Warwickshire Virtual School

Autumn 2022 Report
For the period April – August 2022

Contents

* Warwickshire uses the term Children in Care in preference to the DfE term Looked After Children, so the acronym CiC will be used throughout this report.

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1.1 Current Context

The West Midlands Virtual School Conference took place in Birmingham, with teams having the opportunity to network and share ideas. Representatives from the DfE, Ofsted and NAVSH were in attendance for the day, and gave updates on the national picture. Following this, (1) Warwickshire was invited to Walsall to share good practice to help them develop their service and (2) Warwickshire is leading on establishing a Virtual School Deputies' Network to grow expertise, promote future leaders and develop Virtual School policy and practice.

After seven years of having the same providers, it was time to renew the contracts for PEPs (Personal Education Plan) and attendance monitoring. Much development work has taken place in these areas over the past few years, and the tender process attracted some very strong bids. Reporting tools in particular have improved and will facilitate better tracking and monitoring. New contracts and systems will be in place for 2023.

DfE funding for additional tuition was utilised and many CiC benefitted within their settings. For 2022-23, the Virtual School has commissioned tuition for all children in Years 1-11 from a specialist tuition agency. This is to ensure that extra tuition is in place on top of the support provided by schools and via Pupil Premium Plus (PP+). The extra level of support will facilitate closing attainment gaps and promoting engagement.

Support for young people who were NEET (Not in Education, Employment or Training) in the summer term focussed on ensuring they had comprehensive PEP reviews. The Post 16 Education Officer supported social workers and young people to attend PEPs. Clear planning and capturing aspirations are crucial to being able to re-engage with EET (Education, Employment and Training).

With a focus on bringing together designated teachers and safeguarding leads, the training event 'Understanding Children with a Social Worker' proved overwhelmingly popular. The interactive nature and creative way of disseminating key knowledge and provoking reflection had a huge impact. Many headteachers attended and expressed interest in engaging in wider staff training. One attendee commented:
The best session that I have ever attended. Very informative, engaging and interesting.

The Virtual School has already commissioned two further sessions, primarily focussed on the Bedworth consortia. Work is in progress with schools in The Nuneaton Alliance to have the sessions delivered for their staff.

Transition planning was a key aspect of Virtual School work in the summer term. Following two years of Covid disruption, extra funding was allocated to Year 11 CiC to provide bespoke transition support.

DfE work around PP+ for Post 16 is continuing and Warwickshire were invited to participate in the extension of the study from September 2022, based on the Expression of Interest submitted by the VSH in summer 2021. An attendance monitoring contract has been set up to enable the Virtual School and providers to identify concerns as they start to arise. Monitoring visits will be extended to Post 16 providers and a wider CPD programme will be on offer with the aim of ensuring CiC are supported to maintain their places on courses.

In addition, summer term projects included:

- The VSH leading a secondary to Post 16 transitions workstream, focussing on developing best practice guidance for young people with SEND and EHCPs, as part of the SEND and Inclusion Change Programme.
- Developing comprehensive documentation for the procurement of PEPs and attendance monitoring.
- Supporting the Education Service response to the government White and Green papers.
- Making links with the Children and Families Academy to develop a more comprehensive social worker training offer.
- Developing an SLA with the Warwickshire Attendance Service. The SLA is to provide information and advice to social workers of children with CIN and CP plans, as well as some bespoke support for social workers and carers of CiC.

Ongoing Virtual School projects:

- Monitoring academic attainment and progress through termly Personal Education Plans (PEPs)
- Monitoring attendance of all CIC
- Challenging suspensions
- Managing school stability
- University programme to raise aspirations and encourage participation in further and higher education
- Enriching arts and sports activities
- Trauma Informed Attachment Aware Schools
- Training
- Programme of school monitoring visits

ATTAINMENT OF CHILDREN IN CARE

NB 2021-22 data is the first recorded data since 2019.
Data included in this report is unvalidated and therefore subject to change.
Some measures, such as national comparators and Progress 8, are not yet available.
The Spring term 2023 report will contain validated data and information not available for this report.

Data headlines are for the statistical cohort.

2.1 Early Years Foundation Stage *Table A1*
25% achieved a Good Level of Development (GLD).

All children expected to achieve a GLD did so. Outcomes overall are as predicted, lower than previous years. The cohort were subject to an increased level of bespoke, additional support and intervention.

Cohort overview: 20 CiC (includes 1 CiC in Scotland who is working at the expected standard but will not have an assessment outcome), 40% SEND, 4% EHCP, 25% attended more than one school during their reception year.

Virtual School organised tuition for this cohort will take place in the spring term, allowing children the chance to adapt to the curriculum and teaching differences in

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Year 1. A secure phonics base and developing reading skills will be the focus of the tuition.

2.2 Year One Phonics   *Table A2*
57% achieved the expected standard in the phonics test.

Early indications suggest Warwickshire CiC achieved in line with national CiC.

Cohort overview: 21 CIC, 48% SEND, 14% EHCP, 10% disapplied, 38% attended more than one school during Year 1.

Virtual School organised tuition for this cohort will take place in the spring term, with the emphasis on developing phonics and improving reading.

2.2 Key Stage One   *Table A3*
35% achieved the expected standard in reading, writing and maths.

Early indications suggest Warwickshire CiC achieved in line with national CiC.

Cohort overview: 17 CIC (includes one CiC in Scotland who will not have an assessment outcome), 41% SEND, 12% EHCP, 24% working significantly below the level of the tests/expected standard.

CiC attainment by subject:

	Expected standard and above	Greater Depth
Reading	35%	24%
Writing	35%	0%
Maths	41%	6%

Virtual School organised tuition for this cohort will take place in the summer term, with the emphasis on improving reading to develop decoding skills, comprehension and vocabulary, which will then support improving writing skills.

2.3 Key Stage Two   *Table A4*
25% achieved the expected standard in reading, writing and maths.

Early indications suggest that Warwickshire had significantly more CiC with EHCPs than national (20% more), but that achievement of Warwickshire CiC was not significantly lower than national CiC.

Cohort overview: 32 CIC, 72% SEND, 44% EHCP, 19% attend non-mainstream provision, 28% working significantly below the level of the tests/expected standard.CiC attainment by subject:

	Expected standard and above	Greater Depth
Reading	38%	9%
Writing	31%	3%
Maths	41%	0%

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Virtual School organised tuition for this cohort will take place in the spring term, allowing one term to settle into secondary schools. Schools will determine whether tuition is needed in English or Maths, based on KS2 outcomes and early KS3 assessments.

2.4 Key Stage Four

Tables A5,6,7

22% achieved a standard pass in English and Maths.
15% achieved a strong pass in English and Maths.

Early indications suggest that Warwickshire achieved in line with national CiC for strong passes in the basics, and that Attainment 8 scores are potentially higher than national.

Cohort overview: 67 CIC, 54% had SEND, 30% EHCP, 27% attended non-mainstream provision, 23% working below GCSE curriculum.

CiC GCSE attainment by subject:

	Standard pass Grade 4+	Strong pass Grade 5+
English	28%	19%
Maths	31%	21%
English and Maths*	22%	15%
5 GCSEs	22%	15%

*The Basics

2.5 Post 16

Tables A8,9

All Year 11 CiC were supported and had identified Post 16 provisions prior to the GCSEs starting.

Levels of CiC who were NEET rose in Quarter 1. This was due to Year 12 numbers increasing – Year 13 CiC were more successful in identifying positive destinations.

The Virtual School is focussing on supporting colleges to improve retention rates for CiC. Unless starting college courses in the first half of the Autumn term, it is more difficult to remain in a positive destination. Most courses run to an academic year with just one entry point. Provisions such as the Prince's Trust are great for developing employability skills and supporting re-engagement, but are short term only, leaving large parts of the academic year with limited options. Working with Prospects and other careers advisers is crucial in such instances. The Virtual School promotes and prompts early identification and referral to the Prospects service.

THE VIRTUAL SCHOOL

3.1 Cohort overview

Tables B1,2,3,4

Summer term numbers:
- School age: 501 in December, 500 in March, 525 in July
- Preschool: 72 in December, 80 in March, 96 in July
- Post 16: 201 in December, 174 in March, 138 in July

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3.2 SEND

Numbers of CiC with recorded SEND and EHCPs rose in the summer term, both due to cohort mobility and ongoing assessments of need.

Statutory school age CIC with SEND rose by 2.5% but remained lower than national CiC:

National CIC with SEND*	56.3%
Warwickshire CIC with SEND	52.3%
Difference	-4.0%
All Warwickshire*	12.10%

*LAIT March 2021

Statutory school age CIC with EHCPs increased by 0.9%, bringing it closer to the national average:

National CIC with EHCP*	28.9%
Warwickshire CIC with EHCP	28.4%
Difference	-0.5%
All Warwickshire*	3.6%

*LAIT March 2021

Over half of the Warwickshire CiC with identified SEN have EHCPs (54.3%).

3.3 Enrichment

Spring term enrichment activities are detailed in table C1.

The newly appointed West Midlands Arts Co-ordinator resigned but was replaced. Activities are largely planned for the year and smooth transition of post holders was well co-ordinated.

A firm offer for sports across the West Midlands has been established. ActiveNow will be leading on this across cluster areas. The Warwickshire, Coventry and Solihull cluster has yet to confirm their service level agreement, which has been hindered by capacity and staff changes.

3.4 Training

Designated teacher network meetings again proved popular. A safe space is provided for sharing good practice and supporting others where concerns arise.
Warwickshire Educational Psychology Service delivered four face-to-face sessions, covering attachment, trauma, emotion coaching and resilience. The sessions ensure designated teachers can advocate and support wider school staff, as well as providing the opportunity for staff in schools that have been involved in the Trauma Informed Attachment Aware School (TIAAS) project to top up professional development over staffing changes.

A session in June to promote the TIAAS project was well attended, and most attendees were able to apply to be part of the project for 2022-23. Termly network meetings to ensure schools stay up to date with developments and can share experiences are set to continue throughout 2022-23.

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Training sessions took place with staff from the Warwickshire College Group and the positive feedback has ensured that interest in further development is positive. Some secondary schools engaged in training sessions, which is a very positive step. Again, positive feedback and word of mouth is supporting a wider roll-out across wider groups of staff and more settings.

3.5 Staffing

The Virtual School again saw staffing changes:
- Education Adviser started maternity leave at end of June; replacement started in September.
- Early Years Education Officer left mid-July; replacement started September. Hours for this role were reduced.
- Data and Finance Officer retired at end of July; replacement started September.

The team worked hard to ensure that a high-quality service remained in place throughout the transition process.

SCHOOL INFORMATION

4.1 Ofsted Grading

In the summer term 84.9% of Warwickshire CiC attended Outstanding or Good schools compared to 83% nationally.

Virtual School policy remains that when moving schools Outstanding and Good schools are always prioritised. No CiC were placed in Inadequate schools during the summer term.

4.2 Attendance and suspensions

Overall attendance for the year was 88.2%. This is potentially lower than national CiC – the absence rate for 2021-22 is not yet confirmed but was 9% in 2020-21. Attendance for primary school CiC was 94.7% compared to 83.5% for secondary.

Attendance for year groups Reception to Year 7 was above 90%. Attendance for Years 9 and 11 was under 80%. Return to school following the pandemic remained a concern for some CiC, relating to increased SEMH needs. Attendance remains a high priority within Education Services and work is being done to address the updated DfE policy ahead of its statutory timescale of September 2023.

12.9% of the whole cohort received at least one suspension:
- 81 CiC suspended on 212 occasions
- 48 boys, 33 girls
- 72 secondary age, 9 primary
- 9 from specialist settings

Of the CiC receiving suspensions:
- 12% were new to care
- 54% received multiple suspensions
- 17% were not in care at the end of the year

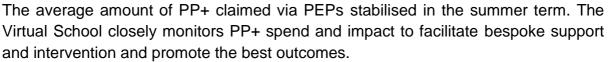Suspensions remain a priority for the Virtual School.

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4.3 Personal Education Plans (PEPs)

The Virtual School worked hard to ensure all CiC had termly PEP reviews to support their educational development. The PEP review rate for the summer term was 100%. PEPs continue to improve in quality due to the work of Virtual School officers.

4.4 Pupil Premium Plus (PP+)   *Table D7,8*

The average amount of PP+ claimed via PEPs stabilised in the summer term. The Virtual School closely monitors PP+ spend and impact to facilitate bespoke support and intervention and promote the best outcomes.

CHILDREN PREVIOUSLY IN CARE

5.1 Revised duties

Referrals for support across all key stages remained high throughout the summer term and key themes included transition, emotionally based school avoidance, SEND and pupil premium plus spending.

Virtual School advice was sought by adoptive parents, special guardians, maintained and independent schools, EYFS settings and a wide variety of professionals, including post adoption and special guardianship social workers, early help colleagues, clinical psychologists, youth workers and colleagues working within SEND.

Complex referrals, including colleagues and parents returning for additional support, continued to be received, these included support in relation to:

- Emotionally based school avoidance, with multi-agencies working together to provide support both at home and strategies to support school staff.
- Complex social, emotional, mental health and SEND with agencies working together to utilise funds available to best support the young person.
- Enhanced transition planning to ensure a smooth transition from primary to secondary education.

Children With a Social Worker

6.1 Extended duties

Revised guidance was published in June 2022. This remains a non-statutory duty, but Warwickshire Virtual School is keen to support this cohort of children.

The revised guidance identifies the cohort of children as those who have or have had a social worker in the last six years. Some basic data has been collated to start to identify the main characteristics of the cohort for future work.

The guidance makes it clear that Virtual Schools are not to provide direct intervention, help or support for individual children, but instead work with stakeholders to:

- Make disadvantages visible and enhance partnerships to help agencies hold high aspirations
- Promote practice that supports engagement in education
- Level up outcomes and narrow the attainment gap

Work for 2202-23 will focus on indentation of characteristics of the cohort, such as free school meals and SEND, alongside gathering attendance data to inform planning.

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Useful links:
https://www.warwickshire.gov.uk/virtualschool
https://www.wmvscicfoundation.org.uk

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APPENDICES
*Tables with **BLUE** headings represent the statistical cohort*
*Tables with **ORANGE** headings represent the whole cohort, regardless of time in care*

APPENDIX A – Outcomes
- *Means teacher assessment only*

NB All data is unvalidated and therefore subject to change. National data not yet available for comparison.

Table A1 – Early Years Foundation Stage outcomes

GLD*	2020	2021	2022
Warwickshire CIC	-	-	25%
National CIC	-	-	
Difference	-	-	

*Good Level of Development, the expected level of development at the end of the EYFS

Table A2 – Year One Phonics outcomes

WA*	2020	2021	2022
Warwickshire CIC	-		57%
National CIC	-		
Difference	-		

*Working at or above standard

Table A3 – Key Stage One outcomes

RWM*	2020	2021	2022
Warwickshire CIC	-	-	35%
National CIC	-	-	
Difference	-	-	

*Reading, Writing and Maths at the expected standard

Table A4 – Key Stage Two outcomes

RWM	2020	2021	2022
Warwickshire CIC		-	25%
National CIC		-	
Difference		-	

Table A5 – Key Stage Four outcomes

The Basics*	2020	2021	2022
Warwickshire CIC	-	-	15%
National CIC	-	-	
Difference	-	-	

*English and Maths GCSE at grade 5 or above

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Table A6 – Attainment 8

Attainment 8	2020	2021	2022
Warwickshire CIC	-	-	
National CIC	-	-	
Difference	-	-	

Table A7 – Progress 8

Progress 8	2020	2021	2022
Warwickshire CIC	-	-	
National CIC	-	-	
Difference	-	-	

Table A8 – Post 16 destinations summer 2022

	Y12	Y13
College	34.9%	55.3
School	19.8%	9.2%
Apprenticeship	0	2.1%
Training	4.7%	2.8%
Employment	10.3%	10.6%
Other	6.3%	6.4%
Unknown	0	0
NEET	23.8%	13.5%

Table A9 – Quarterly NEET Overview

	Total Post 16 cohort*	Year 12	Year 13 in care	Year 13 care leavers
Q1 2021-22	13.8%	13.7%	19%	12.7%
Q2 2021-22	14.4%	14.3%	13.1%	37.5%
Q3 2021-22	15.2%	14.6%	11.9%	26.3%
Q4 2021-22	19.4%	22.7%	8.2%	21.1%
Q1 2022-23	16.6%	25.4%	15%	7.5%
Current quarter difference	-2.8%	+2.7%	+6.8%	-13.6%

*Includes ALL Y12 and Y13, even after 18th birthday

APPENDIX B – Cohort Information

Table B1 – Number of preschool CIC summer 2022

	Apr 22	May 22	Jun 22	Jul 22
Attending settings	74	76	77	78
Not attending/not known	7	13	13	18
TOTAL	81	89	90	96

Table B2 – Number of school age CIC summer 2022

	Apr 22	May 22	Jun 22	Jul 22
New to care	6	19	11	12
Out of care	6	5	6	6
TOTAL	500	514	519	525

Table B3 – Number of Post 16 CIC summer 2022

	Apr 22	May 22	Jun 22	Jul 22
Y12	120	127	129	132
Y13	42	27	20	6
TOTAL	162	154	149	138

Table B4 – Number of UAS, all ages summer 2022

	Apr 22	May 22	Jun 22	Jul 22
New UAS	1	15	5	4
TOTAL	86	90	91	89

Table B5 – Designation of schools attended by CIC summer 2022

	CIC
mainstream	77.5%
special	11.4%
ISP	9.9%
other	0.8%

Table B6 – SEND overview by year group summer 2022

	SEND	EHCP	School type
Rec	22%	4%	100% mainstream 0 special
Y1	42%	9%	94% mainstream 6% special
Y2	22%	7%	96% mainstream 4% special
Y3	52%	22%	93% mainstream 7% special
Y4	58%	26%	84% mainstream 13% special 3% ISP
Y5	43%	20%	86% mainstream 9% special 6% ISP
Y6	65%	35%	83% mainstream 7% special 10% ISP
Y7	67%	39%	67% mainstream 17% special 13% ISP
Y8	64%	38%	64% mainstream 11% special 25% ISP
Y9	69%	33%	72% mainstream

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			13% special 15% ISP
Y10	59%	41%	64% mainstream 21% special 14% ISP
Y11	43%	25%	81% mainstream 9% special 10% ISP
TOTAL	52%	28%	See table B5

APPENDIX C – Virtual School Information

Table C1 – Enrichment Activities summer 2022

UniversityGo! Year 7	A science exploration day at Thinktank in Birmingham was very popular. This was linked to Life Sciences at the University of Warwick.
UniversityGo! Year 8	Year 8 students built on their Year 7 Life Sciences by focussing on Sprots Science with Coventry University. Course options and sport facilities were shared.
UniversityGo! Year 9	Students had the change to explore Hospitality and Tourism with Coventry university. A final session introduced the group to the UNIty programme. An activity day which included a visit to Nandos proved to be a hit!
UNIty	The popular masterclass in law ran again, including the change to solve a murder mystery. Students had the opportunity to participate in a two-night residential at Whitemoor Lakes in August.

Table C2 – Virtual School Staffing Structure

Role	Post status	working weeks	hours per week	Salary scale/point	budget
VSH	permanent	52	37	Hay	core funding
Senior Education Adviser	upgraded	52	37	Soulbury 10-14	core funding Section 31 top up
Education Adviser, CIC	permanent	41	37	Soulbury 3-6	core funding
Education Adviser, CIC	fixed term	41	37	Soulbury 3-6	Section 31 reserves
Education Adviser, CPiC	permanent	52	30	Soulbury 3-6	Section 31
Post 16 Education Officer	permanent	41	37	Scale G	core funding
Early Years Education Officer	fixed term	52	12	Scale G	Section 31
Enrichment Coordinator	permanent	41	30	Scale G	core funding

VS Officer	permanent	52	22.5	Scale F	core funding
VS Officer	permanent	52	30	Scale F	core funding

APPENDIX D – School Information

Table D1 – Ofsted grading for schools attended summer 2022

	Outstanding	**Good**	**Requires Improvement**	**Inadequate**	**Not inspected**
Warwickshire CIC	14.8%	70.1%	9.1%	3.9%	1.6%
National CIC	17%	68%	11%	4%	1.0%
Difference	-2.2%	+2.1%	-1.9%	-0.1%	+0.6%

Table D2 – Attendance 2021-2022

	Total absence	**Authorised absence**	**Unauthorised absence**	**Persistent absence**
National CIC				
Warwickshire CIC	11.8%	8.4%	3.6%	28.6%
Difference				

Table D3 – Attendance levels per year group to end of summer term 2022

Year group	Attended %	Authorised Absence %	Unauthorised Absence %	Persistent absence rate %
Reception	94.8	7.2	1.0	21.9
Year 1	93.0	6.9	0.2	22.1
Year 2	93.2	6.6	0.3	22.6
Year 3	94.8	5.2	0.1	8.9
Year 4	94.7	5.1	0.3	9.8
Year 5	95.3	4.6	0.2	8.9
Year 6	96.4	3.4	0.3	5.2
Year 7	93.4	5.5	1.4	20.4
Year 8	89.5	6.4	4.5	30.1
Year 9	79.5	13.2	7.1	42.5
Year 10	84.3	8.8	7.8	34.5
Year 11	76.9	15.9	7.8	57.6

Table D4 – Annual Suspensions

	Warwickshire CIC	**National CIC**	**Difference**
2017	15.04	11.46	+3.58
2018	10.10	11.28	-1.18
2019	8.55	11.38	-2.83
2020	9.8		
2021	12.6		

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Table D5 – CIC spending time not on a school roll summer 2022

	Apr 22	May 22	Jun 22	Jul 22
Newly off roll	3	7	10	2
Put on roll	2	3	1	4
Total off roll	6	10	19	8

Table D6 – in-year school moves by key stage summer 2022

	EYFS	KS1	KS2	KS3	KS4	Totals
2019-20						101
2020-21	10	10	18	26	19	83
2021-22	4	14	26	22	10	76
Sum 21	5	4	3	11	3	26
Aut 21	3	8	18	9	4	42
Spr 22	1	5	3	8	5	22
Sum 22	0	1	5	5	1	12

Table D7 – PP+ payments to schools

	Payments to schools via PEPs	Average PEP related spend per CIC	Additional funding requests	Average additional funding spend per application
Autumn 2020	£229,465	£520.33	£15,532.90	£1,941.61
Spring 2021	£256,700	£554.43	£106,458	£3,670.97
Summer 2021	£264,500	£566.38	£41,085.41	£2,934.67
Autumn 2021	£282,400	£619.30	£60,186.66	£2,507.78
Spring 2022	£295,000	£699.05	£67,040.66	£3,352.03
Summer 2022	£244,900	£540.62	£16,931.78	£1,539.25

Table D8 – Recovery Funding

	Funding requests	Average spend per CIC
Autumn 2021	£20,139	£559.42
Spring 2022	£20,453	£409.06
Summer 2022	£13,680	£651.43

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