



Promoting the Educational Achievement of Children and Young People in Care in Kirklees

Draft Headteacher Report August 2016

(Self-evaluation 2015-16 and Improvement Priorities 2016-17)

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Last updated 13.09.16

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Overview of Kirklees Virtual School

The role of the Kirklees Virtual School

Improving the educational outcomes for children in care is a priority for national and local government. The evidence is clear – whatever else goes wrong in children’s lives, their life chances are significantly improved when they achieve positive educational outcomes. Local authorities and their Directors of Children’s Services are the corporate parents for children in care, with statutory, moral and professional responsibilities to maximise their health, social, educational and economic outcomes.

The Virtual School will:

- Work with statutory and key partner agencies to ensure that the best possible outcomes are achieved for looked after children;
- Increase the educational outcomes and narrow the learning gap of looked after children in the care of Kirklees by challenging their Schools to provide the highest levels of support and ambition for them; and
- Enable our looked after children to access broad and rich learning experiences and be “Rounded, Resilient and Ready” in line with the Learning services ambition for all its children.

Key Activities

The Virtual School is required to have detailed knowledge of the children on its school roll and the services they are receiving. They will use this information to support and intervene appropriately to raise individual outcomes. To inform its understanding the Virtual School will regularly analyse the impact on attainment and progress of such factors as: time in care and age on entry; number and type of care placements; number of school placements; any additional learning needs and nature of these; free school meal eligibility; type of school attended and Ofsted rating; number and length of exclusions; aggregate amount of absence from school; and number of social workers whilst in care. The Virtual School will use this information to support the Director of Children’s Services, lead Member for Children’s Services, and the Corporate Parenting Panel in undertaking their statutory duties.

The Virtual School will identify benchmarking data and good practice to enable services to “narrow the gap” and will monitor the achievement and progress of the cohort to apply a process of RAG rating that identifies those children at significant risk of under achievement and:

- Prioritise the deployment of its own resources to support them using evidence based interventions and to encourage multi-agency approaches to the needs of looked after children;
- Influence the work of schools and other education providers through its close links with the Kirklees Learning Service; and
- Influence other children’s services professionals, and through them carers, to ensure their practice minimises the risks to the educational outcomes of looked after children.

The Virtual School will use the Personal Education Planning process to ensure its understanding of the pupils on its roll is accurate and up-to-date and that the deployment of Pupil Premium Plus encourages effective planning and effective improvement in attainment and progress of children. The Virtual School will challenge and support schools to ensure that the Pupil Premium Plus funding is used to improve outcomes for individual pupils.

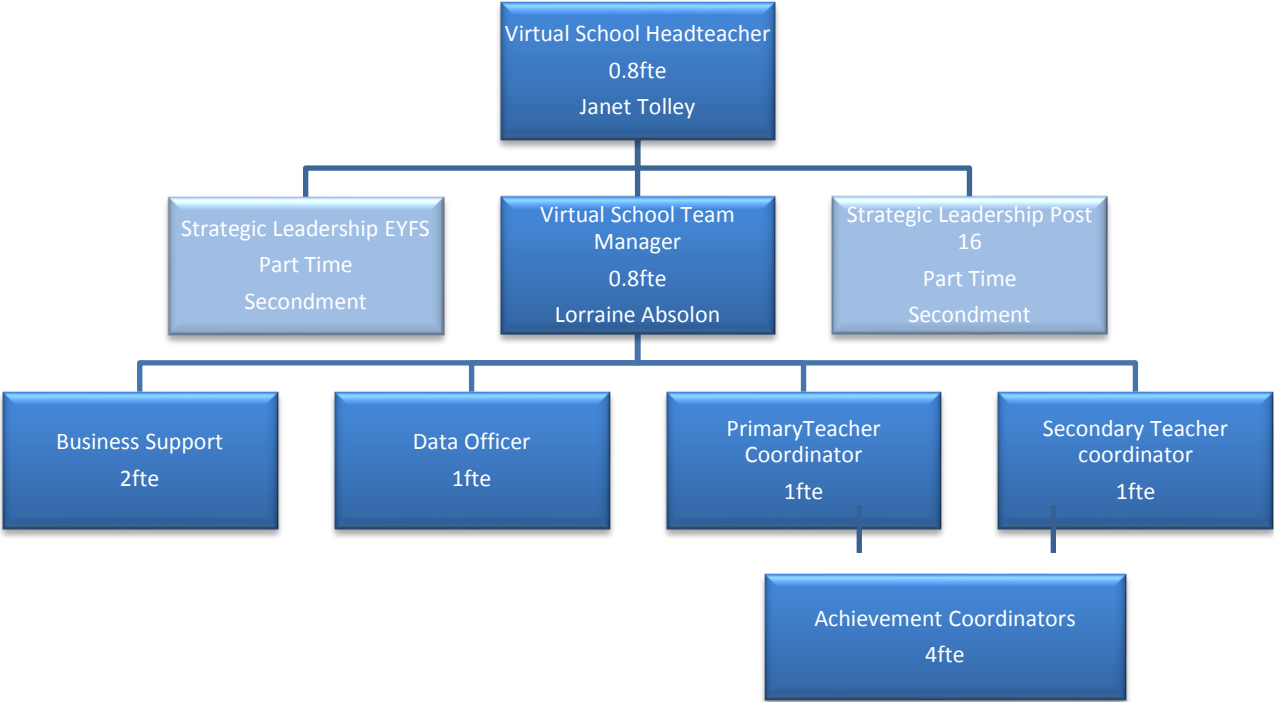
The Virtual School will ensure it has sufficient intelligence about looked after children entering primary and secondary education phases at the normal, and in-year, points of transition that it can ensure they receive the support they need swiftly.

The Virtual School will ensure it has appropriate systems in place to inform services supporting the transition of looked after children to post-16 education, employment and training, and to meet the statutory duties of the Virtual School Head to all looked after children from 0- 18 (25 with SEND).

The Virtual School will ensure the voice of the child is heard, and has influence, at the level of individual personal education plans as well as through the Children in Care Council.

This is the first full academic year as a Virtual School.

The staffing structure below has been in place since 1st January 2016.



Progress on improvement priorities identified for 2015-16

Systematic data and tracking analysis – very good progress

- Attendance data is collected daily
- Attainment and progress for all pupils data is discussed in all PEP meetings
- Attainment and progress data for all pupils is analysed termly to target intervention and support

Individual support and intervention – PEP's – very good progress

- All pupils now have a PEP recorded on ePEP
- This structures and records the discussions of the PEP meeting and individual pupil targets agreed to target individual need.
- These are reviewed at the start of the following PEP meeting to judge the impact of the intervention.

Pupil premium funding allocation and monitoring. – good progress

- From 1.04.16 all Pupil Premium funding is requested and agreed through the EPEP system in relation to very specific individual targets.
- It is then paid immediately to schools.
- The impact of this is then reviewed at the next PEP meeting.

Work together to reduce the number of children placed in out of authority schools. – limited progress

- We are consulted when a young person is being moved out of area but because of sufficiency issues are yet to see significant reductions in this. The Accommodation Strategy Group is addressing this and the Virtual School is involved in this work.

Work together to reduce the number of placement and school changes – limited progress

- Please see the above point.

Working as a 0-19 Virtual School - some progress

- The Assistant Directors of Learning and Skills and Family Support and Child Protection have agreed to extend the age remit of the Virtual School and provide the resources to do this.
- An Implementation plan is in place and processes are in motion to enable the expanded team to be put in place.

Integrated Intervention Pilot – good progress

- The pilot has been implemented.
- Impact data is available – see appendix F
- Headteacher and Designated teacher feedback very positive

Exclusions protocol – good progress

- Protocol agreed and implemented across the Specialist Learning service in Kirklees.

Supporting OLA placements – some progress

- We attend OLA PEP meetings with Social Workers for initial PEP's and when support and intervention is needed.
- The ePEP system enables the Designated Teacher, Social Worker and the Virtual School to share information in "real time".

Website presence – limited progress

- We have worked with the Specialist Learning Services to produce a "Local Offer" and update the intranet guidance.

Priorities for 2016-17

Strategic priorities – cross service

- Working as a 0-19 Virtual School - key areas to address in 2016/17 include
 - Ensure VS has capacity to implement the agreed developments
- Corporate Parenting responsibility - key areas to address in 2016/17 include
 - Ongoing development of the Corporate Parenting Strategy
 - Ongoing development of the corporate data dashboard
- Stability – key areas to address in 2016/17 include
 - Commissioning and funding out of area placements where education needs are complex
 - Strategic work to reduce the number of school, placement and Social Worker changes
 - Developing the work of the Accommodation Strategy Group
- Outcomes for OLA LAC- key areas to address in 2016/17 include
 - Working strategically with the Improving Outcomes for OLA LAC group
- Role of the VS for adopted children - key areas to address in 2016/17 include
 - Working strategically with the Regional Adoption Group
 - Ensuring the Virtual School has sufficient resources to address this work

Strategic priorities – Virtual School

- Pupil support and intervention - key areas to address in 2016/17 include
 - Effective and efficient deployment of resources
 - Regular and systematic monitoring of intervention and support
- Pupil premium – key areas to address in 2016/17 include
 - To develop a systematic, analytical approach to monitor the impact of Pupil Premium
- Data - key areas to address in 2016/17 include
 - Engage with LSLT to ensure the needs of the Virtual School are met with the ongoing updates to Kirklees systems
 - Strategically work across services to improve data reliability and accuracy
 - Ensure all available data is being used to inform further development of the Virtual School
- PEP - key areas to address in 2016/17 include
 - To develop a Quality assurance that is not solely dependent on Headteacher signoff.
 - To improve the accuracy and detail of SEN information and the attachment of documentation
 - Increase capacity within the Virtual School to ensure timely chase up and completion of PEP's.

Cohort summary

The summary tables below relate to children and young people in care on 20th July 2016 at the end of the summer term

455 children and young people in care were on the Virtual School roll as at 20th July 2016

Gender

Year Group	Boys	Girls	Total
Year R	13	9	22
Year 1	25	11	36
Year 2	15	14	29
Year 3	20	13	33
Year 4	18	8	26
Year 5	19	16	35
Year 6	17	26	43
Year 7	20	13	33
Year 8	29	19	48
Year 9	19	24	43
Year 10	23	25	48
Year 11	28	31	59

Key Stage	Boys	Girls	Total
EYFSP	13	9	22
KS1	60	38	98
KS2	54	50	104
KS3	68	56	124
KS4	51	56	107
TOTAL	246 (54%)	209 (46%)	455

Ethnicity

Ethnicity	Boys	Girls	Total	% of LAC
A1 – White British	167	163	330	72.5
A3 – Any Other White background	4	1	5	1.1
B1 – Mixed – White and Black Caribbean	15	7	22	4.8
B3 – Mixed – White and Asian	14	9	23	5.1
B4 – Any Other Mixed background	8	8	16	3.5
C1 – Asian – Indian	3	3	6	1.3
C2 – Asian – Pakistani	18	16	34	7.5
C4 – Any Other Asian background	1	0	1	0.2
D1 – Black – Caribbean	0	0	0	0
D2 – Black – African	8	0	8	1.8
E2 – Any Other Ethnic group	8	2	10	2.2
TOTAL	246 (54%)	209 (46%)	455	

School Year Group

Year Group	In a Kirklees School	In an Out of Authority School	Total	% of LAC
Year R	16	6	22	4.8
Year 1	27	9	36	7.9
Year 2	17	12	29	6.4
Year 3	17	16	33	7.3
Year 4	14	12	26	5.7
Year 5	24	11	35	7.7
Year 6	26	17	43	9.5
Year 7	12	21	33	7.3
Year 8	31	17	48	10.5
Year 9	29	14	43	9.5
Year 10	21	27	48	10.5
Year 11	34	25	59	12.9
TOTAL	273 (60%)	182 (40%)	455	

There is a general trend of higher numbers in the older year groups.
40% of the cohort are currently placed in an out of authority school

School Type

Year Group	Mainstream	Special School	Home Tuition	Independent School	Pupil Referral Unit	KS4 Provision	Secure Unit / YOI	Awaiting new Provision
Year R	20	2						
Year 1	33	3						
Year 2	28							1
Year 3	31	2						
Year 4	22	3						1
Year 5	31	3						1
Year 6	40	3						
Year 7	23	7			1			2
Year 8	42	5			1			
Year 9	32	6		2	2			1
Year 10	31	9	1	1	1		2	3
Year 11	37	12	1	1	4	3		1
TOTAL	370 (81.3%)	55 (12%)	2 (0.4%)	4 (0.9%)	9 (1.9%)	3 (0.7%)	2 (0.4%)	10 (2.1%)

Placement Type

Year Group	Adoptive Placement	Foster Placement	FP with Relative / Friend	Placed with Parent / Parental Resp	Residential Unit	Secure Unit	Residential School	Hostel/ Residential not subject to CH Regs	Other
Year R	3	15	3	1					
Year 1	3	20	5	8					
Year 2		22	3	4					
Year 3		26	4	2	1				
Year 4		16	5	4	1				
Year 5		31	1	2	1				
Year 6		32	4	5	1		1		
Year 7		25	2	1	3		2		
Year 8		36	6	2	4				
Year 9		27	3	1	12				
Year 10		27	4	1	12	2	1		1
Year 11		29	2	2	20		2	3	1
TOTAL	6 (1.3%)	306 (67.3%)	42 (9.2%)	33 (7.3%)	55 (12.1%)	2 (0.4%)	6 (1.3%)	3 (0.7%)	2 (0.4%)

Special Educational Needs

Year Group	Total	EHCP / Statement	% of Year Group
Year R	22	4	18.2%
Year 1	36	4	11.1%
Year 2	29	1	3.4%
Year 3	33	4	12.1%
Year 4	26	5	19.2%
Year 5	35	11	31.4%
Year 6	43	8	18.6%
Year 7	33	9	27.3%
Year 8	48	14	29.2%
Year 9	43	10	23.3%
Year 10	48	17	35.4%
Year 11	59	18	30.5%
Total	455	105	23% of roll

Pupil Mobility relating to children and young people in care on roll between 21.07.15 and 20.07.16

Academic Year 2015-2016		
Year Group	New in to Care	Leaving Care
Nursery 2	12	4
Reception	12	12
Yr 1	18	11
Yr 2	7	8
Yr 3	5	7
Yr 4	8	7
Yr 5	13	7
Yr 6	8	3
Yr 7	8	8
Yr 8	15	6
Yr 9	12	7
Yr 10	11	3
Yr 11	23	8
Total VS cohort (Reception to Yr11)	140 (+ 12)	87 (+4)

This shows an increase in the number of children and young people in care on the roll of the Virtual School, and a large increase in the number of pupils that we are working with over the academic year as pupils move in and out of care.

Whilst the cohort is 455 we have actually worked with 516 children and young people in care throughout the year.

The number of pupils in Year 11 was 59. Only 35 of these pupils are the eligible cohort for statistical reporting.

(ie in care on 31 March 2016 and had been in care for at least 12 months)

We are always involved in initial PEP's and there have been 152 children and young people taken into care during this academic year.

Outcome data and analysis

All historic data is taken from the DfE Statistical First Release (SFR 11/2016).

All 2016 data is provisional – the Statistical First Release is due March 2017.

Comparisons taken from the Local Authority Data Matrix for 2015 (21.06.16) are included wherever relevant

The results published for end of Key Stage 1, Key Stage 2 and GCSE include those for the ‘eligible’ cohort only. To be included within the eligible cohort a child must have been looked after on 31 March of the appropriate year and have been looked after for at least 12 months prior to that date. This means that not all children looked after at the time of the test/exam will be included in the statistics, and some that are included may no longer be looked after when the tests/exams are taken.

Attainment and Progress

Key Stage 1 Outcomes

Provisional data for 2016

Data source: Information Unit & ePEP ‘Current Attainment according to national expectations’

	National 2016	National LAC 2016	Kirklees 2016 <i>Provisional until SFR</i>						
Number of children eligible to sit KS1 tasks and tests			23						
Percentage Meeting the Expected Standard or Higher									
KS1 Reading 7 pupils data from IU 4 pupils data from ePEP	74%		11 LAC 47.8%						
KS1 Writing 5 pupils data from IU 1 pupils data from ePEP	65.5%		6 LAC 26.1%						
KS1 Maths 6 pupils data from IU 3 pupils data from ePEP	72.6%		9 LAC 39.1%						
KS1 RWM 5 pupils data from IU	60.3%		5 LAC 21.7%						

NB IU have data for pupils in Kirklees schools only. Until test results are available in Key to Success (November 2016) for those in OLA schools we can only use the data entered in ePEP by the school – this is provisional until confirmed in November.

These results cannot be compared with previous years because of changes to the assessment criteria.

There are no results available to compare with National LAC until the Statistical First Release due in March 2017.

On 20th July 2016 we had 29 pupils in the year 2 cohort, only 23 of these pupils were in the eligible cohort.

Key Stage 1 Outcomes Historic data 2013-2015

Over 2%, Within 2%, Below 2% of National LAC figures

	National 2013	National LAC 2013	2013	National 2014	National LAC 2014	DfE SFR Kirklees 2014	National 2015	National LAC 2015	DfE SFR Kirklees 2015
Number of children eligible to sit KS1 tasks and tests			18			15			25
Percentage achieving level 2 or above in									
KS1 Reading	89	69	13 72.22%	90	71	82%	90	71	71%
KS1 Writing	85	61	12 66.7%	86	61	65%	88	63	71%
KS1 Maths	91	71	12 66.7%	92	72	76%	93	73	75%

Commentary from Appendix A – Analysis of 2014-15 LAC Outcomes Data

The cohort for 2015 was 24 children, therefore 1 child = 4.2%.

In all subjects, Kirklees performance was above West Yorkshire, Yorkshire and Humber and Statistical Neighbours averages (based on the available data).

Attainment at KS1 was in line with national LAC for reading although decreased from 82% in 2014. The change from 2014 to 2015 equates to 2 pupils.

The gap between LAC and all Kirklees children (see appendix A) was 19% in 2015, in-line with the national picture.

The outcome for writing improved from 65% in 2014 to 71% in 2015. The gap between LAC and all Kirklees children (see appendix A) was 15% in 2015 compared to 25% nationally.

The outcome for mathematics decreased slightly from 76% in 2014 to 75% in 2015. The gap between LAC and all Kirklees children (see appendix A) was 17% in 2015 compared to 20% nationally.

Key Stage 2 Outcomes

Provisional results – 2016

	National 2016	National LAC 2016	Kirklees 2016 Provisional until SFR						
Number of children eligible to sit KS2 tests			35						
Percentage Meeting the <i>Expected Standard or Higher</i>									
KS2 Reading	66%		12 LAC 34.3%						
KS2 Writing	74%		17 LAC 48.6%						
KS2 GPS	72%		14 LAC 40%						
KS2 Maths	70%		16 LAC 45.7%						
KS2 RWM	53%		8 LAC 22.9%						

	National 2016	National LAC 2016	2016 (ePEP Current PROGRESS from previous KS result)
Number of children eligible to sit KS2 tests			35
Percentage making <i>Expected Progress</i>			
KS2 Reading			27 LAC 77%
KS2 Writing			28 LAC 80%
KS2 Maths			29 LAC 83%

These results cannot be compared with previous years because of changes to the assessment criteria.

There are no results available to compare with National LAC until the Statistical First Release due in March 2017.

Cohort context analysis

On 20th July 2016 we had 43 pupils in the year 6 cohort, only 35 of these pupils were in the eligible cohort - see Appendix B

18 /35 pupils (51.5%) were in Kirklees schools and 17/35 pupils (48.5%) were in schools out of Kirklees.

7 /35 pupils (20%) have an Education and Health Care Plan or Statement.

2/35 pupils (5.7%) were in Special School and 1/35 pupils (2.9%) in an independent provision.

4/35 pupils (11.5%) have had 5 or more care placements, 12/35 pupils (34%) have had 3 or more care placements.

18/35 pupils (51.5%) have moved care placement during KS2.

18/35 pupils (51.5%) have moved school during KS2.

9/35 pupils (26%) became LAC during KS 2.

Attainment

8/35 (22.9%) pupils met the expected standard or higher for Reading , Writing and Maths combined.

A further 4/35 pupils (11.5%) missed the expected standard or higher for Reading, Writing and Maths combined by 3 marks or less in one or more areas (ie 97 or above).

3 /35 pupils (8.6%) missed the expected standard or higher for Reading, Writing and Maths combined by only 1 area.

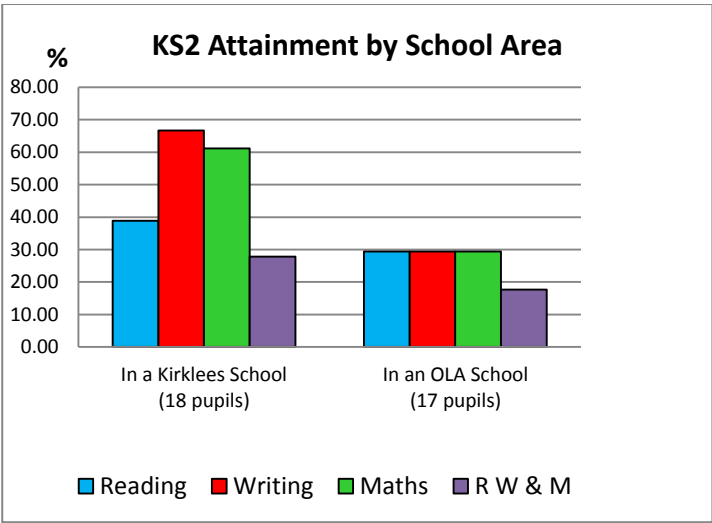
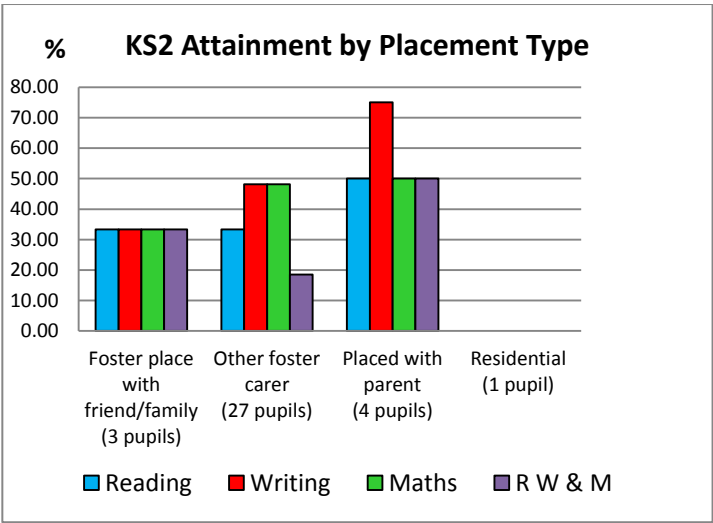
4 / 35 (11.4%) pupils did not take the SAT's tests (either not entered, dis-applied or did not take the test) so no results are published.

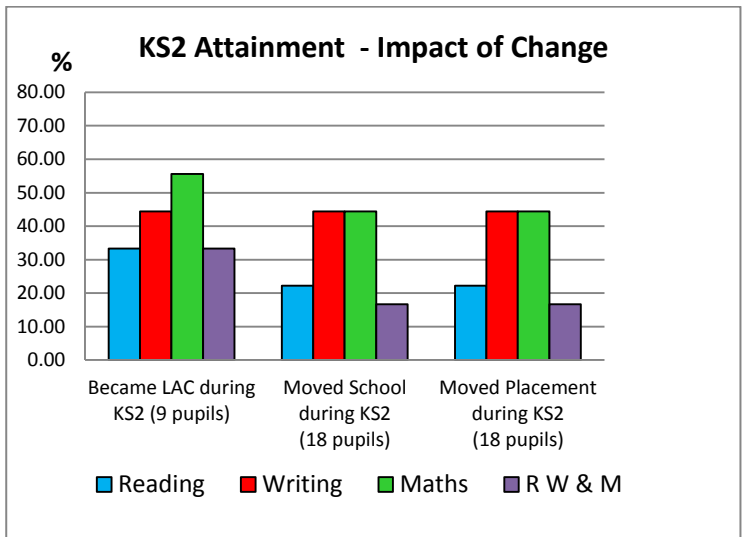
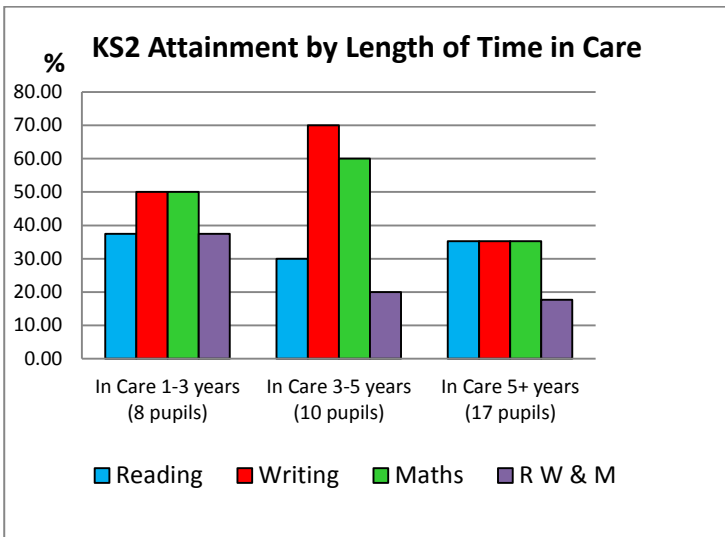
Progress

16 / 35 pupils (47.5.%) had at least one outcome below level 2 in their KS1 outcomes and 1/35 (2.9%) did not take KS1 SATs.

Current progress from previous Key Stage result in ePEP provides a better understanding of the progress made by these pupils, rather than a judgement about current attainment. (see progress data in the table above)

Analysis of KS2 Attainment





It is difficult to identify verifiable trends or issues as the cohort for each area is so small.

However it does seem that pupils attending schools in Kirklees have achieved better than those placed in schools out of area.

Historic data 2013 - 2015

Over 2%, Within 2%, Below 2%, of National LAC figures

	National 2013	National LAC 2013	DfE SFR Kirklees 2013	National 2014	National LAC 2014	DfE SFR Kirklees 2014	National 2015	National LAC 2015	DfE SFR Kirklees 2015
Number of children eligible to sit KS2 tests			25			30			25
Percentage achieving level 4 or above in									
KS2 Reading	86	63	72%	89	68	58%	89	71	71%
KS2 Writing	83	55	72%	85	59	61%	87	61	71%
KS2 GPS	74	45	52%	76	49	48%	80	54	71%
KS2 Maths	85	59	80%	86	60	55%	87	64	71%
KS2 RWM	75	45	56%	78	48	55%	80	52	54%

	National 2013	National LAC 2013	2013	National 2014	National LAC 2014	2014	National 2015	National LAC 2015	2015
Expected progress 2+ levels Reading	88	77	18 LAC 72.0%*	91	81	23 LAC 74.2%*	91		19 LAC 70.4%
Expected progress 2 +levels Writing	92	81	20 LAC 80.0%*	93	82	25 LAC 86.2%*	94		19 LAC 70.4%
Expected progress 2 +levels Mathematics	88	74	19 LAC 73.1%	90	75	25 LAC 78.1%	90		19 LAC 70.4%

*relates to availability of prior attainment data for progress calculations

Commentary from Appendix A – Analysis of 2014-15 LAC Outcomes Data

The cohort for 2015 was 27 children, therefore 1 child = 3.7%.

In all subjects combined, Kirklees performance decreased slightly to 54% from 55% in 2014, although this outcome was above West Yorkshire, Yorkshire and Humber averages but slightly below Statistical Neighbours (based on the available data).

Attainment at KS2 was above national LAC.

The attainment gap in Kirklees (between all children and LAC) was similar to 2014 and remained better than the national outcome.

Outcomes for Kirklees LAC are significantly better than the cohort of all Children in Need.

Local Authority Data Matrix 21.06.16

Kirklees position compared with Regional and National Data – 2015 results

Children in care reaching level 4 in reading, writing and maths KS2 latest regional rank is 4/9 and national 40/85 RAG rating yellow

Children in care reaching level 4 in reading KS2 latest regional rank is 4/11 and national 42/97 RAG rating green

Children in care reaching level 4 in writing at KS2 latest regional rank is 4/11 and national 19/93 RAG rating green

Children in care reaching level 4 in maths at KS2 latest regional rank is 2/11 and national 24/94 RAG rating green

Key Stage 4 Outcomes

Historic data 2013-2015 and provisional results 2016

Over 2%, Within 2%, Below 2%, of National LAC figures

KEY STAGE 4	National 2013	National LAC 2013	DfE SFR Kirklees 2013	National 2014 (M4)	National LAC 2014 (M4)	VS 2014	National 2015	National LAC 2015 (M4)	DfE SFR Kirklees 2015	National 2016	National LAC 2016	Kirklees 2016 <i>Provisional until SFR</i>
Number of children eligible to sit GCSE			35 *28 **30			40			40			35 (17 in LA 18 OLA)
<i>Number of children who sat GCSE</i>												30
<i>Number of children in non-mainstream provision</i>												11
Percentage achieving												
A*-C in both English and Maths		16.2	16.7%		14.4	5 LAC 12.5%	55.8	15.9	31.7%			8 LAC 22.86%
<i>A*-C in both English and Maths</i>												3 in LA 5 OLA
5 A*-C at GCSE inc English and Maths	59.2	15.5	16.7%	53.4	12.2	5 LAC 12.5%	53.8	13.8	26.8%			6 LAC 17.14%
<i>5 A*-C at GCSE inc English and Maths</i>												2 in LA 4 OLA
5 A*-C at GCSE	81.8	37.2	25%	63.8	16.5	10 LAC 25%	64.9	18.3	26.8%			7 LAC 20%
<i>5 A*-C at GCSE</i>												2 in LA 5 OLA

Number of children eligible to sit GCSE. * / ** cohort no included in calculations	National 2013	National LAC 2013	2013 35 *28 **30	National 2014	National LAC 2014 (M4)	2014 40 *37	National 2015	National LAC 2015 (M4)	2015 40 *38 *39	National 2016	National LAC 2016	2016 35 *32
Expected level of progress in English	70.4	32.7	8 LAC *28.6%	71.6	34.5	10 LAC *27.03%	71.1		17 LAC *44.7%			11 LAC 34.38%
Expected level of progress in Maths	70.8	29.3	7 LAC **23.3%	65.5	26.3	10 LAC *27.03%	66.9		14 LAC **36%			11 LAC 34.38%

The progress data for 2016 has been calculated using the previous KS2 – KS4 progress measure though this is being phased out and not included in the performance tables.

Very few schools are calculating individual attainment 8 and progress 8 scores so we cannot analyse this data.

Comparisons with National LAC will be carried out when the Statistical First Release is published in March 2017.

Further details of this cohort are available – see Appendix C

Cohort context analysis

On 20th July 2016 we had 59 pupils in the year 11 cohort, only 35 of these pupils were in the eligible cohort - see Appendix C

17 /35 pupils (48.5%) were in Kirklees schools and 18/35 pupils (51.5%) were in schools out of Kirklees.

11 /35 pupils (31.4%) have an Education and Health Care Plan or Statement.

8/35 pupils (22.9%) were in Independent Special School.

3/35 pupils (8.6%) in an alternative provision / PRU

11/35 pupils (29.3%) have had 5 or more care placements, 22/35 pupils (62.9%) have had 3 or more care placements.

14/35 pupils (40%) have moved care placement during KS4.

7/35 pupils (20%) have moved school during KS4

9/35 pupils (25.7%) have had 3 or more secondary schools

3/35 pupils (8.6%) became LAC during KS 4.

Attainment

6/35 (17.1 %) pupils achieved 5A*C including English and maths.

8/35 (22.9 %) pupils achieved A*C in both English and maths.

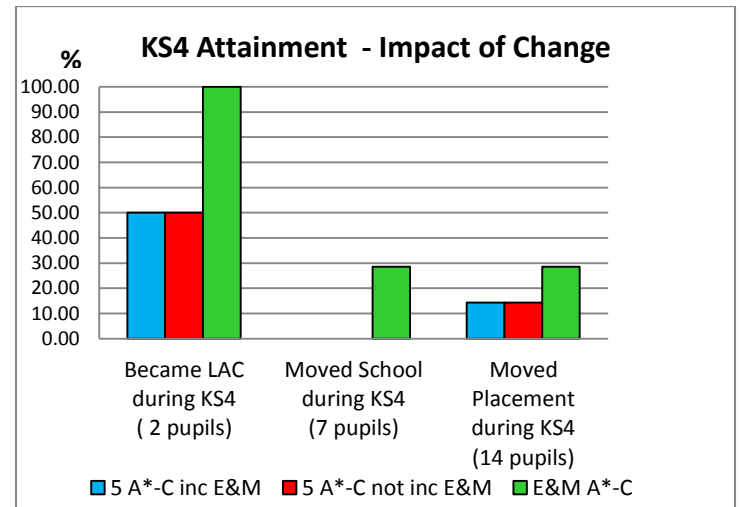
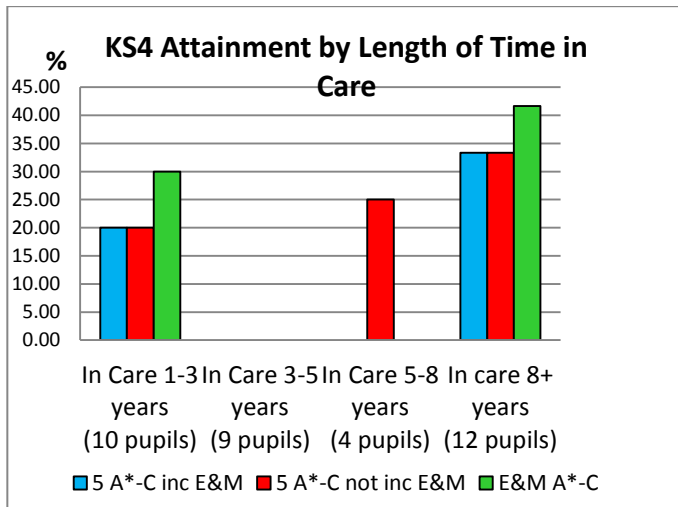
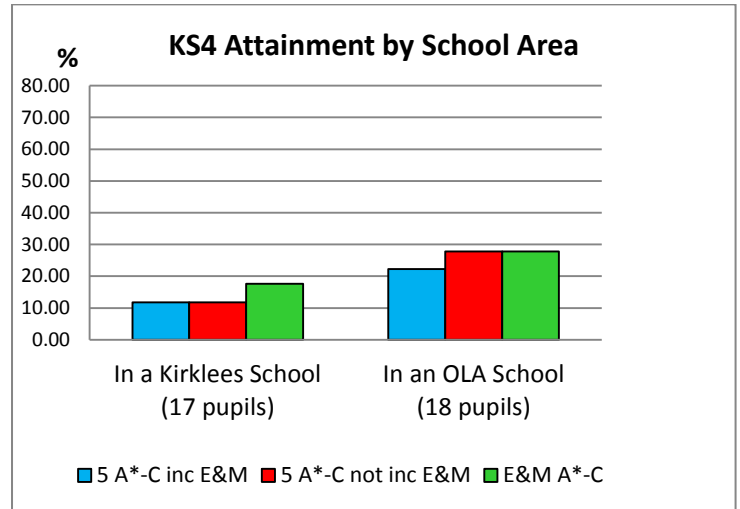
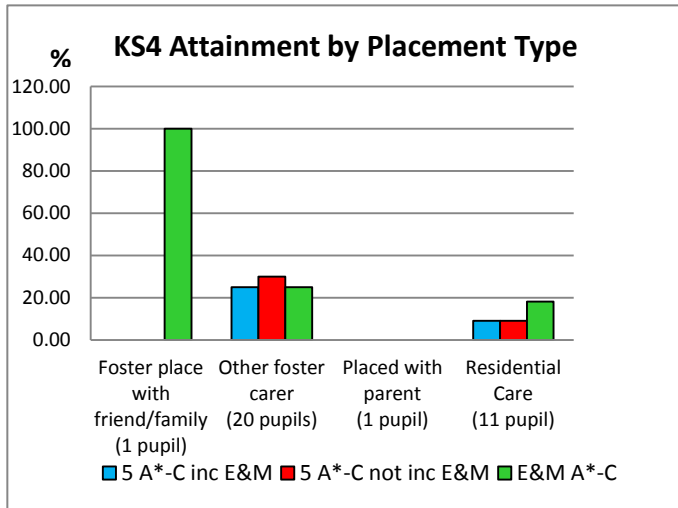
7/35 (20 %) pupils achieved 5A*C

Progress

11/ 32 pupils (34.4%) made the expected level of progress in English from their previous Key Stage.

11/ 32 pupils (34.4 %) made the expected level of progress in Maths from their previous Key Stage.

Analysis of KS4 Attainment



KS4 Historic Outcomes 2015-16

Commentary from Appendix A – Analysis of 2014-15 LAC Outcomes Data

The cohort for 2015 was 41 children, therefore 1 child = 2.4%.

For 5+ GCSEs A*-C or equivalent, Kirklees performance in 2015 was above West Yorkshire, Yorkshire and Humber and Statistical Neighbours averages (based on the available data).

Attainment was better than national average and improved from 25% in 2014.

Outcomes for Kirklees LAC are significantly better than the cohort of all Children in Need.

For 5+ GCSEs A*-C or equivalent (including English & maths), Kirklees performance in 2015 was above all regional and national averages (based on the available data) and improved from 10% in 2014 to 26.8% in 2015.

The attainment gap in Kirklees (between all children and LAC) reduced from 46% in 2014 to 30.1% in 2015 and was better than the gap nationally.

Outcomes for Kirklees LAC are significantly better than the cohort of all Children in Need.

For GCSEs A*-C or equivalent in English & maths, Kirklees performance in 2015 was significantly above all regional and national averages (based on the available data) and improved from 12.5% in 2014 to 31.7% in 2015.

Local Authority Data Matrix 21.06.16

% of LAC achieving 5+ A*-C GCSE including maths regional 1/5, national 3/43 RAG rating green

% LAC achieving 5+ GCSEs 2/7 regionally and 15/68 nationally RAG green

Post 16 Education Destination data 2015

C&K Careers reports – Appendix D

The Virtual School currently works with pupils until the end of Year 11.

We work closely with the Calderdale and Kirklees (C&K) careers advisors to ensure that all pupils have a Post 16 plan in place.

C&K Careers then work with the individual pupils and their Social Workers / Personal Advisors when pupils receive their results to secure their Post 16 pathways.

There is one FTE C&K careers advisor (two people) who work with pupils from Year 9 to Year 12 to ensure some continuity.

There is an additional C&K careers advisor based in Social Care working with the post 18 young people.

On 1st November 2015 87% of the post 16 cohort were in Education, Employment or Training (EET) (55/63 pupils).

1.6 % (2/63 pupils) were working towards the duty.

11% (7/63 pupils) were Not in Education, Employment or Training (NEET) on 1st November 2015.

This was an increase from 2014 (NEET 6%) when there had been an improvement year on year since 2009 (in 2009 50% of LAC were NEET.)

Local Authority Data Matrix 21.06.2016

Proportion of young people aged 19 who were looked after aged 16 who were not in employment, education or training. Regional 15/15, national 130/148 RAG rating red.

Care Leavers at 19-21 Education, employment or training, regional 12/15, national 92/150 RAG rating orange

Attendance

The attendance of our pupils is monitored closely and the data is analysed on a half termly basis.

The data for pupils placed in schools both in area and out of Kirklees is collated by Welfare Call and reported weekly. This enables any deterioration in attendance to be noted quickly, the child's social worker alerted and any action required taken.

Any exclusions are always communicated to the social worker.

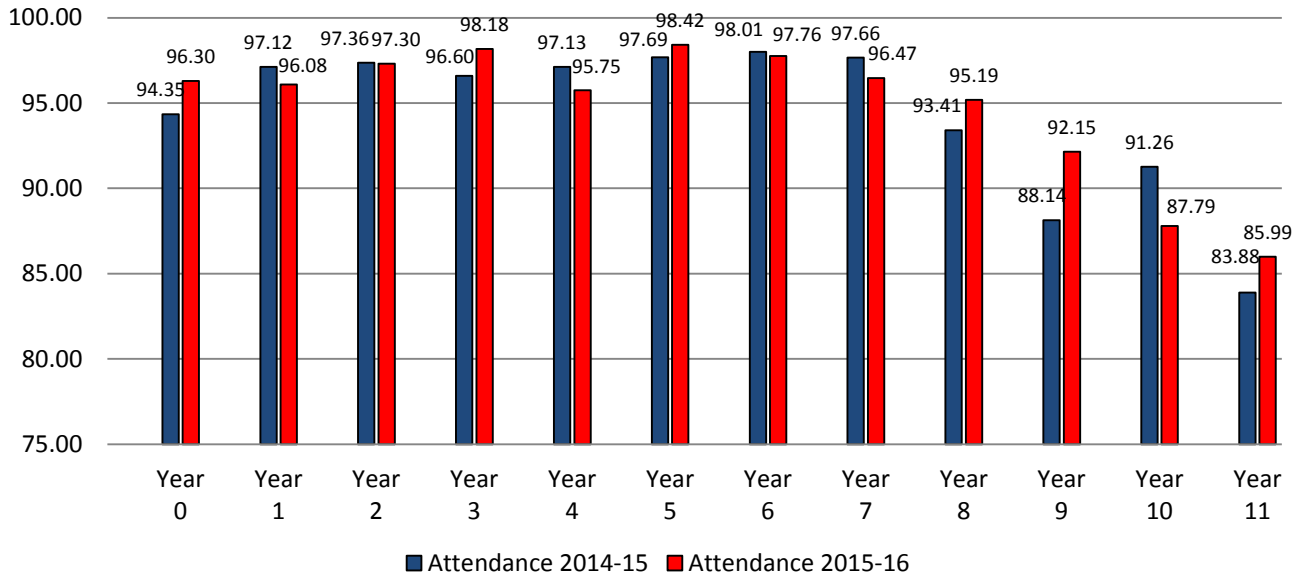
Attendance 2015 - 16

Data is for pupils who were LAC on 25 July 2016 and were in care for the full academic year

NB The measure for Persistent Absence has changed from 85% in 2014-15 to 90% in 2015-16

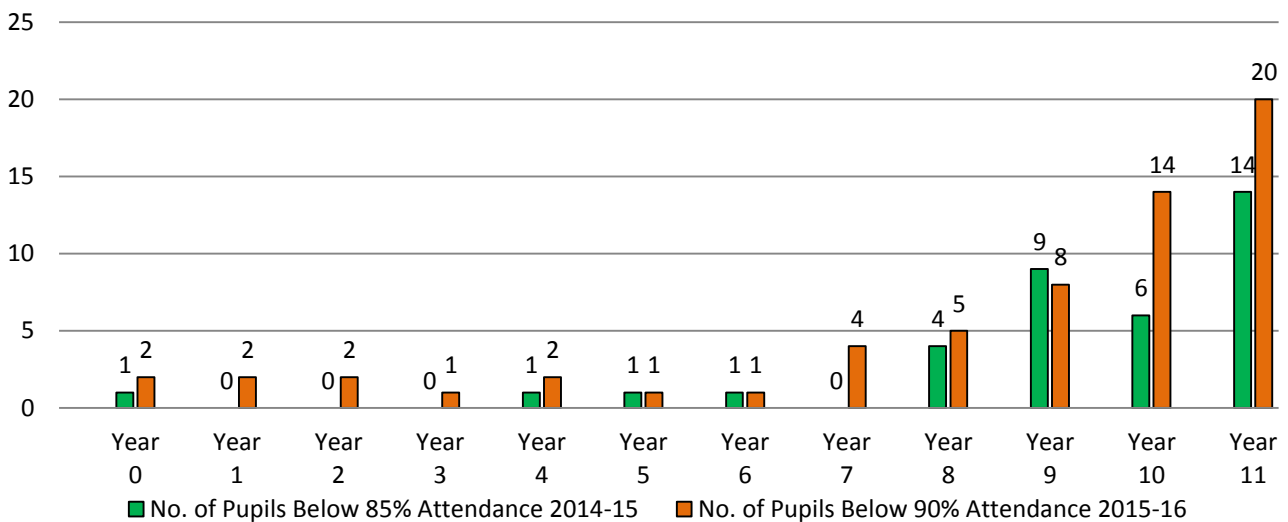
Year Group	Attendance 2014-15	Attendance 2015-16	No. of Pupils Below 85% Attendance 2014-15	No. of Pupils Below 90% Attendance 2015-16
Year 0	94.35	96.30	1	2
Year 1	97.12	96.08	0	2
Year 2	97.36	97.30	0	2
Year 3	96.60	98.18	0	1
Year 4	97.13	95.75	1	2
Year 5	97.69	98.42	1	1
Year 6	98.01	97.76	1	1
Year 7	97.66	96.47	0	4
Year 8	93.41	95.19	4	5
Year 9	88.14	92.15	9	8
Year 10	91.26	87.79	6	14
Year 11	83.88	85.99	14	20
TOTAL	93.98%	94.11%	37	62

Kirklees Virtual School Attendance



Data shown is for pupils who were LAC for the full academic

Kirklees Virtual School Number of Persistent Absentees



Data shown is for pupils who were LAC for the full academic year

Year 10 and Year 11 are the only 2 year groups with attendance below 90%.

This includes pupils with medical needs, pregnancy, CSE moves, pupils prior to secure placements and pupils whose complex needs lead to less than full time provision. We know who these pupils are and are working closely with Social Care, Carers and schools in all cases.

Absence from school of children who have been looked after continuously for at least twelve months
Shows there are no statistically significant variances in this data when comparing Kirklees to all the above indicators in 2015.

Absence of LAC is lower than the overall CiN outcome for Kirklees.

There is an increasing trend in the percentage of Kirklees LAC classed as persistent absentees and the 2015 outcome is above all regional and national averages.

The percentage of LAC classed as persistent absentees is below the overall CiN outcome for Kirklees.

Local Authority Data Matrix 26.06.16

Absence for those looked after continuously for at least 12 months 9/15 and 65/151 RAG green

Pupils spending a period of time not in full time education.

This includes pupils on an agreed reduced timetable and those out of school following a placement move.

Over the year there have been 48 pupils spending a period of time not in full time education.

These pupils have been supported individually to return to full time provision that meets their needs.

On 20th July 2016 we were aware of 10 pupils in this category, this has increased to 22 pupils as a result of summer placement moves. (31.08.16)

This is a slight increase on the numbers for 2014-15 and is a result of an increase in the number of children and young people coming into in care, increased mobility and movement of children and young people at risk of CSE in “emergency situations” when they are moved quickly as a response to serious safeguarding concerns.

The close monitoring of attendance alongside collaborative working with Social Workers means that the Virtual School Team Manager quickly becomes aware of those looked after children who may not be accessing full time education provision. This may be due to the child’s particular needs or as a result of an agreed plan which will be time limited. We work closely with the SEN team to ensure that Statutory Assessment processes are moved forwards in a timely manner.

We have worked collaboratively with the Kirklees Learning service to reissue systems and protocols to all headteachers to ensure that we are aware immediately that there is an issue.

Exclusions

2014-15 and 2015-16

There have been no permanent exclusions of a Looked After Child for a number of years. This is testament to the collaborative approach to supporting those with challenging behaviour and the access to effective support services that ensure those LAC at risk of exclusion receive appropriate intervention.

There has been an improving trend in Kirklees for fixed term exclusions however whilst there has been a slight increase in the number of LAC excluded in 2015-16 than in 2014-15, the number of days LAC have been excluded has risen significantly. This is particularly noticeable in years 8-11, in Y11 this is mainly due to 3 young people admitted to care during the academic year who have had a high number of days excluded

Exclusions 2015 – 2016

Year Group	No. Of Pupils	Total No. of Days	No of pupils with more than 1 exclusion
Year 0	0	0	0
Year 1	0	0	0
Year 2	0	0	0
Year 3	1	1	0
Year 4	3	6	1
Year 5	4	19.5	1
Year 6	2	8.5	2
Year 7	6	15.5	2
Year 8	9	58	5
Year 9	12	71	4
Year 10	10	54	6
Year 11	13	81.5	7
TOTAL	60	315	28

Exclusions 2014 – 2015

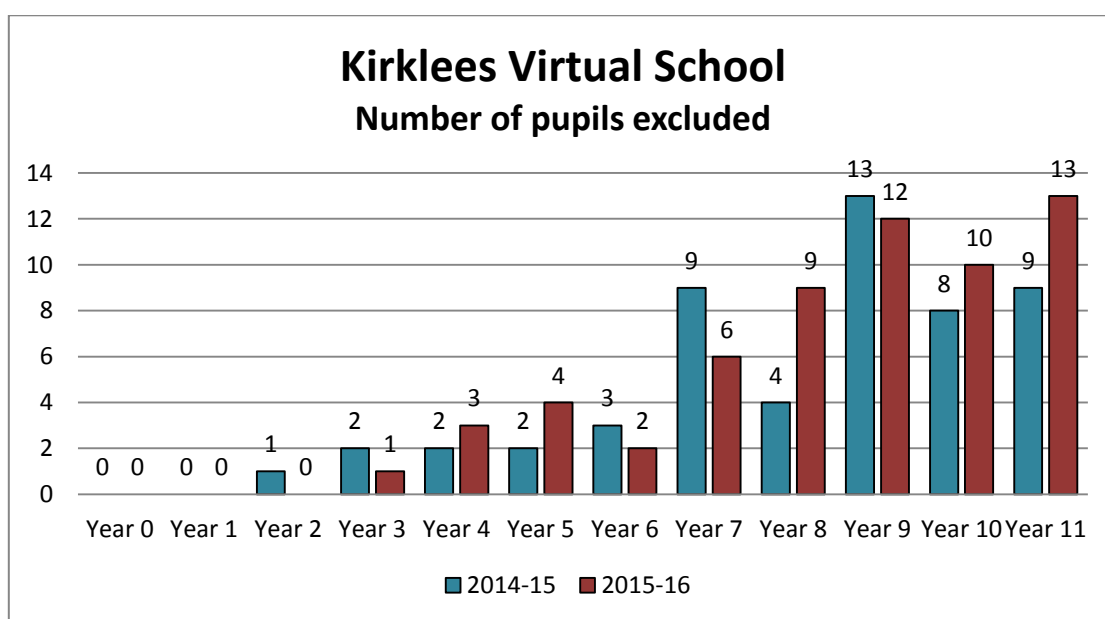
Year Group	No. Of Pupils	Total No. of Days	No of pupils with more than 1 exclusion
Year 0	0	0	0
Year 1	0	0	0
Year 2	1	0.5	0
Year 3	2	22.5	2
Year 4	2	2	0
Year 5	2	7	2
Year 6	3	11.5	2
Year 7	9	67	6
Year 8	4	38.5	3
Year 9	13	64	6
Year 10	8	29	3
Year 11	9	20	3
TOTAL	53	262	27

Only one of the pupils who had exclusions from primary did not have previously identified EBSD needs and an EHC plan.

Comparison

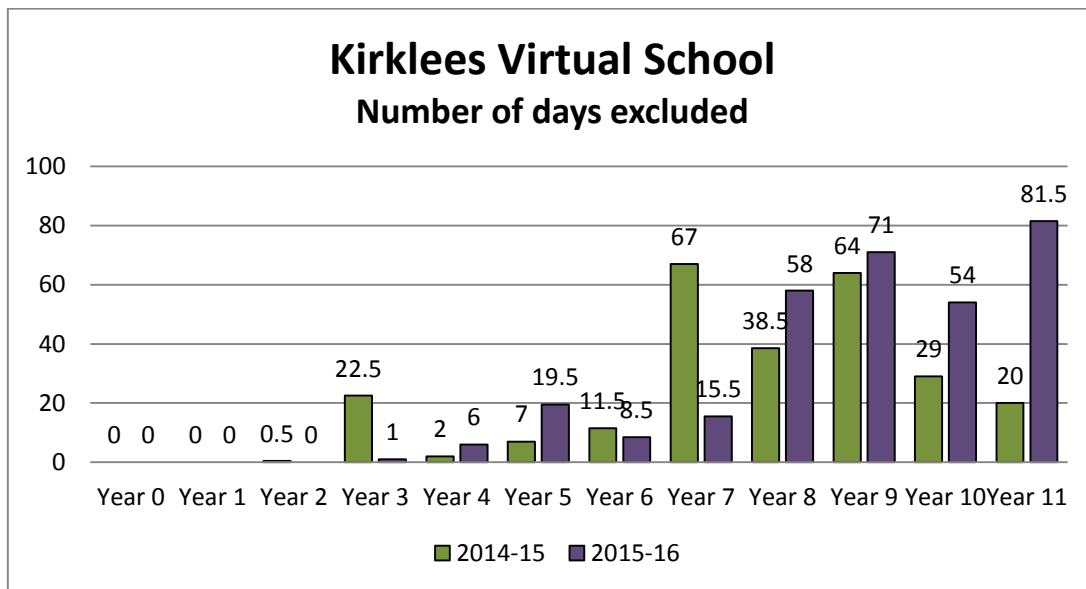
No. of Pupils Excluded

Year Group	2014-15	2015-16
Year 0	0	0
Year 1	0	0
Year 2	1	0
Year 3	2	1
Year 4	2	3
Year 5	2	4
Year 6	3	2
Year 7	9	6
Year 8	4	9
Year 9	13	12
Year 10	8	10
Year 11	9	13
TOTAL	53	60



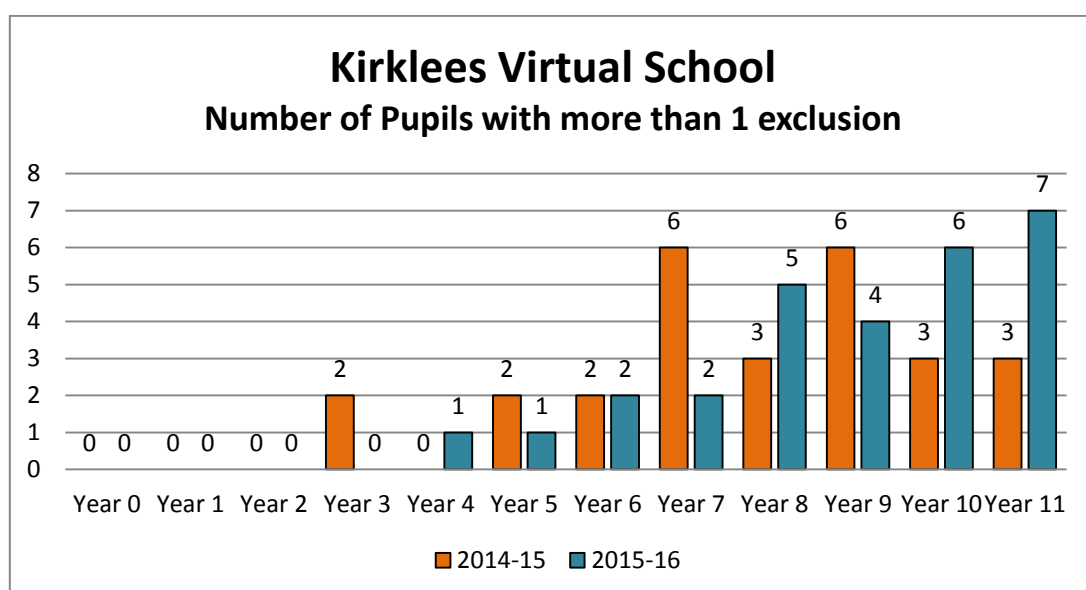
No. of Days Exclusion

Year Group	2014-15	2015-16
Year 0	0	0
Year 1	0	0
Year 2	0.5	0
Year 3	22.5	1
Year 4	2	6
Year 5	7	19.5
Year 6	11.5	8.5
Year 7	67	15.5
Year 8	38.5	58
Year 9	64	71
Year 10	29	54
Year 11	20	81.5
TOTAL	262	315



No. of Pupils with more than one Exclusion

Year Group	2014-15	2015-16
Year 0	0	0
Year 1	0	0
Year 2	0	0
Year 3	2	0
Year 4	0	1
Year 5	2	1
Year 6	2	2
Year 7	6	2
Year 8	3	5
Year 9	6	4
Year 10	3	6
Year 11	3	7
TOTAL	27	28



We are aware of all these pupils and support all cases where a pupil has been excluded. We work closely with other services and in many cases this has led to increased SEN support, an EHC plan or a change of educational placement.

Commentary from Appendix A – Analysis of 2014-15 LAC Outcomes Data

Percentage of children with at least one fixed term exclusion

The latest data available is from 2014 for this indicator.

Kirklees is below the national outcome and in-line with the Statistical Neighbours average for this indicator.

The percentage of LAC with fixed-term exclusions is higher than the Child in Need (CiN) average for Kirklees however.

Percentage of children permanently excluded (no pupils)

A great deal of withheld data means it is difficult to make judgements of the position other than against the national position.

The LAC outcome in Kirklees is the same as the overall CiN outcome at 0.0%

Quality of provision

As Corporate Parent, Kirklees LA is dependent on schools and alternative education provisions to deliver good quality teaching and learning experiences to ensure our children make good progress and experience success and support and challenge them to do so.

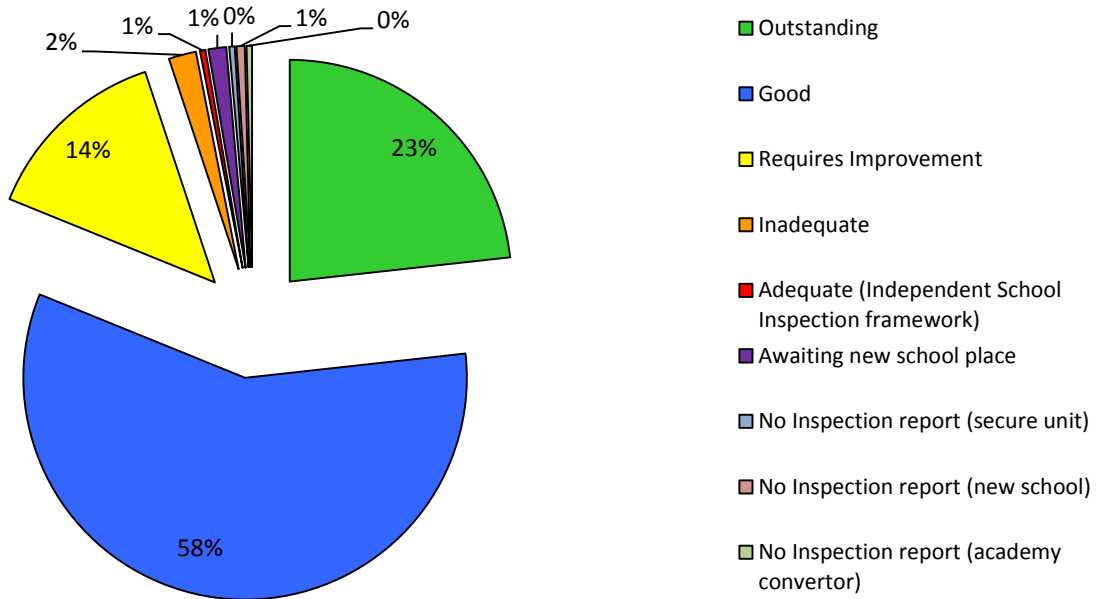
Over the past 12 months agreement has been reached to ensure that where a child has to change school because of a change of placement, the social worker will liaise with the Education Manager for Looked After Children before applying for a school place. This provides opportunity to check that the preferred school is a 'good' school and that it offers a curriculum suitable for the child concerned. Where the child has a statement of SEN, the Education Manager liaises in turn with the SEN team..

The position as at 20th July 2016 was as follows:

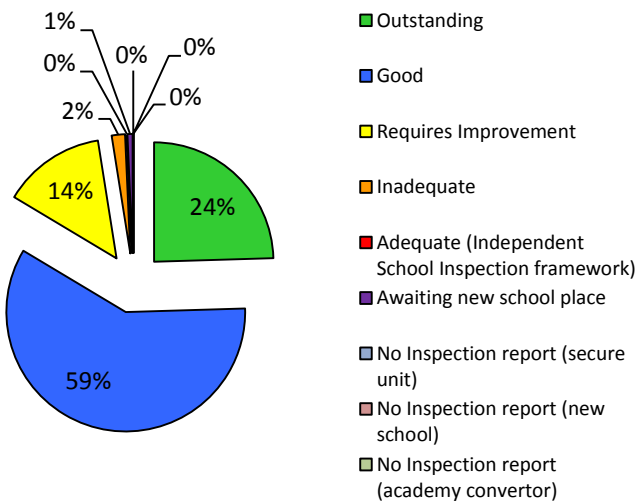
	In Kirklees Schools 274		In OLA Schools 181		Total Cohort 455	
	Number of Pupils	% of Pupils	Number of Pupils	% of Pupils	Number of Pupils	% of pupils
Outstanding	67	24.50%	39	21.50%	106	23.30%
Good	162	59.00%	102	56.40%	264	58.00%
Requires Improvement	38	13.90%	25	13.80%	63	13.80%
Inadequate	5	1.80%	4	2.20%	9	2.00%
Adequate (Independent School Inspection framework)	0	0.00%	2	1.10%	2	0.40%
Awaiting new school place	2	0.70%	4	2.20%	6	1.30%
No Inspection report (secure unit)	0	0.00%	2	1.10%	2	0.40%
No Inspection report (new school)	0	0.00%	1	0.60%	1	0.60%
No Inspection report (academy convertor)	0	0.00%	2	1.10%	2	0.40%
Total	274	60.20%	181	39.80%	455	

NB. Where a school has converted to Academy status and has not yet been inspected – the most recent grade for the previous school has been counted as indicative.

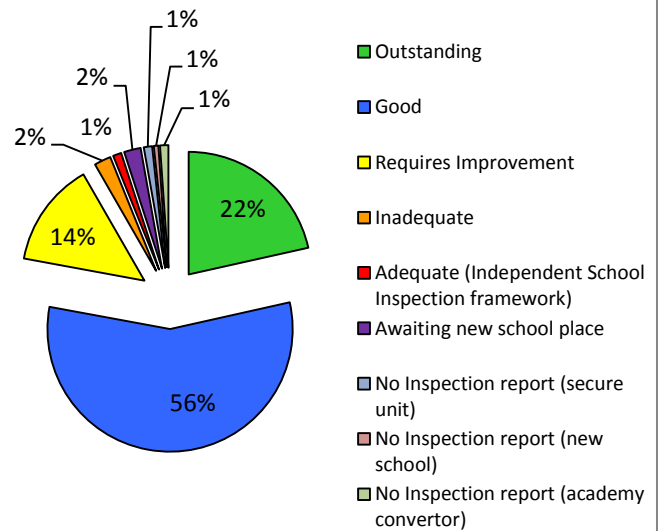
Percentage of LAC by school Ofsted grade



Percentage of LAC attending Kirklees Schools by school Ofsted grade



Percentage of LAC attending OLA Schools by school Ofsted grade



All children attending schools judged to be inadequate were on roll prior to the Ofsted judgement and it is not felt appropriate to enforce a change of school. Their progress and achievement at school is monitored carefully so that swift action can be taken if necessary and changes of school will be encouraged should an opportunity arise. The same approach is taken in respect of schools judged to require improvement.

Making decisions about which school a child should attend can be a complex matter and a range of factors need to be considered, including of course listening to the child's wishes. This is particularly important at KS2 - KS3 transition where peer relationships can be vital in supporting a successful transition.

Personal Education Plans (PEP's)

The statutory guidance on the duty of local authorities to promote the educational achievement of looked after children under S52 of the Children Act 2004 makes it clear that the Personal Education Plan (PEP) is not only an integral part of The Care Plan but also provides the means by which a looked after child's educational progress and achievement can be monitored. The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances.

The statutory guidance states that it is the social worker's responsibility to initiate the PEP and that every child and young person looked after should have a PEP in place for the first statutory review of the Care Plan (within 20 days). It is expected that a PEP will be completed for all compulsory school age children, those in Early Years provision and those over compulsory school age who are in education.

The current process in Kirklees is that the Virtual School staff are responsible for co-ordinating and completing the initial PEP – either when a child becomes newly looked after or when they reach their 3rd birthday if already in care, the child's social worker is responsible for reviewing the PEP on a 6 monthly basis. Virtual School staff are involved in PEP reviews where there are clearly identified issues identified through the monitoring and evaluation processes (intervention overview).

Carefirst data

The measure for this is PEP activity within the previous 6 month period.

This has increased to 91.74% on 13.07.16

ePEP summary

Most pupils currently have at least one completed PEP on the ePEP system.

The only pupils who do not were taken into care at the end of the summer term or during the summer holidays.

From 1.09.15 to 20.07.16 (source ePEP)

656 PEP's were completed and fully signed off.

431 were current (ongoing until the next review).

36 were incomplete (ongoing) either because the meeting had happened but the quality of the PEP was not ready to be signed off, the pupil was new into care or the pupil was awaiting a new school place or change of school place.

These cases are closely monitored by the Virtual School who work with the Social Worker and the school to ensure completion.

Allocation and Impact of the Pupil Premium Plus funding

Pupil premium

Direct to schools

Allocation

There has been a change to the way that Pupil Premium Plus funding has been allocated during the 2015-16 academic year.

From the 1st April 2015 to 31st March 2016 Pupil Premium Plus was distributed to schools on a termly basis. This process required schools to provide progress data to the Virtual Head Teacher along with details of how Pupil Premium was being used to ensure expected progress is being made. The base funding of £300 was then allocated. The schools could also request additional funding should there be a specific intervention identified. Use of the Pupil Premium also formed part of the PEP discussion – providing an opportunity for all concerned to understand and agree how it could best be used.

During this period £579,935 was allocated directly to schools (61% of the total budget)

From the 1st April this changed and the allocation of Pupil Premium Plus is now directly related to targets set during the PEP meetings and requested via the ePEP system. This ensures that the funding is clearly allocated to meet individual needs, this is clearly understood by the Social Worker, Carer and Designated Teacher and the impact can be clearly reviewed during the following PEP meeting and progress towards these targets documented for all targets at an individual pupil level.

We are now able to analyse this allocation in ePEP in 2 ways to show how identified targets have been allocated funding. The majority of this funding is Pupil Premium Plus funding though some may be other school funding. During the academic year 2015-16 this was spent in the following areas:-

Area of Focus

Academic progress	£373122
Attendance	£875
Emotional health and Well being	£119,049
Inclusion (to reduce internal and external exclusion)	£7,158
Transition	£27,630
Wider achievement	£8,093

Intervention type

After school programme	£98,571
Behaviour interventions	£8,681
Homework support	£1,128
Improving self esteem	£6,542
1:1 support	£284,278
Post 16 college liaison	£450
Provide access to the internet	£749
Small group support	£57,594
Social and emotional learning	£39,218
Transition support	£15,167

Impact

The impact of this for individual pupils is available when their targets are reviewed in the following PEP meeting and recorded in ePEP as either :-

- achieved / not achieved or
- good progress / some progress / no progress.

Other funding allocation during the financial year 2015-16

ePEP implementation and staffing support

Allocation

The purchase of ePEP is from the pupil Premium funding, this was £18,000 for 2015-16. To implement this way of working effectively we needed additional Business Support (£20,000) and an additional achievement coordinator (£26,000)

Impact

The ePEP system has been implemented and the quality and completion of PEP's has improved. The Virtual School team are involved in more PEP meetings to support and challenge where intervention is required.

Integrated Intervention Pilot to provide direct services to children and young people

Allocation

Pupil Premium funding was also used to commission the integrated intervention pilot project from September 2015 providing additional capacity into the Pupil Referral Service (3 support workers £87,600) Educational Psychology service ((£75,000) and Children's Emotional Wellbeing Service (ChEWS.) (£100,000)

The objectives are

- to provide a more holistic and timely response to looked after children regarded as being in need of additional support in relation to their emotional health and wellbeing, attendance and/or engagement through one point of referral.
- to build capacity within schools to better understand and identify the specific needs of looked after children and provide appropriate support and interventions from within school.

Impact

Feedback from Headteachers and Designated teachers report a great improvement in the time taken for pupils to be seen and the length of time that they have been supported.

In 2015-16 the Educational Psychology service provided additionality above the core offer for 60 pupils, 75 pupils accessed services from ChEWS and 26 pupils were given intensive support through the PRS.

The Educational Psychology training has been a huge success with 207 staff attending the training over the year with many colleagues stating the it is “the best” or “the most useful” training they have ever had. All evaluations rated this as very good or excellent.

This has been followed up with bespoke training in schools to build capacity and understanding across a wide range of professionals.

These have been evaluated in detail by each service– see Appendix F

KS2 reading – support to all primary pupils and carers

Allocation

£25836 has been used to provide reading support for primary age pupils through The Letterbox Club, a recognised programme operating nationally.

The programme aims to provide enjoyable educational support for looked-after children aged 5-13. It is managed by BookTrust in partnership with the University of Leicester.

Children receive a parcel once every month for six months. The parcels are theirs to own and keep, and contents include:

- A range of carefully selected books from different genres.
- Some simple number games
- Stationery items, for writing and drawing.

We hope to build on this by providing Reading Matters carer training in 2016-17.

Impact

All primary pupils and carers have appropriate reading resources to work through together at home. We do not have the capacity to sample reading ages before and after this intervention and so do not have any “hard data” to measure impact.

However feedback from carers is very positive.

Enrichment activities to support learning – all children and young people

We have provided Max card for all our carers at a cost of £1,200.

Max Card provides the families and carers of looked-after children with discounted access into a range of venues and attractions across the UK. The card helps to ensure carers can provide opportunities for our LAC at venues such as theme parks, ski centres, museums, galleries, castles and zoos.

Historically Kirklees LA has commissioned Kirklees Music School to provide free music lessons for LAC, however this was cut on 31 March 2016. This Pupil Premium plus funding enabled lessons to continue during the summer term at a cost of £4,029. In future funding for music lessons will be requested through ePEP targets.

Learning partnership with the teaching School Alliance to support training and development

We have also commissioned a Learning Partnership with The Pennine Teaching School Alliance and West Yorkshire Teaching School Alliance from the 2014-15 funding and this work continues :-

- To work in partnership with the Virtual School to lead and deliver all of the training and development work of the Virtual School during 2015-16.
- To facilitate the sharing of good practice across schools
- To have representation across all phases so that their expertise informs the development of the Virtual School, ensuring that it is grounded and up to date.
- To lead and facilitate expert, focus groups to work on key development initiatives.
- To arrange, facilitate and host training events for the Virtual School as and when they are required.
- To arrange the coordination of publicity, bookings and rooming, including equipment required.
- To arrange refreshments as appropriate to the timing of the event.

Training and Development

Virtual School staff

During our journey to becoming a Virtual School the team have had to take on new ways of working and have required updates and training on current educational issues. All colleagues have been keen to develop their skills and expertise and have welcomed the development opportunities on offer. The Virtual School team now meet weekly to discuss individual cases, monitor and evaluate our intervention and share good practice.

During 2015-16 there has been specific training delivered on:

- Safeguarding
- Attachment training delivered by the Educational Psychology service
- The new code of practice delivered by the SEN team
- The EPEP system delivered by eGov

Staff have access to the full range of training available through Kirklees as appropriate

Training Delivery

We have delivered the following training:

- ePEP training for Designated Teachers and Social Workers
- Termly Designated Teacher network meetings
- New Headteacher induction
- Foster Carer induction and specific education sessions.
- Kirklees Foster Carers Network
- Attachment training for Designated Teachers and support workers with the Educational Psychology service through the Integrated Intervention project.
- Kirklees SCITT training for new teachers
- Bespoke training for individual schools as required
- Social Worker induction

Collaborative Working

We regularly work with partner services and agencies across the LA and wider to support and challenge schools to improve outcomes for our children and young people in care.

This might be initiated through the PEP process or direct contact with carers, Social Workers, Designated Teachers, the Pupil Referral Service, the SEN team, admissions

In addition we regularly attend and contribute to multi agency, corporate, regional and national meetings:

- Kirklees Head Teacher meetings
- A range of Social Care meetings including Section 20 Clinic, Permanency Panel, Accommodation Strategy.
- Regional Virtual Head Teacher meetings
- eGov National Steering Group
- Regional Adoption Group