

Pupil Premium Plus

School Funding Forum

22nd May 2015

LAC PP (PP+)

What are the changes to the pupil premium arrangements for looked after children in 2014-16?

- There are three main changes:
- Firstly, looked after children attract a pupil premium of £1900, more than double the amount they attracted in 2013-14.
- Secondly, the cohort of looked after children who attract the pupil premium is bigger and 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.
- Thirdly, for 2014-15 the pupil premium for looked after children must be managed by the virtual school head in the authority that looks after them.

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Pupil Premium for Ever 6 Free School Meals

- Primary £1,300
- Secondary £935
- Service Children £300

PP

Be aware of

- The Pupil Premium for children adopted from care or who left care under Special Guardianship on or after December 2005 (record on school census)

Schools will also attract the Pupil Premium for

- children who left care under a Residence Order on or after 14th October 1991.
(not managed by VSH)

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- **Revised Guidance 24th March 2014**

Does the virtual school head have to give the money to schools?

- There is no requirement to do so. There is, however, a strong expectation that virtual school, heads will pass on pupil premium funding onto a child's education setting to be used to meet additional needs set out in his or her Personal Education Plan. 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 Department.

Does the pupil premium for looked after children need to be passed to non-mainstream schools?

- There is no requirement to do so There should be a discussion about what provision is being delivered and what would be provided in addition to that in accordance with the child's Personal Education Plan, if the pupil premium funding was passed on to the non-mainstream education setting.
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Can the virtual school head pool funding for some of the authority's looked after children?

- The Department expects virtual school heads to manage the pupil premium to ensure that it promotes the educational achievement of all the children looked after by the authority. It may be appropriate to pool some pupil premium for activities to benefit the authority's looked after children more holistically. For example, it might be appropriate to use this funding to provide training for a group of designated teachers across the authority or a group of Teaching Alliance schools.
- Equally, a virtual school head might negotiate with a school regarding pooling pupil premium funding for looked after children with the school's pupil premium to provide an enhanced and more intensive package of support for disadvantaged children generally.

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Are virtual school heads accountable for the use and impact of the pupil premium on the achievement of looked after children, in the same way as head teachers?

- Virtual school heads are responsible for making sure there are effective arrangements in place for allocating pupil premium funding to benefit children looked after by their authority. That means:
- making sure that pupil premium funding for looked after children is spent effectively and fully, given any underspend needs to be returned to the Department at the end of the financial year;
- being able to demonstrate how pupil premium funding managed by the virtual school head is linked to raising achievement for looked after children and closing the gap between their achievement and that of their peers; and
- having arrangements in place to engage with the looked after child's school (usually with the designated teacher) about how pupil premium funding allocated to the school is contributing to meet the needs identified in his/her Personal Education Plan.
- Schools are accountable for the educational attainment and progress of all disadvantaged pupils who attract pupil premium on their roll, through Ofsted inspections and KS2/KS4 school performance tables. Virtual school heads and others involved in Personal Education Plans will want a constructive dialogue with schools about how best to support looked after children using the pupil premium.
- The Ofsted framework for the inspection of children looked after services states that, as part of the performance information required, the inspector will ask for the annual report of the virtual school head. We would expect that to include information about how the pupil premium has been managed and the impact it has made.

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Potential

- Be creative in your strategies to meet a child's assessed needs and ensure the Pupil Premium has a positive impact on the educational attainment and progression **of each child** for which it is intended
- So does this mean funding cannot be pooled for the benefit of a number of children?
- Proposals within school and between schools that target groups of children should be welcomed providing there are clear quantitative targets for each child and evidence of progress

PP+

- Opportunity for creative use
- Aligning use with effective initiatives based on national research from Sutton Trust, Education Endowment Foundation and the Reece Centre Oxford.

After school programmes	£££££	★★★★★	+2 months	Feedback	£££££	★★★★★	+8 months	Oral language interventions	£££££	★★★★★	+5 months
Arts participation	£££££	★★★★★	+2 months	Homework (Primary)	£££££	★★★★★	+1 month	Outdoor adventure learning	£££££	★★★★★	+3 months
Aspiration interventions	£££££	★★★★★	0 months	Homework (Secondary)	£££££	★★★★★	+5 months	Parental involvement	£££££	★★★★★	+3 months
Behaviour interventions	£££££	★★★★★	+4 months	Individualised instruction	£££££	★★★★★	+2 months	Peer tutoring	£££££	★★★★★	+6 months
Block scheduling	£££££	★★★★★	0 months	Learning styles	£££££	★★★★★	+2 months	Performance pay	£££££	★★★★★	0 months
Collaborative learning	£££££	★★★★★	+5 months	Mastery learning	£££££	★★★★★	+5 months	Phonics	£££££	★★★★★	+4 months
Digital technology	£££££	★★★★★	+4 months	Mentoring	£££££	★★★★★	+1 month	Physical environment	£££££	★★★★★	0 months
Early years intervention	£££££	★★★★★	+6 months	Meta-cognition and self-regulation	£££££	★★★★★	+8 months	Reducing class size	£££££	★★★★★	+3 months
Extended school time	£££££	★★★★★	+2 months	One to one tuition	£££££	★★★★★	+5 months	Repeating a year	£££££	★★★★★	-4 months

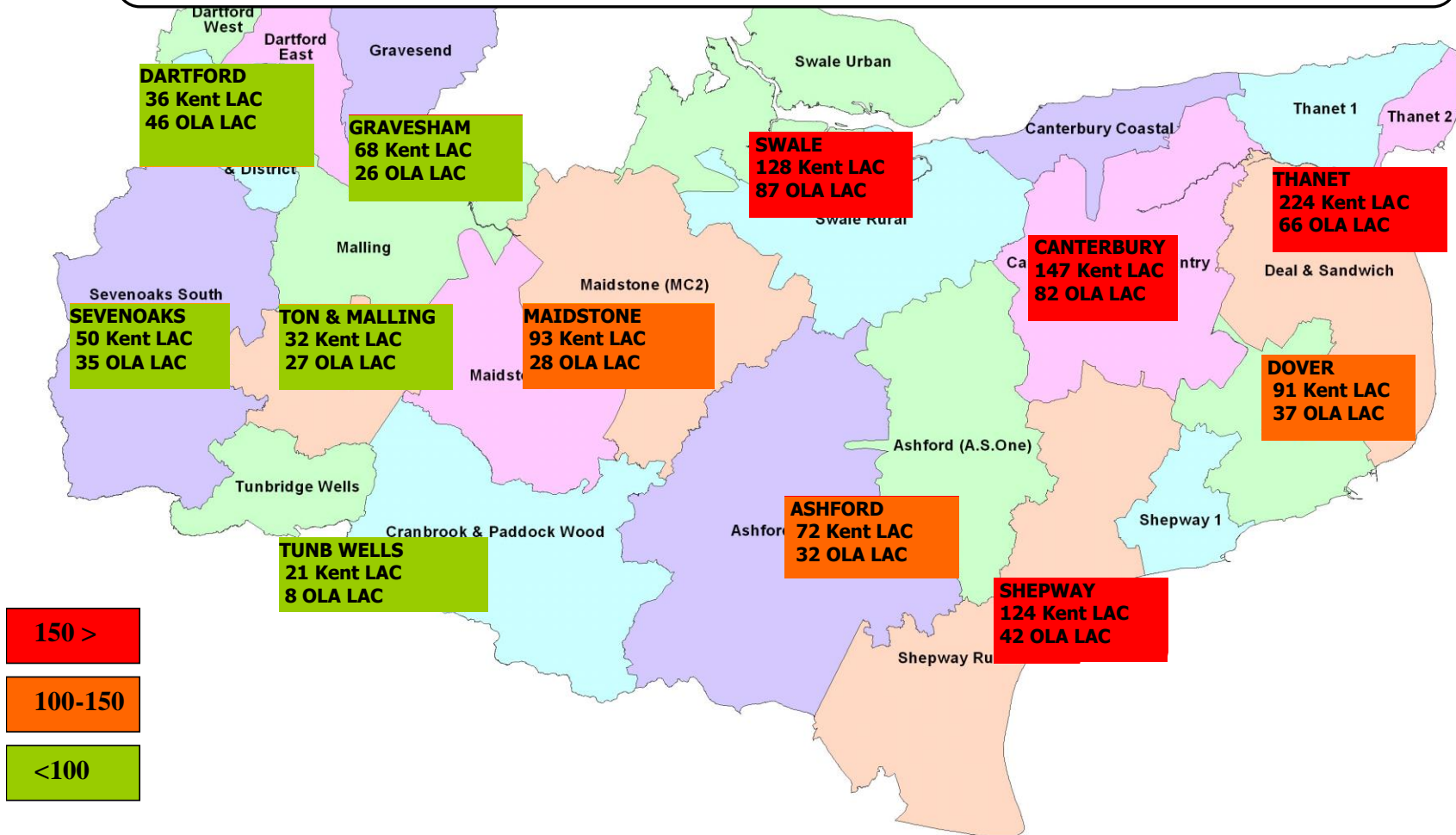
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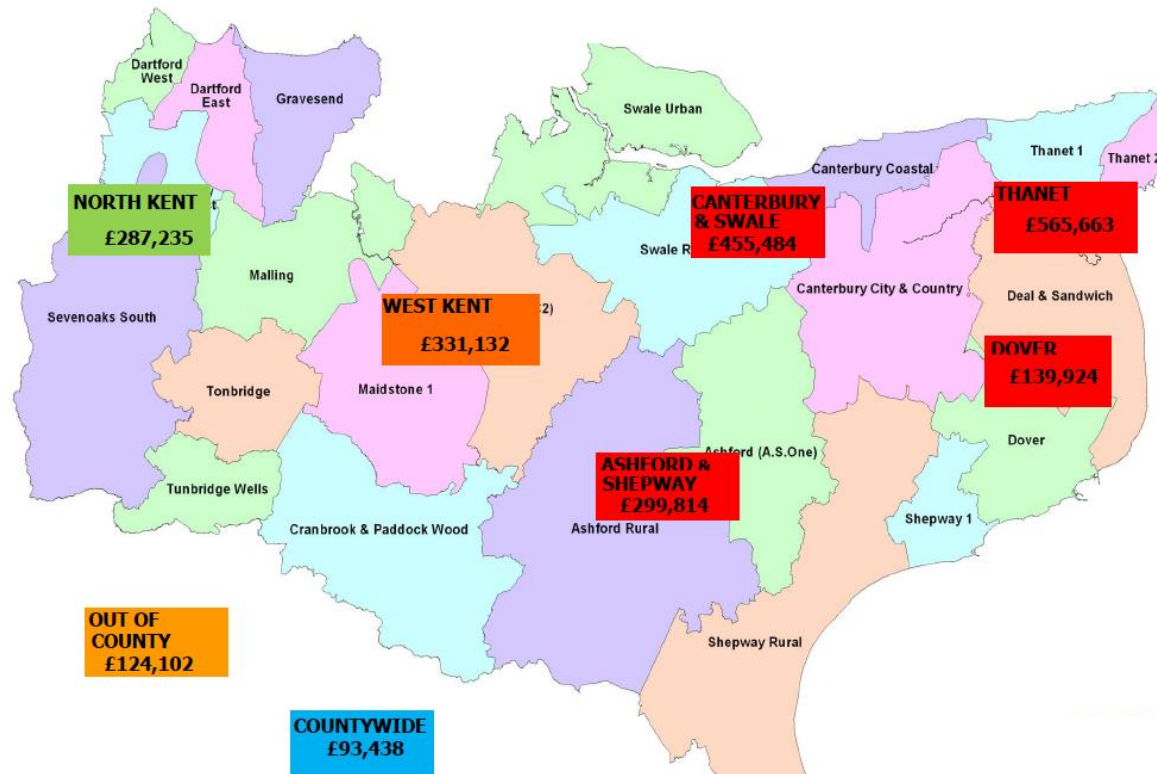
Potential issues

- Size, scale and complexity of Kent CiC
- Potentially 152 different models of use and deployment
- Reality over expectations

Distribution of Looked After Children in Kent Maintained Schools

by Locality March 2015





2014-15 PP+ spend was roughly in line with population distribution with the exception of Thanet where they account for 19% of cohort and 25% of grant deployment. This again links with the PP+ policy around the Child Needs Model and the number of more complex CiC we have placed in East Kent due to location of specialist care settings.

In addition to the direct payments and initiatives in the localities VSK directly commissioned activities which included literacy development programmes such as Beanstalk and Paired Reading.

There have been a myriad of interventions and support programmes generated for our CiC across the county. 23% of the grant in localities have been spend on 1:1 tuition; a further 19% utilised on targeted individual support; 36% focused on group or school based approaches and 18% on collaborative approaches across schools.

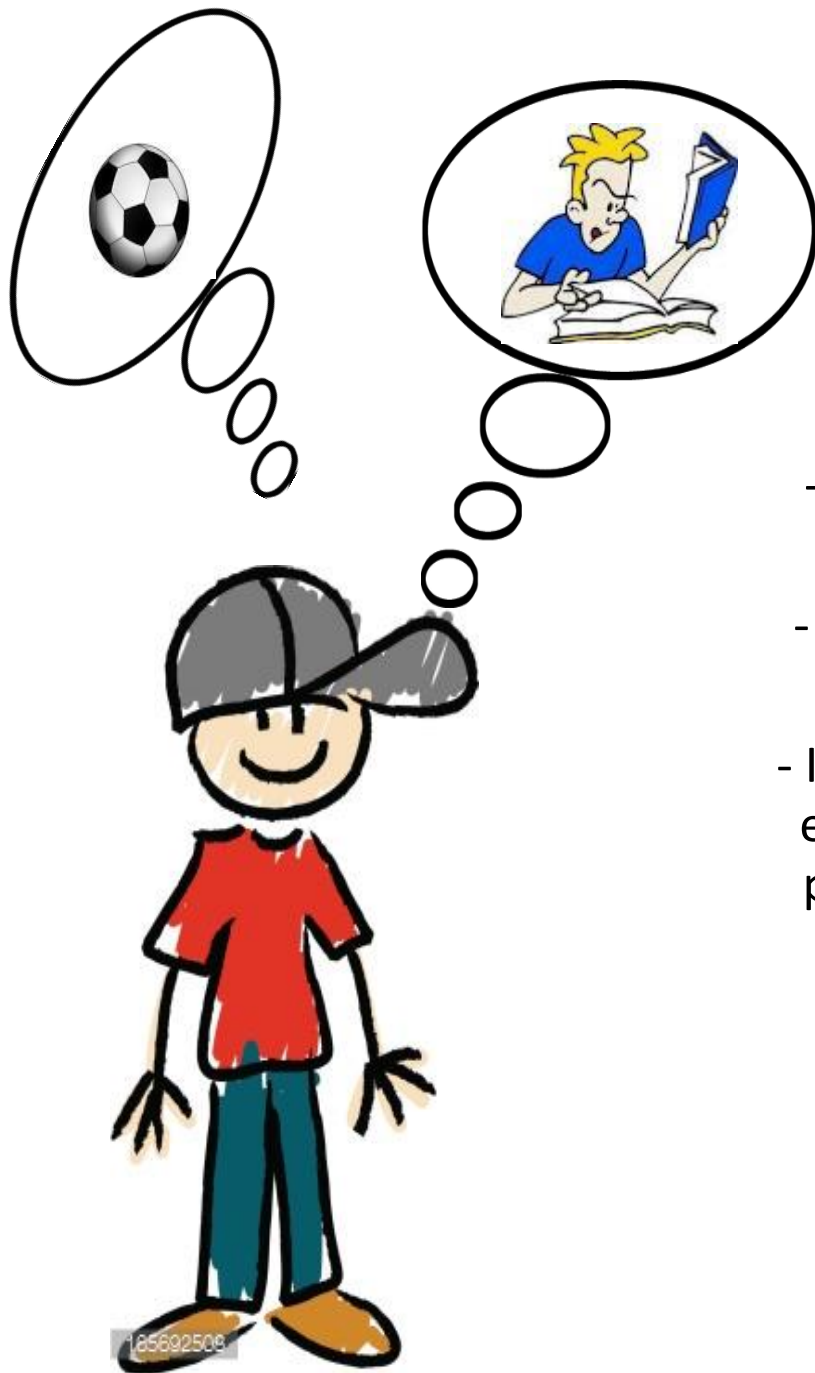
An Individual Approach



Year 11 Male – Rodger

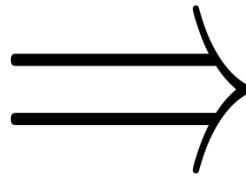
Lives at home with father, twin sister and younger sister. No contact with mum.

Dad has severe learning difficulties as does Rodger's twin sister, she attends a specialist school. The family live with in a supported living environment where by they have 24 hour carers on call who help dad to manage day to day living and family life. All the children have been in care since 2007 following parents not being able to meet their needs. At this time mum left the family and moved away.



- PEP meeting held early September
- Identified that Rodger lacks motivation
 - Is not attending revision classes
- Has not worked with extra help sessions that have been provided
- Is likely to achieve E's across the board in GCSE's
- Is not sure what would like to do in further education – thought maybe about being a police officer but not sure how to achieve this or what would need to get there
 - Dad finds it tricky to motivate or understand what Rodgers needs are
- Social worker keen to work with school and VSK to ensure good outcomes

- Agreed at PEP meeting for 1:1 maths and English tutoring
- Rodger agreed to attend those sessions
 - school would reinforce with someone from pastoral team to assure attends tutoring
- Pupil premium to fund agreed plans
- review meeting to be held in December



- VSK kept in contact with school
- Early October Became clear 1:1 was not working as Rodger would not attend
- Agreed intensive mentoring would be better solution
- VSK attend meeting and spoke to Rodger with social worker and designated teacher
- Rodger agreed to the mentoring



- mentor began intensive work in January - £2880
- Key worker system put in place - £144
- homework support put in place - £192
- 1:1 maths tutoring with mentor - £656
- 1:1 English tutoring with mentor - £656



**Total Pupil
Premium spend**

—

£4528

Results so far -

- Achieved C in Maths GCSE
- tracking indicates will get C's in all GCSE's
- Been accepted on to public services course at local college in September
- Has secured summer holiday job
- Is working with VSK and school around college transition
- IS MOTVIATED AND ASPERATIONAL!**

Designated Teachers feed back –

- VSK's support and input invaluable
- having control over the funding gave opportunity for effective collaborative working that ensured the right package of support could be put in place
- what a great future this young man is now looking to!

School Based Approach

Striving to Thriving at The Leigh Academy

A need was identified by school staff that had concerns for some more vulnerable students.

They identified within their students that low self-esteem, anxiety and lack of confidence impacted upon achievement, aspiration and ability to respond appropriately when difficulties arise.

The brief was to devise a specific bespoke programme. Using Cognitive Behavioural Techniques (CBT), coupled with Positive Psychology strategies the **Striving to Thriving** programme aims to improve:

Relational difficulties: unhealthy/dysfunctional

Poor communication skills

Low aspiration

Negative self-talk

Poor self esteem

Poor emotional resilience

Poor self-nurture

Programme impact

The key conclusions are:

- Students averaged an improvement of **10** points on the WEMWBS scale, measuring improvement in emotional wellbeing.
- Improved support networks
- More effective communication styles
- A more positive outlook, more optimistic about the future
- Ability to challenge negative thinking
- Increases in confidence have enabled participants to:
 - Challenge and tackle unhealthy aspects in relationships
 - Establish healthier boundaries regarding their and others behaviour
- More effective communication styles
- A deeper recognition of strengths will enable a more resilient response to stresses and difficult situations

Specialised Area Based Tutoring

EAL Tutor to work with Unaccompanied Asylum Seeking Children (UASC) South Kent

- South Kent are funding the services of a qualified EAL tutor to teach basic English to UASC who have little or no spoken / written English skills on arrival in the locality. The tutor works with students prior to them starting mainstream school and will continue to support them during their integration.
- The expected outcome is for these students to integrate more quickly into mainstream curriculum and social networks and to improve their English vocabulary as quickly as possible to support their learning and social needs.

English Tutor North Kent

- Currently working with 12YP in Y6 and 11 (9 secondary age and 3 Primary aged students). All Y 11 students have seen a rise of between 1 and 4 grades for their English GCSE predictions. One of the year 11's re-engagement in English and studies has prevented a potential permanent exclusion. Two of the three Y6's have moved from Amber to Green cohort (on target to achieve Level 4+ in Reading, Writing and Mathematics). One of the Y6's although making progress has been identified as needing an EHCP.

Cluster Based Approach

Canterbury Coastal Alliance Project

Head teacher representatives from the Alliance with VSK met to discuss collaborative approaches to using the PP+ Grant. The Alliance identified the prime areas of need for these children that the schools felt were not being met as well as they should be via the usual routes especially regarding speed of response. These areas were:

- Access to therapy/therapeutic work
- Access to Speech and Language Therapy
- Extended access to the Education Psychology Service

The expected impact will be:

- Improved engagement with the learning process and the confidence to take risks with their learning, see the value in education and develop ambitions and aspirations for the future
- Improved social interactions/relationships whereby children can make and maintain meaningful and positive relationships with their peers and adults
- Better understanding and interventions for mental health difficulties experienced by many children in care, with the appropriate support in place when it is needed
- Informed educational interventions that support children appropriately and ensure that they are given the best opportunities to experience success and progress academically in line with their peers
- Improved levels of speaking and listening which are the foundations for learning and interaction: children will be better placed to have the correct support with their understanding of the language of the classroom; their ability to listen appropriately for salient information; their ability to formulate appropriate responses to a range of people in varying contexts
- Opportunities for staff development and training from their resident experts in order to best support children in care in their classrooms, and their colleagues

County Literacy Intervention Pilot

Outline

- Previous literature has shown that Paired Reading is an effective way of supporting children in care to make progress in their literacy. A previous research project completed in Hampshire (Alfano, 2011) showed that Children in Care made significant gains in their reading as a result of their engagement in a 16 week paired reading project.
- Consent was initially obtained for 16 children. A total of 11 children completed the project. This meant that there was a 31% attrition rate. Compared to previous studies completed in Hampshire, this is a favourable rate to attrition.

Impact

- At post intervention, the average reading age was 9 years, 4 month. This means that there was a reading gain of 15 months. Four children were at ceiling during the post-intervention assessment. The average Reading Self Concept for the children at pre-intervention was 3.3. At post intervention, this average had increased to 3.6.

Statistical First Release Key Stage 2

	2012						2013							2014						
	Percentag e with UPN ³	Number eligible to sit Key Stage 2 tasks and tests ⁴	Percentage who achieved at least Level 4 ⁶ in the following:				Percentag e with UPN ³	Number eligible to sit Key Stage 2 tasks and tests ⁴	Percentage who achieved at least Level 4 ⁶ in the following:					Percentag e with UPN ³	Number eligible to sit Key Stage 2 tasks and tests ⁴	Percentage who achieved at least Level 4 ⁶ in the following:				
			Mathemat ics	Reading	Writing ⁷	Reading, writing and mathemat ics			Mathemat ics	Reading	Writing ⁷	Grammar, Punctuati on and Spelling ⁸	Reading, writing and mathemat ics			Mathemat ics	Reading	Writing ⁷	Grammar, Punctuati on and Spelling ⁸	Reading, writing and mathemat ics
ENGLAND ⁹	90-99	2,310	56	64	51	42	100	2,300	59	63	55	45	45	90-99	2,450	61	68	59	49	48
Kent	100	50	42	54	44	35	100	55	52	61	46	37	39	100	65	57	65	59	46	44

The above data shows positive movement over the past three years with our SSDA 903 cohort.

The gap between Kent and National performance has reduced over the last three years in all four indicators, as has the attainment increased.

- In Mathematics attainment has increased by 14% pts. During this period the Gap has also reduced by 8%pts.
- In Reading attainment has increased by 11%pts. During this period the Gap has also reduced by 7%pts.
- In Writing attainment has increased by 15%pts. During this period the Gap has also reduced by 7%pts.
- In M,R and W combined attainment has increased by 9%pts. During this period the Gap has also reduced by 3%pts.

It is important to note however that due to the size in our cohorts raising attainment and narrowing the gap is a bigger task due to geographical, social and emotional reasons with each child having a smaller impact as a percentage of the whole cohort. Kent also has over three times the national average of UASC whose functional English would prohibit them achieving the benchmarks. Kent also is above the NA for SDQ scores with the av score being +0.7 above and 4% pts above for the CiC falling in to the concern category.

Key Stage 4

	2010						2011						2012						2013						2014 - 2013 methodology ³						2014 - 2013 methodology ⁴																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
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			5+ GCSEs at grades A*-C ⁷	5+ GCSEs at grades A*-C includin g English & mathem atics ⁷	A*-C in English & mathem atics ⁷			5+ GCSEs at grades A*-C ⁷	5+ GCSEs at grades A*-C includin g English & mathem atics ⁷	A*-C in English & mathem atics ⁷			5+ GCSEs at grades A*-C ⁷	5+ GCSEs at grades A*-C includin g English & mathem atics ⁷	A*-C in English & mathem atics ⁷			5+ GCSEs at grades A*-C ⁷	5+ GCSEs at grades A*-C includin g English & mathem atics ⁷	A*-C in English & mathem atics ⁷			5+ GCSEs at grades A*-C ⁷	5+ GCSEs at grades A*-C includin g English & mathem atics ⁷	A*-C in English & mathem atics ⁷			5+ GCSEs at grades A*-C ⁷	5+ GCSEs at grades A*-C includin g English & mathem atics ⁷	A*-C in English & mathem atics ⁷	5+ GCSEs at grades A*-C ⁷	5+ GCSEs at grades A*-C includin g English & mathem atics ⁷	A*-C in English & mathem atics ⁷	5+ GCSEs at grades A*-C ⁷	5+ GCSEs at grades A*-C includin g English & mathem atics ⁷	A*-C in English & mathem atics ⁷																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									

The above data shows positive movement 2010 and 2013 with our SSDA 903 cohort.

The gap between Kent and National performance has reduced between 2010 and 2013 in all three indicators, as has the attainment increased.

- In 5GCSE A-C attainment has increased by 14.4% pts. During this period the Gap has also reduced by 6%pts.
- In NI101 (5A-c inc E&M) attainment has increased by 8.6%pts. During this period the Gap has also reduced by 5.5%pts.
- In A-C E&M attainment has increased by 8.6%pts. During this period the Gap has also reduced by 5.4%pts.
- Based on SFR Dec 2013 Kent was one of only three counties nationally that showed an improvement in all three tests ((a) 5+GCSEs A*-C or equivalent (b) 5+ GCSEs A*-C or equivalent including E&M and (c)A*-C GCSEs in E&M)

In 2014 there were massive national changes to assessment and examination processes. These changes include (i) early GCSE entries dis-incentivised; (ii) English GCSE final examination weighting has been increased to 60%; (iii) shift to end of course examination approach. Kent has showed a downturn on last year's performance of 1.8% based on any entry, more concerning we have seen a further 5% drop based on first entry only. This drop is not based on multiple entries in english and maths however but other subject entries an issue we are highlighting with our schools

It is important to note however that 2013-14 academic year saw nearly a 20% increase in the number of eligible children, this means that each young person has a smaller impact on the overall percentage achieved. This coupled with geographical, social and emotional reasons with Kent having over three times the national average of UASC whose functional English would prohibit them achieving the benchmarks and above the NA for SDQ scores with the av score being +0.7 above and 4% pts above for the CiC falling in to the concern category. These cohort specific issues were always going to see a downturn in performance.

Any questions?



<http://www.virtualschool.lea.kent.sch.uk/education/pupil-premium>