Haringey Virtual School Annual Report 2025 -2026

'Our children deserve a secure future which is based on a strong education'.



A child in our care (age 16) has kindly given us permission to reprint her amazing digital artwork.

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What is the Virtual School?

The Haringey Virtual School is a statutory local authority service whose purpose is to promote, champion and improve the educational outcomes of children and young people in care, previously looked-after children, and other groups for whom the Virtual School has responsibilities. It is not a physical school and does not provide education directly. Instead, it acts as the local authority's strategic education service, working with schools, social workers, carers, health professionals and other partners to ensure children receive the support they need to succeed educationally.

Legal basis

The role of the Virtual School Head was established through Children and Families Act 2014, which placed a duty on local authorities in England to have a virtual school Head (VSH) who monitors children in care. The role was extended in 2018 and 2021 to include previously looked after children, children in Kinship care and those children with a social worker. This responsibility is supported by statutory guidance from the Department for Education, which requires every local authority to appoint a Virtual School Head to oversee and monitor the education of its children in care.

The duties of Virtual Schools have expanded over time and now include:

Promoting the educational achievement of children looked after by the local authority.

Providing advice and information in relation to previously looked-after children.

Championing the education of children with a social worker through the strategic duties introduced nationally.

What the Haringey Virtual School does

The Haringey Virtual School:

Tracks the attendance, attainment, progress and educational outcomes of children in care.

Ensures every child in care has an up-to-date and high-quality Personal Education Plan (PEP), a statutory element of the care plan.

Uses Pupil Premium Plus funding strategically to remove barriers to learning.

Challenges schools, local authorities and other agencies where provision is not meeting a child's needs.

Promotes educational stability and minimises disruption caused by placement moves and school changes.

Supports transitions into post-16 education, training, employment and higher education.

Works collaboratively with social care, SEND services, public health partners, foster carers and wider agencies to improve life chances for cohort.

It is strategic service, not simply a monitoring service

The Virtual School's role goes beyond monitoring data. It acts as a champion for children who are often among the most vulnerable learners in the education system. Its purpose is to ensure that educational disadvantage does not become an inevitable consequence of being in care or having social care involvement. The service seeks to raise aspirations, improve attendance, secure suitable provision, promote inclusion and ensure that children have access to the same opportunities as their peers.

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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.

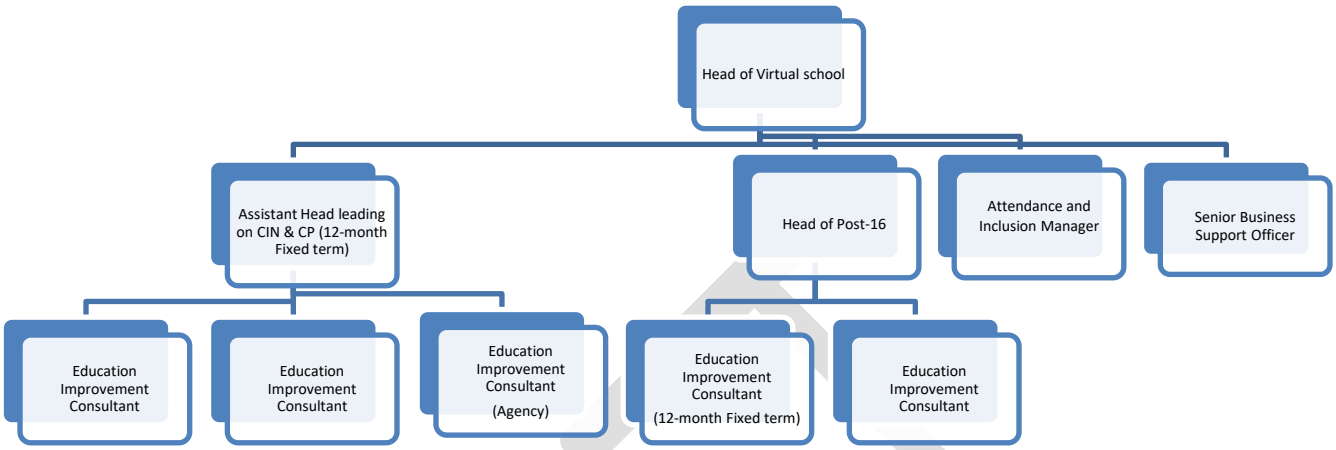
We are **courageous** in the decisions we make for our children using **creativity** to develop capacity and sufficiency as we know it is always the value not necessarily the cost that can secure the best outcomes for children.

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.

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Staffing and structure of the Virtual School



The Virtual School

A key stage model previously operated within the Virtual School, whereby Education Improvement Consultants (EICs) were allocated responsibility for specific key stages. In 2024, this structure was revised to provide greater continuity of support for children and young people, with EICs remaining with their allocated cohort through to Year 11. As a result, the previous Year 9 and Year 10 cohorts have continued to be supported by the same EIC, ensuring established relationships and consistent oversight during key transition and examination years.

From the 2026 academic year onwards, EICs will hold responsibility for children and young people across a range of key stages, with the Year 11 cohort being shared across the team. This approach is designed to broaden practitioners' experience across all phases of education, strengthen resilience within the service, and promote a more multidisciplinary way of working. It will also ensure the team is well prepared for the implementation of the Virtual School's extended statutory duties from Autumn 2027, enabling all EICs to develop the knowledge, skills, and expertise required to support children and young people across a wider age range and cohort profile.

- Head of Virtual School Full time (F/T)
- Assistant Head with responsibility for Extended duties (Fixed term 12 months) (F/T)
- Post 16 Lead (12 Months) & EIC for Post-16 (Permanent) (F/T)
- Senior Business Officer (Permanent) (F/T)
- Inclusion and Attendance Manager (Permanent) (F/T)
- Education Advisor for Early years (One day a week) (Line managed by Early Years)
- Three EIC (Permanent) (F/T)

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- One EIC (Agency) (F/T)
- One EICs for post-16 (Fixed-term 12 months) (F/T)
- Two Educational Psychologists (Traded service cost at £46,000 per year) (Two days a week)

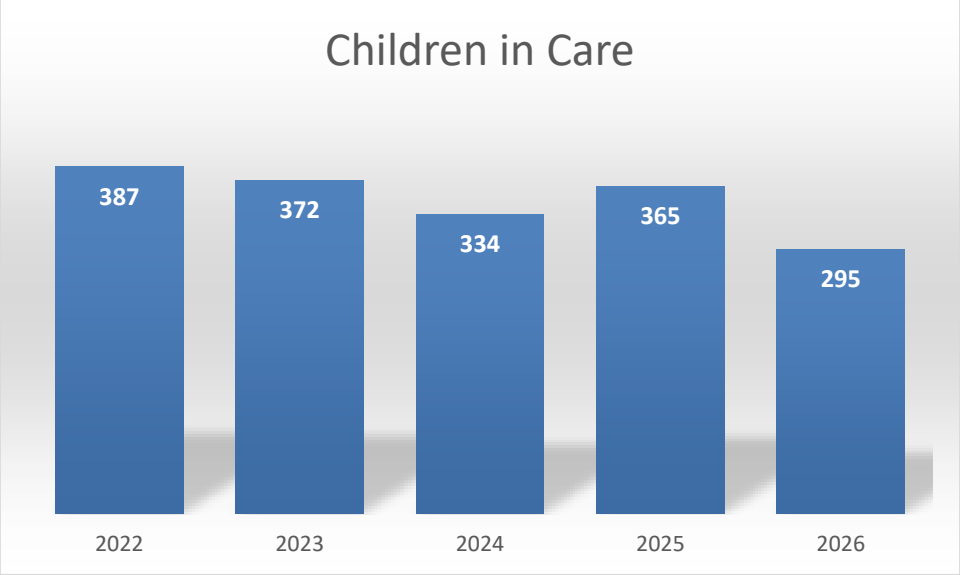
Education Improvement Consultants are responsible for monitoring children's progress, attendance, and behaviour, working with the network to ensure they have a quality ePEP, where they will challenge and support the network to ensure that the effective support is put in place and that aspiration is high. With support from the Attendance and Inclusion Manager, 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 children 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.

The Attendance and Inclusion manager will take a larger responsibility of monitoring the attendance of statutory and non-statutory cohort and will be providing termly reports for Virtual School Management Committee. They will also lead attendance forums and will provide attendance training for foster carers, social workers and foster carers.

The changes that have been implemented will lead to greater transparency around the roles and responsibilities of the EIC. We are also focused on raising the profile of attendance to increase expectations across our entire cohort.

Our children who we look after: contextual data

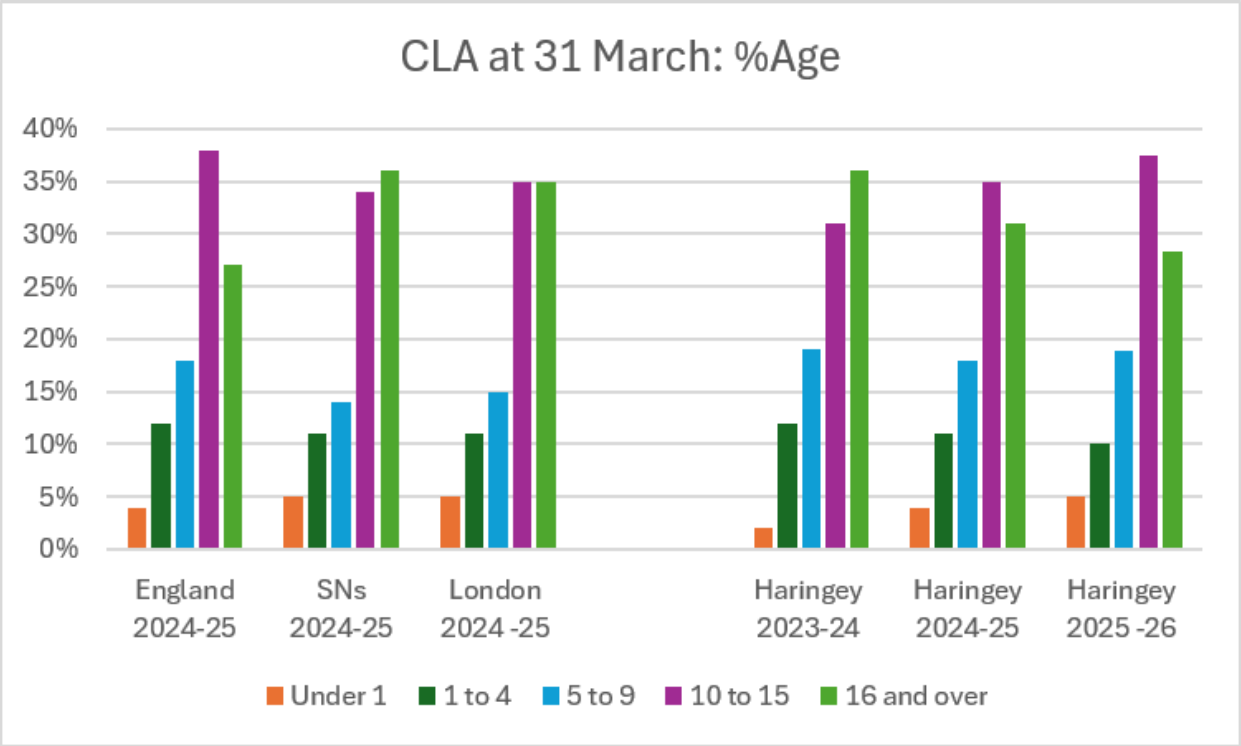
The number of children in care has reduced significantly from 387 in 2022 to 295 in 2026, a decrease of 92 children (23.8%). This downward trend suggests that fewer children are entering care.



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The number of children in care has reduced overall from 387 in 2022 to 295 in 2026, a decrease of 92 children (23.8%). While there was a temporary increase in the children in care population in 2025, the overall trend demonstrates a significant reduction across the five-year period. The most notable change occurred between 2025 and 2026, when the number of children in care fell by 70. This reduction will have implications for service delivery, resource allocation and planning, while maintaining a focus on securing positive outcomes for children who remain in care. Overall, the data shows a clear downward trend in the number of children in care, with a particularly marked reduction in 2026.

Age distribution



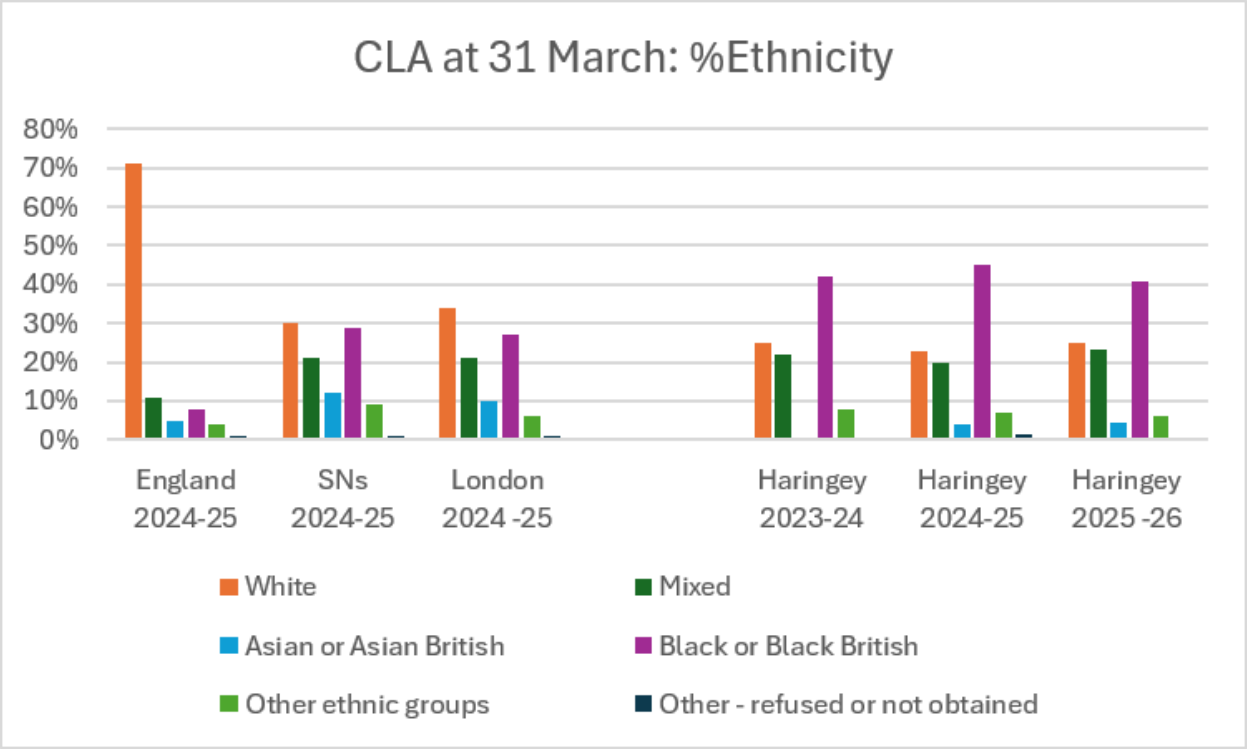
The age profile of Haringey's children looked after continues to evolve and shows a gradual shift towards a younger cohort when compared with previous years. In 2025-26, children aged 10 to 15 years represented the largest proportion of the children in care population at 37.5%, increasing from 31.0% in 2023-24 and 35% in 2024-25. This is slightly higher than both the London average (35%) and the national average (38%), demonstrating that a significant proportion of Haringey's cohort remains within statutory school age, with direct implications for educational attainment, attendance and transition planning.

The proportion of children aged 16 and over has reduced steadily over the last three years, falling from 36% in 2023-24 to 31% in 2024-25, and further to 28.4% in 2025-26. Whilst this remains broadly comparable with the national picture (27%), it represents a notable change in the composition of Haringey's children in care population and suggests a decreasing concentration of older young people requiring post-16 educational and employment support.

The proportion of children aged 5 to 9 years has remained relatively stable, accounting for 18.9% of the cohort in 2025-26, broadly in line with previous years and closely matching the England average of 18%. Similarly, children aged 1 to 4 years account for 10.1% of the cohort, a slight reduction from 12% in 2023-24, bringing Haringey in line with regional and national averages.

Overall, the data indicates that Haringey's looked after population is becoming slightly younger, with growth in the primary and lower secondary age ranges and a reduction in the proportion of older young people. For the Virtual School, this trend reinforces the importance of maintaining a strong focus on early educational engagement, school stability, attendance and attainment throughout compulsory school age, while continuing to provide targeted support for young people transitioning into post-16 education, employment and training.

Ethnicity



The ethnicity profile of Haringey's children in care cohort continues to reflect the diversity of the borough and differs significantly from national trends. In 2025-26, Black or Black British children represent the largest ethnic group at 40.9%, although this has reduced slightly from 45% in 2024-25. Despite this decrease, the proportion remains substantially higher than both the London average (27%) and the national average (8%).

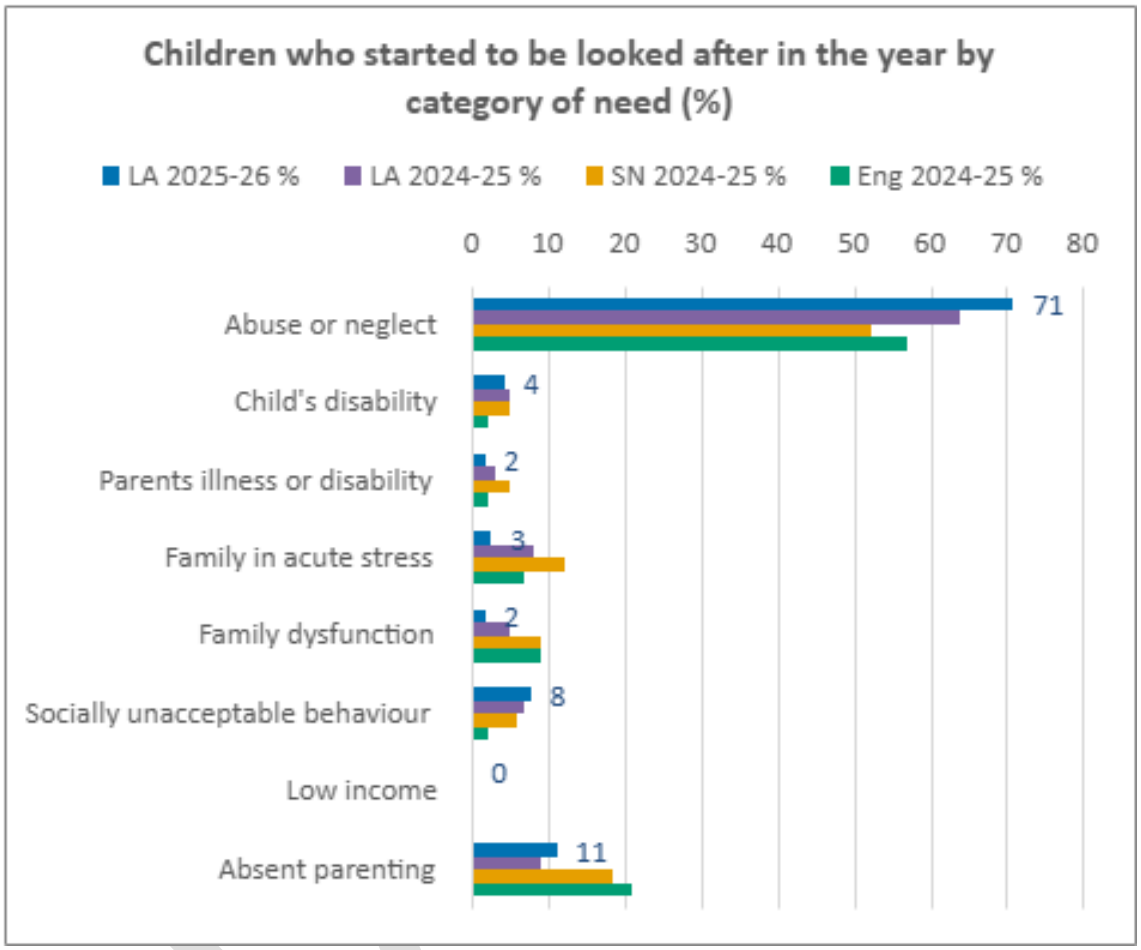
Children from White ethnic backgrounds account for 25% of the cohort in 2025-26, an increase from 23% in the previous year. This remains considerably lower than the national figure of 71% and below the statistical neighbour average of 30%, reflecting Haringey's diverse population.

The proportion of children from Mixed ethnic backgrounds has increased from 20% to 23.3%, making this the second largest ethnic group within the cohort. This figure is slightly above both the London and statistical neighbour averages of 21%.

Children from Asian or Asian British backgrounds represent 4.4% of the cohort in 2025-26, a small increase from 4% in 2024-25. The proportion remains below both London (10%) and statistical neighbour (12%) averages. Similarly, children from Other ethnic groups account for 6.1% of the cohort, continuing a gradual decline from 8% in 2023-24 and aligning closely with the London average of 6%.

Overall, the ethnic composition of Haringey's children in care population has remained relatively stable over the last three years, with Black or Black British children continuing to be significantly overrepresented when compared with national figures. This demographic profile highlights the importance of ensuring that Virtual School services, educational interventions, and commissioned support remain culturally responsive, inclusive, and reflective of the needs and experiences of Haringey's diverse children and young people.

Category of need or reasons for coming into care



The most striking feature is the proportion of children entering care due to abuse or neglect. At 71% in 2025-26, this is higher than the local authority's 2024-25 figure (approximately 64%), the statistical neighbour average (approximately 52%), and the England average (approximately 57%). This suggests that children entering care locally are more likely to be experiencing significant safeguarding concerns than in comparable areas. The increase from the previous year also indicates a growing concentration of care entries linked to abuse or neglect.

In contrast, absent parenting accounts for 11% of children becoming looked after locally. While this is the second largest category, it remains lower than both statistical neighbours (around 18%) and England (around 21%).

The authority records a notably higher proportion of children entering care due to socially unacceptable behaviour (8%) compared with statistical neighbours (approximately 6%) and England (approximately 2%). Although the numbers involved are likely to be small, this

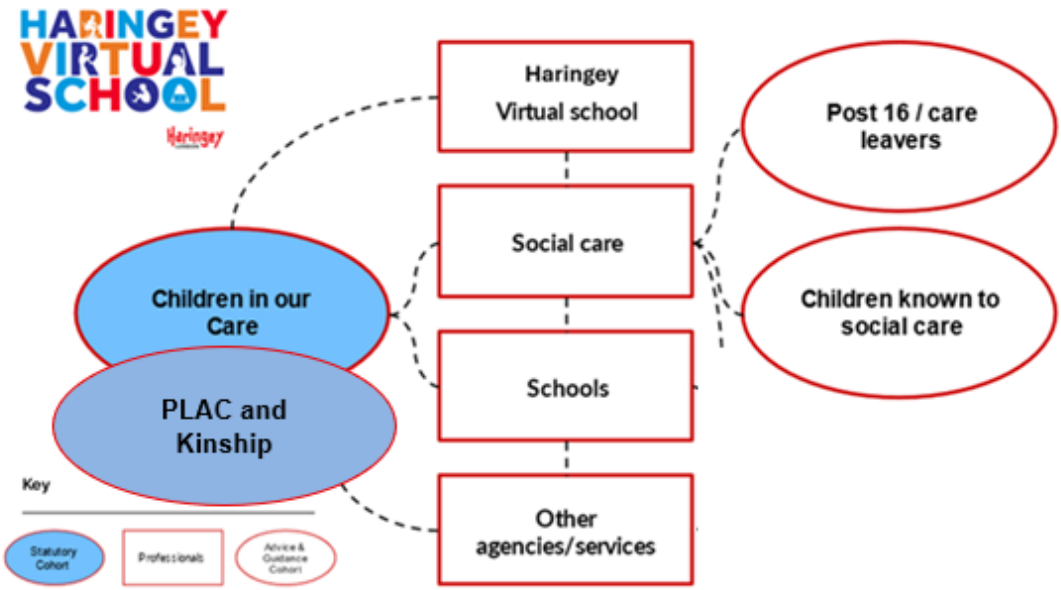
difference suggests that behavioural concerns may be a more significant factor in decisions to accommodate children than is seen nationally.

The proportion of children entering care because of child disability (4%) is broadly in line with comparator areas, indicating a similar pattern of need. Likewise, parents' illness or disability accounts for only 2%, which is lower than both statistical neighbours and England averages.

The authority reports particularly low levels of children entering care because of family dysfunction (2%) and family acute stress (3%). Both categories are considerably lower than statistical neighbour and national averages, where these reasons account for a larger proportion of care entries.

Compared with both statistical neighbours and national figures, the local authority's cohort of children becoming looked after is characterised by a significantly greater prevalence of abuse and neglect, which has increased from the previous year and now accounts for over seven in ten new entrants to care. Conversely, family-related factors such as family dysfunction, acute family stress, and absent parenting account for a smaller proportion of care entries than seen elsewhere.

Our extended duties



Post-16

We have a Post-16 Lead and a Post-16 Education Improvement Consultant who monitor the education of our post-16 cohort up to the age of 18. The Post-16 Lead is responsible for driving the strategic aims of reducing LEET[1] (Looking for Education, Employment or Training) figures and ensuring effective transitions from Year 11 into Post-16 education. Together, the post-16 team manage a caseload of approximately 59 children. These roles

[1] The From NEET to LEET campaign, led by the Be Free Campaign, seeks to replace the term NEET (Not in Education, Employment or Training) with LEET (Looking for Education, Employment or Training) to promote a more positive, strengths-based view of young people.

are partially funded by the Post-16 Pupil Premium Grant (PPG), which amounted to £78,148 for the 2025–2026 financial year. Additional funding is drawn from the general Pupil Premium Plus Grant (PPPG) to support the roles. The total cost to the service for these positions is approximately £150,000 per year. The team continues to monitor education using Post-16 Personal Education Plan (PEP). At age 18, young people have the option to opt out of receiving support. Currently, only 7% of the post-16 cohort have requested continued support beyond 18, typically those with an Education, Health and Care Plan (EHCP) or those completing BTEC Level 3 and A-levels who wish to maintain educational continuity and support transition into Higher Education.

Higher Education

University progression remains strong, with four young people from the Year 13 cohort securing places in higher education, consistent with the previous academic year.

However, it is important to recognise that educational achievement for care-experienced young people is not always linear. A further 11 care leavers progressed to university before their 21st birthday, demonstrating that some young people require additional time to reach this milestone.

Delayed progression can often be linked to the impact of educational disruption, placement instability, transitions between care and independence, and the need to establish personal, emotional, and financial stability before embarking on higher education. These figures highlight the importance of measuring outcomes over the longer term and recognising that success may be achieved at different stages of a young person's journey. The continued progression of young people into higher education beyond statutory school age demonstrates resilience, aspiration, and the lasting impact of sustained support and effective transition planning.

*Year 1 (First year) 2025 – 2026 Progression**

	University	Course
Young person 1	Kent	LLB Law
Young person 2	University of Nottingham	Sports Coaching and Sports Science
Young person 3	University of Greenwich	BSc (Hons) Computer Science (Cyber Security)
Young person 4	Goldsmiths University	Politics and Human Relations

*Year 2 (second year) 2024 – 2025 progression**

	University	Course
Young person 1	UCL	Sociology BSc
Young person 2	UCL East	Business and Health BSc
Young person 3	Greenwich University	Social Work BA
Young person 4	Exeter University	BSc Finance: Investment Banking

*Year 3 (Final year) 2023-2024 progression**

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	University	Course
Young person 1	University of Sussex	Creative Writing BA (Hons)
Young person 2	Northumbria University	Psychology BSc (Hons)

*The total number of care leavers (former relevant), who currently attend university is 50. This figure represents those young people who successfully completed their post-16 studies and progressed directly into higher education.

Care Leavers Looking for Education, Employment and training (LEET)

At the end of the academic year 24/25 the Virtual School was monitoring 59 Children in Post-16. The percentage of children who were LEET was 10% (6) which is a 5% decrease in LEET cases compared to the last academic year 24/25 where 15% (13) out of a cohort 86 children being monitored by the Virtual School.

The post-16 team have been working directly with the children to support them back into Employment, Education and Training (EET). We did plan to work with an organisation to support and mentor our LEET children. They were to work with ten LEET children. However, the spending reviews meant this work could not be pursued. The post-16 team have taken the responsibility of directing children into EET, by making referrals and meeting the children.

The following case study is based on a child who had severe absence at the transition stage and became LEET. However, the multi-agency work of the post-16 team supported the young person back into EET.

Case study: Supporting R's Transition into Post-16 Education after being LEET

R is a young person with an EHCP who experienced significant challenges following his transition into Year 12. Difficulties adjusting to a large college environment, travel disruption at the start of term, and the bereavement of his mother led to increased anxiety, social withdrawal and disengagement from education.

The Virtual School played a central role in supporting R throughout this period. The Educational Improvement Consultant (EIC) maintained regular home visits, providing consistent support and a trusted relationship when R was unable to engage with formal education. Working closely with SEND colleagues, social care and carers, the EIC explored education pathways aligned to R's interests in nursing and psychology and supported applications to suitable post-16 provision.
The Virtual School coordinated a personalised transition plan, attending enrolment with R, liaising with college staff, advocating for adjustments linked to his EHCP and eating disorder, and supporting a bursary application to remove financial barriers. On R's first day, the EIC accompanied him to college, helped establish relationships with key staff and remained available throughout the day to provide reassurance.

Through extensive planning, strong multi-agency collaboration and a relationship-based approach led by the Virtual School, R successfully enrolled on a college course matched to his aspirations and re-engaged with education. His comment at the end of his first day, *"I think this might work, Dianne,"* reflected a renewed sense of confidence, hope and belief in his future.

The Post-16 Team have been working closely with Haringey Works as part of the Haringey Trailblazer steering group, which launched in October 2025. The aim of the programme was to support children and young people between the age of 17 -25 into Employment, Education and Training (EET). It includes 1:1 support, group sessions, pre-employment

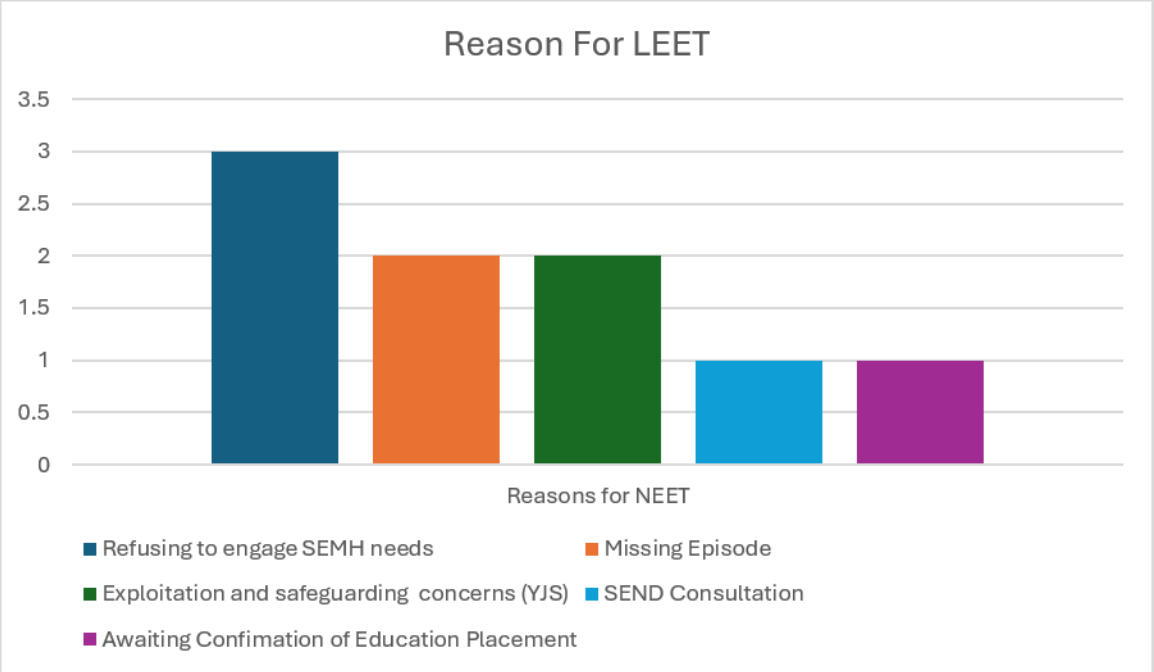
training, CV help and interview practice and connecting with potential employers and a paid three-month placement with Haringey Council.

Additionally, The VSH is the lead for the Transformations workstream for Education and Employment Benefits which is a task and finish group. The group is responsible for developing robust systems and processes that will ensure young people within the scope of the transitions programme have access to education and employment opportunities. It is helping the Virtual School to create strong internal and external partnerships to reduce the number of LEETs.

Reasons for Post 16 LEET

Analysis of young people identified as LEET highlights a range of factors contributing to their disengagement from education, employment or training. The most common factor was Social, Emotional and Mental Health (SEMH) needs, with other contributing factors including exploitation, safeguarding concerns and missing episodes, involvement with the Youth Justice Service, SEND-related needs, and delays in securing an appropriate school placement. It should be noted that these categories are not mutually exclusive, and a young person may experience multiple factors simultaneously. As a result, the number of reasons recorded may exceed the total number of young people identified as LEET
These figures demonstrate the complex barriers faced by some of our most vulnerable young people and reinforce the importance of a coordinated, multi-agency approach to identify needs early and provide targeted support to promote sustained engagement and positive outcomes.

LEET data 2025-2026



By the end of the reporting period, 8% (5) LEETS were recorded in a cohort of 59. The majority of the LEET cohort were in Year 13, with five young people identified, compared to one young person in Year 12. Notably, 100% (5) of LEET of the Year 13 Cohort did not sit their GCSEs in Year 11, highlighting a significant barrier to progression into post-16

education or training. This underscores the importance of ensuring children in care are supported to complete their Key Stage 4 qualifications, as the absence of GCSEs can severely limit access to further education pathways and vocational opportunities. Alongside this 67% of the LEET (4) cohort became Children in Care during the academic year missed key enrolment during September 2025. Virtual School Post 16 Team identified there was a lack of provisions locally to support cohort who had missed the September enrolment deadline. As a result of this there is limited opportunity for LEET's who come into care after the September enrolment deadline to engage in education and training for the remainer of the academic year impacting on attainment, progression.

The data highlights a range of complex and individualised reasons why children in care are currently LEET. Several are awaiting placement confirmations or consultations, including those with health needs and Youth Justice Service review. Others are actively seeking opportunities such as apprenticeships or college enrolment. A number have been referred to targeted support programme - Full Potential Haringey. Some children have declined sixth form placements due to social, emotional, and mental health (SEMH) challenges, while one case involves safeguarding concerns related to exploitation and missing episodes. Overall, the data reflects the need for flexible, trauma-informed, and multi-agency approaches to re-engage these children in education or training.

The Post 16 Virtual School Team has identified a significant gap in provision for 16-18-year-olds who are Looking to Engage in Education, Employment or Training (LEET). As of August, there were an estimated:

- **118 NEET young people aged 18** across the borough (non-CIC)
- **49 NEET young people aged 17** across the borough (non-CIC)
- **5 post-16 NEET young people** within the Virtual School cohort

A key challenge is 16–18-year-olds who miss the September enrolment deadline often have limited opportunities to access education or training for the remainder of the academic year.

The Post-16 Virtual School Team has worked collaboratively with the SEND and Early Help teams to gain a greater understanding of LEET figures and the barriers preventing young people from engaging in education, employment, or training. Discussions with both services identified similar themes to those experienced by the Virtual School, including limited availability of suitable placements, complex additional needs, and barriers to sustained participation. As a result, the Post 16 Virtual School is working alongside Commissioning to develop a coordinated local authority response that reduces expenditure, addresses the underlying causes of LEET, and improving educational outcomes for young people in the borough. This includes exploring the development of additional provision that can offer teaching, learning, and tuition opportunities for young people who are unable to secure an appropriate education placement due to limited local capacity or other barriers to participation.

2. Inclusion, Attendance and Exclusions

A key priority for the Virtual School has been reducing exclusions and strengthening inclusive practice within post-16 education settings.

There was 1% (1) out of a total cohort of 86 of the virtual school cohort had a permanent exclusion recorded during the 25/26 academic year, however another post 16 provision was sourced within a week. There has been a marked improvement in the reduction of children

experiencing permanent exclusion at Post-16 because of the early intervention and working with post-16 settings to ensure our children are understood and supported.

Post 16 partnerships with college providers

During the 2025 academic year, the largest post-16 provider supporting Haringey's Children in Care underwent a significant organisational restructure, resulting in several newly appointed Designated Teachers being unfamiliar with the PEP process and their statutory responsibilities. In response, The Post-16 Lead was invited by the senior leadership team to provide strategic leadership and support to safeguarding teams, SENCOs, and Designated Teachers in strengthening systems, processes, and practice to ensure compliance with statutory duties and improve outcomes for Children in Care. To support this work, The Post-16 lead developed a culture of openness and collaboration across the college group, providing targeted training, one-to-one support, and shadowing opportunities for new Designated Teachers. This work increased staff confidence, improved the quality and consistency of the ePEPs, strengthened accountability, and enhanced the provider's ability to effectively identify and respond to the educational needs of Children in Care.

The Virtual School continues to work in close partnership with post-16 providers to promote inclusion, improve retention, and embed trauma-informed practice across education settings. Through collaborative working with colleges, designated staff, and specialist services, the Virtual School seeks to ensure that vulnerable young people can access the right support at the right time, reducing the risk of disengagement, exclusion, and poor educational outcomes.

Case Study: Educational Psychology Support Preventing Exclusion and Promoting Engagement

A young person within the Post-16 Virtual School cohort was identified as being at significant risk of exclusion due to presenting behaviours that were impacting her ability to engage successfully in college. Prior to joining the post-16 cohort, she had not completed a full academic year in education for four years, resulting in considerable disruption to her learning and educational progression.

To support both the young person and the college, the Educational Psychologist (EP) undertook a consultation with her key worker to explore the difficulties she was experiencing. Using a trauma-informed approach, the consultation focused on understanding the underlying reasons for her behaviours and identifying why certain support strategies had been successful while others had been less effective. The EP also provided practical resources and guidance on the use of **PACE (Playfulness, Acceptance, Curiosity and Empathy)** and **Emotional Coaching** to strengthen relational practice and support emotional regulation.

Following the consultation, several agreed actions and targets were implemented and reviewed six weeks later. At the follow-up meeting, the college reported that the young person was managing significantly better and was demonstrating improved engagement within the setting. Collaborative adaptations were agreed between the college and the young person, ensuring clarity around expectations and support arrangements. The EP's involvement increased the confidence of the key worker and enhanced staff understanding of the relational dynamics between the young person, her key worker, and teaching staff. This enabled more consistent and effective responses to her needs and contributed to reducing the risk of exclusion.

This case study highlights the impact of effective partnership working between the Virtual School, Educational Psychology Service, and a post-16 college in supporting a young person at significant risk of exclusion. It demonstrates how a trauma-informed and relationship-based approach can strengthen staff understanding, build capacity within education settings, and enable personalised strategies that support attendance,

engagement, and sustained participation in learning. By working collaboratively to understand and respond to underlying needs, the college was able to create a more inclusive environment that supported the young person to remain in education and make positive progress.

Children known to social care and previously looked after children

CIN (2024 – 2025)	CP (2024 - 2025)	CIN (2025 -2026) *	CP (2025-2026) *
1118	219	1051	238

*Data taken from CIN Management report 24/08/2025

Educational outcomes for CIN and CP

Key stage 4 verified data available November 2026

Key Stage 2 Expected standard*

Group	2024-2025 total number	2025-2026 Total number	RWM 24-25	RWM 25-26	Reading 24-25	Reading 25-26	Writing 24-25	Writing 25-26	Maths 24 -25	Maths 25-26	GPS 24-25	GPS 24-25
CIN all matched students Haringey	60	80	34%	36%	50%	53%	41%	53%	52%	43%	45%	41%
London CIN	1,590	1,930	37%	37%	47%	48%	43%	45%	45%	46%	51%	47%
National CIN	14,990	14,940	31.4%	32%	46.9%	45.9%	40.8%	42.5%	42.4%	43.4%	43.2%	43.1%
Haringey all pupils	2,709	2,775	69%	70.7%	80%	79.6%	77%	77.6%	80.2%	80%	78%	78.2%

The 2025-26 Key Stage 2 outcomes for Children in Need (CIN) in Haringey present a mixed picture. While there have been improvements in the combined Reading, Writing and Maths (RWM) measure, Reading and Writing outcomes, attainment in Maths and Grammar, Punctuation and Spelling (GPS) has declined.

The proportion of CIN pupils achieving the expected standard in Reading, Writing and Maths (RWM) increased from 34% in 2024-25 to 36% in 2025-26. Although this represents a modest improvement, outcomes remain significantly below those achieved by the wider Haringey pupil population, where 70.7% met the expected standard. Haringey's CIN cohort performed marginally below the London CIN average (37%) but above the national CIN average (32%).

Performance in Reading improved by three percentage points, rising from 50% to 53%. This places Haringey above both the London CIN average of 48% and the national CIN average of 45.9%, demonstrating a relative strength within the cohort. The most notable improvement was seen in Writing, where attainment increased significantly from 41% to 53%, an increase of 12 percentage points. This places Haringey well above both London (45%) and national (42.5%) CIN averages and suggests that targeted literacy interventions may be having a positive impact.

However, outcomes in Mathematics declined substantially, falling from 52% to 43%. This places Haringey below the London CIN average (46%) and only marginally below the national CIN average (43.4%). Given the importance of mathematical fluency in supporting successful transition to secondary education, this area should be a priority for further investigation and intervention.

Similarly, outcomes in Grammar, Punctuation and Spelling (GPS) decreased from 45% to 41%. While the decline is relatively small, Haringey now performs below both London (47%) and national (43.1%) CIN averages in this measure. This suggests that improvements in writing attainment are not yet being consistently matched by gains in sentence construction, grammar and technical accuracy.

Phonics

2026 outcomes

			Mark						Outcome				
	Cohort	No Score	0-15	16-23	24-30	31-36	37-40	APS	Q	A	D	WT	WA
NCER National (CIN pupils)	12,360	15.0%	20.0%	6.0%	6.0%	26.0%	28.0%	27.4	-	1.0%	14.0%	31.0%	54.0%
DfE Region - London (CIN pupils)	1,420	20.0%	15.0%	5.0%	6.0%	22.0%	31.0%	28.8	0.0%	1.0%	20.0%	26.0%	53.0%
LA - Haringey (all pupils)	2,601	4.0%	6.2%	2.7%	2.9%	22.1%	62.1%	34.0	0.0%	0.2%	3.7%	11.8%	84.2%
LA - Haringey (CIN pupils)	50	18.0%	16.0%	-	-	27.0%	29.0%	29.3	0.0%	-	16.0%	25.0%	57.0%

2025 outcomes

			Mark						Outcome				
	Cohort	No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
NCER National (CIN pupils)	11,670	15.0%	21.0%	7.0%	6.0%	26.0%	25.0%	26.5	0.0%	1.0%	14.0%	34.0%	51.0%
DfE Region - London (CIN pupils)	1,230	19.0%	18.0%	6.0%	4.0%	22.0%	30.0%	27.8	0.0%	1.0%	19.0%	28.0%	52.0%
LA - Haringey (all pupils)	2,617	3.9%	6.6%	2.9%	3.6%	26.4%	56.6%	34.0	0.0%	0.4%	3.5%	13.1%	83.0%
LA - Haringey (CIN pupils)	60	27.0%	-	-	-	22.0%	35.0%	31.8	0.0%	0.0%	27.0%	16.0%	56.0%

The 2026 Phonics Screening Check data shows that outcomes for Children in Need (CIN) in Haringey remain significantly lower than outcomes for the overall Haringey Year 1 population.

Haringey's CIN cohort consisted of 50 pupils, with an average point score (APS) of 29.3, which is above the national CIN average of 27.4 and slightly above the London CIN average of 28.8. This suggests that, overall, Haringey's CIN pupils performed better than their CIN peers nationally and across London.

The proportion of Haringey CIN pupils achieving the expected phonics standard (31 marks or above) was 57%, compared with 54% nationally for CIN pupils and 53% across London CIN pupils. This indicates that Haringey is performing marginally better than both national and regional averages for this vulnerable group.

However, a substantial attainment gap remains when compared with all pupils in Haringey. While 84.2% of all Haringey pupils met the expected standard, only 57% of Haringey CIN pupils achieved this benchmark, representing a gap of over 27 percentage points. Similarly, 25% of CIN pupils were working towards the standard, compared with only 11.8% of all Haringey pupils.

Analysis of the score distribution further highlights this picture. Whilst 29% of Haringey CIN pupils scored within the highest band (37-40 marks), almost a third of pupils failed to reach the expected standard. Additionally, 34% of the cohort scored below 24 marks, indicating that a sizeable group continues to require intensive early literacy intervention.

Overall, the data demonstrates that Haringey's Children in Need are performing better than equivalent CIN cohorts nationally and regionally. Nevertheless, the significant gap between CIN pupils and the wider Haringey population reinforces the importance of continued investment in early language development, phonics interventions, school attendance, and multi-agency support to ensure vulnerable learners can access the curriculum and achieve age-related expectations.

Comparing 2024-25 with 2025-26 shows mixed outcomes. The proportion of Haringey CIN pupils achieving the expected standard increased slightly from 56% to 57%, while the proportion working towards the expected standard rose from 16% to 25%. The APS decreased from 31.8 to 29.3, suggesting a reduction in overall attainment despite a marginal increase in pupils reaching the expected standard.

The data indicates that Haringey continues to achieve outcomes for Children in Need that exceed national and London CIN averages. However, the persistent gap between CIN pupils and the wider Haringey population demonstrates the ongoing need for targeted intervention, strong school partnerships, attendance support, and multi-agency working to improve educational outcomes for vulnerable children.

Attendance data for Children on the Child Protection Plans

CP Attendance, suspensions and exclusions

At the start of the academic term, the virtual school tracked the attendance of children on child protection plans. At the start of the academic year, we were tracking 125 children. The attendance for our CP cohort is much lower than other groups.

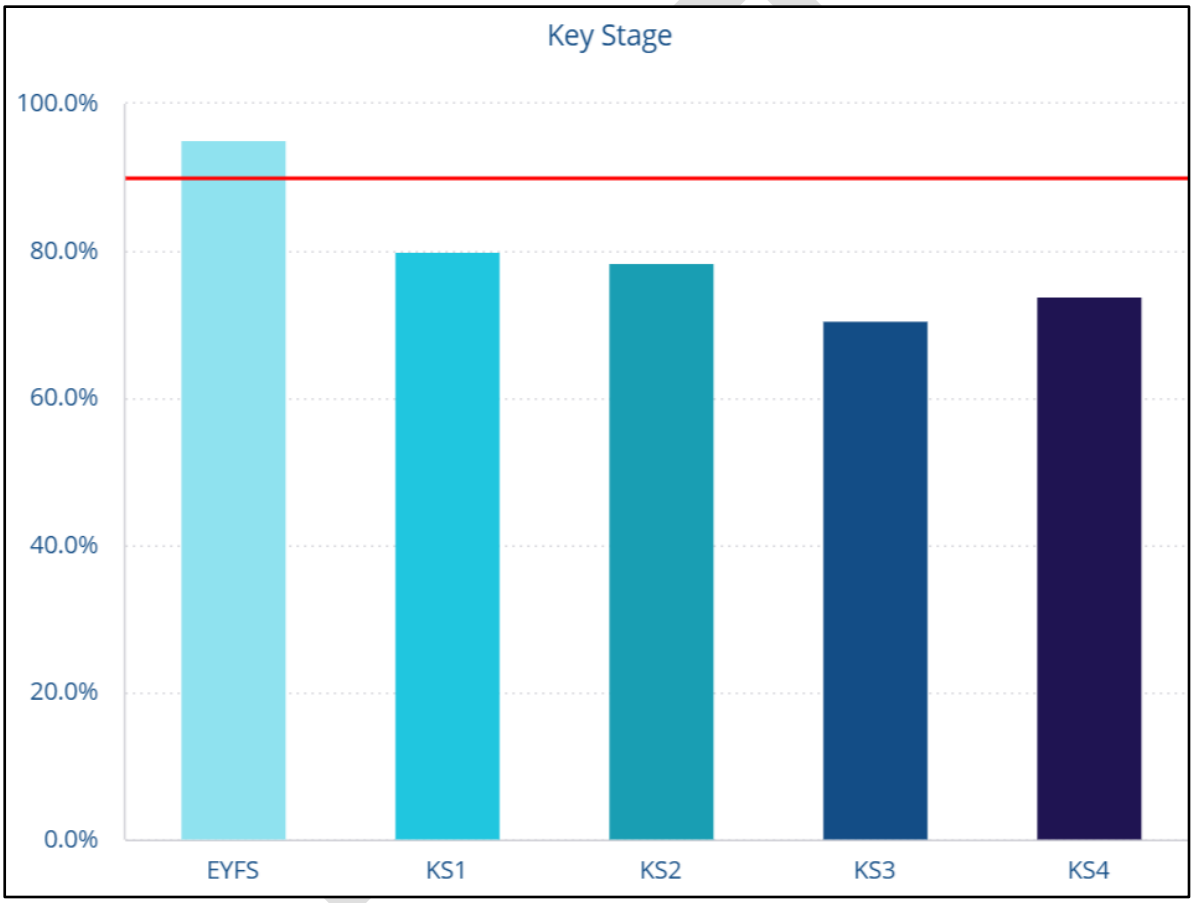
The strategic oversight has been working with Education Welfare Service to understand the offer to schools and develop training to social workers to help them understand the processes if there is poor attendance. The work is ongoing and there is a need to support schools in Haringey to record their CP and CIN students to ensure the DfE VYED data accurately captures the cohort. The recruitment of an Assistant Head of Virtual School with responsibility for Children in Need and Children on a Child Protection Plan will enable us to drive forward our strategic vision to improve the overall attendance of our vulnerable cohort.

The overall strategic vision for our vulnerable children cohort is:

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The Virtual School will lead a whole-system approach to improving attendance for CIN/CP pupils. National data shows that CIN and CP children are significantly more likely to be persistently or severely absent and are more likely to experience exclusion. Attendance responsibilities apply across parents, schools and the local authority; however, the Virtual School provides the strategic leadership to ensure that children with a social worker are visible in attendance planning across the system.

Haringey Virtual School is represented on the EWS Attendance Board, which enables us to contribute to borough-wide strategies. Through this partnership, we will explore how best to support schools in improving attendance, particularly for vulnerable pupils across Haringey.



EYFS	KS1	KS2	KS3	KS4
95.3%	80%	78.5%	70.6%	73.8%

Eight children were suspended and there were twelve suspensions over 49 sessions. There was no recorded permanent exclusion for our recorded CP cohort.

Kinship and PCiC[2] work through the academic year (Kinship and PCiC Lead)

[2] Throughout this report, we use the term PCiC (Previously Child in Care), recognising that many children and professionals consider this language to be more child-centred, reflective of lived experience and is language that cares. We also acknowledge that PLAC (Previously Looked After Child) remains the formal terminology used by the Department for Education (DfE) and within

This was the first year of the Kinship and PCiC Lead role, with a focus on establishing the position, increasing awareness of the support available through the Virtual School, and developing relationships with kinship carers, schools, and professionals. A Kinship Action Plan was created at the start of the year to provide a strategic framework for the role, prioritising awareness raising, improving access to advice and support, strengthening partnership working, developing professional networks, and improving the identification of children living in kinship arrangements.

A significant achievement has been the successful establishment and promotion of the role across Haringey. Awareness has been raised through engagement with kinship carers, social workers, Designated Teachers, and colleagues across Children's Services, resulting in growing recognition of the support available through the Virtual School. Relationships have been developed with the Haringey Kinship Peer Support Group, including attendance at two support group meetings and two meetings with the group's Chair and Vice-Chair, providing valuable opportunities to hear directly from carers and better understand the challenges faced by kinship families.

As awareness of the role has increased, demand for support has grown. During the year, direct advice and support was provided to at least ten kinship families on issues including EHCP applications, Pupil Premium Plus, school admissions, school transfers, educational concerns, and school processes. Support ranged from information and signposting through to more intensive involvement, including attendance at meetings, liaison with schools, and ongoing support in complex cases.

Partnership working has been a key strength of the role. Strong relationships have been developed with colleagues across Children's Services, including support provided on at least three education-related cases with the Fostering and Adoption Team, one of which required sustained involvement over a period of more than six months. Professional networks have also been strengthened through attendance at termly Kinship Care and PCiC Network meetings, enabling the sharing of resources, good practice, and emerging national developments.

A major area of work has focused on improving the visibility and identification of children living in kinship care. During Kinship Care Week, an information leaflet was developed and distributed to all Designated Teachers across the boroughs supported by the Virtual School. The resource highlighted the role of kinship carers, the barriers often faced by families, and the importance of identifying children living in kinship arrangements within school communities. To support this work, schools were provided with a template letter and information-gathering form to help identify and better understand their kinship cohorts. The leaflet also promoted two dedicated kinship training sessions, with five Designated Teachers registered at the time of reporting and further promotion planned.

Professional development has remained a priority throughout the year. Attendance at the National Kinship Conference at the Department for Education provided valuable insights into the National Kinship Care Strategy and emerging National Kinship Standards, helping to shape future priorities around improving identification, increasing professional awareness, and strengthening support for kinship families.

Reflecting on the first year in post, the most significant achievement has been establishing the Kinship Lead role and creating stronger connections between carers, schools, professionals, and the Virtual School. Quantitatively, this has included direct support to at

statutory guidance. Where relevant, references to PCiC should be understood as aligning with the DfE's definition of PLAC.

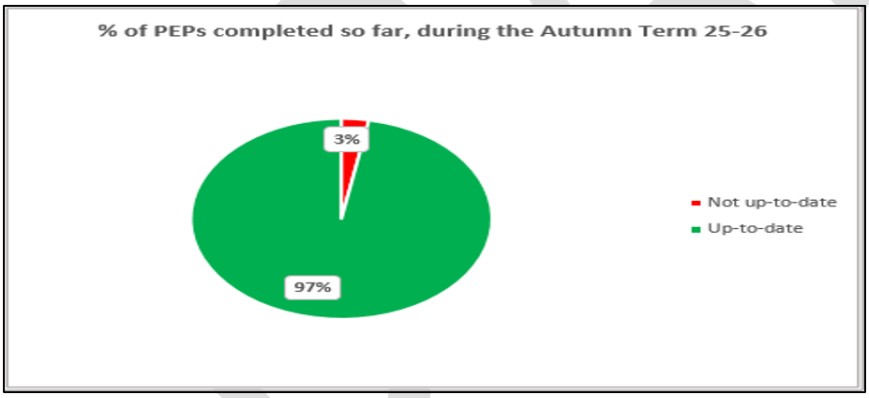
least ten kinship families, engagement through four meetings with kinship support representatives, collaboration on at least three education-related cases with Children's Services colleagues, borough-wide awareness raising through communication with all Designated Teachers, and the delivery planning of two specialist training sessions. While further work is needed to improve the identification of kinship children and strengthen support within schools, strong foundations have now been established that provide a clear platform for future development and improved outcomes for children living in kinship care and who are previously looked after.

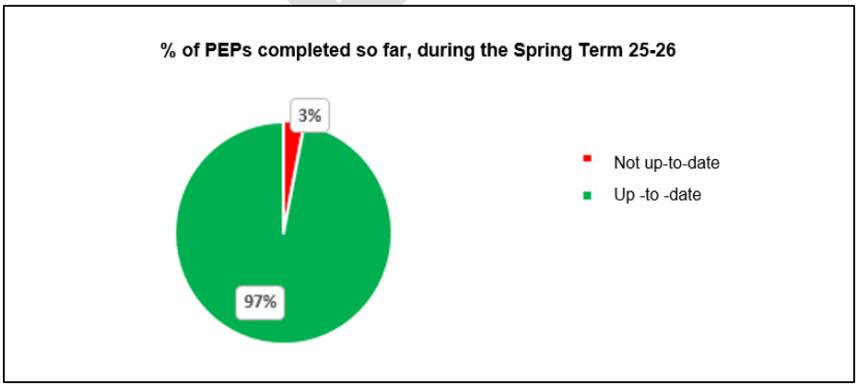
Personal Education Plans (PEPs)

The Virtual School maintained strong PEP completion rates throughout the 2025-26 academic year, achieving 97% completion in Autumn 2025 and 97% completion in Spring 2026. Completion rates fell slightly to 90% in Summer 2026, largely due to the admission of 12 children newly entering care during the reporting period and staff absence impacting administrative capacity.

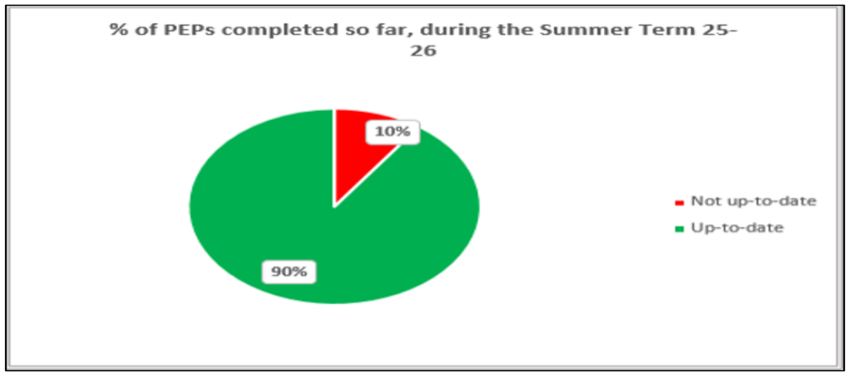
Despite these challenges, all children had a Personal Education Plan (PEP) completed. However, a few PEPs were finalised after the data collection deadline and were therefore not included within the reported completion figures. The lower summer completion rate reflects timing and reporting constraints rather than a failure to complete PEPs for children in care.

Overall, the Virtual School continued to demonstrate a strong commitment to ensuring that every child had an up-to-date PEP in place, with completion rates remaining consistently high across the year.





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To drive continuous improvement, a sample of ePEPs will continue to be quality assured each term. This process will support staff training and professional development, help identify areas of effective practice, and strengthen the overall quality and consistency of ePEP completion across the service.

In addition, from September 2026, Education Improvement Consultants will participate in a programme of monthly PEP meeting observations. These observations will provide opportunities for reflection, coaching and feedback, supporting the ongoing development of high-quality, child-centred PEP meetings and ensuring that ePEPs remain meaningful, outcome-focused documents that effectively promote educational progress and achievement for children in care.

Attainment for Phonics, KS2 and KS4*

Phonics (4-year-olds) 2026

		Mark						Outcome				
	Cohort	No Score	0-15	16-23	24-30	31-36	37-40	APS	Q	A	D	WT	WA
NCER National (CLA)	2,810	8.0%	18.0%	6.0%	6.0%	29.0%	32.0%	28.5	0.0%	0.0%	8.0%	31.0%	61.0%
DfE Region - London (CLA)	210	11.0%	12.0%	4.0%	8.0%	26.0%	39.0%	31.3	-	-	11.0%	24.0%	65.0%
Local Authority - Haringey (all schools)	2,601	4.0%	6.2%	2.7%	2.9%	22.1%	62.1%	34.8	0.0%	0.2%	3.7%	11.8%	84.2%
Virtual School - Haringey	11	18.2%	27.3%	0.0%	9.1%	27.3%	18.2%	25.0	0.0%	0.0%	18.2%	36.4%	45.5%

Phonics (4-year-olds) 2025

		Mark						Outcome				
	Cohort	No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
NCER National (CLA)	2,820	9.0%	19.0%	7.0%	7.0%	29.0%	28.0%	27.8	0.0%	0.0%	9.0%	33.0%	57.0%
DfE Region - London (CLA)	220	9.0%	17.0%	9.0%	4.0%	26.0%	35.0%	28.9	-	-	9.0%	30.0%	61.0%
Local Authority - Haringey (all schools)	2,617	3.9%	6.6%	2.9%	3.6%	26.4%	56.6%	34.2	0.0%	0.4%	3.5%	13.1%	83.0%
Virtual School - Haringey	8	12.5%	12.5%	12.5%	0.0%	25.0%	37.5%	29.3	0.0%	0.0%	12.5%	25.0%	62.5%

The phonics cohort for Haringey Children in care was small, consisting of 11 pupils, and outcomes should therefore be interpreted with caution as the performance of individual pupils has a significant impact on overall percentages.

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Overall, 45.5% of Haringey Children in care (CiC) achieved the expected standard (WA) in the Phonics Screening Check, compared with 61.0% nationally for CiC and 65 % for CiC across London. This indicates that Haringey's CiC cohort performed below both national and regional CiC comparators.

A further 36.4% were working towards the expected standard (WT), compared with 31.0% nationally and 24.0% across London CiC cohorts. Additionally, 18.2% of pupils were assessed as having a disapplied outcome (D), reflecting the complexity of need within the cohort. No pupils were recorded as absent or not taking the assessment.

The average point score (APS) for Haringey CiC was 25.0, which was lower than the national CLA average of 28.5, the London CiC average of 31.3, and the Haringey all-schools average of 34.8.

There was considerable variation in attainment across the score ranges. Whilst 18.2% of pupils achieved scores in the highest band (37-40 marks), 27.3% scored within the lowest band (0-15 marks), highlighting a polarised profile with some pupils performing very well while others require significant additional support.

Compared with 2025, phonics outcomes for Haringey Children in Care declined, with 45.5% are achieving the expected standard in 2026, reflecting the continued challenges associated with a small cohort and complex needs. The proportion of pupils working towards the expected standard increased, indicating that more children were accessing the assessment but had not yet secured the required phonics knowledge and skills. Despite the lower attainment profile, individual pupil progress remains encouraging, and the Virtual School will continue to prioritise and support early reading interventions, attendance, and placement stability to improve outcomes.

Key Stage Two (11-year-olds) Expected standards

2026	Haringey (CiC) 13	London (CiC) 310	National (CiC) 3,830	2025	Haringey (CiC) 11	London (CiC) 300	National (CiC) 3,770	Change from 2025	Haringey (CiC)	London (CiC)	National (CiC)
RWM	53.8%	45%	35%	RWM	36.4%	36%	34%	RWM	+17%	+9%	+1%
Reading	76.9%	62%	51%	Reading	63.6%	54%	51%	Reading	+13.3%	+8%	0%
Writing	69.2%	52%	46%	Writing	45.5%	47%	51%	Writing	+23.7%	+5%	-5%
Maths	61.5%	59%	49%	Maths	54.5%	48%	46%	Maths	+7%	+11%	+3%
GPS	61.5%	55%	46%	GPS	45.5%	47%	47%	GPS	+16%	+8%	-1%

The 2026 Key Stage 2 outcomes for Haringey's Children in Care (CiC) demonstrate strong performance across all assessed subjects and significant improvement compared with 2025. Although the cohort is small (13 pupils), outcomes are notably above both London and national averages for children in care in almost every measure.

The most striking improvement was in the combined Reading, Writing and Maths (RWM) measure, where attainment increased from 36.4% in 2025 to 53.8% in 2026, an increase of 17 percentage points. This places Haringey 8.8 percentage points above the London average (45%) and 18.8 percentage points above the national average (35%).

Reading was the strongest performing subject, with 76.9% of pupils meeting the expected standard. This represents an increase of 13.3 percentage points from 2025 and exceeds both the London average (62%) and national average (51%).

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Outcomes in Writing showed the greatest year-on-year improvement, rising from 45.5% to 69.2%, an increase of 23.7 percentage points. This is substantially higher than both London (52%) and national (46%) outcomes for children in care.

In Mathematics, attainment increased from 54.5% to 61.5%, exceeding both London (59%) and national (49%) averages. Although the improvement of 7 percentage points was more modest than in other subjects, Haringey remained above its statistical neighbours.

Performance in Grammar, Punctuation and Spelling (GPS) also improved considerably, increasing from 45.5% to 61.5%. This represents a 16-percentage point improvement and places Haringey above London (55%) and significantly above the national average (46%).

Overall, the 2026 outcomes indicate a strong upward trajectory for Haringey's children in care. Improvements were recorded across every measure, with particularly notable gains in Writing, RWM and GPS. Haringey outperformed both London and national children in care averages in all reported subjects, suggesting that targeted support and educational interventions have had a positive impact on pupil achievement at Key Stage 2.

Case Study: Successful progress at the end of KS2 and Transition to Secondary School

J came into care in February 2025 and joined a new primary school in September 2025 following significant changes in his circumstances. While he settled well and demonstrated strengths in reading, mathematics and relationships with others, professionals recognised the need for coordinated support to strengthen his literacy skills, emotional wellbeing and preparation for secondary school.

The Virtual School played a central role in coordinating support and maintaining high aspirations for J's educational progress. Through regular PEP meetings, the Virtual School brought together the foster carer, social worker, school staff and secondary school colleagues to ensure a consistent, joined-up approach. The Educational Improvement Consultant (EIC) helped oversee targeted academic support, transition planning and emotional wellbeing provision.

To support a successful move to Year 7, the Virtual School coordinated early transition activities, including meetings with secondary school staff and additional visits to help J build confidence and establish relationships with key adults before starting secondary school. The Virtual School also arranged Trauma-Informed Practice training for school staff, helping to strengthen understanding of J's needs and promote a supportive educational environment.

As a result of this coordinated approach, J made excellent progress in Year 6, achieving the Expected Standard in Reading, Mathematics and Science. He successfully completed his SATs, developed strong relationships with peers and adults, and moved into secondary school feeling confident, supported and ready to succeed.

Key Stage 4 (16-Year-olds) (Statistical data will be verified in November 2026)

At the beginning of July 2026, there were 29 children in Year 11. Of this cohort, two young people were following an ESOL programme and five were not entered for GCSE English and Mathematics. One young person left care on 31 July 2026, reducing the cohort to 28 by the end of the academic year. Overall, 21 pupils sat GCSE Mathematics, 21 sat GCSE English Language and 16 sat GCSE English Literature. A total of 19 young people sat both GCSE English Language and GCSE Mathematics, meaning that 90% of those expected to access these qualifications completed examinations in both subjects. This demonstrates a strong level of engagement with core GCSE qualifications across the cohort.

***GCSE results** non -statistical data*

GCSE	Grade 1-9 (2026)	Grade 1-9 (2025)	Grade 4-9 (2026)	Grade 4-9 (2025)
English Literature	100%	100%	42%	40%
English Language	100%	100%	38%	45%
Mathematics	95%	87.50%	47%	30%

31% of the cohort who sat English Language and Mathematics obtain a grade 4 and above in both subjects.

GCSE outcomes for Children in Care show strong performance in English and notable improvement in Mathematics in 2026 compared with 2025. Achievement at grades 1-9 remained at 100% in both English Literature and English Language, maintaining the same high level as in 2025. At grades 4-9, English Literature improved slightly from 40% to 42%, while English Language declined from 45% to 38%.

Mathematics outcomes improved significantly. The proportion of pupils achieving grades 1-9 increased from 87.5% in 2025 to 95% in 2026, while attainment at grades 4-9 rose from 30% to 47%, representing a substantial improvement of 17 percentage points. Overall, the data indicates sustained strength in English and particularly strong progress in Mathematics, although improving higher-grade attainment in English Language remains a key area for development.

Case Study: Supporting N at risk of permanent exclusion and to remain engaged in KS4 education

N is a highly able young person who experienced significant disruption during Year 11 due to placement instability, non-attendance, risk of permanent exclusion, and emerging SEND needs. These challenges placed her at increased risk of becoming disengaged from education and not progressing into post-16 learning.

The Virtual School played a pivotal role in ensuring N remained connected to education. The Educational Improvement Consultant (EIC) and Headteacher coordinated regular multi-agency meetings, worked closely with school leaders to prevent permanent exclusion, and ensured N could continue accessing education and sit her GCSE examinations.

Listening to N's voice was central to the Virtual School's approach. When online learning was not meeting her needs, the Virtual School secured funding for face-to-face tuition, provided learning resources, and maintained regular contact through home visits and telephone calls. A carefully matched mentor was also arranged to provide additional emotional and relational support.

The Virtual School further supported N through enrichment and aspiration activities, helping her build confidence, broaden her horizons and maintain positive engagement during a difficult period. As she approached the end of Year 11, the Virtual School worked with SEND services and post-16 providers to secure a college placement aligned with her interests and ambitions.

As a result, N successfully completed her GCSEs, achieved outcomes she was proud of, received an Education Achievement Award, and progressed into college to study Level 3 Psychology and Criminology.

This case demonstrates the impact of the Virtual School's relentless advocacy, relationship-based practice and effective multi-agency coordination. By maintaining high aspirations, challenging barriers

to learning and providing consistent support, the Virtual School helped prevent a NEET outcome and enabled N to move successfully into the next stage of her education.

Attendance and Inclusion

Pupil Profile

During the 2025–26 academic year, the Virtual School monitored a total of 205 Statutory School Aged Children Looked After across mainstream, specialist, alternative provision and independent educational settings – using Welfare Call.

The cohort was predominantly secondary-aged, with 121 children (59.0%) attending secondary schools and 84 children (41.0%) attending primary schools. 37 children (18.0%) had an Education, Health and Care Plan (EHCP).

In terms of placement location, 95* children (46.3%) attended schools within Haringey, while 110 children (53.7%) were educated in out-of-borough settings. This indicates that just over half of the monitored cohort accessed educational provision outside the borough.

**Of the 95 children collated as attending school within Haringey, eight children were not enrolled which is automatically recorded as an in borough 'school' something that is to be explored with WC for a code change. This number would have also fluctuated throughout the academic year and has been captured at eight due to the day of the snapshot.*

This profile demonstrates a predominantly secondary-aged cohort, with a significant proportion requiring specialist support through EHCPs and a notable reliance on out-of-borough educational provision.

Based on a total cohort of **205 children monitored**:

Measure	Number	Percentage
Children Monitored	205	100%
Primary	84	41%
Secondary	121	59%
EHCP	37	18%
In Borough	95	46.3%
Out Borough	110	53.7%

Attendance Summary

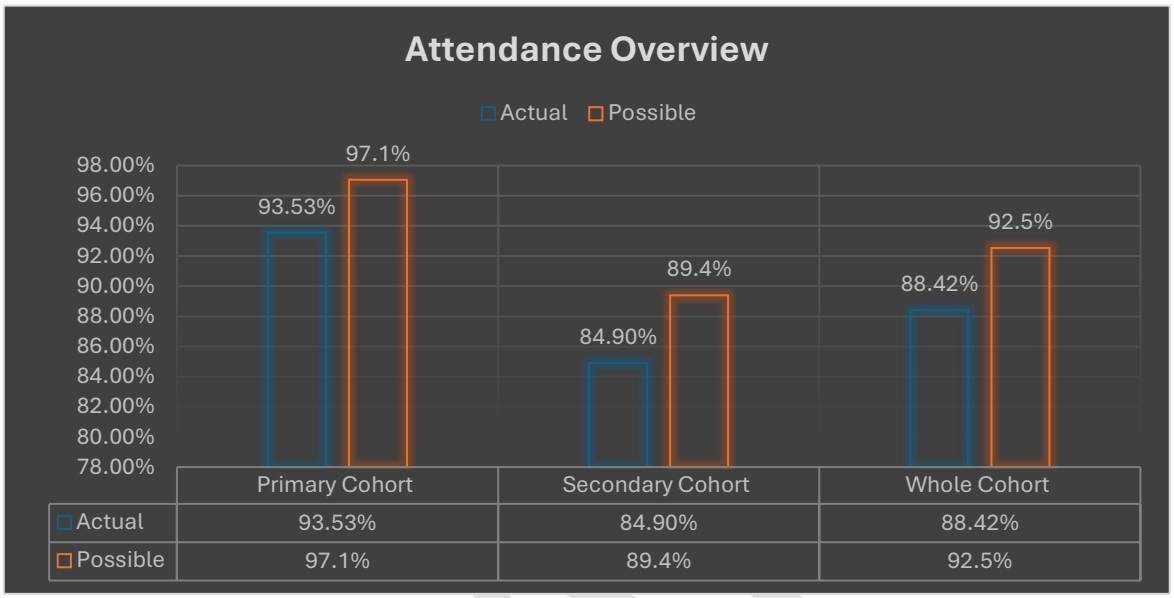
On average children have a possible attendance of 60 to 70 school days per term, with a school year divided into three main terms: Autumn, Spring & Summer. Each term lasts an estimated 10 to 12 weeks with pupils attending school on average 190 days per year.
190 School days x 205 Haringey CLA [pupils], totals an average of 38,950 school days.

The entire cohort recorded 41,741 available school days via Welfare Call (although the variation in numbers on comparison is due to: incorrect coding, all-through Specialist Schools/Home Tuition and secure facilities).

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Possible School days totalled 32020.5 of which 28,313.5 school days were attended, resulting in an overall attendance rate of **88.4%.** When non-fault/unavoidable absences are removed days went up to 29634 increasing overall attendance to **92.5%.**

Overall attendance including all codes	88.4%
Overall attendance removing non-fault avoidable absence	**92.5%**

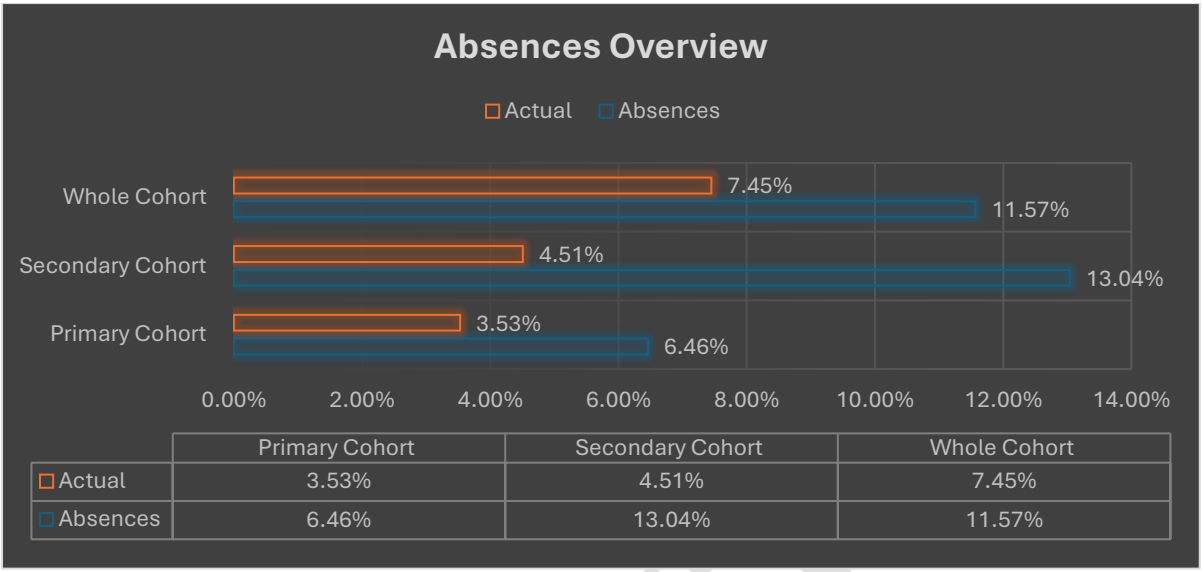


Authorised & Unauthorised Absences summary

3,707 school days were missed with a total of thirteen separate codes being utilised. Nine authorised absence codes totalled 2587 days of absence, and four unauthorised codes resulted in 1120 days being missed throughout the academic year resulting in an overall absence of 11.5%.

When non-fault/unavoidable absences are removed a total of 1320.5 days were deducted, reducing absence to 2386.5 days and a lesser total of seven codes being used. Five authorised absence codes totalling 1111.5 days replaced the initial Nine authorised absence codes reducing total authorised absences to 1475.5 days, and two unauthorised absence codes replaced the four unauthorised codes reducing total unauthorised absences to 209 days. This resulted in a lower overall absence of **7.4**

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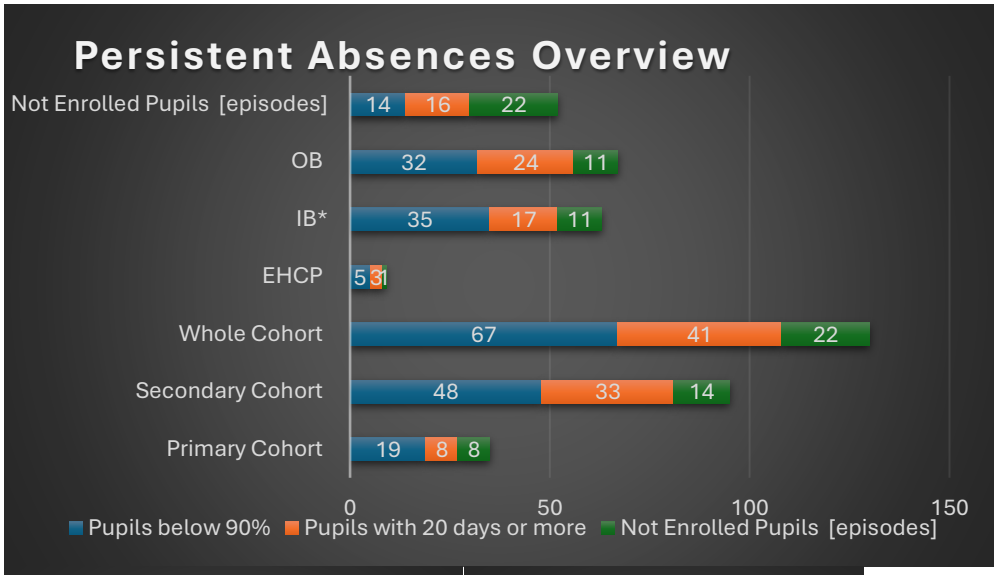
	Primary Cohort	Secondary Cohort	Whole Cohort
Actual	3.53%	4.51%	7.45%
Absences	6.46%	13.04%	11.57%

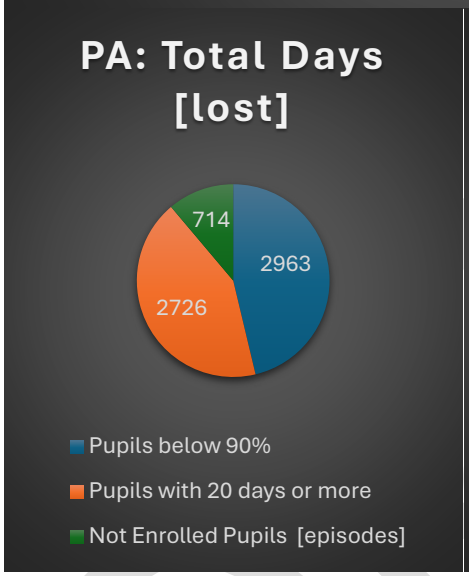
Persistence Absence Summary

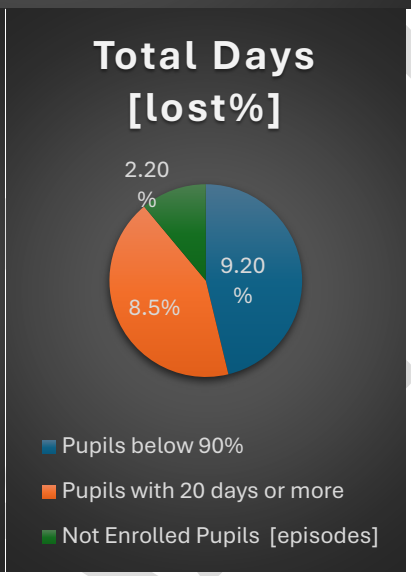
Persistent Absence (PA) continues to be defined as attendance below 90% and/or children with 20 days absence or more [whichever is the greatest].
67 (32.6%) pupils acquired attendance below 90% with 41(20%) children missing 20 days or more. 22 (10.7%) children experienced a not enrolled episode over the duration of the academic year 2025-26.

Not on Roll periods account for the highest levels of missed education and persistent absence with a total of 714 days being missed over the duration of the academic year, with the largest contributor to lost school days being unauthorised absence at 2.8% and illness at 2.0%.

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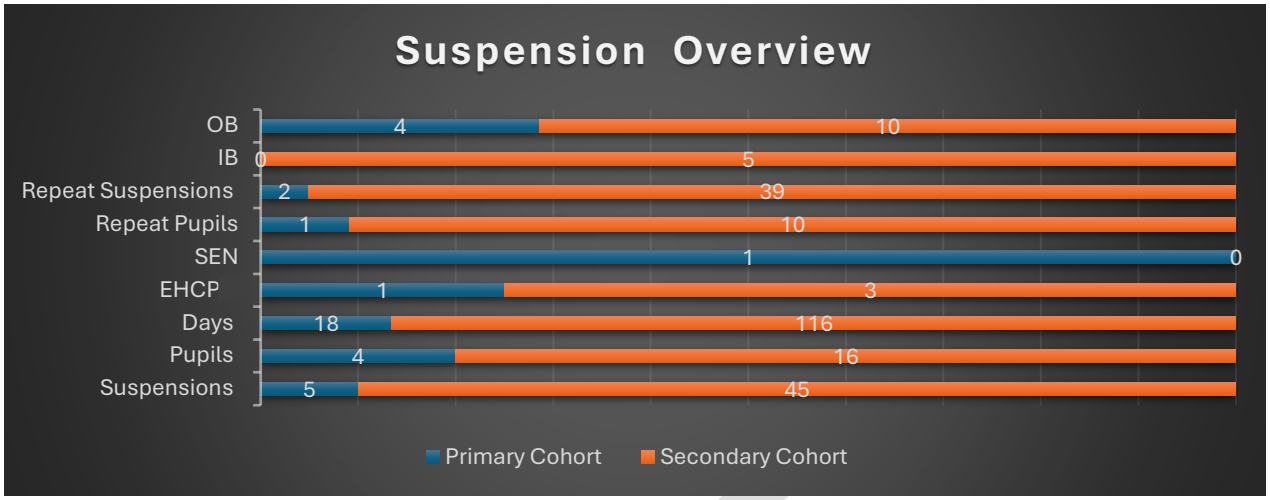


Suspension Overview

During 2025–26, 20 children received one or more suspensions, representing 9.8% of the monitored cohort. Many children monitored (185 children; 90.2%) did not receive a suspension.

There were 50 Suspensions over the duration of the academic year, totalling 134 days with 116 days issued to the secondary cohort and 18 days issued to the primary cohort.

Of the 20 Children in receipt of the 50 Suspensions, the secondary cohort totalled 16 pupils with a total of a 45 suspensions, of which three pupils held EHCPs and there was one SEN Support Pupil. The primary cohort totalled four pupils with a total of five suspensions with one child holding an EHCP.



Attendance remains a key strength, with many children achieving attendance rates above 95% and receiving Gold, Silver and Bronze Attendance Awards. Strong attendance outcomes were particularly evident among primary-aged pupils. In addition, 185 children (90.2%) were not suspended, there were no permanent exclusions across the cohort, and effective partnership working with the Education Welfare Service supported a range of strategic interventions for children in borough. When non-fault absence, such as transport-related issues, is excluded, overall attendance increases to a strong 92.5%.

Looking ahead, attendance will continue to be a priority area, particularly reducing the time children spend out of education when moving to a new home and awaiting a school placement. There is also a need to strengthen strategic partnership working further through training and collaborative approaches, underpinned by the shared vision that attendance is everyone's responsibility.

Pupil Premium Grant distribution and impact

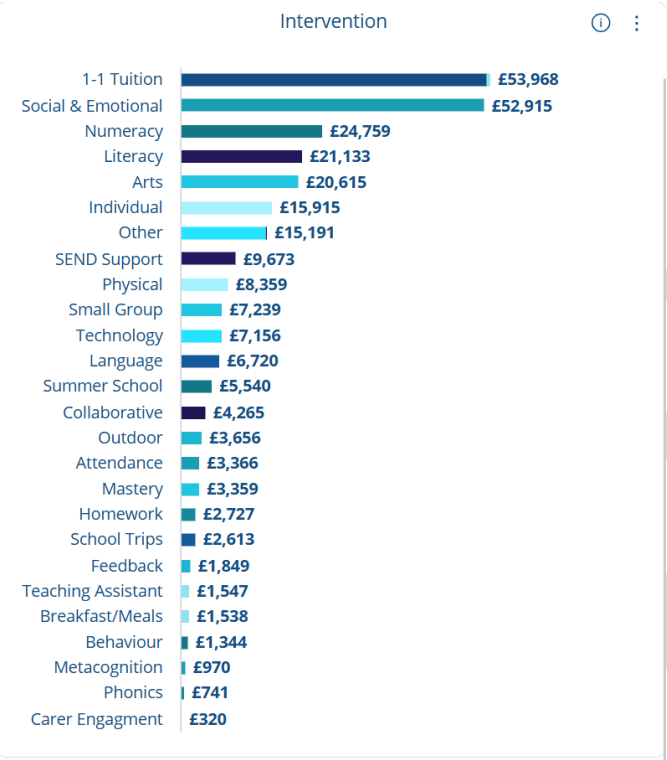
Children in local authority care for one day or more attracted £2,630 Pupil Premium funding in 2025/2026. This funding does not go directly to the schools but is managed by the Virtual School in the local authority that looks after the child. The Conditions of Grant require the Virtual School Headteacher to distribute funding. Funding should support children in meeting their targets in the ePEP.

The Virtual School top slices the PPG funding and provides the 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 VS and approved. The total money paid to schools from the Pupil Premium budget was £309,042.49. School funding was mostly used for academic interventions e.g.one-to-one tuition and Social and emotional support, such as small groups.

PP+ Academic Year 2025/26							
TERM	Total CLA	Total PP+ Claims	Claims %	Total Projected	CLA Spend	Tuition Costs	Grand Total Spend
Summer 2025	197	136	69%	£137,900.00	89.630.29	£34,338.60	£123,968.89

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Autumn 2025	181	141	78%	£126,700.00	£92,179.00	£0.00	£92,179.00
Spring 2026	183	137	75%	£128,100.00	£92,894.60	£0.00	£92,894.60
				£392,700.00			**£309,042.49**



The Pupil Premium Plus expenditure demonstrates a strong focus on interventions designed to accelerate academic progress and support emotional wellbeing. The largest areas of investment were one-to-one tuition (£53,968) and social and emotional support (£52,915), reflecting the Virtual School's commitment to addressing both educational attainment and the wider barriers that can affect learning for children in care.

Significant funding was also directed towards core academic subjects, including Numeracy (£24,759) and Literacy (£21,133), alongside investment in the Arts (£20,615) and individualised support packages (£15,915). This suggests a balanced approach that seeks to improve attainment while promoting personal development, engagement and creativity.

Additional funding was used to provide SEND support (£9,673), physical activities (£8,359), small group interventions (£7,239), technology (£7,156) and language support (£6,720). These interventions enabled schools and carers to respond to individual needs and ensure that children could access the curriculum effectively.

Targeted support for key transitions and wider educational engagement included investment in summer schools (£5,540), collaborative learning (£4,265), outdoor learning (£3,656) and attendance interventions (£3,366). Smaller amounts were allocated to areas such as mastery learning, homework support, educational visits, teaching assistant support, breakfast provision, behaviour interventions, metacognition, phonics and carer engagement.

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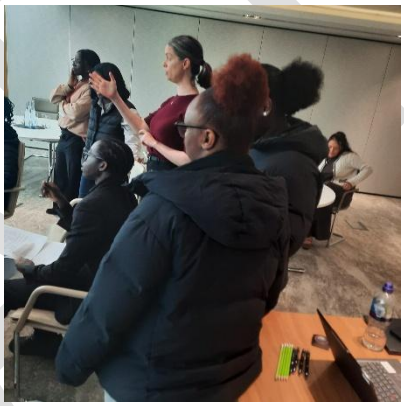
Overall, spending patterns show that funding was predominantly directed towards evidence-informed interventions with the greatest potential impact on educational outcomes. The emphasis on personalised tuition, emotional wellbeing, literacy and numeracy support reflects a strategic approach to raising attainment, reducing barriers to learning and improving the life chances of children in care.

We also use £461,534 for staffing which covers the cost of six Education Improvement Consultants, the traded Educational Psychologists cost and partial cost of the Senior Business Officer.

Enrichment & Springboard

Post-16 Ice Skating Alexandra Palace October 2025 & June 2026
Post-16 lead obtained free tickets for our post-16 children who attended a lovely ice-skating session and were served lunch following the activity.

VS End of Year Party December 2026
We had a party for our children and foster carers. Children were given gifts (sponsored). They enjoyed the food and most children received certificates for their brilliant attendance.



VS in conjunction with social care – Visit to Hogan Lovells Law firm (Holborn) March 2026
Children attended a jam-packed day at the law firm and learnt about the role of a solicitor and the different routes into law. They excelled at an interactive negotiation session.



Year 11 Aspiration Day April 2026
It was a fun filled day we took the children to a hotel for Afternoon Tea. The hotel manager spoke to the children about her career journey, and the best part was hearing from a care experienced adult speaking about their university journey at Oxford. The children finished the day at Frameless, Marble Arch.

Post-16 Dare Skywalk and Stadium Tour at Tottenham Hotspurs 2026
In collaboration with BeeNSpired, students took part in a visit to Tottenham Hotspur Stadium, which included a behind-the-scenes stadium tour and the exciting Dare Skywalk experience. Several young people demonstrated exceptional courage by choosing to abseil from the stadium, challenging themselves and building confidence through this unique opportunity.



Shining Stars Award – July 2026
Two children from Haringey were nominated for a Shining star award for their outstanding achievement, excellent attendance and attitude to learning. It was a wonderful night held at the Livery Hall, Guildhall in the City.





London Marathon Athletics Day - August 2026
It was an afternoon of athletics with the aim to inspire and motivate children. Children were guided through various athletic activities such as running, jumping and throwing. It was held at Queen Elizabeth Olympic Park with special guests Fatima Whitbread.

VS in conjunction with Aspire Thorpe Park - August 2026
Children enjoyed a visit to Thorpe Park, where they challenged themselves on a variety of rides and attractions, building resilience, confidence, and positive peer relationships whilst creating lasting memories.

Working with Springboard – Independent school place for Year 7 child with full bursary

One child is currently attending an independent school through a 100% scholarship. This brings the total number of Haringey children in care accessing independent school education through the Royal Springboard programme to two, providing them with opportunities to benefit from a fully funded independent school placement.

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