

# Virtual School Annual Report 2018-2019



# Foreword

As a Corporate Parent North Yorkshire is committed to supporting the children we care for to achieve the best possible outcomes they can. Our Looked after Children and Permanency Strategies set out our vision of what we offer to children in our care and care leavers through a child centred approach to placements and permanence. A dedicated Virtual School supports this vision to support and meet the needs of Looked after Children in and out of education. The following report highlights the work that the Virtual School is undertaking to provide support to Looked after Children – providing a summary of attainment and progress at all key levels of their academic career.

All the support we offer our children is based on a core set of principles & promises that outline what our children want. Our 'promise' to Children in Care and Care Leavers underpins everything that we do. This is no different for the Virtual School, practically everything the Virtual School does to support our Looked after Children is driven by our ambition to provide young people with the support they deserve:

## Our Promises to Children in Care & Care Leavers:

- Aim to support you in the same way as if you were our own child
- Be there when you need us;
- Work with you to help you achieve your goals and overcome any difficulties;
- Work with you to be successful if you choose an apprenticeship;
- Listen to you;
- Help you manage your physical and mental wellbeing;
- Help you to be safe;
- Help you to be involved in activities you are interested in;
- Help you to believe in yourself;
- Provide adults in your lives who inspire you;
- Reduce the possibility of being bullied;
- Push you to be the best you can be;
- Communicate with you in the best way for you (i.e. text, Facebook etc.);
- Support you in education, careers and apprenticeships;
- Aim to respect your wishes;
- Help you enjoy leisure activities;
- Try to make sure there is always someone to talk to;
- Teach you independent living skills and provide practical support if you need it;
- Support you when you live independently and keep in touch when you need us;
- Be approachable;
- Help you get good accommodation;
- Have high aspirations for you

# Executive Summary

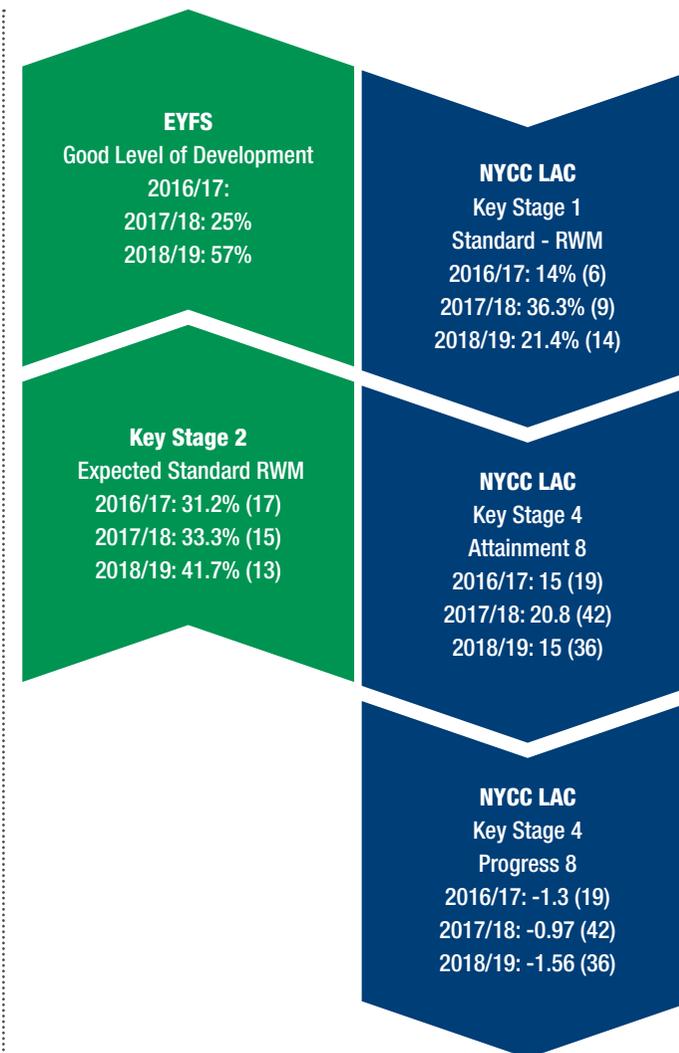
Over the 2018/19 academic year, North Yorkshire's Virtual School continued to go above and beyond in supporting our Looked after Children both inside and outside of the educational setting. This support varies as broadly as the needs of the children in our cohort, ranging from:

- Providing training and resources to schools and other settings
- Directly supporting children and young people
- Organising events and trips to encourage disadvantaged learners to make the most of their education

The Virtual School works closely with teams and multi-agency partners to increase the life-chances of our Looked after Children. Working closely with the Leaving Care and Opportunities Teams to support young people transitioning from care and providing Attachment Aware training to schools with at least one Looked after Child on their roll. With a constantly changing cohort, as children enter and leave the care system, one year's cohort is often considerably different to another.

- ↑ EYFS Good Level of Development improved from 25% to 57%
- ↓ Key Stage 1 Expected Standard has fallen to 21.4% (National LAC 38%) compared to 36.3% the previous year  
Progress KS1 to KS2 (RWM) **outperformed their peers nationally** 2018/19 although progress was slightly below expected in Writing (-0.35), NYCC pupils still out-performed the national average (-0.77)
- ↑ Key Stage 2 Expected Standard increased to 41.7% (National LAC 37%) from 33.3%
- ↓ Key Stage 4 Attainment 8 has fallen to 15 (National LAC 19.1) from 20.8 and continues to be an area of challenge for NYCC LAC. Progress 8 has fallen to -1.56 (National -1.29) and continues to be an area of focus for the Virtual School

Key Stage 4 attainment remains a priority for us. Over recent years outcomes at Key Stage 4 have remained stubbornly below the national average. Over the coming year we will continue to focus on improving attainment and progress at Key Stage 4, recognising that these pupils are often the most complex young people in our care. Another area of focus will be working with schools and tutors to improve the attendance of pupils whilst reducing the exclusion rate of pupils in our care.



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# Purpose and role of the virtual school

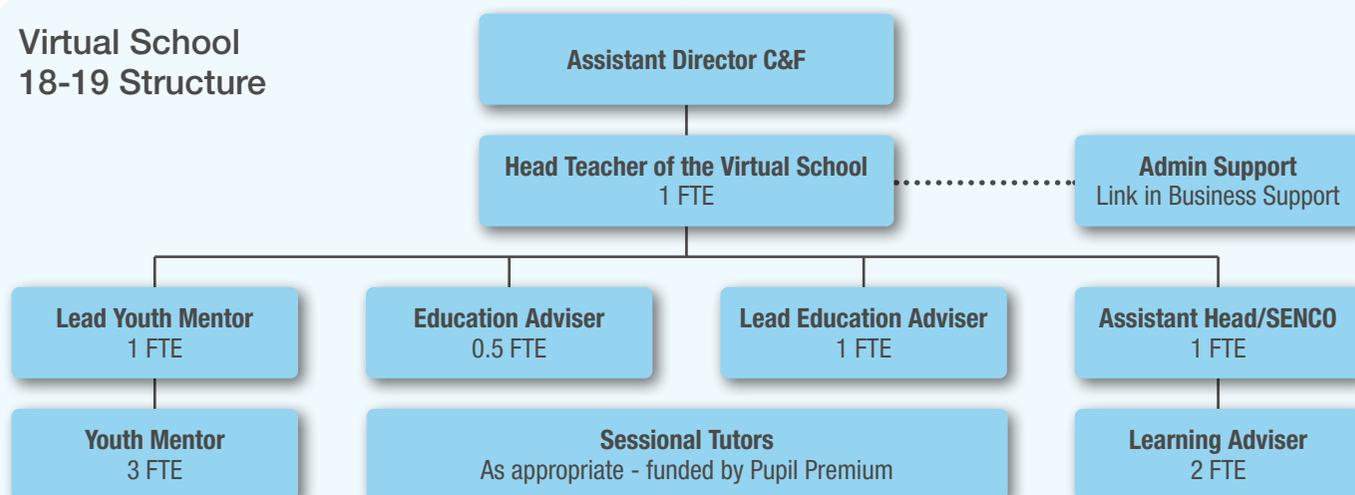
The core purpose of the Virtual School in North Yorkshire is to raise the educational achievement of Looked after Children, promote their emotional well-being and improve the life chances of a traditionally vulnerable group of young people. The Virtual School strives to achieve this by providing support within schools to ensure the children we care for have the opportunity to make the most of their education. Outside of school, the Virtual School works with the wider Children & Families service, as well as external organisations to provide our Looked after Children with opportunities and experiences that we would want for our own children. At the very heart of the Virtual School is the belief that children who enter care, most likely through no fault of their own, are not detrimentally affected by their experiences but are empowered to achieve their goals and ambitions.

The Virtual School will support and empower children and young people in our care by:

- Providing direct, educational support to children in care at school;
- Ensuring the educational needs of children in care are well understood through ensuring children have an up-to-date detailed and high-quality Personal Education Plan (PEP);

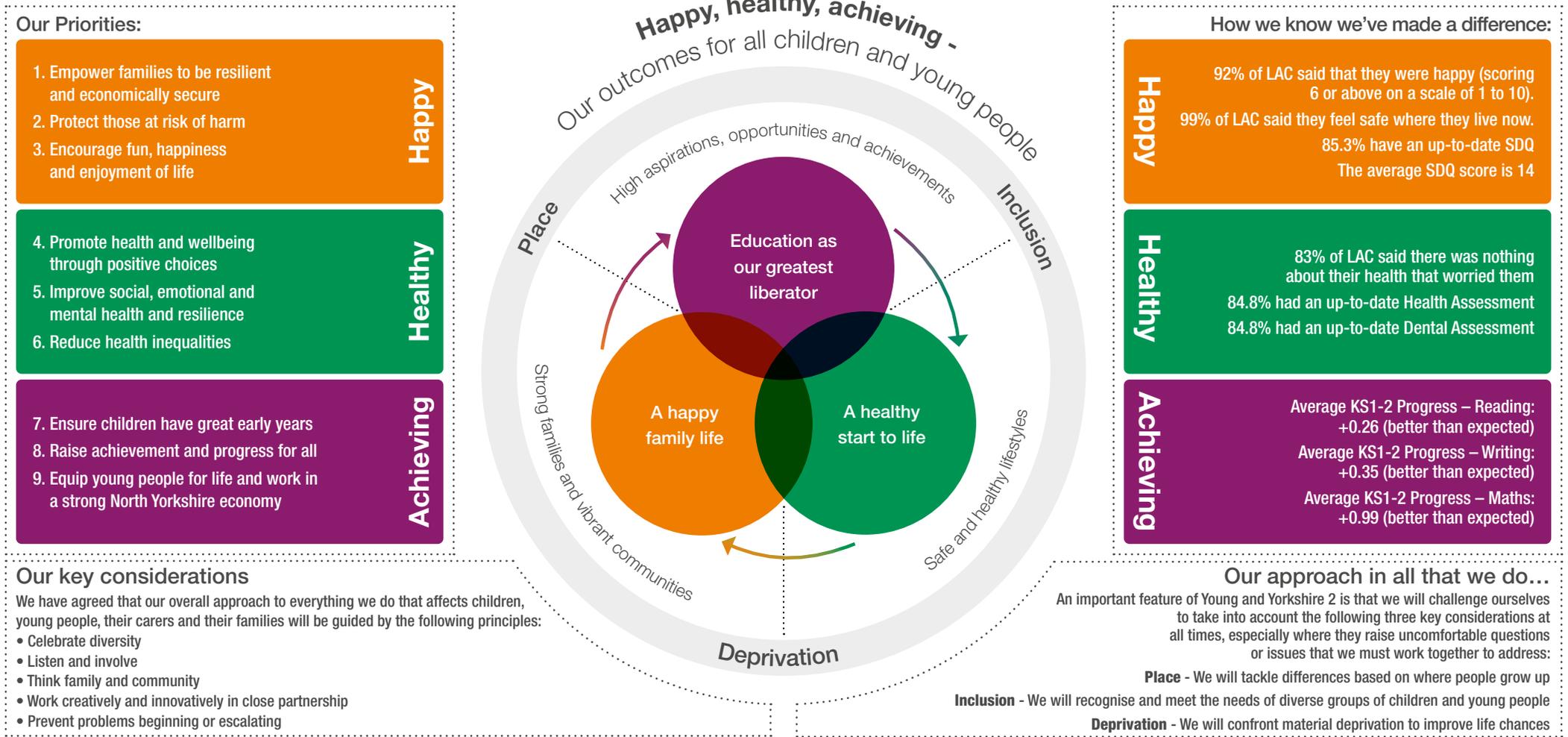
- Ensuring Special Educational Needs or Disabilities (SEND) are identified and supported appropriately;
- Ensuring that the emotional, mental and physical health needs of children in care are understood and supported;
- Providing training to schools to enable them to better support the varying needs of our Looked After Children across the full spectrum of education;
- Monitoring the attendance and behaviour of Looked After Children in the educational environment and providing support where needed;
- Supporting children attending Out of County Schools to ensure that they are receiving a level of education that we would expect for our own children;
- Working with designated teachers and social workers to support admissions to schools and transitions from one school to another;
- Supporting children in receipt of part-time provision into full-time provision by supporting the young people's underlying needs;
- Working with schools and other settings to reduce exclusions, including preventing children from being permanently excluded from schools;
- Running projects and initiatives to give children in our care opportunities to develop themselves both personally and academically;
- Raising the aspirations and encouraging ambition for children in our care.

## Virtual School 18-19 Structure



Part of the Virtual School's role is to support the wider Children & Families service in delivering against the principles laid out in North Yorkshire's Children & Young People's Plan 'Young & Yorkshire 2'. This plan outlines three key themes through which, as an organisation, we can support all children to have the best possible start to life. These themes are also reflected in North Yorkshire's Looked after Children and Care Leaver's Strategy: 'We Care because You Matter'. These themes are: A happy family life; A healthy start to life; and Education is our greatest Liberator. The Virtual School has a key role to play across each of these themes, not just regarding Education is our greatest liberator.

The diagram below shows the North Yorkshire's aims with each of these themes and outlines the strategic objectives along with the progress being made against them as at the end of the 2018/19 financial year.



# Multi-Agency Looked After Partnership (MALAP)

North Yorkshire has well-established governance arrangements in place to ensure our Looked After Children receive the best support for their individual needs. The Multi-Agency Looked After Partnership forms part of these arrangements and plays a leading role in reviewing the progress being made against the Looked After Children & Care Leavers strategy 'We Care because You Matter'. The MALAP meet on a quarterly basis as a forum where lead agencies update on progress and issues, keeping the strategy live and up-to-date.

The MALAP has oversight of our 7 'Corporate Parenting Principles' that run through our governance arrangements and under-pin the decisions that we make. Each of these principles has a lead officer and a lead councillor who have chief responsibility over ensuring that their portfolio and principle is effectively upheld and continues to improve the support we provide to our children. Young People, via the MALAP, are able to hold the lead officer and lead councillor to account for the delivery of the principle that they are responsible for, ensuring that we are responding to the needs of our Looked After Children.

## Our 7 Corporate Parenting Principles

<b>Health &amp; Well being</b>	<b>To act in the best interest, and promote the physical and mental health and wellbeing, of children &amp; young people</b>
<b>Youth Voice</b>	<b>To encourage looked after children and young people to express their views, wishes and feelings</b>
<b>Youth Participation</b>	<b>To take into account the views, wishes and feeling of looked after children and young people</b>
<b>Working Together</b>	<b>To help looked after children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners</b>
<b>Ambition for Children</b>	<b>To promote high aspirations, and seek to secure the best outcomes for looked after children and young people</b>
<b>Safeguarding and permanence</b>	<b>For looked after children and young people to be safe, and have stability in their home lives, relationships and education or work</b>
<b>Transitions</b>	<b>To prepare looked after children and young people for adulthood and independent living.</b>

# Challenges for the Virtual School

The Virtual School in North Yorkshire is committed to working tirelessly to support our Looked after Children, however this does not come without a number of challenges that need to be overcome in order to do so. As such, the Virtual School works collaboratively with Social Workers, Foster Carers, Families, Schools and Health Services to ensure that these challenges do not prevent children in North Yorkshire's care from achieving their potential. These challenges include:

- **Maintaining stability of placements;**
- **Offering suitable education and care provision;**
- **Effectively responding to a constantly changing cohort;**
- **Providing support to a wide variety of needs;**
- **Supporting Unaccompanied Asylum Seeking Children;**
- **Responding to an ever changing educational and Social Work environment;**
- **Working collaboratively with school to support the children we care for who have more complex needs than other pupils**

## How will we measure progress?

The primary measure of success for how well we are supporting our Looked after Children is through their attainment at the end of each Key Stage. Whilst we expect that the attainment for Looked after Children is likely to be lower than non-Looked After Children, comparing our attainment to that of Looked after Children nationally allows us to develop an understanding of how well we are performing against the bigger national picture. This being said, due to a myriad of reasons – including the size of our cohort, experiences before entering care etc., it is not always a like for like comparison. The recently introduced progress measures between Key Stage 1 and 2 and between Key Stage 2 and 4 based on prior attainment do give a better indication of how well we are supporting children in our care. Alongside pupils' attainment, we also look at attendance figures and exclusions figures to understand how well the Virtual School is supporting Looked after Children to engage at school.

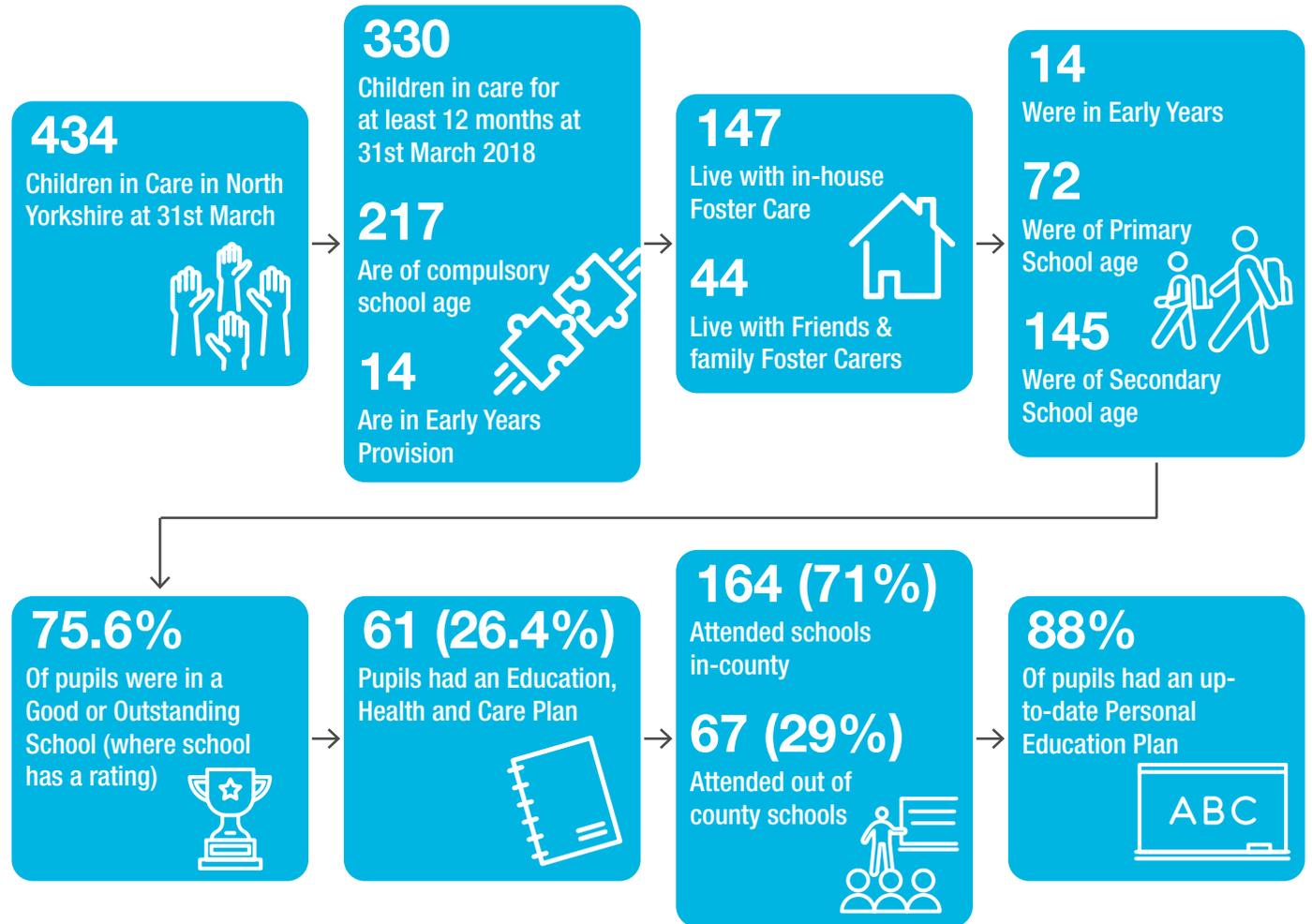
Please note: An overview of the nationally published data is included in Appendix A, comparing North Yorkshire's direction of travel with that of authorities in the Yorkshire & Humber region and nationally.



# National & local context – overview of children in care in North Yorkshire

Both nationally and regionally the number of Looked after Children continues to rise. Recent statistics from the DfE revealed that the number of Children in the care of a Local Authority has reached a 10 year high, with approximately 75,000 children and young people Looked After nationally. Against this context, North Yorkshire remains in a relatively ‘strong’ position, with the number of children in care remaining relatively stable at 437 children at the end of March 2019, compared to 438 at the end of March 2018. This gives North Yorkshire a rate of approximately 37 per 10,000 children (under 18 years old) compared to 64 per 10,000 nationally.

Within North Yorkshire we place a high number of children in good quality, in-house foster placements. We consistently place approximately 75% of Children in Care with a local authority foster carer, compared to approximately 50% nationally. Of the children placed in foster placements, 99.1% live in in-house foster placements, compared to 66% nationally. This enables the Virtual School to work closely with both Looked after Children’s Teams and the Fostering Service in North Yorkshire to provide an outstanding level of support for the Children in Care.



The Virtual School Head Teacher (in post since August 2017) and their team have worked tirelessly to drive forward the ambitions, aspiration and achievement of all children in care over the course of the 2017/18 academic year.

## Good or Outstanding School

We aspire for all our children to attend a good quality setting that will enable them to make the most of their education throughout their entire school life.

The table below shows the number and proportion of Looked after Children by school phase attending good or outstanding settings by setting type (including those attending settings that have not yet been rated).

School Type	Inadequate	Requires Improvement	Good	Outstanding	Good or Outstanding
Primary	10.2%	23.7%	61%	5.1%	66.1%
Secondary	14.6%	8.5%	57.3%	19.5%	76.8%
Special	0.0%	4.8%	66.7%	28.6%	95.2%
Total	11.1%	13.6%	59.9%	15.4%	75.3%



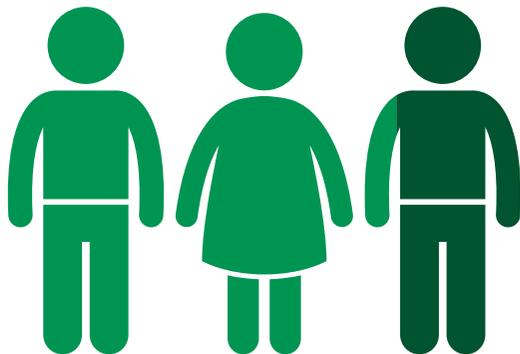
75.3% Looked After Children of compulsory school age attended a school judged by Ofsted to be either good or outstanding, this is down slightly from 77.4% last year. Amongst Primary School pupils, this was 66.1% (down from 81.4% last year), and 76.8% (up from 71.7% last year) amongst Secondary School pupils. The Virtual School continues to work closely with schools to ensure that support is available and provided to all settings attended by Looked After Children to help support disadvantaged pupils, raising their ambitions and aspirations. Many of the schools in the Scarborough district are also benefiting from the additional support provided through the East Coast Opportunity Area, and the Virtual School continues to work closely to further develop the support offered to disadvantaged pupils.

# Section 1: Attainment of North Yorkshire's Looked After Children

Whilst the Virtual School actively supports every child in care regardless of duration in care, unless stated otherwise this report only includes attainment information for children who have been in care for 12 months or more as at 31st March 2019.

## Early Years

It is pleasing to note the significant improvement in the performance of children in Early Years achieving a Good Level of Development; there was a rise  from 25% (2017/18) to 57% (2018/19). North Yorkshire's performance is notably better than the national average of 49% this year, and is close to the regional average of 58%. We acknowledge the differences between cohorts from one year to the next, but this may also highlight the impact of North Yorkshire's School Readiness initiative.



**57%**

**Of children in Early Years achieved a Good Level of Development**

## Imagination Library (international literacy scheme founded by Dolly Parton)

This year a total of 34 children have benefited from the Imagination Library which targets 2, 3 and 4 year old children in care and aims to support their learning and help promote early childhood literacy. To promote home-school learning 16 settings also received the books alongside the children accessing the scheme. All children in care are eligible to be part of the scheme and when registered, receive a book every month.

In January 2019, the Imagination Library in the United Kingdom received funding to support all Looked After Children in England to join the scheme, this



has enabled North Yorkshire to increase the scheme to include children under the age of two to be registered for the first time.

The Virtual School Resource Book 2017 has been very well received by Early Years settings and professionals. This was supported by an Early Years Consultant and Vulnerable Learner Adviser from the Education and Skills team. The resource book provides a variety of ideas and activities that can be carried out at home or at the setting. Due to the interest this is now available for sale to other interested settings.

## Key Stage 1

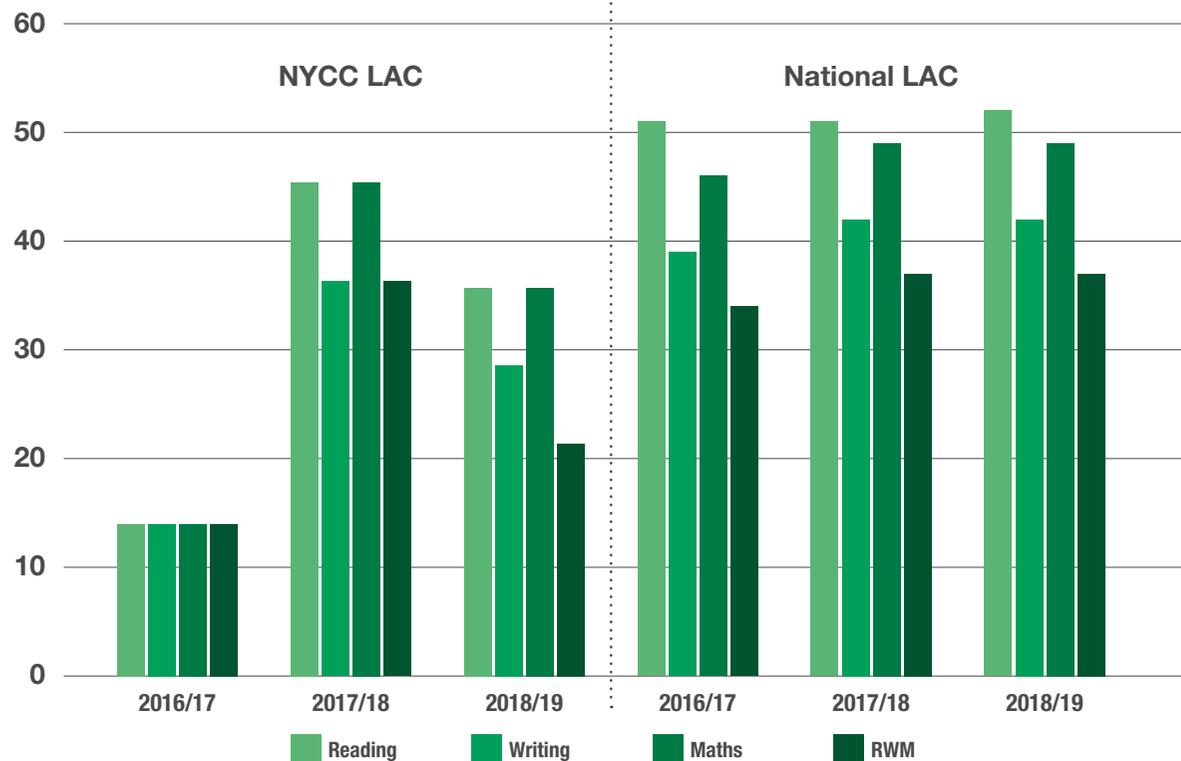
In 2018/19, a total of 14 pupils taking the Key Stage 1 assessments had been in care for at least 12 months as at 31st March 2019. Of these, 21.4% achieved the expected standard in Reading, Writing and Maths. Performance in this key stage continues to fluctuate.

On a subject level, LAC pupils in North Yorkshire have similar performance patterns to all comparator groups, with performance being best in Reading and Maths, but lower in Writing. An element of this may stem from a higher proportion of males in the cohort, and the significantly lower performance males tend to have, particularly in writing.

By comparison, the National average has remained consistent at 37%. The fluctuation in North Yorkshire is indicative of the impact that small cohorts can have on the percentage as 1 pupil will account for over 7% of the cohort, compared to nationally, where 1 pupil accounts for 0.036% of the cohort.

66.7% of Key Stage 1 pupils were attending a school judged as Good or Outstanding by Ofsted.

### Key Stage 1 LAC Attainment



14 children in care 12 months + as at 31st March 2018		National All Pupils		NYCC All Pupils		National LAC		NYCC LAC (arrows – direction of travel from last year)	
		2017/18	2018/19	2017/18	2018/19	2017/18	2018/19	2017/18	2018/19
Key Stage 1 (% achieving the expected standard)	Reading	75.4%	75.2%	74.8%	73.6%	51%	52%	45.4%	35.7%
	Writing	69.9%	69.2%	69.9%	67.8%	42%	43%	36.3%	28.6%
	Maths	76.1%	75.6%	76.1%	74.3%	49%	49%	45.4%	35.7%
	RWM	65.3%	64.9%	65.3%	62.4%	37%	38%	36.3%	21.4%

## Key Stage 1 To Key Stage 2 Progress

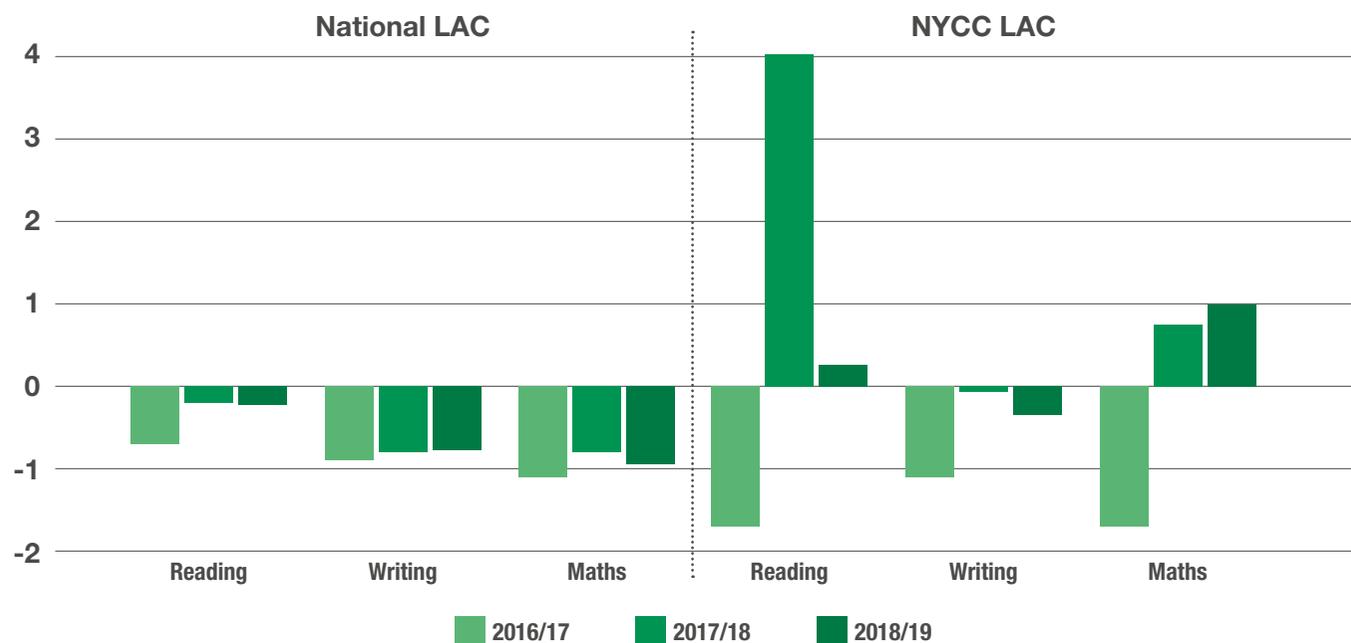
	National LAC		NYCC LAC (Coloured compared to National LAC)	
	2017/18	2018/19	2017/18	2018/19
Reading	-0.2	-0.22	4.03	0.26
Writing	-0.8	-0.77	-0.07	-0.35
Maths	-0.8	-0.95	0.75	0.99

Progress scores are a measure of how well pupils have progressed based on prior attainment. A score of 0 means pupils have made the expected progress, a positive score means they have made more than expected progress and a negative score means that they have made less than expected progress.

Looked After pupils in North Yorkshire made outstandingly good progress between Key Stage 1 and Key Stage 2 last year and this year performance has undoubtedly remained strong. Across each progress measure (Reading, Writing and Maths), LAC pupils in North Yorkshire **outperformed their peers nationally** during 2018/19. Although progress was slightly below expected in Writing (-0.35), North Yorkshire pupils still out-performed the national average (-0.77).

Progress measure between Key Stage 1 and Key Stage 2 is based on the progress made compared to other pupils with similar prior attainment, giving a more representative picture of the progress pupils have made, as the 'Progress 8' measure also does.

### Key Stage 1 to Key Stage 2 Progress



## Key Stage 2

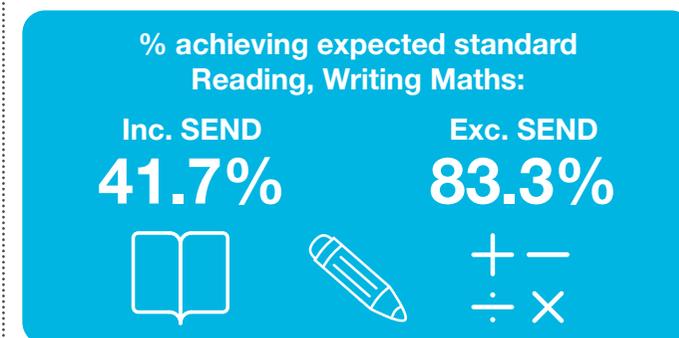
41.7% of Looked After Children in care for at least 12 months as at 31st March 2019 achieved the expected standard Reading, Writing and Maths, up from 33.3% during 2017/18. Key Stage 2 has been an area of focus recently for the Virtual School and the outcomes at Key Stage 2 in 2018/19 highlight the impact that this has had. As of 31st March 2019, there were 13 pupils in Year 6, who would be completing Key Stage 2. 7 (56%) had some form of Special Educational Need or Disability. If SEND pupils are removed from the cohort, we see the proportion achieving the expected standard increases to 83.3%. This is reflective of the difference in need of the cohort this year, particularly when we consider the high proportion of children in our cohort with Special Educational Needs or Disabilities, as well as highlighting how academically talented some of our young people are.

Although overall it is encouraging to see a high level of attainment in all 3 subjects, performance across individual subjects is somewhat more varied. The proportion achieving the expected standard in Maths (North Yorkshire: 61.5%) was notably higher than the national (51%), but fewer children achieved the expected standard in Reading (North Yorkshire: 38.5% / National: 49%) and Writing (North Yorkshire: 38.5% / National: 50%). The strength in Maths is likely to be a reflection of the increased focus on Maths of the Virtual School through SMART PEP targets and the use of Pupil Premium funded support.

It is pleasing to see that performance (41.7%)  amongst Looked After Children in 2018/19 was better than national average (36%) based on the proportion achieving the expected standard in Reading, Writing

and Maths. Compared to last year, the proportion of pupils achieving the expected standard across all 3 core subjects during 2018/19, had increased by 5.2 percentage points, from 33.3%, whilst the national average had increased by just 1.

72.7% of Key Stage2 LAC pupils attended a school judged as being either good or outstanding by OFSTED.



13 Children in care 12 months + as at 31st March 2018		National All Pupils		NYCC All Pupils		National LAC		NYCC LAC (arrows – direction of travel form last year)	
		2017/18	2018/19	2017/18	2018/19	2017/18	2018/19	2017/18	2018/19
<b>Key Stage 2</b> (% achieving the expected standard)	Reading	75.20%	73.2%	75%	72.9%	51%	49%	53.3%	38.5%
	Writing	77.60%	78.4%	74.2%	78.5%	50%	50%	46.7%	41.7%
	Maths	75.50%	78.5%	72.2%	76.7%	47%	51%	40%	61.5%
	RWM	64.8%	64.9%	62.1%	63.4%	35%	37%	33.3%	41.7%

## Key stage 4

36 children taking GCSEs in the summer of 2019 had been in care for at least 12 months as at 31st July in North Yorkshire, including 19 children with complex Special Educational Needs and Disabilities. Of the 36 pupils:

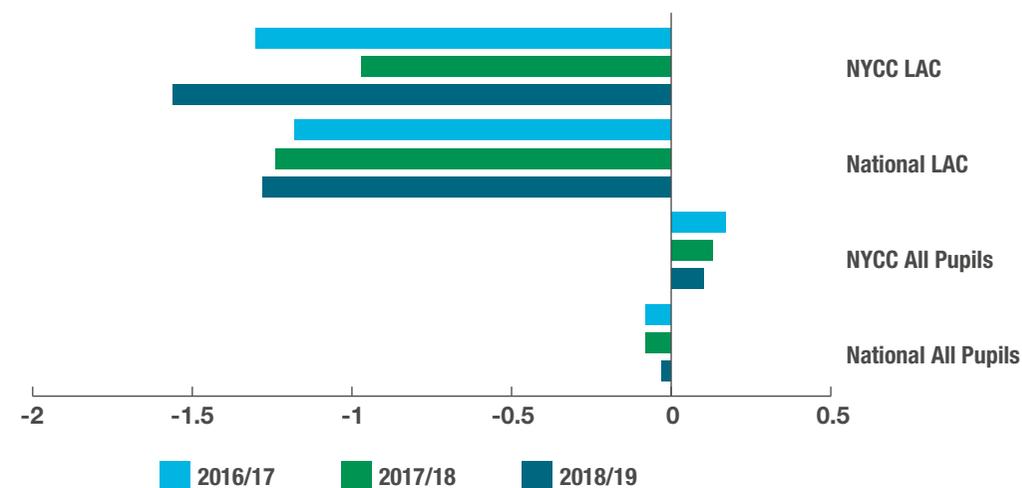
- 63.8% (n=23) attended a mainstream school (18 in County / 5 Out of County)
- 16.6% (6) attended 'Other' settings, including colleges or Alternative Provision (2 in County / 4 Out of County)
- 11.1% attended a Special School (1 in County / 3 Out of County)
- 8.3% (n=3) attended a Pupil Referral Service (1 in County / 2 Out of County)

Overall, as a cohort, performance has decreased compared to last year. In 2018/18, the average progress 8 score of LAC pupils in North Yorkshire was -0.97 (compared to -1.24 for LAC nationally). This year, the average progress 8 score was -1.56 (compared to -1.28 for LAC nationally).

We see a similar picture emerging with regard to the Attainment 8 scores of North Yorkshire pupils in care. Whilst the average Attainment 8 score of pupils nationally has remained relatively stable over the past 2 years, North Yorkshire's scores typically fluctuate as an indication of varying cohorts and the challenges of their individual needs.

It is worth bearing in mind that whilst this may appear to be indicative that LAC pupils are not attaining or progressing as well as Children in Care nationally, it is really more indicative of the difference in the levels of need, both physical, emotionally and academically on the micro, cohort-focused level – as demonstrated by the difference in scores within North Yorkshire over the past 2 years.

### Average Progress 8 Scores by group



### Average Attainment 8 Scores by group



36(45) Children in Care 12 months + as at 31st March 2018		National All Pupils			NYCC All Pupils			National LAC			NYCC LAC (arrows – direction of travel from last year)		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Key Stage 4	Average Progress 8 Score	-0.08	-0.08	-0.03	+0.17	+0.13	+0.10	-1.18	-1.24	-1.28	-1.29	-0.97 ↑	-1.56 ↓
	Average Attainment 8 Score	44.8	44.6	46.7	49.6	48.5	48.7	19.3	18.7	19.1	15	20.3 ↑	15 ↓
	% achieving 5+ Grade 4-9 inc. English & maths	61%	60%	60%	68.5%	64.6%	64.7%	17.5%	15%	15%	15.8%	16.7% ↓	8.3% ↓

Compared to last year, the proportion achieving Grade 4-9 in English and Maths has dropped from 16.7% last year to 8.3%. Given the hugely varying ‘starting points’ for children in care, it is advised to focus more on the Progress 8 and Attainment 8 scores rather than attempting to make meaningful assumptions about how the schools are improving outcomes for young people for these based on grade achievement. Some of these pupils, whilst they have not achieved the rigid and inflexible grades, may have made good progress based on their prior attainment, this will not be evident in these figures.

Analysis of the average duration of pupils in care completing Key Stage 4 exams in 2018/19 and whether they are meeting the age related levels of progress shows an interesting picture. We see that the average duration in care (as at 31st July 2019 (as a proxy for exam date)), we see that pupils who were making the appropriate ‘age related progress’ had been in care for almost 2 and a half years longer than pupils who were not making the ‘age related’ progress across any subject. This is indicative that the Virtual School is providing the right level of support to the children that they support, and that there is

likely to be a link between the duration in care and the longer-term outcomes of the child. It must be noted, however, that the needs of children vary greatly, and there are some children that, regardless of the level and appropriateness of their support, will never make ‘age-related’ progress due to SEND needs and/or the diverse impact of their early childhood experiences.

## Educated in county vs. out of county

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
In-County	6	12	11	7	8	12	14	16	25	31	17
Out of County	1	2	4	4	2	3	5	6	8	7	16

As the table above quite clearly shows, there are considerably more school aged Looked After pupils attending schools within North Yorkshire compared to those attending out-of-county schools. Children who are placed with Family & Friend Carers are more likely to attend schools outside of North Yorkshire. 35.8% of LAC children educated outside of North Yorkshire lived with a Family & Friend Carer, compared to just 12.2% of children educated in North Yorkshire Schools. Whilst children educated out-of-county are likely to have

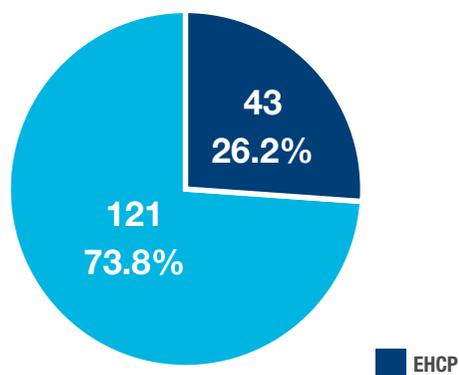
experienced a change in school, the placement with a family or friend foster carer will enable them to maintain the ever important links with their family network.

Slightly over a quarter (26.2%, n=43) of Looked After pupils educated within North Yorkshire had an Education, Health and Care Plan, compared to slightly under a third (32.8%, n=67) of those educated outside of North Yorkshire. Whilst this may have an impact on the attainment of the in-county and

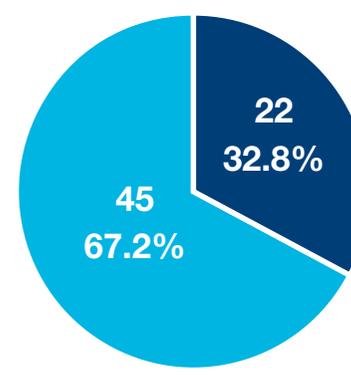
out-of-county cohorts, it is not entirely possible to prove this as the cohorts at each respective Key Stage are too small to be statistically confident.

Most of the children who are placed Out Of Area are within travelling distance and every effort is made to make sure that the support is equitable to those educated in North Yorkshire.

EHCP Breakdown - NYCC Schools



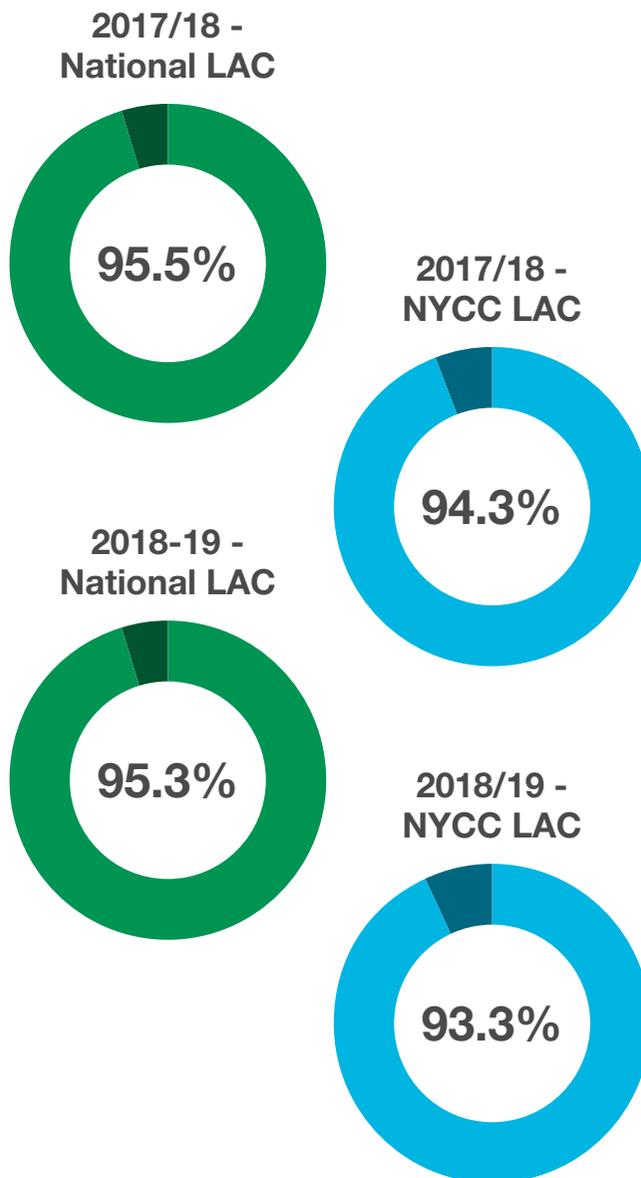
EHCP Breakdown - Out of Area Schools



## Attendance

Attendance for Looked after Children is often found to be lower than that of the whole school population. As with attainment, this is due to a plethora of needs – including; increased levels and complexity of needs, more vulnerabilities, emotional and mental health issues (including low self-esteem) that can make regularly attending school challenging, etc. It is within the remit and role of the Virtual School, to which they are dedicated, to provide Looked after Children with support to help them attend school regularly in order to maximise on their education. Due to the wide-range and varying intensity of factors that impact on Looked After Children’s attendance, this is not always an easy task and a broad spectrum of strategies are needed to support pupils.

In North Yorkshire, as can be seen on the charts, the attendance of North Yorkshire’s LAC pupils has seen a slight decrease from last year, down by one percentage point, from 94.3% (2017/18) to 93.3% (2018/19) which still remains broadly in line with national averages.



Although we have seen a slight decrease in the attendance rate, the Persistent Absence rate of children in our care has remained relatively static; during 2018/19, the persistent absence rate of children in care in North Yorkshire remains at 17%, in the previous year it was 17.2%.

It is worth noting, however, that whilst our attendance rate was lower than the national average in 2018/19, our Persistent Absence performance was better than the LAC National average, due to the bespoke arrangement made as part of Virtual School Not in 25 support. Last year we had a higher number of LAC pupils missing a lower number of sessions each, and this year we have seen a higher number of pupils each missing a larger number of sessions.

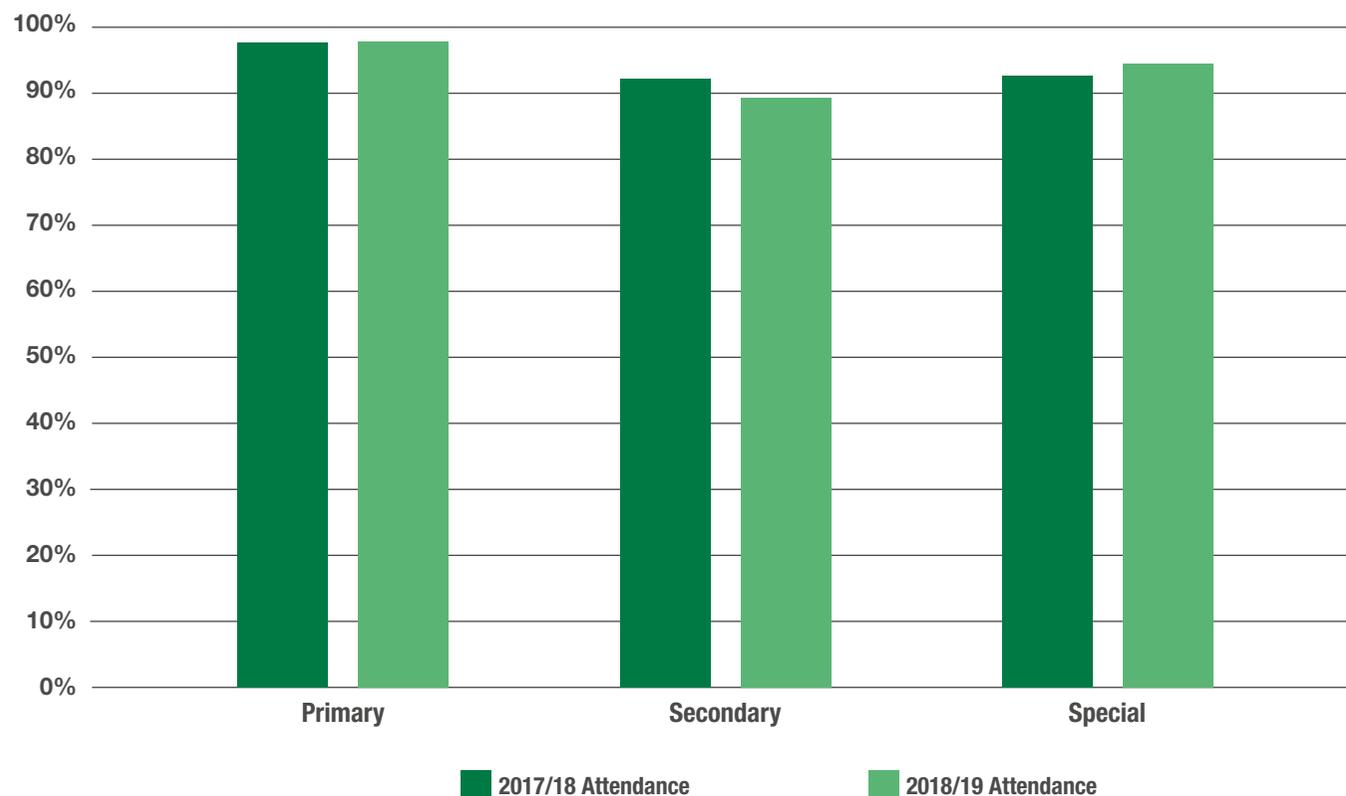
The profile of children in North Yorkshire’s care should be considered when analysing these attendance figures; in North Yorkshire, 61.2% of LAC children in the 12 months plus cohort have a Special Educational Need or Disability, compared to 55.9% nationally. We know that attendance rates for SEND pupils tend to be notably lower than their non-SEND counterparts.

For children in our care, we have seen an improvement in 2 out of the 3 phases of education that are regularly reported on. Primary School LAC attendance has increased from 97.6% in 2017/18 to 97.8% in 2018/19 and LAC pupils attending special schools' attendance has increased from 92.6% in 2017/18 up to 94.5% in 2018/19. Whilst our secondary attendance has declined slightly (from 92.1% in 2017/18 to 89.2% in 2018/19), it is worth noting that we try, where

possible, to keep even the most complex young people in mainstream schools if it is the best way to meet their needs. Whilst this does have implication on our attendance rates as we have several vulnerable young people who are on part-time timetables or struggle to attend schools, we are better able to support these young people in mainstream schools rather than placing them in residential provision, where their holistic outcomes are likely to be negatively impacted.

It is also worth noting that, whilst some authorities tend to place their most complex children out of county, North Yorkshire does not do this. As part of placement planning, we try to keep our children close to home, including those supported through No Wrong Door, where we can provide better support and oversight than if they were placed outside of the county.

### 2017/18 & 2018/19 LAC Attendance Rate



## Exclusions

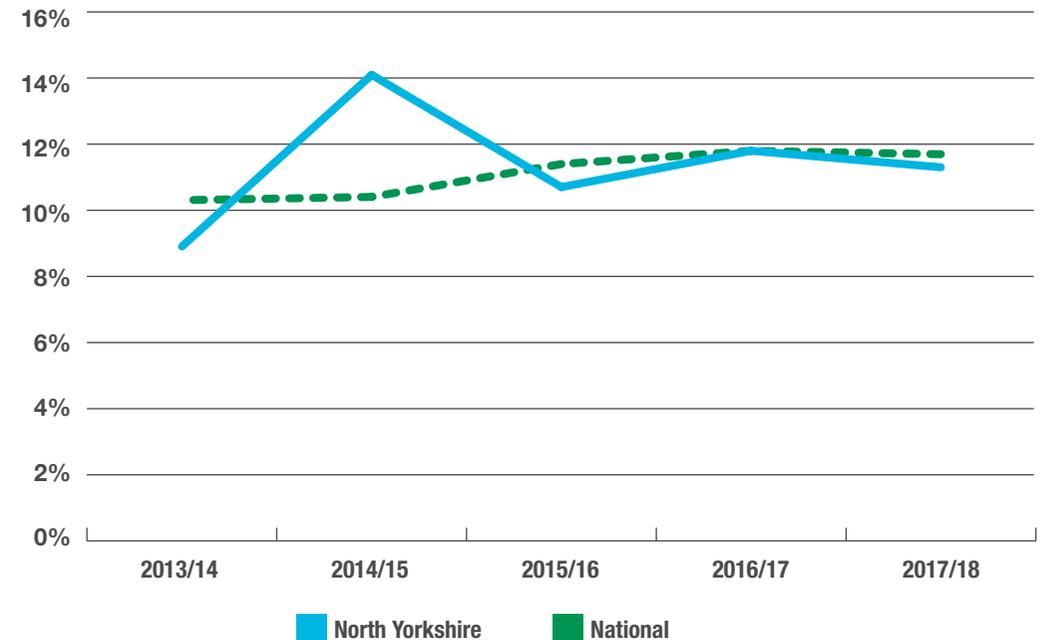
Nationally, care experienced children are more likely to be excluded than non-care experienced children. This is due to a range of factors that are more likely to impact upon behaviour at school, including increased emotional and mental health and well-being needs, instability leading up to entering care, placement moves etc.

Year	2016/17	2017/18
% of LAC with FTE in North Yorkshire	11.8	11.3
% of LAC with FTE in Nationally	11.8	11.7

Whilst finalised data for 2018/19 is not yet available, due to delays in reporting exclusions from the DfE to allow time for appeals to clear, it is encouraging to see that our rate of exclusion in for LAC pupils in North Yorkshire was slightly lower than national, having fallen in line with the national average the year before. Provisional, internal data, is indicating an increase in LAC exclusions for 2018/19, and addressing this remains a priority for the Virtual School.

North Yorkshire's LAC pupils have seen similar increases to national LAC pupils, in the proportion of pupils receiving one or more exclusions. Historically, North Yorkshire LAC have exclusions have remained broadly in line with National LAC.

**% of LAC with Fixed Term Exclusions**



**0**  
**Permanent Exclusions for LAC pupils since 2011**

On average, a permanently excluded pupil receives 8 fixed term exclusions in the 12 months before a permanent exclusion. With this in mind, it is somewhat to the Virtual School's credit that whilst 5 pupils have received 8 or more fixed term exclusions in 2018/19, none have been permanently excluded. Further to this, no North Yorkshire LAC pupils have been permanently excluded since 2011. To put this into context, over the same period we have seen the proportion of all North Yorkshire pupils permanently excluded more than double from 0.05% in 2010/11 to 0.12% in 2017/18. This highlights that, whilst the proportion receiving a fixed term exclusion has increased (indicating the levels of need of some LAC pupils), the Virtual School is effectively supporting schools to avoid resorting to permanent exclusion. Over the coming year, the Virtual School will aim to capitalise on its success in avoiding permanent exclusions and reverse the trend on fixed term exclusion seen this year.

## Post-16 Education – Year 12

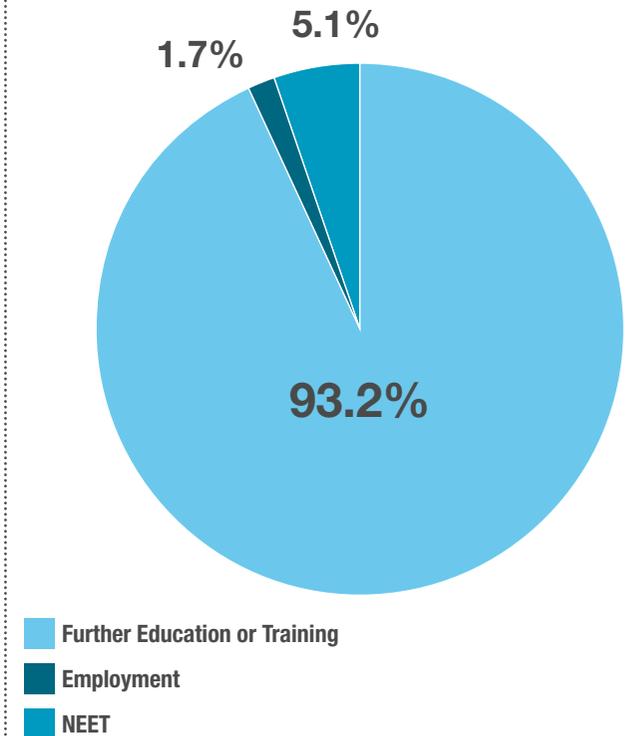
At the end of the 2018/19, there were 59 young people who were completing Year 11. As part of their transition from compulsory education, young people finishing year 11 have to state their intended destination for the following year, outlining what they intend to do. 55 of these pupils (93.2%) have progressed into full time education or training, 1.7% have moved into full-time employment and 5.1% are currently NEET. 11 of the pupils finishing year 11 at the end of 2018/19 were Unaccompanied Asylum Seeking Children, all of whom have gone on to further education.

Through their time in post-16 education or training, the Virtual School will continue to support Care Experienced young people. Youth Mentors work closely with the young person, their Social Workers and educational settings to ensure that the needs of vulnerable and

disadvantaged learners are met and supported as they progress towards independence and establishing careers. In this context, it is particularly pertinent that the aspirations of young people form a core of the support we provide them and this focuses on the longer-term outcomes. The Virtual School continues to maintain close links with the Opportunities Team\* to establish links and find opportunities for Looked After Children seeking to advance their further education or engage in meaningful education or training.

*\* The Opportunities Team is an innovative team, introduced through the Partners in Practice extension of No Wrong Door, whose focus is finding and supporting training, employment and accommodation opportunities for Care Leavers.*

### Post-16 Destinations - Years 12s starting 2019/20



**59** young people completed Year 11 in August 2019



**55** (93.2%) are going to progress in further education or training



**1** (1.7%) have entered full-time employment



**3** (5.1%) are NEET or 'unknown'



## Post-16 Education – Year 13.

There are 63 young people in North Yorkshire's Care who will be starting Year 13 in September 2019. A vast majority (77.8%) are continuing with further education. A further 7.9% are undertaking apprenticeships and 4.8% are in full-time employment. Just 7.9% of the young people in care that would be starting Year 13 in 2018/19 are not in Education, Employment or Training (NEET).

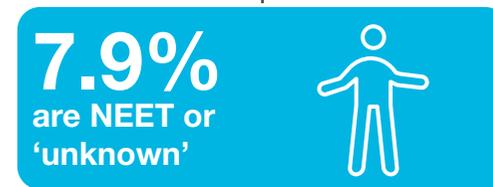
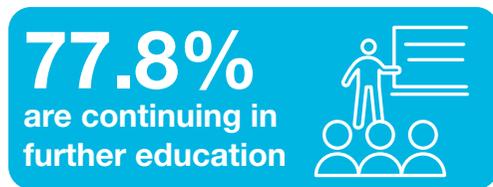
Overall the number of young people who are NEET is low but the Virtual School recognises the importance of supporting these Young People into meaningful education and employment. The Virtual School works in partnership with the Opportunities Team via No Wrong Door and Leaving Care to ensure that we identify Young People in need of support and make

referrals to the Opportunities Brokers to provide bespoke education, employment and training offers.

The Virtual School also works alongside Prospects, Aspire and the Princes Trust who deliver training, work and life skills support to 15-24 year olds, both 1-1 and in groups to suit the needs of the young person. Early identification of young people who may become NEET is crucial in delivering support in a timely manner – this would be identified in a young person's PEP as an area of concern. The Virtual School attend and monitor PEPs to monitor progress of all Young People age 16-18, including those who are NEET. Where a young person is NEET, the emphasis is on ensuring there is evidence of support being offered to facilitate a return to Education, Employment or Training. The Post-16 PEP

is an effective method of ensuring that young people are accessing the 16-19 bursary as vulnerable learners. The bursary is paid via Central Government to schools and colleges and is used to support learning through funding of course costs such as equipment and travel.

In response to feedback from the Young People's Council, the Virtual School has added information regarding Further Education and Post 16 options onto its website and this will continue to be added to in due course.



## Section 2: Activity of the Virtual School

It is well understood and widely accepted that children who enter care often have more complex needs than their non-care experienced peers. As a result, the educational outcomes for Looked after Children nationally are notably lower than non-care experienced pupils. It is recognised that the traditional academic routes are not always appropriate to support children who are looked after by the authority and are likely to have a lower 'starting point' than other pupils. The Virtual School, therefore, provides a varying range of support packages to Looked after Children across the whole spectrum of academic life to support them both within the school environment and beyond, ensuring that these children and young people have the best possible start to life.

### Early Years

The Virtual School Resource Book 2017 has been very well received by Early Years settings and professionals. This was supported by an Early Years Consultant and Vulnerable Learner Adviser from the Education and Skills team. The resource book provides a variety of ideas and activities that can be carried out at home or at the setting. Due to the interest this is now available for sale to other interested settings.

As mentioned previously, this year a total of 45 children have benefited from the **Imagination Library** which targets 2, 3 and 4 year old children in care and aims to support their learning and help promote early childhood literacy. To promote home-school learning, 16 settings also received the books alongside the children accessing the scheme. All children in care are eligible to be part of the scheme and when registered, receive a book every month.

### Reading Together – Oxford University REES Centre Reading Project

The book-gifting and paired reading research known as 'Reading Together' is working with Foster families in North Yorkshire. Having completed a small pilot in West Sussex with 10 children in care 7-9 years, the main roll-out to 540 children in care aged 7-9 is underway between May and October 2019, of which North Yorkshire children will be involved. In essence, the children get three free book packs at an appropriate level and mostly of their choice. Foster carers get a handbook on paired reading supplemented by video material, on-line and other resources. For one third of the children the child gets the books and their carers get the handbook, for another third of children the

foster carers receive face-to-face training in paired reading in addition to the books and handbook, the final third are the control group but will get the books and the carers' handbook at the end of the trial.

The research will test all the children's reading accuracy, comprehension, vocabulary and attitudes to reading before and after the intervention and a sub-group of both children and foster carers will be interviewed. It has now been funded as a collaborative research project between Queens University Belfast and the Rees Centre at the University of Oxford. More information can be found here: [www.qub.ac.uk/sites/readingtogether](http://www.qub.ac.uk/sites/readingtogether)

### Learning Homes and Caring Schools

Virtual School training aims to improve a wide range of outcomes for NYCC LAC and Care Leavers. Through Designated Teacher training, schools and settings are increasing in confidence in relationship based Trauma Aware approaches so that the children can achieve accelerated progress.

Training is designed for foster carers, Mocking Bird carers and residential home workers to champion education in the home.

Virtual School want all children to feel a sense of belonging in school and home. Training includes, Attachment and Trauma aware, Emotion coaching and Adverse Childhood Experiences.

Schools are sharing many aspects of effective developments within their schools e.g. relational behaviour policies, meet and greet and nurturing provision.

## Attachment and Trauma Aware School's Project

The Virtual School has continued to use pupil premium plus funding to further extend a secondment opportunity for one FT Educational Psychologist. The focus of this work will be to continue to train school in attachment and trauma. The 'Attachment Aware' project provides free full school training to schools in the areas of Attachment, Trauma and Recovery, as well as Emotion Coaching. Schools agree to complete an audit to support organisational development and to be involved in an action research project. This involves applying a bespoke evidence based project, designed to begin to embed trauma informed practice in their school. On successful completion of the project, schools are awarded a certificate giving 'North Yorkshire Attachment Aware' Status. 44 schools are on board with the project and of those, 24 have completed the full project and have been awarded Attachment Aware status.

Five NYCC schools are now part of the National Attachment "Timpson Project". Mowbray School have been shortlisted for the Special Education, PRU & Alternative Provision category. The winners of each category will be announced at the ARC Annual Conference on 21 November 2019 in Birmingham at the Birmingham Events and Conference Centre.

Virtual School North Yorkshire is leading the Northern Region Emotion Coaching UK delivery and we have a NY school obtain the Emotion Coaching Organisation Award from Emotion Coaching UK and we have had a school short listed for the National Attachment Research Community good practice award in this area. Virtual School North Yorkshire lead the North East Interest Group for Emotion Coaching UK. We have welcomed National Lead Louise Gilbert on two occasions and the response from schools was very positive.

The Attachment Aware Schools project has been designed and delivered by Marianne Doonan and Dr Clare Stephens, Senior Practitioner Educational Psychologists (EPs) for North Yorkshire County Council, funded by the Virtual School. The project is available to Primary, Secondary and Special schools in NYCC where at least one Looked After Child is on the school roll, and comprises of three stages:

1. Attachment Aware Settings Audit - 'Attachment Aware Schools Audit Tool' is completed by SLT in consultation with whole staff, to focus on what training may be needed.
2. Delivery of two whole school CPD sessions
  - 'Attachment, Trauma and Recovery' – raising awareness of the impact of trauma on the development of children and young people.
  - 'Emotion Coaching' Training – an accessible, high empathy, high guidance approach, focusing on adult support and self-management.
3. Bespoke Action Research Project
  - Each primary school is provided with three problem-solving workshops, facilitated by an Educational Psychologist, mostly using an emotion coaching approach to embed Emotion Coaching within the setting and promote the development of 'Emotion Coaching Champions'.
  - Each Secondary school is provided with three sessions for key adults, facilitated by an EP, mostly using a 'Circle of Adults' model.

## Online and Virtual Learning

The Virtual school continues to use a wide variety of online a virtual learning platforms to deliver support to learners. Using a variety of platforms enables learners to engage in a way that best suits them and meets their needs. This is vital to improve outcomes for the children we support as we know that each child learns in a different way.

### Nimbl

We continue to purchased 20 licences. Every Asylum seeker was sent a licence which gave them access to an online ESOL course. The feedback from a carer was that it was easy to use and offered additional support to the learning that was going on in the home and at college. The tablets were used for a variety of learners, from SATs to GCSE support.

We continue to receive positive reports from all users of Nimbl. One of our children was the highest user of the system in the country.

### Nisai and TLC

Nisai and TLC are virtual learning platforms where the YP can be taught by a teacher online at a time to suit them.

We have used Nisai and TLC to support young people who are out of school and waiting for a school place or young people who are refusing to go to school for whatever reason. The young people can still access a teacher, virtually, on a laptop for Maths and English. Pupils in Dovedale and Stepney Road residential settings have accessed these online learning platforms.

### GCSE Pod

We have ten licences for GCSE pod these are issued to our year 11 pupils who do not have access to this online revision platform already through their school. We receive weekly reports of how much the young people are using the GCSE revision portal and close to the time of the exams we remind carers and young people to use the pods. We receive weekly reports of the usage and last year one of our users was the one of the highest users of GCSE pod in the country.

## Children's University

The Virtual school has recently launched a joint venture with the University of Hull to create '*The Children's University Trust for the Virtual School*'. The first scheme of its kind in the country, the scheme looks to encourage and celebrate participation in extracurricular activities inside and outside of school.

Research shows that participation in extracurricular activities positively impacts attainment, self-confidence and resilience. Children that do not

have access to these opportunities often fall behind and often fail to develop career aspirations. The '*Children's University*' ([www.childrensuniversity.co.uk](http://www.childrensuniversity.co.uk)) is a charitable Trust that provides opportunities for children between the ages of 7 and 14 to participate in extracurricular activities with the aim of developing a 'love for learning' in children from disadvantaged backgrounds who are less likely to have access to such extracurricular activities.

The Virtual School sought to create a Children's University scheme for children living in a North Yorkshire Foster Family home after a child in foster care's school joined the original Children's University Scheme operating in Scarborough, but other foster children living in the same family home were unable to as they attended different schools. Therefore, the Virtual School decided to establish a scheme in which all children living in a foster family home could participate alongside their birth or foster siblings regardless of which school they attend.

## Virtual School Trips

The Virtual School offered various activities from February half term until the end of the school holidays and a calendar of proposed events was sent out to carers at the beginning of the year. The trips were all very successful and new friends were made and old friendships rekindled. The age range was 4 to 16 to target all key stages.

**York Trip** - the Autumn half-term saw a day out in York for Key Stage 1 and Key Stage 2. After a train journey the group walked to the Yorkshire Museum and had a great time with the interactive exhibits and dressing up. After lunch in the museum there was a short walk to York Opera House to see the Horrible Histories – Awful Egyptians where the young people thoroughly enjoyed being scared.

**Yorkshire Wildlife Park** – the Easter holidays saw a Virtual School trip for younger children to the Yorkshire Wildlife Park. All the children had a great time and made new friendships. One of the young people who had never been on one of our activity days previously said “It’s been the best day ever!”.

**Bewerley Park** - the first day of the Summer holidays started with a day at Bewerley Park for Key Stage 3 and 4. Staff and young people alike enjoyed a day’s activities which included climbing, gorge scrambling and canoeing.

**Edinburgh Residential** – an overnight visit to Edinburgh proved very popular with the train arriving in Edinburgh just in time to get to the Castle for the 1 o’clock gun salute. After a very warm afternoon in the castle the group had a quick visit to the hotel before tea at Pizza Express. The youngest, most inquisitive,



of the children chatting to the chef and being given the opportunity to make his own mini pizza to take away. After another walk around the city seeing the sights the young people were very tired and after a night’s sleep and a good breakfast it was a short walk past the Scottish Parliament to Dynamic Earth, which everyone thoroughly enjoyed and found extremely interesting.

**The Deep** – staff and young people travelled down to The Deep in Hull and had a great day seeing all the sea life and learning all about our seas and oceans.

**Scarborough Beach Day** – the last week of the holidays was a day on Scarborough beach for rock pooling, paddling, beach games, body surfing and beach art supported by Outdoor Education staff from East Barnby. Feedback was that body surfing was the most popular. A foster carer emailed her thanks and said “K had a fantastic day and we hope there’s other fun days going to be planned again soon.”



## Unaccompanied Asylum Seeking Children

The Virtual School Youth Mentor Lead has taken the portfolio lead to engage, represent and advocate for UASCs, which will enhance monitoring and tracking of progress within this specific group of young people. The Virtual School Youth Mentor Lead will attend the Council multi-agency group and works closely with the English as an Additional Language and Gypsy Roma Traveller (EAL GRT) Service around provision and training. The English as Additional Language specialist teachers provide 1-1 sessions when the UASC first arrive and then assist in choice of school and school transition. Virtual school and MEA Team are jointly delivering training to Foster carers. Virtual School encourage attendance of UASC at all events and consultations.

Specific training is also held for foster carers of UASCs, including 2 events delivered by Moia Wood of the EAL GRT Service focusing on how foster carers can more effectively support the learning and language development of the young person in the home. The portfolio lead also delivered some training on UASC at one of the Designated Teacher events. The Virtual School has purchased two blocks of 50 hours from the EAL GRT Service to enable newly arrived UASCs to receive tuition in English while they are waiting for a school or college place. 12 UASCs have benefited from these lessons in this academic year.

UASCs have been encouraged to attend Virtual School activity days and consultation events and have also been invited to activity events organised by No Wrong Door as well as those organised by the Virtual School. This includes 4 UASCs who attended the Virtual School activity days at Bewerley Park during the summer. The UASCs were also invited to the Virtual School graduation event, of which 4 attended and received certificates of their achievements.

During the 2018/19 Academic Year there were 14 new arrival UASCs. Of these, 6 were placed in local schools, 5 were placed in local colleges, 3 arrived very late in the summer term and were provided English Lessons with a tutor. In addition to these pupils, there were 17 UASCs who had previously been placed in the care of NYCC and are receiving an education.

## Virtual School Graduation Ceremony

The Virtual School held its 9th Annual Graduation Ceremony for young people finishing Year 11, Post 16 and University Graduates who are in Care or Care Leavers at the Allerton Court Hotel on 17th July. Eighteen young people attended, along with guests, County Councillors and the NYCC Staff who have supported them. Everyone was welcomed by Julie Bunn, the Virtual School Head, and each young person's achievements were celebrated, being awarded their scrolls by Stuart Carlton,

Director of CYPS. The last young person to receive an award on graduating university spoke, Keeley Clayton gave an inspirational talk on her journey from coming into care until her employment as a Social Worker with NYCC two days previously. Craig Bradley, That Poetry Bloke, also spoke, entertaining all and wrote a poem for the day called Shine:

*In the distance,  
perhaps the far distance,  
I see a speck of light,  
a pinpoint of brightness  
that deepens a darkness around it*

*As I stand and stare  
and stare some more,  
the light softens,  
widens, floods, until the room  
is empty, full of light*

*I stand, blinking, in full sun  
in a light so bright  
you can taste it,  
I taste also the possibilities  
it offers up – goals, ambitions,  
achievements, chances, shadows & secrets*

*It's your turn now  
to soak up the light  
to step out of the shadows  
to be at one with the sun  
to be who you are  
who you will be  
it's your turn now  
to Shine*

## Virtual School Resource Panel

**Achievement Awards** – 126 achievement awards were sent out amounting to a total of £2275. The majority of these were £15 for those nominated to the monthly panel but 47 were awarded to the Year 11s for achievements in their secondary education. These started at £10 going up to £50 for those who had achieved the highest success in their exams.

**Positive Activities Fund** – 34 young people benefited from PAF with £4544.20 being allocated through the year. The amount allocated ranged from £25 up to £200 with 14 receiving the maximum allowed per year. The applications included swimming lessons, a camera, equipment for Duke of Edinburgh awards and one child taking up karate and ballroom dancing lessons.

**ICT** – 26 young people who didn't have access to ICT equipment for their education were provided with a laptop, laptop bag and software, with a further young person being awarded £250 towards other equipment. These can be split into year groups, Year 10 – 3, Year 11 – 5, Year 12 – 12, Year 13 – 2 and 5 Care Leavers. Of the 27 these included 8 UASC.

**Pupil Premium Top Up** – there were 120 Top up forms requests to cover such things as alternative tuition, 1:1 support and exclusion provision.

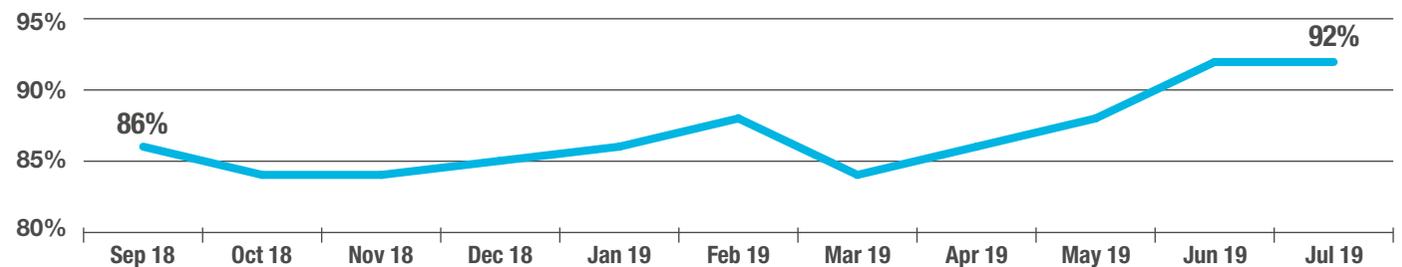
Two Ridings Community Fund – Education Travel Award – there was one successful application to the TRCF. The young person was awarded £500 towards travel to support her and her foster carer with the associated travel costs of being a member of the British Dressage Team. She was also awarded £200 from the PAF fund for safety equipment necessary for her to reach her potential.

## Personal Education Plans (PEPs)

The Virtual School is responsible for ensuring that all Looked After Children have a Personal Education Plan completed three times a year, aligning with the terms of the academic year. This enables us to focus on the current needs and aspirations of the child/ young person, accurately monitoring progress (both academic and 'small-step') and remain in-tune with changes that happen both at school and at home.

With the move to a termly PEPs the Virtual School, Social Workers and Designated Teachers face fresh challenges in ensuring that PEPs are completed on time. This being said, we have seen a marked improvement over the course of this year, with the proportion of children with an up-to-date PEPs increasing from 86% at the end of September to 92% at the end of July. It is worth noting that the completion of PEPs fluctuates throughout the year for many different reasons and can, at times, be quite challenging. In part, this is due to the significant administrative effort that is involved for the PEP process. With this in mind, the Virtual School has commissioned an ePEP (electronic Personal Education Plan) from eGov Digital. This will make the process of completing PEPs more efficient and gives a platform for tracking attainment, monitoring attendance and overseeing the allocation of Pupil Premium. The ePEP will connect social care and education on one platform, meaning that at the PEP meeting the focus will be on the needs of the young person and PEP completion rates should continue to improve.

**% of eligible LAC with an up-to-date PEP**



# Strengths and Difficulties Questionnaire

As well as focusing on and supporting the education factors of Young People's lives, the Virtual School also has a responsibility for working with wider Children & Families Services and partner agencies to ensure that the emotional and mental health needs of young people in care are being supported. Part of this responsibility includes ensuring that eligible children & young people (children aged 4 to 17 who have been in care for at least 12 months) are completing Strengths & Difficulties Questionnaires (SDQs). North Yorkshire's performance over the past year has reduced slightly regarding SDQs is consistently strong, with 83.2% of eligible children

completing an SDQ within the required timescales compared to 91.1% at the same point last year. The average score for SDQs in North Yorkshire at the end of June 2019 (closely aligning with the end of the 2018/19 academic year) was 14, showing consistency in the average scores across the past few quarters.

Where children have a raised SDQ score, support is available through the Healthy Child Programme and for children with a significantly raised SDQ there is support available through defined Children and Adolescents Mental Health Service pathway for

Looked after Children with emotional or mental health needs. Additionally, the results of an SDQ will be used by the child's case holder and the Virtual School to directly inform support planning for the child.

The Virtual School is working with the Mental Health Project from the Anna Freud Centre to improve the mental health and well-being of Looked After Children, this will also feed into the ePEP tool to provide a holistic view of the child's needs.

## Up-to-Date SDQs and Average Scores



## SENDCo

The SENDCo (Special Educational Needs and Disabilities Co-ordinator) in the Virtual School is to support and advise Head teachers and School SENDCos in determining the strategic development of SEN Policy and provision. Schools most often reach out to the Virtual School when things aren't going well for a young person; when they are struggling to support or contain them. We support them to find a solution often found amongst the expertise of their own staff members, but when this can't be found, we drive forward a plan for better support; for an Alternative Provision or guide them through the SEN processes and paperwork to obtain funding for a greater level of SEN support or Educational Health Care Plan. This involves working closely with our colleagues in the Inclusion Service, Special schools and Alternative Provisions, such as SEND, Country Classrooms or East Barnby. Alongside this, the SENDCo supports the Virtual School staff and the carers, parents and social workers (corporate parents) and Residential Children's Home staff, who are travelling on the SEN journey with their child or

young person. Together we advise, support and drive the School in overseeing the successful day-to-day operation of the school's SEN policy, including;

- Supporting the identification of Looked After Children (LAC) with special educational needs, this may be personally observing the child.
- Coordinating provision for LAC with SEN.
- Liaising with parents/carers/social workers of LAC with SEN.
- Liaising with other providers, outside agencies, educational psychologists and external agencies
- Tracking and monitoring the progress of LAC with SEN.
- Ensuring there are high quality teaching interventions with adequately qualified and experienced staff for LAC with SEN.
- Developing the SEND provision in the school further which subsequently helps non-LAC children in the school who have and don't have SEN.

On average, nearly a fifth (1 in 5) of children in any school are likely to have some kind of special educational need. However, the majority of children in the Virtual School, have some degree of Social, Emotional and Mental Health need; most commonly, Attachment Disorder, resulting from the abuse they have suffered which led to them being taken into care. Some children have developed Physical Disabilities and Developmental Disorders such as FAS Foetal Alcohol Syndrome. One third of the children in Virtual School has an EHCP; meaning their Special Need is so debilitating and affects them every moment of the day which requires additional support. We help the Head teachers both recognise and support the School's staff and SENDCO and the VS team and we can be involved in making decisions about staff deployment and use of resources for LAC with SEN (including funding and the use of pupil premium).

## Pupil Premium

Virtual School NYCC publishes regular guidance for schools on the distribution and effective use of pupil premium plus in conjunction with regular consultation with teachers at PEP meetings, and training and Leadership events.

- From April 2018 Virtual School Heads received £2,300 of government funding annually for every Looked after Child / Young Person, on their Virtual School roll.
- Funding will continue to be calculated on a termly basis based on the school the pupil is on roll at the start of each term.
- Schools can expect to receive funding in instalments, upon receipt of a provision map detailing how the PP+ will be spent.
- If a child in a North Yorkshire school is in the care of another Local Authority, then the payment will come from that Local Authority.
- The Education for Looked after Children (ELAC) Virtual School will both monitor how the Pupil Premium is spent and share examples of good practice.

- Schools in England attract the Pupil Premium for children adopted from care or who left care under a Special Guardianship Order (SGO) providing they are recorded on the School Census. Schools will also attract the Pupil Premium for children who left care under a Residence Order (RO). However, schools will need Parents and Guardians to inform them about their child's circumstances and provide supporting evidence.

The school's Designated Teacher for LAC should be aware of the Pupil Premium budget that the school receives for Looked after Children and be able to demonstrate how effectively it has been used for each child.

## Using the Pupil Premium Plus effectively to improve attainment

Schools are encouraged to be creative in their strategies to meet a child's assessed needs:

- Schools will need to ensure that they use the Pupil Premium Plus in ways which make a positive impact on the educational attainment and progression of each child for which it is intended.
- Schools in collaboration with the Virtual School Head teacher can decide how the Pupil Premium can be spent, however the process is managed by the Virtual School Head. It is good practice for schools to further consult with carers, social workers, and, most significantly, the individual child to ensure it is used to support the education the child needs and deserves to help them succeed in life.
- Targeted intervention is very successful for many children and 1:1 support or small group work with teaching or teaching assistant support would be high on the list of effective ways to use Pupil Premium Plus in raising attainment and aspirations. The EEF Sutton Toolkit is recommended as an evidence based tool.

For children whose attainment is better than their peer group, consideration can be given to strategies targeted at those considered 'gifted and talented' or providing opportunities they might not otherwise receive.

Funding of up to £1,900 annually, paid in termly instalments, per Looked after Child is allocated by the Virtual School Head NYCC to the establishment where the pupil is on roll at the start of each term. In instances where NYCC has commissioned an educational residential placement at an Independent Special School, the Pupil Premium is included within the overall arrangements

The final spring term instalment of £634 depends on the school satisfying the Virtual School Head that a number of criteria have been met. These include:

- Has the Designated Teacher undertaken termly monitoring of the education section of the PEP?
- Can the Designated Teacher itemise and demonstrate how the Pupil Premium funding has been spent and the impact that it has made on the individual? (including whole school strategies and the individual's pupil premium spend)
- Is the Pupil Premium being used effectively to ensure the individual child makes progress?

A final payment may, therefore, not be paid for all Looked after Children. Any payment not allocated to schools was redistributed to areas of high need or to assist those in care accessing alternative provision. We have encouraged schools to look at evidence based approaches and to consider how the pupil premium plus can be used most effectively to support looked after children. Schools account for this spend on the pupil premium mapping contained within the Personal Education Plan.

School Leaders support the retention of £400 of the PP+ to fund additional centrally managed support and top up funding arrangements are in place and managed through Virtual School Resource Panel.

- 1 FTE Educational Psychologist to deliver the Attachment Aware Schools programme.
- Alternative packages for pupils at risk of dis-engaging from learning
- Bespoke re-integration packages
- Rainbow Readers and Imagination library
- 1-1 and small group curriculum support
- NCER/NEXUS/NOVA
- Designated Teacher Training Resources

## Growing up in North Yorkshire

Every 2 years students attending schools in North Yorkshire in Year 6, Year 8 and Year 10 are asked to completed the '**Growing up in North Yorkshire**' (GuNY) survey. The survey seeks to obtain the views, experiences and opinions of pupils across a broad range of issues from health and education, to home life and activities including risk-taking behaviour. The survey findings are broken down by various groups to allow decision makers to make informed decisions based on the needs and lifestyles identified for various groups in the survey. Amongst these are a number of groups of vulnerable or disadvantaged learners, including Looked after Children.

The following draws on the results of the GuNY survey to provide an overview of the experiences of Looked after Children at Primary School and Secondary School. The figures in brackets are for all respondents to the survey to provide a comparison to the Looked after Children's Scores.

## Youth Participation

The Head and members of the Virtual School support the consultation days arranged by the Young People's Council. The Virtual School deliver sessions to explore young people's experiences of care, paying close attention to education – particularly what works well and what needs to be improved.

The head of the Virtual School also receives the Your Voice information and uses this to inform changes to their service and helps them decide what they need to further consult care experienced young people on. In addition to this, the Virtual School head also attends the monthly Young People's Council meetings when requested to inform the group on what changes to the service have been made as a result of what young people have told them. This process not only ensures that the voice of young people is directly influencing service delivery and development, but also ensures that the Virtual School is held to account and that changes are made based on the views of young people.

## Promoting higher education aspirations for Looked after Children

The new role of the Post 16 PEP champion aims to drive attainment and achievement forward, unlocking opportunity through education. The PEP champions will endeavour to attend the majority of post 16 PEPs and have been allocated education establishments in order to build relationships with their teams, maximising potential and increasing prospects for young people through the higher education pathway. All PEP champions will ensure that careers guidance given by educational establishments is of a high quality and individual, ensuring accuracy and appropriateness and all young people will be expected to have a careers action plan from Year 10. Higher education will be discussed as early as possible to foster and nurture aspirations. The possibility of access courses, foundation degrees and full degrees will be included in educational conversations with young people and their carers at PEP meetings where appropriate. The PEP champions will be informative about the support that NYCC offers its care leavers before turning 18 to enable young people to make informed choices about their onward education. The Leaving Care team offers extensive support around university applications and attendance, young people need to be aware of this support before their transition to this team.

The Virtual School attended the Leaving Care Team away day to forge links and exchange knowledge to promote higher education aspirations. The NYCC HE flyer has been updated and distributed to Leaving Care Teams and LAC teams. The higher education lead has had discussion and given advice around individual cases regarding higher education. Links continue to be made with local universities, in conjunction with the Leaving Care Team, to enable promotion and support for care leavers. There have been two taster events, one at the University of Hull and one at the University of York and York St. John University. These events were for looked after young people and care leavers only, focusing on the emotional and financial support that is on offer. These days gave a broad view of courses available and enabled potential higher education students to have their questions answered in a small and supported group, together with having the opportunity to look round the universities and student accommodation.

## The University cohort 2018-19

In September 2018, there were 25 young people in Higher Education:

- 1 on an Access Course,
- 1 on a Foundation Course
- 23 Undergraduates

By the end of the year, 2 young people had deferred their placement for a year and one had left university completely as they were not enjoying it. One Care Leaver returned to do their final placement in their Social Work degree after taking time out to have a baby, and has since secured a job within a local safeguarding team. There were a variety of courses undertaken by the students over a wide geographical area, these include Midwifery, Geology, Business Studies History & Politics, Nursing, Criminology & Psychology Business Management, Social Work, Film TV & Radio and Zoology, being studied at a variety of locations including Hull, Teesside, Suffolk Leeds, York, Staffordshire, London and Aberystwyth.

There were 14 new higher education starters this year, of which 6 were aged 20 years or over at the start of their course.

## Leaving Care and the Virtual School

Leaving Care has been working alongside the Virtual School much more closely over the past 12 months to provide a higher level of support for care experienced young people transitioning to independence. This closer working has ranged from hosting and supporting Virtual School and Leaving Care events, to jointly producing films for children coming into foster care right through to supporting individual young people. Both the Virtual School and the Leaving Care Service, along with the wider Looked After Children's Service, have also worked closely with the District Councils in North Yorkshire to ensure that the promises made within the Looked After Children and Care Leavers' Strategy are implemented properly.

The Leaving Care Team (including the Opportunity Team) and the Virtual School have also been working hard to support our young people in attending university open days. Working collaboratively to promote and support university open days for children in care and care leavers is ensuring a co-ordinated response, enabling the best use of resources to raise the aspirations and ambitions of young people.

## Virtual School Training

The provision of training is one of the Virtual School NYCC duties, by providing training on Looked after Children issues, we can make a real difference to Quality first teaching of children in care. Virtual School provide training to schools and settings, social workers, IROs, foster carers, designated teachers and governors, LA teams.

We run local Designated Teacher forum meetings and contribute to Primary and Secondary Forum, Collaboratives and SEND/Inclusive Education and Education and Skills training events. Updates and other information are disseminated through briefing papers and on our website, we also provide bespoke training and support to individual schools and settings.

Virtual School Training as CPD has included

- Attachment and Trauma
- Adverse Childhood Experiences
- FASD, Executive functioning
- Motivational Interviewing
- Signs of Safety
- LGBT training
- SEND Training
- Safeguarding, CSE, Dark Web, Contextual Safeguarding, Criminal exploitation

# Duties to previously Looked After Children

## How do we meet our duty towards previously looked after children?

Virtual School NYCC carefully complies with the statutory guidance from 2018 which arose from the Children and Social Care Act 2017, to provide information and advice to parents, carers and educators or to signpost this.

Support to parents is on an individual case basis responding to queries and request for advice to ensure that their child is accessing the right support from the right person/service at the right time.

Virtual School have provided training through Designated Teacher events and through Pupil Premium and vulnerable learner training for teachers and governors. We have supported schools with their new duties and have provided awareness raising sessions including information around Adoption support, how to use and report impact of Pupil Premium plus and recent research around Adverse Childhood Experiences. From September 2018 we have allocated the DFE additional funding provided to local authorities, to increase capacity within Virtual School Locality teams, with dedicated time to support the education of previously looked after children. The Virtual School Locality teams have close working

relationships with the Adoption Support Team. A Virtual school team member now sits on the Adoption panel and the Virtual School Head has attended regional forums providing training to panel members and Adopters. The Locality team capacity aims to develop a sustainable offer for previously looked after pupils through partnership building with support agencies and wider teams to raise the profile of this cohort of children. We have the benefit of the provision of advice and information on previously Looked After cases provided by our attached Educational Psychologist.

Training has been provided to Children and Families Extended Leadership teams so that all teams are aware of the priority which must be given to this cohort around school admissions and the effective use of Pupil Premium plus in the school budget.

## How many previously looked after pupils are there?

According to the January 2019 Census, there are currently 580 previously looked after children on roll in NYCC schools:

- 407 previously looked after children are on the roll of a Primary School
- 144 previously looked after children are on the roll of a Secondary School
- 29 previously looked after children are on the roll of a Special School

The Virtual School is aware that not all adoptive parents will want schools to record the post care status of all children, the data available is a reflection of those who have chosen to share the information.

Previously looked after children are not on the roll of Virtual school NYCC, we do not have a duty to monitor their progress or attainment.

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

## Care experienced funding for financial year 2018 to 2019

Schools will receive £2,300 for any care experienced pupil:

- identified in the January 2018 **school census** or the **alternative provision census** as having left local authority care as a result of:
- adoption
- a special guardianship order
- a child arrangements order (previously known as a residence order)
- and who has been in local authority care for 1 day or more



# Appendix A: Summary of the Outcomes for Children Looked After SFR

Please note, some figures will have been rounded to the nearest 5 by the DfE. Where the figure/proportion would represent fewer than 5 children, the DfE redacts this data.

## Key Stage 1 – 2 progress

Average Progress Score Reading	2015/16		2016/17		2017/18		2018/19	
	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn
North Yorkshire	20	-3.1	14	-1.7 ↑	13	4 ↑	12	0.26 ↓
Yorkshire & Humber	320	-0.8	340	-0.8 →	330	-0.7 →	360	-0.31 ↑
National	2570	-0.5	2790	-0.7 ↑	2900	-0.2 ↑	3,190	-0.32 ↓

Average Progress Score Writing	2015/16		2016/17		2017/18		2018/19	
	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn
North Yorkshire	20	-1.7	14	-1.1 ↑	2960	-0.1 ↑	12	-0.35 ↓
Yorkshire & Humber	330	-0.5	350	-0.8 ↓	330	-0.9 →	360	-0.54 ↑
National	2660	-1	2830	-0.9 ↑	13	-0.8 →	3,190	-0.77 →

Average Progress Score Maths	2015/16		2016/17		2017/18		2018/19	
	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn
North Yorkshire	20	-5.3	14	-1.7 ↓	2900	0.8 ↑	12	0.99 ↑
Yorkshire & Humber	330	-1.4	340	-1.3 ↑	320	-0.6 ↑	360	-0.71 ↓
National	2600	-1.3	2780	-1.1 ↑	13	-0.8 ↑	3,190	-0.95 ↓

## Key Stage 2

% Achieving Expected Standard Reading	2015/16		2016/17		2017/18		2018/19	
	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn
North Yorkshire	20	53%	15	40% ↓	15	53% ↑	12	38.5% ↓
Yorkshire & Humber	350	39%	360	44% ↑	350	46% ↑	360	46% →
National	2,820	41%	3,010	45% ↑	3,130	51% ↑	3,190	49% ↓

% Achieving Expected Standard Writing	2015/16		2016/17		2017/18		2018/19	
	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn
North Yorkshire	20	47%	15	-	15	47% ↑	12	38.5% ↓
Yorkshire & Humber	350	47%	360	46% →	350	47% →	360	46% ↓
National	2,820	46%	3,000	47% →	3,130	49% ↑	3,190	49% →

% Achieving Expected Standard Maths	2015/16		2016/17		2017/18		2018/19	
	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn
North Yorkshire	20	32%	15	-	15	40% ↑	12	61.5% ↑
Yorkshire & Humber	350	40%	360	45% ↑	350	45% →	360	51% ↑
National	2,820	41%	3,000	46% ↑	3,130	47% ↑	3,190	51% ↑

% Achieving Expected Standard RWM	2015/16		2016/17		2017/18		2018/19	
	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn
North Yorkshire	20	32%	15	-	15	-	12	41.7% ↓
Yorkshire & Humber	350	25%	360	30% ↑	350	34% ↑	360	35% ↓
National	2,820	25%	3,000	32% ↑	3,120	35% ↑	3,190	37% ↓

## Key Stage 4

Average Progress 8 Score	2015/16		2016/17		2017/18		2018/19	
	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn
North Yorkshire	30	-0.81	15	-1.29 ↓	32	-0.97 ↑	36	-1.56 ↓
Yorkshire & Humber	420	-1.16	380	-0.97 ↑	440	-1.15 ↓	570	-1.11 →
National	3770	-1.14	3,870	-1.18 ↓	3,980	-1.2 ↓	5,410	-1.28 →

Average Attainment 8 Score	2015/16		2016/17		2017/18		2018/19	
	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn
North Yorkshire	35	23.8	19	15 ↓	42	20 ↑	36	25 ↓
Yorkshire & Humber	500	21.4	460	20.1 ↓	520	18.6 ↓	570	20 ↑
National	4890	22.8	5,010	19.3 ↓	5,130	18.9 ↓	5,410	19.1 →

## Appendix B – Virtual School Roll by NC Year

NC Year	Number of Pupils
1	12
2	21
3	18
4	16
5	12
6	21

NC Year	Number of Pupils
7	27
8	27
9	37
10	41
11	49
Year 12	69
Year 13	16

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