

APPENDIX C

Schools Forum – Central Expenditure Contribution

Impact Statement

Schools Forum contribution underpins placement for children in care (CiC). Current numbers of CiC are 629.

Overview of the Services: CiC Placements

Total Budget:	£32.094m
CEG Contribution:	£1.327m (4.13% of total)
Other Contributions:	£0.675m UASC Grant £1.183 Health Contribution
Number of Children Supported:	629 (as at 29 th August 2017)

Funding Allocation:

Area	Intervention/Support	Reach
Placements (Internal and External)	<p>Internal Placements – Foster Care or Internal Residential Provision</p> <p>External Placements – External Residential or Independent Fostering Association.</p> <p>All carers are commissioned to support the educational outcomes for children in their care including but not limited to:</p> <ul style="list-style-type: none">• Encouraging and enabling children and young people to achieve their academic potential and promote study and learning, in line with national guidance• Working in line with individual care plans, education health care plans, personal education plans, pathway plan and attend and contribute at all reviews• Supporting the education provision of the child, including all home to school transport, encouragement and clear expectations in relation to attendance• Supporting with homework assignments and extra-curricular activities• Providing school books and educational equipment where required, to supplement learning, for example through home tuition• Supporting and funding day school outings and visits and overnight trips• Attendance at Personal Education Plan (PEP) meetings	629 (as at 29 th August 2017)

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	<ul style="list-style-type: none"> • Attendance at parents evening, sports days, etc • Providing all school uniforms and clothing, including and specialist or replacement clothing requirements, e.g. unusual sizes or for children or young people with disabilities • Providing all individual educational resources and sports or hobby equipment, within reason, to support the child or young person develop their talents and life chances • Providing access to a computer in the home that is principally for education and homework. • Providing equipment for a disabled child or young person • Maintain all health checks and appointments (dental, opticians, statutory LAC health reviews), which may ultimately reduce the instances of absence due to sickness • Collect and return absconding child or young person to care placement • Take all reasonable steps to avoid the criminalisation of the child and young person • Provide appropriate specialist resources to meet the needs of specialist placements. This may include evidence based therapeutic input, DfE registered education or care for young people with complex medical needs. These resources are in addition to existing mainstream or specialist NHS and Placing Authority funded Services already available to young people, which are free at point of delivery. <p>In addition to some our most complex children (often in external residential provision) are unable to be educated in a mainstream school setting and therefore require on-site education provision or cannot be educated in mainstream school without significant additional support. This provision or support is also part of the commissioned package for these children and young people. A current example involves one member of staff from the residential home supporting the young person within the classroom for the full school day, every day. This is following a</p>	
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	period of home tuition with the ultimate outcome being that the young person's support can gradually reduce until they can be schooled within mainstream education independently on a permanent basis. This arrangement has avoided the costs to the school of 1:1 TA support.	
Edge of Care Interventions	<p>We currently fund two interventions to provide intensive 24/7 support for families who have children on the edge of care. These services are Multi Systemic Therapy (MST) and Multi Systemic Therapy Child Abuse and Neglect (MST-CAN). These services work with our complex edge of care cohort to provide holistic, therapeutic support to build resilience in families and address issues that are impacting negatively on children and young people. These services cost a total of £0.790m.</p> <p>See case study attached to see how they improve educational outcomes for children and young people.</p>	Capacity to work 55 families per year (multiple children)

Intended Outcomes:

- Provide a safe and stable home environment that is able to meet the child/young person's holistic needs so that they can play an active and positive part in their community (school, neighbourhood etc.)
- Keep children with their families wherever possible or if accommodated to provide placement stability and increase the number of children placed within 20 miles of Nottingham City to reduce pupil mobility.
- Provide a parenting experience that encourages positive behaviour, attendance at school and that builds on a child/young person's aspirations.
- Avoid persistent absenteeism, exclusions or poor behaviour that means that children are at risk of exclusion in a mainstream school setting.
- Ensure that children access health services (dentists, GPs etc.) to reduce the likelihood of absence from schools.
- Improve the social and emotional wellbeing of children in care to support their self-confidence and self-esteem.
- Contribute to the child/young person's attainment, achievement and progress at school/college.

Impact

Children in care are often negatively impacted by their experiences in their families before being accommodated. There is a wealth of national research that evidences that these historical experiences will impact on the outcomes for that child/young person for the rest of their lives. Whilst care provides a safe and stable environment and often mitigates the impact of these experiences (particularly where children have been in care from a young age or for a significant amount of time) the outcomes of this cohort are generally worse than their peers.

To summarise:

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- The attendance rate has improved this year, from 89.7% in the 2015-16 academic year to 94.6% in the 2016-17 academic year.
- There were no permanent exclusions for CiC in 2016/17 and 159 incidents of fixed term exclusion.

See attached data re: educational attainment for CiC.

In relation to broader outcomes (also detailed below):

- The % of care leavers in education, training and employment is well above statistical neighbours.
- The % of CiC who offend has reduced year on year and is significantly lower than statistical neighbours.
- The majority of eligible CiC have had their development checks, health assessments, dental checks and immunisations.
- The average score for strengths and difficulties questionnaires (SDQs) is reducing over time, which suggests that the mental health and wellbeing of this cohort is improving.
- Placement stability has improved year on year and 84% of children are in placements within 20 miles of Nottingham City.

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Nottingham Virtual School 2017 Attainment

KS1

2017				
All LAC Pupils	Reading	Maths	Writing	Science
Pupils with valid results	24	24	23	20
Pupils working at the expected standard	12 (50%)	12 (50%)	12 (52%)	13 (65%)
Pupils working at greater depth within the expected standard	0 (0%)	1 (4%)	1 (4%)	0 (0%)

2016				
LAC 12M in care	Reading	Maths	Writing	Science
Pupils with valid results	15	15	16	N/A
Pupils working at the expected standard	9 (50%)	6 (33%)	5 (31%)	N/A
LAC National	50%	46%	37%	56%
Pupils working at greater depth within the expected standard	N/A	N/A	N/A	N/A

KS2

2017						
All LAC Pupils	Reading	Maths	Writing	RWM	SPAG	Science
Pupils with valid results	45	40	45	40	45	40
Pupils working at the expected standard	15 (40%)	19 (45%)	21 (47%)	10 (25%)	19 (42%)	21 (53%)
Pupils working at greater depth within the expected standard	0 (0%)	0 (0%)	2 (4%)	N/A	0 (0%)	0 (0%)

2016						
LAC 12M in care	Reading	Maths	Writing	RWM	SPAG	Science
Pupils with valid results	37	32	37	32	37	32
Pupils working at the expected standard	13 (35%)	14 (44%)	15 (49%)	5 (25%)	15 (41%)	17 (53%)
Pupils working at greater depth within the expected standard	0 (0%)	0 (0%)	2 (5%)	N/A	0 (0%)	0 (0%)

KS4

2017		
All LAC	Number	%
Cohort	65	
No Qualifications	7	11%
Any Qualification	55	85%
5+ GCSEs A*-G	29	45%
5+ GCSEs A*-C	5	12%
5+ GCSEs A*-C Including E&M L4+	6	9%
E&M L4+	9	14%

2016		
All LAC	Number	%
Cohort	65	
No Qualifications	12	18%
Any Qualification	37	54%
5+ GCSEs A*-G	25	37%
5+ GCSEs A*-C	4	6%
5+ GCSEs A*-C Including E&M	4	6%
E&M A*-C	7	10%

2017		
12M in care	Number	%
Cohort	45	
No Qualifications	5	10%
Any Qualification	40	83%
5+ GCSEs A*-G	23	45%
5+ GCSEs A*-C	7	15%
5+ GCSEs A*-C Including E&M L4+	5	10%
E&M L4+	5	17%

2016		
12M in care	Number	%
Cohort	44	
No Qualifications	4	9%
Any Qualification	33	75%
5+ GCSEs A*-G	15	41%
5+ GCSEs A*-C	3	7%
5+ GCSEs A*-C Including E&M	3	7%
E&M A*-C	5	11%
LAC National		
E&M A*-C		16%

Nottingham Virtual School 2017 Commentary

KS1 & KS2

Results for both years have been taken from internally gathered data, due to low numbers nationally published figures do not provide sufficient detail. National data for 2016 for the national cohort of looked after children who had been in care for 12 months or longer at the 31st of March of that year.

KS4

In 2017, 173 different qualifications were taken by Nottingham's looked after pupils and 266 GCSEs were achieved (grades G or higher). 7 pupils did not achieve a qualification - 1 pupil was sectioned, 1 pupil was in alternative provision, 1 pupil had a period without a school place during year 11, 1 pupil was in custody, 2 pupils were at special schools and 1 had a baby during year 11. We are still awaiting results for 3 pupils (2 at special schools and 1 at mainstream).

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CiC Data Trends 2014-2017

Measure	2014	2015	2016	2017	Trend	Number	Cohort	Difference from last year	2016 National	2016 SNG
EET for 19-21 year olds	39%	50%	63%	67.3%		146	217	4.3%	49.3%	47.7%
EET for 17 year olds			80%	81.0%		4	4	1.0%	60.8%	59.0%
EET for 18 year olds						47	59			
EET for 19 year olds			66%	69.3%		61	88	3.6%	49.3%	47.7%
EET for 20 year olds			55%	67.6%		50	74	12.2%		
EET for 21 year olds			48%	63.6%		35	55	15.6%		
EET (All Ages)			63%	70.4%		197	280	7.6%	N/A	N/A
Offending	8.1%	6.4%	5.5%	4.8%		15	311	-0.7%	5.0%	6.3%
Development checks	92.5%	100.0%	100.0%	100.0%		39	39	0.0%	83.2%	90.7%
Immunisation	95.5%	93.9%	92.1%	95.2%		419	440	3.1%	87.2%	91.9%
Health Assessments	76.2%	88.8%	75.0%	88.2%		388	440	13.2%	90.0%	86.0%
Dental checks	83.6%	88.5%	87.1%	86.8%		382	440	-0.3%	84.1%	83.4%
Substance Misuse	6.7%	7.0%	5.0%	4.5%		20	440	-0.5%	3.8%	4.8%
Number of CLA for 12 months to 1st March	403	375	404	440			440	36	321	572
SDQ % Complete	92%	88%	79%	73%		287	393	-6%	75%	66.8%
SDQ Average Score	15	16	16	14.6				-1	14	15
SDQ % Normal	42%	42%	37.0%	43%		122	287	5%	49.0%	46.6%
SDQ % Borderline	17%	10%	18.1%	17%		48	287	-1%	13.0%	12.8%
SDQ % Concern	41%	48%	44.9%	41%		117	287	-4%	38.0%	40.4%
N163 Long term Placement Stability	63%	64%	71%	75.0%		144	192	4%	68.0%	N/A
N162 Placement Changes	14%	10%	12%	7.8%		48	616	-4%	10.0%	N/A
The % of CLA at 1st March placed more than 20 miles from where they used to live	73%	84%	79%	84%		520	616	5%	75%	83%

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MST/MST-CAN Case Studies

Within the box is the school behaviour that we wanted to improve and the numbers represent how many weeks the desired behaviour was met.

Case 1 – LJ

L to attend school when expected and complete the full day as evidenced by school attendance and parents reports	3, 4, 5, 7, 8, 9 , 10, 12,14, 15, 16, 18, 19, 20, 21, 22
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Case 2 - JM

J to attend school daily and on time as evidenced by school attendance reports and mums reports	4, 5,(Hol6-7) 8, 9, 10,11, 12 , (hol 13), 14, 20 (hol 21-22) 23
J to not truant or abscond from school and attend the full day as evidenced by school reports	4, 5, (Hol6, 7), 8, 9,11, 12, (hol13) 14, 17, 20(hol21-22) 23

Case 3 - MC

M not to steal, as evidenced by reports from school, reports from Tony and Caroline and reports from the community	1-19
M to attend all of his lessons in school, without walking out or any internal truancy, as evidenced by reports from school	4, -, 10, 11, 12, 16, 17, 18, 19
M to behave appropriately in all lessons at school, engaging with his work, as evidenced by reports from school	4, -, 10, 14, 15, 16, 17, 18, 19

Case 4 - FH (F has diagnosis of PDA and wasn't attending school at all when we started).

F to increase her daily school attendance as evidenced by school reports	5, 6, 7, (hol-8,9) 10, 11, 12, 13, (Hol-14), 15, 17, 18, 19, 20, 21, 22 (Hol 22-23) 24, 25
F to follow school rules and behave appropriately as evidenced by school reports	5, 6, 7,(hol-8,9) 10, 11, 12, 15, 17, 18, 19, 21, (Hol 22-23)