

# Cluster 3 Engagement Project

- ❖ Overview of Term 2 data
- ❖ Conversations: Main themes
- ❖ Term 4 Overview of work
- ❖ Generic, nationwide theory of change

# Overview of data from Term 2 Survey

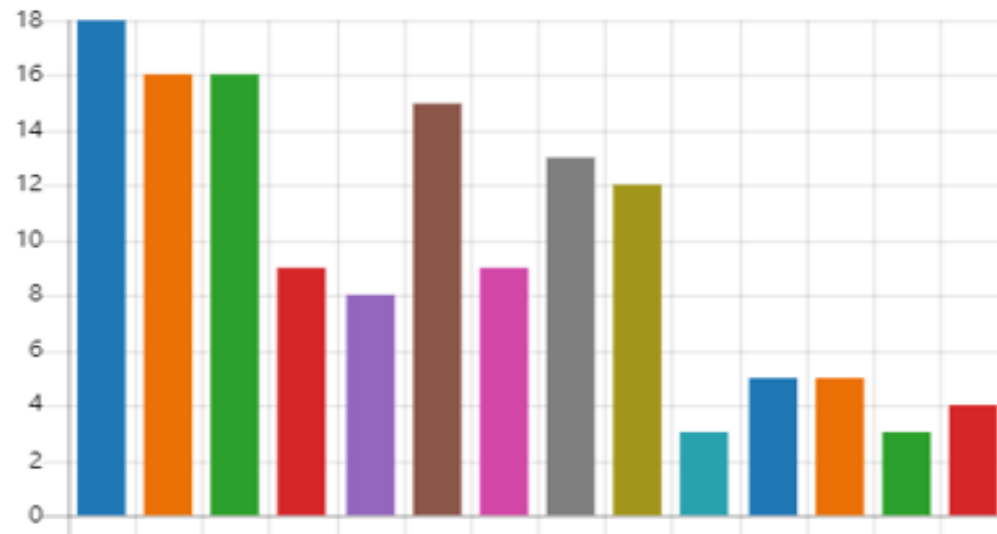
- ❖ From the Data received for 45 CYP from Cluster 3 (not all schools responded)
- ❖ Red + Amber = 68%
- ❖ Green = 32%
- ❖ Out of 14 Vulnerabilities specified, attendance, lateness, parental engagement and anxiety/Mental Health were the top 4 – discussions re DV, coercive & violent behaviour in the home and its effect on CYP

# Overview of data from Term 2 Survey

8. For RAG rating of RED and AMBER, Please can you choose all education barriers that apply:

[More Details](#)

Attendance	18
Lateness	16
Parental Engagement	16
Literacy	9
SEND	8
Anxiety/Mental Health	15
Confrontational/challenging b...	9
Lack of focus in lessons	13
Refusal/avoidance to engage ...	12
Exclusions	3
Access to IT	5
Substance Misuse	5
CSE Concerns	3
CCE Concerns	4



# Conversations: Main Themes

- ❖ Vulnerabilities from Survey: Chance to have a more detailed conversation about these in context with the CYP and their family
- ❖ Social Workers have attended some meetings and been able to add further context Eg family complexities (Enhancing Partnerships)
- ❖ Key Challenges due to context of CYP
- ❖ Despite being RAG Rated AMBER, discussions regarding good practice ie range of appropriate interventions put in for CYP found in all schools visited
- ❖ Use of PP and Cluster offer
- ❖ Advice/resource sharing from Deb Middleton, EP
- ❖ Where relevant, Actions recorded for myself and DM after the meeting

# Outcomes from Conversations & Main Themes

- ❖ **Quality of interventions:** Evidence of good use of Safe adults/ core subject booster groups/ Mentoring opportunities/Thrive Practitioners/Whole school Emotional Coaching (discussion around Trauma informed practice/ Relational Behaviour Approach etc)
- ❖ **Use of PP and Cluster offer:** PP Breakfast Club/After School Clubs, Cluster offer being used, Some schools needed reminding, one conversation where it was felt threshold was too high
- ❖ **EP advice:** ‘Scaled Strategies’, Sensory Breaks, Myself as a Learner, coping with a World Pandemic, Support to focus work of Church funded Mentors
- ❖ **Themes from ‘Actions following meetings’:** Life Skills Support for parents, engagement through Sport, support with healthy diet, Mentor support for parents & carers, further transition support, supporting in school transfer (Individual but limited Case Load), Mentoring possibilities, alternative onsite opportunities Eg gardening/looking after animals – helping to regulate before a lesson, discussion related to whole school training needs – see next slide

# Term 4 Overview of work

- ❖ Analyse Student Voice Surveys – to be shared in week 3
- ❖ Decision on funding spend: Training needs/resources Eg [Attachment & Trauma Aware approaches in education | ARC \(the-arc.org.uk\)](#), MH Toolkit from Unique Voice, Families? – PT meeting SC tomorrow
- ❖ **Attendance/FTE/PA data Clusters v South Glos** - what would be useful for you as a Cluster, or is this already happening for this specific Vulnerable Group?
- ❖ Follow up actions from first meetings & second round of meetings with Cluster Survey Schools
- ❖ Updated Guide will include - <https://padlet.com/helenwitty2001/1icpbzwwggy2id81g?s=03> - Really easy to navigate and access a vast array of resources (adhd, semh, asc, aces/trauma, downs, sensory, dyslexia, dyscalculia, pda, spld + others)

# Generic, nationwide Theory of Change :

