

Calderdale Virtual School

Pupil Premium Plus (PP+) Policy 2024-2025

Introduction

The policy for Pupil Premium for Children Looked After (CLA) in Calderdale has been informed by three key Department for Education (DfE) documents:

- [Pupil premium 2024 to 2025: Conditions of Grant](#)
- [Pupil premium: Virtual School Heads' Responsibilities](#)
- [Promoting the Education of Looked After Children](#)

Throughout this policy, the Pupil Premium for Children Looked After will be referred to as Pupil Premium Plus (PP+) to distinguish it from other forms of Pupil Premium allocations.

This policy explains how the Virtual School Head (VSH) for Calderdale will allocate the grant and evaluate its impact.

Process

In accordance with the Conditions of Grant 2024-25, the Department for Education (DfE) will allocate to Local authorities a provisional amount of £2,570 per child in care (CiC) for children in Reception to Year 11. CLA are defined in the Children Act 1989 as one who is in the care of or provided with accommodation by an English local authority. The Pupil Premium Plus (PP+) is additional funding provided to help improve the attainment of children looked after and close the attainment gap between them and their peers. The overall grant allocated to each Local Authority is calculated based on the number of looked-after children (LAC) supported by the authority. This is based on the census of the previous year, however it does not have to be distributed on a per capita basis, given that children looked after have differing levels of need and at different stages.

The conditions of grant state that it is the responsibility of the Virtual School Head (VSH) in the local authority that looks after the child, in consultation with the child's educational setting, to ensure that PP+ is used to support those children's educational needs identified in their personal education plans (PEPs).

The Virtual School Head (VSH) is responsible for ensuring that the use of PP+ funding is flexible in order to maximise its impact for individual looked-after children as well as the whole looked-after cohort and can pool any amount of PP+ to fund activities that will benefit a group, or all, of the authority's children looked after. Any pupil premium held centrally cannot be used to fund services, such as support for foster carers, school uniforms, IT equipment, or transport to get the child to school.

In order to meet these objectives and to enable the VSH to plan expenditure more effectively to maximise impact of the funding across the whole looked after cohort, the following arrangements will be in place for dispersal of the grant in the academic year 2024-2025:

It is the responsibility of the designated VSH in the local authority that looks after the child, in consultation with the child's school, to ensure that PP+ grant is used on evidence-informed interventions to support the child's educational needs. The funding should be used on evidence-informed interventions that are clearly linked to robust personal education plans and in line with the menu of approaches.

How the grant is to be used must be clearly identified in each young person's Personal Education Plan (PEP).

The grant will be used to improve outcomes for looked after children in the following areas:

- Raising levels of achievement and progress
- Supporting achievement in an area where a child is gifted
- Improving attendance
- Supporting emotional wellbeing
- Promoting inclusion (by reducing internal and external suspensions)
- Developing social skills
- Supporting a smooth transition into the next key stage or new place of learning

The PEP plan will demonstrate targets for improvement, expected outcomes, and costs of support.

- The payment of this funding to schools in the 2024-25 academic year will be up to £550 per term for each eligible child on completion of the Termly Personal Education Plan (PEP) Review.
- The termly PEP Review will need to identify how the PP+ has been spent for the benefit of each Child Looked After or for the benefit of a cohort of Children Looked After within the school with the cost shared across each child's PP+ entitlement. Appendix A (below) provides guidance about appropriate use of PP+.
- If children or young people in Years 5, 6, 9, 10 and 11 are in need of additional input to support their maths and English outcomes, Virtual School will fund school commissioned tuition in addition to the termly funding allocation. This must be discussed and agreed during the PEP meeting. Funded tuition will also be considered for any child or young person new into care (including unaccompanied asylum seeking children) with significant gaps in their education to accelerate progress.
- The Virtual School will retain the remainder of the grant funding centrally to be used to provide personalised alternative educational packages for our children at risk of disengaging with learning and for those children who are not on the roll of a school, bespoke reintegration packages and 1:1 intervention support. In addition, PP+ will be used for the commissioning of the electronic Personal Education Plan (ePEP) system including the monitoring of attendance, a central training programme for professionals, data analysis services (NCER/NEXUS), crisis response resources including commissioning of support from external professionals.
- The grant must be managed by the VSH and used to improve outcomes as identified in Personal Education Plans (PEPs) in consultation with the Designated Teacher and Social Worker.
- Mainstream schools may use the PP+ for children with an EHCP as long as it is evident in the individual child's PEP how this money is being used to provide something over and above the service that should be provided using the SEN funding and/or a service that should be expected from a specialist provision.
- The Designated Teacher should maintain a careful oversight of Pupil Premium Plus allocated to their school and play an active part in the decision making around how this money should be spent. This is underpinned by Statutory guidance for [Designated teacher for looked-after and previously looked-after children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/designated-teacher-for-looked-after-and-previously-looked-after-children). In exceptional circumstances, Designated Teachers can request additional funding from the Virtual School via the PEP process to support unexpected events or exceptional needs.
- The Virtual School Headteacher is responsible for the use of Pupil Premium Plus to diminish the difference and realise the potential for all Calderdale children in our care, wherever they live.

- Calderdale Council and the Virtual School Head are Corporate Parents, so the question “would this be good enough for my child?” is key to making decisions and evaluating the effectiveness of the use of PP+.
- **Pupil Premium Plus distribution is allocated entirely at the VSH’s discretion, and it should not be assumed that the Virtual School will allocate additional monies or automatic payments.**

***Please note** - Other Local Authorities have plans to devolve the PP+ in different ways. If you have a query about the PP+ for a child looked after who is on your school roll but belongs to an authority other than Calderdale, then please contact the Virtual School Head for the Local Authority to obtain their Pupil Premium Plus (PP+) Policy or guidelines.*

Circumstances where Pupil Premium Plus will not be provided

There will be instances where the PP+ will not be provided to the school/setting these may include the following:

- PP+ will not be used to double fund or replace funding which should already have been allocated to the school (mainstream) to support the child and specifically to fund services that should be provided through an EHCP or other statutory work.
- The interventions put in place for the child are generic that other non CLA children also access and do not require any funding.
- Evidence is not explicit within the termly PEP Review of how the money has been spent and how this links to supporting improved learning outcomes for the child.
- Attainment and Data has not been provided to allow the Virtual School Head to complete their statutory role of monitoring every child looked after’s education.

Pupil premium plus will not be allocated to the school when a child/young person is attending an independent special school, which is named in their EHCP. This is because the specialist provision should be fully meeting the child’s/young person’s identified needs and thus supporting them to achieve their full academic potential. The effectiveness and suitability of this provision and the progress being made by the young person is monitored through the PEP process, the SEND review process and any schedule of contract meetings between the Local Authority and the provider. If at any stage the school identifies that the child/young person has further needs, for which additional funding is required, this must be considered through the SEND review processes and in consultation with the Virtual School Head.

Early Years Pupil Premium

Children looked after from age 9 months who are in receipt of the early years education entitlement are entitled to Early Years Pupil Premium. This is based on the funded hours claimed per week (to a maximum of 15). In 2024/25, EYPP is paid at the rate of 0.68p per hour when the child attends pre-school, nursery class or day care provision. In Calderdale, this grant is managed and paid by the Early Years and Childcare Sufficiency Team.

Eligible children are those who are currently being looked after by a Local Authority in England or Wales or have left care under, or are on, an adoption order, special guardianship order or a child arrangements order will be eligible for EYPP.

Post 16 Pupil Premium

The DfE have confirmed all Virtual Schools will receive funding for the Post 16 cohort this financial year. This funding is not allocated per student but rather a sum allocated to target and support the educational outcomes for all students in Year 12 and 13. To supplement this support further, young people in Year 11, apart from in exceptional circumstances will be able to access their Summer Term's PP+ amount to support the autumn term transition to their Post 16 provision.

We can allocate up to £500 per student per year for those in Years 12 and 13 attending FE Colleges (both in and out of the borough). This funding does not replace the 16-19 Bursary, which should be accessed in the first instance, and used to overcome barriers to engagement and to maximise outcomes for individuals.

Previously Looked After Children

For previously looked after children, Pupil Premium Plus (PP+) is managed by the child's school. The amount a school receives is based on the number of eligible children recorded in the school's annual October School Census return to the DfE.

Designated Teachers also have a statutory duty to promote the educational achievement of Previously Looked After Children. These are children subject to an Adoption Order, Special Custodianship Order, or other Child Arrangement Order - who have not returned to live with their birth parents. Unlike Pupil Premium Plus for CLA, the Pupil Premium grant for Previously Looked After Children is not a personal budget for individual children, nor is it ring-fenced. Educational settings can spend the money how they see fit for the benefit of the Previously Looked After Children cohort. We advise that settings involve parents and carers in expenditure decisions, given the additional needs of Previously Looked After Children. Using information uploaded to the school's census, Pupil Premium funding for Previously Looked After Children is given directly to the child's school from the government. Schools are eligible for £2,570 per pupil and are accountable for the spend of this funding through their annual report to governors. Pupil Premium spend and impact reports should be published on school websites and will be scrutinised by Ofsted.

Additional PP+ Funding Requests

From September 2025, if a requirement for funding in excess of the termly allocation is identified, this needs to be discussed at the PEP meeting with all professionals in attendance and requested on the ePEP system with clear, measurable outcomes detailed. This may be for exceptional circumstances including when a child is in crisis. These applications must be made **by the school** and will be considered by the Virtual School Management Team. If the decision to provide additional funding is agreed, this will be allocated in addition to any termly payment agreed.

Appendix A

Examples of PP+ Spend

(must be linked to the successful completion of the PEP and SMART Targets)

“Looked-after children are one of the groups of pupils that attract PP+ (Pupil Premium Plus) funding. This is additional funding provided to help improve the attainment of looked-after children and close the attainment gap between them and their peers.”

([Promoting the education of looked-after children and previously looked-after children](#), 2018).

The PP+ **should be** used to improve outcomes for pupils in the following areas:

- academic achievement and progress
- wider achievement e.g., in an area in which the child is gifted and talented e.g., music lessons
- attendance
- inclusion e.g., reducing suspensions, reducing NEET
- social skills
- transition e.g., to a new key stage or learning provider.

Examples of the types of activities that the PP+ might be used to support children include:

- additional one-to-one tuition to support learning
- additional (CLA) group tuition to support learning
- additional support in school that will build self-esteem and confidence or develop their learning skills e.g. mentoring
- aspiration raising activities that will benefit the child or young person’s learning and development
- extra learning resources that may support these individual pupils
- additional support for vocational training e.g., equipment
- alternative registered education packages
- revision courses

Funding **should not** be used to fund:

- Interventions and support the student would receive if they were not a child looked after. This includes anything related to Quality-First Teaching, Wave 1 and Wave 2 interventions.
- The support set out in an Education Health and Care Plan (EHC) or made at SEND Support
- Resources that a local authority provides through its allowances for foster carers or children’s home fees
- Trips and visits organised by the school as part of the curriculum. It is expected that the local authority or carer (if covered through the fostering allowance or children’s home fees) should provide resources for these activities.

- Equipment or items the child/young person needs for school, such as school uniform or equipment for physical education lessons and IT equipment (including laptops and tablets)
- Education provision for Looked After Children subject to a suspension or permanent exclusion from their school
- Any support or intervention outside of school term-time
- Transportation
- Medical or specialist assessments (e.g., speech and language, underdeveloped sensory needs, educational psychologist, ADHD and ASD assessments)

Getting the most from PP+

Source: [The designated teacher for looked-after and previously looked-after children \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Approaches that are:

- Individually tailored to the needs and strengths of each pupil
- Consistent: based on agreed core principles and components, but also flexible and responsive
- Based on the evidence of what works
- Focussed on clear short-term goals which give opportunities for pupils to experience success
- Include regular, high-quality feedback from teaching staff
- Engage parents/carers in the agreement and evaluation of arrangements for education support (e.g., via the PEP)
- Supporting pupil transition (e.g., primary-secondary/KS3-4)
- Raising aspirations through access to high-quality educational experiences
- Promote the young person's awareness and understanding of their own thought process (metacognition) and help to develop problem-solving strategies

Which emphasise:

- Relationship-building, both with appropriate adults and with peers
- An emotionally intelligent approach to the setting of clear behaviour boundaries
- Increasing pupil's understanding of their own emotions and identity
- Positive reinforcement
- Building self-esteem
- Relevance to the learner: relate to pupil's interests where possible - make it matter to them [Pupil Voice]
- A joined-up approach involving social worker/carer/VSH and other relevant professionals
- Strong and visionary leadership on the part of both of the pupil's head teachers
- A child-centred approach to assessment for learning