



WORCESTERSHIRE
VIRTUAL SCHOOL

Worcestershire Virtual School Annual Report 2022-2023

WORCESTERSHIRE
CHILDREN FIRST



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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) will achieve 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 or Disabilities (SEND) are identified and supported appropriately (including Social, Emotional and Mental Health needs).
- ✓ Providing training to schools/settings/providers to enable them to better support the varying needs of our CYP across the full spectrum of education.
- ✓ Monitoring the attendance and readiness to learn of our CYP in the educational environment and providing support where needed.
- ✓ Working with Designated Teachers (DTs) and Social Workers to support admissions to schools and transitions from one school to another.
- ✓ Supporting our CYP in receipt of part-time provision in moving into full-time provision as rapidly as possible, by supporting their underlying needs.

- ✓ Working with schools and other settings to prevent suspensions and 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 within the previous 6 years and also to take part in the government's PP+ Post-16 pilot (part of the national work to support looked-after children and care leavers in education).

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 CYP, their carers and our other partners and stakeholders is invaluable and has improved the life chances of 886 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 849 and Child Protection 571).

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.

WVS's mission to create trauma informed and attachment aware settings (TIAAS) across the county has improved settings' ability to support our CYP and increased their readiness to learn and their individual sense of value. The TIS (UK) diploma has reached 51% of all Worcestershire schools. The broader TIAAS menu of training has been enhanced to provide tiered levels which are accessible and tailored to the needs of different settings.

In terms of academic progress, compared to 2021-22 results, the attainment gap between Worcestershire CLA and Worcestershire 'all' and National 'all' closed in Early Years Good Level of Development, Phonics, KS4 Achieving 9-5 in English & Maths, KS4 EBacc Average Point Score and Attainment 8. However, the gap widened in KS1 RWM (despite improved results), KS2 RWM and Progress 8. Despite closing the gap in 5/8 outcome measures for Worcestershire CLA, their outcomes fall below those for Worcestershire 'all' and national 'all', in line with the national picture for CLA. CLA face significant

disadvantage in educational outcomes and the Virtual School works tirelessly to provide the support and challenge required to overcome this adversity.

In terms of SEMH progress, 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. The recent pandemic and financial crisis have impacted upon wellbeing and the trauma experienced by our CYP at all ages is highly significant and providing high quality training, support and interventions (particularly via our TIAAS programme) will always be one of the highest priorities for WVS' work. SEMH and wellbeing data remain consistently better for our Early Years CYP compared to our statutory school-aged CYP. Indeed, whilst data for our SSA CYP has seen a slight decline, that for our EYFS CYP has seen an improvement.

WVS are particularly proud of two of our CYP who won high profile awards. One of WVS' Halesowen College students received a Dudley Youth Award for overcoming the odds and succeeding in his studies. Another WVS student received a Young Active Citizen Award for 'throwing herself into supporting Cockshut Hill School and the wider community through planning events, fundraising and acting as a Wellbeing Peer Mentor.'

Our CYP benefitted from access to a broad range of high quality extra-curricular activities, ranging from basketball with Worcester Wolves, football with Stourport Swifts, performing with the Women In Theatre Project and a movie/theatre prosthetics workshop with an industry leading professional who has worked on productions including The Crown, Horrible Histories, Nativity 2 and the Imitation Game.

The majority of CLA (91%) attended Ofsted rated Good, Outstanding, or 'Unknown' schools at the end of 2022-23. Where absolutely necessary our CYP are supported through the use of staged reintegration (part time) timetables and Alternative Provision. As with all provision, these are monitored closely and any school concerns are addressed through increased scrutiny.

For the academic year 2022-23, CLA attendance was highest (89.5%), followed by CP (78.0%) and CIN (76.6%). This may be indicative of additional protective factors provided by escalating through from CIN to CP to CLA.

CLA attendance (In County & Out of County) improved by 0.1% compared to 2021-22 (from 89.4% to 89.5%). This is above the Welfare Call national comparator (88.4%).

CP attendance reduced by 2.2% compared to 2021-22 (from 80.2% to 78.0%)

CIN attendance reduced by 1.1% compared to 2021-22 (from 77.7% to 76.6%).

For context, attendance for *all* Worcestershire children reduced from 91.9% to 91.7%.

However, this remains higher than for Worcestershire's CIN (by 15.1%), CP (by 13.7%) and CLA (by 2.3%). 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 (now in place in half of our schools).

WVS maintains strong relationships with partners & stakeholders in education, health, social care and with carers. WVS are also an active, outward-facing team working with partners in WMVSH, NAVSH, the DfE 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 CYP being placed in an appropriate school, such as awaiting a Special School placement, WVS provide interim education provision to maintain educational progress. The average time taken to place all pupils into an educational setting in county was 11 working days, whilst the additional difficulties in placing out of county meant out of county placements took an average of 12 working days.

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 (CWSW) funding and the Post 16 PP+ pilot grant to improve outcomes.

Key priorities for 2023-24 are:

- to make every setting a Trauma Informed and Attachment Aware Setting (TIAAS).
- to implement Phase 2 of the Raising Attainment for Disadvantaged Youngsters (RADY) programme.
- 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 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.
- NEET reduction through new partnership with Fresh Start in Education Ltd (Careers, Employability & Independence Intervention Support Programme for NEET Young People).

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.

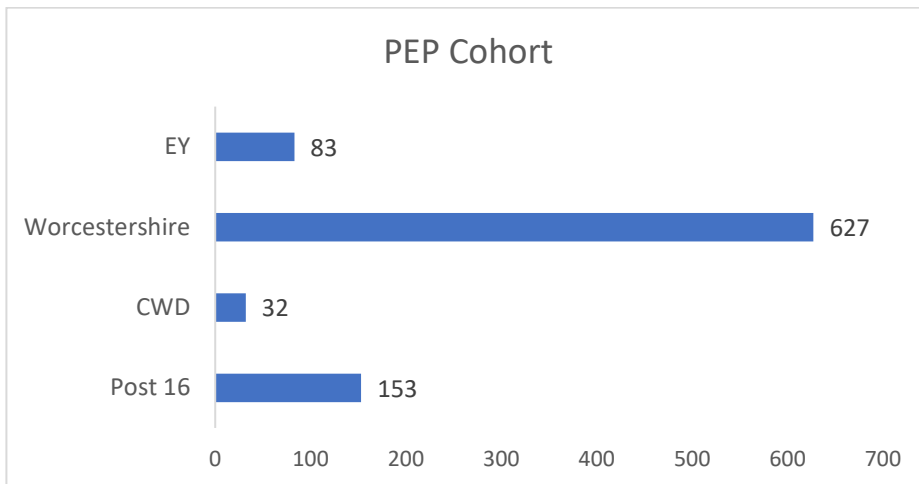
CLA

- CLA total (as at 01/08/2023): 886 (on par with 2021-22: 902)
 - Numbers 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)

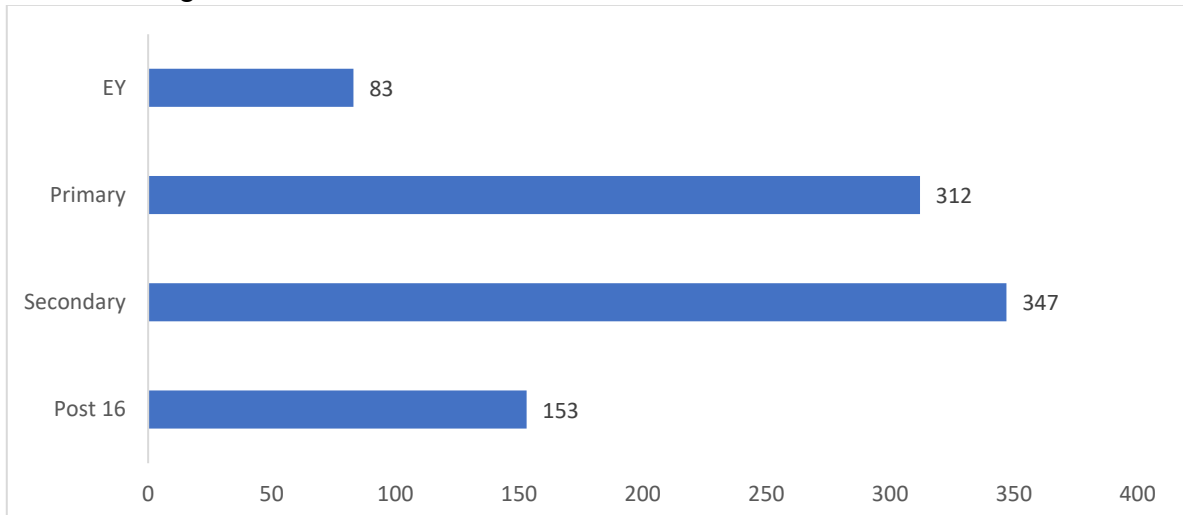
Data Source: 'Care Moves' report (J. Plant)

- PEP Cohort

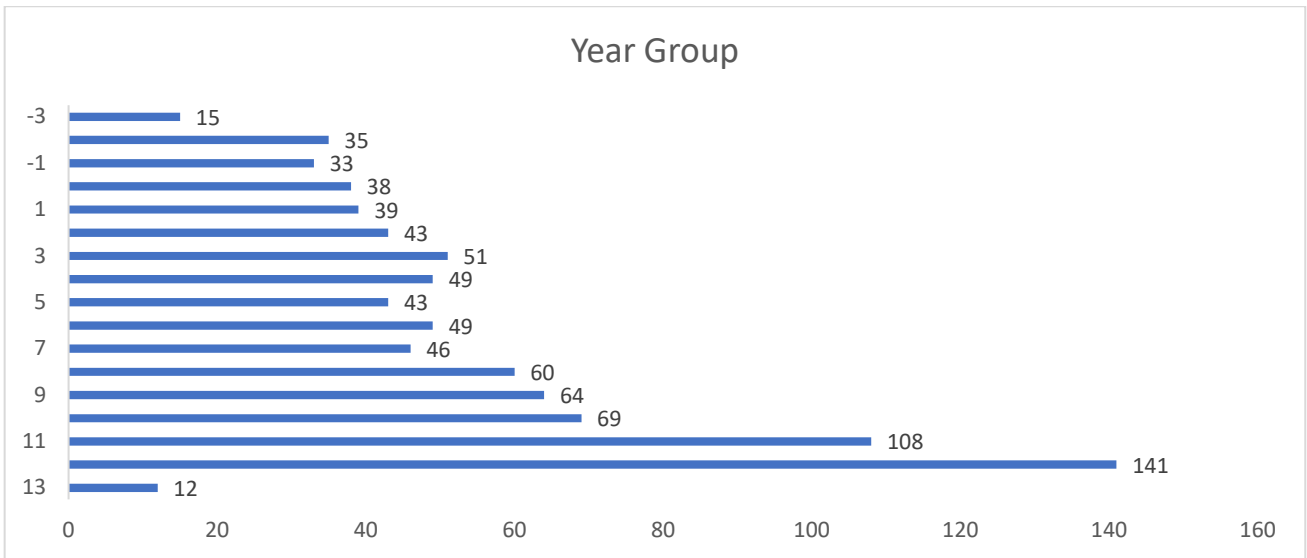


01/08/2023 – Welfare Call Data Extract

- School Stage



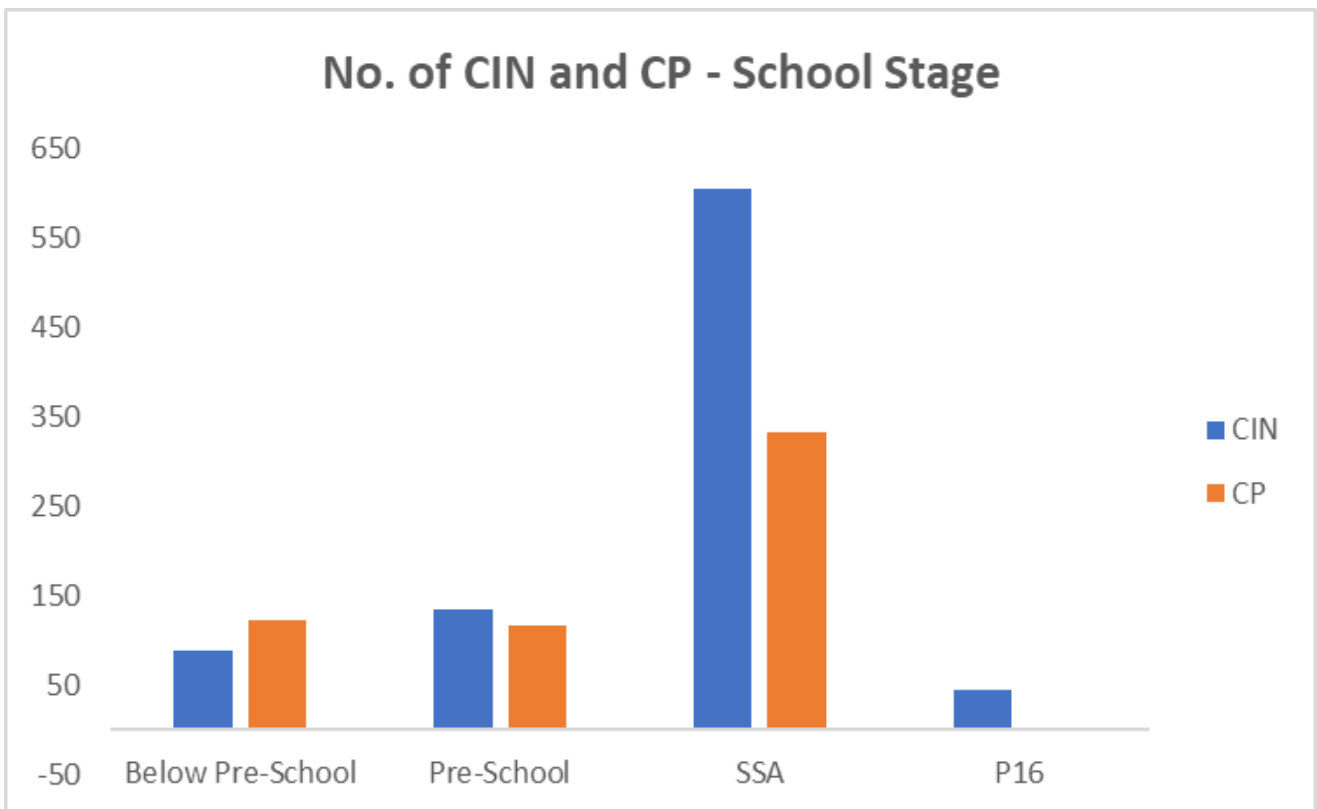
01/08/2023 – Welfare Call Data Extract



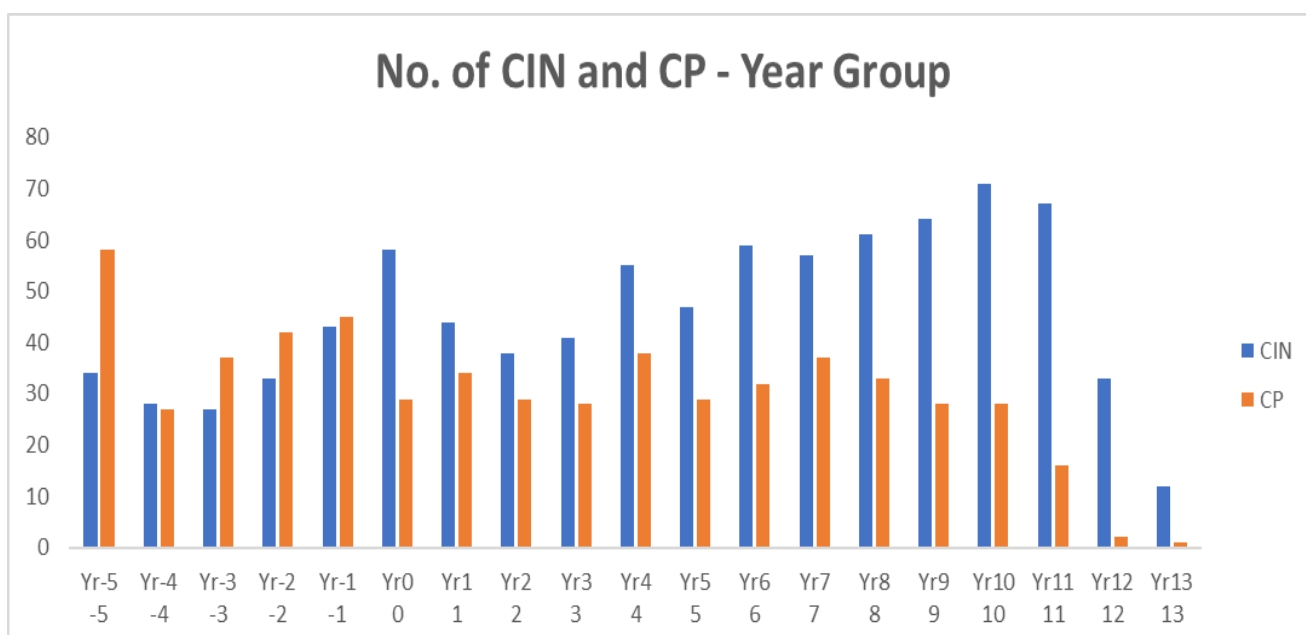
01/08/2023 – Welfare Call Data Extract

Child in Need (CiN) and Child Protection (CP):

- CIN total (as at 01/08/2023): 849
- CP total (as at 01/08/2023): 571



WCF 'Child Protection and Child in Need Plans' as at 01/08/2023



WCF 'Child Protection and Child in Need Plans' as at 01/08/2023 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. In addition the DfE funding has been agreed to support the extension of the Virtual School Head Role to the Cohort of Children with a Social Worker for a further 2 years.

Previously Looked After Children (PLAC)

The October 2022 census data for those Children Previously Looked After declared by parents/carers attending Worcestershire schools indicated a total of 688.

Previously Looked After Children in Worcestershire schools - School census data

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

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 2022 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
452	176	19	39	2	688

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.

The total number of requests for support from parents/carers, schools and other professionals during the academic year 22/23 totalled 136 (55 in Autumn term, 44 for Spring term and 37 for Summer term). This indicates a gradual decline in requests. Summer term requests for support during the last academic year (2021-22) were significantly higher at 56.

Most requests for support from WVS were received from schools (59), closely followed by parents/carers (51).

This academic year we introduced a survey to capture feedback following responses to requests for support. 21 responses were received in total. (9 school, 8 parents, 1 carer, 3 social workers).

The overall rating for the level of support received scored 4.90 out of 5. Comments included: 'strong advocate', 'prompt and efficient', 'patient', 'highly knowledgeable', 'personable', 'heard', 'valued' and 'helpful advice'.

- 90% of respondents were aware of the role of the Designated Teacher.
- 71% of respondents were aware of WVS's PLAC Inclusion Plan model.
- 95% of respondents were aware of pupil premium plus for children previously looked after.

A focus of the academic year was to empower parents and carers, including through a workshop delivered in partnership with Warwickshire Virtual School: 'Introduction to children previously looked after in Education in Worcestershire/Warwickshire'. Parents/carers were targeted in collaboration with Adoption Central England and the content included:

- Role of Designated Teacher for PLAC
- Choosing a school
- Transition support
- Pupil Premium Plus overview
- SEND for PLAC

There were 63 attendees from Worcestershire and Warwickshire across 2 workshops.

Outcomes:

- Knowledge of the role of the Designated teacher increased from 55% to 100%.
- Knowledge of pupil premium plus increased from 73% 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 4.05 out of 5.

The PLAC advisor robustly advocates for CYP; this includes:

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

Benefits of implementing an Inclusion Plan for Previously Looked After Children

WVS introduced an Inclusion Plan for PLAC (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 PLAC suffered trauma in their early lives and became CLA before their final move to join carers or adoptive families. Parents/carers emphasise the need to make school/early years provisions fully aware that their children continue to have the same needs as they had as a Child in Care. Indeed, these issues may have been exacerbated as an adoption/Special Guardianship Order is yet another transition in their journey. There is also a need to make lasting relationships within their family. This can cause anxieties for children who have had difficulties with relationships and attachments in the past.

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 as IEPs (Individual Education Plans) or PSPs (Pastoral Support Programmes). An Inclusion Plan for PLAC will only be initiated when parents/carers choose to identify their child's status. Maintaining confidentiality of information, if requested, is essential.

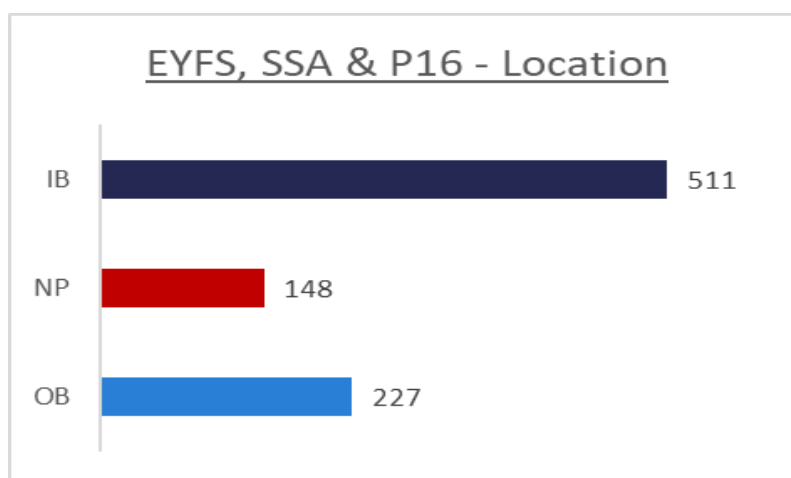
Virtual School cohort care placement profile

In & Out of County Placements:

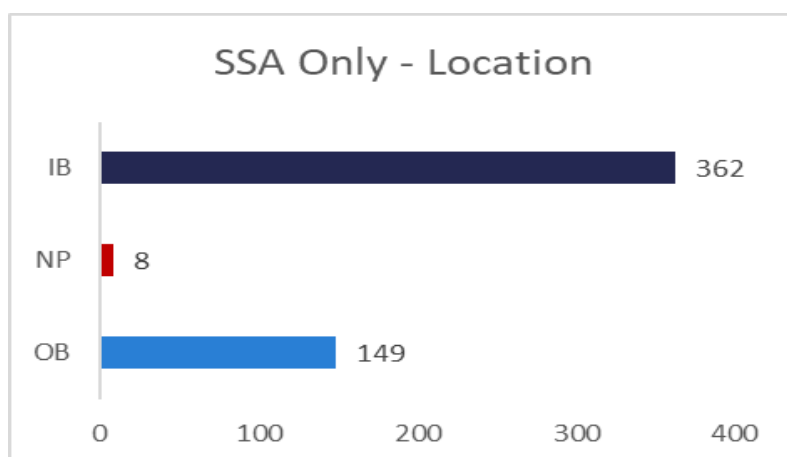
The VSH attends a fortnightly Social Care Resource Panel (care placement panel) to champion the importance of stability of school placement whenever residential placement moves are necessary.

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.

In and Out of County Placements:

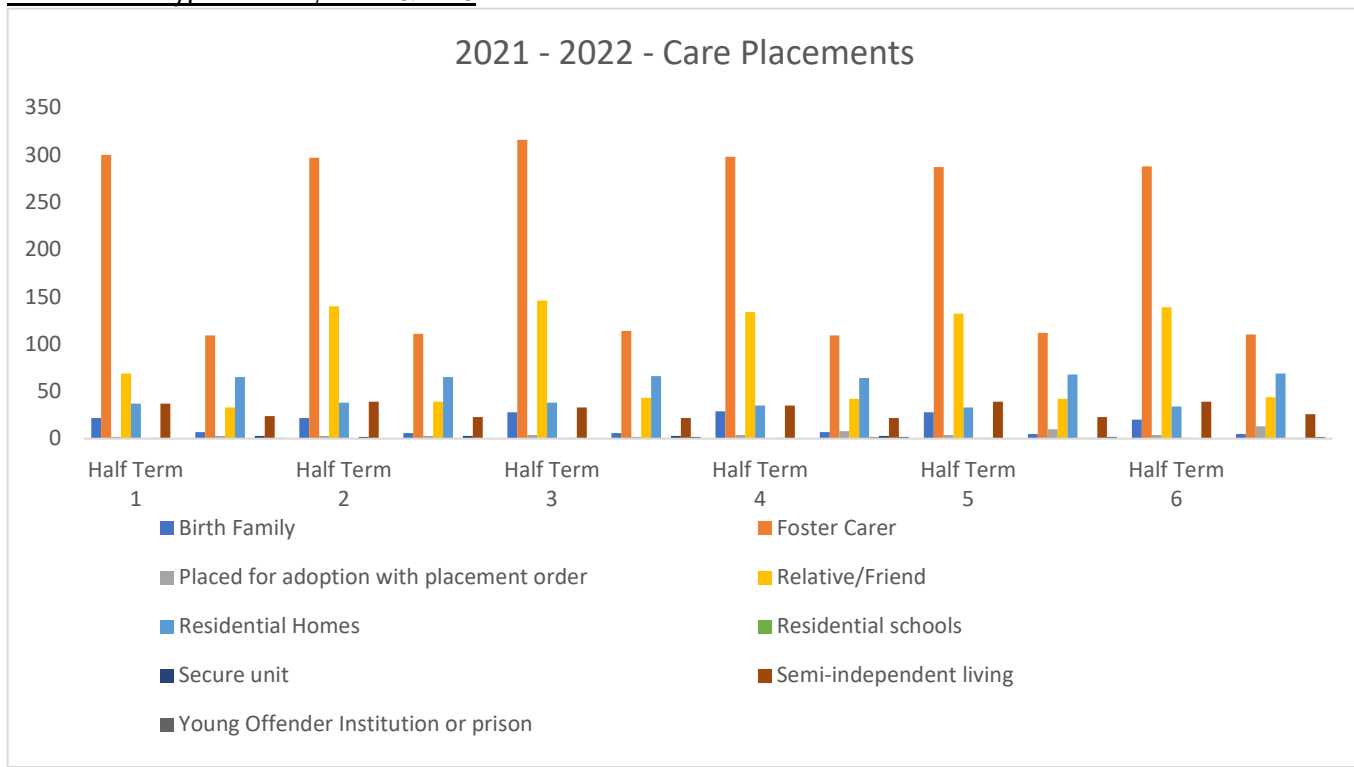


01/08/2023 – Welfare Call Data Extract

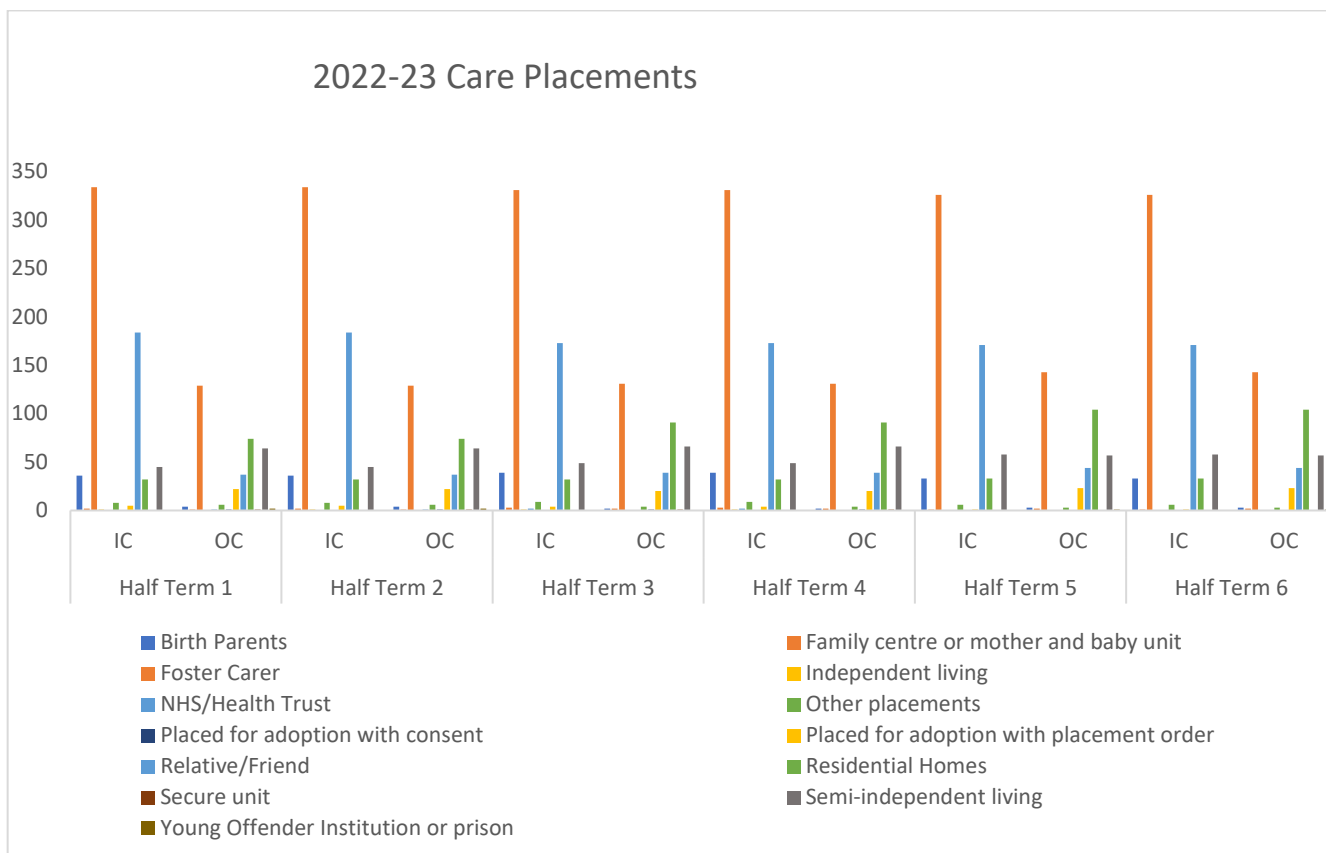


01/08/2023 – Welfare Call Data Extract

Placement Type: EYFS, SSA & P16



01/08/2023 – Liquid Logic Report – Children Looked After on a Specified Date



01/08/2023 – Liquid Logic Report – Children Looked After on a Specified Date

Care and Education Placement Changes

WVS continuously monitors the number of CYP who have home and school moves. WVS, 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. 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.

Placement Moves for Statutory School Aged CLA

Year	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	77

*NB – data records CYP who have physically attended a new school (not just a new offer).
Average cohort size in 2020-21 = 540. Percentages reflect this average cohort size.
Average cohort size for 2021-22 = 572. Percentages reflect this average cohort size.
Average cohort size for 2022-23 = 622. Percentages reflect this average cohort size.*

In the academic year 2022-23, 149 young people had a change of school, home placement or both over the course of the academic year 2022-23. This is 24% of all SSA CLA young people (this includes CYP who are not on roll at a school-to-school placement).

There were 146 home placement moves in 2022-23 involving 100 young people, with 112 school changes involving 98 young people during this period.

13 young people (2%) had 2 or more school moves, which is on a par with 2021-22 (2.2%). 31 young people (5%) had more than 2 home moves, again in line with 2021-22 (4.8%).

Care and Education Placement Changes

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	51/622	8.2%	4/82	4.9%	10/192	5.2%	18/170	10.5%	19/177	10.7%
Only school placement moves	49/622	7.9%	10/82	12.2%	5/192	2.6%	13/170	7.6%	21/177	11.9%
Both home and school moves	49/622	7.9%	7/82	8.5%	18/192	9.4%	13/170	7.6%	11/177	6.2%
Total	149/622	24%	21/82	25.6%	33/192	17.2%	44/146	25.9%	51/177	28.8%
No. of pupils who had more than 1 school move	13/622	%	1/82	1.2%	5/192	2.6%	5/170	3%	2/177	1.1%
No. of pupils who had more than 1 placement move	31/622	%	6/82	7.3%	9/192	4.7%	9/170	5.2%	7/177	4%

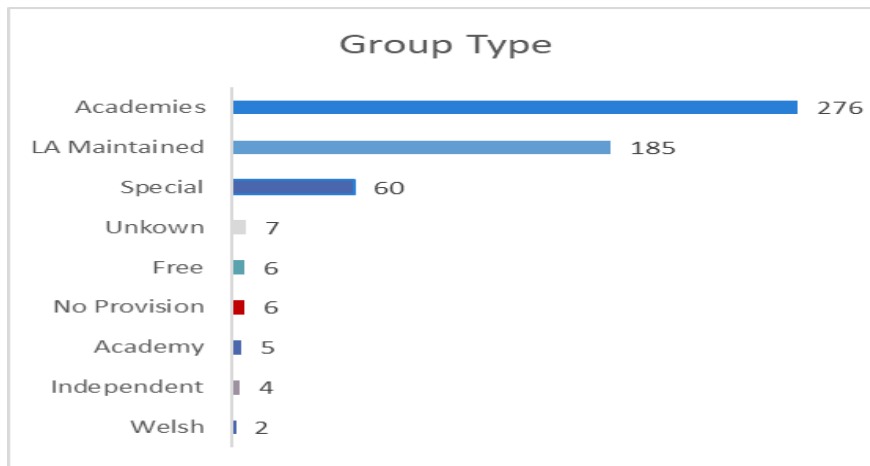
Between 1st September 2022 and 28th July 2023

- 28.8% of all Key Stage 4 (CLA) had a home and/or school change (51 young people in total). This is a higher percentage than any other key stage and has been consistent with previous years
- Of the 30 young people in KS4 who had a home move, 7 had more than 2 moves over the course of the academic year.
- 55% of CLA who had a home and / or school placement have SEND needs (40 EHCP, 42 SEND Support). 50.1% of CLA statutory school age cohort are on the SEND register.

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 and must be minimised at all costs. WVS and colleagues in WCF are fully aware of this and do everything possible to minimise them. 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.

Virtual School cohort education placement profile

Schools Attended



01/08/2023 – Welfare Call Data Extract (Data does not include YR11 leavers and is SSA)

Alternative Provision

Where absolutely necessary and in the best interest of our CYP, some individuals are supported through the use of bespoke Alternative Provision. 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, APs are monitored and quality assured closely and any concerns are addressed through a 'Schools Of Concern' protocol.

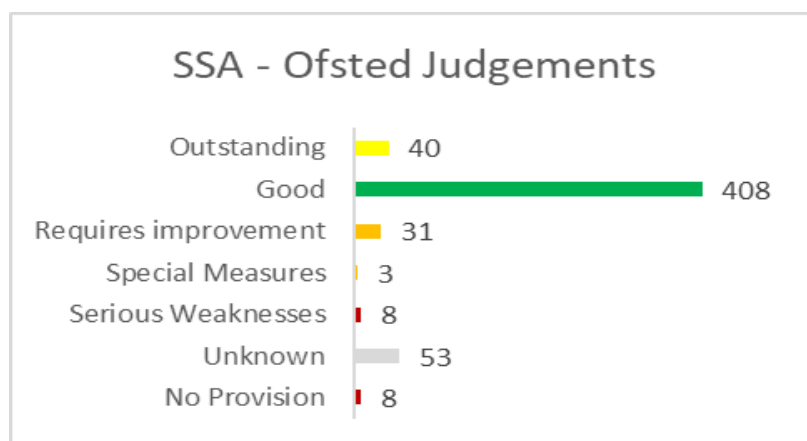
At the end of 2022-23 there were:

- 5 students on full time AP
- 26 students on part time AP

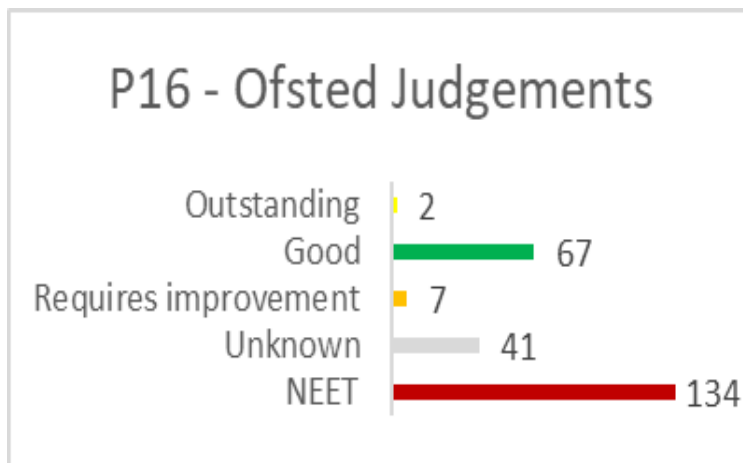
21/07/2023 - WVS doc: '20230106 AP report HT6'

This data includes 14 children with Alternative Provision delivered as part of their EHCP offer.

Ofsted Judgements



01/08/2023 – Welfare Call Data Extract NB 'Unknown' defines settings awaiting Ofsted judgement.



01/08/2023 – Welfare Call Data Extract.

81% of CLA attended Good or Outstanding schools at the end of 2022-23.

91% of CLA attended Good, Outstanding, or 'Unknown' schools at the end of 2022-23 ('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).

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 2022-2023 academic year, no CLA were moved to existing Ofsted 'Inadequate' schools/settings. However, as at the end of 2022-23 there were 11 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 2022-23, 31 (5.6%) 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.

Data Source: 01/08/2023 - Student History section of a CYP's record from Capita One. NB new OSO is monitoring this data for 2023/24.

▪ **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: 01/08/2023 - Student History section of a CYP's record from Capita One. NB new OSO is monitoring this data for 2023/24.

Directions made by the Local Authority

- **2021-22** - 0 placements required a direction to be made by the local authority.
 - **2022-23** - 0 placements required a 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 2022-23:

- CLA: 0
11/08/2023 - WVS doc: 'CME and Less than 25 hrs LIVE
- CIN/CP: 15
01/08/2023 – WCF One Data EHE Data

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 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.'

Children Missing Education (CME)

Children Missing Education are children of compulsory school age who are not registered at a school and are not receiving suitable education otherwise than at a school. 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.

Cumulative CME Data

Cumulative – Defined as Open to CME at any time in period (IC)

	School Popn	CME ALL	% School Pop	CLA total	CME & CLA (In county)	% CLA Total	CME & CPP	CME & CIN
2022/23 - Full year	80104	1424	1.8%	1032	37	3.6%	19	24
Sep-23	80104	484	0.6%	1045	3	0.3%	7	12
Oct-23	80104	562	0.7%	1053	3	0.3%	9	12
Nov-23								

This academic year WVS has worked with WCF School Admissions, WCF SEND services and Social Care to identify school places for 61 children missing education. We have seen a further increase in the number of Unaccompanied Asylum Seekers (UASC) coming into care, leading to a subsequent increase in CME. During the year 2022-23 WVS had 27 UASC young people.

Across the year 2022/23, the percentage of CLA who have had a period of time identified as CME (3.6%) is twice as high as that of the general school population (1.8%). Common reasons for pupils being CME over 2022-23 were because they were previously Gypsy Roma Travellers (GRT), newly arrived UASC (a rapidly increasing cohort), released from a secure unit or specialist hospital school, not being on roll at a school when coming into care or due to difficulties securing educational provision following care placement moves into other Local Authorities.

Snapshot CME Data – end of 2022-23

Registered as CME Snapshot - Assigned with a CME Caseworker

	CME All	CME & CLA (In county)	CME & CPP	CME & CIN
2022/23 (Aug End)	185	1	8	10

Data Source – WCF (Matt Norton)

(NB: from Sept 2022 the status is 'Investigation' and not Michelle Fowler [CME Team] or Matt Pooler [Identification Tracking & Quality Monitoring])

As at the end of 2022-23:

- CME (defined as CYP who are not receiving a suitable education) - WCF Data:
 - CLA:
 - IC: 1
 - OOC: 20

29/09/2023 - WVS doc: 'CME and Less than 25 hrs LIVE'
 - CIN/CP: 11 (IC only)
01/08/2023- WCF doc: ONE Data open to Social Care - Aug 2023 EHE_CME

- No recorded school (IC & OOC CYP without a recorded school, though may be receiving a suitable education) - WVS Data:
 - CLA without a recorded school: 29
 - IC: 2
 - OOC: 4

29/09/2023 - WVS doc: 'CME and Less than 25 hrs LIVE'
 - CIN/CP without a recorded school
 - IC: 11

01/08/2023 – 'WCF One Data CME, EHE, EHCP open to social care 22-23' (August 23)

CME Summary

At the end of the 2022-23 academic year, WVS had 1 CME pupil, compared to 5 at the end of 2021-22. This pupil has an EHCP and was awaiting a special school placement from another LA. WVS put in place tutoring and Thrive Forest School whilst consults were sent.

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.

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. Suitable education placements are identified for those children who are missing education.'

Special Educational Needs & Disabilities (SEND)

In the academic year 2022/23, Special Educational Needs & Disability (SEND) within the Virtual School continued to be led by a member of the Virtual School team who has the National Award for Special Educational Needs Qualification. In addition, a number of WVS's Learning Advocates have significant experience working within WCF SEND. 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. In addition, the WVS SEND lead attends SEND panel meetings to gather information regarding the EHCP needs assessment process and to advocate for CLA pupils which are discussed.

Number of CLA who are identified on the SEND register (July 2023)

Year Group	SEND Support	EHCP	No. of CLA with an EHCP In-county	No. of CLA with an EHCP Out of County	% No. of CLA with EHCP, in each year	Total % of CLA with SEND
EYFS (83)	24	1	1	0	1%	30%
R (38)	14	3	1	2	8%	45%
1 (39)	16	4	3	1	10%	51%
2 (43)	13	5	4	1	12%	42%
3 (51)	18	10	8	2	20%	55%
4 (49)	14	9	7	2	18%	47%
5 (43)	16	6	6	0	14%	51%
6 (49)	17	10	7	3	20%	55%
7 (46)	11	15	7	8	33%	57%
8 (60)	12	12	9	3	20%	40%
9 (64)	13	23	14	9	36%	56%
10 (69)	21	18	11	7	26%	57%
11 (108)	15	34	23	11	31%	45%
12 & 13 (153)	15	12: 38 13: 3	31	10	27%	37%
Total	219	191	132	59	21%	46%

National data comparisons

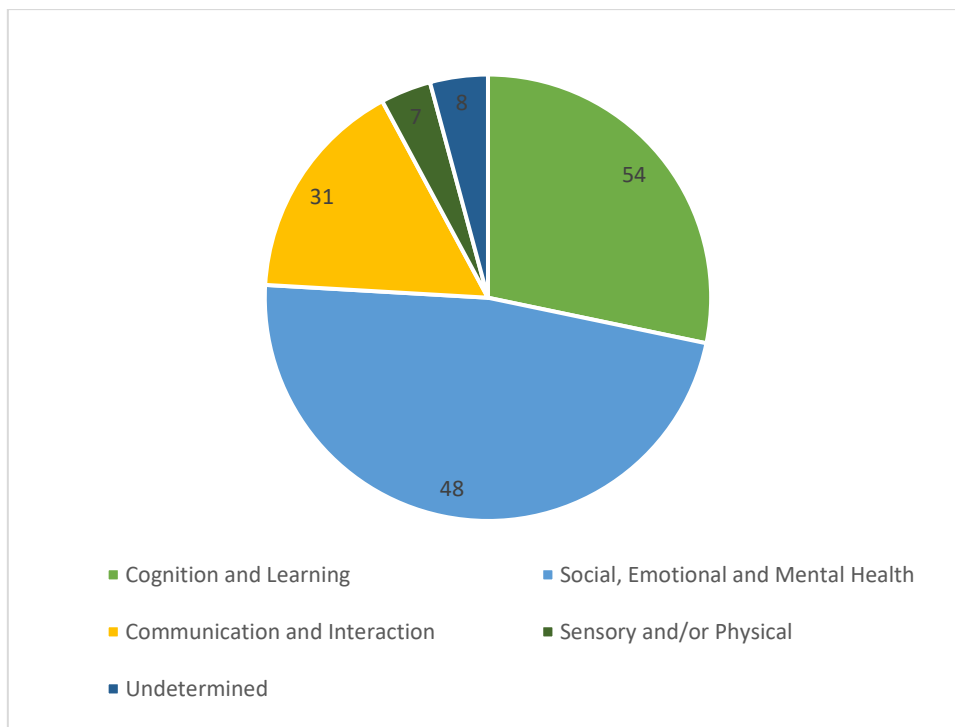
The proportion of pupils with an EHCP broadly increases year on year, as the pupils progress through their education.

Nationally, in the academic year 2022/23, the percentage of pupils with an EHC plan has increased to 4.3% (from 4.0% in 2022). Within the WVS CLA cohort 21% of children and young people have an EHCP – this is down from 24% in 2021/22. This may be partly accounted for by the drop in Y13 numbers recorded on Welfare Call.

Nationally, in the academic year 2022/23, the percentage of pupils with SEND but no EHCP (SEN support) has increased to 13.0% (from 12.6% in 2022). Within the WVS cohort 24%

of children and young people are SEND support (no EHCP) – this is an increase from 21% in 2021/22.

Proportion of EHCP need Type for Worcestershire CLA with an EHCP



Nationally, the most common type of need for those with an EHCP is autistic spectrum disorder. For our CLA, SEMH needs continue to dominate the need for an EHCP.

National data: [Special educational needs in England, Academic year 2022/23 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

WVS data: Welfare Call

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. The initiatives include:

- Trauma Informed Schools UK Level 5 Diploma.
- Education Psychology drop-in service for schools.
- Education Psychology consultations for schools.
- Supervision for Area Learning Advocates, to discuss complex cases, supported by WCF's Education Psychology Service.
- Targeted intervention identified in the PEP process and funded through Pupil Premium Plus grant, including use of external providers such as play therapists 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.

CIN/CP

Nationally, 4.3% of the school population has an EHCP plan, with a further 13% supported through school SEND provision.

The proportion of the CIN cohort with SEND needs (which includes SEND support and EHCPs) is 41% and Child Protection is 26%. This is significantly higher than the national statistics.

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

Educational Healthcare Plans (EHCPs)

	Number of EHCPs	% EHCPs to cohort
Child in Need	108	13%
Child Protection	23	4%
Total	131	9% of the total cohort

SEND and the WVS School Improvement Plan (SIP)

A key focus in the WVS SIP 2022/23 was on raising attainment to narrow the gap between CLA pupils and ALL pupils. Learning Advocates' confidence was increased in the processes around SEND provision and as such they were able to challenge schools to implement an effective graduated response. Training was sought to support Learning Advocates to be able to access EHCP information that is now held on the Liquid Logic system. For our CYP placed out of county, the team continue to liaise with appropriate Local Authorities to identify bespoke solutions and interventions within each LA's resources and protocols. WVS is also able to offer bespoke interventions to promote improved outcomes in a timely way. In addition to the SEMH offer described previously, WVS has offered:

- Learning Support Team (LST) assessments.
- Signposting to the Complex Communication Needs Team.
- 1:1 writing intervention through the School Improvement Team (SIT).

An audit of the intervention through the LST and SIT identified positive impact for our all pupils. 7 LST assessments were agreed in 2022-23. Where targets are identified on LST reports and included in PEP targets, positive impact is identified. A deep dive was completed into 6 interventions via the School Improvement Team (Rachael Baldwin). All reports evidenced moderate or significant impact and targets were included within the PEP target setting process with PP+ funding allocated appropriately and progress recorded.

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. 2 requests were submitted prior to Christmas 2022 and EHCPs were secured, with mainstream provision identified. A further EHCNA was completed in February 23 ('new into care', November 2022), with a specialist place at Wyre Forest identified for September 2023.

Learning Advocate CPD to support SEND

Following an audit of needs, Learning Advocates have been provided with bespoke training in identified key areas to enable them to support and challenge schools to implement effective practice in SEND support. Training has been received on Foetal Alcohol Spectrum Disorder (FASD), Attention Deficit Hyperactivity Disorder (ADHD), signposting and guidance for Complex Communication Needs (CCN), Emotional Literacy Support (ELSA) and Speech and Language training on 'Teaching Children to Listen' (SaLT).

Working with SEND 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 are being better supported as the early years SEMH offer has grown, with advice being sought from WCF's Education Psychology Service virtual drop-in sessions for 6 children, six week Relax Kids programmes being delivered to 3 settings and 3 schools, and the pilot of the KCA EY CLA Ambassador training (an Early Years trauma informed and attachment aware training programme) with 7 settings (14 practitioners).

High levels of attendees (over 75 people) continue to benefit from the online live training sessions this year which focussed on the PACE model and Self-regulation, enabling settings and schools to improve their nurturing and understanding for our youngest children.

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.

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.
- 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).
- 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.
- Welfare Call attendance collection to allow early identification and intervention.
- Chairing half-termly Post 16 regional meetings to share good practice and build strong networks.

We have continued working closely with the 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.

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.
- ✓ Worked collaboratively with the Post 16 NEET Team and Care Leavers Team to provide regular monthly monitoring of support for young people.
- ✓ 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 provide peer support to problem-solve region-specific issues, sharing successful strategies and projects on areas such as UASC, NEET and SEMH. The 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 99% 'green', over the 2 terms since RAG rating was introduced (see below).
- ✓ 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.

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

- 100% PPP completion rate, every term of 2021-22 and 2022-23. Every CLA has benefitted from one PPP per term.
- 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, using an 'assess, plan, do, review' process, 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 - Spring Term 2022-23:

	RED	AMBER	GREEN	TOTAL
No. of PPPs	0	2	180	182
%		1%	99%	100%

- RAG Ratings - Summer Term 2022-23:

	RED	AMBER	GREEN	TOTAL
No. of PPPs	0	2	151	153
%		1%	99%	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 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).

- 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.
- Further develop and implement the 'Power Up!' Mentoring scheme.
- Further rollout audit of Post 16 providers, including signposting to the NNECL Quality Mark to enhance provision and outcomes.

Unaccompanied Asylum Seeking Children (UASC)

The number of UASC students has increased dramatically over the course of the last 2 academic years. There has been an increase from 31 young people in September 2021 to 76 in July 2023 - a 145% increase. Further, this figure does not include the young people who were 17 when they came into the country and turned 18 over the course of the academic year. WVS have made this 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
 - As a new initiative in response to UASC requests, 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 which is an online app used to develop English skills. WVS have 40 licences to 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. Tute has been provided to 15 young people since the Spring Term.
- PPP meeting held within 10 days to ensure appropriate educational support is in place.

Over the course of the academic year 2022-23 on average it took 34 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.
- Children arriving are commonly Year 11 – a school year particularly difficult to place young people in due to school's concerns regarding accountability for results.

Hillview House

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.

Wider working

UASC leads for Worcestershire, Birmingham, Wolverhampton, and Warwickshire Virtual Schools have been meeting on a termly basis since December 2021 to discuss challenges and to share information and resources. This has expanded since the Spring Term 2023 where Worcestershire Virtual School now chair a West Midlands Virtual School UASC working group which has been taking place termly since Spring 1. As part of this, WVS also ran a workshop at the West Midlands Virtual School conference.

As part of the West Midlands support work, WVS also attend the termly West Midlands social care working group regarding UASC young people.

These activities have ensured that WVS remains at the forefront of UASC provision 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 familiar community.

iv) Interventions & Outcomes / Performance Profile

Progress and Attainment

Month	
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: the below is a headline summary. Full analysis can be found in 'Virtual School Head Report 2022-23'.

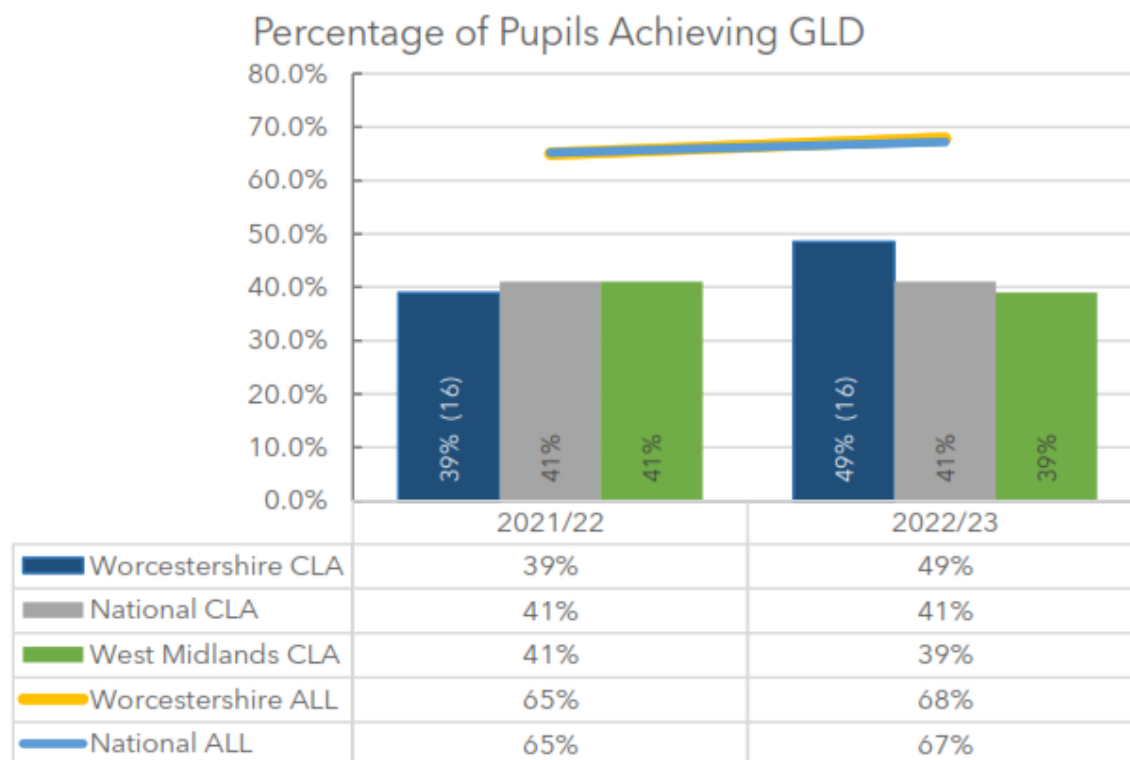
EYFS

• 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 19/10/2023 ('provisional' data) and is subject to change.*
 - *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

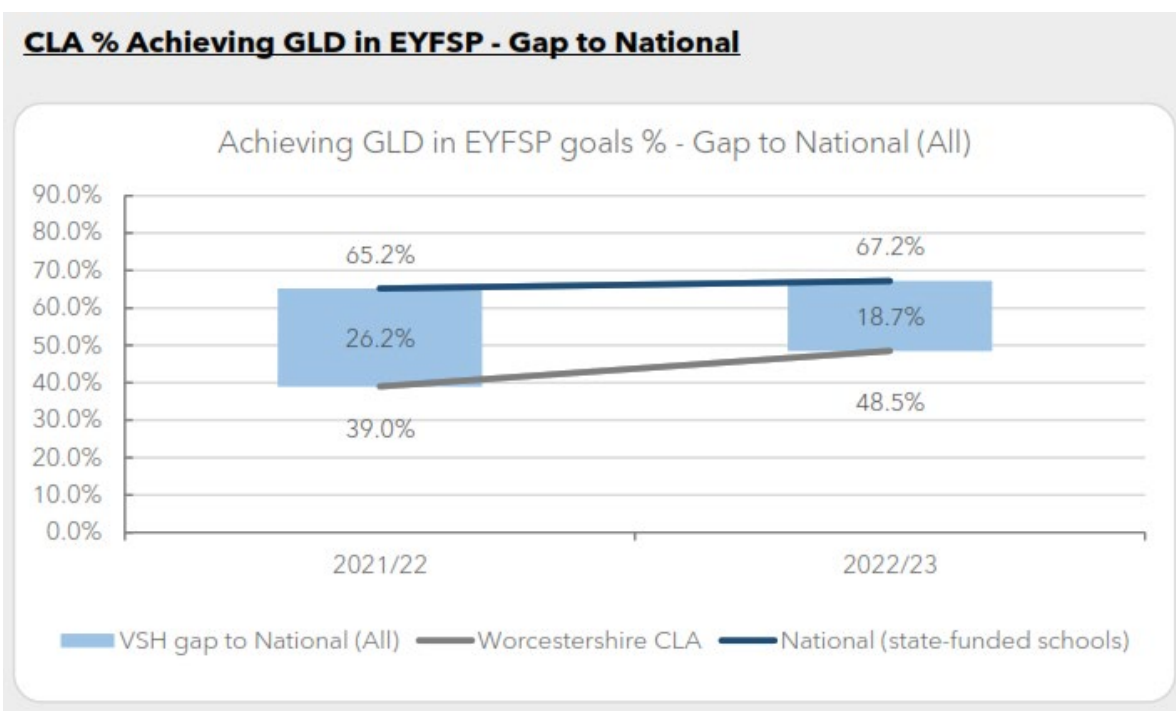
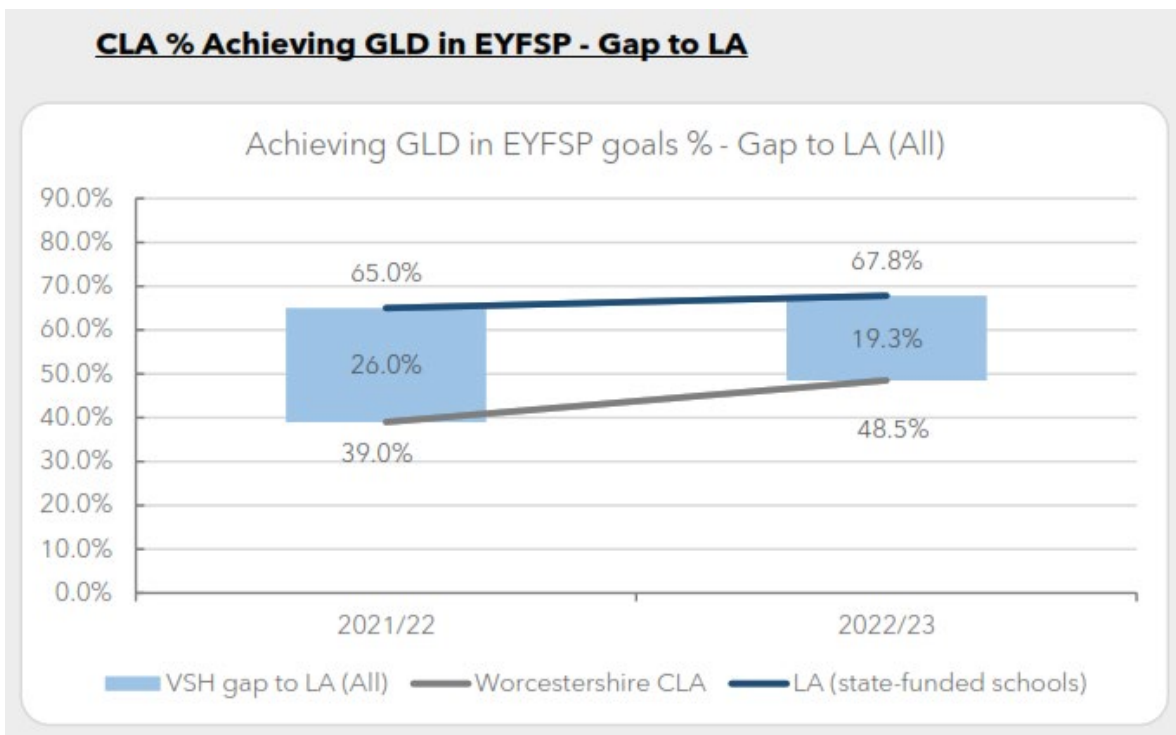


Figures in brackets denote pupil numbers achieving standard.

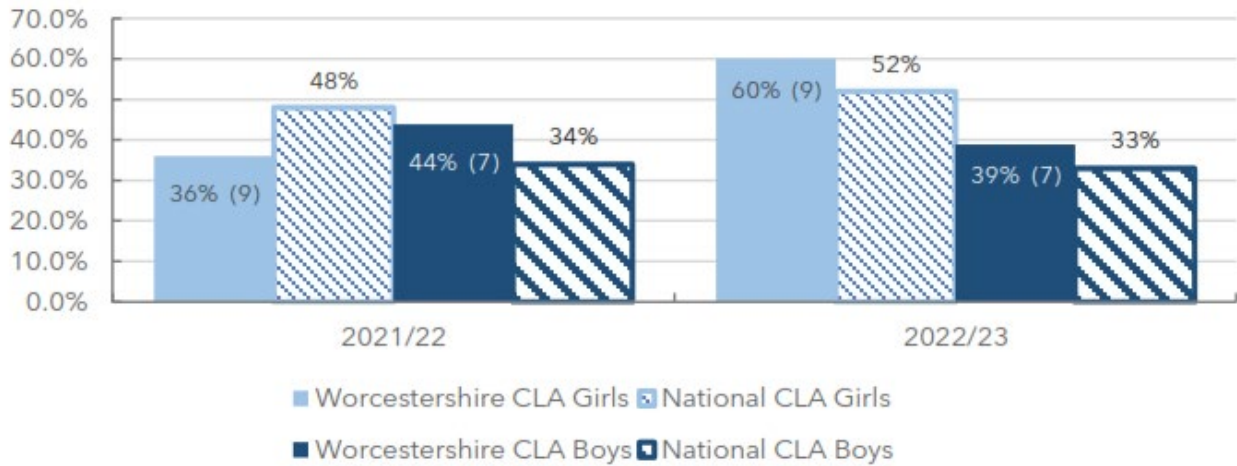
In 2022/23 there were 33 CLA pupils in the EYFSP cohort. 49% (16) of these achieved a good level of development (GLD), compared to 41% of CLA pupils nationally, meaning that Worcestershire performance was 8% higher than CLA national (compared to 2% lower the previous year).

However, in line with the national picture for all CLA, these outcomes fall below those for Worcestershire 'all' (68%) and national 'all' (67%).

More pleasingly, as seen in the charts below, Worcestershire CLA are closing the gap with both Worcestershire 'all' (gap reduced from 26.0% to 19.3%) and national 'all' (gap reduced from 26.2% to 18.7%).

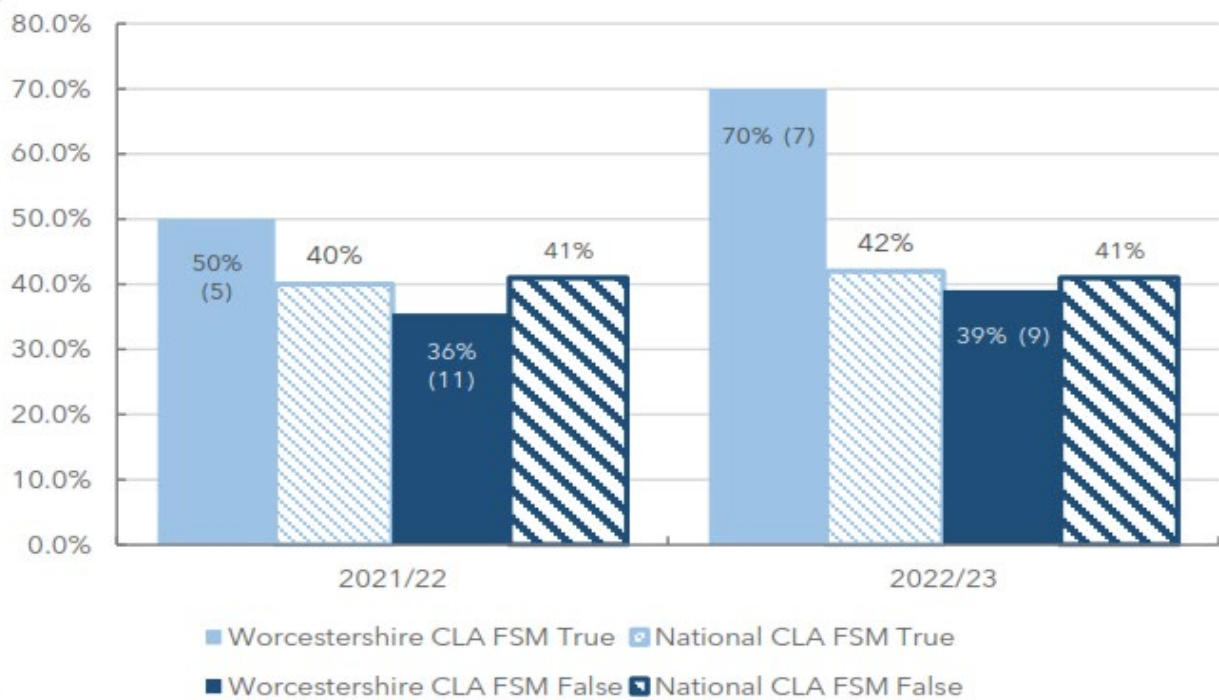


CLA % Achieving GLD in EYFSP by Gender



60% of Worcesterstershire CLA girls achieved GLD, compared to 52% of CLA girls nationally. 39% of Worcesterstershire CLA boys achieved GLD compared to 33% of boys nationally. Nationally, girls tend to outperform boys in EYFSP performance, with 52% of girls achieving a 'Good Level of Development' in 2022/23, compared to 33% of boys. This pattern is also reflected in Worcesterstershire performance in 2022/23 (60% of girls compared to 39% of boys).

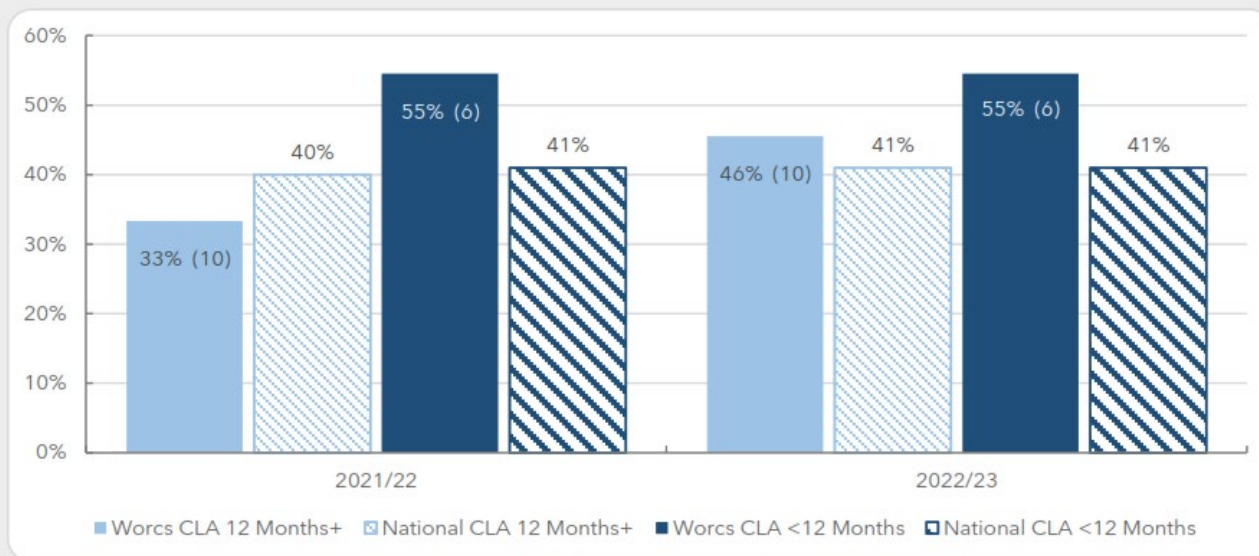
CLA % Achieving GLD in EYFSP by FSM Eligibility



In 2022/23, Worcs CLA pupils who were eligible for Free School Meals achieved better than peers who were not eligible (70% compared to 39%), however care

should be noted due to small cohorts in the EYFSP phase. Nationally, CLA pupils tend to perform similarly well irrespective of their FSM status.

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. In the last 2 years, Worcestershire CLA who have been in care for less than 12 months have also outperformed peers in EYFSP, however low cohort numbers should be borne in mind when analysing these results.

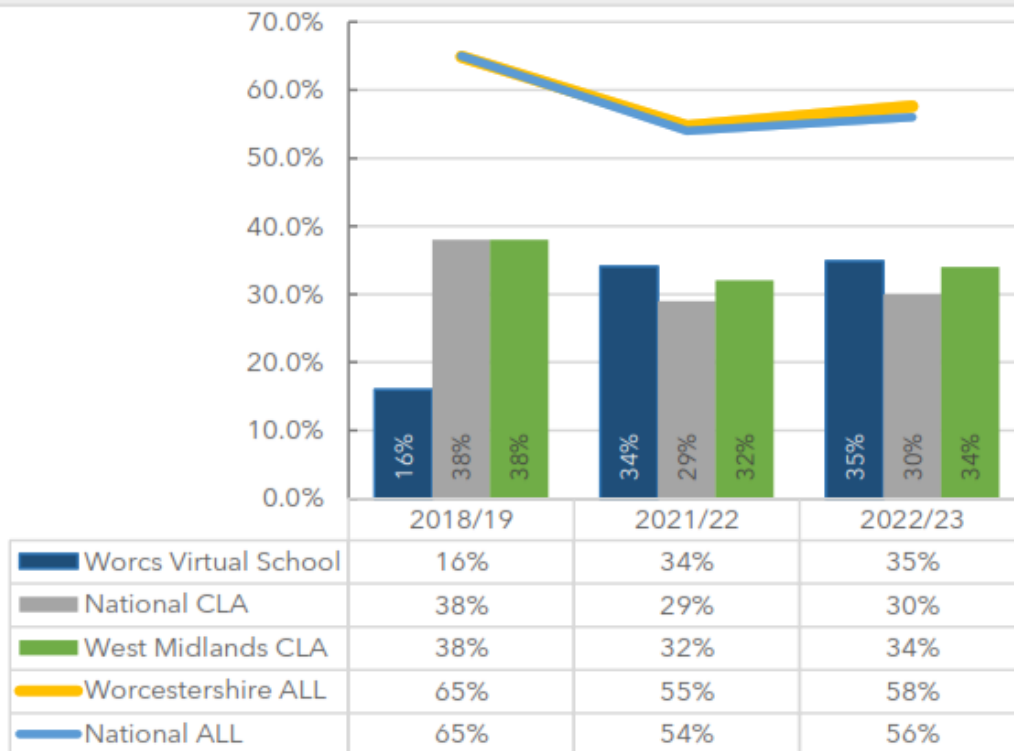
KS1

Please note:

- *Data is correct as at 19/10/2023 ('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.*
 - *The figures in the Phonics section relate to pupils passing the Phonics check by the end of Key Stage 1.*
 - *Please note - 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**

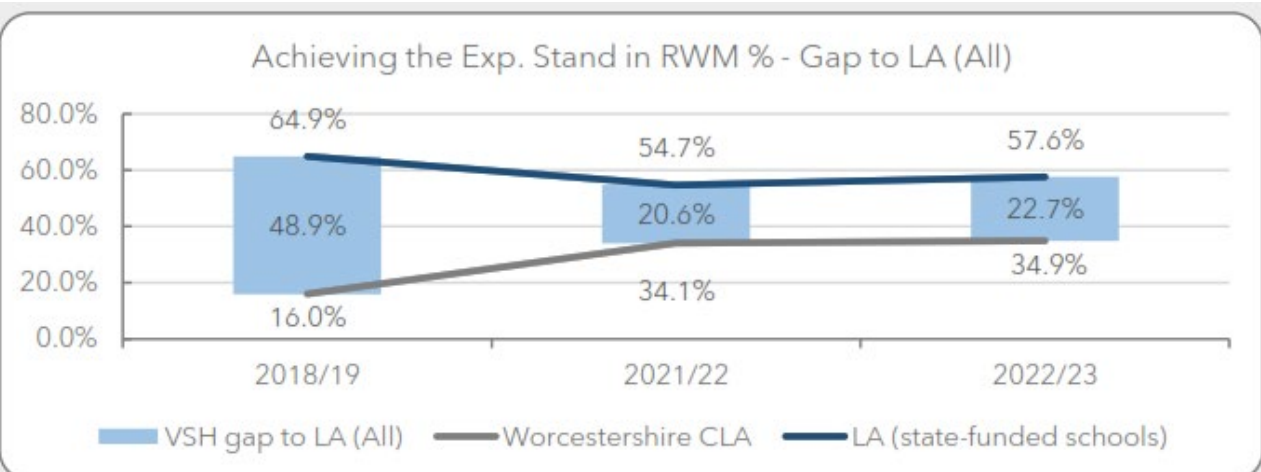
- Paper 1: arithmetic
- Paper 2: reasoning

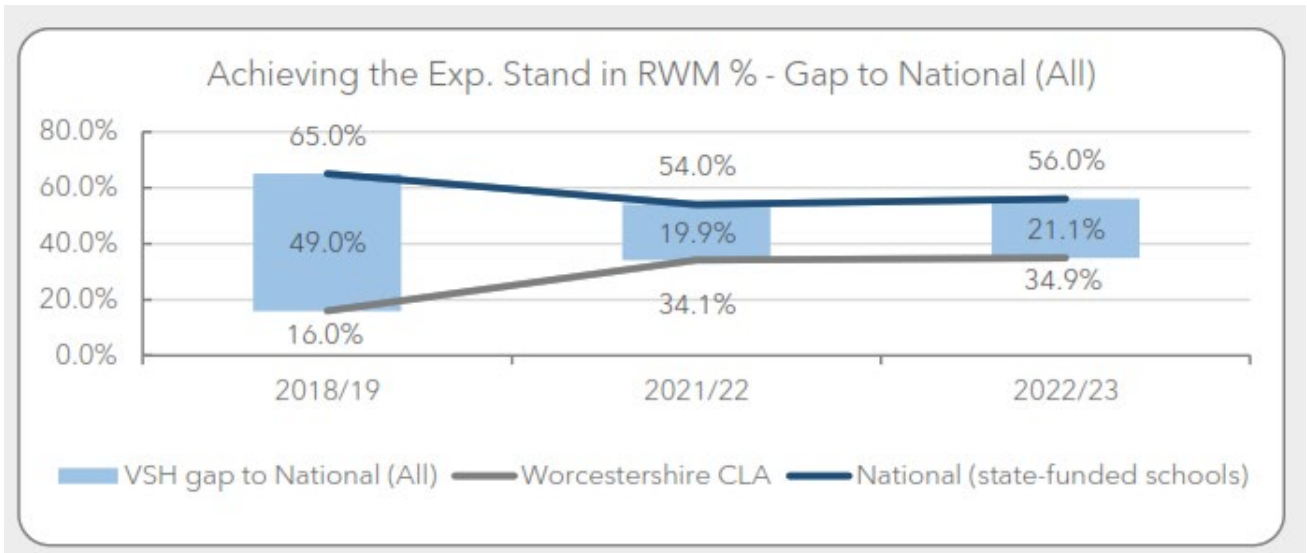
Meeting the Expected Standard in Reading, Writing and Maths - All CLA Pupils



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. National CLA performance increased from 29% to 30% meaning WCF CLA remained 5% higher than national CLA peers.

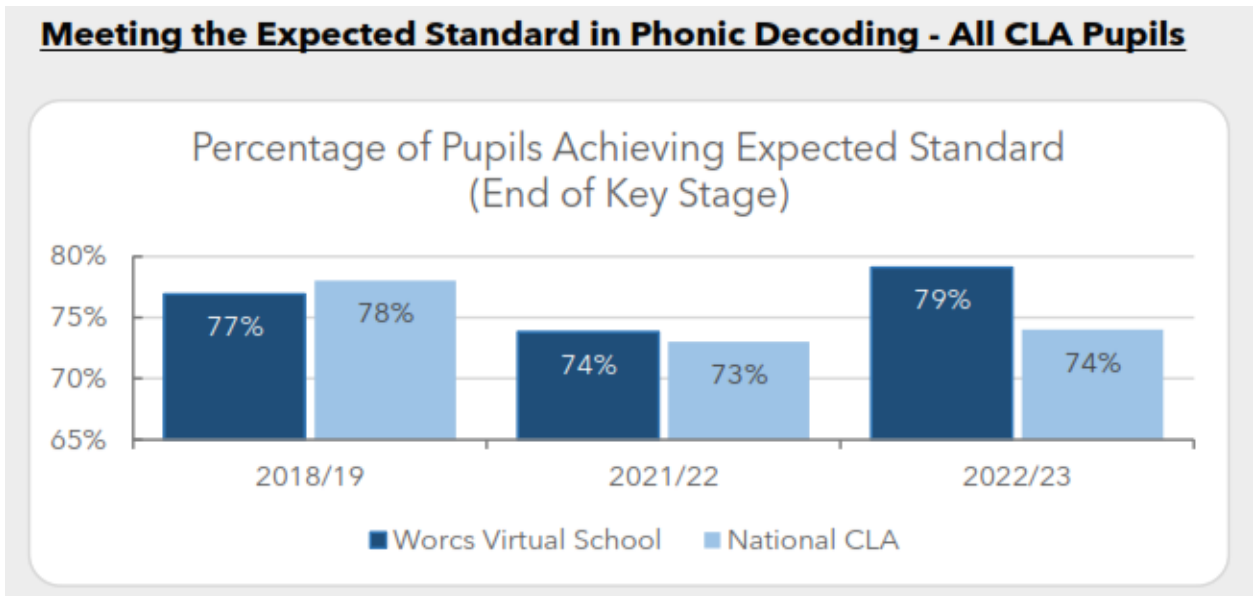
Despite this improvement, these outcomes fall below those for Worcestershire 'all' (57.6%) and national 'all' (56.0%), in line with the national picture for all CLA. As seen in the charts below, Worcestershire CLA have closed the gap significantly with both Worcestershire 'all' and national 'all' since 2018/19, but 2022-23 saw a slight widening of the gap on both counts (Worcestershire gap increased from 20.6% in 2021/22 to 22.7% in 2022/23 and national 'all' gap increased from 19.9% in 2021/22 to 21.1% in 2022/23).

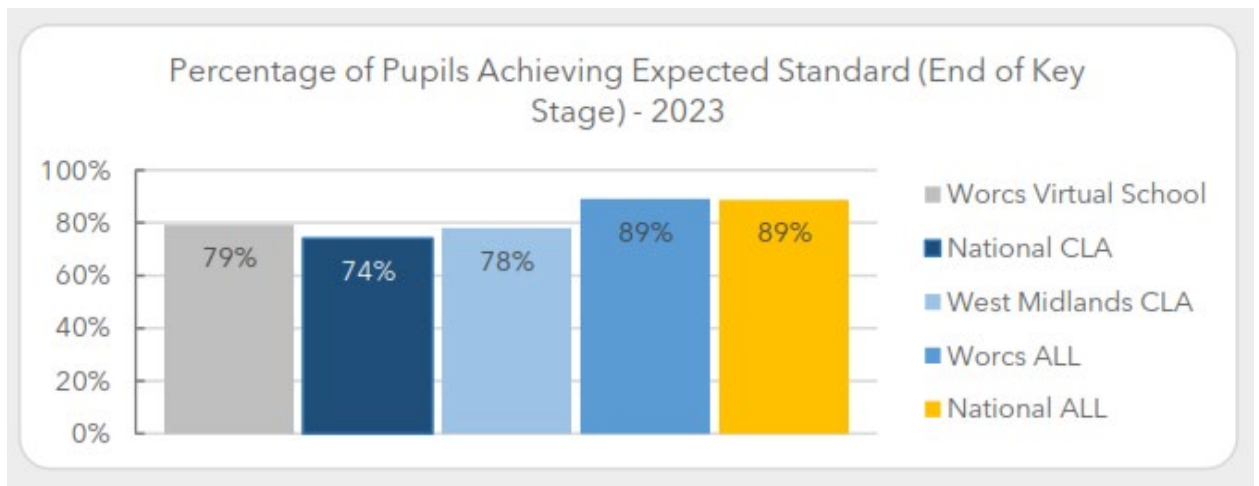




- Phonics Screening Check**

- With some exceptions (see section 4.2), all pupils who have reached the age of 6 by the end of the school year must take the check during that academic year. For the majority of pupils, this will be in year 1. This includes pupils registered at maintained nursery schools who will reach the age of 6 before the end of the school year and have completed the year 1 programme of study.
 - Pupils who will have reached the age of 7 by the end of the academic year (the majority of such pupils will be in year 2) who have not taken the test before, or who did not meet the expected standard in the autumn check, must also take the test.

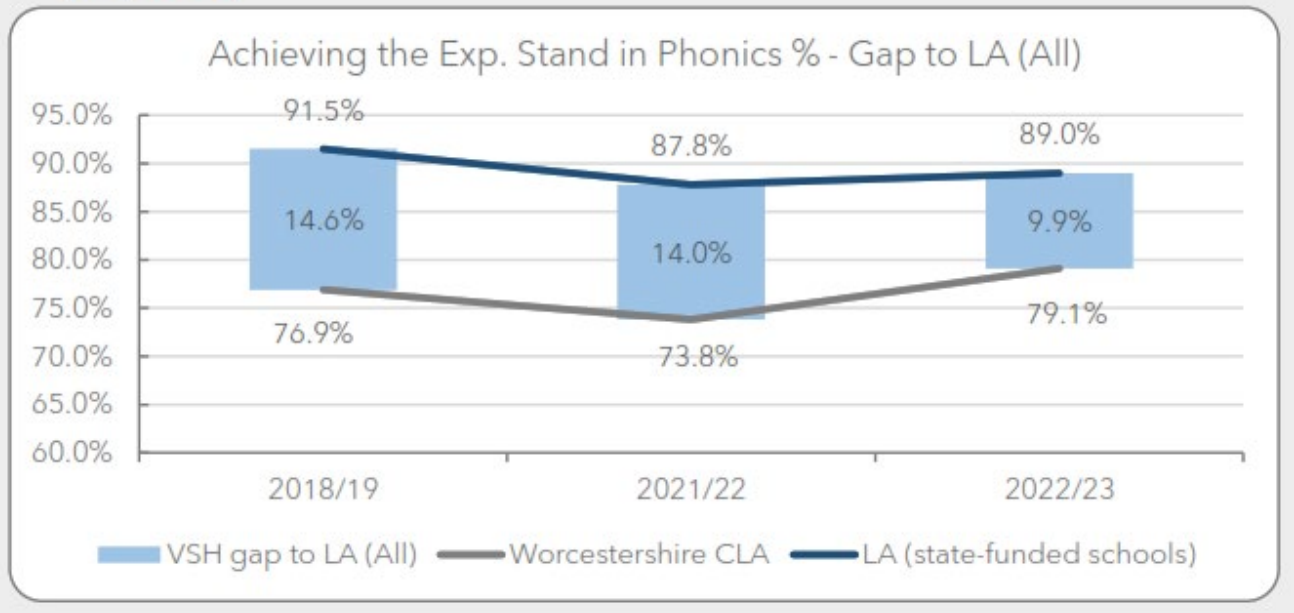




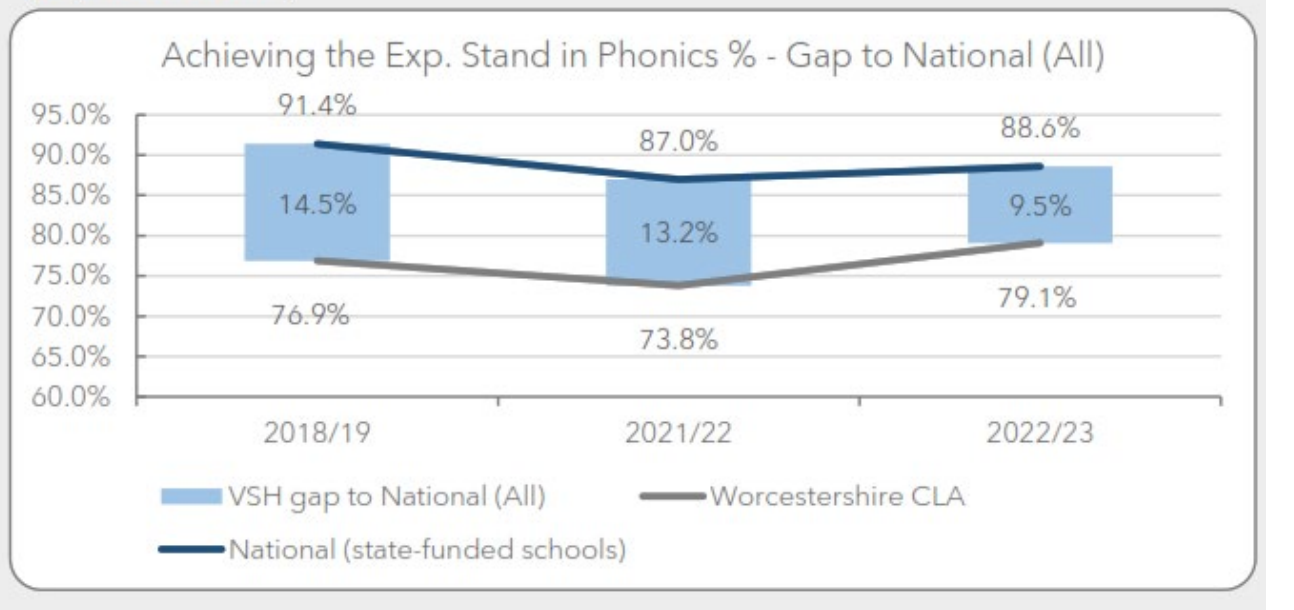
In previous years, Worcestershire CLA performance in Phonics has been in line with CLA nationally. In 2022-23, 79.1% of CLA pupils in Worcestershire passed the phonics check by the end of Key Stage 1, which is 5% higher than CLA peers nationally.

Despite these improvements, these outcomes fall below those for Worcestershire 'all' (89.0%) and national 'all' (88.6%), in line with the national picture for all CLA. More positively, as seen in the charts below, Worcestershire CLA are closing the gap with both Worcestershire 'all' (gap reduced from 14.6% in 2018/19 to 9.9% in 2022/23) and national 'all' (gap reduced from 13.2% in 2018/19 to 9.5% in 2022/23).

Gap to LA



Gap to National



KS2

Please note:

- Data is correct as at 19/10/2023 ('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.*

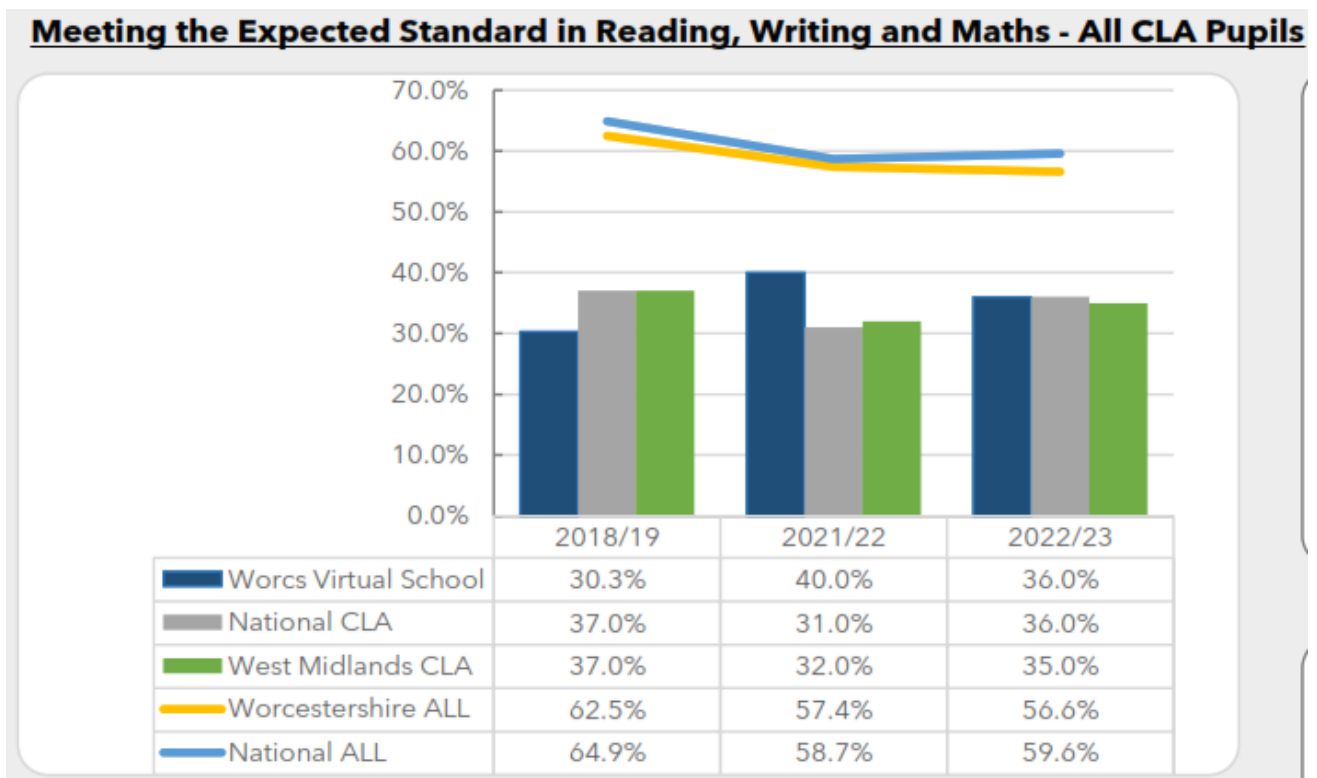
- **Reading, Writing & Mathematics**

- **English**

- Grammar, Punctuation and Spelling
 - Paper 1: questions
 - Paper 2: spelling
- Reading

- **Mathematics**

- Paper 1: arithmetic
- Paper 2: reasoning
- Paper 3: reasoning

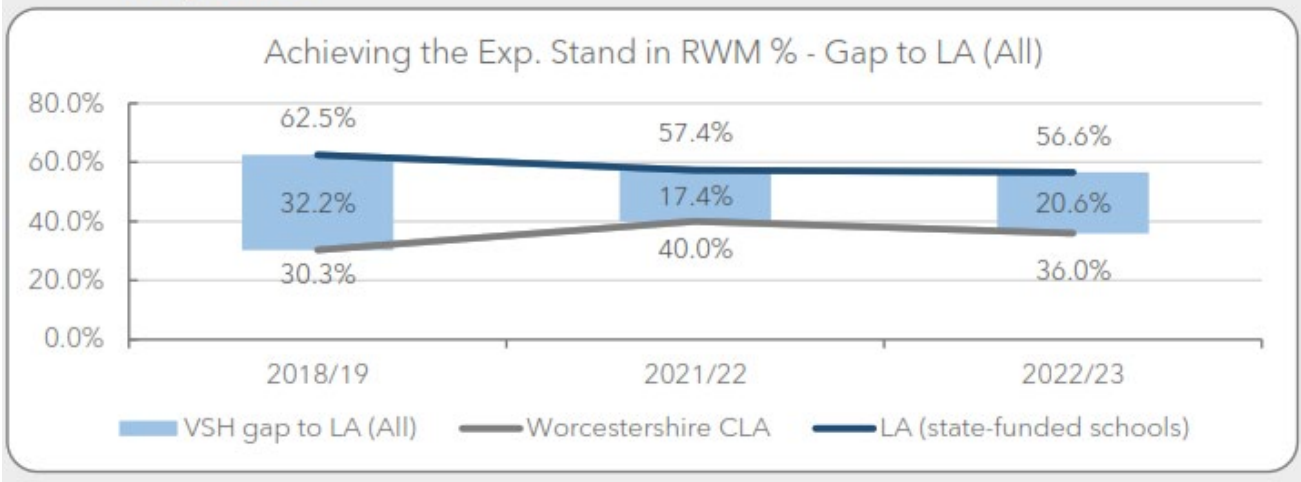


The percentage of Worcestershire CLA pupils achieving the expected standard in reading, writing and maths decreased from 40.0% in 2021/22 to 36.0% in 2022/23, in line with national CLA (36.0%).

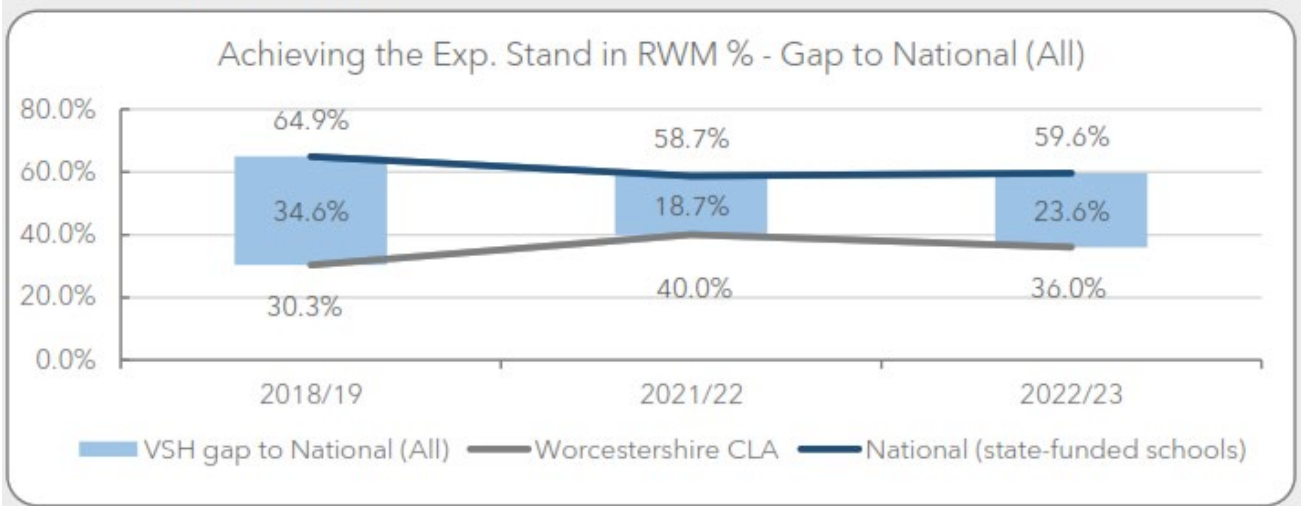
These outcomes fall below those for Worcestershire 'all' (56.6%) and national 'all' (59.6%), in line with the national picture for all CLA. As seen in the charts below, Worcestershire CLA have closed the gap with both Worcestershire 'all' and national 'all' since 2018/19, but 2022-23 saw a slight widening of the gap on both counts (Worcestershire gap increased from 17.4% in 2021/22 to 20.6% in 2022/23 and national 'all' gap increased from 18.7% in 2021/22 to 23.6% in 2022/23). The gap still remains smaller than in 2018/19 for both local and national 'all' comparators.

It should be noted that pupil counts should be borne in mind when interpreting percentages for this Key Stage 2 cohort as pupil numbers are low (2021/22 = 44 pupils and 2022/23 = 49 pupils).

Gap to LA



Gap to National



Key Stage 4

Please note:

- 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. Due to the disruption to examinations and education through the Covid-19 pandemic, most indicators in 2022/23 data are not directly comparable to those from previous 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 are not used in school level performance measures. The DfE states: 'When calculating KS4 performance measures for 2022/23, we have counted entries but not results from qualifications taken between January 2020 and August 2021.²⁴ This means that, for example, if a pupil has taken GCSE English literature in summer 2021, and GCSE English language in summer 2023, we will count the summer 2021 entry in English literature for the purposes of triggering the double weighting for English in

Progress 8 and Attainment 8. However, only the summer 2023 result in English language will count towards the Progress 8 and Attainment 8 scores, regardless of which grade is higher.'

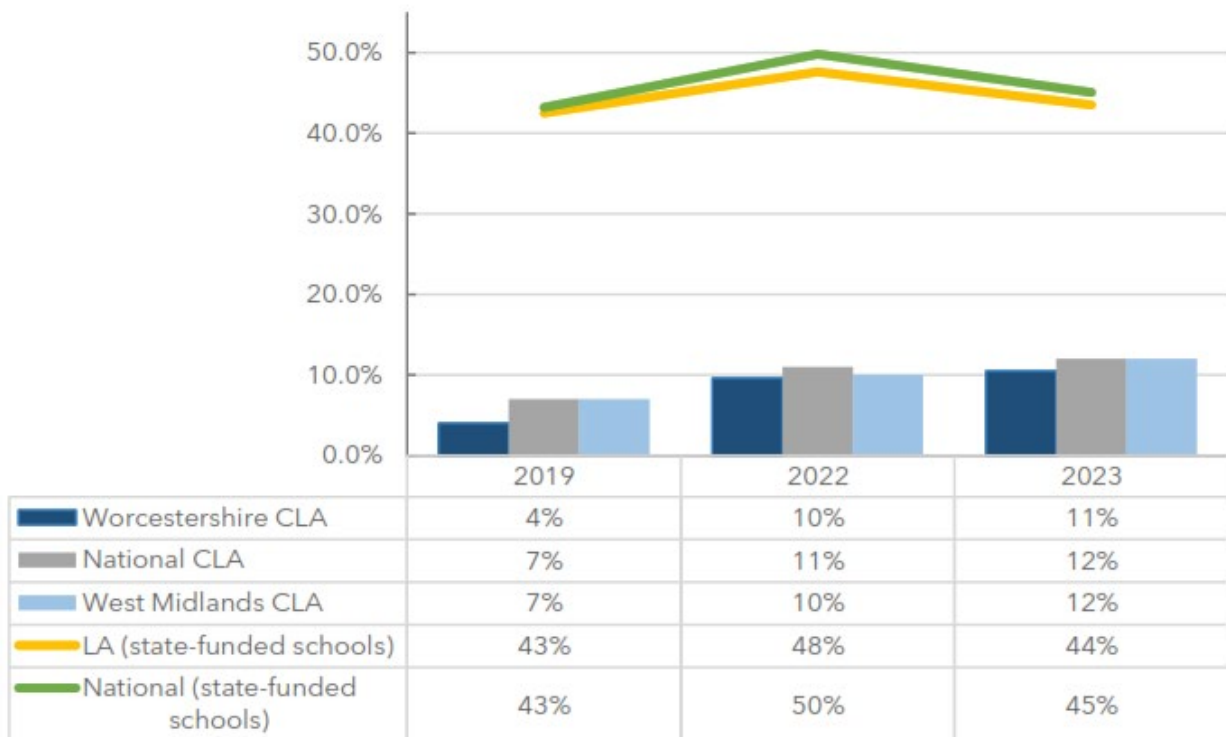
- *2018-19 cohort:
The last 'normal' year – qualifications achieved prior to Y11 were included in performance measures.*
 - *2019-20 cohort:
Examinations were cancelled and students were awarded centre assessed grades (no performance data available at school level).*
 - *2020-21 cohort:
Examinations 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 are 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. This is reflected in the drop in attainment relative to 2018/19, though the 2022/23 outcomes are most closely aligned to those of 2018/19.*
- *LA and National data provided for ALL pupils (not of the CLA cohort) is based on state funded schools only and does not include PRUs.*
 - *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.

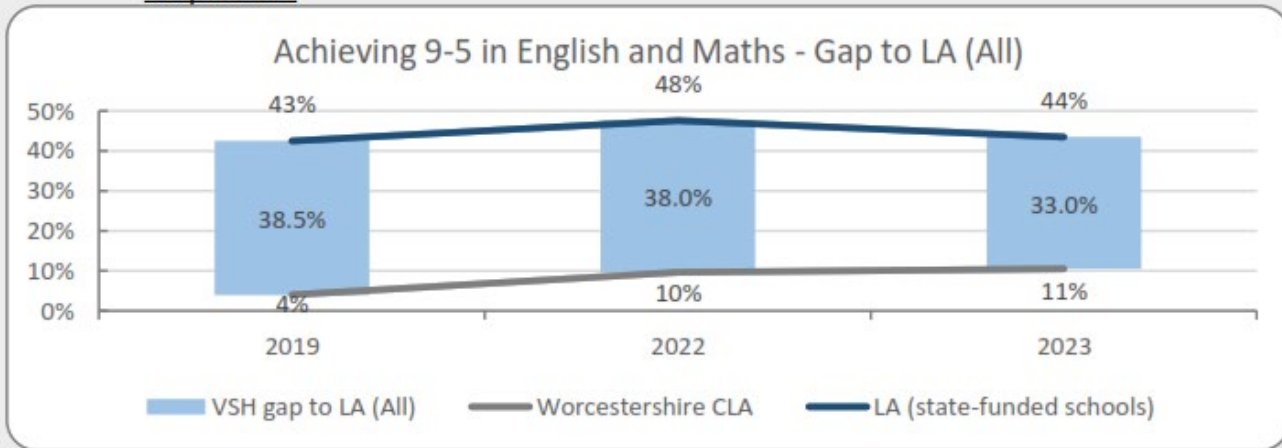
Achieving 9-5 in English and Maths - All CLA Pupils - 3 Year Trend



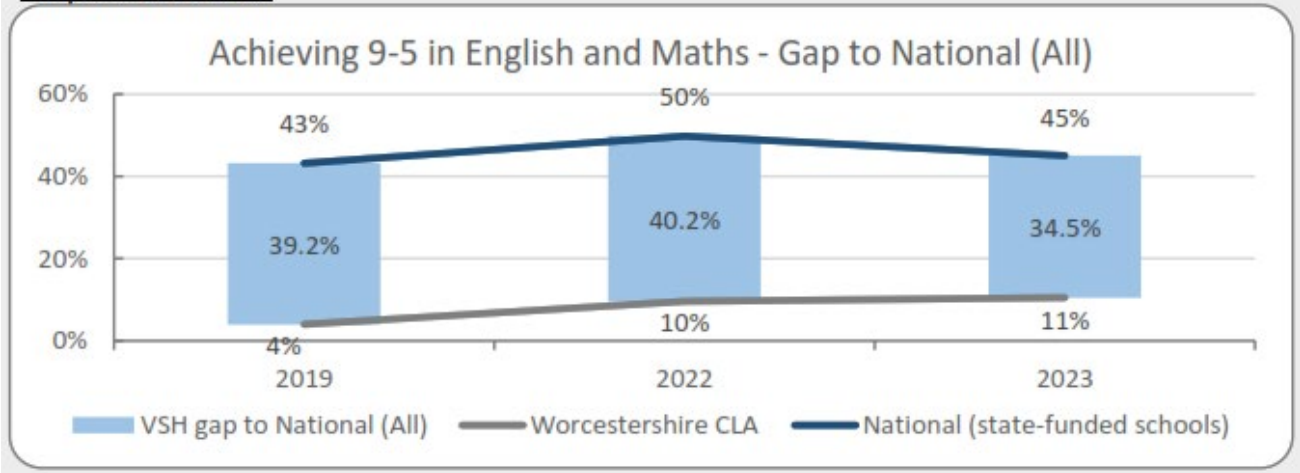
The percentage of Worcesterstershire CLA pupils achieving 9-5 in English & Maths increased from 10% in 2021/22 to 11% in 2022/23, though remains slightly below national CLA (12%).

These outcomes fall below those for Worcesterstershire 'all' (44%) and national 'all' (45%), in line with the national picture for all CLA. As seen in the charts below, Worcesterstershire CLA have closed the gap with both Worcesterstershire 'all' and national 'all' since 2018/19, and 2022-23 saw the gap to national 'all' close further (from 40.2% in 2021/22 to 34.5% in 2022/23) and the gap to Worcesterstershire 'all' close further (from 38.0% in 2021/22 to 33.0% in 2022/23). The gap has been closed compared directly to 2018/19 (the last comparable year as not modified by Covid measures) for both local and national 'all' comparators.

Gap to LA



Gap to National

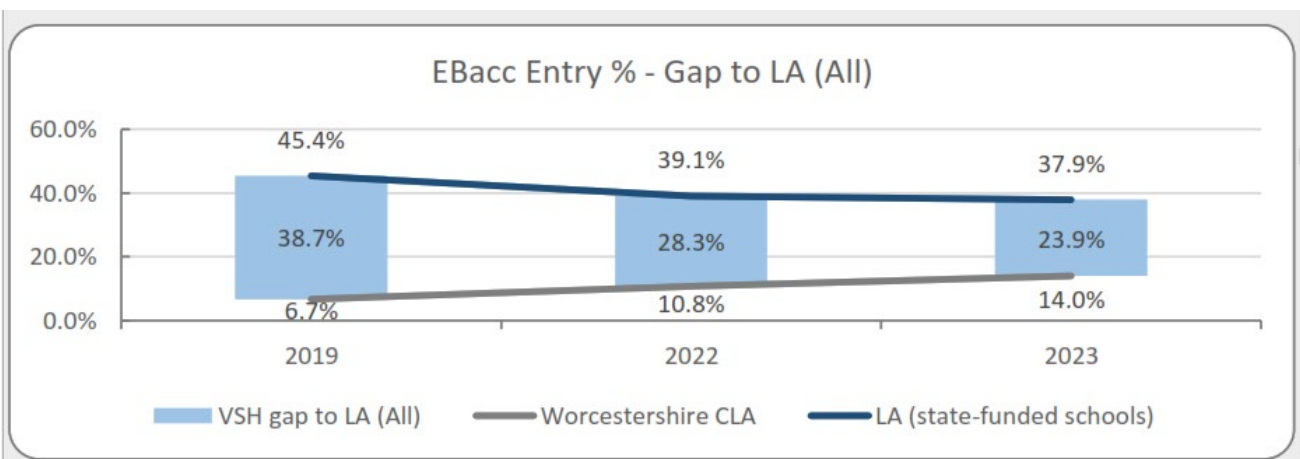
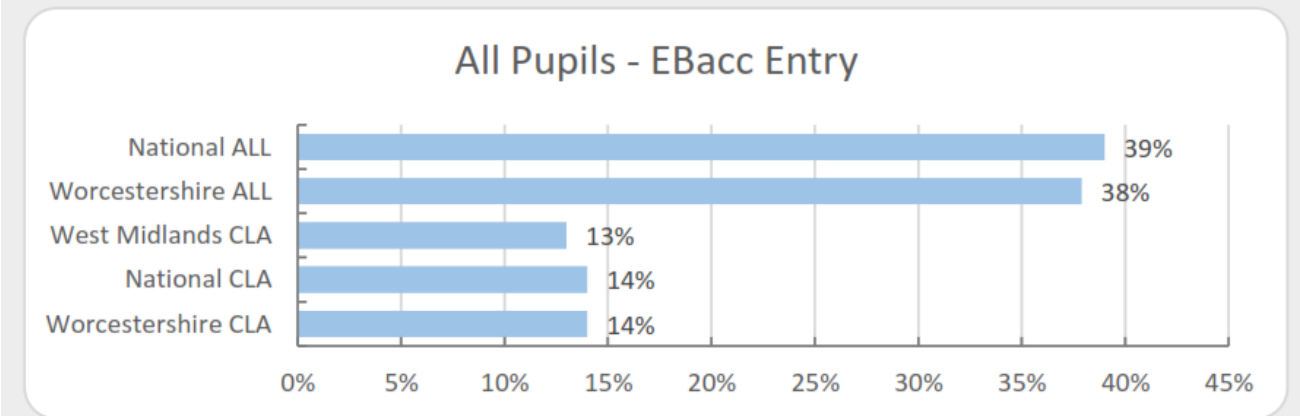


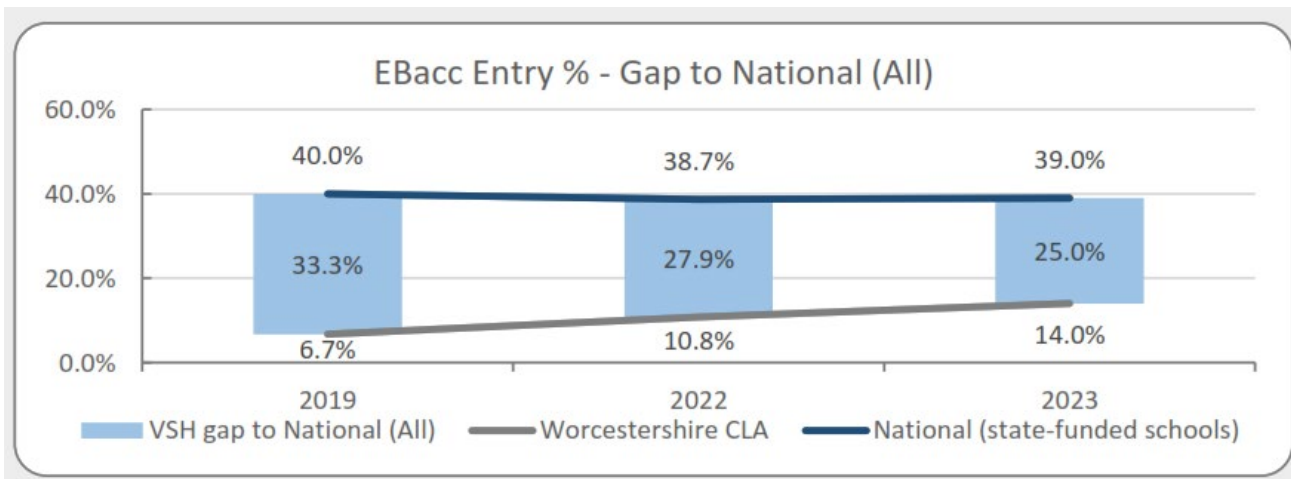
English Baccalaureate

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 - 2023



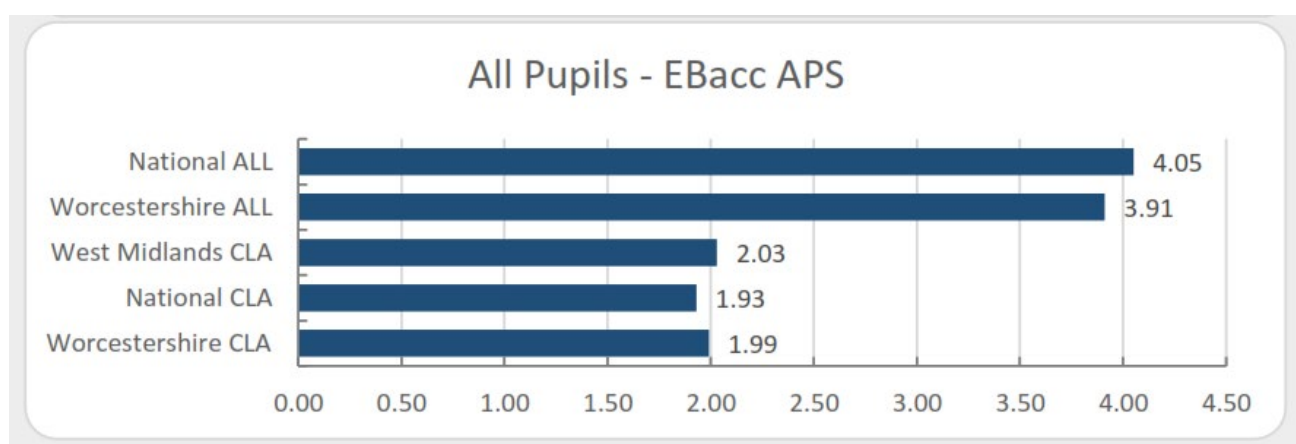


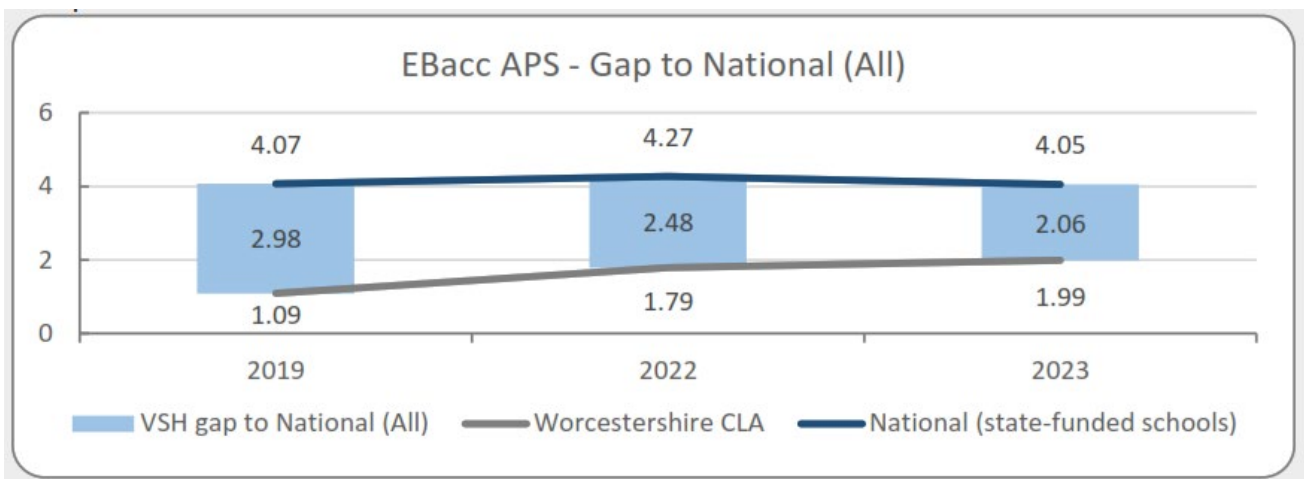
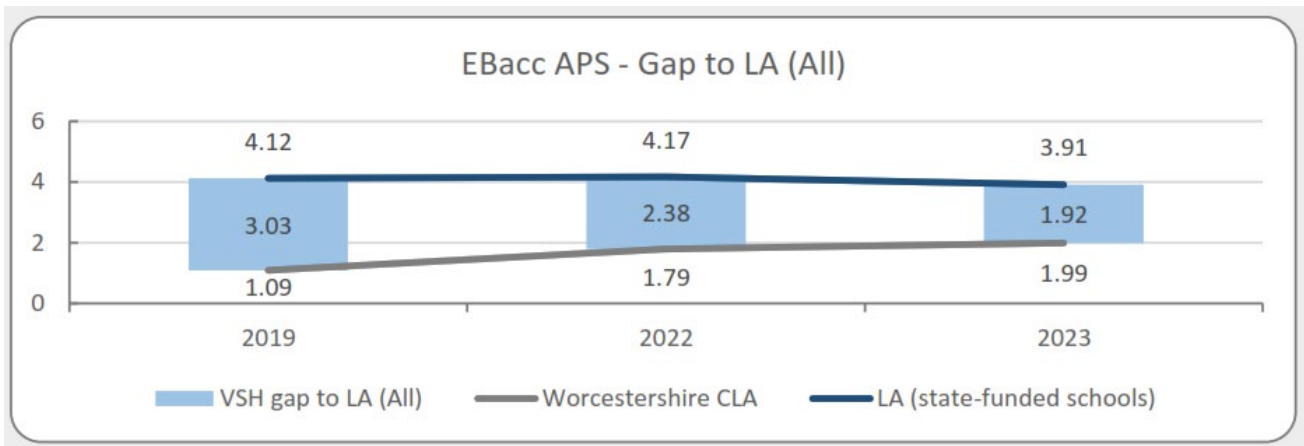
The EBacc entry for Worcestershire CLA has increased year on year from 2018/19.

As seen in the charts above, Worcestershire CLA have closed the gap year on year with both Worcestershire 'all' and national 'all' since 2018/19. 2022-23 saw the gap to national 'all' close further (from 27.9% in 2021/22 to 25.0% in 2022/23) and the gap to Worcestershire 'all' close further (from 28.3% in 2021/22 to 23.9% in 2022/23).

EBacc average point score (EBacc APS)

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





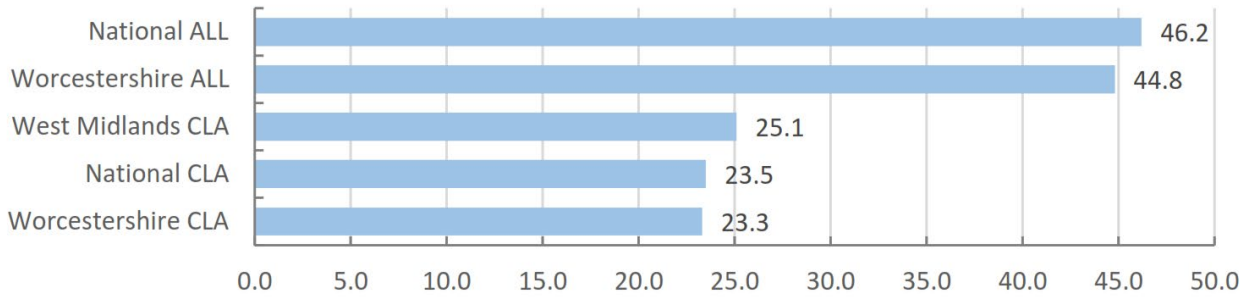
The EBacc APS for Worcestershire CLA has increased year on year from 2018/19. The score increased from 1.79 in 2021/22 to 1.99 in 2022/23.

As seen in the charts above, Worcestershire CLA have closed the gap year on year with both Worcestershire 'all' and national 'all' since 2018/19. 2022-23 saw the gap to national 'all' close further (from 2.48 in 2021/22 to 2.06 in 2022/23) and the gap to Worcestershire 'all' close further (from 2.38 in 2021/22 to 1.92 in 2022/23).

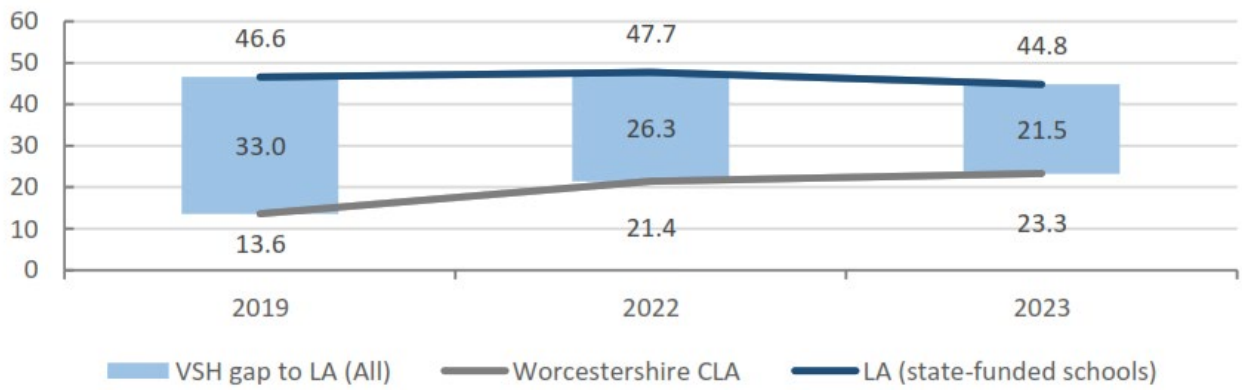
Attainment 8

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.

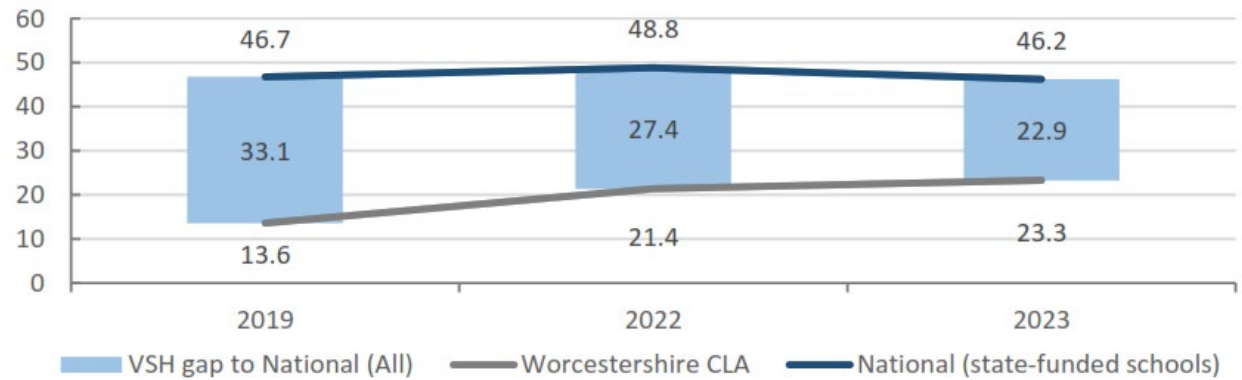
All Pupils - Attainment 8 Score



Average Attainment 8 - Gap to LA (All)



Average Attainment 8 - Gap to National (All)

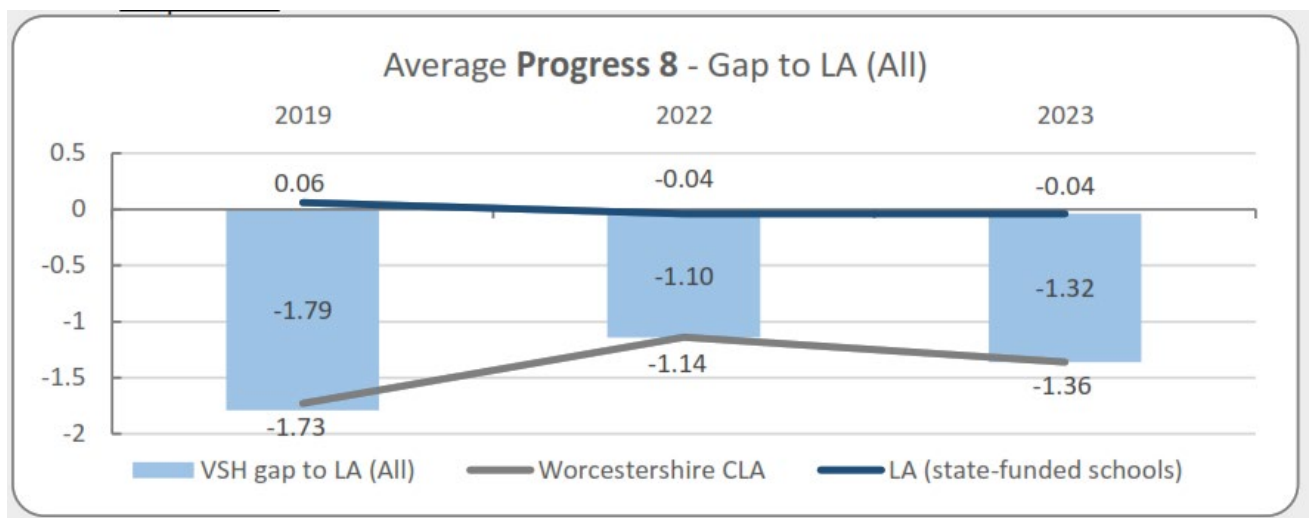
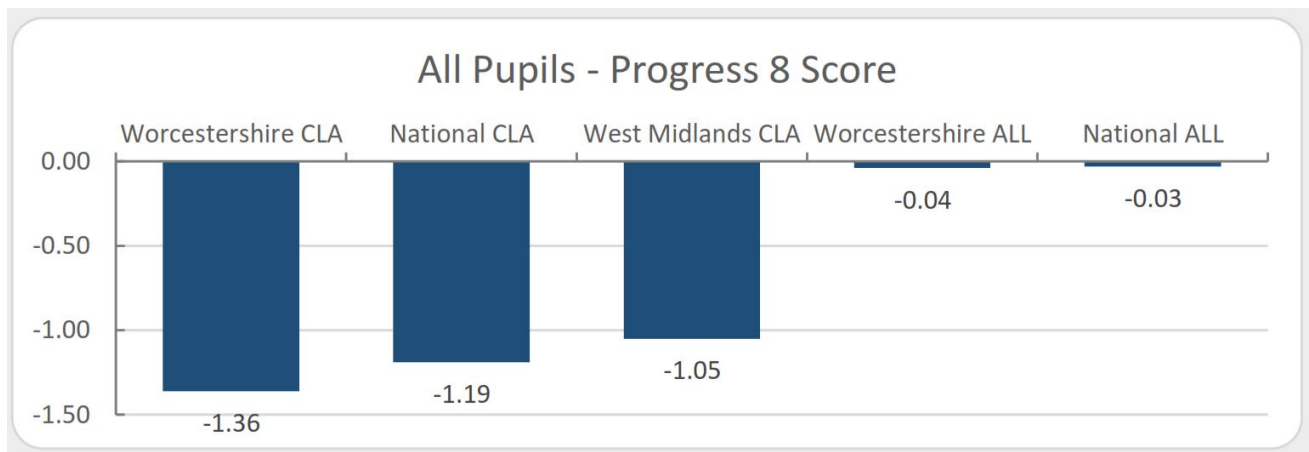


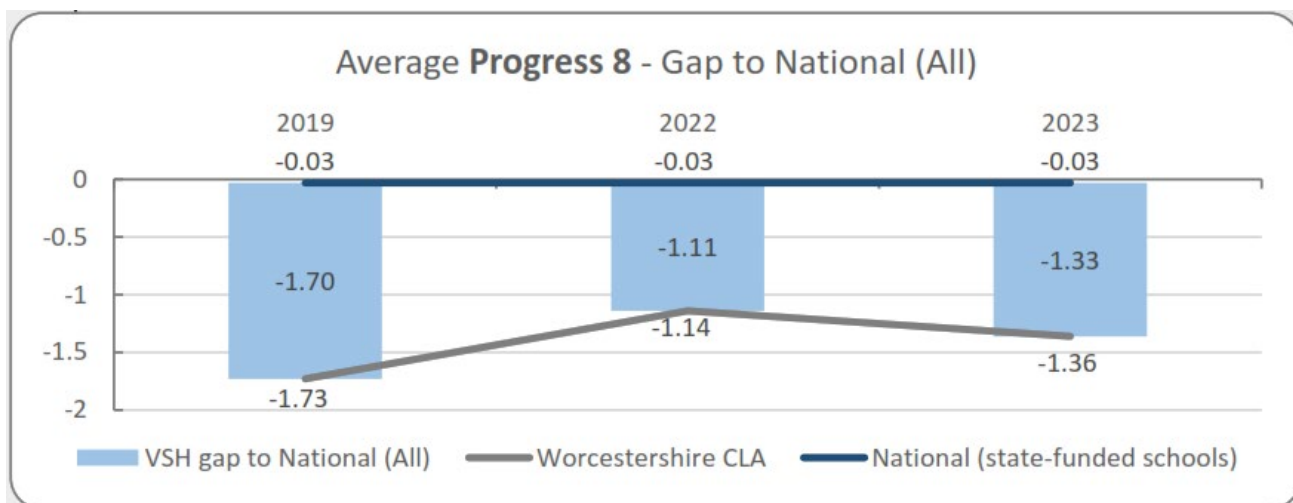
The Attainment 8 score for Worcestershire CLA has improved year on year from 2018/19.

As seen in the charts above, Worcestershire CLA have closed the gap year on year with both Worcestershire 'all' and national 'all' since 2018/19. 2022-23 saw the gap to Worcestershire 'all' close further (from 26.3 in 2021/22 to 21.5 in 2022/23) and to national 'all' close further (from 27.4 in 2021/22 to 22.9 in 2022/23).

Progress 8

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





The Progress 8 score for Worcestershire CLA has decreased from -1.14 in 2021/22 to -1.36 in 2022/23.

2022-23 saw the gap to Worcestershire 'all' increase (from -1.10 in 2021/22 to -1.32 in 2022/23) and to national 'all' increase (from -1.11 in 2021/22 to -1.33 in 2022/23).

However, as outlined at the beginning of this section, the closest direct comparison year for Progress 8 (due to Covid measures) to 2022/23 is 2018/19. Compared to 2018/19 results, Worcestershire CLA have closed the gap with both Worcestershire 'all' (from -1.73 to -1.32) and national 'all' (from -1.70 to -1.33).

National Standardised Tests – CLA Summary

- **EYFS**

- In 2022/23 49% (16) of the EYFSP cohort achieved a good level of development (GLD), compared to 41% of CLA pupils nationally, meaning that Worcestershire performance was 8% higher than CLA national (compared to 2% lower the previous year).
- Worcestershire CLA are closing the gap with both Worcestershire 'all' (gap reduced from 26.0% to 19.3%) and national 'all' (gap reduced from 26.2% to 18.7%).

- **Phonics**

- In previous years, Worcestershire CLA performance in Phonics has been in line with CLA nationally. In 2022-23, 79.1% of CLA pupils in Worcestershire passed the phonics check by the end of Key Stage 1, which is 5% higher than CLA peers nationally.
- Worcestershire CLA are closing the gap with both Worcestershire 'all' (gap reduced from 14.6% in 2018/19 to 9.9% in 2022/23) and national 'all' (gap reduced from 13.2% in 2018/19 to 9.5% in 2022/23).

- **KS1 RWM**

- The percentage of Worcestershire CLA pupils achieving the expected standard in reading, writing and maths increased from 34% in 2021/22 to 35% in 2022/23. National CLA performance increased from 29% to 30%, meaning WCF CLA remained 5% higher than national CLA peers.

- Worcestershire CLA have closed the gap significantly with both Worcestershire 'all' and national 'all' since 2018/19, but 2022-23 saw a slight widening of the gap on both counts (Worcestershire gap increased from 20.6% in 2021/22 to 22.7% in 2022/23 and national 'all' gap increased from 19.9% in 2021/22 to 21.1% in 2022/23).
- **KS2 RWM**
 - The percentage of Worcestershire CLA pupils achieving the expected standard in reading, writing and maths decreased from 40.0% in 2021/22 to 36.0% in 2022/23, in line with national CLA (36.0%).
 - These outcomes fall below those for Worcestershire 'all' (56.6%) and national 'all' (59.6%), in line with the national picture for all CLA. As seen in the charts below, Worcestershire CLA have closed the gap with both Worcestershire 'all' and national 'all' since 2018/19, but 2022-23 saw a slight widening of the gap on both counts (Worcestershire gap increased from 17.4% in 2021/22 to 20.6% in 2022/23 and national 'all' gap increased from 18.7% in 2021/22 to 23.6% in 2022/23). The gap still remains smaller than in 2018/19 for both local and national 'all' comparators.
- **KS4**
 - Achieving 9-5 in English & Maths:
 - The percentage of Worcestershire CLA pupils achieving 9-5 in English & Maths increased from 10% in 2021/22 to 11% in 2022/23, though remains slightly below national CLA (12%).
 - Worcestershire CLA have closed the gap with both Worcestershire 'all' and national 'all' since 2018/19, and 2022-23 saw the gap to national 'all' close further (from 40.2% in 2021/22 to 34.5% in 2022/23) and the gap to Worcestershire 'all' close further (from 38.0% in 2021/22 to 33.0% in 2022/23). The gap has been closed compared directly to 2018/19 (the last comparable year as was not modified by Covid measures) for both local and national 'all' comparators.
 - EBacc Average Point Score:
 - The EBacc APS for Worcestershire CLA has increased year on year from 2018/19. The score increased from 1.79 in 2021/22 to 1.99 in 2022/23.
 - Worcestershire CLA have closed the gap year on year with both Worcestershire 'all' and national 'all' since 2018/19. 2022-23 saw the gap to national 'all' close further (from 2.48 in 2021/22 to 2.06 in 2022/23) and the gap to Worcestershire 'all' close further (from 2.38 in 2021/22 to 1.92 in 2022/23).
 - Attainment 8:
 - The Attainment 8 score for Worcestershire CLA has improved year on year from 2018/19.
 - Worcestershire CLA have closed the gap year on year with both Worcestershire 'all' and national 'all' since 2018/19. 2022-23 saw the gap to Worcestershire 'all' close further (from 26.3 in 2021/22 to 21.5 in 2022/23) and to national 'all' close further (from 27.4 in 2021/22 to 22.9 in 2022/23).
 - Progress 8:
 - The Progress 8 score for Worcestershire CLA has decreased from -1.14 in 2021/22 to -1.36 in 2022/23.
 - 2022-23 saw the gap to Worcestershire 'all' increase (from -1.10 in 2021/22 to -1.32 in 2022/23) and to national 'all' increase (from -1.11 in 2021/22 to -1.33 in 2022/23).

- However, as outlined at the beginning of this section, the closest direct comparison year for Progress 8 (due to Covid measures) to 2022/23 is 2018/19. Compared to 2018/19 results, Worcestershire CLA have closed the gap with both Worcestershire 'all' (from -1.73 to -1.32) and national 'all' (from -1.70 to -1.33).

Overall 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 2021-22 results, the attainment gap between Worcestershire CLA and Worcestershire 'all' and National 'all' closed in:

- EYFS
- Phonics
- KS4 Achieving 9-5 in English & Maths
- EBacc Average Point Score
- Attainment 8

Compared to 2021-22 results, the attainment gap between Worcestershire CLA and Worcestershire 'all' and National 'all' widened in:

- KS1 RWM (despite improved results)
- KS2 RWM
- Progress 8

Despite closing the gap in 5/8 outcome measures for Worcestershire CLA, their 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 – CINEP & CPP

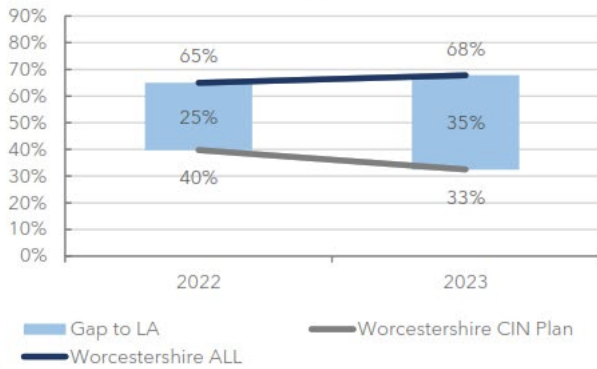
EYFS

- Early Years Foundation Stage Profile

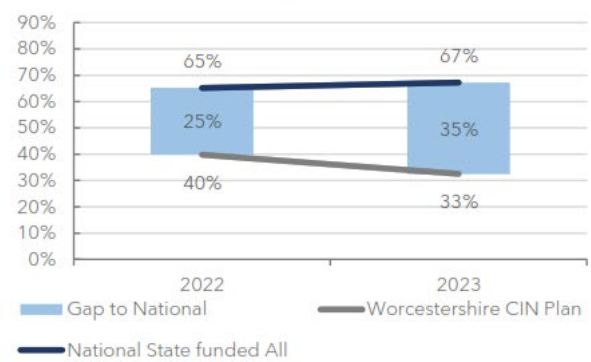
Year	Plan	Eligible Cohort	GLD%
2022	CIN Plan	88	40%
2022	CP Plan	45	49%
2023	CIN Plan	80	33%
2023	CP Plan	59	34%

CIN

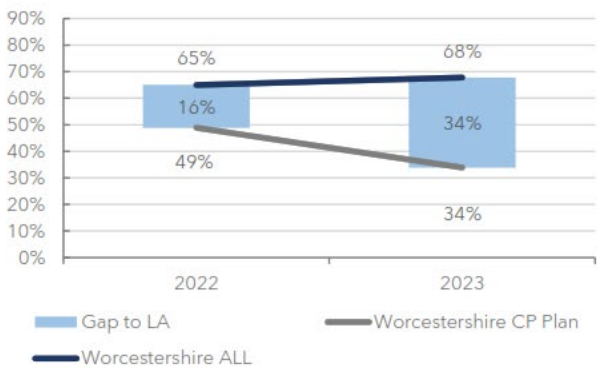
CIN - Achieving GLD in EYFSP goals % - Gap to LA (All)



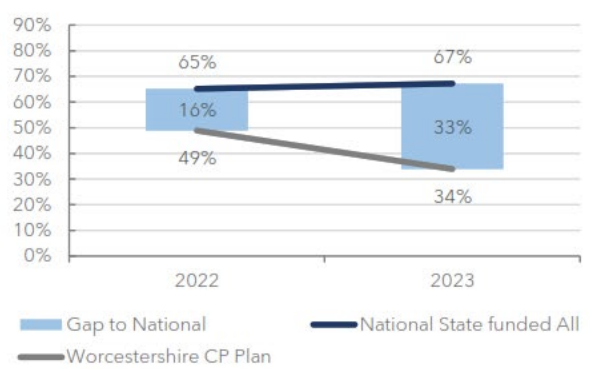
CIN - Achieving GLD in EYFSP goals % - Gap to National (All)



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



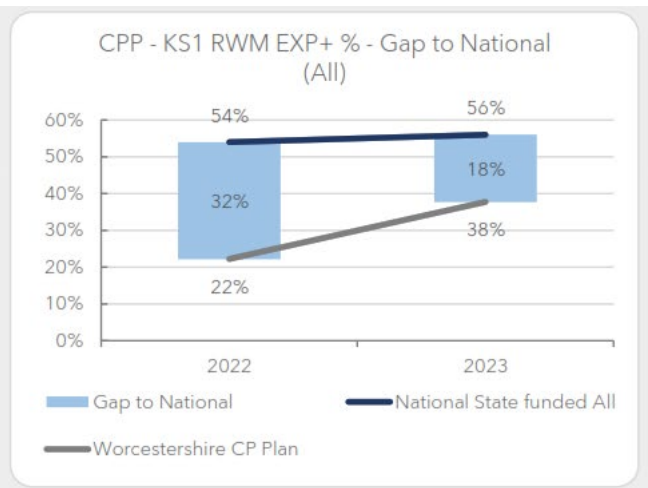
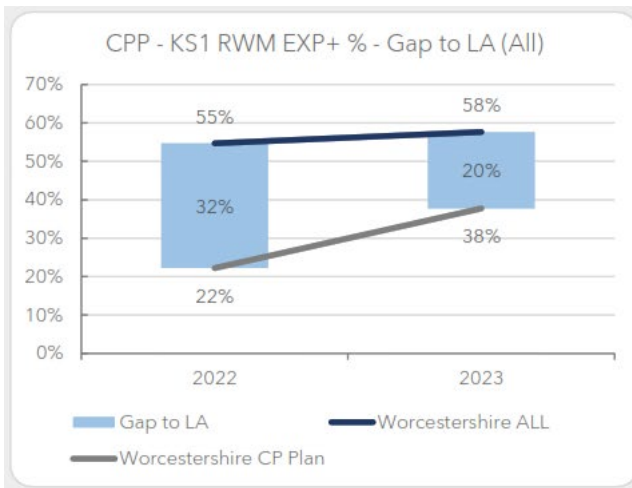
CPP - Achieving GLD in EYFSP goals % - Gap to National (All)



KS1

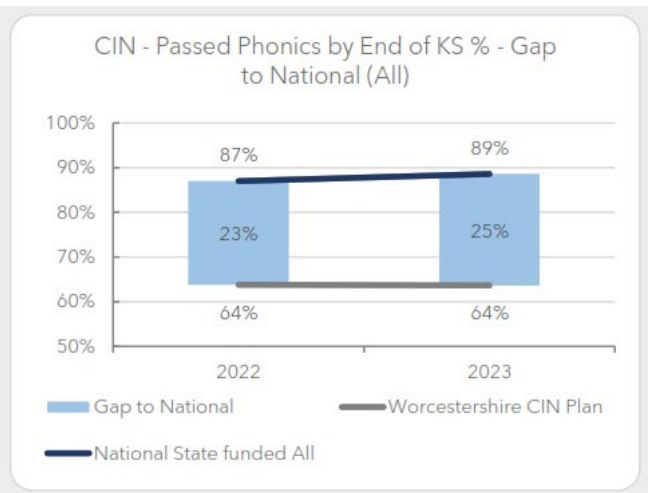
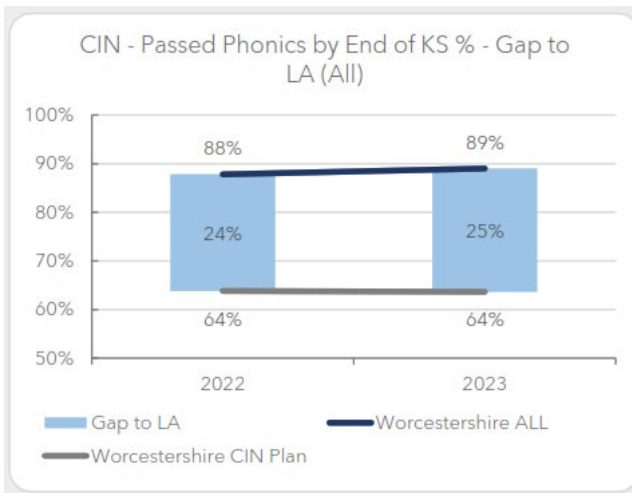
• Reading, Writing & Mathematics

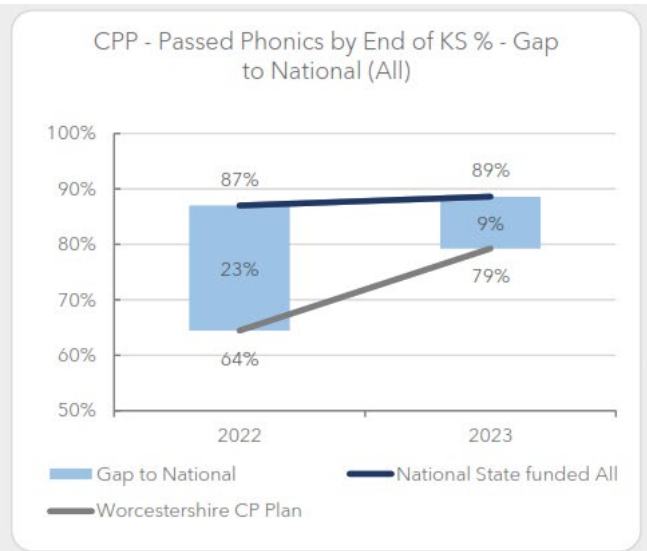
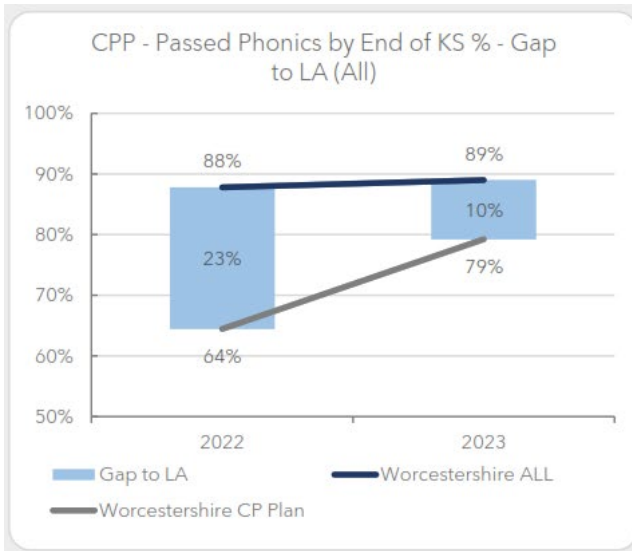
Year	Plan	Eligible Cohort	Reading EXS+	Writing EXS+	Maths EXS+
2022	CIN Plan	105	39%	34%	40%
2022	CP Plan	45	33%	22%	31%
2023	CIN Plan	99	39%	30%	43%
2023	CP Plan	53	51%	42%	53%



- Phonics Screening Check – Meeting Expected Standard

Year	Plan type	Eligible Cohort	Passed yr1 or yr2 %
2022	CIN Plan	105	64%
2022	CP Plan	45	64%
2023	CIN Plan	99	64%
2023	CP Plan	53	79%

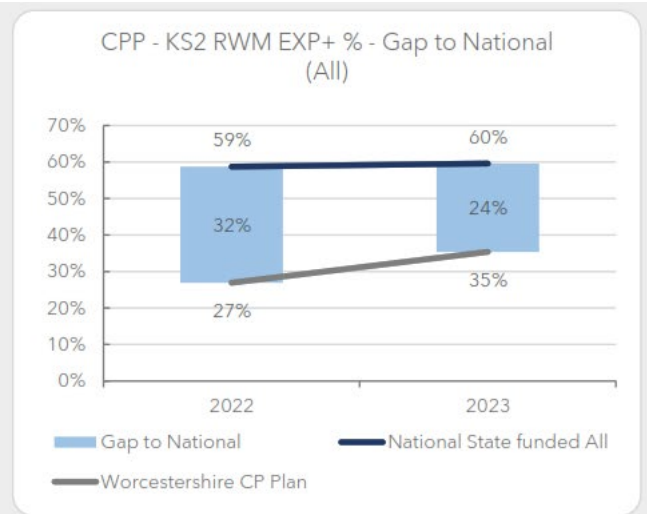
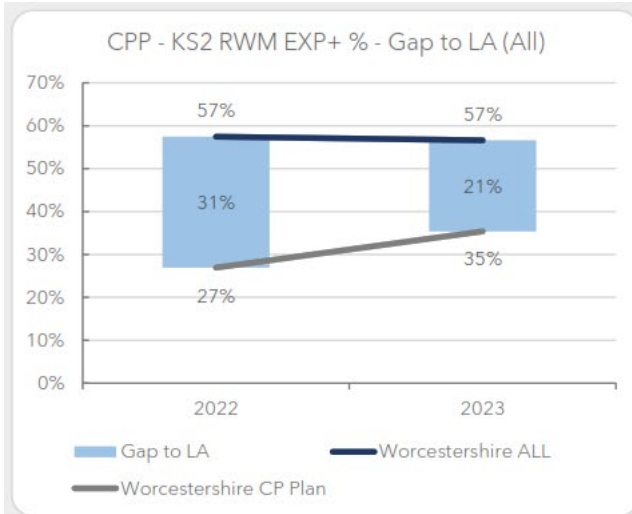
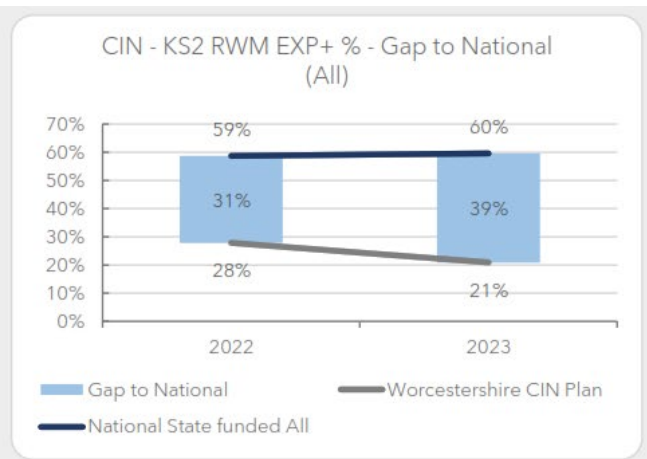
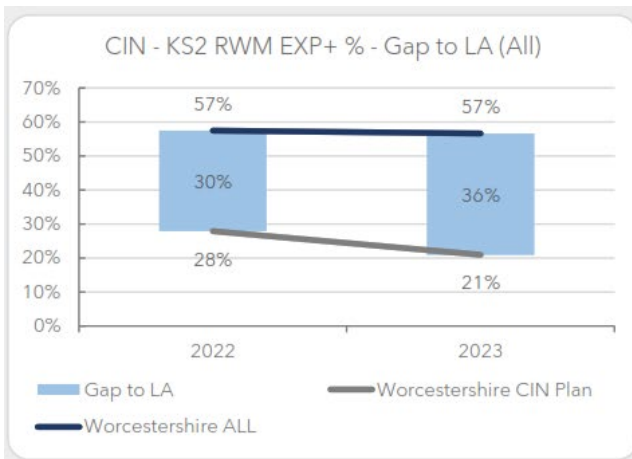




KS2

- Reading, Writing & Mathematics

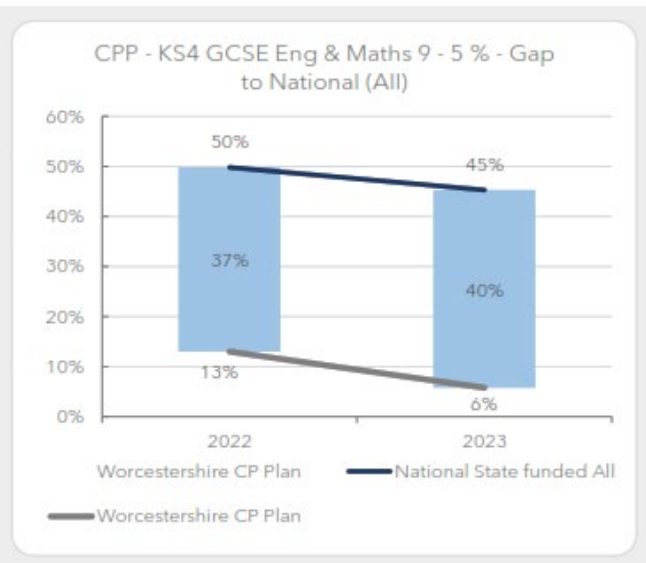
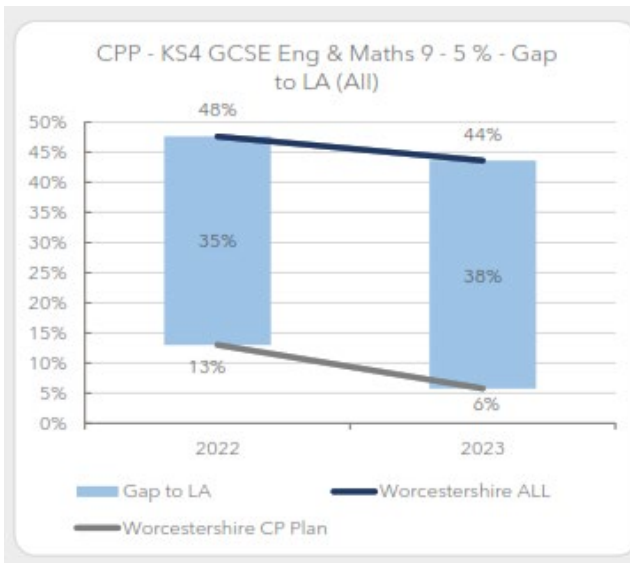
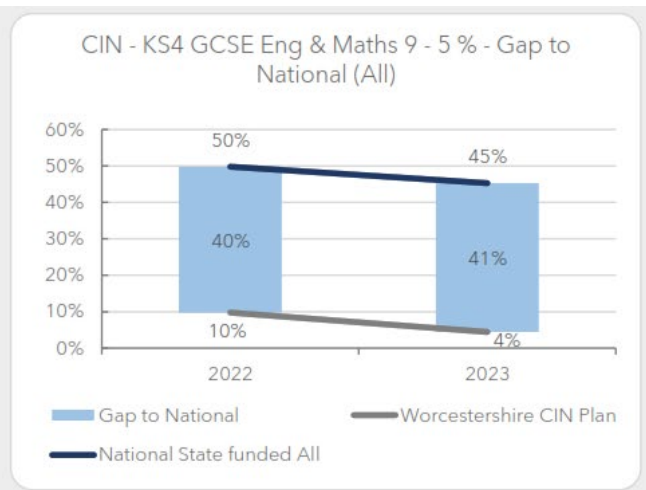
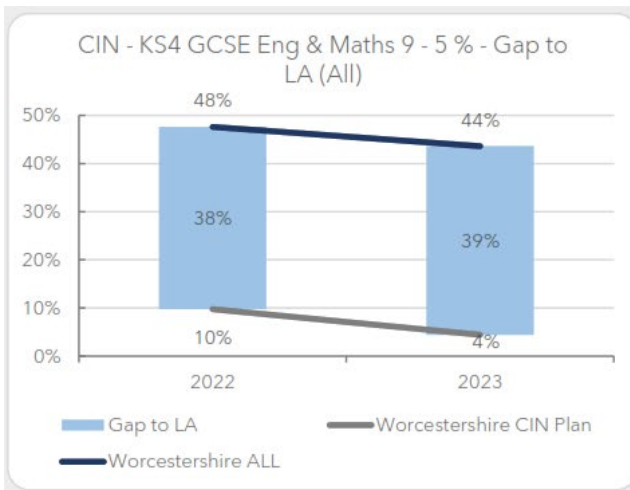
Year	Plan type	Eligible Cohort	Reading EXS+	Writing EXS+	Maths EXS+
2022	CIN Plan	124	42%	40%	38%
2022	CP Plan	52	46%	38%	38%
2023	CIN Plan	129	36%	33%	31%
2023	CP Plan	65	49%	52%	48%



Key Stage 4

- GCSEs
 - Achieving 9-5 in English & Maths

Year	Plan type	Eligible Cohort	KS4 GCSE English 9-5	KS4 GCSE Maths 9-5
2022	CIN Plan	123	15%	14%
2022	CP Plan	23	22%	17%
2023	CIN Plan	158	8%	8%
2023	CP Plan	52	8%	12%



National Standardised Tests – CINP & CPP Summary:

- EYFS GLD
 - CIN 33%
 - Gap widened to LA 'all' (from 25% to 35%)
 - Gap widened to national 'all' (from 25% to 35%)
 - CP 34%
 - Gap widened to LA 'all' (from 16% to 34%)
 - Gap widened to national 'all' (from 16% to 33%)
- KS1 RWM
 - CIN 25%
 - Gap widened to LA 'all' (from 23% to 32%)
 - Gap widened to national 'all' (from 23% to 31%)
 - CP 38%
 - Gap closed to LA 'all' (from 32% to 20%)
 - Gap closed to national 'all' (from 32% to 18%)
- KS1 Phonics Screening Check
 - CIN 64%
 - Gap widened to LA 'all' (from 24% to 25%)
 - Gap widened to national 'all' (from 23% to 25%)
 - CP 79%
 - Gap closed to LA 'all' (from 23% to 10%)

- Gap closed to national 'all' (from 23% to 9%)
- KS2 RWM
 - CIN 21%
 - Gap widened to LA 'all' (from 30% to 36%)
 - Gap widened to national 'all' (from 31% to 39%)
 - CP 35%
 - Gap closed to LA 'all' (from 31% to 21%)
 - Gap closed to national 'all' (from 32% to 24%)
- KS4
 - Achieving 9-5 in English and Maths
 - CIN 4%
 - Gap widened to LA 'all' (from 38% to 39%)
 - Gap widened to national 'all' (from 40% to 41%)
 - CP 6%
 - Gap widened to LA 'all' (from 35% to 38%)
 - Gap widened to national 'all' (from 37% to 40%)

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

- 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.
- 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.
- 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

- Pupil progress meetings highlight where individual children are underachieving. CLA are identified in these WVS progress meetings, following data collection and analysis. As a result, WVS Learning Advocates support, advise and challenge education settings where appropriate and commensurate with context. This regular tracking and monitoring of individual CLA throughout the academic year ensures that identified CYP are given the individualised support they need.
- Social Workers and carers work collaboratively, through the PEP process and subsequent additional education meetings, to identify and meet the needs of individual CLA by way of understanding the care plan and the education and pastoral needs of the CYP, and by reviewing progress and target setting for each CLA every term.
- Recovery Premium, School Led Tutoring funding and the Pupil Premium Plus Grant have enabled more CLA to receive high quality and targeted 1-1 tuition, small group support and mentoring (greater detail is provided in the Resources & Special Projects section of this report).

Progress against own targets and engagement in learning for ALL pupils, including SEND status – end of Summer 2023

	SS Support	EHCP	Total SEND	No. of chn in year group	% Making expected progress against own target	% Have a positive approach to learning
R	14	4	18	38	75%	69%
1	16	5	21	39	72%	69%
2	13	5	18	43	84%	63%
3	18	11	29	51	83%	78%
4	14	9	23	49	92%	81%
5	16	6	22	43	92%	87%
6	17	10	27	49	81%	83%
7	11	15	26	46	88%	81%
8	12	12	24	60	80%	78%
9	13	23	36	64	78%	76%
10	21	18	39	69	69%	70%
11	15	34	49	108	64%	61%

Progress by Key Stage:

Key Stage	No. of CYP in each Key Stage	% Making expected progress against own target	% Have a positive approach to learning
EYFS (YR)	38	75%	69%
KS1	82	66%	78%
KS2	192	82%	87%
KS3	170	78%	82%
KS4	177	65%	66%

Progress - Overall Totals:

No. of CYP	% Making expected progress against own target	% Have a positive approach to learning
659	74%	78%

Narrative

- There has been an increase of 17% in the number of YR–Y11 CLA from Autumn 2020-21 – Summer 2022-23 (increased from 532 to 659).

- In Summer 2022-23, all Key Stages are 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 year groups. This is alongside the biggest rise in cohort numbers within any phase, primarily within Y11, with an increase of 28 children within the cohort. (There has been an increase in number of pupils in all phases of education, but most significantly in KS4). The decline in progress against own targets and positive approaches to learning is a pattern reflected in previous years' data.
- With regard to trends over time, Y4-7 appear the strongest year groups in relation to positive approaches to learning. Most year groups appear stable in their measures of progress against own targets. Monitoring will continue to establish if this is cohort related or phase related (associated with stage within school career).
- 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 Meetings continue to highlight where individual children are underachieving and provide evidence for challenge and support to schools through the PEP meetings. This regular tracking and monitoring of individual CLA throughout the academic year ensures 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 Spring term and Summer term and was allocated through the PEP process.

Awards & Achievements

Dudley Youth Awards Winner



One of WVS' Halesowen College students received a [Dudley Youth Award](#) for overcoming the odds and succeeding in his studies.

The 17-year-old was nominated for his never-ending commitment to College, he came to Britain last Summer after a difficult journey to safety from his home country of Chad.

Since starting College he has been praised for his enthusiasm and work ethic and has 100% attendance. He won in the Contribution to School or Further Education category at the Dudley Youth Awards.

He has also been volunteering at St Richard's Hospice charity shop in Kidderminster since December 2022 and is really enjoying learning more about British culture.

The student, from Kidderminster, said: "I was delighted to be nominated for this award and to win was incredible. I definitely plan to continue my studies and do as well as I can in the future."

Young Active Citizen Awards Winner



A WVS student received a [Young Active Citizen Award](#) for 'throwing herself into supporting Cockshut Hill School and the wider community through planning events, fundraising and acting as a Wellbeing Peer Mentor.'

Launched by The West Midlands Lieutenancy in 2020, the Young Active Citizen Awards are open to young people across the West Midlands who show dedication and passion to help others. They acknowledge their outstanding contribution and celebrate the extraordinary

things that they do – from fundraising to mentoring, volunteering to organising special events.

Embracing the Commonwealth values of humanity, equality and diversity, this year's awards celebrated the impact that young people are having on the communities in which they live and how they are helping to improve the cultural life of the wider region.

Winners receive a signed certificate from the Lord Lieutenant for the West Midlands and a trip to the House of Lords for afternoon tea.

SEMH, Wellbeing & Personal Development

SEMH and wellbeing are rightly key priorities for educators, particularly following the significant impacts of the recent Covid-19 pandemic on CYP. These areas are particularly important for CYP supported by virtual schools due to the added challenges they have faced in life and may still be facing. In light of this, WVS is dedicated to supporting our CYP accordingly 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 followed up with targeted conversations between WVS Learning Advocates and WVS's SEMH lead, ensuring bespoke support is in place.

Baseline - Autumn 2022

- SSA:
 - cause for concern 14%
 - could be improved 22%
 - good 64%
- EYFS:
 - cause for concern 5%
 - could be improved 20%
 - good 75%

Spring 2022

- SSA:
 - cause for concern 13%
 - could be improved 29%
 - good 58%

- EYFS:
 - cause for concern 0%
 - could be improved 21%
 - good 79%

Summer 2023

- SSA:
 - cause for concern 15%
 - could be improved 28%
 - good 57%
- EYFS:
 - cause for concern 0%
 - could be improved 12%
 - good 88%

Summary:

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. The recent pandemic and financial crisis have impacted upon wellbeing and the trauma experienced by our CYP at all ages is highly significant and providing high quality training, support and interventions (particularly via our TIAAS programme) will always be one of the highest priorities for WVS’ work. SEMH and wellbeing data remain consistently better for our Early Years CYP compared to our statutory school-aged CYP. Indeed, whilst data for our SSA CYP has seen a slight decline, that for our EYFS CYP has seen an improvement.

WVS started collecting PEP Wellbeing data in 2022-23 and is also working with colleagues in Social Care triangulate this data with SDQ results to enable trends to be analysed over time. This triangulation also helps WCF as a whole, and particularly Anchor (the Emotional Health and Wellbeing Team for CLA), 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).

Educational Psychology commissioned by Worcestershire Virtual School

Core activities of the commissioned work between WVS and WCF EPS over the academic year 2022-2023 have included:

- Drop in consultation for schools:
 - A total of 40 drop-ins have been accessed. Confidence scores were captured, and consultee confidence increases at least by 2 points on a scale of 1 to 10 following the consultation. Out of 36 cases where pre and post attendance data was available, 19 showed improvement in their attendance (52.77%).

- Out of 36 cases, 7 showed consistency in attendance (19.44%), with the attendance being 100% for 6 cases, and 97% in one case.
- Training for VS advocates regarding ADHD and foetal alcohol syndrome:
 - Feedback for these two sessions was collected via questionnaire; 9 responses were received for the ADHD session and 7 were received for the Foetal Alcohol Syndrome session.
 - The average ratings, on a scale of 1 to 5 are outlined below:
 - The psychological input was clear and accessible = 4.31
 - The format of, and time allocated to, this training was fit for purpose = 4.75
 - The training has helped me to consider how the psychological theory could be applied to my own work = 4.43
 - I have an increased awareness and understanding of the psychological theories that could be applied to thinking about ADHD/Foetal alcohol syndrome = 4.56
 - The psychological input by the Educational Psychology Team helped me to think about the complexities of ADHD/ Foetal alcohol syndrome diagnosis = 4.75
 - I feel confident that I will be able to apply the psychological theory learned to make a positive difference = 4.43
- Training for all schools regarding managing change and solution focused approaches:
 - 19 delegates attended the Managing Change training and 17 attended the Solution Focused training. Of the 19 delegates attended Managing Change, 8 provided feedback:
 - The psychological input was clear and accessible = 4.88
 - The breakout room groups, and activity enabled me to share, and glean from other colleagues, best practice = 4.5
 - I have an increased awareness and understanding of the theory behind managing change and practical approaches = 4.5
 - The psychological input by the Educational Psychology Team has helped me to think about how we might use attachment and early trauma to inform our practice in managing change = 4.75.
 - The Solution Focused training was evaluated with pre and post reflections from participants about their knowledge; this demonstrated an average increase of 2.8 points on a scale of 1-10.
 - Key themes were:
 - All delegates indicated that the training improved their knowledge of what solution focused approaches are and why they can be beneficial.

- All delegates indicated that the training improved their knowledge of how to carry out solution focused activities.
 - Delegates indicated that, following the training, they were very likely to use solution focused activities in the future.
 - Delegates identified how they could use this in their work with CLA/PLAC in their direct work as well as within meetings and supporting the adults around them.
 - Delegates started to shift their thinking around moving towards positive thinking.
 - These two aspects to the training provided by the Educational Psychology team indicate that both school staff and WVS Learning Advocates have increased their knowledge in the specific areas.
- Systemic support to develop trauma informed pathway:
 - Throughout Spring and Summer Terms, EPS worked with WVS to gather information from schools to inform next steps in supporting schools accessing trauma informed training. None had completed the ARC Audit prior to the consultation; however, all were TiS trained and able to establish actions towards implementing a trauma informed approach in at least one area of their setting.
 - Feedback was provided at the end of each consultation, with the below themes emerging:
 - Liked the challenge and space to think, especially with “an outsider”.
 - Allowed ‘blue sky’ thinking, as well as actionable next steps.
 - Enabled reflection and “deeper” thinking, and solution focused thinking.
- Trial of support for out of county cases where exclusions have occurred:
 - One case was completed in Spring 2023. The case raised and discussed was felt to be of help to the consultees, however the timing of the meeting meant that things had moved on significantly for the better for the pupil concerned.

Trauma Informed & Attachment Aware Settings (TIAAS)

The DfE recently stated that all schools and education settings should understand and develop attachment and trauma aware practice. Worcestershire Virtual School is dedicated to ensuring that all education settings within Worcestershire are Trauma Informed and Attachment Aware Settings (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 West Midlands-wide programme to help settings develop their TIAA practice and to gain recognition for their TIAA work.

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 your Self Evaluation Forms (SEF).

WVS funded Worcestershire Education settings to have ARC membership for one year, This will enable schools to complete a comprehensive assessment to recognise their trauma and attachment aware practice and construct a clear development plan.

ARC membership is in place for 27/243 settings - 11% of maintained schools, 2 nursery settings, 1 Independent school and 1 Alternative provision.

To ensure Worcestershire-wide collaboration with regard to TIAAS practice, a network has been established and sustained termly hub meetings have been held to ensure peer support, sharing of good practice and continued professional development through areas of focus. These have included trauma recovery, tools for expression, and mentalisation: preventing intergenerational trauma.

Training

WVS recognise that the TIAAS path takes time, is rightly tailored to each setting and that different settings are at different stages in their journey and have different capacities to engage with our training offer. 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. This is now highly accessible for all settings and professionals within, depending upon their needs and circumstances. The training offer consists of 3 levels of training with varying commitment from 1.5 hours to the full 11 day diploma (see below).

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

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

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. 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.

In September 2022 44% of schools had a trained TIS practitioner. By the end of July 2023 this increased to 51%. A further cohort (cohort 8) of delegates is scheduled to commence in September 2023 and the next cohort will be identified for January 2024.

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

The Impact of the TIS Diploma:

Feedback from delegates included:

- 'This CPD has changed my life, both professionally and personally, and has really enabled me to understand why children and adults behave in certain ways and in response to trauma, as well as increased my knowledge around ways to support them. The course leaders were amazing and, although hard going at times both in terms of content and the evoking of personal responses, they all supported the delegates in such a wonderful way and enabled us all to be successful and to pass. I strongly believe that all staff working with children should undertake at least a small element of this training before they start working in schools and that this should be a mandatory module for teacher training!'
- 'An excellent course which has changed my practice and I am looking at ensuring this practice is across the school.'
- "When discussing with our Ofsted inspector, I mentioned the TiS training which had been funded by Virtual School and how this had made us look at our whole school systems too and not just for the CLA. It supported the way I wanted the school to move forward and I managed to change things such as overall behaviour policies because of it. It had a massive impact on us so thank you for funding this opportunity for us. During the Ofsted visit I think a lot of how we communicate with the children/adults/community was picked up."
- 'Being part of the whole school culture, with every member of staff on board, has enabled our success'.
- 'The biggest impact for my school has been the use of empathy maps and the feelings cards. We also now have vulnerable children receiving 7-minute check-ins.'

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

- **Protect:** Increasing safety cues, reducing expectations to match developmental capability, removing stress for a traumatised child and optimising social engagement.
Post Training: 100% of delegates reported increased confidence in using PACE (Play, Acceptance, Curiosity, Empathy [Hughes 2016]) when faced with challenging behaviours.
86% describe excellent knowledge in providing 'safety cues' for all children and not simply the absence of danger.
100% of delegates report that they understood how protective factors can prevent adverse childhood experiences from becoming mental and physical health problems.
- **Relate:** Affect atonement, Using PACE as a way of communicating, Access to Emotionally available adults, empathy, naming pain and containment.
Post Training: 86% of delegates reported excellent knowledge in understanding how to support children to move from blocked trust to trust (J Baylin / D Hughes 2017) and in the key relational skills required when communicating with troubled children.
100% understood the interactions that trigger social defensiveness and those that trigger social engagement and have a range of ways of conveying empathy, both directly and indirectly.
- **Regulate:** listening, finding words for feelings, mental state talk, sensory zones, engagement with nature and attachment play.
Post Training: 100% of delegates understood the importance and impact of active listening and what constitutes active listening and validating feelings as the first base of emotional and physiological regulation.
86% of delegates reported feeling confident in recognising when challenging behaviour is a 'trauma-trigger' and knowing what to do, understood the importance of relationships and could act as a 'co-regulator'.
- **Reflect:** Modelling psychological thinking, coherent narratives, use of arts/imagery/pets, problem solving, through exploring what went wrong, planning what to do next time and supporting restorative conversations.
Post Training: 100% of delegates understood how coherent narratives can help a CYP make sense of their lives and knew how to use sand play and other art forms to support CYP to symbolise their feelings.
86% felt confident supporting other adults in school with practical strategies to support CYP and understood and could apply mental state talk and affect labelling.

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



With support from WCF's Educational Psychology Service, 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

10 visits to schools with a Trauma Informed Practitioner were completed during 2022-23 (including a learning walk in each case). The headlines of effective practice identified have included:

- Consistency in language
- Relationships prioritised and opportunities for repair following rupture.
- Effective home-school relationships, parents voice heard and acted on.
- Senior leaders fully invested
- Alignment of behaviour and relationship policy
- Child's voice captured and used to inform decisions.
- ACES understood, recognised and school proactive in recognising appropriate support.

Early Years Specific SEMH Training & Support

Children with SEMH difficulties are being better supported as the early years SEMH offer has grown, with advice being sought from WCF's Education Psychology Service virtual drop-in sessions for 6 children, six week Relax Kids programmes being delivered to 3 settings and 3 schools, and the pilot of the KCA EY CLA Ambassador training (an Early Years trauma informed and attachment aware training programme) with 7 settings (14 practitioners).

Post 16 Specific SEMH Training & Support

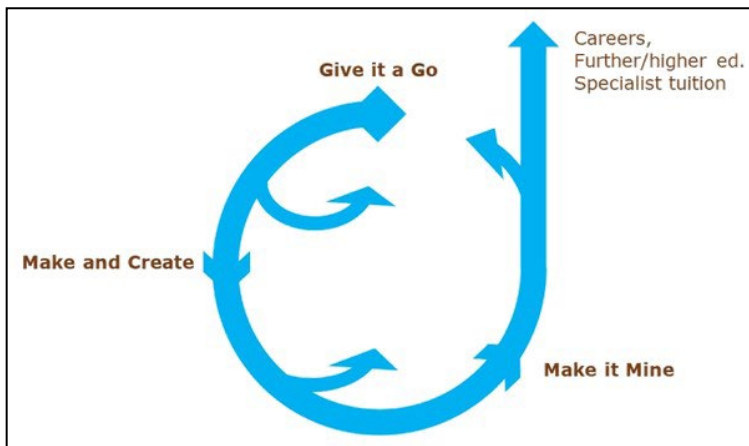
WVS recognise the importance of supporting the social, emotional and mental health and wellbeing of our young people. Post 16 PP+ Pilot funding was carefully targeted, using a Delivery Plan, to go above and beyond and provide bespoke support and training.

A key project in this area is WVS's collaboration with Heart of Worcestershire College, our main local FE provider. Following on from a first successful year in 2021-22, funding was agreed 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

Arts, Culture and Sports

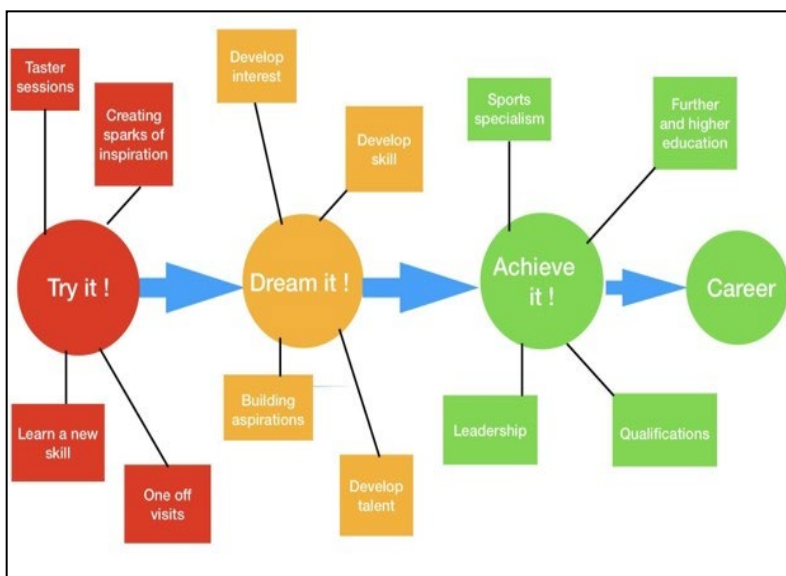
WMVS CIC Foundation's Artslink programme



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 2022-23

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 2022-23 the combined total of CLA participants in Sports, Arts & Culture events facilitated by Worcestershire Virtual school was 65 (11.5 % of the CLA cohort). An additional 4 children previously looked after also participated.

Autumn Term

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 Cinderella. We encouraged the children to use an art form to express 'good conquers evil'. We received 12 creative entries: including photography, drawing, and painting. All the children's work was displayed in the theatre foyer and two lucky winners were selected and given family tickets to enjoy the pantomime.





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 total of 35 books were enjoyed and shared with us and we were able to celebrate 7 enthusiastic readers, who were all primary school aged.

Worcester Wolves: We invited young people aged 12-16 years to visit Worcester Wolves stadium through the 'Watch and play' Scheme. This opportunity allowed our CLA and PLAC to participate in a basketball coaching session and to watch live basketball in the British Basketball League: Worcester Wolves vs East London Phoenix. 6 CYP attended. 100% scored the event 5/5 (scale 1 low - 5 high), 100% said they would participate in future events and comments included: "This was the best day ever" and "Thanks for the opportunity".





Introduction to Gel Nails and Nail Art: We provided a 3-hour nail workshop to young people aged between 14 and 18 years. This was facilitated by a successful local businesswoman. The workshop included learning how to apply nail polish, aftercare, removal and how to create nail art and jewels. It also provided the young people with a question and answer session to discuss career options in the beauty industry, exploring how to set up your own business, including how to use social media to promote your skills. Each student was also given a gel manicure kit to take home, including a UV lamp. 8 young people attended and 100% agreed that they had enjoyed the session and learnt a new skill.



Summer term

Wicketz Cricket sessions: An 8-week commitment to development of cricket skills, run by Worcester County Cricket Club. 6 CLA and 3 PLAC attended on a weekly basis. As well as developing their cricket skills, participants improved their team work skills, social skills and sportsmanship.

Stourport Swifts: On the 22nd April we offered family tickets to support a local football team in the Midland Football league. The event was a great success. 5 young people

attended alongside their key adults (foster carers / care workers / social workers). One young person travel over 2 hours to attend this event. All young people were offered and happily accepted the opportunity to be match mascots, escorting the players onto the pitch for the final game of the season. They participated in a half-time penalty shoot-out and cheered the Swifts onto their victory of 4-2 against Atherstone Town.

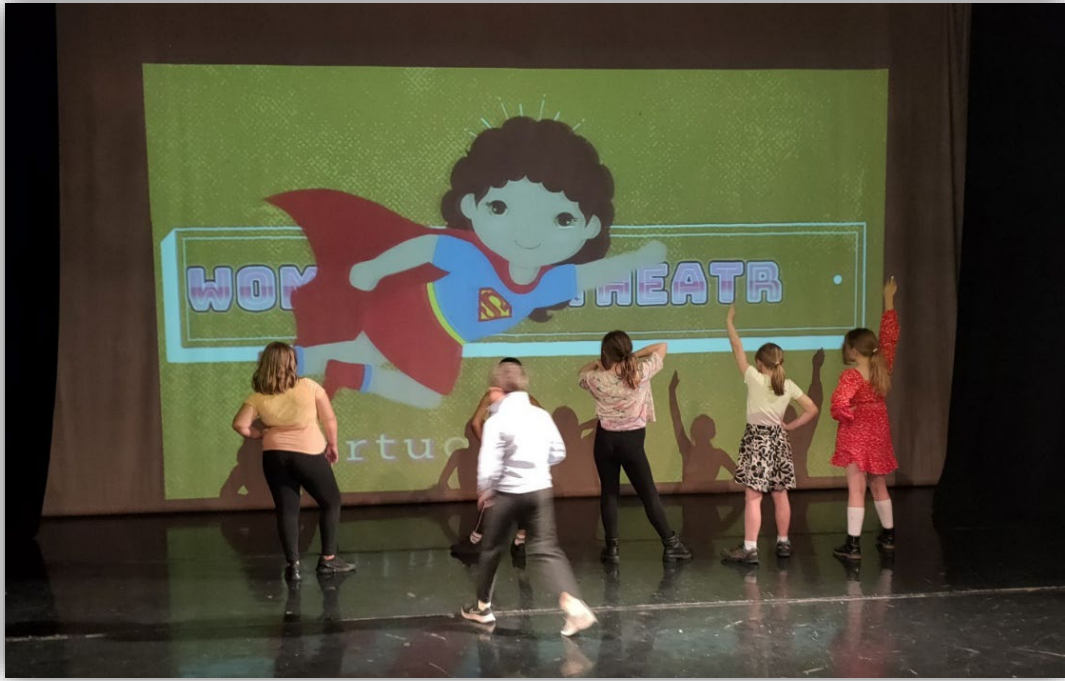


Prosthetics Workshop: In May 2023 we offered young people in Year 7 and above the opportunity to learn how to create prosthetics and television/film make up from an industry leading professional, who has worked on productions including The Crown, Horrible Histories, Nativity 2 and the Imitation Game.

The workshop was run in collaboration with Herefordshire Virtual school. 9 young people attended. 8 respondents scored the day a 5/5 (5 = highest) and 1 scored the day as a 4. When recording what they enjoyed most about the workshop responses included: making new friends and having the opportunity to practice make-up.



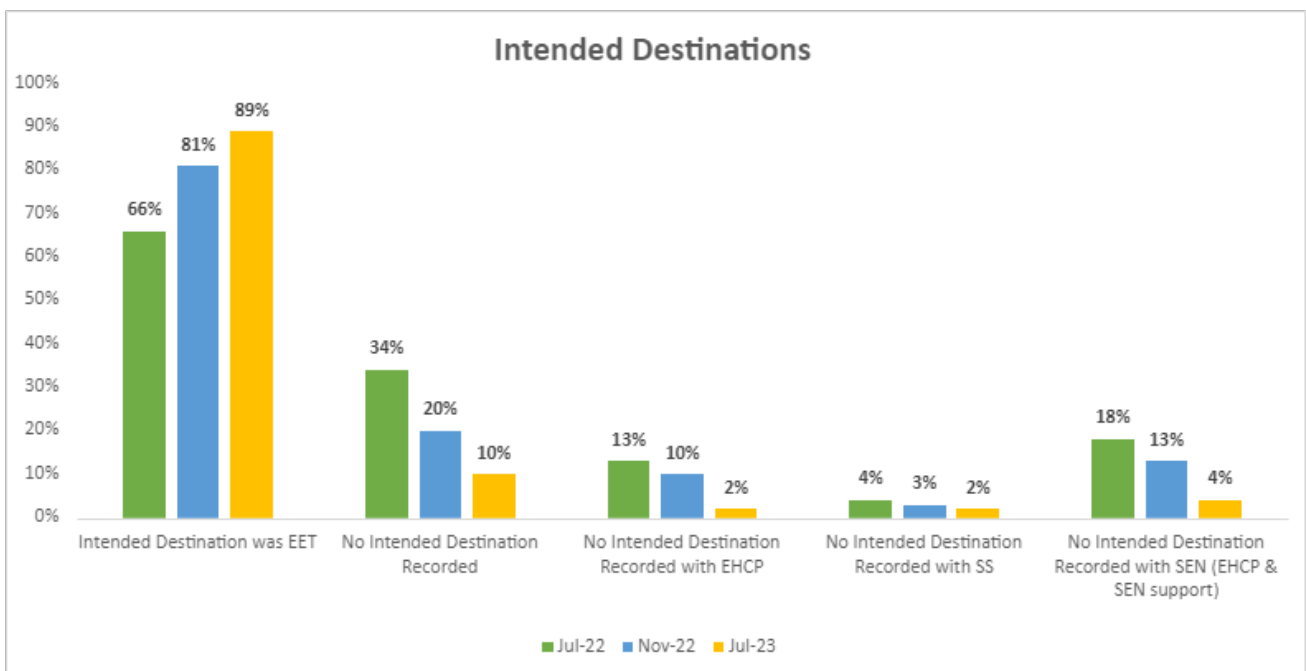
Women & Theatre: 8 young people attended over a 3-day session combining dance and drama to create a final performance which they then performed to a live audience. All of the young people actively participated, explaining that they felt able to be themselves and take part without judgement as the sessions provided a safe and fun place for expression. The young people particularly enjoyed showcasing their work. A live audience created a great sense of purpose, and the young people demonstrated increased confidence in their wonderful final performance.





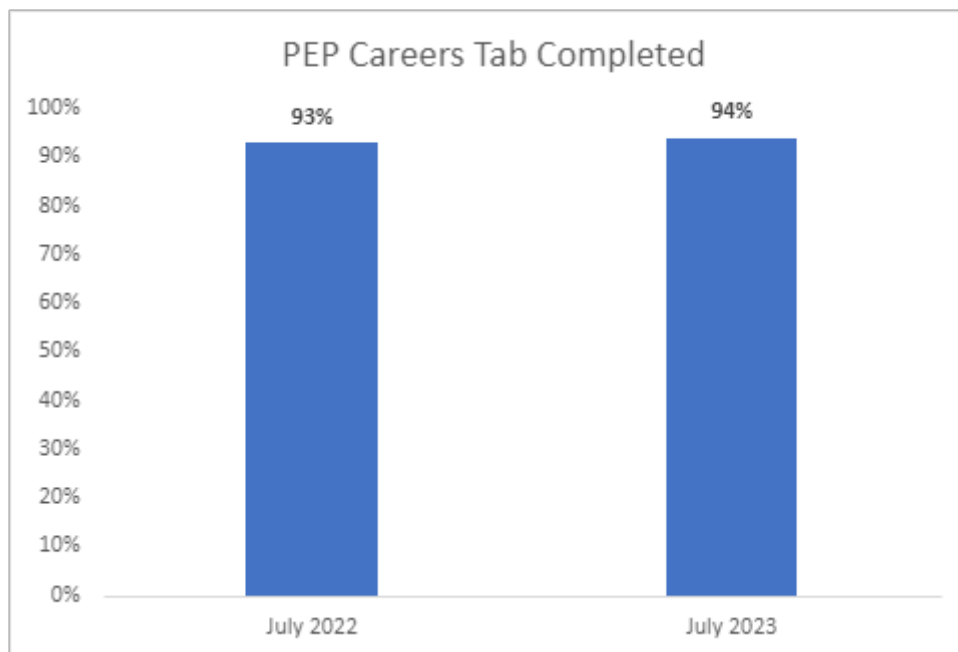
CEIAG & NEET

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



Data Source – WVS report 'CEIAG Data' (CL-G) (linked in CEIAG & NEET A3 Plan)

Transition to EET at Post 16 data demonstrates improvements across the intended destinations measures. In particular, there was an improvement of 33% in the proportion of Year 11 pupils who had identified an intended EET destination (2021-22 = 66%, 2022-23 = 89%).



Data Source – WVS report 'CEIAG Data' (CL-G) (linked in CEIAG & NEET A3 Plan)

The careers section now included within WVS's PEP helps to ensure that schools carry out their duties with regard to CEIAG. Completion of the careers section remains high, at 94%, with a slight increase from 2021-22 (93%).

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

In 2021-22 WVS collaborated with the Careers and Enterprise Team to train statutory school age Learning Advocates in CEIAG requirements in Years 7-11. A series of questions was devised by Post 16 Learning Advocates which were added to the SSA PEP. Data shows that at the end of 2022-23 this has resulted in an increase in the number of young people who have engaged with a CEIAG interview.

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

Over the academic year 2022-23, WVS supported 296 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
Total CLA receiving Personal Progress Plan (Post-16 PEP) Each Term	100%	100%	100%
New into 29/09/2023 - WVS doc: 'CME and Less than 25 hrs LIVE' Care	53	35	88
No of CLA in Education	72% (101)	50% (6)	70% (107)
No of CLA in Employment	6% (9)	17% (2)	7% (11)
No of CLA in Training	2% (3)	0	2% (3)
No of CLA NEET	18% (25)	33% (4)	19% (29)
No of CLA in Apprenticeships	2% (3)	0	2% (3)

WVS's 2022-23 NEET Targets were as follows:

- Reduce NEET from 25% to 23%
 - Outcome: Exceeded target - July NEET = 19%
- Reduce NEET for those with an EHCP from 41% to 35%
 - Outcome: Exceeded target - July NEET = 27%

WVS's Post 16 NEET team worked 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.

NEET data is impacted by 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. Finally, there is a need for increased ESOL provision in county. WVS are working with the Careers and Enterprise Team and Young Adult Learning Team to explore options to address this for 2023-24.

Headline 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. 94% completion rate by schools at end of 2022-23. 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 the autumn term 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 6 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). Post 18 provision monitoring continues to be robust. The current post 16 Virtual School team is still able to attend termly meetings for all Post 16 students below the age of 18 to monitor and track progress to reduce a working caseload.
- Ensured that SSA young people received effective and appropriate CEIAG in line with Gatsby Benchmarks - used WC reports to evidence that information was being completed and 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.
- Power Up! Mentoring scheme (with Spellar Metcalfe) implemented to support Post 16 CLA in increasing aspiration and achieving these aspirations. 12 young people benefited from a 1:1 mentor from Spellar Metcalfe to raise aspirations and focus on accessing a specific industry.
- 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. We will analyse this data for future actions and share with Virtual School head and WCF senior managers to shape future plans.

Attendance

Regular attendance is extremely important for all pupils. For CYP with a social worker, regular attendance is also an important protective factor and provides a key opportunity for needs to be identified and supported. 'Absence for pupils with a social worker, however, has been historically higher, with a quarter of children who have ever needed a social worker persistently absent compared to less than 10% of those who had never been in need.' ('Working Together to Improve Attendance', DfE, May 2022).

WVS uses Welfare Call to monitor attendance. Welfare Call provide a secure online platform for ePEPs, data collection and analysis. Weekly reports from Welfare Call provide

attendance data. Ongoing analysis of attendance data has enabled WVS to identify any areas for targeted support and emerging patterns of poor attendance. During the year persistent and severe absence, pupils with an EHCP, attendance between 90% and 93% and unauthorised absence have been key areas of focus.

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.

In the next academic year (2023-24) WVS will continue with a focus on improving attendance, following the sustained impact of Covid on attendance for all pupils. In order to intensify WVS's attendance activity, Autumn Term 2023-24 will see the employment of dedicated Education Engagement Officers (EEOs).

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 (as this constitutes as educational neglect). Baseline data in October 2022 showed that educational targets of any kind were only found in 5% of CIN/CP Plans. Therefore, extensive training and communication was delivered to Social Care and complex CIN and Core Group meetings were attended by the Educational Adviser for Children with a Social Worker to ensure that SMART educational targets are included, where relevant, in CIN & CP Plans. Following this intervention, a review in August 2023 found that 100% (previously 5%) of CIN/CP Plans which required an attendance target had one. WVS's next step is to ensure that these targets are SMART and stretching, with a focus on multi-agency intervention to engage the CYP with education, employment or training.

- **CLA**

Attendance Worcs SSA CLA	2021/22 CLA IC & OOC (Welfare Call Data)	<i>2021/22 Welfare Call comparator (99 Local Authorities in England)</i>	2022/23 CLA IC & OOC (Welfare Call Data)	<i>2022/23 Welfare Call comparator (99 Local Authorities in England)</i>
CLA Attendance	89.4%	89%	89.5%	88.36%
CLA pupils with an EHCP	83.4%	86%	84.1%	/
Worcs ALL Attendance	91.9%	/	91.7%	/

- **CP**

Attendance Worcs SSA CP	2020/21 WCF Data	2021/22 WCF Data	2022/23 WCF Data
CP Attendance	80.4%	80.2%	78.0%
CP pupils with an EHCP	/	73.9%	77.5%
Worcs ALL Attendance	95.4%	91.9%	91.7%

- **CIN**

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

Summary - Attendance

- For the academic year 2022-23:
 - CLA attendance (In County & Out of County) improved by 0.1% compared to 2021-22 (from 89.4% to 89.5%). This is above the Welfare Call national comparator (88.4%).
 - CP attendance reduced by 2.2% compared to 2021-22 (from 80.2% to 78.0%)
 - CIN attendance reduced by 1.1% compared to 2021-22 (from 77.7% to 76.6%).
- For context, attendance for *all* Worcestershire children reduced from 91.9% to 91.7%. However, this remains higher than for Worcestershire's CIN (by 15.1%), CP (by 13.7%) and CLA (by 2.3%). 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 2022-23, CLA attendance was highest (89.5%), followed by CP (78.0%) and CIN (76.6%). 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 85.3%. Attendance for CLA with an EHCP improved by 0.7% from 2021-22 (from 83.4% to 84.1%). Attendance for CP with an EHCP improved by 3.6% from 2021-22 (from 73.9% to 77.5%). Attendance for CIN with an EHCP reduced by 1.0% from 2021-22 (from 73.2% to 71.2%). 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

- **CLA**

Persistent Absence >50% and <90% sessions Worcs SSA CLA	2021/22 CLA IC & OOC (Welfare Call Data)	2021/22 Welfare Call comparator (99 Local Authorities in England)	2022/23 CLA IC & OOC (Welfare Call Data)
Persistent Absence (>50% and <90%) Worcs CLA	19.4% (109/562)	29.7%	19.3% (120/621)
Persistent Absence – Worcs ALL	26.9%	n/a	22.0%

- **CP**

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

- **CIN**

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

Summary – Persistent Absence

- For the academic year 2022-23:
 - CLA persistent absence (In County & Out of County) improved by 0.1% compared to 2021-22 (from 19.4% to 19.3%)
 - CP persistent absence significantly improved (by 5.4%) compared to 2021-22 (from 49.2% to 43.8%)
 - CIN persistent absence improved (by 0.7%) from 2021-22 (from 41.8% to 41.1%)
- For context, persistent absence for *all* Worcestershire children reduced by 4.9%, from 26.9% to 22.0%. Persistent absence is thus significantly higher for Worcestershire's CIN (by 19.1%), CP (by 21.8%). However, persistent absence for CLA is better than 'all' (by 2.7%). 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 2022-23, CP persistent absence was highest (43.8%), followed by CIN (41.1%) and CLA (19.3%). This is indicative of additional protective factors provided by escalating through from CIN/CP to CLA.

Severe Absence

- **CLA**

Severe Absence <50% sessions Worcs SSA CLA	2021/22 CLA IC & OOC (Welfare Call Data)	2022/23 CLA IC & OOC (Welfare Call Data)
Severe Absence (<50% sessions) – Worcs CLA	7.7% (43/562)	7.4% (46/621)
Severe Absence – Worcs ALL	1.9%	2.2%

- **CP**

Severe Absence <50% sessions Worcs SSA CP	2021/22 WCF Data	2022/23 WCF Data
Severe Absence (<50% sessions) – Worcs CP	11.8% (46/390)	18.3% (63/345)
Severe Absence (<50% sessions) - Worcs ALL	1.9%	2.2%

- **CIN**

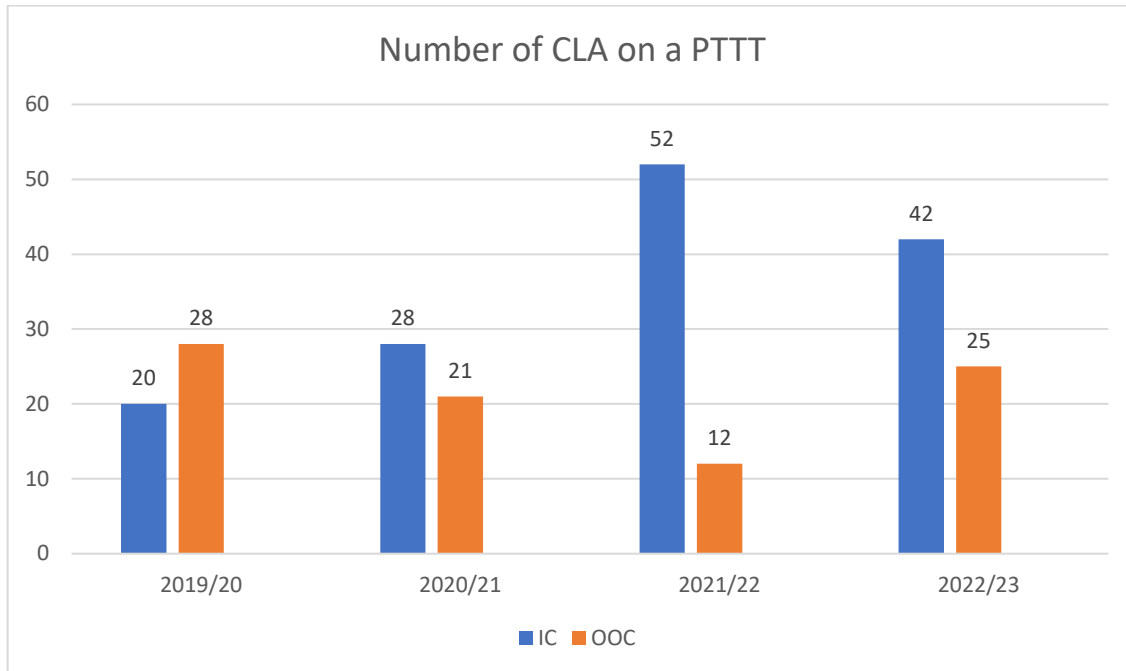
Severe Absence <50% sessions Worcs SSA CIN	2021/22 WCF Data	2022/23 WCF Data
Severe Absence (<50% sessions) – Worcs CIN	16.6% (93/560)	18.3% (107/586)
Severe Absence (<50% sessions) - Worcs ALL	1.9%	2.2%

Summary – Severe Absence

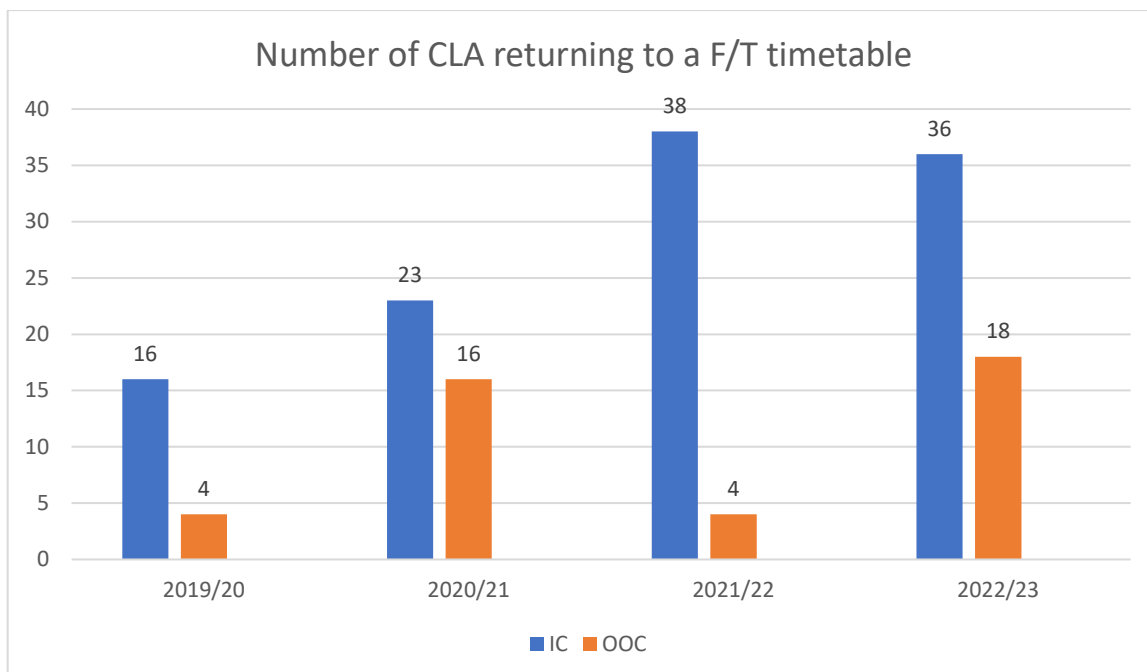
- For the academic year 2022-23:
 - CLA severe absence (In County & Out of County) improved by 0.3% compared to 2021-22 (from 7.7% to 7.4%)
 - CP severe absence increased (by 6.5%) compared to 2021-22 (from 11.8% to 18.3%)
 - CIN severe absence increased (by 1.7%) compared to 2021-22 (from 16.6% to 18.3%)
- For context, severe absence for *all* Worcestershire children increased by 0.3%, from 1.9% to 2.2%. Severe absence is thus significantly higher than *all* for Worcestershire’s CIN (by 16.1%), CP (by 16.1%) and CLA (by 5.2%). 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 2022-23, CIN & CP severe absence were equal highest (18.3%), followed by CLA (7.4%). This is indicative of additional protective factors provided by escalating through from CIN/to 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'.



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, parents/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 of this will be needed. Part-time timetables are only 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. Also consider whether a referral to the Medical Education Team is more appropriate. For CYP who cannot attend school, the VHT 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 remained at a similar level in 2022/23 to that of 2021/22, although there was a reduction in the number used within county compared to the number of CLA out of county. There was an increase in the number of CYP who were successfully returned to full time education. In 2021/22 63.6% of CLA on a PTTT returned to F/T provision whilst in 2022/23 80.6% of CLA on a PTTT returned to F/T provision.

Exclusions & Suspensions

Overview

CLA:

Nationally, CLA are 5 times more likely to be suspended than their peers whilst Children in Need are about three and a half times more likely to be suspended than their peers. National data shows that both exclusions and suspensions have been significantly higher for CLA, CIN & CP than for 'all' every year since at least 2015/16 (the year the national data tracking graphs started).

Academic year 2021-22:

- 0.49% of the Worcs CLA cohort were excluded (3 exclusions), compared with 0.17% excluded in the Worcs ALL cohort.
- 10.80% of the Worcs CLA cohort had at least 1 suspension (67 suspensions), compared with 2.84% for the Worcs ALL cohort.

Data source: MS Exclusions and Suspensions Trend since 2018.19 CLA CPP CIN incl full year 2022-23 051023

Academic year 2022-23:

- 0.15% of the Worcs CLA cohort were excluded (1 exclusion), compared with 0.19% permanently excluded in the Worcs ALL cohort.
- 11.03% of the Worcs CLA cohort had at least 1 suspension (75 suspensions), compared with 3.13% for the Worcs ALL cohort.

Data source: MS Exclusions and Suspensions Trend since 2018.19 CLA CPP CIN incl full year 2022-23 051023

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. For CLA, schools must now communicate suspensions or risk of 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 early intervention and, even in cases where this was not successful, 6 out of 7 exclusions were rescinded/prevented after being issued by schools. The single exclusion which occurred for CLA was as a result of no communication from school.

Whilst exclusions and suspensions for CLA are not yet in line with or better than 'all' pupils, Worcestershire's CLA data trend is positive in that exclusions have reduced from 3 to 1 and suspensions remain level and in line with the suspension trend for 'all'. This is due to tireless work of our team, our strong partnerships and our broader strategic work, such as the Trauma Informed & Attachment Aware Schools (TIAAS) programme.

CIN/CP:

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, 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%) 'Like for like' comparisons with previous academic years prior to 2021-22 (i.e. for CIN/CP exclusions) are not possible due to significant periods of school closure and disruption due to Covid. Therefore, the below data outlines suspensions and exclusions over the academic year 2021-22 and the academic year 2022-23.

Academic year 2021-22:

- Exclusions
 - 1.11% of the Worcs CIN cohort were excluded (6 exclusions), compared with 0.17% excluded in the Worcs ALL cohort.
 - 1.36% of the Worcs CP cohort were excluded (5 exclusions), compared with 0.17% excluded in the Worcs ALL cohort.
- Suspensions
 - 18.08% of the Worcs CIN cohort had at least 1 suspension (98 CYP), compared with 2.84% for the Worcs ALL cohort.

- 15.26% of the Worcs CP cohort had at least 1 suspension (56 CYP), compared with 2.84% for the Worcs ALL cohort.

Data source: MS Exclusions and Suspensions Trend since 2018.19 CLA CPP CIN incl full year 2022-23 051023

Academic year 2022-23:

- Exclusions
 - 2.70% of the Worcs CIN cohort were excluded (16 exclusions), compared with 0.19% excluded in the Worcs ALL cohort.
 - 3.35% of the Worcs CP cohort were excluded (12 exclusions), compared with 0.19% excluded in the Worcs ALL cohort.
- Suspensions
 - 20.74% of the Worcs CIN cohort had at least 1 suspension (123 CYP), compared with 3.13% for the Worcs ALL cohort.
 - 20.11% of the Worcs CP cohort had at least 1 suspension (72 CYP), compared with 3.13% for the Worcs ALL cohort.

Data source: MS Exclusions and Suspensions Trend since 2018.19 CLA CPP CIN incl full year 2022-23 051023

Exclusions for CIN & CP have risen from 2021-22 to 2022-23 (CIN 6 to 16 [1.1% to 2.7%], CP 5 to 12 [1.36% to 3.35%]), despite the concerted efforts of WVS and our partners. However, the number of exclusions avoided or rescinded has also risen and this is representative of a general increase in exclusions, nationally and locally (Worcs 'all' exclusions rose from 146 to 161). The number of CIN & CP who received at least one suspension has also risen slightly (CIN 18.08% to 20.74%, CP 15.26% to 20.11%), again in line with the local increased trend for 'all'.

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 & Suspensions – Summary

Combining the CIN, CPP and CLA cohort as a vulnerable group, academic year exclusions have decreased 26%, from 39 in 2021/22, to 29 in 2022/23. This is due to tireless work of our team, our strong partnerships and our broader strategic work, such as the Trauma Informed & Attachment Aware Schools (TIAAS) programme.

It is worth noting that there was an increase in exclusions for 'ALL' Worcestershire children (2021-22 = 146, 2022-23 = 161). The national trend of exclusions is also upward, which has been linked to the SEMH effects of the pandemic.

Whilst exclusions and suspensions for CLA are not yet in line with or better than 'all' pupils, Worcestershire's CLA data trend is positive in that exclusions have reduced from 3 to 1 and suspensions remain level and in line with the suspension trend for 'all'.

Exclusions and suspensions for CIN & CP, like those for Worcs 'all', have risen from 2021-22 to 2022-23, despite the concerted efforts of WVS and our partners.

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:

- Additional funding is in place to support learners where there are identified gaps in learning, through Recovery funding and through the National Tutoring Programme.
- 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 free of charge to all schools.
- 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 will see pilot schools receiving fully funded intensive intervention from the RADY Team (Challenging Education)..
- Extensive early advice and guidance to schools with repeat suspensions to avoid permanent exclusions.
- Involved in the RSA Preventing School Exclusions project which has an action plan being applied for system change across all schools.
- Half-termly meeting with WCF Education Safeguarding Lead to ensure repeat suspension schools are highlighted for contact and intervention.
- CIN/CP cohort - schools with repeat suspensions identified for advice and guidance.
- Partnership with Education Engagement Inclusion Team to ensure that suspensions/exclusions for CIN/CP cohort are prioritised.
- Advice/support offered to social care on the new DfE Suspension/Exclusion guidance. FAQs in development.
- Complex CIN and Core Group meetings attended 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 consciously 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 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.

Worcestershire Virtual School News

WVS News (our DT newsletter) provides support and signposts services and resources to help DTs better support our CYP. It is distributed every term to all DTs, in and out of county, supporting our CLA from Early Years to Post 16.

WVS News is distributed every three weeks. Articles have included:

- TIAAS
- Educational Psychology referrals
- Green Fingers and Open day
- Thinking Differently for Disadvantaged Learners
- Stranger Danger
- DfE- Early Years Child Development
- Psychology in Action workshop

This resource receives positive feedback from DTs:

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

Designated Teacher Guidance & Support

Termly ‘Guidance & Support’ sessions have been held virtually and continue to be well attended, with much improved attendance over 2022-23. 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

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:

- LiquidLogic Demonstration (to aid DTs with transition to new EPEP system).
- Reviewing Targets

- Thinking Differently for Disadvantaged Learners
- CWSW Role
- Quality Assurance Audit and RAG ratings
- CME Protocol

During sessions, WVS has continued to reiterate the importance of completing the ePEP document in advance of the meeting and the value of well thought out, SMART targets and interventions. New areas of the ePEP have been explained and expectations shared. As a result, PEP quality has improved.

Within the statutory guidance on DT's roles and responsibilities 'The designated teacher for looked after and previously looked-after children' (February 2018), it is identified that 'governing bodies should, through the designated teacher, hold the school to account on how it supports its looked-after and previously looked-after children (including how the PP+ is used) and their level of progress. In some schools, DTs do this by providing the governing body with a regular report', although it is recognised that not all schools will be supporting children within these cohorts. WVS has received a number of requests for guidance on what should be contained within these reports, and by providing training and sharing a reporting template, WVS has been able to raise the profile of these vulnerable cohorts amongst senior leaders and governing bodies. Senior leaders are then in a position to influence the direction a school is taking, and to positively impact on the approaches and support that CLA receive.

1:1 training for new-to-role DTs continues to be effective, as it allows DTs to ask specific questions regarding their setting and request guidance on unfamiliar areas. This recognises that the needs of CYP are varied and unique to the individual. 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)



On 17th July 2023 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 in order to achieve the best outcomes for our CYP. Learning Advocates attend all termly PEPs, as well as regular communication with partners and stakeholders (including Ofsted, WCF's School Improvement Team and Education Engagement Teams, Social Care and Health) 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.

Social Care

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

WVS has continued to offer training for all new social workers within the Through Care Team, Safeguarding Team, Outreach Team and Independent Reviewing Officers (IROs). Feedback has been positive and has enabled Social Workers to become familiar with WVS policies and protocols and to have a key contact within WVS. WVS additionally meet with team managers and group managers on a termly basis to discuss ways 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.

The Through Care Group Manager has attended team meetings with WVS, a collaboration which continues to facilitate dialogue with Learning Advocates and improve partnership working. Additionally, "Virtual School & Through Care Catch up" sessions were arranged 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.

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

As a result of the training, support and challenge WVS provides to Social Care colleagues, they are now independently contacting WVS Learning Advocates about cases to update and to support each other in case progression, enabling all professionals to work together in 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.

Carers

WVS's Carer 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. WVS is continually searching for the best ways to engage carers with the newsletter, in line with Data Protection rules.

Foster Carer Guidance & Support sessions take place once a term. Whilst attendance isn't as high as desired, those who attend speak very positively about the sessions (example feedback below). WVS has discussed the SEND and EHCP process, school admissions and supporting your Post 16 CLA. Carers have been able to ask specific questions regarding their own situation and receive bespoke guidance and support. WVS is working with carers to improve engagement through ensuring sessions are purposeful and relevant.

Do you have any other comments about the training?

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

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.). The content is also linked to via other WCF webpages such as inclusion.

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 WCF 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 sustained ever since.

PEP RAG Ratings

Quality Assurance

In January 2023 Worcestershire Virtual School 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 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.

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)

Social Care sections of the PEP will be formally RAG rated in the next phase of the roll out (Autumn Term 2023-24). However, even the initial phase of RAG rating has improved Social Care input as it has provided a more robust deadline for social workers to complete their section of the document. Initial, informal RAG rating of the Social Care sections of the PEP in the Summer Term are as follows:

- Green 73.7%
- Amber 12.5%
- Red 13.7%

This informal RAG rating is based upon PEP QA feedback to social workers, using the following criteria:

- Red: PEP 'force completed' for social worker as they did not complete their section of the PEP.
- Amber: additional information required.
- Green: No improvements / additional information requested.

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 children/young people 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%*

*: removal of Advanced Social Worker who oversee long term home placements

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

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	68%
WVS retains for central strategic priorities	£760	32%
TOTAL per year per child	£2,410	

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 and strategic decisions are made about interventions which will have the greatest impact on educational outcomes for children in the care of Worcestershire Local Authority.

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 (£169,616.00)

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 Pupil 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 2022 to 2023 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)

2022-23 is the third 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.

DfE funding for the extension of the Virtual School Head role to the cohort of children with a social worker (£128,549 DfE funding for 2022-23)

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.'
 - 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 2022-23)

- WVS were successful with a DfE bid for Pupil Premium Plus Post 16 pilot in summer 2021. The pilot was been extended through 2022-23 and will continue through 2023-24. 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 and CYP 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.

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 - Thinking Differently for Disadvantaged Learners (TDFDL)
 - Fund access to TDFDL for all schools in Worcestershire - a high quality online training resource targeted specifically at improving the academic attainment of the most vulnerable learners.
 - Provide support and guidance to staff in schools on the best use of TDFDL.
 - Train WVS staff in TDFDL to equip them to support and challenge schools in their academic expectations for the most vulnerable youngsters and to know how to direct schools to get best use of TDFDL.
 - WVS ensure that RADY principles are woven through all aspects of VS work including CIN, CP Plans and PEPs and training for associated groups (such as governors and social workers).
- Phase 2 – Bespoke, intensive RADY Support
 - Funding for selected schools to fully embed RADY principles as a ‘golden thread’.
- End of academic year 2022-23 update:
 - 14th Feb 2023 - Project launched and TDFDL logins sent to all schools.
 - 42 schools signed up to TDFDL.
 - 3 Finding Out Sessions held by Challenging Education (28 schools signed up to these).
 - TDFDL launched to all Virtual School staff to enable them to promote the resource (31/03/23).
 - Rationale established for identifying schools for Phase 2 (bespoke, intensive RADY support)

TIAAS (Trauma Informed & Attachment Aware Settings - ARC Pathway) (WVS's SEMH & Wellbeing strand)

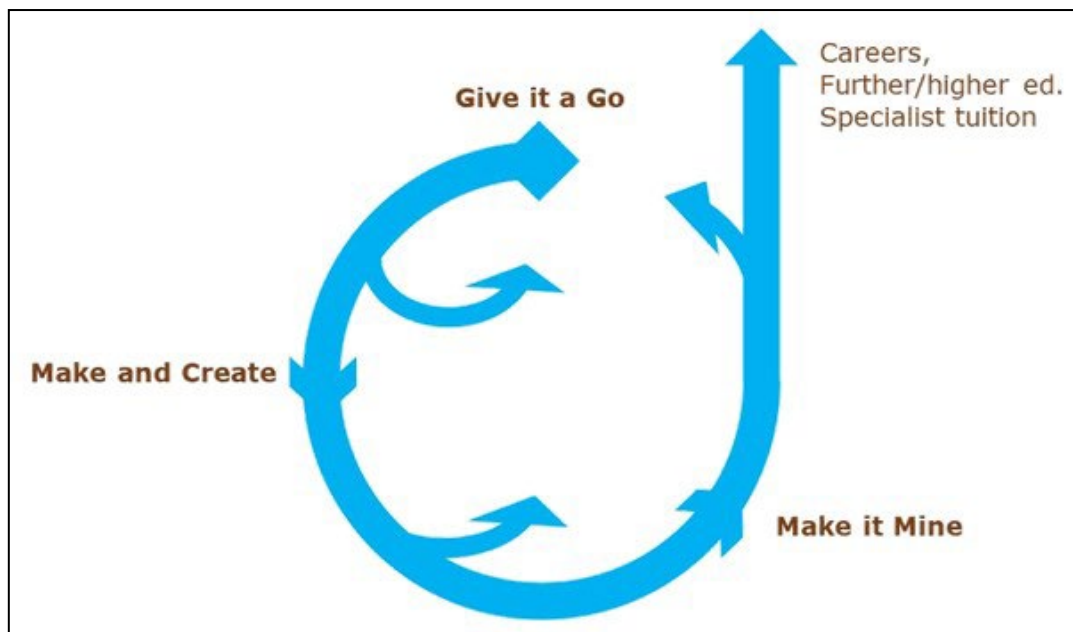
- *See also TIAAS information in the SEMH, Wellbeing & Personal Development section above.*
- Aim: To make every setting a Trauma Informed and Attachment Aware Setting:
 - The TIAAS framework is a means of measuring and improving schools'/settings' ability to provide a TIAA education, of particular benefit 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.
 - 6 months after TIS training, senior leaders complete a self-assessment of whole school practice:
 - 89% reported an increased culture of warmth and social engagement in their school which resulted in Children/ young people feeling psychologically safe.
 - 89% stated that Children/young people have an increased love of learning and desire to explore the world around them.
 - 89% shared an increased holistic understanding of the child/young person they work with; this has improved children/young person's self-worth that goes beyond academic assessments.
 - 89% of schools reported feeling more confident in using evidence-based interventions and seeing toxic stress level reduce in vulnerable learners as a result.
 - 100% of settings recognised an increase in approaches such as reflective conversations, so that young people are supported to talk through and make sense of major painful life events.
 - TIS delegate feedback included:
 - "We have created a more supportive, safe environment."
 - "It's given us way of supporting and understanding our children... preventing exclusion."
 - "I have seen the impact on the wider family...more open and honest with school."
 - "We had a pupil attending 1 hour per day and is now attending full time, a huge factor being that every teacher has been PACE trained."
 - "Our children want to come to school more."
 - "Children are more settled, self -regulating and aware of their 'big feelings'."
 - "Cemented what were doing as a school and increased our personal toolkits."
 - TIAAS tiered menu of training launched 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.
 - ARC membership in place for 27/243 settings, 11% of maintained schools, 2 nursery settings, 1 Independent school, 1 Alternative provision
 - 51% of all Worcestershire schools have completed the TIS (UK) Diploma with whole school implementation (as at July 2023), with a further cohort commencing in September 2023 and a further cohort to be identified for January 2024.
 - 10 TIS learning walks conducted academic year 2022-2023. Key Headlines:
 - *"When discussing with our Ofsted inspector, I mentioned the TiS training which had been funded by*

Virtual School and how this had made us look at our whole school systems too and not just for the CLA. It supported the way I wanted the school to move forward and I managed to change things such as overall behaviour polices because of it. It had a massive impact on us so thank you for funding this opportunity for us. During the Ofsted visit I think a lot of how we communicate with the children/adults/community was picked up.”

- *‘Being part of the whole school culture, with every member of staff on board, has enabled our success’*

WMVS CIC Foundation’s Artslink programme

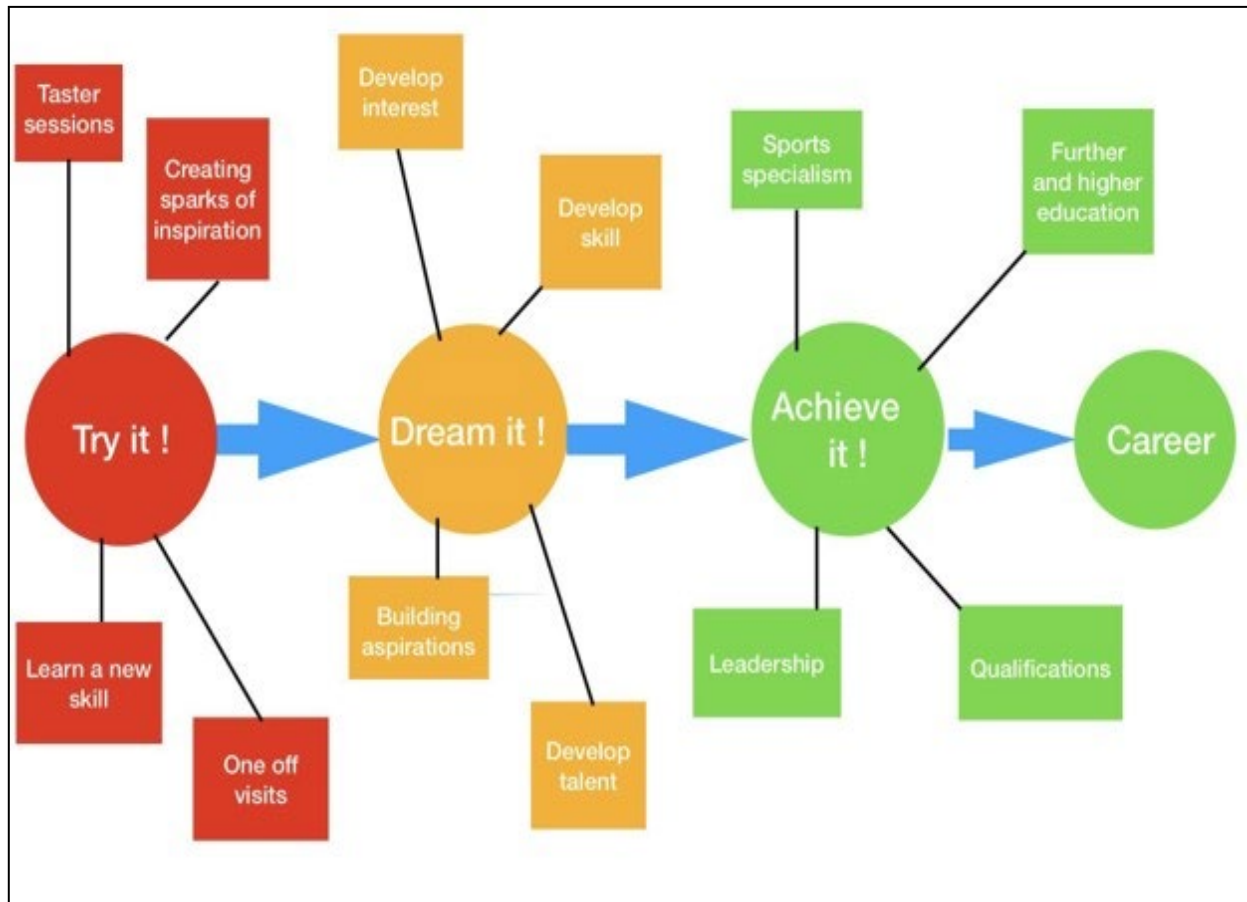


WVS are an active member of the Artslink network - a programme by the West Midlands Virtual Schools Children in Care Foundation, supported by Arts Connect through their Partnership Investment Programme.

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.

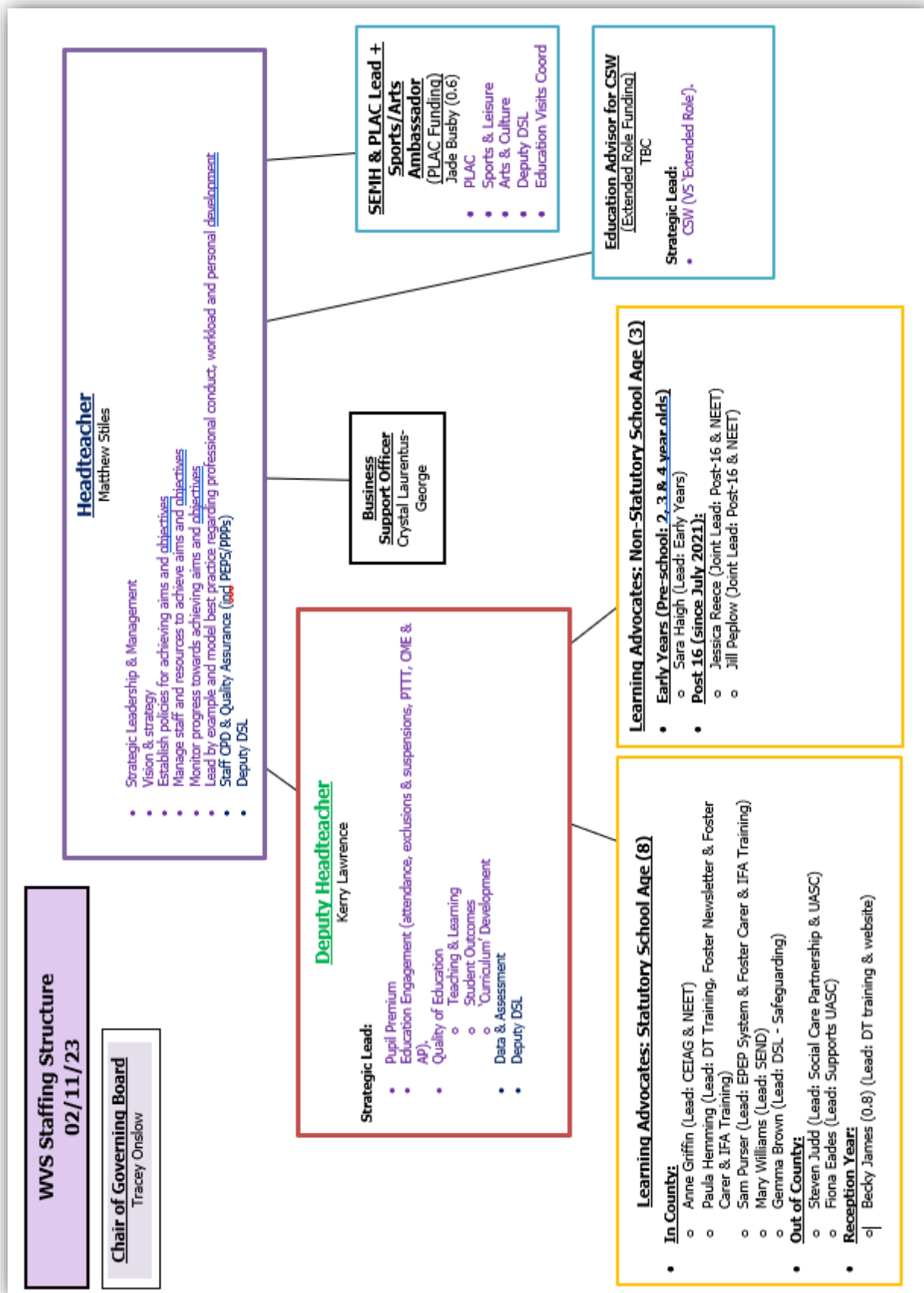
WMVS CIC Foundation's Active Now project



WVS are an active member of the Active Now project - a programme by the West Midlands Virtual Schools Children in Care 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



Team Wellbeing

The health and wellbeing of all our employees is a top priority for the County Council and for Worcestershire Children First. 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.



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.

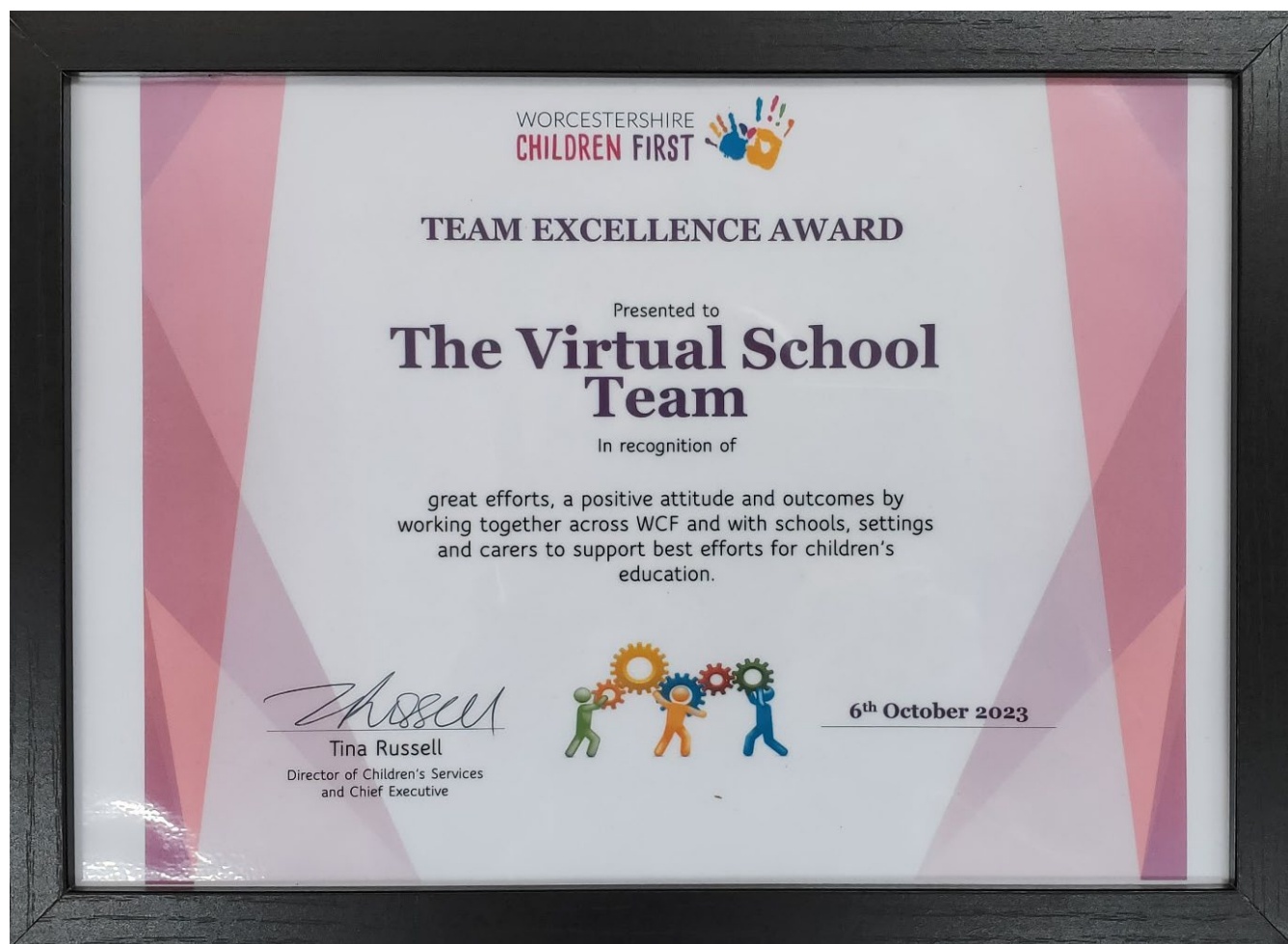
Individual professional development is encouraged and supported, including NPQ courses, and the NAVSH post-graduate course. There is also a suite of mandatory and compulsory courses for all employees, including:

- 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

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.'


Charity 'Paddle, Plod & Pedal' for St. Richards Hospice

FirstSpace

🔍

WORCESTERSHIRE
CHILDREN FIRST

MID-YEAR PERFORMANCE REVIEWS SHOULD BE COMPLETED BETWEEN
25 SEPTEMBER AND 29 OCTOBER 2023.



Paddle, Plod & Pedal for St Richard's Hospice

11 October 2023 📁 📁 📁 📁 📁 Archive

About WCF, Induction, Guidance	Children's Services Portal	Early Help Family Support	Education
Family Front Door	GET SAFE	LiquidLogic	myLearning
Positive Outcomes Project	Social Care	WCF Programme Board	Youth Justice

Colleagues in WVS took part in an all-day challenge following a circular 35 mile route through Worcestershire countryside along the Rivers Avon and Severn and quiet country lanes.

Challengers:

- Paddle from Pershore to Tewkesbury
- Plod from Tewkesbury to Severn Stoke
- Pedal back to Pershore

WVS raised £2572.75 for this extremely good cause.

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 WCF and by 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 2023-24 are:

- to make every setting a Trauma Informed and Attachment Aware Setting (TIAAS).
- to implement Phase 2 of the Raising Attainment for Disadvantaged Youngsters (RADY) programme.
- 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 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.
- NEET reduction through new partnership with Fresh Start in Education Ltd (Careers, Employability & Independence Intervention Support Programme for NEET Young People).