

Personal Education Plans and Pupil Premium Plus – Information for Social Workers

A Personal Education Plan (PEP) is an active document belonging to a Child in Care; it is the education component of their Care Plan. It is a statutory document and should be reviewed termly. The PEP is the joint responsibility of the school and social worker and this process is supported and monitored by the Virtual School.

What is a Personal Education Plan (PEP)?

All Children in Care must have a care plan of which the PEP is an integral part. The document sets out desirable outcomes for progress, attainment and achievement, and recommends how this will be done. It also details spending of the pupil premium plus grant.

Additionally, the PEP captures the educational history and supports the aspirations of children in care, in partnership with social workers, parents and carers. It allows for a continuous record of the child's school history and identifies any additional needs that they may have and what support will need to be put in place to enable the young person to access an appropriate curriculum and reach their full potential.

The views of the child or young person should be included, either at the PEP meeting itself or through discussions outside the meeting.

PEPs for Cambridgeshire Children in Care are hosted on a cloud-based platform.



For young people new into care and of statutory school age an initial PEP must be initiated within 10 days of the child coming into care. This is the statutory responsibility of the social worker. The Virtual School will support by setting the child up an ePEP and the school will be expected to add attainment and progress data. To trigger the first PP+ payment, the social worker must complete the 'My Details' section of the PEP completely.

PEP meetings are usually held in school and the school, child's social worker and carers are expected to be in attendance at every meeting. Other attendees may include the child, members of the birth family, other education or health professionals and the supervising social worker.

If a child's social worker changes it is imperative that the Virtual School are informed in order that the new social worker has access to the ePEP system on welfare call.

IROs have access to welfare call and are therefore able to look at the most recent PEP in advance of child in care review meetings.

PEP Submission Dates

It is a statutory requirement that PEPs are reviewed and updated once a term. Cambridgeshire Virtual School sets a date each term by which all PEPs have to be submitted. Please note, you do not need to wait until the deadline date to submit the PEP but can do so as soon as all of the information is complete and the meeting has taken place.

Cambridgeshire Virtual School employ a PEP Champion whose role includes training for social care colleagues on the ePEP system. Please contact virtualschool@cambridgeshire.gov.uk if this would be beneficial.

What is the Pupil Premium Plus grant?

The Pupil Premium Plus grant (PP+) is available for every Child in Care of statutory school age from the date they enter care. It is additional funding provided to help improve the attainment of Children in Care and close the attainment gap between this group and their peers.

The funding distribution is the statutory responsibility of the Head of the Virtual School (VSH). Within Cambridgeshire, schools apply termly for pupil premium plus funding through the PEP. It is expected that any funding requested will be mapped against the desirable outcomes and the actions to achieve these. It is expected that in most cases around £600 will be applied for each term.

Children in Early Years settings attract funding of £300 per financial year.

The PP+ is an opportunity to address the learning needs of a looked after child through the provision of **additional** interventions and learning resources tailored to the individual child's need. It should not be used to fund interventions or opportunities which are offered to all children as part of standard school provision.

PP+ is **not** a means tested grant and should not be used to provide resources that a Local Authority provides for through its allowance to foster carers or children's home fees; this includes clothing, uniform and out of school activities. Similarly, trips and visits organised by the school as part of the curriculum should also not be funded through PP+. It is expected that social care or the carer should provide resources for these activities. If a school chooses to subsidise a residential trip, then this should not come out of the PP+ grant funding unless it can be demonstrated that it will benefit the child's educational needs as described in their personal education plan.

Schools are accountable for the spending of the pupil premium plus grant through the PEP system.

For further information on pupil premium plus, please see the policy (available on the Virtual School website).

[PEPs and PP+ - Learn Together \(camblearntogether.co.uk\)](http://camblearntogether.co.uk)

10 Questions for Social workers to ask at PEP meetings

1. How is child's/student's progress monitored?
2. Is child/student achieving as well as they should be?
3. If not, what are the barriers to their learning?
4. What is the school doing to overcome any barriers and how can we work together?
5. What extra support is the school providing for key areas such as English and Maths?
6. How is the child/student coping socially and emotionally?
7. What grades/scores/points are you predicting for child/student? How do you ensure these are aspirational?
8. How is the PEP and Pupil Premium Plus being used to ensure that the child/student achieves the best they can?
9. How will you let me know if you have any concerns?
10. What outcomes should be set to be reviewed at the next PEP meeting?

In addition, the social worker should also

- Not take significant decisions about a child's education without reviewing the PEP in consultation with the child, the child's school, carer, VSH, IRO and, where appropriate, their parent(s);
- Alert the IRO to any significant changes to the child's PEP such as the breakdown or change of an education placement so that the IRO can decide whether a review of the care plan is required;
- Work with the child's school or other education setting between the statutory reviews of their care plan (involving the VSH if necessary) to ensure that up-to-date PEP information is fed into those reviews, which are chaired by the child's IRO;
- Ensure that all relevant information about the child's educational progress and support needs is up-to-date and evidenced before the statutory review meeting; and
- Act on any changes required to meet the child's education needs identified by the IRO.