

REPORT TO: Children & Young People Policy & Performance Board

DATE: 13th November 2017

REPORTING OFFICER: Headteacher of the Halton Virtual School for children in care

PORTFOLIO: Children, Young People and Families

SUBJECT: The annual head teacher report on the educational outcomes of children in care 2016-17

WARD(S) All

1.0 PURPOSE OF THE REPORT

1.1 To provide PPB with the annual update of the educational outcomes for Halton children in care for 2016-17

2.0 RECOMMENDATION: That:

i) PPB note the information provided.

3.0 EXECUTIVE SUMMARY

3.1

Key Stage/ Outcome	Performance	Comment
Early Years Foundation		Halton children in care outperformed their non-care peers both locally and nationally.
Y1 Phonics		If data is disaggregated then Halton children in care outperformed their non-care peers both locally and nationally
Key Stage 1		Prior attainment of this cohort was not good at EYFS. However, although they did not perform as well as their non-care peers, 3 children did make accelerated progress for 3 children across Reading, Writing and maths and another 2 children made accelerated progress in Reading.
Key Stage 2	 Attainment  Progress	Prior attainment of this cohort was not good at KS1. Attainment of Halton children in care was not in line with their non-care peers. However, Halton children in care did make above the average expected progress for their prior attainment group.
Key Stage 4	 Attainment  Progress	Attainment of Halton children in care was not in line with their non-care peers. 5 young people have Progress 8 that were either broadly in line or positive.
Attendance		There has been a slight decrease in attendance across both Primary and Secondary phases. Key areas of concern are children placed with family on care orders, young people placed in residential care, and unauthorised absences.

Exclusions		There has been a positive reduction in both the number of Halton children in care receiving exclusions and in the number of days excluded. However, there is overall percentage receiving exclusions is still a concern.
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indicates good performance



indicates that there is some improvements but there is still concern



indicates this is an area of underperformance

4.0 SUPPORTING INFORMATION

4.1 Halton has a small number of children in care within each key stage cohort. This always makes comparison with the general population and year on year performance very difficult as each child in care has a high statistical significance. This makes both the gap and trend analysis volatile.

2016-17 saw changes to the way English and maths GCSE results are awarded from a letter grade to a point scale of 9 – 1. All other GCSEs remained as letters for this year but will also move to the same point scale from next year.

Halton Virtual School provide educational support and activities over and above those delivered through schools and use of Pupil Premium Plus. This support is available and offered to all Halton children in care regardless of whether they live or are educated in Halton or out of borough. A copy of this year's activity programmes is attached at Appendix 1.

4.2 The data provided within this report compares the performance of Halton children who have been in care for 12 months or more, to that of their non-care peers within each key stage.

Key to the tables:

Gap	Direction
Is comparing children in care performance this year with that of their non-care peers locally	 = Closed the gap from previous year
 = children in care out performed in comparison	 - Gap increased from previous year
 = children in care underperformed in comparison	Num = by how much from previous year

Within the tables:

CIC 12 mths+ = Halton children who have been in care for 12 months or more

H = all Halton children eligible to take the tests/GCSEs

What is a good outcome?

That a child has been in care for at least 12 months, living in a stable placement, with at least 90% attendance at a Good or better school, with no fixed term exclusions, and making at least sufficient progress in comparison to their non-care peers.

There is a glossary of terms used within this report in Appendix 2.

4.3 Early Years Foundation Stage Outcomes for Children in Care 2016 - 17

What is a good outcome?

A good outcome is that a child achieves the measure of a Good Level of Development (GLD)

Contextual information:

There were 5 children in the 12 mths+ care cohort. There were 3 boys and 2 girls. 3 children were educated in Halton schools. 2 are placed out of borough and had a placement move during this academic year as they have been placed for adoption with 1 having a school move as a result of the new placement. No other child had a school move or placement move during this academic year. 2 children are classified as requiring school SEND support. All children had attendance above 90% and none received fixed term exclusions. All 5 children attend schools rated by Ofsted as Good or better.

EYFS Outcomes	GLD	
Cohort	CIC	H
% Expected or Exceeded	80	61
Gap	+19	
Direction from previous year	↑	

Analysis shows that:

- Halton children in care have outperformed their non-care peers both locally and nationally (71%).
- All children achieved in line with the predictions on their Personal Education Plans.

Positive impact:

- 4 children had their personal Education Plans completed each term, with 1 child having a completed PEP for 2 terms. This has enabled appropriate support and targets to be put in place to improve their outcomes.
- 3 children accessed their Pupil Premium Plus funding each term which provides targeted educational support for children in care. The remaining 2 children accessed their Pupil Premium Plus funding twice in the academic year and both achieved their good level of development.
- Halton Virtual School has also provided Curiosity Book Shop parcels for 4 children and 1 child took part in a learning activity day.

For those who did not achieve expected outcomes:

- Only 1 child did not achieve a good level of development. Further analysis showed that the key areas for development are Personal, Social and Emotional Development and Number. These areas will be monitored through the next academic year's Personal Education Plan targets to ensure that all appropriate support is put in place.

4.4 Year 1 Phonics Outcomes for Children in Care 2016-17

What is a good outcome?

A good outcome is that a child will achieve 32 or more on the Phonics test.

Contextual information:

There were 10 children in the 12 mths+ care cohort. There were 6 boys and 4 girls. 6 children were educated in Halton. 3 children had a school move all of which were agreed due to a long term match with 2 moving to an out of borough school. However, none of the school moves resulted in time out of school. 3 children are living with family or parents, including 1 child who is living in Spain. 2 children had placement moves, with 1 child having 2 in the academic year. 3 children are on SEND support and 2 children have an EHCP and both attend Special Schools. With the exception of the child living in Spain and 1 child attending a Special School all children's attendance was above 90%. 8 children attend schools that are rated by Ofsted as Good or better. Of the remaining children, 1 is living in Spain and 1 attends a Halton school that is Requires Improvement.

Phonics Outcome	Threshold 32	
Cohort	CIC	H
% Achieved	60	71
Gap	-11	
Direction from previous year	↓	

Analysis shows that:

- 6 children achieved the Phonics threshold. Of the 4 children who didn't achieve it 1 is living in Spain and 2 attend Special Schools.
- If these 3 children are taken out of the cohort then the overall outcomes for Halton CIC is 86% which means that Halton CIC have outperformed their non-care peers both locally and nationally (81%)

Phonics Outcome	Threshold 32	
Disaggregated Cohort	CIC	H
% Achieved	86	71
Gap	+15	
Direction from previous year	↑	

- 1 child achieved 100% on the Phonics test with a further 3 achieving 39 marks.

Positive impact:

- 1 child has made accelerated progress in literacy from the Early Years Foundation Stage to achieve the Phonics threshold.
- 4 children had all 3 of their termly PEPs completed and 5 had PEPs across 2 terms. This has enabled appropriate support and targets to be put in place to improve their outcomes.
- 4 children accessed their Pupil Premium Plus each term, and a further 4 accessed it over 2 terms. This funding allows for targeted interventions to be put in place. 5 of these children achieved the Phonics Threshold. (2 who did not achieve this were in Special Schools but still accessed their funding)
- 4 children attended a learning activity day run by Halton Virtual School and 8 children received a Curiosity Book Parcel during Reception/Y1.

For the children who did not achieve expected outcomes:

- For those children who did not achieve the Phonics threshold, their literacy progress will be monitored through the targets on their termly PEPs.

- Halton Virtual School will provide additional literacy parcels to further support progress.

4.5 KS1 Outcomes for Children in Care 2016-17

What is a good outcome?

A good outcome is that a child will achieve the Expected Standard in each subject areas of Reading (R), Writing (W) and Maths (M) and in the 3 areas combined (RWM). This combined measure is new for this academic year.

Contextual information:

There were 14 children in the 12 mths+ care cohort. There were 2 boys and 12 girls. 9 children were in Halton schools. 3 children had a school move during this academic year, 2 because of a long term placement match and 1 to be placed for adoption out of borough. 3 children had placement moves during this academic year, 1 was placed for adoption and 2 were as a result of breakdowns (1 child experienced this twice). 3 children are placed with family, 1 of whom is living in Spain, and 1 child is in a residential provision due to medical needs. 4 children are receiving SEND support and 1 child is receiving Enhanced Provision for SEND. Apart from the child living in Spain, 11 children's attendance was above 90%. 9 children are attending schools that are rated by Ofsted as Good or better.

KS1 Subject Attainment	R		W		M		RWM	
	CIC	H	CIC	H	CIC	H	CIC	H
Cohort								
% Achieving Expected Standard	50	66	36	58	36	65	36	53
Gap	-16		-22		-30		-17	
Direction from previous year	↑		→		↑		↑	

Analysis shows that:

- Prior attainment of this cohort was not good; only 2 of the children achieved their Good Level of Development at the end of Reception, 11 were emerging in both Literacy and Maths
- Apart from the child living in Spain, all children achieved in line with the predictions on their Personal Education Plan for the combined measure (RWM).
- If the child who is living in Spain is disaggregated from the cohort the performance of Halton children in care improves as follows:

KS1 Subject Attainment	R		W		M		RWM	
	CIC	H	CIC	H	CIC	H	CIC	H
Disaggregated Cohort								
% Achieving Expected Standard	54	66	39	58	39	65	39	53
Gap	-12		-19		-26		-14	
Direction from previous year	↑		↑		↑		↑	

Positive impact:

- 3 children who did not achieve a Good Level of Development, had accelerated progress across all 3 areas – with 1 achieving Greater Depth in Maths and 1 achieving Greater Depth in Writing; 2 other children had accelerated progress across Reading based on their Early years outcomes.
- All other children were assessed as working towards the expected standard in all

subject areas.

- 8 children had completed Personal Education Plans across 3 terms, 5 children had completed Personal Education Plans over 2 terms.
- 6 children accessed their Pupil Premium Plus over 3 terms, 4 children accessed the funding over 2 terms and 2 children accessed it once in the academic year.
- 6 children have attended a learning activity day run by Halton Virtual School and 4 children have received Curiosity Book Shop parcels this year, with 5 children also receiving the parcels in previous academic years.

For those children who did not achieve expected outcomes:

- Further analysis will be undertaken to ensure that the appropriate support is put in place to enable the children to accelerate their learning. This will be monitored through the termly targets on their Personal Education Plans.
- Halton Virtual School will provide additional Literacy and Numeracy support to those children who were assessed as Working towards the Expected Standard.

4.6 KS2 Outcomes for Children in Care 2016-17:

What is a good outcome?

A good outcome is that a child will achieve the Expected Standard in each subject areas of Reading (R), Writing (W) and Maths (M) and in the 3 areas combined (RWM). The child must be Making Sufficient Progress in Reading, Writing and Maths from their prior attainment at Key Stage 1.

Contextual information:

There were 15 children in the 12 mths+ care cohort. There were 8 boys and 7 girls. 14 were educated in Halton schools. 1 child had a school move due to requiring specialist provision following an EHCP. 3 children had a placement move during Year 6. 2 children have EHCP and both attend a Special School; 3 have SEND School Support and 1 has Enhanced Provision. All children's attendance was above 95%. 12 children attended schools rated by Ofsted as being Good or better.

KS2 Subject Attainment	R		W		GPS		M		RWM	
	CIC	H								
Cohort										
% Achieving Expected Standard	53	69	60	72	73	75	53	70	47	56
Gap	-16		-12		-2		-17		-8	
Direction from previous year	↑		↑				↑		↑	

Analysis shows that:

- Prior attainment at Key Stage 1 was not good for this cohort –Level 2b+ was the previous expected standards across the subjects: 9 children did not achieve Level 2b+ in Reading; 11 did not achieve Level 2b+ for Writing; 8 did not achieve Level b+ in Maths; only 4 achieved the combined RWM at Level 2b+
- There was 1 child who achieved the expected standard in Reading and Writing but not in Maths; there was 1 child who achieved the expected standard in Writing

alone and 1 child who achieved the expected standard in Maths alone.

Progress is based on how the child performs in comparison to the children nationally who have the same prior attainment banding as them at Key Stage 1.

KS1-2 Progress	R		W		M	
	CIC	H	CIC	H	CIC	H
Cohort						
Progress score	+1.67	0.00	+2.32	-0.5	-0.28	-0.3
Gap	+1.67		+2.82		+0.02	
Direction from previous year	↑		↑		↑	

- In Reading, 7 children made up to 5 points progress above the average expected for their prior attainment group, 1 child made 13 points above and 1 child made 16 points above that of their peers.
- In Writing, 7 children made up to 5 points progress above the average expected for their prior attainment group and 3 children made up to 10 points or more above that of their peers.
- In Maths, 4 children made up to 5 points progress above the average expected for their prior attainment group and 2 children made up to 10 points or more above that of their peers.

There were 2 children who attended Special Schools and if these 2 children are taken out of the data the attainment is as follows:

KS2 Subject Attainment	R		W		GPS		M		RWM	
	CIC	H	CIC	H	CIC	H	CIC	H	CIC	H
Disaggregated Cohort										
% Achieving Expected Standard	61.5	69	69	72	85	75	61.5	70	54	56
Gap	-7.5		-3		+10		-8.5		-2	
Direction from previous year	↑		↑				↑		↑	

KS1-2 Progress	R		W		M	
	CIC	H	CIC	H	CIC	H
Disaggregated Cohort						
Progress score	2.33	0.00	3.05	-0.5	0.12	-0.3
Gap	+2.33		+3.55		+0.42	
Direction from previous year	↑		↑		↑	

Positive impact:

- 11 children had a Personal Education Plan completed each term and the remaining 4 had Personal Education Plans over 2 terms.
- 7 accessed their Pupil Premium Plus funding over 3 terms, 6 had the funding over 2 terms, 1 child accessed the funding only once and 1 child did not access it at all.
- 2 children have had additional tuition this year funded by Halton Virtual School.
- 2 have received Curiosity Book Shop parcels during this Key Stage. 2 have received additional tailored literacy and numeracy activity packs provided by Halton Virtual School.
- 12 children have accessed a learning activity day run by Halton Virtual School during this Key Stage, with 4 children accessing 3 or more.

For those children who did not achieve their expected outcomes:

- Targeted use of Pupil Premium Plus will be put in place through the Personal Education Plan to ensure that their progress is accelerated.
- They will also be targeted for additional personalised interventions from Halton Virtual School, including additional tuition, activity days, literacy packs.

4.7 **KS4 Outcomes for Children in Care 2016-17:**

Explanatory supporting information:

As stated in previous annual reports, it is important to note when reviewing the performance of our Key Stage 4 cohort that national research indicates that there are numerous factors that have a statistically significant negative impact on the educational outcomes for children in care as compared to the school population as a whole. These include:

- Poorer prior attainment at Key Stage 2,
- Overrepresentation within those pupils who have additional and SEND needs,
- The length of time they have spent living away from their family
- Greater instability both at home and in school,
- Higher levels of unauthorised absence and exclusions resulting in lost learning time.
- Higher levels of emotional, behavioural and mental health needs,
- Continuing birth family issues and anxieties which impact on their ability to concentrate and focus on their learning.

The national statistical analysis shows that the impact of these characteristics means that outcomes for children in care will always result in a difference in attainment. Therefore, there is an increasing focus on reviewing the progress of children in care from their point of entry into the care system.

GCSEs in England have had a new grading scale this year for English and Maths. Grade 9 is the highest grade with grade 1 being the lowest awarded. Grade 5 and above is considered to be a strong pass and grade 4 and above a standard pass.

For this year the other GCSEs have remained on the letter grading system as in previous years. However, from next year, GCSEs will begin to move to the new 9 to 1 grading scale. This means that it is difficult to compare this year's results with previous years.

Attainment 8 and Progress 8 have continued to be other key indicators of performance. Attainment 8 is calculated across 8 subjects, which in reality is 10; English (double weighted), Maths (double weighted), 3 best EBACC grades plus 3 best other GCSE or equivalent grades. The grades are converted to points and the sum is calculated to give the average attainment 8 score. Progress 8 is the progress made by the pupils on their attainment 8 subjects. Pupils' progress is measured against all other pupils nationally whose prior attainment at Key Stage 2, was the same. Progress 8 is a value added measure, therefore, the national average for mainstream pupils is zero. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.

What is a good outcome?

A good outcome is that a young person will have achieved English (E) and Maths (M) at grade 5 and above; and that they will have achieved highly on Attainment 8 and have a positive Progress 8 score.

Contextual information:

There were 13 young people in the 12 mths+ care cohort. However, 6 had been in care for less than 3 years. There were 7 boys and 6 girls. 2 young people had a school move during Key Stage 4 and both were as a result of Court granted secure orders. 3 young people had a placement change during Year 11, with 2 young people having 3 moves and 1 young person having 2. 2 young people were placed in semi-independent living just prior to the examination period, and a further 5 have been in residential provision throughout Year 11. 3 young people had missing from care episodes during Key Stage 4. 1 young person has had CSE issues; 4 were involved with YOS;

3 young people have and EHCP, all for SEMH issues and an additional 6 were receiving SEND support. 6 young people had attendance below 90%; 2 had periods of fixed term exclusions. 6 young people were in Special Schools or independent schools, 4 of which were out of borough. 3 young people were educated in out of borough provisions. 4 young people attended provision where they were not able to access the full range of Key Stage 4 qualifications, but the provision did meet their overall needs. 11 young people were provision rated by Ofsted as being Good or better.

KS4 GCSE outcomes	E 5+		E 4+		M 5+		M 4+		EM 5+		EM 4+		EBacc	
	CIC	H	CIC	H	CIC	H	CIC	H	CIC	H	CIC	H	CIC	H
Cohort	23.1	49.7	46.2	69.2	7.7	37.3	30.8	62.4	7.7	30.4	30.8	55.3	7.7	26.5
% Achieved														
Gap	-26.6		-23		-29.6		-31.6		-22.7		-24.5		-18.8	

There were 2 young people who were placed in Scotland and therefore did not take the English examinations. If they are disaggregated from the cohort the results are as follows:

KS4 GCSE outcomes	E 5+		E 4+		M 5+		M 4+		EM 5+		EM 4+		EBacc	
	CIC	H	CIC	H	CIC	H	CIC	H	CIC	H	CIC	H	CIC	H
Disag Cohort														
% Achieved	36.5	49.7	54.5	69.2	9.1	37.3	36.4	62.4	9.1	30.4	54.5	55.3	9.1	26.5
Gap	-13.2		-14.7		-28.2		-26		-21.3		-0.8		-17.4	

Analysis shows that:

- 4 young people achieved a positive Progress 8 score, with a further young person being broadly in line with the expected progress made for the same young people in his prior attainment group.
- Of those who did not achieve a positive Progress 8 score, 2 were in secure accommodation in Scotland, 3 did not take 8 GCSEs.

- Further analysis has shown that 54.5% achieved at least 5 good GCSE passes, with 2 young people achieving 8 and 1 young person achieving 11.
- With regards to Attainment 8 the Halton average was 45.5 points and the average for Halton CIC was 44 points.
- At the time of writing this report there is no overall Halton Progress 8 data.
- 45.5% of the overall cohort achieved in line with the overall predictions on their Personal Education Plan, with Maths being the main reason others did not achieve their predictions. 5 young people did achieve better than predicted in English or Maths.

Positive impact:

- 8 young people had a completed Personal Education Plan for 3 terms, and 4 had completed Personal Education Plans over 2 terms. This has enabled appropriate support and targets to be put in place to improve their outcomes.
- 4 young people access their Pupil Premium Plus funding each term, and 4 accessed the funding over 2 terms. This has enabled targeted interventions to be put in place to improve their outcomes.
- Halton Virtual School has provided 1:1 tuition for 6 young people in line with their requests; this was over and above anything provided through Pupil Premium Plus or school. 4 young people have accessed learning activities provided by Halton Virtual School during Year 11 and a further 4 accessing support from the Virtual School during their time in care.

Post 16 progression:

- Of the 13 young people in the 12mth+ cohort, 11 have an identified positive destination for September, including 1 who has already started an apprenticeship. 1 is currently still in secure accommodation.
- Halton Virtual School is working with MPloy to ensure continued engagement of all and to secure provision for the 1 young person who has not identified their Post 16 pathway.
- Halton Virtual School has developed a new programme called 'Passport to Success' which focuses on supporting young people to continue their engagement in Education, Employment and Training and to work towards future career aspirations.

4.8 Attendance and Exclusions Outcomes for Children in Care 2016-17:

What are good outcomes?

Attendance should be above 90% as any figure below this is classed as Persistent Absence. No child in care should be Permanently Excluded and any Fixed Term Exclusion should be used as a last resort. .

Attendance contextual information:

Primary	Overall	
	12mth +	All CIC
Cohort Size	64	96
Average %	96.06 ↓ - 1.66	95.96
No <90% (PA)	5 (7.8%)	4

No <95%	5	10
No 100%	9	9

Secondary	Overall	
	12mth	All CIC
Cohort Size	65	80
Average %	87.8 ↓ -2.42	86.9
No <90% (PA)	18 (27.7%)	26
No <95%	7	11
No 100%	12	13

Analysis shows that:

For Primary

- There has been a slight decrease in the average attendance with 5 children classed as persistently absent from school. This includes 2 children from the same family who are placed at home on care orders, one of whom has been at high risk of permanent exclusion due to very challenging behaviour. The main reason for the other children's absence is illness.

For Secondary

- There has been a decrease in the average attendance and an increase in persistent absence.
- Of the 18 young people who are classed as persistently absent, 16 are in Years 9 – 11 and 12 are placed in residential provision, with a further 3 being placed with family.
- 11 are educated in out of borough schools (10 special schools).
- 2 young people have also had periods in secure provision over the academic year and 3 have had periods of being missing from care.

For the combined phases

- Overall average attendance for children who have been in care for 12mths+ = **91.9%**, a decrease of **↓1.47%** from the previous year.
- The percentage of children with attendance below 90% = **17.8%** which is a dip in performance of **↓7%** from the previous year.

Exclusions contextual information:

Analysis shows that for Primary:

Primary	Overall	
	12mth	All CIC
Overall Cohort Size	64	96
No days FT Ex	No of yp	No of yp
0	63	93
1-2	0	0
3-5	0	1
6-10	0	0
11-15	0	1
16-20	0	0
20+	1	1
Total No having 1+ FT Ex	1	3
% having 1+ FT Ex	1.6%	3.1%

- It is very unusual for Primary Halton children in care to receive fixed term

exclusions. Those children who have received fixed term exclusion have all attended Halton schools, have been living with family, and received the exclusions following extremely challenging behaviour. Bespoke support packages were put in place to stabilise their provision.

- 2 of the children were new into care and from the same family.
- 2 children are now undergoing statutory assessment for Social, Emotional and Mental Health needs.
- There has been a reduction of 0.7% in the percentage of the overall Primary cohort.

Secondary:

Secondary	Overall	
	12mth	All CIC
Overall Cohort Size	65	80
No days FT Ex	No of yp	No of yp
0	51	65
1-2	7	3
3-5	1	2
6-10	3	3
11-15	2	2
16-20	1	1
20+	1	1
Total No having 1+ FT Ex	14	15
% having 1+ FT Ex	21.5%	18.75%

Analysis shows that:

- There has been a positive reduction in both the number of young people receiving exclusions (2 in the 12 month cohort and 4 in the all CIC cohort) and the number of actual days excluded (reduction of 73.5 days).
- There were 10 young people in Key Stage 4, 7 of who are in Year 10.
- 6 young people have been attending Halton Schools, and they tended to receive the lower number of days excluded.
- Of those in out of borough provision, 5 were in Special or Independent school with an EHCP for SEMH.
- 11 of the overall total receiving exclusions were male.

Strategies to improve attendance and exclusion rates:

- Halton Virtual School commissioned a bespoke intervention programme (PHEW) from Young Addaction, targeted at Y9 boys who were at risk of being excluded and disengaging from school. The impact has been positive with none of the boys taking part receiving any more exclusions. Feedback from schools shows that the boys also engaged more positively in their learning.
- Halton Virtual School has commissioned a bespoke intervention programme to promote positive self-esteem and self-regulation for Year 8 and 9 girls (GLAM). This focused on developing positive relationships and aspirations to improve engagement and reduce possible exclusions. The feedback from the girls and schools has been positive, with evidence that the girls involved are more able to utilise strategies to regulate their behaviour and have increased confidence in

different situations.

- Halton Virtual School has also commissioned bespoke targeted mentoring support for those children at high risk of permanent exclusion and this has led to a reduction in the young people's challenging behaviour and greater engagement in their learning.
- Attendance and exclusions continue to be monitored on a daily basis by Halton Virtual School and support is provided to address any issues, including referrals to Psychologists and commissioning specialist assessments.
- Halton Virtual School has delivered a range of training sessions for Designated Teachers to increase awareness and improve practice in meeting the needs of children with attachment difficulties. A specialist consultant has also been commissioned to support individual schools where children were experiencing high levels of emotional and behavioural difficulties due to their attachment issues.
- Pupil Premium Plus has been targeted to support young people who are not attending or at risk of exclusion.

Further developments for 2017-18:

- Halton Virtual School will continue to commission both the PHEW and GLAM projects as outlined above.
- Halton Virtual School and Health Improvement Team are providing activity days for young people in KS2 – 4 to address their concerns around mental health issues and to develop positive strategies to self-regulate.

4.9 Whole School Developments 2017-18

- There will be a comprehensive training programme delivered by Halton Virtual School for all Designated Teachers to help increase school's capacity to meet the needs of children in care in their schools. This will include the development of 1 page Attachment Profiles that will be aimed at reducing barriers to children making progress.
- Halton Virtual School have established an At Risk Register, identifying children who are at risk of not making progress due to multiple factors. This register will be used to work with schools, social workers and foster carers, to reduce barriers to learning and improve outcomes.
- Halton Virtual School will be increasing the range of activity days that it provides to all children in care to support their learning and skill development.
- In addition to the existing learning interventions provided by Halton Virtual School, we are exploring commissioning Sound Training, a company that works with children from Reception age through to adults, to improve reading skills. We are also looking to fund Accelerated Reader and Maths programmes within schools that have children in care who are not making progress through their current Pupil Premium Plus interventions.

5.0 POLICY IMPLICATIONS

- 5.1 Please see other implications below regarding national policy changes both current and future.

6.0 OTHER/FINANCIAL IMPLICATIONS

- 6.1 Due to changes in the National Schools Funding formula Pupil Premium Plus for children in care will rise from £1900 to £2300 from April 2018. Although this is an increase in the total amount of funding allocated through Pupil Premium Plus it is in actual fact a reduction of £1117 in the overall funding that children in care have received over previous years. This is because Halton Schools were given an additional £1517 per child in care in their schools to support them in meeting their needs.
- 6.2 Halton Virtual School also continues to use the Personal Education Allowance funding that the Council provides as Corporate Parents. This funding is vital in supporting the learning activity programme and the personalised interventions that the children receive over and above those funded by Pupil Premium Plus.
- 6.3 Halton Virtual School are looking to provide additional employment and training opportunities for Care Leavers through access to apprenticeship opportunities and also work programmes. There are funding implications for both of these options that the Virtual School will need to monitor to see if they are viable and can be sustained in the longer term.
- 6.4 Given the changes in assessment and curriculum in both phases this will continue to impact upon how attainment and progress are to be monitored and measured. Halton Virtual School continues to work with both Primary and Secondary school colleagues to ensure that the Personal Education Plan is completed on a termly basis. However, further work needs to be done in order to provide overall comparisons against expected outcomes.

7.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

7.1 Children & Young People in Halton

The educational attainment of children in care remains a key priority for the Council.

7.2 Employment, Learning & Skills in Halton

If children in care do not achieve their expected educational outcomes there is a high risk that they will become NEET and therefore not achieve employment which fulfils their aspirations or enables them to be active participants in the community.

7.3 A Healthy Halton

Research has demonstrated that issues related to the emotional health and well-being has a significant impact upon the educational outcomes for children in care. Timely and effective services are vital in providing emotional support for our young people to enable them to have positive engagement in their learning and achieve their potential.

7.4 A Safer Halton

Due to their lived experiences children in care can be at higher risk of child sexual exploitation, and episodes of missing from care or school. Research does indicate that

these factors all have a negative impact upon educational outcomes for our children and young people in care. Therefore, all agencies need to provide proactive support in order to keep children in care safe.

7.5 Halton's Urban Renewal

None identified.

8.0 RISK ANALYSIS

8.1 If the outcomes for our Halton children in care do not improve then there is a continued risk that they are more likely to become NEET and not become active and positive partners in their community.

9.0 EQUALITY AND DIVERSITY ISSUES

9.1 Children in care continue to be a vulnerable group whose life experiences of trauma, neglect and abuse mean that they have not had the same start in life as other young people.

10.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

None.