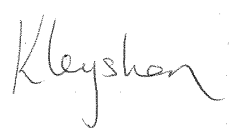


<b>Report to:</b>	Corporate Parenting Forum, LB Sutton	<b>Date:</b>	January 2021
<b>Report title:</b>	'The Education of Children Looked After: Sutton Virtual School Annual Report 2020'		
<b>Report from:</b>	Kate Leyshon, Headteacher, Sutton Virtual School		
<b>Ward/Areas affected:</b>	Borough Wide		
<b>Chairman of Board:</b> <b>Chair of Committee/Lead Member:</b>	Cllr Marian James		
<b>Author/Contact Number:</b>	Kate Leyshon, Headteacher, Sutton Virtual School 07515137705		
<b>Company Values:</b>  <b>Corporate Plan Priorities:</b>	Ambitious for Sutton 1. Being active citizens 2. Making informed choices 3. Living well independently 4. Keeping people safe 5. Smarter ways of working		
<b>Background Documents:</b>	' <a href="#">Promoting the Education of Looked After Children and Previously Looked After Children</a> ' (February 2018) ' <a href="#">Outcomes for children looked after by LAs</a> ' (Outcome measures at national and local authority (LA) level in England for children continuously looked after for at least 12 months on 31 March 2017), Published 23 March 2018 Annual Report summary video: <a href="https://youtu.be/jmDVLdEVzck">https://youtu.be/jmDVLdEVzck</a>		
<b>Open/Exempt:</b>			
<b>Signed:</b>		<b>Date:</b>	03 January 2021

This report is in three parts, detailing the key areas of responsibility and work of the Sutton Virtual School over the last academic year and demonstrating impact on educational planning, achievement and progress. The *Sutton Virtual School Annual Report*, alongside the *Sutton Virtual School Education Improvement Plan*, highlights recent achievements and priorities for the 2020-21 academic year.



## Summary Sutton Virtual School Annual Report to Children in Care Council



### To Sutton Children in Care Council: Tribe & Unite

Dear Sutton children,

This report describes how Sutton Virtual School works closely with foster carers, social workers and schools to help improve your education.

We do this by:

- ensuring that you are placed in Good and Outstanding schools
- ensuring the spending of the Pupil Premium Grant supports your learning
- ensuring that you are quickly admitted to new a school or college, when needed
- helping you develop the highest aspirations, skills and knowledge to prepare you for your future career and adulthood

### What is working well?

Sutton Children Looked After achieved record-breaking GCSE results this summer

More children are reporting feeling engaged in school and exclusions have reduced

We have provided more training to your foster carers so they can support your education

We are working closely with a university so that we can support more of our children to go on to Higher Education

*The Education of Sutton Children Looked After: Sutton Virtual School Annual Report 2020*

We have introduced Money Ready to help you develop an understanding of finances ready for when you become an adult

We have responded to survey feedback from you, your foster carers and your teachers by improving our website

We are providing training to Sutton schools so that they have best knowledge to support our children

We have supported 9 young people to start university this year and 27 Sutton care leavers are currently studying at a university

We have launched a newsletter to update foster carers with developments in the Sutton Virtual School

We are ready to launch an enrichment programme to increase your educational opportunities

We provided all children who needed one a laptop at the start of lockdown to enable them to work effectively at home where needed

### **What can be improved?**

We want all children to make good progress in their learning to reach their academic potential.

To help achieve this will:

Introduce writing support for our youngest children

Introduce Letterbox for our youngest children to promote the importance of reading

Introduce our Cubbie bear for our youngest children to encourage them to 'Aim, Aspire, Achieve'

Introduce termly rewards to ensure our young people are recognized

Ensure tuition support is the best it can be

Provide even more training for your teachers so they can support your learning better

We would love to hear your thoughts on how we can help you better, so please send us a message

Yours sincerely,

Kate Leyshon, Headteacher, Sutton Virtual School

[Kate.leyshon@coqnus.org.uk](mailto:Kate.leyshon@coqnus.org.uk)

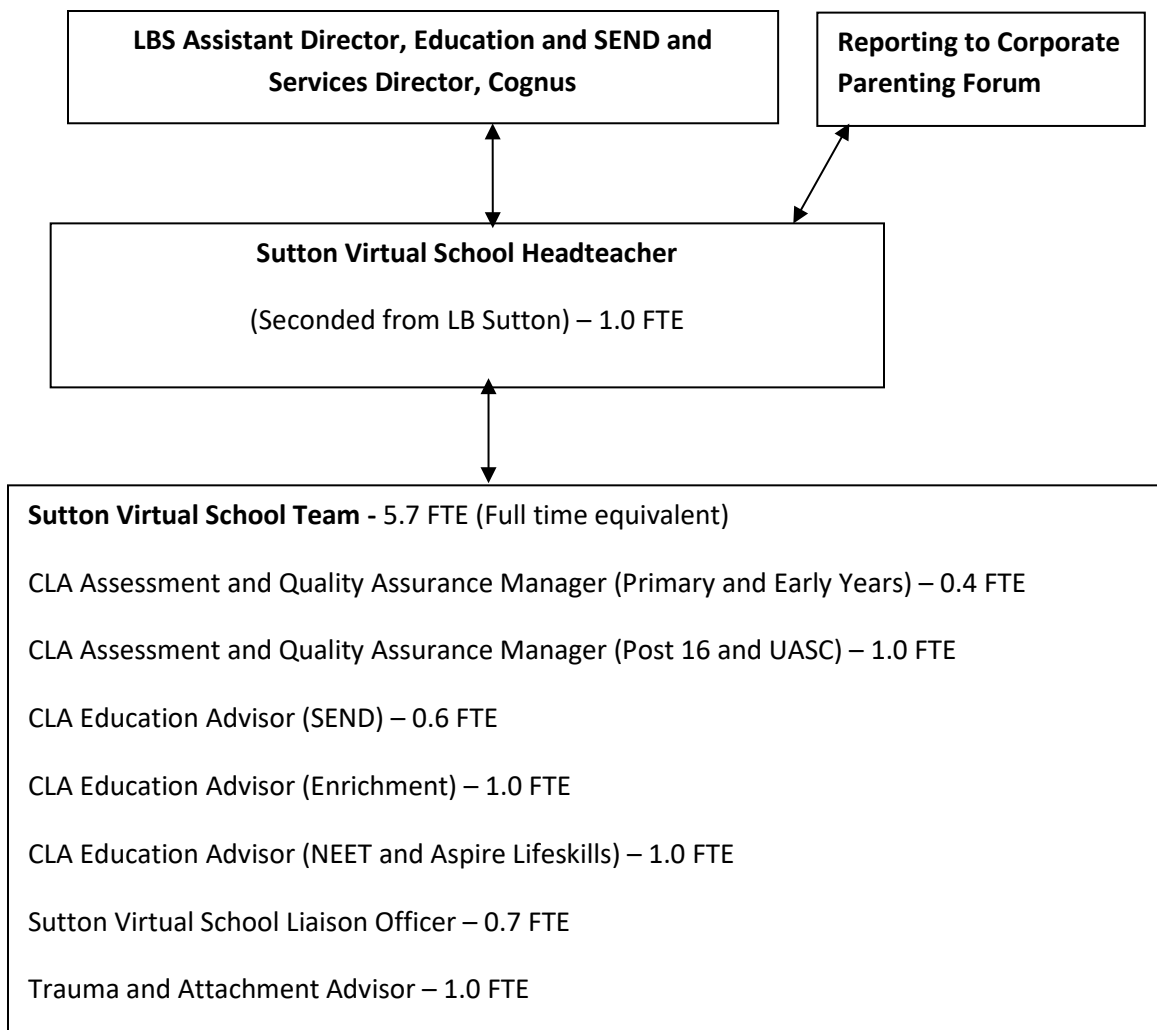
## Part 1: Responsibilities & Priorities

The key areas of responsibility for Sutton Virtual School are:

<b>1</b>	<b>To promote the Education of Children Looked After by ensuring that</b>
1a	All Sutton CLA are accessing appropriate and high-quality education provision that meets their needs.
1b	All Sutton CLA of Statutory School age have a high quality and up to date PEP, which is reviewed termly (three PEPs per year).
1c	Early Years CLA are supported appropriately through the Early Years PEP and EYFS Premium
1d	Post 16 CLA are supported through their transition to Leaving Care and into gainful EET (education, employment, training) through access to termly PEPs, careers guidance and structured support to promote participation and employment until age 18.
1e	Sutton Virtual School provides advice and guidance in relation to children who are Previously CLA (Adoption, SGO), ensuring that schools understand their duties, and that parents/guardians and professionals understand how to access the available support.
<b>2</b>	<b>To carry out local authority Children Looked After education monitoring functions and statutory returns (including Ofsted) including:</b>
2a	Robust procedures in place to monitor attendance, exclusions, attainment and progress for all Sutton CLA, placed in and out of Borough.
2b	Tracking of a range of data parameters to inform monthly reporting against Key Performance Indicators and analysis through interim and annual reports to the local authority, Cognus Board of Directors, the DfE and Ofsted. The VSH will engage key partners in critical reflection of the service through the Annual Report which is presented to the Board and Corporate Parenting Forum each year.
2c	Regular monitoring of children who are 'Children Missing Education' or with alternative timetables
<b>3</b>	<b>Ensuring that 100% Pupil Premium Plus is deployed as per the conditions of grant and for the benefit of CLA</b>
3a	The PEP process demonstrates personalised PPP spend on targeted support to meet learner needs, enable progress and improve attainment and impact is measured through subsequent review.
3b	Sutton Virtual School commissioning activity is evaluated annually, and spot purchasing, and high value contracts are all conducted and monitored in line with safeguarding and commissioning requirements.
3c	Sutton Virtual School service budget and Pupil Premium budget is monitored monthly, with forecasts updated regularly and controls put in place to ensure the budget is not overspent by year end.
<b>4</b>	<b>To enable enrichment and develop opportunities to strengthen aspirations</b>

4a	By ensuring that educational progress and high aspirations are a high priority for all those with responsibilities for CLA.
4b	Sutton Virtual School provides training and support to schools on working with the trauma and attachment needs of CLA. Sutton Virtual School provides training for Designated Teachers, Governors, social workers, foster carers related to their statutory expectations.
4c	By promoting educational achievement and high aspirations for CLA through a range of local education networks; Sutton Headteachers, Admissions and SEND, Designated Teacher network, 14-19 CLA network and VS/LCT NEET forum.
4d	By developing enrichment opportunities through direct work with foster carers, and through targeted joint opportunities with social care, LCT, CICC, MAPS, CAMHS and other services, including direct commissioned services such as Cognus Therapies and Educational Psychologists.
4e	Through advice to the Corporate Parenting Forum on all matters related to CLA educational achievement, and specific themes and issues arising directly from their work with children and work from networks including NAVSH, NCER and London VS Network.

**The structure of the Sutton Virtual School service:**



Sutton Virtual School is committed to partnership working to improve educational planning and outcomes for Sutton Children Looked After and continue to work collaboratively with many services including:

- Social Care teams across Children’s Services, including LAC, Fostering, Children with Disabilities, Leaving Care, Court, Family Support and Care Planning, RAS, Adoption and IRO teams
- Sutton Foster Carers Association and Foster Forum
- LAC Psychology and LAC Health teams
- Advocacy and mentoring with MAPS
- SEND, Cognus Therapies, Education Psychology
- Sutton Designated Teacher Network
- Sutton Headteacher networks (Secondary, Primary and Special School)
- Children in Care Council – Sept 2021 VS and CiCC begin to work collaboratively to deliver a programme of enrichment activities for our young people
- Royal National Children’s Springboard Foundation

## **Local Developments**

### ***Developments in Sutton Virtual School***

We were able to launch a number of new and exciting initiatives this year aimed at:

- increasing our community of support for foster carers
- improving the use of technology to support our stakeholders
- increasing the educational aspirations of our young people to help prepare them for adulthood more effectively

### ***Aspire Life Skills Programme – Money Ready***

We have launched a programme of activities each term to supplement the curriculum the children receive in school with learning related to financial management, which will support them in their future adult lives. Each foster carer has been provided with guidance on how to support the children to complete the course online and initial engagement and feedback has been positive from carers.

*“FA is working below ARE but understands money and keeps tabs on his money on his ipad – the Money Ready course is great to support his enthusiasm to develop his understanding around money” FC F.A*

*“The Life Skills programme is great news and is just what the children need to supplement their wider education. Along with the newsletter, the virtual school team are really outdoing themselves! I just wanted to say, that we really appreciate your help a lot.” FC GS*

*“Money Ready is great and is so important to start teaching the young people early on about money before they have to start managing it when they turn 16. No other virtual school has done this, but I feel that they should because of how important it is.” FC*

### ***Introducing Cubbie, our Virtual Hero***



Sutton Virtual School was pleased to introduce Cubbie, the new mascot to our two and three year-old Children Looked After. We feel it is important that we have a positive influence on the educational futures of all our children from the earliest age and are using Cubbie, our Virtual Hero to give the message “Aim, Aspire, Achieve”, to inspire the children to work hard and become inquisitive about education. We are encouraging foster carers to ensure Cubbie accompanies the children to their PEP meetings, so we can collectively share the positive educational message with the child and reinforce the importance of learning

through play. We are also asking foster carers for Cubbie to be present when reading at home and during other learning-based activities, as play is proven in Early Years research to build the strong connections in the brain required for learning.



*“We would like to say thank you for the teddy bear, X loves it” FC*

### ***Introduction of trauma and attachment role***

The appointment of Sasha-Gay Brown to the Sutton Virtual School team has introduced training and support to all Sutton schools around trauma and attachment. Sasha has already provided trauma training as part of a Universal offer to a large number of Sutton schools (and a small number of out of Borough schools) and is developing a Trauma Champion in each setting. It is hoped that all schools will have completed the initial training by end of 2020-21 academic year and we will report the impact of all interventions in the next report, and initial feedback is encouraging.

*“I just wanted to say thank you so much for the training sessions. I have had lots of staff messaging me saying how useful it was and how much they learnt.” DT HK*

*“I think it’s good to show lots of scenarios where pupils have had anger or behaviour issues and how practices were put in place to resolve these issues. Though every pupil is an individual it’s good to see roleplay situations that can help and give advice on how to help pupils at your school.” Teacher HV*

*"I found the staff training really helpful to understand children's behaviours where they have had trauma experiences." Teacher HV*

Sasha has recently launched a targeted offer where Video Interaction Guidance is used to help schools support individual children who have experienced childhood trauma more effectively. She will be working with schools to provide them strategies to support individual young people identified as meeting the criteria. We are very excited about this training offer as VIG training is not widely available to schools outside Cognus and is an innovative way of utilizing technology to develop individualized child centered approaches. We will report on impact of these interventions in the next report.

Sasha has helped improve our methods of communication with our schools and families, and has started to develop the [trauma and attachment section of the website](#). She has also created a double podcast episode highlighting the educational experiences of two care leavers as part of the newly launched [Education Untapped podcast](#) and is planning many more episodes to support raising awareness of early childhood trauma on a National and International level. The podcast has **exceeded 200 subscribers** and has had a global reach, with many downloads in USA, India, China, Jamaica and Canada as well as across the UK. We feel that Sutton Virtual School can be a contributor of expert advice to a wider audience on topics related to supporting and understanding the needs of children with adverse childhood experiences.



### ***Virtual Voice newsletter***

We have launched our new newsletter called [The Virtual Voice](#), which will enable us to communicate more effectively with our foster carers and wider Corporate Parenting stakeholders regarding all the initiatives we are running and supporting by providing targeted information to them each term.

### ***Widening Participation link***

We have built a relationship with Solent University, which is a university based on the south coast with a real passion for supporting CLA to increase their aspirations to attend university. We have planned both face to face and virtual events for children from Key Stage 3 onwards to support our work around building aspirations in our young people and preparing them for adulthood.

### ***Enrichment programme***

We planned to launch our enrichment programme, aimed at providing a range of educationally linked activities and opportunities for our young people to broaden their educational experiences and raise their educational aspirations. So far, we have had to cancel all planned



events to date due to COVID restrictions, however we have built the plans and infrastructure for this to begin as soon as safe to do so.

### ***Strengthened link with CiCC***

We have been working hard to find ways that Sutton Virtual School and Children in Care Council (CiCC) can increasingly work in partnership to increase the impact of our work for our children.

#### *Newsletters*

We have increased communication by regularly contributing to CiCC newsletter to ensure CLA are able to get up to date information about how Sutton Virtual School is working to support educational outcomes. CiCC have equally contributed to our new termly Virtual Voice newsletter and this relationship will continue as we develop our community of support for our foster carers.

#### *Enrichment activities*

We are promoting [CiCC termly activities on our website](#) and in our Virtual Voice newsletter to increase awareness of the activities available to support our children. We have improved partnership working by securing the support of CiCC with Sutton Virtual School's recently launched enrichment programme. In order to increase capacity for delivery, the CiCC will support with the planning and delivery of events and Sutton Virtual School will promote CiCC at events. The enrichment programme is currently on hold due to COVID, but we hope to be able to report back on the impact of this work in the next annual report.

#### *Black History Month literacy initiative*

Sutton Virtual School and Children in Care Council joined together to encourage children looked after to 'Dream Big, Try Hard and Shine Bright' as part of celebrations for Black History Month. A book was purchased for each child, using Pupil Premium Plus funding from a selection especially chosen to educate and inspire readers including 'Ten Little Fingers and Ten Little Toes' by Mem Fox, 'Little Leaders: Bold Women in Black History' by Vashti Harrison and 'Young, Gifted and Black' by Jamia Wilson. This is a further example of Sutton Virtual School supporting the educational development of both literacy and cultural capital. In total 144 books were packed and sent out in the post, along with letters for Foster Carers with tips to promote reading and leaflets hand addressed to the children.



### **Sutton Virtual School's COVID Response**

The emergence of COVID-19 in March 2020, led Sutton Virtual School to make adaptations to the previous ways of working to ensure the young people were able to receive the best education possible during lockdown. We recognised that where children were not attending school, there was a need for

foster carers to receive high levels of support as educational parents and an immediate need for children to have technological access to support learning in the home.

*Home learning / school attendance*

After consultation with Social Care, we were able to identify which children would continue to attend school and which children would learn at home at the start of lockdown. Decisions were taken on an individual basis for each child and considered a range of factors including placement stability, ability to engage in home learning, availability of school place, risk to health of family members and a school risk assessment.

There were 137 statutory school age children in care at start of COVID. Initially, at the start of lockdown the number of children attending school was low, however with joint working between Sutton Virtual School, social care and schools, the number of children attending school increased steadily and remained largely above the National average recorded for children with EHCP and/or social worker.

	<b>23rd Mar</b>	<b>20th Apr</b>	<b>5th May</b>	<b>1st Jun</b>	<b>6th Jul</b>	<b>1st Sept</b>
<b>Sutton CLA attendance</b>						
Present	10.0%	13.2%	9.0%	35.4%	48.1%	93%
Absent	1.7%	1.5%	0.0%	0.0%	0.0%	7%
School closure	12.1%	11.5%	1.2%	4.4%	0.0%	0%
Offer not taken up	67.7%	65.1%	88.8%	59.3%	51.9%	0%
Partial closure	0.5%	4.2%	1.5%	0.0%	0.0%	0%
Self isolation	7.7%	3.5%	0.0%	0.0%	0.0%	0%
<b>National attendance of children with EHCP / Social worker</b>	10%	6%	9%	12%	26%	Data not found

*Laptops*

Sutton Virtual School purchased 56 laptops, using Pupil Premium Plus funding, for all the young people who did not have access to appropriate technology to support learning in their homes at the start of lockdown. Laptops arrived at homes within two weeks of the start of lockdown and this prompt action from Sutton Virtual School enabled our young people to have access to technology to support home learning, access their school work online and ensured the best possible educational continuity in challenging circumstances.

*“Having the laptop from the Virtual School has transformed them during lockdown – what they learned and how they managed to use this device to gain knowledge and information is great.*

*The Education of Sutton Children Looked After: Sutton Virtual School Annual Report 2020*

*From where they were to where they are now is amazing – two years ago they could not read and now they are at an age-related level which is brilliant” FC AB*

*“The laptop given during lockdown, the virtual classes and information at the very start of the covid-19 pandemic were excellent. The new books and tokens received, have all aided in encouraging learning.” FC AW*

### *Supporting foster families with home learning*

We were able to facilitate continuity of tuition for our young people by ensuring access to virtual tuition sessions from the start of lockdown. Our evaluation of all tuition offered shows that it had a **positive impact on the educational outcomes for 73%** (51/70) of the young people who undertook the lessons.

*“H just informed me that she got a test back that she done in school, which she had 40 out of 55, so around grade 5/6. I really am proud of her and thought on letting you know. She also said that last year she was having 14 out of 55, so huge progress!” FC for a YP having tuition input from JustLearn*

We contacted our foster carers at the start of lockdown to find out what they required to support their role as educational parents during lockdown and we responded to this feedback by developing a home learning package with age appropriate learning materials that was delivered to homes. We were also able to use Pupil Premium Plus funding to provide specific learning materials to individual homes as identified through the PEP process, including a therapy swing for a young person with complex needs who would have used this as part of his daily education routine in his special school setting.

We were able to extend our support for literacy during lockdown by providing additional reading materials to young people who were unable to access the library so that they continued a positive pattern of reading at home.

*“Thank you for your educational support during lockdown and for the book parcels, which he has enjoyed and which have helped him to become more interested in stories and reading.” FC LH*

*“I respect the way you organise things so promptly. J’s artwork stuff has arrived today - he says thank you for supporting his learning whilst he is at home” FC DH*

*“V is absolutely over the moon with her art materials, especially her pastels. They are all going to play obstacle courses using the Bean bags and skipping rope later too. Many thanks to you all!” FC DM*

*“We were very grateful for the educational toys provided for him during the Lockdown, to support his learning. We know he benefitted from these!” FC LH*

*“Just to let you know that I spoke to a carer today and he said that he’s finding the lockdown resources for foster carers very helpful” SW*

*“The Booktrust Letterbox parcels have really helped aid the children’s learning at home and that they love receiving their own parcels and read the books over and over again” FC BV/DV*



#### *Website and communication*

We promptly developed our website to provide foster carers with weekly learning timetables (for all age / ability groups including ESOL and SEND) that supplemented work provided by schools during lockdown. This was particularly important in the first few weeks as some schools took longer to adapt processes and provide work electronically and we received over **100 visits to these pages within 2 weeks.**

*“Online resources provided via the website during lockdown by the Virtual School were very helpful as school was only giving paper sheets and the Virtual School resources were much more targeted to meeting his learning needs” FC F.A*

*“We used the website during early stages lockdown before the school had a good system in place and this allowed A to continue to access education full time during each day – thank you for your excellent support during this time” FC AB*

*“I had a good look at the Virtual School website. The website is really good – it has so much information about what you all do and it’s particularly good at signposting people onto other helpful organisations.” JP, EP*

*“I just wanted to highlight again how impressed I was with the website. Incredibly comprehensive and user friendly, everything was easy to find and intuitive. When I googled Sutton Virtual School, I didn’t expect to find half of the information I did on the website.*

*Everything was in one place, written so clearly and easy to understand. Very good job to whoever created it." EN, EP*

We introduced [online foster carer coffee mornings](#) to strengthen our community of support to our carers during lockdown in the following areas:

- Home learning & well-being during lockdown
- Planning for transition back to school
- Home based learning strategies.

These were well attended with each session having between **8-10 foster carers present and 30 further views on YouTube** for those foster carers that preferred to watch the session in their own time. The sessions promoted a really good discussion around supporting the children during home learning and preparation to return to school. We were joined at the meetings by Cognus' CLA link Educational Psychologist Kate Payne, who was able to introduce strategies to use in the home in response to some of the queries that were raised. Foster carers have reported that they found this to be a helpful community of support and have asked us to increase our offer of training to them using virtual means in the future.

*"Thank you for inviting us. It was good to hear the thoughts of the other foster carers and see everyone face to face. We don't feel so isolated now! We really appreciate the support you and your colleagues are giving to us. It has been strange for us to be in these circumstances as grandparents and now foster carers so to have the outside support that we have is so valuable because we have the emotional connection to deal with too." FC NH*

*"We consider ourselves extremely lucky to have Bianca as the VS CM to the girls. She has proven to be very supportive in ensuring the girls have strategies in place during lockdown to encourage their learning skills and she also works hard to improve their school life. Now, as the girls are working from home Bianca is staying in touch and offering help by guiding us to the virtual school website. I also find Bianca to be very easy to talk to. She is a lovely friendly person and an asset to us all." FC DM*

### *PEPs*

We chose to adapt the PEP template during the summer term in response to COVID as we found that the 'usual' template was not fit for purpose when reviewing learning in the home. The COVID template allowed a much more flexible approach to a learning conversation and ensured that the child and carer were able to raise any concerns related to learning, SEMH and transition whilst continuing to set SMART learning targets in the home. We returned to the original PEP template in September when all schools had fully returned.

We also adapted our method of PEP delivery as all PEPs are currently conducted online using Microsoft Teams whilst COVID restrictions are in place. We had used Virtual PEP technology prior to COVID as we

had already recognised there were some efficiency benefits in terms of time and expense costs for using this method and were therefore well placed to move all our PEPs to this way of working quickly at the start of COVID.

*“We have had a great success with using different platforms for meetings during the lock down and after. Virtual school team is using Microsoft Teams, and the PEP meetings are much more accessible that way! For us, as providers this is infinitely more accessible than having to travel to different colleges during a pandemic. More over, many companies are short- staffed, so this is also much more practical. We are hoping that this will remain a possibility in the future as we find it incredibly helpful. Virtual School team remained as accessible as ever, and we have had no issues with receiving help from them at all!” FC*

#### *Further support for NEET young people*

We have continued to work hard to provide support to help our NEET young people to reengage in education and **this year we have seen 11 young people reengaged in education , employment or training (2 work, 1 apprenticeship and 8 college)**. We have further strengthened our link with Leaving Care Team and Integrated Youth Service, by ensuring every NEET young person is referred to receive available support through monthly link meetings. We have ensured young people have access to the suite of qualifications on offer from Runway Education and P4YE to support their return to college or employment. We regularly communicate all traineeship and apprenticeship opportunities to our young people and have also successfully used online learning to successfully bridge the gap before a young person would consider gaining training or employment. As part of our ambition to raise aspirations for our young people, we **linked up 7 young people with MSJ charity during lockdown**, who provided virtual mentoring around CVs, interview technique and career planning. We have also run for two virtual sessions for NEETs to attend to gain help with the mental aspects that NEETs struggle to overcome, such as self-confidence, motivation and resilience, that were **attended by 7 young people at both sessions**.

*“We have only had positive experiences with the virtual school team - they always try their best to motivate our young people who can sometimes be stubborn, rude and uninterested. They always have great knowledge on what is required for which course, are happy to support a young person with a CV and even explore different interests and various routes into education. We have also had a case where the young person sent a complaint to the college (bursary issues), and we were supported with this process as well - they work extremely well in partnership. We have had the virtual school team finding specific classes for a young man who wants to become an actor. We have had huge amount of help trying to place asylum seekers and NEET young people.” FC GS*

*“Thank you for the online sessions and I enjoyed it greatly. I definitely see myself using the tools you gave me in the future. “ CP*

## **National Developments**

Last year we published the [Independent Day School Bursary Toolkit](#), which was a joint venture between Sutton Virtual School, Homefield Independent School and LBS to build on the educational success for one Sutton CLA who has benefitted from a full bursary. Since then we shared this with DfE and Pan London Virtual School Headteachers group and have been invited to support the DfE with the development of regional hubs to engage more independent day schools to offer CLA a bursary funded school place. We now have 3 young people being educated in independent day schools with fully funded bursaries and **these children are making exceptional progress in their education.**

Following the successful re-inspection by Ofsted earlier in the year, it was reported that Sutton had made good progress in building strong relationships between LBS, Cognus and schools. This was achieved in part by positive co-working across the Borough, around the [Graduated Response for Preventing Exclusions](#), which was co-ordinated by Sutton Virtual School last year to ensure a partnership approach to achieving greater inclusion in Sutton schools. **Wallington County Grammar School have fully integrated the principle underpinning the Graduated Response into their behaviour policy** and now actively use this to ensure that SEMH needs are well supported from an early stage to reduce the need to issue an exclusion.

## Part 2: Profile of Sutton CLA, 31 March 2020

Local and national outcome measures and statistics for Children Looked After in England are based on those that have been continuously looked after for at least 12 months at 31 March of the academic year. For the purposes of this report, profile data and performance analysis of 2019-20 is therefore restricted to include only those Sutton Children Looked After who were continuously looked after for at least 12 months on 31 March 2020.

### Number of Children Looked After *(in care at 31 March 2020)*

Total CLA	2-4	Reception	Primary	Primary <i>(% out of borough)</i>	Secondary	Secondary <i>(% out of borough)</i>	16-18
251	13	3	47	56%	87	74%	101

The numbers of Children Looked After in Sutton continue to be stable for a second year. There has been no additional increase in the number of post 16 CLA. The number of primary and secondary students have stayed broadly the same this year. The number of primary and secondary Children Looked After educated out of Borough has reduced by 10% for primary and has increased by 5% for secondary.

### CLA by Gender, Ethnicity, Special Needs *(in care at 31 March 2020)*

% Female	% Male	Predominant Ethnic Group White British	2 <sup>nd</sup> Predominant Ethnic Group Asian or mixed Asian	EHCP	SEND Support
46%	54%	55%	10%	17%	27%

There is a slight shift in the percentage of males and females, with a 3% increase in females from the year before. There is a drop of 3% of White British ethnic group and a small increase in Asian and Mixed Asian ethnic group.

### Special Educational Needs & Disabilities

The Code of Practice suggests that a high proportion of Children Looked After have some form of special educational need, and in Sutton this is 55% of statutory school age CLA, which is same as last year. There has been a 1% decrease in the percentage of CLA with an EHCP and 3% reduction in CLA SEND Support needs.

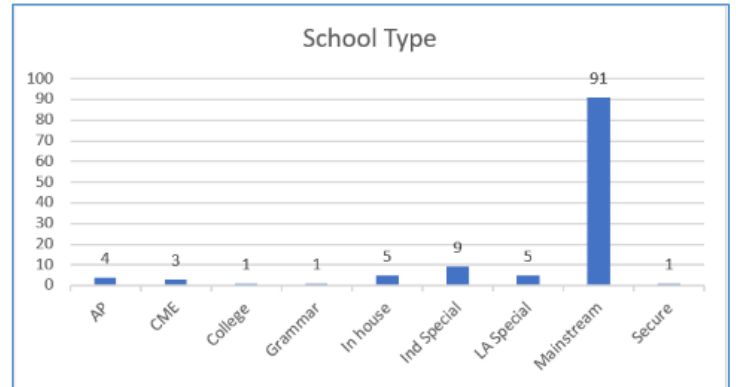


## Range of education provision by type

(School age CLA in care 12 months or more at 31 March 2020)

The vast majority of Sutton CLA are in mainstream school, although 20% have their educational needs met in either a special education setting, pupil referral unit, alternative provision or secure setting.

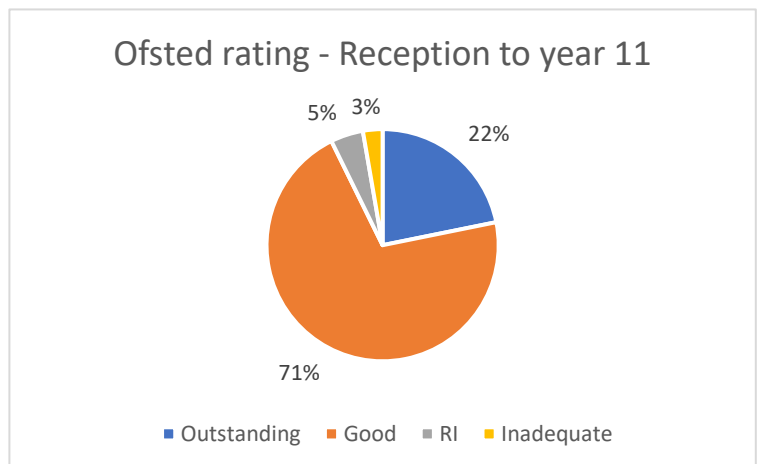
There are 8 young people with EHCP plans who have their needs met at mainstream school and 15 young people with EHCP plans who are educated in either a special education, pupil referral unit, alternative provision or secure.



## Quality of Educational Placement

(School age CLA in care 12 months or more at 31 March 2020)

Placing Children Looked After in the best schools is a high priority for Sutton. Where it is necessary to for a child to change school, the school's OFSTED rating will be one of the key considerations in making that decision as this helps us know about the quality of teaching and learning. Analysis of the schools our children attend showed an increase in percentage of pupils attending a school that is rated 'Good' or 'Outstanding' from 90% last year to 93%. An analysis of all school admissions this year showed **100% children being admitted to good or outstanding schools during this year**. There were 4 pupils out of education due to difficulty getting an appropriate specialist SEND setting to meet their needs and 8 schools have not yet received an Ofsted rating (due to being an academy converter). There are 3 Sutton CLA in a provision that has been rated as inadequate and 5 in provision rated as requires improvement. At the time of admission, the schools were rated good or outstanding and their Ofsted grading has subsequently changed. We maintain a risk assessment for each child who is being educated in a school that is Ofsted rated less than good and intervene if we consider there are any concerns related to the children, and will change their school we feel it is required.



## **Part 3: Pupil Premium for CLA 2019-20**

Sutton Virtual School receives £2345 Pupil Premium Plus for each statutory school age Sutton Child Looked After and a total Pupil Premium Grant of £388,700 was received in 2019-20. The Pupil Premium Plus grant is managed by the Sutton Virtual School Headteacher through a centrally held local authority budget and deployed on a 'needs' led basis in consultation with link professionals and in line with conditions of the grant. During the 2019-20 financial year, 32% of the £388,700 grant was claimed directly by schools for additional educational interventions. The remainder of the grant was deployed by the Virtual School Headteacher to enable pupil led commissioning; for individual tuition, Educational Psychology and therapeutic intervention, learning materials to support extended learning in the home, UASC FlashAcademy, educational enrichment activities, online educational qualifications for CLA on maternity leave/NEET and Sutton Virtual School initiatives including Welfare Call, Letter Box Club, CLA tutor in Greenshaw High School, Designated Teacher and Virtual School staff training, Achievement For All CLA project for a further two schools and supplementation of Sutton Virtual School staff salary costs above the Dedicated Schools Grant (DSG) received.

### **Service Funding**

The funding received by Sutton Virtual School from the DSG does not meet the full costs of statutory staffing and operating costs, therefore 20% of the Pupil Premium Grant was used to secure additional staffing capacity to provide a more flexible, responsive and enduring service for our Children Looked After. This additional capacity has provided support over and above the statutory minimum for Sutton Children Looked After, professionals and foster carers. There has been confirmation that Sutton Virtual School will receive £30,000 from the DfE to support the additional responsibilities related to Children Previously Looked After, and this will continue to be used to part fund the role of Trauma and Attachment Advisor in collaboration with the Cognus Inclusion Service.

### **Pupil Premium Strategy 2020-21**

The Pupil Premium Plus (PPP) grant has slightly increased to £2345 per child this year. We will be continuing to meet demands for in-school support, provide educational assessment and targeted intervention where identified and increase support for broader educational curriculum engagement. Schools access to CLA Pupil Premium Plus will continue to be prioritised and additional PPP funds will be accessible where there is a clearly identified educational need.

Sutton Virtual School will continue to develop the Out of Borough offer to both schools and foster carers through use of technology to deliver PEP meetings and further development of the Aspire Lifeskills curriculum to supplement out of school learning. We will aim build educational aspiration from the earliest opportunity and will be providing our youngest children with a Cubbie teddy, which is

our Virtual Hero mascot to help them recognise the importance of education through play. There will be continued investment in a CLA tutor in Greenshaw and there will be investment in an enrichment programme to ensure that Sutton CLA have access to a wealth of activities that develop both educational and SEMH outcomes.

Literacy for CLA will continue to be developed with termly Letterbox deliveries for CLA aged 6-12 years, book tokens to develop literacy independence for CLA aged 12-14 years and monthly Dolly Parton Imagination Library books for CLA aged 2-5 years. We will also be introducing Letterbox for our Early Years children as an expansion of our literacy offer. We will also be continuing to support literacy and development of cultural capital with distribution of books in Black History Month. For CLA aged 15-18, we continue to purchase key texts to support their learning and revision as identified at their PEP meeting.

We will continue to support young people to access additional out of school tuition to support their learning and we have developed our processes to enable us to monitor impact more intelligently and to support our work with tuition agencies to ensure increased outcomes and value for money when using this intervention.

### Pupil Premium Impact Statement for 2019-20 Financial Year

Provision	Pupil Premium	Impact
<p><b>CLA Education Budget</b></p> <p>Support commissioned by Sutton Virtual School, including, but not limited to, tuition, educational assessments, educational clubs and activities, holiday clubs and summer schools, educational visits or residential trips and additional therapeutic support or mentoring. The CLA Education budget has also been used to fund short term packages of education while some Children Looked After a wait a school place.</p>	<p>£141,016</p>	<p>Tuition – an analysis of the impact of tuition in 2019-20 shows that of our 70 young people who received tuition, <b>70% achieved the expected outcome by the end of the period of tuition.</b> 41 young people showed an improvement in academic progress, 6 were able to access a college place they otherwise would not have been able to achieve and 3 were able to re-engage back with statutory education due to increased confidence in learning.</p> <p>Educational Psychology - an analysis of the impact of Cognus Educational Psychology work with our young people shows that in 2019-20, of the 13 young people receiving support or assessment, <b>100% have had barriers to learning identified and for all young people the next steps of planning have been informed by the support.</b></p> <p>Cognus Therapies – an analysis of the impact of Cognus Therapies work with our young people shows that of the 10 young people receiving support or assessment, <b>100% have had barriers to learning identified and for all young people the next steps of planning have been informed by the support.</b></p> <p>Monarch Therapies – an analysis of the impact of Monarch Therapies work with our young people shows that of the 2 young people receiving support or assessment and <b>1 of these young people made an improvement in their academic progress as a result.</b></p> <p>Post 16 AAT qualification – an analysis of the impact of our post 16 spend to support entry to AAT online accountancy qualification has showed that 4 young people started the qualification and <b>3 have since successfully achieved this qualification.</b></p> <p>Achievement for All – Two Sutton primary schools worked with AfA throughout 2019-20 academic year to complete the Wellbeing for CLA programme, which aims to help schools tailor their provision to support CLA and PCLA more effectively. The end of the programme was delayed due to COVID and is being completed during the latter part of the 2020 Autumn term. The impact report will be available after the publication of this annual report this year.</p>

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<p><b>Payments to schools</b></p> <p>Funds aspects of support provided by early years settings or schools (1:1, intervention groups, ELSA, play and arts therapies, homework support, access to alternative provision as part of the curriculum offer)</p>	<p>£125,522</p>	<p>PPP use in schools – PPP is allocated to schools through the PEP process after careful identification of individual needs to promote educational progress. The school are required to set SMART targets for the young person, monitor their progress and report back at the next PEP. Through this process of working with our schools, we have been able to see a wide range of positive impacts in addition to the published academic results.</p> <p>There has been an increase in the percentage of young people with no fixed term exclusions in an academic year (<b>2.1% increase in primary; 4.7% increase at KS3</b>). There has been an improvement in percentage of young people with SDQ scores that are average or better (<b>primary 81.6%; KS3 83.7%; KS4 61.2%</b>). We have also captured for the first time the percentage of young people who are reported as positively engaged at school (<b>Primary 98.0%; KS3 97.7%; KS4 75.5%</b>).</p>
<p><b>Additional Support through Cognus Limited</b></p>	<p>£78,000</p>	<p>This provides additional staffing capacity in order to provide a more flexible, responsive and enduring service for our Children Looked After. This additional capacity enables case managers to provide additional and personalised support over and above the statutory minimum for Sutton Children Looked After. Professionals, foster carers and young people tell us that our additional capacity has had a positive impact on enabling child centred support and improving outcomes for Sutton Children Looked After. Several Independent Reviewing Officers have identified where Sutton Virtual School support has gone over and above the core duties to provide intense support in order to improve the educational plan for a child and we maintain a record of all the positive feedback we receive from CLA stakeholders, some of which was quoted earlier in this report.</p>
<p><b>CLA tutor, Greenshaw High School</b></p>	<p>£17,100</p>	<p><b>Academic Year September 2019 to August 2020</b></p> <p>A CLA tutor was based part- time in Greenshaw High School, providing additional support for 10 Sutton Children Looked After, 5 other LA CLA and 6 PCLA at Greenshaw High, both in an out of lessons to boost progress and engagement. The CLA teacher worked closely with the Designated Teacher to coordinate catch up and study sessions with pupils, liaising with teachers and meeting with pupils individually. <b>All 10 Sutton Children Looked After are currently making expected levels of progress from their starting point (2 of these young people were making below expected levels of progress the previous year).</b></p>

		<p>During school closure, students received weekly personalised contact from the CLA tutor in the form of telephone calls and emails. This supported students and carers greatly as they adjusted to the new challenges of on-line learning. It also provided much-needed, human contact with a trusted teacher at a time when many students might have otherwise felt disconnected from school. Students benefited enormously from the highly-tailored, academic tutoring provided by the CLA tutor. Individual needs were able to be targeted very precisely in a way not usually possible in a whole-class context, whether this be by improving the reading accuracy of a child in key stage 3, or by providing Maths revision support to a year 11 student.</p>
<p><b>Literacy development</b></p>	<p>£14984</p> <p>Letter Box age 6-12 years</p> <p>Dolly Parton Imagination Library age 2-5 years £0</p> <p>Book tokens age 12-14 years £1568</p>	<p>We have continued to expand our literacy strategy in 2019-20 to include the distribution of more books to our young people through both the Letterbox scheme but also more targeted texts to supplement and extend school/college studies and also wider interest in reading in the home, especially during lockdown where children didn't have access to school libraries in the usual way.</p> <p>The half termly Letter Box programme continues to promote literacy, numeracy and reading for pleasure and to support foster carers to develop good routines for home. Work has taken place with the LBS fostering team to ensure that Supervising Social Workers oversee foster carer involvement in promoting good literacy routines for CLA in Sutton.</p> <p>We have been able to continue the use of Dolly Parton Imagination Library for CLA aged 2-5 years, who receive an age appropriate book parcel each month at no cost to Sutton Virtual School. This more frequent book delivery is helping to promote the importance of home reading even more strongly with our foster carers.</p> <p>Book tokens have replaced Letterbox from age 12-14 years as we wanted to promote independent reading choice as a way of preparing students for life-long reading enjoyment. We also use book tokens as rewards for young people demonstrating the four Sutton Virtual School values – courage, aspire, integrity, kind.</p> <p><b>The impact of our literacy strategy is evident when reporting reading outcomes in both KS1 and KS2, where we receive higher than National CLA scores for reading at the end of the Key Stage. We continue to have higher than National CLA percentage of young people achieve 5-9 grade in English GCSE.</b></p>

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<p><b>Training related costs</b></p>	<p>£4900</p>	<p>Sutton Virtual School training for designated teachers, social workers and Governors continues to inform standards of support for CLA and Post CLA in schools. Basic costs for hosting are funded through Pupil Premium Plus so that sessions can be offered free of charge to all schools, in and out of borough, to ensure that cost is not a barrier to participation and we are pleased that some Sutton schools have made full use of this by ensuring multiple staff attend. We are now able to offer training virtually and have started planning to build a virtual training library.</p> <p>All Sutton Virtual School staff have maintained their continued professional development, including training in Adverse Childhood Experience, trauma and attachment, communication needs related to trauma.</p>
<p><b>Total Pupil Premium</b></p>	<p><b>£388,700</b></p>	

## Appendix A: Performance Report 2020

For the purposes of this report, profile data and performance analysis for 2020 is restricted to include only those Sutton Children Looked After who were continuously looked after for at least 12 months on 31 March 2020, in keeping with criteria for local and national statistics. Internal monitoring and interim reports provide an alternate snapshot of outcomes for all Children Looked After at the point of examination, regardless of the length of time in care.

### Early Years Foundation Stage: No formal assessments this year

There were no formal assessments this year for EYFS due to COVID and therefore we are unable to include formal results in this report.

There were 4 young people in reception year in 2019-20, and two of these had been in care for more than a year. The information reported in the children's PEPs states that 2 (50%) were expected to reach a good level of development. One child was likely to make expected progress on a number of learning goals but remains 'emerging' for maths and literacy. One child has learning difficulties and attends a special school and is working at levels between birth to 20 months and making good progress from his starting point.

### Key Stage 1 Phonics: No formal assessments this year

All phonics tests were cancelled this year due to COVID, however year 2 phonics tests must be completed by schools before end of Autumn 2020 term and year 1 phonics tests must be completed by end of summer term. Results are not available to include in this report, however we will begin to gather results as they become available for future reporting.

### Key Stage 1: Tests cancelled due to COVID

All data is in % for CLA in care more than 12 months	2016-17 Cohort: 5				2017-18 Cohort: 4				2018-19 Cohort: 7				2019-20 Cohort: 5			
	R	W	M	S	R	W	M	S	R	W	M	S	R	W	M	S
Year 2																
Sutton CLA Expected	40	20	60	60	33	33	67	100	57	43	71	71				
National CLA Expected	51	39	46	59	51	42	49	58	52	42	49	59				
Sutton CLA Greater Depth	0	0	0		0	0	0		14	14	14					
National CLA Greater Depth	9	4	6		9	4	6		11	6	8					

R (Reading), W (Writing), M (Maths), S (Science)

Key stage 1 tests did not take place this year due to COVID and therefore we are unable to report formal results this year.



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There were 6 children in year 2 in 2019-20 and 5 of those had been in care for more than a year. It was reported in PEPs that 4 children were making good progress in their learning from their starting point. In PEPs, 3 children were reported as being on track to meet expected standards in English and 2 children were reported as being on track to meet expected standards in maths.

**Key Stage 2: Tests cancelled due to COVID**

All data is in % for CLA in care more than 12 months	2016-17 Cohort: 10					2017-18 Cohort: 10					2018-19 Cohort: 7					2019-20 Tests cancelled Cohort: 14				
	R	W	M	RW M	G	R	W	M	RW M	G	R	W	M	RW M	G	R	W	M	RW M	G
Year 6																				
Sutton CLA Expected	60	80	90	50	90	80	70	70	60	80	57	43	57	43	57					
National CLA Expected	45	48	46	32	50	51	50	47	35	50	49	51	51	37	53					
National (All) Expected	72	76	75	61	77	75	78	76	64	78	73	79	79	65	78					
Sutton (All) Expected	80	83	83	72	84	83	84	83	74	85	79	83	84	72	84					
Sutton CLA Exceeding	20	20	10	0	10	40	10	30	10	30	0	0	0	0	15					
National CLA Exceeding	9	6	7	1	12	14	6	8	2	14	12	6	9	2	15					
National (All) Exceeding	25	18	23	9	31	28	20	24	10	35	26	20	27	11	36					
Sutton (All) Exceeding	33	25	36	15	44	38	28	37	18	52	35	26	41	18	48					

R (Reading), W (Writing), M (Maths), RWM (Reading, Writing, Maths combined), G (Grammar, Punctuation, Spelling)

Key Stage 2 tests did not take place this year due to COVID and therefore we are unable to report formal results this year.

There were 15 children in year 2 in 2019-20 and 14 of those had been in care for more than a year. It was reported in PEPs that 14 children were making good progress in their learning from their starting point, with 4 children in maths, 3 children in writing and 3 children in reading making better than expected progress from their starting point. In PEPs, 11 children (73%) were reported as being on track to meet expected standards in reading and 1 of those children was reported as working at greater level of depth for reading. 12 children (80%) were reported as being on track to meet expected standards in writing. 12 children (80%) were reported as being on track to meet expected standards in maths and 1 of those children was reported as working at greater level of depth.

**Key Stage 1 to 2 Progress: Data not available due to tests being cancelled**

All data is in % for CLA in care more than	2016-17 Cohort: 10						2017-18 Cohort: 10						2018-19 Cohort: 7						2019-20 No tests due to COVID Cohort: 15					
	R Exp Prog.	R Av Prog. Sc.	W Exp Prog. Sc.	W Av Prog. Sc.	M Exp Prog. Sc.	M Av Prog. Sc.	R Exp Prog. Sc.	R Av Prog. Sc.	W Exp Prog. Sc.	W Av Prog. Sc.	M Exp Prog. Sc.	M Av Prog. Sc.	R Exp Prog. Sc.	R Av Prog. Sc.	W Exp Prog. Sc.	W Av Prog. Sc.	M Exp Prog. Sc.	M Av Prog. Sc.						
Sutton CLA	60%	+2.69	60%	+3.28	60%	+2.38	70%	+4.17	70%	-0.07	70%	+3.08	40%	+1.60	33%	-0.36	40%	+1.77						
National CLA	46%	-0.69	49%	-0.93	45%	-1.10	50%	-0.15	49%	-0.81	47%	-0.78	49%	-0.23	47%	-0.87	46%	-0.97						
National (All)	51%	+0.00	52%	+0.00	50%	+0.00	52%	+0.03	54%	+0.03	51%	+0.03	52%	+0.01	52%	+0.02	52%	+0.02						
Sutton (All)	57%	+0.81	55%	+0.70	60%	+1.40	57%	+0.68	55%	+0.33	60%	+1.25	59%	+1.01	55%	+0.42	62%	+1.51						

R (Reading), W (Writing), M (Maths)

Tests were cancelled due to COVID at KS2 so there is no data available to show progress from KS1 to KS2 for this cohort.

**Key Stage 4: Record English and maths results**

Key Stage 4 tests did not take place this year due to COVID and teacher assessments were used to generate grades for our children.

There were 29 children in year 11 in 2019-20 and 21 of those had been in care for more than a year. At the time of writing this report the official examination statistics had not been released by the DfE and therefore we are only able to use the \*grade data we collected from schools and carers after the examination results were released at this time. We will update these results in next year’s report once they have been fully published.

All data is in % for CLA in care more than	2017-18 Cohort: 16							2018-19 Cohort: 8							2019-20 Cohort: 21							
	Att. 8	Prog. 8	9-5 Eng. LL	9-5 Math	9-5 E&M	Triple sc. entry	+2 Lang entry	Att. 8	Prog. 8	9-5 Eng. LL	9-5 Math	9-5 E&M	Triple sc. entry	+2 Lang entry	Att. 8	Prog. 8	9-5 Eng. LL	9-5 Math	9-5 E&M	Triple sc. entry	+2 Lang entry	
Sutton CLA	19.4	-1.57	19%	6%	6%	0%	0%	26.3	-1.39	25%	13%	13%	25%	13%			*29%	*19%	*10%			
National CLA	18.8	-1.24	16%	12%	8%	5%	1%	25.1	-0.97	22%	14%	10%	7%	1%								
National (All)	44.6	-0.08	57%	46%	40%	26%	4%	46.7	-0.02	61%	49%	43%	27%	3%								
Sutton (All)	55.9	+0.32	73%	6%	60%	46%	9%	58.5	+0.38	78%	68%	64%	53%	8%								

- Based on our internal data, our year 11 cohort achieved the highest English and Maths GCSE results on record
- 33% young people achieved a grade 4 or above in English and maths
- 29% of young people achieved 5 or more GCSEs at grade 4 or above including EM

- 71% achieved at least one GCSE grade with 62% getting 5 or more GCSE grades
- 81% achieved at least one qualification (one young person attended a special school and is working towards a life skills qualification in the future).

#### Key Stage 4: Successes and Challenges

The GCSE results achieved this year were the most successful we have had on record and this has **unlocked the potential for 29% of our year 12s to undertake immediate study at level 3**, which represents a pathway to university entry. **24% of Year 12 chose to start a level 3 course in September, which is higher than any previous year** (22% for Year 13 leaver cohort) and the remaining young people will be encouraged to explore the possibility of moving onto level 3 in the future.

29 Children Looked After finished Year 11 and statutory schooling in July 2020; 8 had an Education Health and Care Plan, and an additional 11 received SEND Support interventions.

Twenty one Year 11 students had been in care for more than one year and 5 had EHCPs; 3 of these Year 11 students with an EHCP attended specialist provision. 2 of these young people achieved GCSE grades (5 GCSEs grade 2 and 3; 6 GCSEs grade 1 and 2) and one continues to work towards a non-GCSE qualification appropriate to their level of need.

#### Key Stage 5: Destinations for all Year 12 and 13 young people on roll from September 2020

29 young people started Year 12 and **100% were in education, employment or training (EET) in September. By the end of December 2020, 86% of year 12 CLA remained EET** and four had become NEET. One young person had started a re-engagement programme, one was refusing to engage with education and two had recently moved placement and were seeking a new educational option.

51 young people started year 13 and **85% were in education, employment or training (EET) in September 2020.** Each young person who was NEET receives support to reengage with education, employment or training from Sutton Virtual School, Integrated Youth Service and Leaving Care Team and receive regular communication regarding opportunities available and are supported through the application process when they are ready to apply.

Year 12 Destinations September 2020	Number of CLA
Apprenticeship or Work Placement	1
College or Training Centre Entry Level or Level 1 Study	12
College or Training Centre Level 2 Study	4
College or 6 <sup>th</sup> Form Level 3 Study	7
Secure or Correctional Settings	0
NEET	3 + 1 on reengagement programme

## Care Leavers: Achievements and Destinations

57 Children Looked After became 'Care Leavers\*', of which 5 have Education Health and Care Plans, 8 have received SEND Support interventions and 18 are Unaccompanied Asylum Seekers. 85% of these young people have positive EET outcomes as Care Leavers, which is a **15% increase on last year** and strong evidence of impact of the work done by Sutton Virtual School to support young people to remain EET.

\*Children leave care at age 18 when they become eligible for adult services. Sutton Virtual School typically supports young people who accept our service up until the summer following their 18th birthday.

Destination	Number of CLA	
Apprenticeship	5	33 / 57 (85%) EET
College	25	
Maternity	1	
University	4	
Traineeship	2	
Working	13	
Prison	0	
NEET / Unknown / Undecided	8	

## Sutton Care Leavers in Higher Education – University admissions continue to rise

4 care leavers took up university places in September 2020 and a 5 further Sutton Care Leavers from previous years also took up a place. Post 18, Sutton Virtual School provides a service of statutory advice and guidance and this has supported young people on their journey towards higher education after leaving Sutton Virtual School. There are now currently 27 Sutton Care Leavers in current attendance at university.

## Attendance & Exclusions for all pupils on roll, 2019-20

Attendance: The overall average attendance for Sutton Children Looked After was 84.87%. COVID 19 has had an impact on attendance figures this year.

- Persistent Absence: There were 51.2% Sutton Children Looked After with attendance less than 90% this year compared to 12% last year, which was due to COVID 19. However, **unauthorized absence was lower this year at 1.42% compared to 1.77% last year.**
- Permanent Exclusions: No children were permanently excluded this year.
- Fixed Term Exclusions: 7.31% of eligible Sutton children had at least one fixed term exclusion in 2019-20. **This has reduced from 12% last year** and reflects the implementation of the principles underlying the Graduated Response to Prevent Exclusion in our work with schools, EP and therapeutic interventions in place to help schools support the SEMH needs of our pupils more effectively.

## Appendix B: Sutton Virtual School Service Improvement Plan 2020-21

	Service Improvement Priorities for 2020-21	Progress Update January 2020	Measure
<b>1</b>	<b>To promote the Education of Children Looked After by:</b>		
1a	To improve communication with foster carers to create greater engagement in Sutton Virtual School activities	Website has been redeveloped Newsletter launched Survey Virtual and online training	Website analytics Newsletter analytics Survey analysis Session engagement
1b	To ensure that Sutton CLA are not placed in schools less than 'Good' or 'Outstanding'. To ensure that a risk assessment is carried out for any school receiving a less than good judgement after the child has already been admitted.	100% of CLA admitted to Good or better schools. Risk assessment carried out by VS where any school is not Good or Outstanding due to Ofsted change or coming in to care already attending a less than good school. (It is not always appropriate to move the child out of the school, but monitoring is required to ensure the school is providing high quality education.)	Monthly Key Performance Indicators Welfare call Ofsted update
1c	To implement a rewards strategy for Sutton Virtual School to promote CLA achievements and self-esteem for learning.	Core values and rewards categories agreed Rewarding periods set for year ahead Finance allocated for supporting reward strategy First term rewards sent out to young people	PEP meetings Feedback Dataset and attendance analysis
1d	To embed improved Quality Assurance procedures to support PEP development.	QA procedures reviewed QA standards rewritten to apply to current PEP structure QA days calendared each term QA feedback to be given in team meetings and actions for DTs set	QA analysis meetings Dataset
1e	To improve support for NEETs both in and out of Borough	LCT/VS NEET panel in place VS team member taken NEET leadership role VS team member gathering links to OOB NEET services VS attendance at Sutton NEET Forum Website support increased 11 NEET YP have reengaged with education since Sept 2019 through joint work of LCT/VS	NEET panel tracking Monthly Key Performance Indicators & Dataset
1f	Increase foster carer engagement with Sutton Virtual School enrichment programme	Enrichment plan created Infrastructure for website advertisement in place Infrastructure for online sign up in place Activities on hold due to COVID and will start as soon as is possible	PHEW online registration system Feedback
1g	To increase engagement of Unaccompanied Asylum Seeking Children with Flashacademy language learning app	Young people views gathered regarding Flashacademy Guidance added to website pages Incentives and encouragement increased to promote engagement in place There has been a 20% increase in engagement which is now 52%	Flashacademy analytics Feedback
1h	Introduce programme of training to support foster carers to provide more effective educational support outside of school hours	Training map developed Virtual coffee morning sessions taken place Online training library planning in place Some online training already available on website	Session attendance Online video views Feedback
<b>2</b>	<b>To develop a strategic approach to use of technology to increase support and guidance for stakeholders</b>		

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2a	To develop a Sutton Virtual School microsite to increase the engagement of foster carers and professionals with VS	Website site map complete Phase 1 website content created in relation to sitemap and uploaded live Website promoted in external comms and PEPs	Website analytics Feedback
2b	To develop a Cognus podcast to increase educational outreach opportunities and increase engagement with Cognus	Podcast infrastructure in place with documentation to explain process for future use Cognus wide podcast episode plan in place for coming year Three episodes currently live from Sutton Virtual School Over 200 subscribers / downloads worldwide in two months	Podcast analytics Feedback
<b>3</b>	<b>To develop CLA aspirations to support Preparation for Adulthood</b>		
3a	To include authentic life stories of Care Experienced People on website and podcast	2 Podcast episode with two care leavers are live 2 NEET post 16 CLA are due to start recording podcast on EET/NEET	Podcast analytics
3b	To support CLA to develop writing skills	Possible residential writing course this Easter if COVID allows Writing support on website for FC	Feedback Engagement
3c	Introduce Life Skills online learning package for all secondary CLA	Access logins for CLA in place for Money Ready programme FC guidance for CLA engagement in place Monitor CLA progress taking place and follow up in place where engagement not strong	Moneyready analytics Feedback
3d	To support CLA to meet aspirations by ensuring value for money PP+ on tuition sessions compare 2019/20 PP+ tuition spending to progress outcomes Findings can be used to raise our expectations of tuition agencies outcomes or to review use of tuition	Analysis of 2019-20 tuition outcomes undertaken Tuition starter form adapted to tuition agencies can be more easily held to account on outcomes to ensure improved value for money	Dataset
3e	To introduce Widening Participation (WP) opportunities to increase CLA aspirations	Link with Solent University established Virtual and face to face sessions in place for KS3-5 students to be involved with the university	Engagement analysis Feedback
<b>4</b>	<b>To improve transition for CLA to ensure stability in next stage of education</b>		
4a	To develop a trauma / attachment informed approach to better prepare CLA for transition to a new school/college	Coffee morning session around transition taken place SEND and non-SEND online training session recorded for website training library Link with EP service established to expand transition plans further	Engagement analysis Website analytics
4b	Develop a SEND Support toolkit to improve outcomes for CLAs who transition into care	Planning has taken place Date set for launch	Feedback

## Appendix C: Good News Stories & Commendations

### Record number of care leavers continue to Higher Education

This year, 4 care leavers from Year 13 progressed onto a university place and benefited from a high level of support from Sutton Virtual School to ensure they had financial support and accommodation in place for the start of the course. The young people have the direct contact details for Sutton Virtual School if they require any additional support throughout the remainder of their education and we are on hand to help out with whatever is required. We were also really pleased that 5 adult care leavers have also started at university this year. Sutton Virtual School ensures that all care leavers are aware that Sutton Virtual School can continue to support them in education beyond Year 13 and we ensure our contact details are freely available on our website so care leavers can contact us as and when they require. There are currently **27** young people from the leaving care team studying a course of higher education at university, including the **9 new starters in 2020**.

### London Marathon to promote importance of healthy active lifestyle

Kate Leyshon finally was able to [run the 26.2 miles of the virtual London Marathon](#) in her home town to raise awareness of the importance of exercise for supporting wellbeing for our CLA. Over £1000 has been raised and this will be used to provide some sports and exercise based enrichment opportunities for our children. We have already been able to purchase tickets some tickets to the Semi Final of the Men's Rugby League World Cup at Emirates Stadium in October 2021 and have many other exciting plans.

*“Congratulations on completing your marathon!! Your commitment to children and young people with care experience should be commended, you go much further than the extra mile both physically and metaphorically; it's great to see.” SJJ, Artifacts*



## Sutton Virtual School receives humbling feedback from stakeholders

"I truly appreciate how easy it is to get a response and help from all VS case managers. In their absence (Annual leave) I was even able to get help from the headteacher! I was so grateful for her fast response and help! All the ladies there are incredibly kind, helpful and supportive, they are happy to come out and call colleges, speak to young people, provide support with extra lessons, books, dictionaries, and we have even had a young person order a magazine about football. Response time is always fast and I know I am able to both call and email. Compared to other boroughs that we deal with regularly, Sutton's virtual school team is truly outstanding and provides absolutely excellent support to us and our young people." FC G

"This year, the Virtual School team did virtual coffee mornings with carers, started a newsletter which we look forward to receiving and made possible for all young people to access a programme for learning budgeting. This is an incredible amount of help for our young people who will do much better in life having this information provided to them in an accessible form." FC

"I would like to thank you for all the support given in enabling the child in my care to access life time learning. Communication with yourself and your colleagues is always easily accessible via e-mails and the telephone. The voice of reason in PEP'S meetings. The virtual School has offered support in many section of a child learning right from the very start of the child placement and has been the one consistent establishment in stabilising a child first steps in life journey. Thank you for being there." FC AW

"Thought you'd like to know that your praises are being SUNG at the children's CLA Reviews!! The IRO is clearly really impressed by all the work you've been putting in." SW JH

"I have to say your Virtual School is amazing" SW MBP

"I can't thank you, and your colleagues enough for your continued support. You're all a breath of fresh air." FC S - OC/RC

"There are times in life when connections are made and instantly you know that this was meant to be. A look was exchanged between us when we first met you Kate, instinctively we knew here's someone who is enthused, passionate and with a genuine sense of wanting to be the difference in children and young people's lives. Both of us operate on our 'gut' feeling, as we spoke and listened to your ideas we were hearted and encouraged by the opportunities we discussed. The fact that you not only listened but showed a willingness to look and consider ideas creatively from a child centred perspective impressed us both. We both walked away feeling positive, full of ideas and keen to work in partnership." PJM & SJ

"Thank you so much for all your help with C. We know you are always there to help us and thank you so much for helping her through the transition period from school to 6th form college. She has settled in well with your guidance and support and has accessed all the extra benefits that will help her as a looked after child. She really appreciates all your help and the encouragement she receives. As you know she did well in her GCSE 's and she hopes to continue achieving in her A levels. We really value your support in encouraging her to consider university and the opportunities it will offer her for the future. Thank you for always being there for her and us, with guidance, support and resources. You have helped her keep safe through the Covid crisis while still being there through zoom meetings and it has been so useful." FC CH



"Have to honestly say that our PEPs for H (Sutton) are the best, most thorough and productive of all of the PEPs I complete. I have 15 LAC across various counties, and they are not all as organised as yours, so thank you." DT SD

'Am really impressed with how protective Suttons virtual school is' SW

"I really do feel we have made a success of supporting A, as a collective of professionals. Praise can sometimes be in short supply in education however, having worked with a range of virtual schools and their staff, I certainly feel the support for A from yourself has been excellent, always diligent in making sure people were doing all they could to help A." DT CJ

"I've just seen the email from the Virtual School with the reward amazon voucher for S. Thankyou so much for this. I've forwarded it to her . She'll be made up !" FC DM

"We were very impressed with the speed and efficiency with which you were able to secure a nursery place for N. This has not only been a huge positive for her, but also for us, as it has enabled us to navigate a longer term strategy for balancing childcare and working from home. The nursery themselves have also been very helpful and accommodating and N is clearly benefiting hugely from the social interaction and educational setting." FC WT

"Sutton Virtual School – brilliant. Support and advice is excellent" FC AB

"Steve and I would like to thank you for the support received for L during his time at the Virtual school. We would also like to thank you for helping in liaising with us and the schools, so that we can help L on his learning journey. " FC LH

"Thank you also for the great work that you and your team continue to do to support K. You definitely put some other LAs to shame." DT EG

"I am really happy with how Carolyn from Sutton Virtual School has worked to support the education of our young person" FC R

"Maternal grandparents often talk about Sara's support and how she has been very helpful from the onset. Maternal grandparents continue to sing Sara's praises in my conversations with them. The family share positive experiences and involvement with Sutton Virtual school. I am sending this email so the hard work Sara has put in whilst supporting the children is acknowledged. Sadly the family are now transitioning to Croydon as they are now the designated LA, I am sure Sara will be missed greatly. I am also using this medium to personally thank Sara for her help, It is positive to hear positive feedback about my colleagues and having taken over the case in April 2020 from the previous SW, it was really helpful to have at least one worker from the LA that has been consistent with the family amidst the changes in the SW team/staff. " SW SO

"Just wanted you to be aware the VS were praised unreservedly on how efficient, supportive and proactive we have been." J SW Court team