Worcestershire Virtual School
Annual Report 2023-2024

WORCESTERSHIRE
CHILDREN FIRST

Contents

i)   Introduction

Our vision and role

> *'The disadvantage faced by the care experienced community should be the civil rights issue of our time. Children in care are powerless, are often invisible and they face some of the greatest inequalities that exist in England today.'*
> *(Josh MacAlister, The Independent Review of Children's Social Care, May 2022).*

The role of Virtual Schools is to promote the education of children and young people (CYP) (in care, previously in care and those with a social worker) in order that they have the highest aspirations, best possible educational experience and the very best outcomes and to ensure that the local authority's statutory duties in this area are discharged effectively. By engaging with our partners and stakeholders to give our CYP the best possible provision and opportunities, Worcestershire Virtual School (WVS) aspires to maintain flagship status amongst Virtual Schools.

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 & 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.
- ✓ Working with partners 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 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 15 members of WVS who work tirelessly to turn the ambition we have for our CYPs' education into reality.

ii) Executive Summary

WVS continues to provide an excellent service within an ever-changing context and increasing demand. In 2022-23 the team evolved to deliver on the significant new extension of our role to include children with a Social Worker and also to take part in the government's Pupil Premium Plus Post-16 pilot.

Through WVS leading PEP meetings and providing support and challenge to schools, social care colleagues and other partners, the visibility of CLA has increased and educational settings have been challenged to provide a wider and more targeted range of strategies to support their most vulnerable learners.

Following WCF's ILACS inspection in May 2023, Ofsted reported:

> '29. *The virtual school ensures that most children in care receive a good-quality education. Personal education plans (PEPs) appropriately identify the additional support children require and as a result they are progressing well. Children are encouraged to enjoy various activities and hobbies.'*

The increasing level of need following the impact of Covid-19 and the financial crisis and their societal impacts has made the role of WVS even more crucial. The support we provide to our children and young people, their carers and our other partners and stakeholders is invaluable and has improved the life chances of 923 Children Looked After (CLA) as well as a great number of Previously Looked After Children (PLAC - 688) & Children With a Social Worker (CWSW - Child In Need 604 and Child Protection 515).

Compared to 2022-23 results, the attainment gap between Worcestershire CLA and 'all' children closed (improved) in:
- EYFS GLD (closed gap to Worcestershire 'all' and National 'all')
- Phonics (closed gap to National 'all', but widened gap to Worcestershire 'all')
- KS1 RWM (closed gap to Worcestershire 'all' and National 'all')
- KS2 RWM (closed gap to Worcestershire 'all' and National 'all')
- KS4 Achieving 9-5 in English & Maths (closed gap to Worcestershire 'all' and National 'all')
- EBacc Average Point Score (closed gap to Worcestershire 'all' and National 'all')
- Attainment 8 (closed gap to Worcestershire 'all' and National 'all')
- Progress 8 (closed gap to Worcestershire 'all' and National 'all')

Compared to 2022-23 results, the attainment gap between Worcestershire CLA and 'all' children widened in:
- Phonics (closed gap to National 'all' but widened gap to Worcestershire 'all')

Despite closing the gap to national 'all' in all 8 outcome measures, Worcestershire CLA outcomes fall below those for Worcestershire 'all' and national 'all', in line with the national picture for CLA. CLA face significant disadvantage in achieving educational outcomes and WVS works tirelessly to provide the support and challenge required to overcome this adversity.

SEMH and wellbeing are of paramount importance for all children and young people supported by Virtual Schools, due to the attachment and trauma challenges they have faced as part of their early life experiences. WVS offers a wide range of bespoke SEMH training, support and interventions as well as a broad, high-quality personal development offer. In terms of SEMH progress, at the end of 2023-24, 46% of our statutory school-aged children and young people and 65% of our Early Years children were reported as having 'good' wellbeing. Wellbeing data remains consistently better for our Early Years children compared to our statutory school-aged children. The trauma experienced by our children and young people at all ages continues to be highly significant, which is why providing high quality training, support and interventions (particularly via our TIAAS programme) will always be one of the highest priorities for WVS' work. We continue to work collaboratively with partners and stakeholders in order to understand each young person's unique story and to provide bespoke intervention.

WVS's mission to create Trauma Informed and Attachment Aware Settings (TIAAS) across the county has improved settings' ability to support our children and young people and increased their readiness to learn and their individual sense of value. The broader TIAAS menu of training has been enhanced to provide tiered levels which are accessible and tailored to the needs of different settings. As of July 2024, 61% of schools had an active TIS Practitioner, 64% of schools had ever had a TIS trained practitioner, 66% of schools have had a TIS or Thrive practitioner and 69% of schools have had a TIS or Thrive practitioner or accessed TIAAS L1 or L2 training.

WVS are particularly proud of two of our young people who won high profile awards. One of WVS' Hereford, Ludlow & North Shropshire College students received the Apprentice of the Year Award and another WVS student received the annual Progress Award for their dedication and hard work at Solihull College.

As always, our children and young people benefitted from access to a broad range of high quality extra-curricular activities, including climbing, our annual art competition in conjunction with Worcester Theatres, DJ, dance and drumming workshops, open trail cycling, SWIPES Tricking, trampolining, cricket, football and futsal.

The majority of statutory school aged CLA (95%) attended Ofsted rated Good, Outstanding schools, or a school where there is no current rating available at the end of 2023-24. Where absolutely necessary our children and young people 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.

For the academic year 2023-24, CLA attendance was highest (90%), which is broadly in line with 2022-23 (89.5%), followed by our children and young people subject to Child Protection (CP) Plans, (attendance in 2023-24 is 81%, up 3% on 2022-23.) and our children and young people supported through Child In Need (CIN) Plans (attendance has improved to 80% against 2022-23 76.6%). This may be indicative of additional protective factors provided by escalating through from Child In Need Plans to Child Protection Plans to Child

Looked After. For context, attendance for *all* Worcestershire children remains at 92% (same as 2022-2023). However, this remains higher than for Worcestershire's CIN (by 13%), CP (by 12%) and CLA (by 4%), although the gap has narrowed for our young people supported through a CIN or CP plan. WVS aspires for attendance for all children with a social worker to be at least as good as *all* Worcestershire children, and above 95%.

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 (particularly with schools in finding solutions to issues and averting exclusions) and the broader strategic work we deliver, such as the Trauma Informed Schools (TIS) programme.

WVS maintains strong relationships with partners & stakeholders in education, health and social care and with our carers. WVS are also an active, outward-facing team, working with partners in West Midlands Virtual School Heads Network and Children In Care Foundation, the National Association of Virtual School Heads, the Department for Education and others to influence national and local policy and practice.

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 children and young people being placed in an appropriate school, such as awaiting a Special School placement, WVS provide interim education provision to maintain educational progress.

The Pupil Premium Plus 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 (Children with a Social Worker) funding and the Post 16 PP+ pilot grant to improve outcomes.

Key priorities for 2024-25 are:
- 80% of Worcestershire settings to have accessed levels 1,2 or 3 of TIAAS training by the end of the academic year. 70% of all Worcestershire schools to have engaged with the TIS diploma (level 3) by the end of the academic year. Increased number of schools gaining TIAAS accreditation.
- To implement Phase 3 of the Raising Attainment for Disadvantaged Youngsters (RADY) programme, aligned with the broader disadvantaged learners programme in partnership with WCC's School Improvement Team, Billesley Research School and the Education Endowment Foundation (to be launched Autumn 2024-25).
- To respond to the ever-increasing demands and resource pressures on Virtual Schools (and Local Authorities in general) by applying 'lean principles' to WVS practice to maximise efficiency and impact.
- To deliver robustly on the new kinship care duties for Virtual Schools ('Promoting the education of children with a social worker and children in kinship care arrangements').
- As per ILACS feedback 'improve children and care leavers participation in influencing service delivery and strategic development' - to actively promote and secure increased participation in 'Pupil Voice' in all PEP's & PPP's.
- At least 97% of Year 11 CLA to have an intended destination for September 2025.
- Attendance gap between CLA and All students to be reduced to less than 4%.

- To further close the attainment gap between CLA and 'all' students.
- To improve outcomes for our CYP with EHCPs by introducing a new specialist Learning Advocate (EHCP) post.
- To ensure all children on a PTTT have a robust reintegration plan in place which is monitored regularly.
- To reduce NEET from 27% to 25% by end of Academic year 2024-25.

iii) Who is on the roll of the Virtual School, where do they live and go to school?

CYP 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 (due to CYP entering and leaving the care system) one year's cohort is often considerably different to another.

Children Looked After

- CLA total (as at 01/08/2024): 922, an increase on 2021-22 (902) and 2022-23 (886).

  o Children moving into/out of care:

	Start of Academic Year	Left Care	New to Care	End of Academic Year	% of Cohort Looked After for entire academic year
Pre-school	65	14	58	69	77% (53)
Reception	33	4	11	39	80% (31)
Key Stage 1	76	9	19	81	84% (68)
Key Stage 2	184	14	30	196	88% (172)
Key Stage 3	151	10	33	173	84% (146)
Key Stage 4	142	6	40	179	78% (140)
Post 16	220	121	88	156	70% (109)
Total	**871**	**178**	**279**	**893**	**80.5% (719)**

Data Source: 'Children moving into/out of care' report (VS Dashboard - SEF)

- PEP Cohort School Stage:

CLA School Stage

School Stage	Count
EYFS	152
KS1 & 2	293
KS3 & 4	352
P16	275

22/07/2024 - VS Dashboard - All Active Children

CLA Year Group

Year	Count
-2	40
-1	41
0	44
1	38
2	45
3	48
4	59
5	56
6	47
7	63
8	60
9	71
10	70
11	91
12	124
13	26
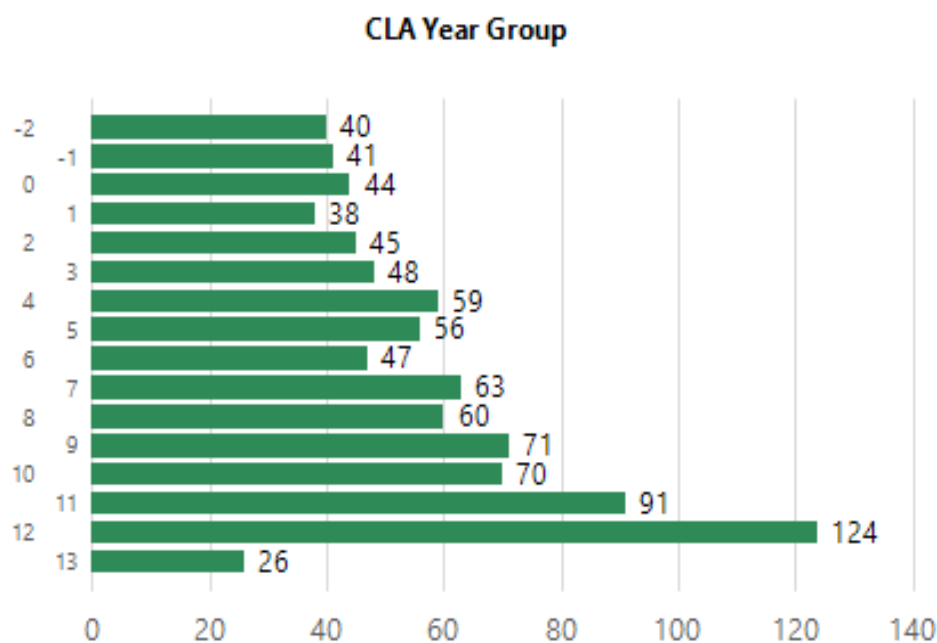
22/07/2024 - VS Dashboard - All Active Children

Note: Year 13 above shows the number of Year 13 students up to the age of 18 years, at which point they cease to be looked after.

Children on Child in Need (CiN) and Child Protection (CP) Plans:

- CIN total (as at 22/07/2024):   604 (01/08/23 was 849)
- CP total (as at 22/07/2024):   515 (01/08/23 was 571)

No. of CIN an CP - School Age
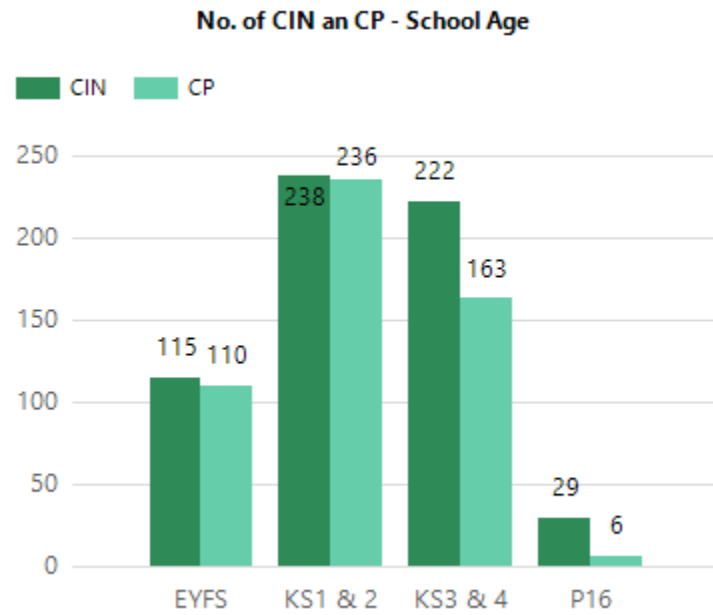
22/07/2024 - VS Dashboard (SEF Reference Reports) - CIN All Active Children

22/07/2024 - VS Dashboard (SEF Reference Reports) - CP All Active Children

No. of CIN and CP - Year Group
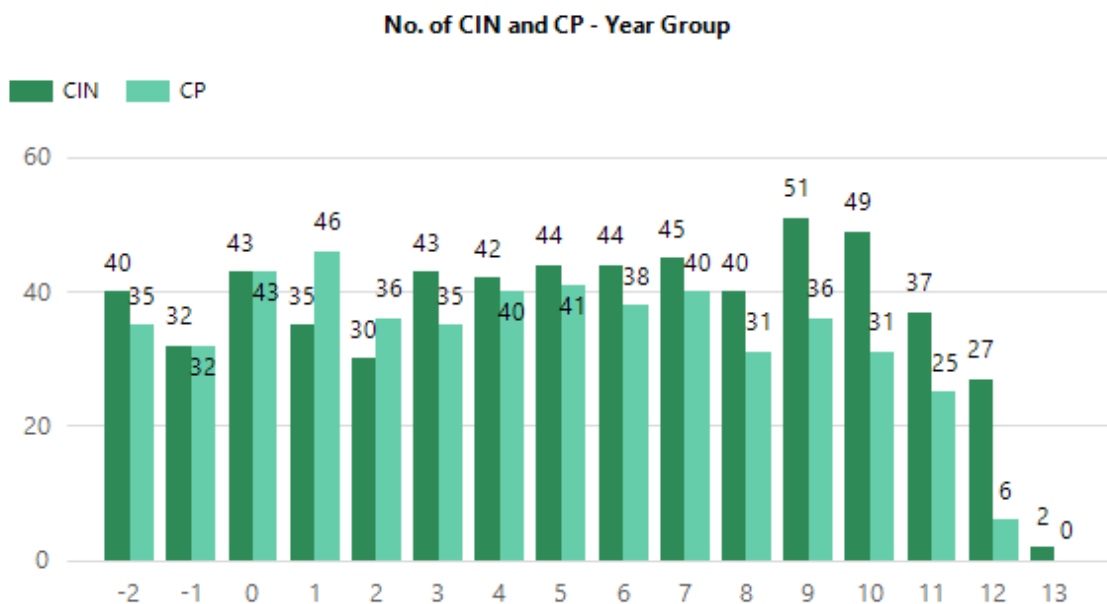
22/07/2024 - Virtual Schools CIN All Active Children

22/07/2024 - Virtual Schools CP All Active Children

NB Yr0 = Reception

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. This guidance has been updated for the 2024 to 2025 academic year to include information on

how virtual school heads should consider the needs of kinship children in their work. Virtual Schools are vital now more than ever, given the impact the pandemic has had on the learning of all children – none more so than the most vulnerable. For example, in the 2020 to 2021 academic year, Children In Need lost an average of 4.1 months of learning in secondary school reading compared with 2.4 months for all children. Funding for this strategic leadership role for children with a social worker is confirmed until the end of March 2025.

Previously Looked After Children (PLAC)

The October 2023 census data for those Children Previously Looked After declared by parents/carers attending Worcestershire schools indicated a total of 685.

Previously Looked After Children in Worcestershire schools - School census data

2017	2018	2019	2020	2021	2022	2023
256	267	300	622	690	688	685

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

October 2023 school census data - PLAC categories

Adoption	Special Guardianship order (SGO)	Child Residence Order (CRO) (replaced by CAO April 2014)	Child Arrangements Order (CAO)	Adopted from state care outside of Eng and Wales	Total
453	167	14	47	4	685

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.

Requests for support received from different professionals for PLAC

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.

Total number of requests for support from parents/carers, schools and other professionals during the academic year:

- 2022/23 = 136 (55 in Autumn term, 44 for Spring term and 37 for Summer term).
- 2023/24 = 122 (50 in Autumn term, 33 for Spring term and 39 for Summer term).

Most requests for support came from schools (54 requests), followed by parents/carers (42 requests).

In 2022-23 WVS introduced a survey to capture feedback following responses to requests for support. In 2023-24, 20 responses were received in total. (10 school, 8 parents, 1 carer, 1 social worker).

The overall rating for the level of support received scored 4.90 out of 5. Comments included: 'friendly' 'strong advocate', 'supportive', 'patient', 'highly knowledgeable', 'personable', 'heard' and 'helpful advice'.
- 95% of respondents were aware of the role of the Designated Teacher.
- 80% of respondents were aware of WVS's PLAC Inclusion Plan model.
- 100% of respondents were aware of pupil premium plus for children previously looked after.

To upskill parents and carers with knowledge and confidence when having conversations with education settings, WVS provided a workshop delivered in partnership with Warwickshire Virtual School entitled 'Introduction to children previously looked after in Education in Worcestershire/Warwickshire'. This was advertised via Adoption Central England and the Permanency, Planning and support team in WCF. Content included:
- Role of Designated Teacher for PLAC
- Choosing a school
- Transition support
- Pupil Premium Plus overview
- SEND for PLAC

There were 17 attendees from Worcestershire and Warwickshire.

Outcomes:
- Knowledge of the role of the Designated teacher increased from 50% to 100%.
- Knowledge of pupil premium plus increased from 83% to 100%.
- Following the information session, confidence in approaching a school/setting regarding a concern scored 4.3 out of 5 and level of understanding around education issues in supporting PLAC scored 4 out of 5.

The topics attendees found most useful included transition, Pupil Premium and questions to ask DT's.

WVS's PLAC advisor robustly advocates for CYP. The role 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 Plus Grant
- guidance on effective use of Pupil Premium for maximum impact, supporting guidance provided by the DfE
- advocating use of a PLAC Inclusion Plan to capture all key information (a good practice document, not a statutory requirement)

Inclusion Plan for Previously Looked After Children

WVS continues to advocate use of an Inclusion Plan for Previously Looked After Children (equivalent to a PEP) to clearly identify and 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 Inclusion Plan was introduced because many of our Previously Looked After Children suffered trauma in their early lives and became looked after 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 Looked After. 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.

The plan draws on the pro-active nature of the CLA PEP, ensuring collaborative planning and support across home, school/early years provision and other agencies. It includes consideration of 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, reinforced by the Trauma Informed & Attachment Aware Schools training opportunities offered to all Worcestershire schools.

The Inclusion Plan is intended to compliment, rather than replace, other education-based plans such IEPs (Individual Education Plans) or PSPs (Pastoral Support Programmes). An Inclusion Plan for Previously Looked After Children will only be initiated when parents/carers choose to identify their child's status. Maintaining confidentiality of information, if requested, is essential.

CATCH

This academic year WVS introduced a fully-funded subscription to the Children and Trauma Community Hub (CATCH) for parents' and carers of Previously Looked After Children and those in Kinship Care. CATCH is an online community of information and support for adopters, special guardians, foster carers and the professionals who work with them. CATCH provides eLearning, webinars and resources. This online support platform provides accessible tools to inform and empower families supporting children who have experienced early life trauma.

Virtual School cohort care placement profile

In & Out of County Care Placements:

In and Out of County Care Placements:

CLA - All In County/Out of County CLA Placements
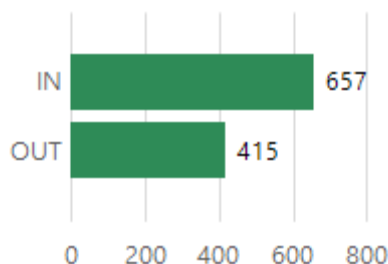
IN 657
OUT 415

22/07/2024 - VS Dashboard - All Active Children

CLA -EYFS In County/Out of County CLA Placements

IN 100
OUT 52

22/07/2024 - VS Dashboard - All Active Children

CLA - KS1 & 2 In County/Out of County CLA Placements

IN 192
OUT 101

22/07/2024 - VS Dashboard - All Active Children

CLA - KS3 & 4 In County/Out of County CLA Placements

IN 201
OUT 151

22/07/2024 - VS Dashboard - All Active Children

CLA - P16 In County/Out of County CLA Placements

IN 164
OUT 111
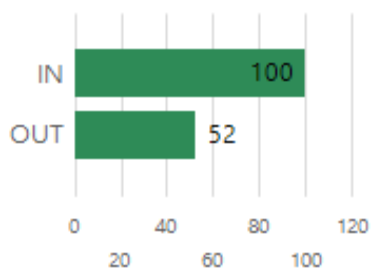
22/07/2024 - VS Dashboard - All Active Children

Care Placement Type: EYFS, SSA & P16

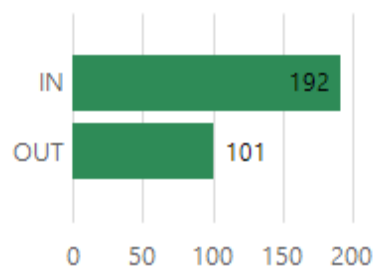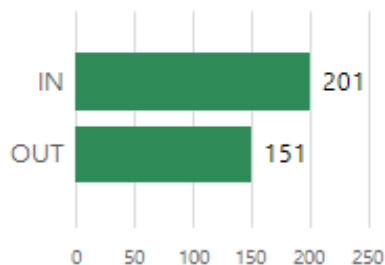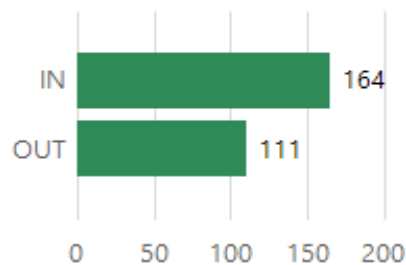| Placement Type	2022/23						2023/24					
	EYFS	KS1 & 2	KS3 & 4	P16	Total	Percentage	EYFS	KS1 & 2	KS3 & 4	P16	Total	Percentage
Young Offender Institution or prison	0	0	1	1	**2**	0.2%	0	0	1	2	**3**	0.3%
Semi-independent living	0	0	22	160	**182**	18.3%	0	0	0	67	**67**	6.3%
Secure unit	0	0	1	0	**1**	0.1%	0	0	0	1	**1**	0.1%
Relative/Friend	43	83	46	16	**188**	18.9%	58	79	54	16	**207**	19.3%
Regulated Supported Accommodation	0	0	0	0	**0**	0.0%	0	0	4	32	**36**	3.4%
Placed with own parents	9	9	6	6	**30**	3.0%	13	7	10	9	**39**	3.6%
Placed for Adoption with placement order	5	2	0	0	**7**	0.7%	16	2	0	0	**18**	1.7%
Other placements	0	1	4	7	**12**	1.2%	3	0	10	64	**77**	7.2%
Independent living	0	0	0	1	**1**	0.1%	0	0	0	0	**0**	0.0%
Foster Carer	49	161	167	51	**428**	43.0%	62	183	168	58	**471**	43.9%
Childrens Homes	1	21	101	22	**145**	14.6%	0	22	105	26	**153**	14.3%
Total	**107**	**277**	**348**	264	**996**		**152**	**293**	**352**	**275**	**1072**	

22/07/2024 – VS Dashboard - Care Placement Type: EYFS, SSA & P16

Care and Education Placement Changes

Care and education placement moves are reported by CYP in care and by care leavers as being amongst the most disruptive events in their lives. WVS, in partnership with education and social care colleagues, works hard to ensure that any moves are in the best interests of the child and that the impact of any moves are minimised. Care placement moves are particularly impactful as they create a fundamental change to a CYP's home and community and commonly also require an education placement move due to relocation. However, there are occasions where such moves are necessary. The continuing national issues in finding appropriate care placements creates an increased likelihood of the necessity for significant geographical moves. In addition, the nationally increasing levels of SEMH in CYP as a whole can lead to behavioural issues displayed both in education and in care placements and can necessitate moves to placements which can meet the CYP's needs..

The VSH/VSDH attends a fortnightly Social Care Resource Panel (care placement panel) to champion the importance of stability of school placement whenever residential placement moves are necessary.
WVS provide clear guidance and support for Social Workers on the admissions process when an education placement move is necessary. Social Care discuss changes to school provision with WVS learning advocates prior to application being made. WVS are made aware of placement moves prior to move (if not an emergency) and within 24 hours (if an

emergency). Education provision is, wherever possible, put in place within 5 school days following a home placement move.

	Home & Education Placement Moves for Statutory School Aged CLA									
	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)
2020-21	66 (12.2%)	26 (4.8%)	45 (8.3%)	127 (23.6%)		12 (2.2%)	26 (4.8%)		148	77
2021-22	57 (9.9%)	35 (6.1%)	37 (6.4%)	129 (22.5%)		5 (0.8%)	22 (3.8%)		124	77
2022-23	51 (8.2%)	49 (7.9%)	49 (7.9%)	149 (24%)		13 (2%)	31 (5%)		146	112
2023-24	71 (11.1%)	36 (5.7%)	37 (5.8%)	144 (22.6%)		3 (0.5%)	39 (6.1%)		153	78

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.
Average cohort size for 2022-23 = 622. Percentages reflect this average cohort size.
Summer Term cohort size for 2023-24 = 637. Percentages reflect this figure.

Home and Education Placement Changes by Key Stage

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	71/637	11.1%	6/83	7.2%	22/207	10.6%	25/189	13.2%	18/158	11.4%
Only school placement moves	36/637	5.7%	4/83	4.8%	8/207	3.9%	18/189	9.5%	6/158	3.8%
Both home and school moves	37/637	5.8%	8/83	9.6%	10/207	4.8%	12/189	6.3%	7/158	4.4%
Total	144/637	22.6%	18/83	21.7%	40/207	19.3%	55/189	29%	31/158	19.6%
No. of pupils who had more than 1 school move	3/637	0.5%	1/83	1.2%	0/207	0%	0/189	0%	2/158	1.3%
No. of pupils who had more than 1 placement move	39	6.1%	7/83	8.4%	13/207	0.5%	11/189	5.8%	8/158	5%

In the academic year 2023-24:

- 144 young people had a change of school, home placement or both over the course of the academic year. This is 22.6% of all SSA CLA young people (this includes CYP who are not on roll at a school-to-school placement).
- 37 (5.8%) of our Children Looked After had both a home and school move in 2023-24, which is fewer than 2022-23 (7.9%).
- There were 153 home placement moves (involving 111 young people), with 78 school changes (involving 75 young people).
- 3 young people (0.5%) had 2 or more school moves, this is fewer than 2022-23 where 13 young people (2.0%) had 2 or more school moves and 2021-22 (2.2%).
- 39 young people (6.1%) had more than 2 home moves which is slightly higher than in 2022-23 where 31 young people (5%) had more than 2 home moves and 2021-22 (4.8%).
- 19.6% of all Key Stage 4 (CLA) had a home and/or school change. This is lower than the previous academic year which was 28.8% (51 young people in total). This is likely due to the reduction in UASC young people in comparison to last year.

Virtual School cohort education placement profile

Schools Attended

Statutory School Age (SSA)

Establishment Type
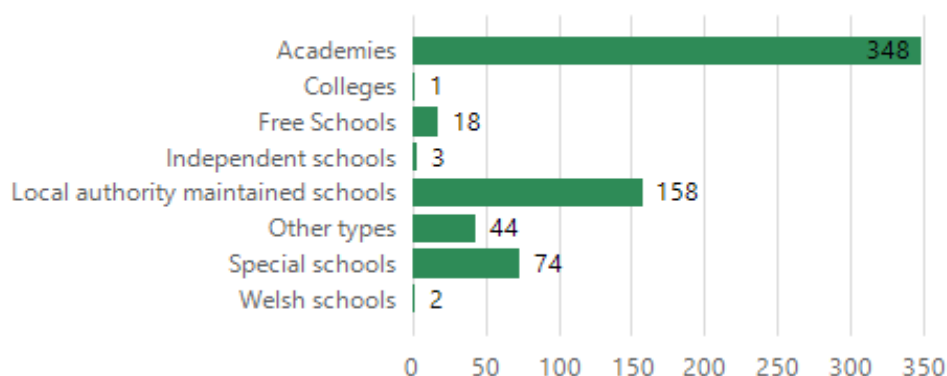
22/07/2024 - VS Dashboard - All Active Children

NB: This data is sourced from the DFE data and there is overlap between categories.

CLA - All In County/Out of County School Placements
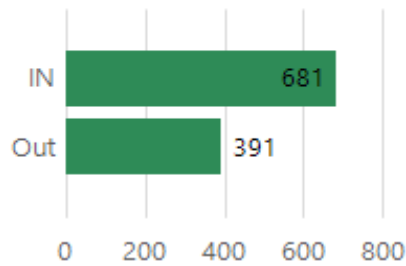
IN — 681
Out — 391

22/07/2024 - VS Dashboard - All Active Children

CLA -EYFS In County/Out of County School Placements

IN — 102
Out — 50

22/07/2024 - VS Dashboard - All Active Children

CLA - KS1 & 2 In County/Out of County School Placements

In — 285
Out — 7

22/07/2024 - VS Dashboard - All Active Children

CLA - KS3 & 4 In County/Out of County School Placements

In — 222
OUT — 130

22/07/2024 - VS Dashboard - All Active Children

CLA - P16 In County/Out of County School Placements

IN — 156
Out — 119
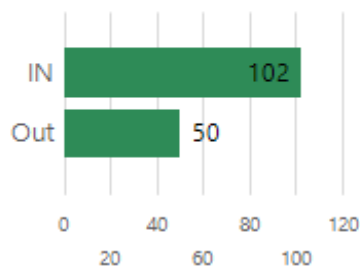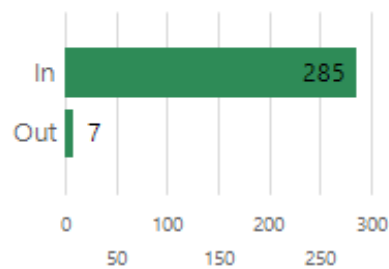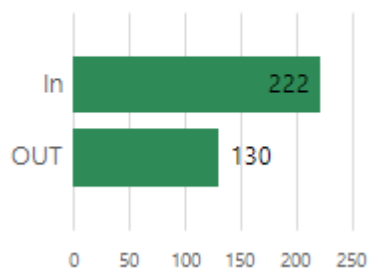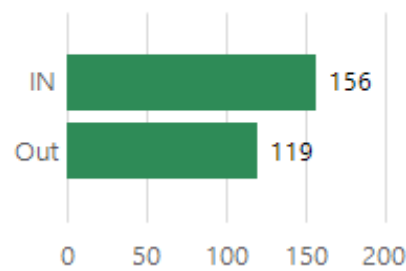
22/07/2024 - VS Dashboard - All Active Children

Alternative Provision

Where absolutely necessary and in the best interest of our CYP, some individuals are supported through the use of bespoke Alternative Provision (AP). Alternative Provision can be a powerful intervention in meeting the SEMH and learning needs of some CYP in order to achieve their best educational outcomes and life chances.

As with all provision, Alternative Provision settings are monitored and quality assured closely and any concerns are addressed through a 'Schools Of Concern' protocol.

At the end of 2023-24 there were:

- 5 students on full time AP
- 30 students on part time AP
  19/07/2023 - WVS doc: '13062024 AP report HT6
  This data includes 16 children with Alternative Provision delivered as part of their EHCP offer, or an EHC needs assessment is underway.

Ofsted Judgements

SSA - Ofsted Judgements
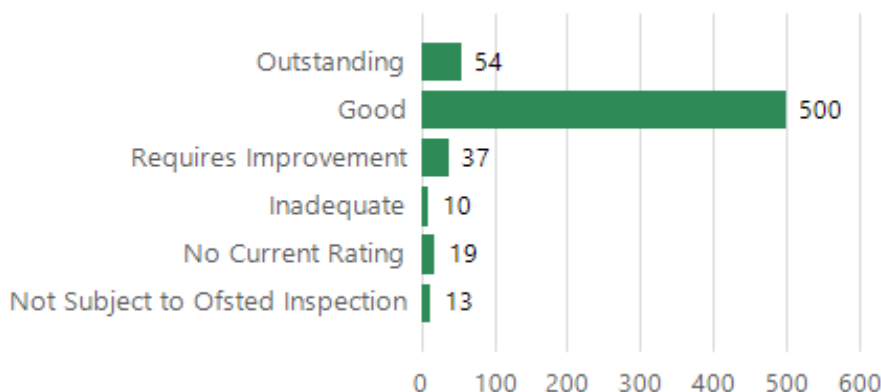
22/07/2024 - Virtual Schools All Active Children

P16 - Ofsted Judgements
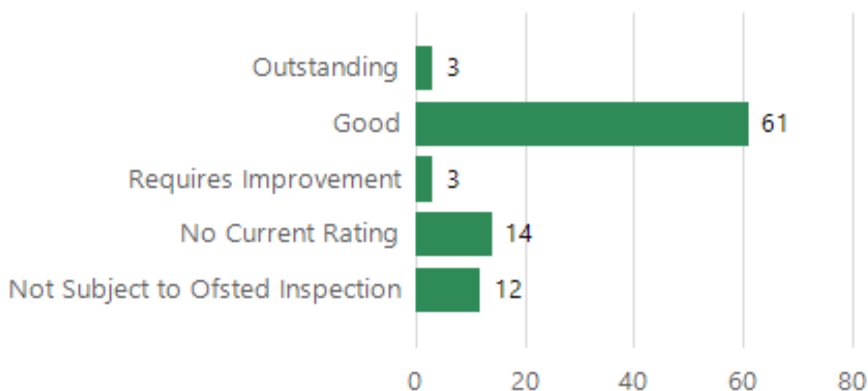
22/07/2024 - Virtual Schools All Active Children

88% of SSA CLA attended Good or Outstanding schools at the end of 2023-2024.

95% of SSA CLA attended Good, Outstanding, or 'Unknown' schools at the end of 2023-2024. ('Unknown' is 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 this further includes 2 settings not subject to Ofsted inspections).

Unless there are 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, and normal school transitions, 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 2023-2024. academic year, no CLA were moved to existing Ofsted 'Inadequate' schools/settings. However, as at the end of 2023-2024, there were 10 SSA CLA (2% of SSA cohort) who attended an 'Inadequate' school/setting due to being on roll prior to entry into care and/or the setting being graded 'Inadequate' after the CYP was taken into care. As at the end of 2023-2024, 37 (6%) CLA attended schools judged by Ofsted as 'Requires Improvement'. WVS has a protocol in place whereby robust monitoring of CLA progress and safety in 'RI & I' schools, as well as any other settings of concern, is undertaken to identify whether it is in the best interests of the child to remain on roll rather than be moved to a new school, balancing all factors. Concerns regarding settings are reviewed and addressed with partners and stakeholders through a bespoke 'Schools Of Concern' protocol. Collaboration with social care minimises the number of CLA attending schools which are not graded by Ofsted as Good or Outstanding.

Admissions data:

New Education Placements
- **In/Into County:**
    2021-22:
    - 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 a pupil into an educational setting was 9.7 working 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.

    2022-23:
    - 47 Pupils were subject to one or more in year moves and 45 (96%) were given a new education placement within 20 working days.
    - The average time for WCF to place a pupil into an educational setting was 11 working days.
    - For Worcestershire applications 42 out of 44 were given a new education placement within 20 working days with an average time of 12 working days.
    - For out of county to Worcestershire applications 3 out of 3 (100%) were given a new education placement within 1 working days with an average time of 38 working days.

- **Out of County:**
    2021-22:
    - 53 pupils were subject to one or more in-year moves and 24 (45%) 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.

    2022-23:
    - 49 Pupils were subject to one or more in year moves and 38 (77.6%) were given a new education placement within 20 working days.
    - The average time for Out of Count Local Authorities to place a pupil into an educational setting was 12 working days.
    Data Source: VS Dashboard – SEF – 'Admissions Data'

2023-24 In & Out of County Education Placement Moves:
- There were 120 statutory school-aged education placement moves.
- 96/120 (80%) experienced no break in education as a consequence of the move.
- 24/120 (20%) experienced a break in education as a consequence of the move.

Data Source: VS Dashboard – 'Virtual School Education Placement Moves'

Overall Number of Education Placement Changes within 2023/24
- In year placement moves, including education placement changes where there was no break in education between placements.
- In County Out / Of County (IC/OC) is the based upon the location of the school the pupil moved to.

IC/OC	Number Of Education Placement Changes	% IC/OC	Average School Days to Place
IC	59	49	12
OC	61	51	11
Total	**120**		**12**

Data Source: VS Dashboard – 'Virtual School Education Placement Moves'

Number of Education Placement Changes with a break of education within 2023/24
- In year placement moves where there is a period of missing education between placements.
- In County Out / Of County (IC/OC) is based upon the location of the school the pupil moved to, or the Care Placement postcode where the pupil was residing whilst CME.

IC/OC	Number Of Education Placement Changes	% IC/OC	Average School Days to Place	Min Days to Place	Max Days to Place
IC	15	63	49	0	252
OC	9	38	81	9	164
Total	**24**		**61**		

Data Source: VS Dashboard – 'Virtual School Education Placement Moves'

Directions made by the Local Authority
- **2021-22** - 0 placements required a formal direction to be made by the local authority.
- **2022-23** - 0 placements required a formal direction to be made by the local authority.
- **2023-24** - 0 placements required a formal direction to be made by the local authority. The need to direct has been avoided through positive relationships with schools and assertive support and challenge.

Elective Home Education (EHE)

As at the end of 2023-24:
- CLA: 2
  16/08/24 - ONE data CME EHE EHCP open to Social Care 2024.25 - July 2024
- CIN/CP: 16
  16/08/24 - ONE data CME EHE EHCP open to Social Care 2024.25 - July 2024

The VSH is also responsible for the EHE Team and coordinates between this and WVS to ensure that any requests for EHE are thoroughly assessed (in conjunction with partners in education, health and social care) for suitability and to ensure that EHE is in the child's best interests. The 2 CLA siblings above were EHE when they came into care. WVS immediately changed this to CME and started the process of getting them on roll at a school.

The recent ILACS Inspection report (14/08/23) stated that:
> *'16. There are appropriate systems in place to locate and monitor children who are missing education or who are electively home educated.'*

As a Virtual School we support all of our CLA pupils to access a school or setting to meet their educational needs. Any requests for EHE are considered on an individual basis and would be supported only in exceptional circumstances.

Children Missing Education (CME)

Children Missing Education are defined as 'children of compulsory school age who are not on a school roll or accessing any other agreed suitable education' (e.g. Elective Home Education, Interim Alternative Provision). Children Missing Education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

The Section 19 duty states that local authorities are responsible for arranging suitable and (normally) full-time education for children of compulsory school age who, because of exclusion, illness or other reasons, would not receive suitable education without such provision.

In Worcestershire, Section 19 'Interim Alternative Provision' status is where a child is not on a school roll but suitable education has been provided through the Section 19 duty has been met. Common examples include:

- child/young person excluded from a setting and awaiting a place at a new provision

- child/young person has an EHCP and the SEND team have put in place interim provision whilst waiting for specialist placement to become available

- child/young person [without an EHCP] has not received an offer of a school place due to illness/needs/circumstances

WVS works with partners in School Admissions, Schools, SEND services and Social Care to minimise the incidents and duration of Children Missing Education (CME). CME are carefully monitored using an internal WVS spreadsheet in order to ensure that children are returned to education as swiftly as possible, avoiding drift and delay. Learning Advocates liaise with school admissions teams, CME teams, SEND teams, social care and schools directly to ensure that the time CLA are not engaged in education is minimised.

The VSH is also responsible for the CME Team and coordinates between this and WVS to ensure that suitable placements are found as rapidly as possible for all children missing education. In addition, the VSH chairs Worcestershire Children First's (WCF) 'Missing

Mondays' meetings to closely monitor and place any intensive CME cases (including CLA). Where there are barriers to CYP being placed in an appropriate school, such as awaiting a Special School placement, WVS and partners provide interim educational provision (such as tutoring) to maintain educational progress.

2023/24 has seen the development of the CCAS panel (Children who Can't Attend School). This panel combines and replaces the previous Medical Education Team panel and Section 19 panel, as both supported children who cannot attend school. The process responds to cases which might meet the criteria for Section 19 of the Education Act 1996, which states:

> ***'Each local authority in England shall make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them.'***

Worcestershire's recent ILACS Inspection report (14/08/23) stated that:
> *'16. There are appropriate systems in place to locate and monitor children who are missing education or who are electively home educated. Suitable education placements are identified for those children who are missing education.'*

Cumulative CME Data

CUMULATIVE - Defined as Open to CME at any time in period (IC)									
Month	School Popn	CME ALL	% School Pop	CLA total	CME & CLA (In county)	CME & CLA (Out county)	% CLA Total	CME & CPP	CME & CIN
Sep-23	63799	439	0.69%	384	1	11	0%	4	10
Oct-23	67663	369	0.55%	390	0	16	0.20%	3	2
Nov-23	72143	307	0.43%	437	1	15	0.20%	2	2
Dec-23	77148	294	0.38%	433	1	15	0.20%	2	3
Jan-24	78593	314	0.40%	459	0	14	0%	3	5
Feb-24	80791	389	0.48%	473	1	13	0.60%	8	9
Mar-24	81968	368	0.45%	500	3	12	0.20%	9	3
Apr-24	82412	383	0.46%	518	2	17	0.60%	7	7
May-24	85730	394	0.46%	555	2	13	0.40%	10	6
Jun-24	86023	352	0.41%	560	2	11	0.36%	11	6
2023/24 - End of Year Jul-24	86262	357	0.41%	562	1	11	0.36%	14	6

This academic year WVS have continued to work with School Admissions, SEND services and Social Care to ensure appropriate school places are identified for our vulnerable learners as quickly as possible.

Across the year 2023/24, the percentage of CLA who have had a period of time identified as CME is below that of the general pupil population (end of year 0.35% CLA, 0.41% school population). However, we continue to have a number of young people who are placed out of county (OOC) who remain CME. It can be a challenge for Learning Advocates to liaise with other Local Authorities, particularly when the Belonging Regulations remain unclear and are interpreted differently in different areas. The Belonging Regulations aim to clarify which local authority is responsible (both practically and financially) for the educational provision of CLA who are placed in a different authority to their home authority.

For our OOC CLA cohort, approximately half of these young people have an EHCP and are awaiting the identification of an appropriate setting. Learning Advocates continue to challenge OOC SEND teams to provide interim provision for these young people, but there are often delays in appropriate settings being identified, and further delays as funding agreements are reached.

We have seen a decrease in the number of Unaccompanied Asylum Seekers (UASC) coming into care, leading to a subsequent decrease in the number of UASC who are CME. The decrease in number is in part due to the increase in the number of Age Assessments being actioned. WVS continue to make USAC a high priority area to ensure that a provision is in place to meet the needs of this cohort.

Snapshot at End of Academic Year CME Data – end of 2022-23

<u>Registered as CME Snapshot - Assigned with a CME Caseworker</u>

	CME All	CME & CLA (In county)	CME & CPP	CME & CIN
2022/23 (Aug End)	185	1	8	10
2023/24 (Jul End)	173	1	14	6

16/8/24: Data source EEVSS Dash 2023.24

As at the end of 2023-24:
- <u>CME</u> (defined previously*) - WCF Data:
    - CLA:
        - IC: 1
        - OOC: 11
      16/08/24 - WCF doc: EEVSS Dash 2023.24

    - CIN/CP: 20 (IC only)
      16/08/24 - WCF doc: EEVSS Dash 2023.24

Special Educational Needs & Disabilities (SEND)

In the academic year 2023/24, Special Educational Needs & Disabilities (SEND) within the Virtual School is led by a professional with a background in SEND at both a school and county level. In addition, a number of WVS's Learning Advocates have significant experiencing working within and in collaboration with SEND services. This ensures that WVS is able to advise schools and settings appropriately regarding the need for an EHC needs assessment or whether strengthened SEND support is needed through the graduated response to meet the needs of our individual pupils. As part of the role, the WVS SEND lead meets monthly with the SEND team manager to discuss concerns with respect to our complex cases and ensure bespoke solutions to obstacles that may present as poor attendance, lack of engagement, behaviour issues, etc.

Number of CLA who are identified on the SEND register (July 2024)

NCY	No SEND	SEND Support	EHCP	% EHCP	%SEND	EHCP Area of Need CI	EHCP Area of Need CL	EHCP Area of Need SEMH	EHCP Area of Need SP
-3	27	2	0		7	0	0	0	0
-2	29	9	0		24	0	0	0	0
-1	27	12	2	5	34	1	0	1	0
0	32	10	2	5	27	1	1	0	0
1	19	11	8	21	50	4	2	2	0
2	18	15	12	27	60	3	2	7	0
3	32	12	4	8	33	0	2	2	0
4	23	26	10	17	61	3	3	4	0
5	28	16	12	21	50	6	1	5	0
6	20	17	10	21	57	3	3	4	0
7	29	14	19	31	53	4	6	7	2
8	22	16	22	37	63	10	5	5	2
9	37	14	18	26	46	1	5	10	2
10	33	13	24	34	53	5	4	12	3
11	44	22	25	27	52	4	10	11	0
12	78	11	35	28	37	0	17	17	1
13	138	4	9	6	9	0	4	3	2
Total	**636**	**224**	**212**	**20**	**41**	**45**	**65**	**90**	**12**

22/07/2024 – VS dashboard - Virtual Schools SEND Report

National data comparisons

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

Nationally, in the academic year 2023/24, the percentage of pupils with an EHCP has increased to 4.8% (from 4.3% in 2023). For Worcestershire children who are CLA at the

end of the academic year 2022/23, 20% hold an EHCP. At statutory school age, 24% of CLA have an EHCP

Nationally, in the academic year 2023/24, the percentage of pupils with SEND but no EHCP (SEN support) has increased to 13.6% (from 13% in 2023). For Worcestershire children who are CLA at the end of the academic year 2022/23, 21% of CLA have SEND but no EHCP (SEN support). At statutory school age, 27% of CLA have SEND but no EHCP (SEN support).

Proportion of EHCP need Type for Worcestershire CLA with an EHCP
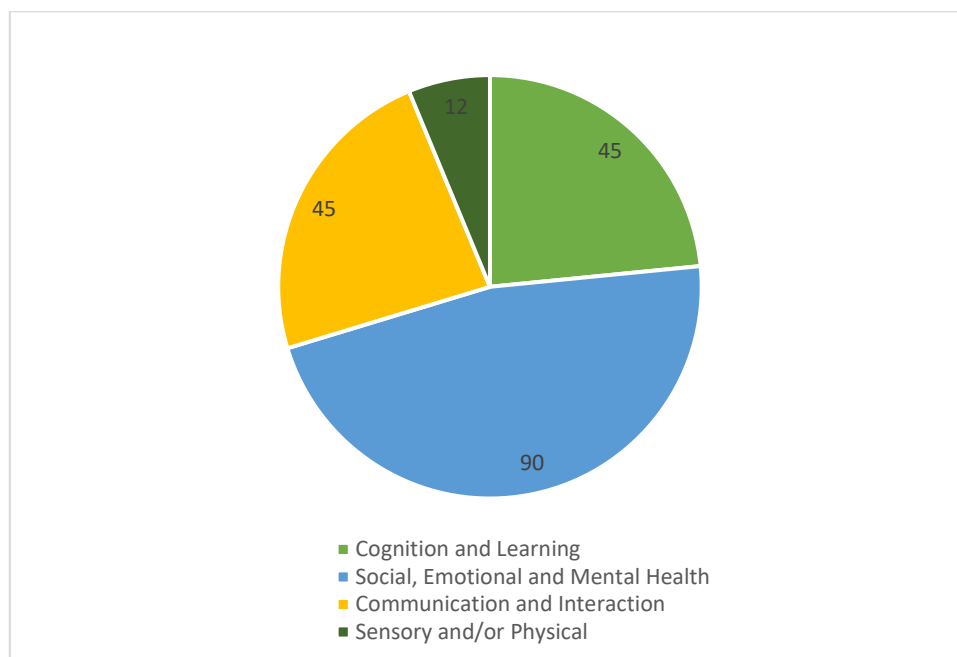
Nationally, the most common type of need for those with an EHCP is autism. For our CLA, SEMH needs continue to dominate the need for an EHCP.

Special educational needs in England, Academic year 2023/24 - Explore education statistics - GOV.UK (explore-education-statistics.service.gov.uk)

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.
- Targeted intervention identified in the PEP process and funded through Pupil Premium Plus grant, including use of external providers such as play therapists and Redgate Sports.

- Sports, Arts & Culture activity sessions for our young people including theatre workshops, cricket coaching, nail art, movie prosthetics and make up.
- Early Years Ambassador Project – an Early Years trauma informed and attachment aware training programme.
- Relax Kids – 6 week programme.

Children Subject to Child In Need / Child Protection Plans

- The national percentage of pupils with an EHCP has increased to 4.8% in 2023/24, from 4.3% in 2022/23.
- The percentage of all pupils with SEN (SEN support) but no EHCP has increased to 13.6% in 2023/24, from 13.0% in 2022/23.

Educational Healthcare Plans (EHCPs)

	Number of EHCPs	% EHCPs to cohort
Child in Need	116	16.3%
Child Protection	56	8.8%
Total	172	12.7% of the total cohort

The percentage number of children with an EHCP, who also have a Child In Need (CIN) or Child Protection (CP) plan has increased by approximately 4% in 2023/24. The number of children with an EHCP and on a CP plan has more than doubled in the academic year 2023/24. The percentage of children on CP or CIN plans who have an EHCP exceeds the national average of all children with an EHCP. There was an increase nationally for all children of 0.5% of EHCPs. In Worcestershire, there was an increase of over 3% of the number of children with an EHCP and on a CIN or CP plan, representing a greater increase in proportion to that of all children.

WVS SEND Developments

WVS Learning Advocates continue to work to ensure those young people identified with SEND receive the support that they need in a timely and effective manner. Learning Advocates challenge schools to implement an effective graduated response and liaise with colleagues within SEND to ensure the appropriateness of the provision identified in EHCPs, and that statutory timeframes are met, both in and out of county.

WVS is able to offer bespoke interventions to promote improved outcomes. In addition to the SEMH offer described previously, WVS has offered:
- Learning Support Team (LST) assessments.
- Signposting to the Complex Communication Needs Team.
- EP consultations through drop-in sessions

5 LST assessments were agreed in 2023-24, including an assessment to support a student identified as EAL (English as an Additional Language). Where targets are identified on LST reports and they are included in PEP targets, positive impact is identified.

59 drop-in sessions were accessed by schools and settings to support our young people through an EP consultation.

Support for Early Years

In recognising the importance of building early foundations to improve engagement and outcomes, where needs are evident in the Early Years, all EHCNA requests were submitted prior to transition to Reception class, where appropriate.

Currently two 3-year-old children have EHCPs, one of whom is at a specialist provision. Three EHCNA requests were submitted prior to transition to Reception class in September. Two in county children had EHCPs secured with mainstream provision. One out of county child is awaiting the outcome of the EHCNA.

Learning Advocate CPD to support SEND

Learning advocates are encouraged to attend CPD opportunities to extend their knowledge and skills within SEND. The team received training regarding the Local Authority approach to EBSNA (Emotionally Based School Non-Attendance) from a Senior Educational Psychologist, as this continues to be a challenge faced by a number of our young people. In addition, WVS's SEND Lead rovided guidance on SMART targets within the PEP to link directly with the outcomes identified within an EHCP, where it is relevant). MENCAP and the Young Adults Learning Team both shared information regarding internship programmes for those young people who have an EHCP and will be Post-16, which will be promoted through the PEPs throughout the year where this is appropriate for the young people we support.

Working with SEND Services and supporting the EHCP process

WVS continues to work closely with the SEND team and Social Care to minimise delays that may occur in the administrative tasks that support the EHCP process, including funding, transfer of documents between local authorities and annual reviews. This work is further supported by our WCF colleagues working within Attendance, Admissions and Exclusions to ensure that appropriate support is facilitated at the earliest opportunity.

EYFS - including EYFS settings and Reception

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

This year has seen 100% of 2-year-old children with a Social Worker receive their 15 hour childcare funding certificate automatically, resulting in them all taking up a preschool place by March 2023, thereby improving their outcomes and safeguarding.

Children with SEMH difficulties continue to be well supported through the Early years Virtual School offer, with advice being sought from the LA's Education Psychology service for 4 children in Reception year and 2 pre-school children. The Virtual School Offer of the 6 week Relax Kids programme was taken up by 4 schools and 7 Pre-schools. Referrals were made to the Green Fingers Project with one child in Reception accessing a programme of support there. KCA continued to support all EYFS settings through their online KCA EY CLA Ambassador training, including childminders, nurseries and Reception classes over 6 evening sessions throughout the year. This included Five to Thrive – The Importance of

Connected Relationships; Understanding Toxic Stress and Trauma and Promoting Recovery; Emotion Coaching and Promoting Resilience; Transitions and Vulnerability; Choose your Words with Care – Narrative, Shame and Identity. The training programme is set to continue for the academic year 2024-2025.

The impact of this work continues to be positive. 2023-24 GLD results for WVS CLA closed the gap to Worcestershire 'all children' (from 18.7% gap in 2022-23 to 17.6% gap in 2023-24) and national 'all children' (from 19.3% gap in 2022-23 to 17.7% gap in 2023-24).

In 2023-2024, Personal, Social and Emotional – Self Regulation was the 4th highest area that Worcestershire CLA did not achieve in their GLD assessment at the end of the Reception year. This is a continuing improvement on the results from 2022, where it was the 3rd highest area of non-achievement. The provision of a 6-week programme of Relax Kids has been a key factor in supporting children with their self-regulation, which has in turn enabled them to be ready to learn in the Early Years Foundation Stage of their education. WVS are also in our 3rd year of offering fully funded EYFS training delivered by KCA including Impact of Trauma training. This supports early years practitioners to understand how they can support trauma recovery and use emotion coaching to promote resilience in their setting. The Early Years recorded PACE training sessions are also accessible to all settings on the Early Years section of the Virtual School website, which provides support to staff as and when they need it in supporting our youngest children with their personal, social and emotional development.

In 2023-2024, the commonest GLD areas that Worcestershire CLA did not achieve were Writing and Word Reading. To support this area of need, all CLA aged 2-4 years old will be enrolled in the Dolly Parton Imagination Library. They will receive a free age-appropriate book though the post, addressed to them, each month until they turn 5 years old. This will support their home learning environment, inspire a life-long love of books and help them to reach their full potential.

Post-16

Overview & Interventions

In Summer 2021 WVS were successful with a DfE bid for the Pupil Premium Plus Post 16 pilot. The DfE set the following outcomes for this funding:
- **Outcome 1** – Raise the profile of looked-after children and care leavers in FE by strengthening close working relationships and sharing expertise on the needs of this cohort.
- **Outcome 2** – Improve the attendance of these young people in FE by putting in place tailored interventions to support attendance.
- **Outcome 3** – Better support the delivery of Personal Education Plans, pathway plans or equivalent at both an individual and cohort level.
- **Outcome 4** – Identify models of good practice used by LAs across the country to respond to individual and cohort level needs, building the evidence base of what works well to support looked-after children and care leavers in general FE college.

The pilot was extended for pilot authorities for another year through 2022-23 and subsequently extended to all Local Authorities for another 2 years (2023-24 and 2024-25). This has enabled WVS to provide the same level of service to Post-16 young people as to statutory school-aged children and young people. Attendance, engagement and progress are targeted to increase retention, reduce NEET and improve outcomes. Pupil Premium Plus grant funding was targeted using a robust delivery plan to ensure maximum impact.

WVS's Post 16 provision has gone from strength to strength over the last academic year. Interventions have included:

- Appointing two Post 16 Learning Advocates, meaning all Post 16 young people are included in the PPP (PEP) process, ensuring that all partners contribute to the young person's EET outcomes.
- Continuing to work closely with Designated Teachers/Safeguarding Leads, Social Workers, the Outreach Team, the Care Leavers Team and the SEND Team to track progress and address any barriers to success. We continue to promote a culture of high aspirations for every young person in Local Authority care in Years 12 and 13.
- Building on strong links with in and out of county Further Education providers to provide bespoke packages of support for CLA and to raise aspirations through PPPs.
- Bespoke academic tutoring.
- Social, Emotional and Mental Health interventions, including a bespoke SEMH support package at Heart of Worcestershire College.
- Learning support assessments.
- An enhanced local offer for UASC including faster access to education, tuition, resource packs, a Summer Scheme and bespoke educational provision at Hillview House (a new, dedicated care placement for UASC in Worcestershire), which evolved into delivery through Fairfield Learning Centre.
- Tackling NEET by working with this group in collaboration with personal advisors, social workers and WCF's Post 16 NEET team, by pro-active signposting to careers advice and guidance for CLA in secondary schools, early consultations for Year 11 students from WCF's Post 16 SEND team and collaboration with WCC's Skills and Investment team.
- Support and training for DTs, Social Care colleagues and other professionals, including SMART target training and a bespoke package of Post 16 Trauma Informed Training for DT's and Post 16 providers.
- Robust attendance collection to allow early identification and intervention.
- Collaborating with WCF's Post 16 SEN team to further tighten up the process of reviewing EHCP's, particularly out of county, to ensure they continue to meet need and are up to date.
- Collaborating with WCC's Skills and Investment Team to establish a community of practice to develop resources, discuss challenges, and share good practice in this area.
- Collaborating with WCF's NEET team to expedite referrals to reduce NEET levels, which is a priority area. This has included a supported appointment for NEET young people with a member of the outreach team or a PA which has proved to be far more productive in engaging young people.

- Further enhanced UASC provision by identifying models of good practice used by LAs across the country to respond to individual and cohort level needs. Worcestershire now has dedicated ESOL provision at the Fairfield Centre which is proving to be a valuable resource and caters for varying levels.
- Continuing to co-ordinate and chair the Post 16 Regional Meetings for Virtual School colleagues to share good practice to improve the educational experience and outcomes for Post 16 Worcestershire CLA and the wider regional cohort.
- Co-ordinating and chairing the Post 16 Educational Providers network meetings twice a year. Bringing together DT's from FE Colleges and training providers in-county and those counties that border Worcestershire with high numbers of Worcestershire CLA intake. This is a valuable opportunity to share good practice to improve the educational experience and outcomes for Post 16 Worcestershire CLA.
- Tracking and monitoring Post 18 destinations with support from Social Care colleagues. A dedicated tab is now available in Liquid Logic to hold this cohort, ensuring robust overview from all involved. WVS Post 16 Learning Advocates offer support and challenge to Social Care colleagues.

Impact

- ✓ Robust Post 16 PPP (PEP) process with effective collaborative working, chaired by P16 Learning Advocates to maintain the highest possible standards to maximise student outcomes and engagement.
- ✓ Regular monthly monitoring of support for young people, through collaboration with the Post 16 NEET Team and Care Leavers Team to provide, ensures timely and tailored intervention.
- ✓ Raised the profile of Post 16 CLA & Care Leavers to improve their attendance, supported by the delivery of PPP's.
- ✓ Identified and adopted models of good practice across the country.
- ✓ Half termly Post 16 Regional Meetings and twice yearly Post 16 Educational Providers Meetings provide peer support to problem-solve region-specific issues, sharing successful strategies and projects on areas such as UASC, NEET and SEMH. These meetings have provided a platform to discuss topical issues with a solution focused approach and enable borough-wide collaboration.
- ✓ Comprehensive data analysis to identify trends within attendance, attainment, and risk of NEET, enabling proactive steps.
- ✓ RAG rating PPP's has had a significant positive impact on the quality of SMART targets. As a consequence, the RAG rating of P16 PPP's has remained extremely high, at 98.8% 'green', over the 3 terms.
- ✓ Attendance of CLA effectively monitored and acted upon in a timely manner.
- ✓ Ensured, through the PPP process, that ASDAN modules are completed for CLA young people in residential and semi-independent settings.
- ✓ 16-19 bursary monitored to ensure all young people were in receipt of the funding.
- ✓ Robust destination information for all Year 13 CLA once they turn 18 gives the local authority up to date information for this cohort.
- ✓ Young peoples' views prioritised, added and shared at PPP meetings.

- ✓ Reduction in NEET by introduction of Fresh Start project funded by PP+ (June 2022-23 = 34 NEET, June 2023-24 = 20 NEET).

Impact of the Personal Progression Plan (PPP) e-PEP process for Post 16 Young People

- 100% PPP completion rate, every term of 2021-22, 2022-23 and 2023-24.
- Every Post 16 CLA has benefitted from one PPP per term. They are all facilitated by WVS Post 16 Learning Advocates, wherever young people require support.
- Collaborative working between Social Workers, Outreach workers, Personal Advisers, Carers, care 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 ensuring any drift or delay is minimised.
- Close collaboration with the Post 16 SEN team has expediated the process of ensuring that all EHCP's & 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, well-being and SEND is available to every young person's Post 16 provision so that appropriate and effective support can be provided.
- The PPP provides a platform for the young person's voice to be heard.
- Supporting the preparation of CLA for adulthood and independent living has minimized the negative impact on their engagement and attainment by taking a more holistic approach.
- Bespoke provision, 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 helps 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 social care colleagues to minimise the risk of disengagement.
- Liaising with key contacts in and out of county ensures a smoother transition when young people move between counties and minimises drift and delay.
- 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.
- PPPs highlight training needs for professionals, allowing the Virtual School to signpost and provide bespoke training which in turn raises standards and outcomes.
- Quality assurance of PPP's has ensured a document that is effective and fit for purpose, with amendments made to the document as needed:

RAG Ratings – Academic Year 2023-24:

	RED	AMBER	GREEN	TOTAL
No. of PPPs	2	5	607	614
%	0.3%	0.8%	98.8%	100%

Social, Emotional, and Mental Health support to meet the needs of Post 16 Looked After/Previously Looked After Young People

WVS recognise the importance of supporting the social, emotional and mental health and wellbeing of our young people. Post 16 PP+ Pilot funding was carefully targeted, using a Delivery Plan, to go above and beyond and provide bespoke support and training.

A key project in this area is WVS's collaboration with Heart of Worcestershire College, our main local FE provider. Following on from a first successful year in 2021-22, funding was agreed through 2022-23 and then 2023-24 to provide an enhanced offer of support for each of our CLA young people:

- Transition visit prior to starting college.
- Named member of Wellbeing Team for each CLA young person.
- Collation of information for PPP meetings – including meeting young person to gather their views.
- Attendance at PPP meetings.
- Attendance at LAC reviews.
- Support in applying for bursary.
- Personalised support package for CLA young person with minimum 6 touch points per academic year (1 each half term).
- Liaison with any professionals working with young person.
- Enhanced offer tailored to meet the young person's needs could include:
  - Mentoring
  - Pastoral workshops (i.e., dealing with anxiety)
  - 1:1 academic support
- Liaising with social workers, outreach workers and placement staff to ensure SEMH needs are prioritised, including access to gyms, internet access, wellbeing activities, support with identifying suitable college places and applying for the bursary.
- Ensuring interpreters are available at PPP meetings so that the young person can be fully aware of arrangements and their views listened too and acted upon

Next Steps for Post 16 Provision

- Collaborate with WCF's Post 16 SEN team to further tighten up the process of reviewing EHCP's, particularly out of county, to ensure they continue to meet need.
- Collaborate with WCC's Skills and Investment Team to establish a community of practice to develop resources, discuss challenges, and share good practice in this area. Assess and review the DT explainer leaflet and the impact of adding CEIAG questions to statutory school age PEPs.

- Collaborate with WCF's NEET team to quicken referrals to reduce NEET levels, which is a priority area. This will now include a supported appointment for NEET young people with a member of the outreach team or a PA.
- Further enhance UASC provision by identifying models of good practice used by LAs across the country to respond to individual and cohort level needs.
- Co-ordinate and chair Post 16 DT network meetings twice a year (April and October) to bring together DT's from FE Colleges in-county and those that border Worcestershire with high numbers of Worcestershire CLA intake. Share good practice to improve the educational experience and outcomes for Post 16 Worcestershire CLA.
- Track and monitor Post 18 destinations with support from social care colleagues, providing support when required.

Unaccompanied Asylum Seeking Children (UASC)

The number of UASC increased by 145% between July 2021 (31) and July 2023 (76). Over 2023-24 there was a reduction, in part due to the increase in the number of Age Assessments being actioned. This has led to a related decrease in the number of UASC who are CME. In July 2024 there were 58 UASC young people (Post 16 and SSA). This figure does not include the young people who were aged 17 when they came into the country and turned 18 over the course of the academic year. WVS continue to make USAC a high priority area to ensure that a provision is in place to meet the need of this cohort.

Support available and admissions

A standard provision is now in place which is implemented within days of the Virtual School being made aware of any new into care students. This includes:
- Bespoke welcome pack
  - WVS have purchased welcome packs for all UASC young people which contains education essentials including a translation book, picture dictionary, notepad and stationery.
- Access to online learning via Flash Academy and Tute Learning as an interim measure before enrolling at an appropriate college.
  - All new UASC young people have had access to Flash Academy, an online app used to develop English skills. WVS have 40 licences for this programme, which is available for all new UASC young people. Young people are assigned a licence within 48 hours of the Virtual School being notified of the UASC young person and remains with them until they access a school or college.
  - Since the Spring Term 2022-23 WVS have additionally provided all new UASC young people with online group tuition via Tute. Initially, all young people had access to five 45-minute sessions per week for English tuition. This programme was then expanded in Summer Term 2 with a private tuition programme, allowing UASC young people an additional five 45-minute

sessions per week for Maths. Due to lower UASC numbers this year, each CYP is offered the opportunity to progress onto other courses.

- o PEP/PPP meetings held within 10 days to ensure appropriate educational support is in place.

Suitable, interim education is thus put in place within 48 hours whilst a place on a school role is secured. Over the course of the academic year 2023-24 on average it took 57 school days in order for a SSA UASC to be on role with a school. The time taken is impacted by two key factors:

- Arrivals are almost exclusively in-year, increasing the difficulty in finding school places / available courses at Post 16 providers.
- CYP arriving are commonly Year 11 – a school year particularly difficult to place young people in due to school's concerns regarding accountability for results.

For the third year running, during the Summer Holiday 2024 WVS organised a 5 day ESOL programme provided via Winchmore Camps in Birmingham. The selection process was based on the newest into care being offered a place. 9 young people engaged with this provision with 99% student satisfaction. Whilst the sessions were predominantly to develop their English skills, they also engaged in external activities such as going to the Thinktank Museum, mini golf and Birmingham Library.

Hillview House & Fairfield Learning Centre

In February 2023 a bespoke in-county provision was created at Hillview House to provide semi supported accommodation and education for our Post 16 UASC. As part of this, WVS, in collaboration with Social Care colleagues and the Investment in Skills Team, devised a programme of study for these young people. This includes a varied timetable including ESOL lessons, enrichment activities, life skills, Duke of Edinburgh, Maths, Creative & Wellbeing Studies (Art / home furnishings / gardening / creative cookery, etc.),

Independent Living Skills – Accessing Community Services, Employability, Enrichment & Pastoral Support and Employability Skills (food hygiene / work experience / customer service, etc.). In February 2023 8 UASC young people (5 Year 11, 3 Post 16) moved into Hillview House to benefit from this innovative package of care and education provision. From 26th September 2023 this provision evolved to provide educational provision at Fairfield Learning Centre in response to the voices of the young people concerned.   These young people wanted to attend a Post 16 educational provision for the wider benefits they provide (such as social interaction with peers).

Wider working

WVS have chaired a half termly West Midlands Virtual School UASC working group since Spring 2023. WVS have invited external agencies such as The Refugee Council, Refugee Education UK and tuition providers. WVS also presented UASC headlines and priorities at the West Midlands Virtual School conference, to the West Midlands Virtual School Heads Network, to the West Midlands social care working group and to the West Midlands NHS working group. As part of the West Midlands working group, WVS also attend the termly West Midlands social care working group regarding UASC young people and has been able to extend this invite to the whole West Midlands working group.

A key area WVS has been leading on is establishing the movement patterns and host LAs of all UASC in the West Midlands, as well as their education status.

This region-wide, multi-agency and multi-disciplinary working led by WVS has generated a collaborative approach and the pooling of resources across the West Midlands to better understand and support this transient cohort.

WVS remains at the forefront of UASC provision in the region and is able to pool knowledge, skills and resources with local colleagues in order to best meet the needs of this cohort, particularly acknowledging the fact that these CYP often move quite freely between LAs in order to find a community in which they feel settled.

iv) Interventions & Outcomes / Performance Profile

Progress and Attainment

Schedule for education data releases	
July	EYFSP (Interim)
July	Key stage 1 & Phonics attainment (Interim)
July	Key stage 2 attainment (Interim)
Sept	Key stage 2 attainment (provisional)
Oct	Key stage 4 attainment (provisional)
Oct	Key stage 1 & Phonics attainment (provisional)
Nov	EYFSP (Provisional)
Nov	A level and other 16 to 18 results: 2022 (provisional)
Dec	Key stage 2 attainment (Revised)
Dec	Autumn School Census data available
Jan	Key stage 4 attainment (Revised)
Feb-Mar	A level and other 16 to 18 results: 2022 (revised)
Apr	Spring School Census data available
July	Summer School Census data available

a) National Standardised Tests - CLA

Please note for all sections:
- *The below is a headline summary. Full analysis can be found in 'Virtual School Head Report 2023-24'.*
- *Pupil counts should be borne in mind when interpreting percentages. For example, low cohort numbers in one group could cause highly inflated or deflated results. Therefore this may not be comparable to larger cohorts or give a true representation of the data trend.*

EYFS

- **Early Years Foundation Stage Profile**
  - The EYFSP is a teacher assessment of children's development at the end of the Early Years Foundation Stage (the end of the academic year in which the child turns five years old; this is typically at the end of the Reception year).

- The DfE publish results in a publication which was first released in October 2019 on GOV.UK, which covers the:
  - percentage of children achieving each assessment rating in the early learning goals
  - percentage of children achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics (a good level of development)
  - average total points score (APS) across all the early learning goals (the supporting measure)
  - percentage of children achieving at least the expected level within the communication and language, and literacy areas of learning.
- Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy. This helps teachers and parents to understand broadly what a child can do in relation to national expectations. In addition, the EYFS profile provides a national child learning and development data set at the end of the EYFS. [**Early years foundation stage profile 2024 handbook**]

- *Please note:*
  - *Data is correct as at 27/11/2024.*
  - *The EYFSP framework changed in 2021/22 and is therefore not comparable to previous years.*
  - *Pupil counts should be borne in mind when interpreting percentages. For example, low cohort numbers in one group could cause highly inflated or deflated results. Therefore this may not be comparable to larger cohorts or give a true representation of the data trend.*
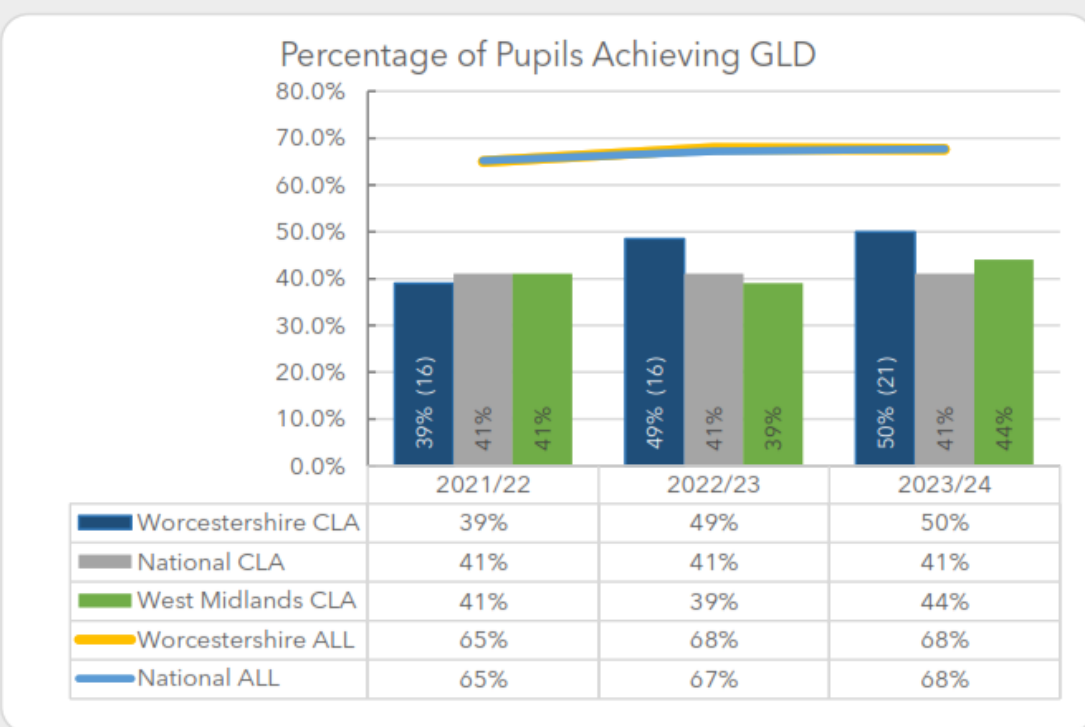
Meeting a Good Level of Development in EYFSP goals - All CLA Pupils

Percentage of Pupils Achieving GLD

	2021/22	2022/23	2023/24
Worcestershire CLA	39%	49%	50%
National CLA	41%	41%	41%
West Midlands CLA	41%	39%	44%
Worcestershire ALL	65%	68%	68%
National ALL	65%	67%	68%

Figures in brackets denote pupil numbers achieving standard.

In 2023/24 there were 42 CLA pupils in the EYFSP cohort. 50% (21) of these achieved a good level of development (GLD), compared to 41% of CLA pupils nationally, meaning that Worcestershire performance was 9% higher than CLA national (compared to 8% higher in 2022/23 and 2% lower in 2021/22).

However, in line with the national picture for all CLA, these outcomes fall below those for Worcestershire 'all' (68%) and national 'all' (68%).

More pleasingly, as seen in the charts below, Worcestershire CLA are further closing the gap with both Worcestershire 'all' (gap reduced from 19.3% to 17.6%) and national 'all' (gap reduced from 18.7%to 17.7%).

CLA % Achieving GLD in EYFSP - Gap to LA

Achieving GLD in EYFSP goals % - Gap to LA (All)
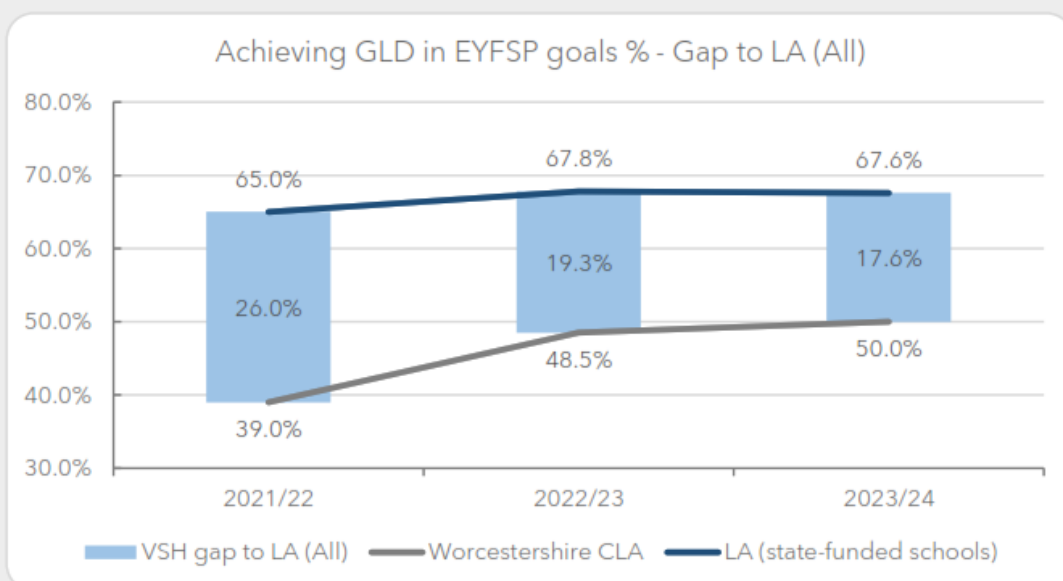
CLA % Achieving GLD in EYFSP - Gap to National

Achieving GLD in EYFSP goals % - Gap to National (All)

CLA % Achieving GLD in EYFSP by Sex
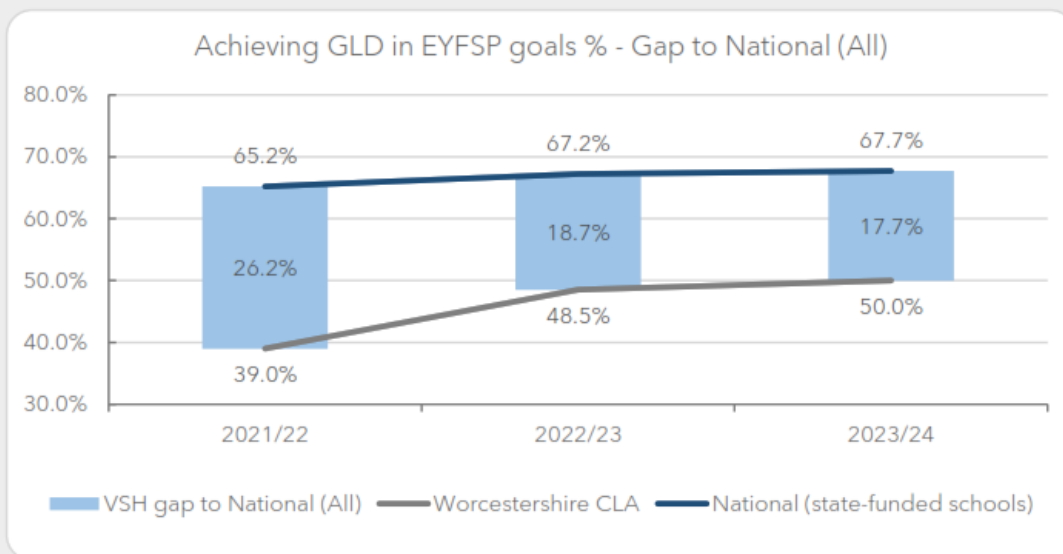
42% of Worcestershire CLA girls achieved GLD, compared to 51% of CLA girls nationally and 57% of Worcestershire CLA boys achieved GLD compared to 32% of national CLA peers.

CLA EYFSP Attainment by CLA 12 Months
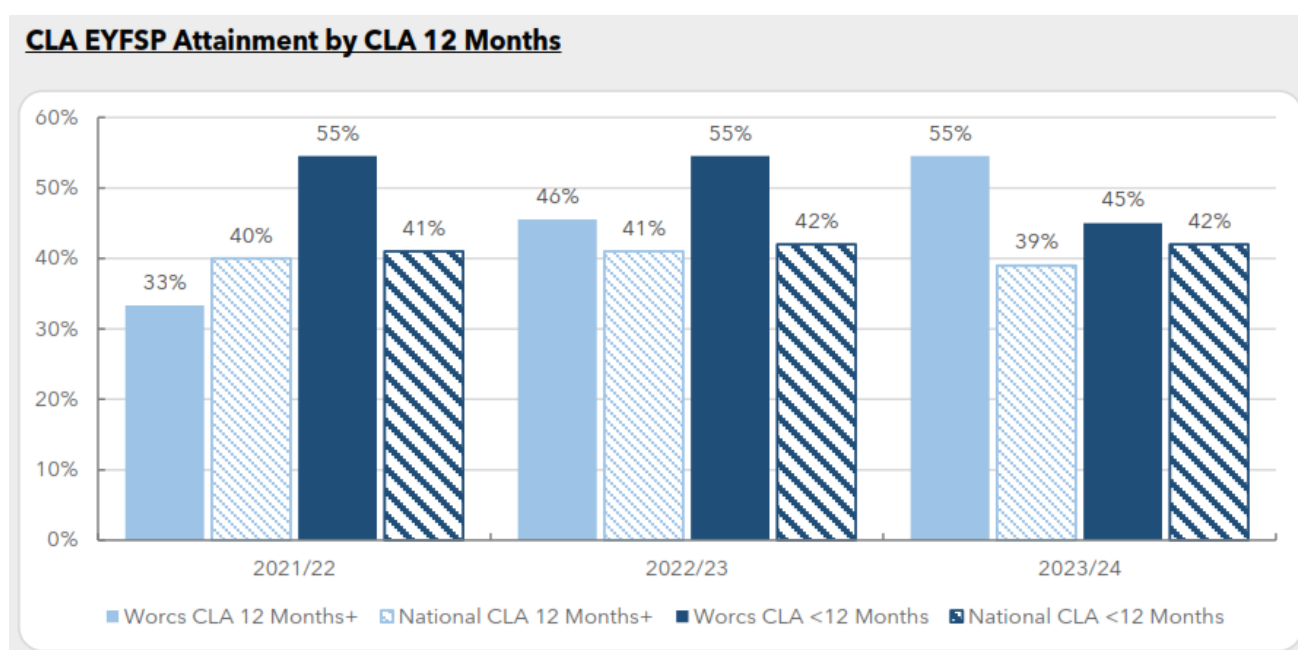
Nationally, there has been very little difference in the performance of CLA pupils over the last few years regardless of the amount of time spent in care. CLA pupils in care for less than 12 months have tended to perform very slightly better than those in care for 12 months or longer.
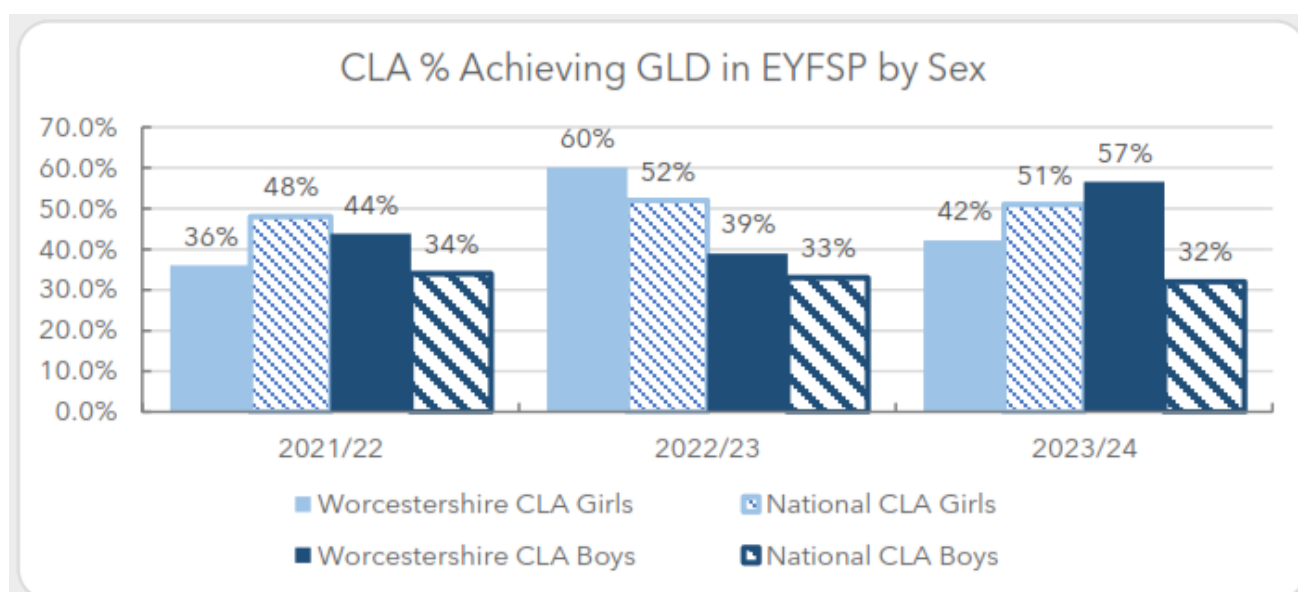
Worcestershire CLA who have been in care for less than 12 months have also tended to outperform peers in EYFSP, however in 2024 the opposite was true with 55% of pupils in care for 12 months or longer achieving GLD, compared to 45% of peers in care for less than 12 months. Low cohort numbers should be borne in mind when analysing these results.

KS1

Please note:
- *Data is correct as at 28/11/24.*
- *From 2023/24, there is no longer a statutory requirement for schools to carry out end of KS1 teacher assessments. DfE guidance now recommends, "Where appropriate, schools are still encouraged to use the teacher assessment framework to assess pupils in KS1 in order to understand their progress and to inform conversations with pupils' parents".*
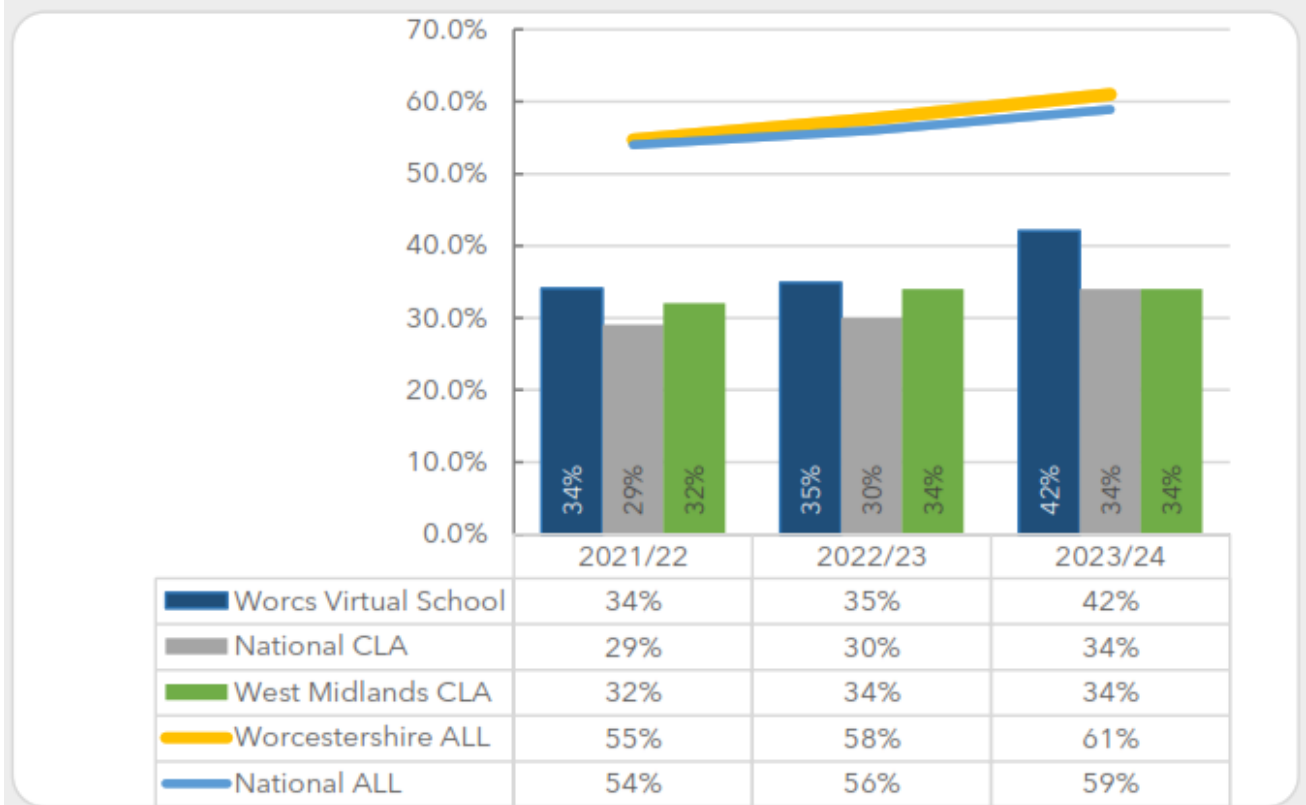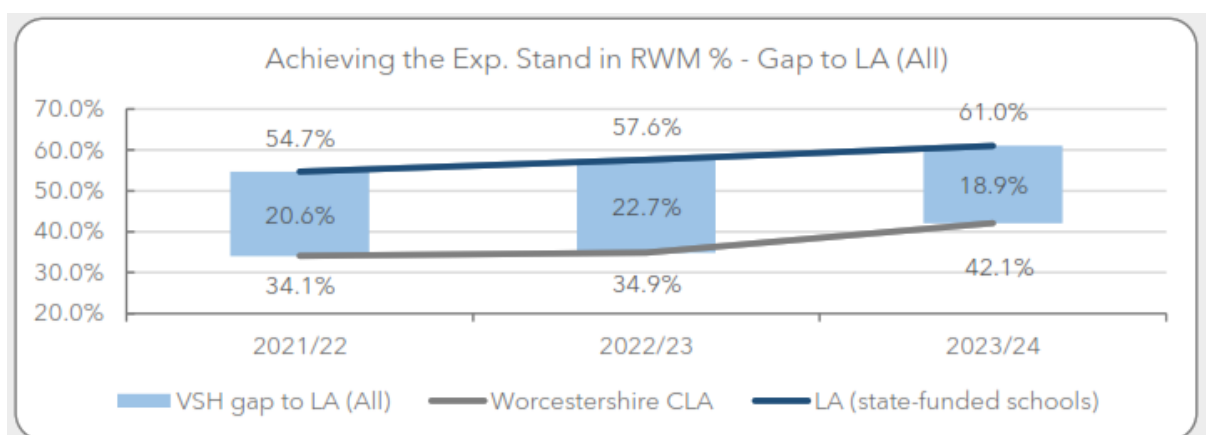- *Pupil counts should be borne in mind when interpreting percentages. For example, low cohort numbers in one group could cause highly inflated or deflated results. Therefore this may not be comparable to larger cohorts or give a true representation of the data trend.*
- *Data below has been provided from an optional collection, of which 61 Worcestershire schools took part (out of a possible 188). The 2024 Worcestershire total pupil cohort for KS1 (all pupils) therefore equates to approx. 31% of the previous years' cohort. Worcestershire CLA cohort for 2024 was 19 which equates to 44% of the previous years' cohort (43).*
- *National figures have been calculated based on data provided from 58 other local authorities, which equates to 13% of the total pupil cohort compared to the previous year (all pupils).*
- *The national CLA cohort in 2024 represents 31% of the previous years' cohort.*
- *Due to a change in DfE methodology, new suppression rules have been implemented on new releases of data. This means that, in some cases, national comparison data for specific cohorts may be unavailable going forward where DfE deem suppression rules apply.*
- *Data for all LA and National pupils (not those of the CLA cohort) is based on state-funded schools only.*

- **Reading, Writing & Mathematics**
  - **English**
    - Reading
      - Paper 1: combined reading prompt and answer booklet
      - Paper 2: reading booklet and reading answer booklet
  - **Mathematics**
    - Paper 1: arithmetic
    - Paper 2: reasoning

Meeting the Expected Standard in Reading, Writing and Maths - All CLA Pupils

	2021/22	2022/23	2023/24
Worcs Virtual School	34%	35%	42%
National CLA	29%	30%	34%
West Midlands CLA	32%	34%	34%
Worcestershire ALL	55%	58%	61%
National ALL	54%	56%	59%

The percentage of Worcestershire CLA pupils achieving the expected standard in reading, writing and mathematics increased from 34% in 2021/22 to 35% in 2022/23 and again to 42% in 2023/24. National CLA performance increased to 34% meaning WCF CLA remained 8% higher than national CLA peers.

Despite this improvement, these outcomes fall below those for Worcestershire 'all' (61%) and national 'all' (59%), in line with the national picture for all CLA. However, as seen in the charts below, Worcestershire CLA have closed the gap significantly with both Worcestershire 'all' and national 'all' since 2018/19. Compared to 2022/23, in 2023-24 the national gap was closed from 21.1% to 16.3% and the Worcestershire gap from 22.7% to 18.9%.

Achieving the Exp. Stand in RWM % - Gap to LA (All)

	2021/22	2022/23	2023/24
LA (state-funded schools)	54.7%	57.6%	61.0%
VSH gap to LA (All)	20.6%	22.7%	18.9%
Worcestershire CLA	34.1%	34.9%	42.1%

Achieving the Exp. Stand in RWM % - Gap to National (All)
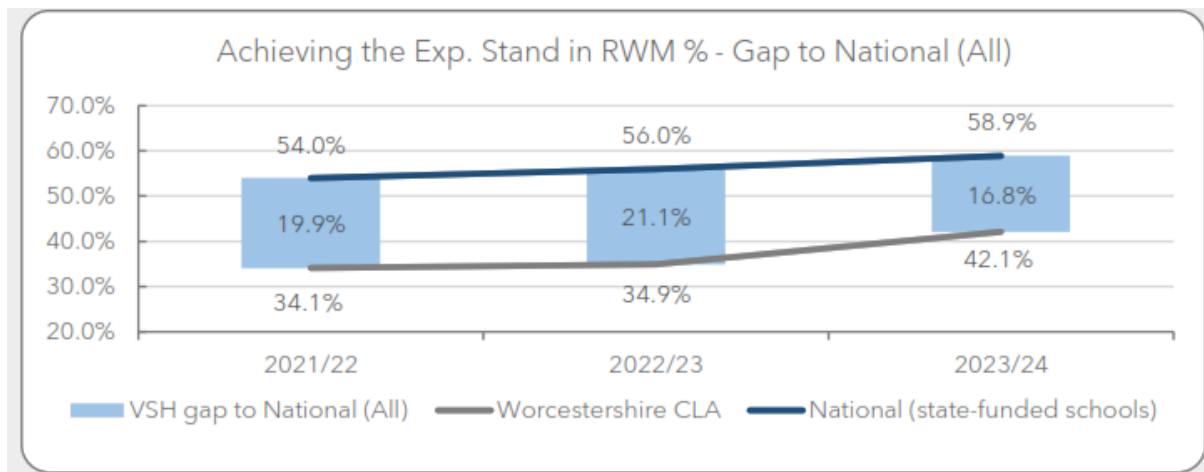
- **Phonics Screening Check**
    - The figures in this section relate to pupils passing the Phonics check by the end of Year 1. Please note, end of key stage analysis for Phonics is not currently available for 2024 due to this indicator relying on the (now optional) KS1 collection as a basis for the end of KS1 cohort. Once another suitable source for this cohort can be identified, end of key stage analysis will be provided.

Meeting the Expected Standard in Phonic Decoding - All CLA Pupils

Percentage of Pupils Achieving Expected Standard (Year 1)

Percentage of Pupils Achieving Expected Standard (Year 1) - 2024
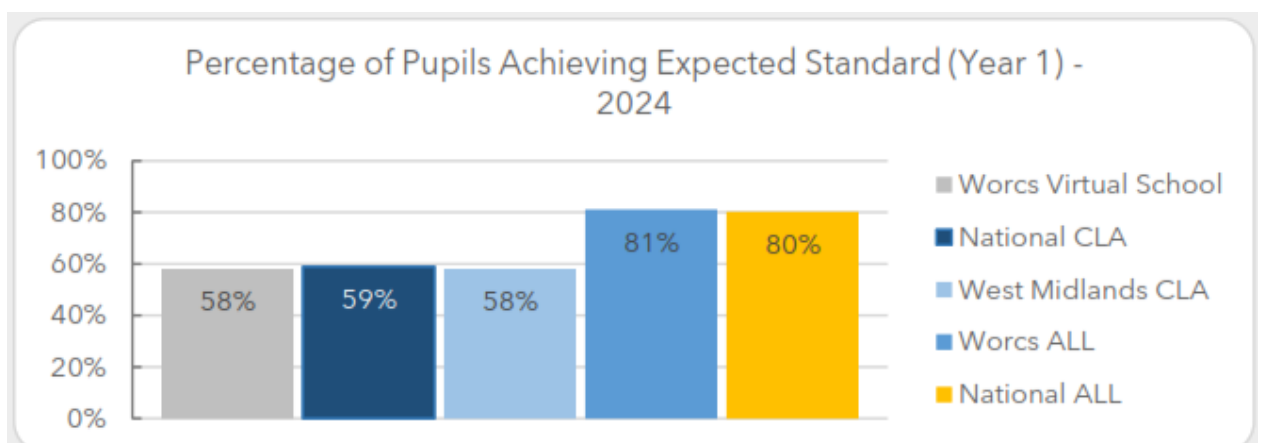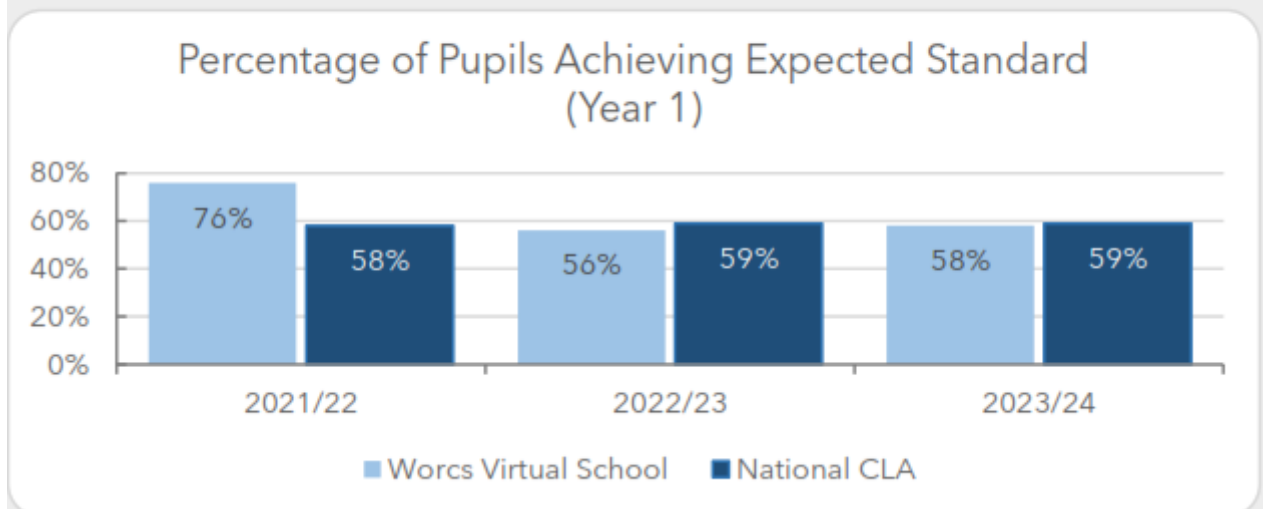
In 2023-24, 58.1% of CLA pupils in Worcestershire passed the phonics check by the end of Key Stage 1, improving on 56.1% in 2022/23 and in line with West Midlands CLA.

Despite these improvements, these outcomes fall below those for Worcestershire 'all' (81.0%) and national 'all (80.2%), in line with the national picture for all CLA. However, as seen in the charts below, Worcestershire CLA are closing the gap with national 'all' (gap reduced from 22.8% 2022/23 to 22.1% in 2023/24), though the gap to Worcestershire 'all' increased slightly (from 22.5% in 2022/23 to 22.9% in 2023/24).

Gap to LA

Achieving the Exp. Standard in Phonics % - Gap to LA (All)

- 77.0% (2021/22, LA)
- 78.6% (2022/23, LA)
- 81.0% (2023/24, LA)
- 1.2% (2021/22, VSH gap)
- 75.8% (2021/22, Worcestershire CLA)
- 22.5% (2022/23, VSH gap)
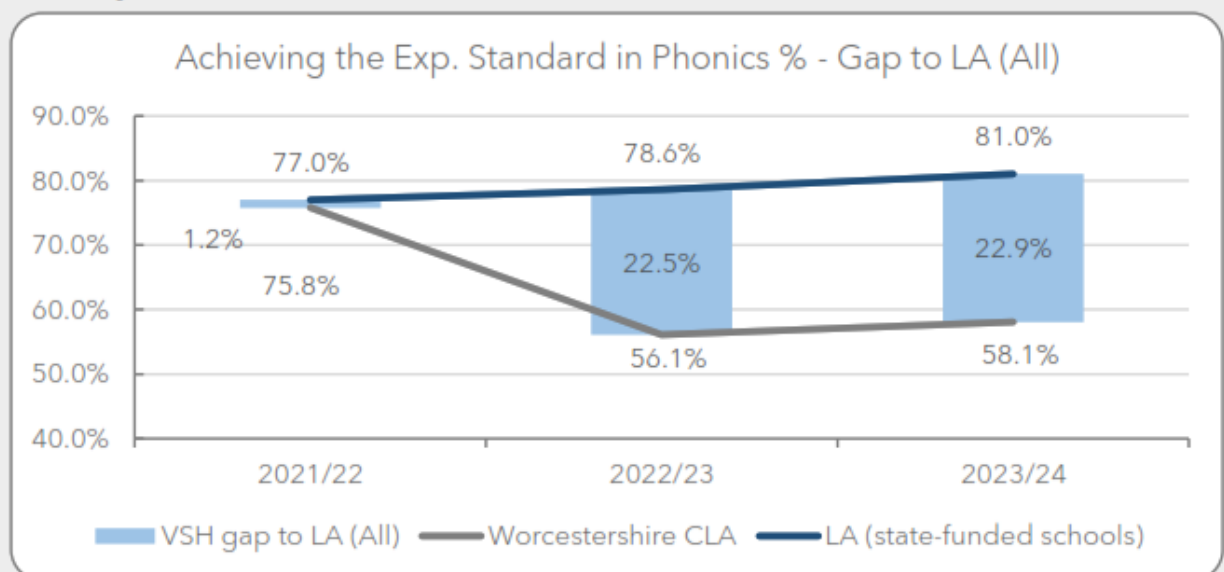- 56.1% (2022/23, Worcestershire CLA)
- 22.9% (2023/24, VSH gap)
- 58.1% (2023/24, Worcestershire CLA)

Legend: VSH gap to LA (All) | Worcestershire CLA | LA (state-funded schools)

Gap to National

Achieving the Exp. Standard in Phonics % - Gap to National (All)

- 75.5% (2021/22, National)
- 78.9% (2022/23, National)
- 80.2% (2023/24, National)
- -0.3 (2021/22, VSH gap)
- 75.8% (2021/22, Worcestershire CLA)
- 22.8% (2022/23, VSH gap)
- 56.1% (2022/23, Worcestershire CLA)
- 22.1% (2023/24, VSH gap)
- 58.1% (2023/24, Worcestershire CLA)

Legend: VSH gap to National (All) | Worcestershire CLA | National (state-funded schools)

KS2

Please note:
- *Data is correct as at 09/08/2024 ('provisional' data) and is subject to change.*
- *Pupil counts should be borne in mind when interpreting percentages. For example, low cohort numbers in one group could cause highly inflated or deflated results. Therefore this may not be comparable to larger cohorts or give a true representation of the data trend.*
- *Due to a change in DfE methodology, new suppression rules have been implemented on new releases of data. This means that, in some cases, national comparison data for specific cohorts may be unavailable going forward where DfE deem suppression rules apply.*
- *Data for all LA and National pupils (not those of the CLA cohort) is based on state-funded schools only.*
- *It is not possible to calculate KS1-KS2 progress scores for academic years 2023/24 and 2024/25 because there is no KS1 baseline available to calculate primary progress measures for these years due to Covid-19 disruption. We are also unable to show results broken down by prior attainment. For more information see the KS2 technical guidance.*
- *Attainment measures show how pupils have performed in tests and assessments but do not take pupils' starting points into account.*
- *Pupils included in this performance data will also have experienced disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently.*

- **Reading, Writing & Mathematics**
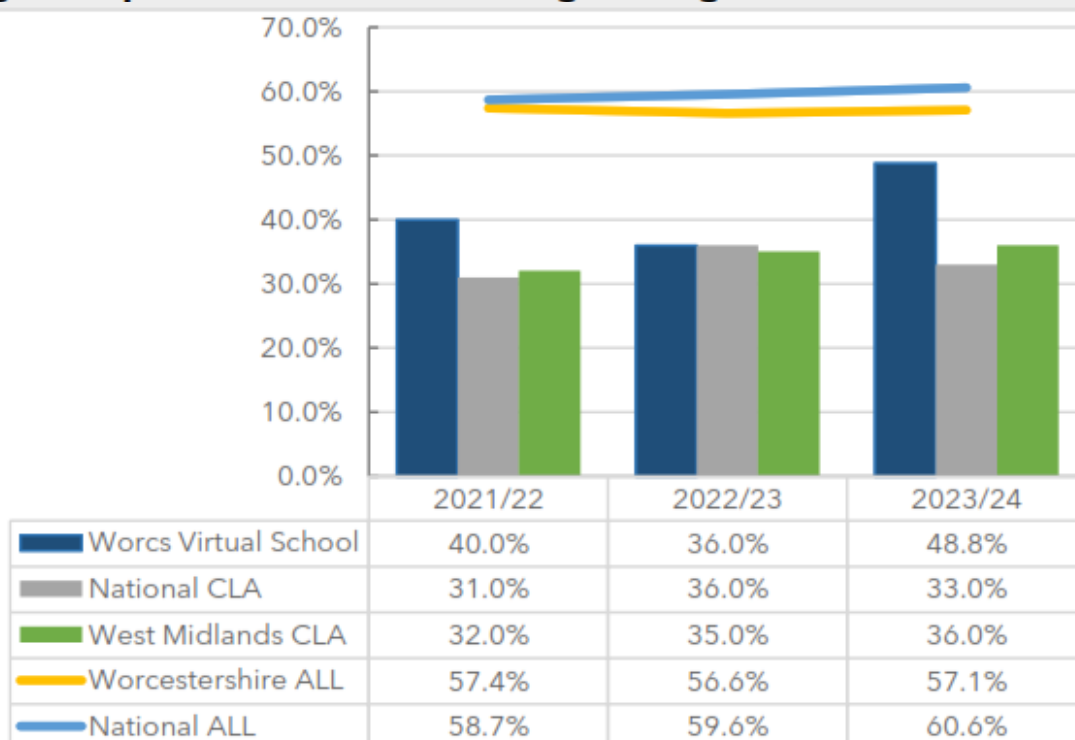 - **English**
    - Grammar, Punctuation and Spelling
      - Paper 1: questions
      - Paper 2: spelling
    - Reading
  - **Mathematics**
    - Paper 1: arithmetic
    - Paper 2: reasoning
    - Paper 3: reasoning

Meeting the Expected Standard in Reading, Writing and Maths - All CLA Pupils

	2021/22	2022/23	2023/24
Worcs Virtual School	40.0%	36.0%	48.8%
National CLA	31.0%	36.0%	33.0%
West Midlands CLA	32.0%	35.0%	36.0%
Worcestershire ALL	57.4%	56.6%	57.1%
National ALL	58.7%	59.6%	60.6%

The percentage of Worcestershire CLA pupils achieving the expected standard in reading, writing and maths significantly increased from 36.0% in 2022/23 to 48.8% in 2023/24.

These outcomes fall below those for Worcestershire 'all' (57.1%) and national 'all' (60.6%), in line with the national picture for all CLA. However, as seen in the charts below, in 2023-24 Worcestershire CLA closed the gap with both Worcestershire 'all' and national 'all'. (Worcestershire gap reduced from 22.7% in 2022/23 to 18.9% in 2023-24 and national 'all' gap reduced from 21.1% in 2022/23 to 16.8% in 2023/24).

Achieving the Exp. Stand in RWM % - Gap to LA (All)

Achieving the Exp. Stand in RWM % - Gap to National (All)

- VSH gap to National (All)
- Worcestershire CLA
- National (state-funded schools)

2021/22: National 54.0%, VSH gap 19.9%, Worcestershire CLA 34.1%
2022/23: National 56.0%, VSH gap 21.1%, Worcestershire CLA 34.9%
2023/24: National 58.9%, VSH gap 16.8%, Worcestershire CLA 42.1%
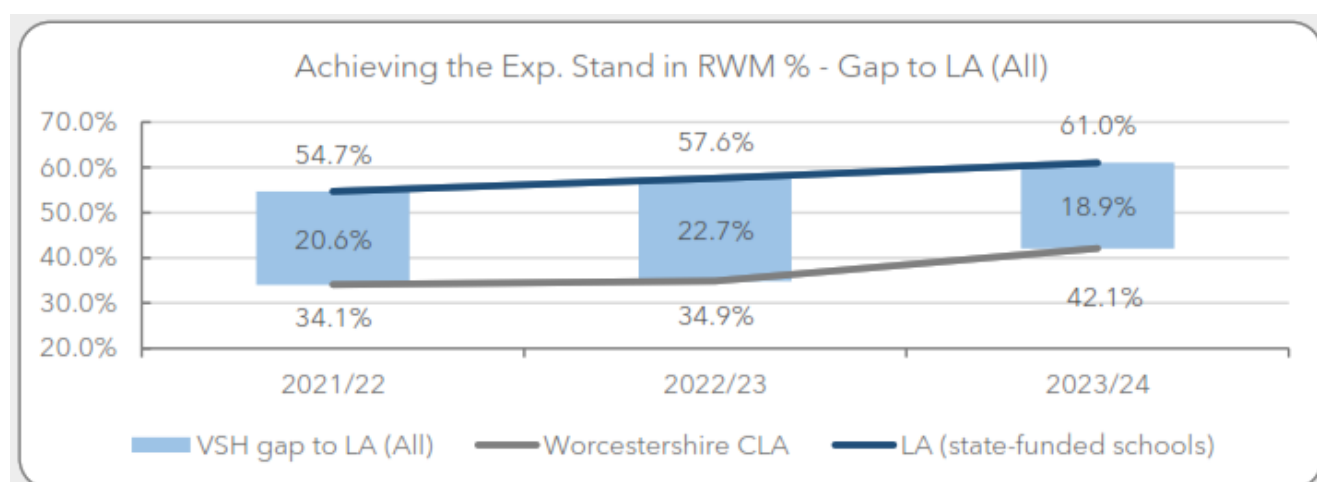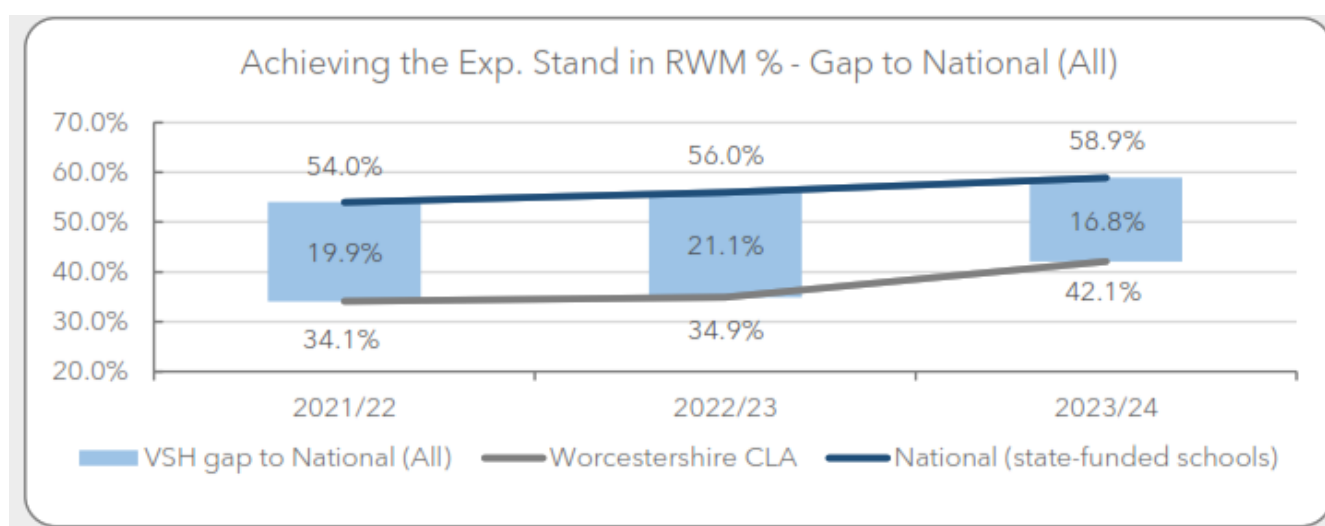
Key Stage 4

Please note:
- *Data is correct as at 04/03/25 (KS4 DfE - Revised).*
- *When analysing Key Stage 4 data, it is important to understand the effects of the Covid 19 pandemic on the education system and secondary assessment over the last few years.*
  Most GCSE exams are taken in the summer of Year 11 at the end of two years of study, however schools can enter pupils for exams early, most often occurring in the summer of Year 10. Due to the pandemic, results from qualifications achieved between January 2020 and August 2021 were not used in school level performance measures. However, the entries from qualifications taken during this time are counted in 2022 performance measures.
  Consequently most indicators in 2021/22 data are thus not directly comparable to those from other years. The one indicator that is directly comparable is the proportion of pupils entering the English Baccalaureate.
    - *2018-19 cohort:*
      The last 'normal' year – qualifications achieved prior to Y11 were included in performance measures.
    - *2019-20 cohort:*
      Examinations were cancelled and students were awarded centre assessed grades (no performance data available at school level).
    - *2020-21 cohort:*
      Examinations were cancelled and students were awarded centre assessed grades (no performance data available at school level).
    - *2021-22 cohort:*
      Any results from qualifications a pupil may have achieved between Jan 2020 and Aug 2021 are not included in performance measures but entries in qualifications are included. There was a variety of additional support put in place for the 2021-22 cohort including; generous grading, adjustments to coursework requirements, less content/topics in some GCSEs and advance knowledge on the focus of exams. These measures were intended to be fair to students whose education had been disrupted by the pandemic. The additional support given to these pupils is likely to have contributed to the increase in performance.

-
  -
    - *2022-23 cohort:*
      The process returned to near normal with students not having been given the same additional support as the previous year. However, these results are not directly comparable with the Covid-affected years (2019/20, 2020/21, 2021/22) due to the modifications made during these Covid years.
      Results from qualifications a pupil may have achieved prior to the Summer 2023 examinations were included in performance measures. Although less effected that the 2021/22 cohort, these pupils will still have had part of their secondary education disrupted by the pandemic.
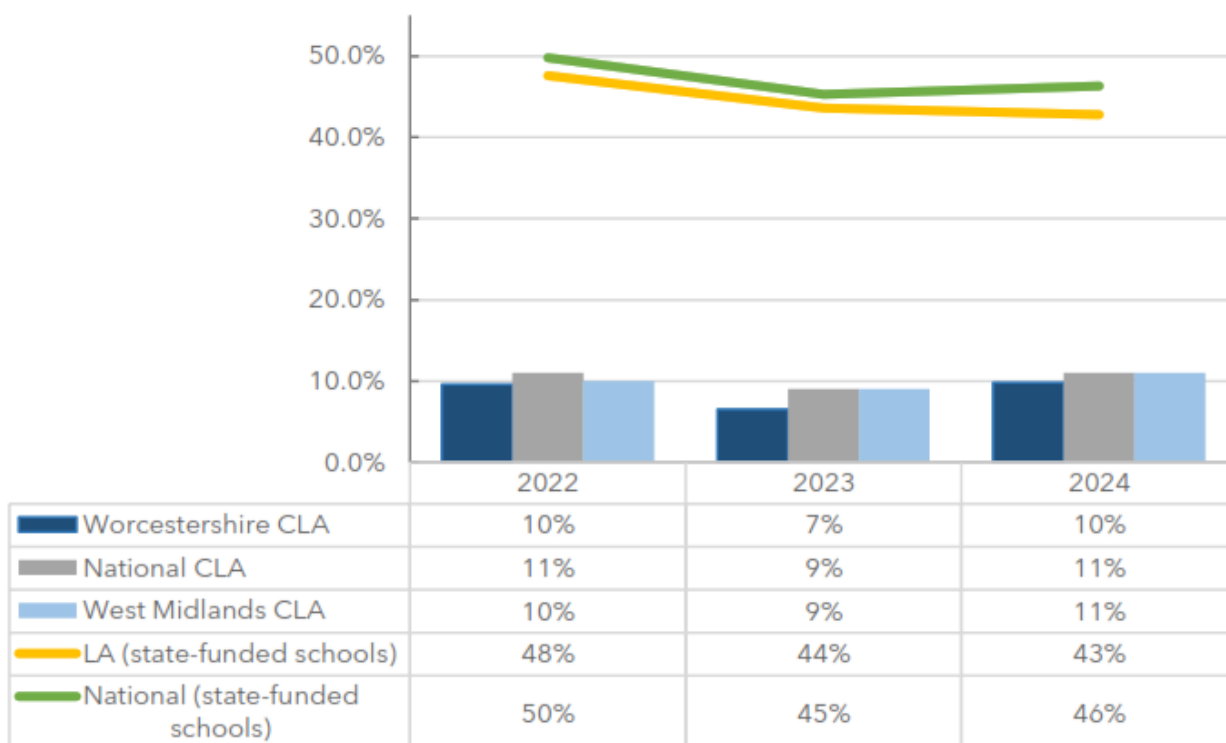 - *LA and National data provided for ALL pupils (not of the CLA cohort) is based on state funded schools and colleges.*
  - *Pupil counts should be borne in mind when interpreting percentages. For example, low cohort numbers in one group could cause highly inflated or deflated results. Therefore this may not be comparable to larger cohorts or give a true representation of the data trend.*

- **GCSEs**

Achieving 9-5 in English & Maths

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.

Achieving 9-5 in English and Maths - All CLA Pupils - 3 Year Trend

	2022	2023	2024
Worcestershire CLA	10%	7%	10%
National CLA	11%	9%	11%
West Midlands CLA	10%	9%	11%
LA (state-funded schools)	48%	44%	43%
National (state-funded schools)	50%	45%	46%

The percentage of Worcestershire CLA pupils achieving 9-5 in English & Maths increased from 7% in 2022/23 to 10% in 2023-24, though remains slightly below national CLA (11%).

These outcomes fall below those for Worcestershire 'all' (43%) and national 'all' (46%), in line with the national picture for all CLA. However, as seen in the charts below, Worcestershire CLA have closed the gap with both Worcestershire 'all' and national 'all' since 2018/19, and 2022-23 saw the gap to Worcestershire 'all' close further (from 37.0% in 2022/23 to 33.0% in 2023/24) and the gap to national 'all' close further (from 38.7% in 2022/23 to 36.5% in 2023/24).

Gap to LA

Achieving 9-5 in English and Maths - Gap to LA (All)

Legend: VSH gap to LA (All) · Worcestershire CLA · LA (state-funded schools)

Gap to National

Achieving 9-5 in English and Maths - Gap to National (All)

Legend: VSH gap to National (All) · Worcestershire CLA · National (state-funded schools)
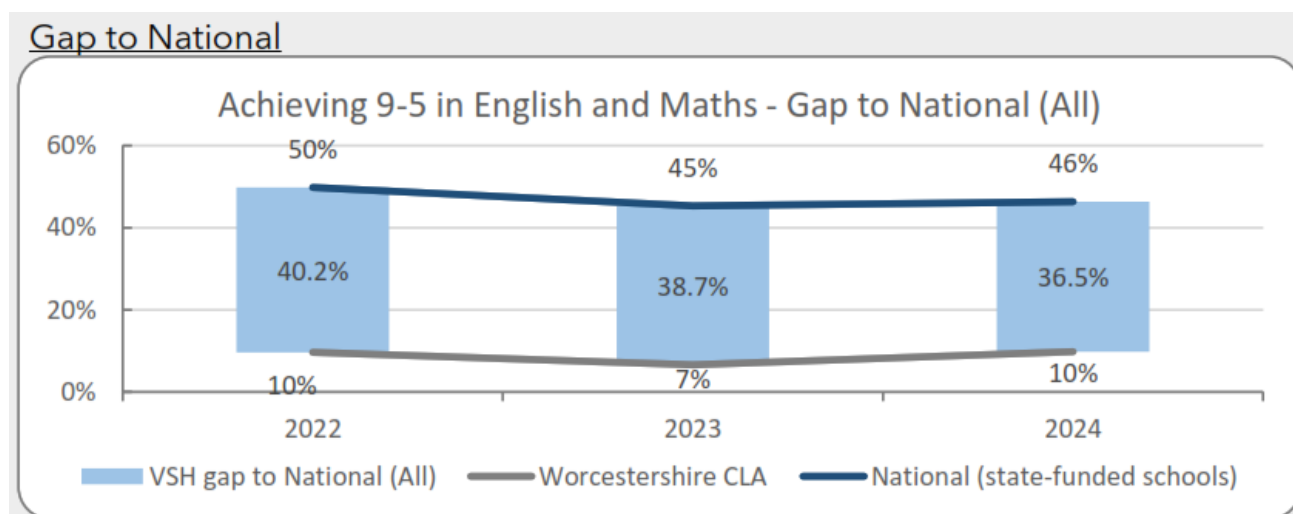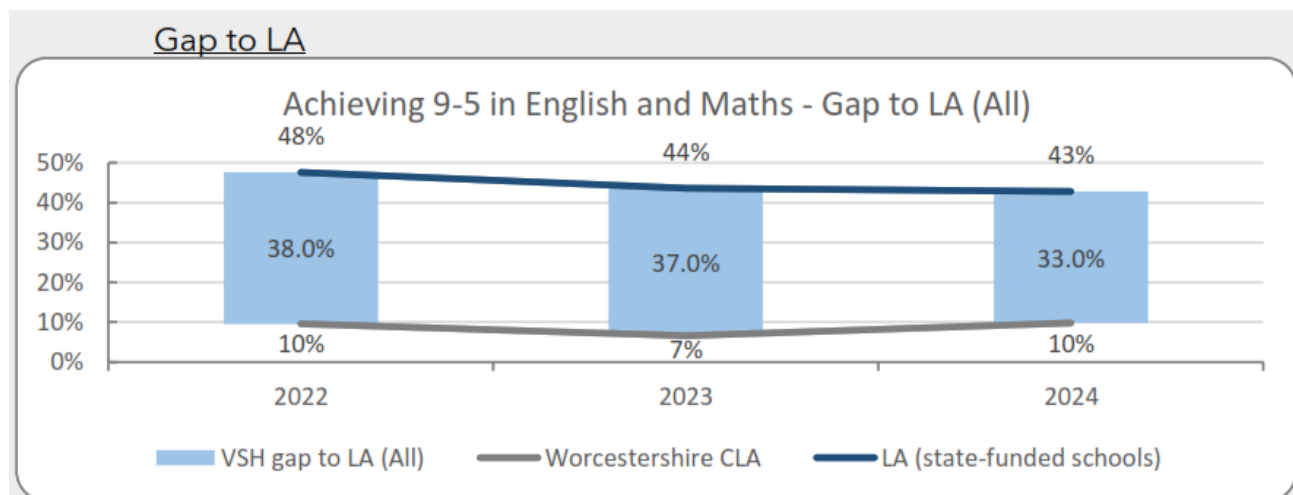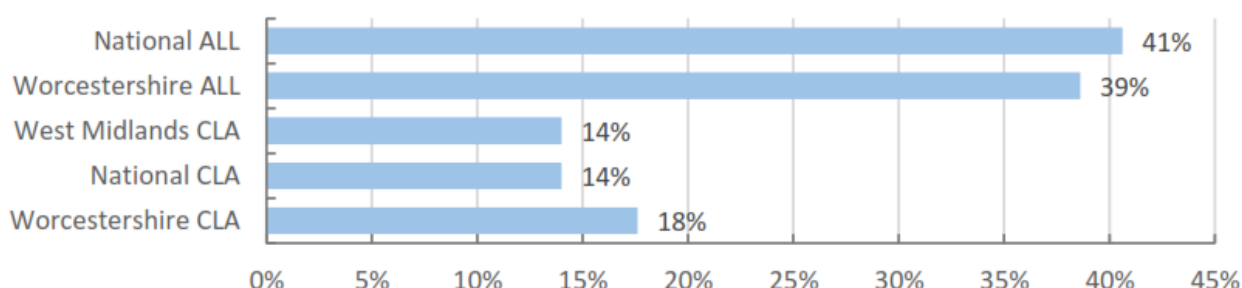
English Baccalaureate

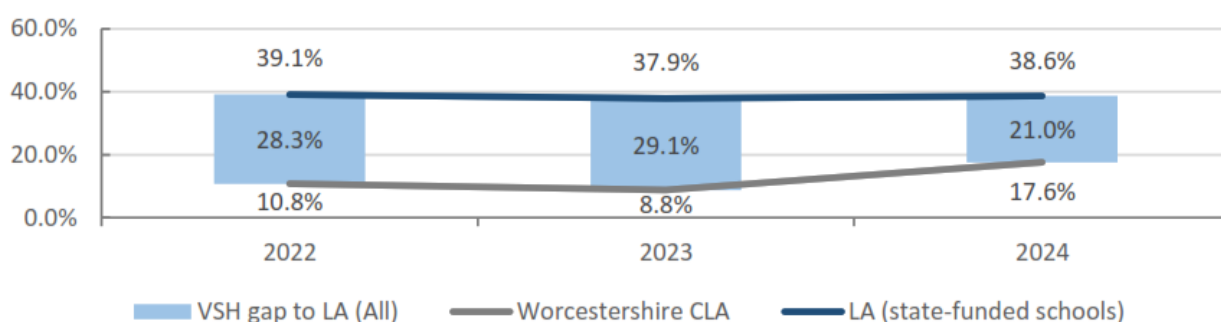**English Baccalaureate (EBacc) entry**
The EBacc entry shows how many pupils are entering GCSEs (or AS level qualifications) in core academic subjects at KS4. The EBacc consists of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the English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

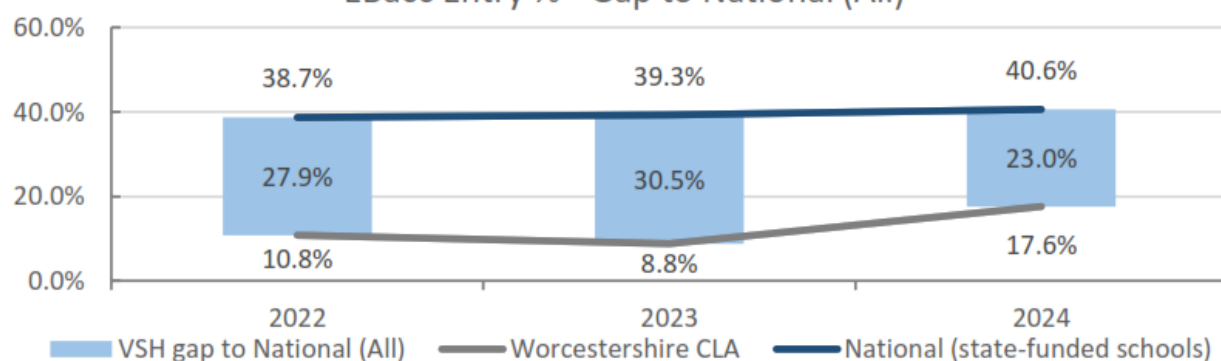## English Baccalaureate Entry % and Average Point Scores - 2024

All Pupils - EBacc Entry

Category	Entry %
National ALL	41%
Worcestershire ALL	39%
West Midlands CLA	14%
National CLA	14%
Worcestershire CLA	18%

EBacc Entry % - Gap to LA (All)

	2022	2023	2024
LA (state-funded schools)	39.1%	37.9%	38.6%
VSH gap to LA (All)	28.3%	29.1%	21.0%
Worcestershire CLA	10.8%	8.8%	17.6%

EBacc Entry % - Gap to National (All)

	2022	2023	2024
National (state-funded schools)	38.7%	39.3%	40.6%
VSH gap to National (All)	27.9%	30.5%	23.0%
Worcestershire CLA	10.8%	8.8%	17.6%

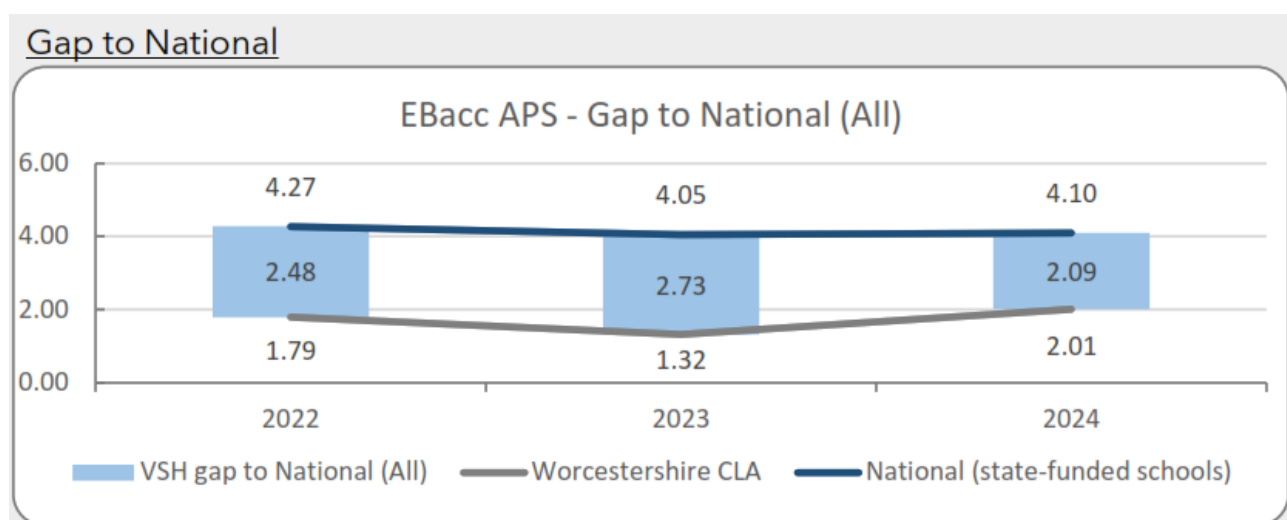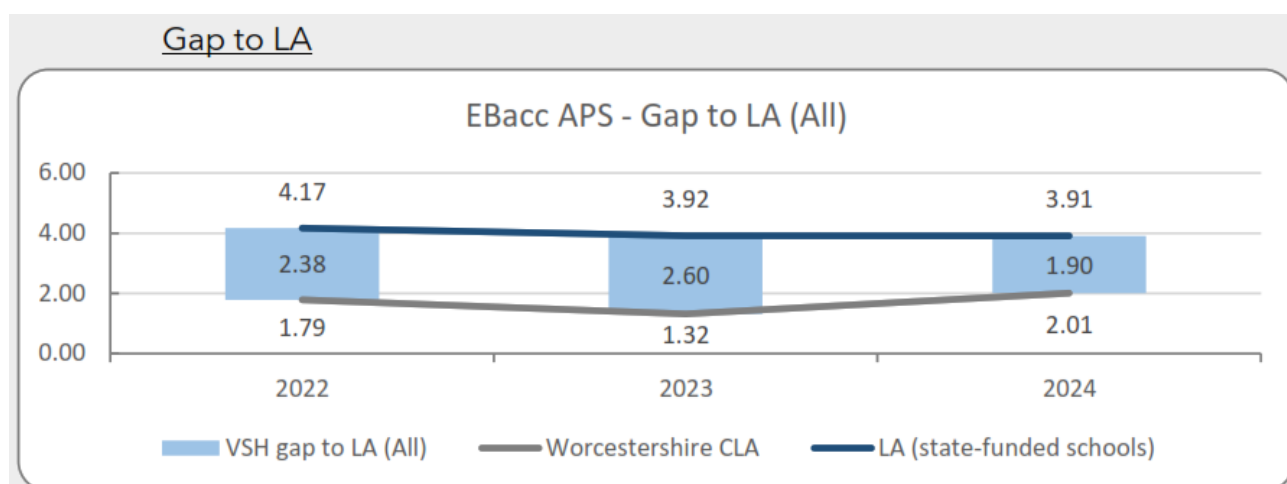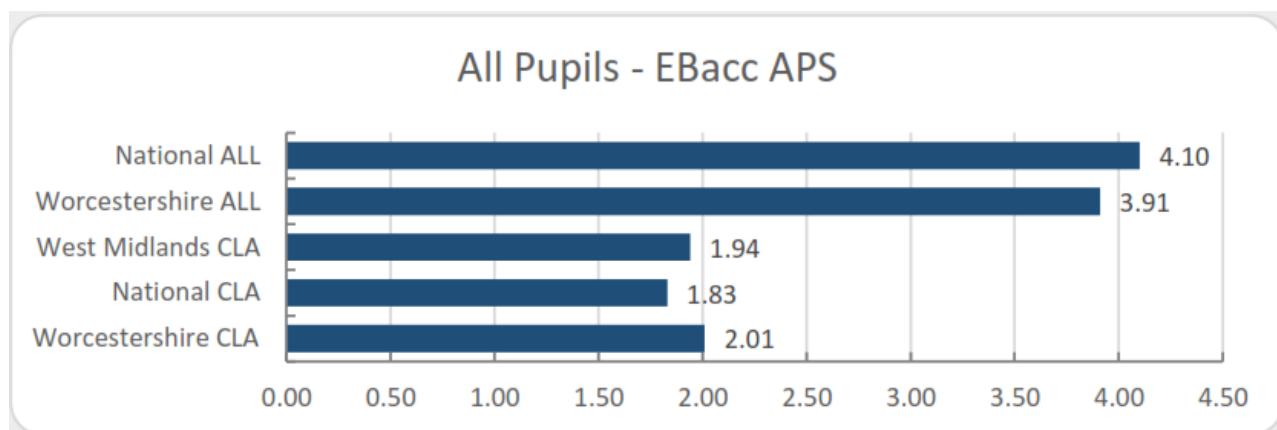EBacc entry for Worcestershire CLA is considerably higher (18%) than West Midlands CLA (14%) and National CLA (14%).

Worcestershire CLA have closed the gap year on year with both Worcestershire 'all' and national 'all' since 2018/19. 2023/24 saw the gap to Worcestershire 'all' close further (from 29.1% in 2022/23 to 21.0% in 2023/24) and the gap to national 'all' close further (from 30.5% in 2022/23 to 23.0% in 2023/24).

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.

All Pupils - EBacc APS

National ALL	4.10
Worcestershire ALL	3.91
West Midlands CLA	1.94
National CLA	1.83
Worcestershire CLA	2.01

Gap to LA

EBacc APS - Gap to LA (All)

	2022	2023	2024
LA (state-funded schools)	4.17	3.92	3.91
VSH gap to LA (All)	2.38	2.60	1.90
Worcestershire CLA	1.79	1.32	2.01

Gap to National

EBacc APS - Gap to National (All)

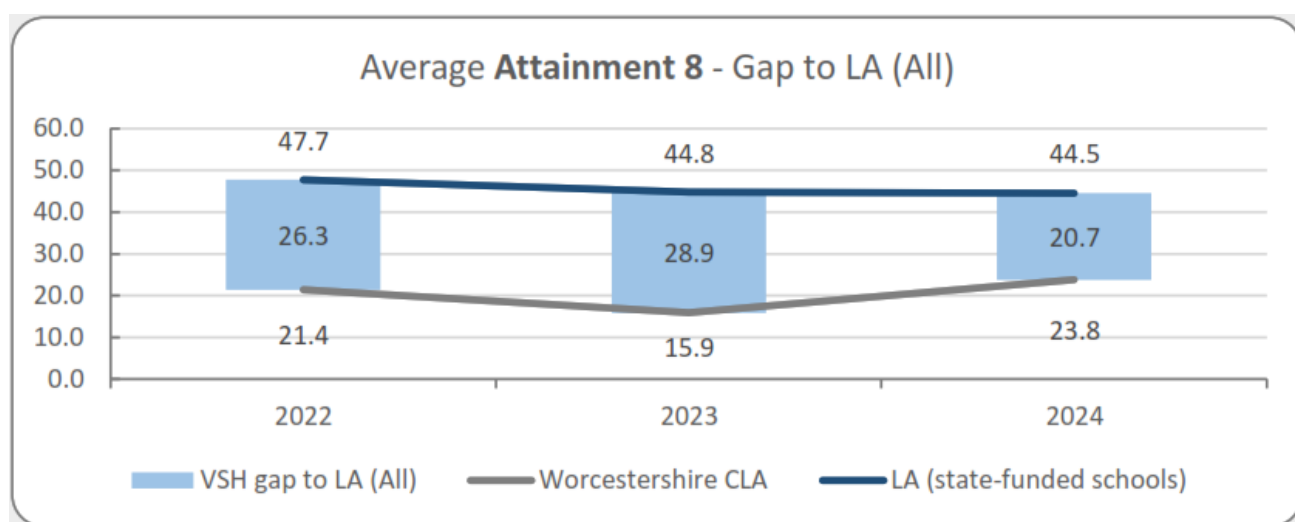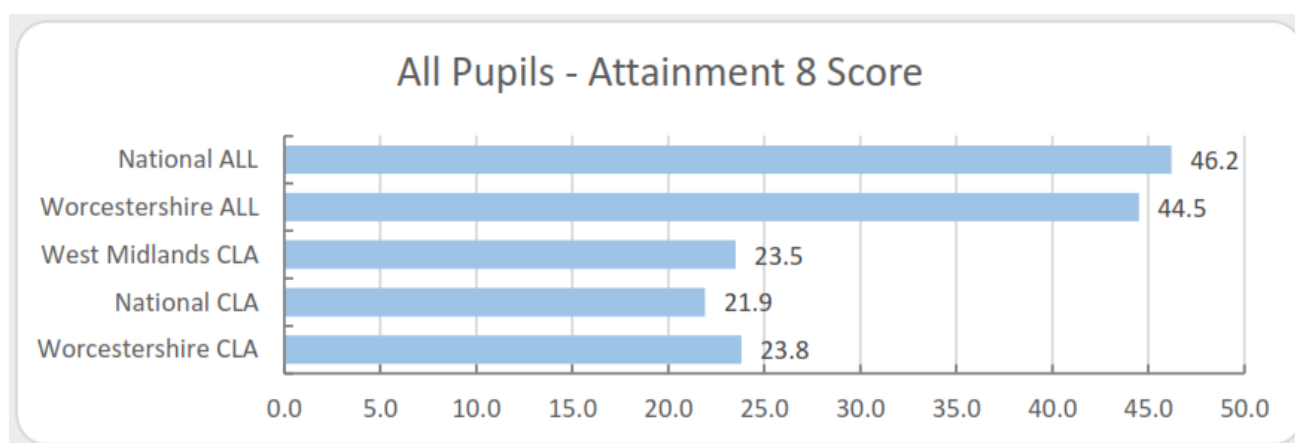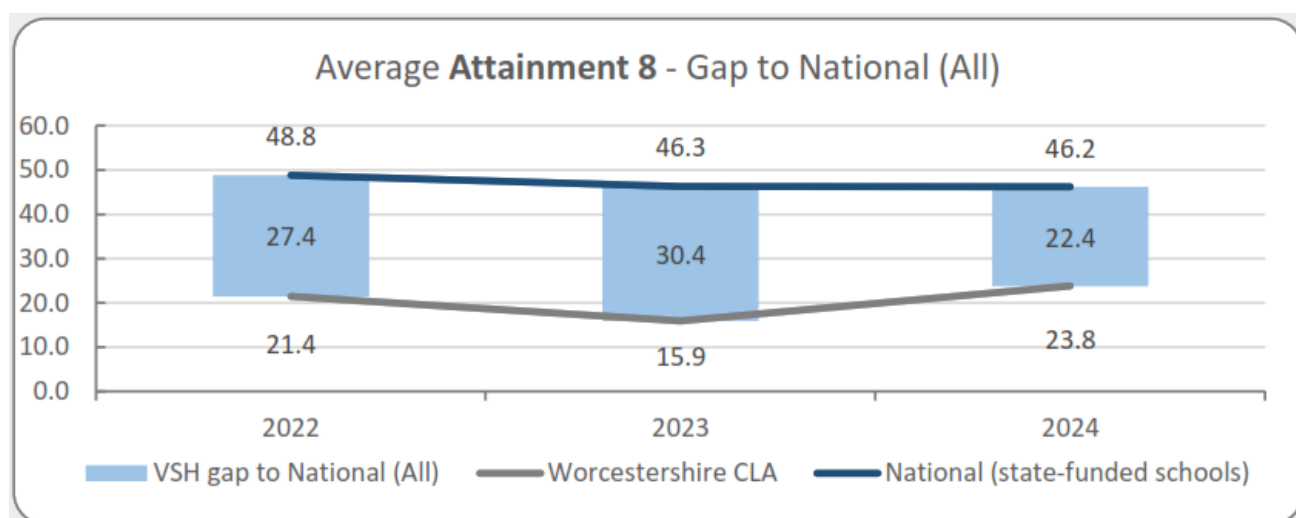|	2022	2023	2024
National (state-funded schools)	4.27	4.05	4.10
VSH gap to National (All)	2.48	2.73	2.09
Worcestershire CLA	1.79	1.32	2.01

In 2023/24, the EBacc APS for Worcestershire CLA increased to 2.01 from 1.32 in 2022/23.

As seen in the charts above, in 2023/24 Worcestershire CLA closed the gap with both Worcestershire 'all' (from 2.60 in 2022/23 to 1.90 in 2023/24) and national 'all' (from 2.73 in 2022/23 to 2.09 in 2023/24).

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.

All Pupils - Attainment 8 Score

National ALL	46.2
Worcestershire ALL	44.5
West Midlands CLA	23.5
National CLA	21.9
Worcestershire CLA	23.8

Average **Attainment 8** - Gap to LA (All)

|	2022	2023	2024
LA (state-funded schools)	47.7	44.8	44.5
VSH gap to LA (All)	26.3	28.9	20.7
Worcestershire CLA	21.4	15.9	23.8

Average **Attainment 8** - Gap to National (All)

Attainment 8 scores for Worcestershire CLA (23.8) are higher than West Midlands CLA (23.5) and National CLA (21.9). Whilst these outcomes fall below those for Worcestershire 'all' (44.5) and national 'all' (46.2), as seen in the charts below, 2023/24 saw Worcestershire CLA close the gap to Worcestershire 'all' (from 28.9 in 2022/23 to 20.7 in 2023/24) and close the gap to national 'all' (from 30.4 in 2022/23 to 22.4 in 2023/24).

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.

All Pupils - Progress 8 Score

Average **Progress 8** - Gap to LA (All)

Average **Progress 8** - Gap to National (All)
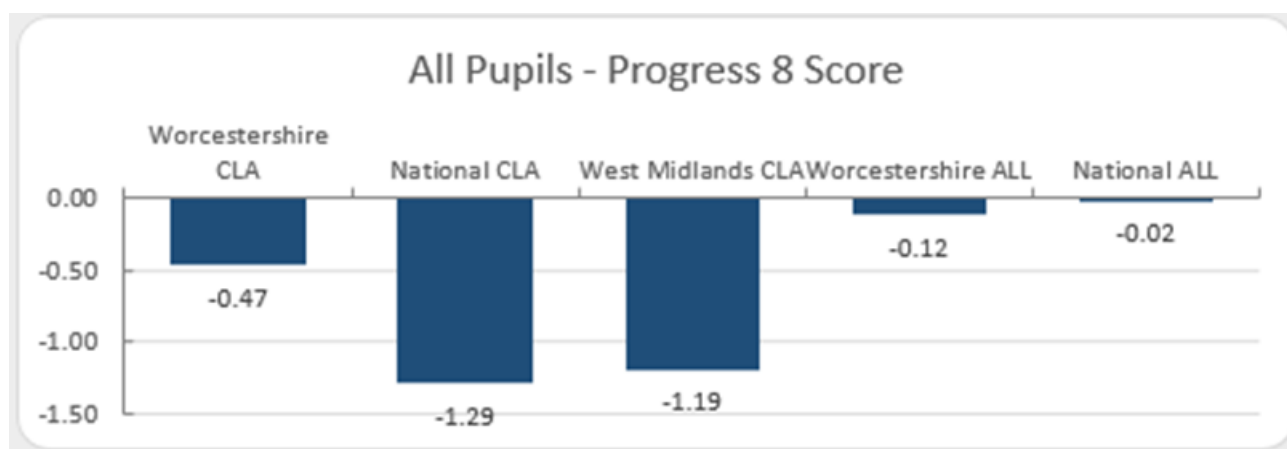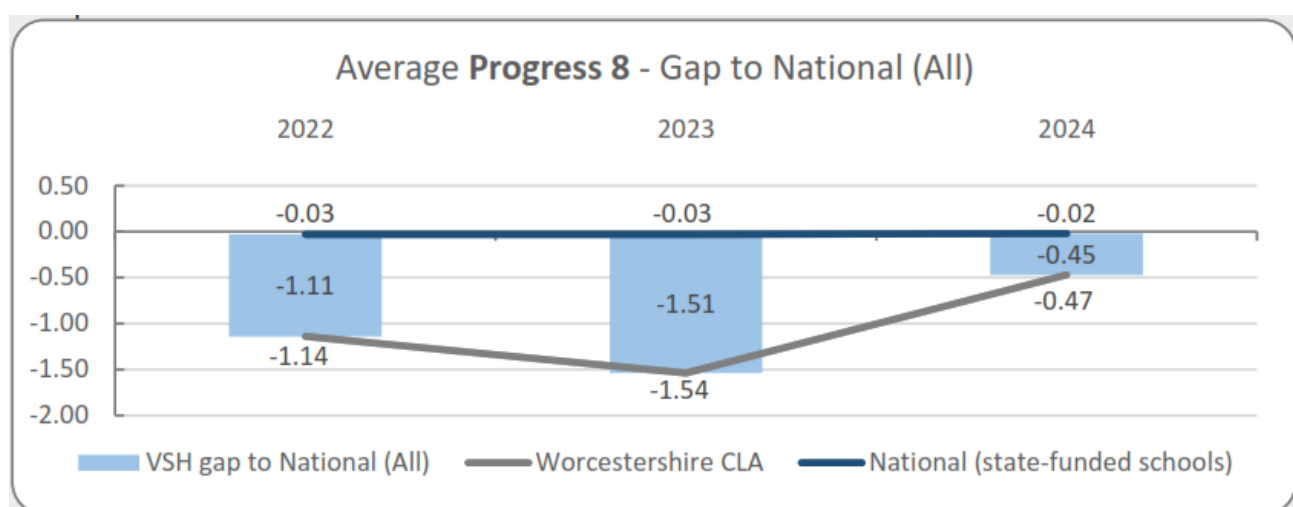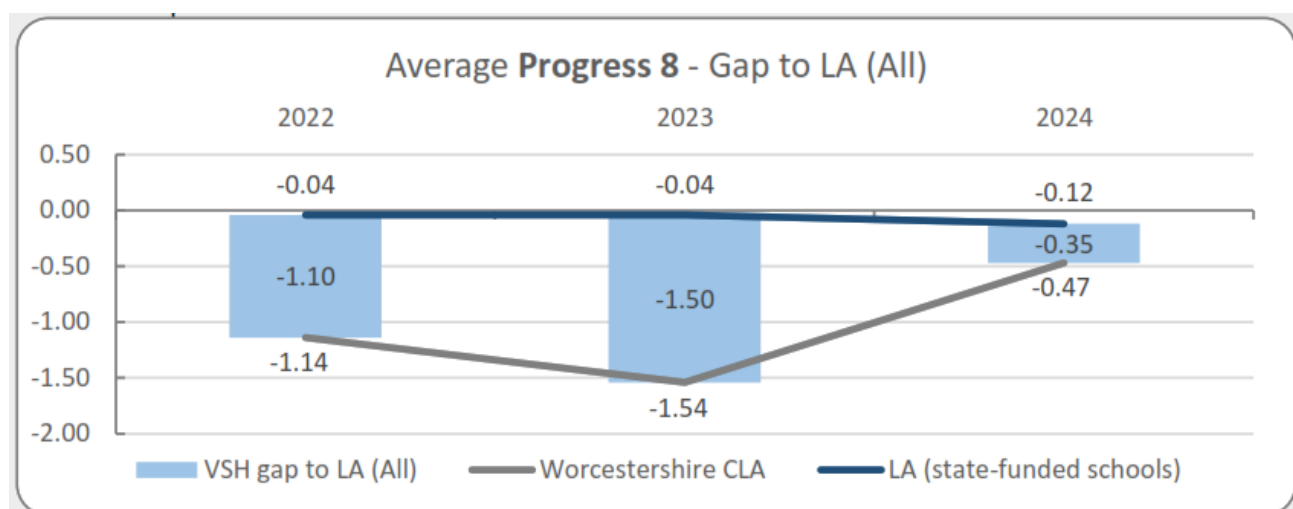
The Progress 8 score for Worcestershire CLA has improved from -1.54 in 2022/23 to -0.47 in 2023/24.

2023-24 saw the gap to Worcestershire 'all' close (from -1.50 in 2022/23 to -0.35 in 2023/24) and to national 'all' close (from -1.51 in 2022/23 to -0.45 in 2023/24).

The closest direct comparison year for Progress 8 (due to Covid measures and impact) to 2023/24 is 2018/19. Compared to 2018/19 results, Worcestershire CLA have closed the gap with both Worcestershire 'all' (from -1.73 to -0.35) and national 'all' (from -1.70 to -0.45).

National Standardised Tests – CLA Summary

Low pupil counts should be borne in mind when interpreting percentages. For example, low cohort numbers in one group could cause highly inflated or deflated results. Therefore, this may not be comparable to larger cohorts or give a true representation of the data trend.

Compared to 2022-23 results, the attainment gap between Worcestershire CLA and 'all' children closed (improved) in:

- EYFS GLD (closed gap to Worcestershire 'all' [from 19.3% to 17.6%] and National 'all' [from 18.7%to 17.7%])

- KS1 RWM (closed gap to Worcestershire 'all' [22.7% to 18.9%] and National 'all' [from 21.1% to 16.3%])
- Phonics (closed gap to National 'all' [from 22.8% to 22.1%], but widened gap to Worcestershire 'all' [from 22.5% to 22.9%])
- KS2 RWM (closed gap to Worcestershire 'all' [from 22.7% to 18.9%] and National 'all' [from 21.1% to 16.8%])
- KS4 Achieving 9-5 in English & Maths (closed gap to Worcestershire 'all' [from 37.0% to 33.0%] and National 'all' [from 38.7% to 36.5%])
- EBacc Average Point Score (closed gap to Worcestershire 'all' [from 2.60 to 1.90] and National 'all' [from 2.73 to 2.09])
- Attainment 8 (closed gap to Worcestershire 'all' [from 28.9 to 20.7] and National 'all' [from 30.4 to 22.4])
- Progress 8 (closed gap to Worcestershire 'all' [from -1.73 to -0.35] and National 'all' [from -1.70 to -0.45])

Compared to 2022-23 results, the attainment gap between Worcestershire CLA and 'all' children widened in:
- Phonics (closed gap to National 'all' [from 22.8% to 22.1%], but widened gap to Worcestershire 'all' [from 22.5% to 22.9%])

Despite closing the gap to National 'all' in all 8 outcome measures, Worcestershire CLA outcomes fall below those for Worcestershire 'all' and national 'all', in line with the national picture for CLA. CLA face significant disadvantage in achieving educational outcomes and WVS works tirelessly to provide the support and challenge required to overcome this adversity. Through WVS leading Personal Education Plan (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 CLA and increased their readiness to learn and their individual sense of value.

b) National Standardised Tests – Child In Need Plans & Child Protection Plans

CIN/CPP definitions are provided at the start of each section within the report but are as follows;
- CiN – all children recorded as having a Child In Need Plan on the 2023/24 statutory CIN return where matched to Worcestershire EYFSP 2024 performance data via pupil UPN. This therefore excludes CIN educated outside of Worcestershire.
- CPP – all children recorded as having a Child Protection Plan on the 2023/24 statutory CIN return where matched to Worcestershire EYFSP 2024 performance data via pupil UPN. This therefore excludes CIN educated outside of Worcestershire.

Please note for all sections:
- *The below is a headline summary. Full analysis can be found in 'Virtual School Head Report 2023-24'.*
- *Pupil counts should be borne in mind when interpreting percentages. For example, low cohort numbers in one group could cause highly inflated or deflated results.*

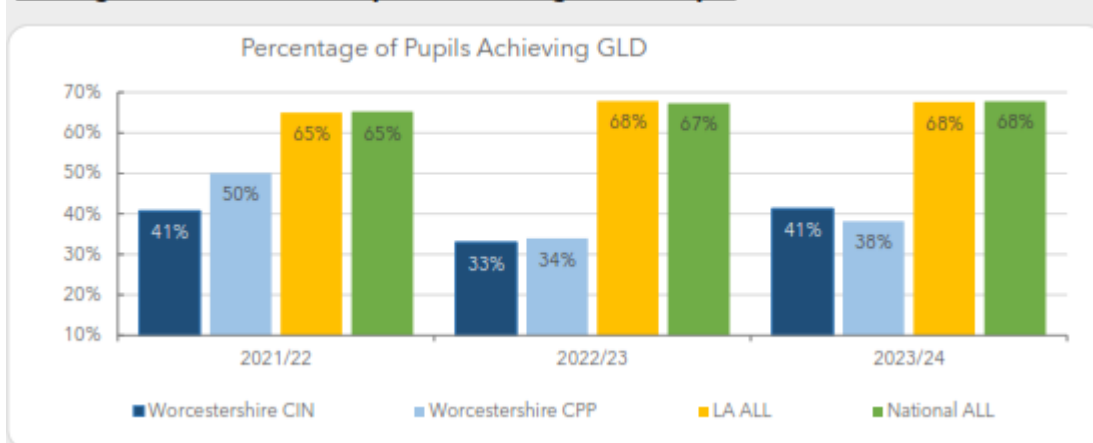*Therefore this may not be comparable to larger cohorts or give a true representation of the data trend.*
- *The CIN & CPP cohort is highly transient, making the tracking of outcomes extremely complex and meaning that making direct comparisons of outcome trends needs to be done with this context.*
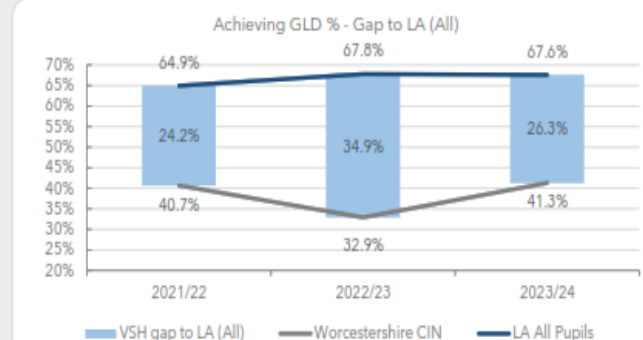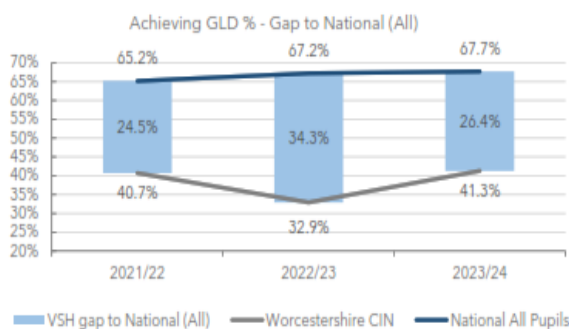
EYFS
- **Early Years Foundation Stage Profile**
  - The EYFSP is a teacher assessment of children's development at the end of the Early Years Foundation Stage (the end of the academic year in which the child turns five years old; this is typically at the end of the Reception year).
  - Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy. This helps teachers and parents to understand broadly what a child can do in relation to national expectations. In addition, the EYFS profile provides a national child learning and development data set at the end of the EYFS. [**Early years foundation stage profile 2024 handbook**]

- *Please note:*
  - *Data is correct as at 20/01/2025.*
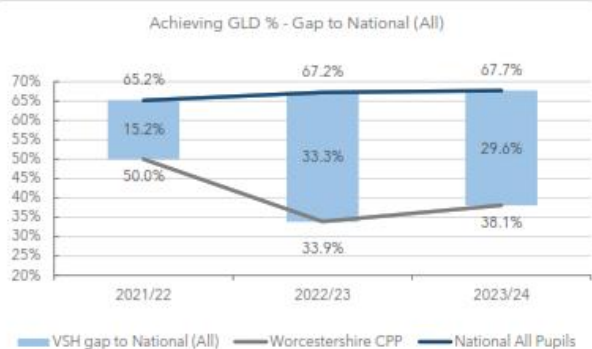 - *The EYFSP framework changed in 2021/22 and is therefore not comparable to previous years.*

Meeting a Good Level of Development in EYFSP goals - All Pupils

CIN

CPP

Achieving GLD % - Gap to National (All)

Chart values: 2021/22: National All Pupils 65.2%, VSH gap to National (All) 15.2%, Worcestershire CPP 50.0%. 2022/23: National All Pupils 67.2%, VSH gap to National (All) 33.3%, Worcestershire CPP 33.9%. 2023/24: National All Pupils 67.7%, VSH gap to National (All) 29.6%, Worcestershire CPP 38.1%.
Legend: VSH gap to National (All), Worcestershire CPP, National All Pupils

Achieving GLD % - Gap to LA (All)

Chart values: 2021/22: LA All Pupils 64.9%, VSH gap to LA (All) 14.9%, Worcestershire CPP 50.0%. 2022/23: LA All Pupils 67.8%, VSH gap to LA (All) 33.9%, Worcestershire CPP 33.9%. 2023/24: LA All Pupils 67.6%, VSH gap to LA (All) 29.5%, Worcestershire CPP 38.1%.
Legend: VSH gap to LA (All), Worcestershire CPP, LA All Pupils

In 2023-24, 41% of Worcestershire CIN pupils and 38% of CPP pupils achieved a good level of development in EYFSP goals.

Whilst performance in EYFSP has not yet returned to 2021/22 levels for CIN or CPP, both cohorts had improved outcomes in 2023/24:
- CIN pupils saw an 8.4% increase in performance from the previous year, meaning the gap to all pupils nationally decreased from 34.9% in 2022/23 to 26.3% in 2023/24.
- CPP pupils saw a 4.2% increase in performance from the previous year, meaning the gap to all pupils nationally decreased from 33.9% in 2022/23 to 29.5% in 2023/24.
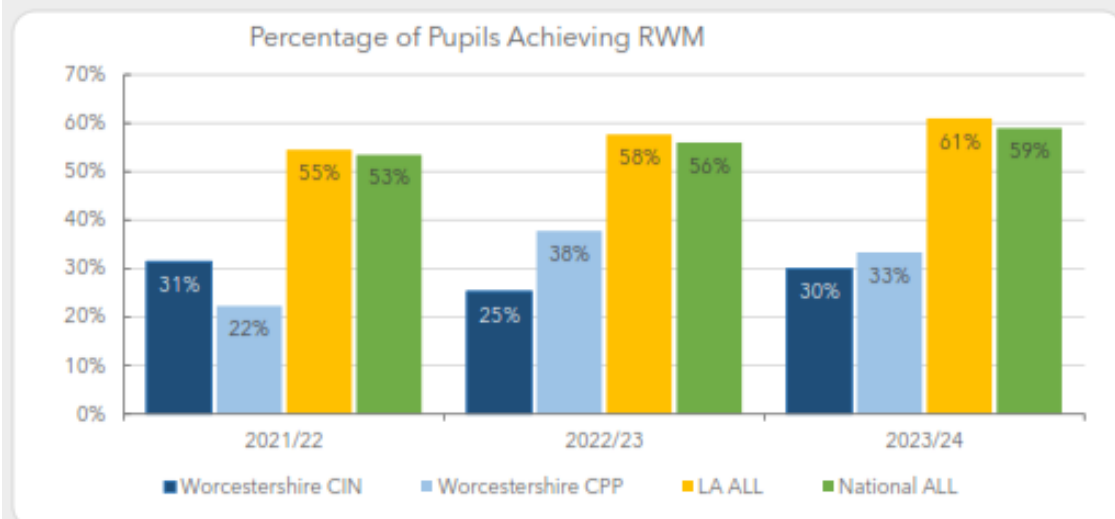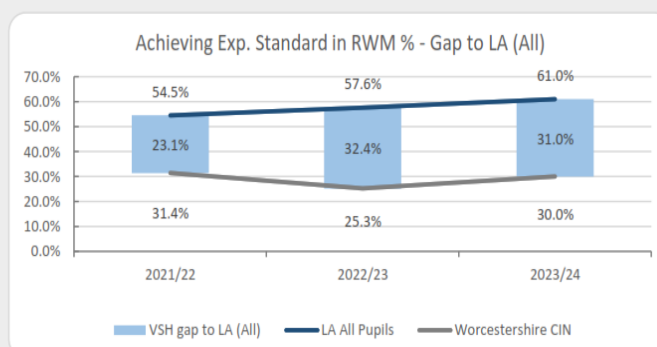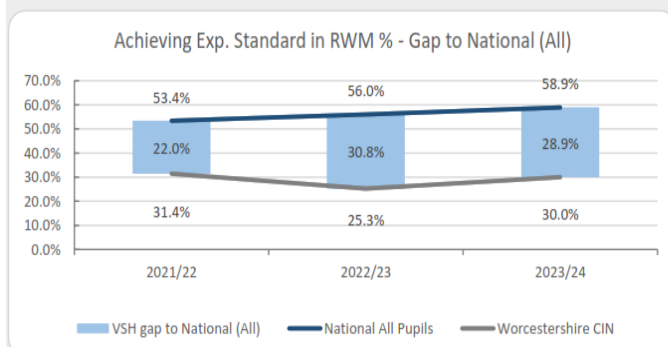
KS1
- **Reading, Writing & Mathematics**

Please note:
- *Data is correct as at 20/01/25.*
- *From 2023/24, there is no longer a statutory requirement for schools to carry out end of KS1 teacher assessments. DfE guidance now recommends, "Where appropriate, schools are still encouraged to use the teacher assessment framework to assess pupils in KS1 in order to understand their progress and to inform conversations with pupils' parents".*
- *Data below has been provided from an optional collection of which 61 Worcestershire schools have taken part (of a possible 18 8). The 2024 Worcestershire total pupil cohort for KS1 (all pupils) therefore equates to approx. 31% of the previous years' cohort. National KS1 figures have been calculated based on data provided from 58 other local authorities, which equates to 13% of the total pupil cohort compared to the previous year (all pupils).*
- *Worcestershire CIN cohort for 2024 was 30 which equates to 30% of the previous years' cohort (99).*
- *Worcestershire CPP cohort in 2024 was 18 which equates to 34% of the previous years' cohort (53).*
- *Due to a change in DfE methodology, new suppression rules have been implemented on new releases of data. This means that, in some cases, national comparison data for specific cohorts may be unavailable going forward where DfE deem suppression rules apply.*
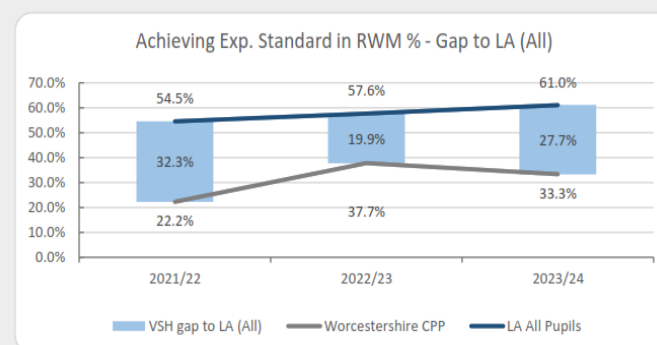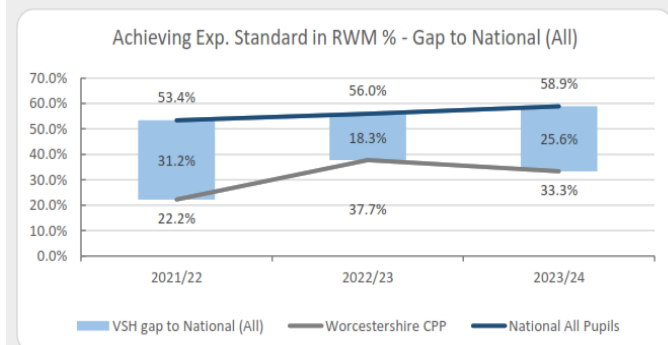
Meeting the Expected Standard in Reading, Writing and Maths

Percentage of Pupils Achieving RWM

	2021/22	2022/23	2023/24
Worcestershire CIN	31%	25%	30%
Worcestershire CPP	22%	38%	33%
LA ALL	55%	58%	61%
National ALL	53%	56%	59%

CIN

Achieving Exp. Standard in RWM % - Gap to National (All)

National All Pupils: 53.4%, 56.0%, 58.9%
VSH gap to National (All): 22.0%, 30.8%, 28.9%
Worcestershire CIN: 31.4%, 25.3%, 30.0%

Achieving Exp. Standard in RWM % - Gap to LA (All)

LA All Pupils: 54.5%, 57.6%, 61.0%
VSH gap to LA (All): 23.1%, 32.4%, 31.0%
Worcestershire CIN: 31.4%, 25.3%, 30.0%

CPP

Achieving Exp. Standard in RWM % - Gap to National (All)

National All Pupils: 53.4%, 56.0%, 58.9%
VSH gap to National (All): 31.2%, 18.3%, 25.6%
Worcestershire CPP: 22.2%, 37.7%, 33.3%

Achieving Exp. Standard in RWM % - Gap to LA (All)

LA All Pupils: 54.5%, 57.6%, 61.0%
VSH gap to LA (All): 32.3%, 19.9%, 27.7%
Worcestershire CPP: 22.2%, 37.7%, 33.3%

CIN - In 2023/24, 30.0% of Worcestershire CIN pupils achieved the expected standard in reading, writing and maths, which was an increase of 4.7% from the previous year (25.3%). The gap to all pupils nationally decreased from 30.8% in 2022/23 to 28.9% in 2023/24.

CPP - Conversely, Worcestershire CPP performance decreased 4.4%, from 37.7% in 2022/23 to 33.3% in 2023/24. The gap to all pupils nationally decreased from % in 2022/23 to % in 2023/24.

- **Phonics Screening Check – Meeting Expected Standard**

Please note:

- *Phonics data analysis relates to pupil performance at the End of Year 1. End of key stage analysis for Phonics is not currently available for 2024 due to this indicator relying on the (now optional) KS1 collection as a basis for the end of KS1 cohort. Once another suitable source for this cohort can be identified, end of key stage analysis will be provided.*

Meeting the Expected Standard in Phonic Decoding by the End of Year 1 - All Pupils
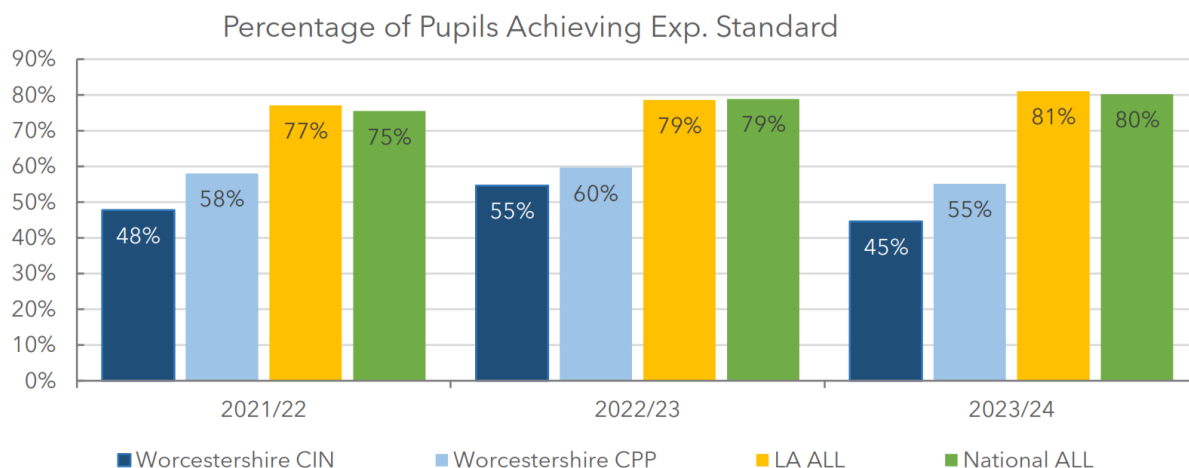
CIN
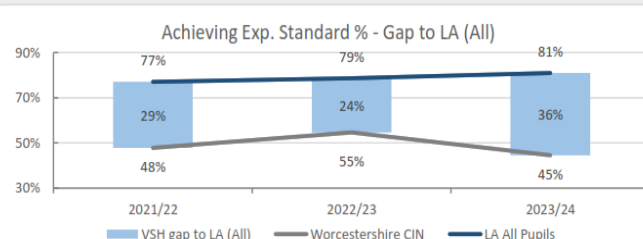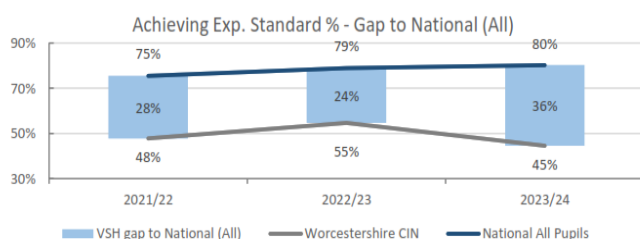
CPP
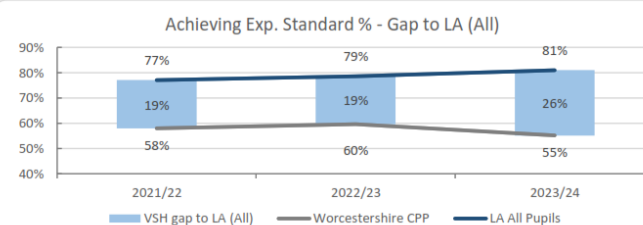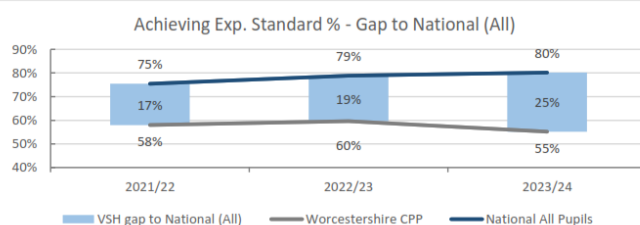
CIN - In 2023/24, 45% of Worcestershire CIN pupils achieved the expected standard in phonic decoding by the end of year 1, a decrease from 35% in 2022/23. The gap to all pupils nationally increased from 24% in 2022/23 to 36% in 2023/24.

CPP - Worcestershire CPP pupils achieving the expected standard also decreased 5%, from 60% in 2022/3 to 55% in 2023/24. The gap to all pupils nationally increased from 19% in 2022/23 to 25% in 2023/24.

KS2

- **Reading, Writing & Mathematics**

Please note:

- *Pupils included in this performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently.*
- *It is not possible to calculate KS1-KS2 progress scores or show results broken down by prior attainment for academic years 2023/24 and 2024/25 because there is no KS1 baseline available to calculate primary progress measures for these years due to Covid-19 disruption. For more information see the KS2 technical guidance.*
- *Attainment measures show how pupils have performed in tests and assessments but do not take pupils' starting points into account.'*

Meeting the Expected Standard in Reading, Writing and Maths

CIN

Achieving Exp. Standard in RWM % - Gap to National (All)

Achieving Exp. Standard in RWM % - Gap to LA (All)

CPP
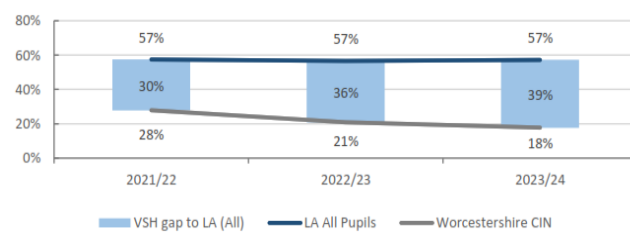
Achieving Exp. Standard in RWM % - Gap to National (All)

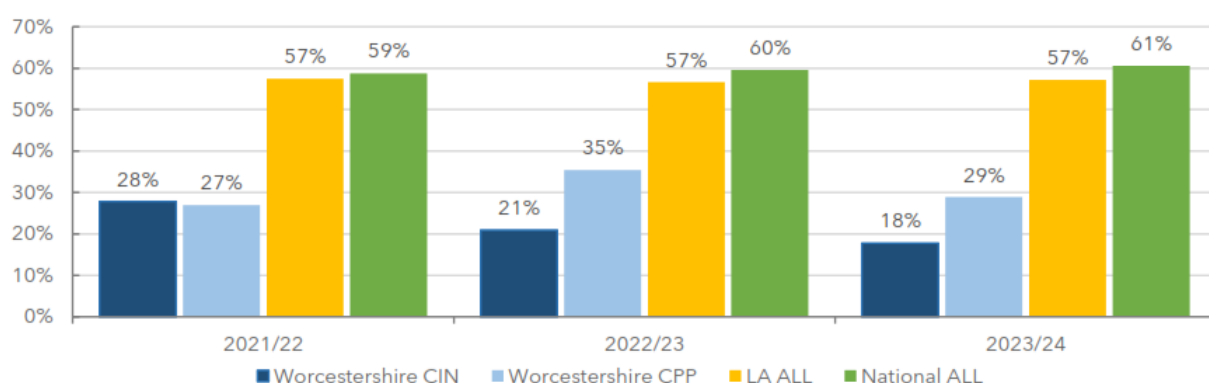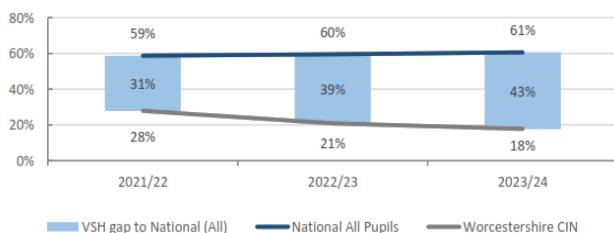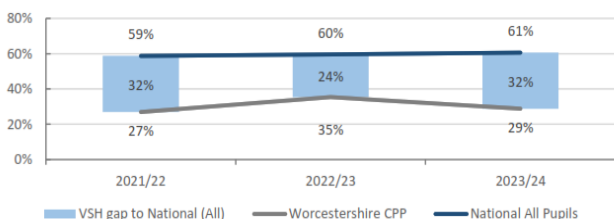Achieving Exp. Standard in RWM % - Gap to LA (All)
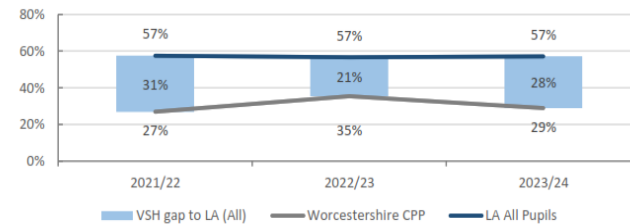
CIN - In 2023/24, 18% of Worcestershire CIN pupils achieved the expected standard in reading, writing and maths (RWM) in Key Stage 2. This was a decrease of 3% from the previous year (21%). The gap to 'all pupils' nationally increased from 39% in 2022/23 to 43% in 2023/4.

CPP - In 2023/24, the performance of Worcestershire CPP pupils also decreased from 35% in 2023 to 29% in 2024, meaning the gap to 'all pupils' nationally increased from 24% in 2023 to 32% in 2024.

Key Stage 4

- **GCSEs**
  - **Achieving 9-5 in English & Maths**

Please note:
- Data correct as at 16/01/2025.
- Please note - due to the disruption to examinations in the Covid-19 pandemic, most indicators in 2021/22 data are not directly comparable to those from 2022/23 and 2023/24. Results from qualifications achieved by the 2022 end of KS4 cohort between January 2020 and August 2021 were not used in the 2021/22 performance measures.

Achieving 9-5 in English and Maths % - 3 Year Trend

	Worcestershire CIN	Worcestershire CPP	LA ALL	National ALL
2021/22	10%	13%	48%	50%
2022/23	4%	6%	44%	45%
2023/24	11%	8%	43%	46%

CIN

CIN - Achieving 9-5 in Eng & Maths % - Gap to LA (All)

CIN - Achieving 9-5 in Eng & Maths % - Gap to National (All)

CPP

CPP - Achieving 9-5 in Eng & Maths % - Gap to LA (All)

CPP - Achieving 9-5 in Eng & Maths % - Gap to National (All)
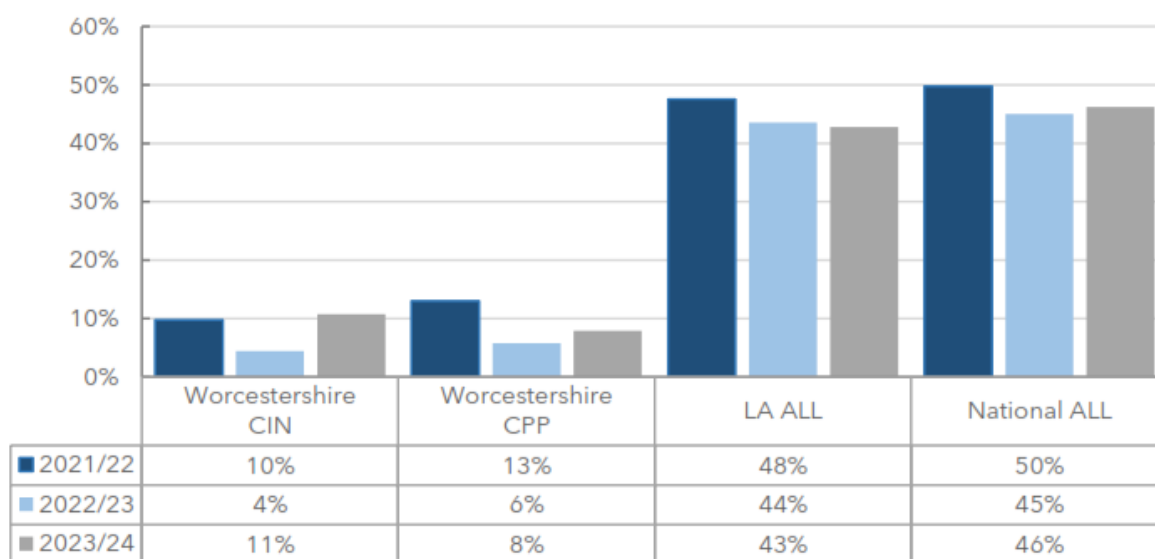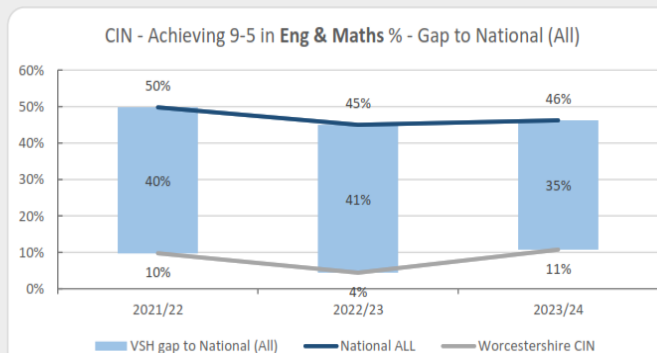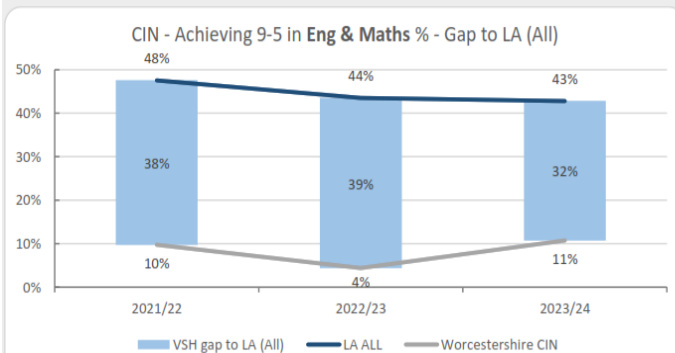
CIN - In 2023/24, 11% of pupils in Worcestershire on a CIN plan achieved a score of 9-5 in English and Maths at KS4. This was an increase of 7% from the previous year. The gap to 'all pupils' nationally decreased from 41% in 2022/23 to 35% in 2023/24.

CPP - 8% of pupils in Worcestershire on a Child Protection Plan achieved a 9-5 in Eng & Maths at KS4 in 2023/24. This was an increase of 2% from the previous year. The gap to 'all pupils' nationally decreased from 39% in 2022/23 to 38% in 2023/24.

National Standardised Tests – CINP & CPP Summary:

- EYFS GLD
    - CIN 41%
        - Gap closed to LA 'all' (from 34.9% to 26.2%)
        - Gap closed to national 'all' (from 34.3% to 26.4%)
    - CP 38%
        - Gap closed to LA 'all' (from 33.9% to 29.5%)
        - Gap closed to national 'all' (from 33.3% to 29.6%)
- KS1 RWM
    - CIN 30.0%
        - Gap closed to LA 'all' (from 32.4% to 32.0%)
        - Gap closed to national 'all' (from 30.8% to 28.9%)
    - CP 33.3%
        - Gap widened to LA 'all' (from 19.9% to 27.7%)
        - Gap widened to national 'all' (from 18.3% to 25.6%)
- KS1 Phonics Screening Check
    - CIN 45%
        - Gap widened to LA 'all' (from 24% to 36%)
        - Gap widened to national 'all' (from 24% to 36%)
    - CP 55%
        - Gap closed to LA 'all' (from 19% to 26%)
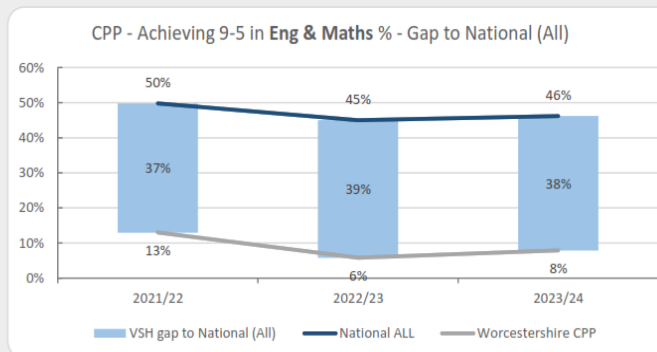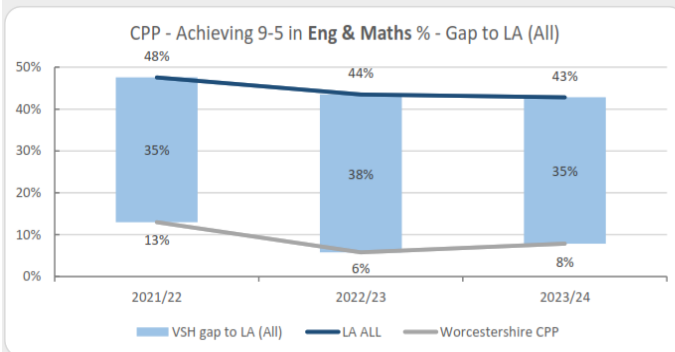   - Gap closed to national 'all' (from 19% to 25%)
- KS2 RWM
    - CIN 18%
        - Gap widened to LA 'all' (from 36% to 39%)
        - Gap widened to national 'all' (from 39% to 43%)
    - CP 29%
        - Gap widened to LA 'all' (from 21% to 28%)
        - Gap widened to national 'all' (from 24% to 32%)
- KS4
    - Achieving 9-5 in English and Maths
        - CIN 11%
            - Gap closed to LA 'all' (from 39% to 32%)
            - Gap closed to national 'all' (from 41% to 35%)
        - CP 8%
            - Gap closed to LA 'all' (from 38% to 35%)
            - Gap closed to national 'all' (from 39% to 38%)

Low pupil counts must be borne in mind when interpreting percentages. For example, low cohort numbers in one group could cause highly inflated or deflated results. Therefore this may not be comparable to larger cohorts or give a true representation of the data trend. It should also be noted that the CWSW cohort is ever-changing.

CIN & CP outcomes remain below those for Worcestershire 'all' and national 'all', in line with the national picture for CIN & CP. CYP with a social worker face significant disadvantage in achieving educational outcomes and WVS works tirelessly to provide the support and challenge required to overcome this adversity.

Virtual Schools have a strategic leadership role to champion the educational attendance, attainment, and progress of children with a social worker by:
- making 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.
- promoting practice that supports children's engagement in education.
- levelling up children's outcomes and narrow the attainment gap so every child can reach their potential.

WVS delivers these elements through strong working relationships with colleagues in Social Care, Education and Health at both a strategic and operational level. Key WVS projects include:
- Appointing a Lead for CWSW to coordinate strategic work.
- WVS's mission to create trauma informed and attachment aware settings (TIAAS) across the county has improved settings' ability to support CWSW to increase their readiness to learn and their individual sense of value.
- The initiation and expansion of the new RADY & TDFDL programs across Worcestershire (see below) will serve to further improve schools'/settings' ability to meet the needs of CWSW, holding high aspirations for them and providing them with the correct skills and environment to meet these aspirations.

Internal Attainment & Progress Data

WVS captures data for all CLA through the PEP process. The termly PEP meeting is used to discuss each pupil's '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
- o 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.
- o To improve engagement with learning, WVS has engaged WCF Education Psychology support in the form of 1-1 drop-in support for schools to discuss behaviour concerns and problem-solve strategies to further improve engagement. Interventions provided to CLA span universal, targeted and specialist support. Further details of the range of support for CLA with mental health needs can be found in the SEMH section of this report.
- o Learning Advocates challenge 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 carers.

- **Progress Against Own Challenging Targets**
  - o 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 education and pastoral needs of the CYP, and by reviewing progress and target setting for each CLA every term.
  - o 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 Resources & Special Projects section of this report).

Progress against own targets and engagement in learning for ALL pupils, including SEND status – end of Summer 2024

NCY	No SEND	SEND Support	EHCP	Number of Children YR Group	% Have a positive approach to learning	% Making expected progress against own target
1	19	11	8	38	68.42	89.47
2	18	15	12	45	62.22	71.11
3	33	12	3	48	65.31	86
4	23	26	10	59	81.67	85
5	29	16	11	56	80.36	84.21
6	21	16	10	47	78.72	87.23
7	30	14	19	63	81.67	86.89
8	23	17	20	60	74.58	72.88
9	39	14	18	71	62.12	67.16
10	33	13	24	70	57.81	67.16
11	44	22	25	91	60.76	66.67

22/07/2024 - Virtual School Teacher Assessments

Key Stage	No SEND	SEND Support	EHCP	Number Children YR Group	% Have a positive approach to learning	% Making expected progress against own target
F	32	10	2	44		
1	37	26	20	83	65.06	79.52
2	106	70	34	210	76.89	85.51
3	92	45	57	194	72.43	75.4
4	77	35	49	161	59.44	66.89

22/07/2024 - Virtual School Teacher Assessments

No. of CYP	% Making expected progress against own target	% Have a positive approach to learning
648	70%	77%

Narrative

- There has been a year-on-year increase in the number of CLA (YR-Y11), with a further 5% rise between Summer 2023 and Summer 2024. (increased from 659 to 692).
- In Summer 2023-24, all Key Stages were relatively stable in terms of progress against own targets and positive approaches to learning. Key Stage 2 continues to reflect the strongest progress and engagement scores, with KS4 notably lower across the year than any other key stage. The decline in progress against own targets and positive approaches to learning is a pattern reflected in previous years' data.
- Regarding trends over time, Y4-Y7 are the strongest in relation to positive approaches to learning.
- 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 the Designated Teacher) and carers. Learning Support Teams assessments, support for writing and Education Psychologist drop-in sessions continue to be utilised to support learners. Systems are in place to evaluate impact for individuals at the end of the year.
- Pupil Progress is regularly tracked and monitored at an individual level throughout the academic year, ensuring that identified children and young people are given the individualised support and challenge they need.
- School Led Tutoring (NTP) funding was used to further enhance support during the academic year and was allocated through the PEP process. This was the final year of this additional support.

Awards & Achievements

Our CYP amaze us every day. In particular, we'd like to showcase the particular awards and achievements of our individual CYP over 2023-24 below.

Apprentice of the Year 2023 - Hereford, Ludlow & North Shropshire College (awarded Nov 2023).

'Progress Award' - Solihull College (awarded June 2024).

SEMH, Wellbeing & Personal Development

SEMH and wellbeing are of paramount importance for all CYP supported by virtual schools due to the attachment and trauma challenges they have faced as part of their early life experiences. WVS is dedicated to supporting our CYP creatively in order to help them to unlock their full potential and thrive.

WVS offers a wide range of bespoke SEMH training, support and interventions as well as a broad, high-quality personal development offer. Details of all of these strands are outlined herein.

SEMH & Wellbeing data

SEMH and Wellbeing data is tracked for all pupils within termly PEP meetings and conversations between WVS Learning Advocates and educational settings.

EYFS SEMH Data 2022-2023
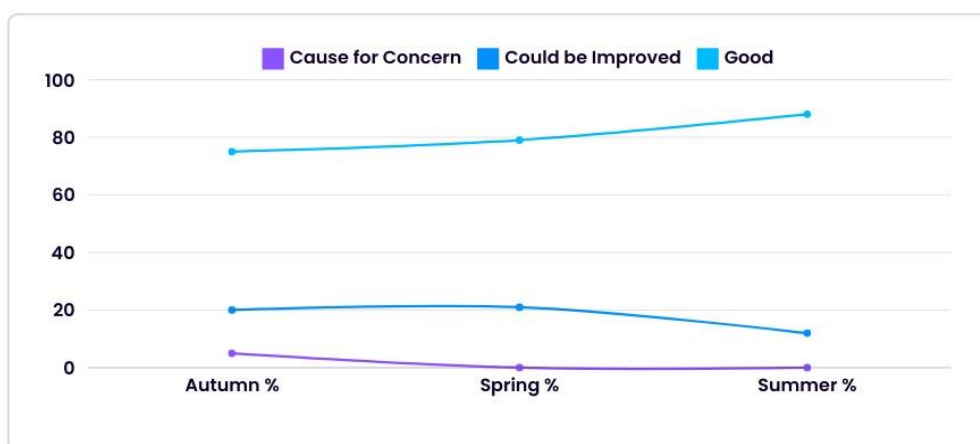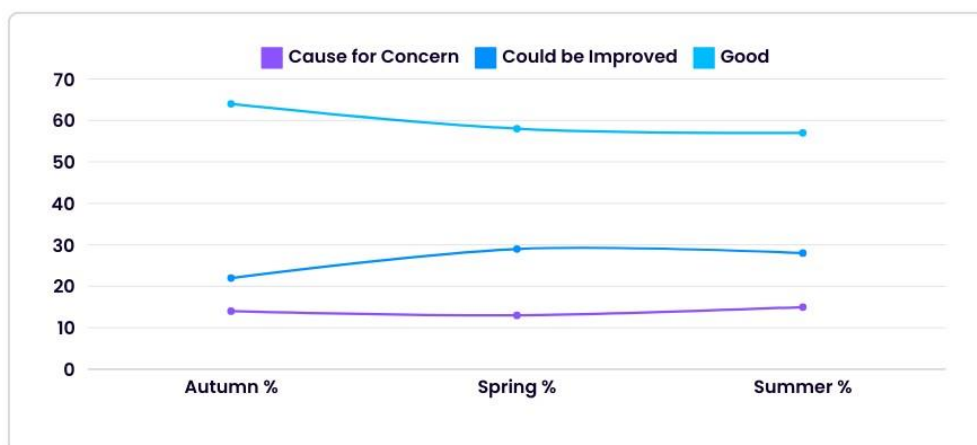
Statutory School Aged SEMH Data 2022-2023

At the end of 2022-23, 57% of our statutory school-aged CYP and 88% of our Early Years CYP were reported as having 'good' wellbeing.

EYFS SEMH Data 2023-2024

Statutory School Aged SEMH Data 2023-2024
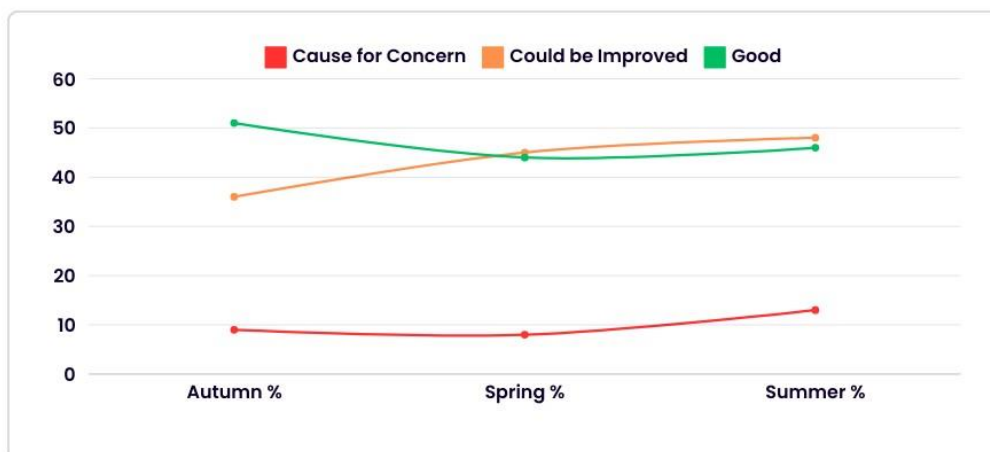
At the end of 2023-24, 46% of our statutory school-aged CYP and 65% of our Early Years CYP were reported as having 'good' wellbeing,

Summary:

WVS started collecting PEP Wellbeing data in 2022-23 and we have established collaborative working with colleagues in Social Care to triangulate PEP SEMH data with SDQ results, to enable trends to be analysed over time. This triangulation also helps the Local Authority as a whole, and particularly Anchor (the Emotional Health and Wellbeing Team for CLA), to target intervention on the CYP most in need.
WVS has a member of staff with specific strategic responsibility for SEMH support, who coordinates a range of interventions such as the TIAAS programme (Trauma Informed & Attachment Aware Settings) and is also a licensed Thrive practitioner, able to assess CYP's social and emotional skills and create targeted action plans to support positive mental health and wellbeing.

Wellbeing data remains consistently better for our Early Years CYP compared to our statutory school-aged CYP. At the end of 2023-24, 46% of our statutory school-aged CYP and 65% of our Early Years CYP were reported as having 'good' wellbeing. Whilst this is a decline from the previous academic year (57% and 88% respectively), it should be borne in mind that this is an ever-changing cohort of CYP and the context of national issues impacting mental health and wellbeing has evolved significantly, including the legacy of covid, cost of living crisis and increasing pressures on health and support services.

The trauma experienced by our CYP at all ages continues to be highly significant, which is why providing high quality training, support and interventions (particularly via our TIAAS programme) will always be one of the highest priorities for WVS's work. We continue to work collaboratively with partners and stakeholders in order to understand each young person's unique story and to provide bespoke intervention.

Educational Psychology Service Interventions, Commissioned by WVS

Core activities of the commissioned work between WVS and WCF EPS over the academic year 2023-2024 have included:

1. **Drop in consultation for schools (offered termly):**

    A prompt response working collaboratively with EPS, the drop-in provides a consultation service as a non-directive and collaborative 'problem-solving' discussion, offering opportunity for review where appropriate.

    A total of 40 drop-ins were scheduled across 2023-24, with 30 being attended. The phase with the greatest number of young people discussed was Key Stage (8 requests), with fewest requests in Post 16 (0 requests).

    The consultee confidence increased by at least 2 points on a scale of 1-10 following the consultation. The Educational Psychologist listed up to four themes for each consultation (listed in order of frequency):
    -   Connections between children and adults (13).
    -   Pupil voice (7)
    -   Loss, play/ social skills and emotional literacy (6 times each)
    -   Control/autonomy, trauma informed practice and connection with peers (5 times each)
    -   Transitions, feeling safe, strengths- based approach (4)

- Staff supervision, self-regulation and sensory approaches (3 times each)

2. <u>**Evaluation of TIAAS Consultations delivered by the EPS on behalf of the Virtual School**</u>

The Educational Psychology Team delivered TIAAS (Trauma Informed and Attachment Aware Schools) consultations to participating schools who had completed the ARC (Attachment Research Centre) audit.
The aim of the consultations was to help schools with problem solving and solution finding after the school had reviewed their TIAAS offering (partly through completing the ARC audit) and developed their action plan.
This formed part of the TIAAS pathway, whereby schools can submit evidence towards accreditation (bronze, silver or gold) for recognition of their trauma informed approach.
Schools were offered an initial consultation, followed by a review around two terms later once they had a chance to implement their action plan/ideas.

Impact (quotes from consultation attendees collected via survey):
- 'Helped to consolidate current thinking and strategy going forward.'
- 'Being supported with blue sky thinking helped us to overcome perceived barriers.'
- 'We had support to think short, medium and long term about implementation and monitoring.'
- 'Practical suggestions of strategies and methods of measurement for qualitative/quantitative data.'
- 'It helped us to clarify our next steps which were to employ the EP service to help us write workshops for parents about understanding their child and managing their behaviour.'
- 'We found the structure of the consultation to be helpful.'
- 'What could be improved? The process towards accreditation and streamlining the application for TIASS.'
- 'When the session is set out to be over an hour it can make it feel quite daunting, it would be better if it was scheduled for 45 mins.'

Trauma Informed & Attachment Aware Settings (TIAAS)

WVS is continually striving to upskills all education settings within Worcestershire with Trauma Informed and Attachment Aware practice (TIAAS), to improve academic outcomes, attendance and wellbeing.

In collaboration with our partners within West Midlands Virtual Schools and ARC (Attachment Research Community), WVS have launched Worcestershire's contribution to a nationwide programme to help settings develop their TIAA practice and to gain recognition for their TIAA work, through the ARC Pathway – a regional certification model ('bronze', 'silver', 'gold' and 'platinum'/'learning hub') ensuring consistency and recognition.

This has two strands:

1. The ARC Pathway – a regional certification model ('bronze', 'silver', 'gold' and 'platinum'/'learning hub') ensuring consistency and recognition.
2. The ARC Matrix – a learning development framework to initiate or further develop schools' TIAA practice. WVS are working with EPS to create a Worcestershire-specific pathway with clear steps towards accreditation.

The Pathway and supporting Matrix are closely linked to the Ofsted Education Inspection Framework (EIF) to help schools and settings to demonstrate how their practice fulfils key Ofsted criteria and can be integrated into a Self-Evaluation Form (SEF).

The first Worcestershire TIAAS network meeting was held in spring term 2024, attended by 26 delegates. Verbal feedback was gained at the end of the session to plan the subsequent session, and it was agreed that behaviour polices with a relational focus would be the topic explored in summer term.

WVS continues to fund ARC membership for Worcestershire settings. This enables settings to complete a comprehensive assessment through the audit to recognise their trauma and attachment aware practice and construct a clear development plan. In July 2024 85/243 settings had subscribed to ARC membership, compared to 27 in July 2023.

In May 2024 WVS was the first ever Virtual School to be featured in the ARC Newsletter, in recognition of our TIAAS work and the Worcestershire approach to embedding this practice.

Worcestershire TIAAS Pathway

[May 2024 News | ARC (the-arc.org.uk)](#)

Tiered Menu of Training for all Education settings

Schools are a front-line service in relation to mental health (Professor Tamsin Ford, 2018). WVS recognise that the TIAAS path takes time and must be tailored to each setting. In recognition of this, WVS expanded our offer and a tiered menu of TIAAS training was launched in July 2023 for the academic year 2023-24. The training offer consists of 3 levels of training - Level 1 (1.5 hours), Level 2 (full day) and Level 3 (Trauma Informed Diploma). All courses are fully funded by WVS.

TIAAS Menu of Training Jan 24.pdf

Level One:

- **Emotion Coaching / PACE (1.5 hours)**
  Allow participants to consider how to use emotion coaching and PACE in their settings.
  PACE stands for Playfulness, Acceptance, Curiosity and Empathy; which is a flexible approach developed by Dan Hughes to help adults to form safe, trusting and meaningful relationships with young people who have experienced trauma.
  Delivered in Autumn and Spring terms with a total of 70 in attendance.

Impact: (Strongly Agree 5- 1 Strongly Disagree)

Emotion Coaching and PACE	
Training was clear	5.6
Format and time was fit for purpose	5.5
I enjoyed the training	5.4
Break out rooms helped me to share best practice	5.0
I have increased understanding of the issue/theory	5.3

(21 respondents).

- **The neuroscience that underpins Adverse Childhood Experiences (ACEs) (1.5 hours**)
  Equips professionals with an understanding of what is meant by ACEs and how they can affect a child or young person. Exploration of what happens in the brain when children have experienced toxic stress and consideration of how this can affect ongoing development and the challenges associated with a school/learning environment.
  Delivered in Autumn and Spring terms with a total of 43 in attendance.

Impact: (Strongly Agree 5- 1 Strongly Disagree)

Neuroscience of Adverse Childhood Experiences	
Training was clear	4.9
Format and time was fit for purpose	5.0
I enjoyed the training	4.8
Break out rooms helped me to share best practice	4.1
I have increased understanding of the issue/theory	4.8

(12 respondents)

Level Two:

- **Whole School Implementation: Trauma and Mental Health informed schools delivered by TIS UK (6 hour training)**
  Training designed to support whole school implementation of trauma informed and mentally healthy practices into schools and organisations. TISUK recognises the importance of the commitment and determination of the whole staff team to fully embed any approach or cultural change. The session explored the knowledge, skills and understanding to optimise the wellbeing of both adults and pupils in settings to support crucial cultural change.
  This was offered as a full day's training and twilight sessions in Spring term with 28

delegates in attendance.

Impact:
Reflections following the training:
- 🌟 Inspiring
- 👍 Great training
- 🕐 Day well spent
- 🎓 Diploma next
- 💡 Really interesting
- 📚 Informative
- 🦉 Thought provoking

Delegates provided feedback to specific questions following the training, average scores recorded below (1= strongly agree, 2= agree, 3= neutral, 4 =disagree, 5= strongly disagree):
- o The content of the course was relevant to my school: 1.5
- o I feel able to convey the significance of adverse childhood experiences to other members of staff: 1.75
- o I understand and can discuss the importance of protective factors for the children in my school: 1.5
- o The content had the right balance between tutor led sessions and discussion time: 2.25
- o The course was thought provoking and has supported me to consider next steps: 1.5
- o I would recommend this course to other schools and staff: 1.5

Next steps identified by the settings included: Whole school CPD to develop and understanding of trauma/ Adverse Childhood Experiences and development of behaviour and relationship policies.

Level 3: 11-day diploma in Trauma and Mental Health-Informed Schools and communities: Practitioner status

An integral part of WVS's TIAAS programme is the TIS diploma which WVS continues to fully fund for schools. This training, run in partnership with TIS UK, provides a delegate within each setting a level 5 diploma and the knowledge and resources to explore whole school policy and procedure to embed systemic whole school change towards a trauma informed and attachment aware community. All schools have a clear objective of reducing exclusions and improving 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 session 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.

The foci of the termly hub meetings for this academic year have been:

- Autumn Term: Behaviour that challenges (32 in attendance)
- Spring Term: Depression (30 in attendance)
- Summer Term: Anxiety (29 in attendance)

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.

PDF	PDF	PDF
TIS Newsletter 6 Autumn 2023.pdf	TIS Newsletter 7 Spring 2024.pdf	TIS Newsletter 8 Summer 2024.pdf

Impact of the TIS Diploma:

In September 2022 44% of schools had a trained TIS practitioner. By the end of July 2023 this increased to 51%. 2023-24 delivered two further cohorts of delegates (cohort 8 in September 2023 and cohort 9 in January 2024). In July 2024 61% of schools have an active TIS Practitioner, 64% of schools have ever had a TIS trained practitioner, 66% of schools have had a TIS or Thrive practitioner and 69% of schools have had a TIS or Thrive practitioner or accessed TIAAS L1 or L2 training.

Feedback from 2023/24 TIS diploma cohorts:

- *The difference this course has had has backed up our ethos that behaviour is communication, and we have our moments with our children but they feel safe with us and that has changed their responses.*
- *Thank you to the virtual school for championing this practice, we are on an exciting journey!*
- *Best course I've ever been on, has changed everything in my approach to behaviour in schools. I wish all staff could attend this course.*
- *This course has been the best one that I have ever been on. I have trained as a lawyer, been a teacher and now a headteacher and the delivery and presentations were excellent. With most courses you tune out occasionally. Here, we had active learning and felt heard and seen by the presenters in addition to our group members. To support children and young adults, this is transformational work and will touch many lives as compassion is the underpinning, and the nourishment of children with relationally rich experiences. Can I do the course again?!*
- *I greatly enjoyed the course and feel confident moving forward with the skills I have learned and practised. Thank you.*
- *An amazing and comprehensive course from start to finish. The course was expertly written and delivered. The use of 'Home Groups' was particularly important where skills could be demonstrated and fine-tuned, my tutor was outstanding: kind, knowledgeable and perceptive. The support from my 'Home Group' colleagues was also invaluable. A remarkable experience – thank you all so much.*
- *This was a mind opening and mind-blowing course – the best course I have undertaken since starting my school/education career. Initially all I wanted from it was to be able to talk to the most vulnerable children in my school without saying the wrong thing, but now I am full of ideas for how ALL staff can help to make these children less combative and feeling unloved and give them a firmer foundation in which to heal. I thank you all for this opportunity.*

- *'What an amazing course; absolutely life changing. Thank you!'*

Pre and Post Training data to show delegate knowledge academic year 23/24 (TIS Diploma)

Objective	Pre Knowledge	Post Knowledge
I can provide 'safety cues' for all children and not simply the absence of danger	33% little 67% satisfactory	50% Good 50% Excellent
I effectively use PACE (play, Acceptance, Curiosity, Empathy: Hughes 2016) when faced with challenging behaviours.	33% None 67% Little	100% Good
I understand what key relational skills are required when communicating with troubled children.	33% none 67% Satisfactory	17% Good 83% Excellent
I can support a child/young person to recognise and name internal physiological states to support them in asking for help early and to prevent escalation.	33% None 67% Satisfactory	17% Satisfactory 50% Good 33% Excellent
I know how to use sand play and other art forms to support children and young people to symbolise their feelings.	100% None	33% Good 67% Excellent
I feel confident responding to children and young people who want to talk about specific traumatic life experiences.	33% None 33% Little 33% Satisfactory	67% Good 33% Excellent
I understand how coherent narratives can help a child/ young person make sense of their lives.	33% None 33% Little 33% Satisfactory	33% Good 67% Excellent
I am confident with psychoeducation and modelling psychological thinking with children.	67% None 33% Little	17% Satisfactory 67% Good 17% Excellent

Learning Walks for TIS Schools

The SEMH Lead within WVS conducts learning walks in Trauma Informed Schools, 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

5 visits to schools with a Trauma Informed Practitioner were completed during 2023-24 (including a learning walk in each case). The visit summary now encourages settings to self-reflect on what is working well and areas for development.

Feedback during this academic year included:

- *Thank you for coming to visit our school to support the continued development of our whole school trauma informed approach. It was very helpful to have a chance to discuss our TIS journey and the steps we have taken so far and a good opportunity to articulate how we are trying to meet the needs of all pupils with a clear focus on equity for the most vulnerable. I look forward to some further input on the ARC audit and accreditation and very much appreciate your support for the DoWMAT TIS Network.*

- *Thank you for your visit, it was a very supportive process and gave us the chance to share our successes but also talk through those areas that we want to develop further. Your report shows all the positive aspects of TIS that we have implemented and I'm pleased that you were able to see all the different areas that we have put in place and the positive impact that they are having. Our next steps will enable us to ensure that TIS is embedded throughout the school and the one page profiles will allow staff to see the whole child at a glance and allow them to understand and support their needs.*

- *Thank you so much for taking the time to come and see what we are doing at our school. Yesterday, we met with our supporting Educational Psychologist and we have linked some actions we discussed into our plan (Having KS2 children supporting TI practice) and how to train them, we are also going to introduce the RAG rating recommended and share the sentence stems we use throughout the school by producing a coaching video to share with families via Dojo.*

- *Thank you for visiting, you have captured where we are up to with developing our TiS approach. It was rewarding to be able to share what we are doing well. I will share the senior leader training dates with our new pastoral lead. In addition, as a TiS practitioner I do feel that the knowledge I have gained has allowed me to think differently when supporting pupils in the moment and through mentoring, where I have tried out many of the techniques, e.g. mood cards, big empathy drawings and really listening to the young person. Whilst this approach is not widespread yet, we are moving in the right direction and being able to model this approach is certainly worthwhile.*

Early Years Specific SEMH Training & Support

EY Worc Training Offer 23-24.pdf

Virtual School Early Years SEMH Offer.dc

Children with SEMH difficulties continue to be well supported through the Early years Virtual School offer, with advice being sought from the LA's Education Psychology service for 4 children in Reception year and 2 pre-school children. The Virtual School Offer of the 6 week Relax Kids programme was taken up by 4 schools and 7 Pre-schools. Referrals were made to the Green Fingers Project with one child in Reception accessing a programme of support there. KCA continued to support all EYFS settings through their online KCA EY CLA Ambassador training, including childminders, nurseries and Reception classes over 6 evening sessions throughout the year. This included Five to Thrive – The Importance of Connected Relationships; Understanding Toxic Stress and Trauma and Promoting Recovery; Emotion Coaching and Promoting Resilience; Transitions and Vulnerability; Choose your Words with Care – Narrative, Shame and Identity. The training programme is set to continue for the academic year 2024-2025.

Post 16 Specific SEMH Training & Support

WVS recognise the importance of supporting the social, emotional and mental health and wellbeing of our young people. Post 16 PP+ Pilot funding was carefully targeted, using a Delivery Plan, to go above and beyond and provide bespoke support and training.

A key project in this area is WVS's collaboration with Heart of Worcestershire College, our main local FE provider. Following on from two successful years (2021-22 & 2022-23), funding was agreed to continue to provide an enhanced offer of support for each of our CLA young people:

- Transition visit prior to starting college.
- Funding for new member of staff to oversee all PEP meetings at Worcester City campus.
- Named member of Wellbeing Team for each CLA young person.
- Collation of information for PPP meetings – including meeting young person to gather their views.
- Attendance at PPP meetings.
- Attendance at LAC reviews.
- Support in applying for bursary.
- Personalised support package for CLA young person with minimum 6 touch points per academic year (1 each half term).
- Liaison with any professionals working with young person.
- Enhanced offer tailored to meet the young person's needs could include:
  o Mentoring
  o Pastoral workshops (i.e., dealing with anxiety)
  o 1:1 academic support
- Liaising with social workers, outreach workers and placement staff to ensure SEMH needs are prioritised, including access to gyms, internet access, wellbeing activities, support with identifying suitable college places and applying for the bursary.
- Ensuring interpreters are available at PPP meetings so that the young person can be fully aware of arrangements and their views listened too and acted upon

Arts, Culture and Sports

WMVS CIC Foundation's Artslink programme

WVS are an active member of the Artslink network - a programme by the West Midlands Virtual Schools Children in Care Foundation, supported by Arts Connect through their Partnership Investment Programme.

The aim is to ensure that all care experienced CYP linked to a Virtual School in the West Midlands can access high-quality arts & cultural experiences to enable them to develop as learners, people and artists. whether they are one-off Give It A Go events, or more involved Make It Mine experiences.

WMVS CIC Foundation's Active Now project
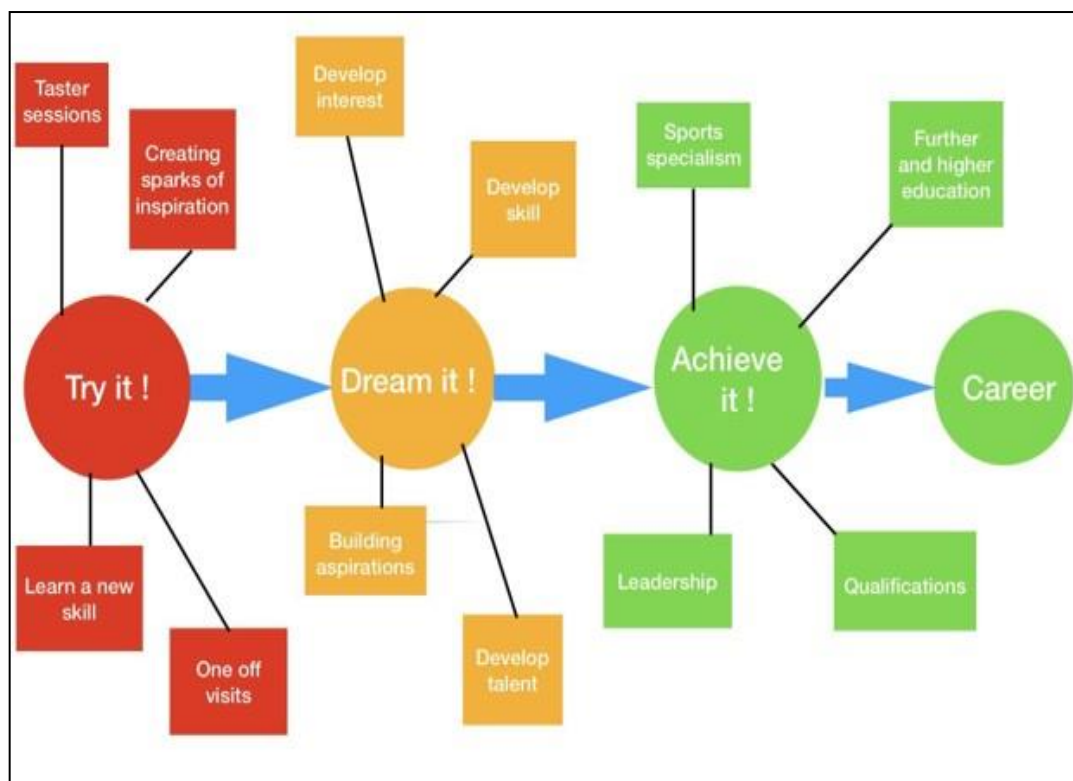
WVS are also an active member of the Active Now project - a programme by the West Midlands Virtual Schools Children in Care Foundation. WVS are fully embedding this project to offer an entitlement of high quality physical and leisure activity provision and opportunities for our CYP.

Arts, Culture and Sports Projects Delivered Over 2023-24

Over this academic year Children Looked After and Previously Looked After have been offered varied Arts, Culture and Sporting opportunities, allowing CYP to try new experiences, spark new interests and nurture existing areas of interest and talents. This has also enabled us to build on positive role models, demonstrating individuals who serve as examples and inspire children and young people to live meaningful lives.

During the academic year 2023-24 the combined total of CLA participants in Sports, Arts & Culture events facilitated by Worcestershire Virtual school was 76 with an additional 7 children previously looked after who also participated - a total of 83 CLA and PLAC compared to a total of 45 in 2022-2023, almost doubling participation.

During 2023-24 a key focus has been offering activities that require longer commitment and weekly participation, including climb to success, trampolining, cricket and futsal/football. Open Trail (mountain biking) was our most popular event with full attendance and a waiting list.

Autumn Term

Annual Competition with Worcester Theatres

As part of our collaborative working with Worcester Theatres, we invited CYP people to contribute an art piece linked to the theme of the annual pantomime 'Jack & the Beanstalk'. We encouraged the children to use an art form to express 'The sky is the limit'. We received 10 creative entries. All the children's work was displayed in the theatre foyer and a lucky winner was selected and given family tickets to enjoy the pantomime.

Climb to Success: Indoor Climbing Centre (September 2023)

5 consecutive weekly sessions to enable young people (aged 12 years plus) to use a climbing wall safely and confidently. 18 places available with 8 in attendance (7 CLA and 1 PLAC)'

Feedback:

CYP - On a scale of 1 (low) – 5 (high) the session was rated as 4.5 with 100% of participants confirming they would attend future events offered by WVS. Other event requests included: go carting, football, and dancing.

Parent/carers: 100% rated the sessions as a 5. 100% stated they would encourage participation at other vs activities. Requests for future activities included dance, go karting, trampolining, quad biking and mountain biking.

DJ workshop for secondary aged children. (November 2023)

This 2- hour workshop was facilitated by Oli Jackson, a DJ and actor with over 20 years of experience, providing the CYP with insight into the entertainment industry. Sharing his skills as a professional voice-over artist and presentation skills as a DJ.
10 CLA in attendance.
Feedback: On a scale of 1(low) - 5 (high) the session was rated as 4.5. The session was described as 'fun' and 'amazing'. Attendees requested other music-related events such as beatboxing.

Spring Term

World Book Day

In support of World Book Day and the key message for our CYP 'You are a reader!' we invited all CYP to share books that they enjoyed independently or shared over the Easter period. We rewarded all feedback with a book voucher. A grand total of 67 books were read and shared with the Virtual school by 7 CYP.

Drumming Workshop (Network Event with Hereford) (January 2024)

This interactive workshop offered children/ young people the opportunity to play on a full drum kit and learn the basics of drumming. 2 Worcestershire CLA signed up with 1 in attendance.

Open Trail (April 2024)

This extremely popular event offered young people aged 11 + cycle coaching to encourage development of skills, riding technical terrain or racing, led by Hannah Escott (GB Cycling Team racer 2015-2018 and 2016 and 2019 Elite Women's World 4X Series Champion). 11 in attendance (9 CLA, 2 PLAC).

SWIPES Tricking Academy (April 2024)

10-16 year-olds were invited to have ago at Tricking, a non-contact, aesthetic blend of martial arts, gymnastics and breakdancing movements. The young people were supported to combine these movements into gravity defying sequences building strength, flexibility and coordination. 6 young people attended. Feedback included: I have loved this activity and would like to do I again' and 'I really enjoyed this and would like to join weekly sessions.'

Summer term

Trampolining: (Fundamental Movement Academy) (April 2024)

4 weekly sessions to support CYP wishing to explore their movement capabilities. 20 places available with 6 in attendance most weeks.

Commercial Dance Workshop (May 2024)

A workshop to choreograph a fun, active and creative commercial using a variety of dance and movement. Age suitability 10-15 years, with 11 CLA in attendance where everyone fully engaged and participated to create a final performance working effectively as a team.

Weekly All Stars Cricket Sessions (June 2024)

An 8-week commitment to development of cricket skills, run by Worcester County Cricket Club. An opportunity to develop cricket skills, team work, social skills and sportsmanship. 9 in attendance.

<u>Football/Futsall (June 2024)</u>

Weekly futsall sessions to develop ball skills, enhance creativity, raise confidence and have fun in mixed teams. 4 in attendance.
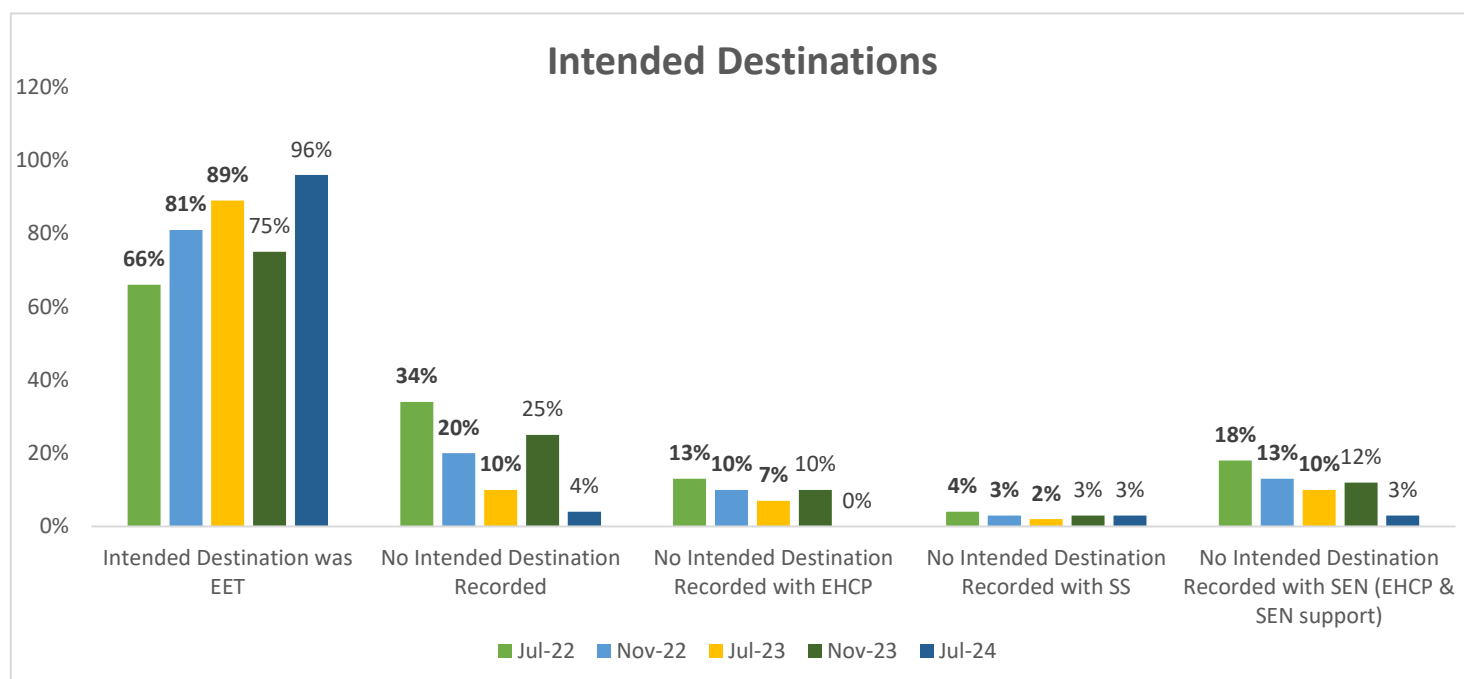

CEIAG & NEET Prevention

Headline Interventions & Impacts of CEIAG & NEET Prevention / Reduction Work

- Improved awareness of CEIAG offer available to schools by disseminating Careers Explainer to 100% of DTs (existing and new). DTs encouraged to support CYP's attendance at careers fairs and events.
- Careers tab improved on PEP to ensure that all CLA are being offered the correct CEIAG support in school. Schools have moved towards providing a more effective CEIAG offer to all young people in Worcestershire which has ensured that young people are made aware of all opportunities and can make an informed decision whilst raising aspirations.
- Encouraged SWs and carers to liaise with and engage with schools around CEIAG activities and opportunities. Achieved at 100% of Y10 & Y11 PEP meetings. Raised placement discussions with social workers from Autumn term 2022-23 onwards in Y11 PEP meetings.
- Supported all Y11s to gain a qualification in English and Maths before the end of Y11 so that they do not feel that the lack of qualifications in English and Maths is a barrier to them accessing EET post 16.
- SSA CEIAG Lead and Post 16 Leads collaborated to identify potential NEETs for Y12 transition and ensured a comprehensive handover during meetings by termly contact with professionals supporting the young person (i.e. the CLT PA and DT from college).
- Support for securing suitable Post 16 and Post 18 EET continues to be robust. The current Post 16 WVS team continue to attend termly meetings for all Post 16 students requiring support to monitor and track progress to reduce a working caseload.
- Carers and social workers of Year 11s at risk of becoming NEET signposted to where support is available during the summer holidays and in September.
- Ensured that SSA young people received effective and appropriate CEIAG in line with Gatsby Benchmarks. Analysed NEET data to focus on high-risk young people and enhance the process of reviewing EHCPs through termly meetings (particularly out of county). Strong relationships have enabled the avoidance of drift and delay for our young people with EHCP's meaning 100% of CLA with an EHCP have a Post 16 destination.
- By working with SSA colleagues to identify potential NEETs for Y12 transition we have ensured a comprehensive handover during prior to the summer break to enable a targeted response and offer support earlier to try and remove barriers and engage young people in EET. We have supported social care colleagues to be proactive in addressing all NEET young people by contacting workers a minimum of once every half term to look at actions. We have held social care colleagues to account to ensure that any actions from the PPP meetings are completed. We have liaised with the NEET team and gained an update every half term on their actions and outcomes.

WVS Post 16 Learning Advocates will analyse this data for future actions and share with Virtual School Head and WCF senior managers to shape future plans.

Transition to EET at 16 (Destinations for the previous Year 11 cohort)

Intended Destinations

Data Source – WVS report 'P16 Destinations spreadsheet' - U:\U161 CHS\U675 Virtual School Headteacher\G3 Mgt & Admin\POST-16\DESTINATIONS\Yr11 Propsed P16 Destinations V2.xlsx

The careers section now included within WVS's PEP helps to ensure that schools carry out their duties with regard to CEIAG, thus reducing the risk of NEET.

Data on transition to EET at Post 16 demonstrates a continuing improvement across the intended destinations measures. There has been an improvement of 7% since 2022-23 and an increase of 30% since 2021-22 in the proportion of Year 11 pupils who had identified an intended EET destination (2021-22 = 66%, 2022-23 = 89%, 2023-24=96%).

Number of CLA who have received at least 1 careers interview during the academic year.

	Spring Term 2023	Summer Term 2023
One to One Careers Interview Received	64%	88%

Data from Welfare Call

Nos CLA who have received at least 1 careers interview	Year 10	Year 11
2023-2024	23.24%	65.5%

Data from Liquid Logic to include mainstream and special schools

Note: Careers interviews are adapted, where appropriate, for young people with additional needs. Depending upon the format, these may not be formally recorded as a careers interview in the PEP, thus reducing the overall percentage recorded.

NEET & Retention in EET by the end of Year 12 & 13

Over the academic year 2023-24, WVS supported 320 Post 16 CLA (16-18 year olds, both in and out of county) to meet their specific needs at this crucial transition stage in their education in order to avoid them becoming NEET.

	% Year 12	% Year 13	% Combined
No of CLA in Education, Education & Training	**96 (78%)**	**19 (90%)**	**115 (80%)**
No of CLA NEET	**27 (22%)**	**2 (10%)**	**29 (20%)**

WVS's Post 16 NEET team continues to work with the Identification Tracking & Quality Monitoring team to resolve data discrepancies due to different recording practices. Both teams now use the same database, Liquid Logic.

Retention in EET is made more difficult by the following challenges:
- Difficulties in accessing Post 16 provision in Worcestershire, particularly provision that is outcome led. Due to the lag in transferring EFA funding from the EU to the UK, a number of providers ceased running many courses. These courses were, in many cases, those which would have been most attractive and accessible for CYP at greatest risk of becoming NEET. Further, these courses would previously have provided engagement for CYP applying in-year. To address this, the WVS P16 team identified a bespoke provision to provide targeted NEET support (Fresh Start – Careers, Employability & Independence Programme [CEIP]).
- It is feared that the Condition of Funding policy to be introduced from September 2024 and the potential impact upon attainment for NEET young people will increase NEET numbers.
- In 2022-23 there was a need for increased ESOL provision in county. WVS's P16 team worked with the Careers and Enterprise Team and Young Adult Learning Team to create a bespoke ESOL provision in county to resolve this issue.

Attendance

Attendance Collection Summary

WVS monitor attendance through a dedicated internal Operational Support Officer (Virtual School Attendance Support Officer), using the following methods:

Statutory School Aged Children:
- **In county schools** – In almost all instances the attendance data for CLA & CWSW is collected from the schools MIS using the Wonde API feeding into our Capita ONE system. Alternatively, schools send a file to be uploaded into Capita One. Regular attendance being submitted is monitored. The OSO telephones schools if attendance hasn't been updated within one to two weeks.

- **Out of county schools** / **Independent Schools** - Attendance for CLA is collected using the Attendance Collection Tool (ACT). Schools are signed up to the ACT and complete their attendance manually. The OSO monitors submissions and telephones schools if data hasn't been updated within one to two weeks. There are some out of county/independent schools who prefer to be telephoned or emailed to collect attendance which is done weekly/fortnightly. The OSO will then enter the attendance data into the ACT.

Post 16 Providers:
- The OSO receives attendance weekly/fortnightly either by email or telephone. Attendance data is then entered onto individual CLA P16 forms on Liquid Logic.
- The OSO collects regular updates for any CME receiving tutoring. Virtual School reports are monitored to check the status of CME CLA, NEET CLA or CLA undergoing apprenticeships or in employment. Attendance percentages for CLA are available on Virtual School attendance reports. The ACT and P16 forms show up to date attendance.

Ongoing analysis of attendance data has enabled WVS to identify any areas for targeted support and emerging patterns of poor attendance. Addressing persistent and severe absence remain key priorities for WVS. Any CLA pupil with poor or deteriorating attendance triggers a key focus in their PEP, with a dedicated PEP attendance target. Concerns are discussed with partners and stakeholders both during and outside of the PEP meetings. Issues are followed up with the school, social worker and carer to ensure a multi-agency approach to removing barriers and improving attendance.

Since the extended duties of Virtual Schools were implemented, WVS has worked with Social Care to ensure that attendance is a focus in CIN & CP Plans and that plans are not closed where attendance remains a significant concern due to a safeguarding concern. An educational attendance tool has been developed to support CIN and CP plans. This tool is for schools to lead on improving school attendance for this group of young people. It ensures the barriers to education have been identified, and where this represents a safeguarding concern it is highlighted and included on the CIN and CP plans. This ensures that there is clarity when a plan can close as safeguarding concerns have been addressed, and school are able to continue to support the family with attendance through their internal procedures.

- **Children Looked After**

Attendance Worcs SSA CLA	2021/22 CLA IC & OOC (Welfare Call Data)	2022/23 CLA IC & OOC (Welfare Call Data)	2023/24 CLA IC (WCF Data)
CLA Attendance	89.4%	89.5%	88.0%
CLA pupils with an EHCP	83.1%	79.0%	86.4%
Worcs ALL Attendance	91.0%	91.7%	91.7%

Data source: 22/07/2024 - Virtual Schools Attendance Report for Learning Advocates - Includes OOC children

- **CP Plans**

Attendance Worcs SSA CP	2020/21 WCF Data	2021/22 WCF Data	2022/23 WCF Data	**2023/24 WCF Data**
CP Attendance	80.4%	80.2%	78.0%	79.8%
CP pupils with an EHCP	/	73.9%	77.5%	76.5%
Worcs ALL Attendance	95.4%	91.0%	91.7%	91.7%

22/07/2024 - Capita ONE Attendance - Includes OOC children

- **CIN Plans**

Attendance Worcs SSA CIN	2020/21 WCF Data	2021/22 WCF Data	2022/23 WCF Data	**2023/24 WCF Data**
CIN Attendance	74.2%	77.7%	76.6%	79.1%
CIN pupils with an EHCP	/	73.2%	71.2%	77.6%
Worcs ALL Attendance	95.4%	91.9%	91.7%	91.7%

22/07/2024 - Capita ONE Attendance - Includes OOC children

Summary - Attendance

- For the academic year 2023-24:
    - CLA attendance (in county) declined slightly in comparison to 2022-23 (from 89.5% to 88%). This will be monitored and appropriate actions taken to address any ongoing concerns.
    - CP attendance has almost returned to the level of 2021-22, following a slight dip last year, representing an increase from 78.0% to 79.8%.
    - CIN attendance has improved by 2.5% since 2022-23 and has improved by nearly 5% since 2020-21.
- For context, attendance for *all* Worcestershire children remains at 91.7%. However, this remains higher than for Worcestershire's CIN (by 12.6%), CP (by 11.9%) and CLA (by 3.7%). WVS aspires for attendance for all children with a social worker to be at least as good as *all* Worcestershire children, and above 95%.
- For the academic year 2023-24, CLA attendance was highest (88%), followed by CP (79.8%) and CIN (79.1%). This may be indicative of additional protective factors provided by escalating through from CIN to CP to CLA.
- Attendance for *all* Worcestershire children with an EHCP was 85%. Attendance for CLA with an EHCP improved from 84% in 2022-23 to 86% in 2023-24. Attendance for CP remained stable at 77% (compared with 78% in the previous year). Attendance for CIN

with an EHCP improved from 71% in 2022-23 to 78% in 2023-24 This marks an overall improvement in attendance for our CYP with an EHCP. However, WVS aspires for this to be at least as good as the Worcestershire EHCP *all* attendance and indeed to exceed the Worcestershire *all* attendance. The most significant factors impacting upon the attendance of this cohort are health issues, SEMH issues and the challenges all Local Authorities face in finding timely education placements for CYP with an EHCP, particularly for the more transient CLA population.

Persistent Absence

- **Children Looked After**

Persistent Absence >50% and <90% sessions Worcs SSA CLA	2021/22 CLA IC & OOC (Welfare Call Data)	2022/23 CLA IC & OOC (Welfare Call Data)	2023/24 CLA IC (WCF Data)
Persistent Absence (>50% and <90%) Worcs CLA	22.4	19.6	21.5
Persistent Absence – Worcs ALL	26.9	22.0	21.7

22/07/2024 - Virtual Schools Attendance Report for Learning Advocates - Includes OOC children

- **CP Plans**

Persistent Absence >50% and <90% Worcs SSA CP	2021/22 WCF Data	2022/23 WCF Data	2023/24 WCF Data
Persistent Absence (>50% and <90%) – Worcs CP	49.2% (192/390)	43.8% (151/345)	45.3%
Persistent Absence (>50% and <90%) – Worcs ALL	26.9%	22.0%	21.7%

22/07/2024 - Capita ONE Attendance - Includes OOC children

- **CIN Plans**

Persistent Absence >50% and <90% sessions Worcs SSA CIN	2021/22 WCF Data	2022/23 WCF Data	2023/24 WCF Data
Persistent Absence (>50% and <90%) – Worcs CIN	41.8% (234/560)	41.1% (241/586)	39.0%
Persistent Absence(>50% and <90%) – Worcs ALL	26.9%	22.0%	21.7%

22/07/2024 - Capita ONE Attendance - Includes OOC children

Summary – Persistent Absence

- For the academic year 2022-23:

- CLA persistent absence (In County) has worsened since 2022-23 (from 19.6% to 21.5%). This will be monitored and appropriate actions taken to address any ongoing concerns.
- CP persistent absence has worsened since 2022-23 (from 43.8% to 45.3%)
- CIN persistent absence improved from 2022-23 (from 41.1% to 39.0%)

○ For context, persistent absence for *all* Worcestershire children remains at 21.7%. Persistent absence is thus significantly higher for Worcestershire's CIN (by 17.3%), CP (by 23.6%). However, persistent absence for CLA is broadly equal to that of *all* children. WVS aspires for attendance for all children with a social worker to be at least as good as *all* Worcestershire children, and above 95%.

○ For the academic year 2023-24, CP persistent absence was highest (45.3%), followed by CIN (39.0%) and CLA (21.5%). This is indicative of additional protective factors provided by escalating through from CIN/CP to CLA.

Severe Absence

- **Children Looked After**

Severe Absence <50% sessions Worcs SSA CLA	2021/22 CLA IC & OOC (Welfare Call Data)	2022/23 CLA IC & OOC (Welfare Call Data)	2023/24 CLA IC (WCF Data)
Severe Absence (<50% sessions) – Worcs CLA	**7.6%**	**10.4%**	**11.4%**
Severe Absence – Worcs ALL	1.9%	2.2%	2.5%

22/07/2024 - Virtual Schools Attendance Report for Learning Advocates - Includes OOC children

- **CP Plans**

Severe Absence <50% sessions Worcs SSA CP	2021/22 WCF Data	2022/23 WCF Data	2023/24 (WCF Data)
Severe Absence (<50% sessions) – Worcs CP	11.8%	18.3%	14.6%
Severe Absence (<50% sessions) -Worcs ALL	1.9%	2.2%	2.5%

22/07/2024 - Virtual Schools Attendance Report for Learning Advocates - Includes OOC children

- **CIN Plans**

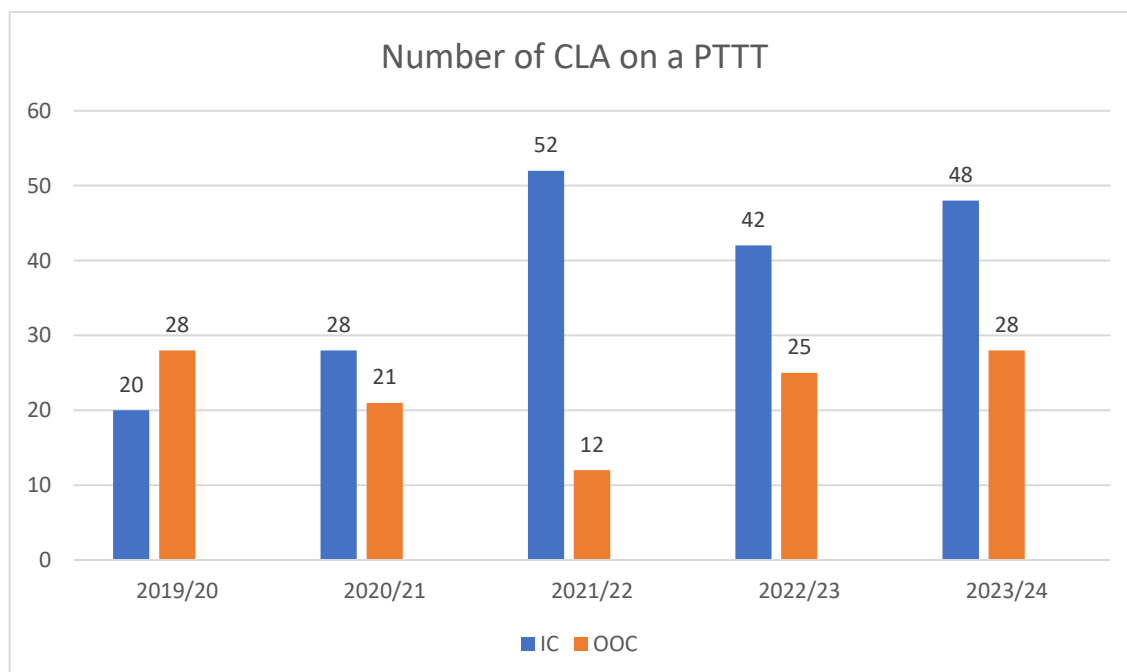| Severe Absence <50% sessions Worcs SSA CIN	2021/22 WCF Data	2022/23 WCF Data	2023/24 (WCF Data)
Severe Absence (<50% sessions) – Worcs CIN	16.6%	18.3%	15.0%
Severe Absence (<50% sessions) - Worcs ALL	1.9%	2.2%	2.5%

22/07/2024 - Virtual Schools Attendance Report for Learning Advocates - Includes OOC children

Summary – Severe Absence

- o For the academic year 2023-24:
  - CLA severe absence (In County) declined from 7.6% to 11.4% compared to the previous year.
  - CP severe absence improved (by 3.7%) compared to 2022-223 (from 18.3% to 14.6%)
  - CIN severe absence improved (by 3.3%) compared to 2022-223 (from 18.3% to 15.0%)
- o For context, severe absence for *all* Worcestershire children remains stable. Severe absence is thus significantly higher than *all* for Worcestershire's CIN (by 12.5%), CP (by 12.1%) and CLA (by 8.9%). WVS aspires for attendance for all children with a social worker to be at least as good as *all* Worcestershire children, and above 95%.
- o For the academic year 2023-234, CIN severe absence was highest (15.0%), followed by CP severe absence (14.6%) and finally CLA severe absence (11.4%). This is indicative of additional protective factors provided by escalating through from CIN/CP to CLA.

Part Time Timetables (PTTT) (Staged Reintegrations)

Where absolutely necessary and in the best interest of out CYP, some individuals are supported through the use of staged reintegration (part time) timetables in order to re-engage pupils with education or to support a pupil who has a short-term medical condition.

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

Number of CLA returning to a F/T timetable

Year	IC	OOC
2019/20	16	4
2020/21	23	16
2021/22	38	4
2022/23	36	18
2023/24	27	14
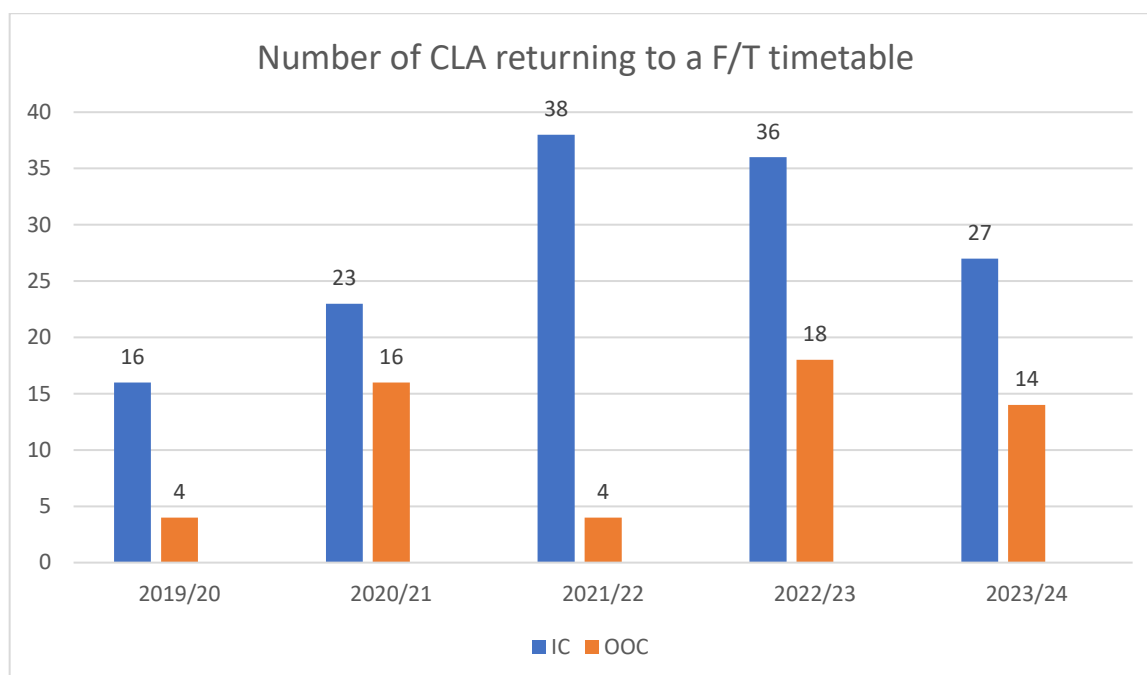
Data Source: WVS doc - 'CME and Less than 25 hrs LIVE' and 'CME and Less than 25 hrs ARCHIVE'.

The use of a part-time timetable must be discussed with and agreed with WVS, carers and the allocated social worker prior to implementation. These staged reintegrations should be time limited, closely monitored and reviewed, with clear criteria for returning to full time education. If the CYP has an EHCP then an Interim Review will be required. Part-time timetables are only to be used in very limited circumstances, for pupils not able to attend school on a full-time basis, for example:

- Where a pupil is struggling to manage a full day in school due to emotional regulation, etc. and needs a graduated integration up to full time.
- Where a pupil has had a period of non-attendance and a part-time timetable is being used as a tool for reintegration. In this case, the part-time timetable should only be in place for a very short period of time, a maximum of 6 weeks, with attendance being increased on a weekly basis, unless there are very exceptional circumstances.
- Where a pupil has a short-term medical condition that prevents full time attendance for a limited period. For CYP who cannot attend school, the VSH chairs a multi-agency CCAS Panel (Children who Cannot Attend School) to support schools (under Section 19 of the Education Act 1996) to provide suitable education.

The education provision is reviewed by schools on a fortnightly basis, as a minimum. 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. Part time timetables are closely monitored by Learning Advocates and picked up in their supervision sessions by WVS leaders. They are also discussed at the termly PEP meetings and the Learning Advocate works alongside schools 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.

The number of CLA on a PTTT rose slightly in 2023/24 compared to previous years, although this still remains lower than the number of PTTT used in county alone in 2020/21, and is set against a higher number of overall children in care. There has been a decline in the numbers of pupils rapidly returning to full time education. This will be a focus for the Virtual School in 2024/25 as a key aspect of the work to support improvement in attendance.

Exclusions & Suspensions

Overview

For context, national data shows that both exclusions and suspensions have been significantly higher for CIN & CP than for 'all' every year since at least 2015/16 (the year the national data tracking graphs started). Nationally, CLA are 5 times more likely to be suspended than their peers whilst, in the academic year 2020-21, CIN were four times more likely to be suspended than 'all' (CIN 8.73%, All 2.28%) and CP were almost five times more likely to be suspended than 'all' (CP 10.85%, All 2.28%)

Due to significant periods of school closure and disruption due to Covid, 'like for like' comparisons with previous academic years are not possible prior to 2021-22. Therefore, the below data is most comparable from the academic year 2021-22 onwards.

The national exclusions trend is upward, which has been linked to the SEMH effects of the pandemic. Nationally and locally, the most common reason for suspensions and permanent exclusions is persistent disruptive behaviour. This trend has risen since the Covid pandemic and schools/settings are experiencing rising levels of need, both in terms of frequency and intensity, due to the impact the pandemic had on social skills and emotional literacy.

Exclusions
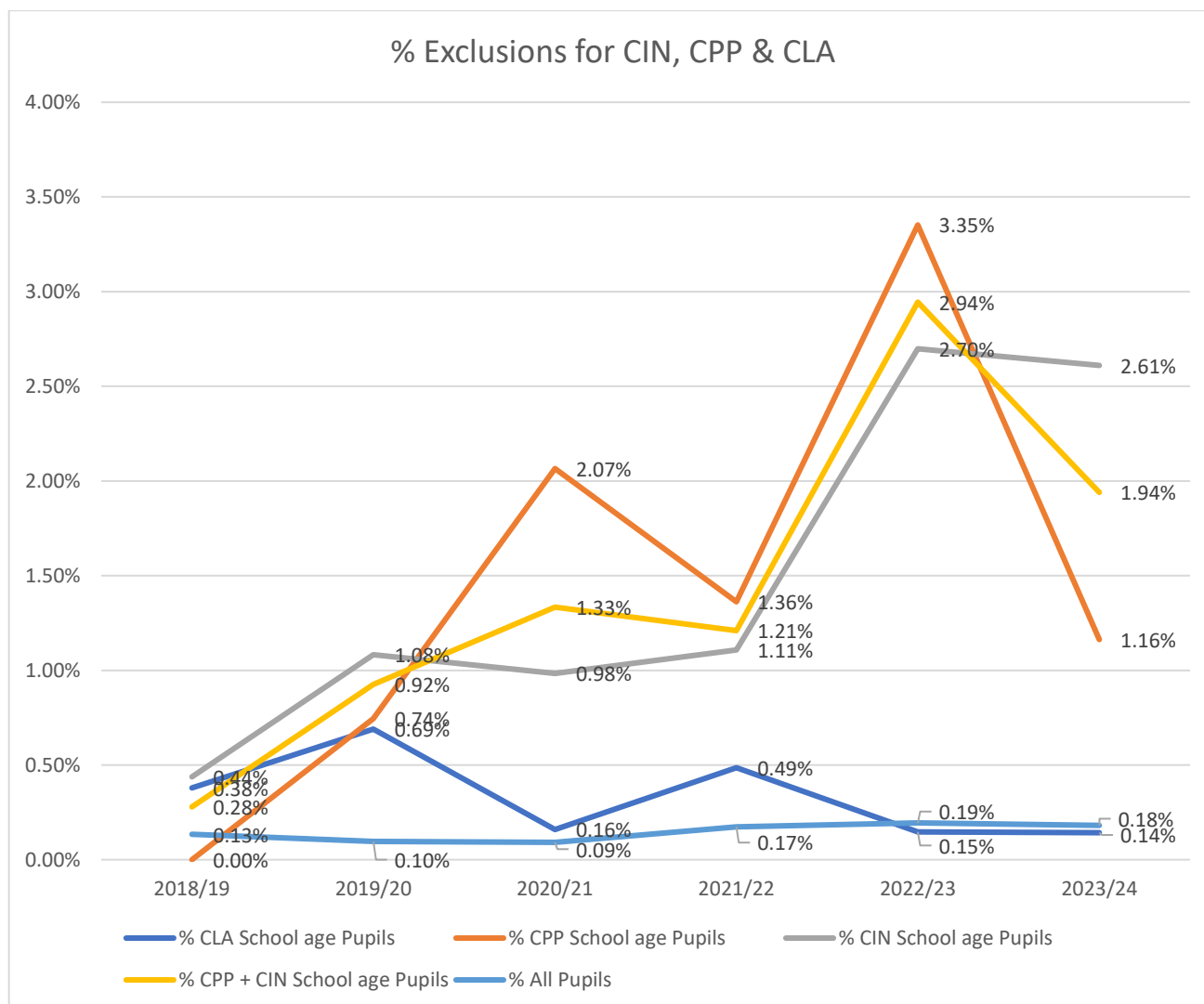
Data source: MS Exclusions and Suspensions Trend since 2018.19 CLA CPP CIN incl 2023.24 290724

- Month on month, there have been fewer permanent exclusions for **'All' CYP** than at the equivalent points last year and the total number of permanent exclusions in Worcestershire for the 2023-24 academic year (149, 0.18%) is lower than the total in 2022-23 (161, 0.19%).
- The number and rate of exclusions for **CLA** remains low and has reduced over time. Over the academic year 2022-23 there was only 1 permanent exclusion of a CLA and over 2023-24 there was also only 1 (0.14%). Over 2023-24 WVS managed to avoid/rescind 35 exclusions. The percentage rate for CLA is thus lower than for 'All'.
- For CLA, schools must now communicate suspensions or risk of permanent exclusion to the Virtual School in order that appropriate support and challenge can be put in place. This support and challenge has minimised exclusions for CLA. Many exclusions were prevented through ongoing support and challenge from the Virtual School and WCF colleagues and, even in cases where this was not successful, 34/35 exclusions were avoided/rescinded. The single exclusion which occurred for CLA in 2023-24 was as a result of the school declining to engage with the solution offered by the Virtual School.

- Exclusions for CYP subject to a **CINP & CPP** have reduced from 2022-23 to 2023-24 (CINP 16 to 13 [2.70% to 2.61%], CPP 12 to 5 [3.35% to 1.16%]).

Suspensions
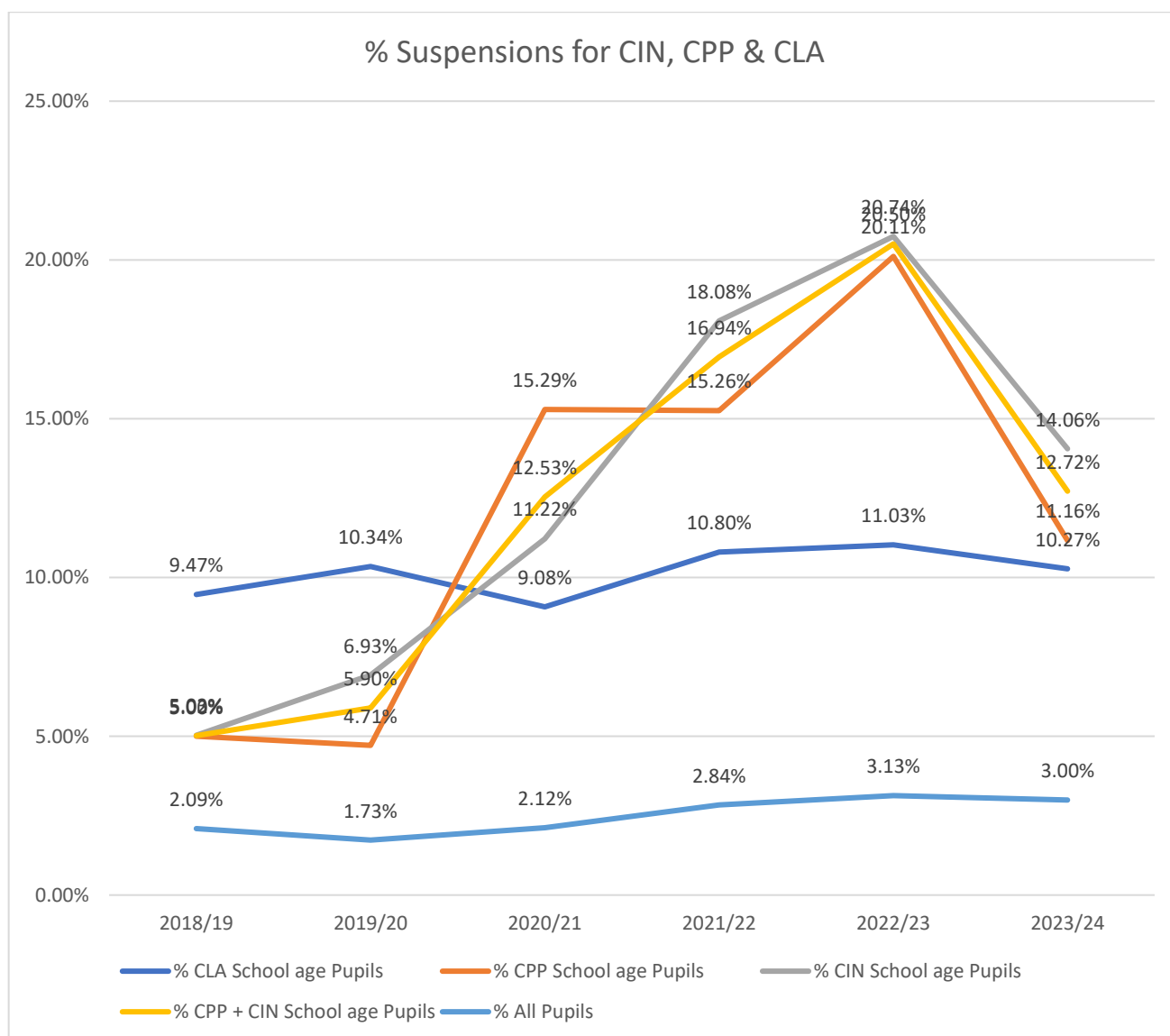
% Suspensions for CIN, CPP & CLA

Data source: MS Exclusions and Suspensions Trend since 2018.19 CLA CPP CIN incl 2023.24 290724

- Suspensions for **'All' CYP** in Worcestershire in 2023-24 have reduced (2472, 3.00%) compared to 2022-23 (2593, 3.13%).
- Suspension rates for **CLA, CINP and CPP** have also all reduced.
- The number and rate of suspensions for **CLA** has reduced (2022-23 = 75, 11.03%, 2023-24 = 72, 10.27%).
- The number and rate of suspensions for CYP subject to a **CINP & CPP** have also reduced from 2022-23 to 2023-24 (CINP 123 to 70 [20.74% to 14.06%], CPP 72 to 48 [20.11% to 11.16%]).

Exclusions & Suspensions – Summary

Exclusion rates for CLA have remained at 1 exclusion and for CINP and CPP they have reduced. CLA exclusion rates are lower than for Worcestershire 'All'. Whilst exclusions for CYP subject to CINP & CPP are not yet in line with or better than Worcestershire 'All' pupils, the data trend is very positive.

Suspension rates for CLA, CINP and CPP have all reduced. Whilst rates are not yet in line with or better than Worcestershire 'All' pupils, the data trend is very positive.

WVS work tirelessly to support and challenge schools to provide inclusive environments for our children, alongside building strong working relationships with partners and stakeholders and our broader initiatives:

o WVS has greatly improved partnership working with Social Care regarding CWSW and with the Education Engagement Teams (as the VSH now has these teams in their portfolio). This has led to an increased focus on preventative intervention and stronger collaborative working between WVS, Education Engagement, Social Care, schools and AP, including ensuring that the educational journey of the child plays a pivotal part in the agreed Social Care plan. This preventative work has meant that far more exclusions have been avoided or rescinded.

o WVS continues to promote the TIAAS programme (Trauma Informed & Attachment Aware Settings). This includes a TIS Diploma and membership of the Attachment Research Community resources including the TIAAS Pathway with an audit and developmental resources, both of which are fully funded by WVS and thus provided free of charge to all schools.

o WVS has fully funded all schools to have access to the RADY Project (Raising Attainment for Disadvantaged Youngsters) resources through Thinking Differently for Disadvantaged Learners. Phase 2 in 2023-24 saw 8 pilot schools receiving fully funded intensive intervention from the RADY Team (Challenging Education). This will be extended to a 2nd cohort in 2024-25. This is aligned with the broader disadvantaged learners programme in partnership with WCC's School Improvement Team, Billesley Research School and the Education Endowment Foundation (launched Autumn 2024-25).

o Additional funding made available through Recovery Funding and the National Tutoring Programme was used to target bespoke interventions for CYP 2023-24.

o Extensive early advice and guidance to schools with repeat suspensions to avoid permanent exclusions.

o Key contributors to the 3 year RSA Preventing School Exclusions Project, delivering systemic change across education and health.

o Half-termly meeting with WCF Education Safeguarding Lead to ensure repeat suspension schools are highlighted for contact and intervention.

o CIN/CP cohort - schools with repeat suspensions identified for advice and guidance.

o 'Inclusion In Educational Settings' web pages developed to provide a comprehensive source of information to schools, settings, colleagues, partners and stakeholders regarding exclusion, suspension, inclusion, etc.

o Complex CIN and Core Group meetings attended where appropriate, including where there is a risk of permanent exclusion, to ensure robust target/s set to support the pupil.

Collaboration with Partners & Stakeholders

Children & Young People

Pupil voice remains paramount in all aspects of WVS's work. WVS is focused on increasing the consideration and collection of pupil voice, particularly through PEPs/PPPs but also evaluation of events, the TIAAS Project and the combination of PEPS with EHCP reviews.

WVS has engaged with WCF's Participation Team to make full use of, and fully engage with, CLA pupil voice mechanisms and forums:
- Big Voices – Activities for Children and their Foster Families
- Who Cares, We Care Group - Children in Care Council
- Action Speak – Care Leavers Council

Schools & Settings

Designated Teachers

Through years of high-quality service, WVS has developed strong relationships with Designated Teachers (DTs) in all schools and settings. Feedback from DTs during the recent ILACS inspection (May 2023) was extremely positive, with consistent responses that, for those DTs dealing with a range of Virtual Schools, WVS provided the best service.

WVS Updates for schools

WVS Updates for schools are published in the half-termly Education Bulletin, which provides key updates to schools. WVS provides support and signposts services and resources to help schools (particularly DTs) better support our CYP.

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:
- 2021-22
    - Autumn Term – 27 attendees
    - Spring Term – 34 attendees
    - Summer Term – 35 attendees
- 2022-23
    - Autumn 2023 – 54 Attended
    - Spring 2023 – 58 Attended
    - Summer 2023 – 106 Attended
- 2023-24
    - Autumn 2023 – Drop-in sessions offered, 0 attendance.
    - Spring 2024 – 51 Attended
    - Summer 2024 – 36 Attended

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:

- SMART targets
- PP Plus and Additional Funding Requests
- VS Initiatives TDFDL & ARC
- SEND updates
- Language that Cares
- Attendance Support and Reporting
- PEP Updates

A significant focus for DT Support & Guidance for 23-24 has been assisting DTs with the move from Welfare Call to the Liquid Logic PEP platform. Whilst this has been a significant task, DT's largely report that the new system is easier to navigate and complete.
The Virtual School has continued to strive for meaningful, child centred and impactful SMART targets, and specific training in this area has been offered. Emphasis has been placed in this area during the RAG Rating process, and as such SMART targets are improving.

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. Context 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. This training is commonly provided by the Learning Advocate allocated to the school in question.

DT Conference (with West Midlands Virtual Schools)

WVS and colleagues from the WMVS group (14 Virtual Schools) delivered the inaugural West Midlands DT Conference in Birmingham. DTs joined colleagues from across the West Midlands to network and hear from national and regional speakers about great practice in supporting care experienced children.

Quality Assurance & Settings of Concern ('CLA/PLAC/CSW Quality Assurance Audit')

WVS takes quality assurance seriously, to achieve the best outcomes for our CYP. Learning Advocates attend all termly PEPs and maintain regular collaboration with partners and stakeholders to ensure that our CYP receive the best support and outcomes.

In Autumn 2022-23 WVS developed, trialled and implemented a robust 'Settings of Concern' protocol. As a key element of this new protocol, a 'CLA/CSW Quality Assurance Audit' was developed. The audit is carried out with any school/setting of concern, whether concerns are raised by Ofsted, carers, partners or the virtual school itself. The associated Audit tool is also available to settings who wish to carry out a self-evaluation to improve their provision for our cohorts. This has provided a clear, moderated approach to evaluating correct provision for our CYP and equipped WVS to intervene rapidly to move CYP's education placement where necessary.

In January 2023 WVS significantly improved the quality assurance, and consequently the quality, of PEPs by introducing a RAG rating using a consistent moderation framework within the ePEP system. This has improved the quality of PEPs and given DTs and Social Workers clear, practical guidance on producing a high-quality document for the benefit of our children. RAG ratings also provide quality assurance feedback which prompts actions from identified parties in education and social care.

Social Care

WVS maintains strong working relationships with Social Care, at both a strategic and operational level.

WVS have continued to offer offered individual training for all new social workers within the Through Care Team, Safeguarding Team, Outreach Team and Independent Reviewing Officers. Feedback on this training has been positive as it has enabled Social Workers to become familiar with WVS policies and protocols and to have a key contact within WVS. Following completion of the training, new social workers receive a pack of documents including the slides, PP+ guidance and key information on the role and work of the Virtual School. Social Care Colleagues are also signposted to key webpages and resources.

WVS additionally meet with team managers and group managers on a termly basis to review the previous term in relation to RAG rating of PEPs and social worker attendance alongside planning to improve joint working between our services.

Recorded mini tutorials are available for social workers via the Social Worker Practice Standards files to increase their awareness of WVS processes and expectations following

training from WVS. Following completion of the training, new social workers receive a pack of documents including the slides, PP+ guidance and key information on the role and work of the Virtual School.

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 and to collaborate on finding solution in the best interests of our CYP. The Placements Team are also informing WVS of placements that have been agreed by Assistant Directors. Further, the VSH attends a fortnightly Social Care Resource Panel (care placement panel) to champion the importance of stability of school placement whenever residential placement moves are necessary. This collaboration supports swift searches for appropriate schools and school placements for CLA.

WVS works closely with Social Care leaders and the DCS to ensure effective collaboration (including DCS representation on WVS's governing board). 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 our CYP.

This year WVS has bolstered partnership working with the IRO service through a joint session to share information on how each service operates and to identify opportunities for collaborating further to improve efficiency and outcomes.

CLA reviews and PEP meetings have been starting to be held jointly as a trial, which has been positive. For academic year 24-25 this will be rolled out further for meetings where it would be appropriate.

'Virtual School & Through Care Catch up' sessions were arranged through the year so that WVS and social care staff can network face to face and improve collaborative working.

WVS continues 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 and improved outcomes for our CYP.

This year's migration of the PEP across to Liquid Logic (the system used by Social Care) has meant easier and more efficient collaboration and information-sharing. For instance, PEPs are delegated to social workers for completion, appearing on their usual workflow where previously they had to log onto an external website. This migration has had positive feedback from social workers and IROs as well as WVS, appreciating the ease of access and monitoring for themselves and their managers.

Additionally, a new escalation process was devised for the academic year 2023-24 to ensure that PEPs are completed within timeframes. All of this has meant that green RAG ratings for social workers' PEP elements has improved from 83.5% to 90.4% over the

course of the academic year and red RAG ratings decreasing from 4.9% in the Autumn term to 2.0% in the Summer term.

As a result of the training, support and challenge WVS provides to Social Care colleagues, there is a robust partnership, enabling all professionals to work together in what WCF call 'end to end' practice.

Health

WVS maintains strong working relationships with Health colleagues (including Physical, Mental and Public Health), at both a strategic and operational level. WVS work particularly closely with health colleagues on individual case work and also contribute to co-working via WCF's SEND Workstreams, the CCAS (Children who Cannot Attend School) Panel, and strategic health work groups.

Parents/Carers

WVS's Fostering Newsletter is distributed each term to all foster carers, both within Worcestershire Children First and all external Independent Fostering Agencies. The newsletter includes bitesize articles including signposting to resources, upcoming events / activities, updates and key information to help carers support their CLA. The Fostering Newsletter is distributed in the first half term of each term, with the upcoming dates for Support & Guidance sessions, and topics, included.

Foster Carer Support & Guidance sessions take place in the second half term of each term. Whilst attendance isn't as high as desired, those who attend speak very positively about the sessions (example feedback below). WVS has discussed attendance and the impact of lost learning, supporting your Post 16 CLA and careers advice and given general support. Carers have been able to ask specific questions regarding their own situation and receive bespoke guidance and support. WVS is working with carers to improve engagement through ensuring sessions are purposeful and relevant and through increased promotion.

Feedback from recent Fostering Support & Guidance:
"It's a shame more people don't attend, I don't know how you improve them as I have found them really useful, I have suggested ideas for the agenda in the past and they have been put on and they have been answered with speakers in. I find the sessions fab and even though sometimes you don't need guidance in the area, you may in future or know somebody who does"

At the end of each term the Virtual School has sent a survey to all fostering households (aprox 500). Although responses are still limited, the number of surveys returned is increasing. At the end of the Summer term 7% of all households contacted responded to the survey.
- 72% of responders felt the Virtual School were 'Very Helpful'
- 17% of responders felt the Virtual School were 'Helpful'
- 8% of responders felt the Virtual School were 'Somewhat Helpful'

Comments on how the VS could improve include:

- *"The support and information received has always been excellent. All staff we have come into contact with at VS have been professional, knowledgeable and very friendly."*

2023-24 has seen increased collaboration with Worcestershire's Parent Carer Forum (PCF) to increase collaboration in strategic decision-making.

NAVSH, WMVSH, Children In Care Foundation & Attachment Research Community (ARC)

WVS, and in particular the VSH, are actively involved with NAVSH, WMVSH and ARC:
- NAVSH, WMVSH and ARC conferences and CPD events are attended and contributed to by the WVS team.
- The VSH attends weekly WMVSH network meetings.
- The VSH is a trustee of the Children In Care Foundation and Vice Chair of WMVSH.
- Specific projects are outlined in the relevant section below.
- WVS Team members chair the Post 16 and UASC regional working groups.

Website

The WVS website has been reviewed and reformatted to ensure that is comprehensive, with updated content which is outward-facing and can be easily navigated by different users (CYP, Social Workers, schools, carers, etc.). Links to related web content are included throughout, as well as ensuring that related WCF web content links back to WVS web content.

A termly review cycle of the website has been introduced to the team to ensure the content is updated in a timely manner, much of the content is also linked to via other WCF webpages such as inclusion.

Total views between September-July 2024: 13,563.

Personal Education Plans (PEPs) and Personal Progression Plans (PPPs for Post 16)

PEP Process

- PEP completion – 3 PEPs completed per year:
  - 100%
- PEPs completed on time:
  - 100%
- PEPs quality-assured:
  - 100%

All CLA from Pre-School to Year 11 (in and out of county) receive three Personal Education Plan (PEP) meetings each year, organised, facilitated and chaired by Virtual School Learning Advocates. These are undertaken via Microsoft Teams or face to face, dependent on the needs of the CLA and the context. The school/setting's Designated Teacher (DT) and Social Worker (in consultation with the carer) are expected to upload relevant information to the PEP prior to the meeting and to attend the meeting. This enables effective conversations, focusing on the implementation and evaluation of strategies to specifically meet the needs of individual CLA. Additional contacts are made throughout the term with the DT and other partners and stakeholders, for instance in complex cases or when transitions are imminent.

In September 2023 the Virtual School transferred the ePEP system to Liquid Logic, in line with Social Care and SEND colleagues, to ensure more efficient and joined-up working.

WVS continue to maintain 100% of PEP/PPP completion, all signed off and quality assured on a termly basis for all CLA, meeting WVS's statutory requirement. This includes children from the age of 2 to 18 years. In the 2018/19 academic year 81% Children Looked After (CLA) had an up-to-date Personal Education Plan (PEP). During the 2019/20 academic year 100% of CLA had an up-to-date PEP. This 100% completion rate has been attendance

PEP RAG Ratings

Quality Assurance

In January 2023 WVS significantly improved the quality assurance, and consequently the quality, of PEPs by introducing a RAG rating using a consistent moderation framework within the ePEP system. This has improved the quality of PEPs and given DTs and Social Workers clear, practical guidance on producing a high-quality document for the benefit of our children. RAG ratings also provide quality assurance feedback which prompts actions from identified parties in education and social care.

All stakeholders were updated via comprehensive training, newsletters and emails. This enabled WVS to:
- Drive up the quality of PEPs.
- Provide specific QA feedback to DTs, based upon clear RAG rating criteria.
- Enhance DT training in PEPs by providing and training in clear RAG rating criteria.
- Enable targeted support and challenge to settings and social workers regarding producing high-quality PEPs.
- Monitor PEP quality ratings (RAG %) for trends.
- Hold schools to account for sharing and discussing SMART targets with their CYP (with feedback leading to progress).
- Graduated response to RAG rated PEP's to include additional funding requests.

RAG Ratings for Designated Teacher Sections of PEPs

Spring Term 2022-23 outcomes (first wave of RAG rated PEPs):

- 897 PEPs completed from EYFS to Post 16:
  - 85% Green (766 PEPs, from 322 settings)
  - 12% Amber (107 PEPs, from 68 settings)
  - 3% Red (24 PEPs, from 23 settings)

Summer Term 2022-23 outcomes (second wave of RAG rated PEPs):

Improved on all counts.
- 888 PEPs completed from EYFS to Post 16:
  - 91.1% Green (809 PEPs, from 354 settings)
  - 7.3% Amber (65 PEPs, from 53 settings)
  - 1.6% Red (14 PEPs, from 12 settings)

Autumn Term 2023-24 outcomes (third wave of RAG rated PEPs):

- 956 PEPs completed from EYFS to Post 16:
  - 88.81% Green (849 PEPs, from 303 settings)
  - 9.0% Amber (59 PEPs, from 59 settings)
  - 2.2% Red (21 PEPs, from 12 settings)

Spring Term 2023-24 outcomes (fourth wave of RAG rated PEPs):

- 928 PEPs completed from EYFS to Post 16:
  - 89.33% Green (829 PEPs, from 302 settings)
  - 8.19% Amber (76 PEPs, from 52 settings)
  - 2.48% Red (23 PEPs, from 13 settings)

Summer Term 2023-24 outcomes (fifth wave of RAG rated PEPs):

- 984 PEPs completed from EYFS to Post 16:
  - 91.16% Green (897 PEPs, from 329 settings)
  - 7.11% Amber (70 PEPs, from 55 settings)
  - 1.73% Red (17 PEPs, from 10 settings)

The PEP quality assurance system has significantly improved the quality of PEPs. DTs are very keen to achieve green and avoid amber and red, particularly as schools/settings delivering repeated red/amber PEPs receive robust support and challenge from WVS.

RAG Ratings for Social Worker Sections of PEPs
(commenced Autumn Term 2023-24)

Autumn Term 2023-24 outcomes:

- 924 PEPs completed from EYFS to Post 16:
  - 83.5% Green (772 PEPs)
  - 11.7% Amber (108 PEPs)
  - 4.9% Red (45 PEPs)

Spring Term 2023-24 outcomes:

- 915 PEPs completed from EYFS to Post 16:
  - 89.2% Green (816 PEPs)

- 8.3% Amber (76 PEPs)
- 2.5% Red (23 PEPs)

Summer Term 2023-24 outcomes:

- 879 PEPs completed from EYFS to Post 16:
  - 90.4% Green (795 PEPs)
  - 7.6% Amber (67 PEPs)
  - 2% Red (17 PEPs)

Green RAG ratings for social workers' PEP sections has improved from 83.5% to 90.4% over the course of the academic year, with red RAG ratings decreasing from 4.9% to 2.0%.

The Virtual School Headteacher and Deputy attend PEP/PPP meetings on a regular basis to offer support, advice and guidance to WVS Learning Advocates and to monitor the quality of the interaction.

Social Care Collaboration in PEPs and PPPs

The expectation is that social workers attend all three PEPs / PPPs for their CLA over the course of the academic year.

Social Care attendance at PEPs and PPPs	Early Years	Statutory School Age	Post 16
Autumn Term 2021	79%	80%	95%
Spring Term 2022	66.1%	82.4%	94.7%
Summer Term 2022	76.8%	77.6%	84.4%
Autumn Term 2022	58%	57%	70%
Spring Term 2023	68%	69%	81%
Summer Term 2023	70%	74%	85%
Autumn Term 2023	71%	75%	87%
Spring Term 2024	73%	83%	90%
Summer Term 2024	72%	81%	90%

Social Worker Attendance at PEPs/PPP has improved across all phased compared to the same end point of last academic year. This helps 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.

Resources & Special Projects

Current funding streams

DfE Pupil Premium Grant for Children Looked After

WVS gives to schools per year per child (max)	£1,650	65%
WVS retains for central strategic priorities	£880	35%
TOTAL per year per child	£2,530	

Raising the attainment of CLA is a key priority and is a responsibility shared by the Local Authority, schools, and their partners in the community. Pupil Premium Plus (PP+) provides additional funding to support and help raise the educational attainment and progress of their CLA pupils. PP+ is a vital resource which, used effectively, will improve outcomes for CLA to close and exceed the gap between their outcomes and those of their non-disadvantaged peers. WVS devolves the majority of this funding to schools, through the Personal Education Plan process. The PEP process enables WVS Learning Advocates to work with partners and stakeholders (including our CYP) to target and utilise this funding effectively to improve educational outcomes.

PP+ funding also has a centrally retained element. Strategic decisions are made about interventions which will have the greatest impact on educational outcomes for children in the care of Worcestershire Local Authority.

This Department for Education (DfE) funding is kept under regular monitoring and review; to ensure PP+ delivers maximum impact.

DfE Recovery Premium Funding for Children Looked After (£184,072.50)
Recovery Premium allocations are calculated on a per pupil basis, based on the following rates:
- Mainstream education:
  - £145 per eligible pupil in primary schools
  - £276 per eligible pupil in secondary schools
- For other eligible schools, including special education units in mainstream schools, the rate is double the mainstream rate:
  - £290 per pupil in primary education
  - £552 per pupil in secondary education

Purpose:
The Recovery Premium grant is part of the government's package of funding to support pupils whose education has been impacted by coronavirus (COVID-19). It is focused on Pupil Premium eligible pupils and pupils in specialist settings such as special schools, special units and Pu il Referral Units (PRUs). This is because of the additional impact of the pandemic on these students.

How the funding can be spent:
As with Pupil Premium, schools must use their Recovery Premium on evidence-based approaches to support pupils. The menu includes tutoring, but recovery premium conditions of grant for the 2023-24 academic year state that schools must not use the grant to meet their portion of the costs of tuition provided through the National Tutoring Programme

(NTP). Schools should meet those costs from other sources of funding, including pupil premium. Recovery Premium is additional funding to provide further education recovery support on top of the subsidised NTP offer.

WVS's Delivery Method:
Recovery Premium targets within the PEP must be created to demonstrate how this funding will impact on individual pupils, although this might be within a small group situation. The targets should be in line with the Education Endowment Foundation's Pupil Premium guide and page 7 of 'Using pupil premium: guidance for school leaders', and should 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.

DfE National Tutoring Programme (NTP) Funding for Children Looked After (£118,132.00)

2023-24 is the fourth of a four-year programme.
The National Tutoring Programme (NTP) provides primary and secondary schools with funding to spend on targeted academic support, delivered by trained and experienced tutors and mentors. It recognises that each school has pupils with varying needs, so the DfE have developed a tutoring proposition that provides a high degree of flexibility and choice, and NTP funding will cover 60% of the tuition cost.

There are 3 routes to providing subsidised tuition:
- academic mentors – full-time, in-house staff members employed to provide intensive support to pupils
- tuition partners – tutors recruited by external tutoring organisations quality-assured by DfE
- school-led tutoring – members of a school's own personnel, either currently employed or specifically engaged for this purpose, including retired, returning or supply teachers, support staff, and others.

Worcestershire Virtual School supports NTP activity through the School Led Tutoring (SLT) element. We encourage schools to fully utilise these funding opportunities alongside PP+, in order that we can continue to provide additional interventions to accelerate progress for individual children in order that the gap between outcomes for Children Looked After and their peers can be closed.

Section 31 Grants:

- **DfE extension of the Virtual School Head role to the cohort of children with a social worker (£128,549 DfE funding for 2023-24)**
  Priorities for this funding (see Delivery Plan):
  - DfE: 'To make visible the disadvantages that children with a social worker can experience, enhancing partnerships between education settings and local authorities, including with children's social care, to help all agencies hold high aspirations for these children.'
    - o WVS delivery: ensure schools know how to meet CYPs needs in order to make schools places which they want to engage with/attend.

- DfE: 'To 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.'
  - WVS delivery: remove barriers to CYP to engaging in education (attending):
- DfE: 'To level up children's outcomes and narrow the attainment gap so every child has the opportunity to reach their potential.'
  - WVS delivery: once children want to engage/attend (1) and are supported in doing so (2), this will in itself narrow the attainment gap, and will be reinforced by academic support.

- **DfE Pupil Premium Plus Post-16 Pilot (£109,480 DfE funding for 2023-24)**
  - WVS were successful with a DfE bid for Pupil Premium Plus Post 16 pilot in summer 2021. The pilot has been extended through 2022-23 and then 2023-24 & 2024-25. This has enabled WVS to provide the same level of service to Post-16 students as to statutory school-aged children. In particular, WVS have added capacity to the team to provide two Post 16 Learning Advocates. All year 12 and 13 young people looked after are assigned a WVS Learning Advocate. The Learning Advocates facilitate the PEP process and ensures providers, carers and social care all contribute to the young person's support and outcomes.
  - Attendance and engagement are monitored to increase retention, reduce NEET and improve outcomes. Funding was allocated to FE colleges to support educational targets. Post 16 developments have also included monitoring and support for the NEET cohort through the PEP process and collaboration with personal advisors, social workers and Post 16 WCF NEET team. The funding also provided social, emotional and academic interventions to support this vulnerable cohort.
  - The purpose of this funding is to provide support to LAs in England, to help them meet their duty to Post-16 children looked-after and care leavers. Local Authorities can spend this grant to support costs associated with meeting this duty. In doing so, they must take account of the statutory guidance Promoting the Education of Looked-After and Previously Looked-After Children published on 26th February 2018, to help them implement this duty. Local Authorities can spend this funding on any interventions they, and the colleges they work with, identify as appropriate to help them to support eligible young people and that help them to meet the outcomes of the pilot.
  - DfE's 'Pupil Premium Plus (PP+) Post-16 Pilot Application guide' (July 2021) stated that '*The proposed outcomes of the pilot are:'*
    - *Outcome 1 – Raise the profile of looked-after children and care leavers in FE by strengthening close working relationships and sharing expertise on the needs of this cohort.*
    - *Outcome 2 – Improve the attendance of these young people in FE by putting in place tailored interventions to support attendance.*
    - *Outcome 3 – Better support the delivery of Personal Education Plans, pathway plans or equivalent at both an individual and cohort level.*
    - *Outcome 4 – Identify models of good practice used by LAs across the country to respond to individual and cohort level needs, building the evidence base of what works well to support looked-after children and care leavers in general FE colleges.*
  - See Delivery Plan for details.

- **DfE Extension of the Role of Virtual School Heads to Certain Previously Looked after Children Implementation Grant (£70,722 DfE funding for 2023-24)**
  - The Children and Social Work Act 2017 amended the Children Act 1989 to introduce a new duty on local authorities to promote the education of certain previously looked-after children, including appointing an officer (commonly known as a Virtual School Head) to discharge this duty through the provision of information and advice to relevant parties supporting the education of those children. This duty came into force on 1 September 2018.
  - The purpose of this grant is to provide support to local authorities in England, to help them meet their duty to appoint a Virtual School Head for previously looked-after children and make information and advice available to the following parties for the purposes of promoting the education of eligible previously looked-after children:
    - any person that has parental responsibility for the child;
    - providers of funded early years education, designated teachers for previously looked-after children in maintained schools and academies; and
    - any other person the authority considers appropriate for promoting the educational achievement of relevant children.
  - Local authorities can spend this grant to support costs associated meeting this duty. In doing so, they must take account of the statutory guidance Promoting the education of looked-after and previously looked-after children published on 26th February 2018, to help them implement this new duty.

Special Projects:

WVS commissions and provides a variety of interventions for our CLA to support their academic progress and well-being including Education Psychology 1-1 drop ins for schools, Learning Support Team assessments, Trauma Informed School hub networks, mentoring, tutoring and music lessons. Individual CLA interventions are targeted at meeting the personalised needs of our CLA and are implemented via the PEP process.

WVS's large-scale projects are outlined below:

RADY Project (Raising Attainment for Disadvantaged Youngsters) – 'Challenging Education' (WVS's Academic strand)
Phase 1 of this project will conclude in Autumn 2024, with the expectation that the 8 schools in the initial project will submit their impact data for evaluation. Schools have been supported throughout by the Challenging Education lead, Louise Blackburn and the VSDH. Following the launch of TDFDL (Thinking Differently for Disadvantaged Learners) in 2022/23, 2023/24 was the first cohort of 8 schools engaged with the 'Raising Attainment for Disadvantaged Learners' (RADY) programme. RADY is an approach to closing the gaps which directly targets a school's 'central nervous system' – its target setting, tracking and monitoring systems. Following a comprehensive engagement process, the 8 identified schools have committed wholeheartedly to the project and evidence of impact is already beginning to show. Visits to the schools through the tutorials have taken place, with further updates anticipated in the Autumn 24. The 2nd cohort of schools will launch in Autumn 2024.

Throughout 2023/24 WCF have contributed to an Evidence Exploration Partnership with Billesley Research School and Education Endowment Foundation (EEF) to explore possible

patterns or reasons for the attainment gap between our disadvantaged pupils and all pupils that exists within Worcestershire. This has resulted in a project that will be developed and led by the School Improvement Team (SIT), to be launched Autumn 24. As a result, the launch of the second cohort of RADY schools has been delayed until Autumn 24, so that it can form part of the package of support offered to schools, alongside the SIT and EEF project, to support our disadvantaged young pupils. In addition, the VS are continuing to work with the SIT to enhance the delivery of the TDFDL resources so that Worcestershire schools have a menu of opportunity to engage with, with the aim of addressing the attainment gap between our disadvantaged young people and all pupils, which appears to be particularly evident within Worcestershire. In July 2024, 82 Worcestershire schools had signed up to the TDFDL resources.

TIAAS (Trauma Informed & Attachment Aware Settings - ARC Pathway) (WVS's SEMH & Wellbeing strand)
- *See also TIAAS information in the SEMH, Wellbeing & Personal Development section above.*
- Aim: To make every setting a Trauma Informed and Attachment Aware Setting:
    - The TIAAS framework is a means of measuring and improving schools'/settings' ability to provide a TIAA education, of particular benefit to our care experienced CYP.
    - Implement and embed the TIAAS framework:
        - All settings' current practice to be evaluated against the TIAAS framework using the regional certification model (bronze, silver, gold and platinum/learning hub). All to receive any necessary support to complete the audit and identify and implement objectives to improve TIAA provision. Settings rated below bronze to be on targeted list, shared with wider WCF partners and contact made with SLT.

Trauma Informed Schools (TIS) training (11 day diploma) with the TIS network sits within our TIAAS mission as WVS's 'Gold standard' training model for schools, this is a level 3 option within the WVS's menu of training available to all education settings. TIS delegate feedback included that the following changes have been made in their settings as a result of the training:
- The biggest impact for my school has been the use of empathy maps and the feelings cards. We also now have vulnerable children receiving daily check-ins.
- I have used the emotion cards and big empathy drawings with young people and shared these ways with some of the TA team and learning mentor.
- I have training planned with a steering group on PRRR (Protect, relate, regulate, reflect).
- I communicate differently with my colleagues and reflect more, leading to more thoughtful decisions.
- We have established a culture built on relationships.
- We have established a safe nurture space, wellbeing room and action plan.
- We confidently use various art forms, Lego, Sand play, empathetic listening and emotionally available adults to respond to our children/ young people when in need.
- We have increased our level of mental health training with the whole staff team and pupils, particularly our Y4-6 Mental Health Champions.

The following were noted as some of the key successes following the implementation of TIAAS processes:
- Children feel heard and understood.

- Improved engagement with young people, parents, carers and colleagues. Better connections, more open and honest communication. Connection with those who are hard to connect with.
- Change in staff - child relationships have led to really positive culture and atmosphere. School is a lovely place to be for everyone.
- Increasing number of children/families choosing our school saying it's the focus on personal development/ nurturing environment.
- The whole TISUK training has been incredibly valuable and already we can see changes in our school. The course has been transformative on many levels. I have thoroughly enjoyed the learning and the challenge. I have been able to implement policy and procedural changes as a strategic level across school and have held several training sessions to implement an trauma informed relational practice which has now been implemented. At recent SEND and trust reviews our practice was described as been very effective. The behaviour and safety of the children in school is good and improving and it is a calm, positive place to be. The next stage is to embed our practice and develop consistency across school over time. Thank you!

Our TIASS tiered menu of training launched in July 2023 for academic year 23-24 in recognition that all schools are in different places in their journey and have different capacity to engage with our training offer.


- WVS TiAAS Funded Menu of Training 23-2

- At the end of July 2024, ARC membership in place for 85 settings compared to 27 at the start of the academic term.
- The TIS (UK) diploma has reached 61% (July 2024) of all Worcestershire schools, with cohort 10 commencing in September 2024 and cohort 11 to be identified for January 2025. This has increased by 10% from 51% in July 2023.
- 64% of schools have had a TIS trained practitioner (schools not currently active)
- 66% of schools have had a TIS or Thrive practitioner.
- 69% of schools have had a TIS or Thrive practitioner or accessed TIAAS L1 or L2 training.
- 5 TIS learning walks conducted academic year 2023-2024. Schools now encouraged to include own reflections on feedback summary.

Feedback responses included:

➢ Thank you for coming to visit our school to support the continued development of our whole school trauma informed approach. It was very helpful to have a chance to discuss our TIS journey and the steps we have taken so far and a good opportunity to articulate how we are trying to meet the needs of all pupils with a clear focus on equity for the most vulnerable.
➢ I look forward to some further input on the ARC audit and accreditation and very much appreciate your support for the DoWMAT TIS Network.
➢ The difference TIS has made has backed up our ethos that behaviour is communication, and we have our moments with our children but they feel safe with us and that has changed their responses.
➢ Thank you to the virtual school for championing this practice, we are on an exciting journey.

WMVS CIC Foundation's Artslink programme
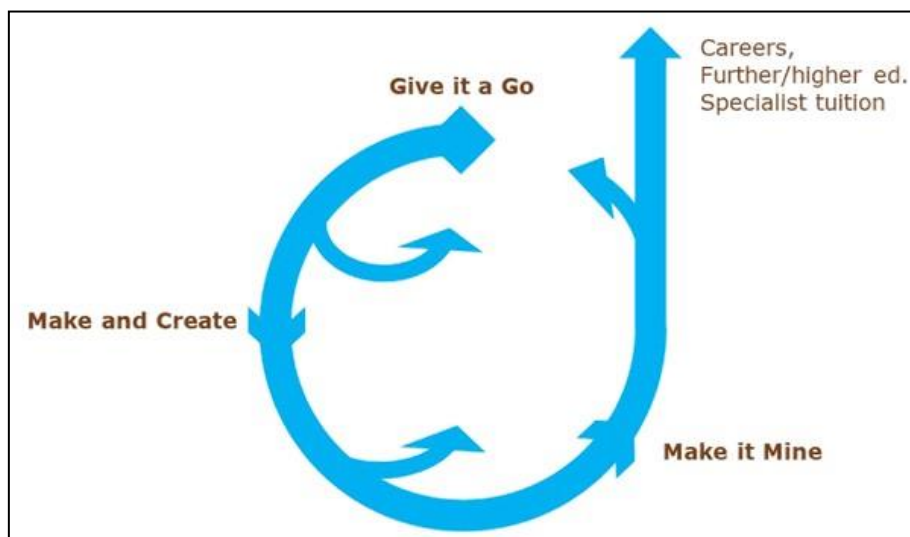
WVS are an active member of the Artslink network - a programme by the West Midlands Virtual Schools Children in Care Foundation, supported by Arts Connect through their Partnership Investment Programme. The aim is to ensure that all care experienced children & young people linked to a Virtual School in the West Midlands can access high-quality arts & cultural experiences to enable them to develop as learners, people and artists. whether they are one-off Give It A Go events, or more involved Make It Mine experiences. Our CLA can access fully funded music lessons and free instrument hire. Two of our CYP were selected for the national Furthering Talent music programme after being identified by their school as having an interest/talent in music.
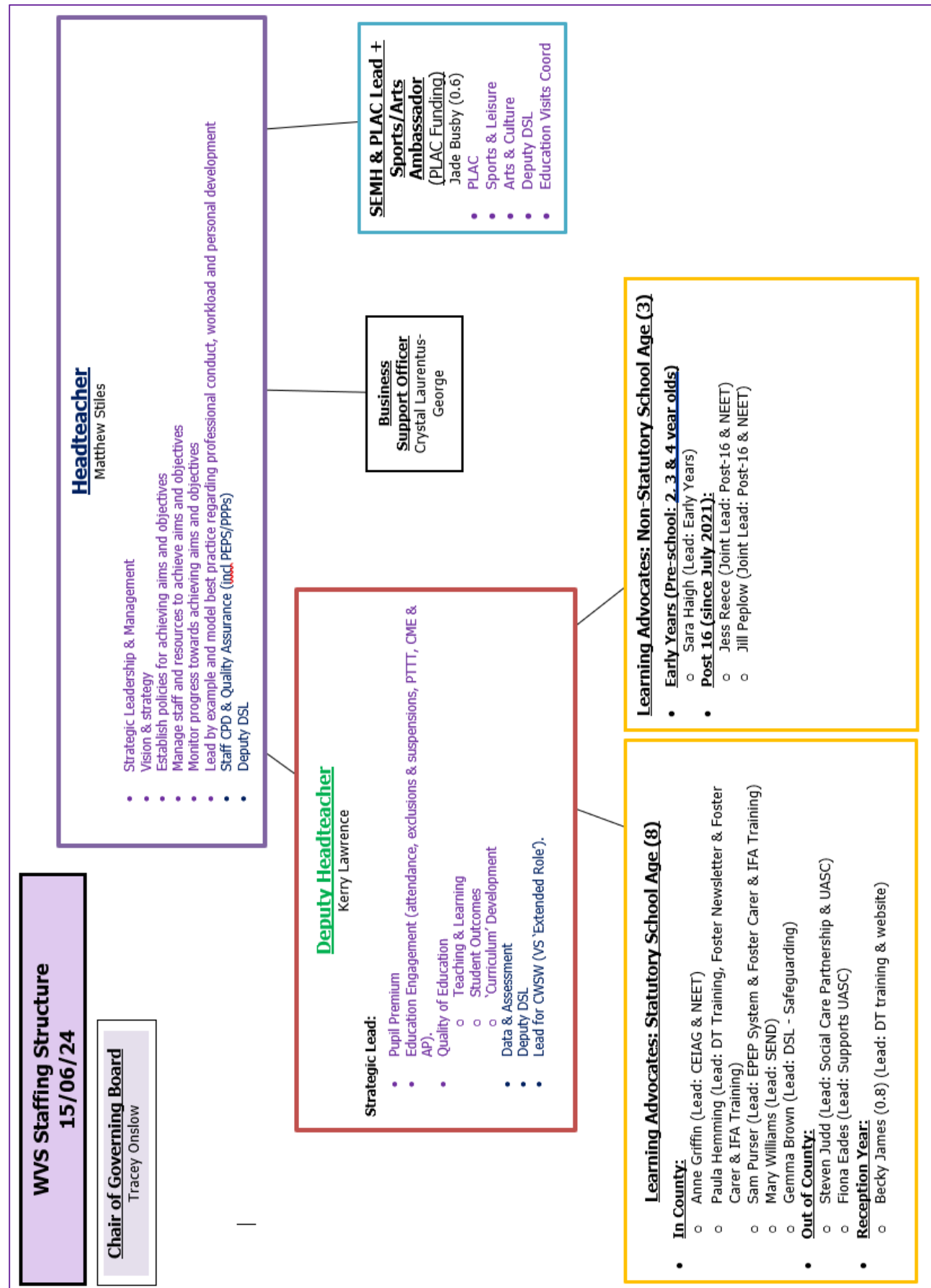
WMVS CIC Foundation's Active Now project
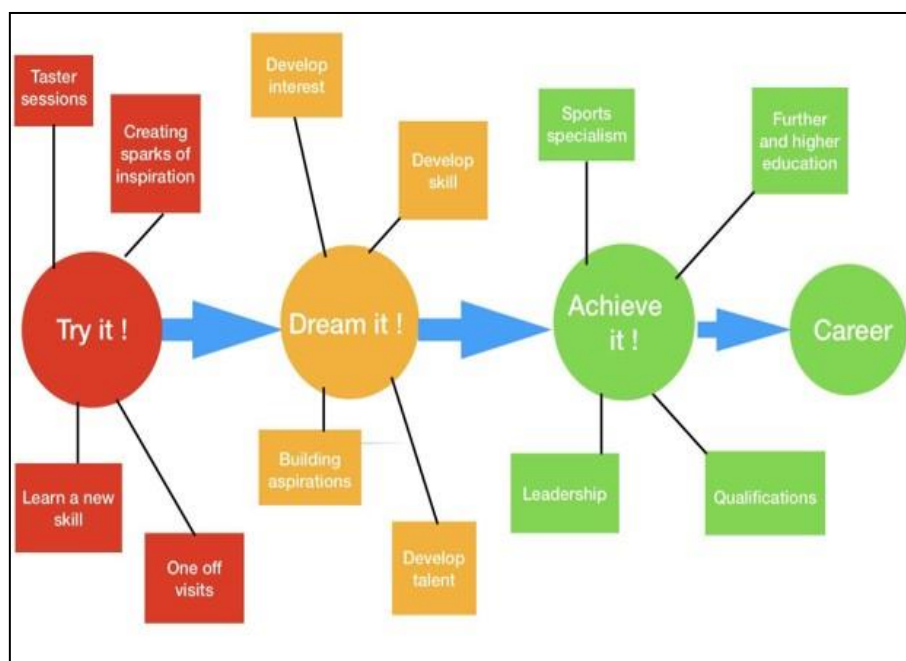
WVS are an active member of the Active Now project - a programme by the West Midlands Virtual Schools Children in Care (WMVS CIC) Foundation. WVS are fully embedding WMVS CIC Foundation's 'Active Now' project to offer an entitlement of high quality physical and leisure activity provision and opportunities for our CYP in Worcestershire.

v) The Virtual School Team

Team Structure

WVS Staffing Structure
15/06/24

Chair of Governing Board
Tracey Onslow

Headteacher
Matthew Stiles

- Strategic Leadership & Management
- Vision & strategy
- Establish policies for achieving aims and objectives
- Manage staff and resources to achieve aims and objectives
- Monitor progress towards achieving aims and objectives
- Lead by example and model best practice regarding professional conduct, workload and personal development
- Staff CPD & Quality Assurance (incl PEPS/PPPs)
- Deputy DSL

SEMH & PLAC Lead + Sports/Arts Ambassador
(PLAC Funding)
Jade Busby (0.6)
- PLAC
- Sports & Leisure
- Arts & Culture
- Deputy DSL
- Education Visits Coord

Business Support Officer
Crystal Laurentus-George

Deputy Headteacher
Kerry Lawrence

Strategic Lead:
- Pupil Premium
- Education Engagement (attendance, exclusions & suspensions, PTTT, CME & AP).
- Quality of Education
  - Teaching & Learning
  - Student Outcomes
  - 'Curriculum' Development
- Data & Assessment
- Deputy DSL
- Lead for CWSW (VS 'Extended Role').

Learning Advocates: Statutory School Age (8)

In County:
- Anne Griffin (Lead: CEIAG & NEET)
- Paula Hemming (Lead: DT Training, Foster Newsletter & Foster Carer & IFA Training)
- Sam Purser (Lead: EPEP System & Foster Carer & IFA Training)
- Mary Williams (Lead: SEND)
- Gemma Brown (Lead: DSL – Safeguarding)

Out of County:
- Steven Judd (Lead: Social Care Partnership & UASC)
- Fiona Eades (Lead: Supports UASC)

Reception Year:
- Becky James (0.8) (Lead: DT training & website)

Learning Advocates: Non-Statutory School Age (3)

- **Early Years (Pre-school: 2, 3 & 4 year olds)**
  - Sara Haigh (Lead: Early Years)
- **Post 16 (since July 2021):**
  - Jess Reece (Joint Lead: Post-16 & NEET)
  - Jill Peplow (Joint Lead: Post-16 & NEET)

Team Wellbeing

The health and wellbeing of all our employees is a top priority for Worcestershire Local Authority. Building a workforce which has personal and collective resilience with mental, social and physical wellbeing is at the centre of everything we do. Our wellbeing approach, as part of our workforce strategy, includes mental, social and physical wellbeing support to ensure our employees have the support they need, when they need it.

Workplace Adjustment Passport	Living Well for Longer	The Wellbeing Hub
Personal Resilience	Coaching Service	Mediation
Preparing for retirement	Supporting change	Internal Mental Health First Aiders
Flu vaccination programme	Pay, leave and Benefits	

There are also regular 'Wellbeing Weeks', providing a wide range of workshops and events, as well as focused events such as Kaido physical and mental health and wellbeing programmes.

Summary of CPD and training opportunities

Weekly team meetings and dedicated CPD days ensure that the WVS team is kept abreast of, and given agency to contribute to, regional and national developments. These sessions are also an opportunity to quality-assure and improve the service provided by WVS.

Individual professional development is encouraged and supported, including NPQ courses, and the NAVSH post-graduate course. There is also a suite of mandatory and compulsory courses for all employees, including:

- WCF Induction for New Starters
- Cyber Security
- Health and Safety in the Office
- Safeguarding Level 2
- Signs of Safety Induction
- Equity, Diversity and Inclusion
- Fraud, Bribery, and Corruption
- Code of Conduct and Core Employment Policies
- Data Protection and UK GDPR
- LiquidLogic EH/LAS/LCS

- Raising Awareness of Exploitation and Vulnerability
- Safer Recruitment
- Wellbeing
- Budget Forecasting and Roles & Responsibilities
- SEND Overview and Graduated Response
- SEND Assessment and Planning, Equality and Inclusion, Effective use of Funding
- Co-production
- New/Advancing Managers Pathway courses

Awards & Achievements

WCF Team Excellence Award

WVS were delighted to be presented with WCF's Team Excellence Award on 06/10/23, for 'great efforts, a positive attitude and outcomes by working together across WCF and with schools, settings and carers to support best efforts for children's education.'

West Midlands ADCS Team Excellence Award

The Virtual School Headteacher was part of a team awarded the ADCS Team Excellence Award for his role in establishing and chairing the CCAS process and panel.

vi) Virtual School Strategic Improvement Plan

Identification of key priorities for improvement

Worcestershire Virtual School produces a termly Self Evaluation Form (capturing progress against Key Performance Indicators), culminating in a statutory Annual Report. These are quality assured by leaders within the Local Authority, the Corporate Parenting Board and the Virtual School Governing Board, which meets half termly.

Complimenting these, since September 2022, each strand of the Virtual School's strategic work (such as Safeguarding, SEND, etc) has a detailed 'A3 Plan' to capture the 'current state' and 'preferred future' with objectives to reach the future state. A3 Plans are owned by the relevant strategic lead. These are regularly scrutinised by the Virtual School Headteacher, Deputy and linked governors to monitor progress and measure impact.

Key priorities for 2024-25 are:
- 80% of Worcestershire settings to have accessed either levels 1,2 or (and) 3 by the end of the academic year. 70% of all Worcestershire schools to have engaged with the TIS diploma (level 3) by the end of the academic year. Increased number of schools gaining TIAAS accreditation.
- To implement Phase 3 of the Raising Attainment for Disadvantaged Youngsters (RADY) programme, aligned with the broader disadvantaged learners programme in partnership with WCC's School Improvement Team, Billesley Research School and the Education Endowment Foundation (to be launched Autumn 24).
- To respond to the ever-increasing demands and resource pressures on Virtual Schools (and Local Authorities in general) by applying 'lean principles' to WVS practice to maximise efficiency and impact.
- To deliver robustly on the new kinship care duties for Virtual Schools ('Promoting the education of children with a social worker and children in kinship care arrangements').
- As per ILACS feedback 'improve children and care leavers participation in influencing service delivery and strategic development' - to actively promote and secure increased participation in 'Pupil Voice' in all PEP's & PPP's.
- At least 97% of Year 11 CLA to have an intended destination for September 2025.
- Attendance gap between CLA and All students to be reduced to less than 4%.
- To further close the attainment gap between CLA and 'all' students.
- To improve outcomes for our CYP with EHCPs by introducing a new specialist Learning Advocate (EHCP) post.
- To ensure all children on a PTTT have a robust reintegration plan in place which is revisited regularly.
- To reduce NEET from 27% to 25% by end of Academic year 2024-25.