THE SHEFFIELD VIRTUAL SCHOOL FOR CHILDREN LOOKED AFTER

ANNUAL REPORT 2016-17

Sheffield
City Council

Contents

THE SHEFFIELD VIRTUAL SCHOOL FOR CHILDREN LOOKED AFTER

The Virtual School is the key educational advocacy service for Sheffield's Children Looked After (CLA) regardless of where they are placed. Its role is to promote the educational achievement of CLA, and challenge schools and other education providers to ensure that CLA have the best possible education. It 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 Child Looked After is improved.

This report covers the work of the Virtual School in the academic year 2016/17, including information of the achievement of Sheffield's Children Looked After, key challenges and data on attendance and exclusions.

The appendices of this report provide more detail on the following areas:
- Appendix A – Analysis on the attainment of Children Looked After
- Appendix B – Summary of the impact of the Virtual School on a range of key areas of challenge and what will be done next year
- Appendix C – Evaluation of the training and additional activities delivered or commissioned by the Virtual School
- Appendix D - Anonymised case studies in order to give some context to the work of the Virtual School

SUMMARY OF KEY ACHIEVEMENTS AND CHALLENGES

Key Achievements 2016/17

Supporting Education:
- Providing advice and support for 400 children through participation in PEP meetings and CLA reviews.
- University homework study club and mentoring scheme for Y5 and Y6 children.
- Continued funding and organisation of the Letterbox book club scheme.
- Additional support for children in Y6 and Y11 with targeted preparation for SATs and GCSEs.
- Ongoing improvement of the PEP (Personal Education Plan).
- Organisation and delivery of university outreach scheme for Y10 and Y11 students.
- Implementation of the revised policy for the Pupil Premium for Children Looked After

Training:
- Emotional Health and Wellbeing training project for schools, focussing on attachment disorders.
- Delivering and commissioning training for Designated Teachers, carers and social workers.

Networking / Raising Awareness:
- Raising the profile of the Virtual School within the Sheffield education community.

- Continued engagement with the newly formed National Association of Virtual School Heads at regional (Yorkshire and the Humber) and national level.
- Participation in the STAR Awards for Children Looked After.
- Virtual School participation in various local authority strategy groups - Corporate Parenting Board; Inclusion Strategy Programme Board; Every Child in Education Every Day.
- Increased 'cross-border working' with neighbouring Virtual Schools. The challenge here is to meet the needs of Sheffield children placed in care out of authority and to support the virtual schools of other authorities that have CLA attending Sheffield schools.
- Improving partnerships working- The Virtual School 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.

Key Challenges 2016/17:

Leadership, Management and Governance:
- The Virtual School has had a period of transition over the past 2 years
- Potential impact upon the remit of the Virtual School as a result of the DFE consultation around former Children Looked After

Access to Education:
- Persistent absence rates in the most recently published figures (2016) for Sheffield Children Looked After are too high (12%) and above national average for Children Looked After (9.1%)
- There has been an improvement over the past five years in the number of fixed term exclusions for Sheffield Children Looked After. The challenge is to maintain this positive trend.
- Sheffield Children Looked After who do not have a full time school offer. Focus on children without a school place, accessing a part-time timetable or being educated offsite.

Personal Education Plans (PEPs):
- The number of Personal Education Plans (PEPs) that are in date and are high quality has fallen to 81% in date at the end of the 16/17 academic year
- Rising cohort size: The number of Children Looked After in Sheffield is increasing. The total number has increased from 530 in March 2016 to 591 in August 2017

Attainment and Progress:
- Attainment for Sheffield looked after children is below city / national averages for all children

Early Years and Post-16:
- The extension of the work of the Virtual School to cover early years and post-16
- Not all Sheffield Children Looked After in the early years currently access the 2 year old Funded Early Learning (FEL)
- The high number of Sheffield Children Looked After and Care Leavers classed as NEET

Emotional Health and Well Being:

- The high proportion of the cohort who have SEND and the main identified need being Social, Emotional and Mental Health (SEMH)

Young Person's Voice:

- The child's voice is not always captured effectively in the PEP so is not always taken into consideration when targets are set. The challenge is ensuring the young person's voice informs our practice and priorities

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How the Virtual School are addressing the key challenges in 2017/18?

All the challenges outlined above are addressed in the Virtual School Action Plan 2017/18.

Appendix B includes a summary of the information in the action plan. For each identified area of challenge the following information is summarised:

- What the Virtual School are currently doing to improve or address this?
- What requirements are needed to make this work?
- What are our performance indicators / success criteria?
- Evaluation of the impact of Virtual School actions?
- What we will do to improve further in 2017/18?

Virtual School Leadership

For the Academic Year 2016-2017, the role of the Virtual School Head returned to the local authority, with Tim Eldridge fulfilling this role on a temporary basis until August 2017. During the year planning for the development of the Virtual School within a wider reorganisation of sections of children's services began. This will be on-going during 2017-2018, and as part of this reorganisation the Virtual School Head's responsibilities will be undertaken by Pam Smith, Head of Primary & Targeted Intervention.
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PRIORITIES 2015-17
Sheffield Corporate Parenting Strategy 2015-17
The Sheffield Corporate Parenting Strategy 2015-17 identifies the following priorities for the Virtual School's work with schools and social care professionals.

During 2016-17 the Virtual School worked on the following elements of the Corporate Parenting Strategy, some of which are ongoing:

- Review the position of the Virtual School within the education community in Sheffield in order to challenge and support more effectively head teachers and governing bodies to develop a more holistic approach to meeting the needs of Children Looked After including governance, admissions, exclusions, emotional health and wellbeing, and quality assurance of their work.

  The Virtual School Head is a member of the Secondary Headteachers group and attended and presented at the Primary and Special Headteachers groups. The Virtual School is also represented on other groups including the Inclusion Programme Board and Every Child in Education Every Day. Virtual School has also actively participated in the National Association of Virtual Schools, and regional (Yorks/Humber) virtual school networks.

- Establish an extended Virtual School that meets the needs of pre-school and post-16 children and young people who are in care; including the development of a Personal Education Plan for pre-school children, and a better Pathway Plan for post-16 care experienced young people.

  The work of the Virtual School has been extended to cover Early Years and post-16. As part of a review and re-design of the PEP, there is now an ePEP for Early Years and post-16, and the Virtual School is working more closely with Early Years and with the post-16 sector and the Care Leavers' team.

- Develop schools' knowledge and understanding of attachment disorder among looked after and other vulnerable children and young people through an emotional health and wellbeing project involving a group of 10 primary/secondary/specialist schools working in partnership with the Virtual School.

  The second year of the Emotional Health & Wellbeing (EHWB) project ran successfully, including the production and launch of the 'Attachment toolkit', which is being made available, with associated training, to every school in Sheffield. Hope Attachment has been commissioned to continue provide training and consultation for schools during 2017/18.

- Review and develop the way we manage the Pupil Premium for CLA in order to make more effective use of the grant across all schools.

  The new policy for the Pupil Premium for Children Looked After was put in place for 2016/17 – further details can be found later in this report.

- Ensure our children, and the professionals who work with them, have dedicated and speedy access to local authority and other specialist education services that can intervene early and meet their complex needs.

Work has continued to gain more 'joined-up working' between social care, Multi-Agency Psychological Support (MAPS), and the local authority Educational Psychology and SEN services.

Elements of the Corporate Parenting Strategy being continued in 2017/18:

- Challenge and support schools to improve standards of attainment and progress so that our children reach and exceed national averages, and so that the gap is closing between their performance and that of the cohort overall.

- Challenge any plan to place Children Looked After at a school judged to be inadequate or requiring improvement. In addition we will challenge professionals to consider a wide range of circumstances when making arrangements for education; these include the views of the child, the parents, the social worker and the carer; the distance that the child has to travel to school each day, and how the child will complete the journey; other special arrangements that may impact on the child accessing their full entitlement.

- Maintain a relentless focus on special educational needs to ensure best practice for Children Looked After, and so that each child has access to education provision that meets their needs.

- Deliver training for social workers, foster carers, Independent Reviewing Officers, residential homes staff, designated teachers and other groups of teachers, including senior leadership teams and support staff in order to ensure a better understanding among partners of the importance of stable educational placements and the role of the Virtual School.

Performance Indicators / Success Criteria
The Virtual School sets targets against the challenges identified in the Corporate Strategy.

The Virtual School will use the following Performance Indicators to track on a monthly basis its progress against these priorities:

Access to Education:
- Improve persistent absence rates for Sheffield Children Looked After
- Reduce exclusion rates for Sheffield Children Looked After
- All Sheffield Children Looked After to access a full time school offer
- Any Child Looked After who is not in education to be placed on a school roll within 20 working days
- Increase the proportion of Children Looked After attending good or outstanding schools from the current percentage (76%) towards a target of 95%

Personal Education Plans (PEPs):
- All Children looked After to have a high quality personal education plan in place that details how school is supporting the child to meet all of their educational needs and that is reviewed and updated termly.

Attainment and Progress:
- Primary School – Children Looked After achieve age related expectations in reading, writing and maths
- Secondary School - Children Looked After achieve age related expectations in English and Maths (at GCSE)
- Children Looked After make expected or better progress in reading, writing and maths/English and Maths

Early Years and Post-16:
- Increase the proportion of Early Years Children Looked After accessing education
- All early years Children Looked After access the Funded Early Learning (FEL) and young people in Post-16 access their bursary
- Increase the proportion of Children Looked After and Care Leavers in education, employment or training to enhance their life chances

Of the above performance indicators the following have national averages against which to judge ourselves:

Published figures (most recent)	National CLA Average	Sheffield CLA
Persistent Absence (2016)	9.1%	12.0%
Fixed Term Exclusions (2015)	10.4%	10.1%

The following have locally generated aspirational targets

|	Sheffield CLA Aspirational Target	Current Sheffield CLA[1]
CLA placed in schools judged 'good' or better	95%	76%
PEP In-date	100%	81%

1. Figures as at the end of the 2016/17 academic year.

BENCHMARKING 2011-2017
The following information, together with social and national profiles conducted previously, suggests that Sheffield's total CLA cohort have more barriers to learning than those in many other local authorities:

- The number of CLA per 10,000 population is below the national average; the number has reduced from 59 in 2011 to 46 in 2016 but has increased to 51 in 2017

- The annual SDQ (Strengths and Difficulties Questionnaire) census of mental health status suggests that the average score (16) for Sheffield CLA is higher (worse) than the national average.

- A high proportion of the cohort has a Statement of Special Educational Needs (SSEN) or Educational Health & Care Plan (EHCP). In the most recent published figures, the Sheffield has a higher percentage of Children Looked After with SEN

who are non-statemented / don't have an EHC plan. Sheffield has a lower percentage of Children Looked After with a statement / EHC plan

% of children looked after who have SEN but no statement/EHCP

% of children looked after who have a statement of SEN/EHCP
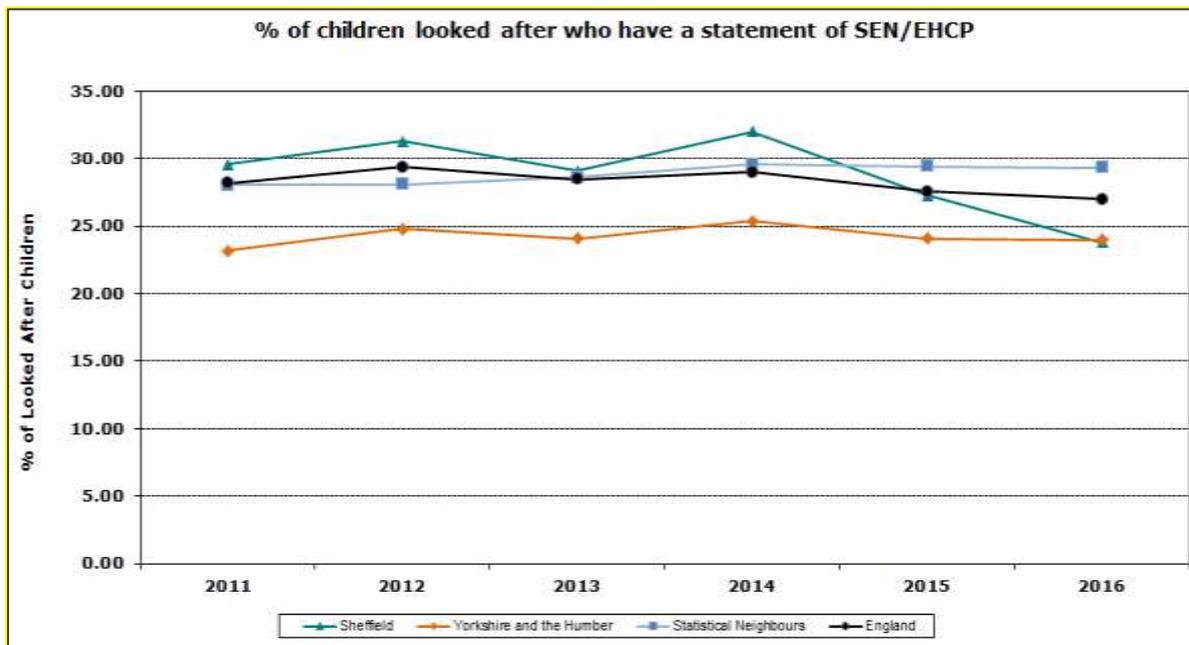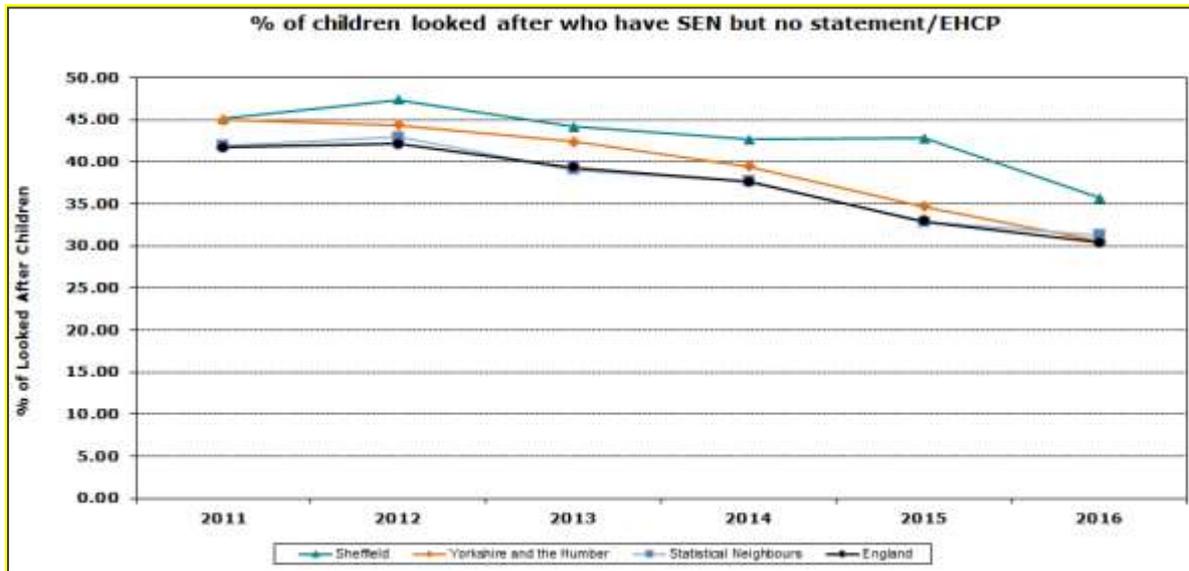
Please note that the local authority is engaged in a programme of transition in which Statements of Special Educational Need are being phased out and Education Health Care Plans phased in. This report includes both documents in its statistics as one measure. The majority of CLA are on our Special Educational Needs register; a minority have a statement or EHC plan.

THE CLA COHORT 2016-17 (Overall Numbers and Demographics)

- In 2016-17 a total of 470 school age children were in care at any time throughout the academic year.

- 276 were in care continuously for a period of twelve months or more (either during the year if left care before 31/08/16 or still in care as at 31/08/17).

- Of the cohort in care at the end of the academic year, 64 (16%) were in special schools and 126 (31%) were at schools outside Sheffield.

The graphs below compare this cohort with the full school age cohort in Sheffield by phase, gender, ethnicity, SEN and primary need.

School Phase
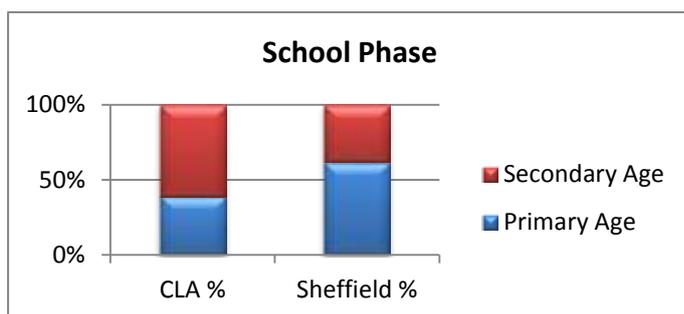
A greater proportion of school age CLA are secondary age (61%) compared to the full Sheffield school age population (38%)

Gender
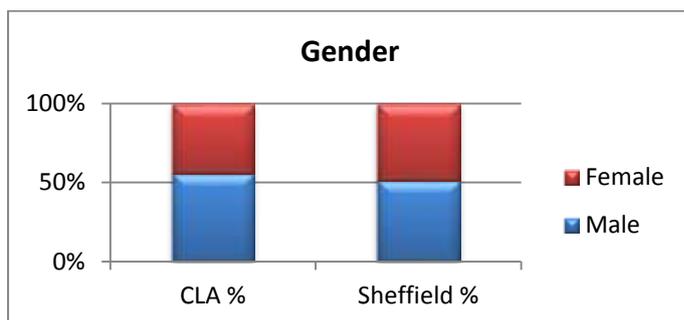
The proportion of males in care (56%) is higher than the overall Sheffield school age population (51%)

Ethnicity
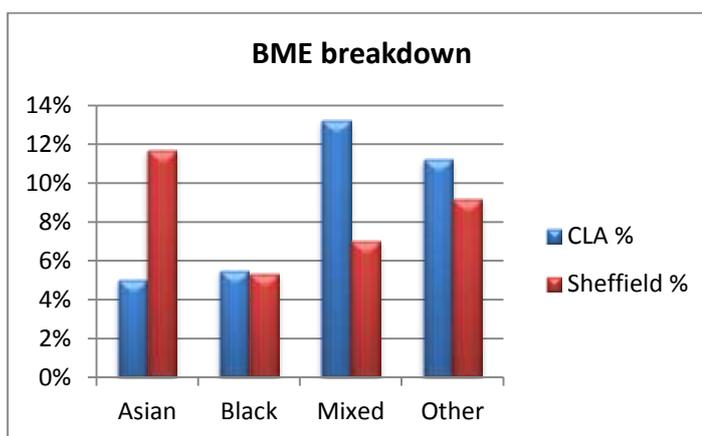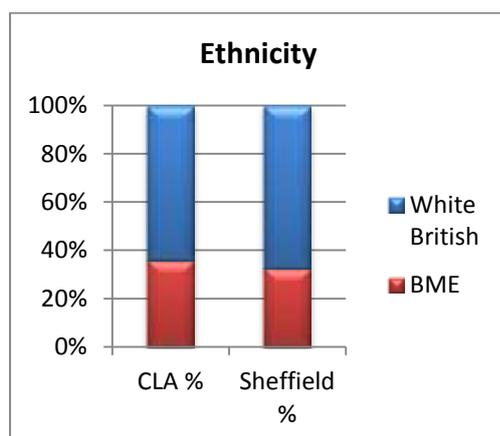
BME breakdown

- There is the same BME rate in the Children Looked After cohort than in the overall Sheffield population.
- Within the BME breakdown of current Children Looked After, children with Asian and Black heritage are underrepresented compared to Sheffield as a whole. Mixed heritage and 'other' have a slightly larger proportion.

All SEN

SEN Statement or EHC plan
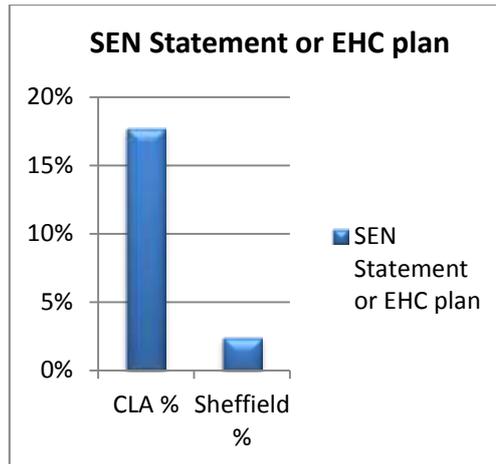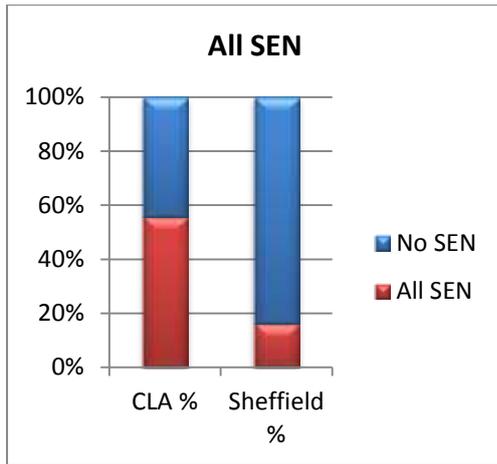
- In comparison with the overall school age cohort in Sheffield, the proportion with all SEN and the proportion with a statement or EHC plan are much higher in the Children Looked After cohort.

Primary Need for CLA statements / EHC plans compared to all Sheffield statements / EHC plans (%)
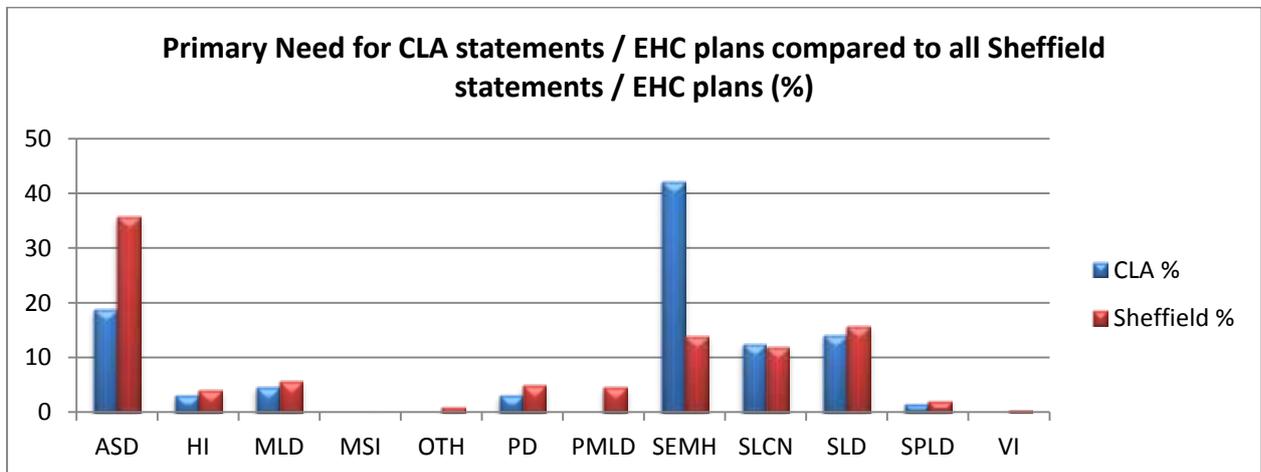
- A greater proportion of the Children Looked After cohort have the SEN primary need of SEMH (social, emotional and mental health) (42%) than the whole cohort of Sheffield statements / EHC plans (14%).

11

School Ofsted Rating

At the end on 2016/17, 76% of school age CLA attended schools rated by Ofsted as 'Outstanding' or 'Good'. This represents an improvement from the beginning of the 2015/16 academic year where the figure was 67%

The Ofsted rating of a school where the child moves in-year is an increasing priority for Sheffield and there is a now a dedicated section in the EPEP to monitor these moves more closely. Out of 81 recent school moves over the past year, the Virtual School were consulted about the move in 90% of these according to data in the PEP.

	Number	%
In schools with Ofsted Good or better rating	274	76
In schools with Ofsted RI rating	50	14
In schools with Ofsted Inadequate rating	38	10

Note:
1. Where possible, children are placed in schools rated 'good' or better. However, if a child comes into care while in a school rated less than good it is often inappropriate to move their school place simply on the basis of the Ofsted rating of their current school.
2. As of 30th June 2017, 83% of Sheffield schools were rated 'good' or better.
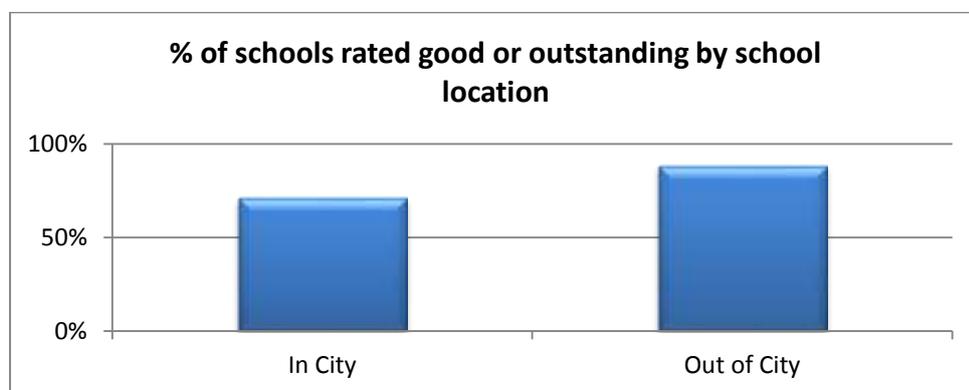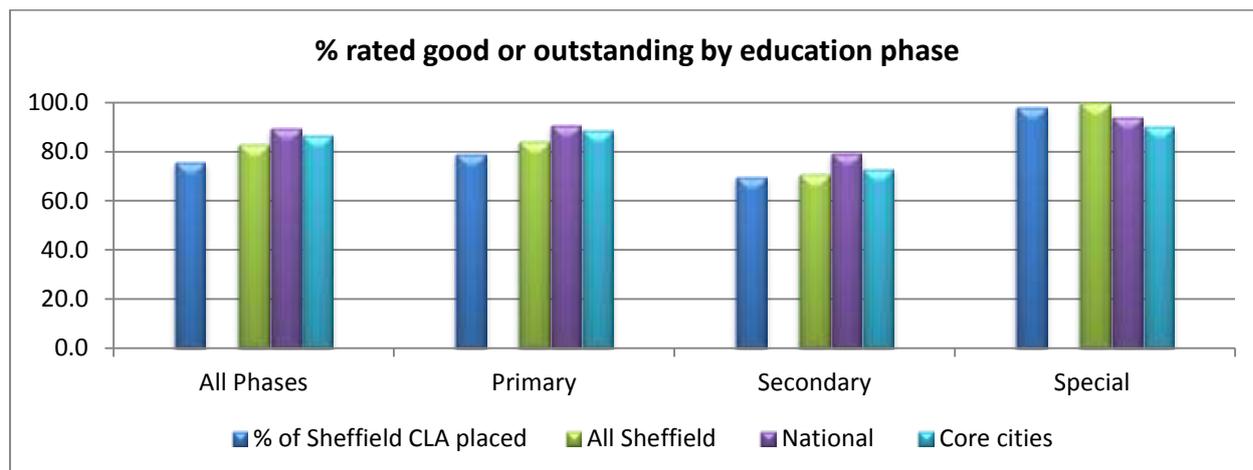
CLA EDUCATION OUTCOMES 2016/17

Full details can be found in Appendix A

Please note that the statistics presented in these reports are based on low numbers of children. Although they may indicate differences compared with previous results, the low numbers involved mean that caution should be exercised when comparing data, or making generalisations about cohorts.

'Reportable cohort' is children who have been in care for over 12 months

Provisional key stage results for summer 2017

Key Stage 1 (7 year olds)   Reportable cohort: 9

- KS1 performance in 2016/17 was better than in the previous year in reading and writing but lower in maths

	%
Working at the expected standard in reading	44
Working at the expected standard in writing	11
Working at the expected standard in maths	22

Key Stage 2 (11 year olds)   Reportable cohort: 22

- KS2 performance in 2016/17 improved in reading and maths but was lower in writing

	%
Working at the expected standard in reading	36
Working at the expected standard in writing	50
Working at the expected standard in maths	45
Working at the expected standard in reading, writing, maths combined	23

Key Stage 4 (16 year olds)   Reportable cohort: 37

- KS4 – Trend information is not possible to report for 2017 due to the changes to English and maths GCSE. CLA still have lower overall achievement than children not in care.

	%
CLA achieved 9-4 in English and maths (standard pass equivalent to A*-C)	16
CLA achieved 9-5 in English and maths (strong pass)	8
CLA in mainstream schools completed Y11 with some formal qualifications*	91
CLA in mainstream schools achieved 9-4 in English and maths	26

13

*School Type: Mainstream Vs Other
23 CLA attended a mainstream school at the time of exams.
14 CLA attended a special school, secure setting or other provision.

When comparing attainment figures to the Sheffield and National average it is of interest to split out the figures for Children Looked After attending mainstream schools due to the small cohorts involved.

CLA ATTENDANCE 2016/17

The Virtual School utilises a service provided by 'Welfare Call' to monitor attendance at school and alternative provisions on a daily basis by an individual phone call to check every student is at school. Where students are not at their provision the Carer is contacted to ascertain the reason for absence and the Social Worker and Virtual School are notified. This ensures the whereabouts of every student is monitored on a daily basis.

In 2016/17 the total attendance percentage is higher for Sheffield CLA than the last published national average in the primary and special phase and similar to city average in secondary.

Overall attendance for CLA has remained above the average for the city as a whole for the last three years for the primary and special phase.

Total Attendance %								
		2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**
Primary	**CLA**	96.9	96	97.5	96.0	96.7	97.2
	Sheffield	95.2	94.8	95.7	95.4	95.7	
	National	95	95.6	95.4	96.0	96.0	
	Diff: CLA and all Sheffield	1.7	1.2	1.8	0.5	+1.0	
	Diff: CLA and National	1.9	0.4	2.1	0	+0.7	
Secondary	**CLA**	94.6	93.4	94.9	94.4	93.7	93.4
	Sheffield	93.6	93.6	94.3	94.1	94.2	
	National	93.5	94.1	94.2	94.7	94.8	
	Diff: CLA and all Sheffield	1	-0.2	0.6	0.4	-0.5	
	Diff: CLA and National	1.1	-0.7	0.7	-0.3	-1.1	
Special	**CLA**	91.3	90.7	92.4	91.9	91.5	93.7
	Sheffield	88.9	88.5	88.2	89.0	88.0	
	National	90	90.4	90.3	90.6	90.9	
	Diff: CLA and all Sheffield	2.4	2.2	2.2	2.3	+3.5	
	Diff: CLA and National	1.3	0.3	2.1	1.3	+0.6	

All attendance refers to attendance at Sheffield schools for the whole academic year (HT1 to HT6).

Persistent Absence

In 2016-17:
- The most recent published national data is for 2015/16 when the threshold was 90% (i.e. children whose attendance was below 90% were classed as 'persistently absent'). For 2015/16 the national average was 9.1%.
- The published figure for Sheffield for 2015/16 was 12%
- Locally generated data indicates that in 2016/17, 86 Children Looked After out of a cohort of 401 had less than 90% attendance.
- This represents 21.4% of the cohort (for those in care for over a year, 39 out of 257 = 15.2%)
- This percentage is too high, and work continues to be done in partnership with schools and social care professionals to reduce further the number of CLA who are persistently absent from school.

CLA EXCLUSIONS 2016/17

In this section we have included all reported exclusions received whilst looked after in the academic year and not just for those who have been looked after for a period of 12 months. (Statistical First Release figures)

All the data concerning 2016/17 is locally generated, and subject to validation by DfE in the reports due to be published in 2018.

Permanent Exclusions 2016/17
The Virtual School has worked with all schools to establish practice which has resulted in no permanent exclusion of any looked after children. The Virtual School has encouraging agreement from all Sheffield schools and academies that they will not permanently exclude a looked after child, and will instead work closely with the Virtual School to provide alternatives which meet the needs of the young person and the school.

During 2016-17 the VS provided direct intervention for 12 CLA who were at risk of permanent exclusion, and as a result no CLA were permanently excluded. In some cases, intensive support was provided to enable the child to remain in their school; in other cases the Virtual School brokered moves to other settings that enabled the child to remain in education without having the stigma of a permanent exclusion.

No CLA have been permanently excluded over the last six years (2011/12 to 2016/17).

Fixed Term Exclusions 2016/17
The Virtual School has established good working practice with schools, alternative learning providers and other services to ensure that the potential exclusion of looked after children is only considered after a number of other measures. Any exclusions are closely scrutinised and alternative education for the students is provided where possible to minimise disruption to education and care placements.

- Locally generated data indicates that 37 CLA were subject to one or more fixed term exclusions in the last school year; this represents 9.2% of the cohort.

- This figure will change, and is expected to be lower, when DfE makes its calculations against this indicator due to the DfE figures excluding children who have been in care for less than 12 months.

- If this figure is confirmed by DfE in their reports, it will represent a reduction in the proportion subject to fixed term exclusion from the 2015 published figure (10.1%). The 2016 data is due to by published in March 2018

- It continues the trend over the last five years of lower numbers and proportions of CLA being subject to such exclusions.

- This trend follows the same pattern as national, core cities, regional and statistical neighbours

- The locally calculated Sheffield figure would be below the most recently published national average (10.4%).

- Comparisons against national, core cities, Statistical Neighbours and Yorkshire and Humber neighbours will be made for 2016-17 when the data is available.

Percentage of CLA with at least 1 fixed term exclusion
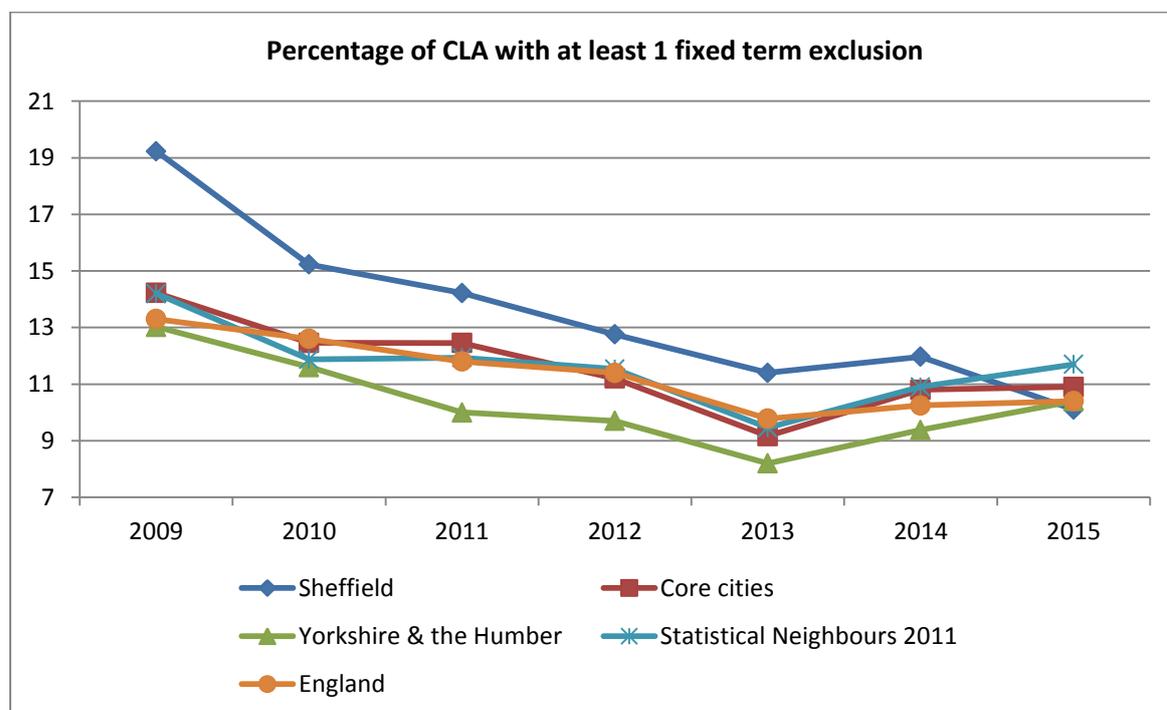
VIRTUAL SCHOOL TRAINING AND DEVELOPMENT 2016/17

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.

Termly meetings for Designated Teachers
Training covered this year included:
- The Annual report for Governors
- The Social Care system
- 'What does a good PEP look like?'

Designated Teacher Drop in Sessions
Individual training for new designated teachers as required, on the role of the DT, how Welfare Call works, the PEP and how Children Looked After should be supported in school.

Bespoke training for schools and other organisations
During 2016-17 a range of training was provided at the request of individual schools and other groups. This included:
- Training for MAST teams
- Training for Children's Home staff
- Welfare Call training
- Social Worker training (particularly induction of newly qualified staff on regular Wednesday afternoon sessions)
- Individual and small group training for DTs and other school staff working with CLA
- Induction for newly appointed DTs.
- Training for Hallam university students
- Supporting CLA in the classroom, sessions at Salvation Army for teachers

DESTY
A specific package of online training and support for staff working 1:1 with Children Looked After, supporting their social and emotional well-being. 17 schools were involved with this, which involved a training day in December followed by weekly web-based work for the individual support staff who attended the training day.

ADDITIONAL ACTIVITIES 2016-17

The Virtual School led and/or supported a number of additional activities, some of which were funded by the Pupil Premium retained by the Virtual School.

Pupil Premium Retained Fund Summary

Y6/Y5 Study Group
From November 2016 to May 2017 16 Y5 and Y6 children took part in the weekly Study Group, delivered by the University of Sheffield at their Arts Tower Building. It focussed on children performing below expectations but with the potential to improve. The project culminated in a celebration awards evening at the University, and a visit to Whirlow Farm for this group of children.

Although it is difficult to assess the impact of the project as there are many other variables, and this year the assessment framework was significantly different, the children's teachers reported that their motivation and confidence improved, and the children who took part in the project performed better than the CLA cohort as a whole. The project will be repeated in 2017-18.

Go Further, Go Higher
In June 2017 Sheffield looked after young people in years 10 and 11 took part in the South Yorkshire 'Go Further Go Higher' summer school held jointly by Sheffield University and Sheffield Hallam University. This year's summer school explored food, nutrition and hospitality. The three days provided the students with the opportunity to find out about the science behind food and learn what makes up a healthy diet. They created their own menus and had the opportunity to prepare them themselves. To compliment this theme, the middle day was facilitated by The Mercure Hotel, who designed activities which gave them an insight into their business. The course concluded with a graduation ceremony held at the Sheffield University campus.

Letterbox
Letterbox is a national programme that provides personalised reading materials, games and exercises directly to CLA. The aim is to improve their confidence in learning, and to increase the confidence of the carers helping them at home; most importantly it is an opportunity for the whole family to engage in learning activities including the carers' own children. Each year members of staff in the Virtual School identify a cohort of children who are likely to benefit from the programme. We commission Letterbox to assemble appropriate packs of materials, and to deliver them to us; we then send them on directly to the children's homes through the post. 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. In 2016/17 a total of 90 children from the Y3, Y5 and Y7 cohorts benefitted from the programme, the highest in recent years.

EHWB Project: Developing Attachment Awareness
The Virtual School commissioned Hope Attachment to deliver a training programme for 10 schools to build capacity amongst staff to have the skills, knowledge and tools to support vulnerable children, especially CLA, and to improve their emotional wellbeing and success within the classroom which will lead to improved attainment and attendance and reduce exclusions. The project specifically focussed on developing these skills to support children with significant attachment and trauma issues to enable schools to become 'attachment aware'.

The 10 schools comprised 7 primary, 2 secondary and one special school. The training took the form of initial whole staff training in each school followed by in-depth training sessions for key staff with specific responsibility for CLA. Staff from the schools also undertook collaborative learning based around case studies of children.
Evaluation of the project was positive, with schools reporting increased awareness and confidence amongst staff working with children with attachment issues.

In addition, as part of the commission, Hope Attachment has produced and published an 'Attachment Toolkit', which has been made available, with linked training, for every Sheffield school.

This work is being continued in 2017/18 to include twilight training sessions for 20 schools/clusters, five whole day training events to which all schools will be invited and bespoke 1:1 work in schools with individual staff.

How the Virtual School evaluate training and additional activities to plan for 2017/18?

The main training and additional activities outlined above are addressed in the Virtual School Action Plan 2017/18.

Appendix 3 includes a summary of the information in the action plan. For each area of training or additional activity the following information is summarised:
- What is the reason for the training or activity?
- What is the expected impact / targets?
- Were the targets achieved?
- Evaluation of the actual Impact of the training or activity
- Has feedback been received? What does the feedback say?
- Has the training / activity been redesigned as a result of feedback? How?

THE CLA DATA PACK

Established in November 2014 the monthly data pack contains regular updates for professionals who work with our children on a range of indicators including:

- Personal Education Plans
- Attendance
- Exclusions
- Attainment
- OFSTED Ratings.

It has been a significant tool in raising awareness, especially with social care team managers, of the number of in-date PEPs held within their services, and has allowed the Virtual School to challenge performance in this key area by sharing the data with Social Care Team Managers so out of date PEPs can be discussed during Social Worker supervisions.

THE PERSONAL EDUCATION PLAN 2016-17

The Local Authority has a statutory duty to maintain Personal Education Plans (PEP) for every school age CLA up to the end of the school year in which they turn 18 (i.e. the end of Year 13). A CLA must have a PEP written within 20 schools days of coming into care.

The PEP must be reviewed at least termly, or at any time of significant changes to placement and/or education provision. Social Workers are jointly responsible along with school Designated Teachers for writing, reviewing and taking actions written into the PEPs.

At any one time the LA has approximately 30 CLA in early years, 400 school-aged CLA, and 170 in post-16. The majority are placed in Sheffield schools or provisions. However a significant number (approx. one third) are placed in state schools, independent schools, secure units and other education establishments throughout the United Kingdom.

Recently published statutory guidelines on 'Promoting the Education of CLA' (DfE July 2014) clarifies that a Virtual School Head should ensure that there are effective systems in place to:

- ensure social workers, designated teachers and schools, carers and IROs understand their role and responsibilities in initiating, developing, reviewing and updating the child's PEP and how they help meet the needs identified in that PEP
- ensure up-to-date, effective and high quality PEPs that focus on educational outcomes and that all CLA, wherever they are placed, have such a PEP.

During 2016/17 the Virtual School has worked in partnership with colleagues in social care and schools to deliver a web-based solution to managing PEPs. At the end of 2016/17 81% of school age PEPs were in date (i.e. completed within the last six months); a further 14% were completed and awaiting final sign off.
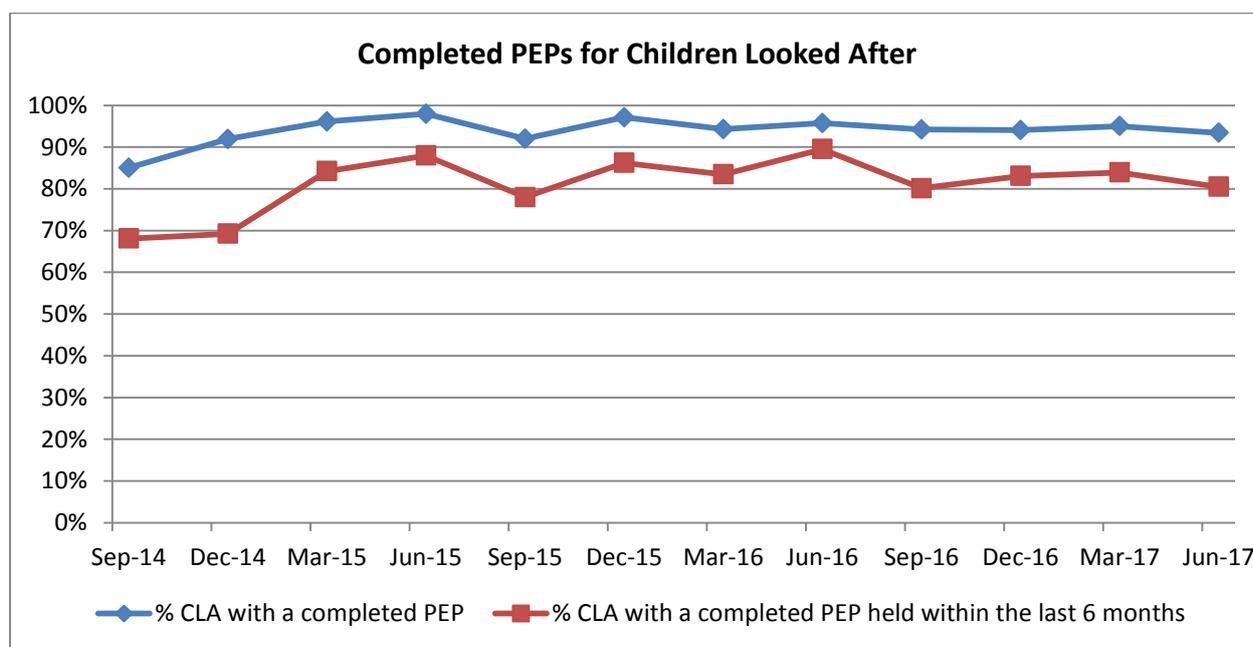
In addition the Virtual School has used the ePEP to deliver full pupil profiling including:

- Attainment and progress tracking and reporting
- Attendance
- Exclusions
- Pupil Premium details
- Yong person's views and feelings about school
- Additional in-school provision (e.g. 1:1 tuition, ESCAL)
- Engagement in the Extended Curricular activity (e.g. sports and cultural, hobbies)
- Ability to access full data set to use in other settings and contexts as appropriate.

The Virtual School has set itself an aspirational target to ensure that all PEPs are in date and of good quality by the end of August 2018.

PUPIL PREMIUM FOR CLA 2016-17

Children who have been in local-authority care for 1 day or more attract £1,900 of pupil premium funding. This does not go directly to the schools pro rata but is managed by the Virtual School in the local authority that looks after the child.

During the 2016/17 academic year the Virtual School implemented a revised Pupil Premium policy. The key elements of the new policy are shown below.

- Schools receive £500 per term (£1500 per annum) for each CLA (of statutory school age, 5-16 years of age) that is on their school roll as at the 1 October, 1 February and 1 May. February and May payments will released upon the satisfactory completion of high quality Personal Education Plan (PEP).
- A portion of the Children Looked After Pupil Premium Grant has been retained by the Virtual School to support schools and education establishments with the admission, inclusion and engagement of particularly complex CLA. Schools are required to make a formal request for this additional funding to the Virtual School Head.
- Residential education establishments, independent special schools, children in secure units or remanded in custody are considered high cost placements and will not receive the CLA Pupil Premium. This funding is retained by the Virtual School to fund project work and targeted interventions.
- The revised PEP will require schools to more clearly articulate and account for how the delegated grant element has been used. The information recorded in the PEP is rigorously tracked and monitored by the Virtual School to ensure the funding is used appropriately to raise the attainment of Children Looked After and support them to achieve the targets in their PEP

Termly payments are based on the school at which the CLA is placed on 1st May, 1st October and 1st February. We have chosen these dates so that any changes to school placements made at the start of a new term will have taken place and will have been recorded centrally. This way the appropriate school receives the payment without unnecessary delay.

All Sheffield Local Authority maintained schools, academies and Special Schools automatically receive this payment for all eligible CLA on their roll without having to apply for it.

All maintained schools, academies and Special Schools outside the Sheffield Local Authority boundary receive this payment for all eligible CLA once the appropriate bank details have been received.

Over the 2016/17 academic year most of the grant was used to employ staff to deliver additional learning and emotional support both in the classroom and at other times of the day. A portion was used to give our children access to activities beyond the school day and school year; and books, materials, IT and other equipment to increase and enhance learning opportunities.

The development of the electronic Personal Education Plan is allowing the Virtual School to track more closely how schools are using this grant, and to challenge them to make better and more imaginative use of it. This also enables us to maintain a detailed record of PP expenditure. In 2016/17 the three main uses for PP expenditure in primary schools were: one to one tuition, additional adult support and social and emotional learning. For secondary the three main uses were one to one tuition, additional adult support and digital technology

APPENDIX A: Attainment Data

Key Stage 1

KS1 CLA reportable cohort: 9 children

		2016		2017		1 yr trend
		Number reaching expected standard	% reaching expected standard	Number reaching expected standard	% reaching expected standard	
Sheffield CLA	Reading	2	18.0	4	44.4	↑
	Writing	1	9.0	1	11.1	↑
	Maths	3	27.0	2	22.2	↓

Attainment Trends for Sheffield CLA

- Performance of KS1 CLA in 2016/17 was better than in the previous year in reading and writing but slightly lower in maths

SEN Context (reportable cohort)

- 6 children have SEN needs identified (67% of the reportable cohort)
- 1 child (11%) has a statement of SEN or EHC plan.
- 5 children (56%) have SEN support. 1 of these children achieved the expected standard in reading, writing and maths

KS1 Attainment by School Location

- Of the 9 children in the Year 2 reportable cohort, 2 were placed in Sheffield Schools and 7 out of the City.

  From the reportable cohort placed out of City:
- 1 out of the 7 children achieved the expected standard in all areas.
- 4 of the 7 children were on the Special Needs Register; 3 at SEN support and 1 child with an EHC Plan

  From the reportable cohort placed in City:
- 1 of the 2 children achieved the expected standard in all areas.
- Both children were on the Special Needs Register at SEN support

Narrowing the gap

		2016	2017	2016 Gap with Sheffield CLA	2017 Gap with Sheffield CLA	1 yr trend
Sheffield	Reading	71.4	73.6	53.4	29.2	-24.2
	Writing	64.7	68.1	55.7	57.0	+1.3
	Maths	71.4	75.6	44.4	53.4	+9.0
National	Reading	74.2		56.2		
	Writing	65.7		56.7		
	Maths	72.8		45.8		

- The gap between the CLA reportable cohort and all Sheffield children narrowed in reading in 2017 but widened in writing and maths

Key Stage 2

KS2 CLA reportable cohort: 22 children

		2016		2017		1 yr trend
		Number reaching expected standard	% reaching expected standard	Number reaching expected standard	% reaching expected standard	
Sheffield CLA	Reading	8	31	8	36.4	+5.4
	Writing	14	56	11	50	-6
	Maths	9	38	10	45.5	+7.5
	Reading, writing, maths combined	6	24	5	22.7	-1.3

Attainment trends for Sheffield CLA
- 36% achieved the expected standard in reading (8 children). This is an improvement on last year (31%)
- 50% achieved the expected standard in writing (11 children). This is lower than last year (56%)
- 46% achieved the expected standard in maths (10 children). This is an improvement on last year (38%)
- 23% achieved the expected standard in combined reading, writing and maths (5 children). This is slightly lower than last year (24%)

SEN Context (reportable cohort)
- 13 children have SEN needs identified (59% of the reportable cohort)
- 5 children (23%) have an EHC plan. None of these children achieved the expected standard across all subjects but 1 achieved the expected standard in maths
    - 3 have primary need SEMH (1 of whom achieved the expected standard in maths)
    - 1 has primary need MLD
    - 1 has primary need SLD

- 8 children (36%) have SEN support. None of these children achieved the expected standard across all subjects but 2 achieved the standard in reading, 4 in writing and 2 in maths.
  - 4 have primary need SEMH
  - 2 have primary need SPLD
  - 1 has primary need MLD
  - 1 has primary need ASD

Children Not Entered for the Tests
- From the reportable cohort 3 children were not entered for the tests. All children were working below the level of the test and one child was still working at P Levels. All 3 have a current EHCP

Non reportable cohort: 4 children
The Virtual School monitor the attendance / attainment and progress of all Children Looked After but only the results of those in care for 12 months or more are published by the DfE. In 2017, an additional 4 children were in the Y6 cohort but were classed as non-reportable as they entered care after 1st April 2016. All 4 of these children have SEN needs identified. None of these children achieved the expected standard in reading, writing or maths.

There were no children discharged from care in Y6 shortly before the examinations.

KS2 Expected Progress (reportable cohort)
The system of national curriculum levels is no longer used by the government to report end of key stage assessment. The previous 'expected progress' measure has been replaced by a 'value added' type progress measures in reading, writing and mathematics. There is no 'target' for the amount of progress an individual pupil is expected to make. Any amount of progress a pupil makes contributes towards the average progress score for the cohort.

The graphs below show Sheffield CLA progress scores for 2016 in reading, writing and maths.

- Sheffield CLA in 2016 had a positive KS2 progress score in writing and was above the national average in reading and writing. Sheffield was below the national average progress score in maths.

Progress scores reading

Sheffield | Core cities | Yorkshire & the Humber | Statistical Neighbours 2011 | England

Progress scores writing

0.8

-1.3

-0.5

-1.0   -1.0

Mar-16

■ Sheffield   ■ Core cities   ■ Yorkshire & the Humber   ■ Statistical Neighbours 2011   ■ England

Progress scores maths

-1.9

-1.3   -1.4

-2.3

-1.3

Mar-16

■ Sheffield   ■ Core cities   ■ Yorkshire & the Humber   ■ Statistical Neighbours 2011   ■ England
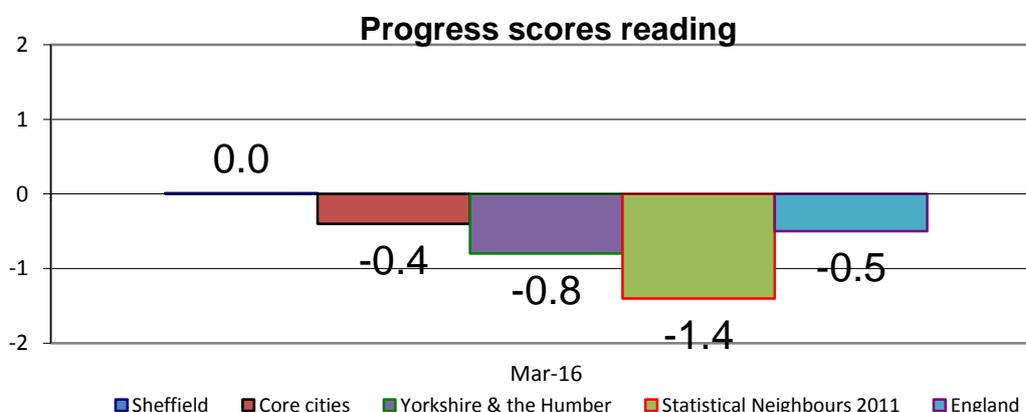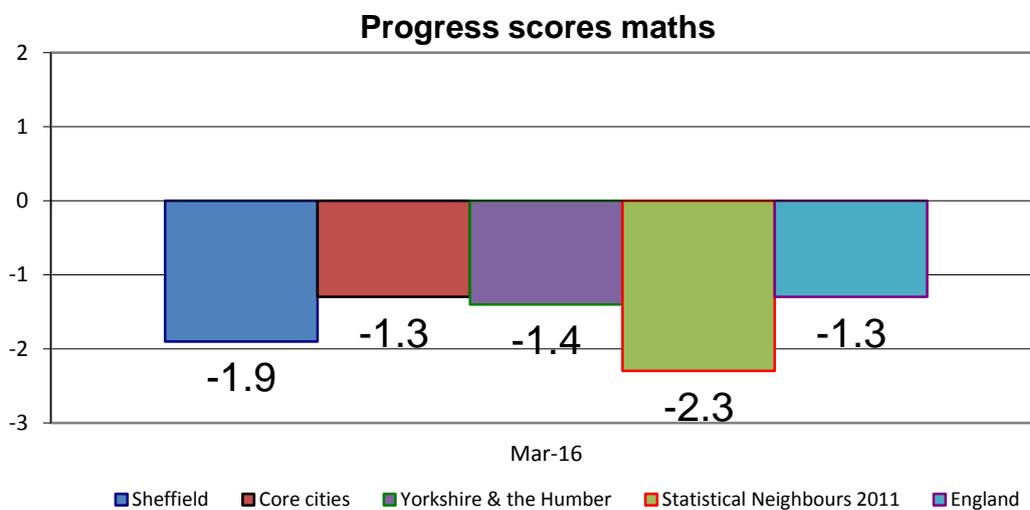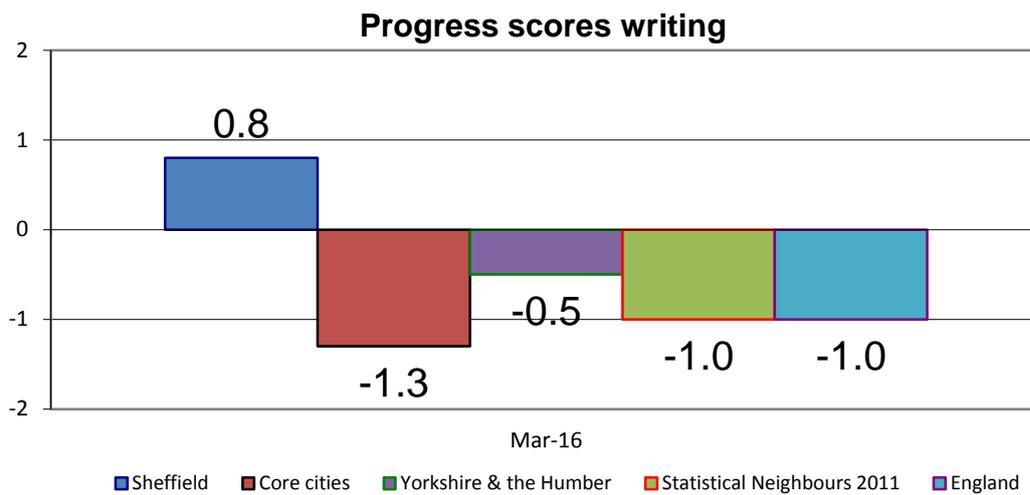
The 2017 progress scores are not available yet for the full cohort. However, we know the score for children attending Sheffield schools (18 out of the reportable cohort of 22).

- The 2017 combined progress score for reading is 0.1
- The 2017 combined progress score for writing is 1.2
- The 2017 combined progress score for maths is -1.5
- All three figures are an improvement on the combined 2016 progress scores

Narrowing the gap

		2016	2017	2016 Gap with Sheffield CLA	2017 Gap with Sheffield CLA	1 yr trend
Sheffield	Reading	62	69	31.0	32.6	+1.6
	Writing	73	77	17.0	27.0	+10.0
	Maths	69	73	31.0	27.5	-3.5
	Reading, writing, maths combined	52	60	28.0	37.3	+9.3
National	Reading	66	71	35.0	34.6	-0.4
	Writing	74	76	18.0	26.0	+8.0
	Maths	70	75	32.0	29.5	-2.5
	Reading, writing, maths combined	53	61	29.0	38.3	+9.3

- The results for all Sheffield schools and all schools nationally have improved this year so the gap remains similar between the Sheffield CLA cohort and national in reading, has widened in writing and has reduced in maths. The results for Sheffield Children Looked After are still substantially below the Sheffield and national average.

Impact of booster classes and access to additional support
From November 2016 to May 2017 17 Y5 and Y6 children took part in the weekly Study Group, delivered by the University of Sheffield at their Arts Tower Building. It focussed on children performing below expectations but with the potential to improve. This project was funded by the Virtual School out of looked after children pupil premium funding.

The children's teachers reported that their motivation and confidence improved, and the children who took part in the project performed better than the CLA cohort as a whole (see below – results for the 12 children in Y6 shaded in green)

	Number CLA reaching expected standard (2017)	% CLA reaching expected standard (2017)	2017 Sheffield (%)	2017 National (%)	BLP cohort - Number CLA reaching expected standard (2017)	BLP cohort - % CLA reaching expected standard (2017) out of the children who participated in BLP
% Reading	8	36.4	69	71	7	58.3
% Writing	11	50	77	76	8	66.7
% Maths	10	45.5	73	75	8	66.7
% Reading, Writing, Maths combined	5	22.7	60	61	5	41.7

Additional targeted Pupil Premium
A portion of the Children Looked After Pupil Premium Grant has been retained by the Virtual School to support schools and education establishments with the admission,

inclusion and engagement of particularly complex CLA. Schools are required to make a formal request for this additional funding to the Virtual School Head.

In 2017, four requests were made to support Y6 pupils in preparation for SATS. This was spent on extra 1 to 1 tuition for two of the children. Both of these children achieved the expected standard in two of the three main subjects.

The other two requests were for extra nurture and therapeutic provision to support their complex emotional needs. These two children did not achieve the expected standard in SATS but have both made a successful transition to secondary school.

The funding detailed above is in addition to £1500 per year that gets paid direct to schools on a termly basis to support the education achievement of Children Looked After. How this funding is used is agreed in PEP meetings and detailed in the child's PEP against specific targets. The impact of this funding against the child's target is reviewed at the next PEP meeting.

2017/18 Y6 Cohort

In the 2017/18 Y6 cohort there are 32 children. 29 will be in the reportable cohort (if they remain in care for the full academic year)

SEN Context (17/18 reportable cohort)
- 17 children have SEN needs identified (58% of the reportable cohort)
- 5 children (17%) have an EHC plan.
  - 3 have primary need SEMH
  - 2 have primary need SLCN
- 12 children (41%) have SEN support.
  - 5 have primary need SEMH
  - 2 have primary need SPLD
  - 2 have primary need MLD
  - 1 has primary need ASD
  - 1 has primary need SLCN
  - 1 has primary need OTH

In the latest in-year assessment data we hold (Summer term 2016/17) the cohort were assessed by their teachers as working at the following standard at the end of Y5:

Standard	Reading		Writing		Maths	
	Number	%	Number	%	Number	%
Well Below Expectations: working on P Scales.	8	27.6	8	27.6	9	31.0
Below Expectations: for this year group.	4	13.8	5	17.2	4	13.8
Working Towards: Expectations for this year group.	8	27.6	8	27.6	8	27.6
On Expectations: at the expected level for this year group.	9	31.0	8	27.6	8	27.6

The Virtual School use this in-year attainment data to target planned interventions for 2017/18 such as the Y5/Y6 study group, access to the Grimm and Co reading project and targeting pupil premium funding.

Key Stage 4

In 2017 there were 56 CLA in Y11 at the time of GCSE and other public examinations; of these 37 were in the reportable cohort.

The headline measures including in this report are:
- % achieving 9-4 in English and maths
- Average CLA Attainment 8 score
- Average CLA Progress 8 score

Note: Trend data is not available for 2016/17 due to the change in English and maths GCSEs

KS4 % achieving 9-4 in English and maths (reportable cohort)

- 16% of CLA achieved 9-4 in English and maths (standard pass equivalent to A*-C)
- 8% of CLA achieved 9-5 in English and maths (strong pass)

Historical attainment trends for Sheffield CLA (showing old A*-C grades)
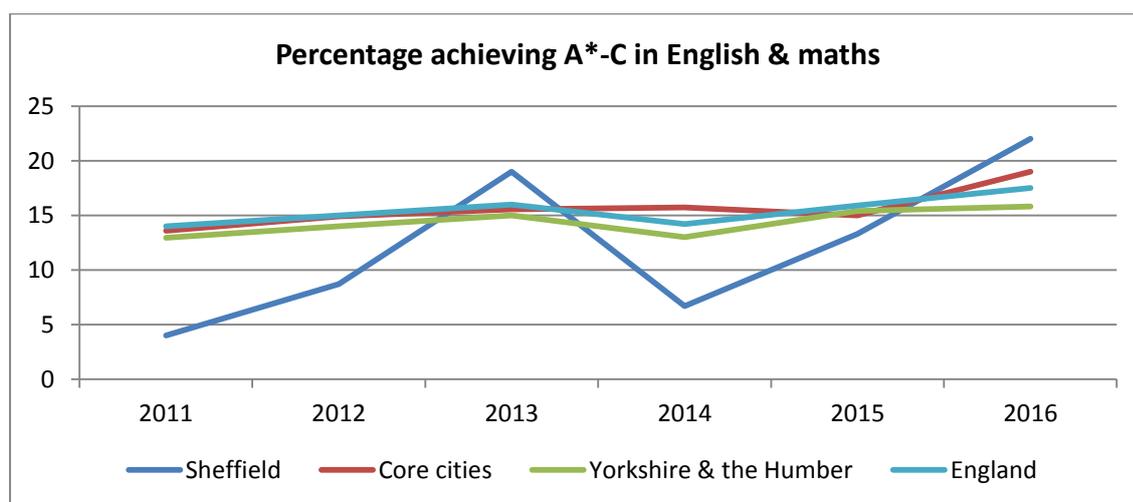
KS4 Attainment 8 (reportable cohort)

The 2017 attainment 8 scores are not available yet for the full cohort. However, we know the score for children attending Sheffield maintained schools (17 out of the reportable cohort of 37).
- The 2017 attainment 8 average score is 28
- This figure for 2017 will change when more data is received for out of Sheffield schools
- The 2017 figure is not directly comparable with 2016 due to the change in English and maths GCSE.
- Sheffield CLA had a higher attainment 8 score than comparators in 2016

Attainment 8

Bar chart titled "Attainment 8" showing values: Sheffield 25 (2016) and 28 (2017), Core cities 23, Yorkshire & the Humber 21, Statistical Neighbours 2011 24, England 23. Legend: ■ 2016 ■ 2017
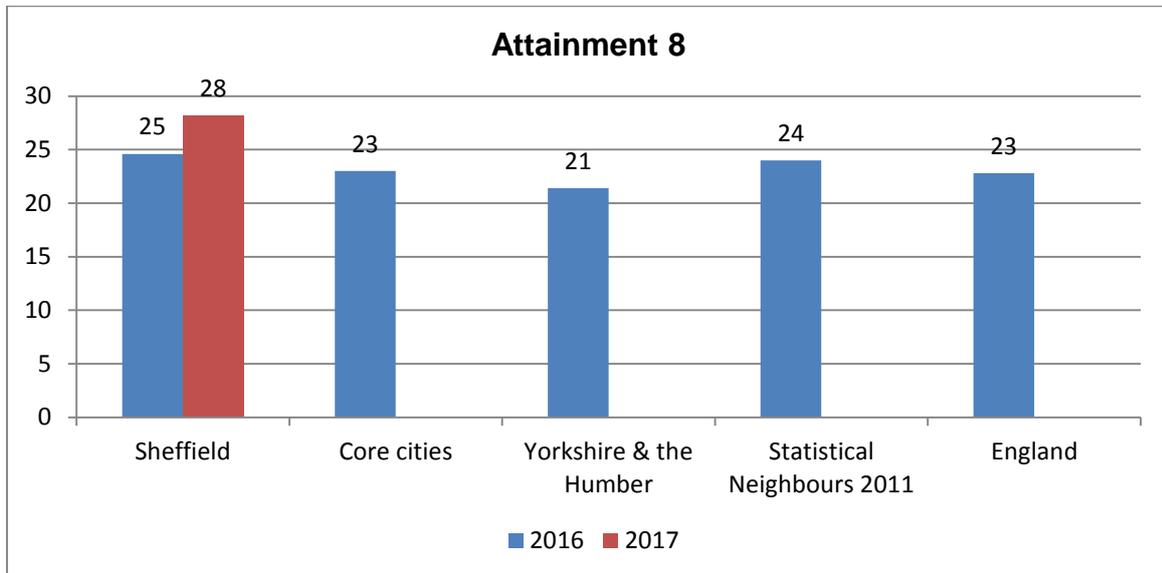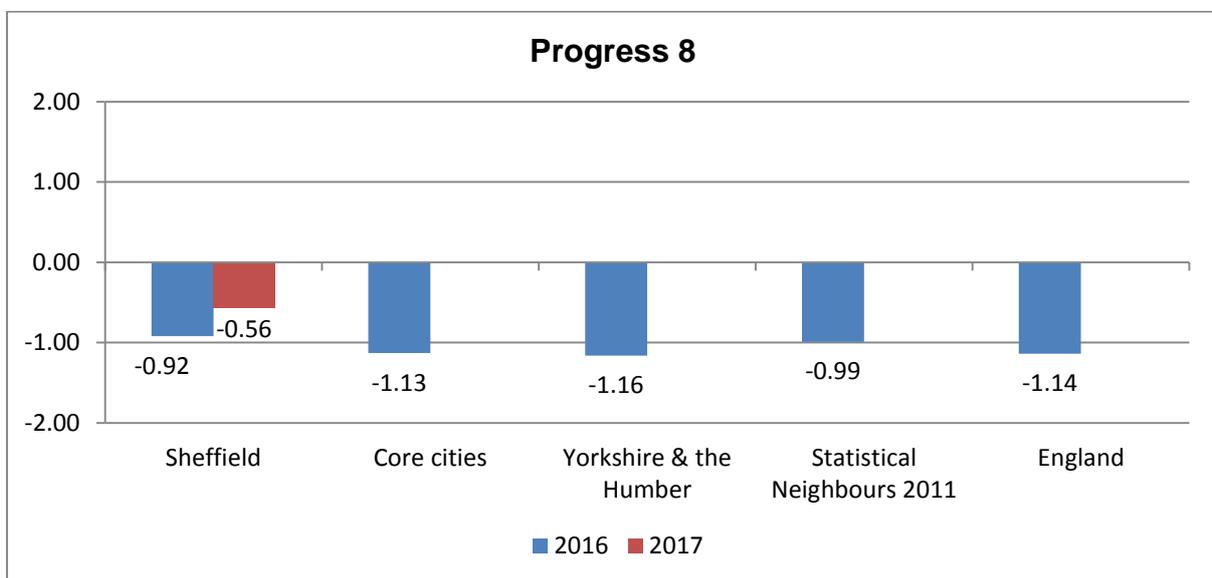
KS4 Progress 8 (reportable cohort)

The 2017 progress 8 scores are not available yet for the full cohort. However, we know the score for children attending Sheffield maintained schools (12 out of the reportable cohort of 37).

- The 2017 progress 8 average score is -0.56
- This figure for 2017 will change when more data is received for out of Sheffield schools
- The 2017 figure is not directly comparable with 2016 due to the change in English and maths GCSE.
- Sheffield CLA had a higher progress 8 score than comparators in 2016

Bar chart titled "Progress 8" showing values: Sheffield -0.92 (2016) and -0.56 (2017), Core cities -1.13, Yorkshire & the Humber -1.16, Statistical Neighbours 2011 -0.99, England -1.14. Legend: ■ 2016 ■ 2017

Narrowing the gap

Note: 2016 and 2017 are not directly comparable due to the change in English and maths GCSEs. The figure for 2017 attainment 8 and progress 8 will change when more data is received for out of Sheffield schools. The figures below are for information but will be tracked for future years to record if the gap is widening or narrowing.

9 to 4 English and maths

	2016	2017
CLA (%)	22	16.2
Sheffield	59.4	59.4
Difference between CLA and City	37.4	43.2

Attainment 8

	2016	2017
CLA	25	28.2
Sheffield	48.3	44.7
Difference between CLA and City	23.3	16.5

Progress 8

	2016	2017
CLA	-0.92	-0.56
Sheffield	0.01	0.04
Difference between CLA and City	0.93	0.6

Children with no GCSE or equivalent outcomes
From the reportable cohort, 15 students did not achieve a GCSE or equivalent qualification. These included:

- 11 students who attended special schools that provide education for young people who have severe and complex learning difficulties and were not entered for reportable national qualifications. They did complete other courses that have enabled them to continue in appropriate provision post-16.
- Two students disengaged from education despite extensive efforts by schools and other professionals. Alternative provision was accessed during the year for these students.
- One student attended a college as an alternative provision during Y11. The course they enrolled on was a 2/3 year course and so they did not undertake GCSEs at the end of Y11 but should access qualifications at the end of this academic year.
- One student came into care during KS4 after arriving as an asylum seeker. He had limited spoken English and no previous related schooling. He was not entered for exams but received support in learning English and life skills.

Non reportable cohort: 19 children
The Virtual School monitor the attendance / attainment and progress of all Children Looked After but only the results of those in care for 12 months or more are published. In 2017, an additional 19 children were in the Y11 cohort but were classed as non-reportable as they entered care after 1st April 2016.

9 of these children have SEN needs identified (2 have an EHCP). 3 children achieved a 9-4 pass in English and 4 children achieved a 9-4 pass in maths.

SEN Context
- 24 of the 37 in the reportable cohort were on the SEN register.
- 11 had statements or EHC plans. None of these children achieved the a 9-4 pass in English and maths
- 13 were at SEN support. 1 of these children achieved a 9-4 pass in English and maths
- From the 11 who had statements / EHCPs:
    - 1 had a statement for ASD
    - 5 have Social Emotional Mental Health Difficulties (SEMH)
    - 3 have a statement for Severe Learning Difficulties (SLD)
    - 2 have a Hearing Impairment Disability (HI)
   - 11 attended specialist schools.

Contextual information regarding time in care and placement type

2017 KS4 reportable cohort - Time in care	%
In care at the end of KS3	81
In care at the end of KS2	46
In care at the end of KS1	19

2017 KS4 reportable cohort - Type of placement	%
Foster carers	57
Residential homes	35
Secure	3
Parents or relatives	5

In the past year the Virtual School completed analysis using the KS4 results for the **2016** cohort. 2015/16 KS4 attainment was displayed by various factors such as type of school attended; age the child came into care, placement type, number of placement moves and number of school moves.

Due to our cohort being so small it is difficult to draw firm statistical conclusions other than to look at it on a child by child basis and this kind of analysis works better when looking at national datasets. However, this analysis is intended to prompt questions and help inform priorities for the Virtual school going forward.

2016 KS4 attainment by School Type

Legend: All LAC, LAC at Mainstream, City Mainstream
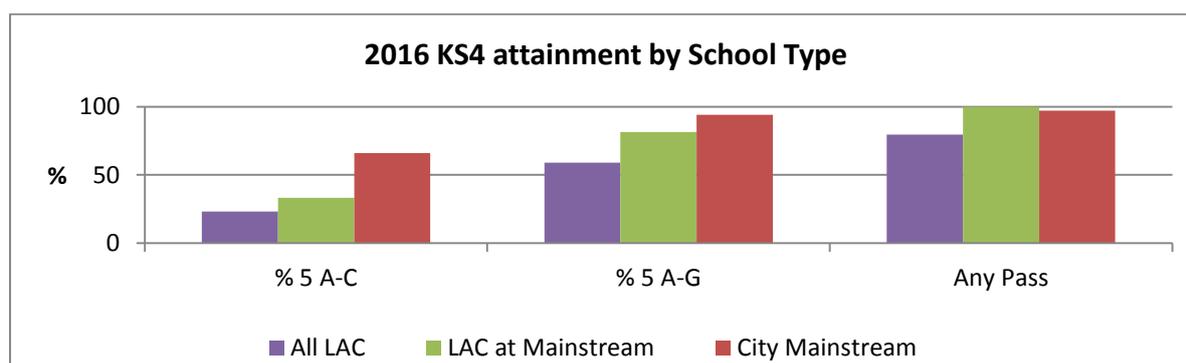
- CLA attending mainstream school settings achieved better results than the figures for CLA in all settings and there is less of a gap when making comparisons with all Sheffield schools

2016 KS4 attainment by age into care
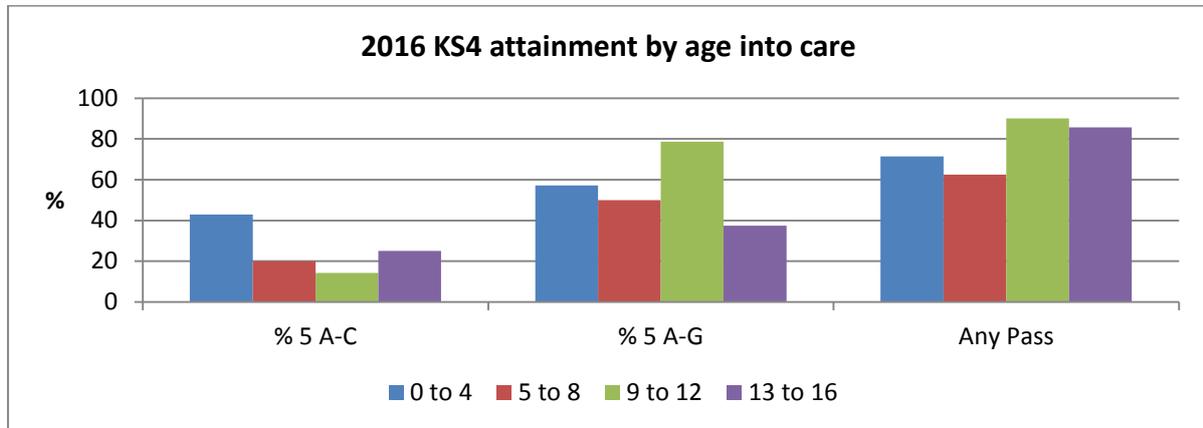
- A higher proportion of CLA who had been in care from the age of 0 to 4 achieved 5 A*-C than children who entered care later.

2016 KS4 attainment by Placement Type (at time of exams)
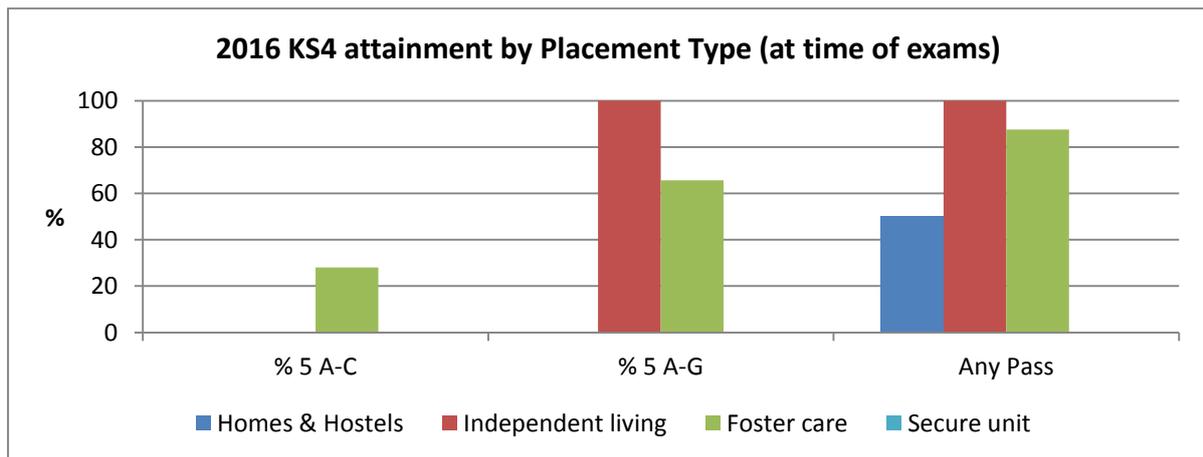
- The majority of children in the KS4 reportable cohort were placed in foster care at the time of the exams (82%). All the children who achieved 5 A*-C were in this placement type.

2016 KS4 attainment by number of secondary school moves
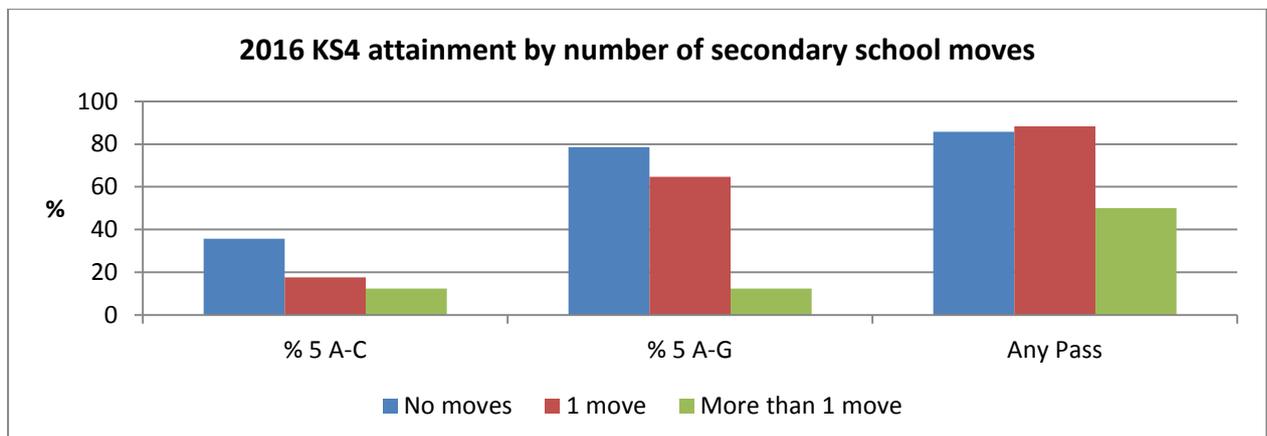
- The NPD analysis shows than an average of around 3% of children not in need or in care change secondary school. The rate nationally is more than four times higher (16%) for CLA (Short term) and 12% for CLA (long term).
- Within the Sheffield reportable cohort 2015/16, **64%** (25 children) moved secondary school at least once between Y7 and Y11.
- Proportionally, more children with fewer school moves achieved the headline attainment measures

2016 KS4 attainment by number of placement moves (in current period of care)

[Bar chart showing % for three measures: % 5 A-C, % 5 A-G, and Any Pass, grouped by "0 to 1 moves" (blue), "2 to 3 moves" (red), and "4 + moves" (green). Y-axis labelled % from 0 to 100.]
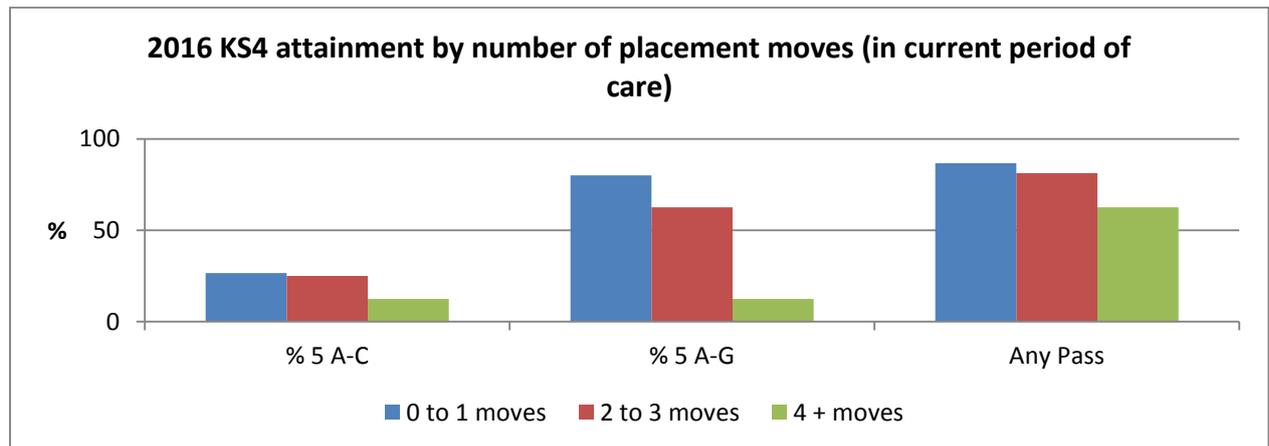
- Proportionally, more children with fewer placement moves achieved the headline attainment measures

APPENDIX B: Action Plans addressing key challenges

Challenge 1 – Leadership, Management and Governance

What is the challenge?	The Virtual School has been in a period of transition over the past 2 years. The challenge is for the service to be restructured so it is an effective and successful champion of the progress of Children Looked After (CLA), ensuring every child has the opportunity to succeed.
What we are doing to address or improve this?	- Comprehensive review of current Virtual School policy and practice including roles and responsibilities and team deployment - Writing a Virtual School action plan that is updated and reviewed termly and that incorporates the requirements of any new DfE guidance - Presence and input at the Sheffield Headteacher forums / briefings so that school leaders have a clear understanding of the school's role and responsibilities in supporting Children Looked After to achieve expected educational outcomes.
What requirements are needed to make this work?	- Regular team meetings and training opportunities - Structured CPD and performance management closely linked to Virtual School priorities for improvement - Review of current working practices and change proposals in place
What are our performance indicators / success criteria?	- Clarification of roles and responsibilities of Virtual School team members, leading to improved effectiveness in the deployment of resources - Clear identification of priorities identified for the People Services Portfolio and closely linked to the Virtual School development plan.
Evaluation of the Impact of Virtual School Actions	Virtual School action plan is in place, shared with all relevant professionals and regularly monitored and reviewed
What we will do to improve further?	- Revisiting the structure of the Virtual School, linked to the whole service restructuring (2017/18), ensuring there is clear communication during the achieving change process - Review governance procedure including the possible introduction of a Virtual School Governing Body - Ensure new DfE guidance is incorporated into Virtual School policy and practice. - Ensure the priorities identified in the Virtual School action plan are regularly reviewed and improve the educational outcomes of Sheffield CLA. - Improve the Virtual School's online presence by updating the Virtual School resources on the Sheffield City Council website - The Virtual School Pupil Premium policy will be reviewed annually and communicated to schools
Lead Officer	Pam Smith (Head of the Virtual School for Children Looked After)
Who is progress reported to?	Quarterly reporting to Corporate Parenting Board
Review Date	Spring Term 2018

Challenge 2 – Access to Education

What is the challenge?	Persistent absence rates in the most recently published figures (2016) for Sheffield Children Looked After are too high (12%) and above national average for Children Looked After (9.1%) There has been an improvement over the past five years in the number of fixed term exclusions for Sheffield Children Looked After. The challenge is to maintain this positive trend. Sheffield Children Looked After who do not have a full time school offer. Focus on children without a school place, accessing a part-time timetable or being educated offsite.
What we are doing to address or improve this?	• Daily attendance collected by Welfare Call for all Sheffield Children Looked After. • Welfare Call phone the carer and/or social worker if the child is not at school and no reason provided for the absence as a safeguarding measure • Poor attendance, exclusions, late marks and children not on a full time school roll are highlighted in the Virtual School weekly report. • This information is scrutinised in the Virtual School team meeting and used to monitor ongoing issues and track where children are not accessing a full time offer and/or are attending alternative provision • Virtual School contact the designated teacher or the social worker to challenge how the attendance issue is being addressed and request that strategies are recorded in the child's PEP and reviewed every term. • Monthly child level attendance information forwarded to MAST colleagues to see if they can work with the carer and school to improve attendance • Virtual School Conference held to raise awareness of CLA and education to a range of interested professionals • Virtual School works alongside social care colleagues at Permanence and Though Care on Wednesday afternoons to support and advise on education issues • Tracking and monitoring of school moves to challenge any school moves to settings not rated 'good' or 'outstanding' by Ofsted. • Having an input in scoping and tendering of the Sheffield Alternative Provision package
What requirements are needed to make	• Designated teachers to record the current strategies to address attendance, exclusions and alternative education arrangements in the PEP and to review and update these

this work?	regularly
What are our performance indicators / success criteria?	• Improve persistent absence rates for Sheffield CLA to be in line with national average • Reduce fixed term exclusion rates for Sheffield CLA to exceed the national average • All Sheffield CLA to access a full time school offer • Any CLA who is not in education to be placed on a school roll within 20 working days • CLA to attend good or outstanding schools from current proportion of 76% towards target of 95% by August 2018
Evaluation of the Impact of Virtual School Actions	• The Virtual School has a rich amount of data concerning attendance and exclusions and on young people not accessing school full time. Trends and issues are identified promptly each week and tracked effectively. • However, persistent absence rates are still too high and are not reducing compared to previous years. Personal Education Plans do not all include strategies being employed to address issues and circumstances around children on a part time timetable or accessing alternative provision. • The Virtual School is consulted on the suitability and current Ofsted rating of school moves. This has improved since making school move planning part of the PEP process • There has been little impact from information sharing with MAST on improving attendance rates
What we will do to improve further?	• Monitor and challenge the school of any child with poor attendance or exclusions and ensure school record the strategies being used to address this issue in their PEP, and when these strategies will be reviewed. • Monitor and challenge all relevant services regarding any child without a school place or not accessing a full time timetable and support the Admissions Service and the Children Missing from Education Team to ensure all children have a full time offer. • Reinforcing procedures and protocols with Children Missing from Education (CME), the Admissions Service and SEN to ensure the education of looked after children is not disrupted • For children whose education is disrupted, ensure the PEP provides details on extra help that will be provided to help the child make up learning that has been missed • Ensure any Alternative Provision that may be accessed is approved as part of the PEP with a good quality registered provider and that progress at the offsite provision is regularly reviewed. • Work with the Social Care Service to investigate and improve

	the links between school attendance and social care placement and provide targeted training for Sheffield residential home staff to address the poor attendance rates at these settings compared to other social care placements. • Continue to attend the Education Health Care (EHC) placement panel and the Social Care Resources and Placement Panel to ensure the Virtual School contribute to decisions concerning the education needs of Sheffield CLA • Formalise a process with MAST to work with students and carers targeted by the Virtual School as having poor attendance • Deliver a Virtual School conference in 2018 that highlights access to education issues • Formalise the process and procedures of addressing access to education issues across all education phases including Early Years and Post-16
Lead Officer	Pam Smith (Head of the Virtual School for Children Looked After)
Who is progress reported to?	Monthly reporting to People's Portfolio Performance Board Quarterly reporting to Corporate Parenting Board
Review Date	Spring 2018

Challenge 3 – Personal Education Plans

What is the challenge?	The number of Personal Education Plans (PEPs) for school age CLA that are in date and are high quality has fallen and is currently between 75-80% in date. The number of in-date Early Years and Post-16 PEPs is lower still.
What we are doing to address or improve this?	• Deliver training on the PEPs for designated teachers and social workers • Hosted several PEP drop in sessions to support designated teachers • PEP guidance produced and made available to all designated teachers and social workers to support them during the meeting • An example of an 'outstanding' school age PEP created as a training resource • Monthly lists of out of date PEPs are sent to Social Care Team Managers to raise at social worker supervision • Quality assure a sample of PEPs to ensure consistency • Termly reminders sent to schools via email to update attainment and progress in the PEP • Pupil Premium withheld from schools if there is no engagement in the PEP process
What requirements are needed to make this work?	We require designated teachers and social workers to keep the PEP updated, regularly review the strategies, targets and actions included in the plan and to use the PEP as a live document.
What are our performance indicators / success criteria?	**All** CLA to have a high quality personal education plan in place that details how school is supporting the child to meet all of their educational needs and that is reviewed and updated termly
Evaluation of the **Impact** of Virtual School Actions	• PEP completion rates are below the target level of 100%. • The training and drop in sessions for DTs and social workers (although well received) only attracted small numbers of participants. • The sample of PEPs that have been quality assured showed variable PEP quality
What we will do to improve further?	• Moving to a new way of working by January 2018 whereby the Virtual School are more office based and have more time to monitor and scrutinise PEPs and follow up with school and social worker if a PEP is out of date. • Ensure the PEP contains challenging but realistic attainment and personal development targets and assigns clear accountabilities for actions so the Virtual School can monitor these.

	• Training with schools so they use the PEP as a live document and review regularly.
	• Ensure the PEP takes into account the child's Educational Health & Care Plan (EHCP) and/or the social care plan where necessary
	• Rigorous tracking and monitoring of Pupil Premium spend to ensure this is used appropriately to raise the attainment of looked after children and support them to achieve the targets in their PEP
	• Pupil Premium to be withheld until school provide evidence in the PEP how it is being used to raise attainment
	• Weekly monitoring of PEP numbers in-date through a new dashboard report which will be discussed and scrutinised at the team meeting.
	• Formalise the PEP training offer for schools, Social Care and the Fostering Service and target schools where completion rates are low
	• Create an example of an early years and post-16 'outstanding' PEP to use as a training resource
	• Implement a rigorous system of PEP quality assurance with regular feedback to DTs and social workers
Lead Officer	Pam Smith (Head of the Virtual School for Children Looked After)
Who is progress reported to?	Monthly reporting to People's Portfolio Performance Board Quarterly reporting to Corporate Parenting Board
Review Date	PEPs in timescale are reviewed weekly

Challenge 4 – Attainment and Progress

What is the challenge?	Sheffield CLA attainment is below city / national average. The challenge is to narrow this gap by August 2018
What we are doing to address or improve this?	• Monitoring assessment and progress data termly for the full Children Looked After cohort but with a particular focus on children in Y2, Y5, Y6, Y10 and Y11. • Challenge schools to outline the support they provide for children not making expected progress and how pupil premium funding can be used to support the academic targets in the child's personal education plan (PEP) • Regular review through the PEP process of whether targets have been achieved and the impact of pupil premium funding. • University project targeting Y5 and Y6 children working below age related expectations to help them with SATS
What requirements are needed to make this work?	• All PEPs completed by the designated teacher at the end of each term including the latest attainment and progress data • Schools to record in the PEP SMART targets and outline clearly how they will support the child to achieve these and how pupil premium will be spent (including the amount)
What are our performance indicators / success criteria?	• Primary School – CLA achieve age related expectations in reading, writing and maths at KS1 and KS2. • Secondary School - CLA achieve age related expectations in English and Maths (at GCSE) • CLA make expected or better progress in reading, writing and maths/English and Maths, according to the child's PEP.
Evaluation of the **Impact** of Virtual School Actions	• Attainment and progress data is routinely collected in the PEP for the majority of the cohort and used for tracking and monitoring processes. • This data has helped identify children suitable for the additional activities the Virtual School commission and children requiring additional support / targeted pupil premium funding. • For a sizable minority of children (20% of the cohort), the latest attainment and progress data is missing from the PEP. This impacts on the ability to analyse and track progress for the whole cohort and for specific groups (eg BME / SEN)
What we will do to improve further?	• Support young people to achieve the best progress and the best results they can at all stages of their education career. • Maintain accurate and up to date information about progress and take urgent and individual action when the child is not achieving well • Monitor assessment and progress data for children in Early Years and Post-16 (refer to challenge 5 and 6 for details)

	- Virtual School will be more office based so missing attainment data can be followed up and strategies for improving attainment and use of Pupil Premium more easily scrutinised and challenged. - Lead on training and development for social workers, foster carers, Independent Reviewing officers, residential homes staff, designated teachers and other groups of teachers including senior leadership teams and support staff schools, focusing on the education of looked after children - Raise awareness through training of the entitlement and statutory responsibilities on CLA and education - Commission an action research project championing best practice concerning Sheffield CLA
Lead Officer	Pam Smith (Head of the Virtual School for Children Looked After)
Who is progress reported to?	Quarterly reporting to Corporate Parenting Board
Review Date	Attainment and Progress are reviewed at the end of each school term.

Challenge 5 – Early Years

What is the challenge?	The Virtual School has been extended to cover CLA in Early Years. CLA typically start school with baseline assessments below or well below their peers and not all Sheffield CLA in the Early Years currently access the 2 and 3 year old Funded Early Learning (FEL)
What we are doing to address or improve this?	• Ensure there is a high quality PEP in place for all children in Early Years enabling progress to be monitored and challenged • Ensure all eligible Early Years CLA access the Funded Early Learning (FEL)
What requirements are needed to make this work?	• Social care to ensure carers take up FEL nursery places for the children in their care. • Work with Early Years colleagues and services to identify need as soon as possible so appropriate support can be put in place
What are our performance indicators / success criteria?	• Increase the proportion of Early Years CLA accessing education from the current uptake 69% to 80% by July 2018 • Increase the proportion of Early Years CLA with a completed PEP from the current figure of 15% to 100% so that **all** Early Years CLA to have a high quality personal education plan in place that details how the child is supported to meet all of their educational needs and that is reviewed and updated termly • Early years PEPs show that children make good progress in their Early Years settings
Evaluation of the **Impact** of Virtual School Actions	• The Virtual School have started to make links with Early Years Services and have set up nursery providers with access to the PEP • However, 30% of Early Years CLA do not currently access a FEL nursery place. • 15% of Early Years pupils have a completed in-date PEP
What we will do to improve further?	• Training for Early Years staff on completing a good quality PEP and their role in supporting CLA • Establish clear communication and strong links with the Early Years Services regarding best ways of working and encouraging take up of 2 year Funded Early Learning (FEL) • Training with social care regarding the importance of early education and raise awareness about accessing 2 year Funded Early Learning (FEL) • Monitor PEP targets to ensure children make good progress and the plans identify support to help the child overcome any barriers to learning. • Ensure all children with SEND receive appropriate support
Lead Officer	Pam Smith (Head of the Virtual School for Children Looked After)
Who is progress reported to?	Monthly reporting to People's Portfolio Performance Board Quarterly reporting to Corporate Parenting Board
Review Date	Spring 2018

Challenge 6 – Post-16

What is the challenge?	The Virtual School has been extended to cover CLA in Post-16. The high number of Sheffield CLA and care leavers classed as NEET
What we are doing to address or improve this?	• Ensure there is a high quality PEP in place for all CLA in Post-16 enabling progress to be monitored and challenged • Ensure each Post-16 provider has a named DT who is part of our Virtual School network that meets termly to discuss ways of working and best practice • Ensure all Post-16 placements are confirmed as soon as possible each academic year, and the DTs are provided with access to the PEP through Welfare Call • Ensure the social worker organises the PEP meetings at a time / venue agreed by the young person. This could be linked to the LAC review or EHCP review meeting • Prioritising support for students who are NEET. • Delivering training for Post 16 Providers, focusing on the PEP and supporting the educational needs of CLA and care leavers • The Virtual School is represented at the Information, Advice and Guidance (IAG) strategy group meetings • Delivering Post-16 events in partnership with the Sheffield Universities promoting Higher Education opportunities
What requirements are needed to make this work?	• Post-16 providers to be engaged in the PEP process and provide a named contact to fulfil the role of the DT • Social workers taking the lead in arranging termly PEP meetings
What are our performance indicators / success criteria?	• A reduction in the proportion of Post-16 CLA (NCY 12 and 13) not in education, employment or training (NEET) from the current proportion 15% to 5% by August 2018 • An increase in the proportion of Post-16 CLA with a completed PEP from the current figure of 35% to 100% so that **all** Post-16 Years CLA to have a high quality personal education plan in place that details how the child is supported to meet all of their educational needs and that is reviewed and updated termly
Evaluation of the **Impact** of Virtual School Actions	• The Virtual School have started to make links with Post-16 Services and have set up Post-16 providers with access to the PEP • As a result of Virtual School training and network events, there is an increased understanding by Post-16 providers and social workers about the needs and barriers faced by Post-16 CLA regarding their education and life opportunities • 15% of Post-16 CLA are currently classed as NEET. • 35% of Post-16 CLA have a completed in-date PEP
What we will do to improve further?	• Training for Post-16 staff on completing a good quality PEP, the importance of education and their role in supporting education for CLA. Support in how the PEP links with other

	plans such as EHCP or Pathway Plans
	• Develop more effective relationships with DTs at schools, colleges and Post-16 providers through training and network meetings to enhance the support and provision on offer
	• Establish clear communication and strong links with the Post-16 Services regarding best ways of working and reducing the number of CLA who are NEET
	• Monitor PEP targets to ensure CLA make good progress and the plans identify support to help overcome any barriers to learning.
	• Ensure PEP targets include the development of life skills to enable our young people to live successful independent lives
	• Ensure DTs and social workers are working with CLA to develop the resilience needed to successfully make the transition into employment / career
	• Ensure all children with SEND receive appropriate support
	• Develop improved and weekly data tracking for Post-16 students to monitor attendance, educational progress and enable early intervention and prevention of NEET
	• Ensure all Post-16 CLA and Care Leavers claim their entitlement to bursaries when attending Further Education and Higher Education
	• Develop further FE and HE opportunities and information for Post-16 CLA and Care Leavers e.g. "Drop in and see us" sessions at the Sheffield Universities
Lead Officer	Pam Smith (Head of the Virtual School for Children Looked After)
Who is progress reported to?	Monthly reporting to People's Portfolio Performance Board Quarterly reporting to Corporate Parenting Board
Review Date	Spring 2018

Challenge 7 – Emotional Health and Well-Being

What is the challenge?	The high proportion of the cohort who have SEND and the main identified need being Social, Emotional and Mental Health (SEMH)
What we are doing to address or improve this?	• Virtual School commissioned an attachment project with Hope Attachment involving 20 schools to provide them with strategies to support and manage CLA in the classroom • Schools have access to a free one day training on attachment commissioned by the Virtual School • Ensure strong links with Multi-Agency Psychological Support (MAPS) and Educational Psychology Service to support schools understanding of the emotional needs of CLA, through training and individual referrals • Ensure strong links with the SEN department so the PEP, EHCP and My Plan processes are consistent and complement each other. • Commission of an Attachment Toolkit that has been made available to all schools to support in identify need and helpful strategies to use. • Virtual School team members had training on attachment and trauma and Child and Adolescent Mental Health Services (CAMHS). • The Virtual School primary advocates attended Early Years SAFE training • Training for DTs so PEPs include targets on emotional health and well-being (where this is a priority for the child) to ensure they are in a good emotional state to learn • Challenge schools to include a detailed description of the child's special educational need in their PEP and what strategies are in place to support this need. • Conversations and advice with schools on providing emotional support around end of Key stage assessments • Links with the Exclusion and Reintegration Officer to identify support for CLA at risk of exclusions
What requirements are needed to make this work?	• All schools that are part of the Attachment Project to engage in the process and identify time for the training to take place • The SEN team to identify a key contact to link with the Virtual School to improve regular communication • Schools to complete a good quality PEP that clearly outlines the needs of the child and strategies used to support them
What are our performance indicators / success criteria?	• School will have a better understanding of attachment issues and use this knowledge to update their strategies for supporting and managing pupils • Improved emotional health and well-being will enable CLA to

	effectively access education and make expected progress
	• Pupils will be better supported to be in the right place emotionally to learn and make progress.
	• Hope Attachment carry out an evaluation of the project that measures the teachers knowledge of each issue before and after the training to measure DT effectiveness and improved impact on children's health and well-being.
Evaluation of the **Impact** of Virtual School Actions	• By the end of Spring Term 2018 40 schools will have received training from Hope Attachment. (20 of these will have accessed in depth training and support and 20 for this year will have accessed 2 hour whole school training)
	• Schools are already talking more about attachment and this is evident in PEPs (identified through the Virtual School quality assurance process)
	• Schools are utilising strategies to support children with SEMH especially attachment needs. This is evidenced in the PEP (identified through the Virtual School quality assurance process)
What we will do to improve further?	• Promote EHWB training through network meetings / Virtual School conference / PEP meetings
	• Ensure Sheffield CLA and Care Leavers and the professionals who work with them have dedicated and speedy access to Local Authority services and other specialised services that can intervene early and meet their complex emotional needs
	• Monitor and challenge any setting where a young person has indicated through their PEP that they do not feel safe at school
	• Continue to commission emotional health and well-being (EHWB) training in schools and the rollout of the EHWB toolkit
	• Continue to develop strong partnership working to support all aspects of education, health and wellbeing of CLA
	• Strengthen links with the Future in Mind strategy, developed by NHS Sheffield Clinical Commissioning Group and Sheffield City Council
Lead Officer	Pam Smith (Head of the Virtual School for Children Looked After)
Who is progress reported to?	Quarterly reporting to Corporate Parenting Board
Review Date	Spring Term 2018

Challenge 8 – Young Person's Voice

What is the challenge?	The child's voice is not always captured effectively in the PEP so is not always taken into consideration when targets are set. The challenge is ensuring the young person's voice informs our practice and priorities
What we are doing to address or improve this?	- Collate and act on feedback received from Sheffield CLA, received through the young person's voice section of their PEP, discussed at the PEP meeting or raised via the Children In Care Council - The PEP document was changed in response to feedback from the Children In Care Council to be written from the child's perspective (i.e. *My aspirations and interests in and out of school*) - PEP guidance produced for DTs and social workers. This guidance outlines the importance of the pupil voice section and how any issues raised should be addressed in the rest of the plan. - Training for DTs to reinforce the importance of the pupil voice section and how this should feed through the PEP. - CLA are encouraged to attend their PEP meeting from an early age.
What requirements are needed to make this work?	- We require the DT, or another member of staff that the pupil is comfortable with to complete the pupil voice prior to the PEP so this can be discussed at the meeting. School need to set targets with the pupil voice in mind and any aspirations the pupil has discussed. - We require schools to use the PEP as a working document to ensure the pupil voice is current and influences targets and work within school.
What are our performance indicators / success criteria?	- The child's voice is evident throughout the PEP and linked to the child's targets. (identified through the Virtual School's quality assurance of PEPs process) - The child's aspirations are supported and developed through activities in school and out of school. (identified through the Virtual School's quality assurance of PEPs process)
Evaluation of the **Impact** of Virtual School Actions	Pupil voice is becoming more evident in PEPs but there is still training and work to be done to ensure the pupil voice feeds through to SMART targets and followed up with school.
What we will do to improve further?	- Work with partners to capture the voice of 'hard to reach' young people - Produce a termly report that captures the main themes raised in the young person's voice section of the PEP, including actions recorded by schools in response to these views - Training with foster carers and social care re importance of

	ensuring pupil voice feeds throughout the PEP and to challenge where this isn't evident.
Lead Officer	Pam Smith (Head of the Virtual School for Children Looked After)
Who is progress reported to?	Quarterly reporting to Corporate Parenting Board
Review Date	Spring Term 2018

APPENDIX C: Evaluation of Training and Additional Activities

Training and Additional Activities 1 – Emotional Health and Well-Being Project

Name of training / additional activity	Attachment Project – Hope Attachment
What is the reason for the training or activity?	• This training has been put in place to raise awareness for schools around attachment difficulties and supporting schools with managing pupils in the classroom. • This training was for 10 schools and included whole school training and 4 further sessions of more in depth work with professionals that work with identified CLA
What is the expected impact / targets?	• School staff to be more aware of attachment, signs to look out for and how these could present like ADHD or ASD. • Schools to have classroom strategies for supporting our CLA • Professionals would have more of an insight into behaviours they may see from CLA.
Were the targets achieved?	• Yes – Hope Attachment asked school staff to rate their knowledge on a range of issues before the training and again after the training. In all areas, knowledge was improved and staff gave feedback on the strategies they were now using following the training.
Evaluation of the **actual Impact** of the training or activity	• For full details, see the evaluation report from Hope Attachment, available on request from the Sheffield Virtual School • Schools are already talking more about attachment and this is evident in PEPs (identified through the Virtual School quality assurance process) • Schools are utilising strategies to support children with SEMH especially attachment needs. This is evidenced in the PEP (identified through the Virtual School quality assurance process)
Has feedback been received? What does the feedback say?	• General feedback from schools has been that the training and support has been very useful and has/ is supporting staff with being more aware of attachment.
Has the training / activity been redesigned as a result of feedback? How?	• Yes. For 2017/18 the training will aim to reach more schools. The project will train 20 schools in attachment and also launch the Attachment Toolkit to support schools that have already completed the training and to train other partners in using the toolkit to identify need.
Lead Officer	Nikki Pullinger
Reporting to	Pam Smith
Review Date	Spring term 2018

Training and Additional Activities 2 – Y5 / Y6 Study Group

Name of training / additional activity	Building learning power (BLP)
What is the reason for the training or activity?	• This activity aims to increase the number of children who achieve the expected standard in their SATs at the end of Y6. • It has been developed to include social development / working in groups / presentation skills / confidence building as well as over learning / pre learning of skills required in Y6
What is the expected impact / targets?	• Children who attend the BLP club will achieve the expected standard in their SATs
Were the targets achieved?	• Yes, the percentage of children who achieved the expected standard in reading, writing and maths was higher than the overall cohort and the gap with the city average was narrowed significantly.
Evaluation of the **actual Impact** of the training or activity	• Feedback from the CLA involved indicated that they were confident in asking for help and support, and recognised that other people could help with their learning. • Overall, most participants felt good or excellent about their learning objectives linked to SATs. • Some of the participants, who rated their confidence low in terms of their own abilities and taking SATs, were amongst those achieving at least 103 in Reading, Maths and SPAG - lower confidence was not indicative of their results. We need to keep building their confidence in their own abilities alongside carers who support children outside of academic settings. • In terms of personal development, participants indicted that they are confident meeting and working with new people.
Has feedback been received? What does the feedback say?	• Feedback from the carers has been that they have seen an improvement in confidence in the children.
Has the training / activity been redesigned as a result of feedback? How?	• Yes – in 2017/18 we are extending the project by running two sessions in the Autumn term. • We are working to involve carers more and previous pupils from last year's cohort. • Evaluations will be done slightly differently this year as carers didn't get the chance last year to officially give feedback through questionnaires
Lead Officer	Nikki Pullinger
Reporting to	Pam Smith
Review Date	Spring term 2018

Training and Additional Activities 3 – Designated teacher and Social Worker Training

Name of training / additional activity	A range of training delivered by the Virtual School targeted at Designated Teachers and social workers concerning supporting the educational needs of CLA and Care Leavers and completing PEPs / using Welfare Call
What is the reason for the training or activity?	• To ensure all DTs, social workers and professionals who work with Sheffield CLA and Care Leavers know their roles and responsibilities and how to raise the attainment and improve educational pathways and life experiences • Increase the understanding of Post-16 providers and social workers about the needs and barriers faced by CLA and Care Leavers in regards to their education
What is the expected impact / targets?	• DTs and social workers are aware of the legal framework around supporting the education of CLA • DTs and social workers understand the role of the Virtual School • DTs and social workers understand their role and responsibly in updating the PEP and using it as a live document • DTs and social workers prioritise and actively support the needs of CLA in school
Were the targets achieved?	The training delivered in 2016/17 has included: • PEP and Welfare call training – delivered via drop in sessions • Social worker training - individual and Wednesday afternoons at Star House • Whole school training on CLA and education • DT network meetings sharing good practice • Training for Hallam University students • Training for DTs on supporting CLA in the Classroom • Virtual School network meetings – sharing updates and good practice with a range of interested partners • Training for foster carers and residential home staff on how CLA can be supported in education • Conference sharing best practice and the vision for the future
Evaluation of the **actual Impact** of the training or activity	• Feedback collected following training events has been positive. • There is a need for a standard feedback form to be used for all training so there can be accurate analysis for the whole academic year • Further need to develop the training concerning Post-16 and Early Years CLA
Has feedback been received? What does the feedback say?	• There are feedback forms for the conference, DT meetings and supporting CLA in the classroom sessions. Positive feedback has been recorded • Examples of more case studies / exemplary PEPs have been asked for, the issue is being addressed • Bespoke training has been successful
Has the training / activity been	Yes • New training to be delivered to residential home staff and

redesigned as a result of feedback? How?	Governors • Looking into commissioning an action research project championing best practice concerning Sheffield Children Looked After • Venues and times of training has been changed in response to feedback to increase participation • Resources and presentations have been updated and shared • The Virtual School network group has been redesigned and now is combined to the DT meeting as a way of sharing best practice between professionals
Lead Officer	Helen Smith / Nikki Pullinger
Reporting to	Pam Smith
Review Date	Spring term 2018

Training and Additional Activities 4 – Go Further Go Higher

Name of training / additional activity	• Go Further Go Higher- Y10/11 • Routes Into Further Education-Y10/11 • Go Further Go Higher Discover Uni- Y12/ Y13
What is the reason for the training or activity?	• To enable Sheffield CLA and Care Leavers to have a taste of university life and increase their confidence about going into Higher Education (HE) • To inform carers, CLA and Care Leavers about routes into higher education • Students to learn about specific support available for CLA and Care Leavers
What is the expected impact / targets?	• To increase the numbers of looked after children who access Higher Education
Were the targets achieved?	• The Y11 students who participated in the Go Further Go Higher project all progressed into further education in • No students have dropped out of the events and left positive feedback
Evaluation of the **actual Impact** of the training or activity	• Positive email feedback from carers and DTs, after the events indicating they felt informed and well signposted • Students who participated in the activity have indicated they want to be involved in the event the following year • Students in Y12 returned as mentors for the Y10 and Y11 students • The activities have increased the number of young people who have an ambition to go to University. The Virtual School will track this cohort to see the number who go on to HE and provide support along the way.
Has feedback been received? What does the feedback say?	• Feedback was received from student and carer questionnaires, completed on the final day of the summer school and analysed by Sheffield Hallam University and the University of Sheffield
Has the training / activity been redesigned as a result of feedback? How?	Yes, the events have been redesigned after pupil feedback, there have been changes in: • The time of year (not to clash with examinations and work experience) • How the students are targeted and cohorts involved • How the students are contacted • The themes of the events and the activities • The venues • Timings • Transport arrangements • Food provided
Lead Officer	Helen Smith
Reporting to	Pam Smith
Review Date	Spring term 2018

APPENDIX D: Virtual School Case Studies

Note – names have been replaced for confidentiality reasons

Case Study 1

Education Phase: Primary
Name and school year: Dan, Y3
Main Themes of the case study: Cross local authority working, supporting SEND, supporting in-year school moves, managing a reduced timetable, exclusions

Background and issues Dan became a Sheffield child looked after in 2010. He was placed with carers in Barnsley and went to school in Rotherham. During Keystage 1, school really struggled with his behaviour which became much worse after contact with birth family. A request was made for Dan to be assessed by an Education Psychologist and the Speech and Language Service, and the request for an Education Health and Care Plan (EHCP) was made to Barnsley Local Authority. Whilst these assessments were taking place Dan was excluded from school for physical aggression towards staff and pupils. An EHCP was drafted in May 2015. Mainstream and Specialist education provision were both considered. Meanwhile Dan's behaviour became so extreme his care placement broke down and school found his behaviour increasingly difficult to deal with. He moved care placement back into Sheffield. Initially he continued at the school in Rotherham but had to drive past his old carer's house to get to school which he found distressing. The Virtual School assisted social care in finding an appropriate new school for Dan and he transferred to a school in Sheffield. At the transfer meeting his old school said he would need 2-1 support. Sheffield SEN Team took over and completed the EHCP plan and Dan started at his new school initially on a part time timetable which was reviewed on a weekly basis. He still found school very difficult and spent much of his time out of class. When he was in class there was a lot of aggression towards other children and sometimes staff. In November 2016 he received a fixed term exclusion from school. At a meeting to discuss the exclusion the Headteacher felt that a whole school day was too much for him. It was felt that his school day should be reduced further so for a while he left school at 2.30pm.

What did you do? • The Virtual School became closely involved in securing alternative education provision for Dan to plug the gaps when he was not at school. • Glow nurture provision for primary age children was identified and the Virtual School worked with school to ensure this provision met his learning and emotional needs. • Dan initially attended Glow for two mornings a week (funded by school). The Virtual School funded an extra session out of Pupil Premium as well as funding extra support at school for when he was attending there.

What was achieved/Impact/Outcome(s)? • The nurture provision proved successful and by the summer term it was felt that

Glow was no longer needed and Dan is now back in school full time.
- Dan still needs a high level of support but his needs can be managed in mainstream school and he is much more able to regulate his emotions in a positive way. This was demonstrated recently when he had been going through a particularly bad phase when his carer was ill.
- The Virtual School have remained in close contact with school through regular PEP meetings and monitoring the continued good progress Dan is making.

Case Study 2

Education Phase: Primary	
Name and school year: Matthew, Y5	
Main Themes of the case study: Care placement change, in-year school move, challenging behaviours, school's lack of attachment awareness	

Background
Matthew had come into care with his sister but was placed separated after the agreed foster care placement fell through at the last minute. Matthew then moved very quickly to a new foster carer in a large family and moved school to one nearer the foster carer's home.

Matthew settled initially but his challenging behaviour put a strain on the foster placement and eventually the foster carer gave notice to end the placement. Matthew moved care placement again at short notice.

Matthew settled well in the new placement but was still displaying challenging behaviour. Matthew moved school placement again at the end of the summer term to a local school near the new foster placement, ready to start Y6 in September.

Issues
- Communication between the social worker and the new school was proving difficult as Matthew had two changes in social worker during this time.
- The new school's understanding of how to support Children Looked After was limited, as was their awareness of Matthew's background into care
- School worked on a consequence approach for behaviour which was not proving effective for Matthew.
- Matthew's behaviour was challenging but school did not support an application for an EHC Plan.

Who else was involved?
- Social Care
- Education Psychologist (EP) (Sheffield)
- Fostering – supervising social worker
- Carers
- School
- MAPs

What did you do?
- Advised and supported social care over the decision to move Matthew schools

- after his second care placement move.
- Ensured a detailed transition plan was put in place that Matthew could cope with.
- Attended the new school with Matthew and his foster carer for the initial meeting to support Matthew in the school move
- Provided consistent support for Matthew during a period of continual change for him, including two foster placement moves and two school moves.
- Arranged for an Educational Psychologist (EP) assessment to be carried out for Matthew to look at needs/ training and to start the My Plan and provision for Matthew in school.
- Got agreement from Sheffield EP service that "our" EP could be involved as it was meant to be taken over by Rotherham.
- Involved the Educational Psychologist from Sheffield that was linked to MAPs so there was a consistent approach when working with school.
- Arranged for the EP to do training at school for the key staff working with Matthew to look at his journey into care and issues around attachment so they were more able to support Matthew in the classroom.
- Kept the EP and social care and the independent reviewing officer (IRO) informed of any school updates.
- Attended MAPs meeting to look at how best I could support school with Matthew
- Delivered training for school in terms of how to complete the Personal Education Plan (PEP) and the role of the designated teacher in supporting Children Looked After.
- Closely monitored progress by having regular contact with the head teacher in terms of what was going well for Matthew and if there were any difficulties we could support with.
- Provided the link between school and social care when needed to help improve communication
- Included Matthew in the Building Learning Power university group as a means to support Matthew's learning but also to build on social skills and working in group situations in a controlled environment. This project was funded by pupil premium funding.
- Kept contact with the new school as Matthew moved and ensured PEP meeting was set early to look at needs and support required. This also included discussions around secondary school placement for September 2018 as this will be a crucial move we must get right for Matthew.

What was achieved/Impact/Outcome(s)?
- Matthew's school was more aware of the background into care for Matthew and were able to put more support in place in the classroom.
- School was encouraged to look at positive relationship building with Matthew. He had a good relationship with his class teacher.
- Matthew is settled in placement in a new school where he is now receiving good support.
- Matthew has applied for an appropriate secondary school and transition plans will begin January 2018
- Matthew was successful at completing the BLP university course and will be continuing with year 2 of this from January 2018
- Communication and awareness around Matthew is effective between all professionals involved.
- SEN My Plan has been written and will be reviewed.
- Matthew has successfully transitioned into his new school and is starting to make

friendships. He still needs support to keep friendships though.

Key message(s)
- Training for the new school from the Virtual School and EP could have been arranged earlier as part of the transition
- Consistency in support and good communication is key to success with Matthew
- A good understanding of Matthew's journey into care is necessary to support Matthew with his education and behaviour for learning.

Case Study 3

Education Phase: Primary

Name and school year: Amy, Y6

Main Themes of the case study: Support the transition to secondary school, SEND

Background
Amy has an EHCP (primary need Social, Emotional, Mental Health SEMH), has a diagnosis of ADHD and is possibly on the autistic spectrum. She finds it extremely difficult to concentrate in lessons for any length of time and although she is in Y6 she works at Y2/Y3 level. Amy has a medical problem which requires an upcoming hospital stay.

Issues
- Concerns from school and carer that Amy is a long way behind peers academically
- School and carer's continuing concerns over Amy's emotional health
- Potential long period out of school due to upcoming planned surgery
- Transition to secondary school in Sept 2018 causing anxiety about choosing the appropriate place
- The allocated social worker changed several times in a short period which was causing communication difficulties with school and cancelled meetings.
- Delays in the SEN process resulting in the EHCP not being finalised within statutory timescales

Who else was involved?
- Social worker
- SEN Team
- Designated teacher at school
- Multi-Agency Psychology (MAP'S)

What did you do?
- Advised the school regarding ways in which the pupil premium could be used to help Amy catch up with her peers and be ready for Y7 in September
- Commissioned one to one tuition sessions over the summer holidays at a local library to help Amy work on specific areas of weakness. This was funded out of pupil premium money.
- Liaised closely with the carer and school on the effectiveness and impact of this extra support

- Made sure the social worker and designated teacher included clear details in the PEP of how Amy's emotional needs would be supported, who would be responsible for this and when this support would be in place
- Discussed options including 1:1 home tuition with a current teacher at her school to cover period when Amy will be at home following surgery
- Liaised with the SEN Team for advice on the admissions process for integrated resources / key dates and deadlines for applications. Ensured that social worker / school and carer were made aware of the process
- Put the carer and social worker in touch with the designated teacher and safeguarding lead at the preferred secondary school so discussions could be held about how school would support Amy before the application for a Y7 place was made
- Ensured the SENCO / DT at the preferred secondary school are invited to the PEP meeting in Spring 2018 so a smooth transition can be planned
- Ensured all information had been shared with the SEN Team so any barriers to finalising the EHCP were removed

What was achieved/Impact/Outcome(s)?
- Pupil Premium funding has been released to the tutor to support the actions in the plan regarding bridging the academic gap with peers and supporting a successful transition to secondary school.
- An effective plan is in place with the primary school to ensure a smooth transition into secondary school
- Due to facilitating open communication channels between the carer, current school, social care and the chosen secondary school, all professionals feel confident that Amy's needs can be met at the new school
- Amy's emotional needs are being addressed by MAPs and this support plan is detailed in the PEP
- The EHCP has been finalised

Key message(s)
- The Virtual School was successfully able to work with different departments (admissions service / finance / SEN) to support social care and the education provider to ensure actions in the child's plan were met in a timely manner and barriers overcome quickly.

Case Study 4

Education Phase: Secondary
Name and school year: Rachel, Y8
Main Themes of the case study: Care placement move, in-year school move

Background
Rachel's care placement broke down and she had to move schools as her new carer lived in another city. A new school was found but Rachel had difficulty in settling at school initially. There was a subsequent breakdown of care placement due to conflict within the family so Rachel moved home and school again, due to concerns that children of the previous carer attended the previous school which presented difficulties for Rachel.

Issues
- The new school requested were reluctant to take Rachel and felt they would not be able to support her emotional needs.
- Rachel was facing a second school and care placement move within an academic year.
- Rachel was unsettled by the moves.

Who else was involved?
- Social Care
- Fostering – supervising social worker
- Carers
- New school Head and Designated teacher for Looked After Children

What did you do?
- Provided advice and support to ensure all relevant professionals worked together in order to achieve a positive outcome for Rachel
- Ensured the PEP included clear actions and accountabilities concerning Rachel's education and monitored these to make sure the actions were completed in a timely manner.
- Liaised with the proposed school to ensure they had a clear awareness of Rachel's needs and advised what support was required to ensure a successful transition.
- Advocated in decisions about the school move to ensure the new school was suitable and could meet Rachel's needs
- Supported the DT at the new school to ensure that all relevant support was in place for Rachel before starting. This facilitated an effective transition where any difficulties or emotional problems were addressed promptly and sensitively
- Monitored the success of the school move closely through the PEP process, ensuring that the PEP was updated promptly after the school transition had been achieved.

What was achieved/Impact/Outcome(s)?
- Rachel made an effective transition to the new school.
- All the relevant staff within the new school were prepared to meet Rachel's needs and a strong support package was in place prior to her starting there.
- Rachel developed strong relationships with key workers within school where she could find reliable support and consistent responses at times of crisis.
- Rachel quickly settled into the new school and this supported an effective move to her new care placement by ensuring that both the carer and the school worked together to co-ordinate effective strategies to support Rachel.
- Rachel's educational and emotional needs were regularly reviewed through the PEP process to ensure they were being met and that she continued to make good progress.

Key message(s)
- Better co-ordination with Social Workers would have allowed us to identify that the care placement was in crisis and help us to consider transition in a timelier manner. This would have avoided last minute negotiations with a new school and/or allowed us to have planned more effectively at an early stage.
- Effective communication, planning and cooperation are central to meet the needs of our vulnerable children.

Case Study 5

Education Phase: Secondary
Name and school year: Lucy, Y10
Main Themes of the case study: Non-engagement in education

Background and issues   Lucy was taken into care aged 13, when in Y9. At school she was displaying increasingly difficult behaviour, often absconding with another looked after child, and placing herself at risk of CSE. The other child moved schools following a placement move (which was made partly to improve the education chances of both girls), but Lucy continued to present huge behaviour and attendance challenges to both her school and her residential home.   This behaviour continued in Y10. Her attendance dropped and she frequently had to be removed from lessons due to disruptive, aggressive and abusive behaviour. The school made every effort to engage Lucy, and sought advice and support from the Virtual School. Despite the efforts made by the school, and additional support and resources provided by the Virtual School, Lucy's behaviour continued to deteriorate. After several incidents involving physical assaults, and threats to members of staff, it was decided that she should be educated off-site for a period. The school was not seeking to permanently exclude Lucy (as would undoubtedly have happened had she not been a Child Looked After) and continued to provide support for her. Two members of staff that she had a positive relationship with paid regular visits at home, bringing work for her to do. Places in Alternative Provision and special College courses were tried, but on each occasion Lucy's behaviour led them to fail.

What did you do?   • The Virtual School engaged (and funded out of pupil premium) support from a specialist organisation that provided individual tuition and mentoring for troubled youngsters such as Lucy. After an initial assessment period the organisation felt that they could make progress, and they were employed to work with Lucy for three mornings a week.   • Staff from the school continued to visit to ensure that Lucy did not feel that they were excluding her, and that there was a chance to return. The tuition and mentoring went well, and after half a term Lucy was settled enough to take up a place at Sheaf training (catering) for one day a week, so her education provision was slowly being built back up.

What was achieved/Impact/Outcome(s)?   • By the end of the summer term Lucy was engaging in education for three days a week, and was positive enough to make this full time from September in order to complete Y11 with qualifications that would give her positive choices for post-16.   • Through a combination of the work of the Virtual School, Lucy's social worker, her residential home and the school a programme for full time education from September 2017 was put in place, and Lucy was positive about moving forward with this.

Case Study 6

Education Phase: Secondary
Name and school year: Sam, Y11
Main Themes of the case study: Care placement breakdown, challenging behaviour

Background and issues

Sam's stable foster placement of five years suddenly broke down due to a dramatic change in her behaviour. Her behaviour manifested in violent, aggressive outbursts towards others, damage to property and self-harm. School were finding the behaviours increasingly difficult to manage due to the safety risk to Sam, students and staff. Sam refused to return home to Foster carers, was admitted to Children's Hospital after self-harming and had two subsequent foster placements breakdown within a week.

As behaviour escalated no suitable accommodation could be found in Sheffield so Sam was moved to a residential home in Wakefield. On the advice of MAPS, Sam was signed off sick from school for 8 weeks due to her emotional state. Sam was admitted to hospital twice due to uncontrollable outbursts.

Sheffield SEN and school were in the process of updating the Education, Health and Care Plan (EHCP) to reflect the dramatic changes and to record that a mainstream setting was no longer an option. Social Care requested support from the Virtual School in securing specialist education provision in Wakefield.

Sam began attending a specialist provision based on her SEN primary need SLD (Severe Learning Difficulties) but in December Sam seriously assaulted a member of staff in school and was excluded. Following an emergency meeting school agreed to keep Sam on role but attend an alternative provision. School and SEN in Wakefield began updating the EHCP and changing the need from SLD to SEMH (Social, Emotional, Mental Health).

Over Christmas Sam's behaviour deteriorated within the home leading to serious assaults on staff, police intervention and in January notice was given by the Home to end the placement. Sam was moved to a new residential home in Stockport. The home has an education facility run by same organisation at extra high cost.

Who else was involved?
- Social worker x 2 (long term Social Worker on sick leave form November)
- Duty Social worker
- Team Manager (due to sick leave of case holding Social worker)
- Service manager - Social care
- Independent Reviewing Officer
- Foster Carer
- School
- SEN - Sheffield, SEN – Wakefield, SEN - Stockport
- MAPS – Sheffield, CAMHS – Wakefield
- Care home Wakefield- Keyworker & Manager, Stockport- Key worker & Manager
- Key worker at Stockport Alternative provision

• Sheffield Educational Psychology department

What did you do?
- Ensured Sam's old school in Sheffield sent work to the home in Wakefield to maintain continuity while she was out of education
- Advised social care on SEN and school admissions process in Wakefield and supported to ensure the right provision was agreed
- Ensured that MAPS were involved and advice from them as to whether/when Sam was fit for school was followed and recorded in Sam's PEP
- Took advice form Sheffield SEN about updating the EHCP to a different primary need and monitored this process to ensure this was completed by the Wakefield SEN Team.
- Supported and challenged the specialist school in Wakefield to ensure Sam was not permanently excluded but instead explored other options to avoid this while keeping everyone safe.
- Liaised with SEN in Stockport to ensure they were aware of the background and had all relevant information so an appropriate place could be identified that met Sam's complex needs.

What was achieved/Impact/Outcome(s)?
- SEN in Wakefield worked very closely with the Virtual school and fast tracked the process so that Sam was allocated a place at a Wakefield specialist school
- Sam was not permanently excluded so does not have this label on her record
- Sam's EHC plan was completed and updated to reflect the change in behaviour and shifting circumstances
- The Virtual School was able to successfully work with teams from three different local authorities to ensure good communication and any barriers were quickly overcome
- Sam has now started alternative provision in Stockport and for first time in three years is settled and making progress
- At Sam's LAC review, Sam would only speak with the Virtual School. Due to all the changes, the Independent Reviewing Officer (IRO) and the Virtual School are the most consistent adults in this child's life at present.

Key message(s)
- Our most vulnerable children who are often seriously traumatised sometimes have no consistent adults in their life.
- Our children whose behaviour is the most extreme frequently have multiple placements across the country making it almost impossible to offer a consistent education provision.
- All agencies need to work closely together to provide our children with a level of stability

Case Study 7

Education Phase: Secondary
Name and school year: Alan, Y11
Main Themes of the case study: In-year school move, SEND

Background
Alan came into care in 2015, following safeguarding concerns over the care he was receiving from his grandmother (he does not have contact with his mother or father) - he was under considerable stress from emotional abuse. He had a Statement of SEN (ASD and SEMH) and attended a Sheffield secondary school from Y7. He had been due to go to a special school but his grandmother resisted this. His secondary school worked hard to engage him but this became increasingly difficult as his behaviour became more and more challenging. A range of alternative provision placements were arranged, but Alan did not respond to these and refused to engage, and his attendance at both school and off-site provision was very low. Several care placements broke down because he was absconding to return to his grandmother, and in November 2016 following an emergency review he was moved to a residential home in Nottingham.

Issues
Because he had to be moved away from Sheffield at short notice due to placement breakdowns and safeguarding concerns, education provision was not secured at the same time, and because he had moved out of Sheffield he was taken off roll at his secondary school.

The Virtual School became closely involved in supporting securing education provision for Alan, but this proved difficult for a number of reasons. As he was half way through Y11, and with significant special needs, it was difficult to find a suitable school. Several mainstream schools were approached but they declined on the grounds that they could not meet his needs.

What did you do?
- The Virtual School commissioned tuition at Alan's residential home to maintain education provision, and supported Nottingham City SEN to convert his Statement into an EHCP so as to identify and access the most appropriate provision.
- A highly regarded special school run by an independent not-for-profit organisation was approached and they assessed Alan and said they could meet his needs. The Virtual School visited the school to assess its suitability, and also spoke directly with Alan to ascertain his wishes and needs.
- Although Alan's EHCP was held and maintained by Nottingham City, Sheffield SEN was responsible for meeting the cost of his placement, which was significantly higher than a maintained special school. The Virtual School facilitated open communication channels so there were no delays in the process.
- As the Virtual School is represented on Sheffield's SEN panel we were able to present the case objectively but with more detailed information than is often available at panel meetings and a place was agreed

What was achieved/Impact/Outcome(s)?
- Alan started in May 2017– but because he had missed so much education he would not be accessing any qualifications for the end of his Y11 year.
- The advice from the Virtual School was that Alan should stay at the specialist provider for the academic year 2017-18 during which he would complete some basic qualifications and be prepared for transition to a college course.
- During the summer term 2017 the Virtual School monitored Alan's progress closely, ensuring the PEP was updated and he was asked how he felt he was

- doing and his wishes for his education going forward.
- It was clear that Alan was settled and happy, and the school reported that he was making good progress, albeit from a low starting point. His carers at his residential home also reported that he was settled and growing in confidence.
- Alan was nominated for a Sheffield Star Award and came all the way from Nottingham to attend the award ceremony.

Case Study 8

Education Phase: Secondary
Name and school year: n/a
Main Themes of the case study: School awareness of procedures and practice concerning Children Looked After

Background
RS was appointed to the school and assigned the role of Designated Teacher for Children Looked After (CLA). During the initial weeks, RS quickly identified that there were gaps in her own knowledge and that of key members of her support team with regards to CLA, which resulted in the needs of CLA not being met.

Personal Education Plans were out of timescale, strategies were weak and disjointed; there was poor communication with carers and social workers and a lack of clarity around the use of Pupil Premium grant funding. The school also had difficulties in securing support for CLA who were in the care of other local authorities.

RS contacted the Virtual School for support.

Who else was involved?
- Virtual School Head teacher
- Virtual School Team
- Social Care
- School Inclusion Team
- Whole school staff
- Other Local authorities

What did you do?
- Delivered training to the school's inclusion staff around local processes and procedures for monitoring PEP's and using pupil premium funding effectively.
- The training focused on what makes an outstanding PEP, the statutory role of the designated teacher and how CLA can be supported in the classroom
- Whole school training was delivered on the 'Journey through care' - this was organised by the Virtual School but delivered by a colleague from Social Care (Permanence and Through care team)
- Regular keep in touch meetings with the DT via telephone to monitor how the processes were being followed and evaluate if staff awareness had increased or if there were other areas school needed support with
- Provided a quick response to emerging issues by being seen by school as a good source of support
- Signposting and referral to other Virtual School Teams in other local authorities to

help resolve issues for CLA's belonging to them

What was achieved/Impact/Outcome(s)?
- Improved awareness for school staff of CLA processes and procedures and strategies to use in the classroom
- Improvement in the quality of PEP's completed by this school and their use of pupil premium
- Improved relationships between school and social workers, foster carers, and residential home staff due to increased understanding of all involved professionals
- Compliance with statutory duties
- School have adopted more inclusive processes and have been successfully signposted to other Virtual School training in the future

Key message(s)
- This offer of support should be standard practice for all new DTs
- The Virtual School will be introducing improved level of support around statutory compliance and independent audits of school practice to improve local practice

Case Study 9

Education Phase: Post-16
Name and school year: Bob, Y12
Main Themes of the case study: Young person NEET, SEND

Background
Bob became NEET after leaving school so is not in education, employment or training. Bob is a complex young man with issues relating to attention deficit hyperactivity disorder (ADHD) and autistic spectrum disorder (ASD). He has extreme mood sings with no warnings and socially has difficulty forming friendships. Bob was living in a residential home outside Sheffield but has recently returned to Sheffield.

Who else was involved?
- Social worker
- Key Worker
- IRO
- Sheffield Futures
- Residential home
- DT at Training Provider

What did you do?
- Ensured a PEP meeting was held for Bob as soon as possible after discovering his NEET status so a clear plan regarding his education could be formulated
- Ensured Bob was involved in the meeting so his views were heard and he could contribute to the plan
- Advised on different options available to Bob including a placement at a training provider
- Supported Bob's key worker to take Bob to meet with a named person at Sheffield Futures to get career advice as this was requested in the PEP

- Contacted the new training placement to ensure an appropriate support plan was in place so they could meet Bob's needs from the start
- Ensured the social worker explained to Bob that he was now eligible and claimed his bursary
- Supported the DT in her new role by offering training on supporting the educational needs of CLA and Care leavers and the use of Welfare Call to update the PEP.
- Invited the DT to an upcoming Virtual School network event to get feedback about best practice across all Post-16 providers
- Monitored the PEP to ensure Bob was making good progress at the training provider and any barriers to learning are quickly overcome.

What was achieved/Impact/Outcome(s)?
- Bob started on an appropriate training course at an alternative provider in Sheffield
- Bob has a PEP which will be regularly reviewed and contribute to his Pathway plan
- Bob received his 16-19 bursary
- The DT attended the Virtual School network meetings and has more awareness about the role of supporting CLA