

## CORPORATE PARENTING BOARD REPORT

March 2012

<b>Title of paper:</b>	<b>Personal Education Allowances</b>	
<b>Director(s)/ Corporate Director(s):</b>	Gill Ellis, Director Ian Curryer, Corporate Director	<b>Wards affected: ALL</b>
<b>Contact Officer(s) and contact details:</b>	<ul style="list-style-type: none"> <li>Lorna Beedham, Adviser for the Achievement of Vulnerable Groups</li> </ul>	
<b>Other officers who have provided input:</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>Relevant Council Plan Strategic Priority:</b>		
World Class Nottingham		
Work in Nottingham		
Safer Nottingham		
Neighbourhood Nottingham		
Family Nottingham		✓
Healthy Nottingham		✓
Serving Nottingham Better		✓
<b>Summary of issues (including benefits to customers/service users):</b>		
This report explains the historical take up of Personal Education Allowances (PEA), their purpose and outcomes for those children in care who have benefited from receiving a payment.		
<b>Recommendation(s):</b>		
1	<b>The Board to acknowledge the increased uptake of PEAs and the opportunities they offer children and young people</b>	
2	<b>The Board to approve the reduction of the individual PEA limit from £500 to £350 for 2012/13 to support a larger cohort of children in care</b>	

# 1 **BACKGROUND**

## 1.1 **History of PEAs**

Statutory PEA guidance was introduced in 2008 as a result of the *Care Matters: Time for Change white paper of 2007*. The intention was for an annual PEA to be given to all CiC who were at risk of not reaching the national expected standards of attainment. The intention was to help local authorities to support the wider learning needs of Children in Care (CiC) and give them access to additional learning and development activities.

1.2 The PEA was not intended to replace, duplicate or substitute services already provided for CiC. It was intended to provide additional, personalised support to meet individual needs regardless of where the child was educated (i.e. those not in mainstream settings, those placed outside of the local authority area).

1.3 Funding for PEAs was originally funded through the Area Based Grant. From April 2008 the Government provided for each LA to allocate PEA for each CiC who was identified as eligible for additional support based on a national expectation that 72% of school age CiC would benefit from an allowance. Typically the amount was set and claimed at £500 per child in care.

1.4 PEAs would be used to fund activities and resources which supported the learning and development of CiC that a parent (rather than a school, local authority, or other service) would be expected to fund for a child who was not in care.

1.5 It was expected that there would be a holistic view of the child's needs and the barriers to learning s/he faced whilst taking on board the views of the child and his/her carer or parent.

1.6 Activities identified for PEA funding were to be linked to the educational objectives identified in the child's personal education plan (PEP).

### **Relevant activities through PEA funding**

1.7 The statutory guidance indicated that activities that might be supported by a PEA were:

- Additional one to one tuition to support learning;
- Out of school learning and development that would build the child's self esteem and confidence
- Personalised educational trips and visits that were organised by a school or other education provider as part of the curriculum e.g. to see a play that is being studied
- Learning resources that the local authority did not expect to be covered by fostering allowances or children's homes fees
- Wider activities that would benefit the child or young person's learning and development
- Additional support for vocational training, which was in addition to that provided by schools or other educational establishments

### **Eligibility Criteria**

1.8 Local Authorities produced their own eligibility criteria based on the statutory guidance and their own administrative procedures. Nottingham City's criteria covered those pupils who were not performing at expected levels of attainment in English and

Mathematics, those not making expected levels of progress and those who were underperforming in a curriculum area and those who needed their social and emotional skills to be nurtured and developed to prepare them for learning.

### **Application Procedures**

- 1.9 Nottingham City's procedures for applying for a PEA:
- At a PEP meeting it is determined if a child would benefit from a PEA and what element of a child or young persons attainment it would support
  - The child's social worker and designated teacher complete the PEA form and submit it to the Virtual School
  - The form requires information on levels of attainment and targets as determined at the Looked After Child Review and PEP meeting
  - Applications submitted and approved or rejected

### **Nottingham City Development of PEAs**

In 2010 Nottingham City extended its eligibility criteria to include pupils up to 19 years of age in further education and sixth forms to support pupils who were following courses to gain academic and/or vocational qualifications.

The financial year 2010/11 saw an increased number of applications. A total of 74 were approved in the year totalling £33900 in total.

- 1.10 2011/12 has seen a doubling of approved PEAs (over 120) amounting to approximately £50,000 in total as at February 2012.

### **Activities supported through PEA Funding**

- 1.11 In 2010/11 PEA funding covered the following activities:

<b>Activity</b>	<b>No of Occasions</b>
Equipment/kit	7
1:1 tuition (literacy/numeracy/ICT)	25
Residential visit	4
Laptop/software	31
Music	6
Dance/drama	4
Physical activity	11
Clubs	8

12 computers were also purchased for the internal residential childrens homes.

- 1.12 In the period April to September 2011/12 (period analysed for the fostering inspection) PEA funding had been allocated to the following activities:

<b>Activity</b>	<b>No of Occasions</b>
Equipment/kit	9
1:1 tuition (literacy/numeracy/ICT)	15
Residential visit	4
Laptop/software	9
Music	2
Dance/drama	2

Physical activity	9
Clubs	0
Courses	6

At the time of completing this report the outturn position is based on year to date as at 29<sup>th</sup> February 2012.

### 1.13 **Development of Financial Assurance Measures**

Audit and monitoring of 10% of PEA applications was undertaken to ensure they were spent on the agreed purpose.

### 1.14 **Outcomes for Children in Care**

The PEA funding has been effectively used to support CiC over the past two financial years. This is a short time frame to measure impact on outcomes for pupils. However, anecdotal feedback has been obtained from schools, young people and carers to ascertain how useful the provision has been in raising self esteem and educational outcomes for CiC.

Many young people now have the tools available to support their learning at home through the purchase of a laptop. When the BECTA home computer scheme ended, the PEA was perceived to be a good alternative funding source for purchasing these for CiC.

A considerable number of CiC have received additional tuition through PEA funding which has a direct impact on their skills in English and Mathematics. This is in addition to any 1:1 tuition they receive through their school. CiC from Year 3 upwards were expected to receive tuition in either English or Mathematics unless they were performing at expected levels or it would be of no benefit to them because of their level of special need.

PEA funding supported those who were in a placement outside of the City to receive tuition that receiving local authorities might otherwise not be providing. For pupils in the City it was often used to support English or Mathematics. A few pupils were supported to prepare for retakes in examinations and others provided with specialist equipment to undertake vocational courses.

Many CiC have improved self esteem, confidence and social skills as a result of activities undertaken through PEA funding. Several have developed skills in physical activities such as ice skating, ice hockey, football and swimming including becoming members of club teams. Others have benefitted from dance, drama or music activities. These make a significant contribution to the CiC's self esteem and belief that they can achieve especially when they are finding areas of the school curriculum a challenge.

The PEA is the main source of funding that the child has a voice in determining what activities it supports.

## **2 REASONS FOR RECOMMENDATIONS (INCLUDING OUTCOMES OF CONSULTATION)**

- 2.1 The PEA uptake has increased in 2011/12 to twice that of 2010/11 and significantly more than that of 2009/10. In 2011/12 the total spent on PEA allocations was £50000. PEA is having a positive effect on the outcomes for childrens educational attainment, self-esteem and ability to learn.

### **3 OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS**

#### **3.1 The removal of PEA funding**

It has taken 2 years to improve the take up of PEAs. It is not considered an option for 2012/13 to delete the use of PEAs for NCC's CiC. A number of local authorities do not provide PEA funding because of the removal of the statutory requirement. It is viewed by the officers of Nottingham City Council who administer it as a sound investment in its CiC.

3.2 Schools receive Pupil Premium funding to support CiC's learning in schools this is only available for those CiC who have been accommodated by the Local Authority for six months or more. PEAs are available to all CiC regardless after a 4 month period in care. This will coincide with the transition into the longer term CiC SW service.

### **4 FINANCIAL IMPLICATIONS (INCLUDING VALUE FOR MONEY)**

4.1 The maximum amount available for all children for the PEA's for 12/13 will be £350.

4.2 Financial auditing will continue to take place to ensure compliance with financial regulations.

4.3 PEP forms include an expectation that the impact of a previous PEA is reported.

### **5 RISK MANAGEMENT ISSUES (INCLUDING LEGAL IMPLICATIONS, CRIME AND DISORDER ACT IMPLICATIONS AND EQUALITY AND DIVERSITY IMPLICATIONS)**

5.1 PEAs are available to all children in care who are at risk of not reaching expected standards of attainment or making expected rates of progress regardless of any other factor. All PEA applications are available to the whole cohort regardless of their ethnicity, gender or ability.

5.2 For all funding to support curriculum development through school trips and visits off-site and abroad, copies of insurance and risk assessments are a mandatory requirement.

### **6 LIST OF BACKGROUND PAPERS OTHER THAN PUBLISHED WORKS OR THOSE DISCLOSING CONFIDENTIAL OR EXEMPT INFORMATION**

6.1 None

### **7 PUBLISHED DOCUMENTS REFERRED TO IN COMPILING THIS REPORT**

7.1 Personal Education Allowances for Looked After Children: Statutory Guidance for Local Authorities (2008)

7.2 Care Matters: Time for Change (2007)