



Fazakerley High School



Pupil Premium Plus Policy and Procedure for:

- **Looked-After Pupils**
- **Adopted Pupils**
- **Pupils with Special Guardianship**
- **Pupils with a Residency Order.**

Pupil Premium Plus Policy and Procedure for Looked-After Pupils, Adopted Pupils and Pupils with Special Guardianship or Residency Order.

1. Introduction

Looked-after pupils, pupils adopted from care and pupils under a special guardianship or residency order who had previously been in care, have an entitlement to Pupil Premium Plus funding which currently stands at £1,900. This funding is awarded in recognition that their needs differ from the larger number of pupils in receipt of the standard Pupil Premium, this policy will define how the Pupil Premium Plus funding is to be spent. This document has been written with specific guidance and support from 'After Adoption' and 'BAAF' adoption agencies.

Fazakerley High School (FHS) remains committed to all pupils receiving their full entitlement.

2. Purpose

2.1 The aim of this policy is to outline how Pupil Premium Plus allocation will be spent to close the gap between disadvantaged pupils and their peers and how the use of this funding will narrow the achievement for pupils who suffer from attachment disorder and other issues associated with looked-after and adopted pupils.

2.2 The aim of this policy is also to clarify the differences in procedures between looked-after pupils and adopted pupils (and those with residency/special guardianship orders).

2.3 Fazakerley High School (FHS) will play an important role in the healing of pupils with attachment disorder:

'We are in a position to heal the hurt inflicted upon these children; if we provide an anchor, stability and positive nurturing; we can make a difference and close the gap.'

2.4 Without emotional resilience these pupils will be unable to function socially or academically. FHS will minimise the effects of neglect and trauma by:

- Improving emotional resilience
- Improving social skills
- Modifying behaviour
- Offering strategies and practical support to carers
- Advancing academic progress
- Improving attendance

3. Changes

Important changes to Pupil Premium funding were introduced from 1st April 2014. These are detailed in the 'Conditions of Grant 2014/15' issued by the DfE. For pupils who are looked after, adopted, have a special guardianship or residence order the Pupil Premium Plus (PPP) is now £1900 per eligible pupil.

4. Looked After Pupils' Funding Arrangements

- 4.1 For Liverpool children looked after (CLA) the funding will be allocated in two instalments: £800 by June 2014 and £1100 by December 2014.
- 4.2 For Knowsley CLA the school will receive a first instalment of £900 in September 2014; £400 will be retained centrally and will be used to support educational activities linked specifically to raising the attainment of CLA. In order to access the remaining £600, schools will be asked to complete a 'PPG Form' detailing the specific educational support and activities in place for *each individual* CLA. The school must provide information clearly detailing educational targets and intended outcomes for the CLA; how the total £1500 will be spent and how impact will be measured. Once the form is submitted with the required information, the second instalment of £600 will be paid to the school.

5. Objectives

- 5.1 Pupil Premium Plus funding will only be used for the benefit of the pupils educational needs.
- 5.2 Funding is ring-fenced for the individual looked-after pupil based on the pupils PEP (Personal Education Plan).
- 5.3 Pupil Premium Plus is additional money for schools to improve the educational and personal outcomes of disadvantaged pupils. It is not intended that the additional funding should be used to back-fill the general school budget or that the funding should be used to support other groups of pupils.
- 5.4 Schools are inspected by Ofsted on their effective use of Pupil Premium Plus funding. The aim is to be creative in the use of funding by: recognising the importance of improving attendance; emotional regulation; building of confidence, self-esteem, personal skills and academic achievement and progress, including wider achievements in areas of gifted and talented and achieving individual aspirations.
- 5.5 Pupil Premium Plus for looked-after pupils may be used to fund:
- One-to-one tuition
 - Literacy and numeracy support
 - Enrichment/after-school activities, school trips and residential e.g. Duke of Edinburgh
 - Access to specialist services e.g. counselling or any interventions or services that improve outcomes.
 - Specialist equipment such as laptops, sensory aids, sports equipment etc.
 - Creative solutions to help pupils achieve their aspirations and goals.
 - Improvements in mental health particularly issues relating to the effects of attachment and developmental trauma as this will affect learning ability.
 - Becoming fully inclusive by reducing internal and external exclusion and supporting transition into key stages from Year 6 through to Year 13.
 - Or any other activity or service that will improve or support educational progress.

6. STRATEGIES

6.1 Pupil Premium Plus will be clearly identifiable within the budget.

6.2 The designated teacher responsible for CLA and adopted pupils, in consultation with the Head teacher, designated governor, key staff, parents, carers and those involved with the PEP, may suggest how the Pupil Premium Plus is spent for the benefit of eligible pupils. The designated teacher responsible for CLA and adopted pupils will retain overall responsibility for the management of Pupil Premium Plus resources, strategies and planning.

6.3 The use of the funding should be agreed at PEP meetings, when the views of the carer, social worker and, where appropriate the young person should be considered when making a decision. The outcomes of the meeting must be recorded in the appropriate section on the PEP form; the PEP will be monitored closely and will be reviewed on a termly basis.

6.4 The funding allocation is ring-fenced to the individual pupil and will be closely linked to targets identified in the pupil's Personal Education Plan (PEP) to support educational achievement and support individuals to reach their potential.

6.5 FHS will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium Plus and the Headteacher will report to the governing body and parents/carers on how effective the intervention has been in achieving its aims.

6.6 FHS will publish information on the school's website about how Pupil Premium Plus funding has been spent.

6.7 FHS will ensure that parents/carers, governors and staff are made fully aware of the attainment of pupils made by the Pupil Premium Plus.

6.8 FHS will seek to further develop strategies and interventions that can improve the progress and attainment of these pupils.

6.9 FHS will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of entitled pupils. Directors of Study may be asked for suggestions in order to facilitate progress. Regular reviews will feed into the PEPs and impact reports at the end of each academic year outlining the attendance and academic progress of any interventions and support and reviewing the success of the impact of the Pupil Premium Plus funding.

ADOPTED CHILDREN & SPECIAL GUARDIANSHIP FUNDING ARRANGEMENTS

7. ELIGIBILITY

7.1 From 1st April 2014, state maintained schools (funded by the local education authority) and non-maintained special schools (not funded by the local education authority) attract the Pupil Premium Plus for children:

Adopted from care in England (including those adopted before 30th December 2005)

Have a Special Guardianship Order (under the Children Act 1989)

Have a Residential Order (under the Children Act 1989)

Who are between Reception and Year 11

Where the parent self-declares their young person's status to the school, providing supporting evidence (e.g. Adoption Order)

Where the school records on the School Census that it has a pupil on roll who meets the above criteria.

8. PURPOSE

8.1 All adopted children and young people have experienced loss and many have experienced trauma in their early lives. Seventy percent of those adopted in 2009-10 entered care due to abuse or neglect. Adoption offers bright futures for young people from care, but it does not erase their past. Adopted children's early experiences can have a lasting impact, particularly at school. Therefore teachers and schools have a vital role to play in helping these pupils emotionally, socially and educationally by providing specific support.

8.2 Eighty percent of adopters said their young people need more support than their peers and nearly two thirds of parents (fifty-nine percent) said their young people are always trying to catch up in school and compensate for their early life experiences.

9. ADOPTED CHILDREN FUNDING ARRANGEMENTS

9.1 Funding is paid directly to schools for schools to use; there is no 'top slicing' by the local authority. Parents and guardians need to self-declare their young person's status to the school where they are on roll.

9.2 Parents and guardians are required to provide evidence to the school, for example their Adoption Order or a letter from the local authority that originally looked after the young person.

9.3 The school will use this evidence to record the pupil's status on the school census. Once schools have declared a pupil's eligibility on the school census, they may access Pupil Premium funding.

9.4 Information detailed on an Adoption Order is sensitive and includes information parents may not want to share with school. Parents can photocopy their child's Adoption Order and conceal information about birth parents before they present it to staff.

9.5 The crucial information, which needs to be visible, is the pupil's name (since he/she was adopted) and the name of the agency from which he/she was originally adopted.

9.6 In order for FHS to receive funding, pupils need to be recorded as eligible on the school census.

9.7 FHS will not necessarily be aware that it has adopted pupils and post-CLA on roll. We therefore encourage parents and guardians to present their young person's information, rather than rely on the school to approach them.

9.8 Parents and guardians will need to self-declare again if their young person moves school.

9.9 Parents and guardians will need to ensure that they self-declare to their young person's new school by the January school census date prior to their move. This will ensure schools are able to access funding from the pupil's start date.

9.10 Pupil Premium Plus funding for Adopted, SGO and RO registered pupils is paid directly to schools in full.

9.11 Funding is not ring-fenced to an individual child and FHS may pool Pupil Premium Plus funding from several adopted children to pay for collective support, resources and interventions to gain maximum impact from the funding.

9.12 The Pupil Premium Plus is additional money for schools to improve the educational and personal outcomes of those who have been adopted from care. It is not intended that the additional funding should be used to back-fill the general school budget or that the funding should be used to support other groups of pupils. Funding is not intended to be spent where there is little or no relevant need.

9.13 Schools are inspected by Ofsted on their effective use of Pupil Premium Plus funding.

10. OBJECTIVES – ADOPTED CHILDREN

10.1 Adopted pupils and those children under a special guardianship or residency order do not have a PEP to guide spending. A sensible approach will involve the designated teacher responsible for CLA, consulting with parents, carers, and the child and inviting individual teaching staff to offer advice on subject specific spending and to create a spending plan that will maximize the child's educational, emotional and personal outcomes. This plan may direct Pupil Premium Plus spending towards:

- The creative use of Pupil Premium Plus to help children achieve their aspirations and goals.
- One-to-one tuition
- Literacy and numeracy support
- Enrichment/after-school activities, school trips and residential e.g. Duke of Edinburgh
- Access to specialist services e.g. counselling, or any interventions or services that improve outcomes.
- Specialist equipment such as laptops, other IT, sensory aids, sports equipment, subject specific revision material etc.
- Improvements in mental health particularly issues relating to the effects of attachment and developmental trauma, as this will affect learning ability.
- To become fully inclusive by reducing internal and external exclusion and supporting transition into key stages from Year 6 through to Year 11.

11. OUTCOMES

11.1 This policy will play an important part in the educational development of the individual pupils who are entitled to the Pupil Premium Plus. FHS will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used to address the challenges they face.

11.2 FHS will use the additional funding to promote the achievement and progress of all entitled pupils. A specific and personalised use of this additional funding will ensure that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher grades.

12. Monitoring and Reviewing

12.1 Through this policy, FHS will publish information as is required under The School Information Regulations 2012; Schedule 4 Specified Information, which has to be published on the school website. Section 9 requires schools to publish the amount of the allocation from the Pupil Premium Plus Grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent and the effect of this expenditure on the educational attainment of pupils in respect of whom funding was allocated.

12.2 In meeting this requirement FHS will adhere to the responsibilities of confidentiality under the Data Protection Act 1998 in order to protect the identity of children and family members.

Appendix

1. Attachment Disorder is a broad term intended to describe disorders of mood, behaviour and social relationships arising from a failure to form normal attachments to primary care giving figures in early childhood, resulting in problematic social expectations and behaviours.
2. Common Causes – physical, sexual, emotional abuse; neglect; maternal stress; depression; drugs and alcohol misuse; separation, death, illness and pain not dealt with by carers; inadequate care or nurturing; frequent moves e.g. foster placements.
3. Some children with attachment disorders show extreme behaviours and emotions and their needs are often complex. They are hurt, lonely, and afraid and expect to be rejected; they have suffered trauma and often show signs of behavioural social and emotional stress and they do not feel safe.

Virtual School Head:

1. All local authorities have a VSH in charge of promoting the educational achievement of the pupils looked after by the authority that appoints them. Many VSHs are experienced teachers and some have been school heads.

2. The VSH's role is to:
 - Know how looked-after children are progressing
 - Help school staff and social workers to find out about the extra needs of these pupils and any additional support available to them
3. VSHs work with the children's services and with all schools in the area on initiatives to promote the education of children in care.
4. Pupils who are no longer in care either as a result of adoption or a special guardianship/ residence order are *not* under the guidance of a VSH.

FHS has pupils who are looked-after from Liverpool, Knowsley, Sefton and St Helens authorities. The respective VSHs are:

Liverpool – Colin Wayland	Contact: 0151-233-3901
Knowsley – Alex Roper	Contact: 0151-443-4059
Sefton – Nicola Walsh	Contact: 01704882038
St. Helens – Nick Hawk	Contact: 01744671041