

# Pupil Development Grant for Looked After and Formerly Looked After pupils 2018/19

## Grant Guidance

**Period covering: April 2018 – March 2019**

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## Overview of Grant for 2018/19

The Pupil Development Grant is a Welsh Government Grant to improve outcomes for learners who are Looked After and Formerly Looked After. It is coordinated and administered by the Central South Consortium.

**In the 2018/19 financial year, the majority of the grant will be allocated to schools on a cluster basis.**

### Accessing the Grant

**Schools are required to submit the School Provision Audit (Form A) and one application per cluster (Form B)**

Eligible young people are pupils who live and are educated within the Central South Region who are:

- **Current Looked After Children (PLASC 2018)**  
or
- **Formerly Looked After who are subject to the following court orders**  
Adoption Order  
Special Guardianship Order  
Child Arrangement Order  
Residence Order  
Please contact the LACE in your local authority if you require more advice about the eligibility of the pupils in your school.

It is acceptable for clusters to develop and implement interventions which have a beneficial impact on **all** children, especially those who might require additional support because they might have experienced loss, trauma, neglect or abuse - but the expectation is that they will have a greater potential benefit on children who are or were looked after.

Please be aware that **the Designated Looked After Children Teacher is a statutory role** in every school, whether there are Looked after Children there or not. Schools need to know what the procedures are for supporting these pupils and should have strategies in place in case a child comes to your school. You can read more about this in the Welsh Government document "Making a Difference – A guide for the designated person for looked after children in schools." (Guidance document no: 255/2017).

<http://learning.gov.wales/docs/learningwales/publications/171123-making-a-difference-looked-after-children-en.pdf>

**All applications will be reviewed at the Regional Steering Group who will agree funding based on the following criteria.**

- All applications must show evidence of cluster and school to school working.
- All applications must show how they will add additional interventions/projects to the cluster that are not already available through other funding sources.
- The grant will not be awarded where there is evidence of it being used to sustain permanent and/or statutory roles in respect of a school's core activity e.g. Designated Looked After Children teacher.

- The grant will not be awarded where it is being used to replace existing services or entitlement for pupils e.g. ALN delegated funding.
- Interventions must support the **improved educational outcomes** of this group of learners.
- All proposals will need to be considered for sustainability beyond the lifetime of the grant.
- Funding will not be delegated to schools unless robust plans are agreed that are consistent with the regional approach.
- Projects must aim to enhance curriculum opportunities to support social and emotional development, which impacts on the following areas
  - Raising attainment/achievement
  - Improve attendance
  - Reduce exclusions

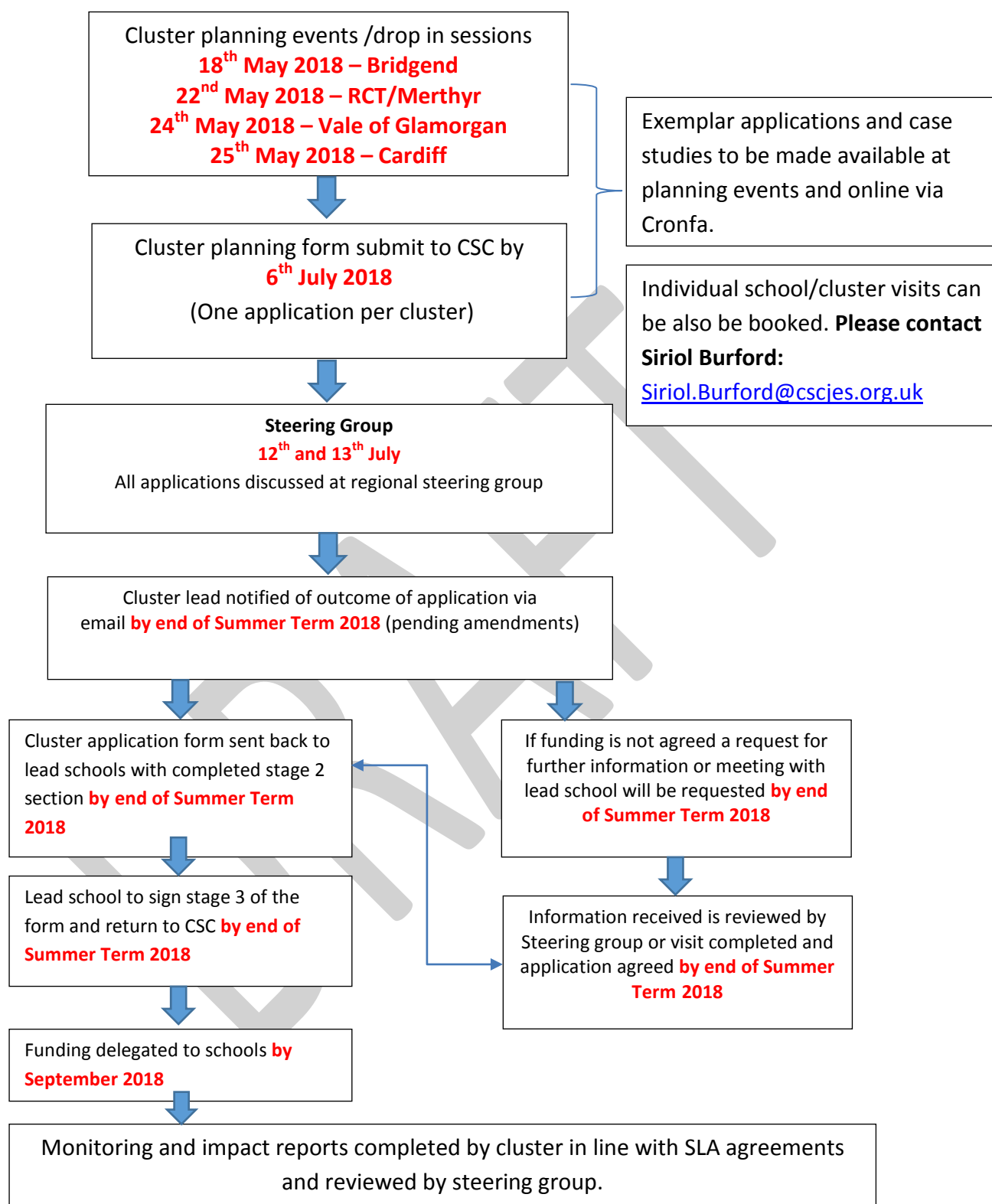
## Central South Consortium Vision and Objectives

We believe that every looked after and formerly looked after pupil educated within the Central South Consortium has the right to provision and support to enable them to fulfil their potential. We 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. We aim to achieve this by developing high quality educational provision and practice across the region.

### Objectives

- Raise attainment of Looked After and Formerly Looked After Children to close the attainment gap.
- Enhance the capacity of schools to improve the outcomes for eligible pupils through training and support via school to school working and the sharing of good practice.
- Continue to develop partnerships across the region with LA's, schools, social care and other agencies.

## Funding Allocation and Timescales



## Application Guidance

Each school should complete the School Provision Audit (Form A) and bring this to the cluster meeting where the Cluster Provision Audit (Form B) should be completed to reflect current provision and practice and what needs to be developed within the cluster. This will help inform the Cluster Strategic Plan (Form B) to be submitted **by 6th July 2018**.

## Suggested Strategies (See Appendix A for contact details)

Areas	Examples
Training	<p>Staff training e.g.</p> <ul style="list-style-type: none"><li>• THRIVE</li><li>• ELSA</li><li>• PALAC</li><li>• Pivotal</li><li>• Achievement for All</li><li>• The Art of Brilliance</li><li>• Nurture</li><li>• Mindfulness</li><li>• Unearthing Box</li><li>• SEAL</li><li>• Attachment aware schools</li><li>• Emotional Coaching</li><li>• Philosophy 4 Children</li><li>• Yoga for Schools</li><li>• Other social and emotional initiatives</li><li>• Family links/Engagement</li></ul>

	<ul style="list-style-type: none"> <li>• The Inclusion Project – Daniel Sobel (please see Appendix A for links to initiatives)</li> </ul>
<b>Projects/initiates</b>	<ul style="list-style-type: none"> <li>• Set up of social emotional groups/initiatives (as above)</li> <li>• Family links/engagement work with carers – Link with Fostering Network</li> <li>• Home/school projects</li> <li>• Reading/writing projects e.g. accelerated reading (with baseline data and projected outcomes)</li> <li>• Key stage 2 – 3 Transition support - enhanced support</li> <li>• Wellbeing (improved attendance/behaviour patterns and alternatives to exclusion)</li> <li>• Minecraft project</li> <li>• LEGO/Art/Play therapies</li> <li>• Literacy and numeracy interventions</li> <li>• Peer mentoring</li> <li>• Clubs</li> <li>• Letterbox</li> <li>• Additional outreach/joint working with PRU or special schools</li> </ul>
<b>Use of staff</b> NB – This cannot replace school's statutory roles and duties e.g. CLA Designated Teacher and ALN support.	<ul style="list-style-type: none"> <li>• The appointment of additional staff to add/build capacity and support delivery to Looked After and Formerly Looked After Children e.g. intervention workers.</li> <li>• Looked After and Formerly Looked After Children Mentors/key person</li> <li>• Family links/engagement work with carers</li> <li>• Intervention leads e.g. nurture/Thrive etc.</li> <li>• Additional tuition</li> <li>• Reconfiguration of roles cross cluster to a team approach.</li> <li>• Share/develop cluster practise</li> <li>• Released from class to undertake duties associated with the project</li> <li>• Release of staff from existing roles to work on new projects</li> <li>• Release of designated teacher / mentors to work with other schools/clusters</li> <li>• Training other staff in cluster to undertake initiatives</li> </ul>

	<ul style="list-style-type: none"> <li>• Visits to schools/clusters to share/develop practise</li> </ul>
<b>Resources</b> (computer hardware, music lessons, schools trips cannot be funded)	<ul style="list-style-type: none"> <li>• Revision Guides</li> <li>• Books</li> <li>• Computer software (hardware cannot be purchased)</li> <li>• Licenses for initiatives</li> <li>• Curriculum resources</li> <li>• Resource packs for carers/parents</li> <li>• LEGO</li> <li>• Creative resources/materials</li> <li>• Activities/games</li> <li>• Training materials /programmes</li> </ul>
<b>Pupil support</b> Support for individual pupils within the school cluster should make up a small proportion of the funding allocated.	<p><b>Any individual pupil support/packages must be recorded on a pupil tracker.</b></p> <ul style="list-style-type: none"> <li>• Additional tuition</li> <li>• Support for national tests</li> <li>• Additional qualifications</li> <li>• Revision support</li> <li>• Enhanced curriculum</li> <li>• Literacy e.g. Giglets</li> <li>• Relax kids programme</li> </ul> <p><b><u>What cannot be funded</u></b></p> <ul style="list-style-type: none"> <li>• The grant cannot be used to replace existing services or entitlement e.g. funding for pupils with Special Educational Needs.</li> <li>• School trips</li> <li>• Computer hardware. (laptops/iPads/Chrome Books)</li> <li>• Additional music lessons.</li> <li>• Rewards</li> </ul>

## Form A – Example of a School Provision Self-Evaluation Toolkit (to be brought to cluster meeting)

### SCHOOL PROVISION SELF-EVALUATION TOOLKIT TO BE BROUGHT TO CLUSTER MEETING



Not started



Being developed



Developed fully



Best practice

The following criteria has been developed to help schools in achieving the CSC vision for the provision of Looked After and Former Looked After Pupils. Please RAG each of the criteria below to help you identify areas that can be further developed as a school, which will help inform the cluster action plan.

Please note that not all of the criteria below meets the PDG LAC grant criteria, but will help evaluate and identify areas for development across the cluster. Further guidance on suitable usage of the grant can be found in the guidance.

Success Criteria	RAG	Next Steps
<b>Training and awareness for all staff</b>		
CLA Friendly Schools Training ( <b>Level 1</b> ) attended by all key staff working with CLA to be completed on an annual basis. Contact LACE for details.		Roll out Level 1 training for whole school.
<b>Designated Person for CLA fulfils the following responsibilities</b>		
The named person has received the <b>Level 2</b> Training.		CLA Manager to attend training on 22 <sup>nd</sup> May 2018
Accurate records are kept for all CLA/adopted learners and maintained each term.		Maintain standards of record keeping and reports.
Identified support and induction procedures are adhered to for pupils and carers new to school.		Develop Transition Passport to aid pupils' transition into school.
Ensure CLA and carers are aware of and encouraged to participate in extra-curricular activities and out of hours learning when applicable.		Continue to seek appropriate opportunities for CLA and carers.
That if experiencing difficulties the designated person is to immediately liaise with CLA co-ordinators, Social Services, ALN Services and carers.		Ensure continued lines of communication.
That a PEP is in place for every CLA.		Maintain good practice.
To ensure that PEPs are updated regularly and used as a working document.		Regularly review, rather than yearly.
All PEPs and 'One Page Profiles' are person centred documents which successfully direct and coordinate CLA interventions.		Develop the use of PEPs and OPP.
<b>Governor Support</b>		
School have a named governor for CLA who has received <b>Level 1</b> Training.		New Governing Body to be appointed and L1 training to be undertaken.



<b>Tracking and Monitoring</b>		
Data for wellbeing measures accurately identifies CLA interventions needed and there is evidence of implementation and support.		Continue to deliver ELSA, Thrive and Emotion coaching for CLA.
School data is available to CLA learners and carers as part of the PEP process and individual target setting.		Continue to include all data on PEPs.
<b>Effective Use of PDG, LAC and Other Sources of Additional Funding</b>		
Evaluations of allocated funding are completed.		Maintain good practice.
<b>Approaches to Admissions, Attendance and Exclusions</b>		
A child who is looked after is actively welcomed into school by means of a person centred planning meeting held prior to the pupil's admission or within the first week.		Continue good practice and add Transition Passport.
School avoids excluding CLA unless under extraordinary circumstances.		Avoidance of exclusion is the norm for CLA.
<b>High Aspirations, Reducing Low Achievement</b>		
Every CLA is achieving national targets and <b>if not</b> there is evidence that appropriate interventions are in place.		Continue to ensure appropriate support and interventions for all CLA pupils.
At Key Stage 3, 4 and 5 there is evidence CLA pupils are targeted for examination revision opportunities. That access arrangements are in place for any CLA pupil with additional learning needs.		Continue to monitor revision attendance.
CLA pupils are encouraged to attend Summer Schools, Holiday Clubs and Homework Clubs.		Develop extra-curricular attendance.
<b>Positive Wellbeing and Developing Emotional Literacy</b>		
All CLA have access to ELSA/Thrive trained staff to support emotional development.		Ongoing training for staff.
<b>The Voice of the Child</b>		
Ensure views of CLA are taken into account when planning support at a school or individual level.		All CLA are consulted individually and support is tailored to the pupil.
<b>Early Preventative Interventions</b>		
School provision map of support is in place for CLA that evidences early interventions that address social, emotional language, literacy and numeracy for all pupils.		Develop whole school provision map.
<b>Behaviour Policy</b>		
The Behaviour Policy recognises the needs and reasons behind behaviours and the triggers with flexible responses to challenging behaviours.		Whole school training on behaviour.
<b>A Key Adult</b>		
Evidence of planning and consistent implementation of interventions that support CLA experiencing challenging behaviours and reviewed at least on a half term basis.		Links with BSS and Behaviour Manager.
<b>Managing Each Day</b>		
There is evidence of understanding specific needs and strategies to support an individual approach to CLA i.e. use of transitional objects, safe places, calm boxes, etc.		Continue good practice.

<b>A Key Adult</b>		
Evidence of planning and consistent implementation of interventions that support CLA experiencing challenging behaviours and reviewed at least on a half term basis.		
<b>Managing Each Day</b>		
There is evidence of understanding specific needs and strategies to support an individual approach to CLA i.e. use of transitional objects, safe places, calm boxes, etc.		

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## Form B – Example of a Cluster Provision Audit and Strategic Plan

Indicative Grant Funding Allocation*	£ 30,000
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\* TBC by Welsh Government

### Cluster Details

		Name	School and Local Authority	Direct Telephone Number	Email Address	No of learners CLA /FCLA	FP	KS2	KS3	KS4	No of Pupil with ALN		
											SA	SA+	Stat
CLA Cluster Lead	1	Leon Wright	School A	671345	LW@ tc co uk	27			11/3	10/3	18	9	3
	2	Joe Jones	School B	667495		7		1/1					1
CLA School Coordinators	3	Kate Abley	School C	671345		3							
	4	Jamie Griffin	School D	667495		2							
	5	Gemma Powell	School E	671345		1		1					
	6	Amanda Regis	School F	667495		6							
	7	Fred Moon	School G	671345		2	1					1	
	8												
	9												
	10												
	11												
	12												
	13												
	14												
	15												

## Example of a Cluster Provision Audit



Not started



Being developed



Developed fully



Best practice

The following criteria has been developed to help schools in achieving the CSC vision for the provision of Looked After and Former Looked After Pupils. Please RAG each of the criteria below to help you identify areas that can be further developed as a school, which will help inform the cluster action plan.

Please note that not all of the criteria below meets the PDG LAC grant criteria, but will help evaluate and identify areas for development across the cluster. Further guidance on suitable usage of the grant can be found in the guidance.

Success Criteria	School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	School 9	School 10	School 11	School 12	School 13	School 14	School 15
<b>Training and awareness for all staff</b>															
CLA Friendly Schools Training ( <b>Level 1</b> ) attended by all key staff working with CLA to be completed on an annual basis. Contact LACE for details.	Developed fully	Being developed	Being developed	Being developed	Being developed	Being developed	Being developed								
<b>Designated Person for CLA fulfils the following responsibilities</b>															
The named person has received the <b>Level 2</b> Training.	Being developed	Not started	Not started	Not started	Not started	Not started	Not started								
Accurate records are kept for all CLA/adopted learners and maintained each term.	Best practice	Developed fully	Being developed	Developed fully	Being developed	Being developed	Being developed								
Identified support and induction procedures are adhered to for pupils and carers new to school.	Developed fully	Developed fully	Developed fully	Developed fully	Developed fully	Developed fully	Developed fully								
All CLA pupils are encouraged to participate in all aspects of school life e.g. enrichment activities.	Best practice	Being developed	Being developed	Being developed	Being developed	Being developed	Being developed								
Ensure CLA and carers are aware of and encouraged to participate in extra-curricular activities and out of hours learning when applicable.	Best practice	Not started	Not started	Developed fully	Not started	Developed fully	Not started								
That a PEP is in place for every CLA.	Best practice	Best practice	Best practice	Best practice	Best practice	Best practice	Best practice								
To ensure that PEPs are updated regularly and used as a working document.	Being developed	Being developed	Being developed	Being developed	Being developed	Being developed	Being developed								
All PEPs and 'One Page Profiles' are person centred documents which successfully direct and coordinate CLA interventions.	Being developed	Being developed	Not started	Being developed	Not started	Being developed	Being developed								
<b>Governor Support</b>															
School have a named governor for CLA who has received <b>Level 1</b> Training.	Being developed	Being developed	Being developed	Developed fully	Being developed	Developed fully	Being developed								
<b>Tracking and Monitoring</b>															

Data shows overview of CLA progress and achievement over time with identified support when needed. These indicators can include national tests (English, mathematics and welsh where applicable), attendance, wellbeing, exclusions.																
Data for wellbeing measures accurately identifies CLA interventions needed and there is evidence of implementation and support.																
School data is available to CLA learners and carers as part of the PEP process and individual target setting.																
<b>Effective Use of PDG, LAC and Other Sources of Additional Funding</b>																
Evaluations of allocated funding are completed.																
<b>Approaches to Admissions, Attendance and Exclusions</b>																
A child who is looked after is actively welcomed into school by means of a person centred planning meeting held prior to the pupil's admission or within the first week.																
School avoids excluding CLA unless under extraordinary circumstances.																
<b>High Aspirations, Reducing Low Achievement</b>																
Every CLA is achieving national targets and <b>if not</b> there is evidence that appropriate interventions are in place.																
At Key Stage 3, 4 and 5 there is evidence CLA pupils are targeted for examination revision opportunities. That access arrangements are in place for any CLA pupil with additional learning needs.																
CLA pupils are encouraged to attend Summer Schools, Holiday Clubs and Homework Clubs.																
<b>Positive Wellbeing and Developing Emotional Literacy</b>																
All CLA have access to ELSA/Thrive trained staff to support emotional development.																
<b>The Voice of the Child</b>																
Ensure views of CLA are taken into account when planning support at a school or individual level.																
<b>Early Preventative Interventions</b>																
School provision map of support is in place for CLA that evidences early interventions that address social, emotional language, literacy and numeracy for all pupils.																
<b>Behaviour Policy</b>																
The Behaviour Policy recognises the needs and reasons behind behaviours and the triggers with flexible responses to challenging behaviours.																
<b>A Key Adult</b>																
Evidence of planning and consistent implementation of interventions that support CLA experiencing challenging behaviours and reviewed at least on a half term basis.																
<b>Managing Each Day</b>																
There is evidence of understanding specific needs and strategies to support an individual approach to CLA i.e. use of transitional objects, safe places, calm boxes, etc.																

## CLUSTER STRATEGIC PLAN (Example)

### Priority

Objective	Outcome / Intended Impact
<ul style="list-style-type: none"> <li>School to school transition working and sharing of good practice.</li> <li>Level 1 Training across cluster</li> <li>Level Training across cluster</li> <li>Introduce sessions for carers and CLA pupils</li> </ul>	<ul style="list-style-type: none"> <li>Good practice is shared/ Pupils move confidently between primary and secondary</li> <li>All key staff are trained to Level 1.</li> <li>All key staff are trained to Level 2</li> <li>Introduce sessions for carers t take part in school activities alongside the child/ren</li> </ul>

Activities/Actions	Success Criteria	Staff / School	Target Date	Monitoring and Evaluation	Cost/Resources
<ul style="list-style-type: none"> <li>Transition passport to be developed</li> <li>One page profile ideas are shared to ensure that a consistent approach from the cluster is followed.</li> </ul>	<ul style="list-style-type: none"> <li>Passport developed by CLA.</li> <li>Good practice shared and adapted to meet the needs of each individual school.</li> </ul>	Key staff in all cluster schools	Sept 2018	<ul style="list-style-type: none"> <li>CLA Manager and Primary lead.</li> </ul>	<ul style="list-style-type: none"> <li>School to school support, sharing best practice-cluster sessions x 5. 5 x cover costs £900</li> </ul>
<ul style="list-style-type: none"> <li>Level 1 training</li> </ul>	<ul style="list-style-type: none"> <li>All key staff receive training.</li> </ul>	Key staff in all cluster schools	Sept 2018	<ul style="list-style-type: none"> <li>CLA Manager and Primary lead.</li> </ul>	Cover: £150 x 7
<ul style="list-style-type: none"> <li>Level 2 training</li> </ul>	<ul style="list-style-type: none"> <li>All key staff receive training.</li> </ul>	Key staff in all cluster schools	Dec 2018	<ul style="list-style-type: none"> <li>CLA Manager and Primary lead.</li> </ul>	Cover: £150 x 7
<ul style="list-style-type: none"> <li>Introduce after school activities that carers can join in</li> </ul>	<ul style="list-style-type: none"> <li>Carers develop links with school</li> </ul>	Cluster schools	Dec 2018	<ul style="list-style-type: none"> <li>CLA Manager and Primary lead.</li> </ul>	
<ul style="list-style-type: none"> <li>Whole school attachment training 1 day x 6 primary schools (up to 160 staff) KCA agency.</li> <li>Emotion coaching x 20</li> <li>ELSA training x 7</li> <li>Thrive practitioner training x 4 staff, Thrive induction for SLT, 3 hour whole school training, Thrive online licence fee and practitioner top up from Early Years to adolescence.</li> </ul>	<ul style="list-style-type: none"> <li>Suitability of intervention and tracking of progress shows improvements over time.</li> <li>Staff trained to deliver and run Thrive, ELSA, Emotion Coaching are able to have timetabled sessions to carry out interventions.</li> </ul>	All cluster schools	March 2019	CLA Manager and Primary leads.	Attachment training £2150 Emotion Coaching £1200 ELSA £1225 Thrive £12685


Progress report (submitted December 2018)

Impact Evaluation (submitted March 2019)

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## SCHOOL SPECIFIC PLAN (OPTIONAL)

### School A

Objective	Outcome / Intended Impact
<ul style="list-style-type: none"> <li>Develop effective school to school and cluster working – primary, all-through and secondary - on CLA provision and support strategies.</li> <li>Measured improvement of emotional literacy through the implementation of high quality alternative curriculum programmes.</li> <li>Deliver measurable, bespoke interventions of pastoral support to support and enhance wellbeing. (Measured through data analysis, attendance and engagement i.e. PASS survey, PBAS)</li> <li>Raise aspirations by developing a culture of self-belief targeting further education, higher education, employment and ensuring no CLA pupil is NEET.</li> <li>Provide opportunities for carers and CLA pupils to develop positive relationships with school staff whilst working collaboratively to improve links with education.</li> <li>Provide opportunities for our CLA pupils to experience cultural opportunities outside of the immediate community.</li> <li>Implement ELSA strategies to aid in the improvement of Emotional literacy.</li> <li>Provide whole school training on attachment to raise awareness and to meet the criteria to be an Attachment Aware school.</li> </ul>	<ul style="list-style-type: none"> <li>Successful cluster working relationships and transition programme established.</li> <li>Thrive, Attachment, Emotion coaching and ELSA training completed for key staff.</li> <li>PASS survey and Pbas results reflect positive impact over time.</li> <li>No CLA pupils leaves school NEET.</li> <li>Links with University and Confident Futures project are established and CLA pupils attend Summer School.</li> <li>Workshops and activity events are undertaken successfully.</li> <li>ELSA sessions targeted to CLA pupils.</li> <li>Attachment training for all staff undertaken. This will improve relationships and understanding of CLA pupil's needs.</li> </ul>

Activities/Actions	Success Criteria	Staff	Target Date	Monitoring and Evaluation	Cost/Resources
•	•			•	
•	•			•	
•	•			•	
•	•			•	
Progress Logs (submitted December 2018)					
Impact Evaluation (submitted March 2019)					



## PUPIL SPECIFIC STRATEGIES (OPTIONAL)

### Pupil A

Gender	M	Year Group	10	SEN Status	SEBD	School	School A
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Current Performance (Baseline Data)																					
Foundation Phase				Key Stage 2 / 3				Standardised National Test Score				Key Stage 4								% Attendance	No of Days Exclusion (last 12 months)
PSDWCD	LLC	MD	PD	Eng	Welsh	Maths	Sci	Reading	Darllen	Proc	Reas	L2+	L2	L1	5A*-A	Eng	Welsh	Math	Sci		
												N	N	Y	N	U	G	F	G	97.26	2.5
Any other relevant data																					
Pupil A is year 10 Male placed in a small SEN class of 12 pupils. He suffers from Dyslexia, poor eyesight and is medicated for ADHD. He refuses to revisit work or make amendments. His poor eyesight requires him to wear prescription glasses or lenses but he refuses to wear either. Learning is being hampered by his refusal to allow others to help him.																					

Objective	Outcome / Intended Impact
Help pupil to act independently in exams and not to feel isolated from others.	Pupil feels less isolated and is able to sit exams in the same room as his peers. Pupil will meet his targets in all subjects.

Activities/Actions	Success Criteria	Staff	Target Date	Monitoring and Evaluation	Cost/Resources
<ul style="list-style-type: none"> <li>The C-Pen Exam Reader pen scanner is major technological breakthrough for anyone wanting to read English exam questions. The C-Pen Exam Reader is a totally portable, pocket-sized device that reads text out aloud with an English human-like digital voice.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil meets his targeted grade of G grades at GCSE.</li> </ul>	All staff	July 2019	<ul style="list-style-type: none"> <li>All staff</li> </ul>	£228
Olympus WS-853 8GB Digital Notetaker. <ul style="list-style-type: none"> <li>Built in 8GB memory</li> <li>Stereo microphone</li> <li>MP3 recording format</li> <li>USB direct connection</li> <li>2x - 0.5x playback speed control</li> <li>Dot matrix display</li> <li>External micro SD slot</li> </ul>	<ul style="list-style-type: none"> <li>Pupil meets his targeted grade of G grades at GCSE.</li> </ul>	All staff	July 2019	<ul style="list-style-type: none"> <li>All staff</li> </ul>	£83.99

• Rechargeable battery					
<b>Progress Logs (submitted December 2018)</b>					

<b>Impact Evaluation (submitted March 2019)</b>																					
<b>Foundation Phase</b>				<b>Key Stage 2 / 3</b>				<b>Standardised National Test Score</b>				<b>Key Stage 4</b>								<b>% Attendance</b>	<b>No of Days Exclusion (last 12 months)</b>
<b>PSDWCD</b>	<b>LLC</b>	<b>MD</b>	<b>PD</b>	<b>Eng</b>	<b>Welsh</b>	<b>Maths</b>	<b>Sci</b>	<b>Reading</b>	<b>Darllen</b>	<b>Proc</b>	<b>Reas</b>	<b>L2+</b>	<b>L2</b>	<b>L1</b>	<b>5A*-A</b>	<b>Eng</b>	<b>Welsh</b>	<b>Math</b>	<b>Sci</b>		
<b>Any other relevant data</b>																					

<b>Sustainability</b>																					

## CLAIM FORM

(to be signed and sent to [siriol.burford@cscjes.org.uk](mailto:siriol.burford@cscjes.org.uk))

### Payment of Funding

Payment will be released to the Lead School following approval of your Cluster Strategic Plan and in line with each Local Authorities payment profile to schools.

### Use of Funding

The funding must be used for the sole purpose of the project agreed with the CSC. If any event occurs or circumstances arise which, in the opinion of the CSC, gives reasonable grounds for believing that you may not or may be unable to perform or comply with any of the project obligations, I agree the school will repay any monies received in connection with the project.

If at any time in the future, Welsh Government reclaim this payment or part of from the Central South Consortium as not being eligible expenditure under the terms and conditions, I agree the school will repay CSC in order that it can repay Welsh Government.

### Audit

Grant funding MUST be spent within the specified grant period or it will be deemed ineligible and returned to Welsh Government or the grant provider if different.

- For audit purposes the school is required to keep a register of all workshops/training.
- All financial documentation relating to payments to employees, third parties or resources of any kind must be kept for 6 years unless otherwise stated. The school will make available this documentation should they be required during audit.
- If no evidence is forthcoming, if spending falls outside the original parameters set within the Cluster Strategic Plan, or if CSC deems that progress in the project/activity is insufficient.

### Progress Report

A succinct progress report is included within this document and must be submitted in December 2018, with final evaluations submitted in March 2019.

### How to accept this offer of funding

We hereby accept this award of funding and the conditions relating to the funding:

Two signatories from the group required:

Lead School Signature		Position in School (authorised signatory)	
Date			

Additional School Signature		Position in School (authorised signatory)	
Date			

Return to	<a href="mailto:siriol.burford@cscjes.org.uk">siriol.burford@cscjes.org.uk</a>
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For Central South Consortium

For Office Use Only
Approved
£
Further information required

## Appendix A - Examples previously agreed interventions and contact information

- THRIVE <https://www.thriveapproach.com/>
- ELSA [www.elsanetwork.org/](http://www.elsanetwork.org/)
- Nurture <https://nurturegroups.org/>
- Mindfulness <http://www.mindfulschools.org>
- Unearthing Box <http://hopemountain.org.uk/unearthing-box>
- SEAL <http://www.sealcommunity.org>
- Emotional Coaching <https://www.emotioncoachinguk.com/>
- P4C <https://p4c.com/>
- Family links/engagement work with carers <https://familylinks.org.uk/>
- Attachment aware schools - <https://www.bathspa.ac.uk/education/research/attachment-aware-schools>
- Letterbox [www.letterboxclub.org.uk](http://www.letterboxclub.org.uk)
- Pivotal <https://pivotaleducation.com/>
- Achievement for All <https://afaeducation.org/>
- Yoga for Schools [Hannah.Whittingham@gmail.com](mailto:Hannah.Whittingham@gmail.com)
- Jamie's Farm <http://www.jamiesfarm.org.uk/>
- Art of Brilliance <https://www.artofbrilliance.co.uk/>
- Nurture Network Group <https://nurturegroups.org/>
- PALAC <http://www.ucl.ac.uk/ioe/departments-centres/centres/centre-for-inclusive-education/palac>
- CLA Friendly Schools Level 1, 2 and 3 [Siriol.Burford@cscjes.org.uk](mailto:Siriol.Burford@cscjes.org.uk)
- Motivational Interviewing Techniques [karenmarshCTS@hotmail.co.uk](mailto:karenmarshCTS@hotmail.co.uk)
- Storytelling [stevekillick@hotmail.com](mailto:stevekillick@hotmail.com)
- ACE Hub [Siriol.Burford@cscjes.org.uk](mailto:Siriol.Burford@cscjes.org.uk)
- The Inclusion Project/Daniel Sobel <https://inclusionproject.co.uk/>
- Adoption UK <http://adoptionuk.org.uk>
- Lisa Cherry [www.lisacherry.co.uk](http://www.lisacherry.co.uk)

## Form A - School Provision Self-Evaluation Toolkit (to be brought to cluster meeting)

### SCHOOL PROVISION SELF-EVALUATION TOOLKIT TO BE BROUGHT TO CLUSTER MEETING



Not started



Being developed



Developed fully



Best practice

The following criteria has been developed to help schools in achieving the CSC vision for the provision of Looked After and Former Looked After Pupils. Please RAG each of the criteria below to help you identify areas that can be further developed as a school, which will help inform the cluster action plan.

Please note that not all of the criteria below meets the PDG LAC grant criteria, but will help evaluate and identify areas for development across the cluster. Further guidance on suitable usage of the grant can be found in the guidance.

Success Criteria	RAG	Next Steps
<b>Training and awareness for all staff</b>		
CLA Friendly Schools Training ( <b>Level 1</b> ) attended by all key staff working with CLA to be completed on an annual basis. Contact LACE for details.		
<b>Designated Person for CLA fulfils the following responsibilities</b>		
The named person has received the Level 2 Training.		
Accurate records are kept for all CLA/adopted learners and maintained each term.		
Identified support and induction procedures are adhered to for pupils and carers new to school.		
Ensure CLA and carers are aware of and encouraged to participate in extra-curricular activities and out of hours learning when applicable.		
That if experiencing difficulties the designated person is to immediately liaise with CLA co-ordinators, Social Services, ALN Services and carers.		
That a PEP is in place for every CLA.		
To ensure that PEPs are updated regularly and used as a working document.		
All PEPs and 'One Page Profiles' are person centred documents which successfully direct and coordinate CLA interventions.		
<b>Governor Support</b>		
School have a named governor for CLA who has received Level 1 Training.		

<b>Tracking and Monitoring</b>		
Data for wellbeing measures accurately identifies CLA interventions needed and there is evidence of implementation and support.		
School data is available to CLA learners and carers as part of the PEP process and individual target setting.		
<b>Effective Use of PDG, LAC and Other Sources of Additional Funding</b>		
Evaluations of allocated funding are completed.		
<b>Approaches to Admissions, Attendance and Exclusions</b>		
A child who is looked after is actively welcomed into school by means of a person centred planning meeting held prior to the pupil's admission or within the first week.		
School avoids excluding CLA unless under extraordinary circumstances.		
<b>High Aspirations, Reducing Low Achievement</b>		
Every CLA is achieving national targets and if not there is evidence that appropriate interventions are in place.		
At Key Stage 3, 4 and 5 there is evidence CLA pupils are targeted for examination revision opportunities. That access arrangements are in place for any CLA pupil with additional learning needs.		
CLA pupils are encouraged to attend Summer Schools, Holiday Clubs and Homework Clubs.		
<b>Positive Wellbeing and Developing Emotional Literacy</b>		
All CLA have access to ELSA/Thrive trained staff to support emotional development.		
<b>The Voice of the Child</b>		
Ensure views of CLA are taken into account when planning support at a school or individual level.		
<b>Early Preventative Interventions</b>		
School provision map of support is in place for CLA that evidences early interventions that address social, emotional language, literacy and numeracy for all pupils.		
<b>Behaviour Policy</b>		
The Behaviour Policy recognises the needs and reasons behind behaviours and the triggers with flexible responses to challenging behaviours		

**Form B – Cluster Provision Audit and Strategic Plan (To be returned to [siriol.burford@cscjes.org.uk](mailto:siriol.burford@cscjes.org.uk))**

<b>Indicative Grant Funding Allocation*</b>	£	30,000
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TBC by Welsh Government

**Cluster Details**

		Name	School and Local Authority	Direct Telephone Number	Email Address	No of learners CLA /FCLA	FP	KS2	KS3	KS4	No of Pupil with ALN		
											SA	SA+	Stat
CLA Cluster	1												
	2												
CLA School Coordinators	3												
	4												
	5												
	6												
	7												
	8												
	9												
	10												
	11												
	12												
	13												
	14												
	15												



## Cluster Provision Audit (To be returned to [siriol.burford@cscjes.org.uk](mailto:siriol.burford@cscjes.org.uk))



The following criteria has been developed to help schools in achieving the CSC vision for the provision of Looked After and Former Looked After Pupils. Please RAG each of the criteria below to help you identify areas that can be further developed as a school, which will help inform the cluster action plan.

**Please note that not all of the criteria below meets the PDG LAC grant criteria, but will help evaluate and identify areas for development across the cluster. Further guidance on suitable usage of the grant can be found in the guidance.**

Success Criteria	School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	School 9	School 10	School 11	School 12	School 13	School 14	School 15
<b>Training and awareness for all staff</b>															
CLA Friendly Schools Training (Level 1) attended by all key staff working with CLA to be completed on an annual basis. Contact LACE for details.															
<b>Designated Person for CLA fulfils the following responsibilities</b>															
The named person has received the Level 2 Training.															
Accurate records are kept for all CLA/adopted learners and maintained each term.															
Identified support and induction procedures are adhered to for pupils and carers new to school.															
All CLA pupils are encouraged to participate in all aspects of school life e.g. enrichment activities.															
Ensure CLA and carers are aware of and encouraged to participate in extra-curricular activities and out of hours learning when applicable.															
That a PEP is in place for every CLA.															
To ensure that PEPs are updated regularly and used as a working document.															
All PEPs and 'One Page Profiles' are person centred documents which successfully direct and coordinate CLA interventions.															
<b>Governor Support</b>															
School have a named governor for CLA who has received Level 1 Training.															

<b>Tracking and Monitoring</b>																
Data shows overview of CLA progress and achievement over time with identified support when needed. These indicators can include national tests (English, mathematics and welsh where applicable), attendance, wellbeing, exclusions.																
Data for wellbeing measures accurately identifies CLA interventions needed and there is evidence of implementation and support.																
School data is available to CLA learners and carers as part of the PEP process and individual target setting.																
<b>Effective Use of PDG, LAC and Other Sources of Additional Funding</b>																
Evaluations of allocated funding are completed.																
<b>Approaches to Admissions, Attendance and Exclusions</b>																
A child who is looked after is actively welcomed into school by means of a person centred planning meeting held prior to the pupil's admission or within the first week.																
School avoids excluding CLA unless under extraordinary circumstances.																
<b>High Aspirations, Reducing Low Achievement</b>																
Every CLA is achieving national targets and if not there is evidence that																
At Key Stage 3, 4 and 5 there is evidence CLA pupils are targeted for examination revision opportunities. That access arrangements are in place for any CLA pupil with additional learning needs.																
CLA pupils are encouraged to attend Summer Schools, Holiday Clubs and Homework Clubs.																
<b>Positive Wellbeing and Developing Emotional Literacy</b>																
All CLA have access to ELSA/Thrive trained staff to support emotional development																
<b>The Voice of the Child</b>																
Ensure views of CLA are taken into account when planning support at a school or individual level.																
<b>Early Preventative Interventions</b>																

School provision map of support is in place for CLA that evidences early interventions that address social, emotional language, literacy and numeracy for all pupils.																	
<b>Behaviour Policy</b>																	
The Behaviour Policy recognises the needs and reasons behind behaviours and the triggers with flexible responses to challenging behaviours.																	
<b>A Key Adult</b>																	
Evidence of planning and consistent implementation of interventions that support CLA experiencing challenging behaviours and reviewed at least on a half term basis.																	
<b>Managing Each Day</b>																	
There is evidence of understanding specific needs and strategies to support an individual approach to CLA i.e. use of transitional objects, safe places, calm boxes, etc.																	

**CLUSTER STRATEGIC PLAN (To be returned to [siriol.burford@cscjes.org.uk](mailto:siriol.burford@cscjes.org.uk))**

Priority

Objective		Outcome / Intended Impact			
Activities/Actions	Success Criteria	Staff / School	Target Date	Monitoring and Evaluation	Cost/Resources

Progress report (submitted December 2018)

Impact Evaluation (submitted March 2019)