



## **RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

### **CORPORATE PARENTING BOARD**

**30 JANUARY 2024**

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

**Author(s):** John Welch, Lead for Well-being & Vulnerable groups Central South Consortium  
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#### **1. PURPOSE OF THE REPORT**

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

#### **2. RECOMMENDATIONS**

It is recommended that the Corporate Parenting Board:

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

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

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

#### **4. BACKGROUND**

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

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

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

4.3 Central South Consortium has three overarching roles:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **8. CONSULTATION**

8.1 There is no consultation required for this report.

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

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

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

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

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

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

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

## **12. CONCLUSION**

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

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

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

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**Officer(s) to contact:**

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Linda Hawkins, Headteacher for Virtual School for Children Looked After RCT

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

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

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



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

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

5 x PDG LAC Cluster Strategic Plan Example 2022/23

Plan A

Objective		Outcome / Intended Impact			
<ol style="list-style-type: none"> <li>1. Further improve understanding and awareness of childhood trauma and its potential impact on children.</li> <li>2. Develop approaches and strategies across the cluster to support children that may be experiencing difficulties.</li> <li>3. Basic training in several interventions and approaches to improving emotional well-being.</li> <li>4. Pupils emotional well-being supported in school by appropriate staff</li> </ol>		<ul style="list-style-type: none"> <li>• Children’s needs are being met more effectively through a greater understanding of all staff across the cluster.</li> <li>• Greater progress in all areas as emotional needs are met.</li> <li>• Environments are created or further developed within cluster schools that are conducive to emotional well-being.</li> </ul>			
Activities/Actions	Success Criteria	Staff / School	Target Date	Monitoring and Evaluation	Cost/Resources
1.					
<p>To develop as a trauma informed schools through a cluster approach</p> <p>Whole staff training on joint INSET day on Trauma Informed Schools</p>	<p>The training will enable schools to implement trauma informed practice to help improved pupils’ mental health and wellbeing.</p>	<p>Many staff in the cluster will attend the training and the webinars</p>	<p>Spring term</p>	<p>CLA lead in each school. The training will enable schools to implement trauma informed practice to</p>	<p><b>£995</b> whole staff training Via teams 2 whole school webinars <b>£449</b></p>

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

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

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

**Plan B**

**CLUSTER STRATEGIC PLAN**

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

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

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



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

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

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

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

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

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

## Plan C

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

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



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

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

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

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

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

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

**Plan D**

**CLUSTER STRATEGIC PLAN**

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

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



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

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

## Plan E

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

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

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

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

**CYTUNDEB GWASANAETH LEFEL / SERVICE LEVEL AGREEMENT**

**PDG LAC**

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

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

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

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

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

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

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

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

There are 425 CLA pupils attending RCT schools

### Evaluation PDG CLA Cluster Plan 2022-23

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

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



Pupils have an increased self-awareness, self-esteem, and friendships groups.

Staff are more equipped to support parents in managing behaviours at home, learners are therefore feeling more supported through home-school links ELSA- sticking to the strict 6-week block is having a bigger impact on pupil progress.

TIS - staff increased knowledge of supporting learners with high level of needs.

Learners are happy, they feel safe and understand who their emotional available adults are.

A range of calm down zones throughout the school supports the learners at times of dysregulation, they have voiced that these are helpful

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

Increased confidence of learners equipped with a toolkit of strategies to support at times of dysregulation.

SALT support has had a huge impact on helping to improve oracy skills for individuals. Support has been given to families and staff members to ensure that targets can be achieved in between sessions.

Staff training has ensured consistency across the school in supporting individuals with Speech difficulties.

Parent support sessions has ensured parents are upskilled to support learners fully at home.

Improved oracy skills of learners through SALT interventions

The range of resources and strategies to use between sessions has ensured targets are easily planned and achieved.

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

Pupil has returned to home.

Pre exclusion and Team around the child meetings with carers, social worker and LA to identify next steps.

Generally, no differential between CLA learners and non CLA children with exclusions

CLA learners in all schools are improving their attendance.