

# Virtual School Head Teacher Report

## East Riding Children Looked After (CLA)

January 2022

(Educational Outcomes 2020/21)



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## 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 2020-2021 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 2021 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 Multi Agency CLA and Care leaver partnership (MACLA & CLP) 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 (VCET) 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, a teacher and training coordinator and a Technical Officer to support the work of the Virtual School. Following the publication of “Promoting the Education of looked-after children and previously looked-after children 2018,” DfE statutory guidance, there are additional responsibilities for local authorities. 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 was made permanent in 2021 and is currently funded through a DfE grant up to July 2022.

### 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 2020-2021 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 through alignment of PEP, annual review and termly support plans
- Ensuring that a range of targeted bespoke interventions are in place to accelerate progress and reduce barriers to learning
- Providing support and appropriate challenge to schools
- Providing support and guidance to foster carers
- Ensuring effective transition between schools and/or specialist providers

- Encouraging high aspirations about their futures and removing 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 Governance Panel

2.4 The Virtual School Head teacher is held to account by the Virtual School Governance Panel which is chaired by Cllr Victoria Aitken, the portfolio holder for children, young people and education. The Governance Panel has representatives from the Local Authority, including Heads of Service and senior 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 provide support and challenge.

## 3. PERSONAL EDUCATION PLANS

3.1 The PEP templates are bespoke to East Riding. There are early years, primary, secondary and special school PEP templates, which each show the evolving educational journey of the CLA.

3.2 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 are significant issues impacting on education of the CLA.

3.3 Ofsted focused visit to East Riding of Yorkshire Children's Services took place in May 2021.

The Virtual Head teacher, members of the VCET team and the Pathway Manager had several meetings with the HMI. This provided opportunities to demonstrate the work of the Virtual School in promoting CLA and PLAC's education. Samples of East Riding PEPs were quality assured.

Feedback published on the Ofsted website on 25 June 2021 stated that.

***“The virtual school effectively coordinates services that offer a high level of support to children in care and care leavers with their education. Personal education plans are meaningful documents, tailored to children's individual needs and regularly reviewed to ensure that children's needs are met in school. For children aged 16 and above, plans are clearly focused to ensure that they can access appropriate learning or employment.”***

***“foster carers were overwhelmingly positive about the support that they, and the children they care for, have received from social workers and the virtual school.”***

3.4 The vast majority of the PEPS quality assured in 2020-2021, 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. A small percentage of PEPS that were graded “requires improvement” or “inadequate” received this classification in audit in autumn term 2020 because either the young person's voice had not been included or social care information was missing or not up to date. This issue has been addressed with the CSC managers support and there has been a significant improvement in 2021.

3.5 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, VCET Education Welfare Officers and Early Years Development Advisors.

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

3.7 Post 16 PEPS are part of the young person's Pathway Plan.

3.8 From April 2020 to July 2021 Microsoft Teams enabled PEPs to continue to be held virtually. Planning for transition was extremely important due to the pandemic. The virtual school was proactive in ensuring that all children had access to IT equipment throughout the pandemic.

3.9 In autumn 2020, the Educational Advocate for PLAC reviewed and supported transition between primary and secondary schools, secondary to college or supported in year school moves that had occurred during the summer. September meetings were to review how transition had gone and identify any further support required to ensure the child was engaging in learning, felt safe and that targets from the previous meeting were in place. Throughout the year, the role supported EHCP reviews and EHCP assessment processes. The PLAC PEP was completed where appropriate and circulated to relevant professionals.

3.10 Regular meetings were held with one adoption to inform and update on service development. This role continued to provide guidance on legislation and liaison with other virtual schools

3.11 The role supported two moves where children moved from PLAC to CLA due to a breakdown of their adoption placement. The Educational Advocate was able to make a difficult transition occur more smoothly and to support one adoption, families and young people through this transition.

#### 4. GUIDANCE DOCUMENTS DEVELOPED/SUPPORTED BY THE VIRTUAL SCHOOL

4.1 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 2020-2021 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

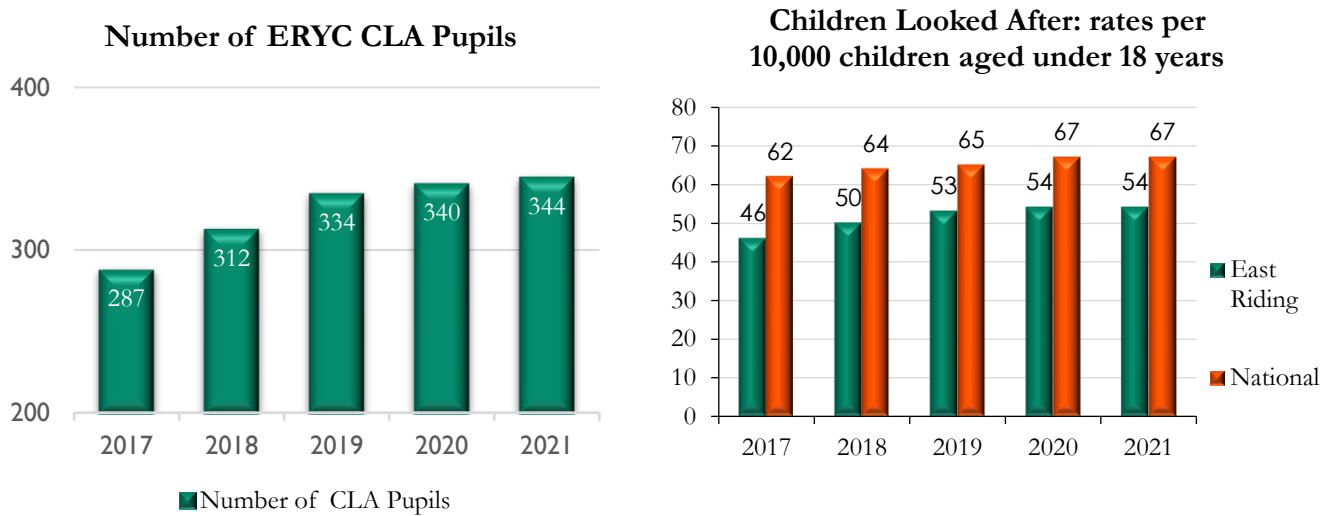
#### 5. LINKS TO STRATEGIES AND POLICIES

5.1 "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

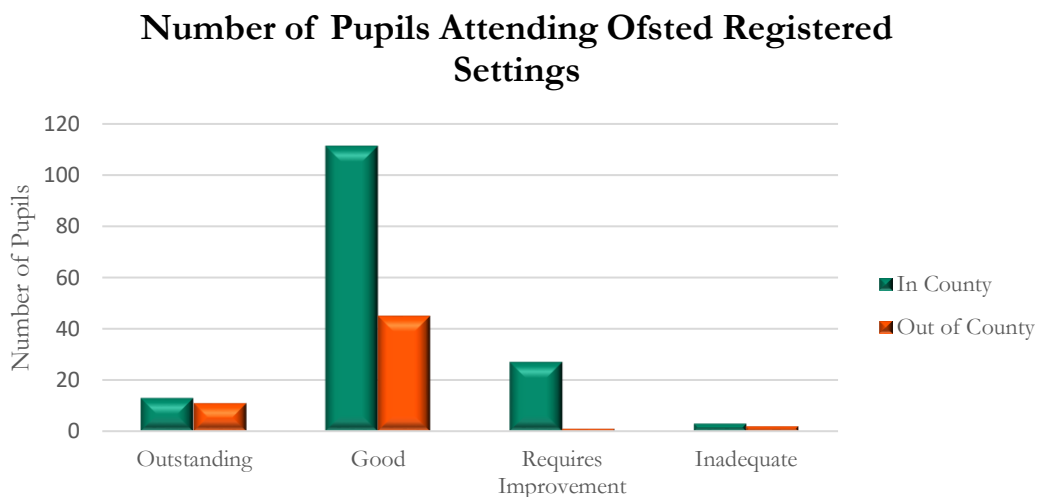
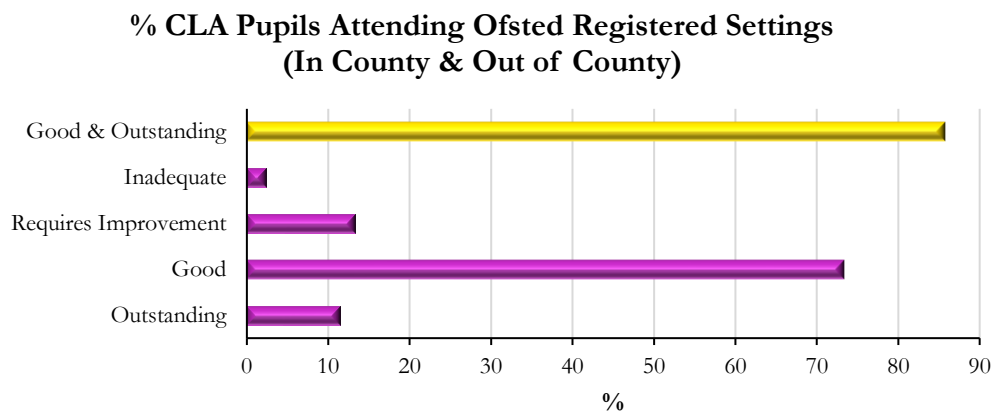
## 6. EAST RIDING CHILDREN LOOKED AFTER CONTEXT

### 6.1 Population:



NB: Source: Children looked after in England including adoption: 2020 to 2010, DfE Statistics Website

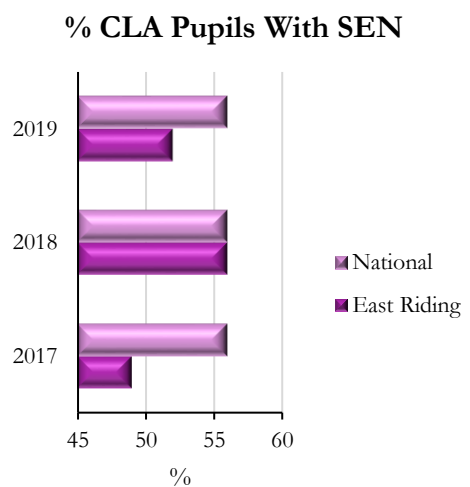
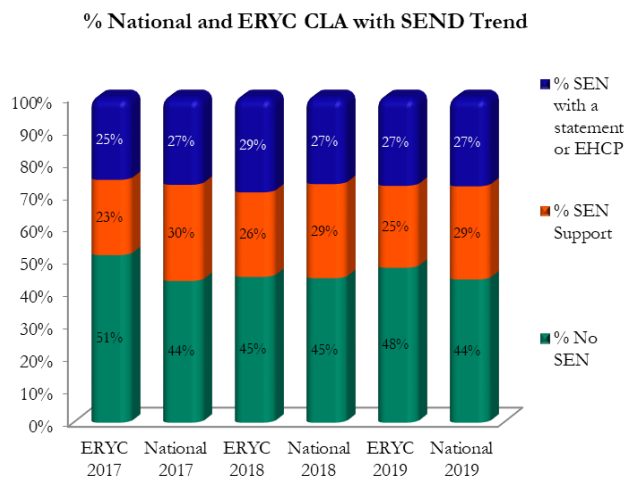
### 6.2 School Placement of CLA by OFSTED Classification:



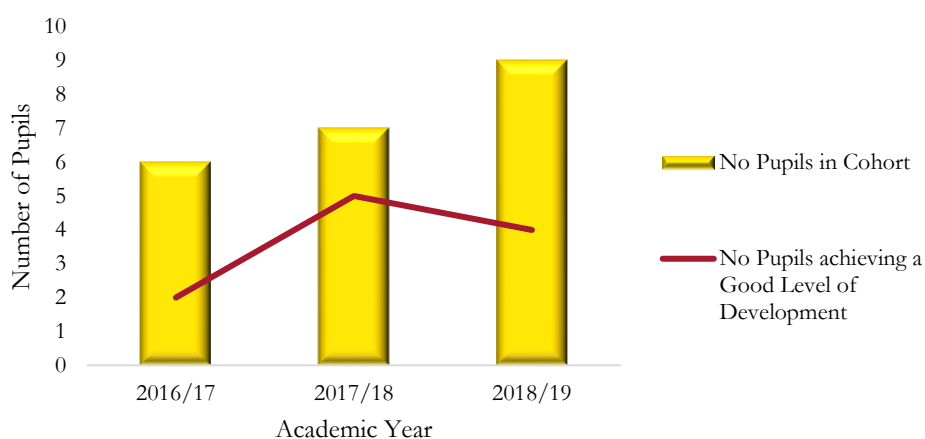
6.3 CLA Dashboard March 2021:

Year Group	No. Pupils	Male	Female
birth – age 1	8	1	7
Age 1- age 2	13	8	5
Age 2 – age 3	10	7	3
EYFS 1	13	7	6
EYFS 2	11	6	5
1	13	6	7
2	11	7	4
3	16	10	6
4	13	6	7
5	23	11	12
6	25	9	16
7	17	10	7
8	22	8	14
9	24	13	11
10	27	18	9
11	41	17	24
12	30	13	17
13	19	11	8
14	1	1	0
<b>Total:</b>	<b>338</b>	<b>169</b>	<b>168</b>

6.4 Children Looked After with SEND



### 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 led Personal Education Plan (PEP) for 49 children. These children were two, three and four year olds as recorded on the Early Years headcount dated May 2021. They either attended a Private, Voluntary, Independent Childcare provision or a Local Authority Nursery within a School. Five children were not in any form of childcare, this was due to being placed with adoptive families, when it was advised they took time to form an attachment with their family.

The table below shows the number of children and the standard of the provision they attended based on the Early Years Ofsted quality grade. Due to new provision setting up during the previous year, 6 childcare settings were ungraded.

	Outstanding	Good	Requires Improvement	Inadequate	Un-graded
Private, Voluntary or Independent Setting	1	11	0	0	6
School, School Nursery Setting	1	9	0	0	0
Special School	0	1	0	0	0
Out of County	1	14	0	0	0

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

7.2 Early Years PEPs were completed by the Early Years Development Advisors (EYDA) and were completed for all Children Looked After (CLA) aged from birth to five years old. The early years PEP process started from birth and continues until the summer term at the end of their reception year. The Virtual School Education Welfare Officer attended their last PEP in readiness for the child's transition to Key Stage one.



7.3 On the 31 August 2021, there were 94 Children Looked After between birth and five. Of those, 14 children had a successful transition meeting in readiness to start year one in September 2021; 58 children were aged between two and five, and there were 36 children under the age of two. 44 new to care Personal Education Plans were completed between 1 September 2020 and 31 August 2021. 15 of the PEPs completed were for East Riding CLA attending a school or setting outside of the Local Authority, three where not in a setting due to being newly placed with adoptive families.

Following the completion of the first PEP, termly PEP reviews are undertaken. 199 PEP reviews have been completed from September 2020 to August 2021 for children aged between birth and five years old, a further 136 CLA reviews were attended by the EYDAs. The EYDAs have also attended 64 Adoption Reviews and six Life Appreciation Days. In total 449 meetings have been held for children looked after from birth to five in the East Riding by the Early Years Development Team.

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. This was offered virtually via Microsoft Teams. The aim was that there would be improved outcomes for CLA at the end of the Early Year's Foundation Stage. Over the last 12 months due to the Covid 19 Pandemic, the EYDAs have offered virtual visits to support childcare providers in completing the PEP. This has been very successful and has given the childcare providers the opportunity to be a part of the process. Due to the Pandemic, the Early Years Foundation Stage Profile was not required to be completed for the second year running.

7.5 Reviews for children aged two to five years continued to link into the seven areas of learning and development (Early Years Foundation Stage). Within each of the seven areas, there were various age/stage milestones. Comparing information across each of the seven areas from one PEP to the next enabled professionals to monitor individual children's progress. Once identified, interventions were put in place which were linked to SMART targets funded through the child's Pupil Premium Grant. Due to the exceptional circumstances, laptops/iPad were able to be provided to support the older children in FS2 with home learning.

7.6 The EYFS has been reformed in readiness for the new academic year beginning September 2021, so changes in the way children's progress is recorded will change for the year 2021/2022. The EYDAs have worked closely with the Azeus team in preparation for these changes, to ensure they are incorporated into the new electronic PEP becoming live in September 2021.

#### Personal Education Plans birth to two years

7.7 The EYDAs continued to offer a Personal Development Plan (PDP) for all children from birth to 2 years of age. This document broke down children's learning into smaller steps which enabled the advisor to track the child's development and identify any concerns earlier, then put interventions in place with the Parent/Foster Carers to enable the child to meet their milestones. It has also been used successfully to support the development of an older child with complex Special Educational Needs and Disabilities and identified much smaller milestones to show progress was being made. Parents/Foster Carers were also given a copy of the 'What to Expect When' document so they could follow what stages their child was going through and help support this important stage of their development.

7.8 The introduction of the Babies and Infant Well Being Scales has been very successful. It 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.

#### Dolly Parton Imagination Library Scheme

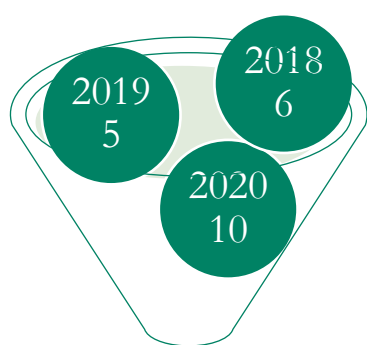
7.9 The Imagination Library a book gifting scheme was set up by the Dolly Parton Foundation in 1995. Funding was received early 2019 for all Virtual Schools to apply for and the East Riding was successful in their application. All Children Looked After registered on the scheme receive a book every month until

their fifth birthday, so they could over that time receive up to 60 books. From May 2019, the first registered children in the East Riding started to receive their books, currently 100% of eligible children are registered. Book sharing with a child encourages bonding and the development of language, communication and cognitive skills, hence why this is encouraged at every opportunity.

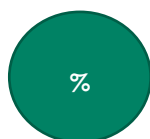
## 8. ASSESSMENTS, ATTAINMENT & PROGRESS

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.

### Phonics Year 1 screening trend

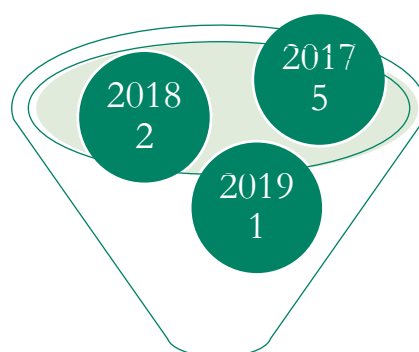


21 children in care (12 months+) undertook phonics screening within the last 3 years.

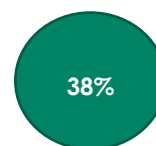


% achieving working at or above

### 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

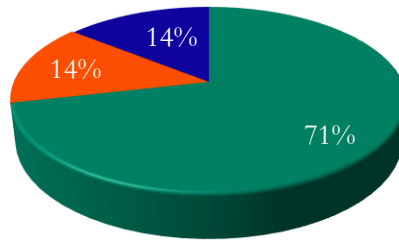
### **Year 1 Phonics: National Comparison**

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)**

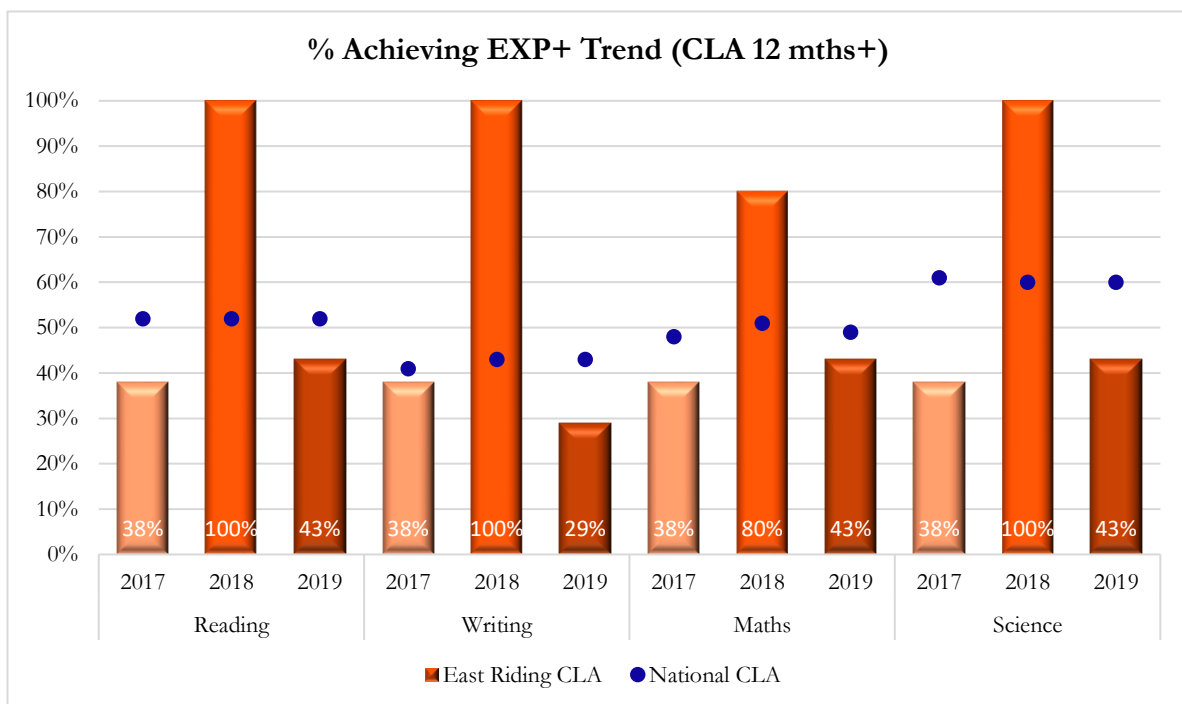
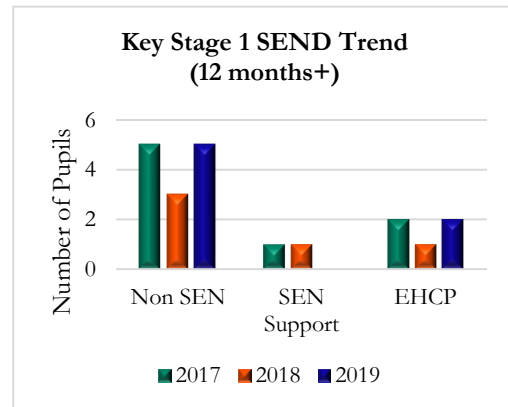


■ WA (working at) ■ WT (working towards) ■ D (disapplied)

In 2019 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 were dis-applied from the test.

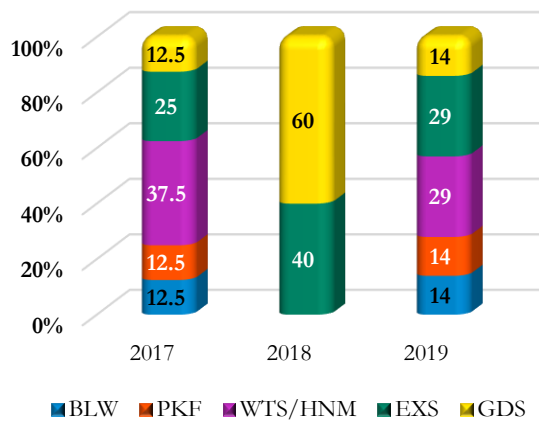
**KEY STAGE 1 - No Updates for 2020 or 2021 due to suspension of assessments during Covid 19 pandemic.**

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

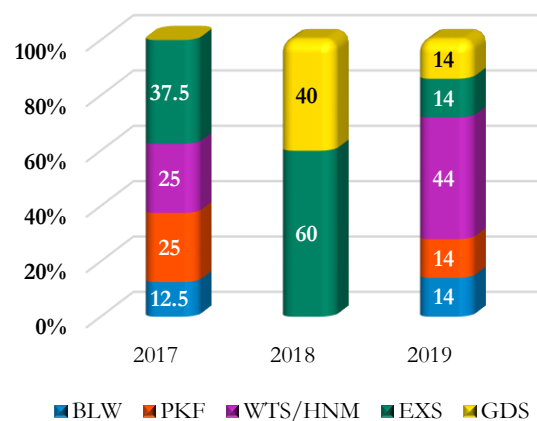


NB: numbers of East Riding CLA in year 2 are statistically insignificant and this accounts for the significant changes to percentages from one year to the next.

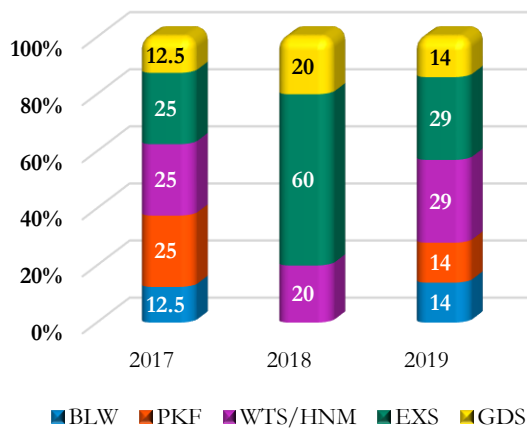
**KS1 Reading**



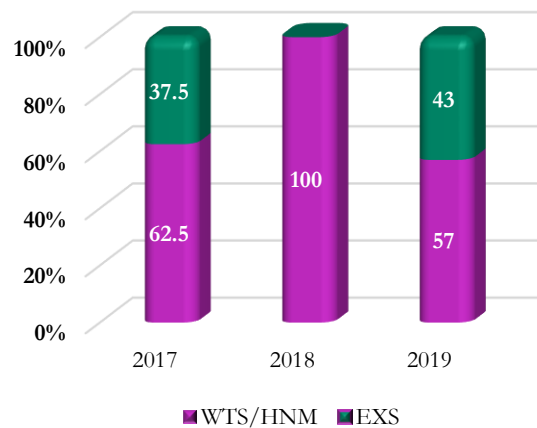
**KS1 Writing**



**KS1 Maths**



**KS1 Science**



**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*

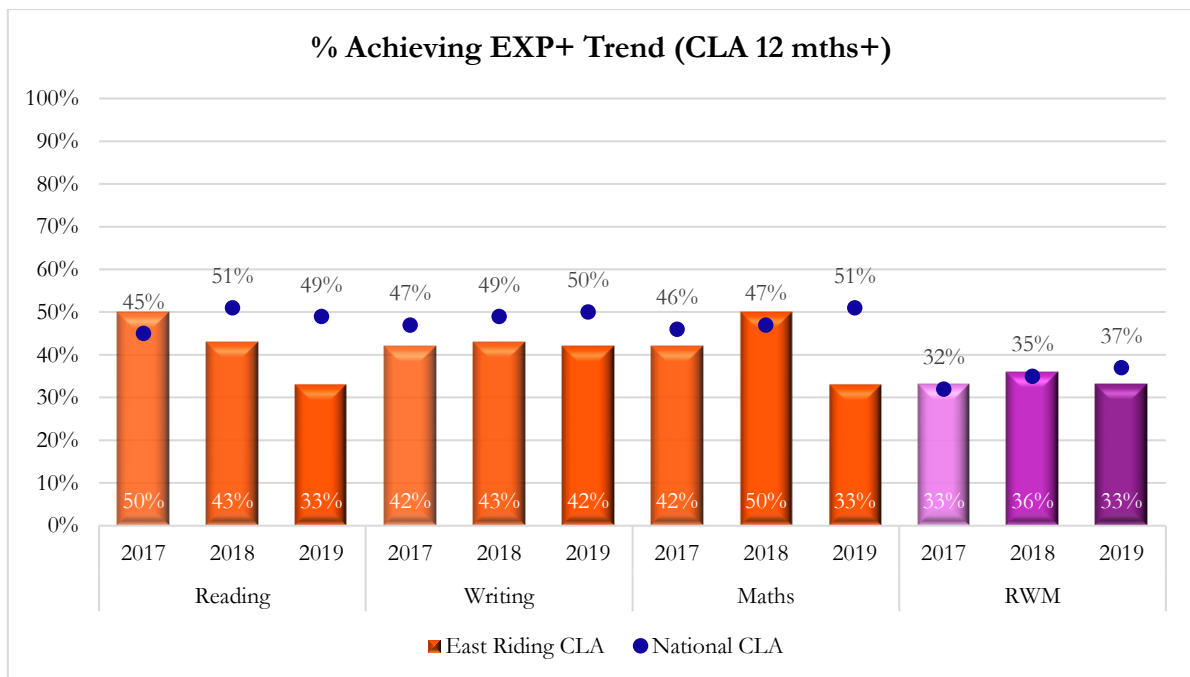
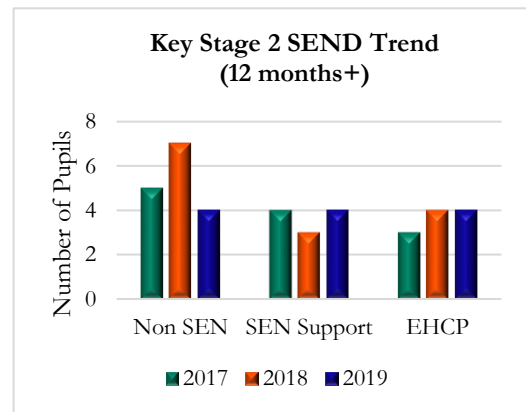
*PKF = Foundations for the expected standard*

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

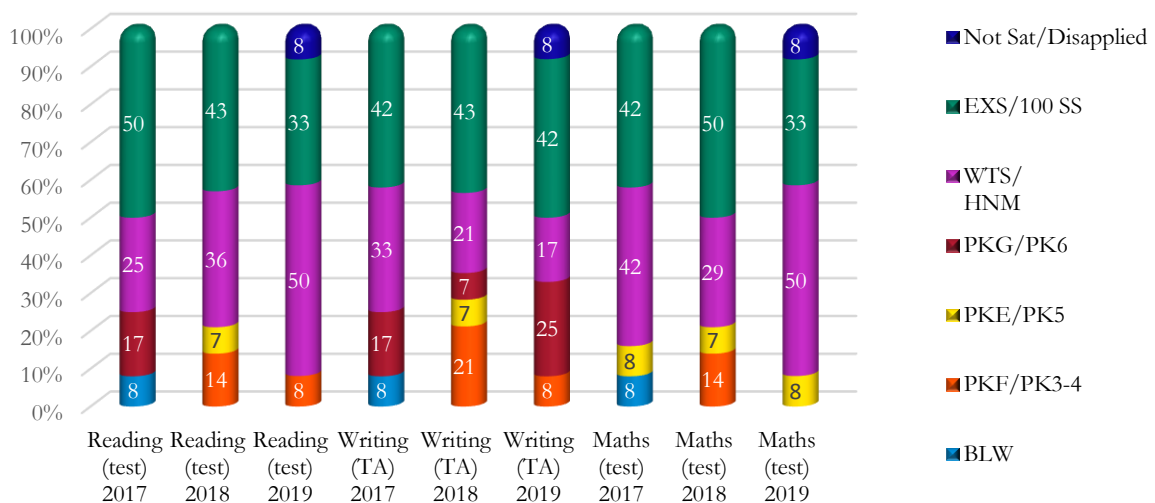
*SS = Scaled Score*

**KEY STAGE 2 – No Updates for 2020 or 2021 due to suspension of assessments during Covid 19 pandemic.**

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

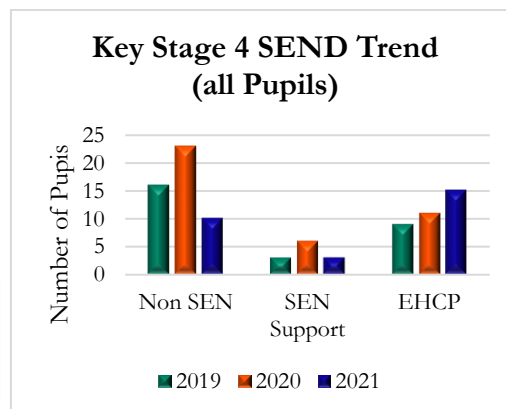


**ERYC CLA Assessment Outcomes by Code Trend % (12 Months+)**

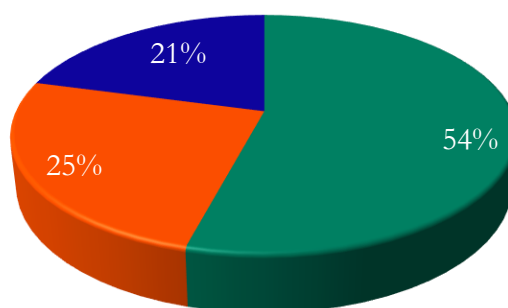


## KEY STAGE 4

YEAR	2019	2020	2021
• 12 mths+	• 19	• 35	• 24
• < 12 mths	• 9	• 5	• 4
• All Pupils	• 28	• 40	• 28



### 2021 % CLA by School Setting Type (12 Months+)



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

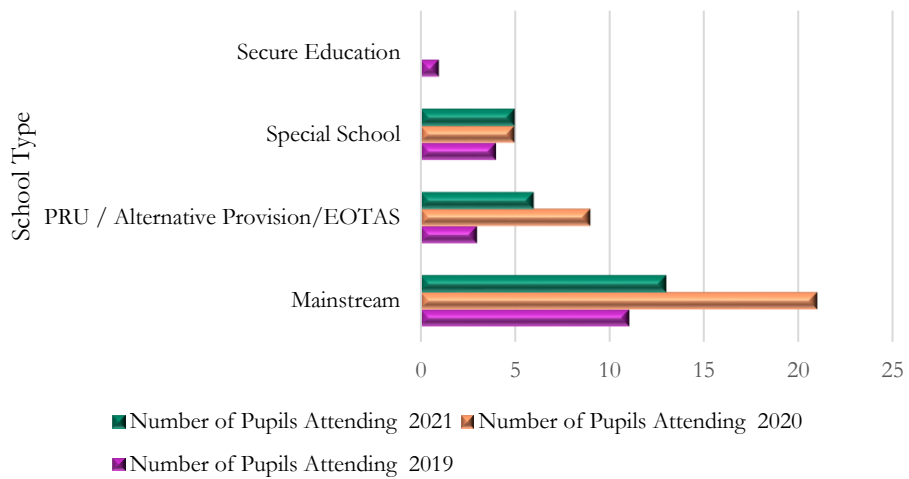
#### KEY

*EOTAS = Educated Other Than At school/ local authority school*

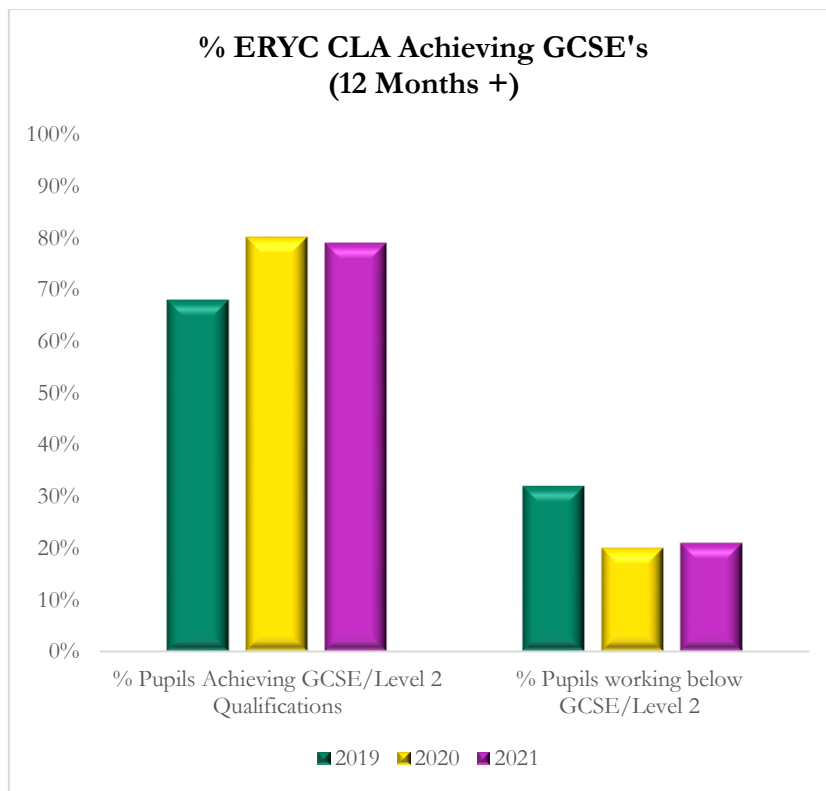
#### 2021 Centre Assessment Grades.

Schools submitted their centre assessment grades for allocation of GCSE grades. PEP meetings for year 11 were prioritised during the first half of the summer term 2021 to discuss and if necessary, challenge this process.

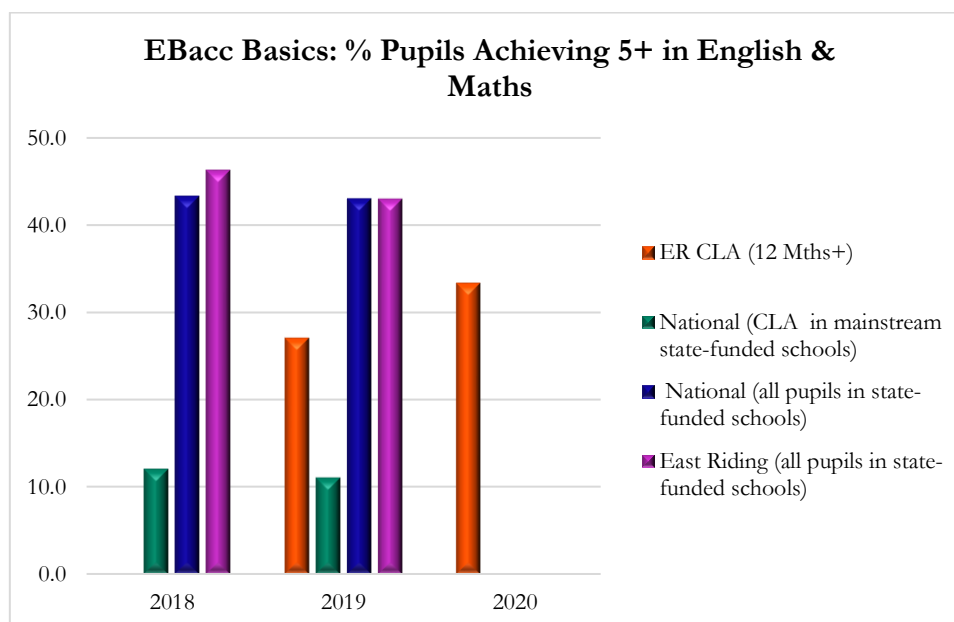
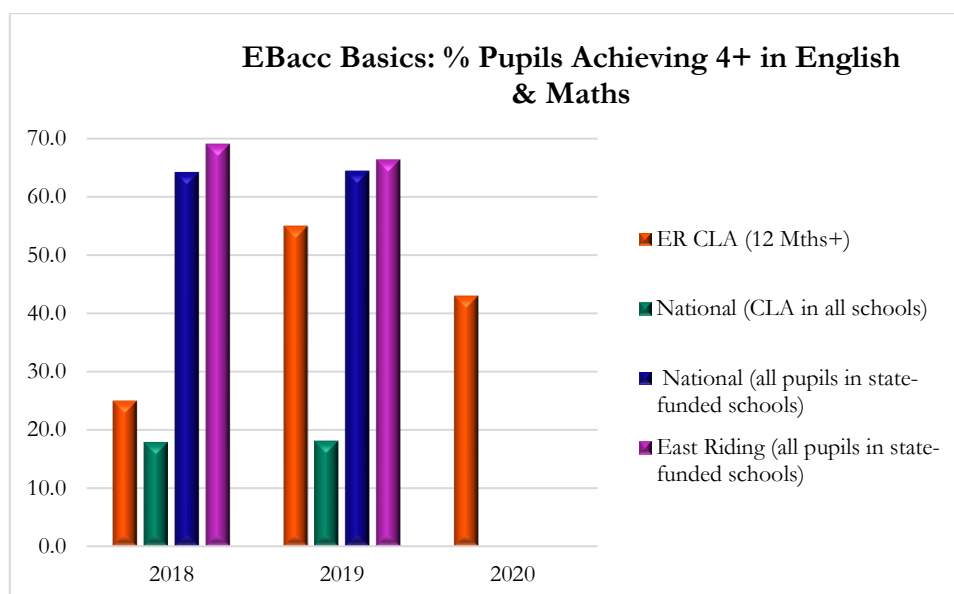
### Number of CLA by School Setting Type (12 Months+)



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







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. In summer 2021, ten pupils achieved maths and English at grade 4+, six pupils achieved at grade 5+ and seven East Riding CLA achieved 5 or more GCSEs at grade 4+ or above including English and maths. Young people in special schools have achieved many qualifications including vocational and life skills qualifications. Two young people who studied in alternative provision have both passed a range of qualifications including their maths and English GCSEs at grade 4 or above and started college settings in September.

The range of qualifications, in addition to GCSEs studied, has been vast including Health and Social Care, Engineering Design, BTEC Sports, Creative Craft, AFA Trampolining and Football, Computing, Cookery and Digital Technology.

## 9. MONITORING CLA ATTENDANCE

9.1 From January 2015, the local authority entered into a contract with Welfare Call, who commenced collection of attendance data for out of county CLA data. 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. 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.

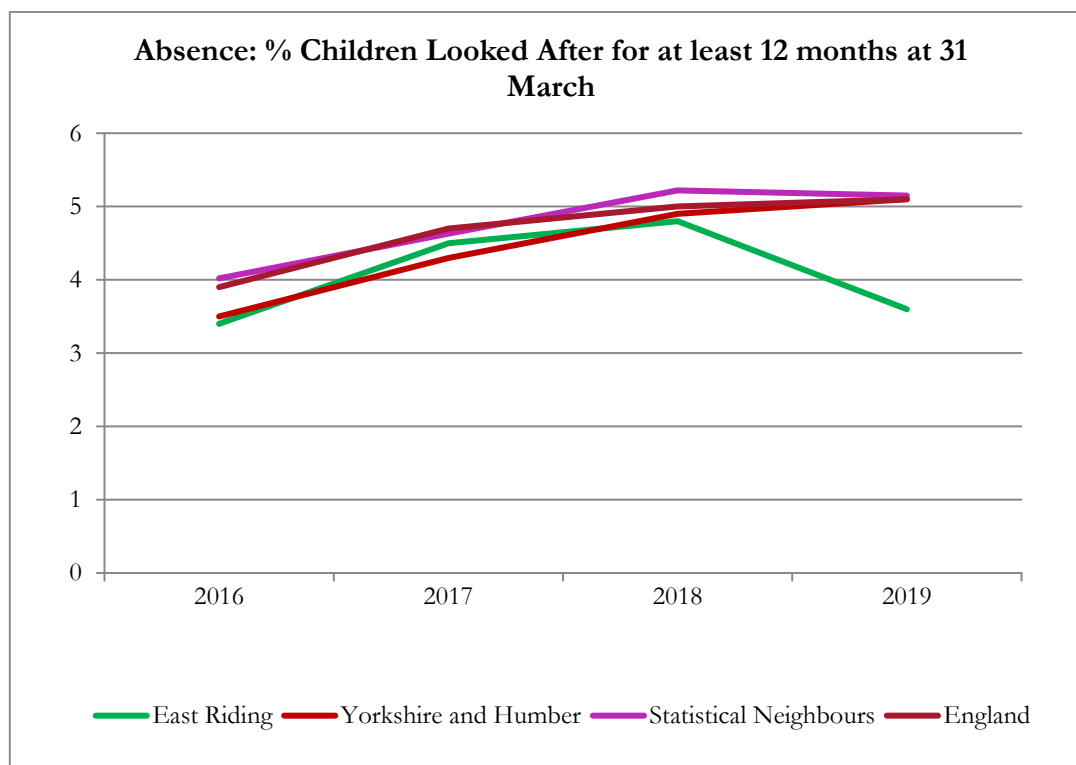
9.2 In East Riding, following the announcement about the lockdown in January 2021, a clear plan was put in place about how to monitor the school attendance of CLA during this period of time. The fostering team, CSC and the virtual school team worked closely together. CLA, even those in long term placements, were expected to attend school unless there was a valid reason for them to remain at home which was supported by a CSC area manager and the Virtual Head teacher. For CLA at home accessing remote learning, the rationale for this decision and the monitoring that took place for these children was collated in detail. Additional interim PEP meetings took place for these children. The daily attendance data was collected for all East Riding CLA wherever they were placed.

9.3 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.

9.4 Managers of the two residential care homes, the Virtual Head teacher, EWOs, the Pathway Team and social workers attend regular meetings to discuss educational updates about young people placed in East Riding residential care homes.

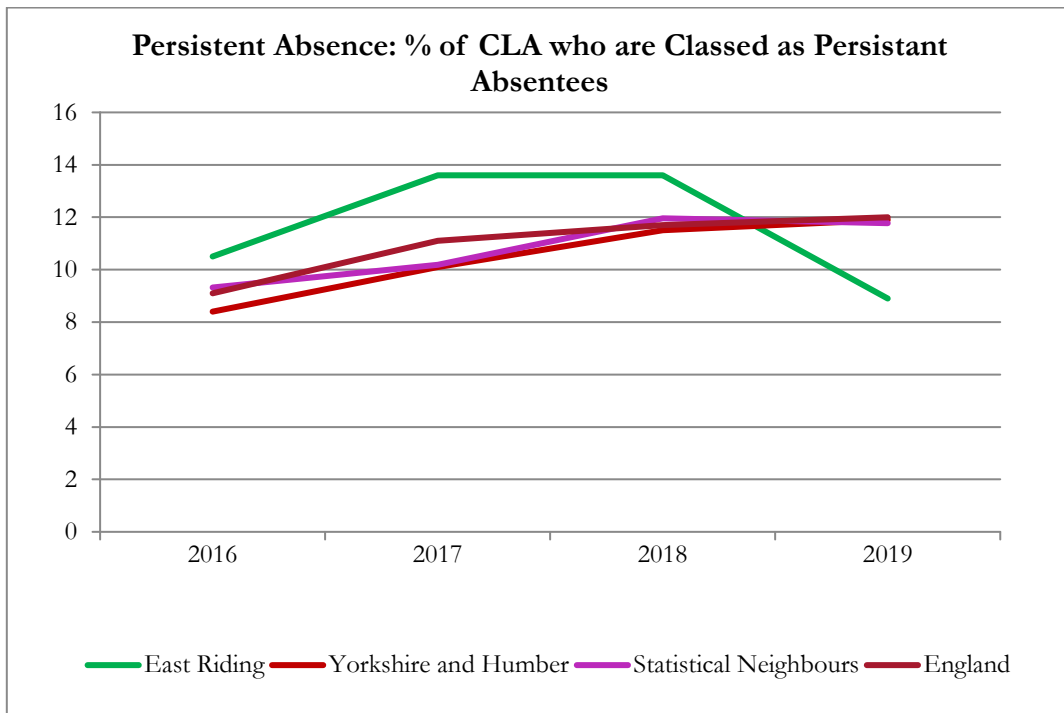
### 9.5 Attendance

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

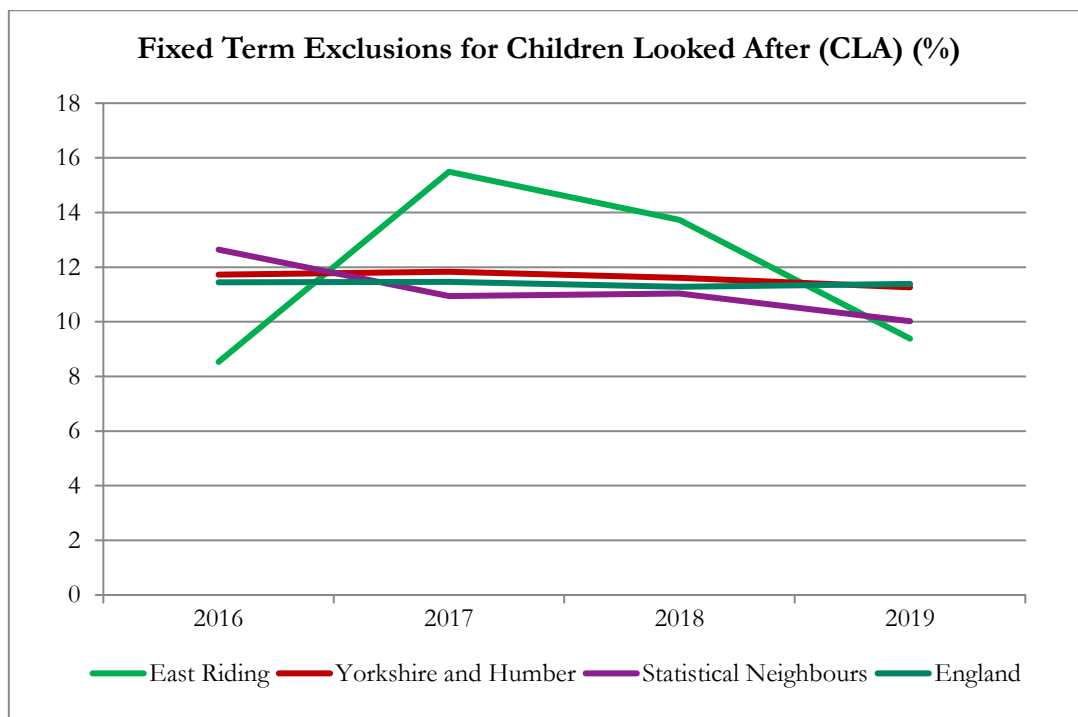


9.6 The East Riding absence remains lower than the national and regional comparisons.

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



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



9.7 No East Riding CLA received a permanent exclusion from 2011 to 2021. 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.

## 10. CASE STUDIES

### **Case Study: CLA Key Stage 1.**

K attended a mainstream primary school with an Education Health and Care Plan (EHCP) in place to meet their needs. When they became looked after, K was attending a different provision and did not have an EHCP in place. K displayed crisis behaviours and the school found it difficult to meet their needs and restraints were used several times per week. VCET became involved to support the Early Years Team, an EHCP was applied for and a school move sought in preparation for K moving into Year 1.

Transition to the new school was successful, intense nurture and support was put in place and a part-time 1:1 Teaching Assistant funded via the EHCP. The school gained a thorough understanding of the pupil's needs and responded well to defuse any crisis behaviours. K was working significantly below age related expectations (ARE) and was not ready to learn. Pastoral support was put in place to help K in understanding and manage emotions so that they could become regulated to access academic learning. K began to enjoy school, engage in focused learning and accept rules and boundaries.

Initially during the second lockdown, K did not attend school for the first week. School staff believed that the changes they had to make to their provision might have a detrimental effect on K's progress. However, conversations were held between VCET and school and K returned to school full-time. Initially, K's behaviour regressed so VCET provided additional funding to increase the hours of the Teaching Assistant to full-time. This had a positive impact and supported K in managing emotions so that K could continue to engage in learning.

Recent assessments evidenced that K was working slightly below ARE and had almost closed the gap between their attainment and that of other peers. K's EHCP review confirmed that, K was making good progress towards end of KS1 targets. K was engaged in learning, could concentrate for a period of time and was developing social skills.

### **Case Study CLA Key Stage 2**

P entered care in December 2017, via an emergency protection order. P was placed in temporary care due to repeated concerns of neglect. P has remained at the same carers since then with other siblings, P is part of a large sibling group. A full care order granted in 2018.

Prior to entering care, P was electively home educated (EHE), although there was little evidence of education taking place. In the spring term of year 3, P started home tuition to assess attainment and to plan transition into the primary school. P worked on very simple tasks such as learning three letter words. The tutor reported that P was working below year 1 level. P had poor concentration skills and struggled to maintain focus.

During the transition into school, pupil premium was used to fund a 1:1 in the mornings. This was to build confidence in Literacy and Maths. In the Summer term of year 3, P was making good progress. PEP targets were to have 1:1 support to write simple sentences, have 1:1 support to read and understand 5 high frequency words and to learn 2 times tables.

P created a very positive relationship with the Emotional Literacy Support Assistant (ELSA) and was supported to transition into full time education in year 4. During Year 4, P continued to make good progress and have excellent attendance and received 1:1 support during the mornings. P also started on the Letterbox program with Hull Children's University and engaged in this very well.

P made exceptional progress in year 5, during the Autumn term, P was working between one to two years behind their Age-Related Expectations (ARE) in Maths and a year behind in Reading and Writing. P found Maths more of a challenge and additional support was aimed at improving Maths progress. In 2020 during the first lockdown due to the Covid pandemic, P did not attend school but continued to work hard and progressed well.

By the summer term of year 6, P was at ARE in all subjects and was making good progress in all areas. The Spring PEP showed P had made a years' progress during the first 2 terms of year 6 in Maths. P attended summer school to support transition to high school.

### **Case Study CLA Key Stage 2 to Key Stage 3 transition.**

S attended a mainstream school and had an ECHP to support their complex physical needs. In year 6, S had to go for surgery in October 2020. S had extensive surgery and was in a full body cast. S had extensive time away from school, having to isolate prior to the surgery and recuperating at home. School and carers worked with all professionals to ensure S received the necessary support for their education. S was working significantly below age related expectations.

S was unable to access an education provision and therefore home tuition was put in place. Professionals from the Sensory and Physical Teaching Service (SAPTS) team were able to support S to have adaptations in the home to access home learning. Other professionals included Children's Social Care, Occupational Therapist, Physiotherapist, Education Welfare Officer, Educational Psychologist and foster carers. S was able to complete two hours of tuition daily. In the afternoon, S accessed vocational studies and activities, some based in the community.

Throughout the recovery process, meetings took place to implement a robust transition package of support to ensure that when S moved to a mainstream secondary school, all adaptations were completed, risk assessment and equipment was in place to meet needs.

### **CASE STUDY CLA Key Stage 3**

X was removed from parental care at the age of 18 months due to neglect. Within that time, X had two foster placements, the first placement struggled to manage X's behaviour so X had to move to a second placement. Adoptive mum requested respite as she felt unable to support X's attachment behaviours and had concerns about X's mental health. The adoption broke down and X moved into foster care.

X experienced anxiety, self-harming behaviours and suicidal idealisation. X can experience high and low mood. The mainstream secondary school placement broke down in year eight.

X moved to another mainstream secondary school for the beginning of year 9. A strong multi-agency approach ensured a robust transition package of support was planned, implemented and reviewed. A bespoke package included 1:1 therapeutic counselling, was funded by pupil premium, a key worker was identified by X and time allocated daily for X to access 1:1 pastoral support. Social activities and interventions were put in place to allow X to feel a sense of belonging in the school and further develop peer friendships. A SEMH support plan was put in place to provide bespoke provision around risk taking behaviour, and a formalised review process to review changes and progress. PEP meetings were held half termly to review education and SEMH needs and to ensure these were effective.

X has successfully engaged in all lessons, with key staff members and formed positive friendship groups. X's mental health has improved significantly. Successes included positive attendance, good behaviour profile and positive academic progress in year 9.

#### **Case Study CLA KS4.**

In 2015 pupil Y became looked after due to neglect they were in school year 5. Y required significant pastoral support. Y was assessed as working significantly below ARE in the end of Key Stage 2 Standard Assessment Tests.

Y moved to mainstream secondary provision where they received SEND support. Y's carers were very pro-active and worked in partnership with the school to pre-teach and recap on learning with Y. Y found retaining information difficult. The designated teacher and carers worked closely with Y to support them with strategies to remember key information. Carers would send text message reminders so that Y remembered any changes in the school day.

In the COVID-19 lockdowns, it was agreed by professionals for Y to access learning from home. This decision was made based on the 1:1 support Y would receive from carers. Y completed all home learning to an outstanding quality, and it was clear that Y was making good progress. Teaching staff and carers were in regular contact to ensure Y was receiving all required support. Y achieved grade 5 GCSE in English Language at the end of Year 10.

A strong multi agency team around Y ensured that support and challenge was offered in PEP meetings. Y attended and would contribute to discussion and provide ideas of support required. Y requested tuition to achieve the best grades. In year 10 and 11, Y received tuition after school provided through pupil premium funding. Y was a very motivated learner who strived to achieve the best outcomes. At the end of Year 11, Y achieved excellent GCSE outcomes. Y made accelerated progress throughout secondary school from working significantly below ARE in Year 6.

#### **Case Study CLA KS4**

Z has been in foster care since 2012. Z was removed from the care of their mother due to concerns about neglect, poor home conditions, lack of supervision resulting in injuries and domestic violence.

Z met age related expectations at the end of key Stage 2 in most subjects except Maths where Z was working just below.

Z struggled with social emotional and behavioural regulation and after a relatively calm start to Z's secondary mainstream education Z's behaviour escalated leading to serious incidents of violence towards staff and peers. Z struggled with navigating a large school site and showed great difficulty in adapting to a rigid routine. Z's behaviour has severely restricted his access to learning, resulting in long periods of isolation away from peers, refusal to attend school, progress concerns, risk of PX and low attendance.

An EHCP was applied for in 2017 with Social Emotional and Mental Health (SEMH) identified as the primary need. Z accessed a KS3 enhanced Resource provision. Z had full time SEMH support with firm boundaries and routines within a structured setting. Z was given daily 1:1 intervention support, social group interventions, a pastoral plan and a varied curriculum to meet academic needs.

At the end of Key Stage 3, Z was working one to two years behind age related expectations. Z successfully transitioned back into a mainstream school site for Key Stage 4 in an enhanced resource provision with access to some mainstream lessons. Z's SEMH needs were being met through Z's EHCP which allowed Z to be supported academically to make progress. Z was settled and able to access learning. Z successfully completed year 11 achieving age related expectations within English and Maths and several other GCSEs and passed vocational courses. Z has progressed to college.

## 11. LETTERBOX READING INTERVENTION PROJECT

11.1 Since 2018, 50 children aged 5 to 13, within 38 schools have received support from the East Riding Letterbox Club Coordinator.





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

Achieved expected progress – **100%**

Doubled expected progress – **93%**

Tripled expected progress – **48%**

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

11.3 In 2021 children continued to receive parcels and sessions were delivered in schools throughout the coronavirus pandemic. The coordinator has worked with an additional nine children under seven years old, this early intervention meant pupils were not being left behind by their peers and were enabled to access the school curriculum.

11.4 At the beginning of the intervention there is a baseline assessment of reading age. Children are then reassessed every 6 months for both reading accuracy and reading comprehension to track progress and identify areas for further support.

Age	Starting Reading Age (Years)	Current Reading Accuracy Age (Years)	Current Comprehension Age (Years)	Time on Programme (Months)
5	4	5	5	6
	4	5	5	6
	4	5	5	6
6	4	5	5	6
	4	6	6	6
	4	7.5	7	6
	4	5	5	12
	4	6	6	12
	4	7.5	7.5	12
	4	8.5	8	24
7	5	8	7	12
	6	8	8.5	6
	6	9	9	18
8	6	9	10	24
	6	9	10.5	24
	6	10	12	24
	7	8.5	8.5	6
	7	9	10	6
	7	9	12	6
9	7	8.5	8	12
	7	11.5	10.5	12
	7	11	11.5	18

	7	11	12	18
	7	12	13	18
	7	10	11	24
10	7	10	11.5	24
	7	11.5	11.5	24
	7	13	13	24
	7	13	13	24
	7	13	13	24
	8	10	9.5	12
	8	9	11	18
	8	12	12.5	18
	8	13	13	18
	8	13	13	18
11	8	13	13	18
	8	13	13	18
	8	13	13	18
	8	13	13	24
	8	13	13	30
	9	13	13	30
	12	13	13	6
12	12	13	13	12

## 12. LAC PUPIL PREMIUM GRANT

12.1 During the April 2020 to March 2021 financial year, schools were able to apply for £1 945 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 the CLA Educational Psychologist.

12.2 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.

12.3 The Virtual School Head teacher informs the Governance Panel, Corporate Parenting and the Virtual School about the annual and termly PPG allocation. Children looked after premium spend analysis 2020/21 provides detailed information. Guidance documents to Head teachers and Designated Teachers on Pupil Premium Grant 2020-2021 were disseminated via the Head teacher's bulletin, direct to all Head teachers and Designated Teachers.

## 13. SCHOOL PLACEMENT MOVES

13.1 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 area 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.

13.2 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 monitored by the Virtual School Head teacher and an educational provision will be identified as soon as possible.



## 14. TRAINING AND ADVICE

14.1 In the academic year 2020- 2021, VCET provided virtual training using Microsoft Teams. Training workshops were presented to East Riding social workers within the Children’s Social Care teams on the East Riding Personal Education Plan processes. These workshops were presented by the Virtual School Head, the Early Years Development Advisor and VCET Teacher and Training Coordinator.

14.2 Evening workshops were delivered to school governors by the VCET Teacher and Training Coordinator. These workshops outlined the responsibilities of school governors and their Designated Teachers as laid out in the statutory guidance.

14.3 Bespoke training was provided to schools, who requested refresher training, when they had a new CLA student arrive at the school. Online sessions were available for new and developing Designated Teachers on the East Riding PEP processes.

14.4 VCET and the Educational Psychology Service have developed online training for all school staff and other professionals who support the education of CLA and PLAC. This highlights the needs of CLA and PLAC; along with good practice examples of how to support these pupils in school.

14.5 The Virtual School did not host a conference in 2021 due to the pandemic. However, all members of VCET attended the National Association of Virtual School Head’s annual conference in February. This inspirational event was delivered virtually enabling the full team to attend.

## 15. OUTCOMES FOR CARE LEAVERS

15.1 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. In autumn 2021, the Pathway Team is supporting 219 Care Leavers of which 164 are former relevant.

15.2 Performance measures continue to reflect positively in relation to education and training when compared to regional and national statistics. The figures below are based on numbers at the end of March for care leavers aged 19 to 21 years.

	March 2017	March 2018	March 2019	March 2020	March 2021
<b>Local</b>	<b>65%</b>	<b>66%</b>	<b>67%</b>	<b>59%</b>	<b>66%</b>
<b>Regional</b>	<b>50%</b>	<b>53%</b>	<b>51%</b>	<b>53%</b>	<b>51%</b>
<b>Statistical Neighbours</b>	<b>49%</b>	<b>53%</b>	<b>52%</b>	<b>52%</b>	<b>52%</b>
<b>National</b>	<b>50%</b>	<b>51%</b>	<b>52%</b>	<b>53%</b>	<b>52%</b>

NB: Local is data for East Riding.

### 15.3 **Local performance Indicators.**

In autumn 2021, 93% of 16-18 year olds and 67% (former relevant) care leavers are in education, training or employment.

### 15.4 **Higher Education.**

At the start of the academic year 2021/2022, eighteen young people are in higher education at university. There are nine new starters including two on a foundation year degree. Courses started this year include Foundation Degree in Media Studies, Acting and Drama, Health and Social Work, Music Performance, Forensic Science, Criminology and Psychology, Chemical Engineering, Nursing and Foundation in Business Management. The pathway team attend regular meetings with university staff to track progress and attendance of the young people.

### 15.5 **Further Education.**

Many young people attend local colleges studying vocational, supported internships and T Level courses. Some young people are studying at training providers including Vulcan Training, Giroscope, Vision Motors, Motorvation, Humberside Youth Association, Aspire IGEN/Opportunity Centre and the Prince's Trust programme. The Pathway Accommodation Officer delivers a 12-week ASDAN course which includes employability skills modules and career planning. Other young people are undertaking apprenticeships, volunteering or are in employment.

15.6 The Education Training and Employment (ETE) advisor has completed termly meetings with local colleges including Bishop Burton, East Riding and Hull to discuss young people and their attendance, progress and any safeguarding issues or concerns. The teams ETE advisor has supported young people to attend Careers Events (both virtually and in person), locally and nationally Employability Sessions take place every week, where our young people can receive support with CV writing, interview skills, mock interviews, job searching, job application support and employability skills.

15.7 The Pathway Team has continued to hold the Not in Education Employment and Training (NEET) meeting, where young people are discussed by a panel of practitioners and actions are agreed to support them back into education, training or employment.

15.8 The Pathway Team continues to establish close working partnership with colleagues at the local job centres, working jointly to support individual young people, especially in relation to the government's Kickstart programme.

15.9 The Pathway team, work in partnership with East Riding Voluntary Action Service (ERVAS) who offer social action programmes, volunteering and bespoke packages of support for young people. Two young people volunteered on a social action project in Driffield repairing and painting fences and equipment in a play area in summer 2021. One of our care leavers volunteers for local animal charities and organisations and has advised ERVAS on conservation projects.

15.10 Virtual sessions have been held with Kooth, a digital mental health and wellbeing company, which has supported care leavers in East Riding.

## 16. CELEBRATING ACHIEVEMENT

16.1 East Riding CLA from Years six and eleven had their work honoured in two virtual education events which took place in December 2020. Normally held at Bridlington Spa, the CLA Education Celebration Events had to move online this year due to COVID-19.

16.2 The children and their carers still had a fun-filled night at home, with food and their all-important certificates and rewards. Entertainment was included in the events, with a live magic show from Magic Mike, for year six, and an inspirational speech, for year eleven from former boxer and commonwealth lightweight champion, Tommy Coyle. The events also included musical pieces from some of the children and young people. Individual verbal feedback was provided to each certificate recipient by Eoin Rush, director of children, families and schools. The children's work was also recognised by Caroline Lacey, chief executive, and Councillor Julie Abraham, who was the portfolio holder for children, young people and schools.

16.3 The two evenings were really uplifting and you could tell from the hundreds of comments received that it really meant a lot to the children, professionals who supported them and their carers.

## 17. CONCLUSION

17.1 A rigorous approach to PEPs, led by the Virtual School, has increased focus upon CLA Premium allocation. Multi-agency working has ensured that interventions are targeted to pupil's individual educational needs and address barriers to learning. A key improvement priority was to achieve consistently high-quality PEPS which would ensure that every CLA was supported to make good or outstanding progress and achieve their potential.

17.2 The East Riding Virtual School Improvement Plan 2021-2022 can be found on the East Riding website. East Riding is embracing the new responsibilities to promote the education of children with a social worker.