



Peterborough Virtual School



Peterborough Virtual School

Virtual School Head Teacher Report

With contributions from:

**Dr Chloe Marks – Specialist Education Psychologist
Nichola Phillips - Primary Maths and Forest School Lead
Jan Tate – Primary Literacy Lead
Faith Dakin – Secondary HLTA
Mohammed Sarfraz – Post 16 Coordinator**

**Peterborough Children in Care
Academic Year 2019 / 20**

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1 Context

Local authorities and their directors of children's services are the corporate parents for Children in Need (CIC); they have a statutory responsibility to promote the educational achievement of the children they look after, regardless of where they are placed.

Peterborough Virtual School sits within the Schools Standards and Effectiveness Team and is accountable to the Service Director of Education Peterborough and Cambridgeshire. The Virtual School Head teacher (VSH) is line-managed and supported by the Service Director of Education for Peterborough and Cambridgeshire and reports to Corporate Parenting Panel and Corporate Parenting Board. The VSH is Dee Glover who has been in post since November 2013.

1.1 Purpose of the report

The purpose of this report is to provide information on the activity of the Virtual School (VS) for the academic year 2019-2020. It reflects on achievements and identifies areas in need of development to achieve the best outcomes for this vulnerable group. It is a very different report to previous years with no end of key stage data reported. However, it does give the opportunity to celebrate the resilience and resourcefulness of our children and young people who during unprecedented times have retained a sense of purpose and indeed humour, maintaining relationships with school staff, peers and carers and doing their best to continue to learn. We can also give a greater insight to the day-to-day work of PVS and the changes we made in response to the impact of the pandemic.

It has been a challenging year for us, our children and young people, schools, carers and social workers. Throughout we have strived to ensure that our children and young people have been supported to continue to learn but have also been mindful of their emotional health. Sustaining care placements and relationships at home have been as, and sometimes more, important than maintaining academic progress.

There is no key stage data available because, 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. In addition due to school closures in the second half of the spring term 2020 and the following summer term 2020 we have limited progress data. We are reliant on attainment data gleaned from Personal Education Plans (PEPs) completed in March 2019 to determine progress and are working with schools to establish what support individuals will need to recover from lost learning.

The Department for Education has 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. All those working with schools and colleges, such as Ofsted, Department for Education regional teams and local authorities, will use data from previous years when assessing school and college performance, and not the 2020 data. Therefore, in line with these recommendations, no aggregated data or comparisons are included in this report. This allows for more focus on individuals, including those young people whose achievements may not have been evidenced in formal examination or assessment outcomes but who have, nonetheless, achieved significantly when considering their wider context

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 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 (SEND) 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 progression onto further education
- Leading training for Foster Carers, Designated Teachers, school governors and bespoke training for educational settings and staff in schools
- Celebrating CIC achievements and ensuring schools and carers do the same
- Supporting the delivery of the Children in Care Pledge
- Providing advice and guidance to support the education of children previously in care

2.1 Structure of the Virtual School – September 2019

PCC staff
Virtual School Head Teacher
Primary Education Coordinator
Secondary Education Coordinator
Post 16 Education Coordinator
Education Advisor for Children Previously in Care
Pupil Premium Funded Posts
Secondary Support Teacher – in partnership with Ormiston Bushfield Academy
Specialist Teacher of Maths Primary and Forest school Leader – 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
Secondary HLTA – in partnership with Ormiston Bushfield Academy

The Peterborough Virtual School aims to achieve improvements to the educational outcomes of CIC through a school improvement model. This allows for a small team, with sufficient influence and expertise, to improve outcomes through support and challenge to all education settings. Additional expert staff provide interventions for individual children who are identified as requiring support with learning or self-regulation.

2.2 Peterborough Virtual School Covid – 19 Response

In addition to business as usual we issued, in conjunction with CVS, immediate and ongoing guidance for foster carers and social workers to support them with accessing school places for those children requiring the service and those eligible within the 'vulnerable' group. In addition, we provided advice and guidance to designated school staff on the bespoke Covid -19 Summer Term Personal Education Plan and process. We established a consultation phone line for all stakeholders with our PVS Specialist Education Psychologist, acknowledging heightened anxiety for some carers, children and colleagues. Our work continued with those children and young people already identified by the PVS Intervention team to sustain learning momentum and we continued to fund online tuition sessions from an external provider for children and young people. For those carers needing support with home learning we provided a resource guide to supplement work provided by schools and offered advice. Where possible we held weekly virtual KIT meetings with designated school staff to monitor well-being of those children attending school and to challenge where the learning offer was not of an acceptable standard.

We collected attendance data alongside our external attendance service checking whether any children and young people needed equipment to be able to work effectively at home and that those children needing to be in school were able to attend. There were two instances of challenge required to increase the time offered. The importance of our role was evident when children needed to change schools during closures due to care placement moves. This was a challenge, but we ensured that the school previously attended by the child continued to provide work until a new setting was sourced, facilitated applications to new schools by those with parental responsibility and attended initial PEP meetings. As usual, we attended transition PEP meetings in the summer term for Early Years, Year 6 and 11 pupils and facilitated additional transition opportunities for the more vulnerable. To complete the year and being mindful of a different ending to KS2, we provided a Year 6 end of primary school pack, including a letter, a certificate, book, activities and equipment. For Year 11 pupils, most of whom had ended their education on 20th March, we provided a Year 11 end of KS4 acknowledgment letter and signposting booklet and reminded them of our continued support. For those unsure of the way forward this provided reassurance and resulted in a renewed effort by those destined to be NEET.

3 Cohort Characteristics (mid-year April 2020)

Peterborough Virtual School (April 2020)	Pupils	% of Total
Total number on school roll (pre-school to Year 13)	327	100%

EHCP or Statement of SEN	80	24.5%
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*Pupils with 1 or more Fixed Term Exclusion Recorded	17	5.2%
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**53 Days over 56 instances (due to COVID-19 only 2-Terms are recorded)*

**Unaccompanied Asylum Seeking Children (UASC)	25	7.6%
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***22 are Post 16 students, 1 is Year 10 and 2 are Year 11 pupils*

Number of Schools/education Settings attended	163	
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Male	193	59.0%
Female	134	41.0%

Ethnicity - White British	208	63.6%
Ethnicity - Not White British	119	36.4%

Academic Year Groups	Pupils	% of Total
Pre-school	13	4.0%
Reception	15	4.6%
Year 1	5	1.5%
Year 2	11	3.4%
Year 3	11	3.4%
Year 4	16	4.9%

Year 5	20	6.1%
Year 6	17	5.2%
Year 7	31	9.5%
Year 8	27	8.3%
Year 9	21	6.4%
Year 10	26	8.0%
Year 11	38	11.6%
Year 12	64	19.6%
Year 13	12	3.7%

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, than are in the Pre-school and Primary phases.

The profile of pupil placement is more or less identical to last year with 70% of children placed within 20 miles of the city.

4 Training

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 educational outcomes and raising aspirations. This has contributed to an improvement in the quality of PEPs and a greater understanding of the importance of advocacy on the part of carers. Social workers are actively involved in the PEP process and more confident in challenging around Pupil Premium as an example. Going forward much of our training will be online to facilitate attendance at a time convenient to the target audience, but we very much are looking forward to some face to face gatherings in the future.

4.1 Designated Teacher Training

Training sessions for new to the role Designated Teachers, both in and out of city, addressing PEP completion specifically but also the wider role required are provided regularly. The sessions aim to equip school professionals with the necessary skills to maximise the achievement of children in care through excellent education planning. From March 2020 training moved online with training videos for PEP completion available. PVS staff supported both new and current Designated Teachers to manage support for children during school closures, and the completion of the newly created Covid 19 summer term PEP. Our Education Psychologist also offered additional consultation sessions as support, specifically during school closures.

4.2 Social Worker Training

New social workers are referred to the VS for training in the completion of PEPs and other 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. Training has been provided by the Statutory Assessment and Monitoring Service to share the processes of requesting and securing an EHCP when required. This is particularly pertinent when children with an EHCP move to out of city schools following a care placement change.

4.3 Foster Carer Training

Whilst no direct training took place, support and resource packs were provided during school closures. Training will now be delivered on-line and we are currently developing our programme with Cambridgeshire Virtual School and the Fostering and Adoption service.

4.4 School Governor Training

Training for Governors scheduled for March 2020 was postponed. Subsequently this training will now be offered in conjunction with Cambridgeshire Virtual School as an online programme, accessible at all times for study when convenient. Designated Governors will have an understanding of their role as advocates for CiC and previously CiC, and will be able to challenge head teachers.

4.5 Connected Communities Project

In September 2019, Peterborough Virtual School began Phase 2 of its Attachment Aware Schools Project. This has now been rebranded as the Connected Communities project in line with current evidence on trauma-responsive practice. 11 schools joined Phase 2 of the project and have participated in 4 out of 6 training days. The remaining two training days were delayed by a term due to circumstances stemming from the pandemic. Each school has two or three members of staff that attend the training. Knowledge is then disseminated and interventions are embedded by attendees, via a whole school approach. The evaluation data from the first four training days is reported below.

The following table shows a sample of comments from school staff attending the Connected Communities training so far:

Training day	Theme of training	Comment
Day 1	Introduction to the project	Clear information and guidance given so our school can move forward.
Day 1	Introduction to the project	Reflection, awareness of school approach, clearer focus of what we intend to do and how we aim to get there has been very effective.
Day 2	Attachment and developmental trauma	Useful handouts to use in my setting, better knowledge of attachment strategies.
Day 2	Attachment and developmental trauma	Identification & strategies of attachment documents are really valuable resources.
Day 2	Attachment and developmental trauma	It has been very helpful!
Day 3	Emotion Coaching	Interesting, relevant, valuable!
Day 3	Emotion Coaching	Brilliant, enjoyed the training, excited to be taking it back!
Day 3	Emotion Coaching	Fantastic, so practical.
Day 4	Safety and regulation	Developmental trauma information is extremely interesting and safety dependent analysis will help us with our project.
Day 4	Safety and regulation	Interventions which develop children's feeling of safety has been really effective.

In addition, the 11 schools have each planned and are carrying out individual action research projects which focus on school development areas identified from their own attachment aware audits/school development plans. The following research areas are being evaluated:

Project area	Number of schools
The impact of safe spaces on children	3
The impact of attachment aware training on parents	1
Evaluation of attachment aware mentoring on children's emotional literacy skills/engagement	2
The impact of whole school training on staff practice	3
The impact of an Attachment Aware Policy on staff practice	1
Evaluation of an SEMH intervention on children's self-regulation skills	1

The schools will be completing their action research projects and reporting their findings by January 2022.

5 Interventions by PVS specialist staff

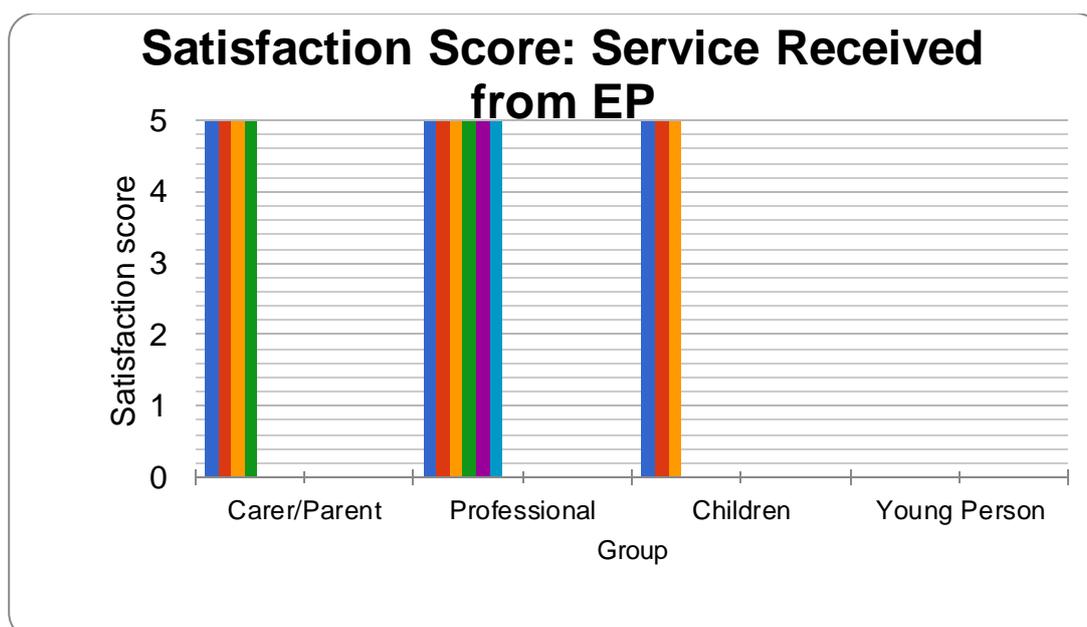
5.1 Educational Psychology

Between September 2019 and August 2020, there has been Educational Psychology (EP) involvement for 30 children in care. The pie chart shows the breakdown of casework by the Educational Psychologist for Children in Care in the academic year 2019-2020 and indicates the type of activities undertaken to support Peterborough children in care. Many of the children have had multiple types of involvement (e.g. consultation and individual assessment/consultation and review meeting) and/or several involvements over time.

Table 1

Type of involvement during the Academic Year 2019-2020	Number of involvements
Assessment (including observation and consultation)	14
Consultation	2
Review meeting	10
Professional meetings including (EHCP reviews and PEPs)	9
Transition planning	3
Covid-19 phone consultations with carers	4
Covid-19 emails to support carers/social workers	2
Total number of children who received Educational Psychology involvement	30

Table 2



The above table indicates that all respondents evaluating Educational Psychology involvement rated their satisfaction at a level of 5 (very high).

Review of involvement comments from professionals/carers

Reviews of children's progress following Educational Psychology involvement are undertaken at least one term later. Some children require multiple reviews of progress.

From analysis of the review meeting records, the following themes in terms of impact and outcomes from involvement have been identified: developing children's attention skills, building self-regulatory skills, aiding their educational progress and promoting their engagement with school and learning.

The table below shows a sample of comments which were received during review meetings following Educational Psychology involvement.

Table 3

Role	Comment
Head Teacher	'X stays on the carpet now for more than 10 minutes and her attention is sustained on tasks for half an hour.'
Designated Teacher	'X is using regulation strategies like mindful colouring and putty'
Carer	'X appears less anxious at home.'
Designated Teacher	'X is not asking to come home from school now.'
Designated Teacher	'X is engaging with her timetable.'
Head Teacher	'X continues to do really well with his learning.'
Designated Teacher	'We are implementing all of the strategies. X is doing really well now ... managing in school.'

Covid-19 Support

An Educational Psychology consultation service has been offered on a weekly basis to carers and supporting professionals of children in care from April 2020 to provide support during the time of the pandemic for home schooling and any social, emotional or mental health difficulties. As shown in Table 1, 6 families have been supported from this service to date.

In addition, The Educational Psychologist for Children in Care contributed to a joint Educational Psychology project with Educational Psychologists across Cambridgeshire and Peterborough Local Authorities to produce three webinars to support recovery for schools following the first lockdown period. The Educational Psychologist for Children in Care also created and disseminated three booklets to support engagement with home schooling for primary age, secondary age and post 16 cohorts. One further booklet was produced to support Designated Teachers in meeting the needs of children in care returning to school after the first lockdown.

5.2 Primary Maths

Maths support for autumn and spring terms of 2019-2020 was focussed on 2 children identified at PEP meetings as underachieving and with the potential to make accelerated progress.

Child A (Y6) was taught 1:1 for 2 sessions per week. The school identified reasoning and problem solving (RPS) as areas requiring development and the child was working at 1 year and 1 term behind ARE with below expected progress in Y5. Overlearning was required in sessions to develop fluency

as well as to identify RPS skills. In the autumn and spring terms, accelerated progress was made with 5 steps progress made up to the end of Spring 1 (average is 3 steps.) During lockdown, 3 sessions of remote learning per week were sent to the care placement (individualised teaching videos with independent work) but these sessions were not fully engaged with and progress was therefore limited for the remainder of the year.

Child B (Y3) after being in care for five months, moved to a new care placement and school. At the beginning of Y3, this child was working at 2+years below ARE with significant gaps in mathematical knowledge. Using Sandwell Assessment and diagnostic lessons, gaps in knowledge were identified. Child B was taught by a PVS teacher twice weekly with 3 other children and a TA from the school setting. 2 embedding lessons were then planned by the PVS teacher and delivered by the TA. This model of delivery upskilled the TA and enabled her to support Child B in his classroom maths lessons as well as the intervention sessions. Accelerated progress was made with 1 year progress made by the end of Spring 2. During lockdown, pre-recorded video sessions and work were sent to the school by PVS and delivered by the TA. This enabled continuation of the progression into the summer term. By the end of the year, Child B was working towards ARE.

5.3 Primary Forest School

In partnership with an in-city Primary School, 8 children attended Forest School sessions with trained staff consistently and regularly. All children attending Forest School have soft skills identified as needing improvement. These soft skills are then tracked and reviewed termly. Of the 8 children, 2 children were taught on a 1:1 basis, facilitating the children to remain in full-time school places. These children attended for 2 afternoon sessions per week and the focus of the sessions was developing resilience and self-esteem in both children. At reviews for these children, resilience and self-esteem were identified as improving in both Forest School and school settings. The 6 other children were taught in small groups (max 1:3) of children who had similar soft skills that needed developing. These children were taught once weekly. These children focussed on: group working; new experiences; independent working and perseverance. Schools were asked to grade the children against criteria in each of the soft skills groups as: not yet developed; developing; established or generalised within the classroom at the start of the Forest School sessions and at each review point. On average, 50% of the group working skills increased by one or more grades; 83% of new experience skills increased by one or more grades; 60% of independent working skills increased by one or more grades and 50% of perseverance skills increased by one or more grades. This gives an average soft skill increase of one or more grades of 61%. All of the children attending Forest School were impacted by the lockdown as Forest School was closed for the second half term of the spring term and all of the summer term.

5.4 Primary Literacy

During this period, the Literacy Lead and the HLTA Primary worked with a range of ages within the Primary phase, focusing on raising attainment to meet ARE, filling gaps in learning and closing the gap to age-related expectations. One exception was intensive work covering each morning, daily, at the Pupil Referral Unit from September until February half term, and then transition work to support the student into a new, mainstream setting. This work was very resource intensive, leaving less contact time than normal to spend with other students. Lockdown also reduced our ability to have a positive impact on learning, but we created resources and liaised with foster carers to ensure that students with whom we had already been working did not suffer from being out of school, instead

their daily lessons continued and were carefully planned and resourced. We liaised with foster carers regularly, offering them training and support as they home-schooled using our plans and resources to supplement those provided by schools.

Whilst we were able to go into schools, intensive support was given to 10 pupils in years 2 – 6. The work was bespoke to each individual, consisting of speech and language assessments, referral and support; booster lessons to prepare for Y6 SATs, readers' counts lessons to accelerate progress in phonics, reading and writing, and booster support to encourage accelerated progress in Literacy. Additionally, the child at the Pupil Referral Unit was taught separately to the rest of the children for Literacy and Maths and work was planned at greater depth in reading and spelling and age-related in writing, to introduce a wide range of genres with a focus on teaching key features and inspiring writing through meaningful activities.

Four of the children with whom we worked have now transitioned successfully out of care taking with them a greater ability and confidence in Literacy. All four of these students were struggling in their schools prior to our involvement. Two in Y1, had significant behaviour and learning difficulties but are now coping very well in their new school with no behaviour issues and having made accelerated progress, allowing them to be part of the general classroom learning. One student at Y6 was lacking in basic phonic skills and only able to read very simple texts aimed at a young KS1 child. School was finding his behaviour challenging, but we felt that this was because he was unable to access the learning in class. He was assessed to find where the gaps were and taught intensively for a brief period of accelerated learning prior to him leaving care. The final child who was placed at the PRU when he entered care has been supported to transition back into a mainstream school, where he has been remarkably successful, demonstrating good behaviours and relationships and continuing to work at greater depth, whilst closing any gaps in learning that a period of difficulty created.

The rest of the children remain in LA care. Of the two remaining Y6 students, one was on target to reach ARE in SATs, should they have gone ahead, whilst the other was hovering just below. The Y2 child had failed her phonics check whilst in Y1 so was due to re-take this and according to our detailed assessments would have passed, but this did not happen due to Covid-19. She was provided with speech and language support also, having been selective mute with weak vocabulary. Her new school have confirmed that this is no longer a problem.

The Y3 children were given booster sessions according to their need and each made good progress; one in terms of tackling phonics gaps (all now secure) and reading progress – accelerated, and another in terms of engagement with reading and writing and supporting behavioural issues through dedicated 1:1 focus time which also aimed to build self-esteem.

The Y4 students each had differing needs within Literacy – one had been diagnosed with moderate learning difficulties and was supported to transition to specialist provision at the end of the year, where he is now happy and making progress. This child was being taught outside of his year group by a TA; we provided him with daily 'readers count' lessons to tackle gaps in his phonics knowledge, to improve reading speed and understanding and to support spelling and sentence construction. Progress for this child was in small steps rather than rapid progress normally seen. He was also provided with twice weekly speech and language support to build up his vocabulary and ability to form more complex sentences. The other children were both able academically but had difficulties which resulted in behavioural issues and gaps in learning. On a 1:1 we were able to explore where the gaps were and fill these, allowing for good progress in both reading and writing.

Clearly, we would normally use SATs at KS1 and KS2 and phonics checks at Y1 and Y2 to measure precise progress in terms of the cohorts, but these were cancelled last year. Additionally, the timing of lockdown meant that some of our final assessments in terms of 1:1 support were not available.

During lockdown periods when we were unable to visit students, detailed work was provided at the level needed and also Y6 leavers' packs of activities were created and distributed (as we had realised that there was often no work provided for this year group towards the end of term). Additionally, a new intervention programme to support our children in care with low literacy levels, who are placed out of authority was started, with the aim of allowing us to train and support a TA in any school that is too far away for us to visit regularly to support a child. This is a phonics-based programme of daily lessons, based upon effective and thorough assessments at the start, end and ongoing, thus ensuring that work is precisely matched to need.

5.5 Secondary Higher Level Teaching Assistant.

The secondary HLTA supported 14 students in schools both in and out of city from Year 6 to Year 11 in the autumn and spring term until the closure of schools. In school teaching sessions were provided ranging from 1 to 3 per week covering core subjects.

During the school closures there was a requirement for our HLTA from our partnership school to support and teach for a day a week for children of key workers and vulnerable pupils. In addition, online work was provided and returned with comments for those children who were receiving support.

Student summary

Year 11 with SEN. Consolidated Mathematical learning to ensure predicted grade, revision in science and extra support to complete course work in other subjects.

Year 11 with SEMH challenges had the potential for good grades at GCSE but a breakdown of relationship with some staff in school inhibited progress. Interventions to ensure that the predicted grade in Mathematics was met and support was provided for Physics, working after school.

Year 8 with SEN and oppositional disorder. Encouraged reading/writing and numeracy through engagements with interests. Re-did school lessons when there was a refusal to engage. Continuing with progress in learning and engagement was a particular challenge remotely and there was limited success without the 'personal' touch.

Year 10 - Taught Childcare and Mathematics at home to supplement a part-time school programme until full time programme established.

Year 8 – had worked on Maths in year 7, established that there was a block to learning. Applied a dyscalculia screen and referred the findings to VS Education Psychologist (EP) who suggested interventions. Maintained bespoke weekly Maths lessons in lockdown tailoring them to the needs identified by the screen and endorsed by EP.

Year 8 – Had taught the young person all through year 7 continuing the work begun by the VS Primary Team – gaps in core subject knowledge due to missed schooling and lack of parental stimulation. Engaging individual with well-developed avoidance tactics when faced with unwanted academic challenges. English and Maths with emphasis on underpinning age-related teaching taking place in school. Maintained lessons into lockdown – long-standing relationship made this an easier task than some of the other remote lessons.

Year 9 – SEMH no EHCP. Taught since year 8. Bright young person with potential but well-established problems in relationships with school authority figures. Series of internal and external

exclusions led to managed move early in year 9. Continued to teach the young person at their new school – seemed settled for a while and increased from Maths to Maths and English. Behaviour led to an agreement that the managed move had not been a success and so as an interim measure young person was included on the roll of the PRU .Lessons continued to be provided through this period with mixed success. Lack of engagement due to many factors. The young person has since successfully transitioned to a mainstream school.

Year 8 – has EHCP and hearing difficulties and major gaps in learning prior to being in care. English and Maths additional support depending on requests from the school. Made good progress, improved reading age by three years and was able to access some of the age-related Maths without support by the time we went into lockdown. Lessons continued but a greater reluctance developed during this time for independent working; insecurities developed when working away from school environment.

Year 10 - doing well in most lessons but needing extra support in English, particularly literature. English not first language but not a major block to education. Risk/links to gang violence caused huge impact on Year 10 progress as some exclusions occurred to interrupt education leading eventually to a managed move. Made the lessons very relevant to the young person and achieved excellent engagement but then lockdown occurred. Lessons continued via email and 'phone but completion of set work was sporadic.

Year 11 – SEMH no EHCP – easily distracted by life outside of education which interfered with work in school; history of seeking support for emotional issues during school hours. Needed to be given some additional educational support in order to meet target grades. Started with Maths but included English, particularly poetry as mock exams approached. Confidence increased and assessment results exceeded target grade.

Year 10 - Between schools due to care placement move so needed core subject lessons in order to maintain progress. Very bright and able but without motivation, reluctant to engage with actual work to be produced though very happy to engage with teacher and with discussing subject matter. Lack of motivation partially due to aspiration; the young person wished to join the army so didn't feel that GCSE's were needed as English and Maths could be done later when in the army. Work continued until school place was found but started again during lockdown as school had not begun properly so English and Maths support continued to prepare for move to Year 11.

Year 10 - Only started to work with this young person during lockdown – they moved school and had not settled. Work provided remotely but as a pupil identified as gifted and talented needed additional stimulation. Q & A sessions to establish relationship before launching into higher Maths lessons including code cracking and some MENSA challenges. Reasonable response to lessons at times but SEMH issues stood in the way of consistent progress.

Short term assignment while this young person was resident in a children's home which was intended only for KS3 and above. SEMH, behavioural and health needs - profoundly behind in age-related learning and extremely difficult to engage for more than a few minutes at a time. Behaviour exacerbated by need to impress the much older children in the home. Basic KS1 level English and Maths taught for the duration. The young person went to more suitable setting a few weeks into teaching which had on-site learning.

5.6 Post 16

PVS works closely with all stakeholders to support Young People (YP) and attend meetings where necessary, to help sustain education placements. The number of NEETs (Not in Education Employment or Training) can fluctuate from time to time for CiC over the academic year as well as

from year-to-year depending on the cohort. In September the figure is normally low and increases around November when YP either do not continue their course or are withdrawn or excluded from the setting due to low attendance or lack of engagement / commitment.

- In September 2019 48 Year 12s secured education placements whilst 3 were NEET.
- At the same time there were 42 Year 13 were in education / training and 9 were NEET.

Below is a table giving snapshots of NEET numbers over the course of the academic year and reasons.

NEET Analysis 2019-2020

2019 - 2020		NEET	Notes (reason for NEET)
Year 12	3	1- MH issues	
September 2019 (2.9.19)		2 – non-engagement	
Year 13	9	6 - Non-engagement	
September 2019 (2.9.19)		1- off school roll – requiring specialist provision.	
		1- missing	
		1 – seeking employment	
Year 12	4	4 – Non-engagement	
November 2019 (31.10.19)			
Year 13	12	10 - Non-engagement.	
November 2019 (31.10.19)		1 – off school roll – requiring specialist provision.	
		1 – seeking employment.	
Year 12	8	3– Non engagement	
January 2020 (28.1.20)		1- non-engagement – YOS involvement	
		1- CSE risk – placement change – not wanting to engage in ETE new area.	
		1 – missing	
		1 – poor engagement – withdrawn from college	
		1- left apprenticeship awaiting suitable opportunity	

Year 13 January 2020 (28.1.20)	4 – CiC	Non engagement
	7- care leavers	1- missing 4– non-engagement 1 – requiring specialist provision – awaiting suitable opportunity. 1 – poor engagement / behaviour – withdrawn
Year 12 March 2020 (27.3.20)	6	4- non-engagement 1- missing 1 – awaiting suitable opportunities
	CiC - 7	Non-engagement / withdrawn
Year 13 March 2020 (27.3.20)	Care leavers - 8	6– non-engagement 1 – poor engagement / behaviour – withdrawn 1 - Requiring specialist provision – awaiting suitable opportunity.

Over the course of the academic year the NEET numbers increased – this was mainly due to non-engagement. The lockdown also had an impact on opportunities available for YP to re-engage. All were online learning opportunities. Alternative options and opportunities were offered to NEET YP including, Prince’s Trust Team Project, and opportunity to study with smaller Independent Learning providers. Regular PEP meetings were held for all NEET YP to formulate NEET Support Plans to offer re-engagement activities. As well as NEET Support meetings there were regular discussions with Children Social Care Managers, and meetings with the LA NEET Team to support YP.

For 2020-21 all Year 12 and most Year 13 CiC have been equipped with laptops to ensure they can access remote learning thus helping to reduce risk of disengagement. Year 11 students had a transition meeting with destination providers to ensure all support is in place at the start of the new academic year as well as ensuring key information was shared by previous schools. The PEP NEET Support Plan has been reviewed and a new more detailed Post 16 PEP developed to give both NEET and EET YP a greater voice and ownership of plans to support engagement.

6 Attendance

From September 2019 – March 2020 206 out of 234 or 88% of children from Reception to Year 11 achieved 90% or greater attendance.

Following the closure of schools on 20th March all children and young people 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 depending on home circumstances e.g. the number of children in placement going to different schools, health of carers and the children's capacity for effective support of home learning.

The table below shows the number of children and young people accessing education, either full or part time during the school closure period of March – July 2020. Numbers generally remained consistent with a slight increase in some year groups as time progressed. 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.

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%

7 Exclusions

The Virtual School has a duty to work with Head Teachers to try and avoid the permanent exclusion of a child in care and make sure that they have the support in place to thrive and make progress. The Virtual School has been quick in its response to any fixed term exclusions or threat of permanent exclusions so that a joint plan for the child can be implemented. No children in care were permanently excluded in the 2019 – 2020 academic year. For the 17 children who had fixed term exclusions in term 1 and term 2, PVS staff attended return to school meetings to support the child and carers and to ensure robust plans were in place to minimise the risk of further instances of exclusion. We are measuring the impact of our involvement in respect of any repeat fixed term exclusions and will report findings next year. We receive information on fixed term exclusions from our external attendance service or are advised of these by Designated Teachers, social workers or carers. In the

case of any repeat exclusions, additional PEP meetings are held to check that all necessary support is being given.

8 Alternative to Mainstream Provision (April 2020)

Establishment Type	Number
Number on school roll (<i>preschool to Year 11</i>)	251
Number in independent schools	19
Number in LA Special School in city	15
Number in LA Special school out of city	11
Number in Pupil Referral (PRU) Unit in city Year 9 = 1 Year 10 = 3 Year 11 = 2 UASC – ESOL = 2	8
Number in PRU out of city	1
Secure Children’s Unit	1

KS4 pupils are more likely to attend an alternative learning provision 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 an alternative to mainstream provision in the form of special schools both in and out of the city and also independent special schools. The VS acknowledges the additional vulnerability of learners in such provisions and have more frequent contact with Designated Teachers and are more likely to attend PEP meetings.

9 Personal Education Plans (PEPs)

PEP compliance is consistently at 100%. PVS supports social workers and Designated Teachers 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. Our school improvement model 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.

The 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. These were undertaken virtually. 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 giving us access to information and providing opportunity to challenge. PEPs are also subject to scrutiny by the Safeguarding and Quality Assurance team.

10 Pupil Premium Plus Grant

The Pupil Premium plus Grant allocation for Financial Year 2019/2020 was £671,600. This was based on a £2345 per pupil allocation for children who had a period of 24 hours or more in the care of Peterborough City Council.

£491,140 was devolved directly to the educational settings. This amount includes the cost of partnership staff, Attachment Awareness/ Connected Communities 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 £180,460 was used to support the work and improvement of the VS.

Allocation	Cost £
Educational Psychologist	52,997
Additional tuition	30,666
Letterbox Club	12,918
Data support	1,750
Additional BSO hours	9,604
Forest School – set up and training costs	47,000
Early Years specialist	7,000
Attachment Awareness Project	15,000
Training - CPD and NAVSH	3,525
TOTAL	180,460

11 Development Plan Priorities for 2020- 2021

1. To ensure the effect of Covid-19 on children and young people's education is minimised.
2. To ensure the voice of the child/YP is heard and acted upon at every opportunity.
3. To ensure educational professionals are equipped with the necessary skills and knowledge to effectively support children and young people in care.
4. To enable children and young people in care to achieve developmental outcomes, readiness for learning and increasingly meet their learning and aspirational goals.

Dee Glover
Head teacher PVS.

