

WIRRAL COUNCIL

WIRRAL SCHOOLS FORUM – 30th APRIL 2014

REPORT OF THE DIRECTOR OF CHILDREN'S SERVICES

Proposals for Pupil Premium Plus

EXECUTIVE SUMMARY

From 1 April 2014 Pupil Premium Plus funding must be managed by the Virtual Headteacher. This paper outlines initial proposals for how this process will be managed. Pupil Premium Plus funding must be used to improve attainment and/or progress of Looked After Children.

Pupil Premium Plus – Proposed response to the changes to the Conditions of Grant from 1 April 2014.

LEGISLATION

The Department of Education has published the Pupil Premium 2014-15 Conditions of Grant for local authorities.

(To view the document click here:

<https://www.gov.uk/government/publications/pupil-premium-grant-2014-to-2015-conditions-of-grant>)

With regard to Looked After Children (LAC) the following important changes for 2014-15 have been made:

- the cohort of looked after children who attract the premium includes children looked after from the first day of care rather than, as previously, only those who had been looked after for six months or more;
- funding for looked after children, for 2014-15, will be retained by the virtual school head (VSH) in the local authority rather than passed down to schools as previously. We would expect that once the VSH has identified and agreed the programme of activity with the school the pupil attends, that the funding would be passed down;
- a looked after child will attract the Pupil Premium of £1,900, but will not additionally attract the "Ever 6 FSM" premium of £1,300 or £935. A looked after child can still attract the Service Child Premium if eligible; and
- the conditions of grant for 2014-15 make it a requirement for local authorities to pass down pupil premium funding to special PRUs and non-maintained special schools. It was considered that the previous

arrangements, which gave LAs flexibility to retain this funding or pass it down to schools, may not result in the best use of resources as these schools were receiving funding for some of their pupil premium pupils but not others. Special academies and free schools, and AP academies and free schools will receive funding directly from the Education Funding Agency.

Extract from the Conditions of Grant document (Page 9)

C. Looked After Children (LAC)⁶

Basis of the allocations to the local authority

16. The Department will allocate a **provisional** allocation of £1,900 per child for the number of children looked after for at least one day as recorded in the **March 2013** Children Looked After Data Return (SSDA903) and aged 4 to 15 at 31 August 2012. This allocation will be **updated and finalised in October 2014** based on the number of children looked after for at least one day as recorded in the **March 2014** Children Looked After Data Return (SSDA903) and aged 4 to 15 at 31 August 2013.

Use of the Looked After Children Premium

17. The grant allocation for Looked After Children must be managed by the designated Virtual School Head⁷ in the authority that looks after those children to be used for the benefit of the looked after child's educational needs as described in their Personal Education Plan (PEP). The Virtual School Head should ensure there are arrangements in place to discuss with the child's education setting – usually with the designated teacher – how the child will benefit from any pupil premium funding. The local authority is not permitted to carry forward funding held centrally into the financial year 2015-2016. Grant held centrally that has not been spent by 31 March 2015 will be recovered as set out in paragraphs 21 and 24 below.

IMPLICATIONS OF THE LEGISLATION

These conditions clearly direct the Local Authority to change the current system of allocating Pupil Premium Plus (PPP) to schools. Furthermore it clearly links the allocation of funding to the planning and for Looked After Children (LAC), the main form of planning is via the Personal Education Plan (PEP).

The funding allocation for the Summer term 2014 for current LAC will not require plans to be agreed.

This first group of pupils who will be affected by this change will be those in the Academic Year 2014-15. Prior to allocation of funds discussions will be required between the Virtual School Headteacher and the School to agree on plans for the use of PPP. From April 2014, Schools will be required to identify how the PPP will be used to improve attainment and/or progress and this should be reflected in the individual PEP.

Discussions with Schools will begin and it is aimed to have most plans agreed by the end of the Summer term 2014 for implementation from September 2014. As with other Pupil Premium funding, this is not a personal allowance for LAC and schools will choose how they use the funds. The key questions that will be asked about the plans will be:

Do you intend to use any PPP funds for the individual LAC?
How will the attainment/progress of the LAC benefit from the school's planned use of PPP?
This information will be recorded on PEPs so that Social Workers and Carers will be able to discuss these plans with school.

Evaluation of the PPP will be directly linked to the impact on attainment and/or progress.

PROPOSED PROCEDURES FOR THE ALLOCATION OF PUPIL PREMIUM PLUS (PPP)

Arrangements to discuss with the child's education setting – usually with the designated teacher – how the child will benefit from any pupil premium funding.

Pupil Premium Plus (PPP) will not be transferred to schools without a discussion with the Virtual Headteacher. This will be done in the first instance between the Educational Progress Officer (EPO) and the school's Designated Teacher (DT) for Looked After Children. The DT must be able to make decisions and influence the way the PPP is used within the school. PPP is for improving progress and Attainment of LAC and particularly for closing the gap between the attainment of LAC and their peers at the end of Key Stage 1, 2 and 4. Following the discussion between the EPO and DT, the EPO will present the plans to the Virtual School panel for approval.

Once plans for the use of PPP are agreed the school will receive the funds in 5/12th (1 April 2014 to 31 August 2014) and 7/12th (1 September 2014 to 31 March 2015).

For the **Financial year** 2014-15, the 5/12 funding will be used to support the existing plans for the current LAC in schools up to 31 August 2014.

The 7/12 funding will be used to support the plans for the LAC in schools for the academic year 2014-15. The exception for this may be for LAC who are joining the school as part of the new intake in September 2014. Once the initial assessments are complete and plans are in place for the new intake LAC, the funds will be released once they have been considered by the Virtual school panel. This process will roll on from year to year. To speed up the release of funds, it is strongly recommended that PEPs are organised in

the Summer term of year 6, and where possible, involves the DT from the Secondary School so that plans for progression in year 7 can be compiled and agreed as soon as possible in year 7. These can then be discussed with the EPO either in the Summer term or early in the Autumn term.

The planned spend for PPP should be based on an academic year.

Key questions that will be asked by the EPO:

Will the use of PPP be used specifically for this child to get them back on the “flightpath”?

How will this LAC benefit from the use of PPP to get them back on the “flightpath” or maintain appropriate progress?

For Wirral LAC who are educated outside the borough a similar mechanism will be implemented.

For schools that have LAC from other Local Authorities on their roll, the mechanism for allocating Pupil Premium Plus to schools will be decided by individual Local Authorities.

KEY INDICATORS FOR MEASURING SUCCESS AND “CLOSING THE GAP” FOR LAC:

Previous End of Key Stage data will be used as a baseline for the previous levels of attainment, progress, attendance and exclusions. For attainment, these are currently:

Key Stage	Attainment Age Related Expectation (ARE) The “flightpath”
EYFS	Good Level of Development (GLD)
Key Stage 1	Level 2+ Reading, Writing and Mathematics
Key Stage 2	Level 4+ Reading, Writing and Mathematics
Key Stage 4	5A*-C including English and Mathematics

Schools will be responsible for using their assessment processes to monitor and report on the attainment and progress of the child. This information will be monitored in line with current LACES procedures.

Each of these measures will be used to identify the current position of the Looked After Child. If any of the measures are not in line with the child’s Age Related Expectations (ARE), then plans should be formulated to identify what is needed to get the child back on the “flightpath”. For some LAC getting them back on the “flightpath” is an unrealistic expectation; this should be identified through the PEP process as early as possible and appropriate progress

measures identified. For all LAC their destination at the end of the next key stage should be kept in mind when formulating plans and allocating funding.

These measures are due to change as Assessment without levels is developed and Progress 8 measures are introduced. However, it is expected that there will be some measure that will reflect the ARE. If a child attains these age related attainment indicators, then they are “on the flightpath”.

“Closing the gap”

LAC are one of several vulnerable groups whose attainment and progress is compared to their peers. Currently and historically LAC do not attain as well as their peers and a significant number of them are “below the flightpath”. The challenge for Local Authorities and schools is to identify where LAC are adrift of the “flightpath”. Schools must implement strategies to get the LAC back on and preferably above the “flightpath” to ensure “gaps” are closed and the LAC moves on to the next Key Stage in line with their peers. Local Authorities are charged with the responsibility to ensure Pupil Premium Plus funding to close the attainment gap between LAC and other children.

Recommendations:

1. Schools Forum notes the report
2. Schools are asked to consider the implications of the report and feedback via the Headteacher Consultation Groups any initial concerns regarding the proposals for PPP allocation.