

# Designated Teacher, Autumn term briefing


13/11/23

10:15-11:45

Horizons House, Hanwell.

**Ealing Virtual School**


Teaching, Support and Advice for Ealing's Children Looked After and Care Leavers




We support Ealing's children in care and care leavers with their education at all stages to maximise opportunities for their best possible future outcomes.

We work directly with young people and provide a service to all those people who work with them, including schools, colleges, universities, social workers, carers and enrichment partnerships.

Children's Services

 **Ealing**  
www.ealing.gov.uk

 **ELP**  
Ealing Learning Partnership

Ealing Virtual School:

*Nurturing relationships for educational success.*

# Agenda

- Welcome & arrival
- Introduction – Headteacher, Virtual School.
  - Children’s Commissioner reports
  - Attendance
  - Attainment
  - 'Understanding and Supporting Developmental Trauma' course
- Think Equal update.
- PEP meetings.
  - How are they going?
  - What a PEP involves.
- Pupil Premium Plus grant
- Enrichment for CLA
- Year 6 to 7 transition planning
- Year 11-12 & into University transition planning
- Looking ahead –2024 – PEP pilot, PEP review.

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For you:



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# Designated Teacher, Autumn term briefing

DT Questionnaire Autumn 2023



<https://forms.office.com/e/ifbudT7dz2>

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# Introduction – Headteacher, Virtual School

Welcome

*connections, inter-related,  
partnerships...*

*(Aligned with Ealing Brighter Futures)*

*confidence, celebration,  
achievement,  
qualifications, ability...*

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*grow, develop, encourage,  
educate...*

*learning, school, policy,  
systems & processes...*

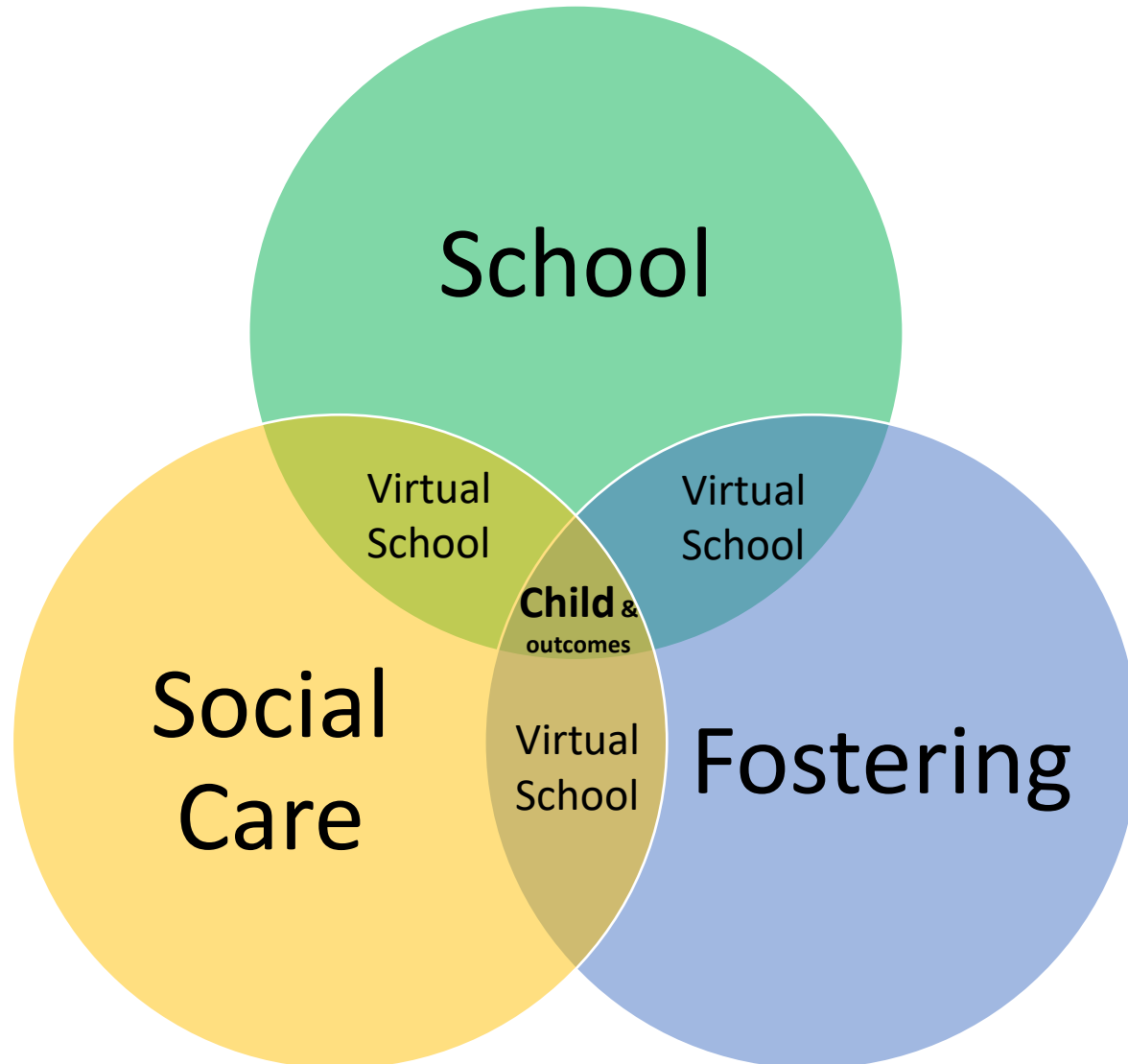
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**Child &  
outcomes**

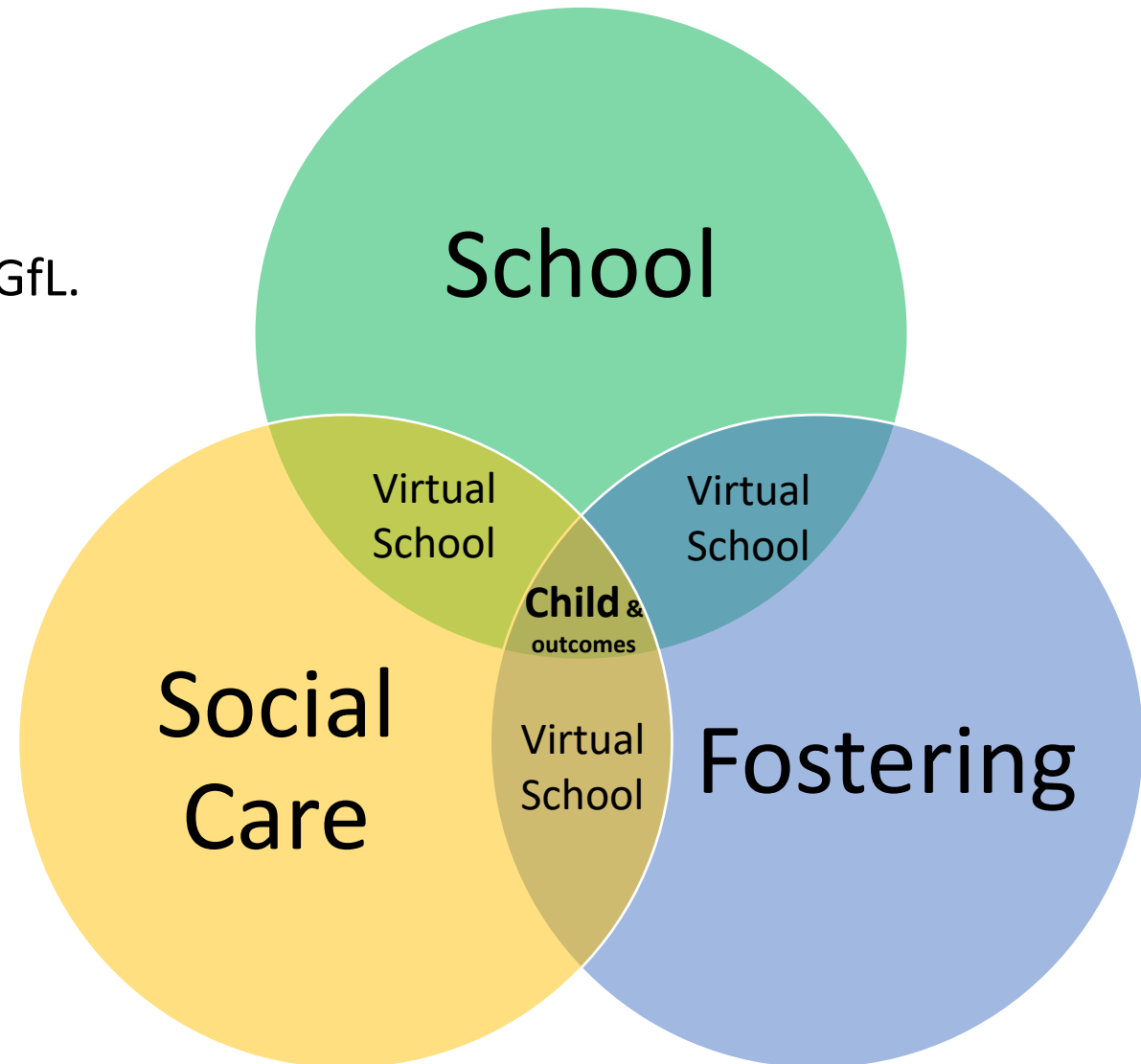
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## *Nurturing relationships for educational success.*

- Relationship with schools.
  - List of VSTs and their allocation available on EGfL.
  - Conversations & school visit to focus on:
    - Child's attainment, attendance,
    - school culture and ethos,
    - Working with and across social care.
- Relationships with social care.
- Relationships with others...
- Core duty for CLA & PLA.
- Wider duty for CWSW.





# **Looked after children who are not in school**

May 2023

CLA characteristics that indicate increased likelihood of being missing from school:

- UASC status
- EHCP status (especially SEMH & ASD)
- Older children (KS4)
- Boys
- Black ethnicity groups

[Looked after children who are not in school | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](https://childrenscommissioner.gov.uk)

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# Missing Children, Missing Grades

November 2023

[CC A4 HEADER \(childrenscommissioner.gov.uk\)](https://childrenscommissioner.gov.uk)

Just over a third of all pupils hit the threshold for either persistent (32%) or severe absenteeism (4%) in either Year 10 or Year 11.

Pupils who were persistently absent in both years received worse GCSE grades than their peers who were rarely absent in both years. 36% passed at least 5 GCSEs, including English and maths, compared to 78% who were rarely absent in both years.

- Pupils whose absence improved in Year 11 achieved better GCSEs than pupils whose absence did not improve.

Recommendations:

- Setting a culture of regular school attendance;
- Tackling persistent and severe absenteeism;
- Developing a multi-agency approach to attendance; and
- Putting the right support in place to sustain attendance

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## 4.3.4 Prioritising education for children in care

- In a previous piece of research, the Children's Commissioner showed that children in care are more likely than their peers to be missing from education. This included children who were in unregistered education, not on a school roll, and those on a school roll but not attending.
- School can be a safety net and vital form of early help for children. For children who have been identified as having a vulnerability and placed on a child in need or child protection plan or as a looked after child, school is an essential form of support and safeguarding structure.
- In recognition of the additional challenges that looked after child have faced, Virtual School Heads receive Pupil Premium Plus to support them to improve attainment of looked-after children and to close the attainment gap between them and their peers.
- As this report evidences, attendance and attainment are strongly linked. Despite this, there is no specific guidance on how to improve the attendance of looked after children. The office believe that more work is needed to identity best practice interventions that improve the attainment and attendance of looked after children and children in need.

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# Attendance

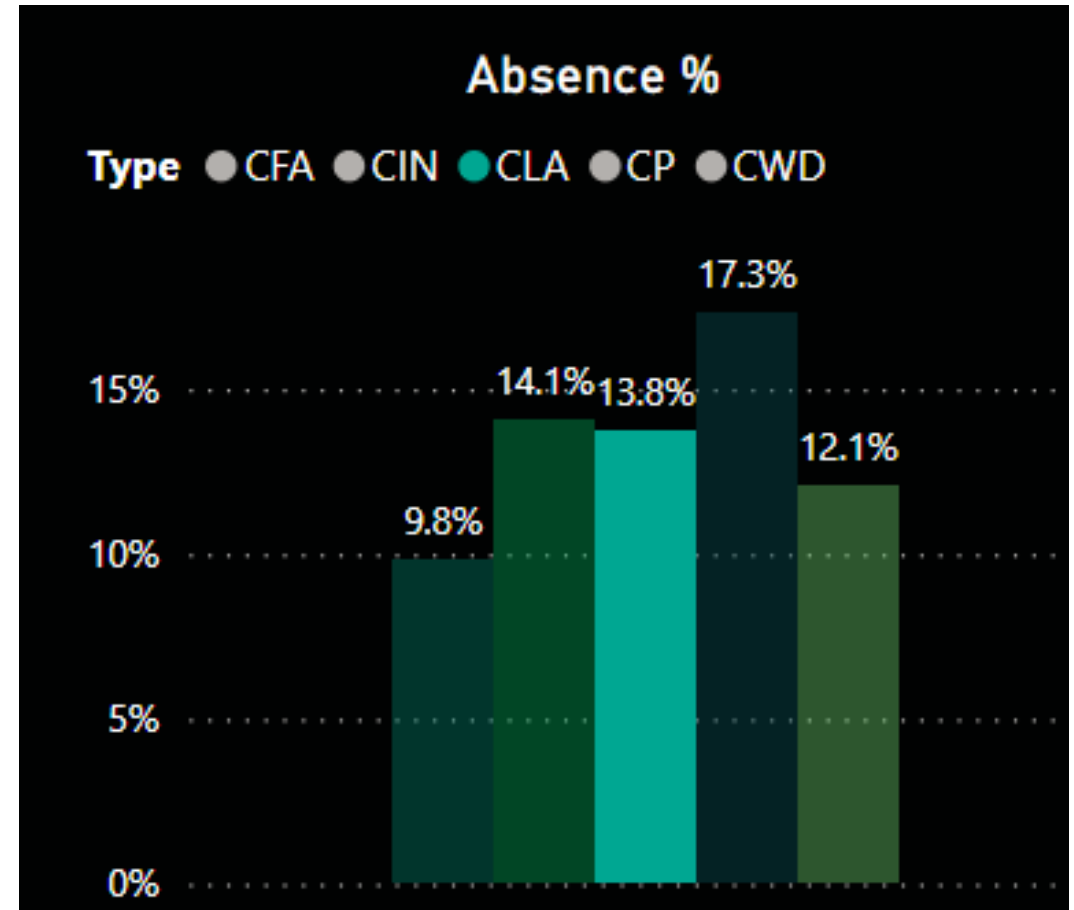
First half term – attendance for CLA was better than other children with a social worker.

## How are you prioritising CLA into school?

- Conversation with carer?
- Conversation with SW/VST.
- Conversation with young person?

## Other approaches to secure attendance?

- Home visits?
- Phone call with absent student?
- Professionals' planning meeting?



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- What is your CLA attendance figure?
- Do you report this as a discrete figure to your Governing body and CLA Governor?
- What support do you offer to secure CLA attendance?
- How can the Virtual School support you with attendance difficulties?

# Attainment

- This half term = pupil progress meetings between VHT & VSTs.

Focus: are children appropriately challenged, is the curriculum appropriately ambitious, is progress being made & what is their current attainment?

- Please provide attainment information to VSTs.
- Mechanism via Ealing Gateway for schools to provide this live.

# Understanding and supporting children who have experienced Developmental Trauma



**Autumn 2023**

**Friday 3<sup>rd</sup> November 2023**

Facilitators: Gabrielle Pelter and Alison O'Connor

# Think Equal

- Met the founder
- BAA funding for all primary schools in Ealing
- This includes special schools
- We would definitely like it to be in all schools who have CLA in Nursery and reception so they can benefit from it.
- It's a matter of schools applying for it and we encourage you to.
- Please look at the amazing picture books and resources in our kitchen area

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# THINK EQUAL



A global education charity that is both a movement and a concrete programme, to **lay the positive foundations for individuals and wider societies.**

## WELLBEING & MENTAL HEALTH

A COVID response

## PSYCHOSOCIAL COMPETENCIES

Self-esteem; empathy...

## SOCIAL JUSTICE

Inclusion, gender, race & other equality, environmental stewardship...



Includes three of the best practice examples <sup>Center for</sup> **healthyminds** UNIVERSITY OF WISCONSIN-MADISON  
in the field...

- ▶ Kindness Curriculum from the Center for Healthy Minds (co-created Professor Richard Davidson)
- ▶ SEE Learning Curriculum from Emory University
- ▶ RULER Programme from the Yale Center for Emotional Intelligence.



## ***Our Child-Centered Holistic Approach***



### **TEACHER TRAINING**

In order to equip teachers to effectively deliver this programme, we offer 5 hours of digital self-paced teacher training modules. 15 x 20 minute break the training into easy chunks.

We are also in the process of developing additional modules on early years mental health first aid - watch this space!



### **HOME ITERATIONS**

In order to reach children at home, and to facilitate parental engagement in the learning process, we have created home kit activities to compliment the classroom programme, further cementing the learning. Through the teachers, parents are sent 5 x 10 minute activities per week to enhance the classroom learning, and engage the parents in it.



### **CLASSROOM PROGRAMME**

Reaching the children in the classroom, with 30 weeks of evidence-based Social and Emotional Learning for mental health, wellbeing and social justice. We have also developed, with mental health specialists, a further Think Equal classroom programme which is trauma informed for refugee/IDP/conflict affected communities.

# Think Equal in the UK Overview

So far we have reached:

**Classrooms: 1,200+**

**Children: 36,000 +**

## **Greater Manchester 2022/3:**

### **Every Reception Classroom -**

- ★ Target 1,239 classrooms (33,000+ children).
- ★ Funded through the School Readiness & NHS Mental Health in Schools Programmes.

### **700+ Nurseries**

- ★ Funded through GMCA streams (including the Violence Reduction Unit of the Police) alongside Local Authority buy in for specific localities.

## **South-West Wales 2022/3:**

- ★ 150 Reception classrooms in Y1.
- ★ Expanding to a further 80+ classrooms in Y2.
- ★ Funded and translated by Partneriaeth.

## **Royal Borough of Kensington and Chelsea:**

Classrooms: 33  
Reach: 948 children

## **Tower Hamlets:**

Classrooms: 111  
Reach to date: 5,355 children

## **Additional projects:**

- **Whole Education Project:**  
Classrooms: 100  
Reach 2,500 children (approx.)
- **Bounce Forward**  
Classrooms: 57  
Reach: 1,425 children

**We are also currently in exciting conversations with further areas including Plymouth, Devon, the Wirral, Sutton, Hertfordshire and more!**



**Personal, Social and Emotional Development**

- Self regulation
- Managing self
- Building relationships

**Communication and language**

- Listening attention and understanding
- Speaking

**Literacy**

- Comprehension
- Word Reading
- Writing

**How Think Equal links to the 7 areas of Learning and Development and ELGS**

**Expressive Arts and design**

- Creating with materials
- Being Imaginative and Expressive

**Mathematics**

- Number

**Physical Development**

- Gross Motor skills
- Fine Motor Skills

**Understanding the World**

- Past and present
- People, Culture and Community
- The Natural World



# Think Equal's fulfillment of Ofsted Requirements

Key Areas of Inspection	Think Equal's Contribution to this Criteria
<b>Quality of education</b> <i>(Intent, implementation and impact)</i>	The Think Equal programme has been created by global experts in the field of education, psychology, neuroscience and human rights. The detailed, instructional nature of our lesson plans ensures equity of provision of high quality learning across all classrooms.
<b>Behaviour and attitudes</b>	Our programme supports the fostering of a positive, safe, inclusive and respectful relationships and school culture.
<b>Personal development</b>	Our programme supports young children in becoming responsible, respectful and active citizens.
<b>Leadership and Management</b>	Think Equal supports school leadership in sustaining high expectations, Teacher CPD, workload and wellbeing and in engagement of parents and communities

*"[These areas of inspection] give pupils the qualities they need to flourish in our society, develops pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy."* OFSTED Guidance for School Inspection Handbook (2022)



# THINK EQUAL PROGRAMME

Consists of 3 age-appropriate levels:



**LEVEL 1**  
Ages 3-4



**LEVEL 2**  
Ages 4-5



**LEVEL 3**  
Ages 5-6

Each level comprises:

**5hs**

DIGITAL  
TRAINING

**24**

NARRATIVE PICTURE  
BOOKS

**90**

LESSON PLANS

**50+**

RESOURCES

**30** WEEKS OF  
TERM TIME

**30** MINUTE  
LESSONS

**3** LESSONS  
PER WEEK

Interested in developing the Think Equal Curriculum and would like Virtual School support in this?

Please indicate interest in the questionnaire.

**Criteria – to have a CLA on roll who will benefit from the programme along with his/her peers.**

Webpage available here:

[Think Equal.](#)

\*Materials are reused year after year with new child cohorts no further funding required after



# Personal Education Plans (PEPs)

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### What people may think a PEP involve.



### Typical Structure

Autumn PEP (Meeting: Plan and implement)

Spring PEP (Complete Form: Update and assess)

Summer PEP (Meeting: Review and reflect)

### Attendees

At least SW and DT. Carer/parents and student should ideally join. VS teacher should be invited alongside other professionals.

### Student Voice

Ideally the young person will attend. If they cannot make it, collective effort to capture views might be needed (eg. Before/after meeting in school or by social worker on a visit).

### Before and During the Meeting (DTs)

- Education progress & attainment,
- Gaps in learning,
- Professionals actions to support education / close gaps in learning.

### Completing the PEP (SWs)

SW will write up and complete the PEP on Ealing's system and shares with the network.

### Supporting the Meeting (VSTs)

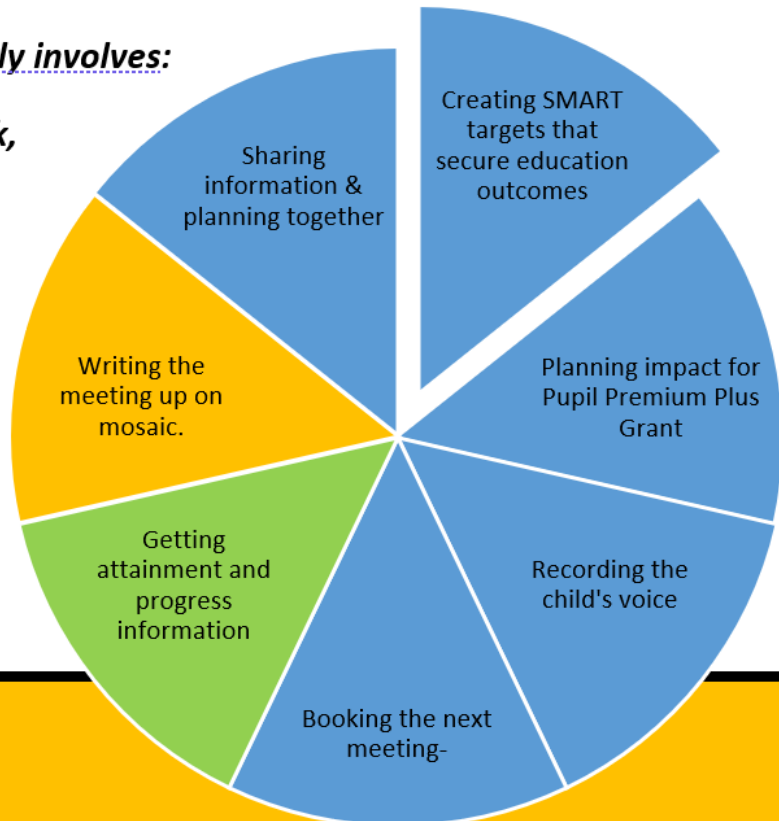
- Support with arranging PEP
- Attend and chair (availability permitting)
- Support Social Workers with PEP writeup

### What a PEP actually involves:

Blue = shared work,

Gold = SW work,

Green = DT work.





# Pupil Premium Plus Grant.

- 2023-2024:

Funds request:

following conversation with your VSTeacher, return the completed P5 request form to the VST.

Final decision by VSHT depending on resources available.

# Pupil Premium Plus grant

Focus on educational success.

Conversation about interventions and monies with your VST.

## Ealing Pupil Premium Plus Provision Plan 2023 -24

**Pupil:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Year Group:** \_\_\_\_\_ **DOB:** \_\_\_\_\_

The Pupil Premium Plus must be used to improve outcomes for children looked after in the following areas:

- Academic achievement and progress
- Attendance
- Inclusion and engagement
- Social Skills development (social, personal social and emotional development/ therapy)
- Transition into the next key stage and/or a new learning provider.

**The impact of the spend may be measured in both quantitative and qualitative ways. For instance, attendance may improve, school reward points may increase (and behaviour points reduce) and suspension or exclusion avoided, better engagement in lessons, listening to adults, making positive peer relationships).**

Please complete and return this form to your Virtual School Teacher.

1. What will the Pupil Premium Plus be used for?
2. How much will each resource/ intervention cost?
3. Intended Impact; what are the specific desired outcomes for each resource/ intervention?

1. Intended use of the PPPG spend - Outline of resource/ intervention	2. Implementation of the spend. Cost per resource/ intervention	3. Intended impact. Please ensure this is a specific outcome
(eg One to one reading 15 mins a day with LSA)	(eg £80 for 2 hours x 10 weeks = £800)	(eg X to improve reading from * to chronological age to be able to access texts in class)
Total monies requested: _____		

Name and role of person completing the request \_\_\_\_\_

Date completed: \_\_\_\_\_

# Pupil Premium Plus grant

Research based interventions.

Education Endowment  
Foundation website.

Your Virtual School Teacher –  
case discussion, use of AFIT  
app and professional  
experience, to find solutions.

Quantifiable for impact.

Accountability for spend of public  
money.

Request for an impact statement  
later this academic year.

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**Process for 2023 – 2024.**

1. Please consider the support that is required. Specifically consider, how your planned support will raise attainment and secure improved educational outcomes for this pupil.
2. Discuss the need and request with your Virtual School Teacher (this discussion could be at the PEP but may be at a specific meeting about funding – please request one if you are concerned about any possible delay).
3. Complete the form above and email to the Virtual School Teacher.
4. The Virtual School Teacher will raise this request with the Virtual School Head for a decision about what can be funded.
5. The Virtual School Teacher will let you know the outcome of the request for funds.

**Things to consider when making a request for funds.**

It is important to be able to demonstrate impact from the spend, ask:

- how will this funding support educational attainment?
- how will that attainment be evidenced in the PEP?

Consider the interventions that are detailed in the Education Endowment Fund website. These are research led, evidence-based strategies. How could these approaches assist your pupil's long term educational success?

[Education Endowment Foundation | EEF](#)

[Pupil-Premium-2023.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#)

Your Virtual School Teacher will be able to advise on steps that can be taken to support your pupil. This can be done on a case-by-case basis, focusing on the specific needs and context of each individual. Please liaise with your Virtual School Teacher.

**Why this change has happened for academic year 2023/2024.**

It is vital that there is clear evidence of the impact of the distribution of pupil premium plus. In order to ensure that there is clarity over how public monies are being spent in support of Ealing's children in care, it is necessary to have a system of oversight.

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# Enrichment for CLA

- Enrichment continues to grow from strength to strength. The group who attend at the Harrow school is stable and we have some new recruits this year. (Every Thursday from 4.15- 6.15 pm) Ages from 13-18. Good outcomes from our original, pre Covid group, with several now at University and of which one offering to be a Mentor with the group. Music and the studio at Harrow is a huge addition as well as drama and cookery opportunities. Next session will offer a theatre trip after the study session.
- Many programmes have been in place since the start of the year – Debating, Reading clubs, Coram film project and 2 amazing visits, one to meet with the Commissioner for Children, Dame Rachael, at Harrow and one, recently to Downing Street. Both great opportunities to hear the voice of the child.

**High School Club Years 6-7**

Chance to meet and greet and share transition tips. We care, we share, we are always there!!

**We meet on Mondays:**

- 30<sup>th</sup> October
- 6<sup>th</sup> November
- 20<sup>th</sup> November
- 27<sup>th</sup> November
- 4<sup>th</sup> December
- 11<sup>th</sup> December

**4PM - 5PM on**  
Microsoft Teams/Horizons.  
Contact: Alison, Sian or Gabby

**No need to worry about going to High School, HSC will keep you smiling!**

Ealing Virtual School  
Guidance on Transition to High School  
Looked After Children & Previously Looked After Children

January 2021 Children's Services

**Ealing**  
www.ealing.gov.uk

Ealing Virtual School  
Readiness Scale for Transition to High School  
Looked After Children & Previously Looked After Children

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Y6 Transition Information 2023-24 Autumn

Name of Pupil: \_\_\_\_\_

Name of School: \_\_\_\_\_

Name and role of person completing the form: \_\_\_\_\_

Date from completed: \_\_\_\_\_

Autumn PEP Date:	
Name of High School applied for.	
Has the child done any research on their chosen high school?	
Has the child attended any open days to date?	
Will the child attend transition/induction activities in the summer holidays?	
Please give a brief overview of the transition needs of this pupil for year 7? Is there a bespoke transition plan for this child? Please attach.	
Has the school got a transition programme in place to support Year 6? What is it called and when will it begin? Please attach a SOW.	
Is there a key person in Year 6 to support	

ms: On: Accessibility: Good to go.

Planning for a successful Transition  
CLA Y6-Y7  
2023/24

**Ealing Virtual School Transition Workbook**

Activities and worksheets for Year 6  
Looked After Children/Previously Looked After Children moving to Year 7

January 2021 Children's Services

**Ealing**  
www.ealing.gov.uk

- Guidance on transition to high school(link is external)
- Transition workbook for children
- Readiness scale for transition to high school(link is external)



Understanding and supporting children who have experienced Developmental Trauma

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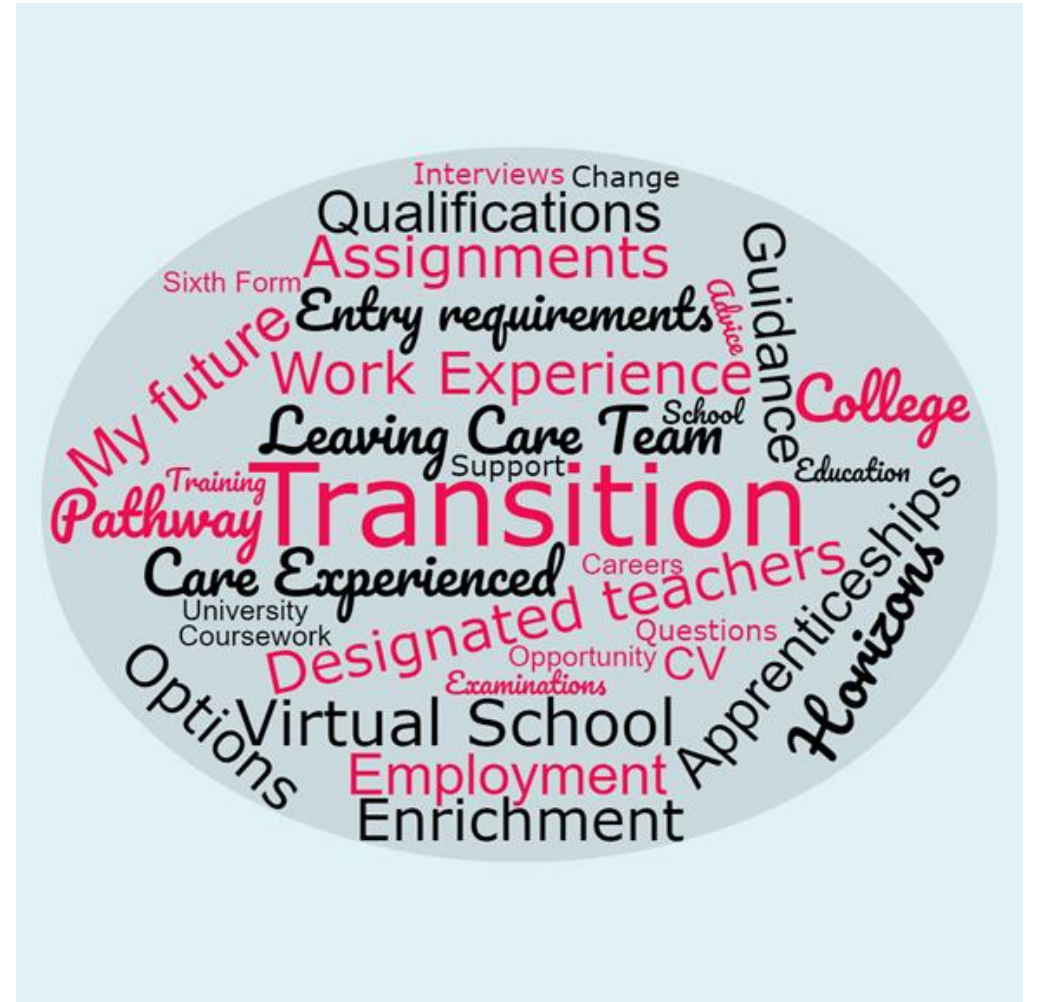
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# Year 11-12 & into University transition planning

- Care Leavers Pledge.
- Feedback from students – what make a difference with transition.
- What has helped.
- What could be better.
- Future transition sessions for 16 & 17 years including year 11.



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# Year 11-12 & into University transition planning

## Feedback from the VS

- Transition from year 11 to 6<sup>th</sup> form has its challenges.
- Some schools adopt a totally inclusive approach and will offer places to their CLA students who they believe would benefit from extra nurturing and not ready for the college environment. They offer courses other than A levels.
- There are some who put academic outcomes first and not accepting students without the high grades.
- What are your thoughts about this? What challenges have your students experienced with transition?

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# Looking ahead –2024 – PEP pilot, PEP review.

Autumn term Ealing Gateway pilot.

Spring term – review of PEP templates.

Co-produce with Schools, Social Care, Carers, Young People.

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# July 2023 – sample findings (5% dip sample).

- Record of the PEP meeting.
- Carers voice
- Young person's voice
- Commentary on wellbeing & mental health
- Education focused targets (SMART and adult specific)
- Attendance and punctuality
- Pupil Premium Plus Grant detail of spend.

# Looking ahead –2024 – PEP pilot, PEP review.

PEP data from 2022-2023 (100% review – 84% PEPs completed).

26% PEPs indicate that points raised by CLA are actioned.

28% (yr 11 PEPs) indicate planning for transition.

48% indicate educational targets.

49% record attainment data.

67% provide attendance detail.

# Looking ahead –2024 – PEP pilot, PEP review.

- **PEP findings / trends.**
  - Schools have little access to PEPs.
  - PEP record not shared with schools.
  - PDF form impossible to complete – mixed processes.
  
- **Ealing Gateway**
  - Online route for schools to share data to be recorded in the PEP.
  - Volunteer schools...
  - Record attainment data and some feedback about the Autumn term.

**Working party from spring to review Autumn term and plan new approach for September 2024.**

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# Working party from spring to review Autumn term and plan new/revised approach for September 2024.

- Please email [EalingVirtualSchool@Ealing.gov.uk](mailto:EalingVirtualSchool@Ealing.gov.uk)

or

indicate on the feedback questionnaire.

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