

Virtual School Headteacher Report 2017



**Virtual School Team
Looked After Children & Young People
September 2017**



Updated November 2017: Version 9

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Introduction

The Purpose and role of the Virtual School

The purpose of the Rotherham Virtual School for Looked After Children is to raise educational achievement, promote emotional wellbeing, and improve the life chances of children and young people in care and care leavers.

Operationally, the Virtual School has overall responsibility for monitoring, supporting and providing interventions to ensure that looked after children (LAC) achieve the best possible educational outcomes and by working in collaboration with carers, schools, social workers and other services and agencies such as SEN, Admissions and Educational Psychology.

It strives to achieve this by:

- Attending all termly PEP meetings for all LAC aged 2-18
- Quality assuring all Personal Education Plans
- The effective use of Pupil Premium Plus
- Tracking the academic progress, attendance and exclusions of LAC
- Ensuring Special Educational Needs or Disability (SEND) needs are identified and supported appropriately
- Implementing a range of targeted interventions to raise academic standards
- Providing support and challenge to students, schools and carers, and other professionals who work with LAC in and out of authority
- Offering a range of opportunities outside the classroom for LAC to build self-esteem and life skills
- Ensuring effective transition between schools or specialist providers
- Encouraging young people to have high aspirations about their futures and remove barriers to further and higher education
- Promoting Attachment Friendly Schools
- Leading training for foster carers, designated teachers, school governors and bespoke training for alternative learning providers and staff in schools
- Celebrating LAC achievements

In order to properly support the education of looked after children and to narrow the attainment gap between them and their peers, Virtual School Advocates and Assistant Headteachers attend PEP meetings for every looked after child aged 2-18 each term. They endeavour to ensure that appropriate and SMART targets are set, that progress is monitored and that the set targets drive improvement. In conjunction with the LAC Nurse and Health colleagues, the Virtual School is exploring ways of expanding the PEP process to cover children from birth.

It is recognised that, for children and young people in care, there are significant emotional and mental health barriers to educational progress. To this end the Virtual School has recruited two Educational Psychologists (1 full time equivalent) to support its work in promoting Attachment Friendly and Emotionally Aware Schools. This is now in its second year (**see Appendix 1**). The two Educational Psychologists are members of the Virtual School Leadership Team (**see Team Structure Appendix 2**). The prominence and importance of promoting emotional wellbeing is also reflected in a plethora of recent reports from the Consortium for Emotional Well Being in Schools, the NSPCC, the Carter Review of Initial Teacher Training, the Attachment Aware Schools' Project and the DfE. The Attachment Aware Schools' Project has some fabulous resources, including video resources, to support professional development. (**see Appendix 3**)

The increase in numbers of looked after children has posed a major challenge for the Virtual School, from 405 in March 2015, to 430 in March 2016, and 484 in March 2017. In Yorkshire and the Humber, since 2012 the number of LAC has declined by 4% and the rate per 10,000 under 18 has declined by 6%. In sharp contrast, in Rotherham, the number of LAC has increased by 13% and the rate/10,000 has increased from 68 to 76. In order to cope with the additional demand for services and the increased complexity of cases, the Virtual School has recruited an additional primary and an additional secondary advocate.

The Virtual School measures of success are:

- improving attainment and progress at all key stages
- pupils attending 'good' or 'outstanding' schools wherever possible
- ensuring that as many pupils as possible remain in mainstream schools
- school moves only taking place when absolutely essential, with the virtual school being involved in all transition planning
- facilitating rapid admissions to new educational settings
- minimising the number of days lost to education through exclusions and absence
- increasing number of Care Leavers engaging with education and training and successfully entering employment
- increasing numbers of young people in care participating in higher education
- improvements in schools' knowledge and understanding of how to most effectively support children and young people with complex needs, rooted in their pre-care experience
- maintaining high levels of PEP compliance and PEP quality to underpin improved educational outcomes

It is important, however, that outcomes are interpreted intelligently. For example making sense of GCSE outcomes requires that outcomes are measured taking into account the many risk and protective factors which affect educational progress.

The invaluable research undertaken by the Universities of Oxford and Bristol helps to quantify these factors. For example, their analysis found that young people in care, who changed schools in Years 10 or 11, scored over 5 grades less at GCSE than those who did not, and that those in non-mainstream schools (PRUs, SEMH), **compared with those with the same characteristics** as those in mainstream schools, scored almost 14 grades lower at GCSE.

The CLA data analysis undertaken by NCER and supported by ACDS is also a welcome development in this area.

Moreover, the LAC population is characterised by a high level of turnover as a result of admissions and discharges (c.20%p.a.), a disproportionate number of children and young people in care have statements of SEN/Education & Health Care Plans, and many attend non-mainstream educational settings. Clearly this is part of the context within which educational outcomes need to be placed, in order to make intelligent judgements.

See Appendix 4: The Educational Progress of Looked After Children in England: Linking Care and Educational Data. University of Oxford and the University of Bristol. November 2015.

Key achievements in the last 12 months

- **Early Education Places:** significant increase in take-up of Early Education Places
- **Foundation Stage:** 67% reached a Good Level of Development
- **Year 1 Phonics:** 60% passed the test
- **Key Stage 2:** average progress scores in 2016 significantly above national and regional comparators
- **Key Stage 2:** improved outcomes in 2017 compared with 2016
- **GCSE:** Progress 8 scores at GCSE in 2016 are above national and regional comparators and Attainment 8 scores are broadly in line with national and regional comparators
- **GCSE:** in 2017, 45% of those who attended mainstream schools achieved a minimum of 4 A*-C
- **GCSE:** in 2017, 3 young people achieved 9 A*-C including English and maths, 1 achieved 8 A*-C including English, and 2 achieved 5 A*-C including English
- **Education, Employment & Training 2016:** Rotherham's performance compares favourably with national and regional comparators with 2/3 care leavers aged 17 and 18 in education, employment or training.
- **Education, Employment & Training 2016:** Between 2011 and 2016 Rotherham consistently, and in several years by significant margins, outperformed national, regional and statistical neighbour comparators in terms of those 19, 20 and 21 year olds in employment, education and training. In 2016 Rotherham was ranked 16th nationally, placing it in quartile band A.
- **PEP Compliance & PEP Quality:** further improvements in both the quality and completion rate of PEPs. In July 2017 the completion rate was 97.2%, with 86% judged (externally) to be good or better
- **Ofsted School Ratings:** the high level of LAC attending good or outstanding schools has been maintained (Sept. 2017: 83%)
- **Attendance:** overall attendance, over time, remains high between 94% and 96% for all school-aged pupils

Progress since the last inspection November 2014

At the last inspection the key judgement grade for 'the experience and progress of children looked after and achieving permanence was 'inadequate'. In summary the report contained the following judgements:

- education support for looked after children is poor
- looked after children and care leavers are not aware of their rights and entitlements and care leavers do not have good access to emotional support and mental health services
- not enough care leavers are in education, training or employment

The current Position Statement **(see Appendix 7)**, which examines progress since the last inspection on the full range of detailed and specific judgements contained in the report, would suggest an overall current judgement of **good**. A summary of the current position using the LA Signs of Safety framework is also included **(Appendix 8)**.

It is fully acknowledged that there is much to do improve the life chances for looked after children and young people. The next steps are identified in the Position Statement, and the Directorate and Virtual School Team remain uncompromisingly ambitious to improve outcomes further for LAC and Care Leavers, and to reach a judgement of outstanding.

Challenges for the Virtual School and wider service for Looked After Children

- Maintaining stability of placements
- Offering suitable provision (both care and education)
- Responding effectively to the increase in numbers of looked after children
- Supporting LAC from birth to 2 years
- Improving further the use of data to raise attendance, minimise exclusions, and to raise attainment and progress
- Ensuring as many LAC as possible remain in mainstream educational settings
- Promoting attachment friendly schools

Clearly responding to these challenges requires a high level of collaboration with colleagues in schools (headteachers, designated teachers, and governors), social care (social workers, team managers, IROs), foster and residential carers, Educational Psychology, SEN, Inclusion, Speech and Language, CAMHS and other specialist services, the Leadership Team in Children's Services, the Virtual School Governing Body, the Corporate Parenting Panel, and, last but not least, the children & young people in care.

It is recognised that it is schools that provide the day to day education and support for looked after children and young people, and that the Designated Teacher has a vital role in championing their needs and advocating for them across the school **(see Appendix 5: Key Questions for School Leaders should assist in auditing current practice and should point the way forward in terms of possible future refinements and developments in school)**.

The Virtual School is also aware that, through this collaboration, its achievements are key to the delivery of the Council's priorities as outlined in the Council Corporate Plan:

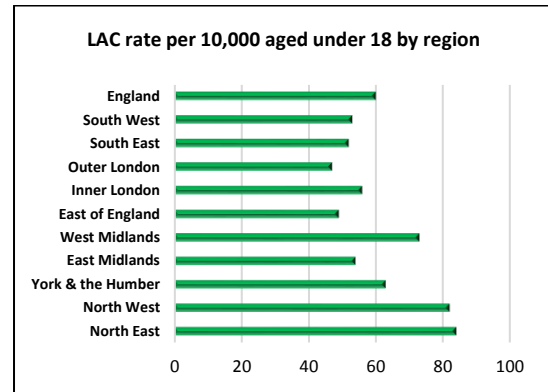
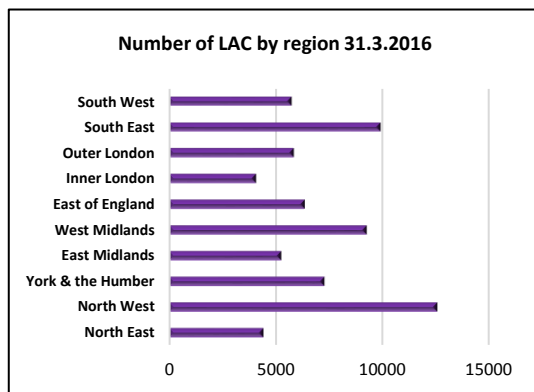
- 1** Every child making the best start in life
- 2** Every adult secure, responsible and empowered
- 3** A strong community in a clean, safe environment
- 4** Extending opportunity, prosperity and planning for the future
- 5** Modern, efficient Council

The Context: regionally and nationally

The distribution and concentration of LAC regionally and nationally

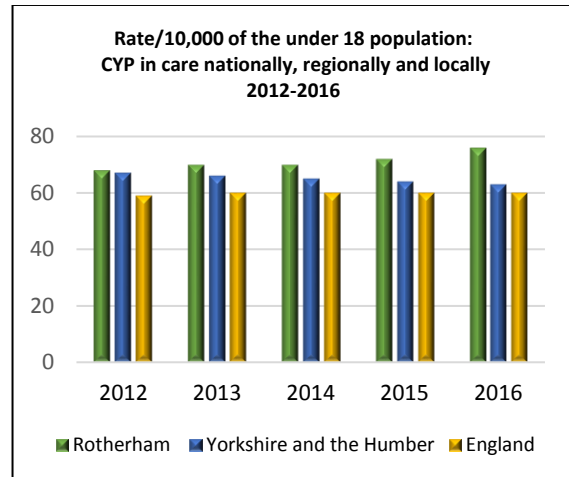
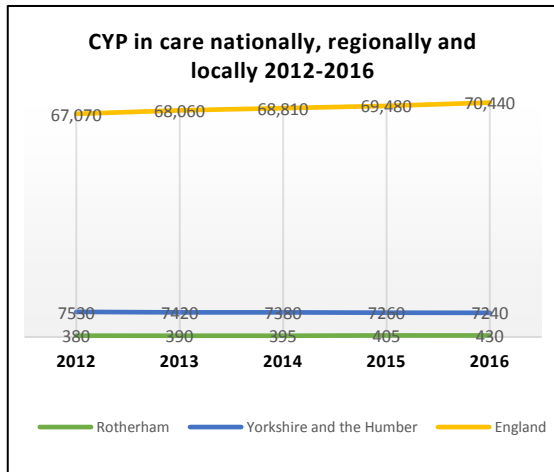
March 31st 2016

Number of LAC in England and by region 31.3.2016	Number of LAC	%age	Per 10,000 aged under 18
England	70440		60
North East	4400	6.25%	84
North West	12550	17.8%	82
York & the Humber	7240	10.3%	63
East Midlands	5230	7.4%	54
West Midlands	9240	13.1%	73
East of England	6330	8.9%	49
Inner London	4050	5.7%	56
Outer London	5810	8.2%	47
South East	9880	14.0%	52
South West	5710	8.1%	53



- There were 70,440 LAC in England in March 2016 with the largest number in the North West (17.8%).
- Just over 1 in 10 LAC were in Yorkshire and the Humber making it the 4th largest region by number of LAC.
- In terms of concentration, Yorkshire and the Humber with 73 LAC per 10,000 of the under 18 population in the region, was the 4th highest rate per 10,000 in England.
- The highest was in the North East with 84/10,000 and the lowest was in Outer London with 47/10,000. This compares with a national average of 60/10,000.

Number and rate of children looked after/ 10,000 of the under 18 population: 31 March 2016					
	2012	2013	2014	2015	2016
Rotherham (number)	380	390	395	405	430
Yorkshire and the Humber (number)	7530	7420	7380	7260	7240
England (number)	67,070	68,060	68,810	69,480	70,440
Rotherham (rate)	68.0	70.0	70.0	72.0	76.0
Yorkshire and the Humber (number)	67	66	65	64	63
England (rate)	59.0	60.0	60.0	60.0	60.0



- There has been a 13% increase, 2012-2016, in the number of children & young people in care to Rotherham and an increase of 12% in the rate/10,000 of the under 18 population from 68/10,000 to 76/10,000.
- In England while the number of CYP in care has risen by 5% the rate/10,000 has remained constant at 60/10,000
- Regionally there has been a decline in the overall number by 4% and a decline in the rate/10,000 by 6%.
- Of the 15 LAs which comprise the Yorkshire & Humber region, Rotherham has the 3rd highest LAC rate after North East Lincolnshire and Kingston Upon Hull.

The current school age looked after population in care to Rotherham MBC (Sept. 2017)

By gender and local authority

Gender	Rotherham schools (RMBC)		Out of Authority schools (OOA)		ALL	
	Number	%age	Number	%age	Number	%age
Female	109	48%	47	42%	156	46%
Male	117	52%	64	58%	181	54%
Total	226		111		337	

By ethnicity

Ethnic Group	RMBC	OOA	ALL	%age
White British	164	82	246	73%
Any other White background	9	1	10	3%
Gypsy/Roma	10	12	22	7%
White & Black Caribbean	2		2	1%
White & Black African	2		2	1%
White & Asian	16	10	26	8%
Any other mixed background	1	2	3	1%
Pakistani	9	2	11	3%
Any other Asian background	2		2	1%
African	5	2	7	2%
Any other Black background	3		3	1%
Any other ethnic group	3		3	1%
Total	226	111	337	

By Special Educational Needs (SEN)

SEN	RMBC	OOA	ALL	%age
EHCP/Statement	43	41	84	25%
EHCP/Statement pending	8	9	17	5%
SEN support	34	19	53	16%
No SEN	112	40	152	45%
Not known	29	2	31	9%
ALL	226	111	337	

Primary LAC by NCY and local authority

NCY	Rotherham schools (RMBC)		Out of Authority schools (OOA)		ALL	
	Number	%age	Number	%age	Number	%age
Year 0	12	10%	3	9%	15	10%
Year 1	13	11%	4	12%	17	11%
Year 2	16	13%	2	6%	18	12%
Year 3	20	17%	5	15%	25	16%
Year 4	18	15%	6	18%	24	16%
Year 5	23	19%	4	12%	27	18%
Year 6	17	14%	9	27%	26	17%
ALL	226		33		152	

There are 152 LAC in 90 primary schools. 78% are in Rotherham primary schools & 22% are in OOA primary schools.

Secondary LAC by NCY and local authority						
	Rotherham schools (RMBC)		Out of Authority schools (OOA)		ALL	
NCY	Number	%age	Number	%age	Number	%age
Year 7	20	19%	13	17%	33	18%
Year 8	19	18%	14	18%	33	18%
Year 9	17	16%	14	18%	31	17%
Year 10	21	20%	16	21%	37	20%
Year 11	30	28%	21	27%	51	28%
ALL	107		78		185	

There are 185 LAC in 109 secondary schools. 58% are in Rotherham primary schools & 42% are in OOA secondary schools.

Number of LAC attending primary schools by Ofsted category and local authority				
LAC attending	Rotherham schools	OOA schools	Total	%age
Outstanding	15	8	23	15%
Good	86	21	107	70%
Requires Improvement	13	1	14	9%
Inadequate	5	3	8	5%
ALL	119	33	152	

86% of primary pupils attend schools judged by Ofsted to be good or outstanding.

Number of LAC attending secondary schools by Ofsted category and local authority				
LAC attending	Rotherham schools	OOA schools	Total	%age
Outstanding	12	9	21	11%
Good	84	44	128	69%
Requires Improvement	0	12	12	6%
Inadequate	7	5	12	6%
N/A	4	8	12	6%
ALL	107	78	185	

81% of secondary pupils attend schools judged by Ofsted to be good or outstanding.

The current school age LAC population in Rotherham in September 2017 in summary:

Number:	337
Phase:	152 primary 185 secondary
Gender:	181 male 156 female
Ethnicity:	73% White British, 8% Dual Heritage White & Asian, 7% Gypsy/Roma
SEN:	46% have special educational needs; 30% have statements/EHCPs inc. pending
Local Authority:	32 Local Authorities
Number of schools:	194 schools
Ofsted school category:	83% in good or better schools; primary 86%, secondary 81%

Educational Outcomes 2017 (provisional)

Headlines

Early Education Places: significant increase in take-up of Early Education Places

EYFS: 67% with a Good Level of Development

Year 1 Phonics: 60% passed the test

Key Stage 1: above regional and national comparators in 2016; fewer at standard in 2017 but high level of SEN (75%) and 33% with EHCPs.

Key Stage 2: improved outcomes in 2017 compared with 2016

Key Stage 2: average progress scores in 2016 significantly above LAC national and regional comparators

Key Stage 4 GCSE outcomes 2017: 10% achieved 5+ A*-C including English & Maths

Of those in mainstream schools:

45% achieved 4+ A*-C

30% achieved 5+ A*-C

15% achieved 9 A*-C including English and maths

Attainment 8 GCSE 2016: above regional, and in line with LAC national comparators

Progress 8 GCSE 2016: above both LAC regional and national comparators

Attendance: overall attendance 94% similar to previous years and comparators

Persistent Absence: 12.7% similar to last year

Exclusions: increased to 15% as a result of challenging 'informal' exclusions

Education, Employment & Training 2016: Rotherham's performance compares favourably with national and regional comparators with 2/3 care leavers aged 17 and 18 in education, employment or training.

Education, Employment & Training 2016: with 61% of 19-21 year old care leavers in education, employment and training, Rotherham's national ranking was 16th which placed it in quartile band A.

Higher Education: 13 care leavers are currently in Higher Education including 1 undertaking a PhD. 1 care leaver graduated this year with a first class Master's degree

PEP Compliance July 2017: 97.2%

PEP Quality July 2017: 86% judged to be good or better

Ofsted school ratings Sept. 2017: 83% in good or outstanding schools

Educational Outcomes for RMBC LAC compared with all pupils in RMBC and with all LAC and all pupils nationally (2016 and 2017)

Educational Outcomes for RMBC LAC compared with all pupils in RMBC and with all LAC and all pupils nationally	National All Pupils (%)		Rotherham All Pupils (%)		National LAC (%)		Rotherham LAC	
	2016	2017	2016	2017	2016	2017	2016	2017
EYFS Good Level of Development	69.3	70.7	70.4	72.1			29% (2/7)	67% (4/6)
Y1 Phonics	81	81	79	79			67% (6/9)	60% (3/5)
KS1 Reading Reached Expected Standard	74	76	71	73	50		67% (6/9)	% (3/12)
KS1 Writing Reached Expected Standard	66	68	65	69	39		56% (5/9)	17% (2/12)
KS1 Mathematics Reached Expected Standard	73	75	71	75	46		56% (5/9)	33% (4/12)
KS2 SP&G Reached Expected Standard	72	77	71	76	44		33% (7/21)	46% (11/24)
KS2 Reading Reached Expected Standard	66	72	64	69	41		38% (8/21)	42% (10/24)
KS2 Writing Reached Expected Standard	74	76	78	77	46		33% (7/21)	38% (9/24)
KS2 Mathematics Reached Expected Standard	70	75	72	76	42		33% (7/21)	33% (8/24)
KS2 RWM Reached Expected Standard	53	61	54	61	26		24% (5/21)	25% (6/24)
KS4 5+ A*-C incl. English & Maths	54		58		13.6		13% (4/32)	10% (3/30)
KS4 5+ A*-C							16% (5/32)	20% (6/30)
Progress 8	-0.03	-0.03	+0.04	+0.06	-1.14		-0.94	
Attainment 8	48.5	44.2	48.8	44.7	22.8		22.6	
1. Children looked after continuously for at least 12 months as at 31 March excluding those children in respite care.								
2. EYFS and Phonics data not published for national LAC cohort.								
3. In English and Maths, a 'standard pass' or above (Grade 4+) is counted as A*-C								
4. 2017 data is provisional and may be subject to change								

Looked After Children taking up Early Education Places 2016-2017

On a regular basis, the Virtual School Assistant Headteacher and Primary Advocates contact Social Workers of any children not taking up a 2 year old place, to ensure that they are aware of the entitlement and support them to take up the place where appropriate. They ensure that places for the children are in settings judged to be good or better. This proactivity has led to a significant increase in the level of take-up. The team also ensures that the children have a Personal Education Plan.

%age LAC 2 year olds taking up an EEF place in Rotherham				
Spring 2016	Summer 2016	Autumn 2016	Spring 2017	Summer 2017
6 (46%)	(9) 82%	10 (77%)	9 (82%)	12 (86%)

A similar exercise commenced in Summer 2017 for 3 and 4 year old places for which there is a very high level of take-up.

LAC 3/4 year olds taking up an EEF place in Rotherham			
Term	No. LAC	LAC in EEF Place	%age
Autumn 2016	11	11	100%
Spring 2017	14	13	93%
Summer 2017	19	19	100%

Early Years Foundation Stage (EYFS) Results 2015-2017

Since 2013, children are defined as having reached a good level of development (GLD) at the end of the EYFS if they achieve at least the expected level in:

- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and
- the early learning goals in the specific areas of mathematics and literacy.

In 2016 the cohort of 7 comprised 6 in Rotherham schools and 1 out of authority. 2/7 (29%) achieved a Good Level of Development (GLD). This compares with 0% of LAC in 2015. In 2017 4/6 (67%) achieved a GLD.

70% of all Rotherham children in 2016 achieved a GLD.

EYFS: Number and %age achieving a Good Level of Development 2015-2017		
2015	2016	2017
0/7	2/7	4/6
0%	29%	67%

Year 1 Phonics 2016

The Year 1 phonics test cohort comprised 9 children, 6 in Rotherham schools and 3 in out of authority schools. 6/9 (67%) passed the test compared with 20% in 2015. In 2017, 3/5 (60%) passed the test.

Year 1 Phonics : Number and %age passing the test 2015-2017		
2015	2016	2017
2/5	6/9	3/5
40%	67%	60%

LAC Outcomes at Key Stage 1, 2017

THE CONTEXT

- **DfE cohort:** 12
- **Gender:** 9 male, 3 female
- **Recency to care:** average time care: 30 months with 6 in care for <2 years
- **Type of school:** 4 (33%) of the cohort are now in special schools
- **SEN Status:** 4 (33%) have EHCPs; 9 (75%) have SEN

THE OUTCOMES

	Reading	Writing	Maths	Science
At expected standard	3 (25%)	2 (17%)	4 (33%)	3 (25%)
Below standard	9 (75%)	9 (75%)	8 (67%)	9 (75%)

THE CONTEXTUALISED OUTCOMES

Excluding those with EHCPs and now in special schools:

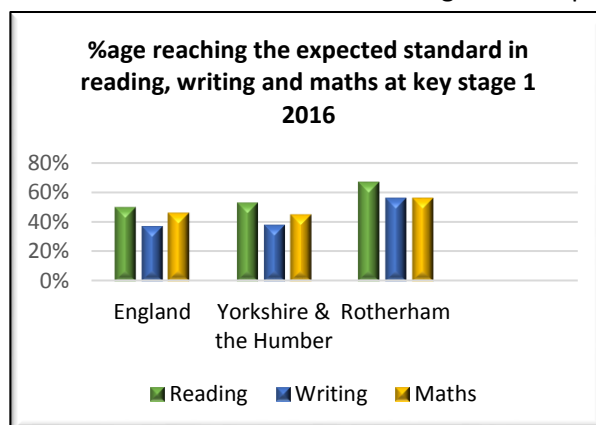
	Reading	Writing	Maths	Science
At expected standard	3/8 (38%)	2/8 (25%)	4/8 (50%)	3/8 (38%)
Below standard	5/8 (62%)	6/8 (75%)	4/8 (50%)	5/8 (62%)

Clearly these outcomes will mean that the schools, the Virtual School, social workers and carers must ensure that appropriate interventions are put in place, and recorded in the PEP, to accelerate progress and narrow the gap during key stage 2.

Regional and national comparators are not available until May 2018.

LAC Outcomes at Key Stage 1, 2016

The Year 2 cohort was a small cohort of 9 children. 3/9 had a Statement or Education & Health Care Plan. All children without an EHCP 6/6 reached the expected standard in reading, writing and maths. The outcomes in Rotherham are above national and regional comparators.



The 2016 key stage 1 assessments are the first which assess the new, more challenging national curriculum. The expected standard has also been raised to be higher than the old level 2. As a result, figures for 2016 are not comparable to those for earlier years. The new expected standards were designed to be broadly similar but are not equivalent to an old level 2b.

LAC Outcomes ay Key Stage 2, 2017

Total cohort 33
 Eligible cohort 24
 Eligible cohort: in care for 12 months + at 31.3.2017

Cohort Characteristics

Gender		Ethnicity				Local Authority	
Female	Male	WBRI	MWA	APKN	GRT	Rotherham	OOA
16	8	19	3	1	1	13	11
67%	33%	79%	13%	4%	4%	54%	46%

School Type		SEN				No. Care Placements	
Mainstream	Non-mainstream	EHCP/S	K*	K	N	3+	4+
19	5	7	0	9	8	13	8
79%	21%	29%	0%	38%	33%	54%	33%

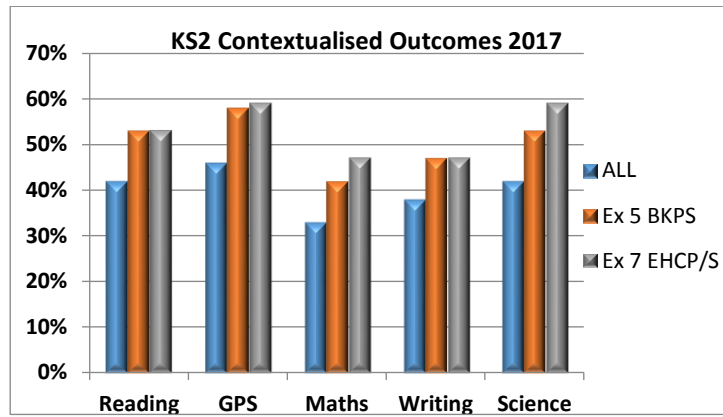
Key Stage 2 Attainment 2017

Full eligible cohort	Reading (test)		GPS (test)		Maths (test)		Writing (TA)		Science (TA)	
	Count	%	Count	%	Count	%	Count	%	Count	%
At standard	10	42%	11	46%	8	33%	9	38%	10	42%
Not at standard	9	38%	8	33%	11	46%	12	50%	10	42%
Below standard of pre-key stage	5	21%	5	21%	5	21%	3	13%	4	17%
Total	24		24		24		24		24	

Eligible cohort excluding 5 below pre-key stage	Reading (test)		GPS (test)		Maths (test)		Writing (TA)		Science (TA)	
	Count	%	Count	%	Count	%	Count	%	Count	%
At standard	10	53%	11	58%	8	42%	9	47%	10	53%
Not at standard	9	47%	8	42%	11	58%	10	53%	9	47%
Total	19		19		19		19		19	

Eligible cohort excluding 7 with EHCP/Statement	Reading (test)		GPS (test)		Maths (test)		Writing (TA)		Science (TA)	
	Count	%	Count	%	Count	%	Count	%	Count	%
At standard	9	53%	10	59%	8	47%	8	47%	10	59%
Not at standard	8	47%	7	41%	9	53%	9	53%	7	41%
Total	17		17		17		17		17	

RMBC Looked After Children at Standard KS2 Contextualised Outcomes 2017					
	Reading	GPS	Maths	Writing	Science
ALL	42%	46%	33%	38%	42%
Ex 5 BKPS	53%	58%	42%	47%	53%
Ex 7 EHCP/S	53%	59%	47%	47%	59%



LAC Outcomes at KS2 compared with 2016

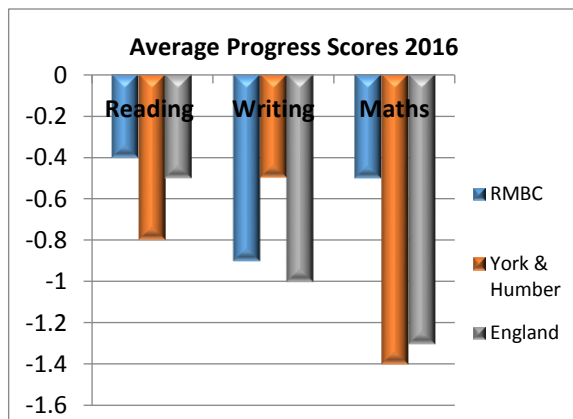
2016 is the only directly comparable year following the major overhaul in the primary curriculum

RMBC Looked After Children KS2 Outcomes 2016 and 2017 NOT contextualised				
	Reading	Writing	Maths	GPS
2016	38%	33%	33%	33%
2017	42%	38%	33%	46%
Difference	+4	+5	0	+13

RMBC Looked After Children KS2 Outcomes 2016 and 2017 excluding EHCP/Statements		
	Reading	Maths
2016	46%	38%
2017	53%	47%
Difference	+7	+9

RMBC Looked After Children KS2 Outcomes 2016 Average Progress Scores Compared			
	Reading	Writing	Maths
RMBC	-0.40	-0.90	-0.50
York & Humber	-0.80	-0.50	-1.40
England	-0.50	-1.00	-1.30

RMBC national rank in reading: 61 and quartile band B
 RMBC national rank in writing: 73 and quartile band C
 RMBC national rank in maths: 43 and quartile band B



All the data needs to be treated with caution given the comparatively small cohort size at individual LA level. Nonetheless:

- outcomes improved 2016 – 2017 in reading, writing, and GPS and remained the same in maths
- contextualised by SEN, there were significantly improved outcomes in reading and maths 2016/17
- average progress in reading and maths compares very favourably with regional and national comparators

Year 11 Outcomes 2017 (provisional)

Headlines

- 3 young people achieving 9 A*-C including English & maths
- 1 achieved 8 A*-C including English but missed maths by 1 grade
- 1 achieved 5+ A*-C including English but missed maths by a grade
- 1 achieved 5 A*-C but missed maths and English by 1 grade
- 3 yp achieved 4 A*-C: 1 including English and 1 including maths
- 10/30 had an EHCP, EHCP pending or a statement of SEN
- 10 young people were not in mainstream schools
- Of the 20 in mainstream:
 - 3/20 (15%) achieved 9 A*-C including English & maths
 - 6/20 (30%) achieved 5+ A*-C
 - 9/20 (45%) achieved 4+ A*-C

Year 11 Cohort Characteristics 2017

Gender		Ethnicity				Local Authority	
Female	Male	WBRI	MWA	MOTH	OTH	Rotherham	OOA
20	10	25	2	2	1	18	12
67%	33%	83%	7%	7%	3%	60%	40%

- 2:1 female to male
- 83% white British
- 3:2 Rotherham schools

SEN Status				School Type		School Ofsted Category				
EHCP/S	K*	K	N	MS	NMS	O/S	Good	RI	Inadequate	N/A
7	3	10	10	20	10	9	14	2	1	3
23%	10%	33%	33%	67%	33%	30%	47%	7%	3%	10%

- 67% with special needs
- 33% with high level special needs (EHCP/Statement/ Statement pending)
- 1 in 3 in non-mainstream schools (NMS)
- 77% in schools rated good or outstanding by Ofsted

K* = EHCP pending

Type of Placement				Placement Moves						Years in Care				
Foster	Resid	Parents	IL	1	2	3	4	6	8	<2	<3	<4	<5	5+
17	10	1	2	14	9	2	1	3	1	5	7	5	1	12
57%	33%	3%	7%	47%	30%	7%	3%	10%	3%	17%	23%	17%	3%	40%

- 1 in 3 in residential placements
- 2 independent living
- 84% with 3 or fewer placements
- 18/30 became LAC during their secondary school years
- 12/30 became LAC in Years 9, 10 and 11
- 5/30 became LAC in Years 10 and 11

Year 11 GCSE Outcomes 2017: all and filtered by those in mainstream/non-mainstream schools

	ALL	ALL %	Cumulative	Cum %	Ex NMS (-10)	Ex NMS %	Ex NMS cum	Ex NMS cum %
5ACEM	3/30	10	3	10	3/20	15	3	15
5ACE	2/30	7	5	17	2/20	10	5	25
5AC	1/30	3	6	20	1/20	5	6	30
4ACE	1/30	3	7	23	1/20	5	7	35
4ACM	1/30	3	8	27	1/20	5	8	40
4AC	1/30	3	9	30	1/20	5	9	45

NMS=non-mainstream school

- Each of the 3 young people achieving 5+ A*-C including English & maths (5ACEM) achieved 9 A*-C
- 1 achieved 8 A*-C inc. English and another achieved 5+ A*-C including English (5ACE) but missed maths by a grade
- Another yp achieved 5 A*-C but missed maths and English by 1 grade
- 3 yp achieved 4 A*-C: 1 including English (4ACE) and 1 including maths (4ACM)
- 10 young people were not in mainstream schools
- Of the 20 in mainstream:
 - 3/20 (15%) achieved 9 A*-C including English & maths
 - 6/20 (30%) achieved 5+ A*-C
 - 9/20 (45%) achieved 4+ A*-C
- 10 of the cohort had an EHCP, an EHCP pending or a statement of SEN; 1 yp with an EHCP did achieve 5ACEM

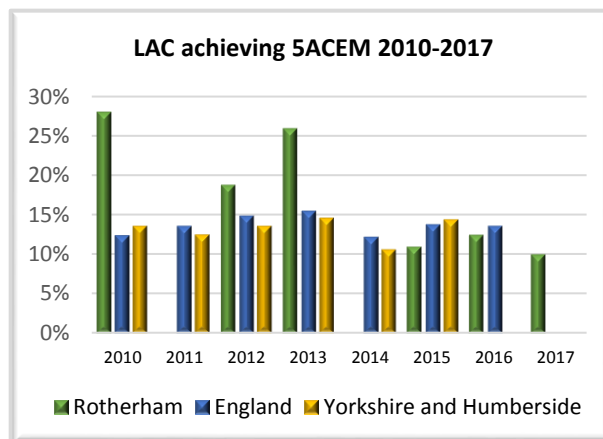
Year 11 GCSE Outcomes 2010-2017

5 A*-C inc. English & Maths (5ACEM)	2010	2011	2012	2013	2014	2015	2016	2017
Rotherham	28.0%	-	18.8%	25.9%	-	11.0%	12.5%	10.0%
England	12.4%	13.6%	14.9%	15.5%	12.2%	13.8%	13.6%	
Yorkshire and Humberside	13.6%	12.5%	13.6%	14.6%	10.6%	14.4%		
%age diff. Rotherham & England	15.6%	-	3.95%	11.4%		-2.8%		

Note: Statistical Neighbour data has been excluded as this data is only the average of a few LAs and thus gives a 'false reading.' Most data is suppressed because of small numbers.

Over the 4 years, where comparative data is available and not suppressed, Rotherham's results at 5ACEM are significantly better than national and regional comparators in 3 out of 4 years. In 2016 results are broadly in line with national outcomes. In 2017, with the reformed GCSEs, it is not yet clear how these outcomes compare with national and regional comparators.

It is the case that if 2 pupils had achieved 1 higher grade in maths in 2017 then 17% would have achieved 5ACEM. Small cohorts mean that small changes are magnified in terms of %age changes.



Year 11: Characteristics of those highest achieving LAC 2017

GCSE C+ or grade 4+	Gender	Ethnicity	Local Authority	School Type	Ofsted Category	SEN Status	Time in Care	Placement Type	Number Placements
9ACEM	F	WBRI	OOA	Mainstream	Good	K	<4 years	Foster Care	6
9ACEM	F	WBRI	RMBC	Mainstream	Outstanding	N	>5 years	Foster Care	1
9ACEM	F	WBRI	OOA	Mainstream	Outstanding	EHCP	<3 years	Foster Care	2
8ACE	F	WBRI	RMBC	Mainstream	Good	K	>5 years	Foster Care	1
5ACE	M	WBRI	OOA	Mainstream	Outstanding	K	>5 years	Foster Care	1
5AC	F	WBRI	RMBC	Mainstream	Good	N	>5 years	Foster Care	1
4ACE	F	WBRI	OOA	Mainstream	Good	N	>5 years	Foster Care	1
4ACM	F	WBRI	RMBC	Mainstream	Outstanding	K	<4 years	Foster Care	1
4AC	F	WBRI	RMBC	Mainstream	Inadequate	N	<2 years	Foster Care	2

The highest achievers in Year 11:

- mainly female
- all of white British ethnicity
- 5 in Rotherham schools; 4 in out of authority schools
- all in mainstream schools
- majority in good or outstanding schools; 1 inadequate
- 5 with special needs including 1 with an EHCP
- all in foster care placements
- 5 in placements for 5 years or more
- 6 in only 1 care placement

Year 11: Characteristics of those achieving level 4+ in English & Maths at KS2 NOT making expected progress, 2017

Gender	Ethnicity	Local Authority	School Type	Ofsted Category	SEN Status	Time in Care	Placement Type	Number Placements
M	WBRI	Rotherham	Mainstream	RI	N	>5 years	Foster Care	2
F	WBRI	Rotherham	Mainstream	Good	K	>5 years	Residential	6
F	WBRI	Rotherham	Mainstream	Good	K*	<4 years	Residential	1
F	WBRI	Rotherham	Mainstream	Good	N	<2 years	Parents	2
F	WBRI	Rotherham	Mainstream	Good	N	>5 years	Foster Care	1
F	WBRI	Rotherham	Mainstream	Good	K	<3 years	Residential	8
F	WBRI	Rotherham	Mainstream	Outstanding	N	<2 years	Foster Care	2
F	WBRI	OOA	Non-mainstream	N/A	K*	<3 years	Foster Care	2
F	WBRI	Rotherham	Mainstream	Good	K*	<5 years	Ind. Living	3
M	OTH	OOA	Non-mainstream	Outstanding	?	<3 years	Residential	1

In terms of the risk factors in relation to educational progress:

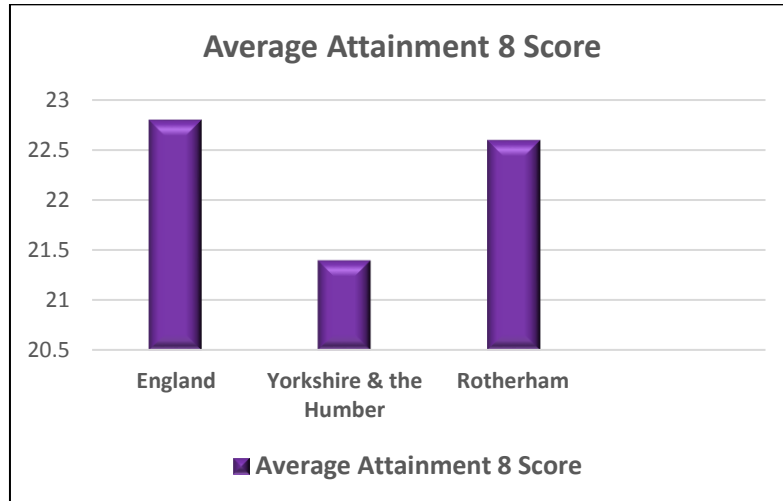
- 7/10 were came in to care during their secondary school years
- 5/10 have been in care for less than 3 years
- 5/10 special needs
- 6/10 were NOT in foster care: 4 in residential, 1 with parent(s), 1 living independently
- 2 had multiple care placements (3+)

Attainment 8 and Progress 8, 2016 (See Appendix 6: Attainment 8 and Progress 8)

The data for Attainment 8 and Progress 8 will be calculated and published in Spring 2018. The data below for 2016 was published in May 2017.

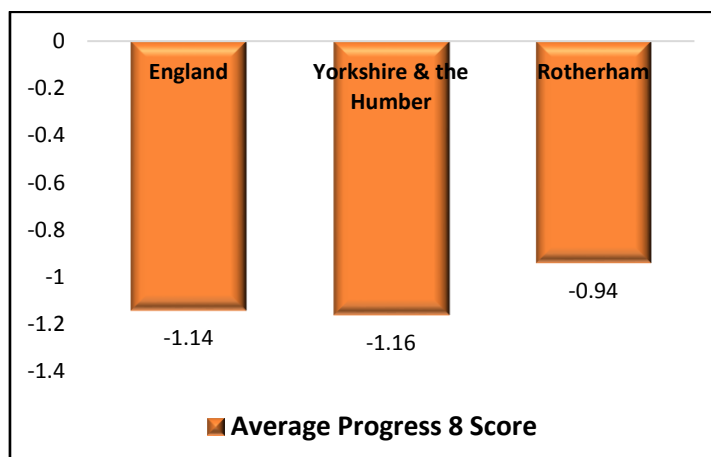
Attainment 8

- In terms of Attainment 8 Rotherham LAC outcomes in 2016 were in line with national outcomes and above regional outcomes
- The Average Attainment 8 score for Rotherham LAC was 22.6
- This compares with 21.4 for LAC in Yorkshire and the Humber and 22.8 for all LAC in England
- It compares with 48.3 for all pupils in Rotherham and 48.1 for all non LAC in England



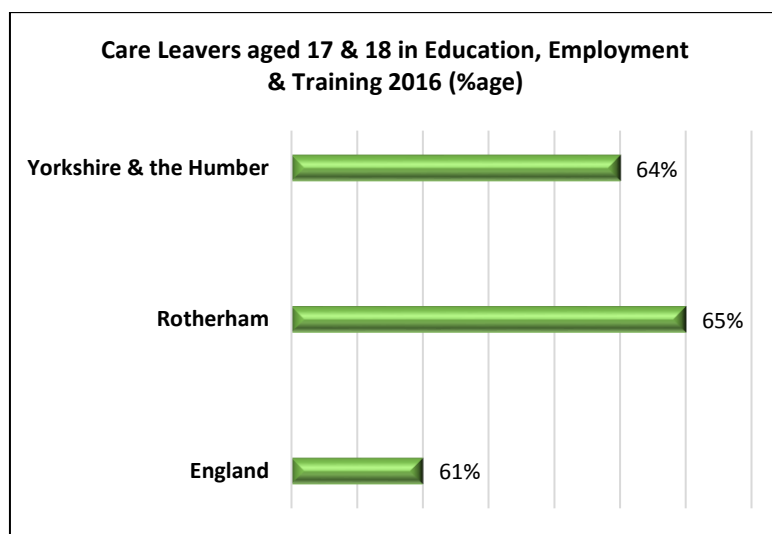
Progress 8

- In terms of Progress 8 Rotherham LAC outcomes in 2016 were above both national and regional comparators
- The Average Progress 8 score for Rotherham LAC was -0.94.
- This compares with -1.14 for LAC in Yorkshire & the Humber and -1.16 for all LAC in England



Care Leavers (aged 17 & 18) - Education, Employment or Training (%): 2016

	Total	Higher Education	Education other than HE	In Employment or Training	Total EET	NEET: illness/disability	NEET: other reason	NEET: pregnancy or parenting	No Information
England	9290	260	3670	1720	5650	390	2300	370	570
		3%	40%	19%	61%	4%	25%	4%	6%
Rotherham	45	0	20	10	30	x	10	x	x
		0%	46%	2%	65%	x	20%	x	x
Yorkshire & the Humber	740	10	280	170	470	40	150	40	50
		2%	38%	23%	64%	5%	20%	5%	6%



Commentary:

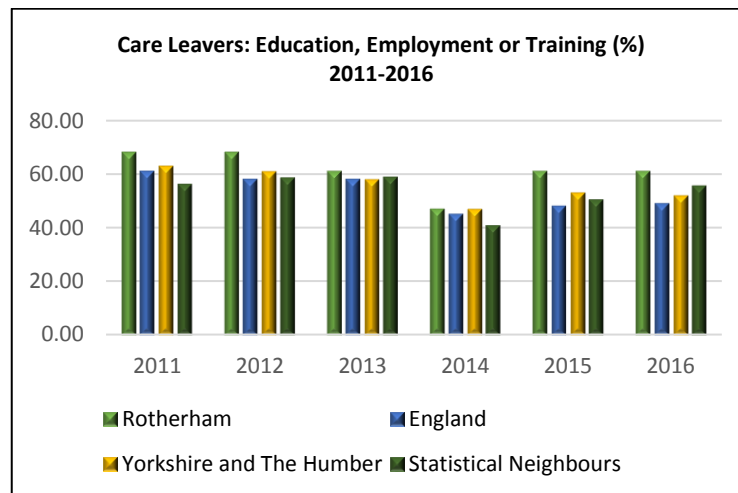
This data was collected for the first time in 2016. They are experimental statistics and need to be treated with caution. Nonetheless it is gratifying to see that Rotherham's performance compares favourably with national and regional comparators with 2/3 care leavers aged 17 and 18 in education, employment or training.

October 2017: Currently 67% (61/91) are EET and 33% (30/91) are NEET

Care Leavers (19, 20 and 21 year olds) - Education, Employment or Training (%): 2011-2016

	2011	2012	2013	2014	2015	2016
Rotherham	68.00	68.00	61.00	47.00	61.00	61.00
England	61.00	58.00	58.00	45.00	48.00	49.00
Yorkshire and The Humber	63.00	61.00	58.00	47.00	53.00	52.00
Statistical Neighbours	56.20	58.60	58.80	40.80	50.40	55.60

National Rank 2016:	16
Quartile Banding 2016:	A



Commentary:

Between 2011 and 2016, Rotherham has consistently outperformed national, regional and statistical neighbour comparators and, in several years by significant margins, apart from 2014, when Rotherham and its statistical neighbours were in line.

In 2016, with 61% of 19-21 year old care leavers in education, employment and training, Rotherham's national ranking was 16th which placed it in quartile band A.

Higher Education

- There are currently 13 care leavers studying for a range of degrees including music technology, economics, nursing, social work, law sports science and accountancy.
- Another is completing his PhD
- 1 care leave recently graduated with a first class M.A.

Attendance 2016 - 2017

Headlines

- **Overall Attendance:** 93.5%
- **Full Attendance:** 33/220 (15%) achieved 100% attendance
- **Good or better attendance:** just over 7 out of 10 achieved 95%+
- **Persistent Absence:** 28/220 (14%) had 20+ days absence

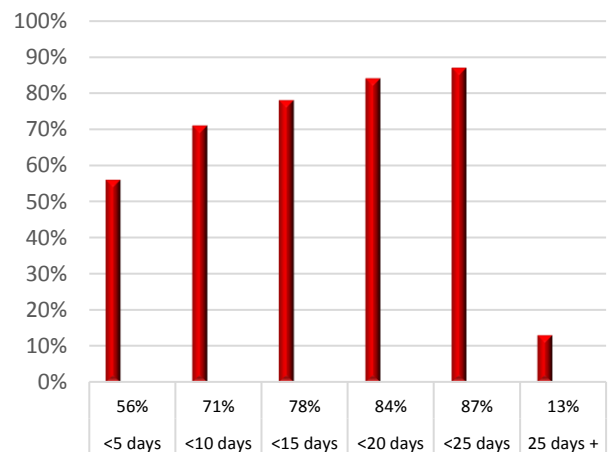
Attendance Analysis 2016-2017

100%	NCY/Days Absent	0-4.5 days	5-9.5	10-14.5	15-19.5	20-24.5	25 + days	Total
0	0	3	1	0	0	1	1	6
0	1	0	4	1	0	0	0	5
2	2	6	5	0	0	1	0	12
3	3	7	2	2	1	0	0	12
2	4	5	3	2	0	1	0	11
3	5	15	4	0	2	0	0	21
6	6	19	2	0	0	0	3	24
16	Total primary	59	18	4	3	3	4	91
17.6%	%age primary	64.8%	19.7%	4.4%	3.3%	3.3%	4.4%	100%
5	7	14	5	1	2	0	1	23
5	8	13	5	1	0	0	1	20
4	9	14	1	2	1	1	3	22
2	10	9	3	4	6	3	9	34
1	11	13	3	2	1	1	10	30
17	Total secondary	63	17	10	10	5	24	129
13.2%	%age secondary	48.8%	13.2%	7.8%	7.8%	3.9%	18.6%	100%
33	Total all	122	35	14	13	8	28	220
15%	%age	55.5%	15.9%	6.4%	5.9%	3.6%	12.7%	100%
	Cumulative total	122	157	171	184	192	220	
	Cumulative %	55.5%	71.3%	78%	84%	87%	100%	

Days Absent 2016.2017

100% attendance	15%
< 5 days absence	56%
< 10 days absence	71%
< 15 days absence	78%
< 20 days absence	84%
< 25 days absence	87%
25 days + absence	13%

Days Absent 2016.2017



Characteristics of Persistent Absentees

NCY	Persistent Absentees	NCY	Persistent Absentees
Year 0	1	Year 7	1
Year 1	0	Year 8	1
Year 2	0	Year 9	3
Year 3	0	Year 10	9
Year 4	0	Year 11	12
Year 5	0		
Year 6	1		
Total Primary	2	Total Secondary	26

Note: 8 LAC technically with persistent absence have been removed from the overall calculation of PA for a variety of reasons including a period of adoption bonding, illness, mental illness, and terminal illness

- 28/220 (12.7%) LAC in care for 12 months + at 31.3.2017 were classified as persistent absentees (<90% attendance)
- main characteristics: male, White British, in Years 10 & 11, in Rotherham schools, high level SEN, not in foster care, multiple care placements, less than 4 years in care

Gender		Ethnicity			Local Authority	
Female	Male	WBRI	OTH	GRT	Rotherham	OOA
16	12	25	2	1	18	10
57%	43%	89%	7%	4%	64%	36%

- more male than female
- 89% White British ethnicity
- 64% in Rotherham schools; 36% in out of authority schools

SEN Status				School Type			School Ofsted Category				
EHC/S	K*	K	N	MS	NMS	NRS	O/S	Good	RI	Inadequate	N/A
12	3	9	4	14	8	6	3	15	2	2	6
43%	11%	32%	14%	50%	29%	21%	11%	54%	6%	7%	21%

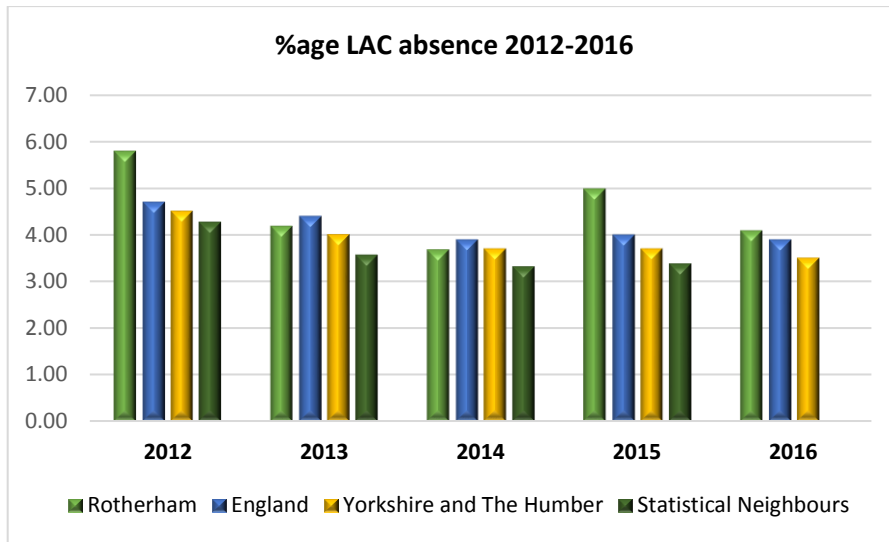
- 86% with special needs
- 54% with high level special needs (EHCP/Statement inc. pending)
- 50% in mainstream schools
- 65% from schools rated good or outstanding by Ofsted
- K* = EHCP pending**

Type of Placement				No. Placements						Years in Care				
Foster	Resid	Parents	IL	1	2	3	4	5	5+	<2	<3	<4	<5	5+
9	16	1	2	2	3	5	2	8	8	5	6	4	2	11
32%	57%	4%	7%	7%	11%	18%	7%	29%	29%	18%	21%	14%	7%	39%

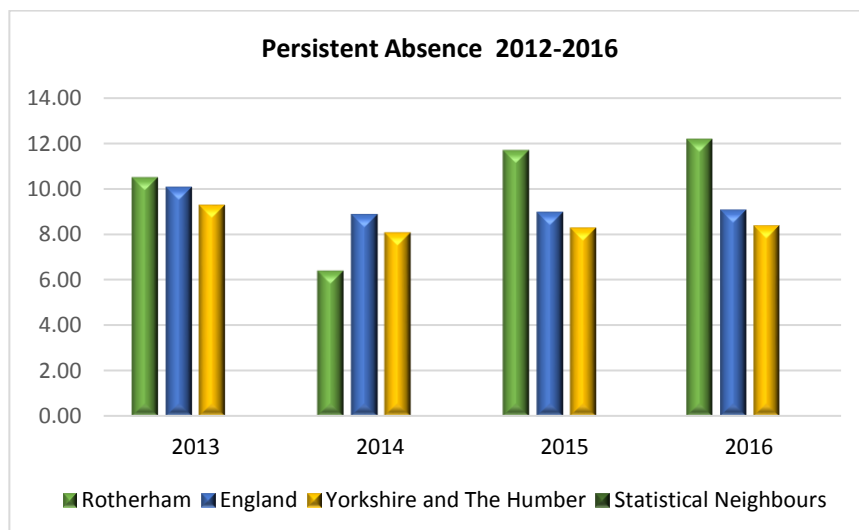
- Only 1 in 3 in foster care
- 64% in residential settings and independent living
- 58% with 4 or more placements
- 53% in care for less than 4 years
- 39% in care for less than 3 years

Attendance 2012-2016

Overall Absence 2012-2016	2012	2013	2014	2015	2016
Rotherham	5.80	4.20	3.70	5.00	4.1
England	4.70	4.40	3.90	4.00	3.9
Yorkshire and The Humber	4.50	4.00	3.70	3.70	3.5
Statistical Neighbours	4.27	3.57	3.32	3.38	n/a
%age difference Rotherham and England	1.1	-0.2	-0.2	1	0.2
%age difference Rotherham & Stat. Neighbours	1.5	0.6	0.4	1.6	n/a



Persistent Absence 2012-2016	2013	2014	2015	2016
Rotherham	10.50	6.40	11.70	12.2
England	10.10	8.90	9.00	9.1
Yorkshire and The Humber	9.30	8.10	8.30	8.4
%age difference Rotherham and England	-0.40	2.50	-2.70	-3.1



Commentary:

Overall attendance over the last 6 years 2012-2017 has been between 94 and 96%, broadly in line with the national comparator and close to the regional average.

Overall absence rates in England are lower for LAC than for all children and much lower than children in need.

Nationally persistent absence has risen significantly as the threshold for persistent absence has been raised from below 85% to below 90%

Persistent absence 2015-2016 at 12.2% was higher in Rotherham compared with national, regional and statistical neighbour averages and in 2017 (provisional) is 14%.

Virtual School Actions:

According to the Rees Report, for every 5% of possible school sessions missed due to unauthorised school absences, young people in care scored over 2 grades less at GCSE.

From the start 2016/17 academic year, the Virtual School have commissioned Welfare Call to monitor and report on the attendance of all Rotherham looked after children of statutory school age.

This has provided the basis for a much more robust strategy to improve overall attendance and to tackle persistent absence particularly in Years 10 and 11.

Welfare Call contacts schools, education providers and tutors on a daily basis to ask whether each looked after child is accessing education that day. Attendance monitoring reports are provided to the Virtual School on a daily and weekly basis, and issues where children are not in attendance can be investigated in a timely manner and inform interventions.

Virtual School Assistant Headteachers and Advocates place a high priority on attendance at PEP meetings. Those with high rates of absence 2016/17 will be closely monitored during the school year 2017/18 and solutions will be sought to minimise absence.

Exclusions 2016 - 2017

Headlines

- **Permanent:** there were no permanent exclusions
- **Fixed term:** there were 33 fixed term exclusions (33/220 = 15%)
- **Number:** 15/34 (44%) had 3 or more exclusions
- **Days:** 19 had 4 days of exclusion(s); 15 had 4+
- **Local Authority:** roughly equal numbers in Rotherham and out of authority (OOA) schools
- **Type of school:** 1 in 3 not in mainstream schools
- **Ofsted ratings:** 74% excluded from schools judged to be good or outstanding
- **Phase:** 4/34 (12%) primary school exclusions
- **NCY:** 17/34 (50%) Year 10 and Year 11 exclusions
- **SEN:** 22/34 (65%) had high level special needs
- **Gender:** more males than females (56%:44%)
- **Ethnicity:** predominantly of White British ethnicity
- **Time in Care:** 33/220 = 15% of those in care for over 1 year at 31.3.2017
- **Placement type:** 70% in foster care
- **Placement moves:** 76% had 3 or more placement moves
- **Reasons:** the major reasons (76%) for exclusions are physical assault, verbal abuse/threatening behaviour and unacceptable and persistently disruptive behaviour

N.B. This year saw a significant increase in fixed term exclusions. In 10 out of 33 (33%) cases the exclusion was requested by the Virtual School, as the Virtual School was challenging the practice of some secondary schools 'informally' excluding young people. This appears to be the principal reason for the increase. Excluding these 10 would have given an exclusion rate of 10%.

Characteristics of those excluded 2016-2017

NCY	No. Excluded	NCY	No. Excluded
Year 3	1	Year 7	4
Year 5	1	Year 8	5
Year 6	2	Year 9	4
		Year 10	10
		Year 11	7
Total Primary	4 (12%)		30 (88%)

Gender		Ethnicity				Local Authority	
Female	Male	WBRI	MWA	MOTH	GRT	Rotherham	OOA
15	19	30	2	1	1	18	16
44%	56%	88%	5.8%	2.9%	2.9%	53%	47%
<ul style="list-style-type: none"> • 56% male; 44% female • 88% White British ethnicity • 53% in Rotherham schools 							

SEN Status				School Type			School Ofsted Category			
EHC/S	K*	K	N	MS	NMS	NRS	O/S	Good	RI	Inadequate
14	8	8	4	23	8	3	4	21	8	1
41%	23.5%	23.5%	12%	68%	24%	9%	12%	62%	24%	3%

- 88% with special needs
- 65% with high level special needs (EHCP/Statement/ Statement pending)
- 33% in non-mainstream schools (NMS) or no recorded school
- 74% excluded from schools rated good or outstanding by Ofsted

K* = EHCP pending

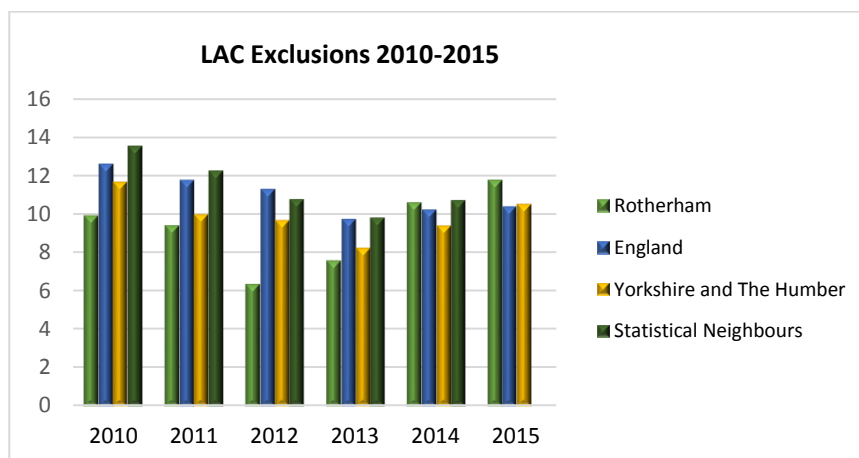
Type of Placement				Placement Moves						Years in Care				
Foster	Resid	Parents	IL	1	2	3	4	5	5+	<2	<3	<4	<5	5+
24	8	1	1	6	2	9	5	7	5	5	7	5	1	12
71%	24%	3%	3%	18%	6%	26%	15%	21%	15%	15%	21%	15%	3%	35%

- 1 in 4 in residential placements
- 1 independent living
- 51% with 4 or more placements
- 51% became LAC during their secondary school years
- 5/34 became LAC in Years 10 and 11

Exclusions 2010-2015

Fixed Term Exclusions 2012-2015	2010	2011	2012	2013	2014	2015
Rotherham	9.95	9.42	6.38	7.61	10.61	11.79
England	12.62	11.79	11.32	9.77	10.25	10.42
Yorkshire and The Humber	11.65	9.97	9.66	8.22	9.38	10.35
Statistical Neighbours	13.54	12.26	10.77	9.81	10.71	Not Available
%age difference Rotherham and England	-2.67	-2.37	-4.94	-2.16	0.36	1.37
%age difference Rotherham & Stat. Neighbours	3.59	-2.84	-4.39	-2.21	-0.1	Not Available

Note: Exclusions data are collected two terms in arrears, so the latest exclusions data available is from the academic year 2014/15.



Commentary:

Looked After Children and Young People are five times more likely to have a fixed period exclusion than all children and one and a half times more likely than children in need. Fixed term exclusions were on a downward trend 2010-2012 locally, regionally, in Rotherham's statistical neighbours, and nationally. This trend would appear to have gone into reverse since 2013.

Fixed term exclusions in Rotherham in 4 out of 6 years between 2010 and 2015 were significantly below national, regional and statistical neighbour comparators and broadly in line in 2014. They were 1.37 percentage points above the national average in 2015.

This year saw a significant increase in fixed term exclusions. In 10 out of 33 (33%) cases the exclusion was requested by the Virtual School, as the Virtual School was challenging the practice of schools 'informally' excluding young people. This appears to be the principal reason for the increase. Excluding these 10 would have given an exclusion rate of 10%.

Virtual School Actions:

Minimising fixed period exclusions is a major priority for the Virtual School. It impacts negatively on placement stability, on emotional wellbeing, and on educational attainment. For every additional day of school missed due to fixed term exclusions, young people in care scored one-sixth of a grade less at GCSE (Rees Report).

Promoting attachment awareness in schools through central and school-based training is a key element in the endeavour to reduce fixed term exclusions, as is early intervention, and ensuring that young people have access to any additional support that is identified through the PEP process.

Those with exclusions will be closely monitored by the Virtual School Team and appropriate and timely interventions will be put in place during the next school year.

Appendix 1: Attachment Friendly Schools Project

The Goal

The Virtual School in Rotherham felt that schools they visited in relation to LAC often did not appear to have a good understanding of the needs of LAC in terms of their experience of early attachments and the impact of trauma. Whilst some of the schools said that they had already accessed training on these issues, the staff in the Virtual School felt that this training had not translated into changes in practice and that children were not having their social, emotional and mental health needs met as a result.

The Virtual Head Teacher had visited other Virtual Schools and was impressed by the developments in Doncaster and Derbyshire in which projects were taking place to create Attachment Aware Schools. The Virtual Head Teacher decided to commission an external provider to deliver training and she sought to recruit an Educational Psychologist to the Virtual School. The EP role commenced in December 2016 and is job-shared between Dr Karen Davies and Dr Kat Thorn.

Rotherham Virtual School is aiming to establish a network of Attachment Friendly Schools. These are settings which have not just shown an understanding of attachment difficulties, and the effect of trauma on child development, but have firmly embedded this knowledge base and skill set within their setting. Attachment Friendly Schools recognise and celebrate the importance of nurturing relationships as well as educating children and young people.

Since December 2016, the EPs working within the virtual school have liaised with colleagues in other Local Authorities, explored research and consulted with various services and settings within Rotherham to develop a plan which addressed this broad and challenging aim. This has resulted in, at this point, a two year project which is outlined below.

Year 1 – Empowering Attachment Lead Practitioners within settings

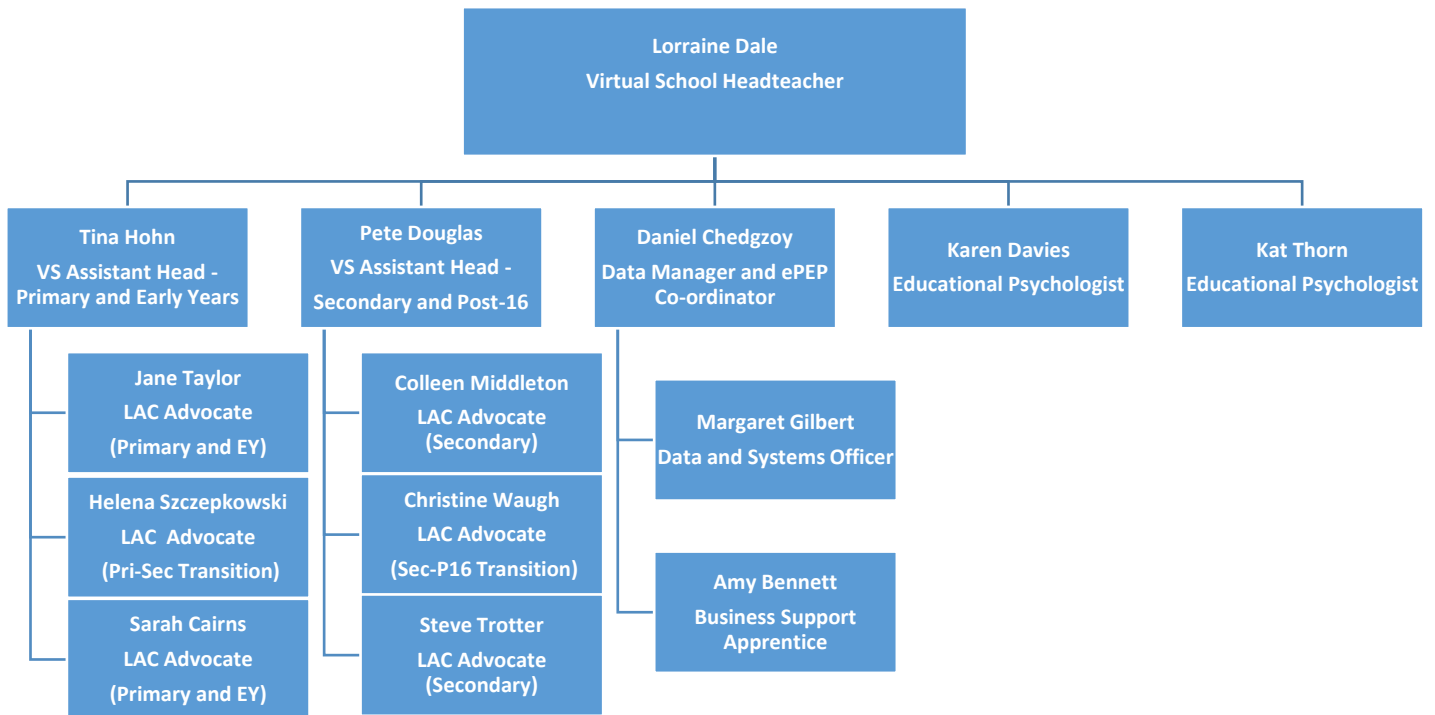
During this first year of activity, schools will be asked to sign up to the Virtual School Attachment Friendly Schools (AFS) Service Level Agreement (SLA) which sets out attendance on a 7 day Attachment Lead Practitioner Training Course by two members of staff. This is financed by the Virtual School through Pupil Premium Funding. Alongside the SLA we request that the school completes a Rotherham Attachment Audit and pre- intervention measures (SDQ forms with LAC pupils, LAC attendance, attainment and SEMH data, and whole school tracker data). These activities seek to gather a baseline measure of various aspects of the school before any AFS activities take place. At the end of this year, the aim is to have two individuals within the school who now have considerable knowledge and experience around attachment who can share this with the wider school community.

Year 2 – Embedding Attachment throughout the school

Working with the Lead Attachment Practitioners and other interested parties we would seek to embed knowledge and experience within the wider school community. Primarily we would seek to support the school to review their Rotherham Attachment Audit and complete their own Individual Action Plan. From the Action Plan, which may have many activities and actions, we will support the school to identify and undertake an Action Research Project which is focused on an area of need within their setting. The Virtual School EPs support the whole school by offering a range of training and development opportunities which can be bespoke to individual need. Activities include twilight sessions on Attachment Styles, Neuroscience, Practical Strategies, Emotion Coaching, Solution Focused Activities and Emotional Regulation/Sensory Breaks.

At the end of Year 2, progress will be measured by repeating the pre-measures from the beginning of Year 1 as well as reviewing the Audit, Action Plan and Action Research Project. We hope that all schools involved will be able to share their Action Research Projects at a borough wide Conference. We hope that seeing the improvements schools have been able to demonstrate will generate curiosity and engagement with other schools and settings across Rotherham.

Appendix 2: Virtual School Team Structure 2017



Appendix 3: Promoting Emotional Wellbeing

Consortium for Emotional Well Being in Schools

The Consortium for Emotional Well Being in Schools represents the views of a wide range of education practitioners, research academics and trainers. **It argues that accredited training in children's emotional development and attachment is an essential entitlement for all who work in our schools.** The case for this has been supported by the Carter Review of Initial Teacher Training which has acknowledged the case put forward by the Consortium and made this one of its recommendations to the DfE.

CEWB Manifesto 2015

- Championing outstanding practice in schools
- Establishing a national register of trainers
- Widening the role of Virtual Headteachers to provide whole staff training in children emotional development and attachment.
- Securing the support of children's organisations for accredited training of the children's workforce in children's emotional development and attachment
- Making whole school training in children's emotional development and attachment an inspection issue within the Ofsted Framework

http://southoverpartnership.com/wpcontent/uploads/2015/04/EX_Final_Report_for_CEWBS.pdf

Achieving emotional wellbeing for looked after children: A whole system approach – new report from the NSPCC June 2015

The National Society for the Prevention of Cruelty to Children (NSPCC) has released this latest report, published June 2015. **Authors:** Louise Bazalgette, Tom Rahilly and Grace Trevelyan

<http://www.nspcc.org.uk/globalassets/documents/research-reports/achieving-emotional-wellbeing-for-looked-after-children.pdf>

Research has shown that children in care are **4 times more likely** to have a mental health problem than children living with their birth families. These mental health needs are often unmet, which increases children's risk of a variety of poor outcomes including placement instability and poor educational attainment. This report provides recommendations and evidence for how the care system can be changed to prioritise and achieve good emotional wellbeing for all looked after children and care leavers. It is part of the NSPCC's [Impact and evidence series](#).

Carter review of initial teacher training (ITT) Sir Andrew Carter OBE. January 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/399957/Carter_Review.pdf

Child and adolescent development – ITT should provide new teachers with a grounding in child and adolescent development, including emotional and social development, which will underpin their understanding of other issues such as pedagogy, assessment, behaviour, mental health and SEND. ITT should also introduce new teachers to strategies for character education and supporting pupil wellbeing.

Attachment Aware Schools

Attachment Aware Schools is a partnership between Bath Spa University, Bath and North East Somerset Council, the National College for Teaching and Leadership, a range of third sector organisations, attachment specialists and schools.

http://www.attachmentawareschools.com/in_school.php

A growing number of children and young people have emotional and behavioural needs that go beyond the strategies we have learned through our training and experience. Whilst these children and young people can be hard to reach, they need our greatest nurturing and care.

Research indicates that an awareness of how to support children and young people's emotional needs and development can promote better learning and health outcomes. National policy and guidance, like the Marmot Review, confirms this.

Marmot Review

<http://www.instituteofhealthequity.org/projects/fair-society-healthy-lives-the-marmot-review>

In November 2008, Professor Sir Michael Marmot was asked by the then Secretary of State for Health to chair an independent review to propose the most effective evidence-based strategies for reducing health inequalities in England from 2010. The final report, 'Fair Society Healthy Lives', was published in February 2010.

Promoting children and young people's emotional health and wellbeing: a whole school and college approach. March 2015

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

Guidance for head teachers and college principals on the 8 principles for promoting emotional health and wellbeing in schools and colleges.

Promoting the health and wellbeing of looked-after children. March 2015

<https://www.gov.uk/government/publications/promoting-the-health-and-wellbeing-of-looked-after-children--2>

This guidance is for, among others, designated and named professionals for looked-after children. It aims to ensure looked-after children have access to any physical or mental health care they may need.

Statutory guidance is issued by law; you must follow it unless there's a good reason not to.

Appendix 4:

The Educational Progress of Looked After Children in England: Linking Care and Educational Data. University of Oxford and the University of Bristol. November 2015

<http://reescentre.education.ox.ac.uk/research/educational-progress-of-looked-after-children>

Key Factor	Significance
Time in care	Young people in care who have been in longer term care: (i) do better than those 'in need' but not in care, and (ii) better than those who have only been in short term care So it appears that care may protect them educationally.
Placement Changes	Each additional change of care placement after age 11 is associated with one-third of a grade less at GCSE.
School Changes	Young people in care who changed schools in Years 10 or 11 scored over 5 grades less than those who did not.
School Absence	For every 5% of possible school sessions missed due to unauthorised school absences, young people in care scored over 2 grades less at GCSE.
School Exclusions	For every additional day of school missed due to fixed term exclusions, young people in care scored one-sixth of a grade less at GCSE.
Placement Type	Young people living in residential or another form of care at age 16 scored over 6 grades less than those who were in kinship or foster care.
School Type	Young people in special schools at age 16 scored over 14 grades lower in their GCSEs compared with those with the same characteristics who were in mainstream schools. Those in PRUs with the same characteristics scored almost 14 grades lower.
Educational Support	Young people report that teachers provide the most significant educational support for them but teachers suggest that they need more training to do this effectively
Feeling secure and cared for	Young people can engage with learning better when they feel secure and cared for in a placement
Birth family issues	Young people can engage with learning better when their birth family issues are also being addressed.
Teachers' understanding	Teachers need better understanding of children's social, emotional and mental health problems
Social workers' understanding	Social workers need better understanding of the education system

Appendix 5: Key Questions for School Leaders

For school leaders, the answers to the following key questions, should assist in auditing current practice and should point the way forward in terms of possible future refinements and developments in school.

- Is there a robust information management system in place to monitor attendance, attainment and progress, and barriers to progress, and which informs appropriate interventions?
- Are highly effective literacy and numeracy interventions readily available and accessible for young people?
- Is the curriculum, especially for lower attainers sufficiently relevant, challenging and engaging?
- How do we encourage and promote the highest possible expectations for looked after children and young people?
- Is there a really effective system of pastoral support, which is alert and sensitive to the more vulnerable moments (care start, placement changes, changes in contact arrangements, transitions in school) in the lives of vulnerable young people?
- Does the personal education plan (PEP) focus on the positives (strengths, talents and interests), and how to encourage and capitalise on the positives to promote self-belief and self-esteem?
- Does the PEP have SMART and relevant targets which are regularly reviewed in terms of impact?
- Does the designated teacher for a looked after children and young people, if not a member of the SLT, have direct access to the SLT?
- Does the DT produce and present a report to the SLT on a regular basis?
- Does the Designated Teacher attend the LA network meetings and training?
- Is there a designated governor who, with the designated teacher, raises the profile of the looked after child and acts as their champion, advocating for them, both in school and within the governing body?
- Is there a long-term programme of professional development for all staff about promoting the wellbeing of looked after children and young people? Does it focus on deepening the understanding through the twin lenses of attachment and trauma?
- Does the school work in close collaboration with the LA Virtual School for looked after children and young people?

Appendix 6: Attainment 8 and Progress 8

Attainment 8:

- Attainment 8 measures the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure, and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or technical awards from the DfE approved list.
- In measuring Attainment 8:
 - A* = 8 points
 - A = 7 points
 - B = 6 points
 - C = 5 points
 - D = 4 points

Points are doubled for English and maths

So a pupil with 5 grade Cs including English and maths would attain 35 points.

Progress 8:

- Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4.
- It compares pupils' achievement (attainment 8 score) with the average Attainment 8 score of all pupils nationally who had a similar starting point (prior attainment).
- A school's Average Progress 8 score is calculated as the average of its pupils' Progress 8 scores. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.
- An Average Progress score of zero means pupils in the school on average do about as well at key stage 4 as other pupils across England who got similar results at the end of key stage 2.
- A score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of key stage 2.
- A score below zero means pupils made less progress, on average, than pupils across England who got similar results at the end of key stage 2.
- A negative progress score does not mean pupils made no progress, or the school has failed, rather it means pupils in the school made less progress than other pupils across England with similar results at the end of key stage 2.

Appendix 7: Position Statement

Position Statement: progress since the last inspection (November 2014)		September 2017
<p>Ofsted Single Inspection, November 2014 The experiences and progress of children looked after and achieving permanence. Key judgement grade: Inadequate Summary:</p> <ul style="list-style-type: none"> • Education support for looked after children is poor. • Looked after children and care leavers are not aware of their rights and entitlements and care leavers do not have good access to emotional support and mental health services. • Not enough care leavers are in education, training or employment. 		
Key Issues/Judgements/Observations in the Inspection Report relating to education	Current Position	Next Steps
<p>1. Virtual school arrangements are under review because of weak performance in some key areas.</p> <p>A small 'Get Real' team provides general support to schools and more focused 1:1 learning support for those children where a need has been identified. This ensures that some children make better progress. Owing to the team's limited capacity, the majority of children do not receive this support and the role of the team is under review to determine best use.</p> <p>The role of designated looked after children's teachers within schools has been under-utilised and this, too, is facing scrutiny.</p>	<p>Judgement: Good</p> <p>This team has been replaced by the Virtual School Team. The VS is well staffed, well-qualified, extremely conscientious, and suitably deployed with a team of 14 (13 FTE). 1 vacancy.</p> <p>The team comprises: Headteacher, AHT (EY and primary), AHT (secondary and post 16), Data Manager & e-PEP coordinator, 2 Educational Psychologists (1 FTE), 5 Advocates, Data & Systems Officer, Business Support Apprentice.</p> <p>Termly Designated Teachers' meetings are held for primary, secondary and post-16. They are well attended and have substantial agendas with, for example, regular contributions from the VS Educational Psychologists.</p>	<p>To recruit to vacancy.</p> <p>To keep deployment under review to ensure best use of resources.</p>

<p>2. Challenge and scrutiny by the Corporate Parenting Board have been ineffective until recently.</p>	<p>Judgement: Good</p> <p>Robust challenge, scrutiny and accountability is provided by Children’s Services SLT, the Virtual School Governing Body, and the Corporate Parenting Panel. (see minutes of GB and CPP)</p>	<p>To ensure regular reporting and rigorous monitoring of the KPIs for the VS and to ensure that DMT, GB and CPP are aware of key issues and challenges.</p>
<p>3. Attainment by looked after children at both Key Stage 2 and Key Stage 4 has declined in 2014.</p> <p>Attainment of pupils in Year 6 achieving Level 4 at Key Stage 2 has declined significantly in mathematics, writing and reading in 2014, although this was from a strong performance in 2013, which was above the national average. The cohort of 14 children is small, and 11 have special educational needs. Outcomes at Level 5 improved in the last academic year in reading and writing, but declined in mathematics.</p> <p>At age 16 years, the number of looked after children achieving five or more A* to C GCSEs including English and mathematics has dropped from 22% in 2013 to 15% in 2014. While this remains in line with the national average, the number of looked after children achieving good outcomes falls well below standards achieved by all other children in Rotherham and nationally. Cohorts are comparatively small and, of the 26 children eligible to sit these qualifications in 2013/2014, 19 (73%) had special educational needs.</p> <p>Although the local authority prioritises narrowing the achievement gap for vulnerable groups, including looked after children, the gap between these groups and all pupils in Rotherham has increased and is too wide at both primary and secondary levels. Pupil tracking systems have been improved recently to make sure that all looked after children’s progress</p>	<p>Judgement: Good overall</p> <p>Early Education Places: significant increase in take-up</p> <p>EYFS: 67% with a Good Level of Development</p> <p>Year 1 Phonics: 60% passed the test in 2017</p> <p>Key Stage 1: majority below expected standards</p> <p>KS2 outcomes 2017: All the data needs to be treated with caution given the comparatively small cohort size at individual LA level. Nonetheless:</p> <ul style="list-style-type: none"> • outcomes improved 2016 – 2017 in reading, writing, and GPS and remained the same in maths • contextualised by SEN, there were significantly improved outcomes in reading (+7%) and maths (+9%), 2016 – 2017 • average progress scores in reading and maths (2016) significantly above regional and national comparators. <p>KS4 outcomes 2016: in 2016 Attainment 8 at 22.6 was above the regional comparator (21.4) and very slightly below the national 22.8.</p> <p>KS4 outcomes 2016: in 2016 Progress 8 at -0.94 compares favourably with regional (-1.14) and national (-1.16) comparators</p>	<p>To continue to work with schools, carers, social workers, young people and other professionals, to provide CYP with additional support they may require to raise attainment, accelerate progress and to remove/minimise barriers to learning.</p> <p>To ensure intelligent analysis of outcomes by contextualising them by the most significant risk/protective factors. This will be aided by the service provided by NCER and supported by the ACDS.</p> <p>Central to this is high quality PEP action planning and CPD (central and school-based), particularly focusing on attachment and trauma and promoting Attachment Friendly Schools.</p> <p>The primary AHT and Advocates will extend their reach from birth to 11, including transition. They will continue to ensure a high level of take up of the</p>

<p>and attainment are closely monitored and recorded centrally, including data on those children placed out of the area.</p>	<p>KS4 outcomes 2017: 45% of LAC in mainstream schools achieved 4+ A*-C GCSE with 10% achieving 9 A*-C including English & maths</p> <p>Care Leavers (17/18 year olds) EET 2016: Rotherham with 65% compares with the regional (64%) and the national (61%) outcomes 2016 (only year for which this is currently available)</p> <p>Care Leavers (19-21 year olds) EET 201-2016: RMBC has consistently outperformed regional, statistical neighbour and national comparators, 2011-2016. In 2016 RMBC had 61% EET compared with regional (52%), statistical neighbours (56%) and national (49%) outcomes.</p> <p>Higher Education: 13 care leavers are currently in Higher Education including 1 undertaking a PhD. 1 care leaver graduated this year with a first class Master's degree</p> <p>The termly ePEP is the main vehicle for tracking attainment and progress and informing appropriate interventions, both in Rotherham schools and in out of authority schools.</p>	<p>early education entitlement for all 2 and 3 year old LAC.</p> <p>Through shared Signs of Stability tracker and Signs of Stability there are regular meetings with SC, EH, Inc, SEND, VS and other agencies, we are working to increase placement stability and quality of offer to our LAC causing concern re attendance, exclusions and SEMH need.</p> <p>Post 16 - Signs of stability - ETE meetings currently fortnightly working to increase numbers in ETE, working with SC, Leaving Care, EH, SEND, business enterprise, RMBC apprenticeships and work experience coordinator, housing to focus on solution planning to remove barriers to ETE.</p>												
<p>4. Attendance is monitored centrally for looked after children both in Rotherham and out of the authority and swift action is taken to make sure children and young people attend regularly. In 2013–14 average attendance was good at 93%.</p>	<p>Judgement: requires improvement</p> <p>DfE overall attendance data 2012-2016</p> <table border="1"> <tr> <td>2012</td> <td>94.2%</td> <td>2015</td> <td>95.0%</td> </tr> <tr> <td>2013</td> <td>95.3%</td> <td>2016</td> <td>95.9%</td> </tr> <tr> <td>2014</td> <td>96.3%</td> <td>2017</td> <td>93.5%</td> </tr> </table>	2012	94.2%	2015	95.0%	2013	95.3%	2016	95.9%	2014	96.3%	2017	93.5%	<p>From the start of the school year 2016/17, the VS has commissioned Welfare Call to monitor and report on attendance for all LAC of statutory school age, both in and out of authority on a daily basis. This provides the basis for a concerted strategy to improve attendance</p>
2012	94.2%	2015	95.0%											
2013	95.3%	2016	95.9%											
2014	96.3%	2017	93.5%											

	<p>Overall absence rates in England in 2015 are lower for LAC (4%) than for all children (4.6%) and much lower than for children in need (9.6%).</p> <p>Persistent Absence 2017: 28/220 (14%) had 20+ days of absence.</p>	
<p>5. Exclusions: Only one looked after child has been permanently excluded, although the number of fixed term exclusions has increased for a pupils across the borough.</p>	<p>Judgement: requires improvement</p> <p>Exclusions: the 5 year average (2011-2015) is 10.9% and equates to approx.17 pupils p.a. 2013ff upward trend locally, regionally and nationally, after a downward trend 2010-2013.</p> <p>2016/17 saw a significant increase in fixed term exclusions. In 10 out of 33 (33%) cases the exclusion was requested by the Virtual School, as the Virtual School was challenging the practice of some secondary schools 'informally' excluding young people. This appears to be the principal reason for the increase. This has had a negative impact on attendance.</p>	<p>To promote greater understanding of how to support children with complex needs (attachment & trauma) through the Attachment Friendly Schools' Programme.</p> <p>Through the work of the Therapeutic Team (see below) To ensure early warning through the termly PEP meetings to inform preventative interventions.</p> <p>To explore and develop alternative & complementary provision at key stage 4.</p>
<p>6. Ofsted School Ratings The most recent data for October 2014 show that 87% (142) of children looked after in the borough are attending good or better schools. Fourteen pupils are in schools which require improvement and seven are in inadequate schools. The out of authority profile is proportionately weaker. Of the 96 pupils who live outside the borough, 60% (58) are in good or better schools and 29% (28) in inadequate schools. The virtual school checks that the needs of each child are being monitored and reviewed by each school as well as centrally, but a lack of capacity within the team means that more regular follow up work is limited.</p>	<p>Judgement: Good</p> <p>At the start of the school year 2016: 225/269 (84%) were in good or outstanding schools. At the start of the school year 279/337 (83%) are in good or outstanding schools. Through the termly ePEP meetings, all of which are attended by a member of the VST both in Rotherham and OOA schools, the needs of all LAC are monitored and reviewed and appropriate interventions are put in place where necessary.</p>	<p>At points of transition to ensure that LAC are placed in good or better schools and that the importance of this is clearly communicated to carers.</p>

<p>The very large majority of personal education plans (PEPs) – 87% (228 of 261 at September 2014) – were completed in the required timescales. However, the quality of the PEPs sampled was inconsistent and the majority were poorly completed. Insufficient information about current progression and attainment has meant target setting is too often nonspecific and unhelpful. Children’s views were not recorded on the PEPs reviewed by inspectors.</p>	<p>Judgement: Good to Outstanding</p> <p>PEP Compliance July 2017: 97.2% PEP Quality July 2017: 86% judged to be good or better.</p> <p>Compliance is now consistently well over 90% and well over 80% are judged to be good or better. All PEPs are attended by a member of the Virtual School Team which means that there is built in monitoring of attendance, exclusions and attainment & progress which informs timely interventions.</p> <p>Quality Assurance is undertaken independently of the VST, by a former special school headteacher. Clear criteria are applied including the need for specificity in the action plan, and ensuring that Pupil Voice is included.</p>	
<p>Targeted initiatives focused on raising attainment and achieving the potential of looked after children have been implemented successfully for those children who have participated. Such initiatives include 1:1 tuition for children and young people requiring additional support with literacy and numeracy or behaviour; attendance at university summer schools and specialist activities to raise their aspiration. Outcomes for these events have been recorded and achievements celebrated through special presentation evenings, which are given a high profile by good attendance from senior officers and elected members.</p>	<p>Judgement: Good</p> <p>Through shared Signs of Stability tracker and Signs of Stability regular meetings with Social Care, Early Help, Inclusion, SEND, Virtual School and other agencies, we are working to increase placement stability and quality of offer to our LAC causing concern re attendance, exclusions and SEMH need.</p> <p>Post 16 - Signs of stability - ETE meetings currently fortnightly working to increase numbers in ETE, working with Social Care, Leaving Care, Early Help, SEND, business enterprise, RMBC apprenticeships and work experience coordinator, and housing to focus on solutions to remove barriers to ETE.</p>	<p>Currently working towards initiating the Sound training intervention (catch up literacy) for lower achievers in Y7-9 and Y5.</p> <p>We are developing a raising aspirations programme for targeted young people in Y9 and Y10, to support gaining further qualifications, increasing engagement and attendance, and reducing exclusions.</p> <p>To maintain the Signs Of Safety and Stability tracker meetings.</p>

	<p>The Attachment Friendly Schools programme, managed by the LAC Educational Psychologists, is now in Year 2 and is designed to deepen professional understanding in schools of the complex needs of LAC, rooted in attachment and trauma</p>	<p>To continue to roll out the Attachment Friendly Schools' programme.</p>
<p>The LAACT team ensures that children can access therapeutic support without delay. Many of the children and young people's files seen by inspectors had evidence of LAACT team support and some of this was excellent. There are 38 children and young people accessing longer term support through the team, including art therapy, family therapy and a range of training options.</p>	<p>Good to Outstanding</p> <p>The Therapeutic Team, as it is now named, continues this first rate work. Moreover the Clinical Psychologist and Team Manager has increased this team by appointing two new therapeutic workers to coordinate a new area of work. As a service they use the Carers SDQ forms to identify pupils at risk of placement instability (high SDQ scores – Carers SDQ Forms). They identified sixty young people in need of support. The two workers are offering support to the twenty young people currently experiencing the highest level of need.</p> <p>They are working intensively with these young people, their carers and, potentially with education and health services, to ensure needs are recognised and addressed appropriately.</p> <p>This project will be evaluated on an annual basis.</p>	<p>To ensure that the Virtual School Team works in close collaboration with the Therapeutic Service and to ensure that schools and other stakeholders are kept informed of developments.</p>

Appendix 8: Signs of Safety Framework

The Virtual School for Looked After Children

What are we doing well and what's working well?

- The Information & Data Management System is first class. It is accessible, accurate, up-to-date, easy to use and extremely well managed. The IDMS is the bedrock of the Virtual School.
- The analysis of data supplied by Welfare Call and the ePEP system to inform interventions is of a high order. This informs interventions:
 - to raise attainment and to accelerate progress of those in care
 - to promote their emotional wellbeing
 - to improve their life chances
- The Virtual School Advocates attend all termly PEP meetings. This means that the VST has detailed knowledge of all CYP in care (0-19), not least those with the greatest vulnerability, both in Rotherham schools and schools out of authority.
- This ensures that SMART targets are set and that progress against them is closely monitored on a regular basis.
- PEP compliance and quality: compliance is 97% and external quality assurance deems that 87% are good or better. Indications are that this continues to improve.
- Central to the drive to improve the emotional wellbeing of CYP in care is the Attachment Friendly Schools' Project. Phase 1 has been evaluated very positively. Phase 2 which commences in Jan 2018 is over-subscribed. At the heart of this is:
 - the endeavour to deepen professional knowledge and understanding in schools about the complex needs of CYP in care through the twin lenses of attachment and trauma
 - to provide schools with assistance in developing more effective strategies to better support CYP

The AFSP is managed by two highly experienced LAC Educational Psychologists.
- The robust support for pre-school LAC continues to develop through the work of the primary team within the VST and reflected in the high take-up of Early Education Places and in end of Foundation Stage outcomes.
- More effective collaborative working with colleagues in social care, Educational Psychology, The Therapeutic Team, Early Help & Intervention, SEN & Inclusions, Admissions and with carers is in evidence. eg the establishment of the multiagency group to track and intervene to support those with less than 25 hours education.
- The Designated Teacher Network meetings are well attended and are designed to keep DTs up to date and to provide professional development for the group.

What are we worried about?

The most significant challenges are interrelated:

- persistent absence
- fixed term exclusions
- those not accessing 25 hours education

What needs to happen and by when?

In responding to these challenges the VST:

- will continue to work with colleagues in social care, Admissions, Early Help and Inclusion Services through the multiagency group monitoring and intervening to support those not accessing 25 hours education (in place and ongoing)
- establishing a Creative Mentoring programme to support the most disaffected and disengaged CYP (planning underway; pilot underway by Jan. 2018)
- exploring ways of expanding the range of alternative and complementary provision for Years 10 and 11 (Sept 2017-July 2018)
- expanding the capacity of Educational Psychology provision within the VST and within the LA through the ELSA programme (planning commenced; expanding by April 2018)

Judgement: 7/10

Appendix 9: Pupil Premium Plus 2017/18

The 2017/18 PPP allocation is £741,000 for the financial year. Approximately:

- 50% is allocated to schools through the termly PEP process where needs are analysed and funding is agreed to support appropriate interventions
- 25% is currently allocated to meet the needs of the most vulnerable, disaffected and disengaged CYP, largely in KS4 who are unable to access mainstream education and who do not have EHCPs and the associated funding. Alternative and complementary provision, including one to one tuition for those in receipt of less than 25 hours education. Typically, in order to avoid drift, and to ensure that there is immediate provision for the following categories, one to one tuition is put in place:
 - not on roll
 - not in education
 - where there are safeguarding issues
 - in transition between settings, often linked to a placement move
 - for whom more appropriate alternative/complementary provision is being sought
- 25% is centrally retained to fund interventions accessible to all looked after children & young people, in and out of authority.

Central Funding

Educational Psychology: two very experienced EPs (one full time equivalent) provide the team with support, advice and guidance. A core element of their brief is to promote, organise and manage the Attachment Friendly Schools' Project. They also make regular contributions to the Designated Teacher Network meetings.

Virtual School Advocates: 2 additional VS Advocates are funded through PPP to ensure that all PEP meetings (2-18 years of age) are attended by a member of the VST. The regularity of the meetings (termly) means that the VST has excellent intelligence on all LAC aged 2-18: those who are making good progress, those who are gifted and talented, those who are underachieving, those whose who are NEET, those who are particularly vulnerable with poor emotional wellbeing, those for whom attendance is an issue, and those who are at risk of exclusion. VSAs ensure that there are SMART targets with tailored interventions in place to meet the individual needs of the CYP.

The Letterbox Club: designed to inspire a love of reading and engagement with numeracy in children who are looked-after from EYFS to Year 7. Across the UK, children are enrolled for the Letterbox Club by local authorities and schools. Each child receives their own colourful parcel of books, maths games, stationery and other high quality materials once every month for six months, from May to October. For many children, it's the first time they have had a letter or a parcel through the post and for some it's the first time they have had books of their own.

ePEP: the ePEP system is in place and is generally regarded as having enhanced the PEP process. Compliance at the end of the school year 2016/17 was 97% and were judged to be good or better through the external quality assurance process.

Welfare Call: monitors and reports on attendance and exclusions for all LAC of statutory school age, both in and out of authority which provide the basis for a robust strategy to maximise the former and minimise the latter.

NCER: Rotherham is part of the NCER project: The Association of Directors of Children's Services (ADCS), the National Association of Virtual School Heads (NAVSH), and the National Consortium for Examination Results (NCER) have launched the Children Looked After (CLA) Analysis Project. This project has been jointly funded by the Department for Education, ADCS and 147 individual local authorities.

The CLA Analysis Project is a new national system, run by NCER on behalf of local authorities, to measure the educational performance and progress of children and young people whilst in care.

The data will enable Virtual School Heads to write more analytical action plans and annual reports, providing a clear idea of their children's progress from prior attainment, as well as attainment compared with regional and national trends. It will also help Virtual School Heads to ensure the effective use of Pupil Premium Plus funding and provide evidence to the local authority or Ofsted of their effectiveness in improving educational outcomes.

Future developments:

- **Creative Mentoring:** we are currently in the process of establishing a Creative Mentoring Programme in collaboration with Grimm and Co.(grimmandco.co.uk). It will begin with a pilot, with the intention of launching in April 2018
- **Educational Psychology:** we are also exploring ways of expanding the capacity of the Educational Psychology's contribution of the work of the Virtual School Team to more effectively meet one of the VST's core objectives viz. to improve the emotional wellbeing of children and young people in care. This may include ELSA (<http://www.elsa-support.co.uk>): Emotional Literacy Support Assistants.
- **Raising Aspiration Programme:** a programme is being developed to raise the aspiration of CYP in Years 10 and 11. The focus will be on gaining further qualifications, increasing engagement and attendance, and reducing exclusions.
- **Sound Training:** the Sound Training Intervention (catch up literacy) is a work in progress to accelerate progress in Years 5, 7, and 9.