THE SHEFFIELD VIRTUAL SCHOOL FOR CHILDREN LOOKED AFTER

ANNUAL REPORT 2020-21

Sheffield Virtual School
Aspire • Create • Achieve

Sheffield City Council

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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 CLA is improved.

This report covers the work of the Virtual School in the academic year 2020/21, including information of the achievement of Sheffield's CLA, key challenges and data on attendance and exclusions.

The Sheffield Virtual School is expanding in 2021/22 with 2 Post-16 advocates and an Early Years lead joining the team. This is addressing identified need in these two phases and comes as a result of a successful commission of a Post-16 specialist who supported the Virtual School in 2020/21.

COVID-19

Due to the disruptions of COVID-19 and cancellation of examinations in the summer term, this report does not contain the usual analysis concerning end of Key Stage attainment and full year data on attendance and exclusions. Instead, the report summarises the last available published data and provides in-year updates for 2021 where possible.

The report does include the Virtual School response to the COVID-19 crisis and the initiatives, competitions and resources created during this year to support our CLA and colleagues in schools and social care. These responses are included in the 'key achievements' section of the report on page 4.

SHEFFIELD CITY COUNCIL CORPORATE PARENTING STRATEGY

Our City's big ambition is that every child, young person and family achieves their full potential. This strategy reflects how we are going to meet that ambition for our children and young people who are in care, who have been adopted, and who are care leavers. We are determined to ensure our children and young people in care, adopted and care leavers succeed.

The Corporate Parenting Board has developed seven strategic priorities and an action plan for their delivery. The strategic priorities have been determined by local and national priorities, and in continued consultation with children and young people. They are:

1. Keeping CLA and Care Leavers involved in services
2. Supporting success in education, training and employment
3. Ensuring CLA and Care Leavers are happy, healthy and resilient
4. Identifying permanent homes and families for CLA
5. Ensuring there are enough high quality and stable arrangements for all our CLA and Care Leavers
6. Keeping our CLA and Care Leavers safe
7. Supporting our Care Leavers' journey to independence

The Virtual School Head is the lead for Priority 2: **Supporting success in Education, Training and Employment**

Vision

To ensure that children and young people in our care attend school or other educational provision; that they learn; and that young people in care and care leavers have access to employment opportunities. As young people grow up and leave our care, we need to support them to be fully aware of the education and employment options open to them and assist them to engage in further or higher education or training or move into work and to support a successful transition into adulthood.

SUMMARY OF KEY ACHIEVEMENTS 2020/21

Ongoing response to COVID-19:

- Use of a dedicated 'Contact COVID-19' section within the Personal Education Plan to track weekly how and where children had been accessing education, levels of engagement and if there had been any safeguarding concerns to enable the Virtual School to liaise with social care
- Continued to oversee individual caseloads, highlighting vulnerable children, liaising with Designated Teachers and social workers and ensuring clear communication with all partners through the use of online meetings, newsletters and telephone support
- Provided Pupil Premium funding to enable extra online tuition to boost attainment and engagement throughout the academic year, and ensure CLA had all the resources required to access education
- Bespoke training offer for Designated Teachers and Social Workers has continued throughout the pandemic, including online training, network meetings for Primary and Secondary colleagues and transition support
- Education support for foster carers – 2 editions produced by the Virtual School featuring a mix of activities and things to do promoting fun ways to engage with education at home and signposting to useful resources

Supporting Education:

- Providing advice and support for 600 children through participation in PEP meetings and CLA reviews
- Project to boost attainment for Y10 and Y11 CLA in the core subjects through weekly extra 1:1 tuition has run throughout the year
- Ongoing improvement of the PEP (Personal Education Plan) including the development of a dedicated section to track and evaluate the progress of children attending Alternative Provision and a dedicated section for children with SEND to track assessments and levels of need
- Providing support and guidance on EAL (English as an additional language) to schools through Virtual School team champion
- Coordination of reading volunteers to support CLA in school through one to one literacy support (slow re-launch of volunteers back to school in Summer term 2021, with a view to expand from Autumn 2021 in line with government guidelines)
- Production of Foster Carers handbook to support reading and encourage learning in the home

- Well done notes and vouchers sent by the Virtual School to CLA who have excelled in education or overcome significant barriers this year

Training:

- Production of the Virtual School Training brochure clearly outlining the Virtual School training offer
- Delivering and commissioning training for Designated Teachers, carers and social workers
- Delivering training for Sheffield Hallam university for teaching students
- Supporting Social care / medics / Education Psychology training at Sheffield University with Lead Sheffield Education Psychologist
- Allocation of a Virtual School worker to each social care area to support with PEP completion and education queries and concerns
- Attendance by the Virtual School and promotion of the 'Trauma Informed Schools' diploma course
- Training and mentoring for Sheffield Music Hub on working with CLA/PEP and supporting foster carers with extracurricular provision

Networking / Raising Awareness:

- Raising the profile of the Virtual School within the Sheffield education community
- Continued engagement with the 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
- Ongoing '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 partnership 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
- The introduction of regular Virtual School Residential Education Meetings (REM) to bring professionals together to discuss any issues children placed in residential settings may be having with education and to resolve these as quickly as possible
- Raising the profile of the role of the virtual school for children previously looked after, delivering training, sharing information and signposting to professionals, parents and schools, ensuring provision and support is in place
- Attendance at Regional Adoption Agency (RAA) quarterly meetings supporting PLAC signposting, information and guidance. Working across the Sheffield City Region

Virtual School Commissions / Projects / Partnership Working:

- Continued funding and organisation of the Letterbox book club and the Storytime scheme
- Organisation and delivery of university outreach scheme for Y10 and Y11 students, working in partnership with the Higher Education Progression Partnership (HEPP)

- Music Hub – Commission and partnership working, ensuring provision of music lessons for CLA within Sheffield (including online lessons during lockdown and individual learning plans)
- Close partnership working with the Sheffield Children in Care Council on the writer in residence project
- Work on the 'Assembly Squad' resource with Sheffield Children in Care Council addressing the stigma of being in care
- Creation of the 'Create & Change group' in partnership with the Children In Care Council (CiCC) for 6-11yr olds and their foster carers part of the creative curriculum offer
- Post-16 Advisor commissioned to map and support the transition from Y11 to Post-16
- SENCO support commissioned to advise on complex SEN cases, provide support to DTs and track the SEN offer for new children coming into care
- Virtual School team member directly supporting the ASPIRE residential project providing education advice
- Commission of AC Education to provide online training courses for Designated Teachers supporting our CLA
- Ongoing links with Learn Sheffield and development of a 'Creative Curriculum' offer for Sheffield CLA
- Commission and co-ordination of a PE project including activities and equipment to encourage our CLA to get active
- Continuation of the Action Research Project - work in partnership with a cross phase group of primary, secondary and special schools interested in developing practice with the aim of improving outcomes for children in care
- Speech and language booklet for foster carers produced with the NHS and S&L Service to support Speech, Language and Communication at home

Note – full details and an evaluation of impact for the Virtual School commissions and projects listed above can be found later in this report.

CLA EDUCATION OUTCOMES 2020/21

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 2021

Due to COVID-19, provisional key stage results for KS1 and KS2 are not available this year, and GCSE results at KS4 are based on predicted grades.

Key Stage 4 (16 year olds) Reportable cohort: 46

- KS4 performance in 2020/21 was slightly lower than the previous year in the headline measures for English and maths GCSE, but higher than Sheffield's figure for 2018 and 2019

	%
CLA achieved 9-4 in English and maths	17.4
CLA achieved 9-5 in English and maths (strong pass)	10.9
CLA in mainstream schools completed Y11 with some formal qualifications*	90
CLA in mainstream schools achieved 9-4 in English and maths	28

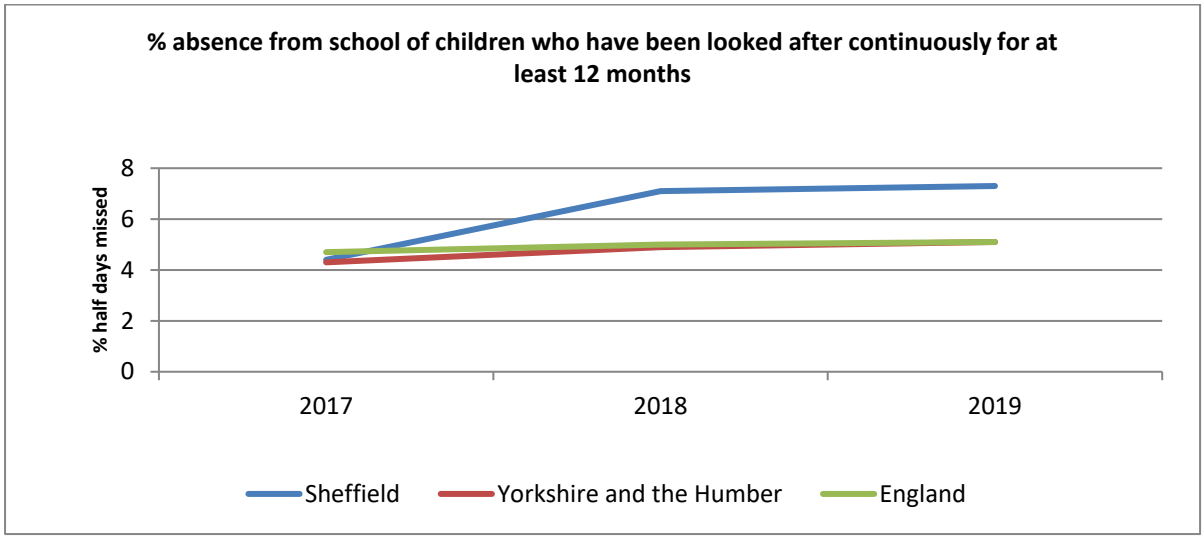
***School Type: Mainstream Vs Other**
29 CLA attended a mainstream school at the time of exams.
17 CLA attended a special school, secure setting or other provision.

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 2020/21

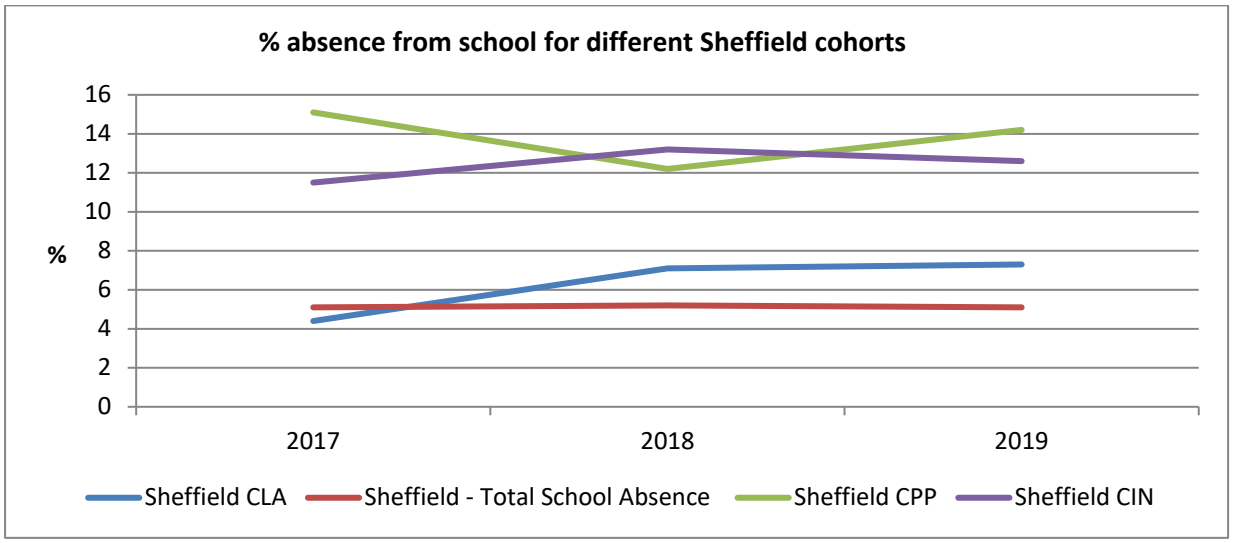
The Virtual School utilises a service provided by 'Welfare Call' to monitor daily attendance at school and alternative provisions by an individual phone call to check every student is at school. Where students are not at their provision the Carer is contacted to ascertain the reason for absence and the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

The most recent published national data for 2018/19 shows a decrease in the absence rate of Sheffield CLA from the previous year but it is still above the national and regional average.



Gap with all Sheffield schools and other key cohorts

In the most recent published data (2018/19), the Sheffield CLA absence rate (7.3%) is higher than the city average (5.1%) but significantly lower than the rate for Sheffield Children in Need subject to a Child Protection Plan (14.2%) and Sheffield Children in Need (12.6%).



CLA: Children who have been looked after continuously for at least 12 months
CPP: Children in Need subject to a Child Protection Plan
CIN: Children in Need

DFE Statement re impact of COVID on attendance reporting:

Given rising infection rates in late 2020 and the decision to suspend mandatory attendance in early 2021, the Department for Education (DfE) has laid regulations to remove the requirement to report pupils' attendance data for the 2020 to 2021 academic year, in recognition of the impact of COVID-19 on possible attendance. These regulations came into force on 12 May 2021.

Local attendance reporting for Sheffield CLA 2020/21:

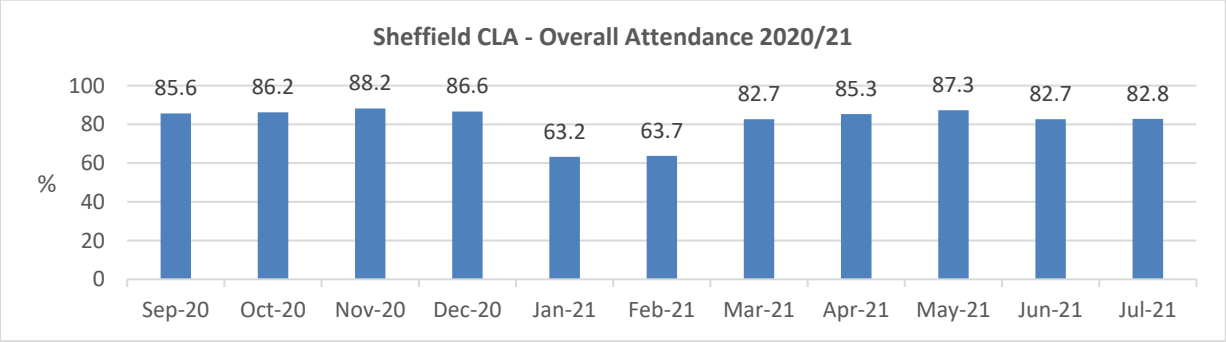
Although national comparative attendance data is not available for the past two academic years, the Sheffield Virtual School have maintained daily attendance collection for all CLA.

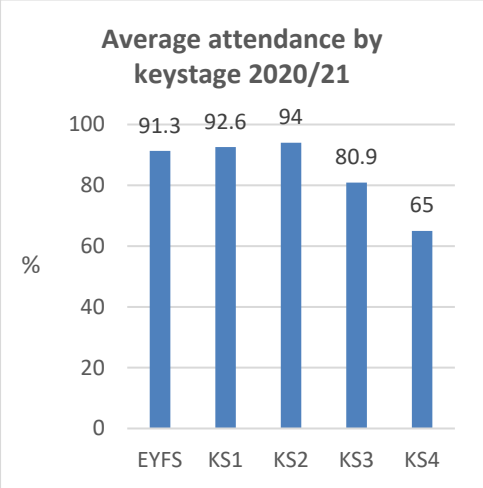
Attendance marks from September 2020 throughout the academic year do not record engagement with on-line learning. Most of the statutory Registration Codes were in use for physical attendance in school. Following the first period of Lockdown in 2020, DfE were less flexible around vulnerable children not taking up a school place during the Autumn term of 2020 – they expected these pupils should only stay at home if there was a specific Covid-19 related reason (covered by the 'X' mark). Schools were asked to make increasing use of the 'O' mark (Unauthorised Absence) in these situations. Between 05 November and the end of December, schools across the UK went into a second closure only remaining open for children of key workers and those identified as vulnerable.

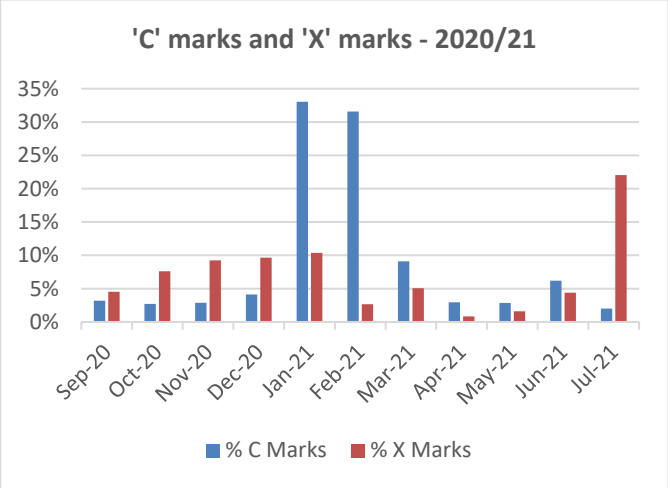
At the beginning of the Spring term in January 2021, schools remained in similar partial closure until the beginning of March. On 08 March DfE required all pupils in England to return to school. There was a staggered return of pupils to secondary education with a confirmed start for Years 11 and 13. At this point DfE had reverted to the original lockdown schema where absence could be treated as 'Other Authorised Circumstances' using Code 'C' (so an absence recording - but 'Authorised' instead of 'Unauthorised') for instances where Code 'X' was not applicable.

To obtain more information behind the registration codes, the Sheffield Virtual School used a dedicated '**Contact COVID-19'** section within the Personal Education Plan to track weekly how and where children had been accessing education, levels of engagement and if there had been any safeguarding concerns to enable the Virtual School to liaise with social care. This data presented a much more positive picture of education engagement than the registration codes alone presented and allowed the Virtual School to target cases where there was reported barriers to engagement in education.

The graphs below show the impact of COVID on the attendance of Sheffield CLA throughout the year, particularly for CLA in KS3 and KS4. Also, the use of 'C' and 'X' marks and the impact on overall attendance, particularly in the Spring term.



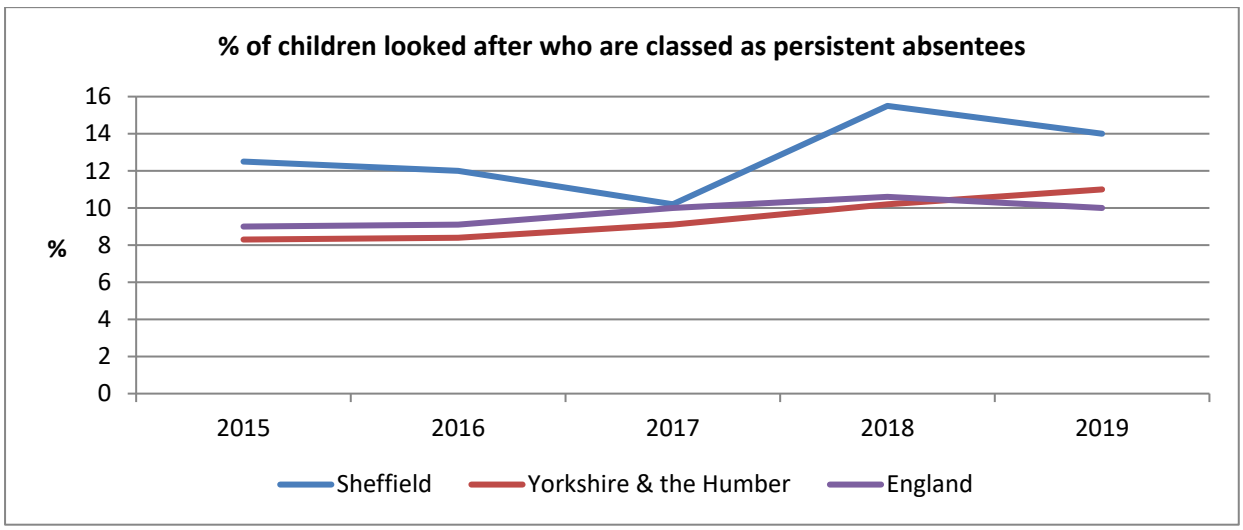




Persistent Absence

In 2020/21:

- The most recent published national data is for 2018/19 when the threshold was 90% (i.e. children whose attendance was below 90% were classed as 'persistently absent'). The published figure for Sheffield was 14%, higher than the national average for CLA (10%)
- Locally generated data indicates that in 2020/21, 45% of Children Looked After had less than 90% attendance
- This percentage has been impacted by COVID and the recording systems explained above, but 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 2020/21

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 2020/21 is locally generated, and subject to validation by DfE in the reports due to be published in 2022.

Permanent Exclusions 2020/21

The Virtual School has worked with all schools to establish practice which has resulted in no permanent exclusion of any CLA. The Virtual School has encouraged agreement from all Sheffield schools and academies that they will not permanently exclude a Child Looked After, and will instead work closely with the Virtual School to provide alternatives which meet the needs of the young person and the school.

During 2020-21 the Virtual School provided direct intervention for 10 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 Sheffield CLA has been permanently excluded over the last ten years (2011/12 to 2020/21).

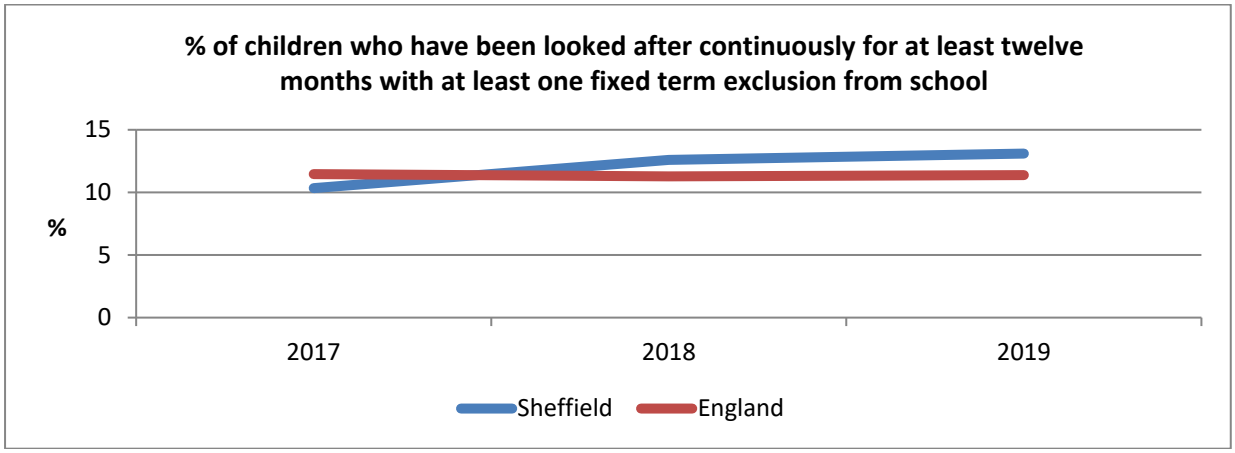
Fixed Term Exclusions 2020/21

The Virtual School has established good working practice with schools, alternative learning providers and other services to ensure that the potential exclusion of Children Looked After 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.

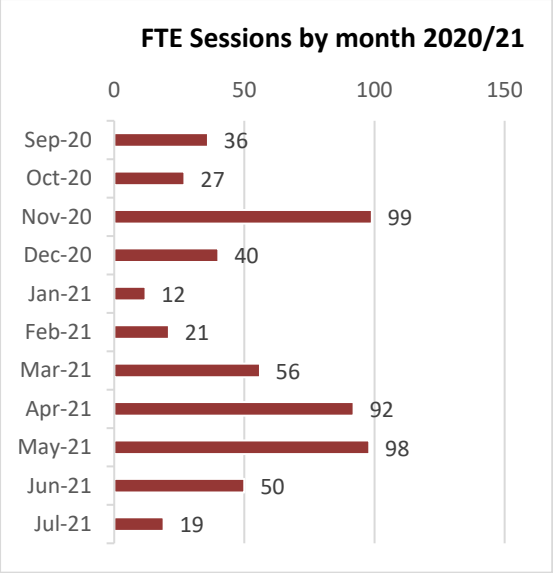
- Locally generated data indicates that 51 CLA were subject to one or more fixed term exclusions in the last school year; this represents 10.7% of the full cohort throughout the year

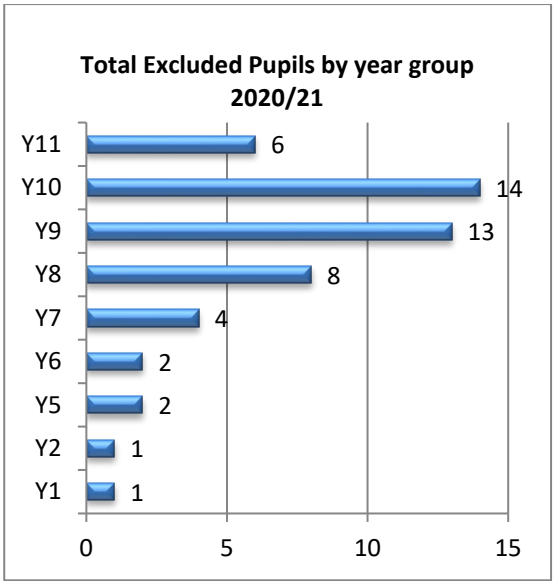
- This figure will change, and is expected to be lower, when the DfE makes its calculations against this indicator due to the DfE figures excluding children who have been in care for less than 12 months

- If this figure is confirmed by the DfE in their reports, it will represent a decrease in the proportion subject to fixed term exclusion from the 2019 published figure (13.1%). The 2020 data is due to by published in March 2022



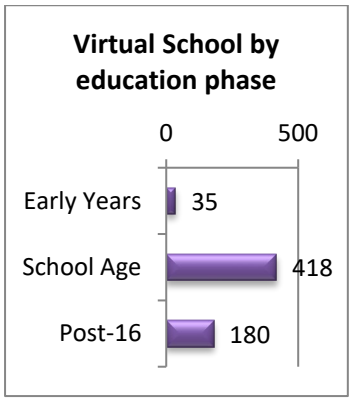
- The number of Fixed term exclusions varied each month in 2020/21 but there were a high number recorded towards the end of the Autumn Term and in the Summer Term
- Fixed term exclusions were mostly recorded for secondary age CLA, particularly year groups Y8 and Y10
- The Virtual School prioritise attendance at PEP meetings for CLA who have had an exclusion or where schools have recorded that behaviour is a cause for concern in the previous PEP so that strategies and interventions can be put in place to prevent further exclusions

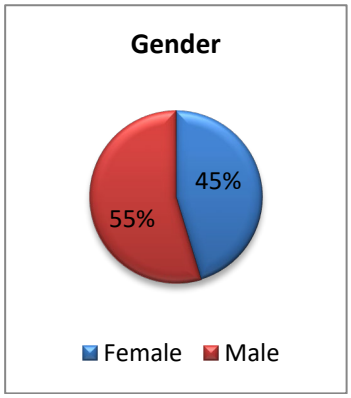


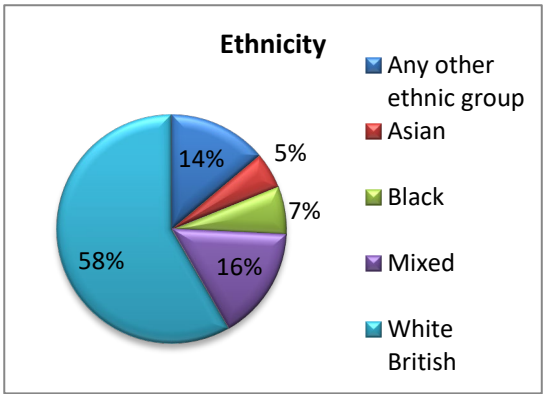


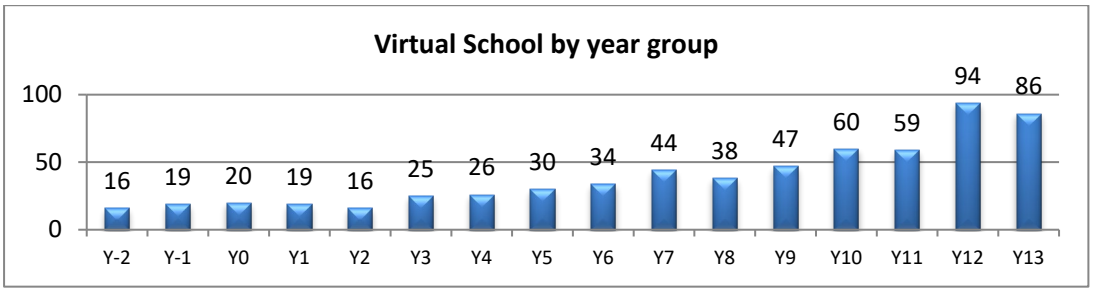
THE CLA COHORT 2020-21 (Overall Numbers and Demographics)

The Sheffield CLA cohort changes throughout the academic year and these changes are tracked on a weekly basis. The graphs below show the Virtual School cohort as at the end of the 2020-21 academic year

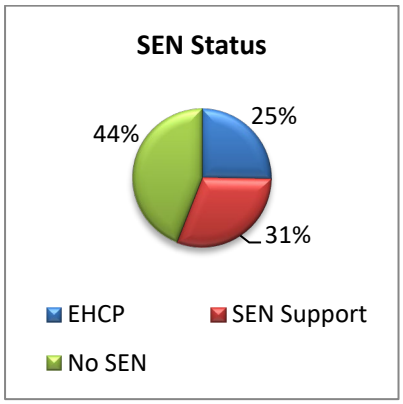


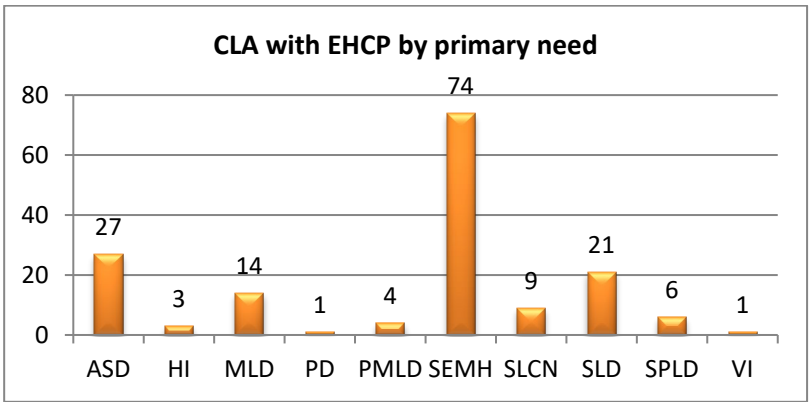






- At any one time the Sheffield Virtual School works with 620 CLA. Approximately 30 CLA in early years, 430 school aged CLA, and 160 in post-16
- A greater proportion of school age CLA are secondary age (59%) compared to the full Sheffield school age population (38%)
- The proportion of males in care (55%) is higher than the overall Sheffield school age population (51%)
- There is the same BME rate in the Children Looked After cohort as 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

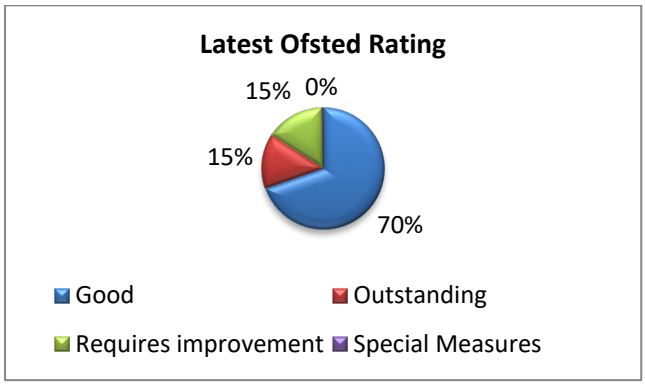


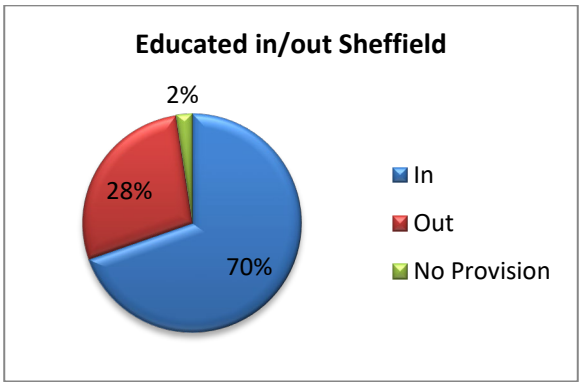


- In comparison with the overall school age cohort in Sheffield, the proportion with all SEN and the proportion with an EHC plan are much higher in the CLA cohort

- A greater proportion of the CLA cohort have the SEN primary need of SEMH (social, emotional and mental health) (46%) than the whole cohort of Sheffield EHC plans (14%)

School Age cohort only:





- Of the cohort in care at the end of the academic year, 28% attended schools outside Sheffield

School Ofsted Rating
At the end on 2020/21, 85% of school age CLA attended schools rated by Ofsted as 'Outstanding' or 'Good'. This represents a continuing improving trend over the past few years. At the beginning of the 2015/16 academic year the figure was 67%

The Ofsted rating of a school where the child moves in-year is a priority for Sheffield and there is a dedicated section in the EPEP to monitor these moves more closely.

At the end of 2019/20, 1 CLA attended a school rated as 'Inadequate' by Ofsted. 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.
Note, there are a number of children attending schools with no Ofsted assessment published yet. This is mainly due to the school closing and re-opening as an academy.

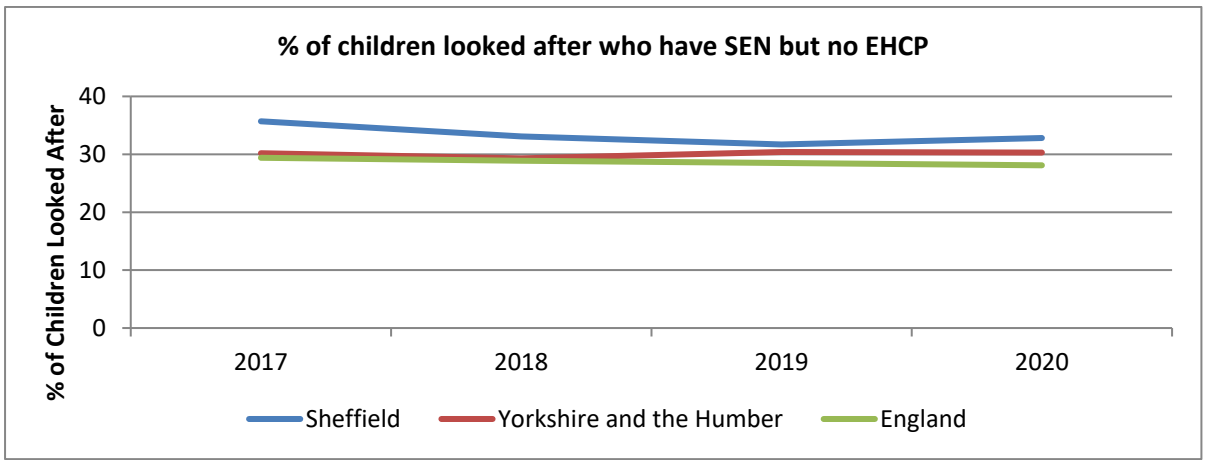
COMPARISONS WITH OTHER LOCAL AUTHORITIES 2011-2021
The following information, together with social and national profiles conducted previously, suggests that Sheffield's total CLA cohort have more barriers to learning than those in many other local authorities:

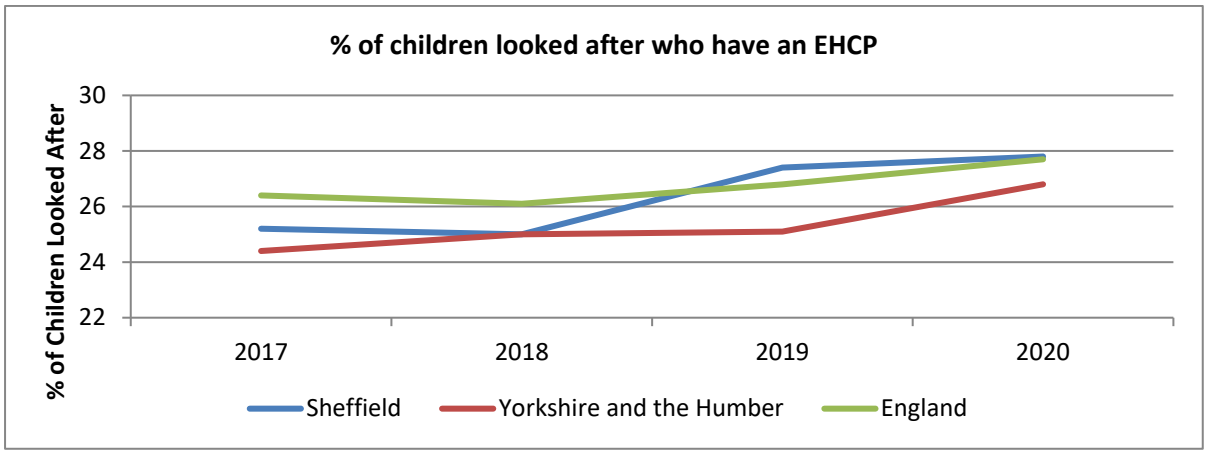
- The number of CLA per 10,000 population is below the national average (53 per 10,000 in 2020). The national average is 67 per 10,000 population

- The annual SDQ (Strengths and Difficulties Questionnaire) census of mental health status suggests that the average score (15.6) for Sheffield CLA is higher (worse) than the national average (14.1)

- A high proportion of the cohort has an Educational Health & Care Plan (EHCP). In the most recent published figures, Sheffield has a higher percentage of Children

Looked After with SEN who do not have an EHC plan. Sheffield is in line with the national average for the percentage of Children Looked After with an EHC





SHEFFIELD CITY COUNCIL CORPORATE PARENTING STRATEGY

Priority 2: **Supporting success in Education, Training and Employment**

The Challenge

Educational engagement and achievement is critical if children in care are going to lead fulfilled and successful lives. The Virtual School's plan centres around six main themes identified as follows;

- Leadership, Management and Governance
- Access to Education
- Personal Education Plans (PEPs)
- Attainment and Progress
- Emotional Health and Wellbeing
- Young Person's Voice

Following on from the "Bright Spots" survey of 2018/19 and after consultation with the Children in Care Council (CICC) Scrutiny Group, we are particularly focussing on

- Bullying / Stigma
- Extra support at home for maths and English

- A creative curriculum

Key challenges are:

Leadership and Management
- Ensuring improved partnership working and networking, identifying best practice including holding others to account to ensure everyone is contributing to improving educational engagement and achievement of every young person
- Ensuring there is capacity and skillset within the Virtual School to support the needs of our CLA

Access to education
- That children in care have disproportionately high rates of poor attendance and exclusions
- Persistent absence rates in the most recent published figures (2019) for Sheffield Children Looked After are too high (14%) and above national average for Children Looked After (10%)
- Reduction in the proportion of Sheffield Children Looked After with at least one fixed term exclusion. The figure in the most recent published figures (2019) is 13.1% which is above the national average for Children Looked After (11.4%)
- We know that there are some Children Looked After in Sheffield that do not have a full time school offer. Key focus on children without a school place, accessing a part-time timetable or being educated offsite
- The new Funded Early Learning (FEL) entitlement that is available offers the opportunity to ensure that all eligible Sheffield Children Looked After in the early years access their entitlements
- Ensuring the transition from Y11 into Post-16 EET is as smooth as possible
- The high number of Sheffield Children Looked After and Care Leavers classed as Not in Education, Employment or Training (NEET)

Personal Education Plans (PEPs)
- Personal Education Plans (PEPs) have not all been completed in a timely manner or to the expected standards. The number of PEPs that are in date and are high quality increased during the last academic year to 95% in date (School Age), 67% (Early Years) and 95% (Post-16) but just short of the Virtual School's aspirational targets

Attainment and progress
- Attainment for Sheffield Children Looked After is below city / national averages for all children

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)

Pupil Voice
- Capturing the child's voice effectively and ensuring this informs our practice and priorities

What will we do?

Leadership and Management
- Ensure there is clear communication within the Virtual School to all partners

- Focus on improved partnership working and networking to take a lead role, identifying best practice and hold others to account to ensure everyone is contributing to improving education engagement and achievement of the young person
- CPD for the Virtual School staff in place
- Ensure there is capacity within the Virtual School to support the needs of our CLA
- Lead training and development for all staff focussed on the education of Sheffield Children Looked After

Access to education

- Reduction in the number of students not attending provision (SNAP) through weekly monitoring of this cohort and regular multi-professional meetings
- Monitor and challenge any child with poor attendance and/or exclusions and ensure schools record the strategies being used to address this issue in their PEP, including points for review; and work with the Social Care Service to investigate and improve the links between school attendance and social care placement
- Work with the Admissions Services and schools in and out of city to ensure there is a seamless transition for all Sheffield children in care between key education phases. Monitor, challenge and advocate for any child without a school place, not accessing a full-time timetable or being educated offsite and support the Admissions Service and the Children Missing from Education Team to ensure all children have a full time offer
- Ensure a seamless transition for all Sheffield Children Looked After between key education phases by early planning using the dedicated section in the revised PEP template
- Ensure bespoke coaching, mentoring, training and networks are in place for the Virtual School Team, Designated Teachers, social workers, foster carers, residential staff, governors and other professionals
- Develop learning in the wider sense including music, literacy and sport through commissioned support using Pupil premium. Encourage learning and reading at home through the Letterbox and Storytime projects
- Ensure schools and other alternative providers of education are advised on how to make the best use of pupil premium monies for children previously looked after, adopted or on an SGO and that designated teachers have positive relationships with adoptive parents and guardians
- Establish and strengthen links with professionals who support Post 16 and Early Years, ensuring there are clear lines of responsibility and mutual understanding of roles
- Ensure all eligible early years children access the Funded Early Learning (FEL) and young people in Post-16 access their bursary
- Promote Higher Education and Further Education at an earlier age

Personal Education Plans (PEPs)

- Ensure that all children have a high-quality Personal Education Plan (PEP) that is regularly reviewed and updated and that takes into account the child's Educational Health & Care Plan (EHCP) and/or the social care plan where necessary
- Ensuring a robust and consistent PEP quality assurance system is in place
- Rigorously track and monitor pupil premium spend to ensure this is used appropriately to raise the attainment of Sheffield Children Looked After
- The Virtual School aim to attend more PEP reviews in person or via online meetings in 2021/22 and prioritise attendance based on CLA with the most concerns (based on the last term's data)

- Implement new PEP processes and attendance monitoring for Post-16 and Early Years cohorts

Attainment and progress

- Ongoing monitoring and challenge will be in place focussing on any child not making expected or better than expected attainment progress or where progress has dipped from the previous term
- Use of Pupil Premium to support schools to boost attainment through targeted interventions
- Delivery of the Building Learning Power club to boost the attainment of CLA approaching SATS
- Y10 / Y11 project to boost attainment by offering 2 hours of extra tuition each week for all CLA approaching GCSEs in the Autumn and Spring Term

Emotional Health and Well Being

- Continue the action research project championing best practice concerning Sheffield Children Looked After and publish the findings of the schools involved
- Review how emotional health and wellbeing can be supported in 2021/22 and link the 'Trauma Informed School' approach

Pupil Voice

- Ensure Sheffield Children Looked After and Care Leavers have dedicated and speedy access to Local Authority services equipped to monitor and challenge any setting where a young person has indicated they do not feel safe at school
- Collate and act on feedback received from Sheffield Children Looked After, received through the young person's voice section of their PEP. Work with partners to capture the voice of 'hard to reach' young people
- Ensure that Sheffield Children Looked After have access to quality careers advice at the right points throughout their education and at transition points to further education, employment or training
- Work with foster carers and residential staff to ensure that carers are receiving the help and training they need to support the young person's outcomes
- Follow up from the findings of the Bright Spots survey in addressing the concerns of our CLA concerning bullying, stigma, extra support for maths and English and the introduction of a creative curriculum
- Analyse the findings from the latest Bright Spots survey (January 2021) and implement actions into the Virtual School strategic action plan for 2021/22

How the Virtual School are addressing the key challenges in 2021/22?

All the challenges outlined above are addressed in the Virtual School Action Plan 2021/22.

What success will look like?

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:

	Outcome Statement	Outcome Measure	Reporting
1	There will be an action plan in place to monitor the Virtual School Offer	Existence of action plan	Virtual School (VS) Annual Report
2	CLA will have good school attendance	% CLA with persistent Absence % of CLA with one or more fixed term exclusion	VS weekly Dashboard
3	All CLA will have access to a full time school offer	No. of children on a part time timetable	VS weekly Dashboard
4	All CLA on school roll within 20 days of not being in education	No of CLA not on school roll	VS weekly Dashboard
5	CLA will attend schools that are Good or Outstanding	% CLA children attending good or outstanding schools	VS weekly Dashboard
6	All CLA to have a high quality Personal Education Plan (PEP) in place	% CLA who have a PEP % of CLA who have a PEP completed within 20 working days of a new education Placement	VS weekly Dashboard
7	At primary school CLA will achieve the best results they can	Age related expectations in reading, writing and maths	VS Annual Report
8	CLA will finish secondary school having made good progress each year and achieved good GCSE results or other appropriate qualifications	Age related expectations English and Maths (GCSE)	VS Annual Report
9	All Early Years CLA are accessing FEL	FEL uptake	VS weekly Dashboard
10	CLA have access to careers advice	No. of children who have received careers advice	VS weekly Dashboard

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 (2019)	12%	15.4%

Fixed Term Exclusions (2018)	11.4%	13.1%

The following have locally generated aspirational targets

	Sheffield CLA Aspirational Target	Current Sheffield CLA[1]
CLA placed in schools judged 'good' or better	95%	85%
PEP In-date	100%	95%

1. Figures as at the end of the 2020/21 academic year

VIRTUAL SCHOOL TRAINING AND DEVELOPMENT 2020/21

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

To fulfil its training and development role, members of staff of the Virtual School have taken part in and/or led a series of training events. The Virtual School produced a

training brochure for 2020/21 outlining the training offer for professionals involved with CLA and those Previously Looked After. Training was also advertised on the Virtual School website, the termly newsletter, and in emails to schools / settings and social care.

The 2020/21 Virtual School training offer consisted of the sessions below:

Roles and Responsibilities

- The role of the Designated Teacher
- The role of the Social Worker in education
- The role of the Foster Carer in education
- The role of the residential home in education

Supporting Children Looked After in the Classroom

- Supporting CLA in the classroom – Primary (attendance and exclusions)
- Supporting CLA in the classroom – Primary (behaviour and learning)
- Supporting CLA in the classroom – Secondary
- Attachment Toolkit

Personal Educational Plans (PEPs)

- PEP training – New users

Early Years Providers

Supporting Early Years Providers

Post 16 Providers

Supporting Post 16 Providers

Bespoke training for schools and other organisations

During 2020/21 a range of training was provided at the request of individual schools and other groups. This included:

- Training for Multi-Agency Support Teams (MAST)
- Training for Children's Residential 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 Designated Teachers (DTs) and other school staff working with CLA
- Induction for newly appointed DTs.
- Training for Hallam university students

Termly meetings for Designated Teachers

Training covered this year included:

- 'What does a good PEP look like?'
- Update on new statutory responsibilities concerning Sheffield Children Previously Looked After
- Effective use of Pupil Premium
- Strategies to improve attendance and exclusion rates
- Early Years and Primary updates
- Secondary and Post 16 updates

- The Annual report for Governors
- The Social Care system
- Sharing good practice (experienced designated teachers invited to share their experiences)

THE CLA DATA DASHBOARD

Established in September 2017 the Virtual School weekly data dashboard contains regular updates on a range of indicators including:

- Personal Education Plans
- Attendance
- Exclusions
- Attainment
- OFSTED Ratings
- CLA not on a school roll
- CLA on a part time timetable
- CLA accessing alternative provision

The figures in the report feed in directly to the monthly Children and Families Improvement Board so senior management are regularly kept informed of performance. The dashboard has been a significant tool in tracking ongoing trends so challenge and resources from the Virtual School can effectively be deployed to areas of concern.

Virtual School reports have been successful in raising awareness of issues concerning CLA and education including the number of in-date PEPs held within each Social Care service. This has allowed the Virtual School to challenge performance in this key area by regularly sharing the data with Social Care Team Managers so out of date PEPs can be discussed during Social Worker supervisions.

THE PERSONAL EDUCATION PLAN 2020-21

The Local Authority has a statutory duty to maintain Personal Education Plans (PEP) for every CLA from Early Years up to when they turn 18. CLA must have a PEP completed 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.

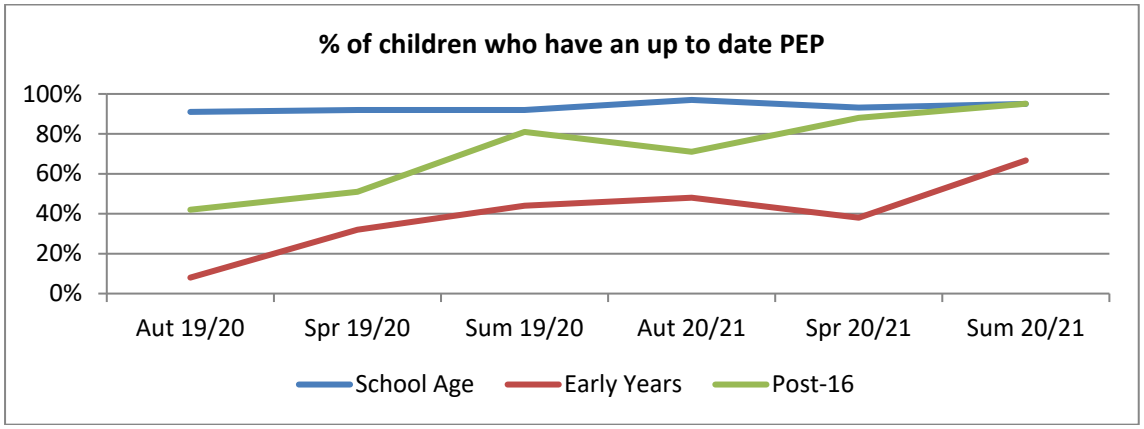
At any one time the LA has approximately 30 CLA in early years, 430 school aged CLA, and 160 in post-16. The majority are placed in Sheffield schools or provisions. However, a significant number (approx. one third) are placed in state schools, independent schools, secure units and other education establishments throughout the United Kingdom.

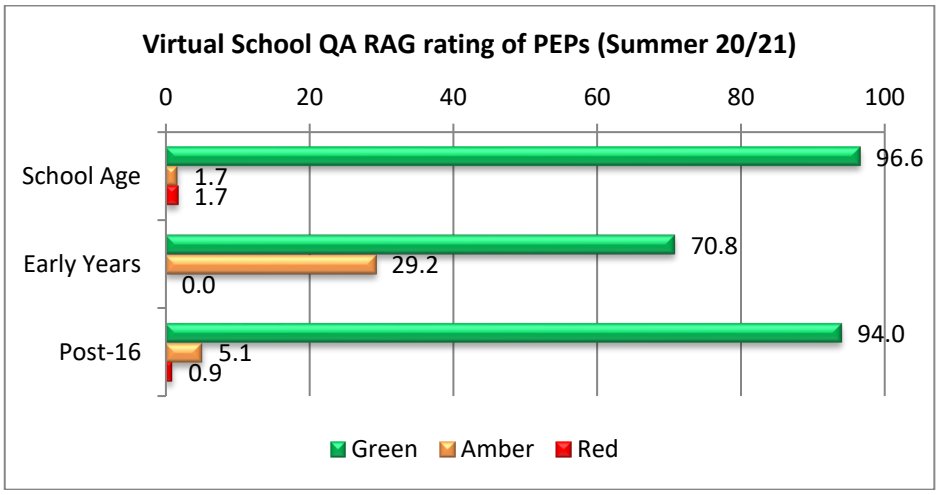
Published statutory guidelines on ‘Promoting the education of looked after and previously looked after children’ (DfE February 2018) clarifies that a Virtual School Head should ensure that there are effective systems in place to:

- 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 2020/21 the Virtual School has worked in partnership with colleagues in social care and schools to use a web-based solution to managing PEPs. At the end of 2020/21, 95% of school age PEPs were in date (i.e. completed plan by a fixed termly deadline), and the majority of these were rated as good or excellent by the Virtual School.

At the end of 2020/21, 67% of Early Years PEPs and 95% of Post-16 PEPs were in date.





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)
- 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 2022.

PUPIL PREMIUM FOR CLA 2020/21

Children who were in local-authority care for 1 day or more attracted £2,300 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.

The key elements of the Virtual School Pupil Premium policy are shown below.

- £1500 will be given directly to schools (per CLA child) in 3 equal instalments of £500 each in January, April and August. All payments will be subject to the completion and signing off of a 'good' quality Personal Education Plan (PEP) by a termly deadline. A good quality pep is defined as *'a co-constructed 'live' document which captures the current situation, needs and progress of the child, and which has clearly defined SMART targets, actions and accountability –with clear attributable spend of the PP grant'*

- The remainder will be retained (and pooled) by the VSH to: (1) identify, commission and deliver targeted projects and initiatives which fall within the aims and objectives of the Virtual School, (2) to provide additional funding to individual schools and education establishments (as agreed) to promote attendance and progress, inclusion, participation and prevent exclusion

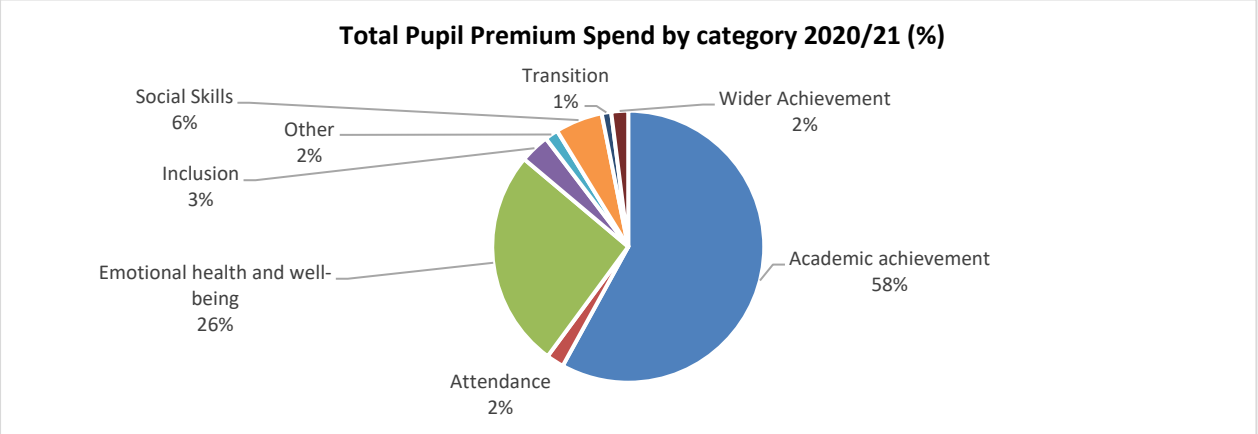
- The PEP requires schools to more clearly articulate and account for how the delegated grant element has been used. The information recorded in the PEP is rigorously tracked and monitored by the Virtual School to ensure the funding is used appropriately to raise the attainment of CLA and support them to achieve the targets in their PEP

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.

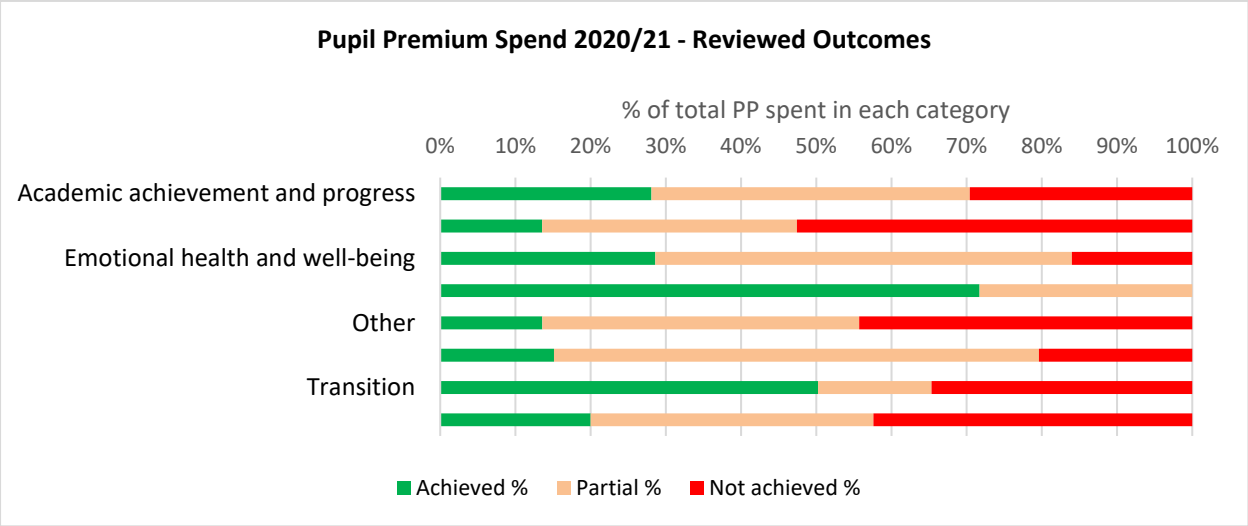
All maintained schools, academies and special schools outside the Sheffield Local Authority boundary receive this payment for all eligible CLA once the appropriate bank details have been received.

In 2020/21, the majority of Pupil Premium was allocated to support academic and achievement (58%) and emotional health and well being (26%) targets.

In practice, this 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.



Overall, **75%** of target outcomes with allocated Pupil Premium Plus were either achieved or partially achieved.



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.

APPENDIX A: Details and Evaluation of Additional Activities

ADDITIONAL ACTIVITIES 2020/21

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. **Appendix A** contains the details of each of these projects including what was provided; what was done and the impact of each.

Project / Activity Name	Type	Summary	Appendix A page Number
AC Education online training	Commission / co-ordination	Online training courses for Designated Teachers supporting our CLA	28
Aspire Project	Support	Virtual School team member directly supporting the ASPIRE residential project providing education advise	29
Children In Care Council - Assembly Squad and writer in residence projects	Support / Partnership working	Creating resources with Sheffield Children in Care Council addressing the stigma of being in care and creative writing workshops	29
EAL Support	Support	Providing support and guidance on EAL (English as an additional language) to schools through team advocate	30
ESCAL Volunteering project	Support / co-ordination	Coordination of reading volunteers to support CLA in school through one to one literacy support	31
Foster Carer Handbook	Resources	Production of Foster Carers handbook to support reading and encourage learning in the home	32
Go Further, Go Higher (Work With HEPP)	Support / Partnership working	Organisation and delivery of university outreach scheme for Y10 and Y11 students, working in partnership with the Higher Education Progression Partnership (HEPP)	33
Letterbox book club	Commission / co-ordination	Letterbox is a national programme that provides personalised reading materials, games and exercises directly to CLA.	34
Links with Create Sheffield	Support / Partnership working	Partnering with Create Sheffield to support a number of projects with the Virtual School for CLA, under the Creative Curriculum heading. These include Sheffield Adventures, Create and Change Group and the evaluation of the CiCC creative partnership	34
Music Hub	Commission / co-ordination	Ensuring provision of music lessons for CLA	35
SENCO support	Commission	Advise on complex SEN cases, provide support to DTs and track the SEN offer for new children coming into care	36
Storytime	Commission / co-ordination	Monthly magazine for all CLA in years NCY -2 to NCY 5 containing range of stories and activities to encourage reading at home	37
Support For Children Previously Looked After	Support / Partnership working	Raising the profile of the role of the virtual school for children previously looked after, delivering training, sharing information and signposting to professionals, parents and schools, ensuring provision and support is in place	38
Transition to Post-16 commission	Commission	Map and support the transition from Y11 to Post-16	38
Trauma Informed Schools training	Training	Attendance by the Virtual School and promotion of the 'Trauma Informed Schools' diploma course	41
Y6/Y5 Study Group (BLP)	Commission / co-ordination	University homework study club and mentoring scheme for Y5 and Y6 children (including online meetings during lockdown)	41

Project / Activity Name	Type	Summary	Appendix A page Number
Y10/Y11 Attainment Project	Commission / co-ordination	Attainment booster project in core subjects for CLA in Y11 (and then extended to Y10)	42

Title of Project/Programme: AC Education online training
Education Phase: All
Name of Advocate: Faye Jeffrey
Summary of programme/project including main themes: • Online training courses for Designated Teachers supporting our CLA
What was provided? • To meet the training needs of Designated Teachers and other staff working with Children Looked After in relation to their education, The Virtual School now commission services from AC Education. Creating engaging, interactive online courses for educators, AC Education bring this knowledge and understanding to help teachers support vulnerable and traumatised children.
What was done? • This offers opportunity for staff to access a range of online short courses including 'The Role of The Designated Teacher' and more specific courses including 'Impulsive Behaviour' and 'Drug Awareness'.
What was achieved/Impact/Outcome(s)? • During the Covid-19 pandemic, the opportunity to access 'Bereavement' training was offered to all schools through Learn Sheffield. 68 members of staff have accessed the training with 59 fully completing the module to date • The Virtual School are now able to offer immediate training to new Designated Teachers, to support staff in their new role and offer additional training, should it be of benefit to them. Since September 2020, 33 new Designated Teachers have received log in details for the module – since the roll out of the AC Education partnership, 58 DT's have been given access to the module, with further courses being completed. In total, from September 2020, 178 modules have been allocated to Designated Teachers and staff who directly support CLA. Access to training has also been offered to 'Aspire Hub' staff, to support those children and young people in residential settings, as well as managers of residential homes with CLA.
Costs? (amount of PP+, resources including staff time and time in kind from partners) £5,280 commission (licence renewed in April 2021) Virtual School advocate time to co-ordinate
What could be improved for the future? • E-mail sent to new DT immediately after access to Welfare Call with automated sign up to 'Role of the DT', including details of other available AC modules • Tailored signposting of courses from VS Advocate to DT / key members of staff in school to directly support Sheffield CLA • Ensure that DTs of new Y7 and Y12 students are aware of courses on offer to support with transition • Sheffield City Council approved Alternative Provisions to be granted access to modules, for those AP's supporting Sheffield CLA
Title of Project/Programme: Aspire Project
Education Phase: Secondary
Name of Advocate: Emma Blythe

Summary of programme/project including main themes:

- Virtual School team member directly supporting the ASPIRE residential project providing education advise
- Residential setting based on the North Yorkshire "No wrong Door" model

What was provided?

- Education support and advice to Manager & Staff at Hubs 1 & 2
- AC online Training

What was done?

- Attendance at weekly Professionals meeting for both Hub 1 and Hub 2
- Biweekly Residential Education meetings to discuss complex cases
- Advice from Virtual School re; matching for new residents
- Advice/support to staff on individual cases – My Plan/Sheffield Grid/Exclusions/Request to assess for EHCP/Admissions
- Advice for Staff when to challenge schools & how.
- Advice to Managers about PEP and Pupil Premium
- Met with Education Lead from Hub 2
- Offer of online training for all staff during COVID 19 lockdown

What was achieved/Impact/Outcome(s)?

- Increased knowledge of education system for staff - ongoing.
- Confidence in staff to challenge education system when necessary - ongoing
- Strong Link between Residential and Virtual School
- Early identification of YP who become CLA

Costs? (amount of PP+, resources including staff time and time in kind from partners)

- 2 morning a week to attend Professional Meeting
- ½ a day a week – case follow up/REM/additional meetings
- Cost of AC training

What could be improved for the future?

- Training to be offered to all staff – PEPS/My Plan/SEN process/EHCP & request to assess/Role of the Designated Teacher/Exclusions
- Support for all outreach cases – VS currently does not have capacity/consent
- Mentoring for Education Leads

Title of Project/Programme: Children In Care Council (CiCC) - Assembly Squad and Writer in Residence/Music projects

Education Phase: All

Name of Advocate: Helen Fidler

Summary of programme/project including main themes:

- Creating resources with Sheffield Children in Care Council (CICC) addressing the stigma of being in care. Supported by Sheffield Year of Reading (SYOR) creative writing workshops and new music workshops led by the one devotion!

What was provided?

- In response to the Coram Voice Bright Spots survey a standalone animated presentation for all schools across Sheffield about what it is like to be in care in Sheffield with accompanying presentation for teachers and resources for display and lesson support
- Support for the development of this piece was provided by the Virtual School for CLA
- Linked to SYOR to provide further support with additional resources in the form of creative writing workshops
- Music workshops for CiCC led by the One Devotion

What was done?

- Working with a small group from the CICC to lead the Assembly Squad
- 6 weeks spent discussing and mapping the journey of a CLA, focusing on perceived thoughts and opinions
- Writing of a storyboard and script
- Presenting and working with SCC Design team to turn this into an animated piece
- Recording of voice overs, commenting on design
- Launch to be held September 2021, with distribution to all Sheffield Schools
- Writer in Residence Workshops with a group of CLA, led to the publication of 'The Can in Can't'
- Music and spoken word workshops led by 'The One Devotion' for CLA, meeting on a weekly basis

What was achieved/Impact/Outcome(s)?

The end outcome will be a standalone presentation that can be used by schools in assembly and class to 'myth bust' about what it is like to be CLA living in Sheffield and how schools and people can ensure they treat CLA no different. Quashing the stigma for Sheffield CLA

Costs? (amount of PP+, resources including staff time and time in kind from partners)

VS Staff time – 16 weeks, 2 hours a week. Ad hoc meetings – 10 hours
PP+ £6500 to pay for the work
SYOR – 12 weeks of creative writing workshops funded by Sheffield Libraries
Music Workshops funded by VS, Children's involvement team and leaving care service

What could be improved for the future?

For future projects with the CICC, there needs to be a clear steer on what the end product will be, with a tight timescale.
It would be interesting to see how the costs compared if the product was outsourced, maybe allowing a quicker turn around and the focus to be solely on the product.
A new steer from the recently published bright spots outcomes will inform new workstreams in consultation with the CiCC and the wider CLA community

Title of Project/Programme: EAL Support

Education Phase: All School Age Children

Name of Advocate: Denise Bracken

Summary of programme/project including main themes:

- Providing support and guidance on EAL (English as an additional language) to schools through team advocate

What was provided?

- An initial assessment which would then result in a bespoke package of support

What was done?

- A referral to the EAL Team
- An initial assessment with an interpreter if required using the NASSEA EAL Grid
- A decision made as to what kind of support is needed.
- This could be a 10 week block of 1-1 tutoring from a member of the EAL team
- It could be support given to the class teacher or an EAL practitioner already working in the school.
- At the end of the 10 weeks another assessment is completed.
- Another set of 10 sessions will be put in place if needed.

What was achieved/Impact/Outcome(s)?

Due to the pandemic, very little in the way of face-to-face support was possible this year via the Virtual School.

Costs? (amount of PP+, resources including staff time and time in kind from partners)
Occasional advocate time

What could be improved for the future?

- The referral process. Currently a child is brought to the attention of the Virtual School through the PEP process. If the Virtual School Advocate is not at that meeting it is likely the child will not be referred.
- For the Virtual school EAL Champion to look at the data for our EAL cohort and contact schools direct instead of waiting for a referral.
- Encourage schools to send a member of staff on the EAL Course.

Title of Project/Programme: ESCAL Volunteering project

Education Phase: Primary and Secondary

Name of Advocate: Faye Jeffrey

Summary of programme/project including main themes:

- Coordination of reading volunteers to support CLA in school through one to one literacy support

What was provided?

- ESCAL Volunteers provide one to one support to children and young people who are either struggling with their reading or require additional support with their communication skills.

What was done?

- Due to the COVID pandemic, ESCAL Volunteers have been unable to continue placements in school. Communication with volunteers has continued
- After Easter 2021 and in line with government guidelines / school risk assessments, 8 ESCAL Volunteers have commenced their volunteering in school: this includes support for 5 Sheffield CLA, 4 previously CLA and 1 out of city CLA (all Primary aged)
- ESCAL Volunteering have lost over 70% of volunteers – continued and intense recruitment will begin to provide support to Sheffield CLA. From Spring term data, Designated Teachers have reported that 128 CLA would benefit from the support of an ESCAL Reading Volunteer

What was achieved/Impact/Outcome(s)?

- Due to the COVID-19 pandemic, Reading Volunteers unfortunately ceased their sessions in school from April 2020 for the remainder of the academic year. Prior to this, 42 CLA benefitted from this nurturing, ongoing support that has made a huge difference to literacy and communication skills, as well as increasing the confidence and self-esteem of children. By embedding the request of a Reading Volunteer into the PEP, the volunteering programme has been able to support more schools throughout the city. As part of this, 6 CLA in Year 2 have received support from a volunteer, 6 of whom achieved the expected standard or better in reading (67%). Similarly, 8 CLA in Year 5 have benefitted from support, again 6 of whom achieved the expected standard or better in reading (75%). Volunteers have also supported children during Y6 to Y7 transition, children with special education needs (including ASD) and speech and language difficulties, with all children showing a positive development in their confidence.

Costs? (amount of PP+, resources including staff time and time in kind from partners)
2.5 days a week of Virtual School Advocate time to manage the programme

What could be improved for the future?

- Re-launch of the ESCAL Volunteering programme, following on from the COVID pandemic

- Continued awareness within the Virtual School team, ensuring that a target is recorded for any CLA receiving support from an ESCAL Volunteer and how this contributes to overall attainment and SEMH needs
- Continued recruitment strategy to meet needs of schools (includes recruitment of new volunteers to address needs of CLA following on from Autumn term PEP). Anticipated recruitment increase of at least 100%
- Continued research and planning towards ESCAL Maths Volunteering programme, when the Reading Volunteer programme is stable again

Title of Project/Programme: Foster Carer Handbook

Education Phase: Primary

Name of Advocate: Faye Jeffrey

Summary of programme/project including main themes:

- Production of Foster Carers handbook to support reading and encourage learning in the home

What was provided?

The initial education pack provided to Foster Carers with Primary aged children in their care consisted of:

- A 48 page handbook supporting education in the home (linking to accompanying resources and top tips)
- Maths Outdoor Walking Cards (to make Maths fun and engaging during daily exercise)
- Body stress map exercise (to support SEMH and offering simple strategies to support children)
- Reading support – Clear the board game to support tricky words / spellings, storycube and information around prepare, pause, prompt, praise whilst reading

What was done?

- The Virtual School have researched, designed and developed a 48-page Foster Carer handbook to support education in the home. The booklet with accompanying resources will support carers with top tips and games to use with their children around literacy, communication and maths, making education fun and accessible. The booklet includes additional signposting and instructions on fun things to make together, including games which have been used by ESCAL Volunteers throughout the past years. In April 2020, the complete packs were sent to all Foster Carers of Primary aged CLA. As and when we have new Foster Carers with Primary aged children in their care, packs will continue to be posted to the placement addresses.
- To offer additional support to carers throughout the COVID pandemic, the Virtual School have designed and created booklets to support English and Maths through various activities and signposting to educational resources and websites. Two editions have been sent via e-mail to all carers through the Fostering Service and uploaded on to Foster Forum. As well as this, a baking booklet (with tips on how to link to education) has been circulated in the same way, to support education through baking and easy cooking activities. When resources allow, the Virtual School will re-publish these activity booklets as 'hard copies' to make available to Foster Carers during training sessions, meetings and events including 'Bag a Book'.

What was achieved/Impact/Outcome(s)?

- Over 100 carers have received the printed pack (posted prior to the pandemic). Although not measurable, this ensures that carers have a point of resource and information for education whilst raising the profile of the Virtual School / ensuring carers are aware of support that is available

NOTE: Due to the COVID pandemic, it has not been possible to send paper packs to Foster Carers in the post. However, a number of electronic resources have been created to focus on education at home (Maths and English support), as well as a baking booklet and 101 activities

linked to reading. Foster Carers who have not yet received a 'Supporting Education at Home' pack will receive a copy when the Virtual School are able to distribute once again.

Costs? (amount of PP+, resources including staff time and time in kind from partners)
£1.3k printing costs
Virtual School advocate staff time

What could be improved for the future?

- Packs posted out to new Foster Carers when child is initially placed
- Printed Early Years Foundation Stage packs in the same format
- Hard copies of the 'covid' and baking booklets produced (these will need to be adapted, but will offer activity ideas and signposting to carers)
- Work in partnership with Fostering Service to obtain feedback from carers to develop the pack and create further resources

Title of Project/Programme: HEPP (Higher Education Progression Partnership)

Education Phase: Secondary

Name of Advocate: Helen Fidler

Summary of programme/project including main themes:

- Organisation and delivery of university outreach scheme for Y7-Y11 students, working in partnership with the Higher Education Progression Partnership (HEPP)
- Links with Sheffield VS for CLA and partnership working

What was provided?

- Virtual taster experiences at the university of Sheffield and Sheffield Hallam, provided by the HEPP team for CLA from Y7/8 and Y10/11 to attend. The days were filled with interactive workshops allowing the young people to get a feel for what University was like and to gain some new skills and experiences. Alongside this there was the HEPP Virtual Conference and information days – all were free and available to Y7-13 students.
- Attendance by VS member on the HEPP partnership panel

What was done?

- A number of Virtual university experience days for Y9-11's, providing the opportunity to find out about avenues to university and what life is like for a CLA
- Partnership working developed with Sheffield VS and HePP to expand opportunities for support and experiences

What was achieved/Impact/Outcome(s)?
Young people were able to experience life at the university and to be informed about pathways to attending university. These days allowed some of the CLA who attended to map the route they wanted to take after A-levels and to access support from HEPP

In addition a close working partnership has been developed with the VS and further avenues for working have been explored.

Costs? (amount of PP+, resources including staff time and time in kind from partners)
VS Staff time 30 days a year including cover of HEPP days, meetings, correspondence, conference and administration
HEPP – time from HEPP funded by UoS and Sheffield Hallam

What could be improved for the future?
The work that HEPP provide could be even more focused for our CLA, less worksheet based and more practical and informative means of delivering information.
The target audience is predominantly those who may be going to attend university, however it would be interesting to work with a group of underachievers too

https://www.hepp.ac.uk/

Title of Project/Programme: Letterbox book club

Education Phase: Primary and Secondary

Name of Advocate: Tom Gamble

Summary of programme/project including main themes:

- Letterbox is a national programme that provides personalised reading materials, games and exercises directly to CLA.

What was provided?

- 6 parcels sent to CLA in selected year groups sent throughout the year. 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

What was done?

- 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.

What was achieved/Impact/Outcome(s)?

- 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 2020/21 we extended the project to all CLA in Y3 to Y8 so 163 children could benefit from this resource while the schools and pupils have suffered disruption due to COVID.

Costs? (amount of PP+, resources including staff time and time in kind from partners)
£30k (resources and postage costs)
Virtual School advocate time to co-ordinate

What could be improved for the future?

- Use some of the resources featured in the parcels in our training sessions with carers to further promote and encourage learning at home

Title of Project/Programme: Links with Create Sheffield

Education Phase: All

Name of Advocate: Helen Fidler

Summary of programme/project including main themes:

- Partnering with Create Sheffield to support a number of projects with the Virtual School for CLA, under the Creative Curriculum heading. These include Sheffield Adventures, Create and Change Group and the evaluation of the CiCC creative partnership.

What was provided?

- Development of a Sheffield Adventure (part of the Sheffield Adventures) by the Create and Change Group
- Support for the CiCC working with the Writer in Residence Project
- Commission for the Evaluation of the Creative Curriculum overall project
- Advice, signposting and guidance from create Sheffield on working with creative practitioners
- Evaluation and conversation re. bags of creativity

What was done?

- Sheffield Virtual School took part in the independent evaluation of the bags of creativity
- Development and creation of a Sheffield Adventure by the Create and Change Group (16 7-11yr olds and their carers) which forms part of a larger project
- Promotion and support for the creation of 'The can in can't' written by the CiCC, supported by the VS and created in partnership with Hive South Yorkshire
- Commissioning of an independent evaluation of the Creative Curriculum and the benefits of having a coordinator.

What was achieved/Impact/Outcome(s)?

- 2004 bags of creativity distributed to CLA across Sheffield
- Creation and ownership of a Sheffield Adventure, part of a wider Create Sheffield initiative
- Increased engagement in CiCC and workshops
- 2000 copies of 'The Can in Can't' distributed and sold

Costs? (amount of PP+, resources including staff time and time in kind from partners)
£2k contribution from VS PP+
VS school staff time 8 days

What could be improved for the future?
As this has been a new improved partnership with Create Sheffield during 2020/21, there is scope to expand this work over the next 12 months, with an injection of funding allowing the VS to work on more creative projects with Create Sheffield providing many more opportunities for CLA across the city of Sheffield.

Title of Project/Programme: Sheffield Music Hub support for CLA

Education Phase: All

Name of Advocate: Helen Fidler

Summary of programme/project including main themes:

- Sheffield Music Hub provides 1:1 tuition for CLA within schools around the city of Sheffield and access to extracurricular groups.

What was provided?

- Individual 30 minute lessons are provided for CLA on a weekly basis (term time only) plus instrumental hire is covered and some CLA attend extra music groups/orchestra/choirs
- During the pandemic lessons have been delivered virtually
- A bespoke learning plan is developed for each child, alongside a pastoral programme that is in the process of being developed
- Sheffield Music Hub has a designated music leader who takes responsibility for the provision for CLA, supported by Music Hub Staff and partnership working with the Virtual School
- Access to extra curricular orchestra, band, choir is also available

What was done?
The process that is undertaken for each CLA is the following:

- Identify the CLA who wishes to learn to play or sing (instrument, voice, genre, aspiration)
- Identify the school setting and contact the Designated Teacher for CLA
- An application is submitted online and the Music Hub follows this up with a discussion with the child/YP and carer
- Consider the living circumstances (Fostered, Children's Home, NHS Unit, social worker)

- Matching the student with the most appropriate teacher, considering musical and personal needs
- Training has been provided for all Music Leaders on how to work with CLA, training videos have been recorded for further cpd delivery and ensuring supporting CLA has been written into all music leaders PDR
- Music Hub set up on welfare call to update the PEP

What was achieved/Impact/Outcome(s)?

- Across the academic year 2020/21 62 children and young people have accessed lessons via the Sheffield Music Hub, with 27 being supported with individual instrument hire from hub supplies
- 37 different schools and settings have been supported
- In total 856 hours of music provision have been provided to Sheffield's CLA during the pandemic

Costs? (amount of PP+, resources including staff time and time in kind from partners)
£60k
Virtual School advocate time to co-ordinate: 2 days a month

What could be improved for the future?
Currently implementing a more joined up approach, ensuring Music Hub leaders can have conversations with VS advocates and discuss individuals progress
Introduction of Action Learning Sets to bring together workers from different areas to look at how the music hub offer for CLA can be improved to support them further

Title of Project/Programme: SENCO Support

Education Phase: All

Name of Advocate: Nikki Pullinger/Zoe Wilson

Summary of programme/project including main themes:
Advice on complex cases, support for DTs through creating and supporting the graduated response in schools, analysis of the SSGe data and subsequent actions.

What was provided?
Support, training and procedures and processes around Special Educational Needs and Disabilities.

What was done?

- Attendance at the joint PIP/SIP (Primary Inclusion and Secondary Inclusion panel) Steering Group Meetings.
- Attendance at SEND SARs Placement Panel to support discussions around appropriate placements for individual children.
- Sheffield Support Grid exemplification (SSGe) analysis and next steps plan for pupils with levels 3/4/5 in any area of the SSGe.
- Input to training plan for social workers/Independent Reviewing Officers.
- Support for individual cases around SEND including writing the EHC needs assessment requests for 6 pupils, writing My Plans for individuals e.g. Firth Park, Arbourthorne and All Saints Looked After pupils have had a My Plan written for them, together with possible next steps identified.
- Support for Annual Reviews of the EHC plans and how these link to the PEP documents.
- Analysis and creation of possible next steps for Early Years pupils.
- Supporting the Clinical Commissioning Group – health funding applications for individuals where this may be appropriate.
- Input into pupils Not on School Role (NOSR)

What was achieved/Impact/Outcome(s)?

- Increased knowledge and support for Children Looked After with additional needs at every level of the graduated approach.
- Increase clarity on the processes around SEND.
- Individual pupils have a clear My Plan or EHC that outlines their strengths and areas of need, including attendance at a specialist provision where appropriate.

Costs? (amount of PP+, resources including staff time and time in kind from partners)
2 x days per week (on average)

What could be improved for the future?

- Ongoing training and support for staff supporting CLA pupils, including social workers, IROs as well as school staff, to understand strengths and needs in more detail, how best to support these needs and ensure the highest quality outcomes for the pupils.
- Ensuring the above processes are maintained and updated as needed.
- New dedicated section of the Sheffield PEP template to go live in September 2021 to help the team track the level of support and provision for all Sheffield CLA

Title of Project/Programme: Storytime

Education Phase: Early Years and Primary

Name of Advocate: Tom Gamble

Summary of programme/project including main themes:

- Monthly magazine for all CLA in years NCY -2 to NCY 5 containing range of stories and activities to encourage reading at home

What was provided?

- Every month a Storytime magazine was sent to CLA in selected year groups sent throughout the year. The aim is to improve their confidence in reading and to provide a resource they can read with their carer at home

What was done?

- We commission Storytime to provide the magazines and to deliver them to us. We then send them on directly to the children's homes through the post.

What was achieved/Impact/Outcome(s)?

- 175 children a month benefit from this resource

Costs? (amount of PP+, resources including staff time and time in kind from partners)
£6k (including postage costs)
Virtual School advocate time to co-ordinate

What could be improved for the future?

- Use some of the resources featured in the magazines in our training sessions with carers to further promote and encourage learning at home

Title of Project/Programme: Support For Children Previously Looked After

Education Phase: All

Name of Advocate: Helen Fidler

Summary of programme/project including main themes:

- Raising the profile of the role of the virtual school for children previously looked after, delivering training, sharing information and signposting to professionals, parents and schools, ensuring provision and support is in place. Newly working in partnership with the Regional Adoption Agency (RAA).

What was provided?

- Support and signposting for previously CLA, working with adoptive parents, carers and guardians
- Linking with teams internally within SCC to provide further support to this group
- Working with Schools on how to support PLAC (Advice, Signposting and guidance)
- Linking with the RAA to help develop a regional offer for PLAC and sharing best practice across the region

What was done?

- Redrafting of the information and guidance for schools across Sheffield outlining roles and responsibilities
- Support for schools when accessing PP for post CLA and awareness raising of when to claim
- Ensuring schools complete the census
- Representation at Adoption UK regional network meetings giving advice and guidance
- Creation of a training package for schools to ensure all are informed about their responsibilities
- Attendance and Input at RAA virtual school meetings

What was achieved/Impact/Outcome(s)?

- Specific point of contact within the VS team
- Key contacts identified to signpost cases to
- Further partnership working to raise awareness of post CLA
- Forged links with adoption services and Adoption UK
- New links made within the RAA
- New approaches being taken within SCC to raise further awareness of PLAC in schools and the responsibilities that need to be taken

Costs? (amount of PP+, resources including staff time and time in kind from partners)

VS input 2 days a week

What could be improved for the future?

Further cross working with teams across SCC and the exploration of the training that is offered. Reworking this and developing a training delivered in partnership could be more beneficial for schools.

Title of Project/Programme: Transition to Post-16 commission

Education Phase: Secondary and Post-16

Name of Advocate: Hannah Dulieu

Summary of programme/project including main themes:

- Map and support the transition from Y11 to Post-16 – progressing the work started in 2019/20.

What was provided?

- Roll out of the revised post 16 PEP document and processes in 2020/21 plus associated Process Guide for Social Workers and for Provider staff. Further minor revisions also added based on feedback now ready for September 2021.
- Two version of the 'Virtual School Offer' now made available via the website - one for young people and one for Parents/Carers/Professionals.
- Ongoing monitoring Y12 and Y13 cohorts towards ensuring Welfare call database is accurate and reflects movement of population.
- Post 16 Pathways determined for all the Y11 leaver cohort with planned destinations into EET.
- Working with schools to ensure early identification of CLA at risk of NEET and monitoring and case loading to CYT Targeted Youth Support Advisers.
- New Post 16 networks are established linking professionals around the young person to support transition.
- 'Supporting CLA Students in Post 16' training offer made to professionals and supporting materials created (sessions delivered at The Sheffield College training day / various individualised sessions upon request / termly sessions / Foster Care training.
- Proof of Status letters are provided for every young person to support speedy claims for Vulnerable Bursary payments as applicable.
- Delivery of training for social care giving updates around Vulnerable Bursary 2020/21.
- Advice and support to colleagues/attendance at Reviews Social Workers and IROs around complex cases and Post 16 issues.
- Representing the Virtual School at meetings the Leaving Care Steering Group and at regular meetings with CYT to track named support in place for NEET students.

What was done?

- Post 16 PEP document further revised and ready to go live from September 2021.
- Supporting materials further developed: Process Guide / Presentation training materials (online video pending to negate need for 1:1 sessions).
- Ongoing support for individuals and mid-year arrivals to enrol in provision and secure Bursary 20/21 and establishing the network around the learner.
- 3 formal training sessions were scheduled in the service's guide plus individual sessions held by request, ongoing support to DTs across various providers including scheduled meetings with The Sheffield College as a major provider for CLA.
- Continued support to raise profile of holding regular PEPs for NEET young people via individualised contacts with Social Workers and working with SENDSARS to secure an offer of English and Maths for all NEET young people with EHCP.
- Work started around securing offers of appropriate bite size training for all NEET young people expressing interest in working or who have a job to help better prepare them and ensure basic safety awareness.

Ongoing monitoring Y12 and Y13 cohorts

- Ongoing liaison with providers, Advocates and colleagues in Social Care to maintain accurate information around students joining / leaving provision to ensure Welfare Call reflects the destinations. Currently learner spread over 51 different providers.
- Termly case meetings with CYT deputy manager and regular shares with SENDSARS and Leaving Care established to discuss all NEET students and referrals made in between times as needed.

Post 16 destinations & networks for current Y12 cohort

- Liaison with all Advocates and Community Youth Team in summer term to RAG rate Risk of NEET, identify action points and establish the planned destinations of all Y11 leavers.
- Support to Advocates by request with individual Y11s with more complex circumstances (moving area/ EHCP/ mental health support needs etc).
- Key factors that support retention upon 'landing' in Post 16 actioned:
  If EET, upon confirmation of enrolment – actions to support retention;

- Relevant staff (DT and any Designate staff) are identified at the provider, Welfare Call updated accordingly (over 55 different providers).
- Individualised emails sent to DTs, Social Workers & Advocates to establish. communication links, ensure DT aware of CLA student, clarify any Delegate staff, provide Proof of Status letter to speed Vulnerable Bursary payments and guidance document to support completion of PEP, offer of 1:1 support to train new staff.
- Promotion of arrangements for relevant agencies to capture learners exiting provision for swift referral for appropriate support.

If NEET;

- Worked with Social Workers to check the right NEET to EET worker is assigned and if no worker check NEET status with IYSS to ensure allocation of Targeted Youth Support Worker.
- Where multiple barriers to engagement, checking access to English and Maths and explore funding to put in place as appropriate (where possible establishing most recent assessments of English and maths and log in Welfare Call for any future support, e.g. for those in custody).
- Exploration with SENDSARS of individualised pathways as appropriate.
- Clarifying process for NEET Post 16s with EHCP with SENDSDARS and co-producing training Powerpoint for Social Workers.

What was achieved/Impact/Outcome(s)?

21/22 outcomes to be analysed when available. Data below for 20/21:

Smoother landings for EET young people
In October 2020, 129 learners (out of a total of 162 – 80%) had an EET destination and communication links between key staff have been made where possible (some still underway due to COVID triggering late term start and key staff unallocated into term).

Better identification, coordination and more swiftly secured support for NEET young people
As at November 2020:

- 21 out of 26 in-city NEET young people have a named 'NEET-to-EET' professional assigned to support with choices through the Autumn term where possible to secure pathway into EET (e.g. YJS Worker or a Targeted Youth Support Worker).
- Remaining 5 are referred and pending allocation
- 7 NEET young people who live out-of-city students have various support (see actions below)

Improved messaging around Post 16 PEP process/completion and importance of NEET PEPs

- Significantly improved PEP completion (95% in date) and emphasis placed on value of Post 16 PEP meetings by Social Workers, ongoing work to secure better completion in 21/22.
- Social workers are better informed of processes and more confident with holding PEPs for NEET young people – however a work in progress through 20/21.

Costs? (amount of PP+, resources including staff time and time in kind from partners)

- 3 days per week, term time only

What could be improved for the future?

- All work above continues to be embedded through academic year 21/22, reviewed and improved as some elements takes time to secure impact.

Ongoing support to Social Workers to:

- plan for and hold timely Post 16 PEPs and support confidence in understanding Post 16 provision and options.
- be confident in identifying issues with students in EET and drilling down into these with provider; e.g. attendance below 95%, engagement with all sessions, progression pathways, SEND support in place etc.
- maintain focus on NEET – training co-produced with SENDSARS available for Social Workers around combining EHCP Reviews with PEP meeting / raising profile of short

online courses for young people seeking or with adhoc / part time / jobs with no training to help them experience success, build confidence and their CV, help them stay safe.
- Closer work with Leaving Care PAs to ensure their support with various issues.
- Improved data shared with partner services – e.g. InspireSY, CYT (now part of LA) – look at access to IYSS to ensure synchronised data.

Title of Project/Programme: Trauma Informed Schools training

Education Phase: All

Name of Advocate: Nikki Pullinger

Summary of programme/project including main themes:
- Attendance by the Virtual School and promotion of the 'Trauma Informed Schools' diploma course

What was provided?
- The training provides delegates with key insights into the psychology and neuroscience of mental ill-health and challenging behaviour alongside vital tools and techniques in knowing how to respond to a child's narrative of painful life events

What was done?
- 3 members of the VS team attended the 10 day diploma course run by Trauma informed schools UK (TISUK)

What was achieved/Impact/Outcome(s)?
- The three members of the Virtual School developed an in-depth understanding of the long-term impact of specific adverse childhood experiences and how to enable the child or teenager to work through feelings of anger and traumatic loss
- This gave the members of the team the ability to advise school colleagues on strategies for early intervention and when to refer on to other agencies when in meetings for Sheffield CLA

Costs? (amount of PP+, resources including staff time and time in kind from partners)
£1.3k to complete the course

What could be improved for the future?
- We are planning to expand this to other members of the Virtual School team and have got two members signed up for the course in September 2021.
- We would also like to fund targeted Designated Teachers to attend this training and link closely with the SENCOs for the school who may already be accessing training on this approach. This will enable a joined up approach to understanding the needs of Sheffield CLA
- Sheffield is looking to become a trauma informed Local Authority so it's important we have staff skilled in this area and DTs working in school are able to understand more on how to support our children by being trauma aware.

Title of Project/Programme: Y6/Y5 Study Group (BLP)

Education Phase: Primary (KS2)

Name of Advocate: Denise Bracken

Summary of programme/project including main themes:
- University homework study club and mentoring scheme for Y5 and Y6 children (including online meetings during lockdown)

What was provided?

- Two hours intensive study at Sheffield University one day a week.
- To support year 5 and year 6 CLA children who are working just below were they need to be to obtain the expected standard SATS in Maths and Literacy

What was done?

- The sessions always start with a Welcome Event for the children and families
- The children are picked up straight from school by taxi and brought into the University
- The sessions always start with food and a social session. Giving the children time to socialize and catch up with each other.
- The children then complete 45 minutes Maths
- Have a short break and snack
- Then complete 45 mins of Literacy
- The session always finish with some sort of fun time. A craft or team building games.
- When all sessions are complete we have a Celebration and Certificate giving Event for all the children and families
- We then have a fun day out
- The teaching is done by two qualified teachers
- The sessions are heavily support by myself. Two university members of staff and a number of student ambassadors some of which are Care experienced themselves.
- The Club runs for 15 weeks including the Welcome and Celebration events.

What was achieved/Impact/Outcome(s)?

Due to the pandemic this project did not take place in 2020-21. Regular contact was made with the University and it is planned to start this project up again in Autumn 2021

Costs? (amount of PP+, resources including staff time and time in kind from partners)
Costs to the Virtual School are the Taxies and Escorts
The Teachers and Virtual School advocate time (approx. £10k in total)

Title of Project/Programme: Y10 / Y11 Attainment Project

Education Phase: Secondary

Name of Advocate: Keith Rooney

Summary of programme/project including main themes:

- Attainment booster / catch up project due to COVID disruptions to education
- Schools asked to provide baseline data so the impact of this intervention can be measured

What was provided?

- Sheffield CLA in Y10 and Y11 provided with up to 2 hours of private tuition per week to support maths and English and supplement learning taking place in school

What was done?

- 18 CLA in Y11 received extra tuition in throughout the Autumn and Spring Term
- 23 CLA in Y10 received extra tuition in the Summer term and this will continue into the Autumn Term 21/22

What was achieved/Impact/Outcome(s)?

- Data on impact is currently being analysed, comparing the baseline data to attainment data at the end of the project. This will be published when finalised.
- A quick analysis of KS4 results shows the proportion of CLA who participated in the project and achieved the headline KS4 measures is better than for the full Y11 cohort in 2021. 24% achieved 4+ in English and maths (compared to 17% of the full cohort), 41% achieved 4+ in English

(compared to 28% of the full cohort), 24% achieved 4+ in maths (compared to 17% of the full cohort) and 100% of achieved some qualification
- It is also not the case that only the most able students were picked for this project as 76% of the Y11 project cohort had SEN with 29% having an EHCP

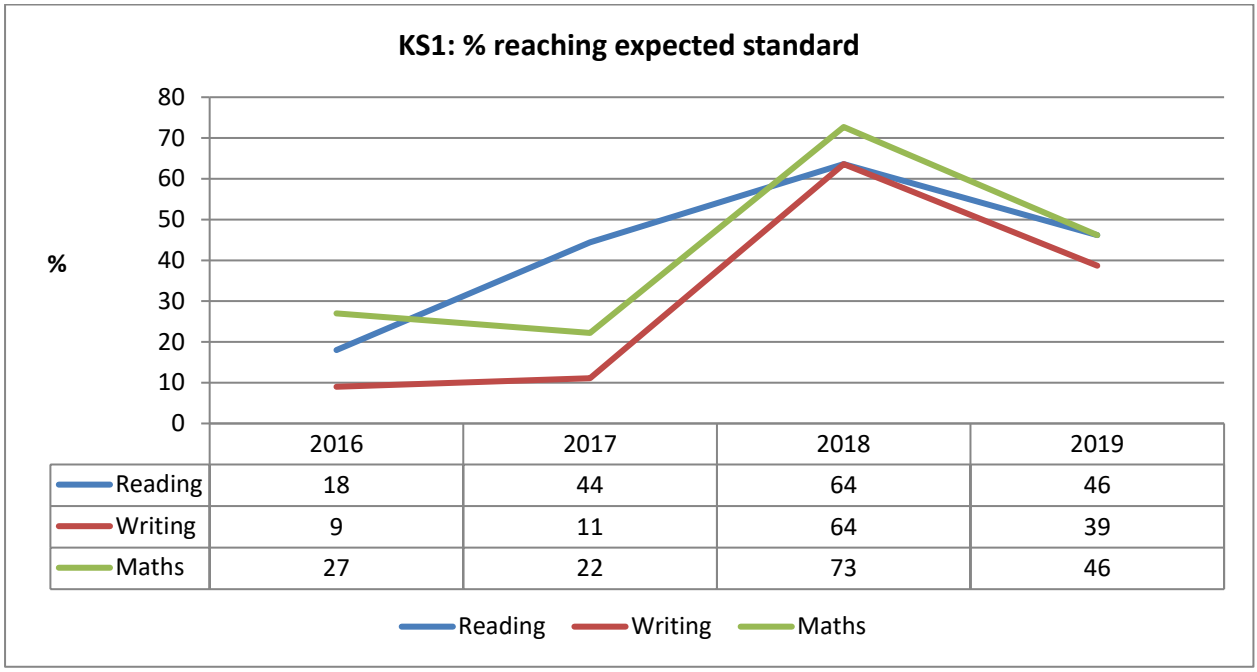
Costs? (amount of PP+, resources including staff time and time in kind from partners)
- £85k for the tutors, plus Virtual School administration time

What could be improved for the future?
- The project is continuing for the 20/21 Y10 cohort into Y11
- CLA in Post-16 college settings will also be included in 21/22 as part of a Post-16 Pupil Premium pilot due to run until March 2022

APPENDIX B: Analysis of the attainment of CLA

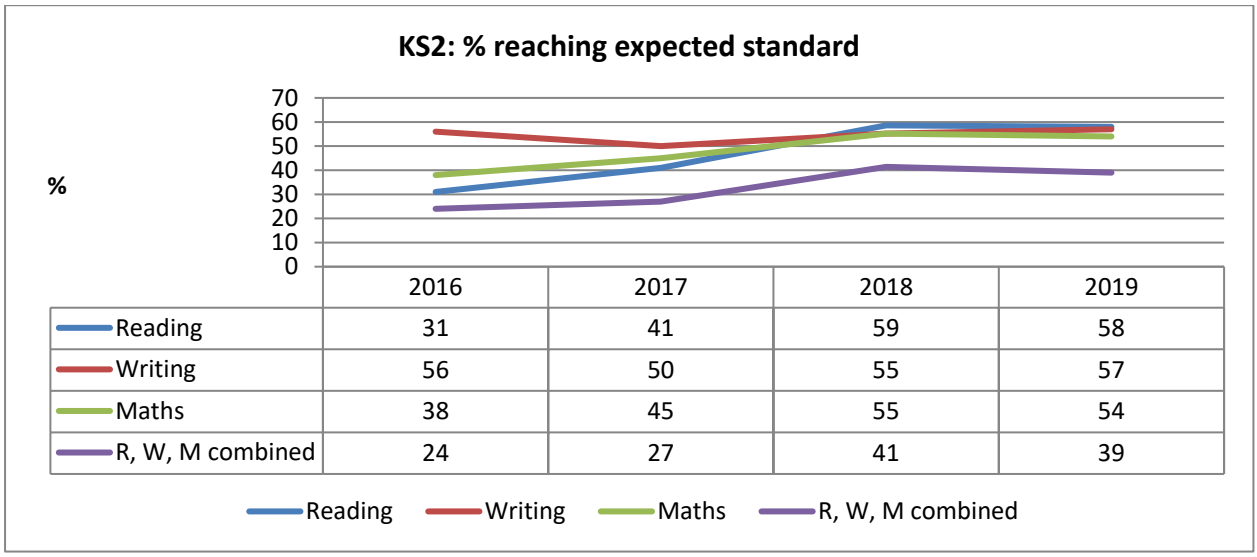
Due to COVID-19, provisional key stage results for KS1 and KS2 are not available this year, and GCSE results at KS4 are based on predicted grades. This report contains full details of the last published results (2019), showing comparisons with national and regional CLA averages for reference, but omits the usual detailed analysis of the reportable cohort.

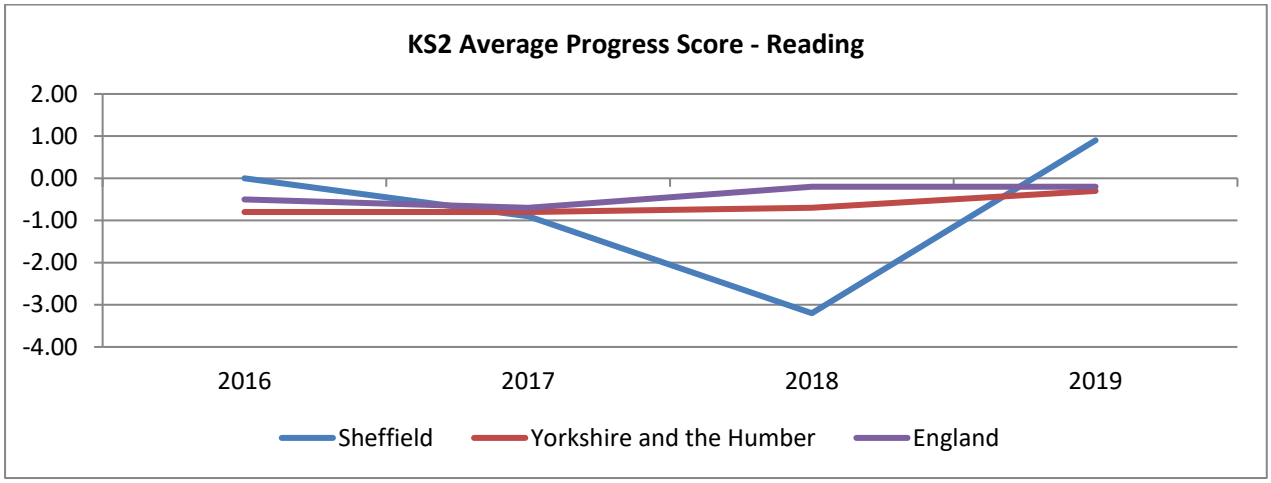
Key Stage 1

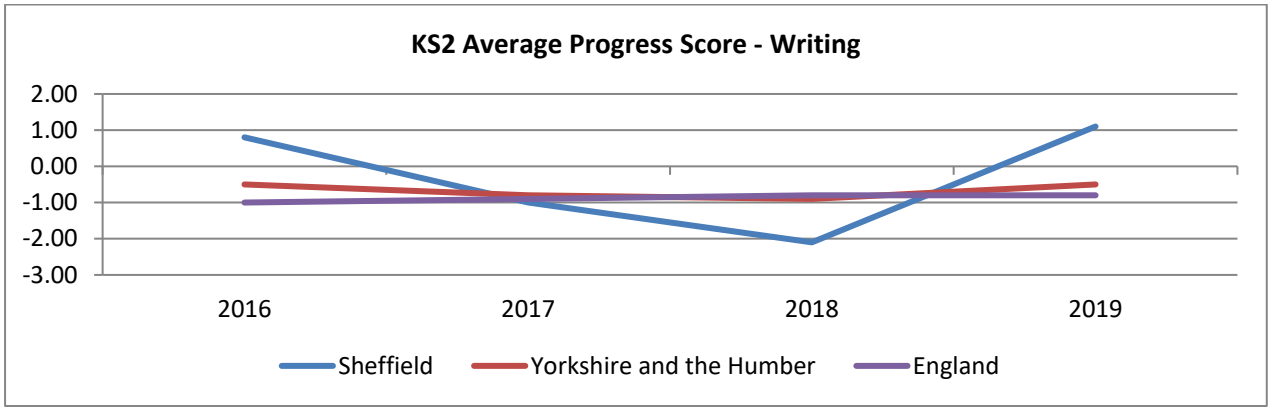


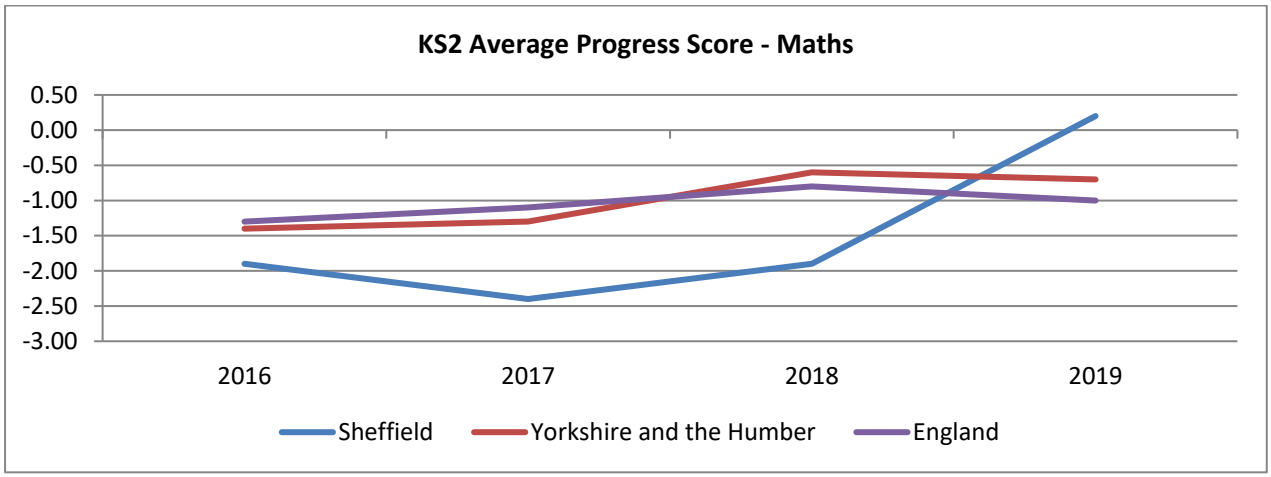
Key Stage 2

- In 2019, the percentage of Sheffield CLA reaching the expected standard was above the national and regional average for CLA across all subjects
- Sheffield CLA achieved a higher average progress score that the national and regional average across all subjects









2020/21 attainment data (Teacher assessment – Summer term)

The Sheffield Virtual School track in-year termly teacher assessment data. This is used to prioritise attendance at PEP meetings for children not making expected progress, and to target CLA for interventions and projects run through the year that aim to boost attainment.

The dashboard for Y6 in the summer term 2021 is displayed below as an example. This data records the following indicators and is available for all year groups so the information can be used strategically to target resources where they are most needed and encourage all CLA to make the best progress they can:

- Overall attitude to learning

- Overall indicator of progress
- End of key stage target for each subject
- Progress towards end of key stage targets for each subject
- Year group the CLA is currently working at (in each subject)

The Virtual School view the pupil level data for any of the sub-cohorts within this overview there may be concerns with and then check the PEP to ensure there are strategies / targets and support to address the concerns.

Pupils
31

Pupils SEN
13

Provisions
28

Maths
30

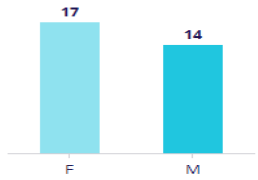
Writing
30

Reading
30

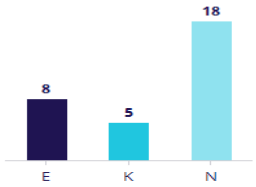
Science
29

GPS
30

Gender



SEN



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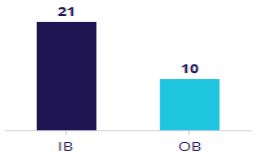
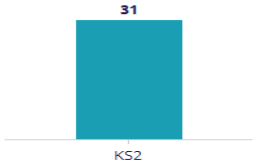
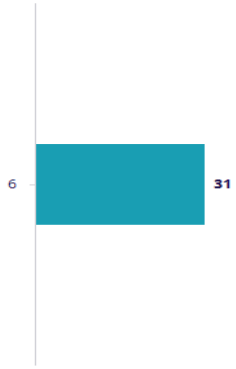


Assessment KS



Assessment YG



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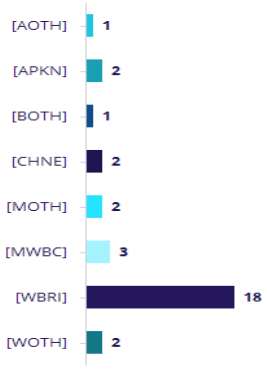
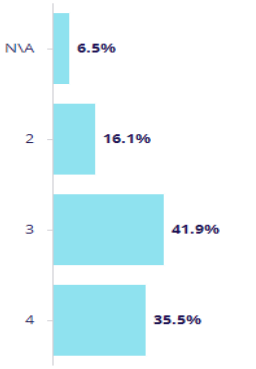
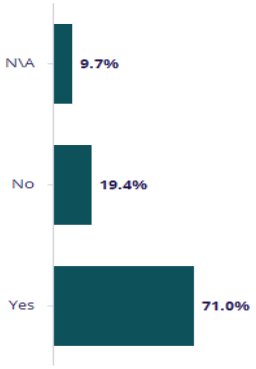


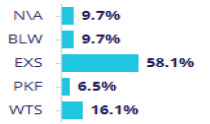
Attitude to Learning



Good Progress



Maths KST



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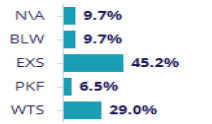
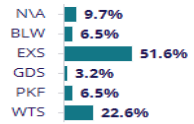
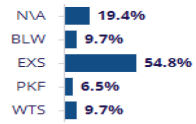


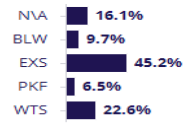
Reading KST



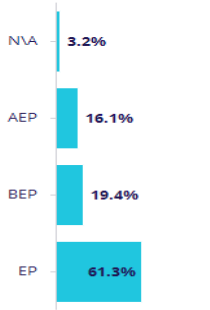
Science KST



GPS KST



Maths PKST



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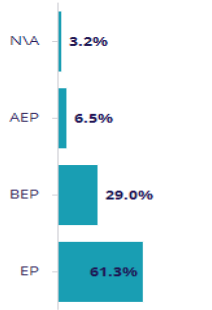

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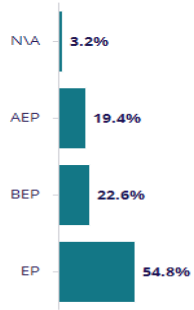
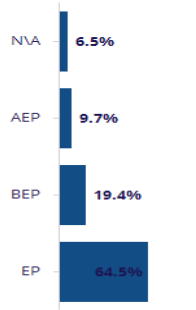
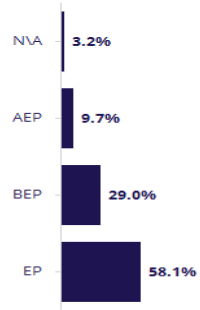


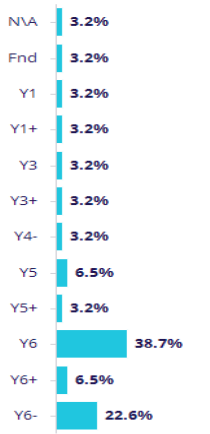
Science PKST



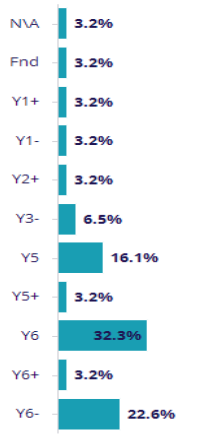
GPS PKST



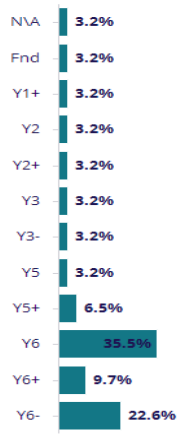
Maths Level



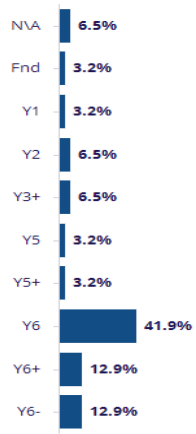
Writing Level



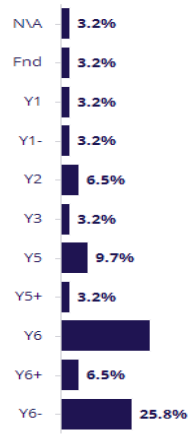
Reading Level



Science Level



GPS Level



2021/22 Y6 Cohort

In the 2021/22 Y6 cohort there are 27 children in the reportable cohort (if they remain in care for the full academic year)

SEN Context (21/22 reportable cohort)

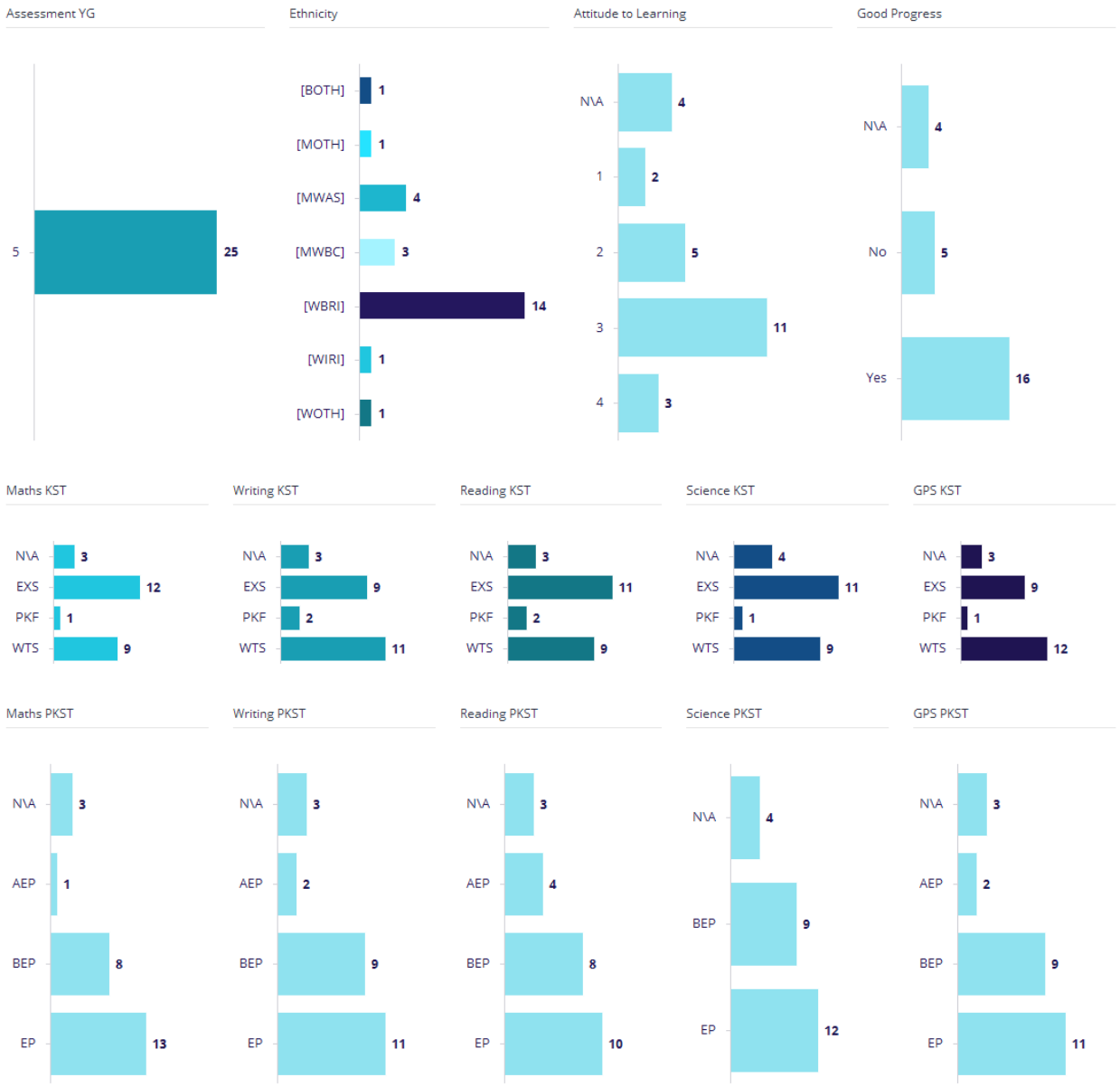
- 18 children have SEN needs identified (67% of the reportable cohort)

- 4 children (15%) have an EHC plan.
    - 2 have primary need SEMH
    - 1 has primary need HI
    - 1 has primary need ASD

- 14 children (52%) have SEN support.
    - 6 have primary need SEMH
    - 1 has primary need VI
    - 3 have primary need MLD
    - 2 have primary need ASD
    - 2 have primary need SLCN

In the latest in-year assessment data we hold (Summer term 2020/21) the cohort were assessed by their teachers as working at the following standard at the end of Y5.

The Virtual School use this in-year attainment data to target planned interventions for 2021/22 such as the Y5/Y6 study group, access to reading volunteers and targeting pupil premium funding.



Key Stage 4

In 2021 there were 68 CLA in Y11 at the time of GCSE and other public examinations; of these 46 were in the reportable cohort.

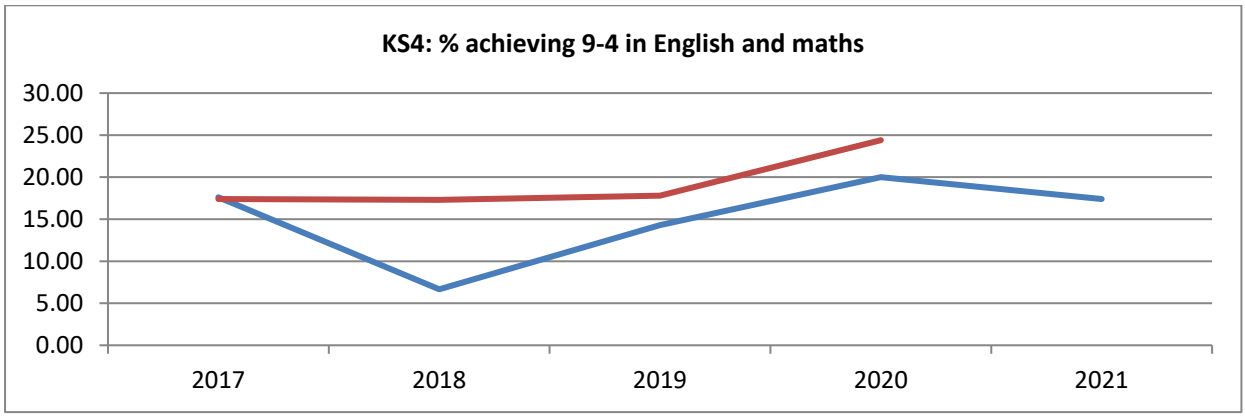
The headline measures including in this report are:

- % achieving 9-4 in English and maths
- Average CLA Attainment 8 score
- Average CLA Progress 8 score

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

- 17.4% of CLA achieved 9-4 in English and maths (standard pass)
- 10.9% of CLA achieved 9-5 in English and maths (strong pass)
- 28.3% of CLA achieved 9-4 in English

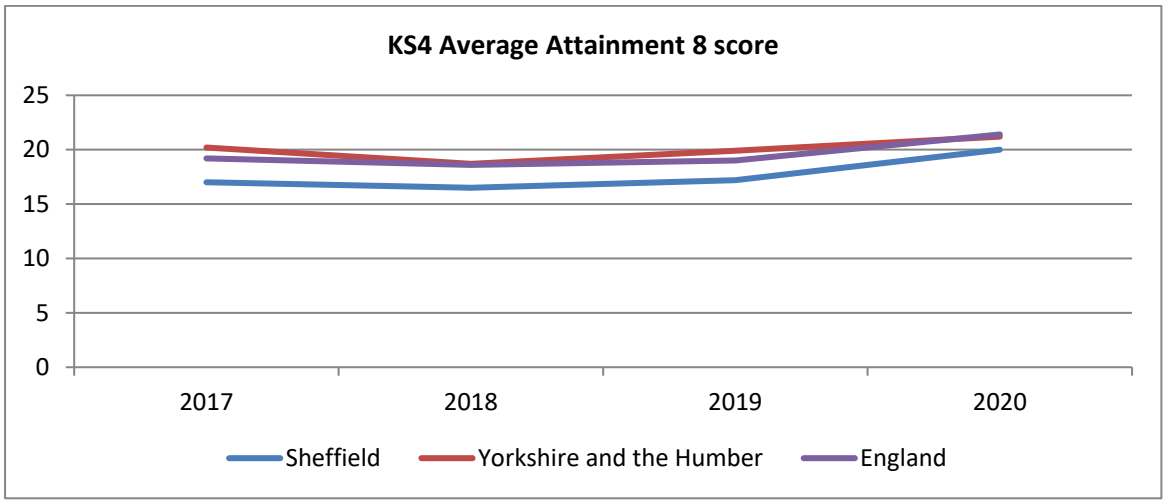
- 17.4% of CLA achieved 9-4 in maths



KS4 Attainment 8 (reportable cohort)

The 2021 attainment 8 scores are not available yet for the full cohort. This report will be updated when these results are available.

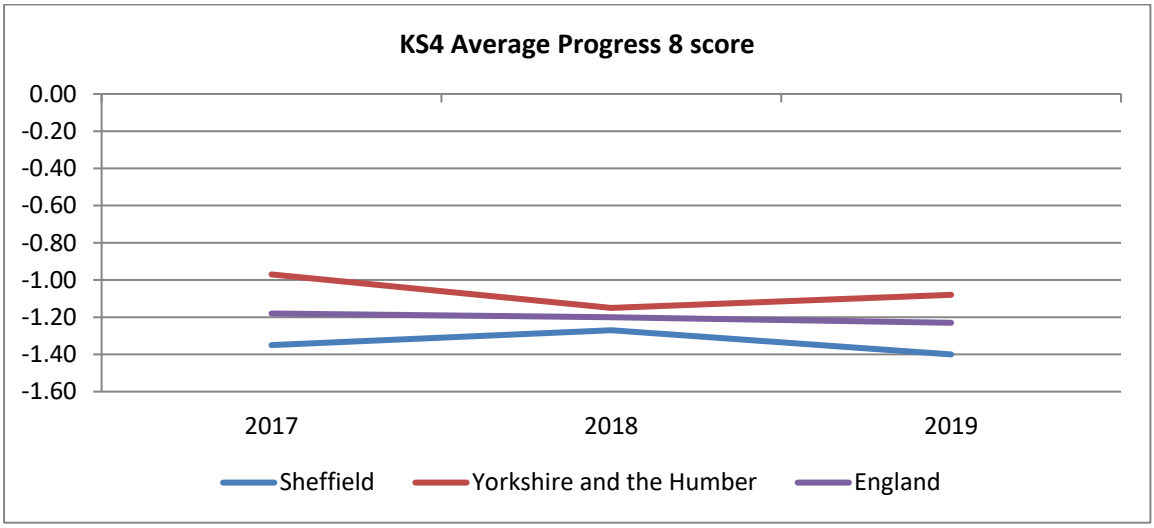
- The 2020 attainment 8 average score is 20.0
- This is improved from the figure in 2018 and 2019.
- Sheffield CLA had a lower attainment 8 score than the national and regional comparator average in 2020



KS4 Progress 8 (reportable cohort)

The 2020 and 2021 progress 8 scores have not been published. This report will be updated when these results are available.

- The 2019 progress 8 average score is -1.40
- This was a slight decrease from the 2018 figure (-1.27).
- Sheffield CLA had a lower progress 8 score than the national and regional comparator average in 2019



Narrowing the gap
Note: The figure for 2021 attainment will be updated when this data is available

- The gap remained the same in 2020 between the Sheffield CLA cohort and the Sheffield average in the headline measure % achieving 9-4 in English and maths and average Attainment 8 score

9 to 4 English and maths:

	2017	2018	2019	2020
CLA (%)	16.2	6.7	14.3	20
Sheffield	59.5	59.8	59.5	65.7
Difference between CLA and City	43.3	53.1	45.2	45.7

Attainment 8

	2017	2018	2019	2020
CLA	17	16.5	17.2	20
Sheffield	44.6	44.6	44.9	47.7
Difference between CLA and City	27.6	28.1	27.7	27.7

Progress 8

CLA	2017	2018	2019	2020
Sheffield	-1.35	-1.27	-1.4	
Difference between CLA and City	0.01	0	-0.03	
	1.36	1.27	1.37	

Children with no GCSE or equivalent outcomes

From the reportable cohort, 11 students did not achieve a GCSE or equivalent qualification. These included:

- 5 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
- 6 students disengaged from education despite extensive efforts by schools and other professionals. Alternative provision was accessed during the year for these students.

SEN Context (reportable cohort)

- 38 children have SEN needs identified (83% of the reportable cohort)
- 21 children (46%) have an EHC plan
    - 9 have primary need SEMH
    - 4 have primary need ASD
    - 1 has primary need MLD
    - 2 have primary need SPLD
    - 5 have primary need SLD
- 14 attended specialist provision

- 17 children (37%) have SEN support.
    - 6 have primary need SEMH
    - 5 have primary need MLD
    - 1 has primary need SLCN
    - 4 have primary need SPLD
    - 1 has primary need VI

Non reportable cohort: 22 children

The Virtual School monitor the attendance / attainment and progress of all CLA but only the results of those in care for 12 months or more are published. In 2021, an additional 22 children were in the Y11 cohort but were classed as non-reportable as they entered care after 1st April 2020.

7 of these children have SEN needs identified (4 have an EHCP).

Contextual information regarding time in care and placement type

2021 KS4 reportable cohort - Time in care	%
In care at the end of KS3	91
In care at the end of KS2	57
In care at the end of KS1	28

2021 KS4 reportable cohort - Type of placement	%
Foster carers	63
Residential homes	30

Independent living / supported lodgings	4
Parents or relatives	2
Secure / Hospital	0

The Virtual School completed analysis using results for previous year's KS4 cohorts. The percentage of the cohort achieving the headline attainment measures (9 to 4 in English and maths) was split 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. The Virtual School will continue to develop this type of analysis further in 2021/22.

However, this work prompted questions which help inform priorities for the Virtual school going forward. The main conclusions of the analysis were:

- 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

- A higher proportion of CLA who had been in care from the age of 0 to 4 achieved the headline attainment measures than children who entered care later

- The majority of children in the KS4 reportable cohort were placed in foster care at the time of the exams. All the children who achieved the headline attainment measures were in this placement type.

- 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). The percentage of Sheffield CLA who moved secondary school at least once between Y7 and Y11 is higher than the national average

- Proportionally, more children with fewer school moves achieved the headline attainment measures

- Proportionally, more children with fewer placement moves achieved the headline attainment measures

2021/22 Y11 Cohort

In the 2021/22 Y11 cohort there are 55 children in the reportable cohort (if they remain in care for the full academic year)

SEN Context (21/22 reportable cohort)

- 42 children have SEN needs identified (76% of the reportable cohort)

- 23 children (42%) have an EHC plan.
    - 15 have primary need SEMH

    - 2 have primary need SLCN
    - 1 has primary need SLD
    - 1 has primary need PD
    - 1 has primary need ASD
    - 3 have primary need MLD

- 19 children (35%) have SEN support.
    - 4 have primary need MLD
    - 11 have primary need SEMH
    - 3 have primary need SPLD
    - 1 has primary need ASD

In the latest in-year assessment data we hold (summer term 2020/21) the cohort were assessed by their teachers as working at the following standard at the end of Y10:

Standard	English		Maths	
	Number	%	Number	%
Currently working below GCSE grades	19	49%	19	43%
Current working at grade 1 to 3	12	31%	22	50%
Currently working at grade 4+	8	21%	3	7%

The Virtual School use this in-year attainment data to target planned interventions for 2020/21 such as the Go Further, Go Higher project, access to reading volunteers and targeting pupil premium funding.

Key Stage 5
In 2021 there were 86 CLA in Y13 at the time of the summer examinations; of these 69 were in the reportable cohort.

Results for this cohort are partial so cannot be summarised. This is a focus for further development in 2021/22 to collate as many KS5 results as possible to effectively monitor the success of our young people and track their progress beyond KS5.

From the feedback we have been able to collect from school sixth forms, colleges and training providers, the results have been positive and all CLA who attended one of these settings achieved some formal qualification.

The percentage of Sheffield Care Leavers who go into Higher Education has increased since 2015 and is now in line with the national average (6%).