Peterborough Virtual School

Head Teacher Report

**Peterborough Children in Care
Academic Year 2018 / 19**

Contents

1   Purpose of the report

The purpose of this report is to inform on the activity of the Virtual School (VS) and the educational outcomes of Peterborough's Children in Care (CIC) for the academic year 2018/19. It reflects on achievements and identifies areas in need of development to achieve the best outcomes for this vulnerable group. Data contained in this report is for Children in Care who were in the care of Peterborough City Council for a year or more as at 31 March 2019 and is taken from the Statistical First Release published by the Department for Education (DfE) on 26th March 2020

1.1 Context

The concept of the VSH and VS for CIC was first introduced in the government White Paper 'Care Matters: Time for Change' (DCSF, June 2007). Improving the educational outcomes for children looked after is a priority for national and local government. Local authorities and their directors of children's services are the corporate parents for CIC; they have a statutory responsibility to promote the educational achievement of the children they look after, regardless of where they are placed.

Statutory guidance published in February 2018 extended the VSH role to be a source of advice and information for children previously in care to help their parents to advocate for them as effectively as possible. Funding has been received to support this and we are in the process of recruiting to the post to be shared between PVS and Cambridgeshire Virtual School (CVS)

Peterborough Virtual School sits within the Schools Standards and Effectiveness Team and is accountable to the Director of Education Peterborough and Cambridgeshire. The Virtual School Head teacher is line-managed and supported by the Director of Education Peterborough and Cambridgeshire, the VSH is Dee Glover who has been in post since November 2013.

2   Role of the Virtual School

The Virtual School should be evaluated by the extent to which it contributes to diminishing the difference between the outcomes of CIC and all children locally and that CIC do at least as well as CIC nationally. We strive to achieve this by:

- Co-ordinating and quality assuring all Personal Education Plans (PEPs)

- Monitoring and challenging schools to make the most effective use of the Pupil Premium Plus Grant

- Tracking academic progress, attendance, and exclusions of CIC

- Using our tracking data to highlight individuals who are not on target to achieve their predicted outcomes and challenging their settings to provide them with additional support

- Ensuring Special Education Needs or Disability needs are identified and supported appropriately with an integrated plan

- Providing support and challenge to schools to ensure that academic standards are raised for CIC

- Ensuring effective transition between schools or specialist providers

- Encouraging a culture that supports our young people to have high aspiration about their futures and removes barriers to further education

- Leading training for Foster Carers, Designated Teachers, school governors and bespoke training for educational settings and staff in schools

- Supporting the delivery of the Children in Care Pledge

2.1 Structure of the Virtual School

Permanent staff
Virtual School Headteacher
Secondary Education Coordinator
Primary Education Coordinator
Post 16 Education Coordinator
Pupil Premium Funded Posts (Fixed term)
Secondary Support Teacher – in partnership with Ormiston Bushfield Academy
Specialist Teacher of Maths Primary – in partnership with Ravensthorpe Primary
Specialist Teacher of Literacy Primary – in partnership with Nene Valley Primary
Early Years Advisor – (commissioned from Early Years Team)
Specialist Educational Psychologist
Business Support Officer – additional hours
Primary Higher Level Teaching Assistant (HLTA) – in partnership with Nene Valley Primary from January 2019
Secondary HLTA – in partnership with Ormiston Bushfield Academy from December 2018

The Peterborough Virtual School aims to achieve improvements to the educational outcomes of CIC through a school improvement model. This allows for a team, with sufficient influence and expertise, to improve outcomes through support and challenge to all education settings. In addition specialist teachers and assistants work with individual children identified through the termly rag rating as requiring intervention.

3   Training and Development

The Virtual School is committed to developing the practice of professionals working with CIC so that they have the relevant knowledge, information and skills to enable them to fulfil their role in contributing to their educational outcomes.

3.1   Designated Teacher Training

Training sessions are provided for new to the role Designated Teachers, both in and out of city, addressing PEP completion specifically but also the wider role required. The sessions aim to equip school professionals with the necessary skills to maximise the achievement of children in care through excellent education planning. PVS staff meet with Designated Teachers in their allocated schools at least once a term as ongoing professional development as well as discussing the quality of PEP completion and individual children.

3.2   Social Worker Training

New social workers are referred to the VS for training in the completion of PEPs and other education matters relating to education. To improve the offer, and maintain high levels of compliance and quality, fortnightly PEP clinics are held with VS staff available for training support and advice.

3.3   Foster Carer Training

Training sessions continue to be offered to both Peterborough and agency foster carers, covering PEP completion and supporting learning at different key stages. These sessions are intended to equip carers with the skills necessary both to challenge schools and support the children in their care. However some sessions have been cancelled due to lack of delegates so we are working with the Permanency team to consider some sessions becoming a mandatory requirement.

3.4   School Governor Training

The VSH delivered a well-attended training session to designated school governors providing guidance, and setting expectations for their role as champions of children in care in their schools. A register of designated school governors is being compiled to ensure that relevant communications and any updated DfE guidance can be easily disseminated. Moving forward two sessions will be offered annually with a future view of online training available on line at all times.

3.5   Attachment Aware Schools Programme

The Attachment Aware Conference in October 2018, delivered in partnership with Kate Cairns Associates, led to the recruitment of 35 schools to our Phase 1 Attachment Aware and Trauma Informed Training opportunity - two full days of training plus attendance at the PVS Summer 2019 Conference. The training was again delivered by Kate Cairns

Associates, with PVS collaboratively shaping the content. The feedback from schools was positive and a number shared their experiences at the July 2019 conference.

Clare Lodge: Strategies to promote attachment have been embedded into school policy for when young people refuse school education and staff now use strategies to promote attachment when young people refuse school education.

Welbourne: As a result of the training we did an attachment audit with all staff and created an action plan and a school policy for attachment. Staff now understand how attachment issues affect the behaviour of vulnerable children in school and can follow the school's new attachment policy.

Orton Wistow: Staff have better understanding of how all behaviour is a form of communication which supports their work with all children.

Hampton Hargate: Following the training all staff have emotion coaching lanyards to help support children who are dysregulated. They also have access to safe spaces with key adults who provide them with time-in rather than time-out. Staff now feel more confident in using emotion coaching for our children, using the lanyard script we now all wear.

Queen Katherine Academy:
As an immediate response to the first training day staff greet children at the school gate with a welcome rather than berating for example a uniform misdemeanour, thus encouraging a positive start to the day rather than one of conflict.

PVS used this platform to both showcase the impact of the training on Peterborough schools and to recruit a smaller number of schools to be part of the Phase 2 Attachment Aware and Trauma Informed Champion Schools 2-year rolling project, due to start in September 2019. PVS has decided to use the skill-set of Dr Chloe Marks and Debbie Balmer to formulate and deliver the content of this Phase 2 project which we are looking forward to reporting on next year. Impact to date includes: all schools planning their own action research projects based around an area of practice they would like to develop. This will culminate in a written report showing the outcomes of their research at the end of the two- year involvement. So far, schools have been expected to have introduced the attachment aware schools project to their whole school community. They have also had tasks to embed the concept of developmental trauma including developing a safe space within their school and they are implementing a whole school approach to emotion coaching following training.

4 Cohort Characteristics

The PVS roll is ever changing with children entering and leaving care on a daily basis. In general, there are a greater proportion of children and young people who are in the secondary phase, particularly leading up to GSCE's and Post 16 than are in the Pre-school and Primary phases. The number of children in care more or less doubles between each phase.
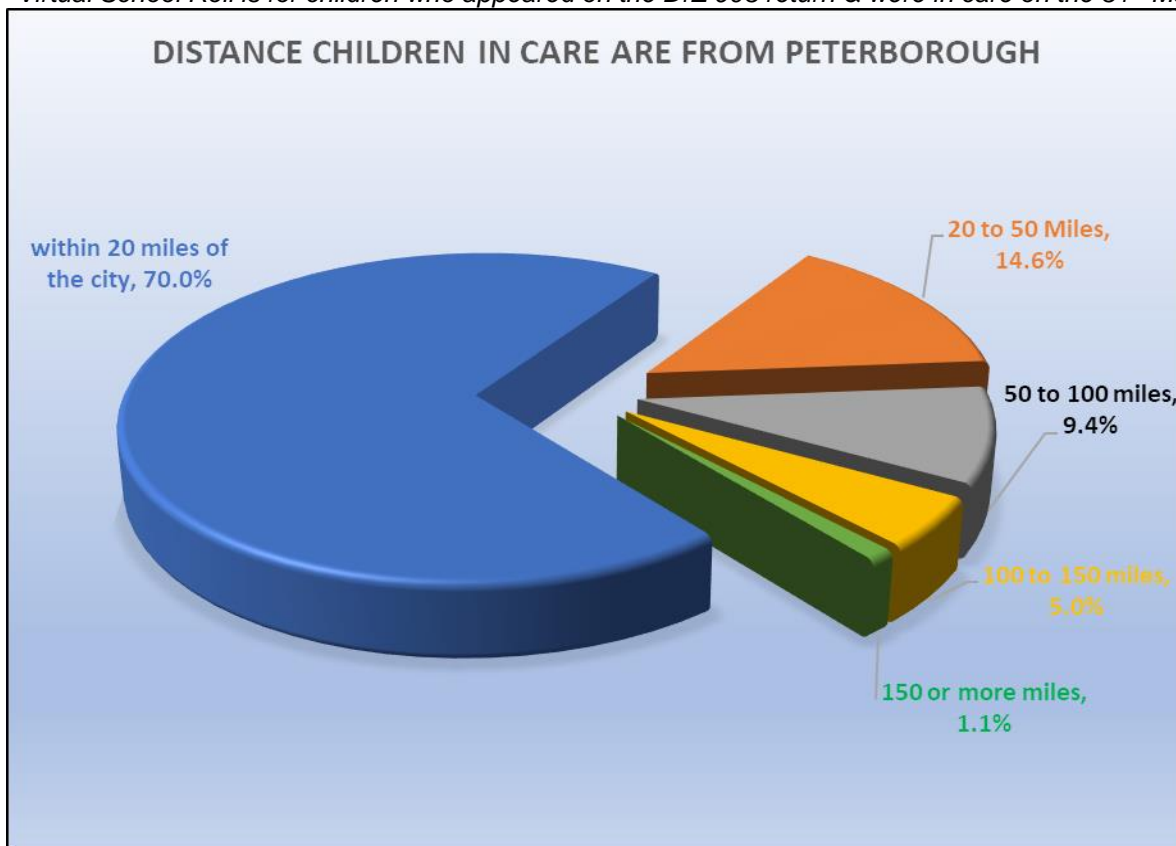
Attainment in KS4 is impacted by the number of children coming into care from Year 9 and particularly the number of 'Unaccompanied Asylum Seeking Children' (UASC) who may well have had limited previous education and probably have English as a second language.

Those not in the UASC cohort may also have had limited access to education due to issues within the birth family including education not being valued or historically important or the impact of emotional and physical neglect abuse.

The profile of pupil placement is more or less identical to last year with 30% of children placed more than 20 miles out of the city and half of those (15%) more than 50 miles away.

Peterborough Virtual School Roll*	Number of children/young people *(Figures in brackets are for the previous year)*
Total number on school roll *(preschool to year 13)*	370 *(346)*
Statement of SEN or EHCP	71 *(87)*
Number of schools/education settings attended	168 *(166)*
Unaccompanied Asylum Seeking Children (UASC)	26 Total UASC *(21)*
	1 in year 2
	5 in year 11
	16 in year 12
	4 in year 13
Pre-school Phase *(0-5 years)*	*54*
Primary Phase *(reception to year 6)*	*104*
Secondary and Post 16 *(year 7 to year 13)*	*212*

*Virtual School Roll is for children who appeared on the DfE 903 return & were in care on the 31st March 2019

DISTANCE CHILDREN IN CARE ARE FROM PETERBOROUGH

within 20 miles of the city, 70.0%

20 to 50 Miles, 14.6%

50 to 100 miles, 9.4%

100 to 150 miles, 5.0%

150 or more miles, 1.1%

69

5 Early Years

The DfE does not publish reception outcomes for the children in care so comparison to national and statistical neighbours is not possible. In addition, the reception cohort in Peterborough has been particularly small in recent years with no pupils in 2016-17, 3 children last year and 2 this year.

The two pupils this year were twins and neither attained the 'Good Level of Development' which is the benchmark for the end of reception.

6 Key Stage 1

6.1 Key Stage 1 - Cohort

| CONTEXT Item	Virtual School Value		National (CLA) Value	Gap
Cohort	6		1,740	n/a
Gender (Boys)	100.0%		53.0%	+47.0%
SEN Support	33.3%		35.0%	-1.7%
EHCP/Statement	16.7%		13.0%	+3.7%
CLA 1 year+	100.0%		100.0%	0.0%
Educated in LA	16.7%		66.0%	-49.3%
SDQ average	9.8		13.4	-3.6

Peterborough's 2019 KS1 cohort is unusual in the fact that all the pupils are male and at 16.7% all but 1 are educated outside of the LA. This compares to the near normal 50/50 gender split for national with 2 out of 3 pupils educated in their home LA. The 'Strength and Difficulties Questionnaire' (SDQ) average score is encouragingly low in Peterborough too at 9.8 compared to the 13.4 for National. The 'close to average' score is between 0-13 with the top end 'very high' being between 20-40.

The one pupil in this group with an EHCP is educated at a special school which has an outstanding Ofsted judgement. This pupil was disapplied from the KS1 assessment so does not appear in the assessment chart.

All but one pupil are taught at schools with good or outstanding Ofsted judgements.
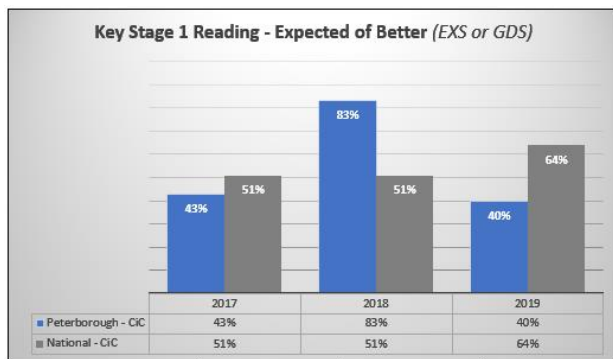
6.2 Key Stage 1 – Assessments

Cohort Size is 5 Pupils
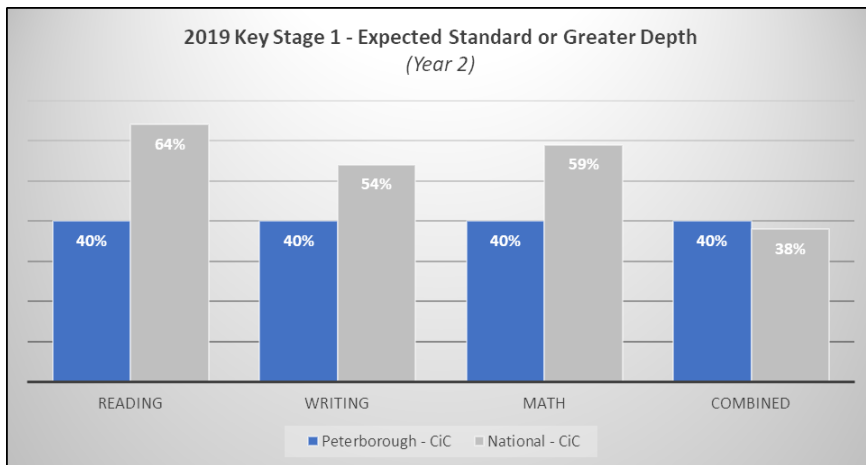
Of the five pupils in the assessment chart two have SEN Support with neither getting the expected level in any subject.   One of the two pupils attaining the expected standard included a greater depth judgement in Maths. Although the individual subjects were below the National CiC figures the all-important combined judgement was just above at 40%
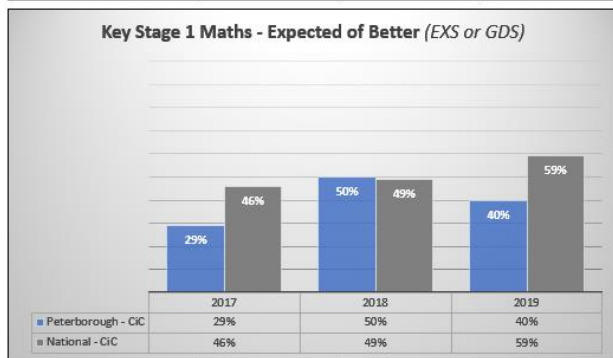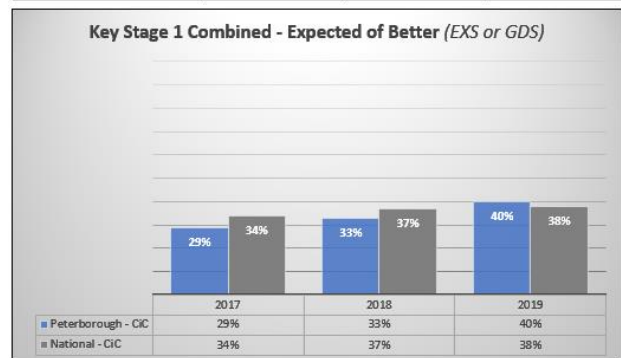
6.3 Key Stage 1 – Trend
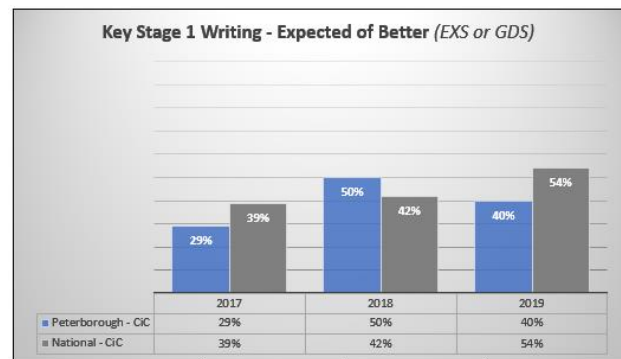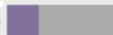
The cohort size, although small, has been relatively consistent over the past three years. If the unusually high reading score in 2018 is excluded the general trend has been consistent

with two pupils from the cohort getting the expected standard. The small cohort size locally can cause deceptive changes in the percentage figure but the underlining trend is similar to National with between 1/3 to 1/2 of pupils at the expected standard.

7   Key Stage 2

7.1   Key Stage 2 - Cohort

CONTEXT	Virtual School		National (CLA)		
Item	Value		Value		Gap
Cohort	19		3,210		n/a
Gender (Boys)	68.4%		54.0%		+14.4%
SEN Support	21.1%		35.0%		-13.9%
EHCP/Statement	31.6%		22.0%		+9.6%
CLA 1 year+	100.0%		100.0%		0.0%
Educated in LA	52.6%		65.0%		-12.4%
SDQ average	15.1		14.1		+1.0

This year's KS2 cohort at 19 is considerably larger than last year's cohort of just 9. As with KS1 the male percentage of the cohort has increased, going from 1 in 3 last year to 2 in 3 this year. The number of pupils with an identified special educational need is again lower than National and has decreased slightly on last year with 21% having an EHCP. When combined with those pupils having SEN Support that still means half of the cohort has an identified special educational need.

One pupil in group with an EHCP, who is educated at a special school, was disapplied from the KS2 assessment so does not appear in the assessment chart.

Last year KS2 was the key stage with the lowest number of pupils educated in the LA but this year it is now the highest at 52% It is still lower than National at 65% but being a unitary authority and therefore of quite a small area it will always be harder to safely place a child within the LA boundary than it is for the larger county authorities such as Cambridgeshire.

When looking at the SDQ scores the average score, as with national, falls into the 'Slightly Raised' band of 14-16.

7.2 Key Stage 2 – Assessments

Cohort Size is 18 Pupils
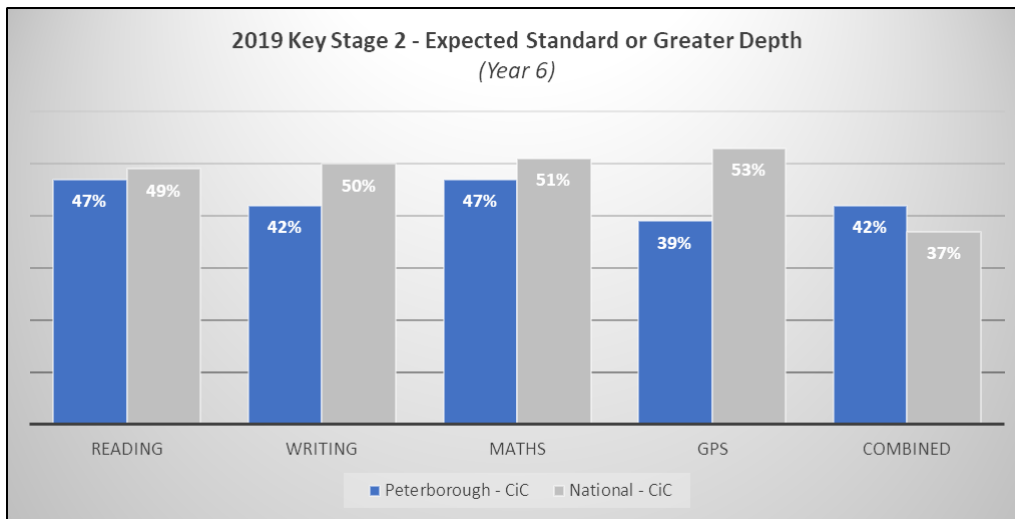
Reading and Maths are lower than national but only by a short way as is Writing which is 8% less. The biggest gap to national is Grammar, Punctuation and Spelling (GPS) with a gap of 14%. This is due not only to the fact that two pupils were only just below the pass mark threshold but also because 4 pupils with results in the other subjects had no score for GPS. Due to the way the results are calculated they still count towards the percentage calculation and represent a value of 22%

As with last year the key benchmark measure of Reading, Writing and Maths combined is above the national figure by a solid 5%.

When looking in more detail at the individual pupil the 5 with EHCP's all had teacher assessments rather than test results and were graded as Pre-Key Stage or below. This also takes into account the 4 pupils with no GPS judgement as there is no teacher assessment in this subject area. Three of the five EHCP pupils attended non main stream special schools. Not surprisingly the SEND pupils also had higher SDQ scores than the pupils with no SEND.

SEND is by far the biggest factor in the KS2 attainment, with the exception of one pupil who achieved the expected level in Maths every other judgement for the SEND pupils was below the expected level. However the 9 pupils without SEND almost exclusively achieved the expected standard with a few greater depths included too. The few judgements that weren't expected were just a few marks below the threshold.

7.3   Key Stage 2 – Progress

2019 Progress From Key Stage 1 to Key Stage 2
(Year 11)

	READING	WRITING	MATHS
Peterborough - CiC	-3.39	-1.36	-4.47
National - CiC	-0.32	-0.88	-1.07

■ Peterborough - CiC   ■ National - CiC
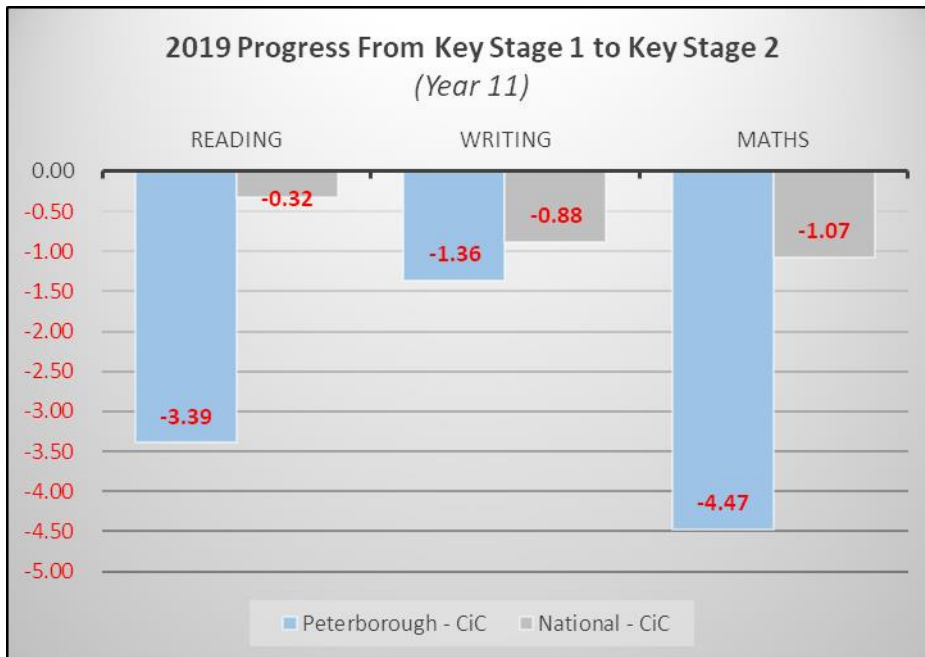
Progress from Key Stage 1 was below the expected zero line in all subjects, as indeed was the case for national CiC. That said the progress has improved in all subjects compared to last year with Reading and Writing half of last year's results and Writing at minus1.36 compared with minus 5.77 last year. National was more or less the same as last time with Reading and Maths slightly worse.

As is always the case with the progress calculation the pupils with SEND often have unusually high negative values. Two students in particular who had not progressed from their KS1 position had progress scores of around minus 20 in all subjects. The average progress score for SEND pupils is minus 5.8 compared to a positive value of 0.20 for pupils with no SEND.

7.4 Key Stage 2 – Trend

Key Stage 2 Reading - Expected of Better *(EXS or GDS)*

Peterborough - CiC Cohort	2017	2018	2019
Peterborough - CiC	43%	44%	47%
National - CiC	45%	51%	49%
Peterborough - CiC Cohort	14	9	18

Key Stage 2 Writing - Expected of Better *(EXS or GDS)*

	2017	2018	2019
Peterborough - CiC	43%	44%	42%
National - CiC	48%	49%	50%
Peterborough - CiC Cohort	14	9	18

Key Stage 2 Maths - Expected of Better *(EXS or GDS)*

	2017	2018	2019
Peterborough - CiC	43%	56%	47%
National - CiC	46%	47%	51%
Peterborough - CiC Cohort	14	9	18

Key Stage 2 Combined - Expected of Better *(EXS or GDS)*

	2017	2018	2019
Peterborough - CiC	43%	44%	42%
National - CiC	32%	35%	37%
Peterborough - CiC Cohort	14	9	18

This year cohort is twice the size as last year but with the exception of Maths the results are broadly similar. Maths is 9% lower than last year but still 4% higher than 2017. As in previous years the individual subjects are generally lower than National figures but the RWM combined judgements are consistently higher.

8 Key Stage 4

8.1 Key Stage 4 - Cohort

CONTEXT	Virtual School	National (CLA)	
Item	**Value**	**Value**	**Gap**
Cohort	31	5,410	n/a
Gender (Boys)	45.2%	56.0%	-10.8%
SEN Support	25.8%	22.0%	+3.8%
EHCP/Statement	16.1%	20.0%	-3.9%
CLA 1 year+	100.0%	100.0%	0.0%
Educated in LA	48.4%	61.0%	-12.6%
SDQ average	14.1	13.8	+0.3

The percentage of EHCP pupils is lower than last year's high of 27.6% but there are still 8 of the 31 pupils in this category. The SEN Support percentage is higher than National but

when both groups are combined the number of SEND pupils is the same at 42%, not far off 1 out of every two pupils.

The number of male pupils is again significantly lower than national by 11% and is the opposite of the Primary Phase where boys are the largest group.

Of the 31 pupils in the cohort, 21 are attending good or outstanding schools, with 3 at requires improvement schools and 2 at inadequate settings. Independent or other specialist settings account for the remaining 5 pupils. There are 8 pupils who don't attend mainstream settings and are at various other places including a specialist academy for the deaf.

As with KS2 the average SDQ scores both for the Virtual School and nationally falls into the 'Slightly Raised' band of 14-16 with the virtual school slightly lower than it was last year. The SEND pupils have a much higher average SDQ score than the pupils without SEND, indeed several are in the 'High' or 'Very High' banding

8.2 Key Stage 4 – Assessments

Cohort Size is 31 Pupils
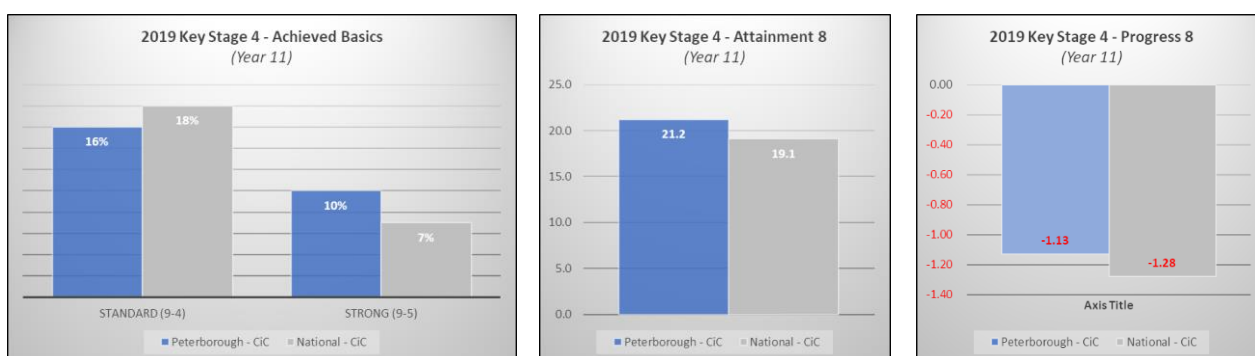
The key stage 4 results have improved from last year and in most of the key areas are above or close to national. The basic measure of Maths and English has improved by 2% for the standard 9 to 4 grade and is now just 2% below national. In the strong pass band of 9-5 the attainment is 10% compared with none last year and the figure is 3% higher than national.

The Attainment 8 score has also improved by 6.6 taking it to 2.1 higher than national. The Progress 8 measure has improved and is now also better than National at -1.13 compared to the National -1.28. This is the last year when the old key stage 2 levels can be used to measure progress to key stage 4. The new progress measure has yet to be confirmed so ongoing, at least for the next few years, there will be no direct comparison to the previous year's progress figures.

As with KS2 the biggest single factor in attainment seems to be SEND, with none of the SEND pupils achieving the basic English and Math measure and all but one having a negative progress score. The average progress 8 measure for the SEND pupils was 11.65 compared to 35.19 for the pupils without SEND. Three of the pupils in the no SEND cohort were just one level short of achieving the combined basic measure.

8.3 Key Stage 4 – Trend

Achieved Basics (English and Maths)	KEY STAGE 4					
	2017		2018		2019	
	Standard (9-4)	Strong (9-5)	Standard (9-4)	Strong (9-5)	Standard (9-4)	Strong (9-5)
Peterborough - CiC Cohort	31		29		31	
Peterborough - CiC	19%	3%	14%	0%	16%	10%
National - CiC	17%	7%	17%	8%	18%	7%
Peterborough - All Pupils	54%	35%	56%	35%	55%	32%
National - All Pupils	x	43%	64%	43%	64%	43%

The standard basic pass has been more or less similar over the past 3 years with a cohort size nearly the same for that period. The strong 9-5 pass has seen a significant gain this year compared with previous years. In order not to have to re sit GCSE English and Maths a pupil needs to achieve a 4 in Year 11 assessments.

Attainment 8	KEY STAGE 4		
	2017	2018	2019
Peterborough - CiC Cohort	31	29	31
Peterborough - CiC	20.3	14.6	21.2
National - CiC	19.3	18.8	19.1
Peterborough - All Pupils	42.1	42.0	42.1
National - All Pupils	46.4	46.5	46.5

Progress 8 (Progress from KS 2 to KS4)	KEY STAGE 4		
	2017	2018	2019
Peterborough - CiC Cohort	22	21	31
Peterborough - CiC	-1.07	-1.46	-1.13
National - CiC	-1.17	-1.24	-1.28
Peterborough - All Pupils	-0.07	-0.20	-0.15
National - All Pupils	-0.03	-0.02	-0.03

The Attainment 8 and Progress 8 have followed a similar pattern to the 'Achieved Basic' measure with a dip last year but this year improving to a similar level to the 2017 results. This is particularly encouraging as this year's cohort had several quite challenging characteristic excluding the previously mentioned number with SEND. The average number of placements is 4 with one pupil having 9 placements over the space of two and half years in care. Another 6 had between 5 and 8 placements. The average amount of time in care is 4 years and 9 months. Two of the cohort were unaccompanied asylum seeking children, with one of those being in the cohort who missed out on the 'Achieving Basic' measure by one grade.

9   Post 16

Year 12

The 39 Year 12 pupils continuing in education have taken or are continuing to study in a wide range of subjects ranging from Performing Arts and Car Mechanics to Forensic Science and Maths with qualifications levels from entry level to A Level. Many are on a two year course.

6 of those recorded as fail, 3 were non-completers i.e. they left midway through the year.
One year 12 student did not achieve pass grade in their GCSE Maths re-take.
1 ESOL learner passed Entry 1 Maths but failed Entry Speaking & Listening.

Year 12 - Qualifications

*The following percentages are shown: A LEVEL 0% / 100% / 0%; GSCE 0%; LEVEL 3 38% / 63% / 0%; *LEVEL 2 0% / 100%; LEVEL 1 44% / 33% / 11%; ENTRY LEVEL 64% / 21% / 14%; PRE-ENTRY 0%. Legend: Pass/Completed, Continuing, Fail.*
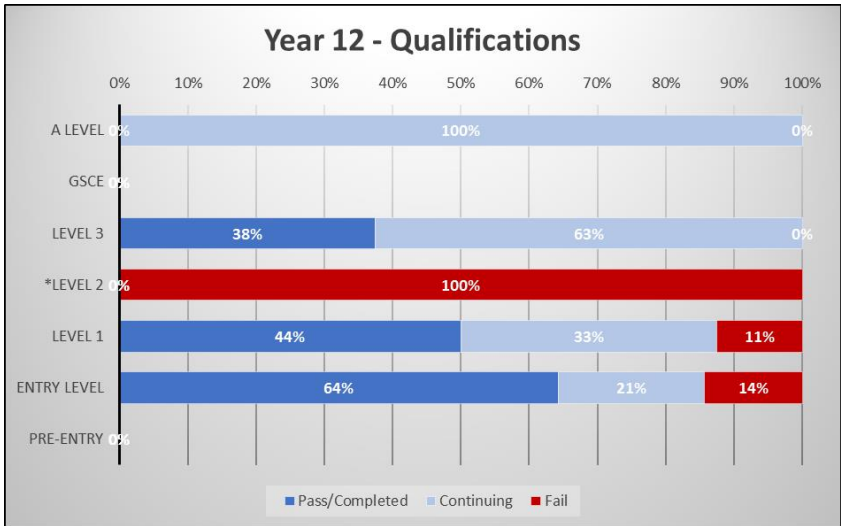
* The Level 2 figure represents just a single pupil

Year 13

As with Year 12, the 45 students in Year 13 are studying a wide range of courses from Media Studies and Mechanics to Medical Science and Geography, encompassing the same range of levels from Entry Level to A Level. Although some are continuing with their courses, many will have finished their chosen subjects at the end of the academic year.

1 student recorded fail was non-completer due to disengagement with education.
1 achieved their main qualification but failed Functional skills Maths & English
1 achieved main qualification but failed Functional skills English.

Year 13 - Qualifications

The following percentages are shown: A LEVEL 100% / 0%; GSCE 0%; LEVEL 3 50% / 33% / 0%; LEVEL 2 56% / 44% / 0%; LEVEL 1 60% / 33% / 0%; ENTRY LEVEL 63% / 31% / 6%; PRE-ENTRY 0%. Legend: Pass/Completed, Continuing, Fail.

NEET Report (Mohammed Sarfraz Post 16 Coordinator)

The number of students not in education, employment or training (NEETs) can fluctuate from time to time for Children in Care (CiC). In September the figure is normally low and increases around November when YP either decide not to continue their course or are withdrawn / excluded from the setting. The majority of the time it is due to low attendance or lack of engagement / commitment. PVS works closely with all stakeholders to support Young People (YP) and attend meetings where necessary to help sustain the education placement.

2018-19 was a particularly difficult (Yr11) cohort who transitioned to Post 16.

In September 2018 41 Year 12s secured education placements whilst 4 were NEET. At the same time there were 3 Year 13's who were NEET. All the above at the time were NEET due to non-engagement.

Over the course of the academic year the NEET numbers increased – this was also due to some YP having health issues as well as missing episodes.

2018/19	NEET	Notes (reason for NEET)
Year 12 September 2018	4	Non-engagement
Year 13 September 2018	3	Non-engagement
Year 12 November 2018.	11	MH issues, non-engagement.
Year 13 November 2018.	7 (Includes 2 care leavers)	Non-engagement.
Year 12 May 2019	12	MH issues, missing episodes, non-engagement
Year 13 May 2019	13 (Include 10 care leavers)	CCE risk, non-engagement, baby.

Regular PEP meetings are held for all NEET YP to formulate NEET Support Plans to offer re-engagement activities, as well as regular discussions with Children Social Care Managers and NEET Team to support the YP.

Alternative options and opportunities are offered to NEET YP including, Prince's Trust Team Project, and opportunity to study with smaller Independent Learning providers. New providers offering a more flexible learning approach were also identified.

10 Inclusion

10.1 Absence

Indicator	Peterborough (CiC)	England (CiC)	Statistical Neighbour Average (CiC)
Percentage of lessons missed due to authorised absence	3.5%	3.2%	3.2%
Percentage of lessons missed due to unauthorised absence	1.0%	1.4%	1.4%
Percentage of lessons missed due to overall absence	4.5%	4.7%	4.6%
Percentage of looked after children who were persistent absentees	9.0%	10.9%	10.9%

Authorised absence for CiC pupils in Peterborough is slightly above the national and statistical neighbour's average for CiC pupils by just 0.3%. For unauthorised absence it is just below. When combined, the figure for overall absence is 4.5% which is very slightly lower than the national and statistical neighbour comparators.

Persistent absence however is encouragingly below the national average and statistical neighbours by 2%. It is also 2.5% lower than last year's figure when it was above the other comparators, both of which have increased slightly this year. Our external attendance monitoring service alerts us to any unauthorised absence three times a day by email and the carer and social worker are contacted to follow up. Ongoing attendance issues are addressed at emergency PEP meetings and ……..

10.2 Exclusions

Indicator	Peterborough (CiC)	England (CiC)	Statistical Neighbour Average (CiC)
Percentage of looked after children with at least one fixed period of exclusion	12.93%	11.67%	12.25%

The exclusion figures relate to 2018 because exclusion data is published a year behind attainment data by the DfE.

Peterborough is slightly above national for pupils with at least 1 fixed term exclusion but is broadly in-line with its statistical neighbours.

No Peterborough Child in Care was permanently excluded from school in 2018/19. There were two occasions when a move to another school was deemed to be in the best interests of the children and these were completed successfully. Early intervention is key to sustaining school places when a child becomes unsettled and emergency PEP meetings are held involving all concerned, including the child, to address issues and determine a positive way forward.

10.3 Alternative Provision

Establishment Type	Number
Number on school roll *(preschool to Year 11)*	254
Number in independent schools	17
Number in LA Special School in city	18
Number in LA Special school out of city	12
Number in PRU in city	8
Number in PRU out of city	1

*Virtual School Roll is for children who appeared on the DfE 903 return & were in care on the 31st March 2019

Year 11 pupils are more likely to attend AP than any other year group, with those attending a PRU mainly in year groups 9 to 11. The children with SEND make up most of the other pupils attending AP in the form of special schools both in and out of the city and also independent special schools and learning environments. The VS acknowledges the additional vulnerability of learners in AP and provides more intensive monitoring visits for these pupils.

11   Personal Education Plans (PEPs)

PEP compliance is consistently at 100% meaning a PEP is completed within the statutory time frame of 10 days of a child coming into care and thereafter every term. PVS supports social workers and schools in the management of the PEP process, offering training and a fortnightly PEP clinic. Every PEP is quality assured by PVS staff and those judged to be below an acceptable standard trigger additional support and challenge from the VS team. The school improvement model implemented in September 2018 does not require VS staff to attend every PEP meeting. Rather VS staff meet at least once a term with the Designated Teachers in their allocated schools and track the progress of all the pupils in the setting. However, VS staff will attend the PEP meetings for all newly into care children or where a child is in crisis and attendance is requested by the school or social worker.

12   Pupil Premium Plus Grant

12.1 Allocation

The Pupil Premium Plus Grant allocation for Financial Year 2018/19 was £662.400 This was based on a £2,300 per pupil allocation for children who had a period of 24 hours or more in the care of Peterborough Country Council and is adjusted up or down in the October of the financial year dependent on children starting or leaving a care episode.
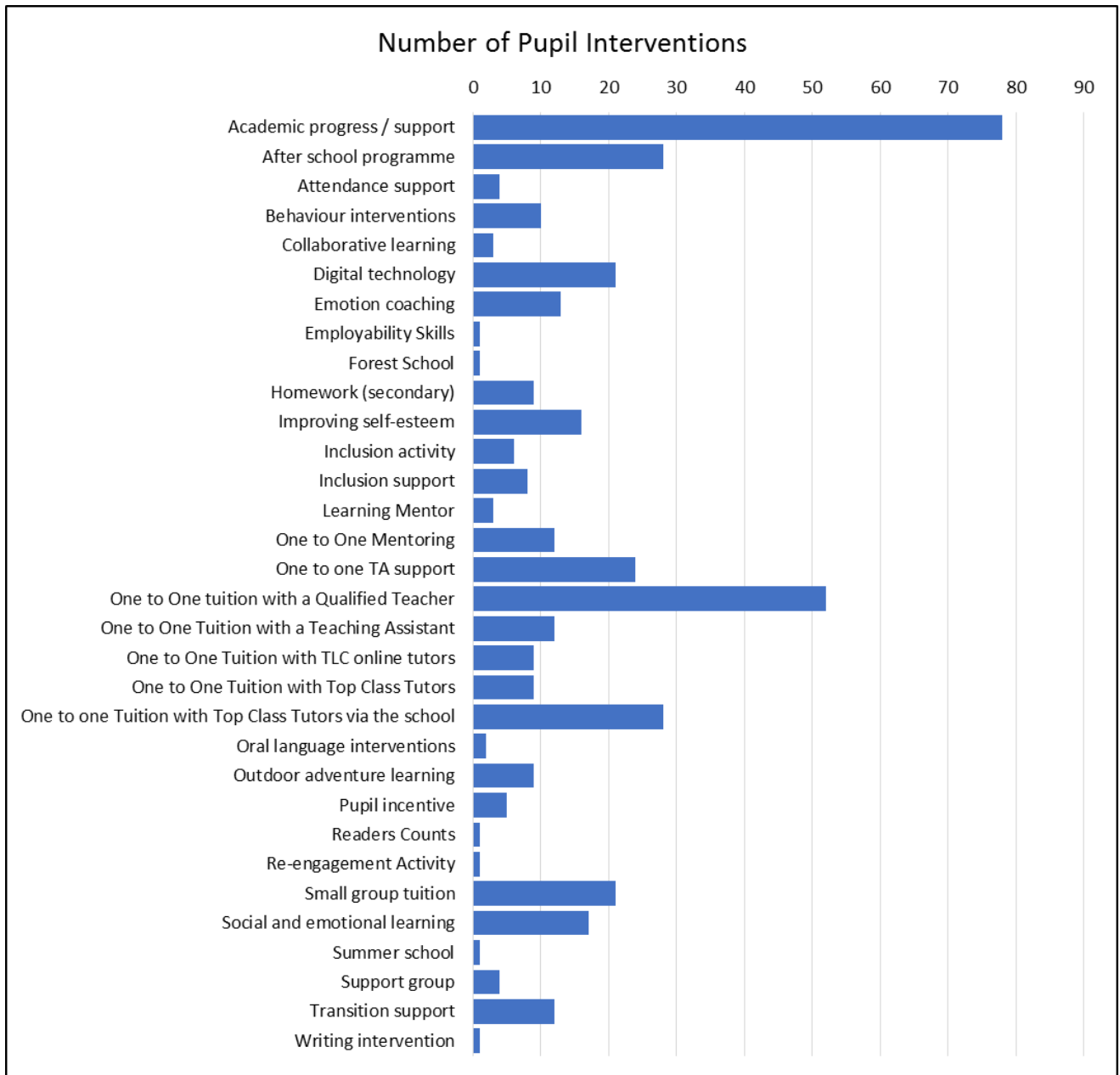
12.2 Administration of the Grant

£505,083.84 was devolved directly to the educational settings where CIC attend. This amount includes the cost of partnership staff, Attachment Awareness training hub costs, and the Primary Forest School partnership. Payments to schools are made termly upon submission and approval of SMART targets within a quality assured and time compliant PEP. These targets are reviewed at each PEP meeting to hold the school to account and to ensure appropriate interventions are in place to support progress. In exceptional cases, educational settings applied for additional funding to support children requiring intensive short-term interventions tailored to their individual needs and circumstances.

The remaining £157,316.16 was used centrally (as set out in the conditions of the grant) to support the work and improvement of the VS.

Allocation	Cost
Additional staffing costs	£49,755.84
The continued use of an online PEP system for pre-school to year 13	£16,700
An attendance data collection service to support VS Monitoring	£27,844.05
Additional tuition , PRC course costs	£42,202.50
Letterbox Club – a parcel containing a book and supporting activities sent monthly to identified children.	£13,305.54
IT Equipment and additional resources for students	£1951.29
Training Events	£5556.94
TOTAL	157,316.16

12.3 Interventions

Number of Pupil Interventions

Interventions recorded between 1st Sept 2018 and 31st August 2019 (including pending)

Intervention	Number (approx.)
Academic progress / support	78
After school programme	28
Attendance support	4
Behaviour interventions	10
Collaborative learning	3
Digital technology	21
Emotion coaching	13
Employability Skills	1
Forest School	1
Homework (secondary)	9
Improving self-esteem	16
Inclusion activity	6
Inclusion support	8
Learning Mentor	3
One to One Mentoring	12
One to one TA support	24
One to One tuition with a Qualified Teacher	52
One to One Tuition with a Teaching Assistant	12
One to One Tuition with TLC online tutors	9
One to One Tuition with Top Class Tutors	9
One to one Tuition with Top Class Tutors via the school	28
Oral language interventions	2
Outdoor adventure learning	9
Pupil incentive	5
Readers Counts	1
Re-engagement Activity	1
Small group tuition	21
Social and emotional learning	17
Summer school	1
Support group	4
Transition support	12
Writing intervention	1

Interventions recorded between 1st Sept 2018 and 31st August 2019 (including pending)

There was an average of 2 interventions per pupil with the average cost during the 2018/19 academic year of £914. This included some pupils with only one intervention up to one with 5 interventions and costs ranging from £0 to £10,300. The higher end costs are to support children in crisis, particular primary aged children newly into care. The success or otherwise of interventions is recorded in the review of SMART targets in the PEP. Interventions are not only intended to improve academic outcomes but contribute to sustaining school places, supporting transitions to school following arrival into care or placement moves, improve social skills , raise self-esteem , for example . "Soft "outcomes which all contribute to providing opportunity for success.

13   Priorities for 2019- 2020

To work with partners to increase the numbers of Post 16 young people in care who are in education, employment or training

To continue to improve the aspirational quality of PEPs, ensuring the child's hopes are incorporated and that carers, social workers and teachers listen, respond and support children to achieve them.

Continue to work with partners to raise attainment and accelerate progress for children in care across all key stages.

Embed the Attachment Aware Schools Project to support the emotional health and wellbeing of children in care in pilot schools.

Develop the role of Education Advisor for Children Previously in Care in conjunction with CVS.

Appoint a part time specialist in SEND to support pupils with an EHCP both in and out of city.

Dee Glover, Virtual School Head.

08.04.2020