



Cambridgeshire's Virtual School

Agenda Item No: 6 – Appendix 3

Impact Measures for the Work of the Virtual School

Key Performance Indicators:

Raise attendance	✓
Reduce exclusions	
Increased rate of progress	✓
Attainment in line with or exceeds age related expectations	
Increased motivation and participation	
Improved social, emotional wellbeing / mental health	
Secure appropriate education avoiding drift	✓

Child's name and date of birth:

Age of C/YP & Year Group	9 years old Year 5	Educational Context	Mainstream		
Care Status	FCO	In county / OOC	OOC	SEND status	EHCP
Pen Portrait (baseline to current)					

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Care

- Became LAC aged 8 in 2017. Had been living in refuge with mum and two younger siblings; witnessed high level of domestic violence, alcohol and drug misuse.
- Had three separate foster placements which all broke down within 3 months of becoming looked after due to highly dangerous and difficult behaviour.
- Placed separately from siblings who have since been placed for adoption.
- Moved to a residential children's home out of county, initially extreme behaviour continued although has now stabilised.

Attainment

- Described by school when first became LAC as bright and intelligent but really hard to engage him in learning. The impact of dangerous and difficult behaviour meant that school did not have accurate attainment data for him.
- Had been to 4 other schools prior to becoming LAC.

Attendance

- At the time of becoming LAC, attendance was poor and birth mum was being taken to court regarding this.
- Current attendance at 97.9% of available sessions, although has been on a reduced timetable for some of this time and therefore also on not in 25 hours sheet.

Educational Provision

YEAR 3

- At time of entering care, was attending mainstream school on a behaviour plan with a history of throwing scissors, glasses and high levels of anxiety. Had 1:1 support and history of leaving school site unattended. No EHCP in place.
- Continued in existing mainstream for remainder of this academic year.

YEAR 4

- Following OOC care placement move, no local schools offered a place due to behaviour and limited resources in managing this whilst keeping the child and peers safe. Out of education for approximately 6 weeks.
- OOC LA offered part-time in placement in PRU with primary unit as well as additional tuition in the residential home. Recorded on OOC EOTAS list and CCC not in 25 hours sheet.

- Expansion of provision to include additional AEP to support emotional and social development and make progress within attainment levels.
- EHCP applied for and granted.
- OOC SAT supported mainstream school search and planned reintegration through reduced timetable YEAR 5
- Settled into school well and difficulties managed with compassion building to full time by mid-November.

Summary of Support / Challenge involving the Virtual School

- High level of support in liaison with OOC for initial mainstream school search
- Organised for 'goodbyes' and memory book to be shared with him following move to OOC
- Liaison with OOC VS and OOC admissions to secure placement in PRU
- Chaired telephone transition meeting between previous school, PRU and residential home
- Ongoing communication / advice around strategies to support as well as challenge to increase timetable and begin to provide opportunities for socialisation with peers
- Additional funding by Cambs VS to increase AP to build towards 25 hour timetable
- Attendance by SW and VS for all PEPs either in person or via telephone
- Every PEP quality assured
- EHCP application made by corporate parent (joint working between social care and VS) following advice for OOC VS about the quickest route. School setting fully involved within the process.
- Liaison with Staffs SEND following EHCP to move to mainstream setting
- Facilitated transition discussions PRU/AP and new mainstream school
- Ongoing liaison with new school to gradually increase time in school, also well supported by residential home
- Support to new school re appointment of new TA and skills and stra
- Attendance at first PEP early in academic year to share strategies, social care history and support
- Request to VSH to write to OOC LA acknowledging the high level of compassion and support offered and how influential the HT and school have been in achieving success for child

Impact

Pupil Outcomes

- Attending mainstream school full time with EHCP in place to support SEMH
- Pupil voice during time in PRU indicated a strong desire to go to a 'proper school' which has been achieved
- Acceleration in academic progress (currently ARE for reading and working within year group expectations for writing and maths)

Feedback from Professionals

- Feedback from HT: "██████ is great and doing really well. We are really pleased that next week he will start full time. He is working hard in class and we are seeing daily progress. He is keen to do well. He has lots of gaps in his knowledge but if he carries on the rest of the year like this he will have caught up, which is amazing! (I am obviously not counting my chickens but I am really pleased for him). Thanks everyone for all your support."
- Feedback from SW "Thank you for that update. I'm so pleased that he is doing well and will soon be full time! That is a massive achievement for him. Thank you for all your hard work."