Championing
All Our Children

Improving the life-chances
of vulnerable children in Devon

Contents

Introduction

Every child deserves a fair start in life, with the very best opportunity to succeed.

Devon County Council is committed to improving the life-chances of all Devon's children and young people, especially the most vulnerable.

This document is Devon's timely response to changes in the way that the education of vulnerable children and young people, and their care and support, are viewed both locally and nationally. It is a companion document to 'Championing Children', and sets out Devon County Council's strategic vision and policy for the support of vulnerable children, young people and families.

Local authorities have a democratic mandate to 'champion' the interests of their local communities and ensure that services work effectively for children, young people and families, regardless of whether they attended local authority-maintained schools and settings or others, such as academies, free schools and independent specialist settings. Devon County Council acts as Corporate Parent for all children in care and therefore has a particular interest in the progress and attainment and hence achievement of all looked-after children.

The best schools make a very significant positive contribution to the support of vulnerable children and young people. These establishments have shrewdly anticipated the growing demand in developing their own, highly effective internal capacity to support the vulnerable. They use Pupil Premium and SEN funding very effectively, to ensure that there are successful interventions available in school to meet the vast majority of needs. Schools are more accountable than ever before for the differences they are making in outcomes for vulnerable children.

Who are the 'vulnerable'?

Vulnerable children and young people are facing additional challenges that impact negatively on their lives. Their chances of success are disproportionately low unless they can access appropriate early intervention and support. They may be at risk of harm. Vulnerable children and young people include, but are not exclusively, those who are defined in law as 'children in need'[1].

Examples of vulnerable groups in Devon are:

- children in care (CiC) and care leavers
- children in need and those requiring safeguarding
- children subject to the effects of poverty including those eligible for free school meals (FSM)
- children living in challenging circumstances (such as those affected by domestic abuse, substance misuse, those in families with mental health issues, those with complex needs and those in chaotic families)
- children and young people with learning difficulties and disabilities and/or complex needs
- young carers
- children of service families and other highly mobile groups
- children missing education through prolonged or persistent absence
- children at risk of sexual exploitation
- children with mental health issues.

This is not an exhaustive list. A full list of vulnerabilities is provided in Appendix 1.

Arguably, three broad categories of vulnerability may be identified[2]:

- Additional or Special Educational Needs (SEND) and Disability
- children in care and young people at risk
- adverse family and socio-economic circumstances.

These categories often overlap one another: For this reason, vulnerable children and young people need to be able to draw upon support that crosses the traditional boundaries of the agencies that work with them.

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[1] Children who are defined as in need under the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health and development, or their health and development will be significantly impaired without the provision of services.

[2] For the purposes of illustration. They can be grouped in other ways. See appendix 1 for a full list of vulnerabilities.

We acknowledge that those schools that serve vulnerable children exceptionally well arguably make the biggest difference to their life chances. Devon County Council is committed to securing a highly effective strategic partnership with schools and other agencies working to support vulnerable children and families.

The number of vulnerable children is on the increase both nationwide and in Devon.

As funding streams to local authorities continue to shrink, it is vital that we concentrate our energies and resources on supporting the most vulnerable children and families as well as developing a highly effective early help strategy.

New national arrangements for supporting children with special educational needs and disability (SEND), are planned for introduction in September 2014 together with a new funding system that is already in operation in Devon.

As Devon has been a 'Pathfinder Local Authority', these challenging changes are now gradually being implemented throughout the county. This means that Devon is ahead of the national implementation timeframe.

The outcome of these changes is a shift in emphasis away from reliance on statements of SEND and associated resources to support children with SEN.

Instead, schools will be expected to meet the needs of more and more children with SEN, through their universal provision.

The Devon Assessment Framework (DAF) and Education and Health-Care Plans (EHC), will be used to provide integrated and specialist support for children and families with more complex needs

Go to: **www.devon.gov.uk/ senmainstreamguidanceoct2013.pdf** for more information on arrangements for supporting children & young people with SEN in mainstream schools.

> **'Championing all our Children' means that DCC together with our partners in schools and other agencies share the responsibility to ensure that all children and young people are safe from harm, reach their full academic potential and gaps in attainment are closed.**
>
> **We will not allow poverty of aspiration on our part to compound the effects of other vulnerabilities on the academic performance and wellbeing of vulnerable children.**

Underperformance of vulnerable groups

The local authorities role as 'Champion of Vulnerable Children and Young People' means that we must engage with the reality of their historic underperformance[3].
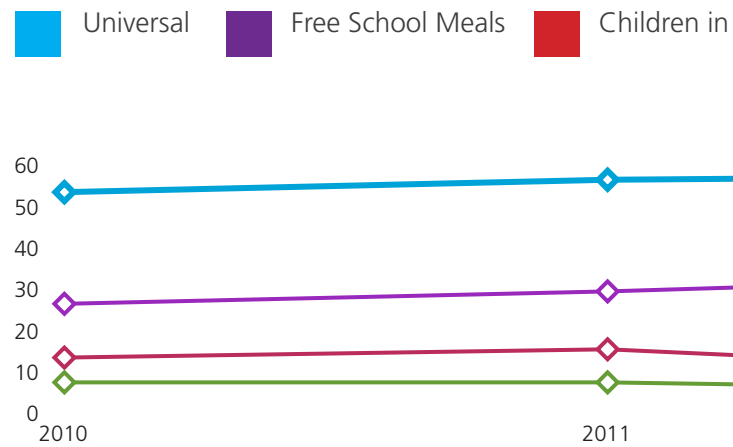
Nationally and in Devon, vulnerable children significantly underperform when compared to their peers. It is a priority for all of us to ensure that the attainment gap is closed.

While the overall picture of children and young people's performance in most Devon schools and settings is one of improvement, the gap between the highest achieving learners and those in the bottom 20 per cent is unacceptably high, particularly in Key Stage Four where the gap is widening.

In his 2012/2013 annual report on the south west region, the OfSTED Acting Regional Director South West remarked that:

"Despite the improving picture, too many children and young people from poorer backgrounds do not do well enough. In more affluent areas, as well as in more economically deprived communities, pupils eligible for free school meals do not achieve as well as their peers. A key priority for the region is to tackle complacency about the quality of education when so many of our children and young people from poorer families are underachieving."

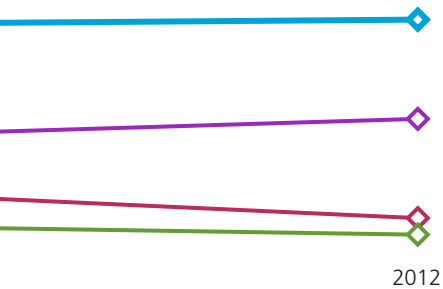| Universal | Free School Meals | Children in |

The graph above shows the discrepancy between the performance of some vulnerable groups and the great majority of Devon's learners in relation to 5+ A*-C, including English and maths at GCSE.

Facts about the 'gap':

- by the age of five the most disadvantaged children can be as many as 19 months behind their peers

- children from low income backgrounds are more likely to be in poorer quality provision

- only two out of 10 students on FSM attain Level 5 in English and Maths

- as standards rise, the gap increases

- there is too much variation in attainment of vulnerable children between similar schools

- good performance in some schools, may mask under-performance of vulnerable groups

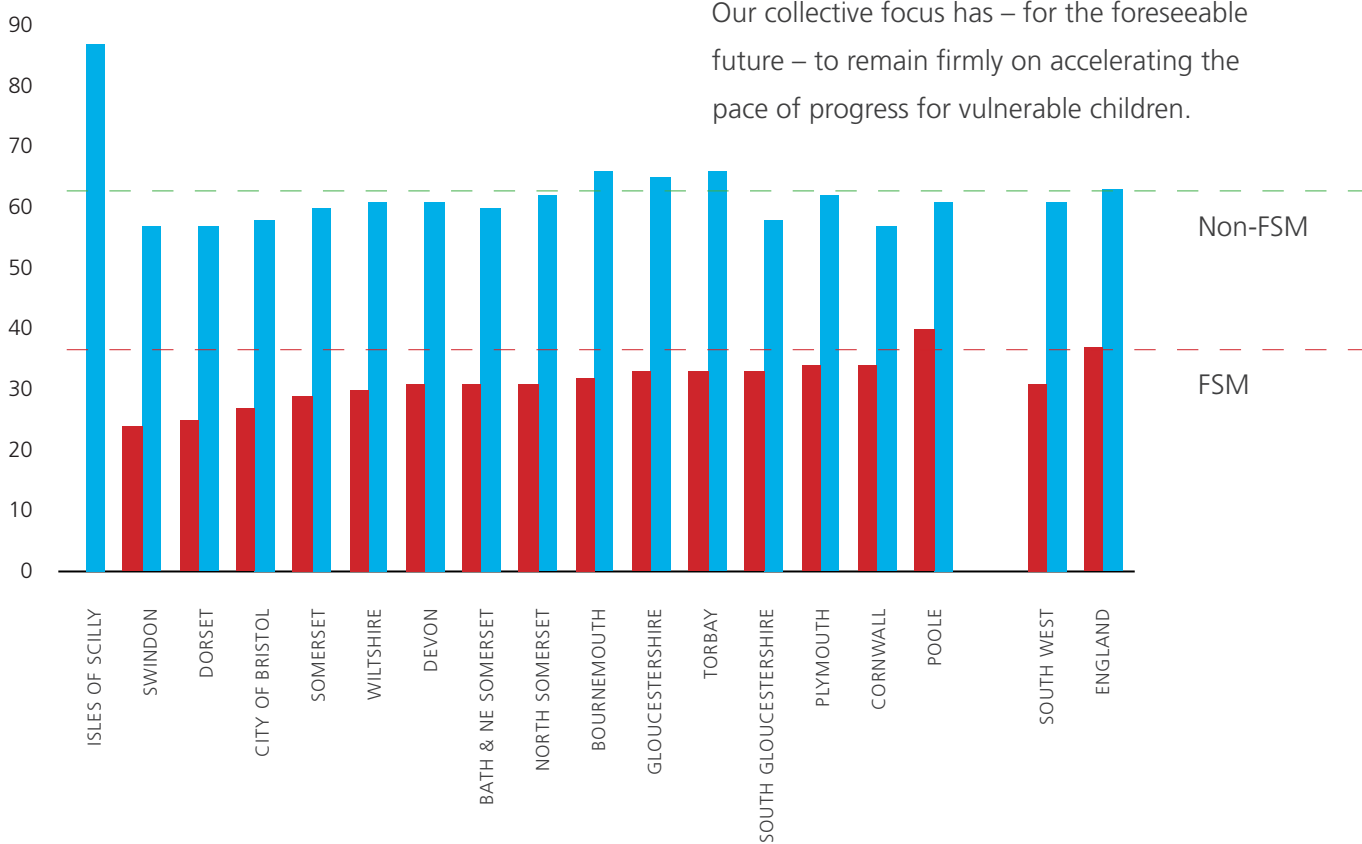- children in care in Devon significantly underperform compared to their peers, and the gap is widening.

[3] Unseen children: Access and Achievement
20 years on. OfSTED 2013

Care | Special Educational Needs

2012

The graph below shows the relative performance at GCSE, of pupils eligible for free school meals (FSM) for all local authorities in the south west:

This provides a stark illustration of how children from poorer backgrounds fare less well educationally than others across the South West and in Devon. The south-west as a whole performs poorly when compared to national benchmarks.

In 2012/2013 we reported in detail on the performance of vulnerable groups at Key Stages 1 to 4[4]. This data clearly indicates that there are still groups of Devon pupils whose performance is not as strong as that of their peers.

While there are pleasing improvements in some areas, we are not content with performance of those groups to date. Our collective focus has – for the foreseeable future – to remain firmly on accelerating the pace of progress for vulnerable children.

Non-FSM

FSM

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[4] This performance data can be viewed in the Devon 'Annual Schools and Settings Performance Report at:
www.devon.gov.uk/annual-schools-performance-2012.pdf

By ensuring that every child or young person is able to achieve well and to realise their potential we give their life-chances a vital boost. Our ambition is that no Devon child, regardless of their circumstances, is allowed to underachieve or their progress fall behind.

For this reason, Devon County Council is committed to on-going commissioning of robust challenge and effective support for schools. Our priority is for Devon schools to enable vulnerable children and young people to achieve better by:

- securing and sustaining improved standards of achievement for all children at all levels of ability and maximising outcomes at Key Stages 4 and 5

- closing the attainment gap between vulnerable and disadvantaged children and others

- rapidly improving the progress made by specific vulnerable groups, including those with special educational needs, children in care and Gypsy, Roma and Traveller children, ethnic minority children including those for whom English is not the first language, children with mental health difficulties and children eligible for free school meals

- closing the attainment gap between boys and girls at all levels in reading and writing

- improving attendance at school

- reducing the number of exclusions as near as possible to zero

- developing a broader range of strategies to expand schools' universal offer especially for the most vulnerable and challenged children.

We call upon all of our strategic partners, including schools, to take collective responsibility for the performance of Devon's vulnerable children and young people and to work effectively and productively alongside each other, to address these priorities.

Through our commissioning arrangements we will set ambitious outcome targets for all learners and monitor the performance of schools with a particular focus on vulnerable groups. We will track progress and the achievement of targets with individual schools. There will be a specific emphasis on the achievement of children in care.

Devon County Council will robustly challenge any underperformance and statutory non-compliance with an emphasis on vulnerable groups. We will use our Academies Protocol to open a dialogue about underperformance in relation to state-funded independent schools such as academies and free schools.

Our monitoring of children placed in independent specialist provision will ensure sharper accountability of these settings for the achievement of children.

The protocol sets out the responsibilities for both Academy Schools and Devon County Council so that both parties share the same understanding of their respective roles in enabling the children and young people attending Devon schools achieve their potential.

To find out more about the Academy Protocol, go to **www.devon.gov.uk/j4s-academy-protocol.pdf**

A strategic alliance for children

How well we safeguard and improve the achievement of vulnerable children and young people depends on a diverse group of agencies working effectively together in partnership.

A key principle of the Devon approach is that of Collective Responsibility. The document 'Working Together' (DCC 2013) clarifies this principle.

A recently adopted Devon policy, the 'Devon Early Help Strategy for Children and Families', secures a strategic alliance for children, young people and families: **www.devon.gov.uk/early-help-strategy.pdf**

The Strategy regards children and families as being on a **continuum of need**, ranging from the very lowest levels, where children are healthy, safe, cared for and doing well at school (level one), to the most severe levels of need that require intensive external support and intervention (level four). It acknowledges that a few individual children and families will move backwards and forwards in the continuum in response to successful interventions or negative developments in their circumstances.

Schools will make a significant contribution to EHS and will refer to the Devon Safeguarding and Childrens' Board (DSCB) Threshold Tool to place children where necessary on the continuum of support.

The diagnostic **Threshold Tool**, enables a consistent understanding to be reached by all Devon professionals of the **level of need** currently being experienced by a particular child or family: **www.devon.gov.uk/devonthresholdtool_1_.pdf**

Assessment of need and bespoke planning of support begins when children and families have needs at level 2 or above. **The Devon Assessment Framework** is used by a multi-agency 'team around the child' to create a bespoke plan known as 'My Plan', in response to an individual child's needs. For children with special educational needs and disabilities (SEND), Provision Matrices have been drafted to detail the provision that is expected to be provided by schools and the local authority, for children according to their level of need. For further information, see Appendix 2, or go to: **www.devon. gov.uk/senmainstreamguidanceoct2013.pdf**

The Early Help Implementation Plan emphasises the responsibility of all practitioners to prevent issues escalating to reach thresholds for specific services. Schools already provide early help in many forms and in future MASH enquiries (child protection referrals), should only be made when the threshold has been met for statutory social work intervention.

Parents and carers of children with SEN and/or disabilities, are encouraged to make use of the Devon Parent Partnership Service (DPPS), an impartial, independent and confidential service, to support and empower them to play an informed and active part in their child's education: www.parentpartnershipdevon.org.uk

These important developments show how strategic partnerships are being increasingly well-defined, so that families can be supported coherently and increasingly effectively.

Local Partnerships

In Devon an effective infra-structure for the joint commissioning of education and inclusion services for vulnerable children exists in the form of **Local Learning Communities** (LLCs).

There are 31 Local Learning Communities (LLCs) in Devon, providing a very effective network for local communities to build capacity and develop high quality support for vulnerable children and young people and families. Most LLCs employ Parent Support Advisers for instance, securing a very positive impact that is tailored to local need. For more information about LLCs and to view their action plans go to:
wwww.devon.gov.uk/j4s-learningcommunities

LLCs have extensive data available to them to assess the needs of local families including the vulnerable groups. This means that they are well placed to have a positive impact locally through joint commissioning or provision of services most appropriate to those needs.

Through their LLCs and other partnerships, schools can share the expertise and also the costs of providing really effective support tailored to their specific groups of vulnerable children.

Across Devon, 13 Local Area Partnerships (LAPs) have been created, to help support school-based provision for the most vulnerable young people within our secondary schools. Schools have the opportunity to work together at both strategic and practitioner level, to develop a proactive approach to targeted intervention for young people within their local area. By working together, sharing good,

inclusive practice, expertise, facilities, resources and training, partnerships and schools have the potential to build capacity to develop provision, so that vulnerable students achieve well in their local community and, as far as possible, mainstream lessons.

For primary aged children, schools and local learning communities – supported by Devon County Council – are working together in Primary Support Partnerships (PSPs). These new support networks are led and managed by headteachers, and have been designed and developed at a local level.

Through training and mutual support, PSPs aim for every school to be able to demonstrate good inclusive practice in meeting the needs of their more challenging children, thus ensuring the inclusion of most pupils in their local mainstream school. Primary Support Partnerships also consider ways of supporting children whose needs are such that they are not fully responding to good inclusive practice and targeted support alone. Where issues persist these strategies may include developing or commissioning additional services alongside multi-agency involvement and support for families. Each Partnership aims to reduce exclusions and improve attainment and attendance for the children identified. They also set their own locally agreed objectives. As more schools become better at improving outcomes for vulnerable children it is expected that, in time, external agencies and LA provision will be able to be concentrate their efforts on those with the most complex needs.

Behaviour and Attendance Partnerships have been created to focus on pupils where there are inclusion issues which are a result of exclusion or medical need. All secondary schools have agreed to work in partnerships which are based on designated areas within Devon and meet on a monthly basis to consider and discuss pupils. For pupils at risk of exclusion, schools will discuss strategies such as managed moves between schools, or referring pupils to alternative education.

In addition to the above, as part of the continuum of provision in Devon, some mainstream schools have been commissioned to include additional resources for children with needs related to issues such as communication and interaction (C&I), speech, language and communication needs (SLCN) and hearing impairment (HI).

Communications and Interaction Resource Bases (CAIRBS) are designed to support children and young people who have difficulties related to communication and interaction, usually with a diagnosis of autism, whom with support will do well in a mainstream school setting.

Schools that provide specialist centres have high levels of expertise in supporting children with additional complex needs who are of mainstream ability. Each base takes up to eight children and young people currently with a statement of special educational needs, whom will move towards an Education, Health and Care Plan. There will be an individualised approach for each pupil. The specialist centres within mainstream schools also provide outreach by working with other schools and supporting them to develop their own skills and provision.

Our vision is of collective responsibility for the success of vulnerable children and young people.

Together with our partners we make clear our shared vision, values and ambitious aspirations for vulnerable children and young people.

Through our commissioning activities, we secure and maintain a broad-based strategic partnership of agencies and services whose integrated work is flexible, tailored to individual needs and cost effective. We have high expectations and will hold partners to account for the positive impacts of their work.

Where possible in challenging circumstances we support the whole family to improve their life-chances. The 'Troubled Families' initiative is an example of this.

Through the Devon Early Help Strategy
for children and families we:

- work in partnership to intervene early and decisively to prevent problems getting worse

- involve service-users in the design and delivery of interventions. This is because we set a high value on the expertise and knowledge held by parents and families

- promote and facilitate collaborative and integrated working, training and development opportunities that cross traditional service boundaries

- rigorously monitor the respective contributions of our partners to supporting vulnerable children, young people and families. We hold them to account for their impacts and base commissioning and de-commissioning decisions on evidence of impact and cost-effectiveness

- achieve improved outcomes year on year

- deliver the Devon Pledge to children in care: **www.the-lounge.org.uk/wp-content/ uploads/downloads/2012/12/ childrenincarepledge.pdf**

- Support Children in Care through the Devon Virtual School for Children in Care: **www.devon.gov.uk/devon- virtual-school-prospectus.pdf**

The Director of Public Health is working with Devon County Council and Headteachers' representatives to commission school-based mental health support, in order to identify and provide early help for children and young people experiencing symptoms of anxiety, stress and depression.

Role and accountability of schools

Schools are the first line of support for vulnerable children. Quoting Her Majesty's Chief Inspector of Schools (HMCI):

'It is sometimes said that 'schools cannot do it alone', but this is not quite true: exceptional schools can make up for grave disadvantages faced by young people.'

'Economic disadvantage in itself is not an insurmountable barrier to educational success.'

'Some schools with high proportions of pupils eligible for free school meals do very well for this group, while others in the same geographical location do not.'[5]

We call upon and challenge Devon schools to emulate these exceptional schools[6].

Nationally, schools have already embraced the reality of moving from a culture of referring vulnerable children and young people to external provision. Instead they are using the funding that is now in their own budgets to develop internal capacity that meets the vast majority of vulnerable children and young people's needs. Only in the most extreme cases do these schools seek external provision, and in those cases they rightly expect to fund it themselves.

For a large majority of vulnerable learners, mainstream schools in their home locality are the first and most appropriate setting. Schools are increasingly judged on their inclusivity and the extent to which they cater well for all individuals and groups. This is reflected clearly in government policy and also in the accountability framework surrounding schools. It in no way conflicts with the goal of high achievement for all learners.

The reality is that steadily more vulnerable learners will enter the education system as time goes on. Expectations of their achievement will quite rightly rise. A large majority of the schools in Devon have a genuinely inclusive ethos and are committed to equity of access for all learners. Schools tell us that they want to see in operation a fair and transparent admissions process. For their part, schools need to be open to admitting any eligible child for whom they have a place including, and in some cases prioritising, the vulnerable, for example children in care.

Schools are expected to apply the Devon Assessment Framework (DAF), when assessing the needs of vulnerable children learners. In some cases this will provide access to specialist support for the child and the family.

The vast majority of the interventions and support for these children and young people will be found within the universal offer provided by the school to learners.

The Devon document 'Supporting Children and Young People with Special Educational Needs (SEN) in Mainstream Schools' already referred to, makes very clear the respective responsibilities of the school, the governing body and the local authority, in relation to SEN: **www.devon.gov.uk/ senmainstreamguidanceoct2013.pdf**

Consequences for the above partners should they fail to provide effectively for SEN or allow discriminatory practice are quite rightly severe. These are also made clear in the above document.

Given Devon's substantial and growing expenditure on statements, the County 0 to 25 SEND Team (0-25), will increasingly hold schools to account for any lack of progress evident at the Annual Reviews. Good practice is acknowledged where it results in pupils making good progress.

In evaluating requests from schools for additional resources, 0-25 expects schools to provide extensive evidence of approaches already tried and of their impacts. Further resources are unlikely to be given where previously allocated resources have failed to have a positive impact.

We believe that schools should be encouraged to take a responsibility for all learners in their locality, whether on or off their rolls. For this reason we want to see a self-improving system of fair local admissions with mutual accountability in place. We want schools to take the lead in meeting the needs of all children and young people in their locality, regardless of how challenging those might be.

Schools should also work with one another in their local partnerships, to ensure that the needs of all learners are catered for. This should wherever possible mean providing access based on the choices that parents and young people make for themselves. Local partnerships have a role to play in ensuring that all their schools are prepared and able to meet pupils' needs, including where these might be more challenging special educational needs.

[5] Unseen children: Access and Achievement 20 years on. OfSTED 2013

[6] Examples of schools that have secured improved attainment/ achievement for their pupils – including vulnerable groups – are shared in Appendix 4 at the end of this document.

The Pupil Premium

The Pupil Premium, introduced in April 2011, is additional funding given to schools so that they can support their disadvantaged pupils adress the attainment gap. In 2012–13, schools were allocated a total of £1.25 billion funding for children from low-income families who were eligible for free school meals, children adopted from care, looked after children and those from families with parents in the Armed Forces. This funding rose to £1.875 billion in 2013-14, with schools attracting £900 per disadvantaged child.

Last year, awards of up to £10,000 were introduced to reward schools in England that had done the most to boost the attainment of their disadvantaged pupils, and regional winners of these Pupil Premium Awards were announced in May 2013.

While many schools are using their pupil premium to boost the achievement of their disadvantaged pupils, evidence suggests that not all schools are using the pupil premium as effectively as possible, nor are they using evidence of what works.

A good practice report was published by OfSTED in February 2013: **www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement**

OfSTED visited 68 primary and secondary school in autumn 2012 to examine their use of the Pupil Premium. It found that there was, understandably, a wide variation in the total amount of funding that individual schools received, (from £4,200 to £134,323 for the primary schools visited and £36,850 to £296,501 for the secondary schools). Nevertheless, inspectors could see that, however much funding the schools had, there were common characteristics to the most successful spending – spending that has led to standards rising and opportunities broadening for the most disadvantaged pupils. These common characteristics are discussed fully in the above report.

For more information on effective use of the pupil premium, see Appendix 3, page 31.

We expect all Devon schools to be making effective use of their Pupil Premium monies and to be able to demonstrate the impact this funding has had on attainment of vulnerable pupils. Schools where the performance gap between disadvantaged pupils and their peers is static or growing will be increasingly challenged both through local authority commissioned monitoring and through Ofsted.

We encourage school to innovate and to pool expertise, spending and resources locally to achieve maximum value for money. For example local commissioning of THRIVE training, Reading Recovery etc.

From September 2013, schools judged by Ofsted to require improvement and where there are significant issues regarding the attainment of disadvantaged pupils, will be expected to commission an externally led pupil premium review to improve provision for their disadvantaged pupils.

Statutory duties of the local authority, for education

At the time of writing, local authorities have 198 specific statutory duties and responsibilities to children and young people. For a full list, go to: **www.education.gov.uk/ childrenandyoungpeople/strategy/a00198443/ statutory-duties-of-local-authorities**

These responsibilities are very wide-ranging and contain specific provisions that relate to vulnerable children and young people including acting as Corporate Parent to children in care.

In Devon we work with and through our partners to ensure that all the local authorities statutory duties are met to a high standard.

Where the delivery of statutory duties rests with partner agencies, we are clear with them about our high expectations and are robust in challenging poor performance or lack of compliance.

We recognise the autonomy of schools, including academies and new forms such as free schools. However, we regard all state-funded provision as falling under our general remit to promote and champion high standards for all Devon's learners. Just as we celebrate the success of schools in supporting vulnerable children, we also challenge robustly any underperformance or non-compliance regardless of the type of institution.

Where the delivery of statutory duties rests with partner agencies, we are clear with them about our high expectations and are robust in challenging poor performance or lack of compliance.

What will a successful outcome for these children look like?

We will know that we have been successful in improving the life chances of vulnerable pupils in Devon, when there is an improvement in:

- school attendance

- rates of achievement, particularly in English and Mathematics, and especially by vulnerable children and young people, so that they are in the top 10% nationally

- the percentage of vulnerable children attaining National Curriculum Level 4 and above in English and Mathematics at Key Stage Two

- the percentage of vulnerable young people including children in care, attaining 5 A*-C grades, including English and Mathematics at Key Stage 4

- involvement of vulnerable children and young people in extra-curricular and enrichment activities

- parental engagement

- Ofsted judgements, so that 100% of Devon schools are judged to be good or better

- the percentage of vulnerable children including children in care, in good and outstanding schools.

These improvements should occur alongside a decrease in, and the ultimate disappearance of:

- the gap between the highest achieving learners and those in the bottom 20%

- exclusions

- pupils being educated outside of their catchment

- numbers of pupils with SEN requiring additional external resources

- the number of NEETS[7]

- numbers of first-time entrants (FTEs), youth restorative disposals (YRDs), young offenders and young reoffenders

- children in care

- children missing education

- persistent absence.

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[7] Young people 'Not in Education, Employment or Training.'

In summary:

- Devon County Council is committed to the role of 'Championing Vulnerable Children and Young People'

- performance of vulnerable children and young people has been unacceptably low and for too long

- professionals, families and the County Council must share responsibility for the achievement of these groups and for maximising their life chances

- Devon County Council is working very proactively in ways that will secure strategic partnerships and hold them to account for their impacts on learners

- systems for identifying, quantifying and supporting additional needs have been simplified and improved – his includes funding systems

- schools will increasingly need and be expected to develop support for vulnerable groups within their universal provision. This is a move away from a 'referral culture' for vulnerable children and young people. The overwhelming expectation is that they will be in mainstream schools

- Devon County Council has defined what success will look like, and will not relax its robust challenge to partners until this has been achieved.

Appendices

1. Defining vulnerability

2. Provision matrices

3. Spending the Pupil Premium successfully

4. Example schools nationwide

5. Devon Virtual School for Children in Care

Appendix 1 – vulnerability checklist

Children facing the following issues may be vulnerable:

- children excluded from school
- children with poor school attendance
- young offenders
- young carers
- children at risk from harm
- children living with 'vulnerable' adults (e.g. those in families with mental health issues – those with complex needs and those in chaotic families)
- children not fluent in English
- children who are asylum seekers or refugees
- children in care / looked after children (LAC) and care-leavers
- children requiring safeguarding
- children subject to the effects of poverty
- children living in challenging circumstances (Including those affected by domestic abuse, and or substance misuse)
- children and young people with learning difficulties and disabilities and/or complex needs
- children and young people with learning difficulties / disabilities / medical conditions
- children and young people for whom English is an additional language
- children and young people at risk of exclusion / persistent absenteeism
- Gypsy, Roma & Traveller heritage children and young people
- ethnic minority (BME) children and young people
- those joining school at a different date
- children and young people who are socially disadvantaged
- economically disadvantaged children and young people
- children on a Child Protection Plan
- children and young people known to the police
- children and young people exiting criminal justice system
- homeless children and young people
- children and young people at risk of not being in education or training (NEET).

Some of these categories a school will readily be aware of (for example LAC), but others are harder to identify and require a deeper understanding of the family (for example Young Carers). A child could also be seen as vulnerable due to a number of circumstances surrounding their parents and home life; these can include the following;

- mental health issues

- domestic abuse

- alcohol / drug abuse

- parent in prison

- not working

- working too much (not making time for the child)

- rurally isolated

- divorced / separated

- not engaging with agencies / school

- low income.

In addition there are softer indicators that can be used in defining and identifying a vulnerable child; for example those who come to school hungry and dirty or children who struggle to make friends easily. It is these children who are harder to identify and therefore don't always get the services and help they may need.
The duty of a local authority to safeguard and promote the welfare of a child looked after by them, includes in particular, a duty to promote the child's educational achievement .
(See sections 22(3)(a) and 22(3A) of the 1989 Act.
Section 22(3A) was inserted by section 52 of the Children Act 2004)

Appendix 2 – example of a provision matrix

*SEN Provision for Communication & Interaction (elements 1 & 2)			
Pupil Needs	**Intervention**	**Resources**	**Expected Outcomes**
Social Communication • Difficulty knowing how to talk and listen to others in a conversation • Difficulty making and maintaining friendships • Anxiety in busy, unpredictable environments • Difficulty coping in new or unfamiliar situations • Over/under sensitivity to touch, light, taste, sound, smell or colour	• Say what you mean (explain double meanings, avoid sarcasm etc.) • Preparation for change of activity or lesson • Visual prompting and cues – timetable, instructions, demarcating areas • Systematic organisation of independent learning tasks and activities • Emotional literacy lessons in class • Clear rewards and sanctions – including motivators • Overt expectations made explicit • Calm learning environment • Prompt cards for group roles and conversation skills • Whole school awareness and training	• Visual timetables, schedules & prompts • First / next board • Simple Social Stories • Role-play scenarios • Buddy system • Circle time activities • Monitoring cards, e.g. traffic lights or rating scale • Time-out system • Visual prompt cards, e.g. take turns, stay on topic • Emotions cards and activities	• Reduced anxiety • Improved capacity for independent learning • Increase in social interactions • Improved social relationships and friendships • Independent access to the school day • Enhanced ability to work in groups • Clearer focus of attention • More appropriate behaviour
Language • Difficulty when *saying* words or sentences • Difficulty *understanding* words or sentences • Difficulty following /processing instructions • Short attention span • Comprehension and /or decoding affected in literacy	• Clear and simple explanations • Chunking instructions • Extra time to process what has been said • Check understanding • Model correct sentences • Visual support across the curriculum • Broad range of sentence activities, e.g. description, news telling • Talk partner opportunities • Pre-teaching of subject vocabulary • Guided reading for decoding and comprehension, especially inference • Whole school awareness and training	• Communicate in print vocabulary cards • Colourful semantic cards for sentence extension • Talk buttons or Talking Postcards by TTS	• More contributions to class and group discussions • Expanded oral & written sentences • Increased confidence • Improved listening & attention • Increase in confidence and self esteem • Quicker processing of language • Better understanding of the lesson • Enhanced reading comprehension
Speech • Speech that is sometimes difficult to understand • Decoding often poor in literacy	• Application of specific speech targets during the day • Speechlink group • Attention & listening activities • Oral blending and segmentation linked to reading & spelling	• Speechlink games • Good listening prompts • Letters & sounds phase one • Making & breaking word activities	• Correct pronunciation of sounds in some situations • Segmentation of oral words

Universal Provision

Championing All Our Children – A strategic vision for vulnerable children and young people in Devon

*SEN Provision for Communication and Interaction (elements 1 and 2)

	Pupil needs	Intervention	Resources	Expected outcomes
Enhanced Provision	**Social Communication** • Inability to cope with unstructured social situations, including transitions • Inability to use knowledge and skills functionally to generalise to various situations • Difficulty predicting others and understanding their motives • Inability to read the facial expressions of others • Rigid thinking, including strong routines and rituals • Difficulty understanding the rules of social interaction • Attention focused on own needs and interests • Extreme reactions, rather than a graded response	• Regular mentor support, including adults or peers • Chaperone • TEACCH approaches • Access to time out area or distraction free environment • Regular, short sensory breaks • Personalised Social Stories • Comic Strip Conversations • Small social skills group with baseline assessment • Small friendship skills group • Lego therapy	• TA/Mentor time • Play scheme helper • Social Stories • Comic Strip Conversations • Personalised learning station • Exit strategy / card • Time to Talk programme- LDA • Socially Speaking - LDA • Talkabout - Winslow • Developing Social Communication Skills	• Pupil can calmly and independently move around the school at key changeover times • Increased social inclusion • Reduction in distressed behaviours • Skills learned in social group applied to school situations • Improved friendships • Greater participation at playtime with less adult intervention
	Language • Considerable difficulties with receptive and / or expressive vocabulary • Short and inaccurate sentences – oral and written • Considerable difficulty understanding words, sentences and instructions	• Language Link group- vocabulary, verbs, negatives, questioning, reasoning • Vocabulary teaching with phonological & semantic cues • Colourful Semantics programme • Use of information carrying words when giving instructions • Targeted comprehension group • Concept development programme	• Language Link • Talk Boost • Communication Cookbook • Resources for word and sentence development, e.g. Speechlink • Colourful semantics cards and programme • Language for Thinking • Non-literal language, idioms, jokes etc. • Numicon • Concept signs and symbols	• Correct usage of grammar, e.g. plurals & tenses • Shift from spoken phrases to sentences • Wider vocabulary, including core, extended & subject words • Improved factual understanding &/or inference • Ability to follow longer instructions • Improved words and sentences in writing
	Speech • Speech is often difficult to understand • Speech difficulties are impeding literacy development	• Targeted Speechlink group • Specific phonemic awareness programme linked to letters • Segmentation activities linked to topic and functional vocabulary	• Speechlink activities based on assessment • Phonological awareness linked to speech production • Phonics programme with strong phonological awareness component, e.g. Sounds Write	• Improved production of speech sounds • These still need to be applied throughout the day • Some segmentation of vocabulary – syllables, rhyme, phonemes

*These are not exhaustive lists, and are not intended to be a checklist to work through, but as a guide to the types of interventions that may be required.

*SEN Provision for Communication and Interaction (elements 1 and 2)

	Pupil needs	Intervention	Resources	Expected outcomes
Specialist Provision	**Social Communication** • Unable to cope with close proximity to other • Physical outbursts if stressed, e.g. another pupil gets too close, toy taken away • Echolalia, rather than meaningful language • Lack of response inhibitions, e.g. can't wait, shouts out, runs off • Physically challenging behaviour • Unusual reactions to sensory stimuli • Difficulties with independence skills, such as dressing, toileting, eating	• Paired or 1:1 curriculum tasks with TA support, differentiated by the teacher • Individual work station • Individualised programme, including specific interventions supported by the SENCo and perhaps outside professionals • Sensory breaks and snacks • Individual visual timetable and support to use it • TEACCH work system • Visual approaches personalised to pupil • Specific interest clubs • Comic Strip Conversations or Social Stories	• High level of TA support • Specialist team involvement, e.g. CIT • Alternative teaching space • Training for staff in social communication difficulties	• Able to access the mainstream curriculum with support • Improved behaviour • Reduced frustration
	Language • Severe difficulties with receptive and expressive vocabulary • May speak and understand at a single word or phrase level • Difficulty in formulating an oral sentence • Severe difficulty understanding words, sentences and instructions • Very early levels of literacy	• Individualised Language Link or SALT programme • Use of Makaton signing by staff • Individual vocabulary wordbook • Continued use of enhanced strategies	• SALT programme & advice • Training for staff in SLCN • Makaton training for adult • Communicate in Print for curriculum differentiation • Communicate in Print for curriculum differentiation • Individualised Language Link programme	• Personal needs met • Improved communication • Improved comprehension of basic language, instructions and expectations • Improved curriculum access
	Speech • Speech is incomprehensible to an unknown adult or peer • Significant impact on literacy	• Speech cueing system, if advised by SALT, e.g. cued articulation • AAC system • Total communication including Makaton signs, symbols and gestures to communicate needs • Individual programme, provided by SALT or Language Link • Consistent support from teacher and TA to apply speech sounds throughout the day	• Advice from SALT • Cued articulation cards • Adult support for speech application throughout the day • Specialist advice from ICT Advisory teacher • Total communication training for staff	• Improved but perhaps not perfect articulation of speech sounds at word, sentence or conversation level

*SEN Provision for Cognition & Learning (elements 1 & 2)

	Pupil Needs	Intervention	Resources	Expected Outcomes
Universal Provision	• Low levels of attainment and progress • Difficulty acquiring new skills (particularly in Literacy and Numeracy) • Difficulty in dealing with abstract ideas • Some speech and language difficulties e.g. generalising information, understanding abstract language • Some difficulties with fine or gross motor skills • Some signs of frustration • Difficulties involving specific skills such as sequencing, ordering, word finding • Limited skills in verbal exchanges • Avoidance strategies	• Pupil's name and eye contact established before giving instructions • Clear and simple instructions, breaking down longer instructions and giving one at a time • Clarify, display and refer back to new and/or difficult vocabulary • Pre-teach vocabulary • Check for understanding • Consistent use of positive language • Jot down key points/instructions • Give time before response is needed • Visual cues and prompts • Visual timetable • Collaborative working opportunities • Key vocabulary displayed/available • Time given for processing • Consistent use of terms • Repetition and reinforcement of skills • Tasks simplified or extended • Whole school awareness and training • Visually supportive learning environments e.g. working walls, word mats • Supported social and emotional development • Positive Marking • Opportunity to access and record information in a variety of ways including IT • Use of coloured IWB backgrounds, gels etc. • Paired reading • Structured phonic programmes • Consistent implementation of rewards and sanctions • Multi-sensory approach to learning (VAK)	• Flexible grouping • Dictaphones • ACE dictionary • Laptop/iPad • ICT resources e.g. Clicker 6, Textease, Texthelp, Wordbar • Vocabulary cards • Writing frames • Spellcheckers • Visual prompts • Modified resources • Alternatives to copy writing e.g. photocopies • Individual whiteboards for drafting • Cloze passage • Writing Frames • Letters & Sounds • Circle time • Buddy systems / study buddies • Clear rewards and sanction systems • Coloured resources e.g. paper, overlay, fonts • Reading rulers • Number lines • Maths equipment • Brain Gym • Brain Training • Music to aid concentration and focus • Reward systems	• Increased/equal access to the curriculum • Increased retention of key instructions and information • Improved access to learning • Able to predict / recount content of lesson • Improved social inclusion • Ability to work independently • Able to record information in a variety of ways • Increase in confidence and self esteem • Reduction in anxiety • Improved listening & attention

*These are not exhaustive lists, and are not intended to be a checklist to work

through, but as a guide to the types of interventions that may be required.

*SEN Provision for Cognition and Learning (elements 1 and 2)

	Pupil needs	Intervention	Resources	Expected outcomes
Enhanced Provision	• Increasing phonological and short term memory difficulties • Widening gap in attainment and progress • Increasingly low self-esteem • Episodes of frustration and / or aggressive behaviours • Episodes of dis-engagement • Difficulty in forming concepts, especially when information • Requires first hand sensory experiences	• Targeted / guided sessions – Literacy and Numeracy • Reinforcement and practice input • Use of a range of reinforcement programmes • Multi-sensory practice groups for reading and spelling • Structured phonic programmes based on multi-sensory approach • Pre-teaching key concepts • Planned opportunities for group pre-teaching key elements (literacy and numeracy) • Group literacy intervention programmes • Developing touch typing • Study skills • Alternate methods of recording work e.g. mind mapping, role play, video or audio recording, posters, dictation to peer/adult, use of ICT • Additional time for key curriculum areas • Develop a range of working memory strategies	• Mentor time • Increasing range of specialist IT equipment e.g. keyboarding skills, • Wave 3 maths resources • ELS • SKQ • Use of specialist programmes to make resources e.g. Communicate in Print • Reading programmes e.g. Rapid Reading, Letters & Sounds, Wellington Square, Oxford Reading Tree, ECAR, FFT) • Range of specialised programmes e.g. Thrass, Sounds Write, Catch-Up Literacy • Phonographix workshops • Toe by Toe • Lexia / Lexion • Units of Sound • Voice recognition software • Boxes Font • Voice recognition software e.g. Dragon Dictate • ICT resources to support reading and writing e.g. Read Write Gold, mind mapping • Working memory resources/training	• Increased capacity for independent learning • Improved self-esteem • Developing "I can" attitude • Decrease in number of frustrated and or aggressive behaviours • Improved engagement in learning • Desire to learn • Developing bank of secure concepts • Clear approach/ strategies of what to do when unsure or unclear about learning • Narrowing gap in attainment between peers • Improved short term memory
Specialist Provision	• Significant difficulty in retaining learning, or significant difficulty in applying learning. • Regular episodes of frustration and evidence of damage to self-esteem caused by these difficulties • Disengagement from learning, non-attendance and/or behavioural difficulties	• Planned 1:1 support • Structured 1:1 teaching of specific numeracy skills identified through Wave 3 diagnostic assessment or similar • Personalised learning programmes based on multi-sensory principles with frequent over-learning • Precision Teaching for literacy and numeracy • A range of targeted interventions • Additional planning and arrangements for transition including baseline assessments • Modified curriculum in KS4 • Access arrangements for tests and exams • Individual mentoring	• Specialist support and interventions (EPs, Advisory teachers, OT, Dyslexia teachers • Reading Recovery, Every Child A Reader (ECAR) • Accelere-read • Accelere-Write • Alpha to Omega • Hickey • Arrow • Every Child Counts (ECC)	• Able to access mainstream curriculum with clear differentiation and appropriate provision • More able to retain information that has been regularly over-learnt • Able to apply learning in familiar context with some support • Less frequent episodes of frustration • Improved feeling of self-worth • Increase in engagement levels and motivation • Increase in independency • Increase in attendance in school

*SEN Provision for Behaviour, Emotional and Social Difficulties (elements 1 and 2)			
	Pupil needs	**Intervention**	**Resources**	**Expected outcomes**

	Pupil needs	**Intervention**	**Resources**	**Expected outcomes**
Universal Provision	• Experiencing difficulty in remaining on task • Seeking frequent adult support • Low level disruptions or attention seeking behaviours • Failure to make the progress anticipated across many areas of the curriculum • Showing signs of frustration and early indications of disaffection or disillusion • Difficulty in making and maintaining healthy relationships with peers • Presenting as withdrawn or tearful	• Clear whole school behaviour policy • Consistent use of rewards and sanctions • A range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time • Reinforcement of rules – visual prompts to support if needed • Class and school mediation strategies • Social seating and proximity to teacher • Positive intervention strategies • Flexible approaches to a range of different behaviours • Time out systems within the classroom • Use of choice and motivation • Supportive peer systems • Structured routines and clear guidelines • Calming strategies • Clear communication with parent/carer	• Visual prompts for positive behaviours • Reward chart/system • Whole school development with positive intervention strategies • Time out/quiet areas • SEAL • Thrive whole class screening • Staff coaching	• Increased levels of independence • Improved concentration • Improved social interaction • Greater interest in learning and improved engagement • Able to work collaboratively and improved group learning • Accelerated progress and good levels of attainment
Enhanced Provision	• Increasing disturbances during lessons • Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks • Uncooperative or defiant • Increasing inability to follow instructions and routines • Presenting as significantly unhappy or stressed	• Small, carefully thought-out group settings or one-to-one working • Use of learning mentors (or key workers or equivalent) • Careful monitoring and targeting • Individual education plans (IEPs) and/or Pastoral Support Plans • SMART (specific, measurable, achievable, realistic and time-related) targets • Enhanced personal social and health education programmes • Programmes for managing and controlling behaviour • Anger-management programmes • Counselling and peer support	• Thrive individual assessments and action plans • SEAL small group work • Individual Behaviour Plan with SMART targets • Behaviour Care Plan for children who may need physical intervention • Pastoral Support Plan for children who are at risk of disaffection and exclusion • Pupil coaching/mentoring • CAF • Personalised curriculum and structured activities	• Feeling safe in school • Drop in anxiety levels • Staff stress levels decrease and greater confidence in managing challenging behaviour • Clear emergency procedures and care plans shared with staff, parents and child • Improved friendships and relationships • Able to identify emotions that are both comfortable and uncomfortable • Better able to manage uncomfortable feelings such as anger • Able to resolve conflict peacefully

*These are not exhaustive lists, and are not intended to be a checklist to work

through, but as a guide to the types of interventions that may be required.

*SEN Provision for Behaviour, Emotional and Social Difficulties (elements 1 and 2)

	Pupil needs	Intervention	Resources	Expected outcomes
Specialist Provision	• Non-attendance • Frequent episodes of aggression towards peers and adults	• Personalised curriculum and possibly timetable • Care plan regularly reviewed with pupil and parent • Identified key adult(s) • Regularly reviewed behaviour targets and/or Thrive action plan • Emphasis on social emotional learning • Regular involvement of external agencies to support and monitor progress	• Access to 1:1 mentoring time • Nurture Group or small group intervention such Dino Years or Thrive work • Interventions such as art/play therapeutic approaches • Counselling • Forest schools and outdoor learning	• Decrease in incidents from records • Beginning to feel safe • Beginning to feel special and have needs met • Beginning to trust adults • Beginning to participate and contribute to a small group and signs of some pro social behaviours • Better understanding of child's needs

*These are not exhaustive lists, and are not intended to be a checklist to work
through, but as a guide to the types of interventions that may be required.

*SEN Provision for Physical & Sensory (elements 1 & 2)			
Pupil Needs	**Intervention**	**Resources**	**Expected Outcomes**
Universal Provision • Difficulty listening • Missing spoken information • Difficulty retaining information • Poor phonological awareness • Processing of unknown language takes longer • Fluctuating hearing loss • Difficulty with new social situations • Reduced visual impairment • Difficulty with handwriting / fine motor control	• Reduce background noise to improve acoustic environment • Preferential seating and position of teacher • Uncluttered and well organised learning environment • Good lighting • Access to lip reading/ subtitles on audio visual material • Choice making opportunities • Clearly organised learning environment • Specialist vocabulary available at the beginning of each topic • Spelling support • Developing note taking skills • Allow thinking time • Summarise key points at start and end of lesson • High colour contrast materials, including on whiteboard • Good quality print and photocopying • Pre-writing activities / warm up • Letter formation and fine motor skills activities • Grip development • Pre-prepared work with date/LO etc. • Electronic copies of work	• Visual aids and prompts • Subject vocabulary dictionary • Development of visual learning environments • Use of carpets and curtains to support acoustics • Vocabulary cards and cues • Disability awareness training • Clean whiteboards and good quality pens • Sloping boards • Environmental audit by ROVIC team • Use of blinds/curtains to block sun • 'Wake up and Shake up' • 'Write from the Start' • 'Leap into Life' • Range of pencils and grips • Brain Gym • Access to IT programmes and support tools • Processing and keyboard training	• Increased/equal access to the curriculum • Improved speech discrimination • Increased subject vocabulary • Increase in understanding spoken language • Increased retention of key instructions and information • Improved access to learning, can predict / recount content of lesson • Improved social inclusion • Improved acoustics – reduced reverberations • Reduced visual fatigue • Ability to work independently • Able to record information
Enhanced Provision • Difficulty listening at a distance of more than 2 metres from the speaker • Moderate visual impairment	• Mentor support • TA to support revision of key skills and concepts • Use of Radio Aid (FM) system • Use of note taker (TA) – using IT, mind maps etc. • Training – technical support • Modified resources (e.g. large print) • Training and intervention from staff • ICT training to increase independent access • Laptop/board connection via team viewer • Social/life skills development	• Pupil Support Profile • Variable TA/mentor time • Curriculum reflects disability awareness • Genie System • SFS • Radio Aid • Teacher of the Deaf support • Large print books • Electronic books • Low vision aids • Exam modifications • Personal laptop/ iPad • Differentiated equipment across subjects • VI/HI team support • Fun Fit intervention • Equipment to aid skills	• Uses FM to aid better speech discrimination • Improved levels of achievement • Able to access learning and school environment • Improved self-esteem and social / emotional development

*SEN Provision for Behaviour, Emotional and Social Difficulties (elements 1 and 2)			
Pupil needs	**Intervention**	**Resources**	**Expected outcomes**
Specialist Provision • Severe/profound hearing loss • Unable to listen, process information efficiently and write at the same time • Poor semantic knowledge • Weak phonology • Profound visual impairment	• Small group work; • Variable TA support • Review of semantics and syntax of curriculum texts • Live speaker / translator • Copies of scripts and subtitles • Mentor supporting social inclusion • Specialist training • Specialist teaching sessions • Adaptation of all materials • Personal/revised timetable	• Timetabled tutorial • Teacher of the Deaf time • Specialist advice and support • Disability awareness • Access to NDCS events • TA support to review language and notes • Individual or small group sessions • VI/HI team time	• Improving language and literacy skills • Increased confidence approaching new situations • Able to access curriculum • Improved BPVS results • Improved phonological awareness - increasing vocabulary

*These are not exhaustive lists, and are not intended to be a checklist to work through, but as a guide to the types of interventions that may be required.

Spending the Pupil Premium successfully to maximise achievement – the overview

1 Where schools spent the Pupil Premium funding successfully to improve achievement, they shared many of the following characteristics. They:

- carefully ringfenced the funding so that they always spent it on the target group of pupils

- never confused eligibility for the Pupil Premium with low ability, and focused on supporting their disadvantaged pupils to achieve the highest levels

- thoroughly analysed which pupils were underachieving, particularly in English and mathematics, and why

- drew on research evidence (such as the Sutton Trust toolkit[4]) and evidence from their own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement

- understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good

- allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising attainment in those subjects

- used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked

- made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve

- systematically focused on giving pupils clear, useful feedback about their work, and ways that they could improve it

- ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils

- ensured that class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress

- had a clear policy on spending the Pupil Premium, agreed by governors and publicised on the school website

- provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning

- had a clear and robust performance management system for all staff, and included discussions about pupils eligible for the Pupil Premium in performance management meetings

- thoroughly involved governors in the decision making and evaluation process

- were able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for pupils.

2 Where schools were less successful in spending the funding, they tended to have at least some of the following characteristics. They:

- had a lack of clarity about the intended impact of the spending

- spent the funding indiscriminately on teaching assistants, with little impact

- did not monitor the quality and impact of interventions well enough, even where other monitoring was effective

- did not have a good performance management system for teaching assistants and other support staff

- did not have a clear audit trail for where the funding had been spent

- focused on pupils attaining the nationally expected level at the end of the key stage (Level 4, five A* to C grades at GCSE) but did not go beyond these expectations, so some more able eligible pupils underachieved

- planned their Pupil Premium spending in isolation to their other planning, for example, it was not part of the school development plan

- compared their performance to local rather than national data, which suppressed expectations if they were in a low-performing local authority

- compared the performance of their pupils who were eligible for free school meals with other eligible pupils nationally, rather than all pupils, again lowering expectations

- did not focus their pastoral work on the desired outcomes for pupils and did not have any evidence to show themselves whether the work had or had not been effective

- did not have governors involved in making decisions about the Pupil Premium, or challenging the way in which it was allocated.

3 Many schools visited were using the Pupil Premium well in some aspects of their work, and examples of those aspects form the second section of this report. A few, however, had thought through all aspects of their spending in great detail. In these schools, carefully targeted spending of the Pupil Premium funding, together with a generally effective approach to school improvement, were starting to lead to clear improvement in the outcomes for eligible pupils. The two case studies below explain the approaches that a primary and a secondary school took, and why these approaches were effective.

Appendix 4 – example schools nationwide

Fair Furlong Primary, Bristol

A larger than average primary with a higher-than-usual proportion
of pupils with special educational needs and/or disabilities.
bit.ly/1dGjiyY

Greengate Lane Primary School, Sheffield

A school in an area of significant socio economic deprivation and even within the area had a poor reputation
compared to other local schools. FSM uptake stands at 33% and an audit of the school community identified that
a very large proportion of the parents of 0-3 children were under 20 years of age. Pupil achievment has improved
following work on parental engagement. Levels of accelerated progress are good with all year groups up to or
exceeding national average, having entered the school at well below Age Related Expectations (ARE). Results at
FS, KS1 and KS2 are now at or above National Levels. The school was below floor standards each year before
2010. Attendance has risen from 91% to 96%
bit.ly/1lgs0vF

Penwortham Priory Academy, Preston

Nationally the gap between boys' and girls' attainment is wider in design and technology (D&T) than in any other
subject at GCSE. Students at this Academy buck this trend and all students, irrespective of gender, or ethnicity,
achieve equally well. This is a mixed school, but this case study focuses on how boys' achievement in the subject
has been improved.
bit.ly/NJLEkT

Westdene Primary school, Brighton and Hove

This example shows how the school uses effective assessment, focused single-sex teaching and enterprise projects
to engage underperforming girls in mathematics. The approach results in improved attitudes, raised attainment
and a well-developed understanding of mathematics in the real world.
bit.ly/1gty7ux

Wolverley Secondary School, West Midlands

This example shows how the school engages those learners in Years 10 and 11 whose circumstances may make
them vulnerable, in an individually tailored programme based on working outdoors on the land. As a result, their
outcomes - achievement, motivation and behaviour - have all improved significantly.
bit.ly/1iUe7Ra

Highlands School, Enfield

This large mixed, community comprehensive school for students aged 11 to 18, serves a suburban area of west Enfield in outer London. It attracts a multicultural intake, 50% of whom are from minority ethnic groups. The proportion of students who speak English as an additional language is above the national average. The school has specialist status for modern foreign languages and technology. A sharper focus on targets and strategies to raise attainment can be seen in improved progress and examination results.
bit.ly/1fUiPsT

Loreto High School Chorlton, Manchester

Loreto High School Chorlton is particularly successful in securing good progress for two groups of students who often underperform: those who start at the school with attainment in mathematics at Level 3; and those known to be eligible for free school meals. Both groups make outstanding progress in mathematics and there are much smaller gaps in attainment compared to other students than are seen nationally.
bit.ly/NJOc2r

Lipson Community College, Plymouth

A larger than average-sized 11–18 urban comprehensive academy working within a selective system. Students' ability on entry is significantly below the national average. There is a higher than average proportion of low ability students, disabled students and those who have special educational needs and those known to be eligible for free school meals. The number of students joining and leaving the college at times other than the start of the school year is high. Although the proportion of minority ethnic students is low, there are a rising number of students who are at the early stages of learning English, including a small number of asylum seekers. There has been a rapid improvement from a very low base over the last five years with the proportion of students achieving five GCSEs including English and mathematics at grade C or above, rising from 17% to 42%. In 2011 89% achieved five A* to C grades, with relatively low numbers gaining their grades from GCSE equivalent courses. The school achieved a significantly positive value added score in 2011.
bit.ly/1m2ap8a

Cardinal Hume Catholic school, Gateshead

This academy moved to a new site and building in 2007. There are about 1200 students on roll. Currently 33% of students are known to be eligible for free school meals, compared to the national average of 27%. The school has been highly successful in raising standards through a focus on reading, speaking and listening, and writing – including writing across the curriculum. In 2012, the school was in the top 1% of schools by 'value-added' and the proportion of students gaining at least a C in GCSE English was 96%. The school has been highly successful in raising the aspirations of students in an area of above average deprivation.
bit.ly/Q7ltXx

Wembley High Technology School, Brent, North London

This school demonstrates how developing and accrediting work-related learning and employability skills across the curriculum from Year 7 to Year 13 increases students' confidence, enhances their learning and supports their high achievement. It is a much larger than average secondary school, with approximately 1400 students. Almost 95% of students are of minority ethnic heritage, with no single predominant group and just under 5% of students are at the early stages of English language acquisition.
bit.ly/1gidzUM

St John Bosco Roman Catholic Voluntary Aided Primary School, Tyne and Wear

This smaller than average school has successfully established a caring, inclusive learning environment where all types of difference are celebrated. The school is proactive in accessing specialist provision to support pupils with disabilities and complex needs through dual placement partnerships with local special schools. As part of the PSHE programme pupils address ways they can ensure everyone, regardless of their background, needs or abilities can be supported to thrive and succeed. The proportion of pupils known to be eligible for free school meals is above average. The proportion with special educational needs and/or disabilities is below average although a higher-than-average number of pupils have a statement of special educational needs.
bit.ly/NJPFWC

Lanesfield Primary School, Wolverhampton

This primary school of 316 children is in an area of above average deprivation on the southern edge of Wolverhampton. Pupil mobility is higher than the national average. In the older year groups the proportion of pupils known to be eligible for free school meals is over half. Around 40% of pupils are of White British heritage, 30% of Indian heritage and the rest are from a variety of ethnic backgrounds. The school has been particularly successful in raising standards in primary mathematics.
bit.ly/1iubRz6

Middlestone Moor Primary School, Durham

This school in a former mining community is of average size. The school was part of the national pilot scheme which enables all pupils to access free school meals. A higher than average number of pupils have special educational needs and/or disabilities. The attainment of pupils on entry to the school is well below average. In 2008, Key Stage 1 attainment was significantly below average, but by 2011 had risen to average. Key Stage 2 attainment in 2008 was average; by 2011 it was significantly above average. Attendance in 2008 was below average; now it is above.
bit.ly/1h1eMQg

Blue hyperlinks take you to OfSTED case study reports from the Good Practice section of their website.

Appendix 5 – Devon Virtual School for Children in Care

Children in care have the right to the best quality of education that allows them to flourish and become successful, happy and healthy citizens. In Devon we believe that all our children in care can achieve and excel, no matter what life throws at them.

Devon County Council is the 'Corporate Parent' for all our children in care. This means that we are responsible for ensuring that they have the support good parents provide for their own children.

All Devon's children in care are allocated to the 'Virtual School'. The Virtual School exists to help children in care do as well as they possibly can in their education. Staff leading the Virtual School work with teachers in all schools across Devon (and beyond), where children in care are in attendance. They make sure that they have up to date information on children, and check that there is appropriate support available. They monitor progress, highlight gaps and identify interventions to improve outcomes. The staff also work with social workers and foster carers across all relevant areas within Children's Services.

We frequently challenge ourselves by asking the question, 'would this be good enough for my child?'

As with all schools, the virtual school thrives on the help and support offered by parents, foster carers, social workers, and staff from all our partner agencies. With their help we have started on an exciting journey that we believe can help transform the lives of our children in care.

This link will take you to the full prospectus for the Devon Virtual School: **www.devon.gov.uk/devon-virtual-school-prospectus.pdf**

Championing All Our Children

Improving the life-chances
of vulnerable children in Devon

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