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# HAMPSHIRE VIRTUAL SCHOOL

## PUPIL PREMIUM PLUS: POLICY AND GUIDANCE 2024

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Pupil Premium Plus (also called PPP or LAC premium) is additional grant funding from the DfE for children in care. The grant aims to close the attainment gap for this cohort of children and improve their educational outcomes. Each year, the DfE publishes a 'Conditions of Grant' document which sets out the arrangements and funding allocations for all types of pupil premium, including PPP.

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2024-to-2025>

### Key facts

- PPP is provided for each child who is in care for at least one day, as recorded in the March 2023 children looked-after data return (SSDA903).
- Pupils from Year R to Year 11 are eligible for PPP.
- PPP must be managed by the Virtual School Head (VSH) in the local authority that looks after the child, for the benefit of the looked-after child's educational needs as identified in their personal education plan (PEP).
- PPP differs from other kinds of pupil premium in that it is managed by the Virtual School Head rather than schools.
- Children who were previously looked after (PLAC) by a local authority in England and Wales and are now adopted or subject to Special Guardianship Order, Child Arrangements Order, or a Residence Order are also eligible for the Pupil Premium Grant. This grant is **not** within the remit of the Virtual School, however. Please see further guidance on page three.

### What are the current PPP arrangements in place for 2023-24?

- £1,600 per child in care is allocated and paid in termly instalments of £600 (summer term), £550 (autumn term) and £450 (spring term). Schools will normally receive a full term's funding for each pupil who has been in care for at least one day in that term.
- £970 per child is held centrally by the Virtual School to deliver a range of services and interventions. These arrangements are subject to review on an annual basis.

- To minimise any delay, schools will receive their allocation automatically from Hampshire in May (summer term), October (autumn term) and March (spring term)
- This arrangement is subject to receipt of each child's current PEP by the Virtual School's termly deadline. Where a PEP is missing, the termly allocation is likely to be delayed or held back.

### **The Virtual School expects that:**

- PPP funding is spent in line with the current Conditions of Grant;
- PPP spend should be linked clearly to children's targets as identified on their personal education plans, with PEP targets informed by a robust needs analysis;
- school leadership teams recognise the staff development needs associated with the education of care experienced children and are proactive in accessing and requesting this for their staff from the Virtual School.

### **Designated Teachers (DT) should:**

- maintain a careful oversight of PPP allocated to their school and play an active and direct part in deciding how this money should be spent.
- ensure PPP is spent in line with the current DFE 'conditions of grant', ensuring that it impacts at individual child level, recording and reviewing these in their PEP.
- maintain overall responsibility for decision-making concerning PPP, ensuring that an appropriate needs analysis tool is used to support informed choices about any interventions funded through Pupil Premium Plus.
- ensure their decisions are informed by the views of children, carers, social workers, and other stakeholders, recognising that not all needs will be easily identifiable or obvious and that children's emotional responses or behaviours may be visible at home rather than in school.
- include an account of what PPP is being used for in their annual report to governors, together with the impact on progress, particularly in English, mathematics, and social/emotional development (taking care not to make individual pupils identifiable). An annual report example is available on the Virtual School website for schools to adapt.

## Governors should:

- ensure they maintain focus on the education of care experienced children, for example through regular briefings from their designated teacher, or training available from Governor Services or the Virtual School.
- through the designated teacher, hold the school accountable for how effectively looked-after and previously looked-after children are supported (including how PPP+ is used), their progress and outcomes.
- regularly review the support and resources provided to the DT to fulfil the statutory requirements of their role.
- expect to receive the statutory annual report from the designated teacher.

## Children previously looked after (PLAC)

- Virtual Schools have a statutory duty to provide advice, guidance and information to schools, parents and a range of professionals around improving the educational outcomes of children previously looked after. They are not corporate parents for this group of children.
- Pupil premium for previously looked after children is paid directly to the LA maintained schools from the education finance team in the LA, without any involvement from the Virtual School. Once received, it is the schools' responsibility to ensure it is spent in line with the DFE conditions of the grant.
- Parents and guardians of eligible children must self-declare their child's status to the school where their child is on roll to trigger the funding. The school can then use that information to record on their school census how many children on their roll were adopted from care or are post-LAC. Schools will first need to seek the permission of parents/guardians to record a child's status as 'previously looked after' on the school census.

For additional support it is recommended to look at the EEF guide to the Pupil Premium

[Pupil-Premium-2023.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://www.eef.org.uk/media/1024/Pupil-Premium-2023.pdf)

### Getting the most from Pupil Premium Plus:

#### 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.
- focused 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/KS 3-4).
- 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.
- a joined-up approach involving social worker/carer/VSH and other relevant professionals.
- strong and visionary leadership on the part of both head teachers.
- a child-centred approach to assessment for learning.

*Extract from DfE Statutory Guidance 2018*

*Darren Martindale, Virtual School Head for City of Wolverhampton Council*

### Early Years Pupil Premium (EYPP)

- Three and four-year-old children attending an early years education setting who are or who have been in care will be eligible to receive Early Years Pupil Premium (EYPP). Providers could claim up to an additional £388 per year from the Local Authority for each child to spend on supporting their development, learning and care.
- National data and research show that children who meet the Early Years Pupil Premium criteria need to get the most from their early years education. Like the Pupil Premium available for children in Reception up to Year 11, the Early Years Pupil Premium will provide nurseries, pre-schools, and childminders with extra funding to support children in receiving the best start possible.

- All providers delivering funded early years education places will be eligible for the Early Years Pupil Premium. Please note that:
  - children must receive free Early Years Education (EYE) funding to attract EYPP funding;
  - children will not need to access their full EYE entitlement to be eligible, as providers will be paid pro rata;
  - 68p is the national hourly rate set in the Early Years National Funding Formula;
  - local authorities will pass the full rate for each eligible child onto the provider.
- Please see [Making effective use of Early Years Pupil Premium - Early Education \(early-education.org.uk\)](https://www.early-education.org.uk)

### Post-16

- Pupil Premium Plus is not directly available from the DFE for young people post-16 who are looked after. However, the Virtual School has been allocated grant funding for 2024/25 for post-16 young people. This funding will be held centrally by the Virtual School to fund the post 16 work within the Virtual School.
- The Government states that the 16 – 19 years Bursary Fund is money which is intended for young people in education or education providers. The Government's guidance provided by the Education Skills Funding Agency (ESFA), is reviewed/updated at the start of every new financial year and is informed by any findings from ESFA's financial audit of post 16 providers. The revised guidance for 2022/23 is here- [16 to 19 Bursary Fund guide 2023 to 2024 academic year - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/16-to-19-bursary-fund-guide-2023-to-2024-academic-year) and makes it clear that this fund is intended for covering essential costs of participating in their study program and not intended to support activities not related to education or services that the education setting would ordinarily provide, e.g., counselling.

## PPP Frequently asked questions

### **Does the Virtual School Head have to give PPP to schools?**

There is no requirement to do so. There is, however, a strong expectation that Virtual School Heads will pass on some or all pupil premium funding to a child's education setting. This funding is to be used to meet additional needs set out in their PEP that can be passed to the school on a termly or annual basis. Any funding not passed down to schools by the end of the financial year will have to be returned to the DfE.

### **Is there a cut-off date for PPP funding?**

No. The current arrangements for Hampshire is that funding is distributed on a termly basis and is proportionate to the length of the term. A data run of all current and historic children looked after is collected termly. For children who have been in care for a very short period, the VSH can use their discretion to allocate an amount of funding to reflect this.

### **How can schools find out PPP arrangements for children in the care of a different LA?**

They should contact the Virtual School in the child's home LA; most will have a website containing contact details and their local PPP policy. If, however, schools encounter any difficulty, please contact us at the Virtual School office:

[virtualschool@hants.gov.uk](mailto:virtualschool@hants.gov.uk)

### **What happens if a child moves school? Does the PPP funding (and any resources bought for a child from PPP money, such as a laptop) follow them?**

Transfer of PPP funding is a matter for discussion between schools and, where appropriate, alternative providers. The Virtual School would expect that when a child moves school, there is a discussion about the provision and support being delivered. This should include the ways in which any funding passported to the receiving school or alternative provider will be used to meet a child's needs in accordance with their PEP. Where a school retains any PPP after a child has left, it will still be accountable to the LA and OFSTED for demonstrating the impact of pupil premium spending on improving educational outcomes.

### **Do children in care qualify for FSM?**

Children in a funded care placement, i.e. placed with a LA foster carer or an Independent Fostering Agency (IFA) carer, generally do not qualify for FSM. This is because the carer receives an allowance which covers all meals for each child in their care. Therefore, carers already receive the funding needed to provide meals. This situation may differ for a child, not in a funded care arrangement. Examples would

include a child placed at home but with the LA in receipt of a care order. In such cases, the normal criteria for benefits related to school meal eligibility still apply. Applications for free school meals can continue to be made as usual.

Please note that current guidance states that “for children who are attending school, meals should be provided by the school and be free of charge for pupils who would normally receive free school meals, and schools have discretion as to whether they charge other pupils.”

### **Can other types of pupil premium be accessed for a child in care alongside PPP?**

No, pupils will only receive one premium per year. This is the higher amount (PPP or Pupil Premium for children previously looked after).

### **What happens in cases where a child is dual rolled at a school and an alternative provider such as an education centre or Pupil Referral Unit (PRU)?**

Funding is paid to the school where the pupil is solely registered. In the event of dual registration, funding will go to the main school and the education centre or PRU will need to liaise with the main school to request a transfer of a proportion of the funding. Where an arrangement is long-term, it would be possible to request that the money be paid directly to the other setting.

### **How can schools access further training and information on effective ways to spend PPP?**

Further information may be accessed via the useful links section included at the end of this document.

### **Where can additional funding information about children with special educational needs and disabilities be found?**

Further information can be accessed from Hampshire’s Local Offer web pages <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

### **Do Independent non-maintained special schools (INMSS) qualify for PP+**

As per statutory guidance:

It is for the local authority to decide how much of this funding to pass on to the child’s school.

[Pupil premium 2024 to 2025: technical note - GOV.UK](#)

Where education provision is provided by a non-maintained special independent school, this is a specific commission from the local authority. This is a bespoke package for the pupil. This means that there would be no draw on pupil premium plus.

The local authority has a duty to ensure that any request does not result in double funding.

### **How can schools help ensure that PPP payments are made on time?**

It is imperative that schools accurately record LAC status on their census. Errors in census returns may result in funding being delayed.

### **What should a school do if they have not received PPP funding for child in care on their roll?**

The school can contact the Hampshire Education Funding team directly, who will look into why and make payment if applicable.

Contact details are [school.fund@hants.gov.uk](mailto:school.fund@hants.gov.uk)

Schools can also contact the Hampshire Virtual School if they encounter any difficulties with this or have additional questions.

### **Is PPP available for looked after children in the early years?**

The Early Years Pupil Premium (EYPP) provides 68p per hour (up to £388 per year) per child in care (or child eligible for FSM.) Settings need to ensure that funds raise the quality of provision and practice, enabling children to make at least expected progress and poorer-attaining children to make better than expected progress. Ofsted inspectors will consider how well leaders use additional funding, including the Early Years Pupil Premium where applicable, and measure its impact on disadvantaged children's outcomes.

### **FAQ on EYPP are available at**

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/childcare/providers/eye-eynff/early-years-pupil-premium>

<https://www.early-education.org.uk/how-spend-your-eypp>

### **What about post-16?**

Vulnerable student funding is available for young people in care post-16 up to £1,200 per annum. For higher education (HE), there is a £2,000 bursary that the Care Leavers Service will fund. Young people should talk to their personal adviser or a specialist advisor within the Education Participation team about funding and visit the Local Offer for Care Leavers web pages. The link for Hampshire is here:

<https://fish.hants.gov.uk/kb5/hampshire/directory/advice.page?id=T3SjaCfrefM>



## **Acronyms used in this document**

AP Alternative Provision

CLA Child Looked After

DT Designated Teacher (for looked after and previously looked after children)

DfE Department for Education

EFA Education Funding Agency

EYPP Early Years Pupil Premium

FSM Free School Meals

IFA Independent Fostering Agency

INMSS Independent Non-Maintained Special School

LA Local Authority

LAC Looked After Child

NoR Number on Roll

PEP Personal Education Plan

PPP Pupil Premium Plus

PRU Pupil Referral Unit

VSH Virtual School Head

## Useful links and references

Guides for parents and carers around PPP for children in care and PP for children previously looked after can be accessed from the Virtual School website.

<https://www.hants.gov.uk/educationandlearning/virtual-school/funding>

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2024-to-2025>

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

<https://www.gov.uk/guidance/pupil-premium-virtual-school-heads-responsibilities>

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>