



RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CORPORATE PARENTING BOARD

18TH OCTOBER 2022

PUPIL DEVELOPMENT GRANT (PDG) LOOKED AFTER CHILDREN (LAC) EVALUATION OF THE SCHOOL CLUSTER MODEL DURING THE FINANCIAL YEARS 2020/21 and 2021/22.

REPORT OF GROUP DIRECTOR, COMMUNITY & CHILDREN'S SERVICES, IN DISCUSSION WITH THE RELEVANT PORTFOLIO HOLDER, COUNCILLOR G CAPLE

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Education Coordinator for Children Looked After (CLA) 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 2020/21 and 2021/22 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 2022/23.

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 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 the CSC. Directors of Education from each local authority have set 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 the PDG LAC funding. 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 each financial year.
- 4.5 School clusters are encouraged to consider evidence-based interventions and approaches that are particularly effective for pupils who are currently CLA or were formerly CLA. 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 in 2017.
- 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, 40 RCT schools have achieved the CLA Friendly Schools Quality Mark.

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, £395,026 for 2020/21 and £496,630 for 2021/22 (see Appendix 1 and 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 Welsh education consortia.
- 5.4 Appendix 1 highlights the total PDG LAC expenditure for 2018/19 through to 2021/22 for each RCT school cluster. Allocation of funding was provided to school clusters based on Local Authority Central data. PDG LAC Cluster Leads within each cluster are required to provide comprehensive strategic plans outlining the intended spend.
- 5.5 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.
- 5.6 All strategic plans are shared with the respective LACE/ CLA Education Coordinator/ CLA Education teams within each LA to provide comment and feedback. Discussion is then held with the Regional Lead for PDG LAC in order to provide scrutiny and quality assurance. Appendix 4 details an example of a cluster bid application form (2020/21) which demonstrates the innovative ways in which our schools are working with CLA and previously CLA pupils. Appendix 5 provides an example of an evaluation of a completed cluster plan for 2020/21 and 2021/22.
- 5.7 All LA's within the Consortium also have a bursary fund to ensure Local Authority Children Looked After in Education teams can respond to additional needs that arise specific to the demands of each LA. The bursary fund is discussed with the wider CLA Education Team to discuss the priorities for the coming year. In 2020/21 RCT was allocated £70,983 and in 2021/22 the allocation was £74,490. The key priorities within the LA bursary were to offer training and development for adults who support vulnerable pupils. We continue to ensure that the skills and training of the team are developing and we are able to offer additional support to schools and families who support children and young people in care using evidence based approaches to meet the needs of children and young people who have experienced relational and developmental trauma (see Appendix 3).
- 5.8 There is a training programme available (see Appendix 6) provided by the CSC which continues to be 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 by the LACE/ CLA Education Coordinator and the CLA Education Team alongside the PDG LAC Regional Lead.

- 6.2 School clusters have been extremely proactive with their cluster planning for the financial years 2020/21 and 2021/22 under exceptional circumstances (COVID-19) and have been able to implement worthwhile 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 in response to the pandemic situation. The submission of robust evaluations has been challenging due to the impact of the COVID-19 pandemic.
- 6.3 Thrive training, ongoing licencing and continued Thrive CPD has continued to be prevalent for the cluster applications for the financial year 2020/21 with a prevalence for Trauma Informed School UK for many of our RCT schools in 2021/22. The school clusters have also continued to invest in ongoing ELSA training which is fully embedded in RCT schools and supported by the RCT Educational Psychology Service.
- 6.4 Schools show growing interest in the Trauma Informed Schools UK Diploma and training for key staff for this financial year as well as restorative approaches training. RCT schools continue to see the value in achieving the CLA Friendly Schools Quality Mark status. The Advisory Teacher within the CLA Education Team has provided rigorous support to those schools in order to allow them to achieve the Quality Mark status at either Gold or Platinum level. This work has been invaluable in raising the awareness of CLA within RCT schools.
- 6.5 The CSC training calendar (Appendix 6) has allowed schools to access a wide range of training opportunities relevant to support the needs of vulnerable learners including the Level 2 and 3 CLA Friendly Schools Training. During the year 2020/21, 287 of the delegates who attended the CSC training were from RCT schools/ Local Authority based staff. And in 2021/22, 135 delegates attended the CSC training provided. Due to staff shortages in schools and prioritisation of meeting the demands within the school settings, it appears that the training has been less well attended during 2021/22 as a result of the pandemic. Training has been delivered via Teams due to the pandemic situation.
- 6.6 Many schools have placed great emphasis on purchasing resources and intervention to address the wellbeing needs of vulnerable learners in light of the COVID-19 pandemic and to improve the transition support for learners moving from Key Stage 2 (year 6) into Key Stage 3 (year 7). PERMA training continues to be highly utilised to support the wellbeing needs of RCT pupils.
- 6.7 Post 16 destinations for RCT CLA learners continues to be a priority for the CLA Education Team with links 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.
- 6.8 An evaluation of the CLA Friendly Schools Quality Mark 2020/21 is available (see appendix 7). In summary, the small-scale evaluation drew largely positive responses from both pupils and teachers. Whilst the validity of the data needs to be strengthened the clear trends should not be ignored. The surveys show that since receiving the quality mark, positive relationships with pupils and teachers have been maintained with pupils feeling engaged with teaching. Pupils feel safe and welcome in school with the vast majority (81.25%) reporting positively to their enjoyment of school.

- 6.9 There was also a majority of pupils reporting positively on Personal Education Plan (PEP) involvement although further work needs to be completed to ensure all pupils know what a PEP is and that all pupils are engaged in the PEP process. The teacher responses are positive, although the CLA governor role needs to be promoted amongst staff in school. The main drawback of the survey is the lack of foster carer engagement and this needs to be improved in future surveys.
- 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 the well-being needs of these pupils will assist schools to developing positive outcomes for all;
 - Schools value the opportunity to share good practice within the cluster groups and meet termly in most cases 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 Cluster meetings and encourage schools to attend and participate in the PDG LAC Cluster meetings;
 - 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;
 - Schools will need to be involved in identifying training needs;
- The CSC and RCT LA would like 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 continued to enable 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 continues to be very well received by those CLA learners identified and has been in increasing demand since the pandemic. The RCT CLA Education Team continue to evaluate the effectiveness of this aspect 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 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 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 ninth 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 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 Schools continue to see the importance of the CLA Friendly Schools training and the CLA Friendly Schools Quality Mark. By the end of the academic year 2021/22, 40 RCT have achieved the quality mark status. The CLA Education Team remain fully committed in ensuring that RCT Schools continue to meet the educational and emotional well-being needs of our CLA learners.

12.3 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 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.
 - 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 the financial years 2020/21 and 2021/22 and have been able to implement innovative and creative resources, strategies and interventions. Overall, the cluster evaluations received from schools (to date for 2020/21) are positive and it is evident that schools have considered the needs and priorities for vulnerable learners within their settings. Evaluations indicate improved emotional wellbeing, improved attendance, improved attitude to learning and improved attainment for our learners. Schools have been required to plan effectively and implement intervention and support during unprecedented times particularly in light of the COVID-19 pandemic. The wider impact that this will have on all learners in RCT schools is still yet to be seen.
- 12.5 Developments within the RCT CLA Education Team are to be seen with the appointment of a Virtual School Head Teacher who will be in post from September 2022.

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

| RCT PDG LAC Funding per Cluster | 18/19 | 19/20 | 20/21 | 21/22 |
|--|-----------------|-----------------|-----------------|-----------------|
| Aberdare Community School | £38,291 | £34,721 | £38,597 | £47,620 |
| Bryncelynnog Comprehensive School | £28,045 | £25,714 | £28,489 | £36,019 |
| Cardinal Newman R.C. Comprehensive | £9,072 | £11,616 | £12,668 | £16,386 |
| Ferndale Community School | £31,081 | £22,581 | £24,973 | £33,342 |
| Hawthorn High School | £18,558 | £23,364 | £25,852 | £27,541 |
| Mountain Ash Comprehensive School | £21,974 | £21,797 | £24,094 | £25,310 |
| Pontypridd High School | £29,943 | £30,805 | £34,202 | £39,589 |
| Porth County Community School | £13,625 | £16,315 | £17,942 | £35,126 |
| Special Schools RCT | £29,563 | £28,063 | £31,126 | £32,449 |
| St John Baptist C.I.W. High School | £11,348 | £12,399 | £13,547 | £21,740 |
| Ysgol Nantgwyn | £21,974 | £19,839 | £21,897 | £30,218 |
| Tonyrefail Comprehensive School | £34,117 | £30,021 | £33,323 | £40,481 |
| Treorchy Comprehensive School | £26,527 | £20,231 | £22,337 | £36,465 |
| Y Pant Comprehensive School | £23,492 | £24,930 | £27,610 | £22,633 |
| Ysgol Gyfun Cwm Rhondda | £8,313 | £10,049 | £10,910 | £19,063 |
| Ysgol Gyfun Garth Olwg | £8,313 | £10,441 | £11,350 | £9,693 |
| Ysgol Gyfun Rhydywaun | £7,933 | £10,441 | £11,350 | £18,171 |
| Ysgol Llanhari | £4,518 | £4,566 | £4,758 | £4,784 |
| Total funding per cluster | £366,686 | £357,893 | £395,026 | £496,630 |

Funding allocations for RCT based on financial year 2018/19, 2019/20, 2020/21 and 2021/22 (as highlighted in paragraph 5.2)

| Funding allocations for RCT CBC based on financial year | 18/19 | 19/20 | 20/21 | 21/22 |
|--|--------------|--------------|--------------|--------------|
| PDG LAC Funding for RCT | £366,687 | £357,893 | £395,026 | £496,630 |
| LA Bursary | £42,592 | £42,654 | £70,983 | £74,490 |
| Outside of Wales (£1,150 per pupil) | £10,350 | £6,900 | £5,750 | £13,800 |

PDG LAC RCT Bursary - Period of Agreement: April 2020 - March 2021

CYTUNDEB GWASANAETH LEFEL / SERVICE LEVEL AGREEMENT

PDG LAC

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

Training and development for adults who support pupils is a priority of the CLA education team. We continue to ensure that the skills and training of the team are developing and we are able to offer additional support to schools and families who support children and young people in care using evidence based approaches to meet the needs of children and young people who have experienced relational and developmental trauma.

In order to achieve this we will continue to offer :-

ELSA for Foster Carers – A five day course which focuses on loss and bereavement, social skills, managing emotions, friendships and self-esteem. This 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.

A new one day training will be available 3 times a year for Foster carers and the focus will be to support Foster carers role in education.

There are members of the team trained to deliver Emotion Coaching 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 offered to foster carers, schools and residential homes. Evidence suggests that Emotion Coached children and young people achieve more academically in school, are more popular, have fewer behavioural problems, have fewer infectious illnesses.

We will continue to focus on Transitions as this can be challenging for children with care experience –We will continue to share good practice and school to school learning. We will support those working with young person to prepare them for the upcoming changes as well as working with individual pupils and seeking pupil voice using personal construct psychology and the ideal school.

We will continue to build on our resources to support CLA Friendly Schools and to provide recognition to schools who achieve gold and silver awards- Looking to develop a lending library for schools.

We have members of our team trained and supervised in Video Interaction Guidance (VIG) is an intervention that focuses on promoting positive relationships. We will continue to offer this by engaging clients actively in a process of change by affirming the positive interactions that are reflected through video footage. This is often focused at

carers but can be used in residential settings and schools. 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).

We have members of the team trained and supervised in Dyadic Developmental Psychotherapy (DDP)- 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). 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).

We will continue to offer Give us a break groups building on the successful pilot- This groups work supports young people who have experienced loss and bereavement in schools, often a need for many of our CLA pupils.

We would like to train 6 adults (ELSAs) in SandStory Skills. Designed for those in supportive roles (such as Teachers, SENCOs, ELSAs, TAs, Nurture Group Leaders, Early Years Practitioners, Behaviour Support workers and anyone else supporting the wellbeing and emotional development of children) Help pupils manage emotional responses and tell their story. SandStory Skills is not a therapy but provides a session structure which ensures practitioners are working safely and respectfully within the remit of their role. These skills harness the child's natural instinct to engage in playful storytelling and gives practitioners confidence to understand and support the storytelling process.

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. This would be to support engagement and avoid exclusions.

As a response to school closures we are providing additional tutoring – for 20 weeks for year 10 and Yr 11 in Maths, English or Welsh. Virtual tutors will deliver an hour each week.

We would like to offer schools the opportunity to provide established programs that work directly with young people to support their self-esteem. Example of this would be Empire fighting chance who offer weekly training and Jamie's farm which offers experiences working on a farm and focusing on developing relationships and self-identity.

Some primary school pupils will be able to benefit from a 6 week package of additional support, such as enhanced ELSA or Enhanced interventions. A sum of money will be provided to schools where pupils are struggling so they can provide access to additional interventions from familiar adults.

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

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. We also want to provide additional access to quality learning experiences through tutor support, to support individuals to remain engaged through LSA support and through targeted projects.

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

56 year 10 and 11 pupils will receive additional tutoring

Up to 20 foster carers can access ELSA training

4/5 families will be able to benefit from DDP approaches or VIG intense work

We anticipate that around 15 schools will be supported through enhanced interventions, specific projects to support groups of young people. Schools will also be supported through transition work and with targeted additional LSA support when a child is at risk of exclusion.

Cofiwch bod angen gwario'r cyllid erbyn y 31ain o Fawrth 2021 70,983
Please note, all funding must be spent by the 31st March 2021

| <p>Rhaglen / Blaenoriaeth Programme / Priority Area</p> <p>Prif Weithgareddau Key Actions</p> | <p>Cyllid Funding</p> <p>Staffio ac adnoddau Staffing & Resources Cost (£)</p> | <p>Cynlluniau i fonitro'r gweithgareddau</p> <p>Planned monitoring activities</p> | <p>Gwerthuso diwedd y flwyddyn 31ain o Fawrth 2021</p> <p>Evaluation Year End Update 31st March 2021</p> | <p>Gwariant gwirioneddol 31ain o Fawrth 2021</p> <p>Actual Expenditure 31st March 2021</p> |
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| <p>Virtual tuition for Year 10 and Year 11 in maths or English. 1 hour a week for 20 weeks.</p> | <p>Yr 10 and 11 For the provision of 20 sessions (one hour of maths and 1 hour of English weekly) for 56 students at a cost of £30ph would be a total of £33,600. Using Cardiff and the Vale tutors 2 EOTAS pupils 1 hour additional tuition in maths or English for 20 weeks £1,294 Using New directions</p> | <p>All sessions are evaluated and progress monitored with regular reports.</p> | | |

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| <p>Packages to support wellbeing and catch up in Primary school.</p> <p>6 weekly sessions with targeted program such as ELSA, maths, literacy etc</p> | <p>Each package for 6 weeks would be £180 and we anticipate that 40 packages could provided £ 7200</p> | <p>Schools to provide details of additional support and these to be evaluated.</p> | | |
| <p>Short term LSA intervention to support engagement either 5 – 10 or 15 hours a week.</p> <p>ASAP after funds are delegated to LA.</p> <p>Autumn and Spring term.</p> | <p>£20000</p> | <p>Feedback and close monitoring by CLA ed team.</p> | | |
| <p>Sand story skills training for 6 Elsas working with CLA pupils</p> | <p>£1800</p> | | | |

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| <p>The SandStory Skills® training is a 2 day in person training. The training offers a complete package of support for participants including:</p> <ul style="list-style-type: none"> • Theoretical and experiential training modules delivered over 2 days (14 hours) including a light lunch. Friday and Monday, 9am-5pm. PLUS • 1:1 online follow up sessions (2x30mins) • Monthly group supervision and coaching (for 1 year after qualifying) • Access to peer support in an exclusive Facebook group • Assessment and certification as SandStory Skills® Practitioner <p>The investment for the SandStory Skills® training package is £300 per person.</p> | | | | |
| <p>Empire fighting chance – to support positive self-image and engagement in school. To promote a sense of belonging. The programme will consist of non-contact boxing, mentoring and personal development</p> | <p>2 hours per week at £37.50 per hour totalling £75.00 20 week duration = £1,500</p> | <p>Companies to provide evaluations and to share engagement of pupils</p> | | |

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| <p>sessions devised to address pre-agreed outcomes on the referral form.</p> <p>A typical session would involve 15 x 3 minute rounds of boxing technique, circuit training, pad work (Covid regulations permitting). Between each round there would be a 1 minute rest period during which the coach would introduce personal development messages around building confidence, resilience and self-esteem.</p> | | | | |
| <p>Training, supervision and resources to develop a lending library. To support the CLA friendly schools with a further 10 – 12 schools. To deliver ELSA, emotion coaching and continue with transition and GUAB projects. Venue costs for training and supervision (Covid permitting)</p> | <p>£5500</p> | <p>Evaluations of training / projects to be provided.</p> | | |
| <p>Additional Printing Costs Mike Church Project</p> | <p>£89</p> | | | |

PDG LAC Cluster Strategic Plan Example 2020/21

| Objective | | Outcome / Intended Impact | | | |
|--|--|--|--|--|--|
| <ol style="list-style-type: none"> To raise achievement and attainment of all CLA pupils. To improve attendance. To support social and emotional wellbeing. To reduce exclusions. High aspirations for all CLA pupils reducing low achievement. | | <p>Outcome/Intended Impact</p> <ul style="list-style-type: none"> CLA pupils to achieve their target grades. All CLA pupils to aim for 100% attendance. All CLA pupils to feel supported socially and emotionally. A safe environment/room established for CLA pupils to use during anxious/emotional periods. Vast amount of resources available to support CLA pupil's academic and social wellbeing. Trained and well knowledgeable key workers to support all CLA pupils. | | | |
| Activities/Actions | Success Criteria | Staff / School | Target Date AI activities to be completed and funding to be spent by 31 st March 2022 | Monitoring and Evaluation | Cost/Resources Breakdown required for each actions. Please base supply costs for a teacher on £165 per day and teaching assistant on £80 per day |
| 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 | <ul style="list-style-type: none"> Track pupil performance in mathematics Up skill pupils with basic mathematics to build confidence Mymaths (Variety of resources to fit all | All cluster schools | Ongoing assessment with a baseline test in Sept 2021 | Teaching Assistants / Designated teacher of CLA / ALNCo / teachers | <p>Mymaths = £355</p> <p>Numicon resources = £225</p> |

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| <p>place to help boost basic numeracy and literacy skills and raise the attainment of all CLA pupils.</p> | <p>needs and abilities of CLA pupils). Package to be used at home as well as in class</p> <ul style="list-style-type: none"> • Numicon resources for CLA pupils to understand the basic number skills. • Literacy Launchpad training for a member of staff to have the knowledge of basic phonics to help CLA pupils improve reading and spelling skills. (School A) • Literacy and Numeracy resources produced for pupils from Twinkle • Spelling Attack resources to help pupils become more confident accurate spellers. • ELIP – Refresher training with school support visits. Revisit of Early Literacy Intervention Programme training for all primary schools focusing on CLA pupils in Years 1 and 2 with resources. (All Primary | | | | <p>Literacy Launchpad training = £340</p> <p>Lit/Num Twinkle Resources = £120</p> <p>Spelling Attack = £590</p> <p>ELI (Early Literacy = £2940 (Primary schools within the cluster)</p> <p>Reading intervention books for all schools = £420 x 8 = £3360</p> <p>Gigglets for all primary schools within the cluster. School B - £1200 School C and D = £2800 School E = £1800</p> |
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| | <p>schools within the cluster)</p> <ul style="list-style-type: none"> • Reading interventions/resources to support the ELIP. Schools have requested books within the programmes of Project X, Rigby Star, Dockside, Story World, Rapid Reading. • Gilets online literacy Resource to help CLA pupils improve development in literacy. | | | | <p>School F = £1800 School G = £1200 School H = £1200</p> |
| 2. To improve attendance | | | | | |
| <p>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.</p> | <ul style="list-style-type: none"> • Strategic plan is put in place for data collection • Identified data has been agreed by CLA workers to share and disseminate (GDPR discussed) • Pupils show progress in at (attendance, wellbeing, academic, engagement, Safeguarding etc.) This can be monitored through class charts, Boxall and PERMA. • One Page Pupil Profiles are in place | <p>All cluster schools.</p> | <p>Ongoing</p> | <p>Teaching Assistants / Designated teacher of CLA / ALNCo / teachers</p> | <p>Class Charts = £4449.52 (School A)</p> <p>Boxall Profile = Primary Schools £30 x 7 = £210 School A £100 x 1 = £100</p> |

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| | <p>and have been agreed with the child and home.</p> <p>Pupils transitioning from Year 6 take their One Page Profile</p> | | | | |
| 3. To support social and emotional wellbeing. | | | | | |
| <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>Boost There is much discussion taking place on the impact of COVID-19 on pupils' wellbeing, as well as their literacy skills. The question is how are we going to address the challenge and help pupils to recover? We have developed a targeted, strategic solution that we call 'Boost'. Boost has improving pupils' literacy levels at its heart, as well as improving our pupils'</p> | <ul style="list-style-type: none"> • Pupils attended LEGO therapy at least once a week. • Cluster staff member attends LEGO therapy training held in house. • Lego resources are purchased and audited to the effectiveness of these resources. • ELSA resources to support transition from primary to secondary. Lets talk cards, Blob tree books and cards, transition games. • Pupils show improvements in in at least 1 area (attendance, wellbeing, academic, engagement etc.) • As we lost out on transition between primary and secondary this year due to Covid and we aim as a | <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 = £247.50</p> <p>Sensory resources to help with anxieties and stress = 8 x £100 = £800</p> |

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| <p>wellbeing, including self-image and confidence. Boost is a resource that:</p> <ul style="list-style-type: none"> · Provides a comprehensive set of guidance materials and reading based resources that can be used at whole class, group and individual pupil level. · Is based on contexts relating to wellbeing issues that particularly affect pupils at these times. · Focuses on developing each reader's voice as well as the important skills of self-monitoring and checking. It has a clear emphasis on the importance of talking after reading. · Supports teachers with a clear Boost structure that can also be used by teaching support staff. · Focuses on how we can improve reading skills using texts that can contain issues relating to well-being, empathy and personal growth. | <p>cluster to increase the transition sessions between schools and make a closer link with CLA pupils throughout the year rather than at the end of 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 School A to visit the primary schools to work with their Cla pupils and for them to also come to School A for periods of time over the year to work on our site to get familiarise themselves with the environment.</p> <ul style="list-style-type: none"> • Boost training to help support wellbeing as well as literacy skills. (One Primary school have already had initial training so the cost for this school is £100. All other primary schools £495 each) | | | | <p>Boost training = $£495 \times 6 = £2970 +$ $£100 \times 1 = \text{£}3070$</p> |
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4. Trained and well knowledged key workers to support all CLA pupils

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| <p>Cluster CLA group has been established and training is identified to access as a group.</p> <p>Virtual training (Half day)</p> <p>CLA Friendly schools Level 1, 2 and 3 training.</p> <p>Children Looked After Friendly School Level 2</p> <p>Children Looked After Friendly School Level 3</p> <p>(Awaiting on further training courses to be confirmed)</p> | <ul style="list-style-type: none"> • CLA group to meet three times a year to discuss and monitor progress of the CLA interventions and programmes. • 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. CLA group discuss transitions between primary and secondary schools. • To ensure PEP's are up to date and accurate for transition and ready to be used as a working document. • Secondary school DT of CLA to attend CLA Review meetings of Year 6 pupils. • CLA Cluster group to attend training as a cluster from CSC to ensure all schools have the same training and knowledge to help | <p>All cluster schools</p> | | <p>Designated person for CLA</p> | <p>School E supply cover £82.50 x 3 = £247.50</p> <p>School to cover other costs for staff to attend courses.</p> |
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| | <p>pupils with transitions between schools.</p> <ul style="list-style-type: none"> Cluster CLA Passport has been devised and is used as a working document. CLA workers have agreed the PCP and One Page Profile formats. | | | | |
| 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. That access arrangements are in place for any CLA pupil with additional learning needs.</p> <p>Testing and tracking of all CLA pupils. This can be see 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 PEP 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"> Testing for Access Arrangements to be put in place. Lucid Exact and Rapid. Sandwell Early numeracy test to assess all CLA pupils ability in numeracy. Incerts online to monitor and track progress of all CLA pupils. Dyslexia screening profile | <p>School A</p> <p>All cluster primary school's</p> <p>3 Primary schools (School B ,F and G)</p> <p>School E</p> | <p>Twice a year</p> <p>Termly</p> | <p>Designated person of CLA / ALNCo</p> | <p>Lucid Exact £500</p> <p>Lucid Rapid = £400</p> <p>Sandwell Early Numeracy test = $£395 \times 6 =$ £2370</p> <p>Incerts = School B = £850 School G = £850 School F = £1500</p> <p>Screening profile £70</p> |



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| speed, handwriting speed, typing speed). | | | | | |
| | | | | Total Spend | £33,894.52 |

Evaluation Pupil Development Grant for Looked After Children 2020/2021

1. Cluster

School Cluster A

2. Local Authority

Rhondda Cynon Taf CBC

3. Areas of Focus

Trauma Informed UK (TISUK); CLA Friendly Schools Quality Mark; THRIVE;

4. Summary of plan 2020-2021

Schools to continue to work towards CLA Friendly Status

Embed and develop Thrive as a wellbeing support tool

Develop Trauma Informed schools provision

Schools to engage with Perma model as a way of tracking pupil wellbeing

5. Student Voice Quote

"The rugby is great and they are easy to talk to"

"I like school, I really like being outdoors and learning"

"I enjoyed going to do play with Kelly"

6. Staff Quote

"It's amazing achieving the platinum award for CLA schools. I believe we now know how to help CLA pupils achieve better outcomes"

"It has been the best course done in a long time and it really made me think"

"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."

7. Have there been any opportunities for partnership working (e.g. school to school, external agencies). Please detail below.

Working with external agencies through MDT meetings weekly through lockdown. Special school heads met with heads of services to ensure pupils weren't impacted, the hubs worked together to ensure all vulnerable pupils had needs met, including services such as physio, OT, going to children's homes to provide services. During the hub up to 92% of pupils had some time in school per week.

CLA pupils have benefited from working with the CLA team, creating a Graphic Novel .

Very close support for parents this year through lockdown and blended learning



8. Please show impact of work on CLA pupils during 2020-2021.

All pupils shown improvement on assessment data in line with their peers e.g., B squared. Pupils improved in literacy, and numeracy. Learner engagement has been high due to interventions. Attendance has been good despite lockdowns. Hubwork and blended learning was vitally important, and the new wellbeing areas having a positive impact on pupil wellbeing, enabling them to develop self-regulation skills. This helped ensure that the majority of care placements continued positively throughout the year.

One of pupils was elected the Sports Champion in their annual awards and was recognised for his attitude and progress.

The use of Trauma Informed Approaches has led to improved behaviour and reductions of incidents in lessons.

The use of Motional as an assessment package has given programmes for young people and given staff activities to follow, all pupils have made progress using this



Evaluation Pupil Development Grant for Looked After Children 2021/2022

1. Cluster

School Cluster B

2. Local Authority

Rhondda Cynon Taf CBC

3. Plan Effectiveness

Effective

4. Context

PERMA - All cluster schools were involved in the Cluster Wellbeing project PERMA. Wellbeing & CLA leads from the cluster regularly attended meetings to discuss the progress and the use and impact of PERMA and ELSA intervention on our vulnerable learners.

Impact - The 'At Risk' pupils (8 pupils) whose questionnaire responses raised concerns regarding their wellbeing were targeted for support and intervention once a week by our ELSA teacher for 6 weeks. At the end of the 6 week intervention out of the 8 pupils that were identified for targeted support 5 were no longer 'At Risk'. 50% of the 8 pupils had improved on every wellbeing pillar, of the 3 pupils that were still 'At Risk' 1 pupil had improved by +4 in their positive emotions and decreased their negative emotions by -4. The 'At Risk' pupils whose questionnaire responses raised concerns regarding anxiety and worry were targeted for support and intervention once a week by our Emotional Literacy Support Assistant during the summer term. ELSA - Due to the emotional and wellbeing support provided for targeted vulnerable pupils, nearly all of these pupils now focus on their learning in class to achieve their full potential and show improved levels of enjoyment and attitudes to learning. There are currently 3% of pupils accessing ELSA sessions with 2% attending drop-in sessions. A safe and relaxing area have been set up and located in the Foundation Phase for these pupils and additional resources purchased to support the vulnerable learners.

5. Student Voice Quote

"I like PERMA, I think it's a good thing to do".

"It recognises people's emotions which is good".

"We all need to do PERMA".

"I think PERMA should be done more often because it's hard to remember how you have been feeling".

"We need a worry box in each class so that the whole class won't know how I'm feeling just my teacher".

"Its good to talk when I'm worried". (ELSA)

"When I was angry, I could use drawing and colouring to calm me down". (ELSA)



6. Staff Quote

"Perma has been a really good tool to track the vulnerable pupils that are experiencing negative emotions which would be a barrier to their learning". PERMA & ELSA support teacher.

"The children are more able to self manage their emotions through the strategies that are used in the ELSA sessions". ELSA

7. Have there been any opportunities for partnership working (e.g. school to school, external agencies).

Cluster PERMA project

Enfys consultation to support staff with strategies for CLA pupils.

Working with CAHMS and an introduction to the new In Reach SHINE programme.

Whole School Approach to Emotional and Mental Wellbeing pilot project

Training provided to schools utilising PDG LAC 2018/19, 2019/20, 2020/21 and 2021/22

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

List of Training Provided to Schools as per of PDG LAC 21/22

Enhancing Teacher Well-being to Help All Learners
Anxiety in Children
Attachment Difficulties Training
Children Looked After Friendly Schools Level 2
Children Looked After Friendly Schools Level 3
Observational Checklist Training
Relationship Based Play - Supporting Pupils with Attachment Difficulties
Supporting Successful Transition
ACE's - Assessment, Adoption and Learning: Adoption UK
Playing with Words: Action & Narrative Techniques to help emotional and mental wellbeing
The role of Key Adults with vulnerable pupils in educational settings
Psychological First Aid for Children - Supporting Children with Emotional and Behavioural Distress
Building Emotional Health in Childhood

Evaluation of the CLA Friendly Schools Quality Mark 2020/21

A review of the CLA Friendly Schools Quality Mark in Rhondda Cynon Taf

The current research was interested in exploring the views of students, school staff and parents/carers from schools that have achieved the CLA Friendly Schools Quality Mark status. The aim of this research was to review the impact of achieving CLA friendly school quality status on the school's knowledge base. School staff and carers understanding of their role supporting CLA pupils – as well as the pupils understanding of the support available for them was questioned.

The information was collected using an online survey, we reviewed the process to identify strengths and suggest recommendations when measuring the impact of achieving the CLA friendly schools Quality Mark for children and young people, carers and teachers.

Introduction

[Section 22\(3\) of the Children Act 1989](#) sets out the general duty of the local authority looking after a child to safeguard and promote the welfare of the child (Children Act, 1989). Both the rate and number of children in care in Wales has been increasing in recent years. As of 31st of March 2020 there were approximately 7,172 children looked after in Wales, this number continues to rise (Wales Centre of Public Policy, 2020).

The poor educational outcomes of children looked after has been documented within the literature (Ferguson 1966; Jackson 1987). Children who are looked after are much less likely than others to do well in school, and less still to go on to further and higher education. On average, CLA children have poorer academic outcomes compared to their peers, with the gap widening as they progress through school (O'Higgins et al, 2015). A recent study suggests that CLA pupils aged 16 on average score 43% lower in GCSE exams than their peers (McDonald, 2020). In addition, the challenges they face in their lives - identity, place, safety, love and encouragement – often take precedence over their ability to focus on academic achievements. Therefore, a lack of understanding, support and planning for the education of children looked after can further compound existing problems and miss an opportunity to help improve the wellbeing, future prospects and self-esteem of vulnerable learners.

There are a number of supports available to children who are looked after in education. Highlighting the significance of The Designated Person for CLA in schools, in supporting the child or young person and communicating their needs to all individuals involved is a key. This is a statutory role in every school. This includes ensuring that Personal Education Plans (PEP's) are in place and reviewed, as well as providing targets for improvements in attainments and wider educational outcomes. All looked after children (except those in respite care) are required to have a Personal Education Plan or 'PEP' (O'Higgins et al, 2018). The PEP complements Care Plans, with a specific focus on promoting and prioritising education This provides opportunity for meaningful, constructive and sensitive involvement of children in the process of producing and reviewing PEPs (Hayden, 2005).

The child or young person should be involved in each conversation and decision made by external agencies, particularly those in relation to personal and academic development. Their thoughts and opinions should be reflected by an appropriate adult and the next steps shared with the child or young person. Harker et al. (2004) reported that only 42% of the young people in their study had heard of PEPs. Following interviews

with the young people involved, it was felt that they did not feel part of the process. There is limited research that captures and records the voice of the school, parents/carers and CLA pupils relating to their knowledge and experience of having a PEP, the individuals involved and the processes in place.

This small scale evaluation may support our knowledge and understanding of teachers and pupils awareness of the key individuals involved in the care and support of CLA pupils, and the knowledge the children and young people have regarding the process in place to support them.

Background

RCT are committed to improving outcomes for CLA children, and a joint project was commissioned and developed between Rhondda Cynon Taf and Merthyr Tydfil. The project began in 2016/17, with the aim to 'promote good practice within schools and educational settings and achieve a shared vision and ambition for supporting CLA learners and improving outcomes'.

The project comprised of 3 elements, including

- 1) The use of a CLA handbook to support schools and settings,
- 2) training that reinforces the practices in the handbook, and ;
- 3) the CLA Friendly Schools Quality Mark, achieved by schools evidencing a high standard of practice for CLA Pupils.

The 'CLA Friendly Schools Quality Mark' can be awarded to a school that is able to evidence a high standard of practice for CLA (Children Looked After) pupils. The Quality Mark is based on a set of 44 indicators, these can be found in the CLA Friendly Schools Handbook. These are based on the **3** themes for making a school CLA Friendly. These themes were:

- **Whole school systems & practice**
- **Preventative approaches & building resilience**
- **Responsive strategies to support CLA presenting with more challenges**

The current research aimed to explore the views of school staff, children/young people and parents/cares from 12 schools who achieved Quality Marks Status in Rhondda Cynon Taf in 2019 - 20. In doing so, this project aims to capture the pupil, teacher and parent/carer voice in regards to the whole systems and practice that supports the development of CLA Pupils.

Methodology

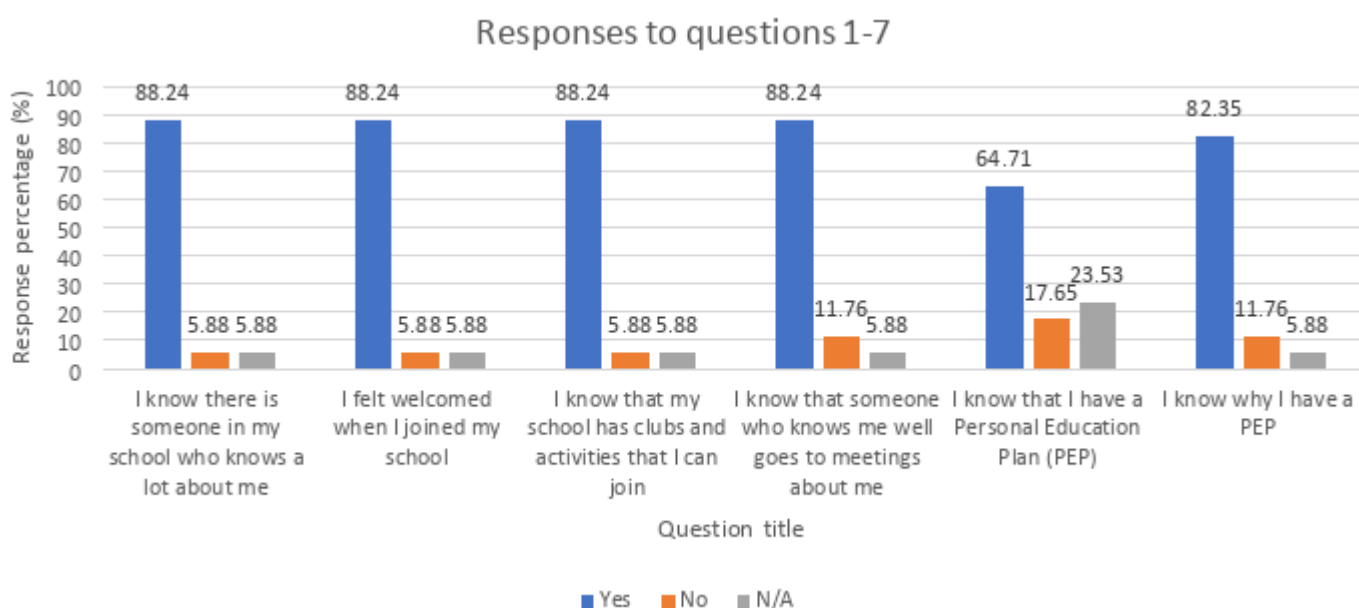
Two links to a survey for teachers and pupils was sent out to a total of 12 schools in Rhondda Cynon Taf that had achieved the Quality Mark status in 2019/20. This link would send the schools to a Survey Monkey site, where they were able to submit their views. In total, 48 responses were returned by school staff, 17 by school pupils and 1 by a parent/carer. The school staff survey comprised of 12 questions, the pupil survey 15 questions and the parent/carer survey also had 15 questions. The answers required were either 'yes' or 'no' in agreements/disagreement with the question or there was an option to 'add a comment' in response.

The surveys were anonymous. Schools were tasked with encouraging CLA pupils to complete the survey sent to them. In addition, the CLA Education Team sent out the survey link to all carers/parents of pupils in the cohort for 2019/20.

Results

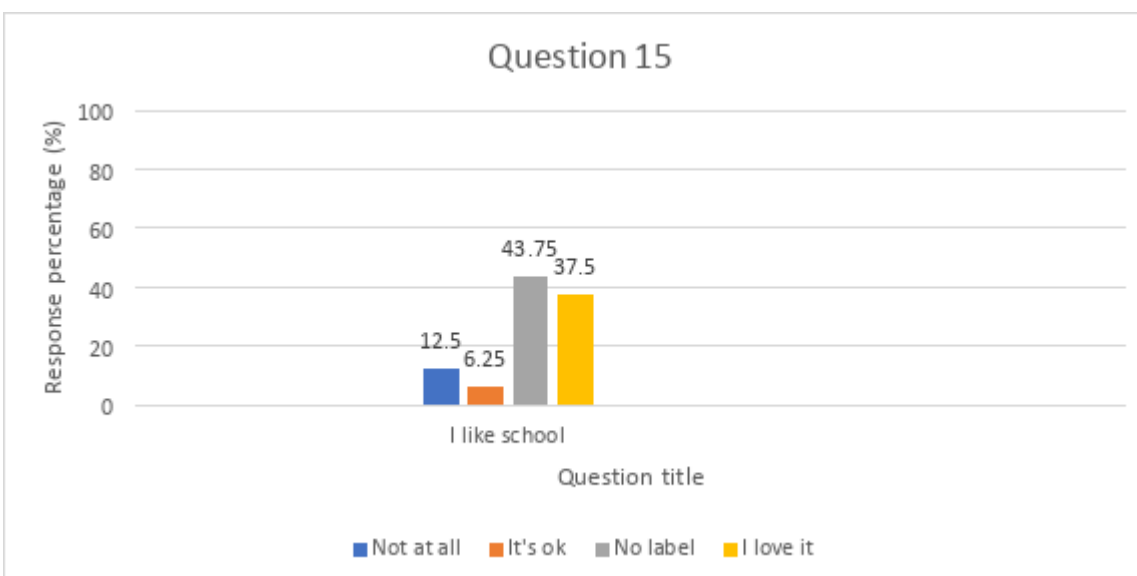
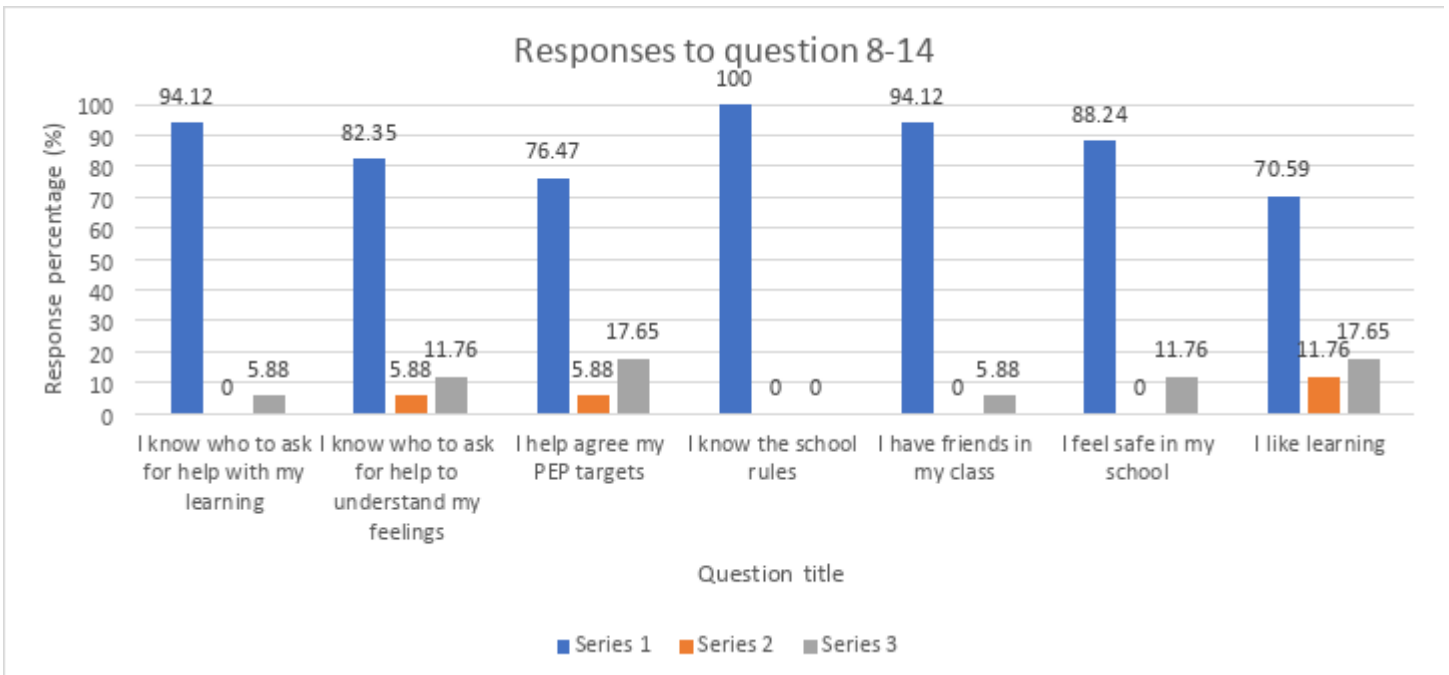
The results section is split into two sections: Pupil responses and Teacher responses. The graphs shows the percentage of responses for each question.

Pupil Responses



These are the results for the first 7 questions. There was an average percentage of positive feedback with 83.34% responding 'yes'. In comparison, the average percentage for answering 'no' was just 8%. The questions regarding PEPS show the lowest percentage of positive responses with a clear increase in n/a.

The graph below shows the responses to the following 7 questions. The average percentage of positive responses is 86.56%. The lowest positive response was the one regarding whether the pupils like learning, with 70.59% saying 'yes'. The highest positive response was measured on whether pupils were aware of the school rules to which 100% of respondents said 'yes'.

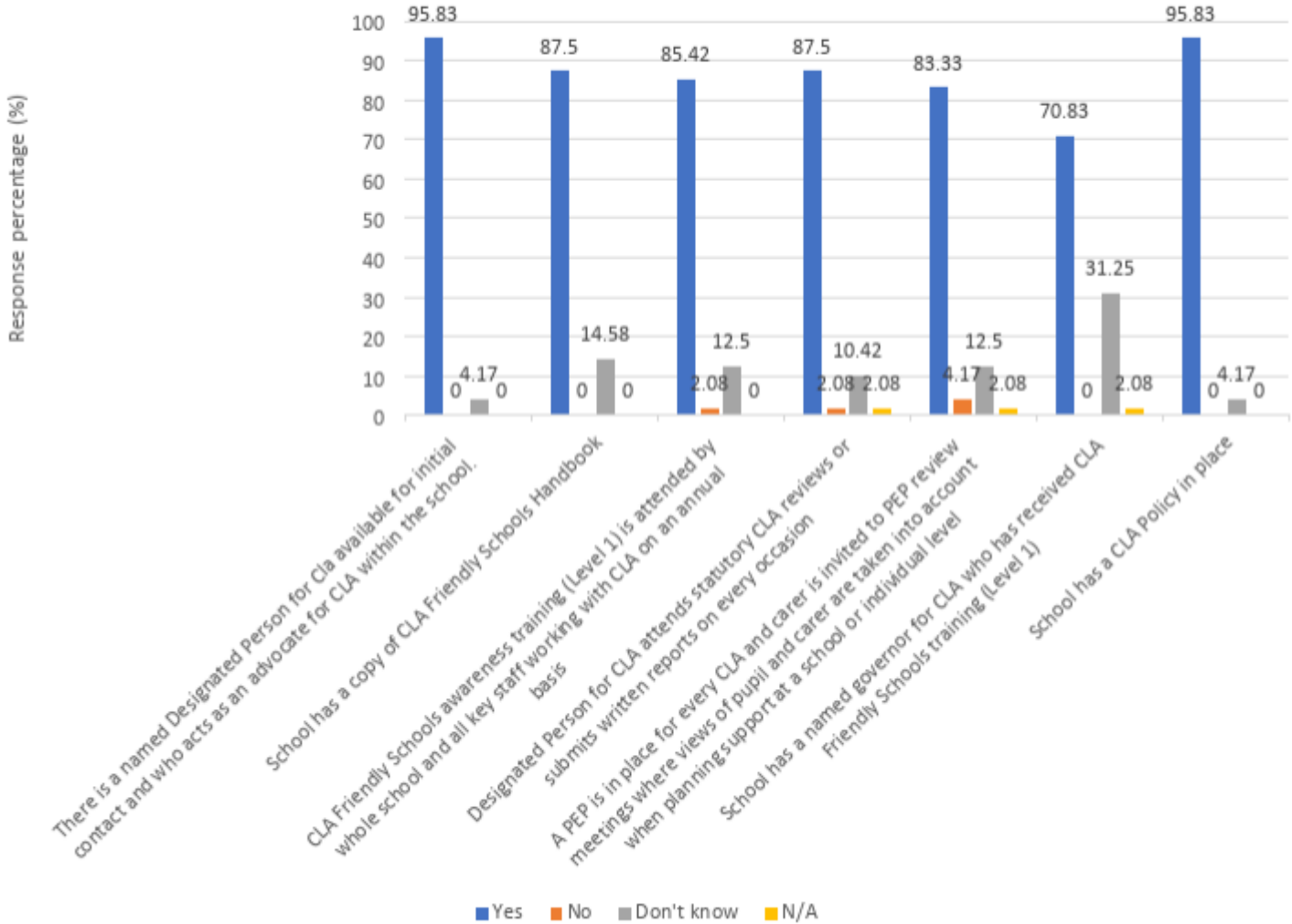


Question 15 was the only question that used a Likert scale and so has been displayed individually. Once again, the results are more positive than negative with 37.5% of pupils

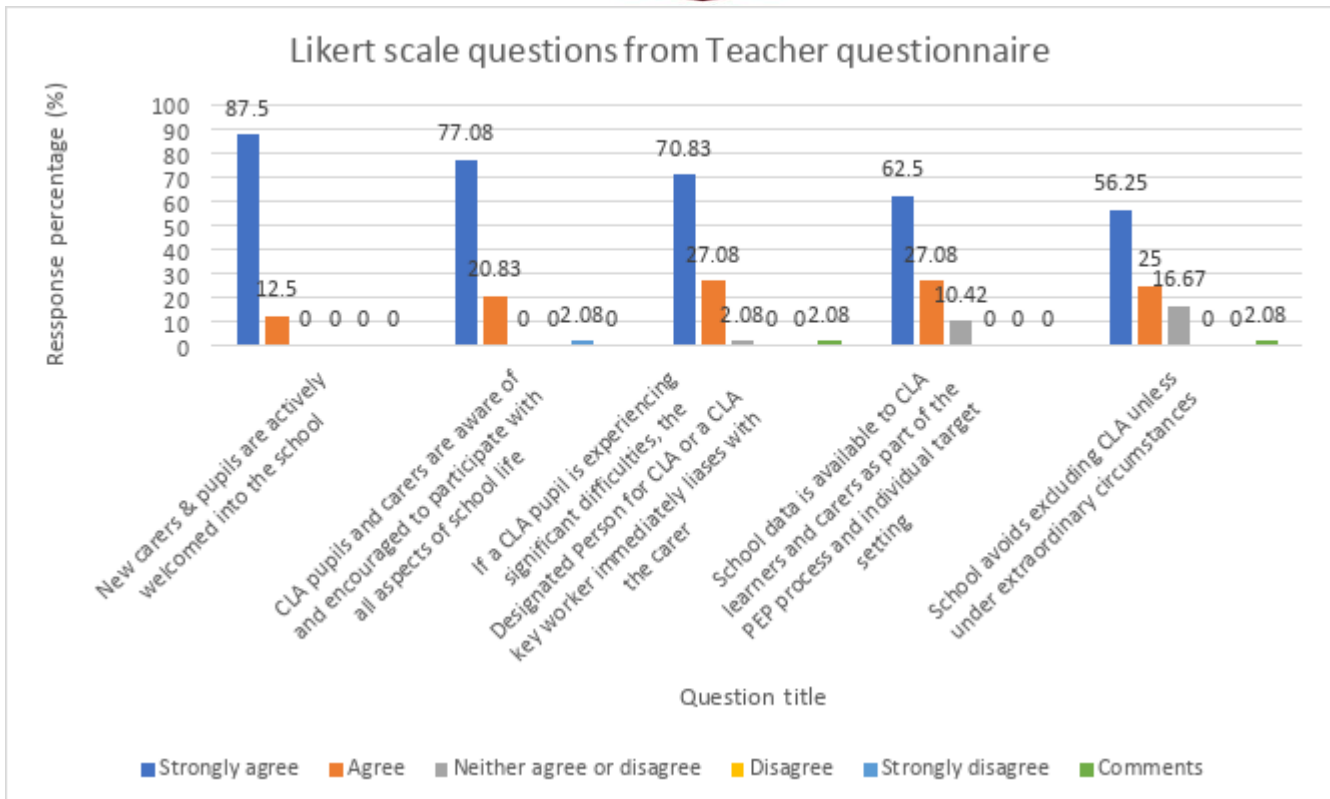
saying they 'love' school. This is twice as much as the more negative responses with 12.5% responding 'not at all' and 6.25% saying 'it's ok'. 43.75% rated school as better than OK but not quite loving it.

Teacher responses

Polar questions from Teacher questionnaire



This graph shows the responses to the questions in the format of 'yes', 'no', 'don't know' and 'n/a'. The responses are very positive with an average 'yes' score being 86.61%. The responses with the highest percentage of positive responses are those regarding a named designated person for CLA as well as whether there is a CLA policy in place. This highest 'no' percentage was on whether there is a PEP in place for every CLA with 4.17%. This is still very low which is a positive. The highest percentage of 'don't know' responses related to whether there is a named governor for CLA with 31.25% responding 'I don't know'.



This graph shows the responses to the Likert scale questions. Once again, most responses are positive, with an average of 70.83%. There is also the positive response of ‘agree’ which gives an average of 22.5%. The most positive response was to the active welcoming of new carers and pupils where 100% of answers were either ‘strongly agree’ or ‘agree’. The most mixed response was to avoid excluding CLA pupils except for extraordinary circumstances where 81.25% of responses were either ‘strongly agree’ or ‘agree’, 16.67% answered ‘neither agree or disagree’ which is the highest from any question.

Findings

The pupil responses were largely positive, with the most positive response being chosen 81.67% of the time. The most positive response was to whether pupils know the school rules with 100% of pupils responding ‘yes’. The least positive response was for question 6 with 64.71% of pupils responding ‘yes’ to whether they know that they have a PEP.

The teacher responses were also largely positive with 80% of responses being the most positive choice. The most positive response was question 4 which asked if new carers and pupils are welcomed into the school with 87.5% of responses ‘strongly agreeing’ and 12.5% being ‘agree’ and so 100% of responses were positive. The least positive response was to whether there was a named CLA governor in the school with 70.83% of responses being ‘yes’ and 29.17% being ‘N/A’.

The single foster carer participants responded positively on every question except for the one regarding exams as their child is too young for them.

Discussion

The results from the pupils show a largely positive view of their school. This is particularly good for the questions surrounding safety and feeling welcomed as it points to a positive teacher-pupil relationship. Furthermore, the positive responses to the questions regarding PEP is also promising as it suggests children are actively involved in their own PEP and their thoughts towards what would benefit them is being listened to. For CLA pupils this is especially important due to their vulnerability to poorer educational outcomes.

For schools who have received the quality mark we would expect most responses to be positive as these practices need to be observed in order to obtain the quality mark, against the criteria listed on the Quality mark criteria document (Children Looked After Friendly Schools Handbook, 2017). Despite the overwhelming nature of the positive responses, it is important to draw attention to the negative responses. In particular, the inconsistencies surrounding the questions about PEPs. This can be seen with one pupil who responded 'no' to whether they knew about having a PEP but then responded 'yes' to whether they agree their PEP targets. Whilst this is only a small number, this suggests a level of miscommunication or a lack of understanding.

The results from the teacher's questionnaire is similar to that of the pupils with most results being positive. The validity of the results could also be questioned due to the time disparities taken to complete the questionnaire. Whilst there will be a natural disparity between the time taken to answer questions between individuals, the quickest times of under a minute also relate to the most positive answers being chosen for each question. This could be completely accurate and representative of the quality of the schools however, it could also be participants rushing through and selecting the seemingly best answer on every question without any consideration.

The results from the foster carers have not been put into the results due to there being only one respondent. This questionnaire was sent to all foster carers of CLA registered pupils attending the cohort for 19/20. This means that there is very little to take from the data as no themes can be determined. One reason for this could be the time in which the survey was sent out. As it was sent at the end of the school year, exams and end of year projects would lead to added stress and less time for the carers which could have led to the lack of responses. In future, sending the survey out earlier in the year may be beneficial and get more responses which in turn leads to more data to draw trends and conclusions from.

The use of a further small-scale study using semi-structured interviews to gain a more in-depth insight could be an aim of future research as this would allow more data to be collected, particularly with foster carers and pupils.

Summary

In summary, the small-scale evaluation drew largely positive responses from both pupils and teachers. Whilst the validity of the data needs to be strengthened the clear trends should not be ignored. The surveys show that since receiving the quality mark, positive relationships with pupils and teachers have been maintained with pupils feeling engaged with teaching. Pupils feel safe and welcome in school with the vast majority (81.25%) reporting positively to their enjoyment of school.

There was also a majority of pupils reporting positively on PEP involvement although further work needs to be completed to ensure all pupils know what a PEP is and that all pupils are engaged in the PEP process.

The teacher responses are positive as well although the CLA governor role needs to be promoted amongst staff in school.

The main drawback of the survey is the lack of foster carer engagement and this needs to be improved in future surveys.

Appendix 8

CYTUNDEB GWASANAETH LEFEL / SERVICE LEVEL AGREEMENT

PDG LAC evaluation

Cyfnod y cytundeb: Ebrill 2020-Mawrth 2021

Period of Agreement: April 2020 - March 2021

| | |
|---|-----------------------------|
| Awdurdod Lleol Local Authority | RCT |
| LACe | Hannah Bevan/ Donna Hughes |
| Prif Swyddog Lead Officer | Kerry Webster |
| Manylion Cyswllt Contact Details | Kerry.webster@rctcbc.gov.uk |

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

The CLA Ed team are building skills and confidence with those who work with and support the education of CLA children. We continue to provide a range of training opportunities to support a better understanding in how best to support the learning of children who have experienced developmental trauma and those who are looked after. A further 11 schools completed this process and achieved the award at either gold or platinum level.

We continue to promote and model evidence based approaches and work with a range of key adults including foster carers.

We provided

ELSA for Foster Carers – A five day course which focuses on loss and bereavement, social skills, managing emotions, friendships and self-esteem. This 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.

A new one-day training was available for Foster carers and the focus will be to support Foster carers role in education.

There are members of the team trained to deliver Emotion Coaching based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience. We were able to provide 6 sessions of emotion coaching for school staff and 1 for foster carers.

We continued to focus on Transitions as this can be challenging for children with care experience and despite the challenges of lockdown were able to share good practice and encourage school to school learning through the designated persons training and through the CLA quality mark. We provided resources so schools could support children preparing for a transition as well as working with individual pupils and seeking pupil voice using personal construct psychology and the ideal school.

We continued to build on our resources to support CLA Friendly Schools and to provide recognition to schools who achieve gold and silver awards- We have developed some resources that we will make available to lend to schools and foster carers.

We have a member of our team trained and supervised in Video Interaction Guidance (VIG), an intervention that focuses on promoting positive relationships. We continue to offer this by engaging clients (foster carers) actively in a process of change by affirming the positive interactions that are reflected through video footage. 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). We want to develop this further and an interest group of other people trained is being established. Covid restrictions has had an impact on our ability to work in schools but this is again being offered and work continues with several families.

We have members of the team trained and supervised in Dyadic Developmental Psychotherapy (DDP)- 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). This approach has been well evaluated with foster carers and adoptive parents and recently elements of this model have been successfully introduced within residential childcare (Becker-Weidman and Hughes, 2008). This approach underpins all our practice and we have developed a parenting with PACE course that will be available to foster carers in the summer term 2022. The whole team will be available to complete level 1 DDP and the two psychologists continue to have supervision to support continued practice.

We continued to offer Give us a break groups building on the successful pilot- This groups work supports young people who have experienced loss and bereavement in schools, often a need for many of our CLA pupils. A further intervention is planned in September in response to a critical incident that occurred in a secondary school,

We trained 6 adults (ELSAs) in SandStory Skills. Designed for those in supportive roles (such as Teachers, SENCOs, ELSAs, TAs, Nurture Group Leaders, Early Years Practitioners, Behaviour Support workers and anyone else supporting the wellbeing and emotional development of children) We targeted ELSAs and TAs who worked with CLA pupils. This approach helps pupils manage emotional responses and tell their story. SandStory Skills is not a therapy but provides a session structure which ensures practitioners are working

safely and respectfully within the remit of their role. These skills harness the child's natural instinct to engage in playful storytelling and gives practitioners confidence to understand and support the storytelling process. It has been well received by those who completed the training and the schools they work in.

Short term LSA intervention – We have provided funds available to give additional support to those individuals who are finding a particular time of their life/education difficult or who are managing a difficult transition. This support has encouraged engagement in school and avoided exclusions.

As a response to school closures we provided additional tutoring – for 20 weeks for year 10 and Yr 11 in Maths, English or Welsh. Virtual tutors delivered an hour each week. This has been well received/positively evaluated and will continue next year with an extension to year 6. We extended the offer to the summer term for pupils who wanted it.

We were able to offer schools the opportunity to provide established programs that work directly with young people to support their self-esteem. One school benefitted from Empire fighting chance interventions for a group of students in the form of weekly training and we offered a session of days to Jamie's farm - which offers experiences working on a farm and focusing on developing relationships and self-identity for a group of 4 young people. All enjoyed these experiences

We wanted to provide some primary school pupils a 6-week package of additional support, such as enhanced ELSA or Enhanced interventions. A sum of money was available but due to Covid this was not feasible and will be available for next year.

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

The training and resources provided by the bursary fund supported 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 promote and advocate for CLA pupils and work to ensure they receive good educational experiences and opportunities. The bursary enables us to provide high quality, research-based approaches that schools, children and young people enjoy and that are different to those often available to them in school.

We recognise the importance of the care given to our vulnerable learners and value the role of foster carers and we were able to support them in their work to provide positive change though training and providing resources.

We aim 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 benefit CLA and other vulnerable children in the future.

We have been able to provide additional access to quality learning experiences through tutor support, to support individuals to remain engaged through LSA support and through targeted projects.

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

The CLA Education Team promotes and encourages schools across RCT to achieve the CLA Friendly Schools Quality Mark. The CLA Friendly Schools handbook has been updated and distributed to all schools electronically.

Over 40 foster carers attended ELSA training/ supporting education and emotion coaching

8 families benefitted from DDP approaches or VIG intense work

Over 15 schools were supported through enhanced interventions, specific projects to support groups of young people. At least 10 schools were also supported through transition work and with targeted additional LSA support when a child is at risk of exclusion.

In response to the disrupted educational experience due to COVID -19, PDG LAC money has provided an offer of online tuition in Maths or English for all Key Stage 4 pupils taking exams. We extended this offer to some younger year groups where a need was identified. Online tuition began in October 2020 and continued until May 2020.

14 year 11 students have continued Tuition with a further 3 being provided with additional tuition in a second subject from January.

24 Year 10 students received Tuition with a further student being offered both English and Maths in January.

4 year 9 students, 3 year 8 students and 2 year 7 students have engaged with tuition since January.

During the Summer term 2020 there was a further offer for Year 6 students to have 10 sessions of Maths or English tuition to support transition to Key stage 3.

25 students accepted this offer. Feedback from tutors is positive and we are currently evaluating this support with foster carers and pupils.



Cofiwch bod angen gwario'r cyllid erbyn y 31ain o Fawrth 2021 70,983
Please note, all funding must be spent by the 31st March 2021

| Rhaglen / Blaenoriaeth Programme / Priority Area Prif Weithgareddau Key Actions | Cyllid Funding | Cynlluniau i fonitro'r gweithgareddau Planned monitoring activities | Gwerthuso diwedd y flwyddyn 31ain o Fawrth 2021 | Gwariant gwirioneddol 31ain o Fawrth 2021 |
|--|---|--|---|--|
| | Staffio ac adnoddau Staffing & Resources Cost (£) | | Evaluation Year End Update 31st March 2021 | Actual Expenditure 31st March 2021 |
| Virtual tuition for Year 10 and Year 11 in maths or English. 1 hour a week for 20 weeks. | Yr 10 and 11 For the provision of 20 sessions (one hour of maths and 1 hour of English weekly) for 56 students at a cost of £30ph would be a total of £33,600. Using Cardiff and the Vale tutors 2 EOTAS pupils 1 hour additional tuition in maths or English for 20 weeks £1,294 Using New directions | All sessions are evaluated and progress monitored with regular reports. | Small scale evaluation completed and shared with Childrens services. | £20,400 |

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| <p>The provision of 1.5 hours per week for 10 weeks online English/Literacy or Maths/Numeracy tuition for 9 Y6 students TOTAL 135 hours x 30 £4050 total</p> | <p>All sessions are evaluated and progress monitored with regular reports.</p> | <p>Evaluation completed</p> | <p>TOTAL 135 hours x 30 £4050 total</p> | |
| <p>Each package for 6 weeks would be £180 and we anticipate that 40 packages could be provided £ 7200</p> | <p>Schools to provide details of additional support and these to be evaluated.</p> | <p>This did not take place due to Covid, difficulties in breaking bubbles and children not being consistently in school.</p> | <p>Spend Nil</p> | |
| <p>£20000</p> | | <p>Pupils supported joined a school successfully and/</p> | <p>Pontypridd High Year 8 £3174 Pontypridd year 9 5 hours for 20 weeks £3180</p> | |

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| | Feedback and close monitoring by CLA ed team. | or remained in school. Attendance and engagement improved. | Treorchy Primary Year 5 6 hour support a week 3 hours for 12 weeks £1702 | |
| | | | LLantwit Major school Year 11 Amelia trust farm placement £3230 | |
| | | | Tonyrefail Year 10 15 hours a week support for 10 weeks £4560 | |
| | | | Vale of Glamorgan Year 9 Bryncelynnog 10 hours for 6 weeks of managed move. £578 | |
| | | | RCT CLA pupil Year 3 Newport school to support transition into new placement and school. 15 hours for October, November, and December £4,042 | |
| | | | Year 4 pupils Cwmdar to support transition into school Year 2 pupil £905 | |
| | | | Gwauncelyn Primary School for June/July 2021. For 10 hours for 10 weeks at £10.00 £1000 | |

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| | | | <p>Virtual Tuition - Yr 11 in monmouthshire to support transition and provide education as awaiting placement in PRU.</p> <p>£30 x 50 hours =£1500</p> | |
| | | | <p>Yr 9 in RCT – to support transition into school</p> <p>£30 x 60 hours =£1800</p> | |
| | | | Actual spend £25671 | |
| £1800 | Evaluations of training and feedback from participants. | <p>6 ELSA participants (a members of the CLA team and a student)undertook the training and completed the course.</p> <p>Feedback from the course was positive and all those who participated used</p> | £1440 | |

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| | | the skills and approaches in their daily work. It provided support for CLA pupils and incorporated into a key worker approach. | | |
| 2 hours per week at £37.50 per hour totalling £75.00 20-week duration = £1,500 | Companies to provide evaluations and to share engagement of pupils | Awaiting feedback from school. | £1500 for a group of pupils and Ysgol Nant Gwyn. | |
| CLA certificated and displays | Evaluations of training / projects to be provided. CLA friendly school quality mark evaluation undertaken with carers. Teachers and pupils. Elsa feedback from foster carers positive. | CLA Friendly school evaluation complete. Training well received and more requested from training unit. GUAB intervention pilot reviewed and intervention has been offered in one school. | £ 322 Certificates and display £658 for resources £1900 for trainers Total spend £2880 | |

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| | Purchased resources to share with schools and foster carers and will promote the availability of these in September 2021. | | | |
| Trauma informed | Training for the team on attachment | Supporting team to develop helpful resources for foster carers and schools. | £375 | |
| 10 days over 6 months | 2 members of team attended. Both passed and are now practitioners. | Positive feedback and noted in reflection and support/challenge to school. | £2400 | |
| Tai centre - Clown in space. 6 sessions and launch plus illustration and printing. | Distributed in schools and libraries across RCT. | Feedback from staff and pupils positive. Book has been printed and shared. | £5000 plus £89 | |
| Provided App for all RCT schools and ELSAs £576 for AFIT year subscripton and £1,407 for App. | Launched in June to designated persons. Distributed across schools and support services in RCT. | Evaluation to take place in summer term. | £1983 | |

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| <p>Purchased for all Year 6 £146 plus £86</p> | <p>Schools have been informed and ready in preparation for next academic year. Some pupils will be identified by CLA team and supported with the worry monsters.</p> | <p>Booklets have been used with foster carers and positive feedback received.</p> | <p>£232</p> | |
| <p>4 day visit for 4 pupils</p> | <p>This was an opportunity for 4 CLA boys to spend time on a farm and develop independence and relationships.</p> | <p>Feedback and photos from positive visit</p> | <p>£660</p> | |
| <p>Brief 2 and two Psychological portfolio and Cognitive ability profiles ABAS</p> | <p>Assessment recommended to support FASD diagnosis and to support pupils wellbeing Resources to develop new courses for foster carers</p> | <p>Utilised with CLA pupils and information and reports are provided to support understanding of educational needs and barriers to learning</p> | <p>£2,739 £350 £464</p> | |
| <p>Annual subscription for online surveys and evaluations</p> | <p>Evaluations of CLA friendly quality mark and tuition as</p> | <p>Completed evaluations shared with Children's services</p> | <p>£750</p> | |



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| | well as formulation meetings | | | |
| | | | £70,983 | |

CYTUNDEB GWASANAETH LEFEL / SERVICE LEVEL AGREEMENT

PDG LAC evaluation

Cyfnod y cytundeb: Ebrill 2021-Mawrth 2022
Period of Agreement: April 2021 - March 2022

| | |
|---|-----------------------------|
| Awdurdod Lleol Local Authority | RCT |
| LACe | Hannah Bevan |
| Prif Swyddog Lead Officer | Kerry Webster |
| Manylion Cyswllt Contact Details | Kerry.webster@rctcbc.gov.uk |

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

The CLA Education team have focused on developing trauma informed responses and ensuring that children who are in the care of RCT have their needs identified, understood and met. We are continuing to build a strong knowledge base on developmental trauma and the impact it has on all areas of a child's development. The bursary has enabled us to provide a range of training opportunities to schools including governors, teaching assistants and to foster carers.

The training we have scheduled includes CLA friendly schools level 1, 2 and 3, the development of personal education plans, emotion coaching, parenting with PACE (a six day course for foster carers) and introduction to PACE training, loss and bereavement and reducing and responding to suicide and self-harm. In the academic year 2021 – 22 a further 8 schools completed the CLA friendly school award at either platinum or gold levels.

We invited Scott King (a motivational speaker who has care experience) to talk to key professions to share his experiences to promote a better understanding of the needs of children and young people who are looked after. A response from one school (a large comprehensive) indicated the impact the information he shared had on them and they want to invite him to speak to all their staff to support a better understanding that experiencing being in care has on presentation, behaviour and emotional/social development and what helped.

We are building on our resources to support all schools have a purchased books to lend to schools and foster carers

We have a consistent approach in our work modelling an attitude of PACE. All members of the team have been trained as Level 1 practitioners in Dyadic Development Psychotherapy (DDP) with 3 psychologists trained to level 2 and the team has a sound understanding of this approach and promote and model this to others. The psychologists in the team receive regular supervision from a trained DDP practitioner

We were able to offer Give us a break project support in response to a critical incident that occurred in a secondary school

We trained a further 5 teaching assistants in Sand Story Skills and an assistant educational psychologist (AEP) has successfully completed work with two children using this approach to help children manage big emotions

With positive feedback from tutors, schools, pupils and carers we continue to offer additional virtual tutoring – for 20 weeks for year 10 and Yr 11 in Maths, English or Welsh and 20 sessions for year 6 pupils in Maths or English

Supporting change and transition continues as a focus and we provide a range of resources and consultations, so schools can put into place strong and robust transition plans.

Governor training and Designated persons for CLA reflective sessions are offered on a termly basis and a regular newsletter outlines key offers, training and updated information

This year some of our team have taken on the additional role of designated officer for those learners who are taught out of county and have additional learning needs. This has involved training and supporting schools in Person centred planning practice and liaison with carers, social workers and other key adults.

After further training in trauma informed schools supervision the psychologists in the team have offered regular reflective sessions for supervising social workers as well the opportunity to consider individual case work and overarching themes in a safe space

This year we provided an enhanced offer to increase our letter box scheme to a further year group. Along side this we provided paired reading training for foster carers to support reading in the home

To support transitions we organised training from Inclusive solutions in Paths and Maps for central service staff, family therapeutic staff and 6 schools. We have completed several Paths and Maps for individual children and for a group of ALNCOs as well as the CLA team

The CLA ED team completed an audit with learners in one of our through schools to identify safe spaces. This information was shared with the school so they could develop and adapt their environment and support engagement for all learners

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

As a team we tirelessly advocate for CLA pupils and work to ensure they receive good educational experiences and opportunities by supporting a good understanding of the needs of CLA learners. The bursary enables us to provide high quality, research-based approaches, training and resources that schools, children and young people enjoy and that are different to those often available to them as universal provision. It allows a flexible approach during periods of instability than many of our learners experience where the team can support both school and carers with training, resources and to facilitate approaches that positively plan for better futures and provide stability.

We work with all adults who support children who are looked after and we offer training to our foster carers in an increasing number of areas relating to school and emotional wellbeing. A better understanding of the needs of pupils who have experienced disrupted care supports placements and helps our children and young people flourish.

Aware of poorer attainments in education for CLA learners we have continued to offer additional support in Maths and English through virtual tuition in key year groups, this is to improve confidence and to promote progression and skills in these key areas of the curriculum.

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

50 plus foster carers attended ELSA training/ supporting education and emotion coaching.

35 RCT schools engaged with level 1, 2 or 3 CLA friendly school training and Scott King training.


10 families/care homes have benefitted from direct more intensive therapeutic work.

20 schools were supported though enhanced interventions, training and specific projects to support groups of young people.

9 schools were also supported through transition work and with targeted additional LSA support when a child is at risk of exclusion.



Cofiwch bod angen gwario'r cyllid erbyn y 31ain o Fawrth 2022 £74,490.47

Please note, all funding must be spent by the 31st March 2022

| <p>Rhaglen / Blaenoriaeth Programme / Priority Area</p> <p>Prif Weithgareddau Key Actions</p> | <p>Cyllid Funding</p> <p>Staffio ac adnoddau Staffing & Resources Cost (£)</p> | <p>Cynlluniau i fonitro'r gweithgareddau</p> <p>Planned monitoring activities</p> | <p>Gwerthuso diwedd y flwyddyn 31ain o Fawrth 2021</p> <p>Evaluation Year End Update 31st March 2021</p> | <p>Gwariant gwirioneddol 31ain o Fawrth 2021</p> <p>Actual Expenditure 31st March 2021</p> |
|---|---|---|---|---|
| <p>Virtual tuition for Year 10 and Year 11 in maths or English. 1 hour a week for 20 weeks.</p> <p>Virtual tuition for Year 6 in maths or English. 1 ½ hours a week for 10 weeks.</p> | <p>Cardiff and the Vale tuition The Y10/Y11 tuition would be $45 \times 20 \times 1 \times \text{£}33 = \text{£}29,700$</p> <p>The Y6 tuition would be $25 \times 1.5 \times 10 \times 33 = \text{£}12,375$</p> | <p>Feedback from tutors and evaluation with pupils and foster carers</p> | <p>Small scale evaluation completed and shared with Childrens services.</p> <p> Tuition one page visual.pptx</p> | <p>£42,075</p> |

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| <p>Short term LSA intervention to support engagement for up to 15 hours a week.</p> <p>Plus individual tuition for students out of school during transition due to placement moves.</p> <p>ASAP after funds are delegated to LA.</p> <p>Autumn and Spring term.</p> | <p>£20000</p> | <p>Feedback and close monitoring by CLA ed team.</p> | <p>Pupils supported joined a school successfully and/ or remained in school. Attendance and engagement improved.</p> | <p>Camarthen OoC £3090</p> |
| | | | | <p>Pontypridd High Year 7 and 11 £2686</p> |
| | | | | <p>Treorchy Primary Year 6 £792</p> |
| | | | | <p>Out of County school, Pembroke £4300</p> |
| | | | | <p>Tonyrefail Year 11 £550</p> |
| <p>Llwyncrwn Primary School – transition work £1200</p> | | | | |
| <p>Training for the team</p> <p>MAPS and PATH – Inclusive Solutions https://inclusive-solutions.com/person-centred-planning/path/</p> | <p>£1800 plus VAT</p> <p>£720</p> | <p>Training evaluated and skills being evidences as used in practice.</p> | <p>£4320</p> | |

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| Mindfulness for 2 members of the team Sand story training for 6 ELSAs/Tas Level 1 DDP | £1800 | | | |
| TIS training supervision Virtual conf – being a trauma informed school | 2 day for 3 members 1 day for 2 members | All attended and offer reflective sessions and supervision | Supervision sessions are documented | £585 £200 |
| Scott King training | 2 sessions | 18 attended | Evaluations received | £1350 |
| Letter box extension | For one year additional year group – 27 children | Books will be distributed and training offered to foster carers | | £3,645 |
| Reach to teach App and one year subscription | Provided App for all RCT schools and ELSAs £576 for AFIT year subscripton and £1,407 for App. | Distributed across schools and support services in RCT. | | £1983 |
| Resources for CLA quality mark and transition work. Evaluations of CLA quality mark and transition booklets Worry monsters. | Booklets purchased for all Year 6 Certificates printed Worry Monsters purchased | CLA team have worked across all schools and supported vulnerable individuals with the worry monsters and booklets. | Booklets have been used with foster carers and positive feedback received. | £395.47 |

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|  Transition Programme.docx | | | | |
| Resources and updated assessments |  Resources to Purchase.xlsx | Assessment to support identifying need Resources to develop lending library for schools and foster carers. | Utilised with CLA pupils and information and reports are provided to support understanding of educational needs and barriers to learning | £5235.66 |
| Survey monkey | Annual subscription for online surveys and evaluations | Evaluations of CLA friendly quality mark and tuition as well as formulation meetings | Completed evaluations shared with Children's services | £750 |
| Total spend | | | | £73,157.13 |



CLA FRIENDLY SCHOOLS QUALITY MARK PROJECT 2017 -2022



| SCHOOL GROUP | PROJECT AIM 1 school with QM in each school group by July 2021 | SCHOOLS WITH QM July 2021 |
|--------------------------------------|---|--|
| Aberdare Cluster Schools | EXCEEDED (3) | Aberdare Park Primary/Cwmbach Primary/Cwmdar Primary |
| Bryncelynog Cluster Schools | EXCEEDED (2) | Gwauncelyn Primary/Llantrisant Primary |
| Ferndale Cluster Schools | EXCEEDED (2) | Maerdy Primary/Darran Park Primary |
| Hawthorn Cluster Schools | EXCEEDED (3) | Coedpenmaen Primary/Parc Lewis Primary/Hawthorn High |
| Mountain Ash Cluster Schools | EXCEEDED (3) | Darrenlas Primary/Glenboi Primary/Miskin Primary |
| Pontypridd Cluster Schools | EXCEEDED (2) | Pontypridd High/Trerobart Primary |
| Porth Cluster Schools | EXCEEDED (2) | Alaw Primary/Cymmer Primary |
| Nantgwyn Cluster Schools | EXCEEDED (3) | Ysgol Nantgwyn/Cwmclydach Primary/Pontrhondda Primary |
| Tonyrefail Cluster Schools | ACHIEVED | Tonyrefail Comprehensive School (11-18) |
| Treorchy Cluster Schools | EXCEEDED (5) | Treorchy Comp./Treorchy Primary/Gelli Primary/Ton Pentre Junior/Ton Pentre Infants |
| Y Pant Cluster Schools | EXCEEDED (2) | Tonysguboriau Primary/Llanharan Primary |
| Dual Language Primary Schools | EXCEEDED (2) | Dolau Primary / Heol Y Celyn Primary |
| Welsh Medium Schools | EXCEEDED (2) | YG Rhydywaun/ YGG Bodringallt |
| Faith Schools | EXCEEDED (2) | SJB High/Cwmbach CIW Primary |
| Special Schools | EXCEEDED (4) | Maesgwyn/Ysgol Ty Coch/Park Lane/Ysgol Hen Felin |
| Pupil Referral Units | EXCEEDED (2) | Tai Education Centre/Ty Gwyn Education Centre |

40 SCHOOL SETTINGS HAVE ACHIEVED CLA FRIENDLY SCHOOLS QUALITY MARK

16 GOLD LEVEL AWARDS & 24 PLATINUM LEVEL



App B Lending Library AND RESOURCES

Essentials of Trauma–Informed Assessment and Intervention in School and Community Settings

Working with Attachment Difficulties in Teenagers

Trauma Cards

Dobble Card Game - Harry Potter

Dobble Card Game - numbers

Dobble card game

Attachment in the Classroom: The links between children’s early experience, well-being and performance in school

Inside I’m hurting: Practical strategies for supporting children with attachment difficulties in schools

What About Me? Inclusive Strategies to Support Pupils with Attachment Difficulties make it Through the School

The Teachers Introduction to attachment: practical essentials for teacher, carers and school

Why can’t my child behave?

My Social Stories Book

Teaching the Unteachable: Practical ideas to give teachers hope and help when behaviour management strategies fail

Inventing Ourselves: The Secret Life of the Teenage Brain

Distressed or Deliberately Defiant

Attachment Aware Schools Series

Talkabout

Talkabout –Building self esteem and relationship skills.

Attachment in common sense and doodles. A Practical Guide.

W.I.S.E. Up! Powerbook

Worry monsters x 10

Worry Monster book x 10

Working with Relational Trauma in Schools

Trauma Informed Act

Emotion Coaching in Schools

Kirby Wycoff

Sue Jennings

Karen Treisman

Heather Geddes

Louise Bombèr

Louise Bombèr

Nicola Marshall

Amber Elliott

Carol Gray

Marie Delaney

Sarah Jayne

Blackemore

Judith Howard

Louise Bomber

A. Kelly

A. Kelly

M. Silver.



When my worries get too big

Incredible 5 point scales

The boy who built a wall

Zones of Regulation

Relationship Cards

Helping Teenagers to talk about their lives

Cleo Crocodile

Presley the Pug

Gilly the Giraffe





Ollie the Octopus

Binnie the Baboon

Neon the Ninga

PACE and DDP
<https://ddpnetwork.org>



| | |
|------------------|---|
| GUAB information |  <p>Short information leaflet.pdf</p> <hr/> |
| Sand Story |  <p>Train to be a SandStory Skills Practi</p> |
| Tuition |  <p>TUITION EVALUATION 2021-21</p> <hr/> |
| Scott King |  <p>Growing Up In Care Lived Experience Flyer</p> |

Reflective sessions example Child a

- Initially concerns around transition
- Child A is Year 6
- School are concerned about his behaviour – think that this is linked to him going to secondary in Year 7. This was the main focus initially.
- Later in the meeting, the school felt that behaviour was beyond repair, having inappropriate relationships with certain children in the class – other children are afraid
- There have been a number of exclusions – hurting his TA
- School are concerned about relationships with others –
- Where is Child's voice?
- No concerns in community or local clubs, at home – he isn't allowed to go out in the community. Went to summer hub – asked to leave.
- He is saying 'you don't want me anymore'
- Foster carer works in the school
- Pulling down trousers
- Challenges in behaviour – since 2018
- Previously attended nurture class - Shine
- No behaviour support involvement –
- We cannot manage him anymore
- 15 hours support on Statement – school are topping it up for an extra 15 hours
- Attachment Disorder
- EP was involved when he was in Shine – there was some difficulties with staffs understanding of what nurture approaches were and why they were in place
- Change of headteacher – Shine class closed, children returned to mainstream class.
- EP – involved when he returned to mainstream class – key adult was key. Circle of understanding type meeting – looked at key worker, team around RTC.
- School were really committed
- Relationship between foster carer and previous head – lots of blame and judgement between home and school
- Statemented – 15 hours, class teacher was going
- Were managing recently
- Life story work completed previously – new social worker not aware of how much has been completed (this was completed in school)



Construct & Clarify Key Change Issues

Our ideas:

- School staff – concerns about what about when he goes to Secondary School – how will they manage as primary school have invested so much
- Where is he going to secondary school – clarification around processes
- Frustration between home and school
- Difficulties with trust – everyone going off and doing their own thing
- What does Child think/feel?
- Clarification surrounding the work of the key adult
- Anxiety around transition
- Lack of trust between the adults – adults working together
- Clarifying Child's views
- Clarifying what the key adult is doing?

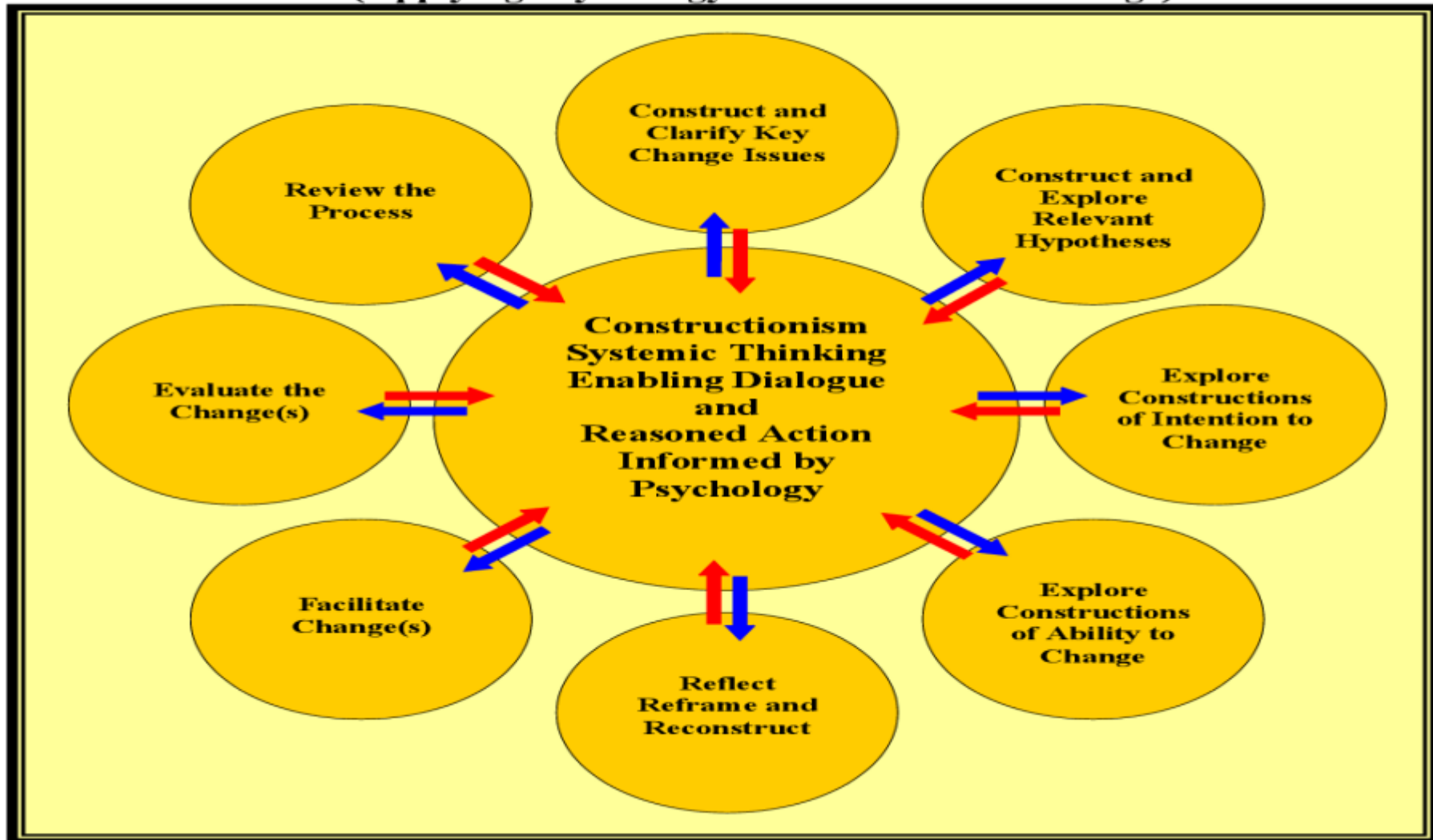
What Psychology

- Attachment theory – safety/security of key adult
- Transition – anxiety?
- Pupil Voice – identity, self-esteem, friendships?
- Bringing people together
- PACE

Facilitate Change:

- Hold the headteacher and key adults – containing – naming fears/concerns – meeting with the head, time and room without judgement – face to face – PACEful!!
- Clarify what the key worker/team around RTC are doing? Dynamics of teaching staff change?
- Is there a need for refresher training? Reflective sessions?
- Clarify who has the concerns around transition – school staff? RTC? Both?
- Following the meeting – perhaps gaining Child's views? – transitions? Understanding of friendships? Ideal School? He likes arts and crafts – having a few ideas as he can be dysregulated. Consider space – close to TA/key adult – sense of safety. Possible B/G steem – school based . Exploring ideal school using sandtray? SIP?
- Possibly exploring what Foster Carers – best hopes/fears are?

**Figure 1 - A Constructionist Model of Informed, Reasoned Action (COMOIRA)
(Applying Psychology to the Process of Change)**



Paired reading



Path and MAP training



Parenting with PACE for foster carers

