



**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**CORPORATE PARENTING BOARD**

**27<sup>TH</sup> JANUARY 2020**

**PUPIL DEVELOPMENT GRANT (PDG) LOOKED AFTER CHILDREN (LAC)  
EVALUATION OF THE SCHOOL CLUSTER MODEL  
DURING THE FINANCIAL YEAR 2018/19.**

**REPORT OF GROUP DIRECTOR, EDUCATION AND INCLUSION SERVICES IN  
DISCUSSION WITH THE RELEVANT PORTFOLIO HOLDERS, COUNCILLORS J  
ROSSER AND C LEYSHON**

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**1. PURPOSE OF THE REPORT**

- 1.1 The purpose of the report is to provide the Corporate Parenting Board 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 2018/19 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 Comment on the information provided
- 2.3 Consider whether they wish to receive a further report to evaluate the PDG LAC cluster model for 2019/20.

**3. REASONS FOR RECOMMENDATIONS**

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

## 4. **BACKGROUND**

- 4.1 The Children Looked After Education Team works in collaboration with the Central South Consortium (CSC) to ensure that there is a consistent approach that is 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. We should have high expectations for all pupils which then leads 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 whilst line managed by the Lead for Equity and Well-being within CSC liaises closely with the Lead Director of Children Looked After when matters arise. Directors of Education from each local authority have agreed key priorities to enhance the educational opportunities for Children Looked After as follows:
- 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 (ideally through a cluster-based model).
  - Ensuring that partnerships across the region continue to develop within CSC, schools, Social Care and other agencies.
- 4.4 Across the CSC region, schools are required to submit cluster bids to access PDG LAC. Bids are assessed on whether they could enhance curriculum opportunities to support social and emotional development, which would subsequently have an impact on the agreed key priorities. Schools are expected to include the PDG LAC funding within School Improvement Plans (SIP) and identify outcome measures. Clusters are required to evaluate the effectiveness of their PDG LAC strategic plans at the end of the financial year with a focus on measuring outcomes.
- 4.5 School clusters are encouraged to consider evidence based interventions and approaches that are particularly effective for pupils who are or were formerly CLA, although their potential beneficial impact upon all learners is acknowledged. Specific consideration must be given to evidencing arrangements for collaborative and partnership working in order to ensure that priorities are met jointly. These priorities are aligned with the CLA Friendly Schools Quality Mark performance indicators.
- 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 14 RCT schools have achieved the CLA Friendly Schools Quality Mark with 5 schools attaining gold and 9 schools attaining platinum awards. A further 31 schools within RCT have expressed an interest in undertaking the Quality Mark for the academic year 2019/20.

## **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 and £357,893 in 2019/20.
- 5.3 In 2018/19 there was a move towards schools making applications for funding on a cluster basis in line with expectations from the Welsh Government to regionalise PDG LAC funding throughout the four education consortia.
- 5.4 Appendix 1 highlights the total PDG LAC expenditure for 2018/19. Allocation of funding was provided to school clusters based on Pupil Level Annual School Census (PLASC) figures. In their cluster bids schools were required to complete comprehensive strategic plans outlining the intended spend for the school cluster.
- 5.5 A steering group of representatives consisting of Head Teachers from our educational settings across all 5 LA's within CSC, LACE Coordinators/ CLA Team members, finance members from CSC and the Regional Lead for PDG LAC scrutinise and quality assure the cluster business plans in relation to the underpinning principles of the grant and the agreed key priorities for improvement. Appendix 4 provides an example of a cluster bid application form which demonstrates the innovative ways in which our schools are working with CLA and previously CLA pupils. Appendix 5 provides an evaluation of a completed cluster plan.
- 5.6 As part of the PDG LAC, the Consortium also has a bursary fund to ensure Local Authority Looked After Children in Education teams can respond to in year needs based on consultation with the CLA Education Team. In RCT this has focused on supporting engagement with appropriate educational opportunities. In 2018/19 RCT was allocated £42,592 to support the development of therapeutic approaches by providing additional training for the CLA education team, ELSA training and relationship based play training to foster carers (see Appendix 3).
- 5.6 Training opportunities provided by the CSC have been well received by RCT schools. The training has been planned to support the agreed regional key priorities to enhance the educational outcomes for CLA pupils.

5.7 During the year 2018/19, 236 (32.11%) of the delegates who attended the CSC training were from RCT schools / Local Authority based staff. At the time of writing 192 (25.60%) school staff registered attended training opportunities during 2019/20. It is expected that this figure will increase significantly by the end of the financial year.

**6. LOCAL DATA**

6.1 To monitor the impact of PDG LAC key data sets are reviewed. These include:

- Attainment levels
- Rate of exclusion
- Attendance levels

6.2 Table 1 below reports the core subject indicators (CSI) achievements of Children who are Looked After. The data highlights that in the academic year 2018/19, 67% of children who were looked after achieved expected outcomes in the Foundation Phase, which is a slight decrease from the previous year. Outcomes decreased for pupils at Key Stage 2 and a slight increase was seen for pupils at Key Stage 3. Data shows that 22% of pupils achieved L2+. This data should be viewed in the context of the disproportionately high numbers of pupils with severe and persistent special educational needs, including social, emotional and behavioural difficulties.

**Table 1: Children Looked After Performance Indicators**

Indicator	2016/17 academic (17/18 financial)	2017/18 academic (18/19 financial)*	2018/19 academic ***
Foundation phase CSI %	50	71 (71.43)	67.57
KS2 CSI %	68.2	70 (71.79)	46.43
KS3 CSI %	69	70	70.83
KS4 L2+ %	5.1	26** (22.86)	22.2

\*Methodology for data collection was amended in 2017/18 – data used related to pupils looked after as at January PLASC

\*\*provisional data

\*\* For 18/19 data taken as CLA on 01/05/2019 with RCT Corporate parent

6.3 Table 2 reports the number of CLA pupils that have been excluded over the last 5 years. It is evident that the rate of exclusion per 1000 pupils has fluctuated during this period primarily due to the small cohort of excluded CLA pupils each academic year. The CLA Education Team and Access and Inclusion Services within RCT continue to support and challenge schools where exclusions take place for CLA pupils placed in RCT schools.

**Table 2: Exclusion Rate of Children who are Looked After**

Academic Year	Male	Female	Total	Excluded cohort	Days Lost	per 1000 pupils
2014/15	15	26	41	895	256	45.81
2015/16	10	22	32	815	220	39.26
2016/17	24	18	42	944	214.5	44.49
2017/18	24	12	36	1022	212	35.23
2018/19	28	12	40	1118	224	35.78

- 6.4 Table 3 highlights that the attendance levels of children and young people who are looked after is better than the general attendance of the wider local population for Primary cohorts. For Secondary aged CLA pupils, this percentage has decreased slightly.

**Table 3: Attendance Levels of Children who are Looked After**

School	Total percentage of attendance for CLA pupils			Total percentage of attendance of whole school population		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Primary	96.40	96.30	96.53	94.64	94.22	94.31
Secondary	93.90	94.21	92.46	93.54	92.93	92.75

## **7 EVALUATION OF THE PDG LAC CLUSTER MODEL APPROACH**

- 7.1 The cluster model approach for the allocation of PDG LAC distribution has been in place since April 2018. As clusters, schools are required to submit thorough applications for PDG LAC funding. These are subject to approval and scrutiny of a steering group situated within the Central South Consortium. Members of the CLA Education Team are involved in the Steering Group.
- 7.2 School clusters have been extremely proactive with their cluster planning for the financial year 2018/19 and have been able to implement innovative and creative resources, strategies and interventions. Overall the cluster evaluations received from schools are positive and it is evident that schools have considered the needs and priorities for vulnerable learners within their settings (see Appendix 7).
- 7.3 Strengths of the PDG LAC cluster applications have been as follows:
- Consistent approach amongst clusters in the submission of funding applications;

- The CLA Friendly Schools resource produced by RCT and Merthyr Tydfil has been pivotal as a foundation for the PDG LAC applications;
- Universally, staff have benefitted from central training along with the levelled training for the CLA Friendly Schools;
- There has been a significant shift in school to school working, strengthening resources for vulnerable pupils and transition between schools;
- Staff understanding on attachment, Adverse Childhood Experiences and trauma has increased significantly therefore, staff are being better equipped to respond to the needs of vulnerable learners.

7.4 Areas of focus for development identified by RCT and CSC include:

- Schools to meet earlier in the Summer term to ensure there is a more rigorous and timely planning process for PDG LAC expenditure;
- For schools to include Designated Persons for CLA in the cluster planning in order to advise on appropriate priorities and objectives
- To improve the quality of outcome reporting by working collaboratively with cluster leads and Designated Persons to consider a broader range of impact measures to evaluate the impact of the cluster plans in a more holistic and child centred way, for example in terms of pupil wellbeing.

7.5 The bursary element of the PDG LAC has enabled the RCT CLA 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.

## **8. EQUALITY AND DIVERSITY IMPLICATIONS**

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

8.2 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.

8.3 The training and conferences that are organised focuses greatly on the importance of equity and equality in the classroom and in whole school approaches.

## **9. CONSULTATION**

9.1 There is no consultation required for this report.

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

10.1 School clusters are allocated funding from the PDG LAC grand provided by the Welsh Government. Currently, this is a sum of money for Children Looked After according to Children's Services figures for CLA pupils.

- 10.2 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 seventh year of this grant. It is hoped that the Welsh Government will continue with the allocation of this grant for future years.

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

- 11.1 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.

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

- 12.1 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.

## **13. CONCLUSION**

- 13.1 Overall, data in terms of attainment and exclusion for CLA pupils continues to fluctuate. However, it is important to note that this data should always be viewed in the context of the disproportionately high numbers of pupils with severe and persistent special educational needs, including social, emotional and behavioural difficulties that can impact upon their capacity and readiness to learn.
- 13.2 Attendance levels of CLA pupils continues to be better than the general school population of RCT for primary aged pupils. Despite a decrease in the attendance of CLA pupils in the secondary phase, the attendance of this cohort is comparable with the attendance of the general cohort of secondary school pupils.
- 13.3 An increasing number of RCT schools are undertaking the CLA Friendly School training with a further 8 schools anticipated to gain the quality mark during 2019/20 in addition to the 14 schools who currently hold CLA Friendly Schools status.
- 13.4 The CLA Education Team provides a termly programme of training for Designated Persons for CLA in schools and Governors. The training supports the principles of the PDG LAC by facilitating networking and developing awareness and providing information on:
- Particular challenges for Children Looked After (CLA) within educational settings and meeting the needs of pupils who have experienced developmental trauma.
  - The local context of CLA in RCT, the support that is available and how it can be accessed.
  - The role and responsibilities of the Designated Person for CLA.
  - The importance of a Personal Education Plan (PEP), and the schools 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.

13.5 The current cluster model of allocating PDG LAC to schools is a recent development within the CSC region, having been introduced in April 2018. Initial evaluations of individual cluster plans suggest that the cluster-based model is effective in enabling schools to take a collaborative and evidence - based approach to improving their provision for some of our most vulnerable pupils. However, it is acknowledged that a more rigorous and comprehensive evaluation process will need to be established in order to evaluate fully the effectiveness of a cluster-based approach to allocating PDG LAC to our schools.



## Rhondda Cynon Taf CBC - PDG LAC Funding per Cluster 2018/19 and 2019/20

<b>RCT CBC 2018-2019 PDG LAC Funding per Cluster</b>	<b>18/19</b>	<b>19/20</b>
Aberdare Community School	£38,291	£34,721
Bryncelynnog Comprehensive School	£28,045	£25,714
Cardinal Newman R.C. Comprehensive	£9,072	£11,616
Ferndale Community School	£31,081	£22,581
Hawthorn High School	£18,558	£23,364
Mountain Ash Comprehensive School	£21,974	£21,797
Pontypridd High School	£29,943	£30,805
Porth County Community School	£13,625	£16,315
Special Schools RCT	£29,563	£28,063
St John Baptist C.I.W. High School	£11,348	£12,399
Tonypandy Community College/Ysgol Nantgwyn	£21,974	£19,839
Tonyrefail Comprehensive School	£34,117	£30,021
Treorchy Comprehensive School	£26,527	£20,231
Y Pant Comprehensive School	£23,492	£24,930
Ysgol Gyfun Cwm Rhondda	£8,313	£10,049
Ysgol Gyfun Garth Olwg	£8,313	£10,441
Ysgol Gyfun Rhydywaun	£7,933	£10,441
Ysgol Llanhari	£4,518	£4,566
<b>Total funding per cluster</b>	<b>£366,686</b>	<b>£357,893</b>

**Funding allocations for RCT CBC based on financial year 2018/ 19 and 2019/20-2020 (as highlighted in paragraph 5.1)**

<b>Funding allocations for RCT CBC based on financial year</b>	<b>18/19</b>	<b>19/20</b>
PDG LAC Funding for RCT	£366,687	£357,893
LA Bursary	£42,592	£42,654
Outside of Wales (£1,150 per pupil)	£10,350	£6,900

## PDG LAC RCT Bursary - Period of Agreement: April 2018 - March 2019

### 1. Focus for Training/Support

The CLA education team have two new members and the roles of previous members of the team have changed. The team would like to be able to offer support to children and young people in care as well as the network who are supporting them, including school staff and foster carers. This year we have identified ways to support these groups looking at good practice and the research to support the interventions we would like to be able to offer. The main focus is developing awareness, understanding and skills in supporting social and emotional wellbeing. This will be through training as well as the therapeutic support that we offer.

A recommendation of a recent Bright Spots Survey (2018) in RCT for young people in care suggests that as 44% of young people did not talk regularly to their carers/parents about things that mattered and nearly a third of young people with worries felt unsupported as an LEA we will need to give carers further training in therapeutic parenting.

**Mental Health First Aid** – Mental Health First Aid (MHFA) is a 2 day training course that originated in Australia and teaches people about mental health problems and provides them with skills to help people in crisis. Provision of the programme will increase the number of people within our workplaces and communities who understand and have the skills to support people with mental health problems and in some instances save lives We would like to become trainers to be able to offer the 2 day course.

Target Audience: School staff, Foster Carers & Residential Home staff

Evidence: WG are promoting this initiative.

**ELSA for Foster Carers** – Following the success of ELSA in RCT we would like to Pilot an ELSA for foster carer course (Suggested after the Master classes and wellbeing course coordinated by Fostering Network)

Target Audience: Foster Carers

Evidence: There is a vast amount of research evidencing the effectiveness of ELSA's in schools we would like to share these skills with foster carers.

**Supporting Transitions** – We are aware that children transitioning between schools can be a difficult time, particularly for children looked after. We would like to develop packages for the most vulnerable learners – working with the young person to prepare them for the upcoming changes as well as working with school staff to share what works to support the child. We would like to develop and pilot summer school program in one comprehensive school for an identified group.

**Short term LSA intervention and tuition** – We would like funds available to be able to provide additional support/tuition to those individuals who are finding a

particular time of their life/education difficult. We envisage this intervention to be time-limited.

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

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

Target Audience: Foster Carers & school staff

Evidence: VIG is recommended as an evidence-based intervention for health visitors and midwives in the NICE guidelines 'Social and Emotional Wellbeing - Early Years' published October (2012), and in several other NICE guidelines (e.g. Autism 2013, Attachment 2015). VIG has been selected by the NSPCC (2011) as one of its two chosen evidence-based interventions to tackle neglect.

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

Target Audience: Foster Carers

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

**Therapeutic story writing** – Therapeutic Storywriting Groups use the metaphor in stories to support children whose emotional and behavioural difficulties are getting in the way of their learning. The intervention is delivered by educational professionals who have attended the 3-day training Setting Up Therapeutic Storywriting Groups. The Groups are for 6 pupils aged 7-13 years, run for 10 sessions and each session lasts for 1 hour.

Target Audience: Children looked after

Evidence: [Research](#) commissioned by the South-east Region SEN partnership shows that Therapeutic Storywriting Groups help pupils to process difficult feelings, develop social skills and improve pupils' engagement with writing. Therapeutic Storywriting Groups have been introduced into over 35 LAs in England and are a DCSF example of good inclusive practice (SEN IMPACT: Case Study 14).

**Story Links** - Story Links is a more specialised extension of Therapeutic Storywriting Groups and includes work with parents of vulnerable pupils. For many of these pupils the emotional difficulties that are getting in the way of their learning are related to attachment difficulties. Story Links uses therapeutic storywriting to address behaviour issues, support positive attachment and improve

pupils' reading. It is a solution-focused systemic programme delivered in weekly sessions in which the parent/carer and the child are facilitated to co-create a story which is then used as the child's reading text during the week.

Target Audience: Foster Carers

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

## **2. Baseline for aspect in focus**

Schools and foster carers identify in surveys and evaluations the need to develop better understanding of how to support emotional wellbeing across all the age ranges. There is a drive to develop consistent and good practice across all schools in the way relationships are fostered particularly relating to, supporting and educating vulnerable groups with a focus on children in care.

The majority of requests for cluster school PDG LAC funding were around additional training and resources to complement developing relationships and supporting wellbeing. Schools also identified that they needed support for developing nurturing approaches. Staff also felt that they were unable to meet the therapeutic needs of some children. School and foster carers often require more support during times of transition and CLA pupils need a stronger program to ensure information is shared, anxieties are managed and support is appropriate in the new setting with the different demands. Also to develop a key worker approach and introduce new safe adults and safe spaces.

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

## **3. Overview of Expected Benefits/ Outcomes**

The training and resources provided by the bursary fund will allow a greater understanding of the often complex needs of our CLA and the ability to meet these needs in a more focused and successful way. The training will particularly 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.

**The work and contact we have with young people, schools and foster carers will be evaluated.**

**Costed Plan for RCT LA 2018/19**

<b>Total Investment Funding</b>			<b>£42,592</b>	
<b>Programme / Priority Area</b>	<b>Key Actions</b>	<b>Time Scale</b>	<b>Funding</b>	<b>Monitoring / Evaluation</b>
Mental Health Fist Aid training	To have a small team of professionals who can provide 4 training sessions in the year to target audience including foster carers and teachers	Training completed in the first term and delivered to schools and foster carers in the spring and Autumn term.	<b>£10,000</b>	Invoices sent to CLA ED Coordinator.
ELSA Training.	Core programmes to develop ELSA course for foster carers. Files to be printed and copy of ELSA book to purchased.	Five day rolling programme over Autumn and spring.	<b>12x £65 per person we train (total £780) &amp; venue costs</b>  <b>£1000</b>	Attendance register sent to CLA Coordinator.
Supporting Transitions	Materials purchased to support transition.  Summer School – 5 days for KS2 – 3.	Will be purchased ASAP after funds delegated.	<b>£4000</b>	Invoices kept by CLA Ed. Coordinator.
Short term LSA intervention and tuition.	Appointment of LSA by schools or request for tuition on short term basis to meet learning needs of CLA pupil before GCSEs and transitions. New directions for tuition.	ASAP after funds are delegated to LA.	<b>£5000</b>	Progress reports and invoice kept by CLA Ed. Coordinator.

Resources to support CLA Friendly Schools	Resources available to share with school staff to support CLA Friendly Schools, e.g. Adoptive friendly school book, Telling Tales, Attachment and Emotional Development in the Classroom  Printing more CLA Friendly Books	Will be purchased ASAP after funds delegated.	<b>£1000</b>	Invoices kept by CLA Ed. Coordinator.
Video Interaction Guidance	2 day Training for 1EP Supervision for 2 EPs Registration x2  Conference		<b>Training – £800 Supervision- £3000 Registration £120</b>	Invoices kept by CLA Ed. Coordinator.
Emotion Coaching	Conference		<b>£55</b>	Invoices kept by CLA Ed. Coordinator.
	Parenting Programme  Training & manual Venue Costs		<b>£1500 + £500 £300 (manual)</b>	
Dyadic Development Psychotherapy	Training 3 EP 3 books recommended by the course.		<b>£1500 +£300 £60</b>	Invoices kept by CLA Ed. Coordinator.
Therapeutic StoryWriting	Training 1 member of CLA Team		<b>£395 + £75</b>	Invoices kept by CLA Ed. Coordinator.
StoryLinks Training	Training 1 member of CLA Team		<b>£395 + £75</b>	Invoices kept by CLA Ed. Coordinator.
Penn Resilience Training	5 days training for 1 member of CLA Team		<b>£1,375 + £450 + £100</b>	Invoices kept by CLA Ed. Coordinator.
Contingency grant	To support pupils who require education due to moving in or out of the area and those at risk of exclusion.	Ongoing throughout the year	<b>£10,592</b>	Invoices kept by CLA Ed. Coordinator.





## CLUSTER STRATEGIC PLAN- Example

## An example of a cluster bid for an RCT cluster of schools for 2018/19

Activities/ Actions	Success Criteria	Staff / School	Target Date	Cost/Resources
<ul style="list-style-type: none"> <li>School to school working and sharing good practise Regular meetings with cluster primary schools to share good practise and promote consistency throughout the cluster. Actions that are ragged red will be discussed and addressed.</li> <li>A shared cluster LSA will be employed to deliver ELSA/THRIVE sessions or to cover staff so they can deliver targeted interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Best practise is shared and transition from school to school is consistent.</li> <li>A shared LSA will support CLA pupils in all feeder primary schools and information will be shared at relevant cluster meetings. This will ensure that the transition from primary to secondary remains consistent and the anxieties/issues of the pupils are constantly monitored.</li> </ul>	LP	March 2019	2 Shared LSA's Grade 6 for 8 days each week to be allocated as follows: School A-3 days School B-1.5 days School C-1.5 days School D-1 day School E-1 day  Total cost=£18000 NEW APPOINTMENT

<ul style="list-style-type: none"> <li>Level 1 training</li> </ul>	<ul style="list-style-type: none"> <li>All staff undertake level 1 training to ensure best possible outcomes for CLA pupils</li> </ul>	All staff in all cluster schools	Dec 2018	CPD sessions
<ul style="list-style-type: none"> <li>Level 2 training</li> <li>Level 3 training</li> </ul>	<ul style="list-style-type: none"> <li>Key staff undertake level training to ensure best possible outcomes for CLA pupils</li> </ul>	All KEY staff in cluster schools	Dec 2018	Level 2-£150 cover costs x 5 1 per school Total= £750 Level 3-£150 cover costs x 5Total=£750
<ul style="list-style-type: none"> <li>THRIVE training for 5 staff and shared THRIVE cluster licence for 1 year.</li> </ul>	<ul style="list-style-type: none"> <li>Staff from the cluster will be trained to deliver THRIVE sessions to CLA pupils. This will improve behaviour and reduce exclusion rates.</li> <li>Consistent use of THRIVE across the cluster will benefit and aid transition.</li> </ul>		Jan 2019	5 x staff @ £1700=£8.485  2 places for School A 1 place for School B 1 place for School C 1 place for School D  THRIVE licence 1200 pupils @ £2.80 per child =£3360
<ul style="list-style-type: none"> <li>Allotments and small animal holding. Set up from scratch an allotments and small animal holding. Grow produce and sell by</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for our CLA pupils to experience cultural opportunities outside of the classroom. Raise aspirations by developing a culture of self-belief. Give</li> </ul>	LP and staff	March 2019	Total cost to set up from scratch £5000 £650 Greenhouse £1000 Chicken coop and storage shed £1000 Equipment (Overalls, boots, gloves, spades gardening hand tools, pots, planters, chicken wire, feeders)

<p>means of a social enterprise project. Ensure sustainability by ploughing all monies back into the project to purchase further seeds/plants and fed for the animals.</p>	<p>pupils a sense of purpose whilst teaching life skills through a social enterprise project. Enhance knowledge of the environment, caring for animals and building relationships. Give pupils a sense of belonging by establishing links with members of the local community. A social enterprise project will teach pupils about small businesses and sustainability. Pupils that are unable to manage a full timetable will be able to help at the allotments during lessons. This will in turn reduce the exclusion rate as pupils are being kept busy and have a choice in what they do in school. Behaviour should also improve as pupils will have the opportunity to regulate themselves in an environment away from the classroom.</p>			<p>£500 rabbit and guinea pig runs  £250 10x raised planting beds  £200 soil  £400 seeds, plants, propagators, incubators  £200 chickens  £200 rabbits and guinea pigs etc.  £600 bedding and food</p> <p>In the following academic year we will look at an accredited award in Horticulture or Animal care.</p>
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<ul style="list-style-type: none"> <li>• Purchase “Safeguard My School” &amp; “Provision Map” package to track CLA pupils effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• This will ensure that ALL CLA pupils are effectively tracked and that a provision map is in place for all CLA pupils. It will also meet safeguarding obligations and all information will be recorded in 1 place. This will also cover the new GDPR recommendations without losing important information. Evidence recorded is clear, shows progression and is recommended by Estyn.</li> </ul>		<p>September 2018</p>	<p>Safeguard My School &amp; Provision Map= £1,250</p>
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Evaluation Pupil Development Grant For Looked After Children 2018/2019

Summary of plan 2018-2019

- A shared cluster LSA will be employed to deliver ELSA/THRIVE sessions or to cover staff so they can deliver targeted interventions.
- Level 1 training
- Level 2 training
- Level 3 training
- THRIVE training for 5 staff and shared THRIVE cluster licence for 1 year.
- Allotments and small animal holding. Set up from scratch an allotments and small animal holding. Grow produce and sell by means of a social enterprise project. Ensure sustainability by ploughing all monies back into the project to purchase further seeds/plants and fed for the animals.
- Set up a “Rainbow” room at School 1. This will be used to deliver intervention for CLA pupils.
- Purchase “Safeguard My School” & “Provision Map” package to track CLA pupils effectively.

Evidence of learner outcomes (LAC/FLAC)

A shared LSA will support CLA pupils in the cluster. All pupils that have received support have managed to remain in school and receive no exclusions. The emotional wellbeing of pupils that have received support are tracked and progress made has been recorded.

Staff from the cluster have been trained to deliver THRIVE sessions to CLA pupils. This has improved the behaviour and well-being of vulnerable pupils identified through Thrive assessments. CLA pupils have worked on THRIVE/ELSA strategies which have aided the transition to class. Pupils that have been on a restricted timetable have now managed to increase the amount of time they are able to spend in the classroom environment. CPD sessions will be undertaken by Thrive trained staff in June to ensure that we are meeting the criteria of our practitioners licence. Consistent use of THRIVE across the cluster will benefit and aid transition.

We have Provided opportunities for our CLA pupils to experience cultural opportunities outside of the classroom. Raised aspirations by developing a culture of self-belief. Given pupils a sense of purpose whilst teaching life skills whilst enhancing knowledge of the environment, caring for animals and building relationships. Pupils that are unable to manage a full timetable are able to help with the animals during lessons. Pupils also have the opportunity to care for that animals at home over the school holidays and at weekends. Behaviour has improved as pupils have the opportunity to regulate themselves in an environment away from the classroom.

The use of Class Charts and Provision mapping ensures that ALL CLA pupils are effectively tracked and that a provision map is in place for all CLA pupils. It has also met safeguarding obligations and all information is recorded in 1 place.

**Good support for individual pupils and cohort groups, including for transition activities**

**Pupil A received reading support and RA is now increased by 18 months in eight months.**

**Student Voice Quote**

**Pupil B “I feel much more confident and enjoy maths more now.”**

**“I love looking after the animals. It makes me calmer.”**

**“My LSA is really nice and helpful and he helps me to control myself in class.”**

**Staff Quote**

**“Through PDG LAC we have had opportunities to develop a SAFE environment for all pupils in the school. The room is inviting and welcoming for all pupils, pupils can self-refer to the Rainbow room.”**

**“We have used the time from the Support LSA to carry out strategies through THRIVE and ELSA.”**

**HT-” Understanding and skill level across the whole school have benefited pupil well-being by enabling us to develop a script for a whole-school approach.”**

**ELSA/Thrive LSA- “I have learnt lots of new strategies to support behaviour, social integration and emotional well-being, which have enhanced the delivery of ELSA sessions. Thrive assessments have been great in helping to identify strengths and areas to develop for individuals who have ESBD issues.”**

**Evidence of Impact on Teaching and Learning**

**Pupils that have received 1:1 support have received no exclusions and are accessing the curriculum fully. Low level in class disruption has been managed by the 1:1 thus not impacting on the teaching and learning of any pupil in the class.**

**Staff are better equipped to deal with the emotional wellbeing of CLA pupils and are therefore able to adapt the curriculum to meet the needs of CLA pupils without singling them out.**

**Timetabled Thrive sessions across the cluster allow for continuity between the schools.**

**The Rainbow Room at school 1 has been completed and is running ELSA and Thrive sessions to pupils as well as being a base for check ins for vulnerable pupils.**

**The Rainbow room has had a very positive impact to the schools wellbeing. A member of staff has been designated SAFE person in the Rainbow room, this meaning that (s)he can and is available to chat to pupils that need support. Again this member of staff has been readily available for conference, CP referral, CP and CLA meetings freeing up teaching staff.**

**Skills from the Thrive sessions and strategies from 1:1 support are being transferred to mainstream classes. Pupils are building resilience and are able to remain in most lessons.**

**Students' expectations of themselves has been raised and strategies are in place to support pupils with their emotional literacy.**

**Pupils are able to use the learnt strategies to self-regulate, so there is better integration and less disruption in class.**

**Attendance and punctuality improved for pupil C, who now attends daily, with a smile on her face.**

#### **Evidence of whole school impact**

**Exclusion rates down: school D in our cluster, is now the most improved school in LA in reducing exclusion rate.**

**Pupils have better understanding and are more able to support each other's needs.**

**Assemblies support THRIVE based sessions.**

**Behaviour has improved and exclusions have been avoided.**

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

**Shared CLA LSA has enabled a consistent approach across cluster schools.**

**Planned next steps**

**LSA support- we would like this to continue 2019-2020, to carry out the effectiveness of the Rainbow room. This member of staff can then use all her training to ensure pupils wellbeing is being adhered to.**

**Maintain THRIVE support provided funding is available.**

**If not, possibly employ one person across cluster schools to deliver THRIVE and complete assessments.**

**Maintain LSA support for CLA pupils for curriculum and transition activities.**



**Training provided to schools utilising PDG LAC 2018/19 and 2019/20**

**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

## Examples of PDG LAC Cluster Evaluations from 5 schools

## School 1

## Evaluation Pupil Development Grant For Looked After Children 2018/2019

## Summary of plan 2018-2019

Level 1, 2 and 3 training throughout the Cluster was very beneficial for staff members to take their knowledge back to the school and meet with their teachers to raise awareness of CLA pupils in their schools along with strategies to support CLA and vulnerable pupils.

A CLA Cluster group has now been established throughout the cluster and meet twice a term to discuss issues, support and consistent ways forward for the CLA learners. A consistent One page profile has been developed throughout the cluster along with a CLA cluster passport to aid with transitions. The Cluster schools also attended a variety of courses together from CSC to ensure all schools have the same up to date knowledge on attachment and helping pupils with social and emotional difficulties.

Working together as a cluster we have also now had the Boxall training to help us understand a method of looking for areas as to where to support the CLA pupils. The Boxall Licence purchased as a cluster has helped with this tracking. Looking at the data every CLA pupil monitored has improved on a variety of strands from the developmental or diagnostic areas and this will now be closely monitored again next academic year. The majority of CLA pupils have shown to be less disengaged from the Boxall data from the variety of interventions they have received this year. Some schools within the cluster have been using Thrive to monitor and track the wellbeing of the pupils to promote their emotional wellbeing.

At Key Stage 4 all CLA pupils have been tested using a variety of access arrangements assessments including the Lucid and Dash and extra time or a reader has been arranged for those who were below average in these assessments. At KS4, all CLA pupils have also been using a digital reading pen in lessons and assessments to support them with their reading. This has proved to be very beneficial for the pupils to have more independence rather than having a human reader to sit with them. We are currently waiting for the GCSE examinations to be realised in August to see if the reading pen have helped them reach their target grade.

Lego Therapy has proved to be very successful across the cluster and has especially aided the CLA pupils with an ASD diagnosis. Lego Therapy training across the cluster has taken place to ensure that staff at all cluster schools have the knowledge to work with children and this training will continue with different staff throughout the next academic year. ELSA sessions have also been vital for the CLA pupils who still attend weekly and have an open house policy for ELSA throughout the school day. Staff have also bought into resources to help aid ELSA and Thrive sessions to make them more engaging and interesting for pupils. Three CLA pupils at Pontypridd High School who were on a reduced timetable are now attending all lessons and have built friendships amongst their peer groups. They have also increased their attendance to school from between 87% to 100%. The wellbeing data from Thrive and Boxall show increased scores in self-esteem and emotional security.

Sensory areas in all cluster schools are being developed for pupils to have a safe environment for times on need to help with a variety of issues from anxiety to bereavement. We are looking to develop this more in the future. At School 1 the majority of CLA pupils have a time out card to use the sensory area when they feel their emotions are high. This room has helped to reduce the exclusions from school for 4 CLA pupils.

Numeracy and literacy resources have aided attainment with the CLA pupils. All CLA pupils accessing the numeracy interventions have shown a rise in their standardised scores from a baseline assessment over the year. This is also reflected in the pupils reading standardised scores where one CLA pupil increased their reading age by 4 years.

### Evidence of learner outcomes (LAC/FLAC)

Increase in standardised score for all CLA pupils in numeracy.

Increase in reading ages for all CLA pupils.

One pupil has moved up an academic band from catching up on the gaps in his knowledge.

4 CLA pupils have used the time out area to reduce the risk of exclusion from school.

3 CLA pupils are now on full timetables from the support they have received from interventions such as ELSA and Lego.

CLA pupils attendance has been monitored and from a group of learners they has been improvement due to the support they now receive. A CLA mentor has been appointed and this mentor monitors their well-being and attendance weekly along with meeting the pupils regularly to discuss issues.

### Student Voice Quote

The school have adapted a room with a key worker available at all times to help with my issues. She tells me my attendance percentage every week.

I love LEGO Therapy.

I now have more confidence in doing my exams with the help of a reading pen. I don't need to look dull with a TA sitting by me to help me read.

I enjoy working in the ELSA room with Miss A. She supports me when I feel upset.

I have a time out card to use the sensory room when I fell anxious. This room is the best room in the school.

### Staff Quote

ALNCo support officer

I am proud of what Pupil X has achieved this year both academically and socially. His well-being is more positive and he now has a structured routine to help him with his school day.

Form Tutor

Pupil Y now gets involved in circle time in form class as he has the support from a group of friends to encourage him to do this. It is nice to see him smiling.

English teacher

The reading pen has helped the 4 pupils in the class to have more independence and as they can use the pen in even the reading text examination paper I feel that they will achieve their target grade this summer.

### Evidence of Impact on Teaching and Learning

Staff have been trained on the Level 1 CLA Friendly schools and this has raised awareness of all CLA pupils they teach. This has helped staff to understand the attachment needs of the CLA pupils and to implement this into their teaching and learning. Staff have also been made aware of what interventions the pupils are receiving and they

liaise with the ELSA's/Thrive practitioners in school who offer them on ways to help the pupils in their teaching class.

Pupils take their learning from their LEGO and ELSA session to their lessons and they think of what actions they need to use in the classroom to help with their confidence and self-esteem.

#### Evidence of whole school impact

ELSA's and Thrive practitioners liaise with teaching staff to show them strategies that suit the CLA pupils learning and well-being. This has improved the behaviour of pupils and they feel that staff understand them more as they have spoken to the ELSA's.

The Key worker for CLA pupils supports pupils in class when needed to reinforce to the CLA pupils that there is a strong communication link between teachers and non-teaching staff. The key worker is also present to meet with carers, parents and outside agencies to show support for the CLA pupil.

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

The cluster leads now meet twice a term to discuss issues and to show good practice working in their schools. This has started this year from the cluster approach of the PDG CLA. Transition approaches are now tighter and the CLA pupils spend more time working on transition and visiting their new classes. A cluster one page profile has been identified and is now being used throughout all schools. The cluster has met for training of Lego therapy and ELSA update sessions.

#### Planned next steps

To continue to meet as a cluster and attend training from CSC courses to improve knowledge of ways to support CLA pupils. To understand relationship based play and set up an area that can be used to help with play for all schools to use.

To continue tracking the wellbeing of the pupils using the Boxall and Thrive systems.

To continue with ELSA within each school and for an ELSA from secondary to visit all cluster schools throughout the year to aid with CLA pupils transition.

To set up safeguarding software to record, track and monitor the CLA pupils from all agencies and to monitor the attendance and achievements of all CLA pupils through the use of Class Charts.

To continue with numeracy and literacy interventions to ensure all CLA pupils have the support to fill in all gaps in their learning and to help them achieve their target grades.

To continue to test all CLA pupils for access arrangements to ensure they have the best possible opportunities to succeed.

Next years Year 7 CLA pupils have already expressed that they are visual learners so to make good use of the widget software to help them in all of their lessons visually. To train staff in school on how to make visual aids to help teaching and learning throughout the school.

Thank you for providing us with the finances to help support our CLA pupils for them to achieve and believe.

## School 2

### Evaluation Pupil Development Grant For Looked After Children 2018/2019

#### Summary of plan 2018-2019

The plan included the following:

##### **✦ Employ a Level 3 TA to work across cluster**

✦ All schools agree that this has been very beneficial to the pupils in their schools. All schools have used the person differently – 121 support/group support/as an advocate/ELSA sessions/playground support.

##### **✦ Half termly meetings for each school's CLA Teacher**

✦ These have been very successful as it has given all CLA teachers the opportunity to come together to highlight the good practice found throughout the cluster. Schools have used the CLA Friendly Schools Quality Mark criteria as a benchmark

##### **✦ Supply Costs for Level 1 / 2 / 3 CLA teacher status**

Nearly all schools have level 3 CLA teacher status and this has enabled two schools to apply for CLA Friendly Schools Quality Mark

##### **✦ Thrive Licence Cost via a cluster plan**

Three schools are thrive trained. Two schools use the group thrive resources to group thrive all pupils in the school.

##### **✦ Cluster Training**

Two members of staff from all schools have received Trauma Informed Schools training with Mike Armiger to use the resources to support pupils in their setting

#### Evidence of learner outcomes (LAC/FLAC)

- ✦ Pupils have received ELSA from the appointed person
- ✦ Pupils have had an advocate to ensure their voice has been heard
- ✦ Improved attitudes towards school
- ✦ Improved attendance
- ✦ KS2 pupils in one school all achieved targets (with exception of one)
- ✦ Additional reading and numeracy intervention for FP pupils in one school has ensured they are closer to their targets
- ✦ Pupil A in KS2 confidence has grown and now happy to discuss living in foster care

#### Student Voice Quote

- ✦ I feel safe in school
- ✦ I like learning
- ✦ I help make my PEP
- ✦ I know there is someone who knows where I come from
- ✦ I know who to ask for help to understand me help my feelings

#### Staff Quote

✦ We have spent much time over the last year focussing on the effectiveness of our CLA provision. We have used the CLA quality mark award criteria as scaffold in which to not only highlight our successes but to help us carefully plan our next steps. This method of monitoring and evaluating has helped us carefully structure our CLA provision to ensure the needs of all our learners are met. Our work with our cluster, which has focussed on CLA provision has enabled us to improve our practice through school to school networking and sharing of good practice. In addition the additional member of staff has supported the CLA children across all 4 cluster schools enabling our CLA children to benefit from 1 to 1 support weekly to work on key targets and support transition.

#### Evidence of Impact on Teaching and Learning

- ✦ Pupil A has been supported with the transition from placement disruption to new setting and been able to achieve end of year target
- ✦ Pupil B has been supported with emotional issues whilst settling into new routines
- ✦ Pupil C has received additional support to help him meet his IEP targets and improve his reading
- ✦ CLA pupils have dedicated time to work on their targets
- ✦ Thrive licence renewed – all pupils in Nurture / CLA / pupils who were 'red' on PASS assessments all 'thrived' enabling all pupils to achieve their best.

### **Evidence of whole school impact**

- ✚ TA has worked in three classes on a fortnightly basis
- ✚ Thrive practitioners have held staff meetings to raise awareness of thrive. This has enabled all teachers to group thrive their classes
- ✚ School has been able to work with CLA teachers of other cluster schools discuss current practice and look at good practice
- ✚ Proven highly effective in supporting two pupils who don't live with either parent in developing the wellbeing, social and emotional skills
- ✚ Pupils have had more opportunity to work in small groups and individually. Had opportunities to talk about feelings
- ✚ School have seen impact in terms of their attitude to school life in general and socially in the playground
- ✚ Cluster TA has observed all CLA pupils within their classes and now provides ELSA sessions for identified pupils
- ✚ Thrive licence renewed
- ✚ Thrive practitioners have held staff meetings to raise awareness of thrive. This has enabled all teachers to group thrive their classes
- ✚ CLA Teacher has benefitted from cluster CLA Network and has been able to work with CLA teachers of other cluster schools discuss current practice and look at good practice
- ✚ Access to Level 1 & 2 training
- ✚ Brilliant with the extra person providing 121 and small group support invaluable. Give children confidence and the members of staff a 'goto' person. Confidence and clarity when needed.

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

- **Cluster ELSA TA** employed to work in all schools throughout the week which enables good practice to be shared
- CLA provision is a natural part of HT cluster discussion and there is an openness between schools to ensure good practice is shared for all pupils to succeed
- CLA Teacher Sessions are now fixed in the diary where CLA teachers come together to share good practice and are using the quality mark criteria to improve
- Members from each of the schools have come together to receive training from SEMH Solutions to ensure the same message is heard throughout the cluster

### **Planned next steps**

To continue with the ELSA TA – the appointment of ELSA TA

To continue with CLA teacher meetings – amendment from one afternoon per afternoon to one day per term when CLA teacher will spend morning together and then work on improving CLA provision in their school in the afternoon

Level 2 and 3 in the schools which require it

Building Resilient Schools training for all cluster

Thrive licence for three schools / cost of thrive practitioner for 4<sup>th</sup> school

Total Investment Funding		£42,592		Evaluated	
Staffing & Resources	Est Cost		Progress made?		
Mental Health First Aid Training completed in the first term and delivered to schools and foster carers in the spring and Autumn term.	<b>£10,000</b>	Invoices sent to Finance.  <b>ACTUAL COST</b> <b>£6020</b>	2 People from the CLA team completed this training.  1 training session was delivered this academic year, for foster carers and teachers.  Evaluations have been received and collated.	Attendance register completed and evaluations completed.	
ELSA for foster carers Five day rolling programme over Autumn and spring.  Shared with Mainstream foster carer social workers.  Supervision half termly.	<b>12x £65 per person we train (total £780) &amp; venue costs</b>  <b>£1000</b>	<b>ACTUAL COST</b> <b>£2300</b>	A five day training package has been created and delivered to two groups of foster carers. Supervision session have been offered half termly after completing the course. 35 foster carers attended. 9 – 16 foster carers have attended supervision.  Evaluations have been received and collated	Attendance register of participants. Evaluations received and collated.	
Supporting Transitions	Developing resources and protocols	<b>£4000</b>	Invoices sent to finance.  <b>ACTUAL COST</b> <b>£430</b>	Linked into YEPs programs instead of summer school. Supported what was happening in schools already for CLA. Liaised with foster carers.	Evaluated through PERMA profile, feedback at CLA reviews and from schools/foster carers.
Short term LSA intervention and tuition.	Request to New Directions to provide additional	<b>£5000</b>	Invoices sent to finance.	1 pupil KS4 not attending school after placement move, OoC. 10	Feedback from school and Children's services.

	support in school to meet learning needs of CLA pupil.		<b>ACTUAL COST</b> <b>£9720</b>	hours, termly review. 1 pupil KS4 at risk of exclusion. 15 hours termly review 1 Pupil in foundation phase 15 hours for termly review To prevent exclusions. 1 pupil in KS2 to support transition and avoid exclusion. 15 hours termly review. 1 pupil, KS3, not in education, support with tuition for short term.	Discussion at CLA reviews.
Resources to support CLA Friendly Schools	Resources available to share with school staff to support CLA Friendly Schools, e.g. Adoptive friendly school book, Telling Tales, Attachment and Emotional Development in the Classroom	<b>£1000</b>	Purchasing books, celebration event of those schools who achieved quality mark. Printing of certificates.  <b>ACTUAL COST</b> <b>£570</b> Plus <b>£585</b>	Further information and books have been purchased and are available for team to share with school and foster carers through training.	Small scale evaluation undertaken with schools who achieved the CLA QM, pupils and foster carers. Evaluation extended to control group.
Video Interaction Guidance	2 day Training for 1EP Supervision for 2 EPs Registration x2 Conference	<b>Training – £800</b> <b>Supervision- £3000</b> <b>Registration £120</b>	<b>ACTUAL COST</b> <b>£4130</b>	Two members of the team can implement this intervention. IT equipment has been considered and protocols have been agreed. This is now being trialled with preschool pupils. Supervision has	Feedback in supervision. Evaluations from those involved. Children's services and foster carers.



				been arranged and is ongoing.	
Emotion Coaching	Training and developing course for Foster Carers and ELSAs Venue Costs	<b>£55</b> <b>£1500 + £500</b> <b>£300 (manual)</b>	<b>Actual Cost</b> <b>£2355</b>	Two members of the team completed the course. Organised training for all CSC Eps and BST so LAs can deliver emotion coaching.  Delivered training for foster carers.	Register and evaluations collated.
Dyadic Development Psychotherapy	Level 1 training for 3 Eps Attendance at Conference Books recommended by the course.	<b>£1500 + £300</b> <b>£603</b>	<b>Actual Cost</b> <b>£6460</b>	Level one completed. PACE training organised for all EPS team. Developing protocols for supporting families. Developed peer supervision practices for Trained EPs.	Peer supervision and feedback developed (reflective practices established) Level 2 training has been organised.
Therapeutic Story Writing or Story Links Training	Two members of the team attended Story Links Training	<b>£1020</b>	<b>Actual Cost</b> <b>£1050</b>	Two members of the team completed the course & can offer this intervention	Discussion at CLA Reviews & PEP meetings
Other expenditure	Equipment – Assessment Kit		<b>£3833</b>	Updated assessments for EP work.	Required for ongoing work as assessments were revised.
	Transport cost to support access to Jamie's farm. Subsistence and travelling for courses		<b>£883</b>	Coach to Jamie's farm for group of CLA Travelling to training and venues for training.	

	Helen Worrall	<b>2 days training on Relationship based play for foster carers and for ELSAs</b>	<b>£3700</b>	Trainer costs, materials, venue, food and drink, travel.	Evaluations
	Boxall profile training and resources	<b>Members of the CLA team</b>	<b>£826</b>	Training provided for team members.	Team using the Boxall profile and supporting schools.