

Growing Aspirations to Reach Potential



ANNUAL REPORT FOR ACADEMIC YEAR 2017-18

Website: www.cheshirewestvirtual.school

Growing Aspirations to Reach Potential

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VISION STATEMENT AND PURPOSE

The vision statement for the Virtual School for all children in care is:

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The purpose of the Virtual School is to enable:

- To promote the educational achievement of all the children looked after by the local authority.
- All children and young people in care in Cheshire West and Chester (CWaC) to become resilient and effective independent learners, so that they can achieve their full potential and become full and active participants in society.

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Virtual School Structure 2017-2018

Corporate Parenting Panel	Cabinet members, LA Officers, Foster Carers, and children and young people
Director of Education	Line Manager of the Virtual Head Teacher
Virtual School Head teacher (FT)	This post shares the responsibility for Strategic Lead for Pupil Premium
3 Virtual School Education Advisers (2 x FT, 1 x 0.8)	Current primary functions are to support and challenge all professionals working with CIC to ensure that they promote the educational achievement of the children and young people; to track the educational progress of all CW&C CIC regardless of where they are educated; and to deliver targeted interventions in order to close the attainment gap.
1 PEP Coordinator (0.8) 2 PEP coordinators (0.6)	Current primary functions are to track the completion of PEPs; to support initial PEPs; and to analyse PEPs and progress data in order to support the delivery of the Virtual School's targeted interventions. To Quality Assure PEPs
1 Admin Support (FT)	Current primary functions are to provide all admin support to the Virtual School and to track the attendance of all CIC through compilation of Welfare Call data.
1 Engagement Mentor (0.6)	Current primary function is to support CIC who are at risk of becoming NEET or school refusers; to support transition from Year 11 to Year 12 working alongside the Leaving Care Team

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Introduction

The statutory duties of the Virtual School Head include the production of an Annual Report to inform key stakeholders about the work of the Virtual School over the course of the academic year.

2017-2018 has seen a number of developments in the education of children in care nationally. In February the statutory guidance 'Promoting the Education of Looked After Children and Previously Looked After children' was updated and published. The guidance sets out clearly the statutory role of both the Virtual School Head and the Designated Teacher in schools.

The North West Virtual School Heads group organised a regional conference to support schools with the implementation of the new duties.

Governance

The oversight and governance of the Virtual School rests with the Corporate Parenting Panel and the CIC and Care Leavers Sub-group of the LSCB. In addition to this, the Virtual Head teacher provides regular reports to the Senior Leadership teams within the LA and to the Education Improvement Board. The Virtual Head teacher also provides additional reports to the Primary and Secondary Head teachers within the local area.

The 'virtual' nature of the school not only refers to incorporating all children in care into one school, but also the multi-agency working relationships that underpin the work of the school, for example, early years providers, schools, further and higher education establishments and various services within the LA. Each of the agencies and teams that currently operate in collaboration with the Virtual School are committed to working to achieving the vision statement, and prioritise children and young people within their own service delivery.

Aims

In order to achieve the vision the following operational aims have been identified. For all Cheshire West and Chester (CW&C) children in care:

- To raise their educational attainment and close the gap between them and their peers. This includes effective and appropriate use of the pupil premium plus
- To ensure that they make at least expected levels of progress and try to accelerate this progress to ensure that each young person achieves their full potential
- To ensure that they have an up to date effective Personal Education Plan (PEP) that tracks their progress and provides the support required to enable them to reach their academic targets
- To improve their overall attendance and reduce rates of persistent absence
- To reduce the number of exclusions, both fixed term and permanent, and to ensure that those young people who are excluded receive at least their statutory entitlement to support and re-integration during this period

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- To ensure that each young person is attending the school that is most appropriate to meeting their needs. In addition, wherever possible, to attend a school that has been categorised by Ofsted as providing a good or better education
- To minimise, and where possible, remove social, emotional, behavioural and attachment factors that may prove to be barriers to accessing the curriculum
- To improve continued participation in education, employment and training opportunities for care leavers
- To promote equality of opportunity
- To ensure that their views are fully considered in decision-making and inform developments in relation to service provision and delivery
- The Virtual School to support young people to make transition both between key stages and new educational settings
- To support children and young people to prepare for adulthood

Operational functions of the Virtual School

- To track attendance, attainment and progress of all CW&C children in care
- To provide good quality data to support the work of the LA in promoting the educational achievements of children in care
- To monitor and quality assure the completion of PEPs
- To manage, monitor and quality assure the use of the pupil premium plus so that it improves the educational outcomes of each individual child in care
- To provide appropriate individual support packages for identified children in care who are not performing in line with their predicted progress, through a variety of interventions
- To provide training, support and guidance to a range of professionals working with children in care, in particular, Designated Teachers, Governors, social workers, foster carers and other professionals
- To challenge schools who are not meeting the needs of children in care
- To challenge care planning decisions that do not appropriately meet the educational needs of the children in care

Key value added interventions

All interventions provided by the Virtual School are in addition to those that schools would provide for children in care as a priority group and those that are provided through the use of the Pupil Premium Plus. Some of the interventions are new developments, and the views of the young people will be used to inform future service delivery. Consultation will also be undertaken to ensure that the systems and processes used by professionals in meeting their educational needs are carried out in a child centred way.

- 1:1 tuition on a variety of subjects provided by qualified tutors
- Skill based activity programme that targets areas of underachievement and development across cohorts. The targeted areas and young people are identified

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through scrutiny of PEP targets. The activity days are coordinated by the Virtual School Education Advisers, and delivered in collaboration with appropriate partner agencies.

- Allocation of Pupil Premium Plus grant to support the educational attainment and achievement of children.
- Letterbox club Literacy & Maths parcels for targeted young people, N2, R Year 1, 3, 5 and 7
- Personalised activity packs that foster carers and young people can enjoy together that are focused on embedding and supporting the PEP targets.
- Aspirational programmes linked to post 16 and higher educational opportunities
- Attachment Friendly Award and training
- Emotional Literacy Support Assistant (ELSA) for school staff funded by the Virtual School
- Mindfulness opportunities for young people
- Training & conferences for schools, governors and foster carers.
- Termly DT Cluster meetings are in place for each locality to support good practice in schools.
- Termly multi-agency pupils causing concern meetings.
- Induction of new social workers and attendance at social care team meetings.
- VS sit of foster panel to provide guidance on education.
- VS sit on Emotional Health and Well Being panel.
- PEP co-ordinators attend initial PEPs / transition PEPs and targeted PEPs.
- In localities, the VS sit with social care teams to discuss cases and offer support for education planning on attachment.

Next Steps

- DT conference for Designated Governors on attachment
- VS attends SEND panels where appropriate
- Governor training
- Link person on VS team with SEND team
- Wellbeing co-ordinator from Ancora House to provide direct work with children and advice for schools
- Duties on Previously looked after post created for Education Adviser
- Previously Looked after Education Adviser to sit on adoption panel
- Governor training on statutory duties for Previously Looked after Children

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Activity and Training Programme 2017 – 2018

Activity Days and Training offered by the Virtual School 2017 - 2018	
15 th September 2017	Foster Carer Induction training: Mollington Banastre
9 th November 2017	Northwich and Winsford DT cluster meeting
9 th November 2017	Chester DT Cluster Meeting
14 th November 2017	Early Years Providers: Owners and Managers Meeting
16 th November 2017	Chester Pupils Causing Concern Meeting
17 th November 2017	Ellesmere Port DT Cluster Meeting at EPCHS 2.30pm
21 st November 2017	Military Days session 1 Y10/Y11– Delamere Forest
5 th December 2018	Education Conference for Foster Carers: Forest Hills Hotel
8 th December 2018	Numicon Maths for foster carers (Early Years and KS 1): Tarvin Professional centre
19 th January 2018	Foster Carer Induction training : Mollington Banastre
23 rd January 2018	Lego City / Literacy workshop Y7/Y8
8 th February 2018	Phonics training for foster carers: Forest Hills Hotel
Friday 9 th February 2018	Children’s author Paul Strickland working with KS1 children and carers in the morning and KS2 children in the afternoon at ‘The Storyhouse’ Chester
27 th February 2018	Military Day – Year 10 & 11 Delamere Forest
	Pupils Causing Concern Multi Agency - Chester
1 st March 2018	Session 1: Family Learning, foster carer session at Tarvin Professional Centre (am)
1 st March 2018	Chester Designated Teacher Cluster Meeting: Dee Point PS (pm)
2 nd March 2018	Attachment Celebration Event for schools
3 rd March 2018	Session 1 Grow Project Y6 and Y7
5 th March 2018	Session 2: Family Learning at the Lion Salt Works for foster carers and Y1/Y2 children
5 th March Old Trafford Cricket Club or 7 th March at Aintree	North West Virtual School Heads Regional Mandatory Designated Teacher training (more information to follow) for Designated Teachers and Named Governor for children in care
12 th March 2018	Session 3: Arts Award at the Lion Salt Works for foster carers and Y1/Y2 children
13 th March 2018	VS briefing for Governor Executive
21 st March 2018	Northwich and Winsford DT cluster meeting
22 nd March 2018	Ellesmere Port Locality DT Cluster 2.30pm at Rivacre Primary Sch
23 rd March 2018	Pupils Causing Concern Multi Agency meeting Civic Way
28 th March 2018	Lessons for Life with the Fire Brigade Year 9
18 th June 2018	Poetry/Rapping and Maths Day Y3 and Y4
19 th June 2018	Poetry/Rapping and Maths Day Y5 and Y6
28 th June 2018 (HH)	VS briefing for Governor Executive
30 th June 2018	Session 2 Grow Project Y6 and Y7
Tuesday 3 rd July 2018	Military Day 3 Y10/Y11 - Delamere Forest

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Attachment Friendly Award 2017 – 2018

The Attachment Friendly School Award is in its fourth year and to date 38 primary schools, 6 high schools and 6 special schools have taken part. This is a journey taken by schools to further their awareness of Attachment and Trauma and to provide them with strategies to support vulnerable young people and make their experience in school more positive.

Schools identify their starting point through an initial audit and then plan what they want to achieve over the next year and beyond. There is a small amount of money available from the Virtual School to help support the project and this is used to fund any ideas 'outside the box'. To date this has included therapy dogs, sensory rooms and gardens, forest schools and attachment training for all staff and governors.

During the year a member of SLT from each school meets at a different school every half term to provide an update on their good practice, resources and ideas. At the end of the year there is a Celebration Event and the schools are expected to provide evidence around the impact on the young people's attendance, behaviour, attainment and well-being from being part of the project.

The Virtual School facilitates the meetings but the schools are encouraged to network between themselves and schools taking part in previous years are encouraged to mentor newer schools. CW&C are part of ARC (Attachment Research Community) and the VS and other Attachment Friendly Schools have case studies on their web site as they are leading in this area. All the schools have been approached by John Timpson to provide an overview of the impact of their work to be included in a book he is writing.

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PREPARATION FOR ADULthood

PRIMARY



- Passport to Success - Part 1 Activity Passport
- Junior Duke of Edinburgh
- Careers Programme – Bernadette O’Shea
- Activity Programmes – During Summer holidays
- Letterbox Parcels
- ELSA support
- Initial PEP meetings and transition PEPS

YEAR 7 & 8



- Tracking of EET
- Mentoring via Education Engagement Mentor
- Activity programmes
 - Safety Central
 - Duke of Edinburgh
- Passport to Success
 - Skills 4 life
 - Post 16 options
- Letterbox parcels
- ELSA support
- Initial PEP meetings

YEAR 9 & 10



- Tracking of EET
- Mentoring via Education Engagement Mentor
- University taster days
- YPS action planning
- Activity Programmes
- Forest Activity days
 - Resilience
 - Team building
 - Social skills
 - Leadership skills
- Passport to Success
 - Skills 4 life
 - Post 16 options
 - Apprenticeships
- ELSA support
- Initial PEP meetings and transition PEPS

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YEAR 11



- Tracking of EET
- Mentoring via Education Engagement Mentor
- Transition PEP support from EEM and PEP coordinator
- Education Advisor support
- Activity Programmes
- Forest Activity Days
 - Resilience
 - Team building
 - Social skills
 - Leadership skills
- Passport to success
 - One Page Profiles
 - Finish any outstanding pieces
- Exam results day follow up and mentoring
- Designated Person visits to college
- ELSA support
- Initial PEP meetings and transition PEPS

YEAR 12



- Tracking of EET
- Mentoring via Education Engagement Mentor
- NEET panel
- PEP training to providers and LCT
- Designation follow up – Autumn and Spring term
- Designated Person visits to college

OVERVIEW

- Throughout the academic year the locality advisors meet with DTs and attend meetings around specific young people. They are based in the locality social care team's office part of the time and attend meetings and offer support to social workers around education. They facilitate DT cluster groups to provide Virtual school updates and share good practise.
- The Virtual School is in the process of implementing a new transition policy for Year 11 into Year 12 which will include a transition programme involving multi agencies to make this effective.
- The Virtual School offers training to Foster Careers and DTs through an annual conference.
- There is the annual opportunity for all schools to be part of the Attachment Friendly School Award.

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VIRTUAL SCHOOL COHORT DATA

Attainment and attendance data is currently collated and held by the Virtual School. Collation of data and on-going analysis are undertaken for each academic year and focuses on the following:

For each individual child:

- Are they performing at least in line with age expected outcomes?
- Are they making progress from their starting point?
- Is s/he likely to achieve at least the expected levels of progress across the key stage?
- Daily attendance
- Is s/he receiving education that is appropriate to their needs?

For each key stage/phase cohort:

- The attainment gap compared with regional and national children in care, and general All CW&C population where available
- The year on year trend for the attainment where appropriate
- March to March cohort and All CIC data
- Gender numbers
- Care placement data
- Social worker data
- School moves data
- SEND data

For the complete CIC cohort:

- Comparison with the performance of their peers locally, All CW&C
- Comparison with children in care regionally and nationally

It should be noted that as cohorts are variable and often very small, both in size and composition, the results are impacted upon unduly by individual factors. However, the data presented in this report **is not disaggregated**. It therefore reflects, all CWaC children who have been in care for 12 months or more as of 31st March, and who are eligible to take the tests, rather than only those who were entered for the tests. It also presents the data for all children regardless of length of time in care in brackets where appropriate ()

The tables listed in the following pages are the headline figures for each key stage (more detailed breakdowns for each key stage and at individual level are also held by the VSHT):

Cohort results

- Attainment comparison with CW&C CIC and their CIC peers regionally and nationally and ALL children CW&C where data is available (benchmarking)

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KEY STAGE SUMMARIES

Early Years

2017-18 OUTCOMES

2017-18 Cohort Context

- March to March cohort 4 Girls, 5 Boys (All CIC 18 children – 8 Girls, 10 Boys)
- 44% had SEND – 75% of which were for Communication and Interaction needs and 25% for Social, Emotional and Mental Health needs
- 67% are placed with parents and 33% placed with adoptive parents awaiting an adoption order
- 22% placed for adoption have moved school in reception
- 44% had 1 or more placement moves since coming into care
- 66% had 2 or more social workers since coming into care

2017-18 Cohort Results

Percentage of Children Achieving a Good Level of Development (GLD) in EYFS Profile			
Year	Cheshire West & Chester All	Cheshire West & Chester CIC	England CIC
2018	72	22 (39)	49.7
2017	NA	56 (50)	NA

(ALL CIC) - CW&C stocktake

This is the second year for reporting on the new assessment arrangements for KS1 and KS2 and so it is not possible to make any comparison with performance over time

Early Years Foundation Stage

- There has been a reduction in performance for the EYFS children in care, with a decrease to 22% in attainment for 2018
- Gap increased by 35ppts
- Girls perform better than boys by 5% for GLD
- Girls perform better than boys for C&L by 30%

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WHAT HAS THE VIRTUAL SCHOOL DONE

In addition to the usual close monitoring, challenge and support provided by the VS:

- Monitored progress through analysis of termly PEPs
- Allocated PP+ as appropriate against individual child target areas
- Ensured that EY CIC are a focus for social care and Early Years Team
- Foster carer training to deliver writing/phonics packs and Numicon
- Book parcels to all children in N2 and Reception to support literacy and maths
- Delivered training to all professionals including school governors and foster carers
- Children in Care have been included in moderation visits

WHAT IS THE IMPACT

- For all children there is a positive trend communication and language, physical development and personal, social and emotional development

EARLY YEARS KEY PRIORITIES

- Communication and language
- Personal, social and emotional development
- Literacy and maths

NEXT STEPS

In addition to the usual close monitoring, challenge and support provided by the VS:

- Progress of CIC in Reception targeted by EY and VS team for termly analysis
- Individual PP+ allocations made via the termly PEP to support achievement
- Individual PP+ allocations made via the termly PEP to support achievement, including any additional support needed for EYFS assessments
- EYPP allocation to be on individual child needs led model
- Attachment Friendly School Award opportunity to be offered to all CWaC schools that have CIC
- Education conference for early years settings to improve outcomes at the end of Reception
- Outreach support from the Cheshire Schools Inclusion Alliance for targeted children in Reception.
- Tracking children's progress in N1 and N2

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Percentage Achieving Expected Standard in Year 1 Phonics Screening Test			
	Cheshire West & Chester All	Cheshire West & Chester CIC	England CIC
2018	80	44 (47)	64
2017	NA	41 (36)	NA

(All CIC) NCER Data

Performance

- The performance of CIC has improved by 3% from 2017 to 2018 and the gap between ALL CW&C children and CIC has closed by 5ppts
- Although there still remains a gender gap in performance, girls are consistently out performing boys, the gap closed by 5ppts from 2017 to 2018

Interventions

The Primary PEP includes tracking of progress in phonics

PP+ requests include targeted interventions for phonics, reading and writing

SMART targets and PP+ spend for phonics; reading and writing are monitored through PEP screening and moderation meetings

The VS has provided training on phonics for foster carers and literacy interventions at the Education Conference for foster carers

Letterbox parcels for all reception and Year 1

Trend

- In 2017 children had to achieve a 'secure fit' rather than a 'best fit' in all assessment criteria which had a negative impact on the outcomes for CIC and All children. In 2018 the assessment changed back to a 'best fit' model
- % of children achieving EXS in maths has increased by 4ppt
- % of children achieving EXS Reading has decreased by 2%
- % of children achieving EXS Writing has decreased by 1%
- 0% achieved Greater Depth in Reading, Writing or Maths
- Girls perform twice as well as boys as boys in Reading
- Boys perform 100% better than girls in maths

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Key Stage 1

2017-18 Cohort Context

- March to March cohort 2 Girls, 4 Boys (All CIC cohort 4 Girls, 8 Boys)
- 50% placed with family and friends
- 67% had SEND – 50% of which were for Social, Emotional and Mental Health needs, 25% Cognition and Learning needs and 25% Communication and Interaction needs
- 33% Top Up funding
- 33% had 3 placement moves since coming into care
- 100% had 3 or more social workers since coming into care

2017-18 Cohort Results

Percentage Achieving Expected Standard at Key Stage 1					
			Reading	Writing	Maths
2018	CW&C	CIC	33 (33)	17 (17)	42 (33)
2017	CW&C	CIC	42	25	33
2018	NW	CIC	54	45	53
2018	England	CIC	53	43	51
2018	CW&C	All	74	68	74

(All CIC) NCER data

What has the Virtual School done

In addition to the usual close monitoring, challenge and support provided by the VS:

- Monitored progress through analysis of termly PEPs
- Allocated PP+ as appropriate against individual child target areas
- Additional PP+ payment made to provide intensive support in preparation for SATs
- Letterbox parcels for CIC in Y1 to support literacy and maths
- Foster carer training to deliver Literacy and Maths workshops
- Targeted CIC have received Maths resource activity packs
- Discover Arts Award in partnership with CW&C Museums, including Literacy and Maths.

What is the impact

Children in care will be the focus of additional support in the 3 areas of reading, writing and maths in KS1. The initial Personal Education Plan will be the opportunity to identify any areas for development and interventions put into place funded by the Pupil Premium Plus grant.

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Key Stage 1 Priorities

- Writing for those who did not achieve expected standard - particularly boys
- To increase the number of children who make good progress across all subject areas

Next Steps

In addition to the usual close monitoring, challenge and support provided by the VS:

- Individual PP+ allocations made via the termly PEP to support achievement, including any additional support needed for KS1 assessments
- Letterbox club parcels to be sent to CIC in Y1
- Attachment Friendly School Award opportunity to be offered to all CWaC schools that have CIC
- Education Conference for foster carers to include workshops on Maths / Computer Coding and reading with children
- Working with Book Trust to provide feedback on new reading materials for foster carers.
- To develop the outreach work from Cheshire Inclusion Alliance into Key Stage 1

Develop training opportunities with family learning to support literacy and numeracy skills for children in Key Stage 1

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Key Stage 2

2017-18 OUTCOMES

2017-18 Cohort Context

- March to March cohort 15 Girls, 9 Boys (All CIC cohort 17 Girls, 11 Boys)
- 75% placed in foster placements (1 residential)
- 25% with parents or relatives
- 59% in current placement for 2.5 years or more
- 64% had 2 or more placement moves since coming into care
- 63% had 5 or more social workers since coming into care
- 64% had 1 or more school move
- 33% had SEND
- 16% had an Education health Care Plan - 8% attend specialist provision for Social, Emotional and Mental Health needs

2017-18 Cohort Results

Percentage Achieving Expected Standard at Key Stage 2						
			Reading	Writing	Maths	R, W, M
2018	CW&C	CIC	65 (64)	52 (54)	52 (54)	43 (46)
2017	CW&C	CIC	44	44	44	36
2018	NW	CIC	54	52	51	38
2018	England	CIC	51	49	47	35
2018	CW&C	All	78	75	75	63

(All CIC) NCER data

Percentage Achieving Greater Depth at Key Stage 2						
			Reading	Writing	Maths	R, W, M
2018	CW&C	CIC	25 (25)	8 (7)	4 (11)	4 (4)
2017	CW&C	CIC	0	0	4	0
2018	NW	CIC	15	5	9	2
2018	England	CIC	13	6	8	2

(All CIC)

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KS2 Grammar, Punctuation and Spelling							
% Achieving Expected Standard				Average Scale Score			
Year		CWaC	NW	England	Cw&C	NW	England
2018	CIC	57	53	50	100.5	101.4	101.0
2017	CIC	48	53	50	NA	NA	NA

Source: NCER

Closing the Gap outcomes analysis

- The gap has closed in Reading, Writing and Maths as well as the combined RWM at Expected Standard
- Children have made good progress from KS1 to KS2
- Girls outperform boys in all subjects, particularly in Writing

What has the Virtual School done

In addition to the usual close monitoring, challenge and support provided by the VS:

- Monitored progress through analysis of termly PEPs
- Allocated PP+ as appropriate against individual child target areas
- Additional PP+ payment made to provide intensive support in preparation for SATs
- Letterbox parcels for CIC in Y5 to support Literacy and Maths
- Targeted CIC have taken part in a Poetry and Maths activity day run by the VS and received resources for use at home to support ongoing learning

What is the impact

The children in care have made good progress in reading and writing.

Key Stage 2 Priorities

- Those who did not achieve expected standard across all 3 subject areas
- Writing - specific boys writing activity day planned with national author
- Ensure that pupils make sufficient progress in all 3 subject areas

Next Steps

In addition to the usual close monitoring, challenge and support provided by the VS:

- Individual PP+ allocations made via the termly PEP to support achievement
- Additional PP+ payment to be made for Y6 children if appropriately requested to support in the preparation for SATS
- Letterbox club parcels will continue for the current Y5
- Attachment Friendly School Award opportunity to be offered to all CW&C schools that host CIC
- Education Conference workshops for Maths / computing and reading with children
- Introducing Primary Passport to Success

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- Introducing the Junior Duke of Edinburgh Award

Key Stage 4

2017-18 OUTCOMES

2017-18 Cohort Context (March to March cohort 11 Girls, 16 Boys)

- 27 children – 11 Girls, 16 Boys
- 67% had SEND of which 41% had an Education Health Care Plan for either Social, Emotional and Mental Health needs, Cognition and Learning or Communication and Interaction needs
- 15% had 1 or more school moves in KS4
- 4% had 2 or more school moves in KS4
- 44% had 1 or more school moves in secondary education
- 55% had been in current care placement for 2.5 years or more
- 44% had 1 or more care placement moves in secondary education and 5% had 5 or more care placement moves in secondary education
- 89% had 1 or more social workers during secondary education and 52% had 6 or more social workers during secondary education

2017-18 Cohort Results

KS4 Children in Care							
		Grade 9-4 English and Maths %			Grade 9-5 English & Maths %		
Year		CW&C	NW	England	CwaC	NW	Eng
2018	CIC	29	17.2	17.8	11	7.6	7.8
2017	CIC	25	16.8	17.5	16	17	17.5
2018	All	64	63	59	41	41	40

CIC		Attainment 8 Score			Progress 8 Score		
Year		CWaC	NW	England	CwaC	NW	England
2018	CIC	21.3	19.6	18.9	-1.39	-1.26	-1.2
2017	CIC	27.80	19.00	19.30	-0.66	-1.37	-1.18
2016	CIC	20.40	22.90	22.80	-1.59	-1.27	-1.14
2016	ALL	51.30	49.40	48.50	0.04	-0.15	-

Source: CW&C January 2019 Final Data

Closing the Gap outcomes analysis

- 2017 saw the introduction of new English and Maths examinations, a revision of the points allocated for each grade in all other GCSEs, and was the first year in reporting outcomes in English and Maths in a numerical form, Grade 9-1 with 9 being the highest grade that can be achieved.

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- There is a positive trend for 2018.
- 29% of CIC achieved Grade 9-4 including English and Maths
- 39% of CIC achieved Grade 9-4 in English
- 44% of CIC achieved Grade 9-4 in Maths
- 17% of CIC achieved Grade 9-5 in English
- 28% of CIC achieved Grade 9-5 in Maths
- 11% of CIC achieved Grade 9-5 in both English and Maths

What has the Virtual School done

In addition to the usual close monitoring, challenge and support provided by the VS:

- Monitored progress through analysis of termly PEPs
- Allocated PP+ as appropriate against individual child target areas
- Additional PP+ payment made to provide intensive support in preparation for GCSEs
- Provided additional 1:1 tuition in core subject areas as requested.
- Provided GCSE Pod access for children studying GCSEs
- Commissioned MPLOY to work with young people who were at risk of becoming NEET to encourage them to remain engaged in their learning and plan Post 16 destinations
- Engagement mentoring for targeted children by the Virtual School
- Challenge and support was provided to a school where a young person requested to take a higher level maths paper
- Military Days to support children's resilience
- Termly meetings with Young People's Services to identify work stream and prioritise looked after children
- One page profiles for Y11 to support transitions

What is the impact

The children in care have made positive improvements in performance in all accountability measures. 29% of the children achieved grade 9-4 in English and Maths which is a significant decreasing of the gap and continues the trend of the previous year.

Key Stage 4 Priorities

- To improve attainment across all indicators at GCSE level.
- To monitor Progress 8 and Attainment 8
- To provide additional support via PP+ for those CIC who did not achieve a GCSE in English and maths
- To support all CIC into positive post-16 destinations

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Next Steps

In addition to the usual close monitoring, challenge and support provided by the VS:

- Individual PP+ allocations made via the termly PEP to support achievement
- Additional PP+ payment for all Y11 children if appropriately requested by schools to provide intensive support in preparation for Year 11 exams
- Continue to fund 1:1 tuition via the PEPs
- Education Conference for foster carers providing workshops for secondary education and Post 16 destinations
- Attachment Friendly School Award opportunity to be offered to all CWaC schools that have CIC
- Develop a multi-agency Passport to Success for secondary children to help them prepare for post 16

A new secondary school accountability system was implemented in 2016. The headline accountability measures for schools from 2016 are: Attainment 8, Progress 8, Attainment in English and Maths and English Baccalaureate entry and achievement.

Attainment 8 – measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), Maths (double weighted), three further qualification that count in the English baccalaureate and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non GCSE qualifications on the DfE approved list.

Progress 8 – Aims to capture the progress a pupil makes from the end on Key Stage 2 to the end of Key Stage 4. It compares pupils' achievement: their Attainment 8 score: with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is 0. When including pupils at special schools the national average is not 0 as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools.

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KEY STAGE 5

The Virtual are working with the Leaving Care Team and Young People's Service

- Director of Education Chairs a termly NEET Panel
- Virtual School tracks Year 11 young people attending schools and FE colleges throughout Y12
- Virtual School offers support and guidance to all Care Leavers
- Passport to Success to prepare young people for adulthood

		% Care Leavers in Education,			% Care Leavers in Higher Education		
Year		CW&C	NW	England	CW&C	NW	England
2018	CIC	52	50	51	5	6	6
2017	CIC	57	49	50	7	6	6
2016	CIC	45	48	49	7	8	7

Data from LAIT 2018

		% Care Leavers not in Education, Employment or Training		
Year		CW&C	NW	England
2018	CIC	52	44	39
2017	CIC	40	45	40

Attendance and Exclusions

- There were no permanent exclusions in 2017-2018
- There was a total of 170 days lost due to Fixed Term Exclusions
- 6% of children in care were subject to a FTE
- Persistent Absentees increased from 11.3% in 2017 to 15% in 2018 which can be attributed to a small number of children. The definition for PA changed from 2015/16 to, Pupils missing 10 or more percent of their own possible sessions due to authorised or unauthorised absence are classified as persistent absentees
- Overall 88.6% of children attended schools judged to be good or better by Ofsted

Attendance

		Overall Absence %			Persistent Absence %		
		CW&C	NW	Eng	CW&C	NW	Eng
2018	CIC	4.9	4.5	4.5	11.3	10.5	10.6
2017	CIC	4.60	4.20	4.30	11.30	9.80	10.00
2016	CIC	3.80	3.90	3.90	9.30	8.90	9.10

Data from LAIT 2018

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Exclusions

		Percentage Permanent			Percentage Fixed Term		
		CW&C	NW	Eng.	CW&C	NW	Eng
2018	CIC	0	0.12	0.1	8.67	10.85	11.83

What has the Virtual School done

In addition to the usual close monitoring, challenge and support provided by the VS:

- Welfare Call has been commissioned to monitor the attendance and exclusions rates of all CIC regardless of where they are educated. This is done on a daily basis
- The Virtual School has set an alert of below 95% attendance and 1 or more fixed term exclusion as part of its Pupil Causing Concern monitoring and intervention systems
- The Virtual School Link Adviser ensures that any CIC who falls into either of the above alert categories is discussed with CSC Managers, foster carers and Designated Teachers to ensure that effective support packages are put in place to improve attendance and re-engagement in positive learning

What is the impact

- Overall absence rates have increased but this is due to a small number of children who have entered care and not previously attended a school
- 1 or more fixed term exclusions rates are reducing
- There continues to be no CIC who has been permanently excluded

Attendance and Exclusions priorities

- To ensure that all CIC are accessing the provision that best meets their educational needs
- Fast track support is in place from all professionals to maintain high levels of attendance and to address any barriers to learning, including behavioural and attachment issues

Next Steps

In addition to the usual close monitoring, challenge and support provided by the VS:

- To continue to robustly track and monitor both attendance and exclusions and to challenge schools, social workers and carers where appropriate
- When there is evidence of unmet social, emotional and mental health needs to ensure that CIC are fast tracked for appropriate support through CAMHs and SEN
- Where there is evidence of disengagement in KS4 to work closely with YPS to ensure that robust OAG is provided and to commission MPloy where appropriate to look for bespoke packages of support

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PERSONAL EDUCATION PLANS

The Virtual School regularly monitors and quality assures PEPs in order to ensure that all children in care have a high quality and effective PEP. In addition, a Virtual School Education Adviser is allocated as a link officer to each of the localities across the LA. This includes both the CIC teams and the local schools, in order to provide support and challenge, advice and guidance on completing PEPs.

The role of the PEP Coordinator is to provide support and challenge, where necessary, to both social workers and Designated Teachers, to ensure that the PEPs are completed within the statutory timelines. Specific support is provided by the PEP Coordinator for completing initial PEPs and also to CIN teams, to ensure that appropriate and specific educational targets are set and support is identified.

PEP Practice Guidance has been written to support the use of the termly PEPs and this has been disseminated to all schools and social workers. Training has been delivered to Designated Teachers and social workers regarding their statutory responsibility in completing PEPs and what constitutes a high quality and effective PEP.

In line with LA statutory guidance PEPs are completed on a termly basis. The PEP system allows regular PEP reports to be run to review PEP completion rates, to support data collection, and used to inform future personalised support packages that the Virtual School put in place. These reports are run on a monthly basis and the data distributed to CSC team and senior managers for action.

PEP data monitoring is completed at the following times:

- Autumn Term – end of December
- Spring Term – end of April
- Summer Term – end of July

This provides detailed analysis of which PEPs have been completed, which are in draft and which have not yet been started. This is then further broken down by locality and team. The termly data is then shared with CSC SMT, CWaC Head teachers and also produced as part of the Virtual School Education Performance Report.

Final completion rate for 2017-18 was very positive with **96%** of children in care having a completed PEP.

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Future Developments

- A termly multi-agency Education of Children in Care Practice Improvement meeting has been introduced, chaired by the Director of Education
- A multi-agency scrutiny and monitoring group has been established and will provide support in auditing and quality assuring PEPs
- Use the PEP reporting system to more robustly monitor ongoing progress and the impact of the Pupil Premium Plus on closing the gap
- Develop further training opportunities and the Designated Teacher networks so that more focus is given to setting SMART targets, monitoring of progress through the PEP and strategies used to close the educational achievement gap
- Additional PEP Co-ordinators will be recruited to provide 1 PEP coordinator per locality
- The role of the PEP coordinator will be developed to include tracking of pupil progress via the PEP and aim to quality assure 100% of PEPs

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PUPIL PREMIUM

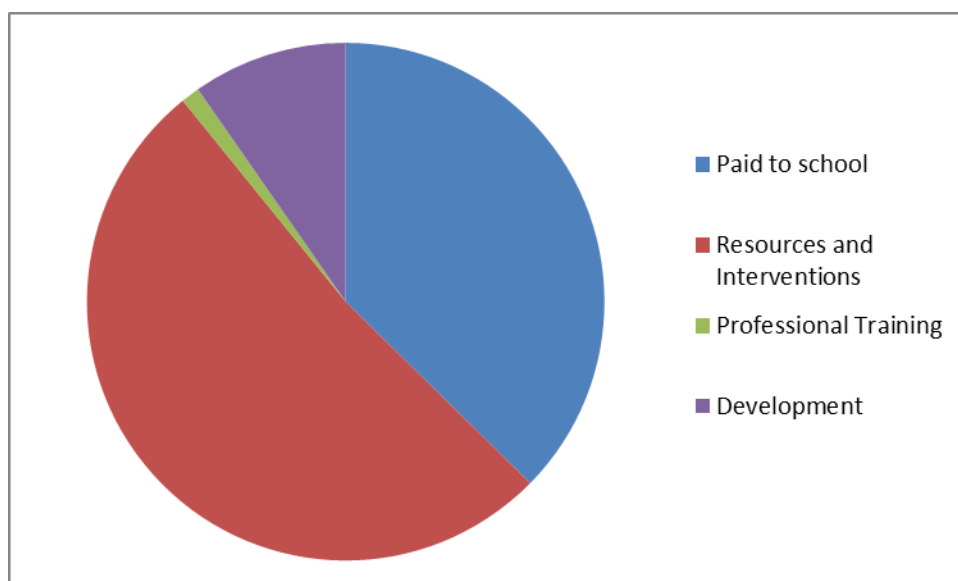
In line with the conditions of grant of the Pupil Premium Plus and the role of the Virtual Head teacher, an allocation system has been put into place and practice guidance written and disseminated to schools and social workers.

CWaC has adopted an individual child's needs driven model which is managed carefully and robustly through the completion of effective, timely and high quality PEPs. The guidance clearly states that the Pupil Premium Plus must be used to improve the educational outcomes for all CWaC CIC and that it must be responsive to the identified needs of each child in care. The PEP report system allows regular reports to be run to monitor its use and impact. The Virtual School Education Advisers regularly review the requests for Pupil Premium Plus to ensure that there is a clear focus on closing the attainment gap and fulfilling the criteria of the practice guidance.

For 2016-17 the Pupil Premium Plus allocation was £1900 per child and Early Years Pupil Premium was £302.10.

The following graphs present summaries of the expenditure of the PP+ funding for CIC:

2017-2018 Pupil Premium Plus Financial Breakdown



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Paid to school		
Payments to CW&C Schools	£162,801.69	
Payments to OOB Schools	£72,024.36	
Total	£234,826.05	37.36%

Resources and Interventions		
Education Provision and Tuition	£211,680.06	
Safebase	£2,515.00	
Psychology Services	£16,200.00	
Letterbox Club	£19,118.62	
MPLOY	£3,680.00	
Children's Activity Days	£72,387.01	
Total	£325,580.69	51.80%

Professional Training		
PP+ Conference	£279.00	
Foster Carers Conference	£3,485.47	
VSH Training	£346.50	
VS Attachment Training	£1,856.00	
Phonics Training	£430.00	
PATH 50% Funding	£570.00	
Attachment Friendly Award Ceremony	£297.00	
Total	£7,263.97	1.16%

Development		
Attachment Friendly Schools	£16,649.00	
Publications and Distribution	£283.04	
PA for EET and VSH acting up	£43,879.15	
Total	£60,811.19	9.68%

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The following is a brief summary of some of the different ways that the PP+ has been used to support the learning of CIC and also develop the practice and understanding the professionals in schools who are working with them:

Paid to school	1:1 support in class
	Home tuition in core subjects
	Alternative provision placements
	Behavioural support
	Reading support and accelerated reading
	Social skills
	Play therapy
	Speech & Language
	Music therapy
	Youth worker support
	Small group work
	Counselling sessions
	6th Form mentoring scheme
	Animal therapy
	Nurture and enrichment sessions
	Dyslexia assessments
	Education Psychology support
	Emotional support
	Fine motor skill activities
	Forest school
	Handwriting interventions
	Meet & greet
Numicon	
Phonics support	
Short stay school placement	
Quiet place	
Resources and Interventions	Education Provision and Tuition
	Safebase
	Psychology Services
	Letterbox Club
	MPLOY
	Children's Activity Days
	GCSEPod
Professional Training	PEP Conference
	Foster Carers Revision Support
	Early Years Training Event
	Person Centred Training
	Phonics Training

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	Numicon Training
	Attachment Friendly Award Ceremony
	Education Toolkit Conference
	Resources
	Virtual School Training
Development	Attachment Friendly Schools
	Publications and Distribution
	Welfare Call
	PA for EET and VSH acting up

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Future Developments

- Develop Good Practice sessions for Designated Teachers across the LA to facilitate the sharing of quality intervention strategies.
- For this current financial year the PP+ expenditure is again being largely driven by PEP request. However, some of the money is being used centrally to fund further training and also to develop the Attachment Friendly Schools Award – 18 schools have currently put in an action plan and request for support to work towards gaining this VS award.

Further Virtual School Developments

(In addition to those below there are specific key stage developments outlined in the report under each area)

- Further developing the activities and support offered to young people, including the use of virtual learning platforms
- Further develop the multi-agency training programme around issues that impact on educational outcomes, including attachment issues.
- Develop Attachment Friendly Schools across the LA.
- Embed the PEP QA Scrutiny Group.
- Working with schools and school improvement colleagues around the impact of the changes to the Primary and Secondary curriculums and also assessment without levels
- Working with SEN colleagues to ensure that children in care are able to access, in a timely manner, an Education Health Care Plan as appropriate.
- Through the work of the dedicated PA for EET (funded by the Virtual School) monitor and support young people's to remain engaged in Education and Training
- Collect and share data via the termly Education Performance Report, to identify CIC who also have SEND and their primary need
- Develop a Virtual School Website as an information sharing platform and linked to the Local Offer, Children in Care Council and any other appropriate agencies.
- Work collaboratively with the Education Psychology Service to fund ELSA training to all Cheshire West and Chester schools who host a child in care.
- Develop mentoring opportunities for Key Stage 4 through team building events
- To develop transition opportunities for key stage 4 to key stage 5 by building strong relationships with Post 16 providers
- To offer support for key stage 4 to enhance application and interview via afterschool workshops in collaboration with MPLOY
- To introduce the Attachment Friendly Award

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Revised Guidance for Virtual School Heads and Designated Teachers – Previously Looked After - February 2018

Recent consultation sought views on changes to two statutory guidance documents: *Promoting the education of looked-after children*; and *Roles and responsibilities of designated teachers for looked-after children* following the Children and Social Work Act 2017. This Act expanded the role of Virtual School Heads and designated teachers to include the provision of information and advice to certain previously looked-after children and their families. For many previously looked-after children the impact of their pre-care experiences can continue to act as a barrier to educational progress after leaving care. The changes to the Virtual School Head and designated teacher role are designed to help ensure previously looked-after children receive the support they need to achieve their full potential. Statutory guidance for Virtual School Heads and designated teachers needs to be updated to reflect the new duties.

The Virtual School Head and designated teachers' new statutory responsibilities towards previously looked-after children will come into force from September 2018, in line with the academic year. The new statutory guidance *Promoting the education of looked-after and previously looked-after children –Statutory guidance for local authorities February 2018* can be found on the Department for Education website along with the updated statutory guidance for designated teachers.

The consultation was conducted online between 16 October and 27 November 2017. Views were also sought from the National Association of Virtual School Heads and the Association of Directors of Children's Services.

The key changes to the statutory guidance are:

- a structure to clearly signpost information on the role of Virtual School Heads and designated teachers for previously looked-after children;
- additional information on the new role of Virtual School Heads and designated teachers for previously looked-after children; and
- an increased emphasis on: mental health; training for Virtual School Heads, designated teachers and school staff; promoting school's awareness of looked-after and previously looked-after children's needs; and proactively building interagency relationships.

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The government published a new financial burdens assessment for the Children and Social Work Bill, estimating the cost of extending Virtual School Head support to previously looked-after children at between £30,000 and £50,000 per local authority. It set out that savings from regionalisation of adoption, leading to efficiencies and further timeliness of adoption, would offset this new burden. The Department for Education will provide funding for the extended role of the Virtual School Head until 2020.

The Department for Education will revisit funding for this duty as part of the broader Spending Review in 2020.

Based on a Department for Education formula Cheshire West and Chester have been allocated the ring fenced sum of £37,774.33 for the academic year 2018-2019. The allocation for 2019-2020 will be confirmed in February 2019. The purpose of the grant is to provide support to local authorities in England for expenditure lawfully incurred or to be incurred by them in respect implementing the role of Virtual School Head for previously looked after children.

Main points from new statutory guidance

- Looked-after and previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs. Virtual School Heads have a key role to ensure these children have the maximum opportunity to reach their full educational potential – an important part of why this role was made statutory.
- For looked-after children, as part of a local authority's **corporate parent role**, the Virtual School Head needs to be the educational advocate that parents are for others.
- For previously looked-after children, the Virtual School Head will be **a source of advice and information to help their parents to advocate for them as effectively as possible**.

Virtual School Heads are not acting as part of the corporate parent role in these circumstances, but are there to promote the educational achievement of these children through the provision of advice and information to relevant parties listed in the *Previously looked-after children statutory guidance*.

Local authorities have a duty under section 23ZZA of the Children Act 1989 (inserted by section 4 of the Children and Social Work Act 2017) to promote the educational

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achievement of **previously looked-after children in their area** by providing information and advice to any person that has parental responsibility for the child;

- providers of funded early years education, designated teachers for previously looked-after children in maintained schools and academies; and
- any person the authority considers appropriate for promoting the educational achievement for relevant children.

Previously looked-after children are those who:

- Are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) because they are subject of an adoption, special guardianship or child arrangement orders; or
- Were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.

The duty applies to children who are in early year's provision (secured by the local authority under section 7(1) of the Childcare Act 2006) and continues throughout the compulsory years of education where the child is in provision funded in part or in full by the state.

Virtual School Heads are integral to ensuring that local authorities discharge their duty to provide suitable advice and information for the purpose of promoting the educational achievement of previously looked-after children. They can also undertake any activity they consider to be appropriate where that activity will promote the educational achievement of such children in their area.

Data from the Cheshire West and Chester Spring term 2018 School Census indicates:

Code	Description of Post Looked After Arrangement (PLAA)	No. of Pupils
A	Ceased to be looked after through adoption	250
C	Ceased to be looked after through a child arrangement order (CAO)	24
G	Ceased to be looked after through a special guardianship order (SGO)	70
R	Ceased to be looked after through a residence order (RO)	14

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Role of the Virtual School Head for previously looked-after children

(taken from the new statutory guidance)

49. The role of the VSH for previously looked-after children is to promote their educational achievement through the provision of information and advice to their parents, educators and others who the VSH considers necessary.

50. VSHs must discharge their duty from the point at which the child becomes eligible for free early education, which is currently the start of the term following a child's second birthday, and concludes when s/he has completed the compulsory years of education.

51. The duty relates to previously looked-after children who are in education in the area served by the VSH irrespective of where the child lives. This avoids the need for education settings to work with more than one VSH and prevents cross-border complications.

52. VSHs, in conjunction with the Director of Children's Services, should decide the extent of their offer to parents, early education providers and schools but as a minimum, the VSH must:

- Respond to parental requests for advice and information – e.g. advice on school admissions in their area. Where appropriate, the VSH should sign-post parents to other services that can offer advice and support;
- Respond to requests for advice and information from providers of early education, designated teachers in maintained schools and academies, and providers of alternative education in their area in respect of individual children supported by the local authority. In particular, the VSH should develop/build on existing good working relationships with designated teachers for previously looked-after children in their area; and
- Make general advice and information available to early year's settings and schools to improve awareness of the vulnerability and needs of previously looked-after children. This should include promoting good practice on identifying and meeting their needs, and guidance on effective use of the PP+.

53. However, it is important to note that the local authority and VSH are no longer the corporate parent for previously looked-after children and the VSH role in relation to these children reflects this. VSHs are **not** expected to monitor the educational progress of individual children or be held account for their educational attainment. Any intervention in the education of a previously looked-after child must be with the agreement of the person(s)

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who have parental responsibility for the child. They, like all parents, are responsible for overseeing their child's progress in education.

54. VSHs will want to satisfy themselves that the child is eligible for support by asking the child's parents for evidence of their previously looked-after status. For children adopted outside England and Wales, the child must have been looked after by a public authority, a religious organisation or other provider of care whose sole purpose is to benefit society. Where parents are unable to provide clear evidence of their child's status, VSHs will need to use their discretion. In such circumstances, VSHs should discuss eligibility with the designated teacher at the child's school to agree a consistent approach.

What might providing information and advice look like?

- **Providing advice and information to frequently asked questions online.**
- **Providing advice to individual parents/carers and schools where they have a query.**
- **Advising schools on how they can support previously looked after children to improve behaviour to help avoid exclusion becoming necessary.**
- **Advising schools on how to best use Pupil Premium to support previously looked after children.**

Local authorities have a duty under the Children Act 1989 to safeguard and promote the welfare of a child looked after by them. This includes a specific duty to promote the child's educational achievement, wherever they live or are educated. The authority must, therefore, give particular attention to the educational implications of any decision about the welfare of those children.

This duty also applies to '*eligible*'* children and to those who have been placed for adoption.

*An 'eligible' child who is looked-after, aged 16 or 17 and has been looked-after by a local authority for a period of 13 weeks or periods amounting in total to 13 weeks, which began after they reached 14 and ended after they reached 16.

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

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Looked-After Child/Young Person	Previously Looked-After Child/Young Person
<p>All children aged 2 to end of compulsory education that are currently looked-after by Cheshire West and Chester Council regardless of where their education setting is.</p>	<p>All children in Cheshire West and Chester settings and schools aged 2 to end of compulsory education who:</p> <ul style="list-style-type: none"> • Have been adopted from care • Are the subject of a Special Guardianship Order (SGO) • Are the subject of a Child Arrangement Order (CAO) <p>Parents/carers to self- declare and evidence child’s status to school/VSH</p>
<p>Consent to discuss a child is not required as Cheshire West and Chester are the corporate parent and hold parental responsibility</p>	<p>Consent to discuss a child is required from the person with parental responsibility as Cheshire West and Chester Council are not the corporate parent</p>
<p>VSH responsibilities include:</p> <ul style="list-style-type: none"> • Information and advice to professionals and carers • Support re admissions, exclusions, interventions etc. • Allocation of Pupil Premium Plus grant 	<p>VSH responsibilities include:</p> <ul style="list-style-type: none"> • Information and advice to parents, educators and others who the VSH considers necessary • Sign post to other agencies who may be able to offer information and advice • The VSH duty relates to the previously looked-after children educated in Cheshire West and Chester irrespective of where the child lives
<p>Pupil Premium Plus grant</p> <ul style="list-style-type: none"> • VSH budget holder • Schools evidence need and impact via the Personal Education Plan (PEP) termly process • Grant to be spent in schools on identified pupil • VSH produces annual report of Pupil Premium Plus spend • Impact of Pupil Premium is monitored 	<p>Pupil Premium grant</p> <ul style="list-style-type: none"> • Paid directly to schools via the School Census return • Parents/carers required to self-declare and provide evidence of previously looked-after status • Grant can be spent by the head of school • Schools required to publish annual report on website of Pupil Premium

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via the PEP quality assurance process	spend and impact
VSH monitors and reports on the educational progress and attainment of individual and groups of children	VSH is not expected to monitor the educational progress of individual children or be held account for their educational attainment. Those who have parental responsibility, like all parents, are responsible for overseeing their child's progress in education

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Bullies, bullies everywhere,
Thinking I will easily scare.
Age of ten,
Threats from "Ben".

I was running away,
To get back with Mum and stay.
People hurting me,
When they should be there for me.

I didn't know what was right,
Until I saw the outside light.
I got in to trouble,
But I wasn't capable.

The windows went crash and smash!
And I saw it in my eyes when it flashed.
In Scotland I set my room on fire,
I didn't know what to do with the lighter.

Feeling anxious and shaken,
I don't know where my head was, maybe it was taken?
Paying for the damages to the hall,
Suddenly, there was a call.

Moved to a new care home,
Where I am never alone.
I am as happy as Larry,
With no weight on my shoulders to carry! 😊

Written by a Young person in the care of Cheshire West and Cheshire Council 2018