



CAMBRIDGESHIRE
VIRTUAL SCHOOL
LEARN ASPIRE THRIVE ACHIEVE

Head Teacher's Report 2021-2022

Annual statement from Children in Care Council: It's so important that children are supported to reach our goals in education. It's really good that this report shows achievements for different age groups as it makes things clear. We've given our views on how to improve our PEPs and are happy we're being listened to so that they can be made better for us.

Annual statement from the Chair of the Virtual School Management Board: The virtual school remains an essential ingredient in the delivery of the local authority's strategy to maximise opportunities for vulnerable young people, including the new addition of those with recent social care experience. Again, this year, the report demonstrates the increasing success of building strong relationships with multi-disciplinary practitioners, as the team work in co-ordinated delivery with all education and social care providers, of all types and sizes. Such an approach that pivots provision around a well-informed collective understanding of learner need and experience, is increasingly resulting in better outcomes, and is indicative of a service on a trajectory of improvement through its strong leadership and high-quality support. In this way, the report demonstrates very good use of local authority funding in a critical area in need of continued investment, supported by a committed management board whose voluntary work I thank again this year.

Annual statement from the Director of Education: This report highlights the impact of the continuous improvement journey of the Virtual School. The clear vision, strategic planning, and the collaborative approach to delivery, have continued to change life chances for the children of Cambridgeshire Virtual School. This report highlights the positive impact of the team and their work with settings to ensure high aspirations for our young people. A key priority this year has been the development of collaborative relationships with multi-academy trusts, which is now a strength of the virtual school. The approach has been recognised as effective practice by the Eastern Region and will be used as a model for other virtual schools. This is testament to the work of leaders and the team to ensure all young people are offered a quality provision.

Annual Statement from the Director of Children's Services: This report continues to demonstrate the importance of our children in care to the Council and how we continue to work together to strive for the best possible educational outcomes for our children and young people. It has been a challenging year, recovering from the educational and social impact of the pandemic, and I am really pleased to see so much activity and involvement from the Virtual School, social workers and our children in care themselves. I look forward to that collaboration continuing to blossom, and the ongoing achievements of all our children and young people.

Content

| | Page Number |
|---|-------------|
| 1. Introduction | 1 |
| Virtual School Offer | 2 |
| 2. Child and Young Person Summary | 3 |
| 3. Children in Care Characteristics and Contextual Data | 5 |
| 4. Achievement Through Schools | 7 |
| Broadening Educational Pathways | 8 |
| Training | 8 |
| Personal Education Plans and Pupil Premium Plus | 10 |
| Attainment and Progress | 11 |
| 5. Achievement Through Access and Inclusion | 12 |
| Attendance | 12 |
| Suspensions and Permanent Exclusions | 13 |
| Educated Other Than At School | 13 |
| Education Employment & Training | 14 |
| 6. Children Previously in Care | 14 |
| 7. Children With a Social Worker | 15 |
| 8. Development Plan | 16 |
| Appendix 1: Definitions | 19 |
| Appendix 2: Glossary | 21 |
| Appendix 3: Datasets | 23 |

1 Introduction

The purpose of this report is to detail and evaluate the work undertaken by the Virtual School from September 2021 to August 2022 and to set out the key priorities for the academic year 2022-2023. Furthermore, it is to share the outcomes of the eligible cohort (children in the care of Cambridgeshire County council for a year or more as of 31st March 2022). This year the report also details outcomes (as relevant) to all children in care.

Every local authority in England must appoint at least one person to fulfil the local authority's statutory duty to promote the educational achievement of its children in care, wherever they live or are educated. This person is called the Head of the Virtual School. Within Cambridgeshire we have a team of education professionals that supports the Virtual School Head in fulfilling these responsibilities.

Cambridgeshire Virtual School support children and young people in care between the ages of 2 and 18. The Virtual School brings together information about children and young people who are in the care of Cambridgeshire as if they attend a single school.

Additionally, Cambridgeshire Virtual School provide information and advice for children previously in care including those who have been adopted from care and those under special guardianship and child arrangement orders. Cambridgeshire Virtual School are responsible for children previously in care attending a Cambridgeshire school or education setting.

The Virtual School has a non-statutory strategic leadership role for children who have or have had a social worker (in the last 6 years). This commenced from 1st September 2021.

The Virtual School offer can be viewed on the next page.

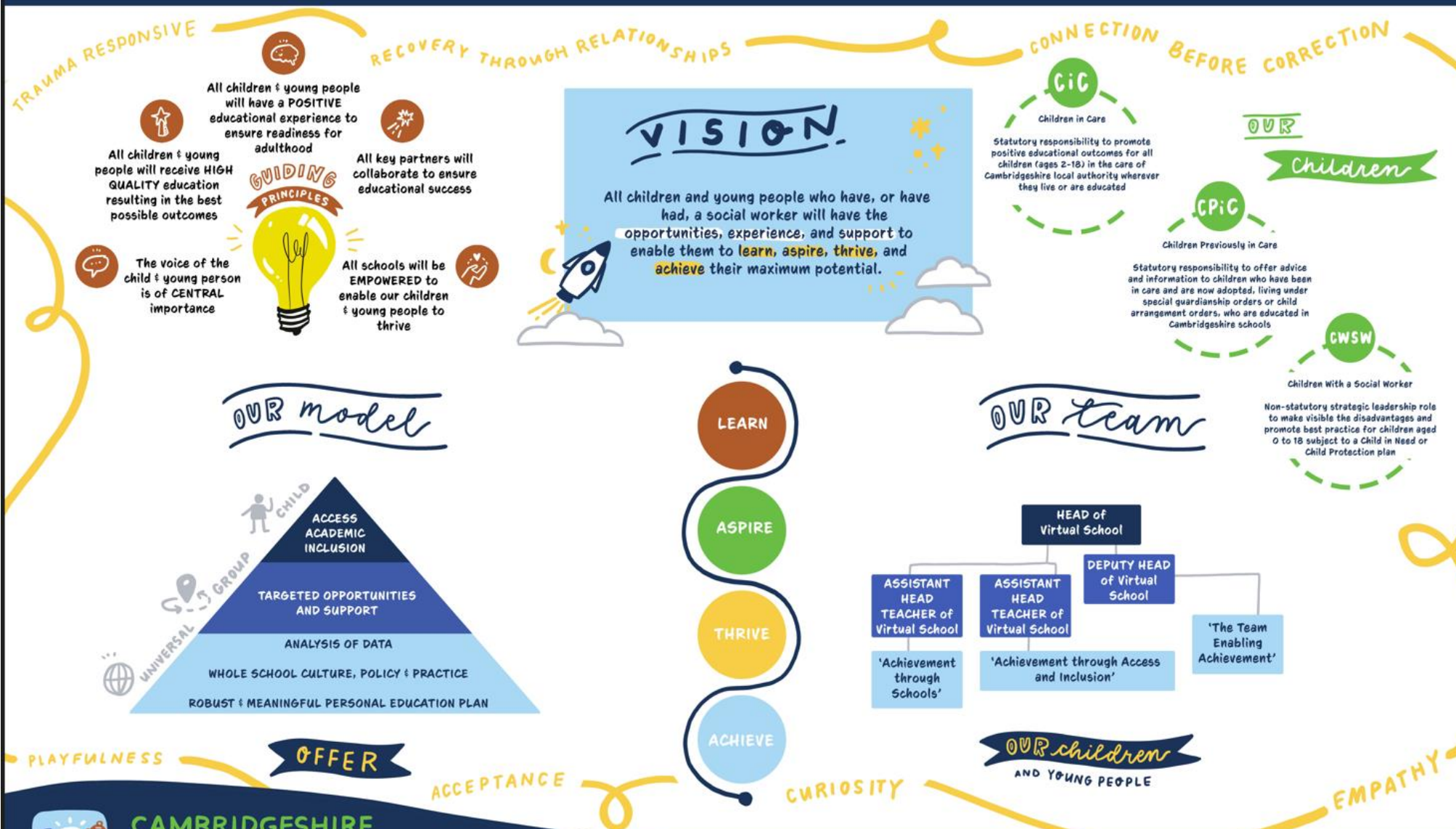
Cambridgeshire Virtual School sits within the Education Directorate. The Virtual School Head is line managed by the Assistant Director for School Improvement. The Virtual School has a 'management board' which offers both challenge and support to the work and direction of the Virtual School.

Cambridgeshire VIRTUAL SCHOOL OFFER

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virtuelschool@cambridgeshire.gov.uk



2 Child and Young Person's Report Summary



1795 children with
a Social Worker

This year we have also started to promote education for other children with social workers including children in need and on child protection plans.



**CAMBRIDGESHIRE
VIRTUAL SCHOOL**
LEARN ASPIRE THRIVE ACHIEVE

Our new logo
designed by
you ☺

Learn

Early Years About You

(Age 2 to 4) **20** children on roll at any point reaching **38** in the year.

Aspire

Your Voice

At our conference, we worked with your social workers, carers and teachers to explore the best ways for us to hear your voice.

Thrive

How We Helped

We have signed up to the Dollywood project, so that you each get a book every month until you are 5.

Achieve

What You Learnt

This year you started learning against the new Early Years Framework, so we changed our PEP.

82

Unaccompanied
Asylum-Seeking
Children overall
this year.



198 families with
children previously
in care supported



Learn

School-Aged About You

(Age 5 to 16) **374** children on roll at any point reaching **435** in the year. ideal worker films. Your overall attendance was 85%.

Aspire

Your Voice

You told us that you didn't all know who your DT was and how they could support you. We worked with you to create DT cards and funded the ideal worker films, so your DTs know what you need.

Thrive

How We Helped

34 of you took up our offer of additional careers information, advice and guidance.

What You Learnt

33% of you achieved Good Level of Development at the end of Reception.

46% of you achieved the expected standard for reading in year 2.

35% of you in year 6 achieved the expected standard in reading, writing and maths.

51% of you achieved a 4 or higher in English GCSE.
37% of you achieved a 4 or higher in maths GCSE

Learn

Post-16 About You

(Age 16 to 18) **108** children on roll at point reaching **156** in the year. **120** of you have been in education, employment or training.

Aspire

Your Voice

At the conference, our care leavers shared their experiences about how placement changes can impact education so that all professionals understand this better.

Thrive

How We Helped

We have been tracking attendance at colleges and sixth forms so that we can offer early support if needed. Your average attendance was **73%** overall.

Achieve

What You Learnt

41% of the courses studied have been level 3

73% of you in education have made expected progress or better.


5 of our year 13 leavers are going to university.





This year we have...

Next year we want to...




 Trained your teachers, social workers and foster carers. 160 attended our big event


 Virtual Reality Training Offered


 Included your voice in training




- Train the leaders in the council so they understand what it is like to be care experienced.
- Support your designated teachers to teach other teachers how to help you in school.
- Provide more training so that schools understand about Foetal Alcohol Spectrum Disorder (FASD).

 Pupil Premium Plus paid to schools


 About 60% was used to help with maths, English, science...


 About 30% helped with care and friendships


 About 10% helped in other areas such as speech and language



- Look at how the money spent helped you most. We will use this to help your teachers know how to use the money in future.

 PEPs quality assured

 Used data to create dashboards so we know who needs help, when

 Worked with your teachers, social workers and carers to find solutions



- Use the data to plan how best to help before a difficulty becomes too big.
- Use your ideas to make the PEP better for you.

 Supported 4 of you move to independent schools

 Helped schools and Multi Academy Trusts (MATs) to think about how to improve education for you

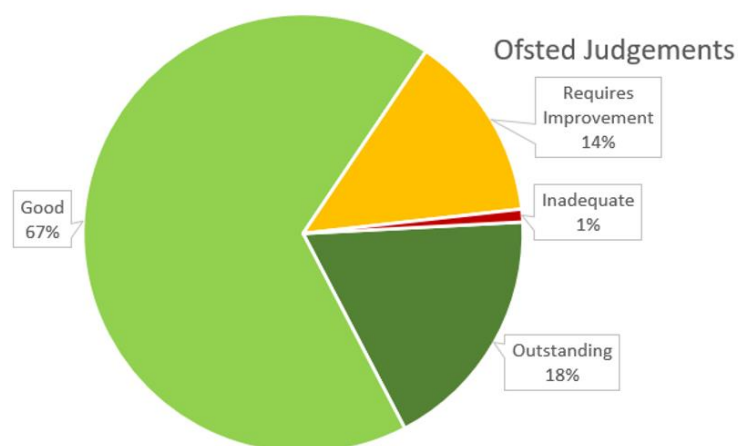
 We looked at the progress you made in school and talked to your teachers to make sure you were doing the best you can



- Support more of you into independent schools
- Include how to help children with a social worker with our Multi Academy Trusts (MAT) and school work.
- Work more closely with other teams that help children (including Special Educational Needs Team and admissions)

3 Children in Care Characteristics and Contextual Data

The national 8-year trend shows a gradual increase in the numbers of children in care; Cambridgeshire data does not mirror this. The number of Children in Care on roll with the Virtual School has decreased for this reporting period (May 2022) and the previous reporting period (May 2021). The decrease in numbers of children in care in Cambridgeshire coincides with the introduction of the family safeguarding model in Cambridgeshire. 48% of children in care are placed outside of Cambridgeshire; Cambridgeshire Virtual School have therefore worked with education settings across 44 different educating authorities.



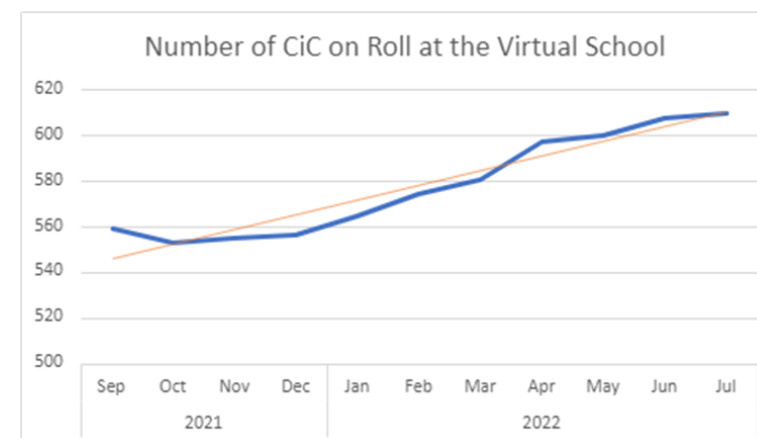
At point of school admission, the Virtual School promote admission to a school that is good or better.

Some children enter care whilst on roll at a requires improvement or inadequate rated school or the rating changes whilst the child is in attendance. In these situations, there is a process to decide whether it is in the child's best interests to move schools or remain where they are. Where a child attends schools judged as requires improvement or inadequate, their progress is monitored closely.

Typically, there is a much higher number of children in the older age range than in the younger years. Numbers increase across the academic year which impacts on rising caseloads within the team.

Source: Welfare Call (May 2022)

| Category | May 2022 | Decrease from May 2021 | |
|--------------------------------|----------|------------------------|----|
| Number of All Children on Roll | 603 | ↓ | 68 |
| Total Number Reception - Y11 | 415 | ↓ | 14 |
| Total Number of Early Years | 37 | ↓ | 5 |
| Total Number of Post 16 | 149 | ↓ | 49 |



Virtual School Daily Bulletin
22 Mar 2022 - The Dashboard figures below are updated weekly
Become Looked After 2 Cease CLA
3


| Date Received | Reason SOC 408 completed | Date of Status Change | CYP Name | DOB | Age | NCY | SwiftID | UASC | EHCP | School Name | Reason/Notes/ Moved to |
|---------------|--------------------------|-----------------------|----------|------------|-----------|-----|---------|------|------|-------------|------------------------|
| 17/03/2022 | Cease CLA | 15/02/2022 | | 01/05/2004 | 17 | 13 | | | | | Returned back to Sudan |
| 21/03/2022 | BLA | 18/03/2022 | | 14/05/2021 | 10 months | -4 | | | | | |
| 21/02/2022 | Cease CLA | 20/03/2022 | | 20/03/2004 | 18 | 13 | | | | | 18th Birthday |
| 21/03/2022 | Cease CLA | 20/03/2022 | | 20/03/2004 | 18 | 13 | | | | | 18th Birthday |
| 21/03/2022 | BLA | 11/03/2022 | | 03/01/2022 | 2 months | -5 | | | | | |
| 18/03/2022 | Placement Move | 18/03/2022 | | 18/01/2007 | 15 | 10 | | | | | Huntingdon |
| 21/03/2022 | Placement Move | 18/03/2022 | | 18/01/2007 | 15 | 10 | | | | | Wisbech |

There is a high level of fluidity within the cohort; this includes children coming into care and ceasing to be in care. This is communicated via a bulletin to all Virtual School officers to ensure effective transitions and that the needs of all children are met without delay. Placement moves are also communicated through the bulletin.

33.6% of Cambridgeshire children in care have an EHCP which is higher than the 2019 figure of 29.3% but is broadly in-line with previous years. The national CiC cohort figure is 28.9% & statistical neighbour average is 36.5.%. The proportion of young people with education, health and care plans receiving provision in special schools is 34%, while the proportion in mainstream schools is 40%. The percentage of Cambridgeshire CiC who require special or additional support without an EHCP is currently 26% which is a decrease on the same figures for last year. The largest SEN need for children is social, emotional, and mental health.

| Number of UASC (Unaccompanied Asylum-Seeking Children) | |
|--|-------|
| | Total |
| Years 7-9 | 5 |
| Years 10-11 | 22 |
| Years 12-13 | 55 |
| Total | 82 |

Source: Welfare Call (May 2022)

Unaccompanied Asylum-Seeking Children have no responsible adult, and therefore have child in care status. Cambridgeshire participates in the Dubs Amendment which means children and young people may be taken into our care as:

- Spontaneous arrivals within the county borders
- Transfers in from other local authorities

Over recent months there has been a rise in school aged unaccompanied asylum-seeking children.

Achievement Through Schools

In September 2019, Cambridgeshire Virtual School launched a new model which has a strategic focus designed to support education settings to develop and embed policy and practice which supports our cohorts. This is driven through advisory meetings, an increased training offer and an extended use of data to pinpoint next steps. The success of working with individual schools, alongside the national agenda of academisation, led to an extension of our strategic work to include multi-academy trusts. This was launched through the CEO network; 13 trusts engaged with this offer which has been recognised nationally and is being taken forward as The Eastern Region Virtual School Heads' priority in the forthcoming year.

Each MAT is provided with data which enables key performance indicators for their children in care to be compared with:

- all children within Cambridgeshire Virtual School
- all children in Cambridgeshire
- all children within the MAT

Through termly meetings, the MAT lead alongside the virtual school advisor uses the data to identify priority areas. An indicator of good practice tool provides a framework for MATs to consider how they may use their strategic influence to affect change across their schools. This has driven development in the MATs in:

- PEP quality
- Trauma Responsive Practice
- Attendance Monitoring
- Role of the Governor

In addition to the eastern region development, over the next year the advisory meetings with schools and MATs will be extended to include a focus on children with a social worker. The Virtual School has appointed an Assistant Head to drive forward the strategic and operational work within this area.

The collaborative partnership with the Virtual School with the Eastern Learning Alliance has significantly improved the quality of provision that we are providing for Care Experience Children (CEC). The direct support from PEP Champion for schools has improved the practice at an operational level, whilst the work with senior leaders at the Virtual School has provide MAT leaders with professional support and challenge to ensure more robust and rigorous oversight is in place. The Virtual School Best Practice Tool was a great place to start with all schools carrying out a robust self-audit which led to an agreed action plan for each school that was managed by the Designated Teacher and shared with the MAT Lead and formed the basis of termly review meetings. The collaboration has also led to a more proactive approach to provision for CEC with a significant increase in the use of PP+ funding to broaden and enhance the support available in schools. Most importantly the collaboration has delivered professional support and challenge in appropriate measure underpinned by a high challenge low threat ethos. I would strongly recommend all MATs to engage in this level of collaboration with the virtual school for the benefit of their organisation but most importantly the benefit of CEC children in their schools.

Deputy CEO, Eastern Learning Alliance

Broadening Educational Pathways

Cambridgeshire Virtual School worked alongside the Royal Springboard Foundation 'Broadening Educational Pathways', to support access to independent schools for children in care. 4 children have been offered places and begin in year 7 and year 12 in September 2022. As part of the scheme, the children and schools are carefully matched, there is ongoing support and additional funding to enable success. Programmes such as this have been recognised as good practice in the Independent Review of Children's Social Care 2022.

Training

There is a shared vision between Cambridgeshire Virtual School and SEND Services 0-25 to develop one consistent evidence-based approach supporting schools to be trauma responsive; this will be implemented through a tiered training offer. This will mean that children who have experienced trauma will feel safe, supported, understood and included so that they are ready to learn and achieve educational outcomes.

A twilight session has been developed and a modular approach has been designed. 17 schools have been trained. Following the training, one head teacher commented:

I just wanted to say thank you again for the training the other week. Staff said after that it's the best training they've ever had and really enjoyed it. The reflections in the afternoon were really interesting and you could definitely sense the 'empathic shift' in the room. This has translated into a brilliant first week at school. The team have really supported one another and have worked really hard with a solutions-focused attitude to support children.

Headteacher

The training has also been delivered to:

- Assistant Directors and Heads of Service within the Education Directorate
- Education Safeguarding Team
- Early Career Teachers (conference)

The Virtual School conference was attended by 160 professionals including designated teachers, social workers, IROs, foster carers and partners within the local authority education directorate. The event focused on 'hearing the voice of our children and young people'. The Children in Care Council animation 'our ideal worker' was shared, there were various workshops including one led by two care leavers. The conference led to the formation of a working group to consider next steps to meaningfully hear the voices of our children and young people. Attendees' feedback on what they valued most included:

Felt very valued as a 'partner' of the Virtual School

Empowering, inspiring and affirming

Loved that there was a big focus on better ways to gather the child's view

I attended with a colleague and we have a lot to take back to share with our schools and to support the way all staff work with our CIC and vulnerable young people



Lauren Hayes
@Laurenn_Hayes

Being part of a packed conference room when @jazampawfarr said 'stand up if your work has changed someones life' and seeing every single one of my colleagues; SW's, teachers, carers, IRO's, standing was so powerful ❤️

16:44

In addition to the pre-recorded training available on our you tube channel; the Virtual School has offered:

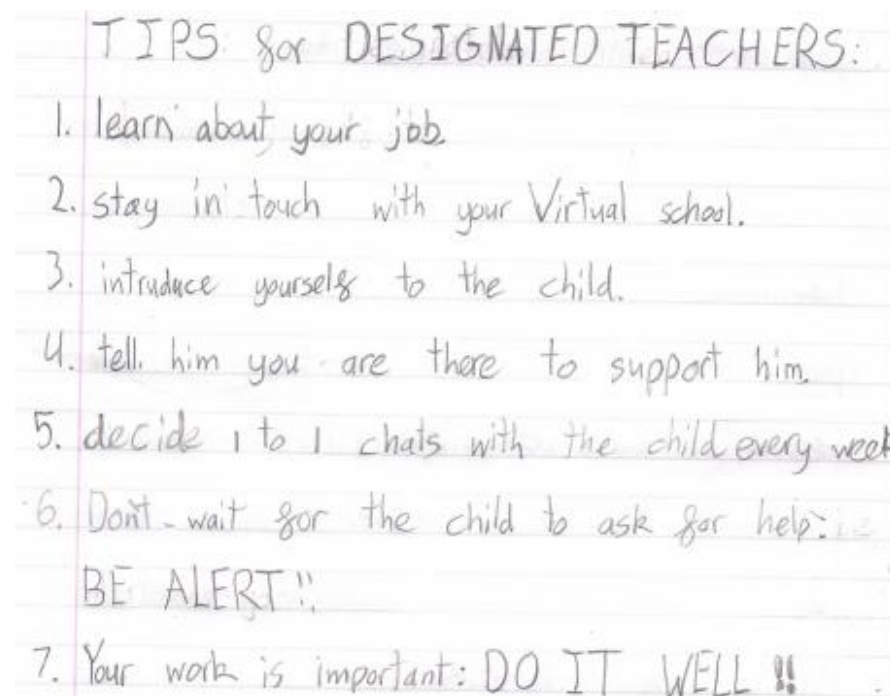
Designated Teacher Training (children in care), Designated Teacher Training (children previously in care) and Fetal Alcohol Spectrum Disorder Training (outsourced).

There has been a focus on including the voice of children and young people and working collaboratively with foster carers, adopters and designated teachers on the training. An example of this is advice to designated teachers provided by a Cambridgeshire child who is adopted (featured left).

Cambridgeshire Virtual School have widened the training offer for carers to include Independent Fostering Agencies. 121 carers have accessed training, with the mean evaluation rating of 9.4 out of 10. Themes have covered:

- Supporting each phase of education (early years, primary, secondary, post 16)
- SEND
- Aspirations
- Transitions

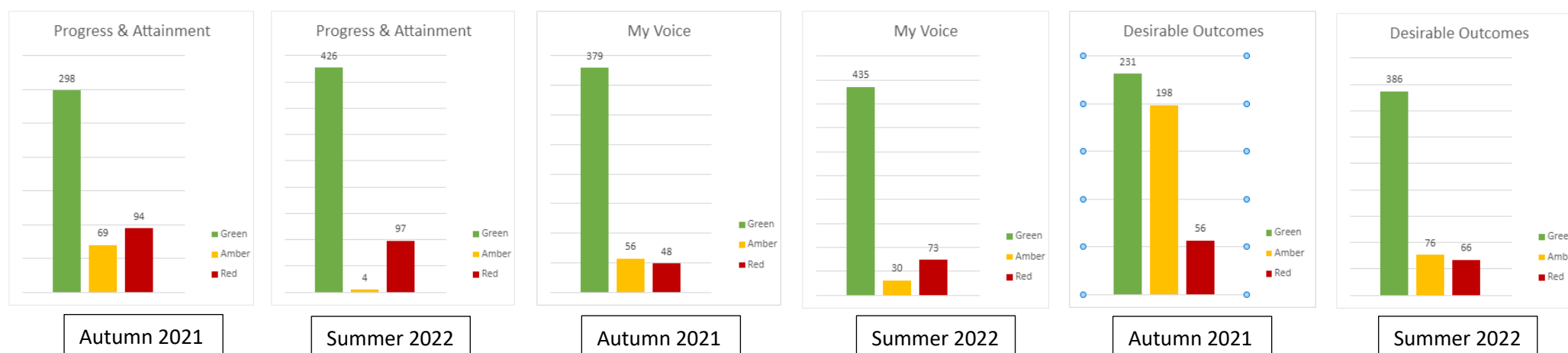
All training has taken place virtually to enable greater attendance. The sessions have been held in conjunction with Peterborough Virtual School.



Cambridgeshire Child: Aged 8

Personal Education Plans (PEPs) and Pupil Premium Plus (PP+)

Within Cambridgeshire the PEP is led by the school, with attendance from the social worker, carer and engagement with the young person according to their wishes. The Virtual School employ a PEP Champion who provides training and support to social workers and designated teachers. The Virtual School quality assure every PEP. Each section is rated (red, amber or green) and feedback provided. Over the year there has been a significant improvement in all education sections of the PEP.



Social workers complete one section of the PEP containing key information such as contacts, contact arrangements and sensitive issues. Social workers are asked to ensure the information is up to date for each PEP. The quality of social care information in the PEP and attendance at PEPs has been a key focus for the last two years. Key actions have been:

- PEP webinar produced for inclusion in social worker induction
- Virtual School PEP Champion support for teams and for individuals
- Access to PEP reports for team managers
- Attendance of Corporate Parenting Service Manager in PEP audit
- Termly reviews of PEP data with Head of Service for Corporate Parenting and Virtual School Head

Progress has not been rapid or sustained due to challenges within social care resulting in only 60% of PEPs attended by the social worker (summer 2022). For this reason, the Head of Service for Corporate Parenting, with oversight from the Assistant Director and Director of Children Services is leading work to resolve this issue. The Virtual School will continue to provide access to the PEP platform for social workers and team managers, training, support and summative data. The Virtual School Management Board will continue to scrutinise the data and provide challenge as appropriate.

Pupil premium plus should be used to promote high aspirations and seek to secure the best educational outcomes for children in care. It should not be used for activity that is available universally within school. It is equally important that requests are not made for services funded through other sources e.g. an Education Health Care Plan. All requests are considered as part of the PEP quality assurance process. For both the statutory school aged cohort and the early years cohort, cognition and learning accounts for the largest percentage of pupil premium plus requests, with social, emotional and mental health second (dataset appendix 3 .1). This percentage is consistent with last year. This year schools have been asked to match the funding to the Education Endowment Foundation toolkit. Virtual School advisors have scrutinised the attainment and progress data provided, where a child or young person is making below expected progress or targets do not appear ambitious the Virtual School have followed this up with schools, offering additional pupil premium plus to support accelerated progress.

The Virtual School has used retained funding to for the rental of the virtual reality headsets and to provide training at no charge. The Virtual School invited expressions of interest for school / MAT level projects. The following projects are in progress and impact will be reported in the 2022-2023 head teacher's report.

- Millfield Primary School: Reflective spaces and regulating scripts, underpinned by trauma informed training
- Olive Academy: Changing the children's perception of their environment by creating ownership, underpinned by trauma informed training
- Eastern Learning Alliance: First steps in trauma informed and responsive approaches, embedding at a MAT level
- Impington Village College: Creating a sense of belonging through reflective spaces for children who have or have had a social worker
- Inspire Group: Creating a dynamic model to support children in care post 16

The Children in Care Council have asked the Virtual School to support the development of 'usualising' care experience within education settings. Schools will be invited to complete expressions of interest to partner the Virtual School in this exciting development over the next year.

Attainment and Progress

Attainment and progress data is currently unvalidated and therefore should be treated with caution. There is no current reliable data on outcomes for children in care nationally or for statistical neighbours. The report will be updated in March, once the validated data is available. Trends cannot be reliably considered because of the impact of COVID. The last nationally reported data was 2018-2019.

The Early Years eligible cohort is only 2 children, and therefore not statistically meaningful. Of the 11 children within the full cohort, 9 entered care within the year, it is likely that many of these children will leave care before the next national data set. Data is provided (appendix 3: 2.1 and 2.2). Individuals will continue to be tracked and supported for the duration of their time in care.

The end of key stage one eligible cohort is only 6 children and therefore data is not statistically meaningful. As is 2019 reading and maths continue to be stronger than writing. This is reflected in data for all children nationally and all children in Cambridgeshire (appendix 3: 2.3 and 2.4).

At key stage two the eligible cohort size rises to 26 children, this is comparable to the cohort in 2019 of 29 children. From 2019 the attainment gap between all children and Cambridgeshire children in care has reduced. In all areas except writing, children in care data suggests results improved, this contrasts with the picture for all children nationally and locally (appendix 3: 2.5 and 2.6).

At key stage four the eligible cohort size is 45 young people, compared to 55 in 2019. GCSE grades 4 or above in English and maths has increased by 16% from 2019 to 2022 and grade 5 or above in English and maths has increased by 6% appendix 3: 2.7 and 2.8).

During this academic year attainment and progress data has been analysed and where appropriate follow up conversations have taken place with designated teachers (as detailed within the pupil premium plus section). Over the next year these conversations will become more targeted, with stronger links to evidence informed practice. The Virtual School attainment and progress dashboard will be developed to support this.

5 Achievement Through Access and Inclusion

The new Virtual School model enabled revision to Virtual School practice which seeks to facilitate sustained access to, and inclusion within education by empowering the network around the child. Over the last year:















- data systems and dashboards have been developed
- questions have been revised in the personal education plan so that designated teachers are providing risk indicators alongside the current educational picture for the child
- Welfare Call has been commissioned to extend attendance data collection to post 16
- attendance, part timetables and suspension data has been tracked and interrogated (statutory school age and post 16)
- risk of NEET work has taken place with year 11s

This information, alongside referrals from key partners has been used to identify where Virtual School support and challenge is required. Over the last year the response has been primarily at an individual child level. The Virtual School has appointed an Assistant Head to drive forward the strategic and operational work within this area.

Attendance

The Covid-19 pandemic has continued to impact on attendance over the last year. It has also made it difficult to meaningfully consider trends. National data is only available for 2020-2021 (appendix 3: 3.1). Internal data for 2021-2022 suggests attendance is higher for children who have been in care for more than a year than for the full cohort. Key stage analysis reveals minimal variance between key stage 1, 2 and 3, however key stage four is 10% lower (appendix 3: 3.2). This aligns with the proportion of children per key stage supported by Achievement Through Access and Inclusion.

Suspension and Permanent Exclusion

| CYP Susp. to Date | Total No. of Suspensions | Total No. of Days | Avg No. of Days | In County Suspensions | OoC WFC Suspensions | Overall Schools | No. of IC Schools | No. of OoC WFC Schools | Pupils 2+ Suspensions | No. of Perm. Exc. | Aut. No. of Suspension | Spr. No. of Suspension | Sum. No. of Suspensions |
|---|--|--|---|---|---|---|---|---|---|--|---|---|---|
|  53 |  158 |  828 |  5.24 |  75 |  83 |  40 |  18 |  22 |  30 |  0 |  35 |  60 |  63 |

The Virtual School has had no permanent exclusions this academic year. Just over 72% of suspensions were children in years 8, 9 and 10 (appendix 3: 4.1). All of these suspensions have been followed up in order to hold schools accountable against the statutory guidance and to support specific needs. 41% of suspensions were across 6 schools. There are concerns regarding policy and practice within 4 of these schools. Over the next academic year there will be a focus with these schools and MATs to evolve relational policies and practice.

Educated Other Than At School (including reduced timetables)

Where it meets the needs of individual children, alternative provision (including tuition) has supplemented the education offer for Cambridgeshire Children in Care. This provision was offered in a variety of circumstances including new to care, unplanned placement moves and children who were not managing the 'typical' education offer currently on offer to them.

36 children received less than full time education (May 2022), of these 67% had special educational needs (appendix 3: 5.1). The remainder of children had experienced a placement move or were new to care. There has been collaboration with both Access to Resources and the Statutory Assessment Team. The work with Access to Resources has focused on timely involvement of the Virtual School to enable to proactive planning around education. The work with the Statutory Assessment Team has led to the appointment of a dedicated casework officer for children in care, the protocol has been reviewed and updated, and communication / data systems have been streamlined. Work will continue with both teams over the forthcoming year.

The Virtual School has also been worked alongside colleagues within social care on the 'step in to' project. The project aims to support young people moving from residential provision into foster care. Virtual School involvement has led to an agreement that no young person will be moved prior to education being secured.

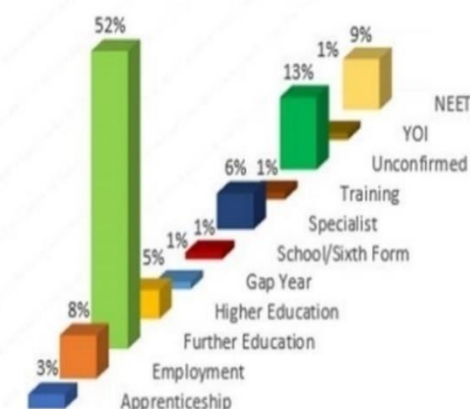
Education Employment and Training (EET)

The cohort of NEET young people fluctuates across the academic year. Specific trigger points include the end of October which is the point at which colleges review engagement and officially enrolls the young person, and a second trigger point is Christmas. Data for July 2022 shows 76% of the post 16 cohort were in education, employment of training (appendix 3: 6.1) To support EET, the Virtual School has employed Welfare Call to collect weekly attendance data for the post 16 cohort. This has enabled a timely Virtual School response to attendance concerns. Additionally, the Virtual School began working with year 11s identified at risk of NEET. This meant on 1st September 2022 there were only four year 12s without post 16 provision. In previous years, delays in vulnerable bursaries have meant young people have not been able to purchase equipment required in readiness for a September start. This year additions were made to the year 11 PEP, promoting early applications for the vulnerable bursary and schools were encouraged to apply for pupil premium plus in the summer term for equipment and resources required for post 16. Where relevant, payments were made to carers in the summer holidays.

A concern identified for the forthcoming year is that the main provider of 'roll on / roll off' ESOL provision has ended the offer. This means that from the end of October, there will no access to provision for newly arrived post 16 unaccompanied asylum-seeking children beyond tuition. This will be an immediate priority for the Virtual School to address.

Destination data for year 13s shows less than 10% as not in education, employment of training. 5% are moving into higher education.

Year 13 Pupil Destinations 2021-22



6 Children Previously in Care

For children previously in care (CPiC), the Virtual School is not acting as the corporate parent but is there to promote the educational achievement of these children through the provision of advice and information to all relevant parties. There has been a 61% increase in the number of enquiries over 2020-2021 to 2021-2022 (dataset appendix 3: 7.1). It is believed this is because of strengthened relationships with the Regional Adoption Agency leading to an increased awareness of the role of the Virtual School. The Virtual School have continued to offer training to prospective adopters on education. In addition to responding to individual enquires, the Virtual School has revised the training to schools to include the voice of children, alongside that of families and designated teachers. Individual enquires have led to bespoke trauma responsive training in 7 schools with a further 6 scheduled for the autumn term. It is primarily the work with children previously in care which has led to the investment in FASD training for the Virtual School. Over the next year the Virtual School intend to develop the FASD training offered to key partners. The work is timely given the 'Time is Now' publication and the release of the Nice Quality Standards for FASD. The increase in enquires necessitates an adjustment in resource allocation to ensure that in addition to responding to individual enquiries there is capacity to evolve strategy.











7 Children With a Social Worker

Virtual Schools were made aware of the non-statutory extension to the remit in June 2021, for a September 2021 start. The remit pertains to children who have a child in need plan (CiN) or a child protection plan (CP) or have been within the last 6 years. It is a strategic leadership role at a cohort level. The guidance is intentionally vague to enable Virtual Schools autonomy in the direction of travel. The DfE have partnered with the Rees Centre who are tracking the activity and impact.

Cambridgeshire Virtual School appointed a Strategic Lead and strengthened data resource. The Virtual School also secured a graduate trainee on a six-month placement, to support development in this area. Over the last year activity has included:

- Collection and analysis of data; leading to an understanding of numbers of the current cohort, matched to key performance indicators (appendix 3: 8.1 and 8.2). The data shows the contrast in attendance for all children and children in care. This has facilitated discussion with key partners and supported the direction of next steps.
- Widened the Virtual School training offer to cover the extended remit
- Promotion of the remit and building of partnership working across Children's Services, the Education Directorate and with education settings; leading to the formation of a working group of head teachers and Designated Safeguarding Leads. The group have worked to adapt the previously in care Education Support Plan which for the cohort and will be trialling this over the coming year. Additionally, the concept of an app to support social workers has developed. This will be an accessible way for social workers to understand how to effectively promote education and access to available services. This will be developed and launched during 2022-2023.

Furthermore, over the next year the advisory work undertaken with schools and MATs will be extended to include children with a social worker. There is also an intention to extend the partner engagement to include health and police.

| Childrens Social Care Service 1607 | | Gender | | | | Matched in Census | | Cohorts | | | |
|---|-----------------------|---|---|--|---|---|---|---|---|---|---|
| Case Status | | Male | Female | Other | Unborn | SSA Yes | SSA No | Babies | Early Years | SSA | Post-16 |
| Children in Need (CiN) | Child Protection (CP) |  |  |  |  |  |  |  |  |  |  |
| 478 | 417 | | | | | | | 0-2 | 2-4 | 5-16 | 16+ |
| Children in Care (CiC) | Care Leavers | 877 | 695 | 2 | 33 | 471 | 66 | 231 | 247 | 537 | 592 |

Source: Liquid Logic and Census data (September 2022)

Review of Development Plan

Vision

All children and young people (CYP) who have or have had a social worker will have the opportunities, experience and support to enable them to learn, aspire, thrive and achieve their maximum potential.

5 Year Outcomes

Overarching

- The vision and guiding principles are fully integrated within the VS
- Cambridgeshire Virtual School is recognised both regionally and nationally for impact and innovation
- There is resilience within the VS team and a culture that is proactive, creative and innovative

PEPs are dynamic, live and relevant

- PEPs are an integral part of the child's care journey
- PEPs act as a key mechanism to guide the work of key partners to promote educational outcomes

Children and young people who have or have had a social worker have increased access to high quality education, leading to improved outcomes

- Education is a protective factor for children who have or have had a social worker
- Suitable care placements are arranged which minimise disruption in education
- There is prompt and timely access to suitable education placements

Children and young people in care have increased inclusion within education, leading to improved outcomes

- Improve attendance and reduce incidents of fixed term exclusion
- Identification, tracking and intervention serves as protective factor for CYP with SEND rather than a barrier
- There is strengthened trauma informed pedagogy in schools
- Understanding and awareness of FASD underpins education practice
- Cambridgeshire Virtual School are leading on and engaging in research

Aspirational education is seen by all as the key to enable all children to learn, aspire, thrive and achieve their potential

- Cambridgeshire children in care have high aspirations and a clear pathway to success
- Link between PPP spend and area of need correlate with improved outcomes e.g. attainment and progress for cognition and learning
- Improve attainment and progress through effective tracking and response to data
- Promote 18 aware agenda

There is a collective responsibility for the education of children who have or have had a social worker, with all parties feeling empowered to support effectively

- There is a culture within the LA that children in care are everyone's responsibility, resulting in seamless partnership working
- CEOs, Head teachers, SLT and DTs understand what they can do to offer the best support and this is embedded in policy and practice
- Carers understand the best way to support learning

Progress To Date

2019-2020

- Developed an offer to include school level work alongside child level
- Widened capacity and expertise within the VS with the appointment of a VS Education Psychologist
- Redesigned PEP, formalised quality assurance process leading to effective tracking of PEP compliance and quality
- Revised pupil premium plus policy strengthening the link between funding and outcomes
- Strengthened partnership working within the local authority and regional virtual school network
- Invested in Virtual Reality Headsets to strengthen the training offer
- Formalised the SEND protocol in partnership with SAT, ART and Social Care.
- Established SAT and VS operational and strategic meetings to avoid drift in education
- Foster Carers education conference and development of literature to support carers role in education
- Developed weekly homework club for UASC
- COVID response

2020-2021

- Widened capacity and expertise within the VS with the appointment of a Performance Officer, Aspirations Project Lead, Senior Advisory roles, PEP Champion
- Created a Youtube channel with a range of pre-recorded webinars to support DTs, SW, carers in their roles
- Created supporting documentation to empower DTs in their role
- Developed and delivered SEND training across VS, SAT and social care
- Developed an Education Support line for professionals and families of care experienced children
- Development of systems, processes and skills in analysis of attainment and progress data and informed response to this
- Extended training offer to maintain continuity of offer through COVID
- Embraced virtual platforms to ensure continuity of all aspects of service delivery
- Participation in the Dolly Parton Imagination Library leading to 2-4 year olds receiving books monthly
- Internal moderation of roles to create specific preventative, proactive and reactive inclusion focus in VS work
- Growth of presence on social media

Vision

All children and young people (CYP) who have or have had a social worker will have the opportunities, experience and support to enable them to learn, aspire, thrive and achieve their maximum potential.

Aims of 2021-2022 (towards 5 Year Outcomes)

Overarching

- 0.1 There is resilience within the VS team and a culture that is proactive, creative, aspirational and innovative
- 0.2 We hear the voice of individual CYP
- 0.3 The collective voice of our CYP underpins policy and practice
- 1. PEPs are dynamic, live and relevant**
 - 1.1 Pupil voice is paramount within the PEP process
 - 1.2 Data from the PEP informs the work of the Virtual School
 - 1.3 Rigorous quality assurance informs the work of the Virtual School
- 2. Children and young people who have or have had a social worker have increased access to high quality education, leading to improved outcomes**
 - 2.1 There is a reactive, preventative and proactive focus to NIAP and NEET work
 - 2.2 Ensure high quality education is in place for transitions in and out of care
- 3. Children and young people in care have increased inclusion within education, leading to improved outcomes**
 - 3.1 Analysis of risk indicators allows preventative work
 - 3.2 Scrutiny of data ensures impactful response
- 4. Aspirational education is seen by all as the key to enable all children to learn, aspire, thrive and achieve their potential**
 - 4.1 The impact of the aspirations project is evidenced
 - 4.2 The impact of PPP is evidenced against key performance indicators
 - 4.3 Scrutiny and response to data raises expectations leading to improved outcomes
 - 4.4 Pupil voice informs targeted opportunities and experiences
- 5. There is a collective responsibility for the education of children who have or have had a social worker, with all parties feeling empowered to support effectively**
 - 5.1 Training impacts on whole school / MAT policy and practice
 - 5.2 The strategic value of MATS supports the education of all children who have or have had a social worker
 - 5.3 Key partners are involved at the earliest opportunity in the reactive, proactive and preventive work of the Virtual School
 - 5.4 Head teachers, SLT and DTs understand what they can do to offer the best support and this is embedded in policy and practice
 - 5.5 The Virtual School is high profile for carers, guardians and parents. Training empowers them within their role as educators

Progress To Date 2021-2022

- 0. The VS has a new logo co-produced by 4 of our children in care. One YP commented *'It was actually good to be part of this and I'm going to be able to put it on my CV. It was interesting to see all the different options and say what we thought. And think about what the Virtual School is (and) how to put that across. We were included. Thank you'*
- 0. Pupil voice is included within all VS training
- 0. In response to a request from the Children in Care Council (CiCC), DT cards have been created in collaboration with CiCC. 91 have been distributed.
- 0. Investment in professional development in FASD for the Virtual School team.
- 1. Across the EY, SSA and P16 cohorts green ratings of desirable outcomes in PEPs have increased from 54% in summer 2021 to 72% in summer 2022. The highest increase is in statutory school age (46% summer 2021 to 76% summer 2022)
- 1. Attainment and progress data from PEP analysed and used to inform A&P conversations with DTs
- 2. Early work with year 11s led to only 4 year 12s being NEET on 1st September 2022
- 3. System in place for identifying exclusions, triage and referral for targeted intervention
- 3. Attendance is monitored extended beyond statutory school age to include foundation stage 2 and year 12 and 13
- 3. Data dashboards underpin the work of the VS
- 4. 34 CYP participated in CIAG organised by VS in addition to that offered by schools.
- 4. KS2 reading, writing and maths combined for the eligible cohort is 35% (compared to 28% in 2019). This reduction in the gap contrasts with the picture for all children nationally and locally
- 4. 33% of year 11s achieved English and Maths GCSE grade 4 or above
- 4. 4 CYP will be starting independent schools in September with full scholarships through the Royal Springboard Programme (increasing access to independent schools is a recommendation of the McAllister independent review of children's social care 2022)
- 5. MAT model of engagement successfully implemented. 13 MATs have proactively worked with the VS. Association of School and College Leaders have expressed an interest in promoting this model as national best practice. Eastern Region Virtual School Heads have agreed to take this initiative forward as a regional priority
- 5. Increased foster carers training offer. The average rating of training was 9.1 out of 10.
- 5. In collaboration with SEND, Recovery Through Relationships training has been developed, trailed and endorsed at Director level, with a view to becoming the local authority offer.
- 5. 160 participants including social care, IROs, designated teachers, partners within education, foster carers and a Cllr attended the virtual school conference with a focus on pupil voice. A participant shared *'Felt very valued as a 'partner' of the Virtual School'*
- 5. Formed relationships with the newly created regional adoption agency, leading to increased early referrals to the virtual school for advice and information
- 5. The extension to the remit of the VS has been promoted across the LA & a strategic direction of travel agreed

2022-2023 Priorities

- Cambridgeshire MAT work extends into Eastern Region practice
- A pilot framework is created utilising care-experience

Learn

1. PEPs are dynamic, live and relevant

- Pupil voice is recorded meaningfully within the PEP and informs provision
- Social workers and personal advisors effectively contribute to PEPs
- Foster carers have access to the ePEP platform

Aspire

2. Children and young people who have or have had a social worker have increased access to high quality education, leading to improved outcomes

- There is protocol with admissions which ensures timely access to education
- There is an increase in the number of children accessing the independent schools offer
- Provision is well matched to the needs of the CYP educated other than at school. Attainment & progress is tracked and enables improved outcomes

Thrive

3. Children and young people in care have increased inclusion within education, leading to improved outcomes

- From at least year 9, NEET risk reduction and aspirational pathways are integrated within the planned ATAI approach
- ATAI / ATS and school / MAT partnership working leads to planned approach which improves practice around suspensions with identified schools
- The needs of UASC cohort are recognised, understood and met within appropriate provision

Achieve

4. Aspirational education is seen by all as the key to enable all children to learn, aspire, thrive and achieve their potential

- Early identification and support is in place for CYP on higher education pathways
- Evidence informed practice is used strategically to raise attainment and progress

5. There is a collective responsibility for the education of children who have or have had a social worker, with all parties feeling empowered to support effectively

- The Recovery Through Relationships strategy is extended across the education directorate, including through the development of modular training
- Social workers (for CiN / CP) have access to and make use of a range of tools, including the app, to enable them to effectively promote education
- There is increased awareness and knowledge of FASD with key partners

Appendix 1: Definitions

| Definitions | | | |
|---------------------|---|--|---|
| Cohorts of students | Group or Key Terms | Number of Students | Definition |
| | Pupils on Roll (May 2022) Academic Year 2021-2022 | 603 | Total number of Children in Care (CiC) that the Cambridgeshire Virtual School were responsible for. The Cambridgeshire Virtual School works with children and young people from when they begin early years education (aged 2) to 18. Where a young person is accessing education at 18, the virtual school continues to be actively involved until they finish year 13. |
| | On roll at any time | 550 | The actual Virtual School cohort is fluid, with children entering and exiting care by way of reunification, adoption, special guardianship orders or child arrangement orders, or reaching adulthood throughout the year. |
| | School Age 5-16 | 415 | Total number of children and young people aged 5 – 16 that Cambridgeshire Virtual School were responsible for during the Academic Year. The statutory school ages are reception to year 11. Data for the Early Years cohort sometimes includes the Reception (Year 0) data. |
| | DfE Eligible Cohort | 329 | Number of Statutory School Aged Children in Care currently who have been in care for the full period April 1st – March 31st that Cambridgeshire Virtual School were responsible for this year. In this report the end of year results (Summer 2022) refers to the students in care for 12 months from April 2021-March 2022. |
| | Cambridgeshire Schools | 279 | Cambridgeshire Children in Care in Cambridgeshire schools, Early Years Settings and Further Education Providers. The figure does not include any children where the adoption has been finalised (awaiting Liquid Logic closure), those with no recorded school or Post 16 who are NEET. |
| | Out of Area Schools | 274 | Cambridgeshire CiC in Other Local Authority (OLA) Schools, Early Years Settings and Further Education Providers. The figure does not include any children where the adoption has been finalised (awaiting Liquid Logic closure), those with No recorded School or Post 16 who are NEET. Many children are placed in settings outside of our authority – however they remain the responsibility of Cambridgeshire Virtual School for their entire time in care. |
| | Children in Care from other local authorities (OLA) educated in Cambridgeshire | 353 59 - registered since 01/09/21) | Total number of OLA children in care aged 2 to 18 registered in Liquid Logic during the academic year. |

| | | | |
|--|--------------------------------------|---------------------------------|---|
| | | | <p>Cambridgeshire schools have Children in Care from many other local authority virtual schools.</p> <p>We give advice and support where appropriate/requested, to other Virtual Schools but they remain the responsibility of the home Local Authority who are their Corporate Parent.</p> <p>All Cambridgeshire schools can attend Cambridgeshire Virtual School training at no cost, regardless of whether they have Cambridgeshire Children in Care on roll.</p> |
| | SEND | 288 | <p>Special Educational Needs and Disabilities. (All ages)</p> <p>This is the figure for all pupils on roll with an Education Health and Care Plan (EHCP) or a need for Special Educational Needs (SEN) support.</p> |
| | EHCP | 182 +7 (Under Assessment) | <p>Education Health and Care Plan (All ages)</p> <p>Children with significant special needs (meeting the threshold within the SEND Code of Practice) must be provided with an Education, Health and Care Plan (EHCP) this obliges schools and those working with the young person to work to an agreed plan of support to manage their individual needs. An EHCP is issued to a child after an assessment of their needs is carried out by the SEND team from the Local Authority in which they live. The plan is reviewed regularly and is statutory. An EHCP can be for cognition and learning, communication and interaction, social, emotional, and mental health, or physical and sensory needs.</p> |
| | SEN Support | 99 | <p>School Support Students (All ages)</p> <p>Students with SEN needs that are not as significant will still need SEN support, this is organised at a school level.</p> |
| | No SEN/Not captured | 315 | <p>Number of pupils on roll who do not have an SEN requirement or where the data has not been captured (at the time of the reporting period (May 2021))</p> |
| | Children With a Social Worker | 1574 | <p>Children with a Social Worker</p> |

Appendix 2: Glossary

| Glossary | | | |
|--------------|---------------------|--|---|
| Key Terms | Group or Key Terms | Definition | Comments |
| | Progress 8 | Progress 8 shows the students' progress across 8 subjects. This is calculated by subtracting the students estimated attainment (calculated from KS2 scores at the end of Primary school) from their actual attainment. This will be shown as a + or -. For example, 0.5 would represent a student being on average half a grade above expectation. | <p>This measure was introduced and replaces previous measures based around the former A*-C grading system for GCSEs.</p> <p>This change was made because the data from the previous examination system did not reflect the progress that a child made over time, from the end of Key Stage 2 to Key Stage 4.</p> <p>The average expected progress score is 0.</p> <p>If fewer than 8 subjects are taken, the score will be reduced further; for example, dropping a subject, will affect the overall score by approximately -0.5.</p> |
| | Attainment 8 | The Attainment 8 score is a measure that ensures all students are compared rather than those on the cusp of grade boundaries | <p>This measure was introduced to the KS4 examination system in England because previous measures were not demonstrating attainment from a wide range of subjects.</p> <p>However, the attainment 8 measure can give a negative score to a child who does not sit 8 or more GCSE examinations.</p> |
| | GLD | Good Level of Development | This is the national benchmark for children at the end of the Early Years Foundation Stage (aged 5). |
| | ESOL | English for Speakers of Other Languages | ESOL courses can include areas such as survival English, functional language, specific speaking and listening skills, and sociocultural information. They often have an element of citizenship training. |
| | EAL | English as an Additional Language | There were 17 children in Care of statutory school age and 17 in year groups 12 & 13 who entered care in 2020-21 who did not speak English. 13 of these children were recorded as unaccompanied asylum-seeking children (USAC). |
| | UASC | Unaccompanied Asylum-Seeking Child | Unaccompanied Asylum-Seeking Children (UASC) are children and young people who are seeking asylum in the UK but who have been separated from their parents or carers. While their claim is processed, they are cared for by a local authority. |
| | CiC | Children in Care | The statutory guidance refers to looked after children; Cambridgeshire children have rejected this term in favour of Children in Care (CiC). The terms looked after child and children in care have the same meaning. |
| | CPiC | Children Previously in Care | CPiC refers to a child who left care on an order, typically a Special Guardianship Order, Child Arrangement Order or Adoption order. The Virtual School has a duty to provide information and advice to the parents / guardians, education professionals, and other associated professionals, where the |

| | | | |
|--|-------------------------------|---|---|
| | | | child attends a Cambridgeshire education setting. This was added to the virtual school remit in September 2018. |
| | CWSW | Children with a Social Worker | CWSW refers to social who are children in need or under a child protection plan or who have been in the past six years. The virtual school has a non-statutory strategic leadership role to promote education outcomes for the cohort of children. This was added to the virtual school remit in September 2021. |
| | PEP | Personal Education Plan | The PEP is the education plan. It forms part of the wider care planning for the child. This plan is statutory, it is reviewed each term. PEPS begin when a child enrolls in early years education (from aged 2) and continues until the child turns 18. When a young person turns 18 and is in education, PEPs continue until the end of the academic year. |
| | PP+ | Pupil Premium Plus | PP+ is additional funding for children in early years provision (the year before they start school) and for children in reception to the end of year 11. The funding is managed by the Virtual School and is used to promote education outcomes. |
| | NEET EET | Not in Employment Education or Training Education, Employment or Training | NEET refers to young people that have finished year 11 and are not in education, employment, or training. EET refers to young people that have finished year 11 and are in education, employment, or training. |
| | Key Stage (KS) | Early Years Foundation Stage = Age 0-5, Pre-school, Nursery and Reception Key Stage 1 = Age 5-7, Years 1 and 2. Key Stage 2 = Age 7-11, Years 3-6 Key Stage 3 = Age 11 – 14, Years 7-9 Key Stage 4 = Age 14 – 16, Years 10 and 11 Key Stage 5 = Age 16+ following the completion of year 11. | The national curriculum is organised into blocks of years called 'key stages' (KS). At the end of each key stage, there is a formal assessment. |
| | DT | Designated Teacher | It is statutory for all schools to have a designated teacher, whether they currently have children in care on roll or not. |
| | DP | Designated Person | In Early years settings and for Post 16 providers the role is termed DP as the member of staff does not have to be a qualified teacher |
| | Statistical Neighbours | For Cambridgeshire our Statistical Neighbours are Hertfordshire, Wiltshire, West Berkshire, West, Sussex, Bath & North East Somerset, Oxfordshire, Hampshire, Gloucestershire, Warwickshire, and Worcestershire | Many sections of this report refer to similar Local Authorities that would be expected to have similar statistical data. This provides a more contextual comparison than purely national data alone. |

Appendix 3: Data Sets

1. Pupil Premium Plus Spend

| Area (All Pupils on Roll YR1-11) | Autumn | % | Spring | % | Summer | % |
|--|-------------------|-----|-------------------|-----|-------------------|-----|
| Cognition and Learning | 109,990.00 | 59% | 101,672.00 | 58% | 112,396.00 | 57% |
| Communication and Interaction | 8,952.00 | 5% | 5,966.00 | 3% | 4,950.00 | 2% |
| Sensory & Physical | 4,272.00 | 2% | 2,404.00 | 1% | 3,762.00 | 2% |
| SEMH | 49,289.00 | 27% | 56,791.00 | 32% | 56,095.00 | 28% |
| Attendance | 140.00 | 0% | 1,000.00 | 1% | 1,511.00 | 1% |
| Transitions | 1,030.00 | 1% | 2,189.00 | 1% | 5,212.00 | 3% |
| Wider Achievement | 7,629.00 | 4% | 3,919.00 | 2% | 6,153.00 | 3% |
| Other | 2,525.00 | 1% | 1,664.00 | 1% | 3,121.00 | 2% |
| Additional Payments (e.g school moves) | 1,830.00 | 1% | 109.00 | 0% | 4,985.00 | 3% |
| Total PP+ requested | 185,657.00 | | 175,714.00 | | 198,185.00 | |

| Area (All Pupils on Roll Early Years) | Autumn | % | Spring | % | Summer | % |
|--|-------------------|-----|-------------------|-----|-------------------|-----|
| Academic Achievement and Progress | £ 1,377.00 | 22% | £ 1,440.00 | 29% | £ 1,016.00 | 23% |
| Speech and Language | £ 646.00 | 10% | £ 294.00 | 6% | £ 1,309.00 | 30% |
| Managing Feelings and Behaviours | £ 1,285.00 | 21% | £ 938.00 | 19% | £ 1,178.00 | 27% |
| Making Relationships | £ 1,993.00 | 32% | £ 490.00 | 10% | £ 78.00 | 2% |
| Self-Awareness and Self-control | £ 230.00 | 4% | £ 100.00 | 2% | £ 100.00 | 2% |
| Physical Development | £ 343.00 | 5% | £ 133.00 | 3% | £ 15.00 | 0% |
| Moving On Transitions | £ - | 0% | £ - | 0% | £ 725.00 | 16% |
| Other | £ 280.00 | 4% | £ - | 0% | £ - | 0% |
| Additional Payments (e.g school moves) | £ 100.00 | 2% | £ 1,626.00 | 32% | £ - | 0% |
| Total PP+ requested | £ 6,254.00 | | £ 5,021.00 | | £ 4,421.00 | |

Source: Welfare Call (July 2022)

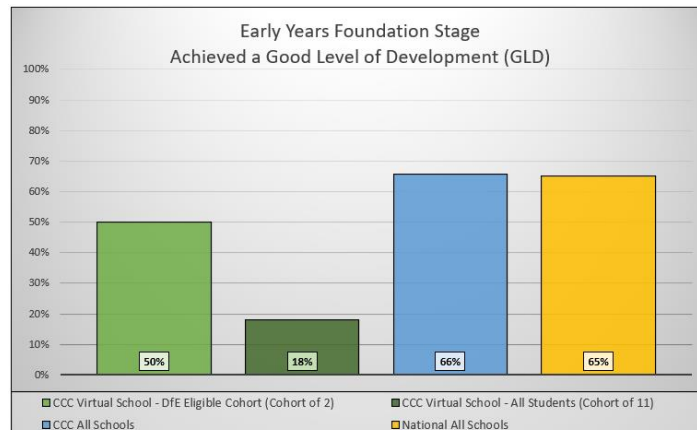
2. Attainment and Progress

Early Years Data Set Year on Year (2.1)

| Good Level of Development (GLD) | RECEPTION (EYFSP) | | | |
|--|-------------------|------|------|-------------|
| | Eligible Cohort | | | Full Cohort |
| | 2018 | 2019 | 2022 | |
| Cambridgeshire - CiC Number in Cohort | 12 | 8 | 2 | 11 |
| Cambridgeshire - CiC | 42% | 38% | 50% | 18% |
| National - CiC | 47% | 48% | x | |
| Cambridgeshire - All Pupils | 71% | 71% | 66% | |
| National - All Pupils | 72% | 72% | 65% | |

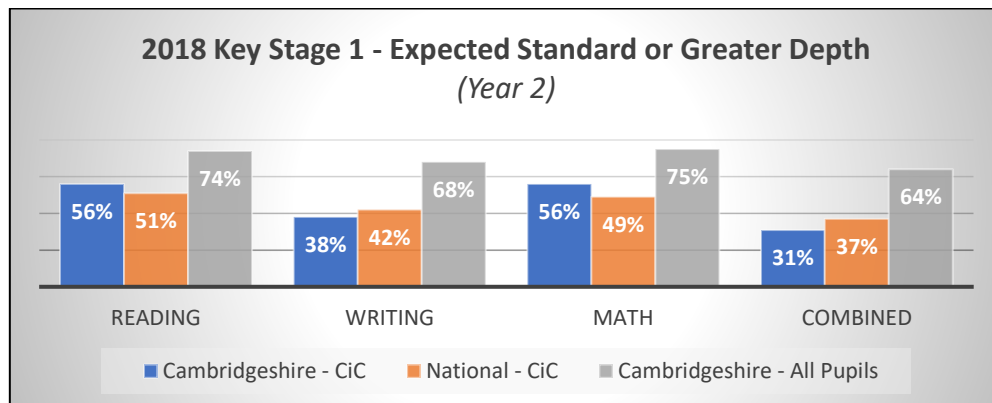
Source: Nexus (July 2019) and Welfare Call (July 2022)

Early Years Data Set 2022 (2.2)



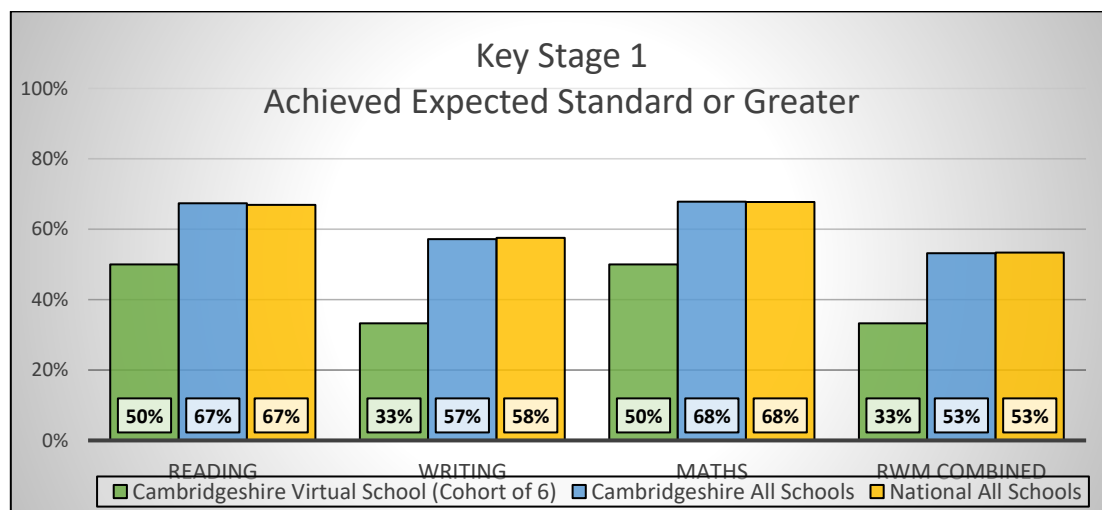
Source: Welfare Call (July 2022)

Key Stage 1 Data Set 2018-2019 (2.3)



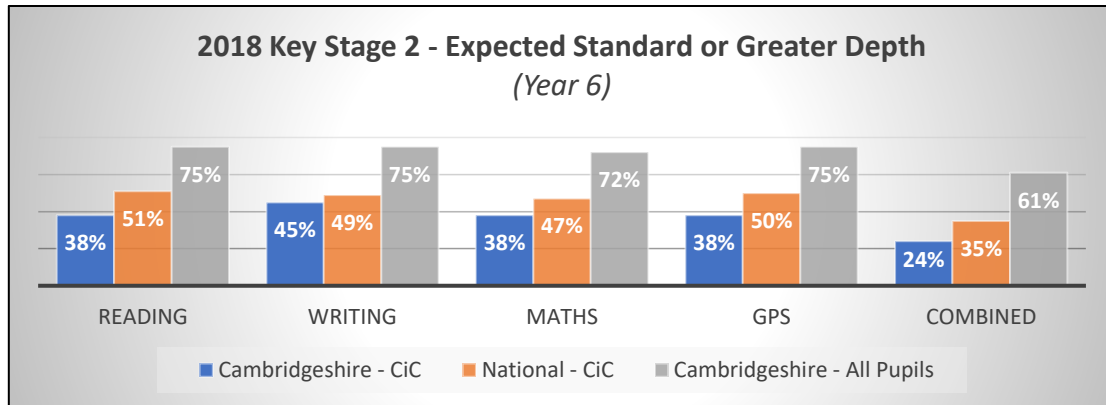
Source: Nexus (2019)

Key Stage 1 Data Set 2021-2022 (2.4)



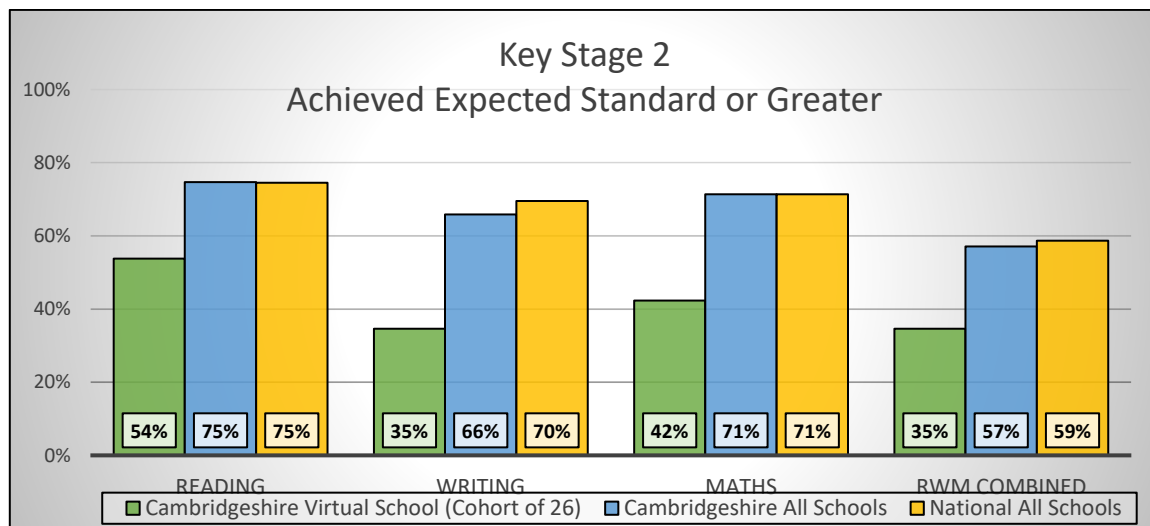
Source: Nexus (September 2022)

Key Stage 2 Data Set 2018-2019 (2.5)



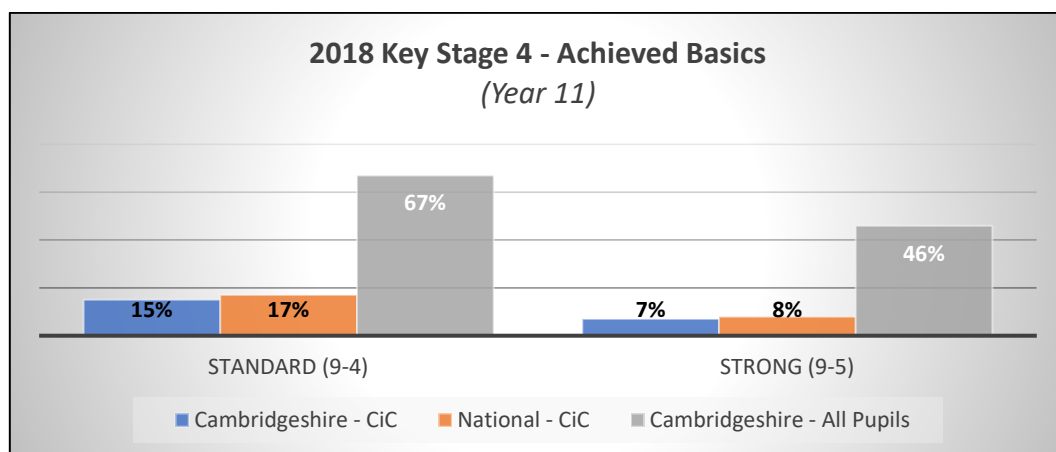
Source: Nexus (2019)

Key Stage 2 Data Set 2021-2022 (2.6)



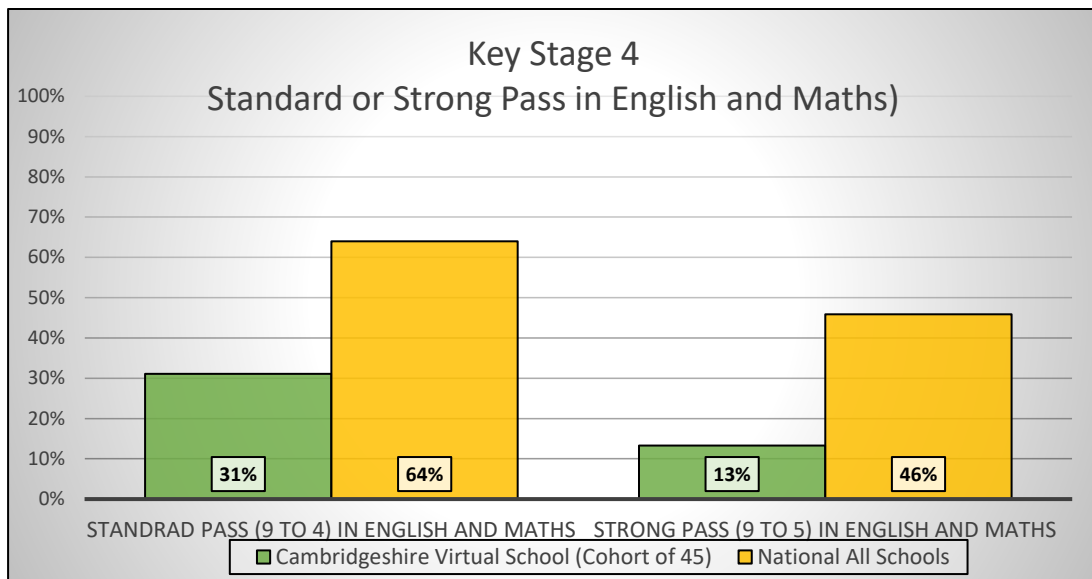
Source: Nexus (September 2022)

Key Stage 4 Data Set 2018-2019 (2.7)



Source: Nexus (2019)

Key Stage 4 Data Set 2021-2022 (2.8)



Source: Nexus (September 2022)

3. Attendance

Year on Year Attendance Data (3.1)

| Average % Absence | 2017 | 2018 | 2019 | 2020 | 2021 |
|------------------------|------|------|------|------|-------|
| Cambridgeshire | 4.20 | 4.40 | 5.00 | - | 10.20 |
| East of England | 4.70 | 5.10 | 5.40 | - | 9.60 |
| Statistical Neighbours | 5.04 | 5.13 | 5.54 | - | 9.15 |
| England | 4.70 | 5.00 | 5.10 | - | 9.10 |

Source: LAIT (September 2022)

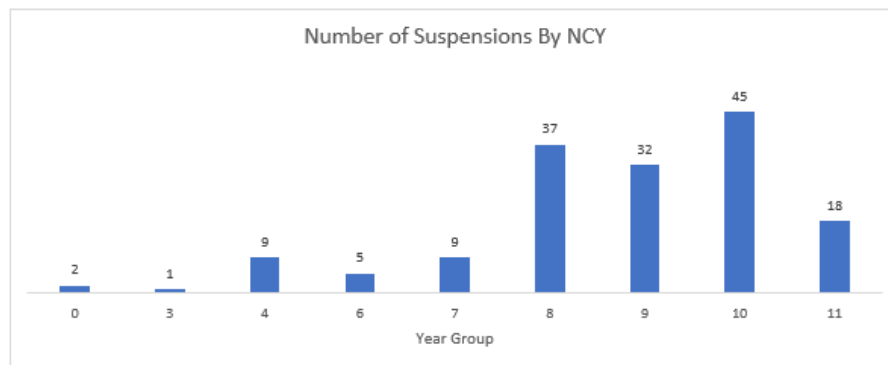
2022 Attendance Data by Key Stage (3.2)

| Key Stage | Average Attendance |
|-----------------|--------------------|
| 1 (years 1-2) | 88% |
| 2 (years 3-6) | 92% |
| 3 (years 7-9) | 90% |
| 4 (years 10-11) | 78% |

Source: Welfare Call (May 2022)

4. Suspensions

2022 Suspension Data by Year Group (4.1)



Source: Welfare Call (July 2022)

5. Reduced Timetables

2022 Children Receiving Less Than 25 Hours Education (5.1)

| CME | | | Part time timetables Not Receiving 25 Hours Education | |
|-------------|------|------------------|---|-----|
| | | | 2021-22 | |
| Key Stage | | Pupils in K/S | Number | % |
| | EYFS | 39 | 0 | 0% |
| | 1 | 21 | 3 | 14% |
| | 2 | 108 | 6 | 6% |
| | 3 | 142 | 9 | 6% |
| | 4 | 133 | 18 | 14% |
| Grand Total | | 443 | 36 | 8% |

Source: Welfare Call (May 2022)

6. Education Employment & Training

Post 16 Engagement Data (6.1)

| Current Engagement | Year Group | | 2022 |
|-----------------------|------------|----|-------|
| | 12 | 13 | Total |
| APPRENTICESHIP | 2 | 2 | 4 |
| EMPLOYMENT | 0 | 4 | 4 |
| COACHING | 0 | 1 | 1 |
| FURTHER EDUCATION | 25 | 46 | 71 |
| SCHOOL / SIXTH FORM | 10 | 8 | 18 |
| SPECIALIST | 3 | 5 | 8 |
| TRAINING PROVIDER | 8 | 4 | 12 |
| ARMED FORCES | 0 | 0 | 0 |
| YOUTH OFFENDING | 1 | 1 | 2 |
| NEET | 21 | 8 | 29 |
| GRAND TOTAL | 70 | 79 | 149 |

Source: Internal data (July 2022)

7. Previously in Care Data

Children Previously in Care Enquiries (7.1)

| CPIC Enquiries | | |
|---------------------------------|------------|-------------|
| Nature of Enquiry | Amount | Percentage |
| General / Role of DP | 50 | 25% |
| Early Years Provision / Funding | 10 | 5% |
| Pupil Premium Plus | 25 | 13% |
| Care Status | 15 | 8% |
| SEND | 9 | 5% |
| Education Crisis | 27 | 14% |
| Attendance | 2 | 1% |
| Exclusion | 6 | 3% |
| Admissions / Transition | 20 | 10% |
| Training | 11 | 6% |
| EAL Funding | 0 | 0% |
| FASD | 0 | 0% |
| ESP | 3 | 2% |
| Other | 20 | 10% |
| Grand Total | 198 | 100% |

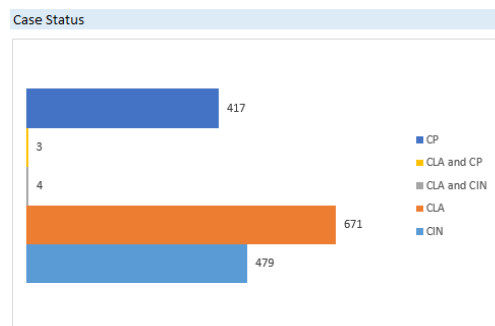
| CPIC Enquiries | | |
|----------------------------|------------|-------------|
| Type Of Order | Amount | Percentage |
| Special Guardianship Order | 39 | 19.7% |
| Adoption | 141 | 71.2% |
| Child Arrangement Order | 4 | 2.0% |
| Not disclosed/Other | 14 | 7.1% |
| Grand Total | 198 | 100% |

| CPIC Enquiries | | |
|----------------------------|------------|-------------|
| Contact By Whom | Amount | Percentage |
| Parent / Guardian | 61 | 31% |
| School / Education Setting | 79 | 40% |
| Local Authority Partners | 58 | 29% |
| Grand Total | 198 | 100% |

Source: Internal data (July 2022)

8. Children With a Social Worker

Numbers of Children with a Social Worker (8.1)



Comparison Attendance Data for Children in Need (8.2)

| | CIN pupils | CIC pupils | All Cambridgeshire |
|-----------------------------------|------------|------------|--------------------|
| Persistent absenteeism | 44.8% | 33.1% | 8% |
| At least one fixed term exclusion | 9.99% | 10.7% | 3.13% |
| Authorised absence | 11.1% | 9% | 3.4% |
| Unauthorised absence | 4.5% | 1.4% | 0.9% |

Source: Liquid Logic (August 2022)