Introduction

Welcome to Collis Primary School's Strategy document for Children who are Looked After (CLA) or Previously Looked After (PLAC). This document outlines our commitment to supporting the educational journey and overall wellbeing of looked after and previously looked after children in our school community. We understand that these children often face unique challenges and trauma due to their past experiences, and it is our priority to provide them with the necessary support and care to succeed academically and thrive emotionally. At Collis Primary School, we recognise the crucial role and partnership of the parents, Virtual School Head (VSH) and the school in ensuring that these children have the best opportunities to develop their potential and well-being.

Responsibilities of Local Authorities and schools

Local authorities and schools have a duty to safeguard and promote the welfare of children who are looked after, including promoting their educational achievement. The appointment of a local VSH is mandated to ensure that the educational needs of children who are looked after are prioritised and supported. Collaboration among various stakeholders, including social workers, parents, the pupils and school staff, is essential to arrange appropriate education provision for children who are looked after, including the development of Personal Education Plans (PEPs). For children who have been previously looked after, the Designated teacher in Collis will work with the family, with the child's views at the centre, in order to create Excellence in Education Plans (EEPs) to ensure the children continue to receive targeted support as needed.

School overview

Detail - Collis Primary School	**Data – April 2024**
Number of pupils in school	644 (+ 38 nursery)
Number of pupil premium plus eligible pupils	3 PLAC eligible for funding 4 PLAC on role
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	April 2024
Date on which it will be reviewed	April 2025
Statement authorised by	Kevin Hogston (Head)
Pupil premium plus lead - Designated teacher	Susie Lord
Governor / Trustee lead	Alison Beardon

Funding overview

Detail	**Amount**
Pupil premium plus funding allocation this academic year	£2,530 per academic year, per child (rising to £2,570 in Sept. 24)
Pupil premium plus funding carried forward from previous years	£ N/A
Total budget for this academic year	£7,590

Challenges

This details the key challenges to achievement that we have identified among our children who are looked after or previously looked after.

Challenge number	Detail of challenge
1	**Attachment and Relationship Building**: Implement a comprehensive strategy utilising Pupil Premium Plus funding to maintain a clear vision for supporting children who are looked after or previously looked after. This includes investing in programs aimed at fostering secure attachment relationships with adults, such as regular 1:1 'attachment time' and training class teachers to provide key attachment relationships. Additionally, Collis will sustain the commitments it made as part of the Bronze and Silver Attachment Aware Schools Awards.
2	**Emotional Regulation:** Utilise Personal Education Plans (PEPs) and Excellence in Education Plans (EEPs) tailored to individual children's needs, ensuring that emotional literacy and emotion regulation groups are included as part of the support structure. Yearly training and support for all staff, including class teachers, will focus on equipping them with the necessary skills to support emotional regulation of children who are looked after or have been previously looked after.
3	**Transition Support:** Prioritise transition planning by appointing a named school employee to support children through significant transitions, such as the move from Year to year and importantly from 6 to Year 7. Regular communication and collaboration with parents and carers will facilitate effective preparation for and coping with changes, ensuring a smoother transition process for these pupils. Training for class teachers will include strategies to support pupils during transitions.
4	**Academic Achievement:** Offer a range of targeted provisions linked via Personal Education Plans (PEPs) and Excellence in Education Plans (EEPs) which are funded through Pupil Premium Plus funding to address academic challenges. Hold, write and review PEP and EEP meetings with parents which hold the child's views at the centre. This includes access to school clubs, wrap-around care, funding for school visits, Emotional Literacy Support and play therapy sessions to support emotional well-being. By upholding regular communication and collaboration with stakeholders, including class teachers, Collis will ensure that these provisions are tailored to meet the unique needs of pupils who are looked after or previously looked after thereby promoting their academic achievement and overall well-being.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Strengthened Attachment Relationships:	Positive feedback from pupils, parents/carers, and staff regarding the quality of attachment relationships established between children who are looked after or previously looked after and adults in the school community.

Enhanced Emotional Well-being:	Monitoring of the number of behavioural incidents among children who are looked after or previously looked after (as these are likely to signal unmet needs) and targeted provision put in place as needed in order to reduce any incidents. Increase in levels of emotional well-being and resilience among children who are looked after or previously looked after evidenced by feedback from pupils, parents/carers and staff. Improvement in attendance rates and engagement in school activities among children who are looked after or previously looked after.
Smooth Transitions:	Through effective support, children who are known to find transitions difficult are evidenced to have smoother transitions through feedback from pupils, parents/carers and staff.
Improved Academic Achievement:	Increased progress in all academic areas of need identified in each child's individual PEP or EEP through targeted interventions as part of an assess, plan , do, review cycle. Comparison of academic progress between pupils who are looked after or previously looked after and their peers.
Effective Use of Pupil Premium Plus Funding based on EEF research:	Transparent and accountable expenditure of Pupil Premium Plus funding, as evidenced by regular financial reports and audits. Demonstration of the impact of Pupil Premium Plus funding through measurable improvements in academic achievement, emotional well-being, and successful transitions among children who are looked after or previously looked after.
Utilisation of Range of Provisions:	A range of provisions offered in order to meet the individual needs of each child as evidenced in their PEP or EEP. These may include participation in school clubs, wrap-around care, and school visits funded through Pupil Premium Plus; and Emotional wellbeing support such as Emotional Literacy Support, mental health support or Play Therapy.

Measurement Methods:

Personal Education Plans made with staff in collaboration with pupils and parents/carers reviewed termly as part of the assess, plan, do, review cycle.

Analysis of standardised test scores and academic progress reports.
Review of behavioural incident logs and exclusion records.
Surveys or interviews to assess self-reported emotional well-being and resilience.
Examination of attendance records and participation rates in school activities.
Feedback from pupils, parents, and staff through surveys or focus groups regarding transition experiences and attachment relationships.
Financial audits and expenditure reports to ensure transparent and effective use of Pupil Premium Plus funding.
Regular review meetings and progress reports to track the impact of interventions and adjustments to the strategy plan as needed.

Activity in this academic year

This details how we intend to spend our pupil premium plus funding **this academic year** to address the challenges listed above.

Staff training

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Yearly training and support for all staff.	Yearly training and support for all staff is a well-justified allocation of funding, as it equips educators with the knowledge and skills necessary to effectively support children who are looked after or previously looked after, thereby promoting their academic and social-emotional development. Research consistently demonstrates that ongoing professional development contributes to improved teaching practices, collaborative school environments, and sustainable enhancements in pupil outcomes.	1, 4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support or therapy sessions to support emotional well-being	Therapy sessions have been shown to effectively support emotional well-being in children by providing a safe and expressive outlet for processing experiences and developing coping mechanisms, making it a beneficial use of funding for disadvantaged pupils. Well- Being check ins across the week with pupils and parents – as needed	1, 2, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £*1000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Transition planning/Meetings	Transition planning and meetings are vital for pupils who are looked after or previously looked after, given the significant anxiety and attachment issues often associated with such transitions. By prioritising this area, we aim to alleviate anxiety, promote a sense of security, and facilitate smoother transitions, ultimately enhancing the overall well-being and academic success of these children.	3, 2
Access to school clubs, school wrap-around care, funding for school visits,	Access to school clubs, wrap-around care, and funding for school visits not only provides pupils who are looked after or previously looked after with opportunities for socialising, learning new skills and physical exercise but also fosters a sense of belonging, promotes social interaction, and enriches their educational experiences. By facilitating these activities, we aim to support their holistic development, enhance their engagement with learning, and ensure they feel valued members of the school community.	2, 1

Total budgeted cost: £7590

Overview Key Priorities:

- Maintain a clear vision, strategy, and provision for children who are looked after and previously looked after through Pupil Premium Plus funding.
- Use Personal Education Plans (PEPs) and Excellence in Education Plans (EEPs) tailored to individual children's needs.
- Oversee yearly training and support for all staff.
- Uphold regular communication, collaboration, and information sharing with parents, pupils, and relevant stakeholders.
- Ensure day-to-day support to adhere to proper protocols and procedures.
- Prioritise transition planning.
- Offer a range of provisions that can be linked via the Personal Education Plans (PEPs) or Excellence in Education Plans (EEPs) which are funded through the Pupil Premium Plus funding. These include access to school clubs, school wrap-around care, funding for school visits, Emotional Literacy Support and play therapy sessions to support emotional well-being, and any other provision deemed suitable by the school for the use of Pupil Premium funding.
- Sustain the commitments made as part of the Bronze and Silver Attachment Aware Schools Awards.

Overview Key Principles at Collis:

- Ensure comprehensive support for academic and emotional needs.
- Facilitate smooth integration into school life for children who are looked after and previously looked after
- Foster a nurturing, inclusive, Attachment-Aware school environment.
- Provide ongoing professional development for staff to better support children who are looked after and previously looked after
- Collaborate with external agencies and community resources to enhance support services.
- Monitor and evaluate the effectiveness of support strategies regularly.
- Encourage active participation and engagement of children who are looked after and previously looked after in school activities.
- Promote resilience and self-esteem building activities tailored to individual needs.
- Foster positive relationships between pupils, staff, and caregivers to create a supportive network.
- Advocate for the educational rights and needs of pupils who are looked after and previously looked after within the school community and beyond.
- Pupil premium plus funding to be spent as directed by the school, with consultation and discussion with parents, while listening to pupil voice on suitable provision to help reduce pupil barriers to learning and emotional development.

Using Personal Education Plans (PEPs) and Excellence in Education Plans (EEPs) tailored to individual children's needs

At Collis Primary School, we understand the unique challenges that these children may face, including difficulties with attachment relationships, managing peer interactions, regulating emotions, coping with transitions, and developing executive functioning skills. To address these challenges and maximise the impact of Pupil Premium Plus funding, we make use of many strategies, which can include:

Provide nurture and relationships through:
Utilising our nurture breakfast club to help children settle into the school day.
Organising meet and greets for children at the start of the day to foster positive connections.
Creating a dedicated nurture/ wellbeing room and group to provide additional support.
Training and supporting staff to build key attachment relationships with regular 1:1 'attachment time' built into children's timetables.

Scaffold children's social skills and peer relationships by:
Implementing social skills groups or Circle of Friends interventions.
Offering lunchtime clubs with opportunities to practice social skills.
Providing training for midday supervisors to facilitate structured play at break times.
Establishing friendship groups or initiatives such as buddy schemes or peer mentoring.

Support emotional literacy and emotion regulation through:
Conducting emotional literacy and emotion regulation groups, including anger management sessions.
Appointing and training Emotional Literacy Support Assistants (ELSAs).
Providing calm boxes and staff support for 1:1 time to help children regulate their emotions.
Creating calm zones in classrooms and centrally within the school.

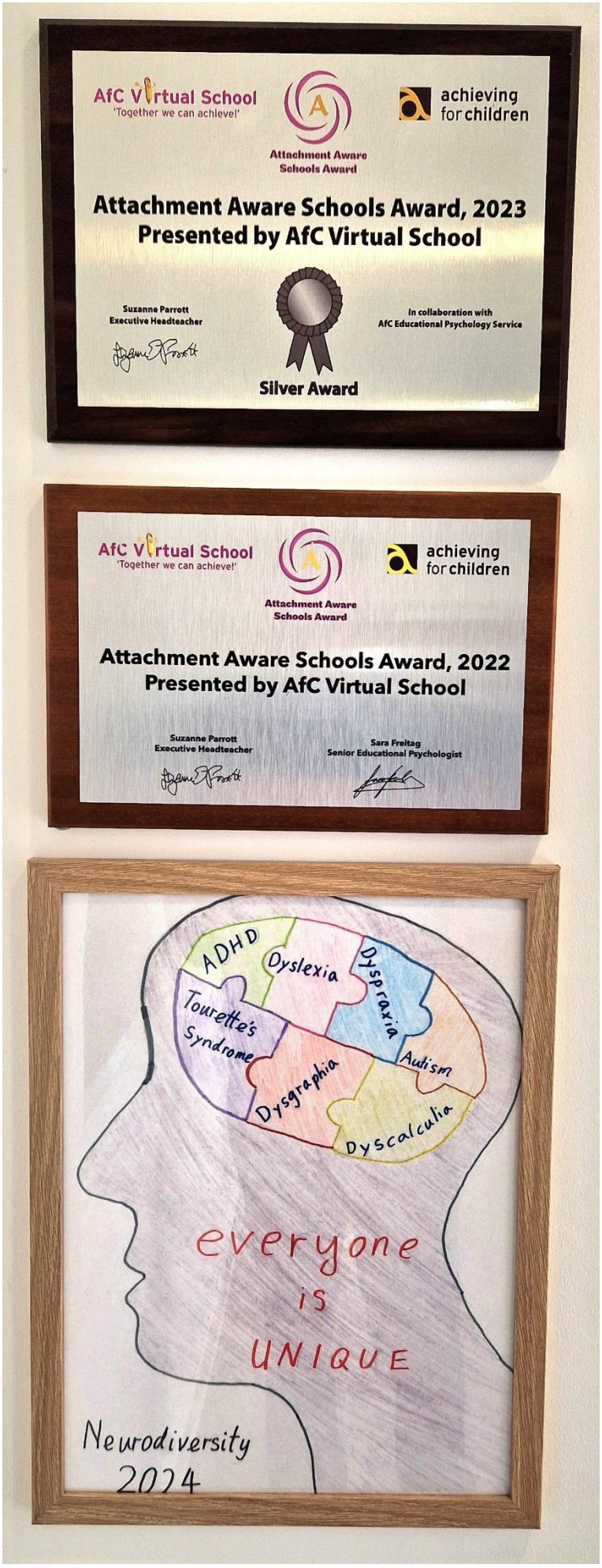
Support children to cope with transitions and change by:
Providing additional structure during break and lunchtimes.
Establishing safe spaces for children to access throughout the school day.
Appointing a transition worker to support children through significant transitions, such as the Year 6 to Year 7 transition.
Identifying staff members to provide cover for absence, reducing the need for external supply staff.
Preparing children for change in advance using social stories or visual timetables and liaising closely with parents and guardians to support their children through transitions.

Develop children's executive functioning skills through:
Training staff to understand and support executive functioning skill development.
Providing individual and group interventions focused on scaffolding necessary skills.
Offering coaching for children who struggle with planning and organisation, ensuring they are equipped for academic success.

Address barriers to information sharing and joint working by:
Developing policies and procedures to ensure key information about children's needs is shared with all relevant staff.
Designating a staff member to liaise with parents or guardians and facilitate regular meetings to discuss the child's progress and needs.
By implementing these targeted interventions and utilising Pupil Premium Plus funding effectively, we aim to create a supportive and nurturing environment where all children, particularly those who are looked after or previously looked after, can thrive academically, emotionally, and socially.

Conclusion:

Collis Primary School is committed to leveraging Pupil Premium Plus funding and prioritising resources to create a supportive and inclusive environment specifically tailored to meet the needs of children who are looked after and previously looked after. By maintaining a clear vision, strategic planning, and provision, we ensure that every aspect of our support is focused on enhancing the academic and emotional wellbeing of these children. Through personalised education plans which have the child's views at the centre, ongoing training, and collaboration with parents, external agencies, we strive to facilitate a seamless integration into school life and foster a nurturing atmosphere where all pupils feel valued and supported. Our dedication to regular communication, adherence to proper protocols, and prioritisation of transition planning ensures that each child's journey is met with comprehensive support every step of the way. By actively engaging with pupils, caregivers, and relevant stakeholders, we create a network of support that promotes resilience, self-esteem, and positive relationships, empowering children who are looked after and previously looked after to flourish and succeed in their educational endeavours.


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Sara Freitag
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Dyslexia
Dyspraxia
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