

Date of issue: Wednesday, 10 December 2014

MEETING	CABINET	
	Councillor Anderson	Leader of the Council - Finance & Strategy
	Councillor Carter	Community & Leisure
	Councillor Hussain	Health & Wellbeing
	Councillor Mann	Education & Children
	Councillor Munawar	Social & Economic Inclusion
	Councillor Parmar	Environment & Open Spaces
	Councillor Sharif	Performance and Accountability
	Councillor Swindlehurst	Neighbourhoods & Renewal
DATE AND TIME:	MONDAY, 15TH DECEMBER, 2014 AT 6.30 PM	
VENUE:	MAIN HALL, CHALVEY COMMUNITY CENTRE, THE GREEN, CHALVEY, SLOUGH, SL1 2SP	
DEMOCRATIC SERVICES OFFICER: (for all enquiries)	NICHOLAS PONTONE 01753 875120	

SUPPLEMENTARY PAPERS

The following Papers have been added to the agenda for the above meeting:-

* Items 10, 11 and 16 were not available for publication with the rest of the agenda.

PART 1

<u>AGENDA ITEM</u>	<u>REPORT TITLE</u>	<u>PAGE</u>	<u>WARD</u>
10.	Children's Social Care Workforce Strategy 2014-17	1 - 28	All
11.	Looked After Children Pupil Premium Policy	29 - 70	All

PART II

16.	Cambridge Education Contract Variation	71 - 76	All
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SLOUGH BOROUGH COUNCIL

REPORT TO: Cabinet **DATE:** 15 December 2014

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WARD(S): All

PORTFOLIO: Councillor Pavitar Kaur Mann, Commissioner for Education & Children

PART I
NON-KEY DECISION

CHILDREN'S SOCIAL CARE WORKFORCE STRATEGY**1 Purpose of Report**

To set out the Children's Social Care Workforce Strategy which aims to establish Slough Borough Council as an employer of choice, with a stable, competent workforce with high ambition for Slough children, who will deliver good quality services and achieve improved outcomes for local children.

2 Recommendation(s)/Proposed Action

The Cabinet is requested to resolved that the Children's Social Care Workforce Strategy be endorsed as part of the Children's Social Care Improvement Programme.

3. The Slough Joint Wellbeing Strategy, the JSNA and the Corporate Plan**3a. Slough Joint Wellbeing Strategy Priorities**

Priorities:

- Health
- Economy and Skills
- Regeneration and Environment
- Housing
- Safer Communities

As part of the Children's Social Care Improvement Programme, improving the quality of social work practice within Slough Borough Council's Children's Social Care Service cuts across all the Slough Joint Wellbeing Strategy Priorities in relation to those most vulnerable children and young people within the borough.

4 Other Implications**(a) Financial****Staffing: Investment and Expenditure Projections 2014/15**

The table below shows the substantial investment in staffing for 2014-15 and confirms that a total of £3.3m has been added to the budget during the year. This is to enable full

funding for 91 front line staff and first line managers (including administrative staff) to be filled by either permanent or agency staff so that the service can achieve its objective of reducing caseloads and improving practice and performance. This growth is sourced by permanent funds of £0.9m including funding for future 'proofing' and £2.4m which is one off funding to 'bridge' the extra cost of agency staff whilst progress is made in permanent recruitment.

	£'000	£'000
Current Budget		2,841
Increased Establishment	701	
Agency Cover	2,403	
Future planning	142	
Sub Total		3,246
Total*		6,087

* Of the £6.087m; £2.4m is one off and £4.6m is recurrent of which £842k is new.

Recruitment of Permanent Staff – Oct Outturn

As at Oct 14, of the 91 funded posts, there were 45 (45 in Sept) permanent posts at a cost £2,070k, 2 vacant posts (1 Sept), and 44 (45 in Sept) agency staff at a cost of £3,771k, a total of £5,841k, and would represent a current projected underspend of about £246k (£201k in Sept), an increased underspend of £45k from last month. This represents a current ratio of 49%:51% (49%:51% in Sept), between permanent and agency staff, across the service including front line management positions.

Workforce Projections – revised following October outturn

Latest projections have been amended to assume that by the end of the current financial year there will be 6 additional permanent posts, resulting in a ratio of 51 permanent staff, 0 vacant posts and 40 Agency i.e. 56%:44%. The goal is to achieve an 80:20 split within 3 financial years. Current performance continues to show an overachievement of 8 permanent staff, at this point in time against the target of 37.

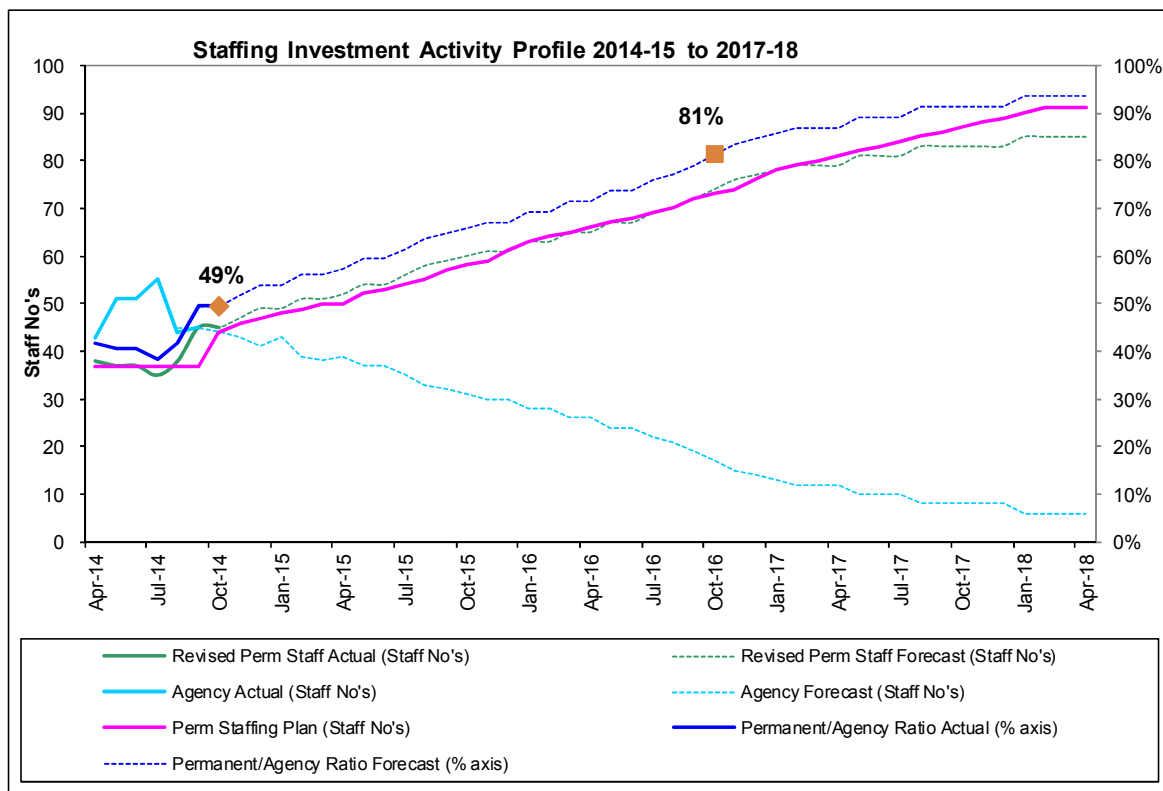
The graph below shows the staffing profile of permanent to agency staff over the next 3 years. The cross-over point where permanent staff starts to exceed agency staff is now expected to be around October 2014 (Oct 14 in Sep). The goal of achieving the ratio of 80% permanent staff was projected to be reached in February 2017, but the successful campaign would mean that the goal would be achieved earlier, providing that recruitment is completed, by October 16, based on 15 QSW's being employed in each of the years for 2015 16 and 2016 17.

The pink line on the graph reflects the permanent staffing plan as per the growth bid; this had assumed that currently we would have 37 planned permanent posts (actual 45), 50 posts by Mar15, 65 by Mar 16 and 80 by Mar 17 to achieve the 80% required. The revised permanent staff line (green line) is based on where we are, the recruitment plans and where we expect to be. This shows the positive impact of the recent recruitment campaign.

The second table below shows a profile permanent staff plan as per the growth bid, and the revised plan based on Oct14 actual and future plans for 2 years to achieve 81%

permanent staff by October 16. The current ratio is 49% for all staff. This shows that 6 permanent staff will be employed by the end of 2014 15, 14 in 2015 16 and 14 in 2016 17.

The graph is however skewed when all SW staff are considered together, so a further analysis over the 2 service head teams is required, made up of the Children In Need (CIN) and Protection & Care Team (P&CT) / Looked After and Care Leavers Teams (LA&CL) combined, to show where pinch points exist. The detail by team has therefore been set out under the sub heading "analysis of agency cover by type"



All Teams	Actual	Planned		
	Oct-14	Mar-15	Mar-16	Mar-17
Budgeted FTE	91	91	91	91
Perm staffing Plan	37	50	65	80
Revised Perm Staff	45	51	65	79
Variation	8	1	0	-1
Ratio (Perm/Agency)	49%	56%	71%	87%

(b) Risk Management (

Risk	Mitigating action	Opportunities
Legal	The strategy will achieve a stable, experienced social workers are one of the essential conditions for success for a children's social care organisation	
Property	None	
Human Rights	None	
Health and Safety	None	

Employment Issues	The strategy is to support an improved ratio of permanent employees	More stable workforce
Equalities Issues	None	
Community Support	None	
Communications	None	
Community Safety	None	
Financial	Additional budget was made available from April 2014.	
Timetable for delivery	The strategy is work in progress	
Project Capacity	In place	
Other	None	

(c) Human Rights Act and Other Legal Implications

There are no Human Rights Act or Legal implications

(d) Equalities Impact Assessment

There is no identified need for an Equalities Impact Assessment

(e) Workforce

The Strategy is designed to reduce the reliance on agency staff and secure a more stable and permanent workforce.

5 Supporting Information

5.1 In its inspection in December 2013, Ofsted made some specific observations regarding the Council's social worker workforce:

'Slough has been unable to recruit enough qualified and suitably experienced permanent social workers. There is an over-reliance on temporary staff, with many examples of their poorly completed work....Nearly all social workers have excessively high caseloads....Too many changes of social worker.....The current organisation and physical location of social work teams do not support effective team workInsufficient privacy to discuss children's cases.

5.2 Ofsted's immediate and priority actions to be completed were to:

- Develop and put into operation a comprehensive workforce strategy to attract and keep high quality, experienced permanent staff to Slough.
- Ensure Newly Qualified Social Workers (NQS) have a protected caseload and the necessary support to provide a rich learning environment, such as an Assessed and Supported Year in Employment (ASYE) programme.
- Ensure social workers are able to have confidential discussions with their managers and other members of their teams.

5.3 The Strategy sets out the Council's plans to address the issues raised by Ofsted, along with timescales and targets for doing so, along with actions and progress already made over the past year.

- 5.4 The desired outcomes from the implementation of this Strategy are:
1. A sufficient and stable workforce of appropriate skill and competency to ensure caseload levels are within agreed margins and levels that promote good practice, including sufficient time for workers to spend with children and young people.
 2. A range of effective marketing, recruitment and retention strategies that increase the number good quality staff who apply and are appointed with the commitment to deliver our vision.
 3. A 'grow your own' organisation that encourages and supports pre and post qualifying learning and protected personal development and support.
 4. A child-first culture supported by a range of frameworks, pathways, techniques and behaviours.
 5. An organisation that supports social workers to spend more time with children and families, through the development of embedded business processes that effectively support the service to deliver good outcomes for children.
 6. Quality social work practice, which captures the views and feedback of children and families, and of staff, and uses this information to inform continuous improvement, and is supported by effective learning and development, supervision and management.
 7. A 'children's services friendly' work environment which enables us to achieve our objectives; which promotes good engagement with children, young people and families; promotes team identity, and provides sufficient confidential space for good quality work.
- 5.5 The Children's Social Care Workforce Strategy Programme Board was established to develop a workforce strategy and oversee the implementation of the actions required to achieve our desired outcomes.
- 5.6 The appendix to the Strategy sets out in detail the progress made over the last year, highlights of which include:
- Using additional investment to:
 - build the permanent staff capacity and future-proofing Slough Borough Council's competitiveness in the market;
 - introduce additional social work teams which has seen falling caseload numbers; and
 - enable the recruitment of high quality agency social workers as we work to recruit quality permanent staff.
 - Development of a co-ordinated recruitment campaign based on improving Slough's market competitiveness, improved recruitment webpages for Children's Social Care vacancies, and smarter recruitment processes e.g. speeded up short-listing, appointing, and e-DBS processes.
 - Strengthening our social work career progression through a Professional Capability Framework.
 - Expanding our casework audit programme to evaluate the quality of social work practice across all teams.
 - Redesign of the Ground Floor East office space at St Martin's Place to ensure it is fit for purpose of social work.

6 **Comments of Other Committees**

The Corporate Management Team reviewed and endorsed the Strategy in October 2014.

7 **Conclusion**

The Children's Social Care Workforce Strategy aims to set out the desired objectives the Council has for its children's social care workforce and asks for the Cabinet's endorsement of the approach.

8 **Appendices Attached**

A - Children's Social Care Workforce Strategy 2014-2017

9 **Background Papers**

1 - Slough Borough Council: Inspection of services for children in need of help and protection, children looked after and Care Leavers (Ofsted, 19 November – 11 December 2013)

Children's Social Care Workforce Strategy 2014-2017



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Foreword

As a council, we recognise that the children's workforce is our most important resource. The ambition of our strategy is to improve the lives of children and young people and keep them safe. This can only be delivered by a confident, competent and highly-skilled children and young people's workforce, that understands each other's responsibilities and works together to deliver relevant, responsive and high quality services for children, young people and their families.

A key element of this is to improve the effectiveness of our recruitment of permanent social work staff across all teams, and to strengthen the council's ability to retain a high quality, experienced children's social care workforce.

This strategy sets out our commitment to the children and young people's workforce, ensuring we recruit and retain suitably qualified and experienced staff, and that staff have the support, information and skills they need. It provides the strategic framework and our priorities for developing the children's workforce over the next three years. The strategy includes reference to work completed so far, and an Action Plan for future work. Performance against this plan is reported regularly to the Slough Wellbeing Board together with reports on the three other improvement programmes: Early Help; Safeguarding; Children Looked After and Care Leavers.

Jane Wood, Strategic Director Wellbeing

"Being a social worker is a privilege, supporting families through change and protecting children is a role I take very seriously. Enabling parents through some very traumatic and difficult times is hard by rewarding. Removing children from harmful situations, giving them a chance to grow and develop in a more secure home environment and then seeing them thrive, being happy and achieving is a gift. I have never regretted being a social worker even when days are hard."

(A Slough Social Worker, Work Social Work Day 2014)

About this strategy

This Strategy is focused on Slough Borough Council's children's workforce.

This Strategy sets out the identified workforce required to deliver desired outcomes and positive experiences for children, and how the council intends to meet these objectives through staff recruitment, development and retention, and align the council with current best practice nationally.

In Slough, we know that good social workers keep children safe and help them thrive. We know that good social work can help parents understand what they need to do to improve the care that they give their children. Slough Borough Council's objective is to establish a qualified, experienced, permanent social work staff group so that children experience stability, and as a Service we are able to work together to build expertise and a culture focused on children and excellent social work.

What do children tell us?

- They want adults to listen to them
- They want to understand what will happen, what is happening
- They want consistency in the adults that help them
- They want us to do what we say we will do
- They want us to spend time with them, get to know them
- They want to be able to contact us when they need to

"We need encouragement, safety, and protection so that we can build the house of ourselves on secure ground. Then we can trust. Be interested in us and we will be interested. We know that with the right support we can release our own tangled hearts... then we'll shine - like diamonds."

(A Slough Looked After Child)

We are determined to develop a culture within our workforce where children, young people, parents and carers are able to easily understand and question why and how strategic priorities are set, how services are provided, and how resources are allocated. We will develop ways to empower them to influence those decisions. We will provide opportunities to make sure that the voice of the child is heard and acted upon.

This Strategy should be read in conjunction with other corporate and partnership policies and plans.

The Slough Wellbeing Board sets out the overarching vision of making Slough a place where "people are proud to live, where diversity is celebrated and where residents can enjoy fulfilling, prosperous and healthy lives." Within this vision, the Wellbeing Strategy establishes the aim of safeguarding and supporting vulnerable children.

Slough Borough Council's Corporate Plan identifies that the council must work within the confines of the current economic climate, adapting how we work to improve our organisational effectiveness. Improving Children's Social Care through the development of a skilled and capable workforce within Children's Services is part of this process.

This Strategy for Slough Borough Council's Children's Services is also linked to the wider partnership of agencies involved in supporting and protecting children and young people. It is our intention that, over the timeframe agreed, the Children and Young People's Partnership Workforce Strategy and other individual partners' strategies for developing and strengthening their workforces will be intrinsically linked together in order to strengthen and maximise potential outcomes.

This Strategy also complements existing workforce strategies within the Local Authority:

- The Learning and Development Framework for Children, Young People and Families Service 2013-16 which includes a number of activities that will be taken forward through this Workforce Strategy such as the implementation of a Professional Capabilities Framework
- Slough Borough Council's Organisational and Workforce Development Strategy 2014-16 which specifically references the need to develop 'a range of work to improve recruitment and retention in Children's Services' under Theme 4: Recruitment and Retention.

It should also be noted that equal opportunities in recruitment, employment and training are also embedded in Children's and Culture Services' service plans, and the Equalities and Diversity action plan.

Vision for our children's services workforce

The overall vision for Slough is to have a workforce that will support and enable all children and young people in the borough to enjoy good health, live healthy lifestyles, and stay safe from harm and neglect.

Our vision focuses on our aspiration for Slough Borough Council to be an employer of choice, employing competent staff with high ambition for Slough children, who will deliver good quality services and achieve improved outcomes for local children.

Our vision is:

'Getting it right for children'

Our ambition is that the qualities identified in the quote below are evident in all our work with children and young people - they are the standard by which we work:

"The social worker has clearly immersed herself in the case and completely understands the issues well and helps me enormously. Both parties are very fortunate to have alighted on this social worker as she understands the language, cultural issues and clearly has the child's interest at heart. The social worker clearly has kept this family at the centre of her attention."

(A recent 'summing up' by a Judge, comment on a Slough social worker)



Nova Nunes, social worker

"I first came here on a student placement and it didn't take me long to realise I wanted to do child protection at Slough."

The national context

There have been considerable changes to children and young people's services nationally, which influence the design, management and delivery of the council's children's workforce.

The National Children Workforce Strategy, published in 2009, sets out a national framework to direct the effort of local children's workforce development. Four strategic challenges are outlined:

- recruit appropriate staff into the workforce, ensuring the work is attractive and promoting flexible entry routes;
- develop and retain more people within the workforce, improving their skills and knowledge;
- strengthen inter-agency and multi-disciplinary working, and workforce re-modelling; and
- promote stronger leadership, management and supervision.

The national context has been further developed over the years for the children's social work workforce, and is now based around three key aspects: the Munro Review of Child Protection; the Social Work Task Force and Reform Board; and the College of Social Work.

The first report of the Munro Review was published in October 2010, and looked to realign the social work system away from a compliance-focused bureaucratic system to one that values and develops professional expertise, and is focused on the safety and welfare of children and young people. A system that is not just about 'doing things right' but about 'doing the right thing'. In order to achieve this, social workers need to be able to exercise more professional judgment, and this requires social workers to have improved ability from their initial training through to programmes of continuing professional development. (Munro Review of Child Protection: Final Report - A child-centred system, Executive Summary)

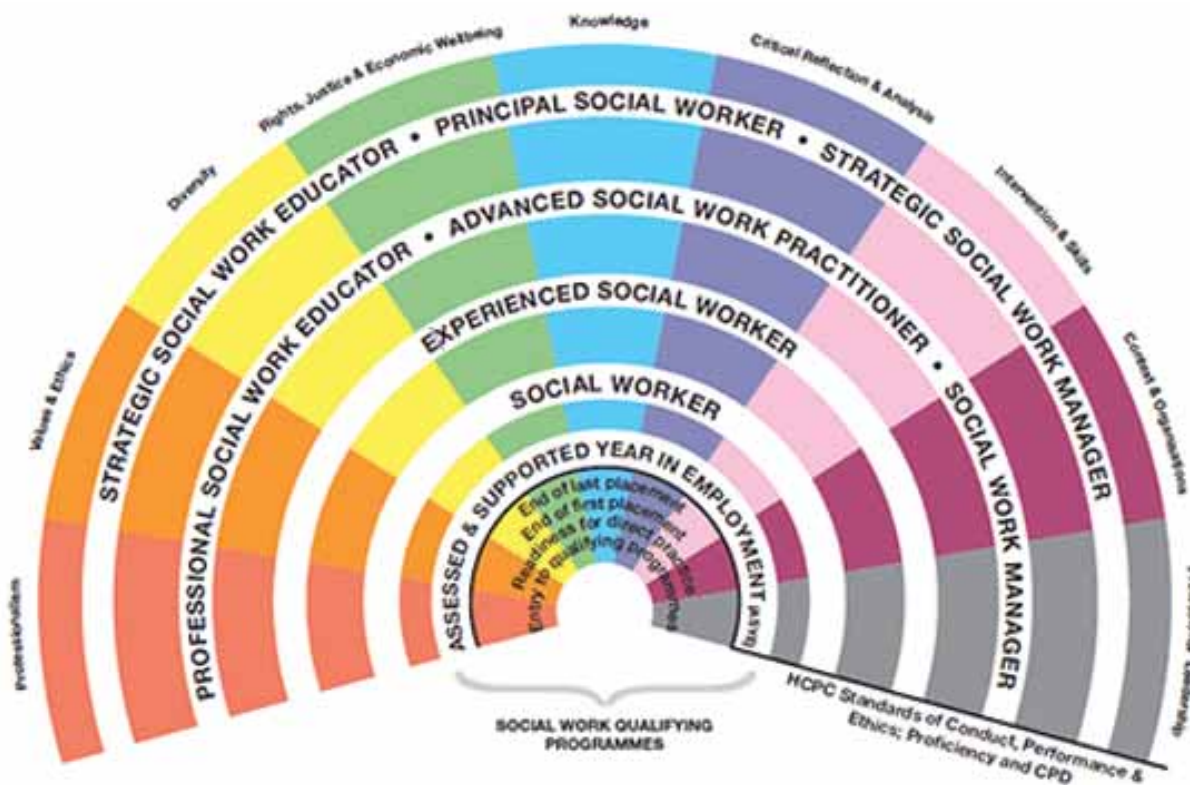
The Social Work Reform Board was established to take forward the recommendations from the Social Work Task Force. The Social Work Task Force and Reform Board recognised the need for social workers to be 'carefully selected, well trained and given good support and supervision as they develop their professional skills'. The Task Force made fifteen recommendations aimed at tackling 'the education and training, development, regulation and working conditions of social workers', and it was these recommendations that the Reform Board looked to put into practice. (Building a safe and confident future: maintaining momentum, progress report from the Social Work Reform Board, June 2012)

The College of Social Work was one of the main recommendations coming out of the Social Work Task Force, and was created in 2012. The College looks to enable the development of the profession, and has taken forward the establishment of a Professional Capabilities Framework, called for by Munro and developed by the Reform Board.

The Professional Capabilities Framework:

- sets out consistent expectations of social workers at every stage in their career;
- provides a backdrop to both initial social work education and continuing professional development after qualification;
- informs the design and implementation of the national career structure; and
- gives social workers a framework around which to plan their careers and professional development.

(<http://www.tcsw.org.uk/ProfessionalCapabilitiesFramework>)



Other complimentary influences for workforce development have been outlined in the children's services reviews led by Frank Field MP, Graham Allen and Dame Clare Tickle.

A number of themes have emerged from the above developments:

- identifying quality;
- intervening early;
- developing capacity;
- improving capability;
- increasing productivity;
- providing flexibility;
- providing value for money;
- achieving integrations; and
- better supporting the needs of children and young people.

The key challenges, nationally, for the children's social worker workforce are social worker 'sufficiency', capability and workforce stability. This Strategy aims to use the learning nationally, and develop a Slough-specific response to these challenges, creating a child-centred service with a range of responses to meet the needs of the local community; and a council which supports and develops its workforces' professional expertise in order to deliver this support to children and young people.

Local context

Slough is a predominantly urban area, situated in the east of Berkshire. Berkshire is now made up of six unitary authorities: Slough; Windsor and Maidenhead; Bracknell Forest; West Berkshire; Wokingham and Reading. Neighbouring authorities also include Surrey County Council, Buckinghamshire County Council and the London Borough of Hillingdon.

In many respects, the issues impacting the borough of Slough more closely resemble a London borough than its Home Counties neighbours, with the borough ranking as the 93rd most deprived local authority nationally in the 2010 Indices of Multiple Deprivation out of 152.

Slough is an area of contrasts. There are large disparities between wards within the borough. The borough has one ward within the 10% most deprived nationally, and a further four wards within the 20% most deprived; these wards include some of the most concentrated housing areas.

The population, according to the 2011 Census, is 140,200; and the borough is made up of a younger than average population, with the highest proportion of 0-9 year olds amongst any of the South East local authorities, and has approximately 40,400 (0-19 years old) living within its boundaries (28.7% of population as a whole). The borough area is one of the most ethnically diverse local authority areas outside of London and in the country. The 2011 Census recorded that the local population was made up of 45.7% White and 48.9% Black and Minority Ethnic (BME) Groups. The largest minority group being Asian/Asian British (39.7%).

Slough Borough Council's Children's Services has been the subject of an Improvement Notice since 2011, when an Ofsted inspection judged it's safeguarding to be inadequate. Starting in July 2012, a new Senior Management Team began to establish a realistic baseline of practice and performance, and identify the foundations that needed to be put in place to support the improvement programme. Eighteen months later on this improvement journey a second Ofsted inspection in December 2013 reported that insufficient progress had been made and that there were still serious weaknesses in the child protection system.

Ofsted made specific observations regarding Slough Borough Council's social worker workforce:

'Slough has been unable to recruit enough qualified and suitably experienced permanent social workers. There is an over-reliance on temporary staff, with many examples of their poorly completed work....Nearly all social workers have excessively high caseloads....Too many changes of social worker....The current organisation and physical location of social work teams do not support effective team work....Insufficient privacy to discuss children's cases.'

Ofsted's Immediate and Priority Actions were to:

- Develop and put into operation a comprehensive workforce strategy to attract and keep high quality, experienced permanent staff to Slough.
- Ensure Newly Qualified Social Workers (NQSWS) have a protected case load and the necessary support to provide a rich learning environment, such as an Assessed and Supported Year in Employment (ASYE) programme.
- Ensure social workers are able to have confidential discussions with their managers and other members of their teams.

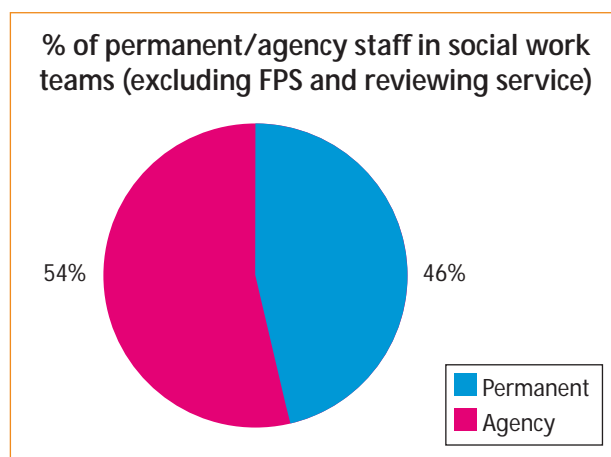
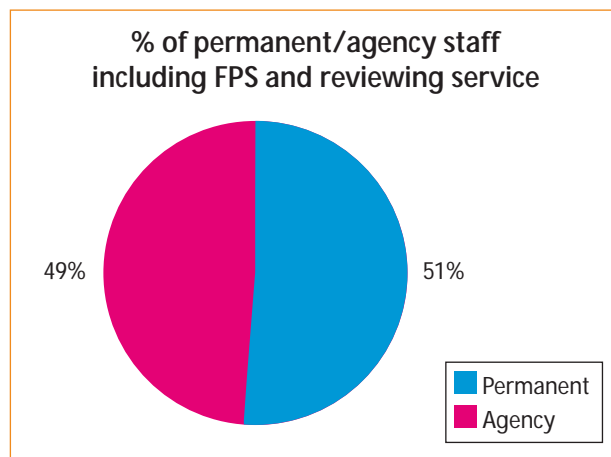
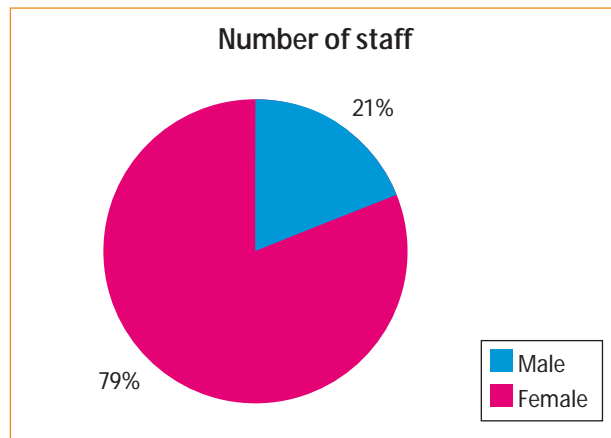
In order to meet these demands, there are a number of challenges that must be taken into consideration in order to drive our priorities.

Slough Borough Council's children's social work workforce is no different from the national picture in terms of social worker capacity and workforce stability. Slough's proximity to London makes management of the market and recruitment and retention of quality social work staff challenging, and must therefore look at alternatives for attracting and retaining quality social work staff.

This Strategy seeks to address these challenges.

Staff profile summary

- There are 126 qualified social worker and social work manager posts in SBC's social work teams (including Family Placement, and Independent Reviewing Officer/Child Protection Conference Services).
- Of these 126 posts:
 - 27 male; 99 female
 - 2 full time posts and 1 part time post are currently vacant and not covered by agency.
 - 49% of posts are occupied by agency staff
- The figures look different when you look only at the Social Work Teams, and do not include the Family Placement Service (FPS) and Reviewing Service. In this instance, of the 76 employees, only 39% were permanent in February 2014; this will have risen to 46% by November 2014.
- Approximately 45% of employees are from a Black and Minority Ethnic (BME) background, which is closely aligned with the overall population profile of Slough, however, BME Groups are under represented at middle and senior management levels.



Outcomes - what will look different?

1. **A sufficient and stable workforce of appropriate skill and competency** to ensure caseload levels are within agreed margins and levels that promote good practice, including sufficient time for workers to spend with children and young people.
2. **A range of effective marketing, recruitment and retention strategies** that increase the number of good quality staff who apply and are appointed with the commitment to deliver our vision.
3. **A 'grow your own' organisation** that encourages and supports pre and post qualifying learning and protected personal development and support.
4. **A child-first culture** supported by a range of frameworks, pathways, techniques and behaviours.
5. **An organisation that supports social workers to spend more time with children and families**, through the development of embedded business processes that effectively support the service to deliver good outcomes for children.
6. **Quality social work practice**, which captures the views and feedback of children and families, and of staff, and uses this information to inform continuous improvement, and is supported by effective learning and development, supervision and management.
7. **A 'children's services friendly' work environment** which enables us to achieve our objectives; which promotes good engagement with children, young people and families; promotes team identity, and provides sufficient confidential space for good quality work.



Measures and targets

The measures we will use to monitor progress will include:

Outcome	Measure	Target
1 - A sufficient and stable workforce of appropriate skills and competency	Quantitative tracking of recruitment figures	Sustainable 80% permanent social worker staff (2017)
	Average caseload figures	Average caseloads at 16 children (50% caseload for Consultant Practitioners and 90% case load for social workers in their assessed and supported year of employment) (March 2015)
	Casework quality audits	80% of audited casework to be judged to be 'good' or better and no more than 5% judged 'inadequate' (March 2016)
	Timeliness of assessments	95% within 45 days (March 2015)
	Child Protection and Looked After Children Visits	95% of children receive CP or LAC visit in accordance with procedures (March 2015)
2 - A range of effective marketing, recruitment and retention strategies	Quantitative tracking of recruitment figures	Sustainable 80% permanent social worker staff (2017)
	Reasons why new recruits applied to SBC	Qualitative information to include: (High score good - monitored through a rolling analysis at 6-monthly intervals) <ul style="list-style-type: none"> • Opportunities presented in the post e.g. right post at right time, • Interested in working in Slough as a place • Good development opportunities • Attracted by the advert and pre appointment communications • Good terms and conditions
	Reasons why staff have left	Qualitative information (low score good - monitored through a rolling analysis at 6-monthly intervals) <ul style="list-style-type: none"> • Insufficient support, supervision & personal development opportunity • Workloads too high • No career path/opportunities

Outcome	Measure	Target
3 - A 'grow your own' organisation	Number of students	Minimum 4 per year (from 2015/16)
	Average caseloads for NQSWs and students	Sustained caseload of no more than 14 children (March 2015)
	Protected development time for NQSWs	Sustained protective development time of 10% (March 2015)
4 - A child first culture	Change of social worker	80% of children have a maximum of 3 social workers in the course of the children's social care pathway from assessment (2017)
	Independent Reviewing Officer (IRO) Visits	95% of children have a mid-way Review visit (March 2015)
	Experiences of children and young people and families subject to CP plans or who are looked after	Qualitative information (monitored through a rolling analysis at 6-monthly intervals. IRO Service to have robust system in place for collecting data for looked after children and families by January 2015): <ul style="list-style-type: none"> Involved in decisions and plans about their lives Stability of worker, who is able to spend time with them
5 - An organisation that supports social workers to spend more time with children and families	Child Protection and Looked After Children Visits	95% of children receive CP or LAC visits in accordance with procedures (March 2015)
	Casework quality audits	Contact element of audited casework judged to be 'good' or better (60% March 2016; 80% 2017)
	Experiences of children and young people and families	Qualitative information gathered at Reviews (LAC and CP) (monitored through a rolling analysis at 6-monthly intervals): <ul style="list-style-type: none"> How much, and perception of quality from, contact child and family had with social worker
6 - Quality social work practice	Casework quality audits	80% of audited casework to be judged to be 'good' or better and no more than 5% judged 'inadequate' (March 2016)
7 - A 'children's services friendly' work environment	Staff Health Check	Qualitative feedback (twice annually beginning January 2015): <ul style="list-style-type: none"> the availability of private space for case discussion, the quality of the office environment to support team building and work flows the frequency and quality of supervision and development availability and visibility of senior managers

Actions

To recruit and retain staff:

- develop and put into operation a comprehensive workforce strategy to attract and keep high quality, experienced permanent social work staff in Slough through recruitment routes and opportunities for staff, promoting the benefits of working for Slough Borough Council;
- secure the supply and recruitment of social workers long term;
- offer an effective induction programme for practitioners;
- ensure newly qualified social workers have a protected case load (90%) and the necessary support to provide a rich learning environment, such as an ASYE programme; and
- support for social worker staff already in post in terms of their environment, case load management, supervision and ongoing professional development, with a caseload levels averaging at 16 children (50% caseload for Consultant Practitioners) which means that each team should hold a caseload of approximately 90 children, which will be overseen by the Practice Manager.



To manage and develop staff:

- establish a preferred service structure of small teams which will include a Practice Manager, Consultant Practitioner, and 5 Social Workers;
- raise awareness and understanding about who the children's workforce are and what they do;
- provide a comprehensive programme of relevant professional development opportunities for all staff;
- offer a more consistent multi-agency approach to training and develop a common skill set;
- build capacity for professional development;
- create a variety of training provision to meet needs of the workforce;
- develop a programme of evaluation and monitoring to determine the value of training and professional development activities delivered;
- offer support, guidance and advice for high quality and effective approaches to the performance development of the workforce, including enlarging our ongoing audit programme for reviewing the quality of casework to inform improvements across the service;
- promote access to the national framework of standards and qualifications, including Professionals Capabilities Framework; and
- develop effective policies to share information safely and securely to promote integrated working.

Arshia Mahmood, practice manager

"For anyone who is thinking of coming to Slough, I would say "go for it" - it will be a challenge but you will have the opportunity to make a real difference."

Governance

The Children's Social Care Workforce Strategy Programme Board has been established to provide effective leadership ensuring that the identified priorities, key actions and required outcomes are comprehensively addressed.

The Programme Board is responsible for securing rapid and sustainable improvement in children's services, and ensuring outcomes for children and young people in Slough are at least "good" through the effective and timely delivery of the Action Plan. The Programme Board will also be responsible for ensuring that new and innovative ways of delivering improvements are established in line with the Council's current financial plans, providing evidence of value for money.

The work of the Board is one of the underlying themes of the Children's Safeguarding Improvement Plan. As a 'gold project' of the council, progress is reported monthly to the Corporate Management Team, Overview and Scrutiny Committee and Cabinet, and at regular intervals to the Improvement Board.

This Strategy will also be reviewed annually, and refreshed in 2016/17, alongside the Partnership Strategy and Children and Young People's Plan.



Appendix 1 - What has been achieved so far (September 2014)

Outcome 1

A sufficient and stable workforce of appropriate skill and competency

Additional Investment

Secured additional investment of £3.2m in 2014/15; £2.3m in 2015/16; £1.2m in 2016/17; and £0.8m in 2017/18 for building our permanent staffing capacity, and future-proofing our competitiveness in the market through market supplements.

To date, this additional funding has enabled the introduction of 4 additional social work teams. The impact of this investment can be seen in falling caseloads (Assessment and CIN Team's average caseloads were 36 in December 2013, this is now 16; and Protection and Care average caseloads were 21 in December 2013 and are now 14.5) and improving timeliness of assessments following the introduction of Single Assessments in October 2014.

The additional investment also provided a financial buffer, enabling the recruitment of high quality agency social workers during the recruitment period for permanent staff.

For all social workers

- Support to identify training needs and develop a Personal Development Plan
- A Learning Agreement
- An induction programme
- A rolling programme of practice based training that will always be relevant such as 'Court Skills'
- A rolling programme of ICS training
- A programme of mandatory training (commissioned from an external provider) for social workers and practice managers
- A programme of Continuing Professional Development training courses available to all social workers and managers
- One-off bespoke training for each service area (as determined by the Head of Service)
- Topic based lunchtime 'Practice Workshops' - a minimum of 4 a year

- Occasional 'Advanced Practice' seminars led by experts in their fields
- 3 Graduate Diploma places per annum
- 3 Practice Educator awards per annum
- Social work case and practice consultation from Consultant Practitioners
- Membership of the College of Social Work
- Membership of Research in Practice
- E-learning/web-based courses
- Access to Pan-Berkshire Multi-Agency Safeguarding Training
- Access to specialist training delivered by local providers

Outcome 2

A range of effective marketing, recruitment and retention strategies

Recruitment

In April we began a co-ordinated response to attract and keep high quality, experienced permanent staff in Slough. A working group formulated plans for a recruitment campaign.

- 1) **Benchmarking** - we measured Slough Borough Council against neighbouring authorities in relation to all terms and conditions, rewards and incentives. This led to some proposed costings and recommendations agreed by the Corporate Management Team and the consequent introduction of a revised market supplement for front line (Assessment, Children in Need, Child Protection, Children Looked After) social workers and their line managers, and a relocation package which includes an intermediate rental housing scheme for key workers in conjunction with a local Housing Association.
 - Impact - Slough Borough Council improving the competitiveness of its offer within the local market.

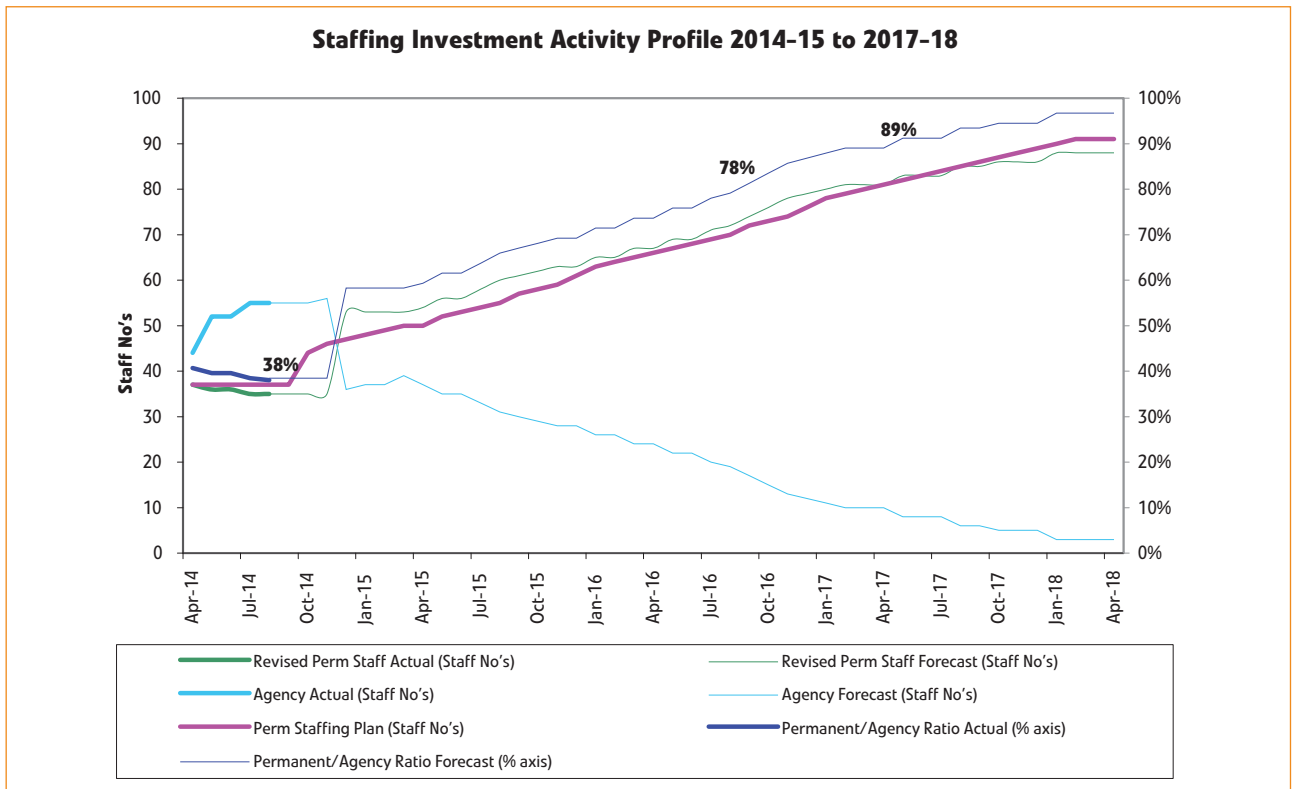
2) **Children's Social Care Website** - redesigned so that the important information about recruitment and the benefits of working in Slough was succinct and immediately available. Information was brought up to-date with the information about new market supplements and testimonials (and photographs) of a number of existing and permanent post holders in Slough.

- Impact - There were clear spikes in website hits following the publication of adverts for vacancies in June. 7 of the 13 successful applicants recruited listed the website as the media which guided them to the vacancies available, and feedback on what attracted them included clear, open information, inclusion of staff testimonies and positive messages/use of language. Of the wider cohort of unsuccessful applicants, the website continued to provide the main source, with the Metro producing 2 applications each (1 of whom was successful), the Guardian and JobsGoPublic producing 2 and 1 applications respectively.

- Impact - Ofsted Lead Inspector, having reviewed the updated website recruitment pages, fed back positively on the quality of the information available.

3) **Smarter recruitment processes** - working proactively with our business process partner, arvato, to review and update our 'Open Advert' process, and agree actions to speed up the process of short listing, interviewing candidates, and appointing successful candidates. We also joined an e-DBS scheme to significantly speed up the job of screening candidates with the Disclosure and Barring Service.

- Impact - Offer letters are being issued the same day as the paperwork is submitted by the interview panel, and the period of time to get from offer letter to completion of the DBS check has dropped from an average of 8 weeks to 4.5 days.



4) Proactively encourage good quality agency staff to consider permanent employment with Slough Borough Council. This has been complicated by uncertainties about the future since the Minister's decision (15 July 2014) to move Children's Services into a Trust arrangement, with a number of agency staff saying that they will 'wait and see' before making a decision.

- Impact - one Head of Service and one Practice Manager have switched from agency to permanent positions.

Overall Impact

The result of this first recruitment drive has been the successful recruitment of 4 permanent Practice Managers, and 11 permanent Social Workers, including 6 new NQSWs (more details below). This is beginning to deliver against the permanent staffing plan, which was part of the growth bid in January 2014, and will result in a significant improvement in the permanent/agency ratio, and a saving against the contingency (agency) staffing budget.

Outcome 3

A 'grow your own' organisation

For Newly Qualified Social Workers and Step-up to Social Work students

- A new post established in mid 2014 of Practice Development Coordinator to co-ordinate out AYSE programme and support the development of our NQSWs
- 10% protected development time (0.5 days a week);
- 90% protected case load;
- funding of a consolidation module (post qualification) at a local university;
- reflective supervision with a line manager, fortnightly for 6 months and then monthly;
- additional group supervision with an external Practice Educator;
- additional monthly 1:1 supervision with the Practice Educator and their line manager;
- the ASYE programme; and

- Participation in the Step up to Social Work Programme (2 students are in placement at Slough from the 2014/15 cohort)

NQSW Scheme, and Training and Development initiatives

With a view to growing our own Social Workers, ensuring our permanent staff have the right knowledge and skills and retaining our good social workers, there has been significant focus on continuing professional development for all our Social Work staff.

- In May, we appointed an interim Practice Development Manager to support an existing cohort (5) of NQSWs who will complete their assessed and supported year in employment (ASYE) in February 2015.
- The Practice Development Manager has also helped Heads of Service select and support candidates for a target number (up to 8) new NQSWs. The post-holder has experience of working within the Hertfordshire NQSW Academy, one of the first to be developed, and has written a draft programme for the new cohort that will start in September.
 - Impact - more than 20 candidates were interviewed , and 6 new NQSWs have received offers. Together, with one NQSW returning from Maternity Leave, these 7 Social Workers will take part in a month-long induction programme before moving into their teams. 2 will be place in Assessment and Children in Need teams, 3 in Protection and Care teams, and one each into Family Placement and the Learning Disability and Disability teams.
- We are also looking to offer placements (working to existing or training Practice Educators) to 3 third-year Social Work Students, and we will take part again the Government's re-run Step Up to Social Work programme, offering placements to 2 or more Students. The probable start date for this will be 2015.

- Our Social Work progression procedure has been revised, linking our team model to the College of Social Work Professional Capabilities Framework (PCF), and incorporating our Learning and Development Framework. Our draft Career Progression Pathway is ready to be signed off, and sets out the criteria for moving through associated salary levels.
- The past five months has seen renewed effort to improve the publicity, and therefore take up of, training and development opportunities: Mandatory (commissioned) basic skills training; Continuing Professional Development training courses; Bespoke Team training programmes; Training and Development Lunchtime Workshops; and external courses and conferences.
- We have also introduced a robust system for cascading training and development key information through team meetings, service meetings, full service meetings (for managers), development days, and Children and Families Management Team meetings.

Outcome 5 Organisation that supports social workers to spend more time with children and families

Team structures and roles:

In July 2012 we agreed the following roles, using the College of Social Work Professional Capabilities Framework (PCF) as our starting point. All of our social work teams have the following established roles and most to the numbers set out below:

- **Practice Manager (1)** - accountable for the practice and performance of the team;
- **Consultant Practitioner (1)** - holding a small case load, supporting the Practice Manager with a focus on practice development and quality within the team;
- **Social Workers (5)** - with the aim of a mix of social workers and experienced social workers (PCF).

We took the decision to design our system around the following:

- Timely and high quality assessments;
- A consistent Needs and Risks Assessment Framework;
- A robust approach to children subject to child in needs plans, to prevent, wherever possible, the need to escalate to child protection or repeat referrals;
- A close alignment between child protection and public law outline work;
- Consistency for all children in the system (as few changes of social worker as possible) but in particular, consistency for looked after children, including 'across' the looked after/leaving care threshold.

Since October 2013, we have had the following structure in place:

- **'First Contact' Service:** Integrated (with early help) duty arrangements, gathering information, triage arrangements and applying the threshold into children's social care or early help;
- **Assessment and Child in Need Service:** 4 teams who undertake assessments (Section 17 and 47) and are responsible for cases where children are subject to a Child in Need plan;
- **Protection and Care Service:** 5 teams who are responsible for children subject to child protection plans, cases within the Public Law Outline (pre and post proceedings) and the implementation of plans for permanency where the plan is adoption (or special guardianship) or return home. 1 'Looked After and Care Leavers Team', which is responsible for those children who will remain within the looked after system, through to leaving care;
- **Children with Learning Difficulties and Disabilities:** a social work team working closely with SEN services and other services who are responsible for children with disabilities and complex needs;
- **Fostering and Adoption:** 3 teams of social workers, one responsible for 'Connected Person's' work, one for fostering and one for adoption.

Outcome 6 Quality social work practice

We have implemented an expanded ongoing internal social work practice audit programme to evaluate the quality of social work practice across all teams. Whilst numbers of cases audited has been relatively small, this demonstrates an improving picture in terms of quality, and the expanded audit programme will continue to monitor and evaluate this trend.

- Impact - on the basis of the 30 evaluations undertaken between April and June, the majority of practice ranked as 'requires improvement' and in some cases (40%) 'good'. This is an improvement from over 33% being rated as 'inadequate' during the Ofsted Inspection in November 2013.



Outcome 7 A 'children's services friendly' work environment

A working group aimed at creating effective business support and administrative systems that support the teams, and frees up Social Workers to spend more time with children and families (as per Eileen Munro's expectation from her Review of Child Protection) has now completed its task and reported.

The Ground Floor East (open plan office space) at St Martins Place is now solely for the use of Social Work and Early Help Teams.

Three more private spaces (high screening) have been created at one end of the Ground Floor East room so that managers and social workers can conduct supervision and case discussions/meeting with a greater degree of privacy.

Some of the larger desks have been replaced with smaller desks and this has created more work space but a better environment.

Staff report that all this provides for a much better working environment with regards to case discussions and confidentiality. A full refurbishment (Two meeting rooms instead of one, and all desks replaced with smaller one) planned over the next 12 months will mean greater improvements.

Patrick Mukalazi, social worker

"The work is challenging but in a good way, as you get to see the impact of what you're doing, which is very rewarding."

Children's Social Care Workforce Strategy 2014-2017

If you would like assistance with the translation of the information in this document, please ask an English speaking person to request this by calling 01753 875657.

यदि आप इस दस्तावेज में दी गई जानकारी के अनुवाद किए जाने की सहायता चाहते हैं तो कृपया किसी अंग्रेजी भाषी व्यक्ति से यह अनुरोध करने के लिए 01753 875657 पर बात करके कहें.

ਜੇ ਤੁਸੀਂ ਇਸ ਦਸਤਾਵੇਜ਼ ਵਿਚਲੀ ਜਾਣਕਾਰੀ ਦਾ ਅਨੁਵਾਦ ਕਰਨ ਲਈ ਸਹਾਇਤਾ ਚਾਹੁੰਦੇ ਹੋ, ਤਾਂ ਕਿਸੇ ਅੰਗਰੇਜ਼ੀ ਬੋਲਣ ਵਾਲੇ ਵਿਅਕਤੀ ਨੂੰ 01753 875657 ਉੱਤੇ ਕਾਲ ਕਰਕੇ ਇਸ ਬਾਰੇ ਬੇਨਤੀ ਕਰਨ ਲਈ ਕਹੋ।

Aby uzyskać pomoc odnośnie tłumaczenia instrukcji zawartych w niniejszym dokumencie, należy zwrócić się do osoby mówiącej po angielsku, aby zadzwoniła w tej sprawie pod numer 01753 875657.

Haddii aad doonayso caawinaad ah in lagu turjibaano warbixinta dukumeentigaan ku qoran, fadlan weydiiso in qof ku hadla Inriis uu ku Waco 01753 875657 si uu kugu codsado.

اگر آپ کو اس دستاویز میں دی گئی معلومات کے ترجمے کے سلسلے میں مدد چاہئے تو، براہ کرم ایک انگریزی بولنے والے شخص سے 01753 875657 پر کال کر کے اس کی درخواست کرنے کے لئے کہیں۔

SLOUGH BOROUGH COUNCIL

REPORT TO: Cabinet **DATE:** 15 December 2014

CONTACT OFFICER: David Collier, Virtual School Head (Interim)
(For all enquiries) (01753) 875920

WARD(S): All

PORTFOLIO: Cllr Pavitar Kaur Mann – Education and Children’s Services

PART I
NON-KEY DECISION

LOOKED AFTER CHILDREN PUPIL PREMIUM POLICY**1 Purpose of Report**

To present the draft Looked After Children Pupil Premium Policy, which sets out how the Council will allocate and manage the pupil premium for looked after children grant allocation from central government, in line with its statutory responsibilities.

2 Recommendation(s)/Proposed Action

The Cabinet is requested to resolve that the draft Looked After Children Pupil Premium Policy is adopted by the Council.

3. The Slough Joint Wellbeing Strategy, the JSNA and the Corporate Plan

Operational Priority 1 in the Council’s Corporate Plan is to improve customer experience and as part of this we will:

- Be more ambitious for the education of looked after children, listen to them and prioritise their aspirations and attainment by improving the quality and monitoring of their personal education plans and setting challenging targets.

The draft Looked After Children Pupil Premium Policy will support our ambition, as Corporate Parents, for the education of our looked after children by ensuring that Pupil Premium grant funding is allocated according to their individual needs, in order to support their educational achievement. In doing this the draft Policy requires that every looked after child has a high-quality Personal Education Plans that includes clear targets with outcomes that can be measured or otherwise evidenced.

3a. Slough Joint Wellbeing Strategy Priorities

Adoption of the draft Looked After Children Pupil Premium Policy will contribute to the delivery of the Economy and Skills priority of the Slough Joint Wellbeing Strategy by supporting the achievement of the stated aim to:

- improve educational attainment opportunities of the most deprived pupils through ensuring quality of education and standards are maintained where they are high and improved where necessary.

It also contributes to the following Economy and Skills priority action:

- Work with local schools to support children’s education.

The draft Policy will support achievement of this aim by ensuring that all children looked after by Slough Borough Council are individually supported to overcome any barriers to learning and to improve their educational achievement. Through the designated Virtual School Head (and wider Virtual School arrangements) and Children’s Social Care, the Council will work closely with local schools to support the education of children that it looks after.

4 **Other Implications**

(a) Financial

There are no financial implications to the Council in adopting the draft Policy.

The draft Looked After Children Pupil Premium Policy will ensure that looked after children pupil premium grant funding is allocated and managed in line with statutory guidance and the prevailing conditions of grant. The draft policy specifically seeks to ensure that the most effective and efficient use is made of pupil premium funding and to avoid “double funding”, where education provision is an integral part of a child’s residential placement.

(b) Risk Management

Risk	Mitigating action	Opportunities
Legal	Ensures compliance with statutory guidance and conditions of grant	none
Property	none	none
Human Rights	none	none
Health and Safety	none	none
Employment Issues	none	none
Equalities Issues	none	none
Community Support	none	none
Communications	none	none
Community Safety	none	none
Financial	none	none
Timetable for delivery	The draft policy should be implemented immediately	none
Project Capacity	none	none
Other	none	none

(c) Human Rights Act and Other Legal Implications

There are no Human Rights Act Implications.

(d) Equalities Impact Assessment

An Equality Impact Assessment Relevance Test has been completed, which demonstrates that there is no requirement for an EIA to be completed.

This draft policy has no negative impact on equality and actually seeks to promote equality of opportunity for looked after children, a vulnerable group, who have poorer educational outcomes than their peers.

Furthermore, it seeks to respond to the individual circumstances of each child by ensuring that funding is allocated as needed to reduce the educational inequality between that child and his/her peers. Previously the Council was required to distribute this funding equally, regardless of individual need.

5 **Supporting Information**

- 5.1 The Virtual School Head (VSH) became a statutory appointment in every local authority in England, to champion the education of looked after children, under section 99 of the Children and Families Act 2014, which gained Royal Assent on 13 March.
- 5.2 The Pupil Premium for Looked After Children is grant funding that is used to improve the educational outcomes of looked after children. In previous years the local authority has been responsible for distributing this funding to schools, for the looked after children on their rolls, at the same rate that the funding was provided by the Department for Education.
- 5.3 This year the Conditions of Grant for the looked after children pupil premium are significantly different from previous years and there are three main changes:
- each child looked after by the local authority attracts a pupil premium of £1,900, more than double the amount they attracted in 2013-14;
 - the cohort of children who attract the pupil premium is larger as it now includes children from the first day of care;
 - the pupil premium for looked after children must be managed by the VSH in the authority that looks after them.
- 5.4 The Department for Education publication “Pupil Premium and the role of the Virtual School Head 2014-15 FAQ” provides more information about how the grant should be allocated and managed, including:
- there is no requirement to pass pupil premium funding to schools, but there is a strong expectation that funding will be passed to schools;
 - there is no requirement to pass pupil premium funding to non-mainstream educational settings;
 - the VSH must decide how much funding to provide to a school in respect of each looked after child and can pay this annually or termly;
 - the VSH will need to demonstrate a direct link between spending and raising standards of achievement for looked after children; and
 - pupil premium may not be used to fund central services that would reasonably be expected to be funded by local authorities or to fund posts that should be the responsibilities of local authorities as corporate parents.

- 5.5 The draft Looked After Children Pupil Premium Policy will enable the VSH and local authority to comply with the conditions of grant and statutory guidance. It also provides clarity and transparency to schools, and other settings where Slough's looked after children are educated, about how the pupil premium will be allocated and managed by the VSH and the requirements that they must meet in order to receive funding.
- 5.6 Under the draft Policy schools will receive £300 per term pupil premium core funding for each looked after child on roll, provided that a high-quality Personal Education Plan is in place and the school shares data and information with the VSH. This will ensure that the minimum pupil premium funding that a school will receive for a looked after child on roll during the 2014-15 school year will be £900, which is was the amount provided to schools by the Department of Education, via local authorities in 2013-14.
- 5.7 The total pupil premium funding for many looked after children will be higher as, in addition to core funding, schools may request additional pupil premium funding for looked after children, where this is necessary to meet their educational needs. All requests must be accompanied by evidence of the need, outcomes to be achieved with quantitative (exceptionally qualitative) targets and details and costs of the proposed interventions. Submitted requests will be considered by the VSH and other appropriate professionals to the circumstances and needs of the child.
- 5.8 The VSH will also use pupil premium to fund other interventions to improve the educational achievement of Slough's looked after children and to provide training to Designated Teachers and other staff who support their education..

6 **Comments of Other Committees**

This report has not been considered by any other committees. The draft Looked After Children Pupil Premium Policy was shared with the Corporate Parenting Panel for discussion at its meeting on 13 November.

7 **Conclusion**

The draft Looked After Children Pupil Premium Policy will enable the local authority to comply with the conditions of grant and relevant statutory guidance, while providing clarity to schools and other stakeholders about the allocation and management of funding.

The Cabinet is requested to resolve that the draft Looked After Children Pupil Premium Policy is adopted.

8 **Appendices Attached**

- 'A' - Draft Looked After Children Pupil Premium Policy
- 'B' - Pupil Premium 2014 to 2015: conditions of grant

9 **Background Papers**

None

Slough Virtual School

Looked After Children
Pupil Premium Policy
November 2014

DRAFT

1. Introduction

There are significant national changes in the arrangements for Pupil Premium for Children in Care from April 2014 and our policy is informed by two key Department for Education (DfE) documents:

1. Pupil Premium Grant 2014 to 2015 Conditions of Grant (February 2014) (**Appendix 1**)
2. Pupil Premium and the role of the Virtual School Head 2014-15 - Frequently Asked Questions (March 2014) (**Appendix 2**)

Throughout our policy, the Pupil Premium for Looked After Children will be referred to as PP LAC. The changes are as follows:

- From 1 April 2014 PP LAC will see funding to support children and young people in care at school increase by £1,000 per pupil to make it £1,900 per child.
- Children and young people will be eligible as soon as they enter care, rather than the previous 'six month criteria' requiring a child to be in care six months prior to 1 April to qualify for the full amount.
- Local authorities (LAs) continue to be responsible for distributing the PP LAC payments for looked after children to schools and academies. However, in addition, Virtual School Heads are responsible for making sure there are effective arrangements in place for allocating PP LAC funding to benefit children looked after by their authority.
- The overall PP LAC grant allocated to the LA will be calculated on a per capita basis. However, it does not have to be distributed on a per capita basis, given that children and young people in care have differing levels of need at different stages of being in care.
- The overall PP LAC grant allocated to the LA must be managed by the Virtual School Head and used to improve outcomes and "narrow the gap" as identified in consultation with Designated Teachers and described in children's Personal Education Plans (PEPs).
- Consequently PEPs will need to be monitored even more closely by Designated Teachers, the Virtual School, Social Workers (and their managers) and Independent Reviewing Officers.

As a result of these changes, Slough Virtual School's allocation of PP LAC will be based upon each child's circumstances and individual educational needs. This will be managed through a focus on high-quality PEPs and the regular communication and sharing of data and evidence of achievement and outcomes by schools and residential settings with Slough Virtual School.

In addition and through a separate process, children adopted from care will be entitled to £1,900 passed directly to the school. **However, this grant is not PP LAC and is outside the remit of this policy.**

This policy will be updated annually to reflect any changes in the PP LAC grant allocation and the associated Conditions of Grant.

2. Pupil Premium for looked after Children Policy

2.1 Overall principles underpinning our child's needs driven model

- The Virtual School Head is responsible for the use of PP LAC to improve outcomes for all children who are looked after by Slough Borough Council, wherever they live. The funding will be provided according to the needs of the child and there is no set amount.
- None of the grant will be used to pay for Virtual School administration, management or core staff salaries.
- In the academic year 2014-15, part of the grant will be used to fund Virtual School led interventions. These will be subject to review on an annual basis.
- Slough Borough Council and the Virtual School Head are Corporate Parents, so the question '*would this be good enough for my child?*' is a central one in making decisions and evaluating the effectiveness of the use of PP LAC.

2.2 How and why will the amount of funding vary?

Children's needs vary and can change significantly. For some children £1,900 is only a fraction of the cost of the support they need to ensure they achieve their potential, for example children who:

- come into care in an emergency with a fragmented home and education history and who are behind academically;
- have to move into or out of Slough in an emergency;
- are placed out of Slough in other LAs where the level of support from Virtual School may not be the same as that provided by Slough Virtual School.
- have a significant, and often delayed, reaction to abuse and neglect, which manifests in hard to anticipate behavioural changes.

In view of this, there will be a significant difference in the amount of PP LAC distributed to individual looked after children.

2.3 Pooling PP LAC funding

Proposals to pool PP LAC in a school to make **more efficient use of funding** and **enhance the provision** are encouraged, provided that the interventions:

- are clearly and directly linked to individual children's needs and targeted outcomes (as described in their PEPs); and
- can be sustained, or immediately replaced with alternatives, if any of the children move school or continued funding is not approved.

2.4 Circumstances in which Pupil Premium will not be provided

Slough Virtual School will not provide PP LAC funding to schools in the following circumstances.

- To double fund or replace funding which should already have been allocated to the school to support the child and specifically to fund:
 - services that should be provided via a statement, or Education Health and Care plan; or
 - other statutory work (e.g. statutory assessment or support from Health agencies).
- The interventions put in place do not require any funding.
- The school's own funding covers the cost of the interventions.
- The PP LAC Action Plan in the PEP does not meet requirements (section 3.1).
- To fund interventions that do not demonstrate a positive impact on the looked after child's educational achievement and outcomes (section 3.2).
- To fund interventions not described in the PP LAC Action Plan in the PEP or the Request for PP LAC Additional Funding (section 3.3).
- To fund interventions for other learners.

3. Management and accountability

The Virtual School Head will be accountable to Slough Borough Council's statutory Director of Children's Services for setting-up a transparent and rigorous allocation process and ensuring maximised impact of the grant.

3.1. Personal Education Plans

All looked after children must have their own Personal Education Plan (PEP), which is used to support the personalised learning and describes what needs to happen for them to make expected progress and achieve their potential.

Slough Virtual School currently uses a six-monthly PEP cycle and also requires schools to complete and submit a Termly Report. Statutory guidance now recommends that PEPs are reviewed every term and this will be a transition year as we move to a termly PEP cycle by the end of the academic year. From the autumn term 2015 PEPs will be aligned with the educational planning cycle and will be reviewed at the start of every term.

We are committed to improving management processes and to minimising the paperwork for schools, so as part of the transition to a termly PEP cycle we will be redesigning our PEP templates and termly reports. During this year we will be consulting our looked after children, Designated Teachers, Social Workers and Independent Reviewing Officers to inform the design of our new PEPs and reporting process, which will be launched for the autumn term 2015.

PP LAC funding will only be provided to meet the needs identified in a high-quality PP LAC Action Plan within a PEP, with clear quantitative (and exceptionally qualitative) targets for improvement underpinned by well-targeted support. The funding must be used to improve outcomes for children in the following areas:

- academic achievement and progress in core subjects;
- wider achievement (e.g. in an area in which the child is gifted and talented)
- attendance and engagement;
- inclusion (by reducing internal and external exclusion);
- personal and social skills; and
- transition (into the next key stage and/or a new school or setting).

One-to-one tuition can be a powerful intervention for looked after children. Slough Virtual School will fund one-to-one tuition at an appropriate and competitive market rate. This will be reviewed annually.

3.2 Allocation of core funding to non-residential schools and settings

Slough Virtual School will provisionally allocate the amount of £900 PP LAC core funding for each Slough looked after child on a school roll in years R-11 at the start of the autumn term upon receipt of a completed, high quality PEP including a PP LAC Action Plan that clearly identifies how the school will use the funding to improve the child's outcomes.

For children who remain on roll throughout the year this core funding will be allocated in three termly instalments and the amount of £300 will be allocated to the school for the autumn term.

An amount of £300 will be also allocated to the child's current school in each of the spring and summer terms, provided that the following requirements are met.

- The PEP is initiated or reviewed within timescale, completed in full and promptly submitted to Slough Virtual School with a PP LAC Action Plan.
- Completed Termly Reports are promptly submitted to Slough Virtual School
- All other reports relating to the child's educational achievement and welfare (e.g. Bullying Reports) are promptly submitted to Slough Virtual School.
- The PP LAC funded interventions are enabling the child to achieve the agreed targets or outcomes, as evidenced during the preceding term or the PP LAC funded interventions are not yet enabling the child to achieve the agreed targets or outcomes within timescale, but these have been reviewed and:
 - will be continued for another term to meet the child's needs and achieve the agreed targets or outcomes; or
 - alternative interventions are planned in order to meet the child's needs and achieve the agreed targets or outcomes.

3.3 Allocation of additional funding to non-residential schools and settings

Where children have specific needs and further funding will be necessary to support the interventions required, schools will be able to request PP LAC additional funding.

To request additional funding, schools should complete and submit a Request for PP LAC Additional Funding (**Appendix 3**) with an Individual Provision Map for the child. The request can be submitted at any time during the academic year and will be considered by Virtual School Resource Panel which will meet regularly throughout the year.

The Individual Provision Map that is included with the request may be produced using the school's own template, but as a minimum must show:

- the area of need or barrier to learning;
- the baseline data;
- expected outcomes;
- details of interventions (weeks, sessions, duration, when, with who, where?);
- costs of interventions for which PP LAC additional funding is requested
- target for improvement (quantitative, exceptionally qualitative)

For example:

Sam is below National Age Related Expectations in reading. To enable Sam to accelerate progress in reading, he will have 40 hours of one-to-one support at school with reading recovery teacher Mrs Smith at £30 per hour, membership of Letterbox Club (provided by the Virtual School) and 15 minutes a night of reading with foster carers recorded in his reading log. Time period for achievement of this target: September 2014 - July 2015. Measured by: progress from 2c to 3c. Total funding requested: 40 hours at £30 = £700.

Where the Virtual School Resource Panel needs to clarify the funding a school is providing from its own resources, the school may need to provide further evidence before PP LAC additional funding can be allocated.

Where the Virtual School Resource Panel identifies that there is risk attached to a request for PP LAC additional funding, it may be approved subject to conditions (such as additional reporting or scrutiny arrangements). Examples of requests that might be considered to require conditions for approval are those seeking funding:

- for high-cost interventions;
- for interventions with qualitative targets;
- for lengthy or prolonged interventions;
- exceeding £1,000 in a single instalment; and
- for a new or innovative intervention, without an established evidence base.

Details of the Virtual School Resource Panel and the process for considering Request for PP LAC Additional Funding can be found at **Appendix 3**.

3.4 Payment of funding to non-residential schools

PP LAC payments will be made directly to Slough schools via monthly cash sheets. However, out of Borough schools will need to submit an invoice for payment and will be required to register on the Council's procurement system before payment can be made and further details about the process can be found at **Appendix 4**. Slough Virtual School will make every effort to avoid delays and to expedite payments to out of Borough schools.

- Subject to the criteria being met the £900 annual PP LAC core funding will be paid in 3 termly instalments of £300 (as described in section 3.2).
- Where a request for PP LAC additional funding has been approved by the Virtual School Resource Panel, payment will be made at the next opportunity. Out of Borough schools will be informed the same day so that they can raise the necessary invoice.
- Payment of PP LAC additional funding will be made in termly instalments commencing in the term that the request is approved and in subsequent terms at the same time as the termly instalment of PP LAC core funding. Out of Borough schools should itemise the core and additional funding on the same invoice for each child to reduce administration.
- The requirements for the continued payment of termly instalments of PP LAC additional funding are the same as those for payment of termly instalments of PP LAC core funding described in section 3.2.
- Exceptionally the Virtual School Resource Panel may approve PP LAC additional funding to be paid in a single instalment. This payment will be made to the school at the next opportunity. Out of Borough schools will be informed the same day so that they can raise the necessary invoice.
- Payments of PP LAC additional funding are subject to any conditions attached by the Virtual School Resource Panel, where it has identified risk.

3.5 Recoupment of funding from non-residential Schools

This applies to Slough Schools and out of Borough non-residential schools.

- Where a child moves school during the term Slough Virtual School will recoup any additional PP LAC funding that has been awarded and which has not been spent at the time of the move.
- Slough Virtual School will not recoup PP LAC funding where a child moves during the term, unless the amount transferred to the school is greater than the £300 termly core funding instalment. However, arrangements should be made to transfer any intervention or provision already commissioned or purchased with PP LAC funding, where appropriate, to the child's new school.

- Slough Virtual School reserves the right to recoup any PP LAC funding that has not been spent to meet the needs of the looked after child for whom it has been allocated.
- Slough Virtual School reserves the right to recoup the PP LAC funding if there is evidence that the funding is not being used to address the needs of the looked after child for whom it has been allocated.
- Slough Virtual School reserves the right to recoup the funding if there is no evidence that the interventions that it is supporting are enabling the child to achieve the outcomes agreed when it was approved.
- PP LAC funding that is recouped by Slough Virtual School must be repaid to Slough Borough Council within 30 days of being informed.

3.6 Allocation of funding to independent and residential providers

In order to be paid any PP LAC funding that is approved, independent and residential providers will need to submit an invoice for payment and will be required to be registered on the Council's procurement system before payment can be made.

- Slough Virtual School will provide extra funding to independent and residential providers only in exceptional circumstances, because these are already funded at a high level by central budgets.
- PP LAC core funding will not be allocated upon receipt of the PEP.
- All applications for funding must be submitted requests for PP LAC additional funding, which will be considered at a regular Virtual School Resource Panel meeting.
- Where the Virtual School Resource Panel has approved funding the Virtual School Head will only authorise payment upon production of all invoices for the approved intervention or provision.

3.7 Recouping of funding from independent and residential providers

- Where a child moves placement and intervention or provision that has been procured with PP LAC funding has not been completed, arrangements should be made to transfer this to the child's new placement, where appropriate.
- Slough Virtual School reserves the right to recoup any PP LAC funding that has not been spent to meet the needs of the looked after child for whom it has been allocated.
- Slough Virtual School reserves the right to recoup the PP LAC funding if there is evidence that the funding is not being used to address the needs of the looked after child for whom it has been allocated.

- Slough Virtual School reserves the right to recoup the funding if there is no evidence that the interventions that it is supporting are enabling the child to achieve the outcomes agreed when it was approved.
- PP LAC funding that is recouped by Slough Virtual School must be repaid to Slough Borough Council within 30 days of being informed.

Children looked after by other local authorities who attend Slough schools

- Different local authorities will adopt different approaches to the allocation and management of PP LAC according to their local context.
- Slough schools that have children looked after by other LAs on their rolls must request details of those LA's policies for PP LAC by contacting their Virtual School Heads.
- Contact details for Virtual School Heads in other local authorities can be requested from the Slough Virtual School.

Appendix 1

Extract from Pupil Premium Grant 2014-15: conditions of grant

C. Looked After Children (LAC)

Basis of the allocations to the local authority

16. The Department will allocate a provisional allocation of £1,900 per child for the number of children looked after for at least one day as recorded in the March 2013 Children Looked After Data Return (SSDA903) and aged 4 to 15 at 31 August 2012. This allocation will be updated and finalised in October 2014 based on the number of children looked after for at least one day as recorded in the March 2014 Children Looked After Data Return (SSDA903) and aged 4 to 15 at 31 August 2013.

Use of the Looked After Children Premium

17. The grant allocation for Looked After Children must be managed by the designated Virtual School Head 7 in the authority that looks after those children to be used for the benefit of the looked after child's educational needs as described in their Personal Education Plan (PEP). The Virtual School Head should ensure there are arrangements in place to discuss with the child's education setting – usually with the designated teacher – how the child will benefit from any pupil premium funding. The local authority is not permitted to carry forward funding held centrally into the financial year 2015-2016. Grant held centrally that has not been spent by 31 March 2015 will be recovered as set out in paragraphs 21 and 24 below.

Appendix 2

Pupil Premium and the role of the Virtual School Head 2014-15 FAQ

What changes have been made to the conditions of grant for the Pupil Premium for looked after children in 2014-15?

The conditions of grant state the following:

Basis of the allocations to the local authority

16. The Department will allocate a provisional allocation of £1,900 per child for the number of children looked after for at least one day as recorded in the March 2013 Children Looked After Data Return (SSDA903) and aged 4 to 15 at 31 August 2012. This allocation will be updated and finalised in October 2014 based on the number of children looked after for at least one day as recorded in the March 2014 Children Looked After Data Return (SSDA903) and aged 4 to 15 at 31 August 2013.

Use of the Looked After Children Premium

17. The grant allocation for Looked After Children must be managed by the designated Virtual School Head in the authority that looks after those children to be used for the benefit of the looked after child's educational needs as described in their Personal Education Plan (PEP). The Virtual School Head should ensure there are arrangements in place to discuss with the child's education setting – usually with the designated teacher – how the child will benefit from any pupil premium funding. The local authority is not permitted to carry forward funding held centrally into the financial year 2015-2016.

The conditions of grant for the pupil premium arrangements in 2014-15 are published on the Department's website and can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283193/Pupil_Premium_CoG_2014-15.pdf

What are the changes to the pupil premium arrangements for looked after children in 2014-15?

There are three main changes:

Firstly, looked after children attract a pupil premium of £1900, more than double the amount they attracted in 2013-14.

Secondly, the cohort of looked after children who attract the pupil premium is bigger and includes children looked after from the first day of care rather than, as previously, only those who had been looked after for six months or more.

Thirdly, for 2014-15 the pupil premium for looked after children must be managed by the virtual school head in the authority that looks after them. Unlike in previous years, there is no requirement for an authority to pass the funding onto the school where the child is on roll to contribute towards meeting the needs identified in their Personal Education Plan. The presumption, however, is funding is passed to the school and this is strongly encouraged.

Why have the arrangements for managing the pupil premium for looked after children changed for 2014-15?

The Department has changed the conditions of grant regarding how the pupil premium is managed for looked after children to reflect more effectively the particular challenges of supporting their education. Now that virtual school heads will be statutory they will be responsible as part of the corporate parent role to promote the educational achievement of the children looked after by their authority. Ministers therefore want them to have a greater role in working with schools to ensure that duty is fulfilled. And now local authorities attract pupil premium for children from the first day of care giving the virtual school head management of the looked after pupil premium is administratively less bureaucratic.

Does the virtual school head have to manage the budget or can this be delegated to a local authority finance team?

The conditions of grant for 2014-15 states clearly that the pupil premium grant allocation must be managed by the designated virtual school head for the children looked after by the authority. This has statutory force. It is a virtual school head rather than a local authority finance team who is best placed to know how to use pupil premium to maximise the benefits to looked after pupils. Virtual school heads should consult finance teams about the best way to distribute funding to schools.

Can the Director of Finance dictate that the pupil premium funding is passed directly to schools?

The conditions of grant state that virtual school heads should manage pupil premium funding. It is therefore for the virtual school head to decide how the pupil premium for looked after children is managed. That is an important part of how the virtual school head complies with the duty under the Children Act 1989 to promote the educational achievement of the children looked after by the authority.

Does the virtual school head have to give the money to schools?

There is no requirement to do so. There is, however, a strong expectation that virtual school heads will pass on pupil premium funding onto a child's education setting to be used to meet additional needs set out in his or her Personal Education Plan. That can be passed to the school on a termly or annual basis. Any funding not passed down to schools by the end of the financial year will have to be returned to the Department.

Does the virtual school head have to give £1900 to schools or can they give a higher or lower amount?

The conditions of grant state that grant allocation for looked after children must be managed by the virtual school head. It is for the virtual school head to decide whether to provide £1900 to a school for a looked after child or a higher or lower amount. They can also decide on whether to pay termly or annually. They can also link allocation to the content of the Personal Education Plan as agreed with the school.

Can the virtual school head pool funding for some of the authority's looked after children?

The Department expects virtual school heads to manage the pupil premium to ensure that it promotes the educational achievement of all the children looked after by the authority. It may be appropriate to pool some pupil premium for activities to benefit the authority's looked after children more holistically. For example, it might be appropriate to use this funding to provide training for a group of designated teachers across the authority or a group of Teaching Alliance schools.

Equally, a virtual school head might negotiate with a school regarding pooling pupil premium funding for looked after children with the school's pupil premium to provide an enhanced and more intensive package of support for disadvantaged children generally.

Does the pupil premium for looked after children need to be passed to non-mainstream schools?

There is no requirement to do so. There should be a discussion about what provision is being delivered and what would be provided in addition to that in accordance with the child's Personal Education Plan, if the pupil premium funding was passed on to the non-mainstream education setting.

Can the pupil premium for looked after children fund a post in the virtual school?

Pupil premium is additional funding provided to raise the achievement of looked after pupils and close the achievement gap. It is not intended to fund posts that should be the responsibility of local authorities as a corporate parent.

There may be instances where some pupil premium funding can be used to support the work of a person where it can be very clearly demonstrated that their role has a significant contribution to promoting the educational achievement of the children looked after by the authority. That role could, for example, involve working with schools to raise the quality of learning targets in a child's Personal Education Plan.

Can some of the pupil premium for looked after children be spent on providing other central services that support their education?

Pupil premium funding is additional funding provided to support schools to raise the achievement of disadvantaged pupils, including looked after children. It should not be used to fund central services that would reasonably be expected to be funded by local authorities, to comply with their duty to promote the educational achievement of the children they look after. As stated above, however, virtual school heads are responsible for managing the efficient use of pupil premium funding for the purpose it has been provided. They will therefore need to demonstrate a direct link between spending and raising standards of achievement for the children looked after by their authority, wherever they are placed.

Are virtual school heads accountable for the use and impact of the pupil premium on the achievement of looked after children, in the same way as headteachers?

Virtual school heads are responsible for making sure there are effective arrangements in place for allocating pupil premium funding to benefit children looked after by their authority. That means:

making sure that pupil premium funding for looked after children is spent effectively and fully, given any underspend needs to be returned to the Department at the end of the financial year;

being able to demonstrate how pupil premium funding managed by the virtual school head is linked to raising achievement for looked after children and closing the gap between their achievement and that of their peers; and

having arrangements in place to engage with the looked after child's school (usually with the designated teacher) about how pupil premium funding allocated to the school is contributing to meet the needs identified in his/her Personal Education Plan.

Schools are accountable for the educational attainment and progress of all disadvantaged pupils who attract pupil premium on their roll, through Ofsted inspections and KS2/KS4 school performance tables. Virtual school heads and others involved in Personal Education Plans will want a constructive dialogue with schools about how best to support looked after children using the pupil premium.

The Ofsted framework for the inspection of children looked after services states that, as part of the performance information required, the inspector will ask for the annual report of the virtual school head. We would expect that to include information about how the pupil premium has been managed and the impact it has made.

But to whom is the virtual school head accountable within their local authority?

That depends on the line management arrangements in individual local authorities. Ultimately, however, the virtual school head is accountable to the Director of Children's Services and/or the Chief Executive and the Lead Member for Children.

How should the funding be allocated for looked after children in 2014-15 when the funding is based on one-year old data in the SSDA903?

It is important to distinguish the basis on which funding is allocated to local authorities from SSDA903 data and how that funding is managed by the virtual school head to support those children who are looked after during the 2014-15 period.

The provisional allocation is based on the number of children looked after for at least one day and aged 4 to 15 at 31 August 2012, as submitted in the SSDA903 in March 2013. This allocation is updated and finalised in October 2014, based on the number of children looked after for at least one day and aged 4 to 15 at 31 August 2013, as submitted in the SSDA903 in March 2014.

This funding should be managed by the virtual head teacher so it is used to support those children looked after by the local authority for one day or more during the 2014-15 period. This needs to take account of the fact that children move in and out of care.

How should virtual school heads give schools funding for children who have been looked after for a very short period?

It is up to virtual schools heads to manage pupil premium funding for looked after children during the 2014-15 period. Although £1900 is allocated for each looked after child, irrespective of how long they have been in care, this does not necessarily mean that virtual head teachers are expected to manage the funding on the same basis to schools. Virtual head teachers can therefore manage the funding to take account of the length of time in care, as well as other factors, if they wish. The funding, however, should always be to support the educational achievement of the looked after child, as described in their Personal Education Plan.

Can the virtual school head carry over pupil premium funding to 2015-16?

No. Any pupil premium funding that has not been passed to schools or spent by 31 March 2015 must be returned to the Department.

Can we give foster carers the pupil premium to spend rather than give it to schools?

The virtual school head manages pupil premium funding to support the education of looked after children, as set out in the Personal Education Plan. The expectation is that this funding is passed to schools unless there are clear reasons not to do this. It should not be used for activity that the local authority should normally be expected to fund as the corporate parent, such as support for foster carers. Foster carers, however, have an essential role in supporting the education of the children for whom they care. Foster carers can therefore make a valuable contribution, such as with the Personal Education Plan.

Does the pupil premium for 2014-15 work in the same way as personal education allowances did?

No. The pupil premium is not a replacement for the personal education allowance. The pupil premium is much more focussed on support to improve the educational achievement of looked after children and close the gap between looked after children and their peers.

Can virtual school heads impose conditions on how schools use the pupil premium for looked after children?

We want local authorities to have a constructive and meaningful dialogue with the schools on the most effective use of the funding and not impose conditions. The funding should support children's Personal Educational Plan, overseen by the designated teacher in the school.

Can a school insist that they get £1900 for a looked after child on roll?

It is up to the virtual school head to decide how the funding is managed, including how funding is distributed to schools. Although £1900 is allocated for each looked after child,

irrespective of how long they have been in care, this does not necessarily mean that virtual head teachers are expected to manage the funding on the same basis to schools. Virtual school heads should also work closely with schools about how best to meet the needs identified in a child's Personal Education Plan with support provided through the pupil premium.

Can an amount be held by the virtual school head to administer the grant?

Pupil premium funding is additional funding provided to support schools to raise the achievement of disadvantaged pupils, including looked after children. It should not be used to fund central services such as the virtual school head to administer the funding. The pupil premium should be used to provide additional support for looked after children in order to raise the achievement of looked after children.

What tips have virtual school heads got to share about how they have worked with schools up to now in how the pupil premium is used?

Talk to other virtual school heads in your area through the virtual school head regional structures.

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Appendix 3

Request for Looked After Children Pupil Premium Additional Funding

How to request additional funding

To request looked after children pupil premium additional funding from Slough Virtual School for a looked after child who has specific educational needs please complete the form overleaf and return it to Slough Virtual School together with an Individual Provision Map for the child.

Please submit the Individual Provision Map on your school's usual template for provision mapping ensuring that, as a minimum, it shows:

- the area of need or barrier to learning;
- the baseline data;
- expected outcomes;
- details of interventions (weeks, sessions, duration, when, with who, where?);
- costs of interventions for which PP LAC additional funding is requested
- target for improvement (quantitative, exceptionally qualitative)

Targets for improvement should be quantitative and it must be clear how progress will be measured. Exceptionally qualitative targets may be accepted, provided that evidence is available that will demonstrate that they have been met. For example:

Sam is below National Age Related Expectations in reading. To enable Sam to accelerate progress in reading, he will have 40 hours of one-to-one support at school with reading recovery teacher Mrs Smith at £30 per hour, membership of Letterbox Club (provided by the Virtual School) and 15 minutes a night of reading with foster carers recorded in his reading log. Time period for achievement of this target: September 2014 - July 2015.

Measured by: progress from 2c to 3c.

Total funding requested: 40 hours at £30 = £700.

The request must be approved by the school's Head Teacher or Acting Head Teacher.

Reviewing requests for additional funding

A request for PP LAC additional funding can be submitted to Slough Virtual School at any time during the academic year for consideration. This will enable your school to:

- meet the needs of looked after children who join your school during the year;
- respond to additional needs of looked after children as they are presented; or
- introduce new interventions and provision as they are identified.

All requests will be considered by the Virtual School Resource Panel, which is chaired by the Virtual School Head and comprises professionals who support Slough's looked after children. The Virtual School Resource Panel meets regularly during the year and decisions about additional funding will be promptly communicated to the school and payment arranged at the next opportunity. Schools outside of Slough will be required to submit an invoice before payment can be made.

Slough Virtual School

Request for Looked After Children Pupil Premium Additional Funding

CONFIDENTIAL ONCE COMPLETED

Name of School & DfE Number		Address	
School's OfSTED Grading and inspection date		Local Authority (schools outside Slough)	
Name of Designated Teacher for LAC		Contact telephone and email address	
Name of pupil	UPN	Date of Birth	Year Group
Details of the planned, current or past use of PP LAC core funding during this academic year			
Details of the activity that requires funding from PPP LAC additional funding			

Details of the person responsible for managing or overseeing activity	
Is this activity included in the PEP? If not please explain.	
Cost of the activity (£)	Amount of additional funding sought (£)
Describe how will the impact of this additional funding be measured	
Signed	Date
Position (please delete as appropriate)	
Head Teacher / Acting Head Teacher	

Please ensure you include an Individual Provision Map for the child with this request form

For Slough Virtual School Use

Date received	Date of Virtual School Resource Panel
Approved by VSH	Date
School notified (OOA schools must invoice)	Date

Appendix 4

Instructions for completing the New Supplier Set up form

- This form should be completed prior to placing any orders with suppliers. Failure to complete this form may result in delayed payment.
- Please write clearly in BLOCK LETTERS
- Please complete **all fields marked with an asterisk (*) as these are mandatory.** We regret that forms where the mandatory fields have not been completed will be returned to the Requestor
- Please note that Slough Borough Councils standard payment terms are **28 Days**
- For queries about completing this form please contact Procurement on 01753 875285 or 01753 875010
- All completed forms should be signed by a person authorised within the supplier's business to do so. Completed forms should be returned to the Purchasing Team: faxed **01753 478643** or emailed sbcprocurement@slough.gov.uk

Slough Borough Council to complete Parts A & B (MANDATORY SECTION - failure to complete will result in the form being returned).

Supplier please complete Parts C- F

PART A: Slough Borough Council Contact Details	
* Mandatory	
Requestors Name *	Aalia Akhter
Requestors Contact Number*	01753 87 5929
Requestors Directorate*	CWB
Please provide a description of the goods/services being supplied*	Slough Child in out of borough school
Estimated annual expenditure with the supplier *	£900

PART B: Contract details (please tick one).

*Mandatory

Supplier has agreed to SBC’s standard terms & conditions (goods or Services)*	
Supplier has signed Short-form Agreement*	
Supplier has formal contract in place with SBC (created by Legal Department)*	
JCT Contract in place*	
None of the above*	

Part C: Supplier Contact Details

*Mandatory

Supplier’s Name *	
1 st Line of Address *	
2 nd Line of Address	
3 rd Line of Address	
4 th Line of Address	
Town/City *	
Post Code *	
Telephone * (inc code)	
Fax Number (inc code)	
e-Mail *	
Website Address	

Point of Contact for Purchase Order

Contact Surname *	
Contact First Name *	
Position *	
Telephone Number *	
Notification Method for Purchase Order * (e.g. Fax/e-mail)	
Fax number / e-mail address for Purchase Orders *	

Remittance Details (if different from above)

1 st Line of Address *	
2 nd Line of Address	
3 rd Line of Address	
4 th Line of Address	
Town/City *	
Post Code *	
Telephone (inc code)	
Fax Number (inc code)	
e-Mail *	

PART D: Supplier Details

Please tick the appropriate box

Limited Company	<input type="checkbox"/>	Partnership	<input type="checkbox"/>
Third Sector	<input type="checkbox"/>	Sole Trader	<input type="checkbox"/>
1-250 employees	<input type="checkbox"/>	250+ employees	<input type="checkbox"/>

Company Registered Number * (applicable only if registered company)	
Unique Tax Reference Number * (where applicable)	
National Insurance Number* (where applicable)	
VAT Registered Number *	204-2691-91
Tax Rate* (e.g. Standard, Zero, Exempt etc)	

Do you have any partner/relatives (no matter how distant)/close personal friends who are elected members or employees of the Council? If so, please state name(s), relationship(s) and directorate(s)*	n/a
--	-----

PART E: Bank Details

Name of Bank/Building Society *			
Sort Code *		Account Number *	
Account Name *			

I confirm the details given above are accurate and complete.

Name		Position	
-------------	--	-----------------	--

Signature		Date	
------------------	--	-------------	--

Part F: Authorisation

Internal Use Only. To be completed by Procurement Team

	Name	Date
Supplier details added by		
Procurement Sign Off		

Internal Use Only. To be completed by iProcurement Team

	Name	Date
Bank Details Entered By		
Bank Details Checked By		

Nature of Goods and Services Supplied * The Following list is derived from the Standard Industry Code (SIC) list, please select the ONE activity which best describes the nature of the goods/services you provide			
Accommodation		Other human resources activities (excluding consultancy)	
Accountancy, auditing & tax advisory		Other information service activities (e.g. soft and hard ware retailers;	

		suppliers of IT consumables; but excluding IT project management)	
Advertising & market research activities		Photographic services	
Architectural & engineering activities (including structural engineers)		Postal & courier services	
Cleaning		Professional Bodies (e.g. Royal Institute of Chartered Surveyors)	
Computer programming, consultancy & related activities		Property Investment Advisory Services	
Creative, arts & entertainment activities		Property repairs & maintenance (excluding construction) e.g. painting, glazing, small refurbishments	
Demolition & Site preparation		Public Administration (e.g. HM Land Registry)	
Development of building projects (including construction project management for large projects)		Public relations & communications activities	
Education and training providers		Publishing activities (including printing & reprographics)	
Electrical, plumbing and other construction projects		Quantity surveying	
Electricity, gas & air conditioning supplies		Real estate activities on a fee or contract basis (e.g. managing agent fees and service charges)	
Environmental consultancy		Renting & leasing of motor vehicles	
Exhibition/conference organisers		Renting & Leasing of other machinery & equipment	
Financial service activities (except insurance and pension funding)		Repair & Installation of machinery & equipment (including IT hardware, photocopiers etc)	
Fishing & Aquaculture		Scientific research & development	
Food, beverage & catering		Security	
Forestry & Logging		Specialist design services	
Insurance & pension funding		Telecommunications	
Landscaping activities		Temporary staff agencies & recruitment consultancies	
Legal activities (including legal advice, counsels opinion, court fees)		Translation & interpretation services	
Libraries & archives (including press cuttings)		Travel services (travel agents, coach hire, airlines etc)	

Management consultancy (including IT and other Project management advice (except in relation to construction projects); health and safety consultancy and HR consultancy etc)		Waste Collection & Disposal	
Mining Activities		Water & Sewage	
Office administration & other business support services (e.g. provision of payroll services & document storage)		Other human resources activities (excluding consultancy)	

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Department
for Education

Pupil Premium 2014 to 2015: conditions of grant

February 2014

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Introduction

1. Pupil Premium Grant (PPG) 2014-2015 will be paid pursuant to Section 14 of the Education Act 2002 and, in accordance with Section 16 of that Act, the Secretary of State lays down the following terms and conditions on which assistance is given in relation to the PPG payable to the local authority for the financial year beginning 1 April 2014.

2. PPG provides funding for two policies:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers; and
- Supporting children and young people with parents in the regular armed forces

The PPG per pupil for 2014-2015 is as follows:

Disadvantaged pupils	Pupil Premium per pupil
Pupils in Year Groups R to 6 recorded as Ever 6 FSM	£1,300
Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM	£935
Looked After Children (LAC)	£1,900
Children adopted from care under the Adoption and Children Act 2002 ¹ and children who have left care under a Special Guardianship or Residence Order	£1,900
Service children	
Pupils in Year Groups R to 11 recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence.	£300

Ever 6 FSM

The Pupil Premium for 2014-2015 will include pupils on the January 2014 School Census known to have been eligible for Free School Meals (FSM) in any of the previous six years, as well as those first known to be eligible at January 2014.

For the purposes of these grants conditions, “**Ever 6 FSM**” means those pupils recorded on the January 2014 School Census² who were recorded as known to be eligible for Free School Meals (FSM) on any of the termly censuses since Summer 2008, including the January 2014 School Census. Each pupil will only be counted once: for example, if a pupil on the January 2014 Census is recorded as known to be eligible for FSM and was recorded as known to be eligible for FSM on the Summer 2013 and Autumn 2013 Censuses, they will be counted as **one** Ever 6 FSM pupil for calculating allocations for

¹ Eligible children are those adopted from care on or after 30 December 2005 which is the date the Adoption and Children Act 2002 was implemented.

² References to the School Census and other termly censuses, are those collected by the Department for Education in England.

the PPG in 2014-2015.

Children adopted from care

The Pupil Premium for 2014-2015 will include those pupils recorded on the January 2014 School Census who were looked after immediately before being adopted on or after 30 December 2005³, or were placed on a Special Guardianship or Residence Order immediately after being looked after (known as **post-LAC** for the remainder of this document). A child should be recorded as such where the parent or guardian of the child has informed the school that the child has been adopted from care or has left care under a Special Guardianship or Residence Order.

Ever 4 Service Child

For the purposes of these grant conditions, “**Ever 4 Service Child**” means a pupil recorded on the January 2014 census who was eligible for the Service Child premium in 2011-2012, 2012-2013 or 2013-2014, as well as those recorded as a Service Child for the first time on the January 2014 Census. Each pupil will only be counted once: for example, if a pupil on the January 2014 Census is recorded as a Service Child in January 2014 and on the January 2013 Census, they will only be counted as **one** Ever 4 Service Child for calculating allocations for the PPG in 2014-15.

The grant will be allocated as set out in sections A, B and C below. Where National Curriculum Year Groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded on the January 2014 Census.

³ The Adoption and Children Act 2002 was implemented on 30 December 2005.

A. Pupil Premium for Ever 6 FSM Pupils, post-LAC, and Ever 4 Service Children in Mainstream Schools⁴

3. This element of the PPG will be allocated to local authorities on the basis of:

- £1,300 per pupil for each Ever 6 FSM full time equivalent (FTE) pupil aged 4 and over in Year Groups R to 6 in mainstream schools, except where the pupil is allocated the LAC or post-LAC Premium;
- £935 per pupil for each Ever 6 FSM FTE in Year Groups 7 to 11 in mainstream schools, except where the pupil is allocated the LAC or post-LAC Premium ;
- £1,900 per pupil for each post-LAC in Year Groups R to 11 in mainstream schools;
- £300 per pupil for each Ever 4 Service Child FTE pupil aged 4 and over in Year Groups R to 11 in mainstream schools; and
- £300 for each pupil aged 4 and over in Year Groups R to 11 who is in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS).

For pupils recorded as aged 5 and over on the School Census, PPG will be allocated on the basis of Sole and Dual Main registrations only.

4. The local authority must allocate to each school it maintains for each FTE pupil on the January 2014 School Census, the following amounts:

- for each Ever 6 FSM FTE pupil aged 4 and over in Year Groups R to 6, £1,300 per pupil, except where the pupil is allocated the LAC or post LAC Premium;
- for each Ever 6 FSM FTE pupil in Year Groups 7 to 11, £935 per pupil , except where the pupil is allocated the LAC or post-LAC Premium.
- for each post-LAC pupil in Year Groups R to 11, £1,900;
- for each FTE pupil who is an Ever 4 Service child aged 4 and over in Year Groups R to 11, £300 per pupil; and
- for each pupil aged 4 and over in Year Groups R to 11, who is in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS), £300.

5. For pupils recorded as aged 5 and over on the School Census, PPG must be

⁴ For the purposes of these conditions of grant, mainstream school means infant, junior, primary, middle, secondary, high schools, special school and Pupil Referral Units. It does not include General Hospital Schools or other Alternative Provision.

allocated on the basis of Sole and Dual Main registrations only.

Local authorities should not pay PPG to Academies (including special and AP academies) that have converted by the start of Summer Term 2014, as they will receive their PPG directly from the Education Funding Agency (EFA). Local authorities should pay PPG to a mainstream school due to convert to Academy status: by the start of the Autumn Term 2014, 5/12ths of their annual allocation; or, by the start of the Spring Term 2015, 9/12ths of their annual allocation. Schools converting after the start of the Spring Term 2015 should be paid their full allocation by the local authority. The Department will adjust the local authority's PPG allocation to reflect this and the remaining allocation will be paid directly to the Academy by the EFA.

6. Schools federated, or to be federated, under the provisions of section 24 of the Education Act 2002, during the financial year beginning 1 April 2014 shall have grant allocated to them as if they were not federated.

7. The grant must be made available irrespective of the existence of any deficit relating to the expenditure of the school's budget share. PPG is not part of schools' budget shares and is not part of the Individual Schools Budget. It is not to be counted for the purpose of calculating the Minimum Funding Guarantee.

Terms on which PPG is allocated to schools

8. The grant may be spent by maintained schools for the purposes of the school; that is to say for the educational benefit of pupils registered at that school, or for the benefit of pupils registered at other maintained schools; and on community facilities, for example services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

9. The grant does not have to be completely spent by schools in the financial year beginning 1 April 2014; some or all of it may be carried forward to future financial years.

Pupil numbers to be used in calculation of PPG for mainstream schools

10. The following pupil numbers will be used to allocated the Pupil Premium to mainstream schools:

(a) the number of pupils recorded on the January 2014 School Census who are Ever 6 FSM (not eligible for the LAC and post-LAC premium), post-LAC and Ever 4 Service child FTE pupils aged 4 and over in Year Groups R to 11; or

(b) in the case of a school which is to open during the 2014-2015 financial year; the number of Ever 6 FSM (not eligible for the LAC and post-LAC premium), post-LAC and Ever 4 Service child pupils (FTE) aged 4 and over in Years Groups R to 11, on the Autumn 2014 School Census; or

(c) in the case of a school where proposals for the establishment of the school have not been fully implemented, and at the start of the Autumn term 2014, the number of years elapsed since the day on which the school opened is less than

the number of year groups in the school, 7/12ths of the number of Ever 6 FSM pupils (not eligible for the LAC or post LAC premium) and post-LAC pupils aged 4 and over in Years Groups R to 11 on the Autumn 2014 School Census plus 5/12ths of the number of pupils (FTE) aged 4 and over in Year Groups R to 11 eligible for Ever 6 FSM and post-LAC pupils on the January 2014 School Census.

For pupils recorded as aged 5 and over on the School Census, only Sole and Dual Main registrations should be used.

11. A school opening during the financial year beginning 1 April 2014 should receive PPG for the proportion of the financial year for which it is open.

12. In the case of a school which closes during the financial year, the local authority should allocate an amount proportionate to the period of the financial year for which the school is open.

13. Notwithstanding paragraph 10(b) above, in the case of a school which opens during the financial year and receives all the pupils from two, or more, schools which close during the financial year, the school shall receive grant equal to the total which would be payable to those schools had they remained open, proportionate to the period of the financial year for which the school is open.

14. In the case of schools which are to have pupils transferred from a closing school in 2014- 2015; the local authority should allocate the grant that would have been paid to the closing school, had it remained open, to the schools receiving those pupils. The amount to be allocated to each school should be agreed with the schools receiving the pupils but must not exceed in total the amount which would have been allocated to the closing school had it remained open. The amount allocated to the closing school is set out in paragraph 12 above.

B. Pupil Premium for Ever 6 FSM Pupils in non-mainstream schools

15. PPG has also been allocated to each local authority for Ever 6 FSM pupils in General Hospital Schools and Alternative Provision (ie attending schools not maintained by the local authority⁵ for which the local authority is paying full tuition fees, plus all pupils educated otherwise than in schools under arrangements made by the local authority). Where the pupil is educated in a non-maintained special school Pupil Premium Grant must be paid to the school. This can be allocated to the non-maintained special school on a termly basis. For other alternative provision pupils, the grant can be allocated to the setting where the child is being educated or held by the local authority to spend specifically on additional educational support to raise the standard of attainment for the aforementioned pupil in 2014-2015. The local authority must consult the non-mainstream settings about how to use the amount held by the local authority to support children educated in non-mainstream settings.

16. For non-mainstream schools that complete the School Level Annual Census (SLASC), rather than the main School Census, Pupil Premium will be based on the number of FTE pupils recorded as FSM on the January 2014 SLASC.

⁵ Including Non-maintained Special Schools

C. Looked After Children (LAC)⁶

Basis of the allocations to the local authority

16. The Department will allocate a **provisional** allocation of £1,900 per child for the number of children looked after for at least one day as recorded in the **March 2013** Children Looked After Data Return (SSDA903) and aged 4 to 15 at 31 August 2012. This allocation will be **updated and finalised in October 2014** based on the number of children looked after for at least one day as recorded in the **March 2014** Children Looked After Data Return (SSDA903) and aged 4 to 15 at 31 August 2013.

Use of the Looked After Children Premium

17. The grant allocation for Looked After Children must be managed by the designated Virtual School Head⁷ in the authority that looks after those children to be used for the benefit of the looked after child's educational needs as described in their Personal Education Plan (PEP). The Virtual School Head should ensure there are arrangements in place to discuss with the child's education setting – usually with the designated teacher – how the child will benefit from any pupil premium funding. The local authority is not permitted to carry forward funding held centrally into the financial year 2015-2016. Grant held centrally that has not been spent by 31 March 2015 will be recovered as set out in paragraphs 21 and 24 below.

⁶ As defined in Section 22 of the Children Act 1989

⁷ This role currently exists in local authorities on a non-statutory basis. Subject to the Children and Families Bill receiving royal assent the role will be statutory.

D. Allocation and Payment arrangements

18. Allocations for the grant will be confirmed in summer 2014 once pupil number data from the January 2014 Census has been validated and agreed. The Grant will be paid by the Secretary of State to the local authority in quarterly instalments by: 30 June 2014; 30 September 2014; 31 December 2014; and 31 March 2015.

Certification

19. Local authorities will be required to certify that they have passed on the correct amount of funding to schools or, where funding has been spent centrally, that it has been spent in line with the conditions of grant. We will issue details of this process in March 2015.

Variation

20. The basis for allocation of grant may be varied by the Secretary of State from those set out above, if so requested by the local authority

Overpayments

21. Any overpayment of grant shall be repaid by the local authority to the Secretary of State.

Further information

22. That the books and other documents and records relating to the recipient's accounts shall be open to inspection by the Secretary of State and by the Comptroller and Auditor General. The Comptroller and Auditor General may, pursuant to Section 6 of the National Audit Act 1983, carry out examinations into the economy, efficiency and effectiveness with which the recipient has used its resources in discharging its grant-aided activities.

23. The local authority shall provide such further information as may be required by the Secretary of State for the purpose of determining whether it has complied with the conditions set out in this document.



Department
for Education

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