



## Children and Young People's Scrutiny Committee

### Virtual School and the education of children in care

#### Virtual School background

The purposes of the Virtual School for Children in Care consist of:

- Supporting with closing the attainment and progress gap between looked after children and their peers, and creating a culture of high aspirations for them.
- Ensuring looked after children have access to a suitable range of high quality education
- Monitoring, tracking and reporting on the attendance and educational progress of the authorities' children in care.
- Ensuring there are arrangements in place to improve the educational experiences and outcomes of their authority's children in care.
- Ensuring every child in their authorities care has a high quality and up to date Personal Education Plan (PEP)
- Ensuring social workers, designated teachers and schools, carers and IROs understand their role and responsibilities in promoting the education of children in care and initiating, developing, reviewing and updating the child's PEP.
- Managing and allocating Pupil Premium Plus and ensure there are arrangements in place to ensure schools are using the allocated funding to benefit the educational needs of the child.

#### Attainment

##### Key Stage 1- children reaching age related expectations:

Reading: In 2015-16 50% of children reached expectations, matching the national figure. In 2016-17 the number reaching expectations dropped by 4ppts- 46%.

Writing: Nottingham scored below national in 2015-16 by six ppts; 31% of children reached expectations. On the positive, Nottingham's 2016-17 figure is a substantial improvement on 2015-16, 54% reaching expectations.

Maths: Nottingham scored below national in 2015-16 by 13 ppts; with 33% of children reaching expectations, however there has been a year-on-year increase in 2016/17 with 54% of children reaching expectations.

### Key stage 2:

Reading: Nottingham scored below the national position in 2015-16 by 5ppts, with 36% of children reaching expectations, this decreased further in 2016-17 to 35%.

Maths: Nottingham scored above the national position in 2015-16 by 7ppts, with 48% of children reaching expectations. However, the percentage achieving expectations in 2016-17 decreased by 4ppts to 44%.

RWM (Reading, Writing and Maths): Nottingham recorded results which placed us above the national position in both 2014-15 and 2015-16. The 2016-17 results show a year-on-year reduction of three ppts, from 28% achieving expectations to 25%.

SPAG (Spelling, Punctuation and Grammar): Nottingham scored below the national position in 2015-16 by 12ppts, with 32% reaching expectations, this increased in 2016-17 to 41% reaching expectations.

### Key stage 4:

The number and proportion of children who finished the academic year with at least one qualification has increased from 75% in 2015-16 to 83% in 2016-17.

The number of pupils achieving five or more GCSEs at A\*-G has increased year-on-year from 41% in 2015-16 to 48% in 2016-17.

The number of pupils achieving five or more GCSEs at A\*-C has also increased year-on-year from 7% in 2015-16 to 15% in 2016-17.

### **Pupil Premium Plus**

A new process for the administration and distribution of Pupil Premium Plus was implemented at the start of the 2017-18 academic year, creating a more effective and efficient way for the Virtual School to monitor and distribute funding and making it less onerous for schools to apply.

The new PPP process will encourage more schools to apply for the funding, minimise the potential for underspend, ensure consistency in decisions to approve funding and will enable schools to apply for additional funds to support children.

Key changes to PPP include:

Schools are required to apply through an online application.

Schools are required to provide details of anticipated impact of funding at the point of applying.

Funding decisions will be recorded against individual child records held by the Virtual School, enabling us to build an educational 'profile' for our children in care.

Schools can apply for additional funds using an Additional Funding Request form, for interventions and strategies that can't be met through the £1900 allocation.

## **PEPs**

As of week ending the 13<sup>th</sup> October 2017, 213 of an expected 364 PEPs were on file and in date; a 58.53% PEP compliance rate.

PEP compliance rates have fallen since February 2017, after a successful drive in December and January to increase compliance. Vacancies and sickness absence in the Virtual School team has reduced capacity to follow up non-completion of PEPS..

A drill down of PEP breaches was completed to ascertain mitigating factors for breaches. Mitigating factors could include, a child being new into care, a recent move to a new school or a child being in custody.

<b>Reason for Breach</b>	<b>Total</b>
*New to care	3
No PEP delay factor known	93
*The child has recently moved school, in last 4 weeks	4
*The child is in custody	1
*The child is without a school place	4
*There has been a PEP meeting, but form not yet typed up/sent to the VS	19
Breach reason not analysed	27
<b>Grand Total</b>	<b>151</b>

\*Considered mitigating factors for a PEP breach.

If we discount the breaches for which there is reasonable mitigation, marked \* from the expected PEP figure the compliance rate would be higher at 64%.

### **Report Author and contact:**

Jasmin Howell- Service Manager Nottingham City Virtual School