

**Educational achievement and attainment of Children Looked After by Lancashire Authority**  
(Appendix 'A' refers)

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**Executive Summary**

The report sets out the educational achievements and attainments of school age pupils who are Children Looked After (CLA) by Lancashire Authority at the end of Key Stages 1, 2 and 4. The report also outlines the successful strategies which are deployed to raise achievement for this group of pupils.

Appendix 'A' sets out targets and predictions for 2013.

**Recommendation**

The Committee is asked to give its views on the report.

**Background**

Assessment information at national and local level has indicated consistently that the achievement and attainments of pupils who are in care is well below the performance of their peers. Lancashire's Virtual School for Children Looked After, (CLA), has worked in partnership with schools and Children's Social Care to raise the achievements and attainments of these pupils. The Virtual School provides training re: promoting the education of CLA, for Social Workers, Independent Reviewing Officers, Foster Carers, Residential Workers in Children's Homes and Designated Teachers for CLA in schools.

In 2011 additional funding (known as the Pupil Premium) was provided to schools to enable them to support any pupils who were in care, or had entered the care within the previous six months. The value of the Pupil Premium has risen year on year and the current value is £900 per pupil per year. All schools are monitored on the achievement of this group of children and their use of the funding.

Lancashire Authority also funds the 'Care Matters Grant ' of £180,000 for CLA (held by the Virtual School ) to assist in promoting the educational achievements and attainments of Lancashire's Children Looked After; through a Personal Education Plan Support Allowance (PEPSA) for any CLA who is identified as underachieving.

## **EDUCATIONAL ACHIEVEMENT AND ATTAINMENT FOR LANCASHIRE'S CHILDREN LOOKED AFTER**

### **Primary: Key Stage 1 (Pupils aged 5-7 years) See Appendix A: Table 1**

- In 2012 attainment and achievements rose significantly with 62% of children reaching level 2 in Reading , 58% in Writing and 76% in Maths  
This is a significant rise in all three measures.
- The results are above the rates of progress nationally for Key Stage 1 CLA , and compare very favourably with both our geographical and statistical neighbours
- Predicted results indicate that the performance of looked after children in Key Stage 1 will continue to rise.

### **Primary: Key Stage 2 (Pupils aged 7-11 years) See Appendix A: Table 2**

- Achievements and attainments for Key Stage 2 CLA rose significantly in 2012 with 56% of children reaching Level 4 in English, 58% in maths and 52% of pupils attaining Level 4+ in English and Maths combined.
- This was a rise of over 11% in all 3 measures, with the English and Maths combined figure increasing by 21% on 2011 performance.
- The results are above the rates of progress nationally for Key Stage 2 CLA, except in English, and compare very favourably with both our geographical and statistical neighbours
- Predicted Results indicate that the performance of looked after children will continue to rise
- These figures are based on results for CLA educated in both Lancashire schools and those educated in schools out of the authority.
- The CLA educated in Lancashire schools, made similar progress to those educated out of authority

### **Secondary: Key Stage 4 (CLA aged 14-16 years) See Appendix A: Table 3**

- In 2012 Lancashire CLA achievements and attainments improved on 2011 by an average of nearly 4%.

- However, all Lancashire CLA Key Stage 4 results are below National results by approximately 2%.
- Predicted Results indicate that the performance of Key Stage 4 Children Looked After will rise in 2013

## **STRATEGIES TO SUPPORT AND CHALLENGE SCHOOLS IN RAISING THE ACHIEVEMENT AND ATTAINMENTS OF LANCASHIRE CLA**

### **Successful Strategies:**

- Key Stage 1 and 2: Maths and English were both prioritised for intensive support and PEPSA funding during 2011-2012 and 2012-2013, this has had a considerable impact on Year 2 and Year 6 CLA achievements. Particularly emphasis was placed on supporting CLA Year 5 and Year 6. This strategy had a considerable impact on Year 6 CLA achievement, ensuring that these pupils enter High School with appropriate literacy and numeracy skills
- All Key Stage 1 pupils (Year 1 and Year 2) received 'First for Books' packs posted to their homes.
- The improvement of Language and Social Communication Skills was prioritised for intensive support and PEPSA funding during 2011-2012, 2012-2013 for Reception, Year 1 and Year 2 pupils, ensuring 'readiness for learning'
- Training for Designated Teachers for CLA in Primary Schools was prioritised and promoted (Many DT in Primary Schools are the Headteacher or Deputy headteacher, and 'actively' promote the education of CLA)
- Educational Training / Mentoring for foster carers promoted via Foster Carer Network meetings
- The Virtual School and Children's Social Care worked in partnership to ensure that CLA had few placement moves and fewer school moves

### **AREAS DEVELOPED THROUGHOUT 2012 -2013**

- Continued priority was given to Reading and English
- Further preparation for High School was prioritised via CLA Year 6 /Year7 accessing Summer Schools
- Children's Social Care (CSC) has continued to increase placement stability.
- The Virtual School and CSC have worked together with Pupil Access Teams to ensure that all CLA remain at one school throughout their primary years.

## **KEY STAGES 3 and 4 SUCCESSFUL STRATEGIES IMPLEMENTED**

- GCSE Maths and English A-C were both prioritised for intensive support (1 to 1 teaching) and PEPSA funding during 2011-2012 for Year 11, and this has had a very positive impact on the numbers of CLA achieving Maths and English A-C, and vastly increases employment opportunities.
- Rigorous tracking and monitoring of CLA progress by Virtual School Educational Consultants. The Educational Consultants undertake monthly tracking across all Residential Children's Homes, Schools and CLA Teams across Lancashire. This has also improved CLA school attendance.
- Training for Designated Teachers for CLA in Secondary Schools, Short Stay Schools and Special Schools was prioritised and promoted.
- A one day Conference 'Working together to ensure the Educational Success of CLA' was delivered to Foster Carers/ Residential Workers/ Social Workers. The aim of the Conference was to ensure all the above were aware of the support and funding available to enhance the educational opportunities and success of CLA. This was very successful, and a rolling programme of training and support has been delivered during the Spring and Summer terms 2013.
- Reading and language skills promoted at Residential Children's Homes through the provision of new, up to date: books, magazines, newspapers
- Reading, Writing, Maths, Language and Social Skills have been promoted and improved through CLAs participation in CoPE (Certificate of Personal Effectiveness) challenges within Residential Children's Homes. A considerable number of CLA have completed CoPE challenges in 2013, and have gained points towards a GCSE.

## **AREAS DEVELOPED THROUGHOUT 2012 - 2013**

### **1. TRAINING :**

- The training delivered to Social Workers, Independent Reviewing Officers, Foster Carers, Residential Workers, Designated Teachers for CLA, and School Governors is proving 'key' to improving CLA attainments and achievements. These people are the front line 'promoters' of education for CLAs and the corporate parents for this vulnerable group of CYP. Lancashire 'corporate parents' have been actively encouraged to act as 'pushy parents' for our CLA. Consequently, their participation, contribution and 'challenge' to the CLA's Personal Educational Plan has been critical.
- The training delivered to Designated Teachers for CLA is significantly impacting on the attainments of CLA, particularly Primary CLA.
- The Training delivered to Foster Carers in December 2012 highlighted foster carers' and residential workers' lack of knowledge in relation to Lancashire's educational system and funding streams. This training has been rolled out across the county. This has had the most impact on the education of CLA in foster care.

## 2. FUNDING :

- Funding for CLA via Virtual School has ensured that CLA are not educationally disaffected or disadvantaged. The Personal Education Support Allowance (PEPSA) has supported 496 CLAs who were identified as underachieving. The funding has been used to 'plug the gaps' and 'catch up' on essential skills such as Literacy and Numeracy, for example, 1 to 1 tuition, small group work, ICT learning packages.
- All 'corporate parents' have been empowered to challenge schools to utilise the funds they have available for CLA in more creative and pragmatic ways which has also been a priority this year. For example, schools have: £900 Pupil Premium, £1200 above funding received by other pupils, and Special Educational Needs and Disability funding (if required ) up to the first £10,000. This work needs to continue.

## 3. JOINT WORKING :

- Children's Social Care (CSC), Child and Adolescent Mental Health Service (CAMHS), Working Together With Families (WTWF), Young People Service (YPS) and other services need to work together to achieve the above in promoting the education of CLA. This year a presentation on CLA: 'Promoting the Education of CLA' – has been delivered to Inclusion and Disability Support Services , Educational Psychologists, Advisers, in fact, anyone who is in a position to promote a CLA's education .
- Joint training needs to continue

## **Consultations**

N/A

## **Implications:**

N/A

## **Risk management**

There are no implications for risk management arising from this report.

## **Local Government (Access to Information) Act 1985**

### **List of Background Papers**

Paper	Date	Contact/Directorate/Tel
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Nil

Reason for inclusion in Part II, if appropriate

N/A