LONDON BOROUGH OF CROYDON

REPORT:	Croydon Council Corporate Parenting Panel
DATE OF DECISION	**Wednesday 20th March 2024**
REPORT TITLE:	Annual report of the Virtual School (2022/2023)
CORPORATE DIRECTOR / DIRECTOR:	Debbie Jones, Director of Children's Services Shelley Davies, Director of Education
LEAD OFFICER:	Sarah Bailey Virtual School Headteacher / Head of Access to Education Service Sarah.Bailey@croydon.gov.uk Shelley Davies, Director of Education Shelley.Davies@croydon.gov.uk
LEAD MEMBER:	Cllr Maria Gatland, Lead member for Children Families and Young People

1   SUMMARY OF REPORT

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.

Also, for the provision of strategic planning; advice, guidance and support for all who are previously looked after or have had a social worker in the last 6 years.

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.

Croydon Virtual School (VS) enables the professionals working with every child and young person in our care, to fulfil their educational potential and become a successful happy citizen.

What are the key highlights from the report?

1.1.1. The Virtual School cohort remains similar in overall size to previous years with over 70% of learners being 15-19 years old.

1.1.2. KS2 cohort this year was much smaller than usual (8) so data can't be reported in detail here due to possible identification of learners.

1.1.3. KS4 attainment, whilst lower than in 2021-22, was above Children Looked After (CLA) average nationally and 20% learners attained 5 or more 9-4 grades inc English and Maths which is significantly above the 13% CLA average and considering first cohort of exams after COVID-19 was pleasing.

1.1.4. A record breaking year for KS5 learners with 26 learners attaining places at Higher education institutions. This is testament to the hard work of this age group and increased funding to provide additional support where needed.

1.1.5. UASC numbers have increased slightly on the previous year's cohort but down on a 3 year trend.

1.1.6. Statutory School Age (SSA) Personal Education Plan (PEP) completion rate remains above 90% year round and quality assurance shows 84 % good or better average over the year.

1.1.7. Our Strategic Lead for Children with Social Workers, appointed as part of new Virtual School duties monies, has co-produced a best practice guide for all social workers with the Head of Service for Access and Intervention. This is given to all as part of induction and held on computer desktops for quick reference and is really impacting on improved outcomes and monitoring for our children at Child In Need/Child Protection plan level.

1.1.8. No exclusions of primary age CLA in 22-23 represents a return to previous positive dataset. This reflects careful monitoring tracking and intervention by senior VS staff.

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.

2.1.1 To act in governance of the Virtual School operations. 2022-23 Access to Education service priorities were:

1. Ensure Croydon's schools take steps to become more inclusive: working in partnership with the Local Authority CYPE Directorate including Children's Social Care 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 review and develop the work of the Virtual School annually; ultimately improving the education chances for all CLA and care leavers in the corporate care of Croydon Council.
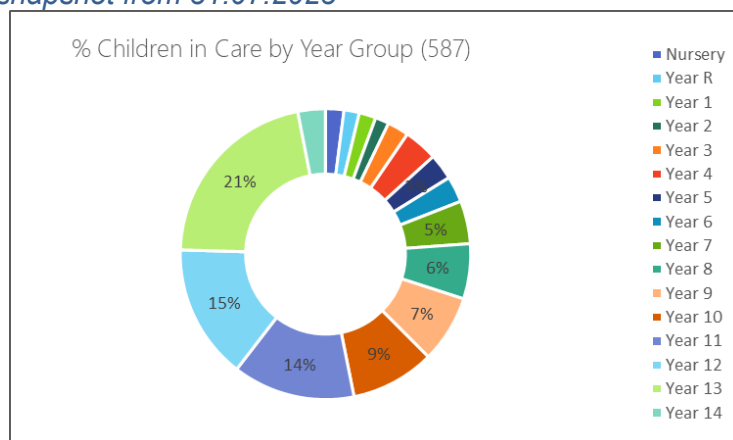
4   THE VIRTUAL SCHOOL COHORT

As per the visuals below the Virtual School cohort was 505 children and young people on the 1st September 2022 and 587 on 31st July 2023. Our data system eGOV gives us a snapshot daily numbers of children in care fluctuate <10 per weekly period and children enter and leave care. It's a highly mobile population.

Chart 1: CLA Cohort snapshot from 01.09.2022
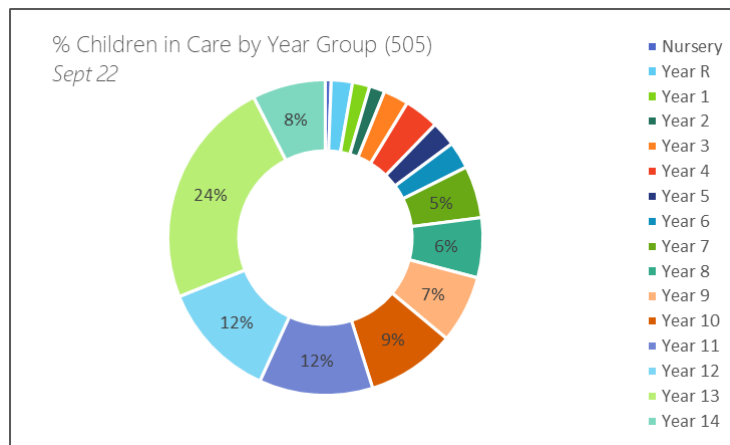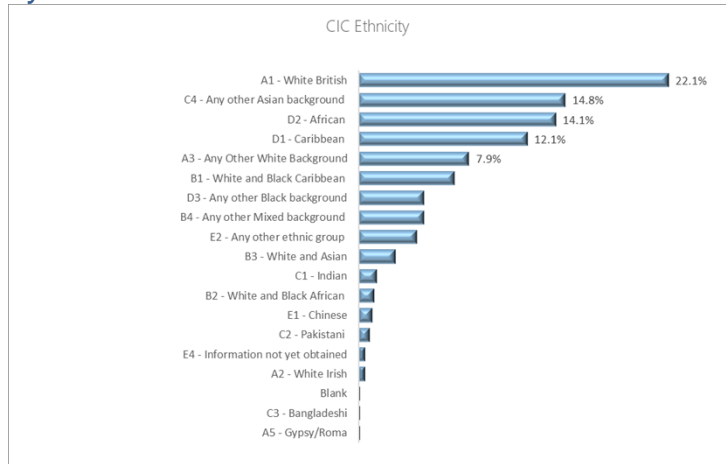

Source: Virtual School Dashboard 2022-23

Chart 2: CLA Cohort snapshot from 31.07.2023

Source: Virtual School Dashboard 2022-23

4.1 The majority ethnic groups represented in the CLA cohort remain constant over the previous three years, almost a quarter identify as White British with the other largest groups being Asian, African and Caribbean. Within these groupings we see the main nationalities also remaining consistent as; Afghan, Iranian, Iraqi, Eritrean and Vietnamese. There is still a significant Albanian population represented also. We have seen some growth in numbers of UASC young people arriving from Syria and the Ukraine. These numbers remain small.

Graph 1: Ethnicity of Croydon CLA 2022-23

CIC Ethnicity

Category	Value
A1 - White British	22.1%
C4 - Any other Asian background	14.8%
D2 - African	14.1%
D1 - Caribbean	12.1%
A3 - Any Other White Background	7.9%
B1 - White and Black Caribbean	
D3 - Any other Black background	
B4 - Any other Mixed background	
E2 - Any other ethnic group	
B3 - White and Asian	
C1 - Indian	
B2 - White and Black African	
E1 - Chinese	
C2 - Pakistani	
E4 - Information not yet obtained	
A2 - White Irish	
Blank	
C3 - Bangladeshi	
A5 - Gypsy/Roma	

Source: Virtual School Dashboard 2022-23
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 23 members of staff. The period September 2022 to April 2023 was under Interim leadership. Our statutory Head of Service returned from maternity leave April 2023. This report therefore has been compiled using information from both leaders.

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

5.1.1 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). Senior Lead role for KS4 was vacant from May 2023 to October 2023, this 0.75 FTE role has been awarded as three additional responsibilities points to existing Advisory Teacher's. This provides, progression, opportunities and draws on the expertise of existing members of the team.
- 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. We received Post 16 section 31 grant monies in the financial year 2023-24, so our first payment was received in April 2023. These monies are covering two existing Post 16 Advisory Teacher roles

and a newly created Post 16-19 worker in the NEET team (Not in Education, Employment or Training). That post employed from January 2024.

5.1.2 Each Advisory Teacher has a maximum caseload of 65 students. Most operate routinely at approx. 45. This allows for all 3 PEPs per student to be attended by VS 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 Outcomes data see appendices shows a positive trend of improved attainment and progress for young people who have remained in the care of the Advisory Team for three plus years. As evidenced below:

Table 1: CLA yr11 results

CLA Yr 11 Results 22/23	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
5+ 9-5 EM	**<5**	**-**	**<5**	**-**	**-**	**-**
5+ 9-4 EM	**<5**	**-**	**-**	**-**	**-**	**-**
5+ 9-4 E or M	<5	<5	<5	-	<5	-
5+ 9-1	13	<5	<5	-	<5	-
1+ 9-1	<5	-	<5	<5	<5	-
1+ EL	<5	<5	-	-	-	-
No results	8	<5	7	<5	25	5

Source: Virtual School data

6 ATTAINMENT AND PROGRESS DATA

6.1 Early Years, Foundation Stage Data

As always, our cohort was small (10). Due to the vital formative nature of the first 1000 days of a child's life, children coming into care before age 4 are commonly affected by trauma and developmental delay which inevitably impacts their progress in their earliest years at school. Less than 5 children were already identified from nursery as having SEND, which shows the supportive intervention of VS. Less than 5 more children are likely to need Education Health Care Plan (EHCP) as they progress to KS1. Less than 5 children were working towards expectations and the remaining less than 5 children (20%) achieved their Good Level of Development (GLD) which is an excellent achievement considering their early trauma.

Only 5 of these children had been in care for more than 1 year so will feature in published data.

6.2 Key Stage 1 (KS1) & Key Stage 2 (KS2) overview

There were 9 children in the entire cohort.

7/9 children were identified as having Special Educational Needs or Disability (SEND). A small number children with EHCPs attended specialist provision, 1 child with an EHCP in mainstream, A small number of children going through the Education, Health and Care Needs Assessment (EHCNA) process supported by VS and a small number of children receiving SEND support in school (78% of whole cohort with identified SEND).

5/9 children were NI101 (56%) which means their results will count in national dataset as they had been in care longer than 1 year.

A small number of NI101 children were entered for phonics and a small number of children were disapplied due to their SEND (20%) All children who were entered passed the phonics screen test (100%).The other 5 children will take the test in year 2 if deemed ready. More time is required for SEND children to attain the expected standard.

Numbers were statistically small but represent significant individual achievements for these 6 year olds. See Appendix B and Appendix C.

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 2022-23 we:

- Led a Storytime reading project for carers- sending publications and guidance home to read together.
- Targeted individual tuition/booster sessions during the school holidays
- The impact of these can be clearly seen in 100% phonics outcomes and will be continued and developed for the remaining 5 children who still need support in Y2.

6.3   Y2 SATs – End of KS1 Assessments

There were 8 children in the entire cohort. 7 children were entered for SATs (88%) and 1 child was disapplied due to their SEND (12%). This is a much smaller than usual cohort for Virtual School.

- A small number of the 8 children were identified as having SEND. Some of the 8 have an EHCP attending a specialist provision and a small number of children receiving SEND support in school
- Some of the 8 children met the expected standards in Reading (25%)
- Some of the 8 children met the expected standards in Writing (38%)
- Some of the 8 children met the expected standards in Maths (38%)

A small number of the cohort met the expected standards in all of Reading, Writing and Maths (13%- compared to 14% Nationally in CLA- 2018)

5/8 of these children counted in the NI101.A small number of children were disapplied due to having SEND. Published results will be based on a small number of pupils:

A small number of children were identified as having SEND. Some of the cohort has an EHCP and attends a specialist provision and some of the children are receiving SEND support in school (60%)

- Some of the cohort met the expected standards in Reading (20%)
- Some of the cohort children met the expected standards in Writing (40%)
- Some of the cohort child met the expected standards in Maths (20%)

These results are significantly lower than in previous years, however they represent individual progress for these students and mask the complexity of cohort needs and challenges. Some of the 8 children joined the VS within 4 months of their exams and 6/8 had only been in Virtual School for less than 2 years before completing these assessments. This affects how much Virtual School can support and impact.

6.4   KS2 SATs attainment

Table 2: KS2 attainment

Key Stage 2 results	2023	2022
Number of cohort	8	26
% pupils achieving expected standard in Reading/Writing/Maths combined	13%	31%
% pupils achieving expected standard in Reading	25%	39%
% pupils achieving expected standard in Writing	38%	42%
% pupils achieving expected standard in Maths	38%	27%
% pupils achieving greater depth in one or more areas	0	15%

Source: Virtual School data 2022-23

6.4.1 As explained above the KS2 cohort was so small this year and 75% cohort came into care during the year so VS impact was limited, the data is best seen as an individual set of outcomes and not really comparable year on year.

6.4.2   Action being taken to improve KS1 & 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. Over the period January to July 2023 capacity was reduced which may have impacted on delivery. The full complement of primary advisors has been in place from August 2023.

7   KS4 ATTAINMENT AND PROGRESS

7.1   KS4 cohort

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

Table 3: Year 11 cohort 2022- contextual information

Cohort description	2022-23	2021-22
Total cohort size	79	97
No in N101 cohort (more than 1 year in care at Mar 31*st* 2018)	51	72
No of UASC in whole cohort	27	50
No of UASC in N101	17	29
No in Croydon schools in whole cohort	36	44
No in Croydon schools in N101	26	38
Missing education in whole cohort	15	5
Missing education in N101 cohort	<5	<5
Attending a non- mainstream school in N101	8	17
Attending a non- mainstream school in whole cohort	19	27
Cohort who had been in care for < 1 year at time if exams	28	11
Cohort who had been in care for < 2 years at time if exams	40	37
Cohort who had been in care for >5 years at time if exams	20	14
Number in N101 with SEND EHCP	9	17
Number in whole cohort with SEND EHCP	14	17
Number in N101 with SEND support	10	26
Number in whole cohort with SEND support	14	27
Number entered at Level 1/2 in N101	33	47
Number entered at Level 1/2 in whole cohort	38	56
Number in N101 entered for 8 eligible subjects	25	19

Number in Whole cohort entered for 8 eligible subjects	28	22

Source: Virtual School data 2022/23

7.2 Key Stage 4 attainment & outcomes

We are delighted to report that our year 11 cohort achieved above national levels for similar groups of CLA for the four consecutive year. Of the 33 young people who took at least 5 GCSE's, 10 achieved 5 or more at Grade 4 or higher including English and Maths (this is 30.3%). Of the 29, NI101 young people who took at least 5 GCSE, 10 achieved 5 or more at Grade 4 or higher including English and Maths (this is 34.48%). In 2019-2020 the national average reporting for CLA was 14%. In 2021-22 academic year national reporting shifted to measuring attainment 8 scores. The most recent national average attainment score for CLA was 2021-22 academic year at 20.3. We cannot easily report an attainment 8 score for the cohort as few children (18) took examinations in the correct number of "buckets." We will report this for those who do from 2023-4 acadmic year.

Table 4: CLA Year 11 Results 2022-23

	Number	5+ 9-5EM	5+ 9-4EM	Total 5+ 9-4EM	5+ 9-4 either E or M	Total 5+ 9-4EorM	5+ 9-1	Total 5+ 9-1	1+ 9-1	Total 1+ 9-1	EL	No Results
Total Yr 11	79	6	4	10	5	15	18	33	5	38	1	40
Yr 11 in care at time of exams	74	6	4	10	5	15	18	33	5	38	1	35
NI101	51	6	4	10	4	14	15	29	4	33	1	17
Total Yr 11	79	7.59%	5.06%	12.66%								
Yr 11 in care at time of exams	74	8.11%	5.41%	13.51%								
Yr 11 NI101	51	11.76%	7.84%	19.61%								

Of the 33 YP who took at least 5 GCSE, 10 achieved 5 or more at Grade 4 or higher including English and Maths this is	30.30%
Of the 29 NI101 YP who took at least 5 GCSE, 10 achieved 5 or more at Grade 4 or higher including English and Maths this is	34.48%

Source: Croydon Virtual School data

7.3 Action being taken to improve Key Stage (KS4) outcomes

In June 2023 we appointed a new KS4 lead specifically focussed on attainment and progress tracking and offering challenge to schools. The impact of this will be seen more in 2023-24 cohort. It's essential to note that as a proportion of this cohort were NEET (15/79) – of these 6 were new to care during the year- this formed a strong piece of intervention with the involvement of the NEET team and all stakeholders- 89% cohort found appropriate college places or destinations. The remainder will be supported ongoing.
Tracking of chlidren's attaiment from KS3 thorugh to GCSE for a more fluid and cosistent support of work with DT's in schools. Focus on attainment and progess in each PEP driven by questioning of the advisory team.

8 KEY STAGE 5 (KS5) COHORT AND STAFFING OVERVIEW

There were 230 young people in total across the Post 16 cohort of VS as at 31.7.2023.

- 95 in year 12 inc 10 with an EHCP (30 NEET's)
- 98 in year 13 inc 14 with an EHCP (25 NEET's)
- 37 in year 14 - all with EHCPs and are entitled to an annual PEP until their 25th birthday

The VS Post 16 team consists of 7 members of staff which are as follows; career advisor/senior lead, 3 advisory teachers and 3 Education advisors.

They are given an equal amount of young people on their case load, they each have up to 40 young people.

8.1 Croydon's Key Stage 5 (KS5) outcomes

The number of Post 16 young people receiving Level 3 qualifications (A Level or equivalent is our highest in the last five years).
26 learners, 33% of our whole cohort taking exams, achieved places at university or higher education.
A further 52% of learners secured qualifications between entry level and level 2, enabling them to progress to next stages of their education.
Of those achieving a L3 qualification, 7 out of 26 were UASC, of those who achieved a L2, 3 out of the 14 were UASC, of those who achieved a L1, 7 out of 18 were UASC and 45 of the 47 who achieved an Entry Level qualification were UASC.

The 33% young people not in education, employment or training remain a focus of the advisory team who offer individualised care planning and support in collaboration with our NEET service where there is an allocated worker for CLA.

Over the course of the year 43, 17 and 18 year old Children found places at college via the NEET team and post 16 team's work.

Table 5: CLA and Care Leavers in education

Croydon CLA and Care Leavers In Education

Yr 13	Cohort	L3	L2	L1	EL	No Results		Not in Education	Total Cohort
NI101	66	23	4	6	22	11		37	103
All	81	26	6	8	28	13		45	126

Yr 12	Cohort	L3	L2	L1	EL	No Results		Not in Education	Total Cohort
NI101	41	6	7	7	9	12		13	54
All	60	7	8	10	19	16		30	90

Sources: Croydon Virtual School data

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

Fully staffed team with smaller cohort sizes (average 45) means much more focussed work ongoing. This is supported by national funding awarded for the year

and the next year so far. A named worker for NEET CLA IN post 16 cohort was appointed in Dec 23 to further the targeted work in employment increase.

9   ATTENDANCE, PERSISTENT ABSENCE AND EXCLUSIONS

9.1   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.
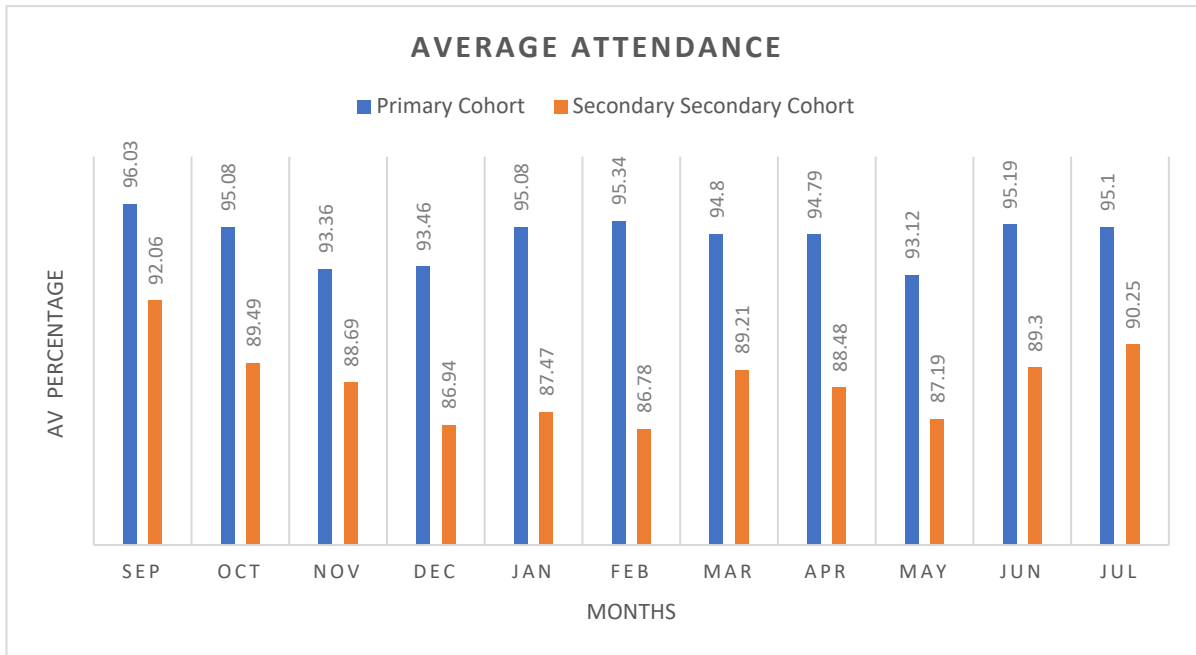
9.2   Summary of intervention to improve attendance.

Pupils' attendance is 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 on a monthly basis 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 (TAF), 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.

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.

SSA Education Placement Attendance

Graph 2 - Average Attendance SSA Primary and Secondary Cohorts

AVERAGE ATTENDANCE

■ Primary Cohort ■ Secondary Secondary Cohort

MONTHS	Primary Cohort	Secondary Cohort
SEP	96.03	92.06
OCT	95.08	89.49
NOV	93.36	88.69
DEC	93.46	86.94
JAN	95.08	87.47
FEB	95.34	86.78
MAR	94.8	89.21
APR	94.79	88.48
MAY	93.12	87.19
JUN	95.19	89.3
JUL	95.1	90.25

AV PERCENTAGE / MONTHS

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

Table 6: Overall Attendance as a Percentage (cumulative)

Overall Attendance Percentage (cumulative)												
		Autumn 22/23				Spring 22/23			Summer 22/23			
	YEAR	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23
Primary School	Year R	97.90	95.04	86.72	87.93	91.25	93.21	93.88	94.08	94.24	93.89	94.22
	Year 1	98.96	95.82	92.63	91.47	95.23	97.35	96.81	96.23	96.00	96.31	96.65
	Year 2	95.50	96.66	95.62	95.72	93.03	95.07	96.88	94.94	96.24	96.33	96.22
	Year 3	92.34	96.08	94.56	94.18	95.99	94.99	94.83	95.11	95.84	96.27	96.11
	Year 4	96.94	95.79	94.77	95.15	94.38	94.67	92.58	93.75	93.76	93.76	93.42
	Year 5	93.72	94.41	92.47	92.50	94.95	94.45	92.99	93.90	94.36	92.86	93.75
	Year 6	96.92	94.66	95.38	95.41	96.17	97.08	97.28	96.84	97.26	96.95	96.81
Sub Total	Primary	96.03	95.08	93.36	93.46	95.08	95.34	94.80	94.79	93.12	95.19	95.10
Secondary School	Year 7	95.25	95.98	92.39	88.35	92.80	92.57	94.10	89.74	90.31	93.34	94.26
	Year 8	92.28	93.03	93.70	93.97	93.87	95.10	95.31	95.29	94.85	94.76	93.87
	Year 9	90.44	87.91	89.14	86.24	90.01	84.44	87.35	86.35	87.11	86.89	87.96
	Year 10	91.30	87.21	85.23	84.32	84.57	84.72	87.02	86.33	83.25	85.58	87.67
	Year 11	92.20	89.54	86.74	84.58	83.27	83.01	86.31	86.29	84.51	85.93	#
Sub Total	Secondary	92.06	89.49	88.69	86.94	87.47	86.78	89.21	88.48	87.19	89.30	90.25
Total	SSA	**93.41**	**91.30**	**90.23**	**89.11**	**90.07**	**89.68**	**91.07**	**90.52**	**89.84**	**92.74**	**92.16**

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

		Autumn 21/22 **22/23**	Spring 21/22 **22/23**	Summer 21/22 **22/23**
Primary School	Year R	86.99 **91.89**	86.37 **92.78**	94.59 **94.12**
	Year 1	95.32 **94.72**	93.38 **96.46**	89.71 **96.18**
	Year 2	96.27 **95.93**	95.79 **94.99**	94.22 **95.84**
	Year 3	96.47 **94.29**	96.08 **95.27**	94.74 **95.74**
	Year 4	96.58 **95.66**	96.10 **93.88**	89.91 **93.77**
	Year 5	97.15 **93.53**	97.31 **94.13**	96.96 **93.71**
	Year 6	91.61 **95.59**	90.45 **96.84**	93.40 **97.02**
Primary Average		95.56 **95.26**	94.85 **95.26**	93.16 **95.37**
Secondary School	Year 7	97.14 **94.54**	97.48 **93.16**	94.85 **91.13**
	Year 8	92.57 **93.25**	91.51 **94.75**	90.44 **94.97**
	Year 9	93.33 **88.43**	92.24 **87.27**	88.22 **86.78**
	Year 10	94.40 **87.05**	91.88 **85.44**	91.30 **85.71**
	Year 11	87.61 **88.25**	87.11 **85.44**	81.54 **85.58**

Secondary Average		93.01 **90.30**	92.04 **89.21**	89.27 **88.834**
Total Average		94.40 **92.84**	**92.51**	**93.58**

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

Point to note: It is imperative to regularly scrutinise collated data. To counteract potential recording errors, likewise 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 2023/24 academic year. Every worker has access to this and its 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[1].

In July 2023, the following numbers were classified as persistent absentees:

Table 6: Persistent Absence 2022

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

Source: Virtual School Dashboard / Persistent Absence

Table 7: Persistent Absence 2023

587 cohort	No.	%
Below 90%	151	26
Below 85%	103	18
Below 80%	83	14
Below 75%	65	11

[1] *Source: DfE Pupil absence in schools in England: Autumn and spring term 2022/23*

Current strategies and considerations:

- 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.

- Complex case supervision panel to commence in the Spring term with Educational Psychologist, Strategic Lead and Senior Lead as part of the panel.

- Regular Meetings with Service managers and Social Worker Managers to commence in the Spring term regarding absence reports.

- Absence reports sent to SWs and ATs every two weeks.

- Actions and correspondence with schools entered on Children's Record System (data sharing with Social Services).

- SEND meeting to be arranged with Strategic Lead for Children with Social Workers with regards to young people with an EHCP and attendance awareness.

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

Graph 3 - CLA Fixed term Exclusion 2022 -2023
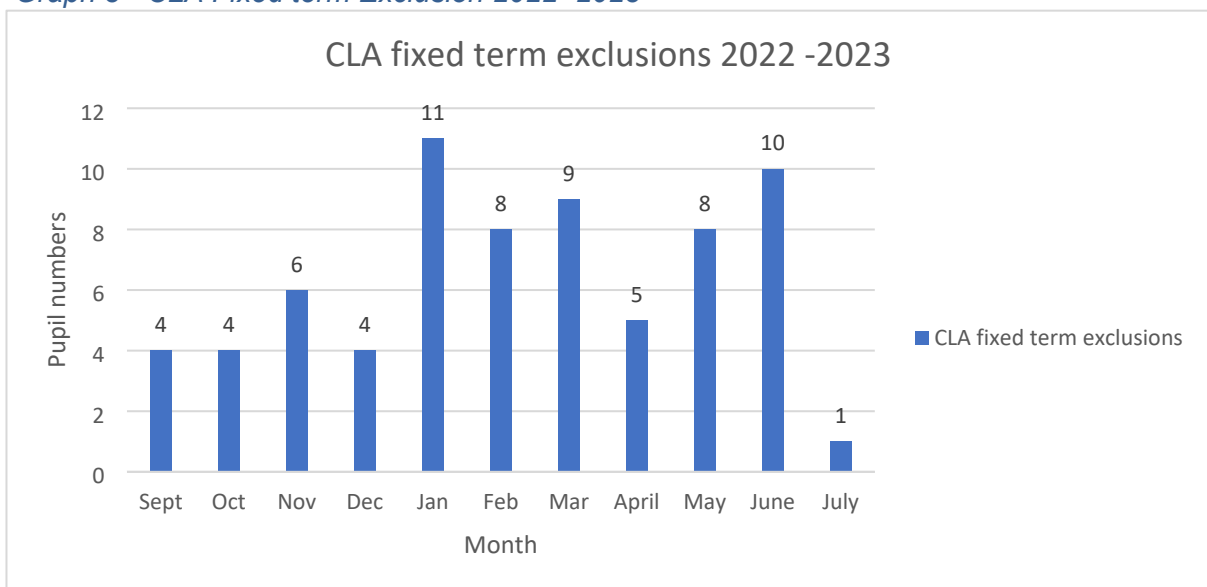
Source: data collected by the Virtual School using Liquid Logic CRS and ePEP

10   Exclusions

Permanent Exclusions in primary pupils. No exclusions during 2022/23. 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 also assist with EHNCA applications if required.

Permanent Exclusions in secondary pupils. There were a very small number permanent exclusions during 2022-2023 (an increase on the previous year's figure of 1).

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

Fixed Term Exclusions in primary pupils totalled 174 during 2022/23 - 4.02% lower than last year's 7% and significantly lower than 2020/21(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: Educational Psychologist **has a drop in session for ATs** with SWs to present cases. With our In-borough Schools the Localities Funding team now covers most (need to confirm figure) which covers both Primary and Secondary cohort which was not the case in the previous years mentioned above.

Table 8: No. of fixed term exclusions issued to CLA in Croydon 2022-2023

School location	2022/23		2021/2022		2019/20	
	Number of Croydon CLA receiving 1 or more Fixed Term Exclusion	*Number of Fixed Term Exclusions issued to Croydon CLA	*Number of Croydon CLA receiving 1 or more Fixed Term Exclusion	*Number. of Fixed term Exclusion issued to Croydon CLA	*Number of Croydon CLA receiving 1 or more Fixed Term Exclusion	*Number. of Fixed term Exclusion issued to Croydon CLA
In-borough	23	40	13	21	34	65
Out of borough	19	34	14	24	26	41
TOTAL	**42**	**74**	**27**	**45**	**60**	**106**

*Number of fixed term exclusions = Number of sessions

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 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.

11.2 PEP completion rate for SSA: concise overview of data dashboard - completion rate per term with comparison to previous year.

The % 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 2022 was 94% a slight reduction of 1.2 ppt over the previous year however, performance remains strong and above target.

Personal Education Plans (PEPs) are above target at 89% or higher every month this academic year, except for September and November 2022 when the figures dropped to 84% and 76.7% 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.

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 reporting for this key indicator is across a 6-month rolling period.

Graph 4: Key Performance Indicator CLA 13 - %SSA with one PEP reviewed & completed in last 6 months.
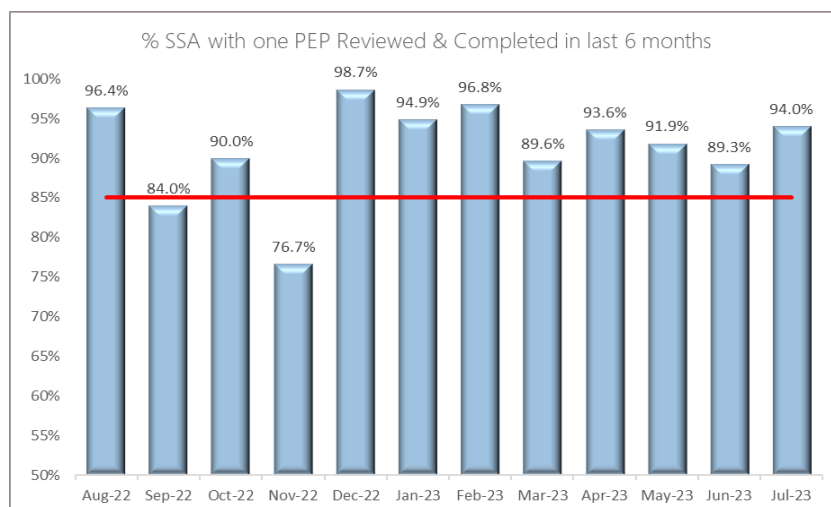

Source ePEP: Key Performance Indicator CLA.13% of Statutory School Age Children with one Personal Education Plan (PEP) reviewed & completed within the last six months.

11.3 PEP completion rate for Post 16: concise overview of data dashboard - completion rate per term with comparison to previous year.

The % Post 16 young people with one PEP that had been reviewed and completed in the last 6 month at the end of summer term 2022 was 98.6% which is a 5.2ppt increase over the same month in the previous year and maintains a positive trend following a dip in performance in November 22.

Post 16 Personal Education Plans (PEPs) maintain percentages of 88% and over in every month in this academic year, with the exception of November 2022 when the figures dropped to 62.6%, which 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.

Graph 5: % Post 16 Young People with one PEP reviewed & completed in last 6 months.
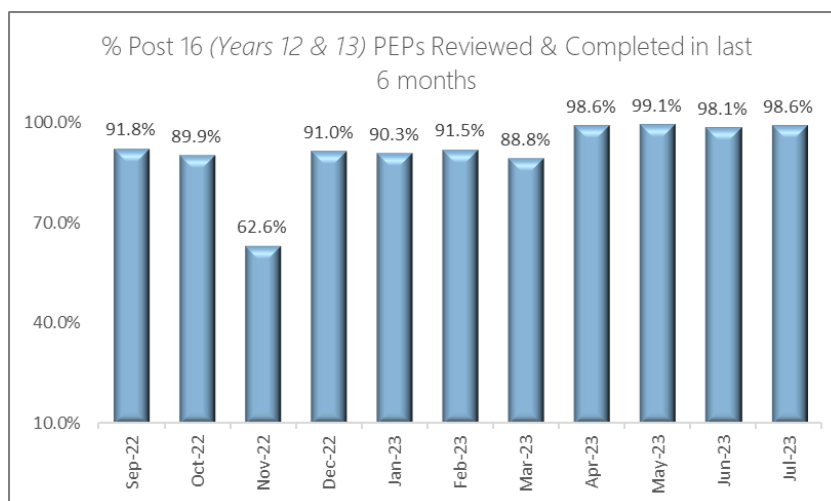
Source ePEP: VS Report 4 - % of Post 16 CLA (Years 12 & 13) with one Personal Education Plan (PEP) reviewed & completed within the last six months. There is no target set for this data as this is not a Corporate Key Indicator.

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 the data reporting for this key indicator is across a 6-month rolling period.

**11.4   PEP QA: 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 with the team.
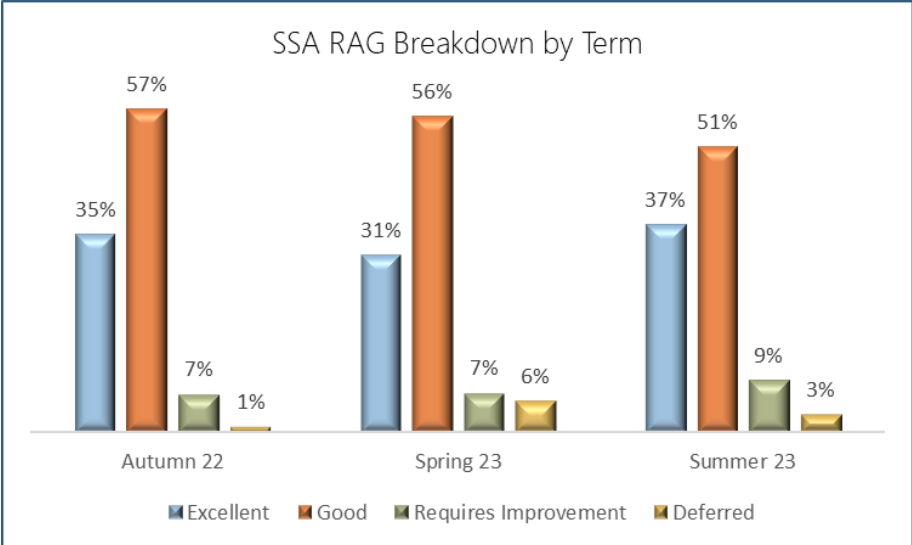
Graph 6: % SSA pupils with a PEP reviewed & rated as good or excellent by term.
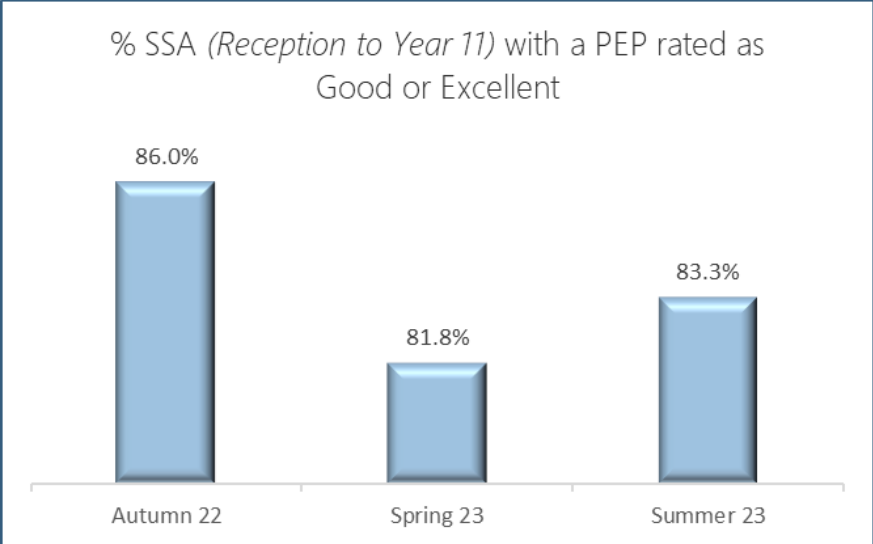
Source: ePEP – VS Report 3 % of Statutory School Age Children with a Personal Education Plan (PEP) reviewed and rated as good or excellent.
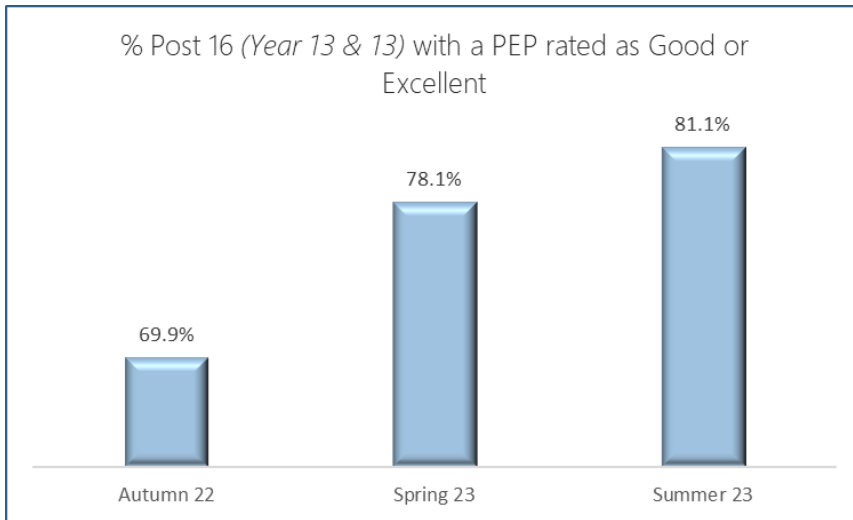
At summer term 23 we find that 83.3% of SSA PEPs were rated good or excellent through the Virtual School quality assurance process. This is a reduction of 6.6ppt from the previous year. This could be attributed to the greater use of a new 'Requires Improvement' RAG rating which was introduced in summer term 22 and more scrutiny of practice to ensure consistency.

Graph 7: % 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.
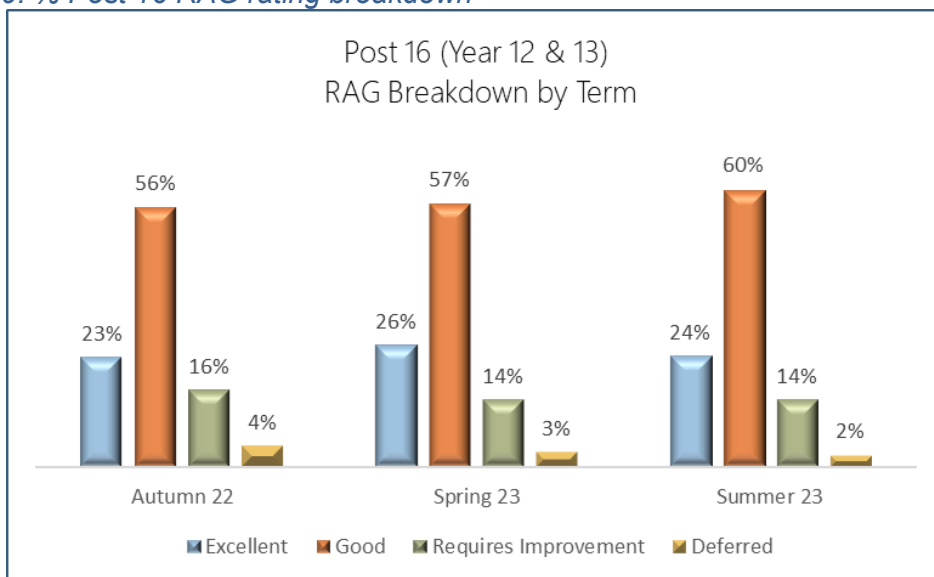
% Post 16 *(Year 13 & 13)* with a PEP rated as Good or Excellent

- Autumn 22: 69.9%
- Spring 23: 78.1%
- Summer 23: 81.1%

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 23 the percentage of Post 16 PEPs quality assured with a rating of good or excellent was 81.1%. This is an increase of 0.3ppt on the same period last year and performance also shows a positive upward trend across the academic year.

Graph 9: % Post 16 RAG rating breakdown

Post 16 (Year 12 & 13) RAG Breakdown by Term

	Autumn 22	Spring 23	Summer 23
Excellent	23%	26%	24%
Good	56%	57%	60%
Requires Improvement	16%	14%	14%
Deferred	4%	3%	2%

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 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

11.5 <u>Deferred PEPs:</u>

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 PEPs awarded a rating of 'Deferred' over the last academic year has remained low with Statutory School Age PEPs over the last academic year showing slight movement in deferred PEPs reported at 1% for autumn term, 6% for spring term & 3% in summer term.

Post 16 PEPs however are showing a positive downward trend across the year reporting at 4% for autumn term, 3% for spring term & 2% for summer term. Please see graphs 7 & 9 above for detail.

11.6 **PEP developments:**

The Virtual School PEP system has been the subject of various new developments throughout the 2022/23 academic year to keep the information we collect tailored and relevant for our young people. These changes include:

- The creation of a specific PEP for young people on an apprenticeship or in employment
- Improvements to the Early Years attainment page to reflect changes in the tracking of progress.
- The addition of a Career Map Action Plan to our Post 16 & Post 16 NEET PEPs
- Improved SEND page allowing more detail to be recorded.
- Addition of a Case Note facility to allow accurate recording of any relevant information captured outside of the PEP meeting process.
- Term by Term comments within the PEP meeting page to remove the necessity of going between PEPs to see previous comments made.
- Tailored quality assurance pages.

12 EDUCATION, EMPLOYMENT & TRAINING SUPPORT IN THE VIRTUAL SCHOOL & THE VIRTUAL COLLEGE

The Post 16 team consists of 7 members of staff which are as follows a career advisor/senior lead, 3 advisory teachers and 3 Education advisors. They are given an equal amount of young people on their case load; they each have 38 young people.

12.1 EET support available in the VS 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 a dedicated NEET worker, this has been in place since December 23.

Two of our students were awarded a scholarship one to study maths at Duke University in the US and the other a scholarship to study Earth Sciences at UCL.We are delighted for all 26 Young people whose hard work means they accepted places in level 7 degree courses at a wide range of universties.

12.2 Overview of the offer via the Virtual College

The Virtual School Post 16 team have been able to provide guidance up on requests from some of our Croydon schools e.g. Our careers specialist spent a day in St Mary's school giving Careers advice to some of the unaccompanied minors in the school, they were all given action plans, information sheets about their career interest and sign posted to useful websites which enabled them to have informed choices when choosing their next steps. A Careers Specialist was able to assist Advisory teachers in the Virtual School with appointments for their students and the careers. This was also used during exam results time when students either exceeded their target grade or were a unable to attend their conditional offers due to not achieving the grades.

The team is updated weekly about opportunities available locally or within a 10 mile radius that our care experienced young people can apply for. The post 16 teams also attend weekly joined up huddle meetings with the councils NEET Participation team whereby training providers and organisations attend to present their opportunities to the staff.

We have attended Higher Education webinars presented by our local university LSBU and Greenwich who we network with regularly.

We are in the process of arranging a taster day for our year 8, 9,10 and 11 students at the LSBU. This will increase their awareness about higher education, the application process and the varying course they could consider.

The Careers advisor for the Virtual school jointly with a member from the Councils NEET Participation team was commissioned to create a drop-in service which has operated weekly on a Wednesday from 2 – 4 at the Turnaround Centre in South Croydon. Young people are able to drop in for careers advice, help with CV, employability skills, referrals to prospective

employers. Organisations are also invited down to present workshops to young people. Thames Water have attended and have just signed up to come again during apprenticeship week.

We have recently updated our psychometric software (Kudos) which we are about to relaunch as it informs young people about local, course at college and university, helps to create CV's, gives you information about careers and various occupations to match the young person's interest.

We have offered a range of advice and guidance for any care experienced young people wanting it (18-25 years of age) via Personal assistants and social workers or directly by our webpage.

12.3 Partnership working and training offered

Post 16 Networking and partnership working have been paramount in the team's success. Through strong partnership working with the, local colleges e.g. Croydon, John Ruskin, East Surrey, Bromley, we have had d regular discussions with regards to the young people' wants and need re required college course in demand and what was realistic to offer.

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

Robust networking and working relationships have been developed with other Virtual Schools. by sharing good practice and resources, the specific focus has been raising attainment and reducing the NEET cohort one of the advisory teachers placed 6 young people into EET out of her 7 allocated NEETs.
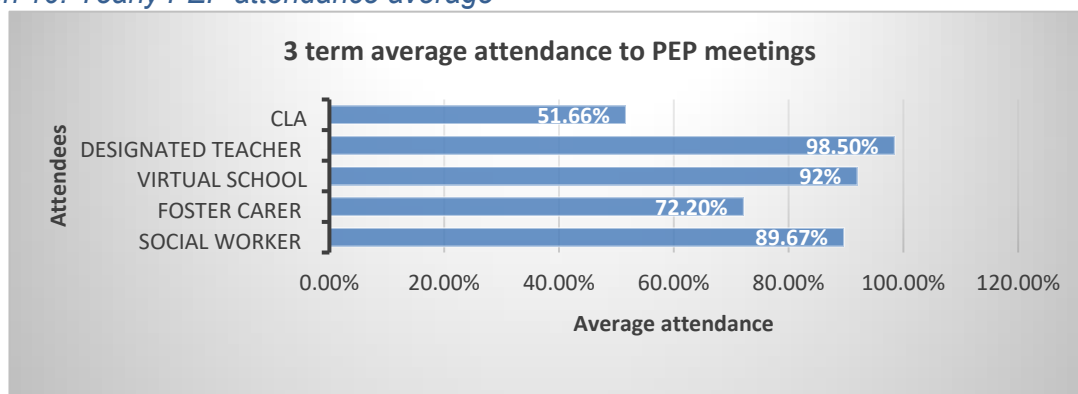
The Post 16 Team attends Resettlement Panels on rotation. At these panels, the Post 16 team member provides professional educational advice and guidance to panel colleagues as well as share information to the wider Virtual School team to help support their work with the young people with complex lives.

The VS is now represented on Statutory assesment panel for SEND (EHCPS) bi- weekly. This helps ensure that those who need plans are being accepted for assessment.

13 KEY CHALLENGES AND NEXT STEPS FOR THE NEXT ACADEMIC YEAR

PEP Meeting Attendance by young people

Graph 10: Yearly PEP attendance average

3 term average attendance to PEP meetings

CLA — 51.66%
DESIGNATED TEACHER — 98.50%
VIRTUAL SCHOOL — 92%
FOSTER CARER — 72.20%
SOCIAL WORKER — 89.67%

Attendees / Average attendance (0.00% – 120.00%)

Source: eGOV, ePEP

Context

The lowest attendance figure is the 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.

VS 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.

2. **Improving Quality Assurance and governance of:**
   - PEPS
   - Educational Placements

PEP Quality Assurance

Graph 11: PEP Quality Assurance Good to Outstanding
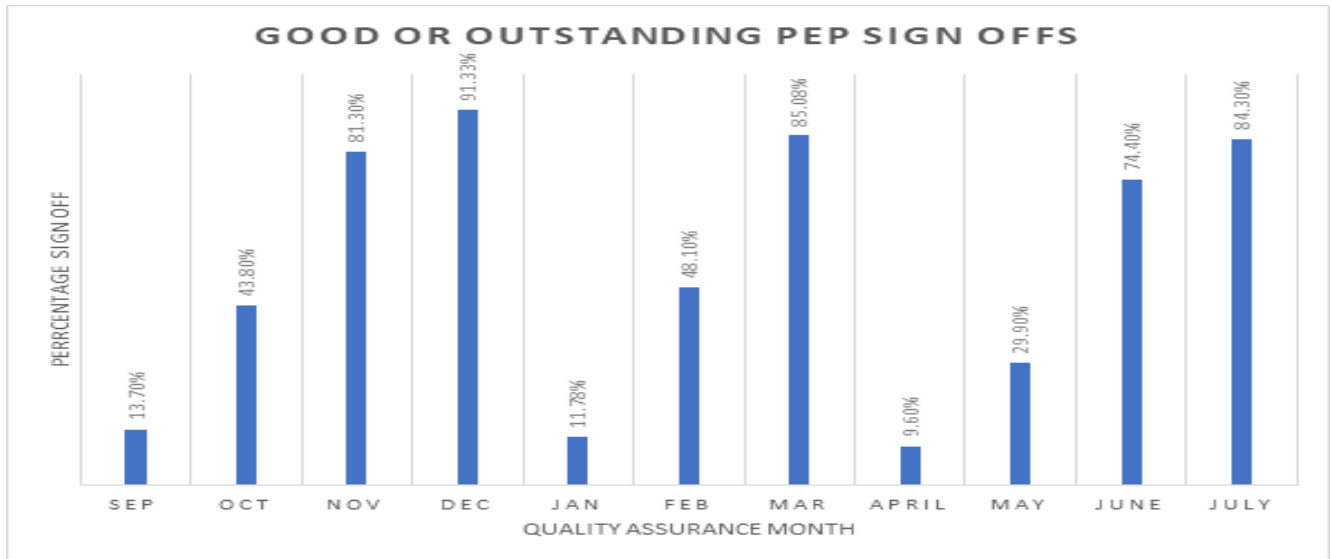
- A termly 10% PEP QA audit by SLT and data team to ensure the Quality of PEPs

- Quality assurance sheet and

- 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 with description of the grading process

Ofsted Rating for SSA education placements
Chart 3: Ofsted ratings for education placements
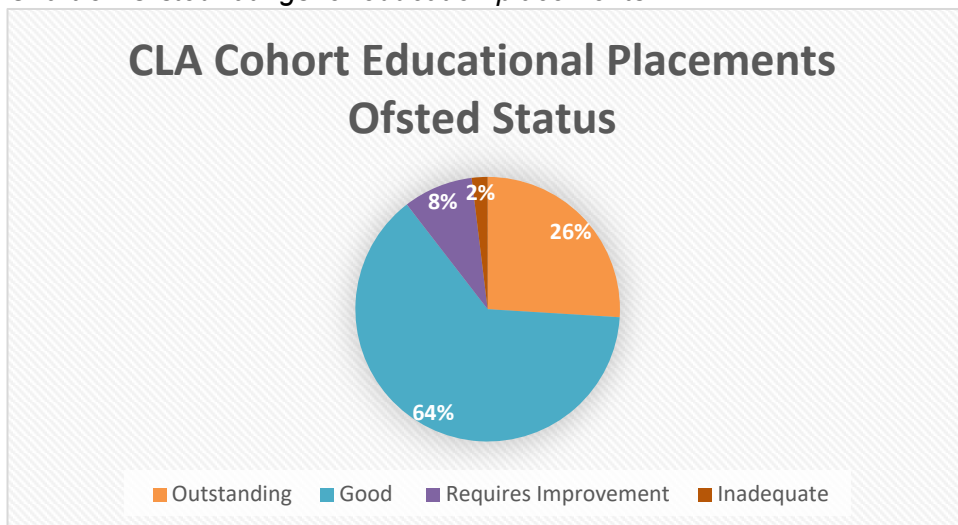
Source: data collected by the Virtual School using Liquid Logic CRS and ePEP

Commentary on RAG rated education provisions:

- Outstanding**:** 67 CLA attend placements
- Good**:** 164 CLA attend placements
- Requires Improvement: 22 CLA attend placements.
- Inadequate: 5 attend placements

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.

3. **Scrutinising and appropriately responding to the impact our work has on our CLA** (from last year).

   The CLAs' attainment this year has been exceptionally pleasing (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. **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.

   2023-24 actions planned:

   - SL shared work with Bromley VS -training ATs to share best practise (another one to be organised this year)
   - SL will attend other VS schools and share practise (Bexley)
   - Attended NAVSH on behalf of HT
   - Continuous sharing of local knowledge through direct contact and vice versa

- Foster carer forum to have continuous Virtual School representation/attendance.

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.

- Representation in all SEND Locality Strategy Groups
- Virtual College
- Care Panel
- Education Attendance Placement meetings
- Localities funding Group consultations
- EP case consultation panel to being in January 2024
- Educational Resource Panel attendance to resume by February 2023

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.

13 ALTERNATIVE OPTIONS CONSIDERED

14.1 None.

14 CONSULTATION

15.1 None.

15 CONTRIBUTION TO COUNCIL PRIORITIES
16.1 Achieve good customer service and operational delivery
16.2 Practice good governance.

17 IMPLICATIONS

17.1 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 £750.000.

17.2 LEGAL IMPLICATIONS
None.

17.3 EQUALITIES IMPLICATIONS
None.

18 APPENDICES

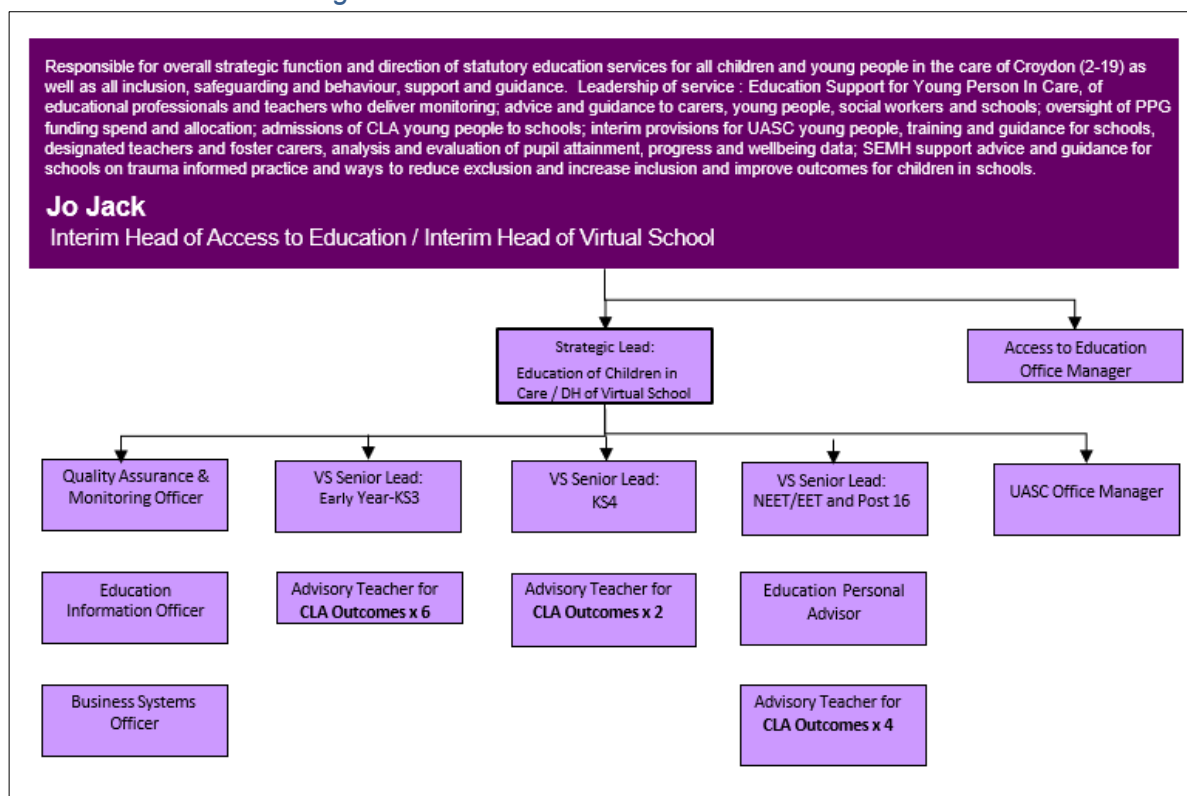- Appendix A: Virtual School Organisation Chart

- Appendix B: CLA Year 1 Phonics Results 2022/23

- Appendix C: CLA Year 2 Results 2022/23

- Appendix D: KS4 Attainment

- Appendix E: Virtual School training and development 2022/23

- Appendix F: Virtual School Croydon planned use of Pupil Premium Plus 2022/2023

- Appendix G: Extracts from statutory guidance and key links

19 BACKGROUND DOCUMENTS

19.1   None

Appendices

Responsible for overall strategic function and direction of statutory education services for all children and young people in the care of Croydon (2-19) as well as all inclusion, safeguarding and behaviour, support and guidance. Leadership of service : Education Support for Young Person In Care, of educational professionals and teachers who deliver monitoring; advice and guidance to carers, young people, social workers and schools; oversight of PPG funding spend and allocation; admissions of CLA young people to schools; interim provisions for UASC young people, training and guidance for schools, designated teachers and foster carers, analysis and evaluation of pupil attainment, progress and wellbeing data; SEMH support advice and guidance for schools on trauma informed practice and ways to reduce exclusion and increase inclusion and improve outcomes for children in schools.

Jo Jack
Interim Head of Access to Education / Interim Head of Virtual School

- Strategic Lead: Education of Children in Care / DH of Virtual School
- Access to Education Office Manager
- Quality Assurance & Monitoring Officer
- VS Senior Lead: Early Year-KS3
- VS Senior Lead: KS4
- VS Senior Lead: NEET/EET and Post 16
- UASC Office Manager
- Education Information Officer
- Advisory Teacher for **CLA Outcomes x 6**
- Advisory Teacher for **CLA Outcomes x 2**
- Education Personal Advisor
- Business Systems Officer
- Advisory Teacher for **CLA Outcomes x 4**

CLA Yr 1 Phonics Results 22/23	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	-	-	4	2	1	-
Working Towards Target	-	-	-	-	-	-
Disapplied/Significantly Below	-	-	1	1	2	-

CLA Yr 2 Results 22/23	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	-
Reading & Writing	-	-	1	-	-	-
Reading Only	-	-	-	-	-	-
Writing Only	-	-	1	-	-	-
Maths Only	-	-	1	-	1	-

Source: Virtual School data

Appendix D: KS4 Attainment

	Number	5+ 9-5EM	5+ 9-4EM	Total 5+ 9-4EM	5+ 9-4 either E or M	Total 5+ 9-4EorM	5+ 9-1	Total 5+ 9-1	1+ 9-1	Total 1+ 9-1	EL	No Results
Total Yr 11	79	6	4	10	5	15	18	33	5	38	1	40
Yr 11 in care at time of exams	74	6	4	10	5	15	18	33	5	38	1	35
NI101	51	6	4	10	4	14	15	29	4	33	1	17
Total Yr 11	79	7.59%	5.06%	12.66%								
Yr 11 in care at time of exams	74	8.11%	5.41%	13.51%						.		
Yr 11 NI101	51	11.76%	7.84%	19.61%								

Source: Virtual School data

Appendix E: Virtual School training and development 2022/23

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 Virtual School team reviewing statutory requirements and specific guidance on Croydon Virtual School processes. (offered via Arena)	Designated Teachers	September 2022
Designated Teacher Forum	To share good practice and interactive training on topics chosen by the members of the forum. Topics have included: Supporting Previously Looked After Children. Successes & Challenges of the year so far	Designated Teachers (informal setting)	October 2022
Trauma Informed Practice as a Designated Teacher and Member of Staff	Training, which reviewed Trauma and ACEs, tools and coping strategies in line with trauma informed practice. (offered via Arena).	Designated Teachers, Children's Social Care, schools, Virtual School staff and wider professionals in the education and Health directorates in Croydon.	January 2023
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: **Children's voices around trauma, Zones of Regulation, Foster Carer's discussion, Cross network working-building relationships, Improvement Plan and Personal Education Plans.**	Virtual School team	At least monthly

Allocation approx. £1.6million

Resource	Cost	Rationale	Evidence of impact
12 x full time Advisory Teachers for cohorts: NCY R-Y9 = 208 NCY Y10 & Y11 = 119 *(as at the start of Summer Term 2022)*	12 x £42,000= £504k	Increases Virtual School permanent capacity to 12 specialist staff. 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 also support at a child's EHCP or in any SEND needs assessments.	• CLA surveys (complete) • Attainment and progress outcomes for CLA Pupils (2022/23) • Case studies • % High quality PEPs • %PEP completion • OFSTED
Allocated to schools via individual targets- can be on an individual request for resource via ePEP including but not limited to the options below.	Up to the max amount £1500 per pupil. Up to a total amount of £850k of the grant funding for all	Schools have control of funds to spend on specific needs of CLA via individual targets.	• Via PEPs • Via school surveys
Collaborative intervention support 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	Case by case basis- as additional funding bids asked for by schools/ Advisory team or SW/or Foster Carers	Pupils at risk of exclusion may be supported with respite places if evidence is there of schools' efforts. Training and offer of staff development program, around inclusive practice schools.	• Reduction in permanent exclusions • Testimony from schools • And pupils • Case studies • Re-integration of pupils
Access for In Borough CLA and SW to CLA Education Psychologist	£29,000	Assessment support and guidance from Educational Psychologist (EP)	• Consultation data. • No of YP supported by EP

Interim provision of UASC CLA. School age pupils (Setting, staffing etc.)	All PPG for UASC	Access to long term school placements, integration support and ESOL. Assessment and support	• Admission data • Student and Carer feedback
PCLA advice and guidance (1FTE) for schools	£50k (separate Section 31 grant)	Specialist role-telephone and face to face advice and guidance to carers, parents and professionals. Licences for PACT website.	
DT Locality Network Forums and ARENA Training Days	£10k	Training and advice in specialist CLA related topics accessible	• Staff and pupil feedback
Trauma informed practice introduction to schools	Staffed by ATs as per cost above (or bespoke at cost to schools)	Bespoke packages for staff training days.	20 Young people report increases in quality of experience at school
The ARC Centre programmes	£8k	Courses and 1:1 support for pupils needing emotional wellbeing through animal care	• Individual outcomes in phonics, reading and wellbeing (SDQ)

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

APPENDIX G: 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

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.*