# Pupil Premium Plus Policy

(Updated for the financial year 2024-25)

This guidance and policy document has been produced by Croydon Virtual School (VS) for care experienced children and young people.

It draws on the current Department for Education (DfE) Pupil premium conditions of grant 2024-25.

For further information on the statutory guidance, please see the links below:

- Promoting the education of looked after children and previously looked after children for Local Authorities and Designated Teachers.
- Promoting the Education of CLA & PCLA

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Croydon Virtual School
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# Introduction

Throughout this policy the Pupil Premium for children looked after will be referred to as **Pupil Premium Plus (PPG+)** to distinguish it from other forms of Pupil Premium. Point 34 of the above guidance states:

*"VSHs, working with education settings, should implement PPG+ arrangements for all looked-after children, in need of support for whom the authority is responsible, in accordance with the latest conditions of grant published by the department and any supplementary departmental advice it issues. Virtual School Heads (VSH) have considerable flexibility in the use of PPG+ funding in order to maximise its impact for individual children looked-after as well as the whole looked-after cohort. All VSHs should publish a clear policy on their use of PPG+, including how they decide the level and use of top-sliced funding[10]"*

LAs are responsible for managing **PPG+** payments, with the Virtual School Headteacher (VSH) being responsible for making sure there are effective arrangements in place for the allocation of the funds.

- The overall grant allocated to each Local Authority (LA) is calculated on a per capita basis at £2,570 per eligible child for the 2024/25 financial year.

- PPG+ does not have to be distributed on a per capita basis, given that CLA in care have differing levels of need at different stages of being in care. It is not a personal allowance for each child.

## Our underpinning philosophy:

The Croydon PPG+ policy is driven by our 'Children's needs'. The principles of this are as follows:

- The VSH is responsible for the use of PPG+ to improve outcomes for all children in care to Croydon, wherever they live and attend education.

- Funding will be provided according to the needs of the child as evidenced by professionals through SMART targets set out in the child's PEP. This will be assessed on a case-by-case basis.

- None of the grant will be used to pay for Virtual School management or administration. This funding comes from our dedicated schools grant (DSG) allocation awarded via Schools Forum. Some of the PPG+ grant is used to pay for teaching and advisory specialist staff whose work directly impacts young people.

- Croydon Council and the VS Team are corporate parents, so the question 'would this be good enough for my child?' is the central one we ask when making decisions and evaluating the effectiveness of the use of PPG+.

- PPG+ funding must be used "to improve educational outcomes and "narrowing the attainment gap". Our Virtual School annual report, available publicly, is a record of how the funding has been used to do this and an analysis of our impact.

- The “child’s needs driven model” relies on evidence-based spend of funds, either individually through the outcomes and actions outlined in the PEP for a child, or in ways that are proven to improve the experience and performance of children looked after in schools.

- The ePEP system is our key record of the PEP process that supports and monitors each child’s education. These are rigorously quality assured by the VS advisory team and senior staff.

## Eligibility

The Education & Skills Funding Agency (ESFA) will allocate to local authorities, in four installments, a provisional amount of £2,570 per child looked after. It is not a personal allowance. It is not available to carers or the young person directly.

In June 2024, an initial allocation will be calculated using the number of children looked after for at least one day, as recorded in the March 2023 children looked-after data return (SSDA903) and aged 4 to 15 on 31 August 2022.

The finalised allocation will be issued in December 2024 and will use the number of children looked after for at least one day during the year ending March 2024, as recorded in the March 2024 children looked-after data return (SSDA903) and aged 4 to 15 on 31 August 2023.

*This excludes children whose only episode(s) of care during the year were the result of respite or were on remand/committed for trial or sentence and accommodated by the local authority*.

### Rationale for allocation of funds in the financial year 2024/25:

We, like many Virtual Schools nationally, need a targeted and bespoke approach to ensure our CLA are consistently supported and monitored by specialist Virtual School staff who can provide training, insight and educational advice on best practice, to all professionals who work with children who’ve experienced the care system.

Since September 2020, we have taken a “needs led” approach to the release of PPG+ funding. We acknowledge that individual children’s needs vary and can ‘spike’ over time. For some Croydon CLA, £2,570 is only a fraction of the cost of the additional support they need over a year. Others need significantly less, and some need none, due to having well-resourced carers, other funding, or specific provision via school. We also know that training school staff in working effectively with our CLA is one of the most impactful ways to evidence improvements in outcomes for our young people. This is considered a positive use of funds where long term impact on CLA is evidenced.

### Additional costs for school CLA cohorts or individual CLA may come from (but are not limited to) children:

- Who have had to move in or out of the county in an emergency.
- Placed in other Local Authorities.

- Who are at risk of school exclusion and placement breakdown and need crisis intervention.
- Who are newly arrived in the country and have specific requirements.
- With undiagnosed or assessed SEND needs.
- In secure accommodation without education onsite/where education is costed separately to Children's Social Care (CSC). This will be an interim short-term funding.

Decisions about PPG+ spend are ultimately made by the VSH. This will be done via VS staff in collaboration with schools, carers, and other professionals. Where any contention arises the VSH and senior team will make a final decision, in the best interests of the educational outcomes for the child.

We encourage schools to be creative in their use of PPG+ to impact outcomes for CLA as a group and will consider schools' suggestions of training programmes or staffing specific to CLA as possible spend. We will consider any reasonable request for funds that is entered as a target into ePEP. Advisory Teachers (AT) will assist Designated Teachers (DT) in schools to ensure that targets are suitable, and funding awarded accordingly.

## Pupil Premium Plus Allocation - financial year 2024/25

In Croydon Virtual School each pupil will start the financial year with an allowance of £1,600.

The "retained funding" will be spent centrally on VS Advisory Teachers and pupil services as per the table in Appendix A**.** These interventions are available based on our knowledge and evidence of what works well for CLA and are designed to help schools remove barriers to achievement and wellbeing and promote better outcomes for individual pupils.

***NB:* VS services utilised/accessed by pupils will be monitored in a child's ePEP balance.**

*E.g. a Croydon pupil has an initial balance of £1,600 from the start of Summer Term in April 24. Tuition organised through extra hours with their 1:1 school maths teacher, costs £550, this will be deducted from their total amount. They then have use of online education resources via Virtual School. Licence fees of £50 will be deducted from their balance. The school then requests a set of Vietnamese translated textbooks for £85, this is deducted from the balance and the carer requests a laptop for home use on schoolwork, £450 is deducted from the allowance to cover the costs of that programme. There is then £465 remaining for the rest of the financial year. The PEP centres around how best to spend this money and what may be available.*

See Appendix A for an exemplar list of additional services, training and staffing purchased by the VS through retained PPG+ funding.

To help monitor how the allowance is being used schools must provide evidence of the intervention and spend via the creation of SMART targets in the young person's termly PEP document. *(please see page 6 for examples of SMART targets)*

The Virtual School Advisory Teacher assigned to the young person will review the target and decide to either approve or decline it based on the target being SMART (specific, measurable, achievable, realistic and timebound). The target should detail the current position regarding the young person's learning and the progress that should be made if the intervention is put in place. The Advisory Teacher will also take in to account the balance of PPG+ funding available to the young person before making a final decision.

All targets will need to be submitted by the deadline date which is detailed in the deadlines & timescales table on page 20. This is particularly important for targets created in Spring term 2024 as approved targets will need to be processed before the end of the financial year.

****Early Years pupils are eligible for £388 per year via their establishment for the 2022/23 financial year.**

## Circumstances when PPG+ cannot be used:

- To 'double fund' or replace funding which should have been allocated by the school from base or SEND/EHCP funds to support a child. PPG+ should not be used where the school has received a nominal SEND budget, funding is attached to EHCP and LSS Funding is paid (Croydon schools) (i.e. if a child were not CLA, how would a school fund the requested service?)

- School trips will only be considered by the VSH if:

  a) they exceed in cost the amount of foster carer allowance and carers can evidence spend on trips. (£5pw for YP 0-10 years old £260 & £10 pw for YP aged 11 upwards £520) Foster Carers' should first check with their Social Worker about potential additional funding to support their young person undertaking major school field trips, holidays and other educational activities.

  b) have a specific educational benefit that will enable the young person to better achieve in their outcomes.

  c) taking account of the other educational needs of the young person and need for spend.

  d) there is a record of the young person's thoughts on the matter.

  ***Decisions will be made on a case-by-case basis and & all caveats (a-d) will be considered before a final decision is made.***

- This will not cover non educational social and/ leisure activities–Foster Carers receive a weekly allowance which should cover these costs.

- Interventions that school staff ordinarily put in place for all/some pupils- e.g. focus groups, TA support.

- To fund resources that all children have access to as part of their pupil funding.

- To provide school meals for CLA.  A portion of the Foster Carer's Allowance is designated to cover this.

- Transport (this should be covered by carers allowances and/or SEND arrangements.) In a specific, timebound emergency situation we may, at the VSH discretion consider a one-off payment on an individual basis.

The DT for CLA in each school should maintain careful oversight of PPG+ allocated to their pupils/school via the ePEP system and play an active part in the decision making and requesting of funds for their young people via PEPs and communication with the VS team.

## Statutory Guidance for Designated Teachers (2018)

For further information please refer to the statutory guidance for Designated Teachers 2018: Designated Teacher Guidance for CLA

## What can the individual PPG+ money be spent on?

**Interventions and spend must be evidenced via SMART targets set in the young person's PEP.**

Where schools wish to pool their pupils' funds the rationale and proposed impact for this must first be discussed with the VS and approved by the VSH.

Further information can be found in the following statutory guidance for School Leaders: Pupil premium - GOV.UK (www.gov.uk)

The focus for funding should be one or more of the following **intervention areas**:

- **Academic achievement or progress** – i.e. clearly subject related outcomes and actions.

- **Wider progress or achievement** - i.e. in a field the child can demonstrate success.

- **Attendance or punctuality at school.**

- **Inclusion** – e.g. reducing internal and external exclusion through staff training and techniques.

- **SEMH and wellbeing of child** - e.g. staff training in Emotion Coaching or Zones of Regulation, social skills development and therapeutic work.

- **Behavioral support** - e.g. communication training, specialist 'trauma informed' staffing.

- **Transition** into the next key stage and/or a new learning provider- e.g. access days, transitional objects.

- **Raising Aspirations/increasing opportunity**- e.g. university trips/higher education activities or employment linked activities.

- **Laptops** - see separate guidance in Financial Policy for Croydon Foster Carers 2021. Where approved, this is taken, from and not additional to the child's £1,600 allowance.

- **Tuition** - at the professional agreement of the school and VS, wherever possible the school should implement tuition and VS will fund.

- **Staff development** - in ways where the impact on CLA pupils can be measured.

**Any additional proposals will be considered at the PEP meeting or with the advisory team** - the **main criteria** for awarding funds are the measurable impact of the spend on improving educational outcomes for the young person.

Unlike Pupil Premium (FSM 2011) which does not have to be used so that it solely benefits pupils who meet the funding criteria and can be used to support other pupils with identified needs or whole class interventions, Pupil Premium Plus (PPG+ 2013) should be used to benefit the looked-after-children in your school. Funding should be used on evidence-informed interventions and clearly linked to robust SMART targets within the Personal Education Plan (PEP).

The Designated Teacher for the school will be expected to evidence that the spend has occurred and report on the effectiveness of the intervention at the next PEP meeting, did the intervention help the child achieve the goal set in the target?

If the school decide to use the funding to implement another intervention for the young person, they should first speak with their Virtual School Advisory Teacher so that, if the change is approved, the associated targets can be updated.

If the school do not use the funding for the specific purpose as detailed in the PEP, the Designated Teacher will be expected to advise their Virtual School Advisory Teacher so that associated targets can be updated, and the school will be expected to hold the funding for that child to be used for any new targets approved in the next term's PEP. The school should not request additional funding until the allocated amount has been used.

If you would like information, advice, guidance, or training on how to create a suitable SMART target on the PEP document, please contact the child/ young person's advisory teacher or email: ePEP@croydon.gov.uk

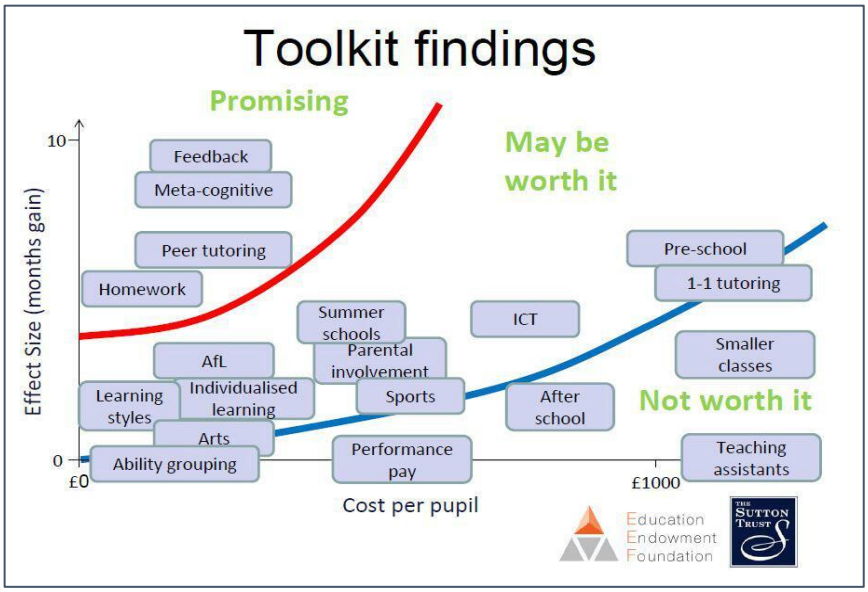
## What does evidence tell us works best for CLA?

There is a wealth of evidence and research on best practice use of PPG+ much of this, including the work of John Dunford (The government's former PP champion), is summarised in this publication.

August | 2015 | John Dunford Consulting (wordpress.com)
45 Pupil Premium Strategies for Best Impact in Schools (2023) (thirdspacelearning.com)

There is also much detail on evidence-based evaluation of what spending best works for CLA children on https://educationendowmentfoundation.org.uk/

Essentially, all guidance and best practice tells us that the best use of the money is bespoke and targeted at each individual school's cohort of children looked after and their specific needs. Our approach to this is to ensure that our Advisory Teachers know their schools and young people and can support and guide school staff to make the best decisions for use of the funds in terms of the impact on each young person.




## Tuition for CLA

Where possible, in exceptional circumstances, we will offer access to online resources and practise tools rather than tuition. Requests for tuition will be considered on a case-by-case basis.

Based on evidence from the Sutton Trust above and our own analysis of impact, we **will not be funding tuition** for CLA this year other than where:

- There is a known, named tutor who has previously impacted on CLA outcomes and can be employed and paid via the school.
- There is an urgent need for tuition as the only alternative to education for an out of education student (this will be time limited to 20hours to be delivered within a 3-month period maximum and to be reviewed at 6-week intervals).
- A student on a level 2 GCSE course needs a specific, time limited, attainment focussed piece of tuition on key topics that will increase grades- and there is no school staff who can provide this.
- A student in Year 6- needs support with specific SATS related progress or transition to secondary- again this must be time limited.
- Year 11 students are not automatically eligible for PPG+ in the summer term of the financial year in which they progress into Year 12. Tuition requests will be considered on a case-by-case basis. If they are in school tuition should be limited to cover the exam period only. If a young person is an unaccompanied asylum-

seeking child (UASC) at Year 11, tuition will be limited to ESOL to help prepare them for entry into a college ESOL programme. This will be time limited to 20hrs to be delivered and will be reviewed.

- Wherever possible a place at Croydon Town School will be allocated to UASC children to help prepare them for entry into mainstream education rather. However, if there are no places available provision of 20hrs ESOL tuition may be considered.

- An agreement is given by the VS Headteacher, via the Advisory team, for a specific time limited intervention piece by a specialist.

- The Virtual School is responsible for arranging tuition for CLA, who are missing education (CME), or awaiting a school place or facing emergency circumstances.

If any of the above apply, the VSH must be informed by the Advisory Teacher of the request for tuition.

Approval will only be given if a) the request cannot be supported by other means and b) there are sufficient funds remaining in young persons the PPG+ balance.

Schools will be asked to monitor the effectiveness of tuition by updating PEPS with relevant data and could be called upon to show evidence of impact.

Where the need for additional tuition is identified the education provision is expected to make the necessary arrangements for this to be put in place.

Where tuition is not organised by the education provision, the Virtual School reserves the right to reclaim the funds that have been paid to the school to cover this intervention.

## PCLA eligibility for PPG+ in 2024/25

For mainstream and special schools, the PPG+ grant for financial year 2024-25 will include children recorded in the October 2023 school census who were looked after by a local authority or other state care immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order).

For PRUs and AP academies, PP grant for financial year 2024 -25 will include PCLA recorded in the January 2024 school census.

This includes children adopted from state care or equivalent from outside England and Wales.

We provide advice, guidance, and information (in line with our statutory duty) for any previously children looked after and/or their school. We do this on an individual basis. This will often be on a ‘no names’ practice unless the DT has the full consent of the parents/guardians to share details. We offer:

- General information and guidance on our website and in our publications
- Training on the needs of PCLA and advice on how PPG+ could be used to support in a general or strategic way; for example, training to Designated Teachers.
- Training and information to parents and Carers e.g. trauma training, CEIAG opportunities.

- Forums or information sharing initiatives so that staff across the country can share good practice.
- Exemplar policies that are CLA/PCLA/trauma friendly.
- Encouraging settings and schools to have high expectations of PCLA and what the barriers to success may be.
- Signposting to other relevant services.

For previously children looked after, PPG+ funding is given directly to the child's school by the DfE. They are eligible for £2,570 per pupil. Schools are accountable for the spend of this funding through their annual report (to Governors and on their website) as well as to Ofsted if inspected. We provide model letters for schools to help identify these pupils and secure their funding.

# FAQ

## Year 11 Students and summer term *(New financial year)*

In the financial year where a Year 11 student will be moving into Year 12 in the Autumn Term, funding for the summer term *(the first term of the new financial year)*, will be held back by Croydon Virtual School and allocated according to need.

A Special Request for Additional Funding form should be completed and submitted to the Virtual School for consideration. Please speak with your Advisory Teacher if you consider additional funding is required.

## What happens to PPG funds when a child moves schools?

PPG+ funds are available to a child for the financial year. The funds should be spent by the establishment the child attends to support the child's progress and attainment.

If the child/young person moves to another school, then the new school should contact the previous school to check if there is any remaining PPG+ balance for the child/young person. If there are any unused funds the schools should liaise directly to arrange the transfer of the money.

If a school has used up all the child's funds legitimately in the first term, there will be no additional money until the new financial year. However, additional funding may be provided according to the needs of the child as evidenced by professionals through SMART targets set out in the child's PEP. This will be assessed on a case-by-case basis and referred to the VS Head for consideration.

## What happens with funding where a child has dual registration?

The mainstream school/first school where the child is registered will be the school that receives the funds via PEP SMART targets. These funds will need to be transferred to the dual registration site for the specific reasons stated in the PEP. This process ensures that representatives from both schools are included in the PEP, to ensure shared accountability for the child.

## Queries

For any questions regarding this policy please do contact either:

Head of Access to Education
Sarah.Bailey@croydon.gov.uk

Strategic Lead for Children in Care (Deputy Head of Virtual School)
Anton.Stewart@croydon.gov.uk

Quality Assurance and Monitoring Officer
Lisa.Davis@croydon.gov.uk

General PEP enquiries:
epep@croydon.gov.uk

# Appendix A

**VS Croydon PLANNED USE OF PUPIL PREMIUM PLUS – 2024/2025***

**Allocation approx. £1 million approx.**

| Resource | Cost | Rationale | Evidence of impact |
|---|---|---|---|
| **12.75 x full time Advisory Teachers for cohorts:**<br><br>NCY R-Y9 = 208<br>NCY Y10 & Y11 = 119<br>*(as at 31/03/23)*<br><br>If advisory teachers are under capacity funds will be available for emergency requests | 12.75 x £42,000= £535,500k | Increases VS permanent capacity to 12 specialist staff. Means every SSA child and school can have an allocated worker who has minimum contact at one PEP per year. QAs all PEPs and provides direct support and training to DT/ foster Carers as needed. ATs will have a cohort of approx 45 young people- also supporting at a child's EHCP or in any SEND needs assessments. | • CLA surveys (complete)<br>• Attainment and progress outcomes for CLA Pupils (2023/24)<br>• Case studies<br>• % High quality PEPs<br>• %PEP completion<br>• OFSTED |
| **Funding Allocated to schools** via individual targets- can be on an individual request for resource via ePEP including but not limited to the options below. | Up to the max amount £1600 per pupil.<br><br>Up to a total amount of approx. £700k of the grant funding for all | Schools have control of funds to spend on specific needs of CLA via individual targets. | • Via PEPs<br>• Via school surveys |
| **Collaborative intervention support.** For young people who might be going through a crisis such as a sudden change of placement or other trauma that affects school attendance and attainment | Case by case basis- as additional funding bids asked for by schools/ Advisory team or SW/or Foster Carers | Pupils at risk of exclusion may be supported with respite places if evidence is there of schools' efforts.<br><br>Training and offer of staff development program, around inclusive practice schools. | • Reduction in permanent exclusions<br>• Testimony from schools<br>• And pupils<br>• Case studies<br>• Re-integration of pupils |

| Resource | Cost | Rationale | Evidence of impact |
|---|---|---|---|
| **Education Psychologist** Access for In Borough CLA and SW to CLA | £29,000 | (EP) | • Consultation data. No of YP supported by EP |
| **PCLA** advice and guidance (1FTE) for schools | Section 31 grant **£50k** (to be confirmed) | Specialist role- telephone and face to face advice and guidance to carers, parents and professionals, support with educational placement, progress and attainment. | |
| **Provision of UASC interim provision for statutory school age pupils**. (Setting, staffing etc) | £80-100k (All PPG for UASC students) | Access to long term school placements, integrations support & ESOL Assessment & support | • Admission Data<br>• Student & Carer feedback |
| **ARENA Training Days** | £10k | Training and advice in specialist CLA related topics accessible | • Staff and pupil feedback |
| **Trauma informed practice introduction to schools** | Staffed by ATs as per cost above (or bespoke at cost to schools) | Bespoke packages for staff training days. | • Young people report increases in quality of experience at school |
| **The ARC Centre programmes** | £8k (Year 3) | Courses and 1;1 support for pupils needing emotional wellbeing through animal care | • Individual outcomes in phonics, reading and wellbeing (SDQ) |
| **Off The record counselling- for individua and group** | £12,000 | Access to individual or group counselling in Croydon as required. | • Young people have better mental and emotional health |
| **Exceptional circumstances- approved support packages** | As needed | For specific cases as need arises | • Young people's individual needs are addressed |

*****This is intended as a guide spend only***

## Payment Processes and schedules for school payments 2024-25

In Croydon the release of PPG+ funding is no longer be automatic. It is reliant on the completion of SMART targets. Funding is requested through the SMART target page in the ePEP. Once you add a target with a linked funding request in ePEP, it will be reviewed promptly by the AT and, if approved, the funds will be received in the next payment round- see table below.

Payments will be made via a BACS transfer directly to the school's bank account.

If your school is new to working with Croydon, you will be sent an Information Request to Schools form. This should be completed and returned to the Virtual School as soon as possible so that approved funding can be processed as quickly and smoothly as possible.

If you have any queries concerning PPG+ funding, please email: epep@croydon.gov.uk

**NB:** It is important that all PEPs & targets are completed within the termly timeframes. Targets approved from previous financial years will not be processed as the Virtual School will no longer have the funds available to meet these targets. We are required to return all unallocated PPG+ grant funding to the DfE on the 31st March each year.

The VS aims to ensure that all yearly funding is spent prior to this deadline**.** We will aim to share any unspent funds minus the amounts detailed in Appendix A equally between schools who have Croydon CLA on roll at the end of the financial year.

### Deadlines and time scales

| Term: | Target Sign Off Deadline: | Final Payment run for the term |
|---|---|---|
| Summer 2024 | 24 July 2024 | August 2024 |
| Autumn 2025 | 12 December 2024 | December 2024 |
| Spring 2025 | 07 March 2025 | March 2025 |

## PPG+ and Independent Schools

Where a CLA pupil attends an independent school, we will consider on a case-by-case basis how much, if any PPG+ will be allocated, taking into account the cost to the council of the pupils' education and their individual needs. Please contact us if you believe you have a pupil who is eligible and does not have an allocation.

## Exceptional Circumstances

At any time where a CLA pupil has a specific and urgent need for additional funds to support their education, we will consider funding requests on an individual basis. Please request a form for these from the VS team.

# APPENDIX B: Extracts from statutory guidance and key links

The DfE Conditions of Grant:

*"The CLA premium must be managed by the designated virtual school head (VSH) in the local authority that looks after the child and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.*

*The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the Designated Teacher or another member of staff in the child's education setting who best understands their needs. Processes for allocating funds to a child's education setting should be as simple as possible to avoid delay."*

**The Role of the Designated *Teacher* for looked after children (Feb 2018)**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf

41. *For children looked-after, PPG+ funding is managed by the Virtual School Head (VSH) for the purpose of supporting their educational achievement. The VSH and schools, including the Designated Teacher, should work together to agree how this funding can most effectively be used to improve looked-after children's attainment. All PEPs should include information about how that looked-after child is benefitting from the use of PPG+ funding to improve their attainment.*

42. For previously looked-after children, PPG+ funding is managed by the child's school. The amount a school receives is based on the number of eligible children recorded in the school's annual January School Census return to the Department for Education.

43*. For both looked-after and previously looked-after children PPG+ is not a personal budget for individual children. The VSH and school manage their PPG+ allocation for the benefit of their cohort of looked-after or previously looked-after children and according to children's needs.*

44. The Designated Teacher should:

• for looked-after children, liaise with the VSH so that the Designated Teacher can contribute to decisions about how PPG+ will support improving the child's educational outcomes;

• help raise previously looked-after children's parents' and guardians' awareness of the PPG+ and other support for previously looked-after children - this includes encouraging parents of eligible previously looked-after children to tell the school if their child is eligible to attract PPG+ funding;

• play a key part in decisions on how the PPG+ is used to support previously looked-after children; and

• encourage parents and guardians' involvement in deciding how the PPG+ is used to support their child and be the main contact for queries about its use.

45. The PPG+ can be used to facilitate a wide range of educational support for looked-after and previously children looked-after. **It is important that interventions supported by pupil premium should be evidence based and in the best interests of the child.**