

Committee:	Corporate Parenting Panel
Date:	10 October 2014
By:	Director of Children's Services
Title of Report:	The Virtual School Annual Report including report on the use of the Pupil Premium
Purpose of Report:	To report on the work of the Virtual School 2013 – 2014, and the use of Pupil Premium for looked-after children

Recommendation: The Panel is recommended to note the reports

1. Financial Appraisal

1.1 There are no financial implications arising from the recommendations of the report.

2. Supporting Information

2.1 Supporting information is contained in the Appendices.

3. Background information

3.1 The East Sussex Virtual School is recognised by the Department for Education and Ofsted as an example of good practice.

3.2 The Pupil Premium Grant for Looked After Children (LAC) continues to be managed as it has over the last two years. The Panel should note that the new statutory condition of the grant requires the grant to be managed by the Virtual Headteacher and so this is no longer a voluntary agreement with headteachers.

3.3 The increase in the grant in 2014-15 will be used to improve educational outcomes, reduce exclusions, improve attendance and reduce those care leavers who are not in Education, Employment or Training (NEET).

3.4 This will be achieved by increasing the funding available to schools to support Personal Education Plan targets, expanding the 1:1 tutor programme, increasing support available for LAC in schools from the virtual school and other support teams, and increasing the provision of engagement projects for care leavers.

3.5 The increase in Pupil Premium for LAC will “not be used to provide central services that would reasonably be expected to be funded by the local authority to comply with their duty to promote the educational achievement of the children they look after” (*Pupil Premium and the role of the Virtual School Head 2014-15, DfE*).

4. Conclusion and Reason for Recommendation

4.1 The Panel is recommended to note the reports.

STUART GALLIMORE
Director of Children's Services

Contact Officer: Adrian Money

Local Member(s): All

BACKGROUND DOCUMENTS: *Pupil Premium and the Role of the Virtual School Head 2014-15 DfE*

1. Introduction

1.1. I am widening the annual report on the use of the Pupil Premium for looked after children (LAC) to include a brief overview of the work of the Virtual School over the last financial year. I am pleased to report that in spite of a particularly challenging cohort at KS4, LAC in East Sussex have achieved good educational outcomes. In some areas, for example Progress KS1-KS2 Writing, the performance of our LAC is similar to the performance of non LAC nationally. Our ambition remains to close this gap across the curriculum and across all key stages. The Pupil Premium enables this to be an achievable ambition.

1.2. We were pleased that the work of the Virtual School was recognised by inspectors when they visited the local authority in February to carry out an inspection of children’s service. The inspection is very wide ranging and covers all children in need of help and protection including LAC and care leavers. Although there are no individual judgements on the work we do, the text is wholly positive and I have included extracts from the report in Appendix 4. We are also somewhat flattered to be repeatedly praised by the Children’s Minister who has taken a keen interest in a number of our projects, especially the way we manage Pupil Premium and who has promised to visit us next month.

“The Virtual School is well placed within the looked after children’s service. It adds value to the service, as does the fact that it holds and manages the pupil premium centrally for all looked after children. Strengths include being able to target children whose progress is faltering quickly and effectively, for example, by providing one-to-one tuition. Young people told inspectors that they valued this greatly”.
Ofsted Inspection 2014

*“... that support is due to all of you, and to the brilliant example that you set every day. Like in **East Sussex**, where a virtual school head has boosted results by working closely with and across primary, secondary and special schools; supporting the progress of children in secondary schools through one-to-one tuition, tailored resources, mentoring and revision courses. **Edward Timpson, Children’s Minister at the Virtual Headteacher’s Conference, Bath Spa University March 2013***

*"One of the freedoms of being a Back-Bench Member is the ability to make wide-ranging, ambitious recommendations, and I think recommendation 3 (for The LAC Pupil Premium to be managed by the Virtual Headteacher) is a very good recommendation. It is already carried out by a number of local authorities, including **East Sussex**, which I believe has reached an arrangement with almost all the schools in the area to pass the pupil premium—which is given directly to the schools—over to the virtual school head to spend and target on behalf of children in care in the local authority area. That is one of the best ways of ensuring that the pupil premium goes as far as possible for children in care*

*The current position is that the virtual school head works during the young person’s period of compulsory education, although there is nothing to stop local authorities, as already happens in **East Sussex** for example, widening the scope of that role, if they want to do so. Nothing in the clause prevents them from doing that. We will continue to review the impact of the virtual school heads. I want them to be a real beacon of achievement for children in care, and as they move on into adult life." **Edward Timpson March 2014 in Parliament)***

1.3 For the last two years almost every headteacher in East Sussex had agreed for the Virtual School to manage the Pupil Premium on their behalf for the direct benefit of looked after children in school. This year, following extensive discussions between the DfE and the Virtual School, the East Sussex model has been adopted nationally as a condition of the grant for 2014-15. I am delighted by this as this will mean we will now also manage the Pupil Premium for those children who are in our care but who live outside East Sussex. I do want to stress that the commitment I made to headteachers in the last two years, to ensure the grant is used to provide additionality for individual children and is not used to fund services that otherwise would or should have been provided either by schools or by the local authority and this is also now enshrined in statutory

guidance: *“The Pupil Premium Grant allocation must be managed by the designated virtual head for the children looked after by the authority...this has statutory force...It is not intended to fund posts that should be the responsibility of local authorities as corporate parents...It should not be used to fund central services that would reasonably be expected to be funded by local authorities, to comply with their duty to promote the educational achievement of the children they look after”*
DfE March 2014.

2. The Work of the Virtual School 2013-2014

- 2.1. The Virtual School is made up of a small number (6FTE) of specialist teachers and support staff whose raison d'être is to support the educational success of East Sussex LAC wherever they are educated. We are based at Hailsham Community College but work across the County and beyond. We are part of the LAC Service and we have our own Governing Body.
- 2.2. Every school in East Sussex has a named worker from the Virtual School who is available to support the designated teacher and other staff to ensure our children succeed.
- 2.3. We track the educational progress of all our LAC and make weekly contact with schools to check attendance. We use SIMS just like a “real” school to enable us to evaluate the progress children are making
- 2.4. We attend PEP reviews and will advise, support (and, if necessary, challenge) any professional who has a responsibility for our children.
- 2.5. This year we have continued to widen our brief beyond our statutory role for LAC. We continue to support care leavers in full time education up to the age of 25 and this year we have formally taken on the role of supporting the education of children previously in care (adopted, SGO and Residence Orders). We were delighted to welcome Helen Cryer to our team to co-ordinate this work (previously the headteacher at Peacehaven Community School). Helen's post is funded by the Adoption Reform Grant.
- 2.6. We provide training for a wide range of professionals including designated teachers, trainee teachers at the universities, social workers and foster carers and can provide whole school training for teachers, TAs and INAs on the impact of attachment difficulties in the classroom. We are exploring through pilot work the possibility of offering specialist supervision and support to staff who work with vulnerable children in school.
- 2.7. We also organise an annual conference for all those with an interest in the education of LAC.
- 2.8. Two 3rd year trainee teachers from Brighton University completed a 6 week placement with the Virtual School in January and February 2014. They both highlighted the importance of gaining a greater in-depth knowledge of working with vulnerable groups in school which they felt isn't given enough priority within teacher training – an issue we are discussing with the University and have raised with OFSTED.
- 2.9. The Virtual School runs a number of courses for looked after children and care leavers including a Summer programme of 5 half day sessions for children of reception age and their carers, a residential course for Y6 pupils focussing on transition to secondary school a "Spring School" for KS3 Pupils, a residential revision course for Year 11 students and

summer schools for both Year 10 and Year 12 students. We are working together with all HE providers across Sussex to facilitate an HE care-leavers day on July 3rd 2014.

2.10 The Virtual School works closely with local boarding schools and together with a national charity has developed an assisted places scheme for looked after children that has attracted national interest. We aim to place 3 or 4 children each year at local boarding schools at no additional cost to the local authority. Those who have been placed so far are thriving and benefiting from the high quality social care available in some of the best public schools

2.11. We manage the Pupil Premium Grant for Looked After Children.

3. Pupil Premium 2013-2014

3.1. The Pupil Premium Grant for 2013-2014 of £900 for every school aged (Reception to Year 11) looked after child who had been in continuous care for at least 6 months totalled £358,200 of which £328,615 was retained by the Virtual School to be managed within a pooled fund The balance of £29, 585 was paid directly to maintained mainstream schools outside the authority.

3.2. The pooled grant was used to provide educational support for East Sussex LAC. In most cases the identification of the need for this support came from Personal Educational Planning meetings (PEPS), although requests were also made directly to the Virtual School by designated teachers between PEP reviews.

3.3. A proportion of the pooled fund was used to support children who, although they did not generate a Pupil Premium payment, were looked after or had previously been looked after. This included those new into care, those at nursery school, care leavers in education, adopted children and those on Special Guardianship Orders or Residence Orders. With the exception of those in nursery education and care leavers, these groups attract pupil premium in 2014 – 2015.

3.4. A monthly panel looks at all requests for funding. The criteria used to assess each request is based on two questions: a) will the funding address an educational need and lead to improved outcomes and b) should the funding come from elsewhere, for example a school's core budget, the fostering service, the foster carer, the Virtual School etc? 95% of all requests received were agreed in principle and 92% funded within the financial year.

3.5. Over a third (35%) of the pooled fund was used to provide 1:1 tuition to any LAC who would benefit from this. We have been recruiting our own specialist tutors, particularly in English and Maths who work on a "claims-only" basis and we also use the "Supply Desk" agency. Tutors work with children at home or after school at school initially for a 10 week block. Tutors liaise with classroom teachers and report to the Virtual School on progress made.

3.6. The second largest category (18%) was for alternative provision where funding was used to create both bespoke educational provision, including for children who were not able to attend their school for a variety of reasons, and engagement programmes. Within this category we also included participation in programmes for gifted and talented children for example attendance at the Royal College of Music Saturday Classes

- 3.7. 16% of the fund was used for resources and training. We continue to support school staff undertake training in the "Thrive" approach which is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubled, or troubling, behaviours providing a firm foundation for academic attainment. This category also includes resources, other than ICT resources, that support children's learning, for example the Letterbox Club which sends a parcel of books, maths games and stationary items to our LAC in years 3 to 6. The parcels were sent out on a monthly basis between May and October and were extremely well received by both the children and foster carers. We sent out questionnaires to both the children and the adults and all of the comments were extremely positive.
- 3.8. We have continued to support the use of Individual Needs Assistants and Teaching Assistants to support individual children in class and will contribute towards short term funding for schools so that additional staffing can be employed. A significant number of requests were received for support of this type where a statutory assessment for SEN was being undertaken and Pupil Premium was used to provide initial funding. 13% of the pooled fund was used for this purpose.
- 3.9. One of the specific benefits of pooling the funding is the flexibility this gives us to meet a wide range of needs. The Pooled Pupil Premium has been used to support schemes that benefit a number of looked after children (for example the letterbox club, thrive training for schools, employment of our own tutors, residential visits etc) and individual direct funding to support individual children's needs. Of the latter, the funding ranged from £24 (to purchase books in the Farsi language for an unaccompanied asylum seeker) to £5236 to pay for an Individual Needs Assistant to support a very challenging primary school pupil to maintain their school place. The median individual payment was £519.

4. Pupil Premium 2014-2015 Priorities and Funding

- 4.1. Improving educational outcomes at all Key Stages with a particular emphasis on Writing at KS1 and KS2
- 4.2. Reducing exclusions
- 4.3. Improving attendance
- 4.4. Reducing the number of care leavers not in education, employment or training
- 4.5. We intend to meet these priorities by
- 4.5.1. Expanding and increasing quality of tutor programme
 - 4.5.2. Recruiting more skilled staff to provide direct support for children and schools.
 - 4.5.3. Improve skills and support for designated Teachers and other school staff.
 - 4.5.4. Increase capacity of the Virtual School through working with and through other Children's Services Teams

- 4.5.5. Expanding work experience placements and apprenticeship programme for care leavers and increasing the provision of engagement projects for care leavers.
- 4.6. In 2013/14 the allocation of the grant was £900 for each LAC who had been in continuous care for at least 6 months in the preceding year. In 2014/15 this has been increased to £1900 for each LAC from the point at which they come into care. The total pooled fund has increased from £358,200 pa (including the £29,585 paid to out of authority schools) to circa £779,000 pa. It is now a condition of the grant that this fund is managed by the Head of the Virtual School. For the purpose of our planning we are assuming that the grant will also be similarly paid in 2015/16 beyond which the general election makes all further forward planning assumptions problematic.
- 4.7. In both 2012/13 and 2013/14 the Virtual School has allocated funding according to needs which have been identified at Personal Education Plan meetings (PEPs) or have been identified otherwise. The total expenditure in both previous years has been close to the full grant and the demand for funding from the grant has risen in line with the increase in per capita funding as awareness of the resource has increased as have the range of possible uses for the funding. The entire grant must be spent by the end of the financial year.
- 4.8. However, given the significant increase in size of the grant for 2014/15 it would be both risky, and a missed opportunity to rely on an entirely demand led/needs led approach. We have reserved £430,000 to fund the demand led element of our Pupil Premium spend in the belief that there will again be a similar increase in the call on funding as there was last year.

5. Additional Planned Expenditure 2014-15 and 2015-16.

- 5.1. We will widen the support for the broader range of LAC (including those in nursery education and care leavers). There is a two year financial plan for the use of the non demand led element of the pooled funding - total of £350,000 a year planned spending on improving outcomes for looked after children.
- 5.2. Where a school can demonstrate that they have used the entire PP for previously looked after children to support those individuals within their schools (this is paid directly to schools and is not part of the pooled funding), schools can apply for top-up support from the pooled fund managed by the Virtual School.
- 5.3. Schools are encouraged to apply for one off grants to fund projects that will have a direct and measurable benefit for groups of looked after children and previously looked after children. This could include specific training for staff (training by the Virtual School is free to schools), equipment and resources or a contribution towards additional staffing.
- 5.4. We have expanded and increased the quality of the tutor programme and recruited more skilled staff to provide direct support for children and schools
- 5.5. We will increase the support for designated teachers by developing a coaching and supervision model and by supporting "Thrive" training for schools.
- 5.6. We will identify an educational psychologist to work with the Virtual School to provide specific support for looked after children and support for those who work with them

- 5.7. We will expand our capacity to provide engagement projects for Year 11 students and care leavers
- 5.8. We will identify and train designated officers across children's services who will act as champions and experts within their teams on all aspects of the education of looked after children and in so doing we will reinforce and strengthen our corporate parental responsibilities across children's services
- 5.9. We will widen the book parcel project to include all those in primary school and in the first year of secondary school.

APPENDIX 2 Distribution of Pupil Premium 2013-2014

Table 1. Total Allocation of the Pupil Premium by expenditure category

Provision	Requested	Agreed	Funded
Alternative Provision	£59,828	£59,113	£57,701
Educational Visits	£4,501	£2,222	£2,158
Extra Curricular	£8,888	£7,763	£6,923
Hardware and Software	£14,553	£11,543	£10,900
Maintaining School Places	£30,807	£30,807	£30,807
Resources and training	£56,776	£51,757	£51,087
TA/INA	£51,443	£46,051	£42,341
Therapeutic Assessment and Support	£2,649	£2,649	£1,899
Tuition	£118,466	£118,136	£114,856
Residential Virtual School Courses	£9,943	£9,943	£9,943
Total Managed in East Sussex Pool	£357,854	£339,983	£328,615
Paid to Schools outside the pool	£29,585	£29,585	£29,585
Total	£387,439	£369,568	£358,200

Table 2. Allocation by school type¹

	Allocated	Cohort	Beneficiaries	Per Capita
Adopted Children and SGO	£5,727	317	18	£18
Nursery (LAC)	£1,263	22	3	£57
Care Leavers	£22,782	201	82	£113
Primary (LAC)	£137,041	159	233	£862
Secondary (LAC)	£128,084	132	164	£970
Special Schools (LAC)	£33,718	47	41	£717
OLA Schools (LAC)	£29,585	55	32	£538
Total	£358,200	393	676	£911

¹ Beneficiaries can be greater than the cohort because an individual can receive support via a PEP and benefit from other Pupil Premium funded activities. Only those children of statutory school age who have been in care for at least 6 months attract pupil premium in 2013-2014

APPENDIX 2 Case Studies

Reception and Key Stage 1

MW (Reception). M came into Care at 3 years old and has shown challenging behaviour with her foster carers and also in Nursery placements. This has included aggression towards adults and children, swearing, spitting and sexualised behaviour again towards both adults and other children. M is now on her fourth set of carers. Since starting school in September 2013 Pupil Premium has funded a 1:1 full time specialist teacher to support her in school so that she is able to access education prior to the completion of an EHC Plan. There has been a significant improvement with her relationships with adults and peers and her last assessment showed marked improvements particularly in writing.

B H-R (Reception). B has a settled foster placement where he has been for the past 3 ½ years since coming into Care. At nursery it became apparent that B was struggling to access the curriculum fully; he would “zone out” during play and was unable to initiate play often merely following and copying other children; Following a Boxall Profile Assessment the Pupil Premium was used to fund an additional 12 hours a week LSA support in class as B found it very challenging to focus on a task and remain engaged without adult support. Whilst B will continue to need support the school has reported that B is now able to follow class routines and engage in learning.

RP (Year 2). R lives with her mum and sister however is still on a care order. R was struggling to manage her emotions and behaviour at school and her attendance was poor, especially in relation to lateness and classroom attendance. Following a PEP, a weekly FEGANS counsellor was funded by the Pupil Premium for R and this has led to her behaviour improving; she is now able to approach a key adult in school when she is struggling with either her emotions or behaviour. This has made school a much more enjoyable place for R, she is rarely late, she remains in her classroom and her attendance is 96.6% and in this time, she has made three sub levels of progress in Reading and Writing.

SB (Year 2) is an adopted child described by the school as “on the verge of permanent exclusion”. S exhibits aggressive behaviour in class towards students and staff, she struggles with concentration and emotional regulation. S is currently working at P scales and level 1. S has support from CAHMS and is being assessed for ADHD and support from ESBAS. The initial request for a statement of SEN was not successful and the Virtual School is supporting the creation of a school based plans and provision maps and using Pupil Premium to provide emergency INA support within the classroom.

Key Stage 2

CB (Year 4). C is in voluntary care and spends part of the week with mum and dad and the other part at a residential home. C struggles to manage her behaviour at her special school and at times can be violent towards staff at the school particularly when she got tired in the afternoons. With agreement from the Virtual School C was put on a reduced timetable of five mornings a week and Pupil Premium was used to fund an additional member of staff to work with C in the afternoons. C is now back on a full timetable at School and continues to work successfully on a 1:1 basis in the afternoon at the school.

F J-M (Year4) is an adopted child who has had tutoring once a week on a one to one basis funded by the Virtual School and to be continued by the school now it has access to the Adopted Children’s Pupil Premium. F’s father had been particularly concerned that she was essentially a non- reader...she would pretend to read with the book held upside down. He says the transformation has been miraculous in that she is now reading voraciously and writing stories voluntarily. He believes the confidence that the tutor imbued in her...‘You can do it’... has been the catalyst of change. The tutor would give informal reports to him after each session which has helped a sense of continuity between the tutorial and the home.

DC (Year 5). D is adopted and has been home educated by his mother since his education at a small country primary school became unsustainable in his parents’ view. His behavioural issues were such that both his own and other children’s education was being adversely affected. The Virtual School recruited and funded a very experienced tutor to support his English/Literacy work in particular. This has supported

D's mother's work and also ensured D learned boundaries with another adult, which had been an issue. D engages particularly well with the tutor and has been working on his reading, completing SATS papers, improving his spellings and learning research skills. His behaviour with his tutor is impeccable and she has commented that his listening skills have improved considerably, as has his focus on the work in hand. Parents are now in a position to weigh up the pros and cons of home education against school attendance as there is now much more confidence that D would be able to succeed in school.

SD (Year 5). S has significant attachment issues and in recent months she as a consequence of her extremely challenging behaviour she was at risk of exclusion and was having to be taught in a nurture class out of age. The Virtual School used the Pupil Premium to fund a support worker to provide two 45 minute sessions per week for nurture and emotional support. S has engaged very well with the worker and, although it may be a while before she can be fully included in her age-related class group, she has had some very settled periods. The school reports that S is much calmer and has better relationships with both adults and peers

AM (Year 6) A has complex needs which affect his cognition, behaviour, communication and motor development. He is described as being on the Autistic Spectrum and his current levels range from P3 to P5. During the week A shares his time at an ESCC Residential home for children with severe disabilities and some time at home with his mother. Mrs M finds it difficult to engage A in meaningful and stimulating activities at home. Pupil Premium has been used to improve home based learning though funding specialist furniture and funding LSA support

A H-C (Year 6). A has a significant visual impairment as well as learning difficulties. Her visual impairment meant that she had to sit very close to the classroom interactive whiteboard and this made it very difficult for her to work independently during any activities that required her to move away from the whiteboard eg. Group activities. Building A's independent learning skills has been a focus this year to support her transition to Secondary school. Pupil Premium funded an Ipad which has been linked to the classroom I.W.B allowing her to work independently anywhere in the classroom. This has been of great benefit to her and she has grown in confidence and has made accelerated progress across all core areas. She no longer needs to rely on an adult or peer to tell her what is written on the whiteboard. Her carer commented at her recent PEP that A, 'is now getting as much satisfaction from achieving as she did previously from asking for help'. This represents a huge shift in A's perception of herself as a learner. She had achieved P7s in her end of KS1 SATS and is currently working at level 3Cs for Writing and Maths and 3B for Reading.

Key Stage 3

JS (Year 8). J struggles to engage fully in school due to emotional difficulties he has also experienced a placement disruption in his long term placement. Following a PEP review J started working with a tutor both to help with his English and to give him an opportunity to experience a positive learning relationship. Within 2 terms he has made two full levels of progress for which he is immensely proud. At his most recent PEP he asked if he could have tutors in other subjects too. He is now much more engaged at school and has developed a real work ethic.

Key Stage 4/5

CR (Year 10). C is dyslexic and really struggles with writing. He attends a special school. At the start of Year 10 he was achieving no more than a level 2a. When at a PEP it was suggested that C could work 1:1 with a tutor he was not enthusiastic (putting it mildly!). After mild encouragement and reassurances he started the lessons which he really enjoyed. The third week into it he forgot to stay and remembered half way home, he ran all the way back to school full of apologies. C has made good progress in English now and the school reports he is on track to achieve a GCSE in English at the end of Year 11

B W-T (Year 11). B is an able pupil, but due to numerous school/placement moves during KS4, was unable to cope with full time education and found trying to learn in a whole classroom situation overwhelming. Despite a careful reintegration plan to full time attendance, she remained particularly anxious and lacked confidence to attend any Maths lessons, her weakest subject. The VS funded a

specialist Maths tutor twice weekly to help B build confidence in her Maths skills and knowledge and she is now attending school full time, including all Maths lessons and on track to achieve a grade D

FH (Year 11). F is a hardworking student who is doing well in most of her subjects but lacks confidence in maths and was working at below a grade E level in September of Year 10. The Pupil Premium has funded several blocks of home tutoring from the latter end of Year 10 through to Year 11 and her grades have gradually improved. The tutoring has mainly helped with her confidence and self-belief which in turn has improved her performance in maths. F also attended the Virtual School's Year 11 revision weekend which focussed on exam preparation and study skills. Her School has reported that she is now on track to achieve grade C in Maths this summer

AW (Year 11). A is an able student with ambitions to have a career in medicine and has the potential to gain top grades at GCSE. Following a PEP the Pupil Premium was used to fund a maths undergraduate care leaver to both tutor and mentor A to support her achieve a top grade and build her confidence in achieving her ambitions. As a result of this mentoring A has greatly grown in confidence and is now setting her sights on Oxbridge.

CS (Year 11). C was facing repeated fixed term exclusions from school for behaviour which seemed out of character; his self-esteem was extremely low and at home he was becoming introverted, rarely going out and failing to engage in anything constructive. At a PEP meeting it was suggested that his interest in music could be used to help him re-engage and he was offered a day a week at The Respond Academy on the understanding that his behaviour and attendance at school for the other four days a week would improve dramatically. C's behaviour improved, he is no longer getting excluded from school and he is developing or rekindling other interests including football. He is continuing at The Respond Academy where his enthusiasm has led him to be chosen to support and mentor other students

KC (Year 11) Although K's target grades have always been C both in English and maths he was failing to achieve this; he has always been very reluctant to have any extra tuition. Following his attendance at the Employability Skills workshop in October 2013 he asked the Virtual School if he could have some maths tuition and this was funded by the Pupil Premium, he has subsequently now asked for English tuition. KC also attended the Year 11 revision residential at the end of February 2014. KC achieved a C in his Maths Mock exam and is looking forward now to starting a Level 3 Sports Diploma in September

LS-B (Year 11) L came into care last year with a history of non-school attendance although keen to attend: she was offered a place at her chosen school and despite very high levels of anxiety around both the curriculum and her peer group her attendance has been 100%. It was agreed that she would benefit from attending a Personal Foundation Learning Course and was enrolled on "Act On It" due to her interest in drama. She has attended this programme 1 day per week since April 2013 and will achieve Arts Award qualifications. Feedback from the course facilitators has been excellent and the impact on L's self-esteem has been huge. L settled into core lessons at school and in September requested additional support in English and maths, she has continued with 1-1 tuition alongside her core subjects and has gained confidence and made progress, she is benefitting from the use of a scribe. L has taken advantage of all the opportunities available to her she has attended the Employability skills workshop and the Year 11 residential revision weekend. She has offers at college to do hairdressing or Health and Social care. The funding made available via Pupil Premium has supported the school in ensuring a non-attender has become a full time attender who will achieve her target grades at GCSE and now has the belief that she can achieve in the future.

Z (care leaver) At school Z was significantly disaffected and challenging. The Virtual School worked with him to develop his interest in music for which he appeared to have a previously unrecognised ability. As his musical talents were not identified until he was 16+ there were considerable gaps in his musical background. Pupil Premium has been used to support him in with singing lessons, achieving music theory grade 5 and an AS level in music, funding several summer schools. Alongside this we have been encouraging and supporting him in developing both his independence and inter personal skills encouraging him to pursue a range personal development courses through the Princes trust. Z has recently been offered a place to do a Performing Arts degree at the Guildhall.

CH (care leaver). C came into care in Year 11 having not attended school for nine months. It was felt unlikely she would be able to achieve her potential starting a new school half way through Year 11 so The Virtual school organised maths and English tutors to work in the care setting with C and prepare her to sit level 1 functional skills in maths and English. We also arranged for her to attend a series of workshops to find out about future ETE opportunities (initially she would only consider hair and beauty). After some encouragement she attended several taster courses at Plumpton College, including a Floristry taster which she loved. C passed her English Functional skills and this gave her confidence to attend the local 6th Form to complete GCSEs and work experience in a floristry and Pupil Premium was used to fund a forestry course at Plumpton College. Her Skills in floristry developed further and it was agreed to transfer to a full time Floristry Course from January 2014. CH is continuing with maths and English. She is described as an outstanding student in both the practical and academic aspects of the course, her work experience has continued and they have also offered her p/t employment. She plans to complete English and maths GCSE and progress onto L2 and 3 in Floristry.

APPENDIX 3 Educational Outcomes (See Outcomes Report (agenda Item 11) for more details)

Target measures in Bold	2010	2011	2012	2013	2014	2013 LAC England
KS4 5+ A*-C English and Maths	20%	15.2%	20%	25%	16.3% (8/49)	15.3% (Target)
KS4 Expected Progress English	34%	32%	37%	46.7%	22.5% (11/49) (tbc)	32.6% (Target)
KS4 Expected Progress in Maths	25%	21%	25%	36.7%	26.5% (13/49)(tbc)	29.2% (Target)
KS2 Level 4 English	27.3%	40%	52%	R 65%	R 62.1% (18/29)	R 63%
				W 41%	W 55.2% (16/29)	W 55%
				SPG 47%	SPG 55.2% (16/29)	45%
KS2 Level 4 Maths	32%	47%	70%	71%	48.3% (14/29)	59%
KS2 Expected Progress English	56%	80%	67%	R 81%	R 75.9% (22/29)	77% (Target)
				W 69%	W 89.7% (26/29)	81% (Target)
KS2 Expected Progress Maths	63%	67%	91%	75%	75.9% (22/29)	74% (Target)

APPENDIX 4 Extracts from Ofsted

94% of looked after children who left Year 11 last summer are in education, employment or training. The young people who spoke to inspectors were overwhelmingly positive about the support from the virtual school, especially regarding support with university places.

Not all looked after children attend good schools, but the reasons for this are well argued, with careful consideration given to each individual child's needs and the strengths of individual schools. Seven out of 381 pupils are not receiving 25 hours of education each week. The virtual school knows these individual pupils well and persistent efforts are made to break down the barriers to their education. Staff demonstrate a good knowledge of their pupils' needs and carefully track their progress. School moves are minimised as decisions to change children's home placements must be agreed by the Virtual School Head Teacher.

The Virtual School is well placed within the looked after children's service. It adds value to the service, as does the fact that it holds and manages the pupil premium centrally for all looked after children. Strengths include being able to target children whose progress is faltering quickly and effectively, for example, by providing one-to-one tuition. Young people told inspectors that they valued this greatly.

The virtual school provides a named link to both in-house residential provision and out-of-authority provision to ensure that children are receiving their educational entitlement and to monitor the progress they make, wherever they are living. The service has been extended to provide support to adopted children and young people and their families. Performance is reported to a board of governors and the corporate parenting panel to ensure that effective management oversight of pupils' progress is maintained.

The local authority has extended the support of the Virtual School for all children who have left care either through an SGO or adoption order. Support is properly focussed on meeting a child's particular educational needs where adoption in a new family may be affecting their ability to achieve in class. An adoptive parent and a foster carer are parent governors on the Virtual School's governing body which strengthens the role of the school in supporting and understanding the impact children experience living in a new family. Through the Adoption Support grant the Virtual School has appointed a former headteacher as an adoption support coordinator. Their role is specifically to help adopted children, families and teachers understand about attachment issues and how these can affect children's behaviour and capacity to learn in the classroom. The Virtual School is currently working with local schools to ensure that the Pupil Premium paid to schools in April 2014 for children who have left care through either an SGO or an adoption order is used effectively.

Care leavers who spoke to inspectors were very positive about the support from the virtual school, particularly about the help they receive with university places.