

CBS Pupil Premium Plus (PP+) Strategy 2019-2020

Pupil Premium Plus: The Facts

In 2013 the Department for Education (DfE) introduced Pupil Premium Plus for looked after and previously looked after children. In doing this, the DfE acknowledged the enduring impact of trauma and loss in children's lives and the key role of schools in supporting children who have had a difficult start in life. Pupil Premium Plus is currently £2,300 per child per year.

Who is eligible for Pupil Premium Plus?

Pupil Premium Plus is available to pupils from reception age to Year 11 in state- funded education in England who:

- Are in local authority care in England.
- Have been adopted from care in England or Wales.
- Left care under a Special Guardianship Order (SGO).
- Left care under a Child Arrangements Order (formerly known as a Residence Order).

In respect of children adopted from care, the Pupil Premium Plus was initially restricted to children adopted on or after 30 December 2005 but in the summer of 2014 was extended to all children adopted from care. Pupils must be attending either:

- A local authority maintained school or maintained special school.
- An academy or free school.
- A non-maintained special school, an independent school and other alternative provision (e.g. home educated) where the place or provision is funded by the local authority.

Children who are educated at home or attend private schools are not currently eligible unless these placements are funded by the local authority.

Who is eligible for Pupil Premium Plus?

In order for schools to access the funding, parents and guardians must declare their child's adoptive, SGO or CAO status directly to the school before the school completes the January census. Parents and guardians must provide evidence, for example, a copy of the legal order, or a confirmation letter from the local authority which placed their child. Parents should not need to declare their child's status again until the child changes school.

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What is the money for?

The DfE has said that it intends the funding to be spent on:

‘...helping adopted children emotionally, socially and educationally by providing specific support to raise their attainment and address their wider needs.’

The focus on children’s social and emotional and wider needs is in contrast to the Pupil Premium for children eligible for free school meals, which is focused on closing the attainment gap.

The DfE guidance states that the Pupil Premium Plus Grant is neither ring-fenced nor a personal budget for individual children, and that the school is best placed to determine how the additional funding can be deployed to have the maximum impact for its cohort of looked-after and previously looked-after children.

In deciding how to use the Pupil Premium Plus, the Coombe Academy Trust will take account of the particular needs of looked after and previously looked after children, as these may be additional to, or different from, the needs of children who attract the Pupil Premium because they are from financially deprived family circumstances; for example, financial subsidies such as school trips and clubs may not address the needs of previously looked after children.

The Coombe Academy Trust recognises that the impact of abuse, neglect, trauma and loss does not disappear overnight, and will therefore seek to use robust evidence when making decisions about how to spend the funding to support previously looked after children. Where applicable, we will seek advice from the Local Authority, the Virtual School and any national organisations that specialise in adoption support.

Who decides how the money is spent?

It is up to each individual school to decide how to spend the money. The Headteacher of each Coombe Academy Trust school is responsible for the spend of the Pupil Premium Plus Grant and delegates the management of it to a designated senior leader in the school. The DfE has suggested that it is good practice to consult parents and guardians when making the decision. In some Local Authorities (such as Kingston) the Virtual School has voluntarily extended its remit to include previously looked after children. The Virtual School uses its expertise to guide the decision-making process on the best use of the pupil premium funding.

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Guidance from the DfE suggests that permanently placed children particularly struggle with:	
1.	Attachment relationships with adults
2.	Managing their peer relationships
3.	Managing their feelings and behaviour
4.	Coping with transitions
5.	Developing their executive functioning skills
*The above list is based on guidance from the Dfe. We understand that the needs of our Pupil Premium Plus children are all very different, and therefore CBS will work with our PP+ students and parents/carers to ensure that interventions are personalised and based on the individual needs of our students.	

Desired Outcomes based on DfE guidance	Success Criteria
1. Work with student to develop, and maintain, healthy and positive relationships with adults and peers.	Students has a supportive network of friends and feels safe and happy within her friendship groups. Student is able to build and maintain positive relationships with both adults and students.
2. Support student appropriately with any emotional, social or educational needs (as applicable). Personalise intervention so as to suit the individual needs of the student.	Student has good emotional, social and educational stability. Student develops self-regulating strategies to maintain success and well-being.
3. Student is comfortable with transition stages at school (Year 6-7 transition, Year 9-10 and post 16) and develops strategies to cope with future change.	Student feels confident moving between the transition phases in school, and is able to apply strategies to deal with future change. Student is able to be happy and achieve their full potential despite taking on new challenges.
4. Student and school work together to develop executive functioning skills and therefore support student to become more confident in her abilities.	Student is able to manage herself in order to achieve a desired goal. Student develops skills to be able to self-regulate.

Planned Expenditure				
Action	Rationale?	Staff Lead	Timescale	RAG
1. Work to develop, and maintain, healthy and positive relationships with adults and peers.				
Ongoing training for staff on how to support children who have experienced trauma and loss (attachment). Solution Circles where needed.	Staff and school to glean a good understanding of student's individual needs and therefore be able to monitor and intervene more effectively. Also to provide a robust understanding of what students may and have been through and raise awareness as to how this may impact on their learning.	TNN/ NBE	Ongoing	

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Have a personalised tracker for each individual student, which is regularly updated by Heads of Year and used to inform any pastoral interventions required. Staff training on how to use it and research-led professional development sessions provided for staff.	Pastoral interventions are adopted quickly and are personalised to suit the needs of each student. Staff are kept abreast with current research and the implications this has for each particular student.	Pastoral team/TNN	Ongoing	
Mentoring schemes with DHOY/HOY/peers and SLT	Students able to build relationships with staff and talk through any potential problems before they are exacerbated. Students are monitored closely and coaching aimed at building emotional resilience. Students work collaboratively with their peers/teachers to improve self-regulation and self-esteem (where applicable).	Pastoral team/LT	As appropriate	
Extra-curricular clubs and trips to be funded to facilitate student developing and building new friendships, and generally enhance the student's overall well-being. This includes additional access to music and arts.	Extra-curricular clubs enhance child's social and emotional outcomes. They also provide opportunities for student to build and develop relationships with peers and adults.	CL's/TNN	Ongoing	
Total Budgeted Cost		TBC per individual student		
2. To support student in managing their feelings and behaviour				
Have a personalised tracker for each individual student, which is regularly updated by Heads of Year and used to inform any pastoral interventions required. Staff training on how to use it and research-led professional development sessions provided for staff.	Pastoral interventions are adopted quickly and are personalised to suit the needs of each student. Staff are kept abreast with current research and the implications this has for each particular student.	Pastoral team/TNN	Ongoing	
Mentoring schemes with pastoral team and LT. Including additional support from pastoral team/ NBE on Academic Mentoring Day.	Students able to build relationships with staff and talk through any potential problems before they are exacerbated. Students are monitored closely and coaching aimed at building emotional resilience. Students work collaboratively with their peers/teachers to improve	TNN/LT	As appropriate	

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	self-regulation and self-esteem (where applicable).			
Educational Psychologist to work indirectly with students via close liaison with SENCo, Student Support Manager and Heads of Year to ensure that students of differing needs are supported. Where appropriate, meetings between student and Student Support Manager can be arranged.	Health Link Worker and Educational Psychologist working closely with pastoral team will mean that key research and strategies for supporting students with emotional and social needs are filtered to all staff.	Pastoral team/HLW	Ongoing	
Total Budgeted Cost		TBC per individual student		
3. To support students in coping with transition stages				
Support students with their numeracy and literacy so that any academic anxiety leading to emotional distress is alleviated (where applicable)	Extend and Challenge small group numeracy and literacy classes available for KS3 students. One-to-one reading with KS3 students with low literacy. Accelerated Reader Programme to support developing readers.	KSU/ EST/ KPL	Ongoing	
Mentoring schemes with pastoral team, including personalised Options meetings with LT.	Students able to build relationships with staff and talk through any potential worries associated with the transition period. Students are monitored closely and coaching aimed at building emotional resilience and self-regulative strategies. SMSC curriculum includes teaching strategies to manage anxiety associated with transition period.	Pastoral team/LT	Ongoing	
Provide bespoke careers, information, advice and guidance support to both parents/carers and students. Regular visits to Kingston University to help students to reflect on future pathways and heighten aspirations.	Both students and parents/carers need to be fully informed of potential opportunities for future pathways so that the student can feel confident moving between years. Information on transition and pathways communicated via effective SMSC and IAG days, as well as parent/carers open evenings.	RHS, JMN, CSN, NHY		
Total Budgeted Cost		TBC per individual student		

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4. To work with students to develop their self-regulative skills				
Training for staff on how to support children who have experienced trauma and loss, and the implications that this may have on their ability to self-regulate/manage.	Staff and school to glean a good understanding of student's individual needs and therefore be able to monitor and intervene more effectively. Also to provide a robust understanding of what students may and have been through and raise awareness as to how this may impact on their learning. Virtual School to advise on attachment so that staff further their understanding of potential gaps in emotional/social development.	TNN/ NBE	Ongoing	
Mentoring schemes with pastoral team and LT – foci to be decided based on individual student needs	Students able to build relationships with staff and work collaboratively to enhance strategies to deal with any potential problems they may be experiencing. Students are monitored closely and coaching aimed at building emotional resilience and self-regulative strategies.	Pastoral team/LT	Ongoing	
Total Budgeted Cost		TBC per individual student		

All strategies are linked to the Teaching and Learning Toolkit provided by the Education Endowment Foundation.

Please visit this link for further information:

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