

**Personal Educational
Allowances
Formerly
Resource Management
Panel (RMP)
Policy August 2019**

**Bolton
Council**



Introduction

Personal Education Allowances (PEA) are intended to provide additional, personalised support to Looked After Children who have been identified as at risk of falling behind their peers in their education. Any support should be tailored to a child's individual needs. There is a commitment to consider Personal Education Allowances for all Looked After Children of statutory school age who are at risk of not reaching the national expected standards of attainment. The national standards are intended to help local authorities support the wide range of learning needs of Looked After Children and give them access to additional learning and development activities.

The allocation of PEA is no longer an entitlement for all and is granted in **exceptional** circumstances and will now only be accessible through the Personal Education Plan (PEP) process.

The primary use of PEA funding is to prevent Children and Young People in Care from falling behind their peers and to narrow the education gap.

"...Personal education allowances are not intended to replace, duplicate or substitute the services or support that local authorities, schools, carers or other practitioners already provide for looked after children or as universal services for all children in their area. Personal education allowances are intended to provide additional, personalised support to looked-after-children who have been identified as at risk of not reaching expected standards of attainment. Support should be tailored to their individual needs." Personal Education Allowances for Looked After Children: Statutory Guidance for Local Authorities (DCSF: 2008)

Background

Historically within Bolton Council Personal Education Allowances had been provided on applications to the Resource Management Panel (RMP).

Moving forward they will be allocated as Personal Education Allowances when applications for funding have been approved by the Virtual Head after agreement of the request has been discussed in the most recent PEP meeting.

Use of Personal Education Allowances

Personal Education Allowances are intended to pay for activities or resources which support the learning and development of a child in care, that a parent (rather than a school, local authority, or other service) would be expected to fund for a child who was not Looked After an example of this would be additional tutoring.

When considering how to use a Personal Education Allowance, we should think holistically about the needs of our Looked After Children and the barriers they may face with their learning. This application for additional support should be linked to the education objectives set out in a child's **Personal Education Plan (PEP)**.

Examples of the types of activities that a Personal Educational Allowance might be used to support include:

- Additional one to one tuition to support learning;
- Out of school learning and development that will build the child's self-esteem and confidence;
- Additional, personalised, educational trips and visits, for example to see a play that is being studied as part of the school curriculum;
- Learning resources and materials that the local authority does not expect to be covered by fostering allowances or children's homes fees;
- Wider activities that will benefit the child's learning and development; and
- Additional support for vocational training.

As a priority Personal Education Allowances should be provided for all Looked After Children who are not making sufficient progress and are at risk of not reaching the expected national standards of attainment. All children are expected to achieve at least:

- Level two in reading, writing and mathematics at key stage one;
- Level four in English, mathematics at key stage two;
- Level five in English, mathematics at key stage three; and
- Level 9-4 at GCSE including English and maths, or equivalent.

All children are expected to progress at least two national curriculum levels (or equivalent) in English and mathematics between each Key Stage from the age of 7 (in KS1 most children are expected to progress at least 1 level depending on their starting point). Personal education allowances can help ensure that Looked After Children are making progress with their education, irrespective of their absolute level of attainment. To support better prevention and early intervention, support should be provided at the earliest opportunity to Looked After Children at risk of not reaching the expected national standards.

When identifying which children are eligible for a Personal Education Allowance, the PEP must be used for monitoring the educational progress of the Looked After Children. Attention should be paid to the needs of particularly vulnerable groups of Looked After Children, including children who:

- Have recently become Looked After;

- Have experienced repeated episodes of care;
- Are placed out of authority;
- Are in residential children's homes;
- Have moved schools mid-year;
- Are not in mainstream education (e.g. children in pupil referral units); and
- Have additional learning needs or Special Educational Needs (although the Personal Educational Allowance must not replace the support provided through school action, school action plus or an **Education, Health and Care Plan**) or other support routes.

Applying for a Personal Education Allowance

A request form (Appendix A) should be completed by the social worker and signed off by their line manager. This can then be forwarded to the Virtual Head via the Virtual School inbox. Requests will be either approved or declined within four weeks of making the request. The PEP should clearly identify what the needs of the individual child/young person are and why these cannot be met through other sources of funding e.g. PPG+, Foster Carer Allowance, 16-19 bursary, Training Allowance, DLA, EHCP, School action Plus etc.

Monitoring of outcomes

The PEP should clearly identify the outcomes of any additional resource for each individual child and how this has made a difference to their educational attainment.

The Virtual School Headteacher will produce a report on the allocation and impact of the PEA allocations for the Virtual School Executive Board (bi-monthly) and to the Corporate Parenting Board. Should it become evident that the PEA allocation of an individual Child /young Person in care is not achieving the expected outcome, in the case of “recurring costs” (as opposed to one-off costs), the payments will be stopped and alternative interventions should be considered.

Independent Reviewing Officers Are required to monitor the outcomes from the PEP document and make recommendations on any attainment gaps and potential need for additional support.

Mikaela Wallace-Bannon – Virtual Head

Appendix A

Child/Young Person's details	
Name	
Surname	
Date of Birth	
Address	
Contact details	

Date of last PEP completed	
Name of School/Education Provision	

Legal Status	
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Summary of the child/ young person's experience
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Summary of the child/ young persons assessed need
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Provision requested (include details and cost)

Timescale of service and review date

Signed Social worker		Date	
Signed Social work manager		Date	

Please E-mail completed requests to: Virtual.School@Bolton.gov.uk