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CHILDREN, EDUCATION AND FAMILIES PDS COMMITTEE

Meeting to be held on Tuesday 14 September 2021

Please see the attached presentations

**INTRODUCTION TO VIRTUAL REALITY
BROMLEY VIRTUAL SCHOOL**

Copies of the documents referred to above can be obtained from

<http://cds.bromley.gov.uk/>

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Introduction to Virtual Reality (VR)

Presentation by Vicky West and CPSG Team

Developments

- HoS discussion with Cornerstone
- Implemented in 2019 within the permanency service
- COVID -19
- Innovation of how we could still move this forward
- New 2 D programme to be used during lock Down.

Uses of VR

- Recruitment and Assessment of Carers
- Work with parents to help them see things from the child's perspective
- Work with young people including direct work
- To aid reflective social practice/supervision
- Work with carers (including foster carers, adopters and special guardians) in preparation groups, assessments and post order support
- For professionals including recruitment
- To promote placement stability
- To aid matching
- To reduce placement breakdown

Training

- 32 Social Work Practitioners trained as certified VR Practitioners
- 21 Manager trained and can use VR in Supervision and case discussions
- 2 Demonstration/Seminars for Senior Managers to understand and be familiar with VR content
- Visits to team meetings
- Demonstration event to SGO Consortium to promote VR as practice tool for Consortium wide

Example of Virtual Reality Library

The Cornerstone VR Library: revealing & healing childhood trauma





“You never really understand a person until you consider things from his point of view– until you climb into his skin and walk around in it”...

Harper Lee

The 3D Experience



The 2D Experience



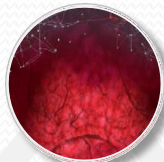
Being me



Adoption
Page 10



Fostering



**The Unborn
Child's View**



**Carnaby
Street**



**School
triggers**



**Style A -
school**



**Style B -
school**



**Therapeutic
approach – at
school**



**Style A-
home**



**Style B-
home**



**Therapeutic
approach –
at home**

Evaluation Feedback in Bromley

- The evaluation feedback provided by the practitioners trained in Bromley shows that:
 - 94% gained a deeper insight of the child's perspective,
 - 94% felt effectively equipped to use the tools
 - 100% would consider alternative ways to approach situations in their work.

Looking ahead and future practice development of VR in Bromley

- We aim to have **4** training days from September 2021 to January 2022 to ensure more practitioners and managers are trained on the 2D and 3D platforms.
- With a maximum of 12 practitioners on each training cohort, **36** additional practitioners will be certified VR practitioners in Bromley between September 2021 and January 2022.
- Teams and services have identified the following areas of how they would develop the use of VR materials in their work with children and families:
 - Support groups
 - Parenting courses
 - Service Promotion – ongoing visits to team meetings
 - Perpetrator training –e.g. DV or drugs misuse.



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Annual report 6 month update

Bromley Virtual School

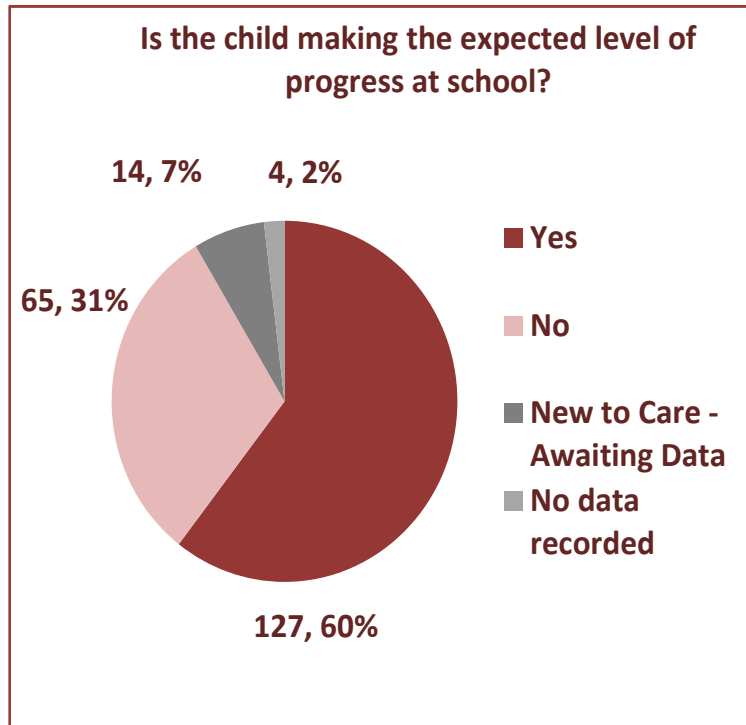
What is the Virtual School?

- All looked-after children on the “register” of the virtual school and attendance collected every day.
- Provide advice and support for children and young people, social workers, foster carers, and teachers and other professionals.
- Ensures every child has an up to date quality PEP
- Manages the pupil premium
- Also supports adopted children

2020 - 2021 plans

- Challenge 1: Improve persistent absence for statutory age children.
- Challenge 2: Improving outcomes for children with SEND
- Challenge 3: Improving transitions: into care, to new placements, and out of care to adulthood
- Challenge 4: Improve quality of PEPs and how the Pupil Premium is used.
- All take COVID into account!

Progress of all pupils



- Difficult for schools to assess pupils during lockdown
- Some pupils made great progress during lockdown, some stalled in their learning.
- We are now analysing summer progress data and will be focussing our efforts on those who may need extra support.

Attainment Key stage 4

Reporting cohort	2020 28 pupils	2019 31 pupils	2018 20 pupils	2017 19 pupils
5 at grade 4 and above incl. E and M	21% (6 pupils)	29% (9 pupils)	15% (3 pupils)	26% (5 pupils)
5 at grade 4 and above	25% (7 pupils)	29% (9 pupils)	20% (4 pupils)	26% (5 pupils)
5 GCSEs	46% 13 pupils	45% 18 pupils	65% (13 pupils)	47% (9 pupils)
1 GCSE	71% (20 pupils)	58% (18 pupils)	80% (16 pupils)	84% (16 pupils)

2021 provisional GCSE results	L4	L5
English	44%	23%
Maths	38%	18%
Both	38%	13%

Newsflash

Post 16

May 2021	Number of young people	EHCP	Currently EET (in education training or employment)	Completing L3 qualification
Year 12	47	20 (43%)	36 (77%)	12 (26%)
Year 13	51	13 (25%)	36 (71%)	9 (18%)

- 11 got Level 3 qualifications and 7 going to HE in 2021
- Update for the start of this academic year:

September 2021	Number of young people	EHCP	Currently EET (in education training or employment)	Completing L3 qualification
Year 12	55	17(31 %)	51 (93%)	16 (52%)31
Year 13	48	19 (40%)	39 (81%)	10 (21%)

Attendance

Attendance	Sep – Mar 2019/20	Sept – 22nd June 2020-2021 (including spring lockdown as absence)	Sept – 22nd June 2021 - (not counting children working from home in Spring lockdown as absent)
Number of CYP (5-16)	196	215	215
All CYP (5-16)	91.90%	82.7%	93.3%
Primary	96.90%	89.3%	97.6%
Secondary	89.30%	78.8%	90.7%
KS1	93.50%	89.1%	96.7%
KS2	97.60%	89.5%	97.9%
KS3	94.50%	85.9%	96.2%
KS4	84.50%	73.2%	86.1%
SEND without an EHCP	93.10%	83.0%	96.9%
EHCP	93.40%	87.5%	94.3%
Unauthorised Absence	3.50%	1.6%	1.8%
Persistent Absence	20.40%	54.9%	25.1%

- Support for those isolating in the autumn term (checking attendance everyday and making phonecalls home)
- Advising network about whether children would be best at school or home in the spring lockdown.
- Update – all year 7's and reception children have a school place. All but two year 12's have a course.

Exclusions

	Sep 19	Oct- 19	Nov1 9	Dec- 19	Jan- 20	Feb- 20	Mar- 20
Total no. of days lost to fixed term exclusions	6	11	22	32	38	46	52
No of Fixed term exclusions	4	5	10	11	11	13	16
No of children with a fixed term exclusion	2	3	6	6	8	10	13
No. of permanent exclusions	0	0	0	0	0	0	0

	Sep2 0	Oct 20	Nov2 0	Dec 20	Jan2 1	Feb2 1	Mar2 1
Total no. of days lost to fixed term exclusions	9	13	25	30.5			45.5
No of fixed term exclusions	7	9	12	16			22
No of children with a fixed term exclusion	6	7	9	12			13
No. of permanent exclusions	0	0	0	0			0

- More exclusions but for fewer days
- Some children struggled with all the change
- VS were able to explain this to schools so they made exclusions shorter.
- A focus on adjustments and mental health support through PEPs
- Schools offered support through attachment and trauma training, 12 have taken this up.

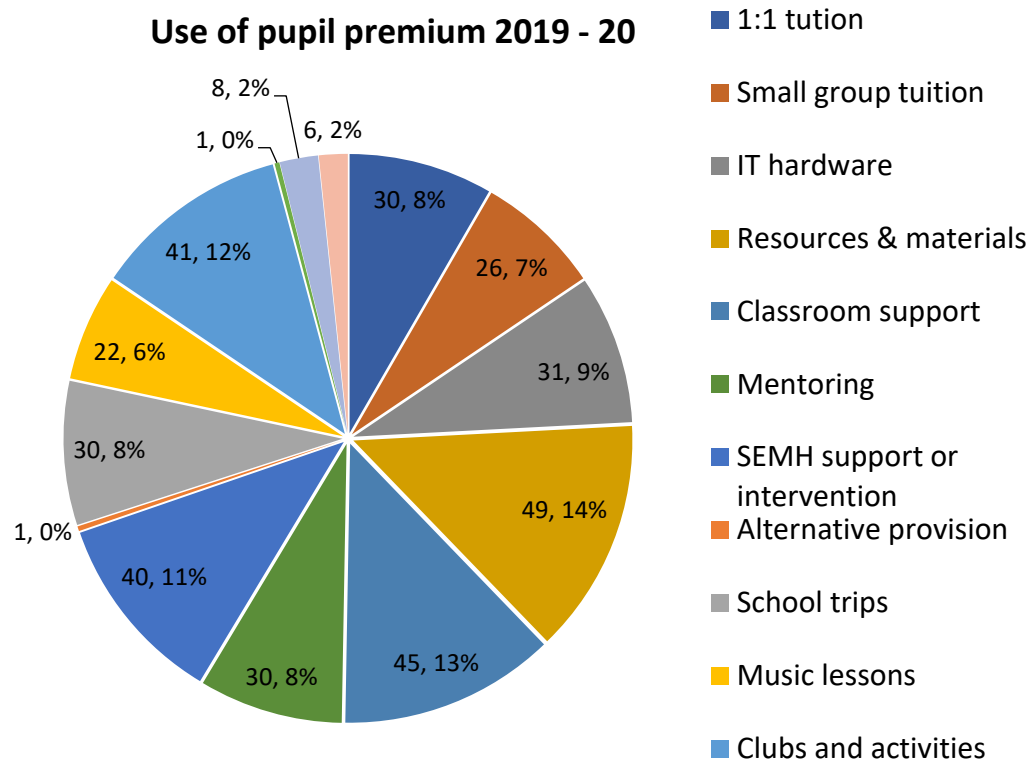
PEPs

Personal Education Plans (PEPs)		2018/19	2019/20	2020/21
	Cohort	205	188	203
Autumn Term	Completed	94%	89%	94%
	Authorised	80%	77%	67%
	Cohort	216	207	214
Spring Term	Completed	78%	85%	96%
	Authorised	31%	93%	90%
	Cohort	210	223	202
Summer Term	Completed	96%	55%	92%
	Authorised	90%	88%	90%

- High number of PEPs completed and authorised on time
- Dedicated Quality Assurance officer checks every PEP
- Education advisors authorise all PEPs
- Leadership sample audits
- Focus on better target setting and making sure children's voice is properly heard and captured.
- PEP form been reviewed
- Trying new ways to ask children about bullying.

PEPs and pupil premium

Use of pupil premium 2019 - 20



- Some fantastic use of pupil premium
- Not enough children accessing the money
- All schools to get £400 a term once PEP is good quality.
- New PEP should help link PEP to targets.