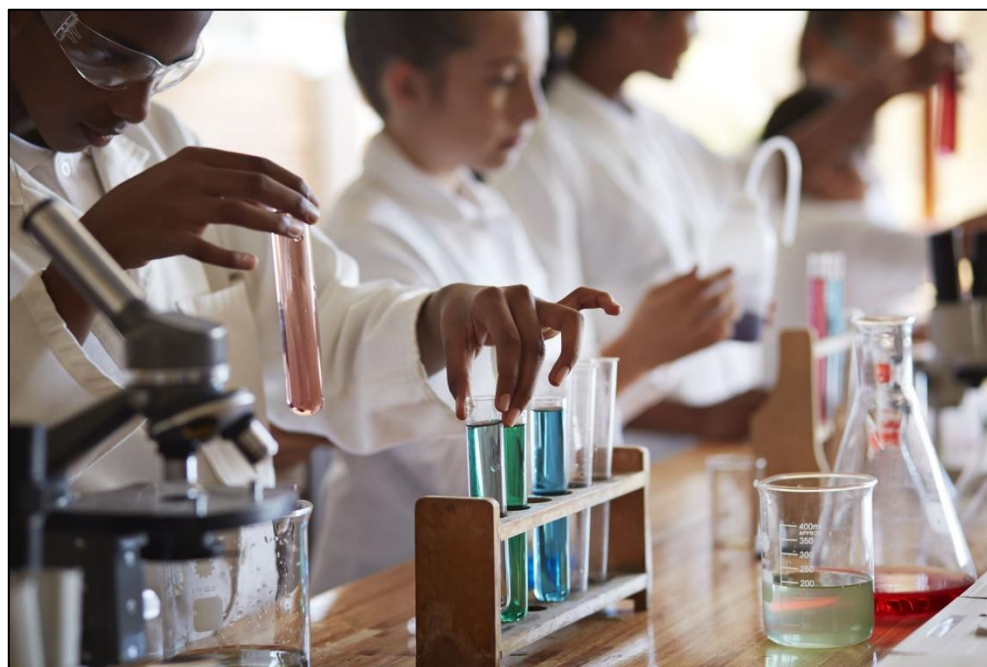




Virtual School Annual Report for Academic Year 2018-19



Raising Aspirations, Expanding Horizons

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1. Purpose of the Annual Report

The purpose of this report is to outline the activity of the Virtual School Head (VSH), Haringey Virtual School (HVS) and the educational outcomes of Haringey Council's Looked after children (LAC) for the academic year 2018-19 as this is the most recent published data. It reflects on achievements and identifies areas in need of development to achieve the best outcomes for this vulnerable group.

Data contained in this report is for the looked after children (LAC) who were in the care of Haringey Council for a year or more as at 31 March 2019 and which is taken from the Statistical First Release published by the Department for Education (DfE) in March 2020.

2. Role of the Virtual School

Our role is to:

- promote high aspirations and raise achievement through challenge, support and targeted interventions
- ensure that children in care access high quality teaching and learning
- work closely with all those involved in the care and education of looked after children; providing training and support to help understand the issues and challenges they face
- co-ordinate and quality assure all Personal Education Plans (PEPs)
- monitor and challenge schools to make the most effective use of Pupil Premium Plus Grant (PPPG)
- ensure effective transition is provided between schools or specialist providers
- ensure Special Education Needs or Disability needs are identified and supported appropriately with an integrated plan
- celebrate the achievements of our looked after children
- lead training for Foster Carers, Designated Teachers, school governors and bespoke training for educational settings and staff in schools

The Virtual School is an additional resource, which exists to support and challenge all those involved in the education of looked after children. It is involved in, or promotes nationally and locally, various initiatives to enhance the educational achievement of looked after children. The Virtual School is not a teaching tool or environment. It does not replace the school or educational provision of looked after children.

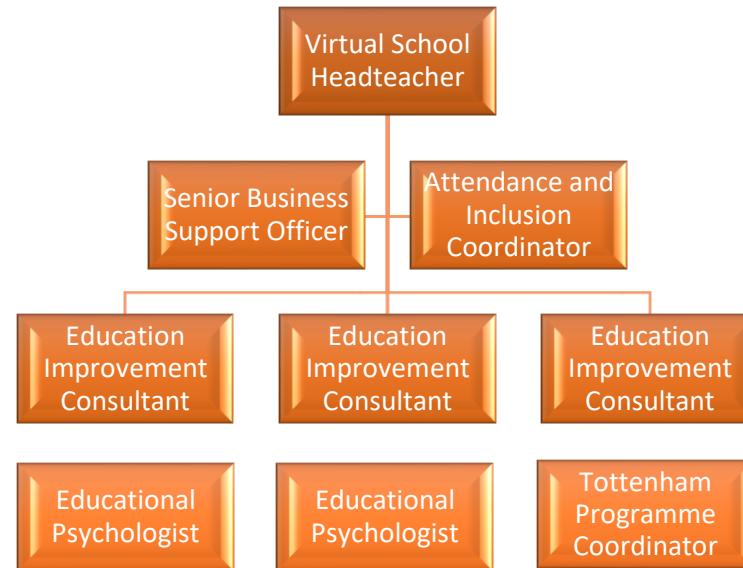
All looked after children, from the age of 2 to 18 are monitored by Haringey Virtual School. A Personal Education Plan (PEP) is reviewed termly for each child and includes their progress and attainment information as well as a record of interventions, often funded through the Pupil Premium Plus Grant, to ensure every child is given the opportunity to make accelerated progress.

Vision

Our vision is to ensure that pupils become successful learners who enjoy learning, make progress and achieve; confident individuals who are able to live safe, healthy and fulfilling lives; responsible citizens who make a positive contribution to society.

3. Structure of the Virtual School

The current structure of Virtual School is as below:



The Virtual School team is a small, multi-disciplinary team, working to raise the educational attainment and attendance of children and young people. The team consists of a Headteacher, Senior Business Support Officer, an Attendance and Inclusion Coordinator, three Education Improvement Consultants, two part-time Educational Psychologists and a part-time Programme Coordinator. The Virtual School work in close collaboration with colleagues across the authority, as well as colleagues in other local authorities, and tracks educational progress, while supporting and monitoring work with children and young people who are looked after. It aims to help young people achieve their full potential and offers support and advice to those who work with and support them. It also offers support and advice for carers, parents and guardians of previously looked after children.

4. Training and Development

Haringey Virtual School is committed to ensuring that professionals working with our children in care have the right knowledge, information and skills to enable them to fulfil their role in contributing to improving the educational outcomes for our looked after children. The Virtual School continues to deliver its multi-agency central training programme to Headteachers, Designated Teachers, school governors, Social Workers, Independent Reviewing Officers, Foster Carers and Newly Qualified Teachers (NQTs). Regular training throughout the year included focus on the use of Pupil Premium, links between research and improving educational attainment and the process of admissions and transition to secondary school. Evaluations from the training is routinely used to plan and target future training.

4.1 Electronic Personal Education Plan (ePEP) Training

In the Summer term, 2018 Haringey Virtual School launched its new ePEP. To support this, training sessions have been delivered to provide an opportunity for role-specific training and support around educational issues pertaining to looked after children. The training included:

- Promoting the achievement of looked after children
- Roles and responsibilities regarding PEPs and PEP meetings
- Logging in procedures
- Populating the ePEP with the required useful information
- SMART targets
- Measuring performance
- Providing effective interventions and recording outcomes
- Sharing the completed ePEP with the relevant parties



The sessions aimed to equip Designated Teachers and Social Workers with the necessary skills to navigate and populate Haringey's online ePEP, which is administered by Welfare Call, and to understand the expectations, timeframes and processes that it involves.

4.2 Designated Teacher Training

The Virtual School continues to deliver cross-phase training sessions for Designated Teachers in all settings. The objectives of the training have expanded from implementing high quality PEPs, to developing the role of the Designated Teacher in accordance with Statutory Guidance. The overall aims of the training are to:

- understand the leadership role in promoting the educational achievement of every looked after child.
- appreciate the central importance of the child's Personal Education Plan.
- raise awareness of the roles and responsibilities of the Designated Teacher.

4.3 Designated Teachers Forum

The Designated Teachers for Looked After Children Forum meets termly, with representation from local primary, secondary and special schools. It has been running for a number of years, with the aim of sharing good practice, highlighting new legislation and providing an opportunity to hear from colleagues across Haringey Council who work with children and families.

4.4 Attachment Aware Schools Training

The Virtual School has recognised that many schools our looked after children attend are not Attachment Aware. Training has been offered by an Educational Psychologist, attached to Haringey Virtual School. This course was designed to make educational professionals more aware of the barriers faced by looked after children, providing strategies to support teaching and learning and to reduce fixed term exclusions. This offer is currently being reviewed.

5. Cohort Characteristics

Haringey is the 6th most deprived borough in London, and the 30th most deprived local authority in England (out of 326). Within the borough there are extreme contrasts: neighbourhoods in some of the western wards, such as Highgate, Muswell Hill and Crouch End are among the most prosperous in the country; in the east of the borough, many neighbourhoods are classified as being among the most deprived in the country.

During recent years the number of children in care has been stable. The needs of those who are in care are becoming increasingly complex with children often entering care with a history of disrupted education.

Over half of Haringey's looked after children are educated out of the borough and almost a quarter of the children of statutory school age have an Education, Health and Care Plan. Of those children with an EHCP, 45 live outside the borough in 24 different Local Authorities; Barking and Dagenham, Barnet, Brent, Croydon, East Sussex, Enfield, Essex, Hampshire, Havering, Hertfordshire, Hillingdon, Islington, Kent, Lincolnshire, Merton, Medway, Northamptonshire, Redbridge, Staffordshire, Telford and Wrekin, Walsall, Waltham Forest, West Midlands and Wrexham.

| | Number | Percentage | No. with EHCP |
|----------------------|--------|------------|---------------|
| Total LAC | 409 | - | |
| Statutory School age | 255 | 62% | |
| In borough | 92 | 36% | |
| Out of borough | 162 | 64% | |
| EHCP | 58 | 23% | - |
| Boys | 153 | 60% | 45 |
| Girls | 102 | 40% | 13 |
| Rec | 9 | 4% | 0 |
| Year 1 | 6 | 2% | 1 |
| Year 2 | 9 | 4% | 2 |
| Year 3 | 7 | 3% | 1 |
| Year 4 | 11 | 4% | 1 |
| Year 5 | 14 | 5% | 2 |
| Year 6 | 17 | 7% | 4 |
| Year 7 | 24 | 9% | 8 |
| Year 8 | 29 | 11% | 9 |
| Year 9 | 32 | 13% | 7 |
| Year 10 | 29 | 11% | 15 |
| Year 11 | 67 | 26% | 8 |
| Early Years | 20 | 5% | |
| Post 16 | 134 | 33% | |

5.1 Unaccompanied Asylum Seeking Children (UASC)

Haringey continues to support unaccompanied asylum seeking children. As at 1 June 2020 we have 60 UASC children, 16 of statutory school age and 44 in Years 12 and 13. It can be challenging to find appropriate education provision for some of the young people in Year 12 and 13, particularly when they arrive in the middle of the academic year. The Virtual School commissioned Winchmore Camps to run an ESOL Summer Camp for those young people who were waiting to enroll at college. The Virtual School works closely with colleges and Post-16 provisions, to ensure that our Post-16 pupils have access to education that is appropriate for them.

6. Early Years Foundation Stage

The DfE does not publish outcomes for this cohort of children. The Early Years Foundation Stage (EYFS) is assessed at the end of reception year. The Early Years Team worked closely with settings to ensure a high standard of practice in assessment and moderation to certify the accuracy and robustness of progress. Pupils are expected to make a 'good' level of development (GLD), measured over the three prime areas of:

- Communication and Language;
- Personal, Social and Emotional Development;
- Physical Development.

Pupils also have to meet a 'good' level of development in Literacy and Mathematics.

100% of Haringey looked after children achieved a good level of development in 2018 and this was performance was repeated in 2019. The total number of qualifying children in the cohort is less than 5 so no details will be published due to data protection purposes.

7. Key Stage One

Teacher assessment (TA) judgments in reading, writing, maths and science are reported for each pupil at the end of key stage 1 (typically aged 7). Teacher assessments are based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed over time and in a variety of contexts. Pupils are required to take tests in English and maths at the end of key stage 1, however, schools are not required to submit test outcomes to the Department for Education.

Changes to the 2018/19 reading, maths and science TA frameworks mean that judgements in 2019 are not directly comparable to those made using the previous interim frameworks in 2016, 2017 and 2018.

National Attainment at Key Stage One

In 2019, 52% of looked after children reached the expected standard in reading, 43% in writing, 49% in maths and 60% in science. Compared to non-looked after children, attainment for looked after children is much lower. The largest differences are in writing and maths (26 percentage points).

In 2019, 48% of children in need reached the expected standard in reading, 40% in writing, 48% in maths and 56% in science. The attainment of children in need is slightly lower than looked after children.


From 2018 to 2019, the percentage of looked after children reaching the expected standard in writing increased slightly (by 1 percentage point) and for non-looked after children and children in need, the percentage of those reaching the expected standard in writing decreased by a similar amount.

Looked after girls outperform looked after boys in all subjects. The largest differences are in writing (17 percentage points) and reading (7 percentage points) followed by science and mathematics. This subject pattern is broadly similar to the gender attainment difference for non-looked after children and for children in need.

- 100% of Haringey looked after children reached the expected level and above in reading, writing, maths and science. This is 48, 57, 51 and 40 percentage points above the national average for looked after children respectively.
- Data suppressed as less than 5 in the cohort so analysis is not statistically significant and will not be published due to data protection

8. Key Stage Two

Pupils take national curriculum assessment in year 6, at the end of KS2, when most pupils will reach age 11 by the end of the school year. Pupils take tests (commonly referred to as SATs) in reading, maths and grammar, punctuation and spelling (GPS) and receive a teacher assessment (TA) in writing. The combined reading, writing and maths measure uses the results of the reading and maths tests and the outcome of the writing teacher assessment.



KS2 Benchmark (CLA)

2019 | CLA 12 Months

| | | RWM* | | READING | | | WRITING TA | | MATHS | | | | GPS | | | | |
|--------------------------------|--------|---|---|---------|---|---|---|---|--|---------|---|---|---|---------|---|---|---|
| | Cohort | <div> <div>●●</div> <div>≥ Exp</div> </div> | <div> <div>●</div> <div>High</div> </div> | Avg. SS | <div> <div>●</div> <div>< Exp</div> </div> | <div> <div>●●</div> <div>≥ Exp</div> </div> | <div> <div>●</div> <div>High</div> </div> | <div> <div>●●</div> <div>≥ Exp</div> </div> | <div> <div>●</div> <div>GDS</div> </div> | Avg. SS | <div> <div>●</div> <div>< Exp</div> </div> | <div> <div>●●</div> <div>≥ Exp</div> </div> | <div> <div>●</div> <div>High</div> </div> | Avg. SS | <div> <div>●</div> <div>< Exp</div> </div> | <div> <div>●●</div> <div>≥ Exp</div> </div> | <div> <div>●</div> <div>High</div> </div> |
| National (CLA) | 3210 | 37.0% | 2.0% | 100.1 | 50.0% | 49.0% | 12.0% | 50.0% | 6.0% | 100.1 | 48.0% | 51.0% | 8.0% | 101.4 | 47.0% | 53.0% | 15.0% |
| Local Authority (all schools) | 3180 | 64.0% | 14.0% | 104.6 | 26.1% | 71.0% | 28.3% | 79.1% | 26.9% | 105.4 | 19.6% | 77.4% | 27.7% | 107.0 | 18.5% | 78.6% | 37.9% |
| Local Authority (state-funded) | 3066 | 66.0% | 14.4% | 104.6 | 26.8% | 73.1% | 29.1% | 81.5% | 27.7% | 105.4 | 20.1% | 79.7% | 28.7% | 107.0 | 19.0% | 80.9% | 39.0% |
| Virtual School | 20 | 30.0% | 5.0% | 100.5 | 65.0% | 35.0% | 15.0% | 40.0% | 10.0% | 97.4 | 60.0% | 40.0% | 10.0% | 104.6 | 50.0% | 50.0% | 25.0% |

<Exp:

Scaled score lower than 100 in tested subjects and performance category lower than EXS in Writing TA

Exp+:

Scaled score of 100 or higher in tested subjects and performance category of EXS or GDS in Writing TA

High:

Scaled score at or above higher threshold in tested subjects and performance category of GDS in Writing TA

Avg SS:

Average (mean) scaled score across all pupils with a scaled score. Pupils with no scaled score or "N" are discounted

x/

Result suppressed

*

In multi-subject indicators (i.e.: RWM) the pupil must have achieved the stated level of performance in all respective subjects

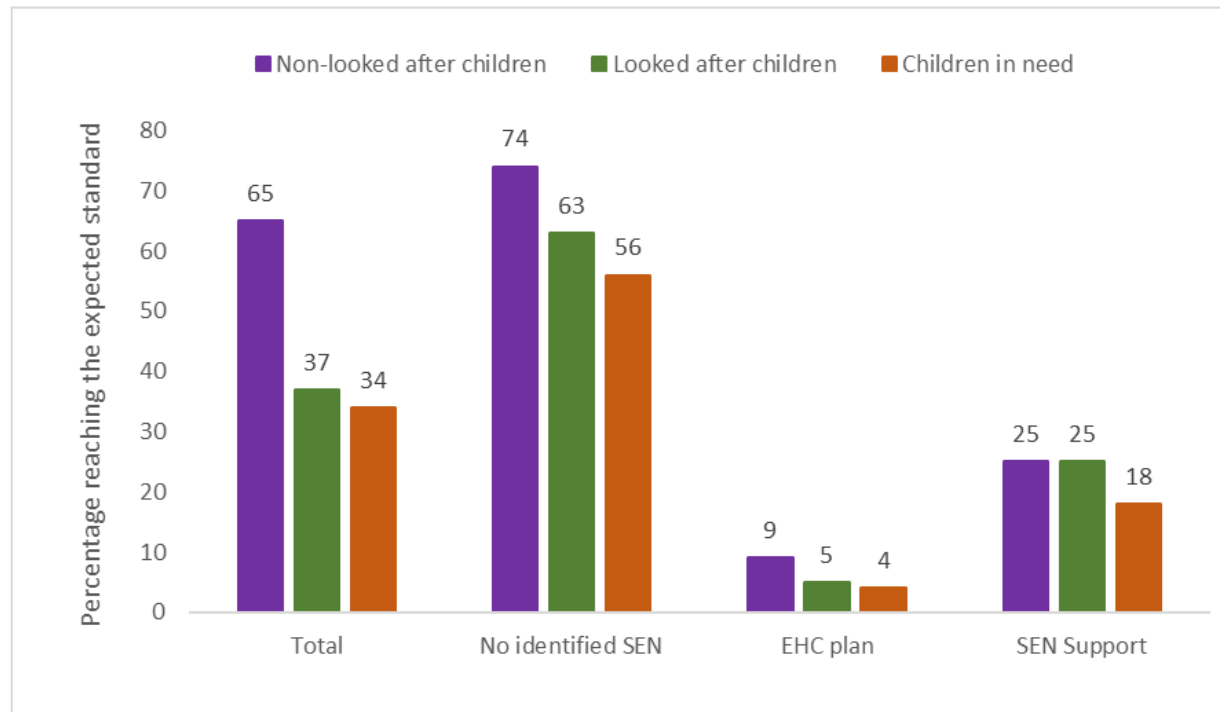
Cohort numbers across different subjects may vary from stated figure

National attainment and progress at Key stage 2

In 2019, 37% of looked after children reached the expected standard in the headline measure reading, writing and maths, which is much lower than the 65% for non-looked after children. The percentage for the headline measure is lower than the percentage reaching the expected standard in individual subjects which ranges from 49% in reading to 53% in grammar, punctuation and spelling.

However, 58% of looked after children at the end of key stage 2 have a special educational need (SEN) identified, as do 49% of children in need. In comparison, only 18% of non-looked after children have a SEN. The higher prevalence of SEN amongst looked after children and children in need, shown in the chart below, may in part explain the gap in attainment compared to non-looked after children.

Figure 4: Percentage of children achieving the expected standard in the headline reading, writing and maths measure at key stage 2, for looked after children, non-looked after children and children in need, by SEN, 2019, England.



Source: CLA-NPD, CIN-NPD

- In 2019, the percentage of Haringey looked after children achieving expected and above in the combined measure of Reading, Writing and Mathematics is 30% which is 7 percentage points below the national average for looked after children, and 5 percentage points lower than the previous year.
- The percentage of Haringey looked after children achieving expected and above in reading is 35% which is 14 percentage points below the national average for looked after children and 25 percentage points lower than the previous year.
- The percentage of Haringey looked after children achieving expected and above in writing is 40% and is 10 percentage points below the national average for looked after children.
- The percentage of Haringey looked after children achieving expected and above in maths is 40% which is 11 percentage points below the national average for looked after children and 15 percentage points lower than the previous year.

Cohort characteristics:

| 2019 | 2018 |
|--|--|
| 20 children | 20 children |
| 14 boys, 6 girls | 10 boys, 10 girls |
| 13 (65%) were identified as having Special Educational Needs | 10 (50%) were identified as having Special Educational Needs |
| 8/13 (61%) had an Education, Health and Care Plan | No children with an Education, Health and Care Plan |
| 17 children attended mainstream schools | All children attended mainstream schools |
| 10% of the cohort were educated within the London Borough of Haringey. | 15% of the cohort were educated within the London Borough of Haringey. |

| Gender | No. of students | National Average | Virtual School |
|--------|-----------------|------------------|----------------|
| Boys | 14 | 32% | 42.9% |
| Girls | 6 | 42% | 0 |

In 2019, Boys outperformed girls in the combined measures of reading, writing and maths and were 10% above the national average for looked after children. In comparison to last year when the girls outperformed the boys and were 11% above the national average.

Outcomes by ethnicity - Percentage of Haringey looked after children achieving expected and above in the headline measures

| Ethnic Group | No. | RWM | Reading | Writing | Maths |
|--------------|-----|------|---------|---------|-------|
| Black | 10 | 30% | 40% | 40% | 30% |
| White | -- | 0% | 0% | 0% | 0% |
| Asian | -- | 100% | 100% | 100% | 100% |
| Mixed | -- | 25% | 25% | 50% | 75% |

-- Data suppressed as less than 5 in the cohort so analysis is not statistically significant and will not be published due to data protection

Key stage 2 progress measures

Progress measures aim to capture the progress that pupils make from the end of key stage 1 (typically age 7) to the end of primary school (typically age 11). They are a type of value-added measure, which means that pupils' results are compared to the results of other pupils nationally with similar prior attainment. Progress scores are calculated for each of reading, writing and maths.

Scores will be centred on zero with a positive score showing that pupils made more progress than similar pupils nationally, and a negative score showing that pupils made less progress than similar pupils nationally.

| KS1 – 2 Average Progress Scores | | | |
|---------------------------------|---------|---------|-------|
| | Reading | Writing | Maths |
| Haringey looked after children | -2.92 | -1.54 | -3.58 |
| National looked after children | -0.22 | -0.77 | -0.95 |

Haringey looked after children made less progress than looked after children nationally in Reading, Writing and Maths.

In the coming year, attainment will be monitored closely in the termly PEP meetings, Virtual School tracking meetings and by the Educational Psychologists in the service to ensure a good transition to secondary school. Additional funding will be offered to schools to ensure pupils are making better than expected progress.

9. Key Stage Four

The Government has modified their accountability system for secondary schools in order to take into account the new reformed GCSEs and to ensure the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 (KS2) to the end of KS4. It compares pupils' achievement – their Attainment 8 score (see below) – with the national average Attainment 8 score of all pupils who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero. When including pupils at special schools the national average is not zero, as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools.

Attainment 8 measures the average achievement of pupils in up to 8 qualifications. This includes: English (double weighted if both GCSEs in language and literature are taken); maths (double weighted); three further qualifications that count in the English Baccalaureate (EBacc); and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved

list. Due to the introduction of reformed GCSEs and the 9-1 grading scale, this measure will not be comparable between years until all reformed GCSEs are introduced into performance tables in 2020.

The English Baccalaureate (EBacc) entry The EBacc shows how many pupils are entering GCSEs (or AS level qualifications) in core academic subjects at KS4. The EBacc consists of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the English Baccalaureate list of qualifications.

| KS4 Benchmark (CLA) | | | | | | | | | | | | | | | | 2019 CLA 12 Months |
|----------------------------------|--------|--------------|------------|------------|------------|---------------|------------|-------|-------------------------|-------|------|-----------|-------------|-------------|-------------|----------------------|
| | Cohort | Attainment 8 | Progress 8 | | | 9-5 | | | | EBacc | | | Entry | | | ≥2 Lang. |
| | | | Cov. | Avg. Score | Conf. Int. | EBacc Eng. LL | EBacc Mat. | E&M | 5+ Inc E&M ¹ | Entry | APS | Any Qual. | EBacc Slots | Other Slots | Triple Sci. | |
| National (all schools) | 604050 | 44.8 | 86.4% | -0.08 | ±0.00 | 57.1% | 46.1% | 40.2% | 55.8% | 36.6% | 3.88 | 96.4% | 2.7 | 2.7 | 25.5% | 3.4% |
| National (CLA pupils) | 5410 | 19.1 | 77.0% | -1.28 | ±0.04 | 16.0% | 11.0% | 7.0% | 14.0% | 9.0% | 1.52 | 73.0% | 1.5 | 1.6 | 5.0% | 0.0% |
| DfE Region - London (CLA pupils) | 770 | 20.0 | 67.0% | -1.21 | ±0.11 | 21.0% | 12.0% | 8.0% | 16.0% | 14.0% | 1.63 | 74.0% | 1.5 | 1.6 | 4.0% | 1.0% |
| Virtual School | 31 | 23.6 | 67.7% | -1.11 | ±0.55 | 29.0% | 12.9% | 12.9% | 19.4% | 29.0% | 2.05 | 87.1% | 1.8 | 1.9 | 6.5% | 3.2% |

Significantly above national average |
 Significantly below national average |
 x/ Result suppressed
¹Pupils achieving A*-C/9-4 in 5 or more subjects including English and Maths

Key Stage Four outcomes for Haringey looked after children continue on a positive trend from previous years and continue to be the key stage in which our children perform well, in comparison to their looked after peers. The official Progress 8 score for Haringey Virtual School is -1.11. This means Haringey looked after children made more progress from Key Stage 2 than their looked after peers did nationally and regionally with the same prior attainment. Haringey looked after children had an average Attainment 8 score of 23.6. This is higher than the national and regional averages for looked after children meaning Haringey's looked after children's attainment was higher than their looked after peers.

19.4% of Haringey looked after children achieved a strong 9-5 pass in 5 or more subjects including English and maths, which is the governments new "heightened expectation" level of a pass. This is 5.4% above the national average for looked after children and 3.4% above the regional average for looked after children. Across all measures, looked after children still perform significantly less well than their non looked after peers however, when specific characteristics are taken into to account, the gap between Haringey looked after children's achievement and their peers can be explained.

Cohort characteristics

- 31 children in the qualifying cohort
- 19 boys, 12 girls
- 11/31 (35%) children were identified as having Special Educational Needs
- 7/11 (63.6%) had an Education, Health and Care Plan
- 12 children (39%) of the cohort were educated within the London Borough of Haringey
- 27 children (87%) attended mainstream schools

In Haringey our looked after boys outperformed girls in all measures at Key Stage Four. This is the opposite trend to outcomes for looked after children regionally and nationally as well as all non-looked after children. Those children educated in borough had higher attainment than those educated outside of the borough.

18.2% of SEN students achieved a strong 9-5 pass which was 11.2 percentage points above the national average for looked after children. However, nationally, 53% of looked after children at the end of key stage 4 have a special educational need (SEN) identified, as do 48% of children in need. In comparison, only 14% of non-looked after children have a SEN. The higher prevalence of SEN amongst looked after children and children in need, in part explains the gap in attainment compared to non-looked after children.

Outcomes by ethnicity - Haringey looked after children with 5+ strong 9-5 GCSE passes including English and Maths

| Ethnic Group | No. | Nat. Average for looked after children | HVS |
|--------------|-----|--|------|
| White | 10 | 14% | 10% |
| Black | 10 | 24% | 40% |
| Asian | -- | 24% | 100% |
| Mixed | -- | 21% | 0% |
| Unclassified | 6 | 4% | 0% |
| Any other | -- | 14% | 0% |

-- Data suppressed as less than 5 in the cohort so analysis is not statistically significant and will not be published due to data protection

10. Quality of Provision

The majority (81%) of Haringey looked after children who attend a school or education provision which has been inspected by Ofsted, are in provision rated as good or outstanding. The reasons for pupils not being in schools with an Ofsted rating include those who are waiting for a school following a change of placement, schools not yet inspected and young people who are in custody or hospital. In all cases, close monitoring of progress in these schools occurs on a regular basis by the Virtual School. Where necessary, an action plan is instigated with the social worker to monitor the school and child's progress and put in remedial support if required. Children who attend schools with an Ofsted rating of less than good were either in the school prior to becoming looked after and it was assessed as less detrimental to their development to maintain their school place, or they were placed as there were exceptional evidence-based reasons for doing so. The Virtual School Head attends the weekly social care Resources Panel where children moving placements are discussed and is part of the decision-making process including school choice.

11. Inclusion

11.1 Attendance

| | National LAC | | Inner London LAC | | Haringey LAC | |
|---------------------------|--------------|-------------|------------------|-------------|--------------|-------------|
| | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 |
| Overall absence | 4.5 | 4.7 | 4.8 | 5.0 | 6.2 | 4.9 |
| Unauthorised | 1.3 | 1.4 | 1.5 | 1.7 | 1.80 | 1.7 |
| Persistent absence | 10.6 | 10.9 | 11.9 | 13.4 | 16.6 | 14.9 |

Nationally, absence rates for looked after children have continued to increase this year – overall absence increased slightly from 4.5% of sessions missed in 2018 to 4.7% in 2019. Absence rates for children in need have also continued to increase, from 11.0% of sessions missed in 2018 to 11.4% in 2019.

The percentage of looked after children classified as persistent absentees has increased slightly over recent years, from 8.9% in 2014 to 10.9% in 2019. In 2019, 32.0% of children in need were classified as persistent absentees.

Overall absence nationally and in Inner London has increased in the past year. However, absence rates for Haringey looked after children have decreased this year. The percentage of Haringey looked after children with attendance of less than 90%, and classed as Persistent Absentees, was 11.9% in 2017, 16.6% in 2018 and has decreased to 14.9 in 2019. This is above both the national and inner London averages for looked after children but is an improvement from last year.

The majority of pupils with poor attendance are in Key Stage 3 and 4. This is due to an increase in exclusions and also some of our children being on reduced timetables due to mental health concerns, meaning they are unable to attend school full time. Actions to address this have included offering a range of bespoke provision including 1:1 tuition, mentoring, careers information and guidance and First Steps consultations. Currently the Virtual School recognise and reward 100% attendance at our annual Education Achievement Awards. The Virtual School has widened this reward scheme to include children who achieve 100% attendance in a term or an improvement of 10%. Any child identified as having 90% or below attendance is monitored closely by the Virtual School and PEPs are attended to ensure that strategies are in place to improve attendance. Attendance rewards are being trialled with the Post 16 cohort.

11.2 Exclusions

| % of looked after children with at least one fixed term exclusion | 2016 | 2017 | 2018 |
|---|-------|-------|-------|
| Haringey LAC | 12.44 | 13.16 | 14.67 |
| Inner London LAC | 11.36 | 12.64 | 12.48 |
| National LAC | 11.44 | 11.83 | 11.67 |

Exclusions data are collected two terms in arrears, so the latest exclusions data available is from the academic year 2017/18. This is matched to the looked after children from year ending 31 March 2018, which is a year earlier than the other information in this report. Nationally, the rate of permanent exclusions for looked after children has fallen and is now less than the rate for all children and continues to be much less than the rate for children in need. Looked after children are more than five times more likely to have a fixed period exclusion than all children, and nearly one and a half times more likely than children in need. This fall in exclusion rates for looked after children (both permanent and fixed term) may be the result of revised guidance on exclusions in 2017 but it is also influenced by variations at a local level.

In 2018, 0.05% of looked after children were permanently excluded from school, which is lower than the rate for all children (0.10%) and much lower than the rate for children in need (0.28%). The rate of looked after children permanently excluded dropped in 2018 and is the lowest it has been in the six year period from 2013 to 2018. In contrast, the rate of all children permanently excluded remained stable whereas it increased for children in need.

In 2018, 11.67% of looked after children had at least one fixed period exclusion, a decrease from 11.83% in 2017. There has been an increase for all children (2.29% to 2.33%) and children in need (8.25% to 8.47%). For all children and children in need, a trend of increasing fixed period exclusion rates continues since 2014.

The table above shows the percentage of pupils with at least one fixed term exclusion. Fixed term exclusions of Haringey looked after children have increased year on year since 2015. The percentage of Haringey looked after children with at least one fixed term exclusion is higher than national and Inner London averages. Persistent disruptive behaviour, physical assault against a pupil or an adult, verbal abuse/threatening behaviour against an adult, were the most common reasons for fixed term exclusions. Virtual School Education Improvement Consultants have been in regular contact with the schools these children attend and offer advice and guidance with the aim of reducing further incidences.

Strategies to reduce numbers will include fortnightly meetings to review all exclusions; Virtual School representative to aim to attend every re-integration meeting for an exclusion; and offering additional PP+ to ensure preventative actions agreed in reintegration meetings are being implemented.

12. Personal Education Plans (PEPs)

Haringey's PEP completion performance showed a dip from 87% at the end of July 2016 to 74% at the end of July 2017. This was below the target of 90%. Since July 2017, the percentage of PEPs completed has varied and has never reached the target of 90%. The new Electronic PEP (ePEP) was launched in Summer 2018 and work continues to embed it in practice to ensure it is being used effectively to improve the achievement of our children. Haringey Virtual School is committed to ensuring that our children and young people have the benefit of a high-quality ePEP. All ePEPs are reviewed termly and are quality assured and approved by the Virtual School Education Improvement Consultants. As of 30 June 2020, the Key Performance Indicator for Valid PEPs was 91%, which is 1% above the target and the highest percentage reported since the introduction of ePEPs.

The increased focus on this area will continue with weekly performance meetings to review out of date and incomplete PEPs, setting targets for completion, in addition to the Virtual School offering a regular 'surgery' for social workers to discuss and prepare for upcoming PEPs. The ePEP template for statutory school age children will be reviewed and revised for the next academic year and consideration will be given to creating an ePEP for Early Years and Post 16s.

13. Pupil Premium Plus Grant (PPPG)

Pupil Premium Plus is a government grant to support and promote the education of children and young people in care. From 1 April 2014 Pupil Premium Plus has been available to provide each school age looked after child support with their education. However, some children may get more, some less, depending on an assessment of their individual needs. The amount for 2018-19 was £2300. The Pupil Premium Plus is distributed in three termly instalments of £600, with £500 being retained by the Virtual School to fund central initiatives to raise children's attainment. Additional funding can be requested for example, to provide support for children where significant and delayed trauma may manifest in unpredicted high levels of need. The expectation is that an individual request will be made with a clear plan of how the money will be spent, and the expected impact. Pupil Premium Plus Grant (PPPG) has enabled schools to put in place timely additional personalised interventions for looked after children with the aim of accelerating their progress and closing the attainment gap between them and their peers.

The majority of Headteachers and Designated Teachers make effective use of Pupil Premium Plus to support children through their education, offering learning support resources and enrichment activities. These are generally well-matched to the learning needs of individual children and young people. Pupil Premium spend is linked to PEP targets, however, the targets themselves need to be improved so that they are specific, measurable, achievable, realistic and timebound (SMART) and are more closely allied to improving educational outcomes. The termly training offered by the Virtual School will aim to address this.

14. Local and National Initiatives

Haringey Virtual School is part of a North East London cluster group of Virtual Schools along with Barking & Dagenham, Enfield, Hackney, Camden, Havering, Newham, Redbridge, and Waltham Forest. The Virtual School Heads meet quarterly to share good practice around key practice areas, such as improving PEP audits, tracking and monitoring of data and working with looked after children placed out of area. In the next year, there are plans to develop opportunities for joint training across the authorities to pool resources and extend the offer to Designated Teachers.

Haringey is also part of the Pan London network of Virtual Schools and the National Group, which has now become the National Association of Virtual School Heads (NAVSH). Regional representatives meet regularly with DfE and Ofsted to look at improving policies and practice to drive the agenda for raising looked after children's educational attainment. The Pan London network of Virtual School Heads arranged a London-wide conference for Virtual School colleagues to support their CPD, celebrate their work, share good practice and provide opportunities to network and establish lasting partnerships. This successful event took place on 14 November 2019.

Raising Aspirations and Increasing Participation

To Care is to Do

Building on the work that has been established over a number of years, Haringey Virtual School, in partnership with the Tottenham Hotspur Foundation, run a number of activities during the year specifically for children and young people in the care of Haringey, as part of the 'To Care is to Do' (TCTD) programme. The focus is to support educational attainment of children which, research has shown is improved through the engagement in culture and leisure activities and creating a sense of belonging. To Care is to Do uses the unique brand appeal of THF to engage and inspire looked after children and care leavers in Haringey. The creation of opportunities and high-quality experiences supports education success and leads to long term targeted vocational qualifications, in addition to pre and post employment support. Tottenham Hotspur provides a positive connection for young people who are the responsibility of Haringey and builds links to the community and their staff.

The programme provides a range of activities, with the objective of improving educational engagement and attainment, increasing employability, developing life skills and promoting healthy and active lifestyles for children in care of statutory school age and opportunities for Post 16 and care leavers.

This comprehensive programme aims to build pathways to the opportunities provided by the Stadium Regeneration, to ensure that our more vulnerable young people have the skills and support to access them. The programme caters for all ages, including foster carers and provides, mentoring, life-skills workshops, work experience, enrichment and aspirational activities including:

- Cooking workshops
- Percy House Cinema Events
- Sports Days
- Summer Party
- Winter Party
- Education Achievement Awards
- Work experience



The Key Stage 1 and 2 Summer and Winter parties are learning parties which promote young children's development through playing, singing, talking, reading, and engaging in fun coach led activities. The Year 6 graduation ceremony is also incorporated into the Summer Party.

Chrysalis Accelerator Programme

Haringey is one of five North London Boroughs participating in, and driving forward, the Chrysalis Accelerator Programme this year. The programme aims to raise aspirations through participation in a range of workshops and learning opportunities offered by teachers at Highgate School, including a social skills training group, Future Foundations. Eight young people took part in the programme this year.

Big Green Envelope

Twice a year, every child and young person receives a Big Green Envelope of books, with a carefully chosen theme and selection of reading materials, to help them build their own 'libraries' and support the learning environment with foster carers.

Publicity

Haringey Virtual School has a website that is currently under construction to ensure it reflects recent changes in statutory guidance and accurately outlines the work of the Virtual School. It provides information on activities, events and resources. The Virtual School publishes a newsletter twice a year which provides information on events, activities for young people and training. There is also an information booklet available from HVS: 'Nursery to University' which gives information on a range of topics including; the PEP process, guidance on looked after young people with SEN, admissions and the changes in the way schools assess pupils. The Virtual School has published a comprehensive education guide extending the information included in the booklet so that it can be used as a reference for social workers, schools and carers. All publications are currently under review to ensure they are up to date.

15. Virtual School Priorities

| SCHOOL DEVELOPMENT PLAN PRIORITIES (SDP) 2019-2021 |
|--|
| Early Years - To support and maintain the number of children that achieve a GLD by the creation of an Early Years ePEP. |
| KS1 – To increase the number of children making or exceeding age related expectations and/or reaching agreed targets in all four strands |
| KS2 – Increase the number of children achieving ARE in Reading, Writing and Maths and the combined measure of RWM |
| KS4 – To increase the numbers of young people achieving both English and Maths combined at Grade 5+ |
| To increase the number of Post-16 Pupils in EET by the creation of an ePEP. |
| To promote excellent attendance for all looked after children |
| Develop partnerships in and out of borough to address rising numbers of fixed term exclusions. |
| Develop partnership with Children's Social Care teams to improve planning for placement change and consequent changes of school |
| Improve use of the Pupil Premium Plus to achieve, and provide evidence of, better outcomes for pupils |
| Embed, sustain and refine improvements to Personal Education Plan compliance whilst also ensuring there is an improvement to quality. |
| Increase staffing capacity and develop further the Virtual School team |

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