

## Pupil Premium Grant Report 2019 – 2020

The allocation and use of the *Pupil Premium Grant* (PPG) in Ealing is made in line with advice and guidance from the Department for Education (DfE) and the Education and Skills Funding Agency (ESFA) – in particular:

- *Pupil premium 2019 to 2020: conditions of grant* Guidance - ESFA Updated 25 March 2020
- *Pupil premium: virtual school heads' responsibilities* Guidance - DfE July 2014 Updated March 2015
- *Promoting the education of looked-after children and previously looked-after children* Statutory guidance for local authorities – DfE July 2014 Updated February 2018

Administration of the PPG is outlined in the *Ealing Virtual School Policy – Pupil Premium Grant for Looked After Children 2019 – 2020* (See Appendix 1).

Information and data have been reviewed from:

- *NCER Nexus* Records of attainment and progress
- *Ealing Virtual School Payment Record Spreadsheet*
- *Ealing Pupil Premium Provision Plans* (PPPP) returned by schools (See Appendix 2)
- *Ealing Pupil Education Plans* (PEPs)
- *Ealing Record of Targeted end-of-KS Transition Interventions*
- *Ealing Virtual School Educational Psychologist Annual Report*
- *Ealing Virtual School Payment Record*

*Ealing Virtual School* (VS) uses the Pupil Premium Grant to support the learning of Children Looked After (CLA) in a variety of ways such as:

- Direct teaching and learning or other interventions made by schools, using delegated PPG funding
- Indirect development of professional colleagues knowledge and understanding of the needs of CLA pupils through termly meetings for Designated Teachers for CLA; training programmes delivered by the EP CLA; advice and guidance by the EP CLA offered to the Virtual School and to Designated Teachers
- Direct interventions by the VS team to support the academic and social learning and development of all eligible looked-after children and young people e.g. weekly Study Groups; 1-1 support sessions
- Investment in increasing the social skills and cultural capital of all Ealing CLA through the CLA Enrichment Programme; the Junior Council; the annual Awards Ceremony which celebrates CLA pupils' successes in education
- This year also saw the beginning of additional work to support CLA pupils through the Covid-19 outbreak and first lockdown period.

### Allocation of *Pupil Premium* funding from the Department for Education (DfE)

The PPG in Ealing is administered by the Virtual School Head (VSH) in accordance with DfE statutory guidance and the *Ealing Virtual School Policy* to promote the educational achievement of all CLA and eligible post-CLA looked after by the Local Authority (LA).

The VSH annually reviews the *Ealing Virtual School Policy: Pupil Premium Grant for Looked After Children*. The 2019 – 2020 version was published on the *Ealing Grid for Learning* in April 2019.

The VSH core role, supported by the VS team, includes:

- Identifying and maintaining a close record of the local authority’s looked-after children
- Letting social care and early years colleagues in the local authority know which looked-after children are eligible for the pupil premium and the EYPP
- Using a simple method for allocating and spending the funding so that all looked-after children can benefit from the funding without delay
- Making sure that schools, alternative provision settings and early years providers spend their pupil premium funding for looked-after children appropriately to help meet the needs identified in the children’s personal education plans (PEPs) and ensure their good progress
- Making sure that any pupil premium funding not passed on to an educational setting or spent by 31 March is returned to DfE
- Demonstrating how the pupil premium and EYPP funding is raising the achievement of Ealing’s looked-after children
- Working, through the VS specialist teachers, with each looked-after child’s educational setting to agree how pupil premium funding will be spent to meet the needs identified in the child’s personal education plan (PEP) - this will usually involve working with a school’s designated teacher for looked-after children.

Designated teachers in schools are responsible for the completion and submission of PEPs which are the mechanism for monitoring progress and therefore for identifying appropriate use of PPG. They are supported by the social worker who sets up the PEP and the allocated VS teacher for the pupil.

## Funding

The DfE in 2019- 2020 allocated Ealing Council **£2,300** per pupil for any of the following categories:

- Pupils identified in the January 2019 [school census](#) or the [alternative provision census](#) as having left local authority care as a result of:
  - adoption
  - a special guardianship order
  - a child arrangements order (previously known as a residence order)
- Pupils who had been in local authority care for 1 day or more
- Pupils recorded as both eligible for free school meals (FSM) in the last 6 years and as being looked after or as having left local authority care.

In total in 2019 - 2020:

1. **£2300** per pupil for 2019 post-CLA pupils was allocated; this money was sent directly to the pupils’ schools and not administered by the Virtual School **£503,700**

2. **£2300** per pupil was allocated to and administered by the LA for 284 CLA pupils: **£653,200**

Of this

**£600** per pupil was retained for central purposes: **£170,400**  
**£1700** per pupil allocation was delegated to schools

Allocation to all eligible schools was

**£482,800**

Schools were allocated £1700 pupil in two payments by the VS as outlined in the *Ealing Virtual School Policy* and monitored through the *Ealing Pupil Premium Provision Plan* (PPPP).

The £170,400 retained by the VS for the development of the service and the effective support of schools and of CLA pupils as a group or individually contributed to a range of provision and services including:

- *CLA Project Officer* (1.0) to support strong attendance and manage other data
- *Looked After Call Service* to ensure accurate attendance and assessment data received
- *Additional Specialist Teachers* (2.5) to support and extend the work of the core team
- *Education Psychologist* (0.5) to increase understanding of needs of CLA through consultancy to schools and other professionals as required, training, SEN assessment and support
- *NCER Nexus* subscription
- *Booktrust* charity subscription to encourage CLA children to read, thus supporting literacy.
- A subscription to the *Letterbox Library* to promote access to books which celebrate equality and diversity
- *Additional provision for CLA* in exceptional circumstances e.g. individual tutoring, tablets and PCs
- *VS team training*
- *Enrichment activities* which develop CLA pupils' creativity and self-expression and sense of entitlement to a mainstream cultural life - alongside funding from the John Lyons Charity, the DfE and the effective use of free resources by the Enrichment Lead. See *Enrichment report for John Lyon's Charity (JLC) 2018 - 2019* (Appendix 3)
- The *Annual Awards Ceremony* which rewards high achievers and provides a strong role model to the CLA community of the importance of study, learning and achievement, as younger CLA can see their older peers successfully progressing – many on to FE and university
- *Designated Teachers'* termly meetings and training courses for Designated Teachers and other teachers
- *Weekly study groups* at the Horizons Centre for CLA
- *Junior Council*.

## **Monitoring**

### **Impact of Covid-19 on work the work of the Virtual School and the use of the PPG**

Although many usual activities, such as attending PEPs in person and running Study Support, were effectively curtailed by Covid-19, in the Virtual School significant time was dedicated to ensuring as much learning took place as possible, and that looked-after students and their schools and carers received the best possible support: identifying those that needed a laptop, ensuring they were allocated one through the government scheme, carrying out regular check-ins with children and young people via phone and video call and staying in regular contact with their carers and schools all were prioritised.

One unanticipated but **positive** aspect of the lockdown was the capacity of the VS team to attend the majority of PEP meetings where the PPG spending is reviewed, albeit remotely, which would have been impossible under normal circumstance due to the logistics of travel. Now that the use of new communications technology (Microsoft Teams in particular) has been established, this practice is likely to continue in the future; more PEPs can be supported by the VS if travel is reduced. This will strengthen the opportunities to support and monitor the effective use of the PPG in each school.

Monitoring of the PPG is, in line with the criteria in the *Ealing Virtual School Policy*, supported in the Spring term of each academic year through the focus in the on-line PEP on reviewing and recording the use of the grant allocated to schools, half of which is sent to schools in September so as to ensure funding for interventions is readily and immediately available. Schools are required at this PEP to include information about the use of the PPG and also to submit to the Virtual School the *Ealing Pupil Premium Provision Plan 2019-20* for each CLA on roll for approval prior to the release the second part of the PPG funding.

The PPPP asks schools to evidence use of the grant to improve outcomes for children in the following areas:

- 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)
- Social Skills development
- Transition into the next key stage and/or a new learning provider.

This allows schools to use the grant both for targeted academic interventions i.e. Maths and English tutoring but also for more general expenditure to increase a pupil's engagement and study skills and to develop the social and emotional resilience to learn effectively and to progress academically.

### **Impact analysis for PPG allocated to CLA**

The impact of the **pupil premium spent through schools directly on children and young people** has been audited by reviewing selected Pupil Premium Plus Provision plans from each of the transition points in a pupil's school career – the end of KS1, KS2, KS3 and KS4.

This audit has been impacted by the schools' closure abruptly in March 2020 in the first Covid-19 lockdown; not all PPPPs were fully completed but VS teachers were very aware of the needs of their allocated pupils and of plans made for them through attendance at and review of their PEPs. It was not possible for schools to offer all the provision planned, as a result of the complex arrangements for teaching pupils from home or in reduced school classes over the rest of the school year.

#### **At Year 2**

PPG plans indicate a careful and detailed approach to the learning and well-being needs of children; provision was evenly provided to address children's academic and social and emotional development. In addition to provision to address literacy and number work examples of additional provision made included:

- One pupil was able to access a nurture group for a term
- Another to address traumatic experiences through 'Chance Arts' [ [Chance Arts | Support for children through art, music and drama](#) ] engages with children and young people who have experienced difficult and sometimes traumatic situations, offering a safe way to express feelings and build confidence using art, music, movement and drama.]
- One child was given the opportunity to join the *Reading with Dogs* project'; others to or join after-school clubs, all with the intention of developing good social skills .

Expenditure exceeded the allocated PPG in a small number of cases; however the plans in those cases were approved by the VSH and appear to be very sound.

#### **At Year 6**

Plans were again very thorough.

The focus on children's needs turned slightly from literacy and numeracy to ensuring that they were prepared socially and emotionally for adolescence and secondary school challenges.

Innovative uses of the PPG included a pupil receiving NLP training; several instances of counselling; reflexology for a child with SEN (physical needs); art therapy; breakfast club; music – guitar and piano; and trips or school residential; as well as the standard tutoring interventions.

### At Year 9

It is possible to track the widening of young people's interests at this stage. It becomes apparent that their view of the world is expanding and that they are gaining support not only with their learning (also supported by the VS Study Group run weekly at the Horizons Centre) but also with a range of other skills which will allow them to fully participate in society in the future: Science tutoring makes an appearance; music extends to drums and saxophone; residential trips directly support the curriculum; sports and cookery sessions are also included. The bigger picture indicates that a number of schools and associated are actively working to give these young people access to the world beyond their early experiences in a productive way.

### At Year 11

There was a good return rate of Year 11 PPPPs this year – 19 in total – after a disappointing response last year. This is a testament to the close and effective partnership working between social workers, the VS and the schools.

Good examples of targeted individual pupil interventions taken from this year include: provision for a soft play area and related technology (for a young person with a high level of SEN staying on into the 6<sup>th</sup> form); tutoring with a view to raising GCSE outcomes; support for particular GCSE choices including one young woman who was supported to take part in a school trip to Washington and New York with a focus on Art and History; revision resources and IT resources.

Both primary and secondary schools attend carefully to the range of needs of CLA and show some imaginative planning in order to support progress.

Schools are asked at PEP meetings how the pupil premium is being used and for evidence or observation on its impact on attainment and this is noted on the PEP document. Tracking progress, evidencing good practice and measuring the impact of interventions funded through the pupil premium grant continues to be an on-going area of development, with the PEP form due to be revised in 2020- 21.

The use of PPG in schools was formally monitored through the bi-annual PEP Audits in Autumn and Spring 2019- 2020. As noted before, returns were harder to get this year as schools and social care adapted to the very unexpected challenges of the COVID-19 outbreak and the consequent impact on school attendance. All additional interventions were placed on hold; at this stage there was no clear idea of the impact that the outbreak would have over a very extended period in this country and world-wide.

REVIEW OF ALL PEPS IN EACH CATEGORY March 2020								
	Yes	%	No	%	Partially	%	NA	%
Child attended at least one PEP	37	65%	9	15.79%	11	19.30%		
VS Teacher attended at least one PEP	32	56%	18	31.58%	7	12.28%		
<b>Section 1</b>								
Contains all the information required	6	11%	5	8.77%	46	80.70%		
<b>Section 2</b>								
Child's/YP's view well represented in Autumn	45	79%	8	15.79%	4	7.02%		
Are there any issues raised by YP?	25	44%	31	54.39%			1	1.75%
Child's/YP's view well represented in Summer								

Section 3								
There is information about attendance	52	91%	5	8.77%				
There is information about punctuality	48	84%	9	15.79%				
There is information about exclusions	54	95%	3	5.26%				
There is information about SEN in Autumn	52	91%	4	7.02%	1	1.75%		
There is information about SEMH in Autumn	44	77%	10	17.54%	3	5.26%		
There is information about SEN in Summer								*
There is information about SEMH in Summer								*
There is attainment data for Autumn	40	70%	9	15.79%	8	14.04%		
There is attainment data for Summer								*
It is clear whether the pupil is making expected progress	37	65%	12	21.05%	8	14.04%		
There are educational targets recorded for Autumn PEP	47	82%	8	14.04%	2	3.51%		
Any issues raised by young person have been addressed	19	33%	10	17.54%	2	3.51%	26	45.61%
There are details of PPG Provision Plan or details about the Post 16 Bursary	38	67%	10	17.54%	8	14.04%	1	1.75%
Impact or progress recorded in the Spring PEP								*
The Autumn targets been reviewed in the summer PEP								*
A Post 16/18 plan has been identified	7	12%	20	35.09%	6	10.53%	24	42.11%
Action has been taken for the above	7	12%	18	31.58%	2	3.51%	30	52.63%
There is information about homework in Autumn	51	89%	6	10.53%				
There is information on extra curricular activities in Autumn	50	88%	7	12.28%				
There is information about homework in Summer								*
There is information on extra curricular activities in Summer								*
Section 4								
The contacts in the section are covered adequately	36	63%	9	15.79%	12	21.05%		
There are contact details of the DT/named person recorded?	37	65%	14	24.56%	6	10.53%		
Outstanding	15							
Good	25							
Requires Improvement	15							
Inadequate	2							

Blue indicated questions are the criteria for outstanding rated PEPs

\*Audit prior to spring and summer PEPs

Outstanding	26%
Good	44%
Requires Improvement	26%
Inadequate	4%

## The Impact of retained funding

The money retained by the VS contributes effectively to raising the aspirations and attainment of Ealing CLA. The range of roles and activities supported through maintained funding are listed on page 3; all are important. This section gives a snapshot of some particular pieces of work.

**Training** provided to schools has built on last year's efforts to develop a widespread awareness of the attachment needs of all children and the effects of disrupted attachment – a real issue for many CLA. This year's focus is on Developmental Trauma – again very relevant to the needs of this particular group of children and young people.

An example of the positive input of funding spent centrally from the PPG is the work undertaken by the **Virtual School Educational Psychologist** (0.5), who uses her skills and training in a wide and complex range of initiatives: it exemplifies the amount of work covered by a two line summary of a role.

- **The VS EP meets VS teachers 1:1**, half termly or more often if required. Cases brought are often the most complex, where teachers need some reflective space to think around the issues and how/why the school might be struggling to support the child. Often there are also concerns about children's social and emotional wellbeing, in addition to academic progress. The meetings may involve joint problem-solving and planning of next steps to promote positive outcomes for the child or young person.
- During the first Covid Lockdown, the VS EP coordinated and facilitated **virtual 'drop in' coffee mornings** for VS teachers to support their work and maintain team morale at a universally difficult time. Research shows that there is an impact on staff of working with children who have experienced trauma and without attending to staff wellbeing, staff are less able to support LAC effectively.
- The VS EP has disseminated **relevant COVID-related documents** (e.g. national guidance and psychological research/guidance) to the VS Team, e.g. on the topic of supporting children's emotional wellbeing and mental health during Lockdown and supporting children and young people's return to school afterwards.
- She also **supported foster carers with concerns**, e.g. regarding the mental health/ wellbeing of pupils during Lockdown or about their access to online learning in the home environment. These concerns were often discussed in SEN planning meetings between VS teachers and VS EP and advice given from VS EP, which was then passed on to foster carers/ Social Workers.
- The VS EP has actively encouraged **the further development of anti-racist practice in the VS**, which is integral to promoting positive outcomes for all LAC, and particularly those from BAME backgrounds.
- The VS is currently developing their **whole-school practice around anti-racism** and the VS EP is encouraging championing of LAC voices, e.g. gathering, listening to and responding to the voices of BAME young people who have experienced care. The VS EP also produced the **first VS Black History Month Newsletter**, an educational and fun newsletter designed for children and young people to learn about and celebrate black people (past and present) who have made a positive impact to our society.
- The EP actively supports and monitors **LAC SEN requirements**. **SEN planning meetings** are used to monitor the accuracy of records, to ensure pupils are placed appropriately on the SEN register and that the correct SEN code of practice stage is recorded. The VS EP can also identify recurring themes which need to be addressed by Ealing VS to improve outcomes generally for LAC and more specifically, for LAC with SEN. This may include concerns around liaison between Local Authorities when children and young people move placements i.e. delays in sending SEN paperwork (e.g. EHCPs) with consequent delay in children and young people accessing suitable educational provision.
- The VS EP has worked to strengthen a positive and responsive relationship between EVS and SENAS and promote close partnership working between the two services. Regular meetings progress and monitor individual LAC cases e.g. following up with other Local Authorities (LAs) to review progress on identifying new education placements, particularly when LAC and care leavers move between Local Authorities; also ensuring relevant SEN paperwork (e.g. EHCPs) have been transmitted promptly, to ensure smooth transitions. The EP and Senior EHCCO have been collaborating to facilitate changes to procedures to ensure that LAC do not 'slip through the net' in existing SEN systems e.g. to ensure that LAC are easily identifiable, so their needs do not get missed.

Some **study and enrichment programmes** came to an untimely stop this year but are always a valuable addition to the progress of Ealing's CLA at all ages and stages. Others were continued in a different form.

Older Ealing CLA were able to take part in the *We Belong* project up until Easter 2020. Up until then there had been workshops and theatre visits for around 12 Ealing young people. This time also marked the end of the regular Thursday after school sessions at Harrow school. With consultation with all parties the VS were able after lockdown to provide an online programme with *We Belong* (joint funded with John Lyons and the Co-Operative Society) and shared with Brent, Harrow and Barnet. This ensured a summer programme with access to artists online workshops.

Harrow school offered Ealing CLA tuition in a range of subjects, with their tutors, online. This was offered at weekends and evenings, after the tutors had finished their day's online teaching! This has continued over the summer and into the Autumn term. This tuition online has proved a huge advantage, as before the VS could only recruit young people local to Harrow and now we have those living in Kent and Wales taking part.

John Lyons programmes also went ahead. Steering group meetings take place once a term to discuss plans with the other LAs who are part of the JLs initiative. During the summer students took part in an online project from Brunel university – *Exscitec*. This offered a week of online science and technology workshops with equipment delivered to students by the teachers!

There was also a competition which gave students the chance to display their thoughts on how they coped and are coping with Covid times. Ealing students won prizes for art work and cookery.

The Junior Council is a group of children aged 7 -11 who represent all of Ealing's CLA in primary education. The group had been running once a month for 11 years and has developed some very successful nationally recognised projects. It gives younger pupils a forum to express their views and a taste of democracy and leadership.

The Letterbox Programme offers all CLA in Ealing aged 3-12 a Letterbox parcel once a month, seven times a year. The parcels contain an aged appropriate high-quality reading book, a math's game and some stationery; these help to develop an appreciation of reading for pleasure as well as embedding literacy and numeracy skills and supporting children's imagination and self expression.

As with the EP role, it is useful to bear in mind the amount of work it takes to work with this particular cohort of young people – time to select and engage students, follow up, arrange transport, manage any issues arising, liaise with the school – all contribute to the success of the programme and are vital to the running of these and any other enrichment activities. Also required is the skill and commitment and the forward-looking approach and the ability to support young people who may not initially be keen or confident to step out of their comfort zones in any way.

The enrichment programmes continue to create cultural and social capital for children and young people who may find themselves alongside much wealthier and more socially experienced young people as they make their way successfully through school and into further education. This can make all the difference between them holding their own and dropping out of post-statutory education.

### **Recommendations from last year's report**

Recommendations on the PPG were not fully implemented as a result of the lockdown and the level of return of the PPPPs remains a focus; further work needs to be undertaken to motivate Designated Teachers to do this, through additional training and reviews through the Designated Teachers' meetings and working to support social workers in their conversations with schools around this. Progress is however being made and in general the PPG is used sensibly and creatively across all placements.

## **The PPPP Form**

As with other initiatives planned for this academic year, this one was not completed for the end of July 2020 as schools closed and staff focused their energies on ensuring that all CLA were fully supported to engage in their learning, at home or in school as they felt best able to manage.

Planning continues however and a new format PEP will be launched on Mosaic, the social care data base, in the academic year 2020 – 2021 which will directly link targets identified in the PEP to planned expenditure from the PPG for each CLA in school.

## **Areas for development**

The completion of work to draw the PPPPs and the PEPs together is continuing and should be in place in the year 2020 – 2021, as is work to embed a real recognition of the purpose and importance of these documents; they are not just for internal planning but help to inform the future plans for and outcomes of young people who do not have the luxury of a family-held history to take with them into their next educational placement.

Extending opportunities for training and sharing of information with out-borough Designated Teachers is under way in response to the needs of the lockdown and this will be a focus in the year ahead; for example, Developmental Trauma online courses could be delivered even with an accompanying cost.

Ealing VS continues as always to be committed to the creative and effective use of the Pupil Premium Plus to support the achievement of CLA and post-CLA pupils in both Ealing and out-borough schools.

Bridie McDonagh

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March 2021