

# Corporate Parenting Board Agenda



To: Councillor Maria Gatland (Chair)

Councillors Sue Bennett, Janet Campbell, Amy Foster, Patricia Hay-Justice, Joseph Lee, Ian Parker and Catherine Wilson

## Core Members

Co-Chair, Care Experienced Young Person (voting)  
Children Looked After/Care Experienced Young People living in and out of Croydon Borough (non-voting)  
Carer Representatives (Voting): Angela Christmas, Manny Kwamin  
Parent/Grandparent representatives (voting)  
Director of Education (non-voting): Shelley Davies  
Director of Housing Management (non-voting): Mary Larbie  
Director of Adult Social Care (non-voting): Simon Robson  
NHS Commissioner (voting): Shelley Prince

A meeting of the **Corporate Parenting Board** which you are hereby summoned to attend, will be held on **Wednesday, 19 February 2025 at 5.20 pm in Room 1.01 and 1.02 - Bernard Weatherill House, Mint Walk, Croydon CR0 1EA**

KATHERINE KERSWELL  
Chief Executive and Head of Paid Service  
London Borough of Croydon  
Bernard Weatherill House  
8 Mint Walk, Croydon CR0 1EA

Sam Chung, Democratic Services  
Sam.Chung@croydon.gov.uk  
[www.croydon.gov.uk/meetings](http://www.croydon.gov.uk/meetings)  
Tuesday, 11 February 2025

The agenda papers for all Council meetings are available on the Council website [www.croydon.gov.uk/meetings](http://www.croydon.gov.uk/meetings)

If you require any assistance, please contact Sam Chung, Democratic Services as detailed above.

## **AGENDA – PART A**

**1. Terms of Reference (Pages 5 - 8)**

The current Terms of Reference of the Corporate Parenting Board.

**2. Apologies for absence**

To receive any apologies for absence from any members of the Board.

**3. Minutes of the Previous Meeting (Pages 9 - 24)**

To approve the minutes of the meeting held on Wednesday, 27 November 2024 as an accurate record.

**4. Disclosures of interest**

Members and co-opted Members of the Council are reminded that, in accordance with the Members' Code of Conduct and the statutory provisions of the Localism Act 2011, they are required to consider **in advance of each meeting** whether they have a disclosable pecuniary interest (DPI), some other registrable interest (ORI) or a non-registrable interest (NRI) in relation to any matter on the agenda. If advice is needed, Members should contact the Monitoring Officer **in good time before the meeting**.

If any Member or co-opted Member of the Council identifies a DPI or ORI which they have not already registered on the Council's register of interests or which requires updating, they must urgently complete the disclosure form which can be obtained from Democratic Services at any time, copies of which will be available at the meeting for return to the Monitoring Officer.

Members and co-opted Members are required in general to disclose any relevant DPIs, ORIs or NRIs at the meeting.

- Where the matter relates to a DPI they may not participate in any discussion or vote on the matter and must not stay in the room unless granted a dispensation.
- Where the matter directly relates to the financial interest or wellbeing of an ORI they may not vote on the matter unless granted a dispensation.
- Where a Member or co-opted Member has an NRI which directly relates to or affects their or a relevant person's financial interest or wellbeing, whether they can participate in any discussion or vote on the matter or stay in the room depends on the detailed rules in paragraphs 7 to 9 of Appendix B of the Members' Code of Conduct.

The Chair will invite Members to make their disclosure of interests orally at the meeting and they will also be recorded in the minutes.

**5. Urgent Business (if any)**

To receive notice of any business not on the agenda which in the opinion of the Chair, by reason of special circumstances, be considered as a matter of urgency.

**6. Update from Children's Participation Team & Children in Care Council**

To receive a verbal update from the Children's Participation Team and Children in Care Council.

**7. Ofsted ILACS Inspection Outcome**

To receive the Ofsted ILACS inspection outcome.

**8. Education, Employment & Training for Children in Care & Care Experienced Young People - Annual Report of the Virtual School 2023-24 (Pages 25 - 60)**

For the reasons set out in the report and its appendices, the Corporate Parenting Board is recommended:

1. To agree the report and review the key priorities for the Access to Education Service, which form the foundation for the day-to-day operation of the Virtual School.
2. To request an additional £250k funding via the schools forum. The Schools Forum have agreed £750k to fund the staffing and activity of Virtual School (annually for the last 5 years). We now need this extra budget to support the staffing and operation of our bespoke, 40 place provision for Unaccompanied Asylum-Seeking Children (UASC) and refugee and asylum ESOL children in Croydon.

**9. Pathway Planning**

To receive a verbal update on the Pathway Plan

**10. Performance Report (To Follow)**

**11. Exclusion of the Press and Public**

The following motion is to be moved and seconded where it is proposed to exclude the press and public from the remainder of a meeting:

“That, under Section 100A(4) of the Local Government Act, 1972, the

press and public be excluded from the meeting for the following items of business on the grounds that it involves the likely disclosure of exempt information falling within those paragraphs indicated in Part 1 of Schedule 12A of the Local Government Act 1972, as amended.”

## CONSTITUTION OF THE LONDON BOROUGH OF CROYDON

### Part 6.E - Terms of reference for the Corporate Parenting Board

#### Purpose and objectives

The Corporate Parenting Board is an advisory body. It has two main aims:

1. To support and make recommendations to the Corporate Director Children Young People and Education, Croydon's Safeguarding Children's Partnership, Health and Wellbeing Board and other Partnership Boards on matters related to corporate parenting as appropriate.
2. To advise, guide and provide leadership to Croydon Council on issues relating to looked after children, care experienced young people and its corporate parenting responsibility.

#### **To meet this purpose, the Corporate Parenting Board will ensure that the following objectives are achieved:**

- To ensure that there is a 'Whole Council and partnership approach' to driving excellent standards of corporate parenting for Looked After Children and Care Experienced Young People.
- To promote a Co-parenting approach when considering children and young people's needs and actions to improve their lives. Respecting birth families and carers co-parenting of children and young people when they are looked after and into early adulthood.
- To set high expectations and promote stable relationships and homes for all children in care and care experienced young people.
- To focus on improved impact of activity that supports the four priority areas for children in care, care experienced young people and their families. Ensuring children and young people are happy, experience well-being; educational success; positive pathways into adulthood and the opportunities to realise their ambition and aspirations.
- To ensure that the voice of children and young people in care and leaving care informs and shapes services that they receive. and that they can be involved in developments which impact upon improvements.
- To develop data and quality assurance information that effectively measures the key performance indicators for children looked after and care experienced young people. The Board will closely monitor, challenge, and ensure the strategic priority areas are able to be driven with key objectives realised.
- To consider the outcomes of regulatory visits and inspection reports on provision for children in care and care experienced young people; to receive regular reports as they relate to the strategy and as requested.
- To ensure that relevant key plans, strategies, and associated resources identify and make explicit the contribution that they make to targets agreed for improvement.
- To celebrate the achievements of children looked after and care experienced young people with their carer's and family members as informed by children and young people.
- To develop an informed view of Croydon Council provision for children in care and care experienced people both inhouse and commissioned through a programme of well-planned visits and feedback from Board members.
- To ensure that Board members are committed and actively involved in subgroups to drive the priority strategic areas.

The Board does not have decision making powers and is not established as a committee of the Council or as a committee of Cabinet.

## Membership

The Corporate Parenting Board will be chaired by the Cabinet Member for Children and Young People. References to the Chair therefore are to the Cabinet Member for Children and Young People.

There will be a Deputy Chair who will act in the Chair's absence.

There will also be a care experienced young person who will act as Co-Chair and support the Chair in their role.

The Council Members will be appointed by Full Council annually or in-year if a vacancy arises. All other members of the Corporate Parenting Board will be appointed by the Board who will determine the period of office and may make changes to the appointments at any time.

The Board will comprise of at least the following core members, but the Board may appoint additional core members at their discretion:

<b>Core Members</b>	<b>Tenure</b>
Co-Chair, Care Experienced Young Person (voting)	12 or 6 months
Council Members x 8 (4 Conservative and 4 Labour) including the Cabinet Member for Children and Young People (voting)	Review yearly
Children Looked After/Care Experienced Young People living in and out of Croydon Borough (non-voting)	2 children/young people are invited to attend each Board meeting with support from the participation team.
Carer representatives x2 (voting)	1 year
Parent/Grandparent representative x 2 (voting)	1 year
Director of Education	Review yearly. Non voting.
Director of Housing Management.	Review yearly. Non voting.
Director of Adult Social Care	Review yearly. Non voting.
NHS Commissioner (voting)	Review yearly

Core members are required to give notice of non-attendance and in the event, they are unable to attend must inform the Chair and Co-Chair of who will attend in their place.

<b>Additional Members</b>	<b>Tenure</b>
Health representative including CAMHS	1 year
Department of Works and Pensions	1 year
Police representative	1 year
Safeguarding Board representative	1 year
Local Employer	1 year
Local College provider	1 year
Head Teacher	1 year
Youth Justice Service	1 year
Refugee Council	1 year
Voluntary Section	1 year

All the additional members of the Board will be non-voting.

The Board can make changes to the additional membership of the Board at any time.

### **Meetings and access to information**

The quorum is three core voting members, two of whom must be elected members of the council.

The Corporate Director Children Young People and Education may attend all or specific meetings in consultation with the Chair.

The Head of Service for Children in Care & Care Leavers and the Director of Children's Social Care will also attend all meetings to advise and support the Board.

Councillors that are not members of the Board are permitted to attend meetings at the discretion of the Chair. The Executive Mayor may attend meetings as of right.

The Board will meet bi-monthly or as otherwise agreed. The frequency of meetings can be changed by resolution of the Board or by the Chair in consultation with the Lead Officer.

Due to the nature of work of the Board and its membership, the Board will meet in private.

Subject to rules on confidential and exempt information set out in Part 4.B – Access to Information Procedure Rules of this Constitution which will apply to Board meetings, copies of the agenda and minutes will be published on the Council's website. Agendas will be published five clear working days in advance of Board meetings.

### **Review**

These Terms of Reference will be reviewed by the Board at least annually and any material changes will be reported to Full Council for noting.

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# Public Document Pack Agenda Item 3

## Corporate Parenting Board

Meeting of held on Wednesday, 27 November 2024 at 5.30 pm in Room 1.01 and 1.02 - Bernard Weatherill House, Mint Walk, Croydon CR0 1EA

### MINUTES

**Present:** Councillor Maria Gatland (Chair);  
Councillors Janet Campbell, Patricia Hay-Justice, Joseph Lee, Ian Parker and Catherine Wilson.

#### Co-optee Members

Children Looked After/Care Experienced Young People living in and out of Croydon Borough (non-voting): J, MC, S  
Carer Representatives (Voting): Angela Christmas  
Director of Education (non-voting): Shelley Davies  
Director of Housing Management (non-voting): Mary Larbie  
Director of Adult Social Care Operations (non-voting): Simon Robson

**Also Present:** David Fry (Strategic Commissioning Lead for Sufficiency and Children in Care)  
Deborra John (Head of Service Children in Care & Care Experienced Young People)  
Joel Pace-Jr (Children in Care Council Youth Engagement Coordinator)  
Kerry Crichlow (Director of Quality, Commissioning & Performance (Deputy DCS))  
Róisín Madden (Director of Children's Social Care)  
Sara Horvatova (Project and Improvement Manager)  
Sepiso Mushekwa (Participation and Collaboration Officer Care Experienced Lead)  
Hannah Cretney (Senior Democratic Services and Governance Officer)

**Apologies:** Councillors Sue Bennett and Amy Foster, KH (Co-Chair, Care Experienced Young Person), Manny Kwamin (Carer Representative), Dr Julia Simpson (CLA Designated Health Professional) and Charity Kanotangudza (CLA Designated Health Professional)

### PART A

#### 44/24 Minutes of the Previous Meeting

The minutes of the meeting held on 2 October 2024 were agreed as an accurate record.

#### 45/24 Disclosures of interest

There were none.

**46/24 Urgent Business (if any)**

There was none.

**47/24 Update from Children's Participation Team & Children in Care Council**

The Corporate Parenting Board received a verbal update from the Children's Participation Team. The Children in Care Council (CICC) Coordinator provided the following highlights:

- Ambassadors met with the inspectors from the Office for Standards in Education, Children's Services and Skills (Ofsted) to provide their perspectives on the Council services and discuss their educational journey. Several Ambassadors had created a video to coincide with the release of the Ofsted report. Further information about the Ofsted inspection would be discussed at the next meeting.
- A group of Ambassadors attended a youth summit hosted by Councillor Shahul-Hammed at the House of Lords. The summit focused on youth mental health and a care experienced young person represented Croydon on a youth panel.
- CICC Ambassador T received an award for the best public speaker in the Participation Network Session of the National Leaving Care Benchmarking Forum in November.
- CICC had been working with the strategic partner IMPOWER to make sure that perspectives from young people had been captured in the work being undertaken by IMPOWER. Notify.gov was utilised to circulate surveys. Two information/consultation sessions with the young people were hosted.
- Five more young people became Ambassadors since the previous meeting.
- CICC had hosted monthly sessions which focused on primary age young people. The third session would be in December.
- In partnership with the Staying Close Team, CICC would recruit a new team member to contact the 'harder to reach' young people with the purpose of re-engaging with the participation opportunities offered by the Council. The 'harder to reach' young people would include those who lived out of borough, in residential care, in custody and in supported accommodation.
- CICC would launch the first annual Ambassador Awards Celebration event on 11 December 2024 to celebrate the accomplishments of the ambassadors.

The Participation and Collaboration Officer also updated the Board that the team had started working with the Metropolitan Police regarding the Philomena Protocol. The team had been engaging with their Engagement Team to develop a joint working approach to support care experienced young people in custody and in residential care.

The Chair thanked the officers and Ambassadors for what they had been doing, and for their help with the Ofsted inspection.

#### **48/24 Croydon Cares App**

The Corporate Parenting Board received a presentation on the Croydon Cares App (the care leavers' app for Croydon) (Appendix 1), which was introduced by the Project and Improvement Manager.

The Project and Improvement Manager updated the Board that the Croydon Cares App had been in development for a few months, and that the app was now close to being launched for the care experienced young people. The Board heard that the app would increase the accessibility for young people to understand the Local Offer and the Education, Employment and Training (EET) opportunities available.

In relation to the development journey of the app, S (Care Experienced Young Person) spoke about the involvement of the young people in the design process, including the name, background colour and the logo. The Project and Improvement Manager added that the young people were involved in multiple meetings to co-design the app with the designers as well as to review the draft. The Board heard that the logo of the app was designed fully by the young people – the doorway in the logo represented new opportunities for them through the information in the app.

The Board also heard that the team held a training session with the administrators in Young People's 16+ service in November.

The Project and Improvement Manager invited the Board Members to test the app, and demonstrated its features on the app management website, including the pages on the Local Offer, Education and Training, General Information (including the Pathway Plan), and the entitlements for different categories of care experienced young people (i.e. former relevant child, relevant child, qualifying care leaver and eligible child).

In relation to a question from MC (Care Experienced Young Person) about the information on the support offered for the young people to study at university, the Project and Improvement Manager explained that the relevant information had already been included in the Education and Training page. The team would investigate the feedback from the young people and improve the layout. The Participation and Collaboration Officer also suggested that a youth panel could be set up to further discuss with the young people.

The Board heard that further actions would be needed before the app could be officially launched and shared with foster carers and young people. This included adding further information in the app and organising internal training with social workers and personal advisors, as it would also be utilised as a platform for young people to directly communicate with them. A Community Area would be available for the young people to register and link up with their

allocated social workers and personal advisors. There would be a formal launch event provisionally scheduled for the end of January 2025.

The Board thanked the Project and Improvement Manager and the team for their work and hoped the app would build a closer relationship between young people and their social workers/personal advisors.

#### **49/24 Performance Report**

The Corporate Parenting Board received the Performance report for October 2024, which was available in the Replacement for the Supplementary Agenda. The Director of Children's Social Care introduced the item, noting the red indicators and the relevant commentaries in the October dashboard.

The Board heard that the performance of CLA13 indicator (Percentage of CLA at SSA (Statutory School Age) with a Personal Education Plan (PEP) reviewed & completed in the last 6 months) was due to the PEP meetings typically being scheduled on a quarterly basis within a school term. The indicator should be measured every three months instead.

Regarding CLA17a and 18 indicators (Percentage of initial health assessments requested for health service within 5 working days of date child become looked after and Percentage of initial health assessments delivered within 20 working days of date child became looked after), the Director of Children's Social Care recognised the consistent issue of the health team not being notified with the initial health assessments (IHAs) within 5 working days, which had a consequential impact for the IHAs to be completed within the required timeframe (20 working days).

In response to a question about the accuracy of the figures, the Board heard that the data for previous months could be processed and retrospectively updated if the care status of a child was backdated and the change of status was missed, which could cause the figures to be changed.

The Chair and the Board Members were concerned about the performance of the CLA indicators. The Director of Children's Social Care agreed to provide a further update and arrange a training session on Data Learning.

In relation to a question about why the allocated social worker could not notify health team straight after the child had become looked after by the Council, the Director of Children's Social Care explained that the social workers had a large amount of caseload and multiple statutory procedures to handle. This could lead to some actions being missed. The team were currently working to streamline the administrative process for the frontline workers.

ACTION – For the Board to receive further update on CLA Health indicators at the next meeting and for a Data Learning session to be arranged for Members.

The Director of Children's Social Care and the Head of Service Children in Care & Care Experienced Young People also responded to the action below arising from the previous meeting:

- For the Board to receive further update on Pathway Plan and staff sickness of Personal Advisors as a deep dive

The Board heard that a deep dive would be included at the next meeting. The Head of Service updated the Board that a new format of pathway plan had been completed. Training for the social workers about the expectations for the pathway plans would be carried out, and that the young people would be involved in the process.

MC and J (Care Experienced Young People) asked about how to engage with the young people who were not interested in pathway plans to complete one. The Participation and Collaboration Officer advised that there had been engagement sessions with the young people about pathway plans, and the team would be happy to arrange another session. The Head of Service added that the team would continue to involve young people, but that young people could also decide whether to take part in the pathway plans.

Responding to a question from the Board about how to measure performance against other local authorities, the Director of Children's Social Care explained that local authorities might measure performance differently. Some of the indicators in the dashboard had been published with the statistical neighbour average, London and national figures. Local authorities could also learn with each other and get feedback from the National Care Leavers Benchmarking Forum.

#### **50/24 Homes for Children & Young People - Croydon Children Looked After & Care Experienced Adults Sufficiency Strategy 2024-27**

The Corporate Parenting Board received a presentation on the Croydon Children Looked After & Care Experienced Adults Sufficiency Strategy 2024-27, which was introduced by the Strategic Commissioning Lead for Sufficiency and Children in Care.

The Board heard that Sufficiency Strategy had to be published by local authorities to outline their policy approach in providing sufficient accommodation for the Children Looked After (CLA). There had been nationwide challenges, however the team recognised the necessity of providing good quality, stable accommodation to the Children Looked After.

The Strategic Sufficiency Lead hosted a discussion session which included the following questions:

1. What makes a home a home?  
The Board agreed that the most important factors were a feeling of security and of being loved.

2. What can I do to make sure there are enough good homes for children and young people in Croydon?  
The Board agreed that they would be the advocates for Croydon's children and young people.

The Board heard that the overarching goals of the Strategy would be:

- To support children to thrive with their families wherever possible.
- To provide stable, high-quality homes for children when care is necessary, prioritising local placements; and
- To develop comprehensive support for care-experienced adults transitioning to independence.

The Strategic Sufficiency Lead also informed the Board that the Strategy would last for three years, and the team would change its priorities to deliver a better service. For instance, the team would think in a systematic way to prevent more children entering the care system in the first place. The Board also heard that the Government published a policy document in November 2024 to support families in keeping children safely at home wherever possible.

For children entering the care system, the Strategic Sufficiency Lead suggested that the Council would promote family and friends care through early intervention and better support for guardians. This would be crucial to retaining the child's identity and familial bonds whilst being supported by the Council.

The Board heard that the declining number of foster carers in the last few years and the complexity of older children entering the care system had been recognised as challenges to the fostering service. The Strategic Sufficiency Lead highlighted that the Sufficiency Strategy would support the children to feel stable in their allocated accommodations, and that would include mental health support.

In relation to commissioning homes for children, the Strategic Sufficiency Lead explained that there had been existing arrangements with independent fostering providers in the borough, however, the high number of out-of-borough children placed into Croydon directly impacted the in-borough children's ability to live closely to their family and friends. The team would work with the independent providers to improve the provision of local placements in the borough.

The Board also heard that the Council was currently in the process of creating a children's home in Sanderstead which would be run by a commissioned provider. In relation to a question about how the Council would work with the commissioned provider to provide a suitable accommodation for CLA, the Strategic Sufficiency Lead explained that the tendering process would include specific questions to make sure that the provider would be satisfactory for the children and young people.

The Board heard that the Implementation Plan would be available annually, and that for Year 1 had already been attached to the Sufficiency Strategy document. The annual Implementation Plan would enable the service to set up measurable outcomes with key performance indicators (KPIs) and adjust if necessary.

The Chair thanked officers, and the care experienced young people for their contributions to the project and invited the Strategic Sufficiency Lead to come back to a future meeting.

The meeting ended at 7.06 pm

**Signed:**

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**Date:**

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# CROYDON CARE LEAVERS APP

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Corporate Parenting Board Update  
27.11.2024

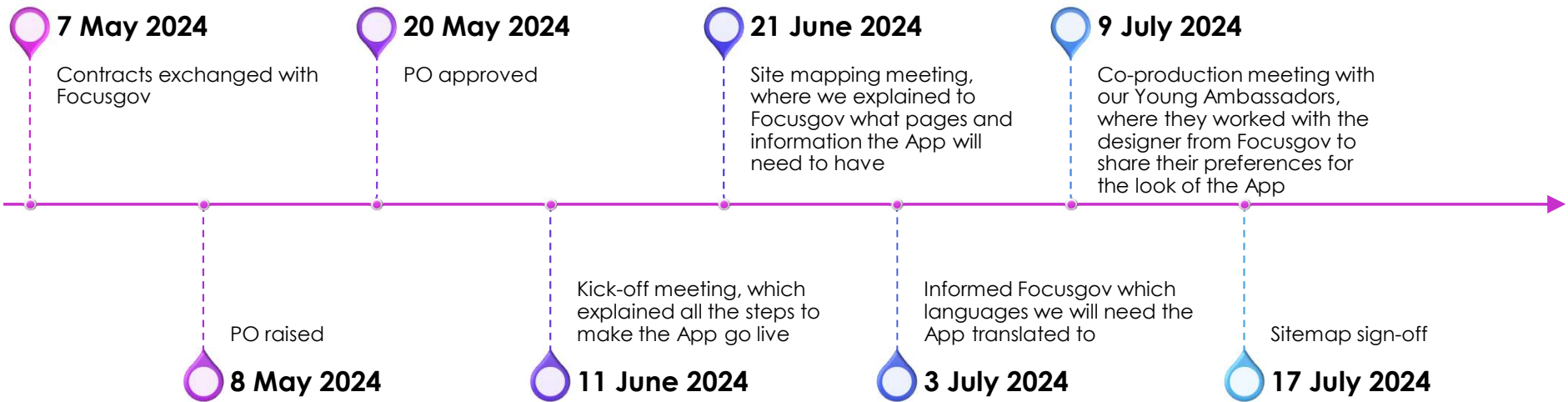
# WHAT IS THE CARE LEAVERS APP?

The Care Leavers App helps local authorities support young people leaving care, as it publishes a digital Local Offer including information and advice, events and services, and creates and publishes digital surveys.

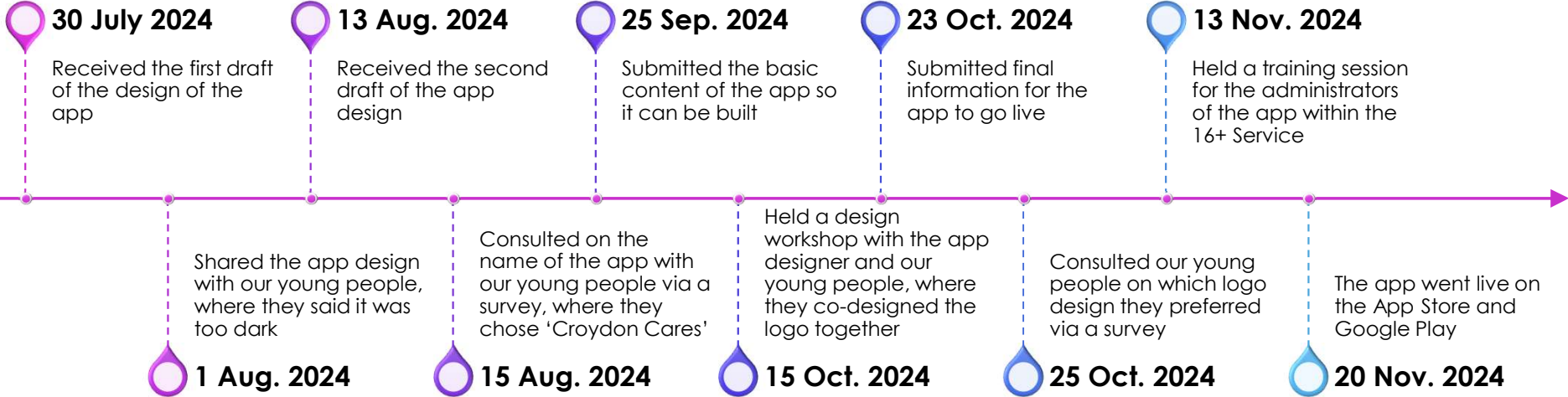
The most attractive feature is that it will allow us to promote the different Education, Employment and Training opportunities that are available, including which apprenticeships are on offer and how to apply for them.

# OUR JOURNEY

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# OUR JOURNEY



# DEMONSTRATION

<https://go.focusgov.co.uk/go/P4dmY>





# NEXT STEPS

Updating the  
app with the  
full content.

Further training  
for SWs and  
PAs.

Internal launch  
events at  
Service  
Meetings.

Formal Launch



# Q & A

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## LONDON BOROUGH OF CROYDON

<b>REPORT:</b>	<b>Croydon Council</b> <b>Corporate Parenting Board</b>
<b>DATE OF DECISION</b>	<b>N/A</b>
<b>REPORT TITLE:</b>	<b>Annual Report of the Virtual School 2023/24</b>
<b>CORPORATE DIRECTOR/ DIRECTOR:</b>	<b>Stuart Collins, Director of Children’s Services (DCS)</b> <b>Shelley Davies, Director of Education</b> <b>Roisin Madden, Director of Children’s Social Care</b>
<b>LEAD OFFICER:</b>	<b>Sarah Bailey</b> <b>Virtual School Headteacher /</b> <b>Head of Access to Education Service</b> <a href="mailto:Sarah.Bailey@croydon.gov.uk">Sarah.Bailey@croydon.gov.uk</a>  <b>Shelley Davies, Director of Education</b> <a href="mailto:Shelley.Davies@croydon.gov.uk">Shelley.Davies@croydon.gov.uk</a>
<b>LEAD MEMBER:</b>	<b>Cllr Maria Gatland, Lead member for Children Families and Young People</b>

### 1 SUMMARY OF REPORT

- 1.1** The Virtual School (VS) in Croydon has a statutory responsibility for ensuring the promotion of Education for all children (2-19) and a corporate parenting responsibility for care leavers (18+) in the care of Croydon.
- 1.2** Also, for the provision of strategic planning; advice, guidance and support for all who are Previously Looked After and Kinship Care or have had a social worker in the last 6 years.
- 1.3** Our team, under the leadership of our Virtual School Head (VSH) focuses on child-centred work with all stakeholders: raising awareness of barriers that may affect learning and aiding professionals to remove them, to ensure best progress and outcomes for every child.
- 1.4** The highlights of the report:
- The Virtual School cohort remains relatively similar overall – slightly more mobile over the year than usual- and ending the year a little smaller than previous years. The characteristics of the cohort in relation to ethnicity,

gender split and the number of UASC students remains similar to previous cohorts. [See section 4.](#)

- Despite the KS2 (Year 6) cohort size being unusually small and increasing numbers of children with complex needs- outcomes were slightly below national for the CLA cohort. This is a continuing of the 3-year trend of improvement back to 2019 levels of attainment. This is particularly pleasing given the higher than average numbers of children with SEND. [See section 6.2.](#)
- KS4 attainment: For the 14 pupils where attainment 8 score can be calculated – the average score is 38 points which is double the national average of 19.1 (2023) for CLA nationally. [See section 7.](#)
- KS5 attainment: 15 students completed a level 3 pathway, and all went on to level 7 courses in Higher education. The pleasing outcomes are as a result of the hard work of these young people. We also received increased funding enabling additional support. [See section 8.](#)
- UASC Provision: All of the students within the first cohort of the provision made 2 or more levels progress in ESOL in 4 months (April to July 2023). All 20 students remained at the Oasis Academy Arena- fully integrated to mainstream or went to known college destinations for further study. The September 2024 cohort is 40 pupils and will be ongoing. [See section 5.](#)
- Statutory School Age (SSA) Personal Education Plan (PEP) completion rate remains above 92% and quality assurance shows 84% of PEPs are good or better as an average over the year. Senior Leaders continue to quality assure PEPs. [See section 11.](#)
- No exclusions of primary age CLA in 2023/24. This represents maintenance of previous trend after a dip last year. This reflects the careful monitoring tracking and intervention by senior Virtual School staff. See Section 10.
- Suspensions down from 74-51 annually, compared to a national 23% increase. [See section 10.](#)
- The number of children looked after with an EHCP has increase (6 new plans) The Virtual School have been able to access funding to support these children. We are planning a part of new “entry to care assessment protocols.

- OFSTED (October 2024) confirmed: “Virtual School has high ambition for all children in the care of Croydon and they are “well-supported” educationally.”

## 2 RECOMMENDATIONS

For the reasons set out in the report [and its appendices], the Corporate Parenting Panel is recommended:

- 2.1 To agree the report and review the key priorities for the Access to Education Service, which form the foundation for the day-to-day operation of the Virtual School.
- 2.2 To request **an additional £250k funding** via the schools forum. The Schools Forum have agreed £750k to fund the staffing and activity of Virtual School (annually for the last 5 years). We now need this extra budget to support the staffing and operation of our bespoke, 40 place provision for Unaccompanied Asylum-Seeking Children (UASC) and refugee and asylum ESOL children in Croydon.

## 3 REASONS FOR RECOMMENDATIONS

- 3.1 To review and develop the work of the Virtual School annually, ensuring continued success and impact on improving outcomes for the whole cohort, ultimately improving the education chances for all Children Looked After (CLA) and care leavers in the corporate care of Croydon Council.
- 3.2 To ensure that the following agreed priorities for 2024/25 will continue to improve the success of the cohort under Croydon Virtual School. Annual priorities have been set based on 2023/24 data.

Our priorities are clearly set out in our Virtual School Development Plan and aligned to Access to Education service priorities:

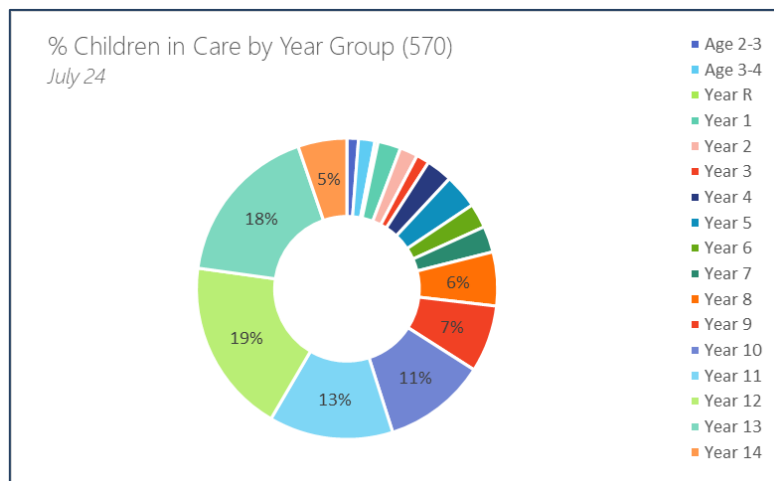
1. Improve outcomes for each cohort of children annually and impact individual progress and attainment - through careful monitoring, intervention, support and challenge of schools and settings and driven by our children’s voices.
2. Reduce Not in Education, Employment or Training (NEET) numbers in KS5 - through closer work with the NEET Participation team and leaving care and a more strategic reach through Virtual College and adult employment team.
3. Reduce persistent absenteeism in Statutory School Age (SSA) cohort – specifically through assisting schools in Emotionally Based School Non-Attendance (EBSNA) and SEND focussed work.
4. Improve partnership working – specifically the collaboration with carers/Schools/Social Workers (SW) / Independent Reviewing Officers (IROs) so that all are informed about and fully involved in education pathways

5. Develop the specific support for our pupils with EHCPs and / or additional needs-see separate action plan.
6. Ensure disproportionality at any level within our dataset for our cohort is reduced through close work and challenge of our schools, training for Designated Teachers (DTs) and other key stakeholders ongoing involvement in development of charter for Inclusion.
7. Ensure Previously Looked After Children (PLAC) cohort, Kinship cohort and all children with SW have better access to specific resources and are supported through their SW and schools.

## 4 THE VIRTUAL SCHOOL COHORT

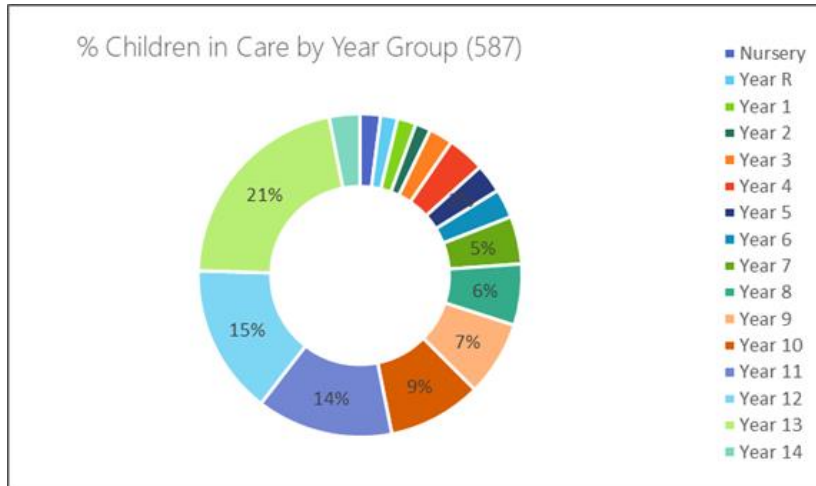
- 4.1 At the end of the academic year 2023/24 the cohort was 570, a reduction of 17 overall on the previous year. However, these figures are only a snapshot of the cohort as it stands on the 31<sup>st</sup> of July each year.
- 4.2 Our data system eGOV provides us with the daily numbers of children that fall within the remit of the Virtual School. This number fluctuates continually as children enter and leave care. It is a highly mobile population. It is worth noting as per the graphs below that our year 14 cohort of pupils 19 years and over with an EHCP is growing significantly year on year as we extend our support.

*Chart 1: CLA Cohort snapshot from 31/07/2024*



*Source: Virtual School Dashboard 2023/24*

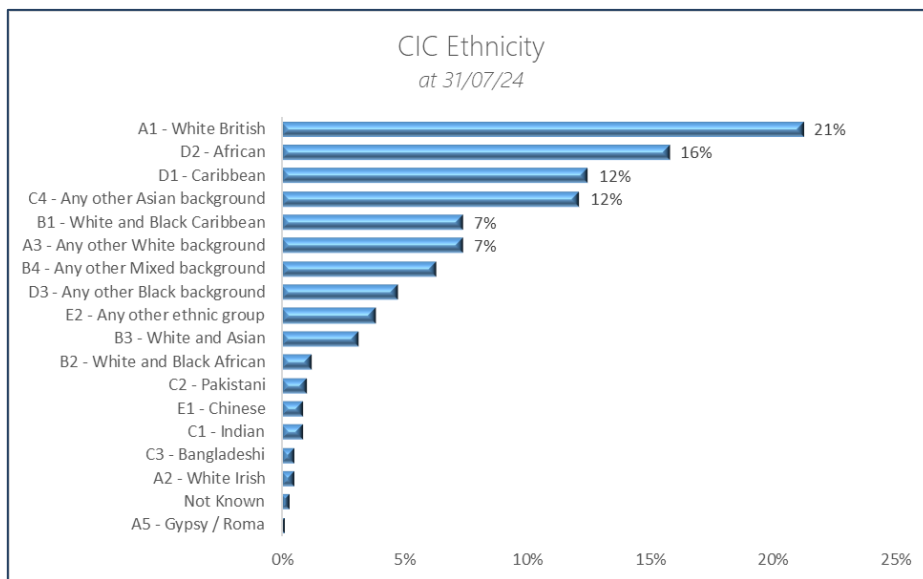
*Chart 2: CLA Cohort snapshot from 31/07/2023*



Source: Virtual School Dashboard 2022/23

**4.3** The ethnic groups represented in the CLA cohort have remained consistent to previous years, with almost quarter identified as White British and the other largest groups being African, Caribbean & Asian. Within these groupings we see the main nationalities also remaining consistent as, Afghan, Albanian, Vietnamese and Eritrean.

Graph 1: Ethnicity of Croydon CLA 2023/24



Source: Virtual School Dashboard 2023/24

Figures have been removed where they fall below 10, where there is a risk the individuals could be identified, this methodology is in line with other Department of Education reporting.

## 5 THE VIRTUAL SCHOOL STAFFING STRUCTURE

**5.1** The Virtual School team consists of 28 roles at present covered by 27 members of staff.

The Virtual School team is fully embedded into the Access to Education service (see leadership organograms in Appendix A). The operational delivery of frontline work has remained consistent for the last three years.

**5.1.1** The staffing framework is designed and funded as follows:

- Virtual School Head Teacher (also Head of the Access to Education Service)
- Strategic Lead for Children in Care and care leavers (Virtual School Deputy Head)
- Senior phase leaders x 3 (EYFS – KS3, KS4 and KS5 / Post 16).
- Senior Lead role for KS4 was vacant from May 2023 to September 2024, this 0.75 FTE role has been increased to 1FTE to support the high volume of complex cases. In the interim there were progression opportunities for existing Advisory Teachers to draw on their expertise and take on additional duties to support the team.
- All leadership and management roles at Grade 16 or above (6.75) are funded through the Schools Forum monies as are all IT Costs and systems used in VS.
- Direct contact staff (Advisory Teachers x 12) in each education phase which include specialist teachers for ESOL and a non-teaching Post 16 Adviser who since April 2023 has been working in a UASC role at the provision (See below).
- Interim Provision has been set up at Oasis Academy Arena to support Unaccompanied Asylum-Seeking Children and ESOL from April to July 2024 for 20 students. It is managed by the UASC Office Manager, two Interim Strategic Leads for the Interim Provision and Education Adviser. This has now doubled to 40 place provision. Students are full-time and fully integrated into Academy life and receive daily bespoke intervention for ESOL for up to 12 weeks after arrival. All students who are CLA/UASC in or out of Croydon are offered places here first and as a priority.
- All teaching and direct contact posts with statutory school age pupils are funded through Pupil Premium Plus Grant. We received Post -16 Section 31 Grant monies in the financial year 2023/24, so our first payment was received in July 2023 and the second payment in November 2023. These monies are covering two Post 16 Advisory Teacher roles and a newly created Post 16-19 worker in the NEET Participation team.

**5.1.2** Each Advisory Teacher has a maximum caseload of 65 students. Most operate routinely at approximately 45. This allows for all 3 Personal Education Plans (PEPs) per student to be attended by Virtual School team and for the flux of children and young people who come in and out of care over the year. The annual aim is to maintain relationships with Advisory Teachers over the longest term.

**5.1.3** Since 2022 we have received annual Section 31 Grant monies for Virtual School Head additional duties for Children with a Social Worker. This money funds a fulltime post for the Strategic Lead since March 2022 an Attendance Inclusion Officer since September 2024.

## 6 EARLY YEARS AND PRIMARY ATTAINMENT AND PROGRESS

### 6.1 Early Years, Foundation Stage Data

As the cohort size is <10 we cannot report pupil data here. We can state that the VS focus has been on securing detailed overviews of the impact of each child's first 1000 days on their development and upskilling school staff to be aware of the impact of early trauma on this vital phase. The early signs as part of GLD measure for the cohort are positive as is the identification and application for EHCPs to best support the children longer term.

### 6.2 Key Stage 1 (KS1) and Key Stage 2 (KS2) overview

There were 17 children in the entire KS1 cohort at the start of the academic year. 4 children had ceased to be CLA by the Summer Term 2024.

67% of whole cohort had identified SEND. 10/17 children were identified as having Special Educational Needs or Disability (SEND). 4 children had an EHCPs in place on entry to care. 2 of these children with EHC plans attended specialist provision, 2 were children with EHC plans in mainstream.

4 children went through the Education, Health and Care Needs Assessment (EHCNA) process during the 2023/24 academic year, this process was supported by the Virtual School (Advisory Teachers either assisted school with strengthening the EHCNA or they led on it). All of these plans are now in place.

2 further children received SEND support in school.

6 children were NI101 (40%) which means their results will count in national dataset as they had been in care longer than 1 year.

5 NI101 children were entered for phonics and 1 child was disapplied due to their SEND (14%).

2 children passed the phonics screen test (33%), and 2 children did not pass due to their SEND (33%).

The children will take the test in Year 2 if deemed ready. More time is required for SEND children to attain the expected standard.

Numbers here are statistically small but represent significant individual achievements for these 6 year olds. See tables below..

*Table 1: KS1 CLA Year 1 Phonics Results 2023/24*

CLA Yr 1 Phonics Results 2023/24	In Care longer than 3 Years at time of exams		In Care between 1 and 3 Years at time of exams		In Care less than 1 Year at time of exams	
	Total	with EHCP	Total	with EHCP	Total	with EHCP
Working At	<5		<5		<5	

Working Towards Target	<5		<5		<5	<5
Disapplied/Significantly Below	<5	<5	<5	<5	<5	

Source: Virtual School data

**Table 2: KS1 CLA Year 2 Results 2023/24**

CLA Yr 2 Results 2023/24	In Care longer than 3 Years at time of exams		In Care between 1 and 3 Years at time of exams		In Care less than 1 Year at time of exams	
	Total	with EHCP	Total	with EHCP	Total	with EHCP
Reading, Writing & Maths			<5		<5	
Reading & Writing						
Reading Only						
Writing Only						
Maths Only						
Did not pass any	<5	<5	<5	<5	<5	
Disapplied	<5	<5			<5	<5

Source: Virtual School data

### 6.2.1 Improving outcomes for Year 1 children in reading and literacy

Virtual School recognise and stress the importance of developing early literacy and outcomes for Y1 as being fundamental to ongoing success. In 2023/24 we:

- Piloted a reading project ‘Storytime’ for children and their carers, sending monthly publications and guidance home to read together.
- Targeted individual tuition/booster sessions during the school holidays.
- Primary trained teachers overseeing the primary cohort.
- Over the Summer Term 2024 capacity was reduced which may have impacted on delivery. The full complement of primary advisors has been in place since October 2024 and targeted weekly work is ongoing with children, carers and schools.

### 6.2.2 Y2 SATs – End of KS1 Assessments (age 7)

There were 14 children in the entire cohort at the start of the academic year. 3 children ceased to be CLA by the summer term 2024.

10 children were entered for SATs (91%) and 1 child was disapplied due to their SEND (9%).

7/10 were identified as having SEND. 3 children with an EHCPs. 2 children with EHCPs were attending a specialist provision and 1 child with an EHCP was attending a mainstream provision (with additional SEND funding, on top of EHCP funding).

4 children identified as having SEND receive SEND support in school.



- **6/10 children met the expected standards in Reading (60%)**
- **7/10 children met the expected standards in Writing (70%)**
- **5/10 children met the expected standards in Mathematics (50%)**

5 children met the expected standards in all of Reading, Writing and Mathematics. This is a fantastic achievement for these children 3 of whom had significant identified special needs.

6 children counted in the NI101.1 was disapplied due to having special needs. Published results will be based on 5 pupils so these figures can't be shared publicly due to being under 10. This means published figures for VS will not accurately show the actuality of progress and attainment for all the children supported over the year as demonstrated above and below.

**6.2.3** This cohort as a whole has achieved the best results of the last 3 years and is aligned with pre-covid performance for the cohort and well above national for CLA, almost aligned with non CLA pupils.

These are fantastic results for our young pupils (age 7) that suggest and reflect Virtual School focus on high ambition for these pupils and working with schools earlier and more directly to ensure appropriate challenge and opportunity for the most able.

#### 6.2.4 KS2 SATs attainment

*Table 3: KS2 attainment*

Key Stage 2 results	2024	2023	2022
<b>Number in cohort</b>	14 inc. disapplied SEND 10 exc. disapplied SEND 5 NI101	<b>8 (NI101)</b>	<b>26 (NI101)</b>
% pupils achieving expected standard in Reading/ Writing /Maths combined	3/14 - 21.4% 3/10 - 30.4%	13%	31%
% pupils achieving expected standard in Reading	5/14 - 36% 5/10 - 50%	25%	39%
% pupils achieving expected standard in Writing	4/14 - 29% 4/10 - 40%	38%	42%

% pupils achieving expected standard in Maths	5/14 - 36%	38%	27%
	5/10 - 50%		
% pupils achieving greater depth in one or more areas	2/14 - 14%	0	15%
	2/10 - 20%		

Source: Virtual School data 2023/24

8 of the above 10 children receive SEND support in their mainstream schools. 2 children acquired Education, Health and Care Needs Assessment (EHCNA) process heavily supported by Virtual School (where Advisory Teachers either assisted school with strengthening the EHCNA or wrote it themselves).

10/14 children were entered for KS2 SATs (71%), and 4 children were disapplied due to their special needs (29%).

The results above are just below national CLA average (37% combined.) But considering the very high prevalence of SEND these results represent fantastic individual outcomes- especially the 2 students achieving “greater depth” despite complex SEND needs. The results also represent an upward 3-year trend and are back at 2019-pre covid levels of attainment. [See Appendix B](#)

### 6.2.5 Actions taken to ensure continued improvement of KS1 and KS2 outcomes

- The primary advisory teaching team offered personal targeted tuition/booster sessions during the school holidays and supported carers with learning activities at home.
- Primary school trained teachers oversee the primary cohort.
- Termly Pupil Progress Meetings to target children working towards the expected standards and discuss ways to accelerate progress using PPG+
- Identification and support of intervention for SEND needs by VS team (2 plans acquired.)
- Challenge and support of schools around early identification and assessment of SEND including trauma related learning needs.

## 7 KS4 ATTAINMENT AND PROGRESS

### 7.1 KS4 cohort

Below is the comparative detail of our Year 11 (GCSE) cohort:

Table 4: Year 11 cohort 2023/24- contextual information

Cohort description	2023/24	2022/23	2021/22
Total cohort size	76	79	97
No of UASC in whole cohort	28	27	50

No in Croydon Schools in whole cohort	37	36	44
Missing education in whole cohort	12	15	5
Attending a non- mainstream school in whole cohort	31	19	27
Cohort who had been in care for < 1 year at time if exams	37	28	11
Cohort who had been in care for < 2 years at time if exams	48	40	37
Cohort who had been in care for > 5 years at time if exams	27	20	14
Number in whole cohort with SEND EHCP	18	14	17
Number in whole cohort with SEND support	16	14	27
Number entered for Entry Level in whole cohort	4	1	3
Number entered at Level 2 in whole cohort	31	38	49
Number not entered for any exams	27	29	10
Number in Whole cohort entered for 8 eligible subjects	14	28	22

Source: Virtual School data 2023/24

## 7.2 Key Stage 4 Attainment and Outcomes

Our year 11 cohort this year was similar in make-up to previous years (see the above table). The notable difference was that 37 (more than double previous years' cohorts) had to come into care during the year, meaning Virtual School impact was limited and disruption severe.

The cohort (25) who were entered who were entered for 5 or more GCSE's again achieved above national levels, for similar groups of CLA, for the fourth consecutive year.

Of the 14, 8 young people gained relevant qualifications the average attainment 8 score was 38. This was on a range of 24-64. This is an excellent score, double the national score for the same cohort and represents the focus on support for this group. All students in the group including 9 with school level send support attained above the average 19.1 score.

Table 5: CLA Year 11 Results 2023/24

	GCSE	5+ 9-4EM	5+ 9-4 E or M	5+ 9-1
Full Cohort 76 CLA Yr 11		5.30%	3.90%	17.10%

Students who Took 5 or More GCSE	GCSE	5+ 9-4EM	5+ 9-4 E or M	5+ 9-1
Full Cohort 25 CLA Yr 11		16.00%	12.00%	52.00%

Source: Croydon Virtual School data

As per the annual report each year attainment of each cohort cannot be compared as the complexity of individual student's circumstances impacts significantly on outcomes. Progress measures will be reported once national data sets are confirmed and validated.

### **7.2.1 Action being taken to improve Key Stage (KS4) outcomes**

In October 2024 we appointed a new full time KS4 Lead specifically focussed on attainment and progress tracking and offering challenge to schools. The impact of this will be seen more in 2024/25 cohort.

It's essential to note that while a proportion of this cohort were NEET (12/76) – of these all were new to care during the year. This formed a strong piece of intervention with the involvement of the NEET Participation team and all stakeholders, 79% of the cohort found appropriate college places or destinations. The remainder are receiving ongoing support.

Our team are now tracking children's attainment from KS3 through to GCSE for a more fluid and consistent support of work, this is in conjunction with the Designated Teacher's in schools. There is a focus on attainment and progress in each PEP which is driven through questioning from the advisory team.

31/76 young people also attended schools and settings other than mainstream (special school or alternative provision) where the focus was on ensuring well-being attendance and progress in English and mathematics, ready for access to Level 1/2 college courses.

28/76 of the cohort were UASC young people all of whom accessed the college provisions specifically for ESOL and attained E1, E2 or E3 qualifications ready for progression to Y12.

## **8 KEY STAGE 5 (KS5) COHORT AND STAFFING OVERVIEW**

The Virtual School Post 16 team now consists of 5 members of staff: Senior Post 16 Lead/Careers Advisor and 4 advisory teachers 1 of whom is an ESOL specialist.

They each have up to 43 young people on their caseloads and are expected to ensure they have direct contact with each young person at least once a year.

The team has been able deliver some excellent work over the past year with some of the following:

- Advisory Teacher's offered regular mentoring and direct 1:1 sessions with young people who were finding it difficult to engage in school and this has helped to develop their confidence. The outcome led to two young people

returning to school, one finding a job and one committing to a beauty course financed by SEND.

- Advisory Teacher's taking it in turns weekly to provide guidance and information every Wednesday down at the drop-in service at the Turnaround Centre the number of young people visiting has greatly improved. The team has worked in collaboration with the NEET Participation team to devise programmes to empower our NEET young people when seeking EET.
- Visits and meeting with the local colleges e.g. Croydon, John Ruskin College, Coulsdon, Carshalton, Nescot, East Surrey has improved relationships which have led to PEPs being organised more quickly and smoothly.
- The additional Post 16 funding (£112k) has supported the increased staffing ratio and been very helpful for direct support of students in providing equipment, books and required clothing for construction and performing arts courses. It was also very helpful for students during the issue with Transport for London and providing travel passes for young people to college. We have also been able to issue laptops to some of our cohort which has been really helpful particularly to our UASC young people.
- We recently hosted a careers fair called 'Opportunity Knocks' at Croydon College which aimed to raise aspirations and broaden our young people horizons of opportunities available to them. Over 200 young people attended and were able to visit over 32 exhibitors to gain knowledge about employment offers, educational courses from colleges, apprenticeship advise, training providers opportunities e.g. Prince's Trust, London Learning Consortium. This will enable them to make more informed choices about their next steps.
- An Achievement Award event took place in November 2024 at Croydon College, all our care experienced young people were honoured and awarded with certificates/trophies, they were placed in various categories e.g. 100 % attendance and punctuality, most improved, most creative, Pride of Croydon, great examination results. There were over 140 nominations by social workers, PA's and advisory teachers. Over 70 young people attended with their carers, parents, social workers, they were entertained by three of our care experienced young people performing beautiful tributes in a song.
- The quality assuring of PEPs has hugely improved for the cohort due to training and close monitoring. The AT's have met the target of completion of over 90% of their termly PEP meetings- this aligns to statutory school age cohort.
- The team have been proactive and have attended panel meetings for the resettlement of young people being released from prison and ensuring they have a plan in place to engage them in employment, training or education. We have also been able to make some progress in relation to holding PEPs

in HMP. We have formed good working relationships with the Youth Justice Team (<10) Young people are currently in HMI estate long term.

- Representation at the South London Virtual school forum has been enlightening, we have been able to share good practice and invite other local colleagues to the forum.
- Working closely with the NEET Participation team has been very impactful with the sharing of knowledge and helping to direct our young people into EET outcomes. Attending the EET Panel has helped to improve data being held on our young people.

*Table 6: CLA and Care Leavers in education*

Yr 13	Cohort	L3	L2	L1	EL	No Results	Not in Education	Total Cohort
All	53	15	3	7	12	16	47	100

Yr 12	Cohort	L3	L2	L1	EL	No Results	Not in Education	Total Cohort
All	71	9	5	9	8	40	42	113

Sources: Croydon Virtual School data

Level 3 attainment (A-Level and equivalent) remains well above national (14%) for the Care Leaver cohort.

## 8. 2 Action being taken to improve Key Stage 5 (KS5) outcomes

Fully staffed term with smaller cohort sizes (average 45) means much more focussed work ongoing. This is supported by national funding awarded for the year and the net year so far. Also, a named worker for NEET CLA in Post 16 cohort was appointed in December 2023 to further the targeted work in employment increase, the impact of this is that 33 number of CLA NEETs have found employment or training over the year 2023/24.

## 9 ATTENDANCE, PERSISTENT ABSENCE AND EXCLUSIONS

### 9.1 How the Virtual School collect and record attendance data.

Data is currently collected and recorded online in ePEP by eGOV system which is funded through the School Forum. This is a “one stop” data system that we have been using since September 2021. Data is transposed and directly migrated from the schools’ registration system to ePEP. Currently 95% of data is collected in this way, the rest is ascertained manually through PEPs and calls to schools.

Attendance remains a key focus area for 2024/25 as whilst our statistics are improving for the cohort annually, they remain significantly below national for Persistent Absence when compared to other CLA cohorts. Much of this is due to the high numbers of KS4 children entering care with very complex school

histories. Each child must have their attendance looked at on an individual basis, for our YP a 75% attendance may represent a huge improvement but will still show in published statistics as Persistently Absent (below 90% overall). Ensuring that our children and young people have good school attendance and removing any barriers to attending is a key priority.

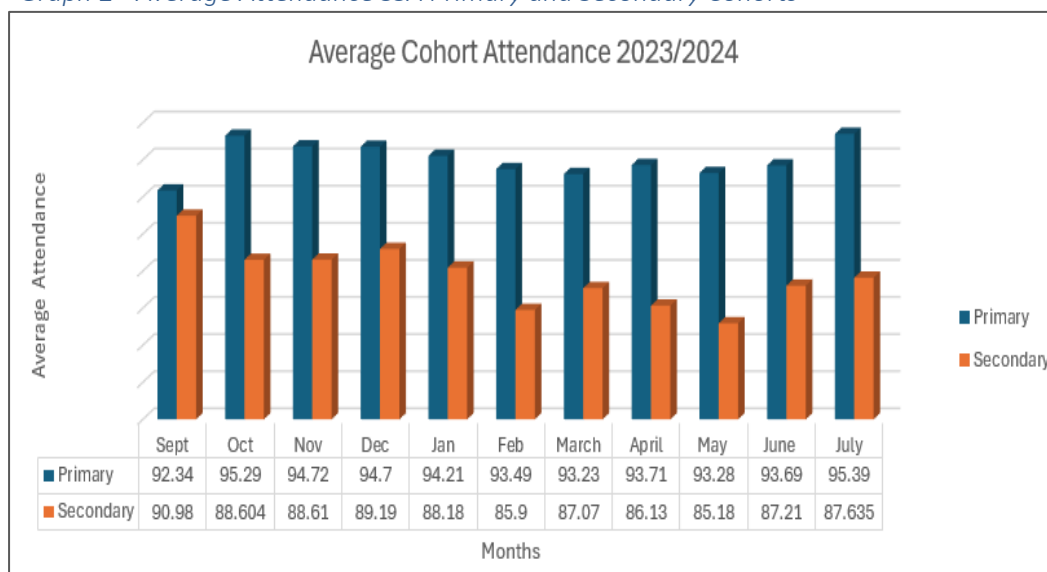
### 9.1.1 Summary of intervention to improve attendance.

Pupils' attendance is now monitored daily, weekly and termly through ePEP checks and a RAG system created for each Year Group. This overview is circulated to Social Workers and Advisory Teachers monthly and a meeting held with a focus on attendance, exclusions and persistent absences. Information is also acted on throughout, especially when there are concerns raised in, e.g. PEP meetings, Team Around Family meetings, Annual Reviews, Reintegration meetings and any other forum that might require our input to attendance. Carers and educational placements are called to corroborate information between services. Direct calls are made with educational placements with uncollected data and getting the weekly attendance data for our cohort uploaded to the system is of the highest priority. Educational placements are constantly reminded that this is a sharing this data is statutory duty under the role of the Designated Teacher and that working together/collaboration is key to improving attendance.

Nominated school attendance officers now have direct access to the ePEP attendance module which allows them to enter weekly attendance information for each pupil, details pupils' (by year group) average attendance (%). The calculation is on collected data only.

### SSA Education Placement Attendance

Graph 2 - Average Attendance SSA Primary and Secondary Cohorts



Source: data collected by the Virtual School using Liquid Logic CRS and ePEP

*Table 7: Overall Attendance as a Percentage (cumulative)*

		Autumn 2023/24				Spring 2023/24			Summer 2023/24			
	YEAR	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24
<b>Total</b>	<b>All CLA</b>	<b>90.01</b>	<b>88.75</b>	<b>87.45</b>	<b>86.30</b>	<b>84.20</b>	<b>82.63</b>	<b>85.48</b>	<b>84.14</b>	<b>83.32</b>	<b>84.20</b>	<b>86.45</b>

*Source: Attendance Collection Dashboard, ePEP / Attendance Overall for Collected Data Only*

This data ([See Appendix C](#) for more detailed example) enables the Virtual School to identify where attendance collection/ attendance at school is causing concern and action appropriately.

We regularly scrutinise collated data. To counteract potential recording errors, we challenge schools who are not regularly submitting data, the Virtual School is directly connected with the eGOV’s dedicated Attendance Officer, and we regularly cross-check school attendance officer’s details.

Maintaining the robustness of this data collection will continue to be a focus for 2024/25 academic year. Every worker has access to this, and it is shared with social worker and supervising social workers in regular updates. Focussed professionals meeting are held, multi-agency, to discuss where concerns arise.

### 9.3 Persistent Absence

Pupils are identified as a persistent absentee if they miss 10% or more of their possible sessions. 10% of sessions translates to around 7 days of absence across the autumn term<sup>1</sup>.

In July 2024, the following numbers were classified as persistent absentees:

*Table 8: Persistent Absence 2023/24*

<b>570 cohort</b>	<b>No.</b>	<b>%</b>
Below 90%	143	25
Below 85%	111	19
Below 80%	96	16
Below 75%	86	15

Current strategies and considerations:

- The Virtual School Strategic Lead as part of the Attendance Strategy identifies attendance patterns weekly through E-PEP and is the initial point of contact regarding educational placements and updates.
- Our advisory teams and their corresponding Senior Lead then track and identify where a pupil is struggling and then support the school to intervene and ensure improvements with social care colleagues and networks involved.
- A half termly report is sent to Social Care Senior Leadership Team (SLT) and Virtual School Senior Leadership Team



- Weekly Complex Need Care Panels are attended by Virtual School SLT and information fed back to the team regarding attendance issues and provision in place.
- Higher emphasis placed on attendance with higher scrutiny of PEPs including termly moderation.
- Actions and correspondence with schools entered on Children's Record System (data sharing with Social Services).
- Information passed to Strategic Lead for Children with Social Workers with regards to young people who have had a status change to Children In Need (CIN) and Child Protection (CP) for continuity of monitoring.
- An action plan via the PEP targets is in place for each child with persistence absences.
- Reasons for persistent absence within the CLA cohort are many, complex and varied, e.g., a 70% attendance rate is universally considered low, but for many CLA this could represent significant increase and improvement.
- Each child's journey is unique and must be supported carefully through discussion at the PEP and close work with schools, Social Workers and carers.
- Emphasis is now on the quality of data received and E-PEP will be utilised more with the use of the Wonde system that will begin in the Spring term 24-25, this will make attendance for all data live and increase the emphasis on pro-activity by our teams.

## 10 Permanent Exclusions and Suspensions

It is to be noted that suspensions and exclusions of Croydon CLA in schools in and out of borough are **significantly lower** than for the same cohort nationally and in statistical neighbouring boroughs. This represents positive intervention and focus of the team with schools at the earliest stages of behavioural needs emerging.

**10.1 Permanent Exclusions in primary pupils.** No exclusions during 2023/24 compare to 0.06 rate nationally. Any CLA primary aged pupils at risk of exclusion have assessments undertaken by our Education Psychologist and are referred as early as possible to the Croydon Primary Forum, if they are Croydon based. The Virtual School also collaborates with the Localities SEND support team to access funding advice on support within educational placements. With the out of borough schools, we visit to assess need and look at what additional support is needed and assist with EHNCA applications if required.

**10.2 Permanent Exclusions in secondary pupils.** 2 permanent exclusions during 2023-2024 (an increase on the previous year's figure of 1).

Following Virtual School intervention, 3 potential permanent exclusions were avoided (before Headteacher decision stage). In 2 of the cases, EHCPs have been secured via support and recommendation from Croydon Virtual School.

**10.3 Suspensions for all pupils** totalled 74 during 2022/23 – and only 51 in 2023-24 which considering a national 23% rise is exceptional.

This reduction is in part due to Advisory Teachers having better knowledge of their streamlined caseloads, thus able to challenge and advise schools and stakeholders around their strategies to reduce negative behaviours within the school community and with that promote a positive learning ethos.

**Practice example:** The Educational Psychologist has a drop-in session for ATs with SWs to present cases at risk of exclusion. With our In-borough Schools the Localities team now covers both Primary and Secondary cohort which was not the case in the previous years mentioned above.

*Table 9: No. of suspensions issued to CLA in Croydon 2023-2024*

	2023/24		2022/23		2021/22	
School location	*Number of Croydon CLA receiving 1 or more suspensions	Total number of days suspension issued to Croydon CLA	Number of Croydon CLA receiving 1 or more suspensions	Total number of days suspension issued to Croydon CLA	*Number of Croydon CLA receiving 1 or more suspensions	Total number of days suspension issued to Croydon CLA
In-borough	14	25	23	40	13	21
Out of borough	20	26	19	34	14	24
<b>TOTAL</b>	<b>34</b>	<b>51</b>	<b>42</b>	<b>74</b>	<b>27</b>	<b>45</b>

\*Number of suspensions= Number of sessions. *Source: data collected by the Virtual School using Liquid Logic CRS and ePEP*

The data shows the suspensions data remains relatively aligned with previous years considering a national increase in this area.

## 11 PERSONAL EDUCATION PLANS (PEPS)

### 11.1 PEP essentials / overview:

Every statutory school age child who is looked after must have a personal education plan (PEP). This is a document, written and evaluated by education and social work professionals that sets out the plan for monitoring and supporting the child’s educational progress over the academic year. This is a statutory duty for children’s social care. In Virtual School we request that PEPs are completed and reviewed 3 x yearly, at least once per term, for all pupils to give a more accurate view or progress.

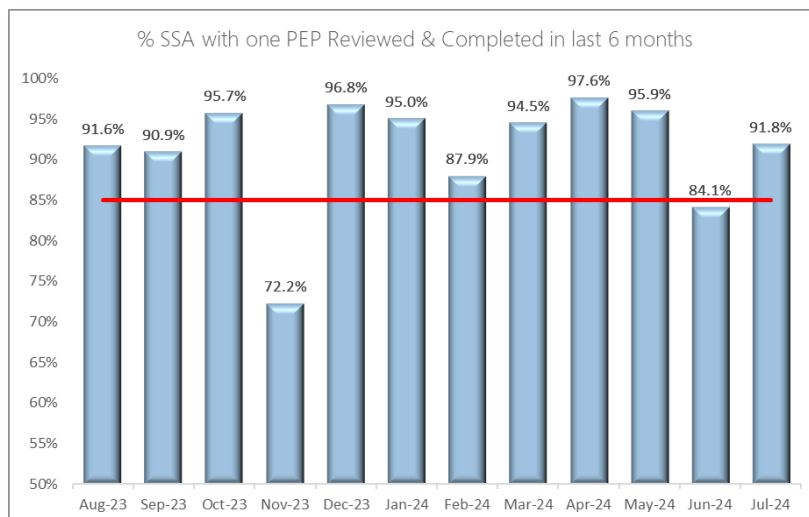
### 11.2 PEP completion rate for Statutory School Age

The percentage of SSA children and young people with one PEP that had been reviewed and completed in the last 6 months at the end of summer term 2024 was 91.8% a slight reduction of 2.2% over the previous year however, performance remains strong and above target.

Personal Education Plan (PEPs) completions are above target for most months of this academic year with the exception of November 2023 and June 24 when the figures dropped to 72.2% and 84.1% respectively. The reduction in the number of PEPs in November can be attributed to the end of summer term and the 6-week summer holiday falling within the reporting period during which PEP meetings do not take place. In June the reporting period covers the spring half term & end of term holidays.

Performance in this measure will never be at 100% as there are always new to care young people on any given day who are within their statutory period of 20 days for initiation, and this is a Social Care key indicator which is reported on a 6-month rolling period.

*Graph 3: Key Performance Indicator CLA 13 - %SSA with one PEP reviewed & completed in last 6 months.*



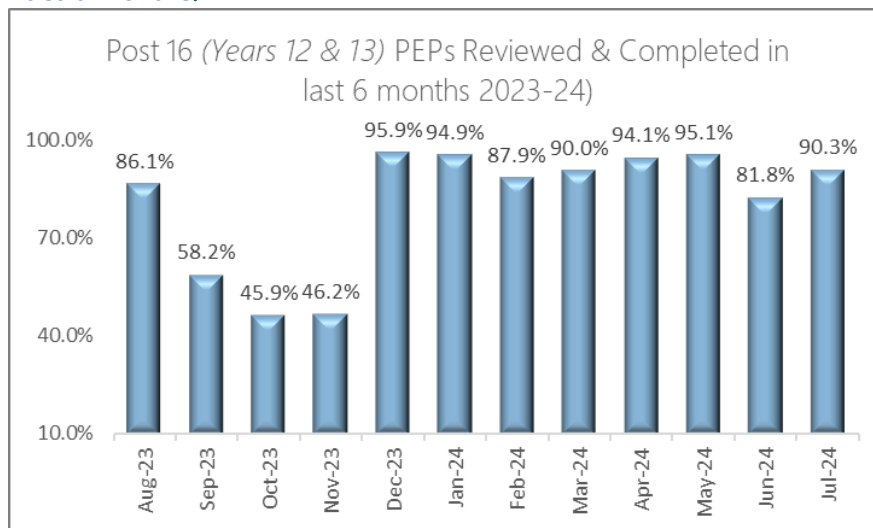
Source ePEP: Key Performance Indicator CLA.13% of Statutory School Age Children with one Personal Education Plan (PEP) reviewed & completed within the last six months.

### **11.3 PEP completion rate for Post 16.**

The percentage of post 16 young people with one PEP that had been reviewed and completed in the last 6 months at the end of summer term 2024 was 90.3% which is a reduction of 8.3% over the same period in the previous year. There is no target set for this KPI and despite the reduction performance remains strong.

Post 16 Personal Education Plans (PEPs) maintain high percentages in every month in this academic year, apart from September to November 2023 when the figures dropped to 45.9%, at their lowest. We can attribute a fall in the percentage during November to the end of summer term and the 6-week summer holiday falling within the reporting period where PEP meetings do not take place. During this same period the Post 16 Team was not staffed to capacity and the recruitment process was underway.

*Graph 4: % Post 16 Young People with one PEP reviewed & completed in last 6 months.*



*Source ePEP: VS Report 4 - % of Post 16 CLA (Years 12 & 13) with one Personal Education Plan (PEP) reviewed & completed within the last six months. There is no target set for this data as this is not a Corporate Key Indicator.*

Performance will never be at 100% as there are always new to care young people on any given day who are within their statutory period of 20 days for initiation, and this is a Social Care key indicator which is reported on a 6-month rolling period.

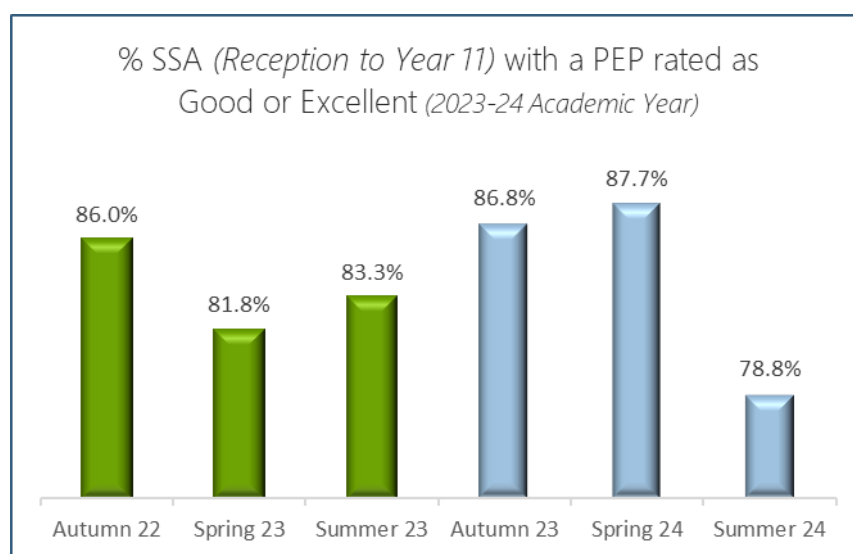
#### **11.4 PEP Quality Assurance: How the VS quality assures PEP content**

PEP documents are quality assured against four RAG ratings, Excellent, Good, Requires Improvement & Deferred. The rating awarded is based on the completeness of the PEP information, a record of any actions plans and support for our young people and most importantly that the document has captured the young person's voice.

A quality assurance framework tailored to each type of PEP document has been created to provide guidance to Advisory Teachers on what should be considered at each level before the RAG rating is awarded. The quality assurance page is part of the PEP document. In addition to rating each part of PEP against the framework there is an overall rating, and the Advisory Teacher add comments on why they have rated the PEP at a certain level, for example where a PEP has exceeded expectations or where a PEP has not met expectations and improvements can be made going forward.

At the end of each term the Virtual School Senior Lead Officers and data team take part in a random 10% audit exercise to sense check the RAG ratings that have awarded. This enables us to explore areas for improvement which can lead to system updates and knowledge sharing within the team.

*Graph 5: % SSA pupils with a PEP reviewed & rated as good or excellent by term.*

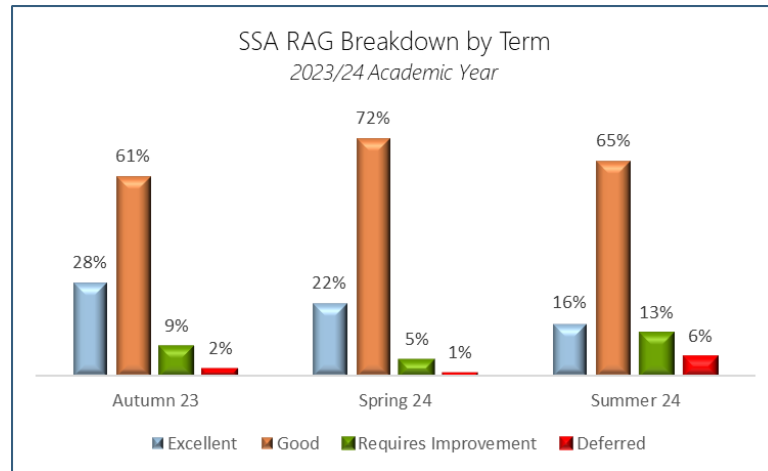


*Source: ePEP – VS Report 3 % of Statutory School Age Children with a Personal Education Plan (PEP) reviewed and rated as good or excellent.*

At summer term 2024 78.8 percent of SSA PEPs were rated good or excellent through the Virtual School quality assurance process. This is a reduction of 4.5% from the same term in the previous year. This could be attributed to the greater and more accurate use of the 'Requires Improvement' RAG rating where schools and colleges are challenged about their process. OFSTED (Oct 2024)

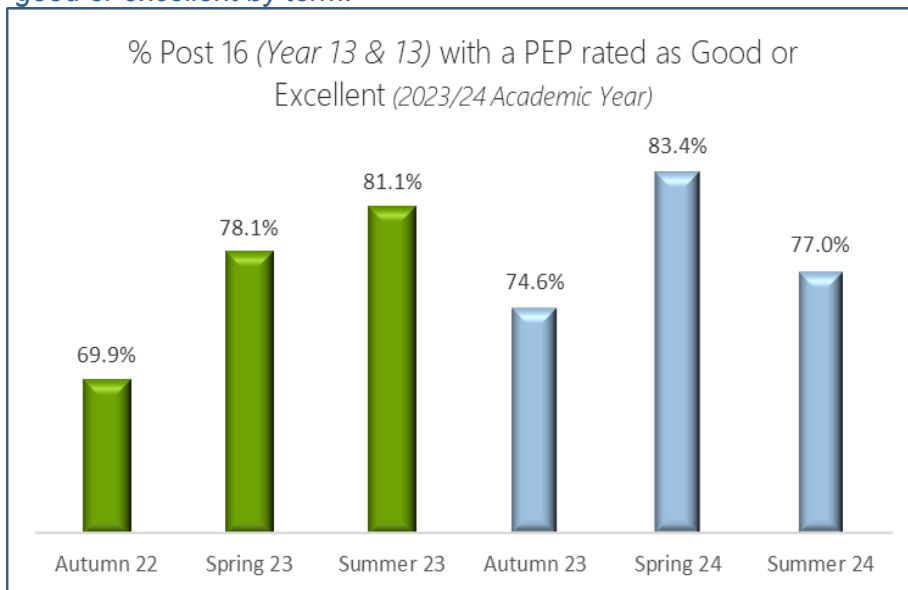
commended the rigour of our QA processes and verified judgements on a sample of PEPs.

**Graph 6: % SSA PEPs RAG rating breakdown**



Source: ePEP – VS Report 3 – % of Statutory School Age Children with a Personal Education Plan (PEP) Reviewed by RAG status.

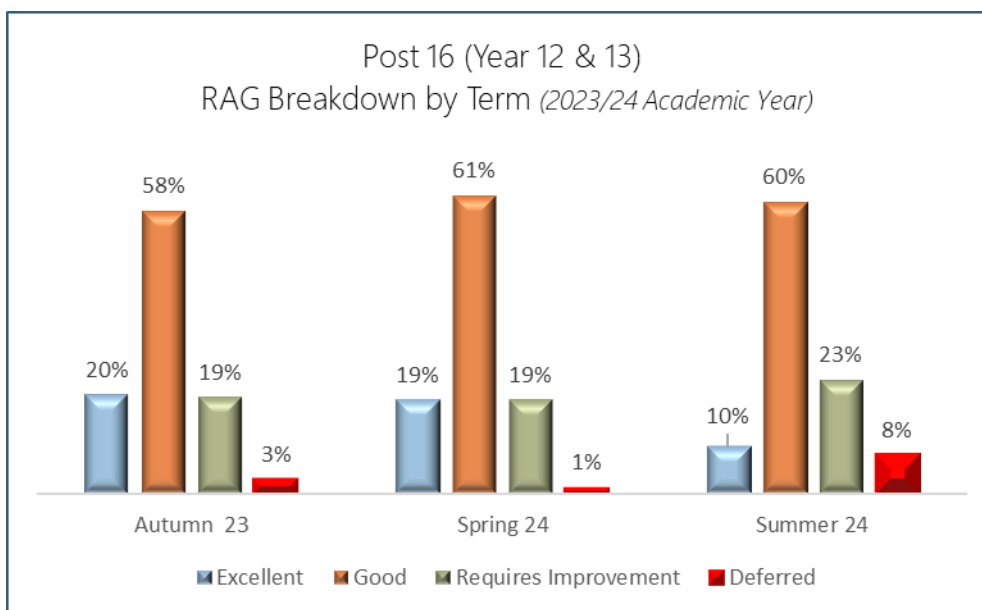
**Graph 7: % Post 16 Young People with a PEP reviewed and rated as good or excellent by term.**



Source: ePEP – VS Report 3 % of Post 16 Young People with a Personal Education Plan (PEP) reviewed and rated as good or excellent.

At the end of summer term 2024 the percentage of post 16 PEPs quality assured with a rating of good or excellent was 77.0%.

**Graph 8: % Post 16 RAG rating breakdown**



Source: ePEP – VS Report 3 - % of Post 16 Young People with a Personal Education Plan (PEP) Reviewed by RAG status.

Quality Assurance will continue to be a focal point for next academic year, where Virtual School workers will work in partnership with CSC and staff in schools to improve the standard of PEPs. We are keen to ensure that our criteria for outstanding is 'the degree to which professional support and its culmination in the PEP document, supports the young person'. This is judged by Advisory Teachers and reviewed by the Senior Leadership Team.

### 11.5 PEP Quality Assurance Audit

At the end of each term, we create a report of all completed PEPs within the term, and this covers Statutory School Aged (SSA) children & Post 16 (Year 12 & 13).

This report is used to complete an audit on 10% of our SSA and 10% of our Post 16 PEPs to determine if we agree with the RAG rating awarded by our Advisory Teachers and Education Advisers.

The 10% of PEPs are chosen at random and divided between our Senior Leadership Team & Data Team for review.

Each person completes a review of the PEP document and the Quality Assurance RAG rating page to determine whether they agree with the rating given. This is recorded on a spreadsheet and our Business Systems Officer collates the feedback and summarises the responses on a dashboard which shows off the original ratings, how many were agreed with, how many would have been upgraded and how many we consider should have been downgraded.

Once the Advisory Teacher / Education Advisers have awarded their RAG rating and signed off the PEP it cannot be changed however, the purpose of the audit

it to identify strengths and weaknesses in the PEPs and provide team training opportunities to improve PEP quality on an ongoing basis.

Table 10: SSA (Autumn 2023, Spring & Summer 2024)

Post 16 (Autumn 2023, Spring & Summer 2024)

Statutory School Age - Autumn 2023		
RAG Rating	RAG	Audit RAG
Excellent PEP	11	9
Good PEP	14	15
Requires Improvement	2	3
Deferred	0	0

Post 16 - Autumn 2023		
RAG Rating	RAG	Audit RAG
Excellent PEP	6	3
Good PEP	11	10
Requires Improvement	2	5
Deferred	0	1

Statutory School Age - Spring 2024		
RAG Rating	RAG	Audit RAG
Excellent PEP	6	4
Good PEP	23	20
Requires Improvement	0	5
Deferred	0	0

Post 16 - Spring 2024		
RAG Rating	RAG	Audit RAG
Excellent PEP	5	3
Good PEP	13	9
Requires Improvement	1	7
Deferred	0	0

Statutory School Age - Summer 2024		
RAG Rating	RAG	Audit RAG
Excellent PEP	6	4
Good PEP	22	20
Requires Improvement	3	7
Deferred	0	0

Post 16 - Summer 2024		
RAG Rating	RAG	Audit RAG
Excellent PEP	5	3
Good PEP	12	13
Requires Improvement	4	5
Deferred	0	0

Source: PEP Quality Assurance Audit Dashboard, ePEP

## 11.6 Deferred PEPs:

A PEP is typically deferred if the document does not meet the minimum standards set out in the quality assurance framework. This would typically be where no information has been recorded, there are no aspirational targets set for the young person, there is no record of their voice and no evidence that a PEP meeting took place.

The percentage of SSA PEPs awarded a rating of 'Deferred' over the last academic year has remained low. Comparing the figures for 2024 with the same terms in 2023 we can report a slight movement in deferred PEPs reported at +1% for autumn term, 5% for spring term & +3% in summer term.

Post 16 PEPs are showing a mixed trend when compared with the same term last year reporting at 1% for autumn term, 2% for spring term & 6% for summer term. Please see graphs 7 & 9 above for detail.

## 11.7 PEP developments:

The Virtual School PEP system has been the subject of various new developments throughout the 2023/24 academic year to keep the information we collect tailored and relevant for our young people. These changes include:

- Automatic email of VS Case Notes to professionals once completed
- New Role created: NEET Caseworker (Care Experienced 16-19)



- Updated the SEND/EHCP page
- Updated the EYFS progress & attainment page
- Exclusion data added to attendance collection page
- Social Worker Actions comments field added to the PEP meeting template

## 12 PUPIL PREMIUM PLUS POLICY

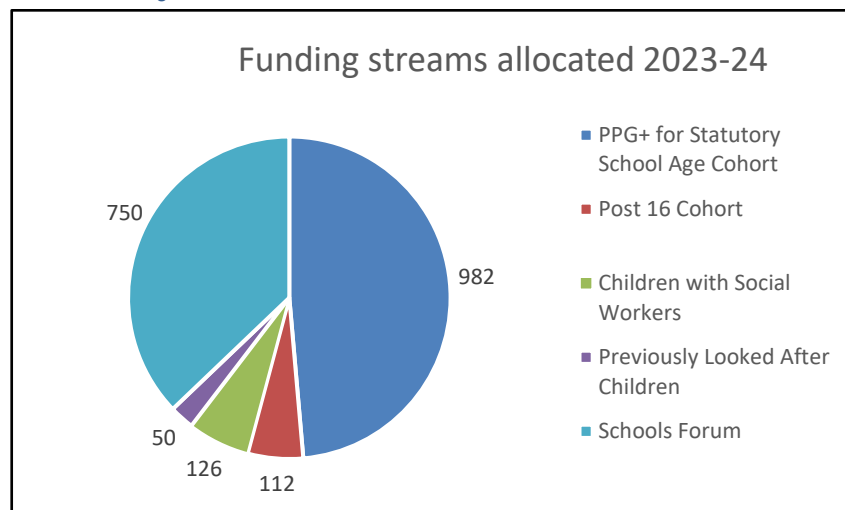
### 12.1 2023/24 Funding Streams

The funding - 2023/24 we received:

- £982K PPG+ for Statutory School Age Cohort
- £112K for the Post 16 Cohort
- £126K for the wider cohort of “All Children with Social Workers”
- £50K for Previously Looked After Children
- £750K from Schools Forum clawback monies

**Total funding - £2,020,000.00**

Chart 3: Funding streams allocated 2023/24



All funding as represented here was fully spent in 2023/24 financial year.  
[See Appendix E](#)

## 13 EDUCATION, EMPLOYMENT & TRAINING SUPPORT IN THE VIRTUAL SCHOOL & THE VIRTUAL COLLEGE

### 13.1 EET support available in the Virtual School and college.

Every young person aged 16/17 or 18 in the Virtual School has access to a named worker who can support with careers planning and advice, personal support and next steps guidance. Where young people are NEET they automatically receive the allocation of our dedicated NEET worker since December 2023.

15 students were awarded A level results of Summer 2024, and all went on to Higher Education. Some excellent sets of results including one student achieving two A's, a B and C and another student achieving and a student with a EHCP achieving his three A Level equivalent national diploma in Business.

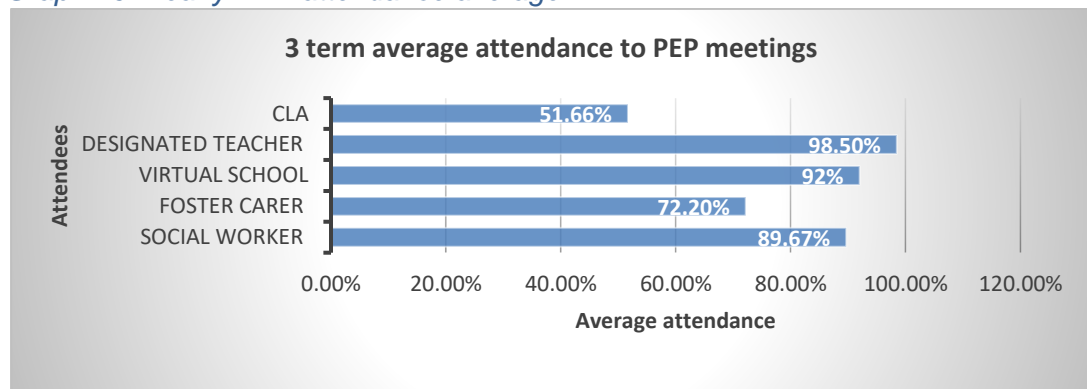
### 13.2 Partnership working and training offered.

For further details on the training and development for Virtual School, [see Appendix D.](#)

## 14 KEY CHALLENGES AND NEXT STEPS FOR THE NEXT ACADEMIC YEAR

### 14.1 PEP Meeting Attendance by young people

Graph 10: Yearly PEP attendance average



Source: eGOV, ePEP

#### Context

The lowest attendance figure is shown with our care experienced young people at 51.66%, there are various reasons that can impact this attendance.

- Meeting clashes with the school timetable
- Views in some cases are gathered before/after the PEP meeting.

## 14.2 Virtual School actions:

- Meet with foster carers to get their views on increasing attendance and current barriers faced.
- PEP presentations to be done with key shareholders including IRO service and SEND department.
- Strategic Lead to link to half termly Attendance meeting with Service Managers
- Increase pupil participation by at least 10%.
- Clear definition regarding pupil attendance and hearing pupil's voice by arranging out of PEP meeting with the pupil as an example.
- Increased interaction between ATs/EAs and home to build a cumulative narrative.

## 14.3 Improving Quality Assurance and governance of:

- PEPS overall.
- Educational Placements- quality assurance visits.

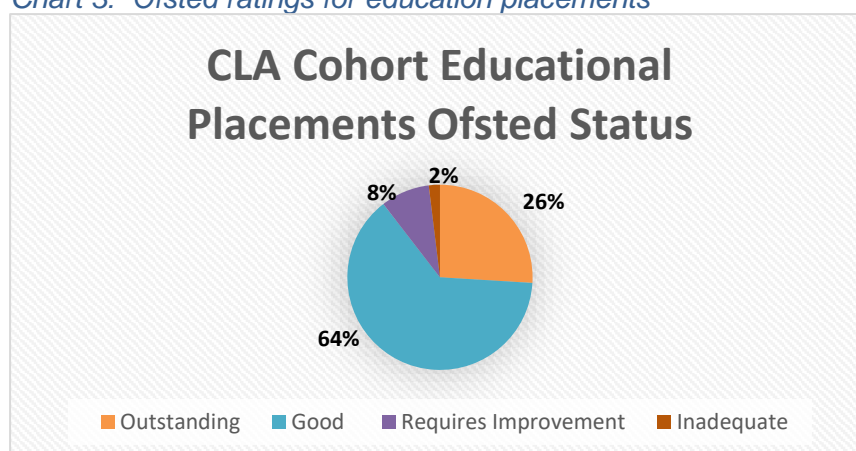
### 14.3.1 Steps to be taken to ensure this happens:

A termly 10% PEP QA audit by SLT and Data team to ensure quality of PEPs.

- Quality assurance sheet
- PEP adjustments to be made to make them more bespoke and accessible for the range of status in our cohort. This will include:
  - a new Quality Assurance page in the handbook with a description of the grading process.
  - a development for September 2025 of a quorate VS governing body-meeting 3 x yearly.

## Ofsted Rating for SSA education placements

*Chart 3: Ofsted ratings for education placements*



*Source: data collected by the Virtual School using Liquid Logic CRS and ePEP*

Commentary on RAG rated education provisions:

- Outstanding: 67 CLA attend placements
- Good: 164 CLA attend placements
- Requires Improvement: 22 CLA attend placements.
- Inadequate: 5 attended placements over course of 23-24, this had reduced to 0 by Sept 24.

The Senior Leadership team have agreed to have a particular focus on enabling Advisory Teachers in their teams to strengthen their challenges back to school regarding aspects such as:

- Attendance including exclusions and Admissions
- Attainment
- Use of PPG+

Social Workers and Independent Reviewing Officers will be included in this process.

## **15 ALTERNATIVE OPTIONS CONSIDERED**

None.

## **16 CONSULTATION**

None.

## **17 CONTRIBUTION TO COUNCIL PRIORITIES**

**17.1** Achieve good customer service and operational delivery

**17.2** Practice good governance.

## **18 IMPLICATIONS**

### **18.1 FINANCIAL IMPLICATIONS**

Yes. The report will be presented to the Schools Forum for the annual allocation of clawback funds for the Virtual School. Request is for an additional £250,000, growth funding to fund the ongoing 40 place ESOL provision at Oasis Arena.

### **18.2 LEGAL IMPLICATIONS**

None.

### **18.3 EQUALITIES IMPLICATIONS**

None.

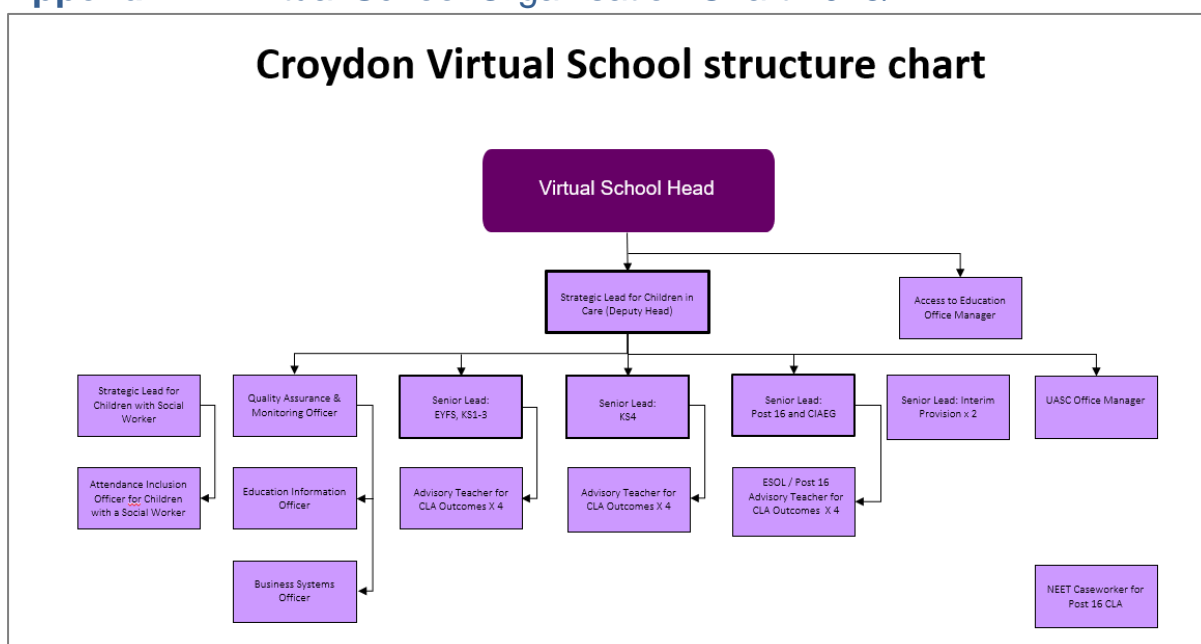
## **19 APPENDICES**

- Appendix A – Virtual School Organisation Chart
- Appendix B – KS2 CLA Year 6 Results 2023/24
- Appendix C: Termly attendance
- Appendix D: Virtual School training and development 2023/24
- Appendix E: Virtual School planned use of Pupil Premium Plus 2023/24
- Appendix F: Extracts from statutory guidance and key links

## **20 BACKGROUND DOCUMENTS**

## Appendices

### Appendix A: Virtual School Organisation Chart 2023/24



Source: Virtual School data

### Appendix B: KS2 CLA Year 6 Results 2023/24

CLA Yr 6 Results 2023/24	In Care longer than 3 Years at time of exams		In Care between 1 and 3 Years at time of exams		In Care less than 1 Year at time of exams	
	Total	with EHCP	Total	with EHCP	Total	with EHCP
Reading, Writing & Maths	1		2			
Reading & Writing	1					
Reading Only			1			
Writing Only						

Maths Only			3			
Did Not Pass Any	1		1		1	1
Disapplied	4	4				

Source: Virtual School data

### Appendix C: Termly attendance 2023/24

	YEAR	Autumn 2023/24				Spring 2023/24			Summer 2023/24			
		Sep-2023	Oct-2023	Nov-2023	Dec-2023	Jan-2024	Feb-2024	Mar-2024	Apr-2024	May-2024	Jun-2024	Jul-2024
Primary School	Year R	69.70	92.70	90.36	92.64	93.74	94.14	95.01	96.42	95.62	94.68	99.00
	Year 1	98.27	98.40	96.79	96.83	94.99	94.64	92.45	92.54	91.41	91.91	92.94
	Year 2	95.96	95.77	96.80	95.06	94.81	90.20	89.01	91.90	90.02	93.06	93.49
	Year 3	97.86	97.70	96.32	96.67	97.11	97.27	96.34	95.27	95.78	95.75	96.03
	Year 4	94.58	94.16	93.64	94.15	94.87	95.69	95.71	95.80	95.94	96.00	96.02
	Year 5	96.75	96.23	95.97	94.79	94.45	93.65	94.63	94.46	94.27	94.08	94.15
	Year 6	93.61	92.08	93.17	92.82	89.55	88.86	93.76	89.62	89.97	90.36	96.08
Sub Total	Primary	95.21	95.25	95.16	94.77	94.08	93.31	93.72	93.33	92.96	93.46	94.82
Secondary School	Year 7	97.37	95.98	95.71	95.05	94.72	95.32	95.29	95.56	93.19	95.72	90.85
	Year 8	92.89	90.38	92.39	91.66	91.02	91.95	92.59	91.98	91.62	91.79	90.26
	Year 9	93.84	93.88	94.64	93.81	93.91	89.34	91.34	91.35	91.23	90.84	94.26
	Year 10	87.39	83.91	84.59	84.82	82.29	79.96	80.63	77.91	76.29	78.82	75.17
	Year 11	83.43	81.49	75.69	80.62	78.97	72.91	75.48	73.86	73.59	78.89	-
Sub Total	Secondary	89.23	87.26	88.21	87.58	86.20	83.10	84.46	82.92	82.05	84.47	85.19
<b>Total</b>	<b>SSA</b>	<b>91.31</b>	<b>89.91</b>	<b>90.58</b>	<b>90.02</b>	<b>88.80</b>	<b>86.38</b>	<b>87.46</b>	<b>86.30</b>	<b>85.48</b>	<b>87.23</b>	<b>88.69</b>

Source: VS CLA Dashboard / Attendance Monitoring (section 3)

## Appendix D: Virtual School training and development 2023/24

Topic	About the session	Audience	Delivered
Introduction to ePEP	An overview of the ePEP system and the roles and responsibilities of the professionals.	New Designated Teachers and Social Workers. Internal colleagues new to role.	Ad hoc, ongoing through the year
The Role of a Designated Teacher (Arena)	A bespoke training delivered by the Virtual School team reviewing statutory requirements and specific guidance on Croydon Virtual School processes. (offered via Arena)  What does the DT do / the importance of the role / sharing good practice / legal responsibilities of the DT and School.	Designated Teachers and School facing colleagues supporting children with looked after experience	February 2024 September 2024
Virtual School Team Training	Service development meetings have been used to deliver regular training to the virtual school team, in addition to occasional additional dates. Topics covered with the team have included: <b>Children's voices around trauma, Zones of Regulation, Foster Carer's discussion, Cross network working- building relationships, Improvement Plan and Personal Education Plans.</b>	Virtual School team	Monthly meeting
KUDOS training	What is KUDOS / how can we use it / what is the best practice in sharing kudos details.	<ul style="list-style-type: none"> <li>NEET Participation Team</li> <li>Virtual School team, all departments</li> </ul>	February 2024
SharePoint training	What is SharePoint / where can we find it / how can we share resources on SharePoint.	Virtual School team, all departments	February 2024



## Appendix E: Virtual School Croydon planned use of Pupil Premium Plus 2023/2024\*

Allocation approx. £1.2 million approx

Resource	Cost	Rationale	Evidence of impact
<p><b>12 x full time Advisory Teachers for cohorts:</b></p> <p>NCY R-Y9 = 208            NCY Y10 &amp; Y11 = 119  <i>(as at 31/03/23)</i></p> <p>If advisory teachers are under capacity funds will be available for emergency requests</p>	<p>12 x £42,000=            £504k</p>	<p>Increases VS permanent capacity to 12 specialist staff.</p> <p>Means every SSA child and school can have an allocated worker who has minimum contact at one PEP per year. QAs all PEPs and provides direct support and training to DT/ foster Carers as needed. ATs will have a cohort of approx 45 young people- also supporting at a child's EHCP or in any SEND needs assessments.</p>	<ul style="list-style-type: none"> <li>• CLA surveys (complete)</li> <li>• Attainment and progress outcomes for CLA Pupils (2023/24)</li> <li>• Case studies</li> <li>• % High quality PEPs</li> <li>• %PEP completion</li> <li>• OFSTED</li> </ul>
<p><b>Funding Allocated to schools</b> via individual targets- can be on an individual request for resource via ePEP including but not limited to the options below.</p>	<p>Up to the max amount £1500 per pupil.</p> <p>Up to a total amount of approx. £700k of the grant funding for all</p>	<p>Schools have control of funds to spend on specific needs of CLA via individual targets.</p>	<ul style="list-style-type: none"> <li>• Via PEPs</li> <li>• Via school surveys</li> </ul>
<p><b>Collaborative intervention support.</b> For young people who might be going through a crisis such as a sudden change of placement or other trauma that affects school attendance and attainment</p>	<p>Case by case basis- as additional funding bids asked for by schools/ Advisory team or SW/or Foster Carers</p>	<p>Pupils at risk of exclusion may be supported with respite places if evidence is there of schools' efforts.</p> <p>Training and offer of staff development program, around inclusive practice schools.</p>	<ul style="list-style-type: none"> <li>• Reduction in permanent exclusions</li> <li>• Testimony from schools</li> <li>• And pupils</li> <li>• Case studies</li> <li>• Re-integration of pupils</li> </ul>

Resource	Cost	Rationale	Evidence of impact
<b>Education Psychologist</b> Access for In Borough CLA and SW to CLA	£29,000	(EP)	<ul style="list-style-type: none"> <li>Consultation data.</li> <li>No of YP supported by EP</li> </ul>
<b>PCLA</b> advice and guidance (1FTE) for schools	Section 31 grant (to be confirmed)	Specialist role- telephone and face to face advice and guidance to carers, parents and professionals, support with educational placement, progress and attainment.	
<b>ARENA Training Days</b>	£10k	Training and advice in specialist CLA related topics accessible	Staff and pupil feedback
<b>Trauma informed practice introduction to schools</b>	Staffed by ATs as per cost above (or bespoke at cost to schools)	Bespoke packages for staff training days.	Young people report increases in quality of experience at school
<b>The ARC Centre programmes</b>	£8k (Year 2)	Courses and 1;1 support for pupils needing emotional wellbeing through animal care	Individual outcomes in phonics, reading and wellbeing (SDQ)
<b>Online EAL Provision (Flash Academy)</b>	£5,500 (Year 2)	Access to online EAL programme for UASC CLA to support learning English & the move to mainstream education	Young people feel supported in developing their English skills to move to mainstream education
<b>Off The record counselling- for individua and group</b>	£12,000	Access to individual or group counselling in Croydon as required.	Young people have better mental and emotional health
<b>Exceptional circumstances- approved support packages</b>	As needed	For specific cases as need arises	Young people's individual needs are addressed

***\*\*This is intended as a guide spend only- detailed live information will be published to Corporate Parenting panel annually.***

## Appendix F: Extracts from statutory guidance and key links

### The DfE Conditions of Grant:

*“The CLA premium must be managed by the designated virtual school head (VSH) in the local authority that looks after the child and used without delay for the benefit of the looked-after child’s educational needs as described in their personal education plan.*

*The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the Designated Teacher or another member of staff in the child’s education setting who best understands their needs. Processes for allocating funds to a child’s education setting should be as simple as possible to avoid delay.”*

### [The Role of the Designated Teacher for looked after children \(Feb 2018\)](#)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683561/The\\_designated\\_teacher\\_for\\_looked-after\\_and\\_previously\\_looked-after\\_children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf)

41. *For children looked-after, PPG+ funding is managed by the Virtual School Head (VSH) for the purpose of supporting their educational achievement. The VSH and schools, including the Designated Teacher, should work together to agree how this funding can most effectively be used to improve looked-after children’s attainment. All PEPs should include information about how that looked-after child is benefitting from the use of PPG+ funding to improve their attainment.*
42. For previously looked-after children, PPG+ funding is managed by the child’s school. The amount a school receives is based on the number of eligible children recorded in the school’s annual January School Census return to the Department for Education.
43. *For both looked-after and previously looked-after children PPG+ is not a personal budget for individual children. The VSH and school manage their PPG+ allocation for the benefit of their cohort of looked-after or previously looked-after children and according to children’s needs.*

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