

Briefing paper for Schools Forum 2nd July 2015

Review summary, findings and proposal for future use of the children looked after (CLA) pupil premium plus funds.

Context

In February 2014 the DfE announced that from April that year the Pupil Premium Plus for Children Looked After would be managed by the Virtual School Head in that authority. Following that announcement a paper was presented to schools forum to propose a way forward. This was to ensure consistent provision for all CLA regardless of where they were educated.

'The grant allocation for CLA must be managed by the designated Virtual School head in the authority that look after those children to be used for the benefit of the child's educational needs as described in their PEP. The Virtual School Head should ensure there are arrangements in place to discuss with the child's education setting – usually with the designated teacher – how the child will benefit from any pupil premium funding. The LA is not permitted to carry forward funding held centrally into the financial year 2015-2016. Grant held centrally that has not been spent by March 2015 will be recovered.'

LAs will be required to certify that they have passed on the correct amount of funding to schools or, where the funding has been spent centrally, that it has been spent in line with the conditions of the grant.'

The following areas were identified as needing additional attention in order to raise attainment for all CLA in Wigan and narrow the attainment gap between CLA and their peers.

Primary sector:

- Transition from Early years settings into reception
- Targeted curriculum intervention
- PEP completion, support and monitoring, quality and quantity – co-ordination to support schools
- Foster carers homework support & training
- Attendance support
- Individual Behaviour management support
- Primary to secondary transition
- Funds for emergency support/intervention

Secondary Sector:

- Primary to secondary transition
- KS3 Curriculum boost
- KS3 support – wrap around/mentoring
- KS4 revision and additional tutoring.
- PEP completion, support and monitoring, quality and quantity – co-ordination to support schools.
- Funds for emergency support/intervention.

An offer to schools was drawn up to meet the identified areas of need. The Offer is attached for your reference.

At the point of agreeing the new arrangements it was also agreed that a review would be undertaken in order to inform future practise and use of the Pupil Premium Plus. The following information is a collation of data produced to inform that review. It includes;

1. A spending overview of Pupil Premium Plus (PPP) for CLA for 2014/15
2. A copy of the offer agreed with schools
3. Service review questionnaire results
4. Analysis of the responses and results
5. Proposals for the future of VST including proposals from other services to enhance CLA education Offer

1. Spending overview PPP 2014/15

Funds	Allocated to VST	Costs and allocation to services	Balance
DSG	£199,000		
LA budget	£74,000		
Staff costs from DSG and LA budget		£273,000	0
Pupil Premium Plus for CLA	£746,700		
Staff & operational costs from PPG		£214,725	
Allocated to schools		£380,648	
Carried to support PPG			£151,327
Additional support services for children and schools including applications for additional funding, assessments		£33,52	
Balance PPG			+£151,327

2. Service Review questionnaire responses and results

In May 2015 a review of service was initiated by the Virtual School in Wigan. The purpose of the review was to gauge opinion regarding the effectiveness of the service delivered over the previous year and to plan for future service for CLA in care to Wigan. It was also intended to plan future spending of Wigan's allocated Pupil premium Plus (PPP) for CLA.

Challenges regarding responses

The review questionnaire was circulated to all **128** Wigan schools, **61** out of authority schools, **approx.150** social workers, **200** foster carers and **8** independent reviewing officers. The following report is based on **78** returns which is approximately **16%** of the colleagues the questionnaire was sent to. Of those responses **70%** were from schools **43** in Wigan and **7** out of authority, **17%** from foster carers, **11%** from social care staff and the remaining **2%** returns from parents and independent residential settings. **90%** of the responses were returned by services within the borough and **10%** were returned by schools and carers outside Wigan.

43 Wigan borough schools were represented in these results with surveys returned by either the head teacher, designated teacher or both.

Such a low response rate will mean that results are based on a small number of professional opinions. Although, not all schools have Wigan children.

What the majority responses from each question tell us:

All responses submitted for the survey were collated according to groups of professionals. For the purpose of analysis the groups were head teachers, designated teachers and deputies, social care colleagues and foster carers.

Head teachers

19 responses were mainly positive with only 2 questions showing a majority negative response. These questions related to VST interventions and their impact on improving attendance and behaviour. Three further questions had a majority neutral response from head teachers these related to training from the team and applications for additional funding including ease of the application process. This suggests that although there was additional funding available to schools the majority of heads did not submit additional funding requests to meet the needs of CLA in their schools. This can be corroborated by the evidence that less than 10 applications were received by VSH to provide additional funding for CLA. 2 of these applications were rejected based on the information presented and lack of evidence that the schools in question were following the graduated response approach from children with SEND.

Head teachers most frequently identified areas for VST intervention were in relation to managing behaviour and attendance at network meetings.

Designated Teachers and Deputies

Deputy head teachers and designated teachers (38 in total) responses were mainly positive with only 2 areas showing neutral majority responses and no negative majority responses. The two areas which received neutral majority responses were in relation to improving attendance for CLA and in relation to applying for additional funding. This is of concern as the designated teachers were given specific guidance at network meetings and individual planning meetings regarding the application for additional funds. The lack of applications suggests that schools are not clear on the process for applying for funding despite discussions with VST staff and attending training outlining the process. This is an area which will need highlighting in the new offer. In contrast to the heads responses to managing behaviour Designated teachers and deputies feel VST interventions are having an impact on behaviour.

Social care colleagues

In respect of social care responses they were entirely positive with no negative or neutral responses to any area. Social care comments and majority responses indicated that they gained specific support around maintaining school places, reduced exclusions and support with PEPs. This shows an improvement in engagement regarding education issues. Since introduction of the VST model more social care colleagues are consulting prior to making decisions.

Foster carers and parents

Foster carer and parent responses they were mainly positive with a number of neutral responses. These were specifically related to training and funding for education through pupil premium plus. The neutral responses were because carers felt this was not something they had experienced.

Areas highlighted as particularly positive across all groups

1. High quality support offered to children and professionals
2. Fast response times from VST workers
3. High numbers felt VST had improved their understanding of CLA
4. High numbers would recommend seeking advice and or support from VST

Areas highlighted as in need of improvement across all groups.

1. Improving attendance
2. Improving behaviour
3. Improve the request for additional funding process

Further comments from the questionnaires.

Common themes emerged from the individual comments made by respondents

1. The highly regarded support of individual education support workers
2. Deteriorating attendance in children entering residential care
3. A need to start work with children on the edge of care or those leaving care

4. misunderstandings regarding pupil premium plus for CLA and how it is used to meet the needs of all CLA.
5. New PEP process has been well received
6. Training is valued and requests have been made to increase availability.

3. Proposal for the future service delivery from VST including commissioned work from other services to enhance CLA education offer 2015/16

Funding allocation

Service/resource	Credit	Debit	Balance
Allocated PPP to Wigan 2015/16 (estimated)	£750,500.		£750,000
Initial allocation to schools (estimated)		£395,000	£355,500
Continued employment of 6 x ESW G7 with on costs for VST (with on costs)		£172,231	£183,269
Employment of 1 G7 TTO (with on costs)		£25,834	£157,435
Letterbox for children in years 1, 3, 5 & 7		£14,580	£142,855
Estimated cost of 1:1 tuition based on 2014/15 figures		£3,000	£139,855
Additional EP service for CLA		£30,000	
Remaining PPP available for additional support via bids from schools or VST initiatives			£109,855

- Wigan had **395** individual children that were in care for 1 day or more in 2014/15. This number will be used as a funding formula for the allocation of PPP to Wigan Virtual school for the financial year 2015/16. This figure is estimated to be approx. **£750,500**.
- All schools including special schools and out of authority schools to receive the initial annual allocation of £1,000 per child per annum from this grant (allocated termly in authority and annually out of authority). This will be monitored through the PEP process via the virtual school team. Independent commissioned schools will not receive this fund but academies and free schools will.
- All schools in and out of authority are eligible to bid for additional funds to meet the needs of CLA in their school. This may be above and beyond the initial funding formula set by the EFA of £1,900. The funds will be allocated according to need.
- 3 funding application deadlines will be set each school year. These will allow schools to submit applications to be considered on a pre-arranged date for payment at the end of that term. Any applications submitted from out of authority schools will still be paid at the end of the financial year but will be notified of the decision after the panel.
- All schools will be asked to submit a funding provision map to show how they have allocated the PPP CLA in that financial year. No other funding from school should be included on this provision map. This will inform an end of year report detailing how Wigan has allocated its funding. This report will not detail individual schools
- All funding provision maps will be issued to schools at the end of the financial year with the allocated funding pre populated to enable all schools to clearly see how much they were allocated.

VST service

- The LA will extend the contracts of the existing 6 education support worker posts currently funded through PPP. These posts along with the existing posts in the virtual school team will be a

supportive resource for schools that can continue to alleviate some of the pressures experienced by some designated teachers/ support staff and head teachers.

- There are 3 primary HLTAs specialist curriculum /welfare. These work directly with children, coordinate support with families, homework, transition, PEP completion & chasing, training. (G7) 2 TTO and 1 Full time (Full time offers support through holidays with children/family)
- There are 3 Secondary HLTAs (G7) 2 TTO and 1 Full time (Full time post offers support through holidays with children/family/carers) The area that we feel needs more significant focus is in KS3 but with a consistent programme of support from KS2. The virtual school team are currently mostly working in secondary with our most challenging and disengaged/disaffected pupils and whilst this needs to continue, there is a need to try to focus on earlier intervention to prevent children getting to this stage. We know that children start to become disengaged in Y8 and Y9 but become most challenging for schools and services in Y9, 10 &11.
- To employ a further G7 term time only staff member to extend the service of the current ESWs and to develop an attendance and welfare role. This would involve PEP monitoring and training, monitoring attendance and developing strategies for reducing poor attendance. A key part of this role would be around working directly with children who are/are at risk of becoming persistently absent. This was agreed in the original paper to forum last year but 2 apprentices were employed as an alternative – this is not considered to be the best option in the future)
- Allocate £30,000 to employ a 0.6 EP (see full bid appendix 2) to target support for Wigan CLA including:
 - Enhanced access to direct psychological support for Children Looked After, using a range of evidence-based approaches.
 - Systemic EP work with teenage girls who are looked after to improve their social, emotional and mental health. This will act as early intervention and prevention work to improve and reduce referrals to tier 3 CAMHs at KS4 and therefore medical needs access for Three Towers.
 - Mental health training for Foster Carers of teenage girls reinforcing the above themes of promoting emotional resilience within this group of young people.
 - Additional Educational Psychologist casework for individual Children Looked After referred by the virtual school include in-depth psychological assessment, therapeutic work, multi-agency working, group problem-solving, and training. The post would enable us to work in two important ways: to quickly respond to situations where Children Looked After are at crisis point (e.g. home/school placement difficulties) and to work within an early intervention and prevention role to prevent children, families and schools getting to crisis point.
 - Intended outcomes include greater social, emotional and mental health wellbeing for young people Looked After including enhanced emotional resilience. The aim is for this to reduce the frequency and severity of behaviours which communicate distress in unhealthy ways Measures of change to evidence progress would include pre- and post-intervention measures.
- To develop a service delivery model for Wigan CLA placed out of authority. Offering a direct support service rather than advice and guidance. This will be funded through the retention of funding from out of authority schools.
- To increase service delivery to include transition work with Nursery into reception class to include an overview of PEPs from 2 years old and to monitor EYPP from age 3.
- To increase service delivery to include transition and monitoring into post 16. Attendance on results day to support with finding Post 16 provision. Attendance at PEPs in college. Training colleges for PEP completion. Monitoring Post 16 PEP %.

- To increase the training offer to schools and early years settings to include PEP training for EYS and post 16 and attachment training into high schools.
- To develop a more coordinated support plan for children's home around attendance and engaging entrenched none attendees.
- To develop a service delivery model to include children on the edge of care. This would be available through a referral process where if children are on child protection plans, are not making expected progress and have attendance concerns (approaching persistent absence) including none attendees and those on reduced timetables. Our learning has been that when a young person is not in an education provision this places additional pressure on families being able to cope and can result in family breakdowns and subsequently the young person becoming looked after.

APPENDICES

Supporting documents for Virtual School Team Proposal for PPP 2015/16

Appendix 1

The Offer to schools from VST 2014/15

VST prior to 2014	Additional support in 2014/15 from PPP
Support to monitor and Improve attendance.	Chairing transition PEP's, (EYS, KS2 and KS4).
Support to maintain school places and reduce exclusion.	Case load of children and schools:- <ul style="list-style-type: none"> ▪ monitor PEP ▪ termly review ▪ monthly half term planning DT.
DT Network meetings x 3.	Allocated schools per worker.
School staff training:- <ul style="list-style-type: none"> ▪ inset training – attachment ▪ 1:1. support for staff 	Social care drop in:- <ul style="list-style-type: none"> ▪ every social care team ▪ education consultation ▪ contingency fund available ▪ managing and monitoring CLA pupil premium plus.
Webster Stratton for FC.	Funding available according to need.
Restorative Justice.	Database monitoring PEP's.
Pathway planning KS4:- <ul style="list-style-type: none"> ▪ initial visits ▪ interviews. 	Circles of Adults.
Mediation:- <ul style="list-style-type: none"> ▪ children ▪ professionals. 	ESW chaining attendance panel meetings.
Raising awareness of CLA education.	Letterbox reading scheme for years 1, 3, 5 and 7.
SEBD support.	Tutoring extended beyond Year 10 and 11 to all key stages
Curriculum support.	Regular review of intervention/ support training.
Training other professionals.	Contingency PPP fund for schools to apply for additional financial support via PEP
Exam preparation.	Expanded and extended summer school. Year 6 and 7
Summer School.	More detailed data analysis for targeting services.
	Funding – Y11 resource packs for transition to college
	Primary:- <ul style="list-style-type: none"> • Direct link to more schools working with wider numbers of children
	Secondary:- <ul style="list-style-type: none"> ▪ smaller caseload/ more time in schools.

Areas highlighted in Green have been provided or increased through Pupil Premium plus funding to the Virtual School Team.

Appendix 2

Analysis of questionnaire responses from PPP VST review May 2015

96% of responses showed the virtual school team (VST) had provided direct support or intervention to a child or the professional completing the form. **3** respondents did not identify any direct support beyond attending PEPs or network meetings these were all primary head teachers in Wigan. **68%** of the respondent's identified direct interventions for children, **87%** of the respondents had personal experience of direct support from VST and **59%** identified that they and the children in their care had received direct support from VST. The most frequently identified interventions were social emotional and behavioural support, curriculum support, PEP monitoring and VST staff chairing PEPs. Only **2** respondents identified that they had no support from VST. These were both primary school in Wigan. Further investigation shows that one school has no CLA at the school in the past year and the other has 1 year 6 child who is on track to achieve high level 5's or low level 6 in SATs at the end of the year. Planning meetings were held for this school to monitor support as required.

Responses to the 20 individual questions.

Has VST support increased your knowledge and understanding of the needs of CLA?

69% of the respondents felt that VST support had increased their knowledge and understanding of the needs of CLA with **7%** stating it had not impacted on their knowledge, **7%** stating that it was not applicable and **17%** choosing not to answer

Do you believe the support from VST has impacted on the overall attendance of a child in your care/school?

29% believed the support from VST had impacted on the overall attendance of a child in their care/school, **26%** felt it had no impact with **45%** stating that the question was not applicable or choosing not to answer.

Do you believe the support from VST has impacted on the overall academic progress of a child in your care/ school?

60% believed the support from VST had impacted on the overall academic progress of a child in their care/school, **13%** felt it had no impact **18%** feeling that the question was not applicable and **11%** choosing not to answer

Do you believe the support from VST has impacted on the overall behaviour of a child in your care/school?

50% believed the support from VST had impacted on the overall behaviour of a child in their care/school, **20%** felt it had no impact, **14%** stating that the question was not applicable and **11%** choosing not to answer

How often have you accessed the support of the virtual school team in the last 12 months? Please include any interventions provided for individual children.

41% had accessed the support of the virtual school team on more than 10 occasions in the last 12 months, **29%** accessed support from 1 to 10 times in the 12 month period, **9%** stated that they had not accessed any support and **21%** chose not to answer.

Would you recommend support from VST to a colleague?

78% would recommend seeking support from VST to a colleague with **4%** saying they would not recommend the service and **18%** stating that they did not feel the question was applicable or choosing not to answer.

In your opinion how would you rate the quality of support provided to children from VST?

69% rated the quality of support provided to children from VST as good or excellent, **8%** felt it was acceptable and **1%** rating it as poor. **22%** felt the question was not applicable or chose not to answer.

In your opinion how would you rate the quality of support provided to professionals/ adults from VST?

77% rated the quality of support provided to professionals/adults from VST as good or excellent, 4% rated it as acceptable, 2% rating it as poor. 18% felt the question was not applicable or chose not to answer.

In your opinion how would you rate the quality of the training provided by VST staff?

53% rated the quality of training provided by VST staff as good or excellent, 5% rating it as acceptable with 0% rating it as poor and 42% choosing not to answer the question.

If VST staff have given advice regarding funding allocation do you believe this advice was helpful?

49% of respondents felt that VST staff advice regarding funding allocation advice was helpful, 1% said it was not helpful with 50% stating that the question was not applicable.

If you applied for additional funding from VST how did you find the application process?

10% of respondents who felt the process was good or excellent, 1% felt it was poor with 89% stated that it was not applicable. This is indicated that only 9 respondents had applied for additional funding.

VST offer termly network meetings. Did you find these meetings informative?

56% of respondents felt the network meetings were informative with 35% felt the question was not applicable.

VST offer termly network meetings. Did you feel these meetings helped improve your understanding of issues facing CLA in Education?

62% of respondents who attended network meetings felt they were helpful in improving their understanding of issues facing CLA in Education, 3% felt they were not helpful and 35% felt the question was not applicable.

VST offer termly network meetings. Did you find these meetings helped you understand the roles and responsibilities of other colleagues?

53% of respondents who attended network meetings felt they were helpful in understanding the roles and responsibilities of other colleagues, 5% felt it did not help and 42% stating that the question was not applicable.

How would you rate the organisation of the VST network days?

51% of respondents who attended network meetings felt the organisation was good or excellent with 9% rating it as acceptable, 1% rating it as poor with 39% stating that the question was not applicable.

How would you rate the reliability of your Education Support Worker?

67% of respondents rated the reliability of their education support worker as good or excellent, 6% rated them as acceptable, 1% rating it as poor and 26% stating that the question was not applicable.

When requesting support from VST how quickly do they respond?

100% of respondents stated that VST responded to queries within a week.

How do you rate the quality of communication from your ESW?

54% of respondents rated the quality of communication from your ESW as good or excellent, 5% rated as acceptable, 4% rated as poor and 37% stating that the question was not applicable. 71% of respondents felt that the quality of communication from VST was good or excellent, 5% felt it was acceptable with the remaining 24% respondents stating it was not applicable to their situation.

Do you believe you are getting value for money from VST?

59% of respondents felt they are getting value for money from VST with 9% feeling they were not getting value for money and 32% feeling the question was not applicable.

Quotes from Questionnaires

'I believe that all of the members from the Virtual School Team are helpful in all areas of a child's education. Most of the young people whom I work with have accessed the support offered and engaged very well.'

'I would like to see the VST begin to support children recently adopted or in process as a portion'

'I have attended 2 courses, especially the one about SATs were excellent.'

'We recently received whole school training for INSET. We believe every school in the borough should have this as statutory training!'

'We have worked with various workers from the VST over the years and all of them have been consistent above all expectations and have the child focus constantly.'

'I really do rate the workers that we have supporting our children at school. Both are assets the local authority and the virtual school team. Both are extremely efficient in helping, guiding, offering ideas etc and do it in a really fair and professional manner. Great work!'

Appendix 3.

The proposed offer 2015/16

VST 2014/15	
Curriculum support in primary	SEBD support...
Commissioned 1:1 tutoring in secondary	DT Network meetings x 3 per year
Support to maintain school places and reduce exclusion	Case load of children and schools:- <ul style="list-style-type: none"> ▪ monitor PEP ▪ termly review ▪ monthly half term planning DT.
Webster Stratton for FC. X 3 groups per year	Allocated schools per worker.
School staff training:- <ul style="list-style-type: none"> ▪ inset training – attachment ▪ 1:1. support for staff 	Social care drop in:- <ul style="list-style-type: none"> ▪ every social care team ▪ education consultation ▪ managing and monitoring CLA pupil premium plus.
Restorative Justice.	Funding available according to need.
Circles of Adults.	Database monitoring PEP's.
Mediation:- <ul style="list-style-type: none"> ▪ children ▪ professionals. 	Primary:- Direct link to more schools working with wider numbers of children
Letterbox reading scheme for years 1, 3, 5 and 7.	Secondary:- smaller caseload/ more time in schools.
Raising awareness of CLA education.	Exam preparation.
Charing transition PEP's, (EYS, KS2 and KS4).	Tutoring extended beyond Year 10 and 11 to all key stages
Training other professionals.	Regular review of intervention/ support training.
Funding – Y11 resource packs for transition to college	More detailed data analysis for targeting services.
Expanded and extended summer school. Year 6 and 7	Contingency PPP fund for schools to apply for additional financial support via PEP
VST Additional support in 2015/16 from PPP	
ESW charing attendance panel meetings. And attendance strategy group	Focus on strategic planning and intervention with children's homes
Support to monitor and Improve attendance.	Direct work with children placed out of authority
Focus on PA cases	Direct work with nursery providers to ensure smooth transition and meeting of needs to be school ready by reception
A referral pathway available for children on CP plans to access support from VST if they are CP and/or approaching PA.	Pathway planning KS4:- <ul style="list-style-type: none"> ▪ initial visits to colleges and interviews. ▪ A member of staff available during exam result time to advise on college course and find alternative paths where needed ▪ staff to liaise with confident futures to support transition into EET

Areas highlighted in yellow have been provided or increased through Pupil Premium Plus funding to the Virtual School Team in 2014/15. For cases where they have increase it has at least doubled provision availability.

Areas highlighted in blue have been provided through Pupil Premium plus funding to the Virtual School Team in 2015/16.

Appendix 4

Bid to Headteachers' Forum regarding Virtual School/Children Looked After Educational Psychologist Post

1. Rationale

As corporate parents to Children Looked After, we are all responsible for 'going the extra mile' when supporting this group of children to achieve, including enabling their positive social, emotional and mental health and wellbeing.

In response to this, Wigan Educational Psychology Service would like to propose the creation of a new Educational Psychologist post to work closely with the Virtual School for Children Looked After within the borough.

2. Scope

This post would enable enhanced access to direct psychological support for Children Looked After, using a range of evidence-based approaches. Key areas of intervention prioritised by the virtual school are:

- Systemic work with teenage girls who are looked after to improve their social, emotional and mental health
- Mental health training for Foster Carers of teenage girls
- Additional Educational Psychologist casework for individual Children Looked After referred by the virtual school

a) Systemic work with teenage girls who are looked after

We are currently aware of specific issues with Year 10 girls who are Looked After in relation to significant difficulties with their social, emotional and mental health. For example, there have been five recent cases involving significant mental health issues such as self-harm, including girls posting videos of the self-harm onto Facebook. Along with the Virtual School team, we would like to offer a project to support these young people as a form of early intervention and prevention. This would involve an intervention with girls Looked After in Year 8/9, to boost self-esteem, positive mental health and resilience factors. As these Year 10 girls are currently tending to internalise strong emotions, the aim would be to enable the girls to express their strong emotions to others, and to develop safer coping mechanisms for self-regulation.

b) Training for Foster Carers

Building on recent successful training for foster carers by the Educational Psychology Service and Targeted Education Support Service for carers of Early Years Children Looked After, we would like to offer further training for foster carers. The priority area identified is training to enable foster carers to better understand and support the mental health of the teenage girls in their care, reinforcing the above themes of promoting emotional resilience within this group of young people.

c) Additional Educational Psychologist involvement for individual Children Looked After

In addition to the usual access to Educational Psychologist involvement (e.g. assessments, consultations, therapeutic support and staff training) through schools and other educational settings, this new post would enable greater access to Educational Psychologist involvement specifically to support Children Looked After. This could include in-depth psychological assessment, therapeutic work, multi-agency working, group problem-solving, and training. The post would enable us to work in two important ways: to quickly respond to situations where Children Looked After are at crisis

point (e.g. home/school placement difficulties) and to work within an early intervention and prevention role to prevent children, families and schools getting to crisis point.

3. Intended outcomes

Intended outcomes include greater social, emotional and mental health wellbeing for young people Looked After including enhanced emotional resilience. The aim is for this to reduce the frequency and severity of behaviours which communicate distress in unhealthy ways (such as self-harm in the example provided above). Measures of change to evidence progress would include pre- and post- intervention measures.

4. Cost

It is proposed that this would include a 12 month 0.6 Educational Psychologist post.

The cost of this would be £30,000. Possible funding streams for this include the extra Pupil Premium funding for Children Looked After. This would provide an evidence-based way to utilise this funding to benefit some of our most vulnerable young people.