

Coventry Virtual School

Payment of Pupil Premium Plus and Personal Education Plans for Looked After Children 2021 to 2022: Answers to common Questions for Designated Teachers

Pupil Premium Plus

How much will my school receive to support each looked after child in my school in the academic year 2021/22?

- Generally speaking, for children of statutory school age up to Year 11, up to £1,800 will be given in three instalments over the course of the academic year. See the table below. One payment will be made in relation to each term that the child is in care and on your school roll and meets the criteria.
- Each Early Years providers will receive £100 per child per term, beginning in the term after the child turns three until they reach statutory school age.
- The Virtual School receives no funds and therefore makes no payments in relation to children who are in post-16 education, but Personal Education Plans are still statutorily required and post-16 providers should read that section.

Coventry Virtual School: Schedule of PP+ Payments 2019/2020

Term One (Autumn)	Term Two (Spring)	Term Three (Summer)
Amounts: £800 (£100 for Early Years)	Amounts: £300 or £800, if child is new to care (£100 for Early Years)	Amounts: £700 or £800, if child is new to care (£100 for Early Years)

All payments are contingent upon the receipt of good quality Personal Education Plans (PEP). Please read that section carefully.

When will these payments be made?

The Virtual School generally processes payments four times in the year; mid-October, mid-January, mid-March, and mid-August. Payment is made to schools in the first pay run following the sign off of a good quality PEP for the term. Thus, schools who complete PEPs early in each term will receive the related funds very promptly.

My school is an independent school or is classed as 'alternative provision', will we receive any pupil premium plus to support the child?

The guiding principle is that the Coventry City Council cannot 'double fund' a child. Independent schools and alternative providers do not receive payments in relation to PEPS and receive 'highly vulnerable' payments **only** in exceptional circumstances. Those circumstances generally occur when the child has significant additional needs which cannot be met by any service that Coventry City

Council is already paying for and which are not needs which attract other types of funding; say to support special educational needs supported by an EHC plan. Please read the section on additional funds below.

I have a child in my school who was not in care and/or on our roll for a full term, will my school receive any Pupil Premium Plus for this term?

The answer depends of the reason the child was not in care or not on roll for the full term:

- The child was in care only very temporarily, typically less than 20 days:

If a child is in care for less than 20 days there is no statutory requirement to complete a Personal Education Plan. However, if the school nevertheless completes a plan; even if the social worker is unable to attend the PEP meeting, demonstrating how funds will be used to assist the child to attain their academic targets in the face of the disruption they have experienced, a payment will be made in relation to the term in which the child was in care, or in which most of his or her time in care fell.

- The child was taken into or left care part way through the term and this has not involved a school move

Provided a good quality PEP is submitted in the normal way (this must be within 20 days of being in care for newly looked after children), your school will receive that term's payment to support the child.

- The child joined or left your school part way through the term.

The Virtual School cannot pay two schools in relation to the same child for the same term. We will normally make a payment to the school in which the child spent the majority of the term and which completed the required PEP for that child. As a PEP must be completed within 20 working days of a school move, more often than not, this is the school which receives the child.

Additional Funds

There is a looked after child in our school with very high needs. Are there any additional funds available to support him or her?

If the required interventions are short term in nature, the Virtual School might well be able to help by providing additional payments from the 'Highly Vulnerable' fund and you should speak with the advisory teacher. If the advisory teacher agrees that it may be appropriate for us to consider further financial assistance to help meet the child's need, he or she will provide you with a form to make an application. Any payment made is at the discretion of the Virtual Head and in making his decision he will take into account the following:

- Whether all PEPs have been properly completed for the child.
- Whether the Pupil Premium Plus has already been appropriately spent to support this child
- Whether the child has recourse to other sources of funding to help with the problem. (The Virtual School cannot double fund any child)

- Whether the proposed interventions detailed in your application are appropriate to the child's need and represent good value for money. We expect the proposal to be properly costed and clearly linked to learning targets for the child.
- Whether the Virtual School has sufficient resources to assist given its obligation to ensure that no child receives funding disproportionate to other children of a similar level of need.

If you believe that the needs of the child might qualify him or her for other sources of funding, say by obtaining an assessment for an EHC plan, or by qualification for disability payments, you should take prompt actions to secure these alternative sources of funding. Payments from the highly vulnerable fund are intended to be temporary measures only.

Our school would like to implement some interventions or projects for the benefit of a number of looked after children within our school, or in collaboration with other Coventry schools? Are there any additional funds available for this?

The Virtual School might well be able to help and you should speak with the Virtual Head, who will advise and guide you with respect to your proposal and the process of making an application. A decision to award funding is at the discretion of the Virtual Head.

Personal Education Plans (PEPs)

When should I submit a PEP?

The PEP is an integral part of a looked after child's Care Plan and it is the social worker who is responsible for initiating the PEP meeting, although schools can and do often do this. For children between 3 and 16 years old one PEP meeting should be conducted every term. For children between 16-18 two PEPs a year are required. However, when a child is taken into care a PEP must be conducted within the first 20 working days. Likewise, when a looked after child moves to a new school a PEP must be held within 20 working days.

Except where the 20 working day criteria applies, your PEP meeting must be held before the last day of each term. The paperwork (see below) for all PEPs must be submitted to the Virtual School within one month of the meeting date, in order to pass the quality assurance process. Payment of Pupil Premium Plus to schools is contingent on the receipt of a good quality PEPs and will not be authorised, if PEP deadlines are not met.

How do I complete the PEP paperwork?

Coventry Virtual School uses the ePEP online system for all Early Years and Statutory School age children to Year 11, and will provide logons, training to new Designated Teachers and/or guidance over the phone. As of the Spring term 2017, **paper PEPs cannot be accepted for 3 to 16 year olds**, except in the very rare circumstance where a school has no access to IT equipment or the Internet. Authorisation to submit paper a PEP in these very exceptional cases should be sought from the advisory teacher.

Note that school staff other than the Designated Teacher can be granted an ePEP logon, if their role requires it, and in some cases these staff may complete the PEP document. However, it is the responsibility of the Designated Teacher to check the PEP carefully before submission and only the Designated Teacher can submit the PEP to the Virtual School.

At present 16-18 year olds (key stage 5) are still using the paper PEP system, but this may change in the near future. The Post-16 co-ordinator will provide you with the form and advise you on how to complete it.

Now that we are no longer working with the old 'levels', what attainment data should I enter on the PEP (Y1 to Y11)?

We ask for two types of attainment data; a record of how your looked after children performed in school and national tests, and a snap shot of how children are performing at the moment that the PEP was completed. Both of these measures, in their different ways, enable our advisory teachers to better help and support the child.

- Getting a good sense of how the child is doing at the time of the PEP

There are two fields which need to be completed in relation to each subject that the child takes on **every** pep. The first asks for "Attainment in relation to ARE"; that is whether or not the child is broadly at age related expectation. The second asks for the child's "Progress against individual targets"; that is whether or not they are 'on target' to meet their personal academic goals at this time. Thus, for example, a child with significant learning difficulties may be "significantly below ARE", but might be "significantly above target" if he or she has made outstanding progress toward his or her individual learning goals. Likewise a gifted child might be "above" age related expectation, but have put little or no effort into achieving his or her learning goals and be "below target" with respect to them.

Both these fields should express the **professional opinion of the class or subject teacher at the time the PEP is completed** and should not be left blank because test or assessment results are awaited or unavailable. These fields help advisory teachers to spot changes to the child's performance early on and implement timely interventions.

- Recording the outcome of school and national tests

The results of formal testing are also very important. The Virtual School is required to report on the attainment of our looked after children. It is essential that results are recorded as they become available. At the outset of each PEP the Designated Teacher should ascertain whether any new assessment, test or exam results have become available since the last PEP meeting and enter these. Note that for Y11s there is also a field for predictive exam grades. Please fill these out if subject teachers have made predictions available.

School assessments should be recorded in the field "School's internal data" in the attainment section of the PEP. You should record these using whichever marking or grading scheme is normal practice in your school.

The results of national tests; SATS, early entry GCSE or other Attainment 8 qualifications, including graded music exams, etc, should be recorded under "Key Stage Results" on the child's profile page. These fields are not part of the PEP document. Where a child is taken into care in key stage 2 or 4, please enter the results of previous key stage end testing into ePEP. Virtual school staff require this information to monitor whether the progress of the child is in line with expectation.

The Virtual Schools admin staff will be happy to help with any difficulties or questions you may have completing these fields. If the grades, subjects or exams you require are not available on the drop down menus, contact the Virtual School administration and data team, who will set these up for you.

What are the standards expected by the Virtual School and how can I ensure the PEPs our school produce are of a high standard?

The Virtual School regards PEPs which meet the following criteria as being of a good standard:

- A comprehensive description of the child's views about education and the barriers to their learning
- At least two appropriate academic targets for the term which are SMART (Specific, Measurable, Achievable, Realistic, Time-limited).
- A description of how pupil premium has been or is being spent to support the child toward their stated academic and other educational targets and address their specific barriers to their learning, such that the Virtual head maybe satisfied that this money is being spent appropriately and effectively.
- A comprehensive account of the PEP meeting
- The consistent and accurate completion of all data fields.

When you submit your ePEP, it will be quality assured by the Advisory Teacher, who will rate it on the scale: inadequate, requires improvement, good or outstanding. In the case of a PEP which is submitted on time but not rated 'good' or better, the advisory teacher will liaise with the school to help staff improve the PEP. Pupil Premium Plus payments will be delayed until the PEP has met the required standard. However, PEPs which are not submitted within their deadlines will automatically be rated 'inadequate' and no payment will be made.

I have another question. Who can help me?

Coventry Virtual School are happy to help. Please call us on **024 7697 5535**

For technical assistance and 'over the phone' coaching on the use of ePEP or for queries about payments, ask for the administration and data team.

For advice and guidance to support the learning of a looked after child, ask for the advisory teacher for his or her key stage.

For advice and guidance to support the learning of a looked after young person in post-16 education, or to complete post-16 PEPs, ask for the Next Steps Mentor.

For advice on projects for groups of looked after children, ask for the Virtual Head.