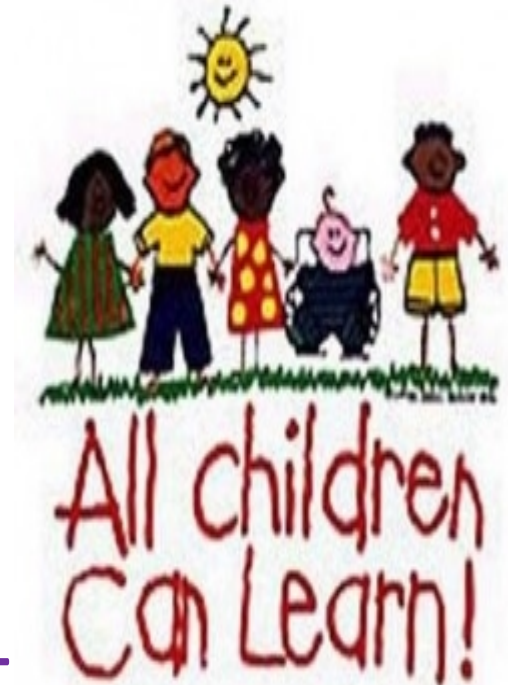


Promoting the Education of Children Looked After in Lancashire

Virtual School Annual Report 2020-21

Lancashire Virtual School for CLA



Virtual School Annual Report 2020-21

Every Virtual School Head has to produce an annual report to provide information on:

- The achievement of our children and young people.
- The quality of Personal Education Plans.
- How funding has been used effectively.
- Examples of support and impact.

Attainment

Due to the pandemic the annual attainment data for children : Early Years (age 2-5), those reaching the end of Key Stage 2 (age 7) and those reaching the end of Key Stage 2 (age 11) was not collected or published nationally in 2020 or 2021.

GCSE and A level examinations were not held as normal but grades were allocated based on teacher assessment and internal tests.

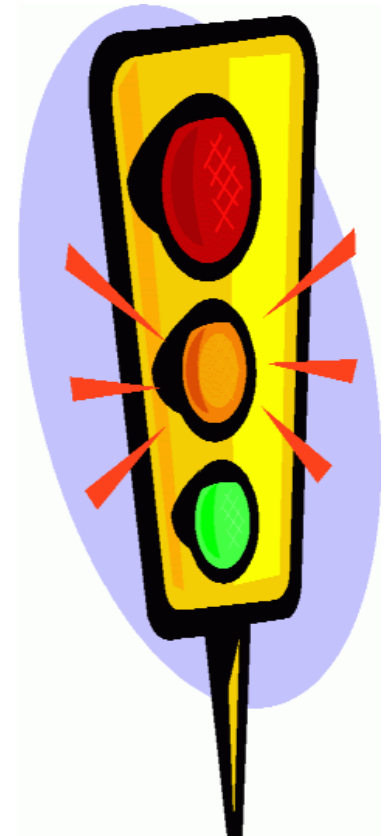
How do we know how our primary children doing?

We measure each of our pupils for:

- Progress with learning
- Attendance at school
- Well Being.
- Behaviour

Each pupil is given a colour for each of the measures:

- **Green**- doing really well
- **Amber**-not quite there but still on track.
- **Red** – concerns



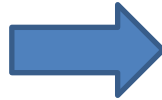
Our primary pupils:

- In 2019-20 : the % who were doing really well or on track were:

Progress: 88.1%



Attendance: 98%



Well Being: 95%



Behaviour: 97%



Our Year Elevens of 2020

Year	Ave A8 score	% achieved 4+ in Eng. and Maths 'standard C'	% achieved 5+ in Eng. and Maths 'strong C'
2019-20	20.5	23.3%	8.2%
2018-19	16.6	15.7%	6.5%
2017-18	18.6	11.9%	6.4%

How do we compare?

Average Attainment 8 score has increased by 3.9 from previous year.

% achieving both English and Maths GCSE at Grade 4+ has increased by 7.6%

% achieving both English and Maths GCSE at Grade 5+ has increased by 1.7%

Lancashire average attainment 8 score increased more than any of our statistical neighbours and national and regional scores.

The % of our children achieving Grade 4+ in both English and Maths increased more than any of our statistical neighbours and regionally and nationally.

The % of our children achieving Grade 5+ in both English and Maths increased more than our statistical neighbours with data reported. We were closely in line with regional data but still below national averages but closing the gap.

Early indications for 2021 GCSE cohort.



We only have information from a proportion of our schools to date and very little from out of county schools.



Currently we have 21.4% with grade 4+ for English and 19.2% with grades 4+ for Maths.



1 student achieved 10 GCSE's – all Grade 4+



23 students achieved 5 GCSE grade 4+.



Our Post Year 11 young people.

51% of year 13 students achieved qualifications-ranging from A Level to Entry Level in 2020

92.4% of our 2021 year 11 leavers have a current positive EET plan- rise from 79.2% in 2018.

In March 2021 62 of our young people were in higher education compared to 32 in 2017

In 2020 10 young people graduated with degrees

Education, employment and training.

Year	Age group 17/18	Age group 19-21
2020/21 (snapshot)	57%	44%
2019/2020	50%	44%
2018/2019	59%	50%
2017/18	51%	43%

- EET figure for 17/18 age group shows a recovery from 2019-20 – which was impacted on by first wave of the pandemic.
- Improvement in EET figure for age 17-18 to date may be starting to reflect impact of individual CEIAG and support provided by EST within school from age 9.
- EET figures for age 19-21 age group remains under 50% This reflects the challenges for many care leavers in moving from Key Stage 5 courses to employment or progression.

Planning for Progress- the PEP

In September 2020 a new PEP form and system was launched-why?

- More secure
- Age -appropriate content
- Stronger pupil voice
- Well- being, health and speech and language prioritised
- Transition planning strengthened.

Quality Matters

Calendar Term Year	Outstanding	Good	Could be improved	To be resubmitted	Good or Better
2015 Autumn	13.2%	50.3%	28.3%	8.2%	63.5%
2016 Spring	10.1%	38.5%	41.6%	9.7%	48.6%
Summer	35.0%	36.0%	26.1%	2.8%	71.0%
Autumn	43.2%	34.4%	22.2%	0.3%	77.6%
2017 Spring	42.5%	42.5%	14.3%	0.7%	85.0%
Summer	71.5%	20.0%	7.8%	0.8%	91.5%
Autumn	63.8%	24.4%	9.8%	2.0%	88.2%
2018 Spring	68.5%	26.1%	4.5%	0.9%	94.6%
Summer	50.0%	30.9%	17.9%	1.2%	80.9%
Autumn	61.4%	26.5%	9.8%	2.3%	87.9%
2019 Spring	65.1%	23.2%	8.8%	2.9%	88.3%
Summer	69.5%	23.0%	5.6%	1.9%	92.5%
Autumn	63.3%	23.7%	10.2%	2.8%	87.0%
2020 Spring	70.0%	20.1%	7.6%	2.3%	94.6%

Funding

Pupil Premium Grant+ is allocated to the school at £600 per term for each looked after child of school age (reception to end of year 11)

Majority of the remainder forms a High Needs fund that is allocated according to need's identified on the PEP.

Early Years PP is allocated to nursery settings-up to £302 per child.

PEPSA funding: provided by LCC to support learning and engagement with education out of school.

High Needs Pot.

- One to one teaching/catch up
- Dedicated Learning Mentor/TA.
- Assessments.
- Counselling, other specialist support.
- Alternative education.
- Equipment/software.



Schools have to complete a form to say how the extra funding has helped the pupil- IMPACT.

How it helps:

- She has grown in confidence and has started to work out of her comfort zone. (Play therapy)
- His behaviour has vastly improved as he has had a method of calming and then chance to talk. (mentor)
- It has allowed him to engage in learning and he and his carer feel it has had enormous benefit to his motivation. (121 tuition)
- He attended every single day and was very positive on each of his days. He made excellent progress and showed the teachers working with him he was able to work independently when the environment was right for him (social/lego activities)
- The HNF has provided the opportunity for a student to see the value of attending school. This has been a real success story. (TA/mentor)

What else?

Training for designated teachers, Social Workers, PA's, IRO's.

Support sessions for parents and carers- increased significantly in 2020-21.

Career advice, training and employment support- from year 9 to 25 years old.

Superstar rewards programme.

Home reading and on-line learning programmes.

Empower Academy-in collaboration with higher education and Leaving Care service.

Key Stage 4 Conference

Funded 130 schools to be Attachment and Trauma Aware.

EET strategy with Leaving Care Service and others.

Priorities 2021-22

Early years-
school
readiness.

Primary-
attainment in
Reading and
Maths

Secondary-
GCSE English
and Maths 4+

Key Stage 4-
attendance

Reduce fixed
term exclusion.

Increase 18-21
years olds in
EET.

Increase number of
our young people
progressing to
HE/higher level
apprenticeships.