



WORCESTERSHIRE  
VIRTUAL SCHOOL

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# Worcestershire Virtual School Annual Report 2021-2022

WORCESTERSHIRE  
**CHILDREN FIRST**



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# Introduction

Worcestershire Virtual School's (WVS) core purpose is to raise the educational experience and outcomes of our children/young people (looked after, previously looked after and with a social worker). We strive to close/cross the attainment gap with their peers and to improve their social, emotional and mental health and well-being to improve the life chances of this traditionally vulnerable group of children/young people (CYP). WVS achieves this by providing support to educational settings, social care, carers, agencies and our other partners and stakeholders.

At the very heart of WVS is the belief that our CYP must be supported so that they are not detrimentally affected by their experiences but are empowered to achieve their goals and ambitions. WVS does so by:

- ✓ Providing advice, support and guidance to our partners and stakeholders.
- ✓ Challenging and holding to account those responsible for supporting the education of our CYP.
- ✓ Ensuring the educational needs of our CYP are well understood through ensuring CLA have an up-to-date, detailed and high-quality Personal Education Plan (PEP) / Personal Progression Plan (PPP, Post-16) with wider educational targets to support their development.
- ✓ Ensuring Special Educational Needs or Disabilities (SEND) are identified and supported appropriately (including Social, Emotional and Mental Health needs).
- ✓ Providing training to schools/settings/providers to enable them to better support the varying needs of our CYP across the full spectrum of education.
- ✓ Monitoring the attendance and readiness to learn of our CYP in the educational environment and providing support where needed.
- ✓ Supporting our CYP attending out of county schools to ensure that they are receiving high quality provision.
- ✓ Working with Designated Teachers (DTs) and Social Workers to support admissions to schools and transitions from one school to another.
- ✓ Supporting our CYP in receipt of part-time provision in moving into full-time provision as rapidly as possible, by supporting their underlying needs.
- ✓ Working with schools and other settings to prevent suspensions and permanent exclusions.
- ✓ Facilitating projects and initiatives to give our CYP opportunities to develop themselves both personally and academically.
- ✓ Raising the aspirations and encouraging ambition for our CYP and those who support them.

There are 16 members of WVS who work tirelessly to turn the ambition we have for our CYPs' education into reality.

# Executive Summary

WVS continues to provide an excellent service within an ever-changing context and increasing demand. In 2021-22 the team evolved to deliver on the significant new extension of our role to include children with a Social Worker within the previous 6 years and also to take part in the government's PP+ Post-16 pilot (part of the national work to support looked-after children and care leavers in education).

The increasing level of need following the impact of Covid-19 and related societal change and the increasing numbers of children and young people (CYP) in each cohort has made the role of WVS even more crucial. The support we provide to our CYP, their carers and our other partners and stakeholders is invaluable and has improved the life chances of 902 Children Looked After (CLA) as well as a great number of Previously Looked After Children (PLAC - 690) & Children With a Social Worker (CWSW - Child In Need 735 and Child Protection 535).

Our CYP made excellent academic progress. Worcestershire CLA are narrowing the gap with 'all pupils national' in Early Years Good Level of Development, Phonics, Key Stage 1 combined and Key Stage 2 combined in national external attainment measures. Where national percentages at age related expectations have decreased, Worcestershire CLA have improved in all aspects. For example, the gap at KS2 in 2019 between Worcestershire CLA and National all pupils was 34.6%; in 2022 the gap has significantly reduced to 18.7%. Worcestershire CLA Year 1 phonics outcomes are better than all pupils national. Results in Key Stage 4 were excellent, with Worcestershire CLA exceeding West Midlands and National CLA on almost all measures. Our CYP are closing the gap with all pupils national.

This indicates that targeted and universal interventions have produced positive outcomes for Worcestershire CLA. Early identification and intervention for CLA needing additional support has been successful. Through WVS leading PEP meetings and holding school staff to account, the visibility of CLA in schools has increased and settings have been challenged to provide a wider and more targeted range of strategies to support their most vulnerable learners. WVS's mission to create trauma informed and attachment aware settings (TIAAS) across the county has improved settings' ability to support our CYP and increased their readiness to learn and their individual sense of value.

The majority of CLA (94%, 612 CYP) attend settings rated as Outstanding, Good or No Report by Ofsted. Where absolutely necessary, our CYP are supported through the use of staged reintegration (part time) timetables and Alternative Provision. As with all provision, these are monitored closely and any school concerns are addressed through increased scrutiny.

Covid-19 significantly impacted upon attendance in the 2021-22 academic year. Overall CLA attendance for the academic year was 88%. Attendance for all Worcestershire children was 94% and WVS aspires for attendance for CLA to be at least as good as all Worcestershire children, and above 95%. Attendance for pupils with an EHCP was 5% below other CLA due to some pupils in this vulnerable cohort having health issues and therefore being more susceptible to illness. Persistent absence was 25% - over 4% less than the national comparator of Welfare Call. These two cohorts were a focus for the Attendance Monitoring Officer (AMO) and advice and guidance was provided to carers and social care to support school attendance.

Permanent exclusions and suspensions remain low, despite the broader national picture of increasing exclusions and suspensions in the challenging times following the Covid pandemic. This is due to tireless work of our team, our strong partnerships and the broader strategic work we deliver, such as the Trauma Informed Schools (TIS) programme (now in place in half of our schools).

WVS works with partners in School Admissions, SEND services and Social Care to ensure rapid education placements and minimal incidents and duration of Children Missing Education (CME). Where there are barriers to CYP being placed in an appropriate school, such as awaiting a Special School placement, WVS provide interim tutoring to maintain educational progress. The average time taken to place all pupils into an educational setting in county was 9.7 days, whilst the additional difficulties in placing out of county meant out of county placements took an average of 15.5 days.

The Pupil Premium + grant is carefully managed by WVS through operational SMART targets for each of our CLA and a strategic delivery of interventions which will have the greatest impact on educational outcomes for children in the care of Worcestershire Local Authority. We have also made full use of the additional funding through Recovery Premium and the National Tutoring Programme, the Extended Role funding and the Post 16 PP+ pilot grant.

WVS has a new Virtual School Headteacher in post for 2022-23, marking an exciting injection of knowledge, skills and experience. Key priorities for 2022-23 are to make every setting a Trauma Informed and Attachment Aware Setting (TIAAS), to implement the Raising Attainment for Disadvantaged Youngsters (RADY) programme and to respond to the ever-increasing demands on virtual schools by applying Lean principles to maximise efficiency and impact.



## Children/Young People Context

WVS continues to go above and beyond in supporting all of our CYP. This support varies as broadly as the needs of the CYP in our cohort.

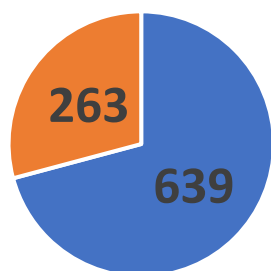
WVS works closely with teams and multi-agency partners to increase the life-chances of our CYP. With a constantly changing cohort, as CYP enter and leave the care system, one year's cohort is often considerably different to another.

### Context for Children Looked After

At the end of the 2021-2022 academic year there are 902 Children Looked After (CLA) by Worcestershire Local Authority (2-year-olds to 18-year-olds).

Year group	Number of CLA
Pre-school	82
R	40
1	33
2	46
3	46
4	39
5	43
6	43
7	53
8	54
9	57
10	85
11	93
Post 16	188
<b>TOTAL:</b>	<b>902</b>

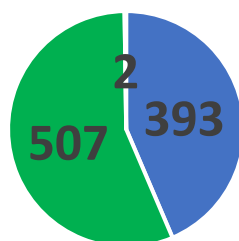
### In and Out of County Breakdown



■ In County (71%) ■ Out of County (29%)

- 639 are educated and reside in Worcestershire.
- 263 reside and are educated out of county.

### CLA Gender Breakdown



■ Female (44%) ■ Male (55%) ■ Non-binary (1%)

- 393 females
- 507 males
- 2 non-binary

### Number of Children Looked After moving into and out of care, Academic Year 2021-22

	Start of Academic Year	Left Care	New to Care	End of Academic Year	% of Cohort Looked After for entire academic year
<b>Pre-school</b>	60	24	46	82	46% (38)
<b>Reception</b>	42	7	5	40	70% (28)
<b>Key Stage 1</b>	71	4	12	79	80% (63)
<b>Key Stage 2</b>	155	8	24	171	81% (139)
<b>Key Stage 3</b>	145	8	27	164	79% (129)
<b>Key Stage 4</b>	153	13	38	178	71% (127)
<b>Post 16</b>	174	13	27	188	79% (148)
<b>Total</b>	<b>800</b>	<b>77</b>	<b>179</b>	<b>902</b>	<b>75% (672)</b>

The growth in number of children looked after between September 2021 – August 2022 totalled **102**.

# Context for Children/Young People with a Child in Need (CIN) and a Child Protection Plan (CPP)

## Overview

At the end of the academic year there were CIN 735 and CP 535.

Month	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22
CPP	407	413	414	413	421	446	447	463	477	489	535
Month	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22
CIN	770	743	707	737	763	740	793	772	795	770	755

The total number of CYP with a CIN or CP plan has increased by 8.75% since September 2021, with CYP with a Child Protection Plan (CP) growing at an increase of 31% and CYP with a Child in Need (CIN) plan reducing by 2%. New DfE 'Children with a Social Worker' guidance published in June 2022 confirmed that from September 2022, the future cohort will include those children who have been assessed as needing or previously needing a Social Worker within the past 6 years.

Current cohort:

- Birth to pre-school = 28%
- Statutory School Age = 69%
- Post 16 = 3%

## SEND

The proportion of the CIN cohort with SEND needs (which includes SEND support and EHCPs) is 41% and Child Protection is 40%. For all pupils in Worcestershire's January 2022 census the figure was 17%.

The primary need of those CYP with SEND support or EHCPs is SEMH.

## Educational Healthcare Plans (EHCPs)

	Number of EHCPs	% EHCPs to cohort
Child in Need	110	14%
Child Protection	27	6%
Total	137	11% of the total cohort

# Progress and Attainment

The purpose of this section of the report is to provide information on the attainment and achievement of the Local Authority's CLA in 2021/2022, set against a background of performance in previous years and national benchmarks.

This report is based on Local Authority held pupil information and results from National Consortium for Examination Results (NCER) for 2022. The data in this section is constantly updated from first issue until all national data becomes available.



## EYFS to Key Stage 2 Attainment

### Provisional External Assessment Data – November 2022

Data source: NCER showing national CLA v Worcestershire CLA

		EYFS GLD %	Phonics Yr 1 %	Phonics end of Year 1 and end of Year 2 combined %	KS1 RWM %	KS2 RWM %
	NCER National (All Schools)	65.2%	75.5%	87.0%	53.4%	58.7%
	Worcestershire (All Schools)	65.0%	77.0%	87.8%	54.5%	56.6%
Nova Reports from NCER reporting	Worcs CLA based on 903 census	<b>39.00%</b>	<b>75.80%</b>	<b>73.80%</b>	<b>31.00%</b>	<b>40.00%</b>
		16 of 41 CLA achieved age related	25 of 33 CLA achieved age related	31 of 42 CLA achieved age related	13 of 42 CLA achieved age related	16 of 40 CLA achieved age related
	National CLA	40.00%	59.00%	73.00%	28.00%	32.00%

Year	Worcs CLA KS2 combined reading, writing and maths % at Age Related Expectations	% Difference between 2019 -2022 for Worcs CLA	National CLA	Difference between Worcs CLA and CLA National	Difference between CLA Worcs and ALL PUPILS National
2019	30.3%	+9.7%	37%	- 6.7%	-34.6%
2022	<b>40%</b>		32%	<b>+8%</b>	<b>-18.7%</b>

Comparisons between the previous set of externally assessed attainment data in 2019 (due to Covid pandemic) and 2022 provisional demonstrate that WVS has made considerable progress in KS2. The combined Reading, Writing and Maths percentage has increased by 9.7% to 40% achieving age related expectations. This is 8% above national CLA. The gap between Worcestershire CLA and ALL pupils national has narrowed considerably.

Year	Worcs CLA KS1 combined reading, writing and maths % at Age Related Expectations	% Difference between 2019 - 2022 for Worcs CLA	National CLA	Difference between Worcs CLA and CLA National	Difference between CLA Worcs and ALL PUPILS National
2019	16%	+15%	38%	- 22%	- 49%
2022	<b>31%</b>		28%	<b>+ 3%</b>	<b>-22.4%</b>

KS1 CLA attainment has increased from the last set of SATs results in 2019 (16%) to 31% in 2022, an increase of 15%. This is 3% above national CLA data.

Year	Worcs CLA EYFS Good Learning Development (GLD) % at Age Related Expectations	Difference between 2019 -2022 for Worcs CLA	National CLA	Difference between Worcs CLA and CLA National	Difference between CLA Worcs and ALL PUPILS National
2019	36.7%	+2.3%	48.0%	-11.3%	-35.2%
2022	39.0%		40.0%	-1.0%	-26.2%

Early Years 'Good Learning Development' data has increased by 2.3% from 2019 and is 1% below CLA national outcomes (this is equivalent to 1 pupil). Worcestershire CLA are closing the gap on all pupils national.

Year	Worcs CLA Year 1 Phonics % at Age Related Expectations	National CLA Year 1 phonics	Worcs CLA Year 1 and Year 2 combined Phonics % at Age Related Expectations	National CLA Year 1 & Year 2 combined Phonics % at Age Related Expectations	Difference between Worcs CLA and CLA National Yr 1 & Yr 2 combined	Difference between Year 1 CLA Worcs and ALL PUPILS National
2019	74.2%	59%	76.9%	78%	-1.1%	-8%
2020	64%	62%	64%	62%	+2%	Not published
2021	61%	65%	61.3%	65%	-3.7%	Not published
2022	75.8%	59%	73.8%	73%	+0.8%	+0.3%

Phonics pass rate in Worcestershire CLA Year 1 screening improved by 1.6% from 2019 to 2022. There is a significant positive difference (16.8%) between Year 1 Worcestershire CLA and National CLA. Phonics pass rate combining end of Year 1 and end of Year 2 is above national CLA by 0.8%. 73.8% Worcestershire CLA achieved the pass threshold in years 1 and 2. The summer phonics checks for both year groups were cancelled in 2020 and 2021 due to Covid pandemic. However, the two cohorts which missed out on the check as Y1 pupils underwent it during the autumn term whilst in Year 2.

Worcestershire CLA are narrowing the gap with 'all pupils national' in Early Years Good Level of Development, phonics, KS1 combined and KS2 combined in national external attainment measures. Where national percentages at age related expectations have decreased, Worcestershire CLA have improved in all aspects. For example, the gap at KS2 in 2019 between Worcestershire CLA and National All pupils was 34.6%; in 2022 the gap has significantly reduced to 18.7%. Worcestershire CLA Year 1 phonics outcomes are better than **all** pupils national.

This indicates that targeted and universal interventions have produced positive outcomes for Worcestershire CLA. Early identification and intervention for CLA needing additional support has been successful. Through WVS leading PEP meetings and holding school staff to account, the visibility of CLA in schools has increased and settings have been challenged to provide a wider and more targeted range of strategies to support their most vulnerable learners. WVS's mission to create trauma informed and attachment aware schools (TIAAS) across the county has improved settings' ability to support our CYP and increased their readiness to learn and their individual sense of value.

## Key Stage 4 Attainment

### 2021-22 CLA Year 11 Cohort (61 pupils in and out of county combined)

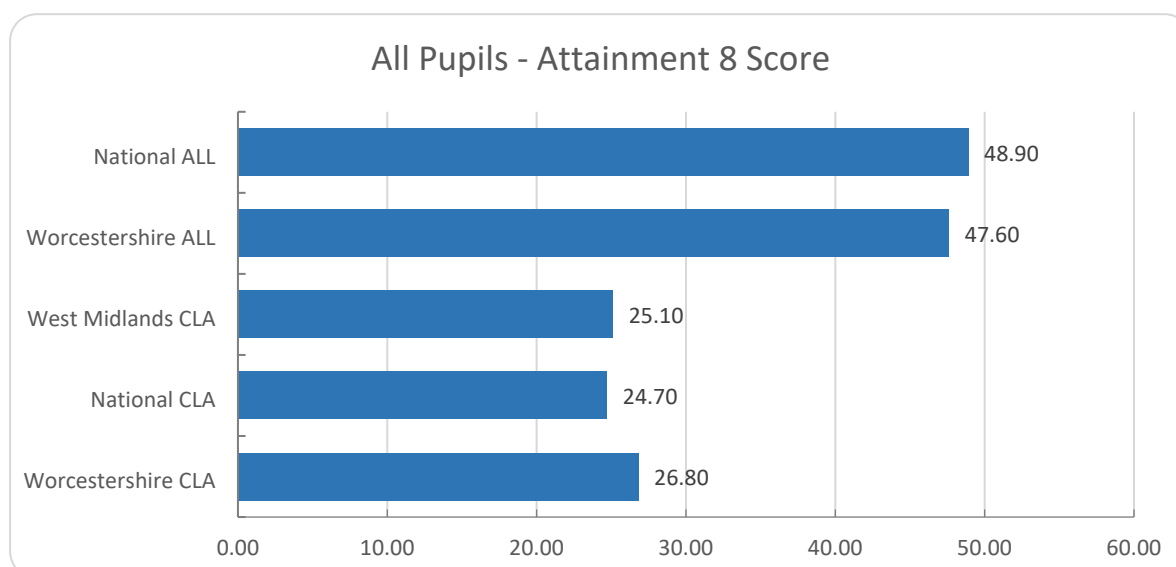
The KS4 measures are designed by the Department of Education to encourage schools to offer a broad and balanced curriculum with a focus on an academic core.

Due to the disruption to examinations and education in the Covid 19 pandemic, most indicators in the 2021-22 data are not directly comparable to those from 2018-19. Results from qualifications achieved by the 2022 end of KS4 cohort between January 2020 and August 2021 are not used in the 2022 performance measures. However, the entries from qualifications taken during this time are counted in 2022 performance measures, consequently the one indicator that is directly comparable to 2018-9 data is the proportion of pupils entering the English Baccalaureate.

	Att8 Score	Prog8 Score	9-5		
			EBacc English	EBacc Maths	EBacc English & Maths
Worcestershire CLA	26.80	-0.90	23.0%	19.7%	13.1%
National CLA	24.70	-1.20	25.0%	18.0%	14.0%
West Midland CLA	25.10	-1.07	25.0%	17.0%	13.0%
Worcestershire ALL	47.60	-0.03	63.9%	53.0%	47.4%
National ALL	48.90	-0.02	65.7%	55.0%	50.0%

### Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications. This includes: English language; English literature (if only one GCSE in English is taken then it is double weighted); maths (double weighted); three further qualifications that count in the English Baccalaureate (EBacc); and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the [DfE approved list](#). From 2018, Attainment 8 has had a maximum point score of 90, compared to a maximum of 87 in 2017 and 80 in 2016. This is a consequence of the phased introduction of reformed GCSEs graded on the 9-1 scale. These differences should be considered when comparing Attainment 8 scores between 2016-2019.

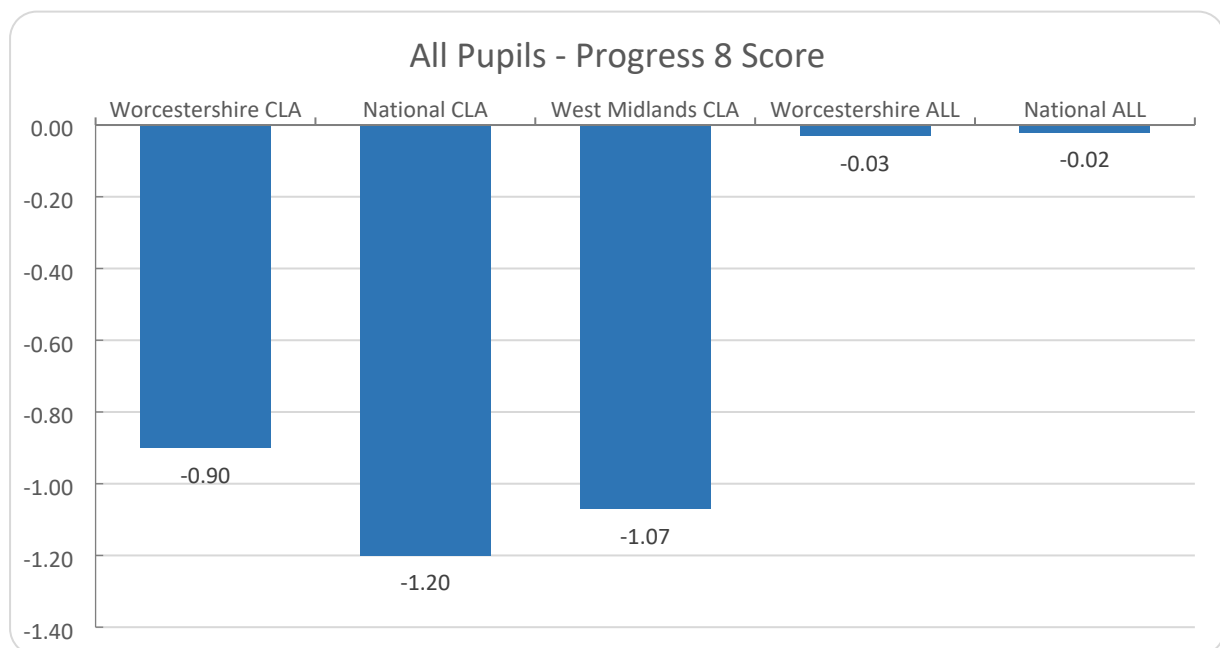


In Worcestershire in 2022, males (CLA) performed slightly better than females, which is not the case nationally. Girls tend to outperform boys both nationally and locally in each of the Attainment 8 areas at KS4 regardless of CLA status. This looks to be due to strong performance in Maths (33% 9-5 Maths, compared to 7% of girls).

The Attainment 8 score for Worcestershire CLA exceeded that for West Midlands CLA (by 1.7) and for National CLA (by 2.1). These are very pleasing results, though do not prevent WVS from tirelessly aspiring to further close the gap with Worcestershire ALL & National ALL.

### Progress 8

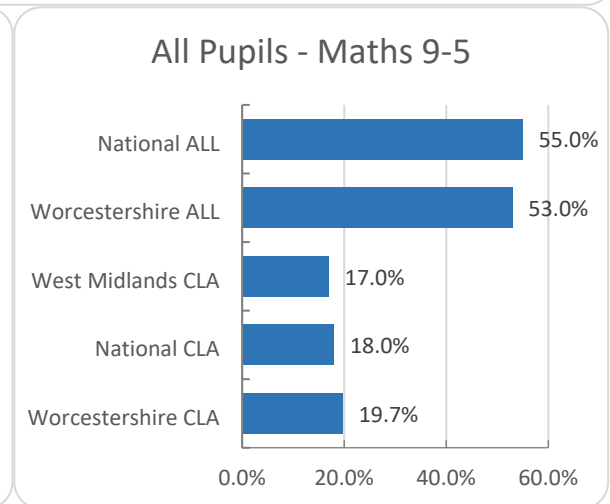
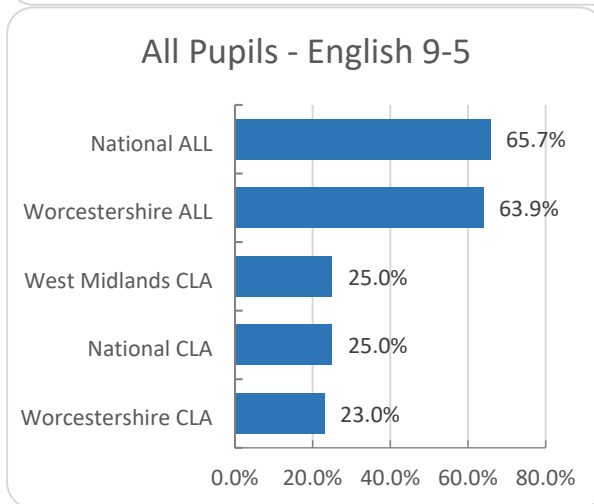
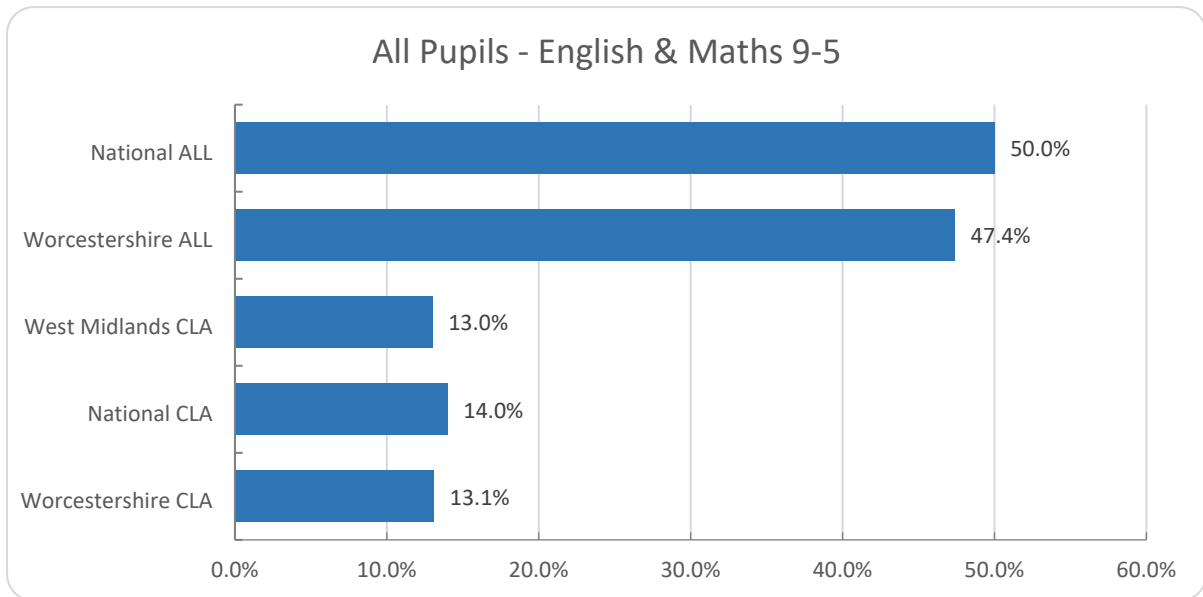
Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 (KS2) to the end of KS4. It compares pupils' achievement – their Attainment 8 score (see below) – with the national average Attainment 8 score of all pupils who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero. It can be used to compare the progress of different pupil characteristic and geography breakdowns. The average Progress 8 score for 'mainstream' schools in England is zero. A positive score means students in the school on average do better at KS4 than those with similar prior attainment nationally, and a negative score means those students on average do worse.



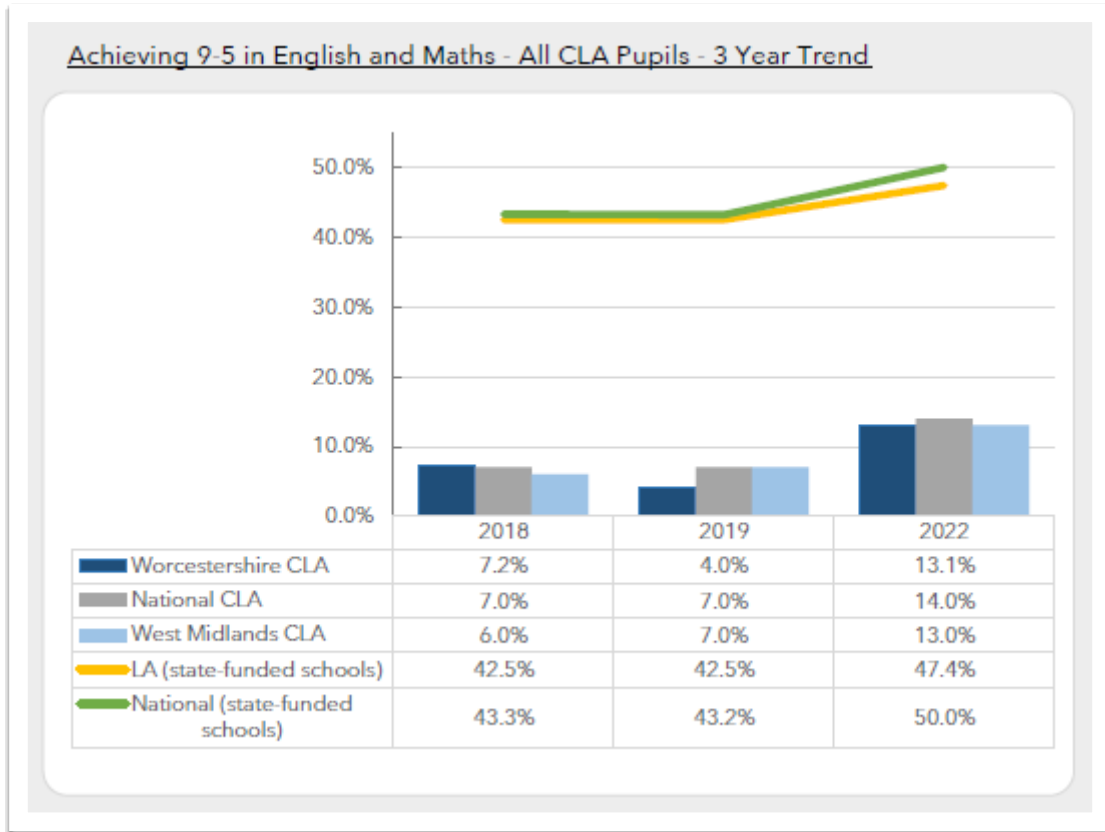
The Progress 8 score for Worcestershire CLA exceeded that for West Midlands CLA (by 0.17) and for National CLA (by 0.3). These are very pleasing results, though again do not prevent WVS from tirelessly aspiring to further close the gap with Worcestershire ALL & National ALL.

### Attainment in English and Maths at Grade 5 or Above

This measure looks at the percentage of pupils achieving grade 5 or above in both English and maths GCSEs. To count for this measure a pupil would have to achieve a grade 5 or above in either English literature or English language. There is no requirement to sit both.



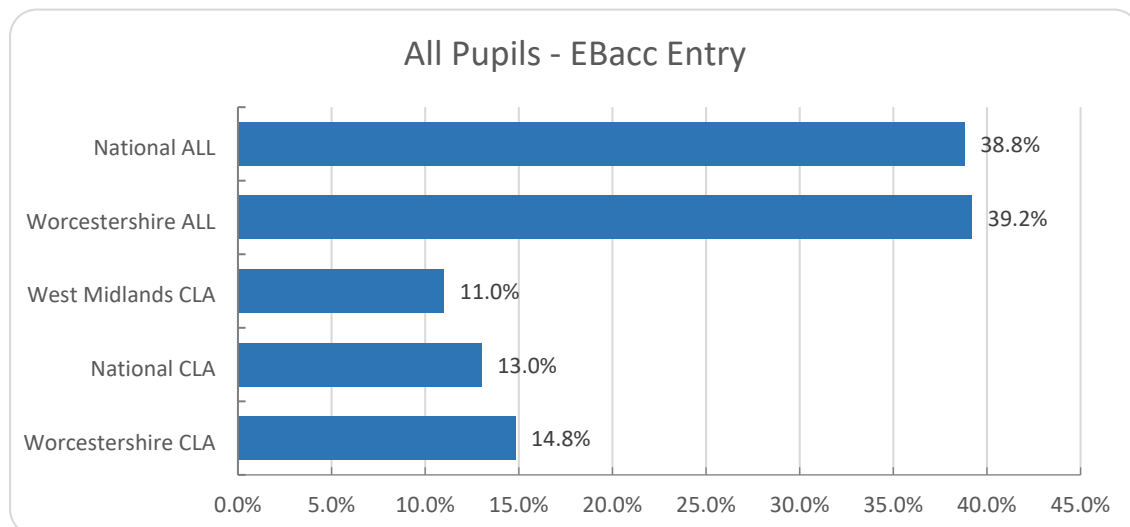
The combined English and Maths GCSE results for Worcestershire CLA exceeded that for West Midlands CLA (by 0.1%), though fell slightly short of National CLA (by 0.9%). In the context of the excellent Progress 8 and Attainment 8 results for Worcestershire CLA, this indicates that achievement across the broader range of '8' subjects was stronger than that in English and Maths in isolation. Looking at the detail of the separate English and Maths results, it is clear that English results are responsible for this (2% below West Midlands CLA and National CLA), as Maths results are stronger for Worcestershire CLA compared to West Midlands CLA (2.7% better) and National CLA (1.7% better). English will thus be a key focus for WVS intervention in 2022-23.



Worcestershire CLA are closing the gap with national CLA. In 2022, 13.1% of CLA pupils in Worcestershire achieved a score of 9-5 in English and Maths at KS4 which is slightly below the national CLA figure of 14.0% but a reduction in the gap to national performance compared to 2019 where Worcestershire CLA achieved 3% lower than national.

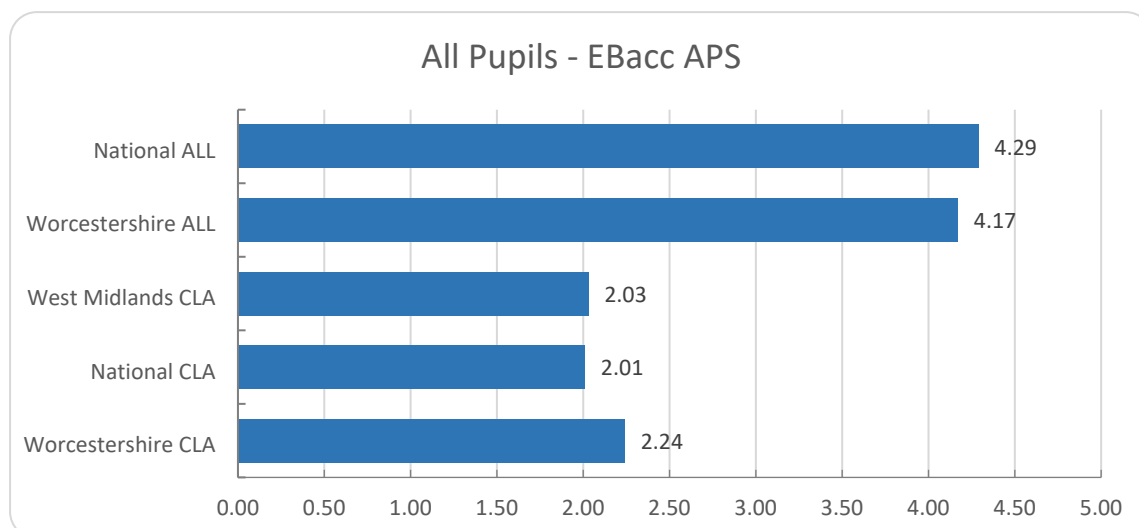
### English Baccalaureate (EBacc) entry

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



## EBacc average point score (EBacc APS)

The EBacc APS measures pupils' point scores across the five pillars of the EBacc - English, maths, science, a language, and history or geography – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential. For more information on these measures and their calculation methodology, see the [secondary accountability guidance](#).



The EBacc APS for Worcestershire CLA exceeded that for West Midlands CLA (by 0.21) and for National CLA (by 0.23). These are very pleasing results, though again do not prevent WVS from tirelessly aspiring to further close the gap with Worcestershire ALL & National ALL.

## Key Stage 4 Attainment – Summary

These are excellent results, particularly considering that Worcestershire CLA exceed West Midlands and National CLA on almost all measures, whereas the Worcestershire cohort as a whole (ALL) falls below National ALL in all measures. Our CYP are closing the gap with all pupils national. Again, this indicates that targeted and universal interventions have produced positive outcomes for Worcestershire CLA. Early identification and intervention for CLA needing additional support has been successful. Through WVS leading PEP meetings and holding school staff to account, the visibility of CLA in schools has increased and settings have been challenged to provide a wider and more targeted range of strategies to support their most vulnerable learners. WVS's mission to create trauma informed and attachment aware settings (TIAAS) across the county has improved settings' ability to support our CYP and increased their readiness to learn and their individual sense of value.

## Key Stage 5 Attainment

Awaiting data.

## Internal Attainment & Progress Data

WVS captures data for all CLA through the PEP process. The termly Personal Education Plan meeting is used to discuss 'approach to learning' and 'progress against challenging

targets'. Each school uses their own methods of assessment to make a summative termly judgement. WVS and individual schools use the data to plan their curriculum, strategies and interventions.

## Positive Approach to Learning

NB: year on year data tracks the same cohort e.g. Year 2 Autumn 2020 data is taken from when the Year 2 cohort were in Year 1.

Current year group	Autumn 2020	Spring 2021	Summer 2021	Autumn 2021	Spring 2022	Summer 2022	Annual Trends (Summer - Summer)
3 yr olds	N/A	N/A	67%	79%	82%	81%	+
4 yr olds	N/A	N/A	55%	81%	87%	90%	+
Reception	Data not captured	Data not captured	88%	73%	77%	78%	+
Year 1	83%	88%	77%	79%	73%	66%	-
Year 2	63%	55%	61%	70%	75%	66%	+
Year 3	68%	72%	73%	76%	63%	67%	-
Year 4	80%	80%	77%	80%	84%	90%	+
Year 5	74%	77%	82%	86%	84%	88%	+
Year 6	78%	85%	84%	86%	89%	94%	+
Year 7	90%	92%	87%	85%	82%	80%	-
Year 8	78%	86%	71%	81%	85%	78%	+
Year 9	72%	69%	76%	79%	74%	61%	-
Year 10	75%	70%	70%	70%	62%	56%	-
Year 11	63%	64%	68%	76%	69%	61%	-
Year 12	82%	68%	79%	75%	75%	68%	-
Year 13	N/A	N/A	N/A	61%	60%	61%	=

- Annual trends (Summer 2021- Summer 2022) are positive for CLA's approach to learning in Pre-school 3 & 4 year olds, Reception year, and Years 2, 4, 5, 6 & 8. Data has been stable in Year 13. Data has fallen in years 1, 3, 7, 9, 10, 11 & 12; leading to a particular focus on KS3, 4 and 5.
- High levels of SEMH needs in years 9, 10, 11 & 12, as seen in the SEND register for this cohort, added to the challenges during the Covid-19 pandemic and home placement moves explain some of the reasons why young people have struggled with consistent commitment and engagement in their learning.
- To alleviate some of the risk of 'lack of readiness to learn' WVS has engaged WCF Education Psychology support in the form of 1-1 drop-in support for schools to discuss behaviour concerns and to problem solve strategies to further improve engagement. Interventions provided to CLA are both universal and targeted. Further details of the range of support for CLA with mental health needs can be found in the SEMH section of this report.
- Engagement in writing, a WVS area for development, has been addressed through training for schools, focusing on curriculum planning, taking into account the interest levels of CLA and the pedagogy used by schools.
- Learning Advocates have challenged schools to ensure that CLA are accessing all available interventions early and that this is being supported by school staff (in addition to Designated Teachers) and foster carers.



## Progress Against Own Challenging Targets

Current year group	Autumn 2020	Spring 2021	Summer 2021	Autumn 2021	Spring 2022	Summer 2022	Annual Trends (Summer - Summer)
3 yr olds	N/A	N/A	100%	100%	100%	90%	-
4 yr olds	N/A	N/A	76%	90%	90%	90%	+
Reception	N/A	N/A	100%	90%	84%	87%	-
Year 1	92%	79%	96%	85%	88%	89%	-
Year 2	74%	69%	79%	91%	79%	88%	+
Year 3	84%	87%	85%	85%	85%	86%	+
Year 4	87%	90%	86%	97%	91%	87%	+
Year 5	89%	83%	88%	95%	90%	89%	+
Year 6	86%	92%	87%	95%	90%	87%	=
Year 7	93%	97%	91%	94%	94%	90%	-
Year 8	93%	93%	95%	85%	93%	86%	-
Year 9	74%	80%	76%	86%	88%	69%	-
Year 10	85%	81%	87%	74%	62%	60%	-
Year 11	64%	71%	68%	74%	64%	64%	-
Year 12	86%	72%	82%	78%	81%	80%	-
Year 13	N/A	N/A	N/A	77%	77%	85%	+

NB: year on year data tracks same cohort e.g. Year 2 Autumn 2020 data is taken from when the Year 2 cohort were in Year 1.

- Annual trends (Summer 2021 - Summer 2022) for CLA making progress against their own challenging targets in year groups are positive in Pre-school 4-year-olds, Years 2, 3, 4, 5 and 13. Data has been stable in Year 6. Data has fallen very slightly in Years 7 & 12, with more significant falls in Pre-school 3-year-olds, Reception and Years 7-12; leading to a particular focus on KS3, 4 and 5.
- Pupil progress meetings highlight where individual children are underachieving. CLA are identified in these WVS progress meetings, following termly data collection and analysis. As a result, WVS Learning Advocates support, advise and challenge education settings where appropriate and commensurate with context. This regular tracking and monitoring of individual CLA throughout the academic year ensures that identified CYP are given the individualised support they need.
- Social Workers and carers work collaboratively, through the PEP process and subsequent additional education meetings, to identify and meet the needs of individual CLA by way of understanding the care plan and the pastoral needs of the CYP, and by reviewing progress and target setting for each CLA every term.
- Recovery Premium, School Led Tutoring funding and the Pupil Premium Plus Grant have enabled more CLA to receive high quality and targeted 1-1 tuition, small group support and mentoring (greater detail is provided in the PP+ section of this report).
- Interventions provided directly by the WVS such as writing and learning support assessments supported the progress of a number of CLA. The writing intervention supported 16 CLA over the course of the academic year, 14 of these made progress, based on their own individual attainment in writing. 7 out of 16 CLA demonstrated greater positivity in learning and focus regarding writing, with 5 maintaining a positive approach throughout the year. 22 targets were achieved, as reviewed in subsequent PEPs, 9 partially met with only 1 target not met.
- 15 learning support assessments were undertaken by WCF's Learning Support Team. The advantage of the assessments can be measured for 9 CLA (6 CYP

received the assessment in the latter part of the Summer term and progress data is therefore not available) firstly in terms of evidence of future activities planned by their schools which focus on specific strategies and in accurately diagnosed areas of need. Secondly, 8 out of 9 CLA improved their attainment in core subjects following the assessment and advice. 7 out of 9 CLA made progress against their new targets, with the others being partially met.

## Case Studies – Progress & Attainment

- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study AJS Rec - prog\\_att & foster carers.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study AU May 2022 - prog\\_att.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study DA Apr 2022 - prog\\_att & SEMH.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study JT Apr 2022 - prog\\_att.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study MB May 2022 - Progress & Attainment.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study RiF May 2022 - prog\\_att & PP.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case study SB May 2022 prog\\_att & attendance & PTTT.docx](#)

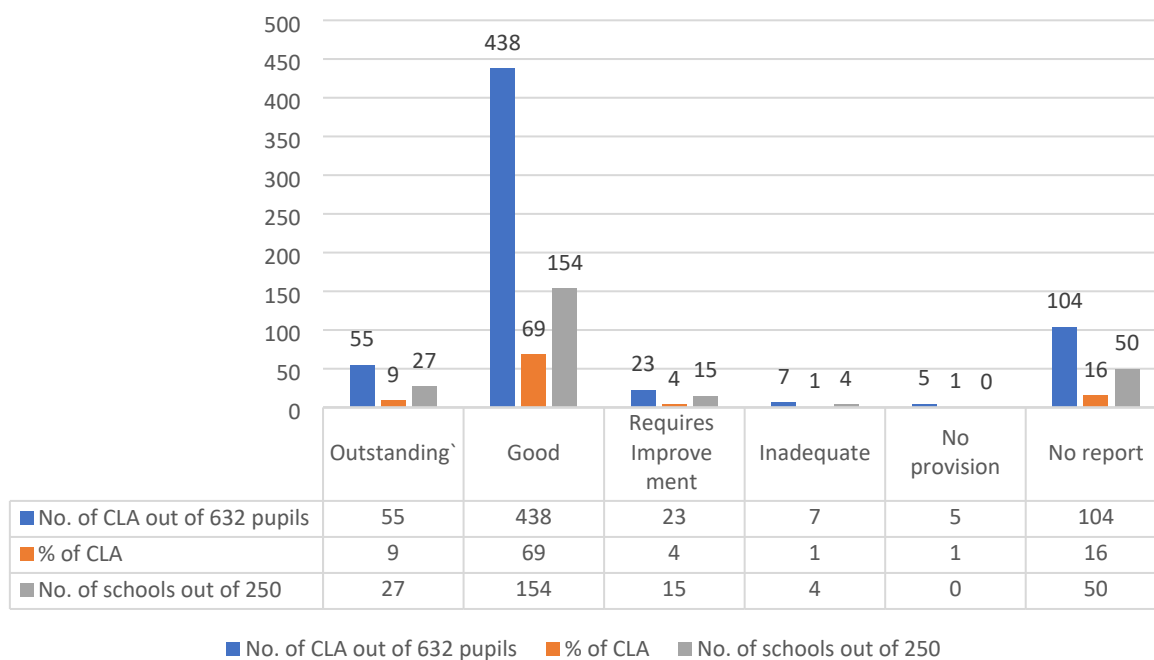
## Schools Attended and Ofsted Judgements

The majority of CLA (94%, 612 CYP) attend settings rated as Outstanding, Good or No Report by Ofsted. The 'No report' category indicates where schools have changed status through a sponsored academy route or converter academies, the school lose their Ofsted rating until they are inspected again as a new academy.

78% of CLA attend Good or Outstanding schools. If there are no serious safeguarding concerns or quality of education concerns affecting the individual, CLA continue to attend the same school after becoming looked after. Placement changes or relocation when becoming CLA can mean CYP need to move to new settings. In these cases, Ofsted Outstanding or Good schools are prioritised. For schools judged as Requires Improvement, WVS evaluates the suitability of the setting for each individual CLA.

During the 2021-2022 academic year, no CLA were moved to existing Ofsted 'Inadequate' schools/settings. However, there are 7 CLA (1% of cohort) who attend an 'Inadequate' school/setting due to being on roll prior to entry into care and/or the setting was graded 'Inadequate' after the CYP was taken into care. WVS has a protocol in place whereby robust monitoring of CLA progress and safety in these schools is undertaken. Collaboration with social care minimises the number of CLA attending schools which are not graded by Ofsted as Good or Outstanding. 23 (4%) CLA attend schools judged by Ofsted as 'Requires Improvement'.

## Ofsted grade of schools which are attended by Reception to Year 11 CLA



## Case Studies – Schools Attended and Ofsted Judgements

- <..\..\CASE STUDIES\CASE STUDIES 2021-22\ILACS CASE STUDIES 2021-22\Case Study CO & AL - Quality Assurance of Schools.docx>

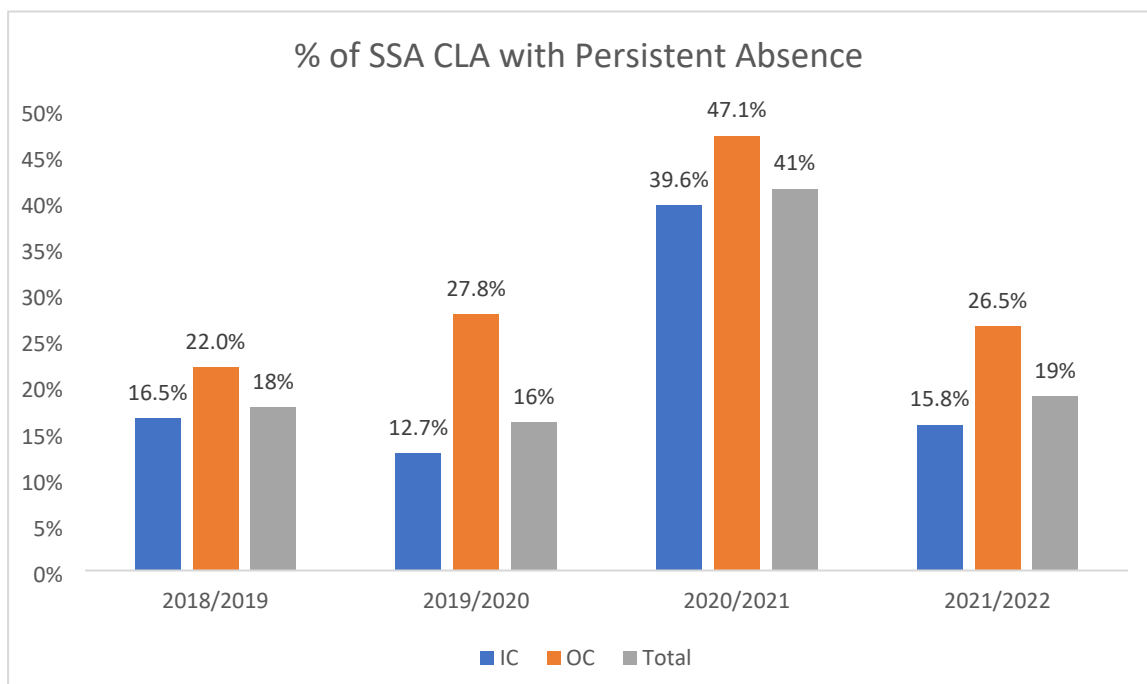
## School Attendance and Persistent Absence

### Children Looked After

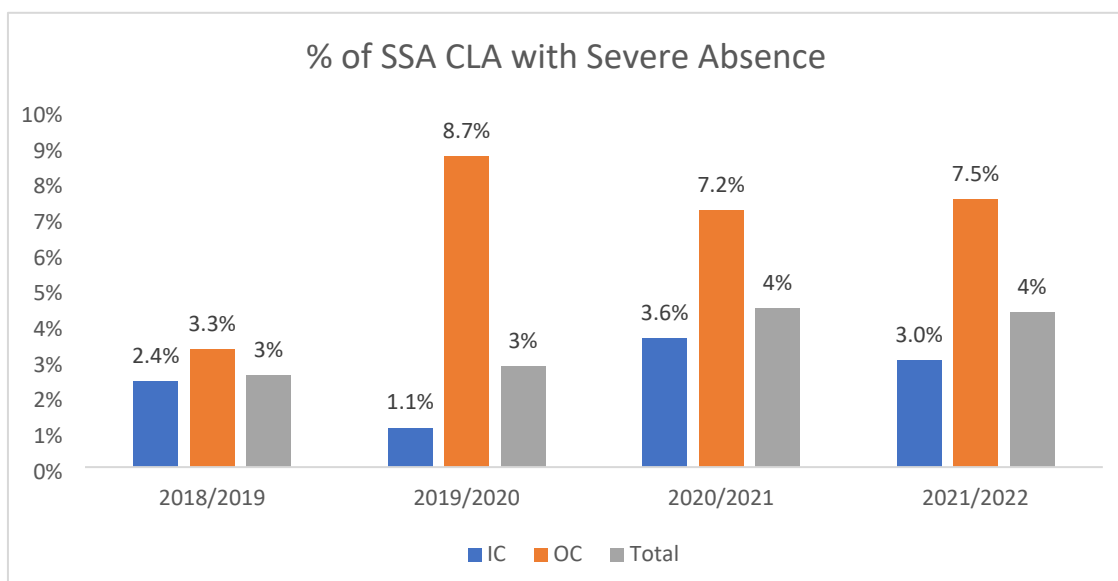
Attendance Worcs SSA CLA	2020/21	2021/22	2021/22 Welfare Call comparator (99 Local Authorities in England)
Overall CLA Attendance	87.5%	89.6%	89%
CLA pupils with an EHCP	82.4%	83.4%	86%

Persistent Absence	2020/21	2021/22
Persistent Absence – Worcs CLA	41%	19%
Persistent Absence – Worcs ALL	11.8%	25.1% (interim data)
Welfare Call comparator (99 Local Authorities in England)	/	29.7%

Data source: Welfare Call Analytics



WVS doc: 'Termly and Half Termly Attendance Data Analysis'



WVS doc: 'Termly and Half Termly Attendance Data Analysis'

Covid-19 significantly impacted upon attendance in the 2021-22 academic year due to illness, testing and isolation and also due to schools and parents/carers being more cautious of what would have previously viewed as minor ailments (coughs and temperatures). Absences due to illness also increased due to asymptomatic pupil absence and pupils who tested Covid positive, their absence possibly being prolonged due to having to produce two days of negative tests before they could return to school, even if they felt well enough to have returned sooner. As a result, in Worcestershire as of August 2022, over 25% of pupils were Persistently Absent (<90%) or Severely Absent (<50%).

Overall CLA attendance for the academic year was 88%, which is 1% below the Welfare Call national comparator. Attendance for all Worcestershire children was 94% and WVS aspires

for attendance for CLA to be at least as good as all Worcestershire children, and above 95%. Attendance for pupils with an EHCP was 5% below other CLA due to some pupils in this vulnerable cohort having health issues and therefore being more susceptible to illness. Persistent absence was 25% - over 4% less than the national comparator of Welfare Call. These two cohorts were a focus for the Attendance Monitoring Officer (AMO) and advice and guidance was provided to carers and social care to support school attendance. In the Spring and Summer Term 2022 over 40% of all pupil absence was due to illness.

WVS's AMO tracks those CLA who have attendance below 90% and works closely with WVS, schools, social care and other professionals to address the barriers to accessing education. Rigorous tracking of persistent absence on a fortnightly basis identifies pupils causing concern. Attendance issues are also discussed in Pupils' Progress Meetings and at the termly PEP meetings.

Half termly analysis of attendance data has enabled WVS to identify any areas for targeted support such as specific year groups or emerging patterns of poor attendance. During the year persistence absence, pupils with an EHCP, attendance between 90% and 93% and unauthorised absence have been key areas of focus.

WVS uses Welfare Call, who provide a secure online platform for ePEPs, data collection and analysis. Weekly reports from Welfare Call provide attendance data which the AMO monitors and records any actions to enable early identification of attendance concerns. Concerns are discussed with the CYP's WVS Learning Advocate and when deemed appropriate issues are followed up with the school, social worker and carer to ensure a multi-agency approach to removing barriers and improving attendance. The AMO also attends education meetings and provides support and challenge to schools. Attendance concerns are discussed at the PEP and actions identified. These interventions have resulted in a 2% improvement in attendance for children with an EHCP.

In the next academic year (2022-23) WVS will continue with a focus on improving attendance for pupils with SEND and those with attendance below 95%. In order to intensify WVS' attendance activity, Autumn Term 2022-23 will initiate the employment of dedicated Education Engagement Workers (EEW) within the team.

## **Children/Young People with a CIN/CP plan**

### **Attendance 2021-2022**

<b><u>Child in Need</u></b>		<b><u>Child Protection</u></b>	
Average Attendance	73%	Average Attendance	73%
95% to 100%	37.5%	95% to 100%	44.5%
90% to 94%	14.5%	90% to 94%	17.5%
Below 90%	48%	Below 90%	38%

## Persistent Absence 2021-2022

CIN	Total No. of pupils	Persistent absences %	CP	Total No. of pupils	Persistent absences %
KS1	25	10%	KS1	18	17%
KS2	65	26%	KS2	22	21%
KS3	72	29%	KS3	36	35%
KS4	86	35%	KS4	28	27%
Total	248			104	

Persistent absence (below 90%) increases through the key stages (although there is a slight reduction in KS4 in the CP cohort). It is recognised that attendance is a concern for this cohort and WVS is seeking to employ Education Engagement Workers to bolster efforts to address this. Furthermore, with the new DfE Attendance guidance being released in September 2022, WVS will work closely with WCF Vulnerable Learners team to support those schools with a child with a social worker where attendance is poor and/or repeat suspensions are high.

Training will be undertaken by WVS' Education Advisor for Children with a Social Worker on the importance of including attendance, where necessary, as a target in Child in Need and Child Protection Plans and ensuring that all agencies are aware of the new DfE attendance document. WVS will then be able to see evidence of a more systematic monitoring of children/young people attendance and swift action can be taken where outcomes of attendance monitoring falls below the threshold 90%.

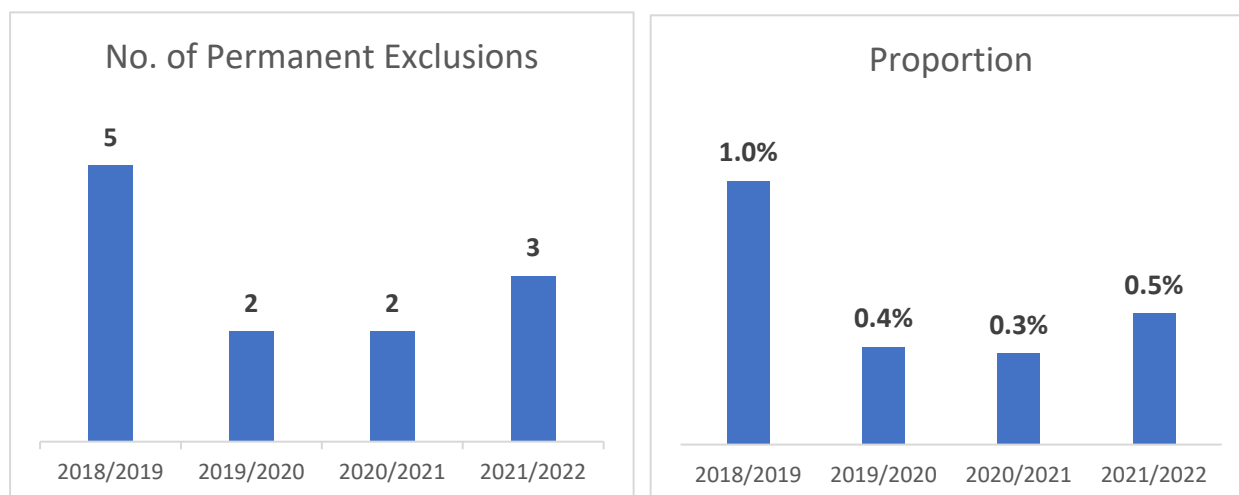
## Case Studies – School Attendance & Persistent Absence

- [..\..\CASE STUDIES\CASE STUDIES 2021-22\ILACS CASE STUDIES 2021-22\CASE STUDY P2 - Imp attendance, professional challenge and multi agency working.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study JJ May 2022 - attendance.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study KA Apr 2022 - PTTT & Attendance.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study K-MS May 2022 - attendance.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case study SB May 2022 prog\\_att & attendance & PTTT.docx](#)

# Exclusions & Suspensions

## Permanent Exclusions

### Children Looked After – Permanent Exclusions



Permanent Exclusions	2019-20 Number of CLA	2020-21 Number of CLA	2021-22 Number of CLA
Male	2	1	3
Female	0	1	(+1 who was px'd just prior to moving into care)

Data source: Welfare Call - trend over the last 3 years.

Permanent exclusions rose by one in 2021-22, in line with the broader national picture in the challenging times following the Covid pandemic, but remain lower than 2018/19. WVS is proactive in building good working relationships with schools and addressing SEMH issues at an early stage. Each CLA has 3 PEP meetings a year and 'approach to learning' is a standard item for discussions between the school/setting, Social Care and carers.

WVS has a Trauma Informed Schools (TiS) programme in place. Over 44% of schools have at least one member of staff trained to diploma level and by 2024 WVS expects all schools in Worcestershire to be Trauma Informed and Attachment Aware through the TiS programme and ARC support. This programme of support will help schools to identify and support pupils with SEMH needs. In addition, when schools have completed the diploma, there is an offer of a bespoke programme of support to ensure the TiS approach is embedded into the school's ethos. Empowering schools to support their CLA and other vulnerable learners, on a day-to-day basis, will further improve CYP's access to their learning and their feeling of comfort and safety when in school.

## Children/Young People with a CIN/CP Plan - Permanent Exclusions

Permanent exclusions numbers are low for this cohort (11 in total) although these need to remain as a focus. Continued collaborative working between social care and education settings is needed to ensure that all stakeholders are aware of the potential of a PEX. WVS regularly monitor exclusions for the CIN/CP cohort and act on the findings. Working collaboratively with the Vulnerable Learning Team ensures that exclusions data is reviewed regularly.

## Suspensions

### Children Looked After - Suspensions

Worcestershire % CLA with at least 1 suspension – number of CLA in brackets

	2020/21	2021/22
<b>Worcestershire CLA</b>	7.8% (56)	9.9% (63)
<b>Welfare Call comparator CLA</b>	9.32% (105 Local Authorities)	12.08% (99 Local Authorities)

*Data source: Welfare Call*

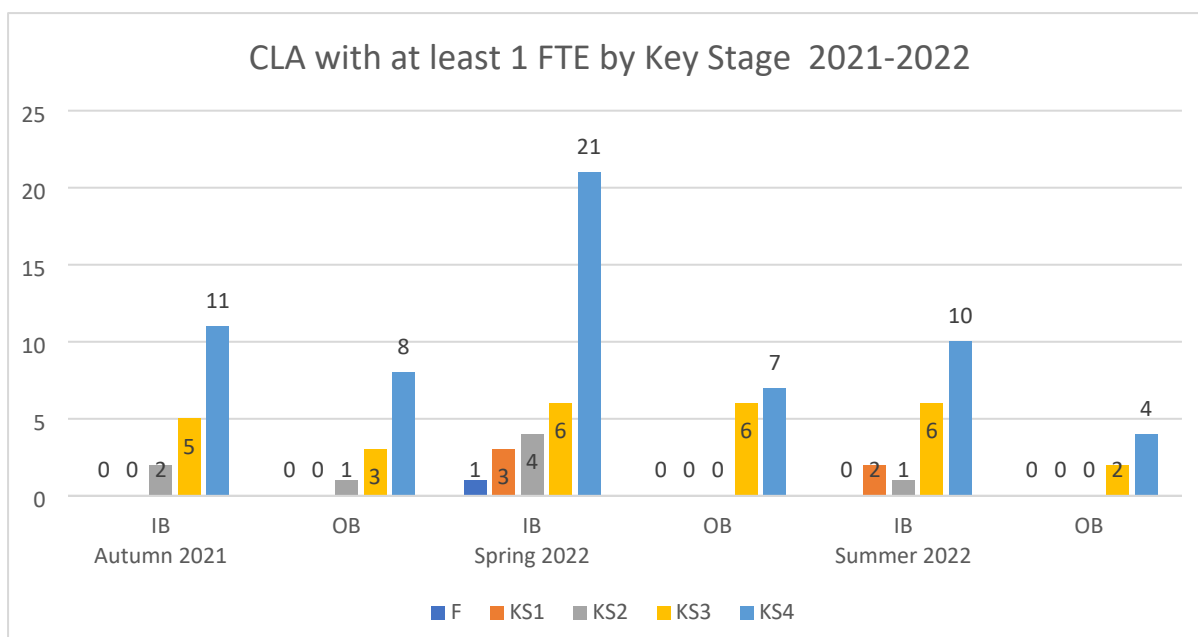
In Worcestershire there has been a 2.1% increase compared to 2020/21, however Worcestershire CLA have 2.18% fewer suspensions compared to the Welfare Call national comparator of 99 local authorities.

Worcs CLA Suspensions	Autumn Term 2021 – number of pupils	Spring Term 2022 – number of pupils	Summer Term 2022 – number of pupils
Male	21 (3.8%)	32 (5.1%)	16 (2.5%)
Female	9 (1.6%)	16 (2.5%)	9 (1.4%)
Total	30 (5.4%)	48 (7.6%)	25 (3.9%)

*Data source: Welfare Call – number of CLA, % in brackets*

In the Summer Term 2022 there was a 1.5% reduction of suspensions compared to Autumn Term 2021. There was a 1.3% reduction in the number of male suspensions and 0.2% reduction in the number of female suspensions.





Data source: Welfare Call

In Spring Term 2022 there was an increase in the number of suspensions in Key Stage 4. The reasons were mainly disruptive behaviour, physical assault against an adult or pupil, and verbal abuse/threatening behaviour against an adult. There is not any clear evidence to suggest why there has been an increase in KS4, but one possible explanation for the rise could be that at the start of the term schools were more lenient with sanctions to support pupils returning to school and later in the term they have been more robust in implementing their behaviour policy. Two dedicated Learning Advocates for CLA out of county (OB on graph) has resulted in a significant reduction in suspensions for this group. WVS provides an equitable offer of support for those CLA placed out of county. Learning Advocates have positive working relationships with schools and are held in high regard. Schools contact them if there are behaviour concerns or behaviours which may lead to a suspension. Learning Advocates provide clear advice and guidance dependent on the context. Low level behaviour concerns are discussed at the PEP as a pre-emptive measure.

In addition to the TiS programme, WVS provides support through:

- Learning Support Team – assessments carried out and as a result most pupils have improved their readiness to learn and made progress against their own targets and against their end of Key Stage target.
- Bespoke interventions to meet individual pupil needs, including mentoring to support engagement with learning, increase confidence and self-esteem.
- 1:1 tuition which has supported pupils to engage with their learning and make progress towards their own targets – DfE School Led Tuition programme has been utilised to support academic targets.
- Support for transitions through training and information on the website and a result pupils have a clear transition plan in place
- Advice and guidance to Social Care to support the choice of an appropriate school to meet the CLA's needs. WCF School Admissions have supported school applications, and this has resulted in pupils being placed in a provision which meets their specific needs.

- WCF Exclusions Officer has provided advice and guidance to schools to encourage them to be creative with the curriculum and work with the CLA to prevent a permanent exclusion.

As a result of the above strategies and working practices, WVS has kept permanent exclusions to a minimum, and reduced suspensions.

### Children Looked After - Suspensions - % of WVS Pupils with SEND

Worcs CLA Suspensions	Academic year 2020/21	Academic year 2021/22	Autumn Term 2021	Spring Term 2021	Summer Term 2022
EHCP	<b>1.25% (19)</b>	<b>3.4% (22)</b>	2.4%	3%	0.9%
SEND Support (SS)	<b>2.9% (18)</b>	<b>2.7% (17)</b>	1.5%	2.3%	1.6%

Data source: Welfare Call – percentage and number of CLA in brackets

In the 2021-22 academic year there has been a 2.1% increase in the number of CLA who have an EHCP with a suspension, and 0.2% reduction for pupils with SEND Support. There isn't any clear evidence to suggest why there has been an increase in suspensions for this SEND cohort, however, 49% of CLA with SEND have SEMH as the main area of need and persistent disruptive behaviour has been the most frequent reason why they have received a suspension. WVS has an impactful SEMH offer for schools, which includes the TiS programme, liaison with Education Psychologists (EP), EP 1:1 drop-in sessions, consultations for schools to discuss individual CLA and an SEMH lead within WVS who facilitates the use of external services or advice from WVS Learning Advocates.

Robust weekly notification and tracking of all CLA with suspensions ensures that behaviour issues are identified at an early stage. At the termly PEP meeting, approach to learning and suspensions are discussed; advice, guidance and challenge made to schools as appropriate. Good working relationships with schools and social workers ensures that they contact WVS for advice and guidance when behaviour is becoming a cause for concern, to enable strategies to be put in place to avoid an exclusion.

### Children/Young People with a CIN or CP Plan - Suspensions

49% of all suspensions for Child in Need are due to persistent disruptive behaviour and 40% for children with a Child Protection Plan. Verbal abuse and physical assault against an adult are also high for each cohort.

### Repeat suspensions

Repeat suspensions are a concern and schools have been identified where this is a pattern to enable targeted advice, support and guidance to be given.

Child in Need	No. of Pupils	Child Protection	No. of Pupils
1 suspension	39	1 suspension	12
2 suspensions	17	2 suspensions	9
3 suspensions	13	3 suspensions	2
4 suspensions	9	4 suspensions	7
5 suspensions	4	5 suspensions	3
6 suspensions	1	6 suspensions	3
7 suspensions	1	7 suspensions	2
8 suspensions	1		
9 suspensions	1		
<b>Total = 198</b>	<b>86 pupils</b>	<b>Total = 111</b>	<b>38 pupils</b>

60% of the children on a Child in Need plan experienced 3 or more suspensions and 73% of the children on a Child Protection plan. Schools have been identified where these suspensions are a pattern and encouraged to attend WVS's TiS training programme. Tracking and monitoring is now in place to ensure these schools are identified early and an SEMH school support offer is being put into place by WVS for the next academic year.

### CYP with a CIN or CP Plan - Suspensions - % of WVS Pupils with SEND

Child in Need	Total No. of suspensions	% of SEND suspensions to Total CIN (198)	Child Protection	Total No. of suspensions	% of SEND suspensions to Total CP (111)	Overall Worcestershire % (4062)
EHCPs	38	19%	EHCPs	24	22%	13% (524)
SEND Support	103	52%	SEND Support	64	58%	40% (1609)
No SEND Support	57	29%	No SEND Support	23	20%	47% (1929)
<b>Total</b>	<b>198</b>		<b>Total</b>	<b>111</b>		

Both CYP with a CIN and CP plan exceed Worcestershire's suspensions percentage with children with EHCPs and SEND support status. Schools have been identified where these suspensions are a pattern and targeted to attend WVS TiS training. Social Care has been advised that SENDCos should be attending the CIN or CP meeting to ensure that a graduated approach is in place and reviewed regularly.

### Case Studies – Exclusions & Suspensions

- <..\\..\\..\\CASE STUDIES\\CASE STUDIES 2021-22\\LACS CASE STUDIES 2021-22\\Case Study JS - AltProv to reduce suspensions.docx>
- <..\\..\\..\\CASE STUDIES\\CASE STUDIES 2021-22\\LACS CASE STUDIES 2021-22\\CASE STUDY HBH - Preventing Exclusion.docx>

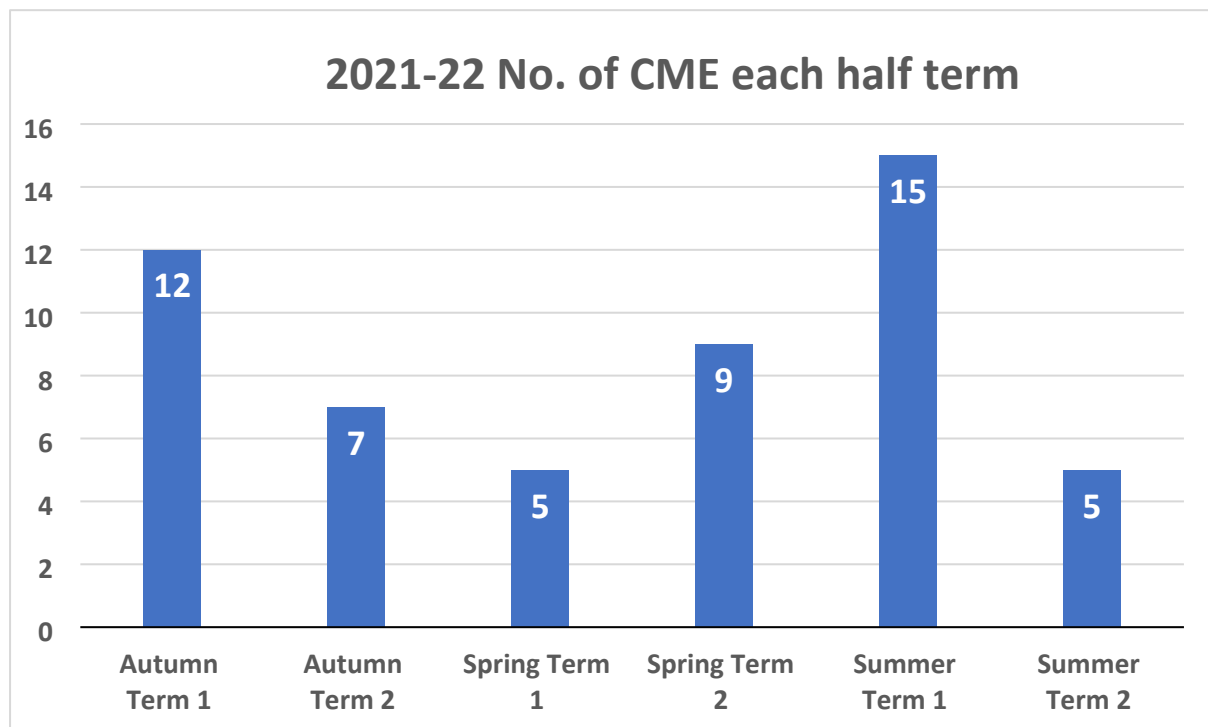
# Children Missing Education (CME), Elective Home Education (EHE) & Unaccompanied Asylum Seekers (UASC)

## Children Looked After - CME

CME within WVS is defined as a CYP not on roll at a school.

	No. of CME	Unaccompanied Asylum Seekers (UASCs)	In county	Out of county	Number back onto a school roll
2020-21	30	11	4	26	23 (76%) In county 6 Out of county 17
2021-22	41	13	6	35	26 (63%) In county 3 Out of county 23

Data source: Welfare Call. Number of CLA with % in brackets



Data source: Welfare Call

<b>No. of cases carried over from previous academic year</b>	10
<b>No of new cases</b>	31
<b>Average number of school days (NOSD) until education/tutoring in place for new CME</b>	12
<b>No. of cases archived</b> (removed from CME LIVE spreadsheet when on roll at a provision)	26
<b>No. of cases carried over to next term</b> (the number of live CME carried over from one period to the next)	15
<b>Average NOSD until on roll at a school IC (archived cases)</b>	<b>14</b>
<b>Average NOSD until on roll at a school OOC (archived cases)</b>	<b>66</b>
<b>Average Combined NOSD</b>	<b>80</b>
<b>CLA with EHCP Average NOSD until on roll at a school IC (archived cases)</b>	13
<b>CLA with EHCP Average NOSD until on roll at a school OOC (archived cases)</b>	122
<b>CLA with EHCP Average NOSD until on roll at a school Combined (archived cases)</b>	86
<b>Total number of CLA who were CME during the year</b>	<b>41</b>

*Data source: WVS doc: CME & less than 25 hours*

The reasons for pupils being CME were because they were previously Gypsy Roma Traveller (GRT), UASCs, released from a secure unit or specialist hospital school, and not being on roll at a school when coming into care.

This academic year WVS has worked with WCF School Admissions, WCF SEND services and Social Care to identify school places for 26 children missing education, compared to 23 pupils in 2020-2021. Over Summer Term 2021-22 there was an increase in CME due to 7 Unaccompanied Asylum Seekers (UASCs) coming into care. During the year WVS had 13 UASC young people. Of these, 7 went onto a school roll, 3 Year 11 pupils were given a college place and 3 have school places for September 2022.

At the end of the 2021-22 academic year, WVS had 5 CME pupils. 3 have school places for September 2022, SEN services are actively identifying a school place for 1 pupil and 1 pupil has tuition in place whilst receiving psychotherapy. There are a significantly higher number of CME placed out of county where there is specialist residential provision to meet their complex needs.

WVS is represented at the Worcestershire Children First (WCF) Missing Monday meetings to ensure it is aware of any CLA who have become CME. Social Care training ensures that a social worker will contact WVS to make them aware of a young person becoming CME. WCF provide a weekly report identifying CLA who are new into care which also identifies CME. Pupils are monitored every week and WVS works with the social worker, WCF School Admissions, WCF SEND, and other local authority SEND departments (if a pupil has an EHCP) to ensure that there is education in place within 10 school days. WVS understands the educational needs of CLA and provides information to the social worker to ensure that the most appropriate school is identified, and a school application is made swiftly.

## Children/Young People with a CIN/CP Plan - CME & EHE

	Number of ch/yp with a Child in Need Plan	Number of ch/yp with a Child Protection Plan	Total
Elective Home Education	9	3	12
Child Missing Education	6	2	8

WVS attends the weekly multi agency meetings and is working collaboratively with the Vulnerable Learners Team to keep track of all CME for this cohort and work collaboratively with EHE team to ensure education is suitable.

Working collaboratively with Get Safe and Vulnerable Learners Teams, in the joint project with Supporting Families First, ensured that the identified 20 pupils were actively being sought education. 40% (2) of those who were EHE were moved into a full-time educational setting, 60% (9) of children who were CME were moved into a school placement (both in and out of county) and the remaining 40% (6) CME were provided with part- or full-time on-line learning, whilst a suitable educational setting was being sought.

### Case Studies – CME

- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case study FK & FFZ May 2022 - CME UASC.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Summary case study DP Apr 22 - CME & Foster Carers.docx](#)

## New Education Placements

### Into County

90 pupils were subject to one or more in-year moves and 81 (90%) were given a new education placement within 20 working days.

The average time for WCF to place all pupils into an educational setting was 9.7 days

- For Worcestershire applications – 36 out of 39 (92%) were given a new education placement within 20 working days with an average time of 8.4 days.
- For out of county to Worcestershire applications – 45 out of 51 (88%) were given a new education placement within 20 working days with an average time of 10.6 days

The applications were made from:

- Birmingham 9
- Doncaster 2
- Gloucestershire 4
- Herefordshire 4
- London Borough of Sutton 1
- Luton 1
- Norfolk 1

- Oxfordshire 2
- Plymouth 1
- Sandwell 10
- Shrewsbury 2
- Shropshire 2
- Solihull 1
- Stoke 1
- Telford 2
- Warwickshire 6
- Wolverhampton 2
- Worcestershire 39

**14/11/2022 – WCF Admissions doc: All LAC Applications 2021-2022**  
**NB: Data based on length of time from application to offer.**

## Out of County

53 pupils were subject to one or more in-year moves and 24 were given a new education placement within 20 working days

The average time taken for Out of County Local Authorities to place a pupil into an educational setting was 15.5 days

**14/11/2022 – Virtual School Placement and School Moves data**

### Direction was made by the Local Authority

0 placements required a direction to be made by the local authority

## Staged Reintegration (Part Time) Timetables (PTTT)

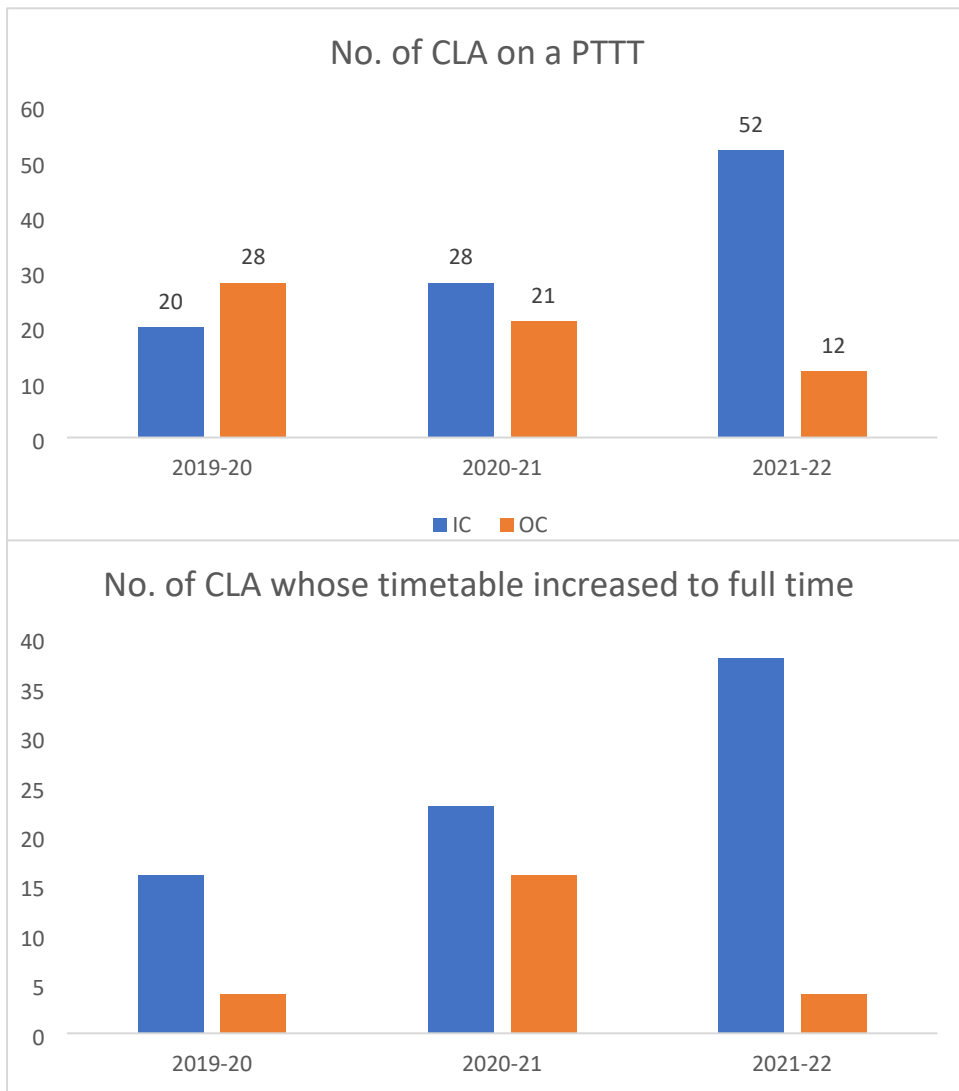
### Children Looked After - PTTT 2020-21 comparison to 2021-22

When absolutely necessary, part-time timetables are put in place, following discussion with WVS, to re-engage pupils with education or to support a pupil who has a short-term medical condition.

Number of CLA less than 25hrs education per week with % in brackets

	No. CLA on a PTTT as part of the CLA cohort	In county	Out of county	Total of PTTT cohort increased to full time provision
<b>2020-21</b>	49 (8.5%)	28	21	39 (80%)
<b>2021-22</b>	64(10%)	52	12	42(67%)

Data source: Welfare Call



Data Source: WVS doc - 'CME and Less than 25 hrs LIVE'

Over the 2021-22 academic year there has been a 1.5% increase in the number of pupils on a part time timetable compared to 2020-21.

2021/22 number of CLA on a Part time timetable (PTTT)

Part time timetable 2021-22	Autumn Term	Spring Term	Summer Term
In County	29	29	32
Out of County	3	5	10

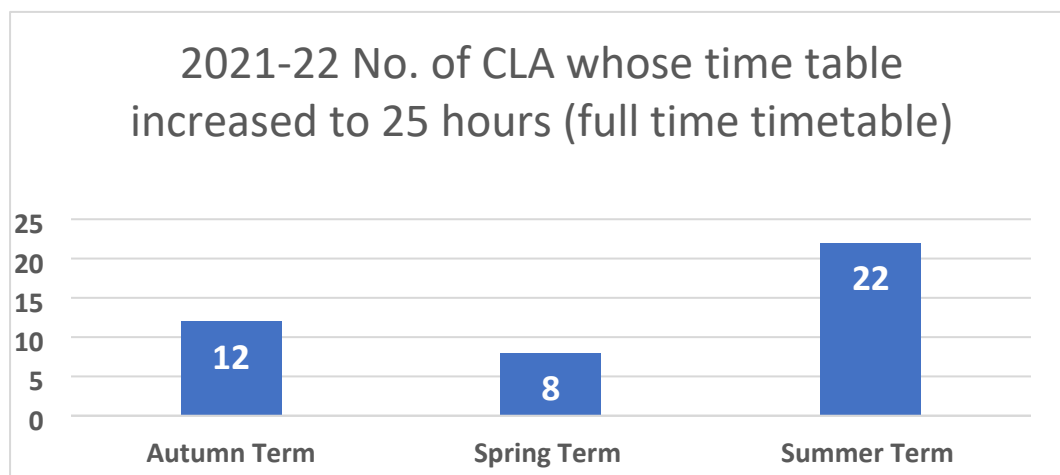
Data source: Welfare Call



Part time timetables are discussed at the termly PEP meetings and schools are held to account to ensure that they are working towards CLA returning to full time education as quickly as possible. WVS provides schools with advice, guidance, and signposting to interventions and programmes of support. Additionally, schools can access individualised support, for example Educational Psychology support. WVS liaises with social workers to ensure that they and the carer support the Alternative Curriculum Provision and a return to full time as quickly as possible.

In addition, the education provision is monitored on a weekly basis, and where appropriate contacted swiftly to ensure that the provision is reviewed with a plan in place to increase provision to 25 hours, as quickly as possible, based on the individual needs of the child/young person. As a result, some pupils improved their attitude to learning and made progress against their own targets and towards their end of Key Stage target.

Part-time timetables have this year supported 42 CLA back into full time education, a slight increase from last academic year (0.5%).



*Data source: Welfare Call*

WVS tracks progress through a robust process, which provides up-to-date information regarding the CLA's part time timetable provision and informs future interventions.

## Case Studies – PTTT

- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study KA Apr 2022 - PTTT & Attendance.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case study SB May 2022 prog\\_att & attendance & PTTT.docx](#)

## Children Looked After - Alternative Provision

**Alternative Provision (AP) – On roll (including Dual Registered) at an Ofsted registered Alternative Provision**

	2020-21	2021-22	Male	Female	Reason for AP
<b>% statutory school age CLA cohort attending AP full time (number of CLA in brackets)</b>	3.2% (19)  10 (52%) of AP cohort have an EHCP	1.4% (9)  3 (33%) of AP cohort have an EHCP	4	5	Behaviour – 5 Refusal to engage – 3 Provision named on EHCP - 1

*Data source: Welfare Call*

	2020-21	2021-22	Male	Female
<b>Number of CLA returned to full time mainstream provision</b>	8 (42%) of AP cohort returned to full time provision. 2 had an EHCP	8 (89%) of AP cohort returned to full time provision. 3 had an EHCP	5	3

*Data source: Welfare Call*

Alternative Provision supports CYP to maintain their school place, re-engage with education, support them in achieving qualifications and plan their Post-16 pathway.

Compared to the 2020-21 academic year, in 2021-22 there has been a 50% reduction in the number of pupils receiving Alternative Provision (AP) for over 12 hours per week. There has also been a 47% increase in the number of pupils returning to full time provision in mainstream school (89%, compared to 42% last academic year).

Further, there is a 19% reduction in the number of pupils with an EHCP who attended AP in 2021-22 academic year.

A half termly report from Welfare Call identifies those CLA receiving Alternative Provision. The termly PEP meeting focuses on the impact of Alternative Provision and ensures it is being reviewed regularly to meet the needs of the CLA. There is always a focus to return the CLA full time to mainstream education as soon as possible, and there is a target in the PEP linked to the AP. This is reviewed in subsequent PEP meetings and 'keeping in touch' contacts. The VS works with the WCF Vulnerable Learner's Team and expects schools to only use Alternative Provision for a short period of time to support the needs of the child/young person. This has resulted in all Year 11 pupils taking a qualification, and most other pupils improving their engagement in learning and making progress.

## Children Looked After - Pre-School

100% of Early Years children aged 2-5 years old had termly PEPs this academic year.

An improved transition process from Pre-school settings into Reception classes at school was implemented this year. All receiving schools were invited to the final (Summer term) PEP for all children who would be transitioning into school in September 2022. 81% of schools attended. Individual feedback meetings were held where the school could not attend the PEP or where further information needed to be discussed.

Nine children with additional needs were supported by Learning Advocates at the monthly Early Years SEND Pre-School Forum multi-agency meetings, where PEP meeting conversations were shared. This ensured that children's needs were being appropriately and swiftly met. Applications for five pre-school EHCPs were supported this year, which will ensure that children will be able to fully access future learning and development opportunities.

### Case Studies – Pre-School

- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Summary case study GS Aug 22 - EY & SEND & SEMH.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Summary case study KM Aug 22 - EY & SEND.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Summary case study KO'S Aug 22 - EY & SEND & website.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Summary case study SS Aug 22 - EY & SEMH & Collaboration.docx](#)

## Children Looked After - Post 16 Support

Post 16 was previously identified by WVS as an area of focus. To meet this need, Two Post 16 Area Learning Advocates took up post in September 2021 to support all Post 16 young people in Years 12 and 13.

Within the Autumn term of 2021 the Post 16 WVS team worked strategically to produce a robust plan to track and monitor all Post 16 CLA in years 12 and 13, in order to raise aspirations for this cohort.

Prior to the Post 16 Learning Advocates taking up their post, a comprehensive piece of work was completed in collaboration with WCF social care colleagues. This produced a bespoke proforma for the Post 16 Personal Progression Plan (PPP) (bespoke Post-16 PEP) document to accurately and effectively gather information about young people in a holistic way. This information can now be used to identify areas of need and development.

Working closely, through the PPP process, with the Designated Teachers/Safeguarding Leads, Social Workers, Outreach Team, Care Leavers Team and SEND Team to track progress and monitor provision, WVS has been able to ensure that any barriers to success are challenged. This promotes a culture of high aspirations for every young person in Local Authority care in years 12 and 13.

Over the 2021-22 academic year 186 Post 16 CLA (in and out of county) have been supported, on a termly basis, through the PPP process to meet their specific needs at this crucial transition stage in their lives. Every CLA has benefitted from a WVS facilitated PPP meeting every term for the academic year 2021-22.

### **Post 16 Data 2021-22**

	<b>% Year 12</b>	<b>% Year 13</b>	<b>% Combined</b>
<b>Total CLA Had PPP each term</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>New into Care</b>	<b>17</b>	<b>3</b>	<b>20</b>
<b>No. of CLA in Education</b>	<b>59% (56)</b>	<b>44% (40)</b>	<b>52% (96)</b>
<b>No. of CLA in Employment</b>	<b>5% (5)</b>	<b>13% (12)</b>	<b>9% (17)</b>
<b>No. of CLA in Training</b>	<b>2% (2)</b>	<b>1% (1)</b>	<b>2% (3)</b>
<b>No. of CLA NEET</b>	<b>33% (31)</b>	<b>42% (38)</b>	<b>37% (69)</b>
<b>No. of CLA in Apprenticeships</b>	<b>2% (2)</b>	<b>N/A</b>	<b>2% (2)</b>

### **The impact of the PPP process for Post 16 young people**

- ✓ Collaborative working between Social Workers, Outreach workers, Personal Advisers, Carers, Residential settings and Post 16 educational providers has provided a coherent and joined up process to support young people.
- ✓ Improved communication and information sharing between social care colleagues, carers and Post 16 settings ensure that young people are fully supported by all stakeholders minimising any drift or delay.
- ✓ Close collaboration with the Post 16 SEND team has expediated the process of ensuring that all EHCPs & support plans are up to date, reviewed and updated appropriately and are fit for purpose.
- ✓ A culture of high educational aspirations with all partners has been created which is raising standards and expectations.
- ✓ Providing appropriate information to promote a young person's mental health, emotional well-being and SEND is available to every young person's Post 16 provision so that appropriate and effective support can be provided.
- ✓ Improved pupil voice as the PPP provides a platform for the young person's voice to be heard and they are able to express any thoughts of their own experience and know that professionals will listen to that and try to support them in the best way they can.
- ✓ This more holistic approach has improved CLAs preparation for adulthood and independent living and minimized the negative impact on their engagement and attainment.

- ✓ Professionals can 'assess, plan, do, review' targets and so are able to identify any areas of improvement that are bespoke to the young person rather than taking a generic approach.
- ✓ Monitoring of applications for the 16-19 Bursary has ensured that financial support has been provided in a timely manner and effectively used to encourage engagement of young people.
- ✓ Effective handover from Year 11 to Year 12 has helped to identify any young people at risk of NEET or disengagement, which gives the best chance possible to be proactive and to be able to plan and liaise with education and social care colleagues to minimise the risk of disengagement.
- ✓ Intended destination information for all Year 13 CLA as they move towards adulthood and beyond gives the local authority previously unknown data as to future plans for this cohort.
- ✓ Creating a database of contacts in and out of county of Post 16 providers for CLA ensures a smoother transition when young people move between counties and minimises delay and drift as much as possible.
- ✓ Liaising with social care to make sure a translator is present at PPP meetings when required for any Unaccompanied Asylum-Seeking Child (UASC) ensures full understanding of the PPP process and that their voice is heard.
- ✓ Highlighting areas of training needs for professionals allows WVS to signpost and provide bespoke training which in turn raises standards, expectations and aspirations.
- ✓ Quality assurance of the PPP process has ensured that it continues to develop and evolve to meet the individual needs of our Post 16 young people.

### **Post 16 Achievements**

- ✓ Increased visibility of Post 16 young people who are Looked After by communicating the role and responsibilities of WVSI and setting out expectations for effective collaborative working.
- ✓ Established, and now chairing, Post 16 Regional Meetings to share good practice and work collaboratively with colleagues across the region each half term. This provided a platform to discuss topical issues with a solution focused approach.
- ✓ As part of the WCC NEET reduction strategy, WVS worked collaboratively with the Post 16 NEET Team to provide NEET workshops to support social care colleagues.
- ✓ Questionnaire developed and sent out to all Post 16 providers in the Autumn term 2021 to establish a baseline. Responses from the follow-up questionnaire demonstrated that Post 16 providers valued the support from WVS, indicated that they had high expectations and were willing to work collaboratively with WVS. This enabled WVS to review the effectiveness and impact of the support for CLA young people and to identify further areas for improvement.
- ✓ Worked collaboratively with WCC Careers and Enterprise Company to modify the statutory school age PEP to ensure that statutory guidance was adhered to, as set out in the Gatsby Benchmarks. As a result, it is expected that future Careers Education, Information, Advice and Guidance (CEIAG) for CLA will become more personalised and the impact will be to reduce the number of Year 11 students transitioning into NEET.

- ✓ Comprehensive data analysis to identify trends within attendance, attainment, and risk of NEET to enable proactive steps to be implemented.
- ✓ Delivered a series of SMART target workshops to support Post 16 settings to ensure consistency in the quality of targets being set.
- ✓ Established strong links with in and out of county Higher Education providers to provide bespoke packages of support for CLA and to raise aspirations.
- ✓ 677 hits on the Post 16 section of the WVS website, over the 2021-22 academic year, indicates that the information posted is relevant and crucial to its audience.

### **DfE Post 16 Pupil Premium Plus grant**

In June 2021 WVS was successful with a Post 16 bid for a DfE Pupil Premium Plus grant to support CLA attending colleges of Further Education.

The grant funding was spent on the following provision and achieved the following outcomes:

- a) Two Learning Advocates employed to establish and facilitate a new Personal Progression Plan (PEP) process for Post 16 young people:
  - 100% completion rate 2021-22 academic year.
  - 95% social care colleagues attending PPP meetings.
  - 96% attendance by Post 16 providers.
  - This has enabled all partners to plan next steps for and with the young people collaboratively, whilst recognising strengths and focusing on the main areas for development.
- b) Individual CLA have been supported through the PP+ funding through the PPP process. Targets have been created by the FE College, focusing on key areas for development for individual CLA. Outcomes have ranged from improved self-esteem, retaining college placement, improved attendance, transition back into education and improved mental health.
- c) Heart of Worcestershire College was commissioned to create a movie which featured all FE Colleges and Worcester 6th Form College in order to support YP's Post 16 choices:
 

[Virtual Schools Post-16 Choices | Review 360 \(articulate.com\)](#)

  - Dispelled myths about attending FE colleges.
  - Adults are now well informed to help YP to make the correct Post 16 choices.
  - Improved understanding about the key differences between school and FE.
  - Improved awareness of support YP can expect to receive from an FE provider, including academic, pastoral and financial support
  - More in-depth understanding about the expectations of Post 16 study.
- d) The Heart of Worcestershire College pastoral mentoring programme offered an enhanced service to all 23 Worcestershire CLAs that are enrolled at the college. Of those 23 learners, 20 have been retained throughout the academic year. The offer included additional support from mentors, support with transitions, a named member of Wellbeing Team for each CLA young person, additional support applying for post 16 bursary, anxiety workshops and additional support within college.
  - This has resulted in an increase in retention for Worcestershire CLA compared to retention rates for the whole cohort in previous years. Retention rates for this cohort are also on par with all YP attending college. Worcestershire CLA retention figures are 87%, this is a 3% increase in comparison to last year's.
  - 914 interactions were undertaken over the 2021-22 academic year for the 23 Worcestershire CLAs, averaging 40 interactions per learner.

- 43.5% attended a specialist careers guidance session.
  - 43.5% received mentor support with a focus on Maths, English, anxiety workshops and 1:1 pastoral support.
  - 56.5% of Worcestershire CLA have an identified learning need, of which all but 1 learner engaged in academic support sessions.
  - CLA attendance figures are on par with the overall college attendance rate.
  - Two Worcestershire CLAs received awards this academic year: Early Years Student of the Year and Most Determined Student.
- e) SEMH Support Post-16
- The Virtual School commissioned Geese Theatre Company to deliver a dynamic interactive performance on 29<sup>th</sup> March 2022, for all staff within further education settings, to explore the following key areas:
- The specific challenges care leavers face in further education.
  - The impact of early trauma and loss on engagement with post-16 education.
  - The type of support care leavers may need from further education staff
- 31 staff members attended the training and were supported to navigate life in Further Education through the lens of a young person. The training successfully explored how Further Education professionals can support young people who may be struggling with independent living, dysfunctional family relationships, engaging with their provision and transitioning both into employment, training and education and into independent or semi-independent living. Feedback from participants confirmed that they were better equipped for empathetic conversations and signposting CLA young people to appropriate provision and support.

Due to the success of the pilot, DfE have confirmed that WVS will continue to be funded for this work in 2022-23 and it will be offered to all FE Colleges where Worcestershire CLA are on roll.

## Case Studies – Post-16

- <..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study CB P16 May 2022 - Post16 & PP.docx>
- <..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study OB May 22 - Post16 & PP & DT & Social Care.docx>

## Careers Education, Information, Advice and Guidance (CEIAG) & NEET

	CLA NEET 2020-21	CLA NEET 2021-22	Worcs Resident CLA NEET 2021-22	National CLA NEET 2021-22	Worcs NEET 2021-22 (ALL PUPILS)	Worcs NEET 2021-22 (% ALL PUPILS)
Sept	22%	12%	10%	12%	171	1.4%
Oct	33%	18%	-	-	242	1.9%
Nov	34%	20%	-	-	296	2.3%
Dec	32%	20%	21%	16%	315	2.5%
Jan	37%	22%	-	-	408	3.2%
Feb	34%	23%	-	-	422	3.3%
March	36%	24%	22%	17%	456	3.6%
April	35%	24%	-	-	439	3.5%
May	32%	22%	-	-	429	3.4%
June	31%	23%	24%	17%	454	3.6%
July	29%	23%	-	-	453	3.6%
Aug	27%	23%	-	-	452	3.5%

CLA are prioritised within the Not in Education, Employment or Training (NEET) group by monitoring on a regular basis. All CLA NEET are offered impartial CEIAG and support in Years 12 and 13. This is delivered by phone directly to the young person or sometimes via professionals working with them. The aim is to ensure that all CLA (NEET) young people have detailed information that enables them to make a realistic, informed decision about their education and training options.

It should be noted that:

- Worcestershire data is constantly changing with leavers and joiners to the NEET group. This reflects national trends.
- CLA NEET data shows all young people who are NEET and the responsibility of WCC (ignoring residence).
- NEET data shows all young people who are NEET who are resident in Worcestershire.
- NEET data in September is affected by the annual trend of education movement and high unknowns - it is likely to be undercounting.
- Worcs Resident CLA NEET is NEET CLA resident in Worcestershire ignoring responsible LA.
- National CLA NEET data is LA's working with any NEET CLA resident in their authority – there are known issues around CLA identification.

Worcestershire County NEET total starts low in September 2021 and then increases to a plateau where it remains for the rest of the academic year, although since 2020 there has been an additional increase due to Covid-19 and its impact.

The CLA NEET data broadly mirrors the 'all pupils' NEET cohort pattern but due to low numbers, small changes can have a big impact on percentages. The October spikes are due to the data catching up after the annual mobility in September.

Strategies to reduce the risk of CLA becoming NEET which are beginning to have an impact are as follows:

- ✓ Holding PPP meetings, where social care and WVS have been present on a termly basis, this has supported young people's academic and mental health.



- ✓ WCC Careers Enterprise Company have held conversations with all Worcestershire secondary schools with a greater focus on vulnerable learners in addition to discussions about schools meeting the national Gatsby Benchmarks for CEIAG, ensuring that all CLA are supported.
- ✓ WVS learning advocates (statutory school age) have focused on careers pathway discussions with Year 8 CLA and above, and specifically during Year 11 PEPs. Additional questions have been included in PEPs to support focused discussion and raise schools' expectations.
- ✓ Regional Post 16 Virtual School termly meetings have supported WVS's knowledge of provision out of county and improved Post 16 provision for Virtual Schools across the whole region.
- ✓ Regular meetings and liaison have taken place in the Spring term, with WCF Post 16 SEND team, to safeguard early consultations for CLA, this has ensured appropriate provision is in position for a September start.
  - WVS Learning Advocates have monitored EHCP annual review process to ensure these are up to date and not inhibiting consultation process.
  - Training sessions for Social Workers/Personal Advisors/Outreach Workers have taken place to introduce the Post 16 NEET team and clarifying roles. This has given rigour to the tracking of NEET and enabled early support and signposting for CLA.
  - ASDAN modules have been taught by social care Personal Advisors, this has provided a stepping-stone to future study.

In addition, future strategies will focus on ensuring that CLA take up the offer of work experience in KS4, mentoring in KS4 for those at risk of NEET, developing links WCC to make more formal links with businesses with regards to supporting CLA and improved communication with WCF fostering service.

## Previously Looked After Children (PLAC)

The total number of (PLAC) in Worcestershire recorded for October 2021 was 690. The funding allocation to schools reflects this data.

### Previously Looked After Children in Worcestershire schools - School census data

2017	2018	2019	2020	2021
256	267	300	622	690

*It should be noted that the figures for 2017-2019 inclusive only include data from Local Authority maintained schools. In 2020 and 2021 the data for all LA schools and academies were published and included children/young people with a Special Guardianship Order and Child Arrangement Order.*

This increasing trend can also be attributed to the significant rise in the profile of PLAC, both by the DfE and locally by Worcestershire (VS).

### October 2021 school census data - PLAC categories

Adoption	Special Guardianship order (SGO)	Child Residence Order (CRO)	Child Arrangements Order (CAO)	Total
426	193	27	44	690

### Adoption data for comparison, taken from the January Census data over the past 5 years

January 2021	421
January 2020	423
January 2019	300
January 2018	267
January 2017	256

The greatest increase across the four categories following a period of being Looked After has been Special Guardianship orders increasing by 15, from a total of 178 in 2020 to 193 in 2021.

Child residency orders have decreased by 2, from 29 in 2020 to 27 in 2021, the reason for this is because residence orders were replaced by child arrangement orders as part of the children and families Act 2014.

WVS's PLAC Advisor has maintained key partnerships with Adoption Central England (ACE) and the permanency, planning, and support team who offer support to Special Guardianship families within Worcestershire. The benefits of working collaboratively are evident through prompt response to school disengagement and referrals to appropriate services such as school admissions and SEND.

The PLAC Advisor continues to work creatively to provide or signpost advice and information to professionals, education settings and parents/carers who have a child who is previously looked after. This may be via direct conversations or through the PLAC page within the Virtual School website. The PLAC page was viewed 1,535 times during the 2021-22 academic year. This high number reflects both the demand for advice and guidance and the quality and relevance of the documents/information uploaded.

### Requests for support received from different professionals for PLAC

	<b>Autumn Term: Sep 2021-Dec 2021</b>	<b>Spring Term: Jan 2021-Mar 2021</b>	<b>Summer Term: April 2021-July 2021</b>
Number of referrals from Adoption Central England	7	11	11
Number of referrals from parents	13	19	17
Number of referrals from schools:	32	20	22
Number of referrals from other professionals:	2	7	6
<b>Total requests for Support</b>	<b>54</b>	<b>57</b>	<b>56</b>

The largest request for support continues to be from schools, followed by parents.

Autumn term 2021 and Spring term 2022 have both shown an increase in requests for support compared to the data for 2020, which had a total of 54 requests for Autumn term, 47 for spring term but a higher request of 69 for summer term.

Other professionals included:

- Social Workers
- School Admissions
- SEND
- Intervention and Prevention Officer - Worcester Police
- Nursery Managers
- Psychomotor therapist.

Reasons support requested included:

- Supporting change and transitions
- Restorative conversations
- Use of PACE as a way of communicating
- Anxiety and emotionally based school avoidance
- Exploration of interventions to re-engage with learning - play therapy, mentoring etc
- Exploration of strategies and whole school practice to support attachment and trauma needs
- Exploration of whole school policies and procedures
- Reasonable adaptation of expectations to match developmental capability

The PLAC advisor robustly advocates for CYP; this includes:

- ✓ offering support and challenge where needed/requested
- ✓ ensuring updated guidance is shared with schools to maintain the profile of PLAC within settings and improve educational outcomes
- ✓ acting as a key point of contact and support for all Designated Teachers with responsibility for PLAC
- ✓ providing guidance to schools regarding accessing the Pupil Premium grant
- ✓ guidance on effective use of Pupil Premium for maximum impact, supporting guidance provided by the DfE
- ✓ advocating use of an inclusion plan to capture all key information (a good practice document, not a statutory requirement)

## **Benefits of implementing an Inclusion Plan for Previously Looked After Children**

WVS has introduced an Inclusion Plan for PLAC (equivalent to a PEP), recognising that the main benefit is that it continues to raise awareness of a CYP's individual needs, ensuring that relevant information is available to those who need to know and that effective communication routes are established.

The plan draws on the pro-active nature of the Children in Care PEP, ensuring collaborative planning and support across home, school/early years provision and other agencies.

The Inclusion Plan is intended to compliment, rather than replace, other (more reactive) education-based plans such as IEPs (Individual Education Plans) or PSPs (Pastoral Support Programmes).

An Inclusion Plan for PLAC will only be initiated when parents/carers choose to identify their child's status. Maintaining confidentiality of information, if requested, is essential.

## **Rationale**

Many of our PLAC suffered trauma in their early lives and became CLA before their final move to join carers or adoptive families.

Parents/carers emphasise the need to make school/early years provisions fully aware that their children continue to have the same needs as they had as a Child in Care. Indeed, these issues may have been exacerbated as an adoption/Special Guardianship Order is yet another transition in their journey. There is also a need to make lasting relationships within their family. This can cause anxieties for children who have had difficulties with relationships and attachments in the past.

All contacts and multi-agency working includes a clarity of reference to the needs of PLAC, with consideration given to the effects of trauma and loss and how this may impact learning and emotional well-being.

A clear focus remains around trauma friendly language and opportunities for positive relational experiences, this is reinforced by the Trauma Informed Schools training opportunity offered to all Worcestershire schools.

## **Case Studies – PLAC**

- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study X July 22 - PLAC Adoption.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study X2 May 22 - PLAC SGO.docx](#)

## **Children with a Social Worker (CSW) in relation to CYP identified as having a Child in Need (CIN) Plan or Child Protection (CP) Plan**

The Government's Children in Need review (2019) evidenced for the first time that at least 1.6 million children have needed a social worker between 2012/13 and 2017/18 – equivalent to 1 in 10 of all children. The review showed that these children do significantly worse than others at all stages of education and that poor educational outcomes persist even after social work involvement ends. The review recognised the crucial role that Virtual School Heads (VSH) and Virtual Schools have in helping education settings and local authorities work together. From September 2021, the role was extended to include the strategic leadership of promoting the educational attendance, attainment and progress of children with a social worker (CSW).

The key aims for this role are to:

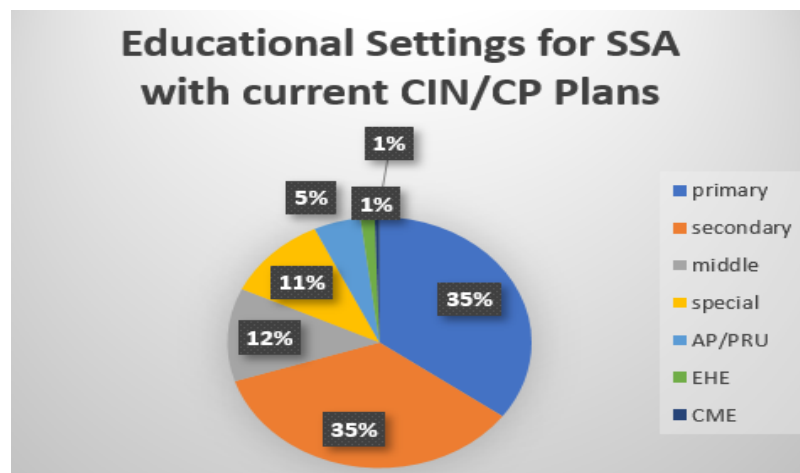
- make visible the disadvantages that children with a social worker can experience, enhancing partnerships between education settings and local authorities to help all agencies hold high aspirations for these children.
- promote practice that supports children's engagement in education, recognising that attending an education setting can be an important factor in helping to keep children safe from harm.
- level up children's outcomes and narrow the attainment gap so every child can reach their potential. This will include helping to make sure that children with a social worker benefit from support to recover from the impact of the pandemic.

An Education Advisor was employed in October 2021 to support WVS in the fulfilment of these new requirements.

A dashboard of every CYP who holds a current CIN or CP plan is now in place. This identifies the needs of the cohort and reflects the vulnerable groups including SEND status, EHCP, gender, FSM eligibility, educational settings, exclusion/suspensions rates and attendance levels. Analysis and evaluation of the data informs current and future practice. Furthermore, the data can be used to identify key cohorts requiring specific support/interventions and also influence universal interventions.

### **Children/young people with a CIN/CP plan - attendance at Statutory School Age (SSA) Educational Settings**

82% attend a mainstream school, with 5% at AP/PRU and 11% at special schools. Therefore, the initial focus has been mainstream schools.



### **CYP with a CIN/CP Plan – Support for CYP with SEND**

There are many requests for EHCPs for this cohort and training has been planned around the similarities between ADHD and trauma to be provided through Roots Psychology. WVS works strategically with the local authority All Age Disability Service, School Improvement team and school leaders and/or SENCos, to ensure that education settings consistently adopt a graduated approach to assessing, understanding, and meeting the special educational needs and disabilities of CYP with a social worker.

### **CYP with a CIN/CP Plan - Birth to Pre-school**

Monthly data capture is now in place to identify those eligible families not accessing the 2-year-old and all 3/4-year-olds nursery funding. WVS attends Pre-School Forum to raise the profile of CYP with a CIN or CP plan.

### **CYP with a CIN/CP Plan - Stakeholder's Views**

Stakeholders' views were collated through school visits, attending WCF team meetings, attending network meetings and responses to an online survey and this created a baseline assessment audit of the current service. Good practice has begun to be shared with other stakeholders and as a result the profile of the CIN and CP cohort is being raised. For example, some schools have now allocated a member of staff to monitor performance and overall attainment outcomes to ensure that all CYP are being given high aspirations and impactful interventions to support achievement.

### **Joint Project - Supporting Families First (SFF) & WVS**

A joint project was undertaken between January and March 2022 with the aim to:

- Explore barriers for children in education and how education and social care can work together differently to achieve positive outcomes for the child during periods of instability, uncertainty and challenge. Recognising organisational needs and influences.
- Explore how partners can maximise CYPs opportunity to thrive by:
  - increasing understanding of effective working practices
  - achieving more positive outcomes for children at home and in education
  - reducing exclusions
  - improving engagement and attendance for CYP
  - recognising the national and local need to “narrowing the gap” for children and how as agencies we can enrich and influence the educational experiences for children through effective and dynamic working together and pooling of resources, including community resources.

The key themes which emerged were:

- Attendance issues
- Barriers to engagement with learning
- Repeat suspension rates
- Greater awareness of SEND thresholds to enable schools to provide early interventions and access SEND funding
- Communication between school and social care/school and parents (of secondary schools)

Successful actions were implemented to support children/young people with CIN/CP plans:

- Weekly supervision/dedicated helpline offered to SFF team to discuss educational concerns.
- Resources readily available, focusing on educational issues for social care colleagues

- Checklist for social care when educational issues arise e.g. actions schools should be undertaking following exclusion and suspensions.
- Trauma informed training for schools (targeting specific schools).
- Engaging parents sharing evidence-based research in a practical context about what works well – focusing on engagement, particularly in secondary schools.
- Share case studies via Designated Safeguarding Lead network meetings.
- Promote new role with all social care teams and schools where a package of support is in place.
- Parental engagement workshops delivered in conjunction with the School Improvement team which was an opportunity for schools with a strong Early Help offer to share their practice and the Adult Learning Team to provide ways in which they could support schools. A full toolkit of strategies was provided.
- Project initiated with Worcester University to share strategies with schools and initial teaching students on how to engage parents and the importance of doing so for the vulnerable learner group

### **Headlines:**

- Data is now tracked easily, and areas of concern can be identified quickly. Furthermore, the data can be used to identify key cohorts requiring specific support and these are the schools who are being targeted. This has been a mammoth task, however our data is correct and in a much better position than most other LAs. All SSA now have an identified education setting and for those that do not, the pupils are being tracked (CME/EHE).
- All CIN/CP cohort with EHCPs are now identified each half-term and tracked for education purposes
- All 3-4 year olds now access free funding automatically (pre-school accounts for over 25% of our cohort so the earlier we intervene and encourage them into an educational setting the better)
- Attendance and suspensions of this cohort are now RAG rated and schools with poor attendance and high repeat suspensions are being targeted for advice, guidance and support – We will now use the WONDE data and training will be undertaken on the importance of including attendance, where necessary, as a target in Child in Need and Child Protection Plans. Schools to share good practice at DSL meetings.
- All stakeholders views have been gathered (11% response from school online survey, visits to schools and attending stakeholders team meetings)
- Weekly supervision/dedicated helpline offered to social care teams and this year will be provided to schools to discuss educational concerns.
- Initial attainment data has been received (September 2022) and we will be able to identify strengths/gaps for training purposes.
- Project with SFF team attendance was improved on all 20 cases.
- 24 schools attended the Parental engagement training (mixture of primary and secondary) and this will be run again in Autumn term. Engaging parents sharing evidence-based research in a practical context about what works well, was run in conjunction with the School Improvement Advisor which was an opportunity for schools with a strong early help offer to share their practice and the Adult Learning Team to provide ways in which they could support schools. A full toolkit

of strategies provided. Following this course, a joint project is now being organised as a means of obtaining pupil and family voice.

- Input direct from schools has been 46 schools in county and 14 out of county schools.

## CLA - Special Educational Needs & Disabilities (SEND)

Special Educational Needs & Disability (SEND) within WVS continues to be led by a SEND Lead with the National Award for Special Educational Needs Qualification. The SEND Lead ensures that the WVS team are kept up-to-date with developments and key information regarding SEND, supported by a number of WVS's Learning Advocates who have significant experience working within WCF's SEND team. This ensures that WVS is able to advise schools and settings appropriately regarding whether strengthened SEND support is needed through the graduated response, including EHC assessment, to meet the needs of our CYP.

In addition, partnership working with WCF's SEND Team ensures that CLA with an EHCP are placed swiftly on roll in the most appropriate school/setting. As part of the role, the SEND Lead meets monthly with SEND and Social Care representatives to discuss concerns with respect to our complex cases, to ensure there is clarity and progression of solutions to obstacles that may present as poor attendance, lack of engagement or similar. In addition, the WVS SEND lead attends SEND panel meetings to gather information and understanding regarding the EHCP needs assessment process and to advocate for CLA pupils that are discussed.

### Number of children who are identified on the SEND register (July 2022)

Year Group	SEND Support	EHCP	No. of CYP with an EHCP In-county	No. of CYP with an EHCP Out of County	% No. of CYP with EHCP, in each year	Total % of CYP with SEND
EYFS (84)	18	0	0	0	0%	21%
R (40)	12	4	3	1	10%	40%
1 (33)	10	2	2	0	6%	36%
2 (46)	16	8	5	3	17%	52%
3 (46)	16	7	6	1	15%	50%
4 (39)	11	5	4	1	13%	41%
5 (43)	15	8	7	1	19%	53%
6 (43)	13	14	9	5	33%	63%
7 (53)	10	10	6	4	19%	38%
8 (54)	12	19	15	4	35%	57%
9 (57)	17	17	13	4	30%	60%
10 (85)	14	31	18	13	36%	53%
11 (93)	20	33	24	9	36%	58%
12	9 (185)	29	22	7	31%	35%
13						
<b>Total</b>	<b>193</b>	<b>217</b>	<b>160</b>	<b>57</b>	<b>24%</b>	<b>46%</b>

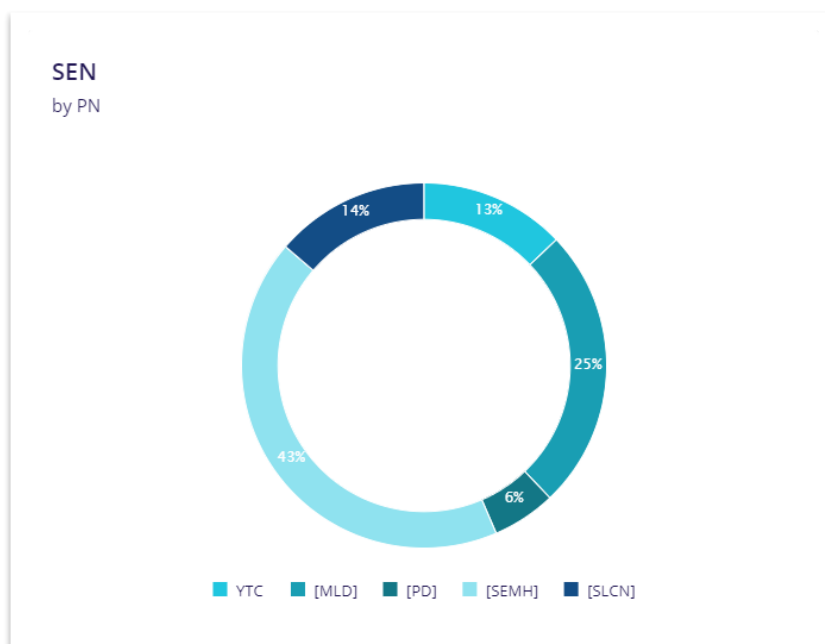


## SEND - National data comparisons

The proportion of pupils with an EHCP broadly increases year on year, as the pupils progress through their education.

In 2021/22 24% of WVS CLA (EYFS to Y13) have an EHCP compared to 3.6% of all pupils nationally.

74% of pupils with an EHCP are male, 26% are female. This is broadly in line with the national statistics (73% are male).



Within WVS the most common identified need is SEMH (at 43% of all those who are CLA with an EHCP). This is lower than the national statistic for CLA, which is 49%.

In June 2022, 31% of 0-24 year olds nationally who had an EHCP had Autism identified as the main area of need. Nationally, 15% of pupils with an EHCP have SEMH as their main identified need. Within the Worcestershire Virtual School Autism would be identified within SLCN and is currently 14% of the EHCP cohort.

## WVS support for CLA with SEND

In response to the data and comparison to national statistics, WVS have provided support and challenge to schools in relation to SEMH through a number of initiatives, which are discussed in more detail with the specific SEMH section of this report. These initiatives include:

- Trauma Informed Schools UK level 5 diploma
- Education Psychology drop-in service for schools
- Education Psychology consultations for schools
- Supervision for VS Learning Advocates, to discuss complex cases, supported by Education Psychology service
- Targeted intervention identified in the PEP process and funded through Pupil Premium Plus grant, including use of external providers such as play therapists, Be

You project, Fresh Air project, Redgate sports and Prepared People (see case study MC)

- Roots Psychology workshops exploring a trauma-informed approach utilising the highly effective PACE (Playfulness Acceptance Curiosity Empathy) model to schools
  - Geese Theatre Company delivered a performance for all staff within further education settings, to explore the specific challenges care leavers face in further education, the impact of early trauma and loss on engagement with post-16 education and the type of support care leavers may need from further education staff.
- Psychology in action workshops provided an opportunity to explore psychological approaches and share good practice. The identified focus areas included, Nurturing Curriculum, Emotion Coaching/PACE and Positive Psychology
- Peer Support Group for Designated Teachers Primary and Secondary,
- Team building and outdoor activity day for our young people
- Early Years Ambassador Project

In addition, the Complex Communication Needs (CCN) team have provided WVS with two training sessions focusing on the CCN offer to schools and good practice to support pupils with Autism. This will enable WVS's Learning Advocates to signpost to specialist resources and agencies within the PEP process and to support and challenge schools to provide inclusive approaches within their settings to meet the needs of all children, but specifically those with Autism.

### **SEND and WVS' Strategic Improvement Plan (SIP)**

In 2021-2022 WVS' SIP focused on developing communication and working practices with SEND teams, schools, carers and young people in order to effect appropriate educational support. WVS's Learning Advocates are confident with the processes around SEND provision and are able to challenge schools to implement an effective graduated response. In order to support CYP and our schools, WVS is able to offer bespoke interventions to promote improved outcomes in a timely way. In addition to the SEMH offer described previously, WVS has offered:

- Learning Support Team (LST) assessments
- Signposting to the CCN teams for specialist support
- 1:1 writing intervention through School Improvement Team
- Writing training delivered by the VS and School Improvement Team, offered to primary schools
- Cracking Stuff reading, writing and physical development strategies for EYFS and key stage 1 delivered by School Improvement Team

Through pupil progress meetings, learners are identified who appear to be underachieving and schools are empowered to provide interventions and also signposted to the appropriate support. These interventions have not exclusively been offered to pupils on the SEND register but are very relevant to this group of learners. The impact of these interventions has been far reaching, reflective of the individualised need of the children. An example of the impact of the writing intervention for a key stage 2 pupil identified on the SEND register is as follows. During the year there had been a decline in his engagement in writing, and at the end of the year it was identified that he was working one year behind age related expectations. At the Autumn term PEP, a referral was agreed, and the writing intervention was swiftly provided. Through the course of the academic year, his engagement improved, and by the end of Year 4 he had made almost 2 years progress. The child's school engaged

fully with the recommended strategies, identifying SMART targets and implementing the recommendations that had been made.

## Case Studies – SEND

- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study KB May 2022 - SEMH SEND add fund.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Summary case study GS Aug 22 - EY & SEND & SEMH.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Summary case study KM Aug 22 - EY & SEND.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Summary case study KO'S Aug 22 - EY & SEND & website.docx](#)

## DfE Pupil Premium Grant for Children Looked After

The Pupil Premium Plus (PP+) grant for children in care is additional funding for schools to support and help raise their educational attainment and progress.

Raising the attainment of CLA is a key priority and it is a responsibility shared by the Local Authority, schools, and their partners in the community. The Pupil Premium Plus (PP+) is a vital resource and, used effectively, it will diminish the difference in outcomes between disadvantaged children and their peers. Pupil Premium for CLA provides additional funding for schools to support and help raise the educational attainment and progress of their CLA pupils. The Virtual School devolves this funding to schools. It works, through the Personal Education Plan process, with designated teachers, social workers, and carers to target and utilise this funding effectively to improve educational outcomes.

This Department for Education (DfE) funding is kept under regular monitoring and review; to ensure PP+ is managed and distributed to individual schools and settings, by WVS, following PEP discussions to maximise impact.

### Worcestershire Virtual School policy for Pupil Premium Plus (PP+) Grant

Schools can be allocated up to £550 per term for each CLA. Schools recognise that not all CLA will require financial support. Where SEND has been identified WVS expects schools to implement the Graduated Response for CLA and to utilise SEND budgets for their CLA to ensure that PP+ spending is targeted appropriately to enhance support. In addition, schools may request additional funding, if they can demonstrate a need, to further enhance support.

Academic Year 2021-22	No. of pupils receiving PPG (in brackets represents % of cohort)	No of targets set	No. of targets achieved and partially achieved and on track to be achieved following term	Total PPG Spend
Autumn 2021	411 (71%)	755	666	£166,907
Spring 2022	389 (63%)	367	321	£152,368
Summer 2022	409 (66%)	789	Not available until Autumn 2022 PEPs	£155,431

The number of targets funded by PP+ increased from the Autumn term 2021 to Summer term 2022. Individual pupil targets correspond to two main categories: Academic Achievement & Progress and Emotional Health & Well-being. Combined, they represent 70% of the targets set for CLA. 72% of the sub-categories focused on aspects such as mastery learning, metacognition, feedback, phonics, reading comprehension and social and emotional learning. The categories are based on Education Endowment Foundation (EEF) impact studies as part of the Sutton Trust national research focusing on disadvantaged learners. The categories stated were some of the highest impact strategies suggested by EEF to support learning and engagement in disadvantaged cohorts of children/young people.

88% of these targets were met or partially met. The setting, implementation and review of these personalised targets has resulted in improved attainment, reflected in the national KS1 & KS2 SATs, phonics and Good Learning Development outcomes for CLA (see attainment section). Where targets are not met, progress is reviewed, and subsequent strategies are implemented to ensure every child/young person has the opportunity to succeed.

PP+ funding is also top sliced and strategic decisions are made about interventions which will have the greatest impact on educational outcomes for children in the care of Worcestershire Local Authority:

- Commissioned Trauma Informed Schools UK diploma (level 5) professional development. 2 cohorts of 25 schools each have engaged with training during 2021-22 academic year. Evidence of impact – see Social Emotional and Mental Health section of this report.
- A wide range of Professional Development opportunities for schools, foster carers and social care. Evidence of impact – see Professional Development and Collaboration with Social Care sections of this report.
- 1-1 tuition, as an interim measure, for those CLA having an emergency placement move where the CLA is not yet on roll at a school.
- Learning Support Team Assessment – see attainment/progress section for impact.
- School Improvement team provided targeted interventions at an individual pupil level. Evidence of impact – see attainment/progress section of this report.
- Attendance Monitoring Officer 2 days per week. Evidence of impact – see attendance section of this report.

- Social Emotional and Mental Health projects such as Fresh Air and Arts Link. Evidence of impact – see SEMH section of this report.
- On-line e-PEP platform and analysis service (Welfare Call), which incorporate attendance collection and collation for all CLA. Evidence of impact – see attendance and Personal Education Plan (PEP) completion sections of this report.
- Education Psychology Service (EPS) support for CLA through 1-1 drop-in sessions for schools/settings - see SEMH section of this report.
- EPS group supervision for schools/settings.
- EPS learning walks measuring the impact of SEMH strategies.
- Additional funding requests where schools demonstrate the need for additional support.

## Case Studies – Pupil Premium +

- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study RiF May 2022 - prog att & PP.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study RF Apr 2022 - collaborative working & PP.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study OB May 22 - Post16 & PP & DT & Social Care.docx](#)

## Additional PPG Funding

Additional funding can be requested by schools for implementation of strategies to meet SMART targets. Additional PP+ is used to support a CLA in crisis or for support requiring more funding than the termly payment. Requests include clear timescales, evidenced based interventions to address needs of the young person and well defined outcomes. However, the VS expects schools to implement the SEND Graduated Response for CLA and to utilise SEND budgets for their CLA to ensure that PP+ spending is targeted appropriately and effectively.

<b>Additional Funding Requests - targets and funding</b>			
<b>Academic Year 2021-22</b>	<b>Approved Additional Funding requests for individual CLA</b>	<b>No. of targets set</b>	<b>No. of targets achieved and partially achieved and on track to be achieved following term</b>
Autumn 2021	37 (£13,455)	46	28 (£10,156)
Spring 2022	10 (£4,428)	24	22 (£6,480)
Summer 2022	12 (£3,295)	28	Data will be available following Autumn 2022 PEP

Although there was a higher number of requests, the average request was for a similar sum of money Autumn £351, Spring £442, Summer £274. In 2020/21 academic year the VS received 25 requests in Autumn, 35 requests in Spring, 39 requests in Summer. The reason for a larger number of requests in Autumn 2021 was due to transition back into school, with schools returning on March 8<sup>th</sup> 2021 (due to COVID pandemic) therefore the higher number of requests is a reflection of the difficulties CLA and schools faced in meeting the needs of the CLA cohort at this time and in the following two terms. Additional funding requests were mainly linked to tuition and SEMH interventions with the VS focused on ensuring CLA have the opportunity to be successful. The VS will continue to monitor additional funding closely and anticipate that further requests will remain in line with the latter part of the academic year.

## Case Studies – Additional Funding

- The impact of additional funding is evidenced within the following case study. Using the additional funding combined with the PP+ allowed schools to work effectively together as the young person transitioned from a small primary to a much larger high school. The additional funding allowed for continuity of support through play therapy. <..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study KB May 2022 - SEMH SEND add fund.docx>

## Department for Education Recovery Premium Funding for Children Looked After

The recovery premium provided additional funding for state-funded schools in the 2021 - 2022 academic year. Worcestershire Virtual School received a funding allocation on a per pupil basis. The VS allocated funding through the PEP process whereby recovery Premium financed specific strategies to support wider educational targets. Year R-Year 11 were eligible, based on DfE guidance.

The guidance suggested that activities should be provided that are in line with the Education Endowment Foundation's Pupil Premium guide activities and include those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

455 SMART targets were created, implemented and reviewed with Recovery Premium funding. This has contributed to improved attainment, reflected in the national SATs, phonics and Good Learning Development outcomes for CLA (see attainment section). 93% Recovery Premium funded targets set in Spring term 2022 were achieved or partially achieved by the end of Summer term 2022. CLA benefitted from mentoring, 1-1 tuition in school, pre and post teach, tutoring outside of school and a range of strategies to support readiness to learn.

Recovery Premium targets and funding				
Academic Year Term	No. of pupils receiving Recovery Funding (in brackets represents % of cohort)	No. of targets set	No. of targets achieved and partially achieved and on track to be achieved following term	Total Recovery Funding spend
Spring 2022	210 (34%)	254	236	£36,910
Summer 2022	188 (30%)	201	Not available until reviewed in Aut 2022 through the PEP process	£20,926

School Led Tutoring - Targets and Funding				
Academic Year Term	No. of pupils receiving School Led Tutoring (in brackets represents % of cohort)	No. of targets set	No. of targets achieved and partially achieved and on track to be achieved following term	Total School Led Spend
Spring 2022	165 (27%)	192	167	£29,337
Summer 2022	158 (26%)	167	Not available until Autumn 2022 through the PEP process	£20,661
School led tutoring funding available from Spring term 2022				

## Department for Education School Led Tutoring Funding for Children Looked After

The School-Led Tutoring (SLT) grant is part of the tuition offer from the National Tutoring Programme (NTP), with the intention to help close the education gap which widened as a result of Covid-19. WVS's allocation of School Led Tutoring funding, allocated by DfE in the Spring term 2022, was distributed through the PEP process to year groups 1-11, whereby an individual CLA's specific targets and strategies could be funded to support 'levelling up' with their peers. PEP targets were created to demonstrate how the funding impacted on each individual CLA. Targets were implemented through 1-1 tuition, individual instruction, small group support and mentoring. Implementation took place during the Spring and Summer terms 2022, then monitored and reviewed by schools in the same way as PEP targets, which are funded through Pupil Premium Plus. Targets are reviewed in the term following the implementation, therefore WVS can only share the outcomes of Spring term SLT funding.

87% of targets funded through School Led Tutoring grant were met or partially met, indicating that the provision of school led tutoring supported individual needs. This has contributed to an improvement in attainment in core subjects as indicated in KS1, phonics and KS2 externally assessed examination results. Where targets have not been met

Learning Advocates will review with the school at the next scheduled PEP to plan additional/different strategies to support the intended outcomes.

## DfE Post 16 Pupil Premium Plus grant

See section: Post 16 Support - DfE Post 16 Pupil Premium Plus grant.

## Social, Emotional, and Mental Health support to meet the needs of Children Looked After/Previously Looked After

WVS is dedicated to supporting CYP to identify and tackle Social Emotional & Mental Health (SEMH) needs, to unlock their full potential and help them thrive within education. WVS offers bespoke interventions dependant on need and is working creatively to promote art and cultural experiences and develop community links.

### **'Don't judge by appearances' Competition**

In December 2021 WVS collaborated creatively with Worcester Theatres. Using the annual pantomime Beauty and the Beast as inspiration, with the key message 'Don't judge by appearances' CYP were encouraged to be creative and submit a picture, painting, short story or different artwork. WVS received 14 entries which were all displayed in the Swan theatre foyer and the winning entry received a £60 family voucher for the pantomime. This gave our CLA pride in their work, an opportunity to be creative, further develop their self-esteem and an opportunity to view a live performance, thus enhancing their cultural capital.

### **'Don't judge by appearances' Competition - The winning artwork**





WVS has maintained and developed relationships with many external providers including play therapists, the Be You project, the Fresh Air project, Redgate sports and Prepared People. As a result of this it has ensured a prompt response to requests for support and interventions.

In February 2022 WVS worked in collaboration with Prepared People who delivered a morning session exploring self-defence and how we keep ourselves safe. This was specifically tailored for young people aged between 11 and 16 years. The session explored types of threat, distraction techniques and practical survival skills. 10 young people signed up, with 9 people attending on the day.

Feedback from carers included:

- “He enjoyed it. It was in a martial arts gym. He got a certificate. He liked being with older children. He was very keen to tell the SENCo (who does Judo) all about it. He has now started Tae Kwando - goes once a week”
- “A says it was excellent and really enjoyed it.”
- “He told us he knew that he should go to a busy area if he was followed/felt threatened so we were pleased with this element of the training”
- “Engaging for my young person”

## **Fresh Air Project**

In the Autumn term 2021 WVS facilitated a 10-week programme with the Fresh Air Project (Fresh Alternatives, Intervention, Respite).

This targeted bespoke intervention was aimed to improve social skills, increase engagement with learning, self-esteem, relationship skills and communication. This was specifically tailored for CLA in Years 2 and 3.

9 children were identified to be part of the project and the impact of this intervention has been tracked through termly PEP meetings. All children have displayed positive impact as a result of the intervention:

- Significant Impact
  - ‘Y has tackled all new experiences with genuine enthusiasm and excitement and has demonstrated the mindset to persevere and overcome obstacles. His confidence and self-esteem have developed so much, and he now has self-belief in the abilities.’
  - ‘L can now list 3 things that make her a good friend and demonstrates what it takes to be a good friend.’
  - ‘R struggled with her confidence to voice her opinion during whole class discussion, however since returning in January this has much improved and she has begun to speak out in front of the whole class to answer questions and share her observations with her peers.’
  - ‘Great improvement in peer relationships and social skills, S is now demonstrating the ability to navigate disagreements and maintain friendships.’
  - ‘M is now able to make and maintain relationships and he is able to express his enjoyment with peers.’
- Moderate Impact:
  - ‘Improved resilience in maths, not too fazed when a mistake is made and the young person is willing to tackle the question again both independently and with an adult in a guided group.’

- 'Improved communicating at expressing feelings and sharing thoughts especially given changing environmental factors, but an area that needs ongoing adult support.'
- 'X has risen to new challenges and pushed himself beyond his comfort zone. Social times within school are always difficult for the young person to navigate. X will now tell an adult if something has happened, including the lunchtime supervisor, which is a brilliant improvement. X has also begun to try and resolve conflict himself but is not always successful, he does however understand that people have a different opinion but needs support to listen to this.'
- 'Some ongoing behaviours displayed in the classroom including shouting out and struggling to remain focused, she is however demonstrating a new willingness towards new challenges and will push herself beyond her comfort zone. She has shown good resilience and stamina and enjoying the more practical and physical activities'

WVS recognises the importance of positive social, emotional mental health and acknowledge this is fundamental to leading a happy, fulfilled, and independent life and in ensuring that our children and young people have a readiness to learn, embrace new challenges and fully engage with all opportunities.

WVS understands that Adverse Childhood Experiences (ACEs) have a tremendous impact on lifelong health and resilience. Within education settings the likelihood of learning difficulties, poor attainment and attendance are intercorrelated with the number of ACEs; WVS therefore recognises the importance of 'protective factors' namely interventions by emotionally available adults to interrupt the progressions of early adversity into mental ill health.

Attachment and trauma are significant for all our CYP and with increased understanding of neurodevelopmental research and how the brains of CYP who have experienced trauma develop differently, WVS aims to support healthy brain development through all our support mechanisms and allow opportunities for positive relational experiences to build new neural pathways.

WVS continues with its very clear mission, first embarked upon in 2020, and still continues to engage with schools and settings with the intentions that all schools have a Trauma Informed Practitioner and are embedding whole school trauma informed practice and procedures by the end of 2024.

### **11-day diploma in Trauma and Mental Health-Informed Schools and communities: Practitioner status**

*Professor Tamsin Ford (University of Exeter Medical School) states that "schools are a front line service in relation to mental health" (2018).*

WVS has commissioned the diploma level professional development offer across educational settings within Worcestershire, inviting each setting to nominate one delegate to complete an 11 day diploma and disseminate the information embedding a whole school, systemic approach to support all vulnerable learners. All schools have a clear objective of reducing exclusions, improve pupil attendance and staff retention, while positively impacting on the mental health of the school culture as a whole.

All schools completing the diploma are also provided with a 2-day senior leader training to ensure school leaders understand the rationale behind the Trauma Informed Schools approach and the delegate completing the diploma is fully supported and policies and procedures are reviewed.

WVS has also developed a hub of good practice, offering an opportunity for practitioners to meet on a half termly basis, have peer support, continued professional development opportunities and to showcase outstanding practice. WVS captures all progress and developments within termly Trauma Informed Schools (TIS) newsletters to ensure good practice is shared and TIS remains prevalent and a priority within Worcestershire schools.

Trauma informed impact is seen in positive changes to the emotional health of families and schools in Worcestershire. The TIS (UK) diploma has reached 106 schools/ setting, 44% of all Worcestershire schools, with a further cohort of 25 delegates commencing in September 2022 and a further cohort to be identified for January 2023.

#### Worcestershire schools with one or more Trauma Informed Practitioner/s July 2022:

- First Schools: 14
- Primary Schools: 50
- Middle Schools: 9
- Secondary Schools: 22
- All through Schools: 2
- Other Education settings: 9
- *Total number of settings: 106 schools*

WVS intends to continue facilitating 2 cohorts of training per academic year and is working collaboratively with SEND, Social Care and the School Improvement Team to ensure those schools who would benefit from such training are recognised and prioritised where appropriate.

#### The Impact so far:

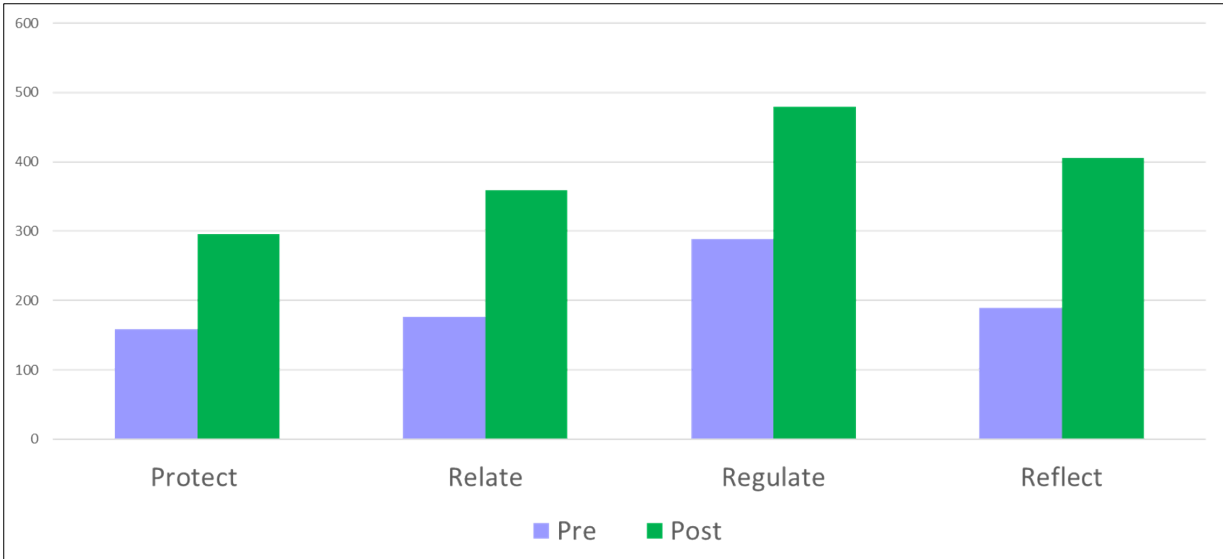
Through pre and post questionnaires completed by the delegates we have identified a significant increase in their knowledge and confidence in the four key components of the Trauma Informed Training:

**Protect:** Increasing safety cues, reducing expectations to match developmental capability, removing stress for a traumatised child and optimising social engagement.

**Relate:** Affect atonement, Using PACE as a way of communicating, Access to Emotionally available adults, empathy, naming pain and containment.

**Regulate:** listening, finding words for feelings, mental state talk, sensory zones, engagement with nature and attachment play.

**Reflect:** Modelling psychological thinking, coherent narratives, use of arts/ imagery/pets, problem solving, through exploring what went wrong, planning what to do next time and supporting restorative conversations.



6 months after training, senior leaders within TIS schools/ settings complete a self-assessment of whole school practice. The overwhelming majority of people report that TIS had become part of embedded practice at a whole school level:

- 89% reported an increased culture of warmth and social engagement in their school which resulted in Children/ young people feeling psychologically safe.
- 89% stated that Children/young people have an increased love of learning and desire to explore the world around them.
- 89% shared an increased holistic understanding of the child/young person they work with; this has improved children/young person's self-worth that goes beyond academic assessments.
- 89% of Schools reported feeling more confident in using evidence-based interventions and seeing toxic stress level reduce in vulnerable learners as a result.
- 100% of settings recognised an increase in approaches such as reflective conversations, so that young people are supported to talk through and make sense of major painful life events.

Pupil voice remains paramount in all aspects of WVS's work. Trauma Informed Schools and settings have been encouraged to capture the CYP's voices and have been provided with a bonding questionnaire template to be used or adapted. The word cloud below shows the common themes that arose from the CYP's response to these questionnaires; the selection is from CYP who were classed as vulnerable learners by staff working in trauma informed schools.



With support from WCF's Educational Psychology team, WVS has started conducting learning walks in Trauma Informed Schools (beginning with the earlier school cohorts), observing and collating evidence of effective practice making a difference to children and young people, this includes:

- ✓ Individualised support for children
- ✓ The power of relationships: meet and greet, emotionally available adults
- ✓ The benefits of a safe space/ sensory breaks/ outdoor space: forest schools, wellbeing gardens
- ✓ Recognising all interactions as positive relational experiences: Using PACE (Playful, Acceptance, Curiosity, Empathy)
- ✓ Viewing every behaviour as a communication
- ✓ Staff Well-being prioritised through policy and practice.
- ✓ Targeted support through TIS support plans
- ✓ Whole school focus: Well-being Wednesday, Well-being wheel
- ✓ School Council/Mental Well-being Champions
- ✓ Creativity around capturing young person's voice, young people feel heard, involved and included.
- ✓ Ace Audit: RAG rating, key staff are informed
- ✓ Development of relationship policies as opposed to behaviour policies

## **SEMH Support - Early Years**

In November 2021 WVS worked in partnership with Roots Psychology to deliver two 2-hour workshops exploring a trauma-informed approach utilising the highly effective PACE model. (Playfulness Acceptance Curiosity Empathy)

This training was delivered by Dr Ann Laight and Dr Kate Mason, Child, and Adolescent Clinical psychologists. It was targeted to early years practitioners from nursery and pre-school settings, reception teachers and teaching assistants, senior leads, social workers and childminders.

Session 1 – Understanding the impact of trauma on child development: 63 delegates in attendance.

Session 2 – Implementing the PACE model in Early Years Settings: 51 delegates in attendance.

The aims and objectives included:

- Provide an understanding of the reasons for challenging behaviour in developmentally traumatised children.
- Explore the PACE model and its effectiveness with children.
- Understand the importance of Connection and Correction.

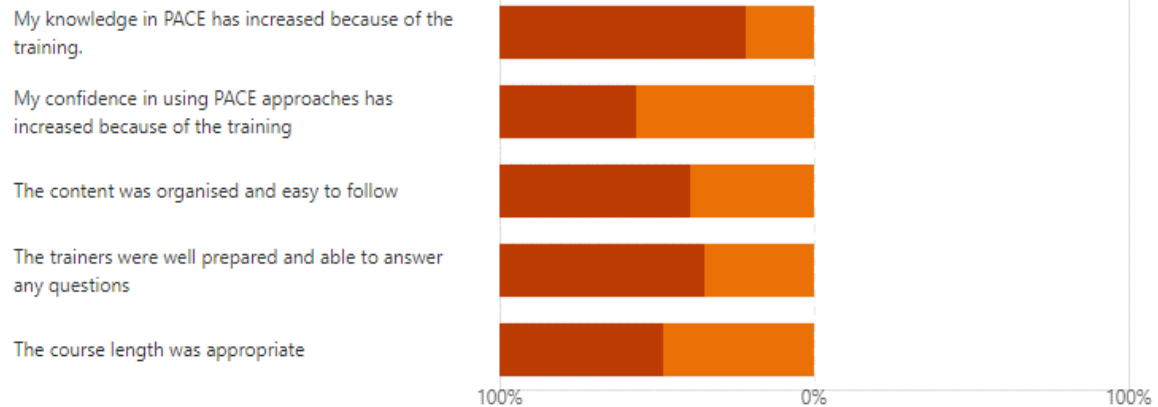
24 responses were received to a post training evaluation:

- 100% of respondents would recommend the training to colleagues.
- 100% of respondents strongly agree or agree that they have increased knowledge or confidence because of the training.

## 1. Please choose your level of agreement with the statements listed below

[More Details](#)

Strongly Agree Agree Disagree Strongly Disagree



In May 2022, Lois Bunn: Qualified Play Therapist delivered a virtual 1.5 hour session to 91 Early Years practitioners entitled: 'Helping Children Feel Safe - Mind and Body'. The main objective was that Early Years settings would have an increased understanding of how to meet children needs and promote the importance of relationships.

As a result of the training, Early Years settings were more informed and equipped to support children to feel safe and therefore able to access their learning environment

### SEMH Support - Post-16

WVS commissioned Geese Theatre Company to deliver a dynamic interactive performance on 29<sup>th</sup> March 2022, for all staff within Further Education settings, to explore the following key areas:

- The specific challenges care leavers face in Further Education.
- The impact of early trauma and loss on engagement with post-16 education.
- The type of support care leavers may need from Further Education staff

31 staff members attended the training and were supported to navigate life in Further Education through the lens of a young person. The training successfully explored how Further Education professionals can support young people who may be struggling with independent living, dysfunctional family relationships, engaging with their provision and transitioning both into employment, training and education and into independent or semi-independent living. Feedback from participants confirmed that they were better equipped for empathetic conversations and signposting CLA to appropriate provision and support.

### SEMH Support with WCF Educational Psychology Team

Psychology in action workshops were created in response to an initial questionnaire asking staff in schools what they thought would be useful areas of professional input and the format that school felt would be most effective. The psychological workshops provided an

opportunity to explore psychological approaches and share good practice. The identified focus areas included:

1. Nurturing Curriculum: An opportunity to support all schools to plan and deliver the curriculum creating inclusive effective learning opportunities for all CYP. Not all CYP arrive at school 'ready to learn' and sometimes this is due to trauma and missed learning opportunities. The session allowed exploration around fundamental nurture principles and how we use these principles to inform a nurturing curriculum.
2. Emotion Coaching/PACE: Emotion Coaching/PACE exploration of evidenced-based relational approaches which compliment nurturing provision. Highlighting how some CYP do not respond to typical behavioural approaches like rewards and consequences because of their difficult life experiences. The course reinforced the importance of connection before correction to support CYP to understand and regulate their emotional responses.
3. Positive Psychology: Exploration of Positive Psychology and the study of happiness, wellbeing and flourishing amongst other things. The training provided an opportunity to focus on character strengths when working with children. It encouraged adults to actively identify and nurture strengths; vital tools to help children feel better about themselves, improving an individual's sense of self-worth and building confidence.

WVS had a high participation rate across all 3 workshops with between 40-50 people in attendance in the three workshops. The positive response to content and value in attending is shown below:

**Average rating out of 5**

The psychological input was clear and accessible	The format of, and time allocated to this workshop was fit for purpose	I enjoyed the Workshop	The breakout room <u>groups</u> and activity enabled me to share, and glean from other colleagues, best practice	I have an increased awareness and understanding of the theory behind <u>a</u> Emotion Coaching approaches and practice	The psychological input by the Educational Psychology Team has helped me to think about how we might use <u>the approaches</u> in practice	The breakout room activities with colleagues <u>has</u> helped me to think about how I could implement elements of an Emotion Coaching approach and practice within our own school curriculum and practice
4.8	4.8	4.7	4.3	4.5	4.8	4.3

Qualitative comments included:

- 'I think the format works brilliantly and I am enjoying and getting a lot from the sessions and sharing this with relevant staff in school so thank you very much!'
- 'I really enjoyed the session, and it was useful to recap my TIS training. Thank you.'
- 'Right amount of time available to listen and share because we only had 5 people in my break-out group. Good depth of neuroscience, signposting and strategies.'

Suggested areas for development:

- 'Possibly further practical examples of where it had been used in school - a school sharing 'best practice'.'
- 'Whilst the breakout rooms were useful, and it was good to have opportunities to talk to other professionals it would have been more useful to be with colleagues from a similar setting. I appreciate this may be difficult however, I think our settings were so different it was hard to glean useful nuggets.'

As a result of these training opportunities, education staff were able to reflect on their school environment and daily procedures in place. They were able to consider how to correct behaviour whilst maintaining relationships, with an increased strengths-based focus.

## **Educational Psychology Drop-ins**

WVS works in collaboration with WCF's Educational Psychology Service (EPS) to offer a 'drop-in' consultation service for schools/settings to enable them to discuss concerns and needs for CLA. This ensures a prompt and robust response to early identification of potential barriers to engagement and learning.

- 59 drop-in consultations attended across the academic year from September 2021 up until July 2022.
- 75% of the cases in the Autumn and 71% of case in the Spring term, the consultee felt empowered and 'less stuck' following the consultation with the EP.
- Topics explored Making and Sustaining Relationships, pupil's Executive Functioning needs, Coping with Change, and Attachment/ Rejection/ Attention/ Connection

### Impact for young person

"The strengths approach that was discussed has had a really positive impact. X has made really good progress over the last term following this meeting, he is showing improved social skills as he is now engaging with his peers better and is more open to the opinion of others."

## **Peer Support Group for Designated Teachers Primary and Secondary**

Working creatively with WCF's Education Psychology Service, we have offered an opportunity to share knowledge, experience, and good practice through supervision for Designated Teachers.

4 Primary Schools and 5 Secondary Schools joined together to help each other problem solve through sharing difficulties. The Primary and Secondary sessions were amalgamated but feedback has indicated that in the next academic year these would be more purposeful if they were run separately to ensure more targeted discussions.

As a result of these sessions the Designated Teachers were able to build connections and reciprocal support with peers.

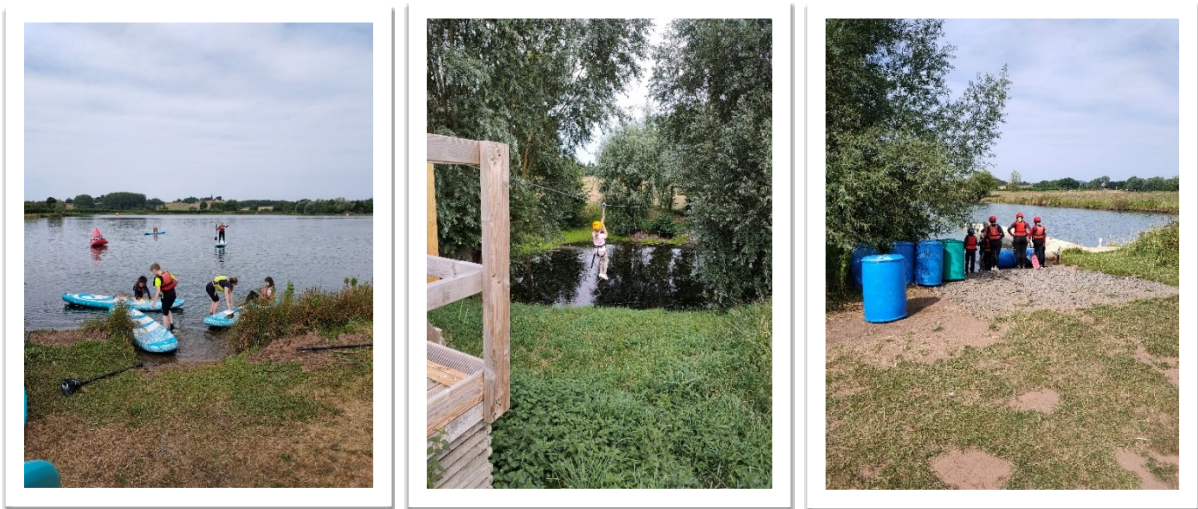


## Team building and outdoor activity day

At the end of July 2022, WVS offered a team building and outdoor activity day at Lakeside Activity Centre, Worcester. The event was aimed at CYP from 8 years old. This included activities such as zip wire, raft building and stand up paddleboarding.

30 children / young people attended the fun-filled activity day and their feedback to describe the day included: 'fun', 'happy', 'excited', 'cool', 'active' and 'amazing'.

The CYP had an opportunity to embrace new challenges and work as a team, communicating effectively and offering encouragement and support to peers. The day was a huge success and clearly enjoyed by all.



## Early Years Ambassador Project

WVS works in partnership with KCA (Knowledge Change Action) to recognise trauma and attachment ambassadors working within Worcestershire early years settings and support our Children Looked After.

WVS is initially seeking 10 settings to be part of the pilot project (commencing November 2022) and will be requesting commitment from 2 delegates per setting to ensure key messages are captured and reflected within policy and procedure.

The offer aims to build upon the excellent work already happening across Worcestershire settings. It will use the attachment, trauma and resilience knowledge base to build and support our pre-school children into their future. It will enable ambassadors to promote connected relationships for healthy brain development and function; to notice the impact of trauma on individuals and communities and support recovery; and to nurture children to manage their emotions.

## Case Studies – SEMH

- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study DA Apr 2022 - prog\\_att & SEMH.docx](..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study DA Apr 2022 - prog_att & SEMH.docx)

- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study KB May 2022 - SEMH SEND add fund.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study CB May 2022 - comm with DT & SEMH.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study May SWC Rec 2022 - SEMH & comm with foster carers.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study RF Apr 2022 - collaborative working & PP & SEMH.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Summary case study GS Aug 22 - EY & SEND & SEMH.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Summary case study SS Aug 22 - EY & SEMH & Collaboration.docx](#)

## Collaboration with Social Care

### Care and Education Placement Changes

WVS continuously and actively reviews care placement changes for statutory school age CLA.

129 young people had a change of school, home placement or both over the course of the academic year 2021-22. This is 21.79% of all SSA CLA young people (this includes CYP who are not on roll at a school-to-school placement).

There have been 124 home placement moves 2021-22 involving 94 young people with 77 school changes involving 72 young people during this period.

Placement Moves for statutory school age CLA - Data capture 15 <sup>th</sup> July 2022								
	Only home placement moves (% of overall CLA cohort)	Only education placement moves (% of overall CLA cohorts)	Both home and school moves	Total	No. of pupils who had more than 1 school move	No. of pupils who had more than 1 home placement move	Total Number of home placement moves (including multiple moves)	Total Number of school changes (including multiple school moves)
<b>2020-21</b>	66 (12.2%)	26 (4.8%)	45 (8.3%)	127 (23.6%)	12 (2.2%)	26 (4.8%)	148	77
<b>2021-22</b>	57 (9.9%)	35 (6.1%)	37 (6.4%)	129 (22.5%)	5 (0.8%)	22 (3.8%)	124	77

*NB – data records CYP who have physically attended a new school (not just a new offer). Average cohort size in 2020-21 = 540. Percentages reflect this average cohort size. Average cohort size for 2021-22 = 572. Percentages reflect this average cohort size.*

In the academic year 2021-22, 5 students had 2 or more school moves and 22 young people had more than 2 home moves - fewer than last academic year which saw 12 young people

have more than 1 school move and 26 young people have more than 1 placement move. In both years there were 77 school moves in total.

Care and Education Placement Changes - Data capture 15<sup>th</sup> July 2022

No. pupils	Yr 1-11	% of overall CLA cohort	KS1	% of KS1 CLA cohort	KS2	% of KS2 CLA cohort	KS3	% of KS3 CLA cohort	KS4	% of KS4 CLA cohort
Only home placement moves	57/592	9.62%	6/79	7.59%	17/171	9.94%	12/164	7.31%	22/178	12.35%
Only school placement moves	35/592	5.91%	3/79	3.79%	8/171	4.67%	11/164	6.70%	13/178	7.30%
Both home and school moves	37/592	6.24%	4/79	5.06%	9/171	5.26%	11/164	6.70%	13/178	7.30%
<b>Total</b>	129/592	21.79%	13/79	16.45%	34/171	19.88%	34/164	20.73%	48/178	26.69%
No. of pupils who had more than 1 school move	5/592	0.84%	0	0.00%	2	1.16%	1	0.60%	2	1.12%
No. of pupils who had more than 1 placement move	22/592	3.71%	2	2.50%	4	2.33%	3	1.82%	13	7.30%

Between 1<sup>st</sup> September 2021 and 15<sup>th</sup> July 2022

- 27% of all Key Stage 4 (CLA) had a home and/or school change, this was more than any other Key Stage (48 young people in total).
- Of the 35 young people in KS4 who had a home move, 13 had more than 2 moves over the course of the academic year, this represents (37%) of the KS4 home move cohort.
- 53% of CLA who had a home and / or school placement have SEND needs (32 EHCP, 37 SEND Support). 51% of CLA statutory school age cohort are on the SEND register.

**Personal Education Plans (PEPs) and Personal Progression Plans for Post 16 (PPPs) – Social Care**

100% of PEPs and PPPs have been completed, signed off and quality assured on a termly basis for all CLA. This meets WVS's national statutory requirement.

Over the course of the academic year WVS's expectation has been that social workers attend all three PEPs / PPPs for their children/young people.

<b>Social care attendance at PEPs and PPPs</b>	<b>Early Years</b>	<b>Statutory School Age</b>	<b>Post 16</b>
Autumn Term 2021	79%	80%	95%
Spring Term 2022	66.1%	82.4%	94.7%
Summer Term 2022	76.8%	77.6%	84.4%

Attendance at PEPs/PPP has helped WVS develop a stronger relationship with social care which has helped in terms of communication when a CYP has moved home provision and the inclusion of WVS in key decisions regarding school changes when required.

WVS has continued to provide training for all new social workers within the Through Care Team and have expanded this over the course of the academic year to offer this training to social workers in the Safeguarding Team, Outreach Team and Independent Reviewing Officers (IROs). Feedback has been positive and has enabled Social Workers to become familiar WVS policies and protocols shortly after they join WCF and to have a key contact within WVS.

Welfare Call reported that on average it has taken 4.3 days for the PEP/PPP to be completed and signed off by Social Care. This standard is excellent and enables the completed PEP/PPP to be shared and adopted swiftly.

Recorded Mini Tutorials are available for social workers via the Practice Standards increasing their awareness of WVS processes and expectations following the training that is provided.

Since the Spring Term 2022 WVS has held termly meetings with managers from the Through Care, Safeguarding Teams as well as the IROs so that they are informed of changes within WVS and to support their colleagues' completion of the PEPs/PPPs.

The Placements Team within social care provide WVS with weekly reports with regards to who has recently come into care as well as which CYP have had a Placement Request Form (PRF) completed. This has enabled WVS to become aware of potential changes of home placements. Many of these result in a school/setting change of placement. The Placements Teams are additionally informing WVS of placements that have been agreed by Assistant Directors. This collaboration supports swift searches for appropriate schools and school placements for CLA.

The Through Care Group Manager has also been part of team meetings with WVS and this collaboration will continue to facilitate dialogue with Learning Advocates.

The collaborative working relationship with social care has been reciprocated and WVS is continuing to be invited to additional meetings chaired by social care, such as Team Around the Child meetings, professionals' meetings and consolidation meetings. This means that WVS's profile continues to rise, thereby giving a voice to the educational aspects within care planning.

As a result of the training provided to the IROs, they are now independently contacting WVS Learning Advocates about cases on their caseloads for updates and to support each other in case progression.

WVS meets regularly with Assistant Directors, Group Managers and Team Managers from the Safeguarding, Through Care and Independent Reviewing Officer Teams to continue to develop partnership working and a shared understanding of the needs of CLA/PLAC.

Within the Spring and Summer Terms 2022 WVS has provided Independent Fostering Agencies (IFAs) with training in relation to the roles and responsibilities of WVS. IFA engagement in the PEP is an area that WVS have been tracking since the Spring Term 2022 to review how many Supervising Social Workers are attending the PEP. At present the attendance rate is 27.7%.

## Case Studies – Collaboration with Social Care

- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study MC Apr 2022 - comm collaboration.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study OB May 22 - Post16 & PP & DT & Social Care.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Summary case study SS Aug 22 - EY & SEMH & Collaboration.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\ILACS CASE STUDIES 2021-22\CASE STUDY 2022-03-03 P1 \(KC\) - Multi-agency working.docx](#)

## Collaboration with Foster Carers

### Carer Newsletter

The Carer Newsletter has been distributed each term to all foster carers within Worcestershire Children First and external Independent Fostering Agencies. Within the newsletter WVS included bitesize articles including signposting to resources available to help carers support their CLA, upcoming events / activities and key information. WVS is continually searching for the best ways to distribute the newsletter, in line with Data Protection rules.

### Foster Carer Guidance & Support

Foster Carer Guidance & Support sessions have taken place once a term; whilst attendance is low, those who do attend are fully engaged and speak positively about the sessions:

#### Do you have any other comments about the training?

Although there was training, felt it was more like a support group which was fab - questions were asked and answered. Felt it was really helpful, and if a question was asked then they said they would find out. I suggested a topic for the next session later in the year, but Sam Purser has already spoke to me about it (and let's face it she didn't have to, she could have said to wait until later in the year) and sent me through some info). Found it really useful.

WVS has discussed the SEND and EHCP process, school admissions and supporting your Post 16 CLA. Carers have been able to ask specific questions regarding their own situation and receive bespoke guidance and support.

There have been 355 hits on the Foster Carer pages of WVS's website during 2021-22 academic year, this indicates that foster carers are engaging with WVS through various routes.

## Case Studies – Collaboration with Foster Carers

- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study AJS Rec - prog\\_att & foster carers.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study May SWC Rec 2022 - SEMH & comm with foster carers.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study MC Apr 2022 - comm collaboration.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study RF Apr 2022 - collaborative working & PP & SEMH.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Summary case study DP Apr 22 - CME & Foster Carers.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Summary case study EY Jun 22 - Foster Carers.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Summary case study SS Aug 22 - EY & SEMH & Collaboration.docx](#)

## Collaboration with Designated Teachers

### Virtual School News

WVS News has continued to be distributed every three weeks to all Designated Teachers, in and out of county, supporting our CLA from Early Years to Post 16. Articles have included:

- 'Supporting young people with trauma at Christmas'
- 'Strategies to improve reading in KS3, KS4 & KS5'
- 'Advertising activities to develop cultural capital'
- 'How to implement a successful school transition'.

Throughout the year, WVS News has signposted DTs to services and resources to help them better support their CYP, such as WVS's 'Making Post 16 Choices' resource, following collaboration with Worcestershire Further Education providers. This received positive feedback from DTs:

*"What a great resource, very helpful. I have asked for it to be shared in our next virtual newsletter to parents/carers" – The Chantry School.*

## Designated Teacher Guidance & Support

Termly 'Guidance & Support' sessions have been held virtually and continue to be well attended. Sessions are delivered twice (at different times) on the same day to maximise attendance:

- Autumn Term – 27 attendees
- Spring Term – 34 attendees
- Summer Term – 35 attendees

Increased attendance over the year is an indication of how valuable DT's find this training, and WVS will continue to promote these training sessions to improve the support that is on offer to the CYP it is responsible for.

Topics covered this year included:

- Attendance and SEMH support
- Reporting to & supporting school governors with CLA
- CIN/CP role and impact for schools and DTs
- Tracking Interventions

Government research has clearly identified a positive link between improved school attendance and improved outcomes relating to attainment and future engagement in employment, education and training ([Department for Education \(publishing.service.gov.uk\)](https://www.gov.uk/government/departments)). By providing a spotlight on attendance through DT training and the PEP process, Worcestershire CLA cohort have above average attendance compared with the other 99 Local Authorities that use the Welfare Call ePEP platform.

Data collated this year shows an improvement on attendance for our CLA who have an EHCP, and this is now in line with other LAs using Welfare Call. In addition, our persistent absence level for CLA is well below that of other Local authorities. A return to schools for all pupils following the COVID-19 restrictions has resulted in a rise in Emotionally Based School Avoidance (EBSA). By linking the attendance training with our substantial SEMH offer, we have been able to support our pupils and schools to return to the classroom and continue their education.

In supporting schools to understand the new duties held by WVS in relation to the CIN/CP role, WVS has been able to highlight the challenges this particular cohort of pupils' face and increase the awareness of strategies that schools can adopt to support this cohort.

During sessions, WVS has continued to reiterate the importance of completing the ePEP document in advance of the meeting and the value of well thought out targets and interventions. New areas of the ePEP have been explained and expectations shared. As a result, PEP completion has improved, with fewer targets being reviewed as partially achieved. Where schools have received or provided support through interventions, the opportunity is taken to reinforce expectations that school must write SMART targets to support individual strategies.

Within the statutory guidance on DT's roles and responsibilities 'The designated teacher for looked after and previously looked-after children' (February 2018), it is identified that 'governing bodies should, through the designated teacher, hold the school to account on how it supports its looked-after and previously looked-after children (including how the PP+ is used) and their level of progress. In some schools, DTs do this by providing the governing

body with a regular report', although it is recognised that not all schools will be supporting children within these cohorts. WVS has received a number of requests for guidance on what should be contained within these reports, and by providing training and sharing a reporting template, WVS has been able to raise the profile of these vulnerable cohorts amongst senior leaders and governing bodies. Senior leaders are then in a position to influence the direction a school is taking, and to positively impact on the approaches and support that CLA receive.

1:1 training for New to Role DTs continues to be effective, as it allows DTs to ask specific questions regarding their setting and request guidance on unfamiliar areas. This recognises that the needs of CYP are varied and unique to the individual. Environments and priorities vary between each school and setting, so this bespoke training is adaptable to the needs of the individual and provides opportunities to establish close working relationships and understanding.

## Case Studies – Collaboration with DTs

- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study CB May 2022 - comm with DT & SEMH.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study MC Apr 2022 - comm collaboration.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study RF Apr 2022 - collaborative working & PP & SEMH.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Case Study OB May 22 - Post16 & PP & DT & Social Care.docx](#)
- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Summary case study SS Aug 22 - EY & SEMH & Collaboration.docx](#)

## Worcestershire Virtual School Website

During the academic year (2021/22) the Virtual School website had 14,871 hits.

This high number is due to the following reasons:

- ✓ Schools, foster carers, social care, teachers, parents, outside agencies, children and young people are seeking the most relevant place for information about children with a social worker and those who have previously been in care.
- ✓ The quality of information is high.
- ✓ Foster carers are keen to receive information which will support their children's educational outcomes. There were 355 hits on the 'Support for Foster Carers' pages.
- ✓ The documents giving advice and guidance are relevant to the audience.
- ✓ News and events are sought after and advertised in a clear manner. There were 388 hits on the News and Events pages.
- ✓ The website has several links to other relevant high-quality websites.
- ✓ VS policies are available for information and clarification.
- ✓ Information about how to communicate with individual members of the VS team is available.
- ✓ The website has been developed into a user-friendly communication tool.



Further improvements to the website will be implemented in the Autumn term of 2022-23 to make it even easier for specific partners and stakeholders to navigate, with continuous review and updates.

## Case Studies – Worcestershire Virtual School Website

- [..\..\CASE STUDIES\CASE STUDIES 2021-22\Summary case study KO'S Aug 22 - EY & SEND & website.docx](#)