

Intervention	Entry Criterion	Provider	Timings	Impact Measure
Play, talking or creative therapy	Young person identified as needing support with emotional wellbeing with the aim of accessing education more successfully	Inner Compass (Dover Alliance) Art therapist (Canterbury Alliance) Psychotherapy (Canterbury Alliance) VSK drawing and talking	Approx. 10 x 1 hour sessions	Therapists assessment and respective reports . Progress in engagement measured via pep meetings
Mentoring support to address students with difficulties in relationships of at risk of cycle of FTE In addition to the normal mentoring programme a covid specific support programme called Revive has been launched.	YP identified as needing support with emotional and social difficulties with the aim of accessing education or engagement in positive activities more successfully	Dare to Differ	12 places of 1:1 support available via SLA / rolling programme Bespoke to YP NB 6 places of SLA delivered as part of St Edmunds Alliance	Dare 2 Differ prism
Re engagement in education, with the opportunity to secure functional skills and other short course accreditation as appropriate.	YP at risk of exclusion or without a current school place. Young person identified as needing a RTT or personalised education plan. The aims are to improve outcomes and to re-engage children and young people with their education, to enable them to achieve better academic outcomes and lifelong prospects. Provides activities and experiences utilising the outdoors to deliver formal and informal education.	Woodpecker Court Activities Centre, Eythorne	Bespoke SLA Shared between E and SK Equivalence of 1 place per school day (190 units of provision per year)	
Learning literacy, numeracy and social skills via motorbike experience.	YP identified as needing Personalised education plan or at risk of exclusion or disengagement. Aims to provide YP with educational and employment opportunities by building life skills, self-esteem and discipline. ASDAN Mechanics / Entry Level 3 upwards in Eng & Maths	MXCP, Dover	8 week course Bespoke, accessed as required.	Completion of course Re-engagement or return to formal education
Psychotherapy	Young people in crisis in need of urgent therapeutic support	Purple Octopus Project	Delivered via Dover Alliance for students in Dover area, and also VSK SLA , total 12 (6 + 6 respectively) students on a rolling programme.	Monthly reviews with VSK, annual service impact and individual CORE assessments.
Access to education for UASCYP	Service level agreement with Astor College to accommodate on roll up to 12 additional students who are UASCYP requiring support with English as additional language (predominantly new arrivals in Year 11).	Astor College KРАН	Students on roll at Astor and receiving additional support from KРАН. Bespoke timetables as appropriate.	Reviewed via pep meetings and accreditation in formal examinations.
Embedding of annual support plan using autodrop PP+	All maintained school in receipt of autodrop funding	VSK via ESOs	Term 1 and ongoing	Effective targeted and bespoke plans to close learning gaps and fulfil conditions of PP+ grant.
Foster Carer workshops	Upskilling and informing foster carers on support during Year 11	SK Team (CB and PH)	Webinar	Feedback
Paired Reading	Roll out of previously targeted student participation, to ensure all foster carers are upskilled in paired reading techniques.	VSK and KEPS	Jan – July 23	Relationship Scale YARC – reading age, fluency & comprehension
Letterbox	Targeting YP in Years 1, 3, 5, 7 to increase	Letterbox	May to September	Letterbox evaluations

	enjoyment of reading with foster carer, as well as reading attainment and progress.			and YP/foster carer feedback
Beanstalk	Accelerating reading and building connections		FELO to ascertain availability	
KS2 – 3 transition support and advice for carers and social workers	Students in year 6, and those in year 5 with EHCP	VSK	To ensure timely and appropriate applications are made for secondary school preferences 1:1 support where needed	Review via peps and individual consultations
Support for students in year 11 to ensure awareness of post – 16 options and timely applications	Students on SK spreadsheet in year 11, and occasionally y10 as required.	Paula Howe, KS4 Progression Advisor	Bespoke	To ensure all students in year 11 have appropriate destinations. To meet NEET targets
Development of trauma informed schools initiative in South Kent	TISUK 11 day practitioner diploma for SK schools Diploma course offered to VSK team Leading a trauma informed school – 2 day course for senior leaders	TISUK	As scheduled	Feedback from delegates Feedback from respective DTs
Introduction to attachment and trauma informed practice	Rollout to SK schools as appropriate.	VSK SK AH	Bespoke	Evaluation survey
Role of DT / induction support	Workshops in July, September and then individual schools as required	VSK SK AH	Bespoke	Feedback
NQSW training on role of VSK	December 22	VSK SK AH	8.12.22 pm at Westchurch House, Ashford	Evaluation survey
Using a Nurture Approach (including advice on Boxall Profile)	Rollout to SK schools as appropriate.	SK Nurture ambassador	Bespoke via ESOs	School feedback evidenced via language in pep record.
EAL resources / projects	UASYP and/or EAL students needing extra support to access the curriculum by improving skills in reading, writing and spoken English	VSK team, advice and Resources	Bespoke	Bespoke evaluations
KS4 (predom Year 11) UASC programme	Newly arrived UASCYP students	VSK collaboration with Astor (Dover) and Archbishops (Canterbury) schools and KRAN		Examination success Onward progression and aspiration
Development of school toolkit	Schools with newly arrived UASCYP	VSK , Senior SESO to lead	Bespoke to school context and need	Increase in school confidence to support UASCYP measured informally through pep meetings and DT

Area of need	
<i>Cognition and learning – English/Literacy/Maths</i>	<i>Spans multiple needs</i>
<i>Advice and training</i>	<i>Progression</i>
<i>Communication and interaction eg speech and language</i>	<i>EAL</i>
<i>Social, emotional and mental health</i>	