Virtual School Head's Report 2023-24

Virtual School

Supporting Children in Care and Care Leavers

Working in partnership with young people, educational settings, carers and wider professionals to ensure care experienced young people fulfil their educational potential.

- Changing the narrative
- Unlocking potential
- Nurturing futures

virtual.school@bcpcouncil.gov.uk

The aim of this report is to celebrate the children under our care and provide context regarding the challenges and barriers that can affect their education. It will showcase the educational outcomes and achievements of these children during the 2023/2024 academic year.

The report also examines their accomplishments and the support provided by the Virtual School to ensure they have the best opportunities. Our Virtual School team is fully dedicated to giving every Child in our Care and Care Leavers the best possible educational experience, aiming for the best results to support their success in adulthood. The Virtual School emphasises that schools must ensure our most vulnerable learners are given every chance to succeed, focusing not only on equality of opportunity but also on equality of outcome.

Additionally, the report outlines the Virtual School's responsibilities in raising awareness and providing guidance for previously looked-after children, care leavers, and children known to Social Care.

At BCP Virtual School for Children in Care (CIC) and Care Leavers (CL), our purpose is to create a future where every young person, regardless of their background, can thrive academically and personally. Our mission is to foster a collaborative environment that prioritises the unique needs of each child, ensuring they have access to high-quality education, comprehensive support services, and enriched life experiences. We aim to achieve this through:

- **Collaborative Partnerships:** Strengthening links with other Virtual Schools, educational provisions, and multi-agency partners to provide a comprehensive support network.

- **Data-Driven Decisions:** Using data to inform planning and continuously improve outcomes for our young people.

- **High Aspirations and Stable Education:** Providing stable, full-time education with a broad curriculum, encouraging all young people to reach their potential.

- **Personalised Education Plans:** Enhancing Personal Education Plans (PEPs) and Education, Employment, and Training (EET) plans to support personalised learning and maximise Pupil Premium Grant (PPG) impact.

- **Skilled Professionals:** Ensuring that all staff are equipped with the skills and strategies to effectively support CIC and Care Leavers.

- **Robust Tracking and Planning:** Embedding tracking systems to monitor progress and drive strategic planning that enhances academic outcomes and engagement.

- **Removing Barriers:** Identifying and addressing barriers to learning and mental health, fostering a positive environment for academic and social growth.

- **Community Engagement:** Developing local community activities to enhance well-being and resilience.

- **Cultural Understanding:** Promoting inclusion and cultural awareness within schools and communities.

Through these commitments, we aim to reduce the number of young people who are not in full time education or employment and improve attainment outcomes to ensure Children in Care and Care Leavers experience success and life chances in line with their peers. Together, we will nurture a generation of empowered individuals ready to take on the challenges of tomorrow, contributing positively to society and achieving their dreams.

Contextual Information 2023-2024

The Virtual School and College Population

EYFS (eligible for education) **55**	Virtual School **358**	Virtual College (Year 12 and 13) **173**
In BCP **40** / Outside of BCP **15**	In BCP **227** / Outside of BCP **131**	In BCP **119** / Outside of BCP **54**

Number of CIC in each year group

EYFS

Year	Number
-3	7
-2	19
-1	13
0	16
1	22
2	17
3	15

SSA

Year	Number
4	21
5	33
6	30
7	31
8	31
9	41
10	43
11	74

Post 16 – Yr.12 & 13

Year	Number
12	82
13	91
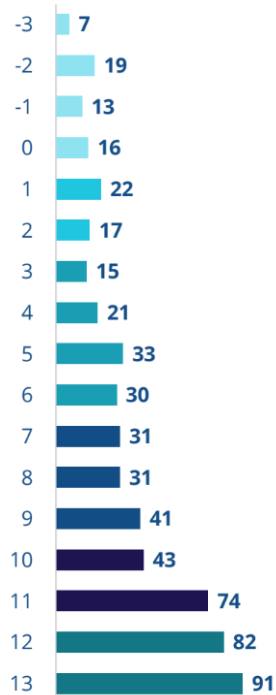
	No. of males	%	No. of females	%
EYFS	29	53%	26	47%
SSA	195	54%	163	46%
Post 16 (Years 12 and 13)	131	76%	42	24%
Totals	355	61%	231	39%

We worked with two young people who were pregnant last year

Year group	No. of UASC
10	6
11	10
12	29
13	37
Total	**82**

✓ Attendance has consistently improved year on year, increasing from 88.6% in 2021/22 to 91.4% currently (93.33% for 12mths+).

✓ Persistent absence for all children has decreased from 23.2% in 2022/23 to 17.72% (14.52% for 12mths+) in 2023/24, below national averages. Severe absence has also decreased, from 8.1% in 22/23 to 6.65% (3.32% 12mths+) in 23/24, aligning with national figures.

✓ 93% of our children are now attending 'Good' or 'Outstanding' schools; 96% in BCP schools.

✓ There is a clear 'plan, do, review' approach, with weekly monitoring and tracking of children who are not receiving full-time provision in the 'usual way' in an Ofsted registered school.

✓ Pupil voice is more consistently integrated into Personal Education Plans (PEPs) and used to set goals. In 2021/22, pupil voice was recorded in 87% of PEPs, and this has risen to 97% in 2023/24.

✓ The percentage of Year 11 students taking GCSEs has consistently increased, rising from 49% in 2021/22 to 63% in 2023/24. In BCP schools, 86% of Year 11 children sat GCSEs in 2023/24.

✓ A greater number of children are achieving grade 4+ in English and Maths at GCSE.

✓ All prior attainment information is now available on PEPs for all children and Care Leavers, allowing for more aspirational goal setting and outcomes at all levels.

✓ 95% of Year 11s successfully progressed into Post-16 EET destinations in September 2024, compared to 79% in September 2023. Additionally, 86% are in sustained EET destinations, compared to 82% last year in Dec 24.

✓ Year 12 and 13 in EET was 64% in 2021/22 and has consistently improved to 82% in 2023/24. Between September and December 2024, 19 children and Care Leavers in Years 12 and 13 have transitioned from NEET to EET.

✓ The percentage of Unaccompanied Asylum-Seeking Children (UASCs) and Care Leavers in EET (Years 12 to 14) has increased from 55% in April 2023 to 82% in April 2024.

✓ Care Leavers who are in EET has improved in Years 13 and 14 from 67% in 2022/23 to 79% in Year 13 and 72% in Year 14 in 2023/24.

✓ PEPs completed to a good or better standard by Designated Teachers (DTs) has increased from 83% in 2021/22 to 97% at the end of 2023/24.

❖ A high number of children enter care in Year 11 (39% of Year 11 entered care during Key Stage 4 (KS4)). Many of these children are already involved in complex lifestyles or situations by the time they enter care, which makes it challenging for Virtual School staff to encourage them to engage with education, achieve outcomes and reduce their Risk of becoming Not in Education Employment or Training (RON).

❖ The percentage of Children in Care with Education, Health, and Care Plans (EHCPs) residing outside of BCP requiring specialist provision. There is a need for specialist provision for children with SEND, and delays in consulting with specialist settings in other local authorities.

❖ While the situation has improved in BCP, access to English for Speakers of Other Languages (ESOL) courses for Unaccompanied Asylum-Seeking Children (UASC) in both other local authorities and BCP remains limited, with restrictions on entry points throughout the academic year. This hinders their educational engagement and increases funding demand.

❖ For Key Stage 4 children, at RON or facing challenges with engaging with a mainstream offer, there is a requirement for more funded and bespoke vocational options and support through local colleges to help re-engage students and support their KS4 outcomes and transitions to Post-16 education.

❖ There has been a higher incidence of suspensions among secondary girls, with schools requiring significant support and funding to address the SEMH (Social, Emotional, and Mental Health) needs of this cohort and mitigate the risk of permanent exclusions (PEx).

❖ Following introducing processes to gather Post-16 outcomes, we now need to refine these processes to ensure efficient data collection and rigorous data analysis to promptly inform our priorities.

Attendance and impact on attainment: Continuation of positive 5-year trend

➢ Enhancing tracking for CIC and Children known to social care and improving reporting pathways to enable focused and joint support from other services.
➢ Enhancing responsiveness to reduced timetables/suspensions and tracking of Post-16 engagement before Day 43.
➢ Reducing the number of children who are Not on Roll (NOR) and Missing out on Education (PMOE) through collaboration with the Special Educational Need and Disabilities (SEND), Inclusion , Admissions, School Improvement and Sufficiency teams.

Alternative Provision (AP):

➢ Streamlining tracking across services to address overlaps, with a focus on review, attendance, and specific actionable outcomes to ensure all are accessing appropriate education. Focus for all AP to be delivered in/ alongside schools.

Reducing the number of Care Experienced Young People (CEYP) who are Not in Employment, Education or Training (NEET):

➢ Leveraging existing programmes like SPEAR, Skills and Learning and employability initiatives to develop pathways.
➢ Develop capacity for Direct Work with young people to provide consistent and positive support and engagement.

Supporting young people with SEND:

➢ Securing offers early in the academic year before transition points, with a focus on Year 11/Post-16 transitions evidencing closer collaboration with care and education planning.

Training and Capacity Building:

➢ Expanding training offerings for schools and enhancing their capacity to meet the needs of children, particularly in secondary settings where support models change.

Baseline Expectations:

➢ Establishing baseline expectations in collaboration with other services to meet children's needs within school.
➢ Continuing to enhance contributions and communication between education, care planning, and social care engagement.
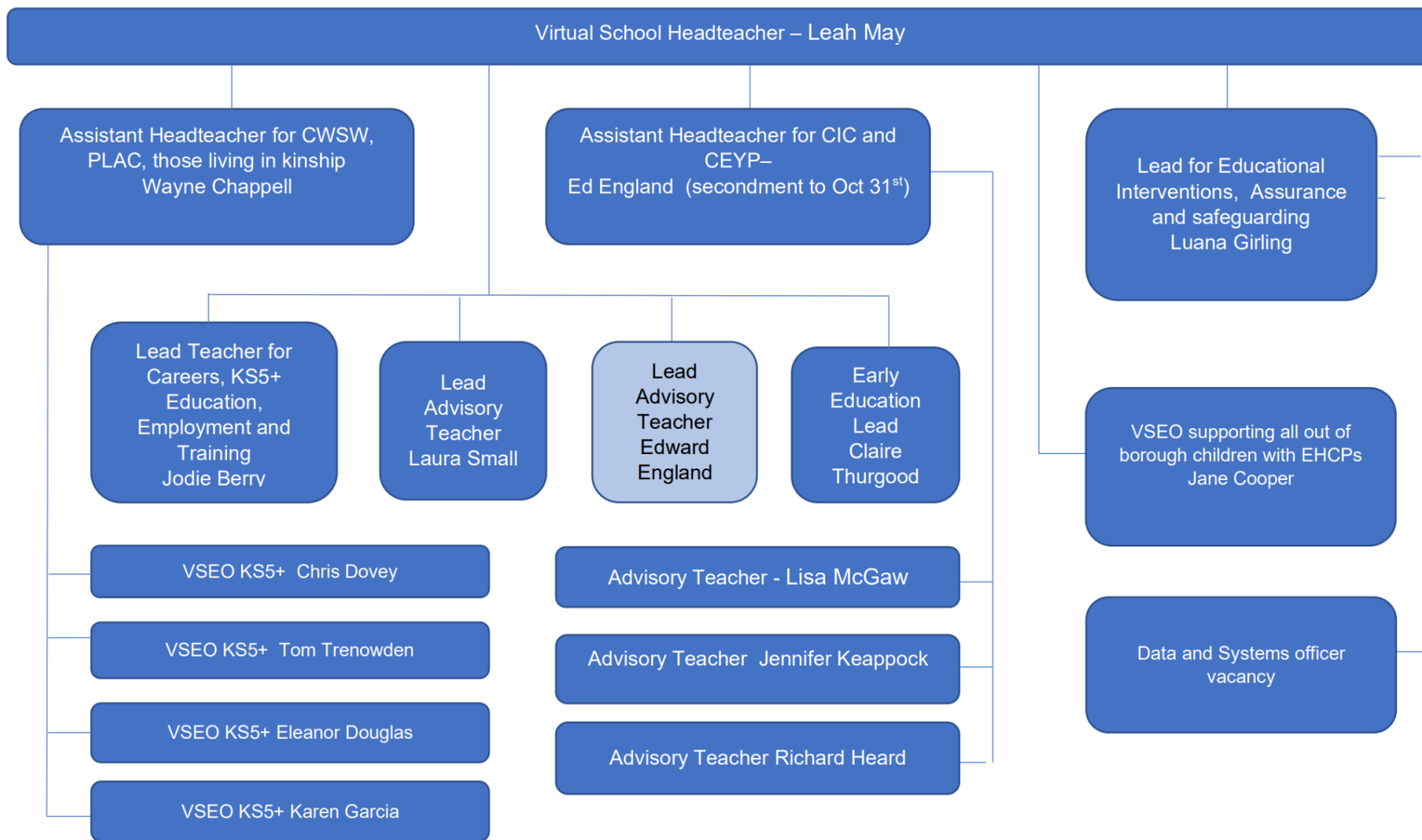
Changing the Narrative:

➢ Ensuring that all language used in documents and records is trauma-informed and child-centred. Through training, develop focus of all schools and professionals on writing directly to the child in line with relational practice.

Over Representation of Children in Care in Youth Justice Service

➢ To implement targeted educational interventions and support systems that reduce the likelihood of Children in Care becoming involved with the Youth Justice System.

Our Team

Virtual School Headteacher – Leah May

Assistant Headteacher for CWSW, PLAC, those living in kinship
Wayne Chappell

Assistant Headteacher for CIC and CEYP–
Ed England (secondment to Oct 31st)

Lead for Educational Interventions, Assurance and safeguarding
Luana Girling

Lead Teacher for Careers, KS5+ Education, Employment and Training
Jodie Berry

Lead Advisory Teacher
Laura Small

Lead Advisory Teacher
Edward England

Early Education Lead
Claire Thurgood

VSEO supporting all out of borough children with EHCPs
Jane Cooper

VSEO KS5+ Chris Dovey

VSEO KS5+ Tom Trenowden

VSEO KS5+ Eleanor Douglas

VSEO KS5+ Karen Garcia

Advisory Teacher - Lisa McGaw

Advisory Teacher Jennifer Keappock

Advisory Teacher Richard Heard

Data and Systems officer
vacancy

The aim is for all children and Care Leavers to experience stable, long-term, and meaningful relationships with Education Officers who support them in sharing their views, engaging with education, and successfully transitioning between educational phases.

There is clear oversight by Education Officers and Management of all children's educational needs, attainment, progress, and attendance. This includes collaboration with wider education, health, and social care services to identify and reduce risks, and to implement timely interventions and support for those not accessing education in the usual way.

The Virtual School, in collaboration with other services, acts as a parental figure, maintaining a committed focus on developing services to ensure that Children in Care, Care Leavers. Post Looked after Children and Children with a Social Worker receive positive educational experiences and provisions.

Attendance

National data 2022/23 for all CIC:
Attendance – 89.8%
PA– 25.7%
SA – 6.5%

How we support:
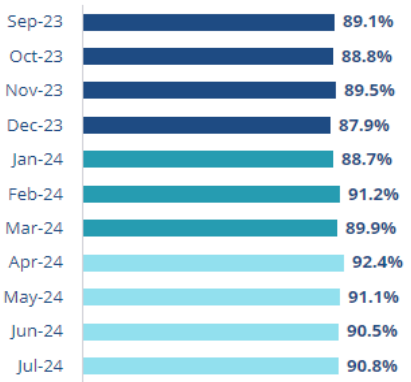
✓ Weekly attendance collection for all Children in our care.
✓ Regular data review to identify trends and areas of concern for timely intervention.
✓ Weekly tracking and plan updates for children not on roll, not in full-time education, severely absent, or attending Alternative Provision.
✓ Fortnightly analysis of Persistent Absence causes and support strategies.
✓ Termly PEP discussions focusing on attendance barriers and providing targeted support for those below 95%.
✓ Feedback and training for Designated Teachers (DTs) at termly network meetings, covering attendance updates, relational policies, coding, and Emotionally Based School Avoidance (EBSA) support.

Impact:

❖ 93% of children attend good or outstanding schools, with 96% in BCP schools.
❖ There is a three-year trend of improved attendance and reduced Persistent Absence and Severe Absence.
❖ Attendance for CIC who have been in care for over 12 months is 10% higher than for those in care for less than 12 months.
❖ Clear 'plan, do, review' weekly monitoring has improved attendance.
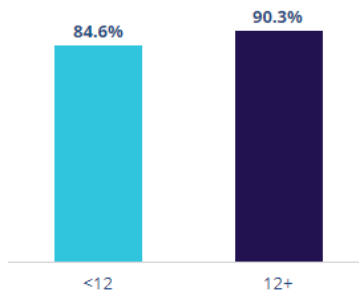❖ Post-16 attendance has stabilised at 80%, up from 78% in the Autumn term of 2023/24.

Month
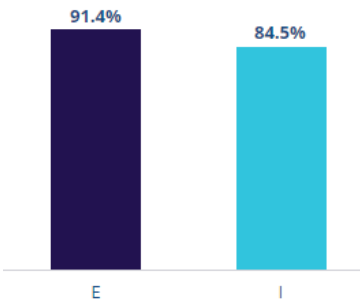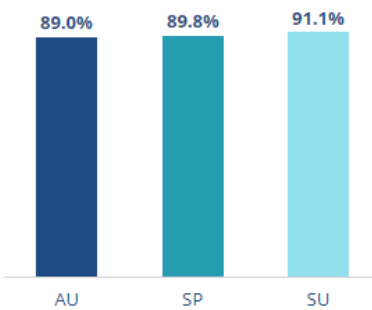
Month	Attendance
Sep-23	89.1%
Oct-23	88.8%
Nov-23	89.5%
Dec-23	87.9%
Jan-24	88.7%
Feb-24	91.2%
Mar-24	89.9%
Apr-24	92.4%
May-24	91.1%
Jun-24	90.5%
Jul-24	90.8%

Months in Care

- <12: 84.6%
- 12+: 90.3%

DfE Eligible 2023-24

- E: 91.4%
- I: 84.5%

Term

- AU: 89.0%
- SP: 89.8%
- SU: 91.1%

Legend: AU, SP, SU

Comparison of BCP Persistent Absence and Severe Absence Data

	Persistent Absence		Severe Absence	
	Number	**%**	**Number**	**%**
2022-23	104	33.12%	32	10.19%
2023-24	96	27.83%	20	5.8%

Next steps:

➢ Monitor trends identified in the Impact Ed report, particularly Year 7 attendance and the extended transition into Year 8.
➢ Continue joint working with SEND, especially for children placed in care in Other Local Authorities (OLA), to ensure timely education access and address SEND sufficiency in BCP.
➢ Collaborate with social care to expedite age assessments for Unaccompanied Asylum-Seeking Children to ensure appropriate education settings.
➢ Maintain focus on improving attendance and reducing the use and duration of reduced timetables and Alternative Provision.
➢ Address KS4 attendance prior to entering care as a key concern, focusing on supporting Children with a Social Worker (CWSW) to improve engagement.

Suspensions and Exclusion

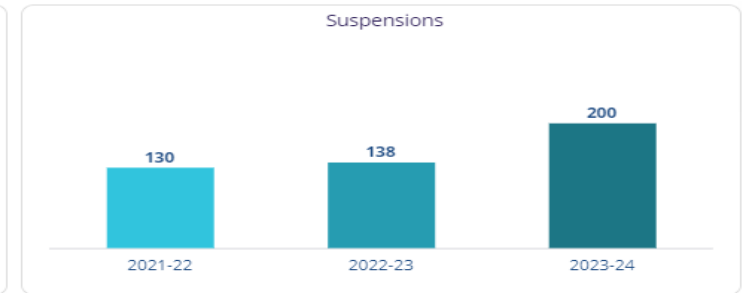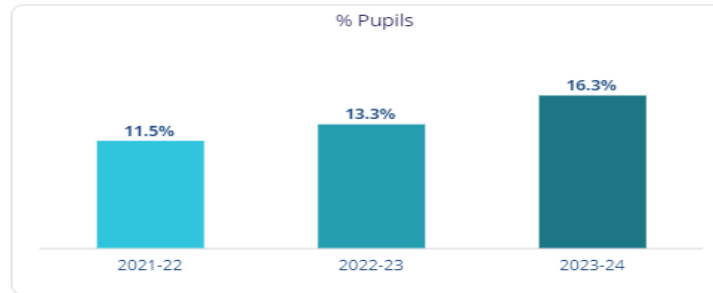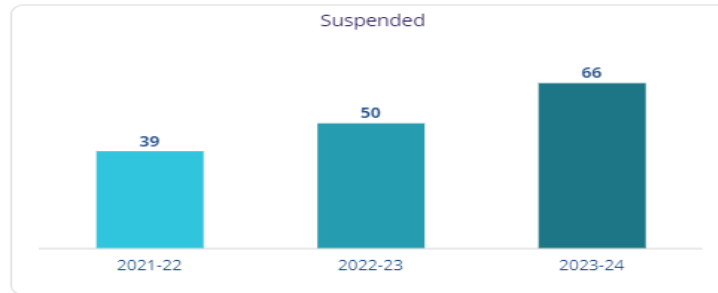**National % of all CIC with at least 1 suspension (21/22 latest available):**

2019/20 – 9.6%
2020/21 – 10%
2021/22 – 12.7%

How we support:

- ✓ Proactively address suspension risks as soon as identified.
- ✓ Use Pupil Premium Grant (PPG) to support trauma-informed interventions and planning in schools.
- ✓ Provide additional funding to schools with high suspension rates to reduce and sustain improvements, with reviews due in January 2025.
- ✓ Prioritise students' well-being and sense of belonging in every PEP discussion.
- ✓ Encourage schools to adopt relational policies to promote positive regulation.
- ✓ Offer trauma and attachment-based training, including the 'Excluded to Included' conference, EBSA, Attachment & Trauma training day, and relational policy development, to better understand the needs of CIC, Post Looked After Children (PLAC), Kinship, and CWSW.

Impact:

- ❖ Increased suspensions were a concerning trend prior to this academic year, reflecting a wider national issue.
- ❖ The Thrive Project, Kingston Maurward College, and in-school interventions with last year's KS4 students have helped reduce repeat suspensions.
- ❖ Schools now consult the Virtual School (VS) regarding suspension or permanent exclusion risks and strategies, leading to more informed decisions.
- ❖ The use of in-school Alternative Provision has increased to meet needs, maintain attendance, and prevent suspensions and exclusions.
- ❖ Suspensions are concentrated in a few schools of concern, where we are working closely to improve practices and reduce repeat suspensions.
- ❖ There have been no permanent exclusions in the past 4 years, indicating successful intervention strategies.

Suspended
| 2021-22 | 2022-23 | 2023-24 |
| 39 | 50 | 66 |

% Pupils
| 2021-22 | 2022-23 | 2023-24 |
| 11.5% | 13.3% | 16.3% |

Suspensions
| 2021-22 | 2022-23 | 2023-24 |
| 130 | 138 | 200 |

Next steps:

- ➢ Continue working with schools of concern, identifying issues in School Monthly Meetings and collaborating with professionals, especially considering leadership changes affecting communication and stability for CIC. Develop a multi-service support plan with schools.
- ➢ Offer proactive training to schools to create a culture where suspensions are rare, empowering teachers to build belonging and community. This includes the 'Excluded to Included' conference, DT networks, Relational Policy development, and Motivational Interviewing.
- ➢ Establish processes within BCP LA to provide funding for schools to proactively plan support and interventions onsite, improving engagement and preventing suspensions.

BCP Council

CIC not accessing full-time education

How we support:

- ✓ Monitor and assess all children not in full-time education or those with AP as part of their education package through a weekly Assess, Plan, Do, Review tracking process.
- ✓ Work closely with the Inclusion team to arrange education and wider services, ensuring provision for children not on roll or on reduced timetables, while focusing on reintegration into formal education to prevent missed learning.
- ✓ Ensure all AP occurs within schools, with a focus on reintegration into full-time education.
- ✓ VSEOs are involved in planning additional education away from the standard offer and assess the associated risks for those with higher needs.
- ✓ Local AP is accessed via an accredited AP list. For AP outside BCP, SEND teams in other LAs, local schools, and Virtual Schools are consulted on quality and reliability.
- ✓ AP is arranged through schools, often funded with PPG+, unless a young person has moved and is temporarily without education, in which case the Virtual School supports implementation.

Impact:

- ❖ The Virtual School understands the needs of all children and Care Leavers accessing AP, their objectives, and ensures progress in engagement, reintegration, and academic achievement.
- ❖ There is a stronger emphasis on collaboration between education and wider services, including SEND and Inclusion, through weekly tracking and Children of Concern meetings, focusing on reintegration, reengagement, and academic progress to reduce risk.
- ❖ There is a clearer focus on delivering AP in schools where possible, with accredited outcomes and reintegration into Ofsted-registered provision where appropriate.
- ❖ The PEP process and document have been developed to monitor and assess AP and reduced timetables, concentrating on reintegration and outcomes.
- ❖ PPG+ is used to address the specific needs of children and Care Leavers, based on clearly identified outcomes and a needs-driven funding model.
- ❖ BCP AP providers are included in the training offer and collaborate with the VS to build positive relationships and are invited to attend PEPs.

NOR by Year Group

PMOE by Year Group
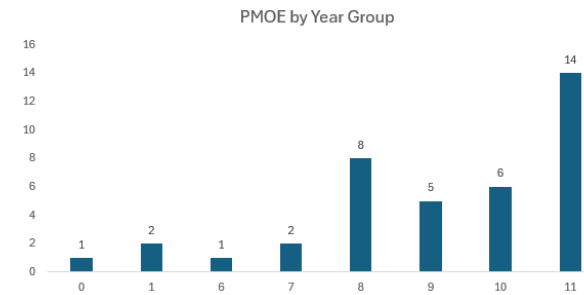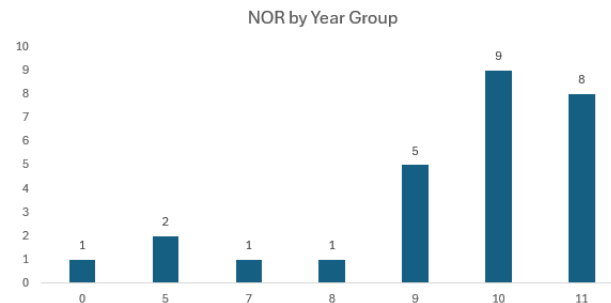
Next steps:

- ➢ Increase number of school's successfully developing 'in house' AP & support AP taking place in the school environment
- ➢ Attendance tracking of AP engagement continues refinement through Welfare Call
- ➢ Work with colleagues on sufficiency in SEND to develop Specialist education places in areas of concern

Attainment

How we support:

- ✓ Rigorous data collection in every PEP tracks attainment targets, progress, strengths, and areas of underachievement.
- ✓ An 'on track / not on track' system has been developed for quick identification of concerns and timely intervention.
- ✓ Termly data analysis identifies trends in core subjects by Key Stage and year group for individuals and groups.
- ✓ Weekly reviews of children not receiving full-time education use the APDR cycle to assess academic objectives and impact on attainment.
- ✓ Virtual School Education Officers (VSEO), phase meetings, and SLT reflections focus on children and cohorts identified as 'not on track' to target interventions and development.
- ✓ Learning and attainment priorities for the upcoming term are shared with the team and DTs for discussion in PEPs.
- ✓ Intervention ideas are explored and shared in Team Meetings and DT Networks.
- ✓ Previous assessment data informs the setting of aspirational outcomes and supports intervention, aiding VS data outcome setting for assessment year groups.

Impact:

- ❖ Cohort overview of attainment for each year group, starting from the earliest data point, supports a focus on aspirational outcomes.
- ❖ Improved GCSE and KS2 outcomes compared to predictions.
- ❖ Enhanced accuracy of predicted outcomes, enabling timely, targeted support.
- ❖ Significant increase in the number of CIC taking GCSEs.
- ❖ Priority given to maintaining attendance in registered provisions, with a focus on in-school AP, not offsite.
- ❖ Secure exam centres for those in AP to ensure they can sit qualifications.
- ❖ Improved access to college and reduced risk of NEET, supporting Post-16 engagement and outcomes.
- ❖ Reduction in time missed from education following placement moves requiring a school change.

Accelerated Progress Example: Current Year 7 – in care for 4 years

- Child did not meet Early Learning Goals (ELG) /Word reading ELG before entering care
- Passed phonics (32/40) with minimum pass mark
- 114 – working at Greater Depth attainment (GDS) reading in KS2 SATs
- Provision: Weekly and regular ReadingPlus, Lexia and Third Space Learning (maths), spelling interventions in small groups, weekly art therapy and rigorous data collection by school (termly evidenced in PEP), attuned adults in school, sensory tools to support focus in classroom

Next steps:

- ➤ Develop a system for full oversight at the whole case level, enabling VSEOs to easily track progress term by term and identify timely intervention needs.
- ➤ Use the Get Information About a Pupil (GIAP) system to backfill prior attainment data for new to care children, supporting aspirational goals, appropriate challenge, and improved progress tracking.
- ➤ Continue developing the use of current attainment and contextual information in termly PEPs to better inform understanding of predictions.
- ➤ Develop a methodology for more accurate outcome predictions, allowing rigorous challenge to schools where a child may be underperforming relative to their potential.

Early Years Foundation Stage (EYFS) and Phonics

BCP Council

How we support:

- ✓ First PEPs are held in the term following a child's second birthday.
- ✓ Support and guidance are provided to Children's Social Care (CSC) and Foster Carers to secure high-quality early years provision.
- ✓ Assistance is offered with funding queries and eligibility.
- ✓ PPG+ is used to fund additional hours for children in the academic year before starting school when foster carers are not eligible for 30-hour funding.
- ✓ A multi-agency approach ensures strong links between the VS, Early Years Team, Portage, Health, and SEND teams.
- ✓ VSEO attends Early Years (EY) Forums and South East VS networks.
- ✓ Support is provided during transitions to new settings or school, with enhanced transition plans.
- ✓ Oversight is given to school applications for all children starting reception.
- ✓ Phonics PPG funds recommended strategies, including daily focus readers, catch-up phonics interventions, small group or 1:1 teaching, Letter Box Club, and Lexia.
- ✓ Phonics is a focus in PEPs for children in reception/Year 1, with specific goals.
- ✓ The EYFS PEP has been reviewed and amended to align with Statutory School Age (SSA) to ensure consistency and Reception cohort now use the SSA PEP as this template was more appropriate for teachers to add specific reading, writing and maths feedback, with an added EYFS attainment section.

Impact:

- ❖ Early identification of need is effective, with three children currently being considered for EHCPs after early years provisions and a graduated response.
- ❖ Strong communication between multi-agency teams ensures regular sharing of information, practices, and guidance.
- ❖ Access to 30 hours of high-quality early years provision in the year before starting school has led to positive transitions, with schools noting successful outcomes like "child X transitioned to school brilliantly and is on track to meet Good Level of Development (GLD)."
- ❖ PEPs are of high quality, ensuring comprehensive support for children.
- ❖ Children access education at the earliest opportunity, promoting timely engagement and development

Outcomes 2023/24

5 out of 9 (56%) eligible children met Good Levels of Development

2 out of 6 children in Year 2 achieved the pass mark in Phonics retake.

9 out of 12 (75%) eligible children and 13 out of 18 (75%) all CIC in Year 1 achieved the Phonics pass mark.

This is above the national average (59%), South West (51%), and BCP (50%).

Next steps:
- ➢ All VS and school staff receive training on the importance of early Speech, Communication and Language Needs(SCLN) identification and intervention.
- ➢ Implement the SLCN action plan and VS EYFS/Primary Team complete WellComm training on SkillGate
- ➢ Writing to the child using strengths-based language and avoiding stereotypes and labels to focus professionals on strengths-based support and outcomes

KS2 Outcomes

BCP Council

How we support:
- ✓ Work closely with schools and hold them accountable (via PEP and Quality Assurance (QA) feedback) for reporting attainment and progress, particularly for children undergoing transitions.
- ✓ Ensure new schools are aware of prior attainment and the support needed.
- ✓ Rigorous data collection in every PEP to review progress and attainment for timely support .
- ✓ Use PPG in a targeted way to enhance intervention opportunities.
- ✓ Track prior attainment to focus on both factual and aspirational outcomes, understanding underlying ability, and challenging schools if targets are reduced.
- ✓ Increase focus on specific learning and teacher feedback to ensure PEP goals are meaningful and drive progress.
- ✓ Use data outcomes to inform support during the transition to Year 7, holding early PEPs to discuss all data from the child's education journey.
- ✓ Maintain focus on access arrangements within schools and advocate for when required.
- ✓ For children disapplied from SATs, attainment and progress data is still collected, analysed, and used to inform support.
- ✓ Understand the context of our cohorts, including SEN, In Borough (IB)/Out of Borough (OB) and placement moves.
- ✓ In 23/24, data-driven focus on Maths interventions for the Year 6 cohort.

Impact:
- ❖ Early PEPs (within 20 days) have facilitated shared understanding and quick interventions, such as fast-tracking students into support for SATs and KS3 readiness, even if they don't meet the school's usual thresholds.
- ❖ Improved access arrangements and identification of SEND have better supported individual children's needs.
- ❖ A wider understanding across the multi-agency team has maximised children's academic potential.
- ❖ Data is used to inform future support and maintain an aspirational focus on outcomes.
- ❖ Data-driven identification of opportunities for accelerated learning, considering placement stability and cognitive aptitude, has enhanced educational progress.
- ❖ A planned focus on Maths intervention for the cohort has significantly increased attainment in the 2023/24 outcomes.

Lower outcomes in 23-24, compared to 22-23, are in line with predictions for the 23-24 cohort based on prior attainment.

% Children who achieved their expected outcome:
Reading 69% Writing 65%, Maths 69%

- No. of children who **exceeded expectations:** 6 – children Reading (18%), 2 children Maths (6%), 2 children Writing (6%)
- No. of children who **did not meet Age Related Expectations (ARE)** when predicted to: 3 (9%) children in each core area.

2022/23

% met Reading	% met Writing	% met Maths	% met GPS	% met Science	% met RWM
65%	55%	40%	45%	63%	35%
75%	63%	44%	56%	67%	38%

2023/24

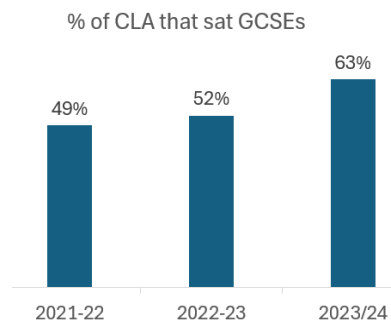| % met Reading	% met Writing	% met Maths	% met GPS	% met Science	% met RWM
40%	30%	50%	40%	50%	23%
50%	35%	50%	46%	46%	27%

Next steps:
- ➢ Use the GIAP system to backfill prior attainment data for new-to-care children, enabling aspirational support, appropriate challenge, and better tracking of progress.
- ➢ Systematically use KS2 outcomes to provide context for progress and attainment through to GCSEs.
- ➢ Further develop understanding of the cohort's context earlier, recognising the impact of Early Learning Goals (ELG)/GLD and phonics on subsequent attainment outcomes, to enable early intervention.
- ➢ Continue to develop the use of current attainment and contextual information (on a termly basis) in PEPs to inform understanding of predictions.
- ➢ Develop a methodology for predicting outcomes more accurately, leading to timely intervention and support for individual children and cohorts.

GCSE

How we support:
- ✓ Hold schools accountable for reporting student achievement and progress, particularly for children transferring schools or entering care during Key Stage 4.
- ✓ Collect rigorous data in every PEP to track progress.
- ✓ Use PPG for interventions like tuition to address learning gaps and accelerate progress.
- ✓ Track and utilise prior attainment to effectively target and challenge schools.
- ✓ Focus on specific academic feedback to ensure PEP goals are meaningful and drive progress.
- ✓ Start post-16 transition work early to reduce the risk of NEET.
- ✓ Maintain focus on access arrangements within schools and advocate for them when necessary.
- ✓ For children not in registered provision, collect, analyse, and use attainment and progress data to inform support and access to assessment.
- ✓ Advocate for access to Functional Skills qualifications for those not in school to ensure post-16 educational opportunities.
- ✓ Understand the context (EHCP, placement moves) of each Year 10/11 cohort to provide proactive support.

Impact:
- ❖ There has been a year-on-year increase in the number and percentage of children taking GCSEs, reflecting improved academic engagement.
- ❖ A sharp focus on keeping children in registered provisions and AP has ensured better access to GCSEs.
- ❖ A wider understanding across the multi-agency team has effectively supported children's educational aspirations.
- ❖ The commissioned mentoring programme has led to a reduction in RON.
- ❖ Data-driven support for children entering care in KS4, with prior attainment information shared with new provisions/APs, has enhanced their educational continuity.
- ❖ Improved access arrangements have better accommodated individual needs.

GCSE comparisons for eligible CIC:	BCP 2023/24	National 2022/23 (latest available)
4+ Eng & Maths	24%	20%
5+ Eng & Maths	15%	9.5%

% of CLA that sat GCSEs

2021-22	2022-23	2023/24
49%	52%	63%

86% of Year 11 CIC in BCP schools sat GCSEs in English and Maths

	2021/22			2022/23			2023/24		
	All LAC	Eligible	Not Eligible	All LAC	Eligible	Not Eligible	All LAC	Eligible	Not Eligible
No of pupils	45	25	20	62	44	18	73	48	25
% that took GCSES	49%	60%	35%	52%	59%	42%	63.0%	72.9%	44.0%
4+ Eng OR Maths	27%	44%	5%	28%	37%	11%	27.4%	31.3%	20.0%
4+ Eng AND Maths	11%	20%	0%	18%	24%	5%	17.8%	20.8%	12.0%
5+ Eng OR Maths	16%	28%	0%	17%	22%	11%	20.5%	22.9%	16.0%
5+ Eng AND Maths	7%	12%	0%	10%	15%	5%	11.0%	12.5%	8.0%
National 4+ Eng AND Maths	20.9%	22.1%	15.6%	18.7%	20.0%	12.1%			
National 5+ Eng AND Maths	10.4%	11.0%	7.5%	9.1%	9.5%	6.6%			

Next steps:
- ➢ Systematically use GIAP to backfill prior attainment data, enabling aspirational support, appropriate challenge, and better tracking of progress.
- ➢ Systematically use KS2 outcomes to provide context for progress and attainment through to GCSEs.
- ➢ Develop a deeper understanding of the cohort's context year on year to inform support and interventions.
- ➢ Continue to incorporate current attainment and contextual information (on a termly basis) in PEPs to enhance predictions.
- ➢ Develop a methodology for predicting outcomes with greater accuracy to guide intervention and support.

Post 16 Outcomes

How we support:
- ✓ Monitor children and Care Leavers at risk of withdrawal and poor attendance in Post-16 settings.
- ✓ Develop processes with local colleges to ensure that any decisions to withdraw or warnings provided to children are communicated to the VS and PA, enabling collaborative planning and support.
- ✓ Reengage students through direct work.
- ✓ Ensure Post-16 CIC and Care Leavers have stable relationships with Education Officers to improve access to information and guidance over time.
- ✓ Use PPG+ funding for Maths/English tuition, alternative courses, and addressing EET barriers to maintain engagement and confidence.
- ✓ Provide transition support from SSA to Post-16, attend Year 11 PEPs, and support the Risk of NEET programme, ensuring continuity of engagement and progress during the transition between Year 12/13 and 14.

Impact:
- ❖ In 2023/24, 63 young people (58%) passed from Entry Level to Level 3/A Level, up from 10 in 2022/23. Additionally, 11 young people (10%) are continuing their studies, and 32% withdrew.
- ❖ 19 young people are studying at university, reflecting increased higher education engagement.
- ❖ 95% of Year 11 students progressed into Post 16 EET destinations for 2023/24, showing effective transition support.
- ❖ Promptly addressing weekly attendance concerns has reduced college withdrawals.
- ❖ Transition support starting in Year 11 has fostered positive, stable relationships with Education Officers, aiding smoother transitions.
- ❖ Enhanced tracking processes ensure accurate destination data and reduce unknown statuses.
- ❖ PPG+ funding enabled 12 UASC young people placed out of borough to attend ESOL provision when college courses were full, ensuring continued education.
- ❖ Clear distinction between NEET, EET, and meeting the Duty to Participate provides accurate status data, improving support and planning.
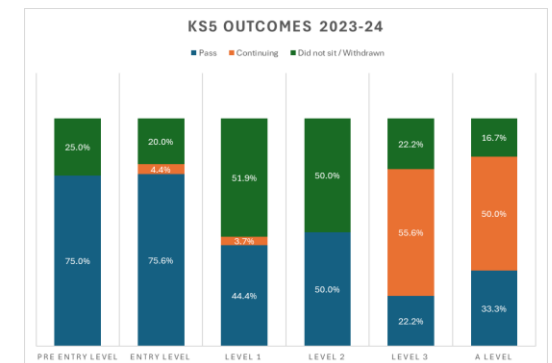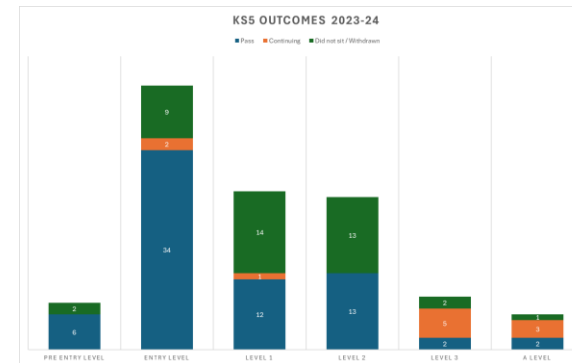
Year 12 and 13 SEND

- EHCP 23%
- SEN K 17%
- No SEN 60%
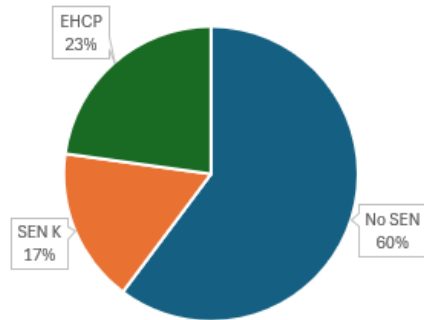
Year 12 and 13 NEETs
- 20/47 have SEND
- 12 EHCP
- 8 SEN K

Support in collaboration with SEND, attend annual reviews and ensure needs are met in provisions through PEP/ EET meetings

KS5 OUTCOMES 2023-24

KS5 OUTCOMES 2023-24

Next steps:
- ➢ Work with children, Care Leavers, and colleges to address challenges around the collection of attendance and achievement data, considering Data Protection regulations and information-sharing agreements.
- ➢ Focus on access to Level 3 and Higher Education aspiration and experience from an earlier age
- ➢ Embed termly tracking of 'on track/not on track' outcomes at an individual child level to identify concerns and intervene promptly.
- ➢ Utilise the GIAP system to backfill prior attainment data, enabling aspirational support, appropriate challenge, and better tracking of progress.
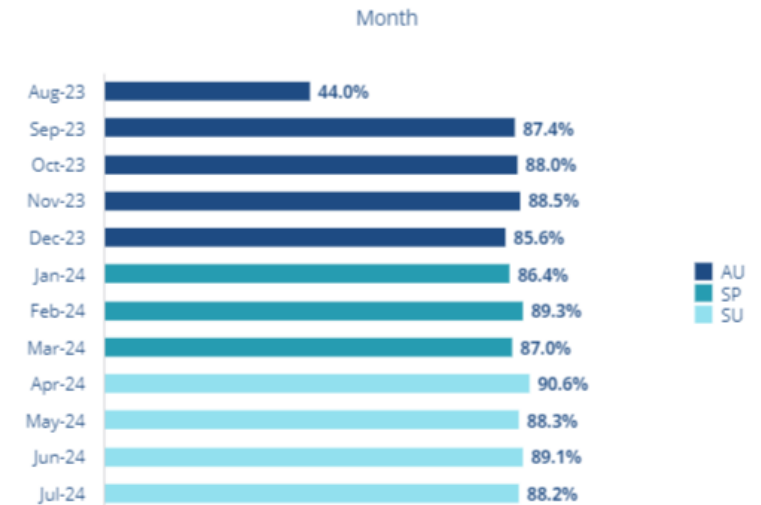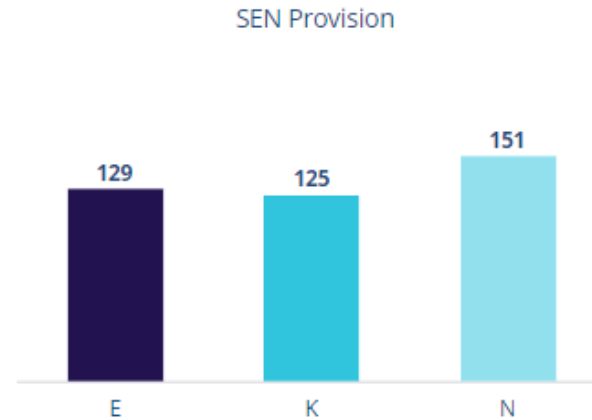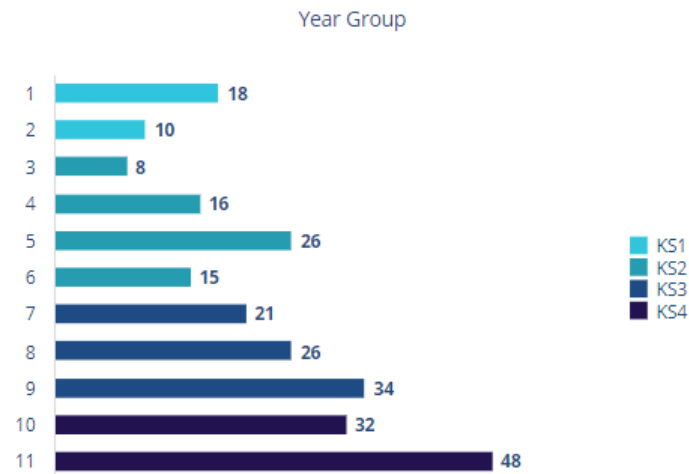
SEND Overview

- ✓ There are 316 children in our care who have SEND.

- ✓ 177 children and Care Leavers have EHCPs in Reception to Year 14 (107 Statutory School Age (SSA) and 70 Post 16/18).

- ✓ This is a similar percentage of SEND compared to previous years

SSA (R to Year 11) with EHCPs = 129

- 66% of SSA with an EHCP have Social, Emotional & Mental Health Needs (SEMH) identified as the primary need
- 34% have complex needs - Moderate Learning Difficulties (MLD), Autistic Spectrum Condition (ASC), SLCN, physical and profound/ severe).

Year Group

Year	Count	KS
1	18	KS1
2	10	
3	8	
4	16	KS2
5	26	
6	15	
7	21	KS3
8	26	
9	34	
10	32	KS4
11	48	

SEN Provision

E	K	N
129	125	151

Month

Month	%
Aug-23	44.0%
Sep-23	87.4%
Oct-23	88.0%
Nov-23	88.5%
Dec-23	85.6%
Jan-24	86.4%
Feb-24	89.3%
Mar-24	87.0%
Apr-24	90.6%
May-24	88.3%
Jun-24	89.1%
Jul-24	88.2%

Legend: AU, SP, SU

For CIC with an EHCPs not in full time education:
- 20 NOR with SEND - 18 EHCP, 2 SEN Support
  - 16 were attending Alternative Provision (14 EHCP and 2 SEN Support)
  - 14 living in OLAs
- The 2 children with EHCPs and no provision, both had consultations for AP / school place at July 24.

For CIC with an EHCP at SSA:
- 78% have been in care for 12mnths+
- 49% live in OLA vs 51% live in BCP
- 43 Female and 86 Male
- 66% list SEMH as primary need

For CIC with EHCP in Schools with a Requires Improvement (RI) rating =10 children
- 1 in Primary, 9 in Secondary
- 6 in specialist provision
- 3 in BCP provisions, 7 in OLA provisions
- For 9 placements, either schools were not RI when placed or child was attending school before entering care

Impact:
- ❖ Schools contacting the Virtual School outside PEP meetings for EHCP support has led to early barrier resolution, reducing exclusions and meeting children's needs.
- ❖ Retaining SEND files until plans are finalized has minimized delays in securing school places, ensuring educational continuity, especially for children moving across boroughs.
- ❖ Supporting schools in meeting statutory duties, applying the Graduated Response, and identifying needs early has resulted in timely and effective interventions.
- ❖ The Virtual School and social workers' focus on addressing unconscious bias has ensured accurate identification of SEND needs in CIC, leading to appropriate support.
- ❖ Collaboration between education and social care professionals has provided consistent support for CIC, reducing absences and suspensions.
- ❖ Considering the educational impact of placement moves for CIC with EHCPs has ensured smoother transitions, especially for out-of-area placements, leading to better stability and continuity.
- ❖ Improved SEND knowledge among Social Workers, Personal Advisors (PA), and DT teams has facilitated early identification and support for CIC, enhancing their educational experiences and outcomes.

How we support:
- ✓ The Virtual School collaborates with BCP SEND and other LA SEND colleagues to ensure timely provision for CIC with EHCPs.
- ✓ A dedicated SEND VS Officer oversees support and acts as the central contact for CIC moving or living in OLA.
- ✓ PPG+ funds additional educational support, including timely alternative provision following care placement changes, to minimise time out of education during consultation periods.
- ✓ Carers receive advice on EHCP and SEND support from the VS
- ✓ Educational Psychologists (EPs) work with the VS to provide online support for carers and DTs.
- ✓ Additional transition support is offered at Year 6 and Year 11, focusing on early transition reviews.
- ✓ The Virtual School attends SEND EHCP, Education, Health and Care Needs Assessment (EHCNA, and post-16 panels to advise on CIC matters and contribute to statutory advice for EHCNA and quality assurance alongside SEND.

Progress across all year groups from Years 1 to 10 for children with an EHCP:

- 66% made expected or better progress across all areas in Summer 24.
- 61.2% made expected or better progress in core subjects (English, Reading, Writing, Maths) in Summer 24
- 26.5% made ARE/ Grade 4 GCSE above across all areas in Summer 24
- 12.72% were ARE/ Grade 4 GCSE or above in core subjects (English, Reading, Writing, Maths) in Summer 24

- Students did not make expected progress for a variety of reasons including placement and school moves, missing episodes and delay in finding education to be able to meet needs of our more complex cohort.
- Tuition and mentoring schemes are implemented to support our cohort achieve a well-balanced curriculum when there are delays in sourcing new education provisions.

Next Steps:
- ➢ **Embed Processes**: Integrate Inclusion, SEND, and VS processes for identifying and providing AP for children and Care Leavers under EHCNA, especially when schools cannot meet needs or in cases of school avoidance.
- ➢ **Clarify Roles**: Create an overview of roles within social care, VS, and SEND for children and Care Leavers moving out of the LA to ensure clarity and avoid delays.
- ➢ **Review Support**: Assess VS support for children and Care Leavers with Profound and Multiple Learning Difficulties (PMLD), supporting the Child Health and Disability (CHAD) team and those in specialist residential settings or living with parents, to ensure the PEP process adds value.
- ➢ **Prioritise CIC**: Ensure CIC are prioritised for EHCNA, assessments, and consultations to prevent delays and loss of information during care placement moves.

UASC

How we support:
- ✓ A dedicated VSEO works with provisions and social care to support UASC in and out of education.
- ✓ Online and face-to-face tuition is provided for UASC unable to access provision due to college entry points.
- ✓ Training for educational provisions is offered through International Rescue/Healing Classrooms.
- ✓ Twice-monthly 333 Drop-in sessions (Club Class) assist with accessing EET opportunities and cultural induction.
- ✓ Cultural and group activities foster community and relationships - FTY Lab, Durdle Door, cricket, Jamie's Farm residential, and the UASC football team
- ✓ UASC are invited to university visits to promote aspiration.
- ✓ The VSEO attends Further Education Colleges weekly for drop-in sessions and to collaborate on engagement, attendance, progress, and support.
- ✓ The Seed to Plate programme aids wellbeing and cultural induction.
- ✓ PPG+ focuses on ESOL needs and college support when places are available.
- ✓ We work with schools and colleges to support religious/cultural festivals.

Impact:
- ❖ At SSA, all current UASCs are enrolled in school full-time.
- ❖ The percentage of UASC who are NEET has significantly decreased from 45% in April 2023 to 18% in November 2024 for Year 12 and 13. Currently, only 2% of 16-17-year-old UASC are NEET, though this number fluctuates as they enter care.
- ❖ 90% of all UASC enrolled in ESOL courses have achieved 2 or more qualifications in functional skills and/or personal development, highlighting their academic progress and skill development.
- ❖ 93% of UASC and Care Leavers enrolled in ESOL courses were retained in their education settings and are either continuing or progressing to the next level of study, indicating strong retention and progression rates.
- ❖ BCP College now offers continuous entry up to the February half-term, providing greater flexibility and access to education for UASC.
- ❖ The time taken to apply for and access college has improved significantly: in 2022, the average time after entering care until enrolment was over 60 days; by 2024, this was reduced to 15.4 days, ensuring quicker access to education.
- ❖ Upon entering care, all UASC are provided with access to an online learning programme and app, facilitating immediate educational engagement..

Next steps:
- ➢ Continue to expand partnerships with local organisations to provide additional resources and support services for UASC.
- ➢ Develop ESOL programmes with alternative providers to offer accredited outcomes for UASC outside the normal entry points for local colleges.
- ➢ Continue to create and implement enrichment projects and activities to enhance ESOL learning.
- ➢ Create a film for UASCs explaining their entitlements and introduce support.
- ➢ In collaboration with Children's Social Care, design a UASC induction programme to offer cultural orientation support for all UASCs entering care.
- ➢ Explore options with colleges for access to vocational courses alongside ESOL.

83% passed GCSE/ FS Maths 90% passed ESOL English course

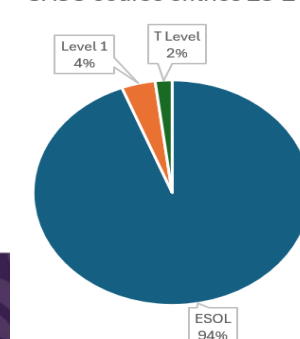**Reduction in UASCs (age 16-17) who are NEET from 17% to 10% from end of Nov 23 to 24.**

UASCs by Year group

1	7	29	37	33
10	11	12	13	14
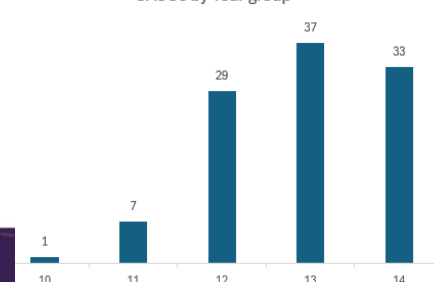
107 UASCs by year group

UASC course entries 23-24

Level 1 4%
T Level 2%
ESOL 94%

BCP Council

How we support:
- ✓ Termly PEP meetings support EET progression, NEET reengagement, needs assessment, and ensure children and Care Leavers' views are central to planning with social care and education providers.
- ✓ Reengagement through direct work: Education Officers engage with children, Care Leavers, carers, and housing providers, offering Impartial Advice and Guidance (IAG) for NEET and tailored reengagement projects.
- ✓ Collaborative partnerships: Use Post-16 funding to create bespoke offers with local providers.
- ✓ Attendance monitoring: Track Years 12 and 13 attendance for timely intervention and course completion.
- ✓ College-based support: Weekly staff presence in key colleges for CPD, student support, and drop-in sessions.
- ✓ Enhanced access: Use PPG funding for Maths/English tuition, alternative courses, and EET barrier solutions (e.g., mentoring, work experience).
- ✓ Transition support: SSA to Post-16 summer transition, attendance at Year 11 PEPs, and Risk of NEET programme.
- ✓ Network engagement: Engage in professional networks and collaborate with the Participation Team to integrate youth perspectives.

Impact:
- ❖ Exclusions and withdrawals by Day 43 decreased from 16 in 2021-22 to 6 in 2023-24, indicating improved retention and behaviour.
- ❖ Education planning and support on PEPs have enhanced Pathway Plans, leading to more effective educational strategies.
- ❖ Increased participation in drop-in sessions at the Hub has provided greater support and resources, contributing to well-being and academic success.
- ❖ Enhanced communication with DTs, social workers, colleges, providers, and carers has resulted in tailored support for Years 12, 13, and 14, improving outcomes and personal development.
- ❖ Trauma-Informed Practice training has increased awareness in colleges, fostering collaborative support and reducing dropout rates.
- ❖ The RON Programme, starting in Years 10, 11, and Autumn Term Year 12, has resulted in lower dropout and NEET rates, ensuring smoother transitions and continued engagement.
- ❖ Direct work has reduced the NEET figure demonstrating effective interventions.
- ❖ More children and Care Leavers have reengaged and are progressing to course enrolment, showing improved engagement and prospects.
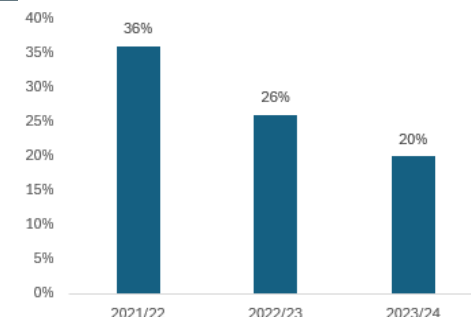
Average post-16 attendance for 2023-24	78.55%

NEETs age 16/17 – reduced from 22% in September 24 to 18% currently

12 children and CL in Years 12 and 13 transitioned into EET since September this academic year.

95% sustained destinations past Day 43 compared to 89% in 2022/23.

NEETs in Years 12 and 13

	2021/22	2022/23	2023/24
	36%	26%	20%

Next Steps:
- ➢ Further develop the NEET reduction strategy as part of the LA's local offer and VS contributions.
- ➢ Create tailored programmes for NEETs and UASCs to prepare for reengagement and EET with neighbouring VS.
- ➢ Identify CIC and CLs with higher education aspirations early, offering personalised plans with academic and wider support.
- ➢ Conduct weekly reviews to track AP engagement, progress, and EET involvement.
- ➢ Partner with local providers (e.g., B&P College, Kingston Maurwood College, Seed to Plate) to create flexible programmes for NEET youth, including vocational pathways.
- ➢ Work with education providers to design tailored programmes for NEET children and Care Leavers, including alternative and vocational training with rolling enrollment opportunities.

Care Leavers

BCP Council

How we support:

- ✓ Recruitment of KS5, Care Leavers and Careers Lead
- ✓ Extended Care Leaver offer to age 21/25 with bi-annual EET meetings for Year 14 and annual contact for Year 15, regardless of location.
- ✓ Joint tracking with Personal Advisors (PA) on Mosaic for a unified data source.
- ✓ Increased partnerships for EET access, including work experience and employment opportunities.
- ✓ Weekly drop-in sessions at 333 for Care Leavers to support EET engagement and ambition.
- ✓ Weekly/fortnightly college visits with attendance review meetings.
- ✓ Training programme for PAs on employability, funding, and higher education support.
- ✓ PPG used to support EET, NEET opportunities, work experience, apprenticeships, and further/higher education.

Impact :

- ❖ PAs attend PEP and EET meetings for all Care Leavers in Years 13 and 14.
- ❖ Joint work with the Participation Team ensures authentic young person input to develop services, offers, and individual support.
- ❖ Education/employment planning in Pathway Plans identifies and supports needs, views, and goals.
- ❖ NEET rates for Care Leavers in Years 13 and 14 have reduced.
- ❖ Increased engagement for Year 15, with better response to contact and drop-in sessions at 333.
- ❖ Engagement with John Lewis partnership Happier Futures led to work experience provision and interview success.

Currently there are 19 Care Leavers studying at University at Undergraduate and Masters level

" …is a truly exceptional student who is currently completing a Masters in Nuclear Physics as the University of Manchester which he started in September 2023. … achieved a 1st class honours degree (highest in his year) for his undergraduate degree in Biomedical Engineering from the University of Hull.

Continued support throughout HE by consistent Education Officer to advocate for securing additional financial support from PPG funding."

Next steps:

- ➢ Encourage CIC and CLs to aspire to Higher Education pathways early, offering exposure through visits, careers advice, and personalised plans with academic and wider support (finance, housing). Aim for 7% of CLs in Higher Education by 2026.
- ➢ Consistent presence at Insight and Care Leaver events to build relationships and maintain visibility with children and Care Leavers.
- ➢ Develop partnerships and employment opportunities with organisations like Waitrose and within Local Authority Services.

PEPs

How we support:

- ✓ Use an online PEP/EET system with Welfare Call.
- ✓ PEPs/EETs are held termly for CIC from 2.5 to 17 years and Care Leavers in Years 13 and 14, with VS attendance at all PEPs/EETs for Years R to 14.
- ✓ All PEPs focus on attendance, attainment, progress, academic reviews, targets, and PPG allocation.
- ✓ Post-18 EETs focus on training, employability, and reducing NEETs.
- ✓ Termly reviews at DT Networks and social care team meetings focus on improving PEP completion and development.
- ✓ Regular PEP training for new SWs and DTs.
- ✓ All PEPs are quality assured by an independent Virtual School Officer, with feedback for improvements.
- ✓ PEP/EET reviews PPG impact using the EEF Menu of Approaches to inform future spending for Statutory School Age and Post-16, both in (EET) and out of (NEET) education, employment, or training.
- ✓ PEPs are developed and reviewed based on data requirements and DT feedback.

Impact:

- ❖ Improvements in social care contributions on PEPs, especially within the CIC team.
- ❖ 98% of PEPs were completed on time in the Summer, and 99% in the Autumn term.
- ❖ 97% of PEPs completed by DTs are of 'good' quality.
- ❖ All PEPs include attainment and teacher feedback to inform targets.
- ❖ PEPs are independently Quality Assured with additional QA from SLT and other VS Heads.
- ❖ The DT mentor identifies and supports schools with PEP quality issues, leading to improved DT contributions.
- ❖ Colleges now complete PEPs for Post-16, with positive improvements in tutor feedback and target focus.
- ❖ Pupil Premium is showing improved impact.
- ❖ The PEP has evolved to provide precise attainment, progress, attendance, and SEMH information, ensuring PPG+ is ringfenced and needs-driven.

At the end of 2021-22, 83% of PEP contributions by DTs were rated good or better. This has consistently improved year on year, reaching 97% by the end of 2023-24.

Supporting DTs to improve teacher feedback has led to SMART targets based on student progress and needs, incorporating child feedback and effectively using PPG+.

	Autumn term	Spring term	Summer term
	% total PEPs red at final QA	% total PEPs red at final QA	% total PEPs red at final QA
Total % of PEPs rated as red	25%	22.9%	17%
Social Worker contribution is reason for red rating	22%	15%	14%
DT contribution is reason for red rating	8%	8%	3%

Next steps:
- ➢ Implement an escalation system for non-completion of PEPs/EETs by social care.
- ➢ Increase management oversight to 20% of QA to identify moderation and training needs.
- ➢ The VS will meet with Heads of Education and Social Care to focus on improving PEP completion standards.
- ➢ Use evidence-based approaches to track and assess the impact of PPG+ for individual children.
- ➢ PEP completion and QA will prioritise the focus on Writing to the Child.

Pupil Voice: We have a focus on hearing the voices of our children and Care Leavers and supporting other professionals to do the same.

How we support:

- ✓ DT training for gaining Pupil Voice – mainstream and specialist.
- ✓ Working alongside schools to use strategies such as PATH, Draw and Talk, rating scales, sorting activities and building day-to-day conversation to gather pupil voice
- ✓ Reviewed the Pupil Voice section of PEP to ensure broader scope and authenticity when gathering ideas and views – based on feedback from children.
- ✓ Children attend their PEPs and share their views, school achievements and aspirations – we record their thinking and expect to see evidence of their views in target-setting/provision
- ✓ Invite children to Virtual School events to share their voices in a safe environment to develop understanding among professionals

Impact:

- ❖ Positive feedback and evidence of use of strategies in Pupil Voice responses and methods for collation from schools.
- ❖ Only seven schools were responsible for the absence of Pupil Voice in PEPs
- ❖ Children and Care Leavers were confident to share their views at the annual conference and participate in the panel and in the audience
- ❖ 43% children and Care Leavers attended their PEPs this term so far (end Oct 24)

Next Steps:

- ➢ Schools identified will receive targeted feedback and training for PV collection in the 2024/25 academic year as part of the RI programme for schools.
- ➢ Training and focus on social care collation of PV for children and Care Leavers NOR or NEET.
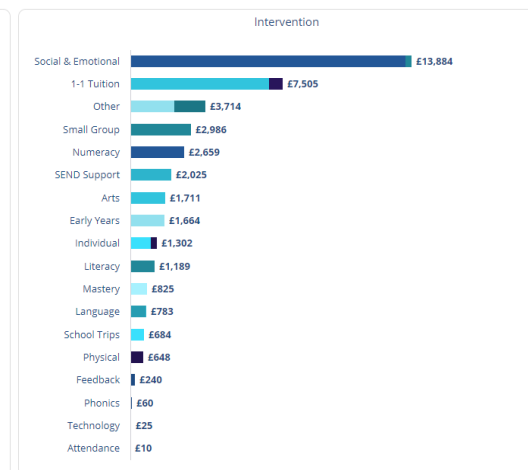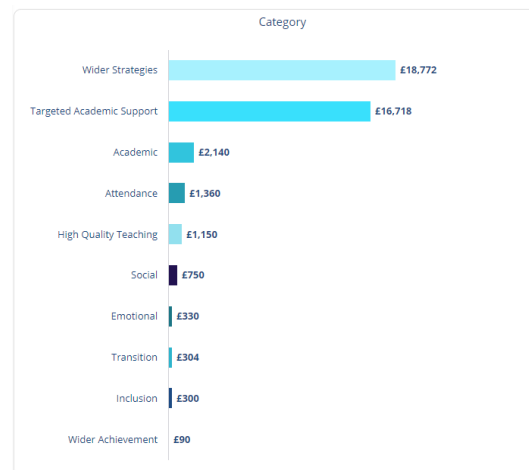
Pupil Premium Grant+

How we support:

- ✓ Only £570 of the £2570 funding per child is retained, with the rest allocated to support CIC in making progress within schools.
- ✓ Centrally retained funds are used to quickly distribute PPG funding after emergency relocations, ensuring access to suitable AP and supporting transitions back to full-time education.
- ✓ Funds also support outcome-based group activities for those not in education or at risk of NEET.
- ✓ The impact of PPG is reviewed in each PEP to analyse spending and improve engagement, achievement, and attainment.
- ✓ Evidence-based approaches (e.g., Education Endowment Fund (EEF) Menu of Approaches) and regular PEP/EET reviews track the use and impact of PPG+, focusing on individual needs and strategic spending for cohort needs.
- ✓ PPG funds are used for programmes like BCHA, ESOL, Risk of NEET, Thrive, and Jamie's Farm.
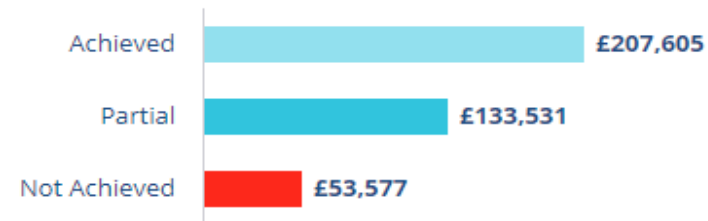
Next Steps:

- ➤ Allocate PPG within PEPs for interventions to help CIC process and release emotions, manage low mood, anxiety, or trauma responses that may impact their ability to engage in learning.
- ➤ Further analyse data on spend in relation to the EEF menu of approaches to identify the most impactful strategies for our CIC.

Impact:

- ❖ In 2023-24, 86.4% of funded goals that were impact-reviewed were either 'Achieved' or 'Partially achieved'.
- ❖ The main areas of need this academic year are SEMH and 1-1 tuition.
- ❖ PPG funds have been used effectively to close achievement gaps between disadvantaged pupils and their peers.
- ❖ Resources are allocated for maximum impact, leading to improved outcomes for those needing additional support.
- ❖ The positive impact of PPG supports continued funding at Post-16 following the pilot review and enhances future planning for identifying key areas that drive engagement and outcomes.

Category

Category	Amount
Wider Strategies	£18,772
Targeted Academic Support	£16,718
Academic	£2,140
Attendance	£1,360
High Quality Teaching	£1,150
Social	£750
Emotional	£330
Transition	£304
Inclusion	£300
Wider Achievement	£90

Intervention

Intervention	Amount
Social & Emotional	£13,884
1-1 Tuition	£7,505
Other	£3,714
Small Group	£2,986
Numeracy	£2,659
SEND Support	£2,025
Arts	£1,711
Early Years	£1,664
Individual	£1,302
Literacy	£1,189
Mastery	£825
Language	£783
School Trips	£684
Physical	£648
Feedback	£240
Phonics	£60
Technology	£25
Attendance	£10

Review of funded goals 2023-24

	Amount
Achieved	£207,605
Partial	£133,531
Not Achieved	£53,577

BCP Council

Transition and Educational Stability

BCP Council

How we support:

- ✓ Education planning is central to care planning, involving CEG, placement approval forms, Independent Revieing Officer (IRO) focus in CIC meetings, and team meeting attendance (SEND, Social Worker (SW), IRO).
- ✓ Carer training focuses on careers and transitions.
- ✓ For all school changes, a PEP is completed within the first 20 days.
- ✓ Strong challenge to the Corporate Parenting Board is maintained.
- ✓ There is challenge and support for phased entry into specialist provisions.
- ✓ Reception starters: Summer PEP collaboration, transition meetings, and links to early years SEND colleagues.
- ✓ Primary transition: Yr6 Summer meetings with new and current schools, providing secondary-ready equipment and supporting Yr7 PEPs, with carers checked over the summer.
- ✓ Risk Of NEET programme and Year 11 transition support.
- ✓ Extended EETs for Care Leavers, including Year 14.
- ✓ Enhanced transition packages for all school changes (in-year), including visits, opportunities to ask questions, meeting key adults, transition meetings, transfer of interventions, and mentoring support where needed.
- ✓ Educational stability is ensured through regular reviews, multi-agency meetings, and responsive VS support during transition phases, with close monitoring of attendance.
- ✓ Support and advise social care on timely school applications, with tracking and monitoring in place.

Impact:

- ❖ There has been improved stability in education and employment for Post 16 students and Care Leavers, with reduced NEET at the start of Post 16 and at transition to Year 14.
- ❖ For SSA, required provision is in place upon arrival at new schools, with early identification of needed adjustments, ensuring the child feels prepared and continues therapeutic intervention where possible.
- ❖ Clear communication is established between schools and professionals before, during, and after transition.
- ❖ Phased entries into specialist provisions are monitored weekly, with time limits and persistent encouragement towards full-time education.
- ❖ Confidence for carers and parents has improved, with opportunities for feedback, questions, and familiar contact in new schools.

The Risk of NEET Programme supports Year 11 students facing challenges with SEND, attendance, and readiness for Post 16 transitions through direct work.

- • **The programme helped 9 students with no provision and significant absence, achieving an average attendance of 63% at sessions.**
- • **Of the 9 students, 8 secured Post 16 placements, with 6 (67%) remaining in sustained education or training.**
- • **The programme will be expanded in 2024/25.**

Next steps:

- ➢ To support Year 7/8 and 8/9 transitions, a focus on understanding risk factors will help improve attendance and reduce suspensions, as highlighted in the Impact Ed review.
- ➢ A new Lead Teacher has been appointed with a transition focus. Data will drive an understanding of prior attainment, assisting receiving schools in setting aspirational targets and expectations for progress.
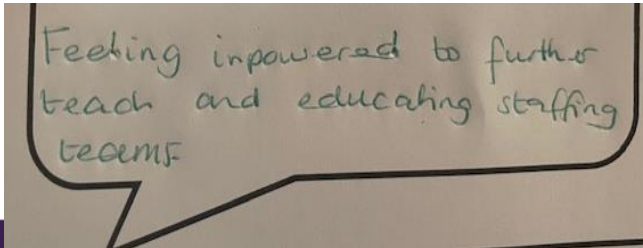- ➢ Additionally, lessons will be drawn from other local authorities regarding successful transition planning.
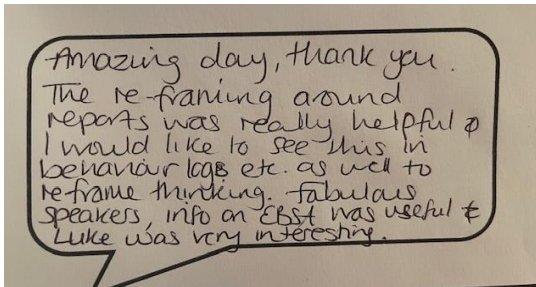
	2023/24 BCP	2024/25 BCP	National comparison
Year 11 transition to EET	79%	94%	Not available
Sustained destinations at 30th October	81%	86%	75%

School Development

How we support:

✓ Development of a 2-year training programme and VS Annual Conference.
✓ Pupil voice and Graduated Response training/resources for schools.
✓ Restructure Lead roles to include Transition and School Development Lead.
✓ Provide training on "Writing to the Child" within PEPs.
✓ Commission Whole School Inset video and short clips.
✓ Governor Training.
✓ Support provisions in developing Relational and Trauma-Informed practices and policies and reduce suspensions through 'Excluded to Included' training, reintegration meetings, and planning.

Impact:

• DT attendance at VS training has increased: Conference attendance rose from 65 in 2023 to 87 in 2024, and New to Role/Autumn Network attendance increased from 67 in 2023 to 97 in 2024.
• DTs are incorporating strengths-based language in PEP paperwork, writing "to the child," which has improved the personalisation and positivity of the documents.
• DTs are planning and delivering whole school training following VS events, enhancing overall school practices and knowledge.
• Link governors have a better understanding of their role, with positive feedback such as: "Thank you, some useful questions to ask when I get back. Very informative."
• DTs are using the audit tool and reporting system for governors to enhance understanding and improve school provision, support, and outcomes.

THE MAGIC OF LANGUAGE

Your Language Matters – What You Say and Write

Understand the power of language in shaping the self-image of children in foster care. This video discusses the importance of positive reinforcement and mindful communication, and includes an activity to promote positive language in the classroom.

Next steps:

➢ Provide half-termly VS newsletters, presentations at HT briefings, and develop an intranet facility for DTs and Headteachers.
➢ Embed the use of the audit tool and reporting system for Governors by DTs.
➢ Collaborate with Bournemouth University to provide VS training for Social Work degree programme.
➢ Audit the impact of the training programme and identify further school needs.
➢ Ensure all VS and school staff receive training on the importance of early SLCN identification and intervention.

Careers and Activities

How we support:
- ✓ Organise CIC attendance and engagement at careers fairs, university visits, and vocational workshops.
- ✓ Provide tailored information and support for all children with an EHCP to map their Preparation for Adulthood (PfA) Pathway.
- ✓ Facilitate early SEND phase transfer reviews and consultations to ensure timely placement and support.
- ✓ Ensure access to BKSB assessments to identify learning needs and support progression for those NOR/NEET.
- ✓ Build strong partnerships with organisations to replicate opportunities offered by Health Services University (HSU), Military Preparation College Totton (MPCT), Waitrose, and Seed to Plate in other areas.
- ✓ Foster engagement and develop experiences and aspirations through residential and day activities.

Impact:
- •Better-informed decisions and enhanced motivation have led to an increase in Year 11 students sustaining EET after transitioning to Year 12.
- •Children with an EHCP have clear, structured plans for their future, boosting independence, employability, and successful transitions to adulthood.
- •Improved access to valuable opportunities, including vocational and real-world experiences, has aligned with children's aspirations.
- •Children report that these experiences build self-confidence, foster teamwork skills, and create clearer goals, leading to improved academic and vocational outcomes.

Next steps:
- ➤ Provide training to professionals and carers on carer development pathways by March 2025
- ➤ Plan early career engagement opportunities for Key Stage 1 and 2 students
- ➤ Collaborate with Southeast Virtual Schools and Youth Sports to co-create a Youth Led sports programme
- ➤ Submit a bid for Boys Impact funding to develop further opportunities
- ➤ Develop an activity programme to enhance SEMH and life experiences support opportunities

University visits
Jamie's Farm
Seed to plate
UASC football team
Conference
Online Cooking
Courses - Leith Kitchen
AUB fun days
Boys Impact day

MPCT visits
Quay Riders
Celebration events
Storm break
EID Iftar
KMC
Absolute Music
Horse Course
Waitrose Project
BCHA

" When I play football with the team, I forget about other things , I enjoy playing together. When we do not have football , I miss it , I am bored and then have too much time to think about things, so football is good!"
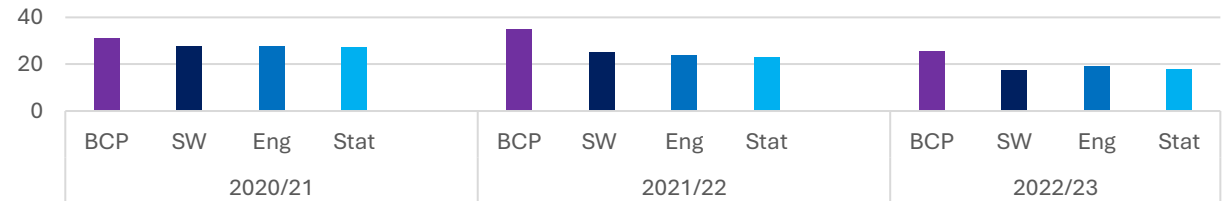
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How we are raising the profile of Children with a Social Worker (CWSW):

- ✓ Monitoring of attendance via Inclusion Dashboard
- ✓ Monthly reporting of attendance trends
- ✓ Monthly monitoring of Key Performance Indicators for CWSW across SEND and School Inclusion Teams via Education and Skills Performance Action Group Scorecard
- ✓ Monthly Children of Concern Meeting to highlight where additional oversight or intervention is required
- ✓ Directly linking with Elective Home Education (EHE), Children Missing from Education (CME), Alternative Provision, Attendance and SEND Teams to maintain oversight of CWSW cohort

Impact:

- ❖ Improved multi-agency coordination has strengthened support for CWSW who are educationally vulnerable.
- ❖ Persistent absenteeism in the Child Protection (CP) cohort has decreased.
- ❖ Permanent exclusions for CWSW have been reduced.
- ❖ Suspensions for children on CP plans have decreased.
- ❖ KS4 outcomes consistently outperform comparator groups.

CWSW KS4 English + Maths at L2 (4+)

| | | | | 2020/21 | | | | 2021/22 | | | | 2022/23 |
| BCP | SW | Eng | Stat | | BCP | SW | Eng | Stat | | BCP | SW | Eng | Stat |

Child in Need (CiN) achieving 4+ in English and Maths 2022/23:
BCP: 25.6%
South West: 17.5%
Statistical Neighbours: 17.68%
England: 19.1%

CiN achieving 5+ in English and Maths 2022/23:
BCP: 12.2%
South West: 8.6%
Statistical Neighbours: 10%
England: 10.63%

CiN EBacc Entry 2022/23:
BCP: 14.6%
South West: 7.1%
Statistical Neighbours: 10.95%
England: 11.7%

Next steps:

- ➢ Build on existing successes at KS4 and focus on narrowing the attainment gap between CWSW and their peers
- ➢ Investigate causes of variable outcomes for CWSW at KS2
- ➢ Improve oversight of Ever-6 CWSW cohort
- ➢ Increase numbers of CWSW attending mainstream settings and improve monitoring of CWSW who are in unregulated provision
- ➢ Develop suite of resources to enhance and support parental engagement with education
- ➢ Attendance, suspensions and exclusions to be a focus on the QA of CIN and CP plans

Kinship

aspire
ADOPTION SERVICES

BCP Council

How we support:

✓ The BCP Virtual School provides advice, guidance and information to schools, parents, guardians, and professionals around improving the educational outcomes of Previously Looked-After Children who are attending BCP Schools, irrespective of where they live.

✓ The Virtual School also to provide advice, guidance and information, on request, to *all* kinship carers with special guardianship orders and child arrangement orders, regardless of whether their child was previously in the care of the local authority.

"Thank you for all you have done. We owe you so much."

Feedback from SGO Carer who had been struggling to secure suitable education for their grandson

Impact:
❖ Successfully applied to RNCSF for a Previously Looked-After Child
❖ Close collaboration with Aspire Adoption has expanded access to a wider network through Adoption and Special Guardianship Order (SGO) support groups and facilitated applications to the Adoption/SGO Support Fund.
❖ Developing links with Kinship.org and the South-West Kinship network has strengthened support and resources for kinship carers.

Next steps:

➢ Further develop links with local kinship carer network
➢ Link SGO support offer with internal offer once responsibility is transferred across from Aspire
➢ Strengthen links to Royal National Children's Springboard Foundation (RNCSF)
➢ Work with fostering team to develop training offer for kinship carers

Acronyms

- AP – Alternative Provision
- ARE – Age Related Expectations
- ASC - Autistic Spectrum Condition
- CEYP – Care Experienced Young People/ Person
- CHAD - Child Health and Disability
- CIC – Child/ Children in our Care
- CiN – Child in Need
- CL – Care Leaver
- CME - Children Missing from Education
- CP – Child Protection
- CWSW – Children with a Social Worker
- DT – Designated Teacher
- EEF - Education Endowment Fund
- EET – Education, Employment and Training
- EBSA – Emotionally Based School Avoidance
- EHE - Elective Home Education
- ELG – Early Learning Goals
- ESOL – English for Speakers of Other Languages

- EHCP – Education and Health Care Plan
- EYFS – Early Years Foundation Stage
- GDS – Greater Depth attainment
- GIAP – Get Information About Pupil service
- GLD – Good Level of Development
- HSU - Health Services University
- IAG – Impartial Advice and Guidance
- IRO – Independent Reviewing Officer
- KS – Key Stage
- LA – Local Authorities
- MLD - Moderate Learning Difficulties
- MPCT - Military Preparation College Totton
- NEET – Not in Education, Employment and Training
- NOR – Not On Roll
- OLA – Other Local Authority
- PAs – Personal Advisors
- PEP – Personal Education Plan

- PEx – Permanent Exclusion
- PfA – Preparation for Adulthood
- PLAC – Post Looked After Child
- PMOE – Pupil Missing Out on Education
- PPG – Pupil Premium Grant
- PMLD - Profound and Multiple Learning Difficulties
- QA – Quality Assurance
- RI – Requires Improvement (Ofsted Rating)
- RON – Risk of NEET
- RNCSF – Royal National Children's Springboard Foundation
- SCLN - Speech, Communication and Language Needs
- SEMH – Social Emotional and Mental Health
- SEND – Special Educational Needs and Disabilities
- SGO – Special Guardianship Order
- SSA – Statutory School Age
- UASC - Unaccompanied Asylum-Seeking Child
- VSEO – Virtual School Education Officer

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