



Pupil Premium: School Support Funding

after  adoption

Helping your child reach
their potential

Pupil Premium: School Support Funding

State-funded schools in England can receive the Pupil Premium funding to help them give extra support for all children adopted from care.

In July 2014 it was announced that all school children adopted from care will benefit from £20m of additional Pupil Premium money to get the support they need to thrive at school - helping around an extra 10,000 pupils. This will help to close the attainment gap and transform pupils' future life chances across England.

What is the Pupil Premium?

The Pupil Premium provides extra funding to state-funded schools to help their staff give extra support to disadvantaged pupils including, but not restricted to, those adopted from care. Children in receipt of free school meals or children of forces families are also included.

From April 2014, funding was increased to £1900 per pupil. It is paid to schools so that they can invest in specific support measure to address the issues that may be preventing these pupils from reaching their potential. It applies to all adopted school children from reception class through to year 11 that were adopted from care.

Why do adopted children need extra support in school?

It has been shown in various studies that children adopted from care do not perform as well as their classmates at school. In 2013, less than half of adopted children reached the expected levels of reading, writing and maths at Key Stage 2, compared with 75% of non-adopted children.

All adopted children have experienced loss and many have experienced trauma in their early lives. 70% of those adopted in 2009-10* entered care due to abuse or neglect. Adoption offers bright futures for children from care, but it does not erase their past.

We know from listening to young adopted people on our TalkAdoption programmes that school can be a particularly difficult time. Recommendations they have provided as part of government consultations include the need for teachers to be 'more sensitive to the needs of adoptive young people' and to 'be given special training to understand more about adoption so they can properly help'.

Adoption UK surveyed 1500 adopters to gain an understanding of the issues adopted children face in school. The report 'Adopted Children's Experience of School - April 2014' found the following:

- 71% of parents surveyed said their child's experience of neglect and or abuse in their early life has impacted their ability to cope in school academically and 75% said it has an impact on their child's social ability in school
- 80% of adoptive parents represented said that their child needs more support than their peers and nearly 59% said their child is always trying to catch up in school and make up for their early life experiences

- 64% of parents said that the teenage years are, or were, the most difficult time for their child at school

Adopted children's early experiences can have a lasting impact, particularly at school. Therefore teachers and schools have a vital role to play in helping these children emotionally, socially and academically by providing specific support to raise their attainment and address their wider needs.

After Adoption has experience of supporting all those affected by adoption, including young adopted people and their families. Our comprehensive Adoption Support Services can deliver successful interventions at every stage to really make a difference to people's lives. 86% of parents say that with our help their children are performing better at school and 100% say their children are coping better in general.

How the money will be spent

Schools have flexibility over how they use the Pupil Premium, as they, along with the parents of the adopted children, are best placed to understand their specific needs and to address the barriers that might prevent such children from achieving their full potential. For example, schools could choose to invest in one-to-one tuition or catch-up sessions for particular curriculum subjects, or training for staff on issues relating to attachment.

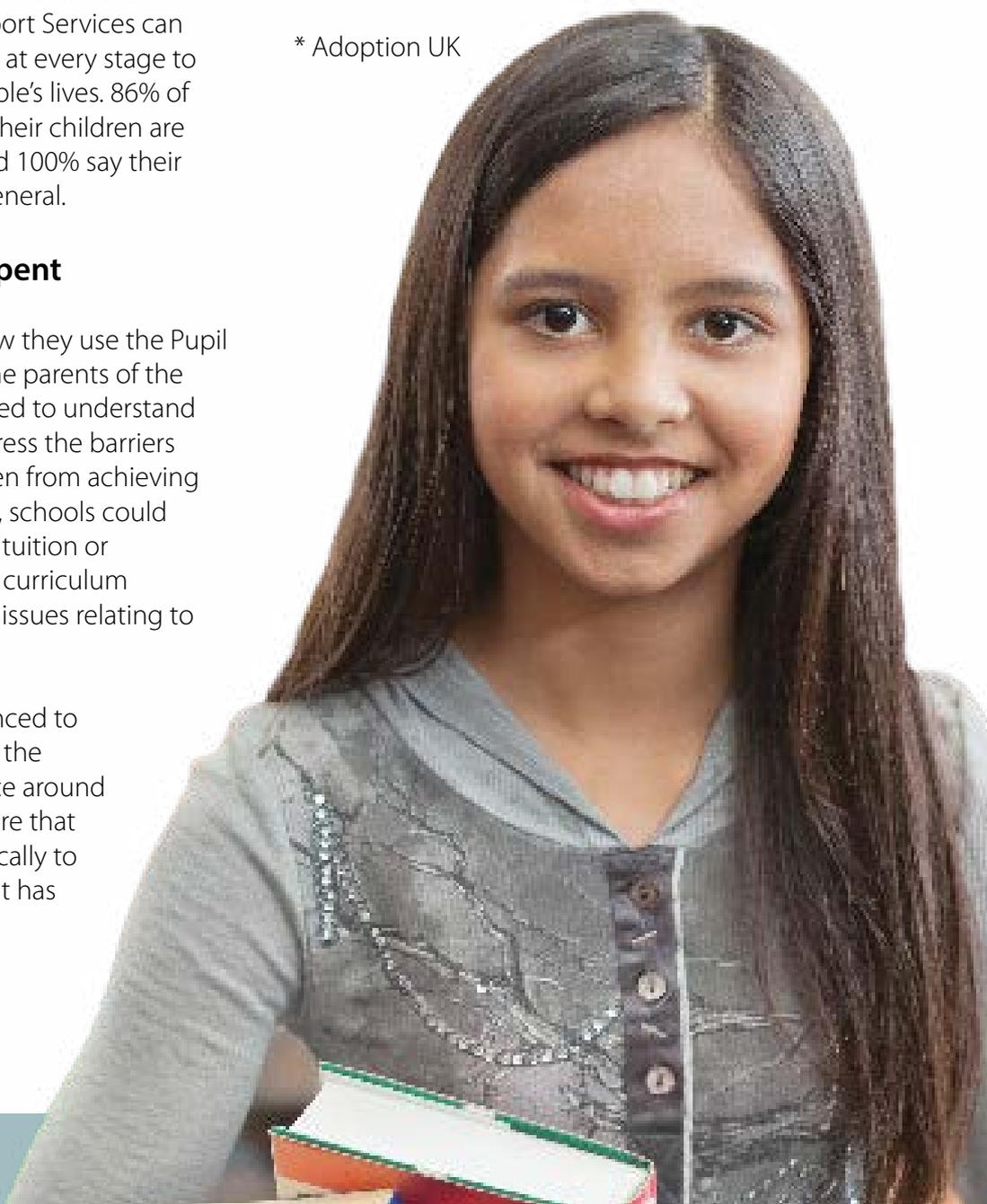
While the money is not ring-fenced to be directly applied to the child, the accountability measures in place around the Pupil Premium should ensure that schools use the funding specifically to benefit those pupils for whom it has been allocated.

Enabling your child to benefit from the Pupil Premium

So that your child's school can claim the Pupil Premium, you will need to inform the school that your child is adopted and provide supporting evidence, for example a photocopy of the Adoption Order.

You will need to inform them before the school completes the Spring census. This will then trigger the payment of the Pupil Premium payment to the school for the next financial year.

* Adoption UK



Pupil Premium: Frequently Asked Questions

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 the 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.

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 for Education 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.

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 the government will 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, it is hoped 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.

Who should parents approach if they feel the Pupil Premium isn't being used to meet their child's needs?

Parents should contact their Virtual School Head (VSH), whose role is to champion children in care and adopted children. All local authorities must have a virtual school head (VSH) in charge of promoting the educational achievement of the children looked after by the authority that appoints them. Many VSHs are experienced teachers and some have been school heads. It's their role to work with schools to help them understand the additional support these children need to fulfil their potential and to ensure the Pupil Premium is allocated effectively. To obtain a list and contact details of your Virtual School Heads contact your local authority.



Adoption Support Services

After Adoption was founded to meet the needs of all parties to adoption and we are the largest single focused provider of adoption support in the UK. We develop Adoption Support Services in response to need and our reputation is built on 25 years' delivery of quality services. Our experience is that a lifelong perspective enables us to offer, develop and co-produce services that are more accessible and effective for the people we work with. Through the Pupil Premium schools can access our SafeBase for Schools programme and also commission bespoke intensive therapeutic adoption support for children with attachment difficulties.

Many adopted children who have faced early childhood adversity, including neglect, abuse and multiple losses, find it difficult to trust and build secure attachments. This affects their relationship with fellow pupils and adults, leading to difficulties in school.

SafeBase for Schools will inform schools about adoption, its impact on the child, their school and the pupil's ability to learn.

It also aims to educate staff about attachment difficulties, and early life neglect and abuse, and how this shapes brain development and the child's response to stress and learning capacity.

Teaching staff will come away understanding the challenges adopted children face and have practical strategies to help these children reach their full potential in the classroom, build friendships, and feel more stable with a strong sense of who they are.

SafeBase for Schools provides practical strategies for support, including:

- Use of key adults
- Supporting pupils through transition and change
- Keeping calm and teaching self-regulation
- Managing conflict and shame
- Building friendships
- Building a bridge between home and school



SafeBase for Schools is a new half-day training programme which uses a whole school's approach and is linked to the SafeBase Therapeutic Parenting Programme for adoptive families. It aims to help schools effectively support young adopted pupils to reach their potential.



Key benefits for children:

- Child feels more supported
- Child is happier and more stable, better able to learn and progress
- Child has improved sense of identity and confidence

Key benefits for schools:

- Support in meeting Pupil Premium performance indicators and Ofsted inspection requirements
- Teaching staff more confident in dealing positively with children who have faced early childhood adversity
- Ability to respond appropriately to children's needs and behaviours
- Improvement in children's learning and development
- Improved classroom management and reduction in disruptive behaviours

If you want to know more about the support we can offer your child, either directly, or through their school call the **After Adoption Support Service** on 0161 830 2021 or email safebase@afteradoption.org.uk



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After Adoption is committed to safeguarding children and vulnerable adults and promoting their welfare. We work within statutory guidelines, regulations and seek to set and attain the highest standards of developing practice.

Find out more: www.afteradoption.org.uk/safeguarding

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