

Staffordshire Pupil Premium Plus Policy

Sept 2025

Staffordshire County Council

1 Introduction

The Staffordshire Pupil Premium Plus policy is informed by two key Departments for Education (DfE) documents:

Pupil Premium DfE Conditions of Grant

[Pupil premium: allocations and conditions of grant 2025 to 2026 - GOV.UK](#)

Pupil Premium Virtual School Head Responsibilities 2015

<https://www.gov.uk/guidance/pupil-premium-virtual-school-heads-responsibilities>

Pupil Premium overview

[Pupil premium: overview - GOV.UK](#)

Throughout our policy, the Pupil Premium for Children Looked After will be referred to as Pupil Premium Plus to distinguish it from other forms of Pupil Premium allocation.

The changes are as follows:


- From 2023, 'Pupil Premium Plus' funding to support children and young people in care at school has increased to £2630 per child.
- Children and young people will be eligible from the first day of the care episode, rather than the previous criteria requiring a child to be in care for six months.
- The Local Authority that looks after the child will continue to be responsible for distributing the Pupil Premium Plus payments to schools and academies.
- The Virtual School Head Teacher is responsible for making sure that there are effective arrangements in place for allocating Pupil Premium Plus funding to benefit children looked after by their Authority.
- The grant must be managed by the Virtual School and used to improve attainment “outcomes” and “narrow the gap” as identified in the Personal Education Plan (PEP) in consultation with the Designated Teacher.
- As a result, the PEP will need to be monitored even more closely by the Designated Teacher, the Virtual School team, the Social Worker and Independent Reviewing Officers.
- The overall grant allocated to each Local Authority will be calculated on a per capita basis. However, the allocation of the grant must take account of the differing level of need for looked after children at different stages of their journey through care, managed through high quality Personal Education Plans.

2. Pupil Premium Plus Policy

2.1. Overall principles underpinning the allocation

- Looked after children have needs that can change rapidly during their time in care and will need differentiated funding accordingly.
- Looked after children are now eligible for funding from the first day of the care episode.
- Up to £500 per term will be allocated to the schools they attend both in and out of the local Authority. How the funding is used must be linked to clear targets outlined in the e-PEP.
- The Virtual School Governing Body will agree the outline annual budget priorities for the use of centrally retained funding.
- The Head Teacher of the Virtual School will be accountable for managing the efficient use of the Pupil Premium Plus funding for the purpose it has been provided. Schools remain accountable for the educational attainment and progress of all disadvantaged pupils.
- Schools can apply for additional funding according to the needs of the child as a one-off intervention. This needs to be done in consultation with their local Virtual School Education Co-ordinator and linked to clear SMART targets outlined in the e-PEP
- The Local Authority is not permitted to carry forward funding held centrally into the following financial year. The Virtual School will work in partnership with schools to ensure that any underspend is used to pilot new approaches to promote positive educational outcomes for looked after children.

2.2. How and why will the amount of Pupil Premium Plus vary?

- Children may come into care in an emergency with a fragmented home and education history and who are behind academically.
 - Children may have to move into or out of county in an emergency.
 - Children may be placed out of Staffordshire in other Local Authorities where the level of support from Virtual School Teams may not be the same and who therefore will lose out without additional help.
 - Children may have a significant and often delayed reaction to abuse and neglect, which manifests in episodes of very difficult behaviour in school.
 - In view of this, it is expected that there will be differentiation in the level of additional funding and it will be allocated on a 'needs-led basis'.
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- Proposals to pool Pupil Premium Plus in a school or a school cluster to enhance services would be welcomed; providing the use is directly linked to the needs of looked after children as detailed in the PEP process.

2.3. Circumstances in which Pupil Premium Plus will not be provided

Pupil Premium Plus will not be used to double-fund or replace funding which has already have been allocated to the school to support the child for example:

To fund services that should be provided via an EHCP or an exceptional needs funding request.

Other statutory work e.g. speech and language or occupational therapy, statutory assessment or other support from health, CAMHS or education.

For interventions put in place that do not require any funding.

When the PEP action plan does not meet requirements (see section 3.1).

Decisions about the use of the funding must be based on a justifiable rationale discussed during the Personal Education Planning meeting and common sense must prevail.

Pupil Premium Plus funding must be used for interventions above and beyond what would normally be provided by the school for other pupils.

Whereas in the past, some schools have used the Pupil Premium Plus to fund interventions for other learners, interventions which had no link to the needs of looked after children will no longer be possible.

2.4. Activities covered by fostering allowances

All looked after children should be encouraged to participate in social and leisure activities to encourage them in their social and personal development as well as helping them build resilience within their own communities. Foster Carers receive fostering allowance that should cover the expenses for caring for a child and it is expected that some leisure activities will be paid for from the allowance.

On occasions there may be specific activities outlined in the e-PEP that improve self-esteem or social skills that would have a positive impact on educational attainment which foster carers will arrange beyond the school day. Where this has been agreed by all parties as an educational priority Pupil Premium Plus funding may be used. The use of funding would need to be clearly linked to the child's targets in the e-PEP along with how it will contribute to improved educational attainment and outcomes.

Foster carers allowance and contracts with Independent Fostering Agencies and Children's Homes include funding for school trips and residentials. In addition, there are arrangements to support one off "life time trips" through Children' Social Care. Where carers are experiencing financial hardship there are provisions through Staffordshire Foster Service and through commissioners for IFAs and Children's Homes to explore support as it is in the interests of our children to be able to participate in school and essential curriculum focused trips.



3. Management and accountability

Local Authority level:

The Virtual School Education Co-ordinators will approve expenditure for individual children up to £500 per term and up to £1000 additional funding in exceptional circumstances where it is clearly linked to appropriate and SMART targets in the e-PEP.

The Virtual School Headteacher will approve any additional funding request over £1000 for an individual child.

The Virtual School Headteacher will approve expenditure in line with Virtual School priorities up to the value of £30,000. Any spend above this amount the VHT will seek approval in line with SCC scheme of delegation.

The Virtual School Headteacher is accountable to the Virtual School Governing Body who will provide scrutiny for the expenditure of the centrally retained budget on an annual basis.

School level:

The Designated Teacher will submit any funding requests linked to appropriate and SMART targets agreed as part of the e-PEP to the Virtual School for approval.

The Designated Teacher should report annually to their schools Governing Body on outcomes for looked after children and previously looked after children including the use and impact of Pupil Premium Plus. Please see Appendix 3 for report template.

3.1. Personal Education Plans (PEPs)

Pupil Premium Plus should be used to meet the needs identified in the e-PEP. This should accelerate learning and have clear quantitative targets for improvement, underpinned by well-targeted and identified support.

Pupil Premium Plus must be used 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 where they are a barrier to learning.

Transition into the next key stage and/or a new learning provider.

Examples of the types of activities that Pupil premium might be used to support children include.

Additional one to one tuition to support learning.

Additional support in school that will build a child or young person's self-esteem, confidence or develop their learning skills e.g. pyramid clubs, nurture groups, peer mentoring.

Aspiration raising activities that will benefit the child or young person's learning and development.

Extra learning resources that may support these individuals.

Additional support for vocational training eg equipment.

Alternative education packages.

Revision courses.

See Appendix 1 for guidance developed in partnership with social workers, carers and designated teachers.



4.0 Allocation of funding to Schools:

All Pupil Premium Plus funding for individual children should be applied for through the e-PEP system and be linked to appropriate and SMART targets agreed as part of the personal education planning process.

4.1 Staffordshire Schools

Maintained schools will receive up to £500 per term. Payments will be made on a monthly basis following request for funding linked to appropriate and SMART targets in the e-PEP approved by the Virtual School. Payments will be vired to the school's budget.

Academies will receive up to £500 per term. Payments will be made on a monthly basis following request for funding linked to appropriate and SMART targets in the e-PEP approved by the Virtual School as part of the monthly payment's routine. Details of the payment will be provided to the academy at the same time.

Additional funding from the centrally held resource to meet exceptional need should be discussed with the Virtual School Coordinator before any application is submitted through the e-PEP system. The request for additional funding from centrally held resources will be approved by the Virtual School Team.

Looked after children who enter care will be able to apply for funding through the e-PEP system. They are eligible for up to £500 for the current term from day one of their entry into care.

If there is a need to clarify what funding a school is providing from its own resources, the school may need to provide evidence to the Virtual School.

Impact of the use of funding should be reviewed at subsequent personal education planning meetings, and the SMART target should be marked as 'achieved' or 'not achieved'.

4.2. Allocation of funding to Out of Authority (non-residential) Schools

The basic allocation of up to £500 per term will be paid to schools. Payments will be made on a monthly basis following request for funding linked to appropriate and SMART targets in the e-PEP approved by the Virtual School. Payments are made either to the Local Authority, where an agreement is in place for them to pass the funding onto their schools, or by a direct payment to the school either by BACS or cheque. Information on the payments will be emailed to either the LA or the school.

Additional funding from the centrally held resource to meet exceptional need should be discussed with the Virtual School before any application is submitted through the e-PEP system. The request for additional funding from centrally held resources will be approved by the Virtual School Team.



Looked after children who enter care will be able to apply for funding through the e-PEP system. They are eligible for up to £500 for the current term from day one of their entry into care.

Where there is a need to clarify what funding a school is providing from its own resources, the school may need to provide evidence to the Virtual School.

Impact of the use of funding should be reviewed at subsequent personal education planning meetings.

4.3. Allocation of funding for Independent Schools

We will provide Pupil Premium Plus and additional funding to independent providers only in exceptional circumstances because these placements are already funded at a high level by central budgets to deliver a tailored education provision to meet the individual's needs. Any requests need to be discussed in advance with a Virtual School Representative.

Any requests will be reviewed by the VHT and the commissioner of the placement.



5. Requests for additional resource from centrally held funding

Children's needs vary greatly depending on their individual circumstances in their journey through the care system. In certain exceptional circumstances, schools may require additional funding from the Virtual School to overcome barriers to learning. Any applications for additional funding should be discussed with your local Virtual School Education Co-ordinator

An application for additional funding should be wherever possible be discussed as part of a personal education planning meeting and applied for through the e-PEP target setting section.

The Personal Education Planning meeting is an opportunity to discuss and agree additional funding to meet the exceptional needs of the child. In an emergency, where a PEP Planning meeting cannot be held quickly, please contact the Virtual School to discuss before completing the application.



6. Pupil Premium Plus for Children and Young People from other Local Authorities

Different approaches to allocation of the Pupil Premium Plus Funding will be adopted by other Local Authorities who have freedom to administer funds according to their own policy.

Staffordshire schools that have Children and Young People looked after to other Local Authorities on their roll must contact the Virtual School Head from that Local Authority to request their Pupil Premium Plus policy. The name and contact details of Virtual School Heads in English Local Authorities can be found on the individual Virtual School Website.



7. Promoting the best use of pupil premium plus

Evidence based strategies.

Wherever possible we promote the use of evidence informed practice to underpin Pupil Premium Plus funding is used

There is limited research available on strategies that promote the education of looked after children. There is some research of the beneficial impact of 1 to 1 tuition by a qualified teacher and paired reading.

The Rees centre in partnership with Oxford University and the University of Bristol published research in 2015 on “The Educational Progress of Looked After Children in England: Linking Care and Educational Data”

[Linking care and educational data: the educational progress of looked after children in England | Rees Centre](#)

This outlined the importance of understanding the impact of care factors on education. The Virtual School will continue to deliver joint training opportunities for Designated Teachers, foster carers and social workers to support a greater shared understanding of the experiences of looked after children and how these impacts on education. Good practice would show careful consideration of education and care perspectives to inform the use of pupil premium plus to set targets for looked after children.

What Works in Education for Children who have had Social Worker is a re-analysis of data from 63 randomised controlled trials, funded by the EEF, to look at the impacts of educational interventions on the attainment of young people who have had a social worker. The documents highlights some promising interventions.

<https://whatworks-csc.org.uk/research-report/what-works-in-education-for-children-who-have-had-social-workers/>

Many looked after children have mental health and wellbeing issues linked to their journey into care and can continue through their care journey. The National Institute for Clinical Excellence has published guidelines in November 2015 “Children’s attachment: attachment in children and young people who are adopted from care, in care or at high risk of going into care” This highlights the importance of supporting children with attachment difficulties in education settings. [Overview | Children’s attachment: attachment in children and young people who are adopted from care, in care or at high risk of going into care | Guidance | NICE](#)

8. Innovative and Individual Approaches to Pupil Premium Plus

We understand that the best use of Pupil Premium Plus is based on a very individual approach, is flexible and aspirational. We would like to celebrate excellent practice where schools have shown outstanding and individual tailored approach to the use of pupil premium plus.



9. Voice of the Child

Audits across all aspects of Staffordshire Social Care services consistently identify that positive outcomes for children and targets are more likely to be met where the voice of the child is listened to and informs their plans. Virtual School audits of personal education plans and the use of Pupil Premium Plus have had the same findings. Where the voice of the child is listened to and acted upon, educational outcomes are more likely to be achieved.

PEPs are graded inadequate where the voice of the child is not included in shaping their education plans.



10. Central Pupil Premium Plus Allocation.

The Governing Body have agreed the following principles for the use of the central allocation of pupil premium plus.

Additional support for individual pupils at particular risk of poor educational outcomes e.g. risk of exclusion, emergency school transition support.

Central based whole or target population initiatives to promote attainment e.g. tuition for children not reaching age related expectations, Letterbox Reading Scheme.

Out of school learning opportunities e.g. transition summer school for year 6 and year 11, Training focused on improving educational outcomes for looked after children for social workers, carers, independent reviewing officers, education partners including designated teachers, school leaders and governors.

Partnership working with groups of schools to develop innovative ways to support looked after pupils.

Developing attachment aware settings and services for looked after children.

Initiatives focused on minimising risk factors including, children placed out of the local authority boundaries and reducing child sexual exploitation e.g. out of county support, positive activities for unaccompanied asylum seekers, year 6 transition support.

Developing school use of self-assessment approaches to improve educational outcomes for looked after children.

Opportunities to promote wider learning and engagement in education.



Pupil Premium Plus Guide for Looked After Children.

Your school has up to £500 per term to support you to do your best at school.*

The funding is there to help you overcome barriers to your learning. Having good skills in maths, reading and writing are a priority.

Your social worker, carer and designated teacher will work closely together to plan how the funding will be used to support you at your personal education planning meeting.

It is really important that your views on school, learning and what you want to do in the future are heard so that they can be considered carefully and help them to shape your plan.

It is really important that everyone works with you to support you to be your very best at school.

You might be doing very well at school, but the funding is still available for you and could be used to help you do even better, to develop new skills and have new experiences that may support you in the future. Our expectation is that RADY (Raising the Attainment of Disadvantaged Youngsters) is a golden thread through all PEPs and encourage schools to access [these resources](#) from Challenging Education.

Sometimes you may need additional support if things are not going so well at school, we will work with you, your social worker and the school to see if some additional pupil premium plus funding will help you to get back on track at school.

*If you are in an independent school we will review whether up to £500 per term is needed as you may already have in place a specialist education provision found for you to help you be your best. If pupil premium plus funding is requested to help you, we will consider the request very carefully.



11. Pupil Premium for Previously Looked After Children

From September 2018 the Virtual Head Teacher has new statutory functions relating to previously looked after children. The functions are primarily advice and sign posting.

Pupil Premium Plus of £2,630 is available for Post LAC pupils. This is paid directly to schools as part of the general pupil premium allocation.

The Virtual School will promote good practice in the use of Pupil Premium for previously looked after children.

See appendix 2 for principles for allocating Pupil Premium for previously looked after children where the local authority is arranging education provision.



12. Early Years Pupil Premium

There is an allocation of £570 per year for looked after children accessing early years provision funded via the Nursery Education Fund for three- and four-year-olds.

The use of the funding should be evidenced in the early years e-PEP and linked to a SMART Target.

Payments will be paid to settings by the local authority that they are based in. For Staffordshire settings this is paid as a top up to the hourly rate. For settings out of county the setting will need to invoice the Virtual School who will arrange payment following review of the e-PEP.

For previously looked after children the early years pupil premium is paid directly to the setting in accordance with their local authority arrangements. The Virtual School will promote good practice in the use of Early Years Pupil Premium for previously looked after children.



13. Post-16 Pupil Premium

There is an allocation of £300 per year for looked after children who are post-16, regardless of what education, employment or training they are assessing.

The use of the funding should be evidenced in the post-16 e-PEP and clearly linked to a SMART Target.

Payments will be made to educational settings, where relevant. If a young person is not in any educational setting, funding will be paid to the relevant Social Care team.



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Appendix 1: Pupil Premium Plus Use

We are regularly requested to share information on the use of Pupil Premium Plus. This is not an exhaustive list, but a guide based on the experience of designated teachers, social workers, carers and the Virtual School governing body.

Pupil Premium Plus Areas of Spend	Agreed examples of expenditure	Excluded areas of expenditure
Academic interventions	<ul style="list-style-type: none">• 1:1 tuition• EPATT• Targeted interventions• Exam preparation support/ revision support• Educational apps and revision guides	Universal entitlement offer
Emotional wellbeing to support engagement in education	<p>The commissioning of Tier 1 and Tier 2 emotional and mental health services such as counselling, mentoring, behaviour support that are not available through locally and centrally commissioned provision e.g. Staffordshire Connects</p> <p>- Specific therapeutic support e.g. Lego Therapy, Play Therapy, Art Therapy.</p> <p>-Mentoring, coaching</p> <p>-ELSA support, regulation</p> <p>-Mindfulness</p> <p>-Key adult time for check-ins</p>	Giving access to pastoral support or clubs that are available to all pupils.
Enrichment and engagement	<p>Music lessons</p> <p>-Drama coaching (accredited)</p>	Carers have allowances to support regular clubs e.g., swimming, football, Guides etc

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	-Accredited sports clubs e.g. gymnastics, referee, D of E, -Summer Schools	
Staff training	Whole school or individual staff training to benefit our child	
Transition support	Additional visits, or staff accompanying on school transition sessions	
Technology and equipment	Laptop or IT equipment Necessary equipment for vocational training, as agreed by Education Coordinator.	School equipment should be paid for by parent/ carers e.g., DT equipment and essential stationery, e.g., school bag, pencil case, pens, pencil, calculator etc.
Transport	None	To be explored in line with local authority transport policy and social care carer agreements.
Clothing /Uniform	None	To be covered by parent/ carers.
Trips	None	To be covered by carer allowances. For big ticket trips, discussion with social care about potential contribution to the cost.
School Meals	None	To be covered by parent/ carers.

Appendix 2

Pupil Premium for Previously Looked After Children Local Authority Allocation Principles.

The PPG conditions of grant state clearly that PP+ is paid to schools and cannot be allocated to home-schooled pupils. (see condition 4 re allocation to mainstream schools and condition 5 re academies of the Conditions of Grant 20/21:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021/pupil-premium-conditions-of-grant-2020-to-2021>).

There are exceptions listed in paragraph 9 of the conditions of grant where it states “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 settings not maintained by the local authority but where the local authority pays full tuition fees”:

- The final decision as to how this funding is used is made by the Assistant Director for Education Strategy and Improvement.
- Pupil Premium is awarded in recognition that many adopted and permanently placed children need extra support in education because of the circumstances that led to them being placed into care and later being adopted or being placed on a SGO or CAO.
- For children with an EHCP the annual review will consider any additional education needs arising from the impact of the child’s care history and any allocated grant funding will be used to meet these needs. This will be reviewed annually as part of the annual review process.
- For children without an EHCP the Virtual School will review the education provision using the PLAC Education Form and will consider any additional education needs arising from impact of the child’s care history and any grant funding will be used to meet these needs. This will be reviewed annually by the Virtual School.
- A partnership approach will be used to explore needs seeking the views of parents, carers, education providers and any social care professionals supporting the child as appropriate.
- Evidenced based strategies and interventions should be used wherever possible.

- Strategies to gather evidence of impact needs to be built into the planning and review arrangements.
- Advice on the use of Pupil Premium for Previously Looked After Children can be gained from the Virtual School Previously Looked After Children Co-ordinator.



Appendix 3 : Designated Teacher Annual Report for Looked After & Previously Looked After Children

Information for Governors on their roles and responsibilities in relation to Looked After and Previously Looked After Children is contained in the following statutory guidance. **“The designated teacher for looked-after and previously looked-after children” Statutory guidance on their roles and responsibilities 2018**

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

All governing bodies should make arrangements to monitor the effectiveness of the school's provision for Looked After and Previously Looked After Children.

This document provides a suggested format for the annual report and a checklist for the nominated school governor. It could be adapted to provide a termly update if required

The purpose of the report is to:

- Enable the governing body to hold the school to account for the outcomes of looked after & previously looked after children
- Highlight the work of the Designated Teacher
- Inform the school's self-evaluation
- Be part of the school's evidence base for Ofsted

The governing body:

- Should nominate a specific governor with responsibilities for looked After and P previously Looked After Children. (good practice)
- Should ensure that school policies acknowledge the needs of looked after and previously looked after children. Ensure they are regularly reviewed
- Should ensure that additional support is offered to meet the needs of children in this group who are at risk of underachieving and that the curriculum is sufficiently flexible to increase accessibility for vulnerable pupils
- Ensure that the Designated Teacher's statutory report is considered annually and minute any resulting actions
- Can also keep up to date on anonymised issues impacting on the attainment and progress of looked after and previously looked after children

NB – A school may not have any looked after children on role. However, governors should be mindful that a child can become looked after at any time and without warning. They should therefore be satisfied that arrangements for the children are in place.

For more information please check the Virtual School Website:

<http://education.staffordshire.gov.uk/virtualschool>

“The designated teacher for looked-after and previously looked-after children” *Statutory guidance on their roles and responsibilities 2018*

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

The role of the governing body - they must ensure that:

- The school has a designated member of staff “Designated teacher” (DT) in place to promote the educational achievement of this group
- The designated teacher undertakes appropriate training
- The governing body and the designated teacher must have regard to the above guidance and any other relevant guidance issued by the secretary of state

Good practice would expect:

- That as a minimum, governors consider at least an annual report from the designated teacher; and act on any issues it raises in order to support the designated teacher and maximise the impact of their role
- A regular link between the designated teacher and nominated governor

The role of the Designated Teacher within the school:

The designated teacher should have lead responsibility for helping school staff understand the things which affect how looked after children learn and achieve. The designated teacher should:

- Be a central point of initial contact within the school to ensure that arrangements are joined up and any disruption to a child’s learning is minimised
- Have a school leadership role and take lead responsibility for promoting the educational achievement of every looked after and previously looked after child, including working with the Virtual school headteacher
- promote a culture of high expectations and aspirations for how looked after/previously looked after children learn
- monitor the progress and attendance of all looked after/previously looked after children in order to reduce any attainment gap
- make sure each young person has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children
- ensure that staff are informed, trained and updated on issues related to this cohort
- make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- See that each looked after child has an up to date pep within timescales and take lead responsibility for its’ development and implementation
- Ensure that school records are kept up to date and transferred speedily when a child moves
- Ensure that pupil premium plus (PP+) funding is used to support the learning of each looked after/previously looked after child
- For previously looked after children, understand the importance of involving the child’s parents of guardians in decisions affecting their child’s education, and be a contact where they might require advice or have concerns. The Virtual School have available a Previously Looked After Children Education Planning Tool which is free to use. Available via our website or email Julie.roper@staffordshire.gov.uk Whilst this is not mandatory, it is considered best practice.

Designated Teacher for Looked After and Previously Looked After Children Report to Governors

Name of School:	
Date report prepared:	Report for the academic year/term:
Prepared for the full Governing Body Meeting to be held on:	
Name of Designated Teacher and Position within the School, e.g. Phase Leader, SENCO, Assistant Headteacher:	
Name of Nominated Governor	
<i>N.B. Information within the report and background details are confidential. Names and specific circumstances must not be discussed.</i>	

Section 1: Basic Information

Numbers of Looked after children																	Total
School Years	EYFS	R	1	2	3	4	5	6	7	8	9	10	11	12	13		

List the Local Authorities responsible for the looked after children in the school :

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Numbers of previously looked after children																	Total
School Years	EYFS	R	1	2	3	4	5	6	7	8	9	10	11	12	13		

Overview	looked after/previously looked after No's
Entering the school during the academic year	
Leaving the school during the academic year	
Children who have been in care for 1 year or more	
Children identified as Gifted, Able or Talented:	
Children with a Statement of SEN or an EHC plan	
Exclusions	Looked after/ Previously looked after No's
Number of individuals excluded	
Number permanently excluded	
Total days lost	
Number who have moved school during the academic year:	
Attendance	Looked after/previously looked after No's
Attendance for last full academic year	
Attendance all other pupils, not looked after, (same period)	
Unauthorized absence, looked after/previously looked after,	
Unauthorized absence all other pupils not looked after, (same period)	
How does the pattern of attendance and exclusion relate to that of all children in your school?	
How many looked after/previously looked after children on part time or reduced timetables:	
Section 1: Suggested actions for the Governing Body:	

Section 2: Special Educational Needs/EHCP

How many looked after/previously looked after children have a Statement of SEND or an EHCP?

How is the school meeting the needs of the identified children?

Section 3: Attainment and Progress

Number of looked after/previously looked after children in the school:

Achieving in line with peers

Achieving **above** age-related expectation

Achieving **Below** age-related expectation

How was impact of the Pupil Premium/interventions used to close the education gap for looked after/previously looked after children, (particularly Literacy and Numeracy)?

Please comment on any usage of additional funding from the virtual school to support individual pupils

Intervention

Impact (qualitative and quantitative)

Section 2/3: Suggested actions for the Governing Body:

It will be helpful to append an extract from the school tracking system to illustrate the achievement and progress of looked after/previously looked after children by year group and/ or key stage.

Section 4: Roles and Responsibilities of the Designated Teacher for Looked after/previously looked after children

Report any workload, or other challenges, relating to the role of the Designated teacher or other staff, arising as a result of the number of looked after/previously looked after children on roll at the school and the number of local authorities involved.

List the training (with dates) that the Designated Teacher for looked after/previously looked after children has attended during the academic year.

e.g. any offered by the LA/ Virtual school, attended D.T network meetings, or worked with the V.S to complete an audit of provision (audit format for ongoing annual self- audits available from Staffordshire Virtual school)

Staffordshire Trauma Informed & Attachment Aware Pathway

Award gained/in progress: (give details)

- School have completed an audit Y/N
- School has a lead member staff trained and leading practice Y/N
- Whole school staff have had attachment and trauma training Y/N
- Have implemented a focused piece of research or project work Y/N
- Have showcased and shared their practice with other colleagues Y/N

Section 4: Suggested actions for the Governing Body:

Section 5: Personal Education Plans (PEPs)

Please report any issues arising from PEPs:

- Are PEPs reviewed termly
- Do young people entering care have a PEP in place within a week
- Are governor reviews of PEPs routinely undertaken
- Are all relevant staff involved in the implementation of the PEP
- Is each young person consulted and invited to attend their PEP
- Are carers involved
- Use of EPLAC for those children previously looked after

Please list any special arrangements made during COVID

Section 5: Suggested actions for the Governing Body:

CHECKLIST FOR NOMINATED SCHOOL GOVERNOR