

## Haringey Virtual School Report 2023 -2024

In medicine the word 'trauma' is used to describe both physical and psychological injury. All wounds need healing. I do not live in fear of wounds. I do not deny them. I do not celebrate them. I am a writer. I am lucky. I found what I love. For me, writing and reading is a kind of healing. It is medicine. Every person in care should be offered opportunities to find what they love to do.

Lemn Sissay

'The Sky is at War with the Night' (2024)

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## Introduction mission statements and vision

The mission statement for the Haringey Virtual School is in line with the Haringey Council's organisational values Caring, Collaborative, Community-Focused, Courageous and Creative.

*Our children deserve a secure future which is based on a strong education. The Virtual School's mission is to break-down and challenge stereotypes that plague our children. We want schools and provisions to understand the resilience, strength and power our children possess and help them to use it to realise their potential. We understand there is not a universal experience of being a care experienced child and we champion the voice of our children so they can be heard, understood and supported. We are a child-centred service, and we have our children at the heart of our decisions and choices. We are the Haringey Virtual School.*

We care about the lives and futures of our children advocating for them to have a strong education which will provide them with a secure future.

We collaborate with different departments, directorates, schools, colleges and other agencies to drive forward change, raise the expectations and challenge stereotypes of children.

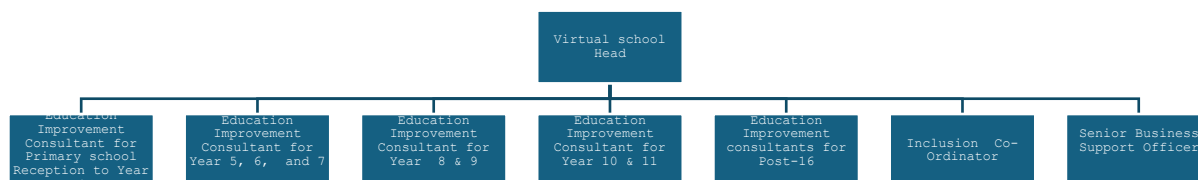
We are focused on children and know they will make powerful contributions to the community in the future.

We are courageous in the decisions we make for our children using creativity to develop capacity and sufficiency as we know it is always the value not necessarily the cost that can secure the best outcomes for children.

The vision for the Virtual School

- To deliver an outstanding service to help our children obtain outstanding outcomes.
- We are educational experts and internal and external services recognise and respect our expertise and seek our guidance in line with the social care national framework.
- We champion the extra-curricular experiences of our children through joint provision with national and local services.
- We understand the ePEP is an important document, but it is the actions and impact following the meetings which is most valuable in terms of judging the quality of the ePEPs.
- We aim to take an evidence-informed approach to the delivery of our service and advice.

## Staffing and structure of the Virtual School



The Virtual School has a flat structure. There is a Head of the Virtual School with line management of eight staff members. A key stage model exists in which Education Improvement Consultants (EIC) are responsible for specific key stages. This structure was changed in 2024 to move towards EICs staying with their child until Year 11. The previous Year 9 and 10 cohort have stayed with the same EIC. The EIC in charge of Year 8 and 9 will stay with the cohort until the end of year 11. The changes are being staggered to ensure there is not an uneven distribution of children allocated to an EIC.

- Head of Virtual School Full time (F/T)
- Senior Business Officer (Permanent) (F/T)
- Inclusion and Attendance Coordinator (Permanent) (F/T)
- Education Advisor for Early years (One day a week) (Line managed by Early Years)
- EIC for Year R, 1, 2, 3 & 4 (Agency) (F/T)
- EIC for Years 5, 6 & 7 (Permanent) (F/T)
- EIC for Years 8 & 9 (Permanent) (F/T)
- EIC for Year 10 & 11(Permanent) (F/T)
- Two EICs for post-16 (Agency) (F/T)
- Two Educational Psychologists (Traded service) (Two days a week)

Education Improvement Consultants are responsible for monitoring children's progress, attendance, and behaviour, working with the network to ensure they have a quality ePEP, where they will challenge and support the network to ensure that the effective support is put in place and that aspiration is high. With support from the Inclusion Coordinator, they jointly challenge exclusions and suspensions, offering alternatives and supportive strategies, including staff training. The EIC will provide direct intervention work with the Educational

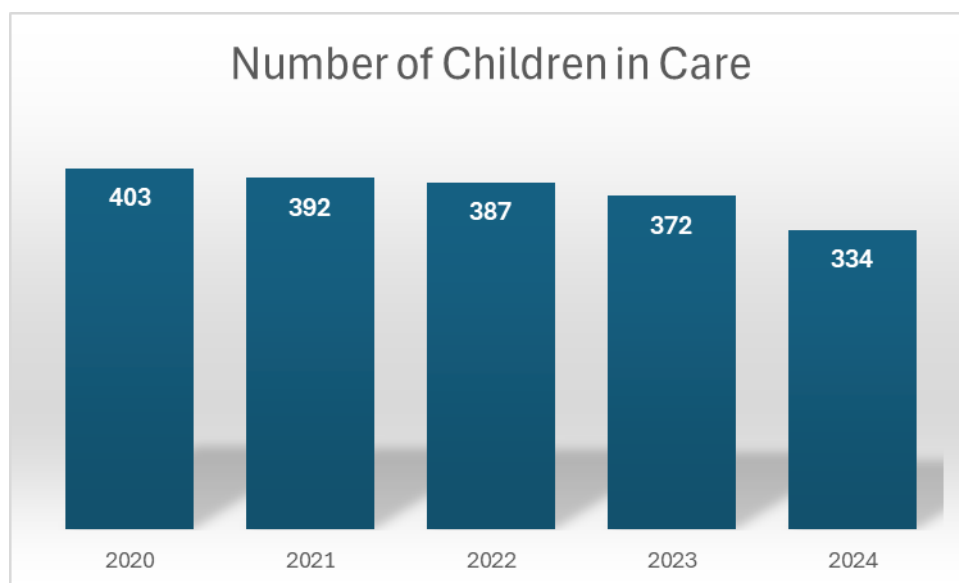
Psychologist to ensure the need is understood and recommendations made, including statutory assessments. School places are overseen, and recommendations are made for those making normal transfers and those who need to move in year. Staff signpost young people to opportunities, which includes organising and leading on several visits and projects. Additionally, the EIC role has been expanded to provide termly tracking of the English and Maths progression of their cohort.

#### Improvement for 2024-2025

**Extended duties will be shared with the team through the creation of 12-month fixed term roles. There will be an Inclusion and Attendance manager who will oversight of the attainment and attendance for all children with a social worker and will provide attendance training to foster carers and social workers.**

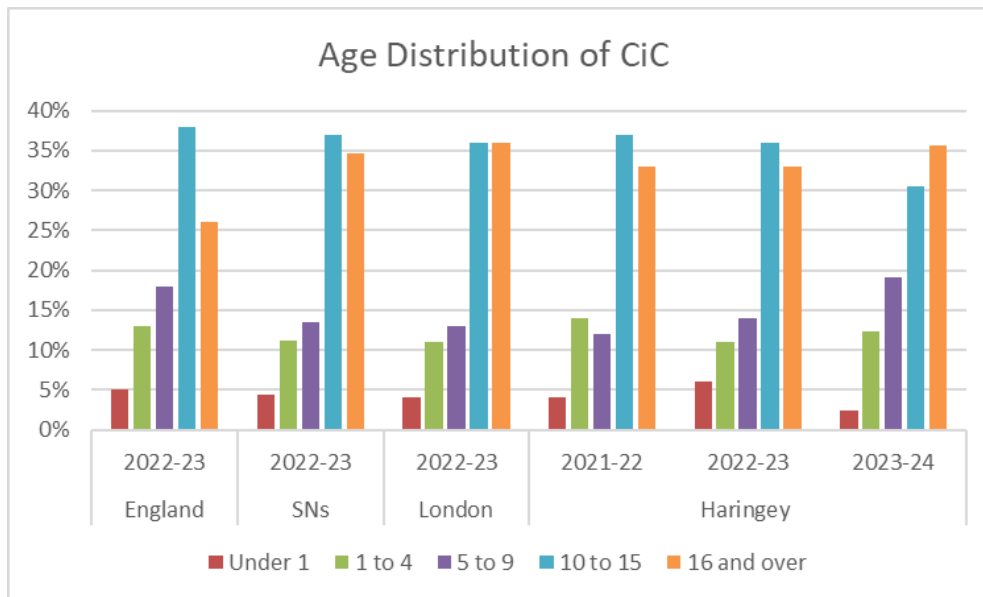
#### Our children who we look after: contextual data

There has been an 17% decrease in CiC in Haringey since 2020 and there has been a continual decline. Additionally, there has been a significant decline in the rate per 10,000 children aged under 18 it has fallen from 71 (2020) to 62 (2024). The change from 2023 (69) means there has been a decline of 7%. If the pattern was to continue numbers would fall below 200 for 2025.



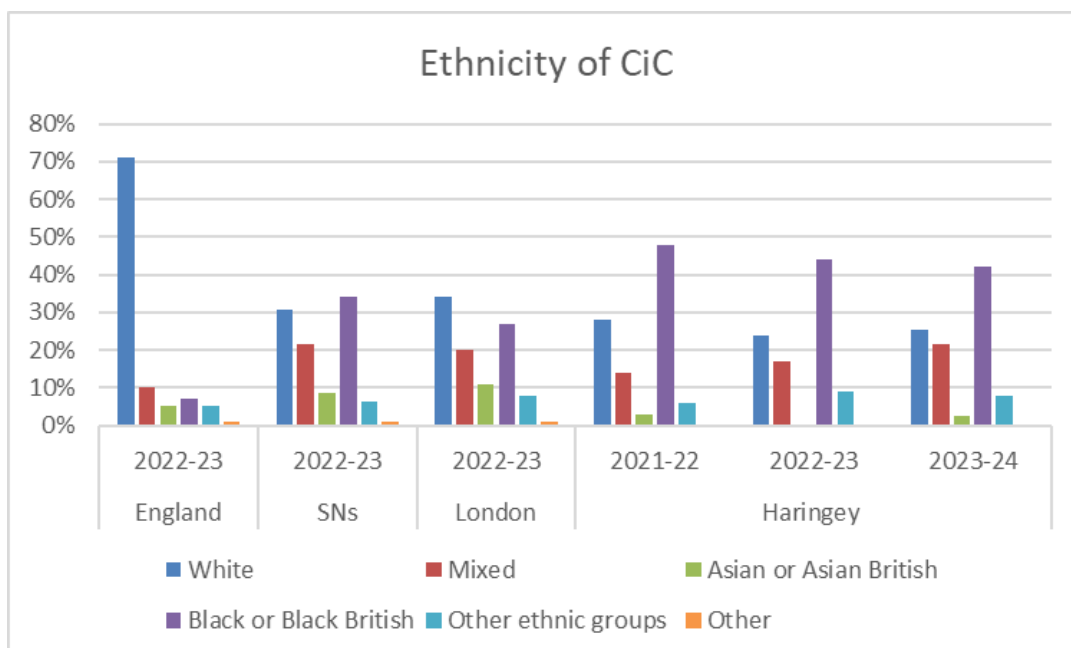
#### *Age distribution*

Over half of the CiC population in Haringey are aged ten and above. The trend is similar in inner London boroughs. The over 16 population has increased since 2023 and is similar to London and is slightly higher than Haringey's statistical neighbours.



### Ethnicity

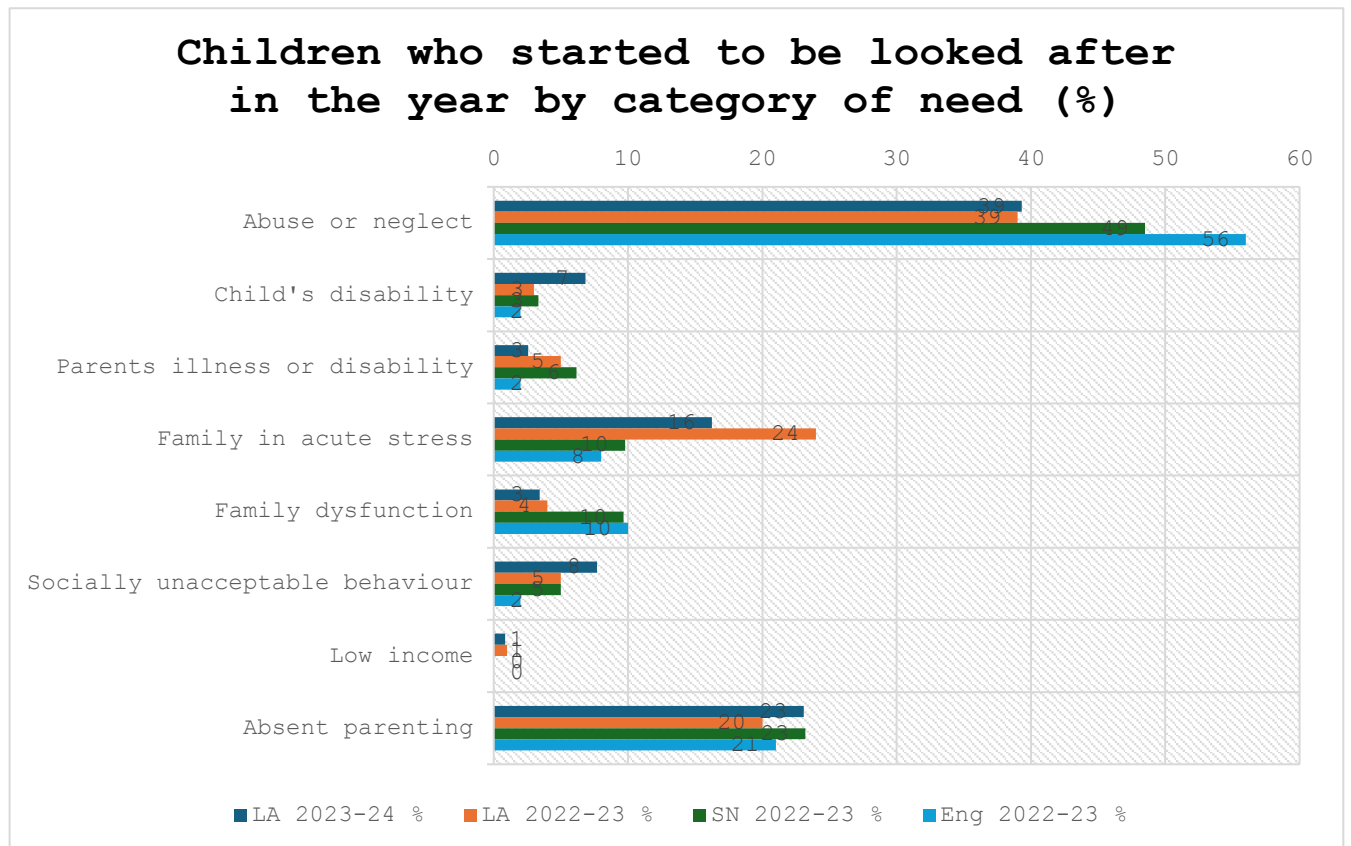
Compared to National figures, Black, African, Caribbean or Black British are overrepresented. The conclusion could be there are significantly higher levels of the BAME group in Haringey's virtual school; however, 17.6% of the overall population of Haringey residents are from Black ethnic groups and 7% from Mixed or Multiple ethnic groups; therefore, Black and Black British and Mixed are overrepresented in the CiC statistics. The statistics for children of White heritage are significantly lower than the national average and slightly lower than other benchmark groups London and Statistical neighbours.



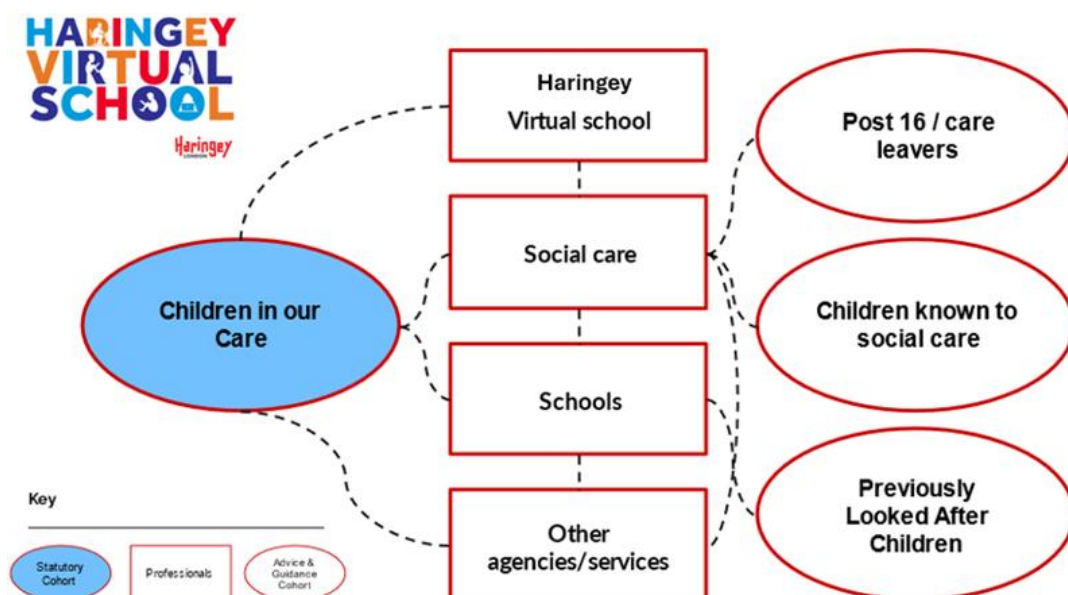
### Category of need or reasons for coming into care

Abuse or neglect accounts for almost 39% of the reasons children were in care at 31st March 2024. This proportion is slightly lower than benchmark groups and below the national

average. Absent parenting and Family in acute stress follow next as the reason why Children start to be Children in care. The proportion of children in care due to Family dysfunction is much lower in Haringey than benchmark groups and England.



## Our extended duties



### Post 16 and Care Leavers

We have two Post 16 Education Improvement Consultants who monitor the education of the Post 16 cohort up until the age of 18. They hold a caseload of around 100 children. The roles are partially funded by the Post-16 PPG which was £58,502 for 2023 -2024 we also use the general PPG to fund the roles. The cost to the service for the roles is £120k per year. The team continue to monitor education using a Post-16 PEP. At 18 a young person can opt out of receiving support. Only 5% of our post-16 cohort requested continued support. Often children had an EHCP or were completing their A-levels and wanted support to continue.

### Case Study – R

R is a year 13 student at college undertaking his A-Levels Psychology, Biology & Politics. It was recognised within the beginning of the second term that R would need additional support with revision and subject knowledge after the spring ePEP.

The College's Designated Teacher stated that there was no cause for concern, and he was predicted to pass his exams to a high level. R's Virtual School representative discussed her concerns regarding his mock exams and the low mock results and that these did not mirror his predicted grades. The ABC in predicted A-Level did not align with his last assessments and there was a significant gap between what he was currently attaining and his predicted grade. The designated teacher understood the Virtual School's concerns and liaised with R's academic subject tutors to further explore further and provide feedback.



A decision was made by Virtual School to commission extra tuition sessions to support his revision skills and subject development. R objected to the tuition; however, the Virtual School discussed the benefits and concerns, and R agreed to the tuition.

R was receptive to the tuition once it was put in place by Virtual School. R became more focused on his exams and his revision techniques and studying hours improved. R left his part time job so that he could dedicate more time to his studies. It was stated that within the summer ePEP that R was enjoying his tutoring and felt that this was supporting him in preparing for exams. The Designated Teacher within the ePEP was more aware of the reality of R's attainment level and provided more accurate predicted grades. He successfully passed his A-levels and progressed to a higher education institution.

### **Higher Education**

Two young people the Virtual school were directly monitoring progressed to Sussex University and Northumbria University.

We supported a young person to secure university accommodation for free and we discussed the provision of 52-week accommodation with the university.

### **Care Leavers not in Education, Employment and training**

At the end of the academic year 23/24 the Virtual School was monitoring 85 Children in Post-16. The number fluctuates at the highest number it was 114 Children in January 2024. The percentage of children who were NEET was 18%.

The Post-16 Team led the NEET panel which was a weekly panel established to discuss and support children who were NEET. The panel consisted of the post-16 team, Virtual school Head, representation from the Participation team and the Aspirational panel, Service Manager and Service Team Manager from Young Adults Service. The social worker and team manager for the child would be invited to the panel to discuss the child. Additional professionals were invited, when necessary, SEND, EP, YOS and Exploitation Team service manager. The barriers to the NEET panel working effectively, were there was not a centralised spreadsheet which monitored the impact of the intervention and there was a need to capture the voice of the child.

The NEET panel was relaunched in February 2024 as the EET panel to overcome the initial barriers and to introduce a process, including a referral process. However, the NEET panel was not having the desired impact in reducing the NEET numbers in the Virtual School. The discussions were useful but NEET numbers was not being reduced, and it was decided the Virtual School would meet internally to monitor and provide bespoke opportunities to children who are NEET.

The long-term goal of the Virtual School is to have a similar arrangement as other virtual schools and have an embedded Education, Employment and Training Advisor. There is a plan for 2026 to consider how the VS budget could be used to fund an EET advisor.

#### Reasons For NEET 2023 -2024

	Number	Percentages
LAC NEET post 16+	15	100%
Excluded from College during course	7	46.66%
In Custody	1	6.66%
Missing	2	13.33%
Parenting	1	6.66%
School Refuser	1	6.66%
SEMH	2	13.33%
Awaiting Relocation	1	6.66%
Low Attendance	1	6.66%
Other	3	20%
Year Thirteen	13	<b>86.66 %</b>
Year Twelve	2	13.33%
Female	4	26.66%
Male	11	73.33%

#### Ethnicity of NEET's 2023 – 2024

Ethnicity	Number	Percentages
LAC NEET post 16+	15	100%
Black British	6	40%
Black African	1	6.66%
White British	5	33.33%
White and Black British	1	6.66%
White Other	2	13.33%

#### NEET PANEL 2023 -2024

	Number of NEETS	Percentages
LAC NEET post 16+	15	100%
Presented at Panel	13	86.66 %
Not Presented at Panel	2	13.33%

#### Improvement for 2024-2025

Twice termly meeting in the Virtual School with the post-16 team and the Virtual School Head to discuss children who are at risk of being NEET and are NEET and sending bespoke opportunities to social workers. Contacting colleges/sixth form The Post-16 Team creating a PAN London Post-16 group to challenge the barriers experienced by our young people that increases the likelihood of our them becoming NEET e.g. Bursary payment, admission policy.

## Children known to social care and previously looked after children

CIN (2023 – 2024)	CP (2023 -2024)
1044	192

The enquiries we dealt with were often for PLAC who had become adopted. We had 15 enquires through the year from both parents and schools. The total figure of PLAC is unknown as the information will be shared with school by the parent, who may not want to disclose the child's status to the school. The enquiries were around a child being at risk of permanent exclusion, extended non-attendance and EHCP enquires. The person who was in the extended role attended the London PLAC Leads Network which brought all leads together to share best practice. At the beginning of the year there were conversations with Adopt North London to offer education sessions to the adopters through their network group.

### Educational outcomes for CIN and CP

The information obtained is based on matched data from NCER and is based on the statistical required information of being CIN at March 31 2024.

The strongest outcomes for CIN children were at Key stage 2. The variable data for Key Stage 1 may be based on it being non-mandatory so some schools may opt not to administer the SATs test. The results at Key Stage 2 are reflective of the brilliant work at primary as the outcomes for CIN are higher than Haringey statistical neighbours and London. This data accurately reflects the positive impact of our primary schools. At Key Stage 4 the results are in line with the overall figure for London; however, in comparison to overall Haringey KS4 results the average difference is -35.6% which is a significant gap that needs to be narrowed.

### Key Stage 4

Total numbers	English 5-9	Maths 5-9	English and Maths 5-9
CIN all matched students Haringey (110)	29%	18%	15%
Statistical neighbours CIN (500)	26%	16%	14%
London CIN (1,620)	29%	19%	16%
Haringey all pupils (2,714)	65%	54.1%	49.5%

### ***Key Stage 2 Expected standard***

<b>Total numbers</b>	<b>RWM</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>GPS</b>
<b>CIN all matched students Haringey (80)</b>	53%	64%	63%	58%	60%
<b>Statistical neighbours CIN (570)</b>	41%	57%	52%	51%	54%
<b>London CIN (1,920)</b>	40%	54%	49%	50%	51%
<b>Haringey all pupils (2,714)</b>	67.8%	79%	77.6%	77.1%	76.7%

### ***Key stage 1 Expected standard***

<b>Total numbers</b>	<b>RWM</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>CIN all matched students Haringey (30)</b>	38%	59%	44%	56%
<b>London CIN (160)</b>	40%	51%	44%	52%
<b>Haringey all pupils (1,707)</b>	61%	72.6%	65.3%	75.8%

### ***Alternative Education***

The Virtual School wanted to understand the wider picture of the number of students who are CIN and CP that access alternative education provision. The cohort made up just under 20% of the total school population. As this is the first time this data has been monitored by the Virtual School we will continue to monitor it in addition to the exclusion and suspension data for this cohort.

<b>Total numbers</b>	
<b>All pupils at HLP 245</b>	100%
<b>CIN students 27</b>	11%
<b>CP students 21</b>	8.57%

### **Improvement for 2024-2025**

**The Virtual School are monitoring the attendance, exclusions and suspensions for the CP cohort and will be reporting on the data in the Spring term and will work with schools, education welfare service and social care to address attendance concerns through training, advice and guidance.**

**The introduction of new roles in the VSH will mean there will be two members of the team who will provide guidance and support and training, which will mean there is clear oversight of the cohort.**

**The VSH is the co-chair of the London Regional Network of Virtual School Heads and was able to learn of a pilot project between VRU and ARC which provides schools with a trauma informed measurement tool, in conjunction with the development of the inclusion strategy the Virtual school will have a two -year strategy to ensure all secondary schools take on the ARC membership which will be funded by the Virtual school.**

### **Personal Education Plans (PEPs)**

In December 2023 all Autumn PEPs were reviewed by the VSH.

The key concerns were:

- Missing attainment data
- Variation in PEP quality
- Lack of trauma-informed sensitive language
- Focus on presentation of the child

These concerns were shared with staff. The Virtual School offered social worker PEP training and we started the Designated Teacher Forum to improve the quality of the PEPs. The social worker PEP training was offered through the Workforce Development platform.

The training was based on a PEP procedure document (produced by the VSH 2023) which clearly outlined the expectations of the PEP meeting and who is responsible for completion of the different document sections.

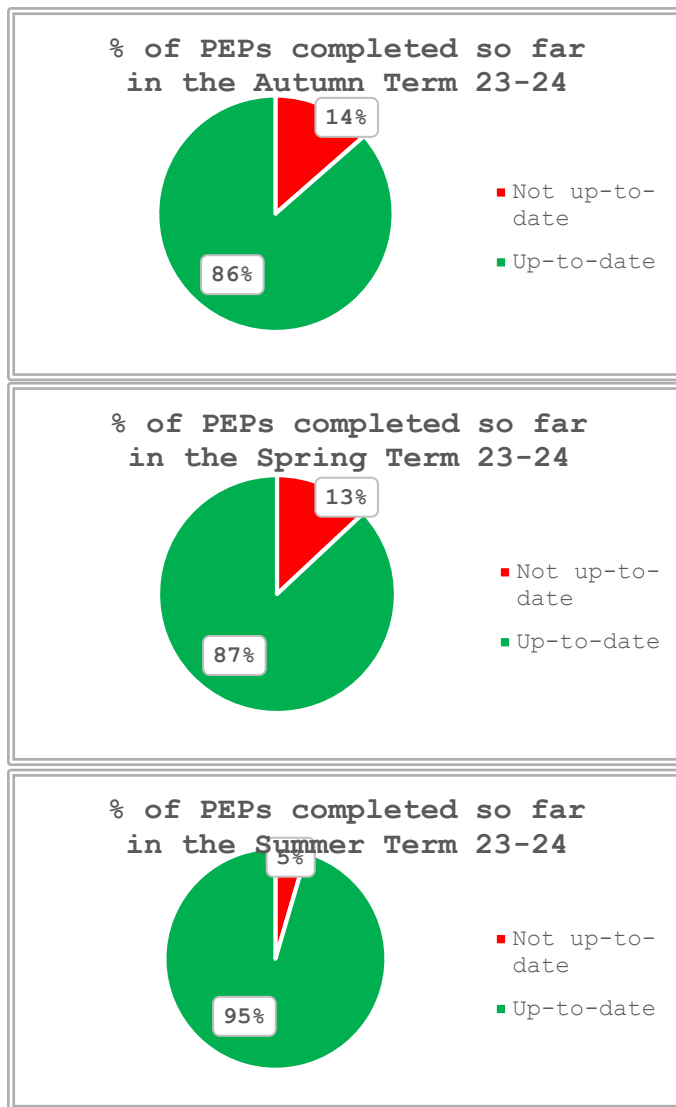
**Haringey Virtual School**  
**Personal Education Plan procedures**

1. Mission statement and vision
2. Purpose of the PEPs
3. PEP timeline
4. Understanding the ePEP form
5. The role of social workers, Designated Teachers and Education improvement consultants
6. How to complete an ePEP – (Ensuring a good quality PEP)
7. Capturing the voice of the child/young person in their PEP.
8. Questions to ask at PEP meetings.
9. SMART targets
10. Children not in an educational provision
11. Children with EHCPs attending schools out of borough.
12. Links and helpful guidance

**1. Mission statement and Vision**

In 2023 – 2024 – There were four PEP training sessions offered to social workers and there was one Designated Teacher Forum provided in the summer term.

The completion of PEPs through the academic year steadily improved as we were aiming to improve the quality, and we were sending PEPs back for improvements.



There was a marked improvement in the completion of PEPs within timescales as the rise in the PEP quality meant EICs did not need to return PEPs for improvement.

The culmination of the work carried out by the Virtual School resulted in a RAG system to be introduced at the start of the academic year 2024 and shared with social workers and Designated teachers.

**The RAG system was derived from the evaluation of PEPs and identifying a unified way to improve the quality using criteria for 'Good/ Outstanding'**

**Haringey Virtual School – PEP Quality Assurance KS1 -KS4**

	Green	Amber	Red
Section 1 – The PEP meeting <u>Social worker</u>	All sections are complete and detailed.	All sections partially complete/ limited information.	Many missing sections or inaccurate information provided.
Section 2 – About me Social worker	All sections are complete and update of summary of care plan is detailed and reflects current situation.	All sections partially complete/ summary of care plan is no relevant or has been cut and paste from another document.	Many missing sections or inaccurate information provided/ information provided that is not relevant to the PEP.
Section 3 – Education Setting Social worker	All sections are complete and accurate record provided of previous schools include start and end dates including reason for leaving.	All sections partially complete/ partial information provided about school history.	Many missing sections or inaccurate information – e.g. school recorded is incorrect.
Section 4 SEND/ additional support Social Worker/ Designated Teacher	All sections are complete and provides a detailed description of the child/ young person's relationship to other children and adults using trauma sensitive language.	All sections partially complete and limited information. Attempt made to provide an objective account of the child/ young person.	Many missing sections or inaccurate information - Language used to describe children/ young people is 'child-blaming'.
Section 5 – Attainment Designated Teacher	Clear Chronology of the child/ young person's attainment since being in care and detailed description of the interventions and support provided to raise attainment	Partially complete, unable to gain a full understanding of the child/young person's attainment in school since being in care.	Not recorded / multiple blanks

The Education Improvement Consultant will use the RAG system to quality assure the PEPs.

**Improvement for 2024-2025**

**The Virtual School will use an external system to measure the quality of the PEPs which will provide a quantitative measure of improvement.**

**Attainment for KS2 and KS4**

**Key Stage 2 (11-year-olds) Expected standard**

2024	Haringey (CiC) 14	London (CiC) 330	National (CiC) 3,830	2023	Haringey (CiC) 7	London (CiC) 250	National (CiC) 3,320	Change from 2023	Haringey (CiC)	London (CiC)	National (CiC)
RWM	57%	43%	34%	RWM	42%	41%	34%	RWM	15%	2%	0%
Reading	64.3%	58%	52%	Reading	57.1%	62%	52%	Reading	7.2%	-4%	0%
Writing	71.4%	53%	46%	Writing	42.9%	53%	46%	Writing	28.5%	0%	0%



Maths	57.1%	54%	46%	Maths	71.4%	54%	48%	Maths	-14.3%	0%	-2%
GPS	71.4%	56%	46%	GPS	71.4%	55%	48%	GPS	0%	1%	-2%

- 57% of Haringey CiC achieved the expected standard in Reading, Writing and Maths (RWM), higher than last year (41%), London (43%) and National (34%).
- There were significant improvements in RWM with an overall increase of +15% significantly higher than London (+2%) and National (0%).
- Maths continues to be an area of improvement as there was a decrease of 14.3%; however, there was a decrease with National (-2%).

#### Key Stage 4 (16-year-olds)

Total numbers 2024	English 5-9	Maths 5-9	English and Maths 5-9	2023	English 5-9	Maths 5-9	English and Maths 5-9
Haringey CiC (30)	23.3%	20%	13.3%	Haringey CiC (45)	20%	15.6%	13.3%
London CiC (510)	26%	16%	12%	London CiC	*	*	*
National CiC (5,060)	21%	15%	11%	National CiC (8,100)	17%	12%	9%

\*Not available for London 2023

- Haringey CiC outcomes are higher in English 5-9 (23.3%) than CiC national outcomes for English grade 5-9 (21%).
- Haringey CiC outcomes are higher in Maths 5-9 (20%) than CiC London (16%) and National (15%).
- Overall, for English and Maths at 5-9 Haringey CiC have a higher rate (13.3%) than London (12%) and National (11%).
- There have been a 3.3% increase in outcomes for English 5-9 and there has been an increase of 4.4% in Maths 5-9 for Haringey CiC.

Based on the non-statistical data (Children in care including and from 31 March 2023 the whole Year 11 cohort - 41 children):

34% of the cohort who sat GCSEs obtained a 4 or more in English

26% obtained a 4 or more in Maths

15% obtained 4 or more in Maths and English.

15% obtained a 4 or more in five subjects including English and Maths

Of the Year 11 cohort 29% (12) had an EHCP – 41% (5) achieved a grade in English and 33% (4) achieved a grade in Maths.

There were notable achievements from the Key Stage 4 Cohort

D achieved - English Language 6, English Literature 8, Mathematics 7, Biology 7, Chemistry 6, Physics 8, Geography 6, Computer science 8, Spanish 5,

P achieved – English language 6, English Literature 6, Mathematics 4, Combined Science 6,5, Spanish 5

Y achieved – English language 7, English Literature 8, Mathematics 5, Combined Science 6,5, Drama 6, PE 6, Media Studies 8, Sociology 9

### Improvement for 2024-2025

The EICs will track the attainment and achievement of the CiC cohort termly and at the start the term a progress review day will consider interventions to raise achievement.

All PEPs to have an English/Literacy and Maths/Numeracy target

Introduction of digital Maths/English apps for Primary cohort

## Attendance

At the end of the academic year 203 Children were monitored by our external platform 'Welfare Call'.

- 89 children were enrolled with an in-borough [Haringey] school, both primary and secondary aged.
- 114 children were enrolled with an out-borough [outside of Haringey] school, both primary and secondary aged.
- 40 children held an Education Health and Care Plan [EHCP] maintained by Haringey and/or other Local Authorities.
  - Haringey [15]
  - Other LA's [25]
- 23 children are identified as receiving SEN Support

	Number	%	Number with EHCP	%	Male	%	Female	%	Other	%
Statutory School age	<sup>1</sup> 203	-	40	<sup>1</sup> 19.7%	111	<sup>1</sup> 54.6%	87	<sup>1</sup> 42.8%	5	<sup>1</sup> 2.4%
In borough	<sup>2</sup> 89	<sup>1</sup> 43.8%	15	<sup>1</sup> 7.3% <sup>2</sup> 16.8%	52	<sup>1</sup> 25.6% <sup>2</sup> 58.4%	34	<sup>1</sup> 16.7% <sup>2</sup> 38.2%	3	<sup>1</sup> 1.4% <sup>2</sup> 3.3%
Out of borough	<sup>3</sup> 114	<sup>1</sup> 56.1%	25	<sup>1</sup> 12.3% <sup>3</sup> 21.9%	59	<sup>1</sup> 29% <sup>3</sup> 51.7%	53	<sup>1</sup> 26.1% <sup>3</sup> 46.4%	2	<sup>1</sup> 0.9% <sup>3</sup> 1.7%

<b>SEN Support</b>	<sup>4</sup> 23	<sup>1</sup> 11.3%	-	-	12	<sup>1</sup> 5.9% <sup>4</sup> 52.1%	11	<sup>1</sup> 5.4% <sup>4</sup> 47.8%	0	-
<b>EHCP</b>	<sup>5</sup> 40	<sup>1</sup> 19.7%	40	<sup>1</sup> 19.7%	25	<sup>1</sup> 12.3% <sup>5</sup> 62.5%	15	<sup>1</sup> 7.3% <sup>5</sup> 37.5%	0	-
<b>Early Years Foundation</b>										
<b>Rec</b>	<sup>1</sup> 11	<sup>1</sup> 5.4%	0	-	<sup>1</sup> 7	<sup>1</sup> 3.4%	<sup>1</sup> 4	<sup>1</sup> 1.9%	0	-
<b>IB</b>	<sup>2</sup> 4	<sup>2</sup> 4.4%	0	-	<sup>2</sup> 3	<sup>2</sup> 3.3%	<sup>2</sup> 1	<sup>2</sup> 1.1%	0	-
<b>OB</b>	<sup>3</sup> 7	<sup>3</sup> 6.1%	0	-	<sup>3</sup> 4	<sup>3</sup> 3.5%	<sup>3</sup> 3	<sup>3</sup> 2.6%	0	-
<b>SEN Support</b>	0	-	0	-	0	-	0	-	0	-
<b>EHCP</b>	0	-	0	-	0	-	0	-	0	-
<b>Key Stage One</b>										
<b>Year 1</b>	<sup>1</sup> 15	<sup>1</sup> 7.3%	0	-	<sup>1</sup> 11	<sup>1</sup> 5.4%	<sup>1</sup> 4	<sup>1</sup> 1.9%	0	-
<b>IB</b>	<sup>2</sup> 8	<sup>2</sup> 8.9%	0	-	<sup>2</sup> 6	<sup>2</sup> 6.7%	<sup>2</sup> 2	<sup>2</sup> 2.2%	0	-
<b>OB</b>	<sup>3</sup> 7	<sup>3</sup> 6.1%	0	-	<sup>3</sup> 5	<sup>3</sup> 4.3%	<sup>2</sup> 2	<sup>2</sup> 1.7%	0	-
<b>SEN Support</b>	0	-	0	-	0	-	0	-	0	-
<b>EHCP</b>	0	-	0	-	0	-	0	-	0	-
<b>Year 2</b>	<sup>1</sup> 9	<sup>1</sup> 4.4%	<sup>1</sup> 3	<sup>1</sup> 1.4%	<sup>1</sup> 5	<sup>1</sup> 2.4%	<sup>1</sup> 3	<sup>1</sup> 1.4%	<sup>1</sup> 1	<sup>1</sup> 0.49%
<b>IB</b>	<sup>2</sup> 4	<sup>2</sup> 4.4%	<sup>2</sup> 1	<sup>2</sup> 1.1%	<sup>2</sup> 3	<sup>2</sup> 3.3%	<sup>2</sup> 1	<sup>2</sup> 1.1%	0	-
<b>OB</b>	<sup>3</sup> 5	<sup>3</sup> 4.3%	<sup>3</sup> 2	<sup>3</sup> 1.7%	<sup>3</sup> 2	<sup>3</sup> 1.7%	<sup>3</sup> 2	<sup>3</sup> 1.7%	<sup>3</sup> 1	<sup>3</sup> 0.8%
<b>SEN Support</b>	<sup>4</sup> 0	-	<sup>4</sup> 0	-	<sup>4</sup> 0	-	<sup>4</sup> 0	-	<sup>4</sup> 0	-
<b>EHCP</b>	<sup>5</sup> 3	<sup>5</sup> 7.5%	<sup>5</sup> 3	<sup>5</sup> 7.5%	<sup>5</sup> 3	<sup>5</sup> 7.5%	0	-	<sup>5</sup> 1	<sup>5</sup> 2.5%
<b>KS1 total</b>	<sup>1</sup> 24	<sup>1</sup> 11.8%	<sup>1</sup> 3	<sup>1</sup> 1.4%	<sup>1</sup> 6	<sup>1</sup> 7.8%	<sup>1</sup> 7	<sup>1</sup> 3.4%	<sup>1</sup> 1	<sup>1</sup> 0.49%
<b>IB</b>	<sup>2</sup> 12	<sup>2</sup> 13.4%	<sup>2</sup> 1	<sup>2</sup> 2.5%	<sup>2</sup> 9	<sup>2</sup> 10.1%	<sup>2</sup> 3	<sup>2</sup> 3.3%	0	-
<b>OB</b>	<sup>3</sup> 12	<sup>3</sup> 13.4%	<sup>3</sup> 2	<sup>3</sup> 1.7%	<sup>3</sup> 7	<sup>3</sup> 6.1%	<sup>3</sup> 4	<sup>3</sup> 3.5%	<sup>3</sup> 1	<sup>3</sup> 0.87%
<b>SEN Support</b>	<sup>4</sup> 0	-	<sup>4</sup> 0	-	<sup>4</sup> 0	-	<sup>4</sup> 0	-	<sup>4</sup> 0	-
<b>EHCP</b>	<sup>5</sup> 3	<sup>5</sup> 7.5%	<sup>5</sup> 3	<sup>5</sup> 7.5%	<sup>5</sup> 3	<sup>5</sup> 7.5%	<sup>5</sup> 0	-	<sup>5</sup> 0	-
	Number	%	Number with EHCP	%	Male	%	Female	%	Other	%
<b>Key Stage Two</b>										
<b>Year 3</b>	<sup>1</sup> 14	<sup>1</sup> 6.8%	<sup>1</sup> 2	<sup>1</sup> 0.9%	<sup>1</sup> 8	<sup>1</sup> 3.9%	<sup>1</sup> 6	<sup>1</sup> 2.9%	0	-
<b>IB</b>	<sup>2</sup> 6	<sup>2</sup> 6.7%	<sup>2</sup> 1	<sup>2</sup> 1.1%	<sup>2</sup> 5	<sup>2</sup> 5.6%	<sup>2</sup> 1	<sup>2</sup> 1.1%	0	-
<b>OB</b>	<sup>3</sup> 8	<sup>3</sup> 7%	<sup>3</sup> 1	<sup>3</sup> 0.8%	<sup>3</sup> 3	<sup>3</sup> 2.6%	<sup>3</sup> 5	<sup>3</sup> 4.3%	0	-
<b>SEN Support</b>	<sup>4</sup> 2	<sup>4</sup> 8.6%	0	0	<sup>4</sup> 1	<sup>4</sup> 4.3%	<sup>4</sup> 1	<sup>4</sup> 4.3%	0	-
<b>EHCP</b>	<sup>5</sup> 2	<sup>5</sup> 5%	<sup>5</sup> 2	<sup>5</sup> 5%	<sup>5</sup> 2	<sup>5</sup> 5%	0	-	0	-
<b>Year 4</b>	<sup>1</sup> 11	<sup>1</sup> 5.4%	<sup>1</sup> 2	<sup>1</sup> 0.9%	<sup>1</sup> 4	<sup>1</sup> 1.9%	<sup>1</sup> 7	<sup>1</sup> 3.4%	0	-
<b>IB</b>	<sup>2</sup> 3	<sup>2</sup> 3.3%	0	-	0	-	<sup>2</sup> 3	<sup>2</sup> 3.3%	0	-
<b>OB</b>	<sup>3</sup> 8	<sup>3</sup> 7%	<sup>3</sup> 2	<sup>3</sup> 1.7%	<sup>3</sup> 4	<sup>3</sup> 3.5%	<sup>3</sup> 4	<sup>3</sup> 3.5%	0	-
<b>SEN Support</b>	<sup>4</sup> 1	<sup>4</sup> 4.3%	0	-	0	-	<sup>4</sup> 1	<sup>4</sup> 4.3%	0	-
<b>EHCP</b>	<sup>5</sup> 2	<sup>5</sup> 5%	<sup>5</sup> 2	<sup>5</sup> 5%	0	-	<sup>5</sup> 2	<sup>5</sup> 5%	0	-
<b>Year 5</b>	<sup>1</sup> 12	<sup>1</sup> 5.9%	<sup>1</sup> 2	<sup>1</sup> 0.9%	<sup>1</sup> 5	<sup>1</sup> 2.4%	<sup>1</sup> 7	<sup>1</sup> 3.4%	0	-
<b>IB</b>	<sup>2</sup> 5	<sup>2</sup> 5.6%	<sup>2</sup> 1	<sup>2</sup> 1.1%	<sup>2</sup> 3	<sup>2</sup> 3.3%	<sup>2</sup> 2	<sup>2</sup> 2.2%	0	-
<b>OB</b>	<sup>3</sup> 7	<sup>3</sup> 6.1%	<sup>3</sup> 1	<sup>3</sup> 0.8%	<sup>3</sup> 2	<sup>3</sup> 1.7%	<sup>3</sup> 5	<sup>3</sup> 4.3%	0	-
<b>SEN Support</b>	<sup>4</sup> 2	<sup>4</sup> 8.6%	0	-	<sup>4</sup> 1	<sup>4</sup> 4.3%	<sup>4</sup> 1	<sup>4</sup> 4.3%	0	-
<b>EHCP</b>	<sup>5</sup> 2	<sup>5</sup> 5%	<sup>5</sup> 2	<sup>5</sup> 5%	<sup>5</sup> 2	<sup>5</sup> 5%	0	-	0	-
<b>Year 6</b>	<sup>1</sup> 17	<sup>1</sup> 8.3%	<sup>1</sup> 3	<sup>1</sup> 1.4%	<sup>1</sup> 7	<sup>1</sup> 3.4%	<sup>1</sup> 9	<sup>1</sup> 4.4%	<sup>1</sup> 1	<sup>1</sup> 0.4%
<b>IB</b>	<sup>2</sup> 9	<sup>2</sup> 10.1%	<sup>2</sup> 3	<sup>2</sup> 3.3%	<sup>2</sup> 4	<sup>2</sup> 4.4%	<sup>2</sup> 5	<sup>2</sup> 5.6%	0	-
<b>OB</b>	<sup>3</sup> 8	<sup>3</sup> 7%	0	-	<sup>3</sup> 3	<sup>3</sup> 2.6%	<sup>3</sup> 4	<sup>3</sup> 3.5%	<sup>3</sup> 1	<sup>3</sup> 0.87%
<b>SEN Support</b>	<sup>4</sup> 1	<sup>4</sup> 4.3%	<sup>4</sup> 1	<sup>4</sup> 4.3%	0	-	<sup>4</sup> 1	<sup>4</sup> 4.3%	0	-
<b>EHCP</b>	<sup>5</sup> 3	<sup>5</sup> 7.5%	<sup>5</sup> 3	<sup>5</sup> 7.5%	<sup>5</sup> 2	<sup>5</sup> 1.7%	<sup>5</sup> 1	<sup>5</sup> 0.87%	0	-
<b>KS2 total</b>	<sup>1</sup> 54	<sup>1</sup> 26.6%	<sup>1</sup> 9	<sup>1</sup> 4.4%	<sup>1</sup> 24	<sup>1</sup> 11.8%	<sup>1</sup> 29	<sup>1</sup> 14.2%	<sup>1</sup> 1	<sup>1</sup> 0.49%
<b>IB</b>	<sup>2</sup> 23	<sup>2</sup> 25.8%	<sup>2</sup> 6	<sup>2</sup> 6.7%	<sup>2</sup> 12	<sup>2</sup> 13.4%	<sup>2</sup> 11	<sup>2</sup> 12.3%	0	-

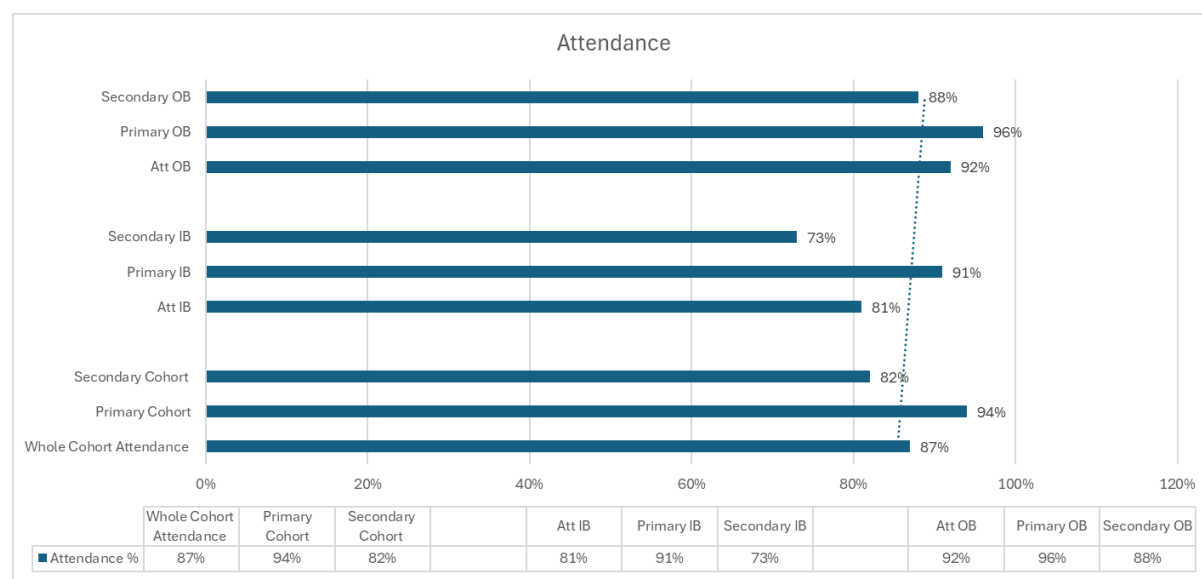
OB	<sup>3</sup> 31	<sup>3</sup> 27.1%	<sup>3</sup> 3	<sup>3</sup> 2.6%	<sup>3</sup> 12	<sup>3</sup> 10.5%	<sup>3</sup> 18	<sup>3</sup> 15.7%	<sup>3</sup> 1	<sup>3</sup> 0.8%
SEN Support	<sup>4</sup> 6	<sup>4</sup> 26%	<sup>4</sup> 6	<sup>4</sup> 26%	<sup>4</sup> 2	<sup>4</sup> 8.6%	<sup>4</sup> 4	<sup>4</sup> 17.3%	0	-
EHCP	<sup>5</sup> 9	<sup>5</sup> 22.5%	<sup>5</sup> 9	<sup>5</sup> 22.5%	<sup>5</sup> 6	<sup>5</sup> 15%	<sup>5</sup> 3	<sup>5</sup> 7.5%	0	-
Primary total	<sup>1</sup> 89	<sup>1</sup> 43.8%	<sup>1</sup> 12	<sup>1</sup> 5.9%	<sup>1</sup> 47	<sup>1</sup> 23.1%	<sup>1</sup> 40	<sup>1</sup> 19.7%	<sup>1</sup> 2	<sup>1</sup> 0.98%
IB	<sup>2</sup> 39	<sup>2</sup> 43.8%	<sup>2</sup> 7	<sup>2</sup> 7.8%	<sup>2</sup> 24	<sup>2</sup> 26.9%	<sup>2</sup> 15	<sup>2</sup> 16.8%	0	-
OB	<sup>3</sup> 50	<sup>3</sup> 43.8%	<sup>3</sup> 5	<sup>3</sup> 4.3%	<sup>3</sup> 23	<sup>3</sup> 20.1%	<sup>3</sup> 25	<sup>3</sup> 21.9%	<sup>3</sup> 2	<sup>3</sup> 1.7%
SEN Support	<sup>4</sup> 6	<sup>4</sup> 26%	<sup>4</sup> 6	<sup>4</sup> 26%	<sup>4</sup> 2	<sup>4</sup> 8.6%	<sup>4</sup> 4	<sup>4</sup> 17.3%	0	-
EHCP	<sup>4</sup> 12	<sup>4</sup> 30%	<sup>4</sup> 12	<sup>4</sup> 30%	<sup>4</sup> 9	<sup>4</sup> 22.5%	<sup>4</sup> 3	<sup>4</sup> 7.5%	0	-
Key Stage Three										
Year 7	<sup>1</sup> 8	<sup>1</sup> 3.9%	<sup>1</sup> 3	<sup>1</sup> 1.4%	<sup>1</sup> 4	<sup>1</sup> 1.9%	4	<sup>1</sup> 1.9%	0	-
IB	<sup>2</sup> 4	<sup>2</sup> 4.4%	<sup>2</sup> 2	<sup>2</sup> 2.2%	<sup>2</sup> 2	<sup>2</sup> 2.2%	<sup>2</sup> 2	<sup>2</sup> 2.2%	0	-
OB	<sup>3</sup> 4	<sup>3</sup> 3.5%	<sup>3</sup> 1	<sup>3</sup> 0.87%	2	<sup>3</sup> 1.7%	<sup>3</sup> 2	<sup>3</sup> 1.7%	0	-
SEN Support	<sup>4</sup> 2	<sup>4</sup> 8.6%	<sup>4</sup> 2	<sup>4</sup> 8.6%	<sup>4</sup> 2	<sup>4</sup> 8.6%	0	-	0	-
EHCP	<sup>5</sup> 3	<sup>5</sup> 7.5%	<sup>5</sup> 3	<sup>5</sup> 7.5%	0	-	3	<sup>5</sup> 7.5%	0	-
Year 8	<sup>1</sup> 22	<sup>1</sup> 10.8%	<sup>1</sup> 6	<sup>1</sup> 2.9%	<sup>1</sup> 9	<sup>1</sup> 4.4%	<sup>1</sup> 12	<sup>1</sup> 5.9%	<sup>1</sup> 1	<sup>1</sup> 0.49%
IB	<sup>2</sup> 10	<sup>2</sup> 11.2%	<sup>2</sup> 1	<sup>2</sup> 1.12%	<sup>2</sup> 4	<sup>2</sup> 4.4%	<sup>2</sup> 5	<sup>2</sup> 5.6%	<sup>2</sup> 1	<sup>2</sup> 1.12%
OB	<sup>3</sup> 12	<sup>3</sup> 10.5%	<sup>3</sup> 5	<sup>3</sup> 4.3%	<sup>3</sup> 5	<sup>3</sup> 4.3%	<sup>3</sup> 7	<sup>3</sup> 6.1%	0	-
SEN Support	<sup>4</sup> 2	<sup>4</sup> 8.6%	<sup>4</sup> 2	<sup>4</sup> 8.6%	<sup>4</sup> 1	<sup>4</sup> 4.3%	<sup>4</sup> 1	<sup>4</sup> 4.3%	0	-
EHCP	<sup>5</sup> 6	<sup>5</sup> 15%	<sup>5</sup> 6	<sup>5</sup> 15%	<sup>5</sup> 4	<sup>5</sup> 10%	<sup>5</sup> 2	<sup>5</sup> 5%	0	-
Year 9	<sup>1</sup> 23	<sup>1</sup> 11.3%	<sup>1</sup> 4	<sup>1</sup> 1.9%	<sup>1</sup> 12	<sup>1</sup> 5.9%	<sup>1</sup> 9	<sup>1</sup> 4.4%	<sup>1</sup> 2	<sup>1</sup> 0.9%
IB	<sup>2</sup> 10	<sup>2</sup> 11.2%	<sup>2</sup> 1	<sup>2</sup> 1.12%	<sup>2</sup> 4	<sup>2</sup> 4.4%	<sup>2</sup> 4	<sup>2</sup> 4.4%	<sup>2</sup> 2	<sup>2</sup> 2.2%
OB	<sup>3</sup> 13	<sup>3</sup> 11.4%	<sup>3</sup> 3	<sup>3</sup> 2.6%	<sup>3</sup> 8	<sup>3</sup> 7%	<sup>3</sup> 5	<sup>3</sup> 4.3%	0	-
SEN Support	<sup>4</sup> 4	<sup>4</sup> 17.3%	<sup>4</sup> 4	<sup>4</sup> 17%	<sup>4</sup> 2	<sup>4</sup> 8.6%	<sup>4</sup> 2	<sup>4</sup> 8.6%	0	-
EHCP	<sup>5</sup> 4	<sup>5</sup> 10%	<sup>5</sup> 4	<sup>5</sup> 10%	<sup>5</sup> 2	<sup>5</sup> 5%	<sup>5</sup> 2	<sup>5</sup> 5%	0	-
KS3 Subtotal	<sup>1</sup> 53	<sup>1</sup> 26%	<sup>1</sup> 13	<sup>1</sup> 6.4%	<sup>1</sup> 25	<sup>1</sup> 12.3%	<sup>1</sup> 25	<sup>1</sup> 12.3%	<sup>1</sup> 3	<sup>1</sup> 1.4%
IB	<sup>2</sup> 24	<sup>2</sup> 26%	<sup>2</sup> 4	<sup>2</sup> 4.4%	<sup>2</sup> 9	<sup>2</sup> 10.1%	<sup>2</sup> 11	<sup>2</sup> 12.3%	<sup>2</sup> 3	<sup>2</sup> 3.3%
OB	<sup>3</sup> 29	<sup>3</sup> 25%	<sup>3</sup> 9	<sup>3</sup> 7.8%	<sup>3</sup> 15	<sup>3</sup> 13.1%	<sup>3</sup> 14	<sup>3</sup> 12.2%	0	-
SEN Support	<sup>4</sup> 8	<sup>4</sup> 34.7%	<sup>4</sup> 8	<sup>4</sup> 34%	<sup>4</sup> 5	<sup>4</sup> 21.7%	<sup>4</sup> 3	<sup>4</sup> 13%	0	-
EHCP	<sup>5</sup> 13	<sup>5</sup> 32%	<sup>5</sup> 13	<sup>5</sup> 32%	<sup>5</sup> 6	<sup>5</sup> 15%	<sup>5</sup> 7	<sup>5</sup> 17.5%	0	-
Key Stage Four										
Year 10	<sup>1</sup> 21	<sup>1</sup> 10.3%	<sup>1</sup> 6	<sup>1</sup> 2.9%	<sup>1</sup> 12	<sup>1</sup> 5.9%	<sup>1</sup> 9	<sup>1</sup> 4.4%	0	-
IB	<sup>2</sup> 7	<sup>2</sup> 7.8%	<sup>2</sup> 2	<sup>2</sup> 2.2%	3	<sup>2</sup> 3.3%	<sup>2</sup> 4	<sup>2</sup> 4.4%	0	-
OB	14	<sup>3</sup> 12.2%	<sup>3</sup> 4	<sup>3</sup> 3.5%	<sup>3</sup> 9	<sup>3</sup> 7.8%	<sup>3</sup> 5	<sup>3</sup> 4.3%	0	-
SEN Support	<sup>4</sup> 3	<sup>4</sup> 13%	<sup>4</sup> 3	<sup>4</sup> 13%	<sup>4</sup> 1	<sup>4</sup> 4.3%	<sup>4</sup> 2	<sup>4</sup> 8.6%	0	-
EHCP	<sup>5</sup> 6	<sup>5</sup> 15%	<sup>5</sup> 6	<sup>5</sup> 15%	<sup>5</sup> 4	<sup>5</sup> 10%	<sup>5</sup> 2	<sup>5</sup> 5%	0	-
Year 11	<sup>1</sup> 40	<sup>1</sup> 19.7%	<sup>1</sup> 9	<sup>1</sup> 4.4%	<sup>1</sup> 27	<sup>1</sup> 13.3%	<sup>1</sup> 13	<sup>1</sup> 6.4%	0	-
IB	<sup>2</sup> 19	<sup>2</sup> 21.3%	<sup>2</sup> 2	<sup>2</sup> 2.2%	<sup>2</sup> 15	<sup>2</sup> 16.8%	<sup>2</sup> 4	<sup>2</sup> 4.4%	0	-
OB	<sup>3</sup> 21	<sup>3</sup> 18.4%	<sup>3</sup> 7	<sup>3</sup> 6.1%	<sup>3</sup> 12	<sup>3</sup> 10.5%	<sup>3</sup> 9	<sup>3</sup> 7.8%	0	-
SEN Support	<sup>4</sup> 6	<sup>4</sup> 26%	<sup>4</sup> 6	<sup>4</sup> 26%	<sup>4</sup> 4	<sup>4</sup> 17.3%	<sup>4</sup> 2	<sup>4</sup> 8.6%	0	-
EHCP	<sup>5</sup> 9	<sup>5</sup> 22.5%	<sup>5</sup> 9	<sup>5</sup> 22.5%	<sup>5</sup> 6	<sup>5</sup> 15%	<sup>5</sup> 3	<sup>5</sup> 7.5%	0	-
KS4 Subtotal	<sup>1</sup> 61	<sup>1</sup> 30%	<sup>1</sup> 15	<sup>1</sup> 7.3%	<sup>1</sup> 39	<sup>1</sup> 19.2%	<sup>1</sup> 22	<sup>1</sup> 10.8%	0	-
IB	<sup>2</sup> 26	<sup>2</sup> 29.2%	<sup>2</sup> 4	<sup>2</sup> 4.4%	<sup>2</sup> 18	<sup>2</sup> 20.2%	<sup>2</sup> 8	<sup>2</sup> 8.9%	0	-
OB	<sup>3</sup> 35	<sup>3</sup> 30.7%	<sup>3</sup> 11	<sup>3</sup> 9.6%	<sup>3</sup> 21	<sup>3</sup> 18.4%	<sup>3</sup> 14	<sup>3</sup> 12.2%	0	-
SEN Support	<sup>4</sup> 9	<sup>4</sup> 39.1%	<sup>4</sup> 9	<sup>4</sup> 39.1%	<sup>4</sup> 5	<sup>4</sup> 21.7%	<sup>4</sup> 4	<sup>4</sup> 17.3%	0	-
EHCP	<sup>5</sup> 15	<sup>5</sup> 37.5%	<sup>5</sup> 15	<sup>5</sup> 37.5%	<sup>5</sup> 10	<sup>5</sup> 25%	<sup>5</sup> 5	<sup>5</sup> 21.7%	0	-
Secondary	<sup>1</sup> 114	<sup>1</sup> 56.1%	<sup>1</sup> 28	<sup>1</sup> 13.7%	<sup>1</sup> 64	<sup>1</sup> 31.5%	<sup>1</sup> 47	<sup>1</sup> 23.1%	<sup>1</sup> 3	<sup>1</sup> 1.47%
IB	<sup>2</sup> 50	<sup>2</sup> 56.1%	<sup>2</sup> 8	<sup>2</sup> 8.9%	<sup>2</sup> 28	<sup>2</sup> 31.4%	<sup>2</sup> 19	<sup>2</sup> 21.3%	<sup>2</sup> 3	<sup>2</sup> 3.37%
OB	<sup>3</sup> 64	<sup>3</sup> 56.1%	<sup>3</sup> 20	<sup>3</sup> 17.5%	<sup>3</sup> 36	<sup>3</sup> 31.5%	<sup>3</sup> 28	<sup>3</sup> 24.5%	0	-
SEN Support	<sup>4</sup> 17	<sup>4</sup> 73.9%	<sup>4</sup> 17	<sup>4</sup> 73.9%	<sup>4</sup> 10	<sup>4</sup> 43.4%	<sup>4</sup> 7	<sup>4</sup> 30.4%	0	-
EHCP	<sup>5</sup> 28	<sup>5</sup> 70%	<sup>5</sup> 28	<sup>5</sup> 70%	<sup>5</sup> 16	<sup>5</sup> 40%	<sup>5</sup> 12	<sup>5</sup> 30%	0	-

**Appendixes: <sup>1</sup> % of CLA= WC Monitored. <sup>2</sup> % of CLA= In-Borough. <sup>3</sup> % of CLA = Out-Borough. <sup>4</sup> % of CLA = SEND. <sup>5</sup> % of CLA = EHCP**

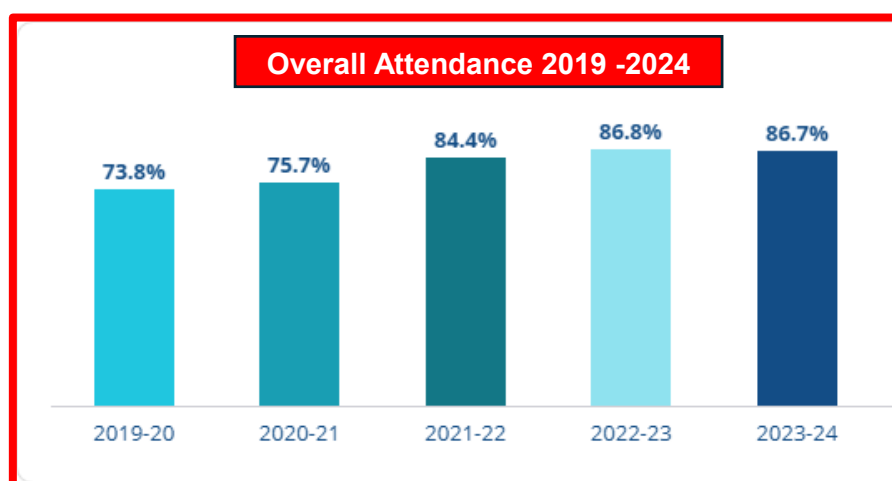
Whole School Cohort Attendance average for the academic year was 87%.

Primary School Cohort Attendance average for the academic year was 94%.

Secondary School Cohort Attendance average for the academic year was 82%.



There has been an increase of 1% improvement on attendance since last year and post-pandemic the attendance figures have been rising.



Whole School Cohort Absences for the academic year were 9.56% Authorised and 3.22% Unauthorised.

Primary School Cohort Absences for the academic year were 5.77% Authorised and 0.34% Unauthorised.

Secondary School Cohort Absences for the academic year were 12.54% Authorised and 5.49% Unauthorised.

There was an increase in the number of authorised absences which were partly due to some of our cohort having a high number of authorised absences because of illness, changing placement and awaiting a new school place. For unauthorised absence school refusal accounted for 1.96%. Attendance continues to be an area of improvement, whilst there has been a steady increase we understand the importance of reducing unauthorised absence at secondary stage.

#### **Improvement for 2024-2025**

**Since September 2024 we hold regular attendance meetings to discuss the data and implement interventions to improve attendance.**

**EICs track attendance in the termly monitoring reports they provide to the VSH.**

**In conjunction with EWS will provide Attendance workshop/training to social workers**

#### **Suspensions and exclusions**

We had one exclusion in January 2024. It was a child with an EHCP in Year 11. He was permanently excluded from an independent specialist provision. The reason given was an allegation of selling a bladed article to students. We had reason to believe that the allegations were unfounded. The VS attempted to appeal the decision by the school; however, they did not engage as they were not compelled to act under the Exclusion and Suspension guidance DfE (August 2024).

##### **Case Study J**

J had an Education Health Care Plan (EHCP) and had an Attention Deficit Hyperactivity Disorder (ADHD) diagnosis.

At the beginning of the academic year Barking and Dagenham SEND authority, were tasked with securing a school place in Year 11.

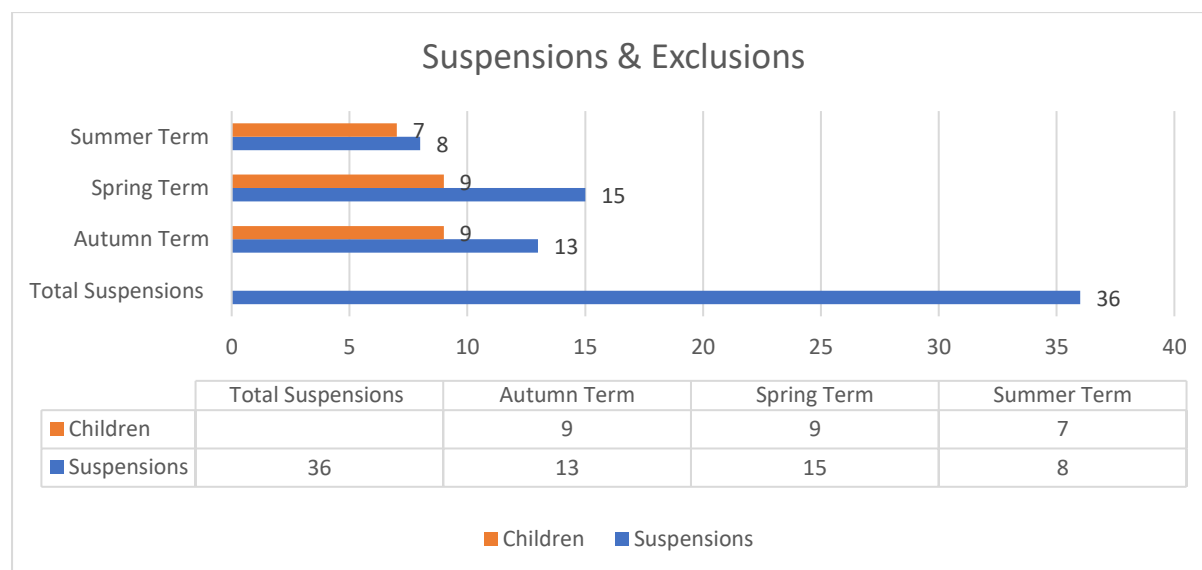
A school place was secured in December 2023 by the SEND authority and the HVS. The school place, unfortunately ended abruptly, shortly after placing the young person. This was following a fixed term exclusion which then escalated to a permanent exclusion. This was duly challenged by all members of the Haringey professional network, based on lack of transparency in the processes followed by the school.

The experience of not being able to access full-time by this time had impacted on the young person's confidence to progress in education. The EIC from the HVS worked with Barking and Dagenham SEND authority to secure tuition, while another search for a school place commenced. HVS EIC provided careers advice and guidance which resulted in access to work experience in construction and funding for an enterprise selling outdoor wear online. The

interest in construction was provided to the SEND authority, who secured a place at Barking and Dagenham college.

Multi- agency working and weekly meetings, facilitated a child centred approach. Over the summer school break the EIC went to visit the young person to see the progress being made with the enterprise. J was in high spirits as the prototype of the outdoor wear was shown, and said there were no complaints about the products so far and sales were good. The EIC pledged to offer further support and provided vouchers to celebrate his achievements.

### Suspensions

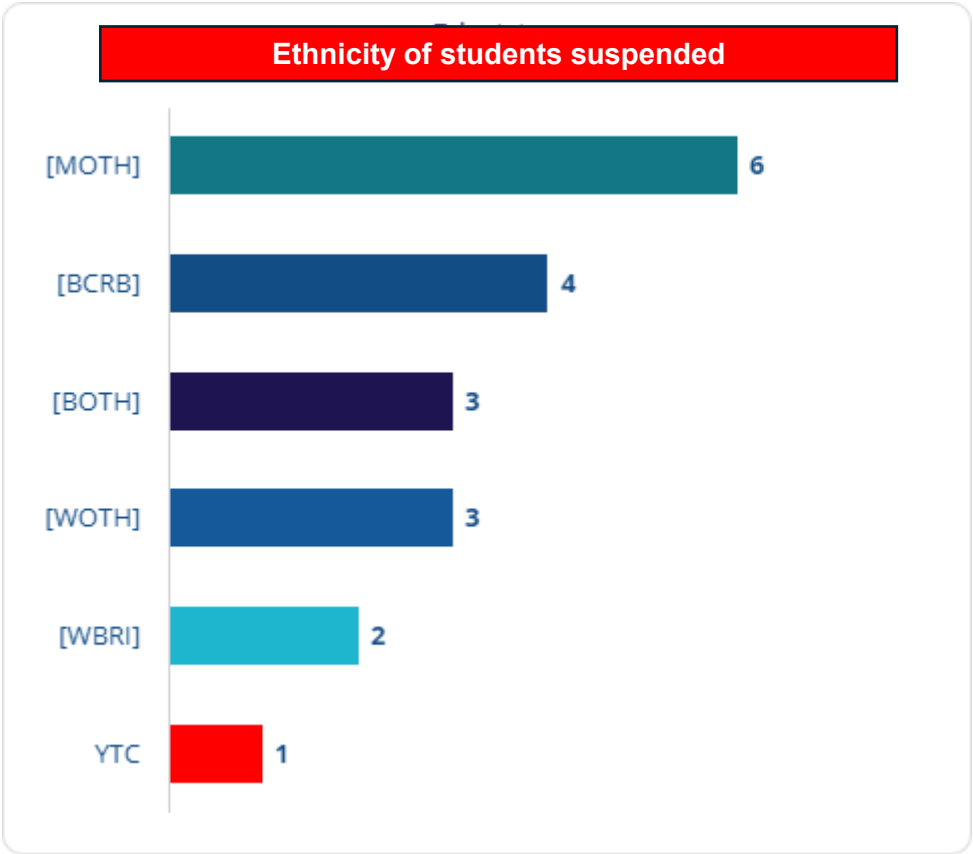


19 children were suspended in the academic year 2023 -2024 with a total of 36 suspensions, which is a significant decrease from last year as 27 children were suspended in 2022-2023 and there were 50 suspensions.

Ten of the 19 children had an EHCP or SEN support and 17 were secondary school age.

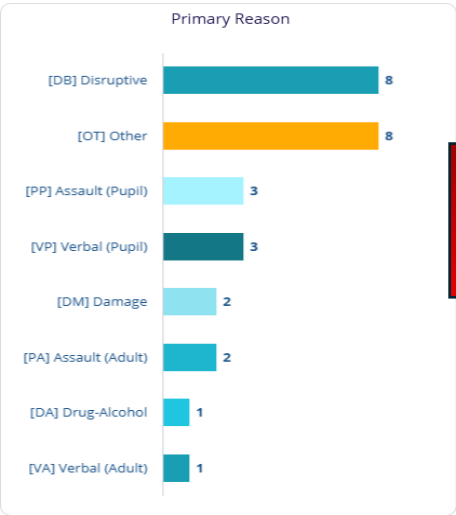
KEY

MOTH – Any Other Mixed Background  
BCRB – Black Caribbean  
BOTH- Any Other Black Background  
WOTH – Any Other White Background  
WBRI- White British  
YTC – Yet to be Confirmed



Children who identify as any Other Mixed Background, Black Caribbean and Any Other Black Background accounted for 68% of all children suspended. Additionally, 12 children were male whilst seven were female.

Primary reason for suspension



Disruptive and ‘other’ accounted for primary reason and Damage accounted for the highest secondary reason.

Schools are working to reduce suspensions for children in care and we are seeing evidence of schools seeking support from the Virtual School before suspending a child. However, schools would benefit from adopting a relational policy and actively monitoring their trauma



awareness. We continue to work with schools through the DT Forum and training to reduce suspensions and improve outcomes for our children.

#### **Improvement for 2024-2025**

**Lead DT Forum focused on trauma informed practice and its importance to our children.**

**VSH has taken an active role with colleagues in S&L to participate in the inclusion strategy.**

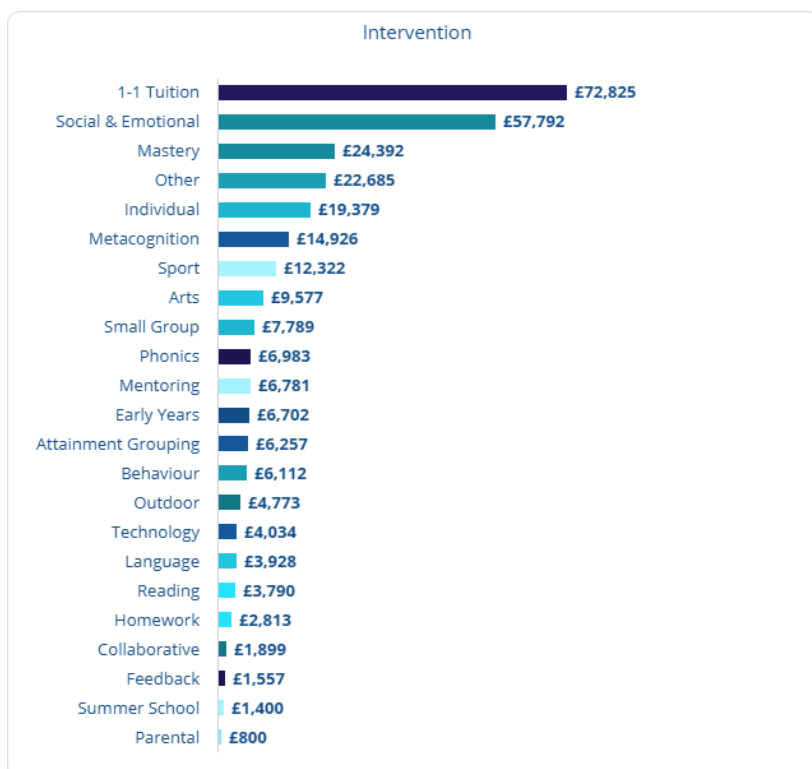
**VSH has meet with VRU and other VSHs to consider best practice to engage secondary schools to adopt the inclusive school charter and ARC.**

#### **Pupil Premium Grant distribution and impact**

Children in local authority care for one day or more attracted £2,530 Pupil Premium funding in 2023/2023. This funding does not go directly to the schools but is managed by the Virtual School in the local authority that looks after the child. The Conditions of Grant require the Virtual School Headteacher to distribute funding. Funding should support children in meeting their targets in the PEP.

The Virtual School top slices the PPG funding and issues schools up to £700 per term. The school will need to ensure the proposed spending of the PPG is linked to SMART targets, which are reviewed by the VSH and approved.

The total money paid to schools from the Pupil Premium budget was £299,516. School funding was mostly used for academic interventions e.g.one-to-one tuition and Social and emotional support, such as small groups.



### Retained Pupil Premium funding

The Virtual School retains the remainder of the funding not allocated to schools. The funding allows us to put one-to-one tuition and other interventions in place where the school is not doing so. It also allows us to support children temporarily not in full-time education, for example, when an Unaccompanied Asylum Seeker arrives and needs intense tuition in English while an appropriate education provision is found or when a child moves placement in an emergency and awaits a school place. We also provide funding to Youth Adult Service to support the purchase of laptops for our post-16 in education or training. The funding has also allowed us to increase our capacity with staffing to have better coverage on the secondary age children and post-16.

### Enrichment

#### Year 11 Aspiration Day – May 2024



This was an event open to all children in year 11. Five young people attended. The day consists of visiting central London, heading to a hotel for afternoon tea, taking a boat ride on the Thames, and finally going on a flight on the London Eye. The purpose of the trip is to enrich the young people's cultural capital. The day allows the young people to discuss any concerns they may be having before their exams, meet with their peers and have a relaxing experience before starting their GCSE exams.

#### **Feedback from foster carer**

*just to let you all know C had a fab time. she doesn't get out much so this was a big step for her and the fact she enjoyed it so much will hopefully give her confidence to take other outings on. If you organise anything else she will be front of the queue. Thank you for organising this.*

#### **Chrysalis Programme Accelerator programme – November 2023**

This tailored programme is for children in Y7-12 and takes place across eight Saturday sessions between November 2023 and May 2024. One young person attended the project, The project aims to build a culture of high aspiration and self-confidence and narrow the educational attainment gap between children in care and their peers. It also endeavours to raise their awareness of higher education and prepare them for the world of work. Pupils cover topics such as robotics, creative writing, art, architecture, mindfulness, conservation, and the development of life, as well as soft skills like first aid, orientation, and the development of confidence. Young people join two bespoke university visits to the prestigious institutions of SOAS and King's.

#### **Haringey Virtual School Education Achievement Awards November 2023**

A brilliant night held in November 2023 to celebrate the achievements of the children. Over 100 children were nominated and 55 children attended which was the highest number post-COVID.



#### **Vision for the Virtual school – Development plans 2024 – 2025**

*The Virtual school development plan for 2023 – 2024 review*

## KEY OBJECTIVES

Based on the known issues these are the key objectives that need to be met to drive forward ongoing service improvement

A Facilitate and promote high standards of attendance	B Improve PEP quality and purpose to improve experience and raise achievement	C Improve consistency and transition for Post 16	D Strengthen relationship with SEND to improve outcomes
Partially met and will form our key objectives for 2025	Partially met and will form our key objectives for 2025	Met as we had a smooth transition for Post 16; however, the HVS needs to work to remove barriers for our Post-16 cohort to reduce NEET figures.	Met as we have strong links with SEND and have had brilliant outcomes for our children with EHCPs.

## The Virtual School Development Plan 2024 -2025

## KEY OBJECTIVES

Based on the known issues these are the key objectives that need to be met to drive forward ongoing service improvement

A Facilitate and promote high standards of attendance	B Create a culture of high educational aspirations focused on improving outcomes at KS4 in English and Maths.	C Improve Post-16 outcomes and increase the EET retention across the cohort.	D Clarify and establish the HVS extended duties offer.
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