BARNET VIRTUAL SCHOOL

ANNUAL REPORT 2022 - 2023

The Virtual School is the key educational advocacy service for all children in care (CIC), whether educated in Barnet or placed out of authority. The focus of our statutory duty is to improve educational outcomes through challenging and supporting schools, academies, and specialist settings to ensure that CIC:

- Attend school on a full-time basis.
- Receive the best possible opportunities as learners by accessing mainstream education or where appropriate specialist or alternative provisions and through attending schools which are judged to be at least good in Ofsted inspections.
- Maintain at least expected rates of progress relative to their starting points on becoming looked after.
- Close the achievement gap with their peers.

The Virtual School acts as a champion for CIC by fulfilling the responsibilities of being a highly ambitious, proactive, and effective 'Corporate Parent'. There is a clear emphasis on the need to raise aspirations and improve rates of progress and to close the attainment gap between CIC and their peers. As part of the Corporate Parenting Strategy pledges, the Virtual School supports young people's 'educational and career dreams through providing the best possible quality of education, and exploring options for additional educational support' (Corporate Parenting Strategy 2021-23)

The Virtual School is not a registered educational provider - it is each educational setting that is directly responsible for improving the rates of progress and educational outcomes of CIC on roll. However, through the effective use of Personal Education Plans (PEPs), the Virtual School holds schools and colleges to account in relation to the:
- provision offered
- level of aspirations encouraged
- setting and reviewing of SMART targets
- attendance of young people
- reduction of fixed term exclusions and need to find alternatives to permanent exclusions

The Virtual School team is responsible for ensuring that Pupil Premium Plus (PP+) for children in care is managed to improve educational outcomes and has primary responsibility for ensuring that there is a suitable education in place for all children in care, this includes overseeing admissions, managed moves and education moves brought about through care placement moves. The Virtual School team works with children at times of placement change, school change and periods of challenge in their lives to ensure that engagement with education is sustained. It also provides advice and information to support children who were previously looked after and are now subject to adoption orders, special guardianship orders and child arrangement orders.

In June 2021, the DfE extended the duties of the Virtual School to all children with a social worker. The responsibilities are different from the work with children in care and are more strategic in nature.

N.B. Some figures for groups may appear different through the report as they can change daily.

1. Key Performance Indicators

Key Performance Indicator	Outcome
Average Progress 8 score of looked-after children in the top 10% when compared to CIC nationally.	Average Progress 8 score was -1.79 in 2022, lower than national and London. See on for details
Gap between (i) A8 for Barnet CIC and A8 nationally for all pupils and (ii) P8 for Barnet CIC and P8 nationally for all pupils is in the top quartile. (2021/22 results)	Both Attainment 8 and Progress 8 dipped in 2022 and was lower than national and London so Barnet is not within the top quartile.
90% of 0–16-year-olds PEPs are good or better	July 2023 – 92.3%
75% of 16–17-year-olds PEPs are good or better	July 2023 – Years 12 and 13 - 98.3%
RWM in KS2, at the expected standard, is in the top quartile	Numbers of pupils was too small for all attainment metrics.
The percentage of 16–17-year-olds who are NEET is below 20% by the end of March 2022	July 2023 – 20% of 16/17year olds are NEET. This is higher than the previous year.

2. School Context (as of 18/7/23)

		2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
	Nursery		11	12	13	14
	% of children SEN support			2	1	3
	% of children with EHCPS			3	1	2
Statutory age group	Statutory age	191	196	195	191	186
	Reception		4	7	8	8
	Key Stage 1		16	14	15	21
	Key Stage 2		43	37	45	45
	Key Stage 3		51	53	52	48
	Key Stage 4		82	84	71	64
	Male/female	111/80	113/83	109/86	108/83	115/71
	% of children from ethnic minority groups		70.6%	73.3%	68.1%	67.2%
	% of children SEN support		19.8% (39)	21.5% (42)	17.8% (34)	24% (45)
	% of children with EHCPS		24.9% (49)	24.6% (48)	30.9% (59)	32.8% (61)
			O/B 33 | I/B 16	O/B 30 | I/B 18	O/B 38 | I/B 21	O/B 41 | I/B 20
	Number of Unaccompanied Asylum Seeker Children (UASC)	18	25	35	28	21
	Children without a school place		0	2	5	6

Post 16 age group	Post 16	157	135	152	155	147
	Male/female	113/44	96/39	113/39	111/44	102/45
	% of children from ethnic minority groups		78.5%	79.6%	79.4%	83%
	% of children with EHCPS		14%(19)	13.8%(21)	14.8% (23)	16.3% (24)

		O/B	I/B	O/B	I/B	O/B	I/B	O/B	I/B
		11	3	16	5	7	16	14	10

	Number of UASC	39	67	76	75	66
	Not in Education Employment or Training (NEET) Year 12		11	19	15	18
	NEET Year 13		14	14	22	20

3. Attendance (statutory age children)

Absence over time – children in care for more than 12 months (Local authority interactive tool - LAIT)

% absence from school of children who have been looked after continuously for at least 12 months												

Local Authority, Region and England					2017	2018	2019	2020	2021	2022	-	Change from previous year
302	Barnet	-	-	-	5.50	3.30	6.50	-	10.40	10.30	-	-0.10
988	Outer London	-	-	-	5.10	5.20	5.00	-	8.70	7.90	-	-0.80
	Statistical Neighbours	-	-	-	4.48	4.37	4.61	-	8.26	8.10	-	-0.16
970	England	-	-	-	4.70	5.00	5.10	-	9.10	7.80	-	-1.30

Persistent absence over time - children in care for more than 12 months (Local authority interactive tool – LAIT)

% of children looked after who are classed as persistent absentees												

| Local Authority, Region and England					2017	2018	2019	2020	2021	2022	-	Change from previous year
302	Barnet	-	-	-	10.60	6.90	12.30	-	35.50	24.50	-	-11.00
988	Outer London	-	-	-	13.60	12.70	11.60	-	31.20	21.00	-	-10.20
	Statistical Neighbours	-	-	-	12.37	12.60	11.39	-	28.95	21.62	-	-7.33
970	England	-	-	-	11.20	11.80	12.10	-	32.10	19.10	-	-13.00

Quartile bands

Official Data Release for Children Looked After (CLA) for more than 12 months 2021/22

LA	Barnet	Rank (Out of 153 LAs)	England	London
Total Number of Pupils	98		35130	3370
Attendance Rate	89.7%	141	92.2%	92.2%
Authorised Absence	6.6%	132	5.5%	5.2%
Unauthorised Absence	3.8%	143	2.3%	2.6%
PA	24.5%	131	19.1%	20.1%

- Low cohort sizes in this measure will have an impact on the outcomes of attendance and absence.
- Across 2021-22 Barnet's attendance rate was below the London and national averages, but within 2.5% of both.
- Authorised, unauthorised and persistent absences were all higher than the London and national averages.

Current Attendance – 2022/23

Barnet whole school attendance of statutory looked after children is 91.29% which is a significant increase from this time last year (89.54%). It is also above the annual figure of 88.3% from Welfare Call who monitor the attendance of children in care in a large number of local authorities. DFE data indicates that across all schools nationally, the attendance rate for all statutory age children this year was only 92.5%.
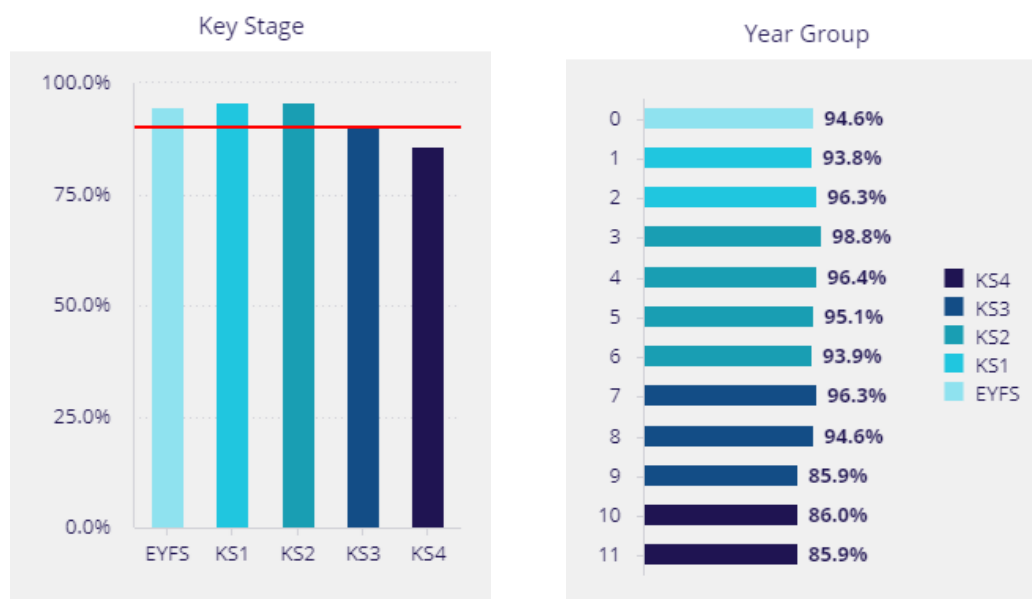
Attendance over the year has been strongest among our primary aged children, specifically Year 2,3 and 4. Attendance drops in KS3 but remains slightly above 90% which is an improvement on last year. Attendance is lowest in KS3 (specifically year 9) and KS4 (specifically year 11). To provide a greater context, there are also larger numbers of young people in the older year groups:
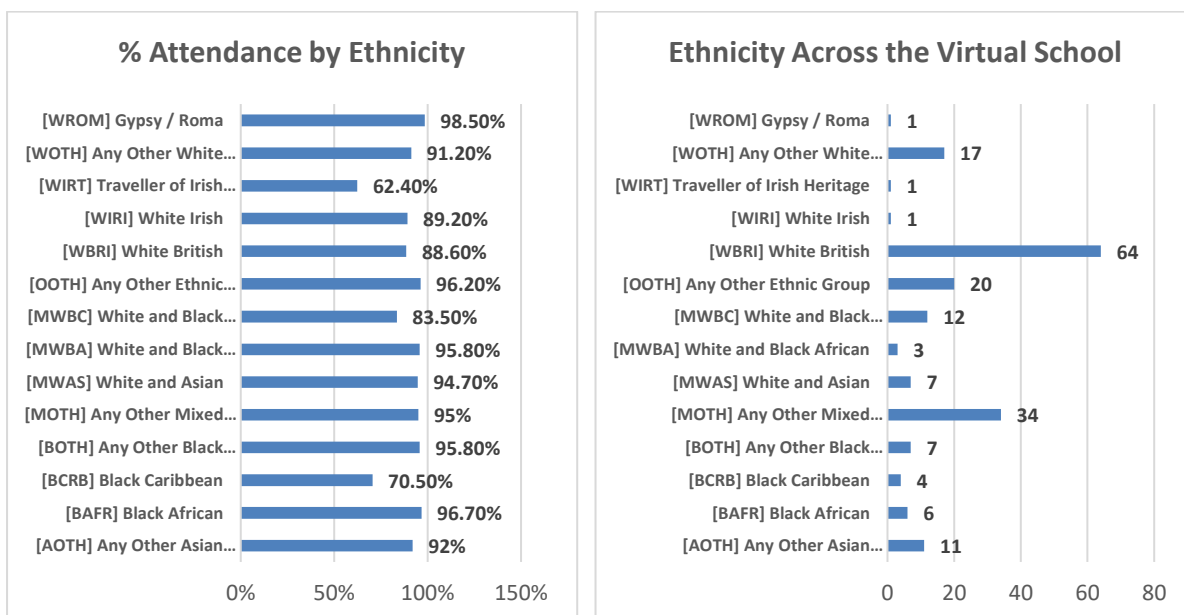
- 75 students from Y0-Y6
- 49 students in Y7-Y9
- 64 students across Y10-Y11

Year 11 has historically been the most challenging year group in terms of attendance and the number of Year 11 in Barnet Virtual School remains high – currently 41 students. This impacts considerably on overall attendance.

% Attendance by Gender

% Attendance by SEN Status

% Attendance by Location
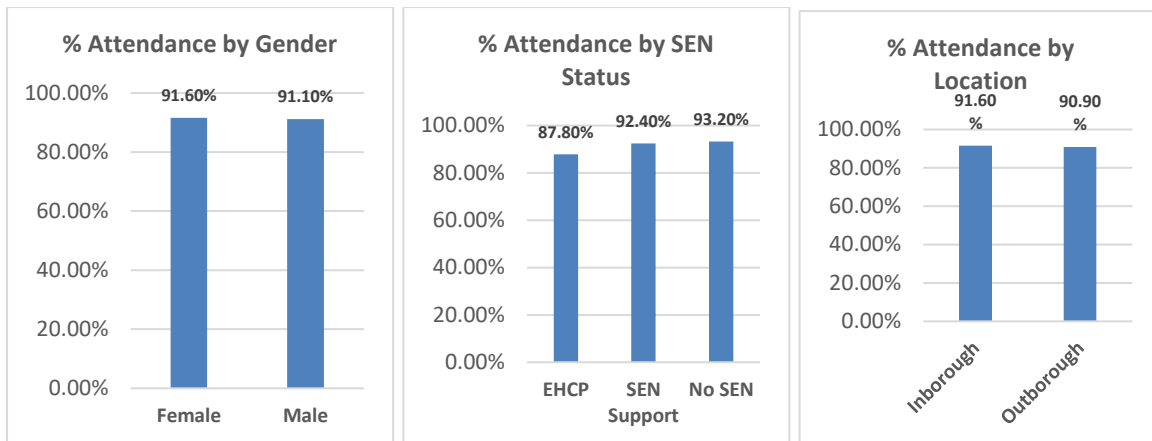
Across the whole school, there has been little variation when analysing by gender and location. The attendance of students with an EHCP is lower at 87% compared to students without an EHCP. However, the national average attendance rate for all students with an EHCP was 86.7% so Barnet young people had slightly better attendance. It is also of note that many of our young people with EHCP have SEMH needs which impact on attendance.

The data provided on persistently absent students (see on) gives some further context.

% Attendance by Ethnicity

Ethnicity	Attendance
[WROM] Gypsy / Roma	98.50%
[WOTH] Any Other White…	91.20%
[WIRT] Traveller of Irish…	62.40%
[WIRI] White Irish	89.20%
[WBRI] White British	88.60%
[OOTH] Any Other Ethnic…	96.20%
[MWBC] White and Black…	83.50%
[MWBA] White and Black…	95.80%
[MWAS] White and Asian	94.70%
[MOTH] Any Other Mixed…	95%
[BOTH] Any Other Black…	95.80%
[BCRB] Black Caribbean	70.50%
[BAFR] Black African	96.70%
[AOTH] Any Other Asian…	92%

Ethnicity Across the Virtual School

Ethnicity	Count
[WROM] Gypsy / Roma	1
[WOTH] Any Other White…	17
[WIRT] Traveller of Irish Heritage	1
[WIRI] White Irish	1
[WBRI] White British	64
[OOTH] Any Other Ethnic Group	20
[MWBC] White and Black…	12
[MWBA] White and Black African	3
[MWAS] White and Asian	7
[MOTH] Any Other Mixed…	34
[BOTH] Any Other Black…	7
[BCRB] Black Caribbean	4
[BAFR] Black African	6
[AOTH] Any Other Asian…	11

Contextual information relating to ethnicity data

WIRT (Traveller – white Irish) (1 YP) – this is one young person, a Yr 8 student with an EHCP (SEMH) – placed in a special school. He had a period of suspension from school, missed school due to his placement in Barnet breaking down and has had several placement changes since then across different LAs and is currently waiting for a special school to be named on his plan.

BCRB (Black Caribbean) – (4 YP) The data is impacted by 1 Yr 11 student with an EHCP (SEMH) placed in a special school. This YP has been frequently missing from placement and gravitating towards her mother's home. EP is supporting.
1 other Yr 11 student also with an EHCP (SEMH) placed in a mainstream secondary school attendance deteriorated towards the end of the school year.
2 other students have attendance above 94%.

MWBC (mixed white and black Caribbean – (12 YP) Data relates mainly to 1 student in Yr 11 with an EHCP (SEMH) who was previously placed in a special school but moved back in to mainstream at his request. Despite being persistently absent, he has improved his attendance considerably this year.
1 other Yr 11 student with an EHCP (SEMH) was new in to care mid-year and had a placement change and found it very difficult to settle into new school.
7 of the 12 YP had attendance above 94%.

<u>Attendance Comparison</u>

	Autumn 2021	Spring 2022	**Summer 2022 (whole year)**	Autumn 2022	Spring 2023	**Summer 2023 (Whole Year)**
Numbers (all)	169	178	**189**	170	184	**188**
Attendance (all)	90.55%	90.02%	**89.54%**	90.25%	90.98%	**91.29%**
Number with 100% (all)	38	22	**11**	29	23	**16**
Number of eligible children (in care for 12 months plus)	115	121	**134**	117	126	**129**
Attendance (in care 12 months plus)	92.22%	90.15%	**90.16%**	92.28%	92.58%	**91.8%**

<u>Persistent Absence (below 90%) in children in care 12 months plus</u>

The Persistent Absence rate for Barnet children who have been in care for 12 months or longer was **20.93%** compared to the Persistent Absence rate across all statutory aged pupils nationally which was **22%**.

Looking at the 129 children who have been in care for more than 12 months:

7/129 - 100% attendance across the whole year
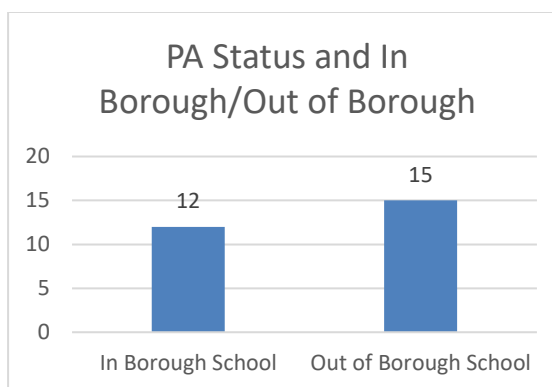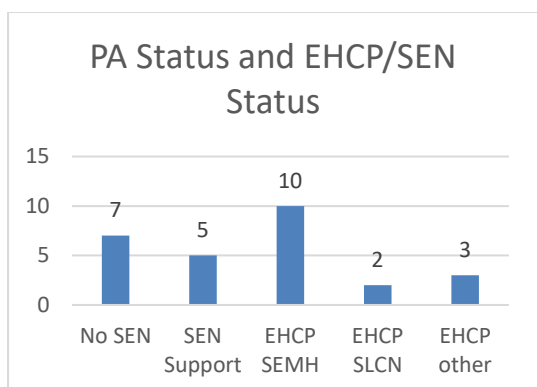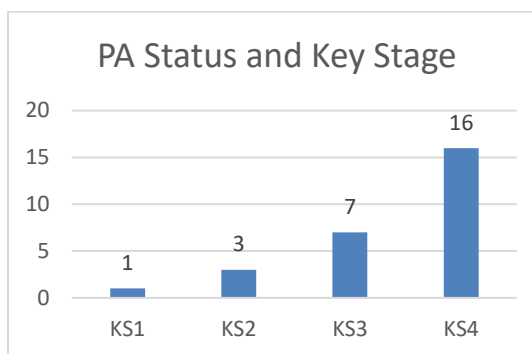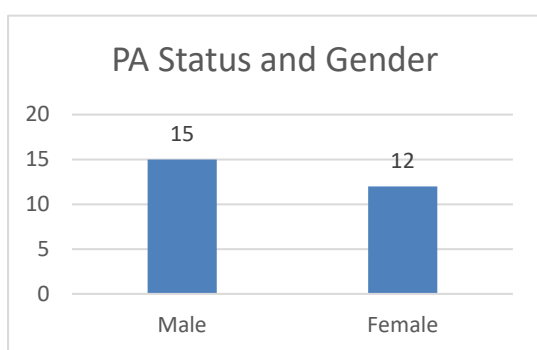77/129 - above 95% attendance across the whole year
102/129 - more than 90% attendance across the whole year.
27 children are considered persistently absent (attendance below 90%)
Of these 27 children, 5 are considered severely absent (attendance below 50%)

PA attendance Ranges	Number of Students
70-90%	17
50-70%	5
Below 50%	5 (3 x EHCPS 2 x EHCP applications underway) (1 x in Emergency Respite Placement out of borough) (4 x Emotional Based School Avoidance)

To provide a context to those that are persistently and severely absent:

PA Status and Gender

PA Status and Key Stage

PA Status and EHCP/SEN Status

PA Status and In Borough/Out of Borough

Most of our young people with persistent absence are in secondary school and have complex needs. Many of these young people will also have an EHCP with the main area of need being SEMH and are placed in out of borough special schools and placements.

Reason for PA Status	Number of Students (with EHCP)	How is this is being addressed by Virtual School
Emotional Based School Avoidance	6 (5 EHCP)	Involvement from VS EPs, BICS/CAMHS, VS Transition Mentors, targeted support and funding through PEP. EBSA assessment and action plan completed.
Unauthorised absence / missing episodes)	6 (6 EHCP)	Targeted support and funding through PEP, Attend SEAM meetings with family services, EP involvement if appropriate.
Genuine illness	6 (3 EHCP)	Ensure absence from illness is appropriate and proportional and monitor
Placement Changes	8 (6 EHCP)	*Where YP have an EHCP, SEN will keep them on roll at previous placement until new schools have been consulted with resulting in additional absence. VS unable to influence placement moves.*
Suspensions	1	Targeted support and funding through PEPs, Behaviour Support Plans, EP involvement, BICs/CAMHS. Support from Pavilion mentors.

Persistent absence is of greatest concern across KS4 (3 students in Year 10 and 13 students in Year 11), comprising almost two thirds of the entire cohort of persistently absent students. Within this KS4 cohort of 16 students, 10 have EHCPs, 6 of whom have entrenched patterns of emotional based school avoidance and mental health concerns requiring specialist professional input from EPs and other professionals.

It is important to note that 2 of the persistently absent year 11 students with emotional based school avoidance have made enormous progress this year:

Pupil A - Year 11 Male – EHCP SEMH – Was initially placed in a special school for SEMH and was severely absent over year 9 and 10. Following another placement change, he requested to be placed in a mainstream setting and whilst he is still persistently absent, his attendance has increased from almost 0% up to 60% this year resulting in him being able to sit some of his GCSEs which is an incredible achievement for him.

Pupil B – Year 11 Male – EHCP SEMH – Was also placed in a special school for SEMH and was severely absent resulting in him refusing to attend at all in year 10. We were able to work closely with SEN and get him home tuition throughout year 11. He sat his maths GCSE at his home placement this summer with external invigilators organised by the virtual school which was an incredible achievement for him.

4. Exclusions over time

% of children who have been looked after continuously for at least twelve months with at least one fixed term exclusion from school											

cal Authority, Region and England				2016	2017	2018	2019	2020	2021			Change from previous year
302	Barnet	-	-	18.58	9.16	8.11	10.34	7.14	6.50	-	-	-0.64
988	Outer London	-	-	10.65	10.45	10.29	10.40	9.75	9.44	-	-	-0.31
	Statistical Neighbours	-	-	10.24	12.22	11.36	10.30	8.86	10.19	-	-	1.34
970	England	-	-	11.04	11.44	11.25	11.32	9.35	9.80	-	-	0.45

Exclusions 2020/21

Year	Measure	Barnet	Rank (Out of 153 LAs)	England	London
2020/21	Number of Pupils	123		39170	3990
	% of Pupils with One Plus Suspension	6.5%	10	9.8%	9.6%
	% of Pupils Permanently Excluded	0%	1	0.03%	N/A

- Official data relates to the 2020/1 academic year as this is latest official data available. The data is from a year impacted by the pandemic and therefore the information is not directly comparable to previous years. It only includes children who have been looked after continuously for at least 12 months. CLA pupils in Barnet were lower than the London and national averages for pupils with more than one suspension and permanent exclusion.
- Barnet has 0 permanently excluded CLA pupils.

Barnet Exclusions over time

There have been no permanent exclusions of Barnet children in care. One school did permanently exclude a young person in 2022/23 but following the governors hearing, where the child was represented by the Virtual School and his social worker, he was reinstated.

	Number of suspensions			
	2019/2020	2020/2021	2021/2022	2022/2023
No of pupils	18	18	26	21
No of suspensions	30	25	35	53
No of days suspended	79.5	89	130.5	89.5
No of suspensions with day 1 provision	29	24	31	52

	In Borough			
	Suspensions			
	2019/2020	2020/2021	2021/2022	2022/2023
Total number of pupils suspended	7	8	13	11
Total number of days lost	34	58.5	72.5	41
	Out of Borough			
Total number of pupils suspended	11	10	14	10
Total number of days lost	45.5	30.5	58	48.5

Of the children who received a suspension, 76% were boys and four out of the 21 were primary age. 57% of young people suspended were from Years 9 to 11. The highest ethnic group to receive suspensions was White British – 61.9%. This group is the largest in the Virtual School, but the number suspended is disproportionate – almost double the percentage in the school. 43% of the children who received a suspension have an EHCP with the majority having a primary need of SEMH.

Typical reasons for suspensions continue to be:

- Persistent disruptive behaviour
- Physical assault on an adult or child
- Verbal abuse/threatening behaviour
- Bullying
- Bringing in banned items
- Not following instructions

Suspensions enforced without clear reason are challenged by the Virtual School and schools are expected to provide alternative education from the first day of the suspension, whether this be a placement at an alternative school or tutoring. As part of the Virtual School strategy this is communicated to schools as soon as we are made aware of an intention to suspend or exclude. Schools are supported to look at alternatives to exclusions and with putting in place preventative measures e.g. the Virtual School will involve Educational Psychologists to support the school where necessary, refer to MOPAC or to the Pavilion Mentors, as well as meeting with schools more regularly to look at strategies to avoid suspensions.

5. **School Places**

Number of children without a school place as of 18/7/23: 6
Number of directions for a school place: 0

Of the children currently without a school place, one has moved placements twice in quick succession and is now in a short term crisis placement, two are in 17-week therapeutic crisis placements, one is a new to care unaccompanied asylum seeker and two have moved placements and have EHCPs – consultations are underway.

Changes in circumstances – Summer Term 2023 (brackets Summer Term 2022)

No. of pupils:	Same School Place	Change in school place
Same placement	165(177)	4(4)
Change in placement	9 (14)	4(2)

Looking at the Summer Term, there were four young people who changed placement and schools. This was due to:
- Moved placements so needed to change schools
- Moved schools within the same group to meet needs better

Educational Provision – Ofsted Judgements

	Total	No in good /outstanding schools	No in requires improvement /inadequate school	Reason for placements in requires improvement /inadequate school
In Borough school	101	99 (98%)	2 (2%)	Children already attending prior to coming into care
Out of Borough school	70	67 (96%)	3(4%)	Child already attending before RI grading Only specialist SEMH provision available Voice of the child – wanted mainstream provision and this was the only one that could meet need

6. Personal Education Plans (PEPs)

The Personal Education Plan (PEP) for each child includes progress and attainment information as well as recording interventions, often funded through the Pupil Premium Plus Grant, to ensure the child achieves well. The Virtual School works in partnership with teams in Children and Families and with Designated Teachers in schools, to ensure that each child has an up to date, effective and high-quality PEP that focuses on education outcomes. The PEP forms part of the child's overall care plan.

Whole Year

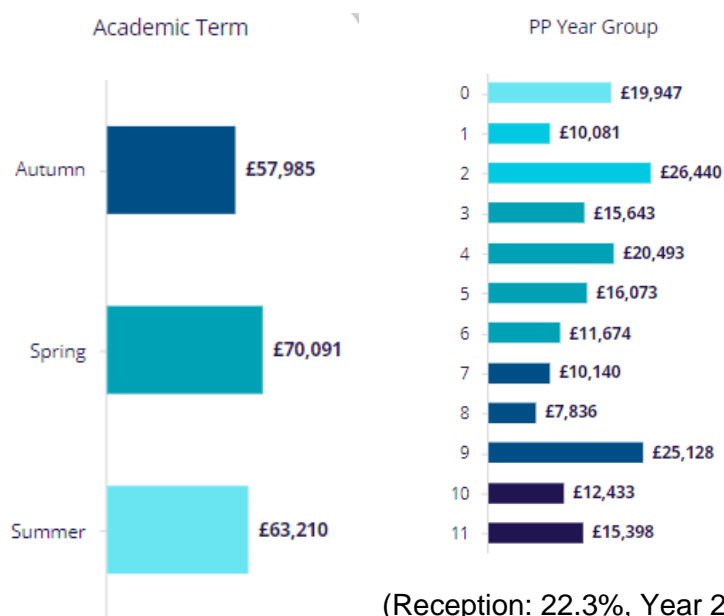|	Total Number of PEPs	Number and % rag rated Gold	Number and % rag rated green	Number and % rag rated amber	Number and % rag rated red
Overall	987	37 (3.7%)	938 (95%)	9 (0.91%)	3 (0.30%)
EYFS	34		34 (100%)	0	0
Statutory	546	37 (6.8%)	504 (92.3%)	3 (0.55%)	2 (0.37%)
Post 16	407		400 (98.3%)	6 (1.5%)	1 (0.25%)

Over the year there have been 3 PEPs RAG rated red, two of these were Statutory aged PEPs and one was a Post 16 PEP. Two of these was due to the DT not completing any sections within the PEP and the third was because no targets were included, despite persistent reminders. The Virtual School Head has followed up with the three settings regarding this.

There have been nine amber rated PEPs over this academic year (6 Post 16 PEPs and 3 Statutory PEPs) which is an improvement on the previous year. There are several reasons for amber ratings, but the majority have been due to missing information such as no pupil voice, no achievement data, no attendance information, no review of previous targets or no new targets set.

Feedback has been given to the settings where PEPs require improvement and a guide on how to complete high quality PEPs will be included in the Autumn term newsletters to DTs. Additional training around the use of Welfare Call when completing PEPs is also included within the '*New to DT training.'*

1. Pupil Premium Spend

This academic year £191,286 was allocated directly to schools in relation to targets set in the PEPs. This was a 21.8% increase on last year. Of the total funding, £150,439 came from Pupil Premium Plus funding and £40,847 came from recovery funding. This funding supported 158 pupils across 111 provisions with a split between in borough and out of borough schools of 60.7% v 39.3%. The charts below show breakdowns by terms and year groups.

Academic Term

Term	Amount
Autumn	£57,985
Spring	£70,091
Summer	£63,210

PP Year Group

Year	Amount
0	£19,947
1	£10,081
2	£26,440
3	£15,643
4	£20,493
5	£16,073
6	£11,674
7	£10,140
8	£7,836
9	£25,128
10	£12,433
11	£15,398

Reception, Year 2 and Year 4 cohorts saw proportionally larger funding allocations this academic year. In Reception, larger amounts of funding were mainly due to requests to support children where schools have started the process to apply for an EHCP. In all 3 cohorts, over half of the funding was used to support emotional health and wellbeing (Reception: 60.5%, Year 2: 52.9% and Year 4: 55.1%) and a large proportion of the remaining funding was used to target academic progress (Reception: 22.3%, Year 2: 32.2%, Year 4: 25.4%)

It should be noted that whilst Year 9 also saw higher funding in relation to other year groups, this year group is the second largest cohort within the Virtual School. 40% of this funding was allocated to support academic achievement and progress, of which over 51.7% was used for 1:1 tuition.

Breakdown by ethnicity

Ethnicity	PP+ Approved	Funding contribution	Virtual School cohort
[AOTH] Any Other Asian Background	£6,365	3.3%	6.0%
[BAFR] Black African	£2,790	1.5%	3.3%
[BCRB] Black Caribbean	£2,820	1.5%	2.2%
[BOTH] Any Other Black Background	£8,569	4.5%	3.8%
[MOTH] Any Other Mixed Background	£51,798	27.1%	18.5%
[MWAS] White and Asian	£10,791	5.6%	3.8%
[MWBA] White and Black African	£5,280	2.8%	1.1%
[MWBC] White and Black Caribbean	£12,768	6.7%	6.5%
[OOTH] Any Other Ethnic Group	£12,892	6.7%	10.9%
[WBRI] White British	£55,469	29.0%	33.2%
[WIRI] White Irish	0	0%	0.54%
[WOTH] Any Other White Background	£21,094	11.0%	8.7%
[WROM] Gypsy / Roma	£650	0.3%	0.54%
[WIRT] Traveller of Irish Heritage	0	0%	0.54%
[YTC] Yet to confirm	0	0%	0.54%

Breakdown of spend by type

Category	Pupils	Contribution to PP+
Emotional health & wellbeing	96	41.2%
Academic achievement and progress	117	34.4%
Social Skills	55	9.3%
Wider Achievement	51	7.6%
Transition	16	2.7%
Other	22	2.3%
Attendance	5	1.4%
Inclusion	5	1.1%

Pupil premium money was allocated to a variety of areas, supporting children in education. Emotional health and wellbeing continues to account for a large proportion of the total spend (41.2%) and there continues to be an increase in requests for funding to support social and emotional learning interventions (24.4% of funding for the academic year 2022/2023 v 21.2% in 2021/2022). One-to-one tuition continues to be one of the other main areas pupil premium funding is used to provide additional support.

When comparing the main funding areas in Primary and Secondary cohorts, 52.5% of Primary aged funding is used to support emotional health and wellbeing v 19.7% in Secondary. Whereas 47.1% of funding is used to provide academic support for secondary aged pupils.

PP+ Intervention	Pupils	Total Cost	Contribution to PP+
Social and emotional learning	70	£46,596	24.4%
One to one tuition	53	£28,547	14.9%
Other	66	£20,048	10.5%
Individualised instruction	37	£13,375	7%
Metacognition and self-regulation	28	£13,155	6.9%
Behaviour Interventions	19	£12,081	6.3%
Arts participation	35	£10,729	5.6%
Sports participation	33	£7,011	3.7%
Small group tuition	18	£5,807	3.0%
Mentoring	12	£5,431	2.8%
Reading comprehension strategy	22	£4,207	2.2%
Mastery learning	14	£4,056	2.1%
Collaborative learning	10	£3,889	2.0%
Outdoor adventure learning	12	£3,157	1.7%
Oral language interventions	9	£2,771	1.4%
Digital technology	10	£2,417	1.3%
Phonics	10	£2,035	1.1%
Homework	14	£1,905	1.0%
Early years interventions	5	£1,700	0.89%
Attainment Grouping	3	£1,045	0.55%
Summer schools	1	£424	0.22%
Parental	3	£374	0.20%
Peer Tutoring	2	£360	0.19%
Feedback	2	£166	0.09%

7. **Achievement**

<u>Children Looked After (CLA)– Statistical First Release 2021/22</u>

The Statistical First Release (SFR) was published at the end of March 2023. The data relates to Children Looked After for 12 months or more on 31st March 2022.

<u>CLA KS4 Attainment data 2022</u>

Year	Category	Barnet	Rank (out of 153 LAs)	England	London
2020	Number of pupils	29		6110	910
2021		34		5930	810
2022		19		5980	740
2020	Attainment 8	21.8	72	21.3	22
2021		22.6	77	23.2	24.7
2022		18.1	108	20.3	22
2022 (not available for 2020/21)	Progress 8	-1.79	129	-1.3	-1.37
2020	5+ E&M	N/A	N/A	10.8%	14%
2021		23.5%	4	12.6%	16.3%
2022		N/A	N/A	11%	16.2%
2020	4+ E&M	24.1%	64	24.3%	26.4%
2021		35.3%	33	28.8%	31.8%
2022		N/A	N/A	22.1%	25.4%

Revised figures for 2021 show that Barnet was ranked 4th for the proportion of CLA students attaining a Level 5+.

In 2022, the number of children in care for 12 months plus who were entered for GCSEs was very small, almost half the previous year and the results were very different with Barnet's Attainment 8 scores and ranking dropping. 2022 figures for English and Maths at 4+ and 5+ are currently unavailable due to cohort size. This cohort had a significant number of young people who were new to the country and a high number had EHCPs in it.

In addition to the above, one young person passed 6 full Scottish National Qualifications (GCSE equivalent). A particular notable result was from one of our unaccompanied asylum-seeking young people who achieved excellent results:
- 5 GCSEs at L4+ including a L8 in Persian plus other qualifications.

Current achievement 2022/23

Reception

8 Reception children were in care at the end of the Summer Term
4 of these children had identified special educational needs – SEN Support (SENS)
4 had been in care for less than 12 months
 2/8 children reached a Good Level of Development (GLD)

Phonics – Year 1

7 Year 1 children were in care at the end of the Summer Term
3/7 are SENS
2/7 have EHCPs
4 have been in care for less than 12 months
2/7 children met the standard
1 was disapplied
1 was without a school place
1 child's results have not been received
One child scored maximum marks

Of the 3 who did not meet the standard, all have been in care for less than a year and two are SENS. One was four marks away from meeting the standard so should be successful in Year 2.

Multiplication check – Year 4

13 Year 4 children were in care at the end of the Summer Term
3/13 are SENs
5/13 have EHCPS
3 have been in care for less than 12 months
7/13 children scored more than 20 out of 25
3 did not take the check
4 children scored maximum marks

Key Stage 1 SATS - Year 2

13 Year 2 children were in care at the end of the Summer Term.
1/13 has an EHCP
6/13 have SENS
4 have been in care for less than 12 months

The results were:

	Pre-key stage	Working towards the expected standard	Working at the expected standard	Working at greater depth
Reading	2	4	5	2
Writing	2	7	2	2
Maths	1	8	3	1

Key Stage 2 SATS - Year 6

13 Year 6 children were in care at the end of the summer term.
5/13 have EHCPs
3/13 are SENS
7 have been in care for less than 12 months
8 of the children are White British
7/13 attend schools outside of Barnet and 3 are in specialist placements
3 children were not entered for their SATS as they were working below the level of the tests.
All three of these children have EHCPs and two are in specialist settings.

Results for the other 10 children:

	Working below the expected standard	Working at the expected standard	Working at greater depth
Reading	3	6	1
Writing	4	6	0
Maths	4	5	1

Predicted Results GCSEs - Year 11

Year 11

No in cohort – 40

Context:

14/40 young people have an EHCP
5/40 are on their school's SEN register – SENS
30/40 are male
15/40 are UASC
17/40 have been in care for less than 12 months
Four were new to care UASCs in the Summer Term.
Two will be taking their GCSEs next year.
One was in a specialist setting and did not take any exams.
One had been missing and then moved placement so was not on roll with a school.
One had been in secure accommodation but did achieve some Functional Skills qualifications whilst there.
One child moved placements so was not on roll to take exams.
Three were on pre-entry ESOL courses

Of the 25 who have been in care for more than 12 months:

Number expected to reach 4+ in English and Maths: 7

Of the remainder, 7 are UASC and 11 have EHCPs. One is without a school place having been missing for a significant amount of time. He is now in a placement and receiving education.

This year all young people completing GCSE were sent a revision pack including materials and revision tips. A session was also held for foster carers on how to support young people manage their anxiety approaching their exams. All Year 11s taking GCSE were offered additional tuition in the Autumn Term if they wanted it and for many, it was extended.

8. Planned Destinations – Year 11

Destination	Number
College– A levels	3
College- vocational course	8
College – other course	19
Staying on at school – A levels	3
Staying on at school – special school	2
Changing to another school – A levels	2
Apprenticeship	2
Working	0
Other - please specify	0
Unclear on plans	3

9. Post 16 Cohort

Engagement with education, employment and training

	In Borough	Out of Borough
Apprenticeship	1	
Working	3	5
College/6th Form/SEN Provision	43	51
NEET due to being new to care UASC	2	4
NEET - other	20	8
NEET - pregnant	2	
In secure unit		4
In mental health setting/hospital	1	3

Young people who are NEET
At Post-16 the young people not in education, employment or training present a significant challenge and engaging them is no easy task. The category includes those in psychiatric units, pregnant or who frequently go missing thus are even harder to engage in education or training.

In 2022, 38% of care leavers were NEET nationally (LAIT). Currently, we have 24.4% of our Year 12 and 13's who are NEET.

Supporting young people who are NEET is a key area and caseworkers work closely with them to support reengagement into education, employment, or training. The BEETs team support with connections within various industries whereby companies head hunt young people who are searching for either a work placement or apprenticeship. Construction and motor vehicle apprenticeship/placement have been of interest to young people.

Looking at the cohort of young people who are NEET at the end of the year, there are some who have been involved in education/employment during the year but have disengaged. Some of these young people had been NEET for a significant time and their engagement in smaller opportunities of activities this year has been hugely significant.

Action undertaken
1-1 work providing advice and guidance regarding action planning for the future.
Support for young people who are NEET regarding applications for courses, CVs etc.
Course ideas/opportunities provided on a regular basis to professional network.
Follow up on progress on a regular basis (weekly or fortnightly).
Continue to build relationships and trust through meetings and telephone contact.
Support young people with interviews/visits when possible.

Maintain regular communication with professional networks so as not to duplicate actions.
Refer to Barnet Education Employment and Training Support (BEETS)if young person is not engaging
Liaise with placement to support young people
Mentoring as part of the Post 16 Pupil Premium Project which has supported them in a holistic manner
Encouraged to engage in activities e.g., playing instruments, joining youth clubs, accessing Princes Trust, New Citizens Gateway and Unitas Youth Zone etc.

<u>Plans for end of Year 13 September 2023</u>

Destination	Number
Higher Education – university	7
College	34
Staying on at school	
Educated at home	
Illness	2
Pregnancy	1
Specialist provision	2
Re-engagement provision	
Work training programme	2
Apprenticeship	1
Working	9
Other - please specify	2 – Youth offending institution
Unknown	11

Number currently likely to be NEET in September: 11
<u>Higher Education</u>
Number considering higher education 2024: 4

10. <u>Staffing</u>
    a. <u>Current Staffing</u>

Staff member's name	Position	Additional comments
Sarah Deale	Headteacher	0.8
Julie Locke	Deputy Head of School	
Jane Thrift	School Business Manager	
Caroline Gladkow	PEP Coordinator	2 days termtime only
Nicola Axford	Senior Education Lead for Children with a Social Worker (CWSW)	0.9
Allan Newby	Caseworker	
Hannah Hudson	Caseworker	
Sejal Patel	Caseworker 0.6/CWSW 0.4	
Isabella Underhill	Caseworker	0.4
Ornella Rochfort	Caseworker	
Frasier Stroud	Caseworker	
Aiysha Iqbal	Caseworker	Maternity leave
Amy Wight	Senior Learning Mentor	
Jhana Mills	Outreach Learning Mentor	0.6

b. Professional Development

Training attended by members of the team during the year included:

NAVSH training sessions and conference
Welfare Call attendance and analytics training
How to increase educational outcomes for children with a social worker
Excluded to Included
Know me to teach me
Managing disciplinaries and grievances
Core Skills in Coaching
Analysing attendance and absence data
The Anti-Racist school
Essential Management Skills
Trauma and Attachment
Respecting biology – trauma responsive approaches
Suicide prevention training
UASC – higher education support

The whole Virtual School team has had training on:
Anti-racist practice
Working when things are stuck
Understanding and supporting young people who experience anxiety

Staff were also given the opportunity to apply for additional project work which led to a new website being built for the Virtual School www.barnetvs.org and improvements made to our social media presence, work being completed around our UASCs including changes to the Post 16 PEP and work to support on transitions from nursery to reception and Year 6 to Year 7.

c. Supervision

Caseworkers had 1:1 supervision with their line manager at least termly and the Head and Deputy Head have monthly supervision with one the Educational Psychologists.

A group supervision is carried out to support more difficult cases and share expertise. This is supported by the Educational Psychology Team. A termly work discussion group is held for the caseworkers and mentors. The mentors receive supervision as part of their role, from an E.P.

11. Engagement with Stakeholders
a. Children

Enrichment Activities

Over the year there have been a vast number of enrichment activities on offer with the majority of funding coming from John Lyons Charity. This was the last year of a 3 year funding allocation but an extension has now been agreed. Enrichment activities have included:

- Reading Club including a visit to the British Library
- Residential trip to Jamie's Farm for 5 UASC
- Visit to Kew Gardens for child and carer for 'Kew in Focus' activity
- Residential trip to Arvon with creative writing focus for 4 young people
- Strength and Learning through Horses
- Springboard Youth Academy – 3 week ESOL summer provision

In addition 100 young people receive 6 Letterbox book packages across the year, provided by The Book Trust. 13 young people have instrumental lessons funded in their schools by Barnet Education Arts Trust. 22 young people also received theatre tickets to attend a West End production with their families.

<u>Stepladder Project</u>

This is a tailor-made incentivised learning programme for 15–17-year-olds who have been in care for at least one year (with Child Trust Fund). Online modules covering Literacy, numeracy, financial capability, future planning and employment are completed, resulting in a monetary contribution to their savings account, which they can access when they turn 18.

The total amount paid out in incentive payments has increased to £32000. The ringfenced balance set aside for registered young people to complete all 6 steps is £10,150. The balance remaining is £27,850.

Total number of young people registered – 57
Total number of young people over 18 who have completed the programme in full – 14

<u>Of these 57</u>
- 17 young people has achieved step 5
- 20 young people have achieved step 4
- 23 young people have achieved step 3
- 27 young people have achieved Step 2
- 32 young people have achieved step 1

Total number of young people under 18 who are active on the programme – 9
Total number of young people under 18 who have completed the programme in full – 0
 <u>Of these 9</u>

- 1 young person has achieved step 5
- 0 young people have achieved step 4
- 0 young people have achieved step 3
- 3 young people have achieved Step 2
- 4 young people have achieved step 1

Of these 9, 5 registered in July, 1 in June and 1 in May this year so the number of steps completed should increase over the summer.

b. Family Services
The Virtual School has continued to work closely with Family Services, attending several meetings including Permanency Panel, Permanency Tracking Meeting and Vulnerable Adolescents Panel ensuring a clear link with the wider team. The Virtual School are also represented on CPOG, a multi-agency group which coordinates and advances the Corporate Parenting Plan in Barnet to improve outcomes for children in care and care leavers. The Headteacher meets monthly with Kate Jeffrey, Head of Service, Corporate Parenting.

The Virtual School is represented on the Barnet on Point working party and the Deputy Head attends monthly. Several social events including a celebration event in the summer term have been supported by the Virtual School. There is now a Junior and Senior BOP termly meeting and the meetings are being shaped to best promote the voices of our CIC and enable them to contribute to policy and practice.

The Virtual School is now represented on the monthly Specialist Inpatient Surgery Panel which is led by NHS representatives across mental health inpatient provisions and enables social workers and other professionals to effectively plan for our CIC who are accessing these services and ensure that discharge plans are in place prior to returning to their placements.

Training has been delivered through the fostering team on The Role of the Educational Professional and from September education specific training to foster carers will be of a rolling programme and will form a compulsory part of the training for foster carers. The first session is due to be delivered in the Autumn Term. Expectations for will be shared again before the Autumn PEP season.

c. Designated Teachers

The Virtual School has continued to send out two newsletters a term and to offer a range of training. Both have now been extended to Designated Safeguarding Leads as well as Designated Teachers in response to the extensions of the Virtual School duties.

Training has included:

- New to being a D.T/New to Barnet
- Understanding Attachment and Trauma
- The Speech and Language needs of looked after children and other vulnerable young people
- Body based approaches to working with children and young people who have experienced trauma
- Understanding and supporting young people who experience anxiety
- Inside I am hurting

d. Foster Carers

Termly newsletters have been sent to foster carers and training offered across the year. Topics covered have included:
- Supporting children and young people with their emotions
- Supporting young people through their GCSE studies
- Speech, language and communication needs in children and young people in the care system
- Understanding specific learning difficulties
- Supporting young people in Year 11 during their GCSE exams
- Supporting transitions
- An introduction to ADHD
- Understanding Personal Education Plans
- Emotions, Behaviour and Communication: what we see and what we understand

Additional drop in workshops were offered to carers of children transitioning into Reception and Year 7.

e. Educational Psychology (E.P.)

The Virtual School has two days of EP support per week over the year, they have supported the team in a variety of ways including:

- Supervision for senior members of the team
- Work Discussion Groups for caseworkers to explore working practices
- Consultation sessions for caseworkers to explore complex cases
- Direct pieces of work / assessments with young people, carers and schools for complex cases

- Training for caseworkers, designated teachers and carers
- Newsletter contributions

Feedback from training has been very positive including comments such as 'impactful and interesting', 'This training really helped me to think more deeply about why things get stuck and how different people's views, feelings and priorities can impact the situation which in turn helps me think about how to move things forward' and 'Time to reflect and think of practical activities to support student regulation, greater understanding of behaviours that challenge'.

E.P.s have also collaborated in delivering training in connection with the Post 16 funding and have been involved in the children with a social worker focus.

f. SEND and Inclusion
Within the Virtual School there are a high number of children with special educational needs. Monthly meetings are held with the Head of SEN Assessments and Placements team to discuss any difficult cases and there is also occasional representation on the Complex Needs Panel to discuss and agree applications for EHCP assessments and funding requests.

g. Pupil Placement Panel
The Virtual School attends the fortnightly Pupil Placement Panel, a multi-agency group which monitors all statutory age pupil without a school place and formulates plans to ensure a school placement is identified or an education plan put in place.

h. Inclusion Advisory Team (I.A.T.)
The Virtual School has continued to benefit from the support of the I.A.T. team. The team have delivered a range of training (see above) and collaborated on work with the extended duties of all children with a social worker and the Post 16 Pupil Premium Plus Pilot. Feedback from the foster training has been very positive.

i. Working party - Unaccompanied Asylum-Seeking Children (UASC)

The Virtual School has continued to facilitate termly meetings of a working party to look more closely at the issues for UASC young people. It now has a wide range of attendees including representatives from Barnet and Southgate College, social work, the Refugee Council, social workers, educational psychologists and members of other Virtual Schools.

Across the year, different organisations have attended including the DfE and Breadwinners Charity. A further video has been produced aimed at helping asylum seeking young people understand the expectations of them in college and school. This will shortly be finished ready for the new school year.

12 Post-16 Pupil Premium Pilot Project

Barnet Virtual School was selected to receive funding from the DFE for a Post-16 Pupil Premium Pilot Project after a successful bid for a second year. The project was rolled out in a similar way to the previous year.
Training was delivered by Barnet Educational Psychologists to different colleges to ESOL staff on Trauma and Attachment and to 50 + people on Anxiety based school non-attendance. Both of these received really positive feedback. A webinar is being produced in conjunction with the Inclusion Advisory Team to support colleges with good practice in PEPS and supporting children in care. Funding had been allocated for an enrichment project at Barnet and Southgate College, but this did not go ahead. 18 young people have benefited from Boxing Mentoring. The videos explaining the education system for Post 16 UASCs was

expanded with the addition of an Albanian one and a new series of films focussing on supporting UASCs with the expectations of school and college has been developed and translated into a variety of language. Interpreters have also been funded when needed. The rest of the money was allocated to be used in a similar way to pupil premium for statutory age children, but this has provided challenging as colleges are not really set up to make use of the relatively small amounts of money involved. However, the amount of tuition offered has been increased and where young people requested it to continue over the summer, this was fulfilled.

13 Virtual School Mentoring

From October 2019, were part of a project with Achieving for Children's Virtual School (Kingston, Richmond, Windsor and Maidenhead), and St Mary's University, Twickenham implementing a Transition Hub for children in care aged 11 to 14 who are dealing with a significant transition in their lives e.g., new to care, new school, change of placement or school. This project finished in December 2022 and funding was secured through to March 2024 to build on the learning from it. In January 2023, the three members of staff moved over to work directly as part of the Virtual School and from April 2023 there has been 1.6 mentors.

During this academic year, the hub has supported 18 young people, receiving 13 new referrals. Five young people have exited the programme. Three received extensions of mentoring support due to unforeseen circumstances and greater need for support. Two received mentoring for a brief period after support from the programme ceased due to a placement move and need for intensive therapeutic support. In the Summer term three Year 6 young people were identified for additional support with the transition into secondary school and this will continue into Year 7. One of these recently received a positive contribution award from school in his last week of Year 6 and attended school every day in the last few weeks and engaged with multiple visits to his new secondary school. He also participated in the school leavers play and presented with an excellent mindset towards perfecting his role and in supporting his peers. His school and residential staff recognised and celebrated his efforts.

All the young people who remain on the programme, continue to successfully engage with their mentors and have made progress. Three young people are experiencing changes in placement or emotional dysregulation resulting in a significant impact on their school attendance. The mentors continue to make visits to these young people within their foster and residential placements in these cases.

Case study
The student is a 14-year-old Black/Black British Other going into Year 10. She was referred to the mentoring program in June 2022 after being taken into care. During the time working with this student, she moved placements 3 times due to an increase in need and difficulty in finding a suitable placement. Fortunately, the student remained in the same school throughout the changes. However, after multiple placement moves there was a decline in her attendance and she became emotionally school avoidant as well as regularly engaging with self-harm. The student had been emotionally dysregulated during the school day and found it difficult to communicate her needs with adults and peers. The baseline SDQ assessment indicated high levels overall.

Intervention
The student was matched with a mentor and always engaged well. The mentor focused on helping the student to develop key life skills; to better focus on communicating her needs, focused decision-making, accessing healthy routines and regulatory strategies that would

enable her to access her education and extra-curricular activities. In turn, this would enable her to better manage her emotions inside and outside of school, to feel confident in her school placement. Building positive relationships with key adults and supportive peers was essential to the work with the student, as her motivation to attend school was her closest friends. Through the mediums of art, sport activities and walks in the community, the student developed a trusting relationship with her mentor, sharing helpful ways that the network could better support her. The mentor attended various meetings to share best practice and the voice of the student.

Outcomes

The student made considerable progress since joining the mentoring program, in terms of her sense of self, communication style and developing relationships with trusted adults. The student has settled into her current placement and built relationships with most staff there. She also identified two key adults at school who she feels comfortable to go to when she dysregulated. The student had extended periods where she did not self-harm, instead went to trusted adults to support her. She used flash cards to communicate her needs whilst in school when she felt unable to speak, she also obtained a break-out card for regulatory breaks, when needed. Where the student would not speak to anyone about her needs in school, she has since demonstrated that she can strongly communicate her thoughts and feelings, written and/or verbally. She became an advocate for mental health; in a letter to her school, she encouraged her school leaders to participate in supporting young people with additional needs. She increasingly became more confident and understanding of her capabilities and looks to successfully complete her final GCSE year in school, with the support of the network around her.

Conclusion

This case study demonstrates the positive impact of mentoring on a student who was struggling with school attendance and emotional regulation. Although there was a decline in the student's attendance towards the end of the program, the student has made considerable progress in terms of her communication and relationships. The mentoring program was successful in supporting the student to adapt to the changes and further develop positive relationships with key professionals that will continue to support her with her mental health and access school in a bespoke way to her needs.

Sarah Deale July 2023

Appendix 1

Extension to duties – children with a social worker

From September 2021 Virtual School Heads (VSH) were asked to become **strategic** leaders for the cohort of children who have been assessed as being in need under Section 17 of the Children Act 1989 and currently have a social worker and those who have previously had a social worker. It covers all children who were assessed as needing a social worker at any time due to safeguarding and/or welfare reasons, which includes all those subject to a Child in Need plan or a Child Protection plan. This includes children aged from 0 up to 18 in all education settings.

The non-statutory guidance advises three ways to implement strategic leadership:

- Enhance partnerships between education settings and the local authority so agencies can work together
- Identify the needs of the cohort and addressing barriers to poor educational outcomes and ensure pupils make educational progress
- Offer advice and support to key professionals to help children make progress, including through increasing their confidence in using evidence-based interventions

CWSW cohort as of 20th July 2023	
No of children (4yrs+) subject to child in need plan:	360
No of children (4yrs+) subject to a CP plan:	154

Attendance

Current attendance:

In the second year of the project, work has continued on refining the systems and processes of identifying and sharing data relating to the cohort and their educational placements. A third-party company is used to collect the attendance and exclusions data for young people who have been on a Child Protection Plan this academic year currently 251.

Weekly attendance reports are shared with Social Care team managers and the Education Welfare Team to enable attendance and incidents of exclusion or suspension to be followed up. The virtual school has been transferring this data into an Attendance tracker to monitor attendance over time and has used consultation meetings with the link Educational Psychologist to target the severely persistently absent cohort.

Attendance for the year is 86.89% with strongest attendance in the primary phase, dropping off in Key Stage 3. Year 11 shows the lowest attendance at 61.17%. Persistant absence for this cohort was at 41.4%. The table below shows a further breakdown of attendance and highlights that 7.5% of the CP cohort for 2022-23 were severely persistently absent.

Absence attendance ranges	2022-23 Number of Students
100%	4
95%-99%	74
90%- 94%	69
70-89% Persistently absent	76
50-69%	9
Below 50% Severely absent	19

Attendance over time

Looking at the comparative data taken from LAIT for 2021/22, persistent absence in the CIN cohort has risen significantly since the pandemic, with Barnet's rate of persistent absence just below the national average.

% of Children in Need who are persistent absentees 6 Half terms							
Local Authority, Region and England	2017	2018	2019	2020	2021	2022	Changes from previous year
302 Barnet	35.00	36.70	31.80	-	46.40	46.80	0.40
988 Outer London	30.00	31.00	30.90	-	44.20	43.30	-0.90
Statistical Neighbours	31.10	33.04	32.63	-	47.19	44.50	-2.99
970 England	31.50	32.70	33.40	-	47.30	48.50	1.20

However rates of persistent absence were significantly down for children subject to a CP plan in 2022.

% of Children in Need subject to a Child Protection Plan who are persistent absentees 6 Half terms							
Local Authority, Region and England	2017	2018	2019	2020	2021	2022	Changes from previous year
302 Barnet	42.30	56.50	36.40	-	56.90	38.00	-18.90
988 Outer London	39.40	40.70	37.60	-	55.20	53.10	-2.10
Statistical Neighbours	37.45	38.91	39.48	-	56.66	56.78	0.12
970 England	37.50	39.70	39.40	-	57.20	56.20	-1.00
% of Children in Need who missed a session through overall absence							
Local Authority, Region and England	2017	2018	2019	2020	2021	2022	Changes from previous year
302 Barnet	12.10	12.60	11.00	-	14.40	16.10	1.70
988 Outer London	9.70	10.10	10.30	-	12.20	14.00	1.80
Statistical Neighbours	10.12	10.70	10.81	-	12.95	14.56	1.61
970 England	10.50	11.10	11.50	-	13.70	16.40	2.70

Attendance 2021-22

The Statistical First Release (SFR) has data related to: Children In Need, excluding children on a child protection plan and children looked after (CINO) at 31st March 2022; and children on a child protection plan, excluding children looked after (CPPO) at 31st March 2022. Where data is either not available or incalculable by the SFR, an "N/A" has been recorded.

CINO Attendance and Absence 2021-2022				
LA	Barnet	Rank (Out of 153 LAs)	England	London
Total Number of Pupils	395		119950	19080
Attendance Rate	83.9%	77	83.6%	86.1%
Authorised Absence	9%	72	9.5%	8%
Unauthorised Absence	7%	80	7%	5.9%
PA	46.8%	62	48.5%	42.6%

- Barnet ranks consistently in line with national rates across attendance and absence data for Children in Need.
- The attendance rate of Barnet's CIN pupils is exceeding the national average and falls within 2.5% below the London average.
- CIN pupils that are persistently absent is below the national average.

CPPO Attendance and Absence 2021-2022				
LA	Barnet	Rank (Out of 153 LAs)	England	London
Total Number of Pupils	137		26130	3640
Attendance Rate	88.3%	6	80.5%	82.2%
Authorised Absence	6.7%	16	9.1%	7.9%
Unauthorised Absence	5.1%	7	10.4%	9.9%
PA	38%	6	56.2%	53.5%

- Barnet is above both London and national averages in all CPP attendance measures.
- Barnet ranks within the top 10 LAs for attendance, unauthorised absences and persistently absent CPP pupils.

Building on the work from last year, action was taken to address the issue of persistent absence within the cohort and look at ways to affect systemic change. During the Autumn and Spring terms we carried out a series of training events with social workers to raise awareness about what constitutes good school attendance and how social workers and schools can work together to improve school attendance. The training looked at different ways that social workers could support with attendance and what they could expect partners in schools to be doing to support young people and families. The training gave lots of practical advice and outlined examples of SMART targets that could be used on plans with actions to support. Training was also provided to IROs/Conference Chairs on attendance to ensure consistency. Feedback surveys showed that 100% of participants felt that the training improved their practice and skills.

In September 2022 the Virtual School worked with Social Care managers to implement changes to the CP and CIN plan templates, updating them to include mandatory targets around school attendance where attendance was below 95%. The Virtual School has started the process of auditing the plans to look at how target setting is impacting attendance and in order to inform attendance training for social workers over the coming year.

During the Spring and Summer term, the Virtual School met with Lewisham, Greenwich, Enfield and Waltham Forest Local Authorities in order to research best practice on ways to tackle persistent absence for Children with a Social Worker. During the Summer term in partnership with the EWO team, the Virtual School has drawn up terms of reference for a monthly Child Protection Attendance Forum beginning in Autumn 2023 where a multi-agency team will agree actions to target the severely persistently absent from this cohort.

Suspension and Exclusion data

Looking at the data collected on our CP cohort for 2022-23 it is evident that 9% of the cohort received a fixed term suspension.

	2022-23	
	Suspensions	Permanent Exclusions
No of pupils	23	0
No of suspensions/exclusions	47	
No of days excluded	83	

Of these 23 children, three are of primary age and four were on roll in schools out of borough schools.

The rates of fixed term suspensions for Children in Need is higher than statistical neighbours and nationally during 2021 (latest data available - LAIT).

% of school-age Children in Need with at least one suspension							
Local Authority, Region and England		2016	2017	2018	2019	2020	2021	Changes from previous year
302	Barnet	9.32	8.31	7.33	10.54	6.59	9.34	2.75
988	Outer London	8.02	8.58	7.49	8.41	7.09	6.67	-0.42
	Statistical Neighbours	8.20	8.54	8.65	8.36	7.08	7.60	0.52
970	England	8.87	9.42	9.52	10.34	8.97	8.73	-0.24

However the picture with permanent exclusions is more positive.

% of school-age Children in Need with at least one permanent exclusion							
Local Authority, Region and England		2016	2017	2018	2019	2020	2021	Changes from previous year
302	Barnet	-	-	1.56	-	-	0.00	-
988	Outer London	0.53	0.69	0.59	0.63	0.36	0.30	-0.06
	Statistical Neighbours	0.91	1.11	0.87	0.74	0.20	0.00	-0.20
970	England	0.61	0.68	0.73	0.75	0.50	0.38	-0.12

Looking at the Statistical First release Barnet is ranked first out of 153 LAs in % of CINO and CP pupils permanently excluded.

CINO Suspensions/Exclusions 2020-2021					
Year	Measure	Barnet	Rank (Out of 153 LAs)	England	London
2020/21	Number of Pupils	332		133320	23330
	% of Pupils with One Plus Suspension	9.34%	93	8.73%	6.69%
	% of Pupils Permanently Excluded	0%	1	0.38%	0.25%

- CINO pupils in Barnet were higher than both the London and national averages for pupils with more than one suspension, but lower than both the London and national averages for pupils with permanent exclusions.
- Barnet had 0 permanently excluded CINO pupils.

CPPO Suspensions/Exclusions 2020-2021					
Year	Measure	Barnet	Rank (Out of 153 LAs)	England	London
2020/21	Number of Pupils	83		29800	4090
	% of Pupils with One Plus Suspension	7.23%	15	10.85%	9.05%
	% of Pupils Permanently Excluded	0%	1	0.55%	0.42%

- CPPO pupils in Barnet were lower than the national averages for pupils with more than one suspension and permanent exclusions.
- Barnet has 0 permanently excluded CPPO pupils.

In the case of children on a Child Protection plan, the Virtual School has contacted social workers where an exclusion is recorded on the attendance monitoring to check that the

guidelines outlined in [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (publishing.service.gov.uk)](#) are being followed and social workers are contacted by schools in the case of a suspension. The Virtual School is liaising with the BELs exclusion lead on a monthly basis to cross reference CWSW against suspensions reported by schools. This information is then shared with social workers on a monthly basis by the exclusions team. There are some inaccuracies and continue to work towards a system where this can be provided to social workers in a more timely way.

Attainment data

CINO KS2 Attainment Data 2022					
Year	Category	Barnet	Rank (Out of 153 LAs)	England	London
2022	Reading - % reaching the expected standard	51%	32	45%	47%
2022	Reading – average progress score	1.22	2	-2.02	-1.44
2022	Writing - % reaching the expected standard	46%	21	38%	41%
2022	Writing – average progress score	-0.57	4	-2.0	-1.27
2022	Maths - % reaching the expected standard	51%	17	39%	43%
2022	Maths – average progress score	0.80	2	-2.44	-1.64
2022	GPS - % reaching the expected standard	57%	8	41%	45%
2022	Science -% reaching the expected standard	57%	20	47%	49%
2022	R/W/M combined - % reaching the expected standard	40%	11	28%	32%

- Barnet ranks in the top 5 LAs for KS2 CINO pupils in average reading progress score, average writing progress score, and average maths progress score individually.
- CINO pupils in Barnet are above the London and national averages in meeting the expected standard of all subject measures.

CPPO KS4 Attainment Data 2020-2022					
Year	Category	Barnet	Rank (Out of 153 LAs)	England	London
2020	Number of pupils	N/A		1920	300
2021		N/A		1900	290
2022		12		2020	320
2020	Attainment 8	N/A	N/A	21.9	25.6
2021		N/A	N/A	22.9	24.3
2022		23.1	41	20.4	25.1
2022	Progress 8	-1.33	23	-1.89	-1.59

- Children on a Child Protection Plan data does not exist currently for English and Maths at 4+ and 5+.
- However, Barnet pupils on CPP are exceeding the national average in Attainment 8, and only 2 points short of the London average.
- Barnet is above the London and national average for CPPO pupils' average Progress 8 score. Ranking within the top 25 LAs in the country.

CPPO KS2 Attainment Data 2022					
Year	Category	Barnet	Rank (Out of 153 LAs)	England	London
2022	Reading - % reaching the expected standard	N/A	N/A	48%	57%
2022	Reading – average progress score	-1.56	67	-1.95	-0.75
2022	Writing - % reaching the expected standard	N/A	N/A	40%	46%
2022	Writing – average progress score	-0.04	31	-1.87	-0.67
2022	Maths - % reaching the expected standard	N/A	N/A	41%	47%
2022	Maths – average progress score	-1.33	45	-2.30	-1.41
2022	GPS - % reaching the expected standard	N/A	N/A	43%	51%
2022	Science -% reaching the expected standard	53%	41	49%	56%
2022	R/W/M combined - % reaching the expected standard	N/A	N/A	28%	36%

- Total pupil count that met expected standard was too low when compared to the total (totals in following brackets) for reading (14), writing (15), maths (15), GPS (15), and R/W/M (14) was too low for the SFR to provide the resulting percentage.
- Barnet is above the London and national averages for CPPO pupils in average writing and maths progress scores.
- Barnet is above the national average for CPPO pupils in average reading score.

The Virtual School has also been working with the BELS data team to improve use of NEXUS to provide accurate attainment data of cohorts. To support data collection for the extended CiN cohort, including school placement and attainment data available on DfE databases, the Virtual School continues to work with Family Services to improve the collection of UPN data at the point of referral. This remains an ongoing process and BELs Data Manager will support with training for the MASH team to record UPNs at the point of referral during the Autumn term.

	November 2021	July 2022	July 2023
% with no UPN recorded on LCS Child Protection Cases	77%	2%	8%
% with no UPN recorded on LCS Child in Need Cases	55%	5%	14%

Because of the size of the cohort, the collection of CiN attendance and exclusion data has been financially prohibitive using a third-party company. It is expected with the UPN data now in place, Virtual Schools will be able to access this data as the DfE develops its attendance portal in the new academic year. The DfE does not currently have a timeline on when data may be extracted from their portal and so the Virtual School has been exploring alternative ways to access the data. During the Summer term meetings were held with Studybugs, Mime, Wonde and data consultants currently working with Family Services to look at different ways to collect and record data from schools so that it is accessible to other teams in BELs as well as social care.

There is still work to be done to ensure that data for CIN students including protected characteristics is readily available and accurate. A strategic group has been set up to move

this forward and has met twice during the summer term working with data teams across BELS and Barnet to ensure information on a young person is available in one place, e.g. YOS involvement, FSM, SEN status etc., and that all teams have access to it.

As well as providing attendance training for social workers, the Virtual School has visited team meetings to answer queries around attendance, suspensions and signpost relevant support. The Virtual School website has been created with information available to support social workers covering areas such as attendance and exclusions, admissions, SEN and the national curriculum.

[Home | Barnet Virtual School | London Borough of Barnet | England (barnetvs.org)](https://www.barnetvs.org)

Work is being carried out during the Autumn term to provide an education training module for social workers who are new to post. The Virtual School continues to raise awareness of relevant training opportunities for parents from the School Circular and support social workers with advice, signposting and liaising with schools over education issues.

Schools continue to be updated on evidence-based approaches that work for children with a social worker through newsletters and training targeted at Safeguarding Leads in schools as well as D.T.s. Governors have been updated of the extension to the duties of the Virtual School and information has been distributed through the Governors briefing describing what Governors should be doing to support the cohort. Governors can access the information on the website.

The Virtual School has completed the first year of a pilot project focusing on trauma informed practice in Barnet schools. The pilot project was developed with a primary and secondary school and implemented over the course of the academic year. Attendance, exclusions, cohort size and data relating to support offered from other BELS services was scrutinised to establish a shortlist of schools to target resulting in Underhill and Copthall being selected for the pilot. Through research and by speaking with other Virtual Schools, the Attachment Research Community was used to allow schools to access online audit and development tools and be part of a wider research community. After completing their audits, each school worked on a development plan using Pupil Voice and a staff MAP activity to inform their actions. Whole school training was designed in response to the development plan and carried out by the Virtual School link EPs. The response to the training has been very positive with staff welcoming the opportunity to understand more about the impact of trauma on young people's wellbeing, relationships and learning.

'I think the Trauma training has been really useful and beneficial. There are lots of children with trauma and it is incredible that we are being given the tools and knowledge to help make a difference for these children.'

The Virtual School also worked with the Inclusion Advisory team and a team of champions in each school to target an intervention to be carried out in each school. One school has focused on the development of a safe space within school for young people to emotionally regulate. The other focused more on developing the ability of staff to employ emotion coaching consistently within their community.

During the summer term the process of recruiting more schools started to the project and there were many expressions of interest from Barnet schools. Ten schools were chosen to take part next academic year. This developing programme hopes to create a mutually supportive network of schools in Barnet, committed to being safe and nurturing learning communities and will build on work carried out during the pilot phase of the project this academic year. Representatives from schools will attend workshops to plan their actions and create unique action research projects targeting interventions in their schools. Planning has started for a Trauma Informed Schools conference in Spring 2024 and a celebration event during Summer 2024 with the opportunity for schools involved in the project to share their experiences with others.

The Virtual School has worked with St Marys University, Twickenham on a project looking at evaluating the impact of the trauma informed schools project and the wider extension duties. During the Summer term social workers were surveyed and interviews held with schools and education and social care managers. The results of this study will be published in September informing the work that will be undertaken during 2023-4. The report will also be shared with the DfE, contributing to the wider national evidence base for children with a social worker.