

Report to: Corporate Parenting Board

Subject: Annual Report of the Virtual School: Improving educational outcomes for LAC

Meeting Date: Thursday 9 February 2017

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The Virtual School Annual Report

September 2015 – July 2016

Using SSDA903* data

*Data return completed for every child who is looked after during the course of the year

1 - Purpose of report

The purpose of this report is to summarise the work of the Virtual School during the 2015-16 academic year, including the educational outcomes achieved by Looked After Children, and a summary of what went well during the year and the key areas for improvement that will need to be focused on in 2016-17. The report also provides an update on Post- 16 education, employment and training (EET) outcomes for Looked After Children and care leavers.

2 - Recommendation

2.1 The Corporate Parenting Board is recommended to note this report which sets out the progress made in improving educational outcomes for Looked After Children and care leavers and to endorse the key areas for improvement contained in the next steps after each section.

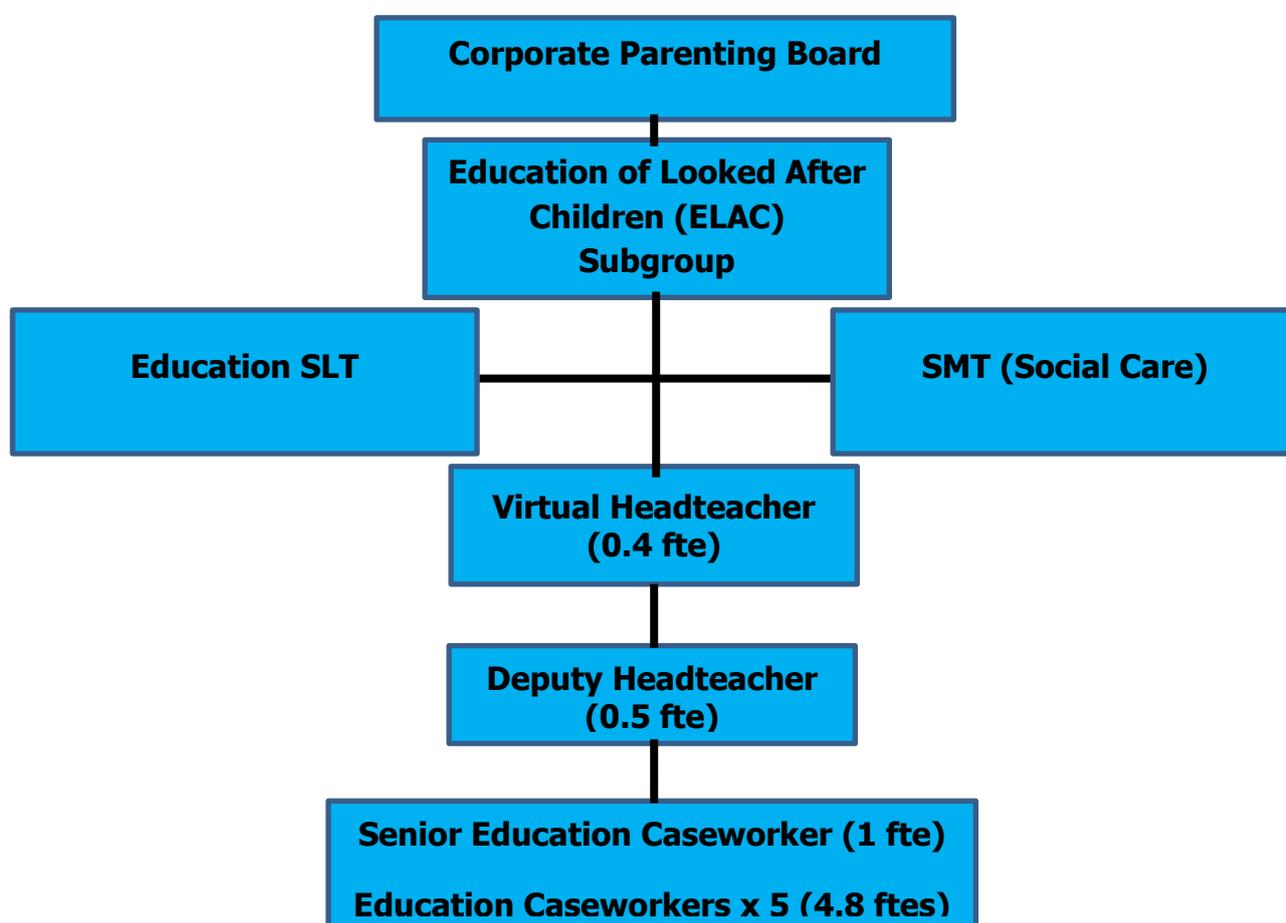
3 - Background and context

3.1 The role of Portsmouth Virtual School is to raise the attainment and outcomes of Portsmouth's looked after children (LAC). The Virtual School do this by challenging and supporting the schools, as well as providing information, professional advice and support to a number of stakeholders in order to ensure that all Portsmouth LACs and Care Leavers receive a high standard of education and are involved in appropriate educational activities. The Virtual School aims to raise the aspirations of young people and the expectations of relevant professionals so that young people can reach their potential and move forward into further and higher education and employment.

3.2 Portsmouth's Virtual School has been in existence with a substantive headteacher, since May 2013. The role of the Virtual School Head became a statutory in September 2014 when The Children and Families Act 2014 made this role a statutory requirement for all Local Authorities.

3.3 The Virtual School is accountable to the Corporate Parenting Board and regularly reports to the Education of LAC subgroup as well as the social care Senior Management Team (SMT), and via the Head of Inclusion to the Education Senior leadership Team (SLT)

Figure 1: Governance and structure of the Virtual School



3.4 Staffing in the Virtual School

There is a headteacher, Helen Thompson - 0.4, a deputy headteacher, Victoria Reynish - 0.5, and there is one Senior Educational Caseworker (1fte) and 5 Educational Caseworkers (4.8 ftes).

3.5 All LAC of statutory school age have an allocated Education Caseworker. The average caseload for the team is 40 students. In addition, each caseworker has an area of responsibility that they lead on:

Annette Bradshaw	Special Educational Needs and Disability (SEND)
Ashley Edwards	Primary
Lucy Head	Early Years
Sarah Horne	Post 16
Sean Kenneally	Unaccompanied Asylum Seeking Children (UASC)
Sarah Major	Adoption/Special Guardianship Orders (SGOs)

Total numbers of LAC in the 903 cohort (young people who have been in care continuously for one year or more as of the 31st March 2016) is set out below:

Year R to Year 11 = 156
Year 12 (24) and 13 (36) = 60

Total = 216 young people

4 - Educational Outcomes

* Note that DfE indicators are standardised by only including LAC who have been looked after for more than one year which is cohort 903.

4.1 – As an overview:

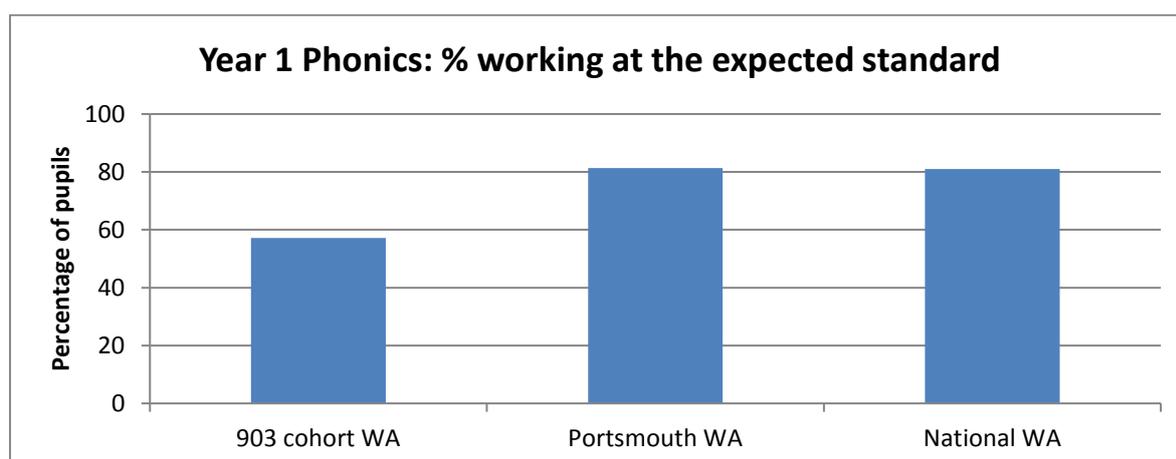
- KS1 attainment is limited with 40% of all children meeting or exceeding national expectations.
- KS2 attainment of 40% of students meets and exceeds national expectations in all areas.
- KS4 (GCSE) results were improved on last year, apart from those who attained 5 A* to C. In particular, for the first time 100% of students attained at least one A* to G. 80% of the Year 11 (903) students are now engaged in higher education.

All students are tracked and monitored through PEPs with robust systems in place to analyse data.

4.2 **Early Years Attainment.** The total cohort is 6. Four children achieved a good level of development in all areas (one of which exceeded in 8 of the 17 strands). One was at expected levels in 5 areas and emerging in 12 and one was emerging across the board in all 17 strands. 2 children have an Educational Health Care Plan (EHCP), and 2 children are receiving SEND support.

4.3 **Key Stage 1.** The total cohort is 10. 6 children (60%) have reached at least the expected standard in reading, 4 children (40%) have reached this in writing and maths. One has an EHCP and 2 are receiving SEND support.

There are 7 children in Year 1. 4 children have passed the phonics screening test and are working at the expected standard, 1 was dis-applied (through attending a specialist provision) and 2 were working towards the expected standard.

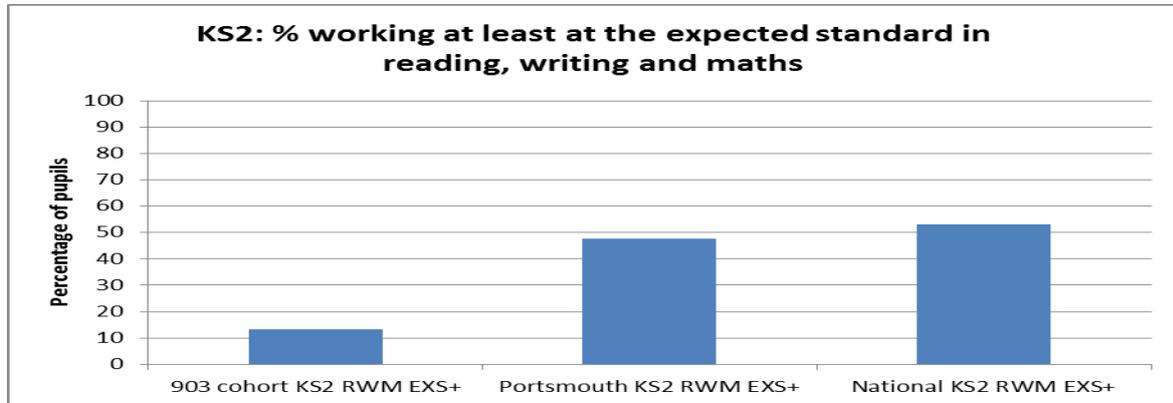


4.4 **Key Stage 2.** The total cohort is 15. 6 pupils (40%) have achieved national expectations in Reading, 7 (46.7%) have achieved national expectations in Writing and 7 pupils (46.7%) have achieved national expectations in Maths.

The progress scores for each are:

Average reading = -3.04 Average writing = -0.81 Average maths = -1.96

8 pupils (53.3%) have achieved GPVS (Grammar, Punctuation, Vocab and Spelling). No students have an EHCP and 6 children are receiving SEND support.

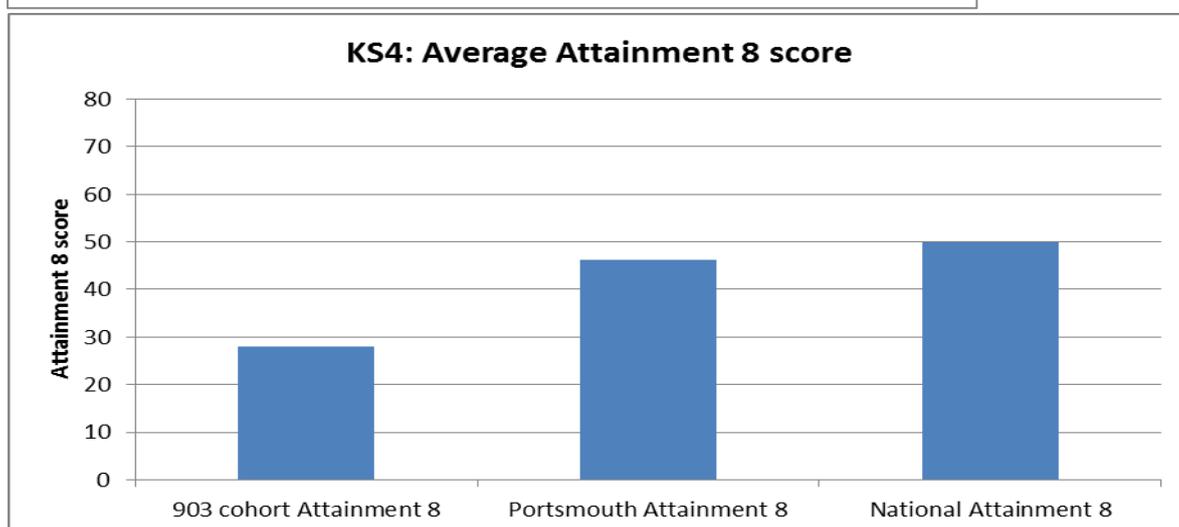
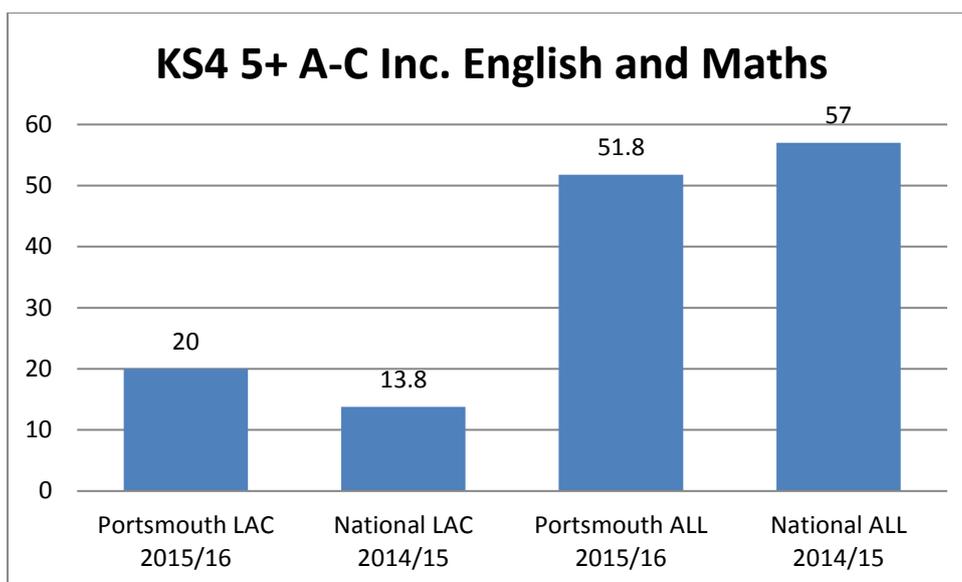


'As in previous years, girls do better than boys in reading, writing and mathematics combined. 57% of girls achieve the expected standard in all of reading, writing and mathematics compared to 50% of boys - a gap of 84 percentage points. The gap is larger than that seen in previous years'. Source National curriculum assessments at Key Stage 2 in England, 2016 (provisional) SFR 39/2016, 1 September 2016.

4.5 **Key Stage 3.** The total cohort is 43 (Years 7 - 9). The school systems include both National Curriculum and transition to GCSEs within Year 9. Regular assessment, tracking of progress and termly reports indicate some promising results predicted at the end of Key Stage 4. Of the 20 students currently in Year 9, 10 students have EHCPs and 9 are receiving SEND support.

4.5 **Key Stage 4.** The total cohort is 32 and in Year 11 there are 11 students. Of the 11 Year 11 students, 10 were entered for GCSE's (as one student has been decelerated and is in Year 10). 10 students (100%) achieved at least 1 GCSE grade A* - G, 6 students (60%) obtained at least 5 GCSE grades A* - G, 3 students (30%) achieved at least 5 A* - C and 2 students (20%) achieved at least 5 A* to C including English and Maths. Both achieved the English Baccalaureate. The attainment 8 score is 27.9.

5 students have EHCPs and 3 are receiving SEND support.



Please note that one student has been decelerated and was in Year 10 rather than year 11. His data is therefore not recorded as part of this cohort.

LAC Education attainment trends

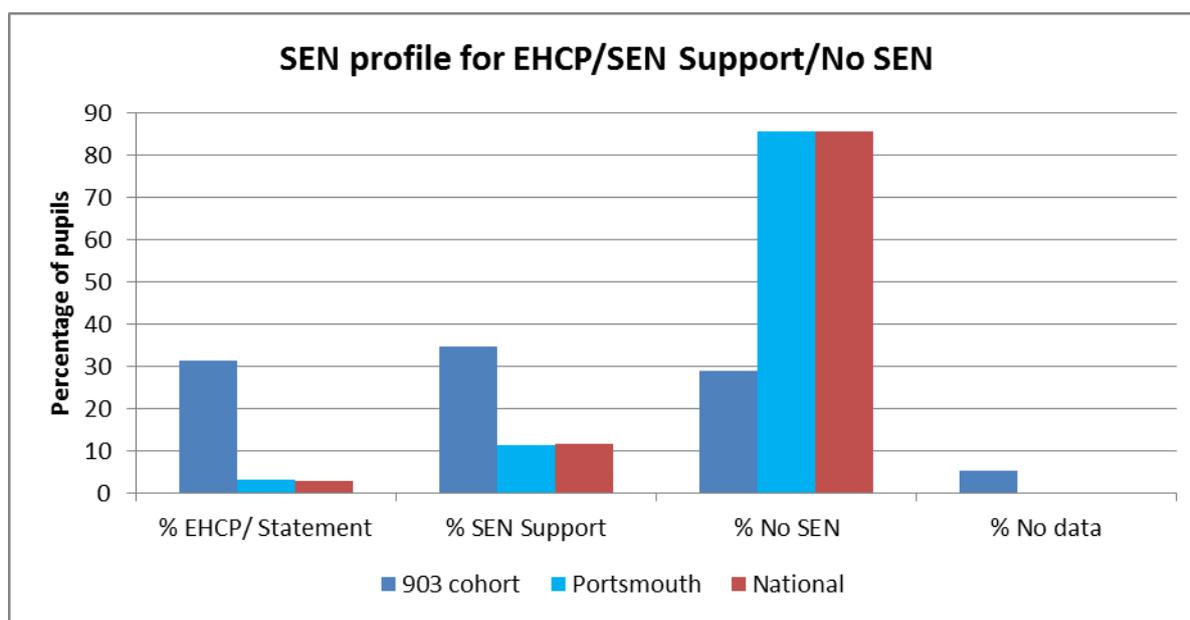
LAC Looked after for over a year as at 31/03/	2013	2014	2015	2016 Provisional
Total Children in KS2 cohort	17	12	11	1
Attained expected progress (Level 4) in Maths at end of KS2	29%	42%	64%	53%
Attained expected progress (Level 4) in Reading at end of KS2	29%	66%	64%	40%
Attained expected progress (Level 4) in Writing at end of KS2	5%	42%	55%	47%
Attained expected progress (Level 4) in Reading, Writing and Maths at end of KS2				13%

LAC Looked after for over a year as at 31/03/	2013	2014	2015	2016 Provisional
Total young people in GCSE cohort	29	11	20	10
GCSE: Attained at least 1 A*-G	83%	63%	95%	100%
GCSE: Attained 5 or more A*-G	52%	55%	80%	60%
GCSE: Attained 5 or more A*-C	24%	9%	15%	30%
GCSE: Attained 5 or more A*-C Including English and Maths	17%	9%	15%	20%

Next steps

- To ensure all students have been entered for GCSE or functional skills in English and Maths
- To ensure that all PEPs have targets in the areas of need in core subjects - English and Maths (e.g. in class support, HLTA, academic tutoring).
- To effectively liaise with all schools to ensure students are making the expected level of progress with their peers using the new Key Stage outcome indicators.
- Where students are placed in mainstream school, they have the opportunity to be entered for all progress 8 subjects (English, Maths, Science, MLF, Humanities)

5. Special Educational Needs (SEN)



'Nationally looked after children are four times more likely to have a special educational need than all other children and are almost 10 times as likely to have a statement of educational needs or an education, health and care plan (EHCP). This is reflected in Portsmouth, 2.8% of children nationally (3.1% in Portsmouth) have an EHCP or statement compared to 31% of Portsmouth LAC children, which is around 10 times the national figure.

In 2015, 61% of looked after children had a special educational need, compared to 50% of children in need and 15% of all children (16% in Portsmouth). For Portsmouth's looked after children 65% were identified as having a special educational need, broadly in line with the

national figure.' Source Outcomes for children looked after by local authorities in England, 31st March 2015.

Next Steps:

- It is essential that all professionals working with our SEND student have the highest expectations of both progress and social/emotional development. This should include end of Key Stage assessment and/or GCSEs where appropriate.
- As part of the PEP process, all SEND students should have full access to the pupil premium entitlement in line with their needs.
- To work in partnership with school staff in accurately identifying SEN need and request assessments and support to ensure that identified needs are met.
- Through the PEP process using the outcomes from the SEN annual reviews to support schools in ensuring that progress is being closely monitored and the appropriate support is in place. Where possible the annual reviews and the PEP should be aligned.

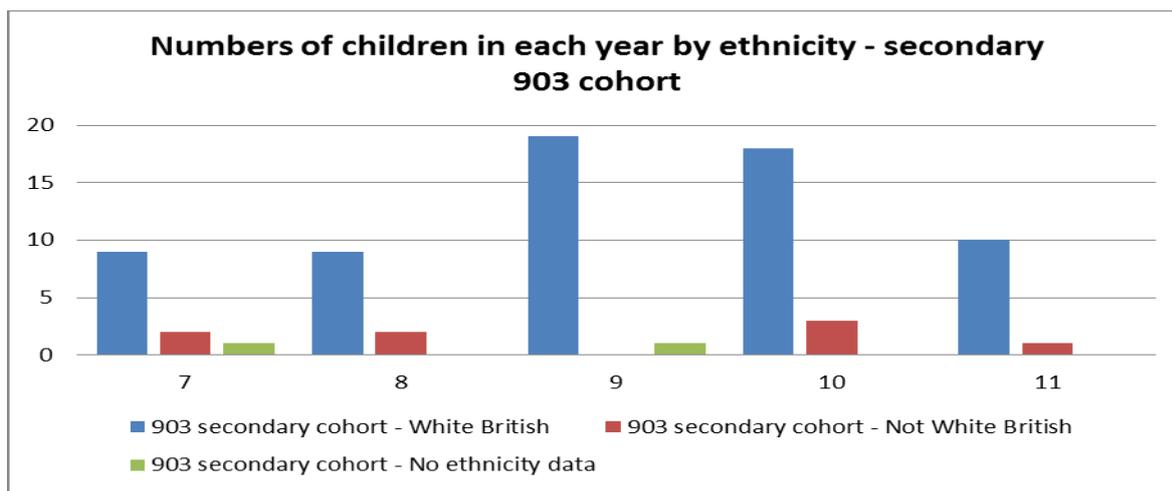
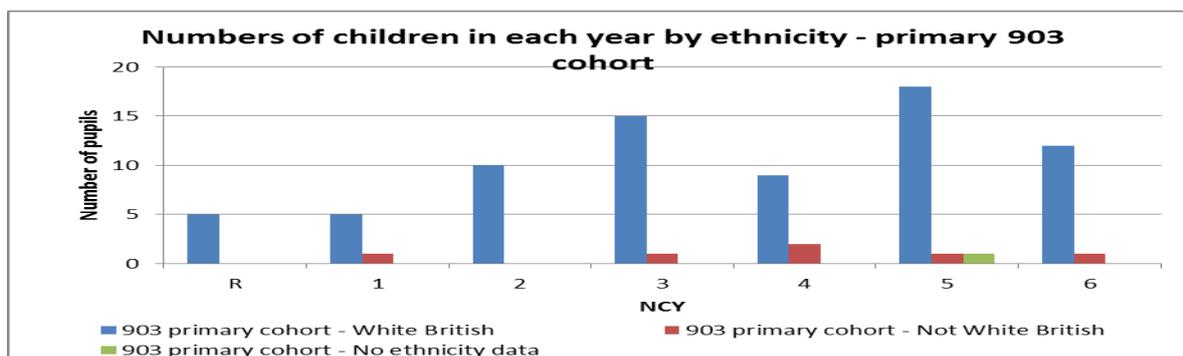
6. Ethnicity and Gender

Gender

Year Group	Male	Female
R	3	2
1	6	0
2	5	5
3	10	6
4	6	5
5	15	5
6	4	9
7	10	2
8	6	5
9	14	6
10	12	9
11	8	3
TOTALS	99	57

Within our cohort we have 64% males and 36% females. What is particularly unusual is that this larger male proportion is in all key stages. This, in light of the additionally large SEND cohort provides Portsmouth with a challenging LAC population in terms of attainment and outcomes.

Ethnicity



In both primary and secondary there is a prominence of White British children who are LAC. Our UASC cohort are not generally reported in the SSDA903 data (as they have not been looked after for more than one year), however, this is an area of focus for the Virtual School.

Next steps

- To be able to support unaccompanied asylum seekers upon point of entry into care by creating hub specialist schools with targeted programmes.
- To raise awareness in all schools of the challenges faced by our unaccompanied asylum seekers (severe trauma and attachment).
- To share good practice between schools where young people are well supported with robust interventions to promote successful outcomes (academic and social/emotional).
- To audit school interventions targeting support for the underachievement of the white British students.

7. Attendance

Table 1: Overall absence full year

	Overall absence Portsmouth LAC 2015-16 (10%)	Overall absence National LAC 2014-15 (15%)	Overall absence - National all 2014-15 (15%)
Primary	1.8%	2.5%	4.0%
Secondary	10.5%	4.8%	5.3%
ALL	5.6%	4.0%	4.6%

Table 2: Persistent absentees - LAC missing 10% of their total sessions.

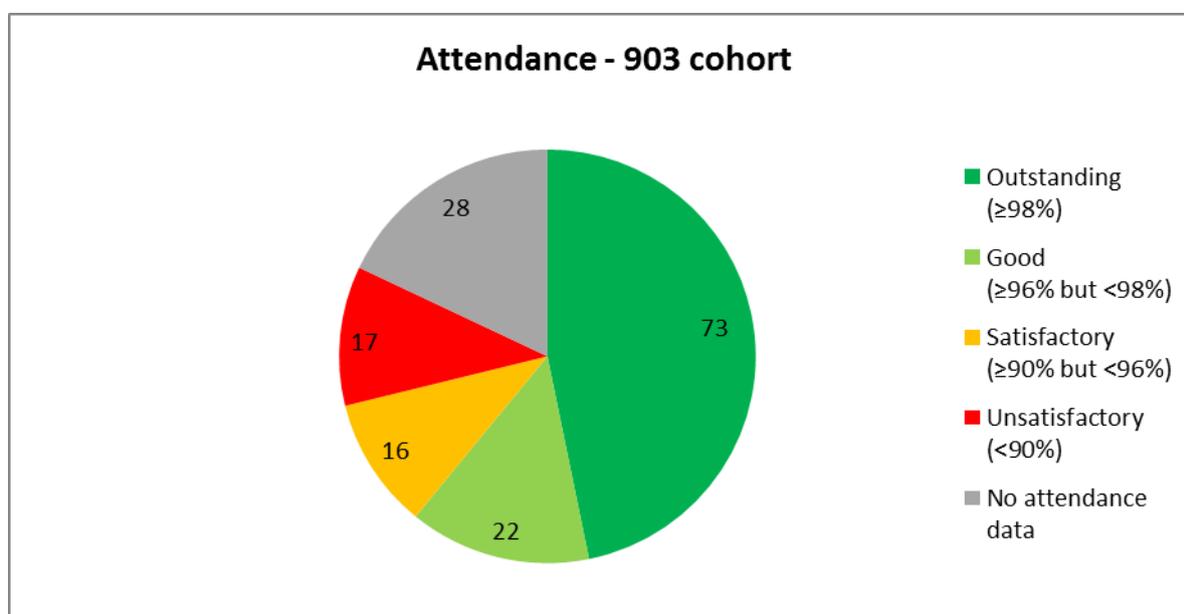
	Persistent absentees - Portsmouth LAC 2015-16 (10%)	Persistent absentees - National LAC 2014-15 (15%)	Persistent absentees - National all 2014-15 (15%)
Primary	1.5%	1.0%	2.1%
Secondary	25.8%	7.0%	5.4%
ALL	13.3%	4.9%	3.7%

NB- 2015-16 national data is available in March 2017

7.1 Attendance for 2015/16 was 94.5%. Unauthorised absences were 2.9% and authorised absence was 2.5%. This does not include data for our out of city children.

7.2 Current performance:

- 73 students (47%) with 98% or better attendance = Outstanding
Primary = 39 students (57%) Secondary = 34 students (39%)
- 22 students (14 with attendance of 96 to 97% = Good
Primary = 7 students (10%) Secondary = 15 students (17%)
- 16 students (10%) with attendance of 90 to 95% = Satisfactory
Primary = 6 students (9%) Secondary = 10 students (11%)
- 17 students (11%) with attendance of below 90% (Persistent absence - PA)
Primary = 1 student (1%) Secondary = 16 students (18%)
- There are 28 students (18%) with missing data.
Primary = 15 students (22%) Secondary = 13 students (15%)



7.3 Analysis.

Poor attendance centres on young people in secondary provision. Many of these young people will either have entrenched issues with school attendance or will be experiencing acute disaffection. This is particularly a concern at secondary level in Portsmouth where

student have been school refusing, or not attending, particularly alternative provision despite supportive interventions in the PEPs.

7.4 25 + days absence.

The current measure published by the DfE relates to those children with 25 days or more absence for any reason in a 12 month period. The below information evidences the number of students missing from education from 25 + days:

Number of LAC of statutory school age up to July 2016	72 (in city)
Number of LAC missing 25+ days	7
% of LC missing an average of 25+ days	9.7%

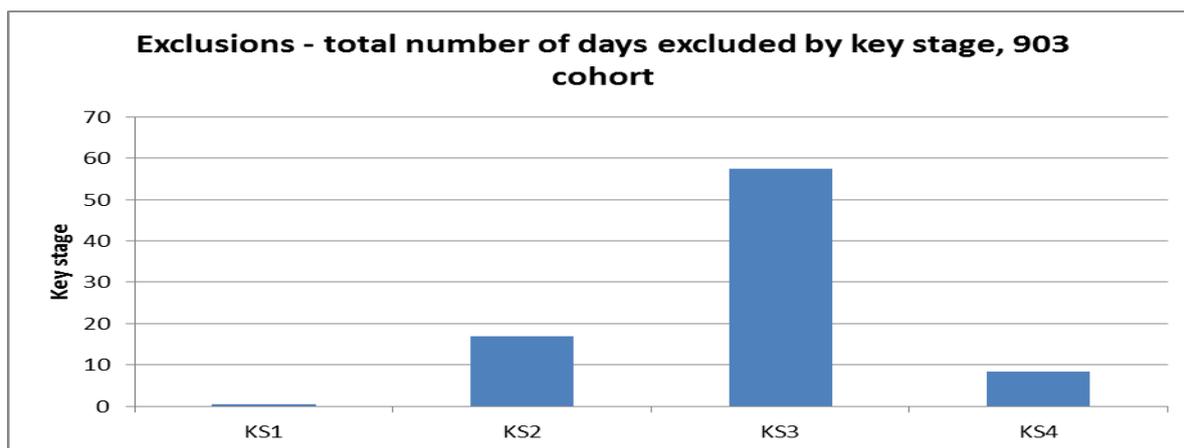
7.5 Analysis of 25 + days absence

Student absent for a 25+ days over the academic year was 12.35% and relates to 11 students. All students within this cohort were tracked, monitored and supported by the educational caseworker, allocated social worker, foster carer and designated teacher. 3 (43%) of the students were in KS3 (0 in Year 7, 1 in Year 8, and 2 in Year 9). 4 (57%) of the students were in KS4 (3 in Year 10, and 1 in Year 11).

Next steps

- Where attendance is below 90% = 20 days a year (without medical exception) a PEP target should be in place to support improvement.
- To work effectively with social care where a change in placements may affect school attendance.
- To challenge non-attendance by raising concerns with social care colleagues and putting the appropriate interventions in place (e.g. full care orders).
- To work with schools to improve attendance and reduce unauthorised absence particularly at Key Stage 4. To ensure that schools are accurately reporting poor attendance.
- To ensure that LAC medicals are completed out of school time.
- To ensure that contact (with family members) does not impact onto the school day.
- To raise awareness of all professionals (foster carers and social workers) as to the importance of outstanding attendance/punctuality and the impact upon educational and social/emotional outcomes where this is unsatisfactory.
- To improve the monitoring and tracking of attendance for all LAC by facilitating 'welfare call'.
- To reward positive attendance within school, to recognise this at the LAC awards and within the virtual school.

8. Exclusions



8.1 There were no permanent exclusions in 2015/16.

8.2 The table below shows the fixed period exclusion information:

	Individual Students	Days excluded
KS1	1	0.5
KS2	4	17
KS3 (Years 7 - 9)	8	57.5
KS4 (Years 10 and 11)	6	8.5
Totals	19	83.5

The impact of fixed period exclusions on absence levels is a significant factor in attendance and is carefully tracked and monitored by the Virtual School. We continue to support students and schools so that these exclusions are minimised as they remain a contributory factor in the disengagement from education. The high levels of exclusion are in Years 8 and 9 where students begin to disengage with education and poor behaviours become evident. In particular the behaviours are refusing the authority of staff and violence towards other students. These increasing needs are being identified in the PEPs and support is put into place.

8.2 Looked after children are more likely to be excluded than other students. National figure show that 1.9% of all students have been excluded at least once compared to 9.8% of looked after children. In Portsmouth, exclusions for looked after children are also higher than for all students. This is evident in both primary and secondary.

8.3 Where there is a risk of exclusion the Virtual School works closely with the schools to prevent this. Early intervention work is required and schools have been asked to contact the Virtual School as soon as any signs are detected which may lead to a downward spiral in behaviour. Transitions (managed moves or change of placement) are carefully planned and monitored to ensure best outcomes in the new educational setting.

Next steps

- Work with schools to reduce exclusion particularly at Secondary school and out of city e.g. to encourage schools to identify any LAC who are at risk of exclusion before this occurs, so proactive interventions can be implemented.
- To encourage schools to contact us immediately any LAC has been excluded including the overview of the reason why with exclusion letter. The Virtual School to be present (wherever possible) at the reintegration meetings.

- The virtual school would always encourage schools to use internal exclusion or reciprocal arrangement with another school in place of exclusion.
- To raise awareness with schools on the impact upon placement stability where the child has a high level of exclusions.
- To continue to challenge the use of illegal exclusions (e.g. where a foster carer is asked to collect a child before the school day ends).

9. Post 16

Young people who are EET and NEET

Year	EET Numbers	NEET Numbers
Year 12 (24)	21	3
Year 13 (36)	34	2
Total 60	55	5

9.1 The Year 12 cohort is 24. 13 are in further education, 7 are in education (retaking GCSEs), 0 are in apprenticeships, 0 are working full time, 3 are NEETs and 1 is in a special educational provision.

The Year 13 cohort is 36. 28 are in further education, 1 is in an apprenticeship, 1 is working full time, 1 is in other education (retakes), 2 are training, 1 is in a special provision and 2 are NEETs.

There were 2 students who progressed into University at Post 18 (in September 2015) and 5 care leavers who are already at university.

9.2 Care Leavers who are not in Education, Employment or Training - 2015 rate was 28% which is lower than south east average (37%) and lower than England average (39%)

Next steps

- From September 2016 -A multi-agency panel has been established to individually review all young people who are POST 16. The panel meets every half term with the following attendees:

Virtual School Headteacher - Tina Henley
 Post 16 Caseworker - Michelle Loveday
 Post 16 commissioning manager - Amanda Percy
 YOT Educational link practitioner - Sarah Reed
 Leaving Care Team Manager - Jo Sutton

What do we do to support young people to maintain their EET status?

- i. The Virtual School Head has been responsible for ensuring that effective and aspirational PEPs are implemented and reviewed on a regular basis.

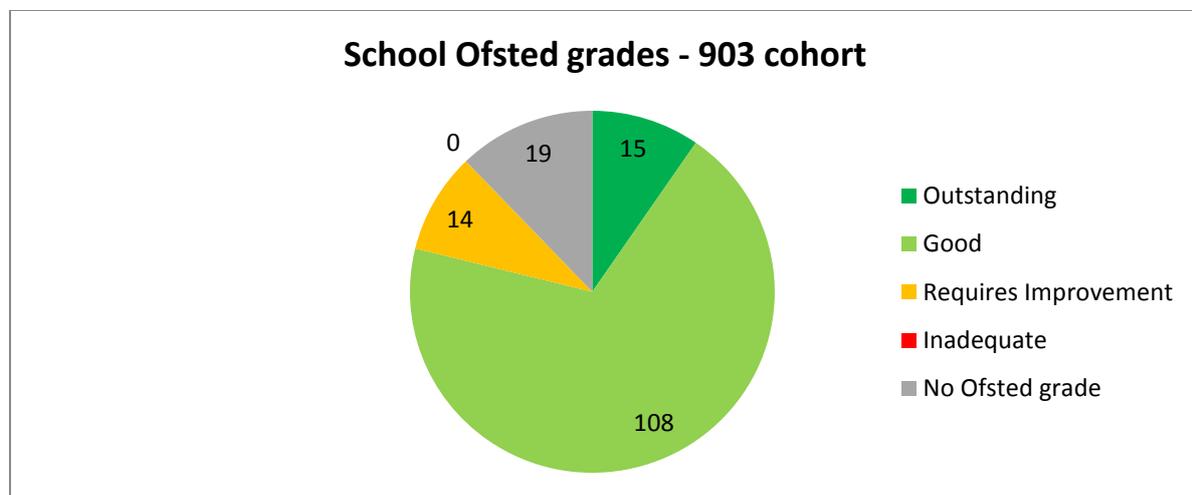
- ii. Local colleges are challenged if attendance and progress drops through termly meetings with Designated Teachers
- iii. Regular monitoring of attendance and early identification of any difficulties.

What we will do to support NEET

The multi-agency panel has been established to individually review all young people in Years 12 and 13. The purpose of the panel is to identify and minimize the blocks to engagement and participation thereby helping young people to access a range of opportunities. Following discussion at panel each young person identified as or at risk from NEET will have an identified progression advisor who will meet the young person and support them with returning to education.

- i. All students who are in education have a PEP attended by the Virtual School Headteacher. As part of this, consideration is given to support the academic progression of students in completing their English and Maths at level 2 by requests through Pupil Premium Panel.
- ii. All colleges now have a direct contact with the Virtual School via the Virtual School Headteacher to raise any concerns with our young people.
- iii. The Virtual School will be tracking and monitoring all students in Year 12 and 13 from September 2016. Educational placements are regularly visited and challenging conversations are held with the designated staff to ensure best outcomes for the students. Academic and attendance review meetings are held once a term within the Virtual School.
- iv. To facilitate a Year 11 positive destination meeting to promote a successful transition into POST 16 education and to identify where additional support is needed through progression advisers.
- v. We are planning to run a Creative Arts 15 week programme which will be funded by the Arts Council. Planning is also underway to start a Creative Arts Apprenticeship to start September 2018.

10. Quality of Provision



10.1 79% of the students in the Virtual School (Reception to Year11) attend Good/Outstanding schools. 19 children (12%) attend academy/free school provision which has not had an Ofsted inspection yet. 14 children (9%) attend 'a requires improvement' school but the progress and emotional wellbeing of these students who do not attend Good/Outstanding schools is being closely tracked and monitored. (Where young people are placed in schools that are not Good/Outstanding, the Virtual School has reasons for the placements. These may include children already attending the school when entering the care system, SEND/EHCP students, IOW).

10.2 59 students (38%) attend schools in the city. 46 students (29%) attend Hampshire schools, 8 students (5%) attend Isle of Wight, 1 student (0.6%) schools attend Southampton Schools and 42 students (27%) attend outside of the immediate area.

10.3 There are 39 different primary schools which the children attend and there are 36 different secondary schools which the students attend. The Virtual School Team has visited every school at least once during the year.

10.4 One to one tuition has been organised for students on a needs led basis through the individual PEPs and then via the Pupil Premium Panel meetings. Where the Virtual School directly organise tuition, Home School Tutoring and Teaching Personnel have provided this and their impact is closely monitored by the Virtual School through the PEP reviews (see section 12).

10.5 The Virtual School have distributed books through the Letterbox scheme to 63 specifically targeted students to improve their reading outcomes. Through student feedback, this is positively received.

10.6 Enrichment Activities. The Virtual School is dedicated to building resilience in our CLA cohort and have engaged with the Children in Care council. Together through CIC, we have organised a range of activities such as:

Sailing (during school holidays)
Trips to London (museums)

10.7 As part of the celebration of success for the students in the Virtual School, the annual celebration event took place in July 2016 at Fratton Park which was attended by 103 young people, foster carers, parents and siblings. Staff support from educational caseworkers, social care, foster carers, IRO and the CIC council was essential in the successful running of this event.

Next steps

- To ensure that all students are placed in a Good/Outstanding school. Where this is not the case, when children enter into the care system, the Virtual School will assess the child's progress academically and social/emotional and make an informed decision around whether a move of school would benefit the child with the approval of social care. This is reinforced at social care and foster carers training.
- If a student moves midyear (e.g. IOW) clear evidence must be submitted as to why this is the most suitable educational provision for the student and the move can only be progressed with the approval of the Virtual School Headteacher and the looked after service commissioning manager.
- With regard to transitions, letters are sent out to foster carers to reinforce the statutory duty placed on the local authority to only apply to schools which are

Good/Outstanding. The Virtual School works in partnership with admissions to secure this. Where a student is accommodated under Section 20, the Virtual School will offer advice to the parent but cannot enforce this. All decisions are noted in chronologies.

- The Senior Education caseworker will continue to track and monitor the impact of the letterbox scheme and to cascade national research about the project.
- The Virtual School will be working with Artwork (Arts Council of Great Britain) to facilitate a half term project for 10 young people on an Arts Recognition Award ('discover' and 'explore') and to continue to work with the CICC to promote extra-curricular activities and event.
- To plan a successful LAC event for the summer term 2017 to celebrate the achievements of our school aged students. To investigate the possibility to hosting a rewards event for our leaving care students (in consultation with CICC).

11. Enhanced pupil premium

11.1 The pupil premium increased in April 2014 from £900 to £1,900 per student per year. This is now called Enhanced Pupil Premium. As part of the PEP meeting, barriers to success are identified and an application for Pupil Premium is made and recorded on the PEP document. The Virtual School is responsible for distributing and monitoring the impact and outcomes of Enhanced Pupil Premium. All Pupil Premium requests are heard at a monthly meeting where a school representative and foster carer attend, the requests are discussed and either agreed or rejected.

11.2 The Virtual School ensures that Enhanced Pupil Premium must be used to improve outcomes for children in the following areas: Academic achievement and progress, wider achievement e.g. in an area in which the child is gifted and talented, attendance and punctuality, Inclusion (by reducing internal and external exclusion), social and emotional skills, transition into the next key stage and/or a new learning provider.

11.3 Impact and breakdown of Pupil Premium spending.

The table below shows a breakdown of spending of the pupil premium funding in the financial year. The table demonstrates what the money has been spent on and the impact of that spending on our student's progress.

Direct impact meant the young person made either expected progress or accelerated progress with the intervention in place.

Indirect impact is a positive impact on the child that allowed them to settle and engage in education, which will impact on their progress in time.

No impact shows that the intervention was not effective.

Intervention not in place long enough indicates that the intervention has not been in place long enough to measure impact.

Category - Summer 15	Count	Total Cost	Direct Impact	Indirect Impact	No Impact	Not in place long enough
Academic Achievement	58	£46072.72	47	9	1	1
Social Emotional Behavioural	16	£48226.20	2	14	0	0
Extra-Curricular	9	£2149.00	1	8	0	0
Resources	25	£5476.73	10	10	5	0
Transition	2	£623.10	1	1	0	0
Total	110	£102547.75	61	42	6	1
Category - Autumn 15	Count	Total Cost	Direct Impact	Indirect Impact	Not successful	Not in place long enough
Academic Achievement	40	£24930.06	30	8	1	1
Social Emotional Behavioural	20	£17316.38	8	12	0	0
Extra-Curricular	12	£2837.88	3	9	0	0
Resources	12	£1994.20	3	9	0	0
Transition	7	£11140.38	0	7	0	0
Total	91	£58218.90	44	45	1	1
Category - Spring 16	Count	Total Cost	Direct Impact	Indirect Impact	Not successful	Not in place long enough
Academic Achievement	48	£48814.53	32	14	1	1
Social Emotional Behavioural	23	£27012.34	5	16	2	0
Extra-Curricular	11	£6844.00	4	6	1	0
Resources	12	£7729.59	6	6	0	0
Transition	38	£22198.90	9	27	1	0
Total	131	£107199.36	56	68	5	1

Year total	332	£267966.01	161	155	12	5
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Annual costs

Theme	Specific	Cost
Attachment Aware Schools project	Consultant EP	£41,589.21
Staffing Costs		
	External Staff	£57,768
	Internal Staff	£69,492.69
	Data Support	£12,602
	Educational Psychologist (PCC)	£5,520
Academic Support	NIMBL	£3,750
	Letterbox Club	£8,235
Extra-Curricular	Summer activities	£5,123.05
Total		£204,079.95

11.4 Attachment Aware Project

School Name	Areas covered	Project start date
Admiral Lord Nelson	Knowledge, teams, competence, endeavour, children and adult direct support, SLT (to include) <ul style="list-style-type: none"> • Governors • Policies • Parents 	September 2015
Arundel Court		September 2015
Charter Academy		March 2016
Flying Bull		March 2016
Harbour Cosham		December 2016
Harbour Fratton		December 2016
Harbour Tipner		December 2016

The project was initially launched by KCA (Kate Cairns Association) to 20 professionals and then Julie Goodman (EP) has taken this into the individual schools from September 2015. An audit of knowledge and needs was completed by every school so the work could be targeted both for the staff and for the young people. Above is an overview of the schools currently involved with the generalised areas being targeted. Every school has completed an action plan.

Next steps

- To track and monitor the usage and the impact of NIMBL for Years 5-6 and Years 10-11. To look at whether NIMBL can be used to support our UASC students.
- To continue with Letterbox for our Year 3, 5, 7, 9 and SEND students. To monitor the impact of this using student feedback.
- Where tuition is applied for, no more than 10 sessions can be arranged at a time. The impact of this (via the PEP) is then tracked and further tuition can be applied for.
- The outcomes of the pupil premium panel will be sent to all educational case-holders with specific reasons given if the funding has not been agreed, or only partially agreed.

- All schools and foster carers should be invited to take part in the pupil premium panel that meets monthly to ensure total transparency. Social care should also be invited to attend.
- The pupil premium evaluation will be tracked and reviewed termly rather than once yearly.
- To continue to promote the Attachment Aware Schools Project across Portsmouth in all phases.

12. Pupil Education Plans (PEPs)

12.1 PEPs are completed at least three times a year in line with revised statutory guidance (Promoting the Educational Achievements of looked after children - July 2014). The completion rate of school age students is consistently above 95% and recently has improved further so that 100% of PEPs are completed termly.

12.2 The Virtual School complete all initial PEPs within a 20 day timescale in preparation for the first LAC review. This will contain all relevant personal data, all educational data (historical, current and predicted) and a holistic picture of the student including their views and measureable SMART targets with clear accountability. This allows for a high quality, robust education plan that can be effectively maintained for future PEP reviews.

12.3

- Early Years to KS4 PEPs - At the end of the academic year, 100% of students have PEPs of which 99% are in timescale compared to 97% the end of the previous year.
- Post 16 PEPs - The below table shows the PEP completion over the academic year for Year 12 and 13 students.

	Year 12	Year 13
Autumn	66.67%	84.24%
Spring	51.35%	38.89%
Summer	41.47%	33.33%

The through care team was going through a period of change and a new manager was appointed (Jo Sutton) to address the inconsistencies in the completion of Post 16 PEPs.

Next steps

- Sample PEPs will be quality assured by the Virtual School Headteacher and Deputy Headteacher on a termly basis with the outcomes being fed back to the individual stakeholders. One terms focus will be on students with SEND. As a direct result of this process, the targets on the action plans will become 'smarter', focused upon educational outcomes and the adults involved held more accountable.
- From the Quality Assurance processes implemented by the Virtual School, trends for PEPs will significantly improve which will impact on student outcomes, attainment and emotional wellbeing.
- Targeted PEP training will be delivered to designated teachers, social workers and foster carers.
- The Virtual School case-workers will complete two out of the three yearly PEPs with social care completing the third. However, schools need to be trained to lead on PEPs should the need arise and as part of their own professional development. The timescales to distribute a completed PEP is two weeks (10 working days).

- From December 2016, the Virtual School will take responsibility for LAC who are in their pre-school year in line with all other school age children. This also includes completing PEPs and nurseries applying for pupil premium through the panel.
- To introduce the E-PEP to start in September 2017 to streamline the PEP process for all professionals. This 'live' document can be accessed at any time of the year (to input and extract data) and can be used more effectively to target areas of strength and challenge. Each PEP will be quality assured by the Virtual School to guarantee consistency before it can be signed off and distributed enabling more accountability for the lead person.

13. Adoption

13.1 The numbers of adopted children known to the Virtual School in 2015-16 was 26 compared to 32 in 2014-15. The Virtual School has responsibility to support adopted children for three years post adoption (if the family or educational provider requests this).

13.2 Adopted children on an adoption plan are tracked in line with the Virtual School monitoring. We have also attended Adoption Team meetings to offer support, further develop team links, share information about specific cases and develop joint working processes.

13.3 The named caseworker has attended adoption training/conferences to develop her own skills and then cascades the information to the team. This information has also been shared in the adopter's newsletter in September 2015

13.4 Training was delivered in December 2015 to prospective adopters. This focused on transitions, funding, support from home, choosing the right school. The training received positive feedback from all attendees. In addition, a pupil premium leaflet for adopters/schools was circulated at training events.

13.5 Supporting adopters and professionals has included: telephone advice, email and face to face support to schools, carers/parents and social workers with case specific queries for any adopted children with educational issues.

13.6 The support is in line with the new Work Bill guidance. This includes promoting the educational achievement of children, offering case specific advice and guidance to schools and families, training prospective adopters around education and inviting adoption colleagues to Virtual School training sessions.

Next steps

- Continue regular meetings to further develop links between the adoption pod and the Virtual School.
- Continue to deliver an annual training workshop for prospective adopters and adoption social workers promoting education.
- To maintain an up to date knowledge of guidance, legislation and research related to adoption and cascade with Virtual School colleagues within monthly team meetings.

14. Other factors affecting progress and attainment

14.1 Placement changes - The % of LAC who have had 3 or more placement changes in 2015 is currently 12%. This is higher than the South East average (10%) and the England average (10%) - Source Peer Challenge Data Profile 2015

14.2 The table below reflects the number of placement and social worker changes for the 903 cohort only in the key reporting years.

Year Group	Number of Children	Total Placement Changes	Range	Total SW Changes	Range
R	6	8	0-3	11	1-4
1	7	6	0-2	17	1-4
2	10	8	0-2	18	0-5
6	15	11	0-4	22	0-4
11	10	2	0-1	19	1-5

- Placement - In Year 11, during the KS4 years only 2 students had one placement change each. The rest of the cohort remained in one stable placement throughout these vital years. We feel that this would have contributed towards the positive GCSE results.
- Social Worker - There are some concerns with the number of social worker changes and the impact that this has on both the young person and the foster carers. In one instance, there were 5 foster worker changes within a stable placement.

14.3 Difficulties when there are one (or more) different local authorities involved (e.g. Portsmouth LAC student is resides in Southampton, attends a Hampshire school.

Next steps

- Highlight concerns to social care when students have a placement or social worker change, particularly at key times. To try to eliminate unnecessary school moves where a placement change occurs.
- Ensure that when a case changes to a new case or social worker that all key information is transferred and a PEP review is initiated where a move to a new school has taken place.
- Meet termly with the Virtual School Headteacher's from Southampton and Hampshire to discuss more complex cases and to share expertise.

15. Student voice

15.1 The 2015-16 Children in Care Council looked after children survey was completed by 108 (68%) of children and young people between the ages of 8-18. One of the key questions impacting directly upon the Virtual School was:

- 42% of young people did not know who their educational case worker was.

15.2 All children and young people (8 - 16) are encouraged to attend their PEP but are not required to. Where they choose not to attend, are too young, or through a disability are unable to verbalise their wishes, their voice is heard via the child response form, or via their foster carer, parent, teacher, social worker or caseworker.

Next steps

- Virtual School to have Educational Caseworker cards (with photographs and contact information) which will be posted to the foster carers of children (under secondary age) and given to young people at secondary school or above at a PEP meeting. This should ensure that all children and young people not only know who their educational caseworker is but also how to directly contact them if they have any queries or need support.
- Ensure that the PEP always records the views of the child and that this is clearly recorded whether this is by attendance or by written/verbal record.
- Ensure that young people are encouraged to attend all Post 16 PEP and that their voices are recorded.
- Ensure that where applicable (UASC), translators are present at PEPs so there is no barrier or misunderstanding to the voice heard.

16. Staff development and training

16.1 An additional for the Virtual School over the past year has been to support schools, social workers and carers to improve their knowledge of the educational issues that relate to LAC and thereby improve their ability to have an effect on improving outcomes.

16.2 Training for schools includes one designated teachers meeting in November and June, held after school where themes included attachment aware, UASC, SDQs and sexual health. In total, 34 designated teachers have attended these training opportunities.

16.3 Training for social work teams was facilitated on educational health care planning (4 sessions), .

16.4 Training for foster carers occurred 4 times within the year. This is included topics on: attainment and progress (key indicators), statutory entitlement, transitions, home school communication, Post 16 and UASC. 35 carers have attended these training opportunities. Feedback through evaluations has been extremely positive and has informed future planning.

16.5 20 professionals attended the 'train the trainer' event facilitated by KCA (Kate Cairns Associates) which was phase 1 on raising awareness and knowledge base for Attachment Aware School Project.

16.6 The Virtual School Headteacher's receive support through attendance at the Southern Regional Virtual School Headteacher meetings which take place on a termly basis at the DfE.

Next steps

- Designated teacher meetings to take place termly and should have feedback and evaluation after each event to inform future meetings. In addition, schools which did not attend, and did not give apologies should be contacted and reminded about

future sessions. Any school who does not attend a session in the academic year will be reported to the inclusion manager for further action.

- To plan regular social work team training to include the PEP process and educational data.
- Based on previous evaluations, foster carers have requested training on early years, SEND and changes in school reporting and assessment.

17. Leadership and management

17.1 An external audit by Ofsted was carried out in June 2014. The following key areas to improve upon were highlighted in the inspection report published 1st September 2014:

- Work with care leavers is too variable. Pathway plans are not sufficiently clear and too many care leavers are not engaged in education, employment or training (NEET).
- Too many looked after children enter the criminal justice system.
- The difference in the educational progress made by looked after children and their peers is widening.

17.2 As part of the inspection of local authority arrangements for supporting school improvement by Ofsted in February 2016, the following areas of good practice were highlighted in the inspection report published 16th March 2016:

- Support for the education of pupils and learners looked after is effective.
- The Virtual School advocate strongly for the pupils they support. As a result, those looked after by the local authority make good progress.

17.3 There have been no complaints this academic year reported about the Virtual School.

17.4 The leadership and management are key in promoting the improvements within the context of the Virtual School which is meeting the needs of our diverse population enabling all learners to overcome specific barriers to learning. This is being achieved through rigorous implementation of well-focused improvement plans which are based on robust self-evaluation.

Next steps

- The Deputy Headteacher will take the responsibility for attendance (Year R to Year 13) as part of the leadership and management in this area (Welfare Call).
- The Senior Educational Caseworker will take ownership, monitoring and tracking of NIMBL.
- The Virtual School to work in partnership with social care to design and implement the ePEP.
- From September 2016 a full time Virtual School Headteacher was appointed.

