

# Thurrock Virtual School Pupil Premium Plus Strategy 2019-2020

## INTRODUCTION

The following document is a breakdown for planned expenditure for the financial year 2019-2020. The Corporate Parenting Report for March 2019 and the Virtual School Annual Report for 2017-2018 covers expenditure for the period before this strategy document.

There are many potential barriers to learning that a child or young person looked after can face. This document is a brief overview of certain measures that the Virtual School are implementing and how the Pupil Premium Plus funding can be used to support this.

The motivation behind this is the core purpose of the Virtual School which is to promote the educational outcomes for children and young people in care.

Key documents to support this strategy are:

- 'Promoting the Educational Achievement of Looked After Children and Previously Looked After Children' DFE February 2018 - <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>
- 'Pupil premium: virtual school heads' responsibilities' – published July 2014 and revised March 2015 - <https://www.gov.uk/guidance/pupil-premium-virtual-school-heads-responsibilities>
- 'Pupil Premium: funding and accountability for schools - How much pupil premium funding schools and non-mainstream schools receive, how they should spend it, and how we hold them to account – published March 2014 - <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

### **KEY BARRIERS TO LEARNING**

1. Low academic outcomes
2. Low literacy and numeracy attainment and progress – limited language, restricted vocabulary, English as a second language
3. SEN, especially social emotional, mental health difficulties – neglect, attachment difficulties, trauma, - issues undiagnosed
4. Low aspirations /expectation
5. Poor social skills - Lack of self-confidence and self esteem
6. Narrow range of experiences /opportunities / before entering care
7. Mobility – moves in educational, care placements, moves due to safeguarding issues
8. Transition – day to day transition, end of year/key stage transitions
9. Emergency Placement due to reasons of safeguarding – CSE, Missing episodes, forced marriage etc.
10. Lack of appropriate resources to support or enhance learning
11. Lack of timely knowledge and understanding or systems in schools/settings to champion the needs of Children or Young Person's Looked After

### **IMPLEMENTATION PLAN 2019-2020**

BARRIER to LEARNING	Intervention	Lead	Total cost	Reason for intervention	Review	Total Cost
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See key above						
1-8	School targeted support in line with personalised needs. Funding may also be used to provide CPD so staff acquire skills and knowledge to support the needs of Child/Young Person Looked After [C/YPLA]	Designated Teacher in School/Setting	£1,800 allocated per school per pupil aged from Year R to Year 11 Approximately 200 pupils	<ul style="list-style-type: none"> <li>To improve/accelerate pupil's academic.</li> <li>To remove barriers to learning.</li> <li>To support child's social and emotional development.</li> <li>To enhance life experiences.</li> <li>To provide precise intervention in line with learning need.</li> <li>To fund resources.</li> <li>To support transition.</li> </ul>	<ul style="list-style-type: none"> <li>Quality Assurance of termly PEPs carried out by Virtual School Advisers.</li> <li>Termly pupil tracking system to monitor progress and achievement.</li> <li>End of Year outcomes.</li> </ul>	£405,000
1-8	The use of additional learning support to enhance learning  To reduce number of exclusions that may be affecting learning	Head Teacher in school/setting	Amount is allocated on a needs basis – interim for 1-2 terms until additional high needs funding is sourced	<ul style="list-style-type: none"> <li>To provide short term support in times of crisis to school when other resources have been exhausted</li> <li>This is usually emergency based funding</li> </ul>	<ul style="list-style-type: none"> <li>Quality Assurance of termly PEPs carried out by Virtual School Advisers.</li> <li>Termly pupil tracking system to monitor progress and achievement.</li> <li>End of Year outcomes.</li> </ul>	£10,000
1,2	Letter Box (Literacy Intervention) for all pupils in Year N to Year 9	Virtual School Letterbox Co-Ordinator and Virtual School Head Teacher [VSHT]	Cost per pupil is £135 – currently budgeted for 115 pupils in this age group for May 2019 – December	<ul style="list-style-type: none"> <li>To improve literacy and numeracy skills.</li> <li>To support parent/carer in their child's learning.</li> <li>To expose children to a wide range of texts and</li> </ul>	<ul style="list-style-type: none"> <li>Letter Box evaluation by pupil and carer.</li> <li>Termly feedback.</li> </ul>	£19,917

			2019 distribution	vocabulary.		
1-5	Additional EP support 5 days support to be commissioned.	Virtual School Head Teacher in consultation with EP services	£5,000	<ul style="list-style-type: none"> <li>To develop reading for pleasure.</li> <li>To provide addition EP time for CLA.</li> <li>To provide timely assessment.</li> <li>To provide reports as part of Education Health Care Plan [EHCP] procedures.</li> <li>To ensure that the correct support is provided for pupils' needs.</li> </ul>	<ul style="list-style-type: none"> <li>Review of reports provided.</li> <li>Timeliness of intervention.</li> <li>Outcomes of EHCP applications</li> </ul>	£5,000
3, 4, 7, 8	Crisis intervention	Virtual School Head Teacher	Variable in line with need.	<ul style="list-style-type: none"> <li>To provide additional support due to SEMH difficulties</li> <li>To provide additional support during non-structured time or in line with presenting behaviour</li> <li>To provide education for those placed in emergency care due to reasons of safeguarding e.g. CSE.</li> </ul>	<ul style="list-style-type: none"> <li>Daily /weekly review to celebrate success and inform next steps</li> </ul>	£10,000
1,2,5,9	1:1 Home Tuition of 15 hours per week per pupil for CME	Virtual School Head Teacher	Variable in line with need for exceptional cases This would also include Unaccompanied Asylum Seeking Children awaiting	<ul style="list-style-type: none"> <li>To provide catch up sessions due to absence from education</li> <li>To provide tuition during emergency transition periods</li> </ul>	<ul style="list-style-type: none"> <li>Weekly reports provided by tutors</li> <li>Tracking of progress by responsible Virtual School phase teacher</li> </ul>	£10,000

			transfer or educational placement		<ul style="list-style-type: none"> <li>• Termly tracking data and assessments by tutor</li> </ul>	
1,2	<p>1:1 Home tuition for pupils</p> <p>Year 10 – summer term 2018</p> <p>Year 11 – throughout year 11</p> <p>Year 6 – Summer 2018 term</p> <p>Year 6 Spring 2019 term</p>	Virtual School Head Teacher	Focussed on pupils in those year groups to promote progress and attainment.	<ul style="list-style-type: none"> <li>• To provide precise intervention /support to accelerate and/or secure learning</li> <li>• To provide private, focussed 1-1 support</li> <li>• To improve pupil progress and educational outcomes at the end of KS2 and KS4</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly reports provided by tutors</li> <li>• Tracking of progress by responsible Virtual School phase teacher</li> <li>• Termly tracking data and assessments by tutor</li> <li>• Discussion with school/setting regarding impact on data outcomes.</li> </ul>	<p>£35,000 Yr 11</p> <p>£8,000 Yr 6</p> <p>£1,000 Yr 10</p>
1,2,9, 10	Purchase 5 Laptops	Virtual School Head Teacher and Phase Education Adviser	This resource will be allocated according to need as the primary expectation is that schools can provide this using PP+ funding £350 X5	<ul style="list-style-type: none"> <li>• To ensure young people have access to appropriate ICT to support learning</li> <li>• To secure equity in access to education activities to support home learning</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from pupils and carers at PEP meetings.</li> <li>• Impact on homework completion.</li> <li>• Impact on learning outcomes.</li> </ul>	£1,750

8	Provision of vouchers for key essentials	Virtual School Head Teacher and Post 16 Phase Education Adviser	£50 Per Pupil Total = £500	<ul style="list-style-type: none"> <li>This will be allocated for pupils prior to them attending university to support them with key essentials. E.g. bedding, cooking equipment, study books.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from young person</li> <li>Case study</li> </ul>	£500
10	<p>CPD to :- develop and empower all stakeholders to support and champion the educational needs of CLA and Previously Looked After Children [PLAC]</p> <p>Ensure staff acquire specialist skills and knowledge to match pupil needs</p> <p>Provision of resources for schools</p>	Virtual School Head Teacher	£5,000 CPD £2,500 resources	<ul style="list-style-type: none"> <li>To provide termly CPD for Designated teacher and Designated Safeguarding Leads.</li> <li>To organise local conference for DTs, Senior Staff, SENCo and sister services pertaining to SEMH and NICE Guidelines</li> <li>To ensure there is an uncompromising recognition that all staff are responsible for outcomes of C/YP LA and PLAC</li> <li>Attendance at National VSHT conference.</li> <li>Purchasing of Trauma and Attachment literature to support educational settings to support pupils.</li> <li>Engagement of outside speakers to enhance learning</li> </ul>	<ul style="list-style-type: none"> <li>Register of attendance.</li> <li>Improved targeted support as evidenced in PEP.</li> </ul>	£5,000 £2,500

				<ul style="list-style-type: none"><li>• Membership of National Association of Virtual School Heads</li></ul>		
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**Proposed Spending Overview**

This is based upon an estimated top slice based upon 225 pupils is £112,500

