

CORPORATE PARENTING COMMITTEE	AGENDA ITEM No. 3
22 NOVEMBER 2023	PUBLIC REPORT

Report of:	John Gregg Executive Director Children and Young People's Service	
Cabinet Member(s) responsible:	Councillor Bisby Cabinet Member for Education, Skills, and Children's Services	
Contact Officer(s):	Zoe Lattimer Virtual School Head Teacher	Tel. 07901 750994

PETERBOROUGH VIRTUAL SCHOOL

RECOMMENDATIONS	
FROM: Zoe Lattimer	Deadline date: NA
<p>It is recommended that members of the Corporate Parenting Committee:</p> <ol style="list-style-type: none"> 1. Note the content of the report 2. Raise any questions with the lead officer 	

1. ORIGIN OF REPORT

- 1.1 This report is submitted to the Corporate Parenting Committee as part of the standing work programme item in relation to performance.

2. PURPOSE AND REASON FOR REPORT

- 2.1 The purpose of this report is to provide additional or background information requested by the Committee including:

- Exam results
- The position for Not in Education, Employment or Training (NEET)
- The position for Children in Care with Special Education Needs

- 2.2 2.4.4.6 To monitor the quality of care delivered by the City Council and review the performance of outcomes for children and young people in care:

(b) Ensure that leisure, cultural, further education and employment opportunities are offered and taken up by our looked after children and care leavers.

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

2.3



This report links directly to point 8 of the children in care promise by focussing on the educational outcomes for children and young people in care.

3. TIMESCALES

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

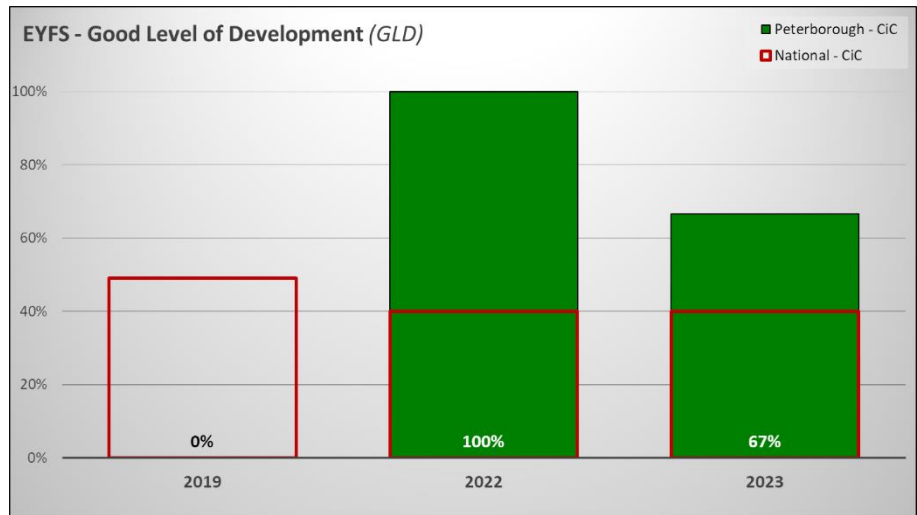
4.1 EXAM RESULTS

For the purposes of this report attainment data has been reported on from Early Years through to Key Stage 4. The data within this report refers to the eligible cohort which includes children in care for 12 months or longer in March 2023 for assessments being completed in the summer of 2023.

There is no 2020 or 2021 data available due to the COVID-19 pandemic; this is why the three-year trend starts at 2019.

4.1.1 Early Years Foundation Stage (EYFS)

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level for the Early Learning Goals (ELGs) in the prime areas of learning and the specific areas of mathematics and literacy.

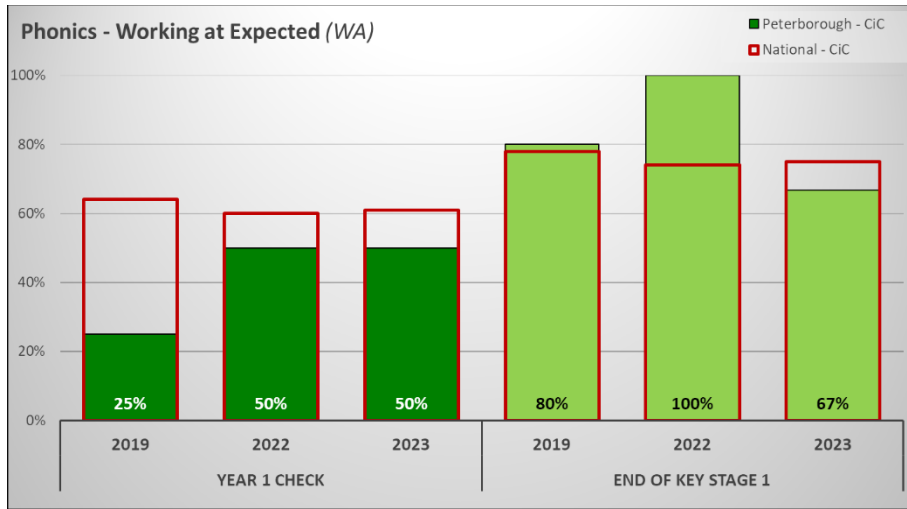


Peterborough - CiC Cohort	
2019	2
2022	1
2023	3

The cohorts contain so few pupils that the data set is statistically unmeaningful.

4.1.2 National Phonics Screening Check

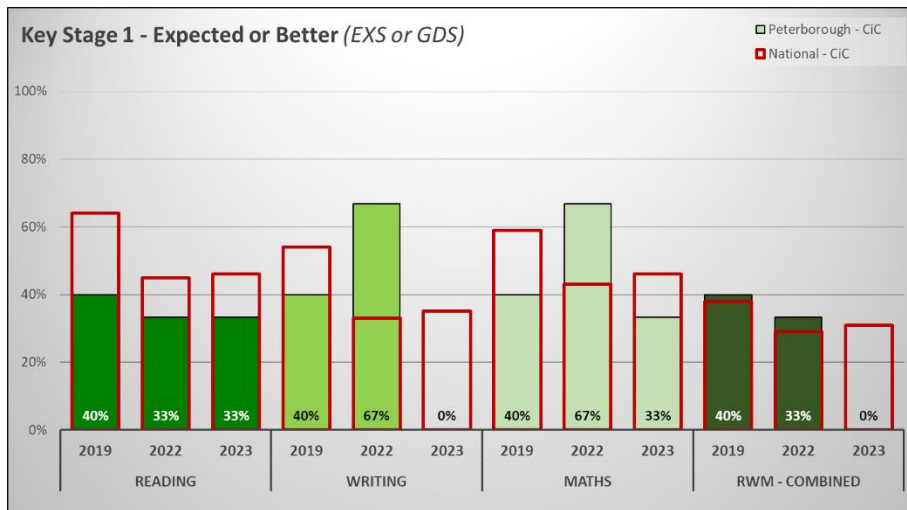
This data covers the attainment of both year 1 pupils taking the test for the first time and year 2 pupils who did not reach the required standard in Year 1 and therefore were required to resit.



Peterborough - CiC Cohort	
Year 1 Check	
2019	4
2022	2
2023	4

Peterborough - CiC Cohort	
End of Key Stage 1	
2019	5
2022	3
2023	3

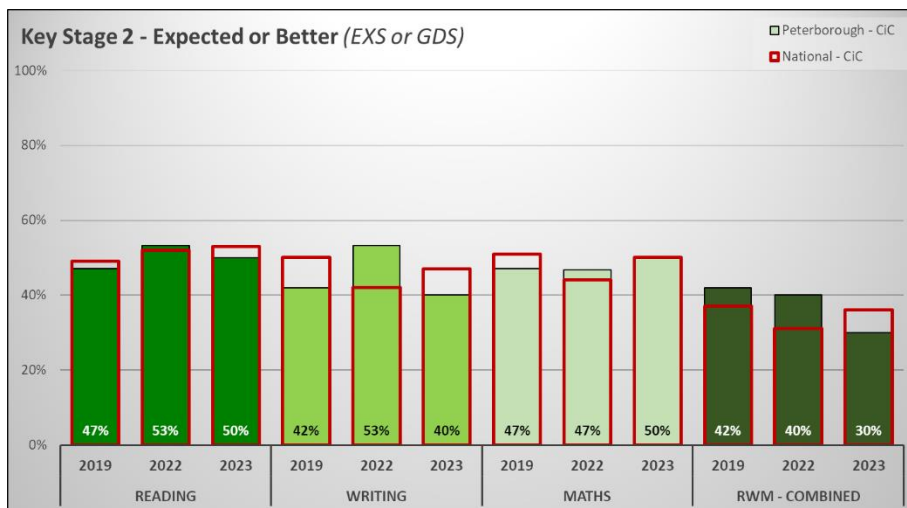
4.1.3 Key Stage 1



Peterborough - CiC Cohort	
2019	5
2022	3
2023	3

Of the 3 children in Year 2, none achieved the expected standard in reading, writing and maths combined. One child achieved the expected standard in reading and a different child achieved the expected standard in maths. The child who did not achieve expected standard in any subject has an EHCP and will be moving to a special school next academic year.

4.1.4 Key Stage 2



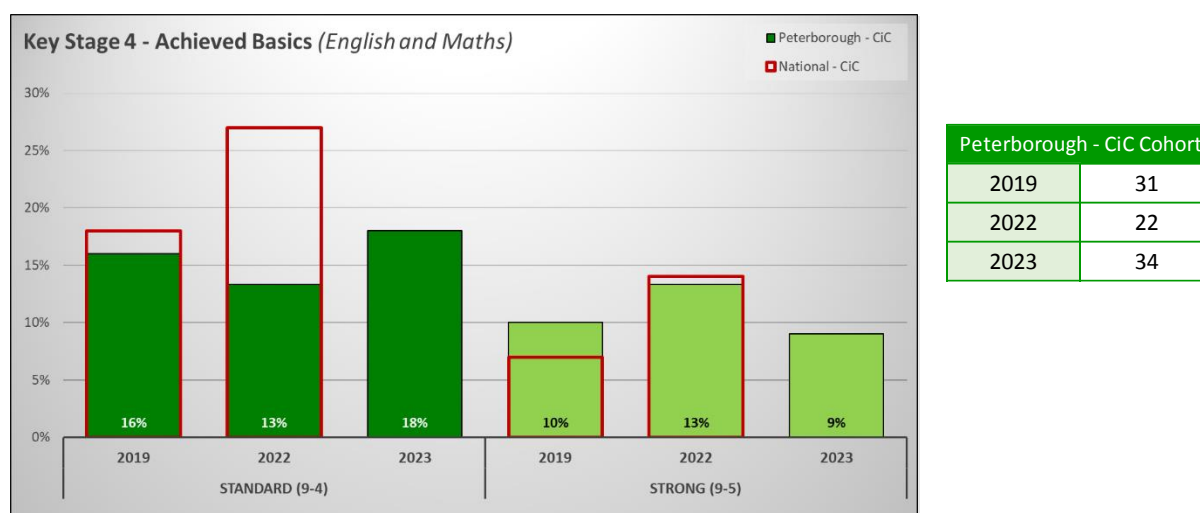
Peterborough - CiC Cohort	
2019	19
2022	15
2023	10

30% of Peterborough children in care (3 children) achieved reading, writing and maths combined at the end of Year 6. This is compared to 36% of children in care nationally and 52.4% of all children in Peterborough schools. Two more were very close; one child scored 99/120 in reading (100/120 is required for expected) and another missed only in writing. Four children did not reach expected standard in any area; all of these children have an EHCP.

4.1.5 Key Stage 4

After the use of teacher- and centre-assessed grades in 2020 and 2021, this academic year saw the return of grades to pre-pandemic levels. This cohort had experienced a disrupted KS4 education due to the Covid pandemic.

The data below is unvalidated; validated data will be released by the DfE in March 2024. Therefore, there are currently no national comparisons.



The Key Stage 4 core cohort was 34. Seven young people achieved a grade 4 or higher in Maths and seven young people achieved a grade 4 or higher in English. Of these young people, six achieved both English and Maths at grade 4 or higher and 3 of these achieved both at grade 5 or higher. Three young people achieved attainment 8 grades of 52, 57 and 58 respectively.

Analysis of the group of six young people who achieved shows common characteristics of their journeys:

- No disruption to secondary education – all attended 1 secondary school only
- All achieved age related expectations at the end of Year 2 and Year 6
- School attendance was high >97%
- Pupil premium plus grant was spent on academic interventions including tuition
- Minimal changes of home placement – 4 had only 1 home, 1 had 2 and the 3rd had 3
- On average they had been in care for 8 years
- All have progressed onto level 3 courses

A range of additional qualifications were gained by young people beyond GCSEs. These included functional skills qualifications in both English and Maths, BTEC level 1s and 2s and AQA single awards. One young person with complex SEND achieved her functional skills in English, City and Guilds for Working Life and a double WEJEC Humanities Pathway.

4.2 Not in education, Employment or Training (NEET)

The cohort of NEET young people fluctuates across the academic year; to be considered NEET a young person must be beyond statutory school age (Year 12 and upwards) and not accessing any education, employment or training. Consequently, a young person identified as NEET will always be either unemployed or economically inactive. Specific trigger points include the end of October which is the point at which colleges review engagement and officially enrol the young person, and a second trigger point is Christmas.

	Sep-2022	Oct-2022	Nov-2022	Dec-2022	Jan-2023	Feb-2023	Mar-2023	Apr-2023	May-2023	Jun-2023	Jul-2023
Total Cohort	91	87	86	82	76	82	84	83	74	70	0
Not NEET	81	72	63	66	59	60	55	66	59	56	0
NEET	10	15	23	16	17	22	29	17	15	14	0
% NEET	11.0%	17.2%	26.7%	19.5%	22.4%	26.8%	34.5%	20.5%	20.3%	20.0%	

The above table shows number of NEET young people (aged 16 and 17) in care over the 2022-2023 academic year. This year the average percentage was higher than previous years due to high number of withdrawals and disengagement sometimes linked to emotional mental health. It should be noted that the decline in numbers within the total cohort declines over the academic year when young people reach their 18th birthday.

- 4.2.1 There has been an increase in the number of Separated Migrant Children placed in the care of Peterborough City Council due to increases in the national transfer scheme. This has placed a significant strain on college places due to limited ESOL (English as a Second Language) places. Typically, the number of separated migrant children arriving increases in the Spring due to improving weather conditions and therefore NEET figures peaked in March 2023. Considerable strategic work was undertaken by Peterborough Virtual School in partnership with Further Education providers at this point and almost all young people requiring ESOL provision were able to start on a bespoke ESOL Transition programme by Peterborough College in April 2023. The limited availability of ESOL provision remains a priority for the forthcoming year.
- 4.2.2 There are currently 14 young people classified as NEET on the role of the Virtual School; half of these young people are actively seeking education, employment or training. Other barriers include housing, custody and mental health difficulties leading to non-engagement. Of the 14 young people:
- 5 are female
 - 2 are separated migrant young people
 - 3 have an EHCP

All of these young people are supported by the Post-16 officer who unlocks support from specialist teams within the local authority and beyond.

National data runs a year behind and therefore the most recent published data for care leavers who are need (18-24 years) shows that in 2022 38% of care leavers in the care of Peterborough City Council were NEET. This data is the same as regional and national data which also sits at 38% and is slightly better than statistical neighbours which was 44% in 2022.

4.3 **Special Educational Needs and Disabilities (SEND)**

Nationally, 49.5% of Children in Care (DfE Eligible) have a SEN need of social, emotional, and mental health.

National data for SEND also runs a year behind and therefore the most recent comparative data for SEND shows that in 2022 31.4% of Peterborough children in care had an EHCP. The national figure at this time was 30.2% and the statistical neighbour average is 30.1%. Additionally 21.9% of Peterborough children in care were supported at SEN support in 2022.

2023 internal data shows a drop in the number of Peterborough children in care with EHCPs. The most likely primary area of need for children in care is social, emotional and mental health.

4.3.1

Special Educational Needs	Pupils	% of Total Cohort
Education, Health and Care Plans (EHCPs) <ul style="list-style-type: none"> • 28 of the children attend mainstream settings • 49 attend special schools • 3 are awaiting a school placement (unmatched) • 3 attend alternative provision • 1 is employed • 2 are NEET • 1 is in a Secure Unit 	87	24%

Academic Year Groups of SEND Cohort	Pupils	% of SEN Cohort
Reception	1	1%
Year 1	0	0%
Year 2	1	1%
Year 3	2	2%
Year 4	0	0%
Year 5	8	9%
Year 6	7	8%
Year 7	4	5%
Year 8	12	14%
Year 9	7	8%
Year 10	19	22%
Year 11	13	15%
Year 12	9	10%
Year 13	4	5%

4.3.2 Following moves of their home address, children with an EHCP are more likely to be out of education for extended periods of time. This is attributable to the admissions process where an EHCP requires that there be a consultation period and there are not equivalent powers of direction in place. Transfer of paperwork and administrative responsibilities as well as the legalities of the Belonging Regulations can also contribute to drift and delay. This is a national concern and currently it is on the national agenda for the DFE and NAVSH (National Association of Virtual School Heads).

Of the 36 children who have been recorded as having at least one period of unauthorised attendance, 10 have SEND (4x EHCPs, 6x SEN Support) which means that children with SEND are under-represented in the unauthorised attendance data. This suggests that SEND may act as a protective factor against the likelihood of unauthorised absence.

Of the 100 children who have been recorded as having at least one session of authorised absence, 26 have SEND. This suggests that children with SEND are about half as likely to have an authorised absence as children with no SEND needs.

This academic year 12 students have been suspended; 2 of these have had EHCPs which means that children with EHCPs have been under-represented in the suspension data. This suggests that having an EHCP acts as a protective factor against the likelihood of suspension.

- 4.3.3 Peterborough Virtual School employs a specialist educational psychologist. Additional support was provided for 25 children in care last academic year. This work is well regarded by key partners, “Chloe was able to provide a high level of insight about our student, reframing and organising our existing information and understanding, contextualising behaviours in historic antecedents, and providing strategies and recommendations so that we can promote feelings of security and enable social emotional progress. I think the service provided by Chloe and Peterborough VS is wonderful and crucial service that directly benefits students and professionals.”

The specialist educational psychologist also leads the relational practice training offer which promotes trauma informed and relational policy, practice and culture within schools and settings to further support the social and emotional needs of children in care.

In line with the NICE guidance (NG 205, para 1.6.8) stipulates that there should be SENCo expertise within Virtual Schools. One of the education advisors has therefore enrolled on the NASEN SENCo award training and will hold a strategic responsibility for this work. This will include working in close partnership with SEND colleagues within and beyond the local authority as well as leading on operational tasks which will impact on outcomes for children with SEND. Already this academic year amendments have been made to the ePEP template to ensure that children following the engagement model (non-subject specific study) have their progress accurately recorded.

5. CORPORATE PRIORITIES

- 5.1 This report links to the following Corporate Priorities:

1. *Our Places & Communities*
 - *Places and Safety (including any rural implications)*
 - *Lives and Work*
 - *Health and Wellbeing*
2. *Prevention, Independence & Resilience*
 - *Educations and Skills for All*
 - *Adults*
 - *Children*
3. *The Economy & Inclusive Growth*
 - *Environment (including a summary of the outcome of a completed Carbon Impact Assessment, to be submitted in full to the Transport and Environment Team)*
 - *Homes and Workplaces*
 - *Jobs and Money*

Summary

The report contains no proposals for changes to service delivery and therefore there is no decision to take which may impact carbon emissions of the council or the city.

6. CONSULTATION

- 6.1 NA

7. ANTICIPATED OUTCOMES OR IMPACT

7.1 Report for information only

8. REASON FOR THE RECOMMENDATION

8.1 No recommendations

9. ALTERNATIVE OPTIONS CONSIDERED

9.1 Report for information only

10. IMPLICATIONS

Financial Implications

10.1 There are no financial implications as this report is for information only.

Legal Implications

10.2 There are no legal implications as this report is for information only.

Equalities Implications

10.3 Special educational needs and disabilities are not shown to be over-represented in attendance data.

10.4 Summarise here any implications related to this item, using the checklist attached as guidance and seek input from relevant service.

Does this report have any implications for Children In Care and Care Leavers? If so, include these in this section.

11. BACKGROUND DOCUMENTS

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

- 11.1
- Annual Report for Peterborough Virtual School
 - ePEP online platform (eGOV Solutions) - dashboards
 - IRIS: Looked After Call online platform – dashboards (attendance and suspensions)

12. APPENDICES

12.1 NA