

Virtual School – Pupil Premium, ePEP, Model Policy and Designated Teacher’s Report to Governors Update March 2015

Pupil Premium Policy

Information re year end procedure and any underspend in the budget has been added to the policy.

EPEP and Pupil Premium - Key Messages from Year 1

- The support from schools to implement the new system is appreciated – thank you!
- No (good) PEP = no Premium
- Schools should lead on ePEPs, in the same way that they would with reports and parents’ evening.
- In the best ePEP meetings the focus is the child and all paperwork has been completed in draft beforehand.
- ePEPs must be kept up to date and accurate, so that the ePEP meeting is not used for checking data.
- The ePEP must be reviewed in school and termly.
- The person attending from school and care must be empowered to make decisions.
- We are looking for SMART targets, ambition and thinking 'out of the box'. A good question to ask is 'what would I do if this were my child?'
- It is important to link key people to the target so they get updated via RAG ratings.
- The focus is getting the right outcomes for the child: money will not be ‘micro managed’, unless it is necessary to establish why targets have not been met or agreed services not delivered. Otherwise we assume that the cost of meeting the target, over and above core services is £500 per term.
- Central services – EP and Clinical Psychology and some Shaftesbury additionality – are best provided centrally. No school on its own can keep such services on permanent standby.
- We will keep ePEP and PP as a standing item at Designated Teacher termly briefings.

Revised Model Policy

- The Model Policy for CiC has been revised to reflect best practice, following consultation via newsletters to heads and DTs and discussed at termly DT briefings.
- We are asking governing bodies to consider adopting the revised policy during the summer term.
- Challenge will be matched with support from the Virtual School - we hold each other to account.
- Permanent Exclusion is not needed - 99% can be anticipated, so alternatives can be planned for, and in the 1% of cases, a managed move is safer and achieves the same outcome. It is important that young people understand that behaviour has consequences but the consequences of permanent exclusion for children in care are often disproportionate - examples from other LAs: care placement breakdown; break up of sibling groups and a recent serious case review.

Designated Teacher's Report to Governors.

- The report is designed to allow a school to demonstrate that the statutory requirements for Designated Teachers are being delivered and helps the VS cover its statutory role.
- I would be grateful if you could ensure that the report is returned to the VS by email by end of the summer term.
- I am happy to speak to governing bodies re the model policy, report and other CiC matters.