



Level Up

How can we use PP+ to close the gaps and accelerate progress and attainment so that every child at least reaches their potential?

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Level Up

Aims:

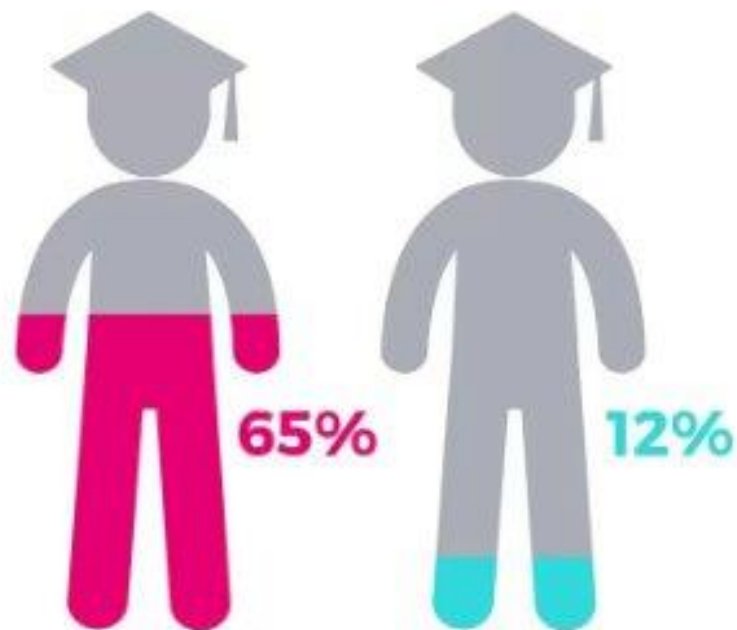
- To know how to identify the educational barriers for children in care
- To consider how funding can be matched to need with evidence based approaches
- To understand the importance of collaborative implementation
- To understand the importance of measuring impact to inform next steps

Children and young people in care do not lack potential, aspiration or ambition to thrive.

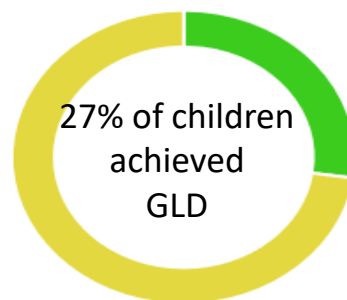
Achieving 5 good GCSEs (A* to C):

Young people are 5 times less likely to achieve 5 good GCSEs if they have been in care.

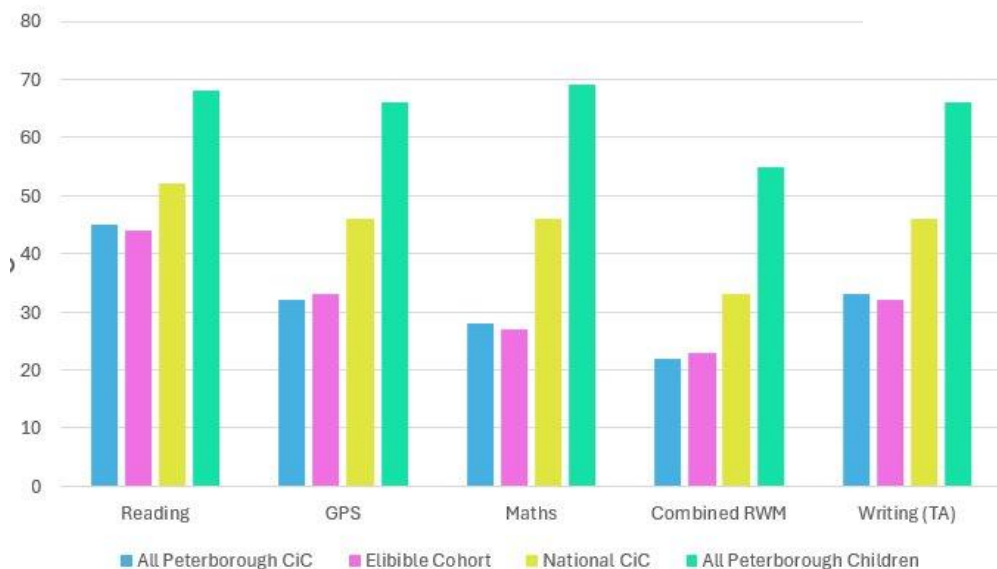
They are more than twice as likely to not be in education, employment or training at the age of 19.



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% KS2 Children \geq Expected

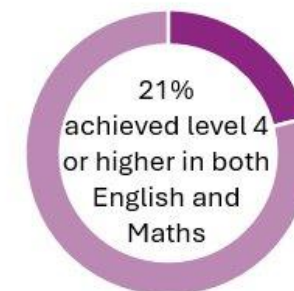
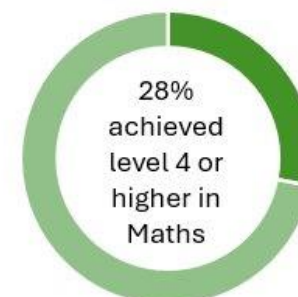


Key Stage 4

Full Year 11 cohort: 57

Eligible cohort: 46

22% of this cohort have an EHCP



Step 1. Knowing the individual – their gaps, their barriers

Prior attainment

Education History

Diagnostic assessment (academic and pastoral)

External expertise

How do we become experts? Where can we look to do our research?

Observations of talk, listening and non-verbal communication

Family voice

Book/work study

Participation in activities

Pupil voice



Step 2: Matching spending to educational need

We understand the value of extracurricular and enrichment activities for children and young people. PP+ grant can only be used to fund evidence-based activities which lead to improved **educational** outcomes.

All children are entitled to full time education provision. Pupil premium plus should not be used to replace this entitlement or fund alternative provision during the school day.

IT equipment, including laptops and tablets, may be purchased using PP+ so long as an educational need is identified and recorded within the PEP.

Where there are barriers in accessing specialist support which will further impact the progress of the child, or specialist support is not universally available for all children, PP+ funding may be requested through the PEP.

Funding can be used for activities to develop social-emotional skills such as self-regulation, relationship and communication skills, and decision-making which are not universally available and are not considered therapy.

Step 3: Collaborative Implementation

? How will I achieve this?



Step 4: Measuring Impact and Next Steps



To what extent have the DO been achieved?



Children and young people in care do not lack potential, aspiration or ambition to thrive.

Step 1. Knowing the individual – their gaps, their barriers

Step 2. Matching spending to educational need

Step 3. Collaborative implementation

Step 4. Measuring impact and deciding next steps



Peterborough Virtual School PP+ Policy:





Lunch

Please be back in your seats in the main conference room ready for a **1:15pm** start



KRISS KEZIE UCHE CHUKWU DURU AKABUSI

