



# Autumn Conference 2019

Tuesday 12<sup>th</sup> November, The Fuse Prudhoe

Wednesday 13<sup>th</sup> November, West Hartford  
Fire Station Cramlington

Thursday 14<sup>th</sup> November, Berwick  
Workspace Berwick

1. Does the designated teacher have the capacity to fulfil their role?



# Role of the designated teacher

**Lead responsibility for ensuring school staff understand the things which can affect how looked-after and previously looked-after children learn and achieve ie that all staff:**

- have high expectations and set targets to accelerate progress
- are aware of the emotional, psychological and social effects of loss and separation – attachment awareness
- see looked-after and previously looked-after children as individuals and show sensitivity
- appreciate the importance of the PEP
- high level of understanding of role of social workers, VSHs and carers
- for previously looked-after children, involve parents or guardians



Contribute to development and review of whole school policies

Be a source of advice for teachers

Work directly with looked-after and previously looked-after children and their carers, parents and guardians

Lead responsibility for PEP

Close working with the Designated Safeguarding Lead (DSL)

Day to day role

# A year in the life of a designated teacher



Autumn term	Spring term	Summer term
Review Outcomes	Review Outcomes	Review Outcomes
Submit for PP+	Submit for PP+	Submit for PP+
Complete Progress Review	Complete Progress Review	Complete Progress Review
Attend Virtual School Autumn Conference	Attend Virtual School Spring Conference	Attend Virtual School Summer Conference
Induction of newly arrived looked after children	Ensure additional support is in place for test/exam period	Arrangements for GCSE results day
Write annual report	Involve ESLAC in transition visits for pupils changing phases/schools	Confirm Outcomes for new academic year/September



**EHCP review • LAC review • PEP review (6 monthly, multi-agency) • Take action (within 2 weeks) if PEP QA is red •  
For Year 10, arrange careers' guidance interview and upload action plan to PEP**

2. Are needs well known  
and met effectively?



## A vibrant, stylized illustration of a human head in profile, facing left. The interior of the head is orange and contains three interlocking yellow gears of different sizes. Surrounding the head are numerous circular icons representing various fields of study: science (microscope, DNA helix, atom, globe), mathematics (gears, numbers, percentages), art (palette, musical notes), and general education (book, pencil). The background is white with scattered small icons and symbols. In the bottom right corner, there is a large, bold, yellow letter 'G'.

# Attachment Aware Trauma informed Emotion-coaching

# GRADUATED APPROACH



In respect of looked-after children, the designated teacher should ensure that:

- children's PEPs work in harmony with their EHC plan to, coherently and comprehensively, set out how their needs are being met.  
.....Equally, the child's care plan, including PEP, should feed into the care assessment section of the EHC plan

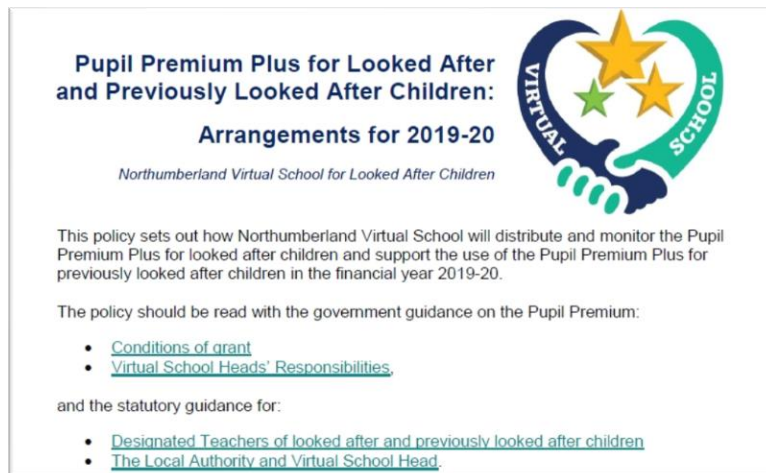
- with the help of the VSH, they have the skills to identify signs of potential SEN issues, and know how to access further assessment and support where necessary, making full use of the SENCO and local authority support team where applicable.



3. Is the Pupil Premium Plus having maximum impact?



# Pupil Premium Plus Policy 2019-20

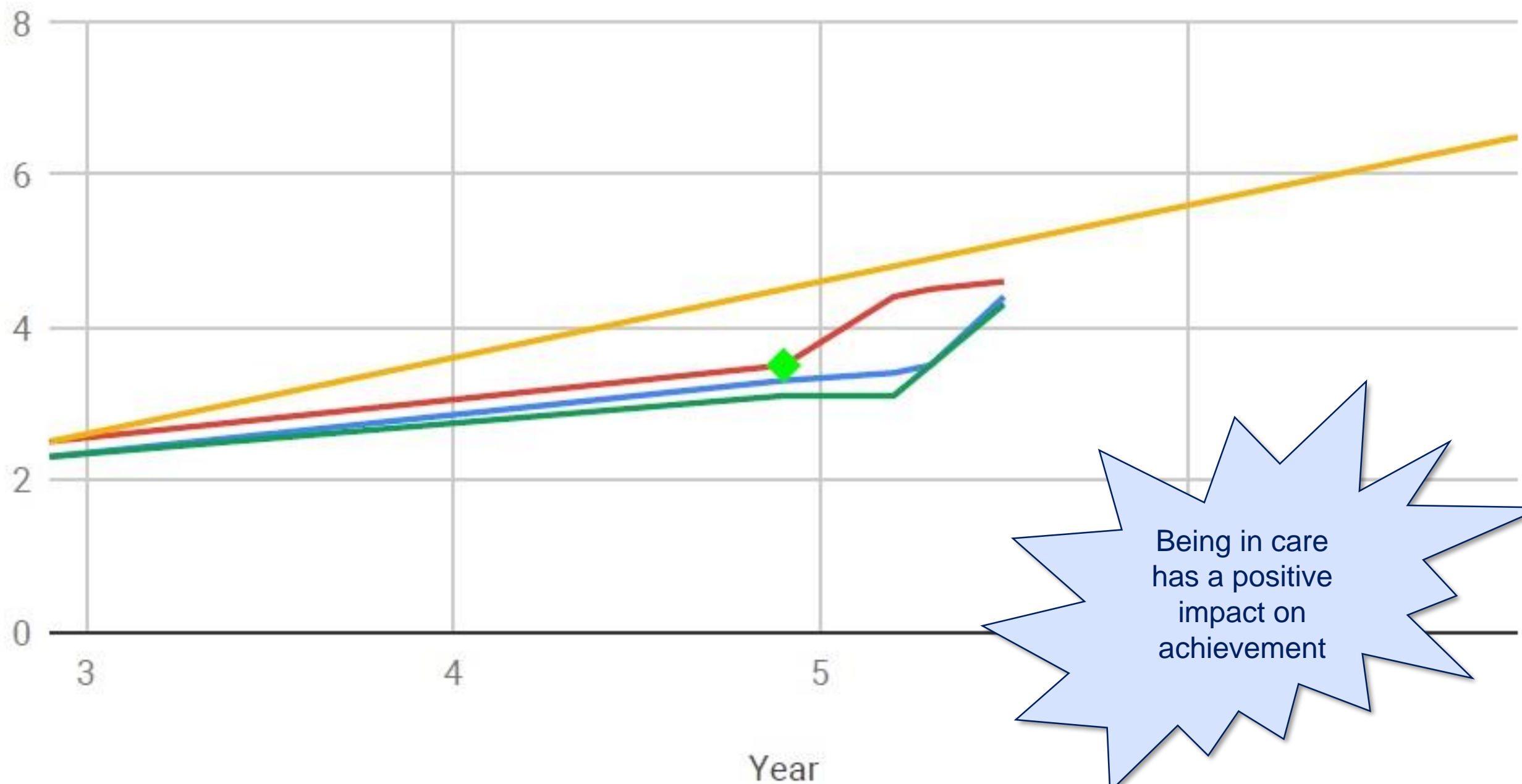


- The Virtual School will retain £700 of each £2300 grant
- Schools will receive:
  - **3 x instalments of £400** where there is evidence that the outcomes in the PEP have been reviewed by the designated teacher every term
  - **2 x instalments of £200** when the 6 monthly multi-agency PEP reviews have taken place (arranged by the designated teacher)

4. Are pupils kept on track?

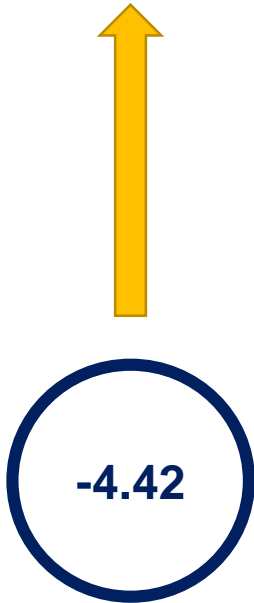
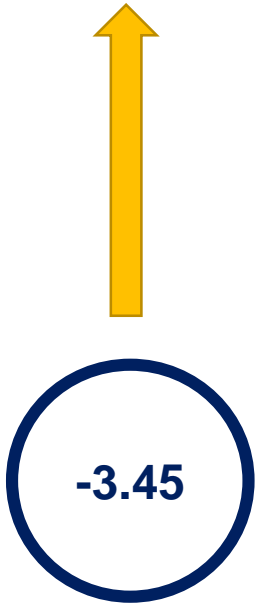
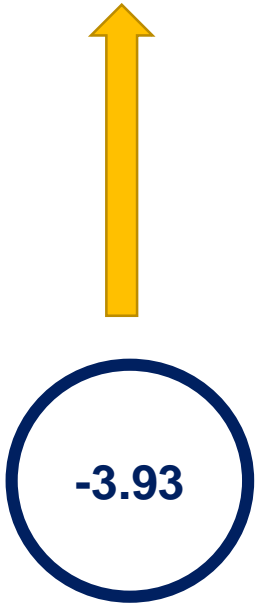


■ Writing points ■ Maths points ■ ARE ■ Reading Points



# 2018 Key Stage 1 to Key Stage 2 Progress

	Cohort	Avg. KS1 Pt Score	READING				WRITING				MATHS			
			Cover.	Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	Prog. Score ≥0	Avg. Prog. Score	Conf. Int.
National (CLA)	3,110	12.6	93.0%	50.0%	-0.13	±0.22	95.0%	50.0%	-0.82	±0.21	93.0%	48.0%	-0.76	±0.20
DfE Region - North East (CLA)	210	12.6	95.0%	52.0%	+0.29	±0.83	98.0%	56.0%	-0.10	±0.79	96.0%	56.0%	+0.14	±0.75
Local Authority - Northumberland (all schools)	3,349	16.1	96.9%	52.7%	-0.08	±0.21	97.6%	54.9%	+0.24	±0.20	97.0%	47.7%	-0.45	±0.19
Virtual School - Northumberland	10	13.8	80.0%	37.5%	-3.93	±4.15	90.0%	44.4%	-3.45	±3.75	80.0%	37.5%	-4.42	±3.76



5. Does the school think the PEP is good enough?

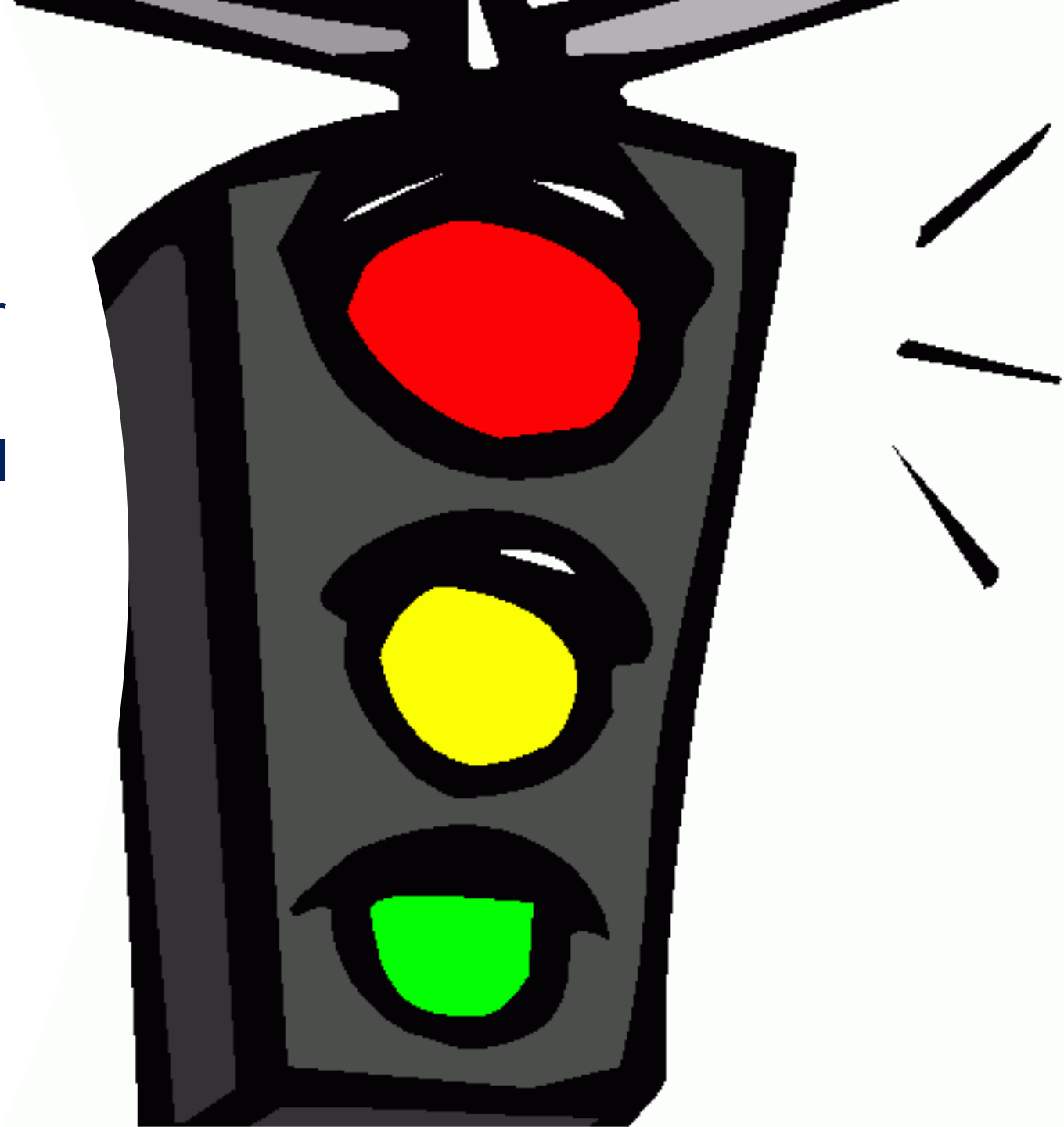


The designated teacher would normally have overall responsibility for leading the process of target setting for looked-after children in school, should monitor and track how their attainment progresses, and ensure that identified actions are put in place. The designated teacher will help the school and the local authority that looks after the child to decide what arrangements work best in the development and review of the PEP.

*(para 29, page 18)*



- Have the teachers who teach the looked after child seen their PEP?
- What judgement has the Virtual School made about the PEPs you are responsible for through the quality assurance process?
- Is there an understanding of corporate parenting?



6. Are expectations high enough?





- 62.5% of children achieved a good level of development in the **Early Years Stage** in 2019 which is significantly better than last year (25%). This is better than the regional achievement of 52% and much better than the national achievement of 49%.
- At **Key Stage 2** 50% of our looked after children met the expected standard in the combined measure of reading, writing and maths (from 30% in 2018). This is better than looked after children in our region (49%), and nationally (36%) and is getting closer to the achievement of non-looked after children in Northumberland (66.5%).
- Three care leavers took **A'levels**, they all passed and will continue in education - two for university degrees and one a foundation course at college.
- A record high number of five care leavers achieved university degrees
- No looked after children have been **permanently excluded** from school since 2008.

- At **Key Stage 1** some pupils achieved age related expectations in either reading, writing, maths or science, but no pupils met that standard in the combined measure.
- 50% of looked after children achieved the **Phonics** standard, which is lower than the previous year (75%) and the national average of 64%.
- 3 pupils, or 12% of the **Key Stage 4 cohort** achieved a grade 4+ in English language and maths GCSEs (the Basics), which is lower than in 2018 and much lower than regional and national averages for looked after children
- Most recent DfE data for 2017/18 shows that at least 17.33% of looked after children had at least one fixed term exclusion which is higher than the year before (13.82%).
- 63% of our looked after children were on roll at **Good or Outstanding schools** during 2018-19, which is an increase from 58% last year.



7. What can our data do for you?



# Teams and services

## Education Support for Looked After Children

Support for children

Support for Designated Teachers

Management of  
Pupil Premium Plus

Quality assurance of PEPs

## Education Welfare

School attendance

Children missing education

Elective home education

Licenses for children in  
entertainment and employment

Quality assurance of alternative  
providers

## Schools' Safeguarding

EOTAS health needs tuition

Safeguarding standards in  
schools

Front door to support services

Training of Designated  
Safeguarding Leads

Relevant agency of the NSSP

# Challenges – some examples

More looked after children making better than expected progress

Outcomes at KS4 for looked after children

Provision for pupils who struggle to engage with a mainstream curriculum eg no KS4 PRU, geography of Northumberland

Making up for disruptions to learning (ACEs) before entering care

# Pupil on a page

Available January following results (national pupil database upload)



**Primary School**

UPN:		Mobile:	No	Estab. No.:	
DOB:	31/01/2007	Prior Att Band:	High	URN:	
SEN:	SEN Support	Ethnicity:	White - British	LA:	Northumberland
FSM6:	No	Language:	English	Ofsted:	Good (25/04/18)

## CLA

Periods Of Care	Latest Period of Care				Strengths & Difficulties Questionnaire		
	Starting Age	Placements	Duration	12 Months+?	Year	Score	Defer Reason
1	3	2	2,626 days (7y 2m)	Yes	2018	8/40	-

## ATTAINMENT & ASSESSMENT

### TESTS

	Mark1	Mark2	Mark3	Total	Scaled Score	Special Cons.	Outcome
Reading	40	-	-	40	110	No	Achieved Std.
Maths	33	28	27	88	107	No	Achieved Std.
GPS	39	16	-	55	109	No	Achieved Std.

### TEACHER ASSESSMENTS

	Outcome
Reading	Expected Std.
Writing	Greater Depth
Maths	Expected Std.
Science	Expected Std.

## PROGRESS

### PRIOR ATTAINMENT (KS1)

KS1 Reading	3
KS1 Writing	3
KS1 Maths	3
KS1 Avg. Point Score	21.00/27
Prior Att. Group	23/24

### PROGRESS SCORES

	Predicted SS	Actual SS	Prog.Score
Reading	112.55	110	-2.55
Writing	110.15	113	+2.85
Maths	111.87	107	-4.87



# SDQs

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- The **Strengths and Difficulties** Questionnaire (**SDQ**) is a brief emotional and behavioural screening questionnaire for children and young people. The tool can capture the perspective of children and young people and their teachers.
- Of the looked after pupils in the virtual school that have been assessed, the scores are:
  - 0 - 11 Very close to Average score **46%**
  - 12 - 15 Slightly Raised Score **14%**
  - 16 - 18 High Score **10%**
  - 19 - 40 Very High Score **30%**



## KS2 Test Summary (AAT)

AAT 2019 | In Care



*Compares LAC  
with all other  
pupils*

LA

Subject	Cohort	No SS	N	80-89	90-99	100-109	110-114	115-120	Scaled Score Distribution	Avg SS	<Exp	≥Exp	High
Reading	19	4	0	1	2	10	1	1		104.3	7	12	2
GPS	19	4	0	0	3	5	4	3		106.5	7	12	7
Maths	19	4	0	0	2	10	2	1		104.7	6	13	3
Writing TA	19	-	-	-	-	-	-	-		-	7	12	3
RWM	19	-	-	-	-	-	-	-		-	6	11	1

School  
on a  
page



## KS2 Test Summary (AAT)

AAT 2019 | In Care

Subject	Cohort	No SS	N	80-89	90-99	100-109	110-114	115-120	Scaled Score Distribution	Avg SS	<Exp	≥Exp	High
Reading	1	0	0	0	0	1	0	0		104.0	0	1	0
GPS	1	0	0	0	0	0	1	0		113.0	0	1	1
Maths	1	0	0	0	0	0	1	0		110.0	0	1	1
Writing TA	1	-	-	-	-	-	-	-		-	0	1	0
RWM	1	-	-	-	-	-	-	-		-	0	1	0



## KS1 Benchmark (CLA) (Keypas)

2019 | Statemented, SEN Support, Education, Health and Care Plan | CLA 12 Months

LAC with SEND

	Cohort **	CLA Matches	READING		WRITING		MATHS		SCIENCE		RWM*	RWMS*
			<EXS	≥EXS	<EXS	≥EXS	<EXS	≥EXS	<EXS	≥EXS	≥EXS	≥EXS
NCER National (CLA)	720	100.0%	71.0%	27.0%	82.0%	16.0%	74.0%	24.0%	64.0%	34.0%	13.0%	13.0%
Local Authority - Northumberland (all schools)	513	1.0%	62.0%	36.8%	72.3%	26.5%	57.5%	41.3%	54.2%	44.2%	23.6%	23.0%
Virtual School - Northumberland	4	100.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	75.0%	25.0%	0.0%	0.0%



## KS1 Benchmark (CLA) (Keypas)

2019 | No recorded SEN | CLA 12 Months

LAC with no SEND

	Cohort **	CLA Matches	READING		WRITING		MATHS		SCIENCE		RWM*	RWMS*
			<EXS	≥EXS	<EXS	≥EXS	<EXS	≥EXS	<EXS	≥EXS	≥EXS	≥EXS
NCER National (CLA)	780	100.0%	25.0%	75.0%	33.0%	67.0%	28.0%	72.0%	17.0%	83.0%	59.0%	59.0%
Local Authority - Northumberland (all schools)	3,000	0.4%	14.5%	85.4%	18.6%	81.4%	14.8%	85.1%	8.1%	91.9%	76.9%	76.4%
Virtual School - Northumberland	2	100.0%	0.0%	100.0%	50.0%	50.0%	50.0%	50.0%	0.0%	100.0%	0.0%	0.0%

# SEND

Compare outcomes for all pupils with SEND with all LAC with SEND

8. What would you like from us now?

