

CORPORATE PARENTING COMMITTEE	AGENDA ITEM No. 7
25 NOVEMBER 2020	PUBLIC REPORT

Report of:	Corporate Director, People and Communities Wendi Ogle Welbourn	
Cabinet Member(s) responsible:	Cabinet Member for Education, Skills and University Councillor Ayres	
Contact Officer(s):	Dee Glover Headteacher Peterborough Virtual School for Children in Care	Tel. 07917133152

A REPORT ON EDUCATION PROVISION DURING LOCKDOWN, ATTAINMENT AND EDUCATION OPPORTUNITIES FOR USACS

RECOMMENDATIONS	
From: Corporate Director, People and Communities Wendi Ogle Welbourn	Deadline date: <i>N/A</i>
<p>It is recommended that the Corporate Parenting Committee:</p> <ul style="list-style-type: none"> • Notes the content of the report • Raise any queries they have with the lead officer 	

1. ORIGIN OF REPORT

1.1 This report is submitted to Corporate Parenting Committee following a request by members as part of the Committee's work programme.

2. PURPOSE AND REASON FOR REPORT

2.1 The purpose of this report is to provide information requested by the Committee in respect of the education of children and young people in care during the closure of schools during the national lockdown, attainment of 2020 cohort and education provision for UASCs.

2.2 This report is for Corporate Parenting Committee to consider under its Terms of Reference No.

2.4.4.6 c Promote the development of participation and ensure that the view of children and young people are regularly heard through the Corporate Parenting Committee to improve educational, health and social outcomes to raise aspiration and attainments

2.3 This links to the Children in Care Pledge under:

1. Respect - We will respect you as individuals, with differing wants, needs and beliefs and tailor the service you get to fit you.

3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	NO	If yes, date for Cabinet meeting	
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4. BACKGROUND AND KEY ISSUES

Peterborough Virtual School (PVS) sits within the Schools Standards and Effectiveness Team and is accountable to the Director of Education Peterborough and Cambridgeshire. The role of the Virtual School is to monitor the education of all children and young people of school age and support and intervene to ensure all have the opportunity to make good progress.

From March 20th, 2020 following the closure of schools and other education settings the service delivery of PVS was adapted to enable continued support of the children and young people in care, social workers, carers and designated staff in schools and other education providers. Our priority was the emotional and educational well-being of the children and young people on our school roll.

4.1 Education Provision during school closures as a result of the national lockdown .

4.1.1 The table below records the number of children and young people accessing education, either full or part time during the school closure period. All children in care were entitled to a school place within the category of vulnerable groups. However, attendance was not compulsory and carers and social workers determined whether a child would attend. Some children went to school during the Easter and half term holidays.

4.1.2 Numbers generally remained consistent with a slight increase in some year groups. Year 11 numbers are low because their academic year effectively ended on 20th March when it was announced that schools were to close and that formal assessment by examinations would not take place.

4.1.3 Colleges closed to Year 12 and 13 students but those in school sixth forms had the opportunity to attend.

Year Group	Total number in cohort	Number attending Week 4	%	Number attending Week 13	%
Age 3-4	7	3	42%	5	71%
Reception	13	7	53%	9	69%
Year 1	5	3	60%	4	80%
Year 2	11	2	18%	3	27%
Year 3	11	7	63%	7	64%
Year 4	16	4	25%	4	25%
Year 5	20	10	50%	11	55%
Year 6	17	7	41%	8	47%
Year 7	32	13	40%	15	47%
Year 8	27	7	26%	7	26%
Year 9	22	10	45%	11	50%
Year 10	28	16	57%	16	57%
Year 11	38	5	13%	5	13%
Year 12	59	2	3%	1	2%
Year 13	6	0	0%	0	0%

4.2 **School support for children during lockdown.**

4.2.1 The Personal Education Plan (PEP) process was amended during the summer term with the usual meetings suspended except for children new into care or those with a change of school or carer.

Designated teachers were required to complete an altered version explaining what and how work was being provided, how they were keeping in touch and what if any support was required for those not in school. Any issues relating to completion of work or lack of appropriate equipment in the home were also reported. For PVS staff it was business as usual with the quality assurance and sign off of all PEPs giving us access to information and providing opportunity to challenge.

There were different methods of delivery of work for completion at home by schools. Some chose to provide work packs initially, moving to online and virtual lessons as the term progressed.

4.3 **PVS support for children and stakeholders during lockdown in addition to business as usual.**

- issued, in conjunction with CVS, immediate and ongoing guidance for foster carers and social workers to support accessing school places for those children requiring the service and eligible within the 'vulnerable' group.
- provided advice and guidance to designated school staff on the bespoke Covid -19 Summer Term Personal Education Plan and process
- established a consultation phone line for all stakeholders with our PVS Specialist Education Psychologist, acknowledging heightened anxiety for some carers, children and colleagues
- continued to provide work and support to those children and young people already identified by the PVS Intervention team to sustain learning momentum
- continued to fund online tuition sessions from an external provider for children and young people living out of city
- held weekly virtual KIT meetings with designated school staff to monitor well-being of those children attending school
- collected and analysed school attendance data
- provided IT equipment to facilitate home working
- offered advice to carers to support learning at home and provided a resource guide to supplement work provided by schools
- challenged schools where their learning offer was not of an acceptable standard
- attended virtual transition PEP meetings for Early Years, Year 6 and 11 pupils and facilitated additional transition opportunities for the more vulnerable
- provided a Year 6 end of primary school pack, including a certificate, book, activities and equipment
- provided a Year 11 end of KS4 acknowledgment letter and signposting booklet

4.4 **Attainment 2019- 2020**

4.4.1 Year 11

All formal assessment was cancelled for the 2020 Year 11 cohort. Teacher assessments were submitted to finalise a GCSE grade.

30 Year 11 pupils had been in care for at least a year on 31st March 2020.

6 pupils gained 5 GCSE Grade 4 - 9 including Maths and English. 20% of the cohort.

This is an improvement on 2019, however a comparison should not be made given the different methods of assessment. There are no national or eastern region comparisons.

4.4.2 Year 6 2019/20

Data has been generated using last known formal assessment points: if the child was on track to achieve ARE (age related expectations) at this point, it has been presumed that they would

have achieved ARE. If they were not on track at the last formal assessment point, it has been presumed they would not have achieved ARE.

There are a total of 13 children in this cohort.
 'Achieved' ARE:

	Maths	Reading	Writing	Combined
Number of Children	3	3	4	3
% of total	23	23	31	23

This is again an improvement on 2019 results but should be read in the context of predictive data.

Further data for other key stages will be included in VSH Annual Report 2019 – 2020 /

4.4.3 **Education opportunities for UASCs 2020-2021 as at 03.11.2020**

Unaccompanied Asylum-Seeking Children / Young People are supported to access education as soon as possible upon coming into the care of Peterborough City Council.

Accessing education is prioritised with PEP meetings taking place as soon as care status is confirmed.

Post 16 students are eligible for the vulnerable bursary and applications are supported for them to access this. This provides support for travel, lunches and any resources required for learning. At the end of the last academic year PVS supported Year11 leavers with laptops to access remote learning due to the Covid-19 situation. DfE loan laptops were requested and secured for some Year 12 students whilst others have been provided with a loan laptop by colleges.

Provision 2020-2021

4.5 Peterborough College – 16 students

Year 12

ESOL – 5

Science 1

Year 13

ESOL –10

12 students have laptops.

1 is having issues with connecting through device

3 are waiting for their DfE device

ESOL learners are doing 1 whole and 1 part time day in the week in college. Science learners are doing 1 whole day in a week.

Central Bedfordshire College -1 student

Year 13

ESOL =1

In College 3 days a week.

DfE laptop requested.

Northampton College –1 student

Year 13

Level Business, 3 days per week with a day of remote working - 1

Level 1 Carpentry & Joinery & GCSE Maths & English, 4 days per week with 1 day of remote working -1

Waltham Forest College –1 student

Year 13

BTEC L3 National Extended Certificate in IT, GCSE Maths, Functional Skills English – level 1. 4 days in college.

5. CONSULTATION

5.1 None

6. ANTICIPATED OUTCOMES OR IMPACT

6.1 The committee will have an awareness of the educational challenges faced by schools, children and their carers during the pandemic and the statutory role of PVS in support of these challenges. They will be informed of provision for UASCs and have an information on attainment.

7. REASON FOR THE RECOMMENDATION

7.1 Statutory requirement.

8. ALTERNATIVE OPTIONS CONSIDERED

8.1 Not applicable

9. IMPLICATIONS

Financial Implications

9.1 None

Legal Implications

9.2 None

Equalities Implications

9.3 None

Carbon Impact Assessment

9.4 I have considered the Carbon Impact in respect to the activity described in the report and consider there to be a neutral impact.

10. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

- 10.1 None
- 11. **APPENDICES**
- 11.1 None