

# Looked After Children (LAC/CIC) Policy

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## History of Policy Changes/Review

History of policy changes/review

Author: Rosie Wells

Authorising Body: FGB

Review Schedule: Annually

Date	Page	Details of change
12-Feb-17	All	Agreed by Governors.
07-Nov-18	All	Agreed by Governors.
21-Feb-24	All	Updated, reformatted sections, linked KCSIE, renamed 'LAC Policy'.

# Section 1

## Statement of Intent

Educational achievement and subsequent life chances for LAC and PLAC are of real concern; this is recognised nationally. Briarwood School aims to ensure that looked after children (LAC) excel, alongside their peers. Pupils who are looked after often require additional support and attention in order to improve their situation.

At Briarwood we endeavour to provide positive experiences and offer safety, stability and individual care and attention for all our pupils. With this in mind, we aim to:

- Encourage pupils to reach their potential and to make good progress in relation to their professional, social and emotional development;
- Ensure that pupils enjoy high quality teaching and a curriculum which meets their needs and the requirements of legislation;
- Plan support for LAC realistically and use the school's resources efficiently to ensure the school meets their needs;
- Promote a positive culture in all aspects of school life;
- Help pupils develop their cultural, moral and social understanding.

We will continue to work closely with and be advised by the Children in Care Council and The HOPE, Bristol's Virtual School for Children in Care.

# Section 2

## Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- Children (Leaving Care) Act 2000
- Children and Young Persons Act 2008
- Children and Families Act 2014
- Children and Social Work Act 2017
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2018) 'The designated teacher for looked-after and previously looked-after children'
- DfE (2023) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2023) 'Working together to safeguard children 2023'

This policy operates in conjunction with the following Briarwood School policies and documents:

- Admissions Policy
- Behaviour and Pastoral Policy
- Home-School Agreement
- Anti-Bullying Policy
- Pupil Equality, Equity Diversity and Inclusion Policy
- Child Protection and Safeguarding Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Wellbeing Policy
- Relationships Policy

# Section 3



## Definitions

Looked After Children (LAC) are defined as:

- Children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1989.
- Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.
- Children subject to a Care or Interim Care Order whilst placed with a parent, where the LA has parental responsibility.
- Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents.

Previously LAC (PLAC) are defined as:

- Children who are no longer looked after by an LA in England and Wales because they have either been adopted or are the subject of an adoption, special guardianship or child arrangements order.
- Children who were adopted outside England and Wales from 'state care' (care that is provided by a public authority, religious organisation, or other organisation whose main purpose is to benefit society).

## Roles and Responsibilities

The Governing Board is responsible for:

- Ensuring the school has a coherent policy for LAC and PLAC.
- Reviewing the school's policies and procedures in conjunction with legislation and statutory guidance.
- Ensuring the designated teacher for LAC and PLAC has received the appropriate training.
- Ensuring that appropriate staff have the information they need in relation to each looked after child's:
  - Legal status (i.e. whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
  - Care arrangements and the levels of authority delegated to the carer by the LA.
- Ensuring that staff have the skills, knowledge and understanding to keep LAC and PLAC safe.
- Ensuring that there are clear systems and processes in place for identifying and reporting possible safeguarding or mental health concerns amongst LAC and PLAC.
- Ensuring LAC and PLAC have equal access to all areas of the curriculum and that reasonable adjustments are made, if necessary.
- Reviewing the **annual** report produced by the designated teacher to evaluate the progress of LAC in the school.
- Ensuring they receive feedback from the headteacher regarding the effectiveness of the policy on an **annual** basis.

The Virtual School Head (VSH) is responsible for:

- Monitoring the attendance and educational progress of the children their authority looks after; this includes children who have left care through adoption, special guardianship or child arrangement orders, or who were adopted from state care outside of England and Wales.
- Ensuring that arrangements are in place to improve the education and outcomes of the authority's LAC, including those placed out-of-authority.
- Building relationships with health, education and social care partners, as well as other partners, so they and the designated teachers understand the support available to LAC and PLAC.
- Working with the school to ensure all LAC in attendance are fully supported in reaching their full potential.
- Acting as the educational advocate for LAC.
- Acting as a source of advice and information to help parents of PLAC as effectively as possible.
- Managing the school's allocation of pupil premium plus (PP+) for LAC.
- Ensuring that there are sufficient systems in place to:
  - Maintain an up-to-date roll of the LAC who are in school settings, and gather information about their educational placement, attendance and progress.
  - Inform the headteacher and designated teacher if they have a pupil on roll who is looked after by the LA.
  - Ensure social workers, schools, designated teachers, careers and independent reviewing officers understand their role and responsibilities regarding a pupil's personal education plan (PEP).
  - Ensure that up-to-date and effective PEPs that focus on educational outcomes are maintained for all LAC.
  - Avoid delays in providing suitable educational provision.
  - Ensure the education achievement of LAC is seen as a priority by everyone who has responsibilities for promoting their welfare.
  - Report regularly on the attainment, progress and school attendance of LAC through the authority's corporate parenting structures.

The Head of Provision and Inclusion, with the agreement of the Executive Headteacher is responsible for:

- Appointing the designated Teacher for LAC and PLAC.
- Allowing the designated Teacher the time and facilities to succeed in carrying out their duties.
- Overseeing this policy and monitoring its implementation, supporting the LAC Teacher to provide feedback to the governing board **annually** on the following:
  - The number of LAC and PLAC in the school
  - An analysis of assessment scores as a cohort, compared to other pupil groups
  - The attendance of LAC and PLAC, compared to other pupil groups
  - The level of fixed term and permanent exclusions, compared to other pupil groups
- Ensuring all members of staff are aware that supporting LAC is a key priority.
- Ensuring PP+ for PLAC is managed effectively.

The designated Teacher for LAC and PLAC is responsible for:

- Building relationships with health, education and social care partners and other partners so that they and the VSH understand the support available to LAC and PLAC.
- Promoting the educational achievement of LAC and PLAC at the school; this includes those that left care through adoption, special guardianship or child arrangement orders or were adopted from state care outside England and Wales.
- Acting as the main contact for social services and the DfE.
- Promoting a culture of high expectations and aspirations.
- Ensuring LAC are involved in setting their own targets.
- Advising staff on teaching strategies for LAC.
- Ensuring that LAC are prioritised for one-to-one tuition and support.
- Leading on how the child's PEP is developed and used in school to ensure the child's progress towards targets is monitored.
- Liaising with the SENCO to ensure all pupil needs are met.
- Being vigilant in observing any potential safeguarding concerns that could arise surrounding LAC and PLAC due to their increased vulnerability to harm, and reporting these to the DSL as soon as they arise.
- Working with the child's VSH and social worker to develop and implement their PEP.
- Working with the VSH to discuss how funding can be used to support the child's progress and meet the needs identified in their PEP.
- Working with the headteacher to submit an annual report to the governing board, which details the progress of all LAC and PLAC.

The DSL/SENCO is responsible for:

- Keeping up-to-date records of LAC's respective social worker and VSH.
- Promoting amongst staff the importance of recognising and reporting safeguarding concerns surrounding LAC and PLAC as soon as possible due to their increased vulnerability to harm.
- Where a child ceases to be looked after and becomes a care leaver, keeping up-to-date contact details of their LA personal advisor and liaising with the advisor as necessary regarding any issues of concern affecting the care leaver.
- Liaising with the class teacher, designated teacher, specialists and parents when considering interventions to support the progress of PLAC.

Staff are responsible for:

- Being aware of LAC and PLAC and providing them with support and encouragement.
- Preserving confidentiality, where appropriate, and showing sensitivity and understanding.
- Being vigilant for any signs of bullying towards LAC and PLAC.
- Being vigilant for any signs of safeguarding concerns surrounding LAC and PLAC due to their increased vulnerability to harm, and reporting any concerns to the DSL as soon as possible.
- Promoting the self-esteem of LAC and PLAC.

## Admission/Induction Arrangements

Children in care are a priority for admission and, as such, we will follow the statutory guidance on school admissions. On admission to the school or to care, carers will be given an introductory booklet about the school's expectations and processes and the child will meet with the designated teacher for children in care. The designated teacher will identify any relevant issues, academic or pastoral, and ensure the child is made to feel supported in our school.

On admission, records will be requested from the child's previous school. As soon as practicable after the records are received, a meeting will be held with the carer/parent, social worker, other relevant professionals and the child, as appropriate, to put together a new Personal Education Plan. This meeting will ensure that communication systems are established early. If records are not received promptly we will undertake our own assessment to make sure that the teaching and support received are appropriate. We will endeavour to meet the statutory time scales for PEPs as outlined in guidance.

When children already on school roll enter care, the school will ensure that the student meets with the designated teacher as soon as possible and is fully informed of the school procedures and additional support arrangements available. A meeting with other parties will be arranged and PEP prepared as soon as possible in the same way as for those children already in care admitted to school.

At the first PEP meeting, we will seek clarification from the social worker as to who requires school reports and who may give permission for school trips or other such activities. At this meeting any means of communication to aid the exchange of information between statutory meetings will be discussed and agreed (such as a home/school book to detail any sudden significant changes in a child's circumstances).

Many children in care do not want school staff to be aware of their care status because it makes them feel "different". This may apply to some Briarwood pupils; therefore, we will negotiate with the child to identify who should be aware of their care status. However, we recognise that in some cases, such as if the child has a severe learning difficulty, this may not be possible.

# Section 4

## Personal Education Plan (PEP)

All LAC must have a care plan; PEPs are an integral part of this care plan.

The PEP is an evolving record of what needs to happen for a pupil to enable them to make the expected progress and fulfil their potential. The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child. The PEP will be reviewed termly. At Briarwood all students have an Education Health Care Plan (EHCP) which is reviewed annually and should, where possible, tie in with the PEP. Full guidance on PEP meetings and how to use the PEP is provided on the [CiC education web pages](#).

The school, with other professionals and the child's carers, will use the PEP to support the child's educational needs, raise the child's aspirations and improve their life chances. All relevant bodies, such as the LA, the designated teacher and carers, will involve the child in the PEP process at all stages.

The PEP will address the pupil's full range of education and development needs, including:

- [For Juniors/Infants only] Access to nursery provision that is appropriate to the child's age.
- On-going catch-up support, which will be made available for children who have fallen behind with work.
- Suitable education provided by the LA, where the child is not in school because of suspension or exclusion.
- Transitional support where needed, such as if a child is moving to a new school.
- School attendance and behaviour support, where appropriate.
- Support to help the child meet their aspirations, which includes:
  - Support to achieve expected levels of progress for the relevant national key stage and to complete an appropriate range of approved qualifications.
  - Careers advice, guidance and financial information about FE, training and employment, that focusses on the child's strengths, capabilities and the outcomes they want to achieve.
  - Out-of-school hours learning activities, study support and leisure interests.

The VSH and the designated teacher will ensure that information is included within a LAC or PLAC's PEP surrounding how they are benefitting from any use of PP+ funding to improve their attainment. Any interventions supported by PP+ will be evidence-based and in the best interests of the pupil.

## One to One Tuition

Research has shown that children in care benefit from one to one tuition in English and/or maths even if they appear to be progressing in line with age related expectations. Where appropriate and deemed supportive, the school is committed to prioritising all children in care for one to one tuition.

## School Trips & Enrichment Activities

We aim to ensure that children in care enjoy as many extra-curricular opportunities as possible by reserving placements for them (on the basis of a risk assessment) on trips or enrichment activities which they are eligible for and allowing sufficient time to gain the necessary consent. The responsibility for giving permission for school trips and enrichment opportunities is that of the social worker, although they often delegate this to foster carers. The person who may give permission will be clarified at the first PEP meeting. If in doubt we will always send consent forms to the social worker or Hope School.

## Additional Funding

Children in care are entitled to additional funding to help improve their outcomes and narrow the gap between their outcomes and those of their peers. Which young people are eligible and the amount of such funding available will be determined as a result of government policy.

The school is committed to ensuring effective use of this dedicated funding where available for all eligible children in care on roll to provide additional, personalised support to ensure accelerated progress in order to improve outcomes. The dedicated funding for children in Year R to Year 11 is currently called the LAC Pupil Premium Grant.

The appropriate use of allocated funding is to be assessed through the Personal Education Plan. The HOPE Virtual School for Children in Care expects 80% of LAC Pupil Premium money to be spent on improving outcomes in English and/or maths.

## Monitoring the PEP and Tracking Pupil Progress

The HOPE Virtual School will monitor the quality of the PEP using OFSTED terms. The monitoring form will be returned to the designated teacher.

The local authority has a web-based tracker for monitoring and reporting the progress, outcomes, attendance and exclusions of children in care. Schools are requested to enter assessment information in terms 2, 4 and 6 for all LAC and attendance and exclusions data each term for children whose status is confidential. You can find a Guide to assist you in using the Tracker in the Downloadable files section.

A template of suggested practice to ensure accountability for improving outcomes for children in care in Bristol schools/settings has been developed with several DTs. It is a way of using schools' internal tracking systems and the CLA Tracker to report to governors.

- [Monitoring and tracking pupil progress template \(pdf, 41k\) \(opens new window\) \(pdf, 45k\) \(opens new window\)](#)
- [Appendix 1 \(word doc, 17k\) \(opens new window\) \(pdf, 22k\) \(opens new window\)](#)
- [Appendix 2 \(word doc, 32k\) \(opens new window\)](#)

*A copy of the PEP including all attachments/print outs and the PEP Essential Information Record **must** be sent to everyone at the meeting and the Independent Reviewing Officer and uploaded to the CLA Tracker.*

## External Agencies and Sharing Information

The school will ensure that copies of all relevant reports are forwarded to the social workers of LAC, in addition to carers or residential social workers.

The school will coordinate their review meetings; for example, hold their annual review of LAC with their statutory care review.

The school will work with other agencies to exchange information, such as changes in circumstances, exclusions or attendance issues, taking prompt action, where necessary, to safeguard LAC and PLAC.

Positive Behaviour Support strategies will be agreed between the VSH and the school, to ensure challenging behaviour is managed in the most effective way for that individual child.

The designated teacher for LAC and PLAC will communicate with the VSH and child's social worker to facilitate the completion of the PEP.

Through the designated teacher, the school will work with the VSH, social worker and other relevant agencies to monitor any arrangements in place so that actions and activities recorded in the child's PEP are implemented without delay.

The designated teacher will communicate with the VSH and agree on how PP+ can be used effectively to accommodate the child's educational attainment and progress.

PP+ for PLAC will be allocated directly to, and managed by, the school. The school will work with the VSH to manage allocation of PP+ for the benefit of our cohort of LAC, or PLAC, and according to their needs.

The designated teacher will ensure consistent and strong communication with the VSH regarding LAC who are absent without authorization.

The school will share their expertise on what works in supporting the education of LAC and PLAC.

## Safeguarding

Briarwood school recognises that many LAC and PLAC have experienced trauma, abuse or complex family circumstances that have led to them being placed in care, and will ensure that all staff are aware that experiences of adversity such as these can leave pupils vulnerable to further harm or exploitation. We are further aware of the increased likelihood of those with an EHCP being placed into care, and the complexities this causes in terms of understanding and processing a move away from home.

All staff will be trained to recognise signs and indicators of safeguarding concerns and will ensure that extra vigilance is practiced in observing and identifying these indicators amongst LAC and PLAC as soon as possible.



Where a looked-after child or previously looked-after child has a social worker, this will inform decisions about safeguarding, e.g. responding to absence from education where being absent from education may increase known safeguarding risks within the family or in the community.

The Head of Provision and Inclusion will implement appropriate pastoral support services in place throughout the school to ensure that the welfare of LAC and PLAC can be adequately protected to the extent that reflects their increased vulnerability.

Staff will be encouraged to report to the DSL any concerns they have over LAC or PLAC in line with the processes outlined in the Child Protection and Safeguarding Policy.

When there is reasonable cause to suspect that a LAC or PLAC is suffering or is likely to suffer significant harm, the school will collaborate in the multi-agency strategy discussion where appropriate to determine the pupil's welfare and plan rapid further action as necessary (i.e. by reporting to the LADO). The school's representative at any strategy discussion meetings will be sufficiently senior, skilled and experienced, and authorised to make decisions on the school's behalf. Information and analysis about the pupil and their family will be provided as required.

Staff will be regularly encouraged to look for signs of bullying and report to the designated teacher if they believe a looked-after child or previously looked-after child is being bullied, as this can have a particularly negative impact on pupils who have early experiences of rejection or abandonment.

## **Pupil Mental Health & Wellbeing**

LAC and PLAC are more likely to experience the challenge of social, emotional and mental health (SEMH) issues which can impact their behaviour and education. The designated teacher will have awareness, training and skills regarding a child's needs and how to support them in relation to behaviour management, mental health and wellbeing.

The designated teacher will work with the VSH to ensure the school is able to identify signs of potential mental health issues, understand the impact issues can have on LAC and PLAC, and knows how to access further assessment and support, where necessary.

The school understands that the increased frequency of mental health problems amongst LAC and PLAC may present a barrier to adequately identifying when mental health problems are indicative of a safeguarding concern. For this reason, the designated teacher will ensure that they, and all staff who maintain regular contact with LAC or PLAC are vigilant surrounding any changes in the mental health, behaviour, social inclination or mood of these pupils.

The school's Pastoral Team will work alongside the designated teacher to promote the wellbeing and mental health of LAC and PLAC, and will always either be a member of, or be supported by the senior leadership team and could be the pastoral lead, SENCO, or DSL.

## **Suspension and Exclusion**

Past experiences of LAC and PLAC will be considered when designing and implementing the school's Behaviour and Pastoral Policy.

Where the school has concerns about a LAC's behaviour, the VSH will be informed at the earliest opportunity. As far as possible, the school will engage proactively with the social worker or carer of a LAC to provide appropriate support for underlying issues that may be causing behavioural challenges and improving this behaviour.

As part of the termly review of a pupil's PEP, any concerns about their behaviour will be recorded, alongside information on how they are being supported to improve this and reduce the likelihood of exclusion. Please see further details within the 'Behaviour and Pastoral Policy'.

## Information Sharing

Appropriate and specific arrangements for sharing reliable data will be put in place to ensure that the education needs of LAC and PLAC are understood and met. The arrangements set out include:

- Who has access to information on LAC and PLAC and how data will remain secure;
- How pupils and parents are informed of, and allowed to challenge, information that is kept about them;
- How carers contribute to and receive information;
- Mechanisms for sharing information between the school and relevant LA departments;
- How relevant information about individual pupils is passed between authorities, departments and the school when pupils move.

School staff will be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of pupils. This will include sharing information about any adults with whom a pupil has contact, which may impact the pupil's safety or welfare, where necessary.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of LAC and PLAC. If staff members are in doubt about sharing information and data protection legislation, they will speak to the DSL.

The school will aim to be as transparent as possible by telling families what information they are sharing and with whom, provided that it is safe to do so.

## Complaints

If a young person, parent/carer or social worker wishes to complain about the provision or policy, they should in the first instance raise it with the designated Teacher, Head of School or DSL who will try to resolve the situation alongside the carer and the social worker.

If the issue cannot be resolved, the young person, carer or social worker can submit a formal complaint in writing to the Executive Headteacher. The Executive Headteacher will instruct an investigation (formal or informal) of the complaint and respond within a reasonable timeframe, unless the formal complaint is about the conduct of the Executive Headteacher, in which case the complaint will go straight to the chair of governors.

Any issues that remain unresolved at this stage should be addressed through a meeting in order to assess the impact of any such complaint upon the young person's education. This meeting may include the named Governor and any other outside agency that both parties deem necessary to attend.

Pupils who wish to make a formal complaint against the school or about their care will be advised of the support available for children in care through the National Youth Advocacy Service and encouraged to look at the page on Bristol's children in care ([RVoice website](#)).

# Appendice

## Appendix 1: Example PEP Proforma



### PERSONAL EDUCATION PLAN (PEP) REVIEW FORM

PEPs should be reviewed by the designated teacher, social worker, the young person, carers and others, e.g. The HOPE, every three months, in-between PEP meetings, and before each statutory review of the young person's care plan (the CiC review meeting). For children who have an Education, Health and Care Plan this review could contribute to the SEND review process.

The PEP review is to ensure that the young person's educational progress is current and continues to meet his/her educational needs and to ensure that information from the PEP is available to feed into the next statutory review of the Care plan (DfE statutory guidance on 'The designated teacher for looked after and previously looked after children' and 'Promoting the education of looked after children and previously looked after children', both February 2018).

If there is significant variance between the review and the PEP document, another PEP meeting should be arranged.

Please securely email the completed review form to all those at the meeting.

<b>Name of pupil</b>		<b>School</b>	Briarwood
<b>Date of PEP meeting</b>		<b>Date of PEP review</b>	10/3/22
<b>Reviewed by</b>			

Area to review	Comments
What progress has the pupil made since the PEP meeting?	
Do the actions in the PEP continue to enable the pupil to make accelerated progress?	
If not, what actions are now needed?	
Do the actions in the PEP continue to meet the child's wider educational needs?	
If not, what actions are now needed?	
Are there any additional concerns about the young person's resilience/mental health or attendance? If yes, please arrange another PEP meeting	
Please specify any changes/interventions put in place since the PEP	
Are the actions in the PEP on track to be completed within the timescale?	
If not, what needs to happen?	
How has the CiC (or LAC) PPG funding been used to support the targets set?	
How has any other additional funding been used to support the targets set?	
Are there any other significant issues?	

## Appendix 2: Example Annual Report to Governors

Date:

The following information relates to the previous academic year.

<b>General information</b>	
Number of children in and out of care at some stage during the last academic year.	1
How many of these children had an Education, Health and Care Plan (EHCP)?	1
How many of these children were receiving school support?	1
What was the attendance percentage for the year for each of these children?	Child A – 95.4%
<p>Comment on how this compares to peers in the same year group?</p> <p>Child A – 95.4%          Whole school – 83.1%</p> <p>So, Child A's attendance is above that of the whole school average.</p>	

## Attainment/Achievement

### Child A Data snapshot

Outcome	Outcome Path	Attainment %	Attainment Mastered	Target
Reading/Comprehension	Woodland > English	81.3% of Stage 8	7 in Stage 8	45.0% of Stage 8
Number	Forest > Maths	56.9% of Stage 9	11 in Stage 9	55.0% of Stage 9
Twinkl Phonics	Forest > English	39.8% of Stage 10 Level 3	0 in Stage 10 Level 3	25.0% of Stage 10 Level 3
Myself	Woodland	74.7% of Stage 6	5 in Stage 6	10.0% of Stage 7
Speaking	Woodland > English	10% of Stage 8	1 in Stage 8	75.0% of Stage 7
Writing	Woodland > English	81.1% of Stage 8	4 in Stage 8	10.0% of Stage 7
Listening	Woodland > English	76.1% of Stage 7	5 in Stage 7	10.0% of Stage 7
Shape, Space and Measure	Forest > Maths	46.8% of Stage 9	2 in Stage 9	45.0% of Stage 9
Shape, Space & Measure	Woodland > Maths	7.1% of Stage 4	1 in Stage 4	45.0% of Stage 4
Twinkl Phonics	Woodland > English	94.7% of Stage 8 Level 2a	10 in Stage 8 Level 2a	20.0% of Stage 8 Level 2a

Bandings
Percentage Scores
Name
Area of Concern
Emerging
Working Towards
Expected Progress
Exceeded

Pupil A exceeded expected progress in phonics, reading, speaking and writing. Pupil A made expected progress in Number and SSM and made emerging progress in Myself (PSHE).

LAC Pupil Premium			
Number of pupils eligible for PLAC Pupil Premium: 1			
Pupil A Year 9			
Area of curriculum identified for support	Agreed intervention	Cost	Impact of intervention
To support X to improve her mental health and wellbeing. Motional. scores, observations and pupil voice will show increased mental health and wellbeing.	Twice weekly wellbeing intervention 3 x hourly meeting with CAMHs to devise consistent PBS scripts across all involved in X's care	Funding Notes: 2 x weekly sessions at £29.50 Pupil Premium Plus (PP+) £1,151.00	There is been a decrease in anxious behaviour, with no PICA incidents this term and a reduction in repetitive behaviours. Staff have incorporated activities from these sessions into the Universal offer in addition to the wellbeing interventions that are taking place.
New targets 2023/24			
Literacy	Phonics intervention	£18.88ph (TU costs) x 45.4 = £857.15	Specific focus on phonics for reading to support with engagement and confidence in class and to develop a love of reading – wellbeing link
Emotional wellbeing	A continuation of the previous year's wellbeing intervention with further focus on incorporating this into the universal offer	: 2 x weekly sessions at £29.50 Pupil Premium Plus (PP+) £1,151.00	Continued improvement in emotional wellbeing and an introduction towards self-regulation.

<b>Permanent Exclusion</b>	
Number of children in care permanently excluded during the last academic year.	NONE
<b>Reasons for exclusion.</b>	
N/A	
<b>Total number of permanent exclusions of all pupils.</b>	NONE
Reasons for exclusion.	
N/A	
Comment on how permanent exclusion of children in care compares to peers in the same year group.	
N/A	



**Please send a copy of this report to:**

Headteacher

The HOPE Virtual School for Children in Care (CH)

PO Box 3176

Bristol BS3 9FS

Or email to: [Head.virtualhope@bristol.gov.uk](mailto:Head.virtualhope@bristol.gov.uk)