

Hampshire and Isle of Wight Virtual School and College for Children in Care

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Annual Report
December 2022

Michelle Nye
Virtual School Headteacher

The Role of the Virtual School Head

- The Virtual School Head (VSH) discharges the local authority's corporate parent role as the educational advocate for children in care, as parents are for other children.
- Virtual Schools proactively work with others to create a culture of high expectation and aspiration around children in care and previously looked after children.
- Improving educational outcomes is a collective responsibility across the local authority.
- The Virtual School continues to actively raise awareness of our shared statutory responsibilities to prioritise the education of children in care in Hampshire.

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Our aspirations

- Promoting the educational achievement of children in care requires all schools, the local authority and partner agencies to share the responsibility and to prioritise their needs as corporate parents.
- Education that encourages high aspirations and individual achievements, with minimum disruption and maximum stability, is central to improving short and long-term outcomes for children in our care.
- Our aspiration is that all children and young people attend a good or outstanding school which meets their individual needs and have good school attendance.



We want every child in care to:



- Enjoy their education and become positive and resilient learners who know their own strengths and talents.
- Benefit from the protective factor of being in care and make improved progress and achieve better educational outcomes once they feel stable and secure.
- Be prioritised by schools and services in line with the collective corporate parent duty
- Receive the same support from their foster carers as they would from any good parent.
- Have a voice that positively impacts on the services they receive.
- Have stability in their care and education placements.
- Receive good advice and guidance to ensure they can progress into further education, employment, and training and, when appropriate, university.
- Know that their achievement and successes will be celebrated.



Finance

In line with the DfE statutory guidance, the Virtual School published a policy document which makes clear the expectations and arrangements in place around pupil premium plus for children looked after.

[Pupil Premium Plus and funding | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/pupil-premium-plus-and-funding)



**HAMPSHIRE AND ISLE OF WIGHT VIRTUAL SCHOOL
PUPIL PREMIUM PLUS: POLICY AND
GUIDANCE 2022**

Pupil Premium Plus (also called PPP or LAC premium) is additional grant funding from the DfE for children in care. The purpose of the grant is to close the attainment gap for this cohort of children and improve their educational outcomes. The funding is provided as part of the government's policy to *[raise] the attainment of disadvantaged pupils of all abilities to reach their potential*. Each year the DfE publishes a 'Conditions of Grant' document which sets out the arrangements and funding allocations for all types of pupil premium, including PPP.
<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021/pupil-premium-conditions-of-grant-2020-to-2021>

KEY FACTS

- PPP is provided for each child who is in care for at least one day as recorded in the March 2021 children looked-after data return (SSDA903).
- Pupils from Year R to Year 11 are eligible for PPP.
- PPP must be managed by the Virtual School Head (VSH) in the local authority that looks after the child, for the benefit of the looked-after child's educational needs as identified in their personal education plan (PEP).
- PPP is different to other kinds of pupil premium in that it is managed by the Virtual School Head rather than schools.
- Children who were previously looked after (PLAC) by a local authority in England and Wales and now adopted, or subject to special guardianship order, child arrangements order or a residence order, are also eligible for pupil premium grant. This grant is not within the remit of the Virtual School, however, please see further guidance on page 4.

WHAT ARE THE CURRENT HAMPSHIRE AND ISLE OF WIGHT PPP ARRANGEMENTS IN PLACE FOR 2022-23?

- £1,600 per child in care is allocated and paid in termly instalments of £600 (summer term), £550 (autumn term) and £450 (spring term). Schools will normally receive the full funding for a term for each pupil who has been in care for at least one day in that term.

Performance Educational Outcomes

- In 2021, the improvement seen in 2020 has been sustained in GCSE results for our cohort of children in care.
- Of the 128 children who had been looked after continually for at least 12 months, 13 children (10.2%) achieved English and maths at grades 9-5 compared to 18 children (15.8%) in 2020 and 3.2% in 2019.

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In the 'basics' measure, grade 9-4 in English and maths, 33 (25.8%) achieved this compared to 32 children (28.1%) in 2020 following the significant rise from 13.7% in 2019.

- There were six UASC (Unaccompanied Asylum-Seeking Children) in the 2021 cohort. No child in this cohort achieved the 'basics' measure although five sat an exam and one child achieved maths GCSE (9-4).



Performance Educational Outcomes

In the overall cohort in Year 11, there were 47 with EHCPs and an additional two at the assessment stage in May. 8 children with EHCPs were in other local authority areas.

Autistic Spectrum Disorder (ASD)	2
Hearing Impairment	1
Moderate Learning Difficulty	17
Physical Disability	1
Profound and Multiple Learning Disability	2
Social, Emotional and Mental Health	10
Behavioural, Emotional and Social Difficulties	2
Speech Language and Communication Needs	1
Specific Learning Difficulty	1
Not known	2



Attendance and exclusions

- For Hampshire's children in care, the overall absence rate was 8.8% whilst the equivalent national figure was 9.1%.
- The persistent absence rate was 30.1% with the equivalent national figure at 30.4%.
- No Hampshire child was permanently excluded
- There were 827 in the cohort and there were 93 suspensions, 11.25%. National figure 9.38%
- The reduction in fixed term exclusions will remain a key priority for the Virtual School in this academic year.

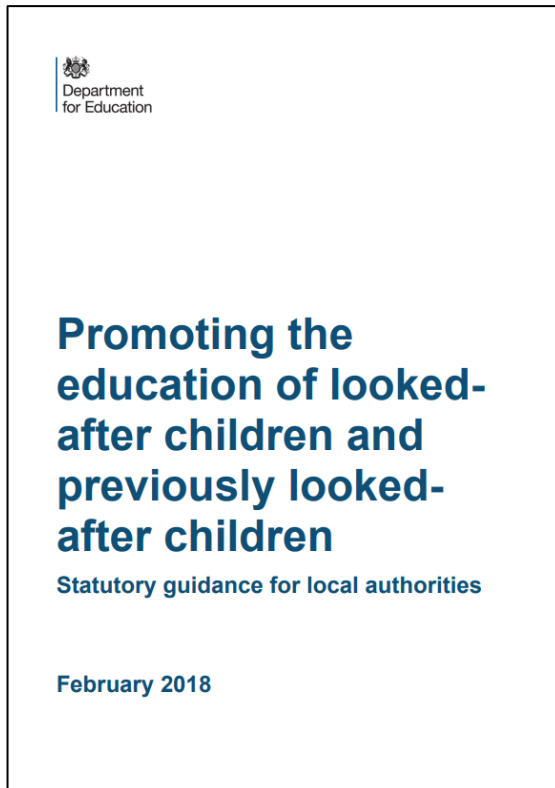


Personal Education Plans (PEPs)

- The outcomes of PEP audits each term have helped to drive forward improvement in the PEP process and effectiveness
 - Comprehensive training programme to improve the consistency and quality of PEPs
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- The Virtual School's PEP Toolkit is a needs analysis resource highly valued by schools which was recognised during the Ofsted inspection in 2019.
- The VSH has strengthened the relationship with HIAS and commissioned more dedicated time to enable more PEP auditing and feedback to schools to be undertaken as part of 'Corporate Parent' visits.
 - The improvement of PEP compliance and quality remains a priority for the Virtual School.



Children Previously Looked After (PLAC)



- Previously looked after children are those who are no longer looked after by a local authority in England because they are the subject of an adoption, special guardianship (SGO) or child arrangement (CAO) order.
- Training has been embedded in our Virtual School offer to ensure our schools are meeting their statutory requirements regarding previously looked after children.
- The Virtual School has developed an Education Plan for Adopted Children (EPAC).



The Virtual College and Post 16

- The Virtual College is well established as the post-16 arm of the Virtual School.
 - As part of the Children's Services post-16 Careers and Participation team, the Virtual College is fully integrated into the wider Hampshire Futures service which supports all young people to participate successfully in formal education and training in Year 12 and 13.
- The percentage of looked-after young people securing a place in post 16 education, employment or training is higher (97.9%) than the overall cohort (97%) which in itself is higher than that achieved nationally.

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The Virtual College and Post 16

- The overall qualification achievement rate 85.5% is a 3.2% increase compared with the previous year.
- The proportion of students who completed Level 2 courses increased by 11%, 25 compared to 16 in AY2019-20.
- Level 3 courses dropped by 4%, 18 compared to 22 in AY2019-20.
- Vocational/technical options were more popular than academic, broadly 75/25 split.

Table 3: Hampshire Virtual College FE achievement data AY2020-21

Virtual College	2019-20	2020-21	Change %
Cohort	186	184	
FE	111	114	+2.27%
Completed/Passed	70	71	+3.11%
Withdrawn	15	12	-3.19%
On programme	26	31	+3.77%



The Virtual Schools approach to improving educational outcomes

- Monitoring attendance and exclusion data
- Working closely with social work colleagues
- Prioritising good or outstanding schools
- Training for designated teachers, schools, social workers and carers
- Attachment Trauma Aware Schools (ATAS) training
- Early Years partnership
- Maintaining school stability



The Virtual School remains committed to removing the inequality in educational outcomes between children in care and the wider population of children. This means working in partnership with the whole system for children across schools, education and inclusion and social care, returning constantly to the question for us as corporate parents – *‘would this be good enough for my child?’*

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