

1. Case Studies for Use of Pupil Premium Plus 2016/17

NZ a little girl: White other- Polish now in Reception

NZ was born in Poland and moved to the UK as a baby. She came into care in October 2014, having only just started at nursery in September 2014. Prior to N's enrolment in nursery, there were concerns that she presented as vulnerable due to her young age, her family's isolation, lack of English and lack of social stimulation via contact with other children her age. She is on a Care Order. She has been with the same foster carers since Dec 2014.

Current attainment- Although N is working below GLD (Good Level of Development) in some areas, she has made accelerated progress in many areas, most noticeably in communication and interaction. For example, she has recently been rescreened using the Language Link programme and has moved from the 5th to the 95th centile.

Attendance: Reception- 96%

Additional support provided by Pupil Premium since N came into care

Provision	Description
Virtual School Summer School	The VS runs a summer school every year for children due to start in Reception in the following September. The six sessions are led by a Primary teacher and focus on Literacy alongside preparing children for the transition from nursery to primary school. N attended all of the six sessions held throughout the summer holidays in 2016. She made a smooth transition to Primary school, enjoys school and has made peer friendships.
Educational Resources	Numicon at Home Kit (Multi-sensory Numeracy resource) and a Jolly Phonics Letters & CD book were provided for the foster carers to use to support home learning.

EV a little boy: White British; Year 1

He came into care in December 2015 (Year R) because of neglect. E hadn't attended his Reception Class due to his behaviour. He lived with his first Foster Carer until July 2016 and then moved to the Specialist Placement Scheme because of his extreme behaviour. He remained with the same carer until December 2017 when sadly he had to move unexpectedly because his carer became seriously ill. He started in Reception in March 2015 at a local school and stayed there until Dec 2016 when he transferred to a local school nearer to new carers. During this period E was being assessed and it was agreed to issue an Educational Health Care Plan based on assessments Health, Education and Care specialists. He repeated year R.

Attendance: Year R – 33% in school from when he came into care

Year R – 66% (repeated Year R, mornings only)

Additional support provided by Pupil Premium since E came into care

Provision	Description
Reception Summer School	E attended Summer school as he had missed so much of Year R, it had been agreed that 'stage not age' needed to be applied and E would repeat Year R.
Book Club	E receives termly book parcels, PP funded from the VS. He has an interest in bugs and has received a bug hunting kit as part of the parcels
1-1 tuition	E had never been in a classroom. When he first came into care a 1-1 tutor worked with him at home for 2 hours per day, after 6 weeks this moved into the local schools Reception class. This increased to 3 hours per day until a special school placement was identified. A 1-1 tutor worked with E over the holiday periods.
East Sussex Behaviour Attendance Service (ESBAS)	An ESBAS Advisor and practitioner worked with schools and with the VS 1-1 tutor to plan, deliver and support E's programme.
Maintaining Placement	In order to maintain both school and care settings initially E's Childminder provided 1-1 support in the afternoons. When E moved to new carers in July 2016 placement support staff collected him from school after lunch and carried out appropriate activities off the school site.
Thrive training	The Virtual School contributed to the costs to train staff in Thrive. The VS provided books and activities to support staff who were working with E.

OJ, a little girl: White British; now in Year 3

Prior to coming into care in July 2015 because of neglect, O was working below or well below expected levels in maths and literacy with very low attendance.

End of KS1 results: Reading – Working At, Writing – working below, Maths – Working well below.

O has lived with the same carer since coming into care. O changed school when her care setting became permanent so that she would be nearer her carer.

Attendance: Year 2 – 96.1%

Year 3 – 85.4% (low due to educational experience with carers in Australia)

Additional support provided by Pupil Premium since O came into care

Provision	Description
Book Club	O receives termly book parcels, PP funded from the VS. These

	parcels are selected on reading age and are a range of genres.
1-1 tuition	O previously received a block of 10 1:1 tuition sessions in both maths and English to bridge the gaps in her learning. These sessions were hugely beneficial for her as she had a very late start to her education, missing all of reception year and very low attendance in Y1, prior to coming into care. O is just beginning her second block of 10 1:1 tuition sessions to continue to bridge these gaps. O is making great progress, however is still working below
Taxi	O was in a foster placement in Eastbourne, attending school in Peacehaven, as it was agreed by the team around O that school consistency was key for her whilst she settled into her foster placement, a taxi was agreed for her to get to and from school. Her carers were unable to transport her to and from school due to the distance and O not being the only young person living with them, however they were able to collect her on days that O wanted to stay for after-school clubs. As O is now very settled in her placement she has moved to a local school and is able to be transported by her carer, both O and her carer are very happy with this as it is a positive start to the day together.
Year 2 VS trip	O attended the VS year 2 trip to Mallydams Wood in October half term. This was a fun packed day, learning about woodland creatures, habitats, being kind to our environment and enjoying the outdoors. This day also involved a lot of team work between the children, using initiative and leadership skills.
Thrive training	Both O's previous school and her current school have received PP funding for Thrive practitioners training O has been able to access Thrive through school intervention. In addition O's carer has attended the Family Thrive training run by the Virtual School, this has enabled her carer to support the Thrive work done in school by understanding the Thrive Action plan and using same language and activities.
East Sussex Behaviour Attendance Service (ESBAS)	O receives Thrive sessions from ESBAS, funded by PP. These sessions are hugely beneficial for O's social and emotional needs. As O has gaps in her emotional development due to her chaotic early years, these sessions allow her to go back to these missing strands in her early brain development and secure these missed skills. O is making fantastic progress within these sessions which also feeds into her day to day school and home life.

DZ a boy: White other/Polish EAL, Foetal Alcohol Spectrum Disorder, now in Year 6.

DZ came into care in October 2014 because of neglect, is on a Care Order and has been with the same foster carer since May 2016. Prior to coming into care he was not in the UK, so there is no data or end of KS1 SATs. Working below ARE for a year 1 child (below National Curriculum levels)

Attendance: Year 4 – 98%

Year 5 – 98%

Year 6 – 97%

Additional support provided by Pupil Premium since DZ came into care

Provision	Description
Book Club	6 Book parcels per year, KS 2 linked to reading age
1-1 tuition	D has received 30 hours of 1-1 tuition to improve his English at KS2 and is currently part-way through a further block of 10 hours. When DZ came into care, he was unable to recall many sounds and could not blend sounds to read words. He was only able to use a few key words in spoken language. He was working at a level below ARE for a Year 1 child. He is now working at ARE in Literacy for a Year 2 child, which represents significant progress for a child with specific developmental language difficulties and FASD.
Virtual School Year 6 Transition Residential camp	The VS invite all year 6 to attend this 3 day residential, the challenges of outdoor and adventurous activities provide a platform for Virtual school staff and SW's to explore with the child the challenges around transition and consider strategies to manage the situation.
Independent Speech & Language Therapy	There was some evidence that DZ had experienced speech & language difficulties in his first language, prior to coming to England and despite S&L interventions in school, DZ was not making the expected progress, so the VS funded a full Speech and Language assessment by an Independent therapist, to identify his difficulties and to inform future intervention. Following the report, which identified specific developmental language difficulties and speech sound production difficulties, the VS also funded a block of 6 1:1 sessions with the therapist to support speech sound production. A TA from his school shadowed these sessions, so that the work could be continued in school. His spoken English has improved considerably; he has a wider vocabulary and is now working on using complex sentences in both spoken and written English. His confidence and self-esteem has increased considerably as his ability to verbally express his needs, thoughts and feelings has

	improved. This has also had a positive impact on his ability to initiate and maintain peer relationships.
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SM- a boy White British, Year 8

SM came into care in December 2016 because of neglect, he hadn't attended any school for 4 years. He had received some mentoring via ISEND for 4 months prior to coming into care and had an Additional Needs Plan and access to e-learning. Initially he stayed with a family member out of East Sussex, so e-Learning and book parcels were put in place. He moved back to East Sussex in February 2017 and went on roll, into year 8 at a local mainstream secondary school March 2017. A Thrive assessment, Speech and Language link assessment was carried out by the school. No SEN were identified but gaps in education.

Additional support provided by Pupil Premium since L came into care

Provision	Description
E Learning	The Virtual school provided a lap top and funded 10 weeks of E learning. When S returned to East Sussex and went on roll at a school to ease the transition into school he continued the E learning in the school setting. This finished in April 2017
1-1 Tuition	Gaps identified and S had 4 hours p/w 1-1 tuition in basic literacy and numeracy. This was for 12 weeks. S embraced the tuition and made huge progress. He is fully integrated into school
Book Club	S received books and reported that he had never had a book of his own before.
Thrive/Nurture	The school have a nurture coordinator who is Thrive trained, this was funded in part by the Virtual School. S had access to regular Thrive sessions and Nurture provision as part of his transition into full time education.

S is attending full time with an excellent attendance record, he is in mainstream classes making very good progress.

PK a girl, White British; now in Year 10

Pk came into care in June 2009 due to neglect/abuse, is on a Full Care Order and has been in a residential children's home since August 2015 following 8 placement breakdowns.

Year 8 – put on a part-time timetable due to very disruptive placement breakdown/high anxiety.

Year 9 – period of time at College Central. 67.4 % attendance

Year 10 – 95.6% attendance

Additional support provided by Pupil Premium since P came into care

Provision	Description
1-1 tuition	P received a block of tuition during Year 8 when on a P/T timetable. Support from VS tutor for period of time without a school in Yr 9 – several sessions of 2 hrs or more per week.
Transport	Taxis provided for short period due to distance of foster placement to school.
Virtual School Year 6 Transition Residential camp	The VS invite all year 6 to attend this 3 day residential, the challenges of outdoor and adventurous activities provide a platform for Virtual school staff and SW's to explore with the YP the challenges around transition and consider strategies to manage the situation.
ESBAS	1:1 sessions to support engagement and self-confidence.
'Fast Tomato'	VS Caseworker looked at 'Fast Tomato' programme with P to give advice on careers/college choices.
Mentoring	Support from VS worker around PSHE topics and mentoring. This is ongoing.
Alternative Provision - Egg Tooth	P has recently joined a group working on self-esteem and confidence.

P is now in Year 11 and continuing to make progress, she is planning to go to college in September 2018.

FG - a girl, White British; now in Year 12

F came into care in December 2009 because of neglect, is on a Full Care Order and has been with her current carers for four years.

Attendance: Year 9 – 98%

Year 10 – 100%

Year 11 – 96%

Additional support provided by Pupil Premium since F came into care

Provision	Description
Book Club	F received book parcels in KS2 termly, these will have been selected on her reading age.
1-1 tuition	Throughout secondary school F has received several blocks of 1:1 tuition in maths, science and English to boost her levels and bridge any gaps she may have had in her learning. F made a huge amount of progress in her education, exceeding her expected levels in many subjects. All of these blocks of tuition were requested by F herself during her PEP meetings as she was very keen to succeed in her education. F sat her GCSE's

	and is now in the 6 th form at Bedes on a boarding placement.
'This Is Us' CICC film	The Virtual School and CICC (Children In Care Council) produced a short film 'This is Us' about being in care which was PP funded. F came up with this idea as a member of the CICC, she wanted the film to be a message to others about what being in care is like for the young people including the positives. https://www.youtube.com/watch?v=ztlm5IGGpfQ
Virtual School Year 6 Transition Residential camp	The VS invite all year 6 to attend this 3 day residential, the challenges of outdoor and adventurous activities provide a platform for Virtual School staff and SW's to explore with the children the challenges around transition and consider strategies to manage the situation.
VS Y11 revision day	The Virtual School run a revision day for Y11 at Brighton University, helping the young people to find was of revising as they approach their GCSE's. This also gives them the opportunity to look round the university with current students, getting a glimpse of university life.
Higher Education opportunities	F has been given the opportunity to be part of higher education schemes such as Compact Plus and university day events. These have been excellent opportunities for F as she is extremely aspirational regarding her future and possible career paths. F also went on the Sussex university Year 10 residential.
School trip – World Challenge, Sri Lanka	F went to Sri Lanka last summer on a world challenge trip with school, pupil premium funded 1/3 of this trip, in order for us to agree the fund F did a presentation about the challenge and how she would benefit. This was a wonderful life experience for F and a great way to spend her summer before moving on to sixth form. F had to fund raise for the final 2/3 of the cost .

2. Springboard boarding placements

Until the end of 2016 -17 we had 5 YP attending boarding school at Bedes (1 Year 8, 1 Year 11, 2 Year 12, 1 Year 13). We continue to work with the Springboard charity who have now amalgamated with RNCF who agree to fund 25% of the fees, Bedes fund 50% and the LA 25%. In 2017-18 2 students are joining year 12. There is a YP (Yr 12) who has recently come into care who is being supported at Box Hill Boarding School.

In addition to the fantastic opportunities offered to the YP that attend, Bedes offer days to groups of students from placement support, 1-1 opportunities and host our Children in Care Awards.

The student who has just left Bedes has written the following about his experience:

When I was first introduced to the opportunity to attend Bedes, I lacked knowledge of what private schools were, what boarding was, what living away from home would feel like and whether or not I would enjoy such a significant change from state school to private school. 5 years on and I can certainly state that, without a doubt, accepting that opportunity was one of the best decisions I have ever made. The first few weeks was challenging for me as I was new to the concept of boarding however over time, I found that the easily accessible and somewhat invaluable support I was given

by staff and newly befriended classmates allowed me to feel like I was not only part of the multicultural and incredibly diverse Bedes community but moreover that I could achieve anything I wanted to, be it in an academic or co-curricular field.

Being a looked after child who struggled with settling into new places and managing work with personal time, I felt anxious about how I would cope with such a tremendous transition in my life however all of this apprehension swiftly and absolutely vanished with the help of Bede's looked after child representative; Dr Andrew Carroll. Having Dr Carroll there, knowing I always had someone on campus that I could talk to if I ever needed any advice or help really made me feel safe and ultimately gave me the courage to try new activities and sports out, allowing me to meet new people and feel more settled in. This support was also provided to me by my house master and tutors throughout the 5 years at Bedes which I feel has given me the skills and confidence to smoothly transition into the next chapter of my academic journey.

Even though Bedes consistently encourages you to accomplish goals you never thought possible, it must be said that a significant part of that process begins with pushing yourself to try new things out, whether it be sports, subjects, activities or events. To this I say, if you wish to truly leave Bedes feeling that you have done all that you can, you MUST be able to jump into the deep end and try things out that you've perhaps always wanted to do or that you never knew existed until you came to Bedes. By doing this, you will experience the opportunities to make new friends and obtain new knowledge which will conclusively prepare you for later life whilst also taking advantage of everything that Bedes has to offer you. This would unequivocally be my most valuable advice I could give to anyone thinking about applying to Bedes.

There will always be rules you must abide by in any academic institution however if I were asked to list what I would advise someone NOT to do within their time at Bedes, it would be:

- 1. DON'T defer from taking up a new hobby or subject at Bedes through the thoughts of embarrassment of failure. Everyone is in the same boat as you and anyone that appears highly skilled at their activity had to start somewhere.*
- 2. DON'T feel intimidated by the incredibly cultural diversity at Bedes. You are constantly surrounded by students your age that come from a wide range of different backgrounds and nationalities so embrace it and begin to enjoy learning how their lives differ from yours.*

In conclusion, Bedes is a fantastic place to learn new things and meet new people albeit being a looked after child or not. Knowing I constantly had access to invaluable support from teachers and staff as well as feeling part of an ambitious, loving community ultimately allowed me to achieve all of my goals which is why I encourage anyone deciding whether to attend Bedes to take the jump and see where their experience will take them.

This young person achieved Triple distinction * and went off to York University in September 2017.

3. Higher Education

Our YP who go onto Higher Education make the most of all the opportunities and are very willing to return to East Sussex to share their experiences. One of our undergraduates spent a year as part of his course in Vienna and another in Australia (University of Sydney), they will graduate in June 2018. We have enjoyed celebrating with our graduates as they complete studies and move on in the world of work or to MA's. One of our YP who completed an MA in July 2016 is working for an East Sussex Creative training Provider. One of the YP who graduated in 2016 completed an MA in 2017 and was the guest speaker at the recent CIC Awards. He now runs a photography business: