Virtual School Annual Report 2019/20(Nov 2020)

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

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. From September 2019 it was agreed that the Virtual School would continue to have strategic meetings with the DCS but would be line managed by the Assistant Director for Social Care and 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 Looked After and Previously Looked After Children and Young People from 0-25 years 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 four 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 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. In 2019/20 the VSH has attended key strategic meeting within social care to support collaboration and partnership work.

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

- Educational Development Adviser (EDA) (October 14, January 2020) to provide increased support and challenge to CYPIOC in out of borough schools/Post 16

- Specialist Participation Officer within Youth Direction to provide enhanced support to CYPIOC but particularly Year 9/10 and 11 and Post 16.

- Second EDA (September 2016) to support the day to day needs of CYPIOC within Stockton as well Early Years and Attachment / Trauma informed work.

- HTLA (September 2017) to support the day to day needs of CYPIOC within Stockton.

- Educational Achievement Support Worker (Dec 2019)

- Part Time Educational Psychologist (Sept 2020)

- In July 2019 an Adoption Education Support Worker was also appointed as part of the Regional Tees Valley Adoption Agency in partnership with VSHTs. This is joint funded with the support of the VSHT PLAC budget to enhance the support to those PLAC – adopted from care.

The role of Senior Information and Administration Officer, has supported the development and implementation of the E PEP and pupil tracking procedures.

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 **August 2020**, there were 552 CYPIOC in Stockton-On-Tees, this has increased from (492 – July 2018)., (552 – July 2019)

Currently (September 2020) 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, 382 – 2018/19)

- 67 pupils in Year 12 and 13, (38, 2015/16, 42- 2016/17, 33 – 2017/18, 67 – 2018/19)

- 107 children at pre-school age. (92- 2016/17, 130 – 2017/18, 107- 2018/19)

- 130 of these pupils were educated outside of the borough in other LAs. (99- 2016/17, 116 -2017/18, 130 – 2018/19)

33 CLA from other LAs were educated in Stockton (50- 2016/17, 46 – 2017/18, 33- 2018/19)

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. **As at September 2020 87% of CYPIOC attend schools that are currently judged good or better.**

1.4 SEN

In 2019/20 (as at 3-08-20) the percentage of CYPIOC at school age with a SEN Status is 47.3%, (193 Pupils) (Nat av. CLA 55.9% 2018/19). The number of pupils with a EHCP is 21.3%, 87 pupils (Nat. av. CLA 27.2% 2018/19) and at SEN Support 23.5%, 96 pupils (Nat. av 28.7% 2018/19)

1.5 Contextual Data

(See table below Context as @ September 2020)

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

1.6 Response to COVID 19 - work undertaken by the Virtual School

- Engagement in all Virtual meetings for CIOC
- Challenge and support continuing through the virtual environment
- Day to day work continuing with team working from home
- Monthly newsletters for carers and Designated Teacher, encompassing current thinking and advice on learning in lockdown and mental health support during lockdown
- Changes to the Personal Education Plan, including a COVID19 page, to capture changes, challenges and successes during this period
- Working with schools and social workers to support attendance where appropriate for CIOC
- Designated Teacher meeting held via Zoom
- Continuation of Attachment Training where appropriate for Schools
- Carer review of 'Learning in Lockdown'
- Virtual Thrive assessments
- Continuation of work with individual CIOC via telephone and video conferencing
- Signed up for Maths research project for Key Stage 2 and Key Stage 4 CIOC
- Attendance at Webinars to ensure the team are up to date with current guidance, sharing good practice and continuing our CPD

Section 2: Educational Outcomes 2019/20

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

Educational Outcomes

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. NAVSH are working in partnership with NCER to analyse national data at all key stages to support action for improvement

- 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 has worked with partners to implement improved analytical tools on the data for all pupils in the VS. An agreed system with Planning and Performance will be piloted in 2020/21

- **In 2020 due to the COVID lockdown – no national assessments / exams took place in primary and secondary schools. In Year 11/13 pupils have been awarded grades based on teacher assessment grades.**

Attainment & Progress   Key Stage 4 Provisional Annual Outcomes 2019/20

Phase Cohort number 2019/20		2017/18 CYPIOC 903	2018/19 CYPIOC 903	2019/20 COVID 903
Key Stage 4 **Context of Cohort** 903 cohort 35 Pupils, I pupil =2.8% 17 Boys 18 Girls SEN 48.5% 22.8% EHCP, 25.7% SEN Support 23 pupils (65.7%) were educated in Stockton				
	Level 4+ English and Maths	17.8%	20%	27.5%
	L4+English	32.1%	33%	42.8%
	L4+ Maths	17.8%	27%	27.5%
	L5+ Eng and Maths	3.6%	10%	14.2%
	L5+ English	14.3%	17%	22.8%

12 pupils (34.3%) were educated in out of borough schools: 12 pupils (34.2%) attended a special school or Alternative Provision in line with their personalised needs	L5+ Maths	7.1%	13%	14.2%

- At KS4 (Year 11) provisional data shows that outcomes in 2019/2020 have improved significantly in all areas since 2018/19. In 2019/20 the outcome for L5+English and maths (14.2%) is above the national average for CIC (7.2%) in 2018/19 but well below the average for all pupils (40.1%) in 2018/19

- KS5 data shows that the high percentage are on target to progress. Rigorous action is taken to support those who are NEET. 97% of pupils in Year 11 in 2020 have progressed into education, employment or training.

- CYPIOC progression to university is pleasing, in 2018/19 29 students were undertaking Higher Education courses. In 2019/20 two further student have been successful in obtaining places at Sheffield and Northumbria University

- Provisional Data indicates that attendance and exclusion rates for CYPIOC remain favourable in comparison to national averages in 2018/19. In 2019/20 the percentage of pupils with at least one Fixed term exclusion increased from 4.2% to 8.2% but remains below the national average for CIC 11.7% in 2018/19. This issue will be raised with all partners. No child received a PEX.

The 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. However, from the validated results (2018/19) the VS identified that Reading at KS2 is an area for development and agreed to work with EIS, schools and social care on this aspect over the next 12 months.

Actions to support Reading attainment and progress at Key Stage 2
The plan has three strands
1. EIS led reading programme, with a group of self-selected primary school Reading Leads, to improve Quality First Teaching in Reading across their school. The programme has involved termly cluster meetings, workshops, opportunities to network and an online WhatsApp community. This has been in place since September 2019
2. EIS Senior Adviser/OFSTED Inspector to train Virtual School staff in quality assurance of reading provision, this will support VS staff to understand the reading provision that is available to CIOC and to challenge and support where necessary

3. Individual CIOC intervention. 1-1 support with the Virtual School Education Achievement Support Worker through either the Reading Intervention programme or Reading Recovery programme.

Other Reading interventions organised by the Virtual School include:
1. LetterBox project available for Reception children who are at risk of not meeting their Literacy learning goals.
2. Reading Research Project with Oxford University looking at the effect of carer support and engagement with reading on reading outcomes for CIOC.

2.6 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 CYPOIOC. Persistent absence for CYPOIOC has decreased.in2019 and is in line with national averages for all pupils. CYPIOC exclusion figures increased in 2019, from 63.5to 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.

	2017/18	2018/19	2019/20 As at Spring Term before COVID lockdown
Attendance CYPIOC Figures provided from Capita ONE LA Attendance service	Overall 96.3% Secondary – 95.3% Primary – 97.4%	Overall 95.4% (LAIT 96.8%) Secondary – 93.1% Primary – 97.3%	Overall 95.7% Secondary – 94.7% Primary – 96.8%
National	Primary 95.8.% Secondary 94.5%	Overall 95.3	No data
Stockton LA	Primary 95.8% Secondary 93.9%	tbc	tbc

Persistent absences CYPIOC Attendance below 90%	12%	8.3% 34 pupils from 408	tbc
PA National	Primary 8.7% Secondary 13.9%	10.9	No data
PA Stockton	Primary 8.2% Secondary 16.8%	Not Released	No data
Exclusion PEX	0%	0%	0%
Exclusion National CIC PEX		00.5%	No data
Exclusion FXT No of pupils	12 pupils (I 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) National FTE CIC 11.67 National ALL 2.33	33 pupils – 8.2%

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

2.7 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	Sep 20 903 Cohort 36 pupils
Education	(22) 96%	(21) 76%	(25) 74%	(27) 75%
Employment	(0) 0 %	(2) 8%	(1) 3%	(0) 0%
Training	(0) 0%	(2) 8%	(5) 15%	(8) 22%
NEET	(1) 4%	(1) 4%	(3) 9%	(0) 0%
Other		(1) 4%		(1) 3%

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

The Senior Information and Administration Officer oversees the administration and data collection from Capita ONE, Liquid Logic and the E PEP system commissioned from Welfare Call. This supports the VS to monitor and review data, secure accurate cohort lists, and provide evaluation of the data sets in line with the needs of the VS. We are currently working with Planning and Performance to introduce an analysis tool 'Power B1', this will allow the VS to analyse and share data more effectively and improve timely action for improvement.

E files and updated chronology forms continue to be implemented to record information on CYPIOC
In 2019/20 the **Virtual School Report for schools** was developed. This will be implemented in Autumn 2020 to support schools in their review and evaluation procedures for CYPIOC.

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 2019/20 the Virtual School attended over **500 meetings (PEP, LAR, CAMHS, EHCP Annual reviews, Care Planning, Risk Management, Transition)** 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 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 2019/20 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 four years. 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.

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 2020

	Early Years	School Age	Post 16
PEPs in place	44.1% (49)	84.9% (333)	85.7% (66)
PEPs to be closed off (inc QA)	45% (50)	13.3% (52	13% (10)
PEPs no date set	10.9% (12)	1.8% (7)	1.3% (1)

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. During the COVID period all school were allocated the full amount to support pupil provision.

The VS works with the Finance and Planning and Partnership Service to ensure the **PP+ for 3 / 4-year-old** is allocated termly in line with the child's PEP. In 2019/20 the VSH worked in close collaboration with Finance and Planning to secure a structured and coherent budget in line with the School development Plan and identified need. The DFE guidelines prevent the VS from carrying forward any budget into to the next financial year this prevents /inhibits innovative work and long term planning a matter that has been raised by NAVSH with the DFE.

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 . 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. Three schools in Stockton achieved the award in 2019/20

3.7 CPD

In 2019/20 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)
- Oct 2019 Making Sense of Education, Social Care /Residential workers
- Autumn 19 Spring 2019, Governor Training
- 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, 2019 Headteacher Induction Training – CYPIOC Policy and Procedures
- Autumn 2019 NQT/SCITT Training
- VSHT/EDAs 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 2019/20, 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 over a two year period 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 2019/2020, 5 staff attended the THRIVE Course to train as leaders, one EDAs commenced a Post Graduate Course – Education of Care experience Children and the other extended her work in THRIVE assessments. In addition to this the staff have attended a variety of webinars during the COVID period. Planned training for 2020/2021 has been rearranged in light of COVID requirements

As noted in Section 1, the VSHT continues to attend the termly NE Network of VSHT to share and learn from best practice. Unfortunately the national conference for VSH was cancelled due to the COVID lockdown.

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 the (EDA) attends weekly SEN meeting. The Learning Support officer represents the VS on the VEMT Practitioners group

3.8 Additional Support/Pupil Premium Plus Funding   - HTLA /Learning Support Officer

The HTLA joined the VS team in 2016 and is now a significant member of the 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 2019/20 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 2019/20 the HTLA developed a course for 'Key Adults' for staff in schools to implement effective researched support for CYPIOC.

The Learning Support Officer commenced duties in December 2019, this has provided precise intervention for individual students at times of crisis and provided a key focus on academic intervention eg NIMBL (on line learning tool) to support pupil learning. During the COVID lockdown the Learning Support officer researched and produced resources for home learning for the VS website and aid carers with home learning . The Learning Support officer has also provide additional capacity to support key meetings in particularly the VPG VEMT Practitioners Group, as well as in-depth analysis to support student intervention and challenge and support

to schools. The Learning Support Officer will play a key role in action to support Reading attainment in KS2 and the Research projects agreed at Primary and Secondary School as part of the WWCSC (What Works for Children in Care) initiative.

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 2019/20 (2 Terms) 10 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,. Additional resources were added to support pupils , carers/ parents during the COVID lockdown.

Section 4: Service Practice

4.1 Accountability process
In 2019/20 the VSHT met with the Assistant Director to discuss key issues pertinent to the VS and to monitor progress and identify actions for improvement. Set meeting with the DCS were not possible during the COVID period .
The QA and time framework of PEPs are shared with ADCS, social care senior managers, 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.

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. Due to COVID lockdown this was postponed in Spring /Summer Term

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 CYPIOC.

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 CYPIOC compared to previous years and national averages.

4.6. <u>Virtual School Meetings</u>
The VSHT attend a number of key strategic meeting to support partnership work and action with other services

- CSMG
- TOP
- JAMM
- Resources Panel
- Corporate Parenting Board
- Valuing Care Project
- CIOCSG

VSH/ EDA 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 (Chair EDA)
- Post 16 Meeting (EDA Chairs)
- PEP/LAR meetings when required
- EET Clinic for LACYP (EDA for Post 16))
- Schools Safeguarding Forum
- VEMT VPG – Operational group (Learning Support Officer)
- EHC panel meeting (EDA attends)
- Culture Initiative/ Blue Cabin (VSH/EDA)
- SEN Panel Meeting (EDA attends)

Section 5: Continual Improvement

5.1 <u>File audits</u>
The VS continues to support File Audits within social care where appropriate

5.2 <u>File management for schools and templates</u>

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 2019/20, the report from Youth Direction evidences that the **CYPIOC Participation Officers (FTE 1.2) have carried over 891 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.*

Bespoke initiatives eg Matty's Bistro continue to be implemented where appropriate 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 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 CYPIOC 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 2019/20.

5.6 Transition

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' was discussed in more detail at the DT meeting /training held in Autumn 2019 and Spring 2020. The new EP is currently carrying out a research project on Transition to inform future practice.

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 CYPIOC in line with the targeted support recorded in the PEP. This amount increased in 2018/19 to £2300 and in March 2020 to £2345 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, EASW,
- 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 a termly basis so the money followers the pupil to maintained schools. For out of borough schools and Academies, 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 by the VS continue to be highly successful – not only for the pupil voice, but in securing activities where CYPIOC can socialise 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 7and 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. Unfortunately the activities planned for the Spring and Summer Term had to be postponed
 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 2019/20 the PPP was used to support activities within the Let's Take Action Group and schools this included a Dance Workshop Group and a Music Project organised by Barnardos.

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 Theraplay. 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.

5.10 Revised Statutory Guidance Promoting the education of looked-after children and previously looked-after children
The VSH 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 and attends regular meeting arranged by the manager. In 2019/20 a Learning Support Worker was appointed joint funded by all VS in the Tees Valley to support the educational provision of children adopted from care in schools.

Section 6: Child Engagement/Celebration

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

- Unfortunately the 2019/2020 Celebration of Achievement Event for Year 1-10 could not take place due to the COVID lockdown. Alternative initiatives have been discussed with social care. The VS sent out certificates to pupils during the lockdown to recognize exceptional work
- Annual Celebration of Achievement Events – January 2019/ August 2019- postponed due to COVID
- VS supported - MSLTP initiative, Music Project organised by Barnardos and Dance Project
- PPP award enables school to celebrate the high quality of provision for the children in our care or can support evaluate their provision – 3 schools achieved award 2019/20)
- Implementation of Primary and Secondary hubs continued in Autumn Term – highly successful (43 Primary School Pupils /18 Secondary School Pupils) Partnership work with Jamie Wassel – Lets Take Action/ Positive activities Group
- In Jan 2020 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: VS Actions for 2019/20 aligned to priorities in Council Plan 2020-2023

Plan and implement new ways of improving children's emotional health

➢ Implementation of Multi agency Actions following 4Rs Conference facilitated by Lisa Cherry

➢ Ongoing emphasis on models of support/ training - Attachment Aware Trauma Informed /Theraplay / Emotion Coaching /THRIVE all schools/services

Help schools to improve pupil wellbeing and reduce exclusions

➢ Options for Alternative Provision for CYPIOC where appropriate

➢ As above -Ongoing emphasis on models of support - Attachment Aware Trauma Informed /Theraplay / Emotion Coaching /THRIVE all schools/

Continue to work with early years settings and schools to raise educational attainment for all pupils, including those with additional needs

➢ Ensure all CYPIOC have access to IT

➢ Transition Research project to be carried out 2020/21 to inform action for improvement

➢ Key Monitoring Y6 /11 to inform action for improvement

➢ Implementation of School Performance Review (VS School Report to Schools)

➢ Share best practice from Research Projects Maths / Literacy– Early Years, Primary and Secondary (WWCIC What Works for Children in Care)

➢ Implementation of PowerB1 system to support timely analysis of termly academic

➢ Ensure PEPS are submitted by schools/DTs in timely manner

Improve the consistency and continuity of social work practice
 ➢ Ongoing partnership work, training and support for social workers, foster carers, IRO, Residential Homes

 ➢ Training for social care – Understanding the Education system, SEN, VS, Importance of Early Years

 ➢ Implement new VS Handbook

 ➢ Sharing of VS Vision with schools/ settings and other services

 ➢ Ensure social workers submit PEPs in a timely manner

Increase capacity in our fostering service and residential children's homes
 ➢ Ongoing partnership work /training

Ensure effective careers provision and support for all pupils, recognising the disruption in education as a result of Coronavirus
 ➢ Specialist Youth Participation Officers continue to attend PEP mtgs and work with CYPIOC Y9 -13 students

 ➢ Clear pathways for Post 16/ Work Experience/ Work Shadowing Year 9-11

Continue to work with early years settings and schools to raise educational attainment for all pupils, including those with additional needs
 ➢ Continued emphasis on early years in readiness for school – training for social workers, importance of Early Years PEP

 ➢ Implementation of new framework for Early Years

 ➢ Early Identification of need – improved collaboration/partnership with Health, SEN, EP Service and Social care

 ➢ Implementation of Multi agency Actions following 4Rs Conference in line with Children's Services Strategic Action Plan

 ➢ Ongoing 0-5 Multi agency Meetings

Provide an integrated approach to early language development through reading
 ➢ Implement VS KS2 Reading Action Plan

➢ Implementation of new framework for Early Years