



**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL  
CYNGOR BWRDEIS TREF SIROL RHONDDA CYNON TAF**

A virtual meeting of the **Corporate Parenting Board** will be held on

**27 November 2023 at 10.00 am**

**Contact:** Hannah Jones - Council Business Unit ( 07385401954)

**ITEMS FOR DISCUSSION**

**1. DECLARATION OF INTEREST**

To receive disclosures of personal interest from Members in accordance with the Code of Conduct

Note:

1. Members are requested to identify the item number and subject matter that their interest relates to and signify the nature of the personal interest: and
2. Where Members withdraw from a meeting as a consequence of the disclosure of a prejudicial interest, they must notify the Chairman when they leave.

**2. MINUTES**

To approve, as an accurate record, the minutes of the Corporate Parenting Board meeting held on 2<sup>nd</sup> October 2023.

**(Pages 3 - 8)**

**3. EVALUATION OF THE SCHOOL CLUSTER MODEL FOR EXPENDITURE OF THE PUPIL DEVELOPMENT GRANT (PDG) LOOKED AFTER CHILDREN (LAC) DURING THE FINANCIAL YEARS 2022 - 2023**

To receive an update in relation to the evaluation of the School Cluster Model for expenditure of the Pupil Deprivation Grant.

**(Pages 9 - 50)**

**4. TROS GYNNAL PLANT UPDATE**

To receive the Tros Gynnal Plant (TGP) Cymru quarterly progress report.

**(Pages 51 - 78)**

**5. TO CONSIDER PASSING THE FOLLOWING UNDER-MENTIONED RESOLUTION:**

“That the press and public be excluded from the meeting under Section 100A(4) of the Local Government Act, 1972 (as amended) for the next item of business on the grounds that it involves the likely disclosure of exempt information as defined in paragraph 13 of Part 4 of Schedule 12A of the Act.”

**6. CHILDREN LOOKED AFTER: RESIDENTIAL CARE STRATEGY 2022 - 2027**

To receive an update in relation to the Children Looked After: Residential Care Strategy 2022 – 2027.

**(Pages 79 - 88)**

**7. URGENT BUSINESS**

To consider any items which the Chair by reason of special circumstances is of the opinion should be considered at the meeting as a matter of urgency.

**Circulation:**

**County Borough Councillors:**

Councillor G Caple (Chair)  
Councillor R Lewis (Vice-Chair)  
Councillor C Leyshon  
Councillor J Bonetto  
Councillor P Evans  
Councillor S Hickman  
Councillor S Rees  
Councillor S Trask

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**RHONDDA CYNON TAF**

**RHONDDA CYNON TAF COUNCIL  
CORPORATE PARENTING BOARD**

Minutes of the virtual meeting of the Corporate Parenting Board held on Monday, 2 October 2023 at 10.00 am.

This meeting was recorded, details of which can be accessed [here](#)

**County Borough Councillors – The following Councillors were present:**

Councillor G Caple (Chair)

Councillor R Lewis    Councillor C Leyshon  
Councillor J Bonetto    Councillor P Evans  
Councillor S Hickman    Councillor S Rees  
Councillor S Trask

**Officers in attendance**

Mr N Elliott, Director of Social Services  
Ms A Lloyd, Service Director, Children's Services  
Ms C Jones, Head of Access & Inclusion  
Ms C Miles, Childcare Solicitor  
Ms L Hawkins, Virtual School Head Teacher  
Ms J Evans, Head of Service Intensive Intervention  
Ms R Hughes, Magu Team Practice And Performance Manager  
Ms E Walters, Head of Partnerships  
Ms M Davies - TGP

**19 WELCOME AND APOLOGIES FOR ABSENCE**

The Chair welcomed County Borough Councillor S Hickman to her first meeting of the Corporate Parenting Board and there were no apologies for absence.

**20 DECLARATION OF INTEREST**

In accordance with the Council's Code of Conduct, there were no declarations made pertaining to the agenda.

**21 MINUTES**

The Corporate Parenting Board **RESOLVED** to approve the minutes of the meetings held on 27<sup>th</sup> June 2023 and 18<sup>th</sup> July 2023.

**22 MENTAL HEALTH SUPPORT**

The Service Director for Children's Services provided the Corporate Parenting Board with information about the services that are available to improve the emotional well-being and mental health needs for young people with cares and support needs.

Members' attention was drawn to section 4 of the report, which detailed an update to the following areas of service provision available:

- Early Years Strategy;
- Development of the Whole School Approach known as Shine;
- Embedding the Single Point of Access for CAMHS;
- Launch of the Neuro-divergence Improvement Programme;
- Development of a Therapeutic Approach for Children who are Looked After; and
- Therapeutic Families Team (TFT)

Whilst it was acknowledged that there was increased pressure on the Health Board, several Members raised concerns in respect of the accessibility of CAMHS and its capacity to respond to the needs of young people. When questioned about the nature of the working relationship with colleagues in CAMHS, the Service Director informed Members that positive integrative work was being carried out but that there was a difficulty in accessing consultation.

The Service Director spoke of the CLA Health Assessment, which was provided by the Health Board and proposed that going forward, it would be beneficial to use a less clinic based, but rather a more integrated approach.

The Chair noted that, in some cases, Children Looked After were waiting for approximately three years to access the Neurodiversity service and proposed that an invitation to a future meeting of the Board be extended to Cwm Taf Morgannwg University Health Board and representatives from CAMHS and the Neuro-divergence Improvement Programme.

The Corporate Parenting Board **RESOLVED:**

1. To note the content of the report and
2. To extend an invitation to Cwm Taf Morgannwg University Health Board to attend a future meeting of the Corporate Parenting Board to discuss the Promise, Children and Adolescent Mental Health Service and the Neuro-divergence Improvement Programme.

**N.B – County Borough Councillor S Hickman was not present for this item.**

## **23 MAGU UPDATE**

The Head of Service for Intensive Intervention and the Magu Team Practice and Performance Manager provided the Corporate Parenting Board with information about the progress of the Magu service since its implementation in May 2023.

The purpose of the Magu Project is to deliver an integrated support pathway for pregnant women and fathers to be across early intervention and edge of care services, focused on building skills and resilience and reducing risk. The early intervention approach delivers targeted support for families to prevent escalation of statutory involvement ultimately reducing the number of children entering care at birth or in their first year.

The Head of Service drew Members' attention to section 4 of the report, which clearly set out the aims of the Magu Project and its progress to date. Despite the project only launching in May 2023, the officer was pleased to inform the Board that there had been 51 referrals to date and that the feedback from service users had been positive.

One Member was pleased to note the progress made and looked forward to receiving comparative data in the coming years. The Member spoke of her role on the Adoption Panel and referred to instances whereby parents had lost children following them being placed in care at birth and was encouraged that the Magu Project could prevent such harrowing outcomes.

The Virtual School Headteacher questioned whether officers work with all families up until the age of one. It was explained that the aim was to work with all families up until the age of one, but that the expectation was that the intensity would decrease as time goes by.

The Chair thanked the officers for the comprehensive report and emphasised the importance of early intervention.

The Corporate Parenting Board **RESOLVED:**

1. To note the content of the report.

**N.B – County Borough Councillor S Hickman was not present for this item.**

#### **24 INDEPENDENT REVIEWING SERVICE MONITORING REPORT TO THE GROUP DIRECTOR COMMUNITY AND CHILDREN'S SERVICES**

The Head of Partnerships provided the Corporate Parenting Board with information about the discharge of the Independent Reviewing Officer (IRO) functions for children looked after (CLA) for the period 30th June 22 – 30th June 23.

Members were provided with an overview of the review activity during the period along with detailed comparative performance data.

The Chair thanked the officer for the comprehensive report and spoke of the value of undertaking an independent view into ensuring the needs of Children Looked After are being met by the Local Authority.

The Chair spoke of Out of County placements and questioned if a lack of placements could be attributed to the figures. The officer advised that placement availability was a national issue and that finding a suitable placement for such complex needs could often be difficult. The officer advised that where young people wish to be placed back in county, the team would work with them to find suitable placements but recognised that many were with family or in long-term placements and did not wish to be placed back in county.

Referring to the significant decrease in adoption orders, the Chair questioned if there were any concerns. The officer spoke of the PLO reform and hoped that the pre-court application work with families, along with the Magu Project was having an impact on the reduction of the number of children requiring adoption.

The Corporate Parenting Board **RESOLVED:**

1. To note the content of the report.

#### **25 TROS GYNNAL PLANT (TGP) CYMRU**

Tros Gynnal Plant provided the Corporate Parenting Board with a progress update for the quarter 1 period, which covered April 2023 – June 2023

Members were informed that, during the period, 49 young people accessed Issue Based Advocacy and 29 were referred for the Active Offer across RCT. The officer advised that 11 care experienced young people and 1 care leaver accessed Issue Based Advocacy, presenting with 14 issues; and 6 care experienced young people were referred for the Active Offer.

Members learned that, during the period, 24 Care Experienced young people became eligible for the Active Offer, 7 of those offers were rejected and of the 6 care experienced young people who were referred for the Active Offer, 4 became eligible for the service in the quarter and the remaining 2 became eligible in the previous quarter.

Members were pleased to note that 25% of eligible young people were referred for Active Offer compared to the 18% in the previous quarter.

The Chair thanked Tros Gynnal Plant Cymru for the informative report and commented that the case studies were great examples of the importance of advocacy work.

The Corporate Parenting Board **RESOLVED:**

1. To acknowledge the work undertaken by TGP Cymru.

**26 TO CONSIDER PASSING THE FOLLOWING UNDER-MENTIONED RESOLUTION:**

It was **RESOLVED** that the press and public be excluded from the meeting under Section 100A(4) of the Local Government Act (as amended) for the following items of business on the grounds that it involves the likely disclosure of the exempt information as defined in paragraph 13 of Part 4 of the Schedule 12A of the Act.

**27 UPDATE IN RELATION TO THE CHILDREN LOOKED AFTER : RESIDENTIAL CARE STRATEGY 2022 - 2027**

The Service Director of Children's Services provided the Corporate Parenting Board with information about children in settings known as Operating without Registration (OWR), and Children's Services plans for supporting those children, and ending those arrangements.

Following consideration of the exempt report, the Corporate Parenting Board **RESOLVED:**

1. To acknowledge the information contained within the report; and
2. To receive subsequent reports until such time as there are no OWR situations for Rhondda Cynon Taf looked after young people.

**This meeting closed at 11.02 am**

**Councillor G Caple  
Chair**

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## RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

### CORPORATE PARENTING BOARD

27<sup>TH</sup> NOVEMBER 2023

#### **PUPIL DEVELOPMENT GRANT (PDG) LOOKED AFTER CHILDREN (LAC) EVALUATION OF THE SCHOOL CLUSTER MODEL DURING THE FINANCIAL YEAR 2022/23**

**Author(s):** John Welch, Lead for Well-being & Vulnerable groups Central South Consortium  
Linda Hawkins, Headteacher for Virtual School for Children Looked After RCT

#### **1. PURPOSE OF THE REPORT**

- 1.1 The purpose of the report is to provide Elected members with an update on the evaluation of the school cluster model for the Pupil Development Grant for Looked After Children (PDG LAC) funding during the financial year 2022/23 in Rhondda Cynon Taf.

#### **2. RECOMMENDATIONS**

It is recommended that the Corporate Parenting Board:

- 2.1 Consider the information contained within this report.
- 2.2 Scrutinise and comment on the information provided.
- 2.3 Consider whether they wish to receive a further report to evaluate the PDG LAC cluster model for 2023/24.

#### **3. REASONS FOR RECOMMENDATIONS**

- 3.1 To ensure that the Corporate Parenting Board is kept informed on the ongoing cluster – based funding mechanism for distributing PDG LAC grant funding and the processes in place to evaluate its impact on the provision made for Children Looked After (CLA) in schools across Rhondda Cynon Taf (RCT).

#### **4. BACKGROUND**

- 4.1 The RCT Virtual school works in partnership with the Central South Consortium (CSC) to ensure that there is a consistent approach to support children who are looked after or care experienced in schools in Rhondda Cynon Taf. This partnership ensures clusters and schools have systems and processes in place so that every looked after and care experienced pupil has the right to appropriate provision. Support within clusters looks to enable the pupils to fulfil their potential and that all

schools drive equity and excellence. It is hoped this will lead to improvement for pupils in their academic, personal, and social aspects of their lives irrespective of their circumstances.

4.2 Welsh Government provides additional resources through the Pupil Development Grant for Children Looked After (PDG LAC) to enhance the provision made by Local Authorities for looked after and care experienced children with the overarching aim of raising educational attainment and removing any barriers for those pupils.

4.3 Central South Consortium has three overarching roles:

- Provide a regional school improvement service to all schools on behalf of our partner Local Authorities.
- Provide appropriate Professional Learning opportunities for stakeholders at all levels to support local, regional and national priorities.
- Work with Welsh Government and partners to develop, share and implement national policy.

The PDG grant continues to be managed centrally by the Central South Consortium (CSC). The Lead for Well-being and Vulnerable groups oversees the administration of the grant as part of the equity and excellence section of the CSC business plan.

4.4 As part of the quality assurance process across the CSC region, schools are required to submit a cluster plan to access the PDG LAC funding. Plans are assessed on whether they will look to enhance curriculum opportunities, to support social and emotional needs of their learners and meet the bespoke needs of the learners which would subsequently have an impact on the agreed key priorities. Schools are encouraged to include the PDG LAC funding within School Development Plans (SDP) and identify outcome measures. Clusters are required to evaluate the effectiveness of their PDG LAC strategic plans at the end of each financial year as part of their plan for the next financial year. Examples are included below.

4.5 Clusters are encouraged to consider evidence-based interventions and approaches that are particularly effective for pupils who are currently looked after or care experienced. Specific consideration must be given to evidencing arrangements for collaborative and partnership working to ensure priorities are met jointly.

## **5. FUNDING ALLOCATION 2022-23**

5.1 For 2022-23 the overall PDG LAC allocation for the consortium was allocated as follows:

- Salary for Regional Lead based in Central South Consortium;
- Support for CLA pupils placed outside of Wales;
- Local Authority delegated Bursary Grant;
- Training calendar provided to school staff.
- School to school working through the cluster plans.

The CSC lead for PDG LAC left post in October 2022. The decision was made not to replace this role and the lead for well-being and vulnerable groups would take over the administration of the grant.

5.2 Schools have continued to make applications for funding on a cluster basis in line with expectations from the Welsh Government to regionalise PDG LAC funding throughout the four Welsh education consortia.



- 5.3 Appendix 1 highlights the total PDG LAC expenditure for 2018/19 through to 2022/23 for each RCT school cluster. Allocation of funding was provided to school clusters based on LA central data. PDG LAC Cluster Leads within each cluster are required to provide comprehensive strategic plans outlining the intended spend.
- 5.4 Appendix 2 details the funding allocations for RCT based on each financial year highlighting the total PDG LAC funding for RCT, LA bursary funding allocation along with allocation of funding for those children placed outside of Wales in English authorities.
- 5.5 As a regional group all strategic plans are shared with the respective Virtual School Headteacher and CLA Education Coordinator within each LA to provide comment, feedback and to ensure quality assurance. Appendix 3 details examples of cluster bid application forms for (2022/23). The bids demonstrate the innovative ways in which our schools are working with looked after and care experienced pupils. Appendix 5 provides an example of an evaluation of a completed cluster plan for 2022/23.
- 5.6 All LAs within the CSC region are allocated a bursary fund to ensure Local Authority Children Looked After in Education teams/Virtual Schools can respond to the bespoke needs that arise specific to the demands of each local authority. The team in RCT submit a LA plan to CSC for this additional part of the grant. In 2021/22 the bursary was £70,471 and in 2022/23 the allocation was £71,164. In addition RCT received an additional £12,425 from Central South Consortium due to the PDG LAC lead leaving and the underspend in professional learning.
- 5.7 Appendix 4 demonstrates the RCT Bursary allocation for 2022/23 which was used to support young people sitting English and Maths GCSEs in Year 10 and 11 and evidence-based approaches to meet the needs of children and young people transitioning to Comprehensive school and/or other schools.

## **6. EVALUATION OF THE PDG LAC CLUSTER MODEL APPROACH**

- 6.1 The cluster model approach for the allocation of PDG LAC distribution has been in place since April 2018. As clusters, schools are required to submit a cluster plan for PDG LAC funding. These are subject to approval and scrutiny by the Virtual School Headteacher and CLA Education Coordinator alongside the lead for well-being and vulnerable groups in CSC.
- 6.2 The clusters have this year again been diligent in attempting to meet the bespoke needs of LAC and care experienced children. Cluster plans have a continued focus on well-being, providing bespoke support for learners and upskilling staff in dealing with trauma.
- 6.3 Well-being initiatives as part of the cluster plans in RCT continue to feature heavily in the use of the grant. The well-being initiatives included Thrive, ELSA and Trauma informed training.
- 6.4 The CSC professional learning offer allowed schools to access a wide range of training opportunities relevant to support the needs of vulnerable learners. Schools report it is becoming increasingly challenging to release staff for professional learning during the year. Reasons included shortages of supply teachers and staff needing time for curriculum development. This resulted in attendance at professional learning being lower than anticipated. Below are the number of delegates that accessed the professional learning offer in CSC for 2022/23.

Event	Number of attendees			
	Primary	Secondary	Middle	Grand Total
ACE's adoption and learning: supporting adopted learners in school		1		1
Behaviour, Emotions and Connections for Adopted learners	3	1		4
Children Looked After Friendly Schools Level 2	3		1	4
Children Looked After Friendly Schools Level 3	3		1	4
FASD Awareness Raising for school staff	6			6
Protective Behaviours	2			2
Psychological First Aid	3	1		4
Relationship Based Play	5			5
Sensory Regulation in the Classroom	7	10		17
The role of key adults with vulnerable pupils in educational settings	2	1		3
Understanding the impact of trauma	9	1		10
<b>Grand Total</b>	<b>43</b>	<b>15</b>	<b>2</b>	<b>60</b>

- 6.5 Post 16 destinations for RCT CLA learners continues to be a priority for the Virtual School and close links are maintained with the Care 2 Work Team, the Youth Engagement and Participation Service, colleges and training providers. This joint working has ensured that pupils who are nearing the end of their statutory schooling have planned destinations for further education, employment and training.
- 6.6 Increased numbers of pupils are attending their PEP reviews. The PEP process is person-centered and includes what is important to and for the child/young person, what is working/not working and aspirations for the future. Further work needs to be completed to ensure all younger pupils know what a PEP is and that all pupils are engaged in the PEP process. Teacher responses are positive, although the CLA Governor role needs to be promoted amongst staff in school. The main drawback of the evaluation is the lack of foster carer engagement and this needs to be improved for the future.
- 6.7 Strengths of the PDG LAC cluster applications have been as follows:
- Clusters are committed to supporting the well-being needs of their pupils.
  - Clusters are endeavoring to provide a consistent adult for pupils to access.
  - Clusters are committed to developing relationships.
  - There is increasing consistency in the plans submitted.
  - Common approaches are seen to be developing across the clusters and each school cluster seem to be working effectively.
  - There is acknowledgement between clusters that investing in vulnerable pupils and providing effective strategies to support the well-being needs of these pupils will assist schools to developing positive outcomes for all.
- 6.8 Areas of focus for development identified by RCT and CSC include:

- Promote the PDG LAC cluster meetings and encourage schools to attend and participate in the PDG LAC cluster meetings.
- Sharing innovative practice across the local authority and CSC region.
- Work with Welsh Government to share with schools their funding allocation and allow more time to support the needs of the pupils.
- Schools to meet earlier in the summer term to ensure a rigorous and timely planning process for PDG LAC expenditure.
- Ensure that each school cluster submit robust evaluations and that they are a pivotal part of the PDG LAC planning process.

6.9 The bursary element of the PDG LAC has continued to enable the RCT CLA Virtual School to respond to identified local needs. All aspects of the bursary workstream are evaluated and inform future priorities for subsequent bursary bids. There remains to be a growing need to support young people in gaining qualifications and provide bespoke support to identified pupils. The RCT CLA Virtual School continues to evaluate the effectiveness of these aspects of the bursary and will remain an ongoing priority in the coming years.

## **7. EQUALITY AND DIVERSITY IMPLICATIONS**

7.1 The PDG LAC grant is a Welsh Government priority and therefore the terms and conditions of the grant are adhered to fully.

7.2 The purpose of the grant is to ensure that some the most vulnerable pupils are given opportunities to develop well in schools and look to ensure good achievement and educational attainment.

## **8. CONSULTATION**

8.1 There is no consultation required for this report.

## **9. FINANCIAL IMPLICATION(S)**

9.1 School clusters are allocated funding from the PDG LAC grant available from the Welsh Government.

9.2 A lump sum of £3000 is also given to each cluster for the needs of formerly children looked after which is part of the terms and conditions of the grant. We are currently in the tenth year of this grant and updates are awaited from the Welsh Government regarding the allocation for next year.

## **10. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED**

10.1 PDG LAC is administered according to Welsh Government guidance. There is a robust monitoring system in place to ensure effective use of the grant in line with the terms and conditions of the grant.

## **11. LINKS TO THE CORPORATE PLAN AND NATIONAL PRIORITIES AND THE WELL-BEING OF FUTURE GENERATIONS ACT**

11.1 The underpinning principles of the PDG LAC support the Council's Corporate Priorities to build a strong economy and to promote independence and positive lives for everyone and ensures that the Sustainable Development principle and the Wellbeing Goals of the Wellbeing for Future Generations Act (Wales) underpin the vision and working practices of the service.

## **12. CONCLUSION**

- 12.1 It is evident that RCT schools are fully committed towards broadening their skills and expertise to support vulnerable pupils, this can be seen in their strategic planning and cluster applications to enhance the learning outcomes and opportunities for vulnerable learners.
- 12.2 The Virtual School remains fully committed to ensuring that RCT Schools continue to meet the educational and emotional well-being needs of our LAC or care experienced learners.
- 12.3 The Virtual School provides a termly programme of training for Designated Persons for CLA in schools and Governors. The training supports the principles of the PDG LAC by facilitating networking and developing awareness and providing information on:
- Particular challenges for Children Looked After (CLA) within educational settings and meeting the needs of pupils who have experienced developmental trauma.
  - Making trauma-informed decisions
  - The local context of CLA in RCT, the support that is available and how it can be accessed.
  - The role and responsibilities of the Designated Person for CLA and the CLA Link Governor.
  - The importance of a Personal Education Plan (PEP), and the school's role and responsibility in developing and maintaining this statutory document.
  - Statutory time frames for PEPs, IDPs and PCP Reviews
  - Quality assurance processes for PEP and PCP Reviews
  - Out of county monitoring
  - Relevant guidance and policies and help to plan for any future changes/updates.
  - Support and guidance to ensure effective multi-agency working.
- 12.4 School clusters have been proactive with their cluster planning for this year and have been able to implement where possible innovative and bespoke strategies and interventions to meet the needs of their learners. An example of the impact of this work is included below in Appendix 5. Evaluations focus on identifying the impact that this funding has had on the achievement, well-being and attendance and exclusion needs of the pupils.

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

**THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**CORPORATE PARENTING BOARD**

**27<sup>TH</sup> NOVEMBER 2023**

**PUPIL DEVELOPMENT GRANT (PDG) LOOKED AFTER CHILDREN (LAC)  
EVALUATION OF THE SCHOOL CLUSTER MODEL  
DURING THE FINANCIAL YEAR 2022/23.**

**Officer(s) to contact:**

John Welch, Lead for Well-being & Vulnerable groups Central South Consortium  
Linda Hawkins, Headteacher for Virtual School for Children Looked After RCT

**RCT PDGLAC funding per cluster 2018/19-2022/23**

RCT PDGLAC funding per cluster 2018/19, 2019/20, 2020/21, 2021/22 and 2022/23.

<b>RCT PDG LAC Funding per Cluster</b>	<b>18/19</b>	<b>19/20</b>	<b>20/21</b>	<b>21/22</b>	<b>22/23</b>
Aberdare Community School	£38,291	£34,721	£38,597	£45,370	£47,621
Bryncelynnog Comprehensive School	£28,045	£25,714	£28,489	£41,839	£36,019
Cardinal Newman R.C. Comprehensive	£9,072	£11,616	£12,668	£10,944	£16,386
Ferndale Community School	£31,081	£22,581	£24,973	£33,895	£33,342
Hawthorn High School	£18,558	£23,364	£25,852	£29,040	£27,541
Mountain Ash Comprehensive School	£21,974	£21,797	£24,094	£25,950	£25,310
Pontypridd High School	£29,943	£30,805	£34,202	£33,895	£39,589
Porth County Community School	£13,625	£16,315	£17,942	£33,895	£35,127
Special Schools RCT	£29,563	£28,063	£31,126	£25,950	£32,450
St John Baptist C.I.W. High School	£11,348	£12,399	£13,547	£17,123	£21,741
Ysgol Nantgwyn	£21,974	£19,839	£21,897	£33,453	£34,235
Tonyrefail Comprehensive School	£34,117	£30,021	£33,323	£37,867	£36,466
Treorchy Comprehensive School	£26,527	£20,231	£22,337	£31,246	£36,466
Y Pant Comprehensive School	£23,492	£24,930	£27,610	£25,509	£22,633
Ysgol Gyfun Cwm Rhondda	£8,313	£10,049	£10,910	£19,771	£19,063
Ysgol Gyfun Garth Olwg	£8,313	£10,441	£11,350	£10,503	£9,693
Ysgol Gyfun Rhydywaun	£7,933	£10,441	£11,350	£11,827	£18,171
Ysgol Llanhari	£4,518	£4,566	£4,758	£6,089	£4,785
<b>Total funding per cluster</b>	<b>£366,686</b>	<b>£357,893</b>	<b>£395,026</b>	<b>£474,166</b>	<b>£496,638</b>

**Funding allocations for RCT based on financial years**  
**(as highlighted in paragraph 5.5)**

<b>Funding allocations for RCT CBC based on financial year</b>	<b>18/19</b>	<b>19/20</b>	<b>20/21</b>	<b>21/22</b>	<b>22/23</b>
PDG LAC Funding for RCT	£366,687	£357,893	£395,026	£474,166	£496,638
LA Bursary	£42,592	£42,654	£70,983	£70,471	£83,589
Outside of Wales (£1,150 per pupil)	£10,350	£6,900	£5,750	£14,950	£5,750

5 x PDG LAC Cluster Strategic Plan Example 2022/23

Plan A

Objective		Outcome / Intended Impact			
<ol style="list-style-type: none"> <li>Further improve understanding and awareness of childhood trauma and its potential impact on children.</li> <li>Develop approaches and strategies across the cluster to support children that may be experiencing difficulties.</li> <li>Basic training in several interventions and approaches to improving emotional well-being.</li> <li>Pupils emotional well-being supported in school by appropriate staff</li> </ol>		<ul style="list-style-type: none"> <li>Children’s needs are being met more effectively through a greater understanding of all staff across the cluster.</li> <li>Greater progress in all areas as emotional needs are met.</li> <li>Environments are created or further developed within cluster schools that are conducive to emotional well-being.</li> </ul>			
Activities/Actions	Success Criteria	Staff / School	Target Date	Monitoring and Evaluation	Cost/Resources
1.					
<p>To develop as a trauma informed schools through a cluster approach</p> <p>Whole staff training on joint INSET day on Trauma Informed Schools</p>	<p>The training will enable schools to implement trauma informed practice to help improved pupils’ mental health and wellbeing.</p>	<p>Many staff in the cluster will attend the training and the webinars</p>	<p>Spring term</p>	<p>CLA lead in each school. The training will enable schools to implement trauma informed practice to</p>	<p><b>£995</b> whole staff training Via teams 2 whole school webinars <b>£449</b></p>



Activities/Actions	Success Criteria	Staff / School	Target Date	Monitoring and Evaluation	Cost/Resources
<p>Two whole school webinars based on the following;</p> <ul style="list-style-type: none"> <li>Supporting Schools to Become Trauma Informed and Mentally Healthy for All</li> <li>Whole School Implementation of Trauma Informed Practice to Promote Mental Health Cultures for All</li> </ul>				help improved pupils' mental health and wellbeing.	
<b>2.</b>					
<p>Online Lego Therapy Practitioners training</p> <ul style="list-style-type: none"> <li>Theory of Lego Therapy and how this can be applied to intervention</li> <li>How to assess children to level of competency of Lego therapy</li> </ul>	<p>Pupils' attitudes to learning improves.</p> <p>Staff confidence improves.</p> <p>Greater understanding of childhood trauma and it's effects and how to support emotional well-being.</p> <p>Schools building capacity to support learning and behaviour</p>	<p>Relevant staff In schools interested 2 staff per school</p>	<p>Completed in Spring Term- Online training. Individual schools to choose one of the following dates;</p>	<p>CLA Lead and Working Party</p>	<p>£215 per person plus supply cost of £165. Allocation for 15 primary schools <b>£5700</b></p>

Activities/Actions	Success Criteria	Staff / School	Target Date	Monitoring and Evaluation	Cost/Resources
<ul style="list-style-type: none"> <li>• Practicalities of setting up and maintaining this intervention</li> <li>• How to use Lego therapy to support vulnerable children with more complex issues</li> </ul>			17/1/23 21/2/22 14/3/22		(All schools to pay for training out of individual budgets £500 for schools with no CLA pupils to build capacity)
<b>3.  </b>					
To deliver social and emotional support to CLA learners including the delivery of ELSA programmes	<ul style="list-style-type: none"> <li>• All CLA pupils are offered the most appropriate social and emotional support to meet their individual needs e.g. ELSA</li> <li>• Improved attendance of those pupils receiving support by the end of the intervention.</li> <li>• Improved engagement of those pupils receiving support by the end of the intervention.</li> </ul>	CLA lead and appropriate staff trained and delivering in each school	Spring Term	CLA lead in each school	Staffing costs for training and delivery of intervention <b>£62563</b>
<b>4.</b>					

Activities/Actions	Success Criteria	Staff / School	Target Date	Monitoring and Evaluation	Cost/Resources
To share good practice through the cluster such as the achievement of Bronze Award	Cluster as a professional learning community sharing good practice. Shared drive for best practice. RCT network established to share best practice and support CLA in all schools	Headteachers	Spring Term	Cluster lead	No cost
5.					
To develop a Cluster CLA Policy and CLA friendly framework.	Sharing of good practice. Ensuring consistency of support across all schools	Cluster Leads	Spring Term	Working party and CLA Champions	No cost

**Plan B****CLUSTER STRATEGIC PLAN**

<b>Objective</b>		<b>Outcome / Intended Impact</b>			
5. To raise achievement and attainment of all CLA pupils. 6. To improve attendance. 7. To support social and emotional wellbeing. 8. To reduce exclusions. 9. High aspirations for all CLA pupils reducing low achievement.		<b>Outcome/Intended Impact</b> <ul style="list-style-type: none"> <li>• CLA pupils to achieve their target grades.</li> <li>• All CLA pupils to aim for 100% attendance.</li> <li>• All CLA pupils to feel supported socially and emotionally.</li> <li>• A safe environment/room established for CLA pupils to use during anxious/emotional periods.</li> <li>• Vast amount of resources available to support CLA pupil's academic and social wellbeing.</li> <li>• Trained and well knowledgeable key workers to support all CLA pupils.</li> </ul>			
<b>Activities/Actions</b>	<b>Success Criteria</b>	<b>Staff / School</b>	<b>Target Date</b>	<b>Monitoring and Evaluation</b>	<b>Cost/Resources</b>
1. To raise achievement and attainment of all CLA pupils.					
Data shows overview of CLA progress and achievement over time with identified support when needed. These indicators can include national tests (English, mathematics and Welsh where applicable), attendance, wellbeing, exclusions. Interventions to be put in place to help boost	<ul style="list-style-type: none"> <li>• Track pupil performance in mathematics/numeracy.</li> <li>• Up skill pupils with basic mathematics to build confidence and consolidation of learning.</li> <li>• Mymaths (Variety of resources to fit all needs and abilities of CLA pupils). Package to be</li> </ul>	All Cluster schools	Ongoing assessment with a baseline test in Sept 2022	Teaching Assistants / Designated teacher of CLA / ALNCo / teachers / Primary Head Teachers	Mymaths = £370  Numicon resources for each school in cluster = £500 x 8 = £4000

Activities/Actions	Success Criteria	Staff / School	Target Date	Monitoring and Evaluation	Cost/Resources
<p>basic numeracy and literacy skills and raise the attainment of all CLA pupils.</p>	<p>used at home as well as in class.</p> <ul style="list-style-type: none"> <li>• Numicon resources for CLA pupils to understand the basic number skills.</li> <li>• Reading interventions/resources to support the ELIP. All schools in cluster to expand on literacy resources and programmes such as Project X, Rigby Star, Dockside, Story World, Rapid Reading.</li> <li>• High Quality resources to boost phonics and basic number skills as well as curriculum aligned resources that help pupils make rapid progress.</li> <li>• Concrete, Pictorial, Abstract maths joint training for all primary schools in the cluster to have a highly effective approach to teaching that develops a deep and</li> </ul>				<p>Reading intervention books for all schools = £500 x 8 = £4000</p> <p>Mrs Mactivity License = £200</p> <p>Concrete, Pictorial, Abstract Training for all cluster primary schools = £945.90</p>

Activities/Actions	Success Criteria	Staff / School	Target Date	Monitoring and Evaluation	Cost/Resources
	sustainable understanding of maths in pupils.				
<b>2. To improve attendance</b>					
Data is used effectively to monitor progress and intervene where sufficient progress is not being made and to ascertain why. Data to provide evidence to monitor improvement in social and emotional wellbeing and attendance and to reduce the risk of exclusion.	<ul style="list-style-type: none"> <li>• Strategic plan is put in place for data collection.</li> <li>• Identified data has been agreed by CLA workers to share and disseminate (GDPR discussed)</li> <li>• Pupils show progress in at (attendance, wellbeing, academic, engagement, Safeguarding etc.) This can be monitored through class charts, Boxall and PERMA.</li> <li>• One Page Pupil Profiles are in place and have been agreed with the child and home. Pupils transitioning from Year 6 take their One Page Profile</li> </ul>	All Cluster schools	Ongoing	Teaching Assistants / Designated teacher of CLA / ALNCo / teachers	Class Charts = £6131.40 (PHS)  Boxall subscription = £500  Boxall Tokens for each primary school 8 x £100 = £800
<b>3. To support social and emotional wellbeing.</b>					

Activities/Actions	Success Criteria	Staff / School	Target Date	Monitoring and Evaluation	Cost/Resources
<p>To Develop pupils social and emotional difficulties through practical experiences both within and outside the classroom (intervention and or class)</p> <p>Lego therapy is carried out with CLA pupils at least once a week</p> <p>All CLA pupils to have ELSA sessions and drop in ELSA available when required.</p> <p>Mindfulness sessions and interventions developed to reduce CLA pupils stress and anxiety and to help the CLA pupils manage this more effectively and work through their worries more quickly.</p> <p>Introduce Drawing and Talking to assess the social and emotional skills of CLA pupils quickly and effectively, ensuring they can respond in the right way.</p>	<ul style="list-style-type: none"> <li>• New cluster staff members to attend LEGO therapy training held in house.</li> <li>• Lego resources are purchased and audited to the effectiveness of these resources.</li> <li>• ELSA resources to support transition from primary to secondary. Emotional bingo, ELSA Support network resources, little book of big anger, Learn about feelings, mindfulness etc..</li> <li>• Outdoor sensory resources to make a calming outdoor environment for all CLA pupils to be able to use throughout the day (sensory garden area). This will include windchimes, outdoor blackboards and chalk for outdoor learning, den area etc.</li> <li>• Pupils show improvements in in at least 1 area (attendance, wellbeing, academic,</li> </ul>	<p>All cluster schools</p>	<p>Pupil voice</p> <p>CLA Leaders in Cluster schools</p> <p>Data improvement recorded from Boxall, PERMA, Class charts</p>	<p>Teaching Assistants / Designated teacher of CLA / ALNCo / teachers</p>	<p>Cost of Lego resources = £300</p> <p>ELSA Resources = £250</p> <p>Outdoor sensory resources to help with anxieties and stress = 8 x £500 = £4000</p> <p>ELSA Training for Trerobart Primary school = £350</p> <p>ELSA Supervision =</p>

Activities/Actions	Success Criteria	Staff / School	Target Date	Monitoring and Evaluation	Cost/Resources
<p>Targeting support and action plans can be put in place almost immediately, with tailored strategies and activities that meet the needs of the individual pupil.</p>	<p>engagement etc.). This can be monitored through PERMA and Boxall plan to be developed and reviewed throughout the year and targets set.</p> <ul style="list-style-type: none"> <li>• Transition sessions between schools to continue to make a closer link with CLA pupils throughout the year. We aim to work with pupils from Years 5 onwards and to share skills and resources between schools. Our plan is for an ELSA trained TA from X School to continue to visit the primary schools to work with their CLA pupils and for them to also come to Pontypridd High school for periods of time over the year to work on our site to get familiarise themselves with the environment.</li> <li>• Drawing and talking training to be able to work in a targeted way with CLA pupils who may</li> </ul>				<p>8 x £100 = £800</p> <p>Drawing and Talking (2 staff in cluster to train) = £299 x 2 = £596</p> <p>Pupil emotional, social and</p>



Activities/Actions	Success Criteria	Staff / School	Target Date	Monitoring and Evaluation	Cost/Resources
	<p>have experienced interruptions in their development. Staff to be able to select from a raft of practical, creative and fun activities that can be used in school and at home.</p> <ul style="list-style-type: none"> <li>• Emotional and Social wellbeing support library set up for pupils to read easy literature which will help them understand their emotions, panic, anxieties and mental health Books recommended by EP include, 'Help, I've got an alarm bell going off in my head', 'Help, my feelings are too big', 'The kids guide to staying awesome and in control', 'Positively Me' etc...</li> </ul>				mental health books = £250
<b>4. Trained and well knowledged key workers to support all CLA pupils</b>					
Cluster CLA group has been established and training is identified to access as a group.	<ul style="list-style-type: none"> <li>• CLA group to meet three times a year to discuss and monitor progress of the CLA interventions and programmes.</li> </ul>	All cluster schools		Designated person for CLA	Non contact supply cover for 6 days

Activities/Actions	Success Criteria	Staff / School	Target Date	Monitoring and Evaluation	Cost/Resources
<p>An introduction to trauma informed practice and PACE.</p> <p>MAP and PATH training for schools and members of our team to support vulnerable learners using PCP planning tools, particularly around transitions.</p> <p>Wellbeing programme training including Trauma informed schools, Real Love Rocks Health Relationships, Spectrum Project Early Years Healthy Relationship programme, R Time, Trauma Informed Practice, ELSA Project and Bereavement Project.</p>	<ul style="list-style-type: none"> <li>• The majority of the schools in the cluster have completed the CLA Friendly schools Level 1, 2 and 3 training. Remaining schools will train this academic year.</li> <li>• CLA group discuss transitions between primary and secondary schools.</li> <li>• To ensure PEP's are up to date and accurate for transition and ready to be used as a working document.</li> <li>• Secondary school DT of CLA to attend CLA Review meetings of Year 6 pupils.</li> <li>• Secondary school DT of CLA to attend CLA Review meetings of Year 6 pupils.</li> <li>• Cluster CLA Passport has been devised and is used as a working document.</li> <li>• CLA workers have agreed the PCP and THE 'All About Me' formats.</li> </ul>				<p>cover £105 per day x 6 = £630 x 7 schools = £4410</p> <p>School to cover other costs for staff to attend courses.</p>

Activities/Actions	Success Criteria	Staff / School	Target Date	Monitoring and Evaluation	Cost/Resour ces
5.High Aspirations for all CLA pupils, reducing low achievement.					
<p>At Key Stage 3, 4 and 5 there is evidence CLA pupils are targeted for examination revision opportunities.</p> <p>Testing and tracking of all CLA pupils. This can be seen from Incerts.</p> <p>Data for wellbeing measures accurately identifies CLA interventions needed and there is evidence of implementation and support.</p> <p>School data is available to CLA learners and carers as part of the documentation process and individual target setting. This is data from testing the pupils on the Sandwell Early Numeracy test, Lucid tests (reading single words, spelling, reading comprehension accuracy, reding comprehension</p>	<ul style="list-style-type: none"> <li>• WRAT 5 Reading and spelling test to assess all CLA pupils ability and place interventions where required.</li> <li>• GL Assessments for all primary schools in the cluster to provide accurate information to support judgements and make well informed decisions about pupils' reading skills and their understanding of core subjects. To be able to also identify potential learning difficulties, including social and emotional barriers to the learning pupils may have.</li> </ul>	<p>X School</p> <p>All cluster primary school's</p>	<p>Twice a year</p> <p>Termly</p>	<p>Designated person of CLA / ALNCo</p>	<p>Lucid Exact £525</p> <p>Lucid Rapid = £433</p> <p>WRAT 5 Reading and spelling test = £397 GL Assessment for each Primary School in cluster: X = £1242 X = £3000 X = £1259 X = £1290 X = £2339.70 X = £1200</p>

Activities/Actions	Success Criteria	Staff / School	Target Date	Monitoring and Evaluation	Cost/Resources
speed, handwriting speed, typing speed).					
TOTAL					£39,589

**Plan C**

Activities/Actions	Success Criteria	Staff	Target Date	Monitoring and Evaluation	Cost/Resources
<b>1. Cluster schools to raise awareness of Mental Health strategies and training in emotional and behavioural development</b>					
<ul style="list-style-type: none"> <li>All staff trained at Level 1 CLA Friendly School and training maintained Level 1-3</li> </ul>	<ul style="list-style-type: none"> <li>Staff trained in CLA Friendly and implement knowledge in day to day working</li> <li>Governors emailed training in CLA level 1 and through Google Meet</li> <li>CLA Friendly school level 1 training for AH</li> </ul>	SLT	Spring 23	Training for all staff annually in CLA Level 1 Governors to have awareness of CLA pupils and level1 training Assistant Head to have CLA Friendly school training LLevel 1 and 2	Free – twilight sessions  Cost £165 x supply x2 = £330
<ul style="list-style-type: none"> <li>Raise awareness of Mental Health strategies</li> <li>Embed Whole School Approach to Mental Health and Wellbeing working closely with Shine</li> </ul>	<ul style="list-style-type: none"> <li>Staff to attend appropriate training following participation of WSAMHW</li> </ul>	SLT	Autumn22-Spring 23	Oct 2022-Mar 2023	£357
<ul style="list-style-type: none"> <li>Raise awareness of Mental Health strategies,</li> <li>Raise awareness of attachment theory, ACES, ELSA, Relationship based play through staff attending training sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Attachment, Emotion coaching, ELSA training for , ACES awareness completed for key staff.</li> <li>Staff to attend Helen Worrall training Relationship Based Play</li> </ul>	DL, SJ, SG	Autumn, 22 Spring23	<ul style="list-style-type: none"> <li>Attending courses</li> <li>Training for identified staff</li> <li>ELSA trained staff in all departments of school</li> </ul>	Supply cost 6 days x £80= total £480

Activities/Actions	Success Criteria	Staff	Target Date	Monitoring and Evaluation	Cost/Resources
Mental Health First Aid for Schools course (Concept Training - £75) attended by three members of staff	<ul style="list-style-type: none"> <li>• Mental Health First Aid Training</li> <li>• Suicide Awareness Training</li> <li>• Understanding the Impact of trauma</li> <li>• Protective Behaviours</li> </ul> <p>Suitable resources will be purchased to ensure that these interventions will run as required</p> <p>Trained staff will have an enhanced understanding of Mental Health and pupils with ALN</p> <p>Sensory Engagement for Mental Well-being (Sensory Projects - £95) to be attended by two members of staff</p>	SLT	Autumn, 22 Spring23	Staff questionnaires  Evaluation forms of the two training sessions attended	£95 x 2 = £190 £80 x 1 day (cover) £252.50  (£75 x 3 is £225 £95 x 2 is£190) =£415
CLA Workshop – Drug Awareness motivational speaker	<ul style="list-style-type: none"> <li>• All KS4 and Post 16 pupils to attend workshop to improve resilience and mental health</li> </ul>	SLT	Autumn 22	Feedback from pupils obtained following workshop.	£1300 - cost of speaker
Team Teach instructors training	<ul style="list-style-type: none"> <li>• 3 members of staff trained in team teach – enhancing</li> </ul>	SLT	Autumn 22	Completion of training by identified staff	3x£600=£1800

Activities/Actions	Success Criteria	Staff	Target Date	Monitoring and Evaluation	Cost/Resources
	capacity across school and RCT.			Training provided across cluster	
NAS training course – Emotional health and wellbeing of pupils	<ul style="list-style-type: none"> <li>An increased understanding of the complexities of Autism.</li> <li>Classroom strategies for supporting pupils with Autism.</li> <li>The ability to structure the environment to foster independence.</li> </ul>	School staff	Autumn 22	Staff attends training  Implementation of strategies throughout the school is visible.	2 days supply £330 Training cost to be confirmed
Develop staff knowledge of Mental Health to positively support CLA pupils with mental health difficulties.	Embed Whole School Approach to Mental Health and Wellbeing working closely with Shine. Staff to attend appropriate training following participation of WSAMHW	SLT	Autumn 22	Staff evaluations following training.	4 days £80 x 4 = £320 =
Support CLA pupils to develop Emotional Resilience	Staff to be trained in the DESTY Island Emotional Resilience Programme.	Identified staff	Autumn 22	Wellbeing Tracking of CLA pupils participating in Desty.	£700
2 staff to train as Thrive practitioners.	Additional, 2 in-house Thrive practitioners to ensure that Thrive is embedded into the schools practice.	MH LD	Spring '23	Completion of the relevant training and improved access to the provision for CLA pupils.	£1000

Activities/Actions	Success Criteria	Staff	Target Date	Monitoring and Evaluation	Cost/Resources
<b>2. All schools to continue to further develop Trauma Informed Skills base and provision.</b>					
Trauma Informed leadership Course	<ul style="list-style-type: none"> <li>* Wellbeing manager to undertake training and become senior mental health lead at the school and complete assessment.</li> </ul>		March 31st 23	Completion of training.	£700 training Total- £700
<ul style="list-style-type: none"> <li>Becoming a Trauma Informed School</li> </ul>	<ul style="list-style-type: none"> <li>Staff attend Trauma informed School course.</li> <li>3-year plan for more staff to become Trauma Informed- - staff in each area to be Trauma Informed Diploma level</li> </ul>		Autumn 22- Spring 23	Course completed and achieved by staff	Course costs £1200x 4 = £4800 + 10 days cover £80 x 10 =£800 x 4 = £3200 = £8000
Trauma and Mental Health Informed School accreditation	Staff members trained in TIS and have TIS practitioner award status.	Identified staff	September 31 <sup>st</sup>	Awarded Trauma and Mental Health Informed School.	<b>£1270 - cost of accreditation</b>
<ul style="list-style-type: none"> <li>Trauma Informed/ motional PLC with other special schools in cluster</li> </ul>	<ul style="list-style-type: none"> <li>PLC to meet up to discuss TIS and share good practice</li> </ul> <p>Meet termly, and discuss the merits of well-being tools and</p>	TIS LEADS	Autumn 22/ Spring 23	<ul style="list-style-type: none"> <li>TIS Leads from each special school to discuss good practice and ways forward</li> </ul>	cost of cover £165 3 half days cover costs = 3 x 82.50= £247.50



Activities/Actions	Success Criteria	Staff	Target Date	Monitoring and Evaluation	Cost/Resources
	how it has worked in the individual schools				= £247.50
Support CLA pupils experiencing trauma or distress as part of TIS development.	Identify staff to attend training (TIS Diploma) Improve awareness of the impact of trauma on pupils Resources for TIS	Identified staff	Autumn 22- Spring 23	Staff evaluations following training.  resources for TIS	Course fees- £1200 Cover £800 (10 days x £80) £150 <b>Total-£2150</b>
Develop a whole school approach using TIS	All staff to complete Whole school TIS 1 day training	SLT	January 9 <sup>th</sup> 2023	Staff evaluations following training. Tracking of pupil wellbeing.	£1295
Trauma Informed Schools diploma training	A member of staff each term will pass the 10 day diploma course	Identified staff	Autumn 22- Spring 23	Use of diploma in school work, supervision sessions termly.	(£80 x 10 days x 2 = £1600 £1200 x 2 = £2400 <b>Total £4000</b> )  <b>(£400 from PDG CLA – remainder to be picked up by the school)</b>

Activities/Actions	Success Criteria	Staff	Target Date	Monitoring and Evaluation	Cost/Resources
Trauma Informed School	Another member of staff to attend Trauma informed School course	Identified staff	Autumn 22- Spring 23	Course completed and achieved by member of staff	Course costs £1200= £1200  Supply - £165 x 10 - £1650  = £2,850
<b>Improve provision in outdoor and play skills to promote emotional wellbeing</b>					
Resources for extending outside play areas to promote emotional health and well-being.  To enhance the play provision for CLA pupils.	<ul style="list-style-type: none"> <li>Resources purchased for improving mental and physical health through outside play and also through games for inside play.</li> <li>Improved opportunities for peer-to-peer play and staff to pupil engagement.</li> </ul>	SLT	Autumn/ Spring 23	observations improved play throughout school sites  Monitoring of enhanced provisions to be monitored via learning walk opportunities.	Cost of resources £310  £400

Activities/Actions	Success Criteria	Staff	Target Date	Monitoring and Evaluation	Cost/Resources
Resources to be purchased to enhance the outdoor provision	Resources to be purchased to ensure sufficient equipment for sensory activities for the pupils who need it e.g. body sock, trampette	SLT	Spring 23	Class timetables Provision Mapping Resources used by staff Staff questionnaires Meetings with OT/Physio SLA	£528
Develop an 'Emotional' Wellbeing Area	Create a Desty wellbeing area for pupils to practice Desty principals to develop their Emotional Resilience.	sLT	Spring 23	Pupil Progress Reviews with the focus on Wellbeing/Behaviour trackers.	£537
Improving well-being and mental health through sports sessions with Dallaglio Rugby Works	Weekly sessions attended by all CLA learners and some peers	SLT	autumn/ SPring 23	Each session is well attended, and pre/post questionnaires show engagement and improved wellbeing	£2500 x 2=£5000 <b>Total £5000</b>
<b>2. Schools to track pupil wellbeing and develop programmes to improve wellbeing</b>					
<ul style="list-style-type: none"> <li>Motional Programme for each pupil supported through the school</li> </ul>	<ul style="list-style-type: none"> <li>Each pupil to maintain their motional programme and to have interventions as</li> </ul>	TYM staff	Autumn 22	TIS Staff to review progress in Motional	Cost of motional

Activities/Actions	Success Criteria	Staff	Target Date	Monitoring and Evaluation	Cost/Resources
	identified through motional programme				£165 x 1 covers = £165
Engage in a tool to track wellbeing and measure impact.	Train 2 staff members in using Boxall Profile Identify pupils' wellbeing/behaviour targets from Boxall. Identify strategies required to support CLA pupils positively.	Identified staff	Autumn 22- Spring 23	CLA lead and teaching staff to review progress in scheduled Pupil Progress reviews.	£199x2=£398
Motional training for all relevant staff in order for them to assess the pupils in their classes	Staff will show an understanding of how to use Motional All pupils will be assessed using Motional	Identified staff	Autumn 22- Spring 23	Motional programmes for all pupils	£80 x 6 = 480 480 total spent £32,450

**Plan D**

**CLUSTER STRATEGIC PLAN**

Objective		Outcome / Intended Impact			
To support all pupils, particularly CLA, to develop the skills and confidence to regulate their own emotions and achieve high levels of emotional well-being.		For every pupil to be taught mindfulness by qualified practitioners in our own schools and to be able to practise mindfulness throughout their lives.			
Activities/Actions	Success Criteria	Staff / School	Target Date	Monitoring and Evaluation	Cost/Resources
Mindfulness for Educational Leaders (MEL) UP to 10 staff from cluster schools to attend 8 session course.	Leaders to gain valuable understanding of the programme and ensure engagement with the vision of the project	HT/Sen Leaders	8 weeks from Nov 2022	Staff completing course to complete evaluations practice.	8 sessions over 5 weeks (1/2 day sessions) £2500  Supply costs 8 x £75 x 10 £6000
Mindfulness training to be offered to staff who are interested in supporting the students. Three separate sessions with up to 20 delegates from cluster schools at each event.	Key staff to be trained in each school to support CLA learners	CLA DSP	8 weeks from Nov 2022	Staff completing course to complete evaluations practice.	£100 per delegate 20x£100 x 3 £6000  Supply cover 60 staff ½ day cover @ £75

Activities/Actions	Success Criteria	Staff / School	Target Date	Monitoring and Evaluation	Cost/Resources
					£4500
<b>2.</b>					
<p>Identified staff to undertake next level training in order to deliver mindfulness training to pupils.</p> <p>“The Present” – Age 3-7 Paws B – Ages 7-11 Paws .B – Ages 11-16</p> <p>(NB: All staff will need to have completed the first course and to have been practicing mindfulness themselves for at least 4 months after the course has been completed to be able to access this training)</p>	<ul style="list-style-type: none"> <li>At least 2 members of staff in every school are qualified to teach mindfulness to children and young people at an appropriate level. All pupils access mindfulness provision at least once in Foundation Phase, Key Stage 2 and Key Stage 3 &amp; 4 over time. Pupils in our schools to develop a secure understanding of how mindfulness techniques can help them find alternative ways of coping when things get difficult.</li> <li>All pupils become more resilient learners.</li> <li>Incidents of pupils losing self-control are reduced.</li> </ul> <p>Pupils are better equipped to find their own solutions to difficulties.</p>	<p>DSP/JHD lead to liaise with JJ</p>	<p>March 2023</p>	<ul style="list-style-type: none"> <li>Staff who complete this training to begin to deliver mindfulness sessions to pupils (and parents?) from April 2019.</li> <li>Staff evaluations</li> <li>Pupil evaluations</li> <li>Listening to learners’ feedback</li> <li>Lesson observations</li> </ul>	<p>6 staff to complete “The Present” 6 x £600 £3600 Supply cover 18 x £165 £2970</p> <p>4 staff to complete “Paws B” 4 x £600 £2400 Supply cover 12x £165 £1980</p>

Activities/Actions	Success Criteria	Staff / School	Target Date	Monitoring and Evaluation	Cost/Resources
					2 staff to complete “.B” 2 x £600 £1200 Supply cover 6 x £165 £990
<b>3. OPTION EXTRA IF FUNDING ALLOWS</b>					
Mindfulness courses for parents and carers are offered in every school.	Parents and carers have an understanding of the benefits of mindfulness and are able to use these strategies to support their parenting as well as their own emotional well-being. Parents and carers of CLA are specifically invited to attend these courses.	HT and CLA lead in schools	8 weeks from November 2022	<ul style="list-style-type: none"> <li>• Parent questionnaires</li> <li>• Levels of parental engagement in the school are increased</li> </ul>	6 mindfulness for parents courses run at £500 per course £3500
<b>4.</b>					
Mindfulness training sessions for governors are undertaken in every school.	Governors have an understanding of the benefits of mindfulness and the importance of support the emotional well-being and development of pupils and staff.	HT to liaise with X in planning	January 2023	Governors' contribution to the whole school self-evaluation.	Trainers to deliver introductory sessions to governors at the beginning of the programme.

Activities/Actions	Success Criteria	Staff / School	Target Date	Monitoring and Evaluation	Cost/Resources
5.					
Taster sessions for all staff in the cluster.	3 sessions to be held in 3 venues; X Comp Primary school Top of the Valley Primary School bottom of the valley X	All staff	Spring 2023	Gather feedback from staff through Q&A sessions	No charge – sessions after school
6. Contingency					
Additional supply cover will be needed in key areas of training	Some extra time needed in some training areas				£826
TOTAL					£36,466



**Plan E**

Amcan		Canlyniad/Canlyniad artaethedig			
<ol style="list-style-type: none"> <li>1. Sefydlu gweithgor ADY/Lles Clwstwr i gwrdd yn dymhrol</li> <li>2. Datblygu strategaethau dysgu ac addysgu cyson ar draws y clwstwr gan ffocysu ar darllen, llythrennedd a chyfathrebu.</li> <li>3. Buddsoddi yn ClassCharts a Provision Maps – Meddalwedd Map Darpariaeth, Diogelu, cofnodi clod, fel strategaeth clwstwr ar y cyd. – y cynllun yw y byddai'r grant yn parhau i ariannu hyn yn y dyfodol tra bod y grant yn parhau.</li> </ol>		<ul style="list-style-type: none"> <li>• Rhannu arfer dda / disgyblion yn symud yn hyderus rhwng y Cyfnodau Allweddol</li> <li>• Strategaeth lles clwstwr - Hyfforddiant a datblygu strategaethau / rhannu arfer da</li> <li>• Cysoni darpariaeth ymyraethau a thracio cynnydd</li> <li>• Cysoni a gwella'r broses o drosglwyddo gwybodaeth fugeiliol a chysoni'r defnydd o broffiliau ar draws y clwstwr.</li> <li>• Cynnydd a chynhwysiant y disgyblion PMG unigol ar draws y clwstwr</li> </ul>			
Gweithgareddau / Camau Gweithredu	Meini Prawf Llwyddiant	Staff / Ysgol	Dyddiad Targed 2023	Monitro ac Arfarnu	Cost/Adnoddau Angen
1. Sefydlu gweithgor Lles/ADY Clwstwr i gwrdd yn dymhrol					
<p>Ffocws ar y ddeddf ADY + Cwricwlwm i Gymru – Trosglwyddo effeithiol drwy:</p> <ul style="list-style-type: none"> <li>• Proffil Disgybl / cofnodi ymyraethau – dull cyson gan y clwstwr a rhannu mapiau darpariaeth er mwyn rhannu arfer dda a chynllunio DP staff</li> <li>• Hyfforddiant i'r feddalwedd Provision Maps yn parhau fel bod y wybodaeth</li> </ul>	<p>Proffil wedi ei ddatblygu gan PMG – rhannu arfer dda yn digwydd trwy strategaeth gytun</p> <p>Defnydd llwyddiannus o'r feddalwedd Provision Maps</p> <p>Data wedi ei drosglwyddo yn llwyddiannus i systemau</p>	<p>Athrawon Bl.6 bob Ysgol + CADY</p>	<p>Mai 2023</p>	<p>Cyfarfodydd CADY Clwstwr</p> <p>Gwerthusiad o'r cynllun trosglwyddo</p> <p>Cefnogaeth ysgol i ysgol i</p>	<p>Gweler isod</p>

Gweithgareddau / Camau Gweithredu	Meini Prawf Llwyddiant	Staff / Ysgol	Dyddiad Targed 2023	Monitro ac Arfarnu	Cost/Adnoddau Angen
<p>wedi ei gofnodi a'i gyflwyno yn gyson ar draws y clwstwr.</p> <ul style="list-style-type: none"> <li>Bydd angen hyfforddiant ar yr ysgolion cynradd ac amser i ddatblygu'r defnydd ar y cyd.</li> </ul>				<p>rhannu arfer orau</p> <p>Strategaeth gytun ar waith a wedi ei chefnogi</p>	
<ul style="list-style-type: none"> <li>Cyfarfodydd Gweithgor CADY</li> </ul>	Cydweithio parhaus	CADY + Athrawon BI.6	Mai 2023	<p>Cyfarfodydd Clwstwr</p> <p>Gwerthusiad o'r cynllun trosglwyddo</p>	<p>Cyflenwi x11</p> <p>3 Cyfarfod 1 diwrnod = £5445</p>
<p>2. Datblygu strategaethau dysgu ac addysgu cyson ar draws y clwstwr gan ffocysu ar darllen, llythrennedd a chyfathrebu.</p>					
<ul style="list-style-type: none"> <li>Diwrnod HMS Clwstwr – Cydweithio cwricwlwm + hyfforddiant strategaethau dysgu ac addysgu</li> <li>Sefydlu gweithgorau dysgu ac addysgu gan ffocysu ar darllen, llythrennedd a chyfathrebu.</li> </ul>	<p>Staff i dderbyn hyfforddiant</p> <p>Diwrnodau i gydweithio a ddatblygu startegaethau ar y cyd.</p>	Holl staff y clwstwr	Mehefin 2023	<p>Cyfarfodydd Clwstwr</p> <p>Gwerthusiad o'r cynllun trosglwyddo a diwrnodau HMS</p>	<p>Gweithgorau -</p> <p>Cyflenwi Staff x6 (3 diwrnod)= £2970</p> <p>Cynorthwywyr x7 (</p>

Gweithgareddau / Camau Gweithredu	Meini Prawf Llwyddiant	Staff / Ysgol	Dyddiad Targed 2023	Monitro ac Arfarnu	Cost/Adnoddau Angen
					2 diwrnod) = £1120
<b>3. Buddsoddi yn ClassCharts a Provision Maps – Meddalwedd Map Darpariaeth, Diogelu, cofnodi clod</b>					
<ul style="list-style-type: none"> <li>Parhau gyda'r buddsoddiad i feddalwedd Edukey - ClassCharts a Provision Maps</li> <li>Cofnodi a thracio cynnydd PMG</li> <li>Cofnodi a thracio Map Darpariaeth ar gyfer disgyblion</li> <li>Tracio a Monitro ymyraethau</li> <li>Rhannu gwybodaeth gyfredol cywir</li> <li>Trosglwyddo data o systemau cynradd i Rhydywaun mewn ffordd cyson</li> <li>Rhannu arfer dda</li> </ul>	<p>Elfennau gwahanol y meddalwedd ar waith ar draws y clwstwr.</p> <ul style="list-style-type: none"> <li>- Mapio darpariaeth ADY Cynradd ac Uwchradd</li> <li>- Bl.6 y cynradd</li> <li>- Bl.7 -11 X</li> </ul> <p>Yr elfennau isod ar waith ac wedi eu arfarnu – Classcharts, Map Darpariaeth Provision Maps, Diogleu Plant</p>	Staff ar draws y clwstwr	Parhaus – adolygiad bob tymor	<p>Ysgolion unigol</p> <p>Cyfarfodydd Clwstwr</p> <p>Gwerthusiad o'r cynllun trosglwyddo</p>	Cyfanswm Edukey am flwyddyn i'r clwstwr – 5 ysgol cynradd = £8760
Cyfanswm y gwariant					£18,295*

**PDG LAC RCT Bursary - Period of Agreement: April 2022 - March 2023**

**CYTUNDEB GWASANAETH LEFEL / SERVICE LEVEL AGREEMENT**

**PDG LAC**

1. Ffocws yr Hyfforddiant/Cefnogaeth  
Focus for Training/Support

Following a positive evaluation from previous years, the continuation of targeted Tuition support for year 10 and 11 pupils will be delivered to improve GCSE attainment. Year 6 tuition will be in place to support literacy and numeracy development in readiness for transition to secondary school.

Targeted intervention for RCT CLA pupils to work towards avoiding exclusion and improve engagement, attendance, and attainment. This will be delivered for a time limited period with robust evaluation.

Bespoke support for students who are moving from authority to authority. This will be provided on an individual needs basis and will aim to avoid drift and delay.

Enhanced transition support for year 6 CLA pupils. Schools will be provided with support from the Virtual School Team to support this. An information session will be held in January 2023 delivered by the Virtual School Team. Schools will be required to submit costed plans to request funding up to the value of to £500 to hold the transition sessions.

2. Gorolwg o'r buddiannau/Deilliannau  
Overview of Expected Benefits/ Outcomes

- Improved GCSE results for pupils in Years 10 and 11
- Improved attendance and engagement and robust evaluations informing the best way to support pupils in the future.
- Reduced exclusions.
- Identification of alternative provision for pupils permanently excluded or not engaging.
- Timely school moves both in and out of county.
- Avoidance of drift and delay
- Consistent transition to Year 7
- Excellent engagement and attendance at Year 7.
- Improved mental health and emotional wellbeing.
- Reduced anxiety.

3. Niferoedd plant mewn gofal mewn ysgolion/Clwstwr (os yn gymwys)  
School/Clusters involved and CLA numbers (if applicable)

There are 425 CLA pupils attending RCT schools

## Evaluation PDG CLA Cluster Plan 2022-23

Evaluation Pupil Development Grant for Looked After Children (below is an example of a cluster evaluation at the start of 2023/24)

<p><b>1. Was the PDG CLA cluster plan appropriate and did it meet the needs of CLA learners across the cluster? (please delete as appropriate)</b></p>
<p>Effective</p> <p>Increased opportunities for cluster working.  Strengthened links between all cluster schools.  Greater consistency in approach to strategies in place  All are having a positive impact on staff knowledge, understanding and confidence to support CLA learners as well as supporting transition</p>
<p><b>2. As a result of the PDG CLA funding, how has learner well-being improved?</b></p>
<p>Cluster Trauma informed approach has been developed throughout the year, all staff have an increased knowledge and confidence when dealing with pupils who have experienced Trauma. A greater understanding of individual learning needs and how to manage these effectively. Staff have a greater understanding of behaviour and the reasons behind key behaviours as well as how to manage them.  Common language used amongst staff ensure that there is consistency in approaches across the school and cluster.  Staff have a greater understanding of trauma and are therefore more empathetic towards learners, valuing the Trauma Informed Strategies (TIS) and utilising these regularly.  This has ensured that learners feel listened to, empathised with and are able to use staff to support regulation.  Staff are more equipped to help learners regulate their emotions.  Strategies are embedded and are therefore having a positive impact on the whole school ethos.  1-1 support through ELSA interventions has ensured learners have an additional confidence.</p>

Pupils have an increased self-awareness, self-esteem, and friendships groups.  
 Staff are more equipped to support parents in managing behaviours at home, learners are therefore feeling more supported through home-school links ELSA- sticking to the strict 6-week block is having a bigger impact on pupil progress.  
 TIS - staff increased knowledge of supporting learners with high level of needs.  
 Learners are happy, they feel safe and understand who their emotional available adults are.  
 A range of calm down zones throughout the school supports the learners at times of dysregulation, they have voiced that these are helpful

### **3. What improvements have been made in the attainment of CLA pupils?**

Increased confidence of learners equipped with a toolkit of strategies to support at times of dysregulation.  
 SALT support has had a huge impact on helping to improve oracy skills for individuals. Support has been given to families and staff members to ensure that targets can be achieved in between sessions.  
 Staff training has ensured consistency across the school in supporting individuals with Speech difficulties.  
 Parent support sessions has ensured parents are upskilled to support learners fully at home.  
 Improved oracy skills of learners through SALT interventions  
 The range of resources and strategies to use between sessions has ensured targets are easily planned and achieved.

### **4. How are the attendance and exclusion of CLA pupils being addressed?**

Pupil has returned to home.  
 Pre exclusion and Team around the child meetings with carers, social worker and LA to identify next steps.  
 Generally, no differential between CLA learners and non CLA children with exclusions  
 CLA learners in all schools are improving their attendance.

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## RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

### CORPORATE PARENTING BOARD

27<sup>TH</sup> NOVEMBER 2023

### TROS GYNNAL PLANT (TGP) CYMRU UPDATE

#### 1. **PURPOSE OF THE REPORT**

- 1.1 The purpose of the report is to provide the Board with an update of progress made by Tros Gynnal Plant (TGP) Cymru.

#### 2. **RECOMMENDATIONS**

It is recommended that the Corporate Parenting Board:

- 2.1 Acknowledge the work undertaken by TGP Cymru, the content of which is attached at Appendix 1.

#### 3. **REASONS FOR RECOMMENDATIONS**

- 3.1 It is important for Members to note the progress, themes and issues highlighted by the TGP Cymru, in order to work in partnership to ensure the best possible outcomes are reached for those in our care system.

#### 4. **BACKGROUND**

- 4.1 As part of the Board's Terms of reference, TGP Cymru are invited to attend meetings to enable both the TGP Cymru and Children Services to discuss issues that affect service delivery in the community on a strategic level and to work in partnership to provide improved and better outcomes.

#### 5. **EQUALITY AND DIVERSITY IMPLICATIONS**

- 5.1 An Equality Impact Assessment is not needed because the contents of the report are for information purposes only.

## **6. CONSULTATION**

6.1 There is no consultation required for this report.

## **7. FINANCIAL IMPLICATION(S)**

7.1 There are no financial implications aligned to this report.

## **8. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED**

8.1 There are no legal implications aligned to this report.

## **9. LINKS TO THE COUNCILS CORPORATE PLAN / OTHER CORPORATE PRIORITIES/ FUTURE GENERATIONS – SUSTAINABLE DEVELOPMENT.**

9.1 The work of the Corporate Parenting Board links directly to the Council's Corporate Plan priority – 'Rhondda Cynon Taf's Children will receive a great start in life...'

9.2 The work of TGP Cymru links to the Future Generations Well-Being Goal of a more equal Wales, by ensuring that children and young people are supported when decisions are being made about them. This ensures that young people have access to a range of information in order to fulfil their potential.

9.3 In addition to the duty to listen to young people and involve them in decisions, the Part 10 Code of Practice (Advocacy) of the Social Services and Well-being (Wales) Act 2014 sets out the duties to consider the provision of independent professional advocacy in certain circumstances for:

- Children who are looked after (who should benefit from an active offer of professional independent advocacy) or have previously been looked after
- Children who are subject to an assessment of need or a care and support plan or child protection enquiries

## **10. CONCLUSION**

10.1 TGP Cymru are invited to attend meetings of the Corporate Parenting Board, to provide a broader understanding and contribution into the services available to young people and vulnerable adults.

## National Approach to Statutory Advocacy

### Local Authority Report - RCT 2023 - 2024

#### Collated Quarterly Report

#### Quarter 2: July - Sept 2023

#### Headline Report

During quarter two, 61 young people accessed the Issue Based Advocacy (IBA) service, presenting with 72 issues; a notable increase when compared to the previous quarter. Some 44 young people accessed the service for the first time, 18 more than in quarter one. We received Active Offer (AO) referrals for 44 young people in quarter two, 15 more than in quarter one and the highest number of AO referrals we have received in one single quarter to date.

#### Active Offer

According to information received from RCT, 107 children and young people became eligible for the Active Offer during the quarter:

CP:	5-9 yrs x 36	10 - 15 yrs x 43	16+ yrs x 5
CLA:	5-9 yrs x 6	10 - 15 yrs x 11	16+ yrs x 6

In quarter two, a total of 35 children and young people were recorded as rejecting the offer of an AO meeting when it was suggested by their social worker, and 38 recorded as accepting, eleven more than in the previous quarter.

Two young people were recorded as not being offered an AO referral. One because parents felt he did not have the capacity to understand the concept of advocacy. The other was already in receipt of issue-based advocacy support.

The reasons for rejecting the AO meeting were as follows:

Rejected without reason	5
Did not want to engage with any service or want to meet anyone else	3
Identified someone else to talk to including SW, family member or other professional	14
Didn't feel service was needed	3
Rejected by family due to level of understanding (age or ALN)	1
Not the right time	1
Already engaged with TGP Advocacy Services	1
Reason for rejecting left blank	7

It is unclear how the remaining 33 young people responded to the discussion with their social worker, and we will look at updated reports in the coming months to check if this information has been added.

Of the 38 young people who accepted the AO on the spreadsheet completed by RCT, 28 were referred for AO. The remaining two young people who are recorded as accepting the AO referral in quarter one but not referred have been sent to RCT for investigation.

TGP Cymru received 44 AO referrals in quarter two. 42 of those young people became eligible for the AO in either quarter two, or in the previous quarter.

## Headline Report Contd

The remaining two young people are not on this year's AO spreadsheet but could have become eligible in the previous calendar year. A total of 40 Active Offer meetings took place and 37 young people accepted the AO and went on to receive Issue Based Advocacy support.

Of the 44 AO referrals received, young people in the Child Protection (CP) arena made up 75% compared to 80% in the previous quarter. 11 Children Looked After (CLA) were referred for AO, almost twice the number referred in quarter one.

Half of the young people referred for AO were aged between six and 11, followed closely by those aged between 12 and 16, a change when compared to the previous quarter when most young people referred for AO were aged 12 or over.

AO referrals for females more than doubled, rising from nine in quarter one to 25 in quarter two and making up 57% of referrals, compared to just 31% in quarter one. Of the 44 young people referred for AO, 55% received it within five working days of the referral being made. The main reasons for delay were parents/carers requesting to postpone visits, mostly due to holidays, and advocates being unable to contact parents/carers to arrange a visit. Three young people changed their mind about meeting with an advocate following referral and we are waiting on more information from the referrers in relation to consent and capacity for several young people referred into the service. 70% of young people received the AO within 12 working days of the referral being made.

### Issue Based Advocacy

The number of young people referred for IBA in quarter two increased by 12 when compared to quarter one. The majority of IBA referrals were for children and young people in the child protection (CP) arena, making up 59% of referrals, just slightly less than in the previous quarter. The number of Care Experienced young people referred for IBA increased from 11 in quarter one to 19 in quarter two and increased their percentage share of referrals from 22% to 31%. Referrals for children subject to Care and Support Plans decreased slightly from eight to six, while we received no IBA referrals for care leavers in quarter two.

We observed increases in IBA referrals for both males and females in quarter two, however the more notable increase was for females who made up the majority of referrals in quarter two with 52%.

In quarter two, the age category with the highest referral rate was again the 12-16 group who made up 51% of all young people referred, compared to 55% in the previous quarter. Referrals for young people aged 6-11 increased by ten when compared to quarter one and made up 44% of IBA referrals.

Self-referral continues to be the most popular route into the IBA service for young people, followed by social worker referrals. Self-referrals made up 79% of IBA referrals in quarter two and are most often the result of a successful AO meeting, or a young person who has previously received advocacy support contacting their advocate directly with a new issue. We are continuing to record advocacy attendance at meetings separately and the recording of issues instead of meetings will tell us more about what young people want to discuss both in and out of meetings.

During quarter two 'support at meetings' was the main issue only seven times, however, advocates supported children and young people to share wishes and feelings at meetings 46 times, of which 26 times they shared them in person, either face to face or virtually. The meetings were made up of 18 Child Protection Case Conferences, 11 CLA Reviews, six Core Group meetings, four planning meetings, three Family Group meetings, three school meetings and a Secure accommodation Review (SAR) meeting.

When an advocate cannot, or it is inappropriate for the advocate to attend a meeting, they will usually email a wishes and feelings report to the social worker or whomever is chairing the meeting, and request the wishes and feelings be read out. The expectation is that the social worker will then respond to the young person via the advocate, and the advocate will then contact the young person to discuss the response. Advocates continue to report some difficulty in obtaining feedback for young people, particularly when they haven't attended the whole meeting.

In quarter two, most young people accessing IBA again wanted to talk about issues at home; either recorded as 'placement issues' or 'home life'. Young people also wanted advocacy support to help share wishes and feelings about contact arrangements and support them to share wishes and feelings at meetings. Other issues included school issues, social services issues, emotional wellbeing issues and access to services.

Contact was recorded as the main issue for 18 young people during quarter two. Some young people wanted to raise contact issues relating to more than one person meaning 18 young people asked their advocate to share wishes and feelings about contact for 32 individuals or groups of individuals. Most young people shared that they wanted to spend more time with loved ones, this was nine times in relation to a mother, eight times in relation to a father, seven times in relation to a sibling or siblings, and twice in relation to friends or wider family. Four young people raised wanting to stop spending time their father, while two wanted to stop spending time with grandparents and a stepparent.

Some 79% of young people referred for IBA had contact with their allocated advocate within five working days of the referral being made. Some visits were delayed following requests from families to postpone visits, and some young people were previous service users who were happy to have initial contact with their advocate over the phone.

### **Visiting Advocacy**

Residential Visiting Advocacy (RVA) continues in five Local Authority community homes across RCT. Face-to-face visits have continued monthly in Bryndar and Beddau. The remaining three homes, Carn Ingli, Nantygwyn and Ty Brynna have advised monthly visits are not appropriate and have requested the advocate visits every two months and stays connected via telephone contact instead. The RVA advocate is currently providing IBA to two young people living in RCT community homes.

A review of the RVA services was postponed previously to allow us to concentrate on recruitment and advocacy capacity. We had hoped to continue this piece of work during quarter two, but unfortunately, due to sickness within the team we have not been able to restart this work. We hope to restart this piece of work when the team is back at full capacity.

### **Service Information**

The (C.E.) young people and Care Leavers advocacy quarterly progress report was shared at RCT Corporate Parenting Panel at the beginning of July.

The advocacy team manager was invited to the LAC Nurse team meeting in July but unfortunately the meeting was cancelled. Information about advocacy referral routes were shared with the team and we hope to be invited to attend a future meeting.

Following recruitment in quarter one, three new team members joined the Cwm Taf Morgannwg Advocacy Service in quarter two. These are, one full-time advocate, one senior advocate who will work 30 hours per week along with a new casual advocate. Unfortunately, we have experienced some sickness within the team in quarter two, with one full time advocate and the senior advocate having to take extended leave following medical procedures. Both team members are due to return within the next three to four weeks from which time, we are confident recent capacity issues will be addressed and allow us to respond effectively to the recent increase in advocacy referrals.

In recent months, advocates have continued to report difficulty in obtaining feedback for young people when they have sent wishes and feelings reports to some social workers. On receipt of referral, social workers are made aware that the expectation is that the recipient of any wishes and feelings report will respond to the young person's wishes and feelings and the advocate will then visit the young person again to discuss the response. The lack of response, as well as being frustrating for the young person, also adversely affects the capacity of the advocate as it can mean some young people's cases are open longer than they need to be.

## Young People's Feedback

As a team, we are continuing to discuss different ways of making it as easy as possible for young people to evaluate the service they have received from TGP Cymru. Young people can scan a QR code which allows them to fill in a short questionnaire about the advocacy service on their own mobile phones. Advocates carry this code with them, and they are also sent to young people following the end of a piece of work. A paper copy of the feedback form is also sent by the Quality Assurance Officer at the end of a piece of work along with a Freepost envelope. Young people can either post the form, scan the code or take a picture of the filled in form and email or text it to the service.

Advocates also carry the Freepost envelopes with them in case a young person wants to fill in the form during a final or closing visit and are encouraged to remind young people their thoughts and opinions about the service they receive are very important to TGP Cymru and they are welcome to share them in whichever way they feel comfortable.

To further encourage young people to share their feelings about the advocacy service we have also introduced a monthly prize draw, whereby children and young people who provide feedback will have the chance to win a £20 gift voucher.

We are pleased to report that in quarter two, the number of young people providing feedback has increased with the service receiving feedback from ten young people.

Of those ten:

Nine stated they found the service helpful; seven felt the service made a difference to their situation, eight felt they knew more about their rights, ten felt more confident since receiving support, nine felt more included in decisions, and ten felt their views were fully considered and their rights represented. Nine of the ten young people providing feedback in quarter two stated they would use the service again, and one person left this space blank.

When explaining why they felt the advocacy service had been helpful, one young person said:

*"Gail read out the letters in the meeting like we asked and has been very nice and helpful."*

When explaining how advocacy support helped them feel more confident, one young person said:

*"Because I feel more confident in myself."*

When explaining how advocacy made her feel more included in decisions, one young person said:

*"I can say my views at meetings and people listen."*

### Case Example

Please find below an example of advocacy work undertaken during the quarter from within RCT. The names have been changed to protect the young person's identity.

**Situation** Ryan was 16 years old when he was referred to the advocacy service by his Independent Reviewing Officer (IRO). In the referral, the IRO described concerns raised by Ryan's carers about his school placement and wanted Ryan to access advocacy services as there were differing opinions about whether Ryan was happy at school, and if he would choose a different setting if he were able to express his opinions. Ryan's additional needs mean it isn't possible for him to access the mainstream advocacy service, and an advocate was allocated to assess whether or not a Non-Instructed Advocacy (NIA) piece of work was appropriate.

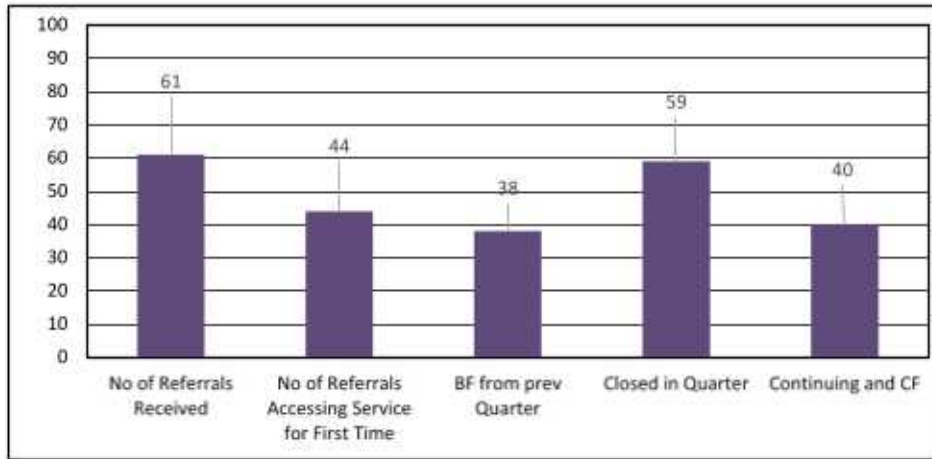
Before arranging to visit Ryan, the advocate contacted both his carers and the referrer to gather information on his communication methods, and any other information about his triggers or anything that would indicate he was uncomfortable with the advocates presence as Ryan was unable to consent to a visit from the advocate.

The advocate also gathered information from those that know Ryan best, about the most appropriate place to visit him and any information relating to safeguarding.

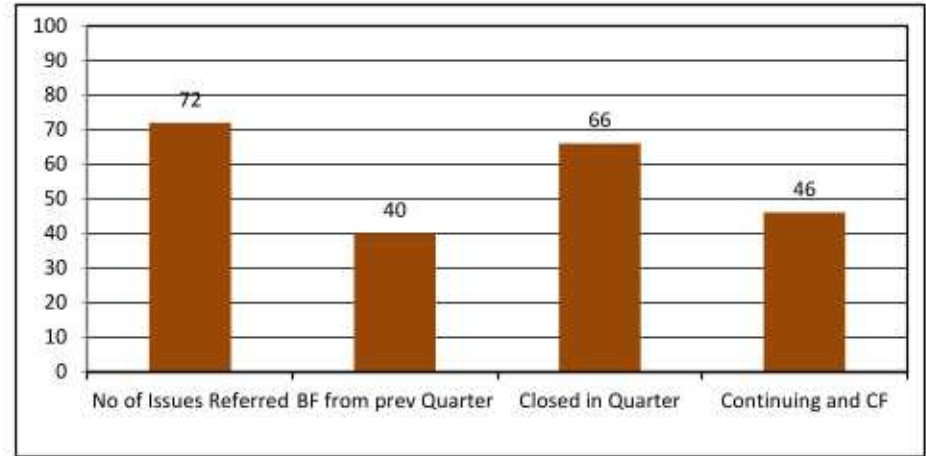
**Action** The advocate then visited Ryan several times in different settings, making detailed notes of both Ryan's behaviours and interactions, and any other information, specifically about how Ryan communicates his likes and dislikes offered by Ryan's care givers both at school and at home.

**Outcome** After the observations were complete, the advocate produced an NIA report, outlining the observation visits and posing questions based on those observations. The questions centred around Ryan's school placement being able to offer him opportunities to express choice and influence in his daily life, as well as express his individuality supported by those who have a relationship with him and understand his limited communication. The questions are designed to encourage decision makers to think about Ryan's situation from his point of view, as he is unable to clearly share his wishes and feelings. The report was shared with the IRO who made the referral and was considered in the discussions around Ryan's school placement.

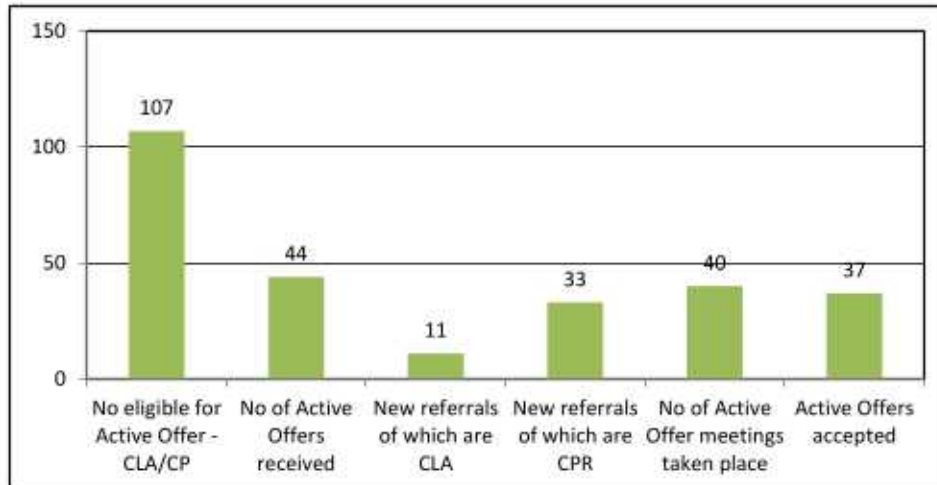
### 1a. Advocacy Cases - Young People - Issue Based Advocacy



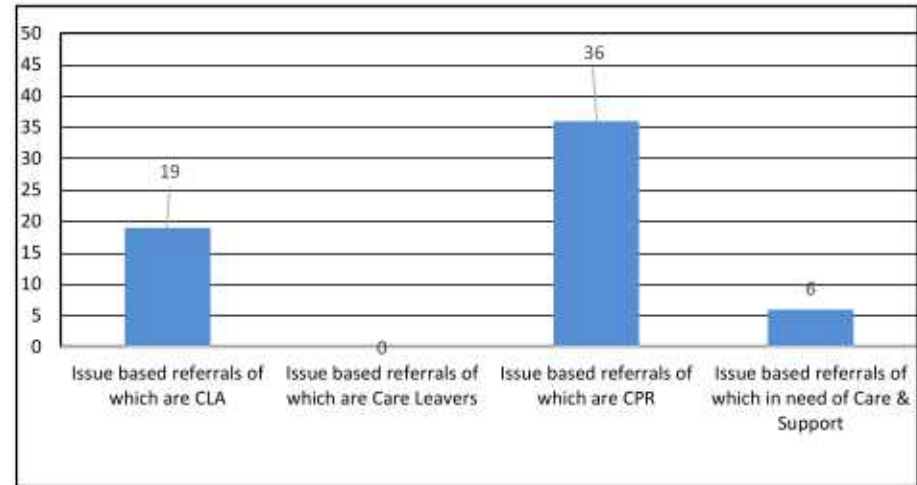
### 1b. Advocacy Cases - Interventions - Issue Based Advocacy



### 2a. Eligibility Criteria: Active Offer

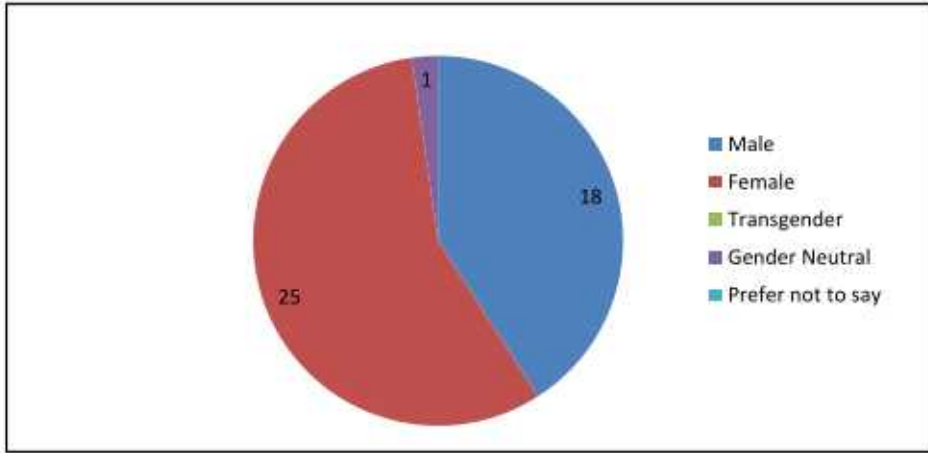


### 2b. Eligibility Criteria: Issue Based

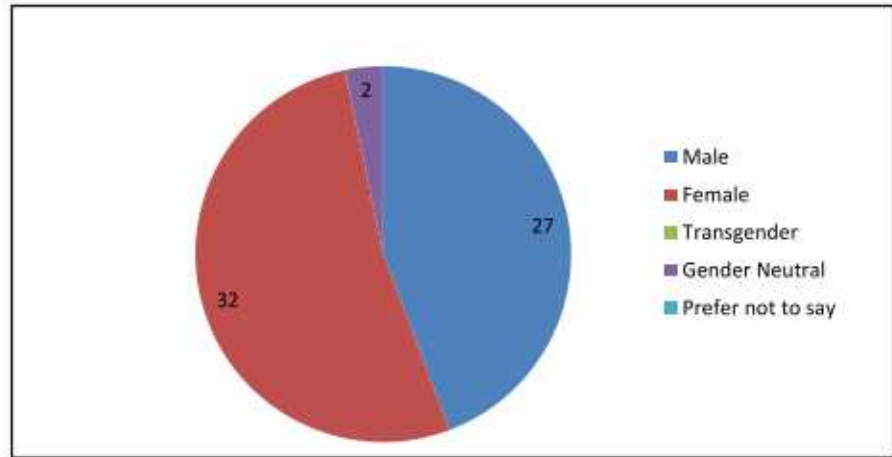




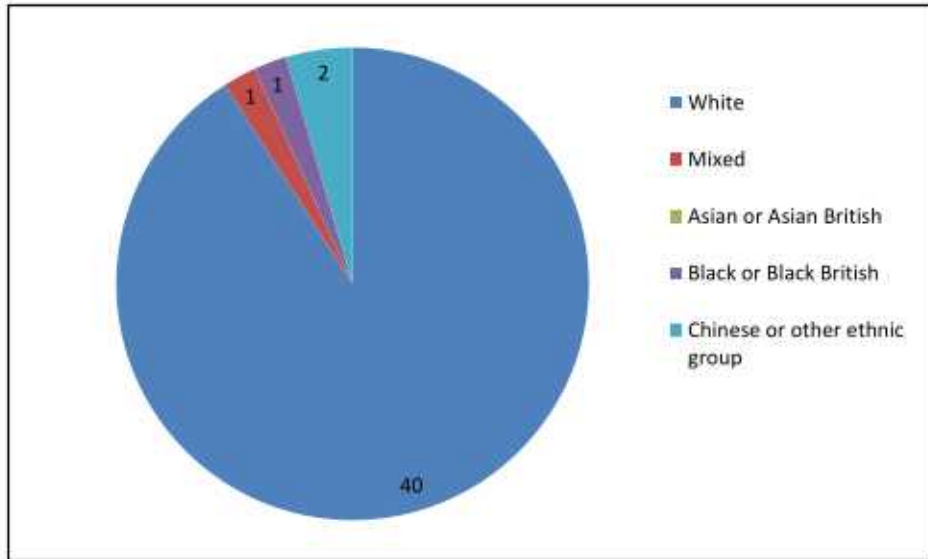
3a. Demographics: Gender - Active Offer



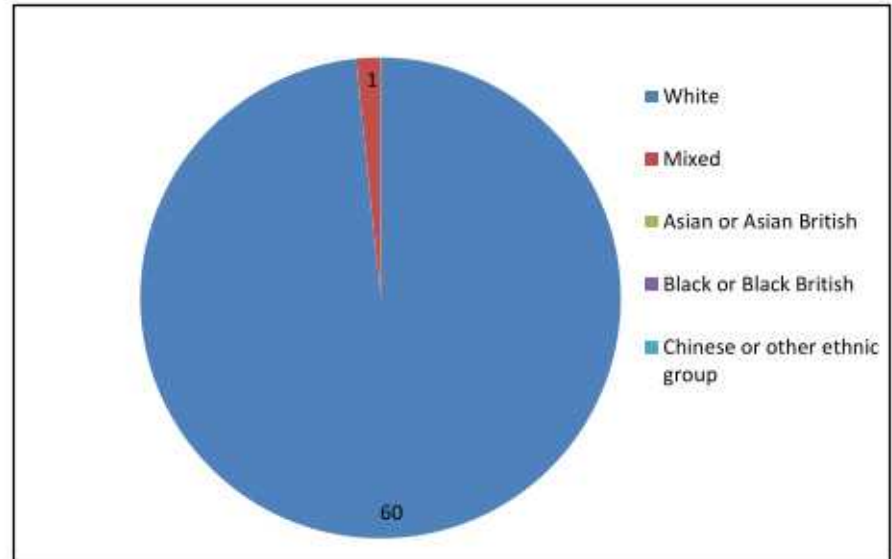
3b. Demographics: Gender - Issue Based



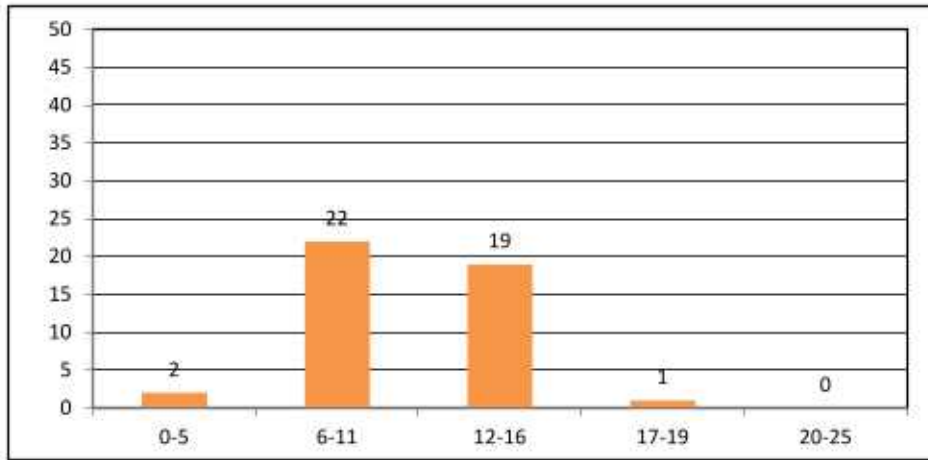
3c. Demographics: Ethnicity - Active Offer



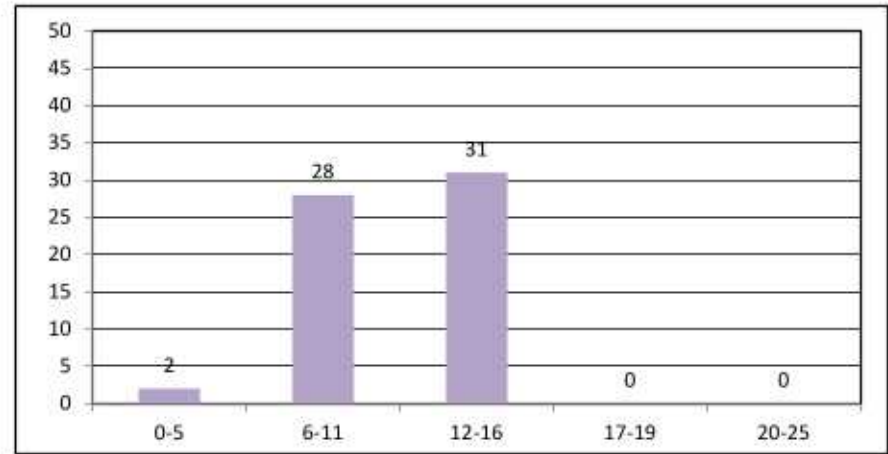
3d. Demographics: Ethnicity - Issue Based



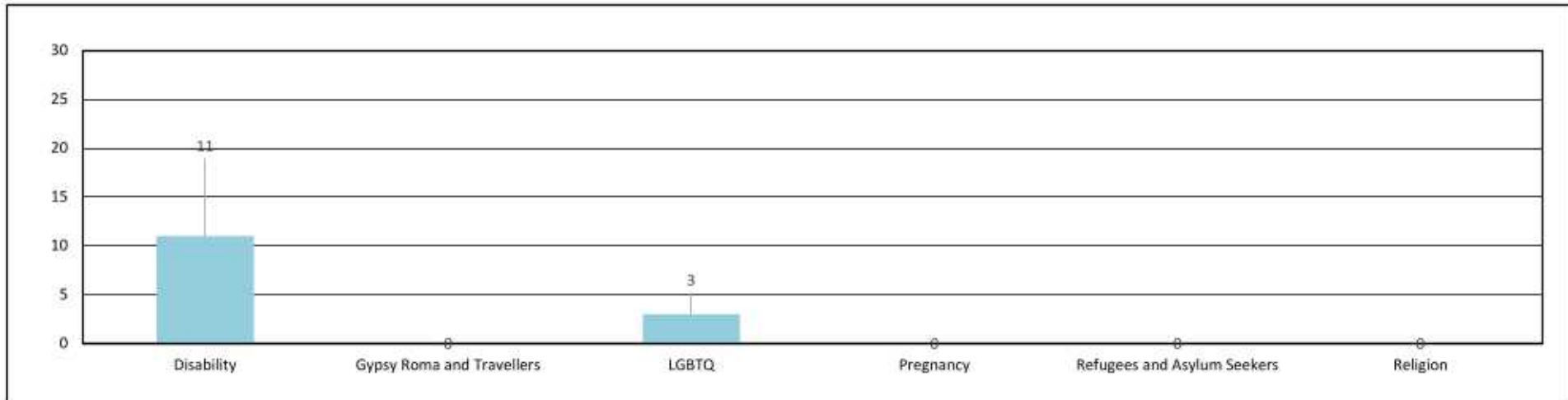
### 3e. Demographics: Age - Active Offer



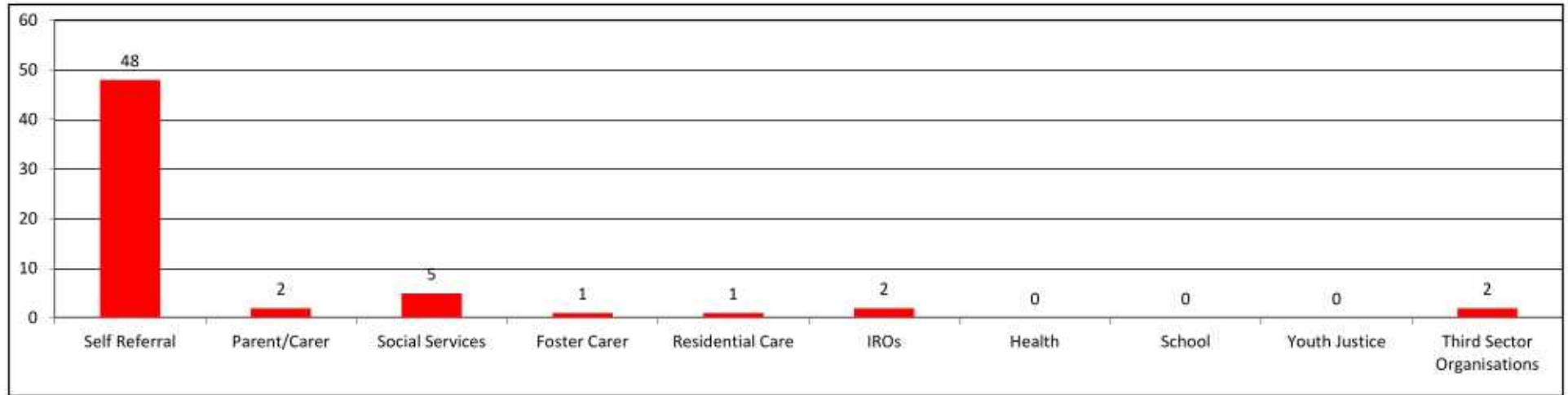
### 3f. Demographics: Age - Issue Based



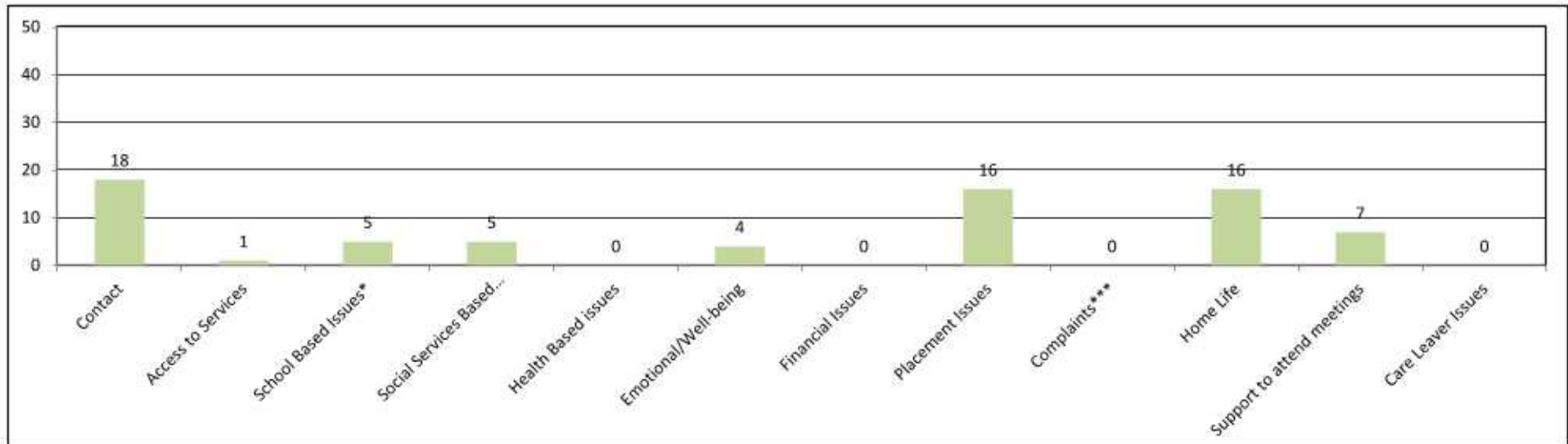
### 4. Protected Characteristics



### 5. Referral Source per young person - Issue Based only



### 6. Issues Presented

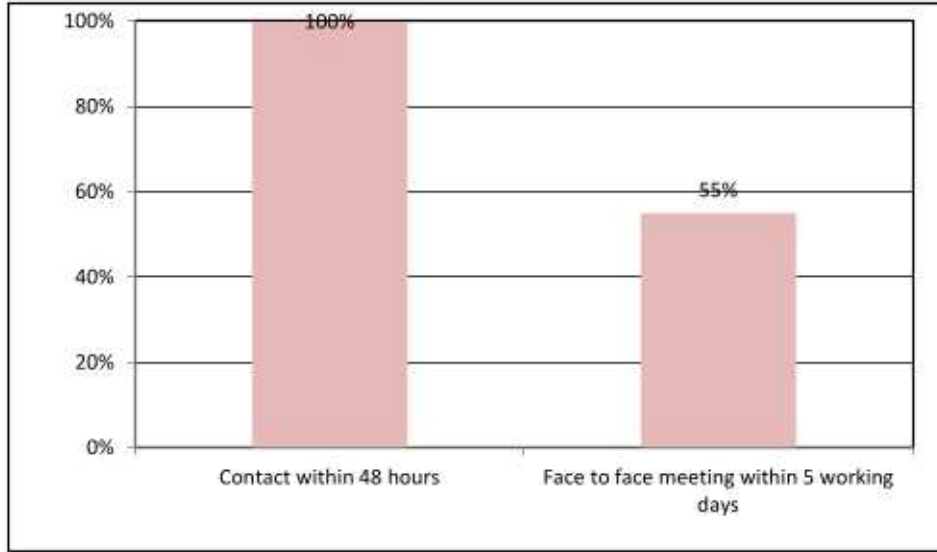


\* School based issues including: SEN/ALN, exclusions, bullying, transport.

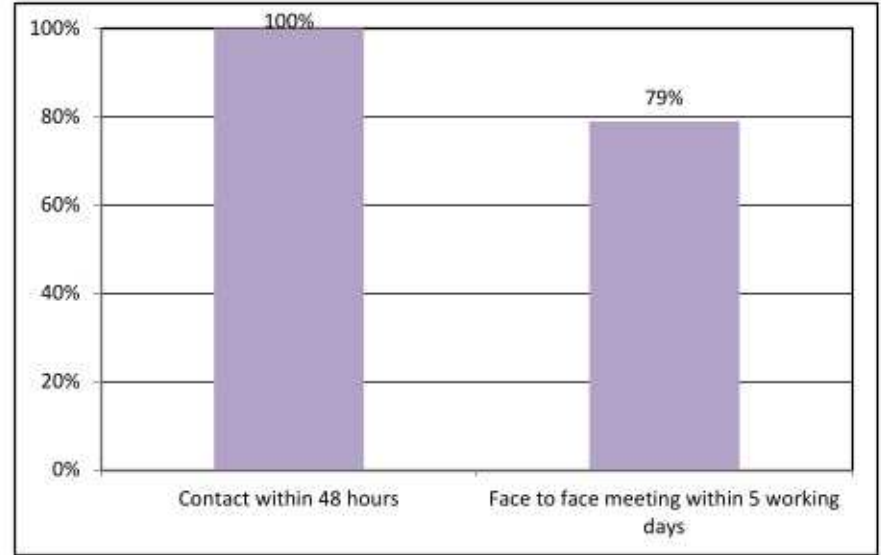
\*\* Social Services based issues including: relationship with worker, care plan, service provided.

\*\*\* Complaints refer to any complaints made against statutory services, including Social Service, Police, Health, YJS

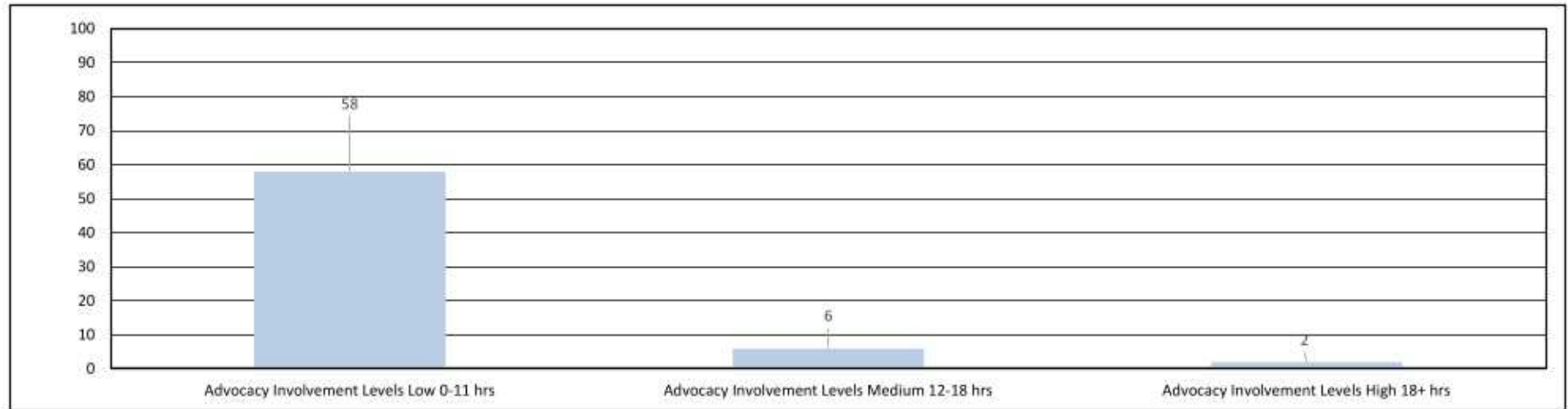
### 7. Service Performance - Active Offer



### Service Performance - Issue Based



### 8. Level of Advocacy Intervention at point of Issue Closure



## 9.Outcomes: linked to The National Advocacy Standards & Outcomes Framework

<p><b>Outcome 1</b></p>	<p><b>Children and young people find good quality independent advocacy easily available and accessible.</b></p>	<p>Across the two service areas, 67% of young people had contact with their advocate within five working days of referral, an increase of 6% when compared with quarter one.</p> <p>Advocates continue to support young people placed out of county, both virtually and in person if requested. Nine young people living outside of RCT were referred for IBA in this period. They lived in Monmouthshire, Pembrokeshire, Carmarthenshire, Powys, Swansea and Cardiff.</p> <p>As soon as a new advocacy referral is received, our administrator posts a comprehensive advocacy pack to the child or young person. The pack includes lots of information about advocacy, our service and other support services available in Cwm Taf. The advocate is then able to follow up on this during their initial meeting and use the pack as a resource to introduce some of the key concepts such as advocacy and Children's Rights, directly with the child or young person. The young person is then able to keep the pack and have access to this information, even if they choose not to continue with advocacy support.</p> <p>As detailed above, the review of our RVA service will restart when the team is at full capacity. This will ensure young people living in community homes in CTM have access to good quality and effective visiting advocacy services, supported by community home staff.</p>
<p><b>Outcome 2</b></p>	<p><b>Children and young people have their privacy and confidences respected and their wellbeing safeguarded and protected.</b></p>	<p>Direct work with young people continues to take place during face-to-face visits, although occasionally advocates will contact young people over the phone. This sometimes happens following a request from a young person, or it might be offered if a visit cannot be arranged before a specific meeting. The advocate will always offer a follow up face-to-face visit in this situation.</p> <p>We ask the referrer to tell us where the young person would like to meet the advocate at the point of referral, and the advocate will always attempt to visit the young person at a place they have specified. This is usually in their home or at school, and advocates report many young people find it easier to share how they feel about their home life while at school, where privacy and confidentiality is often easier to maintain.</p> <p>We continue to offer virtual contact to those few young people who prefer to engage over the phone or via a video call. Advocates report some older young people prefer to engage via phone and email, especially if they have work or education commitments.</p>

<b>Outcome 3</b>	<b>Children and young people are valued for their diversity, treated with respect and all forms of discrimination against them are challenged.</b>	<p>During this quarter, of the 61 young people accessing IBA, five have additional learning needs, three have ADHD, two have ADHD and Tourette's and one has ASD and ALN.</p> <p>When young people have additional learning needs, advocates always take advice from their social worker and others who know them best in order to communicate as effectively as possible.</p> <p>One young person was receiving ongoing Non-Instructed-Advocacy (NIA) at the beginning of quarter two.</p> <p>Three young people identifying as LGBTQ were referred for issue-based advocacy in this quarter.</p> <p>Three unaccompanied asylum seeking young people were referred for AO in quarter two. Our Asylum Rights Project (ARP) are currently taking the lead on these cases and the young people will be supported, via translation services to access the service in the language of their choice.</p>
<b>Outcome 4</b>	<b>Children and young people are empowered to take the lead in relation to advocacy services and their rights, wishes and feelings and championed.</b>	<p>Young people consistently tell us they feel empowered to speak up for themselves following advocacy intervention and advocates always encourage young people to speak for themselves when they feel able to do so.</p> <p>As highlighted in the feedback section above, when young people have a positive experience following an advocacy intervention, they often feel encouraged to continue to share their feelings, and challenge decisions they are unhappy about, with or without the support of their advocate.</p> <p>In this period, one young person was supported by her advocate to access independent legal advice in relation to sibling contact.</p> <p>Another young person stated on their feedback form, that following advocacy intervention they</p> <p style="text-align: center;"><i>"can now go to my CLAR."</i></p>
<b>Outcome 5</b>	<b>Children and young people participate in the design, planning, delivery, monitoring and evaluation of advocacy services.</b>	<p>The CTM Advocacy Service Participation Lead will continue to be responsible for keeping up to date with participation and consultation opportunities within Cwm Taf Morgannwg.</p> <p>All young people receiving advocacy support will continue to be offered the opportunity to feedback to TGP Cymru to allow us to monitor the services provided and make improvements where needed. We will continue to make changes to our feedback process to ensure young people experience no barriers in expressing their views about the service they have received.</p> <p>As detailed above, we hope to restart a piece of consultation work with young people living in local authority community homes to capture their thoughts about visiting advocacy. Following this consultation, we will, in partnership with managers of the homes make any necessary changes to ensure all young people are able to access an effective visiting advocacy service.</p>

**Cwm Taf Morgannwg Independent Advocacy Service  
RCT Care Experienced Young People and Care Leavers  
Report**

**Quarter Two July 2023 – September 2023**



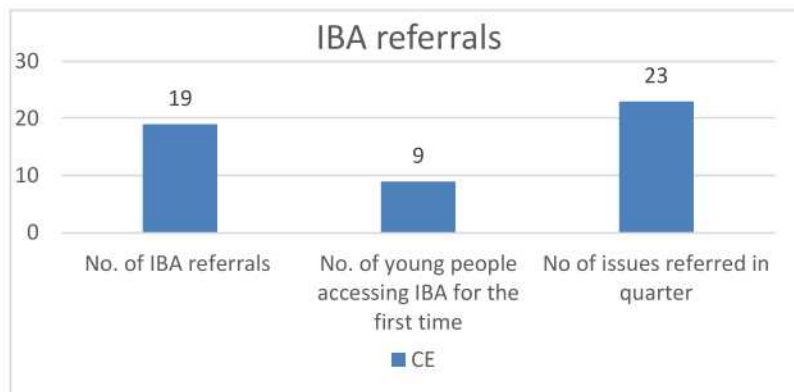


## Activity Overview

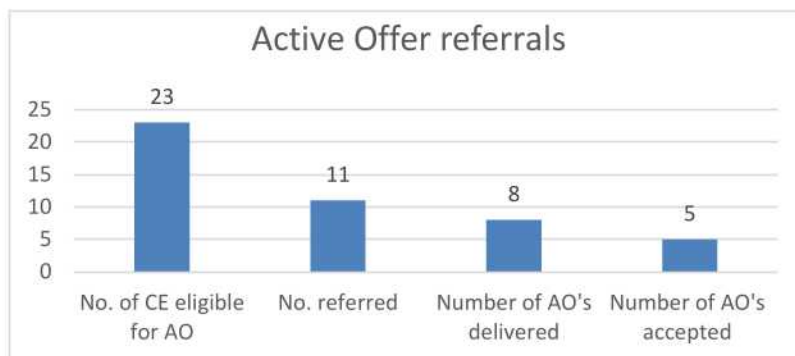
In quarter two, 61 young people accessed Issue Based Advocacy (IBA) and 44 young people were referred for the Active Offer (AO) across RCT.

This report provides information on the service delivered to care experienced (CE) young people and care leavers only.

In quarter two, 19 CE young people accessed IBA, eight more than in the previous quarter. Those 19 young people presented with 23 issues. 11 care experienced young people were referred for the AO, five more than in quarter two, and no care leavers were referred for IBA.



In quarter two, nine of the 19 CE young people accessing IBA were doing so for the first time, four more than in the previous quarter.



All but one of the 11 young people referred for AO in quarter two became eligible for AO in either quarter one or quarter two.

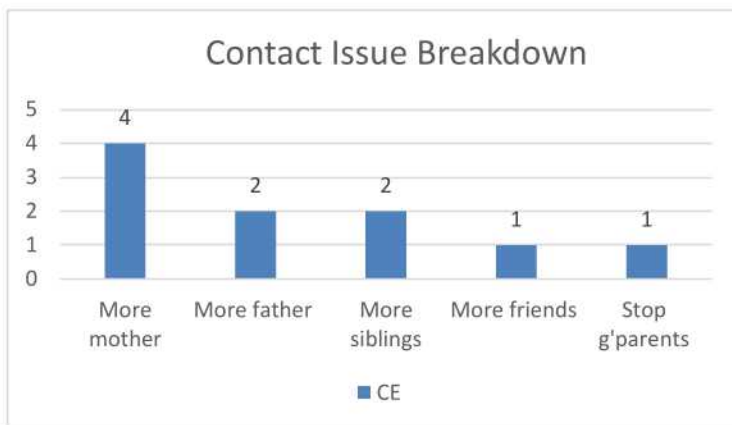
Ten of the 23 young people who became eligible for AO via the CLA pathway were recorded as rejecting the opportunity to receive the AO in quarter two. The most common reason for rejecting the opportunity receive the AO was young people felt well enough supported by their social worker. The reasons included not wanting to engage with any professionals, feeling that they can advocate for themselves, and wanting to think about it in the future. One person is recorded as rejecting the AO as they already had an advocate.

Nine young people are recorded as accepting the opportunity to meet with an advocate and all nine were referred for AO. Two young people were not referred for AO as their social worker assessed they did not have capacity to understand or consent to the referral. We do not know if the two remaining eligible CE young people have been offered the opportunity to receive the AO by their social worker as this is not recorded on the spreadsheet provided by RCT, although we note the two names are included in the most recent (September) report and it is likely this information will be available in the coming months. This means 38% of those eligible in quarter two were referred for AO, compared to 25% in the previous quarter.

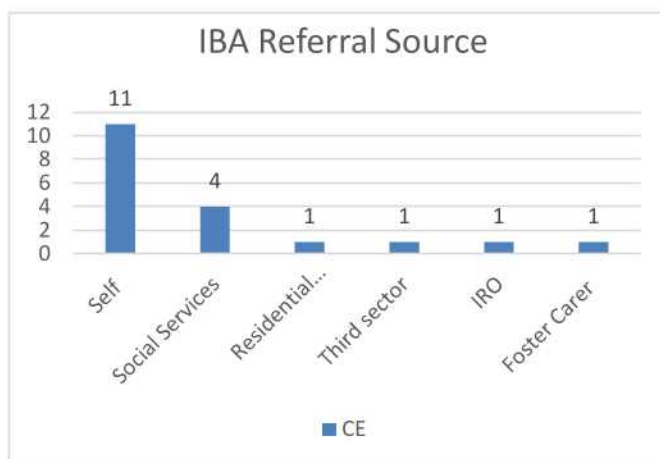




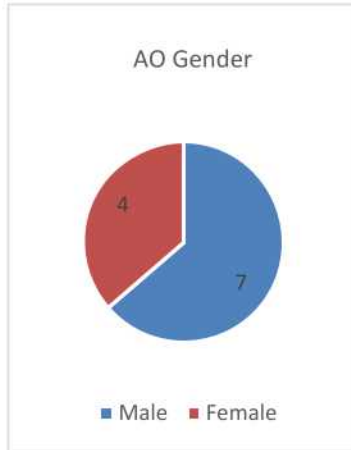
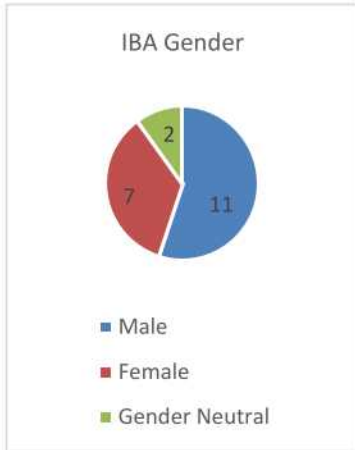
The most popular issues in need of advocacy support in quarter two, were placement followed by contact issues. Placement was also one of the most popular issues in the previous quarter.



Five young people presented with contact issues, and some of those five wanted to share feelings about more than one person. In quarter two, five young people shared their feelings about time spent with ten different individuals or group of individuals. The most popular issue was young people wanting to spend more time with their mother.

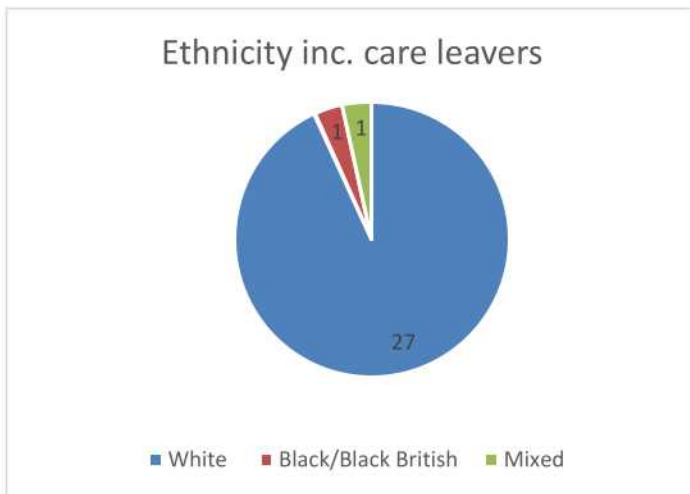


'Self-referral' and social services referrals continue to be the most popular route into the IBA service for care experienced young people. Self-referral is usually either the result of the young person accepting the AO and going on to received IBA, or the young person contacting their advocate directly with a new issue. One referral was made by a TGP Cymru FGM Coordinator.

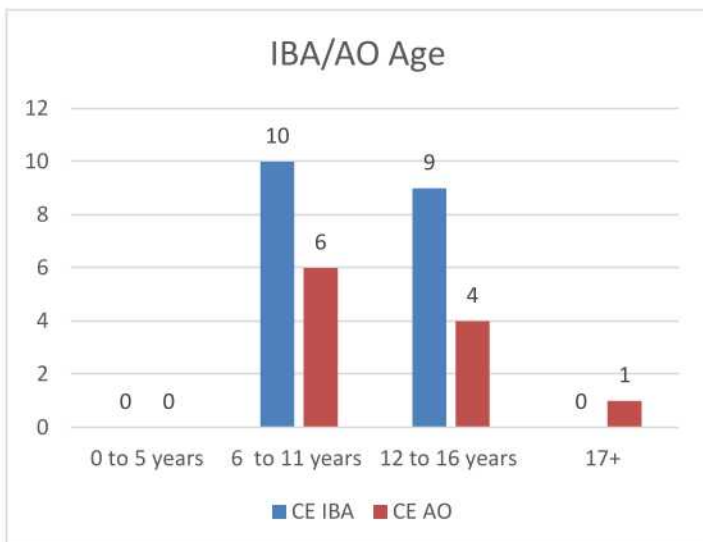


Most CE IBA referrals were for males for the third consecutive quarter. One gender neutral young person was also referred for IBA in quarter two.

Males also made up the majority of AO referrals, as they did in the previous quarter.



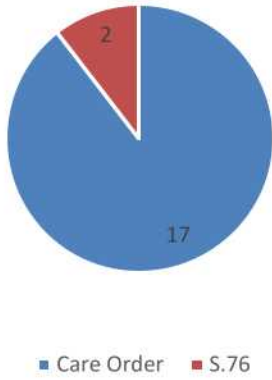
Most CE young people accessing advocacy services in quarter two described themselves as white.



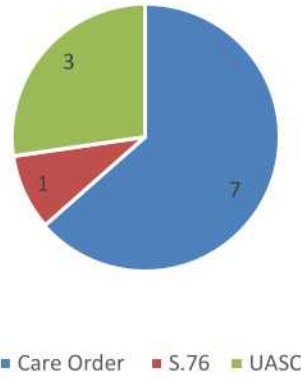
IBA referrals were split almost evenly between those aged between 6 and 11 years, and those aged between 12 and 16 years.

The majority of CE young people referred for AO were also aged between 6 and 11 years, a change from the previous quarter when most young people were aged 12 or over.

IBA Legal Status



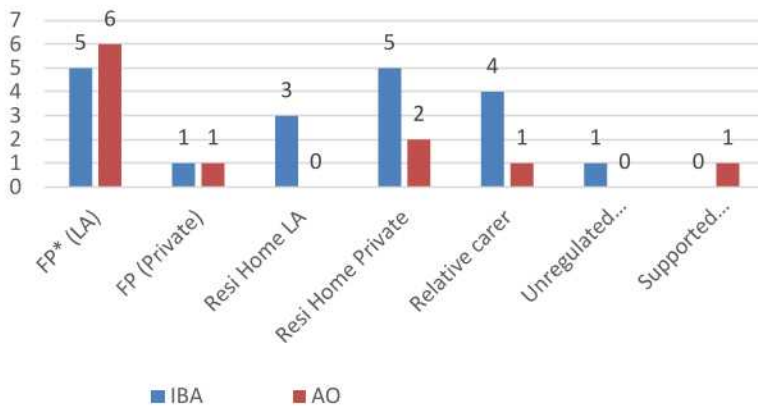
AO Legal Status



Most CE young people accessing IBA and AO in quarter two were again subject to full care orders.

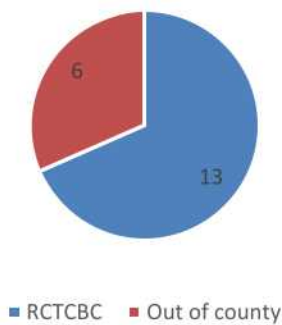
Three unaccompanied asylum-seeking young people were referred for AO but did not continue onto IBA.

IBA/AO Type of Placement

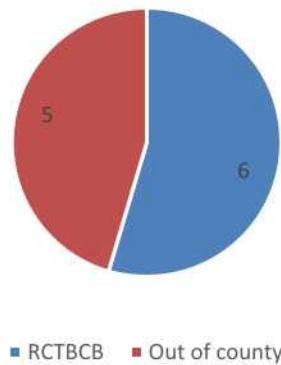


Most CE young people accessing advocacy services in quarter two were living in LA foster placements and community residential homes.

IBA Area inc. Care Leavers



AO Area



Advocates supported six CE young people living outside of RCT in quarter two. Other areas included Swansea, Cardiff, Carmarthenshire, and Pembrokeshire.

Five CE young person referred for AO lived outside of RCT, Newport, the Vale of Glamorgan and Swansea.

## **Other information**

Four CE young people with additional needs were referred for IBA in quarter two. Two have diagnosis of ADHD and one has a diagnosis ADHD along with Tourette's, while another has additional learning needs.

One piece of Non-Instructed Advocacy (NIA) work was completed in this period.

## **Visiting Advocacy**

Residential Visiting Advocacy (RVA) continues in five Local Authority community homes across RCT. Face-to-face visits have continued monthly in Bryndar and Beddau. The remaining three homes, Carn Ingli, Nantygwyn and Ty Brynna have advised monthly visits are not appropriate and have requested the advocate visits every two months and stays connected via telephone contact instead. The RVA advocate is currently providing IBA to two young people living in RCT community homes.

A review of the RVA services was postponed previously to allow us to concentrate on recruitment and advocacy capacity. We had hoped to continue this piece of work during quarter two, but unfortunately, due to sickness within the team we have not been able to restart this work. We hope to restart this piece of work when the team is back at full capacity.

## **Service Information**

The (C.E.) young people and Care Leavers advocacy quarterly progress report was shared at RCT Corporate Parenting Panel at the beginning of July.

The advocacy team manager was invited to the LAC Nurse team meeting in July but unfortunately the meeting was cancelled. Information about advocacy referral routes were shared with the team and we hope to be invited to attend a future meeting.

Following recruitment in quarter one, three new team members joined the Cwm Taf Morgannwg Advocacy Service in quarter two. These are, one full-time advocate, one senior advocate who will work 30 hours per week along with a new casual advocate. Unfortunately, we have experienced some sickness within the team in quarter two, with one full time advocate and the senior advocate having to take extended leave following medical procedures. Both team members are due to return within the next three to four weeks from which time, we are confident recent capacity issues will be addressed and allow us to respond effectively to the recent increase in advocacy referrals.

## **Conclusion and looking forward.**

We are pleased to observe an increase in both IBA and AO referrals for CE young people in quarter two and note more CE young people accessed the service for the first time than in quarter one. We were also pleased to observe another increase in the percentage of eligible CE young people being referred for AO. We appreciate the detailed information regarding the AO take up we receive from the LA and will continue to keep in contact with RCT and share information with a view to understanding the take up of advocacy services in the area.



## Case Example

Please find below an example of advocacy work undertaken during the quarter from within RCT. The names have been changed to protect the young person's identity.

**Situation** Ryan was 16 years old when he was referred to the advocacy service by his Independent Reviewing Officer (IRO). In the referral, the IRO described concerns raised by Ryan's carers about his school placement and wanted Ryan to access advocacy services as there were differing opinions about whether Ryan was happy at school, and if he would choose a different setting if he were able to express his opinions. Ryan's additional needs mean it isn't possible for him to access the mainstream advocacy service, and an advocate was allocated to assess whether or not a Non-Instructioned Advocacy (NIA) piece of work was appropriate.

Before arranging to visit Ryan, the advocate contacted both his carers and the referrer to gather information on his communication methods, and any other information about his triggers or anything that would indicate he was uncomfortable with the advocate's presence as Ryan was unable to consent to a visit from the advocate.

The advocate also gathered information from those that know Ryan best, about the most appropriate place to visit him and any information relating to safeguarding.

**Action** The advocate then visited Ryan several times in different settings, making detailed notes of both Ryan's behaviours and interactions, and any other information, specifically about how Ryan communicates his likes and dislikes offered by Ryan's care givers both at school and at home.

**Outcome** After the observations were complete, the advocate produced an NIA report, outlining the observation visits and posing questions based on those observations. The questions centred around Ryan's school placement being able to offer him opportunities to express choice and influence in his daily life, as well as express his individuality supported by those who have a relationship with him and understand his limited communication. The questions are designed to encourage decision makers to think about Ryan's situation from his point of view, as he is unable to clearly share his wishes and feelings. The report was shared with the IRO who made the referral and was considered in the discussions around Ryan's school placement.

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# Cwm Taf Morgannwg Independent Visitor Service

## Report

April 2023 – September 2023



## Scope

The service has been provided for children and young people who are looked after by Cwm Taf Morgannwg, who have little or no contact with their birth family (as defined in The Children Act 1989).

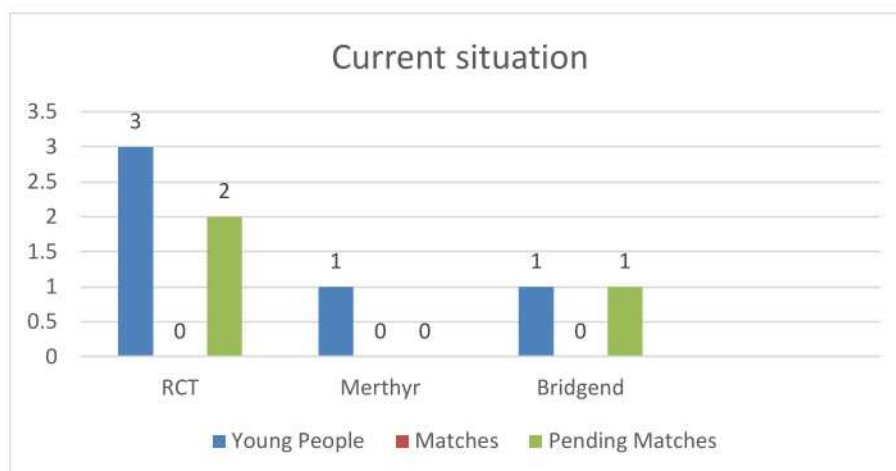
## Background

This is the seventh Independent Visiting report, for the Cwm Taf Morgannwg region, referred to throughout this report as CTM. CTM comprises three local authorities: Rhondda Cynon Taf (RCT), Bridgend and Merthyr Tydfil County Borough Councils.

We have observed increased interest in volunteering opportunities during this period, and four new potential volunteers started the recruitment process, and one new volunteer has finished the process and is pending being matched. The recruitment process is robust and therefore lengthy, and volunteers require mandatory training before matches can begin.

## Matches

The graph below represents the current situation across CTM as of 30<sup>th</sup> September 2023.



Currently, RCT has three children and young people referred into the service, with no matches. One referred RCT young person, is currently based in Devon. The IV Coordinator has contacted local services but has not yet been able to source a potential volunteer for this young person.

The two remaining RCT young people waiting for an IV are siblings which has prolonged the matching process as we will attempt to match them at the same time. However, we have two potential volunteers awaiting training who we will look to match with the siblings. We are hopeful this will happen in quarter three or the beginning of quarter four.



Merthyr has one young person referred into the service, with no matches. A volunteer was identified as a potential match for this young person at the end of the period, however, the IV Coordinator was asked by both the foster carer and the social worker to put the IV referral on hold as they wanted the young person to complete another piece of work before a match was made. This will be followed up in quarter three.

Bridgend has one young person referred into the service; the IV coordinator will explore the potential of a match with a new volunteer in the next period.

## Volunteers



Throughout this reporting period we have received enquiries from 23 potential volunteers and sent out 23 application packs which include information about the IV role. We have accepted five new volunteer applications; one has completed the process and the remaining four are just waiting for the safeguarding and induction training. We are aiming for the remaining four to complete the process in quarter three.

## Activity in Quarter Three and Four

Two new IV referrals were received between April 2023 and September 2023.

No new matches were made during this period; however as mentioned above, a volunteer for the Merthyr young person was identified, however professionals decided it was not the right time for him to be matched.

During this period, one matched RCT young person had four visits with their Independent Visitor although this formal IV relationship has now ended as the young person has turned 18.

Another match also ended at the beginning of the period as the young person turned 18 at the end of quarter one. We have been advised the volunteers and young person keep in touch informally, outside of their TGP Cymru role.

## **Feedback**

To date no formal feedback from young people has been collected, however feedback from volunteers on visit record forms has been very positive. The IV coordinator will aim to collect some feedback from the two young people's who matches have recently ended.

## **Service Information**

A dedicated Independent Visitor (IV) Coordinator joined the team in March. The IV Coordinator is currently working 30 hours per week and is employed to coordinate the IV service across both Cwm Taf Morgannwg and Mid and West Wales. We are hopeful that by combining the posts, we will be able to pool resources and grow this service area.

So far, the IV coordinator has –

- started an in-depth social media campaign with an emphasis on promoting the service in local hubs. This is carried out monthly and has generated the most interest and engagement in the volunteering role, all current potential volunteers found out about us on Facebook.
- Worked to develop a relationship with Bridgend Association of Voluntary Organisations (BAVO) and attended a Children and Family networking meeting in person.
- Attended an open day for students at Bridgend College and has also been invited back to any future open days.
- Visited local supermarkets to enquire about having a table to advertise, a date is still to be confirmed.
- Contacted Voluntary Action Merthyr Tydfil (VAMT) We will be invited to any future advertising events and leaflet was shared.
- Merthyr College – contacted the college and they agreed to share the leaflet with students.
- Swansea University – invited us to join the website they use to advertise local volunteering opportunities, currently in the process of setting up and account to advertise.
- We have updated our leaflets and promotional equipment to give a better understanding of the role and more information.

## **Previous priorities:**

- **Attempt to facilitate matches for all young people on the waiting list.**  
Despite several applications and one volunteer completing the recruitment process, we have not been able to facilitate any new matches in this period, but we are hopeful

to have a number of new matches in the next period when the potential volunteers complete training.

- **Continue to pursue those who made enquiries about volunteering with an aim to overcoming barriers and beginning the recruitment process.**

We have contacted all previous potential volunteers; however, none were able to begin the recruitment process. This was due to personal circumstances, and no barriers were identified.

- **Promote the IV Service with Children's Services across the Cwm Taf Region.**

We are going look at promoting the service to the children's services across Cwm Taf when more potential volunteers complete the training and are ready to be matched.

#### **Future Priorities:**

- **Get the potential volunteers through training and matched with young people.**
- **Continue to network with local organisations.**
- **Develop a process to allow children and young people who have been matched with an IV to formally share their views about the service.**
- **Continue the social media campaign and search for new groups/pages to share the information in areas IVs are most needed.**

#### **Summary**

Despite the challenges of volunteer recruitment, we are pleased to have attracted increased enquiries from potential volunteers. We are looking forward to getting the potential volunteers through their training and getting them matched. We believe the recruitment of a dedicated IV Coordinator working four days per week across the two regions has greatly enhance our ability to promote the service and attract volunteers.

We will continue to prioritise recruiting volunteers, and matching young people referred into the service as soon as possible.

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of the Local Government Act 1972.

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