

Hampshire County Council

Education and Inclusion Branch Management Team Item No:

Insert Date May 2019

Insert Report title: Virtual School Head Teacher Annual Report

Report of the Director of Children's Services

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Recommendations

- a) **BMT notes the progress made during 2017 – 18 and the areas for continued development.**
- b) **The Virtual School’s current priorities and direction of travel are agreed by BMT in order to secure further improvements to educational outcomes of children looked after.**
- c) **Further dissemination of the report is identified and agreed**

1. Purpose of Report

- 1.2 To outline and analyse the end of Key Stage achievement of all children and young people, from early years to 18 in the care of Hampshire Local Authority (2017-18) in comparison to national data for 2017 and 2018.
- 1.3 To set out the priorities for improving the effectiveness and impact of the Virtual School so that, together with schools, settings and post 16 providers, we secure greater individual and cohort progress, better educational experiences and better outcomes for children in the care of Hampshire.
- 1.4 To review the impact of strategies to improve the educational achievement and learning of children in our care and highlight key areas for further improvement.
- 1.5 To celebrate the achievements of children in our care and show how their voice is beginning to shape the services provided.

2. Context

- 2.2 The Virtual School is structurally part of Education and Inclusion branch. However, there are very close working relations with Children and Families branch of Hampshire children’s Services Department (CSD) and the Policy and Resources Branch, particularly in terms of data and information, and admissions.
- 2.3 The current staffing structure and the Virtual School’s role and remit may be seen in the current Virtual School brochure.
<http://documents.hants.gov.uk/childrens-services/VirtualSchoolBrochure.pdf>
- 2.4 The Hampshire Virtual School is a small team in relation to the large cohort of looked after children. Influencing and building capacity across schools and the wider children’s workforce is therefore a key component in its strategy to improve educational outcomes.
- 2.5 Accurate information is maintained on how children in our care are progressing in their education. The Virtual School intervenes when a child or young person in the care of either Hampshire is not achieving as well as they can. It provides training and information for schools, foster carers and social workers. Furthermore, it ensures resources, including the pupil premium for looked after children, are distributed effectively and monitors ways in which they impact on the educational achievements of this cohort.
- 2.6 Since the previous VSH report and the merger of the Hampshire and Isle of Wight Virtual Schools, services and processes have been streamlined and improved, so that children, schools and other stakeholders experience the same high standards and consistent approaches from the Virtual School.
- 2.7 The 2018 inspection of children’s services on the Isle of Wight recognised that “*The leadership of the virtual school is strong, leading to improved*

outcomes for children in care. Leaders are committed to continually improving outcomes for children in care “

<https://files.api.ofsted.gov.uk/v1/file/50048228>

- 2.8 Since the introduction of the new duty around children previously looked after (PLAC) in September 2018, the Virtual School has appointed an Education Officer with specific responsibility for this area who links with Children’s and Post Adoption teams and other key services. This area of work will be reviewed in the next annual Virtual School report.

3. Our aspirations for children and young people looked after

- 3.2 The Virtual School and Virtual School Head have a leading role in promoting the educational achievement of children in its care as Corporate Parents. However, to successfully meet the aspirational targets we have set requires a collective responsibility between the local authority, partner agencies and all schools.
- 3.3 Education that encourages high aspirations and individual achievements, with minimum disruption and maximum stability, is central to improving immediate and long -term outcomes for children in our care. This is strongly reflected in our 2017-18 service plan and that of 2018-19.
- 3.4 In line with DfE statutory guidance for local authorities, our aspiration is that all children and young people attend a good or outstanding school which meets their individual needs and have a good school attendance record.
- That children in care:-
- 3.5 Enjoy their education and become positive and resilient learners who know their strengths and talents.
- 3.6 Benefit from the protective factor of being in care and begin to make better progress and achieve better educational outcomes once they feel stable and secure.
- 3.7 Receive the same support from their foster carers as they would from a good parent.
- 3.8 Have a voice that positively impacts on the services they receive.
- 3.9 Have stability in care and education placement.
- 3.10 Receive good advice and guidance to ensure they can progress into further education, employment and training and when appropriate University.
- 3.11 Receive recognition of their achievement and that their success is celebrated.

4. Reporting arrangements and accountability

- 4.2 The Virtual School self-evaluates against its own service plan, the local authority post OFSTED action plan and the over-arching local authority ‘Children and Young People’s Plan’ (CYPP). Key priorities are also identified by the Hampshire Corporate Parenting Board which scrutinises the work of the Virtual School and holds it to account. The Virtual School Head reports annually to departmental management teams across both Education and Inclusion and Children and Families branches, with regular updates and reports through the year.
- 4.3 For transparency, the Virtual School Head also reports specifically to Schools Forum in Hampshire around the use and impact of Pupil Premium Plus. Arrangements for pupil premium are reviewed annually.

5. Summary of performance for the academic year 2017-18 Attainment and progress of cohorts by chronological age

- 5.2 A full analysis of published results for the academic year 2016-17 may be viewed in the previous year's Virtual School Head Teacher report.
- 5.3 The following analysis refers specifically to the 'OC2' cohort, that is, those children who have been in care for a year or more as of 31st March.
- 5.4 Data is drawn from the recently published Statistical First Release 2019, local authority data and NCER Nexus.
- 5.5 Please note that within these three datasets there may be differences due to rounding and some incidences of unmatched data where not all children's results have been included.

6. Hampshire Outcomes – EYFS Results – OC2 Cohorts - % achieving Early Learning Goals (4 years) Summary by academic year

Year	Number of CiC in Year R eligible for EYFSP assessments	Good Level of Development		Prime Areas of Learning						Specific Areas of Learning			
		Expected or Exceeding in the 3 Prime Areas of Learning plus Literacy and Maths		Communication and Language		Physical Development		Personal, Social and Emotional Development		Literacy		Mathematics	
		Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
2013	30	7	23.3%	15	50.0%	17	56.7%	18	60.0%	10	33.3%	12	40.0%
2014	28	12	42.9%	17	60.7%	18	64.3%	18	64.3%	16	57.1%	14	50.0%
2015	40	14	35.0%	23	57.5%	26	65.0%	24	60.0%	15	37.5%	22	55.0%
2016	31	11	35.5%	17	54.8%	20	64.5%	16	51.6%	11	35.5%	14	45.2%
2017	24	10	41.7%	12	50.0%	15	62.5%	13	54.2%	10	41.7%	12	50.0%
2018	35	17	48.6%	25	71.4%	27	77.1%	24	68.6%	18	51.4%	19	54.3%

- 6.2 There are no DfE national published outcomes available for children looked after, however since the Virtual School subscribes to the NCER Nexus children in care data analysis, there is scope for comparison with national CLA outcomes through that route.
- 6.3 Whilst the Nexus dataset shows a higher percentage of Hampshire CLA achieving a good level of development than the Hampshire local data and indicates this to be above national CLA outcomes, there are some anomalies within it, and therefore this report will refer mainly to the Hampshire data. It is useful however in providing a national CLA figure.
- 1.2 There were 35 children in Year R who had been in care for 12 months or more as of 31st March 2016. This is 9 more than 2017.
- 1.2 A 'good level of development' or GLD is now defined as having achieved the age expected level in CL, PSE, PD, Literacy and Mathematics.

NCER Nexus data for comparison 2018	Hants VS	National CLA	National All
GLD	54.5%	47.0%	71.7%

- 1.3 Of the 35 children who have been in care this year, 17 children (48.6% Hampshire data) achieved a good level of development compared with 41.7% in 2017, which confirms a three- year improvement and a further narrowing of the gap with the Hampshire All cohort by 5.9%.
- 1.4 The strongest areas of improved performance were communication and language and personal, social and emotional development although there are improvements across every measure

2. Important curriculum and assessment changes in the primary phase

- 2.2 As identified in the previous annual report, one impact of the changes introduced to the curriculum and assessment methods is that there are parts of the curriculum that many children in care, due to the turbulence in their lives, have simply not had time to learn securely by the end of the key stage. This implies that their final scores may reflect the lack of time they have had to learn the content rather than their capabilities.
- 2.3 Standards are also based on a "secure fit" assessment which expects that children "master" all aspects of the performance standard and all the standards that precede, rather than a "best fit" levels approach as previously used. Arguably, pupils with a history of disrupted education or special educational needs will therefore find that this standard is particularly demanding.

3. Key Stage 1 performance - Analysis and Comment

Hampshire Outcomes - KS1 - OC2 cohorts - achieving Expected Level or above: Summary by academic year

Academic Year	Number of CiC in Year 2 eligible for Key Stage 1 teacher assessments	Expected Level or Above*							
		Reading		Writing		Maths		RWM	
		Num	%	Num	%	Num	%	Num	%
2014	29	23	79.3%	23	79.3%	23	79.3%	23	79.3%
2015	35	23	65.7%	21	60.0%	22	62.9%	18	51.4%
2016	48	27	56.3%	19	39.6%	23	47.9%	18	37.5%
2017	43	25	58.1%	18	41.9%	19	44.2%	16	37.2%
2018	44	18	40.9%	14	31.8%	15	34.1%	12	27.3%

- 3.2 Results at Key Stage 1 for Hampshire’s children in care may be seen above. Outcomes fell across all measures from 2017 to 2018.
- 3.3 There were 44 children in the 2017-18 OC2 cohort (children who have been in care for 12 months or more as of 31st March 2018.) Of these, 27.3% of children achieved the ‘expected standard’ in reading, writing and mathematics at the end of the key stage which is significantly below the previous year. 40.9% achieved the expected standard in reading, 31.8% in writing and 34.1% in maths.
- 3.4 This was not unexpected for the reasons shown below, and due to the small number in the cohort, we can expect a degree of year on year fluctuation.
- 6.4 The combination of SEN and significant emotional health needs for 12 children was a contributory factor in fewer achieving the expected standard by the end of the key stage. A further 5 children (without SEN) had ‘abnormal’ SDQ (Strength and Difficulties Questionnaire) scores which indicates significant emotional and mental health needs.
- 1.2 47% of children with ‘normal’ scores achieved the expected standard in RWM whilst 77.3% of children in care without SEN achieved the expected standard in reading, 59.1% in writing, 68.2% in maths and 54.5% in RWM.
- 3.5 19 children (43%) (compared with 5 the previous year) experienced one or more care placement change whilst 14 children (32%) - 5 the previous year - experienced a change of school during Year 2.
- 6.5 20 children had been in care for between one and three years. This means that many will have been dealing with considerable change and disruption in the years leading up to their end of key stage assessments and had simply not as yet, had time to learn curriculum content securely enough.

7. Key Stage 2 performance - Analysis and Comment

Hampshire Outcomes - KS2 - OC2 cohorts - achieving Expected Level or above: Summary by academic year

Academic Year	Number of CiC in Year 6 eligible to sit KS2 tests	Expected Level or Above*							
		Reading		Writing		Maths		RWM	
		Num	%	Num	%	Num	%	Num	%
2013	40	25	62.5%	21	52.5%	24	60.0%	20	50.0%
2014	49	34	69.4%	28	57.1%	32	65.3%	23	46.9%
2015	49	32	65.3%	28	57.1%	33	67.3%	27	55.1%
2016	57	23	40.4%	28	49.1%	22	38.6%	14	24.6%
2017	50	19	38.0%	22	44.0%	19	38.0%	13	26.0%

Key Stage 2 results 2018

2018	Number eligible	Reading %	Writing %	Maths %	RWM %
Hants	77	47%	53%	49%	32%
National CLA	3130	51%	49%	47%	35%
SE region	400	49%	48%	45%	33%
Statistical Neighbour Hants	282	48%	49%	45%	31%

Data sourced from 2019 Statistical First Release and NCER Nexus

- 7.2 Results at Key Stage 2 for Hampshire children in care may be seen above.
- 7.3 Outcomes improved across all measures and were above the south east, statistical neighbour and national CLA averages for writing and mathematics, whereas the previous year outcomes had been below national CLA for mathematics.
- 7.4 In reading, despite an improvement there is still a 4% gap with national CLA although the result is more similar to the statistical neighbour and south east region averages.
- 7.5 In the combined reading writing and maths (RWM) measure, the performance of Hampshire CLA improved. Whilst a 3% gap remains with national CLA, this is closing and Hampshire is in line with both statistical neighbour and south east region averages (slightly above and slightly below, respectively).
- 7.6 29 children, 36%, (compared with 5 the previous year) experienced care placement moves during Year 6 and 17 experienced at least one change of school and the cohort overall experienced less stability than the previous year's cohort.

Key Stage 4 performance - Analysis and Comment

Hampshire Outcomes – KS4 - OC2 cohorts - achieving Expected Level or above: Summary by academic year

Academic Year	Number of CiC in Year 11 eligible for KS4 Assessment	Achieving standard																			
		Average Attainment 8 Score	Average Progress 8 Score	Achieved EBACC (9-4)		GCSE English and Maths A*-C or 9-4		GCSE English A*-C or 9-4		GCSE Maths A*-C or 9-4		Achieved EBACC (9-5)		GCSE English and Maths A*-C or 9-5		GCSE English A*-C or 9-5		GCSE Maths A*-C or 9-5		Sat Any Exam	
				Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
2016	78	22.52	-1.20	1	1.3%	13	16.7%	19	24.4%	20	25.6%									64	82.1%
2017	110	20.15	-1.04	2	1.8%	21	19.1%	34	30.9%	28	25.5%	2	1.8%	8	7.3%	17	15.5%	15	13.6%	88	80.0%

Key Stage 4 results 2018

2018 results (SFR 2019)	Number	% English and maths grades 9-5	% English and maths grades 9-4	Average attainment 8 score	Average progress 8 score
Hampshire CLA	108	7.4%	23.1%	22	-1.12
Statistical neighbour (HCC)	448	10%	20.5%	19.2	-1.17
South east region CLA	730	7%	18.6%	18.7	-1.17
National CLA	5130	7.8%	17.8%	18.9	-1.2

- 7.7 Schools are judged against attainment 8 (A8), progress 8 (P8), the proportion of pupils achieving the English Baccalaureate (EBacc) and the proportion of pupils achieving the Basics (a grade 4 or better in both English and mathematics). Additionally, in 2017, new, more challenging GCSE courses were examined in these two subjects for the first time. These are graded on a 1 to 9 point scale. 2018 has seen the introduction of further reformed GCSEs which have a higher maximum score than the unreformed GCSEs.
- 7.8 Published results from the Statistical First Release (SFR, April 2019) above show continued and consistent improvement in outcomes from the previous year particularly in the percentage of young people achieving grades 4 or better in both English and mathematics. 23.1% achieved against this measure compared with 19.6% the previous year.
- 7.9 Average attainment 8 scores rose from 19.9 to 22, though average progress 8 scores improved very slightly from the previous year. This places the cohort above or equal to the national CLA average for all measures shown above.

8. Attendance

- 8.2 The SFR 2019 report (extract below – showing outcomes for 2017-8) shows that for the Hampshire cohort, absence remained broadly the same across all measures as 2016-17 with marginal reduction in persistent absence. This brings the Hampshire cohort closer to the national CLA averages whereas in previous years the gap was greater. Statistical neighbour results have not yet been published.
- 8.3 Research shows that *“For every 5% of possible school sessions missed due to unauthorised school absences, young people in care scored over two grades less at GCSE.”* (Sebba et al 2015)

Measure	Hants	SE region	National
% Overall absence	4.9%	4.8%	4.5%
%Authorised	3.9%	3.6%	3.2%
%Unauthorised	1%	1.2%	1.3%
% Persistent Absence (below 90%)	11.7%	10.7%	10.6%

9. Exclusion

- 9.2 Exclusion data is collected 2 terms in arrears and so the SFR data below is drawn from 2014-17 and matched with CLA from the corresponding year.

No Hampshire looked after children were permanently excluded during this time period.

- 9.3 The percentage of Hampshire CLA with at least one fixed period exclusion was 12.02% compared with 11.8% the previous year, and so remains broadly the same.
- 9.4 The national CLA average for this measure rose from 10.4% to 11.83% whilst the south east region average remained broadly the same as the previous year.

Measure	Hants	SE region	National
% with at least 1 fixed term exclusion	12.02%	12.76%	11.83%
% permanent exclusions	0	0	0.1%

10. Other factors affecting educational outcomes

- 10.2 Research into the educational progress of looked after children in England (Sebba et al 2015) identified 8 main factors which affect children's outcomes http://reescentre.education.ox.ac.uk/wordpress/wp-content/uploads/2015/12/EducationalProgressLookedAfterChildrenKeyMessages_Nov2015.pdf
- 10.3 As well as absence and exclusion, these include length of time in care, placement changes and school changes which all affect a child's stability in different ways.
- 10.4 A further challenge is the fact that most children in care experience a combination of multiple factors, together with other individual circumstances, which can have a cumulative impact on educational outcomes.

10.5 Post 16

- 10.6 As of April 2019, there were 290 post 16 school age young people in care, of whom 85 are UASC and mostly placed outside Hampshire.
- 10.7 206 are in Year 12 and 84 are in Year 13. (no in HCC, no in a destination)
- 10.8 The most recent Virtual School dashboard showing outcomes for the cohort may be seen in Appendix 1.
- 10.9 In order to increase capacity to support young people in care and care leavers as they transition into post 16 destinations, the Virtual School, together with Hampshire Futures and the Care Leavers Team launched the Hampshire Virtual College. This approach will be introduced on the Isle of Wight during 2019. <https://www.hants.gov.uk/educationandlearning/virtual-school/virtual-college>

11. Pupil Premium Plus

- 11.2 In line with the new DFE Statutory Guidance published in February 2018, the Virtual School published a policy document which makes clear the expectations and arrangements in place around pupil premium plus for children looked after.

- 11.3 <https://www.hants.gov.uk/educationandlearning/virtual-school/funding>.
- 11.4 Further to this, the Virtual School conducted a review of pupil premium spend for Hampshire's looked after children during 2018 in order to determine areas of strength and areas for development so that collectively, we improve the effectiveness and impact of pupil premium plus funding. Recommendations from this review and subsequent actions may be seen in Appendix 2.
- 11.5 Findings from the review were shared with Schools Forum as part of the non statutory annual report delivered around pupil premium plus introduced by the Virtual School Head Teacher.

12. The Virtual School's approach to improving educational outcomes

High quality professional development

- 12.2 The Virtual School's early years Personal Education Plan (PEP) Toolkit training has been delivered to early years practitioners within Services for Young Children (SfYC) and across settings. This has contributed to better identification of individual need and provision of support to meet that need.
- 1.2 The partnership with the Advisory Teacher team within Services for young children (SFYC) has strengthened further resulting in a joint approach of targeted intervention around those children most vulnerable at point of transition into year R and from Year R into Year 1.
- 1.3 The team has conducted joint quality assurance of PEPs with the Virtual School. This has informed the focus of further training for Year R teachers, input to Designated Teacher networks and corporate parent visits. These measures have contributed to the improved outcomes at the end of the Foundation Stage.
- 12.3 In addition to the core training offer for Designated teachers across all phases, over 60 schools have taken part in the Virtual School's Attachment and Trauma Aware (ATAS) Schools programme in partnership with Kate Cairns Associates. The fourth cohort is currently underway.
- 12.4 The impact has been felt particularly strongly in Key Stage 4 where a focus on approaches such as emotion coaching have contributed to improved outcomes in a cohort where 40% of young people have significant emotional and mental health needs (reflected in either abnormal or borderline SDQ scores).

Maintaining school stability

- 12.5 The Virtual School has continued to work with social workers and managers on maintaining school stability and wherever possible and appropriate, children have continued at their school whilst care placement changes have taken place. This work is underpinned by the Virtual School's protocol around school provision.
- 12.6 <https://www.hants.gov.uk/educationandlearning/virtual-school/guidance>
As a result, whilst of the 19 children in Key Stage 1 (43%) who experienced one or more care placement move during Year 2, fewer children (14 children, 32%) experienced a change of school at that point. Similarly, in Key Stage 2, whilst 29 children, 36%, (compared with 5 the previous year) experienced care placement moves during Year 6, only 17 experienced a change of school. The differential in the placement and school move figures above represents positive work to maintain school placements where appropriate.
- 12.7 Working with Head Teachers and Designated Teachers to seek alternatives to fixed term exclusion within the cohort has also been a key focus in reducing disruption to a child's education. The Virtual School has exercised

its right as corporate parent to advocate for individual children at various points of the formal exclusion process. However, the vast majority of cases are resolved via partnership working.

- 12.8 The half termly 'Educational Entitlement' meeting chaired by the Virtual School Head documents the active problem solving by senior leaders across education, SEN and social care to put in place measures to prevent permanent exclusion and reduce fixed term exclusions for the most complex individual children
 - 12.9 Whilst fixed term exclusions for the national CLA cohort rose from 10.4% the previous year to 11.83% for 2017-18, the percentage of Hampshire CLA with at least one fixed period exclusion has remained broadly the same at 12.02% and below the south east region average due to the targeted work with schools.
- Improving the quality of Personal Education Plans**
- 12.10 The Virtual School introduced new PEP templates in September 2018 which had been developed and refined from those piloted in 2017. These allow data and information to be pulled directly from the PEP which has reduced six data returns annually from schools to one PEP being submitted termly for each child. This provides more detailed and current data and information with which to track progress and outcomes and inform professional development for Designated Teachers, social workers and foster carers.
 - 12.11 For example, more detailed analysis of PEPs has highlighted a lack of understanding and underuse of SDQ scores by schools as an indicator and measure of emotional and mental health. This has led to the development of health briefings delivered by the Virtual School in partnership with health professionals, and facilitated practical support and guidance for schools in meeting emotional and mental health needs of children in care.
 - 12.12 The Virtual School conducts a termly audit of PEPs to monitor quality and inform training for Designated Teachers. Since this activity started there have been noticeable improvements in quality, particularly in relation to the section completed by social workers (which is now more detailed and precise), and the Pupil Premium and school data sections, which previously were often incomplete.
 - 12.13 As a result of audit activity, there is currently a focus on the 'needs analysis' and action planning sections of the PEP within Designated Teacher training where there needs to be more precision and specificity around how individual children are supported to make progress.

13. Key priorities to secure further improvement

- 13.2 During 2018-19 and beyond, the Virtual School will be looking to develop and formalise the partnership with Services for Young Children (SfYC) to integrate approaches with the Virtual School and College as an 'all through' Virtual School provision.
- 13.3 Continue to improve quality of PEPs through rigorous quality assurance and subsequent targeted training and feedback to Designated Teachers
- 13.4 Building on existing links with Hampshire School Improvement SEN Inspector/Advisers, review and further refine support in place for children in care with SEN and emotional/mental health needs, identify best practice and areas for development. Integrate this work with our programme of attachment and trauma aware schools
- 13.5 Continue to work with social workers and schools to mitigate impact of unavoidable placement or school moves on children's progress and outcomes, with a particular focus on developing understanding of reunification process and what this means for children.

- 13.6 Together with the Virtual College team, support foster carers and social workers to provide the right support advice and guidance for young people in Key Stage 4 to succeed in their learning and future plans.
- 13.7 Ensure each CLA receives bespoke careers advice and guidance which is flexible enough to withstand unexpected changes in their circumstances.
- 13.8 Further reduce the percentage of children with at least one fixed term exclusion. Work with schools to develop alternatives to exclusion which support a child's thinking and learning. Within this:-
- 13.9 Involve care leavers in developing new ways of thinking amongst teachers which include an understanding of a child's previous experiences

Conclusion

The Virtual School remains committed to removing the inequality in educational outcomes between children looked after 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?'*

Appendix 1

Report Details:

Note: Export as PDF if you need the tables in this format.

Cohort: Year 12 & 13 who have a live Virtual College Individual Circumstance that matches the VC Period parameter.

Tables: The tables in this report have number of and the corresponding percentage in each cell.

Participation Breakdown

	Year 12	Year 13	Cohort*
EET	162 85.3%	173 79.7%	335 82.3%
NEET	18 9.5%	30 13.8%	48 11.8%
Other	7 3.7%	9 4.1%	16 3.9%
Unknown	3 1.6%	5 2.3%	8 2.0%
Total	190 100.0%	217 100.0%	407 100.0%

Virtual College Spring 2019 Scorecard

Data accurate as of 23/04/2019

Number of records returned: 407

Qualification Breakdown

	Current Year 12 Qualifications	Current Year 13 Qualifications
	3 1.6%	1 0.5%
Entry Level	31 16.3%	50 23.0%
GCSE(s)	4 2.1%	3 1.4%
Level 1	34 17.9%	20 9.2%
Level 2	31 16.3%	24 11.1%
Level 3 - Academic	9 4.7%	8 3.7%
Level 3 - Vocational / Technical	19 10.0%	28 12.9%
None	55 28.9%	77 35.5%
Unknown	4 2.1%	6 2.8%
Total	190 100.0%	217 100.0%

Qualification Breakdown Notes:

None level is populated by YP who have a Current Situation listed below:

- Employment
- NEET
- Other
- Re-engagement
- Work Based Learning

Unknown level is populated by YP who have a Current Situations listed below:

- Home Educated
- Moved out of Area
- No Information
- Unknown

Appendix 2

Recommendations from Virtual School Pupil Premium Plus Review

	<u>Recommendation</u>	<u>Update (February 2019)</u>
1	For the Virtual School to draw upon current education research, Ofsted case studies, Education Endowment Fund and Hampshire school case studies to write a 'Good practice Guidance document for schools around the use of Pupil Premium Plus. This document would also support IRO's and Social Workers and ensure consistent messages around the funding allocation and conditions of grant.	Scheduled for the start of the new financial year 2019
2	To redesign the back page of the Hampshire PEP so that all pupil needs are more clearly identified and recorded; the use of PP+ is recorded termly and the evidence of impact against the need is submitted. In addition, the Virtual School should use the existing county funding data collections to identify all the interventions schools currently use to create a menu drop down for schools, within the PEP so that schools a) see the wide range of interventions possible and b) to enable more comparative data collections for analysis	Completed: The ongoing audit of the new PEPs show a significant improvement in the detail around needs identified, impact and termly recording of funding use. As such in 2018 this model has also been rolled out in the design of the PEP data forms for Early Years, UASC, Pupils with SEN and mainstream 2 – 18 years.
3	Develop the PEP into a data form (our own version of an EPEP) to enable more effective and systematic monitoring of the quality of PEPs and the use of PP+. Aim to eradicate the county funding data returns by Summer 2018.	New PEP data form was developed for Sept 17 and the county funding data return ceased Jan 2018.
4	Set up a shared inbox for all PEPs to be sent directly to the Virtual School (as well as social care) so the desktop monitoring around pupil premium is constant and ongoing.	Completed
5	For the new PEP data form write new school PEP guidance with a section detailing how to record the spending of PP+ within the PEP. Deliver training around the new PEP in new DT training and DT networks.	Completed with guidance and templates in place on the Virtual School website
6	Change the collection methods and the PEP analysis so that it can more accurately collect quality data that can be analysed more effectively to inform practice. This data reporting can be shared with other stakeholders such as IROs and SW, so they can input as part of their responsibility within the CLA review.	Completed. The Virtual School has designed a series of data reports from the 2018 PEPs.
7	To create an education plan for adopted children (EPAC) for parents and school to use so the impact of previously looked after children can be formally recorded based on parental request and consent to PEP meetings and the sharing of data with the Virtual School	Completed and in place.
8	To run another SNAP survey once the good practice guidance is out with schools and in use. Compare the data collected to measure the impact of the new guidance.	Scheduled for 2019 summer term
9	In addition to PEP monitoring the Virtual School should plan to undertake an annual 'in depth pupil premium review'. This should involve visiting 10% of schools selecting a sample of schools from previous PEP audits to identify and capture effective school practice. These cases should be added to the VS website; shared at DT network meetings as a standing agenda item around the impact of pupil premium. Also, these can be presented as articles within the annual DT publication; and contribute to any good practice guidance to effectively share best practice models.	Planning in place

Appendix 1

10	To audit the use of the SDQ score within the PEP, its targeted use, and impact, in relation to needs analysis, actions within the PEP and the targeted use of PP+ to support the young person's social, emotional, and mental health needs. To share the findings of this audit with health, social care, and schools to ensure CLA needs are assessed and there is coordination between the professionals to ensure the young people have access to the strategies and interventions that will best support them in.	This will take place as part of the scheduled termly PEP audits
11	To discuss with other Virtual School Head Teachers at NAVSH conference the effective use of PP+, to share wider national practice; and feed into national evaluation activities	Underway, with Pupil Premium Plus regional conference scheduled for March 2019
12	To request that as part of the South East Regional Virtual School Head Teachers' action plan that it commissions a researcher to review the use and impact of PP+ across the SE region	Scheduled for 2019 and in place on SE action plan
13	For the VSH to use the service level agreement with Hampshire Education Psychology Service (HEPS) on further development of the ELSA training and networks to include Looked After Children's' Needs and consider how ELSA might target the use of PP+ for additional resources, support packages and interventions	This will be written into the SLA for financial year 2019-20
14	Write and publish via the website a Hampshire Virtual School Pupil Premium Plus Policy	Completed and in place on Virtual School website
15	Review the current model for PP+ allocation in Hampshire so it is used for maximum impact.	Completed annually and reported via Schools Forum annual Virtual School report