



**Education  
Scotland**  
Foghlam Alba

# Care Experienced Children and Young People's Fund

**A Snap Shot of the First Year's Spending Across Scotland's Local Authorities**

For Scotland's learners, with Scotland's educators

# The Fund

**Amount - £33 million to be divided across local authorities between 2018-2021**

**Purpose – To target support & improve educational outcomes for care experienced CYP**

- Allocation based on numbers of ‘Looked After’ CYP
- £800 per child or young person 2018-19
- £1200 Per child or young person 2019-2021
  - In 2018-19 the funding range varied from £13,000 to £2.4 million across LAs
  - Funding level will obviously impact how the money is spent

# Significant points to note from the operational guidance

- The fund is part of the Attainment Scotland Fund
  - so focus ultimately needs to be on improved educational outcomes
- Care experience - wider scope than 'Looked After Children' in order to be more inclusive
- Administered by LA central staff (Education and Social Work) rather than schools
  - to enable a wider 'wellbeing & GIRFEC' focus
- Could be used to develop new or 'supplement' existing interventions or initiatives
- Must be '**additional**' support and not to replace or replicate existing services

# Year Two Operational Guidance Changes/Clarifications

- Guidance updated with input from SG, Education Scotland and COSLA
- Age range is 0-26 – common misconception only for 5-15
- The term care experienced has been used to be as inclusive as possible e.g.
  - Kinship care – living with a relative who is not your mum or dad.
  - Looked after at home – with the help of social work.
  - Residential care – living in a residential unit or school.
  - Foster care – living with foster carers.
  - Secure care – living in a secure unit.
  - Adoption

# An overview of how LA's are spending their Funding

- Supports and approaches being targeted
- Intended outcomes and expected impact
- Measures of impact and success

# A wide range of targeted approaches are being used with a wide range of CYP using a wide range of methods

Authority/School/Community	By Support	By Specific Groups	By Stage
Whole school or authority approach to care experienced CYP support eg. Virtual school, School Bases, Hub etc.	Learning support Wellbeing support Family learning SW support Ed Psych support for assessment, training or advice Counselling support	CYP disengaged from school and at risk of losing care placement  CYP in residential care  Out-of-Authority Placements	P6 to S1 Transition  Senior Phase to post school transition
In school support	Home-school link support Attendance support	At risk families	0-5 yo's (speech & language – vocabulary gaps)
In Community support	Early intervention & prevention. Mental health support Mentoring	CYP in kinship or foster care  CYP looked after at home.	
Home support (parental or residential)	Digital inclusion Tracking and monitoring (attainment, attendance, exclusion & participation)	CYP with interrupted learning	
Mix of supports			

# Different types of support spending

Staffing	Training	System Support	LA Projects & Programmes	External Programmes	Resources	Individual Support
Virtual Head teacher Educational Psychologist Teachers Tutors Learning Mentors, Pupil & Learning Support Assistants Counsellors Social Workers Youth Workers, Family Workers Community Workers Advocacy Staff	MAPA Sleep Scotland Nurturing Approaches Trauma-Informed practice & ACES Attachment-based approaches Solihull Parenting Forest Schools	Tailored Tracking Programme for care experienced CYP Attendance tracking Attainment tracking Wellbeing tracking	Forest School Employability Transitions Family Learning Mindfulness Duke of Edinburgh  Contemporary Art Research Cultural Projects & access to events Sports Programmes & access to sports events/facilities 'What If' Project The Shieling Project Champion's Boards Motivational Transitions Social and Emotional Learning Parental Engagement and Involvement	MCR Pathways Aberlour Attain/Works Includem Intandem Children's University Love Learning Duke of Edinburgh Columba 1400 Counselling Creative therapies Sex Education Employability Transitions Mindfulness Growing Together Big Homes Big Future Reconnect Comedy & Confidence Y-Sort-It  <u>Residential</u> <u>Experience:</u> DYW and confidence building	<u>Digital:</u> Interactive Whiteboard Laptops/ipads Improved digital access – internet & wifi Learning apps  <u>Learning:</u> Novels, reading resources Catch-up literacy & numeracy resources Hobby craft materials  <u>Wellbeing:</u> Creative Therapies Friends and Resilience Mind of My Own  Celebration of Success	Intensive support Driving Lessons Individualised Learning Plans Individualised Packages of Support

# Good practice – Top tips for future plans

- Tiered intervention across school, community and home.
- Aligning SWiS and SEEMiS effectively to identify CYP and track their progress.
- Outcomes and measures of success/evaluation of impact built into programme at outset.
- Support offered on a 52 week basis.
- Using pilot schemes as a means of ‘testing’ effectiveness of interventions.
- Upskilling permanent staff, in whatever context, has legacy value.
- Responsive systems – flexibility and readiness to re-focus based on evidence of impact.
- A virtual school or similar supporting infrastructure ‘builds-in’ an evaluation system.
- Interventions/approaches built into existing structures are more likely to be sustainable.
- Spreading the spending across a range of supports increases the range of learners who benefit and allows for greater flexibility of support.



# Range of intended outcomes and impacts

- Education specific outcomes
- General outcomes
- Outcomes specific to the care experienced children and young people
- Outcomes for care and other supporting agencies
- Outcomes specific to families and communities

# Easy measures of success/impact

Success would be an increase	Success would be a reduction
<ul style="list-style-type: none"><li>• Attendance</li><li>• Attainment</li><li>• Wider achievement</li><li>• Care experienced CYP participation in .....</li><li>• Staying on past earliest school leaving age</li><li>• Positive destinations</li><li>• Sustaining destinations</li><li>• Feedback from stakeholders</li><li>• Numbers of staff trained in supporting strategies</li><li>• Number of professional learning opportunities available to staff</li></ul>	<ul style="list-style-type: none"><li>• Pupil referrals</li><li>• Exclusions</li><li>• School placement moves</li><li>• Care placement moves</li><li>• Need for statutory measures of care</li><li>• Need for formal residential care placements</li><li>• Calls to helpline</li></ul>

# More challenging measures of success/impact

Less easily measured factors	Difficult to measure factors
<ul style="list-style-type: none"><li>• CYP's health and wellbeing</li><li>• Parental engagement</li><li>• Community involvement</li><li>• Outcomes for families</li><li>• Capacity of staff to support care experienced CYP</li></ul>	<ul style="list-style-type: none"><li>• Parenting skills</li><li>• Outcomes for families</li><li>• Links between some supports and attainment</li><li>• Efficacy of multi-agency working</li><li>• Impact of staff training</li></ul>

# Virtual Schools established

Glasgow	
North Lanarkshire	
Stirling	
South Ayrshire	
Midlothian	
East Lothian	
Borders	
Highland	
Aberdeenshire	
Aberdeen City	Pre-dates CE CYP Fund
Argyll & Bute	
Dumfries and Galloway	
Fife	
Edinburgh	
West Dunbartonshire	
West Lothian	

# Promising Practice:

Last years reports offered some excellent examples of:

- planning that is linked to local needs of care experienced CYP, is evidence and outcomes based and can be evaluated using clearly defined measures of impact
- trying to spread the benefits across ages and specific needs (senior phase, transitions, out of authority placements, kinship care, LAH, CUs, ..... ) whilst recognising the needs of individual CYP
- using pilots or small scale programmes to test impact before committing large sums of money.
- planning to future-proof the benefit of the funding by incorporating a legacy value or sustainability (improved systems/processes, staff training, ....)
- progressive thinking around CYP on the edges of care and a measure of success being a reduction in CSOs

# ACTIVITY – In your groups discuss..

- What are the ‘priorities’ in terms of the needs care experienced CYP within your specific local authority?
  - Consider school/education, care/social work, family, community, ...
- What would help meet these needs in terms of:
  - infrastructure (community, local authority children’s services, or school)
  - resourcing (internal or external)
  - professional learning (Education, social work, youth service, CLD, ...)?

\* Please note your discussion points on the sheets provided and hand in at the end – it helps us see a clearer picture of local differences in ‘need and response’.



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