Report No. CEF21030	**London Borough of Bromley**
	PART ONE - PUBLIC

Decision Maker:	**Children, Education and Families PDS Committee**		
Date:	**4 October 2022**		
Decision Type:	Non-Urgent	Non-Executive	Non-Key
Title:	**Bromley Virtual School Annual Report 2021/22 – 6-month update** **'A Trauma-informed Approach to Teaching Children in Care'**		
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Chief Officer:	Richard Baldwin Director of Children, Education and Families		
Ward:	All Wards		

1. Reason for report

1.1. To provide the Scrutiny Committee with a regular update on the performance of the Virtual School (VS) for children in care and children previously in care, currently adopted, or cared for under a Special Guardianship Order. This is an interim 6-month report and so won't include all information found in the full annual report.

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2. RECOMMENDATION(S)

2.1. The Committee note and comment on progress made towards the actions identified in the Corporate Parenting Strategy as laid out in the outcomes and evaluation section of this report.

Impact on Vulnerable Adults and Children

1. Summary of Impact: Despite children being back to schools and restrictions lifted from September, the continuing and after effects of COVID are still being felt, in terms of student progress attendance and well-being. We have been able to utilise one-to-one tuition and other uses of the Pupil Premium through the Personal Education Plans (PEP) to ensure schools are putting in the right support to help children catch up and improve their well-being.

2. The new structure with the second Deputy Headteacher and new Education Advisor who are over-seeing primary pupils' progress and leading on meeting the new duties are starting to develop well. We took on an interim Advisor in January whilst we waited for the start date of the substantive Advisor in April. We have extended the contract of the interim Advisor to enable the full planned ambitious academic year work to be completed in the shortest possible time. However, the Virtual School lost their Business Support Officer in January and have had to manage without any business support across since then. We have finally recruited, after having to re-evaluate the role, and the successful candidate will start in post in July. This has of course had some impact on some of the work we are trying to do.

3. GCSE and A level results 2020/2021

4. Predictions for 2021/2022.

5. We have started to monitor the attendance of our children on Child Protection (CP) Plans in the same way that we monitor Children Looked After (CLA) attendance. This has provided us with rich information to act both operationally and strategically to promote their education in accordance with the new guidance.

6. Progress continues to be made with the quality and effectiveness of Personal Education Plans (PEPs). We reviewed the PEP format in the process of implementing the new social care system "LiquidLogic" which demonstrates increased professional curiosity about the school lives of children and ambition for their future. We have been using this year to ensure that is working well. We have also developed a new format to meet the needs of those children with complex needs. The education plans provide a starting point for the provision of intervention and challenge by the Virtual School, so it is important that they are right.

7. During the implementation of LiquidLogic there have been teething problems which have meant that PEP compliance has been much lower than before we changed the systems. These problems have been approached methodically one by one and we have been monitoring manually to ensure we know exactly where the blockages are. We do know that around 95% of PEP meetings have taken place in both autumn and spring terms (the same as pre-changeover to the new system). The issue was with social workers being able to access the forms. These issues have now been resolved so we are expecting summer data to be back to pre-changeover levels.

8. Work has been underway redesigning the Education Support Worker post to ensure that we are able to do more work with our year 12 and 13 NETEs (Not in Education, Training, or Employment). The role has now been re-evaluated and the work ready to start from April 2022.

Transformation Policy

1. Policy Status: Not Applicable
2. Making Bromley Even Better Priority (delete as appropriate):

(1) For children and young People to grow up, thrive and have the best life chances in families who flourish and are happy to call Bromley home.

Financial

1. Cost of proposal: Estimated Cost No Cost Not Applicable: Further Details
2. Ongoing costs: Recurring Cost Non-Recurring Cost Not Applicable: Further Details
3. Budget head/performance centre:
4. Total current budget for this head: £
5. Source of funding:

Personnel

1. Number of staff (current and additional):
2. If from existing staff resources, number of staff hours:

Legal

1. Legal Requirement: Statutory Requirement Non-Statutory - Government Guidance None: Further Details
2. Call-in: Not Applicable: No Executive Decision.

Procurement

1. Summary of Procurement Implications:

Property

1. Summary of Property Implications:

Carbon Reduction and Social Value

1. Summary of Carbon Reduction/Sustainability Implications:

Customer Impact

1. Estimated number of users or customers (current and projected):

Ward Councillor Views

1. Have Ward Councillors been asked for comments? Yes No Not Applicable
2. Summary of Ward Councillors comments:

3. COMMENTARY

3.1. The Purpose of the Virtual School

3.1.1 The role of the Virtual School is to promote the best educational outcomes and raise attainment of all Children Looked After (CLA) by Bromley, and those that have been placed in our schools by other Local Authorities (LAs). The children we look after are being educated across many different schools and LAs. The Virtual School therefore has a powerful role in tracking their progress as if they were in a single school: combining expert school leadership with being the best of parents. Our key question every day is "Would it be good enough for your child?"

3.1.2 Bromley Virtual School works on the following four core, crucial, statutory areas of responsibility:
- To make sure that there is a system to track and monitor the attainment and progress of all children we look after.
- To ensure that all CLA have a robust and effective PEP and monitor the use of the Pupil Premium grant where a child is eligible.
- To champion the educational needs of CLA and care leavers across the Local Authority and those placed out-of-authority.
- To champion the educational needs of those children who were previously CLA and are now adopted, or in a Special Guardianship arrangement, or on a Child Arrangement Order.
- From September 2021 to promote the education of all children with a social worker.

3.1.3 This report provides a 6-month update on the activity and impact of Bromley Virtual School from September 2021 to March 2022.

3.1.4 Data contained in this report is for children who were in the care of the London Borough of Bromley for the academic year 2021/22 and includes internal data for all children. It would usually include external outcome data from 2020/21 validated in the statistical first release in December of 2021, although this data is not all available for last year.

3.1.5 Due to the impact of COVID-19 much of the data usually available will not be available or comparable with previous academic years. We have measured impact in other ways wherever possible and given an overview as to how the impact of COVID-19 on our children's education has been mitigated.

3.1.6 During this academic year we have appointed a new manager (Deputy Head of the Virtual School – Vulnerable children) to lead on the new duties. She has been in place since December 2021 and has already made a very good start to this work. We also appointed an Advisor to work with younger CLA / PCLA (Previously Child Looked After) and to support the manager with the children with a social worker role. An interim Advisor started in January with the substantive postholder starting in April. The interim Advisor contract has been extended beyond April (given that the duties started in October and the Advisor not able to start until April) in order that the ambitious pace of development can be kept up.

3.1.7 Personal education planning meetings have moved back face-to-face, although we are able to keep the advantages of allowing for some meetings to be online, or for some members of the network to join virtually for practical reasons. This means we have better representation at meetings. However, it is very important that we still see the young people in their learning environment at least once per year, and more regularly where there are concerns or issues.

3.1.8 We are planning to remove the questions from the PEP document that relate to COVID – they are no longer necessary as they referred specifically to the effect of schools closing. Underachievement or other matters will be raised through the usual means through the PEP format.

3.3. Educational Outcomes

3.3.1 Progress measures for all children:
Progress measures are collected twice per term for each pupil. There is a data drop once per term at the end of the term, collected by Welfare Call. Progress data is also collected once per term when the PEP is reviewed. We have included data from the end of spring term 2022.

3.3.2 The table below shows numbers of CLA making expected progress or better in school. This includes all CLA age 5-16 at the spring data drop, irrespective of how long they have been looked after. 66% are making expected progress compared with 67% at the same time last year. This is not yet back to pre-pandemic levels of progress. This is partly reflective of the lost time in school. However, as stated before we must take care with this data. Schools are still wary of whether their assessments are secure.

		CLA making Expected Level of overall progress (Summer term 2021)	CLA making Expected Level of overall progress (Summer term 2021)	CLA making Expected Level of overall progress (Spring term 2022)	CLA making Expected Level of overall progress (Spring term 2022)
		Numbers	%	Numbers	%
Statutory School Age	Number of CYP (5-16)	147	67%	131	66%
	KS1	12	67%	10	63%
	KS2	47	80%	30	73%
	KS3	38	60%	49	72%
	KS4	44	59%	33	52%
	In borough	86	64%	82	71%
	Out borough	61	72%	49	60%
	Those with EHCP	54	65%	50	69%
Post 16	KS5	22	40%	51	52%

3.3.3 Key Stage 4 cohort
Last year's exam results were a result of teacher assessments. Results across the country were raised, however Bromley compares favourably to National in all measures. This was a strong cohort and we expected them to perform well but it was pleasing to see the results. Teacher assessment is generally considered to be a method that favours Children Looked After as it tests what they can do, rather than what they can't do.

Outcomes for CLA	Bromley / National	2018/19	2019/20	2020/21
Grade 4 and above English and Maths	Bromley	31.0%	C	38.2%
	National	17.8%	24.3%	28.8%
Grade 5 and above in English and Maths	Bromley	C	C	C
	National	7.2%	10.8%	12.6%
Average Attainment 8 score	Bromley	19.0	18.6	26.4
	National	19.0	21.3	23.2

C = figures suppressed to protect confidentiality.

NB Due to the impact of the COVID-19 pandemic, the summer exam series was cancelled in both 2020 and 2021, and alternative processes set up to award grades. The method to award grades was different in 2021 to that in 2020. The changes to the way GCSE grade have been awarded over the last two years means 2020/21 (and 2019/20) pupil attainment data should not be directly compared to pupil attainment data from previous years for the purposes of measuring year on year changes in pupil performance.

3.3.4   The following is an analysis of outcomes for our whole year 11 cohort:

	2018 Reporting Cohort of 20 pupils	2019 Reporting cohort of 31 pupils	2020 Reporting cohort of 28 pupils	2021 Reporting cohort of 39 pupils
5 at grade 4 and above incl. English and Maths	15% (3 pupils)	29% (9 pupils)	21% (6 pupils)	31% (12 pupils)
5 at grade 4 and above	20% (4 pupils)	29% (9 pupils)	25% (7 pupils)	36% (14 pupils)
5 GCSEs	65% (13 pupils)	45% 18 pupils	46% 13 pupils	46% (18 pupils)
1 GCSE	80% (16 pupils)	58% (18 pupils)	71% (20 pupils)	64% (25 pupils)

Support has included one-to-one tuition in Maths and English, as well as other subjects where necessary. We have ensured that year 11 PEP meetings are attended by the Virtual School to support pupils with careers information, advice, and guidance. Students rated amber or red have had support from "Fresh Start" which offers more intense Careers Independent Advice and Guidance support to ensure all have appropriate post-16 destinations. For those on red the support can be sustained over the summer term, and where necessary the summer holidays; for example offering mentoring / further learning for that young person. We have taken full advantage of the school led tutoring scheme as well as the recovery premium grant to offer higher levels of tutoring as needed by individual pupils. We have also been able to offer tuition to post-16 students where we usually only have very minimal funding for this.

3.3.5   Statistical cohort predictions year 11:
The following are the predictions for the current year 11 statistical cohort.

	Number of children	% Of total cohort	notes
Number in cohort	24	100	
SEND support	4	16%	
EHCP	13	54%	
Green	15	63%	Young people we are confident have solid post 16 choices and will be EET.
Amber	5	21%	Those young people who have needed support but with support are likely to be EET.

Red	4	16%	Young people who need further support and are likely to be NETE without this.
predicted to get E L4+	10	42%	
predicted to get M L4+	11	46%	
predicted to get E L5+	5	21%	
predicted to get M L5+	5	21%	
Predicted to get E and M L4+	9	38%	
Predicted to get E + M L5+	4	16%	
Post 16 destination to a L3 course	4	16%	

3.4 Post-16 Young People

3.4.1 Our vision is that all young people over 16 who are looked after, or care leavers, will be engaged in education, training, or employment (ETE) commensurate with their ability and aspirations and be making significant progress towards recognised career ambitions.

3.4.2 With post-16 we also monitor attendance at college weekly on top of attending PEP meetings. This gives early indication of any potential issues. If there is a danger of a young person begin withdrawn from their course we will advocate for them and help them to find a new course if necessary. All NETE children and young people have regular contact from the VS with opportunities and guidance. Those stuck will be referred to the NETE Panel.

Year	Cohort number 2021	Cohort number 2022	Numbers with EHCP 2021	Numbers with EHCP 2022	Currently EET at this point in 2021	Currently EET 2022	Completing a Level 3 qualification 2021	Completing a L3 qualification 2022
12	47	45	20 (43%)	17 (38%)	36 (77%)	35 (77%)	12 (26%)	18 (40%)
Year 13	51	48	13 (25%)	16 (33%)	36 (71%)	28 (58%)	9 (18%)	12 (25%)

3.5.3 Once again we used our successful partners "Fresh Start in Education" during the spring and summer terms and provided intensive independent careers advice and guidance support to year 11 students making choices about post-16 progression. 89% of CLA started year 12 with a secure place in a sixth form or college in September 2021. This is 1% below last year, but still 7% up on 2018. Of the 15 (most likely to be NETE) who engaged with "Fresh Start" over the summer, 10 are still in their college place as of June 2022.

3.5.4 We had 8 care leavers who started an undergraduate course in 2021 so in total we currently have 24 care leavers enrolled in higher education L4+ courses. 6 young people to apply for University for a September 2022 start. There are 4 other young people who would be able to progress to Higher Education but are either taking a gap year or looking at a range of options including apprenticeships and going straight into work.

3.5.5 We are pleased that the first year of The Motivating Young Minds mentoring programme has been successful. This has been set up to provide mentors for young people and young adult who are at or aiming for Higher Education. This is a key priority for our Livining in Care Council and Council for Care Leavers, and the young people were integral in providing training for the mentors. The first cohort of mentees are those already at University have been introduced to their mentors and their work together has started. This will continue next year and the plan is to extend to mentoring those younger people aiming at Higher Education.

3.6. Regular Attendance at School

3.6.1   Regular attendance at school is vital to help children achieve and get the best possible start in life. Good attendance is a protective factor for CLA, and academic achievement is the key to a successful and productive adult life and breaking the cycle of neglect and life in care.

3.6.2   The Virtual School utilises a service provided by "Welfare Call" to monitor attendance at school and alternative provisions daily by an individual phone call to check every child is at school. The carer is contacted if there is an unauthorised absence, and the allocated social worker is notified. Attendance reports are reviewed at weekly Virtual School team meetings, identifying children at risk, and appropriate strategies discussed with the network. Due to COVID-19 and lockdown we are not able to benchmark attendance or compare in the same way to previous years.

3.6.7   Attendance this academic year compared to last two years.

Attendance	Sep – Mar 2019/20	Sept – 22nd June 2020-2021 (including spring lockdown as absence)	Sept – 22nd June 2021 - academic year 2020-2021 (not counting children working from home in Spring lockdown as absent)	Sep – Mar 2021/22
Number of CYP (5-16)	196	215	215	198
All CYP (5-16)	91.90%	82.7%	93.3%	91.8%
Primary	96.90%	89.3%	97.6%	94.6%
Secondary	89.30%	78.8%	90.7%	90.3%
KS1	93.50%	89.1%	96.7%	92.6%
KS2	97.60%	89.5%	97.9%	95.3%
KS3	94.50%	85.9%	96.2%	93.3%
KS4	84.50%	73.2%	86.1%	86.8%
SEND without an EHCP	93.10%	83.0%	96.9%	Not available
EHCP	93.40%	87.5%	94.3%	92.7%
Unauthorised Absence	3.50%	1.6%	1.8%	2.6%
Persistent Absence	20.40%	54.9%	25.1%	18.7%

3.6.8   Despite the restrictions being over, attendance this year has still been blighted by absence from children who have tested positive from COVID. We know that those young people who struggled with school attendance before the lockdown have found it very difficult to get back to regular attendance. Despite that, attendance is back to 2019/20 levels (pre-pandemic) although below where we would still like it to be. Pleasingly though, secondary pupil attendance is improved.

3.6.9   **Attendance for Children with a Child Protection Plan**
We received £100,000 funding for the year to enact the new duties. In common with other Virtual Schools, most of this funding has been used to improve capacity in staffing to do the work needed. However, we decided that we would need good data to help us with our work. We decided to use around £20k of the funding to put in the same level of attendance monitoring as we do for Looked After Children to inform our work.

Attendance	Sep – Mar 2021/22
Number of CYP (5-16)	245
All CYP (5-16)	83.6%
Primary	88.7%
Secondary	75.5%
KS1	85.2%
KS2	90.0%
KS3	80.0%
KS4	70.4%
SEND without an EHCP	Not available
EHCP	71.9%
Unauthorised Absence	8.3%
Persistent Absence	47.4%

3.6.7 It can be seen that attendance figure for children on Child Protection plans are much lower than for Children Looked After. This shows the protection afforded by social care, foster carers, but also from this monitoring – as we have been able to improve attendance over the years through tracking and following up poor attendance as we receive data in live time. It also shows that 47% of our most vulnerable children are persistently absent from school (attendance lower than 90%). We know that school is a safe place and so not being in school is a concern. We don't have any formal comparison data, but we are working closely with London Virtual School colleagues and these figures are typical, across all the London Boroughs. We are using this data to "shine a light" on these pupils. The information has been shared with Headteachers, designated teaches, and safeguarding leads in schools as well as Social Care colleagues. We are also doing some case work, digging down to some of the poor attenders to see what we can learn and try to change practice.

3.6.8   We are working closely with the education service, sharing this data and problem solving together, looking at both individual cases and patterns. The Virtual School is a member of the School Accces Taskforce which has been set up to improve attendance of all children and young people.

3.7.   Exclusions
There have been NO permanent exclusions of any Children Looked After so far in 2021-2022.

		Sept	Oct	Nov	Dec	Jan	Feb	Mar
Total no. of days lost to fixed term exclusions	2019/20	6	11	22	32	38	46	52
	2020/21	9	13	25	30.5			45.5
	2021/22	21	32	38	48	51	51	63
Fixed term exclusions from school for children who will have been in care for 1+yrs at 31st March	2019/20	4	5	10	11	11	13	16
	2020/21	7	9	12	16			22
	2021/22	9	13	13	15	16	16	20
Children with a fixed term exclusion from school for children who will have been in care for 1+yrs at 31st March	2019/20	2	3	6	6	8	10	13
	2020/21	6	7	9	12			13
	2021/22	6	8	8	9	10	10	10
No. of permanent exclusions	All Years	0	0	0	0	0	0	0

3.7.1 In 2020/21; 13 young people had a fixed term exclusion and this represented a total of 52 lost days from school. We have seen a reduction in the number of exclusions and the number of children being excluded, although there has been an increase in the number of days lost to exclusion – ergo schools have been excluding for longer. Schools report issues in particular of delays to children needing assessment for Education, Health, and Care Plans (EHCPs) which mean they are struggling to manage children who have undiagnosed needs. Some of our children continue to struggle with uncertainty and a change in schools. The Pupil Premium has been used to put in interventions to support the young person to develop their emotional regulation.

3.7.2 Exclusions for Children with a Child Protection Plan

Jan to March 2022	Year	Jan	Feb	Mar
Total no. of days lost to fixed term exclusions	2022	24	41	74
Fixed term exclusions from school for children who were subject to a Child Protection plan as of 31st March	2022	9	18	31
Children with a fixed term exclusion from school for children who were subject to a Child Protection plan as of 31st March 2022	2022	6	9	14
No. of permanent exclusions	All Years	0	0	0

3.7.3 The attendance monitoring company also alerts us of any exclusion for our children on Child Protection plans. Although we were expecting the number of exclusions in this group to be relatively high, they were higher than expected.. It is a relatively small number of children, but they are being excluded repeatedly, exceptionally worrying when these are children for whom we are concerned about the capacity of parenting at home. We have already managed to have a positive impact for some of these young people. In three incidents we were able to persuade the school to avoid a permanent exclusion, and instead looking at placing them in an alternative provision to access the support needed. We are sharing this information widely to promote discussion of better practice, and better communication between schools and social care. Although the new duties specifically outline this role as a strategic one, we have been

doing some case work to understand the needs of the cohort and how the system works around them. In doing this we have been able to avoid further exclusions in a number of cases and be able to model for school and social workers' better practice.

3.8. Personal Education Plans (PEPs)

3.8.1 The Local Authority has a statutory duty to maintain PEPs for every school age CLA up to the end of the school year in which they turn 18 (i.e., the end of year 13). 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.

3.8.2 The table below shows number of PEPs against eligible CLA through the academic year.

Personal Education Plans (PEPs)		2018/19	2019/20	2020/21	2021/22
Autumn Term	Cohort	205	188	203	200
	Completed	94%	89%	94%	N/A
	Authorised	80%	77%	67%	69%
Spring Term	Cohort	216	207	214	206
	Completed	78%	85%	96%	N/A
	Authorised	31%	93%	90%	56%
Summer Term	Cohort	210	223	N/A	
	Completed	96%	55%	N/A	Current projection 93%
	Authorised	90%	88%	N/A	Current projection 93%

CLA PEP report from CareFirst / LiquidLogic and those statutory school aged children looked after for 28+ days.

3.8.3 The table shows the reduction in numbers of Personal Education Plans completed in autumn and spring compared with previous year. Spring was lower than autumn which was partly due to a very short term. However, issues with the LiquidLogic social care database have been the main cause of the issue. We know from manual monitoring that in both autumn and spring terms the number of PEP meetings taking place was at least over 90%. What is delayed is the write ups of these meetings. We are confident now that most issues relating to the PEP on LiquidLogic have been addressed and so we are expecting summer term data to be higher. It may take one more term to get back up to pre-LiquidLogic figures and this will partly depend on staffing issues in Safeguarding being addressed.

3.8.4 One benefit of the LiquidLogic change was the opportunity to fully review how successful the PEP form is – we were able to improve the core form and add in two new forms – an "Over 18" PEP and one for those young people with complex needs.

3.9. Pupil Premium Plus Funding for CLA Financial Year 2020/21

3.9.1 The new distribution system for Pupil Premium is working well. However previously schools claimed money in advance at the beginning of the financial year. This made it very difficult to link to PEP targets and need and meant there was little evaluation of impact. The new system means that schools will get £400 automatically each term if either the child is making expected progress at school and that there is a quality PEP on the system. If they are not making progress, we would scrutinise the PEP to ensure that the Pupil Premium is being used to

support the child to make expected progress. If there is no PEP on the system this will be chased up. Schools can apply for further funding where there is need. This system has been welcomed by professionals because it has reduced admin and means they can be sure of their funding. Most importantly it is part of our constant monitoring cycle for pupil progress and PEP quality which means that we can pick up issues with our young people more quickly.

3.9.2 Full analysis of 2021/22 will be included in the full annual report.

3.10. Children Previously Looked After and new duties

3.10.1 The Children and Social Work Act 2017 placed significant new statutory duties on the role of the Virtual School Headteacher, extending it to include promoting the interests of children who have been adopted or who are in long term care permanent arrangements (under an adoption, Special Guardianship, or a Child Arrangements Order). These responsibilities came into force in September 2018. As previously mentioned, Virtual Schools also have new duties from October 2021 to "promote the education of all children with a social worker".

3.10.2 We continue to support parents of adopted children and special guardianship carers when they queries or concerns about their childs education, especially where children have special needs. We also train and support schools to ensure they are able to meet need. The attachment and trauma training for schools supports this. We work closely with the admissions team particularly at secondary tranfer to enure all previously looked-after children have the school of their choice. We have also piloted two successful education drop -in sessions for special guardianship and foster carers. We plan to continue this next year.

3.10.3 We have regular join up with the adoption team to ensure there is a join up between post adoption support and education. This work is quite developed and ass a result Corum have requested that Bromley virtual school offer some training to other Local Auithorities to share the practice.

3.10.2 Due to the two sets of new duties we are structuring two new roles that will oversee younger Children Looked After, as well as previously looked after children and children with a social worker. The Deputy Headteacher with leadership of this has been in post since November and the Advisor will be post from April, with an interim covering and overlapping this post.

3.10.3 I have outlined in other areas the work we have been doing on attendance and exclusions for the new children with a social worker There is a programme of staff training and we are looking at joined up work with social care – for example looking at Child Protection Conferences to see if we can improve the communication between schools and social care at that point. The leader of this area also sits on several Education team panels such as the panel which looks at children missing education and those who are educated as well as the safeguarding network. As a result of the data collection and promotion we have been able to work more closely with the Education Service in the LA.

3.11. Challenges for 2021/22 Update on progress so far in all the challenge areas.

This is an update on our targets for this academic year and the rating reflects the progress made so far on these. Green is target met or on track to do so by the end of the academic year. Amber is target partially met or likely to be partially met by the end of the year. Red is target not met, or the target is nonlonger appropriate as priorities have changed.

3.11.1 Attainment and progress

Target 2021/22	6 month update notes	RAG
Improving overall progress %	Overall progress is broadly in line with summer 2021 (we have no data from spring 2021 so we are not comparing like with like)	
Maximise numbers going to higher education	There are just 6 definite applicants for 2022 and 5 "maybes" but this in line with the young people in the cohort and the qualification they are taking. Currently 24 in higher education which is a good number. The expansion of the mentoring project will support this going forward, Also the visits to higher education (two have taken place this year) and next year we will have the new project with Cambridge University.	
Improve post-16 ETE figures	Year 12 figures are broadly in line with last year. Year 13 figures are much lower than last year. Some of this is related to post-COVID issues. However, we are hoping this will improve next year with the embedding of the new ETE role.	
Increase % of those in Key stage 4 accessing one-to-one tuition	36.7% of the children in year 5 to year 11 accessed some one-to-one tuition through our system – 4% higher than last year. In addition, there are other children who have tuition agreed through their PEP that is put in through school. There were also 7 post-16 students who accessed tuition through the school led tuition fund.	

3.11.2 Improve attendance and behaviour of all young people.

To reduce pupil absence (PA) by half of statutory school age children.	PA is almost 7% lower than last year, and lower than 2019/20. Given that we are still being impacted by COVID this is pleasing progress.	
To reduce exclusions	There are fewer children being excluded, and fewer incidents, but more days lost to exclusion. We are working with individual schools who are excluding at the higher rates for both CLA and CP children.	
To improve ETE figures for post-16.	Year 12 figures are like last year. Year 13 figures are much lower. We have a large group of very disengaged young people – many because of the pandemic. We are working with them and with the Leaving Care Team through: post-18 PEPs, referrals to ETE Panel. The new post next year will mean more one-to-one work can be done to try to re-engage next year's post-16 students.	
To increase the number of schools who have received whole staff attachment and trauma training	Since September 2021 we have delivered training for 3 secondary schools and 5 primary schools. There are many more who have come forward to show an interest in having this training delivered next year.	

3.11.3 Improving transitions into care, to new placements, to new schools and out of care to adulthood.

At least 90% of children in good or outstanding school provisions	90% of children are currently in good or outstanding provision. Children in requires improvement or inadequate schools are only there a) if that is the school they were in when coming in to care and a review is taken. b) the school is considered the best option for that young person e.g. because of their inclusivity.	🟩
Reduce the number of school changes	Data not available at this time – we will work on this for the final report.	🟧
Develop training for social workers of all vulnerable children	In the induction programme for new social workers ALL will receive training from the VS. All social workers are encouraged to attend the VS training. The new attendance problem solving forum will invite social workers and managers along to discuss cases. The new Educational Psychologist starts in September and will offer consultation sessions for social workers.	🟩
Secondary school places all approved before deadline	100% of children in year 6 have a confirmed school place for September.	🟩
All year 12s have destination and start a post-16 placement in September	Currently not all have places. There are regular meetings regarding those who haven't yet and Fresh Start intervention has been put in place for those who will need more intensive support.	🟧

3.11.4 Improve quality of PEPs: particularly better target setting, use of strengths and difficulties questionnaires (SDQs) and more accountability for Pupil Premium.

SDQ return at least 80% in first term	We achieved 72%. Part of this is because the graduate intern who was leading on this left us in January. We have also had no admin support since then, so it has been impossible to chase up on missing SDQ assessments.	🟧
Develop RAG rating for quality of aspects of the PEP	Considering whether this is still desirable as the QA system works really well currently.	🟧

3.11.5 Leadership and learning

Improved outcomes for CIN / CP children	This work is too early to measure any impact. But we now have the data needed to measure improvements in attendance and exclusions for children on Child Protection plans. The annual census will be able to measure attainment.	🟧
Improved outcomes for SEND children	The % of children with EHCPs making expected progress has increased from 65% in 2021 to 69% this year.	🟩
Improved wellbeing for staff and young people	It is hard to measure this as we haven't been able to develop the work further on SDQs. However, almost the whole team (along with 3 social workers) have completed the level one and two training in	🟧

| | resilience and well- being. Next steps are to run some small groups for young people and to train further staff. | |

4   IMPACT ON VULNERABLE ADULTS AND CHILDREN

See Section 2.

Non-Applicable Sections:	Policy Implications, Financial Implications, Personnel Implications, Legal Implications, Procurement Implications, Customer Impact Implications, Ward Councillor Views
Background Documents: (Access via Contact Officer)	Not Applicable