

***Who Cares about Looked After
Children?
Bespoke Sustained Interventions
to Facilitate the Progression of
Look After Children into Further
and Higher Education***



THE MOODY'S FOUNDATION

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Naive Enthusiasm.....



Brunel University Based Programme Aims

1. Increased achievement
2. Promote engagement with learning
3. Increased aspirations
4. Increased understanding of self and life-world
5. Increased HE orientation

The Satellite Programme Aims:

1. Use lessons learnt from previous Brunel bases programmes
2. Deliver bespoke Program elements
3. Prioritize recruitment among Look After Pupils:
 - 100% Pupil Premium
 - 1/3 White Working-Class Boys
 - 1/3 BAME Boys
 - 1/3 Girls

Prioritising Looked After Pupils:

- Westminster Briefing: Supporting Care Leavers in HE
- Seminar Series: National Network for the Education of Care Leavers and Become

Key issues/challenges

- Levels of continuity, long-term support and early intervention
- Alternative routes into HE
- Impact of Transition and Independent living on progression into FE and HE
- Social Mobility Capital Amongst Looked After Pupils

Virtual Schools:

Looked After Children Teaching and Learning Team

- A 'virtual school' service to pupils who are Looked After by the Local Authority.
- Restricted to children and young people of school age - must be Looked After by the Local Authority
- Support for schools with multi agency professionals to ensure an appropriate education or training placement is in place and additional resources, such as the Pupil Premium, are used to overcome barriers to learning or to support the pupil's progress.

The Satellite Location: Why South London?

According to Higher Education Funding Council for England (HEFCE**) as the proportion of young people (15 years) who entered Higher Education (HE) by the age of 19 years, there exist lower levels of participation in HE in South London schools including:

- **Southwark (32%)**
- **Lambeth (39%)**
- **Tower Hamlets (40%).**

**** HEFE Closed at the end March 2018**

Southwark Local Authority Virtual School

Preliminary Areas of Exploration:

- Program Development and Planning Issues
- Satellite Location and Safe Guarding
- Bespoke/Specific Sustained Engagement Mechanisms most effective to sustain engagement
- Key Issues for Local Authorities including Funding and Resources
- Key issues for Looked After Children and Care Leavers
- To Increase Social Capital Amongst Looked After Pupils

Overall Programme Components

- **3 Years (January 2018 – December 2020)**
- **16 Sessions over 3 Years:**
 - 6 Brunel Campus
 - 10 Satellite Sessions focusing on careers in STEM subjects and Finance and Economics
 - Workshops/Internship at Moody's Canary Wharf offices and other venues as opportunities arise

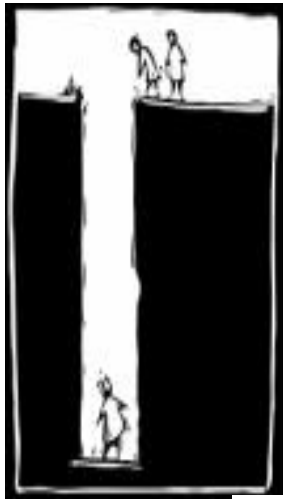
Y1 – January 2018 – December 2018 = 4 Events Location: 1 @ Brunel(B); 2 @ Satellite(S); 1 @ Neutral(N)	
July 2018 Y9 (13-14 years)	Sept 2018 – December 2018 Y10 (14-15 years)
GCSE exams	
Pre-Planning - January 2018 – May 2018 <ul style="list-style-type: none"> Recruitment Program Planning and Development 	Event 2 B1 Programme Induction - September 2018 The Brunel University, London STEM Centre. Undergraduates and Moody's alumni studying of working within these fields.
Event 1 N1 June 2018 Pre-Induction Engagement /Benchmarks measures/exams data	Event 3 S1 November 2018 Event 4 S2 December 2018

Y2– January 2019 – December 2019 = 6 Events Location: 2 @ Brunel(B); 3 @ Satellite(S);1 @ Neutral(N)		
January 2019 – August 2019 Y10 (14-15 years)	September 2019 – December 2020 Y11 (15-16)	
GCSE exams		
Event 5 S3 February 2019	Event 7 N2 July 2019 Engagement /Impact measures/exams data	Event 8 B3 October 2019 Access to HE - The London based Francis Crick Institute/ The Debate Chamber
Event 6 B2 June 2019 Library Outreach Day Aspire- More Able, Thinkers in Education		Event 9 S4 November 2019 Event 10 S5 December 2019

Y3– January 2020– December 2020 = 6 Events Location: 3 @ Brunel(B);2 @ Satellite(S); 1 @ Neutral(N)		
January 2020 – July 2020 Y11 (15-16)	Sept 2020 – December 2020 Y12 (16-17)	
GCSE /A Levels/Apprentices		
Event 11 S6 January 2020	Event 13 B4 June 2020 Engagement Impact measures/exams data	Event 14 B5 September 2020 Managing Finances Post School – in HE/Apprentices
Event 12 S7 March 2020		Event 15 B6 November 2020 Event 16 N3 December 2020 Impact and Destination Measure

Programme Design / Critical Thinking

Social Mobility and Social Capital Amongst Looked After Pupils



A rationale for using Critical Thinking to extend and challenge pupils;

- ✓ Encourages higher-order thinking skills (Bloom)
- ✓ Provides opportunities to demonstrate Multiple Intelligences (Gardner)
- ✓ Brings students out of their comfort zone (ZPD)
- ✓ Provides opportunities for self-actualization, responding to the need for self development, autonomy, challenge (Maslow)
- ✓ Encourages the three elements relating to high ability and giftedness – above average ability, task-commitment and creativity (Renzulli)
- ✓ Supports developing expertise (giftedness according to Sternberg)

Programme Components

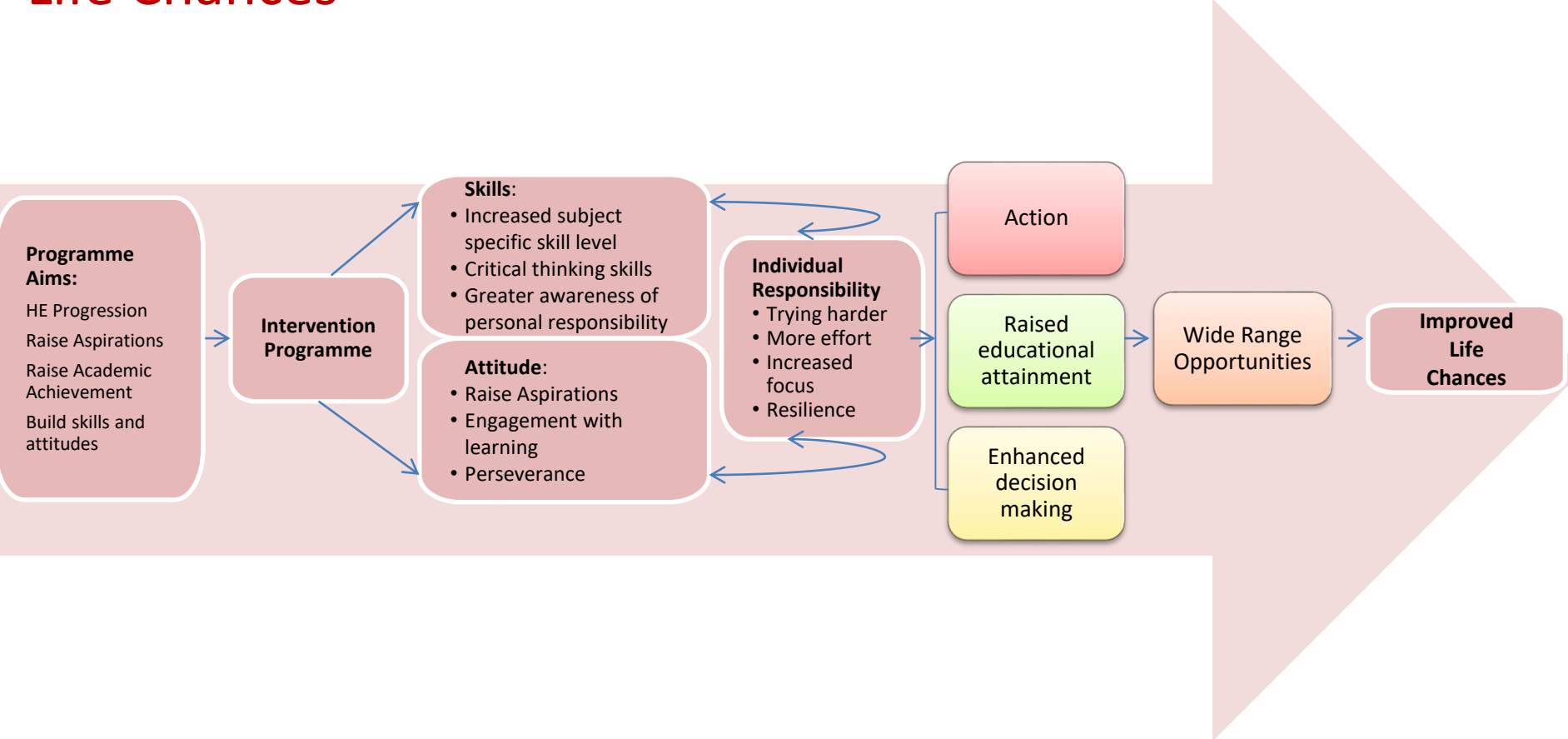
- Critical Thinking
- Subject-specific teaching
- Development of study skills
- Undergraduate mentors
- Careers advice
- Speakers to enhance motivation and raise aspirations
- Writing a CV
- Interview practice



Encouraging Self-Reflection

- Time management
- Recording skills & attitudes developed
- Competing within the current climate
- Researching possibilities / making good decisions

Social Capital Amongst Looked After Pupils to Improve Life Chances



Programme Delivery Challenges

- 1. Coordination to identify pupils - a minimum of 30 pupils to start in June**
- 2. Location for launch and the delivery of sessions**