Welcome to the second issue of Supporting vulnerable children and young people and the virtual school for CiC in Hampshire. It provides an opportunity to know about national and local support and to recognise the good practice at a range of schools across Hampshire, particularly in light of the Pupil Premium for primary schools being increased to £1,300 in April 2014.

Please share with us your excellent practice in supporting vulnerable children in your school.

E-mail: glynis.wright@hants.gov.uk
Support from the Educational Psychology Service

The Educational Psychology Service is running bookable consultations sessions for designated teachers. The sessions are 50 minutes long and are either run by two educational psychologists or an educational psychologist and a manager for vulnerable children.

The consultation uses a problem-solving/solution focussed framework. The first half of the session is used to explore the needs of the child/young person through consultative questioning, trying to gain an understanding and insight into multisystemic factors not just the within child factors. The second part of the session is used to explore strategies and interventions that can be used to support the child/young person again looking at multisystemic issues.

Dates and venues across the county include:

**Winchester Local Office dates**

9.30am – 12.30pm, being held at Falcon House, Monarch Way, Winchester:
- Friday 18 October 2013
- Tuesday 10 December 2013
- Friday 31 January 2014
- Thursday 13 March 2014

**Havant Plaza dates**

Havant Public Services Plaza
Civic Centre Road
Havant
PO9 2AX

Tel: 023 9244 1496
Fax: 01962 834551

- Friday 11 October 2013 – 9.30 am, 10.45 am and 12.00 pm.
- Tuesday 3 December 2013 – 9.30am, 10.45am and 12.00 pm.
- Friday 17 January 2014 – 9.30 am, 10.45 am and 12.00 pm.
- Thursday 13 March 2014 – 9.30 am, 10.45 am and 12.00 pm.

Designated teacher sessions for the north are at the new Vertex Offices.
Hampshire Educational Psychology
Vertex
Chineham Court
Lutyens Close
Basingstoke
RG24 8AG
Tel: 01252 814727

- Thursday 21 November 2013 – 9.45am – 12.45pm
- Thursday 19th December 2013, 9.45am – 12.45pm
Pupil mentoring can take place through either learning mentors or peer mentors.

Learning mentors are salaried, non-teaching school support staff who work with school pupils and post-16 learners of all abilities to help them address barriers to learning. These barriers can be wide-ranging and often personal to the individual in question. They include the need to develop better learning and study skills, personal organisation and coping strategies to deal with difficulties at home, behaviour, bullying or general disaffection and disengagement.

Peer mentoring or mediation involves problem-solving between children who are in conflict. It is often used to stop bullying and is part of a no blame approach and can lead to a reduction in disputes, exclusions and violence. The aim is that children learn the skills of conflict resolutions (eg recognising the impact of quarrelling on others and how conflict can be resolved).

Learning mentors have been used in both primary and secondary schools. Pupil perceptions of learning mentors are generally positive. Pupils value the one-to-one aspects of the learning mentor role and often use learning mentors to mediate for them when relationships with teachers and/or pastoral staff have broken down.

Teachers also view learning mentors positively. They value having access to non-teaching professionals who provide an alternative viewpoint and a different approach to pastoral work. Any negative opinion of learning mentors tends to decline over time as the learning mentor role becomes more established and accepted.

Peer mentoring is the most common form of peer support used in secondary schools.

Overall there is evidence that certain aspects of mentoring programmes and mentoring relationships have greater potential than others to maximise impact.

Learning mentors

Meta-analyses of mentoring programmes (which include learning mentors) show that mentoring programmes have a significant and measurable effect on the young people who take part in them, but that the size of this effect is generally modest. They can contribute to improving the attendance of the pupils they mentor, though the extent to which any improvements can be attributed directly to the work of learning mentors is unclear.

Evidence is inconclusive as to whether learning mentors can help to improve pupil attainment. Qualitative evidence suggests that a positive impact is likely, but quantitative analyses do not identify an effect.
Evidence from pupil surveys suggests that the majority of pupils find peer mentoring useful and helpful. It has been found effective in helping primary school pupils with their transition to secondary school.

There is mixed evidence on the impact of peer mentoring and support in relation to the reduction of the incidence of bullying and enhancing the perceptions of feeling safe at schools, as well as to attendance and behaviour.

**Formalisation** of peer mentoring has been associated with positive outcomes. This includes:

- pre-arranged mentor-mentee meetings; set time, set place each week
- formal meetings between mentors and mentees
- designated mentoring area within the school
- scheme co-ordinator available and *around* for sessions
- mentor-mentee pairs being well matched with similar hobbies/interests; same gender mentee-mentor pairs
- approachable scheme co-ordinators
- having strong support systems in place.

**Research evidence sources**


Following on some confusion regarding whether children in care can have their photo taken and shown in the newspaper or be filmed, we outline the official line below.

Children who are looked after by the local authority, should be afforded the same rights and opportunities as their peers. When a looked-after child joins your school, you should ensure that you have established in the permissions form who has parental responsibility for the child and who will be responsible for making key day-to-day decisions. This may be the birth parent, foster parent, the social worker.

With respect to including looked-after children in photographs and publicity opportunities, each child’s case must be considered in the context of risks this type of exposure may bring to the child.

For the majority of children these risks are minimal and where possible children should not be excluded from having these opportunities.

Even where risks do exist, consideration should be given to how the child may have the same experience, but in a safe way, for example, taking two class photos; one with the child in and one without, so the child may have a copy but the other be used more publically.

What is critical is that at the placement planning meeting, where the delegated authority tool is completed, this is clearly identified and then at the first PEP meeting these matters are discussed and confirmed, and the child is aware so there is no confusion. These decisions should be reviewed annually as risks can vary over time and as the child grows older, to ensure decisions are current and serve the child well.

Please, if you are not sure about the protocols that should be applied to any of your looked-after children, contact the child’s social worker and find out, do not leave it until the week of the event as this can cause distress and confusion.

Important information about CiC having their photographs taken

Recent Personal Education Plan (PEP) monitoring visits have identified that Rock Challenge has provided an excellent opportunity to develop some of the most vulnerable young people.

One participating primary school said that their children in care (CiC) had been the “best member of the back stage crew” and another very successful primary school that it had helped one shy young person to “grow in confidence”. One secondary school said that both peer and adult relationship issues had been addressed through the young persons’ participation in the school entry.

To find out more about Rock Challenge and how it can change young people’s lives log on to: www.rockchallenge.co.uk or contact glynis.wright@hants.gov.uk.
While many schools are using their Pupil Premium to boost the achievement of their disadvantaged pupils, evidence suggests that not all schools are using the Pupil Premium as effectively as possible, nor are they using evidence of what works.

The Government has announced that schools that are judged by Ofsted to require improvement, and where there are significant issues regarding the attainment of disadvantaged pupils, will be expected to commission an externally led Pupil Premium review by a Pupil Premium system leader in order to improve provision for their disadvantaged pupils. This approach will take effect from September 2013.

**How a Pupil Premium review would work in practice**

This approach would apply only to schools that were judged by an Ofsted Section 5 inspection to:

- require improvement for overall effectiveness, and for leadership and management
- have significant issues regarding the attainment of pupils eligible for the Pupil Premium.

Ofsted inspectors will make these judgements under the current inspection framework. Ofsted’s revised guidance for inspectors will be published on its [website](#) shortly.

Where a school falls into these categories, the Ofsted inspector will recommend in the Section 5 inspection report that the school commissions an external Pupil Premium review by a system leader, such as a national leader of education with expertise in boosting disadvantaged pupils’ achievement and closing gaps.

If the Ofsted inspection has also recommended a review of governance, the Pupil Premium review may be combined with the review of governance. It is for schools to decide on the best way to commission the support they need to address Ofsted’s recommendations. For some schools, it may be beneficial to commission support from a single system leader. For example, the school might commission a national leader of education with expertise in using the Pupil Premium to carry out the Pupil Premium review. This system leader would also bring with them an expert in school governance to undertake the governance review.

The school will be expected to pay for the system leader’s support from its own budget. Schools can use any part of their budget, including the Pupil Premium, to fund the review.
Once identified, the system leader will carry out a sharp, focused review of provision for disadvantaged pupils. Even if an external review of governance had not been recommended, the Pupil Premium review would consider the effectiveness of the governing body's oversight of the school's use of the Pupil Premium.

The system leader would then work with the school to put in place a new strategy for using the Pupil Premium, including planned spend on specific evidence-based interventions. The system leader will be expected to sign off formally the new strategy with the headteacher and chair of governors.

At any subsequent Ofsted inspection, the improvements that the school in question has made using the Pupil Premium review, by implementing their new Pupil Premium strategy, and any subsequent support from the system leader, will be evaluated as part of the inspection of that school.

Choosing Pupil Premium system leaders

Pupil Premium system leaders will be school leaders with a track record of accelerating the attainment and progress of disadvantaged pupils, and closing attainment gaps between disadvantaged pupils and their peers.

Details of Pupil Premium system leaders will be made available by the National College for Teaching and Leadership, through a portal on their website. These Pupil Premium system leaders will be drawn from the existing cadre of system-leading schools, including national leaders of education, local leaders of education and teaching schools, and will have a track record of using evidence-based approaches and best practice to accelerate achievement of disadvantaged pupils and close gaps.

Specifically, pupil premium system leaders will be selected by the National College for Teaching and Leadership on the basis that they can demonstrate evidence, in the schools they lead or schools that they have supported closely, of:

- above average progress for disadvantaged pupils (85% at Key Stage 2 and 52% at Key Stage 4)
- above average attainment for disadvantaged pupils (62% at Key Stage 2 and 39% at Key Stage 4)
- closing in-school attainment gaps.

Schools wishing to commission another local system leader not designated by the National College for Teaching and Leadership may wish to use similar criteria and publicly available school performance data to ensure they are commissioning high-quality support. Ofsted, where it can, will also help schools to identify local sources of support. It is, however, up to schools to decide on the system leader from whom they commission the Pupil Premium review, the governance review and any subsequent support.

Schools that have not received an Ofsted recommendation to carry out a Pupil Premium review may also wish to commission a review or support from a Pupil Premium system leader as part of their own improvement work.

Becoming a Pupil Premium system leader

The National College for Teaching and Leadership designates and quality assures national leaders of education, local leaders of education and teaching schools. Teaching schools, in turn, designate specialist leaders of education.

If you are not a designated system leader but would be interested in applying to become one, please contact the National College for Teaching and Leadership.

In the meantime, schools wishing to offer their support, including carrying out Pupil Premium reviews, to other local schools should make themselves known to their neighbouring schools, the local authority or any clusters of schools responsible for commissioning school improvement support.

Contact details

National College for Teaching and Leadership

E-mail: college.enquiries@bt.com
The Parent Partnership Service provides impartial advice, information and support to parents/carers of children and young people with special educational needs (SEN) throughout Hampshire.

We offer:

- a confidential helpline
- general information on special educational needs
- help for parents/carers to express their views
- support through the statutory assessment process
- help to complete forms and to understand complex documents and reports
- home visits and support at meetings
- presentations to support groups
- special needs information days.

Contact us by phone on:
Tel: 01962 845870 or

E-mail: enquiries.pps@hants.gov.uk.

Visit us at the Special Needs Information Day on Saturday 27 April 2013 at The Mountbatten School, Romsey – visit our website for full details: