



RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CORPORATE PARENTING BOARD

28TH JANUARY 2019

PDG LAC FUNDING IN RCT DURING THE ACADEMIC YEAR 2017/18 and 2018/19.

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

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1. PURPOSE OF THE REPORT

- 1.1 The purpose of the report is to provide the Corporate Parenting Board with an update on Pupil Development Grant for Looked After Children (PDG LAC) funding and how it was used in Rhondda Cynon Taf during the academic year 2017/18 and an update of the funding bids for 2018/19

2. RECOMMENDATIONS

It is recommended that the Corporate Parenting Board:

- 2.1 Consider the information contained with this report.
- 2.2 Consider whether they wish to receive a further data report on 2018/19 outcomes.

3. REASONS FOR RECOMMENDATIONS

- 3.1 To ensure that Corporate Parenting Board are kept informed and up to date with how PDG LAC funds are distributed and spent and evaluate outcomes of this funding.

4. BACKGROUND

- 4.1 RCT work alongside our Consortium partners to ensure that there is a consistent approach based on good practice to support children who are looked after in school. The Central South Wales Consortium believe that every Looked After and formerly Looked After pupil has the right to provision and support to enable them to fulfil their potential. We should have high expectations for all pupils which then leads to achievement for learners in the academic and personal and social aspects of their lives irrespective of their circumstances.
- 4.2 Welsh Government provide additional resources via the Pupil Deprivation Grant Children Looked After (PDG LAC) in order to enhance the work undertaken by the Local Authorities. The purpose of the grant is to raise the educational

attainment of Children Looked After and Formerly CLA pupils to close the attainment gap.

- 4.3 The grant is managed centrally at Central South Consortium. The Regional Lead for PDG LAC is line managed by the Lead Director for Children who are Looked After within the Central South Consortium. Directors of Education from each local authority agreed key priorities which include:
- 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 (hopefully within the cluster).
 - Ensuring that partnerships across the region continue to develop within CSC, schools, Social Care and other agencies.
- 4.4 During 2017/18 the majority of the resources were delegated directly to schools and in 2018/19 funding was delegated to school clusters (see Appendix 1 and 2). At the beginning of the financial years funding is delegated promptly to ensure timely interventions and support can be established. The Consortium also has a bursary fund to ensure Local Authority LACES teams can respond to in year needs and in RCT this has focused on supporting engagement with appropriate educational opportunities. In October 2018/19 RCT was allocated £42,592. The RCT bid has focused on developing therapeutic approaches by providing additional training for the CLA education team and ELSA and relationship based play training to foster carers (see Appendix 3). We have also funded learning opportunities through additional tutor sessions and some targeted LSA support for school aged pupils. There is a particular focus on transition from key stage 2 to 3. The bid has enabled the education team to develop an enhanced transition package for schools to support CLA at Year 6 and Year 7. This is being evaluated by using the PERMA profile questionnaire to identify measures of Well Being and plan support needs.
- 4.5 Schools are expected to include the PDG LAC funding within School Improvement Plans (SIP) and identify outcome measures. 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 priorities.
- 4.6 In March 2018 school clusters were encouraged to develop and implement interventions which have a beneficial impact on all children, but the expectation was that they would have a greater potential benefit on children who are looked after, or formerly looked after.
- 4.7 CLA Friendly Schools Resource was devised collaboratively with University of Wales utilising PDG LAC funding and produced by RCT and Merthyr Tydfil during 2015/2016. To date the resource has been very well received by RCT (and Merthyr Tydfil) schools and is well utilised. Other Local Authorities within the Central South Consortium along with those beyond the Central South Consortium have expressed a desire to utilise this resource for their schools.

- 4.8 Following the successful launch of the resource RCT developed a CLA Friendly Schools Quality Mark which was piloted in 2017 and has been fully operational since September 2018. The Quality Mark has two levels, which include gold and platinum awards. To date 6 RCT schools have achieved the mark with 1 school attaining gold and 5 schools attaining platinum a further 22 schools are currently working towards completing the award.
- 4.9 The CLA Quality Mark supports the underpinning principles and key priorities identified for the effective use of PDG LAC funding. It provides documented evidenced 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 which is shared from school to school and within clusters.

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 who is tasked with over management of the grant.
 - Support for Children placed outside of Wales - the out of Wales commitment. Funding for children placed outside of Wales will be accessed in the same way as schools access funding within the region.
 - Strategically Delivered Support - the consortium will strategically support Children Looked After in education. The region will work to raise the attainment of Children Looked After by providing a regional training programme for schools and Local Authorities. Examples of training included: recognising child sexual exploitation, attachment difficulties and dealing with behaviours associated with trauma. A large amount of money was also provided to schools for Thrive and ELSA training. In 2018/19 the training offered has been further enhanced to include: relationship based play, Children Looked After Friendly schools (levelled training) and emotional coaching.
- 5.2 The grant allocation for RCT in 2017/18 was £260,756 and £366,686 in 2018/19. This allocation supported the third element of the grant allocation: strategically delivered support.
- 5.3 During 2017/18, 72 schools applied for PDG LAC funding in RCT as schools were required to bid separately for the funding. In 2018/19, there was a move towards schools making applications as school clusters. Subsequently, 18 school clusters made applications for PDG LAC which was a significant increase from previous years.
- 5.4 Appendix 1 highlights the total PDG LAC expenditure for 2017/18. Allocation of funding was provided to schools based on Pupil Level Annual School Census (PLASC) figures. Appendix 2 highlights the total amount of funding that was allocated in 2018/19 to the school cluster and how the schools proposed to utilise this funding.
- 5.5 A steering group of representatives consisting of Head Teachers from our educational settings across all 5 Education Consortia, LACE Coordinators/ CLA

Team members 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 outlines an example of a cluster bid application form detailing the cluster allocation along with the objectives for the use of the funding. The detail provided in this cluster bid demonstrates the innovative ways in which our schools are working with CLA and previously CLA pupils.

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 subjective indicators (CSI) achievements of Children who are Looked After. The data highlights that in academic year 2017/18, 71% of children who were looked after achieved expected outcomes in the Foundation Phase, which is a significant increase from the previous year. Outcomes were maintained for pupils at both Key Stage 2 and Key Stage 3, continuing a longer term upward trend. Provisional data shows 26% of pupils achieved L2+, a significant improvement from the previous year. 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	15/16 academic (16/17 financial)	16/17 academic (17/18 financial)	17/18 academic (18/19 financial)*
Foundation phase CSI %	60	50	71
KS2 CSI %	66.7	68.2	70
KS3 CSI %	58	69	70
KS4 L2+ %	Data not collected	5.1	26**

**Methodology for data collection has been amended for 2017/18 and now uses pupils looked after as at January PLASC*

***provisional data*

Table 2 reports that there were no CLA pupils leaving as Not in Education, Employment or Training (NEET) in both 2015/16, 2016/17 or 2017/18.

Table 2: NEDU 002ii - % pupils in LAC care and in any LA maintained learning setting, who attain age of 16 during the school year and leave full time education, training or work based learning without an approved external qualification:

Academic Year	Target	Actual	Difference comparing target to actual
2012/13	3.03	2.86	-0.17
2013/14	4.30	3.23	-1.07
2014/15	3.00	2.22	-0.78
2015/16	6.50	0.00	-6.50
2016/17	7.60	0.00	-7.60
2017/18	0.0	0.00	0.00

6.3 Table 3 reports the number of CLA pupils that have been excluded over the last 4 years, it is evident that the rate of exclusion per 1000 pupils has fluctuated during this period primarily due to the cohort number each academic year.

Table 3: Exclusion Rate of Children 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

6.4 Table 4 highlights that the attendance levels of children and young people who are looked after was better than the general attendance of the wider local population for both Primary and Secondary cohorts.

Table 4: Attendance Levels of Children who are Looked After

School	Total percentage of attendance children who are looked after		RCT attendance target (excluding Special Schools)	
	2016/17	2017/18	2016/17	2017/18
Primary	96.40	96.30	95.40	94.22
Secondary	93.90	94.21	94.30	93.03

6.5 Outlined below are 2 case studies to demonstrate how the PDG LAC funding has been utilised within RCT schools.

Case Study 1: Case study from an RCT school highlighting the use of their PDG LAC funding

New Virtual Reality Experience for Children in Care

Young people in Tonyrefail Community School were active in highlighting the issues faced by Looked After Children by starring in a video funded by the Welsh Government.

Following a report by Dynamix, which concluded that Children Looked After felt that no one understood their situation, the Acting CLA Education Coordinator for RCT used PDG LAC funding to create a video that demonstrates how a Child Looked After believes they are perceived by their peers, teachers, carers and support agencies.

The video is in a Virtual Reality format and can be used throughout RCT as a training aid for teachers and school staff. Taken from the perspective of a young person, the video includes emotional scenes of being taken into care, meeting a foster family and starting a new school.

Ten young people were involved in making the video, all of whom have experienced the trauma and upheaval of being placed in foster care families.

A year 7 pupil said:

“making the video was fun and exciting, I hope it will help carers understand more.”

This video hopes to facilitate a greater understanding of the challenges faced by Children Looked After, by allowing the viewer to step inside the shoes of the child.

Tonyrefail School has been cited as ‘Best Practice’ by Estyn for identifying that, children who are looked after, due to their life experiences including changes of school and poor attendance, struggled with many aspects of literacy and numeracy. This was a significant barrier to them progressing in school. The school also recognised that many children who are looked after had difficulties in understanding and managing their feelings and emotions.

English version: https://youtu.be/Ao3P_KJINeU

Welsh version: <https://youtu.be/C1Rx9VBMTR8>

Case Study 2: Case study from another RCT school highlighting use of their PDG LAC funding

Official Opening of “The Den” on Tuesday July 9th 2018

How do I feel standing here this morning? – Proud!

How do I feel standing here this morning with very important people to open our new environment? – Proud!

How often do I answer my own questions? – Never!

There are people here more important than us – the pupils.

The voice of our pupils is so precious and from listening to their needs. The DEN has been designed and developed with their best interests at heart.

Two years ago I took over the responsibility of being the designated teacher of CLA and ALN pupils. Whilst getting to know these pupils I realised that many of these children needed extra

care and guidance in their lives. Some of these pupils were falling behind academically and sociably and it was clear that they needed a safe environment to call into for support throughout the school day.

This is the reason why The DEN was developed. The name says it all. **Developing Emotion through Nurture.** The DEN is an environment where pupils feel safe but can also access emotional literacy as well as learning how to improve social and communication skills and their academic achievement. Inside The DEN we offer ELSA sessions, literacy and numeracy interventions and help pupils communicate sociably by means of Lego Therapy and nurture techniques. The pupils thoroughly enjoy their experiences in The DEN and it helps to keep their minds active making friendship bracelets, fairy gardens, lego models, hama beads, sewing, reading and being a maths teacher I must add practicing their basic maths skills. At times it actually comes to the point at the end of the Lego Therapy sessions that the pupils feel so fulfilled with their achievements of completing Lego models that we have to display them rather than taking them apart. We have also recently started to develop Pontypridd High School rocks where the pupils paint their emotions on rocks and hide them around the school grounds for others to find and link to social media.

The DEN has also provided us with a vertical registration class consisting of vulnerable CLA and ALN pupils from a variety of different year groups. I am proud to be the form tutor to these pupils who need that extra support in the mornings to set them up for the school day. A meet and greet for these pupils is essential as they like to see the familiar face of the staff who know them well. Every morning an ELSA is also available in The DEN to ensure that the pupils are emotionally prepared for learning to take place throughout the day.

In a typical week an average of 40 pupils make use of The DEN and we expect these numbers to grow. Transition work has been ongoing for the last few months with new Yr 7 pupils and they have already spent time in here within our room to help them overcome their fears ready for the new school.

The impact of The DEN has been incredible already. Since opening The DEN and ensuring that a member of staff is available at all times CLA, ALN and other vulnerable pupils there has been an increase in their attendance. Certain pupils who would normally not come into school on certain days or arrive late are now present and on time. The friendly faces there to meet and greet them every morning provides them with a structure and routine. Having the provision of time out and a quiet relaxing safe area to think and talk through problems has enabled our pupils to feel valued and cared for. We were also very proud of a group of 5 Year 7 pupils last week. These pupils had been working in The DEN to help improve their literacy and reading skills by using the Literacy Launch Pad intervention. All five of these pupils over a period of 3 months had improved on their reading ages by one year. What an achievement!

The support that the room has provided us with has also helped to reduce the risk of exclusion for pupils. Our vulnerable pupils are able to access the correct support needed at difficult times to make this happen.

In addition to The Den we have expanded and implemented a sensory suite for our pupils to use to create an additional safe space. On times our CLA and ALN pupils find that school can be overwhelming, therefore this area benefits their needs. Sensory equipment can help develop key life skills and this suite creates a therapeutic alliance for our pupils with the colourful lights, sounds and objects inside. This environment allows our pupils to explore and interact without risk. The sensory suite is used for our pupils to help them with their anxieties, to relax and to have time to take a break away from their emotions.

All of our pupils who access The DEN have spent time in the sensory room and the feedback from them all has been so positive

We are currently a pilot school for the CLA Friendly Schools Quality Mark and both The DEN and the sensory suite have enabled us to meet the criteria for this to be achieved. Our CLA pupils know where to come in their times of need and who to talk to and how to express their concerns.

Once again I feel I have to say that we are all so proud of what we have created for our vulnerable pupils.

- 6.7 When looking at these case studies above, it is clear the lengths that schools and professionals go to in order to ensure that the needs of CLA and previously CLA pupils are met fully within the school setting. Both schools mentioned in the case studies have been the first cohort of schools to achieve the CLA Friendly Schools Quality Mark. This highlights the dedication and commitment of both school staff and those professionals working with CLA within RCT in order to improve their educational outcomes.
- 6.8 It is evident that a wide range of courses have been made available to the schools within the Central South Consortium utilising PDG LAC funding please refer to appendix 6. Information provided by Central South Consortium (CSC) demonstrates that attendance from RCT schools/ professionals accounts for 36.97% attendance at consortium based training utilising PDG LAC funding. RCT is highest engaging LA within CSC in this respect. Whilst this demonstrates a clear enthusiasm from RCT schools and professionals to support the educational outcomes of CLA and previously CLA pupils, the numbers of professionals attending these courses could be considered relatively low within the context of the overall number of schools in RCT and number of designated CLA teachers.
- 6.9 It is pleasing to note that the training was well received with evaluations reporting that 94% rating the training as excellent and meeting its stated aims and objectives and 75% of attendees rated the training as excellent in respect of anticipated impact upon their professional learning and raising standards in their school settings.

With the introduction of PERMA profiling in RCT the CLA education team can consider possible impact on wellbeing of subsequent training attended. Impact should also be evident in the exclusion, attendance and attainment data for 2019. We hope and anticipate that an increased number of schools will successfully complete and achieve the CLA quality gold and platinum award which will be reflected in the key areas of engagement and achievement for CLA pupils.

7. EQUALITY AND DIVERSITY IMPLICATIONS

- 7.1 The PDG LAC grant is a Welsh Government priority and therefore the terms and conditions of the grant are adhered to fully.
- 7.2 The purpose of the grant is to ensure that our most vulnerable pupils are given opportunities to develop well in schools and to ensure good achievement and Educational attainment.

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

8. CONSULTATION

- 8.1 There is no consultation required for this report.

9. FINANCIAL IMPLICATION(S)

- 9.1 Schools are allocated money from the PDG LAC. Currently, this is a sum of money for Children Looked After according to Pupil Level Annual School Census (PLASC) figures.
- 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 sixth year of this grant. It is hoped that the Welsh Government will continue with the allocation of this grant for future years.

10. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED

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

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

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

10. CONCLUSION

- 10.1 Outcome data for this vulnerable group of pupils for academic year 2017/18 highlights that improvements in the educational attainment of pupils in Key Stage 2 and 3 that have been evident over several years have been maintained. This is coupled with a significant improvement in the number of pupils achieving Level 2 +.
- 10.2 Rate of exclusions have fluctuated over the last 4 years however whilst the overall exclusion rate within RCT increased, the rate of exclusion per 1000 pupils has reduced in relation to CLA pupils.
- 10.3 Attendance levels of CLA pupils is better than the general school population of RCT. Secondary attendance of CLA pupils has shown a slight improvement.

- 10.4 Within RCT we encourage schools to undertake the quality mark in order to achieve the 'CLA Friendly School' quality mark that identifies good practice. We have 6 CLA friendly pioneer schools: Tonyrefail Community School, Pontypridd High School, YG Rhydywaun, Maesgwyn School, Maerdy Community Primary and Dolau Primary School.

Following the QM launch event on the 2nd October where 6 schools were awarded Gold and Platinum awards and showcased their good practice, a further 22 schools expressed an active interest in becoming CLA Friendly. Five schools submitted their self-evaluations and have received support this Autumn term to collect evidence required. Plans are in place to support the remainder during Spring term.

- 10.5 With support from the data team a more robust mechanism to evaluate progress is in development. This will enable easy access to a current data base and support the monitoring and tracking of educational outcomes, attendance and exclusions for CLA pupils. Capita will receive updated information on a weekly basis from Children's Services to inform and provide a virtual CLA school data set. From April 2019 we will be able to report on key aspects of engagement and attainment by year group, provision, gender as well as consider individual need to inform and support the reviewing process. This information can be generated quickly to inform strategic development, support timely intervention and target resources.
- 10.6 The CLA education team are working closely with the Wellbeing lead in RCT and using the PERMA profiling tool to help identify and support individual, school and home approaches to develop self-awareness, resilience and better emotional awareness. This is being trialled as a pilot in several RCT schools and the CLA education team are focusing on completing a PERMA profile on Year 6 CLA pupils to inform the success of an enhanced transition program due to be piloted in the summer term.

The CLA education team use and share a range of person centred planning tools to ensure that pupil voice is central during any decision making process about education. The development of a one page profile is modelled and encouraged. Supporting person centred reviews and facilitating interventions such as PATH (Promoting Alternative Tomorrows with Hope) ensures that the pupil is at the centre of future plans. We continue to work closely with children's services and are part of the response to a recent Bright Spots Study, commissioned by Children's services that highlighted the importance of young people and carers being aware of a Key adult in school and being able to access a safe space within the school building. As part of a school welcoming process all pupils will have an identified adult who will be available for them and be introduced to the ELSA/Thrive practitioner as well as the school based counsellor in secondary schools. This is a requirement of the CLA quality mark.

- 10.7 The CLA team provide a termly programme of training that is available to Designated Persons in schools for which schools can use their PDG LAC. The training allows networking and focuses on 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, what support is available and how to access this.
- The role and responsibilities of the Designated Person for CLA and to highlight changes in this role.
- 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 plan for future changes/updates.
- Support and guidance to ensure effective multi agency working.

The CLA education team continue to encourage the attendance of Designated Persons at CSC led training to ensure that all schools are well informed and able to support their staff to develop best practice in supporting children and young people who are looked after. An expectation of the CLA quality mark is that designated persons should complete Level 1 training and deliver to all staff in school. There has been good progress with this and approximately 60 schools have a member of staff who can cascade this training in school.

Appendix 1

PDG LAC Expenditure for 2017/2018 per RCT School

School	Phase	Approved Funding
Abercynon Community	Primary	£800.00
Aberdare Community	Secondary	£3,850.00
Aberdare Park	Primary	£750.00
Aberdare Town CiW and Cwmbach CiW	Primary	£3,860.00
Alaw Primary School	Primary	£500.00
Blaengwawr	Primary	£350.00
Bodringallt & Llanilltud Fardref	Primary	£2,300.00
Bryncelynnog Comprehensive	Secondary	£10,960.32
Caradog	Primary	£3,500.00
Cilfynydd	Primary	£2,120.00
Coedpenmaen	Primary	£920.00
Cwmbach Community	Primary	£1,000.00
Cwmclydach		£4,530.00
Cwmdar	Mixed	£2,350.00
Cwmlai	Primary	£1,150.00
Cymmer	Primary	£3,270.00
Darrenlas	Primary	£700.00
Dolau	Primary	£900.00
Ferndale Community	Secondary	£34,300.00
Ffynnon Taf	Primary	£1,000.00
Glenboi Community	Primary	£4,160.00
Glynhafod Junior and Cwmaman Infants	Primary	£4,510.95
Gwauncelyn Primary	Primary	£4,880.00
Gwaunmeisgyn	Primary	£3,000.00
Hendreforgan	Primary	£1,000.00
Llanharan	Primary	£560.00
Llanhari	Primary	£2,250.00
Llwydcoed	Primary	£1,105.02
Maerdy Community	Primary	£4,350.00
Maesycoed	Primary	£1,084.50
Maesygwyn	Special	£14,880.00
Miskin	Primary	£600.00
Mountain Ash Comprehensive	Secondary	£5,900.00
Oaklands	Primary	£1,010.95
Park Lane	Special	£2,100.00
Penygawsi	Primary	£2,600.00
Penygraig Junior	Primary	£1,200.41
Perthycelyn	Primary	£3,591.97
Pontrhonna	Primary	£2,500.00
Pontypridd High School	Secondary	£4,350.00

Rhigos	Primary	£400.00
St John Baptist	Secondary	£4,900.00
St Margarets RC	Primary	£350.00
St Michael's RC	Primary	£800.00
Tai Education Centre	PRU	£8,452.74
Ton Pentre Infants	Primary	£1,498.63
Ton Pentre Junior	Primary	£1,703.00
Tonypandy Primary	Primary	£1,650.00
Tonypandy Community College	Secondary	£15,034.00
Tonyrefail	Primary	£900.00
Tonyrefail School	Secondary	£24,218.00
Tonysguboriau	Primary	£2,642.00
Trealaw	Primary	£1,240.00
Tref-y-Rhyg	Primary	£1,562.50
Trehopcyn	Primary	£900.00
Treorchy Comprehensive	Secondary	£7,000.00
Trerobert	Primary	£1,780.00
Ty Gwyn Education Centre	PRU	£1,809.69
Tylorstown	Primary	£1,662.30
Williamstown	Primary	£4,941.00
Y Pant Comprehensive	Secondary	£9,243.00
YG Rhydywaun	Secondary	£647.97
YG Ynyswen	Primary	£3,430.78
YGG Bodringallt	Primary	£4,700.00
YGG Garth Olwg	3-18	£2,727.00
YGG Tonyrefail	Primary	£4,480.00
Ygsol Yr Eos	Primary	£1,000.00
Ynysboeth Primary School	Primary	£500.00
Ysgol Hen Felin	Special	£4,095.00
Ysgol Ty Coch	Special	£1,745.00
Total funding per cluster 2017/2018		£260,756.73

Appendix 2

PDG LAC expenditure for 2018/2019 per school cluster

Rhondda Cynon Taf CBC - 2018/2019 PDG LAC funding per cluster	
Aberdare Community School	£38,291
Bryncelynnog Comprehensive School	£28,045
Cardinal Newman R.C. Comprehensive	£9,072
Ferndale Community School	£31,081
Hawthorn High School	£18,558
Mountain Ash Comprehensive School	£21,974
Pontypridd High School	£29,943
Porth County Community School	£13,625
Special Schools RCT	£29,563
St John Baptist C.I.W. High School	£11,348
Tonypandy Community College/Ysgol Nantgwyn	£21,974
Tonyrefail Comprehensive School	£34,117
Treorchy Comprehensive School	£26,527
Y Pant Comprehensive School	£23,492
Ysgol Gyfun Cwm Rhondda	£8,313
Ysgol Gyfun Garth Olwg	£8,313
Ysgol Gyfun Rhydywaun	£7,933
Ysgol Llanhari	£4,518
Total funding per cluster 2018/2019	£366,686

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

Total Investment Funding			£42,592	
Programme / Priority Area	Key Actions	Time Scale	Funding	Monitoring / Evaluation
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.	£10,000	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.	12x £65 per person we train (total £780) & venue costs £1000	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.	£4000	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.	£5000	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.	£1000	Invoices kept by CLA Ed. Coordinator.
Video Interaction Guidance	2 day Training for 1EP Supervision for 2 EPs Registration x2 Conference		Training – £800 Supervision- £3000 Registration £120	Invoices kept by CLA Ed. Coordinator.
Emotion Coaching	Conference		£55	Invoices kept by CLA Ed. Coordinator.
	Parenting Programme Training & manual Venue Costs		£1500 + £500 £300 (manual)	
Dyadic Development Psychotherapy	Training 3 EP 3 books recommended by the course.		£1500 +£300 £60	Invoices kept by CLA Ed. Coordinator.
Therapeutic StoryWriting	Training 1 member of CLA Team		£395 + £75	Invoices kept by CLA Ed. Coordinator.
StoryLinks Training	Training 1 member of CLA Team		£395 + £75	Invoices kept by CLA Ed. Coordinator.
Penn Resilience Training	5 days training for 1 member of CLA Team		£1,375 + £450 + £100	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	£10,592	Invoices kept by CLA Ed. Coordinator.

Appendix 4
An example of a Cluster bid

Activities/ Actions	Success Criteria	Staff / School	Target Date	Cost/Resources
<ul style="list-style-type: none"> 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. A shared cluster LSA will be employed to deliver ELSA/THRIVE sessions or to cover staff so they can deliver targeted interventions. 	<ul style="list-style-type: none"> Best practise is shared and transition from school to school is consistent. 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. 	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"> Level 1 training 	<ul style="list-style-type: none"> All staff undertake level 1 training to ensure best possible outcomes for CLA pupils 	All staff in all cluster schools	Dec 2018	CPD sessions
<ul style="list-style-type: none"> Level 2 training Level 3 training 	<ul style="list-style-type: none"> Key staff undertake level training to ensure best possible outcomes for CLA pupils 	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"> THRIVE training for 5 staff and shared THRIVE cluster licence for 1 year. 	<ul style="list-style-type: none"> Staff from the cluster will be trained to deliver THRIVE sessions to CLA pupils. This will improve behaviour and reduce exclusion rates. Consistent use of THRIVE across the cluster will benefit and aid transition. 		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"> Allotments and small animal holding. Set up from scratch an allotments and small animal holding. Grow produce and sell by 	<ul style="list-style-type: none"> Provide opportunities for our CLA pupils to experience cultural opportunities outside of the classroom. Raise aspirations by developing a culture of self-belief. Give 	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>
<ul style="list-style-type: none"> • Purchase “Safeguard My School” & “Provision Map” package to track 	<ul style="list-style-type: none"> • This will ensure that ALL CLA pupils are effectively tracked and that a provision map is in 		<p>September 2018</p>	<p>Safeguard My School & Provision Map= £1,250</p>

CLA pupils effectively.	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.			
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CLUSTER STRATEGIC PLAN

Budget allocation £34,117 An example of a cluster bid for an RCT cluster of schools for 2018/2019

Objective	Outcome / Intended Impact
<ul style="list-style-type: none"> • Develop effective school to school and cluster working – primary, all-through and secondary - on CLA provision and support strategies. • ALL staff in ALL schools to undertake the level 1 CLA training • KEY staff in ALL schools undertake the level 2 CLA training. • Measured improvement of emotional literacy through the implementation of high quality alternative curriculum programmes. • Deliver measurable, bespoke interventions of pastoral support to support and enhance wellbeing. THRIVE undertaken for staff (floating LSA to deliver interventions to ALL schools on a rota) Implement THRIVE strategies and follow THRIVE action plan to aid in the improvement of Emotional literacy. • Provide opportunities for carers and CLA pupils to develop positive relationships with school staff whilst working collaboratively to improve links with education. • Provide opportunities for our CLA pupils to experience 	<ul style="list-style-type: none"> • Successful cluster working relationships and transition programme established. Devise a rota for primary schools to use the allotment facilities (should they wish to do so). • Staff to attend the compulsory CLA training when it becomes available. This will benefit CLA pupils within each setting. • Thrive training completed by key staff in cluster. A shared LSA employed to work across cluster to deliver sessions or cover to release key staff in schools to deliver targeted interventions. • A working rota is agreed and throughout the year THRIVE and ELSA results reflect positive impact. • Links with University and Confident Futures project are established. Carers group is established. Holiday contact is initiated. Carers are invited in to work alongside the pupils in the Allotment project. CLA pupils attend Summer School. • Set up an allotments with the provision for small animals e.g. chickens. Enhance social and emotional wellbeing. A social enterprise project will also be initiated where the children will sell what they produce. This will ensure sustainability. Monies made will be ploughed back in to the project to purchase further seeds, plants, animals, feed etc. The allotments would need to be established so community groups and cluster primary schools would be invited

cultural opportunities outside of the immediate community. Raise aspirations by developing a culture of self-belief. Give pupils a sense of purpose whilst providing 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.

to come on board and share the experiences.

- A Horticulture accredited qualification would be achieved.

List of Training Provided to Schools as part of PDG LAC
Observational Checklist Training - Pre-school
Attachment & Education
Observational Checklist Training - children aged 5-11
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
Observing Adolescents with Attachment Difficulties in Secondary Schools
ACE Ambassadors Professional Learning day (Train the trainers)
ACE's, Assessment, Adoption and Attainment
Negotiating behaviour change
Relationship Based Play
Whole school approaches for better outcomes for LAC
Making a Difference and Introduction to Emotion Coaching
ACE - Trauma Informed Practice for Primary Schools

Also provided locally:

ELSA for Foster carers.

Relationship based play for ELSAs and Foster carers.

MHFA for foster Carers.