

Extended Services in and around schools

Pupil Referral Unit Action Plan

2009-2010

This Action Plan presents the work that the Extended Services in and around Schools Team will be focusing on over the next 12 months with PRU's and partners. This action plan will continue to evolve to ensure we effectively narrow the gap in outcomes for specific groups of children and young people and improve the quality of life of every child's/young person's learning and achievement journey through Pupil Referral Units.

Over the past term each Pupil Referral Unit has been visited by their Extended Services Co-ordinator. These visits involved updating the data held on the unit's progress towards providing access to the full core offer as well as discussing actions for future developments. These discussions have been collated and form the basis of this plan.

The plan also includes actions that build on local and national good practice, partnership working and supporting PRU's and/or the local authority to meet their statutory duties. The approval process for this release of funding is outlined over the page

Each action plan has been separated into the different elements of the core offer. A general section has also been added to include the projects that underpin the development of extended services or span all elements of the core offer. It is expected that all of the actions within the plan will contribute towards the achievement levels of children and young people and narrowing the gap.

The action plan will be formally reviewed on a regular basis. However, the plans will remain flexible to enable the Extended Services in and around Schools Team to harness new innovative ideas and projects which will continue meeting the needs of Children and Young People in Worcestershire. Schools and partners will be kept informed of progress via the Extended Services Newsletter and by regular monitoring reports.

All the plans, supportive information and progress reports will be published on www.worcestershire.gov.uk/extendedschools or www.edulink.networcs.net.

Content – List of actions

Section	Objective / Action number	Page Number	Objective / Summary of action
General Actions	1.1	5	Support the proposed creative partnership project with St Johns and Habberly PRU's which aims to increase parental involvement and varied menu of activities
Varied Menu of Activities	2.1	5	Manage the implementation of the POW (Positive Opportunities Worcestershire)
	2.2	5	To investigate the capacity of partner organisations to offer one additional sustainable opportunity for a varied menu of activities the north east, north west and south areas
Parenting	3.1	6	Support all PRUs to develop and maintain a parent information point (PIPs)
	3.2	6	Support PRUs to identify family learning opportunities
	3.3	6	Support Kidderminster PRU, King Charles school (as lead school), other Wyre Forest schools and the parenting co-ordinators to develop a programme of support to engage the parents and carers of a target group of young people attending the 'Hard to reach' Continuum pilot across the Wyre Forest schools.
Early Identification and Support	4.1	7	Provide additional targeted activities/projects to vulnerable children & young people (8-19yrs) within hot-spot areas in line with the Targeted Youth Support Action Plan
	4.2	7	Work with early intervention family support colleagues to support re-integration into mainstream schools to reduce the number of children and young people on part-time timetables returning to PRU's
Community Access	5.1	7	Investigate the use of Lea Street for community access

Process for developing and approving projects

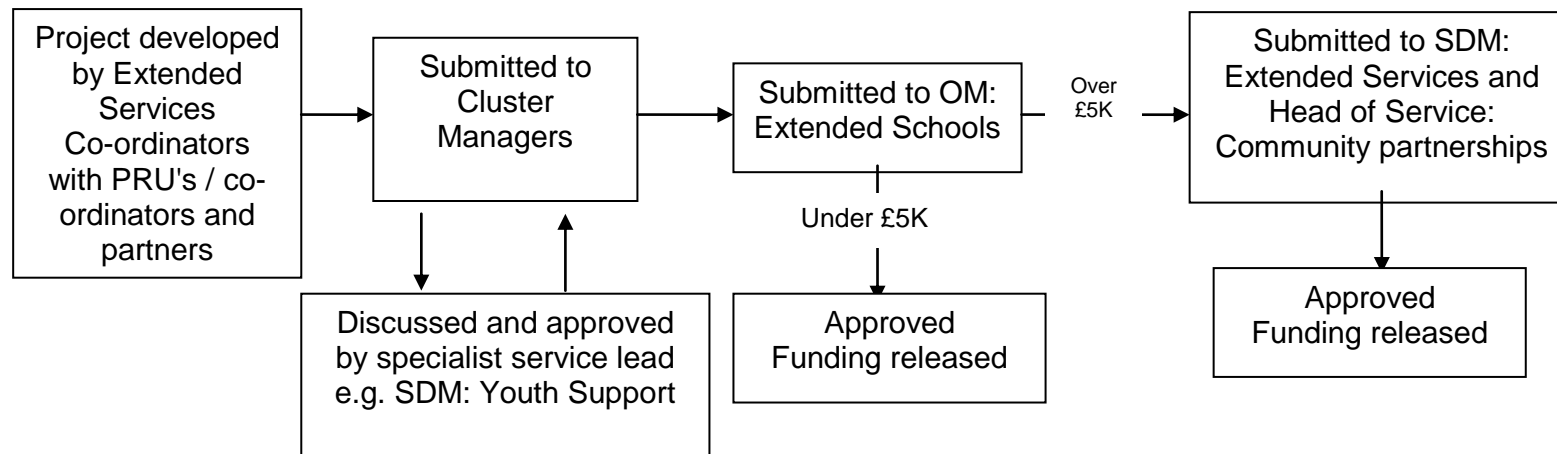
These guiding principles will be used across the Extended Services in and around Schools Team for the following reasons:

- Prioritising workload of team members
- Allocating financial resources to local areas

All projects / areas of work are expected to meet the first four principles for funding to be released. Priority will then be given to those that projects / areas of work that meet a number of other principles

1. **Core Offer:** Projects / areas of work must directly support schools in providing access to the core offer
2. **Meeting need:** Projects / areas of work must directly support school improvement and / or support wider community needs
3. **Partnership working:** Projects / areas of work must be based on groups of schools and / or partners working together
4. **Sustainability:** Projects / areas of work should clearly demonstrate how they intend to continue after the funding period
5. **Additionality / Capacity building:** Projects / areas of work should work towards increasing the range, availability and quality of services
6. **Involvement:** Projects / areas of work should demonstrate that the “target audience” (e.g. parents / vulnerable young people) are fully involved in the design and delivery of services
7. **Community Cohesion:** Project / areas of work should be fully inclusive, promote equity of access and support schools in promoting community cohesion
8. **Narrowing the gap:** Projects / areas of work should clearly demonstrate how they contribute towards narrowing the achievement gap

If projects / areas of work meet the following principles the flow chart below demonstrates the approval process for releasing funding



Extended Services Financial Resources for Pupil Referral Units

The Pupil Referral Units will receive an allocation of funding to enable them and partners to work together to respond to changing needs. The amount devolved down to PRUs is decided after deducting all known expenditure (e.g. Early Intervention Family Support Project) from the total amount received from central government.

The indicative amount allocated to PRUs is meant to be used as a guideline only and should be allocated in accordance to the guiding principles on page 3. This will ensure focus remains on meeting local need and building on existing practice rather than spending resources. It will also allow some flexibility for projects to evolve over the course of the year.

Countywide actions

One expectation from central government is the extended services funding is used to support co-ordination costs. Within Worcestershire we have aimed to keep these costs to a minimum whilst still offering a valuable service. Other than implement the actions outlined within this plan, the ESCos are responsible for carrying out the following tasks

- Maintain information on each unit in relation to progress on providing access to the full core offer
- Develop and deliver the extended services actions plans in partnership in accordance to local need
- Facilitate briefing sessions for governors
- Produce case studies, newsletter articles, press releases on extended services developments across Worcestershire
- Support parental engagement opportunities
- Promote Plug & Play within units
- Support units to promote community cohesion through the facilitation of local networks
- Be an advocate for all elements of the core offer including CAF and the Early Intervention Budget.

Other countywide areas of work that are funded from extended services that aren't included in this plan are included below. These areas amount to £200,000

- Parent Engagement
- Community Cohesion – relationship with iCoCo
- Development of play
- Early Intervention Budget (A budget to support the implementation of practical solutions identified through a CAF).

General actions

This section of the plan outlines those actions that underpin the development of extended services or span all five elements. These actions are a direct result of priorities identified across the county through the Community and School Cluster planning process. The actions also build upon knowledge of existing gaps in provision in relation to the Extended Services Core Offer.

	Action	Baseline	Outcome / Measure
1.1	Support a creative partnership pilot project in St Johns and Habberley PRU's which aims to increase parental involvement and varied menu of activities	<ul style="list-style-type: none"> • Current levels of parental engagement (to be collected) • Number of activities available (to be collected) 	Increased parental engagement and activities provision

Varied menu of activities including study support and play

Giving children a choice of opportunities to enjoy and excel at outside the classroom

Schools should offer access to a varied menu of study support activities, including:

- 'Catch up' and 'stretch' activities; homework clubs
- Arts activities, e.g. dance, drama, arts and crafts
- Sports activities (at least two hours a week for those who want it)
- Other recreational activities, eg. special-interest clubs, music tuition, modern foreign languages, volunteering, business and enterprise activities, visits to museums and galleries

	Action	Baseline	Outcome / Measure
2.1	Manage the implementation of the POW (Positive Opportunities Worcestershire)	POW funding is currently not available for PRU's	For a 60% take up of POW across the cluster
2.2	To investigate the capacity of partner organisations to offer one additional opportunity for a varied menu of activities for the north east, north west and south areas	Current availability of provision (to be collected)	One new opportunity is available in each of the three areas

Parenting support

Helping parents engage with their children's learning by offering support where needed

Schools should provide access to support for parents, including relevant information on services, information around transition, signposting to services, parenting groups and family learning sessions.

	Action	Baseline	Outcome / Measure
3.1	Support all PRU's to develop and maintain a parent information point (PIP's)	No PIP currently in place	<ul style="list-style-type: none"> All PRU's to have PIP's Parents / carers feel better informed
3.2	Support PRU's to identify family learning opportunities	Current levels of parent engagement or take up of family learning opportunities (to be collected)	Improved parental engagement or progression onto formal family learning depending on identified needs
3.3	Support Kidderminster PRU, King Charles school (as lead school) and other Wyre Forest schools and the parenting co-ordinators to develop a programme of support to engage the parents and carers of a target group of young people attending the 'Hard to reach' ContinYou pilot across the Wyre Forest schools. To assess the above and use as a potential model for future practice	Current levels of parental engagement and attitudes (to be collected)	<ul style="list-style-type: none"> A programme of support for parents / carers is developed Increased parental engagement for target group Parents feel more supported and involved Report for future initiatives developed

Early Identification and Support

Working in partnership to ensure the well-being of all children

Early identification and support begins with preventative work to ensure the health and well-being of all pupils. For children with additional needs, schools should work closely with multi-agency or locality teams developed under the children's trust arrangements to ensure that these are identified and supported in school as early as possible. In more serious cases, the child or young person will need to be referred to services outside the school. In those cases, effective early identification and support arrangements will ensure timely and accurate assessment, referral and intervention, and good links between the child, family, school and the service providers concerned.

	Action	Baseline	Outcome / Measure
4.1	Provide additional targeted activities/projects to vulnerable children & young people (8-19yrs) within hot-spot areas in line with the Targeted Youth Support Action Plan	<ul style="list-style-type: none"> The starting point will be Sep 09 	Additional activities developed
4.2	Work with early intervention family support colleagues to support re-integration into mainstream schools to reduce the number of children and young people on part-time timetables returning to PRU's	<ul style="list-style-type: none"> Number of children on part-time timetables % of children who return to PRU's after re-integration into mainstream schools 	Reduction in the number of children and young people returning to PRU's

Community access

Opening the doors to the community

Schools ensure they provide community access to appropriate facilities, such as ICT suites, sports and arts facilities, and also to adult learning in accordance to local need and demand.

	Action	Baseline	Outcome / Measure
5.1	Investigate the use of Lea Street for community access	No current community access on PRU sites	Support the development of a feasibility study for Lea Street to investigate the challenges of community access within PRU's