

The Virtual School's Annual Report 2022/23

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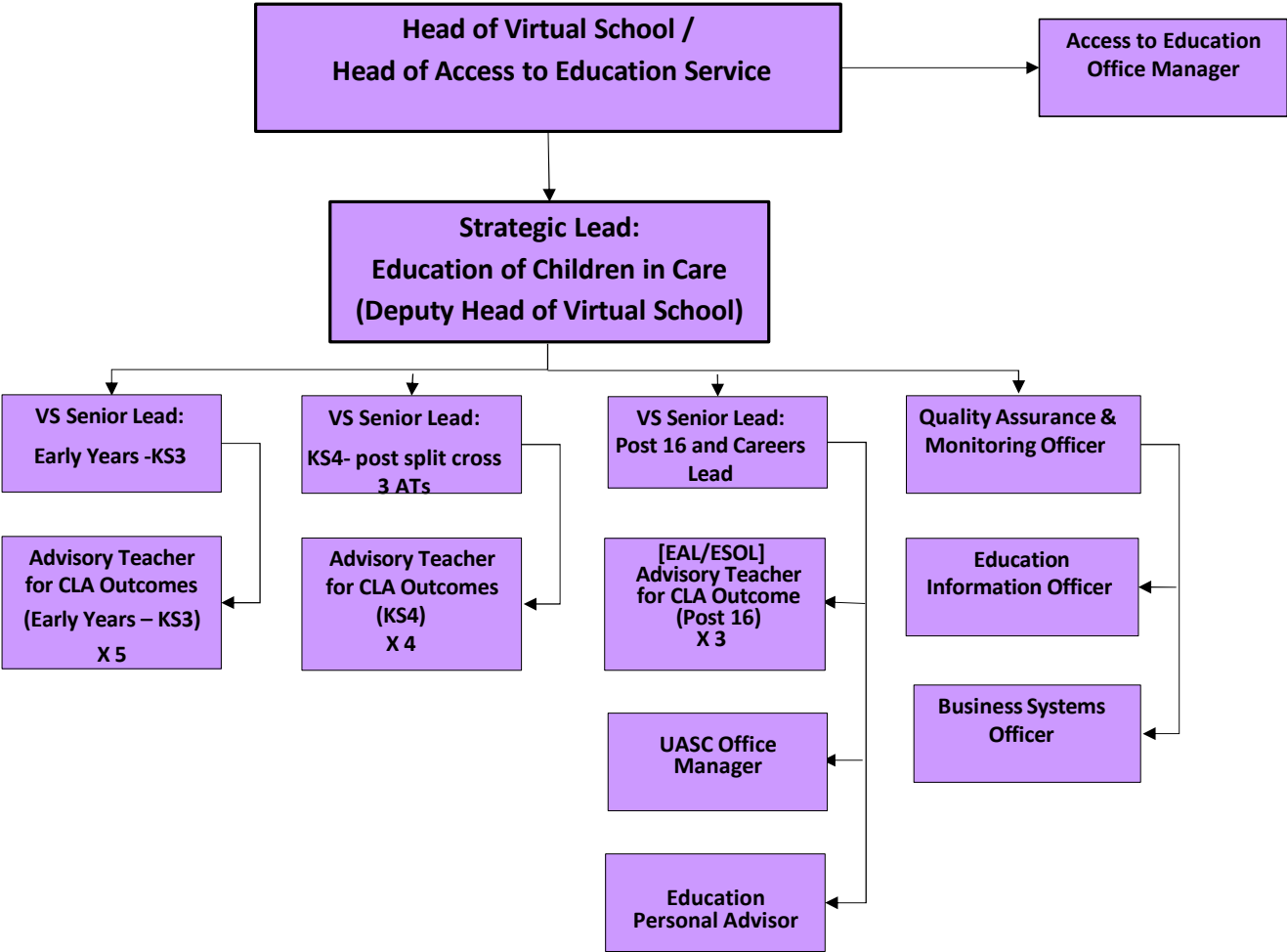
Children & Young People Education Directorate
Education Department

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The Virtual School

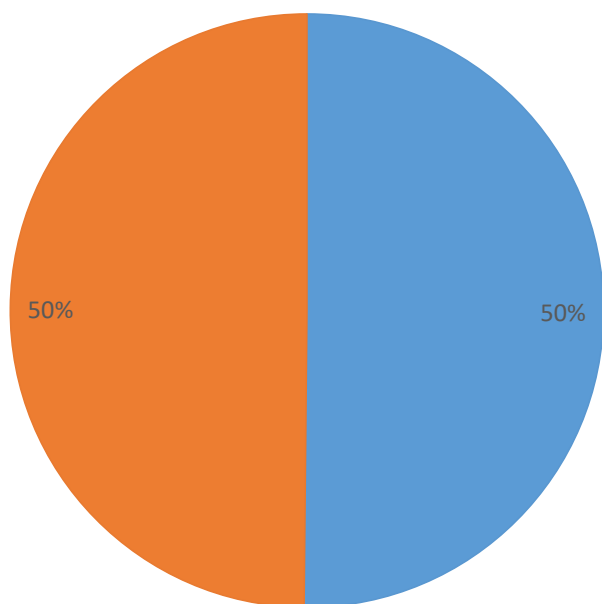
team (as of April 2023)



Our cohort



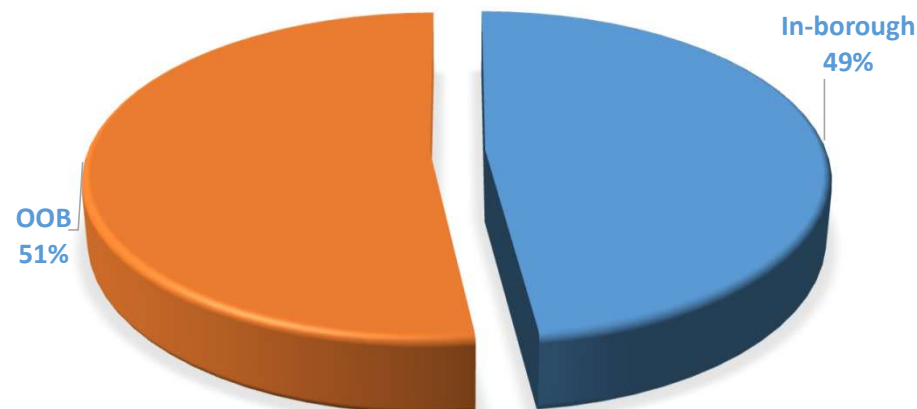
Male to Female ratio



■ Males ■ Female

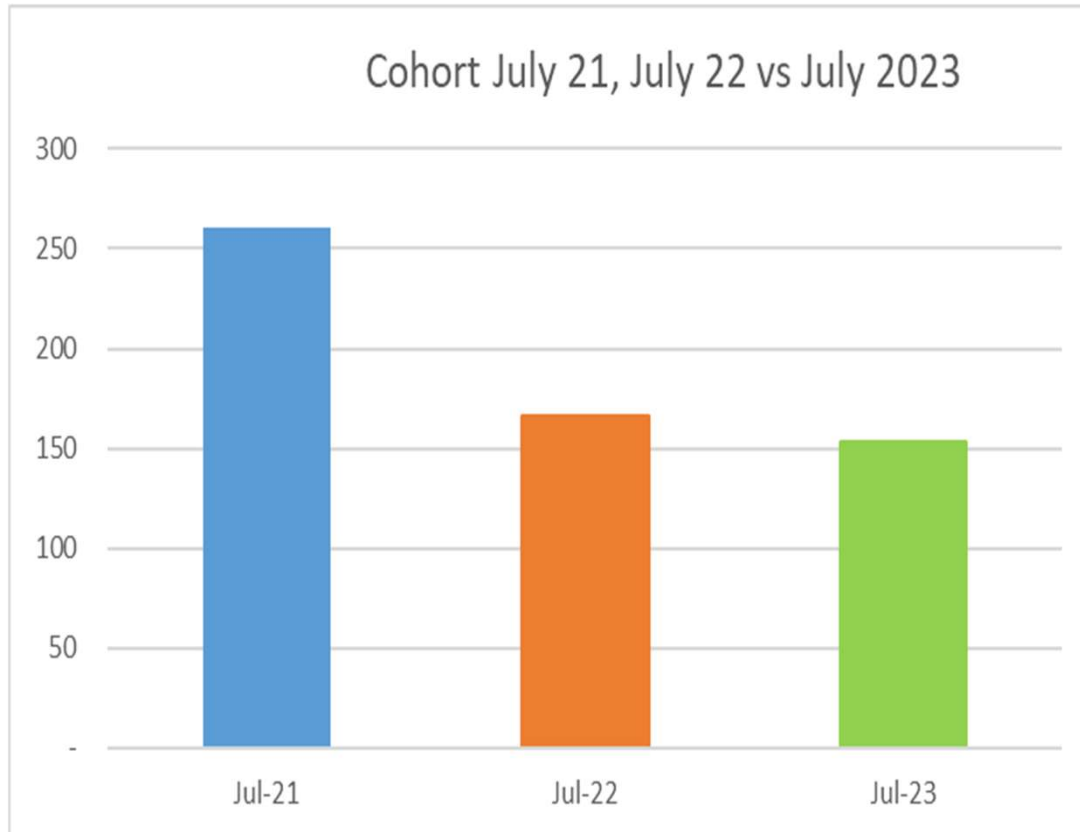
Cohort total at 31.08.23 = 587 (343 SSA)

RESIDENCY



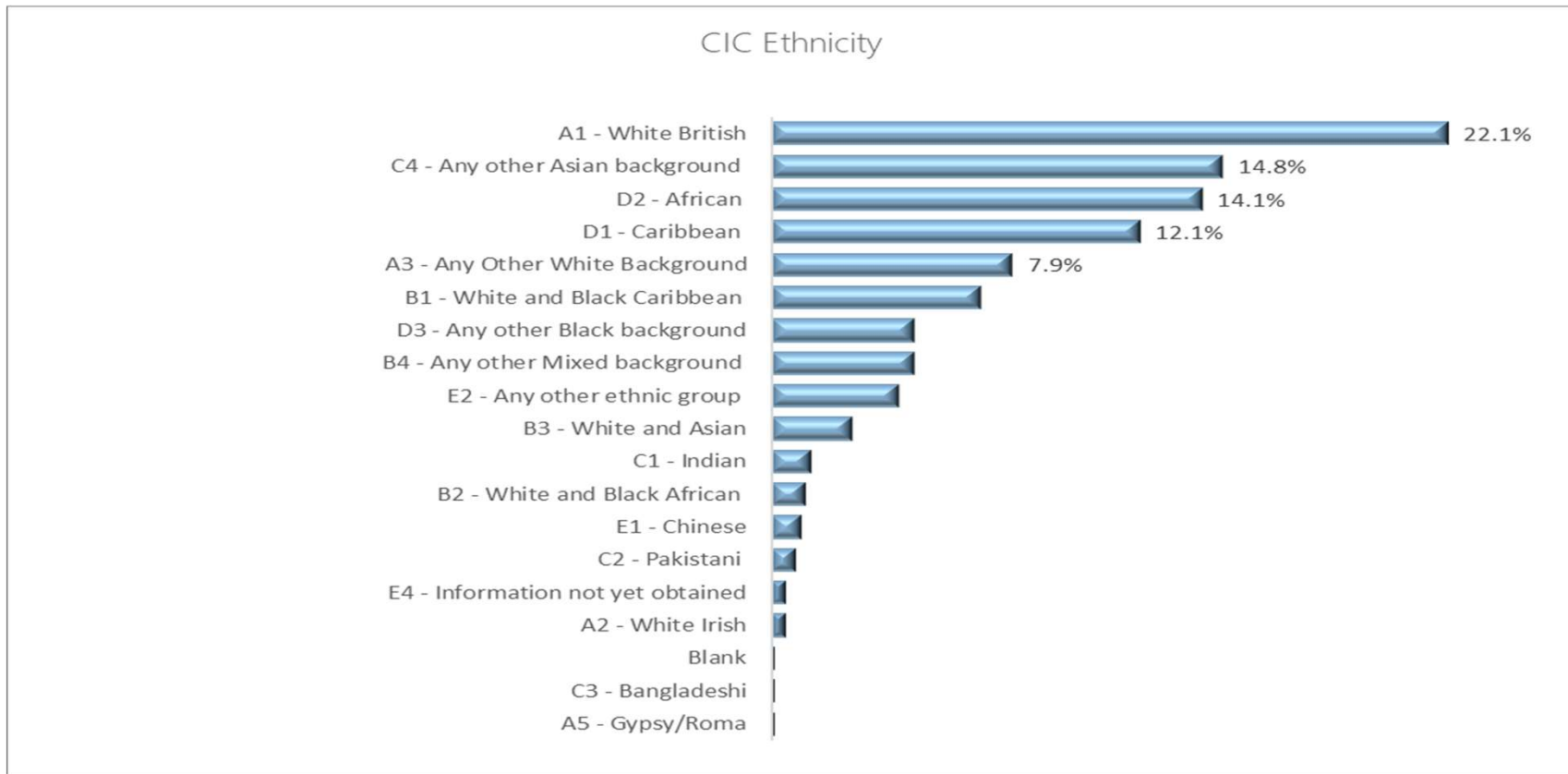
- ! Residency is placement driven.
- ! We need to scrutinise how we monitor and respond to cyp changing school during their care journey.

Our Virtual School UASC cohort



- Likely that the reintroduction of the **National Transfer Scheme** (a focus on distributing the UASC cohort nationally) has caused this marked decrease in cohort size.
- Out of area Looked after Young people (OLAN) numbers beginning to be tracked and monitored – impact on Croydon schools is high.

Ethnicity of Croydon CLA 2022/23



Overview of the education phases (2022/2023)

	EYFS*	**KS1	KS2	KS3	KS4	KS5
Academic Year	N - R	1 - 2	3 – 6	7 – 9	10 - 11	12 - 13
Age	3 - 4	5 - 6	7 - 11	11 - 14	15 - 16	16 - 18
In-borough	10	14	32	61	72	100
Out of borough	13	8	39	48	65	116
#s with an EHCP	3	4	14	23	30	29

*Early Years Foundation Stage

** Key Stage

The cohort's attainments

KS2



Attainment	2023 Result (cohort =8)		2022 result (cohort =28)	2021 result (cohort =27)
Expected standard in Reading	58.8%	▲	50.04%	47%
Expected Standard in Writing	47%	▲	46%	47%
Expected Standard in Maths	58.8%	▲	38.7%	47%

** last public exams*

KS4



Attainment	2023 result (79)	2022 result (58)	2021 result (97)
5 GCSEs grade 9 – 4 including English and maths	19.61%	▼	24.44%
1+ GCSEs grade 9 – 1	64.71%	▼	86.67%
5+ GCSEs grade 9 – 1	56.86%	▼	66.67%

* last public exams

Grades	9	8	7	6	5	4	3	2	1	U
	A*	A	high B	low B	high C	low C	D	E	F / G	U

KS5



Attainment	2023 result (cohort =81 (66))	2022 result (cohort =139 (129))	2021 result
Level 3	20.6%	0.07 %	0.08%
Level 1/2	11.11%	17%	0.16%
EL (Entry Level)	22.22%	14.7%	0.09%

** last public exams*

Attendance

- ✓ Benchmark for good attendance = 95%.

- ✓ If attendance is of concern, we intervene by day 5.
 - Advisory Teachers (ATs) speak with carers.
 - A professionals' meeting.
 - Home visit.
 - EWO involvement.
 - School visits.
 - PPG+ support.

How the VS is tackling attendance concerns

- ✓ Weekly dissemination of reports* to the team with an expectation of actively monitoring and actioning:
 - *Attendance and Children Missing in Education (CME) / Out of School (OoS)
- ✓ Team training with 'trauma-informed' lens.
- ✓ Implementing targeted and closer collaboration with the Education Admissions teams.
- ✓ Instigating 'direct admission'.
- ✓ timely and regular information exchange and action with Social Care colleagues.



Supporting our NEET care experienced CLA* – the voice of:

- **An Education Adviser**

**at Aug 2023, 88 NEET yp within the VS in years 12/13 and 18+ NEET Team*

Managing a young person's journey through education – a case study:



- ****** 2023 YW, currently NEET, referred to the Drop in by her PA
 - Graduated university in Social Work Summer '2023
 - Looking for her first position as a NQSW.
 - Despite numerous applications young person has not been getting interviews or progressing past the initial stages of the process.
 - NEET officer identified that the young person has not been responding to the requirements of the Person Specification for the job role.
 - NEET officer underlined the need to provide evidence for the Essential Knowledge, skills and abilities and essential experience; writing examples of how you meet each requirement. This information is used by the recruiter to identify an applicant's suitability to the next stage. E.g. a group interview.
 - NEET officer referred young person to Croydon Works, Job Brokerage.
 - NEET officer made a referral to Smart Works, Croydon Centre, for an appointment the following day, to meet with a Careers Coach, and to provide clothing for an upcoming recruitment event.

Young person contacted NEET officer to say that they had been offered a new Social Worker position -the support offered and referral to Smart Works had been invaluable.



Supporting our CLA – The Virtual College approach

The Virtual College offer- was under development

- We want all our young people to be supported to engage with employment, education and training, **EET**, as any good parent would want for their own children. Our Corporate Parenting Approach will develop its reach and impact to ensure that we build on successes for all of our young people.
- Croydon's approach to EET, to date has achieved success broadly in line with our statistical neighbours and England. Whilst this is good news we want to do better, achieve more, and have consistently higher aspirations at an earlier stage.
- A Virtual College Task and Finish Group has commenced to develop a Virtual College which will be a continuation of the Virtual School. Promoting further EET engagement.
- **The first phase** of the Virtual College development is focussing on **developing data and tracking those young people who are currently not in Education, Employment or Training** and creating new approaches and opportunities to drive EET engagement.
- **Creating and delivering a learning and development programme and approach for staff and carers who are working with and supporting young people.** Increasing their understanding and ability to support EET opportunities for all young people.

PEP

(Personal Education Plan)

What is it?

Tailored record of a child / young person's (cyp) education.

Who is involved?

Multiple contributors: cyp, parent / Carer, Social Worker, Designated Teacher, Virtual School colleague.

Voice of the child is key

How often:

Termly assessment of attendance, well-being, progression and achievement.



PEPs: some quick reminders



- ✓ Every SSA CLA **must** have one.
 - ✓ Shared with carers.

- ✓ PEPs set out the plan for monitoring and supporting the child's educational progress across the academic year.

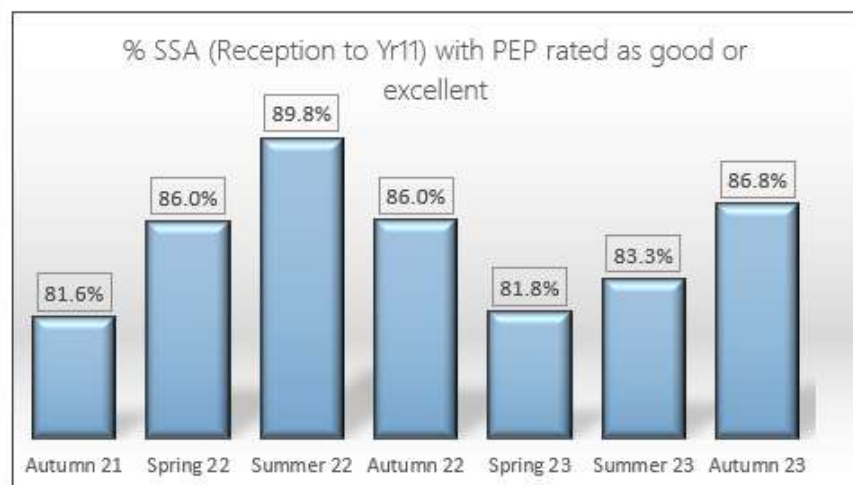
- ✓ PEPs are written and evaluated by education and social work professionals.
 - ✓ Statutory part of the Care Plan

- ✓ PEPs must be reviewed at least once a term (**statutory duty** for children's social care).

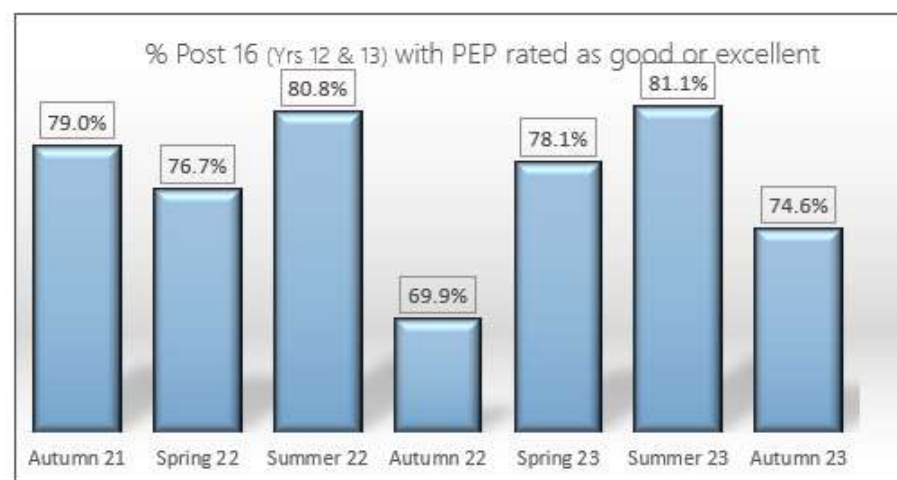
- ✓ Virtual School request these 3x yearly for all pupils (more accurate oversight of progress facilitating prompt intervention if required).

PEPs – SSA and Post cohort 2022-23

1. Statutory School Age cohort



2. Post 16 Age cohort (Yrs 12 & 13)



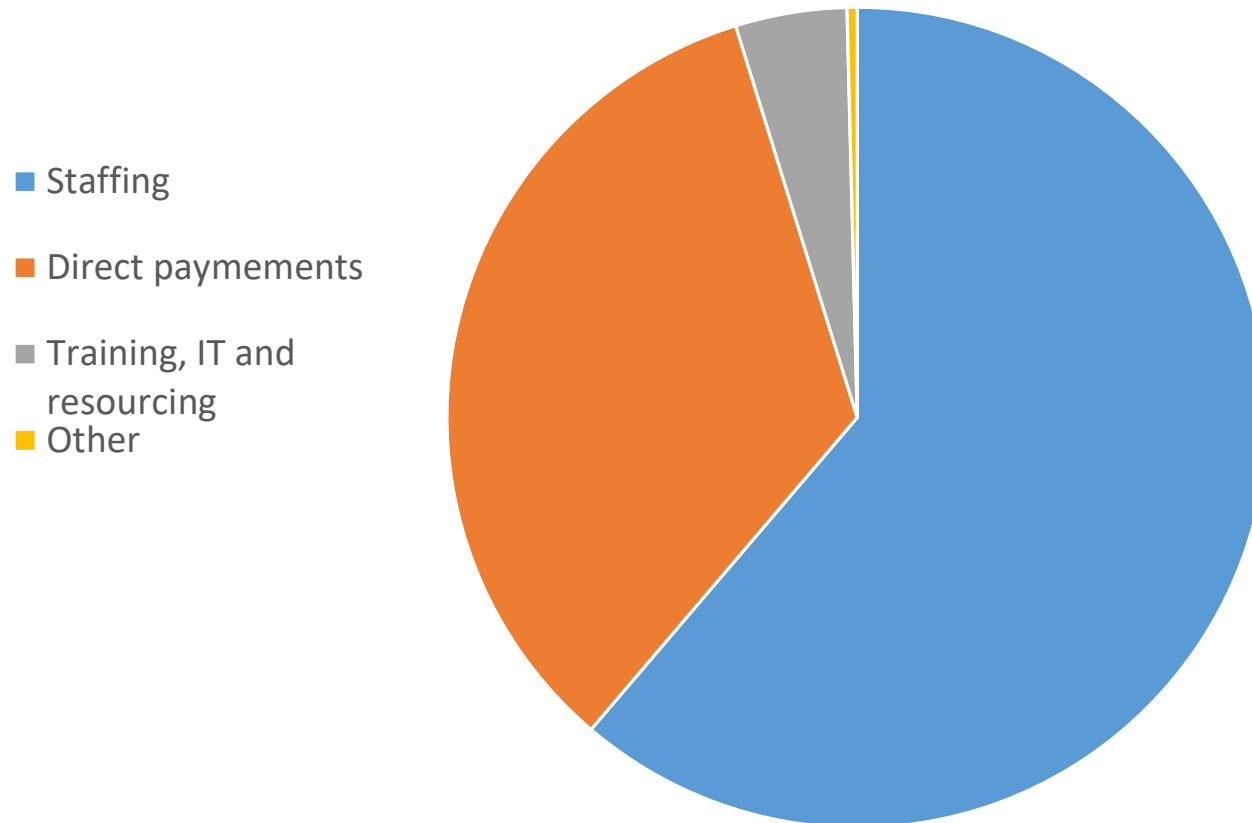
The funding- 2022/23 we received:

- £1,002,560 Pupil Premium Plus grant for the SSA cohort
- £112k for the Post 16 cohort (Section 31 grant)
- £100k for the new wider cohort of “All children with a SW” (Section 31 grant)
- £49k for post CLA cohort (Section 31 grant)
- £750k from schools forum monies

- Total funding: **£2,013,560**

- All funds are spent annually. Any leftover funding at end of financial year is divided up between all schools with CLA and issued as targeted payment.
- Our Virtual School Pupil Premium Plus Policy (PPG+) is available online and updated annually.

Funds spent (£2,013,560)



The Virtual School's focus for 2023/2024

Focus / Action	When
<p>For CLA not in school: reducing the number of days that CLA are out of school by facilitating closer working relationships with Admissions and CSC colleagues, utilising 'direction' and strengthen challenge to schools.</p> <ul style="list-style-type: none"> • Step 1: facilitate a meeting with the In-year Admissions Manager to explore and agree a joint strategy around 'direction'. • Step 2: enable Advisory Teachers' to strengthen their challenges back to the school by actively involving Senior Leads (for each education phase) and Social Workers to remind schools of the precedent CLAs take on a school waiting list. • Step 3: Close-focus relational and partnership working development with CSC colleagues. 	<p>Ongoing</p> <p>By Dec 2022</p> <p>Ongoing</p> <p>Ongoing</p>

The Virtual School's focus for 2023/2024

Focus / Action	When
<p>Partnership working: continue to actively improve partnership working with internal and external colleagues.</p> <ul style="list-style-type: none"> • Step 1: the Strategic Lead to strategise mutually beneficial working relationships and actively pursue these, e.g. strengthening ties with other Virtual Schools, increasing presence at pan-London and national forums etc.to meet the needs of Croydon CLA placed outside of the borough and actively support. • Step 2: actively identify opportunities for introducing and further developing our partnership working, whilst also increasing our presence with CSC strategic projects across the Directorate. • Step 3: interaction / interfacing with the teams within the new structure for information exchange and cross-team working to maximise our effectiveness with CLA and their carers. 	<p>Immediate and ongoing</p> <p>Already actioning and ongoing</p> <p>Already actioning and ongoing</p>

The Virtual School's focus for 2023/2024

Focus / Action	When
<p>Scrutinise and appropriately respond to the impact our work has on CLAs:</p> <ul style="list-style-type: none"> • Step 1: use the Group Supervision model to explore and scrutinise how we can use the attainment data to inform the interventions that the Virtual School undertakes as a whole (a move away from identifying on a case-by-case basis) 	<p>From November 2022 and on a bi-monthly basis</p>
<p>PEPs and direct delivery: mobilise CLAs PEPs with a move towards reverting back to an increase of direct delivery.</p> <ul style="list-style-type: none"> • Step 1: to facilitate a mindshift, identify with Advisory Teachers, CLAs in their caseloads that would benefit from direct delivery (for the ATs to execute). • Step 2: utilise Group Supervision and monthly Service Development Meetings to unpack what direct work could look like. • Step 3: actively step up the scrutiny of PEPs, specifically involvement and impact. 	<p>In place and ongoing</p>