

Sheffield Virtual School for Children Looked After



Annual Report 2022/23

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Virtual School Annual Report 2022-23

Welcome to the Virtual School Annual Report for 2022-23

The Sheffield Virtual School exists to promote the educational outcomes of Children Looked After (CLA) by Sheffield City Council, previously-CLA living in Sheffield (PLAC) and Children with a Social Worker (CWSW).

The Virtual School is the key educational advocacy service for CLA regardless of where they are placed. Each member of the team has a caseload of CLA whom they support by promoting their educational achievement, and challenge schools and other education providers to ensure that CLA have the best possible education. The Virtual School does not itself provide education. Instead, it recognises that schools are responsible for the educational outcomes of its children and holds them to account for the provision they offer and deliver, to ensure the life chances of each CLA is improved.

For PLAC and CWSW the Virtual School oversees the statutory duties for the local authority to ensure that children are safer in education, offering advice, guidance and training. Those duties are:

- Promoting the education of looked after and previously looked after children
- Promoting the education of children who have and have had a social worker

The Virtual School has 11 members of staff, providing a range of expertise in teaching, education welfare, careers' guidance and therapeutic interventions. The team provides guidance, training and support for Designated Teachers across all education settings and for Social Care. The Virtual School also commissions a SENCO to support the team and has recently recruited 2 Educational Psychologists to support the work and priorities of the team. Sheffield's Virtual School is a member of the National Association of Virtual School Heads.

Profile of the Sheffield Virtual School

- At any one time the Sheffield Virtual School works with 620 CLA. Approximately 40 CLA in early years, 430 school aged CLA, and 160 in post-16.
- 57% males, 43% females.
- Children of White British ethnicity account for 56% of Sheffield CLA, 18% are Mixed or Multiple ethnic groups, 6% Black, African, Caribbean or Black British, 7% are Asian or Asian British, 12% other ethnicities.
- 30% of the cohort has an Educational Health & Care Plan (EHCP), 28% have SEN Support.
- 50% have SEN primary need of SEMH (social, emotional and mental health).
- 31% attend schools outside Sheffield.
- The number of CLA per 10,000 population is below the national average (57 per 10,000 in 2021). The national average is 67 per 10,000 population.
- The annual SDQ (Strengths and Difficulties Questionnaire) census of mental health status suggests that the average score (15.6) for Sheffield CLA is higher (worse) than the national average (13.7).
- Children living in Sheffield who were previously looked after (PLAC), and children with a social worker (CWSW) also are now part of the Sheffield Virtual School.
- In the summer term 2023, there were 2344 CWSW overall, and 1666 were of school age and attended Sheffield Schools.

2022-23 at a Glance

KPIs Achieved	KPIs Not Achieved	Progress towards Virtual School Priorities
KS1 age related expectations in reading, writing & maths: 63%	Overall Primary Attendance for CLA: 92.6% (target 95.2%)	Pupils attending good and outstanding schools: 82%
KS2 age related expectations in reading, writing and maths: 46% (target 37%)	Overall Secondary Attendance for CLA: 75.5% (target 81.8%)	Early Years CLA accessing FEL place: 85%
KS4 % achieving 9-4 in English and maths: 23.4% (target 20%)	Number of CLA with Permanent Exclusions: 1 (target 0)	PEPs quality assured as Good or Excellent: 72%
% of CLA cohort with 1 or more Suspensions: 11.8% (target 13.9%)	Personal Education Plan - % of children who have an up-to-date PEP: 89.4% (target 95%)	Phonics test, meeting threshold: 50%
		Destinations at 16 – in education, training and employment: 70%
		Care Leavers who were in higher education: 5%

Virtual School Priorities 2022/23:

1. Ensure our children and young people attend appropriate, high-quality provision
2. Improve Attendance
3. Improve Attainment
4. Ensure our children & Young People have a smooth transition and clear route to adulthood
5. Help protect and support others to protect the emotional health and well-being of our children and young people

The section below is a high-level summary of work done to support the Virtual School priorities this year. The Virtual School also have an Action Plan that provides further operational detail, enabling work and interventions that support these priorities to be tracked throughout the academic year.

Actions to support the Virtual School priorities 2022/23:

As corporate parents we recognise the incredible achievement of our looked after children who have made progress in all phases with some impressive individual success stories. We have worked towards our 5 priorities this year in the following ways:

1. **Ensure our children and young people attend appropriate, high-quality provision –**
Closely tracked the number of students not attending provision through weekly monitoring of this cohort. Regular multi-professional meetings and escalation to the CLA Educations Solutions Panel of Social Care, Admissions, Youth Justice and SEN to help unblock any issues preventing this cohort not attending their education provision.

Monitor, challenge and advocate for any child without a school place, not accessing a full-time timetable or being educated offsite, and support the Admissions Service and the Children Missing from Education Team to ensure all children have a full-time offer.

Analyse all CLA educated at Alternative Provision to unpick if there are unmet SEN needs and require further assessments. Work with the Admissions Services and schools in and out of city to ensure there is a seamless transition for all Sheffield children in care between key education phases.

- 2. Improve attendance** - Attendance is monitored daily, irrespective of how long the child has been in care or on the Virtual School roll. Daily monitoring enables the Virtual School to challenge schools where individual attendance drops and/or there is developing pattern of absence. The PEP also requires schools to describe their strategy for addressing poor attendance, including points for review; and work with the Social Care Service to investigate and improve the links between school attendance and social care placement.

The Virtual School prioritise attendance at PEP meetings for CLA who have had a suspension or where schools have recorded that behaviour is a cause for concern in the previous PEP so that strategies and interventions can be put in place to prevent further suspensions.

Promote the importance of attendance through all the Virtual School networks, including the Sheffield city-wide 'Every School Day Matters' campaign.

- 3. Improve Attainment** - Tracking termly progress and attainment data through regular Pupil Progress Meetings and using this to challenge and support schools to unpick un-met SEND needs and improve outcomes. Use of Pupil Premium to support schools to boost attainment through targeted interventions, particularly focusing on preparations for KS4 exams and supporting post-16 courses.

Co-ordination of the Building Learning Power (BLP) project for CLA in Y5 and Y6 to raise attainment and progress in preparation for SATS.

Encourage learning and reading at home through the Letterbox and Storytime projects and resources developed by the Virtual School. The Virtual School runs a reading volunteers project and recruits, trains and co-ordinates 1-to-1 literacy support by 140 volunteers across Sheffield.

A Foster carer handbook has been produced containing key strategies for promoting education at home and to maximise the impact of the Letterbox scheme by encouraging carers to support the child's reading at home. A Residential handbook also produced containing key education strategies and clarity on processes and resources available.

- 4. Ensure our children & Young People have a smooth transition and clear route to adulthood** – Dedicated support to ensure that the transition arrangements for current Year 11 are robust and maximise progression to EET. Routine case meetings with Community Youth Teams and Leaving Care Service, attendance at Leaving Care Steering Group and Care Leaver EET Strategy Group to ensure support for NEET 16 – 18s and identify onward pathways.

Dedicated section created in the PEP to track preparation for adulthood conversations and identify actions required.

Continued partnership work with the Higher Education Progression Partnership (HEPP). The University outreach scheme runs each year with a group of Y10 and Y11 CLA attending a 3-day Summer School.

- 5. Help protect and support others to protect the emotional health and well-being of our children and young people** - Strengths and Difficulties Questionnaire. Emotional health has an impact on achievement, so the SDQ score helps us to target the right support at the right time for individual pupils. The new model for using the strengths and difficulties questionnaire (SDQ), a mandatory behavioural screening tool, has ensured that for the first time there is consistent and regular multi-agency consideration of the emotional health of individual pupils at all of their PEP reviews.

All Designated Teachers were asked to complete an SDQ at least annually for all Sheffield CLA on their school roll. When an SDQ score is high and giving cause for concern, an outcome relating to improving emotional and mental health and wellbeing is included in the PEP and pupils are flagged on the Pupil Progress meetings to investigate for un-met SEN needs.

For children looked there was an increase in emotionally based school avoidance (EBSA) as during lockdown they coped well in smaller class sizes but found it difficult to readjust to the return of full classes. The Virtual School is commissioning dedicated Educational Psychology support in September 2023 to support the team to help advise and support on the most complex cases.

Attendance by the Virtual School and promotion of the 'Trauma Informed Schools' diploma course. The Virtual School developed an in-depth understanding of the long-term impact of specific adverse childhood experiences and how to enable the child or teenager to work through feelings of anger and traumatic loss. This gave the members of the team the ability to advise school colleagues on strategies for early intervention and when to refer on to other agencies when in meetings for Sheffield CLA.

Project and Partnership working:

To support the priorities in the previous section, the Virtual School were involved in the following wider work activity and actions:

Strategic Planning – The Virtual School has invested significant Leadership & Management time in building relationships with elected members and senior leaders. There is an increasingly shared understanding of what the Virtual School's role is, and how it operates. Involving the Virtual School in strategic arrangements to promote stability have had a positive impact on permanence planning. There is representation from the Virtual School at various meetings with children's social care Heads of Services and senior managers to monitor stability and plan appropriately to ensure education placements are a priority factor in achieving positive long-term outcomes for children in care. The Virtual School is represented at Corporate Parenting Board; Inclusion Strategy Programme Board; Every Child in Education Every Day; Complex Case Panel. The Virtual School also regularly attends the SEN Placement panel and Social Care Placement and Resources panel. This enables the Virtual School to participate and contribute to key decision-making processes.

Personal Education Plans (PEPs) – The Virtual School works to ensure all children have a high-quality Personal Education Plan (PEP) that is regularly reviewed and updated and that takes into account the child’s Educational Health & Care Plan (EHCP) and/or the social care plan where necessary. All PEPs are quality assured in a way that clearly demonstrates impact and enables:

- Putting in place appropriate training and support to those writing information in PEPs that enables consistent high quality.
- A trauma informed approach to be embedded and appropriate emotional well-being support to be identified.
- Clarity on the potential gaps in learning and the routes to narrow these gaps.
- Rigorously track and monitor pupil premium spend to ensure this is used appropriately to raise the attainment of Sheffield Children Looked After.

SEND – SENCO commissioned to work in the Virtual School to enable increased knowledge and support for Children Looked After with additional needs at every level of the graduated approach. Increase clarity on the processes around SEND and individual pupils have a clear SEN Support Plan or EHCP that outlines their strengths and areas of need, including attendance at a specialist provision where appropriate.

Transitions – The Virtual School have dedicated Early Years support to ensure that CLA have access to Free Early Learning (FEL) and transition arrangements for reception are robust.

Dedicated Post-16 support to ensure smoother landings for EET young people with Post-16 EET destination, and communication links between key staff made where possible.

Better identification, co-ordination, and more swiftly secured support for NEET young people - in-city NEET young people to have a named ‘NEET-to-EET’ professional assigned to support with choices through the Autumn term where possible to secure pathway into EET.

Improved messaging around Post 16 PEP process/completion and importance of NEET PEPs - Providers and Social workers are better informed of processes and more confident with holding PEPs for NEET young people.

UASC – To improve access to education for CLA with English as an Additional Language, the VS funds language support from the EAL Service for new arrivals while a member of the VS is trained as an EAL champion. Strong links established with ESOL providers in the city and useful resources to support English as a second language provided and funded by Pupil Premium.

Training – A key part of the role of the Virtual School is to ensure that professionals who work with CLA are trained and equipped to support the education of CLA, understand their statutory responsibilities and are clear about the Personal Education Plan process.

To fulfil its training and development role, members of staff of the Virtual School have taken part in and/or led a series of training events. The Virtual School produced a training brochure for 2022-23 outlining the training offer for professionals involved with CLA and those Previously Looked After. Training was also advertised on the Virtual School website, the termly newsletter, and in emails to schools / settings and social care.

To meet the training needs of Designated Teachers and other staff working with Children Looked After in relation to their education, the Virtual School commission services from AC Education. Creating engaging, interactive online courses for educators, AC Education bring this knowledge and understanding to help teachers support vulnerable and traumatised children.

In 2022-23 a Virtual School team member directly supported the Aspire Project to offer residential settings additional support and training regarding education.

Creative Curriculum – Develop learning in the wider sense including music, literacy and sport through commissioned support using Pupil Premium.

- Music Hub – Commission and partnership working, ensuring provision of music lessons for CLA within Sheffield and access to out of school groups.
- Close partnership working with the Sheffield Children in Care Council (CICC) with various themed workshops supporting CLA and SCLU (Sheffield Care Leavers Union) with the opportunity to work with partners across the city.
- Work on the 'Assembly Squad' resource with Sheffield Children in Care Council addressing the stigma of being in care – extended to include national partners.
- 'Create and Change Group' run for 7-12year olds and their foster carers. Activities run in partnership with Endeavour and CICC on a quarterly basis with a regular attendance of 28 individuals and their carers.
- Opportunity for older CLA and SCLU to take part in a photography project with the Site Gallery culminating in an exhibition.
- Activities for 14–16-year-olds to explore music genres and experience performing at live events.
- Partnership with the Voice & Influence workers undertaking consultation to support change for care experienced young people across the city (Music Hub, Concerteenies, Create Sheffield, Sheffield International Venues).

Data Dashboard - The figures in the monthly report feed in directly to the Children and Families Improvement Board so senior management are regularly kept informed of performance. The dashboard has been a significant tool in tracking ongoing trends so challenge and resources from the Virtual School can effectively be deployed to areas of concern. In 2022-23 a Virtual School dashboard was also developed for the Children with A Social Worker (CWSW) cohort to analyse trends and help target training and resources.

Pupil Premium Plus (PP+) Strategy Statement 2022-23

A PP+ grant of £2410 was allocated for every eligible school age CLA and previously looked after child. The VSH receives the funding for CLA only and manages the grant allocation to be used for the benefit of the child's educational needs as described in their Personal Education Plan (PEP). All payments are subject to the completion and signing off a 'good' quality PEP by a termly deadline. For the academic year 2022-23 our total PP+ budget was £1,127,660. In line with our PP+ policy we top-sliced £910 from each grant of £2410.

The Sheffield Virtual School also received two extra grants in 2022-23 (Recovery Premium and a School Led Tutoring Grant) and this was used to provide targeted academic support to make sure that pupils who needed it received extra tuition and support in the classroom, and to support non-academic barriers to success in school such as attendance, behaviour, and social and emotional support. This extra funding was allocated to schools to support the educational needs of our CLA as described in their personal education plan.

Pupil Premium Spend	Amount	Impact
Termly payments direct to schools.	£550,000	<p>Funding forwarded to schools at the end of each term attached to CLA to support the learning outcomes detailed in their Personal Education Plans.</p> <p>In 2022/23, the majority of Pupil Premium was allocated to support academic and achievement (50%) and emotional health and well-being (24%) targets.</p> <p>Overall, 41% of target outcomes with allocated Pupil Premium were achieved and 42% partially achieved. Only 17% of target outcomes with attributed Pupil Premium spend were not achieved.</p>
<p>Education support commissioned or provided in partnership by Sheffield Virtual School:</p> <ul style="list-style-type: none"> • Aspire Project • Children In Care Council (CiCC)/Create and Change Group/Writing and Music projects • Links with Create Sheffield • Handbooks and Resources • Go Further, Go Higher (Work With HEPP) • Music Hub • Y6/Y5 Study Group (BLP) • EAL Support • SENCO Support 	£159,669	<p>BLP - Additional support for Sheffield CLA in Y5 and Y6 with preparation for SATS – 80% of participants achieved the expected standard in reading and writing, and 70% in maths in the summer 2023 SATS.</p> <p>Music Hub - 63 children and young people have accessed lessons via the Sheffield Music Hub (40 % had never played an instrument before)</p> <p>Creative Curriculum –</p> <ul style="list-style-type: none"> • Music School NEET workshops and training - 8 NEETs attended a regular weekly activity afternoon session. • 1:1 Music Tuition for various students - 11 students had music tuition; 10 students attended a weekly Saturday music school • Concerteenies and spoken words and music workshops for CLA - supporting Early Years, primary and secondary aged children. 76 CLA attended to date. • 8 creative curriculum workshops delivering various themes for CLA and their foster carers. • Voice and Influence workers - 5 new care experienced workers, supported to work with services to improve outcomes for CLA. <p>SENCO - Dedicated support from a SENCO who assisted the Virtual School with complex cases concerning SEND. The SENCO's expertise has tightened working with the SEND Team and resolved a number of issues at risk of drift. Knowledge and support for CLA with additional needs has improved at every level of the graduated approach.</p> <p>Virtual School Resources - Over 100 carers have received a Foster Carer handbook, ensuring that carers have a information regarding education whilst raising the profile of the Virtual School / ensuring carers are aware of support that is available</p>

Additional support for targeted interventions and to support children not on a school roll	£391,525	Over 170 CLA supported for additional targeted funding agreed in the 2022/23 financial year. These requests have included 1:1 tuition / additional adult support / nurture provision / funding alternative provision / revision guides and access to therapeutic support.
Attendance monitoring and EPEPs - Welfare Call	£81,764	Sheffield Virtual School were able to effectively monitor attendance and progress of all CLA and host an electronic personal education plan that schools and social care could access and update. PEP completion rates were around 90% for the whole financial year. Tracking attendance through the PEP has kept CLA absence consistently at or below the average absence level of all Sheffield children in most key stages, though persistent absence remains high concentrated in older CLA, those arriving late into care, and those in residential provision.
Literacy development <ul style="list-style-type: none"> • Letterbox • Storytime • ESCAL Volunteering project 	£4,497 (funded via COVID Recovery Grant in 22-23)	Letterbox - 187 children in years 3 to 8 received a regular parcel of learning materials. Analysis of educational progress over time indicates that this programme has had a positive effect with more than half of the children showing significant progress in their attainment. Feedback from the children was positive and they enjoy receiving the parcel. Storytime - 170 children in years -2 to 5 received a monthly magazine of stories, poems and word games to encourage reading at home. ESCAL - Over 40 CLA supported with a reading volunteer in 2022/23. Number of volunteers increased due to social media awareness campaign.
Training related costs – <ul style="list-style-type: none"> • Team CPD • NAVSH conference • NAVSH membership • AC Education online training • Trauma Informed Schools training • Care Leaders Training Programme • Autism Service Training 	£80,206	The Virtual School received training in Social Communication, Emotional Regulation, and Transactional Support (SCERTS), Safeguarding training and attendance at online conferences promoting the education of CLA Membership to national community of Virtual Schools sharing good practice and research. AC Education - 160 courses allocated to DT's and staff who work directly with CLA. In response to the Covid pandemic, 58 staff members have completed the AC Education 'Bereavement' module and 32 completed 'The Role of the Designated Teacher' amongst other modules to support the role of the DT Trauma Informed - The course aims to train school staff and community staff to be mental health literate, and trauma-informed practitioners - 38 individuals trained.
Total	£1,267,660	

Pupil voice

We strive to have meaningful conversations with our CLA learners about their education. Listening to what our children are saying gives us an insight into their experiences of school so that we can take action when needed to make things better.

Ways we listen to children:

- the ePEP pupil views and aspirations sections and in conversations at PEP meetings.
- Brightspots survey (Spring Term 2022-23).
- listening at EHCP and CLA reviews.
- Children in Care Council and other groups who the Virtual School directly work with
- Ensure that Sheffield Children Looked After have access to quality careers advice at the right points throughout their education and at transition points to further education, employment or training.

Pupil Said	We Did
Harry said he found his mainstream provision overwhelming and that he felt he needed a more bespoke environment to suit his learning needs.	We liaised with his care team and local authority to update his EHCP and find a more suitable provision for him.
Jess said she wanted additional Maths tuition	We agreed an additional funding request to support one to one Maths tuition for the remainder of the year. This boosted her confidence attainment in preparation for the Maths exam.
Alice was not attending education, employment or training said she needed a bespoke music programme to help her focus and re-engage.	We worked with Red Tape to tailor a music programme for her. She successfully engaged with the programme and has taken the decision to return to full time education from September.
Zubair said he wanted to improve his English. He also stated that he won prizes for his boxing when in Afghanistan.	We liaised with his care team, and we agreed a pupil premium request and a laptop was purchased to support his academic studies. We also arranged tuition to continue over the summer. We liaised with school to ensure he had the opportunity to develop his talents and they have incorporated boxing into his PE curriculum.
Sam said that they wanted a forum to be able to express themselves and raise awareness of the LBQT community in school.	We worked with the Designated Teacher in school and SLT to support students to develop a group that are supported in sharing their experiences of being members of the LBQT community via whole school assemblies, communal resources and reading materials that can be accessed by all.

Previously looked after children (PLAC)

Children and young people who have experienced early life trauma can continue to experience a range of challenges in school. We understand the long-term impact of trauma and loss and this informs the support and guidance we give to parents, carers and professionals who live and work with previously looked after children. The Virtual School achieved the following actions in relation to this cohort:

- Redrafting of the information and guidance for schools across Sheffield outlining roles and responsibilities.
- Support for schools when accessing Pupil Premium for Post CLA and awareness raising of when to claim.
- Ensuring schools complete the October census to claim the appropriate funding.
- Creation of a training package for schools to ensure all are informed about their responsibilities.
- New approaches being taken within Sheffield City Council to raise further awareness of PLAC in schools and the responsibilities that need to be taken.
- Attendance at Regional Adoption Agency (RAA) quarterly meetings supporting PLAC signposting, information, and guidance working across the Sheffield City Region.
- Representation at Adoption UK regional network meetings giving advice and guidance.
- Representation at Fetal alcohol spectrum disorders (FASD) RAA led steering group.

Children with a social worker (CWSW)

From September 2021, local authorities received funding to resource Virtual School Heads to work with early years settings, schools, colleges and social care leaders to create a culture of high aspirations that helps all children with social workers to make educational progress.

In the 2022/23 summer term there were 1738 children in Sheffield with Child in Need (CIN) status and 606 with Child Protection Plan (CPP) status.

The Sheffield Virtual School worked extensively with partners across all sectors and developed a training resource that will be delivered to education and social care settings, promoting strategies, information sharing and advising best practice for working with this cohort and promoting their educational progress.

Partnership working has also been developed with the Access and Inclusion attendance teams to identify CWSW with attendance concerns and target specialist support and training through schools and trusts, and social care areas and individual teams.

Impact evaluation:

Early Years

We need more feedback from schools about the impact the PP+ has had on progress and achievement for every year group. From the termly teacher assessment data collected through the ePEP we know that 82% of pupils were making good overall progress. More information and improved impact will be a priority for next year.

Key Stages 1 and 2

Locally calculated results for 2023 show that the proportion of KS1 and KS2 Sheffield CLA reaching the expected standard in all subject areas increased from the last published results (2022), and is higher in KS2 than the last published national average.

Termly Pupil Progress meetings have enabled us to target the progress of pupils in KS1 and KS2 so that a higher proportion are working in their age-related curriculum.

Key Stage 4

The percentage of CLA who achieved 4+ in English and maths improved to 23%. Context makes this improvement in performance even more impressive, with a number of factors potentially having a negative impact on learning and therefore GCSE performance. The reportable cohort was 47 pupils, and over half have SEND (40% with EHCPs). The percentage who achieved 4+ in English and maths and attended a mainstream setting only was 34%.

Some of the SDQ scores of the higher achievers were high, which indicates strong personal resilience as well as effective support from care teams and schools. Stability was not as good as we would have liked it to be, with 30 pupils entering care after the start of their GCSE courses, 18 pupils experiencing a placement move during their GCSE courses, 13 pupils having suspensions from school and overall attendance for Y11 of only 68%. All of the CLA who achieved the headline measure of 4+ in English and maths were in a foster placement rather than any other placement type.

The improvement in GCSE achievement has created further opportunity for our Year 11 leavers whose high aspirations have led 70% into further education, full-time training or apprenticeships for September 2023.

Pathways at 16

70% of our Year 11 school leavers have a destination in education, employment or training for September 2023, and the retention rate of Year 12 and 13 learners in Further Education has improved to 70%. An over representation of learners with SEND (39% have an EHCP) have impacted the high NEET figures. Professionals are in contact to ensure that guidance is available, and pathways are ready to be developed when the time is right.

SEND

Outcomes for children with SEND were poorer than that of children with no SEND. Over half of our children need SEND support or have EHCPs, so it is pleasing that four children met their age-related expectations in Phonics, 3 children achieved expected standard at the end of Key Stage 1, 6 at the end of Key Stage 2, and 3 pupils achieved the headline measure of 4+ in English and maths at GCSE. From Early Years upwards however, progress and achievement need to improve and this will be tracked through termly Pupil Progress meetings next year. Overall, there are some encouraging signs here but there is still a lot of work to do. We need to make sure that the recovery funding is being used for maximum impact and that the social, emotional and mental health needs of our children are being met so that they can make much faster progress.

Ethnicity / Race

The national and local data for CLA does not show an obvious pattern of children from non-White ethnic origins being disadvantaged in educational outcomes, and in some of the performance indicators they are performing better than children of White ethnicity.

The Sheffield Virtual School have the mechanisms and reporting functionality to take ethnicity and first language into account on a child-by-child basis so individual needs are addressed in regular PEP meetings, and plans address any specific needs that are identified through this process.

Children with a social worker

Understanding who this cohort of children are evolved during the year and a dedicated data dashboard highlighted past attainment trends for this cohort, and comparisons with all Sheffield pupils. For the current CWSW cohort, work focused on attendance KPIs this year but clear long term performance indicators will be established. Our aspiration is to make this cohort of children visible, to education engagement and progress is an integral part of every pupil's plan.

Education outcomes for looked after children in all key measures, 2023

2023	Sheffield CLA 2022	National CLA 2022	Sheffield CLA 2023	National CLA 2023
Phonics Year 1	71%	59%	50% (7/16)	Not available yet
KS1 R/W/M	40%	28%	63% (5/8)	
KS1 Reading	55%	44%	75% (6/8)	
KS1 Writing	46%	33%	63% (5/8)	
KS1 Maths	46%	43%	63% (5/8)	
KS2 R/W/M	16%	31%	46% (10/22)	
KS2 Reading	40%	52%	50% (11/22)	
KS2 Writing	29%	42%	50% (11/22)	
KS2 Maths	36%	44%	50% (11/22)	
KS4 English 4+	30%	34%	28% (13/47)	
KS4 maths 4+	18%	33%	28% (13/47)	
KS4 E&M 4+	16%	22%	23% (11/47)	
KS4 Attainment 8	14	20.3	Not available yet	

Number of pupils in each cohort shown in brackets. National CLA 2023 – Not available yet

What are we going to do next? – Highlights from the Virtual School Action Plan for 2023-24

Action Priority	Areas to Cover
Ensure our children and young people attend appropriate, high-quality provision	<ul style="list-style-type: none"> Develop training offer for schools and social care. Lead worker linked with the national review of residential settings. Developing a joined-up offer for EAL CLA. Roll out of guidance and resources for Designated Safeguarding Leads and children's social workers to support CWSW.
Improve Attendance	<ul style="list-style-type: none"> Integrated working with the Education Service - Access and Inclusion attendance specialists. Consistency of challenge from VS to improve concerning reduced timetables and strategies recorded in the PEP to address persistent absence. Understanding barriers to attendance through the child's voice <ul style="list-style-type: none"> Where Mental Health is the predominant reason for non-attendance, the EBSA strategies (including card

	<p>sort) will be used to capture the overarching barrier, but also the obstacles in overcoming this barrier.</p> <ul style="list-style-type: none"> ○ Where distance is the barrier, proactive consideration of continuation of education will be considered in the interim until another school place can be sought. ● Close working with the SEND Service to ensure EHCP annual reviews are effective, and appropriate support and interventions are identified to ensure the young person can attend the named setting within their plan.
Improve Attainment	<ul style="list-style-type: none"> ● Develop termly CLA Pupil Progress reviews with input from school colleagues. ● Quality assurance and moderation of PEPs with a focus on SMART academic outcomes. ● Continue to expand the reading volunteer programme to support CLA and Post-CLA, CWSW.
Ensure our children & Young People have a smooth transition and clear route to adulthood	<ul style="list-style-type: none"> ● Strengthen links with the Staying Close Service. ● Develop the Post-16 PEP and Post-18 planning.
Help protect and support others to protect the emotional health and well-being of our children and young people	<ul style="list-style-type: none"> ● Trauma Informed practice to inform redevelopment of Pupil Voice. ● Implementation of the findings from the 3rd Bright Spots survey. ● Continued development of a creative curriculum and partnership working with the Children In Care Council. ● Commission of dedicated Educational Psychology time – focusing initially on children with emotional based school avoidance to explore strategies to re-engage the child back in school. Then on CLA with no SEND needs who have been out of education for a considerable length of time, requiring schools to consider the graduated approach, and consider learning assessments to ensure their needs are met.