

**Report to:** Corporate Parenting Panel  
**Date of meeting:** 26 January 2018  
**By:** Director of Children's Services  
**Title:** Virtual School Annual Report 2016/17  
**Purpose:** To outline the performance of the Virtual School 2016/17

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***RECOMMENDATION:***

The Corporate Parenting Panel is recommended to note and comment on the contents of this report.

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## **1. Background**

1.1 The Virtual School (VS) consists of a team who work with Designated Teachers, Social Workers and Foster Carers to support the education of all East Sussex County Council (ESCC) Looked After Children (LAC) and formerly LAC wherever they are educated.

1.2 The Virtual School is supported by the Dedicated Schools Grant and Pupil Premium Grant. There are no increased costs arising from this report.

## **2. Supporting information**

2.1 The Annual Progress Report for the Virtual School is attached as Appendix 1. In addition, supporting case studies are attached as Appendix 2.

## **3. Conclusion and reasons for recommendations**

3.1 The Corporate Parenting Panel is recommended to note the contents of this report.

**STUART GALLIMORE**

**Director of Children's Services**

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### LOCAL MEMBERS

All

### BACKGROUND DOCUMENTS

None

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## 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
<b>Total</b>	<b>909,450</b>	<b>855,000</b>	<b>937</b>

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

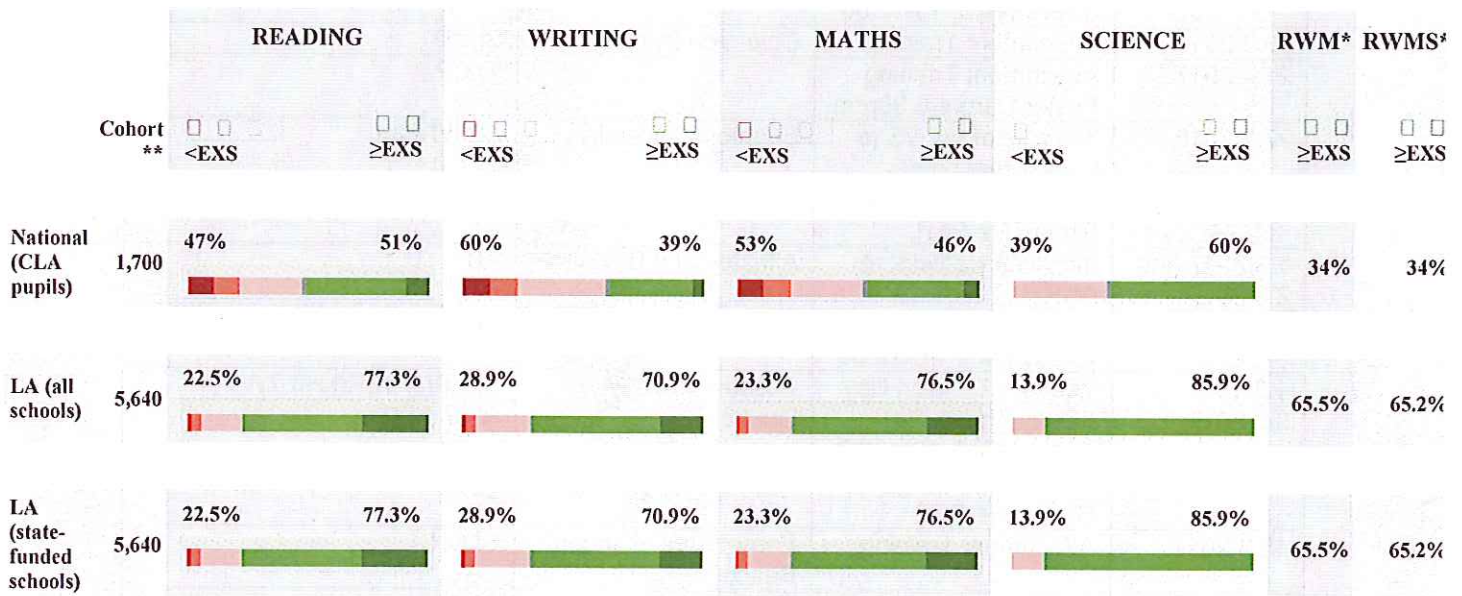
11.4/12.4 2017	Spring School Year 7/8/9	Brighton University(Eastbourne)	Team
20.4.2017	Virtual School Inset	Dunbar	Team
9.5.2017	Designated Teacher training	St Mary's	AB/HC
10.5.2017	FC Attachment Theory (am)	Hastings	SI/CP
11.5.2017	Primary Skills (Education) for Carers	TBC	LTW, JG, SS Cancelled
18.5.2017	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 $\geq 0$	Avg. Prog. Score	Conf. Int.	Cover.	Prog. Score $\geq 0$	Avg. Prog. Score	Conf. Int.	Cover.
National (CLA pupils)	3,010	12.3	92%	46%	-0.7 $\pm 0.23$	93%	49%	-0.9 $\pm 0.22$	92%	45%	-1.1 $\pm 0.21$
LA (all schools)	5,329	15.5	94.1%	53.1%	+0.3 $\pm 0.17$	94.8%	47.8%	-0.5 $\pm 0.17$	94.2%	44.8%	-0.8 $\pm 0.16$
LA (state-funded schools)	5,267	15.5	95.2%	53.1%	+0.3 $\pm 0.17$	95.9%	47.8%	-0.5 $\pm 0.17$	95.3%	44.8%	-0.8 $\pm 0.16$
Virtual School	30	13.0	96.7%	41.4%	-1.6 $\pm 2.27$	93.3%	32.1%	-2.6 $\pm 2.24$	93.3%	46.4%	-3.3 $\pm 2.08$

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

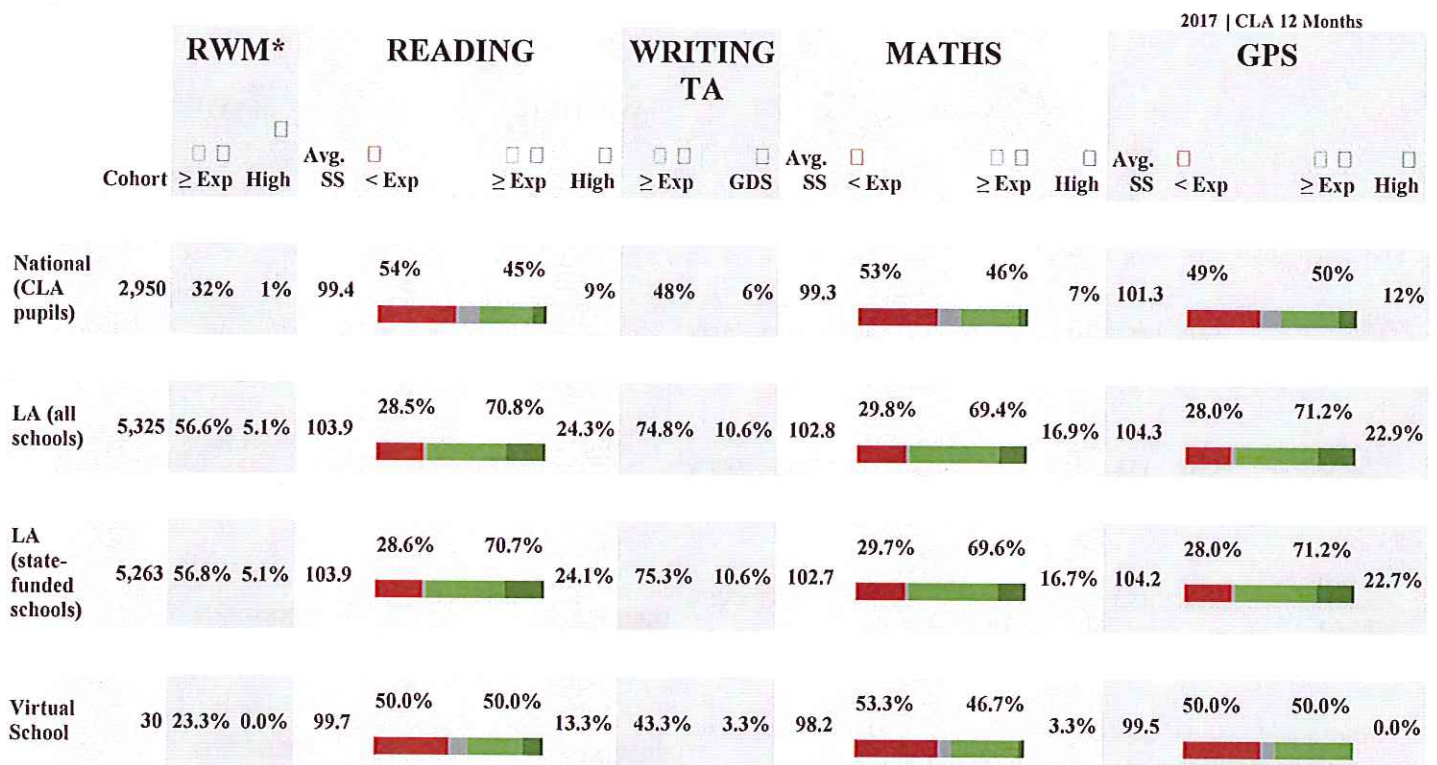
Nationally 45% of LAC made expected progress or better, ESLAC performed slightly better as 46.4%(14) of LAC made expected progress or better

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



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 Benchmark (CLA)

2017 | CLA 12 Months

Cohort	Prog. Cov.	Avg. KS2 Fine Lvl	Overall			English			Maths			EBacc			Other			
			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 (CLA)

2017 | CLA 12 Months

Cohort	Attainment 8	Progress 8			A*-C/9-5				EBacc <sup>2</sup>			Entry				
		Avg. Cov.	Avg. Score	Conf. Int.	EBacc Eng. LL	EBacc Mat.	5+ Inc E&M <sup>1</sup>	5+ Inc E&M <sup>1</sup>	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%
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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%
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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.

## 1. Case Studies for Use of Pupil Premium Plus 2016/17

**NZ** a little girl: White other- Polish now in Reception

NZ was born in Poland and moved to the UK as a baby. She came into care in October 2014, having only just started at nursery in September 2014. Prior to N's enrolment in nursery, there were concerns that she presented as vulnerable due to her young age, her family's isolation, lack of English and lack of social stimulation via contact with other children her age. She is on a Care Order. She has been with the same foster carers since Dec 2014.

Current attainment- Although N is working below GLD (Good Level of Development) in some areas, she has made accelerated progress in many areas, most noticeably in communication and interaction. For example, she has recently been rescreened using the Language Link programme and has moved from the 5<sup>th</sup> to the 95<sup>th</sup> centile.

Attendance: Reception- 96%

Additional support provided by Pupil Premium since N came into care

Provision	Description
Virtual School Summer School	The VS runs a summer school every year for children due to start in Reception in the following September. The six sessions are led by a Primary teacher and focus on Literacy alongside preparing children for the transition from nursery to primary school. N attended all of the six sessions held throughout the summer holidays in 2016. She made a smooth transition to Primary school, enjoys school and has made peer friendships.
Educational Resources	Numicon at Home Kit (Multi-sensory Numeracy resource) and a Jolly Phonics Letters & CD book were provided for the foster carers to use to support home learning.

**EV** a little boy: White British; Year 1

He came into care in December 2015 (Year R) because of neglect. E hadn't attended his Reception Class due to his behaviour. He lived with his first Foster Carer until July 2016 and then moved to the Specialist Placement Scheme because of his extreme behaviour. He remained with the same carer until December 2017 when sadly he had to move unexpectedly because his carer became seriously ill. He started in Reception in March 2015 at a local school and stayed there until Dec 2016 when he transferred to a local school nearer to new carers. During this period E was being assessed and it was agreed to issue an Educational Health Care Plan based on assessments Health, Education and Care specialists. He repeated year R.

Attendance: Year R – 33% in school from when he came into care

Year R – 66% (repeated Year R, mornings only)

Additional support provided by Pupil Premium since E came into care

Provision	Description
Reception Summer School	E attended Summer school as he had missed so much of Year R, it had been agreed that 'stage not age' needed to be applied and E would repeat Year R.
Book Club	E receives termly book parcels, PP funded from the VS. He has an interest in bugs and has received a bug hunting kit as part of the parcels
1-1 tuition	E had never been in a classroom. When he first came into care a 1-1 tutor worked with him at home for 2 hours per day, after 6 weeks this moved into the local schools Reception class. This increased to 3 hours per day until a special school placement was identified.  A 1-1 tutor worked with E over the holiday periods.
East Sussex Behaviour Attendance Service (ESBAS)	An ESBAS Advisor and practitioner worked with schools and with the VS 1-1 tutor to plan, deliver and support E's programme.
Maintaining Placement	In order to maintain both school and care settings initially E's Childminder provided 1-1 support in the afternoons. When E moved to new carers in July 2016 placement support staff collected him from school after lunch and carried out appropriate activities off the school site.
Thrive training	The Virtual School contributed to the costs to train staff in Thrive.  The VS provided books and activities to support staff who were working with E.

**OJ**, a little girl: White British; now in Year 3

Prior to coming into care in July 2015 because of neglect, O was working below or well below expected levels in maths and literacy with very low attendance.

End of KS1 results: Reading – Working At, Writing – working below, Maths – Working well below.

O has lived with the same carer since coming into care. O changed school when her care setting became permanent so that she would be nearer her carer.

Attendance: Year 2 – 96.1%

Year 3 – 85.4% (low due to educational experience with carers in Australia)

Additional support provided by Pupil Premium since O came into care

Provision	Description
Book Club	O receives termly book parcels, PP funded from the VS. These

	parcels are selected on reading age and are a range of genres.
1-1 tuition	O previously received a block of 10 1:1 tuition sessions in both maths and English to bridge the gaps in her learning. These sessions were hugely beneficial for her as she had a very late start to her education, missing all of reception year and very low attendance in Y1, prior to coming into care. O is just beginning her second block of 10 1:1 tuition sessions to continue to bridge these gaps. O is making great progress, however is still working below
Taxi	O was in a foster placement in Eastbourne, attending school in Peacehaven, as it was agreed by the team around O that school consistency was key for her whilst she settled into her foster placement, a taxi was agreed for her to get to and from school. Her carers were unable to transport her to and from school due to the distance and O not being the only young person living with them, however they were able to collect her on days that O wanted to stay for after-school clubs. As O is now very settled in her placement she has moved to a local school and is able to be transported by her carer, both O and her carer are very happy with this as it is a positive start to the day together.
Year 2 VS trip	O attended the VS year 2 trip to Mallydams Wood in October half term. This was a fun packed day, learning about woodland creatures, habitats, being kind to our environment and enjoying the outdoors. This day also involved a lot of team work between the children, using initiative and leadership skills.
Thrive training	Both O's previous school and her current school have received PP funding for Thrive practitioners training O has been able to access Thrive through school intervention.  In addition O's carer has attended the Family Thrive training run by the Virtual School, this has enabled her carer to support the Thrive work done in school by understanding the Thrive Action plan and using same language and activities.
East Sussex Behaviour Attendance Service ( ESBAS)	O receives Thrive sessions from ESBAS, funded by PP. These sessions are hugely beneficial for O's social and emotional needs. As O has gaps in her emotional development due to her chaotic early years, these sessions allow her to go back to these missing strands in her early brain development and secure these missed skills. O is making fantastic progress within these sessions which also feeds into her day to day school and home life.

**DZ** a boy: White other/Polish EAL, Foetal Alcohol Spectrum Disorder, now in Year 6.

DZ came into care in October 2014 because of neglect, is on a Care Order and has been with the same foster carer since May 2016. Prior to coming into care he was not in the UK, so there is no data or end of KS1 SATs. Working below ARE for a year 1 child (below National Curriculum levels)

Attendance: Year 4 – 98%

Year 5 – 98%

Year 6 – 97%

Additional support provided by Pupil Premium since DZ came into care

Provision	Description
Book Club	6 Book parcels per year, KS 2 linked to reading age
1-1 tuition	D has received 30 hours of 1-1 tuition to improve his English at KS2 and is currently part-way through a further block of 10 hours. When DZ came into care, he was unable to recall many sounds and could not blend sounds to read words. He was only able to use a few key words in spoken language. He was working at a level below ARE for a Year 1 child. He is now working at ARE in Literacy for a Year 2 child, which represents significant progress for a child with specific developmental language difficulties and FASD.
Virtual School Year 6 Transition Residential camp	The VS invite all year 6 to attend this 3 day residential, the challenges of outdoor and adventurous activities provide a platform for Virtual school staff and SW's to explore with the child the challenges around transition and consider strategies to manage the situation.
Independent Speech & Language Therapy	There was some evidence that DZ had experienced speech & language difficulties in his first language, prior to coming to England and despite S&L interventions in school, DZ was not making the expected progress, so the VS funded a full Speech and Language assessment by an Independent therapist, to identify his difficulties and to inform future intervention. Following the report, which identified specific developmental language difficulties and speech sound production difficulties, the VS also funded a block of 6 1:1 sessions with the therapist to support speech sound production. A TA from his school shadowed these sessions, so that the work could be continued in school. His spoken English has improved considerably; he has a wider vocabulary and is now working on using complex sentences in both spoken and written English. His confidence and self-esteem has increased considerably as his ability to verbally express his needs, thoughts and feelings has



	improved. This has also had a positive impact on his ability to initiate and maintain peer relationships.
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**SM-** a boy White British, Year 8

SM came into care in December 2016 because of neglect, he hadn't attended any school for 4 years. He had received some mentoring via ISEND for 4 months prior to coming into care and had an Additional Needs Plan and access to e-learning. Initially he stayed with a family member out of East Sussex, so e-Learning and book parcels were put in place. He moved back to East Sussex in February 2017 and went on roll, into year 8 at a local mainstream secondary school March 2017. A Thrive assessment, Speech and Language link assessment was carried out by the school. No SEN were identified but gaps in education.

Additional support provided by Pupil Premium since L came into care

Provision	Description
E Learning	The Virtual school provided a lap top and funded 10 weeks of E learning. When S returned to East Sussex and went on roll at a school to ease the transition into school he continued the E learning in the school setting. This finished in April 2017
1-1 Tuition	Gaps identified and S had 4 hours p/w 1-1 tuition in basic literacy and numeracy. This was for 12 weeks. S embraced the tuition and made huge progress. He is fully integrated into school
Book Club	S received books and reported that he had never had a book of his own before.
Thrive/Nurture	The school have a nurture coordinator who is Thrive trained, this was funded in part by the Virtual School. S had access to regular Thrive sessions and Nurture provision as part of his transition into full time education.

S is attending full time with an excellent attendance record, he is in mainstream classes making very good progress.

**PK** a girl, White British; now in Year 10

Pk came into care in June 2009 due to neglect/abuse, is on a Full Care Order and has been in a residential children's home since August 2015 following 8 placement breakdowns.

Year 8 – put on a part-time timetable due to very disruptive placement breakdown/high anxiety.

Year 9 – period of time at College Central. 67.4 % attendance

Year 10 – 95.6% attendance

Additional support provided by Pupil Premium since P came into care

Provision	Description
1-1 tuition	P received a block of tuition during Year 8 when on a P/T timetable.  Support from VS tutor for period of time without a school in Yr 9 – several sessions of 2 hrs or more per week.
Transport	Taxis provided for short period due to distance of foster placement to school.
Virtual School Year 6 Transition Residential camp	The VS invite all year 6 to attend this 3 day residential, the challenges of outdoor and adventurous activities provide a platform for Virtual school staff and SW's to explore with the YP the challenges around transition and consider strategies to manage the situation.
ESBAS	1:1 sessions to support engagement and self-confidence.
'Fast Tomato'	VS Caseworker looked at 'Fast Tomato' programme with P to give advice on careers/college choices.
Mentoring	Support from VS worker around PSHE topics and mentoring. This is ongoing.
Alternative Provision - Egg Tooth	P has recently joined a group working on self-esteem and confidence.

P is now in Year 11 and continuing to make progress, she is planning to go to college in September 2018.

**FG** - a girl, White British; now in Year 12

F came into care in December 2009 because of neglect, is on a Full Care Order and has been with her current carers for four years.

Attendance: Year 9 – 98%

Year 10 – 100%

Year 11 – 96%

Additional support provided by Pupil Premium since F came into care

Provision	Description
Book Club	F received book parcels in KS2 termly, these will have been selected on her reading age.
1-1 tuition	Throughout secondary school F has received several blocks of 1:1 tuition in maths, science and English to boost her levels and bridge any gaps she may have had in her learning. F made a huge amount of progress in her education, exceeding her expected levels in many subjects. All of these blocks of tuition were requested by F herself during her PEP meetings as she was very keen to succeed in her education. F sat her GCSE's

	and is now in the 6 <sup>th</sup> form at Bedes on a boarding placement.
'This Is Us' CICC film	The Virtual School and CICC (Children In Care Council) produced a short film 'This is Us' about being in care which was PP funded. F came up with this idea as a member of the CICC, she wanted the film to be a message to others about what being in care is like for the young people including the positives. <a href="https://www.youtube.com/watch?v=ztIm5IGGpfQ">https://www.youtube.com/watch?v=ztIm5IGGpfQ</a>
Virtual School Year 6 Transition Residential camp	The VS invite all year 6 to attend this 3 day residential, the challenges of outdoor and adventurous activities provide a platform for Virtual School staff and SW's to explore with the children the challenges around transition and consider strategies to manage the situation.
VS Y11 revision day	The Virtual School run a revision day for Y11 at Brighton University, helping the young people to find was of revising as they approach their GCSE's. This also gives them the opportunity to look round the university with current students, getting a glimpse of university life.
Higher Education opportunities	F has been given the opportunity to be part of higher education schemes such as Compact Plus and university day events. These have been excellent opportunities for F as she is extremely aspirational regarding her future and possible career paths. F also went on the Sussex university Year 10 residential.
School trip – World Challenge, Sri Lanka	F went to Sri Lanka last summer on a world challenge trip with school, pupil premium funded 1/3 of this trip, in order for us to agree the fund F did a presentation about the challenge and how she would benefit. This was a wonderful life experience for F and a great way to spend her summer before moving on to sixth form. F had to fund raise for the final 2/3 of the cost .

## 2. Springboard boarding placements

Until the end of 2016 -17 we had 5 YP attending boarding school at Bedes (1 Year 8, 1 Year 11, 2 Year 12, 1 Year 13). We continue to work with the Springboard charity who have now amalgamated with RNCF who agree to fund 25% of the fees, Bedes fund 50% and the LA 25%. In 2017-18 2 students are joining year 12. There is a YP (Yr 12) who has recently come into care who is being supported at Box Hill Boarding School.

In addition to the fantastic opportunities offered to the YP that attend, Bedes offer days to groups of students from placement support, 1-1 opportunities and host our Children in Care Awards.

The student who has just left Bedes has written the following about his experience:

*When I was first introduced to the opportunity to attend Bedes, I lacked knowledge of what private schools were, what boarding was, what living away from home would feel like and whether or not I would enjoy such a significant change from state school to private school. 5 years on and I can certainly state that, without a doubt, accepting that opportunity was one of the best decisions I have ever made. The first few weeks was challenging for me as I was new to the concept of boarding however over time, I found that the easily accessible and somewhat invaluable support I was given*

*by staff and newly befriended classmates allowed me to feel like I was not only part of the multicultural and incredibly diverse Bedes community but moreover that I could achieve anything I wanted to, be it in an academic or co-curricular field.*

*Being a looked after child who struggled with settling into new places and managing work with personal time, I felt anxious about how I would cope with such a tremendous transition in my life however all of this apprehension swiftly and absolutely vanished with the help of Bede's looked after child representative; Dr Andrew Carroll. Having Dr Carroll there, knowing I always had someone on campus that I could talk to if I ever needed any advice or help really made me feel safe and ultimately gave me the courage to try new activities and sports out, allowing me to meet new people and feel more settled in. This support was also provided to me by my house master and tutors throughout the 5 years at Bedes which I feel has given me the skills and confidence to smoothly transition into the next chapter of my academic journey.*

*Even though Bedes consistently encourages you to accomplish goals you never thought possible, it must be said that a significant part of that process begins with pushing yourself to try new things out, whether it be sports, subjects, activities or events. To this I say, if you wish to truly leave Bedes feeling that you have done all that you can, you MUST be able to jump into the deep end and try things out that you've perhaps always wanted to do or that you never knew existed until you came to Bedes. By doing this, you will experience the opportunities to make new friends and obtain new knowledge which will conclusively prepare you for later life whilst also taking advantage of everything that Bedes has to offer you. This would unequivocally be my most valuable advice I could give to anyone thinking about applying to Bedes.*

*There will always be rules you must abide by in any academic institution however if I were asked to list what I would advise someone NOT to do within their time at Bedes, it would be:*

- 1. DON'T defer from taking up a new hobby or subject at Bedes through the thoughts of embarrassment of failure. Everyone is in the same boat as you and anyone that appears highly skilled at their activity had to start somewhere.*
- 2. DON'T feel intimidated by the incredibly cultural diversity at Bedes. You are constantly surrounded by students your age that come from a wide range of different backgrounds and nationalities so embrace it and begin to enjoy learning how their lives differ from yours.*

*In conclusion, Bedes is a fantastic place to learn new things and meet new people albeit being a looked after child or not. Knowing I constantly had access to invaluable support from teachers and staff as well as feeling part of an ambitious, loving community ultimately allowed me to achieve all of my goals which is why I encourage anyone deciding whether to attend Bedes to take the jump and see where their experience will take them.*

This young person achieved Triple distinction \* and went off to York University in September 2017.

### **3. Higher Education**

Our YP who go onto Higher Education make the most of all the opportunities and are very willing to return to East Sussex to share their experiences. One of our undergraduates spent a year as part of his course in Vienna and another in Australia (University of Sydney), they will graduate in June 2018. We have enjoyed celebrating with our graduates as they complete studies and move on in the world of work or to MA's. One of our YP who completed an MA in July 2016 is working for an East Sussex Creative training Provider. One of the YP who graduated in 2016 completed an MA in 2017 and was the guest speaker at the recent CIC Awards. He now runs a photography business:

By virtue of paragraph(s) 1 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

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Document is Restricted

