LONDON BOROUGH OF CROYDON

REPORT:	**Croydon Council** **Corporate Parenting Panel**
DATE OF DECISION	**Wednesday 18th January 2023**
REPORT TITLE:	**Annual Report of the Virtual School (2021 / 2022)**
CORPORATE DIRECTOR / DIRECTOR:	**Debbie Jones, Corporate Director Children, Young People and Education**
LEAD OFFICER:	**Jo Jack** **Interim Head of Access to Education /** **Interim Head of the Virtual School** **Jo.Jack@croydon.gov.uk** **Shelley Davies, Director of Education** **Shelley.Davies@croydon.gov.uk**
LEAD MEMBER:	**Cllr Maria Gatland** **Cabinet Member for Children, Young People & Learning**
DECISION TAKER:	**Guidance:** Only needed when *decision is a delegated decision i.e., delete row if report to Cabinet, Council, Committee, Sub-Committee or Executive Mayor.*
AUTHORITY TO TAKE DECISION:	N/A
KEY DECISION? [Insert Ref. Number if a Key Decision] *Guidance: A Key Decision reference number will be allocated upon submission of a forward plan entry to Democratic Services.*	**[Yes] or [No]** N/A
CONTAINS EXEMPT INFORMATION?	**[YES] / [NO]**

(* See guidance)		
WARDS AFFECTED:		All

1. SUMMARY OF REPORT

This report summarises the achievement of CLA for the academic year 2021/22.

The Virtual School continues to strive towards pupils achieving their very best individual results. Care experienced young people are very much a specialist group, with varied additional needs. What is vital for this cohort, is that we ensure all professionals have the highest expectations for pupils through their PEPs. Our 95%+ completion rates and *good* (quality) rating means we can effectively support and challenge schools to use their resources and the child's PPG effectively to help impact attainment.

The report also details the involvement of the Croydon Virtual School in ensuring that this cohort reach their full potential.

The report is written in line with Council's Renewal and Improvement Plan, particularly the aim to 'deliver efficient and effective services that provide value for money to residents', likewise at Directorate level, the priority 'Our children and young people thrive and reach their full potential'.

2 RECOMMENDATIONS

2.1 To agree the report and considers the key priorities for the Access to Education Service, which form the foundation for the day-to-day operation of the Virtual School.

1. Ensure Croydon's schools take steps to become more inclusive: working in partnership with CSC and LA on issues around race, equalities and safeguarding.
2. Ensure all vulnerable pupils and young people are supported in their education, training, and employment settings to make progress towards better educational outcomes.
3. Ensure training advice and guidance is available to all Croydon settings for the inclusion of the most vulnerable.

3 REASONS FOR RECOMMENDATIONS

3.1 To enhance the work of the Virtual School and ultimately improve the education chances for CLA in the corporate care of Croydon Council.

4   BACKGROUND AND DETAILS

4.1   The Croydon CLA Cohort 2021/22

Overall demographics of Croydon CLA: the Virtual School works on behalf of all care experienced children and young people of 'educational age', i.e., from age 2 – 19. In school years, this is nursery – Yr. 13. Our records show the following:

- At the end of the academic year (as recorded on 08 August 2022) there were a **total of 626 children and young people in care**. **314 males compared to 312 females**. This is a much higher ratio of girls than previous years.   However, the overall marked reduction of 99 fewer children than the end of last year, is partly due to a change in Croydon Council and how the Home Office process Unaccompanied Asylum-Seeking Children (UASC).

- For the same recording period, of the 626, 262 of these children and young people were of SSA (reception – Yr. 11 / ages 4-16), 82 children fewer than the same time last year. This reduction of SSA care experienced children is in line with the Children's Social Care improvement plans.

- As recorded at the end of July 2022, the Virtual School worked with 774 care experienced children and young people.

- **Ethnicity:** there is a spread of ethnicity throughout the CLA cohort with White British representing the largest proportion. The UASC cohort represent the most diverse of ethnicities (19), although there are 5 main countries of origin (see UASC section below 4.7 and full ethnic breakdown of the CLA cohort for 2021-2022 in Graph 1 below).

4.1.1   Schooling in or out of borough:
A total of 48% of children and young people attended in borough schools and 52% were placed in out of borough schools. These results are placement driven, but the trend remains very similar to last year. Weekly presence at the Care Panel by a Virtual School colleague ensures the timely influence and input in placement decision making.

4.1.2   SEND:
August 2021, 229 CLA (38% of the cohort), aged 2 - 19 were identified as having SEND needs. Of these 229 children and young people, **97** (16%) had an EHCP and **132** (22%) were classified by schools as receiving SEND support. These figures are slightly down on last year, due to a smaller cohort overall. However, a higher percentage of the cohort required advocacy in relation to their EHCPs, likewise support from the Education Psychologist.

### 4.1.3   Unaccompanied Asylum-Seeking Children (UASC):
At end of academic year 2022, 460 children and young people were recorded as locally looked after compared to 166 UASC. This represents a marked decrease in UASC numbers when compared with the previous year (262). It is thought that the reintroduction of the National Transfer Scheme for UASC (a focus on distributing the UASC cohort nationally) has caused this marked decrease.

The UASC cohort ranges from ages 12 - 17 years on arrival. Emotional support and counselling has been offered via the Refugee Network and Off The Record (a

counselling agency for young people) and the Advisory Team undertake weekly check-ins. See more detail in section 4.7.2 re this cohort.

UASC young people currently represent **19** nationalities, with the majority of our UASC from five main countries: Afghanistan (25%), Vietnam (23%), Albania (19%), Iran & Eritrea both (7%). See full ethnic breakdown of the CLA cohort for 2021-2022 below.

Graph 1: Ethnicity of Croydon CLA 2021/22
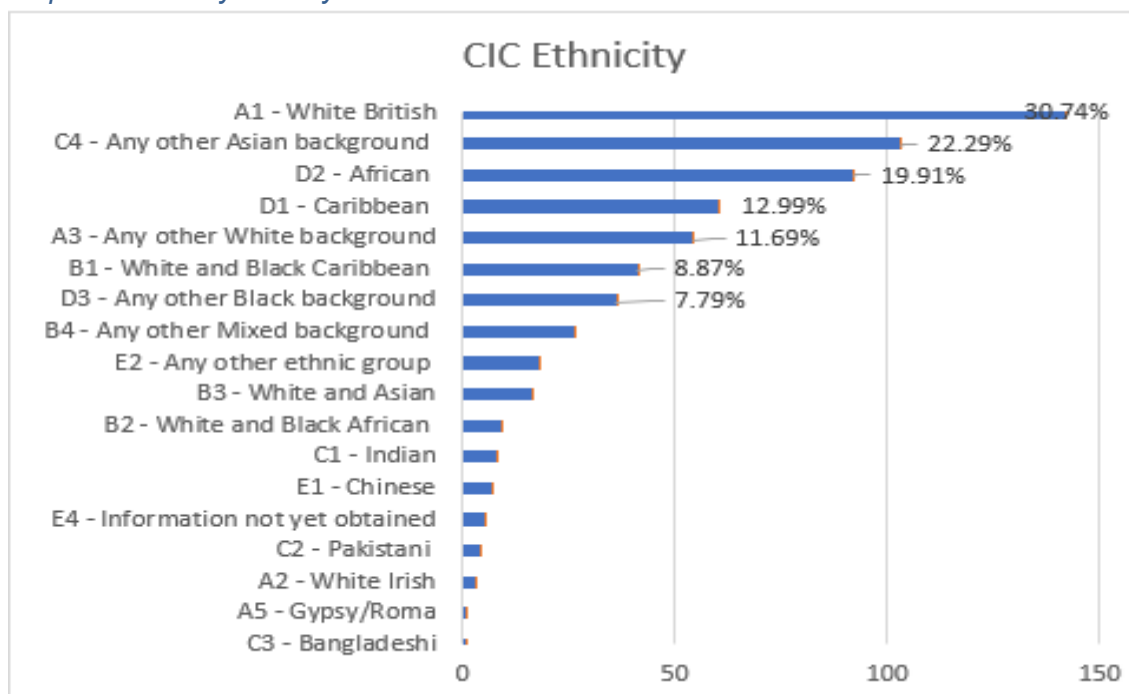
4.2   Staffing structure and capacity in the Virtual School

4.2.1   **The Virtual School team** consists of 23 members of staff. Due to a recent restructure and move for the team into the Access to Education service, the team structure differs slightly to last year, with a new leadership framework outlined below. The Advisory Teachers (ATs) framework has not changed; the format has proven successful for the last 3 years.

The leadership framework:
- 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 (EYFS – KS3, KS4 and KS5 / Post 16)
- Operational staff within each education phase which include specialists, e.g., ESOL and a non-teaching Post 16 Adviser.

All teaching and direct contact posts with statutory school age pupils are funded through Pupil Premium Plus Grant.

4.2.2   **The** Young Director, Assistant Young Director and two other care experienced young people have now successfully completed their apprenticeships, likewise tenure with the Virtual School and have moved on to permanent jobs elsewhere in the council.

4.2.3   **Advisory Teacher (AT) allocation:**

Each teacher has a named cohort of no more than 60 pupils; the average is 49. This revision of allocation means that:

- ATs can attend a higher number of Personal Education Plan (PEP) meetings, quality assure all plans and support schools to best allocate their Pupil Premium resource for the needs of the individual child.
- ATs follow the children and young people's progression through education providing essential consistency of support and knowledge.
- Smaller cohorts enable the development of strong relationships between our team, schools, social workers, carers, and young people, which enables both challenge and support to schools and a more thorough response to the child / young person's support needs.

4.3 Attainment and Progress data 2021-2022

Attainment data can be tracked 'live' through the ePEP tool. Summary data highlights the % of children and young people on track for their end of year expectations. The attainment data on PEP documents is also recorded. An example summary graph (below) shows all pupils and % meeting targets (averaged across subjects) in the summer term.

Graph 2: Current attainment 2021/22
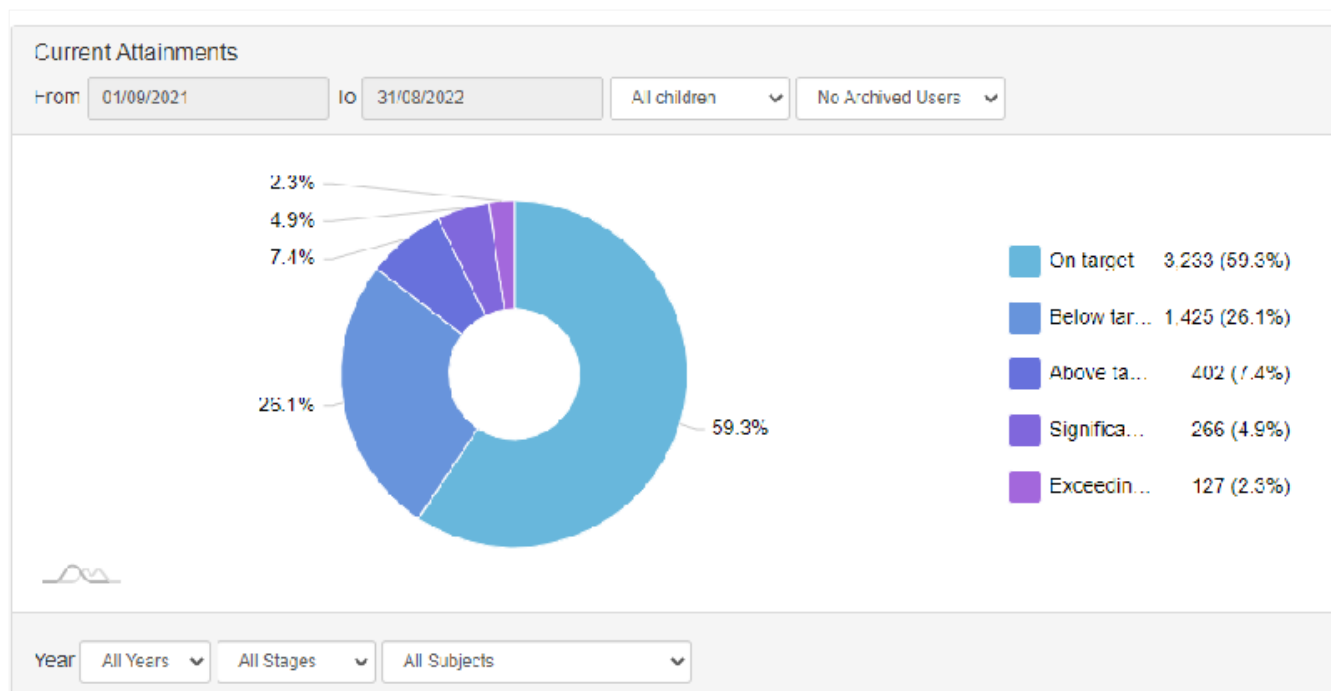
Source: ePEP

4.3.1 EYFS end of Key Stage (KS) results

EYFS is not compulsory school age and as a result up to the age of 4 there is no PPG+ paid directly to the Virtual School. PEPs are not compulsory until Reception Age when we start getting some data that is then fully available in the Summer Term ahead of transition to Year 1. It is an area that we will be developing in the future especially now that we have the new Education Directorate Structure where we can liaise with various data teams and new Strategic Leads within the teams in Education, SEND and Social Services which will improve transition work with all departments and educational placements in and out of borough.

4.3.2 KS1 attainment: Year 1 phonics screening check:
There are 9 children in this cohort. 3 have identified SEND, 1 of which already has an EHCP.

All children are required to sit a phonics screening check – where children are tested on their ability to phonically decode a combination of real and 'made-up' words. 3 children from this cohort passed the Year 1 phonics screening (with a mark of 32+ out of 40). 2 children were disapplied by their schools due to SEND levels. The remaining 4 children will re-take their screening in Yr. 2 following support and intervention from their schools and the Virtual School team.

4.3.3 KS1 attainment (Year 2).
Of the 13 Year 2 pupils in this cohort, 9 children had been in care for more than a year at the time of year end.

6 of the 13 pupils have SEND needs; 2 have EHCPs and 4 are on school level support plans. This has had an impact of pupil attainment; progress is an important measure. 7 of the 13 pupils met their teachers' and schools' own targets for the year.

12 of the Year 2 pupils took their phonics screen. 7 pupils passed at this stage, which is really pleasing and will likely show as progress in reading over time.

These results are an extremely positive outcome for the Virtual School and can be directly attributed to the holiday school provision at The Animal Rangers Community Centre, (ARC). At the ARC, there was a phonic focus for pupils who were identified as needing additional intervention. Furthermore, our Advisory Teacher supported schools and carers across the year to ensure the cohort were grasping their phonics.

Table 1: KS1 attainment

	National Expected RWM	*Reading*	*Writing*	*Maths*
Year 2 (14)	7.14%	21.4%	7.14%	85.71%
NI101 (10)	10%	30%	10%	40%

The 7% and 10% here respectively represent 1 (and 1 in NI101) pupil who attained the expected standard in Reading Writing and Maths.

4.3.4 KS2 forecast attainment and progress (Year 6). 23 reportable pupils in this year's KS2 with 26 in the whole cohort.

Of the N101 cohort (those who have been in care for at least one year at the time of testing), 35% of the reportable cohort (8 out of the 23 pupils) or 31% of the entire cohort were working at the combined 'expected standard' in Reading, Writing and maths. The most recent reported average for CLA nationally was 35%. It is of note that 25 of the 26 pupils have been with the Virtual School for 3 years or more, which may have positively impacted the better outcomes

4.3.5 KS2 pupils' attainment and SEND:
The results below highlight the increase in EHCPs within the cohort.

- 17 out of 26 in this cohort have identified SEND needs
- 8 pupils have an EHCP, with 1 child with a plan in progress
- 9 pupils access school level support

PEP tracking and targets, written by the Advisory Team, focuses on:
- subjects which need intervention or
- where funds are needed to assist progress or
- where resource is needed to support specific learning needs for children without an EHCP

Of the 26 pupils in this cohort, 15 are reported as on track for their personal targets in reading, writing & maths.

This year, the Virtual School maintained the focus on developing Advisory Teachers' (ATs') understanding of the cohort's SEND needs. To facilitate their position as a lead professional for individual SEND CLA, ATs attended Annual Reviews and had specific input from the Education Psychologist.

Table 2: KS2 attainment 2021-2022

Key Stage 2 results	2020 27 pupils	2021 28 pupils	2022 26 pupils
% pupils achieving expected standard in Reading/Writing/Maths combined	37% 0 GDS	47% + 3% GDS	31% 7.7% GDS
% pupils achieving expected standard in Reading	70.4% 0 GDS	47% +9% GDS	38.46% +15.58% GDS (3 pupils)
% pupils achieving expected standard in Writing	44.4% 0 GDS	47% +3% GDS	42.3% +4.35% GDS (1 pupil)
% pupils achieving expected standard in Maths	55.6% 3% GDS	57% +12% GDS	26.9% +11.6% GDS (3 pupils)
% pupils achieving greater depth in one or more areas	4%	7% Inc 1 pupil with 4 GDS	15.4% (4 pupils) Inc 2 pupils with 3 GDS

4.3.6 KS4 attainment

Year 11 cohort contextual background: Table 3 below gives an overview of our Year 11 reportable CLA NI101 2022 cohort. Key points to note:

- Cohort total 45 pupils (much smaller than last year and contained fewer UASC young people).

- 20 pupils were entered for 8+ GCSEs

- 11 of these pupils achieved at least 9 – 4 including English and maths (represents 24.44% of the cohort)

- 8 of these pupils achieved at least 9-5 including English and Maths (represents 17.78% of the cohort)

- All these results are both an increase on last year (from 15.49%-24.44%) and above national averages for CLA (7% in 2018). This is a significant increase, mainly due to the reduction of UASC numbers.

Table 3: Year 11 cohort 2022- contextual information

Cohort description	2022	2021
Total cohort size	58	97
No in N101 cohort (more than 1 year in care at March 31st 2021)	45	72
Nr of UASC in whole cohort	15	50
Nr of UASC in N101	11	29
Nr of whole cohort in Croydon schools	33	44
Nr of cohort in N101 in Croydon schools	24	38
Nr of cohort missing education	1	5
Nr. missing in education in N101 cohort	1	2
Nr. in N101 attending a non- mainstream school	6	17
Nr. in whole cohort attending a non- mainstream school	13	27
Nr. in care for < 1 year at time of exams	13	11
Nr. in care for < 2 years at time of exams	21	37
Nr. in care for >5 years at time of exams	13	14
Nr in N101 cohort with SEND EHCP	9	17

Nr in whole cohort with SEND EHCP		9	17
Nr in N101 cohort with SEND support		5	26
Nr in whole cohort with SEND support		10	27
Nr in N101 entered at Level 1/2		39	47
Nr in whole cohort entered at Level 1/2		45	56
Nr in N101 entered for 8 eligible subjects		20	19
Nr in whole cohort entered for 8 eligible subjects		25	22

NBMYear 11 attainment: the high mobility and daily contextual changes of our CLA cohort means that year on year, comparison proves difficult. Nevertheless, it is pleasing to note that in 2021/22: 24% of pupils (vs 18% last year) achieved 5 or more GCSEs grades 4 - 9 including English and maths.

Table 4: Attainment at KS4 21-22

	NI101	GCSE	English	Maths
		5+ 9-4EM	9-4	9-4
KS 4 - 45 CLA	Yr. 11	**24.44%**	26.7%	33.3%
Full Cohort 58 CLA Yr. 11		**20.69%**	20.7%	27.6%

Source: Croydon Virtual School data

4.3.7   KS 5 attainment

Table 5: Year 13 attainment data 2021-2022

	Number	L3	L1/2	EL	No Results	No data to date*
Total Yr.13	139	10	25	20	82	**2**
NI 101	129	9	23	19	76	**2**

Source: Croydon Virtual School data

4.3.8   **PEP completion.** The Post 16 team together with some of the SSA Advisory Teachers massively impacted the completion of Post 16 PEPs this year. This included approximately 285 students, inclusive of 26 Yr. 14s, with EHCPs. Of the 285 students, 35 young people in Yrs. 12 and 13 with were identified as a priority group. The

achievement pertaining to Yr. 14s was a considerable breakthrough fortified through positive collaborative working with the SEND team's EHCP Coordinators.

4.3.9 **Quality Assuring PEPs.** Last year highlighted an improvement in the quality assuring process. In 2020/21, 13 PEPs were deferred in stark contrast to this academic year, where the total was only 3. Although a considerable year on year improvement in performance, the team felt that their exceptionally hard work to secure educational data was not wholly represented here.

4.3.10 **Networking and partnership working** have been paramount in the team's success. Through strong partnership working with the Education Psychologist, the team was able to ensure that 2 young people who were experiencing severe mental health challenges were successfully supported through the EHCP application process. Both young people have secured college places for September (2022).

Robust networking and working relationships have been developed with other Virtual Schools. By sharing good practice and resources, the specific focus has been raising attendance and reducing the NEET cohort.

4.3.11 **Careers advice.** The KS5 cohort has had access to careers advice supported by written action plans for them to take away and refer to.

The Post 16 Team attends Care Panel, Complex Adolescence Panel and Resettlement Panels on rotation. At these panels, the Post 16 team member provides professional educational advice and guidance to panel colleagues as well as share information to the wider Virtual School team to help support their work with the young people with complex lives.

4.3.12 **Looking forward.** The Virtual School is exceptionally proud of our cohort's achievements, particularly through a period of great instability during the COVID pandemic. To recognise and celebrate their achievements, there is current planning for an Education Awards Ceremony in conjunction with Leaving Care team colleagues.

4.4 Attendance, persistence absence and exclusions

4.4.1 **Availability of attendance data.** Due to COVID 19 and the non-compulsory attendance at school, there is no attendance data for 2020/21. It has not yet been agreed how school attendance will be monitored and compared nationally, as schools have a range of bespoke flexible options based on their context.

4.4.2 **How the Virtual School collect and record attendance data.** Data is currently collected and recorded online. Following a commissioning and procurement exercise in 2021 (February – July), ePEP by eGOV have been providing a streamlined "one stop" data system from 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.

4.4.3 Monitoring pupils' attendance. Pupils' attendance is monitored 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.

The table below depicts cumulative attendance figures (%) across the academic year. Both primary and secondary pupils show an overall decline in attendance, with Year 11 pupils starting with the lowest percentage of attendance.

Where problems for individual families were noted, Advisory Teachers (ATs) negotiated with schools to ensure that attendance could be prioritised for these pupils.

Table 6: Overall Attendance as a Percentage (cumulative)

		Autumn 21/22	Spring 21/22	Summer 21/22
Primary School	Year R	86.99	86.37	94.59
	Year 1	95.32	93.38	89.71
	Year 2	96.27	95.79	94.22
	Year 3	96.47	96.08	94.74
	Year 4	96.58	96.10	89.91
	Year 5	97.15	97.31	96.96
	Year 6	91.61	90.45	93.40
Sub Total	Primary	94.65	93.94	93.56
Secondary School	Year 7	97.14	97.48	94.85
	Year 8	92.57	91.51	90.44
	Year 9	93.33	92.24	88.22
	Year 10	94.40	91.88	91.30
	Year 11	87.61	87.11	81.54
Sub Total	Secondary	92.61	91.74	88.67
Total	**SSA**	**93.32**	**92.50**	**90.30**

4.4.4 **Project: attendance data collation** has been underway in collaboration with eGov since Spring 2021. Nominated school Attendance Officers now have direct access to the ePEP Attendance Module which allows them to enter weekly attendance information for each pupil. The table below details pupils' (by year group) average attendance (%). The calculation is on collected data only.

Table 7: Attendance by year group & month

		Autumn Term 21/22				Spring Term 21/22			Summer Term 21/22			
		Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22
Primary School	Reception	87.65	86.46	84.57	88.82	76.01	68.08	82.30	88.77	100.00	98.83	97.13
	Year 1	98.42	94.09	86.10	98.33	83.84	81.67	85.23	84.85	94.34	97.74	96.28
	Year 2	96.73	91.06	94.62	93.57	94.62	92.97	96.64	93.32	94.92	92.45	87.21
	Year 3	98.49	90.91	94.08	88.13	96.67	93.17	94.57	92.61	93.62	96.61	96.70
	Year 4	97.89	93.42	91.10	96.70	80.26	76.25	94.15	93.04	95.29	98.31	97.28
	Year 5	96.97	96.42	98.43	94.38	96.85	98.33	96.92	90.71	93.27	93.52	87.98
	Year 6	98.98	90.45	90.35	87.19	87.48	89.48	97.25	94.45	95.47	91.13	94.20
Average Collection	Primary	96.4%	91.8%	91.3%	92.4%	87.9%	85.7%	92.4%	91.1%	95.2%	95.5%	93.8%
Secondary School	Year 7	95.04	96.34	98.00	97.04	96.68	97.23	95.84	95.04	94.69	94.79	98.45
	Year 8	90.74	95.2	93.40	79.49	87.29	83.98	84.57	89.71	92.01	87.85	85.33
	Year 9	91.21	92.25	88.48	86.12	86.59	90.36	89.51	86.42	87.82	81.78	81.27
	Year 10	95.8	95.47	90.20	89.16	89.29	91.59	89.02	90.61	84.44	86.44	77.87
	Year 11	87.22	86.91	85.71	83.57	83.34	80.00	81.42	76.36	74.82	50.38	17.90
Average Collection	Secondary	92%	93.2%	91.1%	87%	88.6%	88.6%	88.0%	87.6%	86.7%	80.2%	72.1%
Overall Average Collection		94.6%	92.4%	91.2%	90.2%	88.24%	86.9%	90.6%	89.6%	91.2%	89.1%	84.8%

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

This data enables the Virtual School to identify where attendance collection/ attendance at school is causing concern and action appropriately.

Maintaining the robustness of this data collection will continue to be a focus for 2022/23 academic year.

4.4.5 **Persistent Absence.** Pupils are identified as a persistent absentee if they miss 10% or more of their possible sessions. This includes absence with a positive COVID case. 10% of sessions translates to around 7 days of absence across the autumn term[1].

In July 2022, the following numbers were classified as persistent absentees:

Table 8: Persistent Absence

624 cohort	No.	%
Below 90%	163	26
Below 85%	125	20
Below 80%	98	15
Below 75%	81	13

Source: VS CLA Dashboard / Persistent Absence

[1] *Source:Pupil absence in schools in England: autumn term, Autumn Term 2021/22 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)*

The *2020/21 DfE Outcomes for CLA Absence (6 Terms)* quoted for children who have been looked after for more than 12 months (at March 2021), a national rate of 30.4%. Croydon Virtual School was specifically referenced in this report as requiring significant improvement in this area, as the percentage comparison was 28.4%. To this end, persistent absence remains a focus for the Virtual School.

Current strategies and considerations:

- A change in how COVID 19 absences are reported is directly correlated to an increase in absence figures – namely absence indicators *X* (not required to be in school) and absence indicators *Y* (unable to attend due to exceptional circumstances) is now categorised as C (authorised absence).

- Our advisory teams and their corresponding Senior Lead track and identify where a pupil is struggling and then support the school to intervene and ensure improvements.

- 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.

- An action plan via the PEP targets is in place for each child with persistence absence.

4.4.6 Exclusions

- **Permanent Exclusions in primary pupils.** No exclusions during 2021/22. 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. Out of borough, we visit to assess need and look at what additional support is needed.

- **Permanent Exclusions in secondary pupils.** One permanent exclusion during 2021-2022 (a decrease on the previous year's figure of 3).

- Following Virtual School intervention, 3 permanent exclusions were rescinded by Headteachers (all out of borough children). In 2 of the cases, EHCPs have been secured via support and recommendation from Croydon Virtual School.

Fixed Term Exclusions in primary pupils totalled 17 during 2021/22 - 7% of the cohort - significantly lower than last year (12.9% pupils).

This marked decrease 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.
Practise example: Reach2Teach (an inclusion tool), was rolled out to up to 30 Croydon primary schools offering helpful strategies to learn and settling to learn, which ultimately help to reduce exclusions.

Table 9: No. of fixed term exclusions issued to CLA in Croydon 2021-2022

	2021-22	**2019/20**

School location	Nr. of Croydon CLA receiving 1 or more FTEx	Nr. of FTEx issued to Croydon CLA	Nr. of Croydon CLA receiving 1 or more PEx	Nr. of FTEx issued to Croydon CLA
In-borough	13	21	34	65
Out of borough	14	24	26	41
TOTAL	27	45	60	106

4.5 Personal Education Plans (PEPs) & Quality Assurance

4.5.1 **Personal Education Plans (PEPs)** 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 set out the plan for monitoring and supporting the child's educational progress over the academic year. The plan must be reviewed at least once every term. This is a statutory duty for children's social care. In Virtual School we request these 3 x yearly for all pupils to give a more accurate view or progress.

4.5.2 **Sharing PEPs with carers.** The Virtual School is currently looking at the most effective way of sharing PEPs with carers. The ambition is to share a PEP with a carer within 14 days of the completion, quality assurance and final sign off the PEP document. The viability of this is being explored.

4.5.3 **PEP completion rate for Statutory School Age (SSA) pupils.** The % SSA children and young people with one PEP that had been reviewed and completed in the last 6 months in summer term 2022 was **95.2%**. Source: KPI CLA 13, ePEP.
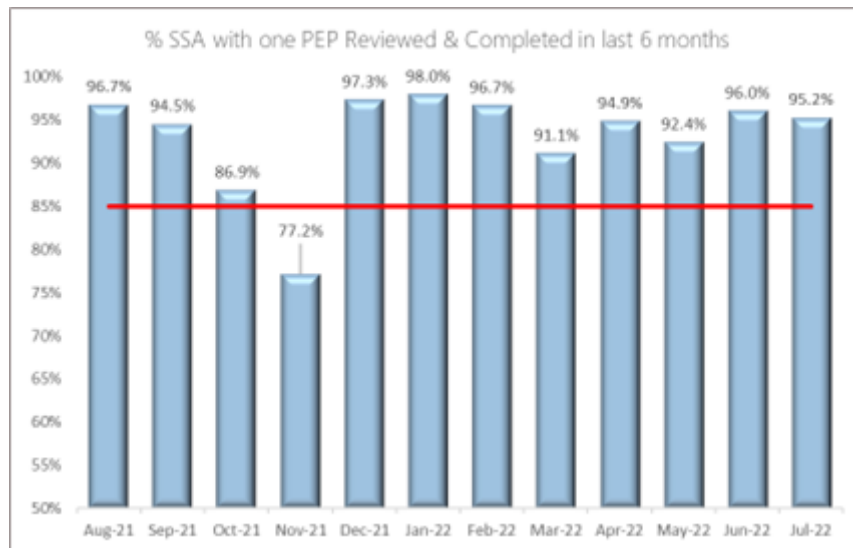
Personal Education Plans (PEPs) completion rate has been at 90% or higher every month this academic year, except for October and November 2021 when the figures dropped to 86.9% and 77.2% respectively. This can be attributed to the end of summer term and the 6-week summer holiday period during which PEP meetings generally do not take place.

Of these, 58% were rated good and 35% rated excellent through the Virtual School quality assurance process. This will continue to be a focal point for next academic year, where Virtual School workers will help 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 checked by SLT. We also cross check with the SEND team as part of their "EHCP deep dive". We have a scheduled look at EHCP/PEPs for CLA in autumn term 2022. Source: KPI CLA 13, ePEP.

The latest data available for this Indicator as at the end of July 2022 shows performance at 95.2% which is above our target of 85% as reported to the Corporate Performance Team.

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 the data reported for this key performance indicator is across 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.

4.5.4 PEP completion rate for post 16 CLA (Years 12 and 13) with one PEP reviewed and completed in the last 6 months (rolling period) has improved over the academic year and is now consistently in the 90% range. This is not a key performance indicator and therefore no target has been set, however the trend for completions remains strong.

Graph 4: % Post 16 CLA (Years 12 & 13) with one PEP reviewed & completed in last 6 months
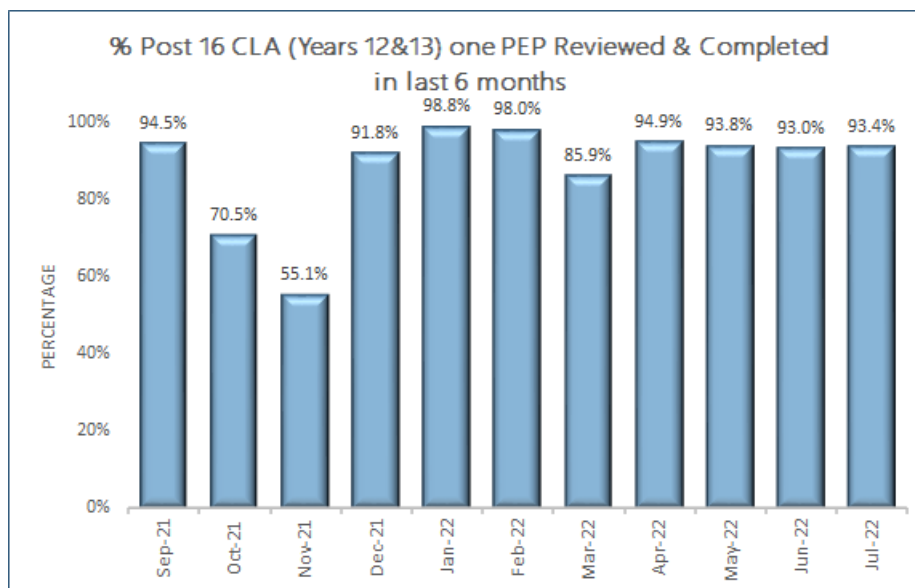
Source: ePEP: % of Post 16 CLA (Years 12 and 13) one Personal Education Plan (PEP) reviewed and completed within the last six months.

5.5.5 Reporting on quality assured PEPs for SSA pupils. There has been an increase in the number of PEPs judged through quality assurance (QA) as *good* or *excellent*. In Summer Term 2022 89.8% SSA PEPs were either *good* or *excellent*.

The way in which quality assurance of PEPs is reported changed during 2021/22. Quality Assurance is now reported on a termly basis rather than on a 6-month rolling period, which makes the data more relevant for our service.

A voluntary target of 75% was initially added to this indicator to provide a benchmark from which performance could be monitored. The introduction of a new 'Requires Improvement' (RI) RAG rating has had a positive impact on the percentage of PEPs rated as *good* or *excellent*, which in turn has positively impacted PEPs that would have previously been rated as deferred. Performance on this indicator remains strong.

4.5.6 Deferred PEPs The number of PEPs that are rated as deferred each term is extremely low. This is due to the work undertaken by the team's Advisory Teachers, and Senior Leads in engaging with our young people, Designated Teachers and Social Workers to drive up the quality of the PEP meetings and documents.

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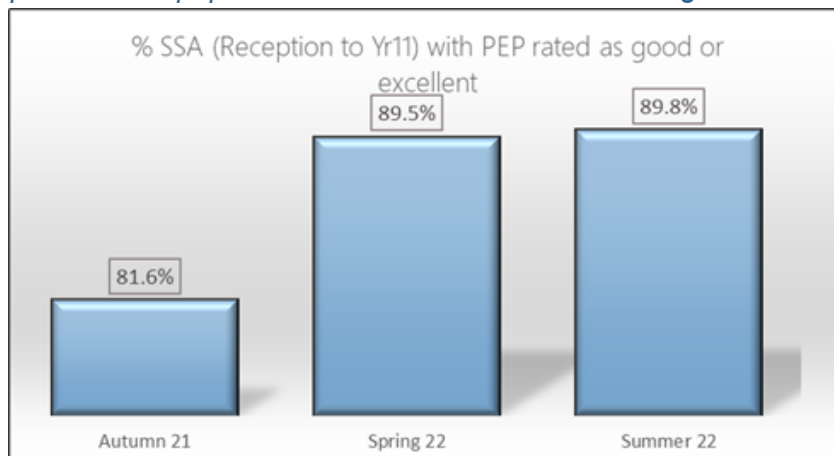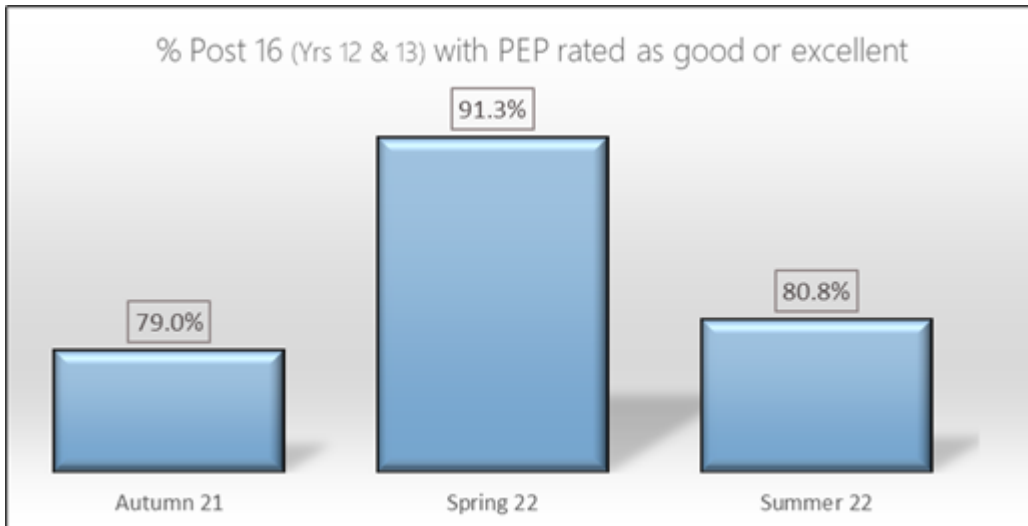

Source: ePEP / % of Statutory School Age Children with a Personal Education Plan (PEP) reviewed and rated as good or excellent

Graph 6: SSA PEPs RAG rating breakdown
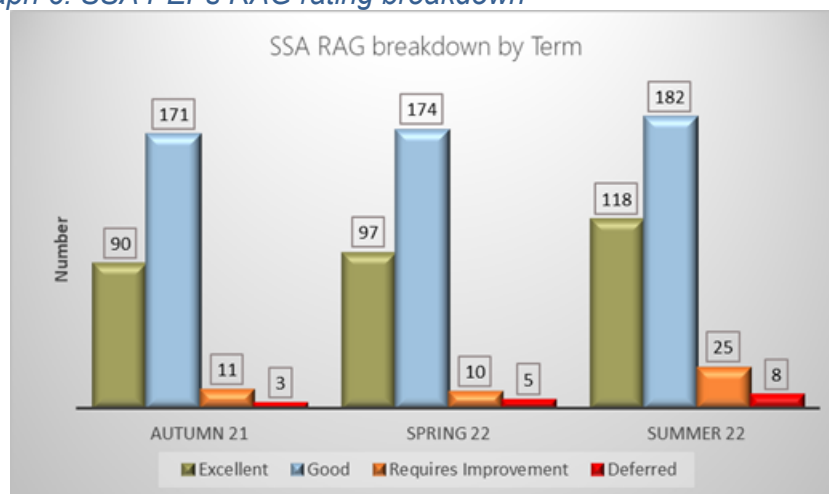
Source: ePEP No. of Statutory School Age Children with a Personal Education Plan (PEP) by RAG status
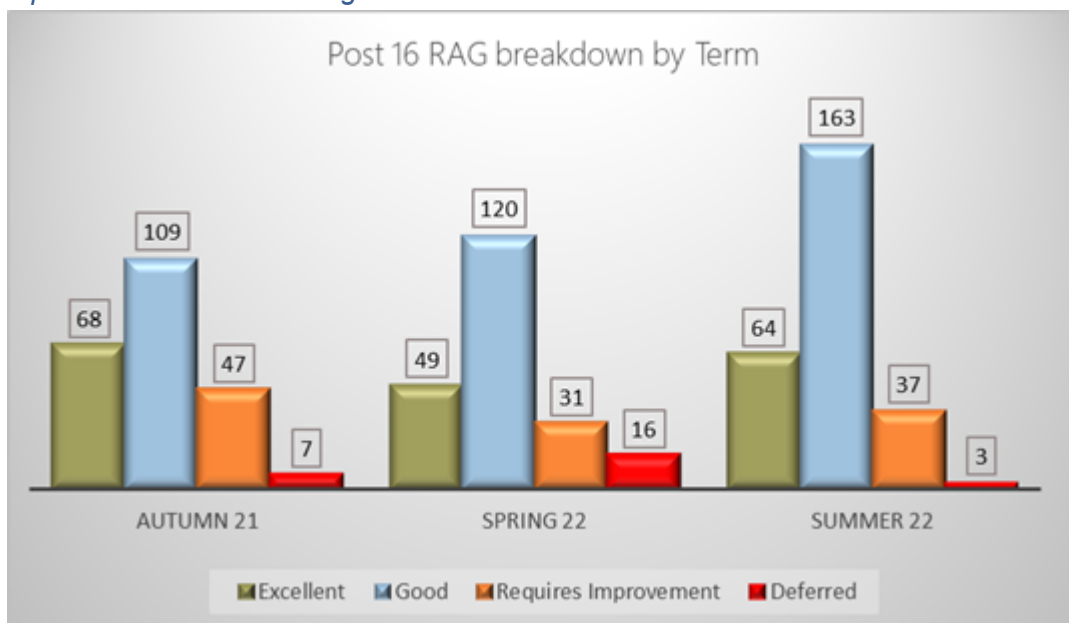
Graph 7: %Post 16 Young People with a PEP reviewed and rated as good or excellent by term

Source: ePEP
% Of Post 16 Young People with a Personal Education Plan (PEP) reviewed and rated as good or excellent. (Years 12 and 13)

Graph 8: Post 16 RAG rating breakdown

Source: ePEP
No. of Post 16 Young People with a Personal Education Plan (PEP) by RAG status (Years 12 and 13)

4.6   Interim Provision for UASC

4.6.1   **Provision for UASC**. **Croydon Town School** (CTS) (Age 11-16 years old) **and Croydon Town College** (CTC) (Age16-25 years old) were interim provisions for newly arrived young people. The provisions offered a full curriculum complement and intensive ESOL teaching as well as school readiness and preparation for understanding how schools and education in the UK works. The young people whilst attending the provision, were also able to access AQA accreditation qualifications

.

4.6.2   **The UASC cohorts.** During varying periods in 2020/2021, 103 young people from 22 countries passed through the provision for varying periods of time, averaging 6 weeks in duration. These young people were aged between 11 and 16 (mostly 14 to 16) and were all successfully integrated into mainstream schools and colleges either within Croydon or surrounding boroughs. Whilst priority was given to Croydon CLA, other boroughs were very keen to utilise the facility. We had placements CLAs from Merton, Lambeth, Kent, Southwark, Tower Hamlets, Portsmouth, and Surrey. In the last two terms of 2020/2021, we began to charge other LAs for places at the provision with funding being via the young person's PPG payment. (Purchase Orders were requested prior to the young person being invited to attend the provision).

4.6.3   **Funding and the impact on provision.** Without the necessary ongoing funding, we were unable to secure a suitable venue from which to run the provision and it remained closed throughout the 2021-22 academic year. However, discussions are underway to look at re-opening the provision at the start of the Spring Term in January 2023, utilising other space available and workable Croydon Council buildings (cost saving measure).

- **Sustainability.** The plan is to continue to charge other LAs for places for each of their young people attending the provision. This will be paid for via their PPG funding. Croydon CLA who attend, will also be funded via their PPG funding. This funding stream should be sufficient to finance the running of the provision, likewise, funding the required resources for the students.

- **Summer provision.** Due to the ending of the Controlling Migration Fund (CMF) grant funds, we have been unable to run a *Summer-Mix* programme for the UASC this year.

4.6.4   **Supporting mainstream integration.** Although spaces will be available for all UASC, we hope to also focus on young people who arrive in year 10 and 11 and are finding it difficult to settle into mainstream. Historically we have found that this age group find it more challenging to settle and integrate into mainstream, as their peers are preparing for GCSE exams. We will invite these young people to attend the provision on, Mondays, Wednesdays, and Fridays between the hours of 9am to 3pm to continue with intensive ESOL and there is an expectation that they will attend their mainstream schools on Tuesday and Thursdays each week.

4.6.5   **Support to our stakeholders.** Our UASC Office Manager will continue to support foster carers and other LAs with:
- the schools' admissions processes
- facilitating timely enrolment at suitable school / colleges in the borough
- providing guidance around accessing educational support whilst their young people are awaiting spaces in mainstream schools and colleges.

4.7   Summer Provision

4.7.1   **Legacy Youth Zone**. The cessation of the CMF grant meant that the Virtual School was not able to deliver a Summer-Mix programme for UASC. All the CTS students were instead taken to and registered at Legacy Youth Zone, so that they were able to avail of the summer provision on offer.

A record total of 104 young people accessed the programme with a daily attendance of close to 60 young people.

- **Differentiation.** Daily online English and maths provision (delivered by the Virtual School) was on offer for those young people who did not wish to meet face-to-face. Groups were of up to 10.

- **Evaluation of provision.** Full evaluation is in process. However, a cursory look at our data shows that attendance rate was 90%+ daily and feedback collected from the young people on the programme has been very positive. We are delighted that we were able to adapt at very short notice to legal guidance on Covid-19 and ensure safe in-person contact, which our young people desperately wanted.

4.7.2 **E.M.P.I.R.E.** (formerly known as the Children in Care Council), has transferred to the Children & Family Services (CSC Directorate).

They provide children and young people looked after by Croydon and those under other LAs that live or study in Croydon and Care-Experience young adults programmes and activities to empower them with confidence to have their voice heard and give them a sense of belonging. They have an active engagement of around 72 children and young people across all age groups.

Despite the move out of the service, there continues to be close liaison between E.M.P.I.R.E. and the Virtual School who helped and supported the summer E.M.P.I.R.E provision. They offered a comprehensive programme for their cohort between 25th July to 23rd August 2022. Activities included: Indoor skydiving, indoor amusement park, cookery sessions, sport's day, theatre, youth hub, boxing / self-defence, trip to the beach, tenpin bowling, speed boating, park day, personal development workshop and young people's right training.

A video report has been put together by the E.M.P.I.R.E. team. Please contact them directly for more information.

4.8 Careers, information, employment, advice, and guidance (CIEAG) support

4.8.1 **Careers Advice.** The KS5 cohort has had access to careers advice supported by written action plans for them to take away and refer to.

The Post 16 Team attends Care Panel, Complex Adolescence Panel and Resettlement Panels on rotation. At these panels, the Post 16 team member provides professional educational advice and guidance to panel colleagues as well as share information to the wider Virtual School team to help support their work with the young people with complex lives.

4.8.2 **Careers interviews.** The Post 16 Senior Lead is also a Level 7 qualified Careers Adviser and has undertaken careers guidance sessions with our care experienced young people. These sessions have enabled the cohort to confidently make informed choices, which in turn should impact the longer sustainment of destinations.

4.8.3 **Careers resources**. The post holder has created a full database of contacts for schools and carers around CIEAG in Croydon and introduced and encouraged the use of an online careers exploration resource (Kudos). Kudos enables learners to explore career and learning pathways and is now a standard careers exploration intervention with all Year 10 & 11 pupils.

The use of Kudos has been championed by an identified AT and an Apprentice, who for example train all new users on the resource.

4.8.4 **Regular updates for staff:** education, employment, training, and event opportunities are shared with staff on a weekly basis. Sector information, e.g., legislation, new qualifications are shared this way also.
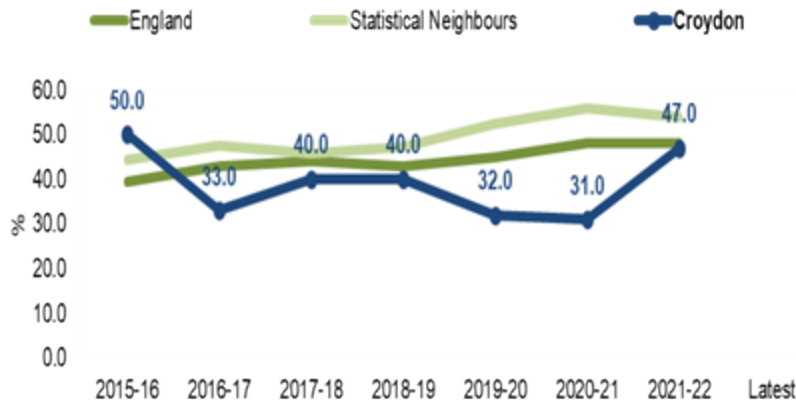
4.9 *Promoting* Education, Employment and Training for Care Experienced Young People

4.9.1 We want all our young people to be supported to be engaged with employment, education, and training, **EET**, as any good parent would want for their own children. Our Corporate Parenting Approach needs to develop its reach and impact to ensure that we build on the successes for all our young people. See profile of Care Experienced Young People as of September 2022.
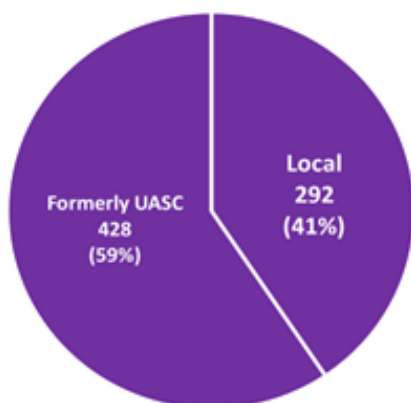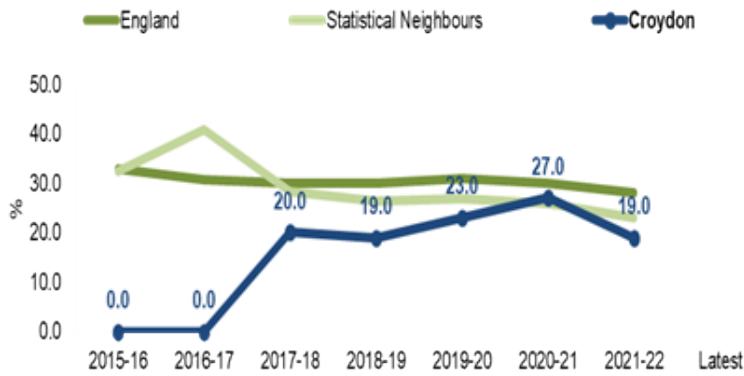

4.9.2 Croydon's approach to EET, to date has achieved success broadly in line with our statistical neighbours and England. Whilst this is good news we want to do better, achieve more, and have consistently higher aspirations at an earlier stage.

Care leavers aged 17-18 by activity: % In education other than higher education

Legend: England — Statistical Neighbours — Croydon

Croydon values by year: 2015-16: 50.0, 2016-17: 33.0, 2017-18: 40.0, 2018-19: 40.0, 2019-20: 32.0, 2020-21: 31.0, 2021-22: 47.0

Care leavers aged 17-18 by activity: % Total number not in education, training or employment (NEET

Legend: England — Statistical Neighbours — Croydon

Croydon values by year: 2015-16: 0.0, 2016-17: 0.0, 2017-18: 20.0, 2018-19: 19.0, 2019-20: 23.0, 2020-21: 27.0, 2021-22: 19.0

Care leavers aged 19-21 by activity: % In higher education i.e. studies beyond A level

Legend: England — Statistical Neighbours — Croydon

Croydon values by year: 2015-16: 6.6, 2016-17: 8.0, 2017-18: 7.0, 2018-19: 7.0, 2019-20: 5.0, 2020-21: 5.0, 2021-22: 5.0

Care leavers aged 19-21 by activity: % Total number in education, employment or training (EET

England   Statistical Neighbours   Croydon

A line chart showing values for Croydon: 60.0 (2015-16), 53.0 (2016-17), 50.0 (2017-18), 49.0 (2018-19), 43.0 (2019-20), 42.0 (2020-21), 44.0 (2021-22). Y-axis is % from 0.0 to 70.0. X-axis years: 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, Latest.

4.9.3 The above data reflects a period of challenge through Covid where online opportunities and activity provided previously underdeveloped possibilities for young people to engage in EET. Where this was supported, and young people had access to digital support and equipment this enabled an improvement in engagement. Where these factors were not fully present or available for a variety of reasons EET was not achieved.

4.9.4 Croydon was able to continue to sustain engagement in higher education for young people aged 19-21, again through a challenging period and improve the general EET position.

4.9.5 Now that we are embracing the learning from Covid and re-engaging with face-to-face activity again we can reflect on the next stage of developments to promote further EET success for all Care Experienced young people. A Virtual College Task and Finish Group has commenced to act as a continuation of the Virtual School, to promote and develop further EET opportunities. The key focus for the initial phase of the Task and Finish Group activity is to develop our data and learning and development programme for those that support our young people. The primary drivers of EET for Care Experienced young people are carers, social workers, personal advisors, and providers of EET. We have identified that we need more detailed data, both quantitative and qualitative to be able to track progress more effectively. We also need to train those who support our young people to understand how to access EET and promote continued engagement. The second phase of the group will focus on the development of direct support for Care Experienced young people and the development of opportunities through our EET providers. We already have good examples of working together through the development of a specific weekly drop-in service for young people, carers, personal advisors to attend with any specific queries and receive support from our educational specialists. We have regular overview of the details of those young people who are at university, currently seventy young people, engaged in courses including: - Bio medics, literature and film making, Nursing and Law. We currently have twenty-two young people engaged with apprenticeships

and training including: - ESOL, Mechanics, Electrical Installation and Beauty Therapy. We need to ensure that the overview is available in detail for all young people so that we can target and support their needs going forward.

4.11   Partnership Working

4.11.1 Internal

Education Psychology. Our lead Educational Psychologist and her team have had direct involvement with 30+ cases and consulted with both VS staff and CSC staff on these cases over the course of the academic year.

This input has proved vital for workers in being able to support schools with EHCP applications. Our lead Educational Psychologist has also:

- Attended PEP meetings,
- Attended SEND panel meetings and assisted in compiling the submission for needs assessments to be progressed.
- Supported with referrals in alternative provision, e.g., Springboard (for learners who due to medical reasons are unable to attend their school).
  - Provided fortnightly one to one consultation to VS team members about identified young people.
  - Responded to the leadership team's request and designed and delivered training to the VS team.
  - Responded within 8 weeks (as per the SLA) to referrals from the VS team.
  - Supported VS workers, social workers, and schools by advising on strategies and next step forward for individual cases, likewise supported them to make comprehensive applications for an EHC assessment if appropriate.
  - Provided support and advice to foster carers (phone or via Teams).
  - Shared useful SEN resources with the with VS team.

NEET reduction. The Post 16 team has an active role in the CSC NEET reduction plan. NEET figures have been consistently around 1.8% over the academic year (even during 2021 at the height of the pandemic). A detailed strategy exists linking VS and the NEET team to ensure this remains a strong focus; a positive indicator of robust, cross-team working.

Attendance at cross-service meetings. Virtual School attendance at the meetings listed below has facilitated much more collaborative working and improved advocacy. Virtual School colleagues can contribute to key decision-making and contribute to effective and smooth school transition. This continues to be a key focus for the coming academic year.
  - Care Panel
  - Complex Adolescent Panel
  - Fair Access Panel (pupils' managed moves)
  - Fostering Panel
  - Joint Funding Panel
  - MASH transformation
  - Missing Monday meetings (children missing in education),
  - Placement planning meetings (for children moving out of borough)
  - Rapid Review
  - Safeguarding Boards
  - Strategic SEND review board

- SEND partnership working groups
- SEND SAG Panel
- Social Care MARP

4.11.2 External

Primary to secondary transition. All Year 6 pupils and their carers were supported online this year by the Year 5/6 Advisory Teacher and the Senior Lead for EFYS – KS3. They were able to work individually with every child's carer and school to ensure each had a plan in place. All but one of our Year 6 children, had their first-choice placement assigned. A 100% success was sadly not achieved, due to a change in circumstances for that one pupil.

Animal Rangers Community Centre (ARC) and the Virtual School worked closely over the academic year. Interventions for 23 KS1-3 pupils included:
- One to one sessions and group workshops
- KS1 and KS2 summer programme took place again in August 2022 for ten 5 - 10-year-old CLAs. The aim of the programme was to develop both teamwork and the ability to work independently. The children focussed on a different environment or animal each day. Some of the skills gained include team building, leadership, confidence, resilience as well as practical skills such as handling animals safely. The programme also develops English and Mathematics skills as the Advisory Teacher is on hand to practice Literacy and Maths skills in the ARC environment.
- All of this was in relation to the care of both domestic and exotic animals such as goats, rabbits, skunks, capybaras, meerkats, and sugar gliders.
- The week was successful, and 100% carer and child feedback were extremely positive.
- The centre will be also used throughout the school year to provide respite for short periods for children across the Key Stages who might be dysregulated and at the risk of exclusion.
- There are also courses that are accredited and running after school for our young people interested in working with animals in the future.

Post 16 networks. Croydon Virtual School continues to play a key role in the South London and Southeast Post 16 Virtual School and DMS network. This network aims to improve the collaborative work across the region to ultimately improve overall outcomes for post 16 students. This network has led to better sharing of data and good practice.

National Association of Virtual School Heads (NAVSH). Attendance enables the sharing of good practice and reinforcement of stronger working relationships with colleges and other Virtual Schools across London.

Reach 2 Teach. The Virtual School participated in the Reach 2 Teach trial project alongside the counselling charity Off the Record. This pilot project focused on a specifically designed, trauma informed, therapeutic software for monitoring and supporting the attachment needs of vulnerable pupils in Primary schools.

Croydon CLA from 15 schools (3 of which were out-of-borough) benefitted from intensive training and support to use the software package to assess and intervene in building emotional regulation and wellbeing for pupils. Staff in the pilot schools were able to access training, webinars and discussions in Trauma informed practice and deepened their awareness of how attachment needs can affect children in the school environment.

As part of the pilot, the Virtual School had an account, which enabled staff to develop detailed profiles for 9 of the most vulnerable pupils. This was found to be invaluable by school staff, parents and young people as outlined in the detailed project evaluation. This is something we will aim to build on in the new academic year.

Increased 'cross-border' working' with neighbouring Virtual Schools. It is essential to meet the needs of Croydon children placed in care outside of the borough and actively support other authorities' Virtual Schools that have CLA attending Croydon schools. There have been detailed liaisons with Virtual School colleagues in Staffordshire, Leicester, Birmingham, Hampshire, Surrey, and many London boroughs.

South London Adoption Partnership. During 2021/22 the Virtual School has further developed links with the Adoption Partnership by developing the offer of advice and guidance to the PLAC community.

4.12 *Training* and Development

4.12.1 **2021/22 training calendar** was arranged to meet the needs of designated teachers, social care, foster carers and the Virtual School team. This included – regular 1 to 1 surgeries for social care in ePEP. New starter induction training in ePEP.

4.12.2 **ePEP training.** The virtual nature of all our ePEP training means it can be done much more efficiently and in a more bespoke way. Our Business Systems Officer can work with groups or individuals one on one and guide them through any system needs. This is particularly beneficial for the compulsory training for new starters within Children's Services.

4.12.3 **Training for Social Workers**. Compulsory online one to one were offered and were escalated through management. This has directly impacted on our very high completion rates.

4.12.4 **Training for new Designated Teachers** were offered individual training as required, on the role of the DT, how e-PEP works, the 'PEP' and how Children Looked After should be supported in school.

4.12.5 **Designated Teacher 'Arena' (termly).** We deliver training or commission appropriate trainers to create bespoke training at the request of our designated teachers.

4.12.6 Training covered this year has included:

Topic	About the session	Audience	Delivered
ePEP	System training	Social Workers	As required
The role of a Designated Teacher (Arena)	A bespoke training delivered by the VS team reviewing statutory requirements and specific guidance on Croydon VS processes.	Designated Teachers	September 2021
Mental Health and wellbeing in COVID (Mike Armiger)	Reducing the risk of suicide and self-harm - planning for safety. This exceptionally popular full days training was offered via Arena.	CSC, schools, Virtual School staff and wider professionals in the education and Health directorates in Croydon.	March 2022
Supporting Attendance Through a Trauma Informed Lens	Training, which reviewed school attendance strategies in line with trauma informed practice. (offered via Arena).	Designated Teachers	June 2022
DT Forum	To share good practice and interactive training on topics chosen by the members of the forum. Topics have included: Baseline Assessments for newly arrived UASC and Supporting Previously Looked After Children.	Designated Teachers (informal setting)	
Foster Carers' Training	The virtual school now contributes regularly to the "Skills to Foster" course organised by CSC to introduce the virtual school and our work to potential foster carers.	Foster Carers	
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: The role of the IRO, understanding court orders, SEND strategies, supporting/submitting requests for EHCP assessments, the role and work of the EP, Neurodiversity and Excel training.		At least monthly

4.13 Key Challenges and next steps for 2022 / 2023

4.13.1 Persistent absence

4.13.2 Plans for pupils not attending schools

It essential that we continue to focus on reducing the number of days that CLA are out of LA maintained school by facilitating closer working with our Admissions teams colleagues and utilising 'direction'. This is not a frequently used option in Croydon but is a tool that could be used where there is lack of response or resistance from a school to place a pupil. Where required in the instances of Academy Trusts, the team will follow protocol and undertake direction via the Secretary of State.

In addition to this, 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 (Social Workers and Independent Reviewing Officers will be included in this process). This is to ensure that there is consistent emphasis with schools around the precedence that CLA take on school waiting lists.

4.13.3 Partnership working

We know and have experienced the value of partnership working. The team restructure gives scope for the Strategic Lead to strategies mutually beneficial working relationships and actively pursue these, e.g., strengthening ties with other Virtual Schools, increasing presence at pan-London and national forums etc. Sharing of best practice and knowledge will further develop and inform the work that we undertake with our cohort.

We also intend to focus on how we interface with CSC through raising awareness of the Virtual School and its function, the new structure of the team, identifying opportunities for introducing and further developing our partnership working, whilst also increasing our presence with CSC strategic projects across the Directorate. We have already joined new / developing projects, e.g., the Permanence Panel, the Virtual College Task & Finish group. We will also scrutinise how we can tailor our presence / support with teams that do not often have (many) CLAs on their caseload, e.g., Social Work with Families team.

The recent restructure and emergence of the Access to Education Service has bought together under one service a range of teams that solely focus on ensuring that vulnerable children and young people can successfully access education, employment, and training. We will maximise this new structure for information exchange and cross-team working to maximise our effectiveness with CLA and their carers.

4.13.4 Scrutinising and appropriately responding to the impact our work has on our CLA

The CLAs' attainment this year has been exceptionally good (particularly as the children and young people's learning was periodically interrupted due to the pandemic. Whilst we celebrate their achievements, we consider it particularly important to reflect on how / if the Virtual School's input has resulted in these achievements.

So that our practice doesn't become static in its progression, it is important for us to reflect on how we use the attainment to inform future interventions. We can easily identify positive impact on individual cases, but we need to explore, by way of regular

practice, how the data informs the work of the Virtual School as a whole. We have identified that we will use the Group Supervision model to identify these trends, but we need to further explore how we do this. The aim is to move away from incidental to intentional.

4.13.5 PEPs and direct delivery
Whilst the pandemic enabled Advisory Teachers to considerably increase the number of PEPs they completed daily and overall, the unavoidable default to remote working during the pandemic has resulted in a more administrative approach and focus on e PEPs. We recognise that a balance needs to be struck between the capacity to effectively manage larger caseloads vs. a needed mindset shift (with some practitioners) with a view to increasing direct work. (It is acknowledged that some practitioners joined the team during the pandemic, so have not seen delivery in any other way). The management team has already started to encourage Advisory Teachers to undertake direct work with selected cases, e.g., complex ones and will continue to promote this amongst the teams.

An increase in direct work will increase Virtual School colleagues' visibility in education settings, which in turn will enable poignant rapport building with CLAs, their school community and their carers. Increased presence will enable timely identification and intervention where for example, CLAs are struggling, e.g., in settings, with subjects etc. We will use the Group Supervision and monthly Service Development Meetings to unpack what direct work could look like.

5 ALTERNATIVE OPTIONS CONSIDERED
5.1   None.

6 CONSULTATION

6.1   None.

7 CONTRIBUTION TO COUNCIL PRIORITIES

7.1   Achieve good customer service and operational delivery
7.2   Practice good governance

8 IMPLICATIONS

8.1   FINANCIAL IMPLICATIONS

8.1.1 None

8.1.2 Revenue and Capital consequences of report recommendation

This table below is a requirement unless the Head of Finance for your directorate confirms it is not needed.

	Current Year	Medium Term Financial Strategy – 3-year forecast		
	2022/23 £'000	2023/24 £'000	2024/25 £'000	2025/26
Revenue Budget Available				
Expenditure Income				
Effect of decision from report				
Expenditure Income				
Remaining Budget				
Capital Budget available				
Expenditure Income				
Effect of decision from report				
Expenditure Income				
Remaining Budget				

8.2   LEGAL IMPLICATIONS
8.2.1   None

8.3   EQUALITIES IMPLICATIONS
8.3.1   None

9   APPENDICES
9.1   None.

10 BACKGROUND DOCUMENTS

10.1 None.

London Borough of Croydon

Executive (Key and Non-Key) Decision Record. Individual (Member / Officer) Decision.

REPORT TITLE: -	Same as report
REFERENCE NO (If Key Decisions): -	Same as report if applicable.
SUMMARY: - [Include all appropriate considerations to the decision]	Reference to report paragraphs.
OPTIONS CONSIDERED: - [Including any rejected]	Reference to report paragraphs.
ANY CONFLICT OF INTEREST DECLARED BY ANY MEMBERS CONSULTED	
ANY DISPENSATION GRANTED TO THE MEMBER CONSULTED BY THE CHIEF EXECUTIVE.	
RECOMMENDATIONS: -	Copy and Paste from the report.
BACKGROUND PAPERS	Copy and Paste from the report.

Decision maker:

Position: Name: Agreed / Don't agree to report recommendations: Comment:	Signed: Date:

In Consultation with (If applicable, as identified in the delegated authority):

Position: Name: Comment:	Signed: Date:

Position: Name: Comment:	Signed: Date:

Electronic signatures are accepted.

NB Key decisions cannot be implemented until 1pm on the 6th working day following the date of publication of the decision to allow members to consider whether to call in the decision.