

Southwark Virtual School

Highlights from Virtual School Headteacher's Report from 2021 CLA outcomes

- At the time of this report, 430 students were recorded **on the roll** of Southwark Virtual School compared to 422 last year. 293 children are of statutory school age and 137 in Key Stage 5. Recorded as 166 females 264 males
- In Southwark, the proportion of Southwark's statutory school age looked after children with special educational needs is 46% (134) compared to 12.6% nationally with an EHCP is 33% (95) compared to 4% nationally
- 5% (16) of Southwark Looked after children are educated in schools graded less than Good by **Ofsted**. 4 placed prior to coming into Care, 4 already at the school prior to the inspection, 5 UASC placed in specialist ESOL provision, 2 placed due to travel distance and 1 placed in a provision consulted as being able to meet needs. Children only attend 'Requires Improvement' schools in exceptional circumstances, such as when a previously Good school has a poor inspection outcome but it is considered in best interests of the child for them to remain there.
- **Persistent absenteeism** data shows 28% (81) of Looked After Children with below 90% attendance. 29 in Yr11, 20 in Yr10, 20 in KS3, 12 in Primary. Of this group, 24 are new to care in this academic year - attendance was not collected prior to care episode. 7 are UASC – 5 arrived in the UK this year. 23 had one or more placement changes, 20 received fixed term exclusions and 1 child was permanently excluded.
Reasons for absences were attributed to post pandemic school refusal especially in KS4 where children lost confidence in sitting the examinations, new to care, care placement change and medical absences. Fixed term exclusions have also contributed to this increase.
- **Children Missing Education:** 14 children remain out of education compared to 8 this time last year. All have access to education provision through tuition. 8 came into Care this academic year of which 5 are UASC. 8 are in Year 11 with pathway plans for the year ahead. 2 had a recent placement change and 1 is in temporary accommodation. This is a significant achievement when considering post pandemic engagement and the rate of mobility of looked after children in this cohort.
- There are 59 Southwark look after Children who are **unaccompanied asylum seeking children** compared to 53 last year and 44 the year before. 39% (23) are in Secondary and 61% (36) are in KS5. 95% (56) are recorded as male. 86% are in Education, Employment or Training.
- Over £730k of **Pupil Premium** grant has been received to promote the education of school aged learners. In addition to payments made to schools, funding is used to support exceptional needs funding, education psychologist, speech and language, fixed-term resourcing, supplementary and interim home tuition, exam support, online learning programme, digital resources, literacy mails outs and bespoke Covid recovery tuition.
- **Supplementary and interim Tuition:** A total of £101, 960.50 was paid towards supplementary tuition. This is apart from funding devolved to schools where the school put tuition in place directly. A total of £10, 140.75 was paid towards Interim Tuition instances while children were awaiting a school place.
- **Southwark Personal Education Plan (PEP)** performance in the autumn term 2021 was reported as 84%. The target remains 100%
- In 2020 and 2021, the main summer series of **exams for GCSEs, AS and A Levels were cancelled** because of the coronavirus pandemic. Instead, students received grades based on teacher or lecturer assessment. Loss of face to face teaching and reliance on teacher's assessment grades means comparison cannot be made.
- **KS4 GCSE outcomes:** 42% of Southwark's 2021 GCSE cohort achieved a Grade1-9 in English and Maths. Attainment 8 is lower than the previous year but in line with national data. London attainment 8 is marginally ahead

- **KS5 Outcomes:** 80% of learners achieved at the expected level for their course against 83% last year. The 2021 year 13 cohort has achieved a 100% progression/pass/ success rate at A'level/ L3.
- **Destinations:** continues to be a strength with 34% of children choosing to continue in education. 37% are in education, employment and training. 21% are NEET compared to 26% at this stage last year.
- Our **COVID recovery programme** was swift with a shift in practice designed to close the education gap created. Bespoke PEPs, digital resources, EP, SALT and increase supplementary tuition were features of our response. The Virtual School has on offer an extensive Summer Tuition Programme as part of our Covid recovery Programme.
- **Virtual School Priorities:**
 - Narrow the attainment gap, lost learning and mental health support. Continue to provide support and interventions for schools and children to improve outcomes and attendance, evaluating the impact of the intervention and use of Pupil Premium.
 - To promote the educational outcomes of children with a Social Worker. The work with early years settings, schools, colleges and Social Care leaders to create a culture of high aspirations that helps all children with social workers to make educational progress.
 - Support the development of attachment aware and trauma informed schools in Southwark by delivering a flexible and diverse virtual training programme for Designated Teachers and school leaders.

Southwark Virtual School Annual Headteacher's Report Academic year 2020-2021



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1. Preface

1.1. In 2020 and 2021, the main summer series of exams for GCSEs, AS and A Levels (and their equivalents in Scotland) were cancelled because of the coronavirus pandemic. Instead, students received grades based on teacher or lecturer assessment.

The changes to the way GCSE grades have been awarded over the last two years (with CAGs and TAGs replacing exams) mean 2020/21 pupil attainment data should not be directly compared to pupil attainment data from previous years for the purposes of measuring year on year changes in pupil performance.

[Key stage 4 performance, Academic Year 2020/21 – GOV.UK](#)

1.2. Summer 2022 sees the return of a full exam series in all four UK nations. For England, regulator Ofqual has announced that [grading in 2022 will again be more generous than it was pre-pandemic](#), but that grades are expected to fall at a mid-point between those in 2019 and 2021. In future, the plan is for grades to revert to a more normal distribution. As such, 2022 has been described as a ‘transition year’.

[Coronavirus: GCSEs, A Levels and equivalents in 2022 - House of Commons Library \(parliament.uk\)](#)

2. Introduction

2.1. This report presents an overview of the activities and impact of Southwark Virtual School. It reflects on the impact of our activities and identifies areas of future development to achieve improved outcomes for Southwark looked after children. We want all looked after children to achieve the best they can and promote success into adulthood, whatever age they came into our care.

2.2. The Virtual School supports all children in care and relevant care leavers regardless of their length of time in care. The educational attainment data in the report relates to those who have been in continuous care for more than 12 months.

2.3. The data in this report is based on 2020-21 Children Looked After (CLA) outcomes.

2.4. As part of a local authority’s corporate parent role, the Virtual School needs to be the educational advocate that parents are for others. For previously looked-after children, the Virtual School will be a source of advice and information to help their parents to advocate for them as effectively as possible.

2.5. Southwark Virtual School is aspirational and our mission is to provide support to looked after children so that they can do the very best they can at school. Together with our looked after children, carers, schools, Social Care colleagues and other professionals, we plan with a view to achieve clear academic and vocational pathways into education, employment and training. We aim to minimise disruptions along the way.

3. A Changing Education Landscape

3.1. *“The COVID-19 pandemic has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries. Closures of schools, institutions and other learning spaces have impacted more than 94% of the world’s student population. This has brought far-reaching changes in all aspects of our lives. Social distancing and restrictive movement policies have significantly disturbed traditional educational practices. Reopening of schools after relaxation of restriction is another challenge with many new standard operating procedures put in place.”*

[A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning 2021 \(sagepub.com\)](#)

3.2. GCSE, A Level, Higher/ Advanced Higher grades (in Scotland), and equivalent qualifications, are high stakes in that they serve as a passport to further and higher education, training and employment. Students currently in exam years 11 (GCSE) and 13 (A level) have missed significant periods of face-to-face learning, and some remain concerned that the adaptations and allowances don’t go far enough to compensate.

[Coronavirus: GCSEs, A Levels and equivalents in 2022 - House of Commons Library \(parliament.uk\)](#)

3.3. From September 2021, Virtual School heads became the strategic leaders who promote the educational outcomes of children with a social worker. The LA will receive funding to resource the Virtual School Head to work with early years settings, schools, colleges and social care leaders to create a culture of high aspirations that helps all children with social workers to make educational progress.

[Promoting the education of children with a social worker: Virtual School Head role extension](#)

3.4. The extension of the role of the Virtual School Head will;

- Make visible the disadvantages that children with a social worker can experience, enhancing partnerships between education settings and local authorities to help all agencies hold high aspirations for these children.
- Promote practice that supports children’s engagement in education, recognising that attending an education setting can be an important factor in helping to keep children safe from harm.
- Level up children’s outcomes and narrow the attainment gap so every child can reach their potential. This will include helping to make sure that children with a social worker benefit from support to recover from the impact of COVID-19.

[Promoting the education of children with a Social Worker](#)

4. Whole School Cohort data as at 05.04.22

4.1. Southwark's Children in Care population is constantly changing as children move in and out of the Care System. The data represents the current picture of Southwark CLA statutory school age cohort.

4.2. At the time of this report, 430 students were recorded on the roll of Southwark Virtual School. 293 children are statutory school age and 137 in Key Stage 5. Recorded 166 females 264 males. This represents a slight increase from the 19/20 academic year when there were 422 children on Southwark Virtual School roll at any point in time.

4.3. Of the statutory school age cohort, boys remain a larger proportion of the Southwark looked after cohort. Locally 55, nationally 56%.

	Total LAC	Male	%	Female	%
Yr R	14	8	3%	6	2%
Yr 1	6	3	1%	3	1%
Yr 2	5	2	1%	3	1%
Yr 3	10	4	1%	6	2%
Yr 4	15	6	2%	9	3%
Yr 5	9	8	3%	1	0%
Yr 6	23	14	5%	9	3%
Yr 7	26	10	3%	16	5%
Yr 8	32	23	8%	9	3%
Yr 9	41	23	8%	18	6%
Yr 10	47	23	8%	24	8%
Yr 11	65	36	12%	29	10%
Total	293	160	55%	133	45%

4.4. Nationally, the number of pupils with special educational needs (SEN) increased to 1.49 million pupils, representing 16.5% of all pupils. The proportion of pupils with SEN had been decreasing since 2010 (21.1%), however it has increased for the last 5 years.

[Special educational needs publication June 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/106112/special-educational-needs-publication-june-2022.pdf)

4.5. In Southwark, the proportion of Southwark's statutory school age looked after children

- with **special educational needs** is **46% (134)** compared to 12.6% nationally.
- with an **EHCP** is **33% (95)** compared to 4% nationally

[Special educational needs in England. Explore education statistics GOV.UK](https://www.gov.uk/government/collections/special-educational-needs-in-england)

4.6. The geographic spread of Southwark Virtual School pupils remains similar to previous years. 74% of children looked after are placed outside of Southwark.

4.7. 72% (211 children) of Southwark statutory school age CLA are in Secondary education, which is unchanged from last year's cohort data.

Table 2: Special Education Needs / In and Out of Borough by					
	Total CLA	EHCP	SEN Support	In Borough	Out Borough
Yr R	14	1	0	3	11
Yr 1	6	1	0	1	5
Yr 2	5	0	0	4	1
Yr 3	10	2	2	2	8
Yr 4	15	3	2	4	11
Yr 5	9	2	1	3	6
Yr 6	23	10	4	4	19
Yr 7	26	16	1	6	20
Yr 8	32	13	5	8	24
Yr 9	41	11	9	12	29
Yr 10	47	19	5	12	35
Yr 11	65	17	10	18	47
Total	293	95	39	77	216

4.8. 72% of Southwark statutory school age CLA cohort are in Secondary education, which is unchanged from last year's cohort data.

4.9. The ethnicity of Southwark's Children looked after cohort, while in contrast to the national cohort, remains more or less in line with our statistical neighbours and reflects similarities of the demographics of Southwark's resident population and of Inner-City London.

4.10. Nationally, Children of White ethnicity account for 75% of children, 10% were Mixed or Multiple ethnic groups, 7% Black, African, Caribbean or Black British, 4% were Asian or Asian British, 3% other ethnicities and ethnicity was not known or not yet recorded for 1% [Children looked after in England including adoptions, Explore education statistics GOV.UK](#)

Table 3: Southwark's Cohort Breakdown by Ethnicity		
Ethnicity	Number	%
Asian/Asian British/Any other Asian Background	9	3%
Asian/Asian British/Bangladeshi	2	1%
Asian/Asian British/Indian	1	0%
Asian/Asian British/Pakistani	2	1%
Black/Black British/African	61	21%
Black/Black British/Any other Black	1	0%
Black/Black British/Any other Black background	24	8%
Black/Black British/Caribbean	35	12%
Mixed/Multiple ethnic groups/Any other Mixed background	32	11%
Mixed/Multiple ethnic groups/White and Asian	1	0%
Mixed/Multiple ethnic groups/White and Black African	7	2%
Mixed/Multiple ethnic groups/White and Black Caribbean	21	7%
Not disclosed	5	2%
Other Ethnic Groups/Any other ethnic group	13	4%
White/Any other White Background	15	5%
White/British	63	22%
White/Irish	1	0%

5. Ofsted

5.1. The following quotes are extracted from the findings of a focused visit to Southwark local authority children's services between 29 September and 1 October 2020.

<https://files.ofsted.gov.uk/v1/file/50155795>

- Senior managers and staff have ensured that children and young people continue to be safeguarded. The best possible decisions are being made about children's care and education
- During the pandemic, the Virtual School has provided effective oversight of the progress of children in care, including school attendance and the take-up of remote learning during the summer term. Most children reviewed during this visit were making reasonable progress in their education over this period, supported by the provision of laptops and additional tuition through the virtual school.
- Foster carers spoke very positively about the support and help that they are receiving for children's care and education during the pandemic. They said that 'Social workers do what they say they are going to do.' Another carer told inspectors that their child felt 'extra valued and cared for' during lockdown, as a result of all the extra help with their remote learning.

6. Ofsted Ratings of Schools

6.1. Southwark Virtual School strives to ensure that CLA are placed in schools that are good or outstanding. Children in schools rated as "Outstanding" by Ofsted are half as likely to experience a mid-year school move compared to children in schools rated "Inadequate". Children only attend 'Requires Improvement' schools in exceptional circumstances, for example when a previously Good school has a poor inspection outcome but it is considered in best interests of the child for them to remain there.

6.2. The Table below reflects the distribution of Southwark looked after children by Ofsted ratings of the education provision they attend. 5% attend provision that is in requires improvement.

- 4 children were also already placed at their school prior to the Ofsted inspection that saw the school move to Requires Improvement status.
- 4 children were already attending the Requires Improvement Provisions prior to coming into Care
- 5 children who are Unaccompanied Asylum Seeking Children (UASC) were placed in Lewisham College where their ESOL provision is rated Good despite the Requires Improvement rating of the college. Due to limited UASC provision and extensive planning with neighbouring Virtual School Headteachers, this was deemed to be the best education provision for these children.
- 1 child with an EHCP was placed in a school that after consultation was deemed as the only school that could meet the Special Education Needs.

- 1 child was placed in a Requires Improvement School through parental preference due to the distance to the provision – additional support was offered to the school.
- 1 child was in a remote placement and the school in Requires Improvement was the closest commutable provision.

	Number	%
Outstanding	76	26%
Good	149	51%
Requires Improvement	16	5%
Inadequate	0	0%
No Grade (new schools / academy converters /NSP)	52	18%

7. Attendance

‘...even before the pandemic, there is a group of children who struggle to attend school regularly and who have fallen through the gaps in our education system. Coming out of the pandemic, this group has only gotten bigger...’

Rachel De Souza Children’s Commissioner - [Voices of England’s Missing Children](#)

7.1. On a National level, *‘In Autumn 2021, the number of children persistently absent more than doubled compared to 2018/19, almost 1 in 4 children were persistently absent from school compared to around 1 in 9 in 2018/19.’* [Voices of England’s Missing Children](#)

7.2. In Southwark, persistent absence rose to 28% (81 children) this academic year from 23% in the 2018/2019 academic year. The timeframe in-between was disrupted through school closures.

7.3. Recorded 40% (32) Girls 60% (49) (boys).

%	Pupils
0% - attendance Includes children who recently came into care and no school place	4
1% - 29%	15
30% - 49%	8
50% - 59%	4
60% - 69%	13
70% - 79%	8
80% - 89%	29

7.4. 36 children with SEN appear on the list of persistent absentees. who either come into care with no School place or experienced a change in care placement

Table 6 : SEND profile of the Persistent Absentee Cohort			
	EHCP	SEN support	Total SEND
Total	31	5	36

7.5. The year group with the highest number of persistently absent children is the year 11 group. Of the 29 children.

- 18 children have SEN with 13 on an EHCP and 5 SEN Support.
- 9 children new to care in this academic year.
- 9 children had no school place – 7 of this group were new to care. 1 of this group have EHCPs.
- All children in this group were offered additional tuition and exceptionally funded tuition to work towards the exam.
- 4 children are Unaccompanied Asylums seeking children. All arrived in the country this academic year.

Table 7: Actual Percentage Attendance in the Persistent Absentee Cohort	
%	Pupils
Yr R to Yr 6	12
Year 7	3
Year 8	5
Year 9	12
Year 10	20
Year 11	29
Total	81

7.6. From the full number of 81 children in who were persistently absent,

- 30% (24) new to care in this academic year.
- 9% (7) are Unaccompanied Asylums seeking children – 5 arrived in the country this academic year.
- 28% (23) had one or more placement change.
- 25% (20) received fixed term exclusions from their schools.
- 1% (1 child) was permanently excluded.

7.7. The reasons for absence included:

- School refusal – especially noted in KS4
- Fixed term exclusions
- New to care
- Change of care placements
- Illness / medical

7.8. In this academic year, all our schools were offered Pupil Premium Plus to support Education attainment and attendance, from our Persistent Absentee list 10 children had an Education Psychology assessment, exceptional payments to support attendance was paid to 6 schools who employed additional staff to support children, Speech and language Support was also offered to all school and 6 children accessed this. 483 hours of additional tuition was provided to our persistent absentees

8. Improving Attendance and Reducing Exclusions

Evidence has found that there are a variety of factors that lead to poor attendance and exclusion amongst looked after and previously looked after children. This section examines some of the causes and strategies for improvement.

In line with statutory guidance on [exclusions from maintained schools, academies and pupil referral units in England](#), head teachers should, as far as possible, avoid excluding any looked after child. Where they are at risk of exclusion, the DT should contact the Virtual School as soon as possible to help the school decide how to support the child to improve their behaviour and avoid exclusion where possible.

What are some of the reasons for poor attendance and /or exclusion?

Attitudes to education in the birth home environment: some children looked after may not attend school due to habits picked up prior to entering the care system. The child's parents' own experience of school is likely to influence the example of school behaviour and academic learning that they model to their child. Children who are poor attendees may have grown up with inconsistent parental attitudes to education and often perceive their parents as not having achieved at school.

School Behaviour Policies that children struggle to adhere to: Zero Tolerance Behaviour Policies and the like are not sufficiently flexible to respond to looked after and previously looked after children's challenging behaviour in the most effective way for those children. The experience of attachment difficulties, trauma and loss can have long lasting effects on mental health and wellbeing and how children and young people relate to others, even if these new relationships are with people who are safe and positive. This can have a detrimental effect on their ability to engage with learning.

Previously disrupted school attendance: Looked After and previously looked after children have often had long standing school attendance issues and have often moved schools several times. As a result of this, they may have gaps in their learning, and have fallen behind their peers before they become looked after. These learning gaps make coming to school onerous, since the child may find it difficult to participate in the set work, and are constantly reminded that they are not working at the same level as their peers. This often leads to challenging behaviour when they do attend.

Peer pressure: the literature has shown that peer pressure, which can develop into bullying, is one of the reasons for poor school attendance amongst looked after and previously looked after children. This needs to be addressed early as peer pressure can lead to exclusion, disengagement and under achievement

Behavioural issues: one of the main reasons for exclusion is persistent disruptive behaviour and early intervention to prevent poor behaviours escalating to a crisis point is essential to tackle this issue.

Underlying social and personal issues: CLA dealing with the loss of a parent or underlying parental drug or alcohol problems may have poor attendance rates and present challenging behaviours.

Personal factors: a lack of self-esteem and poor social skills, can lead to higher absenteeism rates. Personal factors can also include experiencing learning difficulties and Special Educational Needs

Contact with birth parents: A stable foster carer environment can lead to higher attendance rates amongst children looked after. However, where a child makes contact with their birth family, this has the potential to have a negative impact on school attendance, both in the short and long term.

Socio-economic circumstances: evidence suggests that overall the higher the rate of deprivation in a school, the higher the absenteeism rate. The literature also shows that children from deprived socio-economic backgrounds have less positive attitudes to school and learning than their peers in more affluent areas.

Age when a child enters the care system: research shows that children who enter care before the age of 12 outperform those who enter care at age 12 or above. A reason for this may be that those who became looked after when they were younger have tended to live in foster homes and therefore have more settled lives. As children looked after become older, there are potential issues in relation to placement stability.

Placement type and stability: the literature suggests that children looked after in foster care have better attendance rates than those children in residential care settings. For the latter group, attendance at school may be influenced by pressure from their peers who are also not attending school. Also, those children in long term or more stable placements tend to have better attendance rates than other groups of Children Looked After.

Strategies to improve attendance and behaviour amongst children looked after and reduce the risk of exclusion.

- Review your behaviour policy and reflect on whether it's sufficiently flexible to respond to the needs of looked after and previously looked after children's challenging behaviour in the most effective way, particularly in the light of their wellbeing and readiness to learn.
- Be sensitive in sharing information about children who are looked after. Most children do not want to be identified by their peers as looked after.
- Maintain regular contact with carers, encouraging high expectations of looked after and previously looked after children and what they can achieve.
- Keep the child's social worker informed if there are concerns about attendance.
- Encourage other professionals to hold statutory meetings/reviews out of school hours.
- Raise aspirations of looked after and previously looked after children by offering lots of opportunities for children to develop their strengths and talents. This has been identified as one of the key factors that lead to looked after and previously looked after children succeeding educationally (Happer et al 2006).
- Encourage involvement in school activities outside school hours such as visits, outdoor activities, sports, drama, art or any other club that might interest the young person.
- Encourage carers and young people to attend informal activities at the school such as plays, concerts, social events and sporting activities.

- Use positive rewards such as vouchers, day trips or token rewards such as stars or virtual points for improved attendance and punctuality. In the short term, these may not be the usual targets that other pupils are expected to achieve. Set realistic targets for the looked after or previously looked after to achieve the rewards, avoid sanctions and punishment in the traditional sense. .
- Consider reduced hours or phased returns especially after a traumatic event. However, the expectation must be that the child will return to full attendance over time.
- Provide a consistent adult in school for the child to have regular, easy contact with. This needs to be someone that the child likes, trusts and respects. Ideally this child will choose who this key person should be. The relationship should be a long term one: try to choose an adult who is likely to remain in the school for a long time. This key person does not have to be the Designated Teacher. The aim is to develop a relationship with an adult who focuses on the child's personal, emotional and academic needs.
- Consider peer mentoring. This provides a supportive social relationship for the child with a person of their own age
- Counselling is offered by many schools. Working through some of the complex factors that affect school attendance can be helpful.
- Ensure that all stakeholders working with the children are operating in a coherent way, placing a high priority on school attendance, wellbeing and achievement.
- Ensure that the needs of looked after and previously looked after children are specifically addressed in school development planning and clear in school policies and procedures. Whilst generic support may be appropriate for some children, others will have complex needs and require tailored support and a flexible approach to school systems and procedures. Planning needs to be proactive, rather than reactive.
- Offer training on the needs of looked after and previously looked after children to school staff, so that the day to day experience of the young person supports their needs.

9. Children Missing Education

Definition of Children Missing Education

“Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.”

[Children Missing Education, Statutory guidance for local authorities](#)

9.1. Southwark Virtual School Strives to ensure that looked after children are in education. School are the safest place for children to be and through partnership work with key professions, instances where children are out of education are addressed to ensure that education placements are secured without delay.

9.2. The Virtual School holds a **Children Missing Education Panel every week** of the academic year as well as during school holidays with the aim that there is weekly follow up on actions taken to secure education and that children are placed in education swiftly. Records of discussions and actions as well as the follow up is recorded weekly and informs the planning in the week that follows.

CME panel members are: Virtual School Headteacher– Chair, Social Care manager – Co-Chair, All Education Advisors (EAs), Social Workers, Virtual School Project Officer.

9.3. Some Reasons children or young people may be missing education:

- The child/young person may be new into care and due to where the child/young person is placed, they are not able to attend their existing school [Southwark Council tries to ensure continuity of educational placement wherever possible]
- The child moves placement as an emergency [for example, if a care setting gives less than 28days notice] and new education provision needs to be sourced.
- Prior to coming into care, the child was electively home educated
- Proximity of new placement mean the child cannot attend their existing school The Virtual School tries to ensure continuity of educational placement wherever possible
- The child may leave secure or residential care which has education on site.
- The child may have a SEN needs and network may be unable to source specialist provision that can meet the Needs as identified on the EHCP.
- The child/young person may be placed in an area which lacks alternative provision options and mainstream may not be the best place to meet educational needs
- The child/young person may be permanently excluded and new education provision is being arranged.

9.4. The Graph below plots the number of children with no school place recorded from April 21 to June 22.



9.5. There are currently 14 children with no School Place. All have tuition in place. 4 are not engaging. Information advice and guidance, Education Psychology and Speech and language has been completed where this is needed:

- 8 children are in year 11 with all receiving Information, Advice and Guidance. All have tuition on offer with 2 children not engaging.
 - 7 have a provision named for the next academic year (Further Education, ESOL and apprenticeships)
 - 2 are school refusers – Alternative Provision is in place. 1 of these 2 children has an apprenticeship application in progress with IAG support.
 - 4 children in this group are Unaccompanied Asylum Seeking Children who arrived in the country during the academic year.
- 1 child is in Year 10 – Tuition is in place but the child is not engaging. This child recently changed Care placement and EHCP consultations are in process.
- 2 children are in Year 9 – Both have interim tuition in place.
 - 1 is UASC and is due to attend Lewisham College -ESOL assessments.
 - 1 is in temporary accommodation. A school place is on offer.
- 2 children are in Year 8 – Both have interim tuition in place.
 - 1 has SEN with disability accessing education through Vibe Tutors. VS, FC and SEN have a preferred provision who are indicating they cannot meet needs. A follow up is in process.
 - 1 has recently changed placement and an EHCP consultation is being progressed.
- 1 child is in Year 7 – There has been a recent placement change – The new LA has just adopted the EHCP and consultation is being progressed.

9.6. Southwark Virtual School monitors looked after considered at risk of CME as part of the weekly CME panel. In these instances, Social Care and Education services work together so that there is a planned correlation between placement and educational needs. These are the circumstances we consider a child to be at risk:

- The child will be moving school or there is a change of Care placement in the near future.
- The child is at risk of a permanent exclusion (PEX).
- The child has an EHCP and there is a school consultation process before a new school is named on the EHCP.
- There is drift in funding agreements regarding securing ongoing education placements.

9.7. Escalation Process: Education Advisors and Social workers escalate education placement planning to the Virtual School Headteacher in the following

- Where a child does not have an EHCP and remains unplaced beyond reasonable timelines,
- Where a child has an EHCP and remains unplaced beyond statutory timelines,
- Where there is a risk that the child is at risk of Children Missing Education,
- Where there is gap in education while school provision is being finalised and tuition is requested during the waiting period.

10. Unaccompanied Asylum-Seeking Children

10.1. An unaccompanied asylum-seeking child (UASC) is an individual under 18, who has applied for asylum in his/her own right, is separated from both parents and is not being cared for by an adult who by law or custom has responsibility to do so.

10.2. The number of Southwark looked after children who were unaccompanied asylum-seeking children has increased over the past year 2 years

Table 8: Number of Unaccompanied Asylum-Seeking Children						
2015 - 2016	2016 - 2017	2017 -2018	2018-2019	2019-2020	2020-2021	2021-2022
31	41	53	51	44	53	59

10.3. The number of Southwark looked after children who were unaccompanied asylum-seeking children are recorded as male 95% and female 5%.

10.4. The number of Southwark looked after children who were unaccompanied asylum-seeking children 22% are placed in borough and 78% placed out of borough.

Table 9: Gender	
Male	Female
56 (95%)	3 (5%)

Table 10: UASC In /Out Borough	
In	Out
13 (22%)	46 (78%)

10.5. An increase in the numbers of unaccompanied asylum-seeking children aged 16 years and over in Southwark is above national trends. 92% of unaccompanied asylum-seeking children are aged 16 years of age

Table 11: Age of Unaccompanied Asylum Children		
NCY	Number	Percentage
14	3	5%
15	2	3%
16	18	31%
17	24	41%
18	12	20%

10.6. With most of our UASC cohort in KS5, the Virtual School makes efforts to ensure that this group of young people are EET and on track to success into adulthood, The Virtual School KS5 team support children after their 18th birthday, without any impact on the level of support provided, until the end of the academic year. 39% (23) are statutory School age and 61% (36).

Table 12: UASC Destinations				
Year group	Number of yp	EET	NEET / NSP	% EET
9	3	2	1	67%
10	2	2	0	100%
11	18	14	4	78%
12	24	21	3	88%
13	12	12	0	100%
total	59	51	8	86%

- 86% of Southwark UASC are EET
- 14% of Southwark UASC are NEET or not in a school place
- Most of our KS5 ESOL students are learning at *Entry Level*.
- At KS5 the NEET population is 5% and comprises those that are working illegally, unwilling to engage or those awaiting a place on an ESOL course.

11. Pupil Premium Plus

- 11.1. The Pupil Premium Plus (PP+) is grant funding from the DfE to raise the achievement of disadvantaged pupils and to close the gap with their peers.
- 11.2. Funding rates for the pupil premium in the financial year 2022 to 2023 will increase in line with the latest inflation forecasts. Rates for 2022 to 2023 will be:
- Looked-after children: £2,410 increase of £65
 - Children who have ceased to be looked-after: £2,410 increase of £65
- 11.3. Over the past academic year, Southwark Virtual School was able to target specialist resources to ensure that educational needs were still met even though schools were closed. Pupil Premium Plus (PP+) was devolved to ensure that schools have the right resources to meet pupils' needs. This included purchasing laptops and increasing the tuition offer for online learning.
- 11.4. The Virtual School traditionally utilises retained funding for the following:
- **Exceptional needs funding** to support children's attainment and social/mental health well-being by topping up allocations as required by schools.
 - **Education Psychologist** support dedicated to the Virtual School to support learning difficulties and early identification of statutory assessments.
 - **Speech and Language** service offers both direct work with our most vulnerable looked after children and training to Southwark networks around children.
 - **Fixed Term resourcing** with the employment of 5 Specialist Education Advisors, 1 Project Officer and 1 Information Advice and Guidance officers.
 - **Supplementary Home Tuition** for pupils in full time education with a focus on English and maths to support academic achievement.
 - **Exam support** to all looked after children through offer of 30 hours of additional tuition.

- **Interim Alternative Provision:** home tuition as part of a temporary transition provision for children who are between care placements, persistent absentees (school refusers) and other circumstances where this support is needed.
- **Online learning programme** to secure swift access to education for pupils without a school place due to care placement changes and those pupils who are placed in remote areas of the country where 1:1 tuition cannot be reserved.
- **Digital resource** –targeted curriculum related software to complement learning and to mitigate for changes in placements or missed schooling.
- **Letterbox Literacy** targeted resources for primary aged pupils targeted. Packages delivered to children are equipped with reading and writing material as well as stationery.

12. Supplementary and Interim Tuition

12.1. The table below shows how Pupil premium was used to supplement education. This is apart from funding devolved to schools where the school put tuition in place directly.

12.2. There was additional focus on all children taking examinations.

Table 13 : SHT/AP interim							
	Pupils	EHCP	%	SEN	%	Cost per NCY	Hours
Yr R	0	0	0%	0	0%	£ -	
Yr 1	0	0	0%	0	0%	£ -	
Yr 2	1	1	1%	0	0%	£ 463.00	10
Yr 3	1	0	0%	0	0%	£ 540.00	12
Yr 4	3	0	0%	0	0%	£ 882.00	19
Yr 5	4	1	1%	0	0%	£ 1,973.25	43
Yr 6	2	1	1%	0	0%	£ 1,408.50	31
Yr 7	4	0	0%	0	0%	£ 740.25	16
Yr 8	4	2	1%	1	1%	£ 2,223.00	49
Yr 9	16	1	1%	2	1%	£ 8,739.00	191
Yr 10	11	4	3%	1	1%	£ 5,483.25	120
Yr 11	34	2	1%	9	6%	£ 39,735.00	859
Yr 12	40	8	5%	5	3%	£ 22,605.75	277
Yr 13	32	1	1%	3	2%	£ 17,167.50	380
Total	152	21		21	28%	£ 101,960.50	2007

12.3. Interim Alternative Provision was put in place in instances while children were awaiting a school place. AP interim was offered to a significant higher group of children than represented in the table below but the costs for this was picked up by the SEN team as the children were on an EHCP.

Table 14: AP interim							
	Pupils	EHCP	%	SEN	%	Cost per NCY	Hours
Yr 5	1	1	7%				
Yr 6							
Yr 7	1	1	7%			£ 425.25	9
Yr 8	1	1	7%				
Yr 9	5	2	13%	1	7%	£ 3,321.00	72
Yr 10							
Yr 11	7		47%	1	7%	£ 6,394.50	139
Total	15	5	33%	2	28%	£ 10,140.75	220

13. Personal Education Plans (PEPs)

13.1. The Personal Education Plan or PEP is a record of how professionals around the child looked after will support their educational outcomes and achievement. It is developed and reviewed termly with the designated teacher, young person, social worker, carer and Virtual School. A PEP should be started within 10 days of a child becoming looked after, and their plan must be in place by their first review. PEP documents include:

- Strengths and achievements
- Views of the student
- SMART academic targets
- Current and target attainment data

13.2. PEPs are a key driver in ensuring our pupils receive good quality education provision that is suited to their needs. PEPs are a holistic tool to improve attainment and engagement.

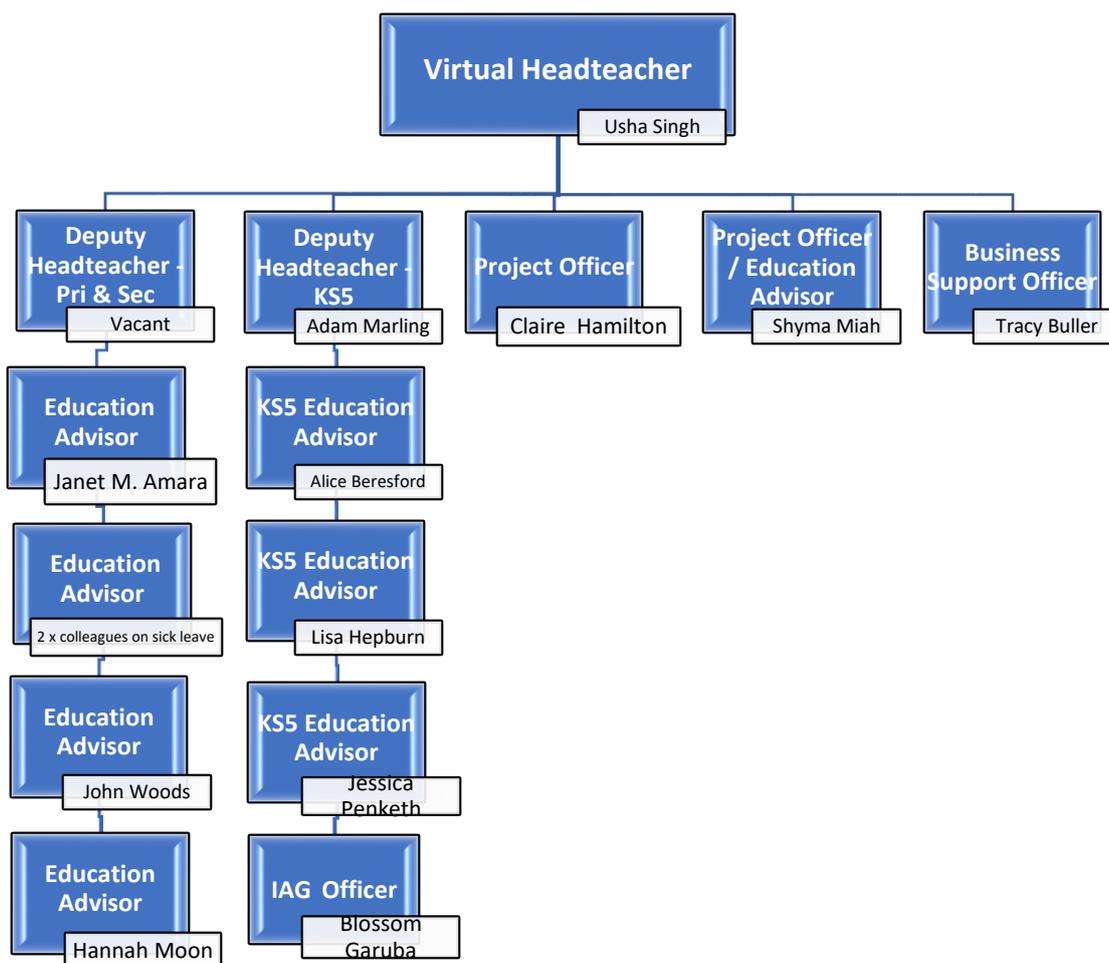
13.3. The Virtual School Education Advisors complete an audit of completed PEP documents after each PEP cycle that aims to look at each completed PEP document with a view of rating whether the documents are addressing and meeting the needs of students.

13.4. In the current education climate all Southwark PEPs are taking place remotely. The number of PEP meetings taking place has increased with more professionals within the network able to join meeting remotely. We are set to transition to in person PEPs as soon as this is possible.

13.5. Southwark Personal Education Plan (PEP) performance during the last cycle of PEPs was reported as 84%. The target remains 100%. Efforts to move towards an ePEP is currently being pursued as we recognise the need for modernising our current system.

14.Virtual School – Staff Structure

- 14.1. The Virtual School in Southwark forms part of the Education Access and Statutory Services division in Children’s and Adults’ Services.
- 14.2. The structure of the Virtual School provides a focus on specialist provision at statutory school age and post 16 with more targeted leadership in both sides of the Virtual School.
- 14.3. The outcomes achieved in this year are due, in part, to the effort, persistence and expertise of Virtual School officers, working closely with schools, carers, other local authorities and social workers. The work put in by these post holders, such as developing a strong working together ethos with the multi-disciplinary team and both internal and external networks directly impacts on the good outcomes of the Virtual School.
- 14.4. A Deputy Headteacher post is in the recruitment stage and a further role to support the extension of the Virtual Headteacher’s role for children with a Social Worker is also being progressed.



15. Key stage 4

Cohort – July 2021

15.1. Southwark’s 2020-2021 Year 11 cohort comprised 59 children. 45 children were in care for more than 12 months. Both data sets are represented below.

- 37% of the cohort was female and 63% male. The London and national data similarly shows a smaller female population at 42% and 47% female respectively.
- 48% children from the 2021 cohort were recorded as having SEN. 34% had an EHCP and 14% had SEN support.
- 15% were educated in the borough compared to a London figure of 42% and 66% nationally.

Table 16: 20-21 Yr11 cohort – full Cohort of 59		
Gender		
Male	37	63%
Female	22	37%
SEN/EHCP		
SEN Support	8	14%
EHCP	20	34%
Total SEN	28	48%
IN/OUT borough		
In borough	9	15%
Out of borough	50	85%

15.2. Southwark’s 2020-2021 Year 11 12 months+ cohort comprised 45 children who were in care for more than 12 months.

- 42% of the cohort was female and 58% male.
- 56% children from the 2021 cohort were recorded as having SEN. 38% had an EHCP and 18% had SEN support. (Total SEN up 8% compared to last year)
- 22% were educated in the borough

Table 17: 20-21 Yr11 cohort - 12 Months + in care		
Gender		
Male	26	58%
Female	19	42%
SEN/EHCP		
SEN Support	8	18%
EHCP	17	38%
Total SEN	25	56%
IN/OUT borough		
In borough	10	22%
Out of borough	35	78%

Table 18: Ethnicity Breakdown -12 Months + in care		
Ethnicity	Number	%
Asian/Asian British/Any other Asian Background	1	2%
Black/Black British/African	15	33%
Black/Black British/Any other Black background	2	4%
Black/Black British/Caribbean	6	13%
Mixed/Multiple ethnic groups/Any other Mixed background	1	2%
Mixed/Multiple ethnic groups/White and Black African	2	4%
Mixed/Multiple ethnic groups/White and Black Caribbean	4	9%
Not Disclosed	1	2%
White/British	13	29%

Virtual School Offer to Year 11 students

- 15.3. All Southwark Virtual School Year 11 students receive the following:
- Pupil Premium Plus paid out to their schools following the first PEP of the year to ensure that bespoke support is put in place as early as possible.
 - A full time Virtual School Education Advisor that tracks and supports all education needs.
 - 10 weeks of complimentary tuition – 2 hours each week in core subjects or any subject identified at PEP meetings (more as required)
 - Advocacy work for retaining school places in event of risk of exclusion, attendance work and advocacy to secure education during placement moves.
 - 2 Personal Education Planning (PEP) meetings and a PEP review meeting.
 - Access to Virtual School funded Education Psychologist
 - Access to Virtual School funded Speech and Language Therapy support.
 - Exceptional funding as required.
 - The Virtual school offers all school planned transition funding/support when children make an in year transition.

Attainment information

15.4. 2020-2021 as an anomalous year due to ongoing impact of the pandemic on school routines.

15.5. In 2020 and 2021, the main summer series of exams for GCSEs, AS and A Levels (and their equivalents in Scotland) were cancelled because of the coronavirus pandemic. Instead, students received grades based on teacher or lecturer assessment.

15.6. We want to get back quickly to the pre-pandemic standard, but in the interests of fairness, and balancing these objectives, we won't do so in one jump. Instead, 2022 will be a transition year to reflect that we are in a pandemic recovery period and students' education has been disrupted. In 2022 we will aim, therefore, to reflect a midway point between 2021 and 2019. In 2023 we aim to return to results that are in line with those in pre-pandemic years.

This approach will recognise the disruption experienced by students taking exams in 2022, over their course of study, and so provide a safety net for those who might otherwise just miss out on a higher grade. Results overall will be higher than in 2019, but not as high as in 2020.

[Ofquals-approach-to-grading-exams-and-assessments-in-summer-2022-and-autumn-2021](#)

15.7. 42% of Southwark's 2021 GCSE cohort achieved a Grade 1-9 in English and Maths.

Table 19: Attainment – Full Year 11 Cohort								
			Number Achieving a 9-5 in English & Maths	Number Achieving a 9-4 in English & Maths.	Number Achieving a 1-3 in English & Maths.	% Achieving a 9-5 in English & Maths.	% Achieving a 9-4 in English & Maths.	% Achieving a 1-3 in English & Maths.
Total CLA	59		6	11	8	10%	19%	14%
Female	22	37%	4	5	1	7%	8%	2%
Male	37	63%	2	6	7	3%	10%	12%
In/Out Borough								
In-borough	9	15%	4	7	2	7%	12%	3%
Out-borough	50	85%	2	4	6	3%	7%	10%
SEN								
SEN	28	47%	3	4	3	5%	7%	5%
EHCP	20	34%	2	3	2	3%	5%	3%
SEN Support	8	14%	1	1	1	2%	2%	2%

Table 20: 12 Months + in care – Published Figures								
			Number Achieving a 9-5 in English & Maths.	Number Achieving a 9-4 in English & Maths.	Number Achieving a 1-3 in English & Maths.	% Achieving a 9-5 in English & Maths.	% Achieving a 9-4 in English & Maths.	% Achieving a 1-3 in English & Maths.
SSDA903	45		5	10	7			
Female	19	42%	3	4	1	7%	9%	2%
Male	26	58%	2	6	6	4%	13%	13%
In/Out Borough								
In-borough	10	22%	3	3	2	7%	7%	4%
Out-borough	35	78%	2	7	5	4%	16%	11%
SEN								
SEN	25	56%	3	4	3	7%	9%	7%
EHCP	17	38%	2	3	2	3%	5%	3%
SEN Support	8	18%	1	1	1	2%	2%	2%

12 months + in care – Published Figures

15.8. Although direct comparisons cannot be drawn, please see below for Average Attainment 8 scores over the past years and neighbouring local authorities.

[Progress 8 and Attainment 8.gov.uk](https://www.gov.uk/government/statistics/progress-8-and-attainment-8)

Table 21:	Southwark		London		England	
Academic Yr	pupils	avg_att8	pupils	avg_att8	pupils	avg_att8
2020/21	42	23.2	810	24.7	5920	23.2
2019/20	37	26.2	910	21.9	6100	21.3
2018/19	40	23.8	780	20	550	19

Source: [Outcomes for children in need, including children looked after by local authorities in England, Reporting Year 2021 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/government/statistics/outcomes-for-children-in-need-including-children-looked-after-by-local-authorities-in-england-reporting-year-2021)

Table 22:	2020/21		2019/20		2018/19	
LA name	pupils	avg_att8	pupils	avg_att8	pupils	avg_att8
Camden	15	25.6	14	27.3	19	22
Hackney	33	22.6	36	18	32	24.4
Hammersmith and Fulham	21	21.3	20	31.2	19	C
Haringey	27	25.8	46	26.7	29	24
Islington	29	25	36	20.6	27	18.5
Lambeth	25	26.9	32	23.8	28	15.7
Lewisham	37	21.2	44	24.4	37	21.8
Southwark	42	23.2	37	26.2	40	23.8
Enfield	26	29.9	34	21.5	22	14.6
Greenwich	47	23.8	31	24.3	42	21.5
Waltham Forest	25	21.8	24	17.3	28	22

Source: [Outcomes for children in need, including children looked after by local authorities in England, Reporting Year 2021 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/government/statistics/outcomes-for-children-in-need-including-children-looked-after-by-local-authorities-in-england-reporting-year-2021)

Key stage 4 Case Studies

Student 1 has very complex needs - has ADHD and Oppositional defiant disorder (both diagnosed at age of 6) and later diagnoses of High functioning autism spectrum disorder and Emotional dysregulation disorder.

School life has been extremely troubled and Southwark Virtual School provided timely support when new school placements and interim home tuition were needed.

- This support has involved working closely with all the stakeholders
- Consulting SIAS about schools,
- Meeting and obtaining detailed reporting from a senior CAHMS Psychologist,
- attending PEP meetings and ensuring they are effective and
- Working closely with the young person, the carer, family, Social Care, Southwark SEND and school.

Southwark Virtual School played a significant role in securing a school place where this young person achieved 4s in Maths and English, 5/4 in Combined Science and a 6 in Art allowing a continuation towards achieving the aspirations in Art and Design.

Student 2 has diagnoses for Foetal Alcohol Spectrum Disorder and Autism spectrum disorder. A socially and emotionally vulnerable young person showing a range of cognitive impairments.

The key role for Southark Virtual School has been to

- work effectively with the Social Worker, the carer and the advisory teacher from the fostering agency to ensure that effective support is in place for her at school.
- This has involved the SVS EA attending PEP and support planning meetings to ensure stakeholders 'hear' the voices of the carer and the child for example requests for flexibility around timetable.
- To provide continuity, making sure transitions are handled effectively so a secondary advisor was involved in the KS2/3 transition and the KS5 advisor is already aware of current issues and engaged with getting ready for college.

This young person achieved 4 in Maths, 3/4 in English language and literature, 3/ 4 in combined Science and 5 in Art and design which will allow to go on to a chosen course of study in animal care.

Student 3 – required high level continued support, Complex emotional regulation and attachment needs, including self-harming episodes.

The Virtual School Provided support:

- Initially professional meetings approximately every 4-6 weeks at early KS 3.
- One to one support and use of Pupil Premium Plus in early KS 3 to source two AP provisions alongside bespoke school based curriculum to maintain education engagement.
- Driving EHCP process and transition to specialist therapeutic provision.
- Regular updates for CIAG in situ at school from yr. 9.
- Early and extensive transition planning for KS 4 – KS 5 with assurance that SEN support identified in the EHCP remains in place for KS 5.
- KS 5 College placement confirmed beginning of Summer 2021. Visits made as part of a transition plan - to increase confidence and physical familiarity.
- Support during Summer break to arrest any likely disengagement.
- Hand over to KS 5 team, with scaffolded plan for the new academic year.

This young person achieved English entry level 3, speaking and listening + English level 1 reading and writing.

Student 4 – Arrived new to care in late Autumn term as Yr. 11. Young person had a plan to remain in current school's Sixth form. Encouraged to make another 3 applications to keep options open;

- Offered one to one Supplementary Home Tuition as an additional support to increase predicted grades, as pupil was aiming for A level courses in science / maths base.
- Referral to internal Virtual School CIAG colleague, as impartial service to look at future options and choice.
- As in middle of COVID, online learning was erratic due to internet service in placement. PEP targets for provision of improved IT for pupil including Wi-Fi dongle provided by the school.

Predicted grades had increased as confirmed at summer PEP. This young person achieved 6 in Maths, 7s in both English literature and language, 6/7 in Combined Science and all 6s in Art, Music and Spanish.

Student 5 – experienced trauma after family disruption and from being taken into care. The young person displayed challenging behaviour which included disengagement from education where there was serious risk of permanent exclusion.

The Virtual School supported:

- An initial respite placement at a school for young people with Social Emotional and/or Mental Health difficulties so that a statutory assessment for SEN could be completed. An EHCP was subsequently awarded assessed as having difficulties with emotional regulation, social communication, low self-esteem, limited attention and listening skills.
- Virtual school and SEN support to move back to mainstream.
- The Education Advisor, school, Carer and Social Worker created a tight team to monitor progress, behaviour and vulnerabilities after fears of risked gang affiliation by unwittingly aligning with peers engaged in gang activity.
- During the lockdown, was home-educated due to underlying illnesses and protecting a clinically vulnerable family member.

This young person achieved three grade 8s (English Language, English Literature and History), one grade 6 (Maths) and 3 grade 5s (Combined Science = 2 GCSEs), (Art& Design) and also achieved a Level 1/2 BTEC in Sports.

Student 6 – experienced early years trauma, separation, abuse and family dysfunction warranting being in taken into care for safeguarding reasons

- Regular PEP meetings
- Offered one to one Supplementary Home Tuition as an additional support to increase predicted grades

With a target Grade of 3 from primary School this young person achieved the following results: Science 7/6, Spanish 7, English Literature and Language, Food Technology 6, History 6 and Maths...6

1. Destination of 2021 Year 11 Cohort

Successful Transitions from KS4 to KS5 are the result of joined up working between Virtual school staff at Key stage 4 and 5. Handover meetings are scheduled for the end of each academic year and detailed information is shared to ensure continuity of support.

Transition arrangements ensure that our students are progressing to a) an appropriate level and b) to subjects that they have a genuine interest in.

Transitions from year 11 to 12:

Secondary phase Virtual School Education Advisors work together with the year 11 Information Advice and Guidance (IAG) officer to plan for life after GCSE. A contingency plan is put in place based on GCSE results.

Special consideration at this early stage is given to students with an Education Health Care Plan (EHCP) so that we are able to share detailed information with prospective colleges and the correct support is put in place. The second group of particular interest is the A' level contingent. The Virtual School put early support plans in place so that these students can make the academic jump from level 2 education to level 3.

The table below offers the destination information of the 2021 Year 11 Cohort as at August 2020

Table 23: 20-21 Yr11 cohort – Destinations				
	Gender	SEN	Borough	Year 12 Destination
1	Female	SEN Support	Lewisham	NEET
2	Male		Leicester	Loughborough College Btec Performing Arts Level 2
3	Male		Southwark	NEET
4	Female	EHCP	Southwark	Southwark College, Lewisham College Btec L2 Media.
5	Male		Bromley	Lewisham college, ESOL
6	Male	SA Requested	Cambridgeshire	Cromwell Community College, A'Levels
7	Male	EHCP	Medway	NEET
8	Female		Southwark	Southwark College, Btec H&SC L1
9	Male		Kent	Hambay High Level 1 Carpentry
10	Male	EHCP	Southwark	Remaining at Treehouse School
11	Female		Bromley	Ravenswood Sixth Form & Langley Park Sixth Form
12	Female	SEN Support	Lewisham	Drama
13	Female		Greenwich	NEET
14	Male		Lewisham	The Charter
15	Female	EHCP	Essex	Lambeth College, Bromley & City of W, H&SC L2
16	Male	EHCP	Southwark	North Kent College, Btec Art L1
17	Female	EHCP	Southwark	North Kent College, Btec Art & Design L2
18	Female		Greenwich	NEET

19	Male	EHCP	Kent	South East Colleges, Orpington campus. Hospitality and Catering Level 1
20	Male		Croydon	Capel Manor, Crystal Palace, Gardening L1
21	Male		Croydon	Lambert College Culinary Skills L2
22	Male	SEN Support	Croydon	Btec ICT L2/3, Croydon, Southwark & UAE
23	Female	SEN Support	Lewisham	Bromley College, Art & Design L1
24	Female		Southwark	Christ's Hospital, A' Levels English, Theology, Drama or History
25	Male	EHCP	Bexley	Spa school
26	Female	SEN Support	Kent	Hadlow College, Tonbridge, Equine Studies Level 2
27	Female		Bexley	Remaining at School, going to Year 11
28	Male		Southwark	Lewisham College, Catering L2/3
29	Male	EHCP	Croydon	NEET
30	Female	EHCP	Southwark	Link Secondary School
31	Female		Lambeth	Thomas Tallis, The Charter, A' Levels
32	Female		Southwark	City of London Academy
33	Male	EHCP	Cumbria	Kendal college Art & design Level 2
34	Male	EHCP	Gravesham	NEET
35	Male	SEN Support	Southwark	Lambeth College, Christ, The King Engineering Btec L3
36	Male		Dagenham	NEET
37	Male	EHCP	Broxtowe	NEET
38	Female		Lewisham	NEET
39	Male	EHCP	Lewisham	East London School of Arts & Music, London South East Colleges - Creative Media Certificate Level 1
40	Male	EHCP	Huntingdonshire	Peterborough College Performing Arts or Health & Social Care
41	Male	SEN Support	Bromley	Croydon, John Ruskin, Bromley College, Business L2/3
42	Male		Durham	Queen Elizabeth High School, Newcastle College, Sports
43	Male		Lewisham	Capel Manor, Crystal Palace, Gardening L1
44	Female		Southwark	The Charter, Newham Sixth Form, Harris, A' Levels Biology, Chemistry Psychology
45	Female	EHCP	Durham	New Castle College or Queen Elizabeth High School, H&SC
46	Male		Croydon	Southfields Academy, ESOL
47	Female	SEN Support	Bromley	Christ The King H&SC L2
48	Male		Lewisham	NEET
49	Male	EHCP	Croydon	South Thames, City of Westminster, Plumbing L1

50	Male	EHCP	Leicester City	Brooksby Melton College, Animal Care L1
51	Male		Islington	Lewisham college, Construction L1
52	Female	EHCP	Southend-on-Sea	Southwark College, Dance, L2
53	Female		Southwark	St Michael's Catholic College A' Levels Phycology, English and Business
54	Male		Cambridge	NEET
55	Male	EHCP	Kent	Plumstead Manor, Harris Academy A' Levels, Maths, History, Gov & Politics
56	Male		Kent	Sheppey College and Mid Kent College, Plumbing Level 1
57	Male		Broxbourne	Oaklands College, Motor vehicle Maintenance L1
58	Male		Medway	HMYOI - Cookham Wood
59	Male		Milton Keynes	HMYOI - Oakhill Secure Training Centre

16. Key Stage 5

16.1. CLA in Years 12 and 13 receive the following support:

- Two peps per academic year up to the age of 18
- Advocacy regarding all aspects of education including interventions around exclusions
- Access to supplementary home tuition (10 weeks x 2 hours per week)
- Access to Education Psychologist and Speech and Language therapist.
- Access to an Information, Advice and Guidance (IAG)
- Bespoke action plans for all those NEET including a weekly NEET Clinic
- Attendance monitoring
- Transition support from each year group: 11>12, 12>13, 13>Leaving Care.

Table 24: 2021-22 KS5 cohort (Up to the age of 18)		
Gender		
Male	104	76%
Female	33	24%
SEN/EHCP		
SEN Support	11	8%
EHCP	27	20%
Total SEN	38	28%
IN/OUT borough		
In borough	28	20%
Out of borough	109	80%

	Male	Female	EHCP	SEN Support	In Borough	Out Borough
Year 12	62	25	19	7	17	70
Year 13	42	8	8	4	11	39
Total	104	33	27	11	28	109

Ethnicity	Number	%
Asian/Asian British/Any other Asian Background	17	12%
Asian/Asian British/Bangladeshi	1	1%
Black/Black British/African	36	26%
Black/Black British/Any other Black background	6	4%
Black/Black British/Caribbean	15	11%
Mixed/Multiple ethnic groups/Any other Mixed background	4	3%
Mixed/Multiple ethnic groups/White and Black African	2	1%
Mixed/Multiple ethnic groups/White and Black Caribbean	9	7%
Not Stated/Information not yet obtained - not refused	8	6%
Other Ethnic Groups/Any other ethnic group	19	14%
White/British	19	14%
White/Irish	1	1%

Year group	Total no. of yp	EET	NEET	SVS EET Figures	National CLA EET Figs
12	88	73	15	83%	73%
13	102	84	18	82%	70%
KS5 total	182	157	33	86%	71%

16.2. The March 2022 EET figures for the whole of the KS5 cohort are 83%. This is an increase of 7 percentage points from 79% last year (2020/21) and higher than at any time in the past five years.

16.3. These figures include those in year 13 who have turned 18. The Southwark Virtual School continues to support year 13 students throughout the academic year.

16.4. Those who have turned 18 receive full advocacy and education support from the Virtual School including access to Supplementary home tuition and 'extraordinary spends', examples of which:

- Targeted specialist computer software for IT and design students
- Donation for a 'Young Lawyers weekend' for a prospective Law student.
- Purchase of History text books for an A' level student
- Annual subscription for Law, Politics & History Reviews for A' level student
- Provision of a Cultural Grant towards learning materials for a student embarking on a school Art trip to New York.
- Additional horse riding lessons for equine studies programme.

*The donation towards my Art trip to New York
will make so much difference.
Thank you- JW age 18*

*Without these text books I would have
struggled!- JK age 18*

The extra riding lessons really gave me
confidence.
-YA age 17

The KS5 Higher Education Project, March 2022

Southwark Virtual School KS5 team designed and hosted a series of workshops through March 2022. The aim of this project was to ensure that our young people are well informed about Higher Education and apprenticeships. To this end, we felt it important to look at what universities and apprenticeship organisations were offering in the way of events/open days etc.



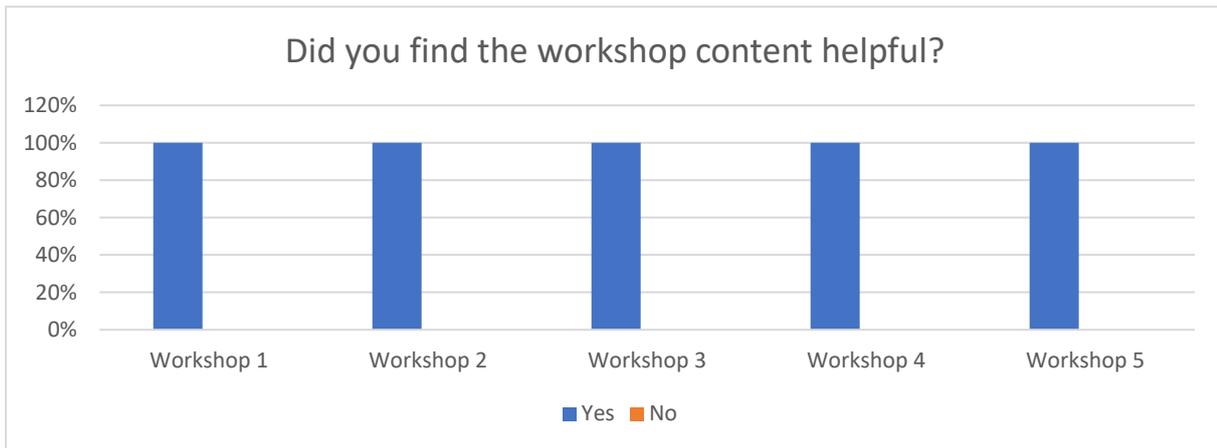
Southwark Virtual School Keys Stage 5 team produced two supporting documents: A Care leavers Guide to Higher Education and a Higher Education Programme of events targeted at our Year 11, 12 and 13 students.

Contributors included the Universities of York, UCL and South Bank, whilst *Notgoingtouni* presented on apprenticeships. A Care Leaver now in Higher Education delivered a key presentation on her own experiences.

We expect to host similar, possibly further reaching series of events next year. Presenters were enthusiastic about involvement and have stated their willingness to do so again.

16.6. Participating students were eligible for love2shop vouchers relating to attendance.

16.7. The table illustrates the satisfaction levels of participants for the series of workshops. There were 37 recorded participants with the best attended being the presentation from our own Care leaver. All presentations included contributions from Student ambassadors which made the subjects most accessible.



Workshop 1- *Choosing a course, choosing a University-* presentation by UCL
 Workshop 2- *'Will there be anyone like me?'- A care leavers personal journey*
 Workshop 3- *Study skills in Higher Education-* presentation by the University of York
 Workshop 4- *Apprenticeships, everything you need to know-* presentation by notgoingtouni
 Workshop 5- *Finance in higher education-* presentation by London South Bank University.

The following is a representation of feedback received:

This workshop has made me rethink my decision about University- I definitely want to go now'.
 -Level 2 student, year 12

Wonderful workshop with extremely detailed and insightful knowledge that I did not previously understand. I look forward to the next few workshops and am very confident that I will be thoroughly prepared for university thanks to this lecture!
 -Level 3 Student, year 13

Thank you so much for the HE workshops opportunity, I've honestly learnt so much from it. From things like how to take notes in lectures, to information on degree apprenticeships and even things like what funding is available to postgraduate students! So again, thank you very much and the booklet will definitely continue being of use to me – A' Level student, year 12

Attainment levels/Outcomes 2020/21

Breakdown of academic levels being studied at year 13

16.8. The very high number of students studying at Entry Level reflects the number of UASC taking ESOL courses. Those studying at Level 2 will typically be on vocational

courses at FE colleges. Level 1 courses are highly represented by those with an EHCP.

Table 28: Year 13 – Academic levels being studied	
Level	Yr 13
A' level/L3	14
GCSE/L2	20
L1	24
Entry Level	29

Attainment Levels/Outcomes year 12 and 13

16.9. At the end of academic year 2020/21 the following academic progress is recorded for our students (Previous year in brackets)

16.10. These figures are based on completed PEPs (where data is gathered), detailed academic feedback and summative assessment/progression to the next level.

- 80% of learners across Key Stage 5 are achieving at the expected level for their course against 83% last year. This down turn of 3% could be attributed to the disrupted academic year (Lockdowns and distance learning) and the influx of UASC with little spoken English.

Table 29: Attainment levels/Outcomes			
Description	Year 12	Year 13	Total
Achieving / exceeding expected level	78% (82%)	83% (85%)	80% (83%)
Not meeting expected level	22% (18%)	17% (15%)	20% (17%)

Case Study 1:

Student R arrived to the United Kingdom and into care this academic year speaking very little English. The Virtual School enrolled this young person on an English for Speakers of Other languages (ESOL) course and he has worked hard. R has passed Entry Level 1 ESOL course 'with flying colours' and will be progressing to Entry level 2 ESOL in September. The Student is described as being a leader, having a positive influence over peers and always helping other learners who may be struggling with their English. R has maintained 100% attendance and punctuality at college and has risen to the challenges that the lockdowns have presented to learning. The Virtual School supplemented learning with a short period of home tuition to boost Language skills. R was described as a 'delight to teach and be around' in the last PEP, confirmed by a strong level of interest and engagement in the PEP meeting. R has aspirations of becoming a Psychiatrist and is already demonstrating the required values and attributes to do so by working hard and helping others.

August 2021 A'level /Level 3 Outcomes

16.11. Of the 14 Year 13 students studying at this level, 13 results were obtained. We have a number of Distinctions, Distinction*'s and A' level pass grades A-C.

- All students applying to University achieved their first choices. Undergraduate subjects being studied will include Paramedical Science, Politics and Social History and IT Animation.
- All students completing year 1 of a L3 course have progressed to the second year.
- All our L3 students (bar one) have received 1-1 tuition from the VS at some stage this year. Former VS student (Student L, now in year 14) achieved a Distinction from the Brit School and is progressing to the University of York to study drama.
- We have achieved 100% progression/pass/ success rate with this L3/A'level cohort.
- From Pre Entry to A' levels 80% of LAC have either met or exceeded their targets.

Table 30: A level/L3 students yr13>14 August 2021

Student	Results	Destination 2021/22
1	Business L3 MERIT	City of Westminster College-BTEC Level 3 Business yr2
2	History A level B, Law C, Philosophy C	University :Hertfordshire paramedical science

3	Animation L3 Merit/Merit/Pass	Middlesex University : Animation Degree
4	Sport, Business, Science (Year 1) L3 Pass	Southfields academy continues into year 2
5	Sport L3 Pass	Remaining at CPFA-13 week Traineeship qualification NVQ deferring applying to university
6	Creative media L3 (year 1) Pass	Remaining at Morley college to complete L3
7	Theatre L3 Distinction	Taking a working gap year before applying to drama schools for 2022/23
8	A level sociology, English Lit, Economics passed Yr 1	Continuing at St John's for Year 13
9	Chemistry A level D, Biology B, Economics C	Royal Holloway University - Bio Medical Science
10	Science Btec L3 D* IT Btec D* Applied IT B Tec D*	Offered a place at Greenwich University and Leicester. Does not have home status so cannot currently attend university-deferring entry.
11	History A level B, Gov &Politics B, Media C	Aston University Birmingham To study Politics and social policy
12	Performing Arts L3 MERIT	Deferring entry to university so can decide on Law degree/Performing Arts at a Conservatoire. Applied for Legal apprenticeship . part time work currently
13	Business Btec L3 Merit	Applied for an apprenticeship for next year.
14	B Tec L3 interactive media Pass (progress to yr 2)	Kingston college,

Case Study 2:

Student B has a background of gang involvement and 'County Lines' activity. The Student was enrolled on a bricklaying L2 course at a London Further Education (FE) College in September 2020. Through the year this young person was arrested twice and was frequently in breach of college rules. The Virtual School attended three disciplinary meetings where we advocated for B and successfully argued for retention. We developed a strong relationship with the college and monitored B's progress carefully. We provided 1-1 supplementary tuition for two whole terms to support B with maths and vocational work. In March 2021 B was permanently excluded just two months before the end of term. The Virtual School intervened and the college agreed that that this student could continue to submit work against the qualification. The Virtual School supported B in this endeavour working closely with tutors and key workers.

Outcome: B passed Bricklaying L2 qualification and has been supported by the Virtual School in applying for an apprenticeship at the Battersea Power Station site. We await the outcome.

Destinations; the activity of our KS5 population

16.12. The following tables illustrate the variety of destinations for year groups 12 and 13 at the beginning of the academic year 2020/21.

- The majority of our looked after children attend Further Education College; 37% of the KS5 EET (in Education, Employment and Training) cohort (40% in year 12 and 34% in year 13). Factors contributing to this figure include the availability of vocational courses offered by the FE syllabus (L1, 2 & 3 B'Tec diplomas) and ESOL provision.
- 14% of the KS5 cohort choose to stay in school/ 6th form college. This decision is driven by factors that include; continuity, greater pastoral support and the wide choice of A' levels and GCSE retakes on offer.
- 13.5% attend alternative provision/independent college. This figure is influenced by the increase of UASC accessing ESOL provision such as Bosco. We have a small number (6%) of looked after children in apprenticeships/ traineeships/ employment. Our retention rate on these schemes is low. This is an area of concern and reflects that many of our young people are not yet 'work ready' or do not meet entry requirements (typically five GCSE's)
- 21% of the cohort are NEET compared to 26% at this stage last year.

Table 31: Year 12 Destinations			
Education type/destination	provision	Number of YP	Percentage of yr 12 cohort
6 th form college		10	11%
FE college		37	40%
Alternative provision		12	13%
Vocational training/employment		5	5%
Specialist provision		7	8%
Education in custody/secure		4	4%
Not in Education, Employment and Training (NEET)		18	19%
Total		93	100%

Table 32: Year 13 Destinations			
Education type/Destination	Provision	Number of YP	Percentage of yr 13 cohort
6 th form college		15	14%
FE college		38	34%
Alternative provision		15	14%
Vocational training/employment		6	5%
Specialist provision		6	5%
In custody		7	6%
NEET		24	21%
Total		111	100%

17. Response to COVID-19 Pandemic

The impact of the COVID-19 pandemic and the emergency response that followed has required a significant and urgent shift in practice to protect children at this time. The education gap created as a result of the pandemic remains a key priority. Note the update of Southwark Virtual School's response to the COVID-19 pandemic and its support of Southwark's looked after children both in and out of borough.

BACKGROUND INFORMATION

1. Between 20 March 2020 and 1 June 2020, education and childcare settings were open to priority groups ([children of critical workers](#) and [vulnerable children](#)) as part of national social distancing measures so that pupils and staff attending could do so safely.
2. From week commencing 1 June, primary schools welcomed back children in nursery, reception, year 1 and year 6, alongside priority groups.
3. From 15 June, secondary schools, sixth form, further education colleges and Alternative provision settings offer some face-to-face support to supplement the remote education of year 10, year 12, and 16 to 19 students who are due to take key exams next year.
4. Special schools, special post-16 institutions and hospital schools are working towards a phased return of more children and young people without a focus on specific year groups.

VIRTUAL SCHOOL STAFFING

5. Since the outbreak of coronavirus COVID-19, Southwark Virtual School has ensured that our services remain accessible and operating at a heightened level of vigilance and flexibility to accommodate for the changing face of education and child safeguarding at this time. All Virtual School staff have been working remotely during this time.

ATTENDANCE

6. Southwark Virtual School recognises that schools offer a safe place for children and that school attendance is a significant protective factor. Virtual School Education Advisors made regular contact with education settings to monitor school attendance and welfare of Children in Care. This continued throughout the period of school closure.
7. As attendance remained fluid throughout this period, the Virtual School monitored changes with regards to Children in Care who did not take up their place at school, or discontinued attendance. This supplements the arrangement with 'Looked after Call'

who are also monitoring attendance of Southwark's looked after cohort.

8. 65 Southwark looked after children were recorded as attending school at the start of the pandemic. This attendance figure dropped to 20 children in the week commencing 13 April. With new priority groups set after Easter holidays 2020, attendance figures indicated that 59 children were attending education provisions. This represented 20% of Southwark's current looked after cohort. The main reason provided for these attendance rates at the time was that carers opted to keep children at home.
9. Where children were not attending school for any reason, the Virtual School offers additional tuition to support learning

ATTAINMENT

10. **EYFS and Key Stages 1 and 2:** The Virtual School continues to work closely with schools to monitor the attainment of those children who have missed out on statutory assessments and intervene early where any gaps in learning are identified.
11. **KS4 cohorts:** The Virtual School are working with schools to closely monitor progress and attainment Education Advisors are working proactively with schools to mitigate against the impact of missed schooling on pupil achievement at the end of Key Stage 4.
12. **Children in Care with an Education Health and Care Plan (EHCP):** The Virtual School work with school/education setting in consultation with the local authority and parents/carers, to decide whether this cohort could safely have their needs met at home or whether they needed the additional support that an educational setting can provide.
13. **GCSE and A-Level Results:** Students who were due to sit A level, AS level or GCSE exams last summer received calculated grades. This process took into account a range of evidence including, but not limited to, non-exam assessment and mock results. The Virtual School worked closely with education settings to ensure that Children in Care are not adversely affected by school closures and the cancellation of formal assessments.
14. **Further Education (FE):** The Virtual School is working closely with FE providers and Care Leavers teams to identify and support Post-16 Children in Care who are educationally vulnerable and at risk of disengaging entirely. The Virtual School advocate for and ensure that all Children in Care who are not sitting end of course assessments achieve results that are a true reflection of their ability.

PERSONAL EDUCATION PLANNING (PEPS)

15. On week beginning 23 March 2020, as schools became partially open to children of critical workers and vulnerable children, Southwark Virtual School took a decision to temporarily suspend PEPs and focus attention on the impact of the unprecedented

changes in education and the impact on Southwark's Children in Care. The Virtual School team focused on attendance, safeguarding and wellbeing as individual decisions were made in respect of Southwark's looked after cohort.

16. The Virtual School developed revised COVID PEP documents that focused on the current education guidance and the impact on education with specific focus on children in transition years, children who were due to take public examinations.
17. The Virtual School agreed with the Children's Social Care to take temporary responsibility in completing the recording of specially designed COVID PEPs to allow for Social Care colleagues to focus on the additional impact of the pandemic on the Care Service.
18. PEP meetings resumed mid-May in the form of online meetings.

PUPIL PREMIUM PLUS GRANT (PPG)

19. Greater autonomy has been afforded by providing access to the Pupil Premium Plus Grant to mitigate against emerging attainment and wellbeing issues as well as concerns arising from children being educated in the home through online learning. This offer has been extended to cover wellbeing and physical wellbeing. Virtual school staff are striving to use PPG to promote attendance, motivation and engagement in education.
20. As pupil premium funding for the academic year was already devolved to school before the start of the pandemic, the Virtual School has tapped into pupil premium funding for the subsequent academic year. Under exceptional circumstances, this strategy aims to ensure that there is no drift in education at a time when this is most likely to occur and offers valuable support to children and education networks. To mitigate against loss of funding to schools, the Virtual school has increased the amount of devolved funding that schools can access from £1500 to £1800.
21. Southwark Virtual School has negotiated with current tuition providers to convert their face to face delivery of lessons to an online format and has offered additional tuition to all Southwark looked after children. This is to supplement the work done by schools at this time. The Virtual School tuition offer has been taken up by 75 Southwark children in care including 17 children in Key Stage 5.
22. Prior to the government offer of technology support, the Virtual school recognised that students did not have access to vital technology devices to access education. The Virtual School secured a purchase of 50 laptops and these were delivered to Southwark looked after children in and out of borough within a week. A further 125 requests for devices were provided through the government technology scheme.

SUPPORT FOR SCHOOLS

23. Southwark Virtual School has remained open and continues to operate as a key point of contact between the education sector and Children's Social Care.
24. The Virtual School supports provision to enhance the learning of those Children in Care who are attending school wherever possible.
25. The Virtual School is working with schools and other providers to identify those pupils who are at risk of disengaging from education altogether following the indefinite period of school closure and commission additional support as appropriate. This will include the identification of those Year 11 pupils who are now at risk of becoming NEET.
26. The Virtual School continues to provide a full service of its advice and guidance role with regard to those children who are subject to Adoption, Child Arrangement and Special Guardianship Orders.
27. Southwark Virtual School continues to offer an Education Psychology and Speech and language Service to the Southwark looked after children cohort on a remote basis.

SUPPORT FOR HOME LEARNING

28. Where a decision has been made for a Child in Care to remain at home, the Virtual School has offered additional support home learning. The Virtual School has developed a resource pack of online resources and supplementary materials that has been made available to all pupils in the cohort, to facilitate home learning.
29. As children are expected to use online learning platforms as a means of accessing education, online safety has been a high priority. The Virtual School has developed a pack of information on online guidance on how to keep children safe online.
30. The Virtual School traditionally invested in Nimbl, an online resource tool to support academic attainment. Nimbl offers age and curriculum related online resources. Details of the offer can be found at: <https://www.anspear.com/uploads/emergency-planning-pri.pdf> for primary school pupils and <https://www.anspear.com/uploads/emergency-planning-sec.pdf> for secondary school pupils.
31. The Virtual School have worked with schools to provide printed resources for those children who have limited internet access or who would benefit from reduced screen time in the home.
32. The Virtual School conducted PEPs for Children in Care during the summer term and these were in a revised format in response to the situation. All Summer PEP meetings were conducted remotely until such a time as restrictions on movement are lifted. As schools reopened, target setting was prioritised to address the need for successful re-engagement with education and filling any gaps in learning.

CHILDREN MISSING EDUCATION

33. There are several factors that contribute to looked after children missing education. The most significant of these is change of care placements and children who are new to care. From 23 March to 18 May, Virtual School Education Advisors have successfully placed 6 children in a suitable education provision reducing the number of children missing education at the start of the pandemic from 9 to 3. This is a significant achievement against a backdrop of closed education provisions and local authority admissions teams all remote working.
34. Between 23 March 2020 and September 2020, there were 9 children missing education due to mobility of Children in Care and Education Advisors and Social workers worked together to actively seek education placements for children who were not in a school place. Care is always taken to ensure that Southwark looked after children are placed in provisions where they will thrive. Currently there are 6 children on the Virtual School Missing Education list with 5 children new to Care w/c 21 June 2021.
35. The Virtual School works together with Children's Social Care to identify emerging cases of placement instability and endeavour to inform schools in good time so that provision to sustain education placement can be made.

TRANSITIONS AND DESTINATIONS

36. Virtual School Education Advisors track children who are in transition phases or years to ensure that Southwark looked after children are equipped for the changes that do not have the levels of planning and support that is usually in place for this change.
37. The Primary and Secondary teams are working with schools to ensure that children who are transitioning to secondary education have secure endings to their experience of primary education and that beginnings to secondary education is secure and supported.
38. The Virtual School Secondary team and the Virtual School IAG officer track destinations of children at the end of KS4 to ensure that children remain in education
39. The Key Stage 5 and Secondary team brought forward transition work relating to student destinations 2020/21 to ensure that students remain in education, employment and training.

LOCAL AUTHORITY

40. The Virtual School contributed to the Local authority response to COVID-9 through participation in the COVID-19 Risk Assessment Panel, local authority Government

laptop scheme and Vulnerable Pupils forums.

41. The Virtual School Headteacher has presented the Virtual School Headteacher's Report at Social Care DMT, Children's and Adult's Board and at Corporating Parenting Committee. A Covid 19 update of the Virtual School response was shared at these forums.

TRAINING/CPD

42. The Virtual School is in the process of putting together a package of training material and Continuous Professional Development materials that covers emerging areas of concerns and development needs. Training will be targeted at Foster Carers, Designated Teachers, Social Workers and Virtual school staff.
43. Two Education Advisors from KS5 are working towards completing a level 5 Careers Information, Advice and Guidance (CIAG) qualifications.

CASE STUDY 1 – Securing Education during COVID-19

Student A is a 16 years old Year 11 pupil who before the pandemic was being educated in a secure unit. During Covid-19, a placement change occurred and Student A became accommodated in a Semi-independent living placement. This led to Student A becoming a Child Missing from Education with no school place. The Local Authority in which Student A was accommodated was not taking any in-year admissions during Covid-19 whilst schools were partially closed.

The Virtual School Secondary Team worked collaboratively with the social worker, family support worker and home authority admissions team and appropriate education provision was secured for Student A despite the limitations of the current climate.

Alternative Provision tuition was funded by Southwark Virtual School for Student A whilst the Local Authority secured appropriate education provision. Student A has been engaging well with tuition and has now secured an appropriate education provision. Information, Advice and Guidance (IAG) advice has also been provided and applications have also been made for a post-16 college placement for a Level 1 course to commence in September 2020. An interview is imminent.

CASE STUDY 2 – Securing SEN Statutory Assessment (EHCP) during COVID-19

Student B is 16 years of age and accommodated as a Southwark looked after child. Following extensive health and placement concerns Student B had a Care placement change in January 2020 and was placed in temporary accommodation. This disrupted the educational placement which was also not secure at the time of placement change due largely to challenging behaviour brought about from Student B's identified medical condition.

As a young person outside of formalised education arrangements and between Care placement, the Virtual School, Social Care colleagues and the SEN team collaborated to ensure the EHCP would be awarded prior to Student B competing Year 11.

Despite complications in Education and Care placements and the added complexity of access to local authority services in the home borough, Southwark Virtual School secured a statutory assessment of SEN during the pandemic through engaging the network.

COVID-19 RESPONSE – KEY STAGE 5

44. The closure of schools and colleges between March and July 2020 represented a significant change of working practice to the Virtual School. A list of priorities was drawn up which included safeguarding of students, continuation of education delivery and monitoring levels of engagement.
45. In support of these the following actions were implemented in response to the closure of schools and colleges between March and June 2020.

INFORMATION GATHERING/DATA COLLECTION

46. Education providers were contacted directly relating to their closing down schedule and a C-19 action sheet was drawn up and populated with data collected.
47. A second database was created to log which LAC were working remotely and which were still attending school/college
48. Data was collected from Schools and colleges on methods of remote education delivery and attendance recording.
49. All data gathered was shared with Care Services, Safeguarding, A&I.

ACTIONS AROUND DEVELOPING SITUATIONS

50. Working with Social care and colleges to ensure that all students are enabled to learn through the purchase of IT equipment.
51. Explanatory letters sent to all students in KS5 taking exams detailing the new arrangements regarding assessment and appeal processes.
52. The VS Home tuition offer was extended for students in remote learning.
53. KS5 staff performed an important role in information sharing between schools and colleges.

CASE STUDY 3 - Support Offered to/ESOL Student

Young person A is an Unaccompanied minor who lives in a semi-independent placement in London. He arrived from Eritrea in January 2020.

- *A PEP was convened within 10 days at which it was revealed that A had little experience of education. He was keen to learn English and to start studying with students of his own age.*
- *Applications were made for ESOL courses at two local colleges and for the key worker to help A adjust to living in the UK by taking him out into the community.*
- *In preparation for College, Virtual School KS5 Education Advisor provided A and his keyworker with links to on- line ESOL learning resources.*
- *The new college was contacted prior to the agreed start date to arrange for the Learning support team to carry out academic and cognitive assessments.*
- *Virtual School KS5 Education Advisor requested that a 'buddy' be assigned to ensure that A settled in.*
- *The Virtual School put in extra support of 2 hours per week of ESOL 1-1 tuition targeting specific areas of development highlighted by the tests.*

Outcome:

Young person A started college and was assessed to have no cognitive learning barriers. Initially learning at Pre entry level English, Maths and IT. Within 6 months A had moved up two levels to EL2 in all subjects and now speaks English using past, present and future tenses. The Virtual School has liaised with Care to provide A with a laptop so he can access additional on-line learning materials. A is popular with his classmates and hope to progress to business studies. He has been granted ILR and it is expected that he will make appositve contribution to society.

18.Virtual School Priorities

- 13.1. In relation to Covid-19 – Narrow the attainment gap, lost learning and mental health support. Continue to provide support and interventions for schools and children to improve outcomes and attendance, evaluating the impact of the intervention and use of Pupil Premium.
- 13.2. To promote the educational outcomes of children with a social worker. The work with early years settings, schools, colleges and social care leaders to create a culture of high aspirations that helps all children with social workers to make educational progress.
[Promoting the education of children with a social worker: Virtual School Head role extension](#)
- 13.3. Support the development of attachment aware and trauma informed schools in Southwark by delivering a flexible and diverse virtual training programme for Designated Teachers and school leaders.