

Appendix 2

COVID -19 Update February 2021

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

All children and young people in care were entitled to a school place within the category of vulnerable groups.

The table below shows the number of children and young people accessing education, either full or part time during the school closure period. 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.

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.

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

Cohort academic year 2019-2020

Lockdown attendance March 2020 – July 2020

Year Group	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%

Cohort academic year 2020-2021

School closures January 2021

Children and young people in care are again able to request a school or college place as part of the vulnerable group. Foster carers and social workers determined whether a child or young person would attend dependent on vulnerability in the home due to health concerns of foster carers for example. Some households have children attending different schools with transport provided, raising anxiety about potential exposure. There was also increased pressure on school places due to the widening of the categories able to access a place. Most of our children and young people who wished to go to school were offered a place but there were some for whom only two or three days a week were offered.

February 2021

Year group	Number in cohort	Number attending w/b 08.02.21	%
Age 3-4	9	2	22%
Reception	6	2	33% ↓ - 38%
Year 1	12	6	50% ↓ - 19%
Year 2	6	4	67% ↓ - 13%
Year 3	13	8	61.5% ↑ +34.5%
Year 4	9	7	78% ↑ +14%
Year 5	18	5	28% ↑ +3%
Year 6	22	11	50% ↓ -5%
Year 7	22	7	32% ↓ -15%
Year 8	35	11	31.4% ↓ -15.6%
Year 9	31	13	42% ↑ +16%
Year 10	23	11	48% ↓ - 9%
Year 11	25	15	60% ↑ +3%
Year 12	44	5	11% ↓ - 2%
Year 13	39	3	7.6% ↑ +5.6%

The above table captures the data for the last week of half term and presents a mixed picture. The slight upward or downward changes in each cohort impacts on school attendance with children and young people who are new into care or have changed placements having a period of settlement into their new home. The closure of schools to pupils other than those in identified categories also contributed to a delay, on occasions, of sourcing a school place, particularly those who moved out of the city. However, I am confident that all children of statutory school age were well served whether attending or not, with PVS securing interim provision for those for whom there was a delay in sourcing an education placement.

Some Post 16 students, particularly some UASCs (Unaccompanied Asylum Seeking Children) struggled to engage with online learning but this has been addressed with face to face tuition now available at Peterborough College. Those in school sixth forms fared better with good access to both online and in school provision.

School support for children during lockdown.

The PEP (Personal Education Plan) 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 staying connected 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 (Personal Education Plans) 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.

Full PEP meetings are taking place this term to ensure transition plans for those children and young people moving to primary, secondary or Post 16 provision are in place.

There is a greater emphasis on academic progress during the current lockdown. The DfE set out the minimum amount of remote education which must be provided for each Key Stage – increasing the hours expected.

For Key Stage 1, three hours of remote education must be provided to include “both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently”.

Key stage 2 pupils should be provided with four hours remote education a day while this increases to five hours for both Key Stage 3 and 4.

Previous guidance stated that primary schools should set work totalling around three hours a day, and four hours at secondary.

This has put significant pressure on all parents and carers – PVS has offered support to both carers and children and young people.

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

In addition, January – February half term PVS set primary children a series of lockdown challenges with the incentive of a voucher, amount dependent on the number of challenges completed.

Attainment 2019- 2020

As a result of the COVID pandemic, formal examinations and assessments did not take place in 2020 and grades were based on a range of information including teacher assessments. The Virtual School has collected results for KS4 as in previous years. 2021 will again see different arrangements although there may be some form of assessments and further detail may be forthcoming.

The Department for Education have been clear that outcomes and other related data should only be used to ensure young people transition successfully to the next stage of their education, employment or training, and aggregated data should not be used for comparisons or performance benchmarking.

Year 11

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.

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.

PVS continues to monitor attainment and progress but accurate data to support additional support will be consolidated when schools re open fully. Pupil Premium funds will be allocated to schools for every child to support 'catch up' programmes alongside interventions from PVS staff.

Dee Glover

February 2021

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