



Dorset Virtual School Annual Report 2021/22

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You discovered parts of me,
I did not know I had.
Fragments of my soul I
believed to be too
consumed by darkness to
ever be loved again.
You braved the monsters
that hid in
my fear
and anger
and hurt.
You somehow softened the
stone that preserved my
heart,
and melted away the aches
of another story.

By Charlie Fearon



Khadija Ali, Year 9

Foreword

This annual report is a wonderful opportunity to share in and celebrate the achievements and successes of our children and young people over the past year. I am incredibly proud of all our children and young people, who daily show their resilience, perseverance and determination.

I would like to thank all our carers, teachers, Virtual School Leads, Social Workers, Personal Assistants and the wider teams that support our children to achieve their potential and widen their aspirations.

Cllr. Andrew Parry

Dorset Council Cabinet Member for Education, Children & Early Help

Introduction

Dorset Virtual School is a proud advocate of our children. Our vision for our children is that they are thriving in the right educational setting, attending, feel included and listened to so that our children become independent and resilient young people. We do not give up when one of our children hits a bump in the road; we set our sights high, in the knowledge that every child has the potential and right to a wonderful future leading from a brilliant education.

We have had a very busy 2021 – 22. Our children have seen two of the toughest years trying to maintain their education through a pandemic, but we have seen much resilience and many wonderful examples of determination from them, exemplified in our weekly awards and our wonderful EPIC Awards, showing just how exceptional our children truly are.

The Virtual School Team have worked tirelessly to ensure that, following the ILACS inspection report on November 2021 highlighting the Virtual School as highly ambitious and determined, we moved to our next stage of strengthening our practice and working towards being an outstanding service. I believe that much that has been done this year moves us forward on that journey.

Lisa Linscott, Principal Teacher

Purpose

This report provides an overview and analysis of the impact of the Virtual School's work during the academic year 2021 - 22. The Virtual School is the key educational advocacy service of Dorset's Education Service within the Children's Services Directorate for Dorset's Children in Care and Care leavers regardless of where they are placed.

The Virtual School is ambitious for its children and ensures that our partner schools have high expectations and aspirations for the educational outcomes of our children to ensure that the life chances of each child are improved. The Virtual School has strong oversight and challenge from the Virtual School Governing Body and Corporate Parenting Board.

A year in summary

2021/22 has been a year of embedding robust and consistent processes to ensure best practice in monitoring and supporting our children and young people to be successful. Realignment and expansion of the Virtual School Team has enabled greater collaboration with the wider Children's Services team and the opportunity to embed a data focus that fosters high expectations whilst upskilling staff to ensure a greater confidence in supporting children. We have focussed on effort to celebrate and recognise child successes and to develop the use of the child-voice within our work.

Virtual School headline data is reported weekly to the Children's Services Leadership Team with Key Performance Indicators reported monthly to ensure that there is a line of sight of the work of the Virtual School. Monthly child-level reporting of our most vulnerable children and young people is reported to the Children's Services Leadership Team to ensure that there is visibility and transparency around the transition and ambition for these young people. Performance is also reported on a monthly basis to the Corporate Parenting Board. The Governing Body has a forward plan of monitoring activity linked to the priorities on the School Development Plan and continues to challenge the Virtual School to ensure that it is providing all of our children with the best education possible.

Some of the key strengths this year have been:

- A reduction in the number of children on reduced timetables
- A reduction of the number of children missing education
- An effective quality assurance system for Personal Education Plans (PEPs) that has led to 93% of PEPs being good or better.
- 76% of Post-16 young people in Education, Employment or Training
- 100% of our year 13 young people who applied for university have been offered places
- 100 children celebrated at the Dorset Virtual School Exceptional People in Care (EPIC) Awards, and weekly celebrations of over 100 children and young people who have excelled in education or overcome significant barriers.
- Raising the profile of the role of the Virtual School for children previously looked after, working closely with Aspire Adoption Agency
- Introduction of Designated Teacher of the month award to share best practice within schools
- Implementation of Action Research Projects in schools with University College London to develop practice
- Delivery of the first Dorset Young Person Conference to raise ambition and aspiration
- Production of the Handbook For Unaccompanied Young People in multiple languages
- The Virtual School is highly ambitious for children in care, wherever they live; A particular strength is the impact of more aligned working in the six localities to secure creative and beneficial outcomes for children (Ofsted (ILACS) Inspection Report November 2021

We need to continue to focus on:

- Child and young person voice, through the Virtual School Council and Virtual School Newsletter to ensure that the child voice is clearly heard throughout our work
- Improving Social Worker and Personal Advisor attendance to PEPs
- Developing child-led PEPs to enhance the child's voice
- Greater representation of the cultural identity of our young people
- Developing a mentoring system to support aspiration and ambition
- Developing wider learning opportunities and positive experiences
- Improving school transitions, particularly for those children with SEND
- Eradicating the use of suspensions, reduced timetables and the number of children missing education

Virtual School Structure and Responsibilities

The Virtual School is led by the Principal Teacher for Dorset Council who is also the Virtual School Head Teacher. During 2021/22, the Virtual School structure was expanded to include a Service Manager for the Virtual School to support the Principal Teacher and provide operational and strategic support to the Virtual School.

The Virtual School team delivers their work within the Dorset Council locality structure, enabling best practice to be disseminated within the wider Children's Services structure. This enables the best possible support and guidance to be available for our schools and children and young people.

The Virtual School team has developed this year and consists of:

- Two specialist Teachers: A Virtual School SENCo and a data and assessment lead who hold wider responsibilities for belong to build skill and capacity within the Virtual School Team and schools to meet the needs of all children.
- Nine Virtual School Leads: responsibilities are for a case load of, on average 47 children in each locality (and a share of those children out of authority), ensuring that children have a suitable and ambitious education offer, there is strong liaison with their schools and Designated Teachers, and the Personal Education Plan (PEP) is effective in supporting children's progress.

Each member of the team holds a whole school responsibility to support the priorities of the Virtual School. This enables the team to develop leadership skills and have a sense of autonomy over the priorities within the school. During 2021/22, these whole school responsibilities led to the development of a PLAC handbook aimed at supporting schools and parents of children who were previously in care and an Education Plan designed to support schools with children previously looked after, a handbook and welcome pack for our unaccompanied young people, the creation of a Virtual School Council and development of an Early Years training package to support an online PEP system.

The School Development Plan 2022/23 has set three strategic priorities (further details in appendix 1):

- 1. Achieving educational stability:** To provide children and schools the right support to enable full time stable education age 2 – 18
- 2. Improving how children are represented in our work:** To provide children with the best support led by them
- 3. Developing opportunities for children to achieve their ambitions:** To provide high quality opportunities that lead to educational and employment success

A programme of half-termly Continuous Professional Development is in place for the Virtual School Team. CPD training themes in the academic year 2021/22 have included:

- PEP Quality Assurance
- Support and expectations for unaccompanied young people
- Support and expectations for our Early Years children
- Transitions to Post-16
- Using strength-based language
- Reintegration post suspensions

The team also have half termly group supervision with the Educational Psychologist linked to the Virtual School. This has enabled team members to reflect on their practice and leadership, bring cases to group problem solve and address team issues in a solution-focussed way.

The Virtual School Cohort

Children are in the Virtual School from the age of 2 to the end of the academic year following their 18th birthday. In this way the Virtual School can bridge the change from Social Worker to Personal Assistant (PA) and maintain advice and guidance about education from a position of best knowledge of the young person. The Virtual School ensures that the PA is involved in post 16 PEPs alongside the social worker and is well briefed with regards to the young person's ambitions and any barriers to learning. The Virtual School works closely with the Care Leaver Team to ensure that our young people continue into suitable education, training or employment.

Appendix 2 provides the overview of the 2021/22 Virtual School. This is divided into Statutory School Age cohort and Post-16 cohort.

Attendance

The Virtual School undertakes daily attendance monitoring through Welfare Call's live dashboard. This robust system provides data at a cohort, group and individual level to give an accurate view of attendance, reasons for absence and patterns of absence. This has enabled the Virtual School to monitor, analyse and respond to attendance concerns rapidly and remains a key area for improvement (priority 1 on the School Development Plan). The attendance overview for statutory school age children in the academic year 2021 - 2022 is provided in Appendix 3.

The Virtual School set an ambitious target of 95% attendance for our statutory school age children. Dorset Virtual School did not meet this target but attendance was in line with the national average (88.57% compared to the national average of 88.7%) and above 2020/21 (85.5%). The attendance of our children was also in line with the Welfare Call average of 88.4% across 201 local authorities' Virtual Schools.

There has been a slight increase in the number of children achieving 95%+ attendance for the year at 47.15% compared to 44% in 2020/21 with 53.50% achieving 95%+ attendance during the summer term. Positive reinforcement of this attendance of 95%+ is undertaken through the termly celebration system for attendance.

Monitoring identified two challenges with attendance: unauthorised absence and persistent absence in specific year groups.

Unauthorised absence was a concern at 2.91% compared to 2.33% in 2020/21. However, Dorset was significantly better than the Welfare Call average of 3.22% across 201 local authorities' Virtual Schools. A piece of work to analyse a small cohort of young people with unauthorised absence undertaken in the Spring Term ensured that Virtual School Leads met with the team and families of the identified young people to determine the causes and potential barriers to education. This intervention saw some reduction in the number of unauthorised attendance marks, but high unauthorised figures continued in year 10 and 11. Further work in September 2022 will focus on this cohort of young people and interventions to reduce the absence.

Persistent absence figures are improving. 27.05% of our children have had persistent absence compared to 44.6% 2020/21 and is lower than the national average of 30.4% in 2020/21. However, year 10 and 11 both had higher persistent absence figures. Analysis and monitoring of a group of year 10 students with persistent absence has seen some success with 50% of the group improving their attendance over the final summer term with a regards system in place for this. Further work will be undertaken to improve overall school attendance working with the inclusion team

Exclusions

Our ambition is for effective inclusive practice in our schools which leads to zero suspensions and permanent exclusions of children in care. This was an area for improvement during 2021/22 and was priority 1 on the school development plan.

Permanent Exclusions

There were 0 permanent exclusions during 2021/22. This was due to collaborative working between schools and VSLs to reduce the risk of permanent exclusions.

Suspensions

Despite a focus on reducing suspensions, 14.61% of children had at least one suspension during the academic year compared to the 11.67% national benchmark. This amounted to 51 children being suspended during the year with 86% from secondary school age (75% of these were Key Stage 4). 61% of these children had repeat suspensions during the year.

Appendix 4 gives a breakdown of suspensions in 2021/22. During the academic year, a number of steps have been taken to reduce suspensions and permanent exclusions of our children. These have included:

- There is a focus on any children who have had suspensions in Virtual School monthly pupil progress meetings, giving oversight and priority to these children, and ensuring that Virtual School staff actions are robust
- There is a wider local authority focus on inclusion with strategic support for schools to follow relational practice methods and employ the graduated approach to ensure that early intervention addresses need
- Detailed monitoring of suspensions and the schools that suspend to highlight trends and patterns has highlighted particular schools that will be supported this year
- Training for VSLs and designated teachers in relation to reintegration post suspensions that put the emphasis on what schools can do differently rather than on the child as the 'problem'.
- Further amendment to our reintegration paperwork ensured that the child voice was at the centre of the meeting.

Through monitoring, we have identified schools that repeatedly used suspensions for Children in Care and a priority for 2022/23 is to ensure that the Virtual School is putting in place support that focuses on helping the school to better understand the whole child and look at strategies that may be more effective than suspensions.

Despite the steps taken during 2021/22 to reduce suspensions, these interventions do not appear to have had the required impact. There is an inconsistency in approach to high support/ high challenge of our schools that regularly suspend. Reducing suspensions will be a priority for 2022/23 through a number of interventions:

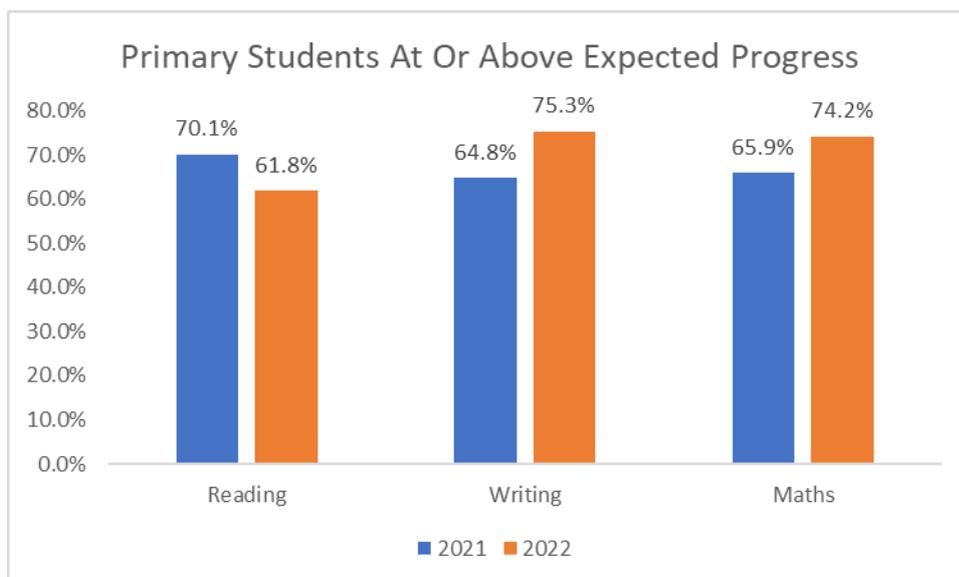
- Further analysis of Pupil Premium + spending linked to children with suspensions is being monitored for 2022/23 to ensure that rapid support is put in place.
- Further work needs to be undertaken to respond more quickly to schools who are high suspenders from both our Virtual School Leads and leadership, using the locality leadership to respond more effectively to schools.
- Further work to share the good practice in settings where suspensions are low with other schools

Attainment and Progress

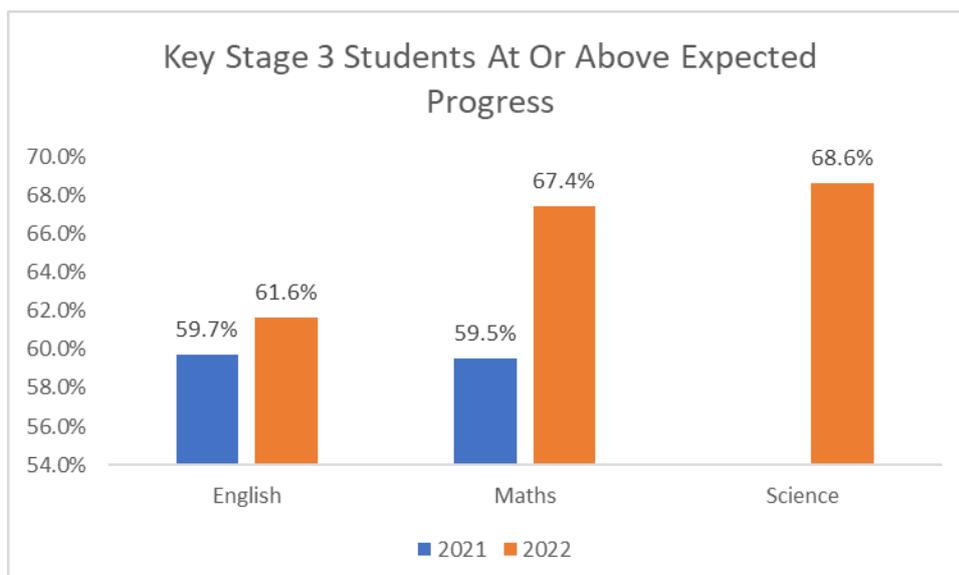
The Virtual School worker attends all PEP meetings, ensuring that the right support and interventions are put in place to enable each child to make progress from their own starting points. The Virtual School challenges where academic expectations are too low and celebrates successes, including overcoming barriers. As a result, the academic outcomes for our children are very positive and have improved across all key stages compared to 2020/21 apart from reading progress at Key Stage 1 and 2.

Progress Towards Agreed Targets

Progress at primary age in writing and Maths has improved in 2021 – 22 compared to the previous year, with reading dipping back.



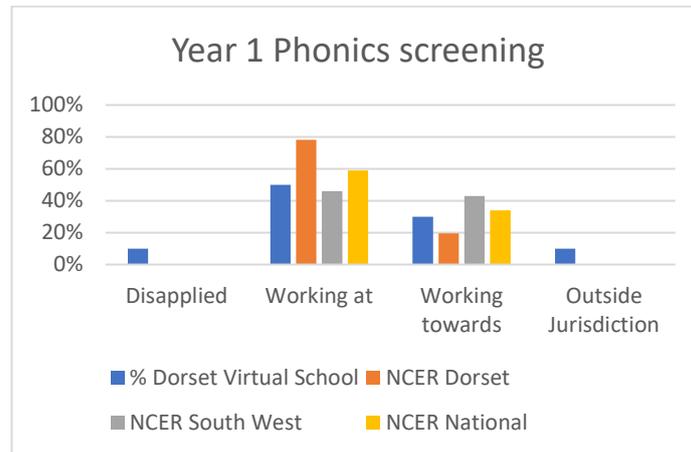
There is significant improvement in progress at Key Stage 3 this year compared to 2020 – 21, but this should be seen in the context of the pandemic, which will have impacted on progress in the previous year.



Science progress is a new measure this year.

Phonics Screening

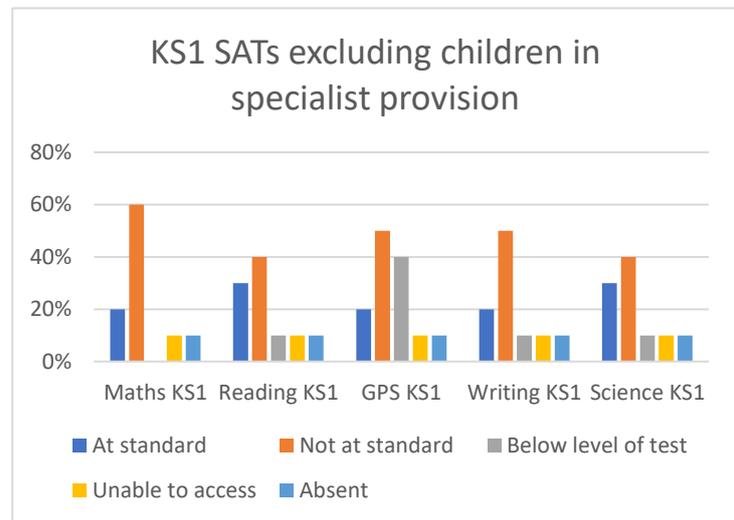
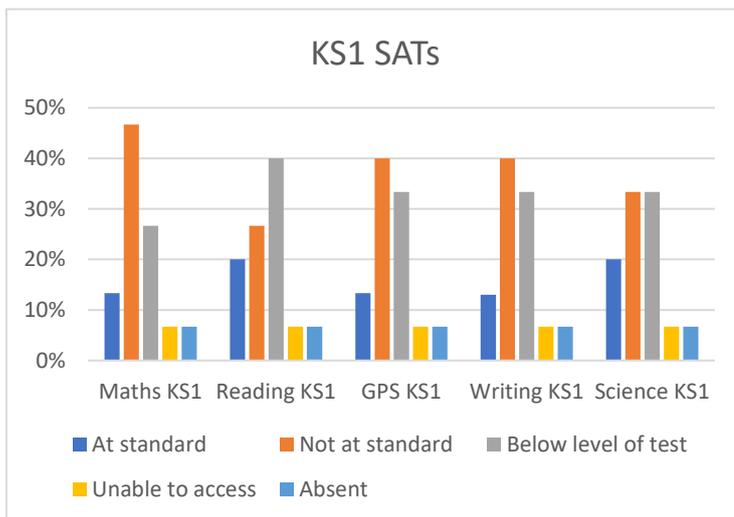
In year 1, ten children undertook the Phonics screening test with 50% of our children passing the screening test. Dorset Virtual School children performed better than the South-West average at 46% although slightly lower than the national trend at 59%. However, Dorset Virtual School have poorer performance in comparison to Dorset schools as a whole. However, conclusions are difficult to draw due to the small number of children within our cohort.



Please note that 'outside jurisdiction' is for a child in Wales.

Key Stage 1

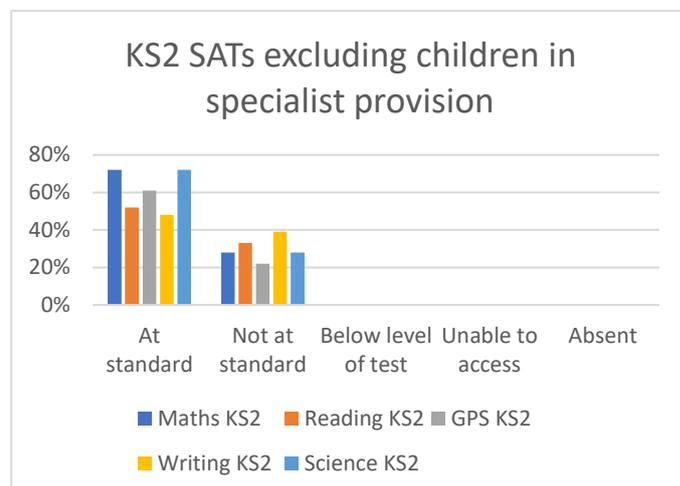
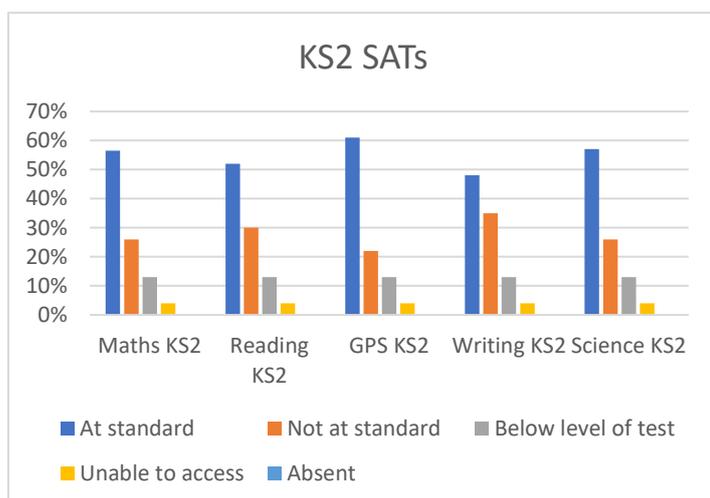
In year 2, there were 15 children on roll. 12 of the children have an EHCP or SEN need. Five children are in specialist provision and did not sit KS1 SATs.



Of the children in mainstream provision, 20% are working at standard for maths and writing and 30% are working at standard in reading and science. The Virtual School plans to monitor the progress of this cohort of children during year 3 to ensure achievement.

Key Stage 2

In year 6, there were 23 children on roll. Fourteen of these children have either an EHCP or SEN need with five children in specialist provision. Three of these five did not sit assessments.



It appears that children in year 6 are performing well for spelling, punctuation and grammar but at a lower level for their reading and writing levels. This may indicate an area to support our children around creating comprehension and understanding.

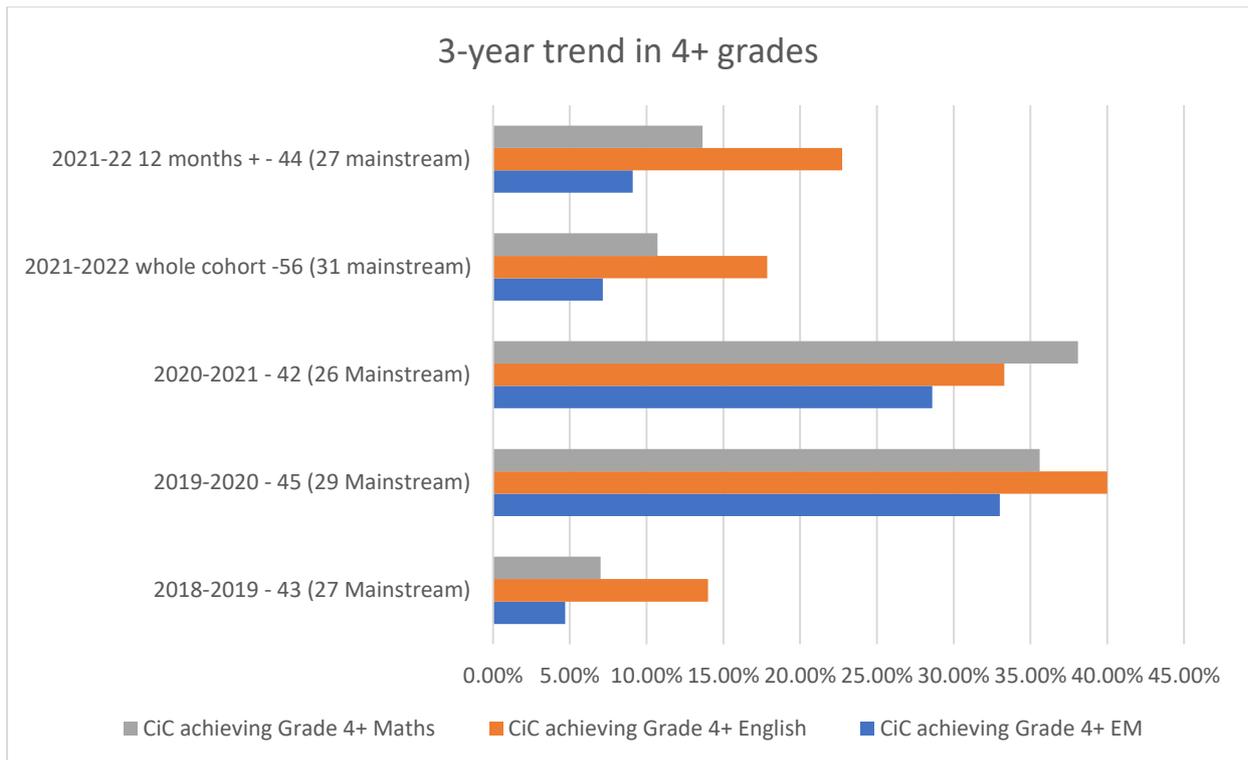
Key Stage 4

In year 11, there were 56 children on roll during 2021/22, 42.86% have an EHCP and 21.42% have a SEN need. Of these 40 undertook examinations. Over half of our young people are in mainstream provision and just under 20% within specialist provision. 14% of our young people were not in education to take examinations but this does include our unaccompanied young people who may have been in pre-ESOL courses.

We have seen an improvement in achievement rates at grade 4 and above when comparing results from the previous non covid year (2018/19) and non-teacher assessed grades. We have a low proportion of young people achieving a grade 5 or above in both English and Maths (2.27%) and this is an area to focus on during 2022/23.

There is quite a high proportion of our year 11 children who are achieving a grade 3 in English (18.18%) and maths (15.91%) and this is an area for the team to work on during 2022/23 in order to support a greater number of children to achieve a grade 4 in their examinations.

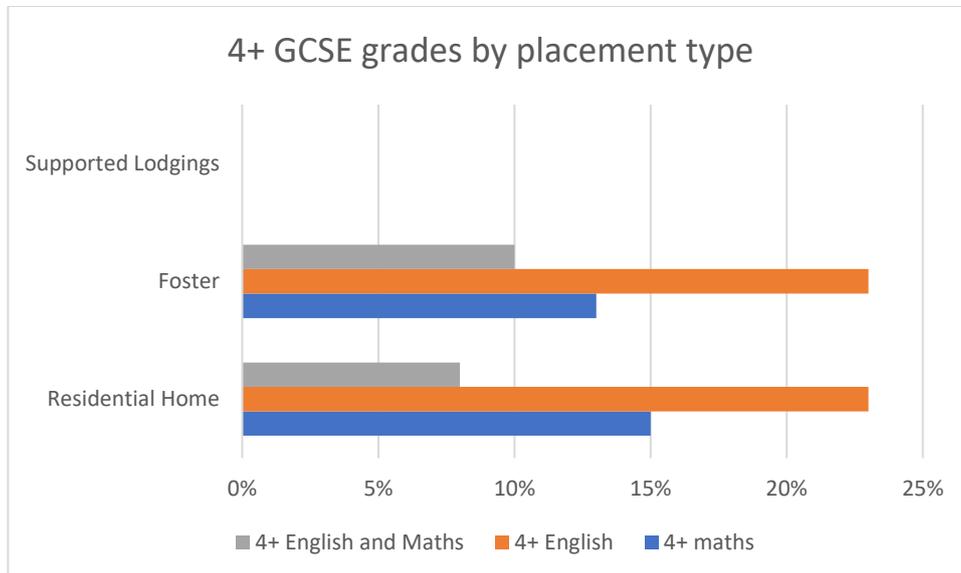
Progress 8 data for our children will not be available until December 2022.



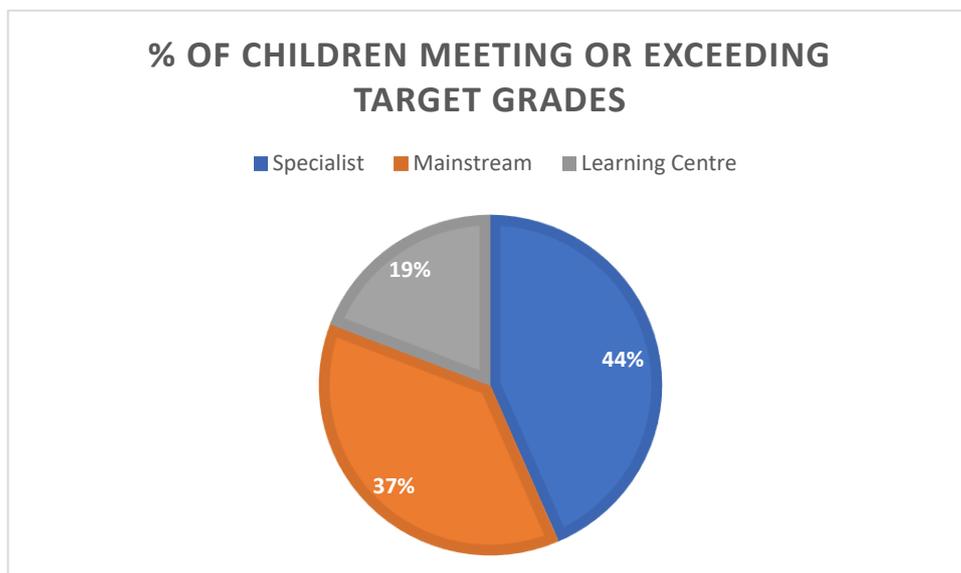
When comparing by provision, there is no discernible difference for achievement for the total cohort of year 11 and those who have been in care for more than 12 months. Achievement by stated gender highlights that females within the Virtual School have outperformed males in achievement at GCSE grade 4.

National Key Stage Measures (Key Stage 4)	CiC in Cohort	CiC achieving Grade 4+ EM	CiC achieving Grade 4+ English	CiC achieving Grade 4+ Maths
Female whole cohort	24	12.50% (3)	25% (6)	16.68% (4)
Male whole cohort	32	3.13% (1)	12.50% (4)	6.25% (2)
Female 12 months +	22	13.64% (3)	27.27% (6)	18.18% (4)
Male 12 months +	22	4.54% (1)	18.18% (4)	9.09% (2)

There is no discernible difference in GCSE results when comparing home placements with a slight increase in achievement for Grade 4+ in English and maths when living with foster carers. However, none of the young people who came into care within 12 months achieved grade 4s in English or maths.



In 2021/22, 53% of the subjects that the young people took were either met or above their year 11 target grades. However, our young people in mainstream or learning centres met or exceeded their target grades in 41.37% of their subjects.

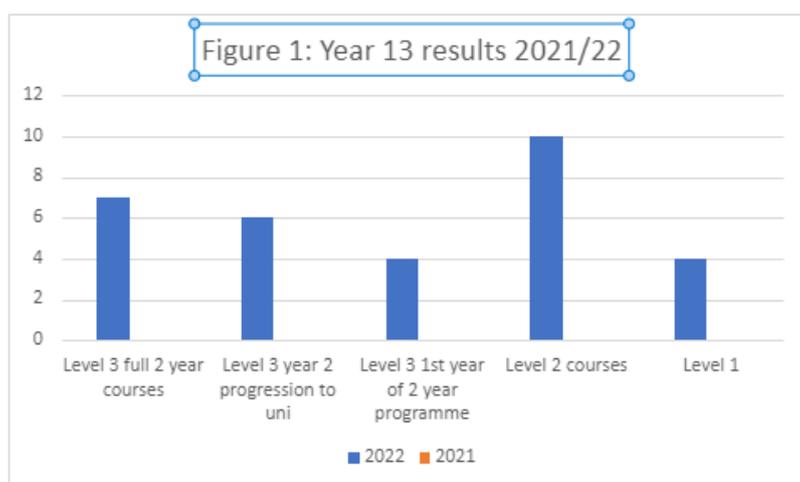


Key Stage 5

Main Qualification (year 13)

There were 66 young people on roll in year 13. Of these 31 undertook exams from Entry level qualifications to Level 3.

The school had seven young people in year 13 undertaking their final year of their level 3 qualification. 100% passed with six young people progressing to a university course, ranging from Engineering at Brunel University to Foundation degrees at local colleges.



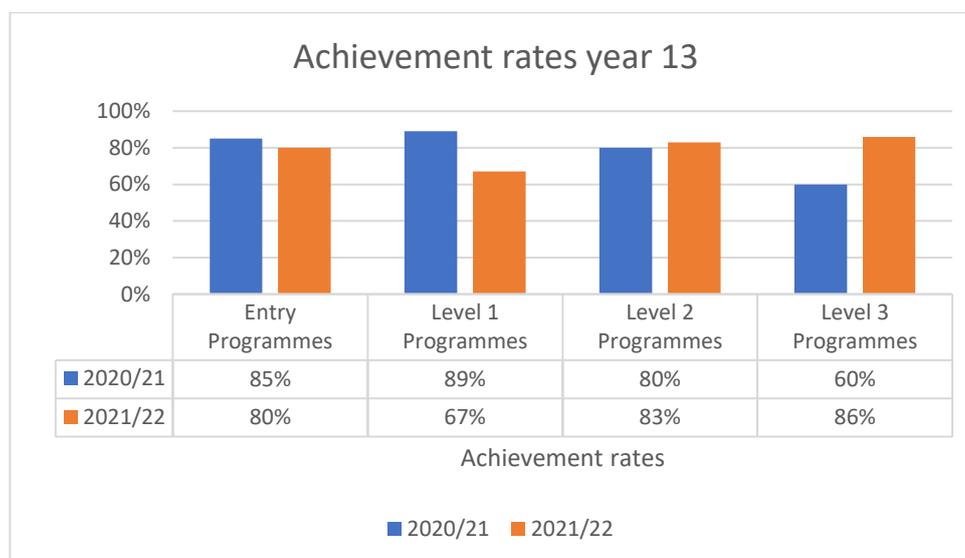
University	Course
Brunel	Engineering
Bath Spa	Music
Southampton Solent	Sports coaching
Bournemouth and Poole College	Foundation Degree
Weymouth College	Foundation Degree
Oxford Brookes	Business and Japanese

In 2021/22, there were a greater number of young people in year 13 taking functional skills English and maths in comparison to 2020/21 with no children retaking GCSE English. Year 13 saw similar numbers of young people entered at each level of full time programme although there was a slight decrease in the number of children on entry level programmes compared to previous year. The reduction in GCSE English retakes and increase in young people retaking functional skills qualifications may be due to Teacher Assessed Grades in 2020/21 and also the increase in our Unaccompanied Young People who have enrolled on ESOL courses.

National Key Stage Measures (Key Stage 5 - Year 13) 2021-2022	GCSE English (Grade 4+)	GCSE Maths (Grade 4+)	Functional Skills English (Range E1-L2)	Functional Skills Maths (Range E1-L2)	Entry Level Programme	Level 1 Programme	Level 2 Programme	Level 3 Programme Year 1	Level 3 Programme Year 2
Enrolled	0	4	10	9	10	6	12	7	7
Achieved	0	0	9	8	8	4	10	5	7

There has been a marked improvement in achievement rates for young people on level 3 courses when compared to 2020/21 (60% to 83%) and this has led to 100% of year 13s who

applied for university being offered a place. There has been a decrease in achievement on level 1 programmes (89% to 61%).

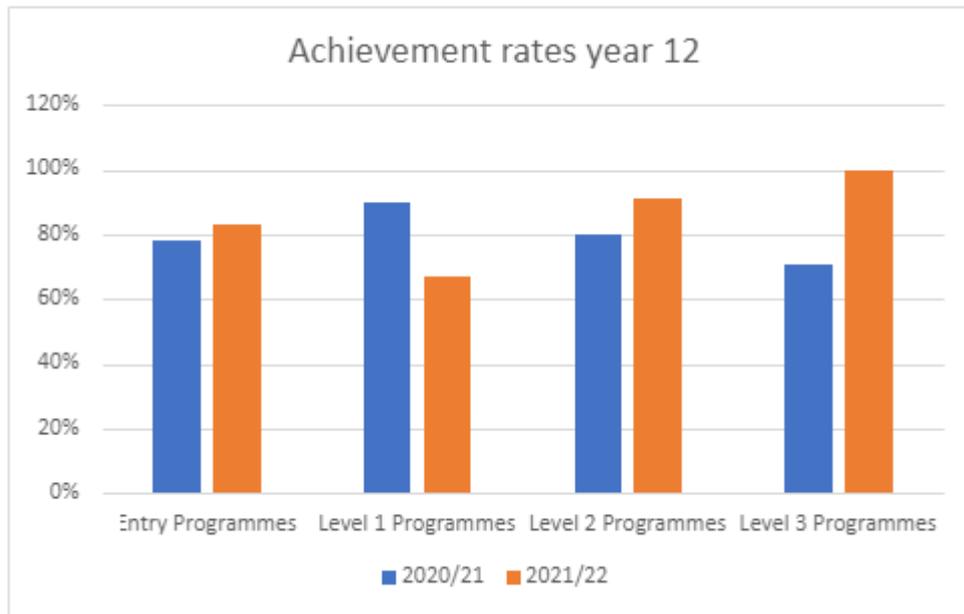


In terms of progression onto the next level of course, Twenty-two young people in year 13 completed level 2, 1 or Entry Level qualifications with eighteen young people progressing onto their next level of qualification in year 14. One young person is progressing into work related employment to their course and three are moving sideways into another level 1 course due to a chance of placement out of county and for a repeat year of ESOL.

Main qualification (year 12)

There were 50 young people on roll in year 12. Of these 39 undertook exams from Entry level qualifications to Level 3. In 2021/22, there were a greater number of young people in year 12 retaking GCSE examinations with higher achievement in GCSE English but slightly lower in GCSE maths. The Virtual School had comparable entrants on each level of full-time course but saw higher achievement rates for every level of programme with the exception of Entry level programmes in comparison to 2020/21. We have seen an increase in unaccompanied young people who have been entered for ESOL entry level programmes in comparison to 2020/21.

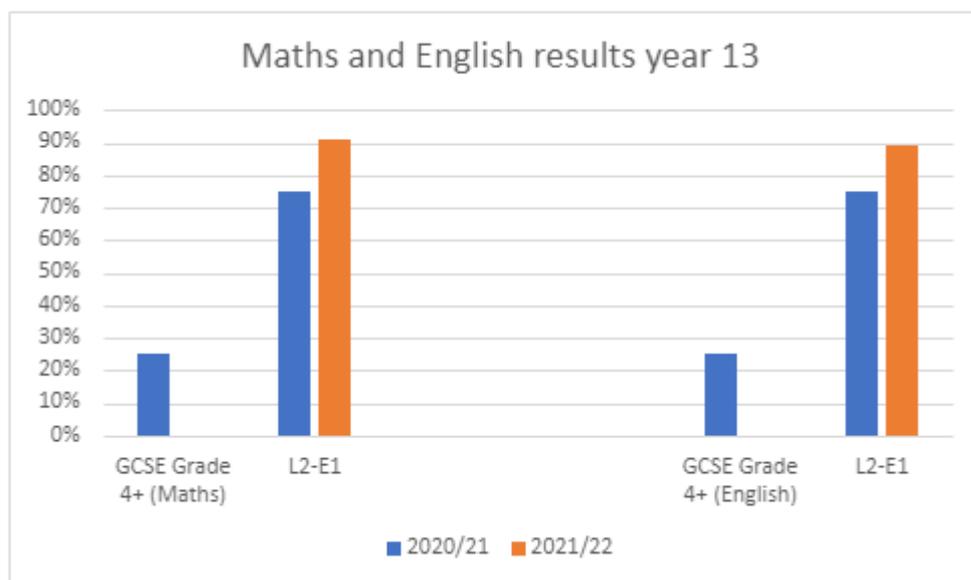
National Key Stage Measures (Key Stage 5 - Year 12) 2021-2022	GCSE English (Grade 4+)	GCSE Maths (Grade 4+)	Functional Skills English (Range E1-L2)	Functional Skills Maths (Range E1-L2)	Entry Level Programme	Level 1 Programme	Level 2 Programme	Level 3 Programme Year 1
Enrolled	8	8	10	14	12	9	11	7
Achieved	3	2	6	10	10	6	10	7



Functional skills/GCSE

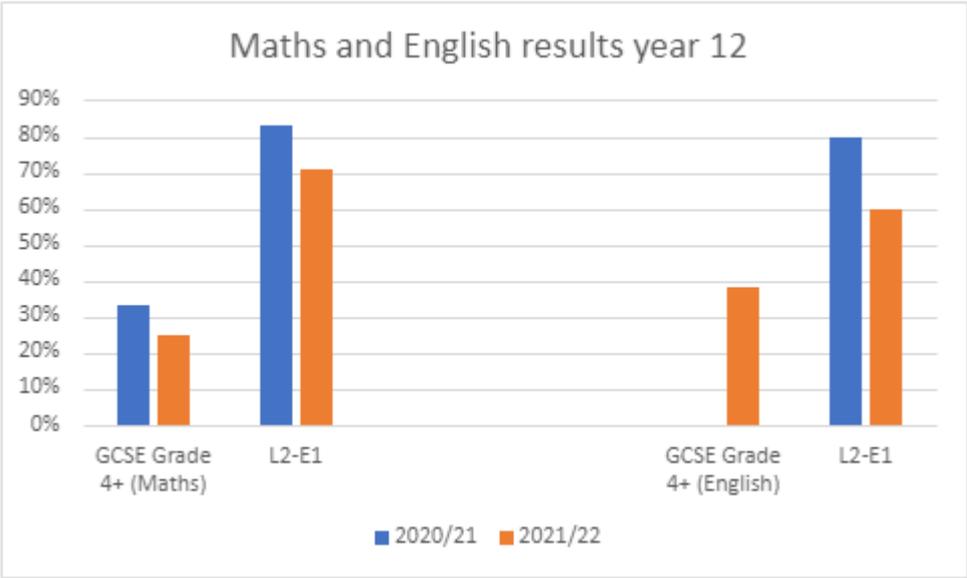
In year 13, eleven young people undertook a retake exam for English and thirteen undertook a retake exam in maths. This shows excellent achievement for young people undertaking a functional skills qualification with a 91% achievement rate for maths and 89% for English, both seeing marked improvements from 2020/21. Four young people undertook GCSE maths retakes. However, all achieved a grade 3 and have still not met the pass standard for maths.

National Key Stage Measures (Key Stage 5 - Year 13) 2020-2021	GCSE English (Grade 4+)	Functional Skills English (E1)	Functional Skills English (E2)	Functional Skills English (E3)	Functional Skills English (L1)	Functional Skills English (L2)
Enrolled	0	2	1	4	2	2
Achieved	0	1	1	4	2	2
National Key Stage Measures (Key Stage 5 - Year 13) 2021-2022	GCSE Maths (Grade 4+)	Functional Skills Maths (E1)	Functional Skills Maths (E2)	Functional Skills Maths (E3)	Functional Skills Maths (L1)	Functional Skills Maths (L2)
Enrolled	4	2	0	3	4	1
Achieved	0	2	0	3	3	1



In year 12, eight young people undertook a retake exam for English and in maths and shows a higher achievement rate for GCSE English compared to 2020/21 but slightly lower for GCSE maths. There has been a decrease in achievement rates for functional skills pass rates compared to 2020/21. However, the numbers of young people taking functional skills exams is small (10 for English and 14 for maths) and have been affected by young people who withdrew from their programmes mid-year.

National Key Stage Measures (Key Stage 5 - Year 12) 2021-2022	GCSE English (Grade 4+)	Functional Skills English (E1)	Functional Skills English (E2)	Functional Skills English (E3)	Functional Skills English (L1)	Functional Skills English (L2)
Enrolled	8	2	2	1	5	0
Achieved	3	1	2	0	3	0
National Key Stage Measures (Key Stage 5 - Year 12) 2021-2022	GCSE Maths (Grade 4+)	Functional Skills Maths (E1)	Functional Skills Maths (E2)	Functional Skills Maths (E3)	Functional Skills Maths (L1)	Functional Skills Maths (L2)
Enrolled	8	2	1	3	8	0
Achieved	2	1	1	2	5	0



Schools Attended and Ofsted Judgements

The majority of our children (72.16%) attend settings rated as Outstanding or Good by Ofsted. We aim to support our children to attend the same school once they move into care to ensure stability and support at times of upheaval. If a child faces a change in their home arrangements whilst in care, we will ensure that we prioritise schools and settings rated as good or outstanding. In the unlikely event that a child may ask to attend a school that requires improvement, we will evaluate the suitability of each setting, considering the improvement plan in place and the progress the school has made. During 2021-2022 none of our children were moved to existing Ofsted 'Inadequate' settings. One school became inadequate during 2021/22 but the Virtual School have worked with the wider local authority education team to ensure that the monitoring and improvement plan is robust and that the education that the young person receives is of a good standard.



Reef Bugler, Year 7

Children in Care Not In Full Time Education

Reducing the number of children in care who are missing out on education (CMOOE) is within priority 1 of the development plan. In order to address this there are robust methods for identifying, supporting and tracking these children. A Children in Care Inclusion Monitoring Board is chaired by the Service Manager for the Virtual School fortnightly that focuses on actions being taken to re-engage identified children and young people in education (or training and employment if relevant post-16) with a cross Children's Services panel. The meeting gives clear oversight of these children and ensures that robust actions are in place to secure suitable full-time education.

A monthly child-level report is produced for Children's Services Leadership Team to ensure there is sufficient oversight and challenge around our most vulnerable young people.

During 2021/22 we have returned 88 children and young people to full time education. 30 of them returned within half a term. A further 21 young people have closed at the end of year 13.

The team have focussed on reducing the number of children on reduced timetables with 25 children being opened to reduced timetables and closing 19. The team have also focused on reducing the number of children who are CME with 33 children opened to the tracker during the year but closing 26.

Ten year 11 children remain on the tracker in August. 6 have enrolled on post 16 provision for September but staff wish to monitor throughout September via the tracker. Of the 4 remaining year 11s, one had a planned post 16 course but has had a placement move in August so consultations will restart. 3 children have consultations out for college places.

Development and monitoring of the CiC Inclusion Board in 2021/22 has highlighted the following:

- A significant proportion (46%) of our children who at some point have not been accessing full time education have an EHCP. Further work with the SEN team to accelerate consultation processes to be faster than the statutory timescales is being undertaken.
- We do still have a high proportion of our Virtual School cohort with an EHCP (36% compared to 27% (2019) nationally due to historic approaches taken by the Virtual School that are no longer taken as we rightly focus on effective use of the graduated approach rather than a rush to secure an EHCP when a child is struggling), so this also impacts these figures.
- A larger proportion of children and young people are in residential homes or semi-independent living rather than foster homes.
- Almost double the number of children live outside Dorset than in. The knock-on effect in terms of those with an EHCP is that it is more difficult to influence other LA's SEND teams to speed the processes up and knowledge of and relationships with the schools is at a distance when trying to arrange school placement.
- Some children stay on the tracker for a while, moving through different stages from fully CME to fully in education before they close. The progress being made needs to be clearer.
- Although our post 16 EET rates are good we have identified some misses from this year due to inexperience of the team in knowing what is available and ways to support this older age group. The team have had CPD over the last year to improve this and there are also now four team members with post 16 experience which has helped a great deal.

- The effectiveness of the CIC Inclusion Board (the fortnightly space in which these children are discussed) relies on good cross service attendance so that we are not just talking to ourselves. We have an internal Virtual School Pupil Progress meeting which takes place monthly and looks at different cohorts each month, so the two spaces achieving different things is important. We need to ensure that Care Leaver, fostering, SEND Team, EET Team and QARO representation remains consistently strong in the CIC Inclusion Board, and that social workers and PAs attend to discuss their children alongside the Virtual School Lead in order to ensure good collaborative working and joint problem solving.
- The correlation between weak PEPs and children being out of full-time education is lessening as we see the overall quality of our PEPs continue to improve to a consistently high standard (An average of 90% good or better in 2021 – 22, with 16 PEPS outstanding). PEP Quality saw an improvement from 89% in Autumn 2021 to 93% in Spring 2022 and 92% in Summer 2022. We have also been trialling writing our PEPs in the 2nd person and will be bringing this into all our PEPS during this year.
- Sometimes schools use reduced timetables when they are struggling to manage the child's behaviour. This is not an acceptable option and has been significantly reduced this year. There are times when a reduced timetable has been used as part of a transition into a new school, and this can be necessary for example when a child is suffering from emotionally based school avoidance or anxiety. Where possible we now aim to provide suitable AP to support the child in those circumstances rather than a reduced timetable, we ensure that it is time-limited and carefully monitored.
- A significant proportion of the children who have at some point in the last year not been in full time education are in Key Stage 4. The work to secure their education prior to their most important Key Stage and to keep this stable is incredibly important and has a high priority in the work of the team.

From September 2022 we will cease using the term CMOOE as it is an unhelpful acronym. Children are either in full time education or they are not, and the detail will be one of the following:

- Child Missing Education (CME): the child is not on the roll of a school
- Reduced Timetable (RT): the child is on a school roll. They spend a proportion of their 25 hours a week at home
- Alternative Provision (AP): the child is on a school roll. They spend a proportion of their 25 hours a week in AP
- Post 16 NEET: the young person is not in education or employment with training

We will also make clearer on this tracker summary when children have closed and returned to full time education. In addition, we will track whether any of the young people not in full time education have language or literacy difficulties that may make it more difficult for them to re-engage or make progress and put a support package in place.

We are eradicating the use of reduced timetables other than in exceptional short-term circumstances – the impact of this work can already be seen in the reduction of their use over the last year, and we now intend to complete this, supporting our schools to put in place more effective alternatives.

We are toughening our practice standard for returning CME children and children transferring to a new school to school from half a term to two weeks. As we are already above national with 76% post 16 EET in 2021 – 22, we are also raising our post-16 EET target to 85%. These will be challenging to meet but is an important next step to move us to 'outstanding'.

We need to continue to raise the attendance rate of social workers and PAs at PEP meetings in order to ensure that we are working in the most joined up way to support our children. Our target for 2022 – 23 is 75% attendance, following an attendance this year of 73% at statutory school age and 69% at post 16, and we will continue to increase this target as soon as it is met.

Our young people would benefit from mentoring that supports their ambitions and career plans. A mentor can provide a student with personal support throughout the ups and downs of school life. This can reinforce a student's sense of resilience. As students learn new things, they may wish to discuss their ideas with someone who shares their interests. An experienced mentor can help them understand how the concepts they learn in the classroom will translate to the workplace. We are working collaboratively with the Care Leaver and EET Teams to develop a mentoring programme, the concept for which we are bringing to CSLT for approval.

We are growing our Designated Teacher (DT) CPD to include a DT Conference which will focus on many of these key areas and include workshops from some of our Dorset schools who have delivered great work for our young people over the last year.

We are also running a residential trip this coming year for an identified group of young people who are struggling to engage with their education. The trip is designed to focus on re-engagement with education, team building and building confidence using therapeutic support around resilience.



Denni Bagwell, Year 1

Personal Education Plan (PEP) Quality Assurance

The Virtual School uses a PEP quality assurance process for all PEPs. There are clear quality assurance criteria and training has been delivered to the Virtual School Team on what a good PEP looks like. Training has also been delivered to Designated Teachers and there is a strong focus on the PEP in the Virtual School Handbook.

All PEPs are peer Quality Assurance (QA) reviewed. The QA outcome appears on the PEP so that all involved in the PEP are able to see the grading and any feedback given. The QA process grades a PEP red (inadequate), amber (requires improvement) green (good) or gold (outstanding). Themed audits of PEPs review specific aspects of the school development plan, such as the quality of the use of the child's voice through person centred planning, are a central part of link governor monitoring. QA outcomes are fed back to the Full Governing Body Meeting for oversight. Governor oversight of our work with unaccompanied young people highlighted missed opportunities to set challenging targets and to consider the child's voice effectively. CPD was provided for the Virtual School Team around these areas and a follow up audit by the governors clearly saw the impact that this intervention had on the quality of PEPs with 100% of those sampled being graded as good or better. Similar auditing of the child voice and golden thread throughout the PEP document saw an increase in the quality of PEPs across the Spring and summer term.

The impact of the work to strengthen the PEP process can be seen in the PEP QA results with 90% of PEPs found to be good or better (83.8% 2020/21). The QA process has found a sustained improved performance during the year with 93% of PEPs being graded good or outstanding during the Spring and Summer terms and an increase in the number of outstanding PEPs awarded.

Wider learning from the PEP QA process has been:

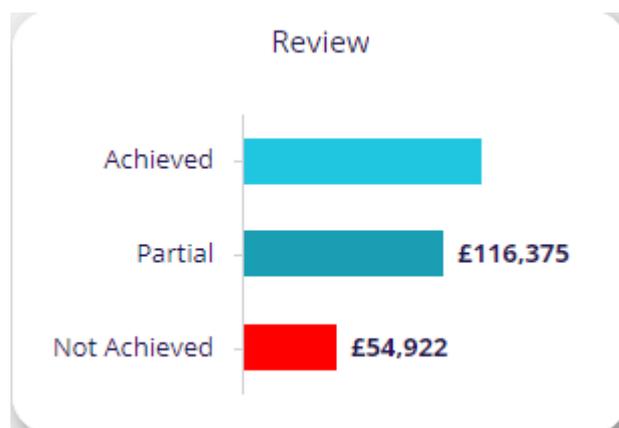
- To develop the child at the centre of planning, writing in the second person for PEPs
- To develop the number of child-led PEPs
- To consider the cultural identity of the child or young person in every PEP
- To increase the attendance of social workers and PAs to PEPs

Pupil Premium + Spend

A weekly Pupil Premium + panel evaluates the targets attached to funding for each child and young person with a robust financial tracker and monthly budget monitoring to ensure that effective practice is in place for our children and young people.

During 2021/22, £438,742 of interventions were approved with 69.59% being spent on secondary school children. The average pupil premium cost per child of PEP outcomes achieved was £898.65 (£491.31 per outcome). 57.66% was spent on academic achievement and progress, 7.62% on wider achievement, and 24.51% was spent on emotional health and wellbeing. Within the specific interventions, 42.01% was spent on 1:1 tuition whilst 11.58% were spent on social and emotional intervention.

Interventions that were set for our children during the summer term and will be fully assessed for the impact of their intervention by January 2022 so the evaluation of the impact of interventions for our children is based upon their Autumn and Spring targets.



76.1% of the interventions were either graded as met or partially met during the Autumn and Spring terms. Of the targets marked as not achieved 56.53% of these were tuition targets and analysis of this with VSLs has highlighted some schools marking tuition as not achieved in order to request additional funding at the next PEP.

Of the targets achieved, 59.5% was an intervention around academic tutoring, 23.2% was based around emotional and mental well-being and 8.5% based on wider achievement including visits, trips and musical intervention.

1.45% of interventions were classed as other and after scrutiny, these were miscoded. Further work during 2022/23 will ensure that the 'other' category is not used. Just 4.10% of spending was used for behaviour interventions and this is an area for the Virtual School to evaluate during the next academic year in relation to suspensions of our children as well as detailed monitoring of those children with 0 spends.

The Virtual School receives no funding from the DfE for post 16 young people. In order to be able to allocate funding the Virtual School's policy is to allocate some of the Year 11 funding to support good transition into post 16 and to support committed post 16 students who did not achieve their Key Stage 4 English and / or Maths in Year 11. In 2021/22, this funding has supported tuition for maths and English and laptops for young people.

Designated Teacher training

The Virtual School provides an extensive training and development programme via termly Designated Teacher training, new to the Designated Teacher role training and bespoke training on themes identified from cohort need.

During 2021/22, these have included:

- Using strength-based language in PEPs
- Reintegration post-exclusion and links to targets
- Understanding Early Years
- How to interpret the SDQ and put the right educational support in place
- Coaching fundamentals
- Person-centred planning and chairing effective PEP meetings
- Ensuring the child's voice is heard

Based on feedback from designated Teachers and the Virtual School, plans for 2022/23 training are underway with a SEND focus in the Autumn term and the first Designated Teacher Conference in January 2023 that will consider alternatives to suspensions, relational policies rather than behaviour policies and support for children post care.

(Years 11 and for those achieving qualifications post 16)

This award is based on achievement of significant success based on the child's/young person's own level of progress and ability (not necessarily A* grades). Awards will be given to those in Year 11 exceeding or achieving in line with their own ability. Awards will also be given for high achievement in other qualification exams.

Young people who are in post 16 education can also be nominated for achieving their apprenticeship, BTEC, A Levels, Degree or any other significant and meaningful qualification.

“ Jasmine, you have shown **Exceptional achievement** in getting to a stage where you have entered examinations for Functional Skills and GCSE's against a backdrop of placement moves and personal hurdles with attending education. ”

“ Jay, you just always try your hardest at school. You achieve so high in everything you do and you are very dedicated to your education. You have progressed amazingly well through year 12 and **should be very proud of yourself!** ”

“ Completion of your first year at college studying motor mechanics at a high level in an environment away from your family. Your **enthusiasm has shone through with everyone** you talk to about your chosen career path! Congratulations! ”

Celebrating Child Successes

The Virtual School has a strong focus on celebrating child successes and sharing these widely including with the extended Children's Services leadership team to ensure that our children's lived experience is in everyone's minds in a positive, strengths-based way and also to celebrate good practice from teams working with our children. Children's successes are celebrated weekly within the team, with each identified child receiving a £20 book voucher. During 2021/22, 126 children and young people were celebrated for a variety of reasons, including leading their PEP, accessing education full time after missing education for one term and taking part in the Jubilee celebrations for one UASC young person.

The positive acknowledgement of children's successes in the PEP meetings was recognised in governor monitoring as a strength of the PEPs. Additional celebration of child attendance over 95% is also in place to ensure that those with positive attendance are rewarded.

The 2022 Virtual School EPIC Awards (Exceptional People In Care) took place in July 2022 at Monkey World following young people's feedback around the type of event they would like. 105 children and young people were celebrated at this event with five children and young people having an additional celebration from the Virtual School Headteacher and Director of Children's Services.



Support For Our Unaccompanied Young People

We have seen a rapid increase in the number of unaccompanied young people during 2021-22 with 34 young people on roll by the end of July 2022. Feedback from young people centred around a desire to feel a part of the community and to immerse in the English language. In response, the Virtual School designed a handbook for our unaccompanied young people with input from the wider Children's Services Team, local stakeholders supporting our young people and unaccompanied young people themselves. Analysis of our cohort of young people led to the translation of the handbook into two main languages; Pashtu and Arabic and this is available for all of our unaccompanied young people to be utilised with their social worker and family to foster a sense of belonging. An additional 'Welcome Pack' has also been produced in conjunction with local stakeholders and young people, providing language learning resources and games that can be used within the family settings to encourage immersion in the English language. Each young person is also provided with a laptop and language tuition as part of their welcome package. Our Unaccompanied young people are funded during the summer holiday to take part in the International Care Network (ICN) summer package that focuses on language learning and community visits if they live locally to Bournemouth with 100% of the children living locally taking part in this offer. As a result of these interventions, 95% of our unaccompanied young people in year 11,12 and 13 have a college course to progress onto. The one young person without a course has since enrolled at an alternative provider during October 2022.

There are plans to build on the success of the unaccompanied young people welcome pack and handbook by translating the handbook into a further two languages and to develop further the skills within the virtual school team around celebrating and sharing the cultural identity of our young people in PEPs.

Support for Our Children Previously In Care

The Virtual School aims to ensure outstanding educational achievement for our children who have previously been in care. As part of this, we have implemented two handbooks; one aimed at supporting schools and settings and one designed to support families with key support and guidance around educational success for children who have previously been in care. These handbooks were designed using feedback from families, children and Aspire (our local adoption agency). We have designed a tracking system that monitors enquiries to the Virtual School that are allocated to locality based Virtual School Leads who provide support and guidance to families, schools and settings. As part of the monitoring, we have evaluated the types of queries that arise so that we can consider how best to develop our handbooks and targeted support further. We have developed an Evaluation Plan that schools and settings are encouraged to use as part of their ongoing monitoring of our children based upon the Personal Education Plan used whilst in care. Monitoring of this Evaluation Plan was undertaken in the summer term with positive responses about its usage. However, we would like to develop this tool further within 2022/23 to ensure its utility within all settings.

During the year, the Virtual School have supported 87 children, families and settings with initial queries around support children who were previously looked after. Attachment was found to be the biggest query followed by queries around data and funding.

There are plans to develop our work and support for our children previously in care during 2022/23 including further refinement of our tracking system so that we can ensure that our

categorisation of query allows more detailed analysis. Transition meetings for children applying for reception and year 7 are planned in conjunction with Aspire Adoption Agency and will provide support and guidance for parents with children in choosing their next steps. Further analysis and refinement of the Education Plan to ensure its utilisation will be undertaken.

Extended Role of The Virtual School

The Virtual School has extended its role to include the strategic responsibility for children with a social worker as per [Promoting the education of children with a social worker \(publishing.service.gov.uk\)](https://publishing.service.gov.uk). A Service Manager for Inclusion has been in post since January 2022. A plan has been implemented to ensure that there is high visibility of this group and that CPD is delivered to social workers and schools to help to understand this group of children's educational needs and that the robust plans for them go beyond their safety and to a focus on their educational progress.

So far, we have developed an Inclusion dashboard which highlights children with CIN and CP plans who are not in full-time education. This enables us to take swift and robust action to ensure they are returned to full-time education quickly. We hold fortnightly inclusion oversight board meetings which are multi-agency and prioritise children with a social worker. The board focuses on ensuring that rapid action is taken where a child is not in full time education. We also have weekly Inclusion Team Manager briefings where there is strong focus on children with a social worker who are not in full-time education.

We have delivered educational outcomes for children with CIN and CP Plans training to education and early help colleagues, locality social care teams and Quality Assurance Reviewing Officers. We have also completed a dip sample of CIN and CP Plans focused on educational outcomes which will inform further training. The aim is for all CIN and CP Plans to have clear educational targets alongside the safeguarding targets.

We are working with school and families to understand and resolve barriers to good attendance for families with a social worker so that legal intervention is only used as a last resort and where it is clear that it will change behaviour.

Permanent exclusions from Dorset schools reduced to 31 in the academic year 2021/22. This is a significant improvement on previous years, brought about through a whole system focus on good inclusive practice and building the skill and capacity of school staff to meet the needs of the children in their schools. This has included therapeutic thinking training, a relational practice forum and Local Inclusion Partnerships. Two permanent exclusions for two pupils with a CP Plan and three for pupils with a CIN plan were rescinded following support and challenge to the excluding schools from the extended Virtual School. Unfortunately, two children and young people with a CP Plan and six who had a CIN Plan were excluded. In the academic year 2021/22, there were 2217 suspensions involving 930 children. 26 (2.7%) of the suspended children had a CP Plan.

There are currently no children with a CP plan being electively home educated (EHE) and 13 who are identified as CIN. The children identified as CIN are prioritised for suitability checks to ensure that they are being educated in a safe environment, are receiving education that is suitable to their age and aptitude and are making progress. Where education is found to be unsuitable swift action is taken to return them to a school setting.

We have also decided to extend the role further to incorporate children who have involvement with the Youth Justice Service (YJS) to ensure that this high-risk group have strong visibility and are prioritised to ensure educational stability. A YJS officer attends the

Inclusion Oversight Board meeting to ensure there are robust plans in place for this group of children and young people.

Next steps include:

- Delivering training to schools on the teaching and learning of children with a social worker
- The development of an attendance plan to ensure that all Dorset children, including those with a social worker, have good school attendance.
- Development of an Inclusion Toolkit which will incorporate advice and guidance for schools in relation to vulnerable children
- We now hold a Learning Circle to reflect with all the practitioners following any Permanent Exclusion. The learning from these will be anonymised and shared.
- Children with early signs of risk of permanent exclusion or other off-rolling will be discussed at the Inclusion Board so that earlier intervention can be put in place. Children who have ever had a social worker will be prioritised within this process.
- We will ensure that the voice of young people with a social worker is central to their education planning.

Virtual School Projects

Young People In Care Conference

The Virtual School planned and delivered its first Young Person Conference at the Sailing Academy in Portland around aspiration, ambition and expectations. The Conference featured workshops for both the young people and their carers, enabling them to work together and also independently of each other. The growth in the young people's confidence and ability to engage with their own ambitions and strengths through the course of the day was palpable and their feedback indicated how much they all valued the day and recommended that we run it again.

The challenge we faced was encouraging families to attend. We have responded to the feedback to change the time of year, and plan to focus the next conference on Years 7 – 10. We will work more closely with schools and social workers to ensure that many more of our young people are able to access this opportunity in the coming year.

There are also plans to build on the success of these kind of events in 2022/23 with two residentials for targeted groups of young people, a creative writing week, an arts project culminating in an exhibition and an access to higher education event specifically for children in care.



Elsie-May Burgunder, year 4

Literacy Support

During 2021/22, the Virtual School supported 133 children and young people to have access to the Letterbox Literacy Club to encourage and foster a love of reading and to improve literacy. Feedback from this project was positive with one carer noting 'how thrilled and excited our young person was to receive his first Letterbox parcel yesterday. He has already started reading the joke book and has ear marked another for reading time. He has made use of most of the materials including the exercise book which he is using to record the results of the money game he insisted we play today after doing his homework'. Another child has said that "They are good because I like the books and instruments you get. I can share them with my teachers, my friends and my mummy and daddy."

During 2022/23, the Virtual School would like to be involved with the Imagination Library, a specific Early Years programme to improve literacy.



PALAC Project

The Virtual School partnered this year with University College London (UCL) to deliver their Promoting the Achievement of Looked After Children (PALAC) Project in eight Dorset schools. PALAC is a Knowledge Exchange (KE) programme that seeks to support practice in schools to improve outcomes for students in care. It originated as a result of the dearth of evidence available to support schools in developing practice for this group of children and young people. The collaborative relationship between practitioners in school and university researchers seeks to improve our collective understanding of how students in care can thrive in school.

We identified schools that covered all phases of education to be included in the trial. The programme engaged the schools and Virtual School in a collaborative year long programme through access to research findings, a comprehensive school audit tool and regular support from facilitators with research and school practitioner backgrounds. Participants had the opportunity to share and evaluate their findings at the end of the academic year.

A set of case studies is due to be published by UCL demonstrating the impact and learning from each of the projects. These have been incredibly successful and the school lead for each project will be sharing their work through workshops in the Designated Teacher Conference in January 2023. The Virtual School is planning to replicate the project with a new set of schools and to extend it to incorporate post 16 projects.

Big Bids

Following feedback from our colleagues within schools and settings around 'dream projects' if funding was available, the Virtual School implemented its Big Bids process for schools and settings to access between January and March 2022. This initiative encouraged settings to bid for funding to implement a project or creative idea that would support our children in care as a cohort within the school to achieve and be successful.

During this period 19 bids were received with 17 successful. Projects ranged from providing resources to support a well-being room within two schools, mentors for children in care, resources for an outdoor 'calm' space for children, differentiated reading resources that include resources around being in care and care experiences to training for whole staff groups around Lego therapy, total communication and support to set up a peer mentoring programme for children in care in schools.

Feedback from settings involved has been positive with school stating that the funding for therapy training has supported their children in care to have increased self-esteem and supported relationship building. The therapy provided a good platform on which to build transitions for school upon. Further feedback around mentoring for ten young people has 'developed good relationships with our primary and KS3 children in care. It is pleasing to note that the mentor is named by pupils on their PEP as their trusted adult and is their go to person. There is also fantastic transition work going on into new schools'.

Following the evaluation feedback from the schools involved and a presentation at the designated teacher training about its impact, we are offering the Big Bids during the Autumn Term 2022/23.

[Access to Trauma Informed Practice](#)

During 2021 – 2022, the Relational Practice team carried out further training for schools regarding attachment, trauma and relational practice including emotion coaching. This increased the number of schools involved with the relational practice group to 23 schools in Dorset across mainstream, specialist and learning centres.

Through half-termly training, the relational practice network have supported schools and settings with CPD on Transitions, Play, Language, Restorative approaches, Emotional regulation and PACE training.

To support relational practice and trauma informed practice in schools and settings, the Virtual School funded 28 schools and settings to have an annual membership to the Attachment Research Community group. This provides schools and staff with access to trauma informed research and publications as well as auditing tools to reflectively use within settings to support our children. This initiative has been supported through the relational practice monthly meetings. The Virtual School is part of the Southwest ARC community and will attend the national conference in October 2022 to further develop our own understanding and practice.

Further embedding of the ARC audit tool within schools will support self-evaluation and target setting to continue to drive forward improvement in attachment and trauma informed work. Planning is underway to encourage schools within the network to take a lead in facilitating network sessions to move towards more of a partnership model of working.

[Virtual School Council](#)

The Virtual School Council started in September 2021 to further engage with our young people in care and create a forum for their thoughts and ideas on the Virtual School. Currently the Virtual School Council has 14 members with plans to develop and grow this number further. In the academic year 2021-2022 there were five Virtual School Council events including the inaugural school council workshop and outdoor learning at a local outdoor education centre. Staff members from the Virtual School also attend the Family Foster days at Avon Heath, Branksome Beach and Carey Camp to develop relationships with our young people, carers and colleagues and utilise these meetings to hold Virtual School Council meetings. These events have enabled us to gain views from our young people which have included:

- Introduction of a council newsletter
- Networking opportunities
- Things to do in the local area/ clubs that are on
- Competitions
- Opportunities for other children (not in care) in foster families to take part in events

Our children on the Virtual School Council say that they 'want to work together to share our voice, have fun and make friends. We would love to meet every week rather than every half term so that we can make a difference'.

For this academic year the Virtual School Council plan is to grow and develop to increase the number of young people involved. There will be termly newsletters and events including an evening at Dorchester Museum, an event at the Weymouth and Portland Sailing Academy and a leadership and team building residential trip to a working farm. We will also be developing the role our young people play in the Virtual School including representation interview panels and meeting with Corporate Parenting Board. We will be working with our children and young people to develop opportunities they would like to see and training they can take part in.



Appendix 1: School Development Plan 2022/23

Priorities on a page: Dorset Virtual School Development Priorities 2022 – 23

AIM	To ensure that all Children in Care and Care Leavers are ambitious around education and are provided with the best support led by the child.		
STRANDS	Achieving educational stability	Improving how children are represented in our work	Developing opportunities for children to achieve their ambitions
PURPOSE	To provide children and schools the right support to enable full time stable education age 2 - 18	To provide children with the best support led by them	To provide high quality opportunities that lead to educational and employment success
12 MONTH GOALS	<ul style="list-style-type: none"> • Improve school transitions, particularly <u>cyp</u> with SEND • Eradicate use of reduced timetables • Eradicate use of suspensions • Eradicate number of children missing education • Develop mentoring system • Deliver Designated Teacher Conference and CPD programme 	<ul style="list-style-type: none"> • Develop person-centred approaches • Develop child-led PEPs • Represent and utilise the cultural identity of the child • Collect and respond to child feedback • Deliver ambitious plans for children in Early Years • Provide support for settings to better meet the needs of children previously in care 	<ul style="list-style-type: none"> • Identify and utilise most effective interventions • Raise the profile of celebration of child successes • Develop wider learning opportunities and positive experiences • Develop Virtual School Council's role • Develop strong transition support packages
OUTPUTS	<ul style="list-style-type: none"> • All <u>cyp</u> transition to new school successfully & within 2 weeks if moving in-year • 0 <u>cyp</u> on reduced timetables • 0 suspensions • 0 CME for longer than 2 weeks • 0 <u>cyp</u> in re-engagement AP for longer than 6 weeks • At least 85% Post 16 EET • At least 92% stat school age attendance 	<ul style="list-style-type: none"> • 100% PEPs using 2nd Person • At least 50% PEPs child-led • 100% PEPs consider cultural identity of child • Child feedback to VS Council informs practice • 100% EY PEPs good or better • At least 75% attendance of SW, PA and EYSAO at PEPs • At least 50% of schools surveyed have PLAC Education Plan in place 	<ul style="list-style-type: none"> • 0 use of 'other' category for interventions • 0 'No Spends' per child on PP+ • Every child is celebrated at least once during the year • Annual programme of events • VS Council influences and impacts on VS Development Plan • 100% year 11 have a post 16 pathway • 100% of year 13s have a university, employment or training offer

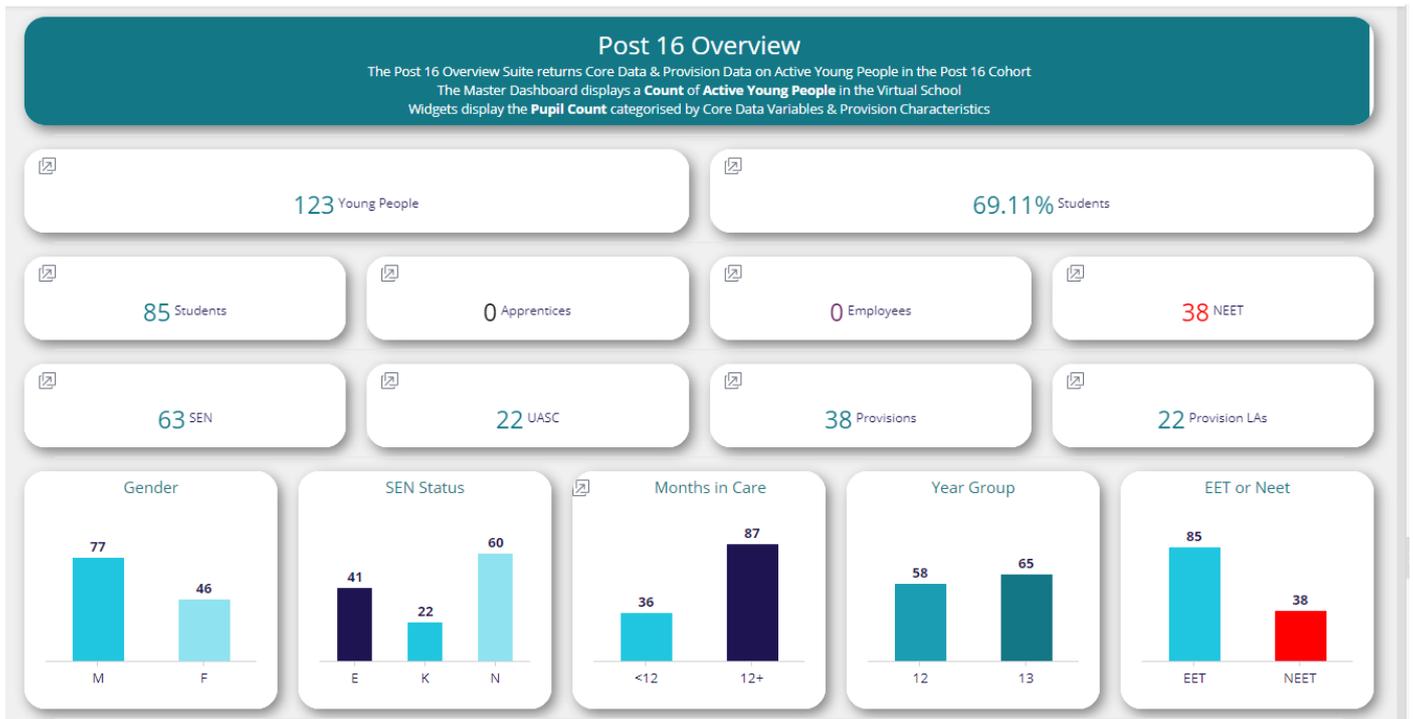
Appendix 2: Virtual School Cohort Statutory school age and Post 16 2021/22

Please note that the cohort details change regularly and therefore this is a snapshot in October 2022.

Statutory School Age Cohort



Post-16 Cohort



Appendix 3: Attendance for 2021/22

Attendance Trend

Year	Overall absence (%)	National figure
2019/20	13.4%	
2020/21	14.5%	
2021/22	11.43%	9.10%

2021/22 Attendance

2021/22 (Welfare Call data)	Overall attendance
Whole cohort	88.57%
Year 11 (50)	74.4%
Year 10 (40)	80.2%
Year 9 (36)	89.0%
Year 8 (39)	94.7%
Year 7 (23)	92.5%
Year 6 (17)	94.8%
Year 5 (16)	94.9%
Year 4 (23)	95.9%
Year 3 (16)	91.9%
Year 2 (12)	91.1%
Year 1 (14)	95.3%
Reception (14)	94.8%

2021/22 Persistent absence

2021/22 (Welfare Call data)	Persistent absentees below 90% (%)
Whole cohort	27.05%
Year 11 (50)	51.79%
Year 10 (40)	39.58%
Year 9 (36)	41.03%
Year 8 (39)	8.82%
Year 7 (23)	13.16%
Year 6 (17)	16.64%
Year 5 (16)	18.75%
Year 4 (23)	0
Year 3 (16)	33.33%
Year 2 (12)	18.75%
Year 1 (14)	0
Reception (14)	7.69%

2021/22 Unauthorised absence

2021/22 Unauthorised absence (National average ??%)	
Whole year average	2.90%
December 2021	2.54%
March 2022	2.37%
July 2022	3.68%

Appendix 4: Suspensions

Suspensions 2021/22

	Year	Episodes	Children	Male	Female
Primary	0	0	0	0	0
	1	0	0	0	0
	2	0	0	0	0
	3	10	5	4	1
	4	0	0	0	0
	5	2	1	1	0
Secondary	6	2	1	1	0
	7	5	3	2	1
	8	19	8	8	0
	9	56	11	8	3
	10	39	11	5	6
	11	36	11	7	4
Total		169	51	36	15

Suspensions by Cohort Educated in Dorset Schools (30 Children)

	Year	Episodes	Children
Primary	0	0	0
	1	0	0
	2	0	0
	3	4	2
	4	0	0
	5	2	1
Secondary	6	0	0
	7	0	0
	8	14	5
	9	37	5
	10	37	9
	11	28	8
Total		122	30

Suspensions by Cohort Educated outside Dorset Schools (21 Children)

	Year	Episodes	Children
Primary	0	0	0
	1	0	0
	2	0	0
	3	6	3
	4	0	0
	5	0	0
Secondary	6	2	1
	7	5	3
	8	5	3
	9	19	6
	10	2	2
	11	8	3
Total		47	21

Suspensions with SEN detail

SEN status	% of cohort	Episodes	Children	% suspended children
Education Health and Care Plan	23%	75	24	47.05%
SEN support	27%	66	19	37.3%
No SEN	8%	28	8	15.69%
Total		169	51	100%

Suspensions by ethnicity

Ethnicity	% of cohort	Episodes	Children	% suspended children
WBRI – White British	21.50%	158	46	90.19%
MWAS – White and Asian	100%	3	2	3.92%
WROM – Gypsy / Roma	100%	3	2	3.92%
OOTH – any other ethnic group	9.09%	5	1	1.96%