Cambridgeshire Virtual School

The Annual Report of the Virtual School Head Academic Year 2020/2021

Annual Statement from Chair of Virtual School Management Board:

Amongst many, three things stand out from this annual report, which reflects the positive assessment of performance concluded by board members through their professional challenge in meetings this year. First, even with the constraining effect of a global pandemic, the trajectory of travel of continued improvement in the operational delivery of the Virtual School is of great credit to the head, her committed team, the learners concerned and the valued resource commitment afforded by the local authority under the oversight of the two service directors. Second, the Virtual School's work is increasingly much better aligned to an evidence-led approach to meeting the needs of learners, and whilst this assimilation highlights the continued need to address significant opportunity gaps, it justifies the high expectations, hard conversations and focus leveraged by a designated service team that is being well led. Finally, it demonstrates the importance and effect of good relational as well as structural approaches, not least in focusing on giving greater professional challenge, advice and support to the hard working practitioners in our schools and communities in the face of the often very challenging individual circumstances of learners. The board looks forward to continuing to support this committed and able team, not least given the strong base now in evidence following the changes in approach and aspiration introduced by the headteacher since her appointment.
Andrew Read

Annual Statement from Director of Education:

This report outlines the ongoing improvement journey for the Virtual School. Impact is critical and the strategic planning and operational delivery have changed life chances for the children of the Cambridgeshire Virtual School. Partnership and shared understanding of the important of children in care educational outcomes have flourished. Covid-19 has not been a barrier for effective support and challenge but there remains work to be done as we emerge from the pandemic. This report outlines the plans and targets we have in place to continue to improve. We have the highest aspirations for our young people and this is mirrored in the Virtual School. The effective and often understated leadership and dedication of the staff have been transformational for the benefit of those children and young people in our care. I am grateful to the members of the Virtual School Management Board for their support and leadership during the year.
Jon Lewis

Annual Statement from the Director of Children's Services:

It goes without saying that our children and young people in care have experienced a year like no other in the 2020/21 academic year. Schools have played an incredible role in continuing to support children in care throughout lockdown periods with the exceptional support provided by them, in turn, by our Virtual School.
Many children and young people in care have already experienced disruption to their learning, making the potential impact of periods of lockdown even greater. Indications that this may be the case can be found within this report in, for example, analysis of some increased suspensions in the autumn term, particularly among year 7 pupils who missed out on the careful transitional arrangements that are available in other years.
But despite these challenges, the real stars of this report are our children and young people themselves; with the dedicated support from schools and the virtual school, they continue to make incredible progress, as available progress and destination data and their individual stories continue to evidence. A great achievement in any context, let alone one framed by the Covid-19 pandemic.
Lou Williams

Report Index

Background and Educational Context of the Children in Care of Cambridgeshire Virtual School

Engagement in Education

Learning Outcomes

Sections **10**, **11, 12, 13, and 14** of this report which would have addressed progress and attainment of Children in Care are omitted this year. This is because of the Covid-19 pandemic, see explanation below.

Formal examinations and assessments did not take place and grades were based on a range of information including centre assessed grades for KS4 and KS5. The Virtual School has collected results as in previous years.

The Department for Education have been clear that outcomes and other related data should only be used to ensure young people transition successfully to the next stage of their education, employment or training and aggregated data should not be used for comparisons or performance benchmarking. All those working with schools and colleges, such as Ofsted, Department for Education regional teams and local authorities, will use data from previous years when assessing school and college performance, and not the 2021 data. Therefore, in line with these recommendations, there is not any aggregated data or comparisons included within this report.

The current situation is unprecedented; the Virtual School is committed to working with schools/settings, carers, social workers, and young people to ensure that any additional support is facilitated.

PEPs and Pupil Premium

Additional Responsibilities

Definitions

Group or Key Terms	Number of Students	Definition
Pupils on Roll (May 2021) Academic Year 2020-2021	671	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. 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	429	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	369	Total number of 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 2021) refers to the students in care for 12 months from April 2020-March 2021.
Cambridgeshire Schools	146 (282 Pupils)	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	198 (327 pupils)	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	91	Total number of OLA children in care aged 2 to 18 registered in Liquid Logic during the academic year. Cambridgeshire schools have Children in Care from many other local authority virtual schools. 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. All Cambridgeshire schools can attend Cambridgeshire Virtual School training at no cost, regardless of whether they have Cambridgeshire Children in Care on roll.
SEND	271	Special Educational Needs and Disabilities. (All ages) 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.
EHCP	164 (Plus 10 under assessment)	Education Health and Care Plan (All ages) 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.
SEN Support	97	School Support Students (All ages) Students with SEN needs that are not as significant will still need SEN support, this is organised at a school level.
No SEN/Not captured	400	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)

Cohorts of students

Glossary

<table>
<tr><th></th><th>Group or Key Terms</th><th>Definition</th><th>Comments</th></tr>
<tr><td rowspan="16">Key Terms</td><td>Progress 8</td><td>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.</td><td>This measure was introduced and replaces previous measures based around the former A*-C grading system for GCSEs.

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.

The average expected progress score is 0.

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.</td></tr>
<tr><td>Attainment 8</td><td>The Attainment 8 score is a measure that enables all students are compared rather than those on the cusp of grade boundaries</td><td>This measure was introduced to the KS4 examination system in England because previous measures were not demonstrating attainment from a wide range of subjects.

However, the attainment 8 measure can give a negative score to a child who does not sit 8 or more GCSE examinations.</td></tr>
<tr><td>ESOL</td><td>English for Speakers of Other Languages</td><td>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.</td></tr>
<tr><td>EAL</td><td>English as an Additional Language</td><td>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).</td></tr>
<tr><td>UASC</td><td>Unaccompanied Asylum-Seeking Child</td><td>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.</td></tr>
<tr><td>CiC</td><td>Children in Care</td><td>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.</td></tr>
<tr><td>CPiC</td><td>Children Previously in Care</td><td>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.</td></tr>
<tr><td>PEP</td><td>Personal Education Plan</td><td>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 enrols 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.</td></tr>
<tr><td>PP+</td><td>Pupil Premium Plus</td><td>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.</td></tr>
<tr><td>NEET
EET</td><td>Not in Employment Education or Training
Education, Employment or Training</td><td>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.</td></tr>
<tr><td>Key Stage (KS)</td><td>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.</td><td>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.</td></tr>
<tr><td>DT</td><td>Designated Teacher</td><td>It is statutory for all schools to have a designated teacher, whether they currently have children in care on roll or not.</td></tr>
<tr><td>DP</td><td>Designated Person</td><td>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</td></tr>
<tr><td>Statistical Neighbours</td><td>For Cambridgeshire our Statistical Neighbours are
Hertfordshire, Wiltshire, West Berkshire, West, Sussex, Bath & North East Somerset, Oxfordshire, Hampshire, Gloucestershire, Warwickshire, and Worcestershire</td><td>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.</td></tr>
</table>

Context and Role of the Virtual School

1.0 Introduction

The purpose of this report is to detail and evaluate the work undertaken by the Virtual School from September 2020 to August 2021 and to set out the key priorities for the academic year 2021-2022. Furthermore, it is to share the outcomes of the qualifying cohort (children in the care of Cambridgeshire County council for a year or more as of 31st March 2021). This year the report also details outcomes (as relevant) to all children in care.

1.1 Context

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 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. This commenced from 1st September 2021.

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

1.2 Role of the Virtual School

Vision
All care-experienced children and young people (CYP) will have the opportunities, experience, and support to enable them to learn, aspire, thrive, and achieve their maximum potential.

Guiding Principles
- The voice of the CYP is of paramount importance
- All care experienced CYP will receive high quality education which is inspiring and challenging, resulting in the best possible outcomes, thus closing the educational gap between these CYP and those who are not care experienced
- Every care experienced CYP will have a positive educational experience which promotes social and emotional learning and wellbeing alongside academic success to ensure readiness for adulthood
- Every school and setting will be empowered to enable our children to thrive
- The Virtual School will meet the needs of care experienced CYP through effective liaison and integrated work with all key partners

Offer
To ensure all Children in Care have a high-quality PEP and that the Pupil Premium Plus grant is used to maximise educational outcomes
To promote the aspirations and educational achievement of care-experienced children and young people
To deliver training which addresses the needs of care experienced children and young people to education providers, social workers, carers, and other key partners

**Achievement through Schools**
- To support and challenge settings, schools, and providers to understand and meet the statutory requirements for the education of care-experienced children and young people
- To promote culture, policy and practice within schools which take account of the specific vulnerabilities of care experienced children and young people
- To effectively analyse and use data to maximise attainment and progress

Achievement through Inclusion
- To challenge and support barriers to inclusion to improve outcomes
- To improve inclusion through early intervention and preventative practice
- To work in partnership with services within and beyond the LA to challenge and support

Achievement through Access
- To hold a detailed knowledge of individual schools and settings to secure the best provision
- To support the admissions process to avoid drift
- To improve access to education through close partnership working with key partners within and beyond the LA

Virtual School (CCC)

Director for Education

Head of Virtual School (1.0)

Deputy Head of Virtual School (0.9)

Senior Advisory Teacher (0.8)

Senior Inclusion Officer (1.0)

Senior Access Officer (1.0)

Advisory Teacher (0.8)
Advisory Teacher (0.8)
Advisory Teacher (1.0)
Advisory Teacher (1.0)
PEP Champion (1.0)

Advisory Teacher (6.0)
Advisory Teacher (0.8)
Advisory Teacher (0.6)

A&I Officer (1.0)
A&I Officer (1.0)

Vacancy Strategic Lead (01.0)
Advisory Teacher (0.8)
Post 16 Advisor (1.0)
Aspirations Project Lead (1.0
Performance Officer (1.0)
Vacancy Performance Assistant (0.6)
Business Support (0.7)
Educational Psychologist (0.6)
Trainee Educational Psychologist (0.6)

September 2021

2.0 Children in Care Characteristics

National & Cambridgeshire Figures for All Children in Care (0-18)

Comments

2.1

National Figures for Children in Care

Number of children starting and ceasing to be looked after in the year, and the number looked after at 31 March

- Children looked after at 31 March
- Children who started to be looked after during the year
- Children who ceased to be looked after during the year

(Y-axis: Number of children; X-axis: Year ending 31 March, 2010–2020)

Cambridgeshire Figures for Children in Care

Number of children starting and ceasing to be looked after in the year, and the number looked after at 31 March - Cambridgeshire

- Children looked after at 31 March - Cambridgeshire
- Children who started to be looked after during the year - Cambridgeshire
- Children who ceased to be looked after during the year - Cambridgesgire

(Y-axis: Number of children; X-axis: Year ending 31 March, 2010–2020)

- The graphs refer to children aged 0-18. Data source: Statistics: looked-after children - GOV.UK (www.gov.uk)
- It is important to note that children come in and out of care every week.

Nationally, 30,000 students (approx. 600 per week) come into care each year. Some stay in care for just a few days, others until they reach adulthood.

The figures shown are for all children in care from 0-18.

The national to Cambridgeshire 10-year trend charts (see opposite) show that nationally there has been a relatively stable number of children starting or ceasing to be in care.

Since 2016, the national figures show that number of children in care are increasing.

When looking at the much smaller Cambridgeshire cohort, at less than 1% of the national figure, it is worth noting that any trends will be magnified by the smaller numbers.

Between 2013 and 2017 the number of Children in Care (in Cambridgeshire) began increasing, this number has started to decrease since 2019.

The trend for children ceasing to be in care during the year (ending 31 March 2020) is beginning to increase - following a drop in numbers between 2018 and 2019. This will also have a positive impact on the overall number of children in care. The decrease in numbers of children in care co-insides with the introduction of the family safeguarding model in Cambridgeshire.

National Figures by Gender and Age Groups (for All Children in Care (0-18))

Comments

2.2

	2016	2017	2018	2019	2020
All children looked after 31st March	**70,410**	**72,610**	**75,370**	**78,140**	**80,080**
Gender	**70,410**	**72,610**	**75,370**	**78,140**	**80,080**
Male	39,660	40,930	42,290	44,020	44,990
Female	30,750	31,680	33,080	34,120	35,090
Age at 31 March (years)	**70,410**	**72,610**	**75,370**	**78,140**	**80,080**
Under 1 year	3,540	3,820	4,260	4,110	4,130
1 to 4 years	9,090	9,110	9,790	10,460	10,850
5 to 9 years	14,070	14,090	14,300	14,420	14,700
10 to 15 years	27,250	28,570	29,740	30,770	31,370
16 years and over	16,460	17,020	17,280	18,390	19,030

Source: Children looked after in England including adoptions, Reporting Year 2020 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)

Cambridgeshire uses the phrase 'Children in Care' rather than national phrase 'Looked After Children'.

The National figures comparison
Note this is the "fixed point number" rather than the "during the year numbers" as shown in Section 2.1.

Headline Facts and Figures 2020 – Published 10 December 2020.

2020 One-year comparison		
Children in Care	⬆	2% increase on last year. Rate is 67 per 10,000 children
Children starting to be in care	⬇	3% decrease on last year
Children in care who were adopted	⬇	4% decrease on last year. This continues the fall seen since a peak of 5,360 adoptions in 2015

2020 Five-year comparison		
Secondary school aged children (10 to 15)	⬆	risen by 15.1%. over 5 years
Pre-school (1 to 4)	⬆	highest percentage increase over 5 years at 19.4%
Students in care	⬆	risen 13.7% over five years

National & Cambridgeshire Children in Care Placements		Comments

2.3 **Children looked after on 31 March 2020, by local authority, numbers, and rates per 10,000 children**

Key to Number of children looked after (Children looked after at 31 March each year, 2020)
- 24 to 438
- 439 to 853
- 854 to 1,267
- 1,268 to 1,682
- 1,683 to 2,096

Leaflet
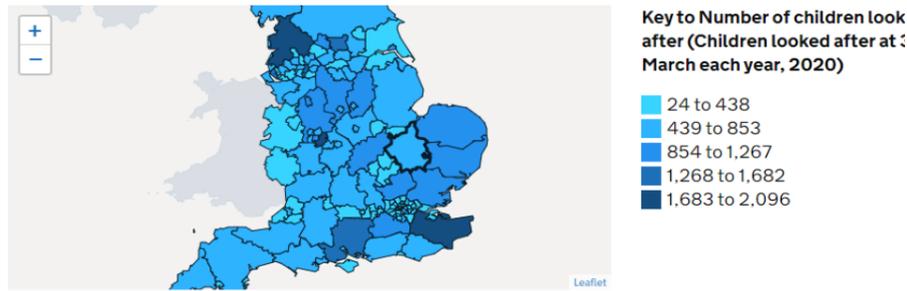
Cambridgeshire

Number of children looked after (Children looked after at 31 March each year, 2020)	Rate per 10 000 children aged under 18 years (Children looked after at 31 March each year, 2020)
714	**52**

Source: Children looked after in England including adoptions, Reporting Year 2020 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)

The map shows the number Children in Care on 31 March 2020, by local authority, numbers, and rates per 10,000 children. Cambridgeshire fall into the second category for rates between 439 to 853. Five of the neighbouring local authorities have higher numbers of children in care.

National Headlines
The majority of the 80,080 CiC are placed in a foster placement, where an approved carer looks after the child - 72%.
Placement stability is important - most CiC (68%) had one placement in the year but 11% had three or more.
The majority of CiC were placed within 20 miles of home - 73% - but 20% were not. Information for the remaining 7% was not known or not reported.

Cambridgeshire Comparison As at 09/03/2021
The majority of the 637 children in care are placed in a foster placement, where an approved carer looks after the child – 73%.
30 children (on roll at the virtual school) had 3 or more placements – 5% of the total number of children in care.
The number of children in care placed within 20 miles of home - 43%, 48% - over 20 miles from home and 8% - unknown or not reported

Source: Liquid Logic April 2020 – March 2021

3.0 Virtual School Cohort Characteristics

Cohort Numbers for All Pupils on Roll (May 2021)	Comments

3.1

2020

Category	Total	Boys	Girls	Gender Other
Number of All Children on Roll	716	414	302	0
% of full Cohort	100%	58%	42%	0%
Total Number (Reception) 0 - Y11 (School Age)	470	264	206	0
% of School Age Cohort	100%	56%	44%	0%
Early Years	92	45	47	0
% of Early Years Cohort	100%	49%	51%	0%
Total Number of Post 16	154	105	49	0
% of Post 16 Cohort	100%	68%	32%	0%

2021

Category	Total	Boys	Girls	Gender Other
Number of All Children on Roll	671	385	280	6
% of full Cohort	100%	54%	39%	1%
Total Number (Reception) 0 - Y11 (School Age)	429	234	194	1
% of School Age Cohort	100%	55%	45%	0%
Total Number of Early Years	44	23	21	0
% of Early Years Cohort	100%	52%	48%	0%
Total Number of Post 16	198	128	65	5
% of Post 16 Cohort	100%	65%	33%	2%

Source Welfare Call (May 2021)

The number of Children in Care on roll with the Virtual School has remained constant for this reporting period (May 2021) and the previous reporting period (May 2020).

In the last reporting period, there were 716 pupils on roll (57 pupils aged 2 or under were included in the statistics), bringing the comparable number to 659 for May 2020.

In this reporting period, 11 early years pupils were in the adoption process, adjusting the figures brings the number of pupils on roll in May 2021 to 660.

There has been a drop in the number of statutory school age pupils and an increase in the number of post 16 pupils.

May 2020 and May 2021 Comparison		
All Children on Roll	⬇	Decrease of 45 pupils
School Age	⬇	Decrease of 41 Pupils
Early Years	⬇	Decrease of 48, however 57, 2-year old's or under were included in the figures for last year
Post 16	⬆	Increase of 44 pupils

Cohort Numbers by Year Group for Pupils on Roll | Comments

3.2

Age at End of Year	Year Group	Gender			Grand Total
		Male	**Female**	**Other**	
2	-3	5	5		10
3	-2	6	6		12
4	-1	7	4		11
5	0	5	6		11
Grand Total		**23**	**21**		**44**

Age at End of Year	Year Group	Gender			Grand Total	Phase
		Male	**Female**	**Other**		
5	0	5	6		11	Primary
6	1	4	8		12	Primary
7	2	11	7		18	Primary
8	3	13	12		25	Primary
9	4	10	24		34	Primary
10	5	12	18		30	Primary
11	6	20	13		33	Primary
12	7	36	15		51	Secondary
13	8	24	20		44	Secondary
14	9	30	27		57	Secondary
15	10	35	18	1	54	Secondary
16	11	31	21		52	Secondary
NA	Other	3	5		8	
Grand Total		**234**	**194**	**1**	**429**	

Age at End of Year	Year Group	Gender			Grand Total
		Male	**Female**	**Other**	
17	12	70	32		102
18	13	57	33	5	95
NA	Ceased CLA	1			1
Grand Total		**128**	**65**	**5**	**198**

Comments

Early Years

- Children are often in care for shorter periods compared to those of statutory school age (Year 1 – 11).
- Even at this age over 52% are boys – this is slightly lower than the national figures.

Statutory School Age Children

- The numbers of children in care rises by year group.
- 55% of the children in care are boys and this is in-line with national figures.
- From Year 6 to Year 11 the number of male children in care are greater than the number of female children in care.
- Year 4 has the largest number of female children in care compared to males; while Year 7 has the largest number of male children in care compared to female children in care.

Post 16

- The numbers of students who are in care at Post 16 is higher than at KS4 (198 compared to 106).
- The number of males is almost twice the number of females, which is greater than national figures.
- These figures are in line with previous years
- Post 16 students account for almost 30% of the Virtual School overall cohort.

Notes

Figures are from Welfare Call (May 2021)

There are slight differences in the numbers on Welfare Call and Liquid Logic as processes for closure vary between Liquid Logic and Welfare Call.

Other - 8 Pupils are not included in the statutory school age year group analysis – 7 are in the adoption process & 1 is outside the UK.

Ceased CiC – 1 Post 16 pupil ceased to be a child in care

11 children in the early years cohort are in the adoption process and will cease to children in care.

4.0 Special Educational Needs & Disabilities (SEND)

SEND Comparison (All Children in Care)

4.1

% of CLA students with an EHCP / Statement	2016	2017	2018	2019	2020
Cambridgeshire	36.3	33.0	31.0	29.4	33.6
East of England	29.4	29.3	28.6	28.5	30.3
Statistical Neighbours	30.4	30.7	31.6	33.5	34.2
England	27.0	26.4	26.1	26.8	27.7

% of CLA students with SEND Support (K)	2016	2017	2018	2019	2020
Cambridgeshire	24.6	26.2	22.5	24.3	27.7
East of England	28.4	28.4	27.7	27.9	27.0
Statistical Neighbours	29.5	30.5	29.1	29.3	26.0
England	30.4	29.4	28.9	28.5	28.1

Data source: Local authority interactive tool (LAIT) - GOV.UK (www.gov.uk)

SEND NEED OVER TIME

■ EHCP ■ SEND Support

2018	2019	2020
22.5%	24.3%	27.7%
31.0%	29.4%	33.6%

Comments

33.6% of children in care have an EHCP which is higher than the 2019 figure of 29.4% but broadly in-line with previous years. The national CiC cohort figure is 27.7% & statistical neighbour average is 34.2.%. The national percentage for EHCPs for all children is only 3.7%. (DfE 2021).

The percentage of Cambridgeshire CiC who require special or additional support without an EHCP is currently 27.7%. The national percentage for all children is 12.2%. (DfE 2021).

The total percentage of students with SEND is 49% compared to 15.9% for the population as a whole (DfE 2021).
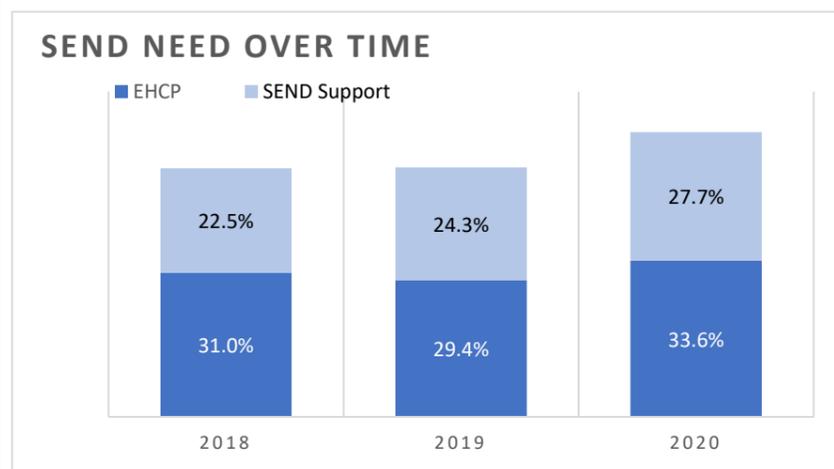
SEND Virtual School Characteristics

4.2

Category	Total	Boys	Girls	Gender Other	EHCP	SEND Sup	SEND Total	Disability
2021 Total Number of Pupils on Roll	671	385	280	6	174	97	271	56
Percentage of Total Pupils Cohort	100%	54%	39%	1%	24%	14%	38%	8%
Total Number Eligible YR0 - Y11 (School Age)	369	207	162	0	134	70	204	42
Percentage of Eligible School Age Cohort	100%	56%	44%	0%	36%	19%	55%	11%

Source Welfare Call (May 2021)

Legal Status	Total
CLA - C2 - Full Care Order	171
CLA - C1 - Interim Care Order	16
CLA - V2 - Single period of accommodation under Section 20	10
CLA - E1 - Placement order granted	3
CLA - C2 - Full Care Order & E1 - Placement order granted	2
CLA - V4 - Short-Term break	1
Not Recorded	1

(Legal Status table labelled **2021**)

Source: Welfare Call May 2021 – DfE Eligible Cohort

SEND Need

Social, emotional and mental health (SEMH)	148
Cognition and Learning	90
Communication/language/interaction	31
Sensory and/or Physical Needs	12
Speech, language and communication needs (SLCN)	1
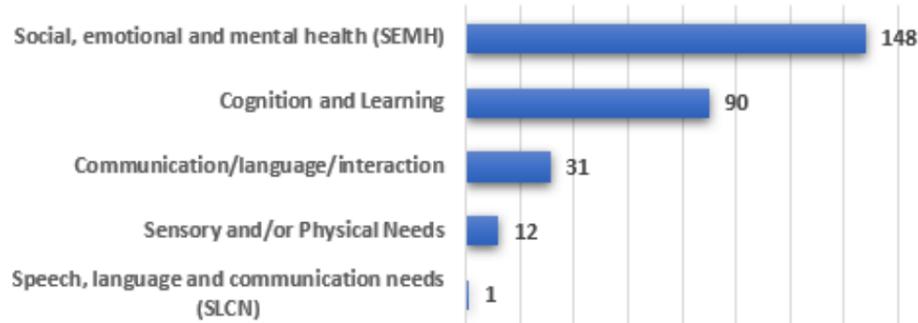
Comments for SEND Characteristics

4.3
- The number of pupils with SEND requirements is higher in the DfE eligible cohort compared to the statutory school age cohort and the total number of pupils on roll at the Virtual School
- There is a continued rise in the percentage of the DfE cohort that have EHCPs (Education Health Care Plans) at 36% this is now above national figures
- There is still a significant difference between those in care with SEND and all pupils (both nationally and within Cambridgeshire). This reflects the complexities of the cohort of Children in Care.
- The largest SEN need for children in the DfE eligible cohort is social, emotional, and mental health (some children have a primary and secondary need)
- Most children in the DfE Eligible cohort with SEND have a Full Care Order (source Liquid Logic)

SEND Developments to Date

4.4
- The Virtual School employs a qualified SENCo who leads works with specialist provisions with Cambridgeshire CiC on roll.
- A SEND protocol was created by the Virtual School, Statutory Assessment Team, Social Care and Access to Resourcing Team. Training was developed and delivered to ensure all teams understood the purpose of the protocol and how they could use it to support the education of Cambridgeshire children in care. See appendix 1 for further details.
- The PEP has been amended highlighting the need for assess, plan, do, review and EHCP related documentation to be uploaded.
- The PEP has been adapted to enable tracking of progress against EHCP outcomes for children who have complex needs and not following a mainstream attainment pathway.

Actions / Next Steps

- Appointment of a dedicated Statutory Assessment Team Case Work Officer to lead on Cambridgeshire CiC with an EHCP or in need of a needs assessment.
- Add to VS SENCo capacity to strengthen holistic SEND developments across the Virtual School. Details in the SEND development plan.
- Further develop data dashboards to include a specific SEND dashboard strengthening tracking, analysis, action, and accountability.
- Strengthen systems for tracking attainment and progress of students with SEND.
- Tracking of level of need signified within the PEP alongside tracking SEND documentation attached to PEPS, leading to probing conversations about the level of need, stage of SEND and professionals involved as appropriate.
- Development of specific audit of SEND PEPs and associated documentation.

5.0 Unaccompanied Asylum-Seeking Children (UASC)

Support of CiC which are Unaccompanied Asylum-Seeking Children (UASC)	Comments for all UASC this Academic Year (2020-2021)

5.1

All Pupils on Roll			
Key Stage	May 2020-21		
	Girls	Boys	Other
3 (YR7-9)	1	2	0
4 (YR10-11)	1	2	0
5 (YR12-13)	9	44	3
Total	11	48	3

Source Welfare Call (May 2021) – includes 1 P16 no longer CiC

Year	Number of UASC	
	In County	Out of County
2020-21	21%	79%

Source Welfare Call (May 2021) – figure excluding 1 P16 no longer CiC as no setting is recorded

Comments for all UASC this Academic Year (2020-2021)

To understand the individual journey of the young person to the UK and their previous education experience, there are specific questions in the initial PEP for UASC. Additionally, social workers are expected to source translation support if needed so that the young person can fully participate in their meeting.

For young people of statutory school age, interim provision is set up upon arrival and this is delivered in different ways depending upon the needs of the young person. These include individual or group tuition either in person or via videoconferencing. The Access and Inclusion Officer responsible then seeks a school place in consultation with the residential key worker or foster carer and the social worker.

The link advisory teacher then monitors the educational arrangements until the end of Year 11 through the PEP, analysis of key performance data and individualised support where required.

There is 1 UASC on roll with the Virtual School who is part of the DfE eligible cohort.

UASC Developments to Date

5.2 Individual schools have provided bespoke curriculum offers for UASC arriving midway through Year 11 which have included additional EAL provision, tuition, gardening, guitar lessons and additional pathway support into post-16. This was supported with additional PP+ grant by the Virtual School.

There is currently good provision for post-16 arrivals placed in both Cambridgeshire and Peterborough; this has ensured that education has been put in place for all UASCs moving into these areas no matter the point in the academic year at which they have arrived. The provider also extended the offer to a 'virtual' platform for those placed out of county. This has significantly reduced NEET figures caused by limited education options for new arrivals arriving later than November in the academic year.

Via the PP+ grant and DFE laptop scheme, all UASC have been provided with a laptop which has enabled them to transition smoothly between virtual, hybrid and face-to-face learning in line with covid guidance.

Despite covid restrictions, summer holiday provision continued to be offered in Cambridge City and was extended to include sessions in Peterborough for the first time; these were delivered in collaboration with Peterborough Virtual School. Close collaboration with the Fitzwilliam Museum enabled a young person to achieve a discovery arts award.

Next Steps

- To maintain the quality and accuracy of the data.
- To ensure designated teachers and social workers facilitate the participation of UASC in their PEP meetings.
- To build relationships with social workers in access teams to meet the specific needs of UASC including how to support the PEP, pathway planning and how to raise aspirations.
- To build relationships with care home providers and foster carers to meet the specific needs of UASC including how to support the PEP, pathway planning and how to raise aspirations.

6.0 Cambridgeshire Schools and Out of County Schools

Setting Category	In County Schools	Out of County Schools	Total Per Category
Early Years Settings	15	12	27
School-Age YR0-11 Settings	88	142	230
Post 16 Settings	43	44	87
Total Schools & Settings	146	198	344

Source Welfare Call (May 2021)

In or Out of Cambridgeshire Schools	Total		Boys		Girls		Other		EHCP		Disability	
All Pupils on Roll in Cambridgeshire Schools	282	46%	144	42%	137	53%	1	17%	79	50%	27	51%
All Pupils on Roll Out of County Schools	327	54%	201	58%	121	47%	5	83%	78	50%	26	49%
DfE Eligible Cohort in Cambridgeshire Schools	181	51%	93	48%	88	54%	0	0%	67	54%	22	59%
DfE Eligible Cohort on Out of County Schools	176	49%	102	52%	74	46%	0	0%	56	46%	15	41%
School Aged Pupils YR 0-11 in Cambridgeshire Schools	224	55%	113	52%	110	59%	1	100%	73	56%	25	62.5%
School Aged Pupils YR 0-11 in Out of County Schools	181	45%	105	48%	76	41%	0	0%	58	44%	15	37.5%

Source Welfare Call (May 2021)

Comments

6.1 Overall

- In total there were 609 pupils in 344 schools and settings (May 2021).
- 224 School-aged pupils (YR0-11) were in 88 Cambridgeshire schools and 181 school-aged pupils (YR0-11) were in 142 out of county schools.
- 46% of all pupils on roll in the Virtual School are taught in 146 different Cambridgeshire Schools.
- 54% of all pupils on roll were in 198 out of county schools across 51 different educating authorities. This illustrates the complexity of the role of a virtual school particularly when considering the distance and variation in services, procedure, and provision across local authorities.

6.2 SEN / Disability

- A child in the DfE eligible cohort or of statutory school age (YR0-11) is more likely to be placed in an out of county school at a distance with an EHCP or a disability. This is due to complexity of need.
- 36% of statutory school age (YR 0-11) pupils in the virtual school children have an EHCP – of these 56% (73) attend a Cambridgeshire school and 44% (58) attend an out of county school this is in line with last year.

6.3 Specialist Provision

- For those children educated out of county with an EHCP, the predominant need is for social, emotional, or mental health support.
- There are additional complexities in securing appropriate education for children placed outside of Cambridgeshire where a needs assessment is required, it is in process or the EHCP requires specialist provision. This may mean that the child will have a period with no school whilst arrangements are made to meet their needs by local authority SEND teams. This is an issue nationally not just in Cambridgeshire.
- For children with complex needs including cognitive needs such as Severe Learning difficulty (SLD) or Profound and Multiple Learning Difficulty (PMLD), time out of school may impact on their access to therapy provided by the NHS and delivered through their school placement. Tuition is also rarely a suitable option.

Developments to Date

- The Virtual School have an Achievement Through Access Team who lead on access to education for all CiC. Where a child is placed out of county, they routinely consult with the relevant virtual school and where appropriate other local authority teams. Guidance is offered to social workers on the admission process.
- Each EY setting, school and Post 16 provider has a linked advisor from the Virtual School. Since COVID all meetings have taken place virtually.
- PEP Champion support is offered according to need not distance.
- The training offer has been extended to include a range of pre-recorded and live virtual training sessions, making use of the Virtual School YouTube account. Appendix 2 provides a case study on the impact of training.
- Strengthened partnership working between Access to Resources and the Virtual School has increased Virtual School involvement in planning for placement moves at the earliest opportunity.
- Where a child with an EHCP moves out of county, requiring a change in education, developments in the SEND protocol mean the Cambridgeshire take responsibility for ensuring interim provision is in place. Regular operational meetings track the progress of provision.

Actions / Next Steps

- Strengthen links and working practice with strategic leads in multi-academy trusts. Pilot this work with Suffolk Virtual School for a multi-academy trust with schools across both local authorities.
- Strengthen links with independent fostering agencies and residential placements, extending the training offer beyond Cambridgeshire carers.
- Further develop and embed SEND protocol.
- Develop a protocol with RAPSS to ensure the Virtual School is involved in planning for reunification at the earliest opportunity so that education is central in planning.

7.0 Educational Provision Ofsted Judgments (Statutory School Age)

In or Out of Cambridgeshire Schools	Total Numbers of Students	Total in Ofsted inspected Provision	Outstanding		Good		Requires Improvement		Inadequate/Special Measures		Not Applicable Other*
Total School-Aged Pupils (YR0 – Y11)	609	424	73	17%	296	70%	51	12%	4	1%	185
Total School-Aged YR0-11 Pupils In Cambridgeshire Schools	282	217	39	18%	146	67%	31	14%	1	0%	65
Total School-Aged YR0-11 Pupils In Other LA Schools	327	207	34	16%	150	72%	20	10%	3	1%	120

Source Welfare Call (May 2021)

* Not applicable Other - Notes	Several providers do not have an official Ofsted Grading – this includes: • Private schools (in particular, special school provision). These centres are inspected by the independent Schools Inspectorate and are not in the official figures. • Newly formed (converter) academies do not retain any Ofsted grade issued prior to the school's conversion into an academy.

Comments for Educational Provision Ofsted Judgements

Ofsted Judgements

- Good 70%
- Requires Improvement 12%
- Inadequate 1%
- Outstanding 17%
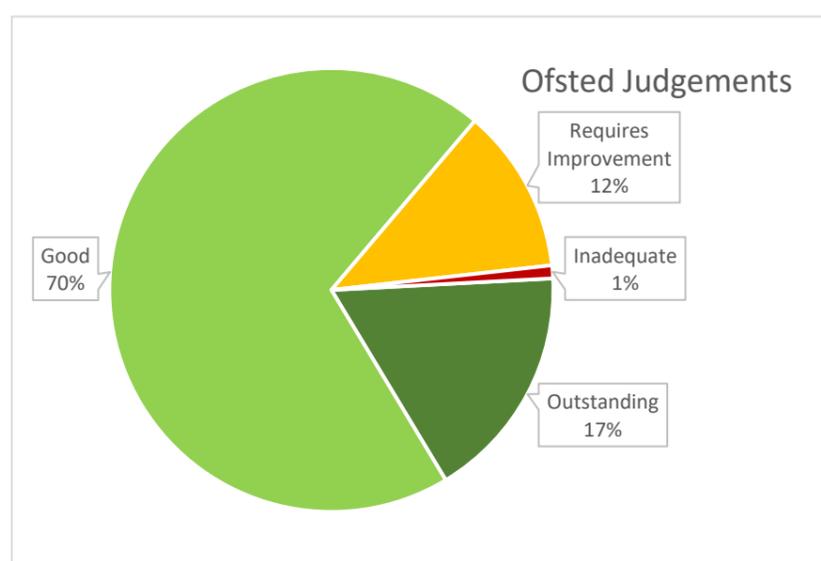
- The proportion of CiC students attending good or better schools has remained in line with the last two years, 87% (86%).
- The percentage in inadequate schools is significantly below that of national rates.
- A small proportion of CiC (13%) attend schools judged requires improvement or inadequate and their progress is monitored closely (lower than national figures currently 14% of primary and 25% in secondary schools).

Development to Date

- At point of school admission, the Virtual School promote admission to a school that is good or better.
- The Virtual School has an 'Achievement through Access' team whose focus is to ensure children are placed in the right provision, in a timely manner. Beyond the OFSTED rating the team also consult with the relevant VS and where appropriate other key professionals to understand the school's knowledge and expertise in supporting the needs of CiC.
- Some children enter care whilst on roll at a requires improvement or inadequate rated school and an assessment is made to judge the quality of provision rather than move the child, however this step would be taken if necessary.

Actions / Next Steps

- Changes to OFSTED ratings to be built into Achievement Through Schools tracker. Robust process to be developed and embedded to assess the suitability of schools where an OFSTED rating changes to requires improvement or inadequate and the child is already in attendance.
- Embed processes for supporting standard transitions (e.g., primary to secondary).

8.0 Engagement in Education

Attendance

8.1 Attendance Monitoring

	SEND Need			Avg Attendance
	EHCP	**SEND Support**	**No SEND**	
DfE Eligible Cohort	75%	84%	84%	81%
School-Aged Pupils YR0-11	75%	83%	82%	80%

Key Stage	SEND Need			Avg Attendance
	EHCP	**SEND Support**	**No SEND**	
KS1 (YR1-2)	93%	90%	86%	90%
KS2 (YR3-6)	77%	90%	94%	87%
KS3 (YR7-9)	79%	81%	78%	79%
KS4 (YR 10-11)	64%	72%	73%	70%

Source Welfare Call (May 2021)

No national CiC data has been published for 2020-2021 and any internal attendance records will be significantly lower than in previous years, not truly reflecting the students' engagement.

The Covid-19 pandemic has made attendance data impossible to measure in a meaningful or accurate manner. It is not possible to look at trends.

8.2 Cambridgeshire Historic Figures for Children in Care Average % Absence

Average % Absence	2016	2017	2018	2019	2020
Cambridgeshire	4.2	4.2	4.4	5.0	n/a
East of England	3.8	4.8	5.1	5.4	n/a
Statistical Neighbours	4.5	5.0	5.1	5.5	n/a
England	3.9	4.7	5.0	5.1	n/a

Local authority interactive tool (LAIT) - GOV.UK (www.gov.uk)

8.3 Persistent Absence Rates

Persistent Absence Rate	2016	2017	2018	2019	2020
Cambridgeshire	11.4	10.2	9.2	10.6	n/a
East of England	8.5	10.6	12.0	12.6	n/a
Statistical Neighbours	11.1	12.1	12.2	13.6	n/a
England	9.1	11.1	11.7	12.0	n/a

Local authority interactive tool (LAIT) - GOV.UK (www.gov.uk)

Covid Engagement – Secondary Pupils

Comparison of 04/01/2021 to 08/02/2021

| Engagement	04/01/2021	08/02/2021
Full	157	174
Partial	46	39
None	14	4
Unknown	17	17
	234	234

Type of Provision

15, 74, 13, 132
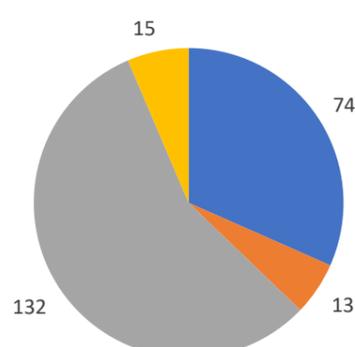
On Site, Blended, Remote, Unknown

Type of Provision

17, 78, 21, 118
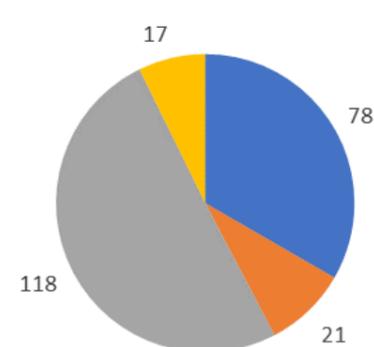
On Site, Blended, Remote, Unknown

Covid Engagement – Primary Pupils

Comparison of 04/01/2021 to 08/02/2021

Engagement	04/01/2021	08/02/2021
Full	120	125
Partial	20	17
None	4	1
Unknown	10	11
	154	154

Type of Provision (04/01/2021)

- On Site: 76
- Blended: 7
- Remote: 51
- Unknown: 20

Type of Provision (08/02/2021)

- On Site: 83
- Blended: 21
- Remote: 40
- Unknown: 10
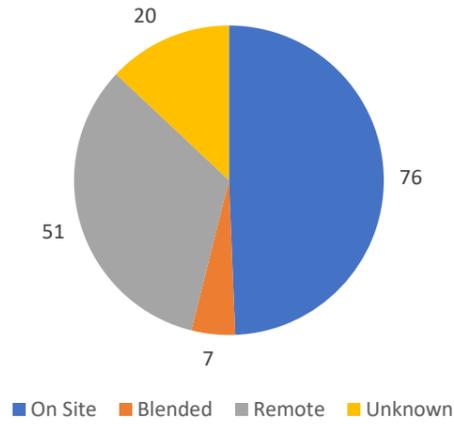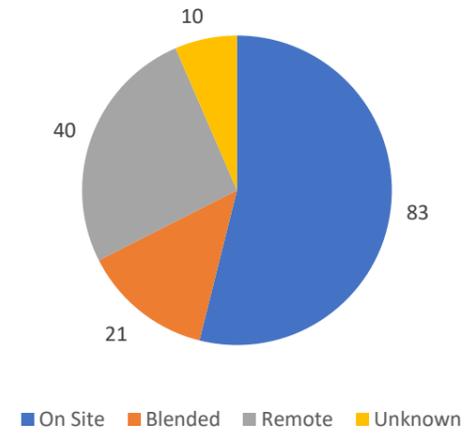
Developments to date

- As standard attendance information was commissioned through partner agency Welfare Call for statutory school aged children.
- Processes and systems have been developed to extract weekly, monthly, and termly attendance data.
- Internal monitoring of school attendance and engagement was pivotal in Virtual School work last year.
- During the period when schools were open only to critical workers and for vulnerable children, requests were made for designated teachers to provide weekly attendance and engagement returns. Approximately 93% of schools provided information. Where schools did not supply the information, the Virtual School contacted schools. The Virtual School worked alongside schools, carers, and social care where there was no or partial engagement in education.

Actions/Next Steps

- Introduction of Achievement through Inclusion Team within the Virtual School. An aspect of this role will be to analyse the weekly / monthly and termly attendance data, providing initial triage and where appropriate intervention.
- Develop mechanisms for monitoring post 16 attendance data, outside of the PEP process.
- Development of internal pupil progress meetings, leading to exploration with schools around additional targeted intervention to support accelerated progress (COVID recovery).

Suspensions

Suspensions for Pupils in the DfE Eligible Cohort

8.4

	2017	2018	2019
Cambridgeshire CiC	10.4%	12.1%	11.2%
East of England	12.2%	12.3%	13.1%
England	11.5%	11.3%	11.4%

Source Local authority interactive tool (LAIT) - GOV.UK (www.gov.uk)
Statutory School Aged Pupils (Year refers to Academic Years)

In 2019-2020 the suspension rate for Cambridgeshire Children in Care (who have been looked after continuously for at least twelve months) - with at least one suspension from school - shows a slight decrease.

Nationally for 2019-20 academic year the suspension rate is 3.76% a decrease from 5.3% in the previous year (2018-19). The school year was interrupted by with the first national lockdown on 23 March 2020, during the spring term. Schools remained open for vulnerable children and children of key workers.

Source:
Permanent exclusions and suspensions in England, Academic Year 2019/20 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)

While expulsions and suspensions were still possible throughout the academic year, school closures have had a substantial effect on the number of permanent exclusions and suspension and therefore caution should be taken when comparing figures across years.

The Virtual School challenges exclusions and seeks to support schools to find alternative solutions.

The regional and national suspension figures are published a year behind by the DfE. Detail has therefore also been provided of the Virtual School real-time data (2020-2021) below.

Suspensions for Pupils All Pupils on Roll (Statutory School Age)

8.5

Total Number of Suspensions By Year Group

Year	2	3	5	6	7	8	9	10	11
Count	3	3	3	2	24	13	20	15	13
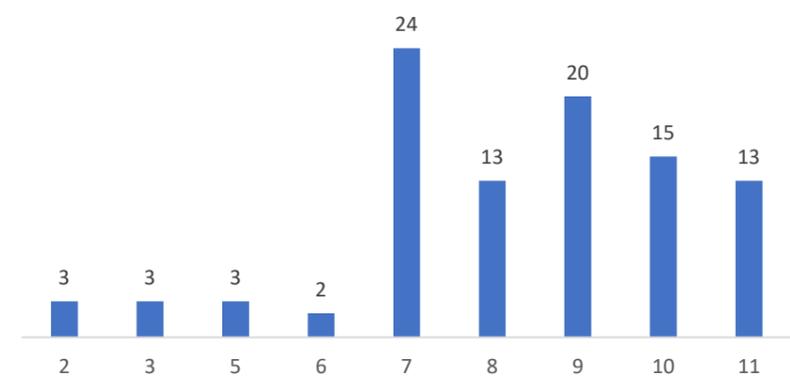
Total Suspensions By Term for In County (I) & Out of County (O)

	Autumn	Spring	Summer
I	29	12	12
O	22	10	11
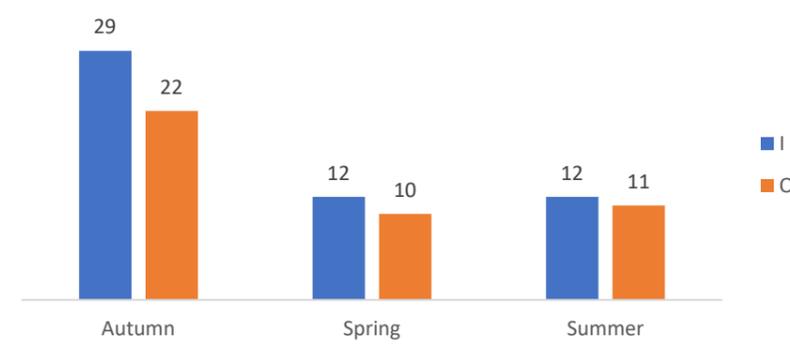
Source Welfare Call All Pupils on Roll - May (2021)

For the most part, Cambridgeshire suspensions rate for Children in Care is lower than that of the eastern region and the national rate for Children in Care.

The suspension rate for Children in Care is around 8% higher than the national rate.

Overall, suspensions for Cambridgeshire Children in Care in 2020-2021 has dropped slightly when compared to the figure for the Virtual School in the previous academic year.

The number of suspensions was highest in the Autumn Term 2020, when pupils returned to school following the closure of schools due to the pandemic. Many pupils returned to a very different teaching environment, with bubbles.

Suspensions were highest among Year 7 pupils; the hypothesis for this is that year 6s were not able to have the enhanced transition which would have been available pre-COVID.

## Suspensions for All Pupils on Roll (Statutory School Age)

8.6

Category	Total	Gender		Area of Need			
		Boys	**Girls**	**EHCP**	**SEND Support**	**SEND (SEMH)**	**Disability**
Total Number YR0 - Y11 *(School Age)*	49	32	17	22	10	23	2
Percentage of all exclusions	100%	65%	35%	45%	20%	47%	4%
Total DfE Eligible Cohort	43	30	13	20	9	20	2
Percentage of all exclusions	100%	70%	30%	47%	21%	47%	5%

Source Welfare Call (May 2021)

Comment

Gender	Nationally, the rate of suspensions has decreased for boys, from 7.55 to 5.30, and for girls from 3.08 to 2.16. At the Virtual School the number of boys excluded is a ratio of almost 2:1.
SEN	Almost half of the pupils at the Virtual School who were suspended had an EHCP. Nationally (for all children), the suspension rate is also higher: 11.70 for EHC pupils and 10.98 for SEN support pupils, compared to 2.43 for those without SEN. The rate for Cambridgeshire Children in Care with an EHCP is four times higher, whilst the figure for those with SEN support is almost double the national rate. Nationally, for all children the highest rates are amongst those with a primary type of need recorded as social, emotional, and mental health, at 33.04 for suspensions. However, the rate for the Virtual School is higher at 47%.

8.7 Permanent Exclusions

Permanent exclusions by term, 2018-19 to 2019-20

- Permanent exclusions (England)
- Permanent exclusions (special, England)
- Permanent exclusions (state-funded primary, England)
- Permanent exclusions (state-funded secondary, England)
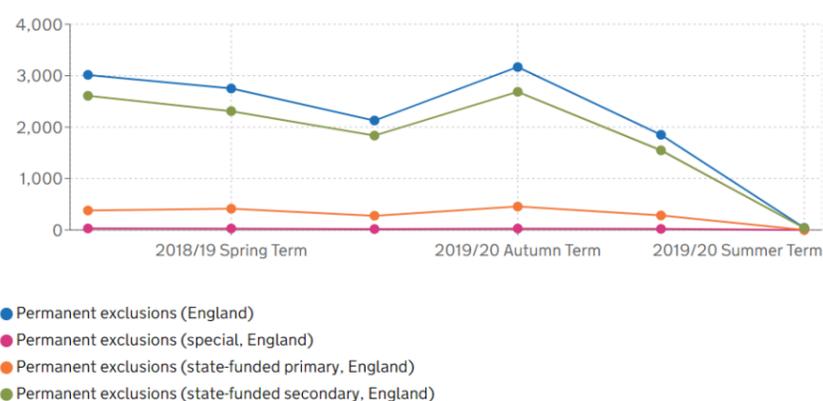
Data source: Statistics: looked-after children - GOV.UK (www.gov.uk)

The first national lockdown occurred on 23 March 2020, during the 2019/20 Spring term. The number of permanent exclusions in this term is down from 2,700 in 2018/19 to 1,850.

There were only 40 permanent exclusions in the 2019/2020 Summer term. Following the lockdown, schools were only open to pupils of key workers and vulnerable children and all other children were learning remotely.

In the context of rising national trends in exclusions (increase of 1,925 for all children: equivalent to over 40 permanent exclusions per day), within Cambridgeshire Virtual School there was 1 permanent exclusion in the academic year 2020-21.

Developments to Date

The Virtual School recognises the need for a relational approach to supporting the inclusion of care experienced children.

The full Virtual School team have completed the Beacon House developmental trauma training. The Virtual School has a STEPs trainer within the team and all staff have received one day training.

The Virtual School have invested in virtual reality headsets and incorporated these into the designated teacher training, attachment aware and trauma informed schools training. Training is available to all schools at no additional cost. The impact and legacy of attachment aware and trauma informed training offered to one school is evidenced in the case study (appendix 3).

During the year the range of virtual training was extended (see case study appendix 2).

The Virtual School has continued to develop links with key partners including Education Inclusion Officers and the SEND Access and Inclusion Team.

The Virtual School team received training on exclusions.

Actions / Next Steps

- All Virtual School staff to receive Foetal Alcohol Spectrum Disorders (FASD) training.
- Further development of FASD training offer to schools and key partners.
- Further development of trauma informed schools training, in conjunction with SEND Services.
- Enhanced transition arrangements for current year 6s.
- Introduction of Achievement through Inclusion Team within the Virtual School. An aspect of this role will be to analyse the weekly, monthly, and termly exclusion data, providing initial triage and where appropriate intervention.
- Addition of risk indicators for exclusion incorporated into the PEP, allowing for proactive and preventative work of Achievement Through Inclusion team.
- The Virtual School have divided the work of the Advisory Teachers into 'Achievement Through Schools' and 'Achievement Through Inclusion'.
- The Virtual School recognise that influence is greatest where whole school policy, practice and culture takes account of the needs of care experienced children and young people. The Virtual School recognises the strategic influence of MATs. A key development is to pilot collaboration between senior leaders in MATs and the Virtual School to influence outcomes for care experienced children.

9.0 Children Missing Education (CME)

Children Missing Education (CME) – Alternative Provision

CME		Part time timetables Not Receiving 25 Hours Education	
		2020-21	
	Pupils in K/S	Number	%
EYFS	44	0	-
KS1 (YR1-2)	30	1	3%
KS2 (YR3-6)	122	10	8%
KS3 (YR7-9)	152	12	8%
KS4 (10-11)	106	11	10%
Grand Total	454	34	7%

CME DfE Eligible Cohort		Part time timetables Not Receiving 25 Hours Education	
		2020-21	
	Pupils in K/S	Number	%
EYFS	7	0	-
KS1 (YR1-2)	26	1	4%
KS2 (YR3-6)	103	8	8%
KS3 (YR7-9)	139	9	6%
KS4 (10-11)	94	10	11%
Grand Total	369	28	8%

Source Welfare Call (May 2021)

Where it meets the needs of individual pupils, 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.

The number of children missing education was 34 children (7% of the total cohort) with significantly more in KS3.

- 7 pupils were female and 27 were male
- 5 children have disabilities

Development to Date

- Any reduction in hours is recorded on the PEP.
- The provision that CYP have access to is quality assured and reviewed.
- Initiated working relationships with Education Inclusion Officers and SEND Access and Inclusion Officers.
- Advisory Teachers have worked with schools to promote inclusion for children on a school roll.
- Achievement Through Access have ensured where a child cannot attend school owing to a placement move that interim provision is in place. Where appropriate this has extended beyond tuition and included provision such as Equine Assisted Learning, Farm Club and Noise Solutions.

Actions / Next Steps:

- Introduction of Achievement through Inclusion Team within the Virtual School. An aspect of this role will be to monitor those CYP accessing Alternative Provision, working alongside LA professionals ensuring provision meets the needs of the CYP, enables holistic progress and has regular review points.
- Introduction of baseline measures to monitor progress CYP make whilst accessing tuition.
- Further develop partnership working with Education Inclusion Officers and SEND Access and Inclusion Officers.

Learning Outcomes

Sections **10**, **11**, **12, 13** and **14** of this report which would have addressed progress and attainment of Children in Care are omitted this year. This is because of the Covid-19 pandemic, see explanation below.

Formal examinations and assessments did not take place for a second year and grades were based on a range of information including centre assessed grades for KS4 and KS5. The Virtual School has collected results as in previous years.

The Department for Education have been clear that outcomes and other related data should only be used to ensure young people transition successfully to the next stage of their education, employment or training and aggregated data should not be used for comparisons or performance benchmarking. All those working with schools and colleges, such as Ofsted, Department for Education regional teams and local authorities, will use data from previous years when assessing school and college performance, and not the 2020 or 2021 data. Therefore, in line with these recommendations, there is not any aggregated data or comparisons included within this report.

The current situation is unprecedented; the Virtual School is committed to working with schools/settings, carers, social workers, and young people to ensure that any additional support is facilitated.

15.0	**Destinations: KS4 and KS5**

Comment		

| 15.1 | **Post 16 numbers of children in care** | In total Cambridgeshire Virtual School supported 246 young people within the post-16 cohort across the academic year.

There are typically lower numbers coming into care in Years 12 and 13; the significant majority of these are new arrival UASCs. 39 young people came into care within this cohort during the academic year. 35 were new arrival UASCs, the remaining young people included reasons such as family breakdown, remand, and tier 4.

Once a young person reaches their 18th birthday, their legal status changes to that of a care leaver. This accounts for most young people who cease to be looked after within this cohort (55 young people across the year). There are 2 possible pathways at this point:
• Cambridgeshire Virtual School will continue to support all young people following their 18th birthday for the remainder of their year 13 education. This ensures continuity of education support and pathway planning into higher education or employment.
• For young people who are NEET at the point of their 18th birthday, the Virtual School ceases involvement and support is picked up by the personal advisors within the care leaving teams. |
| 15.2 | **Note about Raising Participation Age** | Young people must remain in education or training beyond the age of 16 which could be through:

• full-time study in a school, college or with a training provider
• full-time work or volunteering (20 hours or more) combined with regulated part-time education / training (about 1 day per week)
• an apprenticeship or traineeship |

Post 16 Engagement		

15.3	**EET Engagement**	

Current Engagement	Year Group		Totals 2021	
	12	**13**	**No.**	**≈%**
APPRENTICESHIP	1	3	4	2%
EMPLOYMENT		3	3	1.5%
FURTHER EDUCATION	52	54	106	53.8%
SCHOOL / SIXTH FORM	4	7	11	5.6%
SPECIALIST	7	10	17	8.6%
TRAINING PROVIDER	14	9	23	11.7%
ARMED FORCES		1	1	0.5%
YOUTH OFFENDING	1		1	0.5%
NEET	19	10	29	14.7%
GRAND TOTAL	101	96	197	

Data Source: Welfare Call (April 2020)

Most of the post 16 young people on the roll of the Virtual School continue in education or training after the end of their statutory schooling.

During the academic year Cambridgeshire Virtual School worked with 35 different schools and colleges as well as 5 training providers.

31 young people within the post-16 cohort had an EHCP.

	NEET reporting	

Neet Category	Number of NEET
Awaiting start date of employment, education or training	2
Custody - not actively engaged in employment, education or training	1
Illness - mental health	3
Illness – physical	
NASS	
Not engaging at present	4
Not yet ready for employment, education or training	8
Parent	
Pregnant	
Seeking employment, education or training	11
Working not for reward	
Grand Total	29

Data Source: Welfare Call (April 2021)

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 enrols the young person, and a second trigger point is Christmas.

16.0 Destinations for June 2021

Virtual School 2021 post-13 destinations include progression into universities across the country including Oxbridge, Russell Group and post-1992 institutions.

Final Destinations	Totals 2021	
	NCY 13	%
Apprenticeship	4	4.5%
Employment	11	12.4%
Further Education	60	67.4%
Higher Education	5	5.6%
Undecided	3	3.4%
NEET	6	6.7%
GRAND TOTAL	89	100.0%

Data Source: Internal data (June 2021)

Care leavers who were in higher education (%)				
	2017	2018	2019	2020
Cambridgeshire-% CiC in HE	5	6	5	3
East of England-% CiC in HE	6	6	5	5
England-% CiC in HE	6	6	6	6

Development to Date

- Post-16 advisors maintain contact with designated persons, social workers, and carers as frequently as necessary and possible. Links with further education providers both in and out of county are strong; the Virtual School works closely with colleges to improve knowledge and skills which specifically support young people in care. This includes direct work at a provider level to minimise incidences of disengagement through:
- attendance and advocacy at disciplinary meetings
- provision of training to ensure provider level understanding of specific barriers faced by children in care
- promotion of the effective use of the vulnerable bursary
- development of further education protocols which permit flexibility for CiC within attendance policies and practices, including altered thresholds

- Interventions and escalations on behalf of specific young people have ensured consistency of education placement which has led to smooth entry into higher education.

- Cambridgeshire Virtual School play an active role within the local authority to reduce NEET numbers. This includes participation in NEET strategic and NEET partnership meetings. A key priority for Cambridgeshire is apprenticeships as this is much lower than its statistical neighbours and the East of England, specifically there are limited level 2 or below apprenticeships as most employers are looking for level 3 or higher. Additionally, there is limited 'roll-on roll-off provision' within Cambridgeshire and this impacts on young people who have to wait until the following academic year for the opportunity to start a course if they haven't managed to start or maintain course enrolment from September.

- This academic year a Virtual School fund has been set up to support young people who are NEET with the intent of promoting re-engagement. DFE laptop funding (due to Covid) meant that IT equipment was able to be purchased outside of this fund; the fund therefore supported short courses including CSCS cards and body art.

- Ace-The-Race is a programme developed by Cambridgeshire Virtual School during the academic year 2020-21; it is designed to empower, motivate, and re-engage young people who are NEET or at risk of becoming NEET. The programme has been developed during the past academic year. Intent includes championing the needs of young people, raising the profile and impact of being NEET, reducing the risk of NEET and developing closer partnership with local training providers and businesses. A link to the promotional video can be viewed on our YouTube channel: Ace the Race Promo video - YouTube

- Cambridgeshire Virtual School's training offer includes post-16. Typically, course content is adapted to ensure the specific needs of this group are addressed and where appropriate bespoke post-16 training is offered; there is currently no charge for training from Cambridgeshire Virtual School.

A quote from an FE provider (May 2021):

"The Virtual School has been key to the development of our improved offer for students in care. From specialist training and practical support with complex cases to acting as critical friend, a truly collaborative relationship has developed. Students have benefitted from improved transitions, admissions, progress reviews, disciplinary procedures, and progressions. As a direct result, retention and progression to higher education has improved."

- Cambridgeshire Virtual school actively participate in the post-16 regional forum. The influence of Cambridgeshire Virtual School in the sector continues with other Virtual Schools across the region. This has included:
- PEP Design support (Hertfordshire)
- NEET reduction (Norfolk)
- UASC Summer Projects (Peterborough)

Actions/Next Steps

Work closely with colleagues in social care, including leaving care teams and personal advisers to ensure that the pathway plan and PEP documents effectively support progression and transition.

Roll out Ace-The-Race project as a key intervention to reduce the number of NEET children in care and care leavers. Carers, residential staff, and housing providers understand the importance of supporting study skills, attendance, and impact of NEET; they are empowered to support holistically. Ace-The-Race will add value to our current offer by:
- Promoting the specific needs of CiC and the impact of being NEET
- Developing the knowledge and skills of key partners through training and supervision
- Building on existing relationships
- Promoting effective policy and practice at provider level
- Engaging unified and systemic support by strengthening the network around the young person and promoting partnership working

Link closely with colleagues supporting statutory school age to identify risk of NEET and enable early intervention.

Promote the use of the vulnerable bursary.

Work with partners to encourage more employers to offer apprenticeship opportunities for CiC and care leavers, including apprenticeships at lower levels.

Establish a post-16 data dashboard to hold all key performance and tracking data, including attendance and progress and attainment to enable timely interventions at young person and provider level and ensure that data informs the work of the post-16 team.

Raise awareness of Trauma Informed and Attachment Aware practice by delivering training to key staff at colleges.

Promote an '18-aware' agenda which supports pathways to independence, minimises 18th birthday placement moves and doesn't impact on education

17.0 Aspirations

Comments

The Virtual School recognise the importance of promoting aspirations for our children and young people, as any good parent does. To increase the focus on aspirations, within the Virtual School there is a dedicated Aspirations Project Lead. This post was created in 2020. The aim being to support to all Cambridgeshire Children in Care of statutory education age through to leaving care as the offer develops it will be based upon a three-tier model offering graduated levels of support in response to individual need. All children in care will receive the universal offer, the targeted offer will be aimed at small groups of a common age or with a common need and the intensive offer will be proposed for children in care on an individual basis, again in response to need.

Development to Date

- Reviewed and amended questions in PEP linked aspirations, careers information, advice, and guidance (live from September 2021).
- Information gathered on offer currently accessed by children in care.
- Initial foster carer training (post 16) completed summer 21.
- Agreement from 3 housing providers to participate in a career's information, advice, and guidance network.
- Virtual School representation on steering group of MyCambridge LCEP (Arts and creative industries), this led to project work with Fitzwilliam Museum.
- Created an 'aspire' twitter feed. Care leaver Interns from Anglia Ruskin University took over the twitter feed following A level results week providing top tips on university from their lived experience. A selection of these tweets is provided below. To see all the tweets and to follow the development of this project, please follow:

Aspire Project -Cambs Virtual Sch…
@AspireCambsVS

'She believed she could & she did' - this quote means so much to me as I think that 99% of motivation comes from personal self-belief! I had this quote at the front of every notebook and folder that I had work in to remind myself that I have a goal that I want to achieve!' Chloe
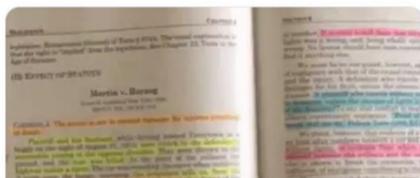
'My worry was that I won't get support being a care leaver as I'd not heard of support for care leavers before. However, it was completely different when I arrived to university as there as a whole team to support me financially, emotionally and with whatever needs I had.' Priya

'Choose to study what you are passionate about, and not necessarily what someone wants you to study, and believe in yourself. You are the expert of you, and no one can change that. ' Hannah

Hannah's route to Anglia Ruskin University shows that you can change career and start Higher Education after the age of 18 - there are still lots of options even if you have already started work!
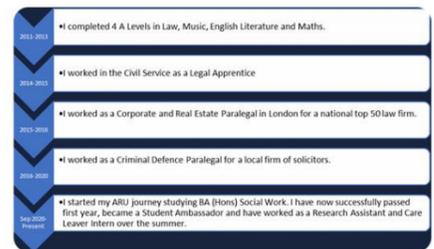
Actions / Next Steps

- Production of careers information, advice, and guidance good practice guide for DT's and Careers leads (including specific considerations for UASCs).
- Promotion of carers and key worker's role in raising aspirations.
- Responses in PEPs leads to targeted provision.
- Work with Regions of Learning to develop app enabling care experienced children to gain an enhanced experience via bespoke content / push notifications
- There will be an increase in the breadth and depth of aspirational activities on offer including access to youth organisation, arts, sports, and cultural activities and these will be promoted.
- Information on work experience will be promoted within Virtual School and with external professionals.
- Bespoke high aspirational careers information, advice, and guidance will be consistently accessed from year 9.
- Scope SEND careers information, advice, and guidance offer and begin to develop some careers content with post-16 pupils

Personal Education Plans and Pupil Premium Plus

18.0 Personal Education Plans

PEP Compliance

18.1

Indicators	Bedford (B)	Cambridgeshire County	Central Bedfordshire	Essex County	Hertfordshire County	Luton (B)	Norfolk County	Peterborough (B)	Southend-on-Sea (B)	Suffolk County	Thurrock (B)
% of school age LAC with a PEP in the last 6 months	98.1%	98.5%	96.3%	91.2%	96.1%	96.5%	94.8%	100.0%	100.0%	91.6%	95.7%

Source: Tartan Rug

PEPs by NCY by Term 2020-21 (Years 1 to 11)
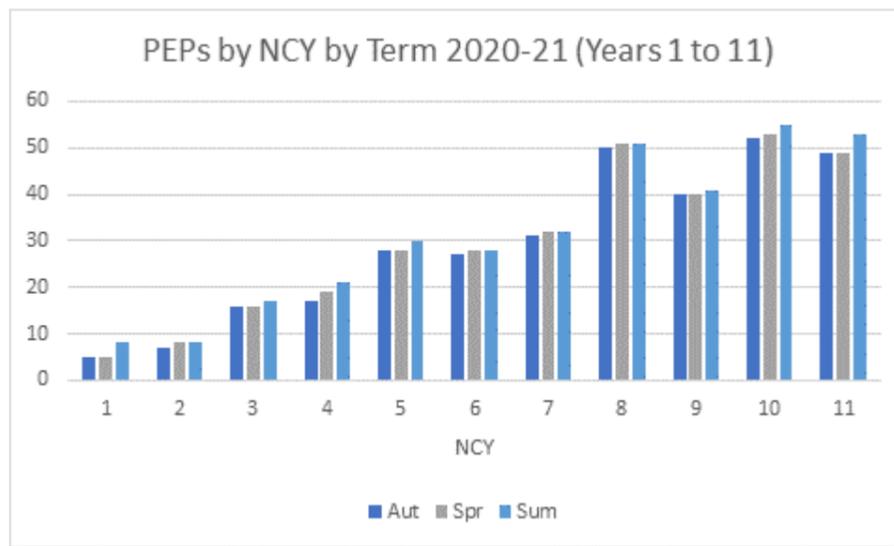
PEPS according to national curriculum year groups
Source: Welfare Call

Comments

Figures for children having a PEP are consistently high. The table above shows how Cambridgeshire compares to other local authorities across the Eastern Region. Cambridgeshire is ranked second, with Peterborough and Southend joint first. Cambridgeshire consistently has above 97% of children with a PEP. Where there is non-compliance there is a process in place to escalate.

19.0 Quality of PEPs

PEP Quality by Year

Autumn Term

Quality: My Details	Red		Amber		Green	
Early Years	8	24.2%	9	27.3%	16	48.5%
Years 1-11	103	26.5%	103	26.5%	183	47.0%
Post-16	59	29.8%	28	14.1%	111	56.1%
TOTAL	170	27.4%	140	22.6%	310	50.0%

Spring Term

Quality: My Details	Red		Amber		Green	
Early Years	13	38.2%	5	14.7%	16	47.1%
Years 1-11	137	35.1%	55	14.1%	198	50.8%
Post-16	87	47.0%	41	22.2%	57	30.8%
TOTAL	237	38.2%	101	16.3%	271	43.6%

Summer Term

Quality: My Details	Red		Amber		Green	
Early Years	12	35.3%	5	14.7%	18	52.9%
Years 1-11	118	29.6%	57	14.3%	223	56.0%
Post-16	84	44.4%	27	14.3%	78	41.3%
TOTAL	214	34.5%	89	14.3%	319	51.4%

		Autumn Term			Spring Term			Summer Term		
		GREEN	AMBER	RED	GREEN	AMBER	RED	GREEN	AMBER	RED
2020-21	Desirable Outcomes (Early Years)	59%	41%	0%	67%	15%	18%	51%	40%	9%
	Desirable Outcomes (Year 1-11)	50%	44%	6%	43%	48%	9%	49%	45%	6%
	Desirable Outcomes (Post 16)	45%	67%	18%	32%	51%	16%	49%	24%	27%
2019-20	Desirable Outcomes (Early Years)	EY moved to the revised model in the Spring term			70%	24%	6%	Covid PEP Only - Data not collected		
	Desirable Outcomes (Year 1-11)	24%	46%	30%	42%	44%	9%			
	Desirable Outcomes (Post 16)	55%	29%	16%	66%	22%	12%			

Source Welfare Call (PEP QA Internal Data)

Comments

Each section of the PEP has a separate rating (red, amber, or green). The criteria used for rating the PEPs is provided for social workers and designated teachers.

My Details is the social workers contribution to the PEP. It contains key information such as key contacts, contact arrangements and sensitive issues. Social workers are asked to ensure the information is up to date for each PEP.

There is strong partnership working between the Virtual School and Corporate Parenting to improve the quality of the My Details section of PEPs. Actions taken for implementation in 2021-2022 include:

- PEP webinar built into induction for social workers
- Access to PEP Champion support
- Practice sessions with each team to look at a selection of PEPs and collaboratively quality assure
- Access to PEP reports for Team Managers
- PEP attendance and completion built into each supervision between Social Worker and Team Manager
- PEP overview built into supervision between Team Manager and Service Manager

Once a working model of improvement has been established, it will be rolled out to Family Safeguarding and Access Teams.

It is expected that by the next period of reporting the data will reflect the ongoing work.

The data provided opposite relates to the desirable outcomes. The school have responsibility for completing this section. This section of the PEP reviews the progress made towards outcomes over the last term, draws together the strengths and needs identified in the rest of the document and sets out what it is hoped the child will achieve over the next term, with a clear plan as to how this will be achieved. It is in this section that the school apply for pupil premium plus funding (for statutory school aged children).

For statutory school aged PEPs green ratings have increased from 24% in autumn 2019 to 51% in summer 2021. There has been a decrease in red ratings from 30% in autumn 2019 to 6% in summer 2021.

For early years during 2019-2020 the Early Years Virtual School Teacher heavily supported the completion of the PEPs. It is perhaps therefore fairer to review the data over 2020-2021.

The data for early years and post 16 does not evidence the same levels of progress, however the starting point for both was higher meaning that in summer 2021 approximately 50% of desirable outcomes across the cohorts were rated green. Targeted work on desirable outcomes continues to be a focus for the Virtual School PEP Champion. 50% of the designated teachers that attended the PEP clinics in the Spring term increased the ratings for their desirable outcomes in the summer term.

Development to Date 2018-2021

When children's services were inspected in 2019 it was identified that:

'At present, there is too little strategic oversight of the progress that pupils make or of the impact of personal education plans. While some of these plans are effective, a significant minority do not meet the needs of children in care well. The quality assurance by the virtual school of these plans is inconsistent, and so weak practice is not always identified or challenged.'
   HMI January 2019, p.8

In response to this and using insights into the working practice of other virtual schools within the Eastern Region, the Virtual School has made significant changes to all aspects of the PEP and quality assurance process. This can best be broken down into three key areas:
- The PEP design and related processes
- The use of data from the PEP to inform action and intervention
- The quality assurance of the PEP

The PEP design and related processes
- Reviewed and amended the content of the PEP (following consultation with children and young people, designated teachers, social workers and IROs), leading to a streamlined PEP. Each year the PEP is reviewed, and revisions made, ensuring its effectiveness.
- Provided a series face to face and virtual training alongside literature to early years settings, schools, and post 16 providers on setting SMART desirable outcomes. These have been viewed 457 times.   Further endorsement of the materials came from the Head Teacher of Lincolnshire Virtual School who has reviewed the materials and requested permission to use them with his designated teachers.
- Introduced advisory meetings with designated teachers, for the first year these focused on the completion and quality of the PEP. Since then, a PEP Champion role has been created.
- Developed a PEP Champion role, to provide ongoing targeted support to designated teachers and social workers on their role within PEPs.
- Strengthened procedures for collecting termly attainment and progress data and produced webinars to support designated teachers to complete the section accurately. This means the data points are now consistent, enabling data to be extracted at a child and cohort level.
- Reviewed and revised the process for allocating pupil premium plus, so that schools apply for the amount required to support the child to achieve specific outcomes.

The use of data from the PEP to inform action and intervention
- Appointed a Performance Officer who has created a range of dashboards which are beginning to underpin the work of the Virtual School.
- Tracked the pupil premium plus spend according to areas of need.
- Greater scrutiny of the pupil premium plus has enabled retained funding to be used to appoint an Education Psychologist, Aspirations Project Lead and Performance Officer.
- Tracked the attainment and progress data both at a child level and cohort level termly.
- Introduced 'pupil progress meetings' leading to individual conversations with DTs to increase targeted intervention, allocating additional pupil premium plus where relevant.

The quality assurance of the PEP
- Amended the quality assurance of PEPs, so that each section is RAG rated enabling analysis of areas of strength and weakness within the PEP. This has led to targeted work with designated teachers and social workers on specific areas of the PEP.
- Moved to a PEP submission date, and a collective Virtual School responsibility for the quality assurance of PEPs.
- Introduced internal moderation of PEPs.
- Introduced a termly audit of PEPs involving key partners, including social workers, IROs, DTs, foster carers and Peterborough Virtual School. This has supported the development of the PEP and internal quality assurance process. Key partners have also commented on how it has supported them in their role within the PEP. As illustrate by the quotes below.

'I have welcomed the opportunity to be part of the PEP Audits to develop the PEP report writing by Social Workers. This has provided me examples of good practice but also areas where improvements can be made regarding quality. The service has begun to implement practice sessions to provide Social Workers the skills and knowledge in how to complete a good quality PEP and to also drive performance around this matter.'
   Social Care Service Manager

'Having worked closely with the virtual school over the past year in the capacity of CFCA Chair and Foster Carer, it has been really insightful, and I believe useful for all involved. The PEP audits have proven very worthwhile, ensuring that services are held to account on behalf of our children and young people, providing positive/constructive feedback. The audits have also given plenty of food for thought within other services, I believe enhancing a joined-up approach between departments of the Local Authority.

During one of the audit sessions, I remember that a particular PEP looked quite positive, however when drilling down we noticed that there was significant information missing. This may have continued to be overlooked, however with many eyes from different backgrounds reviewing, this came to light and has been fed back, which will only benefit outcomes for the young person. Another situation where a social worker had completed their part of a PEP to an outstanding level, really gave us the insight of how important this information is as without it, the rest of the PEP cannot be completed to maximum effect. What was really clear from these two examples is the triangulation that takes place during this process, between: Children's Social Worker, School/Virtual School and Foster Carer/Parents.

The CFCA have taken this model back to the Fostering Service and suggested that a similar approach is implemented to review our children and Young people's care plans between services with a view to enhancing outcomes.'
   Foster Carer and Chair of the Cambridgeshire Foster Carers Association

Actions / Next Steps

- Development of meaningful pupil voice within the PEP
- Direct access to the PEP for carers
- Targeted support for social workers and designated teachers to continue to improve compliance and quality of the PEP
- Continued use of internal moderation and partnership PEP audits.
- Development of SEND PEP audit.
- Further development of data systems to analyse the impact of pupil premium plus spend.
- Use of inclusion data from PEPs to underpin the work of the 'Achievement Through Inclusion' colleagues within the Virtual School.

20.0 Pupil Premium Plus Allocation

Allocation Requests for School-Aged Pupils (Year 1-11)

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

Comments

Each term schools request the funding required in readiness for the next term. This is completed as part of the PEP process. Where a child moves school, the school receives an automatic payment of £600 (if the child moves before half term) or £300 (if the child moves after half term).

Requests for pupil premium plus should support the child to progress towards the desirable outcomes written within the PEP. Schools should clearly set out the actions and interventions which the funding will be used for. Pupil premium plus should not be used for activity that is available universally within school. It is equally important that requests are not made for interventions which are funded through other sources e.g., where a child has SEND funding for a teaching assistant to support them in literacy, they should not apply for pupil premium plus for this same purpose. 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. This percentage is consistent with last year.

Developments to Date

- Development of data dashboards.
- Introduced internal pupil progress meetings. Identified where children and young people may benefit from additional intervention. Met with designated teachers to discuss the use of additional pupil premium plus funding to support this.
- Supported access to laptops to support learning during lockdowns.
- Issued £350 per statutory school aged child to support COVID recovery. Ensured schools documented to use and impact of the funding within the PEP.

Actions / Next Steps

- Strengthen analysis of the impact of funding at both a child and cohort level.
- Development of project level work with schools and multi academy trusts.
- Bring together key partners including designated teachers, social workers, IROs, participation team and carers with a focus on the team around the child 'hear my voice'.
- Further development of the Virtual School training offer.

21.0 Children Previously in Care

Enquiries

CPiC Enquiries

Type of Order	Amount	Percentage
Special Guardianship Order	25	20%
Adoption	89	73%
Child Arrangement Order	3	2%
Not disclosed	5	4%
Grand Total	122	

CPiC Enquiries

Contact by Whom	Amount	Percentage
Parent / Guardian	50	41%
School / Education Setting	37	30%
Local Authority Partners	35	29%
Grand Total	122	

CPiC Enquiries

Nature of Enquiry	Amount	Percentage
General / Role of DP	43	33.6%
Early Years Provision / Funding	4	3.1%
Pupil Premium Plus	24	18.8%
Care Status	5	3.9%
SEND	29	22.7%
Education Crisis	8	6.3%
Attendance	1	0.8%
Exclusions	3	2.3%
Admissions / Transitions	6	4.7%
Training	3	2.3%
EAL funding	2	1.6%
Grand Total	128	

Comments

For children previously in care (CPiC), the virtual school is not acting as the corporate parent but are there to promote the educational achievement of these children through the provision of advice and information to all relevant parties. There has been a light increase in the number of enquiries over 2020-2021 (102 enquires in 2019-2020). There continues to be a higher number relating to adoption than SGOs and CAOs, although there has been a minimal increase (from 18% to 22% for SGOs and CAOs combined).

The proportion of enquires from schools, families and Local Authority partners is similar in 2019-2020 to 2020-2021.

Advice and information pertaining to the role of the designated person, alongside pupil premium plus continue to be common. There has been a rise in enquiries relating to SEND. This includes social, emotional, and mental health. It captures advice and information around behaviours and the use of a trauma informed response.

Development to Date

- Development of a pre-recorded webinar for designated person on their role, the role of the virtual school and processes and uses of pupil premium plus (see case study appendix 2). This has been shared as part of the National Association of Virtual School Heads new to role programme, followed by a Q and A session with Cambridgeshire Virtual School Head.

    'Claire shared a presentation she had prepared for her partners in Cambridgeshire which supports the care of previously looked after children. It is an excellent resource which inspired others to follow suit and she answered questions with in depth knowledge and credibility. We thank Claire for her contribution and hope she will join us again.'
    Penny Todd
    GNT Virtual School Associates (sponsored by NAVSH)

- Representation on the Regional Adoption Agency Board.
- Development and pilot of an education support plan for children previously in care in conjunction 5 schools (ongoing).
- Extension of the Education Support Line to include families and education settings supporting children previously in care. This offers parents and schools the opportunity to think through a response to education related issues with the Virtual School Education Psychologist through a trauma informed lens.

Actions / Next Steps

- Development of face-to-face training to include virtual reality headsets and contributions from both designated persons and a parent or guardian of a child previously in care.
- Enhance the Education Support Line offer, to include support from an experienced teacher and trainee education psychologist
- Increase virtual school presence at adoption and SGO support groups.
- Complete education support plan pilot, evaluate and promote as appropriate.
- Incorporating considerations for the education of children previously in care into the 'good practice indicator' tool which is to be rolled out with multi-academy trusts and schools.
- Work with other virtual schools within the Eastern Region to offer virtual networking / training opportunities.
- Development of advice and information relating to social emotional and mental health tools.
- Begin to explore case studies where children have re-entered care following pre-adoption, adoption or SGO breakdowns, with the aim of influencing future practice.

The design and context of this report was inspired by the Hertfordshire Virtual School specifically 'The Annual Report of the Virtual School Head – Academic Year 2019/20'