
Bath & North East Somerset Council

Bath and North East Somerset Virtual School Pupil Premium Policy 2019-2020

Key guides relating to this policy:

[Conditions of the pupil premium grant 2019-2020](#)

[The role of the designated teacher](#)

[Virtual School Head responsibilities](#)

Pupil Premium Plus

Since April 2014, children in care of the local authority have been allocated additional funding called pupil premium plus. The funding has to be used to raise the academic achievements of the child. The Virtual School Lead and schools should work together to agree how this funding can most effectively be used to improve looked-after children's attainment.

The pupil premium plus is released direct to the local authority and is currently £2300.00 for each child attending school in Year Reception through to Year 11. The children are eligible for this funding as soon as they enter care. The Headteacher of the Bath and North East Somerset Virtual School is responsible for the allocation of pupil premium plus for children in care for who Bath and North East Somerset is responsible, even if they live in another authority. Schools receive the pupil premium plus grant once they have completed the PEP and have submitted it to the Virtual School for approval.

The overall grant allocated to the local authority is calculated on a per capita basis, but as explained in the Department of Education guidance, it is not a personal budget for individual children. It is the role of the Virtual School Head to ensure that the budget is managed to benefit their cohort of children according to their needs.

Early Years Pupil Premium Plus

Children who are looked after in the early years are entitled to the early year's pupil premium plus in the first full term after their third birthday. In Bath and North East Somerset, this finding is linked with the deprivation funding and allows nurseries or early years settings to access about £220.00 each term. The same restrictions apply to the funding grant; it must be used to raise academic achievement and can only be accessed through the PEP process.

Post 16 Pupil Premium Plus

Currently children who are looked after post 16 do not receive any pupil premium plus from the DFE. The Bath and North East Somerset Virtual School will allocate up to £1000 to schools and colleges in Year 12 to support young people achieve level 2 qualifications in English and Maths if they have not already done so. This is accessed via the PEP process.

Allocation of Pupil Premium Plus for Children Looked After by Bath and North East Somerset Virtual School

When a child comes into care, the first Personal Education Plan meeting must be initiated within 20 school days. At this meeting there will be a discussion on how Pupil Premium Plus can be used to support that individual child's progress and attainment, on top of the school's own core offer for pupils and EHCP funding where appropriate. Normally the designated teacher at the school will lead these meetings. Where possible a member of the Virtual School will also attend this meeting to provide advice and guidance.

Schools can claim up to £900 twice a year for extra support from Pupil Premium Plus. Pupil premium will be paid where a plan is moderated by the virtual school to be good or better. Moderation criteria are provided below. The Virtual School retains funding for a number of purposes:

- to offer rapid EP support. Schools can request a referral at the PEP or can access our EP helpline as detailed in our training offer,
- for attendance support,
- the letterbox scheme, which provides literacy and numeracy support for Years 1-7,
- support for children not in education and in need of additional support to return to full-time education',
- to provide free and subsidised training,
- to support children with high needs.

Please contact the Virtual School if you require additional funding to meet the needs of the child above the £1800 per annum.

Pupil Premium Plus guidance

Every child is different and individual needs will always be discussed at PEP meetings. In order to support attainment as much as possible, the following guidance is provided for Pupil Premium Plus decisions. It is recommended that SENDCos and DTs collaborate where a child has funding for SEND needs in place. See the following page for detailed guidance:

Expected expenditure of 75% (£1350 of the £1800 a year)	Expenditure of the other 25% (£450) could be spent	Impact measures expected	Not recommended due to little evidence of impact on academic progress or not meeting statutory guidance
<p>The hope is that most children will access 75% for specific strategies to improve English and maths progress to reach full potential, including those who may be more able. English also includes communication for children in care with SEND needs but this should not be requested where EHCP funding is provided to meet this need.</p> <p>However each child is individual in need and this may not be suitable for all.</p> <p>Specialist teacher support on a 1 to 1 basis for tutoring is the preferred option to accelerate progress.</p>	<p>Transition planning including extra days at a new school with a key member of staff.</p> <p>Strategies to support holistic progress, aspiration and self esteem</p> <p>Music tuition</p> <p>Enrichment activities</p> <p>Sports coaching</p> <p>Teacher support in other subjects</p> <p>Activities to raise aspirations, self confidence and resilience</p>	<p>75% There should be clear data evidence of progress towards or above expected standards through standardised tests or assessments from the start date of the intervention</p> <p>25% There should be evidence of progress. Examples could be teacher comments on more confidence answering questions, taking on bigger roles within activities, volunteering for responsibility, certificates etc</p>	<p>Kit or equipment</p> <p>ICT hardware</p> <p>Transport</p> <p>Support already offered within school core offer</p> <p>Expensive trips</p> <p>Statutory Work</p> <p>Therapeutic interventions that do not have a direct and demonstrable link to improving academic outcomes</p>

Children who are Post Care

Pupils who have ceased to be in care with the authority and are now on special guardianship, adoption, child arrangement or residence orders in state schools in England and Wales are also awarded £2300 from Reception to Year 11. This must be declared on the school census and monies are paid directly to the school from the department of education. The Virtual School does not hold any funding for post care children.

Primary and Secondary Level PEP Moderation

PEP aspect being moderated	Outstanding	Good	Requires Improvement or below
Student Voice (can be scanned if on separate sheet)	Student voice section has detail and is fully acted on within the plan.	Student voice section is complete and acted upon within the plan.	Student voice section is very brief/not fully acted on.
Prior attainment outcomes at each key stage are complete to ensure at least expected progress	Prior attainment from the previous year and for each key stage from EYFS is complete.	Previous key stage outcomes are accurate although there may be gaps in yearly information.	Neither previous key stage outcomes nor yearly information is completed.
Aspirational target grade or outcomes based on prior attainment and £1500 extra a year	Target grades/ goals are very aspirational and a clear plan to reach these is evident	Target Grades are aspirational. A plan to reach them is seen.	Target grades are not aspirational. Evidence of interventions not seen.
Explicit actions are shown to support behaviour.	Provision planning evident for any triggers and behaviour fully supported	Provision planning successful in some areas.	Provision was not implemented to prevent escalation.
Evidence of attendance & punctuality support	Attendance is above 95%, no unauthorised and less than 3 lates	Attendance is 95% or above but more than 3 lates	Attendance is less than 95%, support to improve this is not in place. Regular lates
SENDCo and DT joint working if there are SEND/mental health needs	Frequent collaboration in target setting, planning support and assessing impact with both lead professionals evident	Collaboration with both lead professionals evident but not fully integrated.	DT & SENDCo collaboration/ joint working not evident
Impact of previous PEP targets and expenditure	Expected or better impact with frequent review evident	Impact as expected with review at the end of the target period	Actions not completed, impact not measured or expenditure inaccurate
New PEP targets are SMART and costed with 75% going towards individual support in English and maths	75% of PP+ assigned with clear actions and impact expected. Where relevant, 1 to 1 specialist support to meet individual needs.	75% of PP+ assigned with clear actions & impact expected to improve progress in maths & English	Less than 75% allocated for maths/English, actions not personalised on need, no expected outcomes, no clear costings
All aspects of the DT designated parts of the PEP are completed and returned within 10 days	PEP returned within 10 days and all aspects complete	PEP was slightly late but all sections complete	Some sections incomplete/ PEP later than 1 month
Transition planning and future education /training/ employment evident	Individual detailed plans for transition and/or future evident	Plans for transition in place and support with future evident	Transition not planned/ little individual support in IAG or future

Early Years PEP Moderation

PEP aspect being moderated	Outstanding	Good	Requires Improvement
Childs Educational Development and Needs	Clear feedback from carers/parents and professionals that give clear insight into the child's needs. EYFS Learning goals are attached from nursery / setting.	Some feedback from parents/carers and professionals that highlights some insight into a child's needs. EYFS Learning goals are attached from nursery / setting.	Little feedback from parents / carers and professionals. Very little insight into child's needs.
Developmental concern	If the child's development raises concern then there is clear evidence that the setting is implementing effective actions and working closely in partnership with the whole team around the child.	If the child's development raises concern then there is evidence that the setting is implementing some actions and working closely in partnership with the carers or additional professionals..	If the child's development raises concern then there is little evidence that the setting is implementing actions.
Learning Needs	Creative, actions match learning needs both to support the less able and to stretch the more able.	Provision is in place to meet learning needs.	Identified provision does not meet learning needs.
Pupil Voice	Clearly recorded and 'heard' throughout the PEP as shown in actions.	Recorded in the PEP.	Pupil voice is not recorded or poorly represented.
Aspirational Target Setting	Targets are highly aspirational and achievable.	Targets are aspirational and achievable.	Targets are not aspirational.
Pupil Premium	Pupil Premium spend (where eligible) is evidenced and shows measurable impact on development.	Pupil Premium spend (where eligible) is evidenced and outcomes are improved.	Pupil Premium spend (where eligible) is recorded but outcomes are not evidenced.
Transition	Future transitions are clearly planned and support identified.	Future transitions are planned.	No reference to future transitions.

Post 16 PEP Moderation

PEP aspect being moderated	Outstanding	Good	Requires Improvement
Student Voice	Student voice is recorded and there is evidence that it is fully heard and collaboratively acted upon	Student voice is recorded and is acted upon	Student voice is not fully recorded and not acted upon
Discussion of and RAG rating of last PEP's actions	Evidence of discussion of actions from last PEP is clearly recorded and actions from last PEP have been completed.	Evidence of discussion that actions from the previous PEP have been discussed and partially completed.	Evidence of discussion of actions from previous PEP but not all completed or carried forward
Aspirational target setting	Assessment target setting is highly aspirational and achievable	Assessment target setting is aspirational and achievable	Assessment target setting is neither aspirational nor achievable
Transition preparation	Student fully discussed/understands transition and appropriate actions agreed to ensure successful transition in their education, training or employment	Student is prepared for the next transition in his/her education, training or employment.	Student is prepared for transition but actions are not fully achieved.
Explicit actions are shown to support behaviour.	Provision planning evident for any triggers and behaviour fully supported	Provision planning successful in some areas.	Provision was not implemented to prevent escalation.
Evidence of impact of attendance strategies	Attendance is above 95% and actions are in place to maintain/improve this	Attendance is in the range of 92% to 95% and actions are in place to maintain/improve this. If less than 92% robust strategies are in place to improve attendance	Attendance is below 92% and actions are not in place to confidently address this
Additional contributions	All parties have contributed appropriately and their voices are acted upon	All parties' voices recorded and their voices are acted upon	All parties' voices are not fully recorded nor acted upon