



RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CORPORATE PARENTING BOARD

12th July 2021

**PUPIL DEVELOPMENT GRANT (PDG) LOOKED AFTER CHILDREN (LAC) EVALUATION OF
THE SCHOOL CLUSTER MODEL
DURING THE FINANCIAL YEAR 2019/20.**

**REPORT OF GROUP DIRECTOR, COMMUNITY & CHILDREN'S SERVICES, IN DISCUSSION
WITH THE RELEVANT PORTFOLIO HOLDER, COUNCILLOR C LEYSHON**

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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 2019/20 in Rhondda Cynon Taf.

2. RECOMMENDATIONS

It is recommended that the Corporate Parenting Board:

- 2.1 Consider the information contained with 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 2020/21.

3. REASONS FOR RECOMMENDATIONS

- 3.1 To ensure that the Corporate Parenting Board is kept informed on the current cluster – based funding mechanism for distributing PDG LAC 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 Children Looked After Education Team works in collaboration with the Central South Consortium (CSC) to ensure that there is a consistent approach, based on good practice, to support children who are looked after in our schools. The CSC believes that every looked after and formerly looked after pupil has the right to appropriate provision and support that enables them to fulfil their potential and that high expectations for all pupils will lead to achievement for learners in the 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) in order to enhance the provision made by Local Authorities for pupils who are CLA and those who are formerly CLA with the overarching aim of raising educational attainment and closing the attainment gap with that of their peers.
- 4.3 The grant continues to be managed centrally by the Central South Consortium (CSC). The Regional Lead for PDG LAC is line managed by the Lead for Equity and Well-being within CSC. Directors of Education from each local authority have agreed key priorities to enhance the educational opportunities for Children Looked After:
- Raising attainment/achievement
 - Improving attendance
 - Reducing exclusions
 - Enhancing the capacity of schools to improve the outcomes for pupils through training and support, through school to school working and the sharing of good practice (through a cluster-based model) and
 - Ensuring that partnerships across the region continue to develop within CSC, schools, Social Care and other agencies.
- 4.4 Across the CSC region, schools are required to submit cluster bids to access PDG LAC. Bids are assessed on whether they could enhance curriculum opportunities to support social and emotional development, which would subsequently have an impact on the agreed key priorities. Schools are expected to include the PDG LAC funding within School Improvement Plans (SIP) and identify outcome measures. Clusters are required to evaluate the effectiveness of their PDG LAC strategic plans at the end of the financial year with a focus on measuring outcomes.
- 4.5 School clusters are encouraged to consider evidence-based interventions and approaches that are particularly effective for pupils who are or were formerly CLA, although their potential beneficial impact upon all learners is acknowledged. Specific consideration must be given to evidencing arrangements for collaborative and partnership working to ensure that priorities are met jointly. These priorities are aligned with the CLA Friendly Schools Quality Mark performance indicators which was devised in partnership with CLA Education Teams in both RCT and MT.
- 4.6 The CLA Quality Mark supports the underpinning principles and key priorities identified for the effective use of PDG LAC funding. It provides documented evidence based good practice for schools to target funding bids and to prioritise the development of better practice within their settings. It is a key component in achieving consistent good practice that can be shared from school to school and within clusters. To date, 27 RCT schools have achieved the CLA Friendly Schools Quality Mark with 10 schools attaining Gold and 17 schools attaining Platinum awards. A further 10-12 schools within RCT are undertaking the Quality Mark for the academic year 2020/21.

5. CURRENT POSITION - FUNDING ALLOCATION

- 5.1 The overall PDG LAC allocation for the consortium is 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 (see Appendix 6); and
 - School to school working through the cluster plans
- 5.2 The cluster plan grant allocation for RCT in 2018/19 was £366,686, £357,893 in 2019/20 and £395,026 for 2020/21 (see Appendix 2).
- 5.3 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 education consortia.
- 5.4 Appendix 1 highlights the total PDG LAC expenditure for 2018/19 to 2020/21. Allocation of funding was provided to school clusters based on Social Services data in 2020/21 as Pupil Level Annual School Census (PLASC) is no longer collated for CLA pupils. To confirm the total number of CLA pupils in each RCT school, each school was consulted with to confirm their total CLA population. PDG LAC Cluster Leads within each cluster were required to provide comprehensive strategic plans outlining the intended spend.
- 5.5 A steering group of representatives consisting of Head Teachers from our educational settings across all 5 LA's within CSC, LACE Coordinators/ CLA Education Team members, finance members from CSC and the Regional Lead for PDG LAC scrutinise and quality assure the cluster business plans in relation to the underpinning principles of the grant and the agreed key priorities for improvement. Appendix 4 provides an example of a cluster bid application form which demonstrates the innovative ways in which our schools are working with CLA and previously CLA pupils. Appendix 5 provides the evaluations of 5 completed cluster plans.
- 5.6 As part of the PDG LAC, the Consortium also has a bursary fund to ensure Local Authority Looked After Children in Education teams can respond to additional needs that arise due to moves in placement and school and complex emotional/social difficulties. In RCT this has focused on supporting engagement with appropriate educational opportunities by supporting pupils at risk of exclusion or those who transition mid-year. In 2019/20 RCT was allocated £42,654 to support the development of therapeutic approaches and work with foster carers by providing additional training and resources for schools and foster carers. (see Appendix 3). Training was provided in the following areas: Supporting Education and development for Children Looked After, Importance of Attachments and Developing Key Relationships, Self Esteem and Identity, Managing Emotions, Loss & Bereavement, Active Listening and Social Skills.
- 5.7 A comprehensive training programme (see Appendix 6) provided by the CSC has been well received by RCT schools. The training has been planned to support the agreed regional key priorities to enhance the educational outcomes for CLA pupils.

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 thorough applications for PDG LAC funding. These are subject to approval and scrutiny of a steering group situated within the Central South Consortium. Members of the RCT CLA Education Team are involved in the Steering Group.
- 6.2 School clusters have been extremely proactive with their cluster planning for the financial year 2019/20 and have been able to implement innovative and creative resources, strategies and interventions. Overall, the cluster evaluations received from schools are positive and it is evident that schools have considered the needs and priorities for vulnerable learners within their settings (see Appendix 7). Unfortunately, the submission of evaluations has been challenging due to the current COVID-19 pandemic.

- 6.3 Areas of focus for many cluster applications for the financial year 2019/20 was to invest in Thrive training, licencing and continued Thrive CPD. Throughout previous years, schools have continued to invest in the Thrive training which can be seen to be fully embedded in a large number of RCT schools. Alongside this, schools highly value the ELSA training, another resource which is a significant feature in all RCT schools.
- 6.4 School clusters have also invested in Trauma Informed Schools UK training for this financial year as well as restorative approaches training. Many school clusters are invested in becoming CLA Friendly Schools and committed to undertaking the Quality Mark during the financial year 19/20. The CLA Education Team, in particular the Advisory Teacher, has ensured that schools are fully supported throughout this process to achieve the Quality Mark status at either Gold or Platinum level.
- 6.5 All clusters have benefitted from accessing the training calendar (see appendix 6) Level 2 and 3 CLA Friendly Schools, Relationship Based Play, Mindfulness. These courses have been well received and attended by RCT School staff. During the year 2019/20, 246 (35%) of the delegates who attended the CSC training were from RCT schools / Local Authority based staff.
- 6.6 The RCT CLA Education Team have strengthened links with the Care 2 Work Team along with the Youth Engagement and Participation Service to improve the known destination outcomes for our RCT CLA learners. 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.
- 6.7 Members of the Corporate Parenting Board have already been presented with a report on the Virtual School Head Model proposed as an addition to the CLA Education Team. Pupil wellbeing is a significant priority for CLA learners with a particular focus on addressing the social and emotional needs of CLA learners. The CLA Education Team have conducted 20 Circles of Understanding meetings along with numerous Team around the Child meetings to enable schools and professionals to explore the wider wellbeing needs of our CLA learners.
- 6.8 A case study example relates to a year 1 RCT CLA learner who has been displaying concerning behaviour in his primary school. Members of the CLA Education Team have coordinated and responsive strategies to support the needs of this CLA pupil. A circle of understanding meeting was held to consider the child's current presentation and needs and to plan support. This looked at identifying further training for staff particularly in relation to Relationship Based Play. A key adult approach to supporting this pupil was identified as being appropriate and all professionals agreed to support his ongoing needs. Continued support has been offered to the school and further training opportunities have been made available.
- 6.9 An evaluation of the CLA Friendly Schools Quality Mark will be available in the Autumn Term.
- 6.10 Strengths of the PDG LAC cluster applications have been as follows:
- There is increasing consistency with applications between each cluster;
 - Schools remain highly motivated to gain CLA Friendly Schools status;
 - 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 well-being needs will assist schools to developing positive outcomes for all;
 - Schools value the opportunity to share good practice within the cluster group and meet termly to share positive outcomes. Good practice is also shared between local authorities. School clusters continue to benefit from the professional learning opportunities in place which have continued to be made available through virtual platforms. .
- 6.11 Areas of focus for development identified by RCT and CSC include:

- Promote the PDG LAC Roadshow and encourage schools to attend and participate ;
 - 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 considered to be a pivotal part of the PDG LAC planning process;
 - To develop a more effective system of ensuring that the PDG LAC funding available to our CLA pupils placed in English authorities is closely monitored;
 - The content of the CLA Friendly Schools level 1 training needs to be updated/ refreshed;
 - Schools to be involved in identifying training needs;
 - CSC and RCT to prioritise funding to focus on supporting the well-being needs of our vulnerable learners in light of the COVID-19 pandemic.
- 6.12 The bursary element of the PDG LAC has enabled the RCT CLA Education team to respond to identified local needs. All aspects of the bursary workstream are evaluated (refer to Appendix 8) and inform future priorities for subsequent bursary bids. There remains to be a growing need to provide targeted literacy/ numeracy support to CLA learners. This has been very well received by those CLA learners identified and has been in increasing demand since the pandemic. This 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 our most vulnerable pupils are given opportunities to develop well in schools and to ensure good achievement and Educational attainment.
- 7.3 The training that is organised focuses greatly on the importance of equity and equality in the classroom and on whole school approaches.

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 grand provided by the Welsh Government. Currently, this is a sum of money for Children Looked After according to Children's Services data for CLA pupils.
- 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 eighth year of this grant and updates are awaited from the Welsh Government regarding the allocation of this grant for future years.

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 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 Historically the high number of CLA learners with Additional Learning Needs (ALN) has impacted upon their ability to learn. This has also had a direct impact upon their social, emotional and behavioural development. Therefore there is a need to identify broader measures of progress that recognise the specific needs of these vulnerable learners to evidence the impact of PDG LAC (as outlined earlier in this report). Appendix 9 shows an example of best practice where an RCT primary school have identified transition support for CLA learners who are moving from year 6 to 7 (primary to secondary school provision).
- 12.2 Many clusters identify within their cluster evaluations that they would like to undertake PERMA training to enhance the measures of pupil well-being. The PERMA Model represents the five core elements of happiness and well-being. PERMA stands for Positive Emotion, Engagement, Relationships, Meaning, and Accomplishments. With the growing recognition of the impact that COVID-19 has had on all learners within our schools, schools are investing in PERMA as an approach to address the well-being needs of vulnerable learners. PDG LAC applications have therefore featured more requests for support through the implementation of PERMA.
- 12.3 Schools are fully committed towards broadening their skills and expertise to support vulnerable pupils, this can be seen in their desire to attend central training available to all schools.
- 12.4 An increasing number of RCT schools are undertaking the CLA Friendly Schools training with a further 10-12 schools anticipated to gain the quality mark during 2020/21 in addition to the 27 schools who currently hold CLA Friendly Schools status. Schools are now more familiar with expected processes in place to support the needs of CLA learners. Schools are expected to evidence success criteria in order to demonstrate CLA Friendly approaches and with growing monitoring from the CLA Education Team to ensure the most appropriate support structures are in place for CLA learners. Appendix 10 details a case study where an RCT school that has achieved the Platinum Award has developed the Key Adult approach to support the needs of CLA learners as a preventative approach.
- 12.5 The CLA Education Team 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.
 - 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.
 - The importance of a Personal Education Plan (PEP), and the school's role and responsibility in developing and maintaining this statutory document.
 - Relevant guidance and policies and help to plan for any future changes/updates.
 - Support and guidance to ensure effective multi-agency working.
- 12.6 School clusters have been extremely proactive with their cluster planning for the financial year 2019/20 and have been able to implement innovative and creative resources, strategies and interventions. Overall, the cluster evaluations received from schools are positive and it is evident that schools have considered the needs and priorities for vulnerable learners within their settings (see Appendix 7). However, it is acknowledged that a more rigorous and comprehensive evaluation process will need to be established in order to evaluate fully the effectiveness of a cluster-based approach to allocating PDG LAC to our schools particularly

in light of COVID-19 and as a result of the wider impact this will have on all learners in RCT schools.

RCT PDGLAC funding per cluster 2018/19, 2019/20 and 2020/21.

RCT PDG LAC Funding per Cluster	18/19	19/20	20/21
Aberdare Community School	£38,291	£34,721	£38,597
Bryncelynnog Comprehensive School	£28,045	£25,714	£28,489
Cardinal Newman R.C. Comprehensive	£9,072	£11,616	£12,668
Ferndale Community School	£31,081	£22,581	£24,973
Hawthorn High School	£18,558	£23,364	£25,852
Mountain Ash Comprehensive School	£21,974	£21,797	£24,094
Pontypridd High School	£29,943	£30,805	£34,202
Porth County Community School	£13,625	£16,315	£17,942
Special Schools RCT	£29,563	£28,063	£31,126
St John Baptist C.I.W. High School	£11,348	£12,399	£13,547
Tonypandy Community College/Ysgol Nantgwyn	£21,974	£19,839	£21,897
Tonyrefail Comprehensive School	£34,117	£30,021	£33,323
Treorchy Comprehensive School	£26,527	£20,231	£22,337
Y Pant Comprehensive School	£23,492	£24,930	£27,610
Ysgol Gyfun Cwm Rhondda	£8,313	£10,049	£10,910
Ysgol Gyfun Garth Olwg	£8,313	£10,441	£11,350
Ysgol Gyfun Rhydywaun	£7,933	£10,441	£11,350
Ysgol Llanhari	£4,518	£4,566	£4,758
Total funding per cluster	£366,686	£357,893	£395,026

Funding allocations for RCT based on financial year 2018/19, 2019/20 and 2020/21 (as highlighted in paragraph 5.2)

Funding allocations for RCT CBC based on financial year	18/19	19/20	20/21
PDG LAC Funding for RCT	£366,687	£357,893	£395,026
LA Bursary	£42,592	£42,654	£70,983
Outside of Wales (£1,150 per pupil)	£10,350	£6,900	£5,750

PDG LAC RCT Bursary - Period of Agreement: April 2019 - March 2020

CYTUNDEB GWASANAETH LEFEL / SERVICE LEVEL AGREEMENT

PDG LAC

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

The CLA education team have developed our skills and services to be able to provide additional therapeutic support to children and young people in care as well as the carers and adults who are supporting them, including school staff. We want to embed these skills and increase our capacity for this type of support. Developing the capacity for carers and key staff (residential and educational) to use research based helpful approaches in meeting the needs of children and young people who have attachment needs.

The following training will be offered.

Mental Health First Aid – Mental Health First Aid (MHFA) is a 2-day training course that originated in Australia and teaches people about mental health problems and provides them with skills to help people in crisis. Provision of the programme will increase the number of people within our workplaces and communities who understand and have the skills to support people with mental health problems and in some instances save lives. Two members of the team have been trained and will offer MHFA training to schools and Foster carers.

Target Audience: School staff, Foster Carers & Residential Home staff also PRUs.

Evidence: WG are promoting this initiative and feedback will be collated from evaluations.

ELSA for Foster Carers – A five-day course which has been offered twice this year and evaluated positively with supervision groups set up to meet termly. We will continue to offer ELSA twice each year and supervision three times.

This course has will also be provided to two local authority residential care homes.

Supporting Transitions – We are aware that children transitioning between schools can be a difficult time, particularly for children looked after. We would like to share good practice and support schools learning from each other to support the most vulnerable learners – working with the young person to prepare them for the upcoming changes as well as working with school staff to share what works to support the child.

Resources to support CLA Friendly Schools - We would like to build upon our current resources available to share with school staff to develop their CLA friendly school work.

Video Interaction Guidance (VIG) – VIG is an intervention through which a practitioner aims to enhance communication within relationships. It works by engaging clients actively in a process of change towards realizing their own hopes for a better future in their relationships with others who are important to them.

Two EPS are trained in VIG and will continue to be supervised and use this as part of their practice.

Target Audience: Foster Carers & school staff

Evidence: VIG is recommended as an evidence-based intervention for health visitors and midwives in the NICE guidelines 'Social and Emotional Wellbeing - Early Years' published

October (2012), and in several other NICE guidelines (e.g. Autism 2013, Attachment 2015). VIG has been selected by the NSPCC (2011) as one of its two chosen evidence-based interventions to tackle neglect.

Dyadic Developmental Psychotherapy (DDP)- Dyadic Developmental Psychotherapy is an attachment-focused approach in which a therapist supports the caregiver and child's relationship and the development of secure attachment by encouraging the reflective function of the caregiver, enabling attunement, regulating emotion and co creating meaning. The therapist interactions are characterised by PACE (playfulness, acceptance, curiosity and empathy) and similar qualities are supported in the caregiver with the addition of love (PLACE).

3 members of the team are trained to Level 1 and will complete Level 2 training this year.

Target Audience: Foster Carers

Evidence: This approach has been well evaluated with foster carers and adoptive parents and recently elements of this model have been successfully introduced within residential child care (Becker-Weidman and Hughes, 2008).

Emotion Coaching – Two members of the team are trained to deliver emotion coaching training. Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.

Target audience - This will be cascaded to foster carers. ELSAs and bespoke training to schools around CLA children who require a different type of response and support.

Evidence - Emotion Coached children and young people:

- Achieve more academically in school
- Are more popular
- Have fewer behavioural problems
- Have fewer infectious illnesses
- Are more emotionally stable
- Are more resilient

(Gottman 1997)

Emotion Coaching – Wellness coach with EHCAP

Training for one person to become and coach and deliver training to the team, foster carers and Social workers.

The programme will develop the following skills and capabilities such that the fundamental needs of children, young people and families are addressed:

- understand the neuroscience of the effects of adversity (including abuse and neglect) in childhood on long term physical and mental health outcomes and integrate this understanding into safeguarding children, young people and families
- build skills and capabilities in managing the effects of early adversity through Dan Siegel's Hand Model and John Gottman's Emotion Coaching
- demonstrating the principles of person-centred care
- awareness of the importance of personal physical and mental wellbeing and incorporating compassionate self-care into your personal and professional life

Story Links - Story Links is a more specialised extension of Therapeutic Story writing, Groups and includes work with parents of vulnerable pupils. For many of these pupils the emotional difficulties that are getting in the way of their learning are related to attachment difficulties. Story Links uses therapeutic story writing to address behaviour issues, support positive attachment and improve pupils' reading. It is a solution-focused systemic programme delivered in weekly sessions in which the parent/carer and the child are facilitated to co-create a

story which is then used as the child's reading text during the week. Two members of the team have completed the training and will now deliver this approach in 3/ 4 primary schools.

Target Audience: Foster Carers/schools.

Evidence: Research funded by the TDA and conducted by the University of Chichester shows that Story Links improves parental engagement with their child's learning, reduces exclusion from the classroom and improves pupils' reading.

Reducing Exclusion and continuing engagement in education – Raising aspirations.

Starting in September for 6 weeks (2 days a week) 14 – 16 years of age pupils with behaviour issues. Gareth Noble providing mentoring support and alternative activities to re-engage young people with education working with key adult within our PRU. Pre and post questionnaire around engagement will be used. **Recommendations from CSC LACE teams**

Give us a break – Supporting loss and bereavement in schools – Training to train. 2-day training for 2 team members and then pilot training in 2 schools. This enables trained staff to become train the trainers and deliver training to all team.

Short term LSA intervention – We would like funds available to be able to provide additional support to those individuals who are finding a particular time of their life/education difficult. We envisage this intervention to be time limited.

Additional tutoring - for up to half a term. To support KS4 pupils to help manage gaps in education. 1 or 2 hours a week where school cannot provide this. (where all statutory requirements have been utilised and education needs are still not being met)

Pupil voice - Evaluations of our work through outside company - Dynamix. Evaluations of what work we have done and a review of how pupils feel regarding educational experiences.

In My Shoes – Computer program to help children and vulnerable adults communicate about their experiences, including distressing events or relationships, for a variety of purposes, including:

- experiences in family or other care settings
- assessment of the likelihood of significant harm and neglect
- assessment and planning about a child's rehabilitation to their birth family
- gathering a child's wishes and feelings about being fostered or moving to an adoptive family
- communicating about pain and discomfort, past or present, including children in hospital
- assessing the needs of a sibling group
- engaging adolescents who find face-to-face interviews challenging

Mike Church – Story telling project to support group of year 8 and 9 girls around developing positive sense of self.

Collar and Cuffs – feeling anxious and grumpy. Performance for carers and parents and children from 0 – 7.

Training in Relationship based play for foster carers – Helen Worrall

Training in Key adult approach for ELSAs – Helen Worrall

Ongoing training and support for schools and foster carers, including Emotion Coaching, Attachment training and supporting CLA quality schools.

2. Baseline for aspect in focus/Gwaelodlin ar gyfer yr agwedd mewn ffocws

Foster carers want to be able to support their young people at home and compliment what is being delivered in school, especially around their emotional wellbeing.

Supporting carers understanding of what schools offer and what they can do to support young people will help develop good working relationships between home and school and make interventions in school more effective.

School and foster carers often require more support during times of transition and CLA pupils need a stronger program to ensure information is shared, anxieties are managed, and support is appropriate in the new setting with the different demands.

The majority of requests for CLA education team involvement was around support from Psychology and therapeutic interventions. We need to develop a range of practices that support not only the young person but also the carers and those working closely with them.

Understanding that relationships is key to children and young people with attachment needs we have provided a range of training opportunities to support foster carers and ELSAs.

Listening to pupils to know what they feel, think, want and need is key in how we provide a service. We will seek to develop our practice in this area and complete research into what young people say about the educational experiences.

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

The training and resources provided by the bursary fund will develop an understanding of the often complex needs of our CLA and the ability to meet these needs in a more focused and successful way. As a team we seek to promote and advocate for CLA pupils and work to ensure they receive good educational experiences and opportunities.

We recognise the importance of the care given to our vulnerable learners and value the role of foster carers and we hope to support them in their work to provide positive change.

We want to be able to provide sustainable training to develop skills and knowledge in our schools that enable staff to meet the emotional needs of pupils in order to facilitate future learning. These skills will benefit CLA and other vulnerable children in the future and the additional resources will also be available to children for years to come.

Costed Plan/Costau'r Cynllun

**Please note, all funding must be spent by the 31st March 2020
Cofiwch bod angen gwario'r cyllid erbyn y 31ain o Fawrth 2020**

Total Investment Funding/ Costau llawn y buddsossiad

£42,654

Programme / Priority Area Rhaglen/Blaenoriaeth	Key Actions Prif Weithgareddau	Time Scale Amserlen	Funding Cyllid		Monitoring / Evaluation Monitro/Gwerthuso	Monitoring/Evaluation Year End Update 31 st March 2020 Monitro/Gwerthuso diwedd y flwyddyn 31ain o Fawrth 2020	Actual Expenditure 31 st March 2020 Gwariant gwirioneddol 31ain o Fawrth 2020
			Staffing & Resources Staffio ac adnoddau	Cost			
Mental Health First Aid training	We have a team of 2 professionals who can provide 2 training sessions in the year to target audience including	Training completed in the first term and delivered to schools and foster carers in the spring and	2 trainers for 4 days (8 sessions)	£1000	Evaluations from participants.		

	foster carers and teachers	Autumn term.					
ELSA Training.	Core programmes rolled out for ELSA course for foster carers. Two programs delivered to Residential homes. Files to be printed and copy of ELSA book to purchased.	Five day rolling programme over Autumn and spring.	2 trainers for 5 sessions (times 4) 6 Supervision sessions offered	£1000 Venue and resources Training costs £ 2000	Evaluations completed and Supervision offered and attended.		
Short term LSA intervention	Request for TA on short term basis to meet learning needs of CLA pupil.	ASAP after funds are delegated to LA.		£10000	Progress reports and invoice kept by CLA Ed. Coordinator.		
Tuition at KS4	Request for Tutor on short term basis to meet learning needs of CLA pupil.	Autumn and Spring term		£3000	Progress reports and invoice kept by CLA Ed. Coordinator.		
Resources to support CLA Friendly Schools	Resources available to share with school staff to support CLA Friendly Schools,	Will be purchased ASAP after		£500	Evaluation of CLA friendly schools		

	e.g. Adoptive friendly school book, Telling Tales, Attachment and Emotional Development in the Classroom	funds delegated.					
Video Interaction Guidance	Supervision for 2 EPs Registration x2 Conference			Supervision- £3000 Registration £420	Evaluation of intervention from foster carers		
Emotion Coaching Emotion coaching for families	Providing training to schools and foster carers. EHCAP	Autumn, Spring and summer term	2 trainers and one family coach	Delivering training (4 times) and resources £1000 Being trained and delivering program (twice) £1234	Completion of courses and evaluations.		
Give us a break –	2-day training and proving support to pilot program	Autumn, Spring and Summer	2 trainers	£1000 Cost of training	Completion of pilot program in two schools and evaluations		
Dyadic Development Psychotherapy	Training 3 EPs to level 2	Autumn	3 places	£2920	Feedback from Foster carers and pupils.		

Training in Key adult approach for ELSAs	1-day training by Helen Worrall	Spring	Cost of trainer and venue	£1250	Evaluations		
Mike Church –	Story telling project to support group of year 8 and 9 girls around developing positive sense of self.	Autumn/ Spring	Cost of project, organiser and resources/venue	£5000	Evaluations and outcomes from pupils involved.		
Collar and Cuffs	2 performances for carers and parents and children from 0 – 7.	Autumn/ Spring	Cost of Theatre company	£1000	Evaluations		
Training in Relationship based play for foster carers	1-day training by Helen Worrall	Spring	Cost of Trainer and venue	£1250	Evaluations		
Dynamix	Research to gain pupils voice and update information from previous research 3 years ago.	Spring	Cost of researchers and preparation of report	£5000	Research paper completed and used to inform next year's focus of support from CLA team		
Gareth Noble	Project to engage a group of Year 10 and 11 pupils not engaging in education through Ty Gwyn.	Autumn	Cost of Mentor/leader	£3000	Evaluations		

PDG LAC Cluster Strategic Plan Example 2019/20

Objective		Outcome / Intended Impact			
<p>To ensure the CLA pupils within the cluster of schools achieve their potential.</p> <ul style="list-style-type: none"> • CLA training throughout schools: Level 2 & 3 • Thrive principles used throughout the schools • School to school working and sharing of good practice Building Resilient Schools training throughout the cluster 		<p>To ensure all CLA pupils make expected progress if not accelerated progress in wellbeing, literacy and numeracy</p>			
Activities/Actions	Success Criteria	Staff / School	Target Date	Monitoring and Evaluation	Cost/Resources
<ul style="list-style-type: none"> • All schools to have Thrive practitioners in their school • Thrive licence for schools who use thrive • Wellbeing survey costs 	<p>Individual pupils to be assessed using the thrive criteria Groups of pupils to be assessed using the thrive principles Teachers & parents use the strategies from thrive</p>	Key staff in cluster schools	March 2020	<p>Thrive practitioner evaluations Pupil results PASS Surveys / wellbeing surveys / pupil surveys</p>	<p>£5500 (thrive) £1000 (wellbeing surveys)</p>
<ul style="list-style-type: none"> • CLA Level 3 training 	<p>All school staff in cluster will have one person L3 trained All school staff to have a greater understanding of how to support CLA pupils</p>	Key staff in cluster school	December 2019	All staff can effectively support CLA pupils	Supply costs: £165x3 = £495
<ul style="list-style-type: none"> • Building a Resilient School training 	CLA Teachers & additional staff member	Key staff in cluster schools	March 2020	Wellbeing of pupils and staff	Supply costs for 8 adults (2 per school) £1320
<ul style="list-style-type: none"> • CLA Networking sessions • Termly meetings to share good practice 	<p>Sharing of good practice Effective links between all schools</p>	Key staff in cluster schools	March 2020	Wellbeing of CLA pupils	£2082

<ul style="list-style-type: none"> Cluster Wellbeing Lead to work in all four schools: 1 day per week in x4 schools 	<p>Greater support for CLA pupils generally Effective transition links between cluster schools and x1 school to ensure CLA pupils achieve their potential</p>	<p>Appointed Cluster Wellbeing Lead</p>	<p>March 2020</p>	<p>Wellbeing of CLA pupils</p>	<p>TA practitioner for 2 terms £ 9442</p>
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Appendix 5

Evaluation Pupil Development Grant for Looked After Children 2019/2020

1. Cluster
School A

2. Local Authority
Rhondda Cynon Taf CBC

3. List of schools within cluster
Schools A, B, C, D, E

4. Areas of Focus
LSA support; THRIVE; ELSA;

5. Summary of plan 2019-2020

ELSA training for 6 members of staff across the cluster, 2 from our school. Staff have been trained over a three month period to be ELSA's and are now delivering the sessions to groups of vulnerable learners. These have been identified through discussions with class teachers, Designated Teachers and ALNCo. Thrive to be embedded across all cluster school to ease transition and offer a consistent approach. 1:1 support or targeted interventions to pupils in need and track wellbeing of CLA pupils.

6. Evidence of learner outcomes (LAC/FLAC)

D is now on able to access a full timetable

There have been fewer exclusions for looked after children within the cluster

Wellbeing surveys show an increase in pupil wellbeing and self-esteem

7. Student Voice Quote

Will ask on return to school.

8. Staff Quote

"The wellbeing tracking for our CLA pupils has been a great addition to Provision Mapping. We will continue to build on this and roll it out whole school. It is interesting to see trends in wellbeing and is a key tool for investigating the trends."

9. Evidence of Impact on Teaching and Learning

Pupils are now better able to self-regulate and recognise when they need help and support in the classroom. Skills from the ELSA sessions are being transferred to mainstream classes. 1:1 support has been the key to enable struggling pupils to attend more lessons.

10. Evidence of whole school impact

ELSA's have shared information about the project in a school staff meeting and there is now more of an awareness about the work of the ELSA/Thrive and how other staff can support this.

Thrive is used consistently across the cluster for a more consistent approach.

1:1 support enables the class teacher to focus on the whole class.

11. Opportunities for partnership working (e.g. school to school, external agencies)

A group has been established within the cluster to discuss the provision currently in place to help vulnerable pupils. A transition multi-agency meeting has been arranged to help inform the secondary school with Educational Psychologists, Social Services, School Liaison Officer and Counselling Service.

12. Planned next steps

Ensure that all schools complete the school evaluation toolkit provided with the PDG LAC Guidelines before planning a business plan for the cluster.

Supporting our CLA pupils with the transition back into education after the lockdown period.

Training provided to schools utilising PDG LAC 2018/19, 2019/20 and 2020/21

List of Training Provided to Schools as per of PDG LAC 18/19

ACE - Trauma Informed Practice for Primary Schools
ACE Ambassadors Professional Learning day (Train the trainers)
ACE's, Assessment, Adoption and Attainment
Attachment & Education
Children Looked After Friendly Schools level 2
Children Looked After Friendly Schools level 3
Developing Emotional & Social Skills using Creative Storytelling
Getting it Right for Every Child
Making a Difference and Introduction to Emotion Coaching
Negotiating behaviour change
Observational Checklist Training - children aged 5-11
Observational Checklist Training - Pre-school
Observing Adolescents with Attachment Difficulties in Secondary Schools
Relationship Based Play
Whole school approaches for better outcomes for LAC

List of Training Provided to Schools as per of PDG LAC 19/20

ACE - Assessment, adoption and attainment: Adoption UK
ACE – Trauma Informed Practice for Primary Schools - Level 2
An Introduction to Restorative Approaches for Schools and Family Support Staff
Building A Resilient school by Achievement for All (AfA)
Children Looked After Friendly Schools Level 2

Children Looked After Friendly Schools Level 3
Core Strength and Structural Learning
Creating Wellbeing through Stories and Storytelling
Developing emotional and social skills using creative storytelling
Getting it Right for Every Child Adoption UK
How to aid school children with mindfulness and meditation
Improving the Wellbeing of Vulnerable Pupils
Negotiating behaviour change
Observational Checklist Training - Pre-school
Observing adolescents with attachment difficulties in secondary schools
Observing Checklist Training - children aged 5-11
Positive Psychology and Mindfulness for Building Resilience in School Staff
Positive transitions for looked after children
Relationship Based Play - Supporting Pupils with Attachment Difficulties
Whole School Approaches to support better outcomes for Looked After Children

List of Training Provided to Schools as per of PDG LAC 20/21

Enhancing Teacher Wellbeing to help all Learners
Psychological First Aid - To help children who are distressed and negotiating behaviour change
ACE - Assessment, adoption and attainment: Adoption UK
Children Looked After Friendly Level 2
Anxiety in Children
Attachment Difficulties Training
Children Looked After Friendly Level 3
Observing Checklist Training
ACE - Assessment, adoption and attainment: Adoption UK
Relationship Based Play
Supporting Successful Transition

The role of Key Adults with vulnerable pupils in educational settings
Playing with Words: Action & Narrative Techniques to help emotional and mental
wellbeing for Vulnerable Learners

Example of PDG LAC Cluster Evaluation from 2 school clusters 2019/20

Cluster 1

1. Cluster
Cluster B
2. Local Authority
Rhondda Cynon Taf CBC
3. List of schools within cluster
X 8 schools within the cluster
4. Areas of Focus
THRIVE; ELSA; Nurture UK; CLA Friendly Schools Quality Mark; Mindfulness; Drama therapy / Art therapy / Music therapy / Play therapy; Attachment and Relationship Play;
5. Summary of plan 2019-2020
<p>The plan included time for the designated teachers of CLA to meet together to have a consistent approach of the CLA pupils within the cluster and to attend specific training to ensure that all schools have been trained at the CLA Friendly Schools training Levels 1-3. Other areas of training were from CSC including Relationship Based Play, Positive Psychology and Mindfulness for building Resilience in school staff, Observing Adolescents with attachment difficulties in Secondary schools, Getting it right for every child, Improving the well-being of vulnerable pupils, Identifying and supporting emotional and social difficulties in pupils ages 5-11 years and How to aid school children with mindfulness and meditation. Play therapy resources were also purchased to set up an area where the CLA pupils can express their emotions from play. Schools within the Cluster also developed and trained within the emotional literacy areas such as Thrive and ELSA and built resources for this to be carried out at a high level of competency.</p> <p>A big focus this year was the way to monitor pupils within the school by the use of a variety of different programmes including Class charts, Boxall Profile and My concerns. As all schools within the cluster use lego therapy with all CLA pupils resources were essential to keep this up and Lego sets were purchased for this to be maintained. Academic input was also a priority for the CLA pupils this year where we invested in a literacy programme for the primary pupils and mymaths and Mathswatch to help boost numeracy skills. Accelerated reading has also been able to continue for a consistent approach for the CLA pupils.</p>
6. Evidence of learner outcomes (LAC/FLAC)

When we finished school in March all CLA pupils at School A were accessing ELSA and had an environment to use for their times of need in school where an ELSA was present to advise them. All base line data from the skills and difficulties questionnaire which was used at the start of ELSA and Lego Therapy showed an improved for all CLA pupils. Progress had also been recorded on the accelerated reading programme where all CLA pupils had improved their reading age. This was also evident with numeracy from the use of the maths programmes the CLA pupils were able to use in school and at home. This progress is still being made at home now that the pupils are being home schooled as they have their passwords to access both literacy and numeracy programmes online at home. The use of class charts has also been extremely beneficial as the pupils are able to access this from their phones or tablets to complete a daily checking on their emotional well being in the section 'How do you feel today'. They have also been able to access work from all subject teachers on class charts which has helped them continue with their studies even in lock down very easily. Having more ELSA's/Thrive practitioners available has also helped the CLA pupils are the ELSA's contact pupils on a weekly basis and complete ELSA sessions over the phone. The training that staff have received has helped this be possible. A selection of CLA pupils have also started accessing the relationship based play resources and have noted that they are less anxious and feel as if they are cared for more with more one to one support at this time. The Boxall Profile was used to monitor the CLA pupils involved in the interventions and before school closure this was showing a positive impact on their profile. The hope to monitor outcomes was intended to be from the PERMA survey this year but as schools had to close then this will be the plan for future years.

7. Student Voice Quote

Pupil A

I am now being home schooled and have a weekly TA calling me and doing ELSA with me as I am finding my time at home boring. She talks about all the things we had done in school and gives me ideas to help keep me positive at home.

Pupil B

I use the online maths programmes every day at home to keep up my basic maths skills. I also do accelerated reading every day and Doodle English and Spell I am working on to help with my literacy.

Pupil C

When I used class charts to check in on line to see how I am feeling today I was called by a member of staff within the hour asking why I was feeling upset. This really helped me to fell supported again and make me feel more positive.

8. Staff Quote

The online learning approaches we have had access to have helped out the CLA pupils with their home school learning. They have a variety of different programmes that they could use so that they don't get fed up with the same ones all the time. We are monitoring how much work the CLA pupils complete and they have been doing very well. This is another way to check in on the pupils every day as you can tell if they have been online to complete their work. They are all trying very hard and this will stop their basic literacy and numeracy skills from falling behind.

Monitoring the pupils through class charts is also very beneficial as we can have their daily emotions recorded. We are in contact with the pupils weekly via the phone but checking in on class charts is another form of contact with the pupils.

9. Evidence of Impact on Teaching and Learning

All CLA pupils have shown improvement in their literacy and numeracy skills since September until March. This has helped the pupils in all lessons to access all areas of the curriculum easier. The key worker for CLA pupils have also had time this year to produce a one page profile on all CLA pupils which has been passed onto their teachers for all lessons. Included in this one page profile are the ways that the pupils learn best. This information has been circulated with staff to ensure that all CLA pupils are taught in the best way to suit them.

10. Evidence of whole school impact

All CLA pupils are tested for Access Arrangements and the correct arrangements are put in place immediately to ensure they have what ever arrangement they need as their normal way of working. All CLA pupils are also offered a reading pen for exams and for use in the class room if required. This has shown a positive impact on mock examination results which will now be used as teacher assessments for Year 11 pupils for the summer grades.

11. Opportunities for partnership working (e.g. school to school, external agencies)

All schools from the cluster meet three times a year to work in partnership with each other to ensure that all CLA pupils have the same approach. CLA pupils also have more transition into comprehensive school which unfortunately has not happened this year due to lock down. CLA pupils at School A have also worked with the RCT CLA team and the EP on a six week Bereavement course.

12. Planned next steps

When pupils return to school after the lock down experience most of the CLA pupils will need to have a lot of nurture available for them. They will need more support and the time of staff to find out their current needs. Emotional literacy, ELSA, Thrive, Nurture, Mindfulness, bereavement will all be a big focus within our cluster schools. The pupils may find the need to spend more time in the nurture environment working in small groups to build back their emotions and confidence within school life. Also with the amount of changes that are likely to happen to school life the continued use of online resources and programmes are vital for the pupils to keep on top of their literacy and numeracy skills. For the CLA pupils a Key worker is essential to always be there for the pupils when they return to school to ensure they can support them and help met their needs.

Cluster 2

1. Cluster
Cluster C
2. Local Authority
Rhondda Cynon Taf CBC
3. List of schools within cluster
X 9 Schools within the cluster
4. Areas of Focus
Restorative Approaches;
5. Summary of plan 2019-2020
Priority - Developing and implementing Restorative Approaches within the School A Cluster Objective: <ul style="list-style-type: none">• Develop relationships within the cluster between pupils, staff and pupils, staff and staff through Restorative Approaches (RA)• Reduce the number of incidents relating to relationship issues (ie. Reduce Exclusion and increase attendance)• Level 1 Training across cluster• Level 3 Training across cluster Outcome / Intended Impact: <ul style="list-style-type: none">• Good practice is shared and relationships between all stakeholders develops• Develop family engagement through a RA• All staff are trained to Level 1.• All key staff are trained to Level 2 and some move to Level 3
6. Evidence of learner outcomes (LAC/FLAC)

School C

- Circle time in Prep lessons are used to teach pupils how to build relationships and to learn to express opinion and value the opinions and feelings of others. Pupils have engaged well in restorative processes and participate in restorative conversations in order to develop empathy whilst repairing conflict between peers. There has been a reduction in serious incidents and staff have used the training to attempt to de-escalate situations and support children feeling anxious and angry. Nearly all pupils demonstrate empathy towards others and nearly all pupils are confident in reporting concerns using the correct channels. Pupils are happier to report issues and discuss them with peers. This is seen in a reduction of entries into anti-bullying log.

The positive relationships with pupils through a focus on restorative approaches has impact on behaviours, pupil wellbeing and attendance. Pupils are brought together for restorative meetings to develop pupils' empathy, responsibility, decision making and consequence.

The main evidence is the reduction in the number of exclusions and incidents this year. (Comparison over two terms only due to COVID-19). The number of days of exclusion reduced by a 1/3 and the number of incidents reduced by nearly a ¼ over the two terms.

Primary Schools

- Children have enjoyed being part of the start of the school journey to create a restorative school. They have been empowered to decide the values and needs that are relevant to them within their classrooms and so can relate to those rules more easily. Circle time activities have developed children's oracy skills and confidence in speaking in front of their peers.

- No exclusions or serious incidents recorded and a general reduction in behaviour issues.

- All pupils made at least expected progress. One out of the 3 (CLA) pupils made above expected progress. All three pupils no longer meet criteria for small group support for Literacy and Numeracy although it is still open to them as a learning boost if necessary.

- Pupils showed an increased engagement individually and a general greater flexibility to work with other learner. Oracy levels improved and a raised level of confidence in pupils to speak in front of others was seen by staff.

- All pupils, including CLA, ACE and ALN pupils have responded positively to the restorative approaches we have adopted. Raised awareness through prescribed lessons, teaching the physical and verbal techniques (building bridges mantra), environmental awareness through posters on process, follow through RA procedures following incidents - dealt with in a timely, consistent way using restorative vocabulary. This is evidenced through the reduction in the number of incidents of disruptive behaviour, verbal and physical abuse.

- Up until early March, the social and emotional aspects within learner groupings have progressed well although as the trauma is very deep rooted one pupil still has regular episodes of dysregulation which are contained and supported by our very skilled and understanding staff. All pupils within the FLAC groupings are engaged, happy, sociable and attend and cope within our mainstream settings though one pupil is supported within our SEBD Class. Furthermore the LAC pupil despite the significant traumas is managing mainstream integration superbly.

7. Student Voice Quote

"Working on Restorative Approaches in Prep classes has given us the skills to Build, Maintain and Repair relationships with other pupils and teachers as well. The use of circles in Senedd Ysgol meetings has made the experience more enjoyable as we all get an equal voice"

"Miss, can we sit here for five minutes in a circle to sort out what happened out the yard before we come back into class?"

"I like restorative meetings because everyone feel that have a chance to be listened to . I love check in time it makes me feel that I am important."

"Checking in is fun, it makes me learn more about my classmates and now I realise that they are all just like me really."

"I am getting to know which question comes next and I like it that I can talk about making things better with someone who has been nasty to me."

"I like talking about my problems with my friends without getting too angry or upset."

8. Staff Quote

"Working on Restorative Approaches has emphasised how important positive relationships are in nurturing the wellbeing and enhancing the outcomes of learners."

"The atmosphere in school is calmer there isn't much shouting. Everyone follows the same questions and routine when any incident takes place."

"Staff feel more empowered to deal with the day to day issues that arise within the classroom. There is a greater sense of belonging to a shared community with consistent and easy to follow process to resolve conflict."

"Things have really changed for me. I've started to think more deeply about my learners as individuals and how I can best prepare them and engage them for tasks, rather than focusing on delivering for all. I think my responses to disruption are more considered and gradual too as I'm more mindful of each pupil and the challenges they are facing daily in and out of the classroom."

'Restorative approaches have enabled our school to look at a more effective way of managing behaviour. Through adopting consistent approaches and delivery throughout the school, it has enabled us to develop a more cohesive school community, helping to foster a more productive and positive learning environment which is transparent for all stakeholders. R.A. engenders a sense of responsibility and purpose, promoting justice. This, in turn, produces a school where both pupils and staff are happy to attend and one where our wider school community can feel assured that practices, within our walls, are fair, inclusive and equitable."

"The script of questions is very powerful and is a great tool to empower the learners and facilitate effective discussion, pupil accountability for actions thus leading to the restorative approach and the repair of damaged relationships."

"Using Restorative Approaches allows everyone to have equal opportunities by listening to others opinions and learning to value and empathise."

9. Evidence of Impact on Teaching and Learning

Evidence from School C

- All pupils have shown engagement with restorative approaches in developing positive relationships with staff and peers.
- 74% of pupils have a ratio of positive to negative behaviours of above 97%.
- 98% of pupils demonstrate a positive ratio of behaviour
- During circle-time in Prep, pupils engage in activities and discussions regarding qualities needed for effective learning such as how to develop confidence and resilience.
- Pupils are encouraged to act on feedback provided by teachers in order for pupils to improve the standard of their work. Pupils are given the opportunity to peer assess each other work and provide feedback and advice on how peers should improve their work.

- Teachers have received Restorative Approaches training to encourage the building of positive relationships with pupils in lessons.
- Pupils engage well in restorative meetings with teachers following ongoing issues within the classroom. Relationships are restored and progress is made as pupils overcome challenges
- Positive Relationships are encouraged and discussed in assemblies; e.g. celebrating school team/dept success, community links with attendance Awards and through school values.

Primary School evidence

- Staff are aware of the steps they need to undertake to build relationships with pupils. This has enabled teaching to improve as less time is generally being spent dealing with behavioural issues. Children have become more confident in speaking and better listeners.
 - Plenary and introductions as circles in some settings and also using circles at the start of a topic to find out what the children already know.
 - Consistent use of check in and circle time processes and practises.
- Consistent script to resolve conflict issues.
 Clear language shared by all members of staff.
 Consistent displays in regards to classroom values.
- Staff Evaluation/Monitoring findings. Consistent approach to checking in. Planning updated to include more time for reflection/plenary in lessons. Increased time given to pupil voice, Frequency of pupil choice increased at keys stage 2.
 - Following the introduction of RA the impact on teaching and learning has been to create a calm state, which is optimal for scholarship. RA has offered alternate and complementary approaches to traditional punitive methods based of action and consequences. It has promoted mindfulness in the classroom through introducing restorative conversations with individuals, pairs, groups, classes and cohorts. Circles of wellbeing have been a regular feature as have effective statements and collaborative agreements.
 - Timetabled and / or impromptu check-ins give added opportunities for pupils to share. Gives pupils an added voice. Difficult to assess this presently due to CoVid disruption but this approach has embellished our good practice.
 - Improved Behaviour management techniques. Deeper understanding of link between thoughts and feelings and behaviour.

10. Evidence of whole school impact

School C

- The positive relationships with pupils through focus on restorative approaches has impact on behaviours, pupil wellbeing and attendance

The attendance during the weeks prior to school closure due to Covid-19 was excellent and above school average

Restorative approaches embedded in the working of each year group to resolve conflict. Pupils supported in development of emotional intelligence. We foster positive relationships with our parents. The restorative and coaching programme supported us in effective communication. We also aim to involve the pupils as much as possible in all processes. The restorative approach is embedded in all our work with pupils, staff and parents. It has been successful in improving relationships and identifying solutions.

Primary Schools

- Throughout the school, children are more calm and considerate. There is a focus on discussing issues and coming to a consensus. Any conflict is always handled calmly by staff, the situation is diffused as quickly as possible and the pupil knows that issues are always dealt with in the same way.
- The facilitators trained have had a huge impact...staff training staff and bringing back ideas they have trialled in classrooms has had the biggest impact. Governing body meetings start with a circle too! Our school is a much calmer place
- Reduction in school exclusions. Improved behaviour. Reduction in referrals to behaviour support.
- New format for all meetings to include restorative approaches

Policies updated to include restorative approaches (Behaviour and Discipline)

School Improvement Plan updated and include restorative approaches actions and agreed success criteria.

Information shared with all stakeholders, so awareness of restorative approaches increased.

- We adopted the Restorative Approach in early Autumn Term following cluster training, prior to school starting in the 2019/2020 academic year. Adopting the approach has had an impact on all pupils throughout the school. We have a number of pupils with challenging behaviour issues. Not exclusively, but CLA, ACE and ALN children can find responding to guidelines and rules (which are essential in schools due to safeguarding protocols) sometimes challenging. Through simple prompts, repetitive and consistent words and RA actions, improvements in the number of incidents and behaviours have been evident. The premature ending of virtually the school year on March the 20th has not enabled us to calculate the evidence and present data in percentage terms in relation to impact on a whole school basis.
- Check-ins are used at the start of all staff meetings. All staff have feel empowered and supported by the 5 questions
- Reduction in disputes between pupils and members of staff. More positive mindset of staff and learners.

11. Opportunities for partnership working (e.g. school to school, external agencies)

- Sharing best practice Relationships Management Policy with other pilot schools .Linking up with schools linked with the RCT Steering group
 - The training has allowed teachers from different schools in the cluster to connect with other teachers to share experiences and good practice.
 - Small group learning sessions have helped to develop a consistent pattern throughout the cluster for dealing with challenging behaviour and conflict. The shared cluster understanding of the importance of creating a safe community ethos has been a vital in developing this new approach.
 - SIP sharing meeting where specific targets and outcomes could be worked on collaboratively.
- School to school checking in sessions and the opportunity for transition activities where pupils can share their ideas and opinions as well as any anxieties they may have.
- We have approached RA not only as an individual school but by working collaboratively with other cluster schools on common approaches. This has provided staff with a community of practitioners who can aid and assist with approaches going forward. We expect all visitors to the school, from our wider school community, such as School C transition teachers, LA peripatetic practitioners and instructors, external agency employees such as supply teachers and all who visit our school to engage with our RA approach.
 - At our last 2 Governing body Meetings (Autumn and Spring) our School Council has modelled approaches, particularly the 'check - in' - leading the 'check-in' at the start of every meeting, showing them how it is used around the classes and in their own School Council meetings too.

12. Planned next steps

The cluster is planning to move into phase 2 for the 2020-21 academic year to where we will continue to develop the use (RA) within our schools. It will be essential to ensure new staff joining school in September (and some current staff) are appropriately trained. Further work is planned to be completed with Parents and other stakeholders making the RA processes consistent across the cluster. All schools are striving to ensure RA are embedded in the values and policies of the schools and the developing and nurturing of wellbeing will be essential as we move forward, particularly in September when supporting pupils, staff and families post school closure. School will continue to develop the use of restorative rooms to provide pupils with break out/ time out spaces to allow the principles of RA to be put into practise.

RCT Bursary Evaluation 2019/20

Costed Plan/Costau'r Cynllun							
Please note, all funding must be spent by the 31 st March 2020 Cofiwch bod angen gwario'r cyllid erbyn y 31ain o Fawrth 2020							
Total Investment Funding/ Costau llawn y buddsossiad			£42,654				
Programme / Priority Area Rhaglen/Blaenoriaeth	Key Actions Prif Weithgareddau	Time Scale Amserlen	Funding Cyllid		Monitoring / Evaluation Monitro/Gwerthuso	Monitoring/Evaluation Year End Update 31 st March 2020 Monitro/Gwerthuso diwedd y flwyddyn 31ain o Fawrth 2020	Actual Expenditure 31 st March 2020 Gwariant gwirioneddol 31ain o Fawrth 2020
			Staffing & Resources Staffio ac adnoddau	Cost			
Mental Health First Aid training	We have a team of 2 professionals who can provide 2 training sessions in the year to target audience including foster carers and teachers	Training completed in the first term and delivered to schools and foster carers in	2 trainers for 4 days (8 sessions)	£1000	Evaluations from participants.	Training was evaluated. Invoices from training.	£1560 – 2 trainers delivered 2 day training in January 2020 for cohort of 15.

		the spring and Autumn term.					
ELSA Training.	Core programmes rolled out for ELSA course for foster carers. Two programs delivered to Residential homes. Venue costs Files to be printed and copy of ELSA book to purchased.	Five day rolling programme over Autumn and spring.	2 trainers for 5 sessions (times 4) 6 Supervision sessions offered	£1000 Venue and resources Training costs £ 2000	Evaluations completed and Supervision offered and attended.	Evaluations completed Invoices for venues	£1,327 Foster carer sessions 5 days 2 courses one in October one in January. 23 foster carers attended. 3 supervision sessions with groups of 8 Foster carers
Short term LSA intervention Tuition at KS4	Request for TA on short term basis to meet learning needs of CLA pupil. Request for Tutor on short term basis to meet learning needs of CLA pupil.	ASAP after funds are delegated to LA. Autumn and Spring term	12 young people were supported to access education. Funds used to meet ALN in short term while statement was requested, transition into new school and avoid exclusion.	£10000 £3000	Progress reports and invoice kept by CLA Ed. Coordinator. Progress reports and invoice kept by CLA Ed. Coordinator.	Invoices from school	£9,639.82 £7492.59 297.61 Altogether £17,430.02
Resources to support CLA Friendly Schools	Resources available to share with school staff to	Will be purchased ASAP after		£500	Evaluation of CLA friendly schools	Evaluations completed from all schools who participated.	

	<p>support CLA Friendly Schools, e.g. Adoptive friendly school book, Telling Tales, Attachment and Emotional Development in the Classroom Certificates, frames and celebration event from September 2020 for 11 schools. Food and beverages.</p> <p>Books and resources for schools purchased to lend.</p>	funds delegated.				Invoices provided	£496
Video Interaction Guidance	<p>Supervision for 2 EPs Registration x2</p> <p>Conference Supervision attended and one round of intervention completed and evaluated.</p>			<p>Supervision- £3000 Registration £420</p>	Evaluation of intervention from foster carers		£3420

<p>Emotion Coaching Emotion coaching for families</p>	<p>Providing training to schools and foster carers. EHCAP Cost of training. Venues and beverages. Completed training not family coach. 1 session for foster carers completed and 3 school sessions. Evaluations completed</p>	<p>Autumn, Spring and summer term</p>	<p>Room costs 2 trainers</p>	<p>Delivering training (4 times) and resources £1000 Being trained and delivering program (twice) £1234</p>	<p>Completion of courses and evaluations.</p>	<p>Evaluations completed</p>	<p>£2234</p>
<p>Give us a break –</p>	<p>2 day training and providing support to pilot program for 3 and 2 to complete train the trainer. Give us a break project running in one high school for 8 sessions Cost of training and trainers and delivering the project/resources.</p>	<p>Autumn, Spring and Summer</p>	<p>2 trainers and on person to support</p>	<p>£1000 Cost of initial training plus £1800 2 people to complete the train the trainer</p>	<p>Completion of pilot program in one school and evaluations</p>	<p>Evaluations completed and invoices received.</p>	<p>£3120</p>
<p>Supporting transitions</p>	<p>Research visits to Bridgend to look at Transition project and implement pilot in RCT. Arrange shared day for all</p>	<p>Autumn</p>	<p>Travel and resources</p>	<p>£500</p>	<p>Evaluations</p>	<p>Evaluations completed</p>	<p>£383</p>

	secondary schools and provide literature. Venue costs and producing information for schools. Travel costs.						
Dyadic Development Psychotherapy and supervision	Training 3 EPs to level 2 .Trained and DDP informed approaches being undertaken with foster carers, parents and young people.	Autumn	3 places	£2920	Ddp approaches being used. 3 families benefiting from approach. Feedback from Foster carers and pupils. Supervision attended.	Invoices and feedback from foster carers.	£3160
Training in Key adult approach for ELSAs	1 day training by Helen Worrall	Spring	Cost of trainer and venue	£1250	Evaluations	Not completed as undertaking project in CSC	Nil
Mike Church –	Story telling project to support group of year 8 and 9 girls around developing positive sense of self.	Autumn/ Spring	Cost of project, organiser and resources/venue	£5000	Evaluations and outcomes from pupils involved.	Story book produced and published by CLA pupils and will be distributed	£5000
Collar and Cuffs	2 performances for carers and parents and children from 0 – 7.	Autumn/ Spring	Cost of Theatre company	£1000	Evaluations	Company experienced illness so were unable to complete	Nil
Training in Relationship based play for foster carers	1 day training by Helen Worrall	Spring	Cost of Trainer and venue	£1250	Evaluations	Not completed as Trainer was not available and working in CSC providing the same training.	Nil

Dynamix	Research to gain pupils voice and update information from previous research 3 years ago.	Spring	Cost of researchers and preparation of report	£5000	Research paper completed and used to inform next years focus of support from CLA team	Delayed and then cancelled due to Covid	Nil
Gareth Noble	Project to engage a group of Year 10 and 11 pupils not engaging in education through Ty Gwyn.	Autumn	Cost of Mentor/leader	£3000	Evaluations The Young people enjoyed participating, however the barriers were arranging suitable sessions that suited the education provision	Invoice	£3000
Resources and updated assessments and books	Lego Books Games Folders Producing information leaflets. Wiat –lll uk Literacy assessment					Invoices	£48.61 £411 £127 £96 £52 £624.49
Transport – out of county visits and attendance and regional interest groups.	Sharing good practice with other LA's in UK. Visiting provisions.	Autumn	Travel	Not costed	Feedback from visits and minutes from meeting	Travelling expenses and minutes provided	£166

Total spend - £42,655

Best Practice Showcase July 2020- School A

Whole School Systems and Practice

Information about the school

- School A is a large school in RCT. We have 430 pupils on roll. We have mixed aged classes in early FP but a two-form entry from year 2-6. The school serves the communities of the local village, although there are many children attending from other nearby villages.
- We have close community links and parents/grandparents volunteer within our school.
- We have a full-time well-being officer
- We currently have 430 pupils on roll. 24% of our pupils are eFSM. 23% of our pupils are on the SEN Register. 0.93% of our pupils are CLA, 4 pupils in total.
- Outcome levels are not available this year due to Covid 19

Context and background to sector-leading practice

- All teaching and non-teaching staff had received Level 1 CLA Friendly School Awareness in 2019.

Description of nature of strategy or activity

- ALNCo and Year 6 teachers meet with ALNCo from School C and parents of the children to discuss the children's needs when they go to School C
- Vulnerable pupils are given Nurture provision
- Vulnerable pupils are also taken on additional transition visits to School C accompanied by their LSA or Key Adult to give them extra opportunities to see the School and discuss any issues that are of concern.
- Year 6 teachers meet with heads of year 7 from School C again to inform them of any children who are CLA or vulnerable
- Designated CLA lead discusses any CLA children with Designated CLA Lead from School C
- Well-being Officer works with vulnerable pupils and families supporting them with transition
- Year 6 pupils are taught some lessons (Welsh, French and Science) by teachers from School C to aid transition.

What impact has this work had on provision and learners' standards?

- Vulnerable pupils have a greater feeling of security about the process and have more opportunities to ask questions
- Vulnerable pupils appreciate the additional time they have to visit School C which makes the situation more familiar to them ready for when they go to the new school
- Pupils find the transition into Comprehensive school easier

How have you shared your good practice?

- Best Practice has been evidenced with CLA Education Team

Best Practice Showcase July 2019- School B

Preventative Approaches for CLA Learners

Information about the school

- School B is a Church in Wales secondary school of just under 1000 pupils situated in RCT – a very busy and inclusive school, that prides itself on the very high standard of care and wellbeing that is offered to all pupils
- The school has achieved the Basic Skills Quality Mark, the Eco Schools Silver Award, the RRSA Bronze Award and phase 5 of the Healthy Schools Award
- Developing happy, caring, independent and well-rounded children is at the heart of the school
- Approximately 13.2% per cent of pupils are entitled to free school meals
- English is the home language for all of the pupils
- Raising levels of achievement has been strongly and clearly highlighted as a major part of improving the life chances of children who are looked after and we are committed to playing a pivotal role in this

Context and background to sector-leading practice

DEVELOPMENT OF A KEY ADULT APPROACH

- The school currently has 9 young people who are looked after and all access nurture provision
- In line with local and national developments and to further align the Well Being arm of the school, we reshuffled well-being roles to create a CLA Key Worker position to accommodate our growing number of CLA learners and to ensure that this key group had consistency and quality of provision and support

Description of nature of strategy or activity

A key adult approach was set up to support all CLA learners with behaviour and emotional needs. Provision now includes:

- 1:1 sessions with a CLA Key Adult covering a range of topics including emotion coaching

- Key Adult role given prominence in foyer displays, in staff room, in information to visitors and supply staff, and in the new school policy
- One point of contact for all communication with learners, carers, social workers and the LA
- A bespoke Coffee Morning for CLA learners and their carers to introduce them to the school
- CLA Level 1 training delivered to all teaching and support staff, canteen, cleaners and the Governing Body to raise awareness and maintain the whole school focus on CLA learners
- A shared drive for all staff with the CLA Friendly Schools Handbook, strategies for supporting CLA learners, resources on attachment and trauma, and top tips for dealing with CLA and vulnerable learners
- One Page Profiles created for all CLA learners

What impact has this work had on provision and learners' standards?

- **All** CLA pupils have accessed this key adult support, with improvement seen in **all** pupils attending with regard to their behaviour and emotional development,
- CLA learners engaged with coping strategies for change, and other provision as appropriate including ELSA, Eye2Eye counselling and YEPS
- All staff have a specific point of contact for CLA learners which has improved communication and monitoring of CLA learners
- The mentoring has had a very positive impact on CLA attendance with the average attendance of all CLA learners being extremely high
- Very few behaviour points have been accrued by our CLA learners linked to the individualised support they have received from their key adult worker
- Several CLA learners have attended out of school provision which has helped to build confidence and self-esteem
- Several CLA learners have represented the school as Ambassadors at transition events which was a huge step forward in terms of their confidence and ability
- **All** of our children who are looked after have made academic progress in the last year. This can be seen on our tracking grids and assessment results.
- This academic year there have been no exclusions, truancies or unauthorised absences for children who are looked after in the new Year 7 cohort
- The key adult approach has enabled CLA learners to be tracked effectively and has highlighted areas where additional support may be required.

How have you shared your good practice?

- At local PLC meetings
- At Cluster meetings

- Best Practice has been evidenced with CLA Education Team and CLA Friendly School (PLATINUM) Quality Mark was achieved in July 2019 and celebrated at an awards event attended by Sirol Burford, CSC PDGLAC Strategic Lead.