

DRAFT Stockport Virtual School Annual Report, Academic Year 2022-2023

EXECUTIVE SUMMARY

It has been a privilege to have been appointed full time permanent Headteacher of Stockport Virtual School since March 2023. We have expanded the team and the remit of the Virtual School within Stockport significantly by creating new positions and extending our duties to work with all children with a social worker and our Youth Justice Service. This report outlines some of the activity within Stockport Virtual School, with the data predominantly relating to the children in our care, care experienced and care leavers.

Impact of Stockport Virtual School 2022-2023

- Post 16 EET (Education, Employment and Training) and further and higher education opportunities significantly increased
- No permanent exclusions from schools
- 98% completion of termly PEP (Personal Education Plan) meetings
- Maintained the numbers of children in care gaining level 4 in English and Maths within our whole cohort
- Successful Celebrating Success Event
- Attendance tracking of all cohorts within Virtual School with quality live attendance data from newly commissioned service
- 90% of Stockport Unaccompanied Asylum-Seeking children and young people in our care are accessing education in a formal setting

Priorities for 2023-2024

- Work with Springboard to provide more grammar and independent school placements within Stockport and Greater Manchester
- New Education Health Care Plan (EHCP) caseworker role for children in our care
- Year 11 GCSE focus group
- Reduction of suspensions and increase of school attendance particularly at KS4 (Key Stage 4)
- Expansion of Celebrating Success events
- PEP Quality Assurance and attainment tracking
- Development of Supported Apprenticeship role

Virtual School Team

NAME		ROLE	Commitment
AYLWARD	<i>Amanda</i>	Headteacher	Full time
BANKS	<i>Hazel</i>	Supported Apprenticeships Officer	Full time

BARON	<i>Liz</i>	Teaching & Learning Co-ordinator	Full time
BENNETT	<i>Karen</i>	Senior Education Support Worker	18.4 hrs over 4 days
BOYLE	<i>Nicky</i>	Teaching & Learning Co-ordinator Lead for Previously looked after children	Full time
CUSH	<i>Karen</i>	Business Support Officer	4.5 days
HASLER	<i>Lucy</i>	Education Support Worker	23.45 hrs Mon to Fri
KING	<i>Jonathan</i>	Teaching & Learning Co-ordinator	Full time
MARSHALL	<i>Debbie</i>	Assistant Headteacher	4 days
OLDHAM	<i>Jordan</i>	Virtual School Intern	Full time
POGSON	<i>Julie</i>	Education Support Worker	23.45 hrs Mon to Fri
RAINEY	<i>Corrine</i>	Post 16 Education worker	Full time
STARKEY	<i>Faith</i>	Teaching & Learning Co-ordinator & Training Lead	4 days
WILKINSON	<i>Phillippa</i>	Teaching & Learning Co-ordinator & Post 16 Lead	Full time

Moving Forward:

Our team has significantly grown and developed over the past year with the transfer of the supported apprenticeship team to Virtual School alongside our commitment to a post 16 education worker and a care leaver intern. We intend to maintain and develop these roles and have committed to supporting an EHCP case worker specifically for children in our care in this next academic year.

2022-2023 - School Information Data:

Year Group, Gender, Special Educational Need/Disability (SEND) & Ethnicity

The following tables are based on data collected on 1st July 2023:

NC Year Group	Number of Children in our care			Gender		Special Educational Need / Disability				Minority Ethnicity ¹	
	LA (Local Authority)	OOA	Total	Boys	Girls	K	E	Total	%	No's	%
N1	10	3	13	10	3	2		2	15.4	3	23.1
N2	14	5	19	12	7	3	1	4	21.1	2	10.5
Rec	16	3	19	11	8	9	2	11	57.9	2	10.5
Y1	18	3	21	7	14	5		5	23.8	2	9.5
Y2	11	1	12	8	4	3		3	25.0	2	16.7
Y3	24	3	27	16	11	7	5	12	44.4	7	25.9
Y4	16	6	22	8	14	10	2	12	54.5	4	18.2
Y5	16	6	22	12	10	7	5	12	54.5	4	18.2
Y6	24	7	31	16	15	9	9	18	58.1	3	9.7
Y7	21	7	28	13	15	5	10	15	53.6	0	0.0
Y8	16	5	21	12	9	5	8	13	61.9	5	23.8
Y9	29	11	40	22	18	13	11	24	60.0	8	20.0
Y10	26	8	34	14	20	12	11	23	67.6	3	8.8
Y11	31	17	48	28	20	6	17	23	47.9	15	31.3
Y12	36	29	65	40	25	9	26	35	53.8	21	32.3
Y13	30	35	65	38	27	12	17	29	44.6	16	24.6
Total	338	149	487	267	220	117	124	241		97	

Green Shading = Numbers in Foundation Stage, SATs & GCSE cohorts

SEND Profile (4-16 years) - July 2023

Status	LA	OOA	Total Stockport LAC	
	No's	No's	No's	%
N - Not Registered	117	37	154	47.4
Total SEND:	131	40	171	52.6

¹ Using the Department for Education's 'Minority Ethnicity' methodology, which counts all ethnicities except White British or where this information has been refused/not obtained.

K – SEN Support	77	14	91	28.0
E – Educational Health Care Plan	54	26	80	24.6
Total Stockport Children in our care	248	77	325	

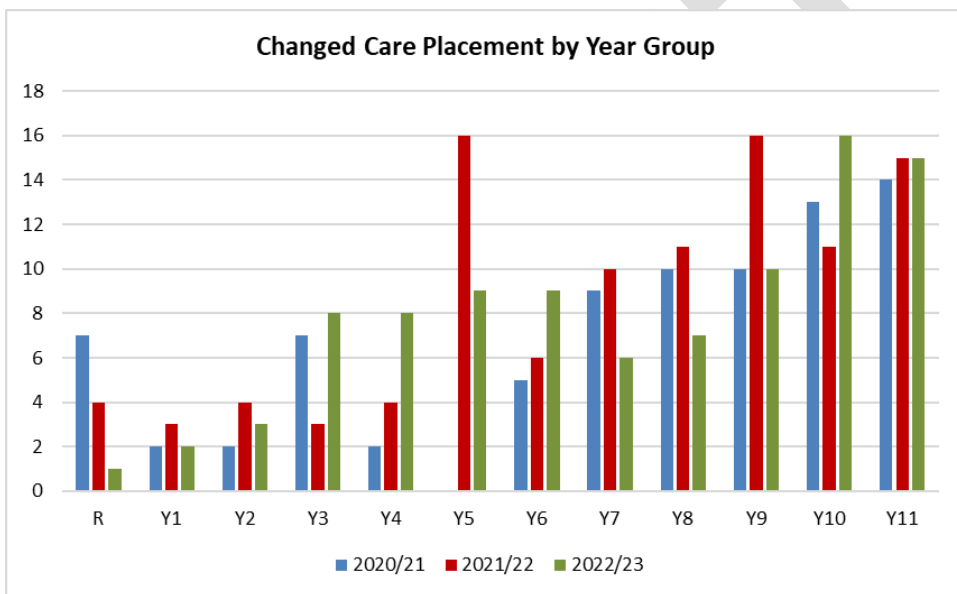
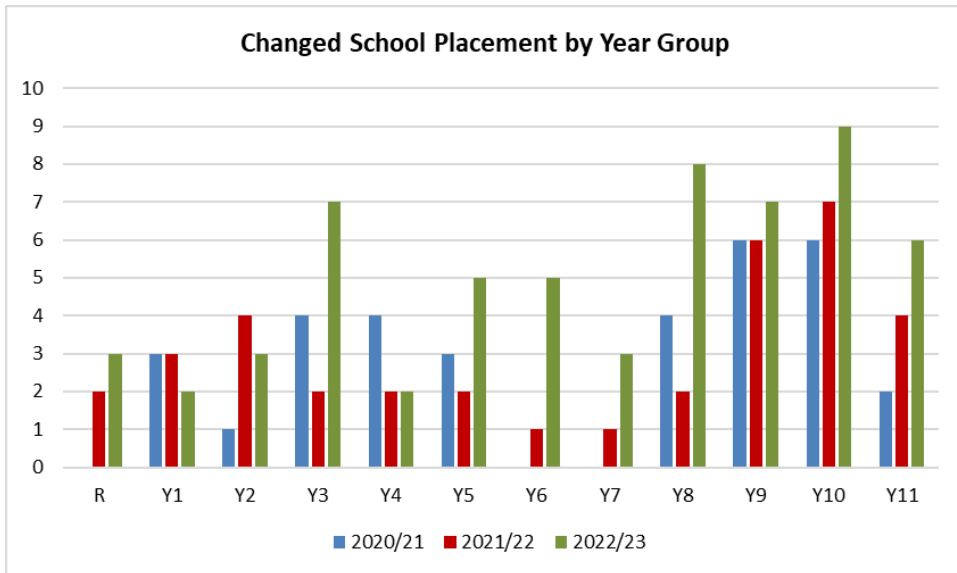
Education Provision (4-16 years) July 2023

	LA	OOA	Total Stockport children in our care	
			No's	%
Mainstream	206	46	252	77.5
PRU	10	2	12	3.7
Day Special	32	23	55	16.9
Educated on site			0	
Residential	0	1	1	0.3
Secure Unit			0	

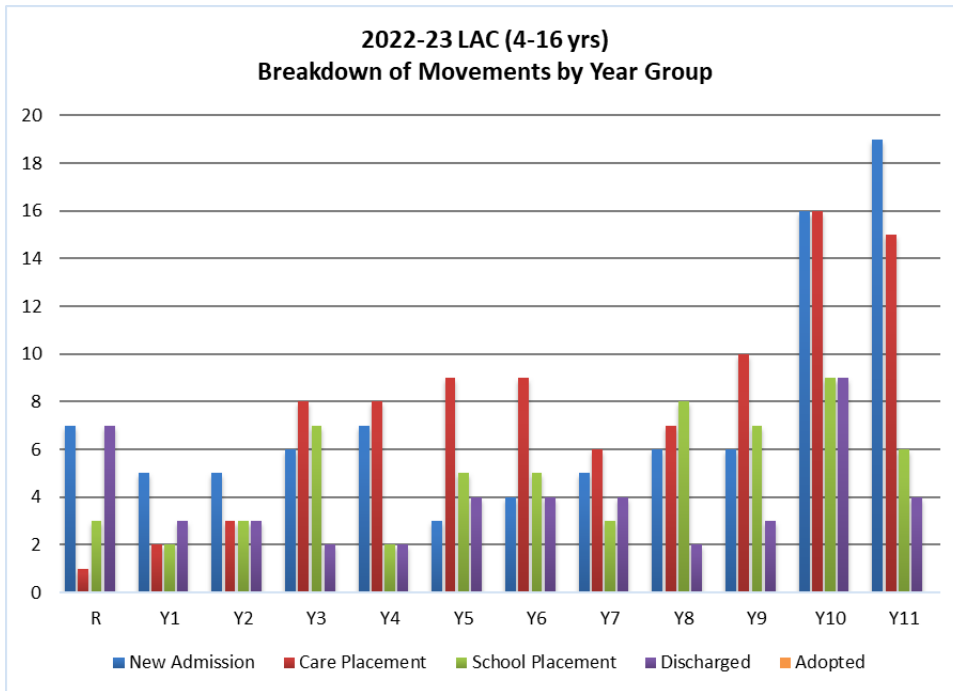
LAC placed out of authority (OOA) (4-16 years)

Cohort	2020/21		2021/22		2022/23	
	No. of children in our care	%	No. of children in our care	%	No. of children in our care	%
OOA	67	22.9	78	26.1	77	23.7
LA	226	77.1	221	73.9	248	76.3
Total	293		299		325	

	2020/2021	2021/22	2022/23		
	Total	Total	Total	Multiple Changes	
Changes of placement	No. of Changes	No. of Change	No. of Changes	No. of Changes	No. of Children in our care
Care Placement	81	103	94	39	16
School Placement	33	36	60	14	7



Movements by year group, during 2022/23



Moving Forward:

There is a multi-disciplinary approach to moving care and education placement which is discussed in fortnightly panel meetings and includes the placements team as well as Heads of Service and Virtual School plus SEND representation. Education is always a considered factor in home placement moves which is an important and strategic response to ensuring good educational outcomes alongside maintaining significant family, peer and adult relationships through school.

2022-23 PEP Information

The charts below give a breakdown of PEPs (Personal Education Plan) throughout the school year by year group and term.

It shows the number and percentage of meetings that took place and the data for the PEP paperwork received.

PEPS - 2022 – 2023

	Autumn 22		Spring 23		Summer 23	
	Total Children in our care	Meeting Took place during term	Total Children in our care	Meeting Took place during term	Total Children in our care	Meeting Took place during term
Early Years	29	38%	32	28%	33	33%
School aged	283	99%	307	98%	321	98%
Post 16	93	77%	88	63%	75	53%

EYFS (Early Years Foundation Stage) tracker	29	38%	32	28%	33	33%
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R-Yr 3	68	96%	74	91%	79	94%
Yr 4-Yr6	71	99%	79	100%	75	96%
Yr7- Yr9	79	100%	80	100%	88	98%
Year 10	25	100%	31	100%	33	100%
Yr 11	40	100%	43	100%	46	100%
Total school aged	283	99%	307	98%	321	98%

Post 16 tracker (only up to age 18)	93	77%	88	63%	75	53%
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Comments: There is a consistently high completion of PEP meetings and documentation which enables Virtual School workers to identify need and provide support for children in our care.

In a recent PEP audit, from the sample taken, 100% demonstrated assessment data, 92% captured the young person's voice and 92% had sufficient social care information.

Training has been provided around completion of good quality and effective PEPS (Personal Education Plan) but there is still some inconsistency around the setting of SMART targets and linking them to the PP+.

Moving Forward: We will be working to improve the non-statutory age groups of nursery and post 16 PEP meetings and documentation completion. To do this we have employed a post 16 education worker, and we will be working with nurseries and early years providers to support them in completing PEPS.

Virtual School Assistant Headteacher regularly quality assures and standardises PEP documents and Pupil Premium Plus (PP+) funding requests. An area for development is still around SMART targets and our training will continue to focus on this.

2022-23 PP+ funding

The main spend for PP+ funding was through 1:1 tuition with the next highest teaching assistant or learning mentor support. The reason for this is as an intervention to compensate for any lost learning which may have occurred in a child's school life or repeat learning due to attention or memory difficulties due to trauma.

Stockport Virtual School do not hold a document to say what Pupil Premium Plus can and cannot be spent on as we believe each child's needs are unique and if the funding is to enhance educational progression over and above what a school can offer then we will seek to commission. Virtual School teachers review the individual funding for each child and consider how this will impact their academic achievements and wider educational needs. Any funding requests over a nominal £1900 needs to be approved by Assistant Head teacher or Head teacher.

Some creative uses of Pupil Premium Plus this year in addition to tutoring and mentoring support have been lego therapy, cooking master class, instrumental lessons and some field trips. We have funded training for specific areas of development in a school which will enhance the experience of children in our care or children with a social worker. We fund books for the love of reading as well as revision guides and essential textbooks.

A significant investment for a piece of work in collaboration with our Early Years team and a GMCA (Greater Manchester Combined Authority) part funded initiative "Think Equal" provided an opportunity to develop a key priority of the council around equality and diversity. Think Equal is a global early years programme aimed at supporting young children's social and emotional development and understanding of citizenship. Evidenced based and using a narrative approach for pre-school/nursery age and reception age children. Stockport Virtual School invested in a second phase of this programme following the success of the first phase to ensure more access to the books, lessons and resources could be accessed by a wider number of children in Reception and Year One.

All PP+ funding is recorded in PEP documents and the Virtual School teacher has a responsibility to ensure that the allocation is spent effectively and provides impact.

Moving Forward:

We are seeking to ensure that every child in our care can experience an extra-curricular activity or club in whatever arena they wish, whether it is to do with animals, music, sport, dance or cooking. We are focussed on tracking impact of PP+ spending whilst learning and extrapolating from this.

Attendance (4-16yrs when in care for the full term)

ANNUAL AVERAGE ATTENDANCE (%) 2022-23

	EYFS	KS1	KS2	KS3	KS4	Total
LA	93	96	94	91	77	90.2
OOA	97	96	92	89	73	89.4
Total	95	96	93	90	75	90

Persistent Absence data (4-16yrs – when in care for the full term)

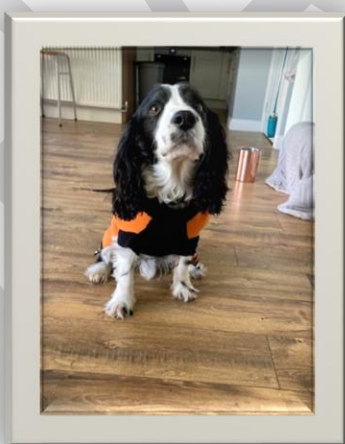
Persistent Absence threshold identifies **young people with attendance of 90% or less.**

Academic Year	Autumn Term			Spring Term			Summer Term			Annual Average %
	LA	OOA	Total	LA	OOA	Total	LA	OOA	Total	
2020/21	34	11	45/257	62	34	96/275	38	16	54/281	23%
2021/22	38	13	51/261	51	23	74/275	46	26	72/278	24%
2022/23	48	22	70/273	57	22	79/291	69	27	96/306	28%

Moving Forward:

Persistent absence increases throughout the academic year which clearly impacts on the emotional well-being of our children and young people as well as negatively impacting their educational outcomes. Attendance is a whole service priority and supported by Education Welfare service, school improvement team and SEND teams.

We are always thinking of ways to engage and work with our young people and one way to build positive and trusted relationships has been to use a staff members dog, Monty. Here we use Monty to build trust with our children who may be experiencing difficulties in attending school to start conversations about education and reasons why our young people are facing barriers. By using this approach, we have found it successful as Monty is calm and responsive and the young people tend to talk through Monty without feeling under pressure about their fears and concerns. This is always planned and lead by the young person and follow up visits are arranged to continue to build on the trust. He has also met young people in school once they have decided to return so its familiar and less overwhelming.



Exclusions (4-16yrs) - There have been **0** permanent exclusions.

Number of pupils receiving fixed term suspensions (in care full year)

	EYFS	KS1	KS2	KS3	KS4	Total
LA	0	1	2	19	11	33
OOA	0	0	4	4	8	16
Total	0	1	6	23	19	49

The total number of looked after children receiving fixed term suspensions was 49. 38/49 (78%) of these children are on the SEND (Special Educational Needs and Disabilities) register and 19/49 (39%) have an EHCP. This has been an increase from last academic year with a total of 40.

Moving Forward:

We will continue to work with schools and partners to reduce suspensions. Some of this may be through training but most of it is through developing good relationships with Headteachers and Designated teachers to work with us and to work with families and social workers around identifying triggers and de-escalating situations appropriately. We work closely with YJS (Youth Justice Service) and EWS services to ensure we have intelligence around trends and patterns within school and school cohorts and we have designated Virtual School teachers allocated to schools for ease of communication and development of working relationships.

2022-2023 SATs results

Cohort Overview LA 12 months +

LA	22
Mainstream	17 (77%)
Specialist	5 (23%) (All in SEMH (Social, Emotional and Mental Health) provision at Oak Grove)
SEN Support	7 (32%)
EHCP	6 (27%)
SEN Register	13 (59%)

SATS Results LA 12 months +

No. in cohort	ARE Reading	ARE Writing (TA)	ARE GPS	ARE Maths	ARE in RWM	Comparison to RWM children in our care National 2019	Comparison to RWM children in our care regional 2023 (provisional)	Comparison to RWM children in our care national 2023 (provisional)
22	11 (50%)	6 (27%)	11 (50%)	8 (36%)	5 (23%)	18%	33%	34%
No. who took SATs tests								
Reading 18 Writing 15 GPS 18 Maths 18	11/18 (61%)	6/15 (40%)	11/18 (61%)	8/18 (44%)	5 (29%) Averaged			

Cohort Overview LA in care less than 12 months

LA	3
Mainstream	3 (100%)
Specialist	0
SEN Support	1 (33%) (Pending outcome of EHC Needs Assess)
EHCP	0
SEN Register	1
Not entered/Assessed using pre key stage standards	1

SATs Results LA in Care less than 12 months

No in cohort	ARE Reading	ARE Writing (TA)	ARE GPS	ARE Maths	ARE in RWM
3	1 (33%)	2 (67%)	2 (67%)	2 (67%)	1 (33%)
No who took SATs tests					
2	1 (50%)	2 (100%)	2 (100%)	2 (100%)	1 (50%)

Overall LA Cohort

LA	25
Mainstream	20 (80)
Specialist	5 (20%) (All in SEMH (Social, Emotional and Mental Health) provision at Oak Grove)
SEN Support	8 (32%)
EHCP	6 (24%)
SEN Register	14 (56%)

SATS Results Overall LA Cohort

No in cohort	ARE Reading	ARE Writing (TA)	ARE GPS	ARE Maths	ARE in RWM
25	12 (48%)	8 (20%)	13 (52%)	10 (40%)	6 (24%)
No who took SAs tests					
Reading 20 Writing 17 GPS 20 Maths 20	12/20 (60%)	8/17 (47%)	13/20 (65%)	10/20 (50%)	6 (31%) Averaged

Cohort Overview OOA 12 months+

OOA	7
Mainstream	5 (71%)
Specialist	2 (29%)
SEN Support	4 (57%)
EHCP	2 (29%)
SEN Register	6 (86%)
Not entered/Assessed using pre key stage standards	2 (Both in SEMH (Social, Emotional and Mental Health) specialist placements)

SATs Results OOA 12 months+

No in cohort	ARE Reading	ARE Writing (TA)	ARE GPS	ARE Maths	ARE in RWM
7	3 (43%)	2 (29%)	4 (57%)	2 (29%)	2 (29%)
No who took SATs tests					
Reading 5 Writing 4 GPS 5 Maths	3/5 (60%)	2/4 (50%)	4/5 (80%)	2/5 (40%)	2 (40%)

Cohort Overview LA and OOA 12 months+

LA	22 (76%)
OOA	7 (24%)
Total Cohort Number	29
Mainstream	22 (76%)
Specialist	7 (24%)
SEN Support	11 (38%)
EHCP	8 (28%)
SEN Register	19 (66%)

SATS Results LA and OOA 12 months+

No in cohort	ARE Reading	ARE Writing (TA)	ARE GPS	ARE Maths	ARE in RWM
29	14 (48%)	7 (24%)	15 (52%)	10 (35%)	6 (21%)
No who took SATs tests					
Reading 23 Writing 19 GPS 23 Maths 23	14/23 (61%)	7/19 (37%)	15/23 (65%)	10/23 (43%)	7 (31%) Averaged

Whole cohort Overview

LA	25 (78%)
OOA	7 (22%)
Total Cohort Number	32
Mainstream	25 (78%)
Specialist	7 (22%)
SEN Support	12 (38%)
EHCP	8 (25%)
SEN Register	20 (63%)

Whole Cohort Results

No in cohort	ARE Reading	ARE Writing (TA)	ARE GPS	ARE Maths	ARE in RWM
32	15 (47%)	8 (25%)	17 (53%)	12 (38%)	7 (22%)
No who took SATs tests					
Reading 25 Writing 21 GPS 25 Maths 25	15/25 (60%)	8/21 (38%)	17/25 (68%)	12/25 (48%)	8/32 (25%)

Comments:

- Reading is a relative strength in terms of numbers achieving ARE

- GPS is also a relative strength in terms of numbers achieving ARE
- Individual successes should be noted with 2 x children achieving Greater Depth in writing
- Combined scores for Reading, Writing and Maths are lower than the provisional regional and national averages for children in our care
- In most cohorts, a number of children are not entered or are being assessed significantly below the level of the test – many of these are in specialist SEMH (Social, Emotional and Mental Health) provision (although it should be noted, where appropriate in specific subjects, some children in specialist provision have accessed the test but have still not achieved the standard)

Moving Forward:

- Attainment in Maths needs to be brought in line with attainment in Reading and GPS to support more children achieving the combined RWM outcome
- However, combined RWM scores are impacted most by writing. Further investigation needs to be undertaken regarding the disconnect between the strong GPS scores and the lower TA writing score – approx. half who achieve in GPS do not achieve standard in TA assessed writing
- Working with Head teachers and primary colleagues alongside our early school improvement partners to address these challenges

2022-2023 GCSE Attainment and Post 16 Information

GCSE results 2022-23

Overview:

In Year 11 in 2022-23 there were **29** young people who had been children in our care for twelve months or more, and during the academic year, 22 more young people in Year 11 became children in our care, therefore the whole cohort totalled 51 young people.

59% of the twelve months plus cohort have Special Educational Needs (SEN) including 37% who were in receipt of an Education Health Care Plan (EHCP). Of the whole cohort, 45% were identified as having an SEN need, of which 29 % were in receipt of an EHCP.

Results

The table below outlines the results of the twelve months plus cohort

GCSE provisional results 2023	Number	%
Grade 4 in English and Maths	5/29	17%
Grade 5 in English and Maths	2/29	7%

Note: Five young people were disapplied from exams as they have profound learning difficulties, or were unable to take exams due to it not being appropriate due to their level of SEMH (Social and Emotional Mental Health)

The table below outlines the results of the whole cohort:

GCSE provisional results 2023	Number	%
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Grade 4 in English and Maths	9/51	18%
Grade 5 in English and Maths	3/51	6%

Note: Five young people were dis-applied as they are Unaccompanied Asylum Seekers who arrived in Stockport in Spring/Summer term 2023.

For comparison, the tables below outline the GCSE results of the twelve months plus cohort the previous year 2021-22

GCSE provisional results 2022	Number	%
Grade 4 in English and Maths	7/32	22%
Grade 5 in English and Maths	4/32	13%

The table below outlines the results of the whole cohort:

GCSE provisional results 2022	Number	%
Grade 4 in English and Maths	8/47	17%
Grade 5 in English and Maths	4/47	8.5%

The percentage of young people who achieved grades 4 and 5 in English and Maths within the twelve months cohort has decreased this year, which is two young people less than last year. The percentage of Year 11 young people who achieved grade 4 in English and Maths within the whole cohort has increased but decreased with the percentage of those attaining grade 5 in these core subjects- this is one child less than last year.

Comments:

There was an increase in the numbers of our young people gaining grade 4 in English and Maths within our whole cohort.

Of the whole cohort, two young people were dis-applied from taking any exams /assessments due to their level of complex learning needs. Both young people attended specialist SEN provision. Three of the twelve months plus cohort did not undertake exams due to school avoidance and elevated levels of anxiety and SEMH (Social, Emotional and Mental Health) and six of the whole cohort did not undertake exams for the same reasons.

Five of the young people in the whole cohort were Unaccompanied Asylum Seekers, who became children in our care between March and June 2023, therefore they were not able to attend school or sit GCSE exams and undertook 1:1 tutoring successfully.

Highlights of individual success include a young person who had not attended school during Year 9 and some of Year 10 due to anxiety who achieved level 6 in English and a level 4 in Maths after attending a Stockport specialist provision. Another one of our young people who had not attended

school for an entire school year due to elevated levels of anxiety and SEMH but accessed tutoring was supported to undertake her GCSE exams and attained level 7 in English Language and 4 in Maths, a wonderful achievement, and is now attending her college of choice. A young person who lives with family carers achieved 5 in both English and Maths, exceeding his targets, and he is now attending the course and college of his first choice.

Resits for Post 16

We understand that due to gaps and disruption our Post 16 cohort need additional support to either resit GCSEs, access tuition, sit Functional Skills exams and other courses such as Lash Accredited course, Childcare access courses.

We provided tutoring to over 20 Year 12/13 care experienced students and the following results were gained via resits or specialist courses:

Student A: GCSE Biology 9/ Health and Social Level 2 Merit/ GCSE Maths 5

Student B: GCSE English Language 7/ GCSE Maths 4

Student C: GCSE English Language 3

Student D: Maths 1/English Level 1/Skills and Education Certificate: Level 1

Student E: UASC (Unaccompanied Asylum Seeker Children) GCSEs in Sociology 3/English 4/ Maths / 6Chemistry 6/Arabic - 9

Student F: Passes in Functional Skills Level 2 Maths and English

Student G: Lash Accredited Course, Level 1: pass

Student H: NCFE Level 2 Sports PASS.

Student I: L2 Certificate in Health & Social Care Transition pathway – Pass + GCSE English and Maths Grade 3

Student J: L1 Award in Land-Based Studies – Pass + GCSE Maths U

Student K: E3 Certificate in Vocational Studies - Pass

Moving forward

We have established an academic focus group for Year 11's to ensure that higher GCSE grades are maintained and achieved. Each child in this group has been given a mentor from Virtual School to ensure tutoring is in place, there is a clear communication chain between school, carer and Virtual School and any resources or support needed will be swiftly implemented.

We will continue to offer resit engagement and support for young people who may miss grades they can achieve by small margins so as not to prevent further career progression.

Focus on reading and establishing good attendance with no school moves from an early age by our primary age team members to impact good outcomes in later years.

Funding of a designated children in our care EHCP co-ordinator to ensure priority of consulting with schools and the transfer of EHCPs (Education Health Care Plans) to different authorities to ensure a swift transition between schools when necessary.

Comprehensive transition support work with our Education Support Workers for Year Six – Year Seven.

Continued work with and investment of a Speech and Language Therapist to identify need and offer programmes of support as early intervention.

Post 16:

Post 16 Data 2022/ 23

Start of Academic Year 2022	Number of young people	EET Training	Education	Employed	NEET
Year 12 <i>(one young person who is in secure in Wetherby (2%))</i>	51	42 7 (82%)	34	1	8 (16%)
Year 13	60	48 8 (80%)	31	9	12 (20%)
Total Post 16	111	90 15 (81%)	65	10	20 (19%)

- EET (education, employment and training) data is strong across Year 12 and Year 13 at 80% and above
- Education data is good with young people in traditional education provisions and training
- These identified as NEET are known to and supported by our Leaving Care team and offered different opportunities

Halfway point in academic year 2022-2023	Number of young people	EET Training	Education	Employed	NEET

Year 12	55		48 8 (87%)	40	0	7 (13%)
Year 13	67		49 7 (73%)	33	9	18 (27%)
Total Post 16	122		97 15 (80%)	73	9	25 (20%)

- Increase in UASC (Unaccompanied Asylum Seeker Children) the majority in Year 13. ESOL provision was full in all Greater Manchester colleges. Total UASC is 24 and from that only two NEET (not in employment, education or training) of which one was involved in criminal activity. This is an improvement from previous month due to the agreed programme / collaboration with ESOL Lead at Stockport College.
- Year 12 data better than Year 13, Year 12 has held this high percentage this academic year
- An EET Residential worker is appointed and started working at the start of 2023 to work on the Staying Close Project and with Post 16 in residential care.

End of academic year 2022-2023	Numbers	EET Training	Education	Employed	NEET
Year 12	60	48 80%	40	2	6 12 20%

- There has been a change in the number of young people in employment which has increased across both ages and in both cohorts, the desire to start earning money versus staying in education.
- UASC data is strong with 30 UASC across both cohorts, there are more males than females. 27 UASC are in some form of education: community ESOL/ Church ESOL/tuition/College places
- The Year 12 EET data is strong at 80 %

Spring Forward Mentoring

We have collaborated with the Spring Forward mentoring programme, managed by Royal National Children's Springboard Foundation, which links children in our care with teachers from our partner

independent schools with mentoring into higher education. They offer help with study skills and support with their next steps and support any young people wishing to go to university. We have identified **12** young people in our Year 12 cohort who would benefit from a mentor to support their aspiration into university. This is currently ongoing, and we will monitor the impact of this through 2023-24

Enrichment at Post 16

As part of our continued support for our post 16 young people we were asked as part of their PEP meetings if we would part fund educational trips to support their A Level studies. This we did so willingly, and this academic year have supported the following trips:

- A Year 12 trip to India where the focus of the trip was to provide workshops that students carried out with underprivileged children. The trip offered a cultural experience where students took part in a variety of activities including; yoga, Bollywood dancing, visits to temples, Indian food and many other aspects of Indian culture.



- A trip to Washington DC to support a young person with their A Level Politics course. The purpose of this trip was to support students' understanding of their A Level and they visited Arlington Cemetery, the National Archives, the Museum of African American History, the U.S. Capitol (Senate and House of Representatives), the Library of Congress, the US Supreme Court, and the Pentagon
- We have funded a pending trip for a Year 12 to visit New York where he will be able to develop academically and personally and return energised, more focused and aspirational to meet his future goals

Care Leavers attending University 2022-2023

We have a newly appointed Post 16 worker in Virtual School who, as part of our extended offer supports our young people up to 25 years. As well as supporting the cohort at Year 12 and 13 with education, employment and training this offer has extended to support the 2023 cohort of Care Leavers who started their first year in higher education in September 2023.

We are really pleased with the destinations of our young people and our focus is to improve on these numbers each year.

2023 University Destinations

Accountancy at Liverpool

Physics at Liverpool

Artificial Intelligence Systems degree at Manchester Metropolitan University

Criminology at University of Manchester

Law at University of Manchester

Law at University of Chester

HND in Art at Stockport College

HNC in Art Northeast Scotland College

The new post is in its infancy, but the post holder is already working with a young person to help him access freshers' activities and apply for a scholarship offered by the HE (Higher Education) provider. Alongside this she is working with the current Year 12 and Year 13 cohort to advise and support access to universities with the support of GM (Greater Manchester) Higher. There are plans for campus visits and taster sessions at MMU and Manchester University.

Training

Over the academic year Virtual School has once again offered training to social workers, schools and foster carers. All our training continues to be well attended and well received by those who participate.

Virtual School Head was asked to deliver training to teachers on behalf of Bright Futures Teaching School hubs. This meant that approximately 800 early career teachers from Stockport, Trafford, Salford and Manchester were briefed on the role of Virtual Schools and the challenges and support given for children who are in our care. This training was received positively, and we have been requested to do more training next term.

Social Care Training.

The online training around Education/ the Social Workers role and how Virtual School can support is available and shared monthly via the Work Force training link.

After the success of the PEP (Personal Education Plan) drop-in training for social workers we expanded this as planned and social workers had the opportunity to join us online to learn about the PEP (Personal Education Plan) process and discuss any questions or queries they had. The sessions were broken down into PEPs (Personal Education Plan) for Early Years, School Age and POST 16 and

each session was run three times over two weeks to ensure as wide an access as possible. This proved to be a success once more and we will be rolling this out again this year.

Training for Schools.

Induction Training for those new to the role of Designated Teacher for Previously Cared for & Cared For children was able to take place in person and was appreciated:

It is great that all resources are shared afterwards. The content was relevant to the programme and for LAC (Looked After Children) DTs (Designated Teacher)

Going forward this year we are completing this training online once more as more Designated Teachers can access the training this way and it is easier to include schools out of area who have our children on roll and wish to be involved.

Designated Teacher Network Meetings continue to be held face to face and as ever we had good turn outs through the year (usually between 20 and 25 schools of all provision types attending at least one or more sessions). The three sessions this year covered a variety of topics including:

- Personal Education Plans and Pupil Premium Plus spending
- Transition and attachment - how it affects children in our care
- Working with the Ethnic Diversity Team
- A day in the life of a foster carer

Schools really like the information and training we share during these sessions as well as really appreciating the space to network with colleagues and reflect on practice:

Looking forwards to the next one. It is always nice to be able to talk to other LAC DTs and be able to share good practice, tips and ideas.

Although I have been completing PEPs for years now, it was incredible useful to get a full picture of how you use the data that schools provide.

Training for Foster Carers

This was the second year we have rolled out this online training to foster carers and it was extremely well received. We offer two sessions - one in the day and one twilight session for those carers who work during the day. Areas covered include:

- How to support the children we care for with their education
- The PEP and the foster carer's role
- Understanding educational jargon and assessment data
- The Virtual School's role and how we can support them to champion their young people's education.

Virtual School Headteacher has also been to network meetings for kinship carers and Mockingbird Hubs.

Speech and Language Therapy

Stockport Virtual School Speech and Language Therapy Sept 2022 – July 2023

The broad aim of my work with the Virtual School team is to identify and support cared for children and young people's communication needs.

This year we have continued to implement a clear referral pathway for cared for children and young people to access my support, enabling us as a service to prioritise those most at need, and those who would benefit the most. If a child/young person is not making expected progress with their SLCN (Speech, Language, and Communication Needs) and/or has a high SDQ score, and/or is at risk of school refusal or exclusion, referral is discussed with the child's Virtual School Teaching and Learning Co-Ordinator (TLC). I have regular contact with the Virtual School's TLCs (Teaching and Learning Co-ordinators) to prioritise specialist SLT (Speech and Language Therapy) assessment and support for those children and young people who would benefit the most.

17 children/young people (from a total of 14 different primary and secondary schools both within and out of the Stockport area) received direct assessment/therapy sessions between September 2022 and July 2023. Only one of these children/young people had received any SLT assessment/input previously.

Before starting assessment, I share my own one-page profile with the child/young person, so they have an idea of who I am and what we will be doing together in the sessions. All children/young people are then assessed using a holistic approach, including informal as well as formal assessments. A child-centred and solution-focused approach is taken right from the start to ensure that the child/young person is supported to share their own thoughts and views about their communication skills, as well as the views of those closest to the child/young person, for example foster carers and key members of school staff.

Advice/ recommendations and, if required, specific SLT targets, are then set in relation to these views/aspirations – 'best hopes', using the key statements described in The Outcomes Framework | Stockport Information and Childcare Directory (fsd.org.uk) including 'I feel safe....My voice is heard and acted upon.....I am confident and able to achieve my goals'.

SLT targets and recommendations then focus on supporting and improving the child/young person's functional language and communication skills in line with these statements. I then provide schools and carers with the support needed to introduce recommended strategies and activities, particular to each child/young person's specific needs.

This has been in the form of indirect work/training with staff and/or carers, and/or direct work with the child/young person themselves, which can be in a one-to-one setting, or as part of a small group, or both. Sessions usually take place on a fortnightly basis in school. This includes co-production of individual Communication Profiles with each child/young person, which are shared with all those living and working with them, with clear information about what the child/young person feels helps them to communicate; what they like to communicate about, and what they are currently working on.

Four of the children/ young people have received a diagnosis of Developmental Language Disorder (DLD) because of their assessment sessions. I have also provided comprehensive Education, Health and Care (EHC) SLT Assessment Reports for three of the children /young people.

Once in place, Individual therapy plans are reviewed on a termly basis. The review stage includes gathering views from the child/young person themselves as well as their carers, and key member(s) of school staff. In terms of outcomes, the children/young people achieved on average of 80% of their targets set. These improvements have been reflected in feedback from school staff and carers, as well as in both informal and formal assessment results.

The focus of this SLT work continues to be direct, child-centred SLT assessment and support for cared-for children and young people in Stockport. However, over the course of the past academic year, I have also run termly 1hr virtual drop-in sessions open to anyone working with cared-for children and young people who are part of the Stockport Virtual School service. The aim of these sessions has been to provide universal SLCN advice and support in relation to cared-for children and young people, and to provide an opportunity for follow-up contact after discharge. Sessions have focused on general

trauma-informed communication strategies/approaches, Zones of Regulation, and the Voice of the Child/Young Person.

The positive impact of this work is encapsulated in the following feedback quote from a SENCO (Special Educational Needs Co coordinator) working at a Stockport mainstream primary school:

'The support Virtual School SLT has provided has been outstanding. We, as a school, really value the support you offer our children. It has a significant positive impact on their daily lives'

2023-24 Speech and Language therapist priorities:

- To create a checklist for the Virtual School & schools to use to screen children who are demonstrating speech, language and or communication needs.
- Early identification - to screen all children new into our care regardless of age.
- Direct work with young people to move towards targeting the primary age children (offering a service to high school young people when essential)
- Equip schools to deliver interventions by modelling techniques for six sessions with an identified appropriate member of staff in school to continue with the intervention programme once the therapist has completed six weeks of work (week 7&8 school staff to run the session, the therapist is present for guidance).
- To offer follow-up consultation to widen impact.
- To offer training three times a year to a wider audience through the DT (Designated Teacher) network meeting focusing on specific intervention strategies for example zones of regulation

Project Based Intervention

Virtual School working with Stockport Residential homes

This year an exciting new project began which has strengthened the links between Virtual School and the two Stockport local authority residential homes plus Broadfields Annexe to promote and maintain excellent school or college attendance of the children and young people in their care and to ensure that each child or young person receives the educational support and resources they need to thrive in education.

Jonathan King, Teaching and Learning Coordinator attended Dial Park and Broadfields team meetings regularly to ascertain the needs of each child regarding attendance, educational needs, and enrichment possibilities. He monitored weekly attendance information, and this was then celebrated through attendance certificates and incentive vouchers. Two celebratory events took place at both children's homes, also attended by Amanda Aylward, Virtual School Headteacher. As there were several young people of Year 11 age residing in the care homes last year, Jonathan supported these young people by ensuring they had all the appropriate equipment and resources they needed, connecting very closely with their education provisions so that there was a multi-agency approach to the support. Jonathan attended PEP meetings and any relevant education planning meetings and provided appropriate incentives for these young people if required. Jonathan also provided some direct work in school and at the homes with some of the young people to support them with exam practice and revision tips. He worked closely with the homes to ensure that the young people attended their exams and exam results day.

Enrichment activities were a focus, and we believe contributed to the wider engagement and success of the young people. These looked like:

- Guitar lessons
- DJ lessons
- Cookery Master classes in Manchester
- Weekly tutor to support homework and revision for all

- Specific and individual maths or English tuition

Jonathan supported UASC by ensuring that college applications were submitted in a timely manner for attending ESOL courses, and if there was not availability on these courses until September 2023, then ESOL tutoring was arranged. Support and advice were also provided for identifying extra-curricular opportunities in the local area for UASC, the Ethnic and Diversity Service were commissioned for language assessments and each young person was provided with a laptop for their studies.

Outcomes

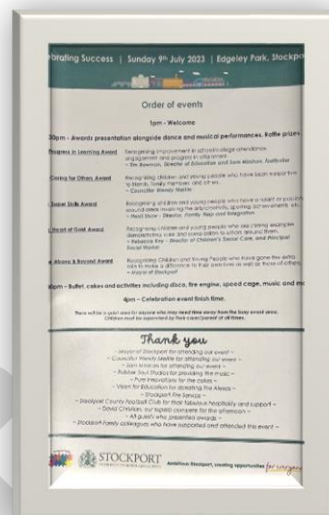
- All the Year 11 students undertook all their GCSE exams
- All UASC young people are now attending ESOL courses at colleges
- One young person in Year 11 increased their attendance from 0% at the beginning of the project to 100% and this was maintained
- One young person in Year 11 increased their attendance from 80% at the beginning of the project to 1 consistently 100%
- Four children and young people maintained their 100% attendance every week
- One young person in Year 10 had not attended school at all since the end of May 2022. His attendance then increased with the support of incentives from Virtual School, home visits from school and close work between the residential and Virtual School to re-engage and maintain
- Improved attendance and engagement with tutoring sessions by another young person
- Most of the young people undertook enrichment activities which developed and enhanced their skills, knowledge, and own interests.

Moving forwards

This project is to continue as previously and Jonathan King is to now attend fortnightly team meeting at both provisions to ensure that all appropriate support and resources are in place for each child and young person, as well as to advise staff around education issues. Jonathan to also continue to meet with the manager of Broadfields Annex regularly to discuss any education issues for the young people who live in the annex. Jonathan is also to work closely with the new Virtual School post 16 worker regarding any young person of this age who resides in the homes.

Events

Celebrating Success 2023



This year we held our Celebrating Success 2023 Event at Edgeley Park. Around 90 children who are cared for or are young carers accompanied by parents or carers were presented with certificates and a goody bag to celebrate their success in one of the four categories of Progress in Learning, Caring for Others, Super Skills, Heart of Gold and Above & Beyond.

We were delighted that the Mayor of Stockport and Councilor Meikle both attended to present awards alongside footballer Sam Minihan and that they got to meet our children and see some wonderful performances by them.

Thanks as always to our friends over at Edgeley Park for their fabulous hospitality and the Stockport County Community Trust for their support with a speed cage for the event as well as donating tickets for future matches.

Alongside the presentations we had lots of fun with a fire engine visiting, the speed cage, face painting, balloon making, treasure hunt, a raffle, photo booth and an instrumental corner.

It was a fabulous day and one we intend to repeat next summer.

Trip to see Limm Sissay

'We Belong'

A group of five of our cared for children attended an event at Manchester Museum called 'We Belong' presented by the wonderful and inspiring Lemm Sissay.

Alongside listening to Lemm, they were able to meet representatives of the Greater Manchester Care Leavers Trust and staff from Manchester University and Manchester Metropolitan University who both support care experienced students when they study in Manchester and listen to some care-experienced students about their experiences at university and what they have gone on to achieve.

As predicted, the highlight of the event was listening to Lemm and the way he articulated his feelings resonated with our young people and inspired them to believe that anything is possible. This group were so motivated they are going to meet again with our Virtual School colleagues to discuss other trips and aspirational pieces of work and it has encouraged them to come forward and share their experiences and thoughts with other children or adults in various forums.

Various trips and opportunities from Colleges and Universities are shared by our Virtual School and College and we encourage young people, carers and social workers to get in touch when they are shared as they are very welcoming and aspirational experiences which our team will always support.

I have no doubt we will soon be quoting our own young people's poetry but a quote from Lemm below;

"I bring my past I bring my future I bring my rights and I bring my song I stand atop the Hacienda and shout We belong Here. We belong." Lemn Sissay



Moving Forward

Feedback from Celebrating Success event was overwhelmingly positive, and we intend to repeat this event next summer, however we were asked to look at ensuring our older students also received a similar event. This year we are holding our first Celebrating Success event for Care Leavers in a different venue and specifically for them – we will cover this in our next report on the uptake and outcomes of this event, which we are extremely excited about delivering.

Previously Cared for Children 2022-2023

Previously Cared for Children Annual Review Report 22-23

In September 2018 the Department for Education increased the statutory duty of the Virtual School Head to include offering information, advice and guidance for children who have left care. This duty is specific to improving educational outcomes for children who were in the care of a local authority, but left care on an adoption order, Special Guardianship Order (SGO) or Child Arrangements Order (CAO).

Stockport Virtual School appointed a designated Teaching and Learning Coordinator to lead on developing the offer for previously cared for children. This role continues to include liaising with other local authorities' designated leads to develop a North West network and offer, handling queries from a range of stakeholders including parents/guardians, schools and social workers as well as keeping in regular contact with the regional adoption agency Adoption Counts, and the local authority SGO Lead. Links are also made with the Virtual School Training Lead to raise the profile and needs of this cohort with Designated Teachers.

Awareness raising has ensured accurate identification of previously cared for children in Stockport schools. Eligible pupils attract Pupil Premium Plus (PPP) monies claimed by school to support these children with their education.

Continued liaison also takes place between Virtual School and the Early Years Project Team (EYPT). The EYPT are informed directly by parents/guardians/settings re eligibility for Early Years Pupil Premium (EYPP) and settings plan use of this funding to help meet the needs of their previously cared for cohort.

At last census count in October 2022, which determines a school's PPP funding (schools currently attract £2530 in funding per eligible pupil), there were 432 young people identified as previously cared for, with the highest number leaving care on an adoption order. October 2023 census data is still being collated and finalised and will be reported on in December 2023 with the support of the LA Data Team.

As a result of this increased duty and publicising the information, advice and guidance offer, several enquiries have been made to the Virtual School.

During the academic year 22-23, there were approx. 60 queries to the Virtual School regarding information, advice and guidance for children post adoption, on an SGO or on a CAO. Many of these enquiries were complex and involved multiple contacts from stakeholders and various follow up/actions by the Virtual School Previously Cared for Children Lead by way of response.

Queries Summary

Queries have related to the following categories:

a graduated response to SEND/appropriate provision to meet need
eligibility for Pupil Premium Plus and appropriate ways to spend funding
role of Designated Teacher (DT)/Role of Virtual School/availability of training
school admissions and transitions
risk of suspension and exclusion

The biggest change in queries this year has been a significant increase in relation to 'Emotionally Based School Avoidance'. Previously Cared for Children Lead has signposted to the LA Educational Psychology and Inclusion Service documentation and guides for parent/carers, young people and schools to ensure a consistent response.

Examples of work in 2022-23

Continued links with Adoption Counts, a Regional Adoption Agency (RAA) (including Manchester, Stockport, Salford, Trafford and Cheshire East local authorities Previously Cared for Children Leads). Multiagency working party groups covering key issues facing the Previously Cared For cohort including Education on placement for adoption, Multiagency Resource Panels (MARP) and the role of education professionals, SGOs (Special Guardianship Orders) role of Virtual Schools for Adoptive Parents and training and advice (including use of funding).

Continued liaison with the local authority SGO Lead.

Regular attendance by Virtual School Headteacher) at connected carers meetings that many SGO guardians also attend

Raising the profile of previously cared for children through development of a model policy for schools, specifically highlighting school leadership, Designated Teacher and Governor responsibilities for previously cared for children, linking to key elements of the statutory guidance.

Regularly updating the website with relevant information on the previously cared for children page.

Regular reminders to schools and stakeholders leading up to autumn census via email, website page and newsletter items, also promoted to schools via Director of Education Work and Skills

Producing a model letter for schools to raise awareness within their school communities about eligibility for PPP via previously cared for status, and associated identification on the census.
Work with the local authority data team to ensure consistent messaging regarding census and eligibility and cross-referencing queries where appropriate.
Continued responses to queries from a range of stakeholders.
Escalation and support for LA colleagues to understand the needs of the cohort and resolving issues in a timely manner

Multi-Agency Resource Panel

Significant new partnership working has been developed during the 22-23 academic year between Adoption Counts (Regional Adoption Agency - RAA) and Virtual School Previously Cared for Children Leads in the associated local authorities. A Multi-Agency Resource Panel (MARP) meets monthly to discuss the suitability of funding applications via the Adoption Support Fund (ASF) for therapeutic intervention above a specific financial threshold, where 'match' funding is requested from the LA in which the child resides. The criteria for match funding is as follows:

An elevated risk of adoption breakdown without high-cost support
Local authorities and RAAs (Regional Adoption Agency) dealing with an unusually high number of complex cases that they cannot afford to fund without additional support from the ASF
Additional funding would help to progress hard-to-place adoptions
A lack of available, affordable therapeutic support means higher cost provision is required.

This is given careful multi-agency consideration through review of existing or proposed therapy outlines and reports, associated costings, and considers the wider situation regarding any other needs for the young people and their families, including education. Education representation by Virtual Schools has been welcomed. As well as support or challenge to the funding decisions, other questions and suggestions regarding specific support, including regarding education, are put forward for open discussion and comment in this multi-agency forum.

DRAFT