



## CHILDREN AND YOUNG PEOPLE PREVIOUSLY IN CARE - SCHOOL REVIEW

School:

Headteacher:

Designated Teacher:

Date:

### DATA

|                                                                                     |  |
|-------------------------------------------------------------------------------------|--|
| How many Children and Young People Previously in Care (PiC) are currently on roll?  |  |
| How many pupils have been Adopted from Care?                                        |  |
| How many pupils live with Carers with Special Guardianship Orders?                  |  |
| How many pupils live with Carers with Residency Order/Child Arrangement Orders?     |  |
| How many of these children have identified SEN?                                     |  |
| Does your school track attainment and progress of these pupils? <i>(as a group)</i> |  |
| Does your school review the progress of these pupils? <i>(as a group)</i>           |  |
| How many exclusions, fixed or permanent have there been for these pupils?           |  |
| Has the school summarised findings for this group and devised a development plan?   |  |

### WHO HAS OVERALL RESPONSIBILITY FOR THE ACHIEVEMENT OF CHILDREN AND YOUNG PEOPLE PIC?

|                                                                                                              |  |                   |  |
|--------------------------------------------------------------------------------------------------------------|--|-------------------|--|
| Headteacher/Principal                                                                                        |  | SENCO             |  |
| Deputy Head/Vice Principal                                                                                   |  | Other             |  |
| Asst. Head/Asst. Principal                                                                                   |  | No one identified |  |
| Shared Responsibility (please tick who)                                                                      |  |                   |  |
| * Please indicate who has the Designated Teacher role for Children and Young People PiC with <b>DT</b> above |  |                   |  |

### DOES YOUR SCHOOL:

|                                                                                              |  |
|----------------------------------------------------------------------------------------------|--|
| Regularly review and consider data on these pupils? <i>How and how often?</i>                |  |
| Meet with the class teacher to check progress in class? <i>How often? Particular format?</i> |  |
| Consult with parents on Pupil Premium Grant (PPG) spend? <i>How and how often?</i>           |  |
| Monitor impact of Pupil Premium Grant spend? <i>How and how often?</i>                       |  |
| Provide regular updates for Governors on PPG spend & impact for this group?                  |  |
| Complete a Personal Education Plan for each of these pupils? <i>If so how often?</i>         |  |
| Liaise regularly with the parents/carers of these pupils? <i>How and how often?</i>          |  |
| Provide staff training in attachment and trauma awareness? <i>Who, what and when?</i>        |  |
| Have an identified Attachment Lead/Champion within school at a senior level? <i>Who?</i>     |  |
| Provide staff training on attachment/trauma awareness during induction? <i>Trainer?</i>      |  |

## HOW EFFECTIVE WOULD YOU SAY YOUR SCHOOLS' LEADERSHIP AND MANAGEMENT IS FOR THIS GROUP?

| 1                                                                                                                                                                                                                                                             | 2                                                                                                                                                                                                                                                         | 3                                                                                                                                                                              | 4                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A Senior Leader has responsibility and knows about CYP PiC attainment progress and provision on an individual level. CYP PiC make <b>rapid</b> progress from their starting point. There is <b>excellent</b> planning for transition when moving class/school | A Senior Leader has responsibility and knows about CYP PiC attainment, progress and provision on an individual level.. CYP PiC make <b>good</b> progress from their starting point. There is <b>good</b> planning for transition when moving class/school | A member of staff has responsibility for CYP PiC. They <b>sometimes</b> respond to underachievement and some make good progress. There is <b>some</b> planning for transition. | The responsibility for CYP PiC is not well enough defined. Staff <b>rarely</b> respond to underachievement and most CYP PiC make poor progress. There is <b>poor</b> transition planning. |

## HOW EFFECTIVELY IS THE ACHIEVEMENT OF CYP PiC MONITORED?

| 1                                                                                                                                                              | 2                                                                                                                                                  | 3                                                                                                                                            | 4                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Progress is monitored frequently and CYP PiC leader meets frequently with class teacher. Attainment data is provided to Senior Leaders regularly and reviewed. | Progress is monitored regularly and CYP PiC leader meets with class teacher. Attainment data is provided to Senior Leaders sometimes and reviewed. | Progress is monitored regularly and CYP PiC leader sometimes meets with class teacher. Senior Leaders sometimes review and look at progress. | Progress is monitored irregularly. There is no specific monitoring of achievement. |

## DO PUPILS RECEIVE HIGH QUALITY GUIDANCE & SUPPORT IN CLASS?

| 1                                                                                                                                                                   | 2                                                                                                                                                                 | 3                                                                              | 4                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Teachers and TA's are fully aware of CYP PiC in class and <b>ensure</b> feedback is of high quality. CYP PiC have a Key member of staff identified as a Key Worker. | Teachers and TA's are fully aware of CYP PiC in class and <b>most</b> feedback is of high quality. CYP PiC have a Key member of staff identified as a Key Worker. | Some Teachers and TA's are aware of CYP PiC. Some feedback is of good quality. | Teachers and TA's are not aware of CYP PiC in class. Feedback is not of good quality. |

## WHAT IS THE QUALITY OF EDUCATION PLANNING FOR CYP PiC?

| 1                                                                                                                                                                                                                                               | 2                                                                                                                                                                                                                        | 3                                                                                                                                                                       | 4                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Education Plans are <b>comprehensive</b> and record progress and achievement. Education planning is clearly linked to ECHP plans/SEN needs. They show long term <b>SMART targets</b> which are <b>reviewed</b> and Pupils/parents voice is met. | Education Plans are <b>good</b> and record <b>some progress</b> and achievement. Education planning is clearly linked to ECHP plans/SEN needs. They show long term <b>SMART targets</b> and Pupils/parents voice is met. | Education Plans are <b>basic</b> but up to date and record <b>some progress</b> and achievement. Planning <b>shows targets</b> and some evidence of Pupil/parent voice. | Education Plans are <b>basic</b> and <b>not up to date</b> . Links to ECHP/SDEN <b>unclear</b> and <b>no evidence</b> of Pupil/parent voice. |

## IS PUPIL PREMIUM FUNDING SPENT EFFECTIVELY FOR CYP PiC?

| 1                                                                                                                                                                                                                       | 2                                                                                                                                                                                                     | 3                                                                                                                                                                                                                               | 4                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Senior Leader and Governing body <b>meet regularly to ensure</b> Pupil Premium spend for CYP PiC is meeting needs and is showing progress and effectiveness.. Gaps in attainment are <b>rapidly narrowing</b> to peers. | Senior Leader and Governing body <b>meet</b> to ensure Pupil Premium spend for CYP PiC is meeting needs and is showing progress and effectiveness.. Gaps in attainment <b>are narrowing</b> to peers. | The Pupil Premium spend is meeting the needs of CYP PiC. The Governing has <b>some awareness</b> of the spend and <b>sometimes monitors</b> effectiveness. Gaps in attainment are <b>not narrowing</b> to peers quickly enough. | The Pupil Premium spend for CYP PiC is <b>unclear and not targeted</b> . The Governing body has <b>little understanding</b> os the spend and effectiveness. Gaps in attainment to peers are wide. |

## Action Planning:



As a result of your review, what now needs to take place?

Will identified actions be included in the school development plan?

Yes/No

What support would you like from the Virtual School?

| Action | Who | When | Expected Outcome |
|--------|-----|------|------------------|
|        |     |      |                  |
|        |     |      |                  |
|        |     |      |                  |
|        |     |      |                  |
|        |     |      |                  |
|        |     |      |                  |

Review attendees:

Date: