

Virtual School Annual Report 2017-2018



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

We will:

- 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 2017/18 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:

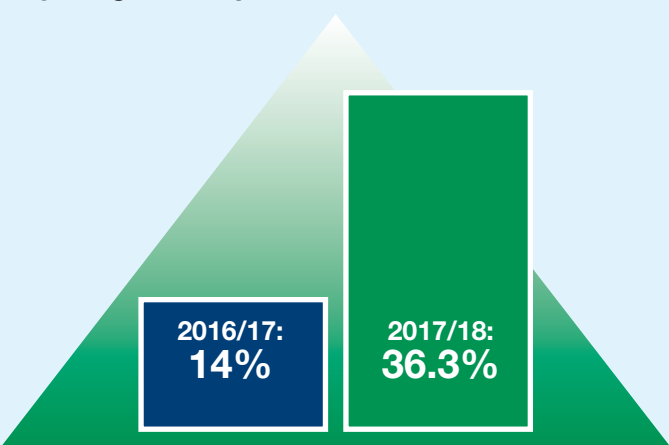
- Providing training and resources to schools and other settings
- Directly supporting children and young people
- Organising events and trips to encouraging disadvantaged learners to make the most of their education

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.

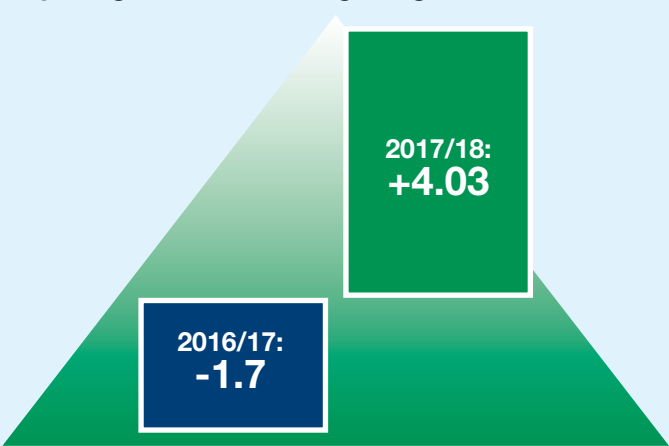
The impact of the continuing support and dedication of the Virtual School can be seen in the direction of travel of attainment and progress across all Key Stages this year for children who have been in care for at least 12 months. It is important to note that cohort sizes fluctuate and therefore, results are variable, making analysis more difficult. Since 2016/17 North Yorkshire's LAC pupils in Key Stage 1 have made considerable progress in closing the gap against the national out-turn for the proportion of LAC achieving the expected standard in Reading, Writing and Maths (RWM). At the end of 2016/17, North Yorkshire performed considerably below the national average, by the end of 2017/18, North Yorkshire's performance was in line with the national average (which itself had improved compared to 2016/17).

Considerable improvements have also been made regarding progress based on prior attainment between Key Stage 1 and Key Stage 2. Last year, North Yorkshire's average progress scores for Looked After pupils lagged behind the national average scores. This year, however, average progress was not only better than LAC nationally, but was better across almost all areas than all North Yorkshire pupils. Reading was a particularly strong area. The average progress score for NYCC LAC in Reading was 4.03, compared to -0.2 for national LAC and -0.3 for all pupils in North Yorkshire.

NYCC LAC
Key Stage 1 – Expected Standard - RWM



NYCC LAC
Key Stage 1 to 2 Reading Progress



The impact of the Virtual School on Looked After pupil's progress continues to be seen at Key Stage 4. Nationally, both average Looked After Children Progress 8 and Attainment 8 Score fell during 2017/18 (Progress 8 from -1.18 to -1.24 and Attainment 8 from 19.3 to 18.7). In North Yorkshire, however, we have seen the average Progress 8 score improve from -1.29 in 2016/17 to -0.97 and the average Attainment 8 score has improved from 15 to 20.3.

It is not just attainment and progress where the impact of the Virtual School is visible. Recent analysis has highlighted that the support of the Virtual School contributes to a 57% reduction in the number of fixed term exclusions received by Looked after Children, along with a reduction of approximately one third in the number of LAC pupils excluded. LAC pupils at both primary school and secondary school have better attendance than North Yorkshire pupils as a whole. Furthermore, no child in our care has been permanently excluded since 2011.

It is not just through compulsory schooling that the Virtual School are supporting disadvantaged pupils to be ambitious and aspirational. The Virtual School provides support to care experienced young people engaged in further education and training. Over the coming year, 57 of the 58 pupils who finished year 11 in 2017/18 will be engaging in further education or training in one form or another. The Virtual School, along with the Youth Mentors and Opportunities Team will continue to support these young people to help make their ambitions and aspirations realities.

Despite all the encouraging progress that has been by pupils completing each of the Key Stages in 2017/18, Looked after Children are, inevitably, disadvantaged by their previous life experiences through no fault of their own. Despite the hard work, dedication and support of the Virtual School overall attainment remains below their non-care experienced peers. For this reason, it is crucial that the Virtual School continues to work closely with other services and rally around the Looked After Children and Care Leavers Strategy to support these disadvantaged young people to have opportunities and ambitions we would want for our own children.

**Reduction in fixed term exclusions
following admission to care**

-57%

Contents

Purpose and role of the Virtual School.....	5
Challenges for the Virtual School	7
How will we measure progress?.....	7
National and local context – Overview of children in care in North Yorkshire	8
Good and Outstanding Schools.....	9

Section 1 –

Attainment of Looked After Children	10
Early Years.....	10
Imagination libraryw	10
Key Stage 1	11
Key Stage 1 to Key Stage 2 Progress	12
Key Stage 2	13
Key Stage 4	14
In County Vs. Out of County	16
Attendance	17
Exclusions	18
Post-16 Education.....	20
Post-16 Leavers	20

Section 2 –

Activity of the Virtual School	21
Early Years.....	21
Rainbow Readers	22
Attachment Aware	22
Online and Virtual Learning	23
Nimbl	23
Nisai and TLC.....	23
GCSE Pod	24
Children’s University.....	24
Virtual School Trips.....	25
Unaccompanied Asylum Seeking Children.....	25
Virtual School Graduation Ceremony.....	26
Personal Education Plans (PEPs).....	27
Strengths & Difficulties Questionnaires (SDQs).....	27
Pupil Premium	28
Using the Pupil Premium Plus effectively to improve attainment	28
Growing Up in North Yorkshire.....	30
Youth Participation	31
Promoting Higher Education aspirations for Looked After Children	31
The University Cohort 2018-19	32
Leaving Care and the Virtual School.....	32
Virtual School Training.....	33

Duties to Previously Looked After Children..... 33

How do we meet our duty towards previously Looked after Children?	33
How many previously looked after pupils are there?.....	34

Funding for financial year 2018 to 2019..... 34

Appendix A:

Summary of the Outcomes for Children Looked After SFR.....	35
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Purpose and Role of the Virtual School

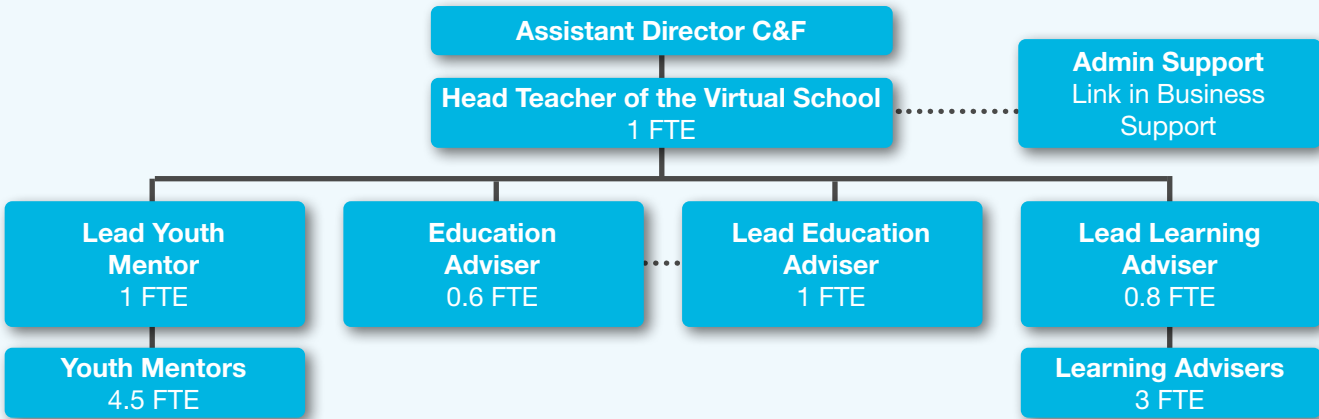
The core purpose of the Virtual School in North Yorkshire is to raise the educational achievement of Looked after Children, promote their emotional well-being and improve the life chances of a traditionally vulnerable group of young people. The Virtual School strives to achieve this by providing support 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 effected 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);

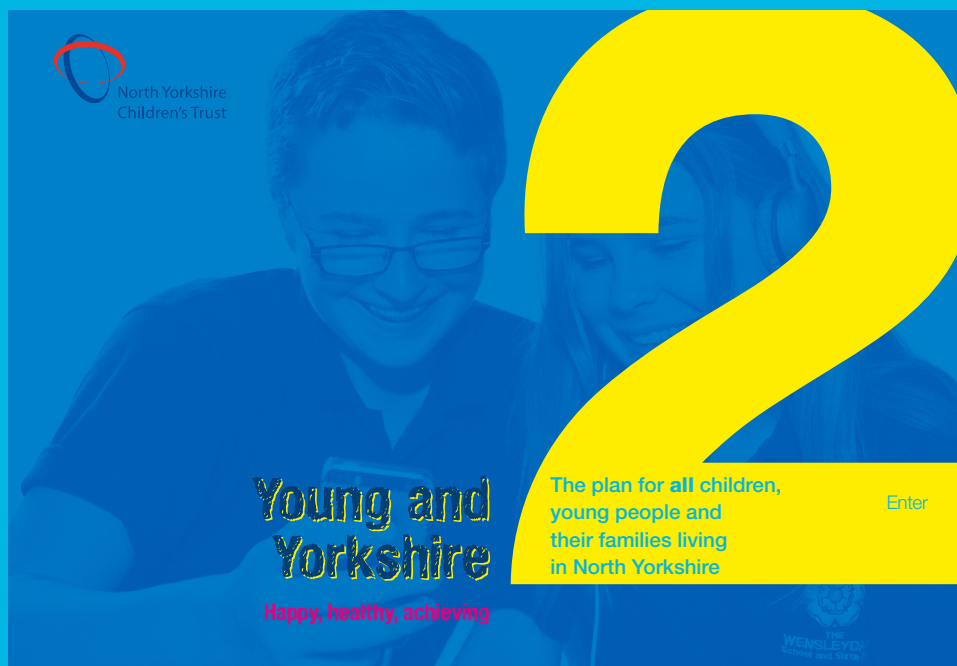
- Ensuring Special Educational Needs or Disabilities (SEND) are identified and supported appropriately;
- Ensuring that the emotional, mental and physical health needs of children in care are understood and supported;
- Providing training to schools to enable them to better support the varying needs 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 provide 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 2017-18



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.

Our Priorities:

1. Empower families to be resilient and economically secure
2. Protect those at risk of harm
3. Encourage fun, happiness and enjoyment of life

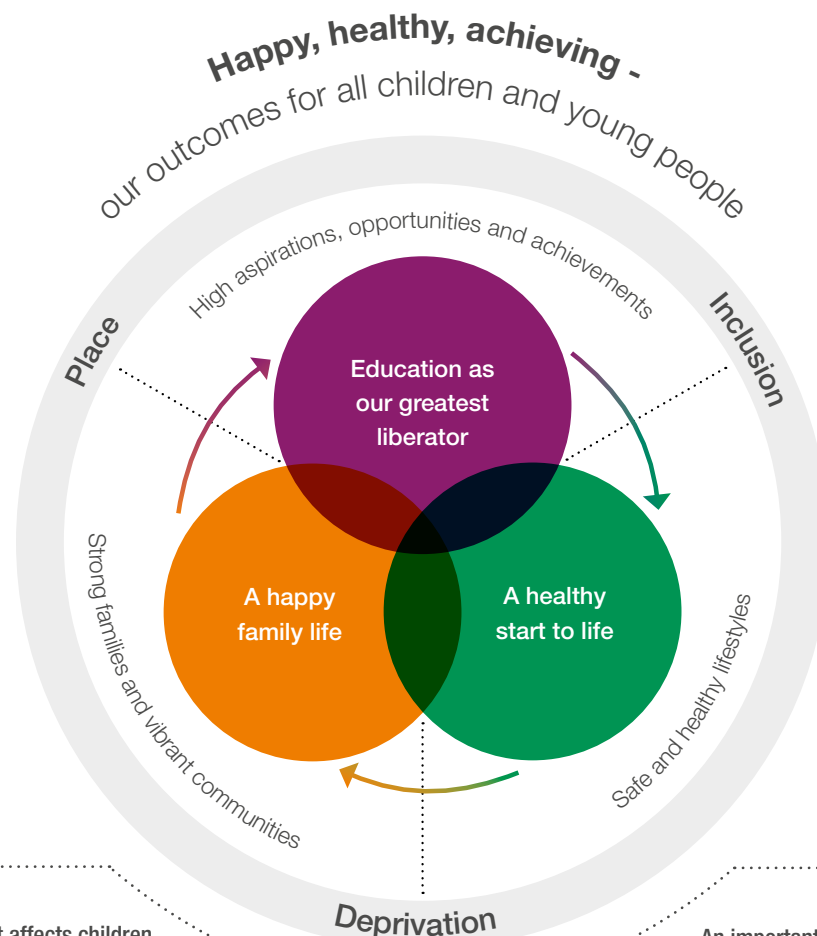
Happy

4. Promote health and wellbeing through positive choices
5. Improve social, emotional and mental health and resilience
6. Reduce health inequalities

Healthy

7. Ensure children have great early years
8. Raise achievement and progress for all
9. Equip young people for life and work in a strong North Yorkshire economy

Achieving



How we know we've made a difference:

Happy

- 90% of LAC said that they were happy (scoring 6 or above on a scale of 1 to 10).
- 87% of LAC said they feel safe where they live now.
- 98.9% have an up-to-date SDQ
- The average SDQ score is 14

Healthy

- 84% of LAC said there was nothing about their health that worried them
- 85.3% had an up-to-date Health Assessment
- 82.3% had an up-to-date Dental Assessment

Achieving

- Average KS1-2 Progress – Reading: +4.03 (better than expected)
- Average KS1-2 Progress – Writing: -0.07 (slightly below expected)
- Average KS1-2 Progress – Maths: +0.75 (better than expected)
- Average Progress 8 Score: -0.97 (slightly below expected)

Our key considerations

We have agreed that our overall approach to everything we do that affects children, young people, their carers and their families will be guided by the following principles:

- Celebrate diversity
- Listen and involve
- Think family and community
- Work creatively and innovatively in close partnership
- Prevent problems beginning or escalating

Our approach in all that we do...

An important feature of Young and Yorkshire 2 is that we will challenge ourselves to take into account the following three key considerations at all times, especially where they raise uncomfortable questions or issues that we must work together to address:

Place - We will tackle differences based on where people grow up

Inclusion - We will recognise and meet the needs of diverse groups of children and young people

Deprivation - We will confront material deprivation to improve life chances

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

Health and Wellbeing	Youth Voice	Youth Participation	Working Together	Ambition for Children	Safeguarding and Permanence	Transitions
To act in the best interest, and promote the physical and mental health and wellbeing, of children and young people	To encourage looked after children and young people to express their views, wishes and feelings	To take into account the views, wishes and feeling of looked after children and young people	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	To promote high aspirations, and seek to secure the best outcomes for looked after children and young people	For looked after children and young people to be safe, and have stability in their home lives, relationships and education or work	To prepare looked after children and young people for adulthood and independent living

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 are 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 and local context – Overview of children in care in North Yorkshire

437

Children in Care in
North Yorkshire at
31st March 2018



289

Children in Care
for at least 12 months
at 31 March 2018

211

were of
compulsory school age

13

were in Early
Years Provision



136

Live with in-
house Foster Care

41

Live with
Friends & Family
Foster Carers



13

were in Early Years

62

were of Primary School age

149

were of
Secondary School age



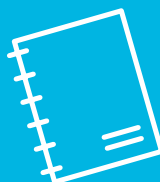
84.9%

of pupils were in
a Good or Outstanding School
(where school has a rating)



69 (31.7%)

pupils had an Education,
Health and Care Plan



164 (75.2%)

attended schools in-county

54 (24.8%)

attended out of county
schools



82.2%

of pupils had an
up-to-date Personal Education Plan



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, although we have recently seen the number of children in care

increase from 425 children at the end of March 2017 to 437 at the end of March 2018. This gives North Yorkshire a rate of 37.3 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, 98.8% 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.

Over 3 in every 4 (77.4%) Looked after Children of compulsory school age attended a school judged by Ofsted to be either good or outstanding. Amongst Primary School pupils this was 81.4% and amongst Secondary School pupils this was 71.7%. Whilst this is lower than the overall figures for North Yorkshire (84.6% of Primary school pupils and 79.1% of secondary school pupils), it is worth noting that a large number of children in our care enter care from, and are placed in, the Scarborough district and within this district there are fewer good or outstanding schools than elsewhere in North Yorkshire. The Virtual School continues to work with the schools to ensure that support is available and provided to these help support disadvantaged pupils and raise their ambitions and aspirations. Many of the schools in the Scarborough district are also benefitting 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.



School Type	Inadequate	Requires Improvement	Good	Outstanding	Not yet rated
Primary	2.3%	9.3%	74.4%	7%	7%
Secondary	12%	6.5%	56.5%	15.2%	9.8%
Special	0%	5%	60%	35%	0%
Total	7.7%	7.1%	61.9%	15.5%	7.7%

Section 1: Attainment of North Yorkshire's Looked after Children

In line with the DfE's methodology, 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 2018.

Early Years

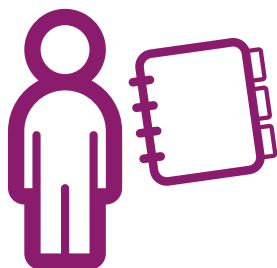
25% of North Yorkshire Looked after Children completing Early Years Foundation Stage, who had been in care for at least 12 months as at 31st March 2018 (4), achieved a 'Good Level of Development'. Of the pupils in this cohort, 50% were receiving Special Education Needs (SEN) Support from the Enhanced Mainstream School (EMS) and 25% were in the process of a referral for SEN Support. It is worth noting that these young people will not have been of compulsory school age when they became Looked After, and therefore may not have been enrolled at a setting to receive early year's provision until they became Looked After.



25%
achieved Good Level
of Development



50% were
receiving SEN
support from EMS



25%
referred for
SEN support

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



This year a total of 45 children have benefitted 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.

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.

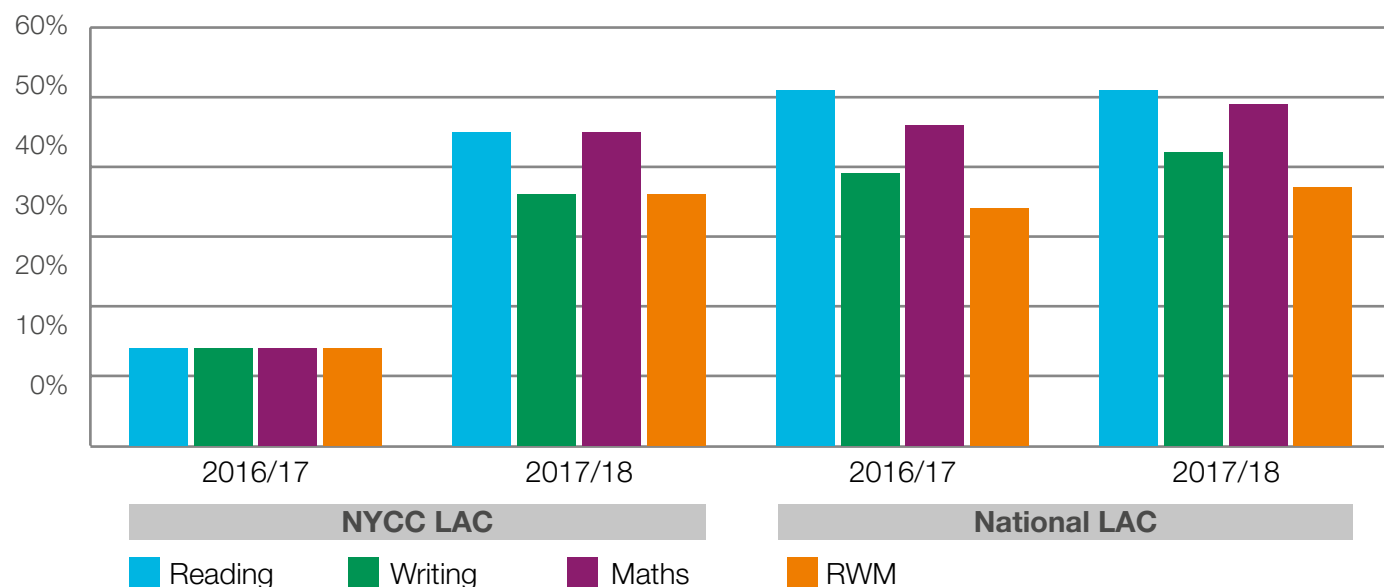
Key Stage 1

In 2017/18, there were 11 pupils at the end of Key Stage 1 who had been in care for 12 months as at 31st March 2018. It is encouraging to report that performance this year has improved considerably compared to last year. In 2017/18, 36.3% of Key Stage 1 pupils achieved the expected standard in Reading, Writing and Maths, this is a considerable jump from the 14% who achieved the expected standard in 2016/17. The increase in the proportion of NYCC LAC pupils achieving the expected standard has narrowed the gap between North Yorkshire LAC and the national LAC from 20% in 2016/17 to just 0.7% in 2017/18.

During 2017/18 fewer pupils achieved the expected standard in Maths compared to Reading or Writing, with 36.3% achieving the expected standard compared in Maths compared to 45.4% in Reading and Writing. The Virtual School will focus on SMART targets for Maths in the Key Stage 1 PEPs, it is worth noting, however, that North Yorkshire is not alone and this trend is reflected both amongst North Yorkshire overall school population and the National LAC and all pupil figures.

100% of Key Stage 1 pupils attended a school judged as either good or outstanding by OFSTED.

Key Stage 1 LAC Attainment



NYCC Vs. National LAC

2016/17 **-20%**

2017/18 **-0.7%**

11(7) 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	2016/17	2017/18	2016/17	2017/18	2016/17	2017/18
Key Stage 1 (% achieving the expected standard)	Reading	75.6%	75.4%	74.7%	74.8%	51%	51%	14%	45.4%↑
	Writing	68.2%	69.9%	67.7%	69.9%	39%	42%	14%	36.3%↑
	Maths	75.1%	76.1%	74.1%	76.1%	46%	49%	14%	45.4%↑
	RWM	63.7%	65.3%	62.2%	65.3%	34%	37%	14%	36.3%↑

Key Stage 1 to Key Stage 2 Progress

There has been remarkably strong progress made by pupils finishing Key Stage 2 in 2017/18. Average scores across all three progress measures (Reading, Writing and Maths) has been above the average progress score for LAC children nationally. With the exception of Writing, North Yorkshire's LAC pupil's average progress scores were notably better than the average progress scores for all North Yorkshire pupils.

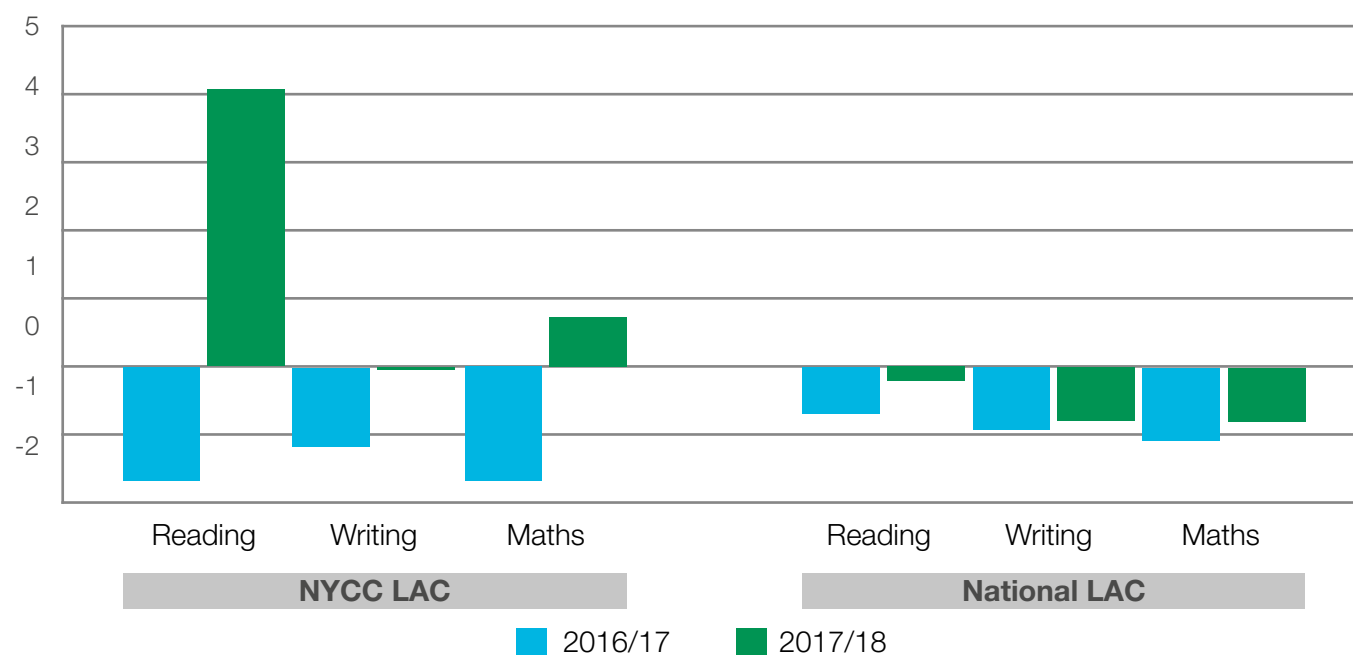
Progress measures between Key Stage 1 and Key Stage 2, as with the 'Progress 8' measure, is based on the progress made compared to other pupils with similar prior attainment, giving a more representative picture of the progress pupils have made.

The considerable difference between the 2016/17 and 2017/18 average progress scores (particularly in reading), when compared with the same figures for LAC pupils nationally, is indicative of the increased support that the virtual school is providing to ensure that disadvantaged learners in North Yorkshire are able to make the most of their education.

	National LAC		NYCC LAC (Coloured compared to National LAC)	
	2016/17	2017/18	2016/17	2017/18
Reading	-0.7	-0.2	-1.7	4.03
Writing	-0.9	-0.8	-1.1	-0.07
Maths	-1.1	-0.8	-1.7	0.75

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.

Key Stage 1 - Key Stage 2 Average Progress Scores 2016/17 - 2017/18



Key Stage 2

During 2016/17 North Yorkshire's performance at Key Stage 2 fell in line with the national average – in North Yorkshire 31.2% achieved the expected standard in Reading, Writing & Maths, compared to 32% nationally, leaving a gap of just 0.8% between North Yorkshire and the national average. In the last academic year, however, the disparity between North Yorkshire and the national average has grown considerably at Key Stage 2, with the gap increasing to 15.7% for the proportion achieving the expected standard in Reading, Writing and Maths as a result of national results improving. During 2017/18, 33.3% of North Yorkshire LAC achieved the expected standard, compared to 49% nationally.

Although the proportion achieving the expected standard in Reading, Writing and Maths has reduced, 2017/18 has seen positive progress in the proportion achieving the expected standard in Reading (increasing from 43% in 2016/17 to 53.3% in 2017/18) and in Writing (increasing from 31.2% to 46.7%). Maths, amongst LAC and amongst our broader school population continues to be an area where we struggle to make progress on last year (40% compared to 46% in 2016/17). Key Stage 2 SMART PEP targets in Maths will be a focus for Virtual School and use of Pupil Premium funded support will be monitored.

As at 31st March, there were 17 pupils in Year 6, who would be completing Key Stage 2. Of these pupils, 3 (17.6%) had a Special Educational Need or Disability). Of the whole cohort 33.3% achieved the expected standard, including 3 pupils with SEND – if SEND pupils are removed from the cohort then we see the proportion achieving the expected standard remains stable at 33.3%. It is indicative of the impact that supporting SEND has at this level that the results remains consistent whether they are or are not included.

82.4% of Key Stage 2 LAC pupils attended a school judged as being either good or outstanding by OFSTED.



% achieving expected standard
Reading, Writing and Maths:

Inc. SEND 33.3%

Exc. SEND 33.3%

17(16) 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	2016/17	2017/18	2016/17	2017/18	2016/17	2017/18
Key Stage 1 (% achieving the expected standard)	Reading	71.5%	75.2%	71.1%	75.0%	45.0%	5.0%	43%.0	53.3% ↑
	Writing	76.3%	77.6%	75.0%	74.2%	47.0%	50.0%	31.2%	46.7% ↑
	Maths	74.9%	75.5%	71.4%	72.2%	46.0%	47.0%	46.0%	40.0% ↓
	RWM	61.1%	64.9%	58.7%	62.1%	32.0%	35.0%	31.2%	33.3% ↑

Key Stage 4

45 children in year 11 (taking GCSEs and equivalent in 2017/18) had been Looked After by North Yorkshire for at least 12 months as at 31st March 2018. Of these, 16 had an Education, Health and Care Plan. Whilst LAC pupils in Key Stage 1 and Key Stage 2 are more likely to be in mainstream education, North Yorkshire's Key Stage 4 LAC pupils are more broadly spread in terms of provision – in part this is representative of the broader range of needs that older LAC pupils have. Of all LAC pupils (both those attending in county & out of county schools):

- 73% attended mainstream schools
- 18% attended special schools
- 9% attended Pupil Referral Units

Performance at Key Stage 2 for LAC pupils has been strong compared to their peers. The Progress made between Key Stage 2 and Key Stage 4 (based on Progress 8 scores) has been notably better in North Yorkshire compared to LAC pupils nationally. In North Yorkshire, the average Progress 8 Score was -0.97, compared to -1.24 nationally.

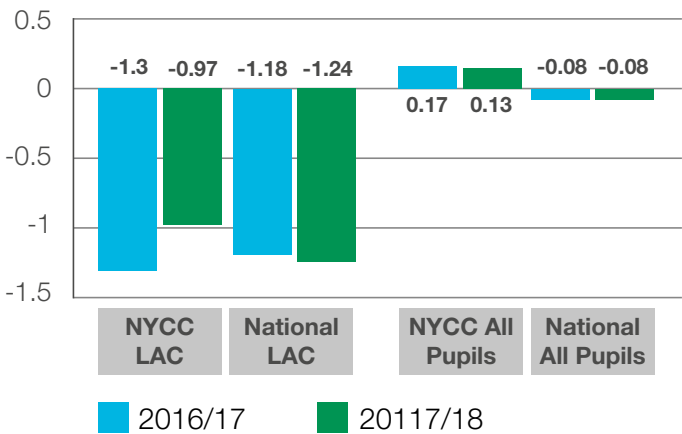
Similarly, the attainment of LAC pupils in North Yorkshire (based on Attainment 8 scores) in 2017/18 was stronger than LAC pupils nationally. North Yorkshire's average score was 20.3 compared to 18.7 nationally).

Compared to the cohort completing Key Stage 4 in 2016/17, performance across both of these measures has improved considerably within the 2017/18 cohort. In 2016/17, North Yorkshire LACs average scores for both measures were below the national average. 2017/18 has seen a reversal of this position, with our average scores passing the national average. Not only does this show a strong level of performance, but it highlights the efforts that the Virtual School have put in to improve the outcomes for this group of young people.

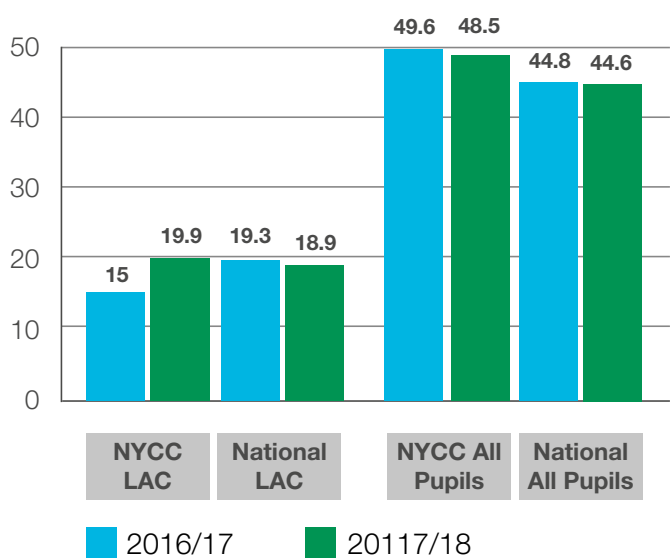
Across both Progress 8 and Attainment 8 this year, we have seen the average scores for North Yorkshire's LAC pupils improve across both measures, opposing the direction of travel for the overall school population in North Yorkshire. Whilst this is, without a doubt, a strong level of performance, it is worth noting that both the progress and attainment of looked after pupils continues to lag behind the overall cohort.

85.4% of pupils (attending schools with a current Ofsted grade) attended good or outstanding schools.

Average Progress 8 Scores by group



Average Attainment 8 Scores by group



45(16) 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	2016/17	2017/18	2016/17	2017/18	2016/17	2017/18
Key Stage 4	Average Progress 8 Score	-0.08	-0.08	+0.17	+0.13	-1.18	-1.24	-1.29	-0.97 ↑
	Average Attainment 8 Score	44.8	44.6	49.6	48.5	19.3	18.7	15	20.3 ↑
	% achieving Grade 4-9 in English & maths	59.1%	59.4%	71.1%	68.4%	17.5%	17.8%	18.8%	17.5% ↓

It is worth noting that, whilst the progress and attainment based on prior attainment (indicated through the Progress 8 and Attainment 8 Score) of North Yorkshire Looked After Children has improved this year, and is better than Looked After pupils nationally, the disparity between the percentage achieving grade 4 to 9 at GCSE in English & Maths highlights that this is a cohort of pupils who have, undoubtedly, been disadvantaged by their previous life experiences that have led to them entering care.



Educated In County Vs. Out of County

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
In-County	5	8	11	3	5	9	12	13	20	24	21	33
Out of County	0	2	2	4	1	1	4	5	7	5	9	12

Statistically, given the small cohort sizes, the performance of Looked after Children attending schools in county is fairly similar to that of those who attend schools out of county. This being so, across all three of Key Stages, performance of children attending schools outside of North Yorkshire is higher than that of those attending schools within North Yorkshire.

As each cohort increases in size in successive Key Stages, the proportion achieving the expected standard (Grade 4 – 9 at GCSE in English & Maths has been taken as a proxy measure for Key Stage 4) decreases. This is likely to be a result of a number of compounding factors:

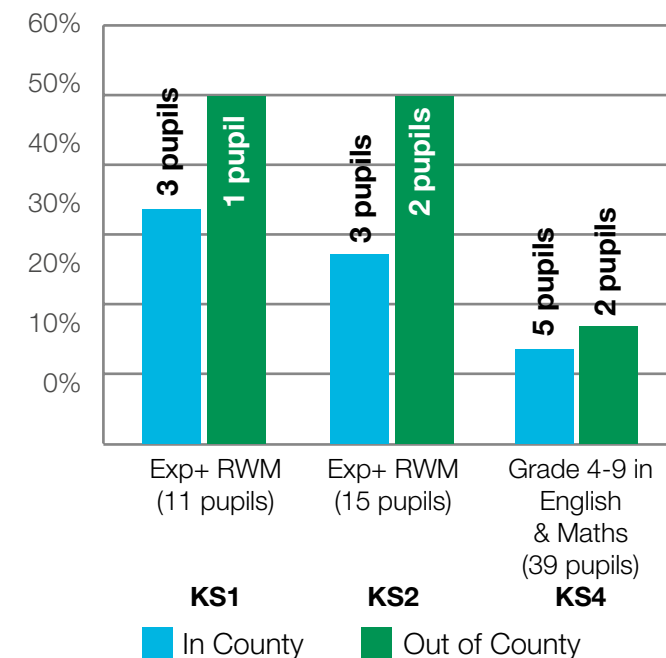
- The larger the cohort the smaller impact each individual has on the overall outcome.
- Teenagers are often more likely to have entered care in crisis, and are less likely to be planned admissions, this will increase the likelihood of instability which in turn is likely to impact their education

- Young People tend to have more complex emotional and mental health needs. These are likely to impact behaviour, attendance and engagement at school.

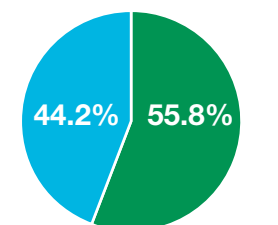
We have a higher proportion of children with a Special Educational Need or Disability in schools North Yorkshire compared to those educated out-of-county and a higher proportion of pupils attending a PRU. We know that a lot of children are educated outside of North Yorkshire because they are placed with Family or Friends¹, which are proven to improve outcomes for Looked after Children. In this context, it is worth bearing in mind that this disparity in SEND needs and the fact that a higher proportion of children are placed with family & friends carers outside of North Yorkshire is likely to be contributing to the difference in the comparable performance.

¹ 12.9% of children attending schools in North Yorkshire are placed with a Family & Friend foster carer compared with 38.9% of children attending Out of County Schools.

Comparable Performance - In County LAC Vs. Out of County LAC

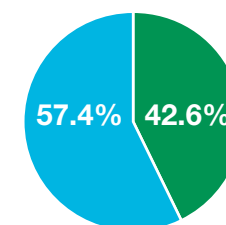


SEN Breakdown – NYCC Schools



No SEN

SEN Breakdown – Out of Area provision



SEN

Attendance

Attendance rate for Looked after Children are expected, as a general rule, 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.

The benefit of the work that the Virtual School are doing is clear. At primary schools in North Yorkshire, LAC attendance is generally above that of North Yorkshire's wider school population. Across the Primary School LAC population the attendance rate was notably better than that of the wider school population at 97.6%, compared to 95.9%. A similar picture is seen with regard to LAC attending Special Schools where LAC attendance was 92.6% compared to 91.1% for the wider population (this is statistically similar).

LAC attendance at Secondary Schools, however, falls below that of our wider school population. The attendance rate for the whole secondary school population in North Yorkshire was 94.3%, compared

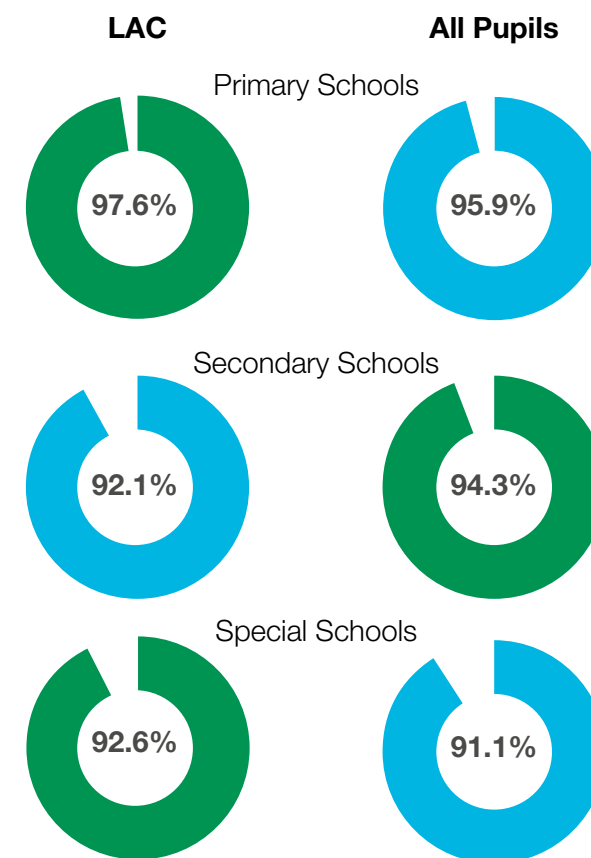
to 92.1% amongst our secondary school LAC pupils. This lower level of attendance is likely to be an indication of the increased vulnerabilities that teenagers in care often present and will require a conscious, sustained focus from the Virtual School to improve the attendance of LAC pupils in secondary school.

Compared to the 2016/17 cohort, attendance rates have followed different trends in Primary Schools compared to Secondary School. Whilst the attendance rate of LAC pupils in Primary School has improved from 96.2% to 97.6% (going against the direction of travel for the overall primary attendance rates which decreased slightly from 96.1% to 95.9%), the attendance rate for Secondary School LAC pupils fell from 94.8% in 2016/17 to 92.1% (opposing the overall secondary school trend which saw little change from 94.57% in 2016/17 to 94.3% in 2017/18).

Given the difference in attendance rates between North Yorkshire LAC pupils and all pupils attending North Yorkshire Schools, performance in relation to persistent absence (pupils missing 10% or more of possible sessions) is encouraging across each phase. At Primary schools, 0% of LAC pupils were persistently absent, compared to 7.6% of all pupils. At Secondary school 17.2% of LAC pupils were persistently absent compared to 14% of all pupils. With the exception of Secondary School pupils, LAC pupils attendance and persistent absence rates were notably better than all pupils, which is a credit to both the school and the virtual school's

ability to support disadvantaged children to engage in education. Although the Secondary School rate was higher, as the cohort is still relatively small, this difference is by no means statistically significant and we would somewhat expect the rate for LAC children to be higher.

North Yorkshire Schools Attendance

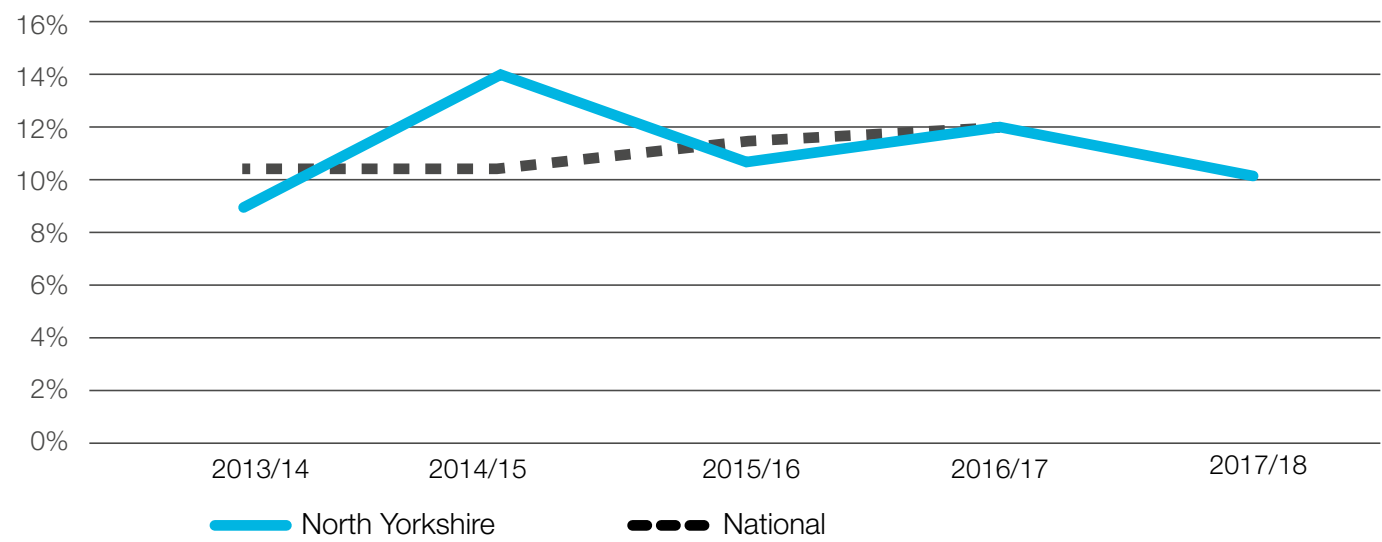


Exclusions

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.

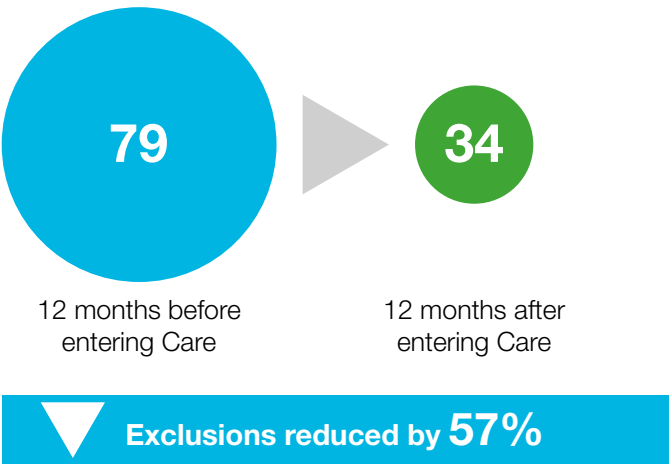
Across England, the fixed term exclusion rate for all pupils is increasing. Between 2015/16 and 2016/17 (the latest data available) the percentage of secondary school pupils receiving fixed term exclusions has increased by 7.8% from 4.26% to 4.62%, with the rate of exclusions per 100 pupils increasing from 8.46 exclusions per 100 pupils to 9.4 per 100 pupils. Across the whole school population in North Yorkshire there has been a 23.8% increase in the proportion of secondary school children receiving at least one fixed term exclusion, rising from 3.43% in 2015/16 to 4.5% in 2016/17. In line with North Yorkshire's larger-than-national increase in the proportion of children receiving at least 1 fixed term exclusion, we have seen a considerable increase in the rate of exclusions per 100 pupils, increasing from 7.65 in 2015/16 to 11.2 in 2016/17.

% of LAC with Fixed Term Exclusions



North Yorkshire's LAC pupils saw a similar increase between 2015/16 and 2016/17 in the proportion of pupils receiving one or more exclusions (up by 9.6%) from 10.73% to 11.76%. This brought us in-line with the national out-turn for LAC pupils for that year of 11.83%. Indicative figures for the 2017/18 academic year, however, show that the exclusions rate for all LAC pupils has reduced compared to 2016/17, falling by from 11.76% to 10%. This opposes the trend that is emerging for all pupils within North Yorkshire Secondary Schools and is strongly indicative of the work that the Virtual School has been doing to support some of the most disadvantaged and vulnerable learners in our schools.

Number of Exclusions for Secondary-age LAC



Recent analysis of secondary school pupils who became Looked After between 1st September 2015 and 31st December 2018 indicates that becoming Looked After, and therefore receiving the support of the Virtual School, reduced the level of exclusions across the cohort. Comparing the 12 months before each child entered care with the 12 months after each child entered care, there was a 57% reduction in the number of fixed term exclusions received by the cohort, falling from 79 in the 12 months prior to entering care to 34. Similarly, it isn't just a reduction in the number of exclusions that is observed, analysis also highlighted a reduction in the number of pupils receiving fixed term exclusions, falling from 22 children receiving at least 1 fixed term exclusion in the 12 months prior to entering care to 15 in the 12 months following entry to care, representative of a 31.8% reduction in the number of children receiving a fixed term exclusion.

Number of Secondary-age LAC Exclusions



These stark difference between exclusion figures in the 12 months preceding admission to care and the 12 months following admission to care are indicative of the difference that the support of the Virtual School and Children & Families Service is having. This includes our influence over a number of factors, including:

- The stability that safe, secure and stable placements offer children in care may be helping support their behaviour;
 - We know that children who come into care are highly likely to experience instability in their home life before entering care, which may be reflected in behaviour at school
- The intensive support of the virtual school, including working with the child's school to provide support and discourage exclusion, will make a considerable contribution to driving down exclusion figures
- Where children are placed with foster carers (either related or otherwise) the impact and influence of an adult cares about and supports the child is likely to have a positive impact on exclusions.

Not only is the Virtual School succeeding in reducing fixed term exclusion rates for Looked after Children, it is also having considerable success in preventing permanent exclusions. 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 0.1% in 2016/17.

0

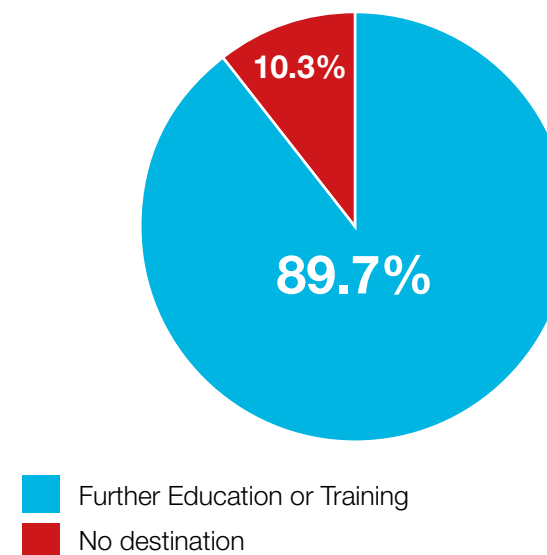
Permanent Exclusions for LAC pupils since 2011

Post-16 Education – Year 12

At the end of the 2017/18 academic year, there were 58 young people in care who were completing Year 11 (excluding those pupils who attended and will continue to attend a Special School). As part of the process of transitioning from compulsory education, year 11s have to state their intended destinations they plan to move on to at the start of the next academic year. Of the 58 pupils who completed Year 11 in 2017/18, 89.7% (n=57) are planning to go on to go on to further education or training (either at an educational setting or with an employer). Some of these young people, as part of their post-16 package will be retaking GCSEs. Just 10.3% of the pupils completing Year 11 had no destination recorded or were not intending on continuing their 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 (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) to establish links and find opportunities for Looked After Children seeking to advance their further education or engage in meaningful education or training.

**Post-16 destinations
Year 12s starting 2018/19**



Post-16 Education – Leavers

There are currently 36 young people in Year 13 (or equivalent) who were in care for at least 12 months as at 31st March in the year that they left compulsory schooling (2015/16). Of these young people, 8.3% are undertaking apprenticeships, 38.9% are continuing at college, 8.3% have completed their further education course and 16.7% have completed their college course

and are now attending university. Amongst this group a total of 80.6% of pupils have either completed their course, are continuing with education (either at college, through training or at university) or are in Employment. This being said, slightly under 20% of this cohort are not engaged in Employment, Education or Training. It is worth noting, however, that a number of the

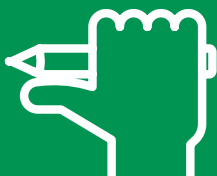
pupils who are currently NEET are being supported into either education, training or employment by the Virtual School and Youth Mentors, the Leaving Care Service, the Opportunities Team and a number of 3rd Sector organisations including housing providers.



36

Young People in Year 13 or equivalent who had been in care for 12 months or more as at 31st March the year they finished compulsory schooling (2015/16)

8.3%
are undertaking
apprenticeships



38.9%
are continuing in
further education

8.3%
have completed
their further
education courses



16.7%
have completed
further education
and are attending
university

11.1%
are employed
or are entering
employment



16.7%
are NEET
or 'unknown'

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 benefitted 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.

Rainbow Readers

During the last academic year a further 3 children in care but for less than 12 months have been monitored and supported by the Virtual School, 2 out of the 3 achieved GLD. The Virtual School sent out Rainbow Readers parcels containing books and stationery to pupils in years 2, 6 and 9. Parcels were sent for a 6 month period to a total of 59 children, this included all children with identified special needs, whom either received the same parcels as their peers or a package which met their individual interest and ability. This was possible to achieve when working in conjunction with the child's school and foster carers.

Please tell us what you thought about the Rainbow Readers Project...

It was amazing & I like the ideas the books and some help me alot -

What did you like the best about Rainbow Readers?

getting them through the post with my name on the wrapping.

What would you have changed about the Rainbow Readers to make it better?

no thing

Attachment Aware

The Virtual School has funded the Attachment Aware School project throughout North Yorkshire, which is available to Primary Secondary and Special School in North Yorkshire County Council where there is at least one Looked after Child on the school roll. Delivery in schools consists of:

- **An Attachment Aware Settings Audit:**

- o 'Attachment Aware Schools Audit Tool' is completed by SLT in consultation with whole school staff, to focus on what training may be needed.

- **Delivery of two whole/school CPD sessions:**

- o 'Attachment, Trauma and Recovery' – raising awareness of the impact of trauma on the development of children and young people.
- o 'Emotion Coaching' Training – an accessible, high empathy, high guidance approach, focusing on adult support and self-management.

- **Bespoke Action Research Project:**

- o 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. Emotion Coaching is an accessible, high empathy, high guidance, evidence based approach to supporting development of young people's emotional regulation and adult self-management.

- o Each Secondary School is provided with three sessions for key adults, facilitated by an EP mostly using a 'Circle of Adults' model. This is an evidence based inclusive, psychodynamic problem solving approach designed to help a group reach a deeper understanding about a young person's behaviours/unmet emotional needs.

A total of **44** schools are currently involved in the Attachment Aware Project with a further group of school to be invited once capacity becomes available. Three secondary schools chose to withdraw from the project.

As at the end of February:

- **898** participants from 33 of the 34 settings (21 primary schools, 7 secondary schools, 2 special schools, 3 pupil referral units) completed the Attachment, Trauma and Recovery CPD evaluation from, of which the feedback was very positive:
 - o **91.5%** of delegates indicated that the training had developed their understanding about how to support children and young people with these difficulties.
 - o **93.5%** of delegates indicated that they were satisfied with the input that they had received from the training.

- **579** participants from 31 settings (19 primary schools, 7 secondary schools, 2 special schools and 3 pupil referral units) completed the Emotion Coaching CPD evaluation form:
 - o **89.9%** of delegates indicated that the training had raised their understanding and knowledge of Emotion Coaching.
 - o **89.5%** of delegates felt they would be able to use Emotion Coaching in their work/life
- Of those who partook in the 'Circle of Adults' process:
 - o **100%** of delegated felt their understanding of a young person's experiences had improved
 - o **97.7%** of delegates felt their understanding of psychological needs had improved.
 - o **93.2%** of delegates said their confidence to work with young people had increased.

Online and Virtual Learning

The Virtual school continues to use a wide variety of online 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 purchased 20 licences and 20 tablets. 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.

One young person who had a tablet for SATs really enjoyed the content and the carers reported that he wanted to be on it all the time and it really helped with homework. This young person was not predicted to meet the expected standard in maths however they did indeed achieve the standard. The carers and school believe that the tablet contributed to his achievement as he was able to consolidate learning at home at his own pace.

Another tablet loaded with GCSE content was provided to a young person who had missed a significant part of her GCSE English course due to having some time out of school. She was able to use the tablet in her own time to catch up on missed concepts.

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. The virtual learning proved to be a success with a year 11 pupil who was anxious about going in to a setting. She accessed some maths and English support before obtaining a place at the PRS.

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) 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 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 Theatre Trip – young people travelled to York, where they all thoroughly enjoyed David Walliams' Awful Auntie.

York Railway Museum – young people who attended travelled by train to the Yorkshire Railway Museum where the morning was spent exploring the museum. Unfortunately time and the weather prevented an outdoor picnic and visit to the Yorkshire Museum so the whole day was spent in the Railway Museum.

Harrogate Theatre workshop – young people and staff travelled to Harrogate where they enjoyed a tour and were told the history of the theatre followed by refreshments and a chance to dress up in some of the pantomime costumes, which all the young people declined but staff were happy to. After lunch theatre staff led a drama workshop which really improved the confidence of the young people.

Dogs Trust – young people were transported by staff and their carers to McDonalds for lunch followed by a visit to the Dog's Trust at Sadberge where they learnt dog safety, made dog treats and visited all the rescue dogs before they met one and were taught how to behave around her.

Scarborough Trip – the first of our Summer Holiday trips was to Scarborough. We started with beach games followed by a choice of picnic or fish and chips before travelling by mini railway for a trip around the Sea Life Centre.

Bushcraft at Bewerley Park – a second Summer Holiday trip was to Bewerley Park Outdoor Education Centre, where 11 young people had a great day learning bush craft skills including building dens, making camp fires, toasting marshmallows and baking bread all in the outdoors.



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 will liaise with School of Sanctuary and other voluntary sector groups. Virtual School are working in close partnership with the Minority Ethnic Achievement Team 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.

In the last academic year there were 8 new arrival UASC, of these:

- 3 pupils were placed in mainstream schools, one was placed at a local college.
 - The other 4 pupils arrived too late in the academic to access courses, one of these pupils attended English lessons arranged through a local college without officially being on the roll at the college
- All these pupils arrived with no or very little English and after traumatic journeys to the UK. In addition to these 8 pupils, there were 9 pupils who had previously been placed in North Yorkshire.

- Of these 9 pupils, 4 are midway through GCSE courses and have moved into Year 11. 3 pupils left school part way through the year and opted to attend college and study ESOL courses
- One pupil completed his GCSEs and obtained level 6 in maths and science and has gone on to attend 6th form college to do A Levels. This was a fantastic achievement.

- The Virtual School Specialist Teacher has also provided a learning assessment for one UASC who appear to have some additional learning needs
- Bootham School in York have offered a scholarship to a North Yorkshire UASC and we are identifying the appropriate new arrival to take advantage of this offer.

The Virtual School has provided additional Pupil Premium funding to:

- 4 UASCs to access additional English Lessons
- To the MEA for the provision of additional English lessons for 2 boys in one school
 - The Virtual School works closely with the MEA service to ensure that each UASC has a language assessment soon after their arrival

Virtual School Graduation Ceremony

The Virtual School held the 8th Annual Graduation Ceremony for Year 11, Post 16 and university graduates on the completion of their educational course on Wednesday 4th July. Sixteen young people and their guests attended County Hall where they were joined by staff and Members to celebrate their achievements. After a welcome and introductions from Julie Bunn, the Virtual School Head, Stuart Carlton, Director of CYPS and County Councillor Janet Sanderson, the Executive Member for Children and Families, there were two guest speakers. First was William Lyon-Tupman, a North Yorkshire care leaver who, having previously graduated from Girton College Cambridge, will graduate shortly from his Masters at King's College, London. He gave a very heart-warming and inspiring speech on his personal journey and how, during his time at university, he has worked to encourage other Looked After young people to overcome their fears and achieve what they thought was impossible. This was followed by the second speaker of the day, Craig Bradley, 'That Poetry Bloke', who was very funny and wrote a poem on the day especially for the young people. After official photographs the young people and their guests were taken out to Allerton Court for a two course meal followed by a fun session to finish off by 'That Poetry Bloke' and everyone said they had thoroughly enjoyed the day. All of the young people have made progress despite significant personal challenges and barriers. This effort was acknowledged by us at the graduation.

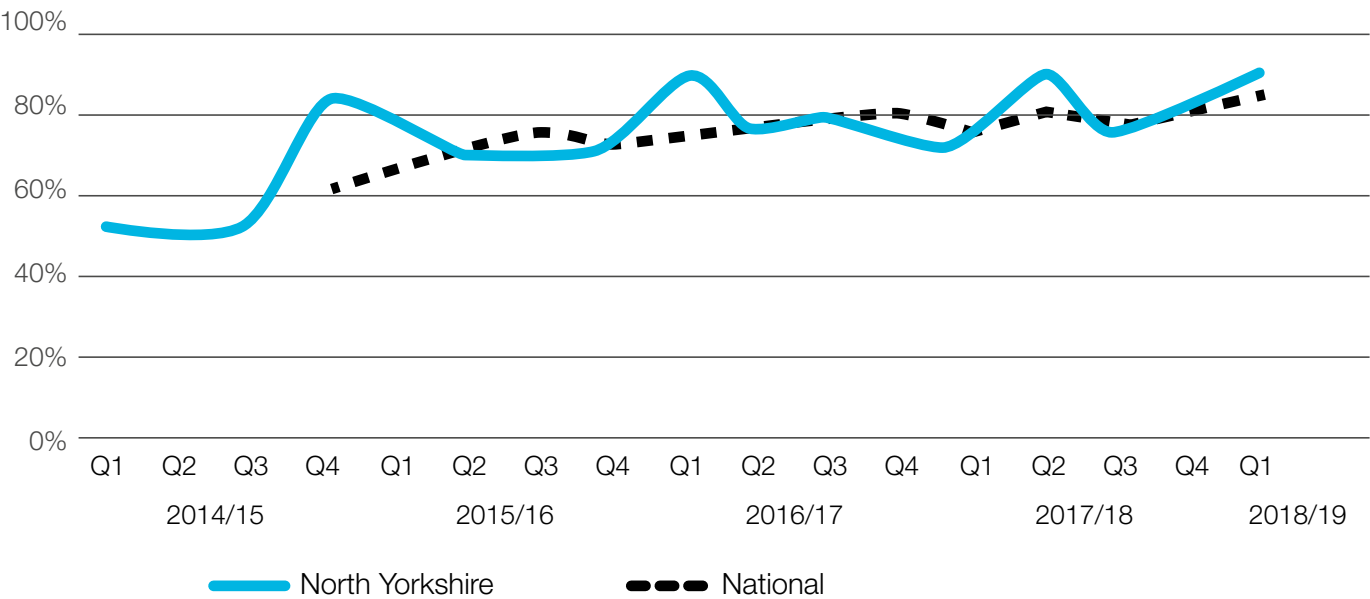
Personal Education Plans (PEPs)

One of the Virtual School chief responsibilities is to ensure that children’s Personal Education Plans are completed within the required timescales. Whilst the virtual school is dedicated to providing young people with the support that they need, ensuring children’s Personal Education Plans (PEPs) are up-to-date and completed within timescales sometimes this proves challenging, in part due to the significant amount of administrative effort that is involved in organising the PEP. This being said, over the course of the 2017/18 academic year (between Q3 2017/18 and Q1 2018/19 on the chart below), we have seen a marked improvement in the proportion of children with an up-to-date PEP, reaching 92% in Quarter 1 2018/19 (April – June 2018).

The Virtual School is currently in the process of commissioning an ePEP (electronic Personal Education Plan) system that will make the process more efficient and enable better monitoring of PEPs. In turn, this will reduce the amount of administrative effort involved in preparing PEP meetings and will allow PEPs to greater focus on the needs of young people.

It is worth noting during the course of the 2017/18 academic year, the Virtual School move from completing two PEPs a year to completing three PEPs a year, better aligning them with the terms of the academic year. This move to three PEPs a year not only brings the process in line with the academic terms but also enables PEPs to be more focused on the current needs and aspirations, remaining in-tune with changes that happen at school or home.

% of LAC with an up-to-date PEP



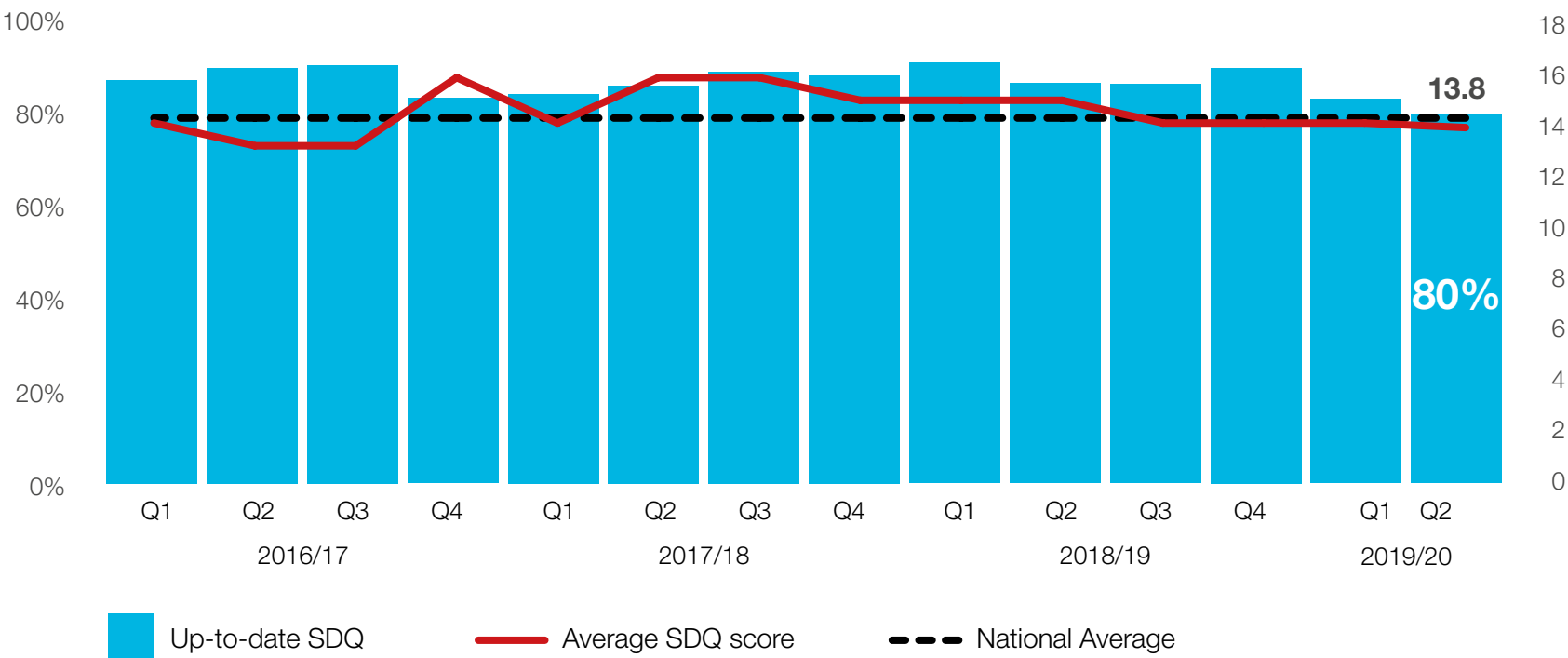
Strengths and Difficulties Questionnaire

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 regarding SDQs is consistently strong, with almost 9 in every 10 (89.9%) of eligible children completing an SDQ within the required timescales. The average score for SDQs in North Yorkshire at the end of June 2018 (closely aligning with the end of the 2017/18 academic year) was 14, encouragingly down slightly from a high of 16 at the end of the Autumn term.

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.

Up-to-date SDQs and Average Scores



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 installments, upon receipt of a provision map detailing how the PP+ will be spent.
- If a child 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.

Joint Virtual School, LAC and Leaving Care service development events continue to be planned throughout the year in order 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 given advice and guidance 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. Plans are underway to facilitate open events at York St. John/York University, Hull University and Coventry University Scarborough for year 10 and 11 students in the February half term.



The University cohort 2018-19

North Yorkshire has seen 14 care leavers commence university in September 2018, including 1 commencing a foundation degree and 1 commencing an access course (last year there were 4 who started university in year 1). Out of the starters, there are three young people aged 20 and another three aged 22. There are 3 young people in their second year and 7 in their third year, giving a total of 24 care leavers attending university for the academic year 2018-19. One young person is returning to do her final placement in her social work degree after taking time out to have a baby. There are a variety of courses that have been undertaken including Geology, Midwifery, Criminology, Journalism, Film TV & Radio, Zoology, Nursing and Social Work. There are also a variety of university locations including Lincoln, Hull, Leeds, Suffolk, Lancashire and London.

One young person graduated this year with a degree in Wildlife Biology from Manchester Metropolitan University and 2 young adults gained their Masters, one having spent the last academic year in China and one attending Kings College in London.

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 experience 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.

On particular highlight of this joint working is outlined in the case study below:

A young person was excluded for school. The Leaving Care Opportunities Team and the Virtual School worked together to support this young person into a work placement which meant that they could completed their GCSE Maths and English alongside gaining valuable work experience. Together the Opportunity Team and Virtual School supported the employer to understand the young person's needs and the virtual school made money available for the purchasing of tools and work equipment for the young person. The Opportunity Broker (part of the Opportunity Team) is working with the employer and a local training provider to ensure that once the young person reaches school leavers age his work placement will transfer seamlessly into an apprenticeship. The Social Worker has remained central to all of this work, co-ordinating the services and ensuring that all of the team understand the young person's plan and work towards achieving a shared goal.

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.

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 2018 Census, there are currently 551 previously looked after children on roll in NYCC schools:

- 377 previously looked after children are on the roll of a Primary School
- 154 previously looked after children are on the roll of a Secondary School
- 20 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>

Funding for financial year 2018 to 2019

Schools will receive £2,300 for any pupil:

- identified in the January 2018 school census or the alternative provision census as having left local authority care as a result of:
 - o adoption
 - o a special guardianship order
 - o a child arrangements order (previously known as a residence order)
- who has been in local authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

For pupils who attract the £2,300 rate, the virtual school head of the local authority that looks after the pupil will manage the funding.

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	
	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn
North Yorkshire	20	-3.1	14	-1.7	13	4
Yorkshire & Humber	320	-0.8	340	-0.8	330	-0.7
National	2570	-0.5	2790	-0.7	2900	-0.2

Average Progress Score Writing	2015/16		2016/17		2017/18	
	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn
North Yorkshire	20	-1.7	14	-1.1	2960	-0.1
Yorkshire & Humber	330	-0.5	350	-0.8	330	-0.9
National	2660	-1	2830	-0.9	13	-0.8

Average Progress Score Maths	2015/16		2016/17		2017/18	
	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn
North Yorkshire	20	-5.3	14	-1.7	2900	0.8
Yorkshire & Humber	330	-1.4	340	-1.3	320	-0.6
National	2600	-1.3	2780	-1.1	13	-0.8

Key Stage 2

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

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

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

% Achieving Expected Standard RWM	2015/16		2016/17		2017/18	
	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn
North Yorkshire	20	32%	15	-	15	-
Yorkshire & Humber	350	25%	360	30% ↑	350	34% ↑
National	2,820	25%	3,000	32% ↑	3,130	35% ↑

Key Stage 4

Average Progress 8 Score	2015/16		2016/17		2017/18	
	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn
North Yorkshire	30	-0.81	15	-1.29 ↓	32	-0.97 ↑
Yorkshire & Humber	420	-1.16	380	-0.97 ↑	440	-1.15 ↓
National	-1.14	3870	-1.18	3980 ↓	-1.2	35% ↓

Average Attainment 8 Score	2015/16		2016/17		2017/18	
	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn
North Yorkshire	35	23.8	19	15 ↓	40	20 ↑
Yorkshire & Humber	500	21.4	460	20.1 ↓	520	18.6 ↓
National	4890	22.8	5010	19.3 ↓	5130	18.9 ↓

% achieving grade 4-9 English & Maths	2015/16		2016/17		2017/18	
	Cohort	Out-turn	Cohort	Out-turn	Cohort	Out-turn
North Yorkshire			19	-	40	17.5 ↑
Yorkshire & Humber			460	18.7%	520	15.5% ↓
National			5010	17.5%	5130	17.8% →

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