



**Children Looked After Self Evaluation Form (CLASEF):
Secondary
Pupil Premium Plus (PP+) Audit & Report to Governors
for Hertfordshire Schools 2017/2018**

Chauncy School

Children Looked After Self Evaluation Form (CLASEF): Secondary Pupil Premium Plus (PP+) Audit & Report to Governors for Hertfordshire Schools 2017/2018

The purpose of this document is to support schools in the evaluation of their provision and future planning to meet the needs of CLA and where appropriate, Post-CLA. This CLASEF should be used to review and improve the processes to support progress and attainment. It can also be used to analyse the impact of Pupil Premium Plus (PP+).

The sections are aligned with OFSTED criteria covered by the Common Inspection Framework Aug 2016.

This document should be completed by the Senior Leadership Team (SLT) member with responsibility for CLA. Usually, this will be the Designated Teacher

This CLASEF can be used as:

1. the annual report to School Governors,
2. a record and evaluation of the effective impact of the use of PP+ funding by the school in 2017-18,
3. identification of areas for discussion with the Education Adviser (EA) during termly meetings
4. a tool to tailor support from the Virtual School

It is in three parts and should be completed throughout the year, updating the information reported in 2016-17 and emailed to virtualschool@hertfordshire.gov.uk

What	By When	Completed
Part 1	Monday 30 October 2017	
Part 2	Friday 8 th December 2017	
Part 3	Wednesday 21st March 2018	

Summary of strengths, priorities and recommendations for improvement:

- 3 Main strengths
- 3 Main priorities for improvement for 2017-18 (from CLASEF 2016-17)

Recommendations from HfL Visit (from 2016/17):

Pupil Quotes (*school to complete if appropriate*)

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New CLASEF questions for 2017-18:

<u>Leadership and Management</u>	
How much time is the DT able to allocate to the role?	
Under what circumstances would the school ask the Virtual School for support?.	
What training has the DT provided for all school staff on the issues that affect CLA and what has the impact been?	
Quality of Teaching, Learning and Assessment:	
How does the school homework policy reflect the needs of CLA and how do teachers put this into action?	
<u>Personal Development, Behaviour and Welfare:</u>	
What are the typical effects and repercussions of a school exclusion on CLA and their placement?	
What is the process of reintegration of excluded CLA?	
Hertfordshire County Council 'Outcome Bees' for Children Looked After:	
How does the school support the CLA on roll to achieve the HCC Outcome Bees? (Please indicate an example for each 'be')	
be happy: to help learners know themselves and celebrate success.	be independent: helping learners to gain the skills and knowledge needed for future employment.
be ambitious: <i>enabling learners to make good progress in their work and personal development and to enjoy their education.</i>	be resilient: ensuring that learners understand their rights and responsibilities, are listened to, and participate in the life of the community.
be safe: <i>keeping learners safe from bullying,</i>	be healthy: <i>helping learners to adopt healthy</i>

harassment and other dangers.

lifestyles, build their self-esteem, eat and drink well and lead active lives.

Children Looked After Self Evaluation Form (CLASEF) Secondary. Pupil Premium Plus (PP+) Audit & Report to Governors for Schools with Hertfordshire CLA on Roll 2017/2018

The purpose of this document is to support schools in the evaluation of their provision and future planning to meet the needs of CLA. This CLASEF should be used to review and analyse the processes that impact on progress and attainment (including the use of Pupil Premium Plus PP+) and support school leaders, including governors, in improving all outcomes of the CLA on the school roll. The sections are aligned with OFSTED criteria covered by the Common Inspection Framework Aug 2015 (paras 27-32).

This document should be completed by the Designated Teacher (DT) who is the Senior Leadership Team (SLT) member with responsibility for CLA.

This CLASEF can be used as:

- the annual report to governors,
- it will be the PP+ audit for 2017-18
- it will also help identify areas for discussion with the Education Adviser (EA)
- it will be used to tailor support from the Virtual School.

It should be completed through the Autumn and Spring terms 2017-18 and emailed to virtualschool@hertfordshire.gov.uk

Part 1 of the CLASEF should be sent to the Virtual School office by **Monday 30 October 2017**

Part 2 is to be completed by **Friday 8 December 2018**

Part 3 by **Wednesday 21 March 2018**

School name and LA number	
Headteacher	
DT	
SLT member with responsibility for CLA (if not the DT).	



PART 1.

For completion and return to VS office by **Monday 30 October, 2017.**

Number of current CLA on roll

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
In county CLA								
COLA (Children from Other Local Authorities) Please state the Authority name.								
Number with identified SEND								
Number with an EHCP or Statement								
Number who are identified as Most Able								
Post-CLA								

Outcomes for CLA

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Number on track to achieve Age Related Expectations (ARE)								
Number on track to achieve targets								
Did pupils achieve targets set last year (Yes or No)								
Please comment on the ARE achievement by CLA. (Existing school documentation may be appended)								

Key Questions	Evidence	
<u>Effectiveness of Leadership and Management</u>		
The DT		
<ul style="list-style-type: none"> • Is the (DT) a qualified teacher? How long have they held the post of DT? What other roles do they hold? • How much time is the DT able to allocate to this role? 		
<ul style="list-style-type: none"> • What training has the DT participated in during the last two years? • Please list any training undertaken by other colleagues who support CLA, for example, Teaching Assistants (TA), Learning Support Assistants (LSA), Special Educational Needs Coordinator (SENCO), Individual Needs Coordinator (INCO), Mentor... • What training has the DT DT provided for all school staff on the issues that affect CLA and what has been the impact? 	Date of Training	Name of Course
<ul style="list-style-type: none"> • In addition to the DT, which other professionals attend the termly electronic Personal Education Plan (ePEP) meeting? 		
<ul style="list-style-type: none"> • Under what circumstances would you ask the Virtual School for support? 		
Leadership and Management		
<ul style="list-style-type: none"> • How does the DT ensure all school policy and practice both reflects the needs of CLA and secures high expectations of all adults with regard to the progress and attainment of CLA? 		
<ul style="list-style-type: none"> • How does the school monitor the progress and impact of intervention for CLA? How is this information shared with governors? 		
<ul style="list-style-type: none"> • How is the Headteacher made aware of the content of the ePEP, PP+ spend and all other aspects of support for CLA? 		

<ul style="list-style-type: none"> • What support does the Headteacher provide to the DT? e.g. admin support or time allowance 	
<ul style="list-style-type: none"> • What processes are in place to ensure that staff develop good relationships with CLA? 	
<ul style="list-style-type: none"> • Do CLA have a first point of contact or another adult that they go to when they need help? 	
<ul style="list-style-type: none"> • How do leaders ensure that CLA establish supportive and trusting relationships with their peers and that they are not subject to bullying? 	
Engaging governors	
<ul style="list-style-type: none"> • Is there a named governor for CLA? If so, how regularly does he/she meet with the DT? 	
<ul style="list-style-type: none"> • How does the school ensure that the CLA governor has an understanding of how the school spends PP+ and how this is used to accelerate progress? 	
<ul style="list-style-type: none"> • How is the progress of CLA shared with the CLA governor? How is this data compared with CLA's peers and benchmarked against national levels? 	
<ul style="list-style-type: none"> • How do all governors support and challenge the progress of CLA within the school? 	

Quality of Teaching, Learning and Assessment.

<ul style="list-style-type: none"> • How are all teachers and support staff made aware of the CLA and their learning needs? 	
<ul style="list-style-type: none"> • How are CLA needs met through Quality First Teaching and timetabling? 	
<ul style="list-style-type: none"> • What precision intervention is in place to accelerate progress? • How is this intervention monitored and evaluated? • Does it demonstrate impact? • If not, what is the school intending to implement instead? 	
<ul style="list-style-type: none"> • How are CLA learning needs reflected within the whole school Teaching and 	

<p>Learning policy? E.g. lesson observation forms, marking policy, book look routines, seating...</p>	
<ul style="list-style-type: none"> How are carers kept informed of the pupil progress of the child they look after? E.g. consultation evenings... 	
<ul style="list-style-type: none"> How does the school homework policy reflect the needs of CLA and how do teachers put this into action? 	
For Year 11	
<ul style="list-style-type: none"> Are Y11 CLA on track to achieve target grades? If not, what intervention has been put into place? How is this monitored and evaluated? 	
<ul style="list-style-type: none"> Have any Y11 CLA dropped KS4 courses in the past year? If so, who is consulted before any decisions are made? 	
<ul style="list-style-type: none"> What other provision is provided when a KS4 course is dropped? 	

<u>Outcomes for CLA</u>	
Are the CLA on roll making expected progress or better?	
<ul style="list-style-type: none"> How does the school secure a baseline for CLA? a) At point of entry to school? b) At point of entry to care? 	
<ul style="list-style-type: none"> How are CLA tracked to assess improvement in progress in relation to other disadvantaged groups, all pupils in the school and nationally? 	
<ul style="list-style-type: none"> How frequently is the progress of CLA monitored/discussed at SLT level, for example, half termly pupil progress meeting? 	
<ul style="list-style-type: none"> How are outcomes from this meeting followed up? 	
<ul style="list-style-type: none"> Are there any concerns about the attendance of CLA in school? If so, what is the school doing about it? 	
<ul style="list-style-type: none"> Is the school website compliant in relation to CLA with SEN reporting (see code of practice 6.79 & 6.80)? 	

END OF PART 1.

PART 2.

For completion and return to VS office by Friday **8thth December, 2017.**

The ePersonal Education Plan	
<ul style="list-style-type: none"> • How does the DT prepare for the ePEP meetings? 	
<ul style="list-style-type: none"> • How does the school ensure that the targets in the ePEP are sufficiently challenging? 	
<ul style="list-style-type: none"> • How does the school ensure that the targets are in line with the pupil making at least expected progress? 	
<ul style="list-style-type: none"> • How does the school ensure that the targets are where appropriate, above age expected progress? 	
<ul style="list-style-type: none"> • How does the school ensure that there is a direct link between targets and suggested intervention and actions evidenced within the ePEP? 	
<ul style="list-style-type: none"> • How does the DT share the content of the ePEP with class teachers and LSAs to ensure that they implement key actions to secure pupil progress? 	
<ul style="list-style-type: none"> • How is impact of any intervention evaluated? 	
<ul style="list-style-type: none"> • How does whole school tracking data over time inform and support the ePEP process? 	
<ul style="list-style-type: none"> • Where appropriate, are PEPs linked to an EHCP? 	
<ul style="list-style-type: none"> • How are carers enabled to be fully involved in the ePEP meeting? 	
<ul style="list-style-type: none"> • How does the school communicate with key stakeholders? 	
<ul style="list-style-type: none"> • How does the school consult CLA and involve them in decisions? 	
<ul style="list-style-type: none"> • What other partnerships are in place to support CLA beyond the school? For example with the social worker, Education Adviser, Educational Psychologist... How are these colleagues kept updated? 	
<ul style="list-style-type: none"> • How can the school improve the quality of the ePEP meetings and record? Please refer to the RAYG criteria in appendix 1. 	

<u>Personal development, behaviour and welfare</u>	
Transition	
<ul style="list-style-type: none"> How does the school plan for and support transition for CLA? 	
<ul style="list-style-type: none"> How does the school track CLA into their next provision? 	
<ul style="list-style-type: none"> How does the DT support the effective transfer of information and documentation (phase to phase, school to school)? 	
Careers advice and Guidance – Employment Excellence Programme (Years 7-11)	
<i>Years 7-9 6 hours per academic year</i>	
<i>Years 10 and 11 18 hours over the Key Stage</i>	
<ul style="list-style-type: none"> Have all CLA had their allocation of time (see above) with the Employment Excellence Programme (EEP), delivered by a Connexions Personal Adviser? 	
<ul style="list-style-type: none"> How is this time being used? 	
<ul style="list-style-type: none"> What is the impact of EEP & how does the school know? 	
<ul style="list-style-type: none"> Does the school receive feedback from the EEP adviser? 	
Part-time provision	
<ul style="list-style-type: none"> Does the school have any CLA currently on Part-Time provision? 	
<ul style="list-style-type: none"> If Yes - what is the plan to return them to full time mainstream education? 	
Alternative Provision/ Educated off site	
<ul style="list-style-type: none"> How does the school ensure that a CLA placed in Alternative Provision/Educated off site is fully safeguarded? 	
<ul style="list-style-type: none"> What processes are in place to identify and support those young people in need of Alternative Provision in school or off-site? 	
<ul style="list-style-type: none"> How is the impact of Alternative Provision monitored, evaluated and communicated with key stakeholders? 	
<ul style="list-style-type: none"> What communication processes are in place between the home, school and Alternative Provision? 	
<ul style="list-style-type: none"> How does the school ensure they are effective? 	
<ul style="list-style-type: none"> How does the DT monitor the progress of CLA who are on roll but in Alternative Provision or educated off site? 	

<ul style="list-style-type: none"> How is this information shared with key stakeholders? 	
<ul style="list-style-type: none"> Does the arranged Alternative/educated off site provision, meet the needs of the CLA and enable them to work towards a qualification? How are these monitored for impact, attendance? 	
Child Missing Education (CME)	
<ul style="list-style-type: none"> What processes will the school follow should a CLA become CME? (see updated DfE guidance on CME, Sept 2016) 	
CLA Exclusion	
<ul style="list-style-type: none"> What measures does the school put in place to prevent exclusion and how is the impact measured? What are the typical effects and repercussions of an exclusion on CLA and their placement? Is the Education Adviser/Virtual School informed when a CLA is at risk of exclusion? 	
<ul style="list-style-type: none"> In the last academic year, how many learning days were lost due to exclusions per CLA? 	
<ul style="list-style-type: none"> How many learning days were lost due to internal exclusions per CLA? 	
<ul style="list-style-type: none"> How many learning days were lost due to fixed term exclusions per CLA? 	
<ul style="list-style-type: none"> How many learning days were lost due to permanent exclusions per CLA? 	
<ul style="list-style-type: none"> What is the process for reintegration of excluded CLA? 	
From a Distance	
<ul style="list-style-type: none"> For COLA, what measures are in place to ensure they have all the support needed to make progress? 	
<ul style="list-style-type: none"> What communication and reporting arrangements are in place? 	
<ul style="list-style-type: none"> How does the school ensure that COLA needs are met through a collaborative multi-agency approach? 	
Unaccompanied Asylum Seeking Minors (UASM)	
<ul style="list-style-type: none"> Are there any UASM on the current roll of 	

the school?	
<ul style="list-style-type: none">• What is their educational provision?	
<ul style="list-style-type: none">• Is the ESOL tutor QTS?	

END OF PART 2

PART 3.

For completion and return to VS office by **Wednesday 2^{1st} March, 2018.**

The PP+ Audit - Effective use of PP+ funding	
Current financial year	
<ul style="list-style-type: none"> How is the school making effective and efficient use of the PP+ for its CLA? What interventions/support does this funding currently provide? Give details 	
<ul style="list-style-type: none"> What research has been considered by the school to inform the choice of intervention to support the acceleration of progress for CLA? 	
<ul style="list-style-type: none"> What is the process in school for evaluating the impact of PP+ spending for CLA? 	
<ul style="list-style-type: none"> Which strategies used have had the most impact on pupil progress and attainment and why? <p>(Ideas regarding good practice may be shared at a later date.)</p>	
<ul style="list-style-type: none"> How does the school use PP+ for Post CLA? (if applicable) 	
<ul style="list-style-type: none"> Is the school website compliant in relation to PP+ and CLA reporting? <p>https://www.gov.uk/guidance/what-maintained-schools-must-publish-online</p>	
<ul style="list-style-type: none"> Please provide hyperlink to school webpage with PP+ and CLA reporting detail: 	

Having completed the CLASEF; summarise the school's main strengths and priorities for improvement.
<ul style="list-style-type: none"> 3 Main strengths
<ul style="list-style-type: none"> 3 Main priorities for improvement

This CLASEF has been reviewed and discussed to ensure plans for continuous improvements are in place.

SignedDesignated Teacher. Date.....

SignedHeadteacher. Date.....

SignedGovernor for CLA. Date.....

Date

Date sent to Virtual School

Part 1.....

Part 2.....

Part 3.....

Appendix 1.
RAYG criteria:

ePersonal Education Plan (ePEP)	
Green	<ul style="list-style-type: none"> • ePEP is fully completed with both up to date data and previous Key Stage data and is within timescale* . • ePEP is effectively evaluated on a termly basis and targets reviewed. • Targets are SMART • Targets are ambitious and related to educational achievement with learning support identified. • Actions to achieve targets have clear by when and by whom accountability by school staff • ePEP shows clear evidence and impact of interventions, some of which may be funded by Pupil Premium Plus (PP+). • Use of PP+ is evaluated on a termly basis in school, by Governors and with the VS. • CLA understand and are consulted in decisions about them and their ePEP targets • Academic progress is evident
Yellow	<ul style="list-style-type: none"> • ePEP is completed within timescale*. • ePEP addresses the current need, but targets lack challenge or academic focus • Targets relate to the CLA only with no school support identified. • PP+ funding is having some impact on supporting educational achievement, but lacks focus. • Use of PP+ is evaluated through annual reporting to Governors and with VS. • CLA understand and are consulted in some decisions about them and their ePEP targets • Progress is not sufficient
Amber	<ul style="list-style-type: none"> • ePEP is fully completed and is within timescale*. However, it is not reviewed frequently and strategies have not secured improvement. • Targets and actions to support CLA are unspecific and unrelated to overcoming learning barriers or gaps • The use of PP+ funding is not clear, or has had limited impact on educational outcomes. • Use of PP+ is not evaluated routinely. • CLA are involved in some decisions about them and their ePEP targets • There is no or little progress
Red	<ul style="list-style-type: none"> • The ePEP is not completed within the legal timescale*. • ePEP is incomplete and key information around educational achievement is missing or inaccurate. • Targets lack rigor, focus and detail. • PP+ is used inappropriately and does not directly support learning of Children Looked After. The Governing body and VS do not monitor spending of PP+ and its effectiveness. • CLA are not involved in decisions about them and their ePEP targets • There is regression or no progress

*See Hertfordshire Virtual School Guidance – The ePEP Timescale