



**Durham Virtual School
Annual Report 2017-18
April 2019 Update**



This report has been updated with validated and national comparators April 2019 based on the DfE Statistical First Release and NCER Nexus reports.

Durham Virtual School champions care-experienced children and young people. We support parents, corporate parents, carers, schools and educational settings to support looked after and previously looked after children so that they:

- Attend a school or setting which best meets their needs
- Attend regularly
- Make progress and achieve
- Have a voice that positively impacts on the services they receive
- Have stability in home, care and education placement
- Receive good advice and guidance to progress into further education, employment and training and, where appropriate, university
- Are well-prepared for adulthood
- Receive recognition for their achievement and have their successes celebrate

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Executive Summary Looked After Children 2017-18 (unvalidated data)

In line with DfE reporting, the data reported in this document is based on those children and young people who have been continuously looked after for a minimum of 12 months from April 1st 2017 to March 31st 2018 – hereafter referred to as the reporting cohort. This executive summary covers statutory school age, whilst the body of the report also includes Early Years and Post 16.

Summary statement

At Durham Virtual School we believe we are making a difference to the lives of children and young people in care. This report evidences broadly positive educational outcomes, strong progress from entry to care, good attendance, few exclusions, high aspirations, strong vocational and academic pathways and effective preparation for adulthood. This is all brought about by a strong virtual school team, including caseworkers who advocate for every child in care. However, we know we can do even better and we reflect constantly on the impact of our actions and make appropriate changes.

Headlines

Early indications suggest that the overall performance is broadly positive with improvement in Writing, GPS and Maths at KS2 and strong performance in English at KS4. More children and young people achieved the higher grades.

Key Stage 1

Of the 15 pupils in the reporting cohort for 2017-18, 13 attended schools with an Ofsted judgement of good or outstanding. The 2 children in schools which require improvement (RI), (one special, one primary) had strong support, had their needs met, and made some progress. Such small numbers make year on year trends statistically unreliable. 46.7% achieved expected standards or better (EXS+) in reading but fewer achieved this in writing or maths. All outcomes were above FFT (Fischer Family Trust) targets.

4 children were supported by an EHCP (Education, Health Care Plan) and 2 children had SEN support plans for significant emotional needs. 5 children were working at P scales, the measures used to record progress for children with special educational needs (SEND) and made some progress.

Durham Gap - all children 2018 values

26.7% of the reporting LAC cohort achieved the expected standard or better in reading, writing and maths (RWM). For all children in Durham, this figure is 68.5%. The gap has narrowed for reading but widened in maths and writing.

National Gap - looked after cohort 2018 values

For the reporting cohort, all indicators were below the 2018 national average for looked after children with the gap closing in reading but widening in maths and writing.

Key Stage 2

Of the reporting cohort of 41 pupils, 90%, attended schools with an Ofsted judgement of good or outstanding. 4 children remained in schools which were RI to maintain stability and received strong support. 9 pupils attended specialist provision, 6 in Durham and 3 out of county (OOC). We are pleased that at all measures, the number of children meeting EXS exceeded FFT targets. Writing, Maths and GPS improved from 2017, with writing (58.5%) and GPS (grammar, punctuation, spelling) (56.1%) significantly above FFT targets. Reading dipped to 43.9% and was slightly lower than schools had forecast. 5 children were working at P scales; they all made progress. 10 children are supported by an EHCP and were not expected to meet national standards. However, with strong school support one boy achieved this across the board.

Durham Gap - all children (2018 values)

36.6% of the reporting cohort achieved EXS+ in RWM with the gap between them and all Durham children remaining at approximately 30%. The gaps in writing, GPS and maths have significantly reduced whilst the reading gap has widened.

National Gap – Looked After Cohort (2018 values)

For the reporting cohort, writing, maths, GPS are above both the national and regional averages for the looked after cohort for 2018.. Reading was significantly below.

Key Stage 1 -2 Progress

The 40 children included in the cohort for KS1-2 progress made significantly better progress than their peers nationally and were broadly in line with those regionally. In writing, maths and GPS Durham looked after children made significantly better progress. Against all Durham children, the looked after cohort made better progress in writing and maths, but not in English. It should be noted that the 4.2small cohort number means that consideration must be given to the confidence intervals.

Key Stage 4

Of the 52 pupils in the reporting cohort, 21 attended special schools or specialist provision, 7 of these were educated out of county. 67.3% attended schools with an Ofsted judgement of good or better. 3 attended schools with an Ofsted inadequate rating; remaining in school to provide stability for them when they entered care. English results showed significant improvement from 2017 with 44.2% achieving grades 9-4 and 25% achieving 9-5. This was particularly strong for those attending mainstream schools. More young people achieved grade 5 in both maths and English. Maths results were in line with 2017 but were disappointing. Most key indicators were in line with or better than the national 2018 outcomes for looked after children, Ebacc entries and achievement were the main exceptions to this. The average Attainment 8 (A8) score was 23.2; higher than last year. The progress 8 (P8) -1.17 score dipped from 2017 but was higher than the same cohort regionally and nationally.

Durham Gap - all children (2018 values)

17.3% of the reporting cohort achieved grades 9-4 in the basics measure and 7.7% achieved 9-5. The gap with all Durham children is too big at 30% for the basics measure for 9-5 (the same as 2017). The gap has reduced in English but widened in maths.

National Gap – Looked After Cohort (2018 values)

For the reporting cohort, English is significantly above the national and regional averages for 2018. Maths and the basics measure are broadly in line nationally but below the regional average.

Attendance and Exclusions

We are delighted that as a result of strong partnerships and swift support and intervention by Virtual School Caseworkers, there have been no permanent exclusions of looked after children since 2014. Fixed term exclusions rose nationally and regionally in 2017, but we are concerned that it rose faster in Durham. The overall attendance for looked after children has remained consistently high since 2014. In 2018 overall absence was 3.2%, significantly netter than the national (4.5%) and regional (4.1%) averages. Persistent absence at 6.9% was well below the national average of 10.6% and the regional average of 9.5%¹ This is lowest in primary schools and highest in SEMH special schools.

School Stability

We appreciate the correlation between stability of placement and educational attainment and life chances and take cognisance of the Children’s Commissioner’s Report and Stability Index to avoid unnecessary or inappropriate school movement. 8% of children and young people experienced an in-year school move 2016-17 and 4% experienced a move in both 2015/16 and 2016/17².

Personal Education Plans and Pupil Premium Plus

Following a slight drop in the quality of the PEP in 2017-18, we have reviewed the changes we made to the process and have plans to address this for 2018-19 to ensure strong input from care teams and oversight of the process by the caseworkers. Progress and attainment data suggests that PP+ is having a positive impact. We have encouraged schools to use the funding effectively to meet emotional and social needs as well as focusing on the academic outcomes. We have challenged schools where we considered the spending of PP+ was not having an impact.

¹ <https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018>

² Children’s Commissioner’s Office Stability Index report for Durham 2018

1. Introduction

As Virtual School Head for Durham County Council, I am pleased to present the 2018 Annual Report for Durham Virtual School which details our work, alongside our partners and the wider local authority to improve progress, outcomes and ultimately the life-chances of the children in our care.

The body of the report will outline successes and areas still to develop from Early Years to Post 16 and up to 25 where appropriate.

In drawing comparisons or looking for trends, it is important to be aware that small numbers at some key stages are often statistically unreliable or insignificant when compared to the national picture. The nature of our young people means that year on year cohorts can be very different, so progress measures are sometimes more useful than absolute attainment. We measure ourselves against the looked after cohort nationally and against all children in Durham and, where appropriate, nationally.

For national data we draw on the DfE Statistical First Release. From 2017 we have used a data tool from NCER (a national organisation), supported by local authorities and the National Association of Virtual School heads (NAVSH) to provide a more forensic analysis through a range of indicators which could impact on progress, for example, length of time in care or primary special need.

2 Durham Virtual School

2.1 What is the role of the Virtual School and how well are we doing?

The role of the Virtual School Head and the Durham team is to take the lead in promoting the educational achievement of looked after, and from September 2018, that of previously looked after children. This report will consider our work with previously looked after children below. We set aspirational targets and then work closely with schools, the wider authority and other partners to deliver the best experience possible so that looked after children and young people can achieve success, thereby improving their life chances.

We want our looked after children to attend, engage and enjoy school so that they can achieve. We are working hard to ensure their voice is heard and has impact.

Our priorities feed directly into, and support:

- Corporate Parenting Strategy and Key Lines of Enquiry
- The Children and Young People's Strategy for Durham
- Durham Promise to Looked After Children

The Joint Local Area SEND Inspection report published January 2018 identified 'pockets' of good practice within the authority and noted the *"highly responsive and effective support and*

care, such as the high-quality services for vulnerable children and those who are in the care of the local authority". As a Virtual School we strive to build on this for all looked after children. This year we have built on our strengths, used more accurate and detailed data along with knowledge of the children and young people to target support more effectively and reviewed our interventions, strategies and use of funding for impact.

As we move into our next phase, with a restructure of the wider casework team to become a bigger team for SEND, Looked After Children and Vulnerable Groups, we have the opportunity to impact positively on more children and young people. Our challenge is to ensure that children in care continue to be our priority within the virtual school.

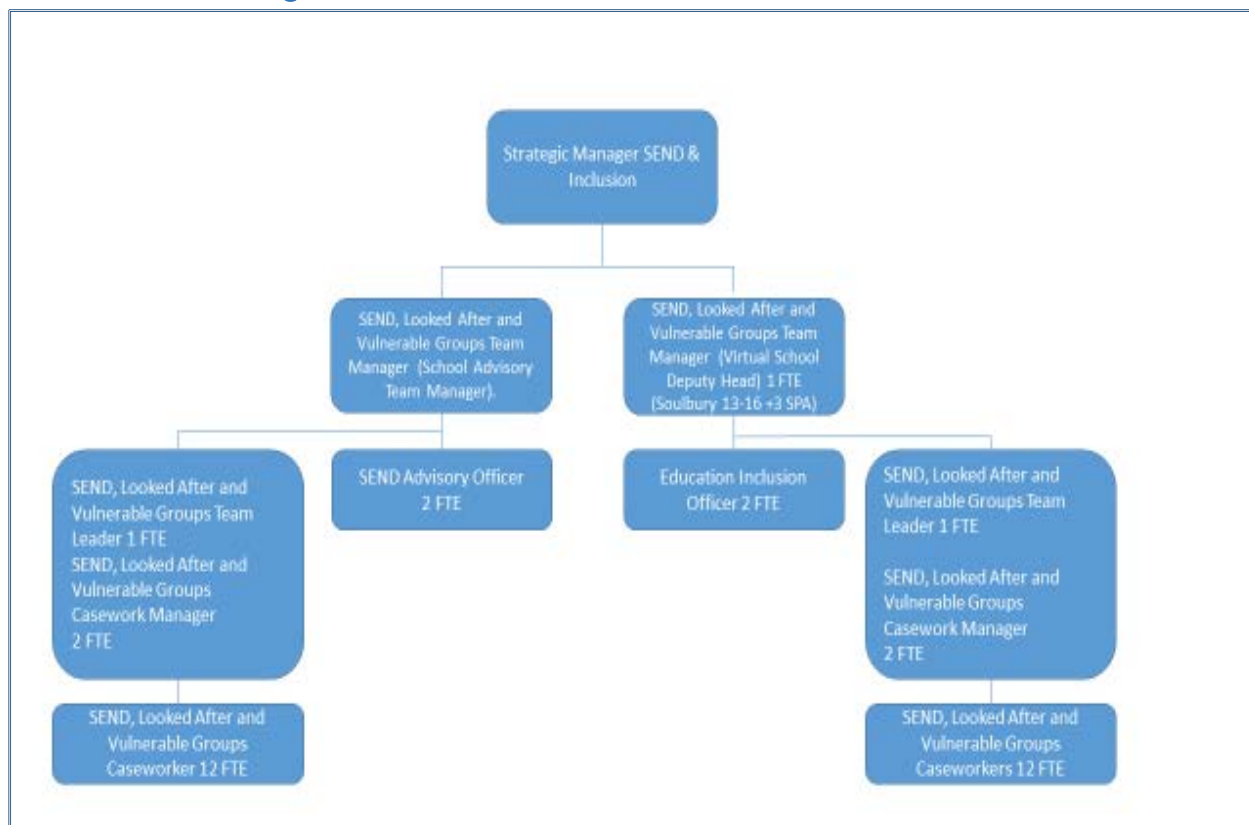
2.2 Who are we?

The Virtual School Head (VSH) is an experienced school leader who sits within the Education Service but works in partnership across teams. Durham is a member of NAVSH and the VSH attends the local and national networks. From September 2018 the VSH has been the joint representative for the north east at the national network which gives Durham a voice in developing national strategy and practice in promoting the education of looked after children.

We work in close partnership with teams in Social Care, Health, Early Years, Progression and Learning and the wider Inclusion Team as well the School Improvement Team. The VSH is a member of the Looked After Children Strategic Partnership Group.

Under the recent restructure the virtual school team (other than the VSH) moved from the Education and Skills team to Early Help, Inclusion and Vulnerable Children. Within the new structure, we have retained a dedicated deputy head of the virtual school to maintain the high profile of looked after children within the wider team. Each role within the team carries dedicated duties for looked after children, see Appendix A. As of April 2019, we are reviewing the impact of the restructure and intend to make some changes to provide a small dedicated team focused on the educational achievement of looked after children.

2.3 Structure Diagram



2.4 Who do we report to and how are we held accountable?

The Virtual School develops an operational plan and carries out regular self-evaluation against this. The VSH attends the Corporate Parenting Panel (CPP) and presents the annual report and education outcomes. Line management and reporting for the wider team sits with the Strategic Manager for SEND and Inclusion.

As a virtual school we report to a sub group of the CPP which is chaired by the vice-chair of the CPP and comprises elected members, local school leaders and representatives from care and fostering.

3 Profile of learners and numbers on roll at the virtual school

3.1 How many learners are on roll?

As of August 2018, there were 502 Durham looked after children and young people of statutory school age, this is a reduction of 28 children from 2017. In addition, there were 108 non-Durham looked after children and young people in Durham schools. The total number of Durham young people in care is consistently over 800.

Table 1: Number of LAC by year group August 2018

Year	Female	Male	Total
0	14	18	32
1	13	15	28
2	15	21	36
3	13	18	31
4	16	20	36
5	15	26	41
6	20	25	45
7	21	31	52
8	25	30	55
9	22	24	46
10	13	22	35
11	27	38	65
Total	214	288	502

3.2 What is the profile of the cohort?

There is an equal primary / secondary split. The gender split is 42% girls and 58% boys. 17% of children and young people attend out of county schools while 83% are educated within the authority.

As of August 2018, 74.4% of the current total attend a school with an Ofsted judgement of good or better. 12 (2.3%) children and young people attend a school with an inadequate judgement 11 of these are in secondary education. From Sept 2018, one of these secondary schools with 4 looked after children, has converted to become a sponsored academy and therefore has no judgement.

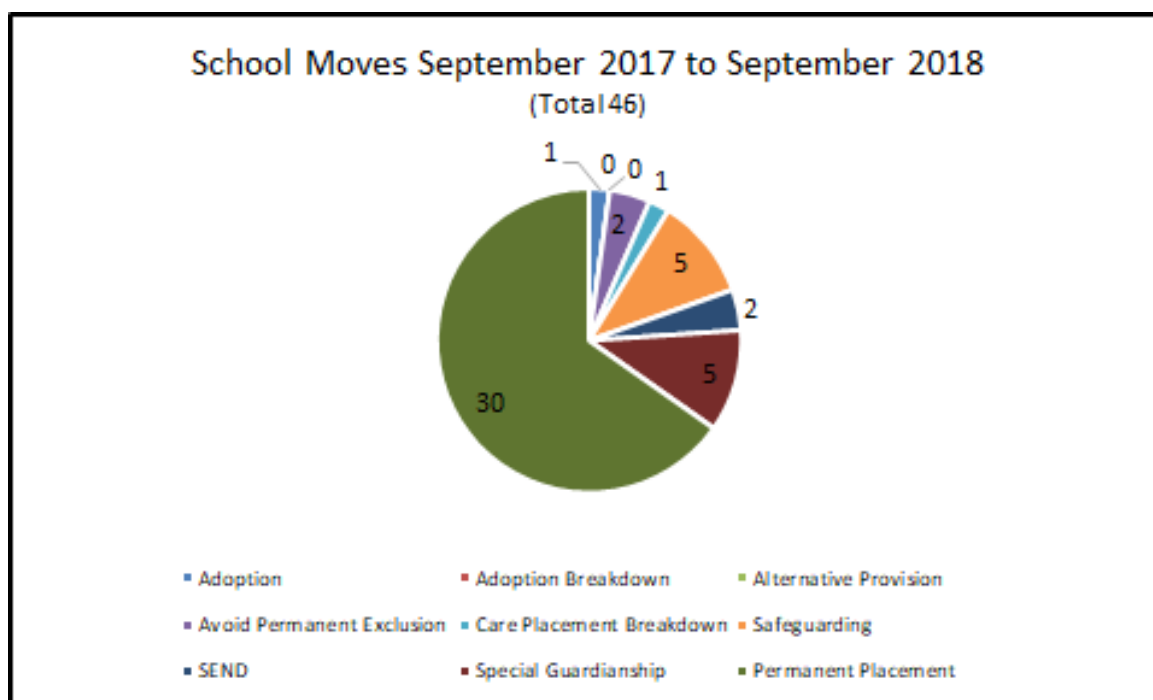
In the primary phase, 91% attend a good or better school. The figure is significantly lower at secondary with 63% attending a good or better school. This includes 20 young people in secondary SEMH provision which all currently have RI judgements. The LA is working closely with these schools to improve provision. As a virtual school we provide additional tuition as required.

3.3 How well do we promote placement and school stability?

School and placement stability are crucial to provide the security children in care need in order to learn. We advise social care teams to help them to maintain stability in the education setting. Where change is unavoidable or is advisable, the casework team ensure there is enhanced transition, and that all key information is shared. For an emergency placement, caseworkers work closely with the school to support integration. Those children who need to move schools during an academic year (16 in 2017-18) are supported by an additional plan and funding to meet their needs. The 2018 report from Children's

Commissioner's Office³ shows that in 2016/17 (most recent data) for single year instability, Durham was better than the national and regional averages for placement and school moves. The instability score was significantly better than our stability index neighbours. For repeated instability, both placement and school scores were broadly in line with national and regional levels. School moves have remained consistent over the past 3 years: 31 in 2016, 35 in 2017, 34 in 2018. 65% of school moves were to support a permanent placement and 11% were to support Special Guardianship Orders.

Table 2 School Moves 2017-18



3.4 How many of the cohort have Special Educational Needs?

Looked after children are almost 4 times more likely⁴ to have an identified SEN and almost 10 times more likely to have an EHCP than all children. Nationally in 2017, 56.3% of looked after children had a special educational need compared to 14.4% of all children and 26.7% had an EHCP. In Durham, 49% of the cohort have identified special educational needs with approximately half of these supported by an EHCP whilst the other half have school support plans (K code). This has remained static since the previous year. Year 11 has both the highest number of pupils with an EHCP and with an identified need, with high numbers also in years 6, 7 and 10.

³ Children's Commissioner's Office Stability Index report for Durham 2018

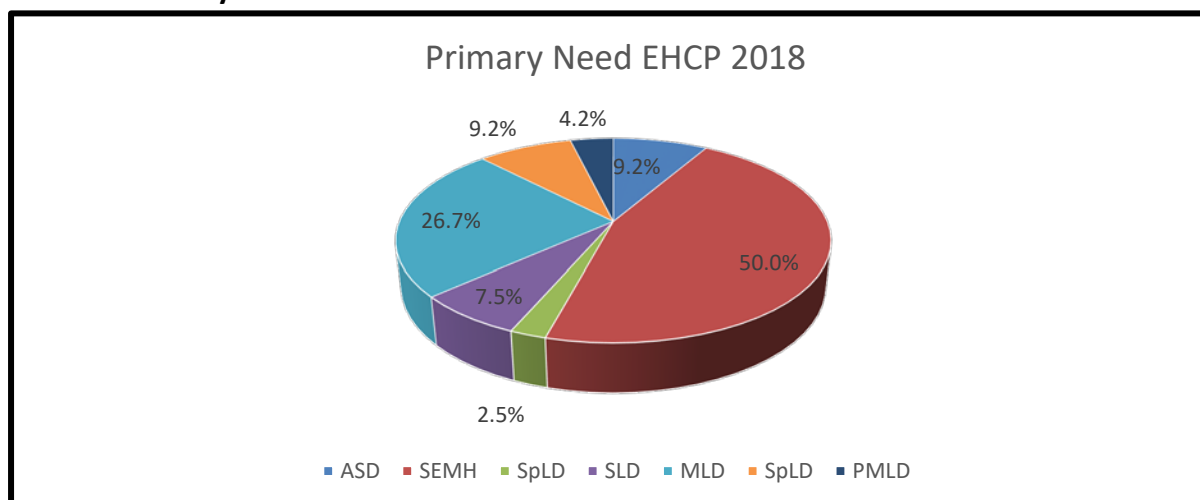
⁴ DfE March 2018 Outcomes for children looked after by local authorities in England, 31 March 2017

Table 3: Number of LAC with SEND by year group July 2018 (for academic year 2017-18)

Year	EHCP	K Code
0	1	3
1	4	6
2	4	6
3	5	11
4	7	13
5	5	12
6	12	15
7	14	14
8	9	9
9	13	8
10	19	14
11	25	10
Total	118	121

3.5 What are the primary needs of our cohort with an EHCP?

Nationally looked after children are 3 times more likely to have social, emotional and mental health (SEMH) as their primary need than their peers. This is reflected in Durham where 50% of our young people have SEMH identified as their primary need. We are addressing this through raising awareness with schools and supporting them to be more attachment and trauma informed, so that they can respond more effectively to social and emotional needs and challenging behaviour. We also provide additional therapeutic support and swifter access to counselling and an educational psychologist so that needs can be met. Our casework team has expertise in SEND and offers strong advice and support through the SEND process.

Table 4: Primary need of LAC with EHCP

3.6 How do virtual school caseworkers support looked after children with identified special educational needs?

Virtual School Caseworkers work closely with schools to ensure that the SEN graduated approach is followed. This includes:

- Considering the needs of the looked after child and exploring with the school how they can be supported
- Working with the school SENCO to put in place a SEN Support Plan
- Supporting the school in requesting additional funding if required to meet need
- Facilitating the statutory assessment process
- Continuing to support if a child moves to specialist provision to meet their needs

3.7 How do we collaborate to support looked after children with identified SEN?

The virtual school team is now combined with the SEND casework and improving progression teams to facilitate a seamless approach 0 – 25. The virtual school head / deputy attend all panel meetings where statutory assessment, top up funding and complex cases are considered so that we can advocate for the children in our care. We work closely with social workers and increasingly closely with health teams within this process.

4 Duties to previously looked after children

4.1 How do we meet our duty towards previously looked after children?

We adhere to the statutory guidance from 2018 which arose from the Children and Social Care Act 2017 to provide information and advice to parents, carers and educators or to signpost this. We have promoted this with schools, provided advice and training for designated teachers and governors and provided some additional funding to identified schools to support awareness raising. From April 2019, we have allocated the DfE additional

funding⁵ provided to local authorities to a temporary specialist manager post so that there is some dedicated time within the team to support the education of previously looked after children. The remit of this post is to develop a sustainable offer for previously looked after children through building links with agencies and teams and raising the profile of this cohort in schools. We have ensured that other teams within the authority are aware of the priority admission for these children and have briefed social care managers about effective use of PP+. Support for schools has ranged from advising on staff training to supporting with the effective use of PP+ and how to report it. Support for parents has been on an individual basis to respond to queries and requests for support to ensure their child is accessing the right support for their needs.

4.2 How many previously looked after children of statutory school age are there?

According to the January Census 2018, there are currently 483 previously looked after children on roll in Durham schools. The breakdown is:

	Ceased to be looked after through:
304	Adoption
127	Special Guardianship Order
52	Child arrangements / Residence Order

We are aware that not all adoptive parents will want schools to record the status of their children, so these figures reflect those who have shared the information.

These children are not on the roll of Durham Virtual School and we are not expected to monitor the progress of individual children or be accountable for their attainment.

However, this does extend the reach and remit of our support and advice for those of statutory school age from 502 to 985.

5 Achievement and Progress

At Durham Virtual School we use FFT targets to measure how well our children achieve against their previous attainment. As our cohorts are small and vary in terms of their profile from year to year it is difficult to measure trends. The following summaries consider national expectations at EY/KS1/2 and GCSE outcomes at KS4 against their peers nationally and regionally, against the whole Durham cohort and against their targets.

5.1 How well do our children achieve in Early Years?

There were 15 children in the reporting cohort for 2017/18. 10 of these were in Durham schools and settings.

60% of Durham looked after children achieved a Good Level of Development (GLD) compared to 46% regionally and 47% nationally. 72.8% of all children in early years' settings in Durham achieved GLD, this means the gap at 12.8% is relatively small. The total point

⁵ Sec 31 Extension of the Role of Virtual School Heads to Certain Previously Looked after Children Implementation Grant Determination Letter 2018-19 [GR1000509] [No. 31/3353]

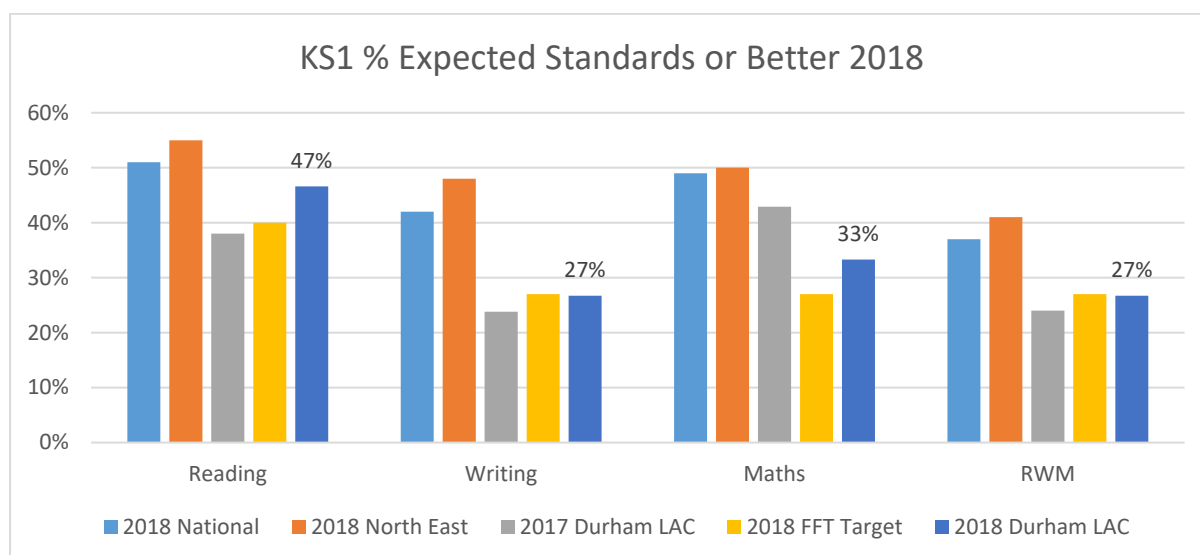
score for GLD was 30.7, compared to 35.2 for all Durham children, and above regional and national averages. The Early Years Team support schools and setting to ensure effective use of the Early Years PP+.

5.2 How well do our children achieve at Key Stage 1?

With only 15 children in the reporting cohort, it is very difficult to draw any accurate conclusions or identify trends. There were 31 children in care during the academic year:

- 4 children were supported by an EHCP and 2 of these attended special schools, 2 more had identified SEN support plans. 5 of the 6 children with identified needs were working below the standard of the interim pre-key stage standards for RWM. Overall 40% had an identified need.
- 4 girls and 11 boys in the reporting cohort. 2 of the girls achieved greater depth (GD)
- 5 children continue to work at P scales
- Each child represents 7% in the data.

Table 5: Reporting cohort KS1 15 children



6 children also achieved EXS in Science. The gap with all Durham children remains too wide with a 30% gap in reading and over 40% gap in writing and maths.

We are working with Durham Learning Resources to explore ways of supporting reading more effectively with foster carers and schools to promote both a love of reading and comprehension. We launched our Curious Kids book packs in February and have had good feedback. A training session for carers was very well attended and very well received.

5.3 How did we make a difference at KS1?

Child A entered care at the beginning of year 2, having previously had 4 school moves. He was not on a school roll when he was placed with his carer. Safeguarding concerns dictated that he could not be placed at his nearest primary school and one was approached in the next village. As a small village school with a low notional SEN budget, the HT was concerned about meeting his needs. A's caseworker arranged a meeting in school with the HT and VS team. Durham Virtual School offered a significant package of support including:

- Additional funding from PP+ to provide TA support with a scheduled review after one term when the school better understood his needs
- Increased VS Caseworker input and monitoring, with some in-school support
- A 10 week therapeutic story writing intervention
- Caseworker support for the school SENCO to agree a robust SEND support plan and secure top-up funding

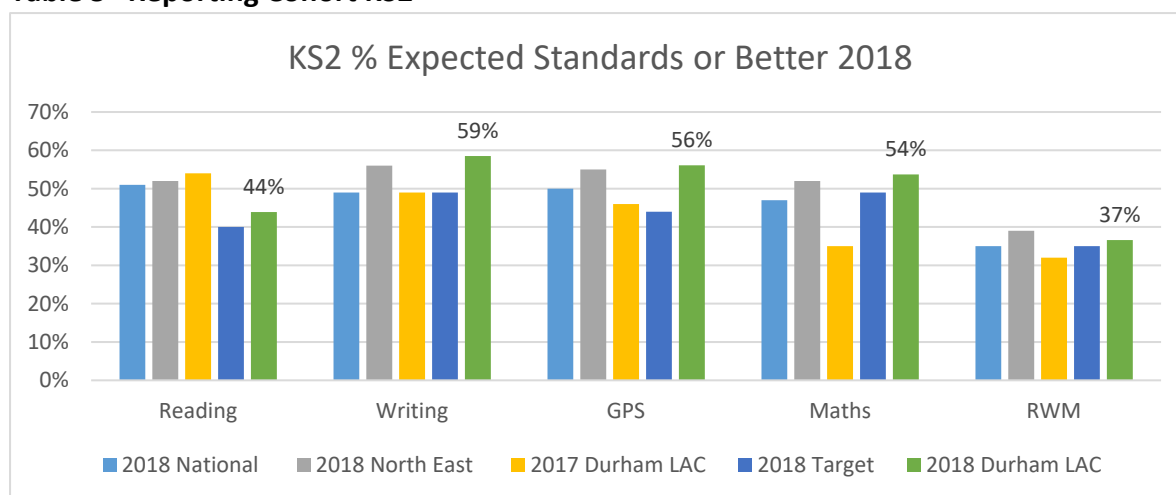
A continued to display challenging behaviour which improved slowly. With so many gaps in his schooling, A was working at emerging year 1 when he joined the school in year 2 but he made rapid progress. He developed a good relationship with staff who in turn developed a good understanding of his needs and at the end of year 2 A achieved Expected Standards in all areas.

5.4 How well do our children achieve at Key Stage 2?

The reporting cohort at KS2 was 41; there were 54 children in care at the time of the tests.

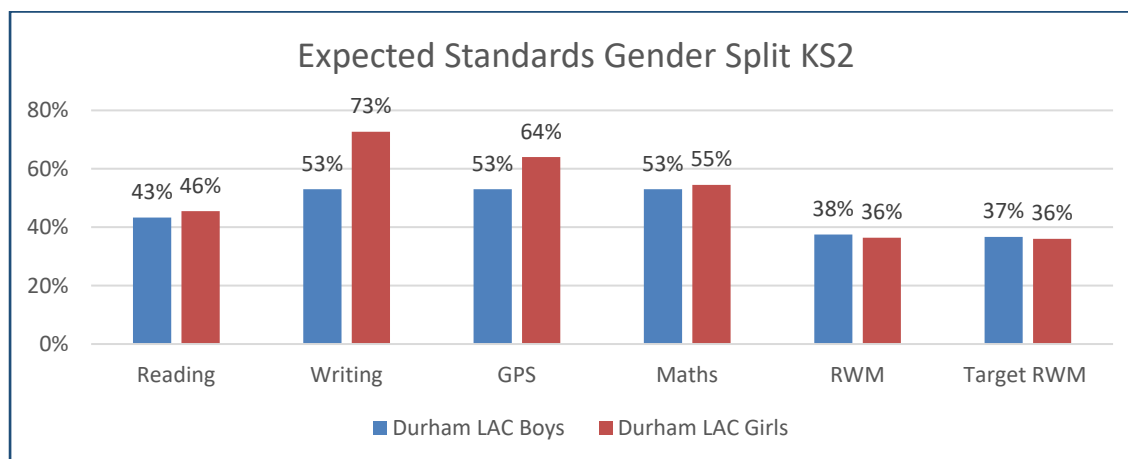
- 31 boys and 10 girls in the reporting cohort. Such a big differential again makes gender comparisons less valid.
- 10 children had EHCPs with two in the process and a further 11 had SEND support plans. Overall 49% have an identified need.

Table 5 Reporting Cohort KS2



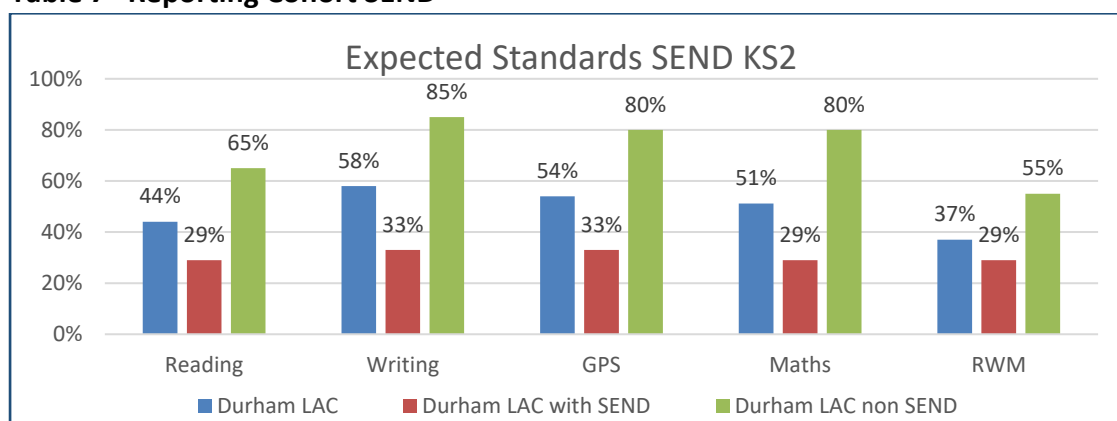
We are disappointed with the reading result overall this year which was below the national and regional averages. We did expect a dip based on FFT targets and school forecasts and we provided intervention to try to address this, which resulted in some children making good progress but not quite reaching EXS. We have implemented a longer-term strategy to work with schools and through Education Development Partners (EDPs) to build better foundations in reading with looked after children. We have also begun to work with foster carers on this. However, all other results showed an improvement on last year and were above FFT targets. Maths and writing were above national and regional averages.

Table 6 Reporting Cohort Gender Gap at KS2



With two thirds of the cohort male, there are few valid comparisons for the gender gap. For the second year, girls did significantly better at writing than boys and this year overtook boys in maths, making a huge jump from 28% in 2017. For boys, writing, maths and GPS all improved. Reading was the weakness for both girls and boys and this is a priority for 2018-19 as we work with schools to develop skills.

Table 7 Reporting Cohort SEND



This group also achieved higher than FFT targets for all measure except maths where they were in line, however we know that the gap at all measures remains too wide. None of the

children performed significantly below expectations across the board. 5 continue to work at P scales. This is not the case for reading which is disappointing for this group as well as in general. We have not seen the impact we would have hoped for in terms of the outlay on Letterbox and we hope that our new approach provides a lower cost but higher impact strategy.

5.5 How much progress did our children make between KS1 and KS2?

Durham looked after children started from a lower KS1 average point score than their peers nationally and regionally, but they made progress by KS2.

- Reading was positive at 0.3, against -0.13 nationally.
- Writing was positive at 1.46 against -.082 nationally
- Maths was positive at 0.76 against -0.77 nationally.

In maths and writing Durham looked after children made better progress than all Durham children. However, the size of the cohort means that confidence intervals need to be considered.

5.6 How did we make a difference at KS2?

Child S entered care in reception and was allocated to a virtual school caseworker whilst in a family placement out of county. She had previously attended school in Co Durham and when the placement broke down, her caseworker negotiated a return there as a familiar and safe place. There followed 3 placement moves due to challenging behaviour arising from early trauma, with the caseworker maintaining the school setting until a placement was found which offered permanence. Although S was settled for a period of time there was an irreversible breakdown in the care placement and the decision was made to look for 52 week care. Her caseworker helped her to make this transition but maintained her belief that S could, with the right support, cope in a mainstream primary school. She found a school which would meet S's needs and supported both S and the school during transition and beyond. The school nurtured and supported S and although it took her time to embrace this, she began to flourish. S had always had the potential to achieve expected standards, but a disruptive and chaotic school history had left huge gaps in learning. Her caseworker and school identified appropriate intervention via the PEP and S achieved expected standards across the board. She is settled in her care home and is proud of her achievements. An individualised and comprehensive transition package by the schools and case worker has enabled S to made a successful move to secondary school, having been part of the decision making process.

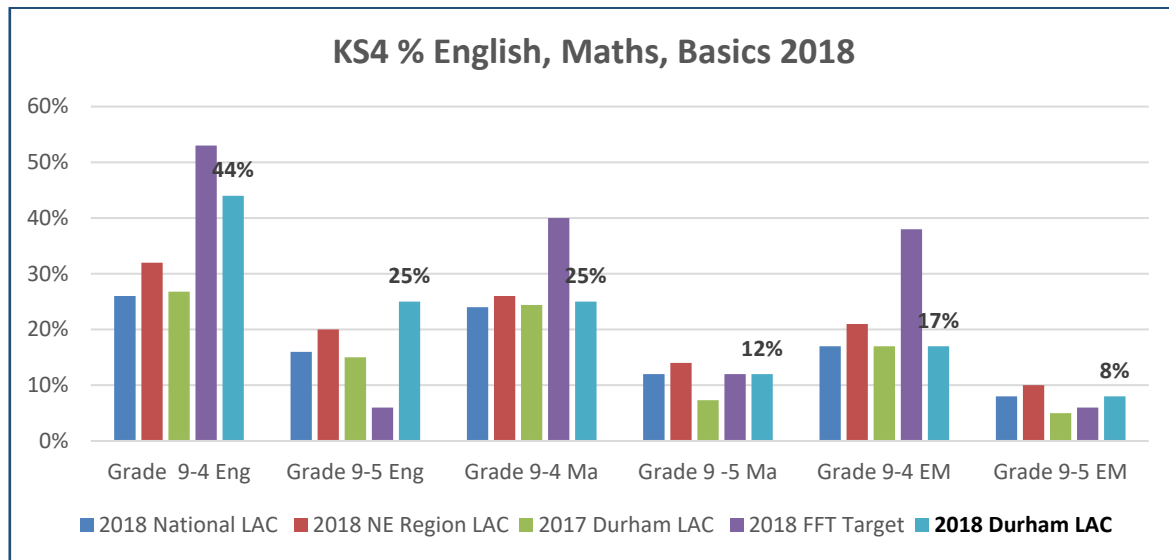
5.7 How well do our young people achieve in English and Maths at KS4

There were 52 young people in the reporting cohort with a full cohort of 59.

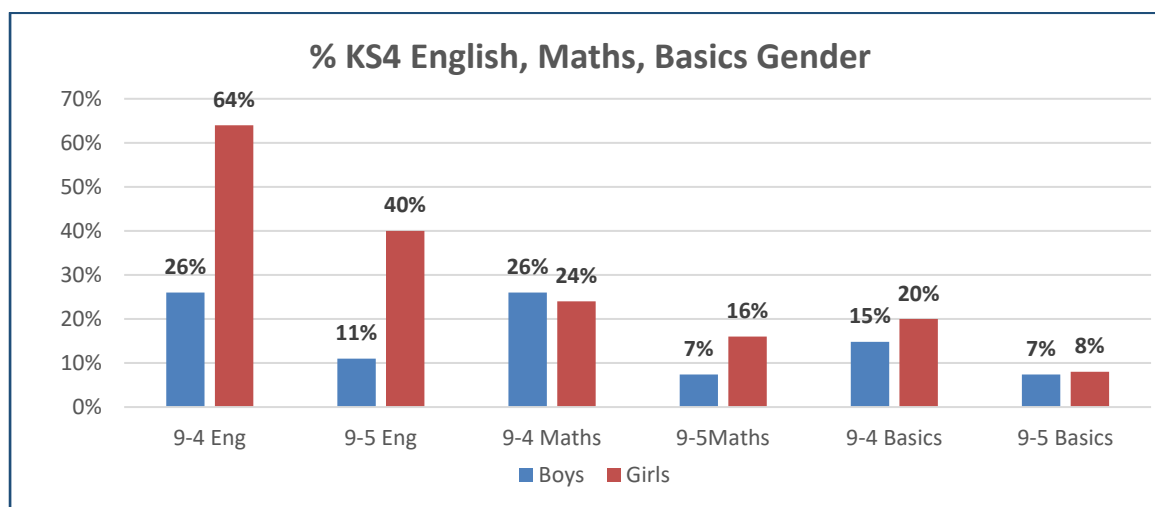
- 48% girls and 52% boys
- 28 pupils with identified need, 54% of year group.

- 20 of these with an EHCP, 39% of year group
- 32 attended a mainstream school and 20 (39%) of the year group attended a specialist school or setting.

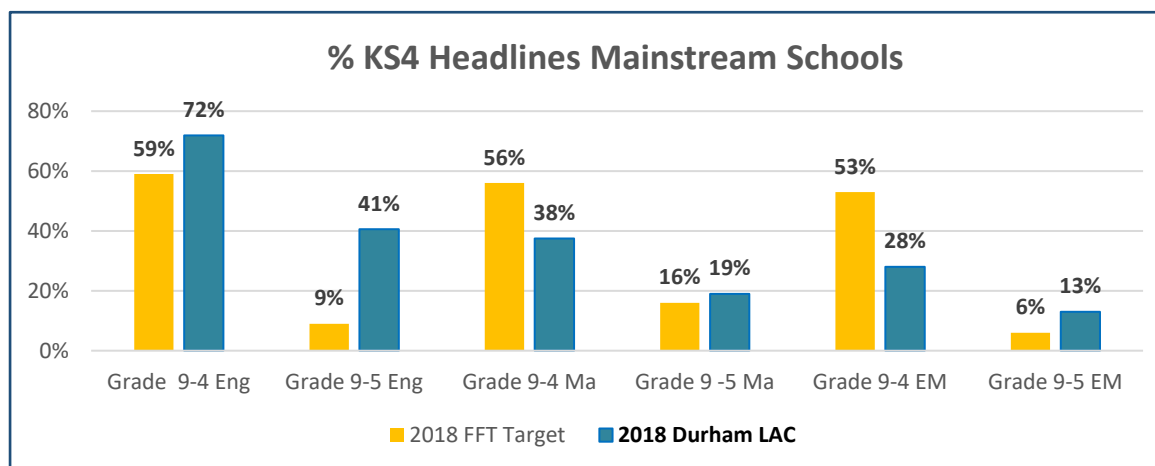
Table 8 KS4 English, Maths and Basics Outcomes



We are delighted to report a 17% improvement in English for grade 4+ and 10% improvement at grade 5+. We identified last year that too few of our looked after children achieved good passes (5+) and caseworkers highlighted this with schools, so we are pleased to report an increase this year in English, Maths and at the Basics Measure. Outcomes were below FFT targets (50 series); this continues to be a trend at KS4, but the gap in English has closed this year. Maths was more disappointing, with results remaining static against a background of improvement for all Durham pupils. For those young people with multiple moves, the new linear exams which rely heavily on memory are a greater challenge as they often struggle with working memory and also with gaps in their knowledge. The fact that our looked after children achieved better than, or in line with, their peers nationally highlights the impact of the support provided by our schools, carers, caseworkers and social workers.

Table 9 Gender Breakdown at KS4

48% of the year group were girls and they outperformed boys significantly in English but were slightly below boys for grades 9-4 in maths. We are working with Durham Education Development Partners to challenge schools to reduce the gender gap which is replicated in the general school population in Durham.

Table 10 Mainstream Schools

18 young people attended special school, 1 attended the PRU, 1 spent time during year 11 in secure accommodation and 1 attended alternative provision. The remaining 31 young people completed their education at mainstream school. English results for young people in mainstream schools are very strong; over 30% above FFT targets for 9-5 grades. Maths is above target at grades 9-5. None of the pupils who attended special school or AP achieved

4+ in English or maths. 4 young people had FFT targets for 4+ grades based on prior attainment; individual circumstances and needs meant that this was not achievable.

5.8 How well do our young people achieve across all subjects (A8 and P8)?

The A8 score for the reporting cohort is approximately 23.2 compared to 21.9 in 2017. This is above the national average of 18.8 and the regional average of 20.8. 27 of the 52 students in the reporting cohort had one bucket unfilled and 14 had a score of zero in progress 8 terms. 12 of the 14 attended special school, 1 attended the PRU and 1 attended alternative provision before being placed in secure accommodation. We are very aware that our looked after young people are more likely to achieve GCSE grades at mainstream school. However, special or alternative provision was the appropriate provision to meet the needs of these students during KS4 who made some progress from their starting points but did not achieve in line with FFT expectations.

Although the data shows an improvement at A8, the gap between looked after young people and all Durham students continues to be too big; it is almost that half that of all Durham students (44.0). Some of our looked after young people did not achieve L2 qualifications. This is an area for improvement.

The progress 8 (P8) score for Durham looked after children (-1.17) indicates that they made better progress than peers regionally (-1.25) and nationally (-1.24). However, there is still a gap between looked after children and non looked after children in Durham.

5.9 How did we make a difference at KS4?

C entered care towards the end of Year 9 when she moved to England from Europe following a family bereavement. A bi-lingual student, she settled into a school and worked very hard with a strong academic record, however following an incident in year 10, her school sought a permanent exclusion. Her caseworker was determined to avoid this and funded tutoring from PP+ in the virtual school inclusion base to minimise disruption to her education. It was agreed a change of school would be beneficial and a local school, though initially reluctant, agreed to admit C with the following support:

- Additional tutors to teach subjects not on their curriculum
- An EAL tutor to enable her to sit a GCSE in her second language
- Sourcing and paying for additional revision materials
- Additional monitoring of progress and regular meetings in School
- Exam invigilation for additional GCSEs

C finished Year 11 as an integrated member of the school community and attended the school prom. She also engaged with the Teenagers to Work programme completing a placement in business administration. As a result of C's hard work, the intervention from her virtual school caseworker and unwavering support from her new school, C achieved 8 GCSEs at grades 9-4 including 2 languages, 4 of them at 5+, including one grade 7. She is now studying A levels at 6th form college and plans to go to university.

5.10 How well do our young people achieve and participate at KS5 / post 16?

In the last academic year 6 young people in year 13 successfully completed A level or equivalent courses. The three who completed A levels achieved 2 A and 5 B grades between them, while the three who completed vocational qualifications achieved distinctions and merits. All have been successful in getting places on degree courses, 2 at Newcastle University, 3 at Teesside University and one accessing her degree through New College Durham and completing some work experience within the Young people's Service (YPS).

All of the young people achieving A levels have had a dedicated worker from the YPS who worked with them prior to their A level results, supporting with student accommodation, applications for student finance, their bursary and any other identified need within the young person's pathway plan. This worker has formed a good relationship with the young people and will continue to support them through the entirety of their course.

The YPS also supports with purchasing essential reading for their course. Their worker visits each young person at University. Each young person is entitled to a care leaver bursary from the YPS of £2000 over the three year they are at University, additional to their student loan. Whilst the young person is in higher education the Young People's Service will pay for their rent and if the young person is in a staying put placement the Young People's Service will pay to keep their room available by paying the carer a retainer which is then topped up when they return home on University holidays.

In 2017, there were 4,792 Year 11 school leavers. 51 of these young people were identified on Durham County Council's Client Caseload Information System (CCIS) as LAC or Care Leaver.

The Activity Survey includes a snapshot of the young person's destination on 1st November in the year they left statutory education. The cohort is fixed at the end of May. In 2016, there were 5,153 Year 11 school leavers. 63 of these young people were identified on Durham County Council's Client Caseload Information System (CCIS) as LAC or Care Leaver.

Our Teenagers to Work programme supports young people to complete some work experience during the summer, Easter and October breaks. In 2018, 41 young people engaged with this in a wide range of businesses and organisations.

5.11 What were the destinations for our young people?

Table 11 Destinations post 16 2017

Destination	No of 2017 Year 11 School Leavers	% of 2017 Year 11 School Leavers	No of 2017 Year 11 School Leavers LAC/CL	% of 2017 Year 11 School Leavers LAC/CL
Total Participation in Learning (including custodial sentence)	4513	94.2	42	82.4
Re-engagement	32	0.7	0	0.0
Temporary Break in Learning	21	0.4	<5	2.0
Employment without training	45	0.9	0	0.0
NEET Total	140	2.9	7	13.7
Other including destination not known	41	0.9	<5	2.0

Table 12 Destinations post 16 2016

Destination	No of 2016 Year 11 School Leavers	% of 2016 Year 11 School Leavers	No of 2016 Year 11 School Leavers LAC/CL	% of 2016 Year 11 School Leavers LAC/CL
Total Participation in Learning (including custodial sentence)	4930	95.7	56	88.9
Re-engagement	20	0.4	0	0.0
Temporary Break in Learning	16	0.3	<5	1.6
Employment without training	37	0.7	<5	1.6
NEET Total	126	2.4	<5	6.3
Other including destination not known	24	0.5	<5	1.6

5.12 How do we support our young people to ensure they participate in EET?

The following table shows the proportion of Looked After Children and Care Leavers aged 16-18 who are: Participating in Learning, Not in Education, Employment or Training (NEET), and whose current destination is Not Known – compared to the rest of the 16-18 cohort.

This data relates to the period between December and February, when the cohort of young people is considered to be at its most stable. It is worth noting that the cohort size for certain groups of identified young people e.g. Looked After, Care Leavers etc. are small, which can have a disproportionate impact on percentages.

Table 13 Young People in EET

	All 16-18	Looked After	Care leavers
Participating in Learning	83.1%	78.3%	54.6%
NEET	6.1%	15.7%	31.7%
Not Known	3.4%	3.0%	5.0%

Care Leavers receive additional support to enable them to progress into education, employment or training through DurhamWorks. This is a European funded, Durham County Council led partnership programme to support young people aged 16-24 who are not in education, employment or training (NEET). All Care Leavers have access to a specialist Progression Adviser who provides on-going information, advice, guidance and support. There are also bespoke activities available to motivate young people and to develop their skills for employment.

DurhamWorks has a specific focus on engaging with employers to develop a range of opportunities for young people, including Care Leavers, from work experience placements through to paid employment. As part of the offer to employers, there is a 'Learning, Working, and Earning' Grant, which provides financial support to small and medium sized enterprises to enable them to employ young people.

County Durham Adult Learning and Skills Service delivers a range of programmes which support young people, including Care Leavers, to develop skills and gain qualifications to progress into employment. Programmes include Apprenticeships as well as a Traineeship programme specially designed to meet the needs of Care Leavers. The Service is also developing a Supported Internship programme for young people, including Care Leavers, who have Special Educational Needs.

Since the commencement of DurhamWorks, 214 Looked After Children and 138 Care Leavers have engaged with the programme. Of these, 180 young people have made a positive progression into education, employment and training or have achieved a qualification; and 121 young people are receiving support from a specialist DurhamWorks Progression Adviser or are working with a DurhamWorks Delivery Partner.

5.13 How well do our young people achieve and participate in Higher Education?

In the last academic year there were over 20 looked after young people attending university. 3 students graduated in 2018. We are not complacent about this and we continue to seek ways to promote Higher Education alongside apprenticeships.

5.14 How did we make a difference for care leavers?

K is engaged in the DurhamWorks Programme and receives support from a specialist DurhamWorks Progression Adviser. She completed a Traineeship programme for Care Leavers through County Durham Adult Learning and Skills Service, which is an education and training programme with work experience to prepare young people for future employment by helping them to become 'work ready'. The Traineeship programme provides work preparation training, English, maths and work experience.

Towards the end of the programme, K became pregnant. At the time, she was living in inappropriate housing and was referred to Durham County Council's Families First Service to receive support from Social Workers and Family Support Workers. K's DurhamWorks Progression Adviser continued to support her and attended multi-agency 'Team Around the Family' meetings. K subsequently returned to the area where her Foster Parent lives, in anticipation of the birth of her child.

After the birth, K's case with the Families First Service was closed and her DurhamWorks Progression Adviser supported her to undertake a course for young parents. K participated well and, after successfully completing the course, she applied for a training course with a lighting firm in Newton Aycliffe. K's DurhamWorks Progression Adviser helped her prepare for her interview. K was successful and has subsequently started the training programme. Her DurhamWorks Progression Adviser helped her to organise childcare and also referred her to support with her benefits and finances.

K would like to progress into an Apprenticeship and her DurhamWorks Progression Adviser will continue to support her to realise this ambition.

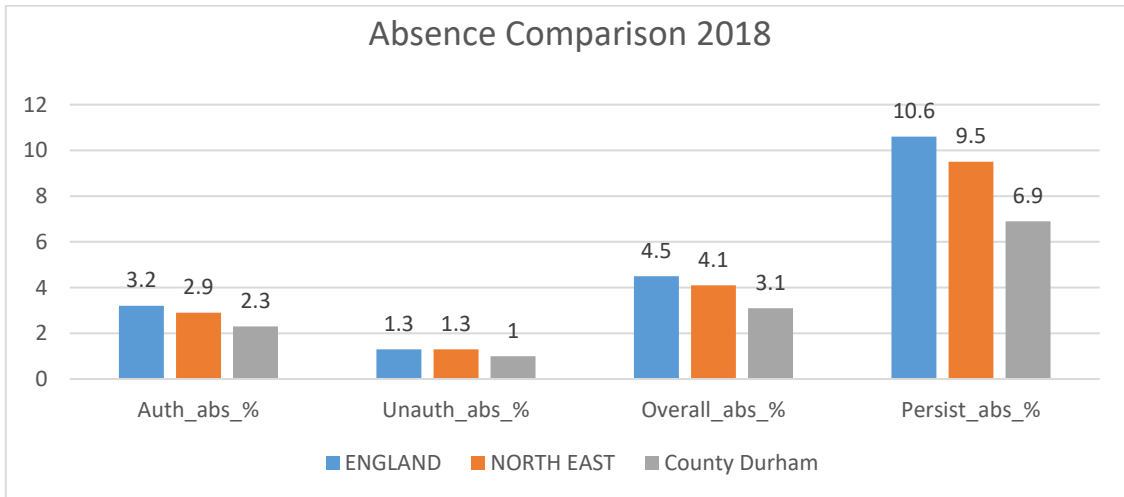
6 Attendance and Exclusion

6.1 How well do our young people attend school?

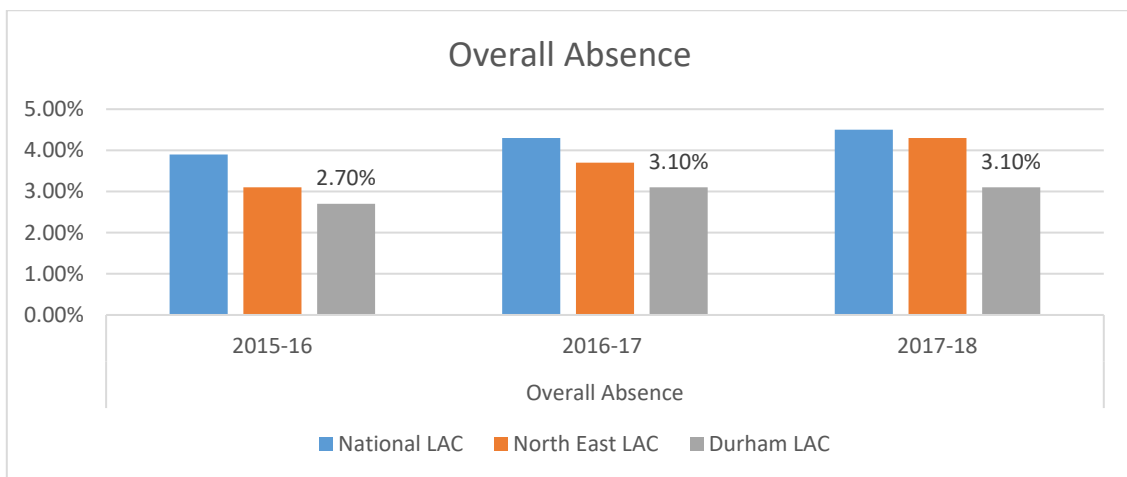
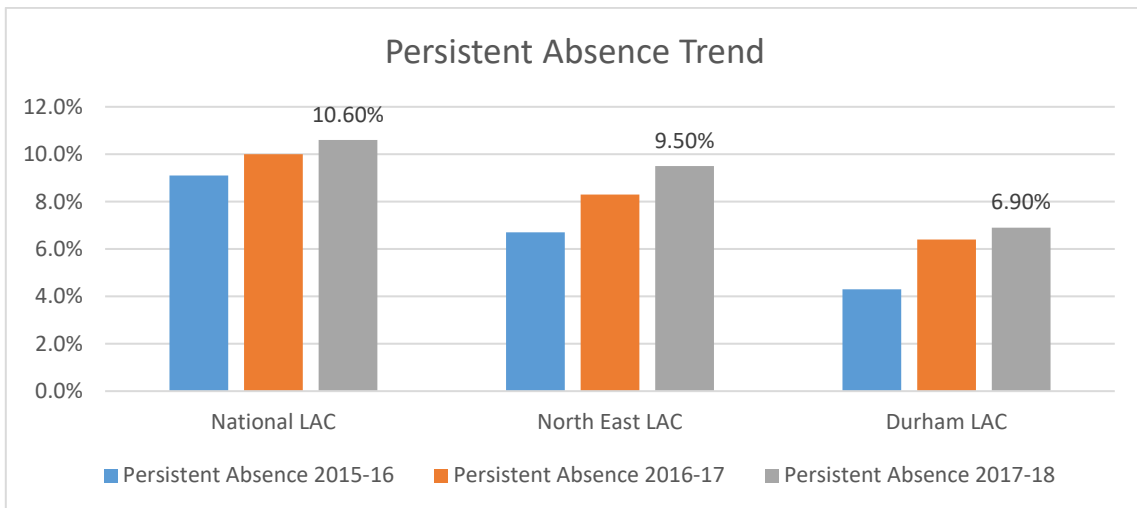
Attendance continues to be a strength of the virtual school. The slight increase in absence and persistent absence is in line with the national and local trend. However, we are monitoring this closely to ensure it does not increase further.

The strong attendance of our young people is testament to the work of the DVS casework team who maintain regular contact with both schools and carers and also to our schools who recognise the importance of attendance for looked after children and young people and seek to engage them and meet their needs.

Table 14 Absence rates for looked after children 2018



Tables 15/16 Absence Trends for looked after children 2016-18

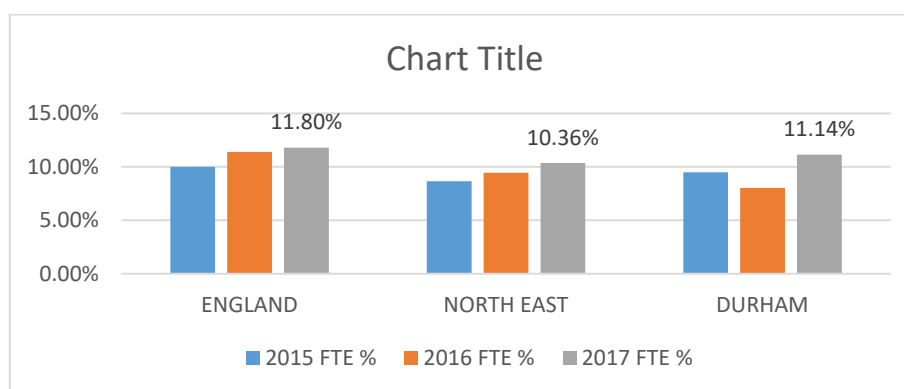


6.2 How many of our young people have been excluded?

There have been no permanent exclusions since 2014. The casework team work closely with schools to prevent any issues reaching crisis point and also explore appropriate alternative pathways better suited to meeting the need of the young person. We challenge any schools which consider permanent exclusion, and then implement appropriate support, using Pupil Premium Plus (PP+) funding to avoid this.

Fixed term exclusions increased in 2017⁶, the last year for which we have validated data. Whilst this is reflected in a national increase, we are concerned that the rate has risen faster in Durham. We are working closely with schools to address this. We have also allocated funding to the four behaviour panels across the county to support a locality-based approach to inclusion for looked after children. We now ask schools to contact the virtual school team before implementing a FTE to discuss alternative approaches.

Table 17 Fixed term Exclusions



We provide a support package at our Inclusion Base for those young people where a fixed term exclusion is unavoidable and where it could put pressure on the home placement. We also offer this to some schools to relieve some pressure, before a crisis point is reached, to give them some time to plan more appropriately for a young person's needs.

7 Admissions, transitions, managed moves and OOC placements

We work hard to meet our statutory duty to avoid any 'drift and delay'⁷ in securing full-time education which meets the needs of the child. It remains a challenge to secure mid-year admissions, particularly to secondary schools. We consult closely with headteachers to ensure the best provision. We do place children and young people in schools which are judged to require improvement, where the provision offered meets the need of the child and we believe that it offers them the best chance of a settled education where they can make good progress. The casework team provide enhanced transition for the most

⁶ <https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018>

⁷ <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

vulnerable children and young people at key points. This will be enhanced following the restructure with the focus of the new team on seamless transition from 0-25.

7.1 How many children moved school mid-year?

In 2016 -17, 35 children and young people moved mid-year. We aim to ensure moves take place at the end of an academic year, but there are occasions where a move mid-year is beneficial. Working with the care teams, we supported moves which:

- were as a result of statutory assessment
- supported the long-term care pathway for permanence
- for safeguarding reasons
- enhanced the experience of the child within the family unit – attending school with others from the family
- enabled them to feel part of the local community – developing relationships with peers in their locality
- avoided trauma which could have resulted from attending a school with siblings still with birth parents or in close proximity to birth parents
- provided an opportunity to develop friendships prior to KS2/3 transition

7.2 How many of our children experienced managed moves?

We do not routinely support managed moves for looked after children, however, there have been occasions in 2017-18 where we have sanctioned this, based on the specific needs of the child. One example was a child who would have been permanently excluded from his school. A managed move with a day of AP each week to engage him, kept him in mainstream education through to the end of the academic year when his placement was made permanent in another authority and he has now started mainstream school close to his home.

7.3 How many of our children are placed in out of county education settings?

15.7% of the cohort (82 children and young people) were educated out of county 2017-18. *The breakdown of placements will be added when data is available.*

8 Personal Education Plans (PEP), (PP+) and Academic Progress

8.1 How does the virtual school ensure the quality of the PEPS?

In 2016 it was decided to move greater responsibility for ensuring the completion of the PEP to schools which are best placed to have an in-depth knowledge of the young person alongside the social worker. For 2016-17, virtual school caseworkers worked alongside schools to ensure the quality of these PEPS and a quality assurance process was implemented. We have developed the quality assurance process for this academic year so that it is much more robust, with over 95% of PEPs being reviewed compared to approx 40% in 2016-17.

In addition to the QA process, we hold monitoring days, in partnership with care teams, to review the academic progress of every looked after child, plan for any further support or intervention and ensure progression plans are in place. We are working with the wider CYPS team to procure data management systems so that we can analyse live data more accurately and swiftly to provide tailored and timely intervention. This will also enable us to provide current, accurate reports for scrutiny. We hope that these will be in place before the first monitoring days.

We have identified early years and post 16 PEPs as an area for improvement and we are working closely with these teams to streamline practice and embed quality assurance.

8.2 What information does the PEP record?

The PEP is a live, working document which provides a record of the young person's journey through education. We have recently reviewed the effectiveness of the document for this and asked for the views of young people through the Children in Care Council (CiCC) who are currently revising the section which gathers their views and helping us to implement a more child-friendly process, without losing key information.

8.3 What is the quality of the PEPs?

The PEP timeliness completion rate, (for young people of statutory school age) for 2017-18 was 86%.

We will address the dip in quality by ensuring a caseworker attends the initial PEP to support schools and social workers in identifying strong outcomes and effective planning. Our renewed focus is having a positive impact as shown in most recent figures. We are confident this will rise further as our caseworkers support the initial PEPs from September 2018.

Table 18: Quality of PEPs

	% PEP High Quality or above	% PEP High Quality /elements of good	% Young Person involved in PEP	% Carer Involved in PEP	% SW Involved in PEP
2016-17	88%	49%	98%	96%	86%
2017-18	71%	21%	96%	93%	83%
Review 2018	80%	37%	95%	95%	94%

During 2017-8 we challenged 4 schools which submitted PEPs all below our expectations. We tackled the reduction in social worker involvement through team managers and briefings and provided further training to new designated teachers. We have also carried out a standardisation process so that all caseworkers are consistent in their application of the criteria for high quality. We have recently initiated a designated teacher focus group to have input to the PEP and PP+ process.

8.4 How do we distribute pupil premium plus funding?

Durham Virtual School (DVS) publishes guidance for schools on the distribution of PP+. We have adjusted our distribution for 2018-19 so that the funding is available without undue bureaucracy when a child enters care and to aid forward planning for schools. We now allocate £600 for the spring and autumn terms and £500 for the summer term. In line with the DfE guidance of Feb 2018⁸, we have encouraged schools to look at evidenced practice and to consider how the funding can support the cohort of looked after and previously looked after children as well provide individual intervention. Schools will now account for this on the yearly funding resource plan and identify where PP+ will support intervention on the PEP.

School leaders across the county support the retention of some of the PP+ to fund additional centrally managed support. For the financial year 2017-18 DVS retained £300 per child centrally. For 2018-19 we are retaining £600 from the increased funding.

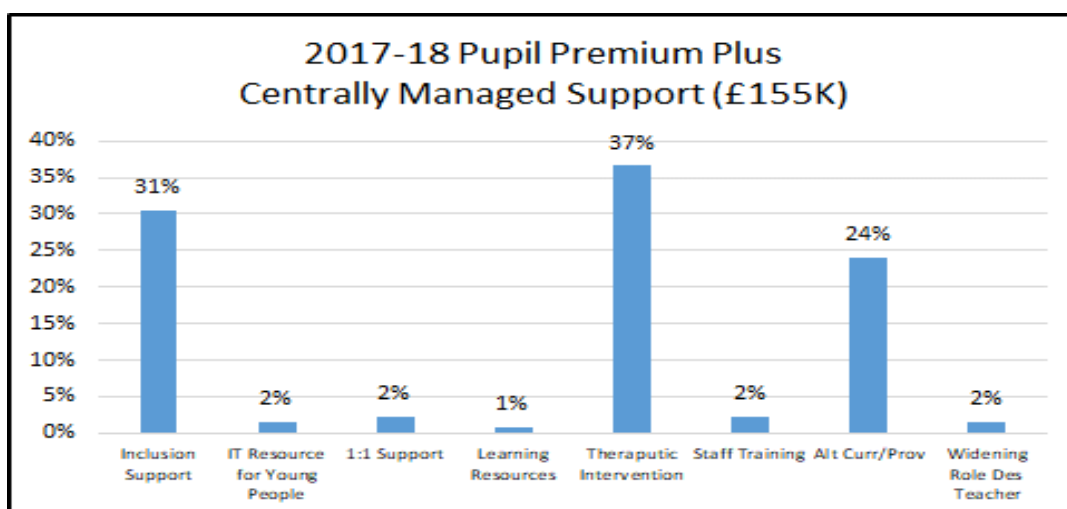
8.5 What is the centrally held budget spent on?

In 2017-18 Durham Virtual School retained around £155,000. This funding was used to provide the following centrally managed provision for Durham looked after children:

- Additional senior EP capacity for looked after children
- Speech and Language therapeutic support
- Occupational Health support
- School Counsellor support for looked after children
- Supporting the development of the Designated Teacher role
- Letterbox Reading Resources
- Targeted resources for identified children
- Alternative Curriculums for looked after children at risk of disengaging from learning
- Off-site inclusion support for KS3 and KS4 children at risk from exclusion
- 1:1 Curriculum support for all Yr5, Yr6, Yr10 and Yr11 children and young people.

8

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf

Table 19: How we spent the retained PP+

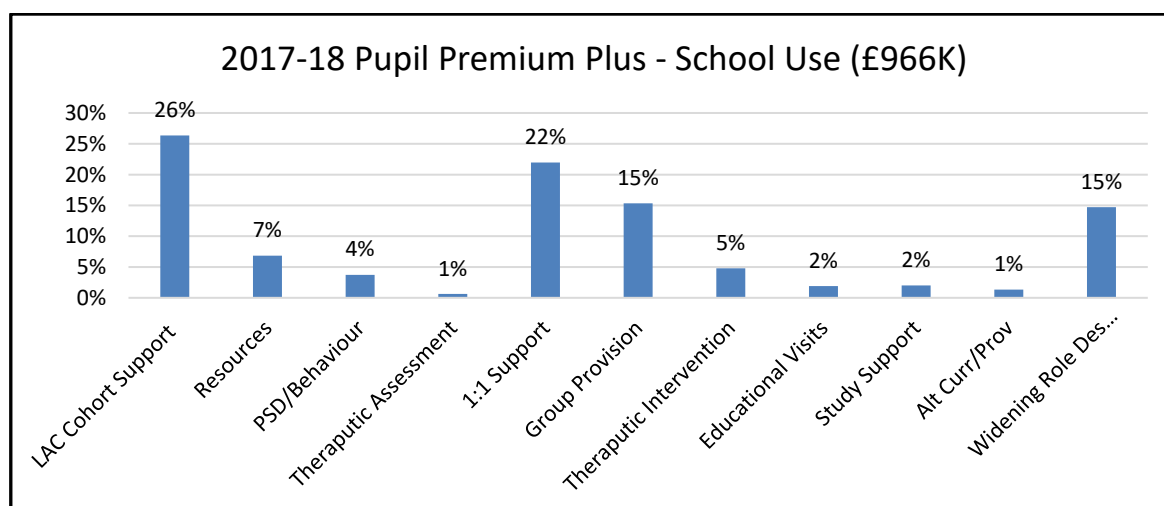
The importance of schools recognising and understanding the impact of insecure attachment and early trauma on the behaviour and progress of young people is well documented⁹. Children and young people who experience toxic stress, emotional turmoil and insecurity will not be ready to learn and are more likely to be excluded from school. This has been a driver in 2017-18 in our high allocation of retained funding to inclusion and therapeutic support.

For 2018-19, in addition to continuing the above support, we are working with the educational psychology service to explore how to support our secondary schools in becoming more attachment aware and we are funding members of the Full Circle therapeutic team and 3 of our own caseworkers to be fully trained in Theraplay. We are also planning additional training for new members of the team to become attachment aware and will provide membership to the Attachment Research Community (ARC) for identified schools.

8.6 How do schools spend their allocation?

In 2017 our total PP+ budget was £1,121,000, Schools were allocated £1,600 of the government allocation of £1,900 in 3 instalments. In total, approximately £966,000 was provided to schools to support their work with looked after children. One to one support is used effectively by schools to help to close the gaps in knowledge caused by school moves and poor attendance prior to entering care. Pastoral support for the looked after cohort includes additional staffing to provide mentoring and advocacy, a safe space, someone to check readiness to learn etc.

⁹ Amongst other: Attachment in the Classroom Heather Geddes 2006; The Attachment Aware School Series Louise Bomber 2016;

Table 20 How schools spent their PP+ budget

9 Training Provision

Training is one of our core duties and one which we believe can make a real difference to the lives of looked after young people. We provide (without charge) training for social workers, IROs, foster carers, designated teachers and governors as well as for the full education improvement team. Our governor training encourages governors to review policies with designated teachers and equips them to provide appropriate challenge around outcomes for looked after children.

We also run designated teacher networks. The training is well attended and well-received. We contribute to the Director's briefings for schools, service days for the education team and team business days. Updates and other information are disseminated through briefing papers and we provide bespoke support and advice for schools. We envisage this demand will grow as schools seek further advice for previously looked after children from September 2018.

Within the team we share resources, research and best practice at our development days. Our virtual school team have expertise in supporting children in care and have accessed a wide range of training including:

- GDPR ready
- Data analysis using NCER/Nexus
- Continuing care training
- Safeguarding
- SEND
- CEIAG – Careers Advice and Guidance Programme (completed during this academic year)
- Evaluating risk in online behaviour

- Working with families of sex offenders
- LGBT training
- Sensory perspective
- Making appropriate SALT referrals
- Therapy training such as Lego Therapy, Relax Kids, Connecting with children
- ACES awareness

From September 2018 we are looking to develop attachment awareness in secondary school so that they can review policies and develop an ethos which understands and includes some of the most vulnerable and challenging young people. To support this, we have bought The Attachment Aware School Series by Louise Bomber for every secondary school which we will distribute following a training session in the Autumn Term. We are linking with the Educational Psychology Team as they work with Kate Cairns Associates to encourage attachment aware schools. We have also arranged for a session on Foetal Alcohol Syndrome for our designated teachers and the casework team in the spring term.

10 Support for mental and emotional wellbeing

We are very aware that research on attachment and trauma indicates that learning can only happen when a child feels safe, secure and regulated, with looked after children four times more likely to have a mental health disorder than those with their birth families. Many looked after children will have experienced a number of childhood experiences (ACES) and, as corporate parents, we have a duty to alleviate the long-term impact of these on learning, health, life chances, but without this simply becoming another label.

10.1 What screening takes place?

Currently strength and difficulty (SDQ) screening is carried out. At Durham Virtual School we are aware that a high SDQ appears to be both an indicator of placement instability, low future outcomes at GCSE and high risk of exclusion.¹⁰ We have now secured access to these score which we will use to help us identify additional needs and possible funding. We will share those children with the highest scores with schools at the PEP to help identify potential intervention and support. The most recent SDQ summary suggests that 41% of those screened had scores in the cause for concern category; this is slightly higher than the

“Very worthwhile training course full of interesting and informative information – well worth attending.”

Excellent course – very thought provoking.”

Governor feedback 2017-18

“Enjoyed the training. Helpful discussion with trainer and other carers who are going through the same things. Identified questions I want to ask at the next Care team Meeting in School.”

Foster Carer training 2017-18

¹⁰ <https://www.nspcc.org.uk/globalassets/documents/research-reports/achieving-emotional-wellbeing-for-looked-after-children.pdf>

national score of 38%. National data from the NCER reports 2017 suggests that those children and young people with scores of 0-13 achieve significantly better than those with higher score and those for whom there are no scores. The local authority is planning a task and finish group to explore how we can use SDQ score more effectively to identify need earlier and target support. The VSH will be part of this group.

11 Voice of the Young Person

All children and young people have an opportunity to have their voice heard through the PEP process. However, young people tell us this is not child-friendly and is often rushed in the busy school day. We are working with the Children in Care Council (CiCC) to develop a document and process that young people can relate to and feel is useful.

We are developing closer links with the CiCC and will build on this in 2018-19. To ensure this has high focus, we have identified the voice of the child about their education as a key responsibility for a team leader as part of the restructure. The CiCC is represented at the Corporate Parenting Panel and the VSH feeds back to the virtual school team.

For older young people in care, there are more opportunities to have their voice heard – we want to ensure this happens from a younger age so we can develop a ‘you said, we did’ approach to young people having an input in education provision. We will be working in 2018 with the CiCC to develop a training package delivered by young people to designated teachers.

12 Enrichment, Unleashing Aspiration and Celebration

12.1 What do we currently offer?

As good corporate parents we want all of our care-experienced young people to have the opportunity to experience enrichment activities and resources which will broaden their horizons and show them what might be possible. We support schools through provision of funding or resources to enable this but we want to extend the provision which currently includes:

- Letterbox for primary aged children. We are currently reviewing this to provide (through Durham learning resources) a more cost-effective package, but one which will have greater impact on both love or reading, engagement with books and reading ability.
- Durham Music Service provides music lessons and instrument hire for looked after young people.
- Reward trips
- University experiences

The CiCC also provides a range of opportunities for children and young people and our closer working relationship will enable us to plan some of these in partnership.

12.2 What are we planning for 2018-19 to support enrichment?

This is a focus for us for 2018-19 as we identify a lead for this in the newly expanded team.

- Music event, working with Durham Service, for year 5/6 children at February half term.
- Developing links with The Forge to explore other creative opportunities
- Accessing Key Funding for young people to develop arts based activities
- Exploring visits to theatres / attending local events / visiting new places/ university experiences
- Exploring links with Durham Book Festival

12.3 How do we celebrate success?

Care leavers' achievements are recognised at the annual Epic Awards. This is also an area to develop for 2018-19 and is identified as one of our priorities so that we can celebrate success and achievement throughout a child's school career.

13 Summary

In terms of educational achievement, most of our young people have made significant progress and achieved strong outcomes. Attainment for the very small KS1 cohort is a concern and we will prioritise this group as they move to KS2 to meet their needs and help them to make progress. There were strong outcomes at KS2 and KS4. The dip at reading has been noted and we will work with primary schools to support the new cohort and provide intervention for those moving to KS3. Our aim continues to be to close the gap. The report notes that for some young people at KS4, high GCSE grades are not within reach yet, but we acknowledge and celebrate the enormous effort they have made to make progress in the face of huge difficulty to enable them to move into education and training. The development of monitoring questions for education development partners to discuss with headteachers, along with caseworker attendance at every initial PEP, will ensure that looked after and previously looked after children are fully supported to identify and address need and PP+ is spent effectively. We acknowledge and thank those schools which went the extra mile to build confidence and self-esteem and provide strong foundations for next steps for our young people.

This report highlights the strength of Durham Virtual School in supporting looked after children to make progress and achieve. It highlights the support and challenge we offer to schools, settings and partners and the wide range of intervention we offer to the young people. Improved tracking systems will enable us to do this in a more timely fashion. We are increasingly seeking the views of young people and responding more effectively. With the restructure of the virtual school casework team into the SEND, Looked After and Vulnerable Groups Team, sitting within the Early Help, Inclusion and Vulnerable Children Service we are looking forward to building partnerships which will enable a seamless journey from 0-25.

14 Outline Priorities for 2018-19

- Reduce reading gaps at KS1/2
- Reduce the Basics gap at KS4
- Work in partnership to develop clear academic and vocational pathways in preparation for adulthood
- Develop closer links with partner agencies to ensure a holistic approach to supporting stability and promoting success
- Support bespoke curriculum offers
- Raise awareness in secondary schools of the impact of early trauma and insecure attachment on behaviour and learning and support schools to review policies and implement change
- Develop enrichment and enhancement opportunities to unleash the aspirations of our young people
- Celebrate success more effectively
- Listen more closely to the voice of the young person and respond more flexibly
- Contribute to an increasingly integrated and joined-up process with health and social care teams to provide a holistic and cohesive approach to support readiness to learn
- Ensure that the recent restructure enhances our current offer for looked after children and there is no negative impact as it embeds
- Develop and deliver on our offer for previously looked after children

15 Recommendation

That this annual report is noted by members of the Corporate Parenting Panel and the Virtual School Sub Group.

Appendix A

Durham Virtual School 2018-19	
Governance Corporate Parenting Panel Corporate Parenting Panel Virtual School Sub Group	<ul style="list-style-type: none"> ○ To act as the governing body for the virtual school. ○ To monitor looked after children’s educational attainment and performance ○ To encourage and support each looked after child to achieve optimum educational outcomes at each stage of their schooling
Virtual School Headteacher Christine Stonehouse	<ul style="list-style-type: none"> ○ Provide strategic direction: lead and manage the virtual school to improve outcomes for CiC ○ School self-evaluation, annual report and development planning ○ Monitor and challenge: admissions, outcomes, attendance, PEPs, exclusions etc ○ Challenge and support to schools and settings ○ Quality Assurance ○ Scrutinise data reports for trends: strengths and weaknesses, targeted response ○ Ensure statutory duties are met ○ Financial and budget control ○ Reports to CPP, sub-group, Heads of Service ○ Develop links with health and social care teams, post 16, early years, wider education team, other virtual schools HTs and NAVSH for national voice ○ Establish offer and implement extended duties for PLAC
Team Manager -Virtual School Deputy Headteacher Clive Horton	<ul style="list-style-type: none"> ○ Pupil progress and outcomes - analyse data and produce reports including NCER data ○ Quality Assurance PEP ○ Develop and deliver the training offer / networking for DTs ○ Ensure statutory duties are met ○ QA of any AP used ○ Operational management of VS: <ul style="list-style-type: none"> ● PEP completion ● PP+ allocation ● Budget management ● Out of county LAC placement ● Ensure all records are up to date ● Develop and maintain VS website ● Challenge and support to schools and settings including those outside the county ● Monitor allocation of 1 to 1 tuition, intervention
Team Manager - Send Advisory Team Teri Corsan Bland	<ul style="list-style-type: none"> ○ Monitor progress / provision of LAC with SEND ○ QA EHCP/PEP
Data and Finance Officer	<ul style="list-style-type: none"> ○ Monitor allocation and administration of PP+, school budget, all finance related issues ○ Admin of PEPS ○ Recording, reporting and analysis of all data (progress, attainment, attendance, exclusion) including introduction of secondary and primary data tracking systems ○ Update allocations record

	<ul style="list-style-type: none"> ○ Develop and maintain database
Team Leader Secondary / Post 16 LAC link	<ul style="list-style-type: none"> ○ Implementation of virtual school developments in secondary / post 16 settings ○ Link with YPS and Progression and Learning team to develop post 16 PEP process ○ To maintain an overview of secondary / post 16 outcomes and liaise with secondary EDPs ○ PLAC champion for secondary / post 16 – develop the offer through signposting support ○ Identify trends and report to VSH on impact / outcomes ○ QA of PEPs / PP+ ○ Develop, facilitate and deliver training ○ Support day to day management of VS
Team leader Early Years / Primary LAC link	<ul style="list-style-type: none"> ○ Implementation of virtual school developments in primary / early years settings ○ Link with EYFS to develop early years PEP ○ To maintain an overview of primary / early years outcomes and liaise with primary EDPs ○ PLAC champion for early years / primary – develop the offer through signposting support ○ Identify trends and report to VSH on impact / outcomes ○ QA of PEPs / PP+ ○ Develop, facilitate and deliver training ○ Support day to day management of VS
Casework Managers x4	<ul style="list-style-type: none"> ○ Embed LAC developments from plan ○ Monitor progress and attainment, attendance and exclusion for team ○ Co-ordinate data and information for monitoring ○ Ensure high quality PEPs from team and effective use of PP+ ○ Support day to day management of VS ○ Support complex cases / problem solve ○ Develop, facilitate and deliver training ○ Offer advice and challenge to team <ol style="list-style-type: none"> 1. Lead on academic intervention and tuition 2. Lead on attachment training and support for schools 3. Lead on therapeutic interventions 4. Lead on enrichment and celebration including the voice of the young person (CiCC)
Caseworkers	<ul style="list-style-type: none"> ○ Attend initial PEP meeting and QA of PEPs / reviews ○ Ensure all records and data are up to date and complete ○ Monitoring of impact of PP+ with schools ○ Monitoring and reporting of progress and attainment ○ Delivery of 1:1 and small group therapeutic interventions ○ Prepare to present at panels including behaviour panels ○ Attend LAR and care team meetings ○ Identify and ensure access to appropriate school places
PLAC recruitment for temporary lead for PLAC along with VS development from January 2019	<ul style="list-style-type: none"> ○ Develop and embed the VS offer for PLAC, website, links with agencies, support for schools, set up sustainable system

WIDER TEAMS

Education Durham Team Primary, Secondary and Special EDPS, EDAs	<ul style="list-style-type: none"> ○ Liaison with VSH and VS team for advice, challenge and support to schools and settings to improve outcomes
Wider SEND and Inclusion Team EPS, Equalities, EWEL teams	<ul style="list-style-type: none"> ○ Liaison with VSH and VS team for advice, challenge and support to schools and setting to improve SEN provision ○ 0.5 of EP time support for schools, social workers, carers re SEMH and educational advice
Social Care, Health, Youth Offending Teams, Adoption, Full Circle etc	<ul style="list-style-type: none"> ○ Liaison with VSH and VS to provide enhanced wraparound care with a focus on stability for LAC and swift access to appropriate professional support ○ Attend PEP meetings ○ Support monitoring of progress and QA of PEPs ○ Full Circle liaison around support for LAC/ PLAC and carers / parents (VS support for Theraplay training)
Attendance, Admissions and Casework Teams	<ul style="list-style-type: none"> ○ Support VSH and schools to maintain good attendance of LAC ○ Support VSH and schools with inclusion issues around LAC ○ Support collection and analysis of data re attendance and exclusion
Progression and Learning team / YPS	<ul style="list-style-type: none"> ○ Provide Information, Advice, Guidance and Support through Specialist Progression Advisers to enable looked after young people to progress and remain in education, employment or training. ○ Provide bespoke activities and interventions to prepare looked after young people for engagement in education, employment or training through the DurhamWorks Programme. ○ Offer learning opportunities including Traineeships, Supported Internships and Apprenticeships through County Durham Adult Learning and Skills Service. ○ Provide data and monitor performance in relation to the participation of looked after YP in education, employment or training, utilising the CCIS Client Caseload Information System.
Schools, Colleges and Educational Settings Designated Teacher	<ul style="list-style-type: none"> ○ Provide, coordinate and monitor internal school support for LAC and PLAC ○ Lead on PEPs ○ Monitor and be accountable for outcomes for LA and PLAC ○ Attend review meetings ○ Organise, coordinate and monitor intervention and support ○ Keep up to date with DfE guidance, training etc