HINGUAR PRIMARY SCHOOL AND NURSERY

LOOKED AFTER CHILD POLICY

<table>
<thead>
<tr>
<th>Responsible members of Staff</th>
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</thead>
<tbody>
<tr>
<td>Mrs. F. Willis (Acting Headteacher/ Designated Person)</td>
</tr>
<tr>
<td>Mrs. K. White (Designated person for LAC)</td>
</tr>
<tr>
<td>Mr. M Sweeting (Chair of Governors/ Designated Governor for LAC)</td>
</tr>
</tbody>
</table>

This Policy was approved by the Governors January 2019
This policy will be reviewed on an annual basis

“Hinguar Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, governors and volunteers to share this commitment”.

This policy should be read and implemented in line with school policies on the following:

- Working Together to Safeguard Children
- Child Protection & Safeguarding
- Confidentiality
- Pupil Premium Conditions of Grant 2018/2019 (appendix 2)
- Welfare Call ePEP user guide
Legal Framework

Under the Children and Young Persons Act 2008 and the Children and Families Act 2014, schools and governors are to have effective policies and practices for supporting and promoting the education of looked after children. Schools must:

- Ensure access to a balanced and broadly based education to all looked after children
- Prioritise recording and improving the academic achievement of all looked after children
- Prioritise a reduction in the number of exclusions and truancies for all looked after children
- Ensure there is a designated teacher to advocate for the rights of looked after children
- Develop systems of communications and protocols
- Promote the attendance of looked after children

This document is a statement of the aims, principles and strategies used for the development of provision for Looked After Children undertaken within Hinguar Primary School and Nursery. The policy aims to take into account diversity and provide equality of opportunity.

Introduction

The governing body is committed to providing quality education for all its pupils based on equality of access, opportunity and outcomes. This policy includes requirements set out in “Statutory guidance on the duty on local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004” (Nov 2005) and associated guidance on the education of LAC.

The objectives of Hinguar Primary School and Nursery are to:

- Ensure that carers and social workers of LAC pupils are kept fully informed of their child’s progress and attainment.
- Ensure that LAC pupils are involved, where practicable, in decisions affecting their future provision.
- Ensure that school policies and procedures are followed for LAC as for all children.
- Ensure that all LAC have access to a broad and balanced curriculum.
- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure that LAC pupils have a Personal Education Plan (PEP) in place which is regularly reviewed and has contributions from the child, parents, and foster carers.
- Ensure that LAC Pupil Premium funding is used effectively to support LAC pupils academic and personal and social development.
- Ensure that LAC pupils take as full a part as possible in all school activities.
Who are Looked After Children?

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority.

Children who are “looked after” may be “Accommodated“, “In Care” or “remanded/detained” as follows.

They fall into four main groups:
- Children who are accommodated under a voluntary agreement with their parents (section 20). This is a voluntary arrangement, because parents are ill, missing, unable to cope, or as part of a child protection plan negotiated with the family. The parents retain parental responsibility.
- Children who are the subjects of a care order (section 31) or interim care order (section 38). A child is in care only if a court has granted a Care Order which it will issue if it believes a child to be suffering or likely to suffer significant harm. A care order generally gives parental responsibility to the local authority, or shares this with the parents.
- Children who are the subjects of emergency orders for their protection (sections 44 and 46).
- Children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).
- An emergency protection order.
- Removed by police using their powers of protection.
- Remanded by a court following criminal charges.
- A court directing a social services department to accommodate a child (already on a supervision order for criminal behaviour) for up to six months.

The term ‘in care’ refers to children who are subject to a care order by the courts - they may live with foster carers, in a Children"s home, in a residential school, with relatives or with parents under supervision. Children who are cared for on a voluntary basis are ‘accommodated’ by the local authority under section 20 of the Children Act – they may live in foster care, in a Children"s home or in a residential school. All these groups are said to be ‘Looked After Children’ -LAC. They may be looked after by our local authority or may be in the care of another authority but living in ours.

A child can be remanded or detained in the following ways:-• An emergency protection order.
- Removed by police using their powers of protection.
- Remanded by a court following criminal charges.
- A court directing a social services department to accommodate a child (already on a supervision order for criminal behaviour) for up to six months.

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Supporting our LAC at Hinguar Primary School and Nursery

Looked After Children may (or may not) have some or all the following issues:

- Low self esteem.
- Poor education standards due to time out of school.
- Delayed social/emotional/ cognitive development.
- Be bullied or bully others.
- Be prone to mental health issues.
- Be isolated with few friends.
- Have behaviour issues.
- Poor attachments to others.
- Have a need to be very private.

This makes them an extremely vulnerable group in terms of education and future life-chances. The governing body of Hinguar Primary School and Nursery, is committed to ensuring that these children are supported as fully as possible and will ensure that the following policy and practices are implemented and are working effectively.

Admissions

The Governing Body endorses council policy. The Council, as the Admission Authority for Community and Voluntary Controlled Schools, believes that admissions criteria should not discriminate against LAC pupils. LAC are identified as having priority admission by the Admission Authority, this can be directed to exceed infant class size. LAC may enter school mid-term. It is vital that we give them a positive welcome. If necessary we may offer additional support and pre-entry visits to help the new pupil settle.

Inclusion

This policy recognises that all pupils are entitled to a balanced, broadly based curriculum. Our LAC policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure the school makes appropriate provision for all LAC pupils.

Allocation of resources

The Governing Body will ensure that the school allocates resources to support appropriate provision for LAC, meeting the objectives set out in this policy.

Monitoring the progress of LAC

The social worker for the LAC will initiate a Personal Education Plan – PEP (The PEP is the major education plan for a LAC) - within 14 days of joining the school, or of entering care, and ensure that the young person is actively involved. It is vital that the school assesses each LAC"s attainment on entry to ensure continuity of learning. The school will monitor and track the achievement and attainment of all pupils at regular intervals. LAC will require their PEP to be reviewed, according to their needs, as initiated by the reviewing officer or social worker, and the young person”s views should be sought by the Designated Teacher and noted on the PEP. The Designated
Teacher for LAC is also responsible for providing termly reports to the Governing Body outlining the progress of any LAC. Southend on Sea Borough Council currently use Welfare Call secure web-based application for the completion of an electronic PEP system known as an ePEP.

**Record Keeping**
The Designated Teacher will know the names of all the LAC in school, including those placed by other authorities, and will have access to their relevant contact details including parents, carers and social worker. It is important that the school flags LAC status appropriately in the school’s information systems so that information is readily available as required.

**Staff Development**
We encourage staff to attend courses that help them to acquire the skills needed to support LAC. Part of the Designated Teacher’s role is to develop awareness of issues associated with LAC. Designated Teachers will also attend termly Network Meetings to ensure they have all the up to date information regarding LAC in the local authority.

**Partnership with parents/carers and care workers**
At school we firmly believe in developing a strong partnership with parents/carers and care workers to enable LAC to achieve their potential. Review meetings are an opportunity to further this partnership working.

**Links with external agencies/organisations**
We also recognise the important contribution that external support services make in supporting LAC. Colleagues from the following support services may be involved with individual LAC:
• LAC education teams
• Educational psychologists and others from Local Authority SEN services
• Medical officers
• School nurses
• CAMHS
• Social care worker/ Community care worker/ Residential child care worker
• Youth Offending Service.

**ROLES AND RESPONSIBILITIES**

**Rationale for roles and responsibilities:**
Looked After Children – LAC - are one of the most vulnerable groups in society and it is nationally recognised that there is considerable educational underachievement when compared to their peers. For example, they may experience:
• A high level of disruption and change in school placements.
• Lack of involvement in extra-curricular activities.
• Inconsistent or no attention paid to homework.
This may result in:
• Poor test success rates in comparison with the general population.
• Underachievement in further and higher education.
These issues may also affect adopted young people.
The Designated Teacher will:
• Be an advocate for LAC within school.
• Give regard to the impact of relevant decisions for LAC on both the LAC and the rest of the school community.
• Know who are all the LAC in school, including those in the care of other authorities, and ensure the availability of all relevant details from school record-keeping systems as required.
• Attend relevant training about LAC.
• Act as the key liaison professional for other agencies and carers in relation to LAC, seeking advice from the LAC team when appropriate.
• Ensure that LAC receive a positive welcome on entering school, especially mid year and, if necessary, offer additional support and a pre-entry visit to help the new pupil settle.
• Ensure that all LAC have an appropriate PEP that is completed within 14 days of joining the school or of entering care and ensure that the young person contributes to the plan. The PEP should be linked to the care plan meetings, within 28 days, 3 months and 6 months and, at least every 6 months.
• Keep PEPs and other records up to date, particularly in time to inform review meetings. PEPs will also be reviewed at transfer and at six monthly intervals or more if necessary.
• Complete termly reports on LAC via the virtual School System and update any information regarding PEP”s and interventions.
• Convene an urgent multi-agency meeting if a LAC is experiencing difficulties or is at risk of exclusion.
• Ensure confidentiality on individual children, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual pupil.
• Act as the key adviser for staff and governors on issues relevant to LAC.
• Ensure that care and school liaison is effective including invitations to meetings and other school events. Provide accurate written information to assist planning/review meetings and ensuring attendance as far as possible.
• Actively encourage and promote out of hours learning and extra-curricular activities for LAC.
• Ensure a speedy transfer of information, records and coursework, where appropriate, when a LA transfers to another educational placement.
• Contribute information to LAC reviews when required.
• Report to the Governing body on LAC in the school and inform of relevant policy and practice development.
• Agree with the social worker the appropriate people to invite to parents” evenings etc. Ensuring that the child and carer(s) receive early notification of meetings, parents evenings and other events and that communication remains regular and positive.
• Prepare reports for Governors” meetings to include:

1. The number of LAC on roll and the confirmation that they have a Personal Education Plan – PEP.
2. Their attendance compared to other pupils.
3. Their attainment (SATs/Teacher Assessments) compared to other pupils.
4. The number, if any, of fixed term and permanent exclusions.
5. The destinations of pupils who leave the school.
6. The extended school provision accessed by the pupil

• Attend governor meetings as appropriate – such as the admission, disciplinary and exclusion of LAC.
• Ensure that any returns on looked after children are completed – as requested by the LA.
• Arrange a mentor (adult and/or pupil) to whom the young person can talk, possibly through the learning mentor scheme or through Connexions, particularly when the pupil is new to school. The identified member of staff that the pupil can talk to should be based on the child’s request and may not necessarily be the Designated Teacher.
• Ensure that any Special Educational Needs are addressed in conjunction with the Inclusion Manager and in accordance with the Code of Practice for SEN. LAC are six to eight times more likely to have a statement of Special Educational Needs than the general school population.

**Good practice suggests that all school staff will:**

• Follow school procedures.
• Keep the Designated Teacher informed about a LAC’s progress.
• Have high expectations of the educational and personal achievements of LAC.
• Positively promote the raising of a LAC’s self esteem.
• Respond positively to a LAC’s request to be the named person that they can talk to when they feel it necessary.
• As with all children, ensure that no LAC is stigmatised in any way.
• Ensure any LAC is supported sensitively and that confidentiality is maintained.
• Be familiar with the school’s policy and guidance on LAC and respond appropriately to requests for information to support PEPs and review meetings needed as part of review meetings.
• Liaise with the Designated Teachers where a LAC is experiencing difficulties.
• Give only official exclusions and only use exclusions in line with the school’s exclusion policy, and relevant national guidance, being mindful to the difficulties this may create in the care placement.
• Contribute to regular liaison with social care colleagues and other appropriate professionals and keep carers fully informed at all times.
• Keep appropriate records, confidentially as necessary, and make these available to other professionals/parents/carers/pupil as appropriate.
• Make extra copies of reports available when required.

**Good practice suggests that the Governing Body will:**

• Nominate a governor with responsibility for LAC who links with the Designated Teacher and is regularly made aware of any significant issues regarding LAC.
• Ensure that the admission criteria and practice prioritises LAC according to the DfES Admissions Code of Practice.
• Be aware of whether the school has Looked After Children and how many (no names).
• Ensure all governors are fully aware of the legal requirements and guidance for LAC.
• Ensure there is a Designated Teacher for LAC.
• Liaise with the headteacher, Designated Teacher and all other staff to ensure the needs of LAC are met.
• Receive regular reports from the Designated Teacher.
• Ensure that the school's policies and procedures give LAC equal access in respect of:

1. Admission to school
2. National Curriculum and examinations, both academic and vocational
3. Out of school learning and extra curricular activities

• Annually review the effective implementation of the school policy for LAC.
• Ensure that the Designated Teacher is invited to the exclusion meetings of LAC.

The named LAC Governor should be satisfied that:

- the school has a coherent policy for looked after children
- the school's policies and procedures are reviewed in the light of social inclusion guidance and joint DfES guidelines
- the designated teacher has received appropriate training
- looked after children have equal access to all areas of the curriculum
- the Governing body receives an annual report

The Local Authority will:

• Lead the drive to improve educational and social care standards for LAC.
• Ensure that the education for this group is as good as that provided for every other pupil.
• Ensure that LAC receive a full time education in a mainstream setting wherever possible.
• Ensure that every LAC has a school to go to within 20 days of coming into care or of coming to Southend from another authority.
• Make sure that each LAC has a PEP according to national guidance.
• Ensure that every school has a Designated Teacher for LAC and that these teachers receive appropriate information, support and training.
• Provide alternative educational provision where appropriate.
• Ensure that appropriate support is provided whenever possible.
• Work with others to provide smooth transitions at the end of the Foundation Stage and Key Stages 1, 2 and 4 and at any mid-phase transfer.
• Identify a designated officer who has responsibility for championing the education of LAC.
• Be vigilant and proactive in identifying the special educational needs of LAC.

The Role of the Virtual Head

Local Authorities through the Virtual School Headteacher, continue to be responsible for distributing the Pupil Premium Plus payments for looked after children to schools and academies.

- In addition, Virtual School Headteachers are responsible for making sure there are effective arrangements in place for allocating Pupil Premium Plus funding to benefit children looked after by their authority.
• The overall grant allocated to each LA will be calculated on a per pupil basis. However, it does not have to be distributed on a per pupil basis, given that children and young people in care have differing levels of need at different stages whilst in care.
• The grant must be managed by the Virtual School and used to improve outcomes and “narrow the gap” as identified in the Personal Education Plan (PEP) in consultation with the Designated Teacher.
• As a result, PEPs will be monitored even more closely by Designated Teachers, the Virtual School team, social workers, team leaders and Independent Reviewing Officers.
• The allocation process should follow a “child’s needs driven model” managed through the completion of high quality PEPs.

Pupil Premium Funding for Looked After Children:

Looked After Children (LAC)

Overarching principles underpinning a child’s needs driven model
The Virtual School Headteacher is responsible for the use of Pupil Premium Plus to improve outcomes for all children in our care, wherever they live (approximately 50% of Southend-on-sea looked after children are educated in schools outside of the borough) The funding will be provided according to the needs of the child, on the completion of a high quality PEP, each academic term. The grant will not be used to pay for Virtual School management or administration or other Local Authority services. Southend-on-sea Borough Council and the Virtual School Headteacher are corporate parents, so the question “would this be good enough for my child” is central to making decisions regarding and evaluating the effectiveness of the use of Pupil Premium Plus. In view of the variety of needs there may be a significant difference in the amount of Pupil Premium Plus allocated to schools.

Circumstances in which Pupil Premium Plus will not be provided
Pupil Premium Plus will not be used to double fund or replace funding which should already have been allocated to the school to support the child and specifically;
To fund services that should be provided via a statement, or EHC plan
  • Other statutory work e.g. statutory assessment or support from health
  • The interventions put in place do not require any funding
  • The school’s own funding covers the cost of the interventions
  • The PEP action plan does not meet requirements

Management and accountability
The Headteacher of the Virtual School will be accountable to the Corporate Parenting Group for setting up a transparent and rigorous allocation process and ensuring maximised impact of the grant.
Basis of the allocations to the local authority

The Department will allocate a maximum of £2,300 per child for the number of children looked after for at least one day as recorded in the Children Looked After Data Return. (see Conditions of Grant 2018/2019– appendix 2). From April 2015 schools are not required to submit a separate application form for Pupil Premium Plus. The PEP action plan will double up as the application for Pupil Premium Plus funding. However this will be reviewed in the light of practice. The Pupil Premium Plus will only be provided to meet the needs identified in a high quality action plan in the PEP with clear SMART targets for academic improvement, underpinned by well-targeted support.

The Pupil Premium Plus must be used to improve outcomes for children in the following areas in order of priority:

- Academic achievement and progress
- Wider achievement e.g. in an area in which the child is gifted and talented
- Attendance
- Inclusion (by reducing internal and external exclusion)
- Transition into the next key stage and/or a new learning provider
- Social Skills
- Mental health which includes overcoming the effects of attachment and developmental trauma, where this affects learning
- Out of hours activities that support any of the above Please refer to Appendix 1 for guidance on effectively utilising the Looked After Children Premium

Use of the Looked After Children Premium

The grant allocation for Looked After Children must be managed by the designated Virtual School Head in the authority that looks after those children to be used for the benefit of the looked after child’s educational needs as described in their Personal Education Plan (PEP). The Virtual School Head should ensure there are arrangements in place to discuss with the child’s education setting – usually with the designated teacher – how the child will benefit from any pupil premium funding. The local authority is not permitted to carry forward funding held centrally in any financial year. Grant held centrally that has not been spent by 31 March will be recovered by the local authority to the secretary of state (Please refer to Pupil Premium Conditions of Grant 2017/2018 for further details).

Personal Education Plans (PEPs)

From April 2015 schools are no longer required to submit a separate application form for Pupil Premium Plus. The PEP action plan will double up as the application for Pupil Premium Plus funding. However this will be reviewed in the light of practice. The Pupil Premium Plus will only be provided to meet the needs identified in a high quality action plan in the PEP with clear SMART targets for academic improvement, underpinned by well-targeted support.

The Pupil Premium Plus must be used to improve outcomes for children in the following areas in order of priority:

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• Inclusion (by reducing internal and external exclusion)
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• Social Skills
• Mental health which includes overcoming the effects of attachment and developmental trauma, where this affects learning
• Out of hours activities that support any of the above

The PEP will show the baseline data, and the action plan will contain the looked after child’s targets for improvement, expected outcomes and cost of support.

Please note that national and international studies have shown the one to one tuition has a disproportionately positive impact for children in care. To aid transparency and audit we will fund one to one tuition with a qualified teacher at the standard rate of £30 per hour.

Allocation of funding to Southend and Out of Borough Schools and recoupment policy
* The Pupil Premium Grant will be transferred three times a year June, November and February on receipt of a fully completed, high quality PEP in line with the PEP criteria sheet
* Subsequent payments will be based on a high quality PEP and fully costed action plan
* Where there is a need to clarify the amount of funding a school is providing from its own resources, a school may need to provide this evidence before Pupil Premium Plus can be allocated.
* SBC will not recoup Pupil Premium Plus where a child moves during the term, unless the termly amount is greater than £630
* SBC reserve the right to recoup the funding if there is evidence that the funding is not being used to address the looked after child’s needs

Allocation of grant to out of borough residential providers and recoupment policy
• SBC will provide extra funding to independent providers to a maximum of £1900, this is because residential settings are already funded at a high level by central budgets to meet the needs of each looked after child.
• The Pupil Premium Grant allocation will have to be approved by the Virtual School Headteacher, on receipt of a high quality PEP and fully costed action plan.
• SBC reserve the right to recoup the funding if there is evidence that the funding is not being used to address the looked after child’s needs

Pupil Premium Plus for Children and Young People from other Local Authorities
Different approaches will be adopted by different Local Authorities, as their individual contexts vary so much, in terms of number of school-aged looked after children, the size of Virtual School Team’s and any operational budget for the Virtual School Team’s. Southend schools who have on roll, children and young people in care from other Local Authorities must contact the Headteacher of the relevant Virtual School
in order to request their Pupil Premium Plus policy, and allocation. The name and contact details of other Virtual School Headteachers can be requested from the Southend Virtual School Team.

**Early Years Pupil Premium**
From April 2015, Virtual School Heads will also be responsible for managing the early years pupil premium (EYPP) for looked after children and its allocation to early years providers.

- Early years providers are any organisation that offers education for children under the age of 5, including nurseries and childminders.
- Looked after children become eligible for EYPP when they access and receive free early education from the term after they turn 3 years old.
- The amount allocated for EYPP is £302.10 for each eligible looked after child who is in receipt of the full 570 hours of state-funded early education.
- Looked after children do not have to be in receipt of the full 570 hours of early education they are entitled to, in order to receive EYPP.
- 4 year old looked after children, who are in the Reception Year of a school will be entitled to the Pupil Premium Plus allocation of £1900.

**Virtual School Headteacher’s Responsibilities**
- The identification of the looked after children eligible for EYPP funding that live in the borough of Southend-on-sea
- Informing social care and the Early Years Team which looked after children are eligible for EYPP
- The allocation of the EYPP to ensure looked after children benefit from the funding as soon as possible.
- To work with settings to ensure EYPP meets the needs of each looked after child as identified in a high quality PEP and fully costed action plan.

**Children adopted from care**
The Pupil Premium grant will include those pupils recorded on the January School Census who were looked after immediately before being adopted on or after 30 December 2003, or were placed on a Special Guardianship or Residence Order immediately after being looked after (known as post-LAC). A child should be recorded as such where the parent or guardian of the child has informed the school that the child has been adopted from care or has left care under a Special Guardianship or Residence Order.

**Confidentiality**
Information on looked after children will be shared with school staff on a “need to know basis”. The Designated Teacher will discuss what information is shared with which school staff at the PEP meeting. Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

**LAC policy review and evaluation**
We consider the LAC policy to be important and we undertake a thorough review of both policy and practice each year.
Appendix 1
Things to consider when deciding how to spend the Pupil Premium

1. Actions required to help meet the PEP Targets
2. Literacy and numeracy levels
   • Is the young person achieving the levels recommended for their key stage?
3. Interests/hobbies
   • Does the young person have a specific interest or hobby?
4. Social skills / friendships
   • Can the young person make and retain friendships?
5. Self-esteem / confidence
   • Does the young person present themselves confidently? Could their self-esteem be boosted?
6. Challenge / risk
   • Does the young person have the confidence to challenge themselves and take risks?
7. Engagement and attendance
   • Is the young person’s attendance rate below 95%?

Remember to
• Speak to the young person and find out their views.
• Consider who else should be consulted.
• Consider sustainability
• Consider practicality
• Are there any other resources or funding sources available for this?

Suggestions for spending the Pupil Premium
• Individual or group work tuition. This could be 1:1, paired, group etc.
• Teaching Assistant in lessons or Mentor support.
• Sports clubs or other outdoor activities.
• Team/confidence/esteem building courses or activities.
• After school clubs - music, sport, the arts.
• Personalised educational trips and visits that are not part of the educational curriculum. For example theatre trips, art exhibitions, etc These should be subject linked.
• Learning resources that are not expected to be funded by the fostering allowances. This includes text books, revision books, software, materials for practical based subjects etc.
• ICT facilities including hardware and software.
• Music lessons and equipment.
• Homework club and support.
• Attendance to summer schools.
• School projects which involves LAC and other pupils/parents/teachers working together to help research, design and make the project and working together to solve problems and complete tasks.

Appendix 2

Pupil premium 2018 to 2019: conditions of grant

Updated 27 March 2019

1. Introduction

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2018. PPG provides funding for two policies:

• raising the attainment of disadvantaged pupils of all abilities to reach their potential
• supporting children and young people with parents in the regular armed forces

2. Rates for eligible pupils

The PPG per pupil for 2018 to 2019 is as follows:

<table>
<thead>
<tr>
<th>Disadvantaged pupils</th>
<th>Pupil premium per pupil</th>
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<tbody>
<tr>
<td>Pupils in year groups reception to year 6 recorded as Ever 6 free school meals</td>
<td>£1,320</td>
</tr>
<tr>
<td>Pupils in years 7 to 11 recorded as Ever 6 FSM</td>
<td>£935</td>
</tr>
<tr>
<td>Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority</td>
<td>£2,300</td>
</tr>
<tr>
<td>Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order</td>
<td>£2,300</td>
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</tbody>
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<table>
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<tr>
<th>Service children</th>
<th>Pupil premium per pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence</td>
<td>£300</td>
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</table>
3. Eligibility

3.1 Ever 6 Free School Meals (FSM)

The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census who are known to have been eligible for FSM since May 2012, as well as those first known to be eligible at January 2018.

3.2 Children adopted from care or who have left care

The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

3.3 Ever 6 service child

For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2018 school census who was eligible for the service child premium since the January 2013 census as well as those recorded as a service child for the first time on the January 2018 school census. The grant will be allocated as set out in sections 4, 5 and 6 below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2018 school census.

4. Allocations to schools

4.1 Mainstream schools

For the purposes of these conditions of grant, mainstream school means infant, junior, primary, middle, secondary, high schools, special school and pupil referral units. It does not include general hospital schools or other alternative provision.

DfE will allocate PPG to schools and local authorities (who must allocate for each FTE pupil on the January 2018 school census, at each school they maintain) the following amounts:

- £1,320 per pupil for each Ever 6 FSM FTE pupil aged 4 and over in year groups reception to year 6, except where the pupil is allocated the LAC or post-LAC premium
- £935 per pupil for each Ever 6 FSM FTE in year groups 7 to 11, except where the pupil is allocated the LAC or post-LAC Premium
- £2,300 per pupil for each post-LAC in year groups reception to year 11
- £300 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

For pupils recorded aged 5 and over on the school census, PPG will be allocated on the basis of sole and dual main registrations only.
5. Maintained schools converting to academies

Schools that are academies on 1 April 2018 will receive their PPG directly from the Education and Skills Funding Agency (ESFA). Local authorities should pay PPG to schools due to convert to academy status:

<table>
<thead>
<tr>
<th>Date of conversion to academy</th>
<th>Proportion of PPG paid by local authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>On or by 1 September 2018</td>
<td>Five twelfths of their annual allocation</td>
</tr>
<tr>
<td>After 1 September 2018 and on or by 1 January 2019</td>
<td>Nine twelfths of their annual allocation</td>
</tr>
<tr>
<td>After 1 January 2019</td>
<td>Their full allocation</td>
</tr>
</tbody>
</table>

ESFA will adjust the local authority’s PPG allocation to reflect these conversions and the remaining allocation will be paid directly to the academy by the ESFA.

Schools federated, or to be federated, under the provisions of section 24 of the Education Act 2002, during the financial year beginning 1 April 2018 shall have grant allocated to them as if they were not federated.

Local authorities must make the grant available to their schools irrespective of any deficit relating to the expenditure of the school’s budget share. PPG is not part of schools’ budget shares and is not part of the individual schools budget. It is not to be counted for the purpose of calculating the minimum funding guarantee.

6. Terms on which PPG is allocated to schools

The grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2018; some or all of it may be carried forward to future financial years.

7. Pupil numbers used to calculate PPG

ESFA will calculate the allocation using:

- the number of pupils recorded on the January 2018 school census who are Ever 6 FSM (not eligible for the LAC and post-LAC premium)
- post-LAC pupils
- Ever 6 Service child FTE pupils aged 4 and over in year groups reception to year 11
The LAC numbers will be updated in December 2018 as stated below. This means that some schools could see a small reduction in the number of Ever 6 FSM pupils counted for their pupil premium allocation, if the pupil is identified as LAC in the update. In these cases the schools concerned would see a reduction in their pupil premium allocation.

For new schools that open in the 2018 to 2019 financial year, ESFA will use the October 2018 school census. If a school opens after the October census, ESFA will use data from the January 2019 school census. In each case the allocation will be prorated to the proportion of the 2018 to 2019 financial year that the school is open.

Where a new school is not fully established, and at the start of the autumn term 2018, the school has been open for fewer years than the number of year groups in the school, then the school’s allocation will be revised in March 2019. The revised allocation will apply the rates set out below to the increase in eligible pupils between the January 2018 school census and the October 2018 school census. The increase will be prorated by seven twelfths to reflect that the additional year groups have been in place for seven months of the financial year.

8. New schools and schools that close

New schools that open in the 2018 to 2019 financial year will receive PPG for the proportion of the financial year for which they are open.

If a school closes during the financial year, the local authority should allocate PPG for the proportion of the financial year when the school was open.

Where a school receives pupils from schools that close or as a result of school merger, the local authority should allocate the same grant that it would have allocated to the schools that closed or merged for the remainder of the financial year. Local authorities should agree the amount a new school receives from schools that close.

9. Non-mainstream schools

ESFA allocates PPG to each local authority for Ever 6 FSM, Ever 6 service child and post-LAC pupils in general hospital schools and alternative provision (including non-maintained special schools) not maintained by the local authority but where the local authority pays full tuition fees.

Local authorities must pay PPG for pupils in non-maintained special schools and this can be allocated on a termly basis.

Local authorities may allocate PPG to other alternative provision settings or use the grant to spend specifically on additional educational support to raise the standard of attainment for the eligible pupils and eligible service children. Local authorities must consult the non-mainstream settings about how local authorities use PPG to support children educated in non-mainstream settings.

For non-mainstream schools that complete the school level annual census (SLASC), rather than the main school census, pupil premium will be based on the number of FTE pupils recorded as FSM in the January 2018 SLASC.
10. Looked-after children (LAC)

DfE will allocate to local authorities a provisional amount of £2,300 per child looked after for at least one day, as recorded in the March 2017 children looked-after data return (SSDA903), and aged 4 to 15 at 31 August 2016. DfE will update and finalise this allocation in December 2018 based on the number of children looked after for at least one day during the year ending March 2018, as recorded in the March 2018 children looked-after data return (SSDA903), and aged 4 to 15 at 31 August 2017. This update may have an impact on some schools’ allocations as set out in para 7 above.

10.1 Use of the LAC premium

The LAC premium must be managed by the designated virtual school head (VSH) in the local authority that looks after the child, and used without delay for the benefit of the looked-after child’s educational needs as described in their personal education plan.

The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child’s education setting who best understands their needs. Processes for allocating funds to a child’s education setting should be as simple as possible to avoid delay.

Local authorities may not carry forward funding held centrally into the financial year 2019 to 2020. Centrally-held LAC premium that has not been spent, or allocated to the child’s education setting, by 31 March 2019 will be recovered.

11. Allocation and payment arrangements

PPG allocations will be confirmed in June 2018 once pupil number data from the January 2018 census has been validated and agreed. PPG will be paid to local authorities in quarterly instalments by:

- 29 June 2018
- 28 September 2018
- 28 December 2018
- 29 March 2019

PPG will be paid to academies and free schools in quarterly instalments on:

- 09 July 2018
- 08 October 2018
- 09 January 2019
- 08 April 2019

12. Certification

Local authorities will be required to certify that they have passed on the correct amount of funding to schools or, where funding has been spent centrally, that it has been spent in line with these conditions of grant. ESFA will issue a certification form in April 2019.
13. Variation

The basis for allocation of grant may be varied by the Secretary of State from those set out above, if so requested by the school or local authority.

14. Overpayments

Any overpayment of PPG shall be repaid by the school or local authority.