Salford Virtual School for Looked After Children

Personal Education Plans and Pupil Premium Plus

Guidance 2019-2020

Effective from 1st September 2019
What is a Personal Education Plan?

A Personal Education Plan, or PEP, is part of a looked after child’s care plan. All children and young people of statutory education age should have a PEP.

The PEP should reflect the importance of a personalised approach to learning that meets the child’s identified educational needs, raises aspirations and builds life chances.

It is both a record of the child’s educational journey, and a plan for the future. It is an evolving document which outlines what is currently happening for a child educationally and a plan for what should be happening to enable the child to make at least expected progress in education and fulfil their potential.

For a child with SEND, where there is an Education, Health and Care Plan (EHCP), the PEP should complement, but not duplicate the child’s EHCP.

Current Statutory Guidance makes it clear that the PEP is the shared responsibility of several partners and we have outlined below what the responsibility of each party is within the PEP process. It is also clear that the PEP needs to be reviewed termly.

What is Pupil Premium Plus? (PP+ or PPP)

Pupil Premium Plus is a grant for schools to support them to put things in place to help overcome the significant additional barriers that can be faced by looked-after children in terms of making good academic progress.

It is not a personal budget for individual children but the school may choose to allocate an amount of funding to an individual to support their needs.

Schools must allocate the Grant according to the needs of the whole cohort, and may for example, allocate an amount to ensure that all staff in the school understand and can meet the needs of Looked After Children. This could be via investment in training, or in additional staff to work with and support Looked After Children in their school. They may spend it on individual interventions or bespoke emotional or academic support. However it is spent, the school must make sure that they use evidence based interventions and practice to support Looked After Children to make good progress. They must also report on how they spend the PPP to the Virtual School Headteacher (VSH) via the PEP process and via an annual report.

The majority of the Grant is devolved to schools on a termly basis on completion of a satisfactory PEP. The amount which is devolved to schools during the financial year 2019-2020 will equate to £1,600 for each Looked After Child, divided over three terms. For Early Years settings, the sum is £300 per year, payable over three terms. Independent special schools and post-16 providers do not receive PPP.

The Virtual School Headteacher retains a percentage of the Grant to centrally commission additional staff and services to support the whole cohort and to ensure complex individual children without an EHCP are supported to continue in statutory education.
ROLES AND RESPONSIBILITIES

SALFORD VIRTUAL SCHOOL TEAM (VST)

The Virtual School Head (VSH) has a statutory quality assurance role in relation to PEPs and oversees the effective use of the PP+ Grant in schools. In Salford, we have a PEP Team to enable the VSH to do this.

The PEP Team, which is part of the Virtual School Team, manages the PEP process. This team ensures that PEP Meetings and PEP reviews are scheduled and completed according to statutory timelines and that paperwork is completed effectively and in a timely way.

The PEP Team will ensure that the Social Worker and Designated Teacher in school are notified when a PEP must be initiated or reviewed and will ensure that appropriate documentation is produced prior to the meetings. The Team will ensure that timelines are adhered to and will update headteachers, social work managers and the IROs if there are any delays.

The VST Teacher Advisors will attend PEP Meetings wherever appropriate and possible. Due to the small size of the Teacher Advisor team it will not be possible to attend all meetings, but they will be involved in providing advice and guidance and also in the quality assurance of all PEPs.

The PEP Team will quality assure each completed PEP as it is returned from the school and refer back to school if there are any issues.

The PP+ Grant for each term will only be released to school once the PEP Team have signed off the PEP as satisfactory and complete.

The PEP Team will also ensure that the most recent termly PEP is stored on CareFirst.

All queries regarding PEPs and PP+ must be directed to the PEP/Pupil Premium Plus Coordinator, Cath Elliott (cath.elliott@salford.gov.uk) in the first instance.

Alternatively, contact Dawn Jemmett (dawn.jemmett@salford.gov.uk)
**SOCIAL WORKER**

**Main PEP**

The Social Worker (SW) is responsible for organising the main PEP meeting and ensuring it takes place. Current Statutory Guidance makes it clear that the SW must:

- initiate a PEP even where a looked-after child is without a school place. This includes meeting with appropriate education providers and the carer;
- ensure that where a child is placed in an emergency, the PEP is initiated within 10 working days of their becoming looked-after, wherever they are placed;
- ensure the PEP is effective and is available for the first statutory review meeting of the care plan

**Before the meeting:**

The Social Worker **must** arrange the main PEP meeting – either the first one as a child comes into care, or the Autumn Term PEP – and liaise with the Designated Teacher in the relevant school to arrange a suitable date within timescales. The Social Worker **must** inform the PEP Team of the date of the meeting.

The Social Worker should also invite the VST Teacher Advisers to attend the PEP meetings. It will not be possible to attend all meetings, but they will be involved in providing advice and guidance and also in the quality assurance of all PEPs.

The Virtual School PEP Team will support the SW in this by flagging up with them when PEPs are due and producing the paperwork for the meetings.

The SW will receive an email with the draft paperwork from the school before the meeting, so they can read this in preparation for the meeting. They must also go prepared to provide the required ‘Contact Information’ for the school’s use.

**During the meeting**

During the PEP meeting, the SW will contribute to the discussions around the child’s needs and what is required for the child to make educational progress.

A key part of the meeting is the formation and agreement of the **Action Plan** alongside the Designated Teacher/LAC Lead and the Carer/Parent. Although all parties are responsible for drafting the Action Plan, the school is responsible for typing up the Action Plan and returning it to the PEP Team.

**Please note in the Action Plan:**

- The targets should be set for the Term in which the meeting is held.
- No more than four targets should be set
- Any PPP funding should be costed termly.

**After the meeting**

All completed and successfully quality assured PEPs (and PEP Reviews) will be emailed **by the school** to the SW, carer, Independent Reviewing Officer (IRO) and any other professionals who attended the meeting for their reference. They will also be stored on Documentum in CareFirst. The Action Plans will also be contained in the Assessment Section in each child’s file, for use in the Statutory Review.
**Attendance at PEP Reviews**

Organising the termly PEP Reviews is the responsibility of the Designated Teacher/LAC Lead, and the VST PEP Team will alert the DT and the social worker that a PEP Review is due.

For PEP Reviews (one per term usually during Term 2 and Term 3), it is expected that SW will attend at least one. For more settled cases, this should be sufficient as there will be communication from the school prior to each Review and the SW will have the opportunity to update on current concerns. For more complex cases, it is expected that the SW will attend both of the Reviews, in addition to the main PEP, thus replacing the need for numerous ad hoc education meetings which may be held.

**In-Year school transfers**

When a child transfers schools during an academic year (ie not at the start of an academic year), a full PEP form (rather than a PEP Review form) will be created by the PEP Team and sent to the new school for completion in readiness for the PEP meeting.
SCHOOL – DESIGNATED TEACHER FOR LAC (DT)

The Statutory Guidance outlines that:

- The designated teacher leads on how the PEP is developed and used in school to make sure the child's progress towards education targets is monitored.

Before the meeting

The SW will liaise with the DT and arrange a date for the main PEP. The DT must fully complete the required information on the PEP and then email the completed document (minus the action plan) alongside the completed SDQ to the SW, VST PEP Team - PEP@salford.gov.uk and the Carer/parent (as appropriate) before the meeting.

During the meeting

During the PEP meeting, it is important that the DT is in attendance, or a member of staff (e.g. the Operational LAC Lead) who has knowledge of the child, can advise on educational interventions, and has the authority to make financial decisions about the PP+ Grant.

The DT/LAC Lead will contribute to the discussions around the child’s needs, providing a professional perspective on what is required for the child to make educational progress. It is essential that they know what PP+ budget the school has available for pooled and individual resources and are able to agree the PP+ spend for support as agreed in the meeting.

The DT/LAC Lead must discuss and agree the Action Plan alongside the SW and the Carer/Parent within the PEP meeting. Although all parties are responsible for drafting the Action Plan, the school is responsible for typing up the Action Plan.

Please note in the Action Plan:

- The targets should be set for the Term in which the meeting is held.
- No more than four targets should be set
- Any PPP funding should be costed termly.

After the meeting

The Action Plan must be typed up and returned to the PEP Team – PEP@salford.gov.uk with costings within 3 working days of the meeting.

Once received by the PEP Team, they will quality assure it and inform the DT within 5 days whether the PEP is satisfactorily completed. If it is not, it will be returned to the DT, who must update this and return it within 2 working days. Once signed off by the PEP Team, school will be notified and finance will be instructed to release the PPP funding for the term at the end of that term. School should then circulate the PEP documentation to the social worker, carer, Independent Reviewing Officer (IRO) and any other professionals who attended the meeting.

Reviews

Organising the termly PEP Reviews is the responsibility of the DT. There must be 1 full PEP and 2 PEP Reviews per year, giving one Action Plan per term.

The PEP Team alert the DT and the SW that a PEP Review is due and will send out the paperwork to the school for completion.

The DT will liaise with the SW to get updated information (to go in the Significant Updates section on the PEP paperwork) and ascertain whether the SW needs to attend one of the
Reviews or both of them. Whether the SW attends or not, the Action Plan needs to be reviewed by the school. The DT **must** inform the PEP Team of the date of the Review.

For settled children, it should be sufficient for the SW to attend one Review. There will be communication between the school and the SW prior to each Review and the SW will have the opportunity to update the school on any concerns.

For more complex cases, it is expected that the SW will attend both of the Reviews, replacing the need for numerous ad hoc education meetings which may be held.

The DT should also invite the VST Teacher Advisers to attend the PEP Reviews. It will not be possible to attend all meetings, but they will be involved in providing advice and guidance and also in the quality assurance of all PEPs.

**Please note in the Action Plan:**

- The targets should be set for the Term in which the meeting is held.
- No more than four targets should be set
- Any PPP funding should be costed termly.

The same system applies after PEP Reviews in terms of the returning the VST PEP Team for quality assurance and schools circulating the PEP documentation following successful quality assurance.

**In-Year school transfers**

When a child transfers schools during an academic year (ie not at the start of an academic year), a full PEP form (rather than a PEP Review form) will be created by the PEP Team and sent to the new school for completion in readiness for the PEP meeting.
INDEPENDENT REVIEWING OFFICER (IRO)

Statutory Guidance states:

"IROs should ensure that the PEP’s effectiveness is scrutinised in sufficient detail in order to feed in to the statutory review and at other times if necessary. If a child also has an Education and Health Care (EHC) plan, where possible, the IRO should ensure review of the care plan, including the PEP, is appropriately linked with the statutory review of the EHC plan. The VSH should work with the IRO and child’s social worker to help enable this.

The IRO should raise any unresolved concerns about a child’s PEP or education provision with social workers and the VSH."

Initial PEP on admission to care

The IRO should be in a position to review the initial PEP at the first statutory review. The PEP needs to be instigated by the social worker within 10 days and completed in time for the first statutory review of the care plan (i.e. within 20 days).

Ideally, the PEP will have been fully completed by the school and quality assured by the VST by this time and the IRO will be able to scrutinise the Action Plan and recommend that the actions in the Action Plan are put in place.

In cases where an Action Plan has not been completed by the school and quality assured by the VST in time, the IRO will recommend that the Action Plan is completed and quality assured within 5 days.

Subsequent PEPs and LAC Reviews

As PEPs are now reviewed termly, there should always be a PEP available which is no older than 1 term for the IRO to review in LAC Reviews.

Where a PEP or PEP Review has not taken place within timelines, the IRO will recommend that the PEP meeting takes place within 5 days, which will further support the VST in ensuring timelines are adhered to. The IRO will also be able to support the VST in following up actions from the PEP Action Plan which have not taken place.
**POST-16 PEPs**

Statutory Guidance outlines that for post-16 students:

“The PEP is maintained as part of the preparation and review of the pathway plan and builds on the young person’s educational progress”

All YP in **Year 11** will have a PEP, which is subject to the same requirements and processes as PEPs in earlier year groups with one main one and two reviews. The Next Steps Social Worker will perform the same function in the Y11 PEP as the social worker described in the above sections.

The final PEP Review in the final term of Year 11 should recognise that a YP is moving on to the next stage of education or entering training or employment and should help support transition. The final Action Plan should reflect this.

**Young people who continue at school or college have a Post-16 PEP.** This forms part of the Pathway Plan as described above. Where a YP is not continuing at school or college, then a YP will have a Pathway Plan only. The administration for both the Post-16 PEPs and the Pathway Plans is carried out by the Next Steps Admin Team.

One significant difference between a pre and post-16 PEP is that there is no Pupil Premium Plus available for Post-16, so PPP does not feature on the PEP. The Virtual School does allocate a sum of money to Next Steps for some education costs such as equipment, which is managed and administered by Chris Purcell, Corporate Parenting Officer. Young people can also claim the 16-19 Bursary for some costs associated with education.

All Colleges receive extra funding for pupils with additional needs via the ESFA (or via SEN if a young person has an EHCP) and so any additional learning support required should be available from the college. Colleges also all have a Head of Pastoral Care, akin to the Designated Teacher, who will oversee the pastoral needs and other needs of LAC/Care Leavers and is a first point of contact for learning support.

The Virtual School, the Corporate Parenting Officer and the 14-19 team work together to identify which students may need additional support well in advance of college placement, so that place planning can occur.

Where Alternative Provision Post-16 is felt to be necessary, this should be discussed and agreed well in advance of the end of Year 11. This should be a multi-agency agreement which must include social care (LAC/Next Steps), SEN, the LA Alternative Provision Coordinator and the Virtual School Post-16 Link. Any such provision will be linked with Salford College, jointly funded by the college, social care and SEN via the High Needs Block, and therefore must have the sign off from both the Heads of Service and the college.
Appendix 1: Flow Chart

**PEPs & Pupil Premium Plus**

**Full PEP – PEP 1**
- Term 1 or on becoming LAC
- Initiated by SW – meeting arranged by SW (VST ensure timelines met)
- Paperwork sent to DT by VST for completion by DT
- Draft paperwork sent by school to attendees
- PEP Meeting held in school with DT, Social Worker, Carer, Pupil etc
- Action Plan agreed in meeting – including identification and agreement of: needs, support, use of PPP - in consultation with all parties present
- School completes Action Plan and returns to VST to check quality and PPP allocation
- VST informs school of satisfactory PEP. School circulates to those who attended the meeting and the VST.
- VST triggers release of PPP at end of term

**PEP Review 1**
- Term 2
- Review paperwork sent to school by VST (previous action plan populated)
- DT reviews needs and outcomes and updates action plan accordingly – liaising with SW
- Should take place in a meeting with school inviting Social Worker, Carer if appropriate (SW must attend at least one review)
- Return to Virtual School for checking
- VST informs school of satisfactory PEP. School circulates to those who attended the meeting and the VST.
- VST triggers release of PPP at end of term

**PEP Review 2**
- Term 3
- Review paperwork sent to school by VST (previous action plan populated)
- DT reviews needs and outcomes and updates action plan accordingly – liaising with SW
- Should take place in a meeting with school inviting Social Worker, Carer if appropriate (SW must attend at least one review)
- Return to Virtual School for checking
- VST informs school of satisfactory PEP. School circulates to those who attended the meeting and the VST.
- VST triggers release of PPP at end of term
Appendix 2: Uses for Pupil Premium Plus – Statutory Guidance

Below is a summary of positive characteristics of interventions which can be helpful when considering whether an intervention might be an effective use of PP+ to support a looked-after child. VSH and designated teachers may also find it helpful to refer to the *Education Endowment Fund Tool Kit.*

### Getting the most from PP+

<table>
<thead>
<tr>
<th>Approaches that are:</th>
<th>Which emphasise:</th>
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<tbody>
<tr>
<td>• Individually tailored to the needs and strengths of each pupil</td>
<td>• Relationship-building, both with appropriate adults and with peers</td>
</tr>
<tr>
<td>• Consistent: based on agreed core principles and components, but also flexible and responsive</td>
<td>• An emotionally intelligent approach to the setting of clear behaviour boundaries</td>
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<tr>
<td>• Based on evidence of what works</td>
<td>• Increasing pupil’s understanding of their own emotions and identity</td>
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<tr>
<td>•Focused on clear short-term goals which give opportunities for pupils to experience success</td>
<td>• Positive reinforcement</td>
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<tr>
<td>• Include regular, high quality feedback from teaching staff</td>
<td>• Building self-esteem</td>
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<tr>
<td>• Engage parents/carers in the agreement and evaluation of arrangements for education support (e.g. via the PEP)</td>
<td>• Relevance to the learner: relate to pupil’s interests where possible - make it matter to them</td>
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<tr>
<td>• Supporting pupil transition (e.g. primary-secondary/KS3-4)</td>
<td>• A joined-up approach involving social worker/carer/VSH and other relevant professionals</td>
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<tr>
<td>• Raising aspirations through access to high-quality educational experiences</td>
<td>• Strong and visionary leadership on the part of both of the pupil’s head teachers</td>
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<tr>
<td>• Promote the young person’s awareness and understanding of their own thought process (metacognition) and help to develop problem-solving strategies</td>
<td>• A child centred approach to assessment for learning</td>
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Appendix 3: Ideas for use of Pupil Premium Plus

This is not an exhaustive or a prescriptive list.

Some examples of good practice - pooled PP+

- Evidence-based (Education Endowment Foundation, Sutton Trust Toolkit)
- Training staff in attachment and trauma
- Training staff in speech and language interventions
- Training staff in specific methods for targetted teaching – eg Catch Up Numeracy/Literacy
- Guided reading resources
- Employment of specially trained key workers to work in school or home visits during absences
- Sensory rooms
- Creating a quiet area for break and lunch time – nurturing environment
- Play therapy training and equipment
- Commission a contract with a counsellor/therapist
- Programmes and experiences which raise aspirations – university and employer visits

Some examples of good practice – individual approaches

- 1:1 emotional support at the start of day, break or lunch times
- Buy in weekly sessions from a counsellor/therapist
- Buy in weekly sessions from a Speech and Language Therapist.
- Buy in weekly sessions from a Play Therapist
- Bespoke and individualised reward system (for example to improve attendance)
- Tailored after school clubs
- Subsidised educational visits related to the curriculum
- 1:1 tuition – time limited (6-12 weeks) and focussed on particular topics – explicitly linked with classroom curriculum
- Purchase of resources and equipment to use at school and home
- Purchase reading books
- Revision guides
Some examples of good practice in the use of PPP – small group approaches

- Small group work on specific topics
- Small group work around social skills/emotional literacy
- After school ‘gifted and talented’ clubs for high potential achievers – could be LAC focussed
- Tailored after school clubs
- Breakfast clubs
- ‘Learn to learn’ programmes
- Small group tuition – time limited and focussed on particular topics – explicitly linked with classroom curriculum
- Programmes to develop vocabulary and oral fluency
Useful Contacts

Virtual School PEP Team
For all queries regarding PEPs and PPP

General PEP Team mailbox: PEP@salford.gov.uk

Cath Elliott – VST PEP/PPP Co-ordinator
Cath.elliott@salford.gov.uk (0161 779 7930)

Dawn Jemmett – VST Data and Finance Officer
Dawn.jemmett@salford.gov.uk (0161 779 7924)

Vacant – PEP Administrator

Virtual School Team Teacher Advisors
Provide advice, guidance, training and support to schools, social workers, carers

Nicola Rafter – VST Teacher Advisor (Primary)
Nicola.rafter@salford.gov.uk (0161 779 7932)

Rachel Binns – VST Teacher Advisor (SEND/EHWB)
Rachel.binns@salford.gov.uk (0161 778 0335)

Karen Bromelow – VST Teacher Advisor (Secondary)
Karen.bromelow@salford.gov.uk (0161 779 7929)

Virtual School Headteacher
Sue Johnson – Headteacher Salford Virtual School for Looked After Children
sue.johnson@salford.gov.uk (0161 779 7919)

Post-16: Next Steps
Chris Purcell - Corporate Parenting Officer
Chris.purcell@salford.gov.uk (0161 607 1888)

Marie Williamson – Next Steps PEP/Pathway Plan Administrator
Marie.williamson@salford.gov.uk (0161 607 1888)

Salford LA Education Contacts
School admissions: Helen Nicolle (0161 778 0411)
Helen.nicolle@salford.gov.uk

Attendance & Exclusions: Gail Leach (0161 778 5262)
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