

Recovery Plan 2014/15

Ensure all CLA have an Educational Provision Map (as part of the CLA Personal Education Plan), which clearly identifies:

- The CLA 's educational targets and
- The interventions and relevant funding streams required to meet expected targets.

1. Continue facilitation of training for Designated Teachers for CLA in schools across Lancashire , and to share and disseminate effective practice

2. Using the NW Virtual School Head teachers Meeting to identify good practice across the region

3. Monitor the social, emotional and academic progress of CLA at least every 6 months using the Education Provision Maps and PEP.

- **EPM s system embedded – includes: clear learning targets, strategies, link to Pupil Premium Grant, quality assurance, grading.**

- **Minimum termly briefings for Designated Teachers (DT) for updates.**
- **Introduction of Workshops for new DTs- Sept 2015**
- **Focus on Attachment Issues-Autumn 2015**

- **Newly appointed Virtual School Head Teacher (VSHT) attended N.W. network meetings to share in good practice.**

- **Regular email contact to liaise on issues/share good practice.**

- **Focus on Ofsted Inspection process- Aut 2015**

- **All CLA monitored for progress in 5 indicators each term-carried out by Advisors/Virtual School (VS) team by personal contact with schools.**

<p>4. Provide CLA and their schools with CLA Pupil Premium to assist in supporting the educational targets and interventions identified on the CLA's Educational Provision Map and PEP</p> <p>5. Develop effective identification of all secondary CLA experiencing underachievement (with a focus on Year 10 and Year11 Lancashire CLA requiring intensive educational support for GCSE ; particularly CLA with identified 'potential' to achieve 5 GCSE including English and Maths</p> <p>6. Track the progress of secondary CLA pupils systematically over the year ensuring appropriate intervention and support is in place, making effective use of the CLA Pupil Premium and brokering in additional support as necessary</p> <p>7. Provide bespoke and individual support and advice packages for CLA pupils experiencing difficulties in school due to :-</p> <ul style="list-style-type: none"> ○ change of school or care placement, ○ pupil experiencing emotional , social or / and behavioural difficulties ○ risk of exclusion ○ Significant underachievement . <p>This may involve :</p> <ul style="list-style-type: none"> ○ 1 to 1 tuition in specific subjects including mathematics ○ Learning Mentor Support ○ Educational Psychologist Assessment ○ Alternative education package <p>8. Strengthen the partnership between Children's Social Care and the Virtual School for CLA through timely sharing of information regarding CLA at risk of underachieving and structured induction for newly</p>	<ul style="list-style-type: none"> ● Improved administration systems re PPG/High Support / PEPSA funding. ● Progress monitoring identifies any CLA underachieving in any of 5 indicators. ● Year 10/11 pupils identified are targeted for additional support From VS – including additional funding when required. ● As above. ● Programmes identified via PEP review meetings attended by VS team member/Headteacher and supported via High Support Funding and/or PEPSA. ● Commissioned tutors from specialist teachers, EP assessments, funded Teaching Assistants, counsellors, Play Therapists etc. ● Attendance at Children's Social Care area Manager Meetings by VS team members.
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qualified social workers

9. Share key messages from national research into underlying barriers and effective support for CLA pupils through the Secondary School Senior Leader Network

10. Develop the Quality Assurance model for Virtual School for CLA to monitor and evaluate the effectiveness of EPMs, PEPs and CLA Pupil Premium. To buy in adviser time for Quality Assurance.

11. Support the transition of CLA into new schools, including additional support for Y6 pupils most at risk of underachievement as they transfer to secondary schools

12. The profile of the Virtual School for CLA is promoted through school advisers and support from the Corporate Parenting Board.

- **Data on pupils with significant issues at school (Red for assessed indicators) provided to CSC**
- **Multi service workshop with HMI inspector re progress for CLA- June 2015**

- **Attendance at LASHH/PHIL (Head Teacher forums) meetings.**

- **EPMs/PEPs monitored and graded by VS Head.**

- **VS Educational Consultants attendance at admission /planning meetings.**

- **School Advisers supporting collection of progress data on Primary phase.**
- **All advisers providing challenge and support to schools/governors in relation to provision and outcomes for CLA.**