

Virtual School Annual Report 2018/19 (2-10-19)

NB. All data is provisional until validated dated is published by DFE

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Section 1: Background/ Contextual information

1.1 Stockton on Tees has a Virtual School Headteacher (VSHT) for Children and Young People in Our Care (CYPIOC), as from March 2019 this role is shared between two senior colleagues and as from September 1st the Virtual School will sit within social care to improve collaboration and partnership work.

The main aim of the school is 'To improve the academic success and life chances of all CYPIOC from within Stockton on Tees.'

The Headteacher works in partnership and collaboration with key services (Education Improvement Service (EIS), Social Care including IROs, Youth Direction, BUSI, SEN, Educational Psychologists, Admissions, Finance, Health, Youth Offending, Police, Schools, Educational settings and Post 16 Providers) across the LA to champion the educational needs of CYPIOC. The DCS and all senior officers of the LA give a high level of strategic and operational support to the Virtual School.

The VSHT is also part of the NE and National Network of VSHT; this provides an opportunity to share best practice and work proactively to share information on Stockton CYPIOC living in other boroughs and LACYP attending schools in Stockton from other local authorities. The Stockton VSHT acted as Regional Lead (2015-2018) for the NE VSHT representing the NE at the National Association of VSH (NAVSH) to support national development in partnerships with key organizations - DfE, OFSTED, ADCS, and Research Institutions.

Over the last three years there have been a number of key changes to the structure of the Schools and SEN Service and the Virtual School to provide increased capacity and support the personalised needs of CYPIOC. It is expected that all personnel within the CESC work in partnership to prioritise the needs of CYPIOC. Advisors, at all levels, within the Education Improvement Service continue to play a key role in supporting the quality assurance procedures to provide challenge and support to schools in championing the needs of CYPIOC. The Virtual School has developed a strong partnership with the SEN Service and an EDA attends weekly panel meetings

As part of the **Pupil Premium Plus** budget the Virtual School has also enhanced its capacity by appointing a: -

- Educational Development Adviser (EDA) (October 14) to provide increased support and challenge to CYPIOC in out of borough schools
- Specialist Participation Officer within Youth Direction to provide enhanced support in line with the 14-19 CYPIOC Entitlement.
- Second EDA (September 2016) to support the day to day needs of CYPIOC within Stockton that was previously met by the LACE Team.
- HTLA (September 2017) to support the day to day needs of CYPIOC within Stockton that was previously met by the LACE Team.
- Part Time – fixed term EDA (June – Nov 18) to develop and deliver training on Attachment Difficulties and Developmental Trauma

In September 2017 a Service Level Agreement was set up with the Education Psychology Service (12 days pa) to provide a monthly EP consultation surgery for schools and provide additional EP support for CYPIOC. Since the surgery was not used by schools this ended in July 2018, however additional EP capacity for the Virtual school will continue in 2018/19. The role of Senior Information and Administration Officer, has supported the development and implementation of the E PEP and the improved pupil tracking procedures aligned to the NCER data base

Over time there has been increased challenge and accountability to all partners to secure the effective educational provision for CYPIOC in Stockton and out of borough placements. **This was acknowledged in the OFSTED Report (2016)- 'Strong, incisive leadership and support and challenge by the Virtual School Headteacher to schools are helping to drive improvement in pupils' achievement and attendance'** The ILACS Ofsted Inspection in 2018 continued to recognise the strength of the VS in supporting the needs of CYPIOC

The virtual school is highly valued by local schools. The support it provides is enabling a strong sense of corporate responsibility towards children in care. School attendance is good at 96%. Children are supported to remain in school against a backdrop more generally of increasing exclusions. Children of all ages are making progress, and outcomes for children in care, particularly in the early years, have improved over time. Effective work by youth participation officers ensures that almost all children progress onto further education after key stage 4.

1.2 Number on roll

At the end of the **July 2018**, there were 552 CYPIOC in Stockton-On-Tees, this has increased from 492 in July 2018.

Currently (September 2019) there are 556 on roll of the school, this is comprised of:

- 382 pupils in Reception to Year 11, (277, 2015/16, 291 – 2016/17, 299 -2017/18)
- 67 pupils in Year 12 and 13, (38, 2015/16, 42- 2016/17, 33 – 2017/)
- 107 children at pre-school age. (92- 2016/17, 130 – 2017/18)
- 130 of these pupils were educated outside of the borough in other LAs. (99- 2016/17, 116 -2017/18)

33 CLA from other LAs were educated in Stockton (50- 2016/17, 46 – 2017/18)

1.3 Good or better Schools

As reported by OFSTED June 2016 - Concerted efforts are made to ensure that children and young people in our care attend good or better schools. Robust commissioning arrangements and pre-placement checks ensure that children with complex needs placed out of the borough are in good or better provision, and they are achieving well. Checks have been made to ensure the suitability of provision. Regular visits from the Educational Development Adviser and key local authority staff ensure that young people are safe, and their needs are well met, and that they are achieving well. **In 2018/19 83% of CYPIOC attended schools that are currently judged good or better.**

1.4 SEN

In 2018/19 (as at July 2019) the percentage of CYPIOC at school age with a SEN Status is 43.9%, (161 Pupils) (Nat av. CLA 56% 2017). The number of pupils with a EHCP is 21.8%, 80 pupils (Nat. av. CLA 26.7% 2017) and at SEN Support 22.1%, 81 pupils (Nat. av 29.7% 2017)

1.5 Contextual Data

(See table below Context as @ September 2019)

Year Group	No. of LAC	Male	Female	Stockton School / Setting	OOB School/ Setting	EHCP	K	FSM	FSM 6	EAL	Remand	Asylum	LAC belonging to other LAs
-5	2	2	0	0	0	0	0	0	0	0	0	0	0
-4	24	12	12	1	0	0	0	0	0	0	0	0	0
-3	36	22	14	4	2	0	0	0	0	0	0	0	0
-2	22	7	15	10	6	0	0	0	0	0	0	0	0
-1	23	7	16	16	3	0	0	1	0	0	0	0	0
0	31	15	16	23	7	1	5	5	0	0	0	0	0
1	24	12	12	23	1	2	5	10	0	0	0	0	0
2	25	13	12	22	3	1	4	16	0	1	0	0	0
3	20	9	11	14	6	3	4	13	0	0	0	0	1
4	26	16	10	19	7	3	7	18	0	0	0	0	1
5	28	18	10	19	8	4	10	19	0	0	0	0	1
6	24	13	11	20	4	5	5	18	0	2	0	0	1
7	45	20	25	31	14	9	13	31	0	1	0	0	1
8	38	23	15	31	7	7	7	20	2	1	0	0	1
9	42	22	20	28	14	10	5	23	27	0	0	0	4
10	40	21	19	28	12	13	8	22	25	0	0	0	5
11	39	20	19	28	10	12	9	22	21	1	0	0	8
12	36	21	15	20	15	10	7	23	18	1	0	0	4
13	31	14	17	18	11	9	1	12	12	1	0	0	6
Total	556	287	269	355	130	89	90	253	105	8	0	0	33

Ethnic Group Breakdown (excluding from other LAs)

Year -5	Year -4	Year -3	Year -2	Year -1	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
WHB - 1	WHB - 23	WHB - 34	WHB - 20	WHB - 20	WHB - 27	WHB - 22	WHB - 25	WHB - 18	WHB - 25	WHB - 25	WHB - 22	WHB - 39	WHB - 35	WHB - 40	WHB - 36	WHB - 36	WHB - 33
MWA - 1	MOT - 1	AAO - 2	AAO - 1	BLF - 2	MBA - 1	MBA - 1		BLF - 1	BLF - 1	AAO - 1	AAO - 1	AAO - 1	MBA - 1	MOT - 1	MOT - 2	AAO - 1	AAO - 1
			WHA - 1	MBA - 1	MOT - 1	MOT - 1		MBA - 1		MOT - 1	APK - 1	BLF - 2	MWA - 1	MWA - 1	NOT - 1	MWA - 1	APK - 1
					MWA - 2					MWA - 1		MBA - 1	NOT - 1		OEO - 1	WHA - 1	BLG - 1
												MOT - 1					
												MWA - 1					

Key: AIN Indian, APK – Pakistan, AAO Any other Asian background, BLF African, CHE Chinese, MOT Any other mixed background, NOT Information not obtained, OEO Any other ethnic group, , MWA White Asian, WEN White British, WHT White Traveller

Section 2: Educational Outcomes

2.1 SBC Virtual School EYFS and KS (1- 4) results - 903 cohort, KS5 Progression and Retention

Educational Outcomes

It is recognised that: -

- National statistics pertaining to CLA only considers a limited range of factors pertaining to the 903 cohort (children in care for 12 mths. plus) in KS2 and KS4. It is nationally recognised that the system for measuring and comparing the progress of looked after children is problematic and often not of significance due to small or diverse cohorts. Stockton is part of the national initiative with NCER (National Consortium for Examination Results) to secure improved data for CYPIOC. Although this will enable us to monitor our progress more accurately and work with schools in setting realistic and ambitious targets for CYPIOC, the timeliness and unmatched data continues to present problems in presenting accurate data for all cohorts.
- At present (Sept 19) all data is provisional as it has **not** been validated at DFE level. Last year it was published by the Dfe in March of the following year, 7 months after GCSE results.
- In Stockton the Virtual School monitors attainment and progress of all CLA in all key stages – Early Years, Year 1-11 and Post 16. Every term, information is gathered on each year group to inform action to challenge schools. The VS continues to work with partners to implement improved analytical tools on the data for all pupils in the VS.

Attainment & Progress **Provisional** Annual Outcomes 2018/19 based on End of Key Stage data for 903 Cohort – 12mths plus

Phase		2016/17	2017/18	2018/19	2018/19	2018/19
Cohort number 2018/19		CYPIOC 903 12 mths +	CYPIOC 903 12 mths +	CYPIOC 903 12mths+ Provisional	CLA National Results	All Pupils National Results
Early Years Foundation Stage GLD 16 pupils 8 boys, 8 girls SEN 25%- EHCP 12.5%, K 12.5%	% of those achieving a good level of development at the end of EYFS	25%	72.7%	NCER 60% VS 56%	48%	71.8%
Year 1 12 pupils – 6 boys, 6 girls SEN 25%, EHCP 8%, K 17%	Phonics WA year 1	67%	83.3%	75%	64%	82%
	Phonics WA year 2		67%	75%	xxx	
Key Stage 1 14 pupils – 7 boys, 7 girls SEN 28.6%- EHCP 7.1%, K 21.4%	KS1 Reading EXS +	53%	63.6%	78.6%	51%	73%
	KS1 Writing EXS +	38%	81.8%	71.4%	42%	69%
	KS1 Maths EXS +	53%	81.8%	78.6%	48%	76%

	KS1 RWM EXS	27%	63.6%	71.4	37%	xxx
Key Stage 2 32 pupils – 15 boys, 17 girls SEN 66%, EHCP 34%, K 31%	RWM Standard Expected	10%	37.5%	41.9%	36%	65%
	Reading Standard Expected	30%	45.8%	45.2%	49%	73%
	Writing TA Standard Expected	40%	54.2%	51.6%	50%	79%
	SPAG Standard Expected	53%	45.8%	54.8%	53%	78%
	Maths Standard Expected	23%	54.2%	58.1%	51%	79%
Key Stage 4 30 pupils – 19 boys, 11 girls SEN 47%, EHCP 30%, K17%						
	Grade 4+ English and Maths	17%	17.8%	20%	tbc	64.2%
	Grade 4+ English	30%	32.1%	33%	tbc	75.4%
	Grade 4+ Maths	17%	17.8%	27%	tbc	69.5%

	Grade 5+ English and Maths	0%	3.7%	10%	tbc	43.3%
	Grade 5+ English	17%	14.3%	17%	tbc	60.3%
	Grade 5+ Maths	4%	7.1%	10%	tbc	49.3%
	Progress across 8 qualifications	-0.88	-1.21	tbc	tbc	tbc
	Attainment across the same 8 qualifications	20.8	18.0	tbc	tbc	tbc

CHILDREN AND YOUNG PEOPLE IN OUR CARE (CYPIOC) Summary (903 Cohort)

- ALL outcomes, in Early Years, Phonics, KS1 (except Reading) and KS2 are above national outcomes for CLA. There has been a significant increase in pupils achieving Reading and RWM at KS1 and RWM at KS2
- There is no national data available for CLA at KS4 attainment but outcomes in Stockton have improved in all areas compared to 2018 with a significant increase in the pupils achieving 5+ in English and Maths.
- KS5 data shows that the high percentage are on target to progress. Rigorous action is taken to support those who are NEET. 92% of pupils in Year 11 in 2019 have progressed into education, employment or training.
- CYPIOC progression to university is pleasing, with 29 students now undertaking Higher Education courses. (YEAR 1 – 12 STUDENTS)
- Provisional Data indicates that attendance and exclusion rates for CYPIOC remain very favourable in comparison to national averages

Virtual School recognises the need to continue to close the attainment gap in all areas and ensure that all pupils make expected progress in line with their personalised learning, contextual issues and special educational needs

2.2 Early Years (EY) 903 cohort: 12 months plus, 16 pupils:8 boys,8 girls 1 pupil = 6.25%

Context of cohort

- In 2019, 25% of EY had a special educational need (SEN) – 12.5% EHCP, 12.5% SEN Support, this is well below the national average for CLA (56% in 2017) but well above the national average for all pupils(14.9% 2019)
- Of the 16 pupils, 15 pupils (94%) were educated in Stockton schools and 1 pupils (6%) was educated out of the Borough.

GLD	2016	2017	2018 14 pupils	2019
Stockton CYPIOC	38%	25%	72.7%	60%
National CLA	x	x	x	48%
National ALL	69%	71%	71.5%	71.

Achievement

- In 2019, attainment at the end of EYFS, as determined by children achieving a Good Level of Development (the number of children achieving at least ‘expected’ in each of the Prime Areas and in the Specific Areas of Literacy and Mathematics) is 60%. This is below 2018 (72%) but significantly above the national average for all children in care (48%).

2.3 Y1 Phonics Screening – 903 Cohort 12 mths. plus, 12 Pupils:6 boys, 6girls, 1 pupil = 8.3%

Context of cohort

- In 2019, 25% have a SEN status, - 8% EHCP, 17% SEN support,

- 11 pupils (92%) were educated in Stockton, 1 pupil (8%) was educated OOB,

Pass Year 1	2016 16 pupils 2 dis-applied	2017 9 pupils	2018 12 pupils	2019 12 pupils
Stockton CYPIOC	50% (57%*)	67%	83.3%	75%
National ALL	81%	81%	83%	82%
National CLA	No data	No data	No data	64%

- In 2019, 75% of children achieved the expected standard in the Phonics Screening Check. This is below 2018 but well above national average for CIC. Of the four pupils who failed the check in Year 1, 3 pupils (75%) achieved the standard in Year 2.
- The Virtual School has identified each pupil who has not met the standard at the end of Year 1 and 2 to confirm or co-ordinate targeted support in 2019/20.

2.4 Key Stage 1, 903 Cohort, 12 months plus, 14 pupils, 7 boys and 7 girls 1 pupil=7.1% %

Context of cohort

- In 2019, 28.6% had a SEN status- EHCP 7.1%, SEN Support 21.4%
- 8 pupils (57%) were educated in Stockton schools and 6 pupils (43%) were educated out of the Borough,

Achievement KS1 CLA– using the new national assessment systems –Expected Standard EXS+.

903 12mths Cohort EXS+	2016/17 Stockton CYPIOC 16 pupils 1 pupil =6.25% (NCER – 15 pupils)	2016/17 National CLA	2016/17 National all	2017/18 Stockton CYPIOC 11 pupils 1 pupil = 9%	2017/18 National CLA	2017/18 National All	2018/19 Stockton CYPIOC 14 pupils 1 pupil =7%	2018/19 National CLA	2018/19 National ALL
Reading	50% (53)	51%	76%	64%	51%	75%	78.6	51%	73%
Writing	38% (33)	39%	68%	82%	42%	70%	71.4%	42%	69%
Maths	50% (46)	46%	75%	82%	49%	76%	78.6%	48%	76%
Combined RWM	31% (27)	34%	xxx	64%	37%	No Nat,fig	71.4%	37%	xxx

- In 2019 data shows that outcomes in writing and maths were below the results for 2018, outcomes for Reading and RWM improved significantly. Overall outcomes were well above national averages for CIC and above outcomes for all pupils
- In 2017 25% of this cohort achieved a Good Level of Development GLD. In 2019, 71% achieved EXS+ in CRWM, 71% achieved EXS+ in writing, 78% achieved EXS+ in maths and reading therefore progress is described as at least good in all areas.

2.5 Key Stage 2 (32 pupils, 15 Boys 17 Girls) (903, 12mths plus cohort) 1 pupil = 3.1%

Context of cohort

- In 2019, 65% had a special educational need, this is significantly above the national average for all pupils and well above the national average of LACYP 56% in 2017. 34% have an EHCP and 31% require 'SEN Support'.
- 22 pupils (69%) were educated in Stockton Schools and 10 pupils (31%) were educated in out of borough schools.

Achievement KS2 2018

KS2 903 12mths Cohort EXS+	Stockton CYPIOC 2016/17 31PUPILS 1 pupil =3.2% 1 Dis-applied (NCER – Pupils)	National CLA 2016/17	Stockton CYPIOC 2017/18 25 pupils 1 pupil = 4%	National CLA 2017/18	Stockton CYPIOC 2018/19	National CLA 2018/19	National All 2018/19
Reading	26% (30)	45%	45.8%	51%	45.2%	49%	73%
Writing	35% (40)	48%	54.2%	49%	51.6%	50%	79%
Maths	26% (23)	46%	54.2%	47%	58.1%	53%	78%
Combined	10% (10)	30%	37.5%	35%	41.9%	36%	65%

RWM							
SPAG	52% (53)	50%	45.8%	50%	54.8	51%	79%

- In 2019, data shows that outcomes in writing were below outcomes in 2018, reading remained in line with 2018 outcomes, and outcomes in maths, CRWM and SPAG were above outcomes in 2018. Overall outcomes in 2019 remain well below national average for all pupils but are above national outcome for CLA in all areas apart from reading.
- Progress data from KS1 to KS2 is positive in all areas – Reading +0.96, Writing +0.13, Maths +1.06 and well above the national outcomes for CLA
- The Virtual School will endeavor to ensure that all secondary schools, especially mainstream secondary schools, provide the appropriate support and intervention for all pupils who did not achieve the expected standard in Year 6.

2.6 Key Stage 4 903 Cohort 12mths plus (30 pupils, 19 Boys, 11 Girls) 1 pupil = 3.3%

Context of cohort

- In 2019, 47% had a special educational need, this is above the national average for all pupils and below the national average of CLA (56% in 2017). 30% have an EHCP and 17% require SEN Support’.
- In 2019, 16 pupils (53%) were educated in Stockton and 11 pupils (47%) were educated in out of borough schools: 9 pupils (30%) attended a special school in line with their personalised needs.

KS4 Achievement

KS4 903 cohort 12mths +	Stockton CYPIOC 2016/17 23 pupils	National CLA 2016/17	Stockton CYPIOC 2017/18 28 pupils	National CLA 2017/18	Stockton CYPIOC 2018/19 30 pupils	National CLA 2018/19	National All 2018/19
Pupils achieving Grade 4+ English Lang /Lit	30%	x	32.1%	xx	33%	tbc	tbc
Grade 4+ Maths	17%		17.8%	xx	27%	tbc	tbc

Grade 4+ Eng. & Maths	17%	x	17.8%	17.8%	20%	tbc	tbc
Grade 5+ English Lang /Lit	17%	x	14.3%	xx	17%	tbc	tbc
Grade 5+ Maths	4%	x	7.1%	xx	13%	tbc	tbc
Grade5+ Eng.& Maths	0%	x	3.6%	8%	10%	tbc	tbc
Attainment 8	20.8	18.9	18.0	18.8		tbc	tbc
Progress 8	-0.88	-1.19	-1.21	-1.24		tbc	tbc

- In 2019 data shows that outcomes are above 2018 in all areas and there has been a significant improvement in pupil achieving Grade 5+ . Comparative data with national averages for CLA is not yet available
- **Of those in mainstream schools** 50% achieved grade 4+ in English and 40% achieved grade 4+ in maths. At grade 5+, 25% achieved grade 5+ in English, 20% achieved grade 5+ in maths and 15% achieved both English and maths at grade 5+.
- The Virtual School recognises the ongoing need to reduce the gap between LACYP and all pupils.

2.7 KS5 Outcomes

- At KS5, data shows that a high majority are on target to progress to the expected level. Rigorous action has been taken to support those who are NEET. 91% of pupils in Year 11 in 2019 have progressed into education, employment or training. See table 2.10

2.8 Higher Education

- CYPIOC progression to university is pleasing, with 29 students now undertaking Higher Education courses.

2.9 CYPIOC Attendance and Exclusions

- Provisional data (2019) shows that attendance for CYPIOC continues to be in line with the national and local averages for all primary and secondary schools in 2018 although there is a slight dip in secondary attendance for CYPIOC. Persistent absence for CYPIOC has decreased in 2019 and is in line with national averages for all pupils. CYPIOC exclusion figures increased in 2019, from 63.5 to 132 days of fixed term exclusion; which involved 16 pupils (see table below). 34 days of FTE are attributed to one child who entered care in June 2019.

	2016/17	2017/18	2018/19
Attendance CYPIOC	Overall 95.5% Secondary – 93.4% Primary – 97.1%	Overall 96.3% Secondary – 95.3% Primary – 97.4%	Overall 95.4% Secondary – 93.1% Primary – 97.3%
National	Primary 96.0% Secondary 94.6%	Primary 95.8% Secondary 94.5%	Released May 2020
Stockton LA	Primary 95.9% Secondary 94.1%	Primary 95.8% Secondary 93.9%	Released May 2020
Persistent absences CYPIOC Attendance below 90%	8.7%	12%	8.3% 34 pupils from 408
PA National	Primary 8.3% Secondary 13.5%	Primary 8.7% Secondary 13.9%	Not Released

PA Stockton		Primary 8.0% Secondary 16.1%	Primary 8.2% Secondary 16.8%	Not Released
Exclusion	PEX	0%	0%	0%
Exclusion	FXT No of pupils	17 pupils 5.7% 82.5 days	12 pupils (1 pupil entered care June 18 with a high number of FTE 20.5 days, prior to care) 63.5 days (includes 20.5 days as noted above)	16 pupils - 4.2% (1 pupil entered care in June 19 with 34 FTE days recorded prior to care) 132 days (includes 34 days as noted above)

A member of the Attendance Team tracks attendance for all CYPIOC including those educated in other authorities.

2.10 Post 16 Destinations at the end of Year

	Sep 17 903 Cohort 23 pupils	Sep 18 903 cohort 28 pupils	Sep 19 903 Cohort 34 pupils
Education	(22) 96%	(21) 76%	(25) 74%
Employment	(0) 0 %	(2) 8%	(1) 3%
Training	(0) 0%	(2) 8%	(5) 15%
NEET	(1) 4%	(1) 4%	(3) 9%
Other		(1) 4%	

Section 3: Educational Challenge and Support

The VSHT, in partnership with key services, has implemented a number of key initiatives and procedures to support and challenge the educational needs of CYPIOC.

3.1 Monitoring – Schools/ Pupil Tracking / E Files

As noted in Section 1, the position of Senior Information and Administration Officer was introduced in September 2017. The new position oversees the data collection and analysis previously carried out by BUSI, the current administration systems and the newly implemented E PEP.

The Senior Officer is managed by the VSHT and will enable the VS to monitor and review data in a timely way, improve communication, secure accurate cohort lists, develop strong relationships with DTs and Data Managers in school, as well as providing deep evaluation of the data sets in line with the needs of the VS.

E files and updated chronology forms continue to be implemented to record information on our LACYP

3.2 SIA programme

The VS continues to be supported by a School Improvement Advisor (SIA) who is a Senior Advisor within the EIS. The advisor meets termly with the VSHT and acts as a critical friend as part of the support and challenge process. The School Development Plan, VSHT Report and Quality Assurance Reviews are shared as part of this process.

3.3 School Monitoring Visits

In 2018/19 the Virtual School attended over **400 meetings** to support CYPIOC and **further quality assurance visits** were carried out in out of borough placements. This is a rigorous process in partnership with SEN to ensure all issues are addressed and challenged and to provide a good understanding of the educational provision offered to our CYPIOC in out of borough places. **In addition to this, approximately 1350 PEPs** were quality assured by senior officers in Schools and SEN where further challenge and support was given where appropriate

3.4 Quality Assurance of Personal Education Plans

OFSTED June 2016 noted Significant, successful work has been carried out with schools to develop and implement personal education plans that meet individual pupils' needs, track their progress regularly, include measurable targets for improvement and identify the impact of the use of the additional government funding

for looked after pupils, termed the 'pupil premium plus'. Rigorous monitoring of plans takes place to make sure that they are conducted on time, are of a good quality and drive improvement. Where there are concerns, action is required to be taken immediately. As referenced in Section 1, Ofsted 2018 noted that the Virtual school is highly valued by schools. The support it provides is enabling a strong sense of corporate responsibility towards children in care>

In 2018/19 the quality assurance of all PEPs continued to be carried out by the VS supported by members of the EIS and colleagues in Youth Direction trained to undertake this role. This has helped to raise the profile and needs of CYPIOC. There has been a notable improvement in the quality of PEPS over the last three years. With the introduction of the E PEP all PEPs must now reach an Amber standard to be signed off. QA staff provide support to colleagues where the PEP does not meet the accepted standard. In 2019/20 it has been agreed that all PEPs will be signed off immediately following QA. However, where a PEP is judged to be RED, the Headteacher and Chair of Governors will be informed of this.

In line with statutory guidelines; the VS also monitors the number of PEPs in place. The timely submission of PEPs remains a challenge to the VS

Record of PEPs in place Sept 2019

	Early Years	School Age	Post 16	
PEPs in place	42.5% (45)	70.1% (262)	54.3% (38)	
PEPs to be closed off	43.4% (46)	25.9% (120)	36%	
PEPs no date set	11.3% (12)	1.3% (5)	2.8% (2)	

3.5 Pupil Premium Plus Audit

With the implementation of the E PEP, the VS is now able to closely monitor the use of the PPP in line with the targeted support identified in the PEP. Following the audit carried out in 2016/17 and the discussion at the Schools Forum the funding policy was revised; schools and setting now only receive the money recorded in line with the targeted support recorded in the PEP. This will secure improved sufficiency in line with the E PEP system and planned innovative work within the Virtual school.

The VS has worked with the Finance and Planning and Partnership Service to ensure the **PP+ for 3 / 4-year-old** is allocated termly in line with the need identified in the child's PEP.

3.6 Audit tools

The VS has developed two documents, *'The Quality Assurance of Educational Provision for CYPIOC' (Ref. 3.3)* and the *Audit tool for the provision and support of looked after children in schools'* These enable schools to quality assure the provision for CYIOC at school and individual pupil level and in Stockton can form part of the Excellence in Inclusion Award. In 2016/17 a new toolkit was produced by the National Association of VSHTs to support schools in identifying strengths and areas for improvement. The revised statutory guidance for Designated Teachers also provides some key questions for schools to evaluate their provision in schools.

In summer 2018 the VS launched the **'PPP Award'**, this will enable schools to evaluate their practice in an effective way and provide a useful tool to demonstrate their provision for CYPIOC to governors and Ofsted Inspectors. Two schools in Stockton achieved the award in 2018/19

3.7 CPD

In 2018/19 CPD was provided regularly by the VSHT, and EDAs to all stakeholders (DTs, Teachers and Support Staff, Governors, Social Workers, IROs, Residential Workers, Foster Carers, Youth Offending NQTs, and Trainee Teachers) to support the needs of CYPIOC

The following training events took place

- Termly CPD for all DTs (Bespoke support is given to new DTs when required)
- Sep 2018 Making Sense of Education, Social Care /Residential workers
- Autumn Spring 2018, Governor Training to discuss revised guidance
- Ongoing Foster Care Training in line with each new foster preparation group (6 sessions)
- Ongoing Bespoke Training for individual teachers/teacher assistants or whole school training on Attachment Difficulties/Developmental Trauma/ Emotion Coaching and Theraplay.
- Attendance at Social Care Team Meeting to update staff on local and national development
- Autumn, 2018 Headteacher Induction Training – LACYP Policy and Procedures
- Spring 2019 NQT/SCITT Training
- VSHT attends Primary and Secondary Head meeting, 'Education Matters', Schools' Safeguarding Forum, EIS Team Days and Social Care Managers meetings to keep senior leaders and key staff up to date with national developments

In 2018/19, a further 24 colleagues from schools and the LA took part in a **7-day (200 hours) Attachment Lead Course** accredited by Brighton University. All participants were successful in achieving the award which has proved invaluable for the VS, SEN Service and senior colleagues in school in supporting pupils with Attachment Difficulties and Developmental Trauma. In addition to this, the VS organised further training on **Theraplay** and led seminars for Attachment Leads in schools. 5 schools took part in a course, organized by the VS, for senior leaders and all staff led by Kate Cairns Associates on Attachment Difficulties and Emotion Coaching- this has proved to be highly successful. The VS staff continue to develop their expertise a variety of means. In September 2019 one of the EDAs will commence a Post Graduate Course – Education of Care experience Children.

In response to the Pupil Voice and identified need to support pupil finance, the VS provided laptops for the Let's Take Action Group to secure access to the on line training provided the **London Institute of Banking & Finance**

As noted in Section 1, the VSHT continues to attend the termly NE Network of VSHT and the annual VSHT conference to share and learn from best practice. In 2017/18 the NE VSHT network group worked with UCL (University College London) on a PALAC (Promoting the Achievement of Looked after Children) Research Project to support schools in developing new strategies to support the needs of LACYP. The report was published and shared nationally in autumn 2018. The high level of engagement by Stockton DTs was recognized.

All member of the VS team regularly attends key meeting within the Education Improvement Service to keep abreast of local and national developments and safeguarding issues and a representative (EDA) attends the Social Care Operational Managers Group as well as the weekly SEN meeting. The VSHT continues to be a member of the VEMT Practitioners group

3.8 Additional Support/Pupil Premium Plus Funding - HTLA

As noted in section 1, the new revised structure has resulted in a HTLA joining the VS team. This role has impacted positively on the capacity of the VS to provide immediate bespoke support to pupils at times of crisis as well as precise intervention in line with the VS monitoring system. In 2018/19 the HTLA has worked with 24 pupils as well as providing them with 1-1 support in line with their personalised need to overcome barriers to learning or by providing bespoke advice to schools. In addition to this, the HTLA has carried a high number of observations and represented the VS at PEPs meetings and looked after reviews. In 2019 the HTLA qualified as a therapist which supports the work undertaken.

The Additional Learning Support /Pupil Premium Plus is available to schools at times of crisis. This provides short term financial support when other resources e.g. Pupil Premium have been exhausted. Following a referral request, the panel makes a recommendation on the type and amount of the support to be offered. In 2018/19, 18 pupils were supported by the ALS/PPP funding.

3.9 Virtual School Website

The new website was launched in Autumn 18 and continues to be developed or updated. The site provides an effective method of providing up to date information or sign posting, advice and guidance to CYPIOC, parent /carers and other stakeholders

Section 4: Service Practice

4.1 Accountability process

In 2018/19 the VSHT and DCS, met regularly to discuss key issues pertinent to the VS and to monitor progress and identify actions for improvement. The QA and time framework of PEPs are discussed and shared with CSMG, social care, schools and educational settings to ensure PEPs are in place in line with statutory requirements. Monthly reviews are shared with Heads of Service, Social Care Managers, social workers and schools where appropriate. In 2018/19 this was supported by the implementation of the **VS Strategic Group Meeting**. In September 2019 it has been agreed, in line with strategic development that the VS will sit within Social Care to further enhance collaboration and partnership work.

4.3 SIA report on Virtual School

The SIA provides a report to the EIS on a termly basis. The report gives up to date information on Pupil Outcomes, Leadership and management, School priorities and progress against action agreed at the last meeting

4.4 Corporate Parenting Board

THE VSHT attends the Corporate Board Meetings and provides regular updates and report on the educational progress and activities of LACYP.

4.5 Political Accountability

Reports are submitted annually to the Children and Young Persons Committee, Children and Young Person's Partnership and Cabinet which set out the performance of all LACYP compared to previous years and national averages. Reports are submitted to CSMG to detail ongoing progress and initiatives.

4.6. Virtual School Meetings

The VSHT chairs (*) or attends several other key meetings to support the ongoing development of CYPIOC and ensure that their individual needs are being met

- Attendance and Well Being Meeting (*)
- VS Monitoring Meetings (*)
- 0-5 LAC Working Party (EDA Chairs)
- LAC 14-19 Working Party (EDA Chairs))
- Social Care- Service Manager Meeting (EDA attends)
- Advisory Panel (EDA for OOB attends)
- PEP/LAR meetings when required
- EET Clinic for LACYP (attended by EDA for Post 16))
- Schools Safeguarding Forum
- VEMT Strategic Group
- VEMT VPG – operational group
- EHC panel meeting (EDA attends)
- Culture Initiative/ Blue Cabin (+EDA)
- CSMG

- SMT/SLT
- Valuing Care project
- Social Care Resources Panel (EDA attends)

Section 5: Continual Improvement

5.1 File audits

The VS continues to support File Audits within social care where appropriate

5.2 File management for schools and templates

Individual Pupil Files are provided for all CYPIOC in schools in line with the content agreed at the safeguarding training. This has impacted positively on the quality and consistency of the individual files and has supported pupil transition where there is a change of educational placement.

With the introduction of the E PEP this is no longer mandatory, but schools must ensure all information is uploaded onto the EPEP system or maintained within the file. All school are expected to keep a chronology of events in line with safeguarding procedures

5.3 Post 16 EET clinic

The EET Clinic continues to meet monthly to monitor the progress and provision of Post 16 CYPIOC/Care Leavers. This is supported by the VS EDA and Specialist CYPIOC Participation Officers.

5.4 Youth Direction/ Youth Offending

In 2018/19, the report from Youth Direction evidences that the **CYPIOC Participation Officers (FTE 1.2) have carried over 1400 significant interventions** with CYPIOC

In 2017/18 the Specialist Participation Adviser for CYPIOC extended their remit to attend PEP meeting in Year 9 in addition to Year 10/11 to provide increased consistency and ongoing support in Key Stage 5. The Specialist Participation Advisers continue to attend PEP meetings, where appropriate, for Post 16 pupils in education, training or employment. This partnership, as noted by OFSTED (June 16) together with the VS Post 16 CYPIOC meeting has enhanced the timely support offered by all services to CYPIOC in schools and Post 16 establishments. OFSTED 2018 noted that *Effective work by youth participation officers ensures that almost all children progress onto further education after key stage 4.*

In 2018/19 a number of bespoke initiatives including 'Matty's Bistro' was implemented for CYPIOC. These have proved to be highly successful in engaging pupils in employability skills, vocational qualifications and providing personal development opportunities.

The VS continues to work more closely with the Youth Offending Team and a representative attends the half termly Attendance and Well Being Meeting.

5.5 Post 16 / EYFS/ Out of Borough Pupils

On-going discussions/actions continue to improve the provision for LACYP in Early Years, Post 16 establishments, and those placed outside the borough.

- As noted by OFSTED June 2016, the appointment of the EDA for CYPIOC in out of borough schools/Post 16 has impacted positively by providing increased challenge and support to OOB educational settings and Post 16 provision. The EDA continues to ensure that educational provision is effective in out of borough placements and attends PEPs Meetings /SEN annual Reviews where necessary to support and challenge the needs of CYPIOC. The work of the EDA has impacted positively providing clear expectations to our out of borough schools and DTs who have not able to engage in our training.
- The EDA for Stockton continues to work in partnership with the Early Years Advisers to secure increased understanding of CYPIOC within the Early Years, especially in PVIs (Private, Voluntary and Independent Sector) CPD has been provided which has enabled PVIs to have a clear understanding of E – PEP process and social care procedures. Further work has been undertaken to secure the early identification of need and the implementation of appropriate support. The work of the EDA has impacted positively on the number of E PEPs in place for Preschool children 0-5. Further training for social workers/Health Visitors took place in 2018/19

5.6 Transition Guarantee – Moving Forward Document

The LA have developed a Transition Guarantee between all Primary and Secondary Schools to support the effective transition of pupils from Year 6 to Year 7. In 2016/17 the Moving Forward Document was also implemented to support the transition of Early Years to Primary School. A protocol to support the transition of pupils into Post 16 establishments is currently been piloted. The VS encourage all schools to implement transition planning meetings for staff and CYPIOC when any change of educational placement take place. In line with identified need, 'Transition' will be discussed in more detail at the next DT meeting /training in Autumn 2019.

5.7 Pupil Premium Plus

In 2014 the Pupil Premium Plus (PPP) for LACYP was implemented in line with the new national conditions. Following consultation at all levels, it was agreed that £1400 of the £1900 would be given direct to schools to support LACYP in line with the targeted support recorded in the PEP. This amount has been increased in 2018/19 to £2300. Following review and evaluation it was decided that the amount given to schools would remain the same to support individual pupils with increased need, to maintain the enhanced staffing of the VS and create further opportunities for innovative work within the VS.

Main Areas of Expenditure for centrally held funding: -

- Staffing, EDA x2, HTLA, Youth Participation Officer (FTE1.2)
- EP Service level agreement
- Support to individual pupils in need of additional and personalised support
- CPD for DTs/VS
- Primary/Secondary Hubs
- Enrichment Activities
- E PEP Service
- Support for Children in Care Council
- Arts Project

The PPP is given to Stockton Schools retrospectively on termly basis so the money follows the pupil. For out of borough schools, the money is administered yearly. The VSHT carries out an annual audit* of the use of the PPP to ensure it is used effectively and impacts positively on pupil outcomes. (As noted in Section 3.5 the Pupil Premium Plus spend is now monitored through the E PEP process.)

The VS now receives a further budget from the Dfe to support the extended duties for those pupils previously in care. This budget, in partnership with VS across Tees Valley has helped to secure a Learning Support Worker in the Regional Adoption Agency. The VS hopes to secure the appointment of an EP and Learning Support Officer within the VS to enhance the timely support for CYPIOC

5.8 Pupil, Parent /Carer Voice

The three **Primary Hubs** (North, South and Central) set up in 2016/17 by the Stockton EDA continue to be highly successful –, not only for the pupil voice, but in securing activities where CYPIOC can socialize and develop their social and emotional skills. Over 40 pupils attended these events. In 2017/18 a Secondary Hub was set up for pupils in Year 7 and 8 to provide continuity and facilitate a focus on long term aspirations. The Hubs have continued to flourish through 2018/19 and reports evidence the positive impact on pupil outcomes.

The VS continues to work in partnership with Youth Direction staff / Lets Take Action Group to support local events and listen to the child's voice to influence further development. In 2018/19 the PPP was used to support activities within the Let's Take Action Group eg. Corporate Parenting Event.

5.9 Mental Health

SDQ

The VS has worked with Social care and Health to implement SDQs in schools for teachers and pupils age 11+, via the E PEP Process. Where appropriate the SDQs were completed by school and the child and secured action where necessary. However the process could be further enhanced through consistency and triangulation between all services.

Training for services and schools – As noted in Section 3.2, the Virtual school has provided training on Attachment Difficulties and Developmental Trauma, Emotion Coaching and Therapy. The training is having a significant impact in schools and settings empowering staff to implement key strategies to support the

social emotional and mental health difficulties of CYPIOC. The VS is currently working with key services to implement an 'Attachment Aware Behaviour Regulation Policy' for school.

5.10 Revised Statutory Guidance Promoting the education of looked-after children and previously looked-after children

The VSH is worked with the Director of Children Services to secure the extended duties of the VSH and all services in relation to Previously Looked-After Children. Training took place in schools with Designated Teachers and Governing Bodies to raise awareness of their new extended duties in relation to the revised guidance for schools. The VS has established a strong partnership with the Regional Adoption Agency.

Section 6: Child Engagement/Celebration

The VS continues to work in partnership with Social Care Managers to organise the Annual Celebration of Achievement events

- In August 2019, the Celebration of Achievement Event for Year 1-10 took place during the summer holidays at Preston Hall. In addition to the formal presentations, a variety of events were organised for pupils and their parent /carers.
- In Jan 2019 the Y11/Post 16 Celebration of Achievement Event took place at Billingham Forum. The event included a meal cooked and served by CYPIOC involved in an apprenticeship scheme. Presentations and special awards for Educational Achievement, Success in Education Training and Employment and Personal Achievement took place. All celebration events are supported by key senior managers within the LA including the DCS, Chief Executive and Lead Member of the Council.
- The VS continues to encourage schools to celebrate pupil achievement in its widest sense on the child/young person's PEP. Schools are encouraged to use the VS Ten Challenges, which links into the Preparation for Adulthood Framework, and supports schools in engaging pupils in a variety of activities that evidence social skills and personal development. The challenges are bespoke to all phases

Section 7: Priorities for 2019/20 aligned to Council Plan and Children's Services Strategy Priorities (6 key priorities)

1 Giving children the best Start – Issue 4

- Continued emphasis on early years in readiness for school – training for social workers, importance of Early Years PEP
- Early Identification of need – improved collaboration/partnership with Health, SEN, EP Service and Social care

2. Focusing on schools and learning outcomes- Issue 7.9,10

- Ongoing emphasis on Attachment and Developmental Trauma /Theraplay Training in all schools

- Implementation of Attachment Aware Behaviour Regulation Policy
- Clear pathways for Post 16/Implementation of Work Experience/ Work Shadowing Year 9-11
- Options for Alternative Provision for CYPIOC where appropriate

4. Safeguarding and Protecting- Issue 24

- as above working to transform support for young people with SEMH difficulties: Attachment Aware Schools

5. Focus on better outcomes for CYPIOC

- See action in all areas

6. Working Collaboratively (see VS Strategic Plan)

- Training for social care – Understanding the Education system, SEN, VS, Importance of Early Years
- Ensure social workers/schools submit PEPs in a timely manner
- Improved data sharing/reporting by all partners

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