

Report of the Assistant Director (Children's Specialist Services) to the meeting of Corporate Parenting Panel to be held on 4th March 2015.

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Subject: Education Outcomes of Looked After Children 2013/14

Summary statement:

This report relates to school children and young people, who had been in care for one year or more on 31st March 2014. The cohort size is 475 school age LAC out of a total cohort of 665. As of 31st March 2014 the total Bradford Looked After population was 878. This report provides data on attendance, exclusions, SEN and end of Key Stage attainment.

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Portfolio:

Children's Services

Children's Specialist Services

1. SUMMARY

- 1.1 This report relates to school children and young people, who had been in care for one year or more on 31st March 2014. The cohort size is 475 school age LAC out of a total cohort of 665. As of 31st March 2014 the total Bradford Looked After population was 878. This report provides data on attendance, exclusions, SEN and end of Key Stage attainment.

2. BACKGROUND

2.1 National and local context

- 2.1.1 The Government continues to give priority to supporting looked-after children (LAC). The duty on local authorities to promote the achievement of looked-after children remains in place.
- 2.1.2 The Pupil Premium (PP) was introduced on 1 April 2011 to support vulnerable pupils, including LAC. The Pupil Premium is paid at different levels: £1300 for primary age pupils eligible for free school meals, £935 for secondary aged pupils and £1900 for LAC. Pupil Premium for LAC is referred to as Pupil Premium Plus (PPP).
- 2.1.3 The local authority is responsible for paying PPP to all Bradford schools, including Academies, and also to schools outside the authority that have Bradford LAC on roll. The Virtual School Headteacher is accountable to the Assistant Director for Access and Inclusion for monitoring the impact of the grant. **Point for Action 3.7**
- 2.1.4 From April 2014, maintained schools and non-maintained special schools also attracted PPP for children adopted from care, that left care under a Special Guardianship Order or left care under a Residence Order on or after 14 October 1991.
- 2.1.5 The Government has confirmed that an Early Years Pupil Premium will be introduced in April 2015. This is intended to support closing the funding gap between the additional support disadvantaged children receive at age 2 and the additional support they then receive in school from the existing school-age pupil premium. Providers will receive £300 per year, or £0.53 per child per hour, for each eligible child.
- 2.1.6 Post 16 LAC are eligible for a bursary of £1,200 if their course lasts for 30 weeks or more.
- 2.1.7 Financial support of £1,000, drawn from the Bradford Deprivation Fund, continues to be given for LAC in maintained and voluntary nurseries.
- 2.1.8 Schools submit attainment data at the end of each term for each pupil. This allows comparison between expected and actual progress and a judgment about the impact of PPP. The focus is on end of KS 1, 2 and 4 in English and Mathematics given changes to levels nationally.
- ### 2.2 Attainment summary
- 2.2.1 The Early Years Profile data for Bradford LAC shows development significantly below the expected level and both the Bradford and national mean.
- 2.2.2 KS1 results increased in 2013/14 by 5% in Reading, remained the same in Writing and increased by 15% in Mathematics since 2012/2013.

2.2.3 In comparison to 2012/13, KS2 English results reduced by 3% in Writing and by 2% in Reading. The results increased in Grammar, Punctuation and Spelling by 3%. KS2 results in Mathematics increased by 10% since 2012/13.

2.2.4 The number of LAC who achieved the expected grade in Reading, Writing and in Mathematics increased by 8% compared to 2012/13.

2.2.5 The percentage of LAC who obtained 5 GCSE grades A* to C including English and Maths has improved but the percentage who have obtained 5 GCSE grades A* to C in five or more subjects has fallen compared to 2012/2013.

2.3 Other Considerations

2.3.1 There has been no significant change in the overall number of children in care for one year or more. In March 2014, 475 children were looked after compared to 472 in March 2013. There has, however, been a small increase in the secondary phase and comparable decrease in both Primary and Special schools.

2.3.2 Of the total cohort of 665, there were 109 pre-school LAC and 81 post 16 young people.

2.4 Distribution of the cohort

2.4.1 The number of LAC in primary school decreased to 228 of which 13 (6%) attended a special school. The number of LAC of secondary school children increased to 247 of which 24 (10%) attended a special school. The percentage of LAC in special schools fell to 7.8% compared to 8.6% in 2012/2013.

Number in each school phase

	Primary			Secondary			Special School		
	12/13	13/14	Change	12/13	13/14	Change	12/13	13/14	Change
Number	222	215	-7	209	223	+14	41	37	-4
Percentage	47%	45%	-2%	44%	47%	+4%	9%	8%	-1%

2.5 Special Educational Needs

2.5.1 One common feature of LAC is the high numbers who are on the SEN continuum. Bradford LAC are more likely to have a statement of special educational needs than their peers. The numbers with SEN vary year by year as children come in and out of care. Of the total school age cohort of 475, 105 young people (22.1%) had a statement of SEN and 185 (40%) were SEN without a statement. In total 290 (62.1%) were on the special educational needs continuum in 2013/14 compared to 295 (62.5%) in 2012/13.

Comparison of numbers of LAC with SEN at end of Key Stages over 3 years

	2011-12		2012-13		2013-14	
Year 2 – Key Stage 1	No.	%	No	%	No	%
Statemented	4	10.5%	6	20%	6	17.1%
Action Plus	9	23.7%	5	16.6%	6	17.1%
Action	6	15.8%	4	13.3%	3	8.6%
With SEN	19	50%	15	50%	15	42.9%
No SEN	19	50%	15	50%	20	57.1%
Total	38	100%	30	100%	35	100%
Year 6 – Key Stage 2	No.	%	No.	%	No.	%
Statemented	4	11.4%	8	19.9%	7	20.6%
Action Plus	11	31.4%	11	26.2%	7	20.6%
Action	5	14.3%	7	16.6%	10	29.4%
With SEN	20	57.1%	26	61.9%	24	70.6%
No SEN	15	42.9%	16	38.1%	10	29.4%
Total	35	100%	42	100%	34	100%
Year 9 – Key Stage 3	No.	%	No.	%	No.	%
Statemented	12	30%	12	22.6%	13	27.1%
Action Plus	8	20%	13	24.5%	10	20.8%
Action	10	25%	13	24.5%	9	18.8%

With SEN	30	75%	38	71.7%	32	66.7%
No SEN	10	25%	15	28.3%	16	33.3%
Total	40	100%	53	100%	48	100%
Year 11 – Key Stage 4	No.	%	No.	%	No.	%
Statemented	16	29.1%	19	33.3%	8	15.7%
Action Plus	11	20%	14	24.6%	9	17.6%
Action	6	10.9%	13	22.8%	14	27.5%
With SEN	33	60%	46	80.7%	31	60.8%
No SEN	22	40%	11	19.3%	20	39.2%
Total	55	100%	57	100%	51	100%

- 2.5.2** Publication of outcomes for all Looked After Children in England for the school year ending in August 2014 was made in December 2014.
- 2.5.3** At the end of Key Stage 1 in 2013/14, the percentage of LAC with SEN provision reduced to 42.9% compared to 50% in 2012/13. At the end of Key Stage 2 the percentage with SEN provision increased to 70.6% compared to 61.9% in 2013/14 with all areas showing an increase. At the end of Key Stage 3 the percentage with SEN provision fell from 71.7% in 2012/13 to 66.7% in 2013/14. In Key Stage 4, the percentage with SEN provision reduced from 80.7% in 2012/13 to 60.8% in 2013/14, with a decrease in the number of LAC with statements from 33.3% to 15.7%
- 2.5.4** In 2012/2013 it was noted that there was a significant number of pupils with a statement of SEN with Social, Emotional and Behavioural difficulties cited as the primary need. In 2011/2012 there were 7 pupils in Year 9 in this category with 1 child from the same cohort in this category in 2013/2014. The increase in cases of autism in secondary schools as the primary need is noted. **Point for Action 3.3**

Primary Need for LAC having a statement

	2011-12				2012-13				2013-14			
	Y 2	Y 6	Y 9	Y 11	Y2	Y6	Y9	Y11	Y2	Y6	Y9	Y11
Social, emotional and behavioural difficulties	2	2	7	10	3	2	6	12	4	5	10	1
Percentage with SEBD	50	50	58	62.5	50	25	50	63.1	66.7	71.4	76.9	1
Profound and multiple learning difficulties	1	0	1	0	0	1	0	1	0	1	0	1
Moderate learning difficulties	0	1	1	2	0	0	2	0	0	0	1	0
Severe learning difficulties	0	0	0	2	2	3	1	0	0	0	1	1
Speech, language, communication need	1	0	0	2	0	1	2	1	0	1	0	0
Autistic spectrum	0	0	3	0	0	0	1	3	0	0	1	5
Physical Difficulty	0	1	0	0	1	1	0	2	0	0	0	0
Hearing Impairment	0	0	0	0	0	0	0	0	2	0	0	0
Percentage with learning or physical difficulty	50	50	42	37.5	50	75	50	36.9	33.3	28.6	23.1	100

2.6. Attendance

2.6.1 Attendance is monitored by the Attendance Strategy Group (ASG). The ASG has focused on identifying early signs of poor attendance, receiving and monitoring individual action plans and evaluating the outcomes of subsequent actions. The effect of continued monitoring by the ASG and managers in Social Care has been to change the culture towards school attendance amongst many looked-after young people. This is evidenced in the improvement in attendance overall.

- 2.6.2** The attendance of young people at school is considered against a measure that was introduced in September 2011 by the DFE. This measure looks at young people who have 15% or more persistent absenteeism from school. This continues to be monitored and outcomes reflected in the Virtual School Action Plan. **Point for Action 3.6**
- 2.6.3** The table below shows Bradford's rate of persistent absenteeism of Looked After Children since 2010. This compares favourably with Yorkshire and the Humber and England averages.

Percentage of sessions lost to absenteeism and LAC classed and persistent absentees

Percentage of sessions lost due to absence	Bradford	Yorkshire & Humber	England
2010			
Unauthorised	1.5	1.9	1.5
Authorised	3.7	4.2	4.3
Overall Absence	5.2	6.1	5.8
Percentage of LAC classed as persistent absentees	6.2	8.1	7.8
2011			
Unauthorised	1.5	1.9	1.5
Authorised	3.6	3.9	4.0
Overall Absence	5.2	5.8	5.5
Percentage of LAC classed as persistent absentees	5.2	7.6	7.3
2012			
Unauthorised	0.8	1.3	1.2
Authorised	2.9	3.2	3.4
Overall Absence	3.6	4.5	4.7
Percentage of LAC classed as persistent absentees	4.4	5.4	6.0
2013			
Unauthorised	0.9	1.0	1.1
Authorised	2.9	3.0	3.3
Overall Absence	3.8	4.0	4.4
Percentage of LAC classed as persistent absentees	3.3	4.2	5.0

2.7. Attainment

2.7.1 Early Years Foundation Stage

- 2.7.1.1** The Early Years Foundation Stage (EYFS) is the statutory framework that sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are ready for school and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

2.7.1.2 In 2013/14, there were 18 eligible pupils of reception age in the cohort in Bradford schools. The table below shows the Early Years Foundation Stage Profile (EYFSP) for these children. 16.6% of LAC at reception age had a Good Level of Development (GLD); this compares unfavourably with their Bradford peers at 55%. However, 3 pupils, representing a further 16.6%, attained a GLD in all the Prime areas indicating readiness to make progress. **Point for Action 3.5**

2.7.1.3 Literacy and Mathematics are notably lower for this cohort than last year, and when compared to the other ELG.

	2012/2013		2013/2014		
	Bradford LAC	All Bradford	Bradford LAC	All Bradford	National
Communication and language	38.9%	67.0%	55.5%	71%	77%
Physical Development	38.9%	76.0%	66.6%	78%	86%
Personal, Social and Emotional Development	33.3%	71.0%	38.8%	74%	81%
Literacy	38.9%	55.0%	27.7%	59%	66%
Mathematics	38.9%	60.0%	33.3%	63%	72%
Understanding the World	38.9%	63.0%	55.5%	66%	80%
Expressive Arts and Design	33.3%	68.0%	61.1%	70%	83%
Prime Goals	27.8%	61.4%	33.3%	67%	72%
Specific Goals	33.3%	45.4%	22.2%	52%	60%
All 17 Early Learning Goals (ELG)	22.2%	43.7%	16.6%	51%	58%
Good Level of Development (GLD)	27.8%	49.0%	16.6%	55%	60%

2.7.2 Phonics

2.7.2.1 The Phonics Screening Check was introduced for Year 1 pupils In 2011/2012. The benchmark success level has continued to be 32 out of 40. 10 out of 25 (40%) achieved 32 or higher in 2014 compared to 11 out of 30 (36%) in 2013. Those whose performance fell below the threshold are targeted by schools with additional support and catch-up funding. These pupils will be re-checked by schools at the end of Year 2 to ascertain rates

of progress. This check is an important development for benchmarking those in need of early intervention. Carers and parents are informed of individual scores but no cohort results for schools or virtual schools are reported.

2.7.3 Key Stage 1

2.7.3.1 At 31 March 2014 there were 35 LAC of Year 2 school age in the cohort according to internal calculations, who had been in care in Bradford for a year or more, compared to 28 in the previous year. There were 2 LAC offset to year 1.

2.7.3.2 In Year 2 there were 6 (17.1%) statemented LAC, 6 (17.1%) on School Action Plus and 3 (8.6%) on School Action in 2014, compared to 6 (21%) statemented, 5 (17%) on School Action Plus and 4 (14%) on School Action in 2013.

2.7.3.3 The percentage attaining Level 2+ in reading increased by 5% in 2014 from 2013. The three year trend showed an increase of 7%.

% KS1 Reading L2+				
	2012	2013	2014	% change 2012 - 14
Bradford LAC	66	67	72	+7
Yorkshire & Humber LAC	62	68	66	+4
England LAC	67	69	71	+4
All Bradford	82	83	84	+2

2.7.3.4 The percentage achieving Level 2+ in writing remained at 59%, an increase of 2% in the three year trend.

% KS1 Writing L2 +				
	2012	2013	2014	% change 2012 - 14
Bradford LAC	57	59	59	+2
Yorkshire & Humber LAC	51	57	54	+3

England LAC	57	61	61	+4
All Bradford	78	80	81	+3

2.7.3.5 The percentage of LAC who achieved level 2+ in Mathematics increased by 15% in 2014 from 2013 and the three year trend saw an increase of 12%.

% KS1 Maths L2+				
	2012	2013	2014	% change 2012 - 14
Bradford LAC	66	63	78	+12
Yorkshire & Humber LAC	71	67	68	+3
England LAC	65	71	72	+7
All Bradford	85	87	87	+2

2.7.4 Key Stage 2

2.7.4.1 At 31 March 2014 there were 34 Year 6 LAC who had been in care to Bradford for a year or more compared to 42 in 2013. There were no LAC offset to the year below.

2.7.4.2 The cohort had 7 (20.6%) statemented LAC, 7 (20.6%) school action plus and 10 (29.4%) on school action, compared to 2013 in which there were 8 (19%) statemented children, 11 (26%) on school action plus and 7 (17%) on school action.

2.7.4.3 The percentage attaining Level 4+ in Mathematics increased from 60% in 2013 to 70% in 2014. This compares to 82% for All Bradford children.

% KS2 L4+ Maths				
	2012	2013	2014	% Change 12 - 14
Bradford LAC	70	60	70	0
Yorkshire &	55	59	55	0

Humber LAC				
England LAC	56	59	61	+5
Statistical Neighbours LAC	53	56	53	0
Bradford All	80	80	82	+2
Statistical Neighbours All	82	84.2	85	+3

2.7.4.4 43% of Bradford LAC achieved L4+ in Grammar, Punctuation and Spelling compared to 73% of All Bradford children at KS2.

% KS2 L4+ Grammar, Punctuation and Spelling				
	2012	2013	2014	% Change 2013 - 14
Bradford LAC		40	43	+3
Yorkshire & Humber LAC		41	44	+3
England LAC		45	49	+4
Statistical Neighbours LAC		47	47.	0
All Bradford		69	73	+4
Statistical Neighbours All		72	75	+3

2.7.4.5 63% of Bradford LAC achieved L4+ in Reading compared to 84% of All Bradford children at KS2. **Point for Action 3.5**

% KS2 L4+ Reading				
	2012	2013	2014	% change 2012 - 14
Bradford LAC	79	65	63	-16
Yorkshire & Humber LAC	61	60	64	+3
England LAC	64	63	68	+4
Statistical Neighbours LAC	60	61	68	+8
Bradford All	82	80	84	+2
Statistical Neighbours All	84	84	87	+3

2.7.4.6 57% of Bradford LAC achieved L4+ in Writing compared to 82% of All Bradford children at KS2.

% KS2 L4+ Writing				
	2012	2013	2014	% Change 2012 - 14
Bradford LAC	70	60	57	-13
Yorkshire & Humber LAC	46	53	56	+10
England LAC	51	55	59	+8
Statistical Neighbours LAC	48	56	56	+8
Bradford All	79	81	78	-1

Statistical Neighbours All	80	82	84	+4
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2.7.4.7 53% of Bradford LAC achieved Level 4+ in Reading, Writing and Maths compared to 73% of All Bradford at KS2.

% KS2 Reading, Writing & Maths				
	2012	2013	2014	% Change 2012 - 14
Bradford LAC	58	45	53	-5
Yorkshire & Humber LAC	38	43	45	+7
England LAC	42	45	48	+6
Statistical Neighbours LAC	41	47	47	+6
Bradford All	70	69	73	+3
Statistical Neighbours All	72	74	77	+5

2.7.5 Key Stage 4

2.7.5.1 At 31 March 2014 there were 51 LAC who were the age to be in Year 11 and had been in care for one year or more, 4 were offset to Year 10.

2.7.5.2 The cohort had 8 (15.7%) statemented children, 9 (17.6%) on School Action Plus and 14 (27.5%) on School Action. This compares to 2013 in which the cohort had 19 (33%) statemented children, 14 (24.6%) on School Action Plus and 13 (22.8%) on School Action. 60.8% of the Year 11 cohort have SEN compared to 80.7% in 2013 and 60% in 2012.

2.7.5.3 8 (16%) of the cohort attended a PRU and 6 (11%) attended a special school compared to 11 (19%) of the cohort who attended a PRU last year and 3 (5%) who attended a Special School

2.7.5.4 Two national policy changes have been implemented that affect the calculation of KS4 performance data. Professor Alison Wolf's Review of Vocational Education restricted the qualifications that were to be counted, prevented any qualification from counting as larger

than one GCSE and capped the number of non-GCSEs included in performance measures at two per pupil. There is also an early entry policy to only count a pupil's first attempt at a qualification.

2.7.5.5 Due to the new methodology it has not been possible to compare GCSE results of LAC with All Bradford. For LAC, the DfE reported one set of data using the 2013 methodology which can be compared to previous years and one set of data using the new 2014 methodology. The new methodology results will be used for comparison in future.

2.7.5.6 According to the new methodology 13.0% obtained 5 or more GCSEs.

% KS4 5+ A* - C grades					
	2012	2013	2014 (using 2013 methodology)	% Change 12 - 14	2014 (new methodology)
Bradford LAC	50.9	42.1	33.3	-17.6	13.0
Yorkshire & Humber LAC	39.1	38.9	31.5	-7.6	14.2
England LAC	51.6	52.0	38.9	-12.7	16.3
Statistical Neighbours LAC	39.44	38.53		N/A	27.3
Bradford All	81.7	83		N/A	54.8
Statistical Neighbours All	83.29	83.36		N/A	61.67

2.7.5.7 The percentage of LAC who obtained GCSE grades A* to C in five or more subjects has fallen compared to 2012/2013. In 2012/2013, 12 pupils with a statement had Social, Emotional and Behaviour Difficulties as the primary need and 7 for learning a physical difficulty. In 2013/2014, 1 child had a statement for SEBD and 7 for learning and physical difficulty.

2.7.5.8 According to internal calculations, 11.7% of Bradford LAC achieved 5 or more GCSE grades including Maths and English based on the new methodology.

% KS4 5+ A* - C grades including Maths and English					
	2012	2013	2014 (using 2013 methodology)	% Change 12 - 14	2014 (new methodology)
Bradford LAC	19.3	7 (2)	14.8	-4.5	11.7(2)
Yorkshire & Humber LAC	13.6	14.6	13.7	+0.1	10.5
England LAC	14.9	15.5	14.4	-0.5	12.0
Statistical Neighbours LAC	30.6	21.9		N/A	18.2
All Bradford	52.4	52.6		N/A	44
Statistical Neighbours All	56.6	58.2		N/A	52.9

(1) x = number less than or equal to 5 or percentage where the numerator is less than or equal to 5 or the denominator is less than or equal to 10.

(2) Figure based on internal calculations. X was reported by the DfE. See (1)

2.7.5.9 The DfE report on the number of LAC who achieved A* - C in Mathematics and English. This is not reported for All Children so comparisons cannot be made.

% KS4 A* - C grades in Maths and English					
	2012	2013	2014 (using 2013 methodology)	% Change 12 - 14	2014 (new methodology)
Bradford LAC	19.3	X(1)	16.7	-2.6	13.0
Yorkshire & Humber LAC	14.0	14.6	15.0	+1.0	12.9
England LAC	X(1)	16.0	16.7	N/A	14.2

(1) x = number less than or equal to 5 or percentage where the numerator is less than or equal to 5 or the denominator is less than or equal to 10.

2.8. Exclusions

2.8.1 There were no permanent exclusions of a Looked After Child in 2013/4. Where concern in 2012/2013 related to exclusions from Pupil Referral Units, the period of this report saw a significant increase in days lost due to fixed-term exclusions in the Primary phase. **Point for Action 3.7.2**

	2010/11		2011/12		2012/13			2013/14		
	Pupils	Days lost	Pupils	Days lost	Pupils	No of Fixed Term Exclusions	Days lost	Pupils	No of Fixed Term Exclusions	Days Lost
Primary (inc. Academies)	4	12	9	15	8	12	20.5	12	36	68
Secondary (inc Academies)	35	153.5	22	101	28	60	140	33	60	147.5
Primary PRU					6	21	43.5	5	15	20
Secondary PRU					14	26	32.5	13	25	32
Primary and Secondary PRU's	4	16	7	22						
Special	9	26	1	1	1	1	2	2	3	4.5
TOTAL	48	207.5	39	139	57	120	238.5	65	139	272

2.9. Personal Education Plans

2.9.1 The PEP is the key document that acts as an ongoing record of the children's learning needs and how these are met using PPP and other resources. The completion rate of PEPs is currently lower than that expected after the introduction of a new electronic system and will continue to be addressed by Education and Care colleagues. **Point for Action 3.4**

3. ACTIONS

3.1 Data presented above is based on relatively small cohorts of pupils, a significant proportion of whom have complex social, emotional, behavioural and learning needs as a result of their early life experiences.

- 3.2** Given the above, it is central to the Virtual School's work that each child is seen as an individual and developments are focused on each child's needs.
- 3.3** The contribution of the designated teacher in each school is key to setting challenging but achievable targets for each child, identifying barriers to progress and for ensuring outcomes identified are owned by school and Social Care. Refresher training will be arranged for designated teachers on target setting and the use of PPP and, for those for whom it is relevant, working with children and young people with Autism.
- 3.4** PEPs will be monitored by the Virtual Headteacher to evaluate the impact of the PPP.
- 3.5** Carers are key partners in supporting LAC with their schooling. The Virtual Headteacher will work closely with local organizations to raise awareness of the value of the PEP, the PPP in identifying needs, targeting resources and monitoring outcomes and how to support learning at home.
- 3.6** Attendance monitoring will continue through the Attendance Strategy Group to focus on individuals where persistent absence is noted. Analysis will also take place of groups where attendance is lower than expected with outcomes discussed and conclusions acted upon.
- 3.7** As from 1st April 2014, the PPP did not have to be directly passported to schools. The Virtual School Headteacher is charged with deploying the grant effectively in order to raise standards of achievement. In response to Bradford's past performance in improving outcomes for LAC, a proposal was put to the Schools' Forum (December 2014) that £500 be retained from each child's allocation by the Virtual School for LAC to improve capacity. It was agreed that this would fund the following:
- 3.7.1** The position of Deputy Headteacher of the Virtual School/ Pupil Premium Manager will be created to work with schools and social workers to ensure PEPs are of high quality. Associated training will be included in the role. The Deputy Headteacher will also deputise for the Headteacher as and when required.
- 3.7.2** The Virtual school will be involved in a higher level of individual case work than is currently possible. This will be undertaken by three Education Officers charged with providing pastoral support for the child and carer and will build stronger relationships with schools in Bradford and beyond. The impact of the initiative will include reducing the number of Primary school exclusions and placement breakdowns.
- 3.7.3** The retained PPP will allow the Virtual School to offer centrally organised interventions to complement and enhance that provided by schools. This will include, for example, one to one tuition, Early Years and Foundation Stage support, support during transition and intensive GCSE preparation.

4. OPTIONS

None for consideration.

5. CONTRIBUTION TO STRATEGIC PRIORITIES

The measures are intended to meet the statutory duty of a local authority, under Section 22(3)(a) of the Children Act 1989, as amended by section 52 of the Children Act 2004, to safeguard and promote the welfare of a child looked-after by them. This includes, in particular, a duty to promote the child's educational achievement. The Authority must,

therefore, give particular attention to the educational implications of any decision about the welfare of those children.

6. RECOMMENDATIONS

- 6.1** That the Corporate Parenting Panel welcomes the content of the report and endorses the improvement actions.

7. BACKGROUND DOCUMENTS

None.

8. NOT FOR PUBLICATION DOCUMENTS

None.

9. APPENDICES

None.