



Virtual School Annual Report for Academic Year 2019-20



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 2019-20. 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 2020 and which is taken from the Statistical First Release published by the Department for Education (DfE) in March 2021.

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.

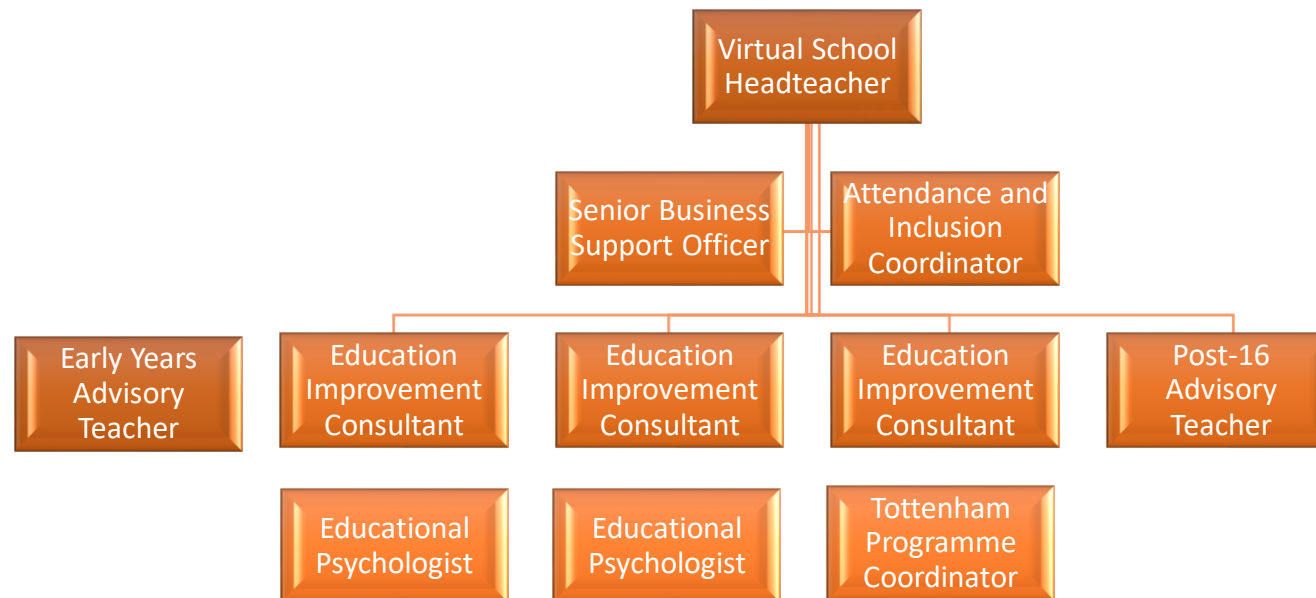
All looked after children, from the age of 2 to 18 are monitored by Haringey Virtual School. A Personal Education Plan (PEP) is reviewed termly for each child and includes their progress and attainment information as well as a record of interventions, often funded through the Pupil Premium Plus Grant, 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, a Post-16 Advisory Teacher, part-time Early Years Advisory Teacher, 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 continued to be 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 termly cross-phase training sessions for Designated Teachers in all settings including Post-16 providers. 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.

(In light of Covid-19 restrictions, training has been especially adapted to enable it to be delivered online).

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 several 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 Social Care Training

The Virtual School delivers termly training sessions for Social Workers, Personal Assistants, Team Managers and IROs. The objective of the training is to highlight the roles and statutory responsibilities of all parties involved in the PEP process, how to implement an effective and high-quality PEP as well as promoting the educational achievement of every looked after child. (In light of Covid-19 restrictions, training has been especially adapted to enable it to be delivered online).

4.5 Foster Carer Training

The Virtual School provides training to foster carers to promote the educational achievement of their looked after children. This training gives the foster carer insight into the roles and statutory responsibilities of key professionals, how the PEP process should work and strategies to support education at home and school. (In light of Covid-19 restrictions, training has been especially adapted to enable it to be delivered online).

4.6 Attachment Aware Schools Training

Some of our children will have experienced varying degrees of trauma; victimisation and/or neglect; bereavement and/or loss; or formed poor attachments. Many will communicate this distress to school staff via a whole range of behaviours. The Virtual School has recognised that many schools our looked after children attend are not Attachment Aware.

Haringey's Anchor Project is an early intervention that uses attachment and trauma theory to inform practice and support the emotional wellbeing and mental health of children and young people. In conjunction with this project, training for schools has been offered by an Educational Psychologist attached to Haringey Virtual School. This course is designed to make educational professionals more aware of the barriers faced by looked after children, provide strategies to support teaching and learning and to reduce fixed term exclusions.

(In light of the Covid-19 Pandemic, the delivery of this training is currently under review).

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.

As of 1 June 2020, over three quarters of Haringey's looked after children of statutory school age are educated out of the borough and 22% have an Education, Health and Care Plan (EHCP). Of those children with an EHCP, 47 live outside the borough in 27 different Local Authorities; Barking and Dagenham, Barnet, Bury, Cambridgeshire, Camden, Croydon, Derbyshire, Doncaster, East Riding, East Sussex, Enfield, Essex, Hampshire, Havering, Hertfordshire, Kent, Lambeth, Leicestershire, Lewisham, Liverpool, Medway, Neath Port Talbot, Northamptonshire, Telford and Wrekin, Walsall, Waltham Forest, and Warrington.

	Number	Percentage
Total LAC	410	-
Boys	250	61%
Girls	160	39%
Statutory school age	254	62%
In borough	50	20%
Out of borough	204	80%
EHCP	57	22%
Rec	9	4%
Year 1	6	2%
Year 2	9	4%
Year 3	7	3%
Year 4	11	4%
Year 5	14	5%
Year 6	17	7%
Year 7	24	9%
Year 8	30	12%
Year 9	33	13%
Year 10	33	13%
Year 11	61	24%
Early Years	21	5%
Post 16	135	33%
Data extracted 1 June 2020		

5.1 Unaccompanied Asylum-Seeking Children (UASC)

Haringey continues to support unaccompanied asylum-seeking children. As of 1 June 2020 we had 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. Attainment for Early Years and Key Stages 1, 2 and 4

This section would normally have addressed progress and attainment of Looked after children. However, as a result of the Covid-19 pandemic, they have been omitted this year. Formal examinations and assessments did not take place and grades were based on a range of information including centre-assessed grades for KS4 and KS5. The Department for Education have been clear that outcomes and other related data should only be used to ensure young people transition successfully to the next stage of their education, employment or training and aggregated data should not be used for comparisons or performance benchmarking. All those working with schools and colleges, such as Ofsted, Department for Education regional teams and local authorities, will use data from previous years when assessing school and college performance, and not the 2020 data. Therefore, in line with these recommendations, there is not any aggregated data or comparisons included within this report.

As with most organisations, the Virtual School has had to adapt working practices in the light of the pandemic. This has been a difficult period and staff have had to adjust to working from home. The current situation is unprecedented; the Virtual School is committed to working with education providers, carers, social workers and young people to ensure that any additional support is facilitated. During Lockdown 1.0 the main challenge was the variable education offer that schools and other educational establishments were making available. Some schools were offering a full complement of subjects online, while others were sending packs of work home. The education offer schools have made in Lockdown 3.0 has improved significantly. HVS has collated and recorded details pertaining to provision and engagement during all three lockdowns. An analysis of education provision during Lockdown 3.0 can be seen in the chart below.

Analysis of Provision during Lockdown

Learning Type	KS1		KS2		KS3		KS4	
Blended Learning	26%	5	20%	8	15%	11	26%	19
Remote Learning	37%	7	34%	14	47%	35	42%	30
Onsite provision	37%	7	49%	20	38%	28	24%	17
Refusing							6%	4
TOTAL NUMBER	100%	19	100%	42	100%	74	100%	72

Has a laptop	Yes	74%	14	95%	40	96%	71	97%	72
	No	26%	5	5%	2	4%	3	3%	2
TOTAL NUMBER		100%	19	100%	42	100%	74	100%	72

Impact of interventions	Yes	68%	13	93%	39	78%	58	72%	52
	No	32%	6	7%	3	22%	16	28%	20
TOTAL NUMBER		100%	19	100%	42	100%	74	100%	72

For DMT/CPAC info. only:

Key Stage 4

			Grand Total	% English and Maths 9-5
Count of CLA	37	9	46	20%
			Grand Total	% English and Maths 9-4
Count of CLA	30	16	46	35%
Average of KS4_ATT8				Average Attainment 8
26.70934783				26.7

In response to the pandemic, several actions were implemented by Haringey Virtual School to support continued teaching and learning, including:

- During lockdown 1.0, HVS purchased 20 laptops to enable children who were out of school or had no access to IT equipment, to access their online learning.
- HVS put forward 218 school-age looked after children for Government funded laptops. The remainder already had access to a laptop.
- During Lockdown 3.0 schools have been encouraged to purchase suitable devices for their pupils, to ensure they can access any online learning.
- Additional funding was provided by HVS to enable tuition to be put in place for all children, for whom it was deemed appropriate.
- A COVID-19 specific ePEP was implemented to enable closer monitoring by the Virtual School of any potential issues. (See section 11 for more details)
- Targets on ePEPs were adapted, in the light of provision available in schools, for children. (See section 11 for more details)
- Education Improvement Consultants were able to attend a higher proportion of PEP meetings than usual, on a virtual basis.
- Foster Carers were more widely supported by the Virtual School to assist with home learning.

The impact of these interventions was obtained for 195/218 of our young people with the following breakdown:

	NO. OF YOUNG PEOPLE /218	%
IMPACT DEMONSTRATED	150/218	69%
NO IMPACT	45/218	21%
IMPACT NOT YET OBTAINED	20/218	9%
NO DATA (New into Care)	3/218	1%

For the 69% of young people who had benefited from these interventions, it was reported that the impact included set tasks and homework being completed; improved communication with their teachers; improved engagement in schoolwork; improved attendance in lessons and/or

improved confidence. It appears that some young people thrive in this learning environment where they are either not exposed to the anxiety of navigating school procedures and are better able to work at their own pace.

7. Early-Years

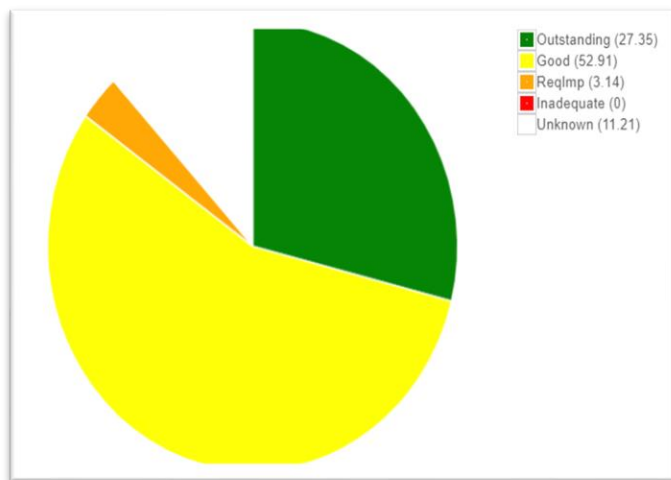
Coinciding with the launch of the new Early Years ePEP in Autumn 2020, HVS now also have a dedicated Advisory Teacher for Early Years who works on a part-time basis. The Advisory Teacher for Early Years has been instrumental in getting many nursery providers onto the Welfare Call system and supporting with ensuring high quality ePEPs are in place to support the educational achievement of this young cohort.

8. Post-16

The Post-16 ePEP was launched in Autumn 2020, to ensure more consistent and detailed ePEPs are completed. This will enable Haringey Virtual School to monitor the Post-16 young people more effectively and be able to offer more support as they transition into adulthood. The HVS team has further expanded with the addition of a Post-16 Advisory Teacher.

It is often the custom that once a looked-after young person turns eighteen years of age they are no longer monitored by the Local Authority. Haringey Virtual School believes that this is an important time, particularly for those completing A-levels and for others transitioning into the workforce, so has offered care-leavers an opportunity to continue being supported and monitored until the end of their Year 13 (or equivalent), with their consent. Haringey Virtual School also work very closely with the Young Adults Service, ensuring that adequate support is provided.

9. Quality of Provision



The majority (80%) 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 unknown Ofsted rating include those who are waiting for a school place 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.

10. Inclusion

10.1 Attendance

It has been difficult to track any trends in attendance this year due to the pandemic. Following lockdown 3.0, as of 5 March 2021, approximately 51% of school age children were attending school, compared to the end of the Summer Term 2020 (following lockdown 1.0), when approximately 20% of school age children were attending school. This can be attributed to schools having enhanced educational provision and improved covid-secure arrangements for vulnerable pupils in place since the first lockdown.

	National LAC			Inner London LAC			Haringey LAC		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Overall absence	4.5	4.7	5.5	4.8	5.0	6.4	6.2	4.9	6.9
Unauthorised	1.3	1.4	1.7	1.5	1.7	2.7	1.80	1.7	2.7
Persistent absence	10.6	10.9	12.5	11.9	13.4	14	16.6	14.9	17.3

The percentage of Haringey looked after children with attendance of less than 90%, and classed as Persistent Absentees, had decreased to 14.9 in 2019 but had risen again to 17.3 in Autumn Term of 2019-2020. This is above both the national and inner London averages for looked after children. However, these figures are not directly comparable as previous figures had been calculated over one year, the 2019-20 figure is only for the Autumn Term, due to the Covid pandemic.

The Virtual School celebrates excellent school attendance, through their reward scheme, for children who achieve 100% attendance in a term or an improvement of 10%. During the Covid pandemic when attendance was disrupted, instead of the usual termly attendance rewards, the Virtual School asked schools to nominate young people who were engaging well despite the current challenges. Several KS2 and KS3 young people were nominated and received a beautiful personalised engraved pen in recognition of their hard work.

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 discussed and in place to improve attendance.

10.2 Expulsions and Suspensions

% of looked after children with at least one suspension	2017-18	2018/19
Haringey LAC	14.08	10.81
Inner London LAC	11.83	11.75
National LAC	11.28	11.38

Expulsions and suspensions data is collected two terms in arrears, which means the latest available data is for the 2018/19 academic year. An expulsion (formerly a permanent exclusion) refers to a pupil who is expelled from school and who will not come back to that school, unless the expulsion is overturned. This is matched to the looked after children from year ending 31 March 2019, which is a year earlier than the other information in this report. The expulsion rate for looked after children at 31 March 2019 was 0.11, which was similar to the rate for all pupils. In comparison the equivalent rate for CIN at 31 March was higher, at 0.75.

The table above shows the percentage of pupils with at least one suspension. In 2018/19 the percentage of Haringey looked after children with at least one suspension is lower 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 suspensions. 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 further reduce numbers will include monthly meetings to review all expulsions and suspensions; Virtual School representative to aim to attend every reintegration meeting for an exclusion; and offering additional Pupil Premium Plus to ensure preventative actions agreed in reintegration meetings are being implemented; and closer working with our Educational Psychologists who can provide strategies and support to schools to reduce expulsions and suspensions.

11. Personal Education Plans (PEPs)

Haringey's PEP completion performance was 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 ePEP template for statutory school age children has been reviewed and revised for this academic year and ePEP templates have been developed and successfully launched for Early Years and Post 16s. The new ePEPs are slowly becoming embedded in practice and being used effectively to improve the achievement of our children and young people. Haringey Virtual School is committed to ensuring that our children and young people have the benefit of a high-quality ePEP. PEPs continue to be audited termly and every PEP is quality assured and approved by the Virtual School Education Improvement Consultants. 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 training and individual support for social workers and Designated Teachers to discuss and prepare for upcoming PEPs.

12. 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 2019-20 was £2345. The Pupil Premium Plus was distributed in three termly instalments of £600, with £500 being retained by the Virtual School to fund central initiatives to raise children's attainment. However, in Spring 2021, a discretionary payment of £1000 was given to all eligible schools to provide additional educational IT support and/or tuition, following the third lockdown. 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 and the targets themselves are improving, but there is more improvement to be made. The regular Quality Assurance and termly training offered by the Virtual School is addressing this.

13. 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. A successful NAVSH Conference took place online on 2-3 January 2021 which was attended by the Virtual School Head and some members of the HVS team.

Raising Aspirations and Increasing Participation

13.1 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:

- First Friday Art Club
- Mentoring
- Year 6 -7 Transition Group
- Education Achievement Awards
- Work experience



13.2 Collage Voices

Engagement in professional recording studios and TV studio on multimedia and digital design training. Applicable at any entry level, students learn and develop tools to successfully apply hard skills within music/digital design, editing, performance (if desired), animation, sound recording, and sound engineering. Soft/transferable skills in communication, teamwork, planning and professionalism are developed. 24 sessions across 12 weeks.

13.3 Groundswell Arts - 'Sing Our Story'

The Sing Our Story Project has been developed by Groundswell Arts over the past 10 years. It is a bespoke approach to music making that connects the young person and a professional musician to write an original song about people, places and ideas that matter to them. Working with a musician over a number of sessions young people have the opportunity to meet online or over the phone and share ideas, experiences, thoughts and feelings about things that make them unique. The musician then takes these ideas to compose a song which the young person receives as an Mp3 download along with the lyrics, which will serve as a precious memory for the future.

13.4 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. (Due to the pandemic, only one parcel was able to be successfully.)

13.5 Publicity

Haringey Virtual School has a website that 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 an ePEP Bulletin every half-term (six times per year) which provides up-to-date information about any ePEP or PPPG Grant funding changes and any current events or activities, which is distributed to our education providers and social care. 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.

14. Virtual School Priorities

WHAT WE ACHIEVED IN 2019-2020	SCHOOL DEVELOPMENT PLAN PRIORITIES (SDP) 2020-2022
Early Years Advisory Teacher appointed to improve quality of support and monitoring for this cohort.	Early Years - To support and maintain the number of children that achieve a GLD through the embedding of the PEP process.
Introduction of an Early Years, quality-assured ePEP to enable HVS to monitor and support this cohort more effectively.	KS1 – To increase the number of children making or exceeding age-related expectations and/or reaching agreed targets in all four strands.
During Lockdown, HVS attended the majority of online PEP meetings to provide support and guidance.	KS2 – Increase the numbers of children achieving ARE in Reading, Writing and Maths and the combined measure of RWM.
RAG-rated tracking system developed and used by HVS to enable attainment data to be monitored more effectively.	KS4 – To increase the numbers of young people achieving both English and Maths combined at Grade 5+.
Strong links forged with Social Care, including Young Adult Service providing improved, streamlined support to Post-16s.	To increase the number of Post-16 Pupils in Employment, Education and Training through the embedding of the PEP process.
A Post-16 quality-assured ePEP has now been implemented.	To promote excellent attendance for all looked after children.
A clear structure of accountability (Escalation Flow Chart) has been devised and published, to improve outcomes.	Develop partnerships in and out of borough to reduce the number of fixed-term and permanent exclusions.
Regular attendance by HVS representatives at Resources Panel and Unstable Placements Panel meetings to improve communication.	Improve partnerships with Children's Social Care teams to improve planning for placement change and consequent changes of school.
Training modules were adapted for online delivery during Lockdown to ensure consistent support and guidance is provided by the Virtual School.	Strengthen schools' abilities to meet the needs of our Looked after children, who are placed there.
HVS provided additional tuition and access to ICT to support young people in their learning during Lockdown.	Improve use of the Pupil Premium Plus to achieve, and provide evidence of, better outcomes for pupils.
Pupil Premium section of ePEP has been updated and streamlined with impact measures listed to improve evidence of impact, with mandatory sections set to prevent gaps in reporting information.	Embed, sustain and refine improvements in the Personal Education Plan process.
Post-16 and Early Years Advisory teachers have been appointed.	Increase staffing capacity and develop further the Virtual School team.

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