

TORBAY COUNCIL



**ANNUAL REPORT
(2020-21) OF THE
VIRTUAL SCHOOL
GOVERNING BODY**

NOVEMBER 2021



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Foreword by the Chair of the VSGB

I am delighted, as Chair of the VSGB, to write this introduction to the eleventh annual report of the VSGB. The purpose of the VSGB is to take the lead in ensuring that schools fulfil their responsibilities to Cared For Children and Young People and maximise their attainment and achievement and narrow the gap between our Cared For Children and their peers.

I hope you get from the Annual Report how determined we are to ensure our Cared For Children get the very best experience from their schools and the best outcomes they can achieve. The members of the VSGB are very clear that schools need to ensure that our most vulnerable learners are given every opportunity to succeed. This isn't about equality of opportunity but equality of outcome.

The Virtual School works in a very inclusive way. It also looks at the empirical evidence from research about where pupils learn and achieve best. It has a determination to have our children in the very best schools and to keep them in those schools no matter what.

Just as in the previous academic year we have seen a period of disrupted education and although schools were open for our learners throughout the year the impact of Covid and bubbles needing to be collapsed has meant continuity of learning has been interrupted.

In terms of our pupils' achievement this year it is again an unusual year. There are no national performance tables so comparisons can only be made with last year's data. There were no SATS so all of the data the Virtual School holds for the end of year is from teacher assessment. Our KS1 data sees an improving picture, but KS2 sees a dip in performance. Our KS4 data has improved in all measures.

Just at the end of the academic year the Department for Education informed all Local Authorities that it was extending the duties of the Virtual School Head to have strategic oversight of all children with a social worker. It is clear the DfE sees the positive impact of Virtual Schools on Cared For Children's outcomes and show a desire for the same for children on Children in Need and Child Protection Plans.

The Virtual School in Torbay provides a tremendous amount of support to our schools and as a result receives a tremendous amount of support from our schools and positive regard. We can never underestimate the power of relationships and partnership working.

I trust that the Annual Report will demonstrate our commitment and passion to our children.

Stuart Heron
Chair - TVSGB

The Virtual School

This is the eleventh annual report of the Virtual School Governing Body as the VSGB was formed during the academic year 2010/11. The Annual Report details the work of the Virtual School during the academic year and will highlight the educational performance of all of our Cared For Children and Young People and the wider work of the Virtual School.

The Virtual School (VS) was set up in 2010 and at that point consisted of a Head teacher (0.5 FTE) and a full time Advisory Teacher. Over the years through support of the Schools Forum and the Local Authority the staffing in the Virtual School now comprises of the Head teacher (0.6 FTE), 1 Primary CFC Teacher, 1 Secondary Maths Teacher, 1 Secondary English Teacher, an Inclusion Officer, a PEP Co-ordinator and a 0.5 Admin Officer. During the Summer Term it was agreed that the post of a KS4 Transitions Officer be added to the team so that there is a dedicated member of staff to oversee the important transition from Y11 to Y12 and then accompany them until their 18th birthday. Since 23 March 2020 the team has been working from home.

It should be noted that the VSGB has been instrumental in the increase of staffing in the VS as demonstrated by the addition of the KS4 post most recently. They have been supportive of the work and then used this support to challenge the LA to increase capacity in the VS.

The four key responsibilities of the Virtual School are:

1. To make sure there is a system to track and monitor the attainment and progress of Cared For Children.
2. To ensure that all Cared For Children have a robust and effective personal education plan and access to 1:1 support, including personal tuition.
3. To champion the educational needs of Cared For Children across the authority and those placed out of authority.
4. To provide advice and guidance to schools and parents/guardians of post Cared For Children and Young People.

The purpose of the Virtual School Governing Body sees it taking a lead in ensuring that schools fulfil their responsibilities to Cared For Children and maximise their attainment and achievement. The VSGB mirrors the role of school governing bodies in that it provides a strategic view, acts as a critical friend and ensures accountability. It also expects that all its members will be actively committed to the success of the Virtual School.

All of the data about the Virtual School contained in this report will be from the academic year 2020/21 with the obvious fact that they are all based on teacher assessment. For those in Y11, 12 and 13 they are nationally awarded qualifications.

The Virtual School consists of three groups of Cared For Children (CFC)

- All Torbay CFC who are educated in Torbay schools
- Torbay CFC who are educated in other local authority or independent schools.
- CFC from other authorities and educated in Torbay schools

The main focus of the work of the Virtual School relates to CFC who are of statutory school age but also includes those who are in Early Years settings and those who are post 16.

The school roll at the end of the academic year is shown in the table below:

| Age group | Total in Torbay Virtual School (A+B - C) | All CFC in Torbay schools (A) | Torbay CFC in out of area schools (B) | Out of area CFC in Torbay educational provision (C) |
|--|--|---|--|---|
| Early Years | 20 | - | - | - |
| Reception | 7 | 5 | 0 | 0 |
| Year 1 | 10 | 8 | 2 | 1 |
| Year 2 | 8 | 6 | 2 | 0 |
| Year 3 | 14 | 9 | 5 | 3 |
| Year 4 | 10 | 10 | 0 | 3 |
| Year 5 | 14 | 9 | 5 | 0 |
| Year 6 | 16 | 13 | 3 | 0 |
| Year 7 | 25 | 15 | 10 | 2 |
| Year 8 | 25 | 12 | 13 | 4 |
| Year 9 | 26 | 14 | 12 | 3 |
| Year 10 | 22 | 9 | 13 | 2 |
| Year 11 | 36 | 17 | 19 | 4 |
| Post 16 | 58 | - | - | - |
| Total of statutory school age | 213 | 128 | 74 | 22 |
| GRAND TOTAL | 291 | | | |

The number of CFC of statutory school age in the VS at the end of the academic year saw a decrease of 9 children. This builds on the previous year's reduction in numbers and continues the downward trend. Overall, there were 17 more young people in the grand total from the previous year with the increase being found in the post 16 and EY cohort.

OFSTED ratings for schools may change within an academic year. Where a school slips into RI or Inadequate the VS looks at each individual case and decides whether it is in the child's best interests to maintain their place at that school.

The VS continues to monitor the OFSTED ratings of the schools. At the end of the academic year there were 85% of our CFC in schools which were rated Good or Outstanding. This is an increase of 3.6% on the previous year. There was one child in an Inadequate school. This was a child in Y3 and the carer who was adopting the child did not want the child moved as the carer was very satisfied with the engagement of the child. This was a maintained special school located in an authority in the West Midlands. The VS SENCO paid close attention to this child's PEPS until the child was no longer cared for.

The VS staff ensure that social workers and the SEN Caseworkers are fully aware that applications for all children but especially Reception and Y7 should only be made to Good or Outstanding schools. Obviously the same is for mid-term transfers but these are discouraged due to the adverse effect on educational attainment.

Outcomes for Cared For Children (CFC)

The Department for Education only measures the educational outcomes of the children who have been cared for continuously for 12 months. For the performance measures for the academic year ending July 2021 the children whose outcomes are measured are those children who were cared for on 1 April 2020 and remained cared for until 31 March 2021. The progress and attainment of all the children in the Virtual School is important and therefore the data will be captured for the Continuous Care CFC and those who have been cared for outside of 12 months criteria.

The Virtual School measures educational attainment and progress for all Cared for Children. This is beyond the national expectation and allows accurate tracking and intervention. We do not believe the statutory focus on 12 months continuous care CFC is sufficient.

Data is captured termly. Nationally reported data is for those in care from 1 April 2019 - 31 March 20.

Headlines:

1. In Reception - there is a downward trend and below the 2019 national CFC outcomes. This is a small cohort of 5 and based on teacher assessment and it should be noted that 2 children achieved GLD which was the same number in the previous academic year.
2. At Key Stage 1 - It has been a successful year. There is an upward trend in reading and maths and it is just over the national CFC outcomes for 2019 in those areas. In reading and maths our Cared For Children achieved above the all Torbay figure. In Writing the CFC achieved in line with the last year's CFC data. The reading, writing and maths (RWM) outcome was 0.7% below the all Torbay pupils' figure and almost 13% higher than the all CFC figure for 2019.
3. At Key Stage 2 - there is a much weaker position when comparing with last year's data. Consequently the combined RWM outcome is 21% below the all Torbay pupils data and 3% lower than the national CFC outcome for 2019.

4. At Key Stage 4 - there was an expected upward trend in all measures with only the strong pass in English being below the national CFC from 2019 by 2%.
5. Key Stage 5 - there was a smaller number taking A levels and other L3 qualifications than the previous year. The number of Y13 achieving a L2 qualification increased by 14% but this was to be expected due to a smaller number following a L3 qualification.
6. There are 9.3% of our Care Experienced young people now at an HEI and increase of just under 3%. This increase is due to a small number achieving entry requirement in Y14.
7. Exclusions - there is an increase on the number of pupils experiencing a fixed term exclusion with 13.9% of our children. This is against a backdrop of rising exclusions for all pupils. There was 1 Permanent Exclusion for a CFC.
8. Attendance - the attendance rate had a drop of 10% on the previous year and this is attributed to Covid absences.

End of Year Results:

For the children at the end of Reception, the end of Key Stage 1 and Key Stage 2 the following results would, in normal circumstances, be national results and published by the DfE for those in continuous care. However, just like 2020, this academic year has not been a normal year and national tests or publishing results were abandoned. There are national results for GCSE and A Levels and BTECs but there will be no performance tables for comparison. This means the only comparison can be trend data from previous years as well as expected outcomes based on Key Stage 2 data for those in Y11. For all other year groups the results are taken from the attainment data from each child's summer term PEP.

Reception: At the end of the year there were 7 children in this year group. There were five children in the continuous care cohort with two on track to achieving a Good Level of Development.

Key Stage 1 - Year 1: There were 5 continuous care children in this year group with 11 Torbay CFC in total. The children should be at ARE (age related expectations) at the end of Year 1. The table below shows the number of children on track to achieve at least ARE in Reading, Writing and Maths.

In the continuous care cohort there was one child with EHCPs with Cognition and Learning as the primary need who attends a special school.

| | Reading | Writing | Maths |
|-------------------------|----------------|----------------|--------------|
| Less than 12 months CFC | 1 | 1 | 1 |
| Continuous care CFC | 3 (60%) | 3 (60%) | 3 (60%) |

Year 2: There were 7 continuous cared for (CFC) children in this year group but with 9 Torbay CFC in total. The children are expected to be at the Expected Standard by the end of this year. The table below shows the number of children who were on track to achieve the Expected Standard in Reading, Writing and Maths if they had taken SATs. One CFC child was on track to achieve a Greater Depth judgement in Reading and Maths with one child in the CFC cohort working above ARE in Reading but not quite at Greater Depth.

There were 3 (49.8%) of the continuous care cohort who reached ARE in all three measures.

There is one child in the continuous care cohort who has an EHCP with Cognition and Learning who attends a mainstream school. This is being reviewed through the SEND processes as the progress gap is widening with the child's peers.

| | Reading | Writing | Maths |
|-------------------------|----------------|----------------|--------------|
| Less than 12 months CFC | 0 | 0 | 0 |
| Continuous care CFC | 5 (83%) | 3 (49.8%) | 4 (66.4%) |

Key Stage 2 - Year 3: There were 12 continuous cared for children in this year group but with 15 Torbay CFC in total. The children are expected to be at ARE by the end of this year.

The table shows those children on track to achieve at least ARE by the end of the year in Reading, Writing and Maths.

| | Reading | Writing | Maths |
|-------------------------|----------------|----------------|--------------|
| Less than 12 months CFC | 0 | 0 | 0 |
| Continuous care CFC | 5 (41.5%) | 4 (33%) | 5 (41.5%) |

There were 6 children with EHCPs. One for Cognition and Learning and five for SEMH with only one in a mainstream school.

Year 4: There were 10 continuous cared for children in this year group but with 11 Torbay CFC in total. A child is expected to achieve at least ARE by the end of this year.

The table below shows those children on track to achieve at least ARE by the end of year in Reading, Writing and Maths.

| | Reading | Writing | Maths |
|-------------------------|----------------|----------------|--------------|
| Less than 12 months CFC | 0 | 0 | 0 |
| Continuous care CFC | 8 (80%) | 6 (60%) | 7 (70%) |

In the continuous cared for cohort there is 1 child with an EHCP. This is for SEMH and the child attends a mainstream school.

Year 5: There were 13 continuous cared for children in this year group with one CFC of less than twelve months. A child is expected to achieve ARE at the end of this year.

The table below shows those children on track to achieve at least ARE by the end of this year.

| | Reading | Writing | Maths |
|-------------------------|----------------|----------------|--------------|
| Less than 12 months CFC | 0 | 0 | 0 |
| Continuous care CFC | 7 (54%) | 6 (46%) | 9 (69%) |

There are five children in the continuous cared for cohort with EHCPs with four as SEMH as the primary need and one for Cognition and Learning. Three of the children with SEMH are in mainstream schools with two children being in special schools

Year 6: There were 15 continuous cared for children but with 18 children in total. This is the end of KS2 and in a normal year the children would sit their SATS in May. This was not the case this year. A child is expected to achieve Expected Standard in Reading; Writing; Grammar, Punctuation and Spelling; and Maths.

The following table shows those children assessed by their school as being on track to achieve at least Expected Standard in their SATS:

| | Reading | Writing | Maths | ES in Reading, Writing and Maths |
|-------------------------|----------------|----------------|--------------|---|
| Less than 12 months CFC | 0 | 0 | 0 | 0 |
| Continuous care CFC | 8 (52.8%) | 7 (46.2%) | 6 (39.6%) | 5 (33%) |

Whilst there is a focus through the PEP on ensuring there are interventions for each child to achieve ARE during Y6 the PRIM (performance review and intervention meeting) process commences. This

sees a greater focus on individual children and will see the Primary CFC Teacher undertake interventions where necessary with individual children. When the child is placed out of area this will see the Primary CFC Teacher making individual contact with the DT to ensure that interventions are put in place and that the focus is one which meets need.

In the continuous cared for cohort there are six children with EHCPs. Of these two are in mainstream school settings and the other four in special school settings. Five have their primary need as SEMH and one as Cognition and Learning.

One continuous cared for child was assessed as Greater Depth in Maths.

Key Stage 3 (Years 7, 8 and 9)

Year 7: There were 20 continuous cared for children but with 25 children in total. Again children need to achieve Age Related Expectations.

| | English | Maths |
|-------------------------|----------------|--------------|
| Less than 12 months CFC | 1 | 1 |
| Continuous care CFC | 7 (35%) | 10 (50%) |

There are 6 children with EHCPs in the continuous care cohort with only 1 of the children in a specialist setting. Of the 6 there is one child with Cognition and Learning as the primary need. The remaining five have SEMH as their primary need.

Year 8: There were 23 continuous cared for children and 25 CFC in total in this year group. The minimum expectation would be ARE. The table below shows the children who have achieved at least ARE.

| | English | Maths |
|-------------------------|----------------|--------------|
| Less than 12 months CFC | 2 | 2 |
| Continuous care CFC | 10 (43.4%) | 11 (47.7%) |

There are 10 children with EHCP in the continuous cared for cohort with five having Cognition and Learning as their primary need and five have SEMH as their primary need. Six of these children are educated in special school settings.

Year 9: There were 22 continuous cared for children and 25 Torbay CFC in total in this year group. Again the minimum national expectation is ARE by the end of Y9. The table shows the children who achieved at least ARE by the end of the year.

| | English | Maths |
|-------------------------|----------------|--------------|
| Less than 12 months CFC | 2 | 2 |
| Continuous care CFC | 8 (36%) | 8 (36%) |

There are eleven children with an EHCP in the continuous cared for cohort. Seven are in specialist schools with four in mainstream schools. Five of the children have cognition and learning as the primary need and six with SEMH as their primary need.

It should be noted that some schools are now choosing to commence GCSE courses in Y9. This now means that school will report attainment either as above, on or below ARE or as a GCSE grade. When commencing the GCSE course it is essential that the VS also receives the end of KS4 target to ensure the child is on track.

Key Stage 4 - Year 10:

There were 22 continuous cared for children and 23 Torbay CFC in total in this year group. At the start of the year targets for the end of KS4 were set from each school's Fisher Family Trust (D) data set. This data set uses prior attainment data and contextual factors to predict outcomes that a young person should achieve in line with the top 25% of students in similar contexts. Using this data 12 children should achieve at least a Grade 4 in English and 11 children a Grade 4 in Maths.

The table below shows the attainment at the end of Y10:

| | English Grade 4+ | Maths Grade 4+ |
|-------------------------|-------------------------|-----------------------|
| Less than 12 months CFC | 0 | 0 |
| Continuous care CFC | 8 (36%) | 8(36%) |

Through the PEP process for these children not on track to achieve their predicted grade interventions will be put into place.

There are 12 continuous cared for children with an EHCP. Of these children 4 have an EHCP with Cognition and Learning as the primary need with 8 with SEMH as their primary need. Of these six are in mainstream schools. One of the cohort has been educated in a Young Offender Unit.

The child who became cared for in this year had not attended a school for a considerable time. A bespoke programme was created and he is on roll at a mainstream school in the Bay.

It should also be noted that one of the continuous care group is on track for *Grade 7, 8 and 9* across all subjects. This young person has an aspiration to study medicine and attends one of our non-selective schools in Torbay.

Year 11/ End of Key Stage 4: There were 33 continuous cared for young people and 36 Torbay young people in total in this year group. In a normal year the DfE would publish the end of KS4 results for the continuous care group and OFSTED would scrutinise them during inspection. However I have no benchmark to measure this cohort against other than previous years as well as whether they met their targets based on their KS2 result. The following table gives details of the end of KS4 results for the continuous care young people.

| | 5A*-C or Grade 4+ including E&M | 5A* - C | EBACC | Grade 4+ (or C+ pre 2017) in E & M | Grade 4+ (or C+ pre 2017) in English (Lit or Lang) | Grade 4+ (or C+ pre 2017) in Maths |
|-----------------|--|----------------|--------------|---|---|---|
| Torbay CFC 2021 | 24.2% (8) | 27.2% (9) | 3.03% (1) | 27.2% (9) | 42.4% (14) | 30.3% (10) |
| Torbay CFC 2020 | 25% (5) | 30% (6) | 5% (1) | 20% (4) | 40% (8) | 25% (5) |
| Torbay CFC 2019 | 14.3% (4) | 14.3% (4) | 7.1% (2) | 14.3% (4) | 32.1% (9) | 21.4% (6) |
| Torbay CFC 2018 | 33.3% (7) | 33.3% (7) | 0 | 38.1% (8) | 42.8% (9) | 38.1% (8) |
| Torbay CFC 2017 | 13.6% (3) | 22.7% (5) | 4.5% (1) | 13.6% (3) | 22.7% (5) | 27% (6) |
| Torbay CFC 2016 | 13.3% | 13.3% | 0% | 20% | 27% | 27% |
| Torbay CFC 2015 | 14% | 14% | 0% | 14% | 18% | 18% |
| Torbay CFC 2014 | 0 | 8% | 0% | 8% | 20% | 8% |

Based on KS2 SATS results 17 (51.5%) young people in this cohort should have achieved at least a Grade 4 in English and 15 (45.4%) in Maths. It is, therefore, disappointing that they didn't achieve in line with the predictions from KS2. This underachievement, however, also needs to be seen in the context of the Stability Report which looks at placement moves and types of accommodation or school which may adversely affect outcomes for our young people.

Comparing the data over the previous seven years the outcomes this year are better than six of the years when outcomes were roughly in line with the national CFC figure (other than 2014) with the exception of 2018 when we were amongst the best CFC results in England. This year's results showed an upward trend.

There are 16 children with EHCP in the continuous cared for cohort and 12 of these either attended specialist provision or were on bespoke programmes.

The main points are that the results were pleasing this year and there were no major surprises. One of the Y11 who underperformed saw placement moves in Y10 and 11 and this saw a pattern of school refusal. This young person was supported with a programme to ensure engagement in Y12. Two children had managed moves to a PRU in Torbay and underperformed on their KS2 data. It should be noted that one child in an out of area PRU performed at the KS2 predictions.

All of this year group had Y12 plans in place by the end of their academic year in June.

Key Stage 5 (end of Y13)

Our performance at the end of Y13 is very different from the previous year but far fewer were studying L3 qualifications. This relates to the fact that more were taking L2 qualifications as a result of not reaching Grade 4s when they took their GCSEs two years earlier.

Attendance

The Virtual School wants all children to have the best possible attendance at their individual schools to enable each and every child to reach their full potential.

There is a strong link between good school attendance and achieving good results for children. Children who frequently miss school may fall behind in their work which may affect their future prospects. Good school attendance also shows future employers that a young person is reliable, more likely to achieve well and play a positive role in their community.

Very often, prior to children becoming cared for their attendance at school has been poor although not in all cases.

As of September 2015 the Department for Education (DfE) announced that any student whose attendance falls below 90% will be classed as a Persistently Absent student. Therefore, if a student misses 19 or more days over an academic year they will be classed as Persistently Absent.

The DfE say..."If over 5 academic years a pupil has attendance of 90% the child will miss a half of a school year, that's a lot of lost education."

The Virtual School promotes good attendance through ensuring foster carers have due diligence to good attendance as well as the children's social worker. Contact is made with children whose attendance has been a concern prior to coming into care to check what issues may have prevented good attendance. From the information received a plan will be written which will have action for all parties, the child, the school, the carer, the Social Worker and the VS. We all expect children to be at school unless the child is seriously unwell.

Each term the VS celebrates excellent attendance with the issuing of a certificate and for those with 100% attendance a book token. There are also attendance awards at our Annual Celebration of Achievement.

Attendance is now collected daily for all children but for those for whom there is a concern this is done on a twice daily basis. The Virtual School commissioned a service called WelfareCall to obtain the daily attendance of all our children no matter where they go to school and that by commissioning this service it means that our children, no matter where they go to school, have a focus on excellent attendance.

Attendance Key Points

1. After each data drop attendance was RAG rated. The RAG is as follows:
GREEN = 95% and above
AMBER = 91% - 94%
RED = 90% and below.

The Inclusion Officer collects the reasons for an absence in school and will know if it is due to illness or otherwise. Analysis of the absences looks for patterns. The VS has a policy of no holidays in school time for our CFC unless it is a school based activity and part of the school curriculum.

If a child is rated as a RED the Inclusion Officer will contact all parties in order to formulate a plan around improving the attendance. When a child is rated as AMBER contact will be made with all parties to say the child's attendance rate is a concern and an expectation will be set for improvement.

2. The attendance figures in this report are for the children who have been in continuous care for 12 months and are for the complete academic year including the Spring Term (lockdown).
3. Five years ago, attendance was a focus area for improvement and since then the attendance has improved incrementally. This year, however, the attendance has seen a significant dip of almost 10%. Whilst some of this relates to Covid we have experienced children refusing to attend their provision. This has in two cases been as a result of experiencing placement moves with one child in Y10 and one in Y11. It will be necessary to ensure that attendance becomes a focus especially when considering placement moves or changes in status.

4. There has been a massive increase in the number of children characterised as Persistent Absentees (PA) on the previous year's figure of 10. This year there were 73 children and young people categorised as Persistent Absentees. Whilst the majority of these will be explained by illness through Covid and by the change in coding for children for whom school was open during lockdown but didn't attend. This saw them get an unauthorised absence mark.
5. During the Spring Term (during lockdown) our attendance figures overall were 64.6% in January, 67.4% in February and 89.4% in March.
6. Attendance will continue to be a focus not only for the VS but also foster carers and the child's social worker as children need to be in school to benefit from it.

| | Primary | Secondary | Overall |
|------------------------|---------|-----------|------------|
| Attendance 2021 | | | 85% |
| Attendance 2020 | 95.3% | 94% | 94.8% |
| Attendance 2019 | 97% | 90.15% | 95% |
| Attendance 2018 | 97.5% | 94% | 95% |
| Attendance 2017 | 97.5% | 95.1% | 96% |
| Attendance 2016 | 96.8% | 94.7% | 95.7% |
| Attendance 2015 | 97.99% | 93.33% | 95.7% |
| Attendance 2014 | 92.34% | 92.36% | 92.35% |

Children on Part-time Timetables

During the academic year there were eleven children on part-time timetables at some point during the year. Of these seven were children in the continuous cared for cohort. Eight of the children had an Education, Health and Care Plan for SEMH.

All part-time programmes are closely monitored by the Inclusion Officer in order that a timely return to full time education is achieved. If a child has an EHCP the SENCO also has a monitoring duty to ensure the rigour of the programme and will attend all PEPS.

Children not on a School Roll

The following table shows the number of children not on a school roll during this academic year. All of them had an EHCP and SEN were either unable to identify provision or there was a need for a bespoke programme. Unless otherwise stated their programmes were between 20 - 25 hours per week.

| | Last on Roll | Plans | Care Status | Latest care episode |
|------------------------|--------------|---|-------------|---------------------|
| Child 1 Y8 EHCP | 12/04/2021 | Moved to Caerphilly. SW has now completed application for mainstream school but she will access The Hive (alternative provision). This is available now but yp is not emotionally well enough to access education out of the home. Tutors x 2 hours daily | S20 | 26/02/2021 |
| Child 2 Y11 EHCP | 27/03/2020 | Was at SFIT, then a EOTAS programme was put in place for his final term - tutoring and Outdoor Activity. Place at SDC in September | S20 | 23/04/2021 |
| Child 3 Y11 EHCP | 01/04/2021 | Moved out of area by social care. No school could meet need this late in Y11. EOTAS package - tutoring and sports activity. Taunton and Bridgewater College and AEC from September | S20 | 17/06/2019 |
| Child 4 Y11 EHCP | 20/07/2020 | Placed in Crisis placements. Moved to Kirklees - January 2021 and has been working with tutors and employability Solutions Kirklees College in September | S20 | 12/10/2018 |
| Child 5 Y11 EHCP | 24/02/2021 | Moved to Kent. Kent Mentoring Service worked with yp Broadstairs College in September | FCO | 06/10/2011 |

| | | | | |
|------------------------|------------|--|-----|------------|
| Child 6 Y11 EHCP | 21/07/2020 | Specialist independent school could not meet need. EOTAS package created. Bicton College in September | FCO | 08/11/2013 |
| Child 7 Y11 EHCP | 20/05/2020 | Special school could not meet need. EOTAS package including tutoring and vocational course. SDC in September - hairdressing | S20 | 22/07/2013 |
| Child 8 Y11 EHCP | 30/04/2020 | Moved back to Torbay. EOTAS package. Wants to move out of area so has not completed any applications for college | FCO | 14/09/2018 |

Exclusions

There continues to be a focus on finding alternative sanctions rather than exclusion. Again the rigour the VS has with attendance monitoring means that exclusion figures are accurate and timely.

During the academic year 30 children were subject to fixed term exclusions (FTX). This would be an exclusion rate of 13.9%.

The following table gives more detail about the exclusions:

| Year Group | Cared For 12+ | Torbay/Out of Area School | Number of Occasions | Number of sessions excluded (2 sessions = 1 day) | M/F | EHCP |
|------------|---------------|---------------------------|---------------------|--|-----|------------|
| Year 11a | Y | Out of area | 2 | 5 | M | SpLearning |
| Year 11b | Y | Torbay | 1 | 6 | F | No |
| Year 11c | Y | Torbay | 1 | 1 | F | No |
| Year 11d | Y | Torbay | 4 | 14 | M | SEMH |
| Year 11e | Y | Torbay | 1 | 4 | F | No |
| Year 11f | Y | Torbay | 3 | 5 | M | No |
| Year 11g | Y | Torbay | 2 | 4 | F | No |
| Year 11h | N | Torbay | 2 | 4 | M | MLD |
| Year 10a | Y | Out of area | 14 | 25 | F | RSA |
| Year 10b | Y | Torbay | 1 | 1 | M | No |
| Year 10c | Y | Out of area | 1 | 4 | F | No |
| Year 10d | Y | Torbay | 5 | 9 | M | SEMH |
| Year 10e | N | Out of area | 2 | 13 | M | No |

| | | | | | | |
|---------|---|-------------|---|----|---|----------|
| Year 9a | Y | Torbay | 3 | 22 | M | SEMH |
| Year 9b | Y | Torbay | 3 | 10 | M | SEMH |
| Year 9c | Y | Out of area | 4 | 12 | M | SEMH |
| Year 8a | Y | Out of area | 5 | 20 | F | No |
| Year 8b | Y | Torbay | 1 | 6 | M | SEMH |
| Year 8c | Y | Out of area | 1 | 14 | F | No |
| Year 8d | Y | Torbay | 1 | 6 | F | No |
| Year 8e | Y | Torbay | 1 | 4 | M | No |
| Year 8f | N | Torbay | 2 | 20 | F | No |
| Year 7a | N | Torbay | 7 | 24 | M | RSA/SEMH |
| Year 7b | Y | Out of area | 2 | 16 | M | SEMH |
| Year 7c | Y | Torbay | 1 | 10 | F | No |
| Year 7d | Y | Torbay | 2 | 8 | F | SEMH |
| Year 7e | Y | Out of area | 3 | 12 | F | SEMH |
| Year 6a | Y | Torbay | 1 | 6 | M | RSA/SEMH |
| Year 6b | Y | Out of area | 2 | 6 | M | SEMH |
| Year 3a | Y | Torbay | 1 | 3 | F | RSA/SEMH |

One continuous care child was subject to a Permanent Exclusion (PX) in July 2021. This was an out of area school. This was despite intensive support with the school who were reticent to engage with the VS on numerous occasions. The school's LA also did not assist in securing a PRU place to avoid the PX. As with all PXs our policy is to appeal any PX which was done on this occasion. Unfortunately despite the a robust appeal the Panel appointed by the school upheld the school's decision. It should be noted that the VS's Inclusion Officer secured a PRU place as soon as the PX was instigated despite the home LA saying this was not possible.

The Virtual School ensures that all schools follow the DfE's guidance on exclusions and will not allow any unofficial exclusions to take place for a Cared For Child.

The cases below highlight the work undertaken to avoid exclusions.

Case Study Y7a

Became Cared For on 5 October 2020.

Fist PEP evidenced that on CP Plan when commenced in Y7; attendance 80%; improvement needed in positive attitude to learning and adults.

Very distressed on entering care as not placed with 5-year-old sibling.

School had already identified that extra support needed - this included time out card; a tangle and regular check in/outs with one key member of staff.

First PEP identified support needs - Team Around the Child approach based on attachment and trauma informed practice - Team 'Billy' - as young person desperate for attention and without it unable to regulate his disappointment. Also identified adult need to co-regulate with young person in order to support. Strategies around time out card discussed.

Educational Psychologist referral to be made as possible concerns about gaps in learning/literacy and speech and language. Possible referral to WAVE project. Covid meant WAVE project postponed.

Young person not showing any concerning behaviours in his new home and carers have not experienced the dysregulation seen in school.

Regular updates between Inclusion Officer and Designated Teacher in school. These discussions included strategies based on attachment and trauma informed practice.

Also discussed amendments to timetable in order to find activities which would promote self-worth. Young person reluctant to take part even with support from VS and Carers felt that the interventions would not work if young person would not engage. VS felt that Carers may have been able to influence positive engagement but just really wanted young person in school.

By January a part-time timetable was in place - again to try to shift to positive engagement.

School submitted a Request for Statutory Assessment.

Reluctantly the VS enquired about a PRU placement as small groups may have provided an opportunity to get alongside the young person. Eventually an Assessment Place at Brunel was agreed following a meeting at the PRU.

Young person commenced at Brunel week beginning 8 March and then full time from 15 March. The child's social worker was not convinced a place at Brunel was best for the young person. This was also echoed by the carers.

Young person engaged well at Brunel. During his time a draft EHCP was issued, and SEN consulted with all mainstream schools in Torbay. All responded by saying they could not meet need. This meant that young person remained at Brunel and went on their roll.

Two exclusions were experienced in the last two weeks of term. These were both for racist abuse and occurred when a sustained period of racism to a member of staff at the school was being seen.

Case Study Y8a

At start of Y8 moved to a Connected Carer. Despite a good link with her Y7 school the new carer, young person and SW determined for a school move for a fresh start. VS reluctantly agreed but did not consider the move or choice of school in young person's best interests. In order to support the transition in the Autumn Term the young person had some sessions at the YMCA in order to give some emotional support around the move but also recognising the impact of COVID. A referral was made to the Educational Psychologist as there had been some concerns in the summer term. The young person also continued to see the school counsellor. All discussed at the Autumn PEP in the original school. Carer did not attend but agreed that a Planning for Success meeting be held at the new school ASAP.

Evidence also that maintaining friendships is an issue and that social media is a big factor in this.

At Planning for Success meeting new school expressed concerns about the support for the young person due to impact of Covid and young person's presentation. VS agreed a short intervention at CHANCES be commissioned by the new school in order to aid the transition and provide some positive impact.

Young person had good engagement at CHANCES but the intervention was longer than anticipated due to Covid.

The VS always had a representative at PEPS in that both the Inclusion Officer and Specialist Teacher attended them. Both staff members provided the mainstream school opportunities for talking about behaviours which they found difficult to understand. Again this had an attachment and trauma focus. School felt that the carer was not as supportive as they would have expected for a Cared for Child. This was shared with Fostering. There must also be recognition that after a change of Social Worker there was excellent engagement with the young person and social worker and there was a real focus on ensuring a positive engagement with education. The YP is now in a home with different connected carers and this appears to have provided some stability.

Case Study: Y10a

The child became Cared For in January 2019. A foster home was found in Torbay and Child Y10a remained at her Torbay school. There was one Fixed Term Exclusion (FTX) in March 2019 for not following instructions. The PEP evidenced a good start to Y9 and there was one FTX in February 2020. By the Autumn Term the child had moved into a new foster home in Falmouth. The plan was for a short-term placement while connected carers who live in Torbay were assessed and therefore Child Y10a remained on roll at her Torbay school but became a guest pupil at a school in Falmouth. The Torbay school continued to lead on the PEP process as we all were assured that the child would return. There was a FTX in November 2020 for not following instructions. Unfortunately, the foster carer gave notice and Child Y10a was moved to a new foster home. At this point the assessment of the connected carer came back as negative. It should be remembered that much of this took place during the Covid period from March 2020.

Following the move to another carer the decision was made to look for a permanent new school and there were two possibilities. A small rural school and a larger one in not such a rural area. The carer and social worker both felt the smaller school would suit Child Y10a. The VS were not so convinced as larger schools tend, although not always, to have better pastoral support.

Very detailed support was offered by the VS to the new school:

9/3/21 - On roll at Devon school and Planning for Success meeting held. School wanted to move Child Y10a to Y9.

12/3/21- FTX: Mobile phone- used on 3 occasions and refused to hand over. Escalated from here. Refusal to follow instructions. Not follow school rules. Internal isolation for 1.5 hours which she refused so FTX- 1 day.

15/3/21- Readmission meeting. School said it was not appropriate for us to join the meeting (2 VS staff ready to log on), so VS offered support via social worker to the school: -fund an intervention service to support SEMH needs if necessary such as SWISS and Evolve - offer a twilight session for all her specific teaching and support staff on her trauma tree to build empathy and understanding (history of trauma and losses) - offer an intro to attachment training session for all staff - also asked social worker to ask school how they can support SEMH needs

18/3/21- FTX - not attending lessons. Refused to go into lessons. Refused all offers of support. Seemed very calm. Was not rude. Defiance. School could not reason with her. School

offered different options of where she could go and who she could work with. Now she can go to see Miss Jordan at the start of lessons if she feels she cannot go in. VS Teacher explained this could be anxiety based.

23/3/21- Torbay Protocol for Admissions and Exclusion sent to the school 23/3/21- PEP and email to ask Do you have any regular timetabled SEMH support that Child Y10a would be entitled to such as Thrive, or attachment-based mentoring, or Theraplay Informed Practise or something similar? Most cared for young people are offered this but it varies from school to school what support is in place. VS also fund a service but need to talk to you about which one as all schools have their preferences. As she has received 2 FXTs, we really need to put our heads together to work out what support we can offer and VS and school to plan emotional support

23/3/21- EP referral sent in

24/3/21- FTX: Child Y10a has been defiant and refused to engage with school today. She refused to attend her lessons this morning and also refused the alternative to this which was a safe space in the HOH room working in isolation as per our procedures. This was discussed with her and explained why but she refused to comply with the rules. VS Teacher then offered her the opportunity to work with a TA for the remainder of the day where she would receive 1:1 support and could access the work from her lessons and remain on track with her work. Child Y10a again refused to engage with anything that is being offered. School informed VS of FTX and we replied in an email to say we can discuss offering SEMH support: The interventions and services we could discuss are listed here. We talked about some of these on the phone:

- Teaching Assistant to work with her in school

- 1-1 Tutors to work with her in school (child has requested this in her views)

- SWISS- Activity based therapeutic youth work

- Evolve/Adelong- Activity based therapeutic youth work. Can have outdoor education focus.

- Inspire- Activity based therapeutic youth work

- Horse Resource- Therapeutic Horsemanship

25/3/21 - FTX - no info as to why

24/3/21 or 29/3/21- Part time timetable started by school at some point in this week but date not clear. VS not notified so could not offer further support yet

31/3/21 - meeting to discuss education in light of FTXs: school said Child Y10a had been on a part time timetable for 1 week already. Planned to use SEMH support service, build timetable back up and offered to fund a Teaching Assistant. Offered training dates again for attachment intro for staff and for trauma tree work

1/4/21- VS contacted Evolve/Adelong for info about SEMH support for her but they could not work in this location

Easter holidays

20/4/21 - Contacted Inspire South West for info about SEMH support service for her

26/4/21- Part time timetable form received saying part time program started on 19/4/21 but it started before the Easter holidays, but VS not notified until meeting on 31/3/21. 3 hours a week per day in school. School acknowledges her high emotional needs and needing a go to person out of lessons but in school. Concern expressed about using extraction service where she is out of school due to potential issues with reintegration

27/4/21- VS Head agreed to fund Teaching Assistant for Child Y10a and corresponded with school

27/4/21- FTX according to above

5/5/21- FTX initial uniform issue and then her response- refusal to follow staff instructions

6/5/21- Request from VS for conversation that happened around FTX to see if we could offer Attachment Aware and Trauma Informed responses to Child Y10a and see how she responded to current staff language. Not received. Requested school send us dates and times for trauma tree work

18/5/21- Head rang to discuss concerns ahead of PEP of 25/5/21. We discussed if this was a protocol meeting or not and he said it would be - child at risk of PX.

20/5/21- VS staff visit Child Y10a home as not timetabled in school until afternoon. Invited to school but both had prior appointments that they needed to return to Torbay for. Child had a timetable of support that had been given to her.

25/5/21- PEP - PX not mentioned by school at all. Positive PEP where DT talked about support they could offer and discussed new timetable with TA support and Teacher support. VS asked DT to check with Head he was happy with this plan and to give child time to engage with support offered. Email following up PEP and asking school for dates for attachment training and trauma tree work.

27/5/21- Seen EP at school (EP offered 2 earlier dates 14/5/21 and 24/5/21) but did not receive a reply and asked us to chase a response)

31/5/-21-6/6/21 Half term

11/6/21- Tracey Powell started attachment intervention with child

17/6/21- Child isolating due to Covid and during this time she received bad news in relation to her care plan and not going home that she was devastated by and school informed on this date and with detailed info on 20/6/21 about decision making on care plan. Email chasing dates school want training and attachment support info on child and school replied asking for dates in the 1st 2 weeks of July.

21/6/21- EP report received

22/6/21- PEP meeting and email sending dates we can offer training in July.

- 23/6/21- FXT- the incident was her on the phone in the loo and a TA asking her to come out to which she replied "give me a minute" - then rushing her and getting the response "f*** off".
- 25/6/21- FXT- The incident happened while preparing for PE (a class she enjoys). She was told to get changed but explained that she wanted to change in private (which is what she has always done in the past) and was waiting for the loo (which was occupied). She was told that she couldn't and had to change now. She refused and was then told to leave the lesson; she went to the "safe space" and was again challenged to do some alternative work (not with her TA or other staff member that she trusts) and refused.
- 26/6/21- Social worker emailed school with info from Wellbeing Practitioner that Child Y10a is having suicidal thoughts.
- 1/7/21- Education review meeting with the Head: lots of issues raised re: Child Y10a but support discussed, and Head said he was committed to her and the school were not going anywhere. During meeting, child had refused to attend lessons and was in staff area. However, PX not mentioned in the meeting. Phone call received shortly after the meeting to say child was being PXed.

Torbay VS Inclusion Officer contacted Devon VS re alternative provision and was informed all were full. The Inclusion Officer contacted the PRU and was told there were spaces. As no support was forthcoming from Devon it was agreed that it was in Child Y10a's best interests to attend the PRU and we would appeal the PX.

School Case Study

Through negotiations with a Designated Teacher and through data analysis the Inclusion Officer and VSH provided extra support to a local school in order to improve their practice around attachment and trauma. The support ensured that at least one Cared For Child (Y11) was not permanently excluded or moved onto an alternative programme although one child (Y7) needed an assessment place at a special school and now attends there full time.

Staff have been able to attend our Attachment Training and Support Groups.

The support included providing advice and support on creating and equipping a Calm Room; working with the subject teachers of our cared for children in order to understand their journey as well as to enable staff to hear of positive aspects of school life for the child as well as looking at strategies for working with a child's attachment style; supporting the DT to challenge practice which was not trauma informed as well as advice on individual children when the school felt they had become 'stuck'.

Impact - as stated earlier one child was not Permanently excluded and was not sent to an alternative provider or moved on to a part time timetable. This proved positive not only for the child but also the school. Children who we thought may struggle with being in a mainstream school are benefitting from a school whose strategies around attachment and trauma have improved and they are enjoying their time at school. The VS will continue to monitor exclusions as well as provide advice and guidance to this school (as we do for all schools).

Special Educational Needs

Torbay has a higher percentage of all pupils with SEN in particular those with Education Health Care Plans. This is also reflected in the number of CFC with special educational needs in the Virtual School.

At the end of the academic year there were 84 children, of statutory school age, with EHCP's in the Virtual School. This sees 39.4% of the VS's school population being subject to an EHCP. Of these 84 children and young people 50 of them are in specialist provisions. This immediately raises concerns as the evidence from the Rees Report sees children not in mainstream schools doing less well than their peers in mainstream in terms of reaching age related expectations. This however does not mean they do not make good progress it means they do not reach the level expected for their age group set by the DfE and they are in these provisions because they best meet the child or young person's needs.

It should be noted that there are 8 more children and young people with EHCP's than the previous year which also saw a significant rise in those with EHCPs. This is the fourth year in a row of an increase seen in the number of children with EHCPs.

Of the 84 young people with an EHCP, 75 are in the continuous care cohort. There were 16 young people in the Y11 cohort with an EHCP with 12 of these being in specialist provisions.

There were 63 children and young people identified as needing SEN support in those of statutory school age.

When combining the number with an EHCP and those at SEN support the data shows that 69% of those of statutory school age have special educational needs.

The VS has supported schools in 3 Requests for Statutory Assessment during this academic year.

Our SENCO has all the children and young people with an EHCP on her caseload and liaises between our SEN Team and Designated Teachers in schools. Here is an example of one piece of case work undertaken during this year.

SEN Casework example

What was the issue?

- The young person had struggled in school prior to coming into care but as she got older the learning and being able to settle became more difficult for her to manage.

Our journey so far....

- The school had previously had SALT assessment and Chestnut Outreach. An RSA was submitted and accepted

What have we done?

- The Virtual School provided funding for 1:1 Adult tuition to enable the young person to be supported during the day and help manage her emotions. A safe space was provided.
Behaviours escalated during Covid - the VS had regular meetings with the school

and, in addition, the VS funded Play Torbay intervention service for afternoons to allow the young person time away from the school to have intensive support around her SEMH needs. A bespoke timetable was created whilst she was in school so she could achieve success.

At this time, the placement broke down. A new placement was identified near Exeter and the VS worked with the new school, her current school, SEN and Play Torbay so that the young person could achieve a successful transition.

The EHCP was issued during this transition period. For the rest of the Summer Term, Play Torbay supported the young person in a transition period into her new school to be a familiar trusted adult and provide stability whilst a 1:1 was recruited.

What difference has this made?

The young person is now managing full time in her new school. She completes some work with her 1:1 away from the classroom environment but can successfully integrate with her peers in some lessons.

In order to establish peer friendships, the young person chooses children to do some activities in her quiet space at the start of the day and after lunch.

Immediate next steps

The PEP was recently attended (second this term) so that interventions could be added if required or further support provided. The school wish to continue with the 5 day programme to further build relationships with staff and peers.

Monitor - new TA starting 1 day a week which will be another new adult, although there is some crossover so she can start building relationships and a consistent approach be established.

Anna Walker - Specialist CFC Teacher - SENCO

Outcomes at end of Key Stage 2 and 4 for children with SEN

At Key Stage 2 there were 9 children at SEN Support and 4 with Education, Health and Care Plans. Of the children with EHCP all of them have Social and Emotional Health as their primary need. The table following gives detail of their performance. **Please note this is based on teacher assessment.**

| | CFC in VS | Reached at least EXS Reading | Reached at least EXS Writing | Reached at least EXS Maths | Reached at least EXS in Reading, Writing and Maths |
|--------------------------|------------------|-------------------------------------|-------------------------------------|-----------------------------------|---|
| Number with EHCP | 6 | 1 | 1 | 0 | 0 |
| Number at School Support | 4 | 4 | 4 | 3 | 3 |

At Key Stage 4 there are sixteen young people with an EHCP with a similar number at SEN support.

| | Total in Y11 | Grade 4+ E & M | Grade 4+ E only | Grade 4+ M only | 5+ at Grade 4+ |
|-------------|--------------|----------------|-----------------|-----------------|----------------|
| SEN Support | 16 | 8 | 5 | 0 | 8 |
| EHCP | 16 | 2 | 0 | 1 | 1 |

Unaccompanied Asylum-Seeking Children

There were no UASC of statutory school age this year.

Early Years

During the academic year the Inclusion Officer, who was overseeing all Early Years PEPS has worked closely with the LA's Early Years Team in order to ensure our Cared For Children who attend Early Years settings have an evidenced, high quality experience. This has seen the allocation of an Early Years Advisory Teacher who will quality assure a sample of PEPs each term as well as attending PEPS when necessary or requested by the VS. This then enhances the links the VS has developed by attendance at the Early Years Provider network meetings and gives greater oversight and support to our Cared For Children who attend Early Years settings.

The Head of Service for Early Years also sits on the VS Governing Body.

PEPS AND PP+

The Personal Education Plan (PEP) is the statutory tool to ensure that everyone is actively prioritising the education of the child/young person, carefully tracking their progress and supporting them to achieve and be aspirational. All children looked after (CFC) have a statutory care plan, which is drawn up and reviewed by the Local Authority who looks after them. The Personal Education Plan is a legal part of the Care Plan; which is a statutory requirement for CFC from the age of 3 years, if in educational provision, up to the age of 18.

The key personnel who should be involved in every PEP meeting are the child, the social worker, the carer and the school's Designated Teacher or Early Years Lead or FE College lead for CFC.

For children of statutory school age the PEP must be held every term. The CFC Teachers will attend PEPs of children who are struggling at school wherever possible. This also includes advising, supporting and challenging on inclusive practice in order to maintain children in their schools.

Since September 2015 the Virtual School has used an electronic PEP for children of statutory school age. This ensures that timescales for PEP completion can be monitored more easily than in previous years. The VSGB sets a target of 90% of PEPS to be completed within timescales.

The VS staff will liaise with Designated Teachers over academic targets within PEPS. The VS will target children in Y6 and Y11 who are within a 40 mile radius to work intensively towards SATS/GCSE English and maths. Where it is impossible to work directly with a child the specialist teachers will advise/liase over suitable targets and interventions funded through PP+. These children are discussed at our half termly Progress Review Intervention Monitoring (PRIM) meetings and their data is closely monitored.

In 2013 the DfE introduced Pupil Premium Plus (PP+) for children looked after and previously looked after children. In doing this, the DfE acknowledged the enduring impact of trauma and loss in the children's lives and the key role of schools in supporting children who have had a difficult start in life. Pupil Premium Plus currently stands at £2345 per child. The Local Authority who looks after the child is responsible for distributing the PP+ to schools and academies. The Virtual School Head has responsibility and accountability for making sure there are effective arrangements in place for allocating the PP+ to benefit each child looked after by the LA. Each Virtual Head must develop a policy for the funding of PP+ for the LA. The grant must be managed by the Virtual School Head and used to improve outcomes and 'narrow the gap' as identified in the PEP in consultation with the Designated Teacher in the school.

Pupil Premium Plus continues to be welcomed and embraced by schools especially by the Designated Teachers. It has given weight to the Personal Education Plan meetings as it has given the Designated Teachers a resource to use for interventions. Torbay has a policy on PP+ which describes the process. Very simply if a target is identified through the PEP process which will enable the child to accelerate progress or engage more meaningfully in education it needs to be evidenced through the PEP as a SMART target, written with costs. This then comes to the VSHT for approval.

Another area noted through the PEP for improvement is the voice of the child. It must be noted that there are Outstanding PEPS where the voice of the child is truly captured within the PEP process but this is still not the majority of cases. This is another area of work for the next academic year with the Designated Teachers being reminded about the importance of the child's voice at each termly Designated Teachers' Forum. This will include feedback from the children to the Designated Teachers.

The vast majority of targets in the PEPS are SMART which are clear and progressive.

There continues to be 80% of targets being achieved.

There was enough funding left in the budget to see that all children, other than those in residential settings, receive Catch Up Funding. This was to be used in a variety of ways either for engagement

activities or tutoring and the DTs were tasked in ensuring this was used to the best effect for each individual child.

PP+ funded projects

There are a number of projects and interventions which are supported through PP+ such as The *Get Gritty* Transition Project. This was designed to increase resilience in the child and effect a smooth transition into Y7. It uses the medium of Outdoor Education in order to set challenges which increase individual resilience and enhance team work. This transition project started in the summer term of 2015 and has proved very successful. It takes place after SATS and not only enables young people to have strategies to help them overcome challenges with a positive mind set but also enhances the relationship of the child with the VS staff. We should never underestimate the power of relationship and the team have found this very beneficial when working with the children in Y8 or 9. There are four activity days in the summer term after SATS followed by a day prior to the start of the autumn term and their new school which ensures any last minute concerns are addressed and solutions found. The staff then closely monitor the group during their first weeks in secondary school. Each child who moves from Y6 to Y7 gets a transition pack which includes a rucksack which has an array of stationery and educational resources to support them in their new school.

It was possible to run *Get Gritty* this year but it was done on a 1:1 basis so that the young people experienced the activities but did not experience the group work. All received a *GG* Transition bag.

All of the Attachment in Schools Training is paid through PP+. The Attachment work commenced in October 2015 and has developed since then. There is a clear understanding that getting all professionals to understand attachment is crucial in order for all of our young people to gain the very best they can from our schools. We have a clear strategy on ensuring that training is ongoing each year and training is now not only offered to schools but also to Early Years settings as well as colleagues from social care. This appears to be showing good results with positive change happening in schools and a greater understanding that a behaviour policy has to include an understanding of the impact of attachment and trauma on the child and the behaviourist model does not work with a child with significant trauma or attachment needs. It should be noted that all but one school in Torbay has undertaken some form of training in attachment. This would be at least one day of training. It is pleasing to note that 30 schools have sent at least one member of staff on the Seven Day Attachment course with 175 training places being taken up.

It should be noted that all Educational Psychologists (EP) undertook the first tranche of Attachment Training and worked alongside school staff. The EPs now run a half termly attachment support group in recognition of the impact of work with the children with attachment and trauma. The other point to note is that EP reports now all have a section on the attachment needs of the child. This gives added weight to the VS's desire and belief in attachment and trauma based work.

A major focus of training has been on attachment. The staff from Torbay schools who have attended see this as the 'missing link' in that for some children they could not make a behaviourist approach work. For example not giving a child attention when they demonstrate attention seeking behaviour -

this is a behaviourist approach. For a child with an insecure attachment it is vital to give the child attention otherwise it reinforces their sense of insecurity/anxiety/lack of worth.

By the end of the academic year a further 24 staff in schools had completed their 7 Day Attachment in Schools course. This was part of the Teaching School's programme but funded by the Virtual School. This course was completed online for all sessions. It is hoped our next course will return to face to face. We are also considering whether we now need to include a course that enhances the 7 Day attachment course.

The VS nominated two primary school for the Attachment Research Centre's Timpson Awards. At this point we know that one has gone through to the final stages.

All of the teachers in the VS have completed the training as well as the Inclusion Officer. The Post Care Education Advice and Guidance Officer will undertake the course commencing in January. Attachment CPD is always on offer at the DT Forum and bespoke training for schools can be requested. Wherever possible there is agreement for the training to take place as it may well improve the school experience for our young people.

During the year the Inclusion Support Officer was made aware of 'Reach to Teach'. This is an assessment tool for inclusion. It is an evidence-based assessment tool which helps identify what learning and relational needs may underlie a pupil's behaviours which interrupt learning and then provides tried and tested successful strategies to enable a pupil to learn. The product was highlighted at one of our Designated Teacher Forums and a small number of schools were keen to pilot its use for the academic year. This was then funded through PP+ in order to continue to support our attachment journey. Initial feedback was very positive for those schools who have embraced the AFIT app. This will be reviewed during the Spring Term 2022 to look at impact over the 12 months and a decision made whether to continue to fund its use and widen the offer to other interested schools in Torbay.

One member of the team is regularly consulted by social workers around attachment and trauma and strategies for working with the children. As a result of the training and skills this member of the team has gained in Torbay over her first two years as Attendance Officer the role changed to one of Inclusion Support Officer. This also sees the post holder being our Attachment Lead in the VS.

It is also important to give concrete examples of the attachment work we undertake and its impact. The following have been produced by the VS staff who undertake attachment work with young people:

Self-Assessment of Inclusion work Attachment/Trauma Informed Practice Implementation by Torbay Virtual School

What was the issue?

Relational traumas and losses experienced:-

- ❖ House moves - 5 before age of 1; 3 more before age of 2; 1 from age of 2
Dates of these moves: 31/07/08; 11/10/08; 30/12/08; 15/01/09; 19/03/09; 26/01/10; 16/03/09; 16/03/10; 11/05/10; 07/12/10
- ❖ During the period of time leading up to the child being taken into care there were 7 different relationships identified with moc. During this period there were episodes of DV 3 notable events- 18/08/08; 17/10/08; 15/03/09
- ❖ The young person had many admissions into hospital: 01/09; 12/09; 17/01/09; 31/01; 09/02; 07/04/09; 29/09/09; 25/02/09; 02/03/10; 27/03/12 - it had been reported that there had 91 presentations at A&E - some for the young person; some for mum. Different hospitals and under different names so was difficult to map.
- ❖ MOC was admitted into hospital for a period of time 29/10/12 - Young person at home with lodgers
- ❖ FOC - questions around this ?? (MOC seemed to be in two relationships; the dad that the young person refers to is understood to be dad)
- ❖ Cats were a feature within the family home - many cats and dogs. Some of the kittens were removed. There seemed to be many changes with regards to the animals being kept or got rid of in one form or another.

There was a period of stability with regards to house moves between 2010 until being taken into care. Household remained busy. During the period between 2010 - 2015 the young person has had 5 social workers; Current social worker has been allocated to the child since 2016

There were elements of emotional and physical abuse/neglect but nothing substantiated with regards to sexual abuse.

MOC - has mental health/PTSD and alleged epilepsy. It is to be noted that moc claims to have been groomed at 13 years of age.

Foster carers are very supportive of their child and has been a constant support since 2016. Recently her foster father has been diagnosed with prostate cancer. Their child is aware of treatment that must be undertaken.

The secondary school could not meet the young person's social and emotional needs. A transition place was made for her to attend a specialist provision for support her SEMH. This has resulted in the young person requiring to take a taxi between school and home. This has been carefully planned and supported by foster parents, however, is finding it tricky and has resulted in her distressed behaviours being supported by school staff.

Text received from foster parent requesting advice and some support for their child and home. There had been several outbursts of rage and stress response of fight/flight.

Our journey so far....

I have worked with Child A during her time at the Secondary School to support her in using strategies to promote her safety and providing support for school staff around trauma and attachment informed responses. Team Pupil approach with her TA becoming the significant adult. To provide consistency and build trust the keyworker has remained as the attachment figure with transition from their school to the specialist provision whilst relationships were formed. Methods to date have included:-

- Increased safety cues with 'meet and greet' as well as regular 'check-ins'

- Set up a team around each child within school - made a visual team template and timetable of which EAA will be available at certain times throughout the day
- Direct work in trauma and Mental-Health informed practice/Theraplay
- Interventions to allow the child to be in the moment; have elements of surprise in a safe and contained space; develop trust; rich relational experiences
- Working with professionals involved / providing support with further transitions and supporting staff to adjust their expectations to correspond with their developmental and relational trauma - whole school approach. The specialist provision is able to meet these needs.
- Communication with key professionals /school staff provide reflective space and opportunities to share best practice
- The school staff have recently completed their Trauma and Mental-Health Informed Practice in Schools - included language used; behaviour is communication - looking at ACES/Resilience score and trauma tree
- EHCPs is in place and PEPs and education meetings are supported by TVS SENCO
- Attending reviews - TVS SENCO

It has been our aim from initiating the work to offer a transparent approach to development, and share information as progress is made to all involved.

What have we done?

- To support the Child A and ensure their needs are met through direct and indirect work
- Interventions that will help regulate a child
- Work closely with the pastoral practitioner of the school in the provision of a team around the each child
- Meet and greet
- Regular check-ins from team with child
- Visual timetables which have included sensory breaks
- Safe space created for each child
- As part of the support for Child A and home - Zoom session for direct work set up. Diamond Art and mindfulness session each week with myself. Child A chose a picture of a cat to complete and is enjoying the 1:1 intervention; attention and 'being emotionally held'

What difference has this made?

- The child has built trust in their key adults and been on a journey from dependency to interdependency
- The child is able to follow direction from school staff
- Increased awareness of feelings and emotions alongside strategies to help them settle to learn
- 'Window of tolerance' for the child has improved dramatically. Dysregulation has decreased
- As is engaging with her session on Zoom and has a positive relationship with me. Shared feelings and conversations around the transport issue have been resolved.
- Taxi is more successful
- Friendships are developing
- Lead on a project around litter picking in local park

Areas for further action

- Continued support for the child to become more dependant learners
- Strategies to be developed for unstructured times
- Share best practice so as to raise awareness for what has worked well and not so well
- Continued support for staff, as required, as well as carers
- Develop peer relationships

Immediate next steps

- Review PEP targets

Other work:

Through the work the interventions use:

PROTECT:

- ✚ helping the child to feel safe enough to share feelings, thoughts and develop their own capacity for help-seeking with other trusted adults.
- ✚ Help the child to feel understood, empathy, bringing down 'toxic stress' to 'tolerable stress'
- ✚ Increase safety cues (facial expressions, use of voice)
- ✚ Stay socially engaged and use of PACE

RELATE:

- ✚ Cross the transaction
- ✚ Attachment play
- ✚ Through PACE enable the child to optimally activate neurochemicals opioids/oxytocin etc., (CARE system)

REGULATE:

- ✚ Affect labelling
- ✚ Affect attunement
- ✚ Created an intervention to calm the body down, sensory
- ✚ Change emotion with emotion

REFLECT:

- ✚ Help the child make sense of what is happening and why it is happening
- ✚ Talk about 'protective factors'
- ✚ Address negative self-referencing 'it's my fault'.

Tracey Powell - Inclusion Support Office/Attachment Lead

The teachers in the VS are responsible for ensuring that the young people on their case load also achieve their academic potential. The teachers are the first line of communication between the Designated Teachers who will have the attainment data and details of interventions. There is a real push for each school to ensure interventions are in place for English and maths in Y11 and reading and maths in Y6. On occasions the teachers will work 1:1 with children where other interventions have not

been successful. This will usually see tuition being in place until the final examination in that subject has been taken.

The final account for PP+ (financial year to March 2021) follows:

Pupil Premium Expenditure 2020 - 2021

| INCOME | EXPENDITURE | |
|-------------------|---------------------------------|------------|
| DfE Grant £703660 | Catch Up Funding Secondary | £82500.00 |
| | Catch Up Funding Primary | £58500.00 |
| | Summer PP+ Targets | £77097.33 |
| | Autumn PP+ Targets | £151694.82 |
| | Spring PP+ Targets | £133488.28 |
| | Salary costs (ePEP and Admin) | £34813.00 |
| | Direct spend via Business Admin | £151711.54 |
| | Transition Funding - two pupils | £13000.00 |
| | TOTAL SPEND | £702804.97 |

Support Work

In addition to the work we undertake with the schools and children to ensure best outcomes for our children we also have wider support work. This includes the Virtual School continuing its membership of the Letterbox Club. This is a programme where a parcel of resources is sent to a child over a period of six months. The main purpose is to improve literacy and increase a child's love of reading. The Letterbox is well received by the children and their foster carers.

Two years ago, the Virtual School joined The Imagination Library and it was a free two year programme. This is a book reading scheme funded through Dolly Parton's philanthropic work. It sees a carefully chosen book sent each month to our CFC from birth to age 5. This too has been well received by Foster Carers and works on at least two levels. Firstly, to increase a love of reading and widen imagination but will also enhance the bond between the care giver and child. We will seek to renew our subscription to this.

We have also joined a scheme called Book Buzz and this sees a number of books sent to us and the child choose their books. This is for Y7 and Y8.

The VS also ran a Reading Project using technology with one of our local secondary schools. The pandemic has meant our timescales have slipped so a review of the project will be undertaken in the next academic year.

Another priority to take forward based on the data is performance in writing which is a Bay wide issue not just for our Children who are Cared For.

All members of staff in the VS are THRIVE trained. This has seen an increase in direct support with children or support to staff delivering THRIVE in their schools. It has also linked with the foster carers and their THRIVE based training.

Training - various training is offered by the VS. This has included training 3 times a year for Foster Carers on specific educational topics. Training for Social Workers is also offered - this academic year training has been offered on the ePEP as well as attending SW Team Meetings.

Training for Designated Teachers is offered through the DT Forum which in previous years meet three times a year. This is now twice termly as they are conducted online. The sessions always include updates on policy regarding the education of CFC as well as a short workshop on a theme. As in previous years the major focus on attachment in schools has continued which DTs have reported as very useful. The DT Forum also ensures that DTs new to the role are able to network with established DTs and form informal mentoring arrangements.

The Virtual School also ran at the start of the school year an induction day for new DTs. This was well attended with DTs from schools in Torbay and Devon attending (Devon schools with Torbay children). This is now an annual event at the start of the academic year.

Other opportunities this year for the young people include the continuation of the VS Choir called Get Rhythmical which met every Tuesday at 4pm online. The children, and staff, are looking forward to resuming in person sessions at the YMCA as soon as possible.

Wherever possible the only school moves are at the normal transition points of primary to secondary. The Virtual School acts as a champion for our children and will resist school moves as often school is the only point of stability in the child's life. There are occasions when a placement move will necessitate a school move for example a new foster family is located more than an hour's journey to the child's school. As a general rule we won't agree to a move within Torbay schools unless there is compelling evidence to support this. One such case was of a child in a school who became Cared For along with a sibling. Both attended the same school. The sibling was moved to a family member and became subject to a Special Guardianship Order and the Cared For Child found this exceptionally difficult to accept and it was leading to emotional distress. Despite intensive work from both the specialist teacher and inclusion officer it was decided a school move to school nearer the carers who have an excellent inclusion record would be in the Cared For Child's best interests. A Planning For Success Meeting was held in order to plan an effective and supportive transition to the new school. This has proved the case and the child is now settled in school and making good progress to close the attainment gap with peers. Planning For Success Meetings are now standard practice in the VS for school moves.

Educational Research

The Educational Progress of Children Looked After in England: Linking Care and Educational Data - this was a research project undertaken by the University of Bristol and the Rees Centre, Department of Education and the University of Oxford. It was the first major study in England to explore the relationship between educational outcomes, young people's care histories and individual characteristics. The main analysis concentrated on the progress at secondary school (KS2 - 4) of young people who had been in care for over a year at the end of KS4.

The research's key findings show the following may contribute to the educational progress of young people in care:

- **Time in care.** Young people who have been in longer-term care do better than those 'in need' (CIN) and better than those who have only been in short term care - so it appears that care may protect them educationally.
- **Placement changes.** Each additional change of care placement after age 11 is associated with one-third of a grade less at GCSE.
- **School grades.** Young people in care who changed school in Y10 or 11 scored over five grades less than those who did not.
- **School absence.** For every 5% of possible school sessions missed due to unauthorised school absences, young people in care scored over two grades less at GCSE.
- **School exclusions.** For every additional day of school missed due to a fixed term exclusion, young people in care scored one-sixth of a grade less at GCSE.
- **Placement type.** Young people living in residential or another form of care at age 16 scored over six grades less than those who were in kinship or foster care.
- **School type.** Young people who were in special schools at age 16 scored over 14 grades lower in their GCSEs compared to those with the same characteristics who were in mainstream schools. Those in Pupil Referral Units with the same characteristics scored almost 14 grades lower.
- **Educational support.** Young people report that teachers provide the most significant educational support for them but teachers suggest that they need more training to do this effectively
- **Agency** - the young people need to have the desire and determination to do well in order to achieve best outcomes.

The findings of the research have been shared with the Designated Teachers, the Virtual School Governing Body and the Corporate Parenting Body. As a Virtual Head there were no major surprises in the findings of the research but having empirical evidence showing that school moves, placement moves, types of schools etc. ensures that the message from the Virtual School is heard across a range of professionals and demonstrates that the Virtual School cannot improve outcomes for our young people on its own.

The VSGB now receives a stability report each term in order to monitor impact on our young people and to hold education and social care accountable where appropriate.

John Timpson Research

The Rees Centre is undertaking a national research project on attachment in schools and its impact. It is pleasing to note that there are nine schools enrolled on this project which runs over a three year cycle. Five of these schools started in Year 1 (2018-19) with the rest in Year 2 (2019-20). It should be noted that the ninth school applied at the start of September 2019 and £3k was allocated for their training. The project captures the understanding of staff of attachment and trauma informed practice prior to whole school training.

Impact of the Timpson Research project - what we know about change is that the leaders of organisations need to truly believe that the change they want to implement is necessary and that they have the knowledge and understanding to ensure they take their teams with them. A number of forces have come together in Torbay. Firstly the VS focus on attachment and trauma informed practice started in 2014. Since then there have been yearly opportunities for staff to undertake the seven day attachment course. The Timpson Research project enabled schools to facilitate whole school training in order to start their attachment journey apply to whole school not just a small group.

Again the pandemic has delayed the progress of this study but the impact report will be reviewed by the VSGB as soon as it is available.

Data Collection

There is an expectation for a data collection three times a year. This is at the end of November; March and June. The data is sent electronically from schools and it is then put into the relevant year group's data sheet. This data is RAG (red/amber/green) rated. Information on English and maths is collected for all year groups with the addition of Science at KS3 and all subjects at KS4. Also collected are the attendance and exclusions data and the date of the last PEP and whether the foster carer was present.

The data collection is quite a resource intensive process. The vast majority of schools do comply with our request but as data is put on ePEP each term there is an opportunity to check each child's PEP record from ePEP.

Post Care Education Advice & Guidance Officer

The DfE has provided funding for this work since March 2018. At first the role was added on to the Inclusion Officers tasks but this was not a long term solution. In December 2019 Laila Rehman commenced as the Post Cared For Officer. This has seen good partnership working between the SGO Team and Adoption SW. Laila went along to the SGO support group to inform them of the advice and guidance she could offer them around educational matters and now ensures all SGO carers receive the letter informing them of PP+ entitlements once the SGO is in place. This has already had impact when a carer contacted her around the school not providing any ICT equipment. This saw Laila give the carer the information needed to challenge the school's view point with the impact being the young

person received a laptop in February. In July 2021 Laila was successful in being appointed as the VS's KS4 Transitions Officer.

Staffing

Following the VSGB's decision to fund a KS4 Transitions Worker through PP+ the staffing of the VS has increased.

The Virtual School now has a 0.6 Admin Support Officer who commenced her role in the Autumn Term 2018. The hours needed to complete all tasks has seen this role have extra hours added to the post. This now sees the VS with 3 full time teachers, a fulltime Inclusion Support Officer, a full time PEP Co-ordinator, a KS4 Transitions Officer, a post LAC support officer and a 0.6 HT.

Since the completion of the SENCo qualification by one of the team the roles have shifted slightly with the SENCO taking on case work for those with EHCPs and the two remaining teachers taking on R - Y7 and Y8 - Y11. The SENCO also oversees the UASC work.

The PEP Co-ordinator left the service for a promotion at the end of February. Due to changes in the post it was necessary for a re-evaluation of the post through the JE process. This saw the grading increase. Despite extensive efforts we were unable to recruit to this post and I must thank both Laila Rehman and Tracey Powell for taking on additional duties during the Spring and Summer Terms.

Cared For Children Celebrations

This academic year the task of organising the CFC Award Ceremony again fell to the Virtual School. Due to the pandemic it was held online which was a little daunting for the VS Team as we use the Zoom Platform regularly but never for more than 50 people. Obviously we don't have the technical or financial support of large media organisations in case of any internet issues. This saw the main CFC Awards Ceremony taking place on Friday 29 January 2021 after the postpone of the event at the ERC planned for October 2020.

It proved to be a very successful event with over 200 present in homes scattered around the country.

Our keynote speaker continued in pattern of having a care experienced adult speak to our young people. This year it was Ashley-John Baptiste. He spoke very eloquently that being in care does not have to define you and that he had one teacher and his foster carers who made him realise that he could achieve in education. This saw a transformation for him and he achieved well and gained a place at Cambridge University. He is now in a media career which sees him regularly on TV programmes.

All of the awards and certificates were sent to the carers so they were able to present them when the names were announced by Ashley.

All of the families received Co-op vouchers so that they were able to make it a special event in their own homes.

The entertainment included bingo, jokes by one of our Cared For Children and a disco hosted by Sound Communities. This saw us all dancing in our front rooms and kitchens. Whilst not a sparkling event like we hold at the ERC it was certainly a joyous affair.

Here are the names of the awards:

Acts of Kindness

Attainment

Attendance

Community Champion

Creative Genius

Growth Mindset

Musical Maestro

Overcoming Obstacles

Personal Achievement

Perseverance

Progress Award

Sporting Prowess

Triple A

For each award, bar the Triple A which is primarily aimed at those completing their Y11, there was a primary aged winner and a secondary aged winner. The winners receive a trophy and book and Amazon voucher. All nominated children receive a book voucher and Amazon voucher.

Unfortunately the Under 7s Celebration could not take place due to Covid.

Priorities

- To focus on English and Maths outcomes at KS4
- Work in partnership with the Early Years Team in order to improve outcomes in the EYFS
- To continue the focus of the PRIM (progress, review, intervention meetings) on Y6 and 11 and Y5 and Y10
- To improve progress in primary writing and seek support from high performing schools
- To continue to build on the improvement in the quality of Personal Education Plans to bring consistently high-quality PEPS
- To develop the child's voice within the VS
- To continue the focus and training on attachment in schools and ensure all relevant staff in schools and the LA have an opportunity to increase their knowledge
- To continue to strengthen the relationship between the VS staff and foster carers in order to ensure all foster carers have high educational aspirations for all our CFC.
- Ensure all foster carers have up to date knowledge of the changes within the curriculum at all key stages, life without levels, progress 8 and attainment 8, as well as understanding their role in PEPs, PP+ interventions and the support they provide for children placed in their care
- To undertake the training for CFC Governors in schools in Torbay annually

- To continue to monitor Fixed Term Exclusions and identify any impact of attachment and trauma informed practice on reducing FTX
- To review each FTX in terms of the exclusion protocol implemented for all exclusions for children in Torbay schools.

Conclusions

A child needs to feel safe and secure in school and this also demonstrates to them their worth. This then optimises their belief in themselves and as the Rees Report states the young person's agency is crucial in achieving better outcomes. Indeed without their desire to do well, no intervention will ameliorate their disadvantage.

From this report there are clear examples of the impact of our work on individual CFC but also on whole school change. As HT I am incredibly proud of the work of my team and their desire to ensure every child has a positive and successful journey through school into their adult life.

There will always be room for improvement in our attainment and whilst our children may not achieve ARE in normal timescales their progress towards this is demonstrated within their PEPS. Many achieve educational milestones later than their peers and we should remember this but not use it as an excuse for under performance. Many of our Cared For Children have had disrupted experiences of school and whilst some are able to catch up others take longer to complete that journey. We must celebrate the milestones they achieve and also recognise that with good preparation for adult life they will achieve happy and successful lives.

It is clear that the schools in Torbay have a positive partnership and commitment to the Virtual School and I would like to thank Head teachers and Principals of our schools for their continued support.

The impact of the Virtual School's Governing Body can also be seen through their work on stability and in widening the remit of the staffing complement. I know the VSGB will monitor closely the impact of the next Extended Duties. I appreciate the support and challenge of the members of the VSGB and the knowledge and skills they bring to our meetings.

The Virtual School team consists of highly competent professionals with a passion to ensure our cared for children achieve the very best they can. They demonstrate on a daily basis their knowledge and understanding of the young people and have excellent links with their social care colleagues.

There are good systems in place to track and monitor our children. The VS knows its children and young people very well. It works with the child, with the carer, with the school and demonstrates doing 'with' rather than to. OFSTED wrote in its June 2018 report that effective oversight and scrutiny is conducted by the VS. In the LGA's Peer Review the VS was acknowledged for the positive impact it has had with the attachment work both within the LA and in its schools.

The Virtual School will make difficult decisions when schools are clearly not the best settings for our children or resist school moves. Only the best is good enough for our children and young people.

The Virtual School offers training to a variety of professionals on educational attainment and inclusion. It also demonstrates the importance of CPD for its own staff by ensuring that team members are able to take advantage of training opportunities identified through appraisal.

The children with SEN now have the benefit of oversight by the VS's SENCO as well as the SENCO in their own school. This will need to be reviewed to look at the impact of this.

The Team have cases allocated to them which sees our Primary Teacher now keeping the children as they move from primary to secondary schools. Once the child moves to Y8 the case will be transferred to one of the VS's Secondary Teachers.

We continue to ensure that all Personal Education Plans are rated 'Good' on every occasion and that children are encouraged to participate in a meaningful way in their PEP.

Finally I would like to add my thanks to all who support our young people to achieve the very best they can and of course the young people themselves for all the joy they bring us along as well as the problem solving opportunities too.

Appendix 1: OUTCOMES 2021

| Performance indicator | T R E N D | 2021 TORBAY children in care % | 2020 Torbay Council children in care % | 2019 National children in care % | 2021 TORBAY all pupils % | RAG Based Torbay CFC v national CFC |
|---|-----------------------|---|---|--|-----------------------------------|--|
| EYFS % reached GLD | ↓ | * 40% (2) | 50% | 49% | 56.6% | A |
| KS1 % Reached at least expected standard - Reading | ↑ | 83% (5) | 50% | 42% | 65.9% | G |
| KS1 % Reached at least expected standard - Writing | ↔ | 49.8% (3) | 50% | 42% | 55.7% | A |
| KS1 % Reached at least expected standard - Maths | ↑ | 66.4% (4) | 37.5% | 49% | 62.3% | G |
| KS1 % Reached at least expected standard - Reading, writing and maths | ↑ | 49.8% (3) | 37.5% | 37% | 50.5% | G |
| KS2 % Reached at least expected standard - Reading | ↓ | 52.8% (8) | 66.6% | 49% | 72.2% | A |
| KS2 % Reached at least expected standard - Writing | ↓ | 46.2% (7) | 61.1% | 50% | 68.2% | A |
| KS2 % Reached at least expected standard - Maths | ↓ | 39.6% (6) | 61.1% | 51% | 67.4% | R |
| KS2 % Reached at least expected standard - Reading, Writing and maths | ↓ | 33% (5) | 61.1% | 36% | 57.1% | A |
| KS4 % gaining a strong pass in both English and maths at Grade 5+ | ↑ | 15% | 10% | 10% | Not available | A |
| KS4 % gaining a pass in both English and maths at Grade 4+ | ↑ | 27% | 20% | Not available | Not available | G |
| KS4 % gaining a Grade 5+ in English | ↑ | 21% | 15% | 23% | Not available | A |
| KS4 % gaining at least a Grade 4 in English | ↑ | 42% | 40% | Not available | Not available | G |
| KS4 % gaining a Grade 5+ in maths | ↑ | 18% | 10% | 14% | Not available | G |

| | | | | | | |
|---|---|-----------------|--------|---------------|----------------------|----------|
| KS4 % gaining at least a Grade 4 in maths | ↑ | 30% | 25% | Not available | Not available | G |
| Y1 - 11 attendance | ↓ | 85% | 94.8% | 95.3% | 94.9 (LAIT 2019-All) | R |
| % receiving at least one fixed term exclusion | ↑ | 13.9% | 10.9% | 11.67% (2018) | Not available | R |
| % receiving a permanent exclusion | ↑ | 0.6% (1) | 0 | 0.05% (2018) | Not available | R |
| KS5 (Y13) % gaining L3 qualifications | ↓ | 28.4% | 71.4% | Not available | Not available | R |
| KS5 (Y13) % gaining L2 qualifications | ↑ | 28.4% | 14.28% | Not available | Not available | G |
| KS5 (Y13) % gaining L1 qualifications | ↓ | 7.1% | 7.28% | Not available | Not available | A |
| Total 18 - 24 year old care leavers participating in Higher Education | ↑ | 9.3% | 6.5% | Not available | Not available | G |

Key: **Red** - well below national CFC outcome 2019

Amber - in line with national CFC outcome 2019

Green - above national CFC outcome 2019

Please note the KS5 cohort only includes those completing courses in Y13

Appendix 2: Y11 Stability (anonymised) November 2021

| | Gender | Total No. of Care Placements (inclusive) | No. of Social Workers * | Total No. of Care Episodes (inclusive) | Total No. of Schools (inclusive) | School Type | Attendance % | Continuous Care 01/04/2020-31/03/2021 | Exclusions | Date Entered care | Torbay/Out of Area School | School moves this academic year | EHCP | KS2 Predicted Outcomes | Met ARE in E & M | Ofsted Rating |
|----------|--------|--|-------------------------|--|----------------------------------|-------------|--------------|---------------------------------------|------------|-------------------|---------------------------|---------------------------------|------|------------------------|------------------|---------------|
| child 1 | F | 3 | 9 | 1 | 3 | Specialist | 82 | Yes | 0 | 22/03/2018 | OOA | No | Yes | E&M - Grade 4 | Yes | Estyn - Good |
| child 2 | F | 4 | 11 | 1 | 3 | Main | 81 | Yes | 3 | 12/04/2012 | Torbay | No | No | E&M - Grade 4 | E only | Good |
| child 3 | M | 3 | 13 | 1 | 3 | Specialist | 100 | Yes | 0 | 08/11/2013 | Torbay | No | Yes | None | No | EDTAS |
| child 4 | M | 3 | 5 | 1 | 3 | Main | 68 | Yes | 0 | 24/06/2019 | Torbay | Yes | Yes | None | No | Good |
| child 5 | M | 5 | 11 | 1 | 2 | Specialist | 50% | Yes | 0 | 12/10/2018 | OOA | Yes | Yes | None | No | EDTAS |
| child 6 | F | 6 | 11 | 2 | 5 | PRU | 59 | Yes | 0 | 05/02/2019 | OOA | No | No | E&M Grade 4 | yes | Good |
| child 7 | M | 7 | 9 | 2 | 4 | Main | 68 | Yes | 0 | 06/11/2014 | OOA | No | No | E&M Grade 5 | Yes | Outstanding |
| child 8 | F | 1 | 9 | 1 | 3 | Main | 74.2 | Yes | 0 | 01/03/2013 | Torbay | No | No | E&M Grade 5 | E only | Good |
| child 9 | F | 2 | 17 | 1 | 2 | Main | 66 | Yes | 0 | 08/03/2013 | OOA | No | No | E&M Grade 5 | Yes | Good |
| child 10 | F | 7 | 15 | 1 | 2 | Main | 70 | Yes | 0 | 19/02/2009 | OOA | No | Yes | E&M Grade 3 | No | RI |
| child 11 | M | 3 | 7 | 1 | 2 | Main | 46.3 | Yes | 0 | 04/12/2017 | OOA | No | Yes | None | No | Good |
| child 12 | F | 4 | 10 | 1 | 4 | Main | 69 | Yes | 0 | 15/10/2014 | OOA | No | No | E&M Grade 5 | Yes | Good |
| child 13 | M | 4 | 9 | 1 | 2 | Main | 75 | Yes | 5 | 28/02/2019 | Torbay | No | No | E&M Grade 3 | No | Good |

| | | | | | | | | | | | | | | | | |
|----------|---|---|----|---|---|------------|------|-----|-----|------------|--------|----------|-----|-----------------|--------|-------------|
| child 14 | F | 2 | 11 | 1 | 2 | Specialist | 99.1 | Yes | 0 | 10/01/2013 | Torbay | No | Yes | E&M Grade 2 | No | Good |
| child 15 | F | 1 | 12 | 1 | 2 | Main | 66 | Yes | 0 | 05/08/2013 | OOA | No | No | E&M Grade 4 | E only | Good |
| child 16 | F | 3 | 10 | 3 | 4 | PRU | 98.5 | Yes | 0 | 31/05/2016 | Torbay | No | No | E&MGrade 5 | No | Ri |
| child 17 | M | 1 | 6 | 1 | 1 | Specialist | 77.4 | Yes | 0 | 06/04/2018 | Torbay | No | Yes | None | No | Good |
| child 18 | M | 8 | 18 | 1 | 5 | EOTAS | 0 | Yes | 0 | 06/10/2011 | OOA | NO | No | E&MGrade 6 | No | Good |
| child 19 | M | 1 | 19 | 1 | 3 | Main | 87.1 | Yes | 0 | 02/04/2013 | Torbay | No | No | E&M Grade5 | Yes | Good |
| child 20 | M | 2 | 7 | 1 | 3 | Main | 81.4 | Yes | 0 | 29/01/2017 | Torbay | No | No | E&M Grade5 | Yes | Good |
| child 21 | M | 2 | 5 | 2 | 5 | Specialist | 12.2 | Yes | 0 | 20/12/2016 | OOA | No | Yes | None | No | Good |
| child 22 | F | 2 | 5 | 1 | 3 | EOTAS | 41.2 | Yes | 0 | 14/09/2018 | OOA | Yes | Yes | None | No | EOTAS |
| child 23 | M | 2 | 12 | 1 | 6 | PRU | 80 | Yes | 2 | 19/02/2018 | Torbay | No | No | E&MGrade 6&5 | No | Ri |
| child 24 | F | 3 | 15 | 1 | 2 | Specialist | 93 | Yes | 0 | 23/04/2012 | OOA | No | Yes | E&M Grade2 | No | Outstanding |
| child 25 | M | 3 | 9 | 1 | 3 | Main | 81.4 | Yes | 2.5 | 20/01/2012 | OOA | No | Yes | E&M Grade4 | No | Good |
| child 26 | F | 3 | 19 | 1 | 6 | EOTAS | 92.1 | Yes | 0 | 22/07/2013 | Torbay | Yes | Yes | E&MGrade 3 | No | EOTAS |
| child 27 | F | 4 | 10 | 1 | 2 | Main | 66 | Yes | 0 | 30/11/2012 | OOA | No | No | E&MGrade 4 | E only | Good |
| child 28 | M | 1 | 9 | 1 | 4 | Main | 86.3 | Yes | 0 | 22/03/2013 | Torbay | No | No | E&MGrade 6 | Yes | Good |
| child 29 | M | 2 | 5 | 1 | 2 | Main | 81 | Yes | 0 | 23/01/2018 | Torbay | No | No | E&MGrade 6 | Yes | Good |
| child 30 | F | 4 | 17 | 1 | 5 | PRU (med) | 72 | Yes | 0 | 13/09/2013 | OOA | Yes- Jam | No | E&MGrade 5 | M only | Outstanding |
| child 31 | F | 2 | 6 | 1 | 3 | Main | 71 | Yes | 0 | 07/06/2019 | Torbay | No | No | E&MGrade 3 | No | Good |
| child 32 | F | 1 | 21 | 1 | 3 | Main | 82.1 | Yes | 0 | 17/06/2009 | Torbay | No | No | E&MGrade 3 | No | Good |
| child 33 | F | 2 | 6 | 1 | 2 | Main | 84 | Yes | 2 | 12/02/2020 | Torbay | No | No | E&M Grade4 | No | Good |
| child 34 | F | 1 | 4 | 1 | 1 | Main | 58.2 | Yes | 0 | 24/02/2021 | Torbay | No | No | E&M Grade4 | E only | Good |
| child 35 | M | 1 | 1 | 1 | 1 | specialist | 98 | no | 2 | 13/11/2020 | Torbay | No | Yes | None | No | Good |
| child 36 | M | 1 | 1 | 1 | 1 | EOTAS | 100% | Yes | 0 | 23/04/2021 | Torbay | No | No | E&MGrade 4 | Yes | EOTAS |

Appendix 3: Glossary

ARE - Age related expectations

ASD - Autistic Spectrum Disorder (Condition)

CC - Continuous Care

CFC - Cared For Children

CPD - Continuing Professional Development

DT - Designated Teacher

EBACC - English Baccalaureate

EHCP - Education, Health and Care Plan

EOTAS - Education Other Than At School

EP - Educational Psychologist

ePEP - Electronic Personal Education Plan

EYFS - Early Years Foundation Stage

FE - Further Education

FTX - Fixed Term Exclusion

GLD - Good Level of Development

GSCE - General Certificate of Secondary Education

HEI - Higher Education Institution

KS - Key Stage

MLD - Moderate Learning Difficulty

NEET - Not in Education, Employment or Training

PA - Persistent Absence

PMLD - Profound and Multiple Learning Disabilities

PP+ - Pupil Premium Plus

PRIM - Progress review intervention monitoring

PX - Permanent Exclusion

RI - Requires Improvement (OFSTED category)

RSA - Request for Statutory Assessment

RWM - Reading, writing, maths

SALT - Speech and Language Therapist

SATS - Standardised Assessment Tests

SEMH - Social and Emotional Health

SEN - Special Educational Need

SENCO - Special Educational Needs Coordinator

SGO - Special Guardianship Order

SMART - Specific, measurable, attainable, realistic/relevant, time bound

STEM - Science, technology, engineering and maths

TA - Teaching Assistant

THRIVE - A therapeutic approach to help support children with their emotional and social development

UASC - Unaccompanied Asylum Seeking Children

VS - Virtual School

VSHT - Virtual School Head Teacher

YP - Young person