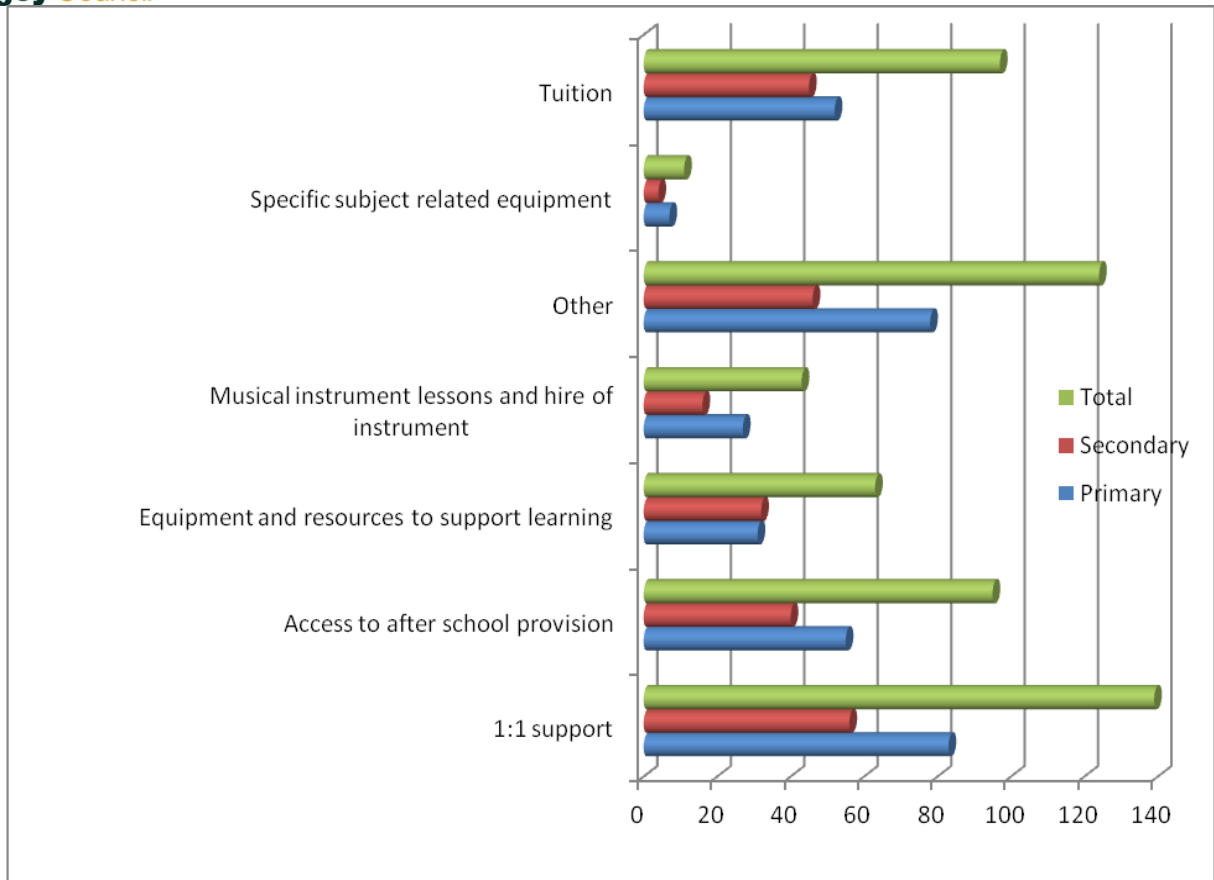
Response from schools using the Virtual School on-line Eform



From the data received by schools in the Autumn Term 2014, 89% of Haringey LAC are making progress with their learning.

- 4.3 The reporting from schools has shown that the intervention strategies employed using the LACPP is diverse and many are making use of specific research based intervention programmes and schemes.
- 4.4 Many of the reports from schools state that the interventions have supported improved confidence and engagement with tasks. For some children there has been a significant change in academic progress during the year or within a specific time frame.

4.5 Current spend by schools of the LACPP 2014-15 (Summer and Autumn Term)



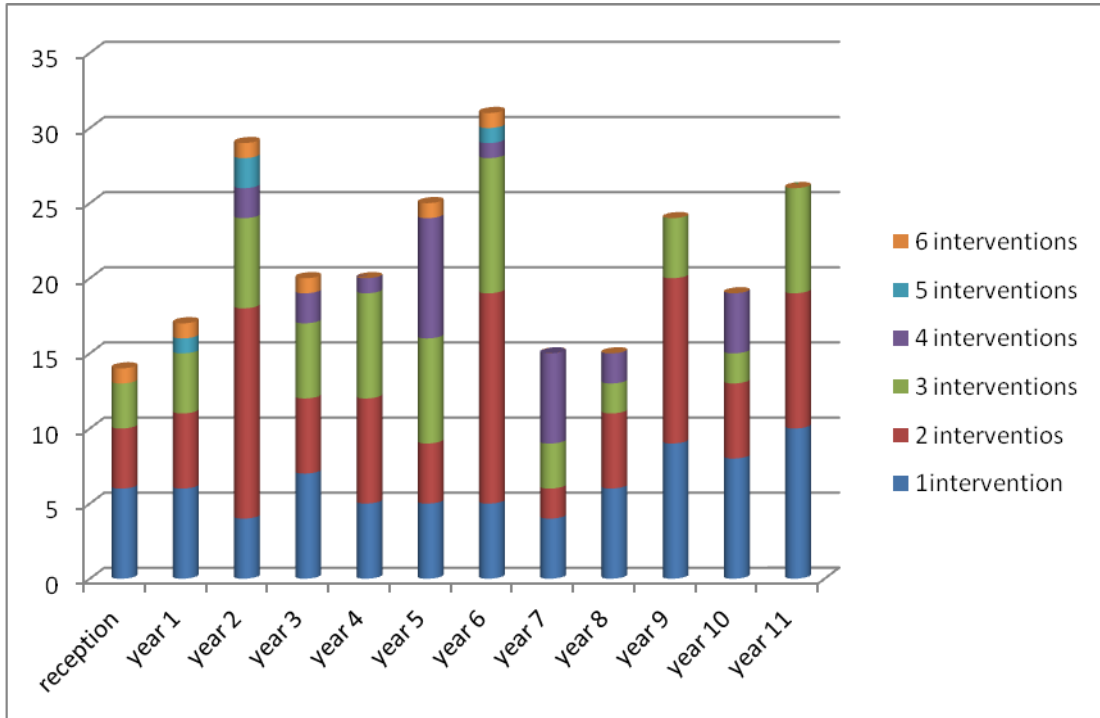
4.6 From the information received from schools during at the end of the Summer and Autumn Term 2014 the LACPP has been used for a range of interventions and activities. Interventions under each of the areas include:

- **121 Support:** Sports, Reading, English, Maths, Handwriting, Phonics, French and Counselling
- **After School Provision:** PEP, social skills, Brilliant Club, Sewing Club, diverse sports including Football, Golf, Dance, Karate, Tennis, Swimming and Gymnastics, Knitting club, Drama, Choir and multi-literacy sport
- **Equipment:** Laptop, tricycle, CD player, revision guides and ipad
- **Musical Instruments:** Guitar, drums, keyboard, flute, steel pans, violin, trombone and singing
- **Tuition:** Literacy, Numeracy, Maths, Reading, ICT, History, EAL, Computing and Maths and subject boosters
- **OTHER:** Spanish, Social Stories, Therapy, outings, Skiing trip, interview skills, trip to France, Play Therapy and Food Technology lessons



- **Specific Subject Related Equipment:** Reading, English, ASDAN, ProjectX guided reading

4.7 Number of interventions provided per term per pupil



4.8 Many of the interventions although not specific to academic work continues to be important to consolidate learning and provide enrichment and support in order to engage with learning.

4.9 The challenge in regards to the pupil premium is for it to be used to support academic attainment and for schools and other professionals to recognise the point at which a young person can engage in academic interventions in addition to the supportive and pastoral interventions.

4.10 The monthly PEP audit has identified that the use of the funding outlined on the PEP would currently be classed as not strong enough. Reasons included that it is not always specific, it is not used for additional offers but general offers available to all pupils in a school. The LACPP is not targeted to specific need or is not matched to the identified needs. In response to the PEP audit findings we have developed a range of documents to support quality PEPs. This includes the RAG rating document which demonstrates factors that rate a PEP based on requires improvement, good and outstanding.

5. Proposed Way Forward Based on Research and Findings from the First Year of Virtual School Holding Responsibility for Distribution



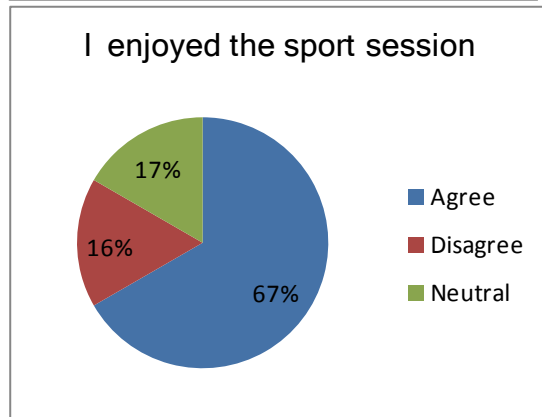
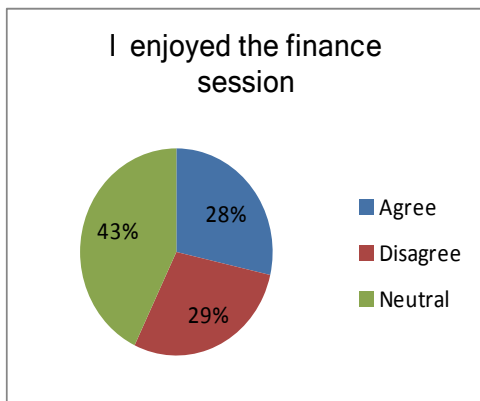
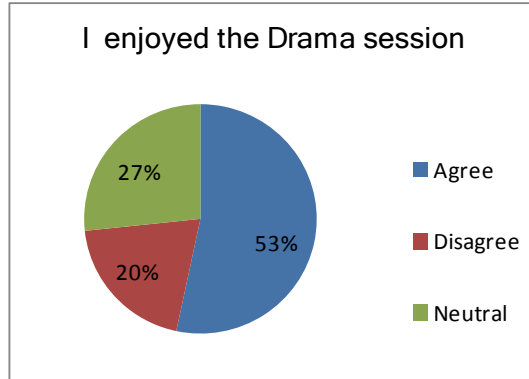
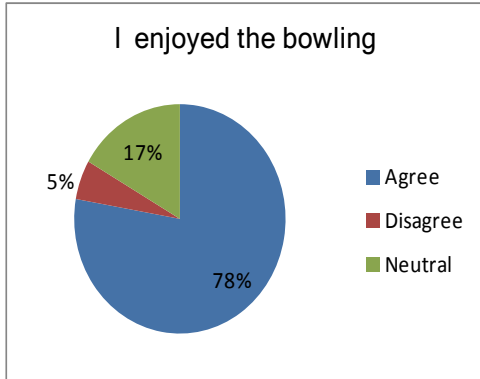
- Increase the response from schools in regards to attainment information and details of LACPP use and impact.
- If funds allow, pay a higher amount to pupils in reception and year 1, as research has shown that early intervention supports language development and reduces the gap in attainment aged 7 and 14.
- Contact and challenge schools who have received money but not provided a breakdown of the use of the pupil premium.
- Challenge the use of the money to support it being used for things over and above the usual offer to a student at the school.
- Create an outline for schools in regards to appropriate use of the pupil premium to support attainment and long term benefits.
- Finalise creation of the young person's guide for PEP meetings.

6. Key Documents

- Promoting the Education of Looked After Children – Statutory guidance for local authorities *July 2014*
- 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
- DFE: Evaluation of Pupil Premium *July 2013*
- Sutton Trust: EEF teaching and learning toolkit *February 2014*.



Half Term Activity Week – February 2015



Something you’ve learned:

- How to have fun
- To get on with others
- Friendship
- About communication in group work
- How to budget

Let’s Cook

