

# **THE SHEFFIELD VIRTUAL SCHOOL FOR CHILDREN LOOKED AFTER**

## **ANNUAL REPORT 2019-20**

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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 2019/20, including information of the achievement of Sheffield's CLA, key challenges and data on attendance and exclusions.

### **COVID-19**

Due to the outbreak of COVID-19 and subsequent school shutdown 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 published data from 2019 and provides in-year updates for 2020 where possible.

The report does include the Virtual School response to the COVID-19 crisis and the initiatives, competitions and resources created during this time 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 2018/20**

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 2019/20**

### **Response to COVID-19:**

- Introduced a '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 DTs 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 during the Summer term
- Hosted a creative writing competition 'Safe Under the Rainbow' for CLA, asking our young people to write about their experiences of lockdown
- Virtual School baking booklet produced - full of recipes (including basic recipes and showstoppers) and linking baking to education
- Bespoke training offer for Designated Teachers and Social Workers covering the COVID summer term that included 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
- Commission of 'Bags of creativity' – bags targeted at different age ranges for all Sheffield CLA, each containing 20 different creative activities that have been designed by artists locally

### **Supporting Education:**

- Providing advice and support for 600 children through participation in PEP meetings and CLA reviews
- University homework study club and mentoring scheme for Y5 and Y6 children (including online meetings during lockdown)
- Additional support for children in Y6 and Y11 with targeted preparation for SATs and GCSEs
- 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
- Development of a new Early Years and Post-16 PEP template and training and guidance materials
- Providing support and guidance on EAL (English as an additional language) to schools through team advocate
- Coordination of reading volunteers to support CLA in school through one to one literacy support

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

### **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

### **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
- Increased 'cross-border working' with neighbouring Virtual Schools. The challenge here is to meet the needs of Sheffield children placed in care out of authority and to support the virtual schools of other authorities that have CLA attending Sheffield schools
- Improving 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

### **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)
- 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

- 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 advise
- 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
- 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 2019/20**

**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 2020**

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: 53**

- KS4 performance in 2019/20 improved from the previous year in the headline measures for English and maths GCSE

	%
CLA achieved 9-4 in English and maths (standard pass equivalent to A*-C)	21
CLA achieved 9-5 in English and maths (strong pass)	13
CLA in mainstream schools completed Y11 with some formal qualifications*	94
CLA in mainstream schools achieved 9-4 in English and maths	34

**\*School Type: Mainstream Vs Other**

32 CLA attended a mainstream school at the time of exams.

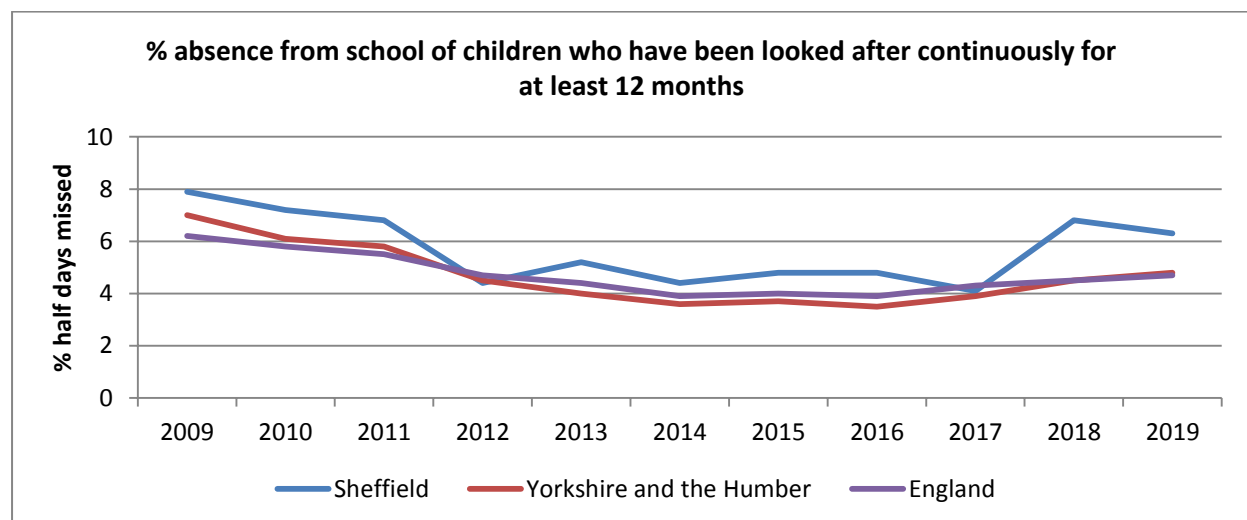
21 CLA attended a special school, secure setting or other provision.

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.

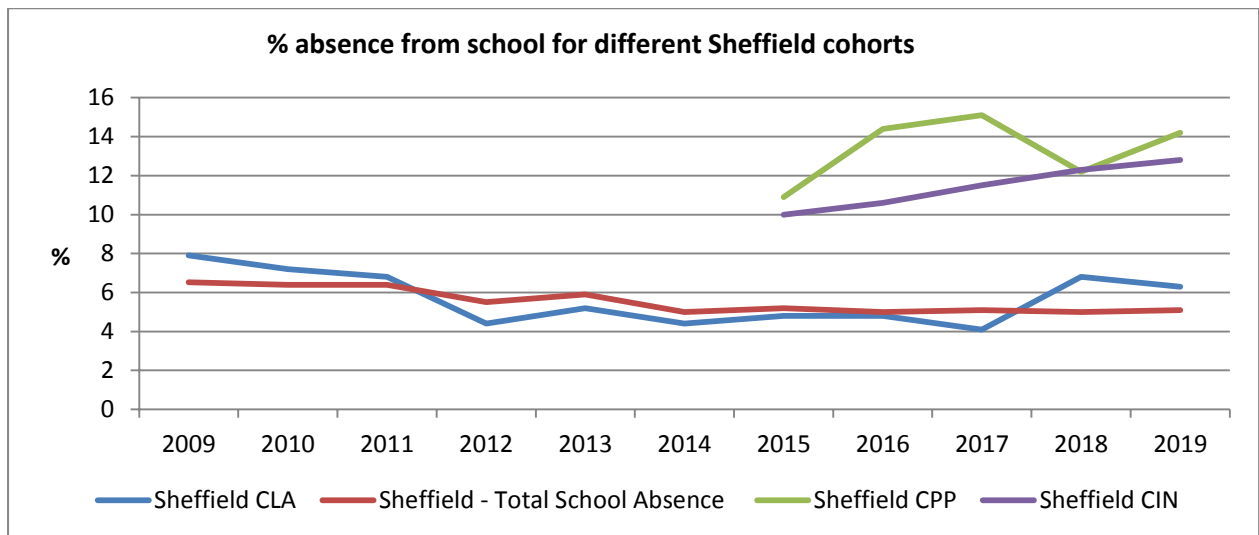
**CLA ATTENDANCE 2019/20**

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

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 (6.3%) 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 (12.8%).

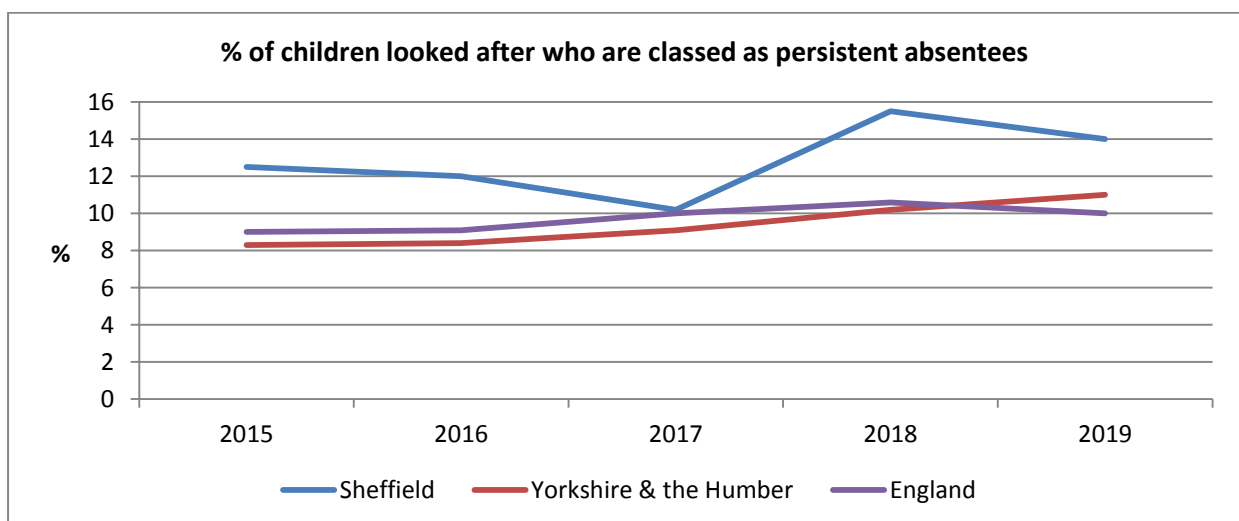


CLA: Children who have been looked after continuously for at least 12 months  
 CPP: Children in Need subject to a Child Protection Plan  
 CIN: Children in Need

## Persistent Absence

### In 2019/20:

- 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 2019/20, 94 Children Looked After out of a cohort of 392 had less than 90% attendance
- This represents 24% of the cohort (for those in care for over a year, 63 out of 311 = 20.3%)
- This percentage is too high, and work continues to be done in partnership with schools and social care professionals to reduce further the number of CLA who are persistently absent from school





## **CLA EXCLUSIONS 2019/20**

*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 2019/20 is locally generated, and subject to validation by DfE in the reports due to be published in 2021.*

### **Permanent Exclusions 2019/20**

The Virtual School has worked with all schools to establish practice which has resulted in no permanent exclusion of any looked after children. The Virtual School has 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.

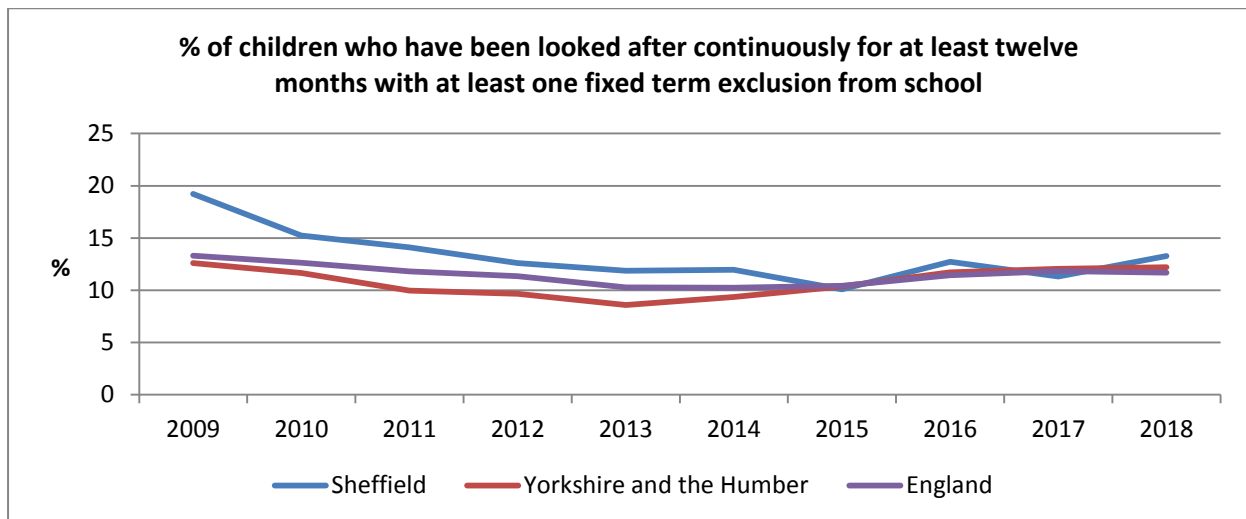
During 2019-20 the Virtual School provided direct intervention for 25 CLA who were at risk of permanent exclusion, and as a result no CLA were permanently excluded. In some cases, intensive support was provided to enable the child to remain in their school; in other cases the Virtual School brokered 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 nine years (2011/12 to 2019/20).

### **Fixed Term Exclusions 2019/20**

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.

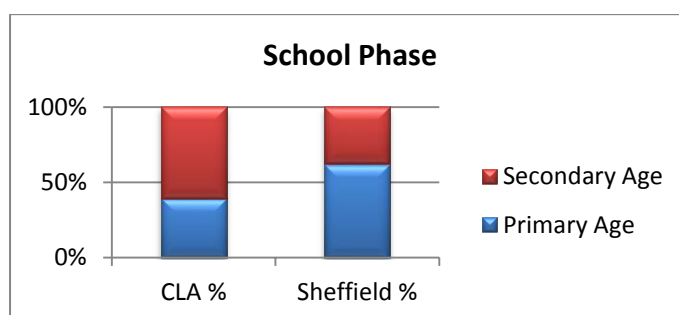
- Locally generated data indicates that 50 CLA were subject to one or more fixed term exclusions in the last school year; this represents 12.8% of the cohort
- This figure will change, and is expected to be lower, when the DfE makes its calculations against this indicator due to the DfE figures excluding 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 2018 published figure (13.3%). The 2019 data is due to be published in March 2021
- The trend has seen a reduction since 2009 in the proportion of CLA being subject to fixed term exclusions, but the figure has remained between 10 and 15% for the last eight years. Sheffield follows the same pattern as national and regional data
- Comparisons against national and Yorkshire and Humber neighbours will be made for 2018/19 when the data is available



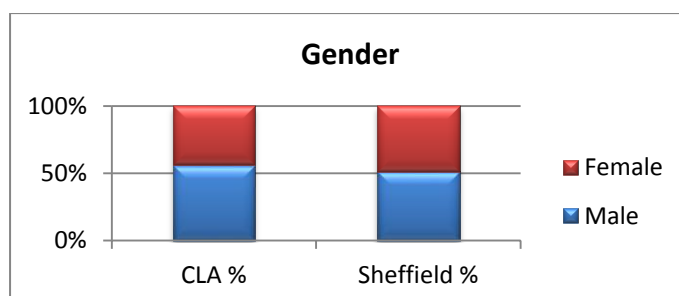
### THE CLA COHORT 2019-20 (Overall Numbers and Demographics)

- 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
- In 2019-20 a total of 492 school age children were in care at any time throughout the academic year
- 336 were in care continuously for a period of twelve months or more (either during the year if they left care before 31/08/19 or still in care as at 31/08/20)
- Of the cohort in care at the end of the academic year, 69 (17%) attended specialist provision and 117 (28%) attended schools outside Sheffield

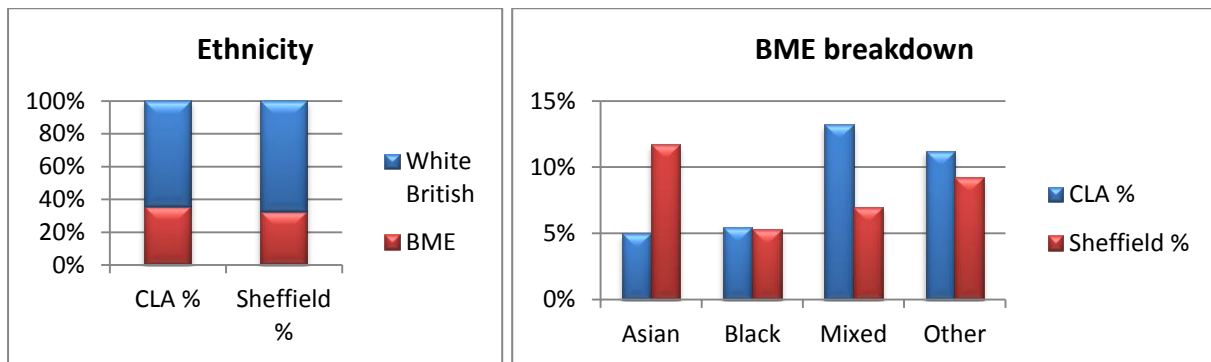
The graphs below compare this cohort with the full school age cohort in Sheffield by phase, gender, ethnicity, SEN and primary need.



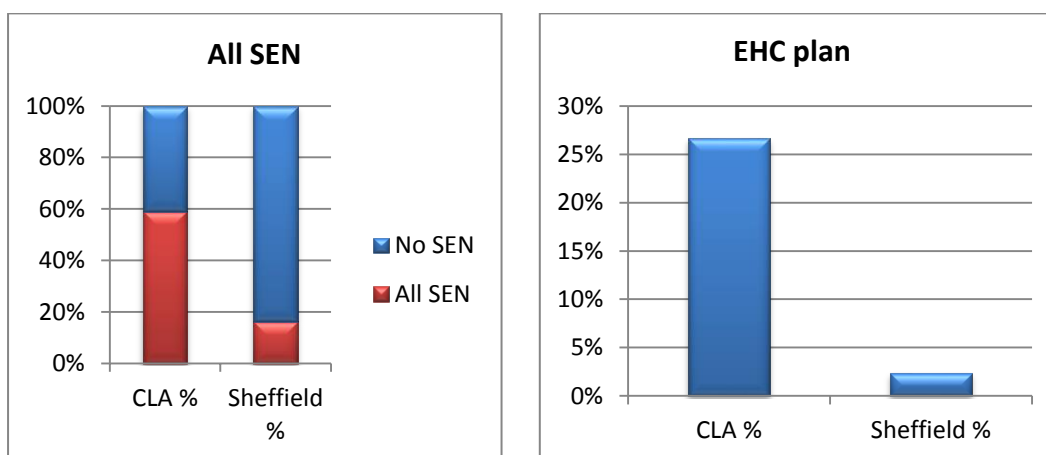
A greater proportion of school age CLA are secondary age (61%) compared to the full Sheffield school age population (38%)



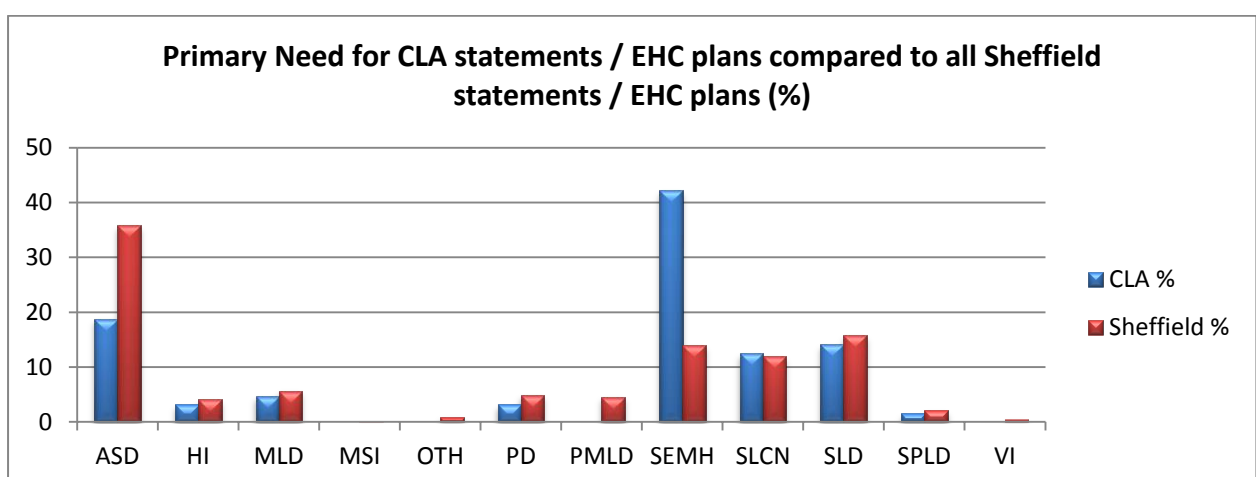
The proportion of males in care (56%) is higher than the overall Sheffield school age population (51%)



- 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 Children Looked After cohort.



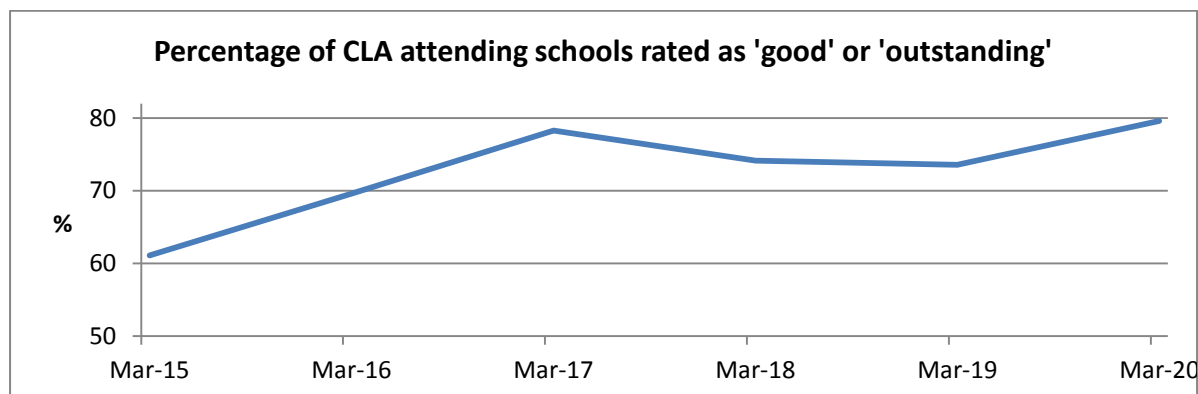
- A greater proportion of the Children Looked After cohort have the SEN primary need of SEMH (social, emotional and mental health) (42%) than the whole cohort of Sheffield statements / EHC plans (14%)

### School Ofsted Rating

At the end on 2019/20, 80% 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.

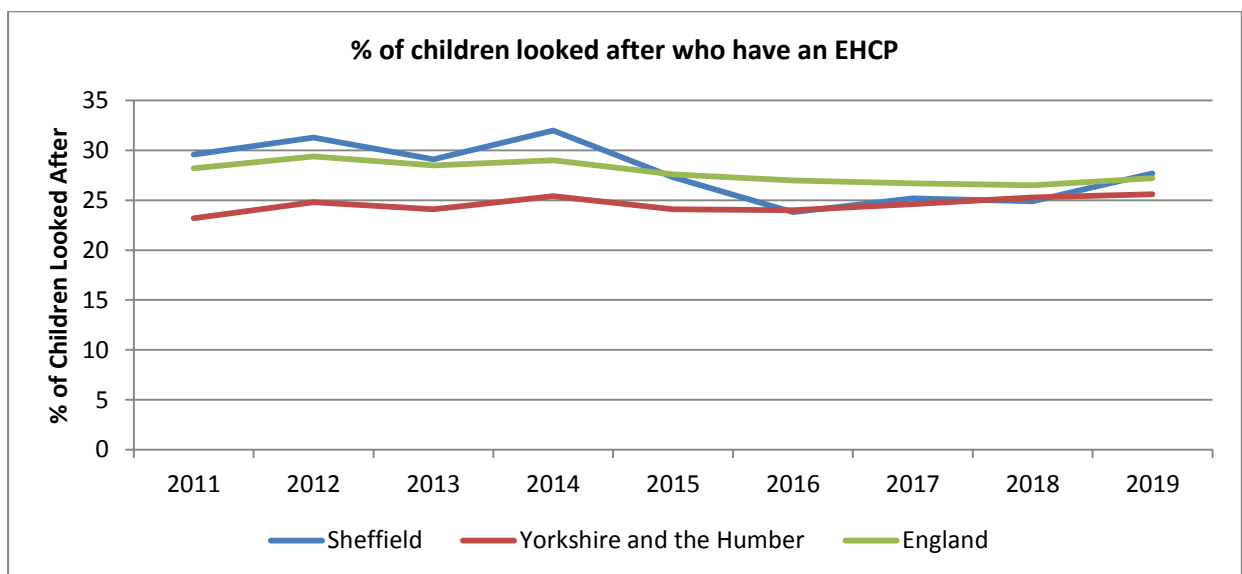
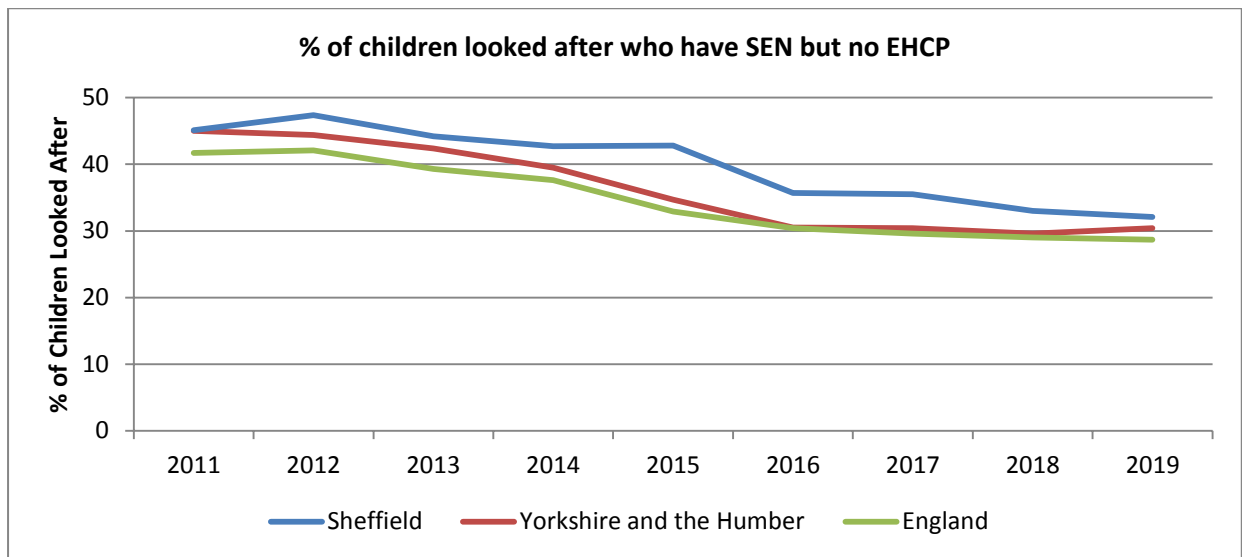
At the end of 2019/20, 13 CLA attended schools rated as 'Inadequate' by Ofsted. Where possible, children are placed in schools rated 'good' or better. However, if a child comes into care while in a school rated less than good it is often inappropriate to move their school place simply on the basis of the Ofsted rating of their current school.



### COMPARISONS WITH OTHER LOCAL AUTHORITIES 2011-2020

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 2019). The national average is 65 per 10,000 population
- The annual SDQ (Strengths and Difficulties Questionnaire) census of mental health status suggests that the average score (15.5) for Sheffield CLA is higher (worse) than the national average (14.2)
- 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



*The majority of CLA are on our Special Educational Needs register; a minority have an EHC plan.*

## **SHEFFIELD CITY COUNCIL CORPORATE PARENTING STRATEGY 2018/20**

### **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 (2018) is 13.3% which is above the national average for Children Looked After (11.7%)
- 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 92% in date (School Age), 44% (Early Years) and 81% (Post-16) but 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 2020/21
- 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
- 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 2020/21 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

### **How the Virtual School are addressing the key challenges in 2020/21?**

All the challenges outlined above are addressed in the Virtual School Action Plan 2020/21.

### **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:

	<b>Outcome Statement</b>	<b>Outcome Measure</b>	<b>Reporting</b>
<b>1</b>	There will be an action plan in place to monitor the Virtual School Offer	Existence of action plan	Virtual School (VS) Annual Report
<b>2</b>	CLA will have good school attendance	% CLA with persistent Absence  % of CLA with one or more fixed term exclusion	VS weekly Dashboard
<b>3</b>	All CLA will have access to a full time school offer	No. of children on a part time timetable	VS weekly Dashboard
<b>4</b>	All CLA on school roll within 20 days of not being in education	No of CLA not on school roll	VS weekly Dashboard
<b>5</b>	CLA will attend schools that are Good or Outstanding	% CLA children attending good or outstanding schools	VS weekly Dashboard
<b>6</b>	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
<b>7</b>	At primary school CLA will achieve the best results they can	Age related expectations in reading, writing and maths	VS Annual Report
<b>8</b>	CLA will finish secondary school having made good	Age related expectations English	VS Annual Report

	progress each year and achieved good GCSE results or other appropriate qualifications	and Maths (GCSE)	
<b>9</b>	All Early Years CLA are accessing FEL	FEL uptake	VS weekly Dashboard
<b>10</b>	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)	10%	14%
Fixed Term Exclusions (2018)	11.7%	13.3%

The following have locally generated aspirational targets

	Sheffield CLA Aspirational Target	Current Sheffield CLA <sup>1</sup>
CLA placed in schools judged 'good' or better	95%	80%
PEP In-date	100%	92%

1. Figures as at the end of the 2019/20 academic year

## **VIRTUAL SCHOOL TRAINING AND DEVELOPMENT 2019/20**

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 2019/20 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 2019/20 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
- PEP training – Existing users

### **Early Years Providers**

- Supporting Early Years Providers

### **Post 16 Providers**

- Supporting Post 16 Providers

## **Bespoke training for schools and other organisations**

During 2019/20 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 2019-20**

The Local Authority has a statutory duty to maintain Personal Education Plans (PEP) for every CLA from Early Years up to the end of the school year in which they turn 18 (i.e. the end of Year 13). 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

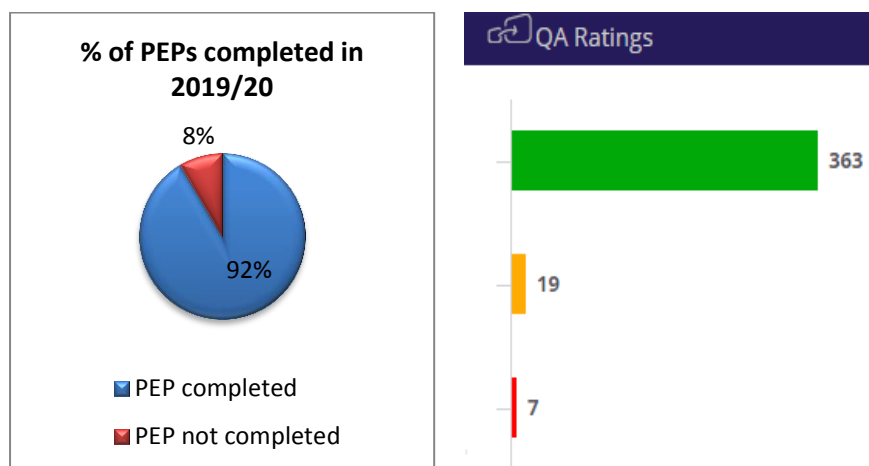
school Designated Teachers for writing, reviewing and taking actions written into the PEPs.

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 2019/20 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 2019/20, 92% 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 2019/20, 44% of Early Years PEPs and 81% 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
- Young 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 2021.

## **PUPIL PREMIUM FOR CLA 2019-20**

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.

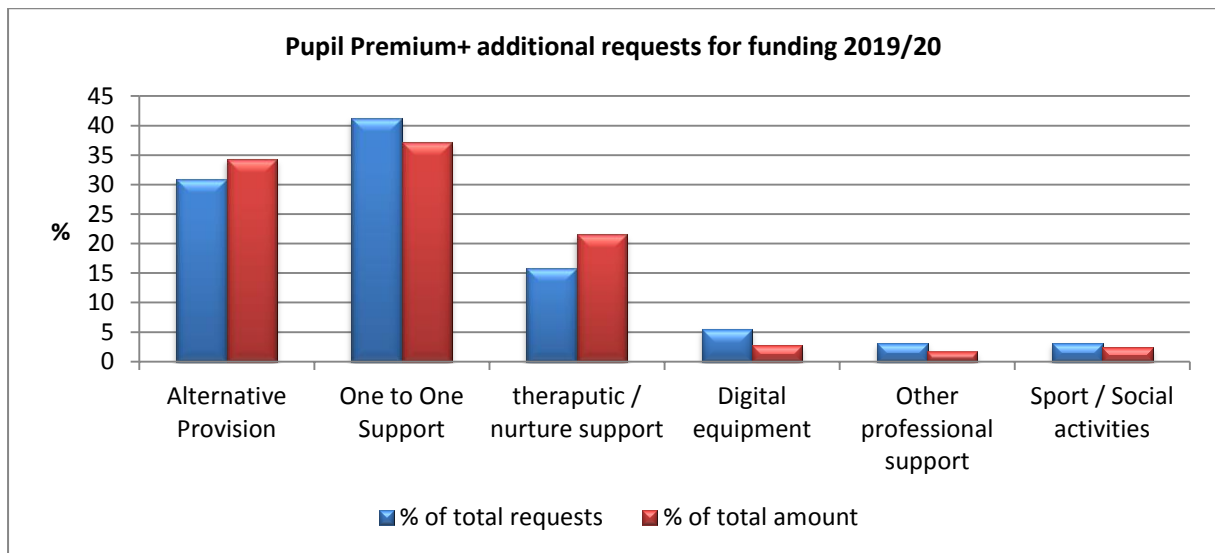
The key elements of the Virtual School Pupil Premium policy are shown below.

- £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.

Over the 2019/20 academic year most of the grant was used to employ staff to deliver additional learning and emotional support both in the classroom and at other times of the day. A portion was used to give our children access to activities beyond the school day and school year; and books, materials, IT and other equipment to increase and enhance learning opportunities.



The development of the electronic Personal Education Plan is allowing the Virtual School to track more closely how schools are using this grant, and to challenge them to make better and more imaginative use of it. This also enables us to maintain a detailed record of PP expenditure.

## **APPENDIX A: Details and Evaluation of Additional Activities**



## ADDITIONAL ACTIVITIES 2019/20

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
<b>AC Education online training</b>	Commission / co-ordination	Online training courses for Designated Teachers supporting our CLA	26
<b>Action Research Project</b>	Research / co-ordination	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	27
<b>Aspire Project</b>	Support	Virtual School team member directly supporting the ASPIRE residential project providing education advise	27
<b>Children In Care Council - Assembly Squad and writer in residence projects</b>	Support / Partnership working	Creating resources with Sheffield Children in Care Council addressing the stigma of being in care and creative writing workshops	28
<b>EAL Support</b>	Support	Providing support and guidance on EAL (English as an additional language) to schools through team advocate	29
<b>ESCAL Volunteering project</b>	Support / co-ordination	Coordination of reading volunteers to support CLA in school through one to one literacy support	30
<b>Foster Carer Handbook</b>	Resources	Production of Foster Carers handbook to support reading and encourage learning in the home	31
<b>Go Further, Go Higher (Work With HEPP)</b>	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)	32
<b>Letterbox book club</b>	Commission / co-ordination	Letterbox is a national programme that provides personalised reading materials, games and exercises directly to CLA.	32
<b>Links with Learn Sheffield / Bags Of Creativity</b>	Support / Partnership working	Ongoing links with Learn Sheffield and partnership working with Create Sheffield to support the regional 'bags of creativity' scheme	33
<b>Music Hub</b>	Commission / co-ordination	Ensuring provision of music lessons for CLA	34
<b>SENCO support</b>	Commission	Advise on complex SEN cases, provide support to DTs and track the SEN offer for new children coming into care	35
<b>Storytime</b>	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	36

<b>Support For Children Previously Looked After</b>	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	36
<b>Transition to Post-16 commission</b>	Commission	Map and support the transition from Y11 to Post-16	37
<b>Trauma Informed Schools training</b>	Training	Attendance by the Virtual School and promotion of the 'Trauma Informed Schools' diploma course	39
<b>Y6/Y5 Study Group (BLP)</b>	Commission / co-ordination	University homework study club and mentoring scheme for Y5 and Y6 children (including online meetings during lockdown)	40

<b>Title of Project/Programme: AC Education online training</b>
<b>Education Phase:</b> All
<b>Name of Advocate:</b> Faye Jeffrey
<b>Summary of programme/project including main themes:</b> <ul style="list-style-type: none"> <li>Online training courses for Designated Teachers supporting our CLA</li> </ul>
<b>What was provided?</b> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>What was done?</b> <ul style="list-style-type: none"> <li>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'.</li> </ul>
<b>What was achieved/Impact/Outcome(s)?</b> <ul style="list-style-type: none"> <li>During the Covid-19 pandemic, the opportunity to access 'Bereavement' training was offered to all schools through Learn Sheffield, where 49 members of staff have completed the module.</li> <li>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. Over the academic year, 25 new Designated Teachers have received log in details for the module, with further courses being accessed. 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.</li> </ul>
<b>Costs? (amount of PP+, resources including staff time and time in kind from partners)</b> £10k commission Virtual School advocate time to co-ordinate
<b>What could be improved for the future?</b> <ul style="list-style-type: none"> <li>Tailored signposting of courses from VS Advocate to DT / key members of staff in school to directly support Sheffield CLA</li> <li>Ensure that DTs of new Y7 and Y12 students are aware of courses on offer to support with transition</li> </ul>

<b>Title of Project/Programme: Action Research Project</b>
<b>Education Phase:</b> All
<b>Name of Advocate:</b> Helen Fidler
<b>Summary of programme/project including main themes:</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>What was provided?</b> <ul style="list-style-type: none"> <li>• Developing practice to improve outcomes for children in care</li> <li>• To recruit 24 Sheffield schools across phases and designations to investigate how the impact of PP+ on the education outcomes of children in the care of Sheffield can be maximised.</li> <li>• To identify the best practice from across the programme that can be shared with other schools</li> <li>• To improve outcomes of children in the care of Sheffield</li> </ul>
<b>What was done?</b> <ul style="list-style-type: none"> <li>• The programme is intended to run for 5 terms from January 2019 to Easter 2020 with publication of findings in Summer 2020</li> <li>• Financial support will be released as two payments:</li> <li>• £1500 on acceptance of the Expression of Interest</li> <li>• £1500 on acceptance onto the programme in term 1</li> <li>• Complete an audit of current provision for children in care</li> <li>• Identify 3 priorities for action based on that audit</li> <li>• Plan a project that addresses one (or more) of the audit priorities</li> <li>• Implement the project</li> <li>• Attend termly Programme Network Meetings</li> <li>• Agree to termly Project Monitoring Visits by the Virtual School</li> <li>• Submit a final case-study describing the project &amp; its impact, along with supporting data</li> </ul>
<b>What was achieved/Impact/Outcome(s)?</b> Project ongoing and will be evaluated this year
<b>Costs? (amount of PP+, resources including staff time and time in kind from partners)</b> £80K for 18 months VS staff input 25 days a year
<b>What could be improved for the future?</b> To follow evaluation

<b>Title of Project/Programme: Aspire Project</b>
<b>Education Phase:</b> Secondary
<b>Name of Advocate:</b> Emma Blythe
<b>Summary of programme/project including main themes:</b> <ul style="list-style-type: none"> <li>• Virtual School team member directly supporting the ASPIRE residential project providing education advise</li> <li>• Residential setting based on the North Yorkshire "No wrong Door" model</li> </ul>

<b>What was provided?</b> <ul style="list-style-type: none"> <li>• Education support and advice to Manager &amp; Staff at Hubs 1 &amp; 2</li> <li>• AC online Training</li> </ul>
<b>What was done?</b> <ul style="list-style-type: none"> <li>• Attendance at weekly Professionals meeting for both Hub 1 and Hub 2</li> <li>• Bi weekly Residential Education meetings to discuss complex cases</li> <li>• Advice from Virtual School re; matching for new residents</li> <li>• Advice/support to staff on individual cases – My Plan/Sheffield Grid/Exclusions/Request to assess for EHCP/Admissions</li> <li>• Advice for Staff when to challenge schools &amp; how.</li> <li>• Advice to Managers about PEP and Pupil Premium</li> <li>• Met with Education Lead from Hub 2</li> <li>• Offer of online training for all staff during COVID 19 lockdown</li> </ul>
<b>What was achieved/Impact/Outcome(s)?</b> <ul style="list-style-type: none"> <li>• Increased knowledge of education system for staff - ongoing.</li> <li>• Confidence in staff to challenge education system when necessary - ongoing</li> <li>• Strong Link between Residential and Virtual School</li> <li>• Early identification of YP who become CLA</li> </ul>
<b>Costs? (amount of PP+, resources including staff time and time in kind from partners)</b> <ul style="list-style-type: none"> <li>• 2 morning a week to attend Professional Meeting</li> <li>• ½ a day a week – case follow up/REM/additional meetings</li> <li>• Cost of AC training</li> </ul>
<b>What could be improved for the future?</b> <ul style="list-style-type: none"> <li>• Training to be offered to all staff – PEPS/My Plan/SEN process/EHCP &amp; request to assess/Role of the Designated Teacher/Exclusions</li> <li>• Support for all outreach cases – VS currently does not have capacity/consent</li> <li>• Mentoring for Education Leads</li> </ul>

<b>Title of Project/Programme: Children In Care Council - Assembly Squad and writer in residence projects</b>
<b>Education Phase:</b> All
<b>Name of Advocate:</b> Helen Fidler
<b>Summary of programme/project including main themes:</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>What was provided?</b> <ul style="list-style-type: none"> <li>• In response to the Coram Voice Bright Spots survey a stand alone animated presentation for all schools across Sheffield about what it is like to be in care in Sheffield with accompanying resources for display and lesson support</li> <li>• Support for the development of this piece was provided by the Virtual School for CLA</li> <li>• Linked to SYOR to provide further support with additional resources in the form of creative writing workshops</li> </ul>
<b>What was done?</b> <ul style="list-style-type: none"> <li>• Working with a small group from the CICC to lead this project</li> <li>• 6 weeks spent discussing and mapping the journey of a CLA, focusing on perceived thoughts and opinions</li> </ul>

<ul style="list-style-type: none"> <li>• Writing of a storyboard and script</li> <li>• Presenting and working with SCC Design team to turn this into an animated piece</li> <li>• Recording of voice overs, commenting on design</li> <li>• Launch to be held October 2020</li> </ul>
<p><b>What was achieved/Impact/Outcome(s)?</b></p> <p>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</p>
<p><b>Costs? (amount of PP+, resources including staff time and time in kind from partners)</b></p> <p>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</p>
<p><b>What could be improved for the future?</b></p> <p>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.</p>

<b>Title of Project/Programme: EAL Support</b>
<b>Education Phase:</b> All School Age Children
<b>Name of Advocate:</b> Denise Bracken
<p><b>Summary of programme/project including main themes:</b></p> <ul style="list-style-type: none"> <li>• Providing support and guidance on EAL (English as an additional language) to schools through team advocate</li> </ul>
<p><b>What was provided?</b></p> <ul style="list-style-type: none"> <li>• An initial assessment which would then result in a bespoke package of support</li> </ul>
<p><b>What was done?</b></p> <ul style="list-style-type: none"> <li>• A referral to the EAL Team</li> <li>• An initial assessment with an interpreter if required using the NASSEA EAL Grid</li> <li>• A decision made as to what kind of support is needed.</li> <li>• This could be a 10 week block of 1-1 tutoring from a member of the EAL team</li> <li>• It could be support given to the class teacher or an EAL practitioner already working in the school.</li> <li>• At the end of the 10 weeks another assessment is completed.</li> <li>• Another set of 10 sessions will be put in place if needed.</li> </ul>
<p><b>What was achieved/Impact/Outcome(s)?</b></p> <p>Initially 6 children were assessed</p> <p>Of these two didn't have the second assessment</p> <p>1 level of progress was made for 2 children in Spelling and Literacy and 1 level of progress for 1 child in Reading.</p> <p>2 levels of progress was made for 2 children in Writing and 2 levels of progress made for 1 child in Spelling and Literacy</p>

3 levels of progress was made for 2 children in Reading and one of these children also made 3 levels of progress in Spelling, Literacy and Writing

Another child was due to receive support but because of the lockdown this didn't happen.

**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?**

- During the 2019-20 academic year, 140 ESCAL Reading Volunteers supported children and young people throughout the city, with CLA and Previous CLA having priority.
- 3 Secondary aged CLA have benefitted from Reading Volunteer support, and a further 6 were planned to have received support including support in a Sheffield Specialist provision. However, due to COVID restrictions, this did not happen. Plans are currently taking place to reintroduce volunteers into schools after October half term 2020, in line with government guidelines and school protocol. We aim for volunteers to re-join their allocated school and recruit new volunteers to offer much needed one to one support to children and young people. Due to the impact of COVID-19, ESCAL Volunteering has lost at least 70% of volunteers, however we hope to recruit volunteers to offer continued support to our CLA and Sheffield schools.

**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?**

- Understanding of 'how sessions will work' when volunteers return to school and offering continued support to existing partnering schools / volunteers
- New 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



<b>Costs? (amount of PP+, resources including staff time and time in kind from partners)</b> £1.3k printing costs Virtual School advocate staff time
<b>What could be improved for the future?</b> <ul style="list-style-type: none"> <li>• Packs posted out to new Foster Carers when child is initially placed</li> <li>• Printed Early Years Foundation Stage packs in the same format</li> <li>• Hard copies of the 'covid' and baking booklets produced (these will need to be adapted, but will offer activity ideas and signposting to carers)</li> <li>• Work in partnership with Fostering Service to obtain feedback from carers to develop the pack and create further resources</li> </ul>

<b>Title of Project/Programme: Go Further, Go Higher (Work With HEPP)</b>
<b>Education Phase:</b> Secondary
<b>Name of Advocate:</b> Helen Fidler
<b>Summary of programme/project including main themes:</b> <ul style="list-style-type: none"> <li>• Organisation and delivery of university outreach scheme for Y10 and Y11 students, working in partnership with the Higher Education Progression Partnership (HEPP)</li> </ul>
<b>What was provided?</b> <ul style="list-style-type: none"> <li>• Taster days at the university of Sheffield, 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</li> </ul>
<b>What was done?</b> <ul style="list-style-type: none"> <li>• A number of 2-3 day experience days were held at the University of Sheffield. CLA attended from across the city and were supported in undertaking a number of workshops</li> </ul>
<b>What was achieved/Impact/Outcome(s)?</b> 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
<b>Costs? (amount of PP+, resources including staff time and time in kind from partners)</b> 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
<b>What could be improved for the future?</b> The work that HEPP provide could be 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 <a href="https://www.hepp.ac.uk/">https://www.hepp.ac.uk/</a>

<b>Title of Project/Programme: Letterbox book club</b>
<b>Education Phase:</b> Primary and Secondary
<b>Name of Advocate:</b> Tom Gamble
<b>Summary of programme/project including main themes:</b>



<ul style="list-style-type: none"> <li>Letterbox is a national programme that provides personalised reading materials, games and exercises directly to CLA.</li> </ul>
<b>What was provided?</b> <ul style="list-style-type: none"> <li>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</li> </ul>
<b>What was done?</b> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>What was achieved/Impact/Outcome(s)?</b> <ul style="list-style-type: none"> <li>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 2019/20 a total of 77 children from the Y3, Y5 and Y7 cohorts benefitted from the programme. Due to COVID-19 we extended this offer from all CLA in Y3 to Y8 for 2020/21 so 163 children could benefit from this resource while the schools were not operating normally</li> </ul>
<b>Costs? (amount of PP+, resources including staff time and time in kind from partners)</b> £12,800 (resources and postage costs) Virtual School advocate time to co-ordinate
<b>What could be improved for the future?</b> <ul style="list-style-type: none"> <li>Use some of the resources featured in the parcels in our training sessions with carers to further promote and encourage learning at home</li> </ul>

<b>Title of Project/Programme: Links with Learn Sheffield / Bags Of Creativity</b>
<b>Education Phase:</b> All
<b>Name of Advocate:</b> Helen Fidler
<b>Summary of programme/project including main themes:</b> <ul style="list-style-type: none"> <li>Ongoing links with Learn Sheffield and partnership working with Create Sheffield to support the regional 'bags of creativity' scheme</li> </ul>
<b>What was provided?</b> <ul style="list-style-type: none"> <li>2004 interactive resource bags distributed to all CLA across Sheffield and a number of vulnerable groups</li> </ul>
<b>What was done?</b> <ul style="list-style-type: none"> <li>Steered by 'we are IVE' and Create Sheffield, the bags of creativity project was about providing all CLA across the city of Sheffield with a bag of resources and activities that could be undertaken in the home</li> <li>19 artists were commissioned by Create Sheffield to design 19 individual activities to go in the bags that could be undertaken over the summer holidays</li> </ul>
<b>What was achieved/Impact/Outcome(s)?</b> <ul style="list-style-type: none"> <li>2004 bags distributed across the city of Sheffield to all CLA</li> <li>The usage of the bags is currently being monitored</li> <li>Activities are now available online for all to access (minus the resources) on the Create Sheffield Website</li> </ul>

<ul style="list-style-type: none"> <li>Impact and evaluation is underway – This</li> </ul>
<b>Costs? (amount of PP+, resources including staff time and time in kind from partners)</b> £6k contribution to the project from VS PP+ VS school staff time 5 days
<b>What could be improved for the future?</b> As this is new project and a response from Create Sheffield to the COVID 19 crisis it is yet to be determined what could be improved and whether this ambitious project will be run again as it was cost heavy

<b>Title of Project/Programme: Music Hub</b>
<b>Education Phase:</b> All
<b>Name of Advocate:</b> Helen Fidler
<b>Summary of programme/project including main themes:</b> <ul style="list-style-type: none"> <li>Sheffield Music Hub provides 1:1 tuition for CLA and Post CLA within schools around the city of Sheffield.</li> </ul>
<b>What was provided?</b> <ul style="list-style-type: none"> <li>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</li> <li>A bespoke learning plan is developed for each child, alongside a pastoral programme that is in the process of being developed</li> <li>Sheffield Music Hub has a designated music leader who takes responsibility for the provision for CLA and post CLA</li> <li>Access to extra curricular orchestra, band, choir is also available</li> </ul>
<b>What was done?</b> The process that is undertake for each CLA or Post CLA is the following: <ul style="list-style-type: none"> <li>Identify the CLA who wishes to learn to play or sing (instrument, voice, genre, aspiration)</li> <li>Identify the school setting and contact the Designated Teacher for CLA</li> <li>Consider the living circumstances (Fostered, Children's Home, NHS Unit, social worker)</li> <li>Matching the student with the most appropriate teacher, considering musical and personal needs</li> <li>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</li> <li>Music Hub set up on welfare call to update the PEP</li> </ul>
<b>What was achieved/Impact/Outcome(s)?</b> <ul style="list-style-type: none"> <li>Across the academic year 2019/20 77 children and young people have accessed lessons via the Sheffield Music Hub, with 32 being supported with individual instrument hire from hub supplies</li> <li>In addition 36 of these children and young people are attending extra bands, orchestra and choirs after school or in an evening and have had the opportunity to perform at the octagon centre, Sheffield Cathedral and Tudor square</li> <li>37 different schools and settings have been supported</li> <li>In total 944 hours of music provision have been provided to Sheffield's CLA and post CLA</li> </ul>
<b>Costs? (amount of PP+, resources including staff time and time in kind from partners)</b> £31k Virtual School advocate time to co-ordinate - 2 days a month
<b>What could be improved for the future?</b>

Currently implementing a more joined up approach, ensuring Music Hub leaders can have conversations with VS advocates and discuss individuals progress  
Having a central coordinator within the music hub has been very beneficial

<b>Title of Project/Programme: SENCO support commission</b>
<b>Education Phase:</b> All
<b>Name of Advocate:</b> Nikki Pullinger/Zoe Wilson
<b>Summary of programme/project including main themes:</b> <ul style="list-style-type: none"> <li>Advise on complex SEN cases, provide support to DTs and track the SEN offer for new children coming into care</li> </ul>
<b>What was provided?</b> <ul style="list-style-type: none"> <li>Support, training and procedures and processes around Special Educational Needs and Disabilities</li> </ul>
<b>What was done?</b> <ul style="list-style-type: none"> <li>Creation of a Special Educational Needs and Disabilities (SEND) guide/top tips for Designated Teachers.</li> <li>Spreadsheet overview of all Education Health Care plans/Annual Review documents and uploading on to Welfare Call. Next steps for advocates to be disseminated and process to maintain the current plans to be created.</li> <li>Sheffield Support Grid exemplification (SSGe) analysis and next steps plan for pupils with levels 3/4/5 in any area of the SSGe.</li> <li>Creation of a Complex Cases guide/process for advocates.</li> <li>Input to training plan for social workers/Independent Reviewing Officers etc.</li> <li>Support for individual cases around SEND including writing the EHC needs assessment requests for 7 pupils, with a further 6 cases currently within the 20 week EHC assessment process (2019-2020) and writing My Plans for individuals e.g. all 10 Westfield Looked After pupils have had a My Plan written for them, together with possible next steps identified.</li> <li>Reasonable Endeavours forms for pupils not on a school role ongoing.</li> <li>Creation of process for children new into care around SEND and an individual plan or My Plan created where needed.</li> <li>Ongoing conversations with Clinical Commissioning Group around how Health teams can support the virtual school. This is to be linked with other key members of the Inclusion Taskforce in September 2020.</li> </ul>
<b>What was achieved/Impact/Outcome(s)?</b> <ul style="list-style-type: none"> <li>Increased knowledge and support for Looked After pupils with additional needs at every level of the graduated approach.</li> <li>Increase clarity on the processes around SEND.</li> <li>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.</li> </ul>
<b>Costs? (amount of PP+, resources including staff time and time in kind from partners)</b> 1 x day weekly ZW time for Autumn and Spring Term 2.5 x days weekly ZW time for Summer Term including the summer break.
<b>What could be improved for the future?</b> <ul style="list-style-type: none"> <li>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.</li> <li>Ensuring the above processes are maintained and updated as needed.</li> </ul>

<b>Title of Project/Programme: Storytime</b>
<b>Education Phase:</b> Early Years and Primary
<b>Name of Advocate:</b> Tom Gamble
<b>Summary of programme/project including main themes:</b> <ul style="list-style-type: none"> <li>Monthly magazine for all CLA in years NCY -2 to NCY 5 containing range of stories and activities to encourage reading at home</li> </ul>
<b>What was provided?</b> <ul style="list-style-type: none"> <li>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</li> </ul>
<b>What was done?</b> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>What was achieved/Impact/Outcome(s)?</b> <ul style="list-style-type: none"> <li>175 children a month benefit from this resource</li> </ul>
<b>Costs? (amount of PP+, resources including staff time and time in kind from partners)</b> £6k (including postage costs) Virtual School advocate time to co-ordinate
<b>What could be improved for the future?</b> <ul style="list-style-type: none"> <li>Use some of the resources featured in the magazines in our training sessions with carers to further promote and encourage learning at home</li> </ul>

<b>Title of Project/Programme: Support For Children Previously Looked After</b>
<b>Education Phase:</b> All
<b>Name of Advocate:</b> Helen Fidler
<b>Summary of programme/project including main themes:</b> <ul style="list-style-type: none"> <li>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</li> </ul>
<b>What was provided?</b> <ul style="list-style-type: none"> <li>Support and signposting for previously CLA, working with adoptive parents, carers and guardians</li> <li>Linking with teams internally within SCC to provide further support to this group</li> </ul>
<b>What was done?</b> <ul style="list-style-type: none"> <li>Development of information and guidance for schools across Sheffield outlining roles and responsibilities</li> <li>Support for schools when accessing PP for post CLA</li> <li>Ensuring schools complete the census</li> <li>Representation at Adoption UK regional network meetings giving advice and guidance</li> <li>Creation of an online learning package for schools to ensure all are informed about their responsibilities</li> </ul>
<b>What was achieved/Impact/Outcome(s)?</b> <ul style="list-style-type: none"> <li>Specific point of contact within the VS team</li> </ul>

<ul style="list-style-type: none"> <li>• Key contacts identified to signpost cases to</li> <li>• Further partnership working to raise awareness of post CLA</li> <li>• Forged links with adoption services and Adoption UK</li> </ul>
<b>Costs? (amount of PP+, resources including staff time and time in kind from partners)</b> VS input 2.5 days a week
<b>What could be improved for the future?</b> Ensuring teams across SCC are informed of the correct guidance for Post CLA

<b>Title of Project/Programme: Transition to Post-16 commission</b>
<b>Education Phase:</b> Secondary and Post-16
<b>Name of Advocate:</b> Hannah Dulieu
<b>Summary of programme/project including main themes:</b> <ul style="list-style-type: none"> <li>• Map and support the transition from Y11 to Post-16</li> </ul>
<b>What was provided?</b> <ul style="list-style-type: none"> <li>• A revised post 16 PEP document and processes for more efficient completion in 2020/21 plus associated Process Guide for Social Workers and for Provider staff.</li> <li>• Two version of the 'Virtual School Offer' produced - one for young people and one for Parents/Carers/Professionals.</li> <li>• Ongoing monitoring Y12 and Y13 cohorts towards ensuring Welfare call database is accurate and reflects movement of population.</li> <li>• Post 16 Pathways determined for all the Y11 leaver cohort with planned destinations into EET and highlighting students at risk of NEET for referral for specialist NEET to EET support</li> <li>• New Post 16 networks are established linking professionals around the young person to support transition.</li> <li>• 'Supporting CLA Students in Post 16' training offer made to professionals and materials created for deliver (two Autumn session delivered).</li> <li>• Individual training sessions provided by request.</li> <li>• Proof of Status letters are provided to support speedy claims for Vulnerable Bursary payments as applicable.</li> <li>• Updates provided to Social Worker colleagues around changes to Bursary 2020/21.</li> <li>• Advice and support to colleagues/attendance at Reviews Social Workers and IROs around complex cases and Post 16 issues.</li> <li>• Representation at meetings as requested (e.g. Leaving Care Steering Group, Post 16 Virtual Schools Network, Children Looked After and Care Leavers - NEET group etc).</li> </ul>
<b>What was done?</b> <b>Revised post 16 PEP document and processes for 2020/21</b> <ul style="list-style-type: none"> <li>• PEP document was revised and consulted upon (Children in Care Council / IROs / staff from School, College and Training settings) and live from September 2020.</li> <li>• Supporting materials were also produced: Process Guide / Presentation training materials (Online video pending to negate need for 1:1 sessions).</li> <li>• Updates around this process and the changes to Post 16 Bursary 20/21 were communicated to key partners via emails sent from Virtual School email and individualised emails to providers and social workers establishing the network around the learner.</li> <li>• 2 formal training sessions were scheduled in the service's guide (one delivered plus additional 'mop-up' session held by request) plus 6 x 1:1 training with individuals as requested.</li> <li>• Individualised emails to Social Workers with NEET young people to raised profile of holding PEPs for NEET students and new PEP places emphasis on 'ground floor' offer of English and</li> </ul>

Maths to each one.

**'VSfCLA Offer' created to explain the service and role of the Advocate**

- One version for **P16 Young People** a whole service for **Key Partners** (Professionals, Parents & Carers) - work planned to support version for pre-16 children.
- Currently awaiting formatting for upload to website – then to be made available in A5 print format and digitally for inclusion in the Care Leavers Handbook and other web-forums etc as needed.

**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 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 – made more so due to COVID and restricted transitions opportunities, complicated timetables and issues with online learning).
- 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 (total of
- 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 provide 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/ referral to specialist projects as available (e.g. Project Apollo as was) 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).
- Supporting team with complex SEND casework / individualised pathways.

**What was achieved/Impact/Outcome(s)?**

**Smoother landings for EET young people**

- As at 9<sup>th</sup> 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 10<sup>th</sup> November:
  - 21 / 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)
<b>Improved messaging around Post 16 PEP process/completion and importance of NEET PEPs</b> <ul style="list-style-type: none"> <li>• Anecdotal/feedback so far positive from providers</li> <li>• 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.</li> </ul>
<b>Costs? (amount of PP+, resources including staff time and time in kind from partners)</b> <ul style="list-style-type: none"> <li>• 3 days per week, term time only</li> </ul>
<b>What could be improved for the future?</b> <ul style="list-style-type: none"> <li>• All work above to be embedded through academic year 20/21, reviewed and improved as some elements takes time to secure impact.</li> </ul> <p>Ongoing support to Social Workers to:</p> <ul style="list-style-type: none"> <li>○ plan for and hold timely Post 16 PEPs and support confidence in understanding Post 16 provision and options.</li> <li>○ 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.</li> <li>○ maintain focus on NEET – need to develop training specific to this area.</li> <li>• Closer work with Leaving Care PAs to ensure their support with various issues.</li> <li>• Closer liaison / presence with partner services – e.g. Leaving Care team, InspireSY, CYT (now part of LA) – look at access to IYSS to ensure synchronised data.</li> <li>• Improved tracking of Care Leaver cohort 18 plus to provide better Outcomes data.</li> </ul>

<b>Title of Project/Programme: Trauma Informed Schools training</b>
<b>Education Phase:</b> All
<b>Name of Advocate:</b> Nikki Pullinger
<b>Summary of programme/project including main themes:</b> <ul style="list-style-type: none"> <li>• Attendance by the Virtual School and promotion of the 'Trauma Informed Schools' diploma course</li> </ul>
<b>What was provided?</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>What was done?</b> <ul style="list-style-type: none"> <li>• 2 members of the VS team attended the 10 day diploma course run by Trauma informed schools UK (TISUK)</li> </ul>
<b>What was achieved/Impact/Outcome(s)?</b> <ul style="list-style-type: none"> <li>• The two 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</li> <li>• 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</li> </ul>
<b>Costs? (amount of PP+, resources including staff time and time in kind from partners)</b> £1.3k to complete the course
<b>What could be improved for the future?</b> <ul style="list-style-type: none"> <li>• 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 2020.</li> <li>• We would also like to fund targeted Designated Teachers to attend this training and link</li> </ul>



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

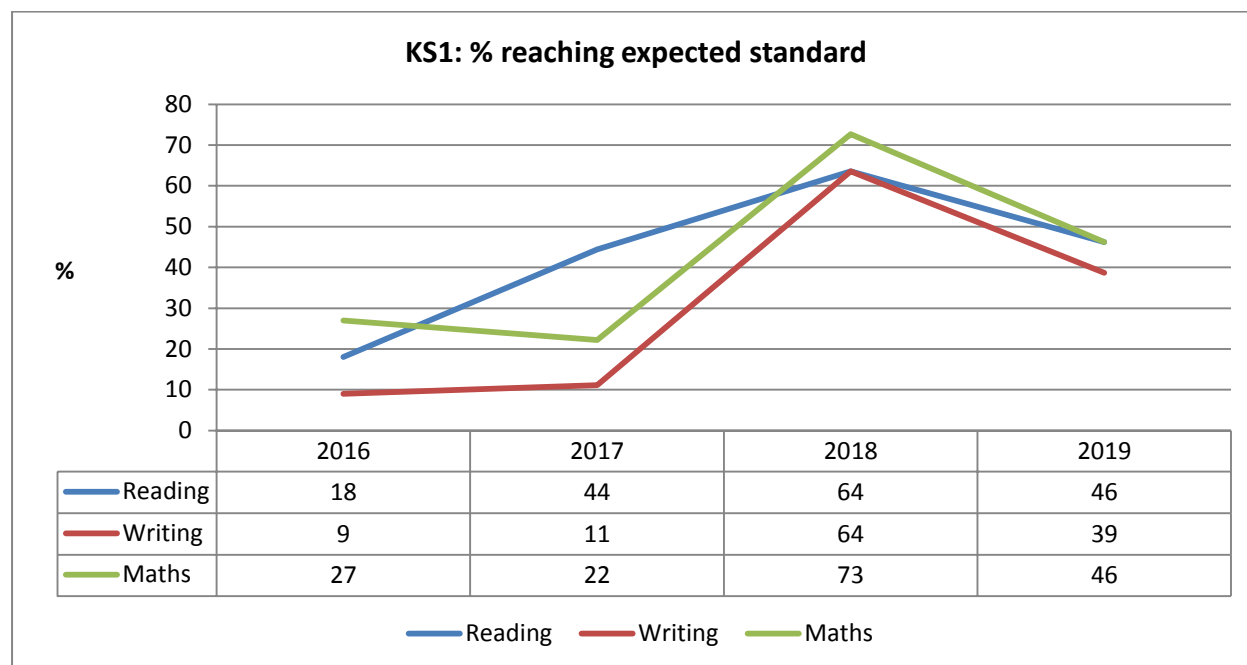
<b>Title of Project/Programme: Y6/Y5 Study Group (BLP)</b>
<b>Education Phase:</b> Primary (KS2)
<b>Name of Advocate:</b> Denise Bracken
<b>Summary of programme/project including main themes:</b> <ul style="list-style-type: none"> <li>University homework study club and mentoring scheme for Y5 and Y6 children (including online meetings during lockdown)</li> </ul>
<b>What was provided?</b> <ul style="list-style-type: none"> <li>Two hours intensive study at Sheffield University one day a week.</li> <li>To support year 5 and year 6 CLA children who are working just below where they need to be to obtain Level 4 SATS in Maths and Literacy</li> </ul>
<b>What was done?</b> <ul style="list-style-type: none"> <li>The sessions always start with a Welcome Event for the children and families</li> <li>The children are picked up straight from school by taxi and brought into the University</li> <li>The sessions always start with food and a social session. Giving the children time to socialize and catch up with each other.</li> <li>The children then complete 45 minutes Maths</li> <li>Have a short break and snack</li> <li>Then complete 45 mins of Literacy</li> <li>The session always finish with some sort of fun time. A craft or team building games.</li> <li>When all sessions are complete we have a Celebration and Certificate giving Event for all the children and families</li> <li>We then have a fun day out</li> <li>The teaching is done by two qualified teachers</li> <li>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.</li> <li>The Club runs for 15 weeks including the Welcome and Celebration events.</li> </ul>
<b>What was achieved/Impact/Outcome(s)?</b> <ul style="list-style-type: none"> <li>The outcome is not yet known for this year as this is measured by SATS results.</li> <li>Unfortunately we could not complete all the sessions this year due to the Covid Lockdown</li> <li>The group has now run for a number of years and there are a high percentage of children who achieve a level 4 in at least one of the subjects. Most achieve level 4 in both subjects. Children who attend for the two years seem to do better.</li> <li>The attendance for the group is high</li> <li>No one dropped out this year</li> </ul>
<b>Costs? (amount of PP+, resources including staff time and time in kind from partners)</b> Costs to the Virtual School are the Taxies and Escorts The Teachers and my time. – This would be 5 hours a week including the time spent at the event and the organization.
<b>What could be improved for the future?</b>



## **APPENDIX B: Analysis of the attainment of CLA**

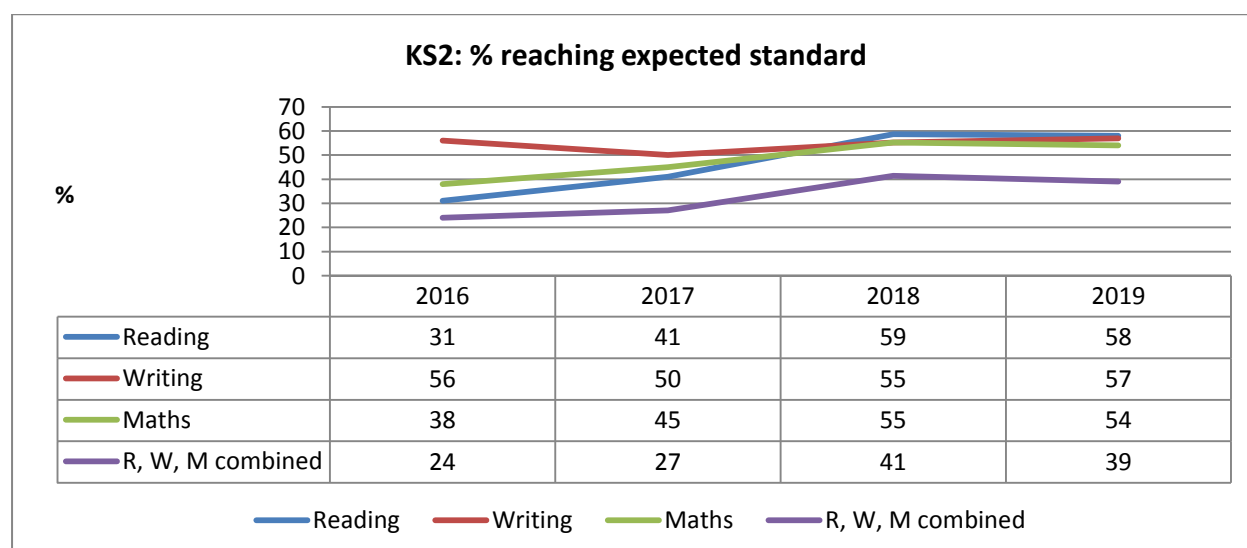
Due to COVID-19, provisional key stage results for KS1 and KS2 are not available this year, and GCSE results at KS4 are based on predicted grades. This report contains full details of the last published results (2019), showing comparisons with national and regional CLA averages for reference, but omits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

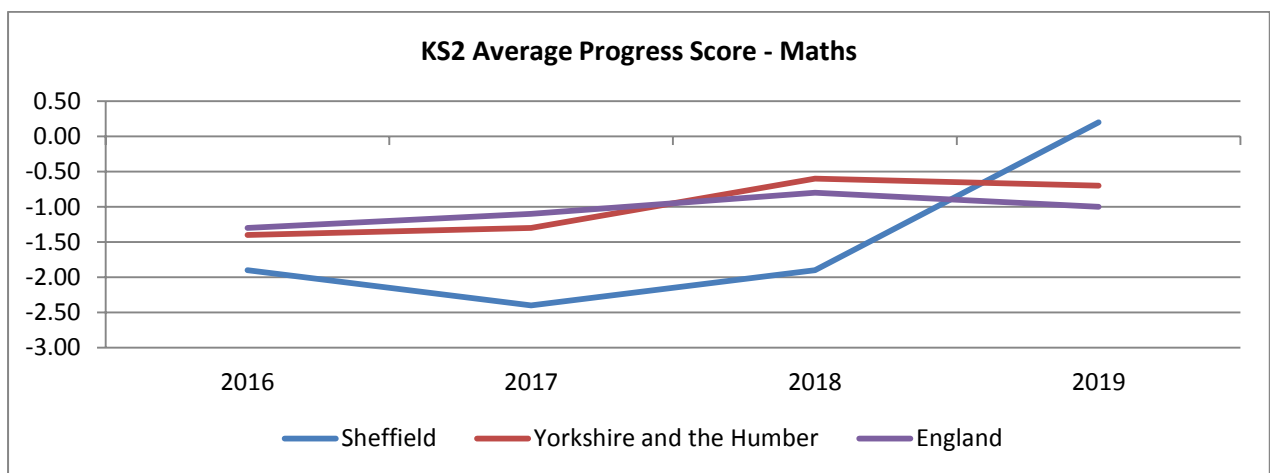
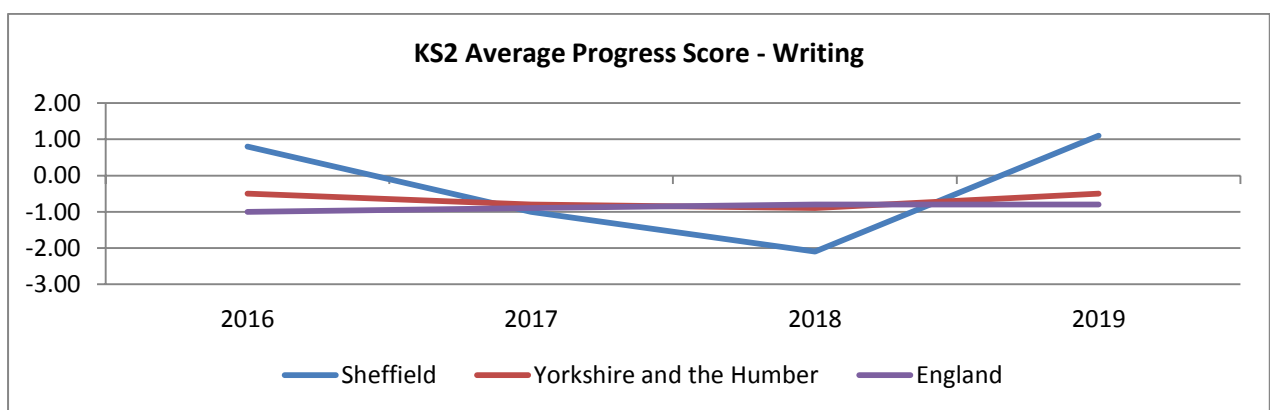
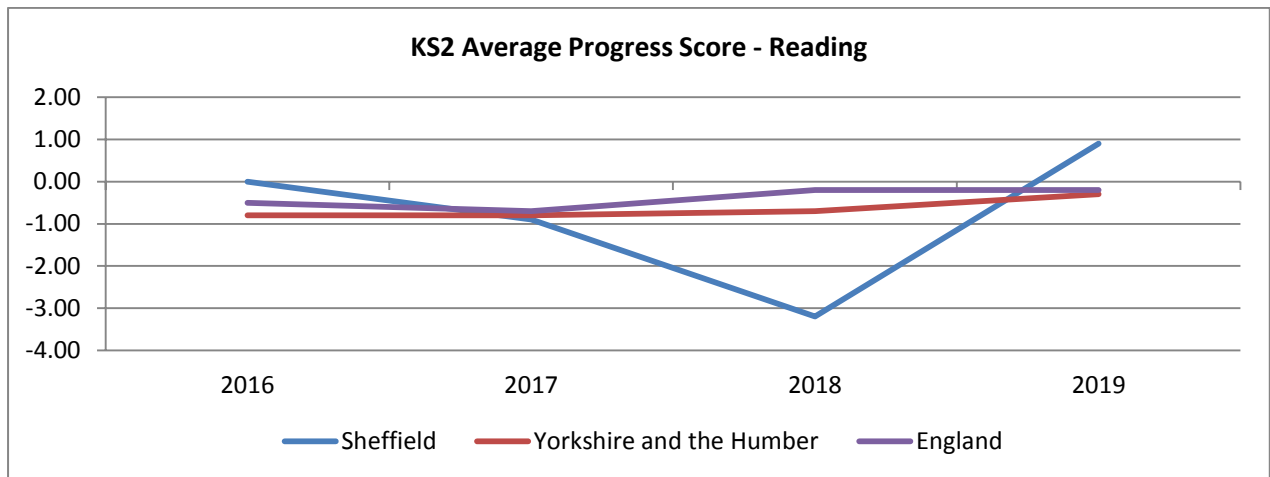
## Key Stage 1



## 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 than the national and regional average across all subjects





## **2020/21 Y6 Cohort**

In the 2020/21 Y6 cohort there are 27 children in the reportable cohort (if they remain in care for the full academic year)

### **SEN Context (20/21 reportable cohort)**

- 19 children have SEN needs identified (70% of the reportable cohort)
- 6 children (22%) have an EHC plan.
  - 4 have primary need SEMH

- 1 has primary need MLD
- 1 has primary need ASD
- 13 children (48%) have SEN support.
  - 7 have primary need SEMH
  - 1 has primary need SLCN
  - 5 have primary need MLD

In the latest in-year assessment data we hold (Summer term 2019/20) the cohort were assessed by their teachers as working at the following standard at the end of Y5:

Standard	Reading		Writing		Maths	
	Number	%	Number	%	Number	%
BLW: Below the standard of the interim pre-key stage standards (e.g. P-Scales or NOTSEN etc.)	1	4%	2	8%	2	8%
PKF: Pre-Key Stage/Foundations of the expected standard	0	0%	0	0%	0	0%
WTS: Working Towards the expected Standard	8	32%	9	36%	7	28%
EXS: Working at the Expected Standard	14	56%	14	56%	16	64%
GDS: Working at Greater Depth within the expected Standard	1	4%	0	0%	0	0%

The Virtual School use this in-year attainment data to target planned interventions for 2020/21 such as the Y5/Y6 study group, access to reading volunteers and targeting pupil premium funding.

## Key Stage 4

In 2020 there were 73 CLA in Y11 at the time of GCSE and other public examinations; of these 53 were in the reportable cohort.

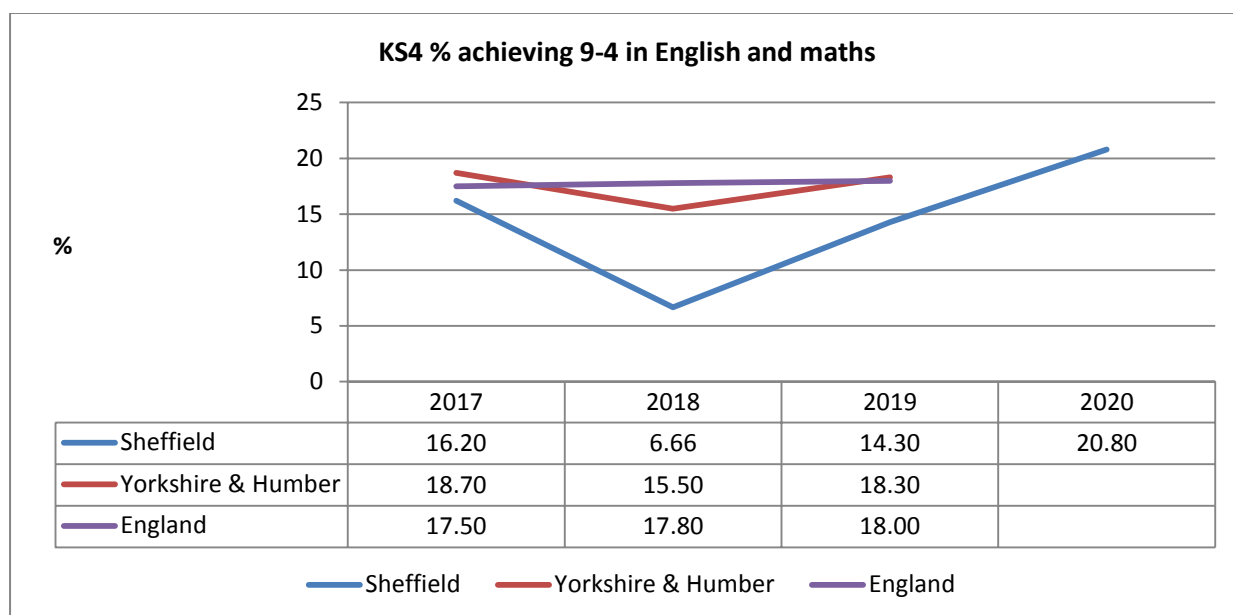
The headline measures including in this report are:

- % 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)

- 20.8% of CLA achieved 9-4 in English and maths (standard pass)
- 13.2% of CLA achieved 9-5 in English and maths (strong pass)
- 36% of CLA achieved 9-4 in English

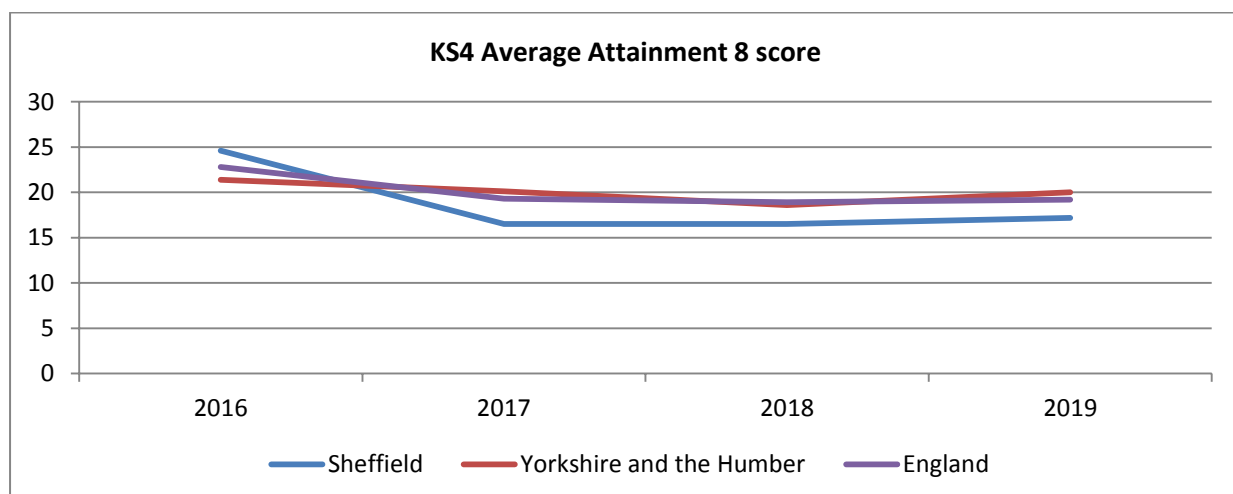
- 25% of CLA achieved 9-4 in maths



### KS4 Attainment 8 (reportable cohort)

The 2020 attainment 8 scores are not available yet for the full cohort. This report will be updated when these results are available.

- The 2019 attainment 8 average score is 17.2
- This is slightly improved from the figure in 2017 and 2018. These figures are not directly comparable with 2016 due to the change in English and maths GCSE
- Sheffield CLA had a lower attainment 8 score than the national and regional comparator average in 2019

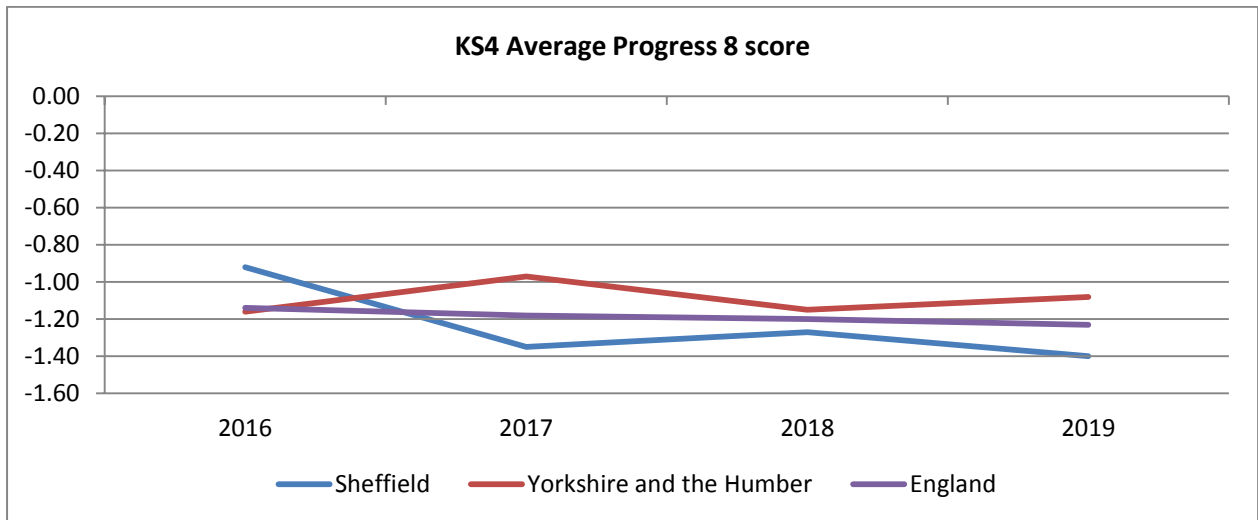


### KS4 Progress 8 (reportable cohort)

The 2020 progress 8 scores are not available yet for the full cohort. 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). These figures are not directly comparable with 2016 due to the change in English and maths GCSE

- Sheffield CLA had a lower progress 8 score than the national and regional comparator average in 2019



### Narrowing the gap

Note: The figure for 2020 attainment will be updated when this data is available

- The gap narrowed in 2019 between the Sheffield CLA cohort and the Sheffield average in the headline measure % achieving 9-4 in English and maths and average Attainment 8 but widened in the average Progress 8 score

#### 9 to 4 English and maths

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

#### Attainment 8

	2017	2018	2019
CLA	16.5	16.5	17.2
Sheffield	44.6	44.6	44.9
Difference between CLA and City	28.1	28.1	27.7

#### Progress 8

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

### Children with no GCSE or equivalent outcomes

From the reportable cohort, 12 students did not achieve a GCSE or equivalent qualification. These included:

- 4 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
- 8 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)**

- 36 children have SEN needs identified (68% of the reportable cohort)
- 20 children (38%) have an EHC plan
  - 12 have primary need SEMH
  - 3 have primary need ASD
  - 1 has primary need MLD
  - 1 has primary need SLCN
  - 3 have primary need SLD
- 14 attended specialist provision
- 16 children (30%) have SEN support.
  - 10 have primary need SEMH
  - 6 have primary need MLD

### **Non reportable cohort: 20 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 2020, an additional 20 children were in the Y11 cohort but were classed as non-reportable as they entered care after 1<sup>st</sup> April 2019.

8 of these children have SEN needs identified (5 have an EHCP).

### **Contextual information regarding time in care and placement type**

<b>2020 KS4 reportable cohort - Time in care</b>	<b>%</b>
In care at the end of KS3	85
In care at the end of KS2	38
In care at the end of KS1	15

<b>2020 KS4 reportable cohort - Type of placement</b>	<b>%</b>
Foster carers	55
Residential homes	32
Independent living / supported lodgings	9
Parents or relatives	4
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 2020-21 using the NCER Nexus NOVA tool.

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 that 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

### **2020/21 Y11 Cohort**

In the 2020/21 Y11 cohort there are 50 children in the reportable cohort (if they remain in care for the full academic year)

#### **SEN Context (19/20 reportable cohort)**

- 38 children have SEN needs identified (76% of the reportable cohort)
- 20 children (40%) have an EHC plan.
  - 9 have primary need SEMH
  - 4 have primary need ASD
  - 4 have primary need SLD
  - 2 have primary need SPLD



- 1 has primary need MLD
- 18 children (36%) have SEN support.
  - 5 have primary need MLD
  - 7 have primary need SEMH
  - 1 has primary need VI
  - 4 have primary need SPLD
  - 1 has primary need SLCN

In the latest in-year assessment data we hold (summer term 2019/20) 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	18	36%	19	38%
Current working at grade 1 to 3	18	36%	25	50%
Currently working at grade 4+	14	28%	6	12%

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 2020 there were 86 CLA in Y13 at the time of the summer examinations; of these 74 were in the reportable cohort.

Results for this cohort are partial so cannot be summarised. This is a focus for further development in 2020/21 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%).