

PUPIL PREMIUM PLUS POLICY FOR BIRMINGHAM CHILDREN IN CARE



Date Last Reviewed:
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 **RESET**

 **RESHAPE**

 **RESTART**

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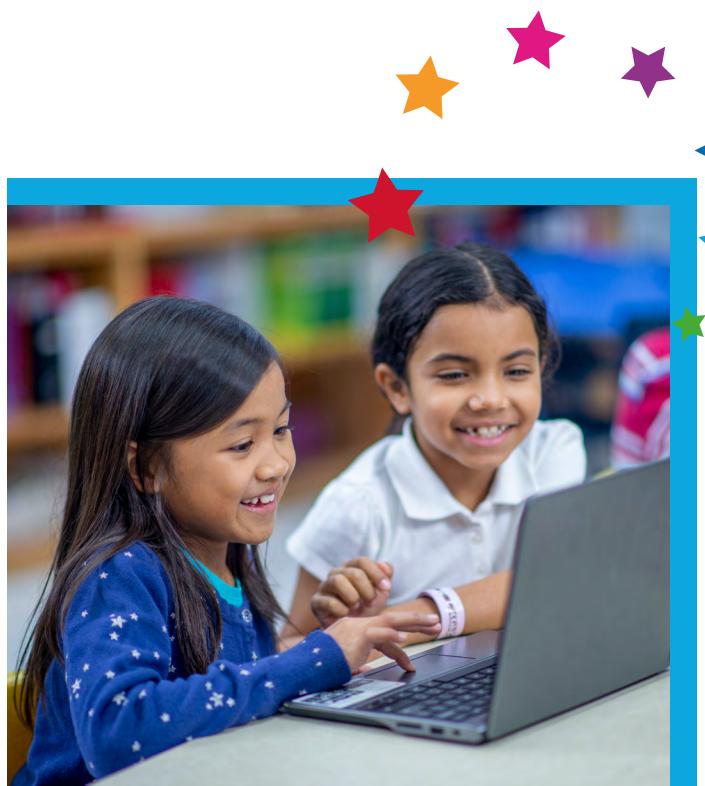
GENERAL OVERVIEW OF PUPIL PREMIUM PLUS+(PP+)

Pupil Premium Plus (PP+) (also called Looked After Children Premium) is additional grant funding from the DfE for Children in Care aged 5-16 years. This additional funding is provided by the Department for Education to secure improvements in the Attainment of Children in Care and close the Attainment Gap between them and their peers. PP+ is different to other kinds of Pupil Premium in that it is the Virtual School Headteacher (VSH), not schools, who is responsible for allocating and managing PP+ for its own Children in Care. To ensure effective use of the PP+ Grant the Virtual School Headteacher (VSH) can decide to retain and/or administer some/all the PP+ Grant funds they receive. Birmingham Virtual School administers the Pupil Premium for Birmingham CiC irrespective of where they live or attend school.

For Children in Care educated in Birmingham, but whom are in the care of another Local Authority (LA) they receive their PP+ from their "Home" Authority. To this effect each Local Authority's Virtual School sets their own policy with respect to this management. Children in Care (CiC) of Statutory School Age (Reception-Year 11) become eligible as soon as they come into care. In Birmingham £1,800 per child in care is allocated to schools and education settings in three termly payments of £600 (Autumn, Spring and Summer). Schools and settings will normally receive the full funding for a Term for each pupil who has been in care for at least one day in that Term. To minimise any delay, schools/settings receive their allocation automatically from Birmingham in May (Summer Term), October (Autumn Term) and Feb (Spring Term) with the exception of Year 11 pupils who will receive 2 x payments i.e £1,200 in the Autumn Term, one payment of £600 in the Spring Term and no payment will be made

in the Summer Term.

The remaining £770 per child is held centrally by the Virtual School to deliver a range of services and interventions. If a child/young person is temporarily without a school place during any one Term; then the termly payment will be used to provide tutoring and to fund any other additional interventions to maintain educational progress and engagement during this time. The funds will not be accrued into the following Term and PP+ cannot be accrued beyond any one financial year. Any unspent PP+ funding is clawed back by the Department for Education at the end of each financial year and schools should plan for and spend the PP+ in the academic year in which it is allocated. Please note: these arrangements are subject to review on an annual basis.



PUPIL PREMIUM PLUS (PP+) 2024 TO 2025

Conditions of Grant published June 2024 - As part of pandemic recovery the Conditions of Grant have been strengthened to support effective spending by schools. In the DfE Pupil Premium Guidance there are now 3 tiers of spending set down alongside a published 'menu of approaches (Page 7)', which has been informed by evidence of effective practice. Please note: Schools must use their Pupil Premium Plus grant (PPG) in line with this menu and should reflect this when developing their Pupil Premium Strategy Statements for 2024-25. Schools are not required to allocate PPG to every approach on the menu, but any activity funded by PPG including LAC and Previously Looked After Children (PLAC) PP+ must fall under one of the approaches listed. It is a recommendation in the Independent Social Care Review (May 2022) (<https://www.gov.uk/government/groups/independent-review-of-childrens-social-care>) that pupil premium for children in care should be spent on strategies and interventions that are well evidenced to directly improve educational outcomes. Three key resources that schools, Social Workers and the Virtual School should be drawing upon to inform spending are the Education Endowment Foundation's Pupil Premium Menu Evidence brief (<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>); the practice research from What Works Well for Children's Social Care (<https://whatworks-csc.org.uk/>); and the Early Intervention Foundation's Guidebook (<https://guidebook.eif.org.uk/>)

The 3 DfE Tiers are:

1. Support the quality of teaching, such as staff professional development.
2. Provide targeted academic support, such as tutoring;
3. Tackle non-academic barriers to academic success, such as attendance, behaviour, social and emotional support

When diagnosing the targeted academic support needs of their disadvantaged pupils, schools should ensure they consider which pupils will benefit from tutoring using their Recovery Funding' and then please delete the rest of the text until the end of this page, as it is no longer relevant. Please note in Birmingham the 25% top up for School Led Tutoring is requested via completion of our Request for Additional Funding Form for Tutoring downloadable from the Targets Page within our PEP. The impact of both the NTP and School Led Tutoring is reported on annually directly back to the DfE and ESFA so needs to be clearly recorded and auditable. For Children in Care this must be auditable through the recording of child progress by the DT in the PEP Targets and impact on the section titled 'School Led Tutoring'.



PRINCIPLES

Birmingham Virtual School recognises that schools and educational settings are in the best position to make use of resources to raise the attainment of Children Looked After. As outlined in the DfE Guidance and Conditions of the Grant, the Pupil Premium Plus spend should be linked clearly to each individual child's/young person's targets, as identified on their Personal Education Plans and should provide any additional funding to support children and young people with intensive support needs. However, if the school can evidence that all the child's/young persons' needs are being met and that any other pupil extension activities to accelerate progress beyond that expected will not use the full PP+ entitlement, then the school can, with the permission of its Virtual School Officer, pool an agreed amount of the funding. This would be to resource school centralised initiatives to reduce the attainment gap (for example, providing training for Designated Teachers, developing Attachment Aware and Trauma Informed Schools, recruiting a Tutor to deliver School Led Tutoring and commissioning support from external professionals). Any pooling must be discussed with the Virtual School Officer. The amount should be agreed and agreed for one Term only. There must be a review date at the next PEP meeting if pooling is to be continued. The outcomes for young people need to be recorded within the PEP. A key criterion for agreement is that all the Children in Care on roll would benefit from this initiative and the school can evidence impact at child level.

Pupil Premium Plus for Children Previously Looked After (PLAC) is allocated by the Department for Education direct to schools through the data submitted by the school in January Census. Children Previously Looked After are those who immediately after being in the care of the Local Authority became Subject to an Adoption Order, Child Arrangements Order or Special Guardianship Order (see page 6 for further detail).

Birmingham Virtual School does not allocate Pupil Premium Plus to Independent Schools and education providers where the child's education placement is funded by the Local Authority via an Education Health Care plan (EHCP).



APPROPRIATE USE OF PUPIL PREMIUM PLUS FUNDING

PP+ is not a personal allowance - its purpose is to enable a school to close gaps in attainment and progress between Children Looked After and their peers; and in doing so if there are additional assessed social, emotional, and mental health needs (that are in themselves a barrier to engaging and progressing with academic learning) then use of PP+ funding for Interventions designed to address these needs are legitimate. The Virtual School has identified examples of how the money can be used effectively and schools should consider prioritise spending in Tiers 1 and 2 before Tier 3 unless the young person is not attending or at risk of suspension.

Tier 1: Support the quality of teaching, such as staff professional development

Suggested uses:

- classroom initiatives and staff ratios that personalise and differentiate the learning in the classroom for the child/young person
- extra activities designed to inspire, stretch, motivate, and expose young people to higher academic pathways and lifelong learning
- staff development to develop skills and knowledge on how best to adapt existing education
- practice to engage, include and secure progress for children and young people with care experiences in the school/setting/class. This could include training on attachment needs,
- trauma, resilience, emotional literacy, peer reading and emotion coaching etc.
- additional learning opportunities in school holidays, e.g. GCSE revision days or camps
- For SEND pupils please consider strategies identified and promoted within [Birmingham's Ordinary Available Guidance](#)

Tier 2: Provide targeted academic support, such as tutoring

Suggested uses:

- one-to-one tuition, e.g., in maths and English
- 1:1 or small group support to achieve specific GCSE or vocational subjects
- classroom initiatives such as precision teaching
- targeted support for reading, writing, GPS, phonics, numeracy
- access to support staff within the classroom e.g., an LSA or TA
- purchasing of specific educational resources to support the pre-learning, overlearning and consolidation of skills and knowledge
- Resources and software for children with English as an Additional Language (EAL)
- Transition activities for those moving schools
- Settling in activities for children newly arrived to the country or new to school
- Careers Interviews and guidance

Tier 3: Tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

Suggested uses:

- interventions to reduce risk of suspension (see Birmingham Virtual Schools guidance document 'Suspensions & alternatives to permanent exclusion: the continuum of provision' August 2023)
- enrichment experiences focused on developing emotional wellbeing
- commissioning of tier 1 social and emotional and mental health services such as counselling, health mentoring, bereavement support etc
- contributions (only if adjustments or extra staffing are needed) to enable children and young people to attend school residential trips
- Access to services from Birmingham Virtual Schools local offer, Birmingham's Safe Task forces, Early Help Hubs and SEND local offer

INAPPROPRIATE USE OR INEFFECTIVE SPEND

Pupil Premium Plus funds should be used to close the gap in attainment for Children in Care. The money should not be used to replace funds which would otherwise be provided from the main school budget, by SEND notional budgets or by the Foster Carer (there is an expectation that the Foster Carer Allowance is used to pay for items that any other parent is expected to pay for). Hence, the Virtual School does not support the use of Pupil Premium Plus on the following:

- Funding education, provision or tutoring that is part of the child or young person's statutory education entitlement
- Giving children or young people access to existing arrangements, e.g., Homework Club
- School trips, which are effectively part of the curriculum or are usually paid for by parents or school bursaries
- School equipment eg. stationery, Design Technology resources or food ingredients, laptops etc
- Contributing to the salaries of substantive staff (as interventions should be time-limited)
- Reduced class sizes
- School Uniform
- School Meals
- Transport costs to events or clubs
- IT access which should be provided through home
- Extracurricular clubs outside of school, unless all academic needs are met and social and emotional need development is identified within the targets set within the PEP

To achieve the purpose outlined in section 2.1 for Children in Care, it is the responsibility of the Virtual School Head (VSH) in the Local Authority that looks after the child, in consultation with the child's educational setting, to ensure that PP+ is used effectively to support those children's educational needs in accordance with their Personal Education Plans. The recording of the funding allocated and spend should be clearly recorded by the Designated Teacher within the PEP so this can be monitored by the Virtual School. Discussion related to effective spending will take place in the school's/settings, Corporate Parent Visits and any actions to improve.

- The Virtual School Headteacher can decide to stop the devolution of PP+ if:
- There is no clear plan or targets related to the funding
- The PP+ is continually unspent, accrued, or unaccounted for within the PEP
- Is not being used in line with the Conditions of the Grant or on the area set down within the DfE Tiers and this Policy



ACCUMULATION/CARRY FORWARD OF PP+

As the financial year in schools differ to the academic year, some Designated Teachers may need to carry forward into the new financial year some of the PP+ spend for CIC. However, they should only do this in discussion with their Finance Officer and only if they have a clear identified plan for the spend. Birmingham Virtual School allocated PP+ on a termly basis on the principle that it funds targets within the PEP for that Term. If PP+ is regularly unspent future payments of PP+ will be withheld by the Virtual School – it is not good financial management to have constant accrual (carry forward) of funding. Schools do not need to save PP+ to fund higher cost interventions as they are able to request additional Pupil Premium through the Additional Funding form downloadable through our PEP. If any PP+ funding is carried forward it must be spent in the next financial year, in accordance with the Conditions of Grant and must be accounted for in both the child/young person's PEP and the school's Pupil Premium Strategy Statement for that academic year.

DESIGNATED TEACHERS (DTS) ARE RESPONSIBLE FOR

- Maintaining a careful oversight of PP+ allocated to their school and play an active and direct part in the decision making around how this money should be spent. This requires the support of the school's Bursar/Finance Officer
- Ensure PP+ is spent in line with the current DFE 'Conditions of Grant' making certain that it impacts at individual child level, recording and reviewing these in their PEP.

- Maintaining overall responsibility for decision making in relation to PP+, ensuring that an appropriate needs analysis tools are used to support informed choices about any interventions funded through PP+
- Ensuring their decisions are informed by the views of children, Carers, Social Workers, and other stakeholders, recognising that not all needs will be easily identifiable or obvious and that children's emotional responses or behaviours may be visible at home rather than in school.
- Evaluating the impact of interventions funded by the PP+ at least each term by looking at the progress the child has made. Where interventions are not leading to sufficient improvement, the professionals involved should consider what changes should be made to the Support Plan.
- Reporting annually to Governors, an account of what PP+ is being used for, together with the impact on progress, particularly in English, mathematics and Social/Emotional Development (taking care not to make individual pupils identifiable). An annual report example is available on our Virtual School website for Designated Teachers to adapt.

Whilst the Virtual School has the discretion to reallocate funding where it is not leading to the achievement gap being closed, it is hoped that this can be done in partnership with all colleagues supporting the child, including school staff, Social Worker and Foster Carer.



CONDITIONS OF DFE PP+ GRANT

The following conditions apply for both local and national compliance:

1. PP+ must be managed by the VSH in the Local Authority that looks after the child and used without delay for the benefit of the Looked-after Child's educational needs as explicitly described in their Personal Education Plan.
2. Processes for allocating funds to a child's education setting should be as un-bureaucratic as possible, whilst providing for strong transparency and accountability to the Virtual School – effective reporting by schools on the use of PP+ funding; and the Virtual School undertaking PEP audits and undertaking Corporate Parent Visits to schools enable Birmingham Virtual School to be compliant in its statutory function to monitor that the school are making effective, targeted use of The VSH should ensure there are arrangements in place to discuss how the child will benefit from PP+ funding with the Designated Teacher or another member of staff who best understands their needs; and intervention/service/provision made using PP+ should be explicitly captured on the child's PEP. This will be achieved by either a Virtual School Advisor attending the PEP or a Virtual School Area Officer meeting the Designated Teacher and school leaders through an annual Corporate Parent Visit to the school.
3. The termly allocation model enables schools to be more responsive and flexible to emerging needs and always follows the child.
4. Local Authorities may not carry forward funding held centrally into the proceeding financial year, any PP+ that has not been spent, or allocated to the child's education setting, by 31st March will be recovered by the Department for Education.
5. Priority is given to evidence-based interventions that are proven to accelerate progress and close the attainment gap.
6. Independent/Special Schools and commissioned providers do not receive an automatic allocation of PP+ and must apply directly for exceptional funding.



ACCOUNTABILITY

Schools must show how they're using their pupil premium funding:

- by publishing a statement on their website about how they use their funding and the impact it has on the attainment of disadvantaged pupils
- through inspections by Ofsted
- through published performance tables

The VSH is required to evidence to Ofsted a) how the spending of the PP+ has supported the attainment and progress of its Children in Care and b) how the VSH and schools manage the Grant for the benefit of this specific cohort and explicitly according to their needs. Virtual School Heads demonstrate to Ofsted how they're managing Pupil Premium for Looked-After Children in the Virtual School Annual Report.

As such it is important that the Designated Teacher has oversight of the needs of the children, their progress, attainment, and achievement and can influence and articulate how this grant is supporting the child and/or cohort of these learners. This requires the Designated Teacher to work in partnership with the school/settings Bursar/Finance Officer to ensure the funding is accurately identified, allocated, spent and impact measured.

Through the termly monitoring of PEPs if the PP+ is not being spent to greatest effect or in line with the Conditions of Grant the Virtual School will withhold allocation and a Virtual School

Area Officer will contact the Designated Teacher to share best practice around PP+ spending and discuss this in further detail to ensure that arrangements are secured to release future termly allocations. Should this initial contact not resolve the issue, the Virtual School may then work with the school through the following steps:

- Undertake a Corporate Parent Visit to the school of which part will include a meeting with the Designated Teacher, Finance Officer and a senior school leader will be requested to review the current progress and plans for Birmingham's children; evaluate/assess compliance with the PP+Conditions of Grant
- Ensure the Governing Body receive an annual report of the Designated Teacher highlighting how the school have accelerated progress, attainment, and achievement through effective use of the PP+ and provide the Designated Teacher with a suitable template for the report.

Further information is available on [Virtual School Heads responsibilities for using Pupil Premium.](#)



PP+ FOR PREVIOUSLY LOOKED AFTER CHILDREN (PLAC)

- Since September 2018 Virtual Schools have a responsibility to provide advice, guidance and information to schools, parents and a range of professionals around improving the educational outcomes of children previously looked after. This includes any child who left the care system via Residence Order, Child Arrangement Order, Special Guardianship Order or Placement Order leading to an Adoption Order is entitled to Post-LAC Pupil Premium. Please see Birmingham Virtual School's website
- As Virtual Schools are not Corporate Parents for this group of children the Pupil Premium for Children Previously Looked After is paid directly to schools from the DfE into schools' budgets, without any involvement from the Virtual School. Once received, it is schools' responsibility to ensure it is spent in line with the DFE conditions of grant.
- To enable schools to secure this funding parents and guardians of eligible children will need to self-declare their child's status to the school where their child is on roll. The school record on their School Census how many children on their roll were Adopted from Care or are Post-LAC and it is on this data that funding per child is allocated. Schools will firstly need to seek the permission of parents/guardians to record a child's status as 'Previously Looked After' on the School Census.

Specific support for Previously Looked-After Children (PLAC)

- To achieve the purpose outlined in section 2.1 of the Condition of Grant for PLAC, it is the responsibility of the school to ensure that their use of PPG addresses the specific needs of PLAC attending the school.
- See the section on Pupil Premium Plus in the using pupil premium guidance for further information.



EARLY YEARS PUPIL PREMIUM PLUS (EYPP)

Criteria for Early Years Pupil Premium Plus CiC who are 3 and 4 years of age and are taking up their free early education entitlement are eligible to receive support funded by the Early Years Pupil Premium (EYPP). EYPP becomes payable from the beginning of the term following an eligible child's 3rd birthday which is detailed in paragraph A1.7 of the DfE Early Education and Childcare Statutory Guidance.

All providers delivering funded Early Years education places are eligible to receive the EYPP. Please note that:

- Children must receive free Early Years Education (EYE) funding in order to attract EYPP funding, but do not need to access their full EYE entitlement to be eligible, as providers will be paid on a pro-rata basis
- The amount of 66p is a national hourly rate, £388 per year, set in the Early Years National Funding Formula
- If a Child in Care is attending an Early Years setting in Birmingham the setting will receive payments directly from the Birmingham Council Early Years team on completion of a termly return. Birmingham Virtual School would expect to a record in the child's PEP of how the setting is effectively using this funding to benefit the child reaching a good or better level of development. If a child is in the care of Birmingham but attends a setting in another Local Authority the setting will need to apply to their own Local Authority to access the funding.

For further information visit our [Early Years website](#) pages.

The EYs PP should be used for resources and interventions to support the child in reaching a good or above level of development. It should not be used to fund extra hours unless all other needs are met; and only then if it is agreed with the Virtual School Advisor.



POST 16 PUPIL PREMIUM PLUS FOR CHILDREN IN CARE:

The DfE have introduced [Pupil Premium Plus post-16 programme: grant determination letters - GOV.UK \(www.gov.uk\)](#) for Post 16 young people.

The amounts are at this stage are small (approx. £400 per pupil) but if there is continued evidence of impact from this new funding stream on rates of participation and education outcomes then the funding will increase over the next three years.

In Birmingham we are working with other Virtual School Headteachers across the West Midlands Regional Group to share effective best practice on best value spend for our young people; and to agree closer alignment of our intended spending and administration processes. Pupil Premium Plus for this age group will be used to support Colleges, Sixth Forms and Training Providers.

Current Post 16 Pupil Premium spending is on the following interventions and staffing
ESOL Courses

NEET Advisors and short courses

Post 16 DT Conference

Partnership working with our Youth Service

Training for our young people to lead their own
PEPs

Post 16 Central Offer including arts, sports and
cultural events

Advisor for Care Leavers looking to progress to
Higher Education

Individual pupil spend requests are considered
Tutoring for exam re-sits or support for Further
Education



CELEBRATING SUCCESS

In our PEPs there is a section to record the specific successes and standout achievements for each child/young person that term. Within this PEP page there is a new Additional Funding Request Form that schools can submit to the Virtual School to request additional funding to purchase a very special school reward. The funding request can be for a minimum of £5 and maximum of £100. These will be approved if PP+ is clearly already allocated and spent.

APPLICATIONS FOR ADDITIONAL FUNDING

Children who are in Care are individuals and as such their educational needs vary considerably. A high number of Children in Care are high achievers and, in these cases, PP+ should be used to stretch and challenge them to further aspirations and accelerate progress beyond age related expectations. Others will require considerable support and intervention to enable them to work through the neglect and trauma they have experienced to enable them to engage with their learning and school community effectively. As their Corporate Parents keeping Birmingham's Promises and pledges for some of our young people requires more resource than for others. As such schools can apply for additional PP+ funding (initially up to the additional amount of £800) for the children who most need that support to maintain their engagement, enjoyment, progress, and attainment in learning.

Schools may request and submit one of our Additional Funding Request Forms if:

- the child's most recent PEP clearly identifies how the termly existing PP+ allocation has been used and describes what the barriers are to the child's progress (wherever feasible that should be supported by evidence of clear needs analysis or assessment data)
- the PEP Attainment page must have a recent full attainment progress profile and other learning assessments such as reading /spelling age. CAT Scores etc should also be recorded
- the PEP targets page contains clear, termly progress targets. If the application is for tutoring there is an expectation that written feedback and reports from employed Tutors are attached to the PEP
- the expected impact of the additional grant will be monitored/reviewed within specified timescales; and the impact of the tutoring on narrowing the gap must be recorded in subsequent PEPs if Additional funding is to continue and to support any further request made
- the Virtual School Advisor/Officer has been included in the discussion about a possible additional funding request prior to submission.
- applications are for new intervention/provision being planned, not extension to existing services or already delivered



APPLICATIONS FOR ADDITIONAL FUNDING

- short term applications for Alternative Provision Pathways will only be agreed if they are explicitly supported by the advice of an EP, with the consent of the Virtual School and Social Worker, for a stated time-limited period and with a planned exit/reintegration strategy, for fewer than 25 hours a week, with a named member of school staff who will visit the child weekly and if the child has not already been on an Alternative Provision Pathway
- instances of persistent absence, exclusion and/or personalised timetables have been reported through the attendance and exclusion PEP pages into the Virtual School.

Please note: the funding will not be granted if it should be drawn down from other school funding sources e.g. AWPU, notional high needs block and SEND funding etc

DESIGNATED TEACHER NETWORKS

Virtual School Officers coordinate area Designated Teacher Networks across Birmingham. These network meetings focus on sharing best practice and providing national and local updates – for which Pupil Premium will be a focus. Designated Teachers from across the West Midlands region with a Birmingham CIC on roll will also be welcome to attend a network meeting if they are able to travel.

As part of this network the Virtual School Officer will consider use of some of the withheld Pupil Premium to support networks of schools to achieve /implement the following:

- agree a good practice education policy for children in care for their geographical area
- develop local based offers and interventions to support the inclusion and attainment of Children in Care, schools will be able to request some funding from the PP+ top slice for this work
- undertake school/area-based research and evaluation of interventions paid for by PP+ to demonstrate impact and create a bank of 'what works well' initiatives
- suggest network agenda items to enable the opportunity to share expertise and support the role
- develop practices to ensure the smooth transition and progression for Children in Care
- support continued improvement in the quality of the PEP around use of pupil voice, identifying need, SMART pupil targets, effective targeted funding, and evidence of impact to ensure educational progress.



Does the Virtual School Head have to give PP+ to schools?

There is no requirement to do so. There is, however, an expectation that Virtual School Heads will pass on Pupil Premium funding to a child's education setting either termly or on an annual basis. This is so that it can be used to meet additional needs set out in the young person's PEP. Any funding not passed down to schools by the end of the financial year will have to be returned to the DfE.

Is there a cut-off date for the young person being eligible for termly PP+ funding?

No. The current arrangements in Birmingham are that PP+ is distributed on a termly basis and may be adjusted depending on the length of the term or any forced schools' closures. Birmingham Virtual School uses Social Care records and School Attendance and census data to track all current and historic Children in Care for each term to allocate the funding. For children who have come into care late into a school term or for only a brief period within the term it is at the discretion of the VSH as to whether to allocate any amount of funding to reflect this.

Who owns the equipment/resources bought with PP+ for example specialist software, hardware, keyboards, adapted writing equipment etc?

For equipment bought with devolved school PP+ the VS is working on the premise that the school decide how to use that funding and the responsibility for its spending. Whether the school own the equipment or 'gift' it to the young person needs to be agreed as part of the decision to purchase the equipment. For example, in the case of any ICT equipment the school would need to state whether it is bought for permanent personal use or whether it is a school laptop that the young people use whilst with them and is therefore maintained by the school and returned to the school if they leave.

For any items for the young person bought by the Virtual School from the centralised funds the same agreements need to be made from the outset -it is gifted to the young person or on loan.

What happens if a child moves school? Does the PP+ funding (and any specialised resources bought for them with the PP+ money) follow them?

Transfer of PP+ funding is a matter for discussion between schools and where relevant, Alternative Providers. It is Birmingham's expectation that when a child moves or transitions to a new school (and funding has not been spent) there is a discussion about the provision and support being delivered; and any current funding still available to support the move/transition. This discussion should include the ways in which any funding is passed to the receiving school or alternative provider, and how will continue to be used to meet a child's needs in accordance with their PEP. Please note, where a school retains any PP+ for a child no longer on school roll, they remain accountable to both the Virtual School and OFSTED for demonstrating the impact of that pupil premium spend on improving that child's educational outcomes.

How can schools find out PP+ arrangements for children in the care of a different LA?

Schools should check the young person's PEP or contact the Virtual School in the child's home LA. Most Virtual Schools in England will have a website containing contact details including their PP+ Policy.

*Acknowledgment to Hampshire and IOW Virtual school for the detail in some of the FAQ responses

PP+ FREQUENTLY ASKED QUESTIONS*

Do Children in Care qualify for Free School Meals or FSM Ever 6 Funding?

Children who are in a funded care placement – i.e., placed with a LA Foster Carer or an Independent Fostering Agency (IFA) Carer, do not qualify for FSM. This is because the Carer receives an allowance which covers all meals for each child in their care. Therefore, Carers already receive the funding needed to provide meals. This situation may be different for a child who is not in a funded care arrangement. Examples would include a child placed at home but with the LA in receipt of a Care Order. In such cases, the normal criteria for benefits related school meal eligibility still apply. Applications for Free School Meals can continue to be made as usual.

Please note in the current COVID 19 circumstances that current guidance states that 'for children who are attending school, meals should be provided by the school and be free of charge for pupils who would normally receive Free School Meals, and schools have discretion as to whether they charge other pupils. In an amendment to FSM pupil premium guidance currently some Children in Care will now continue to attract FSM ever 6 Pupil Premium for the school if they received Free Schools Meals in any of the 6 years prior to entering care.

Can PP+ and other types of Pupil Premium be accessed for a Child in Care?

No, pupils will only receive one premium per year. This is the higher amount (PP+ or Pupil Premium for Children Previously Looked After).

What happens in cases where a child is dual rolled at a school and an Alternative Provider or Pupil Referral Unit (PRU)?

PP+ Funding is always paid to the school where the pupil is solely registered. In the event of dual

registration, funding will go to the main school and the PRU will need to liaise with the main school to request a transfer of a proportion of the funding. Where an arrangement is long term, it would be possible to contact Birmingham Virtual School via the share in box birminghamvirtual-school@birmingham.gov.uk to request that the money is paid directly to the AP.

Can PP+ be used to pay for the costs of Alternative Provision?

No, every child, whether they are in care, has an entitlement to an education; and local authorities and schools received the AWPU (Average Pupil Weighted Unit) and high needs funding to provide an education entitlement. PP+ is an additional funding grant provided so that further interventions can be put in place to meet a child's educational needs. These will be identified on their PEP and used to address and close any gaps in progress and attainment.

Is PP+ allocated to Maintained or Independent Special Schools?

Children's needs will be met and fully funded through the LA's payment for the school place. Unless the Virtual School receives confirmation that PP+ is needed in addition to the funding already paid and identified within an EHCP it will not be made available. Local Authorities may allocate PP+ to Independent Special schools or spend the funding themselves on additional educational support to raise the attainment for the eligible pupils.

Please note additional funding information about children with special educational needs and disabilities be [Local Offer Birmingham | SEND Advice and Information](#)

*Acknowledgment to Hampshire and IOW Virtual school for the detail in some of the FAQ responses

PP+ FREQUENTLY ASKED QUESTIONS*

How can schools help ensure that PP+ payments are made on time?

It is imperative that schools accurately record CIC status on their School Census. Errors in Census Returns may result in funding being delayed.

What should a school do if they have not received PP+ funding for a Birmingham Child in Care on their roll?

The school can contact us at birminghamvirtualschool@birmingham.gov.uk if they encounter any difficulties with this or have any additional questions.

Is PP+ available for Looked After Children in the Early Years?

The Early Years Pupil Premium (EYPP) provides 66p per hour (up to £388 per year) per child in care (or child eligible for FSM.) Settings need to ensure that funds raise the quality of provision and practice, enabling children to make at least expected progress and poorer attaining children make better than expected progress. Ofsted Inspectors will consider how well leaders use additional funding, including the early years pupil premium where applicable, and measure its impact on disadvantaged children's outcomes.

Does the amount of PP+ my school/setting receive change?

The Birmingham Virtual School Headteacher will notify schools and settings annually through review of its Pupil Premium Policy on the total amount of PP+ it will devolve to schools. In exceptional circumstances where there may be changes in national policy or crisis such as national school closures any changes will be communicated to schools via email to Designated Teachers a term in advance.

I have a young person going into Year 11 who has repeated a year and so is already 16 and should be in year 12. Does her PEP requirements and PP+ funding change this year?

The eligible groups for termly PP+ funding at £600 is only for Reception to Year 11. For pupils repeating Yr 11 an additional funding request could be made from the Post 16 Pupil Premium Grant. Please refer to Page 13 of this Guidance.. School should not be accruing any unspent Year 11 PP+ from the previous Terms to enable support for this year. If £500 is not enough we advise school to seek advice from their Virtual School Officer/Advisor.



APPENDIX 1A AND 1B

Copy of Request for Additional Funding Forms

Available from Birmingham Virtual School

Rewards/Recognition - Celebrating My Achievements (School/Setting) Request for Additional Pupil Premium Plus	
<p>This form should be used to inform the Virtual School of a special recognition or achievement and, if needed, for the school to request additional funding so they can present a special reward.</p> <p>This form is a request for funds only and is subject to approval by the Virtual School Headteacher and must be discussed with your BVS Advisor/Officer before being submitted.</p>	
<small>*Please note that due to spend controls within the Local Authority, it might take longer to authorise payment.</small>	
Designated Teacher:	BVS Officer/Advisor: Locality:
Pupil Name:	ePEP user ID:
School/Setting where on roll:	Year Group:
Where additional PP+ is to be paid if this differs from where on roll:	Date of PEP when target was set:
Please select the focus area for the additional Pupil Premium Plus request	
<u>Focus Area:</u> PLEASE CHOOSE AN ITEM.	
PLEASE NOTE <ul style="list-style-type: none"> • You must ensure that information recorded on the PEP corresponds with this request. • The request can only be made for temporary support and cannot cover long term personalised rewards /awards. • All requests must consider how other funding (including PP+) available to school is being utilised. 	
Please note: If there is evidence of unspent PP+ or no clear plans of future spending commitment in the academic year, funding will be denied.	
All fields below must be fully complete for any request to be considered.	
1. What will the additional funding pay for?	
2. How much funding is needed?	
9. Is there anything you need to add to support this request?	
Funding Summary	
Requestor/Designated Teacher making request:	
Name	
Signed	
Date	
For Birmingham Virtual School Staff to complete	
Response from Officer:	
Is the request related to a discussion in the PEP?	YES/NO
Is the termly PP+ accounted for on the PEP?	YES/NO
Do you support the additional funding request to be progressed?	YES/NO
Additional comments to support the request:	
Name	
Signed	
Date	
(Virtual School Officer)	
Team Manager/District Lead Response	
Summary of discussion:	
Agreed on the conditions (if applicable) –	
Additional Funding to pay:	
Signed:	
Date:	
<small>(Team Manager/District Lead)</small>	

**Birmingham is in Section 115 Notice and all requests for funding go through Spend Approval Board and documents like this are audited by Commissioners.

APPENDIX 1A AND 1B

Copy of Request for Additional Funding Forms

Available from Birmingham Virtual School

School/Setting Request for Additional Pupil Premium Plus (Rewards/Recognition)	
Maximum request £100	
Designated Teacher:	BVS Advisor/Officer: Locality:
<p>Please email this request form to c/o – Marcia Folkes - Pupil Premium Plus Manager Birminghamvirtualschool@birmingham.gov.uk B13.4</p>	
*Pupil's Name:	D.O.B.
*School/Setting:	
<p>Date of PEP: _____ and PEP ID No. _____ The DT should ensure that the achievements the funding is requested for are also recorded clearly within the PEP page Rewards and Recognition</p>	
Details of reward to be purchased:	
<p>Date to be awarded:</p> <p><i>N.B We are requesting this information as the Virtual School will also contact the child and family after the school/setting reward is presented to also congratulate them on their success/achievement</i></p>	
Tick below the area(s) of focus for Reward/Recognition	
<p>1. Improved Attendance – maintaining attendance or significantly improving attendance.</p> <p>2. Outstanding Academic Achievement – Progress/Effort.</p> <p>3. Personal Achievement – demonstration of personal qualities such as determination, friendship, participation and respect.</p>	<p>4. Community Award – for being a good citizen – going above and beyond to help others.</p> <p>5. Award for my achievements in activities in or out of school - such as within sport, art, and music.</p> <p>6. Overall Outstanding Achievement - Personal Growth - add additional info below to support Request.</p> <p>7. Other</p>
<p>Details:</p> <p>Please note: If there is evidence of unspent PP+ or no clear plans of future spending commitment in the school academic year – funding will be denied but schools/settings can utilise this funding first.</p>	
<p>Amount of additional funding requested: - £ _____</p> <p>Details of where CiC is on roll (and where Additional PP+ is to be paid if this differs): Address: Phone:</p> <p>Signed Date Requestor/Designated Teacher making request</p>	
<p>For Birmingham Virtual School Staff to complete</p> <p>Virtual School officer/advisor will also write a personal congratulations postcard for the child/young person and will post to the family after the school reward is presented. Actioned: Yes/No</p> <p>There is evidence of effective PP+ spend and recording of achievements and success. Yes/No</p> <p>Signed Date Virtual School Officer</p> <p>Virtual School Team Manager to discuss as part of supervision and if agreed ST sign off</p> <p>Response from Virtual School / Team Manager: -</p> <p>Signed OFFICIAL Date/...../.....</p>	
<p>Monitoring & Review:</p> <ul style="list-style-type: none"> Virtual School Team Manager to review with VS Officer the spend on outcomes for the young person every 6 weeks in supervision meetings. SLT to review all Additional Funding request spending and impact termly 	

APPENDIX 2

Other School Funding Streams already available for Children in Care.

Based on every October Census each school is given an amount per child to educate them known as AWPU (Average Weighted Pupil Unit) this amount is set by each LA in consultation with their schools' forum. In Birmingham secondary schools receive £4,500 per pupil and could top up to around £6,000 with High Needs Funding for education if alternative provision is sought. In Primary the minimum is £3,500

In addition, based on the January Census the school receives its proportion of High Needs Block Funding to pay to use to support the needs of pupils who have additional needs but do not have ECHP. Many of our children will fall into the category if on SEN support and the DT may not be aware that they should be using this funding. This pays for TAs etc.

When moving in and out of schools across other LA's there is a calculation made by the DfE on the number of that LA's young people who move out of county and those that move in – and settles the difference (i.e. if more leave than out the LA received more funding and vice versa (DfE Funding 'import' and 'export' numbers).

For a young person with a higher or more complex level of education need the schools should make available its notional SEN funding to the cost of £6-10K to enable them to meet needs. If a young person requires continual and long-term ongoing support to this cost, then an EHCP assessment should be underway.

In Birmingham's neighbouring LA's there is a reciprocal agreement in place around matching SEN High Needs Funding for education.



APPENDIX 2

Import/Export adjustment for Local Authorities for Young People in Care moving in and out of Local Authority areas.

The majority of the High Needs National Funding Formula is designed to allocate funding to Local Authorities for the needs of the children and young people who live in the Local Authority's area, regardless of where they are educated. However, it is recognised by the DfE that Local Authorities face higher costs if they attract more pupils and students with High Needs who live outside the Local Authority area into their schools and colleges (counted as 'imports' in the formula calculation), for example because they are expected to pay for the costs of High Needs places in schools and colleges in their area.

Conversely, Authorities that 'export' pupils and students to other Local Authority places face lower costs. We have therefore included an import/export adjustment in the funding formula that reflects the movement of High Needs Pupils and Students between Local Authorities, where they live in one Authority and attend a school or college in another.

As such the DfE use the January School Census and ILR Data and compares the number of 'imported' and 'exported' pupils for each Local Authority. Where the imports and exports balance, the cost to the Local Authority is neutral and no adjustment is made. Where there are more imports than exports, or vice versa, a positive or

negative adjustment is made using a unit value of £6,000.

The pupils and students counted in the calculation of the adjustment are as follows:

- from the January School Census (age 4 to 18)
- pupils with top-up funding in Mainstream Schools and Academies
- pupils in Special Schools and Academies
- pupils in Non-Maintained Special Schools
- from R06 ILR (age 16 to 18 and 19 to 24-year-olds with EHC plans)
- students in SPIs
- students with Top-up Funding in FE Institutions

Please note: The import/export adjustment does not use any data relating to pupils in AP as the data is not accurate enough for making the adjustments; and it is expected that pupils attending AP are dual registered to a Mainstream School Roll.



Children in Care with an EHCP

The current financial arrangements are on the basis that the Local Authority responsible for securing the provision specified in an Education, Health and Care (EHC) Plan is the Authority in whose area the Young Person is ordinarily resident, as is normally the case. Consequently, the import/export adjustment in the High Needs National Funding Formula is based on School Census or ILR Data using the Local Authority area in which a pupil or student is resident.

The DfE recognise this may differ from the Local Authority responsible for Looked After Children and for paying the costs associated with their EHC Plan. If these funding arrangements do not adequately compensate Authorities that are bearing the cost of educating such Looked After Children living in their area, those Authorities still have recourse to the provisions of the Inter-Authority Recoupment (England) Regulations 2013.

For FE Institutions and Special Schools, the Institution-Level Data used for the import/export adjustments and associated adjustments referred to above should be broadly consistent with the numbers of places funded in that academic year. It should be noted that places for Post-16* Students with High Needs may be funded through a local arrangement with the provider Local Authority, not necessarily as places in the Institution's allocation.

Institutions must ensure that only those pupils and students with High Needs are included on the relevant School Census and ILR. Pupils and students with High Needs are those who have additional support assessed by the Local Authority as costing more than £6,000 per annum and for whom the Authority is paying Top-Up Funding to the Institution. It is also important that Local Authorities, in their discussions with Institutions, are aware of the number of pupils and students with High Needs that are included on the School Census and ILR and understand how that number affects a Local Authority's funding.



APPENDIX 3

Foster Care Allowance

All Foster Carers irrespective of whether they are employed by the Local Authority, a Trust or an Independent Agency are paid a weekly Foster Carer Allowance, that is intended to cover the cost of the child/young person's clothing, food, transport, school outings, and the increased costs of lighting, heating, laundry, entertainment and wear and tear on furniture for the family. It also includes pocket money, but the actual amount of pocket money to be given to the child is left to the discretion of the Foster Carer in consultation with the Social Worker.

For Carers employed by Birmingham Children's Trust pays a weekly Maintenance Allowance in respect of each Foster Child in placement. The allowance varies with the age of the child.

Other Allowances

1. Birmingham Children's Trust also funds an initial clothing allowance payable during the first 12 months of the placement of any child with a fully approved Foster Carer. This is a discretionary allowance, and the actual allowance paid in respect of any child depends on that child's need for clothing at the time of placement, up to a set maximum per child. If the Foster Carer has had a period of temporary approval, any payments made for the same purpose during that period will be considered in calculating the appropriate contribution.

2. When a Foster Carer becomes fully approved the Trust will consider paying an initial Equipment Allowance. This is a contribution (up to a set maximum) toward any furniture and equipment that the Foster Carer will need for the fostering task. All approved Foster Carers who offer Short Term Placements receive an allowance toward the upkeep and replacement of furniture and other equipment.
3. The Trust provides an allowance to all fully approved Foster Carers toward the purchase of a birthday gift for each Foster Child. This is paid automatically shortly before each child's birthday.
4. The Trust pays an allowance toward the expenses related to Christmas or an alternative religious festival. This is paid automatically before Christmas, or at a time of year nominated by the Foster Carer for the specific child.
5. The Trust pays an allowance each year toward the provision of a holiday for each Foster Child.
6. Please note Birmingham Virtual School have produced an information leaflet for Carers this is available to download from Birmingham Children's Trust Foster Carer Portal.



APPENDIX 4

Some ideas for Pupil Premium Spend linked to pupil needs

Useful Resources/ Programmes & Links

RAISING ATTAINMENT AND ACCELERATING PROGRESS

BVS Offer

- Virtual School mini tutorials - Virtual Schools to look in to making mini tutorials/training sessions aimed at carers to support their child learning at home (homework, study skills, maths etc).
- Thrive Assessment – School or BVS (training would be needed – BVS Advisors)

School Resource links / suggestions

- SHINE – Primary reading and Maths intervention
- Toe by Toe - 2 books standalone resources. Assess where the YP is at phonics (maybe concerns re possible dyslexia/poor spelling etc)
- Writing Interventions
- Spelling and Phonics
- Word Wasp – Resource to look at spelling rules
- Paired reading - School and carers to facilitate paired reading opportunities for those who require support.
- Beanstalk – YP build up a positive relationship with the volunteers.
- Read Write Inc – Ruth Miskin (Phonics)
- Fine motor skills activities - PP menu to be updated and made available on epep notice-board with suggestions of resources for fine motor skills resources which can be used at home with carers. (Such as: Puzzles/Beads/ Lego/Tracing/colouring/Threading/Sewing)
- Power of 1 and Power of 2 books
- Numicon



- Mathletics - Can also be used at home supported by parents/carers
- Times Tables Rock Stars
- White Rose - Can also be used at home supported by parents/carers
- Thrive Assessment – School or BVS (training would be needed – BVS Advisors)
- Equal Education - 1:1 tuition

Carer/SW links and suggestions

- Oak Academy / NHS South Warwickshire – School Skills – intervention programme.
- Carer having a target on the PEP to listen to the child read – record in reading diary – primary
- Paired reading - School and carers to facilitate paired reading opportunities for those who require support.
- Fine motor skills activities - PP menu to be updated and made available on epep notice-board with suggestions of resources for fine motor skills resources which can be used at home with carers. (Such as: Puzzles/Beads/ Lego/Tracing/colouring/Threading/Sewing)
- Mathletics - Can also be used at home supported by parents/carers
- White Rose - Can also be used at home supported by parents/carers
- Timetables Rockstars – online / Mathletics – primary/Secondary
- learning – carers IT skills (if support needed/training).
- Carer having a target on the PEP to listen to the child read – record in reading diary - primary

RESOURCE LINKS

ALTERNATIVE CURRICULUM COURSES/PROVISION (VIRTUAL FOR KS4)

BVS Offer

- FlashAcademy - BVS to create log in for students when required. Carers to support access at home
- Tuition - Once agreed at PEP that tuition is required, BVS have a list of approved tuition services that can be accessed. School will then arrange provision.
- BVS Enrichment offer (Blue Whale, Right Trax etc). ePEP notice board will keep an up to date record of enrichment offers for schools provided by BVS.
- Tuition – PP+ funded/BVS

School Resource links / suggestions

- SAM Learning - School to refer/sign up if they do not have an alternative. Carers to support access at home
- GCSE Pods - School to refer/sign up if they do not have an alternative. Carers to support access at home
- My Maths - School to refer/sign up if they do not have an alternative. Carers to support access at home
- Aim Higher (West Midlands) - Student should be encouraged to interact with the site and the chat feature to discuss their career path questions. School can also pull some of the resources from the site to work through with the student. Carers to support access at home (or school to support access with them). School to sign post

- Sutton Trust - School to refer/sign up if they do not have an alternative. Carers to support access at home
- Power of 2 – Books that go through very simple numeracy strategies (can be used with secondary)
- Numicom practical resource

Carer/SW links and suggestions

- SAM Learning - School to refer/sign up if they do not have an alternative. Carers to support access at home
- GCSE Pods - School to refer/sign up if they do not have an alternative. Carers to support access at home
- FlashAcademy - BVS to create log in for students when required. Carers to support access at home
- My Maths - School to refer/sign up if they do not have an alternative. Carers to support access at home
- Aim Higher (West Midlands) - Student should be encouraged to interact with the site and the chat feature to discuss their career path questions. School can also pull some of the resources from the site to work through with the student. Carers to support access at home (or school to support access with them). School to sign post
- Sutton Trust - School to refer/sign up if they do not have an alternative. Carers to support access at home
- Dyscalculia - Toolkit help at home

RESOURCE LINKS

SOCIAL SKILL DEVELOPMENT/ BEHAVIOUR FOR LEARNING/ ADULT OR PEER RELATION- SHIP

BVS Offer

- ELSA
- Education DESTY
- JASS – Junior Award scheme for schools
- D of E – school based

School Resource links / suggestions

- Conflict Resolution <https://www.cmpsolutions.com/workplace/conflict>
- Restorative Practices
- Circle of Friends
- Outdoor education – Schools need to purchase
- St Giles Trust - assemblies and workshops around County Lines and CCE
- Loud Mouth - Birmingham based
- Theatre in education company tackling a range of diverse issues including CSE, Relationships, Knife crime



RESOURCE LINKS

UNIVERSAL SUPPORT - EMOTIONAL REGULATION/ MENTAL HEALTH/ ANXIETY

BVS Offer

- Education DESTY
- ELSA
- Barnardo's – 1:1 emotional support
- Referral to BVS offer – therapeutic services
- Evolve – XLR8 transition support for Year 6 and 1:1 mentoring support

School Resource links / suggestions

- Emotion Coaching Training
- Trauma Informed Attachment Aware School/Setting programme
- Mental Health First Aid
- TESS/CAMHS/FTB
- Tulsa Toolkit
- Mentors in Violence Prevention - as the name suggests, also peer mentor training
- EP/ Pupil in school support / CAT – to share and be included in the PEP
- Foundations 4 the Future - various mentoring programmes
- Outdoor education – Schools need to purchase St Giles Trust - assemblies and workshops around County Lines and CCE
- Person centred review meeting – was previously run by EP's – some schools will use for transition planning
- <https://breathe-edu.co.uk/>

Carer/SW links and suggestions

- KOOTH App – online real people to interact with.
- #youvebeenmissed
- Place2Be – Mental health support online
- The waiting Room
- PAUSE
- Yoga/mindfulness/meditation
- Music Therapy/Play Therapy/Lego therapy
- Puzzles/Beads/Lego/Tracing/colouring/Thread-ing/sewing
- The Gap - Youth Arts organisation and cultural space in Birmingham. Tools for making sense of the world and imagining possible futures
- Umbrella health - support for the delivery of Sex and Relationships education, city centre based drop in service



RESOURCE LINKS

MOTIVATION AND EMPLOYABILITY SKILLS AND PROGRAMMES

BVS Offer

- Adulthood Team - Leaving Care / Transition, Discussion at PEP
- Evolve – XLR8 transition support for Year 6 and 1:1 mentoring support
- JASS – Junior Award scheme for schools
- D of E – school based and BVS
- Art's Awards – BVS offer as part of the Arts link
- Birmingham Careers Service

School Resource links / suggestions

- Careers Trust / CV writing, mock interviews, employability skills
- Prince's Trust
- Step Ladder
- D of E – school based and BVS
- Forest schools
- Oak Academy / NHS South Warwickshire – School Skills – intervention programme.

Carer/SW links and suggestions

- Achievement for all – free resources for DT's

RESOURCE FOR STAFF - SIGNPOSTING AND CPD

- BVS Website
- TIAAS VIDEO - YouTube
- Birmingham Safeguarding Childrens Partnership Right Help, Right Time
- Birmingham Children's Partnership - Resources
- Local Offer Birmingham | SEND Advice and Information
- Birmingham Exclusions
- Professional Learning Programme
- WMVS Children In Care Foundation



BIRMINGHAM VIRTUAL SCHOOL & CITY OF BIRMINGHAM SCHOOL'S BEHAVIOUR SUPPORT TEAM PARTNERSHIP

Academic Year 2024-25

Birmingham Virtual School has commissioned City of Birmingham Schools Behaviour Support Team to provide 105 hours In School Support Hours for its' children in care. The hours can only be accessed through agreement with your Virtual School Education Support Advisors.

The type of outreach /in school support the Behaviour Support Team can undertake within the school is as follows:

Which schools/pupils can access?

Your Education Support Advisor will discuss with the Behaviour Support Team any pupils they are supporting where there is:

- an increasing profile of emotional dysregulation in or out of classroom
- an increasing risk of sanctions
- an increasing risk of Fixed term Exclusions
- a CIC without an EHCP but requires support as part of graduated response and two terms plan, do, review for SEMH or ASC
- a CIC who has recently been admitted onto school roll as in-year admission from a previous school where any of the above were experienced

Classroom Support	Pupil Support
<ul style="list-style-type: none"> • Focussed lesson observations and the sharing of effective classroom management strategies • Developing whole class behaviour management plans for consistent best practice • Coaching and advice to maximise the effectiveness of teaching and support staff 	<ul style="list-style-type: none"> • In class observations of individual pupils and the development of effective support plans • Participation in multi-agency meetings and support for the EHCP assessment process • Individual and small group support sessions around areas such as anger management, social skills, stress and anxiety, active citizenship, character education and building self-esteem • Intensive 1:1 support for pupils at risk of exclusion • Identifying triggers for the pupil, advocate for the child and develop strategies for success • Undertaking emotional literacy assessments • Personal strategies for managing anger, toxic stress, hyper vigilance, support for emotional wellbeing, • Personal strategies for stress awareness and stress management • Develop pupil self-awareness and self-esteem • Create individual support plans • Develop a personalised programme to support any anxiety around school/ class transition

The school should have already implemented a range of universal support interventions (as evidenced within the PEP and behaviour support or pastoral support plans). The Virtual School Education Support Advisor will discuss with the school the young persons' needs and the impact of any of the interventions to date. School should also have already considered our exclusion guidance for Birmingham children in care and some interventions available from our wider support offer.

If it is agreed with school that the support of the Behaviour Support Team would be beneficial to the child/young person or staff at the school the Advisor will discuss the case with the Behaviour Support Team. The consultation outcome may suggest further interventions, support or sign posting or agree to school referral on one of the terms set out below.

An initial 6 weeks support offer (with half termly reviews to consider extension):

- with an agreed 50:50 split cost with the school. We will match any hours the school commissions from the Behaviour Support team in school support. N.B The school can pay for this from notional SEND funding for these hours
- 100% funded hours from the Virtual School for any child returning to mainstream from a PRU or an alternative provision (for out of local authority or already in city)
- Where a school has already spending above £6K (notional SEND funding Element 2) on interventions for the child/young person as well as the termly PP+ £500 (as evidenced within the PEP and behaviour support or pastoral support plans) the Virtual School Education Support Advisor can agree a 100% BVS funded initial 6 weeks offer with half termly reviews to consider extension

Birmingham Virtual School has commissioned this central Behaviour Support Team Offer so we can:

- Enable access to high quality support for our most vulnerable children,
- Share the cost with schools on accessing high quality intervention for pupils who are routinely emotionally dysregulated;
- Support school staff professional development. Providing advice and supporting adaptations staff can make to their teaching, communication, classroom/school rules and routines; to equip them in effective communication and management of a child with adverse childhood experiences, attachment difficulties or disorders

If the Virtual School and Behaviour Support Team agree that support hours should be made available for the school/child/young person, the Advisor will discuss with the school and agree the funding ratio. The school will (as they would for any other pupil) complete with child/family and Social Worker the Behaviour Support Team Referral and work with the Behaviour Support Team teacher arranging meetings, observations, assessments, trial any strategies suggested and report on impact and progress, share information and progress with the child/young person's family, the Virtual School Advisor and Social Worker update key documentation to the child/young person's PEP.



How many hours will be funded?

This will be initially a 6 week offer of an agreed set number of hours per week until assessments of the pupil in the classroom have been undertaken by the behaviour support team. Once the assessments /observations are complete this information will then be used to clarify the initial length of support time required and set out the agreed review points. All support offers can be extended in discussion with education support advisor, behaviour support team and school.

Partnership working between COBS Behaviour Support Teacher, school / education setting and Virtual School

The Behaviour Support Teacher will share with both the Designated Teacher, key named schools' staff and the Education Support Advisor assessment data, observation information and any pupil targets so it can be uploaded/recorded into the PEP. If the Behaviour Support Teacher is working with the child/ young person at the point where a PEP meeting takes place they will attend as a professional and add to the PEP targets and progress made within the PEP.

Measuring impact/ Progress of interventions

The agreed measurable data indicators will vary, depending on how the young person's emotional and behavioural responses are currently presenting. As such the Education Support Advisor, Behaviour Support Teacher, relevant school staff, Social Worker and family will agree a set of measures before the Behaviour Support Teachers work commences. These will then be reported on and against the start and end of the agreed programme of support. These will also be collated across all young people supported through the 12-month contract and reported back as termly (interim) and annual (summative) updates to the Virtual School Headteacher by the Head of COBS Behaviour Support Team.



EMOTIONAL SUPPORT: DIRECTORY OF SERVICES

PLEASE NOTE: We do not hold SLAs with any of these services, this is for signposting information only. Funding for support is to be paid out of PP+ through school.

As we are currently not commissioning work to any of these services, there are other services available that might be of interest.



What do they do?

- Community Supported Living
 - Residential support
- Community Support Services
 - Information helpline
 - Training

Who to refer

- Siblings
- Families
- Staff – autism awareness training
- Support for children and families in
 - crisis

Cost

Contact Autism West Midlands directly.

Locations

West Midlands

Contact

Office No: 0121 450 7582

info@autismwestmidlands.org.uk

Kings Norton Business Centre,
Imperial Court, Sovereign Road,
Kings Norton, B30 3ES



What do they do?

Barnardo's are a charity who offer support to young people through the direct intervention. Work includes a variety of evidence-based activities and resources including resilience approaches, solution focused approaches, motivational approaches and art and creative activities. Barnardo's have enough capacity to work with 12 young people at a time offering a 12-week programme of intervention for one a one to one support for one hour per week for any young people you refer.

Who to refer

Young people in years 9, 10 and 11
Supporting young people to develop resilience
Young people with Mental Health diagnoses
Those at risk of NEET
Early prevention for potential future NEET

Cost

Contact Barnardo's for costs

Locations

West Midlands

Contact

Thomas Gillam - Team Manager
thomas.gillam@barnardos.org.uk





What do they do?

Beyond the Horizon Charity [BTHC] helps children, young people and families who have been affected by loss, bereavement, divorce or separation; working through their challenges to achieve hope for a healthy future and emotional wellbeing. Our professionally trained counsellors help children to come to terms with their loss, giving them the tools to cope with changes in their lives.

Cost

Our support is free for individual children living in Birmingham or attending a Birmingham school. We can also offer support for those outside the area, at a small cost.

Who to refer

Individual children Groups Crisis support [e.g. for sudden death of a student or loss of a parent], together with Helping those Staff supporting young people who have experienced significant loss.

Locations

Birmingham

Contact

admin@beyondthehorizon.org.uk

0121 444 5454

Beyond the Horizon Charity, Holy Cross Church Centre, Beauchamp Road, B13 0NS.





What do they do?

CEST offers a flexible menu of services, tailored to meet schools needs. We are based on highly qualified clinical psychotherapists and consultants. We work with children both primary and secondary schools during their most vital stages of their development.

Who to refer

Art Psychotherapist: One dedicated practitioner 1 day a week. Ability to take 6 individual referrals for each term, or facilitation of group sessions up to 3 - 6 children. Providing one on one or group child led therapeutic sessions.

Cost

Contact CEST for costs

Locations

West Midlands

Contact

Via link on their website:
<https://www.cestservices.co.uk/contact>





What do they do?

Cherished is a non-profit organisation providing attachment focused support for girls in Primary and Secondary schools across Birmingham. Our ground-breaking self-esteem workshops and mentoring schemes are committed to nurturing, empowering and developing the true potential of young girls. The Cherished Course. An 8-week course with focused, small group work. Adapted for Primary and Secondary school girls around the topics of: Family, protecting your heart, friendship, self-esteem,

hopes and dreams and managing emotions. 1:1 Mentoring. 12 weeks of bespoke mentoring with one of our highly trained creative mentors. Our 1:1 mentoring sessions provide dedicated time and space for girls to form positive attachment and feel safe, seen, soothed and secure. Each of our highly trained, volunteer mentors are equipped with resources to creatively meet the unique needs of every individual girl. We aim to teach girls healthy ways to manage their emotions and develop

Cost

Contact Cherished for costs

Who to refer

Focused support for girls Attachment focused

Locations

Birmingham

Contact

admin@cherisheduk.org

0121 389 8244

You're Cherished CIC, 2nd Floor,
198 Boldmere Road, Sutton
Coldfield, B73 5UE





What do they do?

The Dare2Dream Foundation is a not-forprofit organisation that aims to support young people in a range of ways. They offer bespoke support programmes in areas such as: Social and Emotional Well-being. This programme aims to enhance emotional well-being by focusing areas such as emotional intelligence, coping strategies, resilience, confidence and self-esteem. Positive Behaviour Support. This programme aims to promote positive behaviour through building resilience, effective communication, promoting positive relationships, and raising of aspirations. NEET Support for young people who are not engaged in education, employment or training. This programme aims to equip young people with skills and motivation to re-engage with education, training and employment.

Cost

£250 for half a day (9 – 12.30), can be used for three students each having 1:1 sessions and/or group work.

NO REDUCTION ON THIS FOR ONE TO ONE

Who to refer

Young people in crisis Re-engagement in education Short term intervention
NEET Mental Health needs Academic mentoring

Locations

West Midlands

Contact

The Dare2Dream Foundation





What do they do?

Elements is a child -centred, Social & Emotional Mental Health Support Service to help children and young people effectively connect across the four elements of wellbeing: Physical, Environmental, Social & Mental. SEMH support programme. It's about being creative and not becoming too attached to the outcome. We include the following activities: Chess chat, the "I" statement, self-awareness through selfreflection and scenario-based exercises. Elementors mentoring programme.

A specialist mentoring service for children & young people living in care Drawing and Talking Therapy Programme. A therapeutic model, used to aid children's communicational skills, and help them with underlying emotional difficulties that may be affecting their learning, behaviour, selfesteem, and relationships. N-GAGE programme in conjunction with "The Right Path" A bespoke SEMH support service for children & young people with significant concerns i.e., nearing permanent exclusion (Max 8 in a group) Bereavement support programme. Elements can offer an 8 – 12-week support programme that has been designed to accommodate nonverbal exercises such as the memory Jar and draw & talk. Sessions are designed to be creative and thoughtful with a strong emphasis on keeping memories alive.

Cost

(Prices correct for 2021) SEMH support programme. 12 weeks £600 Elementors Min 6 months - £1,500 Drawing and Talking Therapy Programme. 10 weeks £600 N-GAGE programme 12 weeks £1,200 Bereavement support programme. 12 weeks £600

Who to refer

SEMH support
12 weeks of 1:1 /
group work
Mentoring,
creative therapy
Assemblies

Locations

Tamworth
based

Contact

info@elementssupport.com





What do they do?

Family Action transforms lives by providing practical, emotional and financial support to those who are experiencing poverty, disadvantage and social isolation across the country.

Cost

Contact Family Action directly.

Contact

Tel: 020 7254 6251

34 Wharf Road London, N1 7GR

Who to refer

- Schools and Education
 - Early Years
 - Children & Families
- Adult Mental Health & Wellbeing
 - Grants

Locations

Family Action is a national charity, with an incredibly local focus. Whilst the Head Office is based in North London, we deliver our services from local offices across the country.





What do they do?

Malachi work with schools, councils and agencies to identify and support families who are facing difficulties. In schools, they offer a range of services including parenting classes and one-to-one therapeutic intervention. Malachi can offer one to one support to young people either within their centre or as outreach. One to one support can be in the form of mentoring for young people, as well as talking therapy/counselling. There are qualified play therapists who work at Malachi and so if referring a younger CIC, this may something to consider. They will work with all young people from age 7 upwards.

Who to refer

Young people who will engage with a talking therapy Can offer support as counselling or as mentoring Offer family support Play therapy for primary aged young people - please discuss this with them prior to making a referral as not all workers are play therapy trained Re-engagement and mentoring for young people at risk of exclusion

Cost

Approx. £1000 for 12 sessions - no less than 12 sessions over a four-month period

Locations

Midlands and Staffordshire

Contact

enquir@malachi.org.uk





What do they do?

Our network of music therapists work with people of all ages and with a range of conditions, however, the main body of our experience is with young people with special needs. Providing music therapy to infants and children with autism, challenging behaviour, special needs, learning disabilities and communication disorders. In addition, we have a great amount of experience working with children in care (Looked After Children).

Cost

Contact Music Therapy works for costs

Who to refer

Early years, children, adolescents, family work Group work Special needs – learning disabilities, challenging behaviour, autism

CiC

Locations

Birmingham, Worcester and the surrounding Midlands.

Contact

01905 972567
info@musictherapyworks.co.uk





What do they do?

Our Place Support Mentoring Scheme holds the Approved Provider Standard Award in Mentoring. Our highly rated support service provides high quality bespoke one-to-one and group mentoring to children, young people and adults who need assistance with their social, emotional or mental health wellbeing. All Mentors are trained in Level 3 Mentoring Practice and work alongside individuals on a range of issues including low self-esteem and confidence; loss; challenging behaviours; issues with peer relationships; stress, abuse and mental health issues such as anxiety and depression.

Cost

The standard cost of our Mentoring sessions is £30 for Children and Young People

Who to refer

1:1 and group work

Locations

Sutton
Coldfield

Contact

enquiries@ourplacesupport.org

0121 354 4080





What do they do?

We work on improving the literacy skills of young people through boxercise, creative writing and other forms of art.

What we do is engage their body and mind as one entity instead of two separate units.

Poetry with Punch does this to entice and inspire so that its participants can gain confidence, self-worth and break stereotypes

Who to refer

Group work
Primary and secondary schools

Locations

TBC

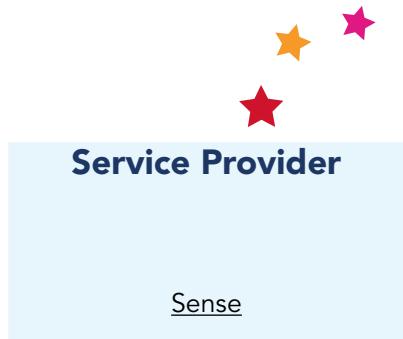
Cost

Contact Matt directly

Contact

Matt Windle
poetwithpunch@hotmail.com





What do they do?

For everyone living with complex disabilities. For everyone who is deafblind.

Sense is here to help people communicate and experience the world.

We believe that no one, no matter how complex their disabilities, should be isolated, left out, or unable to fulfil their potential.

Arts, Sport and wellbeing We deliver inclusive opportunities

Who to refer

Activities for siblings and young carers
The Siblings and Young Carers Service supports people aged 5-18 that have a brother, sister or parent with

Locations

Birmingham

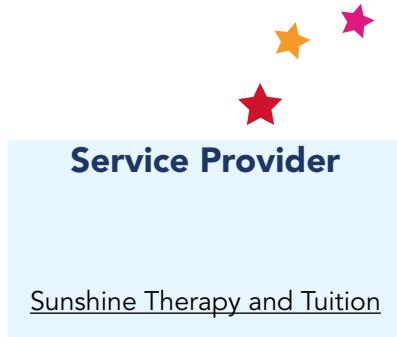
Cost

FREE

Contact

Tel: 0121 415 2720
Sense TouchBase Pears
750 Bristol Road
Selly Oak
Birmingham
B29 6NA





What do they do?

Delivering play therapy to students who experience difficulties which interfere with wellbeing and concentration:

- ADHD
- ASD
- Bereavement
- Emotional dysregulation School transition

Who to refer

1:1 sessions
(minimum 12 weeks)
therapeutic play
1:1 or small group learning activities
as targeted interventions in schools

Locations

Birmingham and surrounding areas

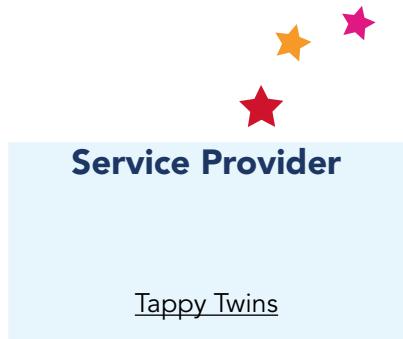
Cost

Professional fees from April 2021 (includes all resources) £250 full day £150 morning £150 afternoon

Contact

David Lewis
Therapeutic Play Practitioner
PTUK
d.lewis@therapyandtuition.com
07375 232858





What do they do?

Tappy Twins is a C.I.C. (Community Interest Company) which was developed to support young people through 1-2-1, workshops and family support with a focus on prevention. Work with young people and families to develop tools for life; to help them overcome their fears, traumas and everyday worries.

Focussing on healthy lifestyle choices: teaching problem solving, self-awareness, coping strategies, and focusing on confidence building. They use a unique combination of counselling, mentoring, therapies, coaching and strategies in our group work and 1-2-1 sessions. The majority of these therapies are energy based. Some of these include traditional EFT, Mindfulness, NLP, Picture Tapping, PSTEC and Matrix Reimprinting.

Cost

Contact Tappy Twins for costs

Who to refer

Primary aged young people 1:1 and group work Family support Counselling, mentoring, therapies, coaching and strategies.
NEET

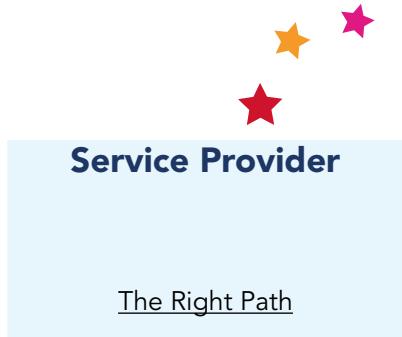
Locations

Whole of the UK

Contact

Suzanne
suzanne@tappytwins.com
03306 601274
Tappy House
10 Silver End Business Park
Brettell Lane Brierley Hill
West Midlands DY5 3IG





What do they do?

The Right Path: The core aim of our work is to enhance the emotional wellbeing, mental health and life opportunities of children and young people in our society. Horizon. Specialises in 1:1 therapeutic support for children and young people experiencing psychological/emotional stress or discomfort.

Recommended 12 sessions (1 a week) Stepping Stones. Specialises in supporting vulnerable and at risk children and young people, who are demonstrating harmful behaviours and attitudes towards themselves or others. Pathways. Pathways delivers short programmes, interventions and workshops for schools. N-Gage workshop for young people. A 12 week youth crime prevention programme, exploring county lines, drug misuse, knife crime, music influences and gang affiliation. Life skills workshop for Young People. 8-12 week workshop.

Cost

Contact The Right Path for costs

Who to refer

SEMH provisions
KS1-KS5
1:1 and group work
SEND, vulnerable/ at risk, cusp on exclusion, children in care.
Mentoring Parent focused support

Locations

Birmingham and the surrounding West Midlands regions, i.e The Black Country Wolverhampton, Solihull, Coventry etc

Contact

Joe Cole
0121 257 8506
info@therightpath.org.uk



"We need to start any thinking around Pupil Premium by focusing on what is a good strategy for raising attainment, rather than questions about what the money is used for"

Mr Marc Rowland (2018)

'Practical Guide to the Pupil Premium and Learning Without Labels'.



Birmingham
Virtual School

 **RESET**

 **RESHAPE**

 **RESTART**