

PUPIL PREMIUM: FAQs

WHAT SCHOOL TYPES ATTRACT THE PUPIL PREMIUM FOR CHILDREN ADOPTED FROM CARE?

All state funded education providers may claim the pupil premium for children adopted from care and for children who have left care under a special guardianship order or child arrangements order (formally known as a residence order). This includes children in alternative provision such as an independent school or educated at home where the local authority is funding the cost of the provision.

DO SCHOOLS HAVE TO SPEND THE ADDITIONAL FUNDING THEY ARE GETTING ON THE INDIVIDUAL CHILD ADOPTED FROM CARE?

Schools attract £1900 for every child identified as being adopted from care/post-LAC on the January School Census. This is additional funding given to schools to improve the educational and personal outcomes for pupils who have been adopted from care, including (but not limited to) their attainment. It is not intended that the additional funding should be used to back-fill the general school budget nor is it the policy intention that the funding should be used to support other groups of pupils, such as (for example) those with special educational needs or who are low attaining.

The funding is not ring-fenced and is not for individual children – so the Department would not necessarily expect the school to spend £1900 on every child adopted from care on roll at the school. This is partially because a child may have left the school and new pupils may have joined but also because a school is best placed to determine how the additional funding can be deployed to have the maximum impact. For example, a school may decide to train their staff in recognising and responding to attachment-related issues; or that a particular adopted child needs tailored support that is in excess of the £1900 the school has received. Alternatively, they may decide that a whole class intervention is appropriate and that other pupils that attract the Pupil Premium will benefit from this, alongside other pupils who are not deemed to be disadvantaged.

HOW DO YOU KNOW SCHOOLS WILL USE THIS MONEY ON RAISING THE ATTAINMENT OF ADOPTED CHILDREN? HOW WILL THIS BE MONITORED?

Schools are held to account in several ways for the educational progress and attainment of their disadvantaged pupils, including those adopted from care. Ofsted inspections now look closely at the progress and attainment of disadvantaged pupils, and the gap between them and their peers. Schools will not normally be judged 'Outstanding' if disadvantaged pupils are not making at least good progress. The key stage 2 and key stage 4 school performance tables include details of the attainment of disadvantaged pupils and the in-school gap between them and their peers, reported for that year and as an average over the last three years. There is also a legal requirement for schools to publish information online about their pupil premium funding allocation, how it has been used and the impact it has had on disadvantaged pupils.

WHAT ROLE DO PARENTS AND GUARDIANS HAVE IN TERMS OF THE PUPIL PREMIUM?

The role of parents and guardians in their child's education is crucial and we expect schools will want to engage with them about the education of the pupils on their roll, irrespective of whether they attract the Pupil Premium. However, we would hope that schools would want to take particular advantage of this relationship with regards to children adopted from care, as the school may have only become aware of the child's status when they are told this by the child's parent ahead of the School Census and they may be unfamiliar with the detail of any barriers to learning that child may be facing as a result of their history. Schools should, of course, be mindful of the sensitivities that may exist around the child's history and ways in which their experiences prior to leaving care are affecting the child currently.

WHERE CAN SCHOOLS GO FOR SUPPORT AND GUIDANCE ON HOW BEST TO SUPPORT THE EDUCATIONAL AND PASTORAL NEEDS OF CHILDREN ADOPTED FROM CARE?

The Department encourages all schools to use robust evidence when making decisions about how to spend their Pupil Premium. Schools may contact their local authority and national organisations such as [BAAF](#) and [Adoption UK](#) for support and guidance. The Sutton Trust [Education Endowment Foundation Teaching and Learning Toolkit](#) is also a useful source of information schools can draw on.

The characteristics of children adopted from care do not disappear overnight. Schools may find Virtual School Heads (based within the local

authority) and the designated teacher at the school a valuable source of information.

The Department for Education has commissioned BAAF to identify emerging good practice on how schools are using the pupil premium to support children adopted from care during the first year of implementation. BAAF's finding and other emerging innovative practice in some authorities involving the Virtual School in supporting the educational needs of adopted children, will be promoted and published on the First4Adoption website in March 2015.