

The Virtual School

1. Background Information

1.1 The Virtual School (VS) comprises a small team of educational staff (11 core staff on part time contracts and 2 administrators), who have a responsibility to promote and support the educational success of East Sussex Looked After Children (ESLAC) wherever they are educated. The team is based in Hailsham but works across the County and beyond if children are placed out of County. The VS is an integral part of the Looked After Children (LAC) Service and has a fully formed and constituted Governing Body. The Head of School is a member of the LAC Management Team.

1.2 Every school in East Sussex, and any school outside the County where an ESLAC is on roll, has a named worker from the VS who is available to support the designated teacher and other key staff. In addition there are three key staff who specialise in supporting; young people 16+, early years children and children previously adopted from care, children on Special Guardianship Orders (SGO) and children on Child Arrangement Orders (CAO).

1.3 The VS works in close partnership with other areas of Children's Services and has identified senior members of staff who act as champions for our LAC in ISEND: Assessment and Planning, East Sussex Behaviour and Attendance Service (ESBAS), Educational Psychology (EP), Communication, Learning and Autism Support Service (CLASS), Children's Integrated Therapy Service (CITS), and in Admissions and Transport.

1.4 The VS tracks the educational progress of all ESLAC and makes weekly contact with schools to check attendance. All management information is entered onto the SIMS database just like in a "real" school, to enable the team to track progress, monitor Personal Education Plans (PEPs), SEN and Pupil Premium spend for all ESLAC, including early years and Post 16 children. The progress of 6 – 19 year olds is tracked via PEP's and termly meetings with Further Education (FE) and training providers. There are ambitious targets for this age group particularly in relation to engagement in Education, Employment and Training and in Higher Education (HE). In addition the VS also supports Care Leavers in full time education up to the age of 25, with advice, guidance, tuition and resources if appropriate. This is also managed via a PEP/Pathway Plan.

1.5 The VS was instrumental in the development of the new East Sussex Additional Needs Plan (ANP). This document is combined with the PEP and helps to ensure continuity in education when a young person comes into care or leaves care. The ANP/PEP was launched in January 2017. The VS attend PEP reviews for individual children, and will offer advice, support and challenge where appropriate to any professional who has a responsibility for an ESLAC.

1.6 The VS provides training for a wide range of professionals including designated teachers, early years providers, trainee teachers at the universities, training providers, FE colleges, social workers, foster carers, supported lodging providers and also provides whole school training for teachers, teaching assistants and individual needs assistants on the impact in school of trauma. The VS also contributes to the cost of training individual staff members in schools and in East Sussex residential settings to increase the capacity of staff to become skilled to work with children and young people who have experienced trauma. An annual conference is organised by the VS for all those with an interest in the education of LAC. This is always well attended by schools and other professionals from Children's Services, FE and HE providers. In July 2016 the keynote speakers were a group of East Sussex Care Leavers, and in 2017 with the theme 'Together We Can' the keynote speech was delivered by Sharon Grey OBE. As a result of this contact Sharon

has been invited to develop closer links with ISEND, working to support ES schools and learning communities to increase inclusivity and meet the needs of all young people.

1.7 The VS delivers a number of courses for ESLAC and Care Leavers including a Summer programme for children of reception age with their carers, a day programme for children in Years 2 and 3, a residential course for Year 6 pupils focussing on transition to secondary school, a "Spring School" for KS3 Pupils, a revision course for Year 11 students and summer schools for both Year 10 and Year 12 students.

1.8 The VS works closely with local boarding schools and, together with a national charity, has developed an assisted places scheme for ESLAC. The VS aims to place 3 or 4 children each year at local boarding schools at no additional cost to ESCC. Those who have been placed so far are thriving and benefiting from the high quality education provision. Currently we have young people placed at Bedes in East Sussex and at Box Hill in Surrey. (See Appendix 2)

1.9 The VS maintains a strong presence in a number of strategic/ operational groups across Children's Services, the Local Authority and across third party providers; Care2Work, JAPP, Increased Participation Operational Group(IPOG), Post SEND Inspection Working Group, LACAMHS management, SEND Commissioning and Governance Steering Group Meeting, Transforming Mental Health and Emotional Wellbeing Service Operational Group.

2. Pupil Premium

2.1 The VS in East Sussex has managed Pupil Premium (PP) since its inception in 2012. Since 2014 it has been a requirement that PP is managed by Virtual Headteachers. The conditions of the grant as laid out by the DfE for 2016-17 are:

A provisional amount of £1,900 per child looked after for at least one day as recorded in the March 2015 children looked-after data return (SSDA903), and aged 4 to 15 at 31 August 2013.

2.2 In 2016 -17 a total of £856K was received. PP has enabled the VS to work more strategically in order to support the education of ESLAC as well as holding and distributing a fund on an individual needs-led basis. The continuation of the Pupil Premium Plus into 2017-18 will ensure that the projects initiated in 2016-17 will be able to continue, and there will be sufficient funding to meet the needs identified in each child's PEP. The DfE plans to increase the PP funding in 2018-19 to £2300 per LAC. PP for those children who were formerly in care is paid directly to the schools the children attend.

2.3 In addition to the PP for children outlined above, the VS is also responsible for the Early Years Pupil Premium (EYPP). This is a payment made by the Government to Early Years settings to improve the education they provide for LAC who are 3 and 4 years old and who are taking up their free early education entitlement. In 2016-17 it was £300 per eligible child.

2.4 Total allocation of the Pupil Premium by expenditure category

	Requested	Funded 2016/17[1]	Number of requests
Assessment	19,700	14,000	37
ISEND provider services (ESBAS, CLASS, EP etc)	85,000	80,000	79
Extra and Alternative Curriculum	73,500	70,000	115
IT Equipment and Software	9,250	7,500	82
Maintaining School Placement	310,000	290,000	97
Music	8000	7000	43
Educational Resources (includes 22,500 for school projects)	56,000	54,000	68
TA/INA Support	68,000	60,000	71
Therapeutic Support	9,000	7,500	37
Training and Development	21,000	21,000	28
Tuition	250,000	244,000	280
Total	909,450	855,000	937

2.5 A large number of the funding requests from schools were met from the PP this year. This was largely due to the overall increase in funding and to a more widely held understanding of the criteria used to access the fund. Where requests were declined it was either because there was an existing source of funding in place (for example foster carer's allowances) or the request did not relate to an intervention or activity that would impact sufficiently on a young person's learning (for example some of the requests received were for tablet computers etc.).

2.6 The following paragraphs give a brief overview of the allocation.

- In total there were 937 requests for funding from PP. There were 356 school aged children who were in care for the whole period and further 55 who were in for at least 1 day but not the whole year.
- There was a significant increase in the amount allocated to **maintaining school places** and this was used both for providing alternative curricula, using placement support for children who would otherwise have been at risk of exclusion or disengagement and also used to fund transport for children who had to move their care placement but where it was critical that the school placement was maintained. There are established protocols which demand that any LAC placement change must be approved by the VS if it is likely to have any potential impact on a child's school place and moves at key stages such as leading up to exams are refused.

- **Tuition** Provision of 1:1 tuition remained a significant driver for good outcomes, particularly in English and in Maths. A bank of tutors was established on a claims only basis, all of whom have experience in working with traumatised children and/ or a very specific subject specialism. This has significantly improved the quality of the tuition provided by tutors who are becoming experts in the field of supporting LAC. There are 2 tutors who specialise in working intensively with traumatised children to help them access the school environment and in most cases they also provide evidence for further educational assessment. There is a rolling programme of recruitment for tutors to maintain a sufficient quantity and level of expertise.
- One of the most effective uses of PP has proved to be the development of schools to more effectively support the learning of looked after children through **training**. The PP has funded a number of schools to train teachers and support staff in the Thrive Approach which is a whole school approach to supporting children with additional emotional needs and ACE education on-line training programmes. In addition the VS contributes towards other specific staff development in schools that will benefit ESLAC. Of course this also raises expertise and confidence more generally in our schools.
- In addition to the core ISEND offer, the VS uses PP to purchase additional units from the traded offer for EP's, ESBAS, CLASS, EAL to work with our young people in schools.
- PP has been used to support a wide range of **extra-curricular activities** where it is felt that this will impact positively on motivation and attitude toward learning. Activities include Sports Clubs, School Holiday Clubs, Drama and Dance Clubs. PP has also been used to contribute toward school visits, although it is expected that foster carers fund most clubs and visits from their allowances. Music lessons via East Sussex Music Service have also been funded.
- **Educational Resources** covers a very wide range of requests and includes all non IT resources used directly by the children or used by teachers to help support them. The biggest element of this budget is the Book Club which is organised in partnership with a local bookshop, 'Bag of Books'. All Year 1 – 6 children receive termly parcels (6 per year) of books and other educational materials for them to use at home with their foster carers to help encourage reading and educational play. The parcels are extremely popular with the children who love the content and the personal way it is addressed (and tailored) to each individual. Year 7, 8 and 9 ESLAC are invited to opt into the scheme and it is increasingly popular as they get a choice of books. The VS has also funded IT equipment and software to support learning.
- PP has funded **therapeutic support** for children and young people ranging from Play Therapy, Talking Therapy, Drama Therapy, Equine Therapy and Thrive sessions, Speech and Language Therapy supported by CLASS. The aim of the project is to screen all young people that come into care (year R-9) using speech and language link.

3. Virtual School Activity and Training 2016-17

15.9.2016	Skills to Foster	St Mary's	AB
13.10.2016	Attachment Training	Early years. Sidley	SI and CH
24.10.2016	Year 2&3 Mallydams trip		LTW, AH, SI,ER
31.10.2016	Designated Teacher training	St Mary's	AB and HC
31.10.2016	Attachment Training	Sacred Heart	SI and CP
17.11.2016	Skills to Foster	St Marys	AB
1.12.2016	FC training Sand tray and Story Telling	Hastings	JG, SI
5.12.2016	Attachment Training	Early Years. Wellshurst	SI and CH
3.1.2017	Attachment Training	Parkside Primary	SI
3.1.2017	Attachment Training	St Mary's Horam	SI
10.1.2017	Attachment Training to Foster Carers	Eastbourne	SI/CP
19.1.2017	Virtual School Inset. Person centred planning for PEPs	Dunbar	Team and EP's. SW?
19.1.2017	Skills to Foster	St Mary's	AB
26.1.2017	Family Thrive for carers Wk 1. 10-12.30	Dunbar	SI, SS
26.1.2017	Primary Skills (Education) for Carers		LTW,JG,SS
02.2.2017	Family Thrive for carers Wk 2. 10-12.30	Dunbar	SI,SS
08.2.2017	FC training Sand tray and Story Telling	Eastbourne	SI,JG
09.2.2017	Designated Teacher training	St Mary's	AB and HC
9.2.2017	Secondary Skills (Education) for Carers		VC,CP,HH
9.2.2017	Family Thrive for carers Wk 3. 10-12.30	Dunbar	SI,SS
20.2.2017	Attachment Training	Chyngton Primary	SI,CP
21.2.2017	Attachment Training Foster Carers(6.30pm)		SI,CP
27.2.2016	The role of the VS to trainee teachers	Brighton University	AB &Team
28.2.2017	Foster carers Support Group. Re PEP	Eastbourne	AB
1.3.2017 and 2.3.2017	Inclusion Network re ANP	Alfriston and Bexhill	AB
2.3.2017	Family Thrive for carers Wk 4. 10-12.30	Dunbar	SI,SS
4.3.2017	Year 11 Revision Day	Sussex University	SI/AB/AH/ER/LH/LTW
9.3.2017	Family Thrive for carers Wk 5. 10-12.30	Dunbar	SI and SS
14.3.2017	Foster carers Support Group. Re PEP	Robsack Centre	AB
15.3.2017	Attachment Training	Early Years, Cooden Beach	SI,CH
16.3.2017	Family Thrive for carers Wk 6. 10-12.30	Dunbar	SI,SS
16.3.2017	Skills to Foster	St Mary's	SI

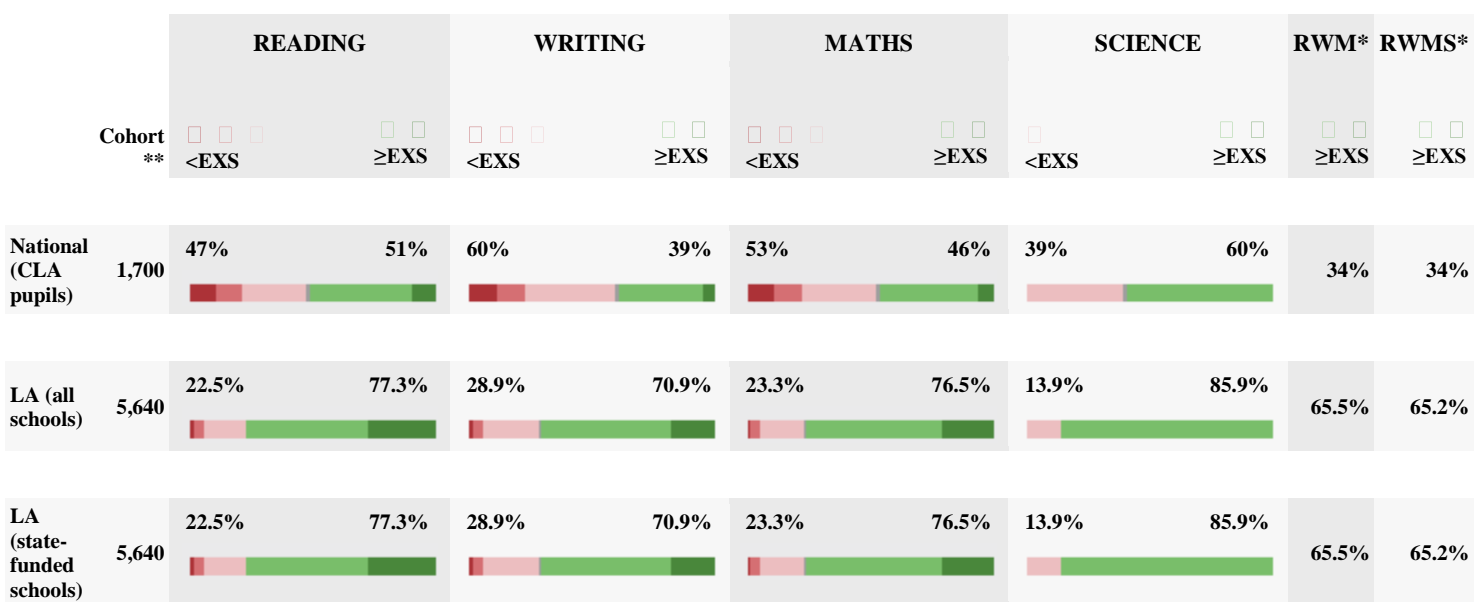
11.4/12.4 2017	Spring School Year 7/8/9	Brighton University(Eastbourne)	Team
20.4.2017	Virtual School Inset	Dunbar	Team
9.5.2017	Designated Teacher training	St Mary's	AB/HC
10.5.2017	FC Attachment Theory (am)	Hastings	SI/CP
11.5.2017	Primary Skills (Education) for Carers	TBC	LTW, JG, SS Cancelled
18.5.2017	Skills to Foster	St Mary's	AB
30.5.2017	Year 6 Transition camp	Hindleap Warren	SI, AB/team
31.5.2017	Year 6 Transition camp	Hindleap Warren	SI, AB/team
1.6.2017	Year 6 transition camp	Hindleap Warren	SI, AB/team
20.6.2017	Virtual School Annual Conference	Bramber House Sussex University	All
29.6.2017	CEIAG /Enterprise advisors Conference. Workshop on LAC and Careleavers	Wellshurst	AB
29.6.2017	Skills to Foster	St Mary's	AB
7.7.2017	NQT Conference re LAC and VS	Bramber House Sussex University	AB
July/Aug	Nursery to Reception 9.30 - 12 noon for 2 sessions tbc	Dunbar Drive	SI and AB

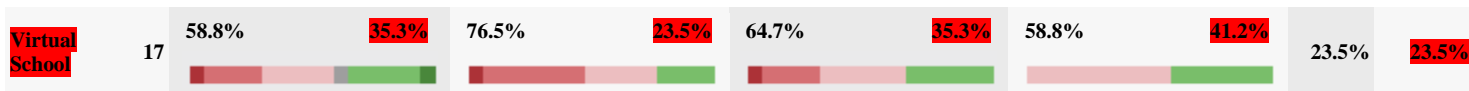
These activities are funded as part of the Virtual School core offer.

4. Educational Outcomes for 2016 /17



KS1 Benchmark (CLA) 2017





ESLAC at KS 1 didn't achieve as well as LAC nationally. A high % of the cohort had an identified SEN, those in East Sussex with an SEN didn't achieve as well as those nationally with SEN.



KS 1- 2 Benchmark (CLA)

2017 | CLA 12 Months

	Cohort	Avg. KS1 Pt Score	READING			WRITING			MATHS					
			Cover.	Prog. Score ≥ 0	Avg. Prog. Score	Conf. Int.	Cover.	Prog. Score ≥ 0	Avg. Prog. Score	Conf. Int.	Cover.	Prog. Score ≥ 0	Avg. Prog. Score	Conf. Int.
National (CLA pupils)	3,010	12.3	92%	46%	-0.7	±0.23	93%	49%	-0.9	±0.22	92%	45%	-1.1	±0.21
LA (all schools)	5,329	15.5	94.1%	53.1%	+0.3	±0.17	94.8%	47.8%	-0.5	±0.17	94.2%	44.8%	-0.8	±0.16
LA (state-funded schools)	5,267	15.5	95.2%	53.1%	+0.3	±0.17	95.9%	47.8%	-0.5	±0.17	95.3%	44.8%	-0.8	±0.16
Virtual School	30	13.0	96.7%	41.4%	-1.6	±2.27	93.3%	32.1%	-2.6	±2.24	93.3%	46.4%	-3.3	±2.08

The cohort was made up of 30 Young People, 13 girls, 17 boys. 16 (8 girls and 8 boys) had identified special educational needs (SEN) of this group 6 had Education Health Care Plans/Statements (3 girls and 3 boys).

ESLAC made less good progress from Keys Stage 1 to Key Stage 2 in Reading and Writing than LAC nationally, in Maths ESLAC did slightly better.

For those with SEN Nationally 39% made expected progress or better, in East Sussex 40% (6) of LAC made expected progress or better.

Reading

Nationally 46% of LAC made expected progress or better, ESLAC fell short of this as 41.4% (12) of LAC made expected progress or better.

For those with SEN Nationally 39% made expected progress or better, in East Sussex 40% (6) of LAC made expected progress or better.

Writing

Nationally 49% of LAC made expected progress or better, ESLAC fell short of this as 32.1% (10 yp) of LAC made expected progress or better.

For those with SEN Nationally 39% made expected progress or better, ESLAC fell short of this as only 7.1% (1) of CLA made expected progress or better.

Maths

Nationally 45% of LAC made expected progress or better, ESLAC performed slightly better as 46.4%(14) of LAC made expected progress or better

For those with SEN Nationally 39% made expected progress or better, in East Sussex 28.6% (5) of LAC made expected progress or better.



KS2 Benchmark (CLA)

2017 | CLA 12 Months

	2017 CLA 12 Months																
	RWM*			READING			WRITING TA		MATHS			GPS					
Cohort	≥ Exp	High	Avg. SS	< Exp	≥ Exp	High	≥ Exp	GDS	Avg. SS	< Exp	≥ Exp	High	Avg. SS	< Exp	≥ Exp	High	
National (CLA pupils)	2,950	32%	1%	99.4	54%	45%	9%	48%	6%	99.3	53%	46%	7%	101.3	49%	50%	12%
LA (all schools)	5,325	56.6%	5.1%	103.9	28.5%	70.8%	24.3%	74.8%	10.6%	102.8	29.8%	69.4%	16.9%	104.3	28.0%	71.2%	22.9%
LA (state-funded schools)	5,263	56.8%	5.1%	103.9	28.6%	70.7%	24.1%	75.3%	10.6%	102.7	29.7%	69.6%	16.7%	104.2	28.0%	71.2%	22.7%
Virtual School	30	23.3%	0.0%	99.7	50.0%	50.0%	13.3%	43.3%	3.3%	98.2	53.3%	46.7%	3.3%	99.5	50.0%	50.0%	0.0%

The cohort was made up of 30 Young People, 13 girls, 17 boys. 16 (8 girls and 8 boys) had identified special educational needs (SEN) of this group 6 had Education Health Care Plans/Statements (3 girls and 3 boys).

Reading, Writing and Maths combined (RWM)

Nationally 32% of LAC achieved expected standard or better in RWM. ESLAC fell short of this with only 23.3% (7) of LAC achieved the expected standard or better in RWM.

For those with SEN Nationally 14% achieved the expected standard or better in RWM. There were no children in East Sussex with SEN who achieved the expected standard or better in RWM.

Reading

Nationally 45% of LAC achieved the expected standard or better, in East Sussex 50% (15) achieved the expected standard or better.

For those with SEN Nationally 27% achieved the expected standard or better, in East Sussex 25% (4) of LAC achieved the expected standard or better.

Writing

Nationally 48% of LAC achieved the expected standard or better, ESLAC fell short of this 43% (13) of CLA achieved the expected standard or better.

For those with SEN Nationally 26% achieved the expected standard or better, in East Sussex 6.3% (1) of LAC achieved the expected standard or better

Maths

Nationally 46% of LAC achieved the expected standard or better, in East Sussex 46.7%(14) of LAC achieved the expected standard or better

For those with SEN Nationally 27% achieved the expected standard or better, in East Sussex 25% (4) of LAC achieved the expected standard or better,

Grammar, Punctuation and Spelling

Both Nationally and in East Sussex 50% of Children Looked After (CLA) achieved the expected standard or better.

For those with SEN Nationally 29% achieved the expected standard or better, in East Sussex 18.8% (3) of CLA achieved the expected standard or better.



KS4 Att8/Prog8

2017 | CLA 12 Months

Benchmark

(CLA)

Cohort	Prog. Cov.	Overall				English			Maths			EBacc			Other		
		Avg. KS2 Fine Lvl	Avg. At8 Score	Avg. Pr8 Score	Conf. Int.	Avg. Att. Score	Avg. Prog. Score	Conf. Int.	Avg. Att. Score	Avg. Prog. Score	Conf. Int.	Avg. Att. Score	Avg. Prog. Score	Conf. Int.	Avg. Att. Score	Avg. Prog. Score	Conf. Int.
National (CLA pupils)	5,110 77%	3.0	18.9	-1.19	±0.04	4.1	-1.31	±0.05	3.7	-0.97	±0.04	4.5	-1.15	±0.05	6.6	-1.28	±0.05
LA (all schools)	5,650 83.3%	3.9	43.2	-0.01	±0.04	9.0	-0.05	±0.04	7.8	-0.06	±0.04	12.1	+0.00	±0.04	14.3	+0.03	±0.04
LA (state-funded schools)	4,841 96.6%	4.5	45.0	+0.00	±0.04	9.6	-0.03	±0.04	8.5	-0.05	±0.04	12.2	+0.02	±0.04	14.7	+0.04	±0.04
Virtual School	67 86.6%	3.1	18.8	-1.01	±0.32	4.1	-1.15	±0.40	3.5	-0.83	±0.36	4.3	-0.96	±0.37	6.8	-1.08	±0.37

East Sussex LAC at KS 4 made better progress than LAC Nationally. ESLAC are more likely to achieve the EBacc and any other qualification than LAC Nationally. ESLAC at KS 4 with SEN support and an EHCP achieved just below all LAC Nationally.

In East Sussex if you are LAC and have SEN support or an EHCP you are more likely to achieve a qualification than any LAC Nationally.


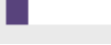


KS4 Benchmark

2017 | CLA 12 Months

(CLA)

Cohort	Attainment 8	Progress 8			A*-C/9-5				EBacc ²			Entry			
		Avg. Score	Conf. Int.	EBacc	Eng. LL	EBacc Mat.	5+ Inc E&M	5+ Inc E&M ¹	Entry	Att.	Any Qual.	EBacc Slots	Other Slots	Triple Sci.	≥2 Lang.
National (CLA pupils)	5,110 18.9	77%	-1.19	±0.04	15%	11%	7%	15%	8%	2%	74%	1.5	1.7	5%	<0.5%
LA (all schools)	5,650 43.2	83.3%	-0.01	±0.04	53.4%	39.9%	34.9%	53.6%	26.1%	14.2%	96.7%	2.6	2.7	25.4%	5.3%

LA (state-funded schools)	4,841	45.0		96.6%	+0.00	±0.04	58.2%	43.2%	37.9%	58.9%	28.7%	15.2%	98.1%	2.7	2.8	26.2%	3.6%
Virtual School	67	18.8		86.6%	-1.01	±0.32	16.4%	11.9%	9.0%	17.9%	4.5%	1.5%	76.1%	1.5	1.8	6.0%	0.0%

9% (6) of ESLAC achieved 9-5 in GCSE English and maths compared to 7% nationally, however 18 % (11) ESLAC achieved a 9-4 in GCSE English and maths (no national data).

17.9% (11) of ESLAC achieved 5 + A*-C (9-4 Eng/maths) in GCSE including English and maths compared to 15% nationally.