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|  Brent | Corporate Parenting Committee 24 July 2019 |
| | Report from the Strategic Director of Children and Young People |
| Brent Virtual School for Looked After Children - Annual Report September 2017 – August 2018 | |

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| Wards Affected: | All |
| Key or Non-Key Decision: | |
| Open or Part/Fully Exempt: (If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act) | Open |
| No. of Appendices: | 2 |
| Background Papers: | |
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1. Purpose of the Annual Report

- 1.1. The purpose of the annual report is to outline the activity and impact of the Brent Virtual School during the academic year 2017-2018. Data contained in this report is for looked after children who were in the care of Brent Council for the academic year 2017-2018, and includes outcomes for all children who have been in care for a year or more as at 31st March 2018, (“eligible cohort”).

2. Summary Statement of Impact for 2017-2018.

2.1 Brent Virtual School has achieved the following for the children and young people in its care during 2017/18:

- All 204 children received appropriate education, including 96% in Good or Outstanding provisions.
- Children's services were inspected by Ofsted in May 2018, and this included a review of the Virtual School. The report praised Brent's focus on education for its Looked After cohort, stating: "Senior managers place high priority on ensuring that children and young people in care attend good schools or alternative provision. A high proportion of children and young people come into care with significant gaps in their learning and attendance, many with complex needs and substantial barriers to overcome. Despite this, they are making better progress in care than they were previously. This is the result of highly effective partnership working."
- There were no Permanent Exclusions.
- Fewer Looked After Children were fixed term excluded from school – 20 compared with 29 in the previous academic year.
- At Key Stage 4, 22% of the eligible cohort achieved at least 4 passes including English or Maths.
- 13% of the eligible cohort achieved the benchmark of 5 passes (grade 4+) including English and Maths, which is consistent with LAC National data.
- At Year 12, support with retakes resulted in one previously disengaged student achieving the required grades to allow him to access A level studies. His speech at the LAC celebration awards, is included as Appendix 2.
- 87% of LAC had a destination school or college place secured for September 2018, and a new post-16 worker ensured all post 16 students had ePEPs.
- A diverse and exciting enrichment programme took place across the year and included a week long residential at Jamie's Farm, a Tall Ships sailing trip, Theatre trips, ESOL (English as a Second Language) enrichment programme focusing on British values and culture, and further university visits. See Appendix 1.
- Designated teachers for LAC (a statutory role), came to the Civic Centre to attend termly VS training; over 20 schools attended across the year, from in and out of borough. A Designated Teachers' conference was held in June 2018 at the Civic Centre welcoming 33 delegates from 9 schools.

3. Role of the Brent Virtual School and the Virtual Headteacher

3.1 The Virtual School in Brent (BVS) has the overall responsibility for the priority admission of LAC into Good or Outstanding schools; for the attendance of LAC at school or college, and for the attainment of LAC at each Key Stage. The Virtual School monitors and supports the LAC cohort with interventions to ensure that looked after children (LAC) achieve the best possible educational outcomes. Looked after Children attend mainstream and special schools in the communities where they live, but receive additional support from their Virtual school which is based at Brent Civic Centre.

3.2 BVS strives to achieve the best possible educational outcomes by:

- Co-ordinating and quality assuring all Personal Education Plans (PEPs) in schools
- Monitoring and challenging schools to make effective use of Pupil Premium in line with DfE guidance
- Tracking the academic progress, attendance and exclusions of LAC
- Using tracking data to highlight individuals who are not on target to achieve their predicted outcomes and providing them with additional educational support
- Ensuring Special Educational Needs or Disability (SEND) needs are identified and supported appropriately, including applications for statutory assessment
- Implementing a range of targeted interventions to raise academic standards
- Providing support and challenge to LAC, schools and carers, ensuring that expectations around achievement are high
- Ensuring effective transition between schools or specialist providers
- Encouraging LAC to have high aspirations about their futures and helping to remove barriers to further education
- Leading training for foster carers, designated teachers, school governors and bespoke training for alternative learning providers and staff in schools
- Encouraging LAC and their carers to engage in a wide range of enrichment activities
- Providing education updates and expertise for the various LAC and Permanency panels; keeping education and educational attainment high on the agenda for LAC, across CYP
- Celebrating LAC achievements
- BVS supports LAC from Early Years (aged 3) to 18 years, and beyond (up to the age of 25), if the young person is in education or training. BVS regularly provides education advice and information for Care Leavers, including those due to be released from YOI.

4. Role of the Headteacher of the Virtual School

4.1 The concept of the 'Virtual School Headteacher' for Children Looked After was first outlined in the White Paper 'Care Matters: Time for Change' (DCSF, June 2007). Directors of Children's Services have a statutory responsibility to make sure that their local authority promotes the educational achievement of the children they look after, regardless of where they are placed.

- 4.2 The Children and Families Act 2014 (amended section 22 of the Children Act 1989), placed a statutory duty on all local authorities to appoint a Virtual School Head (VSH) to promote the educational achievement of its Looked After Children. It is the responsibility of the Director of Children's Services and the Cabinet Member for Children's Services to ensure that these duties are met.
- 4.3 The role was expanded in the DfE document 'Promoting the Education of Looked After Children, statutory guidance for local authorities' July 2014. This document prescribes clearly that: Virtual School Headteachers are in place and that they have the resources, time, training and support they need to discharge the duty effectively.
- 4.4 The revised Statutory guidance in February 2018 states:
- "As leaders responsible for ensuring that the local authority discharges its duty to promote the educational achievement of their looked-after children, Directors of Children's Services and Lead Members for Children's Services should ensure that: top priority is given to creating a culture of high educational aspirations and that the authority strives for accelerated progress and age-related attainment or better for looked-after children."

5 The Impact of the Children and Social Work Act, 2017.

- 5.1 There are two main provisions within the Act that have affected the Virtual School, from 2017 onwards:
- firstly, it extended the role of the Virtual School Head Teacher to include promoting the interests of children who have been adopted or who are in long term care permanent arrangements (under an adoption, special guardianship or a child arrangements order). In April 2018 the DfE made an additional grant available to support this work. This has been used in Brent to fund the part-time role of an experienced former Virtual School Head who provides training and advice to adoptive families and their social work teams.

Identifying and profiling the cohort of children who are no longer in the care of the local authority presents challenges. It is dependent on self-disclosure by parents or guardians and is, by default, only required if there is a problem in school or if the parent has reason to believe that it will entitle them to a service or other provision

- 5.2 In addition, a new set of measures in respect of care leavers was introduced. These include a new requirement on local authorities to consult on and publish a local offer, setting out the support available for care leavers, and allowing all care leavers to have support from a personal adviser up to the age of 25 if they need it; (previously it was only those in education and training who had access to this support after age 21).
- 5.3 With regard to Care Leavers, the Virtual School already shares the responsibility of providing support to care leavers up to the age of 21, but the requirement to provide education support and guidance now applies to all relevant young people up to the age of 25, should they request it.

6. Brent Virtual School Staff

2017-2018

The Virtual School team comprised a Head, Interim Deputy Head, 3 LAC Advisory teachers covering Early Years and KS1 to KS4, Data Analyst to track and monitor LAC data and 2 post-16 personal advisers.

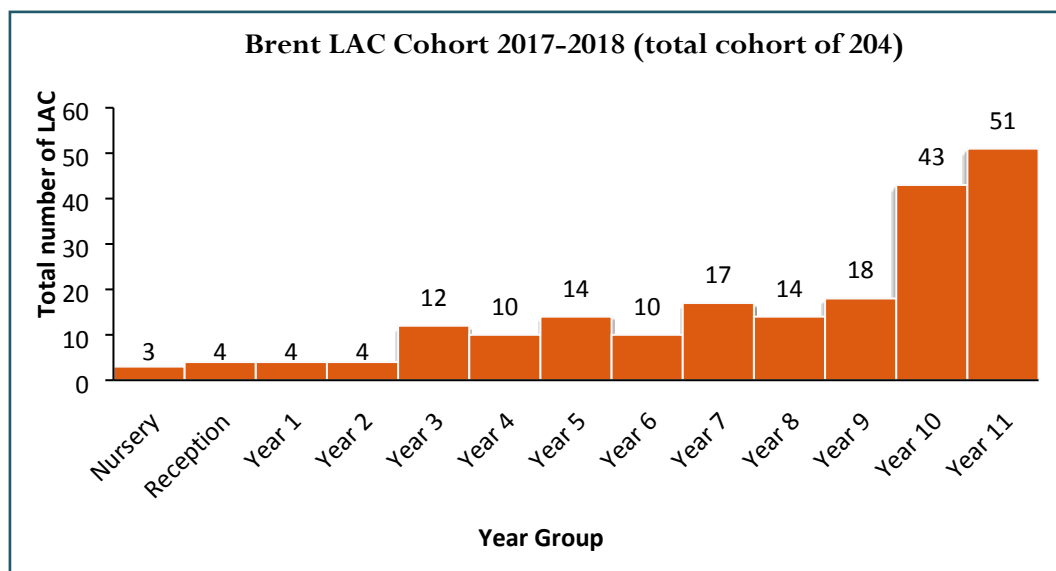
This team is supported by a 0.6 Educational Psychologist, and full time Year 11 Life Coach who supports with Year 12 destinations.

Additional posts for 2017-18:

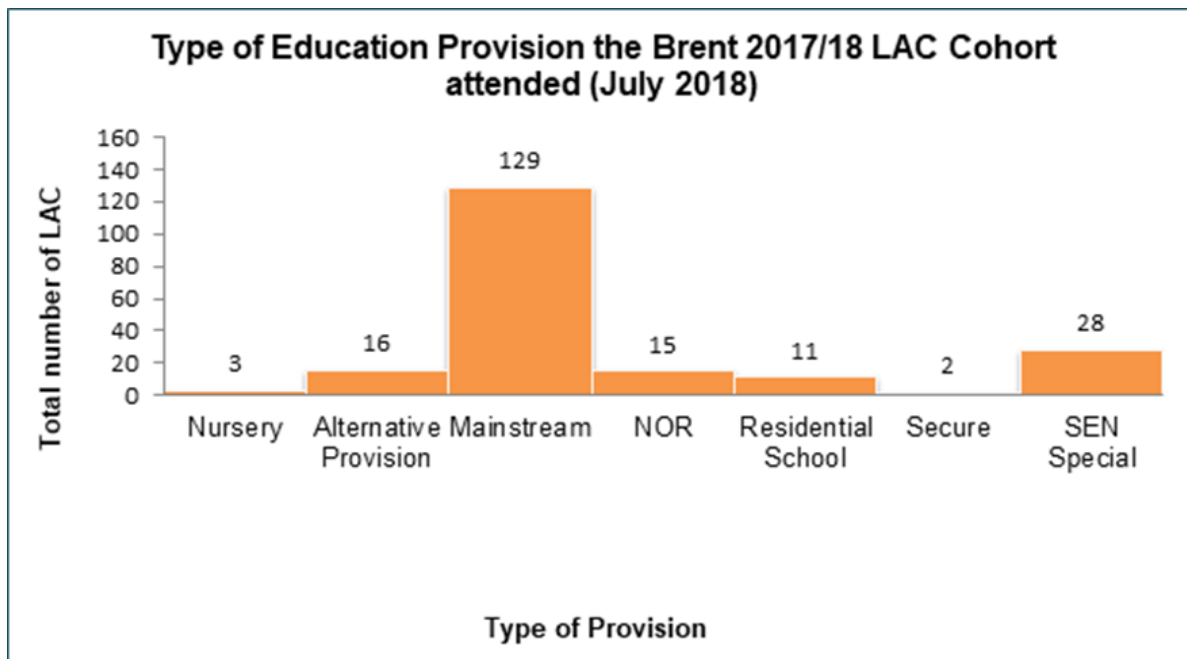
To support KS5, plans were put in place to create additional Life Coach roles, in order to address attendance and engagement for the post-16 cohort, with tailored support for the high percentage of Unaccompanied Asylum Seeking Children (UASC) who come into care in Brent. A temporary post of attainment and achievement advisory teacher was created from January to August 2018, to support the most able students to achieve their potential.

7. Brent's Looked After Children Population 2017-2018: Nursery to Year 11

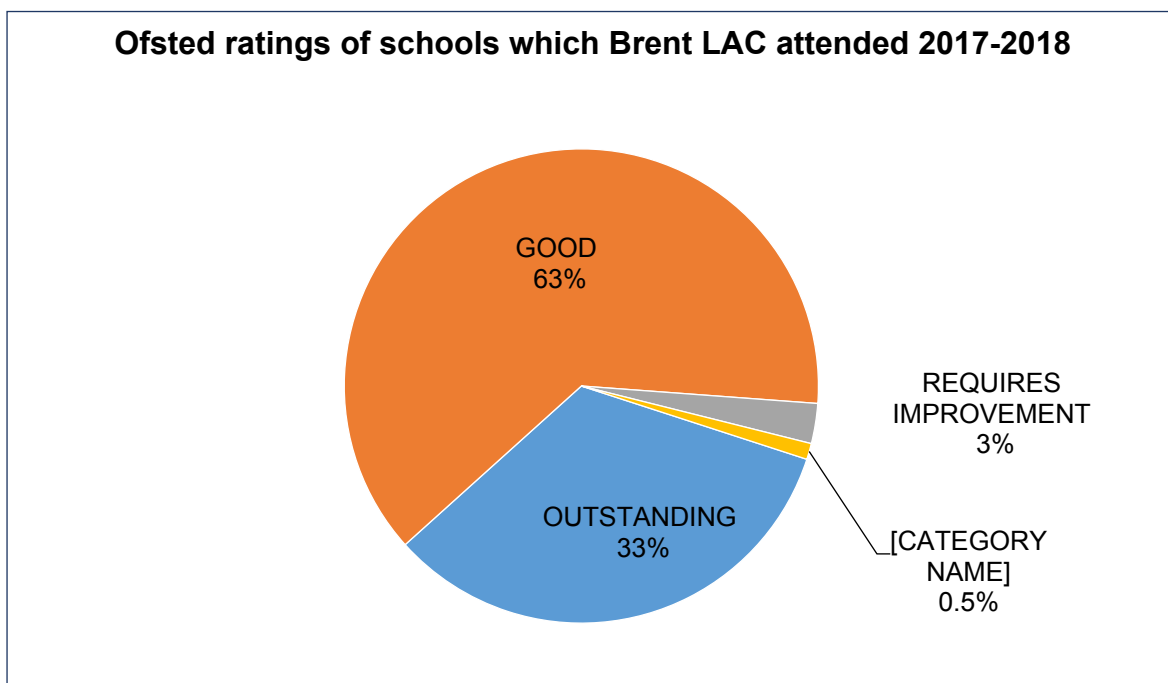
- 7.1 In July 2018 204 (Nursery - Year 11) children were looked after, 81 attending Brent schools and 108 attending schools outside the borough. Of these, 69 were in schools in greater London, with the remainder placed outside London, some at a significant distance, including residential placements in Wales and Scotland. The Virtual School still maintains contact with LAC wherever they are placed and PEPs have taken place during 2017-2018 in Wales, Scotland and at Young Offender Institutions within, and beyond greater London.



- 7.2 The majority of Brent's LAC come into care between the ages of 11-16 at a time when the challenges faced by young people are more likely to result in placement breakdown and change of education setting. LAC numbers are highest in Years 10 and 11. By far the majority of Brent LAC are placed in mainstream schools.



(NOR – Not on Roll)



- 7.3 In 2017-2018 96% of statutory school aged LAC attended schools that were Ofsted rated as Good or Outstanding, 3% (5 LAC) attended schools that Required improvement and 0.5%% (1 LAC) attended an Inadequate provision.
- 7.4 The chart above highlights one LAC who attended a provision that was judged Inadequate.
- Cambian Tyldesley School was judged Inadequate in November 2016. The LAC student who was placed there attended for less than 2 months (February -April 2018) following release from a secure custodial setting. There were serious concerns for the safety of this LAC and as such a residential place was sought by CRT outside of London: safety issues were deemed the most important aspect of this placement and safe-guarding was checked as

acceptable.

- 5 LAC in schools judged as RI:
3 of these were attending the (same) school prior to becoming looked after. Professionals considered that in each of these cases the consistency provided by remaining at the school was in each child's best interests. The school had demonstrated excellent pastoral support previously and the Virtual school continued to monitor progress closely.
- 1 UASC initially attended a language provision and a place was sourced at a college, but the young person was adamant he wanted to attend a mainstream school. A place was offered by a local RI school – but a school which had offered effective support for other Brent LAC as above. He remained at the school for only a short time before moving out of borough.
- 1 LAC student attended New Level Academy, an alternative provision in Brent which was judged RI. This was a short-term placement and needed to be local to account for specific health needs, which had previously required hospitalisations.

7.5 Brent LAC (new to care) are not placed in RI or Inadequate schools, but if they are attending an RI school when they come into care, BVS works with the school management team to ensure sufficient support is in place, or looks at better options within the local area of placement, particularly if the young person is in Year 10 or below. Ofsted monitoring of RI schools enables high visibility of progress. BVS would endeavour to move any LAC placed in Inadequate provision in line with Statutory Guidance, unless there are clear and justifiable reasons not to.

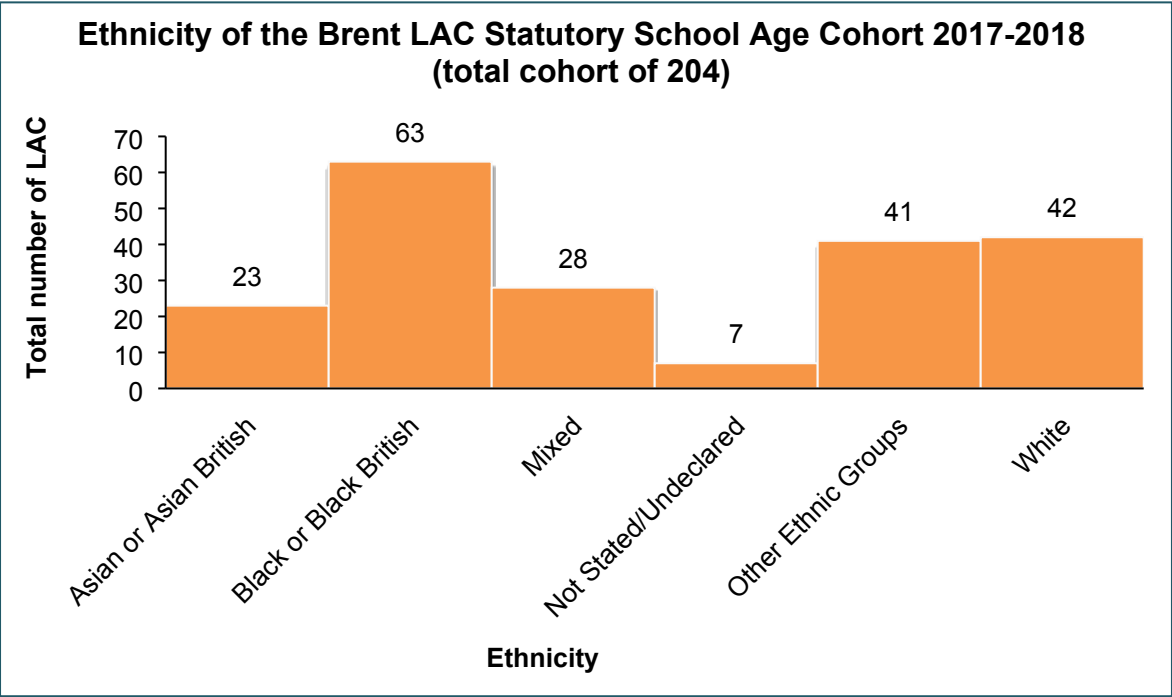
7.6 BVS monitors the progress and achievement of all LAC paying particular attention to those placed in schools that are less than 'Good', and ensuring there is consistent support for those placed out of borough.

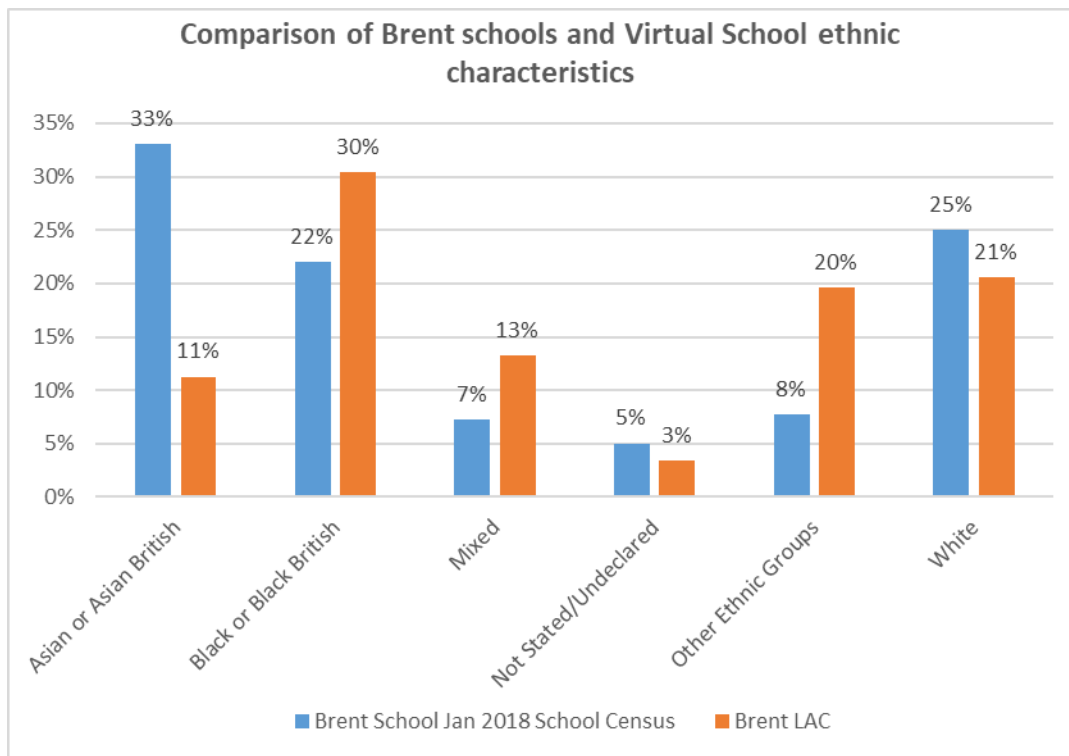
8 LAC Not In School

8.1 At any time, there are a few children or young people who are not in school or an appropriate alternative provision. This will be for a number of reasons: newly arrived from abroad as an unaccompanied minor with no age assessment, change of care placement at short notice, or challenges in engaging with a young person. Where a young person disengages, BVS work with social care colleagues and schools to plan programmes to support re-engagement. Mentoring often plays a critical role in this process, and can be supported via Pupil Premium. Between school placements, BVS arranges 1:1 tuition funded by the Pupil Premium Grant, often alongside education mentoring.

8.2 BVS monitors this roll of LAC not in school at fortnightly team meetings, and works closely with social workers and carers to secure appropriate provision. The average time to get a child or young person into school is 4 weeks. For primary aged children when a LAC moves area a school place is usually found within statutory guidelines – 4 weeks or often sooner. In one case a school move was facilitated within 2 weeks.

- 8.3 In terms of Looked After Children’s ethnicity, Asian groups are largely under-represented, whilst Black and groups of mixed-heritage ethnicity are over-represented.
- 8.4 BVS interventions for over-represented groups (see tables below), namely boys of black African and black Caribbean heritage, include 1:1 tutoring to boost confidence and fill knowledge gaps, alongside positive role modelling via education mentoring, for which excellent feedback has been received from social care colleagues, carers and young people.





- 8.5 Over the past 2 years Brent has seen a significant number of UASC (unaccompanied asylum seeking children) come into care. For 2016-2017 the number was 14% of the statutory school age cohort. In 2017-2018 there were 25 UASC, 5 in KS3 and 20 in KS4, giving an overall figure of 8% (within SSA cohort). The numbers in KS5 are higher: over the past two years, approximately a third (33%) of the post-16 cohort are unaccompanied asylum seeking children.
- 8.6 Brent UASC come from a number of different nations, although Afghani pupils represent the largest group. Brent Virtual School also includes unaccompanied minors from Eritrea, Vietnam and Albania. Often these young people arrive without proof of age which can delay school admission. The majority of UASC are in KS4/5 and if they are living in Brent, once their age has been assessed, they will be placed in one of the innovative ESOL projects at Newman Catholic College, Claremont School or Queens Park Community School. As their English improves they may move to other schools within borough, or progress to the GCSE curriculum where they are already placed. UASC in care outside of Brent are referred to the relevant ESOL provision in their local area.
- 8.7 Many Brent UASC are highly motivated to learn and make good progress. However, they often face challenges regarding the right to remain in the UK (and funding), which can affect access to higher education. UASC who take GCSEs may take them later than other LAC, which BVS supports as below:

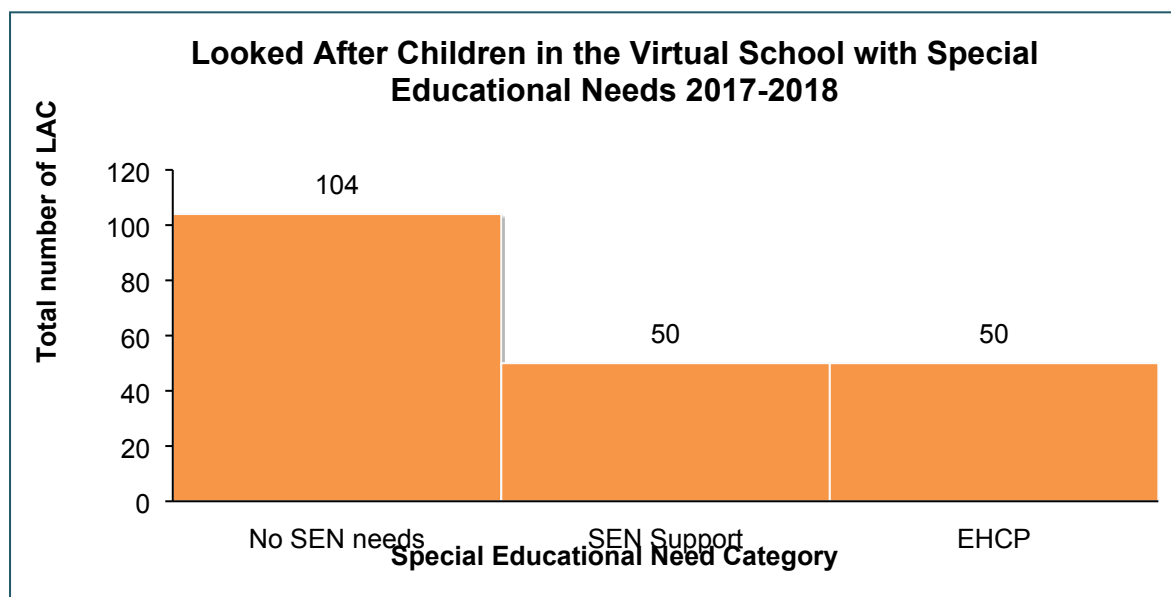
an example of positive outcomes over the longer term is evidenced by an UASC from Iraq, who arrived in the UK in 2016. On arrival he could not speak English and required an interpreter to communicate. He described this as a very difficult and traumatic period. He was enrolled onto a Brent ESOL project at Newman Catholic College, and supported pastorally by their experienced Designated Teacher, with

academic progress monitored regularly by Brent Virtual School. BVS also supported him with 1:1 tuition in Maths and English, ensuring positive mentoring via the University of London's PALAC project. (Promoting the Achievement of Looked After Children). Over time, in school Year 12, he was successful at achieving GCSEs and with the support of the Virtual School Life Coach, progressed onto a BTEC level 2 Business programme at City of Westminster college. He continues to push himself to do well and has successfully completed the 1st year of his Level 2 Business programme and is progressing onto the final year.

8.8 Two further Brent UASC achieved a grade 4 in English Language GCSE, despite their late entry into the British system, on arrival in the UK. Both are now at college, one studying a level 3 engineering course and the other studying a level 2 applied science course.

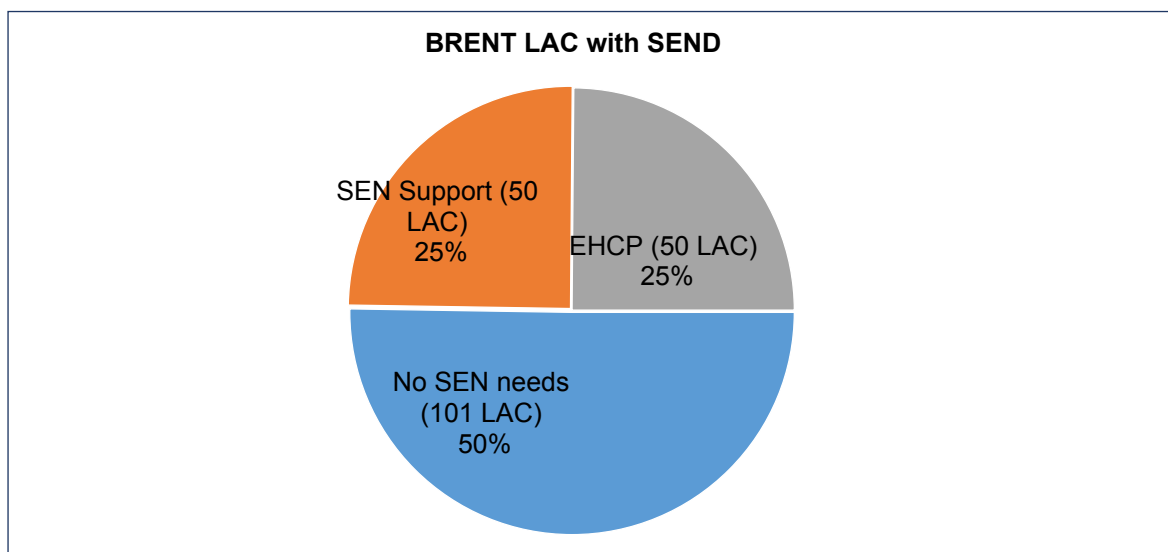
8.9 BVS funded a number of enrichment programmes for the UASC cohort including The Element Art Project, which was co-funded with social care. This culminated in an exhibition held at Wembley Learning Zone, within Wembley Stadium. Poems were read by Brent UASCs and creative artwork was on display. UASC formed friendships which have been maintained by a regular Care Leavers youth group and weekly football practice.

9 Special Educational Needs and Disabilities (SEND)



| Special Educational Need Description (EHCPs) | Total |
|---|-------|
| ASD - Autistic Spectrum Disorder | 15 |
| MLD - Moderate Learning Difficulty | 6 |
| PD - Physical Disability | 1 |
| PMLD - Profound & Multiple Learning Difficulty | 1 |
| SEMH - Social, Emotional, & Mental Health (prev BESD) | 16 |
| SLCN - Speech, Language & Communication Needs | 2 |
| SLD - Severe Learning Difficulty | 2 |
| SPLD - Specific Learning Difficulty | 4 |
| Under Assessment | 1 |
| VI - Visual Impairment | 2 |

- 9.1 50% of the 2017-2018 LAC cohort had a special educational need of some sort – either requiring SEND support in school, or an Education Health and Care Plan (EHCP), to support their needs. This compares with 56.3% of LAC nationally.
- 9.2 25% of the 2017-2018 LAC cohort had an EHCP, compared with 26.7% of LAC nationally; this is in contrast to the wider school population – where only 2.9% of all pupils nationally have an EHCP.



- 9.3 Primary Need:
- 8% of Brent LAC have an EHCP for Social Emotional Mental Health Difficulties, accounting for 30% of the EHCP LAC cohort, significantly higher than the figure for non-LAC.
 - 8% of Brent LAC have an EHCP for Autistic Spectrum Disorder (ASD), accounting for 30% of the EHCP LAC cohort, a slightly higher figure compared with the non-LAC cohort.
 - 4% of Brent LAC have a Speech and Language Communication Need (SLCN).

The high percentage of Brent LAC with EHCPs is a significant barrier to LAC achievement in school. The particularly high figure for those with Social, Emotional

and Mental Health needs evidences the trauma and attachment difficulties so many Brent LAC experience.

- 9.4 The Inclusion Strategic Board, chaired by the Operational Director, Integration and Improved Outcomes, is working on a project to streamline the EHCP and LAC review process with the intended outcome of focusing professional activity and avoiding duplication of effort. This activity is monitored by an annual action plan and reported to the board.

10 Brent's Looked After Children's Attainment 2017-2018

- 10.1 Monitoring and improving outcomes for Brent LAC is a key priority for the BVS and although LAC numbers are relatively small, national and regional comparisons allow for an understanding of educational and other outcomes achieved for children for whom Brent Council is responsible as the corporate parent. Outcomes are reported for LAC who have been continuously looked after for at least 12 months up to and including 31 March 2018.
- 10.2 The outcome measures at KS4 (GCSE) have been revised, as of 2016, with A* – G grades being replaced with 9-1. Grade 9 reflects a higher level of achievement than an A* and is equivalent to A**.

11 Context of Looked After Children, and impact on outcomes

- 11.1 The educational attainment of LAC is measured against the educational attainment of all children. Most LAC face challenges and barriers to their overall achievement that the majority of other children do not. (See 6.2 above.)

Changes of care placement and schools have a negative effect on academic progress and achievement. Research into LAC attainment by the Rees Institute (Oxford University) and Bristol University (2016), showed a close correlation between high attainment and good attendance in a stable school placement, especially across a key stage - supported by a stable care placement.

- 11.2 The research highlighted also the significantly higher percentages of SEND (Special Education Needs and Disabilities) in the LAC population and the higher number of risk factors for LAC:
- 60% of LAC experience emotional and mental health problems: 4 times higher than children generally
 - 66% of LAC have at least 1 physical health issue; are 3 times more likely to drink alcohol and/or smoke; 4 times more likely to take illegal drugs; more likely to become teenage parents
 - Over 25% of LAC have an EHC Plan compared with only 2.9% of all pupils.
- 11.3 BVS is now offering further training to schools about these issues and to encourage them to adopt "attachment-aware" approaches with LAC which should be supportive rather than punitive. In particular it is funding, through the retained Pupil Premium Grant, bespoke training for five local primary schools and five local secondary schools delivered by Kate Cairns Associates (KCA). Also funded for 2017-2018 was Lego Theraplay for both local and out of borough schools: 22 schools/settings in total took up the offer of this training, and feedback was consistently positive.

- 11.4 BVS also used the Pupil Premium Grant to fund mental health support for Looked After Children, within secondary schools. Each school received counselling support via the Targeted Adolescent Mental Health Support (TAMHS), which places a CAMHS therapist in school for a day or half a day per week. Allowing vulnerable young people to access mental health support on site at school improves attendance rates at these sessions and avoids them having to travel to appointments at NHS clinics, which can result in stigma and reluctance. Some feedback from the therapists is below:

"I currently have a small group of three male students from Afghanistan... This is a supportive art therapy space where they can use the materials available and check-in regarding any concerns. This is working well and is ongoing."

(On arrival at an ESOL project in Brent, Art therapy allows UASC to explore trauma through art, at a time when their beginner/emerging English language skills don't always allow for 1:1 formal counselling.)

- 11.5 Additionally, a weekly foster carer therapeutic support group was offered to local foster carers, mainly with primary aged children. Feedback from the group has been extremely positive with a number of carers citing the group and its reflective practice as the reason why they were able to sustain placements for their foster children.

"I appreciate the way you made it bite-size, you explained the ideas in a way that really made sense to me." (Counselling in relation to trauma related anger, giving carers strategies for managing challenging behaviour).

"You've helped me to realise and understand, it has touched areas of my life and that has been therapeutic. It's been invaluable."

"You have helped me to manage him (my looked after child). He's here (now) because of you. You have given me the strength to carry on with my child."

- 11.6 BVS further uses the Pupil Premium Grant to fund an educational psychologist who is able to fast track EP referrals and work with Brent LAC who are placed in borough or in neighbouring boroughs. Feedback for this work stream is extremely positive: having an EP as part of the core VS team, allows for fast access to psychology support in a number of areas, including for EHC assessment and/or referral for other services:

Pupil feedback on 1:1 sessions with BVS Educational Psychologist in preparation for GCSEs at Key Stage 4 and/or national tests in Year 6:

Session on study skills, revision tips & coping with exam stress: NA said the first session was helpful and he wanted a copy of a blank revision timetable. He said he would try revising by reading his notes, covering them up and from memory saying out loud what he had just read.

PEP Feedback: RH tried activities from the book, "Sitting Still Like A Frog," and said it helps (with focus). In Sept 2017 RH gave her concentration 5 out of 10 and said she would like to be able to write a page in an hour. Later in the school year

RH passed all Y6 tests, evidencing an improvement in concentration and focus skills.

Carer, Social Worker & School Feedback

Her carer gave the EP input a rating of 10 out of 10. She said the assessment highlighted RH's difficulties. The carer especially liked the strategies recommended to increase concentration. Her social worker commented that the EP report was accessible and enhanced understanding of RH's learning style.

12 Attainment for Brent LAC, 2017-2018

Early Years

12.1 3 LAC aged 2-4 years were eligible in 2017-2018 to access nursery education.

13 Year 1 Phonics decoding test

| Reporting Year 1 Phonics | Achieved Expected Standard (2017-18) (1 child) |
|--------------------------|--|
| Phonics | 100% |

13.1 The Brent cohort taking the Phonics Decoding Test in June 2018 was one eligible LAC. Brent Virtual School continues to encourage early phonics interventions with all LAC. Success with literacy at Primary school contributes to positive English GCSE outcomes in Year 11.

14 Key Stage 1 Statutory Attainment (2017-2018)

14.1 KS1 Benchmark (Whole Cohort)

| | | READING | | WRITING | | MATHS | | SCIENCE | | RWM* | RWMS* |
|--------------------------------|--------------|---------|-------|---------|-------|--------|-------|---------|-------|-------|-------|
| | Cohort ** | <EXS | ≥EXS | <EXS | ≥EXS | <EXS | ≥EXS | <EXS | ≥EXS | ≥EXS | ≥EXS |
| National (CLA) | 1,690 | 48.0% | 51.0% | 57.0% | 42.0% | 50.0% | 49.0% | 41.0% | 58.0% | 37.0% | 36.0% |
| Local Authority (all schools) | 3,848 | 24.2% | 75.6% | 31.5% | 68.4% | 23.8% | 76.0% | 18.3% | 81.5% | 65.0% | 64.5% |
| Local Authority (state-funded) | 3,848 | 24.2% | 75.6% | 31.5% | 68.4% | 23.8% | 76.0% | 18.3% | 81.5% | 65.0% | 64.5% |
| Virtual School | 2 | 100.0% | 0.0% | 100.0% | 0.0% | 100.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% |

● A = Absent | ● D/U Disapplied | ● BLW = Below the standard of the pre-key stage | ● PKF = Pre-key stage foundations for the expected standard | ● HNM = Has not met the expected standard






















● WTS = Working towards the expected standard | ● EXS = Working at the expected standard | ● GDS = Working at greater depth at the expected standard | x/ Result suppressed

* Multi-subject indicators: Pupils working at or above expected standard (≥EXS) in all respective subjects.

** Cohort numbers used in percentage calculations may vary by subject.

Source NEXUS (NPD)

14.2 KS1 Benchmark (excluding EHCPs)

| | | READING | | WRITING | | MATHS | | SCIENCE | | RWM* | RWMS* |
|--------------------------------|-----------|---|---|---|---|--|---|---|---|---|---|
| | Cohort ** |    |   |    |   |    |   |  |  |   |   |
| | | <EXS | ≥EXS | <EXS | ≥EXS | <EXS | ≥EXS | <EXS | ≥EXS | ≥EXS | ≥EXS |
| National (CLA) | 1,490 | 43.0% | 57.0% | 53.0% | 47.0% | 45.0% | 54.0% | 35.0% | 64.0% | 41.0% | 41.0% |
| Local Authority (all schools) | 3,714 | 22.1% | 77.8% | 29.6% | 70.3% | 21.6% | 78.3% | 16.0% | 84.0% | 66.9% | 66.5% |
| Local Authority (state-funded) | 3,714 | 22.1% | 77.8% | 29.6% | 70.3% | 21.6% | 78.3% | 16.0% | 84.0% | 66.9% | 66.5% |
| Virtual School | 1 | 100.0% | 0.0% | 100.0% | 0.0% | 100.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% |

- In 2017- 2018 KS1 cohort was unusually small and consisted of two looked after children. One of the pupils had an Education Health and Care Plan and attended a special school. The second pupil recorded in the data had missed significant amounts of school prior to coming into care. During his time in care he had a number of placements (in and out of borough) and one school move outside of London. During 2017-2018 Brent Virtual School provided reading support and Nimbl Tablets with curriculum related software for both of these pupils.

15 Key Stage 2 Statutory Attainment (2017-2018)

15.1 KS2 Benchmark Whole Cohort

| | | RWM* | | READING | | | WRITING TA | | MATHS | | | GPS | | | | | |
|--------------------------------|--------|---|--|---------|---|---|--|---|---------------------------------------|---------|---|---|--|---------|---|---|--|
| | Cohort | <div><div></div><div></div></div> ≥ Exp | <div><div></div><div></div></div> High | Avg. SS | <div><div></div><div></div></div> < Exp | <div><div></div><div></div></div> ≥ Exp | <div><div></div><div></div></div> High | <div><div></div><div></div></div> ≥ Exp | <div><div></div><div></div></div> GDS | Avg. SS | <div><div></div><div></div></div> < Exp | <div><div></div><div></div></div> ≥ Exp | <div><div></div><div></div></div> High | Avg. SS | <div><div></div><div></div></div> < Exp | <div><div></div><div></div></div> ≥ Exp | <div><div></div><div></div></div> High |
| National (CLA) | 3120 | 35.0% | 2.0% | 101.0 | <div><div></div><div></div></div> 47.0% | <div><div></div><div></div></div> 51.0% | 14.0% | <div><div></div><div></div></div> 49.0% | 6.0% | 99.6 | <div><div></div><div></div></div> 51.0% | <div><div></div><div></div></div> 47.0% | 8.0% | 101.0 | <div><div></div><div></div></div> 49.0% | <div><div></div><div></div></div> 50.0% | 14.0% |
| Local Authority (all schools) | 3855 | 61.0% | 8.5% | 104.3 | <div><div></div><div></div></div> 29.1% | <div><div></div><div></div></div> 70.7% | 24.6% | 73.6% | 15.1% | 105.2 | <div><div></div><div></div></div> 23.6% | <div><div></div><div></div></div> 76.2% | 27.0% | 107.4 | <div><div></div><div></div></div> 21.8% | <div><div></div><div></div></div> 78.0% | 41.6% |
| Local Authority (state-funded) | 3777 | 61.2% | 8.6% | 104.3 | <div><div></div><div></div></div> 29.1% | <div><div></div><div></div></div> 70.7% | 24.7% | 73.5% | 15.2% | 105.3 | <div><div></div><div></div></div> 23.5% | <div><div></div><div></div></div> 76.3% | 27.2% | 107.5 | <div><div></div><div></div></div> 21.9% | <div><div></div><div></div></div> 77.9% | 42.0% |
| Virtual School | 7 | 14.3% | 0.0% | 104.4 | <div><div></div><div></div></div> 57.1% | <div><div></div><div></div></div> 42.9% | 28.6% | 28.6% | 0.0% | 101.6 | <div><div></div><div></div></div> 57.1% | <div><div></div><div></div></div> 42.9% | 0.0% | 105.0 | <div><div></div><div></div></div> 42.9% | <div><div></div><div></div></div> 57.1% | 14.3% |

<Exp: Scaled score lower than 100 in tested subjects and performance category lower than EXS in Writing TA | Exp+: Scaled score of 100 or higher in tested subjects and performance category of EXS or GDS in Writing TA | High: Scaled score at or above higher threshold in tested subjects and performance category of GDS in Writing TA

Avg SS: Average (mean) scaled score across all pupils with a scaled score. Pupils with no scaled score or "N" are discounted | x/ Result suppressed

*In multi-subject indicators (i.e.: RWM) the pupil must have achieved the stated level of performance in all respective subjects | Cohort numbers across different subjects may vary from stated figure

- The 2017-2018 KS2 cohort was small which makes the data unreliable. The Brent Virtual School cohort comprised 7 LAC. The Brent Virtual School reportable cohort also comprised 7 LAC.
- 100% of the cohort were identified as having some level of Special Educational Needs. Five of the cohort were on SEN support and two of the cohort had an EHCP and attended special schools.
- In the KS2 tests 42.9% (3/7LAC) achieved the expected standard in Reading. 28.6% (2/7 LAC) achieved expected standard in Writing and 42.9%(3/7 LAC)

achieved expected standard in Maths. 14.3% (1/7 LAC) was able to achieve the expected standard in Reading, Writing and Maths.

- Although there has been a decrease in the number of Brent LAC who reached the expected standard, the data above highlights that the 2018 cohort has increased their scaled scores in 2018 and made progress from their starting points in Reading and in Maths. Moving forwards Brent Virtual School will need to ensure there are targeted interventions in all core areas but especially in writing skills.

15.2 KS2 Benchmark Excluding EHCPs

| | Cohort | RWM* | | | READING | | | WRITING TA | | MATHS | | | | GPS | | | |
|--------------------------------|--------|-------|------|---------|---------|-------|-------|------------|-------|---------|-------|-------|-------|---------|-------|-------|-------|
| | | ≥ Exp | High | Avg. SS | < Exp | ≥ Exp | High | ≥ Exp | GDS | Avg. SS | < Exp | ≥ Exp | High | Avg. SS | < Exp | ≥ Exp | High |
| National (CLA) | 2410 | 43.0% | 3.0% | 101.8 | 39.0% | 61.0% | 16.0% | 60.0% | 7.0% | 100.4 | 42.0% | 57.0% | 9.0% | 101.9 | 39.0% | 60.0% | 17.0% |
| Local Authority (all schools) | 3621 | 63.4% | 8.9% | 104.4 | 26.8% | 73.1% | 25.7% | 76.0% | 15.7% | 105.4 | 21.1% | 78.8% | 28.2% | 107.6 | 19.4% | 80.5% | 43.5% |
| Local Authority (state-funded) | 3619 | 63.4% | 8.9% | 104.4 | 26.8% | 73.1% | 25.7% | 76.1% | 15.8% | 105.4 | 21.1% | 78.8% | 28.2% | 107.7 | 19.4% | 80.5% | 43.5% |
| Virtual School | 5 | 20.0% | 0.0% | 104.4 | 40.0% | 60.0% | 40.0% | 40.0% | 0.0% | 101.6 | 40.0% | 60.0% | 0.0% | 105.0 | 20.0% | 80.0% | 20.0% |

<Exp: Scaled score lower than 100 in tested subjects and performance category lower than EKS in Writing TA | Exp+: Scaled score of 100 or higher in tested subjects and performance category of EKS or GDS in Writing TA | High: Scaled score at or above higher threshold in tested subjects and performance category of GDS in Writing TA

Avg SS: Average (mean) scaled score across all pupils with a scaled score. Pupils with no scaled score or "N" are discounted | x/0: Result suppressed

*In multi-subject indicators (i.e.: RWM) the pupil must have achieved the stated level of performance in all respective subjects | Cohort numbers across different subjects may vary from stated figure

- The data reveals that 60% of the cohort achieved the expected standard or Greater Depth in Reading; 40% of LAC achieved Greater Depth in their KS2 Reading. The data outlines that there was also an increase in the children's' average progress score and this indicates that the children in the cohort have made good progress since their starting points.
- KS2 students used Lexia, an online reading intervention program, regularly and of these 3 achieved Expected at KS2 Reading. 1 made good progress and achieved a scaled score of 98, he had previously been significantly behind in his reading. The remaining student had a difficult year with a family bereavement.
- Two of the young people were very close to achieving the expected standard in all three subjects. One LAC narrowly missed getting the Expected Standard in Maths and another young person was close to achieving the Expected Standard in Writing.
- 60% of the Brent cohort achieved the expected standard in Maths and 40% achieved the expected standard in their Writing. 20% of the cohort achieved the expected standard in Reading, Writing and Maths. Overall, four out of the five pupils successfully managed to achieve the expected standard in at least one or more of the core subjects.
- The KS2 Benchmark data above shows that a higher percentage of Brent LAC pupils (excluding EHCP) achieved the expected standard in Maths and Grammar, Punctuation and Spelling, than the National LAC cohort. Brent

LAC pupils achieved a similar percentage to the National LAC cohort in Reading.

- Some LAC did not make enough progress this year due to difficult circumstances such as family bereavement, family illness and ongoing emotional difficulties that impact on attendance. 60% of the KS2 cohort were attending regular therapy supplied by CAMHs or other therapeutic agencies.
- The Brent cohort who achieved the expected standard in one or more subjects were all in Good or Outstanding schools, 4/5 attended the BVS booster classes at Easter and half term.
- All LAC in this cohort benefited from tight monitoring via the PEP process. Many of the cohort were using Lexia Core 5 reading software throughout Year 6 as a targeted intervention and receiving additional 1:1 tuition (PALAC) through a project developed alongside the Institute of Education.

16 BVS interventions and support for the Year 6 Cohort:

- 2.5 February half term & 4 Easter holiday booster days – subject specialist input
- 1:1 tuition for LAC who needed to close the gaps in particular subjects
- enrichment activities (see Enrichment Appendix 2)
- primary/secondary transition training for foster carers
- PEP transition meetings for all Year 6 LAC with respective secondary schools
- Learning mentors support with transitions and placement moves
- Lexia reading software available to all year 6 – to boost reading scores (BVS bulk purchased 50 licences for use at home or school)
- MBAM (Managing behaviour with attachment in mind) foster carers' therapeutic group to support with understanding behaviours

- 16.1 All children who do not reach the expected standard at KS2 are eligible for Year 7 Catch-Up funding in their first year at secondary school. BVS has ensured that additional support is being provided for Year 7 LAC who did not reach the expected standards; support/interventions are documented in their autumn term 2018 PEP.

Key Stage 3 Attainment

Although there are no statutory tests at the end of KS3 feedback from educational establishments through the PEP process showed that 76% of LAC were making progress in relation to their targets.

17 Key Stage 4 Statutory Attainment

- 17.1 Assessment for these pupils is conducted in the academic year pupils turn 16, i.e. school Year 11. The headline KS4 accountability measures for schools in 2018 are:

- ☐ Progress 8 (progress in 8 qualifications)
- ☐ Attainment 8 (average attainment in 8 qualifications)
- ☐ % achieving A*-C in English and maths
- ☐ % achieving the EBacc
- ☐ % entering the EBacc
- ☐ Destinations (% staying in education or training at post-16)

17.2 KS4 Benchmark

| Key Stage 4 | | | | |
|--|--------------------------------------|----------------|-------------|----------------|
| New grade levels* | Previously known as: | 2017-2018* | 2016-2017* | 2015-2016* |
| 5 passes at level 4-9 incl Eng and Maths | 5 A*-C (including English and Maths) | 11% (4/37) | 7% (2/27) | 13% (4/31) |
| 5 passes at level 1-9 | 5 A-G | 43% (16/37) | 41% (11/27) | 58% (18/31) |
| 4 passes at Level 1-9 | 4 A-G | 49% (18/37) | 22% (6/27) | 58% (18/31) |
| 1 pass Level 1-9 | 1 A-G | 68% (25/37) | 78% (21/27) | 87% (27/31) |

*The above data is for the whole LAC cohort minus Special Education Needs (SEN) and English Second or Other Language (ESOL)

17.4 The below chart is for the Statistical First Release (SFR) analysis

| Key Stage 4 | | | | |
|--|--------------------------------------|------------|-----|--|
| New grade levels* | Previously known as: | 2017-2018* | | |
| 5 passes at level 4-9 incl Eng and Maths | 5 A*-C (including English and Maths) | 3/23 | 13% | |
| 5 passes at level 1-9 | 5 A-G | 12/23 | 52% | |
| 4 passes at Level 1-9 | 4 A-G | 13/23 | 57% | |
| 1 pass Level 1-9 | 1 A-G | 17/23 | 74% | |

*The above data is for the whole LAC cohort minus SEN and ESOL

17.5 KS4 Trend

| KS4 Descriptor | Brent Virtual School | | | National LAC | | | National (All Schools) | | |
|------------------------------|----------------------|--------|-------|--------------|-------|-------|------------------------|-------|-------|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| Attainment 8: Average Score | 19.3 | 15.2 | 13.1 | 22.8 | 19.3 | 18.8 | 48.6 | 44.8 | 44.6 |
| Progress 8: Average Score | -1.3 | -1.76 | -1.56 | -1.14 | -1.17 | -1.24 | -0.08 | -0.08 | -0.08 |
| Basics: 9-5 | 11.10% | 2.90% | 6.90% | 17% | 7% | 8% | 59% | 40% | 40% |
| Basics: 9-4 | - | 14.30% | 6.90% | - | 17% | 17% | - | 59% | 59% |
| 5+ A*-C/9-4 inc. Eng. & Mat. | 11.10% | 8.60% | 6.90% | 13% | 15% | 15% | 54% | 57% | 56% |

18 Key characteristics of the Brent cohort:

The eligible cohort was 29 (in care a year or more). Of these, 20 Year 11s were placed in out of Borough schools and 9 were in schools in Brent. 7 pupils were placed in Alternative Provision, where the outcomes are known to be significantly poorer. (Reference Rees Institute research in conjunction with Bristol University, from 2016.)

- Also out of the 29, 9 pupils had an EHC plan and 5 pupils were EAL learners (English as an additional language).
- Brent LAC attainment at KS4 remains challenging. It is difficult to compare year on year, partly because of changes to the performance measures (from 2016), and benchmark passes, but mainly because of the small size of the eligible cohort – which makes small data sets very volatile. The newer measures of Attainment 8 and Progress 8 are a useful way of analysing the whole cohort and figures are presented in the report, comparing Brent with national LAC data. The 4 KS4 students who achieved 5 Passes at 4-9 had all received either PALAC intervention (2 students) or tuition (2 students). All were placed in Outstanding schools (one remained on roll at the school while attending a different provision to meet Mental health needs) and all were in stable placements. One placement did become 'fragile' but VS stressed the importance of him remaining in placement until exams were finished.

19 PALAC Evaluation

- 19.1 This was an initiative set up in conjunction with the Institute of Education, London University. Their research had indicated that for KS2, the most powerful intervention for LAC (nationally) was to offer 1:1 tuition in Literacy, but with the stipulation that this must be delivered by the class teacher, at Primary school. BVS is in its third year of running the intervention, paying for 1:1 tuition at KS4 (where the need is greatest for Brent), and asking relevant secondary schools to supply a core subject teacher in either English or Maths, to deliver LAC tuition after school – generally 15 x 1 hour sessions from October to May, in the lead up to GCSEs. The PALAC tutoring programme has been further developed for 2017-2018 to include Year 12 LAC GCSE retakes, those who just missed the pass last summer, and to include Year 6. This intervention uses evidence based research from the Institute of Education to impact meaningfully upon KS4 (and KS2) attainment. BVS used the attainment advisory teacher to monitor this intervention.
- 19.2 In 2018, 7 primary and 8 secondary pupils participated in the PALAC tutoring programme. Positive feedback was received from teachers who delivered the PALAC programme for 2018 and from the pupils.
- 19.3 Whilst these are encouraging signs, there is still a significant challenge around secondary attainment for BVS.

20. Key Stage 5 Attainment 2017-2018

- 20.1 From September 2018 there was a new post 16 advisor in place working alongside a dedicated NEET advisor and a life coach to support this cohort. Monitoring attendance, exclusions and attending PEP meetings, as well as supporting the NEET cohort.
- 20.2 BVS supported on two occasions when students were excluded from college, this resulted in 2 LAC students retaining their places. BVS also maintained college places for several LAC where attendance levels had fallen, e.g. at Uxbridge College and Stanmore College.
- 20.3 For the academic year 2017-2018, **35** Care Leavers were attending university.
- 20.4 One A level student received a conditional offer to study at Oxford University. The young person, who has been LAC for over 11 years, received support from BVS KS4 attainment teacher and will take his place at Wadham College in September 2019 based on the following conditions: successful History A level retake, alongside 3 adult access courses for Oxford University, which will enable him to adjust to the Oxford university context, and demonstrate his readiness for a degree course. (He has successfully met this already; A level retake result due August 2019.)

21. Destinations of LAC at 16+

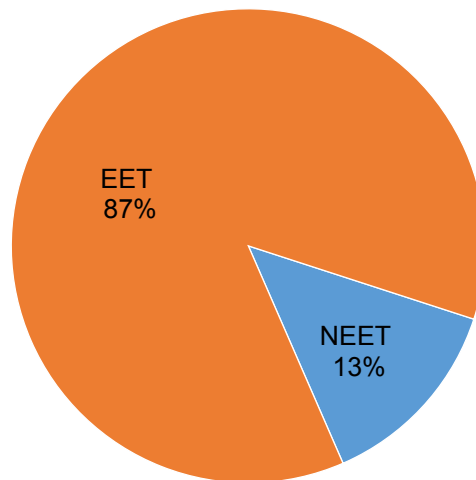
- 21.1 The education, employment and training (EET) status of LAC in the September following completion of Year 11.

16+ LAC September Guarantees¹

By July 2018 87% (45 out of a total of 52) of the year 11 LAC cohort had a September Guarantee.

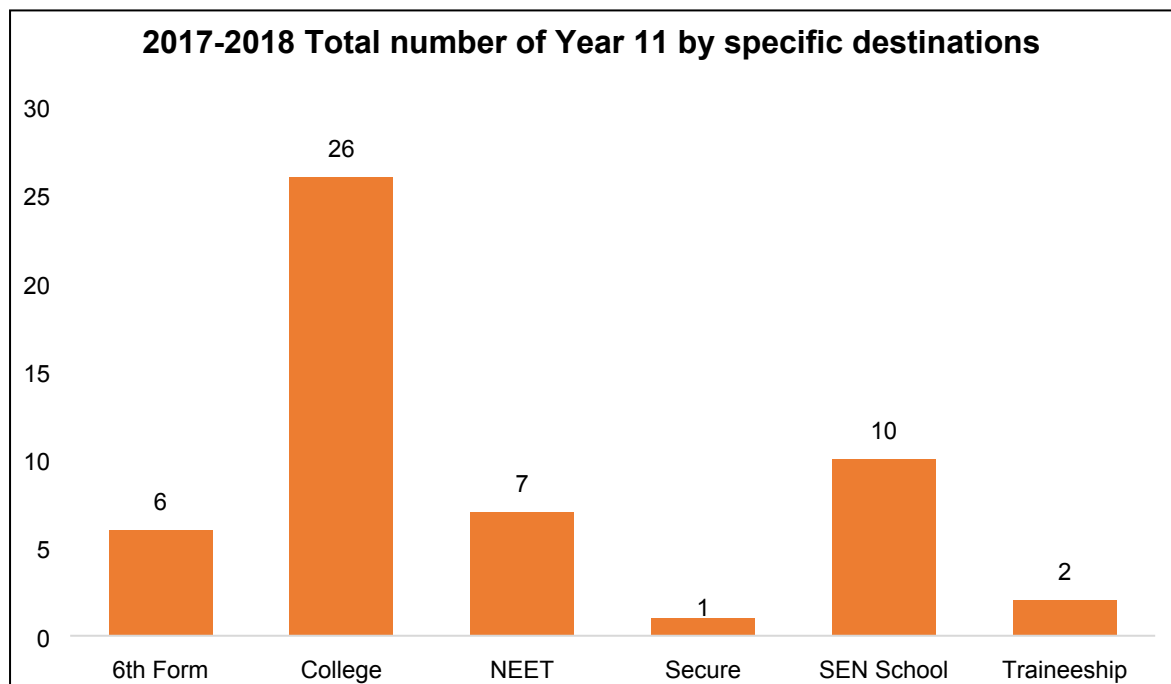
¹ The September Guarantee is an offer, by the end of September, of a suitable place in learning to young people completing compulsory education. The Guarantee was implemented nationally in 2007 for 16 year olds and extended to 17 year olds in 2008.

**2017-2018
Year 11 September Guarantee
EET/ NEET Analysis**



21.2 The 7 LAC identified as NEET were all supported by the BVS Life coach to apply for an FE place. Due to their behavioural challenges they were not ready to progress with the application. BVS continued to support this group into the following academic year and engaged with them through apprenticeship fairs and targeted NEET support.

21.3 The graph below shows the specific destinations for Brent LAC who left school in summer 2017:



22. Support for Year 11 Brent LAC, and transition into KS5.

- BVS Year 11 Life Coach, funded by PPG, continued to provide significant support to Brent Year 11 LAC in making a positive post-16 transition. He attended several college open days alongside vulnerable students, and was there to meet students on the first day of college too – as part of BVS Transition protocol. A proactive approach was taken to reduce students becoming NEET in the first term of college, by working closely with FE providers in the first 6 weeks of the autumn term.
- There was considerable effort and resources put in place to re-engage students at risk of involvement in gang activities and those at risk of CSE. One student received 1:1 tuition to support them to sit their Russian exam. A further student, engaged in gang activity was reintegrated back into education and allocated a mentor for additional support.
- A student who refused to return back to school following a fixed term exclusion was supported to re-engage with the 14-16 programme at Westminster Kingsway College where he successfully completed the programme gaining a level 2 qualification. Another LAC absconded a day before his GCSE exam following the breakdown of his placement - BVS Life Coach arranged to pick him up in the morning from the address where he was staying and took him to school to sit the exam. The Life Coach continued to support him into year 12 – successfully enrolling him onto a Level 1 programme at college. BVS Life Coach continued to support a number of LAC into year 12 due to the relationship he established with them.
- To ensure a student engaged in education following release from a secure unit, BVS Head Teacher authorised for a taxi to transport the LAC to school for a term. The LAC had good attendance and engaged well. BVS LAC teacher pushed for school to apply for special dispensation with the exam boards after LAC became ill before GCSE exams. As a result, the LAC was able to continue onto 6th form in year 12.
- A student who had a difficult year 11, refusing to attend school, not sitting their GCSE exams and numerous missing episodes, was successfully supported to enrol onto a level 3 music production programme. The BVS Life Coach continues to support this vulnerable student into year 12 and he has managed to sustain his college place - achieving merits and distinctions to date
- Employing post-16 staff within the Virtual school meant this was the first year when post-16 PEPs were routinely undertaken. A regular NEET panel was established by the VS where all professionals were invited to attend and a plan was devised to track a pathway back to EET. Data and experience from these panels was used to devise a NEET reduction plan. There were also some Intensive Personal Advisers who worked with some of the most vulnerable NEET students one of who went on the enrichment trip to Jamie's Farm and sometime after that re-engaged with education on a cabin crew course.

23. Exclusion

23.1 No Brent LAC was permanently excluded in 2017-2018.

23.2 Please see below summary table for exclusions data.

| Exclusion Data ² | | | | | |
|---|--|-----------|-----------|-----------|-----------|
| | | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| Total number of fixed term exclusions- days | | 253 | 300 | 313 | 122.5 |
| Number of pupils excluded- fixed term | | 35 | 45 | 29 | 21 |
| Total number of permanent exclusions | | 1 | 0 | 0 | 0 |

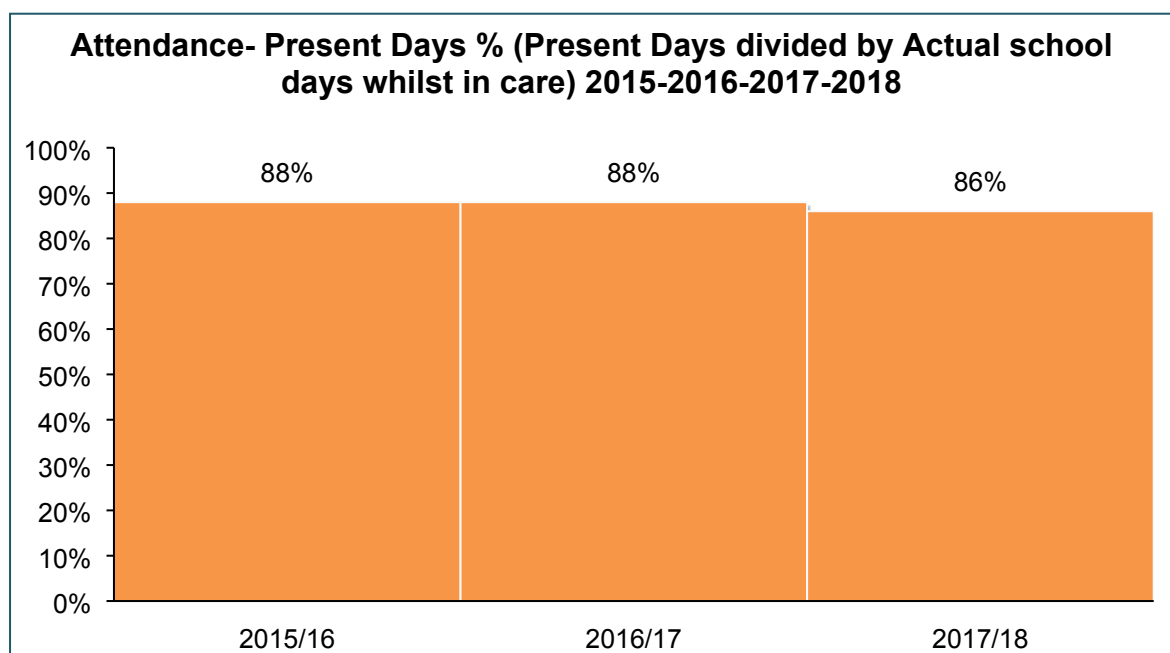
24. Monitoring Attendance

- Since April 2012 the Welfare Call Service has been commissioned by the BVS to provide accurate data that enables it to monitor attendance, punctuality and exclusions for Brent LAC, wherever they live. The Welfare Call Service is used across the country by other local authorities and has an excellent track record in providing a variety of accurate attendance/exclusion reports and statistics on a daily basis.
- An important aspect of the service is the daily call to each school attended by Brent LAC. Once an attendance issue is raised, the Welfare Call Service ascertains whether the absence is authorised or unauthorised and the type (e.g. medical, exclusion) as well as alerting both the social worker and the carer.
- BVS is able to access regular datasets regarding young people's attendance at primary, secondary, special and residential schools across the country. Welfare Call reports are sent daily to BVS. If any unusual absences or significant concerns are noted, the relevant advisory teacher will send an alert to the social worker, their manager and any involved person, for further investigation.

Attendance for Brent LAC, remains a challenge particularly at KS4. The lower percentage attendance at this key stage reflects the increased challenge presented by larger numbers of older children entering the care system, many of who come into care with low attendance or are school refusers. Attendance at KS1 and 2 are positive at 94.44% and whilst attendance at KS3 is lower it is still above 90%. BVS recognise that being LAC does not make children have poor attendance and often attendance improves once a young person becomes LAC. BVS is continuously looking at ways to support better LAC school attendance. BVS takes part in the monthly CME panel (Children Missing Education), and shares Persistence Absence data on a monthly basis with Head of LAC and Permanency. Where attendance is an issue, BVS works

² Please note that the figures included above are collected by Welfare Call.

with social care colleagues to address underlying issues and if required, uses Pupil Premium funding for targeted educational mentoring. Several Brent LAC have sustained school places with mentor support in 2018.



25 PEP completion for the Statutory School Age Cohort

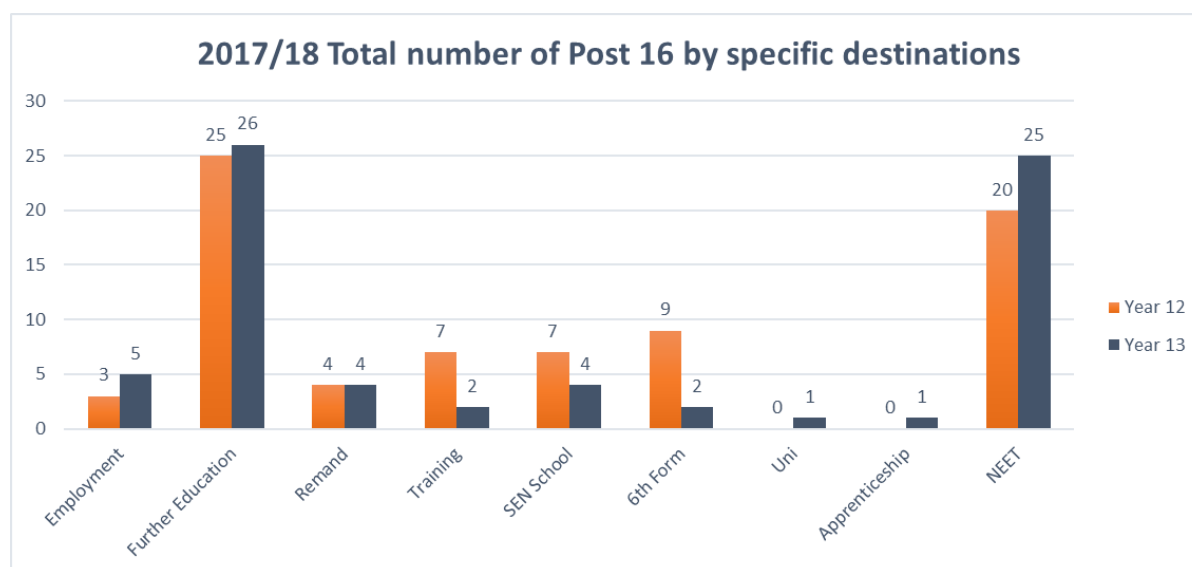
- PEP completion rates continued to improve in 2017-2018, reaching 96% completion for the summer term (2018). PEP meetings and the quality assurance of PEP reports are statutory requirements for Virtual Schools, as they allow for the monitoring of schools where LAC are placed. Since LAC have priority access to Good or Outstanding schools, ensuring attendance and engagement at school is the best way of supporting LAC attainment.
- Improved consistency within the team was achieved via moderation. Feedback to schools using email alongside the Notes tool on Welfare Call addressed any inadequacies in PEP reports. The introduction of mandatory fields for PEPs including Pupil Voice, helped to improve PEP quality.

26. PEP completion for the post-16 LAC Cohort

- 26.1 Prior to September 2016, there had been inconsistent monitoring of the post-16 cohorts, primarily due to the capacity of the BVS and PEP completion rates were low. From September 2017 onwards the BVS took a firmer grip of the situation both in terms of fast-tracking admissions, ensuring ESOL provisions were available for UASC and using the termly PEP reports to monitor and challenge progress.
- 26.2 Transferring the paper PEP onto the ePEP on the Welfare Call portal (as per Statutory School Age) resulted in better oversight of completed PEPs. The ePEP for post-16 was launched in April 2017, and 2017-2018 has seen significant improvement in PEP completion rates for this cohort. Headteacher BVS has further prioritised the KS5 cohort for 2017-2018 with the appointment of a new personal advisor to oversee the Year 12 cohort and PEP completion rates for spring term 2018 have been significantly higher now, at over 70%. A further personal advisor, has been allocated, (in February 2018) to oversee the Year 13 LAC cohort: again, PEP

completion is seen as a major priority – in order to monitor and boost academic progress, alongside maintaining EET outcomes.

| EET/NEET | Year 12 | Year 13 |
|----------|---------|---------|
| EET | 78% | 64% |
| NEET | 28% | 36% |



27. Pupil Premium Grant

27.1 The Pupil Premium grant (PPG) for Brent LAC (£1,900 pa per LAC) is managed by the Headteacher of BVS. The DfE provides the PPG on a financial year basis. In 2017/18 BVS received £540k based on a register of 284 LAC, though every LAC who comes into care attracts PPG, even if they do not stay in care for more than a few weeks. The academic year spans 5 12ths of 1 financial year and 7 12ths of the following financial year. PPG changed in April 2018 to £2300 per LAC.

| | | 17-18 Budget | 17-18 Spend | Variance |
|--------------------|-------------------|--------------|-------------|----------|
| THE VIRTUAL SCHOOL | | | | |
| (PUPIL PREMIUM) | TOTAL EXPENDITURE | 640,000 | 540,000 | |
| | TOTAL INCOME | -640,000 | -540,000 | |
| | | 0 | 0 | 0 |

- The net budget is nil and the allocations are not known at the time of budget setting and therefore the budget is an estimate.

- 27.2 For 2017-2018, all schools where LAC were placed received the full Pupil Premium. This was because there was sufficient additional Pupil Premium funding available to provide interventions centrally (from VS) due to the number of YP moving into and out of care during that academic year.
- 27.3 Schools are asked to attach PPG spend to PEP targets, which is then agreed by BVS as part of the quality assurance process of PEPs. This is to ensure appropriate and targeted use of PPG spend.
- 27.4 The Brent ePEP on Welfare Call requests details from all schools on PPG spend, (as a Mandatory field), as Headteacher BVS is held accountable for the impact of that spend. The majority of schools spend Pupil premium on 1:1 or additional school-based interventions.
- 27.5 The Virtual School service is primarily funded by the High Needs Block of the DSG. Due to rising demand pressures the High Needs Block overspent in 2018/19 and is forecast to overspend by £3m in 2019/20.
- 27.6 In 2017-2018 the retained, cumulative balance funded the following BVS activity:
- Life Coach to support post-16 transition, and EET destinations for Year 12
 - February half term and Easter Holiday revision sessions for Year 6 tests and Year 11 GCSEs, held in Brent
 - Additional 1:1 tuition, educational mentoring sessions and additional support to a number of individual LAC who were not in school for a variety of reasons or were between schools due to foster placement changes
 - Attachment Training for schools provided by a national trainer
 - TAMHS (targeted adolescent mental health support) within local schools
 - 1:1 tuition as part of the PALAC intervention at Year 11 in conjunction with the Institute of Education, London University. BVS paid maths and English GCSE teachers at the secondary schools where Brent LAC are placed (both in and out of borough), to provide after school tuition to Brent LAC, ideally over a period of 3 – 6 months in the run up to GCSEs. PALAC tuition boosted LAC attainment in core subjects, though not all of those pupils targeted achieved 5 GCSEs in total, so impact on headline measures is not instantly recognisable.
 - Lexia reading software purchased to accelerate reading progress for KS2 LAC.
 - Annual Brent celebration Event for LAC, including awards

28. Training and Advice:

- 28.1 The Virtual School staff provide training sessions to:
- Designated Teachers (termly forums and conference run in conjunction with KCA)
 - Safeguarding Teams within schools
 - Social Workers
 - Foster Carers
 - Semi Independent providers

28.2 The content of these training sessions includes: ePEP guidance and PPG process, attachment disorders and strategies, school application and admission processes, attendance, expected roles and responsibilities to support Brent LAC, EHCP process and awareness of Special Educational Needs.

28.3 During 2017-2018 members of BVS provided the following training:

- ePEP training, monthly drop-in for social workers
- Foster Carer Training – including literacy, revision and mind-mapping, ADHD and supporting with transition
- Five carers also attended a six weekly therapy support group in conjunction with a TAMHS therapist. Aim of the group was to help carers support each other and understand attachment and develop ways of looking at the way their young people behave and try out new ways of supporting them. Feedback was extremely positive.
- Semi-Independent Training – focusing on attendance and engagement
- Social Worker Induction Training
- Designated Teacher Forum (termly): ePEP, Pupil Premium and developing LAC policy and guidance training
- PALAC training for teachers in conjunction with the Institute of Education
- Attachment conference, for Designated teachers and social care.
- Staff inset training around barriers to LAC achievement at a local secondary school

28.4 BVS works closely with the Head of LAC and Permanency to ensure that social workers receive appropriate and timely training on how to hold schools to account for the progress and attainment of Brent LAC.

28.5 BVS also organised a joint INSET training day with Harrow, Ealing and Barnet Virtual Schools aimed at sharing best practice. Feedback from all was extremely positive.

29. Celebrating Achievement

29.1 Each year BVS organises a celebration event for LAC and invites nominations to recognise the achievements of the children and young people. For 2018, the event took place in April in the Grand Hall at Brent Civic Centre. 128 children and young people were nominated by their social workers, carers or designated teachers to receive a certificate of achievement. Certificates and prizes were presented by the Mayor of Brent, alongside the Lead Member for Children's Safeguarding, Early Help and Social Care, and the Strategic Director, Children and Young People. See appendix 2.

30. Priorities for 2018-2019

- Raise attendance particularly at KS4.
- Work closely with social care colleagues around placements for KS4 LAC, especially those placed out of borough.
- Work with Harrow, Barnet and Brent Virtual Schools to develop best practice and ensure full enrichment offer, utilising new resource of shared Enrichment co-ordination for the 4 boroughs, funded by John Lyons.

- Secure relationships with high performing Alternative Provisions, in and out of London, as these provisions are critical to the academic success of Brent LAC who cannot attend mainstream
- Develop relationships with local schools and utilise teaching staff for Key Stage 4 intervention.
- Train foster carers as education mentors so that their aspiration for the young people placed with them is high. Coach them to be education champions, alongside Virtual school.
- Continue with “re-takes” programme for Year 12: as Corporate Parents, to ensure LAC have the chance to re-sit GCSEs where they have just missed the pass mark. (Build bank of reliable, quality assured tutors.)
- Set up high quality training for Designated Teachers from field leader in Attachment theory - Kate Cairns Associates.
- Continue work with post-16 students to ensure improvement in PEP completion and reduction in NEET figure.
- Improve offer for advice and guidance service for children who have been adopted from care, left local authority care on a special guardianship order (SGO) or become subject to a child arrangement order (CAO) in Brent by allocating a specific staff member to the role.

Appendices attached: Appendix 1 – Enrichment report

Appendix 2 – NJ speech

Appendix 3 – Training report

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June 2019

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