



School Improvement
Liverpool

Looked After Children Education Service (LACES)

Annual Performance Report September 2017

“Education is the best provision for the journey into adulthood.”
- Aristotle

**“Education is the most important weapon
which you can use to change the world”**

Nelson Mandela

Foreword

Within Liverpool Children and Young People Services, we work tirelessly to ensure the continual improvement of outcomes for all of our children and young people. In achieving this, we recognise that some groups may need different, more flexible or additional support to achieve their goals and ambitions.

As corporate parents, we recognise that the services we provide for our Children Looked After (CLA), are vital contributions in the development of their ability to make positive choices and achieve happy, successful and fulfilled lives. The Looked After Childrens Education Service (LACES) are central in achieving this aim. By working with a range of statutory and non-statutory partners, LACES are able to act in a sensitive, flexible and timely manner to ensure that our CLA receive priority access to high quality services.

The outcomes achieved in promoting sustainable educational placements for our CLA evidences LACES on-going impact. In addition, the progress and attainments of this group of young people is testament to the dedication, professionalism and sheer commitment of this service.

This report provides an overview of the creative approaches and specialist services that are commissioned by LACES. In doing so, it demonstrates the success by which this service has been able to diminish the difference for this priority group of children and young people.

Katie Hinds

Principal Educational and Child Psychologist and SEND Service Manager



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Head of Virtual School

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The 2016/17 academic year was another challenging year for LACES. We had a steadily increasing Children Looked After (CLA) population, placing additional pressure on our resources, in our endeavour to secure education provision appropriate to each child's needs and aspirations. **50%** of Liverpool CLA have some form of Special Educational Needs (SEN), with **17%** having a Statement of SEN or an Education Health Care Plan (EHCP). Consequently, my place on the SEN Education Placement Panel is important, as it ensures LACES are an integral part of the multi-agency discussion when determining education provision for some of our most vulnerable and difficult to place children.

Our partnership working with statutory services continues to develop. The fast track responses given to our CLA by Social Inclusion, School Admissions, SEND Team and Education Psychology Service, ensures that children in care who require these services are given priority status.

The attainment outcomes for the 2015/16 academic year were a little disappointing in several areas. Most notably, our Key Stage 1 results, which recorded falls in all subjects compared with the previous year, and our Key Stage 2 Reading, which recorded that only **31%** of our year 6 cohort achieved the expected level. In response, we intensified our individual support for these pupils and reviewed the support provided by our tuition providers. More satisfying were the Key Stage 2 outcomes in Maths, Writing and combined Grammar, Punctuation and Spelling (GPS) which were above the national and regional averages. I would like to extend my thanks to Linda Coady and Andy Rigby (Education Data Analysis Team) for compiling such comprehensive attainment reports.

We processed over **1500** Pupil Premium Plus awards totalling **£1.66m** (see page 20), and quality assured and collected data from **843** Personal Education Plans (PEPs see page 22), whilst the number of new enquiries went up and we attended an increased number of meetings and CLA reviews.

Our work with higher education establishments such as University of Liverpool, John Moore's University (JMU) and Hope University continues to flourish. We delivered the first year of our 3 year BAQTS Primary module at Hope University, introduced Academic Mentoring with University of Liverpool and delivered our Understanding Trauma and Attachment training at JMU (see page 24 & 25).

As always we have received outstanding support from our schools. Many of them have been extremely supportive with some of our most complex and difficult to place children. I would like to extend special thanks to **Academy of St Francis Assisi, Alsop High, Bellerive, Blessed Sacrament Primary, Calderstones School, Corinthian Primary, Ernest Cookson, Enterprise South Liverpool Academy (now St Nicholas Academy), Fazakerley High, Harmonize Academy, Life Sciences UTC, New Heights High, New Park Primary, St Mary's Primary, Stockton Wood Primary, and Woolton High**. All of whom went above and beyond what was expected of them.

From 1st September 2016, **Catherine Falco** changed her role to become LACES PEP Co-ordinator and Monitoring Officer, whilst **Andrew Williams** our Career Connect advisor took on additional tasks as an Education Support Officer. **Tony Mackrell** has been managing our commissioned services which now include ESOL Classes at Al Ghazali Centre, Alternative Education Provision with Academy International and personalised tutors at West Derby Tuition. We continue to work with Fleet Tutors for our private tuition, Beanstalk for our early intervention reading programme and the Reader Organisation for our Reading for Pleasure project. Therapeutic support was provided by Addvanced Solutions, Young Persons Advisory Services, several play therapists and a Life Story therapist.

Next academic year, we plan to improve the number and quality of PEPs, provide training for social workers and organise an Understanding the Impact of Trauma and Attachment on the Education of CLA conference for our Designated Teachers.

Finally, I would like to extend our sincere thanks and gratitude to **Sue Shinkfield** who retired this year. Sue was a passionate advocate for LACES, always providing unwavering support and commitment to improving the educational outcomes of all children, but especially the most vulnerable and disengaged.

Colin Wayland

Virtual School Head and LACES Manager



Children Looked After Profile

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As of March 2017, there were **1139** Liverpool children and young people in care, of which **735** were of compulsory school age

A third of Liverpool's CLA population are placed in schools outside of the city, totalling **251** pupils

53% of Liverpool CLA are placed in foster care, with **14%** placed at home with their own parents, whilst around **5%** are placed in Children's Homes or other residential placements

50% of CLA receive SEN support

61% of CLA are making expected progress

22% of secondary age CLA pupils are not attending mainstream schools

11.4% of the CLA cohort attend special schools compared to **1.8%** of the Liverpool school population

18% of year 11 CLA are in Alternative Education Provision

17.2% have statements of SEN or EHCPs

Data compiled by Liverpool Childrens Services Education Data

Analysis Team Tel: 0151 233 0349 | Full Report available via www.schoolimprovementliverpool.co.uk/teams-LACES

LACES Services

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We continually review our services to ensure we are meeting the educational, emotional and personal needs of our Children Looked After. We commission a wide range of specialist provision to ensure priority access to professional support for our most complex, underachieving and disengaged children. The development of LACES is achieved in consultation with designated teachers, social care practitioners and young people, alongside our internal monitoring and evaluation processes which measure the quality and impact of our programmes.

Our service delivery structures place an emphasis on early intervention, together with the capacity to respond to critical or irregular situations.

Targeted Support

Private Tuition (*NCY 5, 6, 10 and 11*)

Educational Psychology (*Out of City Pupils*)

Classroom and Teaching Assistant Support
(*Reception – Key Stage 2*)

'Storybarn Readers Club' Reading Project
(*NCY 7 placed with family*)

Literacy Programme (*Key Stage 1*)

Numeracy Support (*Key Stage 1 and 2*)

Career Connect Independent Careers Service (*Key Stage 4*)

Training/Workshops/Briefings
(*Designated Teachers, Carers, Social Workers and NQTs*)

CAMHS Counselling Service (*Key Stage 3 and 4*)

Play and Life Story Therapy (*Key Stages 1, 2 and 3*)

Behaviour Coaching (*Key Stage 3 and 4*)

University Mentors (*Key Stage 3 and 4*)

ESOL Classes (*Key Stage 3 and 4*)

Statutory Requirements

Collection and Monitoring of
Personal Education Plans (PEPs)

Training, Advice and Support for
Designated Teachers and Social
Workers

Allocation, Management and
Monitoring of Pupil Premium Plus

Advocacy and Support for pupils at
risk of underachievement, exclusion
or poor school attendance

Reporting and responding to Pupil
Performance Outcomes Data

Universal Support

Priority and Fast Track access to
statutory services

Advocacy and representation

Information and advice

We continually restructure our services to incorporate changes to statutory guidance, curriculum and the OFSTED Inspection Framework, but primarily to ensure all our children in care have access to educational support and opportunities that will enable each of them to achieve their full potential.

Early Intervention Reading Project

This year we completed our sixth year of our early intervention reading programme in partnership with Beanstalk, a national literacy charity (www.beanstalkcharity.org.uk). We have supported the literacy development of the majority of our Children Looked After who were in Year 1 at Liverpool schools. Each of these pupils received 1:1 support from a trained reading helper, for two 30 minute sessions per week, in school, including reading, talking and playing games to boost reading levels, self-esteem and confidence.

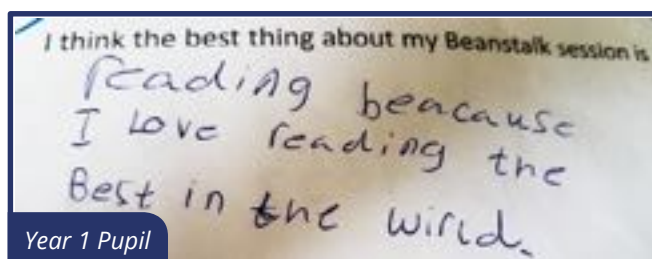
In May 2016 we contacted all Liverpool Head Teachers that had a CLA child in Reception, with the offer of additional literacy support. When it was agreed that this was appropriate for both the pupil and the school, a trained reading helper was placed in the school at the start of Year 1.

The logistics of selecting, training and DBS checking appropriate reading helpers was achieved through robust and excellent administration. All reading helpers were in place by the middle of the 2016 Autumn term.

Schools and Children Involved	Number
Liverpool schools	21
Merseyside schools	1
Year 1 LAC	22
Other vulnerable pupils in these schools including LAC not in year 1	44
Total beneficiaries	66

Each targeted pupil received 1:1 support until the end of the summer term 2017. The trained reading helper had the capacity to provide literacy support to two other CLA, or vulnerable pupils in the school.

We are currently working on arrangements with schools and Beanstalk, for the 7th year of this successful programme, to commence in the Autumn Term 2017.



Year 1 Pupil



Year 2 Pupil

Early Intervention Reading Project

Feedback

As ever, an absolute plethora of quality resources. Clearly marked, referred to, accessible etc. Lots of useful checklists, guides, prompts, questionnaires to use with staff etc. Fabulous!

Class Teacher

Class teacher has commented that C's confidence to read has improved so much. His comprehension has improved too. He now often takes himself to the reading area in class. Carer also feels his confidence and ability has improved when she reads with him at home

Reading Helper

Reading Helper

We talk about the stories and characters. I ask him to predict what might happen. When we talk about what we have read the session before, he always remembers the stories

B had a very poor opinion of reading and his own ability to read. His confidence has dramatically improved and he has hugely benefitted from the Beanstalk sessions

Class Teacher

R's improvement has to be seen to be believed. She reads anything I put in front of her, and reads aloud and confidently. She is now one of the best readers in the class. She is showing a great sense of humour and is confident in all she does. I am so proud of the massive strides she has made

Foster Carer

F's reading has come on leaps and bounds. From struggling with certain CVC words she can now read sentences fluently and can decode a much wider variety of words

Class Teacher

Numeracy Support

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In an effort to improve progress in Maths for our Key Stage 1 and 2 pupils, at the start of the 2016/17 school year LACES funded places for 3 primary schools on the School Improvement Liverpool Numbers Counts Teacher Training Programme. A total of 32 pupils participated in the extra numeracy/maths tuition across the 3 schools. Outcomes in terms of the children's progress were quite remarkable:

Primary School 1

5 children completed the programme and made an average of 11.5 months gain in number age over 40 half hour sessions. The Numbers Count teacher is currently teaching his second cohort of children and they will exit the programme in July

Primary School 2

4 children completed the programme and made an average of 20.75 months gain in number age over 40 half hour sessions. The Numbers Count teacher has had an impact on the teaching and learning of maths throughout the school. She is currently teaching her second cohort of children and they will exit the programme in July.

Special School

The school trained 2 Teaching Assistants to deliver the programmes across different age ranges and they showed enthusiasm throughout their training. Both TA's have commented on how much the children enjoyed the lessons and constantly asked them if they were doing it that day.

The success of this programme is evident when measured against the progress made by the children. For 2017/18 we will be extending the programme to further schools.

LACES would like to thank Lisa Baggaley - School Improvement Officer and Sue Killen (Primary Learning Strategy) for their support in the development and delivery of this programme.



Storybarn - Reading Club



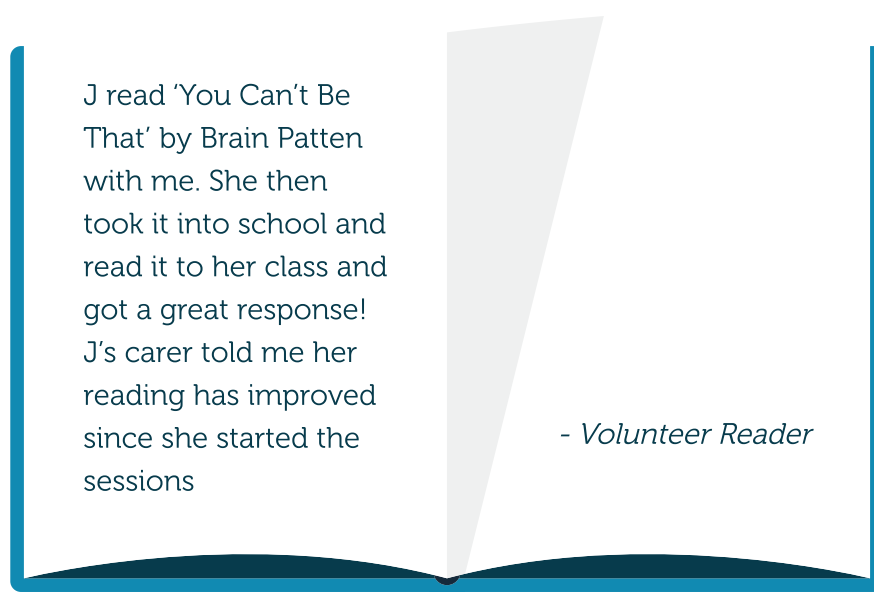
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In partnership with LACES and Liverpool Learning Partnership (LLP), The Reader (www.thereader.org.uk) started a two year project in January 2017, reading with CLA placed with their own parents or extended families. The Storybarn Readers Club promotes shared reading as a pleasurable and emotionally important activity.

This targeted intervention strengthened the educational outcomes and well-being of young and vulnerable learners; engaged carers and families - instilling a life-long love of reading and enabled members of the community to deliver and embed Shared Reading in Liverpool through trained volunteers, for the long term.

Reading sessions took place at home or in school, with a trained volunteer from The Reader. Young people were also given access to activities and events at The Reader's Storybarn interactive story-centre based in Calderstones Park.

Over two years, the project will engage 18 learners in 'kinship care', through weekly 1:1 shared reading sessions.



The Reader engaged 7 Young People in the 2016/17 academic year. We are currently reviewing this programme to ensure that we maximise access to our CLA placed with their own families.

Private Tuition

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The statutory guidance on 'Promoting the Educational Achievement of Looked After Children for Local Authorities' advises that we ensure Children Looked After are able to access 1:1 tuition when appropriate. LACES have an on-going programme of targeted 1:1 tuition, primarily in English and Maths, for those in Year 5, 6, 10 and 11. This is available to our Liverpool CLA who are identified as being at risk of under achievement. Tuition may also be used to boost a young person's confidence. Additional tuition is intended to compliment the pupil's work in school. It also provides a clear message to both the young person and their carers, that educational achievement matters, and is relevant to every young person's future.

Our tutors are supplied through a Private National Tuition agency, governed by a comprehensive service agreement that includes referral procedures, safeguarding requirements, and incorporates an agreed monitoring and evaluation framework.

NCY	Liverpool Schools Number of pupils	Out of City Schools Number of pupils	Total Number of Pupils
2	0	2	2
4	1	0	1
5	1	0	1
6	2	4	6
7	1	1	2
8	2	1	3
9	2	0	2
10	7	4	11
11	12	7	19
12	2	1	3
13	1	1	2
TOTAL			52

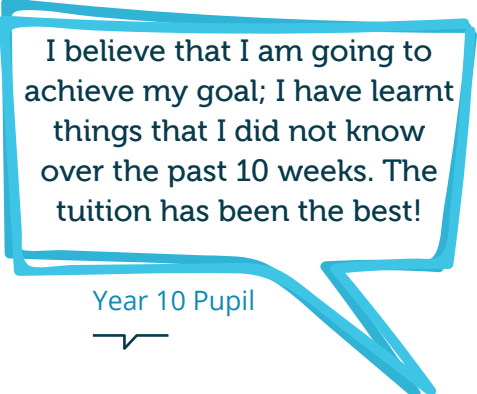
During the 2016/17 academic year, a total of 676 individual tuition sessions took place during the last school year. All referred pupils initially receive a block of 10 x 1 hour tuition sessions, which were followed by a written report, that helped determine if further tuition would be appropriate. 13 sessions per pupil is the average number of tuition sessions.

Evaluation of Tuition

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The pupil's comments about tuition are recorded by the tutor at the end of the final session. Carers were also sent an evaluation in May 2017, with separate parts for the carer and young person to complete. 36% of the evaluations sent out were completed and returned. All of the carers felt that the young person had benefited from home tuition and would recommend it to others.

What the children said



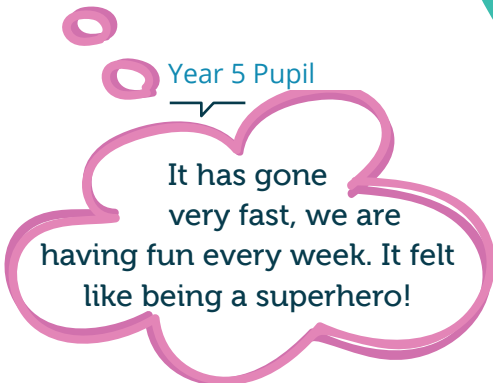
I believe that I am going to achieve my goal; I have learnt things that I did not know over the past 10 weeks. The tuition has been the best!

Year 10 Pupil



I have enjoyed this. I never thought that one to one session could improve my confidence in my ability to learn better, I have improved a lot in my abilities.

Year 6 Pupil



It has gone very fast, we are having fun every week. It felt like being a superhero!

Year 5 Pupil

Tutors Feedback

"A improved by the end of the sessions. He could sit and concentrate for an hour. He improved times tables, addition and subtraction."

"Student C is definitely improving and beginning to understand what is required for the GCSE. However, C struggles with an extended vocabulary, and requires significant scaffolding on some tasks."

"F has been a good student. He is enthusiastic and full of energy, but can be very hard to keep on task. F is verbally very competent, but struggles to translate this in to his written work. F responds positively to everyone he works with, but can be harsh on himself when he receives criticism. He has been a pleasure to work with, and with continued work, should succeed in his targets."

"E is on course to meet her target grade but there have been a variety of stumbling blocks she has met along the way. However, she appears to be tackling these obstacles with confidence and continues to work conscientiously during tuition."

Career Connect

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For the fourth year in succession, LACES commissioned Career Connect to provide independent careers advice and guidance to our 14-16 year old pupils. We particularly focused on those young people who were disengaged from education, less likely to achieve GCSE success, had recently left secure accommodation and those who were vocationally undecided.

LACES referrals to Career Connect are responded to within 5 working days. All young people referred will receive help choosing the education and/or training they need to make them more

employable. Location, time and date of interviews are agreed in consultation with the young person, their school, carer and social worker.

Andrew Williams (Career Connect Advisor) personally advised 22 of our young people between September 2016 and July 2017, agreeing personal action plans for 18 of them. 17 of these young people lived in Liverpool and 5 in other parts of Merseyside. Those without action plans were current year 9s who re-engaged with their education.

- Guidance and one to one support
- Discussion about career options
- Information on post 16 opportunities
- Advice on CVs, applications, job hunting & interview techniques
- Help with drawing up an individual action plan
- Support with transition into progression opportunities

To support our post 16 young people to move into further education or take up training opportunities, LACES transfer a final portion of their Pupil Premium Plus funding to their new provider/placement. This can be used for items that will support their education, such as additional tuition, educational materials, course fees, or equipment etc

Hi Andrew I got the job at Aintree Yayyyyyy haha I go for training on the 26th of this month thanks a lot for everything J.

Age 16

Alternative Education Provision



Alternative Education Provision is arranged by LACES for pupils who, due to exclusion, choice or other reasons, are not in suitable mainstream education. During 2016/17, 35 CLA were placed in alternative education.

The choice of learning provider is based on a comprehensive assessment of the child's needs and career aspirations, in consultation with the pupil and his/her parents or carers, to ensure that the selected provision is appropriate to the young person's needs and aspirations. LACES work with a range of Alternative Education Providers (AEP) across Merseyside, that offer a variety of academic, vocational and personal and social development opportunities.

LACES primarily place pupils, aged 14-16 who have been excluded or are at risk of permanent exclusion, from school into AEP. They are referred through the council's Secondary Fair Access Panel (FAP). Pupils will undergo a supported transition to access one or more providers to participate in vocational learning, PSHE and GCSE or Functional Skills, depending on need and assessed ability.

Pupil progress is monitored by LACES during their placement. Each pupil has a Personal Education Plan (PEP), with agreed outcomes and targets. The targets are to improve behaviour, attendance and attainment. The PEP is reviewed every 6 months with the pupil, parent or carer, social worker and provider.

All providers have had safeguarding, health and safety and good practice checks to ensure they are suitable to work with young people. They are all visited at least each half term by LACES.

Case Study:

J is a Year 9 pupil and on roll at a Liverpool school. J was not making expected progress in school despite additional support and a range of creative interventions. J's behaviour was being contained in school, but he was still not accessing the curriculum. Both school and LACES, felt J would benefit from a change in direction. LACES facilitated a placement with a locally based AEP Provider. J has been attending AEP for several weeks and his Key Worker reports that J is doing really well. He has attended every session so far and he is always trying his best. J is participating in a varied alternative education programme and on completion of his course will have developed his personal, social and life skills, and gained a number of accredited outcomes.

Supporting Trauma and Attachment

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Liverpool
City Council

Educational Psychology Service

LACES have access to 3 Senior Educational Psychologists. **Dr Joanne Bowden, Dr Suzanne Craig and Dr Alice Tilley** provide our children and their schools with priority access to individual Ed Psych support. This includes advice about in-school interventions/strategies, cognitive assessments and training, primarily to our children attending school in other local authorities.

During the 2016/17 school year, Joanne, Suzanne and Alice supported **35** Liverpool children looked after attending schools in Wirral, Lancashire, Halton, Sefton, St Helen's, Knowsley and Liverpool.

The team conducted **22** Cognitive assessments, which supported 16 Education Health and Care Plan (EHCP) applications. However, the most significant aspect of our Education Psychology support is the advice and support they provide schools in the development of safe and nurturing learning environments and interventions, that provide therapeutic stimulus for our most difficult to engage and challenging children.

The support from Liverpool's Education Psychologist has been invaluable in enabling us to put in place the strategies that are now starting to make a difference to 'P' who is now much more engaged in his learning.

SENCO out of City Secondary School

Our Education Psychologists work in partnership with Liverpool's Primary Consortia Framework, to ensure the needs of Children Looked After attending Liverpool primary schools are given priority when referred to the consortia. They provide advice, guidance and intervention strategies for our children on roll at Liverpool secondary schools.

The interventions of our Education Psychology service have had a direct impact on reducing the number of fixed term exclusions, removals from the classroom and referrals to Fair Access Panels.

The support and expertise provided by Joanne, Suzanne and Alice have enabled many of the children we referred to them to get their education and learning back on track. LACES will continue to develop this service in the forthcoming school year.

Supporting Trauma and Attachment

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ADDvanced Solutions



Since September 2014, LACES have commissioned ADDvanced Solutions to provide targeted therapeutic coaching sessions and ADHD counselling, for some of our most vulnerable Key Stage 3 pupils, who were at serious risk of being permanently excluded from their schools. The programme is delivered by **Rita Jones**, a qualified ADHD coach.

During the last academic year, Rita worked with **7** young people who were struggling to engage in their education. Each presented challenging behaviours, primarily due to neuro-development conditions. Rita provided intense sessions of 1:1 behaviour counselling for each young person, using their 'Why Try' tool. In addition, Rita liaises closely with their respective schools, to advise on bespoke interventions and support plans. At the end of the sessions, Rita will arrange periodical monitoring meetings and the young person will have ongoing access to Rita, should problems or anxieties resurface. The young person can terminate a session or the programme at any point of the intervention.

The outcomes have been extremely encouraging, with 3 of the children remaining on their school roll and re-engaging with their education. Three others were transferred to more appropriate educational provision and one was subsequently assessed for an Education Health and Care Plan. Following ADDvanced Solutions interventions, schools have stated how much they valued the personalised support provided to the pupil, and appreciate how minor adjustments to learning environments, teaching styles and adoption of ADDvanced Solutions coaching methods, can significantly reduce a young persons' anxiety and remove barriers to engagement.



LACES will commission Addvanced Solutions in the 2017/18 academic year, as part of our continued development of effective therapeutic support for some of our most vulnerable children.

During the last academic year, LACES continued to commission the Young Person's Advisory Service (YPAS), who appointed **Sonia Lee** to be the Lead Counsellor for LACES. YPAS provide LACES referrals with a CAMHS approved fast track therapeutic counselling service for our Key Stage 3 and 4 cohorts. This service is specifically tailored for those young people who are either disengaged from education, at risk of exclusion and/or have experienced some kind of emotional trauma.

Between September 2016 and July 2017, LACES referred **27** young people to YPAS. All referrals were made in consultation with the child's school/educational placement, social worker, carer and other appropriate partners. An initial introduction/assessment meeting is arranged and if the young person agrees to engage, the therapeutic process commences, in a location agreed by the young person. At any point the young person can cease the therapeutic process if they decide that it is not the right time.

An essential part of Sonia's role involves attending LAC reviews, Care Plan Meetings and progress meetings with the Social Workers, Teachers, Parents/Foster Carers to discuss her intervention, and advocate on behalf of the young person. Psycho-Education is also provided to the Parents/ Carers if it will enhance the young person's emotional wellbeing. On average, each young person attended approximately 11 Counselling sessions.

Number of pupils supported	Remained in school/education placement	Refused to engage or did not complete sessions
27	25	2

The service received by the Young Person in our school was excellent. The Young Person was assigned a worker very quickly, engaged well with the counsellor and the service was holistic and professional in approach

Teacher, Widnes Secondary school

By having this service Children are provided with a child centered approach, in order to help them deal with challenges within their lives. I have recommended this service to colleagues

Social Worker Liverpool

I enjoyed my sessions, nothing bad has happened since my counselling started

Young Person (age 12)

New Services

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In recognition of the increase in Unaccompanied Asylum Seekers and the lack of nurture provision for children at risk of exclusion, LACES commissioned 2 new services during the last academic year.

Al-Ghazali Project



LACES and Al-Ghazali Centre are currently working in partnership to offer tuition to unaccompanied minors for whom English is an additional Language (EAL). The services consist of English language classes and access to Supplementary School. The process for placements to these services is through referrals from LACES. Once referred, the young person attends an assessment session and is then allocated the most appropriate English class for their level.

The classes aim to improve essential speaking, listening, reading and writing skills that are needed for everyday life in the UK. Each young person has a class portfolio which records the work completed and progression of their English language.

Since the start of the project in November 2016, 15 unaccompanied minors have been referred, with all now attending classes at Al-Ghazali. Some of the countries the young people come from include Afghanistan, Syria, Angola, Kurdistan and Iraq. The languages spoken by the young people are Kurdish Sorani, Kurdish Badini, Persian, Portuguese and Arabic.

West Derby Tuition



LACES arrangement with West Derby Tuition provides 1:1 educational support and tuition for year 3 to post 16 children, who are struggling at school and are at risk of exclusion and under-achievement due to challenging behaviour that affects their learning. This is a short-term provision, with the aim of re-integration back into their school. Tuition is delivered from West Derby Tuition's premises, by a group of highly experienced teachers and support staff in a calm, relaxed and nurturing environment.

West Derby tuition also have a resident Play Therapist and play therapy room for Primary aged children who require therapeutic support. Since January 2017, LACES have referred 17 children and young people to this provision. 9 young people returned to school or alternative provision, 6 are still attending and 2 refused to engage.

LACES will be commissioning both these services for the 2017/18 Academic Year.

Pupil Premium Plus

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Since Pupil Premium was launched in 2011, LACES have managed the allocation of several million pounds, to raise the educational attainment of our Children Looked After. In response to changes to guidance implemented by the Department of Education in 2014, LACES have continued to allocate in accordance with statutory guidelines.

Virtual School Heads (VSH) are responsible for making sure there are effective arrangements in place for allocating Pupil Premium Plus, to improve the educational progress of Children Looked After by their local authority.

The funding does not have to be distributed on a per capita basis, in acknowledgement that children and young people in care have differing levels of educational need.

The VSH manages the grant to improve outcomes and achieve targets as identified in Personal Education Plans. This year LACES began recording PEP data along with PPP data to ensure targets in PEPs reflect PPP expenditure.

Payment Period	1st April 2016 – 31st March 2017
Eligibility Criteria	Pupils aged 4-15 on 31st August 2015 and at least one day in care on the 1st April 2016
Entitlement and Allocation	Each Pupil received between £800 - £1900 Most payments were made in two instalments of £800 and £1100 to ensure Year 6 pupils received part payments at their new school once they moved into Year 7, whilst Year 11 pupils received the 1st instalment of £800
Number of Liverpool Pupils Awarded	877 Liverpool children in care received an award
Amount Paid	Awards totalled £1.66m
Monitoring	Pupil Premium Plus must be recorded on the Personal Education Plan (PEP) form of each eligible pupil which is then monitored by LACES
How funding can be used	Funding must be spent on the eligible pupil to improve their educational progress. For some pupils it could be about raising their confidence, self-esteem or improving their engagement in learning. The pupil premium provides an opportunity to be creative in the support schools provide their children in care, commissioning services and interventions that enable children to achieve their aspirations

To find further information surrounding the above and Post LAC Pupil Premium (Adoption, SGO, AO) please visit www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2017-to-2018

How Pupil Premium was spent in 2016/17.....

Our evaluation of Pupil Premium Plus expenditure revealed how this funding enabled schools, in consultation with social workers, carers and at times the young person, to provide a range of support aimed at meeting the pupils learning, emotional and social needs. Consequently, most of our eligible pupils had access to a range of different services or interventions, as illustrated below:

Funding was used by **52%** (370) of our CLA ensuring they were able to participate in school trips



39% (260) received additional classroom support enabling some of our most emotionally challenging pupils to remain in their class



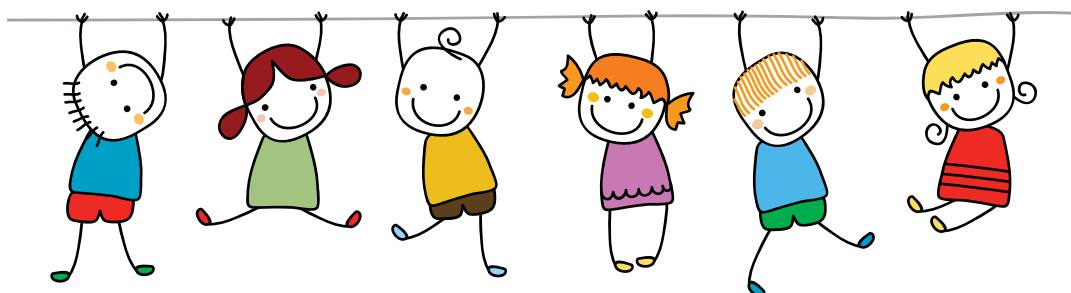
Significant amounts were used for learning support such as, reading **32%** (199), small group work **40%** (271) and 1:1 tuition **37%** (242)



Child Psychotherapists etc were acquired for **19%** (80) of our pupils



Access to enrichment activities at **40%** (271) and the purchase of IT equipment **29%** (170) is evidence of the creative and targeted approach being used by schools in the expenditure of Pupil Premium Plus



Personal Education Plans

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The Personal Education Plan (PEP) is a key mechanism for monitoring and promoting educational progress for Children Looked After, and should take place every 6 months. Considering the young persons views and discussing longer term aspirations are important parts of the PEP process. The PEP document provides evidence of interventions, agreed targets, progress and identifies personalised support. The PEP is an integral part of the child's overall care plan.

At the PEP meeting decisions are made on how Pupil Premium Plus should best be used to raise educational attainment, improve attendance and manage behaviour.

From September 2016, a PEP Coordinator was appointed, with the aim of more detailed monitoring of PEPs, to encourage more PEPs to take place, to offer training to all those involved in the completion of PEPs, and to quality assure each PEP. So far 45 schools have been visited or contacted with information regarding Liverpool's PEP process.

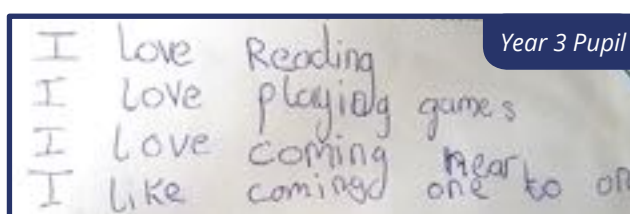
The PEP form is always under review to ensure it is user friendly and effective. Recording of PEPs is linked to Pupil Premium Plus to encourage completion, and payments can be withheld if PEPs have not been received.

Percentage of submitted PEPs		Average school attendance recorded on PEPs	
Liverpool Schools	75%	Primary	97.35%
Merseyside Schools	7.5%	Secondary	96.1%
Other Schools	17.5%	Average	96.1%

Carers were present at 79% of PEP meetings. This conveys a consistent message to the child, that education is important and relevant to their lives.

Pupil Premium Plus is being spent on a diverse range of support to boost educational progress.

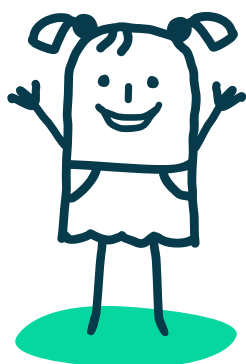
61% of pupils were recorded as making expected progress



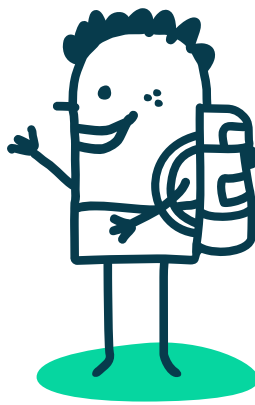
Pupil Views were completed in advance of each PEP meeting. It was an informal chat with the opportunity for school to ascertain the child's views and opinions. **87.7%** of schools conducted pupil view meetings prior to the PEP meeting, recording details of the pupils' thoughts and aspirations

Here is a small selection of pupil views collected from their PEPs:

L likes going to the park and playing with her brother. Her favourite food is pizza. Her favourite book is Charlie and Lola



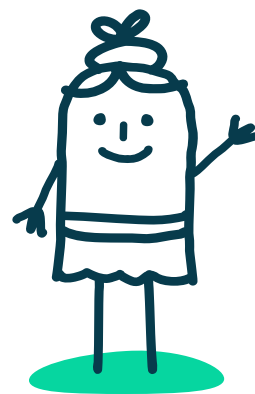
P is adamant he will be in Eastenders and on the West End when he is older!



L is proud of her drawing and her phonics. She likes baking cakes



R said she would like to have a family and a dog



To find the Pupil Views, Personal Education Plan and any other guidance please visit our LACES pages www.schoolimprovementliverpool.co.uk/teams-LACES

Higher Education

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LACES have continued to work collaboratively with the school of Teacher Education at Liverpool Hope University, during this academic year.

We are challenging a new generation of teachers to be the best that they can be, by enabling them to provide outstanding support for CLA, and vulnerable learners, in their classrooms. To achieve this we have developed an innovative programme that has a short module each year of the 3 year BA QTS (Qualified Teacher Status) primary course.

Year 1 - Introduction to Children Looked After (1x1 hour session)

- Demographic profile of Children in care
- Background around why children are placed in care
- Awareness of the Legal Framework that supports the education of children in care

Year 2 - Understanding the needs of Children Looked After (2x1 hour sessions)

Year 3 - Interventions and Support – Making a Difference (2x 1 hour workshops from a choice of 5 workshops)

These sessions are focussed on developing the student teacher's knowledge and awareness of the educational needs of Children Looked After, and to inspire them to make a difference in school settings. We delivered our first Year 1 module in October 2016. During the next academic year, we will deliver Year 2 of the programme, and we will also deliver Year 1 to the new student intake.

2016/17 evaluations revealed that the student teachers felt that their lecture will have an impact on how they plan and approach teaching in school.

Further information is available via www.schoolimprovementliverpool.co.uk/teams-LACES

During the year we have also delivered 4 lectures to **335** Post Graduate/other students on Post-Graduate courses, to raise their awareness of CLA as they refine and develop their teaching skills.



Raising Aspirations

LACES have a long standing relationship with LJMU who provide our pupils the opportunity to engage in a number of aspiration raising activities throughout the academic year. These included a 2 day Year 10 Residential for looked after students. In addition, LJMU's Foster Family Fun Day saw a number of our families benefit from a full day on campus, having taster sessions and receiving further information on University life.

Liaison with the Outreach Team has also resulted in mentoring opportunities for our young people, with the offer of academic and pastoral support for pupils in Years 10-12.

LACES continue to contribute to The Greater Merseyside Care Leavers Regional Network that is facilitated by Liverpool John Moores University.

Next year, we aim to develop our working relationship LJMU, further expanding the mentoring opportunities for our young people and contributing to and sharing the numerous events that are hosted on campus.

Academic Mentoring

LACES reviewed the prior SATS attainment of all CLA who started Year 7 in September 2016, and identified 14 pupils who achieved the 'expected levels'. During the last academic year these pupils were on a campus visit. This initiative will continue throughout the pupil's time in secondary education, with a variety of University Outreach opportunities being offered each year. A new cohort will join the programme every year, as new pupils join year 7.

LACES have been working with The Widening Participation & Outreach Team at the University of Liverpool. This partnership has enabled the University to place several undergraduates into schools to work directly with Children Looked After, developing academic skills within core subjects. Five KS4 Pupils have benefited from this programme, which included visits to the University, allowing them to experience the campus and discover the benefits of Higher Education.



Designated Teachers

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All schools have a statutory responsibility under the Children and Young Persons Act 2008 to assign a Designated Teacher (DT), to promote and monitor the Educational Achievements of all children looked after on their school roll. Designated Teachers make a positive difference by promoting a whole school approach, where the personalised learning and emotional need of every CLA are given priority.

LACES have supported Designated Teachers through a range of approaches, including:

Enquiries

LACES responded to **625** phone and email enquiries from schools – this was **39%** of all new enquiries during 2016/2017 academic year.

Termly Newsletter

LACES newsletter is aimed at keeping DTs up to date with developments, good practice, changes in statutory guidance etc. We send our termly newsletter titled, 'Looked After and Learning' electronically to all Designated Teachers

Resources on School Improvement Liverpool Website

Information related to CLA can be accessed via The School Improvement Liverpool Website:
www.schoolimprovementliverpool.co.uk/teams-LACES

Designated Teacher Consultation - May 2017

During the summer term LACES carried out an online survey to capture designated teacher's views. **26** Designated Teachers responded. A report is available at:

www.schoolimprovementliverpool.co.uk/Resources?category=LACES

Designated Teacher Visits

During 2016/17 academic year, LACES visited 8 Liverpool schools to enable us to gain a better understanding of how schools manage their responsibilities for children looked after, and explored good practice that can be shared with other schools. We plan to increase the number of school visits in 2017/18.



Cornerstones Foundation



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Cornerstones is a fledgling registered charity whose primary aim is to create a range of opportunities that will have a lifelong impact on the quality of life, for many of Liverpool's most disengaged and vulnerable young people. LACES work in partnership with Cornerstones to deliver a Young Peoples Award Project and Post 16 vocational opportunities.

Young Peoples Award

This project encourages children in care aged 7yrs – 13yrs, to complete a range of tasks that gain the child rewards upon completion. The aim is to improve each young person's communication skills, life experiences and personal aspirations. The tasks become more difficult, and the value of the incentives grow as each set of tasks is completed, through a Bronze, Silver, Gold and Platinum awards process. **30** Children After Looked are currently registered on the programme.

Any Child in care who wants to register onto the Young Peoples Award can do so at:
www.youngpeoplesaward.co.uk

Post 16 Vocational Opportunities

Cornerstones aim to remove the barriers that reduce vocational, educational and training opportunities for young people, who are at risk of becoming dis-enfranchised from the world of work and education. Cornerstones has a growing membership of private and public sector companies who want to improve their corporate social responsibility foot print, so are eager to provide vocational opportunities to our most vulnerable and dis-engaged young people through:

- **Work experience**
- **Internships**
- **Vocational Training**
- **Educational support/Mentoring**
- **(Pre) Apprenticeships**

Each young person who is referred to a Cornerstones company will receive careers advice, mentoring, CV writing support, confidence and self-esteem coaching and Interview training.

To Date:

- 2 young people have started pre-apprenticeships with a major Construction company
- 1 Young person started a pre-apprenticeship with the NHS
- 10 young people attended Media Work experience at a local radio station
- 1 young person was invited to a ship building company for a motivational tour

We plan to extend our involvement in Cornerstone's programmes during the next academic year.



Presentations, Briefings, and Workshops

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An important element of LACES delivery plan is to raise awareness and improve understanding of the educational needs of children in care. Between September 2016 and July 2017, LACES delivered **11** sessions to **786** professionals and student teachers.

Date	Content	Beneficiaries
Sept 2016	Promoting Educational Outcomes for LAC	75 Teachers at secondary school
Oct 2016	Looked After and Learning – Year 1 Introduction	160 BAQTS students - Hope University
Nov 2016	Context and Importance of Education for CLA	85 Schools Direct student teachers - Hope University
Dec 2016	Context and Importance of Education for CLA	110 Primary PGCE Hope students
Jan 2017	Promoting Educational Outcomes for CLA	14 Teachers at a primary school
Jan 2017	PEPs/Pupil Premium Plus for CLA	15 School staff – secondary pastoral team
Feb 2017	Pupil Premium Plus for CLA	90 Primary school finance managers
Feb 2017	Context and Importance of Education for CLA	70 Primary PGCE LJMU students
Mar 2017	Context and Importance of Education for CLA	80 Trainee teachers – Hope University
Mar 2017	PEPs/Pupil Premium Plus for CLA	7 Permanence social workers
Mar 2017	Looked After and Learning	80 Year 2 BAQTS students – Hope University

Thank you so much for attending the Conference yesterday and presenting to us. We really do appreciate your time and support. Delegates commented on how informative the session was and it's value

Business Manager, Liverpool
Secondary School



Enquiries

Between September 2016 and July 2017, LACES received **1604** telephone and email enquiries – a **5%** increase on the same period the previous year.



Over half of all enquiries concerned Pupil Premium Plus or PEPs. Queries were also made regarding tuition, behaviour support and school admissions/transfers. LACES enquiries were mainly received from schools and social workers. However, foster carers, care providers and other services continue to contact us to enquire about all aspects of educational support for children in care.



LACES provide advocacy and support to our Children Looked After who are at risk of exclusion, underachievement or have poor school attendance records. This often requires LACES officers to attend multi-agency meetings to agree on the most appropriate support and interventions.

Meetings Attended

School Meetings		CLA Reviews	
Liverpool	Out of City	Liverpool	Out of City
111	47	73	26



Feedback

The team have been overwhelmed by the high volume of expressions of gratitude we have received from Schools, Social Workers, Carers, Young People and other agencies. These are very much appreciated and are recognition that our services are making a difference. Here is a small sample of what they said...

'On behalf of R I want to thank you so much for sending him the letter and vouchers acknowledging his achievements. He said 'Cool' - Foster Carer

'I cannot put into words what this will mean for M – A very big thank you on her behalf you have brought the magic of Christmas back for me today – I just wanted you to know how much your service is valued and respected. Thank you' J - Independent Reviewing Officer

'Wow, that's what I call service! Honestly, that is great, thank you' - Director, Alternative Provision Provider

'Can I say a BIG thank you on behalf of these children...LACES prompt response with POSITIVE actions and support was truly appreciated by myself and my staff...' - Head Teacher, Liverpool

'Thank you so much for your swift response. It really is much appreciated and will definitely go some way to help us to support C at this difficult time'. - Head Teacher, Liverpool Primary School

'A huge "Thank you", and "Well Done" to everyone at LACES for your excellent work and support for children across the city! - Head Teacher, Liverpool Primary School

'This is absolutely amazing I can't thank LACES enough, this will help so much. It is not very often I feel as elated as I just have receiving your email' - Assistant Headteacher - Liverpool Secondary

'Many thanks, we really appreciate all your help and support. What would we do without you' - Head of Pastoral Team, Liverpool Secondary School

A BIG thank you! It was great to meet up today and thrash some things around ...and of course be so wonderfully supported by LACES - Head Teacher, Liverpool Primary School

'Wow.....I am in tears Thank you to everyone in LACES you are all amazing' - Participation Officer, Children in care Council

'This is good...thank you so much for all your help and support with this... couldn't have done it without you' - Social Worker, Permanence

'Thanks once again for your support with 'L' I really appreciate the support you have given the school - hopefully she will respond and we can get her back into class permanently' - Foster Carer

School Improvement Liverpool

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