

Bromley Virtual School

Annual Report 2021-22



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Bromley Virtual school



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3. COMMENTRY

3.1 The Purpose of the Virtual School

The Virtual School is well respected, well led service with pro-active and experienced members of Staff that go the extra mile for our young people. “Would it be good enough for your child” is our mantra.

Children looked after benefit from a Virtual School which has strong and responsive leadership and a committed and effective specialist team..... They are true to the corporate parent principle **Audit feedback 2022**

School and college leaders value the support provided by the Virtual School. They comment on how the specialist skills and experience which its team members bring have a direct bearing on the progress children looked after make. Specifically, they note how the Virtual School team liaises with and informs social workers about the progress made by individual children; helps schools navigate processes such as SEN statutory assessments and modifications to EHCPs and assists schools in managing the Gateway Panel process enabling children to access alternative provision where needed. Virtual school staff are pivotal to PEP meetings. They calibrate their involvement well, increasing their focus on individual children according to need or at transition points.

Audit Feedback 2022

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 authorities. The children we look after are being educated across many different schools and local authorities. 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. The responsibilities of the Virtual School are outlined by the Department for education within the Children and Families Act (2014); Section 4 of the Children and Social Work Act (2017), “Promoting the education of looked after and previously looked-after children” statutory guidance (2018) and “Promoting the education of children with a social worker” (2021). Key areas of responsibility are:

- 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 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 a subject of a Child Arrangement order.
- Shine a light on those children who have a social worker to support improved educational outcomes.

3.1.3 This report outlines the activity and impact of Bromley Virtual School during the academic year 2021/22 and provides full details of the educational outcomes of Bromley CLA. It reflects on the impact of our activities for these groups of children and identifies areas of future development to achieve improved outcomes for our children.

3.1.4 We were fully staffed at the end of 2021/22. Staff are highly qualified, experienced, and committed to their work. Our staffing model comprises the following:

- Virtual School Headteacher
- Deputy Head in charge of Secondary Phase and SENCO
- Deputy Head in charge of Primary and New Duties
- Senior Business Support Officer
- 5 Advisory teachers (permanent)
- 1 advisory teacher (temporary post, new duties)
- 1 EET practitioner
- Senior Educational Psychologist (0.4)
- Quality assurance officer (locum) (0.6)

Over the last two years the model has developed into a specialist cohort model, allowing teachers with specialisms to take ownership, and have accountability for a cohort of young people. Case loads are around 40-50 young people. Advisory teachers are responsible for monitoring progress, attendance, and behaviour, working with the network to ensure they have a quality PEP, where they will challenge and support the network to ensure that the right support is put in place and that aspiration is high. They will challenge exclusions and offer alternatives and supportive strategies, including staff training. Teachers will provide direct interventions, work with the Educational Psychologist to ensure need is understood and recommendations made, including statutory assessments. School places are overseen, and recommendations made for those making normal transfers as well as those few who need to move in year. Staff signpost young people to opportunities as well organising and leading on a number of visits and projects.

3.1.5 Tracking is achieved through: Daily collection of attendance and exclusions data through Welfare Call. This ensures schools places are updated and current. Progress data is collected at least twice a term, through Welfare Call and through the PEP meeting. Once per term at the start we have a “pupil progress day” where advisors look at progress in all measures for their cohort, prioritise according to need and scrutinise and make decisions around pupil premium allocation. In addition, monthly supervision, monthly team attendance meetings and cause for concern meetings ensures management oversight and development of reflective practice. Our dataset includes all contextual information as well as progress and SEND information.

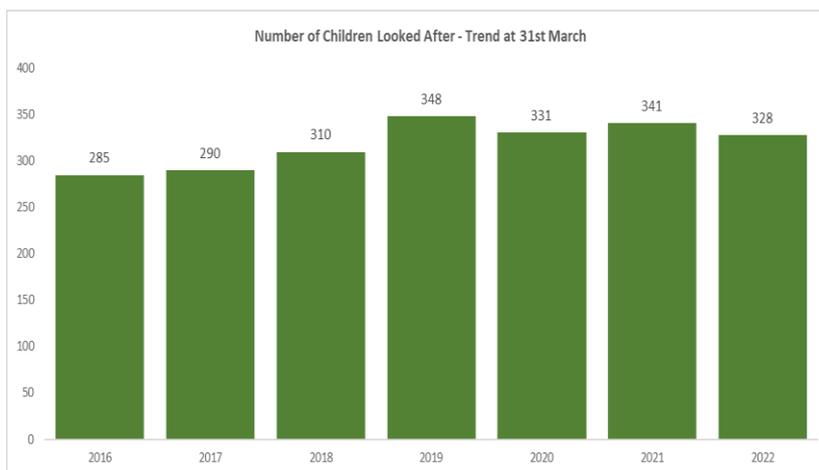
3.1.6 Quality Assurance is achieved through: Quality Assurance Officer scrutiny, advisor authorisation, dip samples, informal and formal PEP auditing. Moderation of progress data takes place on pupil

progress day and management oversight of this, and pupil premium allocation takes place on this day, during regular scheduled leadership meetings and during termly monitoring and evaluation weeks.

3.2 Our Children

3.2.1 Children Looked After: numbers on 31st March.

There has been an increase in the number of CLA in Bromley in recent years with a slight drop in March 2022. The rate per 10,000 children population in Bromley remains well below averages for our statistical neighbours, outer London and national picture. The number of children looked after has remained relatively stable in recent years, with a much lower outturn at the end of 2021/22. However, the rate of CLA per population remains at similar level to last year even though the actual number had dropped. The projected population estimates (72,638) for 2022 is 4% below that of last year (75,463).

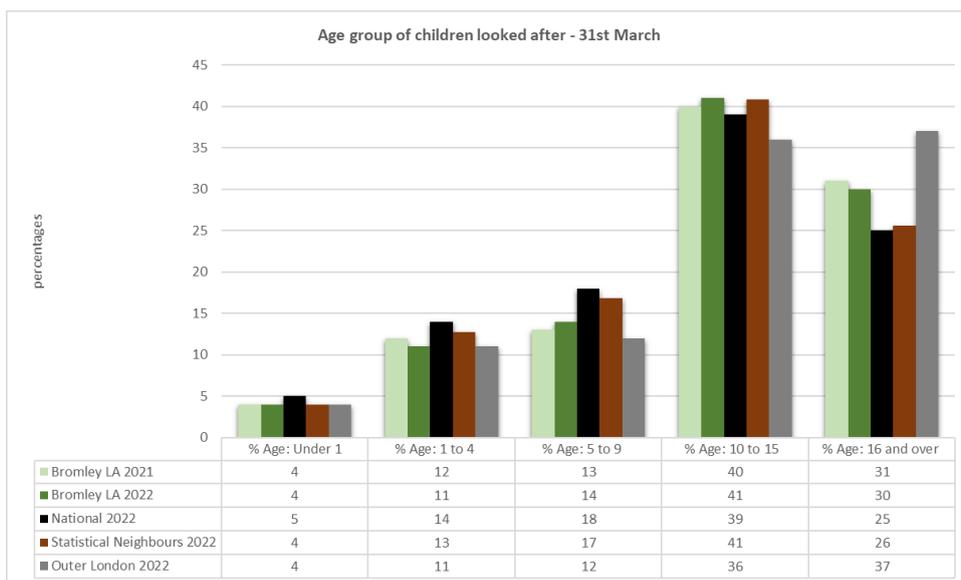


3.2.1 Contextual Analysis of children looked after – 31st March

The following graphs show the short-term trend of the background context of children looked after in comparison with benchmark groups.

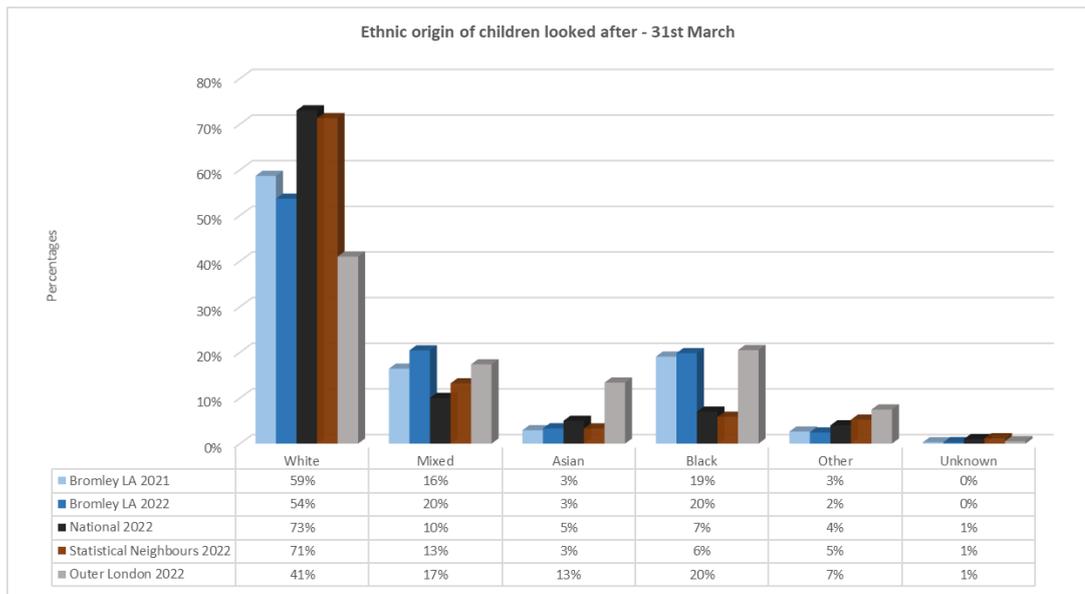
i. Age distribution

Seven in ten of children looked after are between the ages of 10 to 17 with 41% aged 16 and above. This age distribution is above national and statistical neighbours' averages but below greater London average.



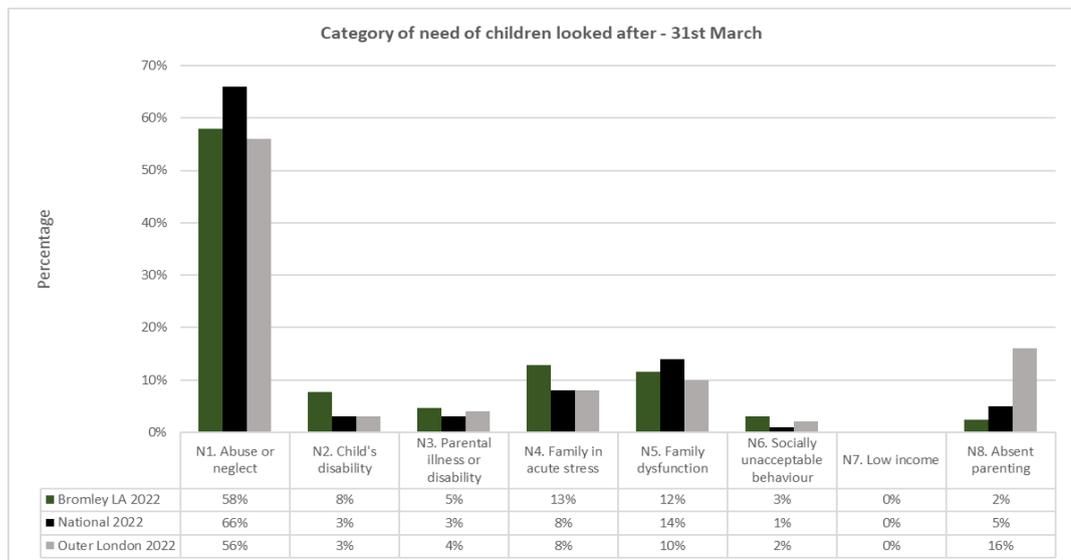
ii. Ethnic origin

There has been a shift in the ethnic profile of children looked after in recent years. The proportion from white heritage dropped from 61% in 2019 to 54% in 2022. The proportion identified as white is now below that of national and statistical neighbour averages but above that of greater London.



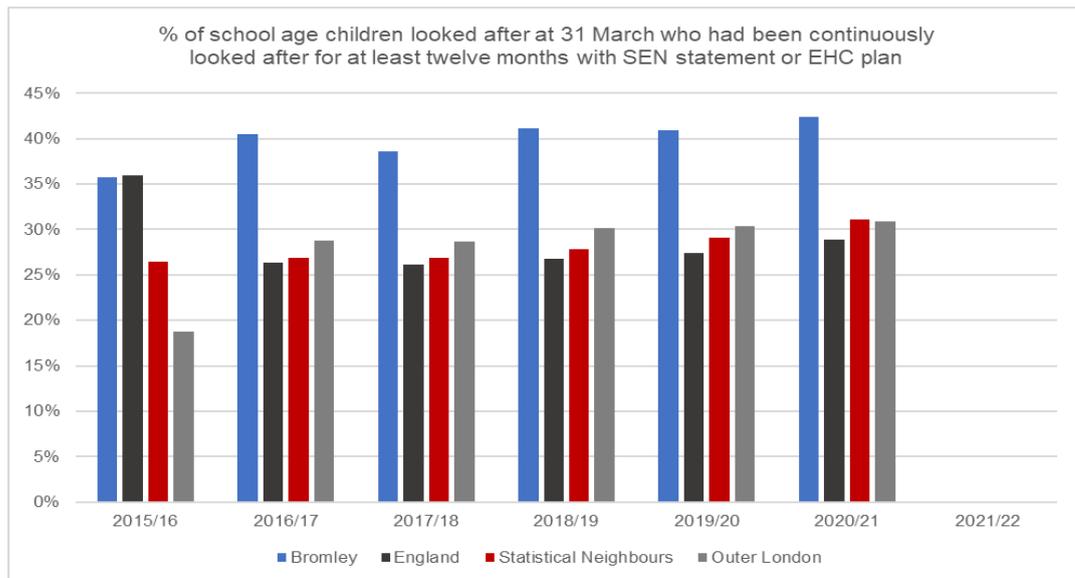
iii. **Category of need or reasons for coming into care**

Abuse or neglect account for almost 60% of the reasons children in care at 31st March average for being in care. This proportion is in line with benchmark groups but below national average. Family dysfunction and those in acute stress are the next main reasons. The proportion of children looked after due to absent parenting continues to decline in Bromley compared to greater London average for 2022.



iv. **Special Educational Need and Disability**

The proportion of school age children looked after for 12 months or more on 31st March and with statutory education, health or care plan has remained consistently high in Bromley compared with benchmark groups. The proportion of children with EHC plan is disproportionately higher than in the rest of the population and significantly higher than our statistical neighbours, London or National.



3.2.2 Planning for Children with Special Educational Needs

Our SEND lead is one of our Deputy Head Teachers. Close joined up work with the SEND team has developed this year, meeting regularly to look at complex cases and ensure timeliness of plans and reducing time out of school for children who need a new provision.

The join up meetings continue and now include specific meetings in addition to regular monthly discussions. These focus on key transition times for CLA Y6-Y7 Y11-Y12 and a rising 18 leaving care meeting

This continues to develop. The SEN Lead meets 1:1 with the SEND Team manager to discuss not just cases but SEND team structure and changes in organisation

SEND have created a placement management post. They attend placement panel and VS SEND meets with them regularly to discuss the more complicated SEND cases that have potential placement issues

The combination of PEP with annual review continues to be an area of development but VS team members do attend annual reviews when they are made aware of them.

Our SENCO is a key member of the working party that is planning to:

- To ratify the draft EHC Needs Assessment (EHCNA) Guidance for schools and families (please see attached and note the document is not for wider distribution)
- To agree how the Guidance can be implemented across schools and settings
- To co-produce new guidance on Descriptors of Need for children and young people. This guidance will need to be in accordance with the 4 areas of need in the SEND Code of Practice and align with i) the type of provision required for each level of need and ii) the banded funding required to ensure quality provision
- That will mean being able to more easily support social workers with their understating needs assessment

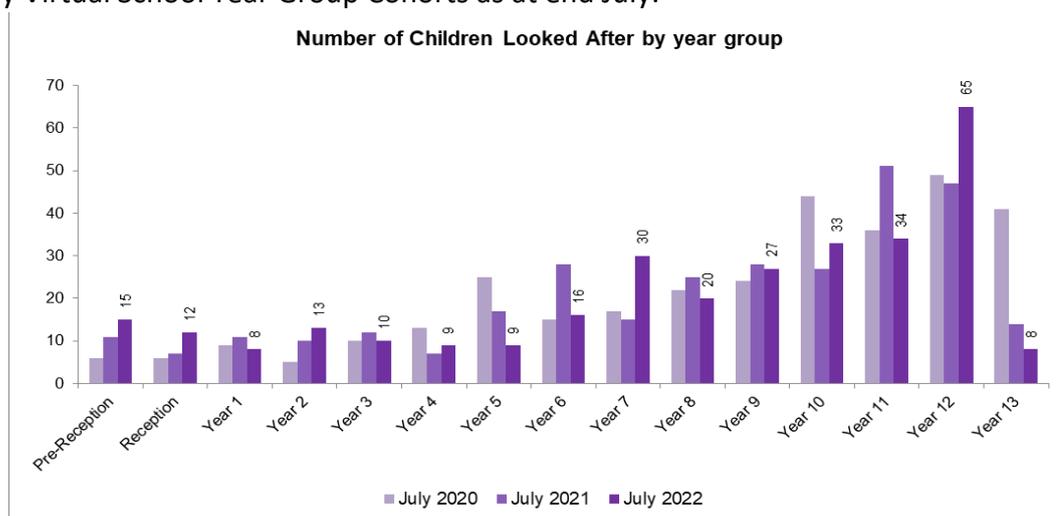
3.3 Profile of virtual school cohort.

3.3.1 Around 404 CLA and care leavers aged under 18 were in the Virtual School at any point in the academic year 2021/22. The features of the cohort are representative of all Bromley children in terms of gender and ethnicity. As might be expected, secondary school aged children are slightly over-represented.

3.3.2 In July 2022, there were 344 children and young people in Nursery to year 13 of which 233 are of statutory school aged pupils and 163 (70%) have been continuously looked after for 12 months or more.

3.3.3 Older children continue to feature disproportionately in the Virtual School, and this is in line with the CLA age profile reported above (para 3.2.2). Significantly more children are in years 7 and 12. The year 11 group this year was a much smaller group - 34 compared with 51 reported last year. Years 8, 9 and 10 all have 25+ children. The size of the year group cohorts tends to grow reasonably steadily as children get older. The year 11 cohort in 2020/21 was particularly large with 51 children. The numbers dropped this year as most of them moved on to post-16 phase of education.

3.3.4 Bromley Virtual School Year Group Cohorts as at end July:

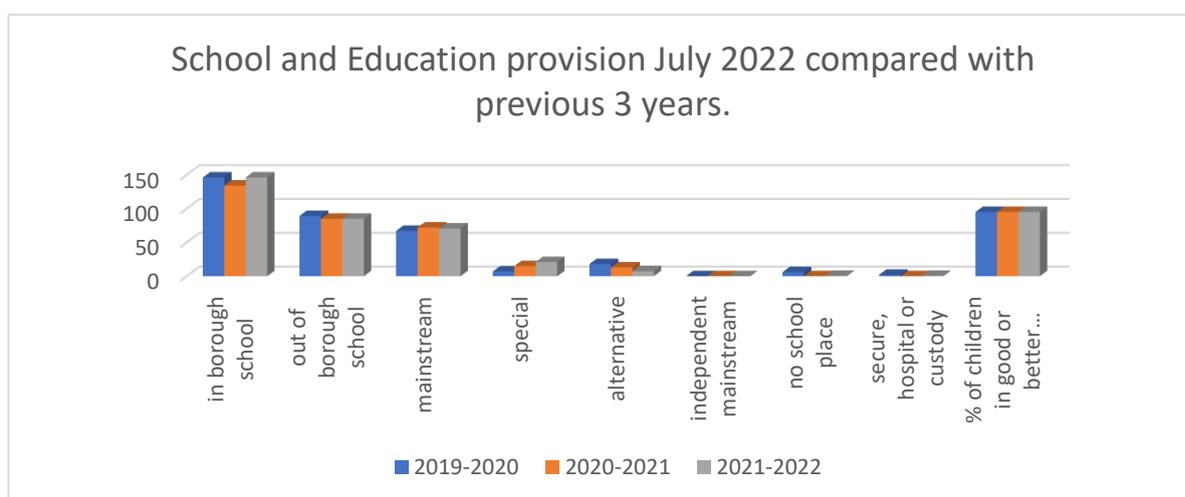


3.4 School Placements

Through good placement planning, the Virtual School has been successful in ensuring a high proportion of children are in good and outstanding schools, and that children who have to move schools do so at the right time and to the right school with the right support.

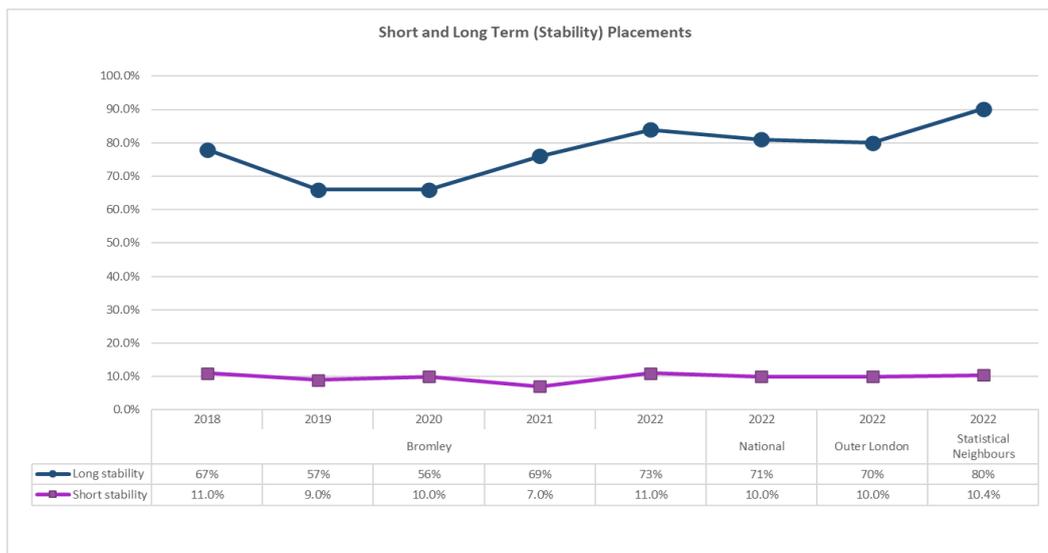
*Designated teachers and senior school staff comment on how the Virtual School staff take practical steps to pursue stability in the lives of children looked after, for example supporting placement changes, ensuring children are transported to school when such changes occur and sitting in line with young people at college enrolment, 'as a parent would'. **Audit Feedback 2022***

3.4.1 Distribution of school placements – statutory age children.



3.4.2 We have more young people of statutory age in in borough schools than out of borough, despite more living outside the borough. Only 38% are in schools outside of the borough, compared with 53% who live outside the borough. This is because when children move into care, or move placement, we work hard to keep most young people close to home as possible and strive very hard to keep them in their Bromley school, unless they have moved to a very distant placement. Being involved in all placement planning means this can be established early on with prospective carers through our better tracking we have fewer children out of school. There are increasing numbers of children in specialist provision – this tallies with increasing numbers of young people with Education Health and Care Plans.

3.4.3 Bromley Council is committed to ensuring that no child moves school unless absolutely necessary. We are clear that education is prioritised as part of all care and placement planning. School stability is essential in enabling children to make progress and succeed. (*The Educational progress of looked after children in England; Linking care and educational data, 2015*). We compare well with long stability and short stability figures against national and London benchmarks.



3.4.4. In 2021, 18 CYP out of 162 stat aged pupils had at least a school change. Last year this increased to 26 out of 152. The increase can be explained by Covid-19 effect – it was not appropriate to move children’s school who had moved placements or needed a new provision because of the lockdown. Only two pupils in 2022 had 2 school changes giving total of 19% for all with school changes. The figures ignore “natural” changes such as secondary transfer.

3.4.5 Analysis of children who moved school in 2021-22

- 6 children had a placement change in the previous academic year, but this was during lock down. When school was open, they were being transported to school until matched with the carers and a planned start in the new academic year.
- 10 children had a placement change during the academic year and lived too far away to stay on roll at their current school so had to move immediately.
- 10 children had a planned school move because assessment showed that the child needed a more appropriate setting.

3.4.6 Examples of children we have supported with placement planning and education

Child Z was placed with prospective adopters. The virtual school advisor worked closely with the social worker and prospective adopters, who worked in an independent school. A transition plan was put together and training delivered to the whole school staff on adoption, attachment, and trauma. She has settled very well into placement and school. Advice was given to the parents about potential future educational issues and put them in touch with the Virtual school in their home local authority.

Child A who had lots of challenges had to move during year 6 because the foster carers had to move house. A very supportive local school was sourced, and a strong plan put in place. The school ensured that the EHCP was updated and lots of academic and pastoral interventions put in place such as forest school, a mentor and one to one tuition. The transition to secondary school was planned together from the start with he designated teacher from that school meeting her early on, visits and plans put into place early. She is thriving now in secondary school.

Child B, who has an EHCP, was moved to a temporary foster carer during the summer. It was a great success so we worked with the local Virtual School to source a school that could meet his needs. A careful transition plan ensured that he accessed a wide range of support to meet the needs in his plan. Pupil premium plus was used to add extra tuition provided by teacher in the school as well as a large supply of appropriate books. As a result, he has made accelerated progress in his reading (3 years progress in 6 months) and also in maths. He has also built-in confidence and now attends his PEP meetings.

Child AD has an EHCP and was transitioning to foster care from residential. The Virtual School SENCO advised that a change of school would be extremely detrimental. Professionals worked closely and a decision was made to look for a foster carer near his school. VS also worked with SEND to secure the placement. HE was below expected for maths and English in Sept 2021 but made steady progress from then to be at expected for maths and English by the spring 2022.

3.4.7 Transition to reception, secondary and post 16.

There is a clear message to the network that all school placement changes should be discussed and approved of through the Virtual School Advisors. With “natural” changes at 4,11,16 and 18 we are proactive. The advisors that oversee those cohorts track these children carefully. PEPs are targeted to ensure there is a network discussion early on, for example this would start at the end of year 5 for year 6 pupils.

We work closely with foster carers, social workers, and admissions to ensure that each child has their first choice offer on offer day. When a child comes in to care after the application deadline, we work to ensure they still have the offer of choice.

For children with an EHCP, work starts much earlier, as part of the timetabled SEND / social care join up meetings to ensure consultation can start as early as possible. In September 2022 all reception and year 7 children had their choice of school place and had a careful transition plan to enable them to have a successful start.

Post 16 young people had a CIAG PEP meeting in spring term and those we were concerned may become NEET had further support through Fresh Start” to ensure they considered their choices, completed an application, and attended any interviews.

Child C really struggled in year 6 with emotional distress. We supported school with additional funding for small group support and some teaching assistant time. We also worked with ISAT and the local behaviour outreach team. We held transition meetings from very early on with the secondary school, and used our Educational Psychologist, who advised applying for statutory assessment. She made a very successful transition to a local mainstream secondary school and is a “model pupil”

3.4.8 95% of our children are in good or outstanding schools.

The very positive outcomes on school placements are due to:

- good joined up work between social care, schools, and Virtual School staff on placement planning.
- We have good data and notification system, and social workers almost always consult with us when a child is coming into care or moving placements. Our views are “given due weight” in placement decisions (Statutory Guidance 2018).
- Virtual School work closely with admissions, SEN staff, schools, and other Virtual School teams to secure appropriate school places as quickly as possible. This means we can ensure that the right school is matched to the young person and that we get admission without delay.
- We have good oversight and tracking of 4-year-olds, year 6 children and year 11 young people which means we have oversight of normal school changes. The graph shows that we have sustained 95% of our young people in good or better schools.
- Children with EHCP transitions are also discussed and monitored through the SEND join-up meetings.

3.4.9 There are 8 statutory age children in RI schools

All children in RI schools are tracked through the monthly “Cases of most concern” panel.

- 2 are UASC young people who joined us in year 11. They are placed at a post 16 provision in Croydon in their very good ESOL provision.
- 3 are at Kemnal school, 1 young person has been placed in their ESOL provision. 2 young people were already there. Their cases were reviewed, and it was decided to keep them there.
- 2 are at schools which have changed their grading since they started attending. A review was completed, and they are closely monitored.
- 1 is at an independent specialist provision. This was carefully chosen for this child as a school we felt could meet his needs.

3.4.10 There are 3 children at schools with an “inadequate rating”.

They are all highly specialist provisions for very complex young people. Children are carefully monitored through children of most concern monthly panel.

- 1 young person with an EHCP had an urgent placement change. We consulted widely, in an area that presents difficulties accessing specialist schools. The inadequate school was considered due to lack of provision. We conducted a visit and a review. We found an OFSTED monitoring visit had already taken place showing school had made significant improvement since its last inspection. Regular reviews take place, and the child is doing well.
- 1 young person was placed at the provision when it was good. When we were notified of the OFSTED inspection putting the school in a category we conducted a review, visited the school, discussed concerns with the leadership team and conducted a book scrutiny.

The child is happy at the school. We are reviewing regularly, and the child is making progress.

- 1 young person is at a good residential provision and the education provision is the one attached to the home. Virtual School raised concerns about the education provision however there is no other suitable placement. The young person came into care as a school refuser and currently he has started to engage a little with the provision. There is very careful monitoring and a high level of challenge to the home and education provision. Here is an example of one of the young people in an inadequate rated school.

Child D had an emergency placement change. A good placement was found at short notice, but in an area historically difficult to source school places for children with SEND. Knowing that all the suitable good and outstanding provisions were already over number we searched more widely. Using local knowledge and visits we found this provision. Although OFSTED had rated it inadequate it had just had a very positive monitoring visit from OFSTED which identified significant improvement. After working very closely with the school leadership team we formed a careful transition plan. Close monitoring and more frequent visits have shown that this young person is thriving. School have identified strengths in maths and ICT and will enter him early with support. He has been entered for Higher tier GCSE maths.

4. Personal Education Plans (PEPs)

PEP Quality and compliance is VERY STRONG. The Virtual School has been successful in maintaining high compliance rates for PEPs of over 90-95%, successful implementation of the new PEP in the social care system, introduction of a complex needs and post18 PEP. We have continued to improve quality through good quality assurance and management oversight.

*PEPs continue to be of a high quality, as reported in previous Ofsted inspections. They are effectively quality assured and in a manner which supports educational settings to improve. PEPs centre well on children's progress and targets, with the PEP process acting as a focus for social workers, settings, and Virtual School team members. **Audit 2022 feedback***

- 4.1 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.
- 4.2 Due to our new structure developed over the last two years advisors now have responsibility for overseeing that all children in their cohort have a PEP date and that there has been a conversation about whether the advisor will be attending. They cannot attend all due to caseloads but need to prioritise. However, they will give advice ahead of a meeting they can't attend where necessary. Once the PEP is written up the Quality Assurance officer will scrutinise and follow up any improvements needed with the social worker. Finally, the advisor will authorise the PEP. In supervision and auditing opportunities line managers will sample the quality of these authorisation comments.

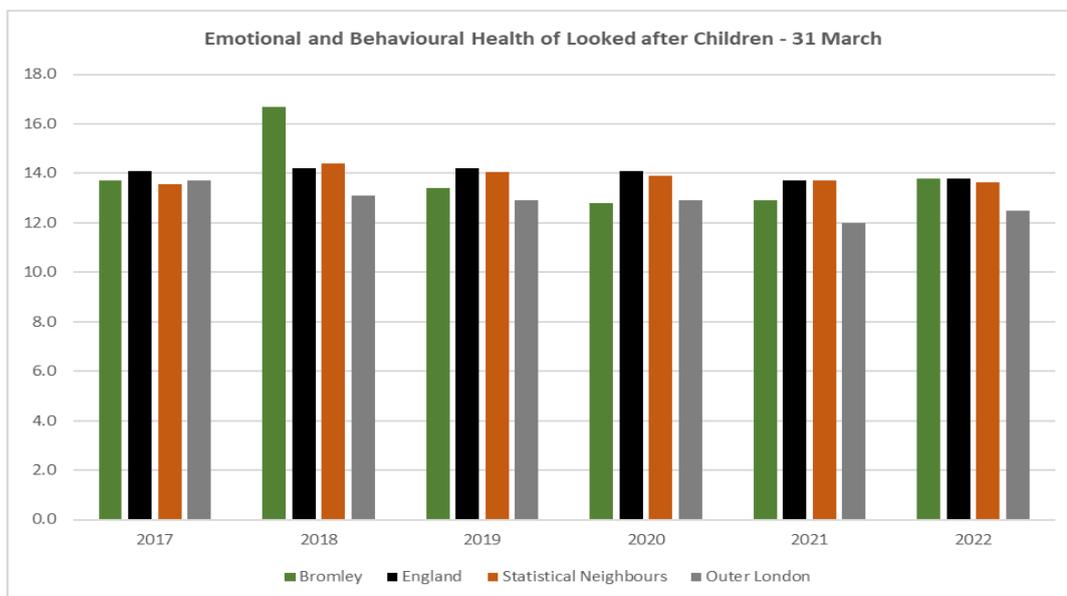
4.3 The table below shows number of PEPs completed within timescales against eligible CLA through the academic year.

Personal Education Plans (PEPs)		2018/19	2019/20	2020/21	2021/22
Autumn Term	Cohort	205	188	203	200
	Completed	94%	89%	94%	83%
	Authorised	80%	77%	67%	85%
Spring Term	Cohort	216	207	214	201
	Completed	78%	85%	96%	83%
	Authorised	31%	93%	90%	83%
Summer Term	Cohort	210	223	219	200
	Completed	96%	55%	92%	95%
	Authorised	90%	88%	98%	96%

Note: Autumn 2018/19 data from Virtual School dataset and cohort is of all statutory school aged children spring 2018/19 onwards CLA PEP report from CareFirst and those statutory school aged children looked after for 28+ days.

- 4.4 PEP compliance has been improving over the last couple of years and records show that, although there are still a small number of PEP meetings that do not get recorded each term, almost all CLA (96%) in year groups R-13 had their PEP completed on the system and authorised during the academic year. 80% of children and young people had their PEPs reviewed 3 times within the year. The dip in autumn and spring term was related to the changeover of the social care system from “care first” to liquid logic”. Those issues are now resolved around the changeover and we used the change as an opportunity to improve the structure of the PEP form and add in the complex needs and post 18 format.
- 4.5 There has been a sustained improvement in the quality of PEPs over the year. The work of the Quality Assurance officer combined with advisors authorising all PEPs for their cohort and with regular fortnightly audits by the Headteacher has meant that we have seen improvement in the quality of targets and the use of pupil premium as well as the child and young person’s voice. From May, members of the leadership team started to complete dip samples of pupils looking at education across the whole file, not just the PEP which has provided some useful feedback to social care managers around supervision and recording good multiagency work.
- 4.6 Children looked after experience significantly worse mental health than all other children. The Strength and Difficulty questionnaires (SDQ) assesses the progress in improving the emotional and behavioural health of children looked after. This describes the emotional and behavioural health of CLA, as recorded by a main carer in the strengths and difficulties questionnaire (SDQ). The SDQ is a short behavioural screening questionnaire. Its primary purpose is to give social workers and health professionals information about a child’s wellbeing. A score of 0 to 13 is considered normal, 14 to 16 is borderline, and 17 to 40 is a cause for concern. For further information see the children looked after data collection guide.

4.7 The chart below shows the annual outturn trends for children in care for 12 months or more at the end of March and of school age (4 to 16 inclusive) at the date of their latest assessment. The overall stress score for the cohort was 12.9 in 2021 and marginally below that of benchmark groups. 2022, shows slight increase in the average scores and Bromley average is now in line with national average.



4.8 Strength and Difficulty questionnaires (SDQ) now form a significant part of the PEP and is in addition to the SDQ generally completed by the foster carer. At the end of summer term, 85% of CLA had their SDQ scores embedded in their PEP. An area for improvement is to ensure that where issues emerged from the SDQ, any discussion consider next steps is captured in the PEP form, e.g., further assessment or interventions which meant that the pupil premium could be targeted where it was needed.

4.9 Training sessions on PEPs have been delivered to Social Workers; both new staff and those who needed a refresh. Regular bulletins go out to social care and school staff, reminding them of best practice. Advisors track and monitor their children and regularly offer ad-hoc training where needed. PEPs are also scrutinised, and outstanding actions raised both during both placement panel and permanence placement panel.

4.10 Some examples demonstrating the quality of our personal education planning

Child E needed to move schools after an incident with other pupils. We approached a local inclusive school and they agreed to give her a place. The PEP is a good example of showing where both good pastoral support, good academic tracking and the right interventions can make a real difference. She was offered counselling in school, and key members of pastoral staff have formed good relationships with her. She has one to one tuition for English and History. Her results in year 10 exams were much improved and the predicted grade for English and History has increased by a full grade.

Child F came into care during the academic year and she already had 10 suspensions from school relating to behaviour. The advisory teacher worked closely with the school, and we agreed funding for year 9 college placement as well as one to one tuition during the lessons she struggled in to support her learning and behaviour. She is now making good progress at college and in school and has had no further suspensions since these interventions were put in place.

Child G Early in the year she was showing a lot of signs of distress. The advisory teacher worked closely with the school to ensure assessment and interventions were put in place. School were asked to make a referral to the outreach team. Extra pupil premium was released to purchase addition resources to ensure she had a safe space in a small area outside the classroom, they used this with the zones of regulation. Intervention groups such as "Talk about", run by a speech therapist was offered as part of a small group. After assessment and support by the outreach team it was decided she would benefit from an assessment place at the local SEMH provision. She now has a full assessment, is accessing therapeutic support and personalised academic and social support and is thriving in the provision.

5.1.0 Pupil Premium Grant

Use of Pupil Premium is very strong. The Virtual School uses Pupil Premium effectively and creatively and administers it effectively with minimum administration. It has had a positive impact on young peoples outcomes and well-being.

"Very rarely do partner organisations and agencies work to reduce unnecessary workload for schools. The automatic allocation of PP+ funding is in the best interests of the children, as less paperwork equates to greater capacity for direct work with them. Thank you very very much!" **Assistant Headteacher and Designated Teacher local primary school.**

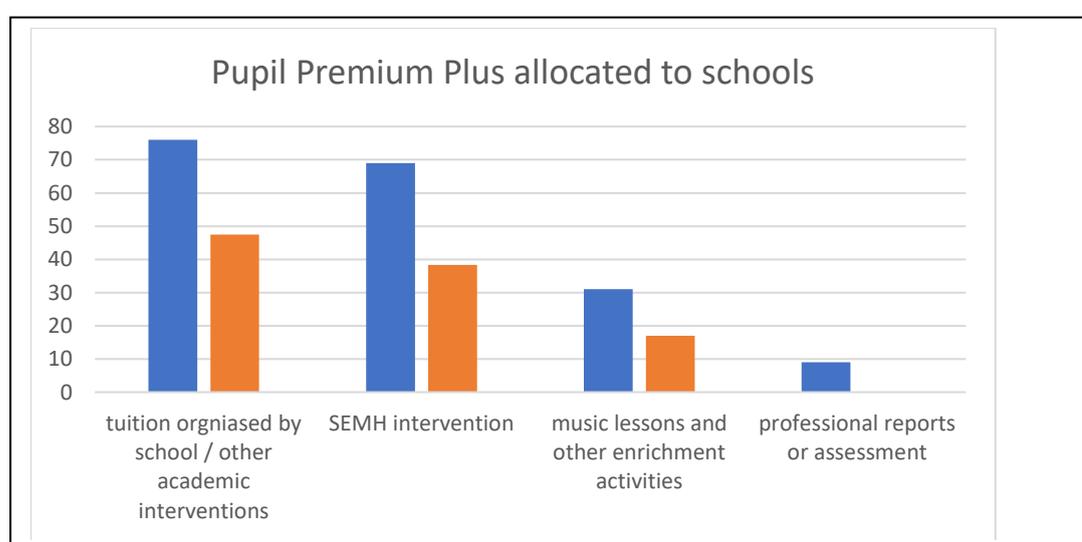
5.1.1 Children who have been in local authority care for 1 day or more attracted £2,345 of Pupil Premium funding in the financial year 2021/2022. This funding does not go directly to the schools but is managed by the Virtual School in the local authority that looks after the child. The Conditions of Grant require the Virtual School Headteacher to distribute funding. Funding should support children to meet their targets in the PEP.

5.1.2. In 2020-21 we amended the process by which the pupil premium was distributed to schools to improve impact and reduce administration. This is linked to our "pupil progress days" where we check the progress data each term of all children on our roll. The system works so that:

- If children are making progress and there is a good quality PEP on the system, we automatically allocate £400 to the school for the child for that term.
- If the child is not making progress or the PEP is not on the system, then further scrutiny is needed. The PEP will be chased or amended, or more clarity on what interventions will be put in place to help the child meet their targets.
- More money can be offered where it is needed. If a child needs a higher level of funding due to individual circumstances, then this is discussed through the PEP and allocated at the end of each term.

- All allocations are therefore now termly, making evaluation of impact on the child more responsive. It also means that school changes are dealt with, and new schools automatically get the money for the term the child starts to attend. We have had positive feedback from schools that this is the most efficient way to get money to pupils.

5.1.3 The total money paid to schools from the Pupil Premium budget was £239,481.75. The most common use of funding by schools is academic interventions and support, such as small group and one to one tuition, or in class TA support, with 76 pupils having the funding used for this. In addition to this, there are many children with an EHCP who are already receiving the support they need without the need for pupil premium funding. 69 pupils received funding to support with Social Emotional and Mental Health interventions. 31 pupils used funding for enrichment such as music lessons, sports, and school trips. We try to encourage schools to offer these enrichments without using the pupil premium funding, and also expect foster carers to use their allowances to fund some of these activities.



5.1.4 Retained Pupil Premium funding

The remainder of the funding not allocated to schools is retained by the Virtual School. The funding allows us to put one to one tuition and other interventions in place where the school is not doing so. It also allows us to support children temporarily not in full time education, for example when an Unaccompanied Asylum Seeker arrives and needs intense tuition in English whilst an appropriate education provision is found, or where a child moves placement in an emergency and is awaiting a school place. We also ensure all our young people have a laptop. The funding has also allowed us to increase our capacity with staffing to have better coverage on the secondary age children. The Educational Psychologist working with us two days a week has been instrumental in providing support pathways for some of our most complex children.

Alternative programmes (for children and young people not accessing a full time school place)	£59,963.85
Post 16 transition support	£22,594.57
One to one tuition and other interventions not implemented by the school	£83,051.00
Welfare Call	£24,179.40
Laptop vouchers and laptop repairs	£20,939.96
Total contribution to staffing costs, including portion of Deputy Head, advisor and 0.2 Senior Educational Psychology	£51,376.93

5.1.6. Examples of positive use of the pupil premium plus funding

Child H - had poor attendance and low engagement and was at risk of being NEET – we agreed funding for a part time Hairdressing College whilst at school and this helped her re-engage and improved attendance.

Child I - Had many challenges and the school put in place a very specific programme partly funded by the PP+, that is totally individualised to his needs including Lego therapy, DESTY, Friendship skills group. He is now spending most of the time in class engaging (with support) compared to when he started on a very minimal timetable.

Child J - accessed one to one tuition in preparation for year 6 SATS. This supported her to achieve a +3.55 progress score for reading, +1.42 for writing, +2.81 for Maths. Achieving scores well above average.

Child K – has accessed drumming lessons and proved to be very talented which has built his self esteem and helped him with focus and anxiety

Child L – a child with an EHCP had high levels of anxiety which affected her attendance, engagement, and progress at school. We used the PP+ to fund “Challenger Troop” which built her confidence, improved her anxiety levels, and has had a positive effect on her attendance and progress at school.

Child M - needed lots of support in year 5 and 6 and PP+ helped to fund friendship and self esteem groups, SATS booster classes, Lego therapy, drama and play therapy and shared writing class. In her SATS she achieved progress scores of +12.6 in Reading, +14.97 in writing and +12.11 in Maths with attainment scores above average.

Child AH was identified as risk of NEET in year 11. We put in fresh start intervention who supported with mentoring, careers advice, supporting with applications and interviews. As a result, the young person started on a course at Bromley college and is thriving.

Child AC is completing her GCSEs and has engaged fully in the Winchester Young scholars programme which mentors and supports young people / children and feels this supports her maths and English studies.

Child AA engaged with our Lemn Sissay writers project in July. He displayed real flair within the workshop. Lemn Sissay was impressed with his talent and school were contacted and informed of his good work after the event. School will use PP+ to plan further opportunities for him as a result.

Child AB in year 12 was part of the bespoke visit we made to Brighton University, where they showed how positively they support care leavers. He came back excited and has since made an application to Brighton University.

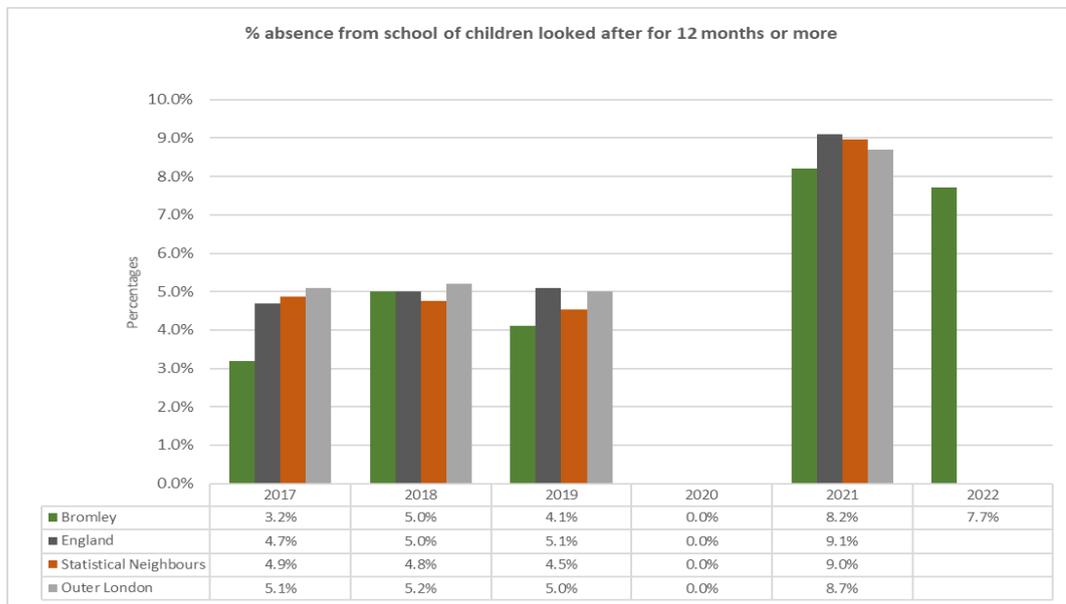
Child AE was experiencing severe anxiety. We used the Pupil premium to pay for therapeutic horse riding which has made a huge difference and she is now really settled and performing well at school.

6.1 Regular Attendance at School

Attendance is strong. The Virtual School has been successful in improving absence figures and persistent absence figures and these figures compare favourably to benchmark data.

The team, in conjunction with schools, has helped improve attendance and reduce exclusions **Audit feedback 2022**

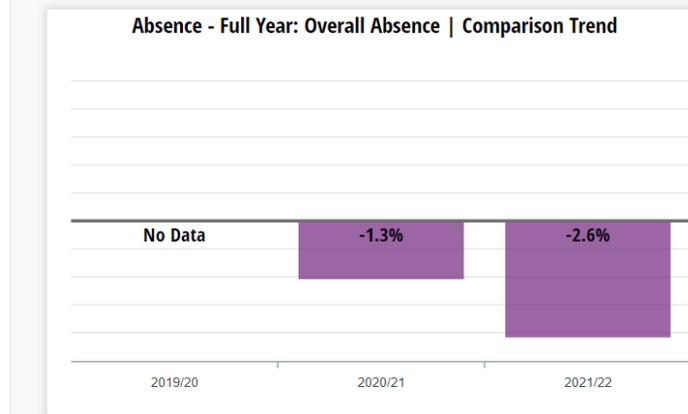
6.1.6 Regular attendance at school is vital to help children achieve and get the best possible start in life. Good attendance is a protective factor for CLA, and academic achievement is the key to a successful and productive adult life and breaking the cycle of neglect and life in care.



6.1.6 Absence figures comparison with National 2021-22

The Virtual School Overall absence is 2.6% lower than the National Average (Nexus data). This is equivalent to 1,151 fewer missed sessions in our cohort. Our cohort missed an average of 24.7 session, which is 12.9 fewer than the national cohort. The Bromley cohort has performed better than the National Average consistently over the last 5 years.

COMPARISON | NATIONAL (CLA)



6.1.3 The Virtual School utilises a service provided by “Welfare Call” to monitor attendance at school 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 is scrutinised regularly by education advisors through the online extranet. Individual reports of any children of concern are reviewed at monthly Virtual School team meetings, and appropriate strategies discussed with the network. Due to COVID19 and lockdown it is more difficult to benchmark or compare in the same way to previous years. Regular training for social workers has meant an increase in awareness from social workers on the meaning and importance of attendance data. New holiday policy means that social workers must seek permission of the Virtual Headteacher, their line manager and the school that the child attends in order to authorise any term time holidays. This will only be done for exceptional reasons.

6.1.4 The table below shows attendance academic year 2021-22 alongside that of last year (September 2020 to June 2021). Attendance information has come from Welfare Call data reports.

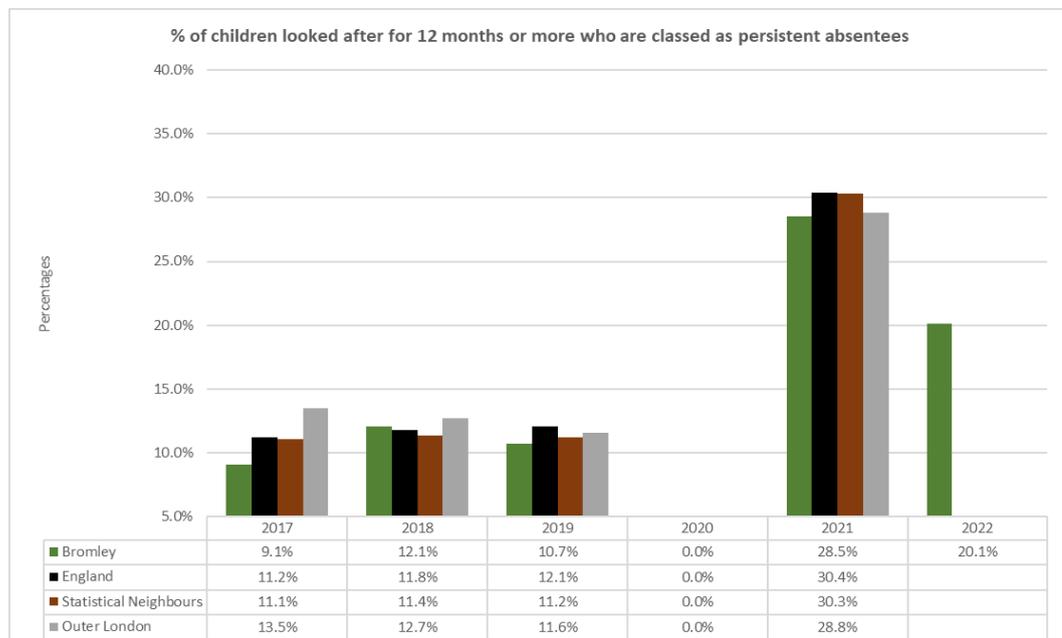
2022 Attendance	Academic year 2020 - June 2021 (incl spring lockdown as absence)	Academic year 2020 - June 2021 (excl CYP working from home during Spring lockdown as absent)	Academic year 2021-22
Number of CYP 5-16 as end of July	215	215	233
All CYP - (5-16)	82.70%	93.30%	90.4%
Primary	89.30%	97.60%	95.5%
Secondary	78.80%	90.70%	87.5%
KS1	89.10%	96.70%	95.4%
KS2	89.50%	97.90%	95.5%
KS3	85.90%	96.20%	91.0%
KS4	73.20%	86.10%	83.3%
School in borough	83.30%	93.40%	90.9%
School out of borough	84.10%	93.20%	89.3%
SEND without an EHCP	83.00%	96.90%	87.0%
EHCP	87.50%	94.30%	90.9%

2022 Attendance	Academic year 2020 - June 2021 (incl spring lockdown as absence)	Academic year 2020 - June 2021 (excl CYP working from home during Spring lockdown as absent)	Academic year 2021-22
Unauthorised Absence	1.60%	1.80%	2.7%
Persistent absence (all CLA)	54.90%	25.10%	24.0%

6.1.6 Overall attendance for younger children remains better than the national average, with primary age children average attendance at 95.5%. We saw an improvement in persistent absence in 2021-22 compared with the previous year. This is higher than previous years but is reflective of the national picture following the pandemic, and is better than averages for our benchmark groups in the same year, and indications are that it will be better than the National picture. 2021/22 provisional figure for Bromley for the statistical cohort is better at 20% involving 28 children and young person in care for 12 months or more.

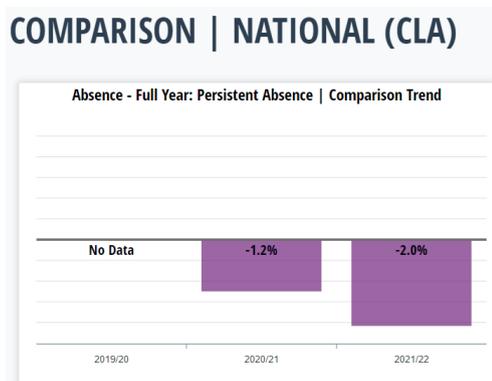
6.1.6 Persistent Absence data

As in previous years the majority of statutory school aged CLA fall within the Secondary age pupils (65%), Two in ten of CLA pupils were identified as Persistent Absentees – see 5.1.6 below. Both 2020-21 and 2021-22 were affected by the pandemic where many pupils were absent due to COVID related reasons. However last year was an improvement on the year before, and in both years, we compare favourably to benchmark data. Persistent absence for those with an EHCP is a better figure – (14%) this is likely to be related to the fact that many of these young people were encouraged to attend school during the pandemic when other pupils were working from home and this had a positive effect on their consistency in attending school.



6.1.6 Persistent Absence Comparison Data

As seen in the graph below the persistent absence figure for Bromley Virtual School in 2021-22 is 2% lower than the National CLA cohort (Nexus). Apart from 2018 we have performed more strongly than National for the last 5 years.



7 Exclusions and Suspensions

We have been successful in developing our practice and raising our expectations that alternatives to exclusion should be found where possible. This has led to reduced suspensions, improving figures from high levels 5 years ago.

7.1 Permanent Exclusions

There have been NO permanent exclusions of looked-after children in 2021-22. We have had intervene on 5 occasions when a school has indicated they were considering a permanent exclusion. On each occasion we have been able to work with the school to find an alternative and the permanent exclusion has been avoided.

- On one occasion the school were prepared to keep the child at the school with a large support package from the Virtual School, starting with a part time timetable.
- On two occasions we worked together to find a respite placement in an alternative provision.
- In two other cases we worked with the school to secure a managed move for the young person to have a fresh start.

7.2 Suspensions (previously known as fixed term exclusions)

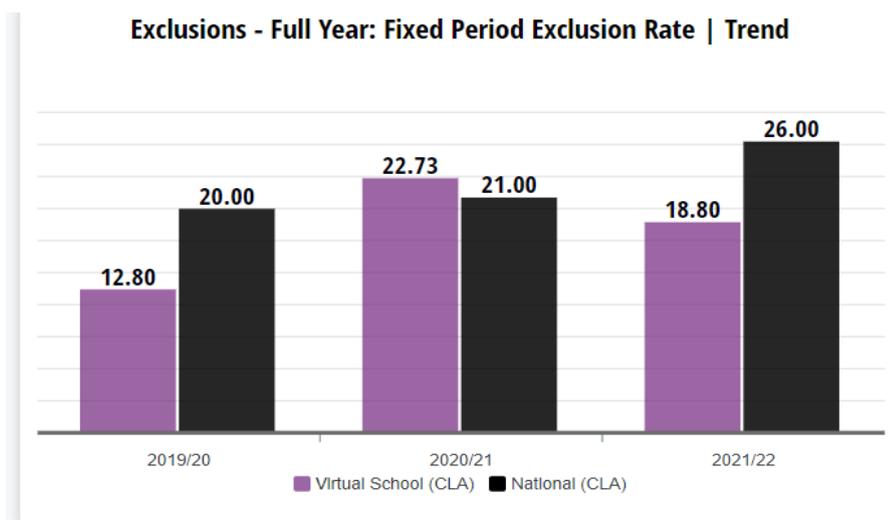
We have improved our practice and suspensions have improved as a result. In the academic year 2021/22, 19 children looked after for 12 months or more were subject to a suspension from school, equating to 95 days lost from school and 35 separate episodes. In 2020/21, 23 young people had 1 or more period of suspensions representing a total of 92.5 lost days. This is shown in 7.2.2. This data means that fewer children had a suspension this year. The number of days is roughly the same as last year but this represents an improvement as schools were closed for a good period of the previous year. It is more helpful to compare to 2018-19, the last “normal” year when suspension days lost was 123 compared to the 95 last year. When a suspension occurs, prevention strategies are put in place to ensure the young person is supported and behaviour can improve.

7.2.2. Number of CLA with suspensions and days lost

	2018-19	2019-20*	2020-21	2021-22
No of children with FTE	25	18	23	19
No of days FTE	123	70	92.5	95

7.2.3. Suspension rate

This is the proportion of suspensions that occurred as a proportion of the number of children in the cohort. Not only have we reduced the rate from 22.73 to 18.8, we are also performing significantly better than the National rate which was 26. We have had a huge focus on reducing the number of days out of school for a child who is suspended. The number of days lost to suspension is improved as a result.



7.2.4. The pandemic has without a doubt had an impact on our children’s ability to regulate in school and we saw a cluster of suspensions once children had returned to school fulltime. Despite this, we have made good progress which has seen improvement in the data and compare favourably with benchmark data. Actions we have taken to improve suspension data are:

- Improving our practice through team supervision in attendance meetings where we share practice of challenging schools and putting in behaviour interventions.
- Use of the Educational Psychologist consultations to plan assessment, intervention and support.
- Raising awareness with schools through regular bulletins and network meetings
- Improving our use of the notification system from Welfare Call so that staff are aware straight away of a suspension.
- Building relationships with Designated Teachers through our new “cohort” based structure so that we often get phone calls even before official notification that something is going wrong. Especially useful if a child is close to permanent exclusion so that we can avoid this.
- Offering regular and free attachment and trauma training for schools
- Creative use of pupil premium to ensure that schools have the capacity to provide alternatives
- Ensuring that PEP meetings take place as soon as we hear of an exclusion to re-plan
- Creative use of the Educational Psychologist to help provide strategies for the school

8. Educational Outcomes

- 8.1 Education outcomes are strong and compare favourably with benchmark data in most areas. Children make comparatively good progress. Key Stage 1 and 4 data compares well with benchmarks, with Key Stage 4 attainment 8 being the highest it has been. Although Key Stage 2 attainment data is lower, progress compares very favourably with benchmarks.

*Children’s progress, academically, personally and socially is regularly and tightly monitored by the team. Virtual school staff readily intervene where needed to support individual children looked after in schools. The headteacher uses data well to identify issues at child level, and to bring about improvement. Systems and processes are well managed. **Audit 2022 quote***

Progress measures for all children:

Progress measures are collected twice per term for each pupil. We analyse the data once per term and use it to help plan our work.

- 8.1.1 The table below shows numbers of CLA making expected progress or better in school. This includes all CLA at the Summer data drop, irrespective of how long they have been looked after.

	Summer Term 2021/22 Progress	Cohort size as at end of July 2022	CLA with available progress data (No)	Making Expected Progress - English (No)	Making expected progress - Maths (No)	Making Expected Progress – English (%)	Making expected progress – Maths (%)	CLA making Expected Level of overall progress based on end of July 2022 cohort (No)	CLA making Expected Level of overall progress based on end of July 2022 cohort (%)
Statutory School Age CLA	KS1	34	31	20	21	65%	68%	26	76%
	KS2	52	47	37	41	79%	87%	46	88%
	KS3	80	73	57	54	78%	74%	66	83%
	KS4	67	56	33	36	59%	64%	48	72%
	In borough	146	130	92	92	71%	71%	114	78%
	Out borough	85	77	55	60	71%	78%	72	85%
	Those with EHCP	82	73	53	55	73%	75%	71	87%
	Those with SEN (not EHCP)	54	48	32	32	67%	67%	41	76%
	Those with No SEN	97	86	62	65	72%	76%	74	76%
	All Pupils	233	207	147	152	71%	73%	186	80%
Post -16	Post 16 (Years 12 and 13)	111	NA	NA	NA	NA	NA	71	64%

- 8.1.2 This year 2022, 71% and 73% made expected progress in English and Maths respectively. We continue to monitor pupil progress, put in place interventions such as one to one tuition where appropriate. Schools also have a range of “catch up” interventions and we are ensuring our young people can access these where needed. At the end the year, 80% of pupils were making expected progress overall and this is significantly better than this time last year (67%).

8.1.3 Of the 47 statutory age children who are not making progress expected at the level that would be expected for their age and stage:

- 17 Only came into care that term and so their progress often reflects their traumatic pre-care experiences as well as the upheaval of moving into care.
- 21 have an EHCP – the vast majority for social emotional and mental health needs, 16 of whom have hugely complex needs and attend a specialist provision for young people with SEMH. Their complexities mean that they struggle to attend and to focus, making expected progress challenging. All these children are closely monitored, and good support can be seen through their Personal Education Plans.
- 9 other children have a variety of other reasons such as placement moves or mental health reasons.

Child R a post 16 young person was underachieving in his Maths A level. We put in one-to-one tuition and he got the top grade and now has a place at Loughborough University.

8.2 Key Stage 1 Summer 2022 (7-year-olds)

65% of children in Key Stage 1 were making the overall expected progress during the summer term. It is not surprising that progress is lower for this group of children and this in part is due to most being new to care.

15 children were at the end of KS1 of which 57% have special educational needs and disability. 29% of the cohort have EHC Plans. Seven in ten of this cohort are eligible for free school meals. The vast majority of these children only recently came into care. Only 4 children had been in care for 12 months and so the cohort is not statistically significant in terms of outcomes. However, 29% achieved the expected standards in reading, writing and maths. When looking at those in care for 12 months and above (4 pupils), the complexity of their needs had significant impact on their outcomes, and all continue to have access support paid by the Pupil Premium Plus.

8.3 Key Stage 2 Summer 2022 (11 year olds)

Using our local tracking data, 88% of Key Stage 2 pupils were making at least expected progress during the summer term in maths. This was the only cohort to have a dedicated member of staff in the Virtual School overseeing the entire cohort and attends all first PEPs for new children in care and all Early Years PEPs.

55% of those completing year 6 have an EHC plan, and 64% have been entitled to free school meal sometime in the last 6 years increasing the complexity of these children's needs.

14% of CLA in care for 12 months achieving expected levels in combined reading, writing and maths (matched data). This was a group of students with low cognitive ability and high complexity of need. However, due to the support they received, the average progress for this group was higher than national and regional for CLA, and higher than the progress for all children in Bromley, and higher than the average for CLA children nationally as can be seen from the table below. However, numbers of matched pupils are quite small so we must be cautious about using this data.

All year 6 pupils had a quality transition planning process, and all started in a secondary school place in September.

	Cohort	CLAs Matched	Avg. KS1 Pt Score	READING				WRITING				MATHS			
				Coverage	Prog. Score ≥ 0	Avg. Prog. Score	Conf. Int.	Coverage	Prog. Score ≥ 0	Avg. Prog. Score	Conf. Int.	Coverage	Prog. Score ≥ 0	Avg. Prog. Score	Conf. Int.
NCER National (CLA)	2,810	100.0%	6.4	92.0%	50.0%	-0.37	± 0.25	92.0%	48.0%	-0.78	± 0.24	92.0%	43.0%	-1.01	± 0.23
DfE Region - London (CLA)	210	100.0%	6.6	89.0%	54.0%	+0.55	± 0.91	87.0%	50.0%	-0.25	± 0.89	88.0%	44.0%	-1.65	± 0.85
Local Authority - Bromley (all schools)	4,040	0.4%	8.0	93.0%	56.4%	+0.64	± 0.20	93.4%	63.0%	+0.99	± 0.20	92.8%	56.5%	+0.87	± 0.19
Virtual School - Bromley	11	100.0%	5.2	72.7%	50.0%	+2.72	± 4.43	81.8%	33.3%	+0.05	± 4.04	72.7%	62.5%	+0.50	± 4.12

Child O – came into care with very low levels, attending a specialist provision. With very good support at the school and the right interventions working closely with the Virtual School she achieved KS2 SATS progress of +20.8 in Reading, +18.32 in writing and +2.94 in Maths.

Child P – engaged with one-to-one tuition all year and made very good progress in reading and maths.

8.4 Key Stage 4 Outcomes 2022

Key Stage 4 outcomes compare favourably to benchmark data. Attainment 8 is the highest it has been over the last 5 years. There is improvement in the number of pupils achieving 1 and 5 GCSEs. The year group had the highest level of need ever in the last 5 years, with 50% of pupils having an EHCP.

8.4.1 37 children in care ended year 11 in August 2022. Of these, **24** had been continuously looked after for at least 12 months (to 31st March 2022) and these pupils are part of the reporting **cohort**.

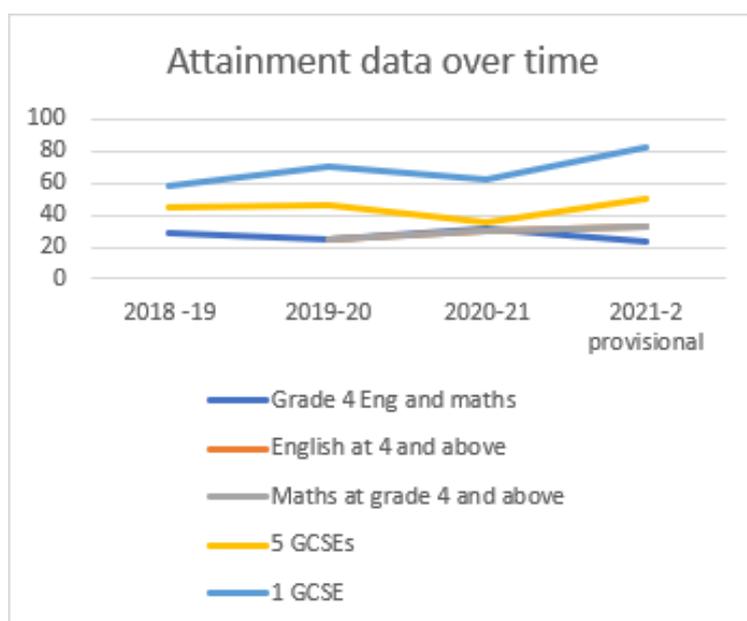
8.4.2 All outcomes are provisional for 2022 but the indications are positive. 4.4.3 shows the outcomes this year in comparison with previous years. 83% achieved at least a GCSE grade, good improvement on previous years. 33% achieved level 4 in maths and English respectfully. 50% of the cohort achieved 5 GCSEs of which 24% was at level 4 and above. The average attainment 8

score (provisional) is the highest it has ever been at 29.1 which compares favourably with the provisional national figure of 26.3.

8.4.3 72% of the statistical cohort made their targeted grades based on those set by the network at the start of the key stage. All of those who did not make their targeted grades have social emotional and mental needs. It can be seen from 4.4.4 that we have had the highest ever figure of young people with EHCP (50%), the vast majority of these plans are to support social emotional and mental health needs. Despite the support these young people received issues such as placement breakdown, mental health and other challenges had affected their overall outcomes. We have worked tirelessly to ensure that as many young people as possible achieved the best that they could and we are pleased 83% of the cohort achieved at least one GCSE -the highest figure in the last 5 year.

8.4.4 14 of the cohort had matched data from Key Stage 2. Of these, 59% of the statistical cohort made at least the progress expected based on their Key Stage 2 data. 4 pupils performed at a significantly higher level than would have been expected, with 2 pupils achieving over 2 grades higher than would be expected from their Key stage 2 data. 6 pupils did not make the progress expected from their Key stage 2. Of these, 3 are in specialist provision for their complex SEMH needs, their difficulties and needs were well supported and they were able to achieve GCSE. 2 others were able to stay in mainstream school despite being in danger of permanent exclusion and achieved GCSE results. This was a good outcome for them and was a result of the good support plans put in place with the network, driven by the Virtual school. The final young person who did not make their expected grades was a young person who had several placement moves because of his challenges. The challenges, and the moves themselves impacted on their grades, but they did achieve some qualifications. All those who underachieved were supported by “Fresh Start” to help ensure they move positively to Key Stage 5. Those who did not achieve a Level 4 in English and / or Maths have been offered one to one tuition at post 16.

8.4.5 The table below shows GCSE outcomes in 2022 with historical context. *N.B. it should be noted that national reporting is based on the number of CLA on roll in year 11.*



8.4.6 Contextual Information year 11

Academic year	2020	2021	2022
Number of pupils	28	39	24
% cohort with SEND	61% (17 pupils)	18% (7 pupils)	suppressed
% cohort with EHCP	43% (12 pupils)	38% (15 pupils)	50% (12 pupils)
% cohort in borough	50% (14 pupils)	39% (28 pupils)	50% (12 pupils)
% cohort in care 1-2 years	18% (5 pupils)	23% (9 pupils)	suppressed
% cohort 2-5 years in care	36% (10 pupils)	36% (14 pupils)	38% (9 pupils)
% cohort 5 years +	46% (13 pupils)	41% (16 pupils)	50% (12 pupils)
% in mainstream provision	61% (17 pupils)	72% (28 pupils)	71% (17 pupils)
% special provision	suppressed	15% (6 pupils)	21% (5 pupils)
% alternative provision	18% (6 pupils)	13% (5 pupils)	suppressed

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 grades 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.

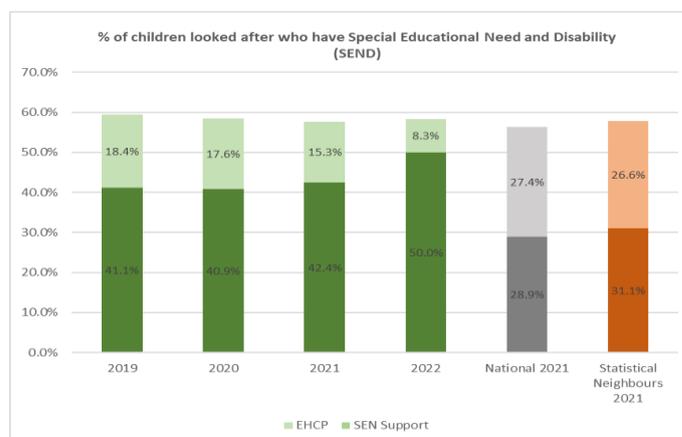
8.4.7 Statistical release data comparisons – year 11

Outcomes for CLA	Bromley / National	2018/19	2019/20	2020/21	2021/22
Grade 4 and above in English and Maths	Bromley	31.0%	c	38.2%	24%
	National	17.8%	24.3%	28.8%	
Grade 5 and above in English and Maths	Bromley	c	c	c	17%
	National	7.2%	10.8%	12.6%	
Average Attainment 8 Score	Bromley	19.0	18.6	26.4	29.1*
	National	19.0	21.3	23.2	26.3*

C = figures suppressed by DFE to protect confidentiality.

*= figures provisional from NEXUS

8.4.8 Year 11 cohort 2022 Special Educational Needs Profile



At the end of the 2021/22 reporting period, 12 young people have an EHC plan. This equates to 50% against a 2020/21 national average of 29% and 31% (outer London). A large majority of these EHCP primary need is for social, emotional and mental health. This category of need is likely to have the biggest impact on progress between Key stage 2 and 4.

8.4.9 Examples of Virtual School impact on young people's outcome at Key Stage 4

Child P came into care during the academic year. She was extremely dysregulated. She was moved to a distant placement. The Virtual School was involved in the placement planning and visited the school in advance. A relationship was built between the advisor and the young person and the school. She received a bespoke package of support and managed to achieve a level 5 in both Maths and English.

Child Q was underachieving at the start of year 11. One to one tuition was put in Maths along with other support at school. He achieved

Child R was placed at a special school. As a result of good joint planning the young person accessed a huge range of support. He achieved a level 4 in his Maths GCSE as well as progress 8 score of +0.15 as well as +1.28 progress in the EBAC measure.

Child S had placement moves and had to move school. Due to the good join up and support plan put in place including Maths and English one to one tuition he achieved a 7, 2 x 6 2 x 5 and 4 x 4 in his GCSEs, including a 6 in English and a 4 in Maths. This represented a progress 8 score of +44

Child T has an EHCP for Social emotional and mental health needs. There was some upheaval in his placement, but we worked to ensure he stayed at his current school. The lockdown affected him quite significantly. After the lockdown his behaviour deteriorated and he was in danger of permanent exclusion. We managed to work with the school to put a bespoke package in place to ensure this did not happen. He finished the year, with the Virtual School supporting him in his exams. He achieved a in English and a in Maths.

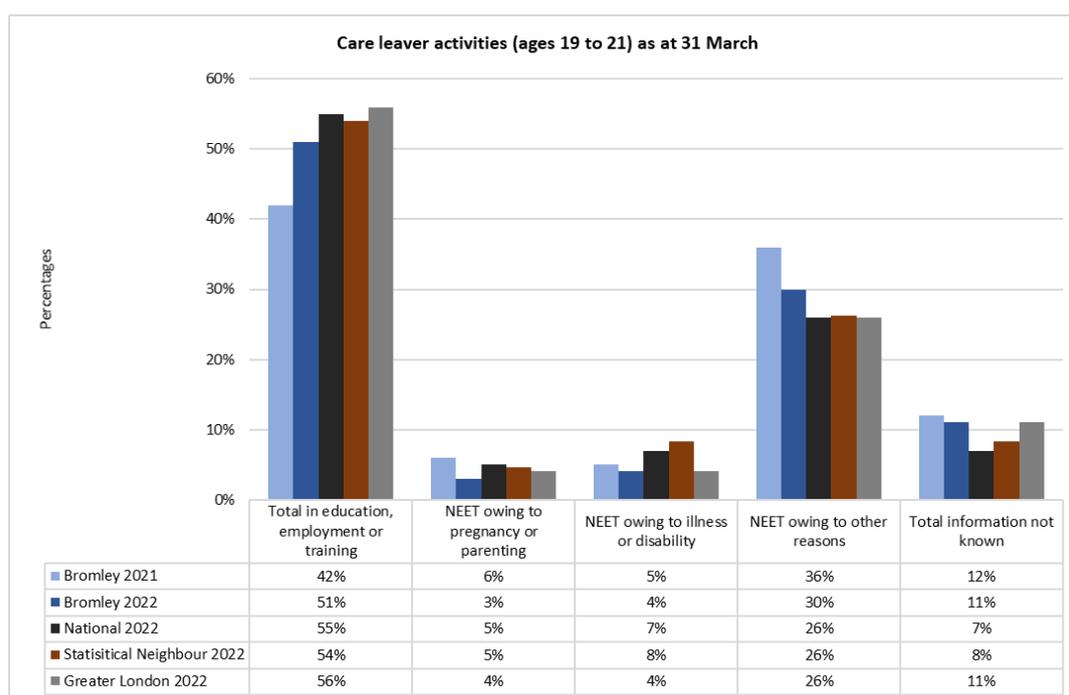
8.5 Post-16 Young People

Our work with the Post 16 young people is strong, The DFE pilot project is a success. Young People are well tracked and supported, and we are persistent with our “stuck” young people.

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

8.5.2 A total of 250 children and young adults were receiving leaving care services as of March 31st, of these 184 (74%) were between the ages of 19 and 21, and 66 were aged 17 and 18.

Five in ten care leavers (age 19-21) are in education, employment, or training. This proportion is marginally below that of benchmark groups in 2022. 4% are NEET (not in education, employment, or training) due to disability and another 3% owing to pregnancy or parental responsibilities.



8.5.3 There is continued focus on the transition of young adults at age 16+ years old and improving the quality of post-16 PEPs. We are embedding the use of PEPs beyond 18 for those still completing Key stage 5 education where young people wish to continue receiving support. The Virtual School is part of the EET Strategy Group, sitting on the EET panel.

8.5.4 Destinations of students from year 11 to post 16

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. 92% of CLA started year 12 with a secure place in a sixth form, college or other EET opportunity in September 2022. This is similar to the previous year.

	6 th form	college	Ind sch	Sports/Football Academy	Training Provider	Apprenticeship	specialist SEND	Hospital	NEET	Returned home	On remand
Bromley CLA 2020	10/49 (20.41%)	16/49 (32.65%)	0	0	6/49 (12.24%)	0	4/49 (8.16%)	0	11/49 (22.45%)	0	2/49 (4.08%)
Bromley CLA 2021	16/64 (25%)	30/64 (47%)	1/64 (1.56%)	0	2/64 (3.13%)	0	6/64 (9.38%)	2/64 (3.13%)	5/64 (7.8%)	3/64 (4.69%)	0
Bromley CLA 2022	5/34 (14.71%)	16/34 (47%)	0	1/34 (2.94%)	2/66	2/34 (5.88%)	5/34 (14.70%)	1/34 (2.94%)	3/34 (8.8%)	1/34 (2.94%)	0

KS5 Outcomes Table

- 8.5.5 We work closely with the CLA and care leavers service to ensure that any young person who is NEET has every opportunity and support to re-engage in education and training. The Virtual School contribute to the EET strategy and post 16 advisors attend the EET panel. Being part of the panel has improved the working together practice and this has resulted in improved EET figures at post 16 and beyond.
- 8.5.6 Although the proportion of care leavers who are in education, employment or training (EET) is improving, these are marginally below that of benchmark groups. Recent improvement is as a result of concerted efforts by a specialist worker and others in the Leaving Care Service to provide tailored and creative support with a focus on helping care leavers into suitable opportunities. Staff are ambitious for care leavers, and those care leavers who are not in EET are considered at the fortnightly EET panel.
- 8.5.7 At the start of 2022/23, 20 young adults were enrolled in higher education L4+ courses, compared with 24 last year. We have 6 care leavers who have started an undergraduate course in 2022. We are exceptionally proud of them for continuing with their studies.
- 8.5.8 The table at 8.5.10 shows what a complex range of learning abilities and vulnerabilities associated with our older cohorts. A much higher proportion of young people have SEND and 40% have an EHCP.
- 8.5.9 The table does not represent the final tally of level 1, 2, or level 3 qualifications that will be achieved by these young people. A few of the young people who appear not to have achieved any qualifications are part way through apprenticeships and many who have achieved ESOL, or level 1 qualifications have now gone on to further courses and have trajectories that could eventually take them to level 3 qualifications or beyond.

8.5.10 The table shows qualifications gained at the end of 2021/22 by our reporting cohort of year 13 students. 33% of young people at the end of year 13 are in full time education with another 15 in full time training or employment.

Academic year	2020	2021	2022
Reporting cohort	28 pupils	28 pupils	46
% attaining L1	46% (13 pupils)	39% (11 pupils)	18% (8 pupils)
% attaining L2	25% (7 pupils)	36% (10 pupils)	20% (9 pupils)
% attaining Level 3	7% (2 pupils)	25% (7 pupils)	22% (10 pupils)
% SEND	14% (4 pupils)	4% (1 pupil)	18% (8 pupils)
% EHCP	21% (6 pupils)	39% (11 pupils)	40% (18 pupils)
% EET (of known)	68% (19 pupils)	61% (17 pupils)	69% (31 pupils)
% cohort in borough			31% (14 pupils)
% in care 1-2 y	39% (11 pupils)	14% (4 pupil)	24% (11 pupils)
% in care 2-5 y	36% (10 pupils)	43% (12 pupils)	27% (12 pupils)
% in care 5 y +	7% (2 pupils)	43% (12 pupils)	40% (18 pupils)
UASC	43% (12 pupils)	4% (1 pupil)	2% (1 pupils)

Number staying on to year 14 to complete studies: 4

Number of young people with a place at University 2022: 6

8.6. New role: EET practitioner

A new role was developed in response to need towards the end of 2021-22. This practitioner has a case load of young people 16-18 who are at high risk of NEET or are currently NEET. She builds up relationships with young people, works with young people's advisors and social workers as well as placement staff to try to develop a plan back to EET with the young person at the centre.

Young person AF was NEET. He was supported by the practitioner to identify his strengths likes and dislikes. He was supported to write an application for a mechanics course and he is now attending well and enjoying the course.

Young person AJ was NEET throughout the summer. The practitioner started working with him building a plan to return to college in the new academic year. Regular meetings were held with him to discuss apprenticeships, part time employment – supporting with applications and his CV. It has taken time to build trust and rapport and motivate but he is finally now enrolled on a Level 1 Certificate in Digital Skills.

8.7 Post 16 pilot project

We have been successful in being accepted as part of the DFE post 16 pilot project. We completed 2021-22 without funding but have received a small amount of funding to continue in 2022-23. The aims of the project are to improve retentions, completion of courses and improve attendance for our young people in our local LSEC colleges, where we currently have 33 of our young people studying.

In order to do achieve our aims we have:

- Had regular planning and review meetings with senior staff in LSEC colleges
- Post 16 advisor and EET practitioner are based in LSEC colleges one day per week
- They work closely with the safeguarding lead and designated member of staff
- VS staff have access to the college IT systems and co-located with pastoral staff
- Have regular drop-ins for the young people
- Have developed relationships with tutors and subject leads.
- We have just developed a strategic plan with the college where we will offer some whole staff attachment and trauma training, including leadership team and governance board. We have offered to support them to look at a “charter” or care leaver policy.

8.7 Examples of Impact of the post 16 pilot project

Young person U was at LSEC enrolled on an ESOL course. His attendance dropped. As staff were on site a relationship had been built up a meeting easily set up to prevent him being withdrawn from the course. A support plan was put in place. All his tutors were made aware and regular updates given to the advisors. His attendance really improved over the year and he successfully completed the year

Young person V – struggled in college and met with the VS advisor every week, asking for advice with college work, overcoming problems and careers advice. Completed the year, the qualification and successfully applied for the next level course the following year.

9. Children Previously Looked After

The Virtual school has been very successful in structuring the roles in the team to ensure expertise and good overview of the journey of the child. Communication with partners has been excellent and feedback has been overwhelmingly positive.

- 9.1 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.
- 9.2 We have used the new duties grant to put in a post which has 2 days a week dedicated to it. Responding to schools and adoptive or Special Guardian parents is disproportionately time consuming, working with anxious parents and schools that have often been compassionate and

supportive, but which have ultimately reached the end of their resources. In addition, enquiries from admissions and SEND regarding these children are also adding to the resources needed. With the new duties this role has now been linked with the CIN and CP children meaning we have a new deputy role from September that will oversee primary age children, and “all children with a social worker”

- 9.3 We support with navigating Needs assessments for these children and searching for new educational placements supporting parents and professionals working with the child concerned. In addition, inquiries from admissions and SEND regarding these children and confirming status and needs ensuring they gain the priority that they are entitled to under government guidance. We have formed excellent relationships with Bromley post adoption support and meet monthly to ensure that the complex cases have joint up approaches across services. We have also provided training/support sessions to SGO groups that are run within the borough offering advise and guidance around education. We have continued to work with post looked after families to ensure that their children are better supported in school challenging use of PP and helping them to seek new educational placements that are better able to support their child’s needs.

Child AH who was placed with his prospective adoptive family at the start of the Summer Term. He has an EHCP, and the main identified need is speech and language. B’s new home is in another county. The Virtual School helped the parent navigate the school system and the SEND processes in the home Local Authority including challenging and speeding up a very slow consultation process. We then supported the parents with transition meetings to ensure the school were clear about the child’s needs and what would support him. He had a brilliant first term in his new school.
“Thank you so much for your email and the update.”, so once again, we really appreciate your assistance in trying to move things forward for him”. **Example email from the adoptive parent**

Child AI - adopted year 11 student. Very poor attendance. The school was challenged, and we found: Break down in relationship between school and home and a long term health issue. Parents asked for support round sitting GCSE’s and next steps. After intervention from VS, he sat all his exams in school after an agreed adapted plan was created and support regarding GCSE results/6th form choices pre and post results day. VS searched schools and arranged visit outside of the normal open evenings as a result. He is now completing his 6th form at a good Bromley secondary school sixth form, doing x3 BTEC courses. He is very happy and has settled really well. Parents and young person are delighted with outcome.

10 Children with a social worker

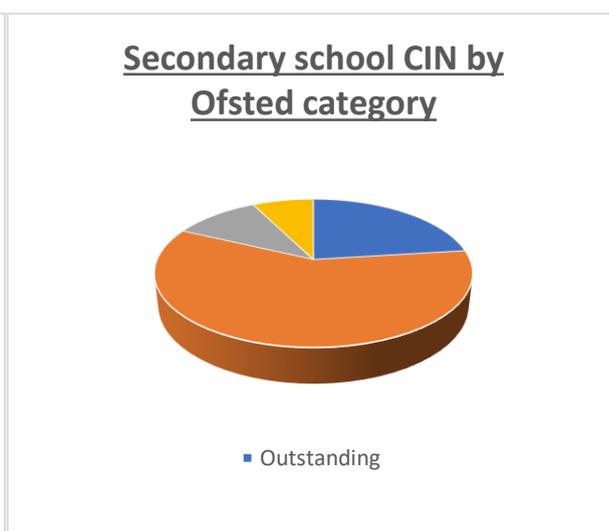
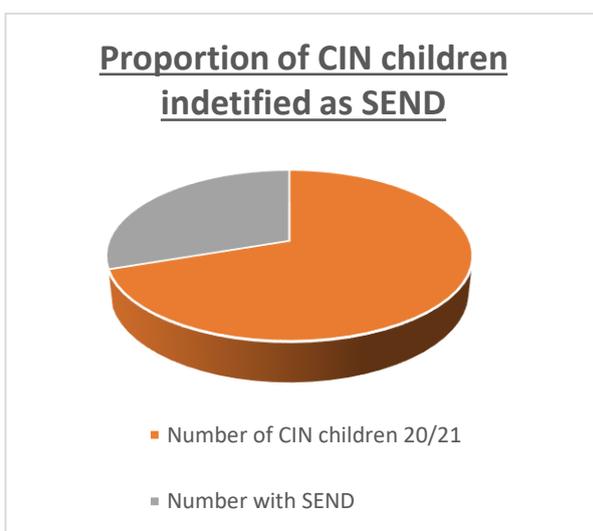
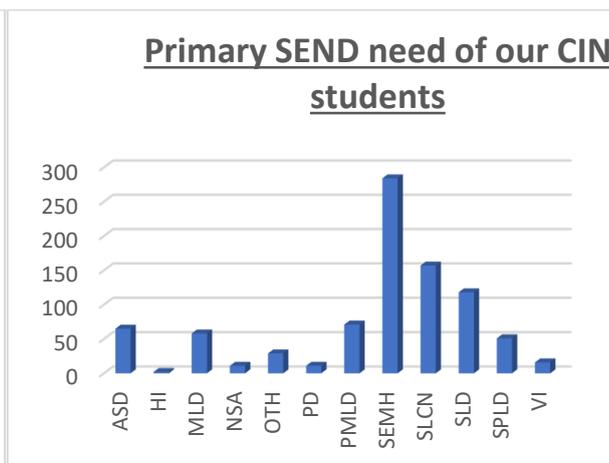
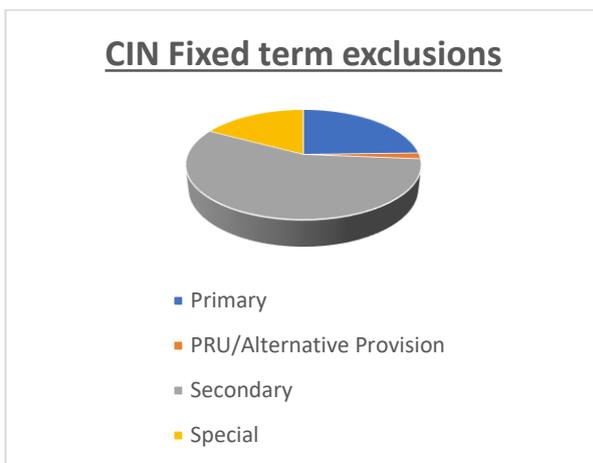
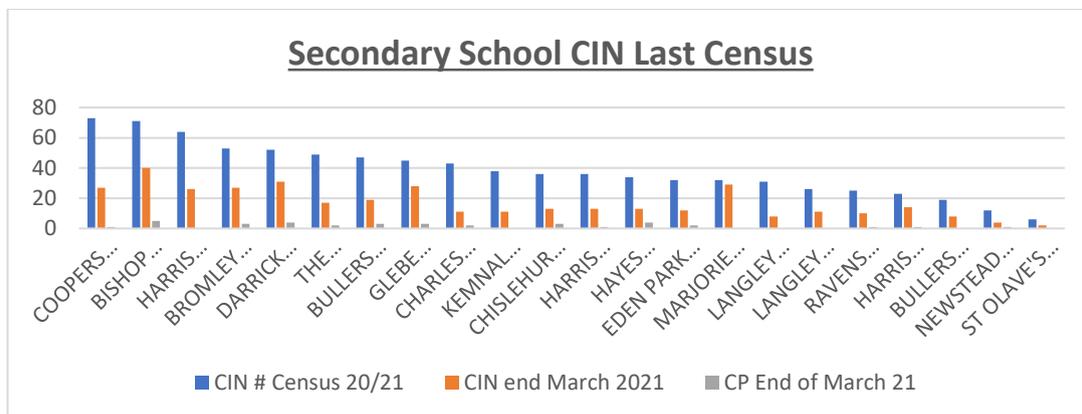
The Virtual School has made significant and rapid progress putting this guidance into place and there is already some impact been seen for individual children and cohorts in terms of improved attendance.

New guidance was issued in June 2021 expecting Virtual Schools to take on a new role from September 2021 “Promoting the education of all children with a social worker”. We have been given grant funding to carry out this work. With that in mind we have been preparing for this work and have created two new roles: A Deputy for “Vulnerable Children” and a new advisor role. Each of these roles will work with early years and primary age children (most likely to be adopted or move to an SGO) as well as previously looked after children and vulnerable children.

A baseline analysis of CIN / CP data supported development of an action plan will be created. We were able to recruit staff who started in December 2021 and January 2022.

10.1 Collecting baseline data and developing a plan

We used the 2021 census to gather some initial contextual information



The Census data told us that we had high levels of need in this cohort, and that attendance was of concern. It helped us understand that high mobility of families could lead to children being out of school for too long. We also found that need was spread across schools unevenly, and some of these schools not accessing services needed such as early help. We formulated a plan based on initial findings which was to:

- Monitor outcome data (attainment, progress, attendance and exclusions) annually through the census, and then analyse, disseminate and work on joint action plan.
- Track attendance daily for children on children protection plans.
- Discuss and signpost difficult cases around education just like we currently do for our children previously in care.
- Support social workers through consultations and training and use of the child protection data on attendance.
- Work with Education colleagues to ensure work with SEND services, Fair Access Panel and Admissions, as well as attendance services including Child Missing Education and Elective Home Education is joined up.
- Use current strong networks, such as the designated safeguarding leads group. Join up with early help, inclusion and social care to develop the work and action plan.
- Support schools with students who are on CIN and CP plans where there are direct concerns about education, offering advice on individuals as well as guidance around strategic planning and staff training.
- This data was also fundamental in the setting up of the Attendance taskforce across education within the borough.
- Development of the cross London network around these new duties to ensure we are learning from others and that we can work with boarding boroughs.

10.2 Attendance and Exclusions of Children in Need

We use Welfare Call to collect the attendance data for children on a Child Protection plan. The cohort is ever changing and just maintaining an up to date list has been a challenge but we are working with performance to streamline this. Bromley schools have engaged very well and all are working with the system to share the information required. We are using this information to highlight to social workers where attendance is a concern. Where there is a pattern of suspensions, or children are out of school we have been able to intervene.

The Welfare Call data on children on a child protection plan will be able to give us some comparative data going forward. However, we know from the overall CIN data that we are performing better than National on attendance and suspensions and exclusions and that we can tentatively say that there has been a positive impact of the work we have been doing.

The 2021 guidance outlines that this work should be strategic, so its not appropriate to we case work every child with an attendance issue we have focussed on:

- Getting children out of school into school.

- Using the data to target individuals to prevent permanent exclusions, re-engage children in education and pick up concerning patterns with schools regarding “B” codes and part time timetables.
- Training social care staff to understand the meaning of the data
- Changing the expectations of schools and social care professionals so that they also “shine a light” on these pupils, understanding their needs and ensuring they get similar approaches and level of support afforded to children that we look after.

10.2.1 Impact of work so far has been:

- Absence in the CIN cohort over 2021-22 is **0.7% lower than** the comparator national percentage of **13.8%** and that persistent absence was **35.7**, better than the national figure of **37.4**. (Nexus)
- Improved monitoring in schools of these children meaning we are spotting issues for individual young people early and able to intervene.
- Improved communication and mutual understanding between schools and social care.
- Better understanding of social workers of the meaning of poor attendance and what can be done to support them.
- Many schools have benefited from the training delivered to designated teachers in network meetings or separate training sessions and many schools have taken up the offer of whole school attachment and trauma training
- Working with the inclusion service to ensure that we “shine a light” on these children in Fair Access Panel meetings and admissions to ensure these children are prioritised.

We have had good successes for individual children – having facilitated around 15 children and young people re-engaged into education and avoided at least 8 permanent exclusions. Through doing this we have certainly “shone a light” on these children. Schools and social care staff are much more aware of the issues and how we can support.

10.2.2 Examples of good practice, children with a social worker

Child AG was on a CP plan. The family moved out of refuge into accommodation in another part of the country. Child was not attending school. As part of new duties, we spotted the lack of attendance, made contact and sourced a school and liaised with all parties to ensure a smooth start and get him in as quickly as we could.

10.3

Child Z was on a CP plan during the academic year, and he already had had received suspensions. He was struggling in mainstream and due to COVID had transitioned to a mainstream secondary with no EHCP. He was involved in a serious one-off event and school issued a permanent exclusion. It was clear his needs were not being met. Following our intervention, he was placed in a specialist provision under an assessment placement dual registered, with the needs assessment being submitted by his original school. The school provided funding for part of the placement in order to fulfil their duties around this child. The PEX was cancelled, and the child did not pick up any further suspensions.

Next steps for Children with a social worker

Following evaluation, we have planned key areas of support for 2022-3. This includes further developing direct links around transitions for our children, supporting social workers and offering drop-in services for schools with our EP, social workers to virtual school and more outreach to various networks supporting our young people. We will be looking at how we can support children protection conferences.

We will be widening some of our support that is currently in place for children in care such as the DESTY emotional literacy intervention, and the use of 3T (Time to think) multiagency consultations with our education psychologist. We will be increasing our pilot “drop in” sessions for safeguarding social work teams

We want to find a way of using the daily attendance data as a way to measure impact. Currently, as the cohort changes so rapidly this currently makes comparable data difficult.

11. Our Training offer.

Our training offer is excellent, well planned and well thought out, delivered by expert and engaging staff.

*Whole-school training on trauma-informed practice has been well received by schools in helping teachers respond in the classroom to the impact of trauma on children’s lives. **Audit 2022 feedback***

Training is integral to the role we do. Over 2022-23 we have delivered:

- A once a term bulletin to social workers and social care staff
- Training to the London network for Children with a social worker
- The Virtual Head has delivered a webinar for the National association of Virtual School Headteachers, training for colleagues in education and social care in Anguilla as well as for Bromley Headteachers.
- A once per term network meeting for Designated Teachers
- Part of the induction training offer to new social workers and NQSW and AQSWS – a half-day session on “Education for social workers – all you need to know”
- Twice yearly training for social workers – for refresher training
- Part of the primary and secondary headteachers inclusion conference.
- Delivered whole staff attachment and trauma training in over 10 schools.

- Resilience and mindfulness course part 1 and 2 (to work with young people) delivered to 20 staff from across children’s services.
- Comprehensive training package for the Virtual school staff including the NAVSH (National Association of Virtual School Heads) conference
- A further 2 VS staff completed the Post Graduate Certificate in “Education for children looked after” with Bath Spa University.
- Training delivered for Reviewing Officers and other specific teams such as the Leaving Care team
- Consultation staff for VS staff from the Educational psychologist. In 2022-23 we will be implementing “time to Think” for the network around vulnerable children.

11.1 Feedback from the network on training

“We had great feedback the next day from many teaching assistants and teachers. Thanks very much, it was informative and pitched just right for us”. **Assistant Headteacher secondary school on attachment and trauma training**

“The training was outstanding and has made a real impact on our thinking for vulnerable children. It was engaging and I’ve had so much positive feedback from staff” **Deputy Headteacher primary school on emotion coaching training**

“Thank you so much for opportunity to complete the resilience course with Zia. She was fantastic and I go so much out of it personally. Even better, I am using the strategies with my young people – and it is really working!!” **Social worker Bromley**

12. Evaluating the success of 2021/22

The development plan has been RAG rated and can be seen in **appendix 1**. Overall it was a very successful year, despite the challenges of having no business support for 5 months and emerging from the pandemic we were able to continue to grow a strong team which resulted in some good outcomes for our young people. The audit last term confirmed our view that the strong leadership has shaped a team that delivers good outcomes for young people. New roles are in place. Progress is stronger than the last few years. Tracking for our children is stronger than ever as is PEP practice. Attainment is about in line with what was expected and with national, although we will build on this next year by focussing on even better use of data and interventions during key stage 2 and 4. Strong work has been done around attendance and exclusions in a very challenging environment, PA compares well to national but we would like to reduce this further and we will continue to closely monitor attendance data and direct pupil premium to strategies that support good attendance. PEPs are high quality and make an impact on children’s lives, we will continue to strengthen the inclusion of the young persons voice and use of the SDQ next year. Excellent progress has been made with the new duties. Strong links with partners are evident; network meetings are well attended and our training programme for schools, social care and others is highly respected and sought after. We will develop the “Time to think” consultation model, role out further training and work with social care to embed education data in the child protection and children in need practice and process.

12.1 Other feedback for the Virtual School not already included in this report

Just thought I would acknowledge that I have heard lots of discussions recently from social workers about how amazing Hayley is working with our young people. So thank you for your support Hayley.
Team manager CLA

Thank you for coming this morning. Everyone says that they found it really useful, and have gone away wanting to talk to their children's schools. **Foster carer at "Chill and Chat"**

Famous last words but much better week..... She has been in excellent form and things have been much better at home..... Have my happy little girl back. Thankyou.
Foster carer following a Time to Think session with our Educational Psychologist

I Just wanted to say goodbye and a big thank you for everything you have done for our adoptive families and children. Most importantly thank you for the monthly meetings which gave us the opportunity to stop a bit and think with you what next for our families. Your support, enthusiasm and expertise have been invaluable. I have learnt so much from you. **Adoption Team manager on leaving the service.**

I just wanted to email you to say how much I have been appreciating Hayley's excellent work and dedication to my young people. I have quite a few in her age bracket and most of them need a good level of support when it comes to education. She has been so good in engaging them and getting them connected to things they are interested in, or giving me loads of support if we're still struggling to get them engaged. They also all love her after one visit it seems which is also to her great credit and very useful! **Leaving Care Team manager**

Having children currently placed with us from 7 different local authorities I can honestly say that, though the Bromley team may be amongst the smallest, the support I get from you all, but especially what I have had from Denise over the past term has kept me going, when at times, I wonder just what we are going to do next to support some of CLA pupils. I value her perspective and insight tremendously and I don't say it often enough! **Designated Teacher, Bromley Secondary School**

Thank you so much. Without you and your support they would be in a very different place with our grandchild. **Connected Person carer**

I just wanted to take the time to personally contact you to let you knowWhat an asset Maria is to your team.....Maria was absolutely fantastic so supportive and helpful, I honestly don't think we would be where we are now had it not been for Maria's help and advice..... have helped make a big positive change in our lives and we will be eternally grateful" **Adoptive parent**

13. Plans for 2022-2023

Attainment and progress.

Continue to improve outcomes at Key stage 2, 4 and 5 by:

- Improving the monitoring of tuition and match more carefully to the plan for those underachieving pupils in KS2, 3 and 4
- Developing quality interventions in the house and through HE programmes.
- Improving the use of prior attainment data by staff in PEPs and in their monitoring – use of pupil progress day, supervision, and extra progress meetings for year 6 and year 11.

Improve attendance and behaviour of all young people.

Improve response to trauma / attachment leading to better attendance / fewer exclusions by:

- Developing the training offer to schools and other professionals
- Implement the Desty pilot
- Develop the use of the CP attendance data across the network
- Improve use of notifications for placement
- Embed the post 16 LSEC pilot

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

- Embed the MASAP and SEND join up meetings
- Develop a UASC offer
- Develop the role of the advisors to improve step up step down transitions
- Improve transition planning in PEPs for 3YO, year 6, year 11 and 18 year olds.

Continue to improve quality of PEPs: particularly young persons voice, transition planning, use of SDQ's and more accountability for pupil premium.

- Improve monitoring and quality assurance through dip samples and leadership audits with a focus on these elements.
- More detailed pupil premium monitoring in pupil progress day
- Follow up timescales to ensure timeliness of PEPs improves.

Leadership and staff development

- Use of NAVSH conference, post grad, webinars and regional groups
- Mindfulness and resilience training roll out
- Improve quality of supervision and reviews
- Improve use of YJS join up meetings
- Regular evaluation of data for CWSW

14. Evaluation of 2021-22 development plan (appendix 1)

Attainment and progress		
Improving overall progress %		Progress overall has increased.
Maximise numbers going to HE		More post 16 students have accessed tuition. We have put on more trips and visits to HE. Winchester and Cambridge project started. We had fewer going to HE this year – but fewer were taking L3 qualifications so that is to be expected.
Improve post 16 EET figures		In 2022, only 3 year 12 YP did not start a course a similar figure to last year. However, we are now retained more young people at LSEC because of the pilot project.
Increase % of those in Key stage 4 accessing one to one tuition		
Improve attendance and behaviour of all young people.		
To reduce PA by half of stat age children.		This has reduced, but not by half. We have put good systems in place and improved practice and we are comparing well to benchmarks. Still work to do.
To reduce exclusions		The rate of exclusions has lowered and compares well to benchmarks.
To improve EET figures for post 16.		In 2022, only 3 year 12 YP did not start a course a similar figure to last year. However, we are now retained more young
To increase the number of schools who have received whole staff attachment and trauma training		Over 10 more schools have accessed this whole staff training. Many more planned for 2022-23 and also the “bitesize” attachment and trauma training delivered through our EP
Improving transitions into care, to new placement, to new schools and out if care to adulthood		Processes and practice have improved. All year 7 and reception children started Autumn 2022 with a school place – even despite several young people coming into care late summer.
Over 90% of children in good or outstanding school provisions.		95%
Reduce the number of school changes		This has not reduced – but it is not a concern as many were delayed moves following placement moves just around the end of the lockdown the previous academic year.
Develop training for social workers of all vulnerable children		Training delivered to individual staff and all the safeguarding teams. Regular drop ins have been scheduled for 2022-23
Secondary school places all approved before deadline		Yes 100%

All year 12's young people have destination and start a post 16 placement in September		As above
Improve quality of PEPs; better target setting, use of SDQ and more accountability for PP+		
SDQ return at least 80% in spring term		85% - better than target but hampered by loss of graduate intern who managed this
Develop audits of PEPs		Dip samples created for education Authorisation audits Panels used to sample PEP quality
Leadership and learning		
Improved outcomes for CIN/CP children		Fantastic progress made on recruitment, practice and process. Improved outcomes for individual young people but early days to measure impact on outcomes for whole group
Improved outcomes for SEND children		More SEND young people are making progress, improved attendance and fewer out of school
Improved wellbeing for staff and young people		Staff resilience course completed including social care staff. Some students are benefitting from this.