Supporting vulnerable children and young people in Hampshire briefing sheet – complementing the work of the Virtual School

Welcome to the fourth issue of the Supporting vulnerable children briefing sheet. We are pleased to include an update on national and local developments, latest library resources and important information.

Please share the work you are doing.

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The introduction of a free school meal (FSM) for every child at Key Stage 1 is playing a significant role in supporting all Hampshire’s key stage 1 pupils, including some of the most vulnerable children. For one reason or another, many of these children would not have been in receipt of free school meals under the old system so would have not benefitted from healthy school lunches.

The evidence so far from across the county and beyond is that the introduction of a hot meal for every child in Years R, 1 and 2 is having a positive effect. The research cited in the School food plan shows that it has its greatest impact on the most vulnerable children. This can happen in a number of ways.

- It guarantees all children at least one hot, balanced, nutritious meal a day. For many children, this may be their only good meal of the day. It introduces all children to the concept of mealtimes as an important occasion for social interaction. This is missing in many of the homes of our vulnerable children. Children improve their emotional health by being able to sit in a pleasant environment and interact with peers and with adults in a different way. In aiding emotional health, we are aiding social and academic development.

- Weight problems are more prevalent in areas of social deprivation and our vulnerable children are more likely to live in such areas. The correct nutrition provided by the school lunch helps to reduce the chances of weight issues.

- We know that weight problems are more likely amongst children with physical or learning disabilities, many of whom form part of the vulnerable children groups.

- A whole-school approach to school food means that the education around good health and eating habits that are provided can support vulnerable children, in particular in making healthy lifestyle choices.

Looking for more information about supporting vulnerable children?

Take a look at the Hampshire Virtual School website:
Three important health and wellbeing documents went into schools during the Summer Term. Each of them has significant implications for all our young people, including the most vulnerable. These documents are:

**Keeping children safe in education (April 2014)**

This document replaces Safeguarding children and safer recruitment in education (2006).

It also incorporates Dealing with allegations of abuse (2012) and volunteers guidance. It has four main sections:

**Part 1:** What all staff should know and do

**Part 2:** The responsibilities of governing bodies and proprietors

**Part 3:** Safer recruitment

**Part 4:** Allegations of abuse against teachers and other staff.

**Supporting pupils at school with medical conditions (April 2014)**

This guidance replaces the Managing medicines in schools and Early Years Settings (2005). It contains both statutory guidance (in bold) and non-statutory advice. It applies to activities taking place off-site as part of normal educational activities.

**Mental health and behaviour in schools (June 2014)**

This is advice for primary and secondary teachers, pastoral leaders, special educational needs (SEN) co-ordinators and others working to support children who suffer from, or are at risk of, developing mental health problems.

**The link between pupil health and wellbeing and attainment (November 2014)**

A briefing for headteachers, governors and staff in education settings.

The new Public health England report has some very key messages for schools.
Research evidence shows that education and health are closely linked. So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes.

The briefing draws on a rapid review approach that provides a broad, succinct scope of the scientific evidence. The complexity of the interrelationships between outcomes makes it difficult to draw firm conclusions about causality. However, this briefing offers headteachers, governors and school staff a summary of the key evidence that highlights the link between health and wellbeing and educational attainment. It underlines the value for schools of promoting health and wellbeing as an integral part of a school effectiveness strategy, and highlights the important contribution of a whole-school approach.

Key points from the evidence:

1. Pupils with better health and wellbeing are likely to achieve better academically.
2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.
3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.
4. A positive association exists between academic attainment and physical activity levels of pupils.

A report on our children’s health by the Chief Medical Officer of England highlighted that:

“Promoting physical and mental health in schools creates a virtuous circle reinforcing children’s attainment and achievement that in turn improves their wellbeing, enabling children to thrive and achieve their full potential.”


It provides a powerful driver for using Pupil Premium effectively and correctly to support interventions that improve emotional and physical health and wellbeing.

**Ofsted framework September 2014**

The new Ofsted arrangements have raised the profile of Looked After Children (LAC). They are specifically mentioned throughout the framework and handbook. They are a constituent part of the vulnerable/disadvantaged groups. LAC are very visible to Ofsted and schools need to be aware of this and act accordingly. They should have evidence that they have evaluated their use of their Pupil Premium.

The new handbook states that:

- “Inspectors should also request that the following information is made available at the start of the inspection:
  - any reports of external evaluation of the school, including any review of governance or pupil premium.” (Ofsted handbook, page 14)

- “Inspection is primarily about evaluating how well individual pupils benefit from the education provided by their school. It is important to test the school’s response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential. It may be relevant to pay particular attention to the achievement of:
  - disabled pupils and those who have special educational needs
  - those with protected characteristics, including Gypsy, Roma and Traveller children, as defined by the Equality Act 2010
  - boys
  - girls
  - the highest and lowest attainers
  - disadvantaged pupils, including:
- looked after children
- pupils known to be eligible for free school meals – a school is unlikely to be judged outstanding if these pupils are not making at least good progress
- those attending alternative provision.” (page 34)

Reviews of governance and or pupil premium are covered in slightly more detail on pages 36 and 37.

- “When evaluating the effectiveness of leaders, managers and governors, inspectors should gather evidence about the use of the Pupil Premium in relation to the following key issues:
  - the level of Pupil Premium funding received by the school in the current academic year and levels of funding received in previous academic years
  - how the school has spent the Pupil Premium and why it has decided to spend it in the way it has
  - any differences made to the learning and progress of disadvantaged pupils as shown by performance data and inspection evidence.” (page 45)

- “Inspectors should consider whether governors:
  - use the Pupil Premium and other resources to overcome barriers to learning, including reading, writing and mathematics.” (page 48)

- Pupils’ progress in the last three years: “Where such data exist and are applicable, including that of looked after children, disadvantaged pupils, disabled pupils, those who have special educational needs and the most able; evidence gathered by inspectors during the course of the inspection should include:
  - the proportions making expected progress and the proportions exceeding expected progress in English (or separately in reading and writing) and in mathematics from each starting point, compared with national figures, for all pupils and disadvantaged pupils
  - value added data for the school overall and for different groups of pupils and subjects
  - use of data below national curriculum Level 1 (if used), including the national data analysis
  - any analysis of robust progress data presented by the school, including information provided by external organisations.” (page 66)

- “Inspectors must take particular account of the progress made by disadvantaged pupils compared with that made nationally by other pupils with similar starting points, and the extent to which any gaps in this progress, and consequently in attainment, are closing. Inspectors should first consider the progress and attainment of disadvantaged pupils compared with the national figures on progress and attainment for non-disadvantaged pupils, and how much any gaps are closing. They should then also consider any in-school gaps between disadvantaged pupils’ progress and attainment and the progress and attainment of the other pupils in the school, and how much these gaps are closing. Inspectors should consider the impact of what a school is doing to narrow all of these gaps in progress and attainment between disadvantaged and non-disadvantaged pupils, where they exist. Where in-school gaps are narrowing, inspectors should check that this is because the progress and attainment of disadvantaged pupils is rising, and not because the progress or attainment of non-disadvantaged pupils is falling. Where an in-school attainment gap exists or widens, inspectors should consider whether this is because disadvantaged pupils attain more highly than other pupils nationally, while non-disadvantaged pupils in the school attain even more highly.” (page 67 and 68)
The School Library Service

The Hampshire School Library Service continues to provide an excellent resource for schools spending their Pupil Premium. Bridget Rowley continuously updates the list of books available and some of the latest ones are shown below.

In addition, the service can support the school with evaluating provision for different groups of pupils, including the vulnerable. It has some fun strategies for engaging hard-to-reach parents/carers, which would extend to supporting engagement with school and learning, improving behaviour and attendance.

The service is also quite creative with working with schools to target the needs of children. To find out more go onto: www.hants.gov.uk/sls.

Here are some books to buy or borrow from the School Library Service which will support some of your most vulnerable children:

**Rubbish town hero, Whale boy and A girl called Dog**

*by Nicola Davies*

These titles deal with homelessness, child slavery and exploitation.

**The memory cage**

*by Ruth Eastham*

Alex is adopted and finding it difficult to establish a relationship with his new brother. He is close to the grandfather and is trying to help him uncover a secret in his past.

**Nothing but trouble**

*by Alan MacDonald*

Paul is finding it hard being Jago’s buddy at school. Jago is a Traveller and not very friendly, but then they discover their love of foxes.

**Our Twitchy**

*by Kes Gray*

Twitchy discovers he is adopted.

**Scarlet Ibis**

*by Gill Lewis*

Scarlet and her brother, who suffers from autism, are sent to separate foster homes after an incident at home. Scarlet is determined to reunite them.

**Moon pie**

*By Simon Mason*

Mum has died and Martha is having to keep the family together as Dad’s alcoholism becomes worse. Well written story with likeable characters and well integrated issues.
Liar and spy

by Rebecca Stead

Georges has to learn to cope when his family’s circumstances change and mum becomes ill. A good read for upper KS2 and shortlisted for the Carnegie Medal 2014.

Pupil Premium update

Annual payment of Pupil Premium for Ever 6 FSM from 1 April 2015 will rise to:

- £935 for each secondary FSM Ever 6 child
- £1,320 for each primary child.

Continue to use the Key to Success website to check: www.keytosuccess.education.gov.uk.

The annual payment for children in care rose to £1,900 on 1 April 2014. However, the spend became the responsibility of the Virtual School Head. It was decided to allow schools the bulk of the money but, in Hampshire, £400 has been top-sliced from each payment to allow for continued central support, training and the development of effective interventions. Next year this strategy will be reviewed.

For the full government announcement refer to: www.gov.uk/government/speeches/pupil-premium-funding.

Pupil Premium and children adopted from care

From April 2014, schools in England have been able to receive the Pupil Premium for children adopted from care or who left care under a Special Guardianship Order (SGO) or under a Residence Order (RO) on or after 14 October 1991.

To claim the Pupil Premium for adopted children, and those who are the subject of a SGO and RO, parents will need to inform the school and provide supporting evidence, for example, the Adoption (Court) Order. They will need to be declared on Census Day on 15 January.

The Department of Education’s expectations around the use of Pupil Premium and Pupil Premium Plus is:

“We hold headteachers and school governing bodies accountable for the impact of Pupil Premium funding in the following ways:

• performance tables, which show the performance of disadvantaged pupils compared with their peers
• requiring schools to publish details online each year of how they are using the

Pupil Premium and the impact it is having on pupil achievement

• the Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium.”

Pupil Premium Network Meetings

In November there were another four really well attended network meetings that received very positive feedback. The Spring networks will be held in March at Abbottswood Junior School, Sharps Copse Primary School, Church Crookham and Chiltern Primary School. These are cross phase opportunities to share best practice. Go onto the HTLC directory to book a place www.learningzone.hants.gov.uk.

Ongoing website checks

Since 1 September 2012 schools have had to publish information about Pupil Premium on their website.

The Department of Education continues to be very clear that:

“The level of detail you include in the information you put online is for each school to decide, but you must include the following:

• details of how you intend to spend your allocation
• your Pupil Premium allocation for the current academic year
• details of how you spent your previous academic year’s allocation

• how it made a difference to the attainment of disadvantaged pupils.

“The funding is allocated for each financial year, but the information you publish online should refer to the academic year, as this is how parents and the general public understand the school year.

“As allocations will not be known for the latter part of the academic year (April to July), you should report on the funding up to the end of the financial year and update it when you have all the figures.” (Updated: 22 January 2014)

As part of the work supporting schools and vulnerable children in Hampshire an ongoing website check is happening. A recent sample check of websites this term showed that 10% of schools in Hampshire still do not include details about Pupil Premium.

All schools should have also received a copy of the Nick Gibb MP letter outlining concerns that some schools continue to provide insufficient detail of interventions, spend and impact.

When John Dunford addressed secondary headteachers in Hampshire he emphasised that “schools who are not displaying information are shooting themselves in the foot”. Ofsted inspectors will be viewing your website before they visit.

Effective pupil premium reviews


This new guide has been developed by the Teaching Schools Council, working with Sir John Dunford, National Pupil Premium Champion.

It has been developed for system leaders and school leaders and provides a rigorous and tested framework which reviewers and supported schools can use to make the most of a Pupil Premium review. The guide sets out a simple, six-step process for a review, including self-evaluation by the supported school and the creation of an action plan for the school by the reviewer. There are also case studies from a reviewer and three schools that have previously commissioned reviews.

Visit www.gov.uk for more information on commissioning a Pupil Premium review and how system leaders can get involved in providing reviews.

Farewell from Head of Virtual School

“Dear colleagues,

“Many of you will know that Derek Myers is leaving us to join Ofsted as a HMI (Education) at Christmas. We congratulate him and thank him for all his work, particularly the achievement of leading the service to the best ever test and exam results for children in care.

“I’m equally pleased to let you know that, following interviews earlier this month, Anwen Foy (currently County Inspector/Adviser for Ethnic Minority Achievement, Race Equality and Cultural Diversity) has been appointed, from a strong field, to replace Derek as Senior Inspector/Adviser Inclusion and Headteacher of the Hampshire Virtual School for CiC.”

John Clarke
Deputy Director of Children’s Services – Education and Inclusion

A radio interview with John Hattie

An interview with John Hattie, Professor of Education at the University of Melbourne, took place on Radio 4 and can be found on:

www.bbc.co.uk/programmes/b04dmxwl.
A long term battle with depression led Jack, 24, from Andover, to seek escape in drugs. With no money, no job, and few friends, he quickly became addicted and two years later he was homeless.

He says, “My cousin is a fire fighter and had asked me to join the Team Programme. I said yes, basically to keep my mum and dad off my back about getting a job.”

Team is a Prince’s Trust programme, run in partnership with Hampshire Fire and Rescue, that develops the job prospects of unemployed young people.

Jack was very down during his first week on Team, but turned a corner during a week-long residential when he realised that he no longer needed drugs.

He says, “The first three days of the residential were the hardest. The thing was, though, that everyone supported me, even though they all had problems of their own. It made me happier, and I started to feel like somebody again. I had a great time that week and at the end, when we did our entertainment challenge, I sang in front of all these new people. I won the competition.”

Jack has not touched drugs since.

For the remainder of Team, Jack’s confidence grew; he became happier and made friends he is still in touch with today.

Shortly after the programme ended, Jack accepted a job offer from ODEON cinemas and has recently beat fierce competition to progress to a more senior position.

He says, “If it wasn’t for Team, I’d probably be in prison or dead. I’m incredibly grateful to the Prince’s Trust and everything they’ve done for me. I enjoy my new life and have found a brand new Jack!”

Jack’s future is much brighter now. He remains at ODEON, gigs in his spare time and hopes to become a singer on a Caribbean cruise ship.

He says, “No matter how great and indestructible people may feel they are, life is still full of ups and downs. You don’t know what life may throw at you but the important thing to remember is life goes on whether you stay in that same place or move with it; I overcame so much, and now I know that I can overcome anything. None of this would have been possible for me without the 12 weeks that I spent with the Prince’s Trust. My journey has made me the person that I am today, and I’m proud to share my story.”
Education of children in care practice guidance

The practice guidance has been formulated by colleagues from the virtual school, children and families branch, education and inclusion branch and health. It sets out the expectations of Hampshire County Council Children’s Services in respect of the education of children in care.

The guidance is founded on a set of guiding principles, such as:

- everybody working with looked after children and young people will make education a priority and ensure that joint working is driven by the needs of the child/young person
- looked after children will receive the best possible education and that this will, in most cases, be by attending good or outstanding schools or Early Years education settings
- looked after children and young people must be provided with greater stability and continuity by minimising changes to their living and educational arrangements
- encouragement and high expectations and aspirations for each looked after child.

Derek Myers, Head of the Virtual School, said:

“We will know that we are succeeding looked after children and young people in Hampshire when they have the stability, support and wellbeing that they need to improve their educational outcomes. It is not enough to safeguard looked after children and young people as they grow up. We must also enable them to choose to live safe lives as adults by ensuring that they achieve educational outcomes which give them the capacity to make positive choices about their lives.”

A schools communication was published in early November in order to share the practice guidance with headteachers, designated teachers and other school-based colleagues.

If you want help in supporting children in care that arrived at your school, then the Virtual School Team can help you. To reach virtual school officers contact the Virtual School administrative support: amy.oakley@hants.gov.uk.

Training

Are you a designated teacher looking for training? Then please see the link below to access designated teacher course details. If you search on designated teacher it will bring up all of our courses. www.learningzone.hants.gov.uk.

Bookings need to be made online with HTLC, alternatively their email address is: htlc.courses@hants.gov.uk.

Understanding the emotional needs of looked after and vulnerable learners

12 January 2015.

Training to support the emotional health of young people

Free access to 48 sessions run by Hampshire Educational Psychology Service and CAMHS, on behalf of workforce development around the county, delivered from September 2014 to March 2015.

- Deliberate self-harm.
- Eating disorders.
- Anxiety.
- General mental health.
- Learning disabilities.
- Attachment.
- Teenage psychology.

If you are interested then book via the Learning Zone.

Training to support children with medical conditions

In light of recent guidance, schools are now being asked to ensure that staff are competent and have confidence in their
ability to support pupils with medical conditions, and to fulfil the requirements as set out in individual healthcare plans. This will require an understanding of the specific medical conditions they are being asked to deal with, their implications and preventative measures.

The following list of National Health Service (NHS) organisations may therefore be useful to schools who wish to commission additional training. The list is of local NHS providers who provide internal training to their staff and may also be able to provide access to this and/or specific training for schools. The list is not exhaustive and neither does it set out the vast range of education they deliver, however, it may help schools seeking additional health related training. Providers include:

**Community services**

Southern Health Foundation Trust  
[www.southernhealth.nhs.uk](http://www.southernhealth.nhs.uk/)  
Tel: 023 8060 8900

Solent NHS Trust  
[www.solent.nhs.uk](http://www.solent.nhs.uk/)  
Tel: 023 8062 7444

**Mental Health services**

Sussex Partnership Trust  
[www.sussexpartnership.nhs.uk](http://www.sussexpartnership.nhs.uk/)  
Tel: 01903 843000

**Hospitals**

Portsmouth Hospitals NHS Trust  
[www.porthosp.nhs.uk](http://www.porthosp.nhs.uk/)  
Tel: 023 9228 6000

University Hospitals Southampton  
[www.uhs.nhs.uk/Home.aspx](http://www.uhs.nhs.uk/)  
Tel: 023 8077 7222

Hampshire Hospitals NHS Foundation Trust  
[www.hampshirehospitals.nhs.uk](http://www.hampshirehospitals.nhs.uk/)  
Tel: 01256 473 202

Frimley Health NHS Foundation Trust  
[www.frimleyhealth.nhs.uk](http://www.frimleyhealth.nhs.uk/)  
Tel: 01276 604604

**Commissioning Services**

NHS South Commissioning Support Unit (CSU)  
[www.southcsu.nhs.uk](http://www.southcsu.nhs.uk/)  
Tel: 023 8062 7444

getintouch@southcsu.nhs.uk

**Supporting Service Children**

Service Child Premium remains at £300 but becomes Ever 4 as from 1 April. This means that the school can claim for up to four years after the parent(s) have left the services. This has implications for schools in the questions that they ask when admitting a child to the school.

If you are supporting service children in your school look out for the Supporting Service Children Briefing Sheet coming into school. To access previous copies, look at the Health, personal development and well-being (HPDW) website:  
[www.hants.gov.uk/hpdw](http://www.hants.gov.uk/hpdw). Here you will also find useful contacts to help you support service children and their families.

**The Children Looked After Awards**

Look out for the CLA Award nomination forms which will be made available via school communications at the end of March. This provides a real opportunity to celebrate the achievements of children who are in care. As usual there will be six categories.

If you have more queries about the awards contact Rachel Allen at:  
rachel.allen@hants.gov.uk.

**Commissioning alternative provision and support using your Pupil Premium – buyer beware!**

As schools receive more funding, whether it is from Service Children Premium, Pupil Premium, Pupil Premium Plus or School Sport Top Up for primaries, many will be looking to engage with outside providers to enhance and
enrich the experiences for young people.

Whether the interventions are to address emotional needs, problems with peer relationships or to build resilience, the advantages of engagement in outdoor activities, team building opportunities and sports clubs are well documented. However, there is a myriad of organisations out there offering to do this work.

How do you know they are properly qualified? How do you know whether they have all the safeguarding requirements in place? How do you know whether they are properly insured?

Three key people can help you decide whether these are bona fide organisations and whether this is a good way to spend your money:

- Dave Harvey
dave.harvey@hants.gov.uk
holds a list of organisations that are on the commissioning framework for the West

- David Retter
david.retter@hants.gov.uk
holds a list of organisations that are on the commissioning framework for the East

- Stuart Nundy
stuart.nundy@hants.gov.uk
heads up the Outdoor Education Service and has a good knowledge of qualification requirements and appropriate organisations.

Dave Harvey, David Retter and Stuart Nundy suggest that you contact them before signing a contract with an outside organisation. This should avert similar issues to the school that until recently was employing a 19 year old with no qualifications to run PE sessions with their Primary Sports Top Up.

Contacts/queries

Ever 6 FSM and Ever 4 Service Children data

For queries on the data please e-mail one of the following:

Anne Powell at: anne.powell@hants.gov.uk

Kevin Exley at: kevin.exley@hants.gov.uk

Data Quality and Collection Team at: dqc.team@hants.gov.uk.

Looked after children data

For queries on the data please e-mail Jenny Lovell at: Jenny.lovell@hants.gov.uk

or the Data Quality and Collection Team at: dqc.team@hants.gov.uk.

Allocation of funding

For queries on the allocations of funding please e-mail the School Funding Team at: school.fund@hants.gov.uk.

Sharing good practice

To find out about good practice examples in other schools, or to share interventions you are using, contact: glynis.wright@hants.gov.uk.