

Virtual School Headteacher Report 2020-21



**Virtual School Bradford
Unique School, Unique Pupils**

April 2022 version

(Changes to the assessment and reporting procedures for schools and the Virtual School, as a result of the COVID 19 pandemic means that summative outcomes data for 2020/21 is not available for several of the key attainment and attendance indicators usually included in this report)

VIRTUAL SCHOOL HEAD TEACHER'S REPORT

EXECUTIVE SUMMARY

- Promoting the education of our children in care is always a key priority as part of our responsibility as corporate parents. The past year's unprecedented circumstances for our children in care, as a result of the continuing COVID 19 pandemic, has necessitated services respond rapidly to changing needs and circumstances to continue to deliver this priority. The outcomes for our children in care highlighted in this report demonstrate the success of our schools, social care colleagues, parents and carers and other professionals endeavouring to respond effectively to this challenge to promote the education of our children in care.
- Predictive teacher assessment data collected termly by the Virtual School indicates that approximately 80% of children in care were on track at KS1 and KS2 based on their prior attainment. This is a 10% increase on data from the previous year and although below the target of 100%, represents positive progress in catching up on learning lost due to the COVID 19 pandemic.
- At KS4, whilst not comparable to previous years' attainment, outcomes are broadly in line with the national average for children in care for the 'attainment 8' and 'Basics' progress measures of children achieving above a grade 4 in both English and Maths GCSE. This is positive when looking at the results for the full Year 11 cohort and their individual achievements, however the focus remains to continually narrow the attainment gap.
- A continued focus on driving high quality education to ensure all children receive their entitlement of full time 'good' or 'outstanding' provision, alongside robust monitoring of children's provision have demonstrated a continued reduction in the number of children not accessing education provision for a period of more than 10 days.
- Close partnerships with teams in Children's Services have resulted in the establishment of an inclusion protocol resulting in an improvement to children's inclusion in education through reduced suspensions and a continued trend of no permanent exclusions of children in care. Alongside this the percentage of children attending good or outstanding schools continues to improve year on year.
- The DfE Local Authority information tool places Bradford in quartile B of the top 50% performing local authorities for reduced rates of both Persistent and Unauthorised absence from school.
- Progression into further education for Bradford's children in care has continued to improve year on year over the last 4 years with a further reduction of those who are NEET in the November Yr12 activity survey to 4.8%.
- Improving the percentage of children in care with a completed Personal Education Plan remains a key priority for Virtual School support to schools and social workers. Whilst there has been a significant improvement in the quality of plans, completion rates remain below target.

Summary of Virtual School Priorities for improvement based on the 2020/21 Annual Report.

- 1. Ensure that children in care attending schools out of area are afforded the same high level of support and access to education as those attending Bradford schools.**
- 2. Work closely with schools to ensure those children with unidentified SEND needs requiring support, are rapidly identified and assessed through the graduated approach to supporting needs.**
- 3. Work closely with schools and foster carers to ensure all children in KS1 and KS2 make accelerated progress in reading through targeted interventions and ensuring children in care are priority readers.**
- 4. Improve outcomes for KS4, particularly for children in care attending out of area schools by increasing data monitoring points and targeting interventions for those children who may be at risk of underachieving.**
- 5. Increase capacity to provide targeted support for children in care in Yr 12 and Yr 13 to increase retention rates and support those who wish to progress to alternative pathways.**
- 6. Regularly scrutinise attendance of pupils and work collaboratively with schools, social workers, the inclusion team, EP team and attendance team to plan and implement strategies to raise attendance and lower incidents of persistent absence.**
- 7. To work closely, as a collaborative approach, with schools, social workers the LA inclusion team, educational psychology team and attendance team to reduce exclusions and promote inclusion for children in care**
- 8. Work closely with schools and social workers to increase the percentage of children with a completed PEP which meet good or better quality assurance standards.**

Vision and Ambition

The Bradford Virtual School is highly ambitious for our Children in Care. We are passionate about their educational needs and champion their entitlements. We believe they should have the best education available to them and this belief drives our developments and actions on a continual improvement basis.

We strive to respond swiftly and effectively to emerging situations where our children in care are at risk of underachievement or access to education provision by challenging and supporting our partners to achieve the best outcomes for children as quickly as possible. We strive to promote inclusive practice in education which is trauma informed and attachment aware.

We work closely with our children in care, designated teachers, school staff, social care colleagues, carers and other partners to improve attendance, attainment and progress and reduce suspensions. We are focussed on increasing the progress and attainment of all our children in care as part of the vision for the Bradford District **'For every one of our children to have the best possible start in life'**.

The purpose and role of the Virtual School

The purpose of the Bradford Virtual School for Children in Care is to raise educational achievement, promote emotional wellbeing, and improve the life chances of children and young people in care. Alongside this the Virtual School provides advice and guidance to promote the educational outcomes for previously looked after children and, from September 2021, strategic advice and support for all children with a social worker.

Our children in care are being educated across a large number of schools, colleges and other education providers. The Virtual School therefore has a strategic role in monitoring and supporting these children as if they were in a single school: combining expertise in school leadership and education with being the best of parents.

Our key question is **"Would this education provision be good enough for my child?"**

The statutory function of the Virtual School is outlined in guidance from the Department for Education 'Promoting the education of looked-after children and previously looked-after children' (Feb 2018). The core functions being to 'to ensure that arrangements are in place to improve the educational experiences and outcomes of the authority's looked after children, including those placed out of authority' as if those children attended a single school. This includes effective systems to:

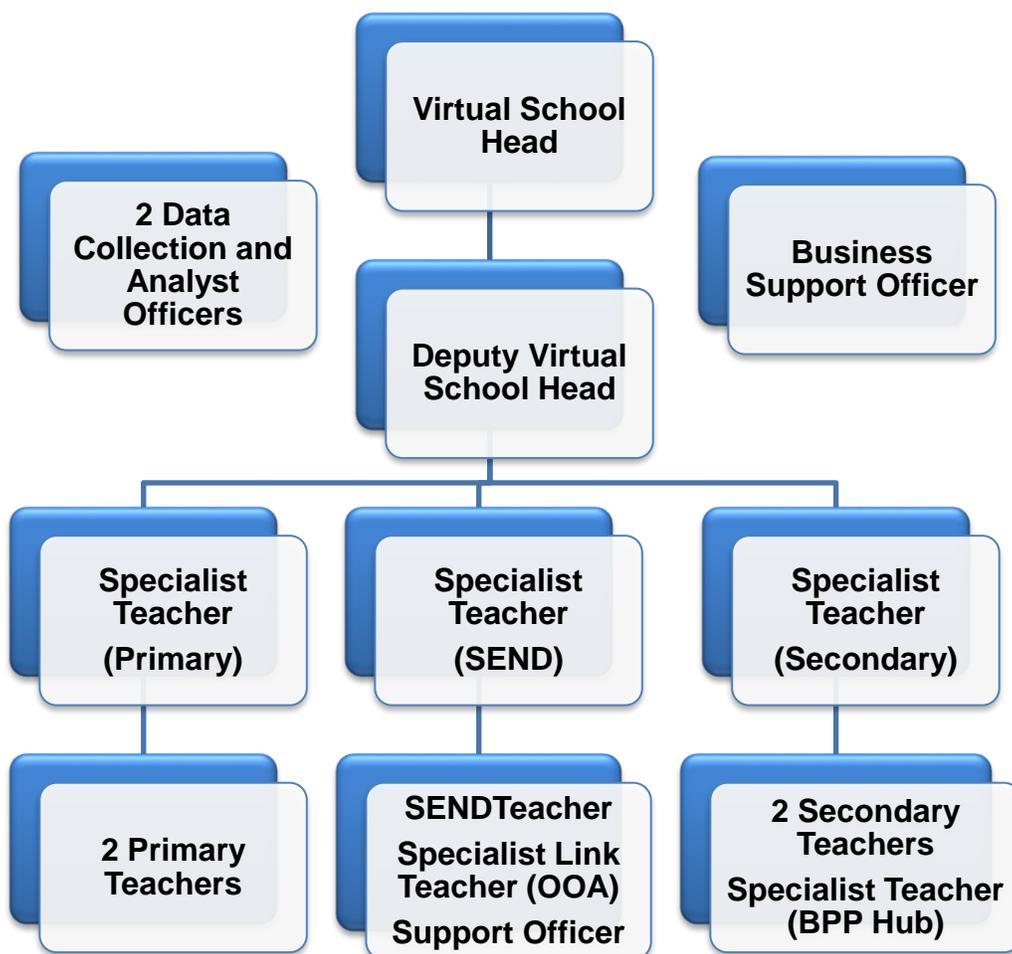
- Maintain an up to date roll with information about provision, attendance and progress
- Ensure children's SEND needs are identified and supported at an early stage
- Support designated teachers, social workers and other professionals to understand their role in initiating, developing and reviewing the child's personal education plan
- Avoid drift or delay in arrangements to provide suitable education provision

Ofsted monitoring visits in December 2020 and September 2021 noted that;

‘Children’s social care and the virtual school are supporting improving educational outcomes for children in care. They have better attendance than their peers and reduced rates of exclusion. The clear majority of these children are progressing to employment, education and training.’ Ofsted, Dec 2020.

‘Children are supported in their education and the virtual school is a persistent advocate for children’s education and this includes for children who are living out of area’ Ofsted, Sept 2021.

Virtual School Structure



The Virtual School currently has 16 members of staff which has expanded since 2019 with the appointment of 5 teachers and since 2020 with a further teacher specialist link teacher to support children in schools out of area. The Virtual School also has a Specialist Teacher as part of the Bradford Positive Pathways Team.

CONTEXT OF THE VIRTUAL SCHOOL:

Our Children

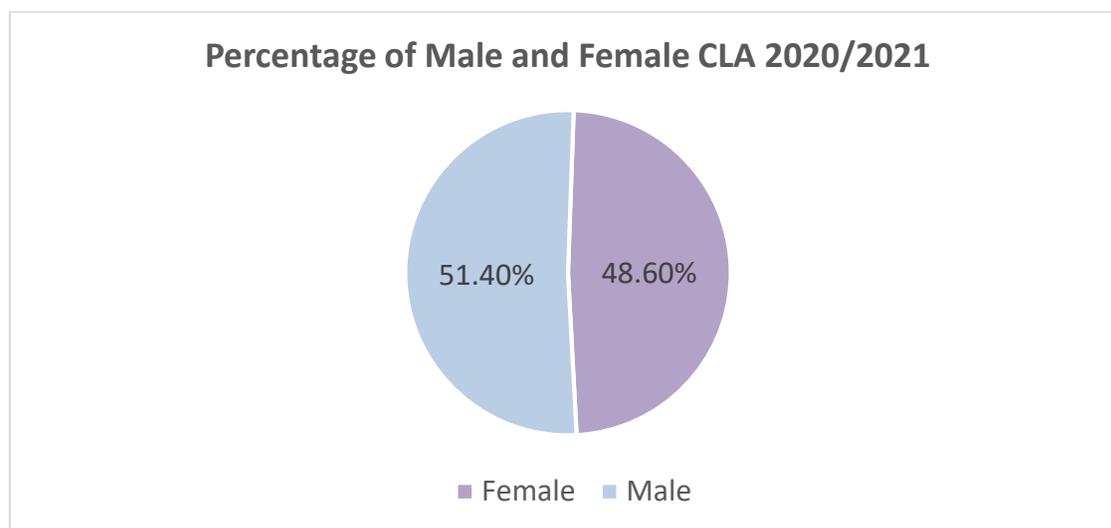
During 2020 – 2021 the number of children looked after by Bradford Council has risen at a higher rate than the national picture. On 31st March 2021 Bradford had 1353 children who were looked after.

	2017/18	2018/19	2019/20	2020/21
Bradford	70	82	87	95
Yorkshire and Humber	71	74	77	78
National	64	65	67	67

Children looked after rates per 10,000 aged under 18 at 31st March, DfE, Nov 2021.

Out of the total 1353 children in care, 1045 were school age (Reception to Y13) and 874 were in school years Reception to Year 11. Over the past 3 years there has been a 7.5 % increase in the percentage of children in care who attend schools out of area.

By Gender and Local Authority (YR to YR 11) as of 31st March 2021



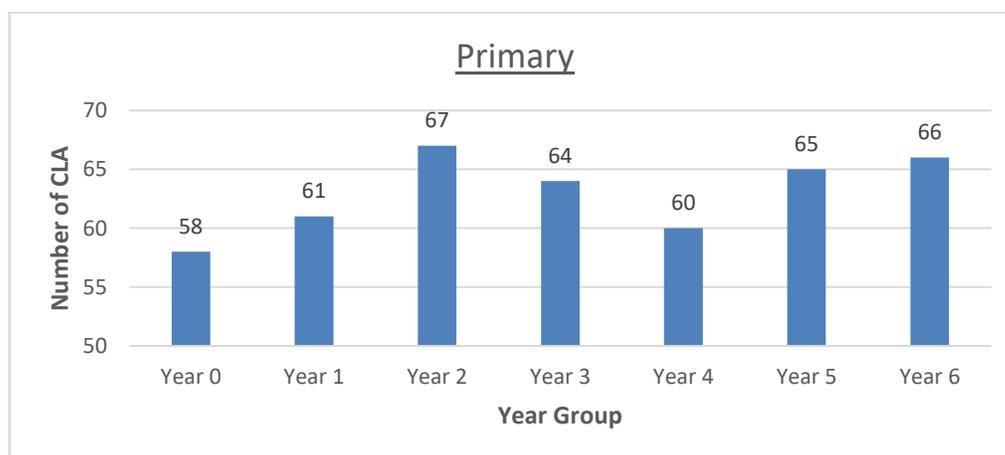
	2018/2019		2019/2020		2020/2021	
	Number	Percentage	Number	Percentage	Number	Percentage
Total OOA	138	18.83%	164	21.11%	230	26.32%
Total in Bradford	595	81.17%	613	78.89%	644	73.68%

By Placement Type (Reception to YR 11) as of 31st March 2021

	All	
	Number	Percentage
Family & Friends - long term	100	11.4%
Family & Friends - short term	159	18.2%
Fostering – long term	152	17.4%
Fostering – short term	222	25.4%
NHS/Other Hospital	0	0%
Placed for Adoption (placement order)	7	0.8%
Placed with Parents	108	12.4%
Residential School	1	0.1%
Residential Unit (Children's Home)	101	11.6%
Respite Unit	3	0.3%
Secure Unit	1	0.1%
Semi-independent supported accommodation	15	1.7%
Temporary Placement	5	0.6%
Total	874	100%

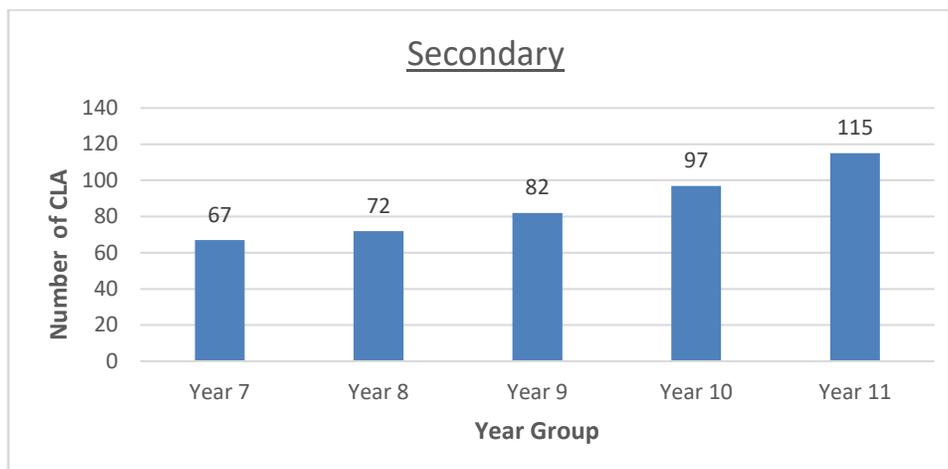
Primary by National Curriculum Year (NCY)

As of 31st March 2021 there were 441 CiC who were primary school age.



Secondary by National Curriculum Year (NCY)

As of 31st March 2021 there were 433 CiC who were secondary school age.



Post 16 Children in Care

As of 31st March 2021 there were 169 CiC who were in Years 12 and 13. 132 are placed in Bradford and 37 are OOA. The Year 13 figure is expected to be lower as CiC turn 18 in Year 13 and become Care Leavers. The Virtual School works closely with the Leaving Care Service to ensure these young people continue to be supported in their education.

NCY	Bradford		Out of Area (OOA)	
	Number	Percentage	Number	Percentage
Year 12	83	77.6%	24	22.4%
Year 13	49	79%	13	21%
All	132	78.1%	37	21.9%

The increase in the percentage of children in care in out of area schools has increased at all age groups over the past 3 years to 26.3%. Although this is below that of most other local authorities and the national average of 31%, it does place increased capacity demands on the Virtual School and remains a priority of focus for the Virtual School for 2021/22.

Virtual School Priority 1: Ensure that children in care attending schools out of area are afforded the same high level of support and access to education as those attending Bradford schools.

Children in Care with Special Educational Needs and Disabilities

Just over half of our school age children in care have a special educational need or disability (SEND). We want those pupils to do the very best they can at school and work with teachers and professionals to ensure that support is well co-ordinated and meets their needs.

The Virtual School has 2 qualified SENCOs and has recently expanded this capacity to support the identification and assessment of children in care SEND needs. Schools and Social workers have access to specialist support and expertise to ensure provision meets the needs of children in care from a dedicated team in the Virtual School. Although 2020/21 has seen an increase in the number of children in care with Special Educational Needs, close working with SEND teams have helped to ensure that appropriate support, or an Education, Health and Care Plan (where appropriate), are in place for an increasing number of children needing additional support at the earliest opportunity.

SEN comparative data reported by DfE based on CiC in care for a year on more as of 31st March 2021.

		2018/19	2019/20	2020/21
Bradford	Percentage of pupils with SEN	53.2%	52.1%	53.5%
	Percentage of pupils with EHCP	23.7%	21.5%	24.8%
England	Percentage of pupils with SEN	55.2%	55.4%	56.2%
	Percentage of pupils with EHCP	26.8%	27.4%	28.9%
Yorkshire and the Humber	Percentage of pupils with SEN	55.4%	56.5%	57%
	Percentage of pupils with EHCP	25%	26.3%	28.5%

(DfE, April 2022)

Comparison with national and regional data indicates that the number of children in care identified with SEND needs is below that which might be expected. For all children Bradford has a higher number of children with SEN than the national average, whereas for children in care it is lower. Therefore, it is likely that there may be some children in care with unidentified SEND needs and this is a priority for the Virtual School to focus on in 2021/22.

Virtual School Priority 2: Work closely with schools to ensure those children with unidentified SEND needs requiring support, are rapidly identified and assessed through the graduated approach to supporting needs.

Educational Outcomes

Changes to reporting requirements for schools, the cancellation of standardised assessment tests and changes to the ways in which GCSE examinations were conducted means there is no validated attainment data for EYFS, KS1 and KS2.

The Virtual School has continued to encourage schools to provide the termly teacher assessment data, which is usually collected by the Virtual School through the 'Bradford Schools Online (BSO) reporting systems. This is also used by any out of area schools to report termly attainment. This allows the virtual school to dynamically monitor children's progress and intervene quickly where there are concerns around children's progress and attainment.

Primary Teacher Assessment Data

Key Stage 1

There was 2021 predictive teacher assessment data reported for 77 KS1 CiC out of a total of 132 to show if they were on track to meet their personal target at the end of the academic year.

Key Stage 1 2019/2020 (pupils on track)	Reading 2019/20	Reading 2020/21	Writing 2019/20	Writing 2020/21	Maths 2019/20	Maths 2020/21
CiC on track	65.9%	76.6%	69%	75.3%	70.7%	81.8%
CiC not on track	34.1%	23.4%	31%	24.7%	29.3%	18.2%

Key Stage 2

There was 2021 predictive teacher assessment data reported for 140 KS2 CiC out of a total 268 to show if they were on track to meet their personal target at the end of the academic year.

Key Stage 2 2019/2020 (pupils on track)	Reading 2019/20	Reading 2020/21	Writing 2019/20	Writing 2020/21	Maths 2019/20	Maths 2020/21
CiC on track	71.43%	79.3%	72.45%	82.9%	73.47%	84.3%
CiC not on track	28.57%	20.7%	27.55%	17.1%	26.53%	15.7%

The teacher assessments for this year are positive with a higher percentage of children on track to meet their Reading, Writing and Maths targets across KS1 and KS2 than the previous year. Indicative teacher assessment results for Year 2 and Year 6 have a lower percentage of children expected to reach age related expectations which reflects the

Virtual School Priority 3 : Work closely with schools and foster carers to ensure all children in KS1 and KS2 make accelerated progress in reading through targeted interventions and ensuring Children in care are priority readers.

national picture for all children as a result of learning lost during the pandemic.

Key Stage 4 GCSE Results 2020

Attainment & Progress

The total number of children in the Yr 11 cohort who were in care for over 12 months on the 31st March 2021 was 85. Of these children 56 attended schools in Bradford district and 29 attended out of area schools. There were 45 children with SEND, 28 of which have an Education, Health and Care plan.

Although GCSE examinations were awarded under a revised methods of assessment for 2021, it is positive to note an increase in the percentage of children attaining grade 4 or above in English and Maths. This is despite a significantly higher proportion of children with SEND in the cohort than in previous years. The outcomes at KS4 for Bradford's children in care are slightly below those of the national and regional averages, this is likely due to the higher proportion of children in the cohort who were working below the level of GCSE examinations. Outcomes for children in care attending schools in the Bradford district were also significantly higher than for those in out of area schools.

		2018/19	2019/20	2020/21
Bradford	Average Attainment 8 score of all pupils	18.8	24.2	22.7
	Percentage of pupils achieving grades 4 or above in English and mathematics GCSEs	14.90%	23.80%	27.1%
	Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs	8.10%	14.30%	10.6%
England	Average Attainment 8 score of all pupils	19	21.3	23.2%
	Percentage of pupils achieving grades 4 or above in English and mathematics GCSEs	17.80%	24.30%	28.8%
	Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs	7.20%	10.80%	12.6%
Yorkshire and the Humber	Average Attainment 8 score of all pupils	19.9%	21.2%	23.8%
	Percentage of pupils achieving grades 4 or above in English and mathematics GCSEs	18.30%	21.50%	28.6%

Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs	8.30%	10.70%	13.8%
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(DFE, April 2022)

The cancellation of summer 2021 GCSE exams and the new method of awarding grades has led to a set of pupil attainment statistics that are unlike previous years. As a result, the 2020/21 data should not be directly compared to attainment data from previous years for the purposes of measuring changes in student performance.

GCSE analysis based on School Local Authority;

	Percentage at Bradford Schools	Percentage at Out of Area Schools
5 GCSE's 9 to 4	25%	13.33%
5 GCSE's 9 to 4 including E&M	21.66%	13.33%
9 to 4 in Maths and English (Basics)	25%	13.33%
9 to 5 in Maths and English	10%	3.5%
9 to 4 Maths	28.33%	18.33%
9 to 5 Maths	10%	3%
9 to 4 English	33.33%	13.33%
9 to 5 English	16.67%	10%

(Virtual School Monitoring data based on all Yr 11 children in care entered for GCSE examinations)

Virtual School Priority 4: Improve outcomes for KS4, particularly for children in care attending out of area schools by increasing data monitoring points and targeting interventions for those children who may be at risk of underachieving.

PATHWAYS AT 16

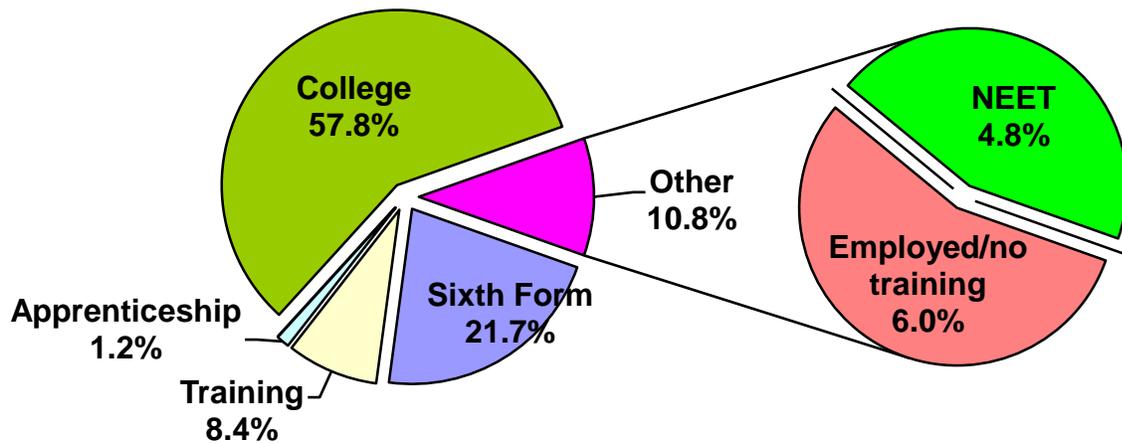
Success for pupils in Year 11 and the Virtual School is measured by the consistently high numbers accessing further education at 16 and the slowly reducing NEET figure. This is achieved by knowing the aspirations of our pupils from their starting point in care and providing expert advice and guidance to plan realistic, but ambitious pathways into education, employment and training (EET).

Over the past 3 years the number of children in care who successfully transition into post 16 education has increased year on year resulting in a significant decrease in the number of children aged 16 and 17 who are not in education, employment or training (NEET).

Bradford District Activity Yr 12 Survey	Nov 2019	Nov 2020	Nov 2021
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Percentage of 16 and 17 year old CIC who are NEET.	10.8%	5.3%	4.8%
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Destinations of School Leavers



The Virtual School works closely with the Leaving Care service to ensure that all young people post 16 have an individual PEP completed to provide them with on-going individual support and progression planning. Those who are NEET also have an action plan to support them to engage with employment or training. All post 16 learners have their attendance and progress monitored by the Virtual School in a similar way as those children in care who are statutory school age.

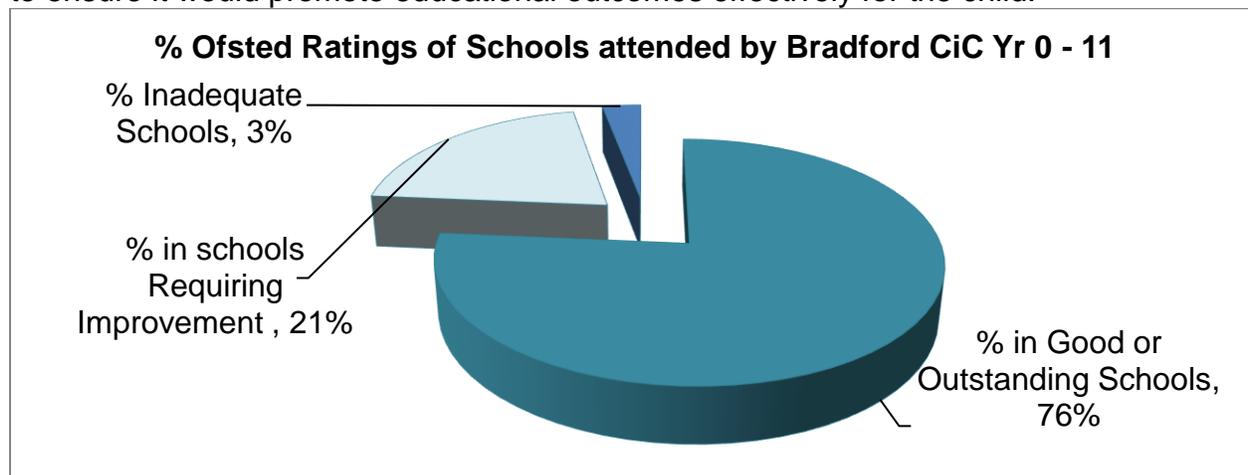
Monitoring data identifies a need to focus further support on retaining young people in further education as the number of children in care who become NEET increases between the ages of 16 and 18.

Virtual School Priority 5: Increase capacity to provide targeted support for children in care in Yr 12 and Yr 13 to increase retention rates and support those who wish to progress to alternative pathways.

Quality of Provision

We have an increasing number of children in good or outstanding schools. Overall 76% of Bradford's CLA attended a school judged by Ofsted inspection as 'Good' or better. Although we would always preference a good or outstanding school, there are some

circumstances where a requires improvement school may be considered if it is the most appropriate provision to meet the needs of the child and enable them to progress. In these circumstances the Virtual School would always undertake an assessment of the provision to ensure it would promote educational outcomes effectively for the child.



	2018/2019	2019/2020	2020/21
% CiC attending Good or Outstanding schools	70%	74.3%	76%

Attendance

The Virtual School closely monitors school attendance for all children in care on a daily basis, both in district and out of area. This it to ensure that attendance concerns can be identified and action taken at an early stage, as well as to support the safeguarding arrangements for our children if they are absent from school. Arrangements to continue to rigorously monitor attendance were rapidly implemented to respond to school attendance and remote learning arrangements during the COVID 19 pandemic.

Overall School Attendance	2017/18	2018/19	2020/21
Bradford CLA	94.9 %	94.3 %	90.7 %
Yorkshire and the Humber CLA	95.1 %	94.9 %	91.9 %
England CLA	95 %	94.9 %	90.9 %

(DfE, April 2022)

Persistent Absence

Persistent Absence	2017/18	2018/19	2020/21
Bradford CLA	12.9%	15 %	29.6 %
Yorkshire and the Humber CLA	11.5 %	11.9 %	26.4 %
England CLA	11.8 %	12.1 %	30.4 %

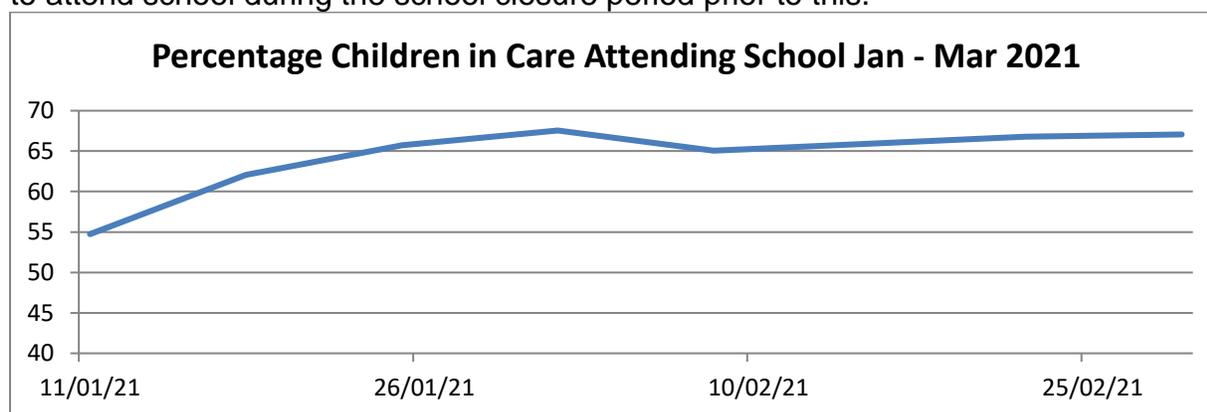
The attendance rate for Bradford's children in care has remained in line with the national average over the 3 years for which comparative data is available, though this has declined significantly following the disruptions to schools during the COVID pandemic, this mirrors the national picture for all children and children in care. It is positive to note that rates of persistent absence (attendance below 90%) and unauthorised absences are below the national average for the first time in the past 3 data points, and place Bradford in quartile B (upper 50%) of the Local Authority Information Tool comparisons.

Regular School attendance is of paramount importance in helping to safeguard children and improve educational progress and is therefore a key area for continual improvement activities for the Virtual School. These include bi-weekly attendance clinics for children where attendance is a concern, the development of an inclusion protocol and improvements to monitoring arrangements.

Virtual School Priority 6 : Regularly scrutinise attendance of pupils and work collaboratively with schools, social worker, the inclusion team, EP team and attendance team to plan and implement strategies to raise attendance and lower incidents of persistent absence.

Summary on education for children in care during the COVID crisis

Following the closure of schools on the 4th January 2021, except to children of key workers and vulnerable children, the provision of education moved to home learning arrangements. In the main most children in care continued to attend school except where an assessment of their placement situation, care plan, or the health and well-being of the child indicated they should access remote provision at home. Although all children returned to school during week commencing 8th March, an average of 64% had continued to attend school during the school closure period prior to this.



Additional support was provided to those children, carers or schools where required to support their learning. This included 1:1 remote learning support, advice on learning activities or materials and arranging suitable school provision where necessary. Children requiring access to a digital device were quickly identified and included in those requiring

a device through the DfE scheme which was extended through Bradford Council's Digital Inclusion Programme. The Virtual School have continues to ensure that all Children in care are offered a device for home learning where ever required. Currently 893 children in care have a digital device provided by Bradford Council.

Education Inclusion

The Virtual School works closely with schools to avoid any suspension (fixed term exclusion) of a child in care and minimise any subsequent disruption to their learning. The percentage of children in care to Bradford receiving a suspension has fallen over the past 3 years. Data for 2020/21 is not directly comparable to previous years due to the changes in school attendance as a result of the coronavirus pandemic, however it does indicate a continuation of a trend in the reduction of rate of exclusion.

During 2020/21 there were 66 children in care out of a cohort of 669 (9.86%) in years Reception to Year 11 who had been in care a year or more, with one or more period of suspension from school. Of these children 42 attended Bradford School and 14 attended schools out of area.

There were no permanent exclusions for Bradford's children in care.

Percentage of CLA with one or more suspension	2017/18	2018/19	2019/20	2020/2021
Bradford CLA	13.27%	11.75%	10.54%	9.86%*
Yorkshire and Humber CLA	11.58%	11.26%	9.27%	Not reported
National CLA	11.27%	11.35%	9.38%	Not reported

* Validated exclusion figures were not reported by DfE for 2020/21 and are therefore not comparable to previous years. Data is included from Virtual School exclusion monitoring.

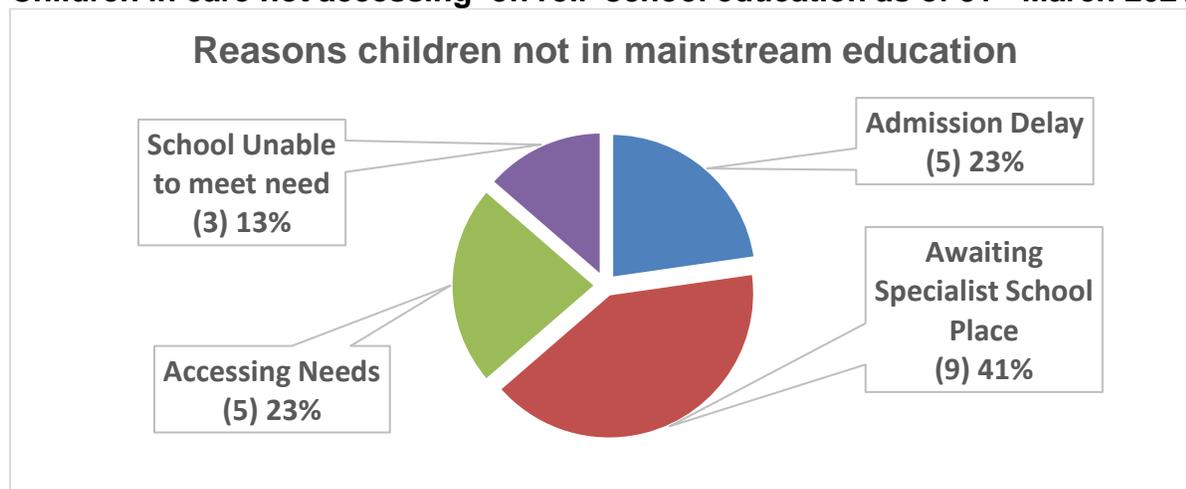
Changes in Education Provision

The Virtual School works closely with social workers to minimise any disruption to children's education and, where this is unavoidable, to ensure timely provision of a suitable education provision is in place at the earliest opportunity. The Virtual School has robust monitoring processes in place for any child unable to access the education provision from their 'on roll' school and ensures that they have access to alternative education arrangements whilst a new school place is identified. These processes have led to a reduction in the number of children not able to access school provision for longer than 20 days over the past 3 years.

Number of school age children in care not accessing 'on roll' school provision for more than 20 school days

	Sept 2020	Nov 2020	Jan 2021	March 2021	May 2021	July 2021
In District	2	2	3	4	10	4
Out of Area	36	18	19	18	14	17
Total	38	20	22	22	24	21

Children in care not accessing 'on roll' school education as of 31st March 2021



Number of children in care moving schools during the academic year

	September 2020 to July 2021	September 2021 to March 2022
1 school move	119	81
2 school moves	2	4
Total children moving schools	121	85

Promoting the inclusion of children in care is a key aspect of supporting their progress and attainment for the Virtual School. The development of an 'Inclusion Protocol' for

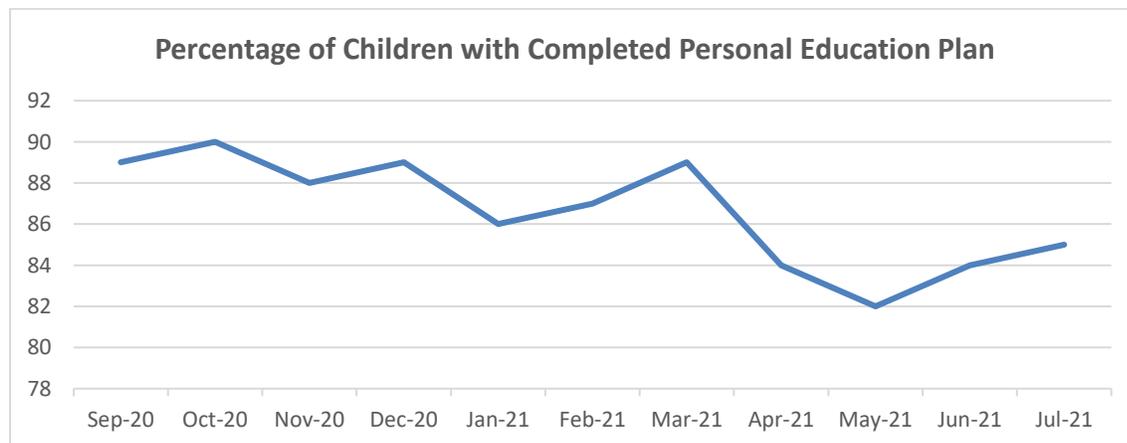
children in care, to improve attendance, reduce exclusion rates and ensure all children have access to appropriate education provision has been a key driver for improvements in these areas. The Inclusion Protocol sets out the key roles and responsibilities of children’s social care, schools, Virtual School, SEND, admissions and exclusions teams in the areas of suspensions, exclusions and admissions. As part of the protocol we support, advise and monitor children who are on a phased reintegration arrangements or temporarily attending an alternative provision. For these children there is a robust procedure in place to ensure provision best meets their needs and increases education to full time as quickly as possible.

Alongside this work, we are supporting schools to be trauma informed and attachment aware through providing extensive training, support and guidance, to promote inclusive education provision across the district. Through the offer of the Attachment Lead intensive training we have supported 48 staff to complete the course and gain Attachment Lead status. This has had a huge impact across primary, secondary and special schools and we have seen strategic changes to education provision, behaviour policies and SEND provision across these schools. This has demonstrated significant impact for our children in care by settling them to learn, reduce suspensions and in many cases allowed children to continue in mainstream school whereas, without this good practice these schools may not have been able to continue to meet children’s needs.

Virtual School Priority 7: To work closely, as a collaborative approach, with schools, social workers the LA inclusion team, educational psychology team and attendance team to reduce exclusions and promote inclusion for children in care

Personal Education Plans

The percentage of children in care with a completed PEP is below the target of 95% and between Sept 2020 and July ‘21 had fallen from an average of 88.5% to 85%. Although this has increased since May ‘21 it remains below target.



The Virtual School has a robust Quality Assurance process in place which has been a focus on improving the quality of Personal Education Plans to ensure each one is purposeful and tailored to individual children's needs and progress. Although this has affected completion rates there has been an improvement in quality. Since September 2020 the percentage of PEPs graded as 'good' or better has increased from 24% to 46.8%. To support Social Workers and Schools in improving the percentage of PEPs completed, a series of training sessions were held with Social Workers and Schools between January and March 2021. The Virtual School also provides completion data and scheduling prompts to Social Workers and Schools.

Improvements to the electronic recording system for Personal Education Plans utilising a web based portal are under development and expected to be in the testing phase during the Autumn term of 2021 for implementation from January 2022. This is expected to have a positive impact on completion rates whilst retaining the improvements to the quality of plans. Outcomes from Quality Assurance monitoring is used to continue to improve practice through exemplification of standards, participation of practice.

Virtual School Priority 8: Work closely with schools and social workers to increase the percentage of children with a completed PEP which meet good or better quality assurance standards.

Pupil Premium Plus

For the financial year 2020/21 the amount of the pupil premium plus (PP+) grant for a child in care was £2345. The allocation arrangements for this grant are set out in the pupil premium plus (PP+) policy for Bradford. Bradford's PP+ policy stipulates that 50% of this funding is directly allocated to schools on a termly basis with the remaining amount retained centrally to provide additional support for children in care. Arrangements for the distribution of Pupil Premium Plus have been implemented effectively to get the best possible outcomes to support children in care with their education. As Children looked after have educational needs that can change rapidly during their time in care some children will need differentiated Pupil Premium Plus. Funding arrangements allow for this to be distributed without delay for the benefit of the child's needs as described in their personal education plan.

Allocation of PP+

2020/2021 PP+ allocation for CLA to Bradford - £2,155,055

50% Termly allocation to schools – £1,077,528

Additional allocation to schools - £183, 633

Centrally retained – £893, 894

During the financial year 2020/21 additional resources for children in care have been allocated from centrally retained Pupil Premium plus as follows;

- 1:1 Tuition and education provision for children – £357,228
- Virtual School training and support - £463,800
- Centrally funded school support (EPS, SCIL, Post 16) - £72,866

Centrally Retained Pupil Premium Impact

Associate Staff

The role of the Virtual School Associate is to develop and deliver short term interventions in education placements with children in care of all ages who are experiencing difficulties engaging in learning and/or who are at risk of suspension / exclusion. We deploy our associates to actively promote inclusive practices and ensure the academic, social, emotional and mental health of pupils is fully supported.

We use our associates in a variety of roles which are specific to the needs of each child and school. These include:

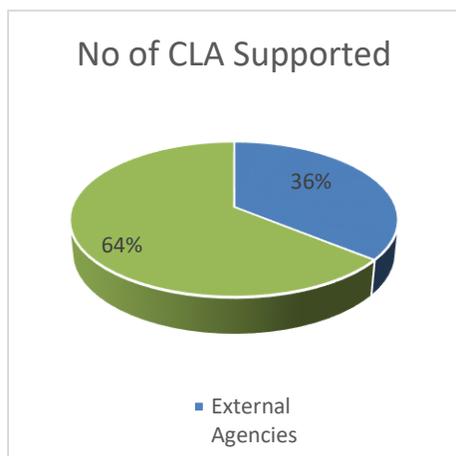
- Providing specialist 1:1 support to ensure the child can feel safe and secure so they can settle to learn
- Advising on strategies, resources and provision which support SEMH needs and academic progress
- Supporting key adults within school to develop their knowledge, understanding and skills to best support a child/young person
- To add additional capacity to schools over and above its own school resources to support the needs of its children looked after.
- To provide appropriate educational provision when children/young people cannot access the school they are on 'the roll' of
- To provide tuition to pupils who need extra support to accelerate progress
- Providing extra tuition and support to the children in LA residential homes which includes bridging home and school in some cases of emotionally based school avoidance

1:1 Tuition

We utilise a commissioned tuition provider to provide 1:1 support and subject tuition when we have not been able to allocate an associate due to capacity or where a child/young person is placed out of area and requires a local provider.

We also commissioned TLC live to provide extra tuition to support children and young people after the impact of missed learning due to Covid in Spring and Summer terms and continued this during the summer holiday where required.

A significant proportion of the centrally retained element of PP+ is allocated to additional support for children in care through centrally employed Virtual School associates or 1:1 tuition.



Our VS Associates have provided 5,371 hours of support as 1:1 tuition, specific support for the CLA in 6 LA residential homes and support for schools unable to meet children's needs through existing resource provision. This has included providing more intensive levels of support to 128 children.

VS Associates / 1:1 tuition support the educational and pastoral needs of CLA and have:

- Enabled the Virtual School to provide a swift and rapid response to urgent matters and issues as they arise in relation to its Children Looked After cohort
- Been pro-active in planning for the needs of its pupils
- Allocated associate staff to intervene to support the educational attainment of young people who may not be attending school or need a further individualised teaching and learning approach
- Closed gaps in learning and impact on progress and attainment
- Minimised exclusions and add stability to the educational placement of the looked after child by offering consistency and familiarity in maintenance of adult relationships
- Added additional capacity to schools over and above its own school resources to support the needs of its looked after pupils.
- Ensured that all children have access appropriate educational provision whilst unable to access their 'on roll' school place.

Link Teachers

Our Virtual School link teachers oversee their own caseload of schools. They meet regularly with the designated teachers and discuss their children in care focussing on attendance, progress and SEND. They provide specialist advice and guidance around the needs of our children in care and work collaboratively with schools, foster carers, social workers and LA services to ensure schools best meet all children's needs.

The link teachers have provided increased capacity to support CLA who live out of district as many meetings are now taking place over virtual platforms due to the Covid restrictions.

Within the Virtual School we have trained colleagues to develop expertise in Trauma Informed Practises, Attachment, Fetal Alcohol Spectrum Disorder, Dyadic Developmental Practice, PACE and Theraplay. They provide specialist support and

training in these areas for the team around the child/young person.

Feedback from schools and social workers state that they find the support from Virtual School link teachers as invaluable and are secure in the knowledge that we will advocate for the child/young person with a good balance of challenge and support. During the Autumn term of 2020 Bradford's School Standards and Performance Education Advisors undertook focused visits with all Head Teachers to discuss provision and support for children in care. Evidence from these visits was overwhelmingly positive as to the impact of the Virtual School in supporting schools to improve outcomes for children in care.

INTERVENTIONS AND LIAISON WITH OTHER SERVICES AND SCHOOLS

Impact continues with our support to Children's Services colleagues. All round feedback informs us of the effectiveness of the service being delivered by the Virtual School. We continue to develop our communication methods with other agencies and professionals in response to their feedback. There is an inevitable challenge in meeting the professional needs of all our colleagues within a climate of increasing numbers of children in care but we have implemented additional training and virtual support approaches to meet this need.

Strong links have been established across services to ensure Children in Care are prioritised and their needs highlighted and understood. Virtual School structure enable accessibility for multi-agency professionals that we work with.

Educational Psychology Team

We work closely with the Educational Psychology team to provide schools with extra support for children in care. The focus of this work has been multiagency hubs every half term for each school phase and specialist settings, direct work with pupils and schools to support SEND needs and in some case provide evidence for the EHCA, training for school staff in specific areas related to the experiences of children in care and cognitive assessments.

Social, Communication, Interaction and Learning Team

We commission the Social, Communication, Interaction and Learning Team to support schools with meeting the complex needs of children in care. We work collaboratively with the team to identify individual needs and the SCIL team will work with school staff to do further assessments and advise on provision to meet these needs, often supporting the EHCA process. Some of this work will involve a mentor from their team modelling and up-skilling school colleagues over a period of time such as a key adult for a child.

Training and Professional Development

The professional development of colleagues promoting the educational outcomes for children in care remains a core element in the strategic focus for the Virtual School. Staff participation in Virtual School events is high with around 200 colleagues attending training sessions open to all schools over the year. The Virtual School offers a termly central programme and bespoke CPD training to all Schools, Designated Teachers, Education

staff, Governors, Social Workers and Foster Carers.

We remain focussed on facilitating all Bradford's schools and provisions to become ACE Aware and Trauma Informed in their understanding, whole school policies and approaches to our children in care. We offer whole school training on Trauma Informed Approaches, PACE, Foetal Alcohol Spectrum Disorder and Theraplay. We have delivered these in many Primary, Secondary, Specialist settings and Post 16 providers over the year and offer this in a bespoke way to suit the school's availability for maximum staff attendance. We have also facilitated 24 colleagues to become nationally recognised Attachment Leads.

During the course of 2020/21 an overview of key training that was delivered to schools and educational settings includes:

- Termly Designated Teacher Networks
- Attachment Lead Training
- Whole School Attachment Training
- Theraplay Approaches in School
- Emotionally Based School Avoidance
- Teen Brain
- Emotion Coaching
- PACE
- Improving Education Outcomes for Children in Care
- New Designated Teacher Training
- Precision Teaching

Training is well attended by both primary and secondary school staff including senior leadership teams and evaluations indicate consistently good feedback.

We have carefully chosen our training programme to build capacity in schools and ensure all staff working with our young people have the relevant expertise to support them to thrive. Approaches such as PACE and emotion coaching as well as interventions such as using Theraplay approaches and precision teaching will ensure all children succeed to the best of their ability.