

# Virtual School Head Teacher Report

## East Riding Children Looked After (CLA)

(Educational Outcomes 2018/19)



January 2020

# Contents

- 1. Purpose of the Report..... 3
- 2. Structure of East Riding Virtual School ..... 3
- 3. Guidance documents developed/supported by the Virtual School..... 4
- 4. Links to Strategies and Policies..... 4
- 5. East Riding Children Looked After Population ..... 5
- 6. School Placement of CLA by OFSTED classification..... 6
- 7. Early Years..... 7
- 8. Compulsory Education ..... 8
- 9. Statutory Assessments ..... 9
- 10. Case Studies..... 18
- 11. Letterbox Project..... 20
- 12. Education, training and employment outcome measures for care leavers ..... 22
- 13. Attendance ..... 23
- 14. Children Looked After with SEND..... 24
- 15. Monitoring CLA Attendance ..... 25
- 16. LAC Pupil Premium Grant..... 25
- 17. School Placement Moves ..... 25
- 18. Training and Advice..... 26
- 19. Personal Education Plans ..... 26
- 20. Celebrating Achievement..... 27
- 21. Conclusion. .... 27

## **1. Purpose of the Report**

1.1 The purpose of this report is to outline the activity of the East Riding Virtual School and the 2018-19 educational outcomes of our East Riding children looked after (CLA). It reflects on achievements and identifies areas of development to achieve the best outcomes for our CLA.

1.2 Data contained in this report is predominantly for CLA who were in the care of the East Riding of Yorkshire Council for a year or more as at 31 March 2019 but other data is also presented due to the small numbers of some cohorts.

1.3 The report will be presented to the Governance Panel, Corporate Parenting Group, and Vulnerable Children and Young People's Group and will be posted on the East Riding council website.

## **2. Structure of East Riding Virtual School**

2.1 From September 2015, the Virtual School Head teacher (VSH) role in East Riding of Yorkshire Council is held by Mrs Nicola Donoghue. It is a strategic role that can influence practice. Sarah Wright, Deputy Virtual Head teacher, supports the admission of other local authority CLA placed in the area. East Riding of Yorkshire is a net importer of CLA. A Vulnerable Children Education Team (VCE/T) carries out the statutory duties linked to CLA. In this team there are three Education Welfare Officers with responsibility for chairing all Personal Education Plan (PEP) meetings for East Riding CLA of statutory school age where ever they are placed. A teacher and training coordinator role has been added to the structure from September 2017. A Performance Technician and Technical Officer were appointed in Spring 2016 to support the work of the Virtual School. Following the publication of "Promoting the Education of looked-after children and previously looked-after children," DfE statutory guidance, there are new responsibilities for local authorities from September 2018. In response to this guidance, East Riding local authority has appointed an Educational Advocate for PLAC to provide advice and guidance for educational settings and families of pupils who were previously looked after, and who were adopted or on a Special Guardianship Order (SGO) or a Child Arrangement Order (CAO). This role is currently funded through a DfE grant up to July 2020.

2.2 The Virtual School Head teacher is held to account by the Virtual School Governance Panel which is chaired by Cllr Julie Abraham, the portfolio holder for children, young people and education. The Governance Panel have representatives from the Local Authority, including Heads of Service and managers, designated teachers from mainstream and special schools, and senior leaders from local universities and colleges. The Virtual Head teacher shares data and virtual school development priorities with the Governance Panel who offer support and challenge.

### **Role of the Virtual School**

2.3 The Virtual School has the overall responsibility for monitoring, supporting and providing interventions to ensure that CLA achieve the best possible educational outcomes. We strive to achieve this by:

- Coordinating and quality assuring all Personal Education Plans (PEP)
- Monitoring and challenging schools to make effective use of Pupil Premium in line with the *'Virtual School for Children Looked After, Pupil Premium Plus Guidance for Head Teachers and Designated Teachers for the 2018-2019 Financial Year'* (appendix 1)
- Tracking the academic attainment, progress and attendance of CLA
- Ensuring Special Educational Needs and/or Disabilities (SEND) are identified early and supported appropriately

- Ensuring that a range of targeted bespoke interventions are in place to accelerate progress and reduce barriers to learning
- Providing support and challenge to schools and carers
- Ensuring effective transition between schools and/or specialist providers
- Encouraging our young people to have high aspirations about their futures and remove barriers to further and higher education
- Leading training for foster carers, designated teachers, school governors and social workers
- Celebrating CLA Achievements at the end of each key stage

### **Virtual School Staff Group Members**

2.4 Senior leaders from specialist children’s services, social care, early years, educational psychology, school improvement, performance and the specialist LAC nurse are all members of the East Riding Virtual School staff group. This ensures effective collaboration and provides appropriate expertise.

The Virtual School staff group is governed by the Virtual School Governance Panel.

### **3. Guidance documents developed/supported by the Virtual School**

3.1 In line with the statutory duties of the VSH, the Virtual School has developed (or supported the development alongside the Children in Care Council) the following guidance documents. Additional information about the Vulnerable Children Education Team (VCET)/ Virtual School can be accessed on the East Riding corporate website.

- LAC Premium Guidance for Head teachers and Designated Teachers for the 2018-2019 Financial Year
- Promoting the Educational Achievement of Children Looked After leaflet
- Supporting Children who are Looked After: Tips for Designated Teachers and School Staff
- Supporting Young People who are Looked After and Adopted: Information For Schools
- Early Years Guidance for Head teacher and Designated Teachers
- Guidance documents for social workers and designated teachers for completion of the East Riding PEP

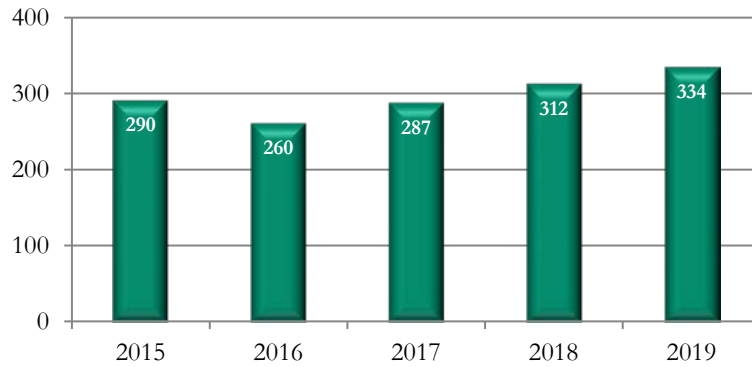
### **4. Links to Strategies and Policies**

4.1 “The Pledge” to children in care and care leavers developed with the Children in Care Council outlines the priorities which are supporting:

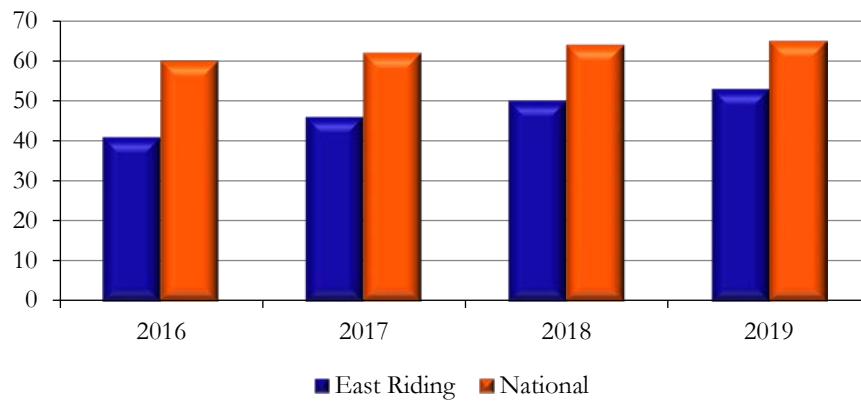
- health
- education and training
- safety
- finances
- activities and hobbies
- leaving care

## 5. East Riding Children Looked After Population

**CLA Numbers at 31 March 2019**

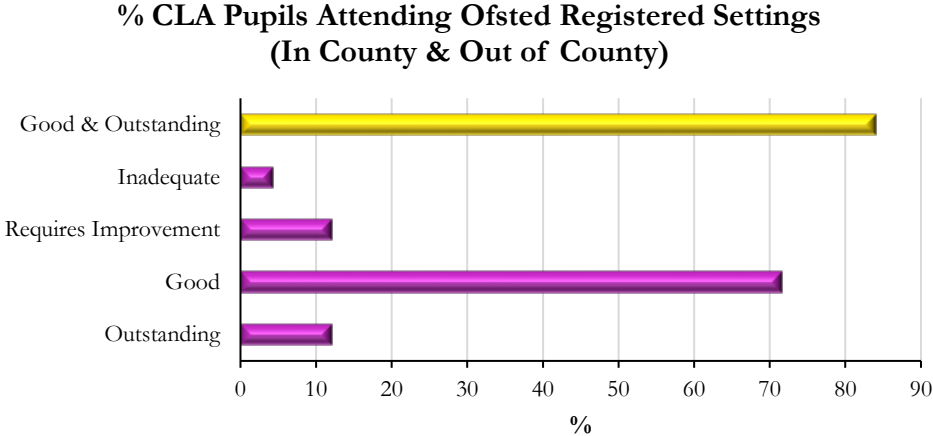
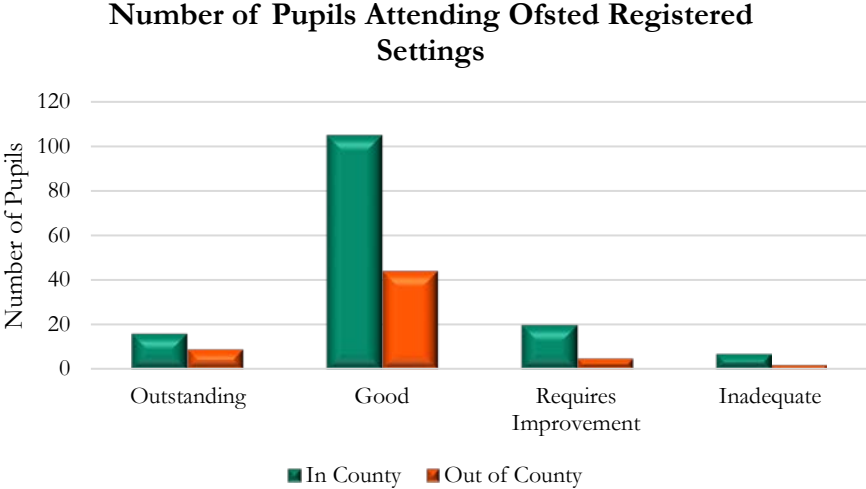


**CLA Rates per 10,000 children aged under 18 years at 31 March 2019**



*NB: Source: Children looked after in England including adoption: 2018 to 2019, DfE Statistics Website*

**6. School Placement of CLA by OFSTED classification**

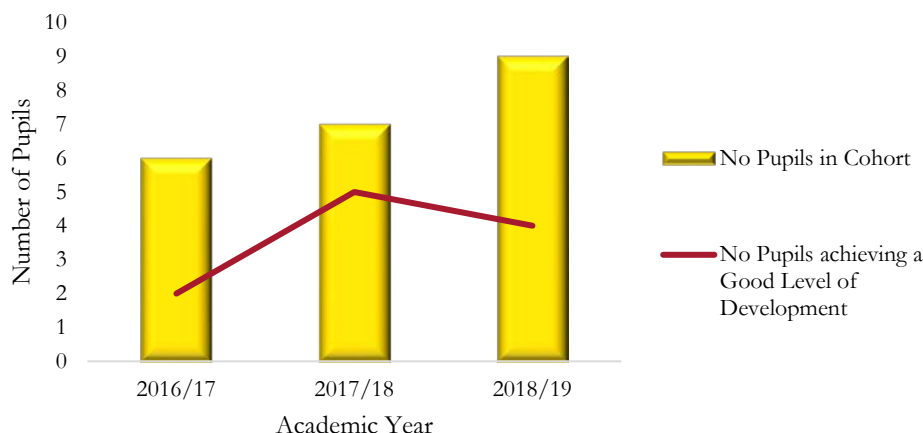


*NB: Out of the 208 pupils attending an Ofsted registered setting, 88% of pupils attending an out of county setting and 82% of pupils attending an ERYC setting attend a good or outstanding graded setting. Overall 84% of pupils attend a good or outstanding graded setting.*

6.1 East Riding of Yorkshire Council uses the DfE statutory guidance, ‘Promoting the Educational Achievement of Children Looked After and previously looked after children’ (February 2018) to support procedures around applications and allocation of school places for CLA. Consideration is given to the Ofsted category of school a pupil is to attend at the point of application and allocation. Every attempt to place CLA in good or better schools is made. CLA will never be placed in a school in the category Special Measures and will only be placed in a school rated Requires Improvement when professionals feel that this school placement is in the best interests of the individual CLA. If a schools rating drops to a lower Ofsted category when a CLA already attends the school, they will remain in the school but their education will be closely monitored by the Virtual school.

## 7. Early Years

### Early Years Foundation Stage Profile (CLA 12 months+)



NB: The definition for a 'Good Level of Development' is having achieved an 'Expected' or 'Exceeding' grade in all Early Learning Goals across the prime areas: Physical Development, Personal, Social and Emotional Development and Communication and Language Development, as well as the early learning goals relating to Literacy and Mathematics.

### Early Years Personal Education Plans

7.1 The Early Years Childcare Development Team supported 42 children with their Personal Education Plan (PEP). These children were in the date of birth ranges for the two, three and four year olds as recorded on the Early Years headcount dated May 2019. They either attended a Private, Voluntary, Independent Childcare provision or a Local Authority Nursery or a Nursery class within a School. Six of the younger children at that point were not in any form of childcare. The table below shows the number of children and the standard of the provision they attended based on the Early Years Ofsted quality grade.

	Outstanding	Good	Requires Improvement	Inadequate
Private, Voluntary or Independent Setting	1	11	0	0
School, School Nursery Setting	1	5	0	0
Special School	0	0	0	0
Out of County	1	17	0	0

### Personal Education Plans – Early Years two to five years

7.2 As of the 31 August 2019, there were 71 CLA by the Local Authority between birth and five. Of those, ten were due to start year one in September 2019; 46 children were aged between two and five, and there were 25 children under the age of two.

36 new Personal Education Plans were completed between September 2018 and September 2019 for children aged from birth to five years old. Six of the PEPs completed were for East Riding CLA attending a school or setting outside of the Local Authority. Following the completion of the first PEP, termly PEP reviews are undertaken. 191 PEP reviews have been completed from September 2018 to August 2019 for children aged between birth and five years old.

7.3 Early Years PEPs continue to be completed by the Early Years Development Advisors (EYDA). PEPs have been completed for all CLA aged from birth to five years old. The PEP process starts from birth and continues until the summer term at the end of their reception year. The Education Welfare Officer is then invited to attend their last PEP in readiness for the child's transition to Key Stage one.

7.4 Training for schools, childcare settings and social workers has been provided to set realistic but challenging targets for individual children linked to the national Early Years Foundation Stage. The aim is that there will be improved outcomes for CLA at the end of the Early Years Foundation Stage. Over the last year, the EYDAs have offered to visit and support childcare providers in completing their first PEP. This has been very successful and has given the childcare providers more confidence in completing the paperwork for future PEPs.

7.5 Reviews for children aged two to five years continue to link into the seven areas of learning and development (Early Years Foundation Stage). Within each of the seven areas, there are various age/stage milestones. Comparing information across each of the seven areas from one PEP to the next enables professionals to monitor individual children's progress. It can also highlight where a child might be struggling in a particular area. Once identified, interventions are put in place which are linked to SMART targets funded through the child's Pupil Premium Grant.

#### Personal Education Plans birth to five years

7.6 The EYDAs continue to offer a Personal Development Plan (PDP) for all children from birth to 2 years of age. This document breaks down children's learning into smaller steps enabling the advisor to track the child's development and identify any concerns earlier, then putting interventions in place with the Parent/Foster Carers to enable the child to meet their milestones. Parents/Foster Carers are given a copy of the 'What to Expect When' document so they can follow what stages their child is going through and help support this important stage of their development.

7.7 From September 2018 the PDP also incorporated the Babies and Infant Well Being Scales. This gives the EYDA an indication if the child is forming secure attachments or not, and in which areas the child might be struggling. This aids in early identification and additional support can be put in.

7.8 The Imagination Library is a book gifting scheme set up by the Dolly Parton Foundation in 1995. Funding was received early 2019 for all Virtual Schools to apply for and the East Riding was successful in their application. All Children Looked After registered on the scheme receive a book every month until their fifth birthday, so could over that time receive up to 60 books. From May 2019, the first registered CLA in the East Riding started to receive their books. Book sharing with a child encourages bonding and the development of language, communication and cognitive skills, hence why this is encouraged at every opportunity.

## **8. Compulsory Education**

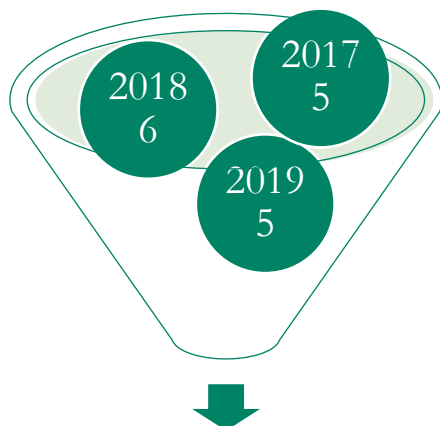
8.1 Monitoring and improving outcomes for CLA continues to be a priority and, although East Riding CLA numbers are relatively small, national and regional comparisons allow evaluation of educational outcomes achieved for children for whom the local authority are responsible for as the corporate parent. Data is collated from the annual CLA return (SSDA903) and matched to attainment and the school census data.

8.2 New outcomes reported are for CLA who have been continuously looked after for at least 12 months up to and including 31 March 2019.



## 9. Statutory Assessments

### Phonics Year 1 screening trend

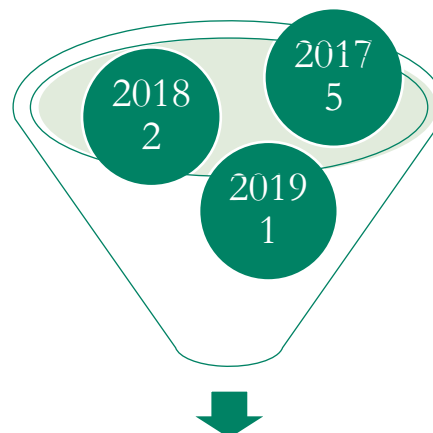


16 children in care (12 months+) undertook phonics screening within the last 3 years.

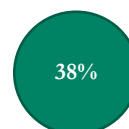


% achieving working at or above

### Phonics year 2 re-sits trend



8 children in care (12 months+) undertook phonics screening re-sits within the last 3 years.



% achieving working at or above

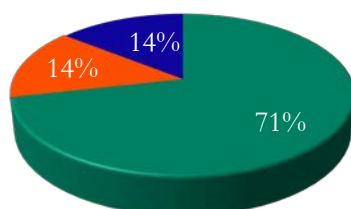
### **Year 1 Phonics: National Comparison**

Year	2018	2019
<b>ERYC CLA (12 month+) % working at</b>	50%	100%
<b>National CLA (12 months+) % Working at</b>	63%	64%

### **Year 2 Phonics Re-sits: National Comparison**

Year	2018	2019
<b>ERYC CLA (12 month+) % working at</b>	50%	100%
<b>National CLA (12 months+) % Working at</b>	50%	48%

**End of KS1 Phonics Screening Results 2019  
(12 months+: 7 Pupils)**

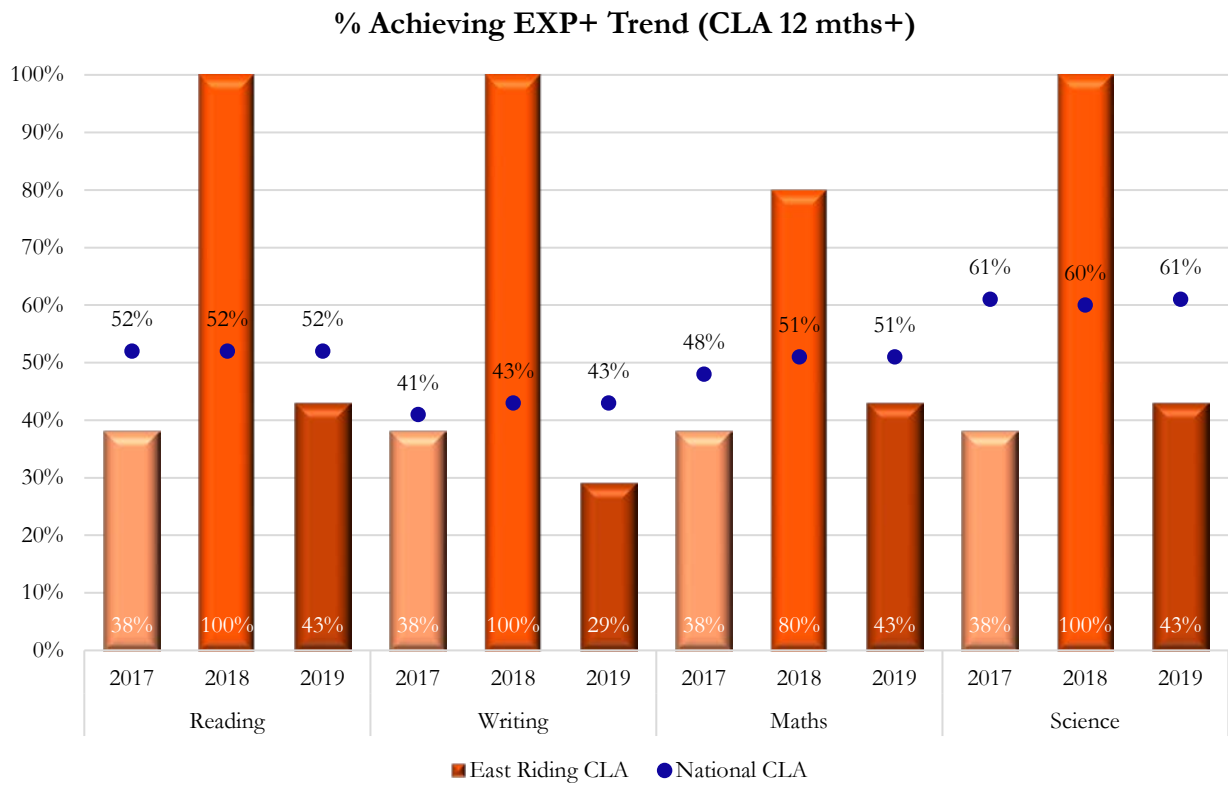
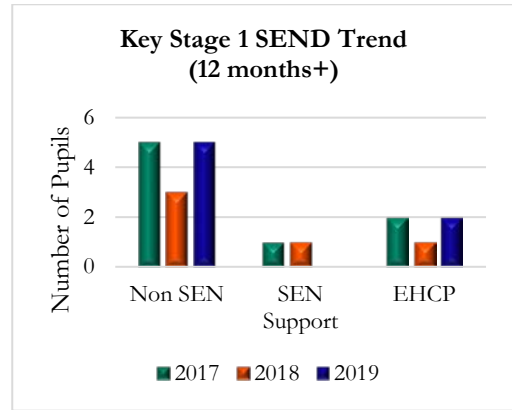


■ WA (working at) ■ WT (working towards) ■ D (disapplied)

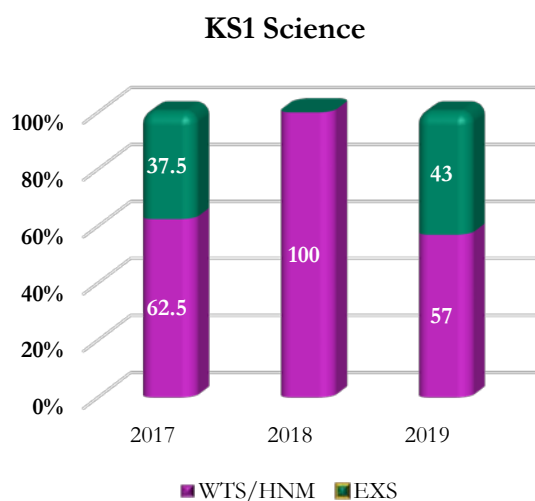
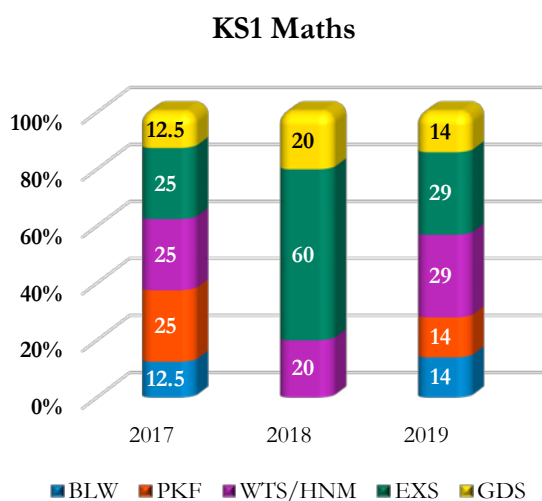
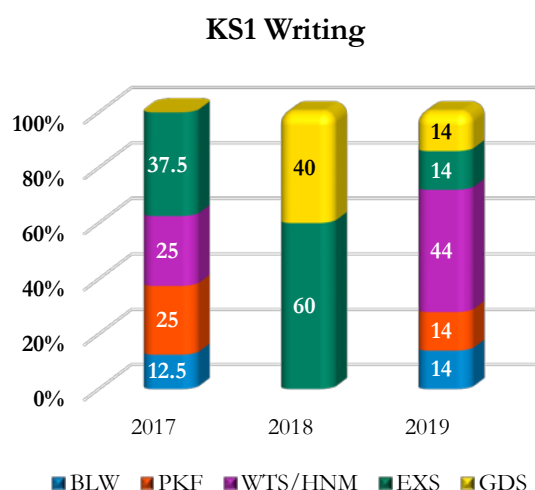
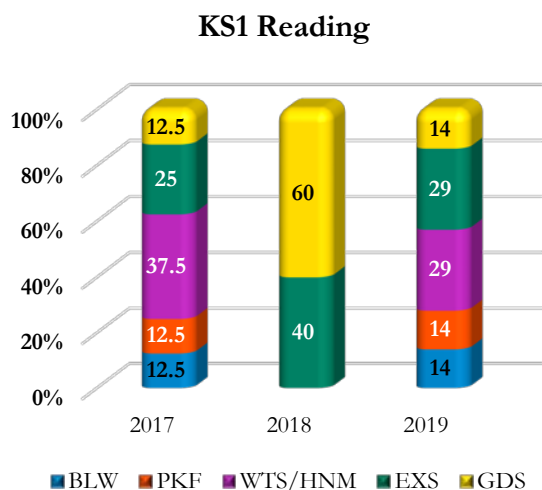
*NB: Year 2 pupils (12 months +) reaching the end of KS1 71% have achieved the phonics screening, compared to 78% nationally. The above phonics data does not include pupils who did not sit or where disapplied from the test.*

**Key Stage 1**

YEAR	2017	2018	2019
• 12 mths+	• 8	• 5	• 7
• < 12 mths	• 3	• 7	• 8
• All Pupils	• 11	• 12	• 15



*NB: numbers of East Riding CLA in year 2 are statistically insignificant and this accounts for the significant changes in percentages from one year to the next.*



**KEY**

*GDS = Working at greater depth*

*EXS = Working at the expected standard*

*WTS= Working towards the expected standard (writing)*

*HNM= Has not met the expected standard (maths and reading)*

*PKG= Growing development of the expected standard*

*PKE = Early development of the expected standard*

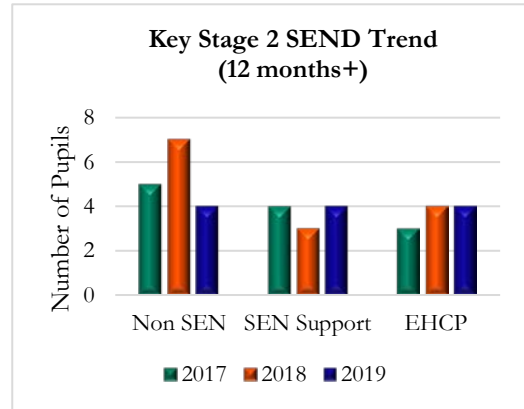
*PKF = Foundations for the expected standard*

*BLW = Below the standard of the pre key stage*

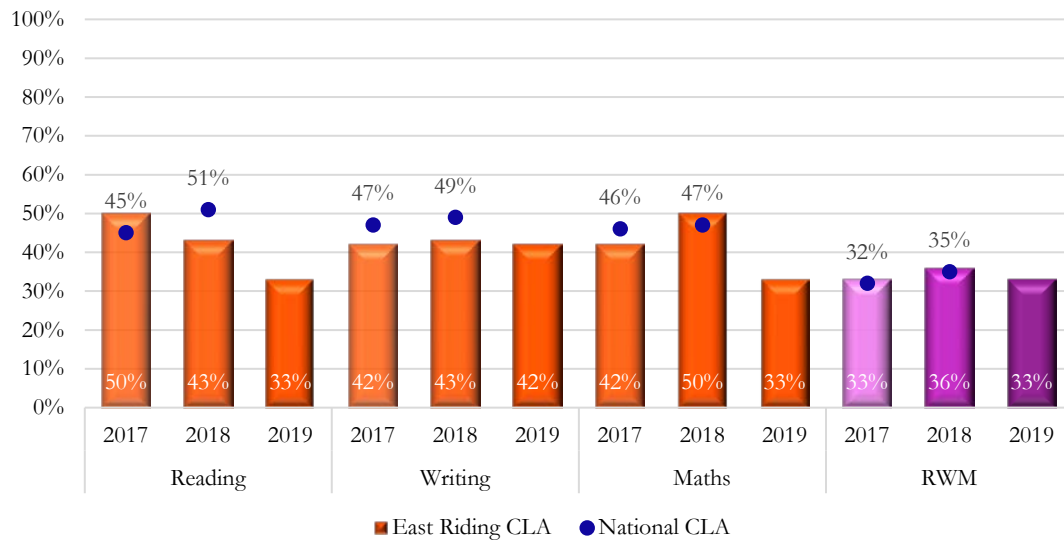
*SS = Scaled score*

**Key Stage 2**

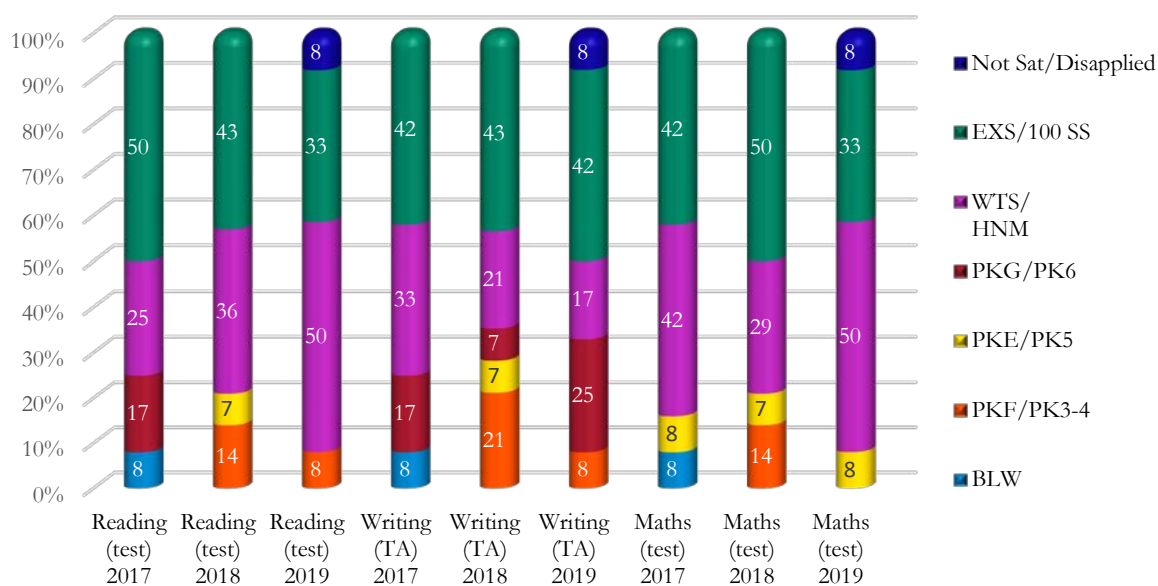
YEAR	2017	2018	2019
• 12 mths+	• 12	• 14	• 12
• < 12 mths	• 3	• 5	• 5
• All Pupils	• 15	• 19	• 17



**% Achieving Expected standard or above Trend (CLA 12 mths+)**



### ERYC CLA Assessment Outcomes by Code Trend % (12 Months+)



### Progress KS1 to KS2 for Individual Pupils

Pupil	SEN	KS1			KS2		
		Reading	Writing	Maths	Reading	Writing	Maths
1	N	2B	2B	2B	99	WTS	98
2	N	2B	2B	2B	113	EXS	103
4	N	2A	2A	2A	107	EXS	102
3	K	2A	2C	2B	105	EXS	104
5	K	2C	1	2C	84	PK6	89
6	K	1	1	2C	89	WTS	85
7	K	2A	2A	2A	110	EXS	103
8	K	1	1	1	82	PK6	81
9	E	1	W	1	83	PK6	83
10	E	W	1	1	73	PK4	76
11	E	2C	2C	1	97	EXS	97

NB: Data for ERYC CLA in care 12 months or more at 31<sup>st</sup> March 2019. One pupil with SEN has not been included in the figures as they were disapplied from SATS.

#### Key

N = no SEND

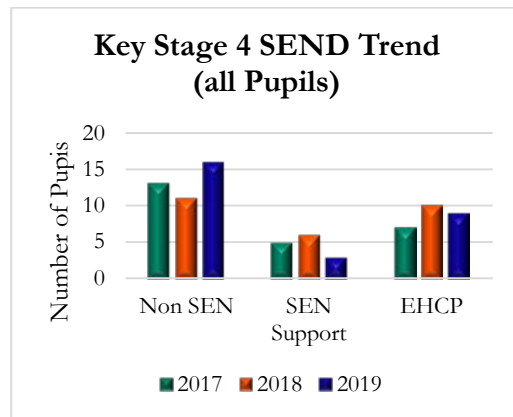
K = SEND support

E = Education Health and Care Plan

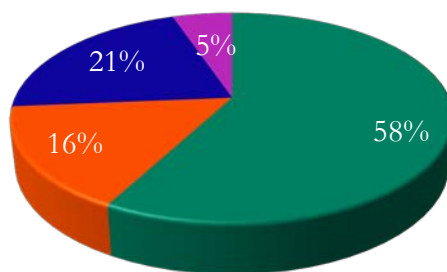
The year 6 pupils attainment has been measured as a standardised score, in which 100 is the expected standard for reading and maths. However, when this cohort took SATS in year 2 their attainment was measured in national curriculum levels.

**Key Stage 4**

YEAR	2017	2018	2019
• 12 mths+	• 17	• 21	• 19
• < 12 mths	• 8	• 6	• 9
• All Pupils	• 25	• 27	• 28



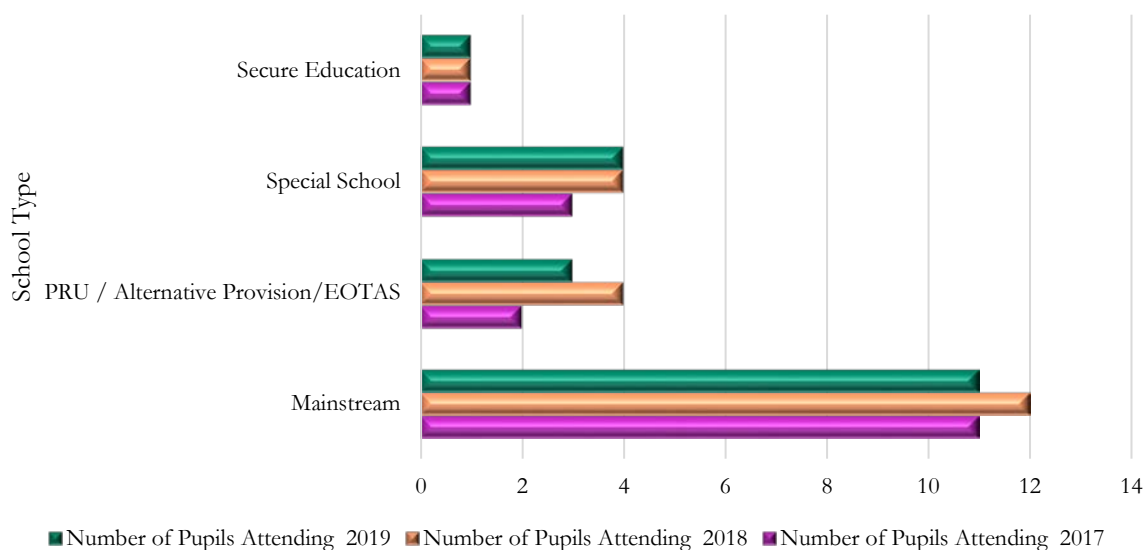
**2019 % CLA by School Setting Type (12 Months+)**



■ Mainstream ■ PRU/Alternative Provision/EOTAS ■ Special School ■ Secure Education

*Key: EOTAS = Educated Other Than At school/ local authority school roll.*

**Number of CLA by School Setting Type (12 Months+)**



■ Number of Pupils Attending 2019 ■ Number of Pupils Attending 2018 ■ Number of Pupils Attending 2017

**East Riding CLA Key Stage 4 Attainment and Progress Outcomes for Mainstream Pupils (Provisional)**

Pupil	SEN	LMH Prior Attainers	Total Attainment 8 Score	Total English Score	Total Maths Score	Total Ebacc Score	Total Open Score	Ebacc APS Score	5+ E&M	4+ E&M	Prog 8
Pupil 1	N	H	50.5	12	8	10	20.5	5.05	N	Y	-1.46
Pupil 2	N	M	12	6	2	3	1	1.71	N	N	-2.21
Pupil 3	N	H	50	8	14	16	12	5.33	N	Y	-1.95
Pupil 4	N	H	51	12	10	16	13	4.50	Y	Y	-1.41
Pupil 5	N	M	55	12	12	13	18	4.17	Y	Y	0.86
Pupil 6	N	H	41	8	8	13	12	3.50	N	Y	-1.09
Pupil 7	N	M	31	6	6	10	9	2.67	N	N	0.11
Pupil 8	N	M	54.5	12	10	15	17.5	4.33	Y	Y	0.55
Pupil 9	K	L	19	4	2	4	9	1.17	N	N	0.16
Pupil 10	E	L	22.5	6	2	6	8.5	1.67	N	N	-0.63
Pupil 11	E	M	29	6	8	11	4	3.33	N	N	-0.21
AVG:			37.8					3.40			-0.66

***Key***

*K- SEN Support*

*E – Education, Health, Care Plan,*

*N –no identified*

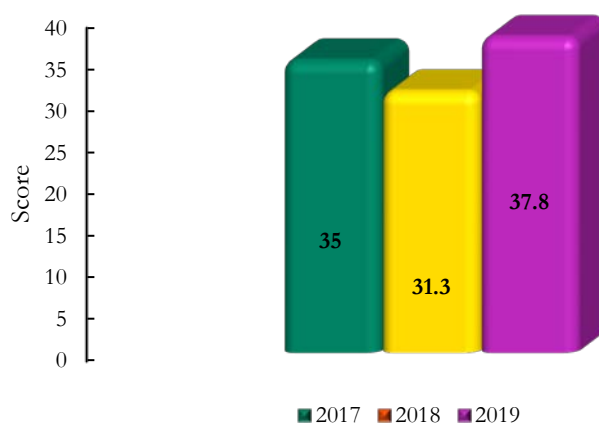
*SEND*

*L, M, H - Low/Medium/High prior attainment band*

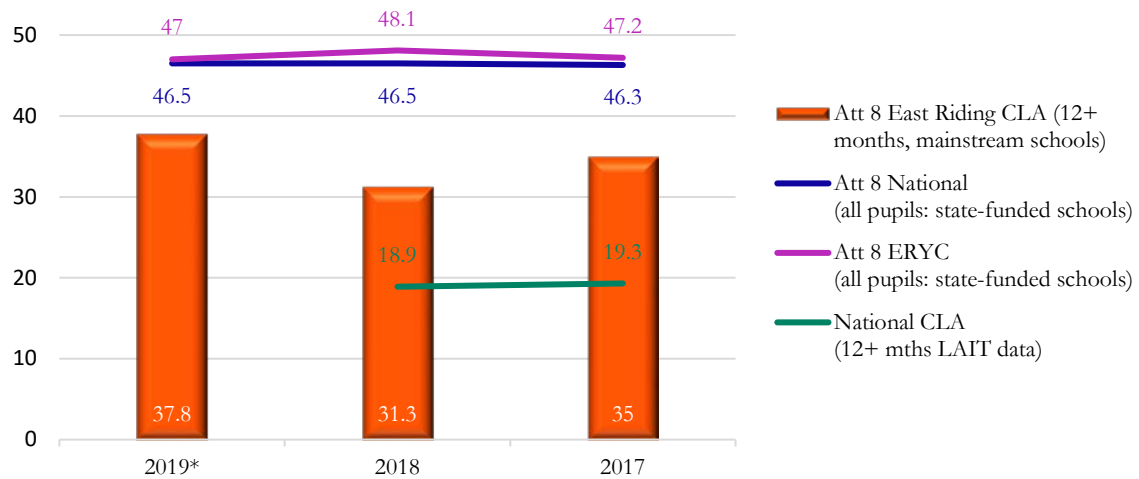
*NB: LMH prior attainment band is based on the average KS2 reading and maths results.*

*Where a pupil was working at level 4 they have been classed as M, worked below level 4 they have been classed as L and working above level 4 classed as H.*

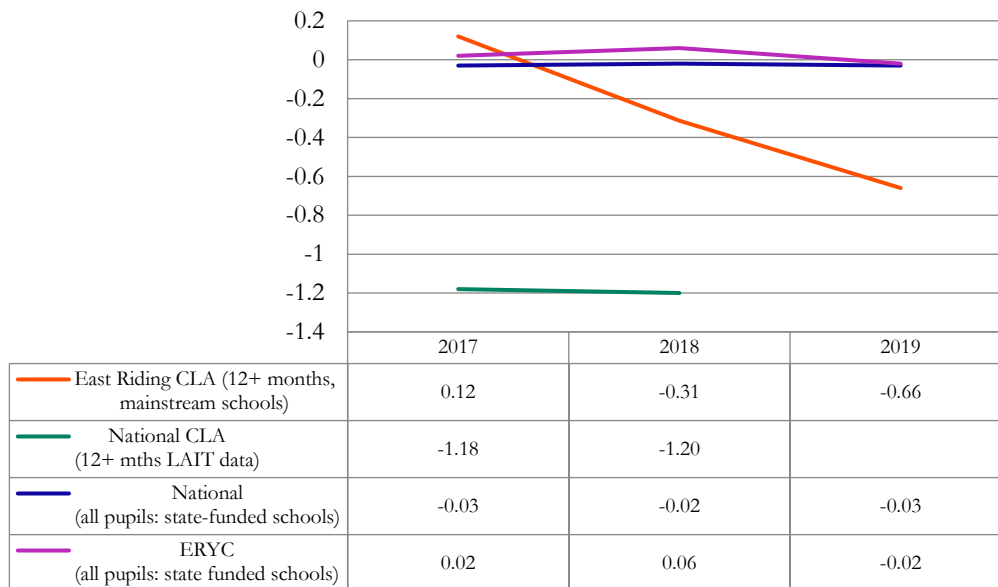
**ERYC CLA Attainment 8 Score Trend**



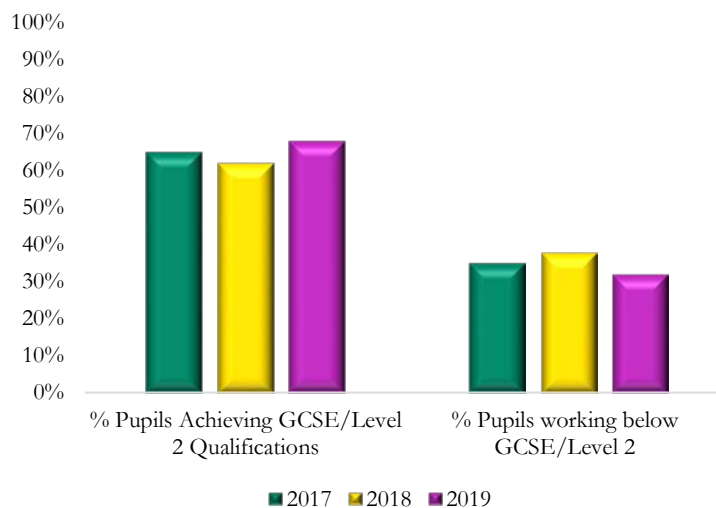
### Attainment 8 Trend



### Progress 8 Three Year Trend

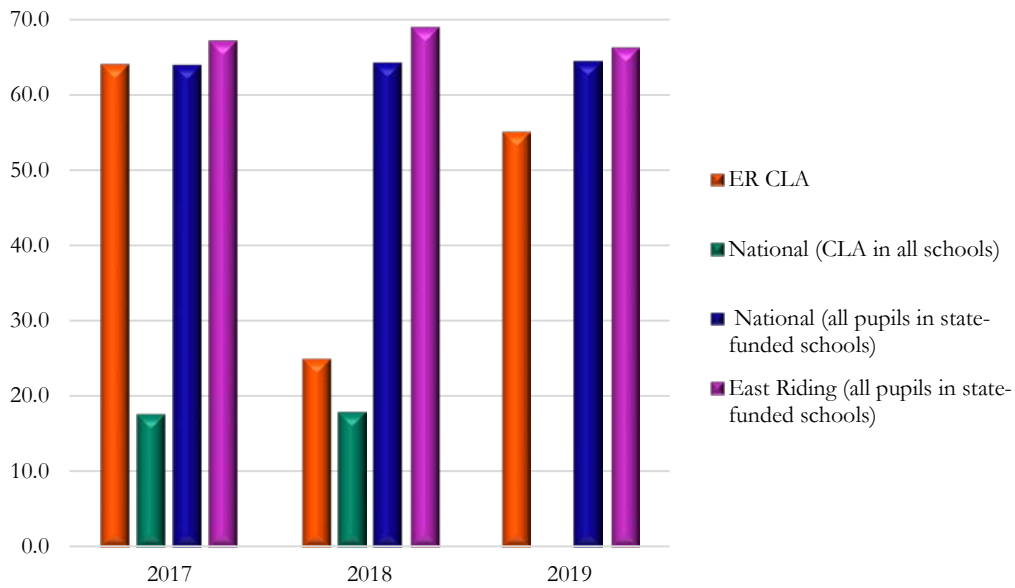


### % ERYC CLA Achieving GCSE's (12 Months +)

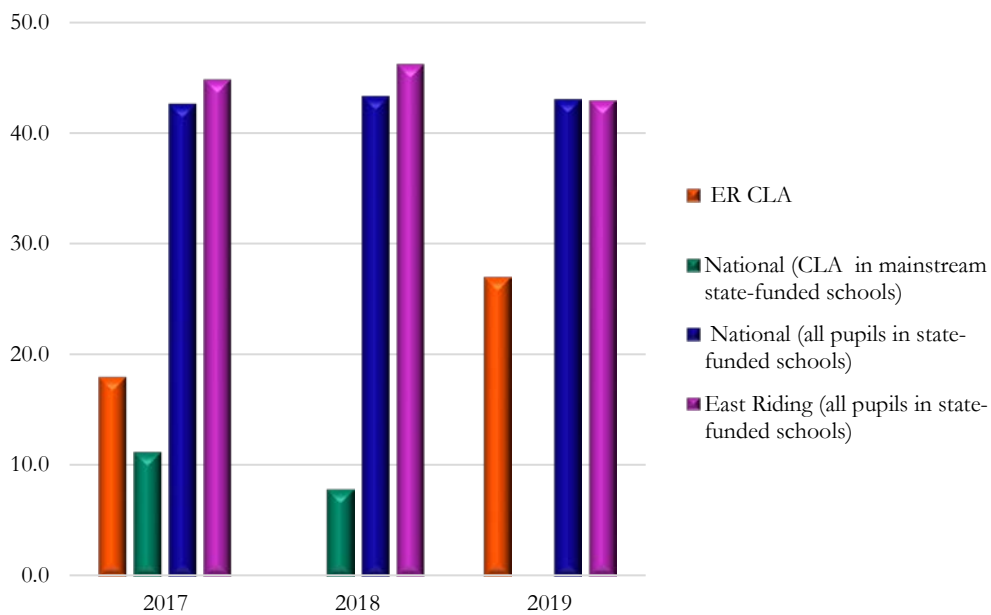




### EBacc Basics: % Pupils Achieving 4+ in English & Maths



### EBacc Basics: % Pupils Achieving 5+ in English & Maths



*NB: A national measure for Key Stage 4 students are those who achieve English and maths at a grade 4+ and grade 5+. East Riding CLA are offered tuition in maths and English to help them to achieve the highest possible outcomes in these key subjects.*

## 10. Case Studies.

### Key Stage 1

10.1 X became new to care in September 2018 at the beginning of Year 2. X lived in a chaotic environment, was overweight with breathing problems, and presenting at school with poor hygiene and an ill fitted uniform. X had low self-esteem and confidence, which was demonstrated by a reluctance to engage with adults and peers. They struggled with forming friendships due to controlling and aggressive behaviour. Prior to becoming looked after, X was classed as persistently absent and was frequently late to school; they had gaps in their learning, particularly in phonics as this was the first session of the school day. X did not pass the Year 1 Phonics Screening Check and was working below age related expectation (ARE) in all areas of the curriculum.

10.2 Within the initial PEP, gaps in learning were discussed along with support for social and emotional development. Interventions were put in place using LAC premium. Due to X's health needs, it was important that interventions did not result in missing PE. The foster carer implemented routines at home to support education, ensuring X had daily reading time and encouraging them to access online learning programmes. During Year 2, X's progress accelerated and their attendance improved. By the end of the spring term X was working at ARE in science and writing. School and carers worked together closely to support X's progress and social and emotional development. By July, X was working at ARE in all areas of the curriculum except science where they were working at greater depth. X successfully passed the Phonics screening and achieved ARE in all areas in their Year 2 SATs.

Phonics Yr1 Mark (2018)	Phonics Yr1 Outcome (2018)	Phonics Yr2 Mark (2019)	Phonics Yr2 Outcome (2019)
30	Wt	35	Wa

2018/19 KS1 Results			
Reading	Writing	Maths	Science
EXS	EXS	EXS	EXS

10.3 X's confidence and self-esteem were significantly improving, and by July X had developed good relationships with staff and was building and maintaining good friendships with peers. X was no longer controlling or aggressive within friendships. X's weight reduced to a healthy level and the breathing problems improved. X was settled at both home and school in readiness for a transition into Key Stage 2 in September 2019.

### Case Study Z – KS2 Year 6

10.4 Z became looked after in December 2018 when Z was in Year 6 due to concerns about a sexual assault from a family member. Before becoming looked after, Z had missed significant periods of education. Their mainstream primary had been unable to meet their needs, and Z was placed in an SEMH alternative provision but was continuing to present challenging behaviour. Z had an EHCP which identified SEMH additional needs.

10.5 When Z became looked after, they were placed out of the local authority with foster carers in the north east and he received one to one tuition in the library. His behaviour started to become more settled.

10.6 Consultation documents were sent from the local authority SEND team where Z was residing to the local primary school. This school stated that they could not meet his needs based on the information in his EHCP prior to December 2018. The EWO from the virtual school had several meetings at the school in the North East and reassured the school that his needs were not as extreme as those outlined in his EHCP. The school agreed to accept him onto their school roll. LAC Premium was provided for the tutor to work with him in the school as a trusted adult to support his transition. Z's tutor was able to inform the class teacher if Z was struggling in any areas of the curriculum. LAC premium was used for some focused work with the class teacher working one to one with Z afterschool.

10.7 Assessment information received from previous educational provisions stated that Z was working between a year to two years below age related expectations. At the end of Year 6, Z achieved age related expectations in Grammar Punctuation and Spelling, writing and was 6 marks off ARE in reading and 4 marks off in maths.

10.8 Staff from the secondary school attended the summer term PEP meetings at the primary school and additional transition visits were planned. A placement at a summer school was funded through LAC premium. Z started at his catchment mainstream secondary in September 2019.

#### Case Study Y – Year 10 student

10.9 Y was removed into care due to neglect and parental substance misuse in 2008. Y is in year 10 in a mainstream secondary school with no identified SEN needs or learning support plan. Y has good attendance and a positive attitude to behaviour. Y engages well with the peer group and key members of staff and usually adheres to school expectations. In KS2, Y was working in line with ARE. KS4 targets are to achieve Level 6 in all subjects.

10.10 In the spring term 2019, Y physically assaulted a member of school staff resulting in injuries to the staff member. This had also been witnessed by a full classroom of pupils who were shaken up by the incident. Y was placed in internal exclusion whilst the school sought advice and liaised with other agencies to initiate a multi-agency meeting to discuss next steps for the young person. First day educational provision was in place throughout the 5 day fixed term exclusion. Communication between the Head teacher, Virtual Head teacher, VCET team member and children's social worker. The multi-agency meeting took place to avoid permanently excluding Y, based on Y's previous good character, current social and emotional needs. Professionals agreed that it would be detrimental to permanently exclude Y because of the support and continuity provided by the school which Y had experienced since the beginning of year 7.

10.11 Restorative work was completed between the member of staff involved and the student and also the peers who witnessed the assault. Y was moved to a set with a male teacher who was the head of department. Clear expectations from the school were shared with Y about future behaviour and a robust integration plan was implemented after Y returned to school, including increased pastoral support funded through LAC premium. Interim PEPs were arranged to review education.

10.12 Y completed a successful work experience within a childcare setting and represented the school in a sports competition which resulted in them representing the county. Y has had to overcome further adversity within this period due to changes outside of school and has managed to regulate their emotions in school due to the support in place.

## 11. Letterbox Project

11.1 In January 2019, East Riding of Yorkshire Council enrolled 24 pupils in the Letterbox Club, a scheme run by Booktrust, a national charity. Each child received a parcel once every month with an additional parcel at Christmas. Resources include high quality reading books, maths games and stationery items.

11.2 From May 2018, the East Riding Virtual School, in collaboration with Hull and East Riding (HEY) Children’s University, a registered charity, developed the Letterbox scheme. A reading teacher was appointed who works directly with the 24 identified pupils. The CLA received the letterbox parcel and the reading intervention for up to two years. Their progress was monitored through regular reading assessments which assess the CLA’s reading age for both comprehension and accuracy. This provided accurate attainment and progress data from the baseline.

11.3 Since April 2018, 30 children aged 5 to 12 have received support.

Children joining the Letterbox Club at or below age related expectations have –

Exceeded expected progress – **100%**

Doubled expected progress – **92%**

Tripled expected progress – **71%**

**100%** of the children also say they –



Have more confidence when reading



Are more likely to read for pleasure



Have shared a book with someone at home



Have enjoyed a book they would not have tried before

11.4 2019 has seen our first member achieve greater depth in their SATs reading paper. As part of the programme, children have also had opportunities to visit local businesses, London, Edinburgh, Spy School, Harry Potter World, Flamborough and Forest School. Year 7 members of the Letterbox Club can now graduate to the HEY Children’s University Step Up Move On programme, providing children with careers experiences at university and college settings.

Age	Starting Reading Age (Years)	Current Reading Accuracy Age (Years)	Current Reading Comprehension Age (Years)	Time on (Months)
7	4	6	6	6
	6	8	8.5	6
	7	9	11.5	6
8	6	8.5	10	12
	7	8.5	8.5	12
	7	13	11.5	18
	8	10.5	12	12
	8	13	13	12
	8	13	13	12
	9	13	13	12
9	6	8	9	12
	7	9	8	6
	7	13	13	18
10	6	8.5	8.5	12
	7	9	9.5	12
	7	9	10	12
	7	13	11	12
	8	10.5	10	6
	8	11	13	12
11	6	8	9	12
	8	9	11	12
	8	10.5	11.5	12
	8	13	13	18
12	7	12	13	18

## 12. Education, training and employment outcome measures for care leavers

12.1 The Pathway team continues to work with looked after young people (from the age of 16), and care leavers up to the age of 25. Intensive work is undertaken to support young people to develop their education and employment skills, and to equip them for the world of work.

### National performance indicators

12.2 Performance measures continue to reflect good out-turns in relation to education and training in relation to regional and national statistics. The figure below is as at the end of March 2019 for care leavers aged 19 to 21 years.

Year	Local	National	Regional
March 2017	65%	50%	52%
March 2018	66%	51%	53%
March 2019	67%	51%	52%

*NB: Local is data for East Riding.*

### Local performance indicators

12.3 In terms of education and training outcomes for the full cohort of young people supported by the Pathway team, (aged 16 to 25 years), 78% were engaged in courses / training and employment as at the end of September 19. At this point the team were working with 191 young people – including 34 unaccompanied asylum seeking children and refugees.

### Higher Education.

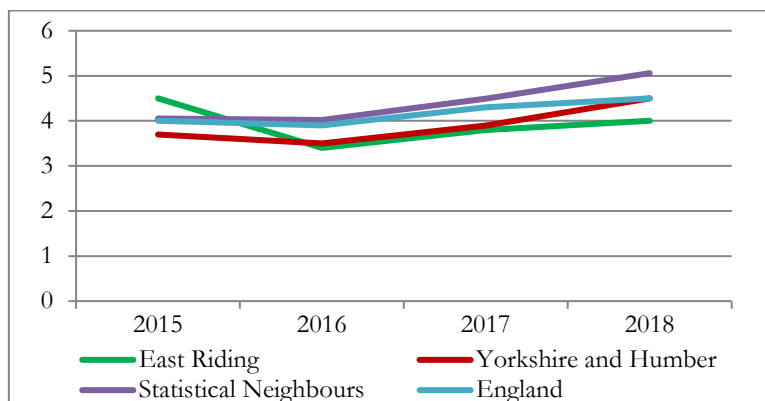
12.4 Fifteen care leavers are now in Higher Education; the new starters this autumn are studying nursing, diagnostic radiography, computer science and conservation. There is support to enable young people to consider their options for Higher Education and assistance to complete the UCAS and a comprehensive financial support package.

### ‘How to get a job and keep it’ events.

12.5 This programme of events is co-ordinated by the Pathway team’s Education and Training Advisor. The key element of these events is to help young people develop their confidence, social and employability skills and gain a full understanding of the world of work. There have been successful working partnerships with local businesses, the FE colleges and Hull University, together with close working with Job Centre Plus and East Riding Voluntary Action Service (ERVAS) – representing the voluntary sector.

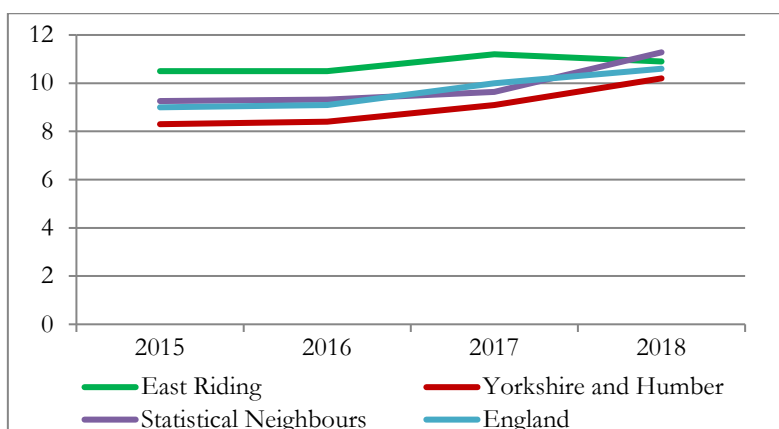
### 13. Attendance

#### Absence: Children Looked After for at Least 12 Months at 31 March (%)

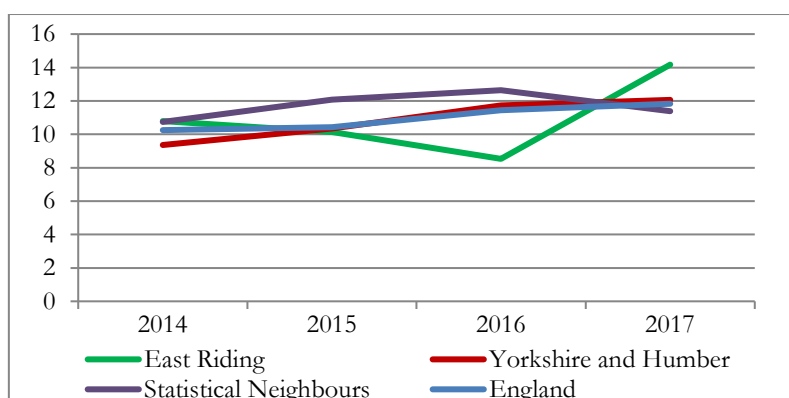


13.1 The East Riding over all absence remains better than the national and regional comparisons.

#### Persistent Absence: % of CLA who are Classed as Persistent Absentees



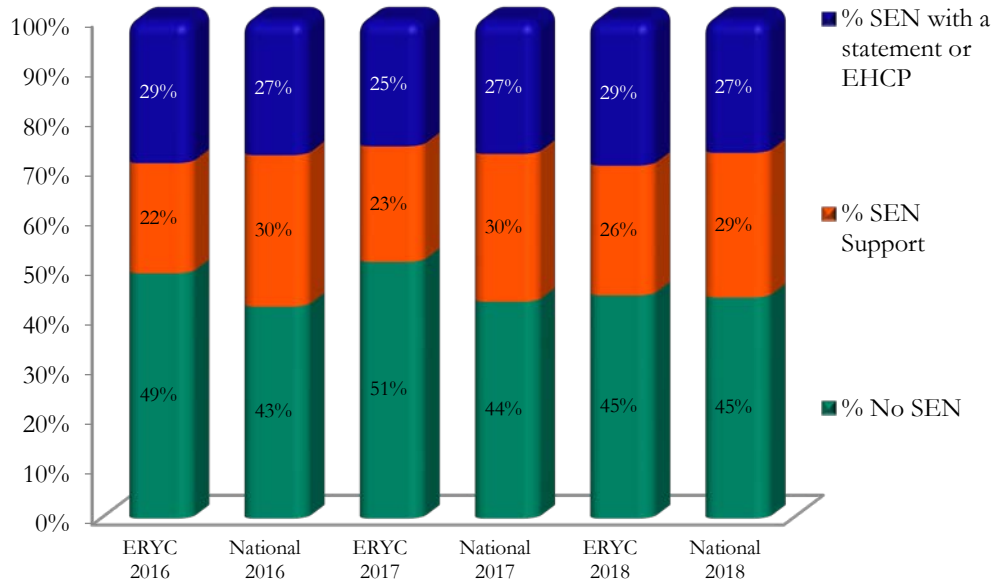
#### Fixed Term Exclusions for Children Looked After (CLA) (%)



13.1 No East Riding CLA received a permanent exclusion from 2011 to 2019. When an East Riding CLA does receive a fixed term exclusion (FTE) from an East Riding Secondary School, the expectation is that first day provision will be organised by the school in consultation with the Virtual School.

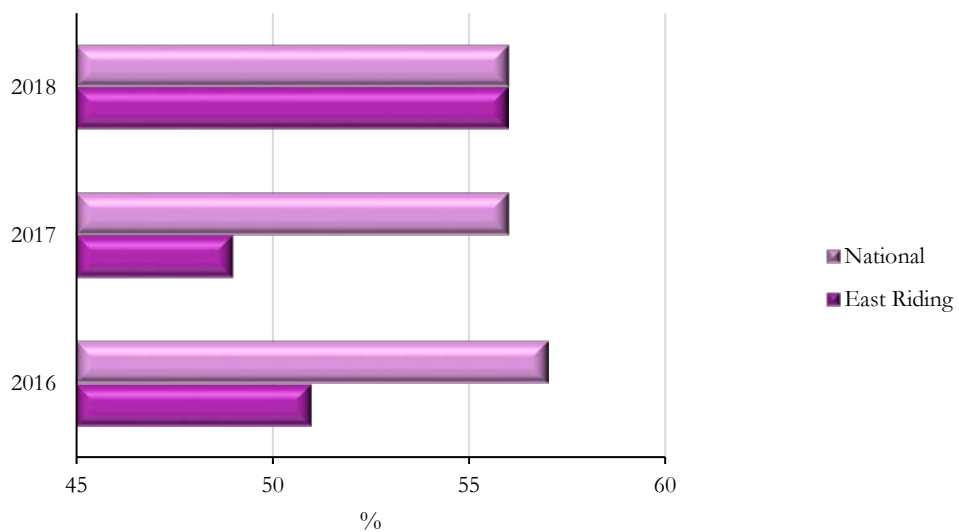
### 14. Children Looked After with SEND

**% National and ERYC CLA with SEND Trend**



NB: In 2018 there has been an increase in the percentage of East Riding CLA with identified SEND which brings East Riding data in line with national data.

**% CLA Pupils With SEN**





## **15. Monitoring CLA Attendance**

15.1 The local authority entered into a contract with Welfare Call, who commenced collection of attendance data for our out of county CLA data from January 2015. This allowed the EWOs to immediately challenge any absences from provision. This data is integrated into current ONE system reports and generates reports for the Virtual School. Attendance is tracked by the Virtual School for all cohorts and year groups on a half termly basis.

15.2 The allocated EWOs will also respond to information from schools, social workers, foster carers and Independent Reviewing Officers (IRO) where it appears a pupil's education is either being disrupted, a pattern of poor attendance is beginning or they are accruing Fixed Term Exclusions. An interim PEP meeting is held on these occasions.

15.3 There are systems and procedures in place to support attendance monitoring, in particular the 'Absence from School in Exceptional Circumstances' policy which enables schools to make consistent decisions about whether to authorise absences from school. There is an agreement (supported by the Pledge) that CLA should never have time off for term time holidays.

15.4 Managers of the two residential care homes, the Virtual Head teacher, EWOs, the Pathway Team and social workers attend half-termly meetings to discuss critical updates about young people placed in East Riding residential care homes. A monthly educational report including each pupil's attendance is provided to the home managers.

## **16. LAC Pupil Premium Grant**

16.1 During the April 2018 to March 2019 financial year, schools were able to apply for £1 900 LAC Premium for each CLA. Requests for LAC Premium were presented through the PEP process matched to SMART outcomes on the child's PEP. At fortnightly meetings, the LAC Premium requests were presented by the allocated EWO or EYDA to the Virtual School Head teacher and an Educational Psychologist.

16.2 The EWOs, through the PEP meeting process, monitor the previous spend. LAC pupil premium is used to enable CLA to achieve the best possible educational outcomes and to address and overcome barriers to learning.

16.3 The Virtual School Head teacher informs the Governance Panel, Corporate Parenting and the Virtual School about the annual PPG allocation. Children looked after premium spend analysis 2018/19 provides detailed information. Guidance documents to Head teachers and Designated Teachers on Pupil Premium Grant 2018-2019 were disseminated via the Head teacher's bulletin, direct to all Head teachers and Designated Teachers.

## **17. School Placement Moves**

17.1 All requests for CLA to change their school place are considered carefully and only granted when approved by the Virtual School Head teacher, in consultation with social care managers. If a school application is not countersigned by the Virtual School Head teacher or an area manager, it will not be accepted by the East Riding School Admissions Team. School placement moves in year 10 and 11 will only be authorised in exceptional circumstances.

17.2 If a CLA is without a named school, the social worker, the EWO and the foster carers will work together to ensure that the young person receives 1:1 tuition for 15 hours per week whilst a new school place is found. Any CLA pupil who is out of an educational provision will be raised with the Virtual School Head teacher and educational provision will be identified as soon as possible.

## **18. Training and Advice**

18.1 The Teaching and Training Coordinator liaises with East Riding Educational Psychologists and the Behaviour Support Team, who also provide training for schools. High quality training sessions are offered to designated teachers, pastoral staff, school governors, foster carers and social workers. A new focus of training in 2018 – 2019, led by Bath Spa University, has been the 7 day attachment lead training attended by staff from twelve East Riding Schools.

18.2 The third East Riding Virtual School Designated Teacher and Governor conference took place at Bishop Burton College on 22 May 2019. It was entitled “It’s not personal – Look beyond my behaviour to improve my outcomes”. The event was attended by school staff and governors, social workers, councillors, children’s home staff and local authority officers. The key note speaker was Stuart Guest, a head teacher and father of adopted children. There were a variety of workshops delivered by Educational Psychologists, the Virtual School, staff from East Riding schools and the Behaviour Support Team. The conference was closed by an East Riding Care Leaver who told her inspiring personal story; after leaving school at sixteen with few qualifications, she went on to achieve a first class honours degree and now is a valued member of the Virtual School team.

18.3 The Virtual School team regularly attend the Children in Care Council (CiCC) meetings. The CiCC said that Designated Teachers and staff in schools needed to know the issues young people face in schools and how it feels to be looked after. The Designated Teacher training includes the input from the members of the CiCC so that their voice is clearly heard. The CiCC are always consulted about changes to the East Riding PEP document.

## **19. Personal Education Plans**

19.1 The PEP templates have been significantly improved. The new East Riding PEP documents have been implemented from autumn 2016 following a pilot involving several East Riding schools. There are now early years, primary, secondary and special school PEP templates, which show the evolving educational journey of the CLA.

19.2 PEP meetings take place three times each academic year and every PEP meeting is chaired by a member of the Virtual School. 100 % of East Riding CLA have a PEP document with up to date educational information. The initial PEP meeting is prioritised to ensure that the PEP is ready in time for the child’s first LAC review. Additionally, interim PEP meetings take place when there is a significant issues impact on education of the CLA.

19.3 In 2018-2019, 100% of CLA had a PEP. A key objective on the 2018-2019 Virtual School Improvement Plan was to ensure that 100% of PEPs were at least adequate with 90% good or better.

19.4 The vast majority of the PEPS, 93.2%, quality assured in 2018-2019, were good or better. This consistency was achieved through the multi-agency approach to PEPs and the leadership of the Virtual School Education Welfare Officer at every PEP. The 6.8% that were graded “requires improvement” or “inadequate” received this classification in audit because either the young person’s voice had not been included or social care information was missing or poor quality.

19.5 The quality assurance (QA) sub-committee for the Virtual School moderate the quality of PEPS. They moderate QA decisions to ensure consistency across all those involved in the QA process. This group includes the Senior Independent Reviewing Officer, the Virtual Head teacher, social care managers and EYDAs.

19.6 Early Years PEPs are led by EYDAs in private, voluntary and independent childcare settings and in schools.

19.7 Post 16 PEPS are part of the young person’s Pathway Plan.

## **20. Celebrating Achievement**

20.1 An Annual Celebration Event was held in the Royal Hall at Bridlington Spa to reward students who completed key stage 2 and the year 11 students who have completed key stage 4. The event was held in the autumn term 2018 and invitations were sent to all pupils and those involved with the CLA. The event was well attended by friends and family members, professionals and councillors. Financial rewards and certificates were given to the pupils in the award ceremony and entertainment was provided.

## **21. Conclusion.**

A rigorous approach to PEPs, led by the Virtual School, has increased focus upon CLA Premium allocation, and multi-agency working has ensured that interventions are targeted to pupil's individual educational needs and addresses barriers to learning. A key improvement priority was to achieve consistently high quality of PEPS which would ensure that every CLA was supported to make good or outstanding progress and achieve their potential. The following document and PEP templates are on the East Riding website and can be found in the VCET/ Virtual School Section.

- East Riding Personal Development Plan (0-2 years)
- East Riding PEP Section A – early years, primary, secondary and special school (CLA views)
- East Riding PEP section B (social care information and views of social worker and carers/parents)
- East Riding PEP section C (early years, primary, secondary and special school)
- East Riding PEP section D (minutes of meetings)
- LAC Premium request form
- Pathway Plan including post 16 PEP
- East Riding Virtual School Improvement Plan