



NELC Virtual School Annual Report 2023 – 2024

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Forward

2023/24 was a year for reflection and change for the virtual school. We bid a fond farewell to the long- standing virtual school head (VSH) on their retirement and recruited several new members into the fold. Following an internal promotion to the privileged VSH position the team has been reformed and strengthened with 2 new deputy headteachers and 5 thematic middle leaders.

We place our young people firmly at the heart of all we do, paying attention to their views and wishes in our mission to secure the best possible opportunities for development and achievement in all aspects of their education and wellbeing.

We champion collaboration; connection; and a truly relational approach.

This report outlines the work of the Virtual School in North East Lincolnshire throughout the last academic year. It celebrates our children’s successes and sets out our key priorities for 2024-25.

All local authorities in England must appoint a Virtual School Headteacher with statutory responsibility for promoting the educational achievement of the children in the care of that borough, wherever they live or are educated, as set out in the 2018 legislation “Promoting the Education of Looked-after Children and Previously Looked-after Children”.

The North East Lincolnshire Virtual School ‘register’ comprises of children between the ages of 3 and 18 who are in our care. We monitor these children as if they were in one school.

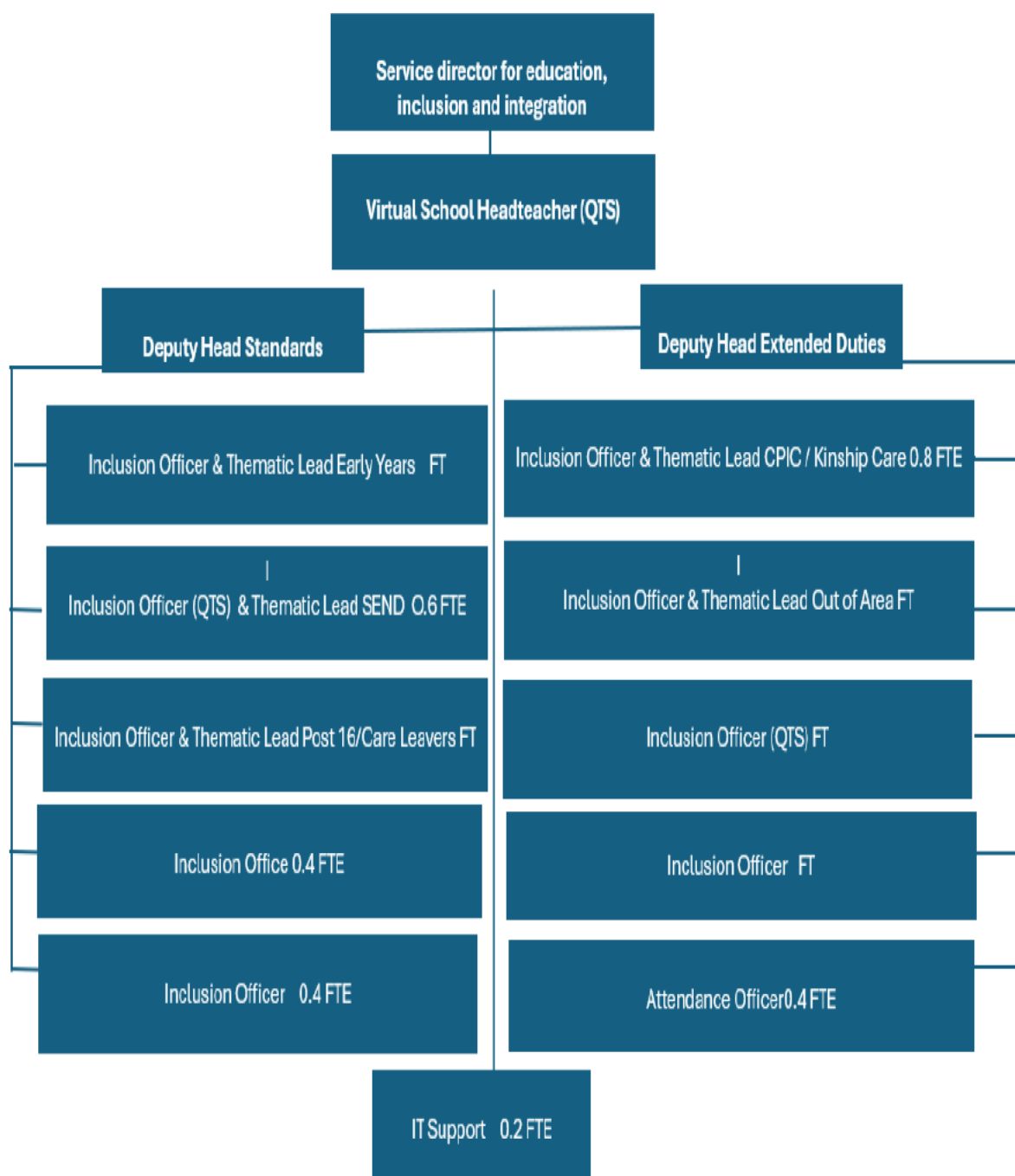
There are also many more valuable young people and their families who make up our community.

- In September 2021, Virtual Schools adopted a non-statutory duty to oversee the education of children who are (or have been) supported by a social worker at Child in Need or Child Protection. *This duty is to become mandatory.*
- We provide advice, guidance and support to professionals and parents/carers of children who have previously been in the care of a local authority and
- An additional extended duty was applied in 2024 to support children and families who are living in Kinship arrangements.

We do not replace the schools which our children physically attend and responsibility for improving the rates of progress and educational outcomes of the children in our care who are on their roll remains with them. Our focus as ambitious, proactive corporate parents is centred on raising educational aspirations and both supporting and challenging our partners to reduce the attainment gap between that of our children in our care and their peers.



Structure – roles and responsibilities Sept 2024

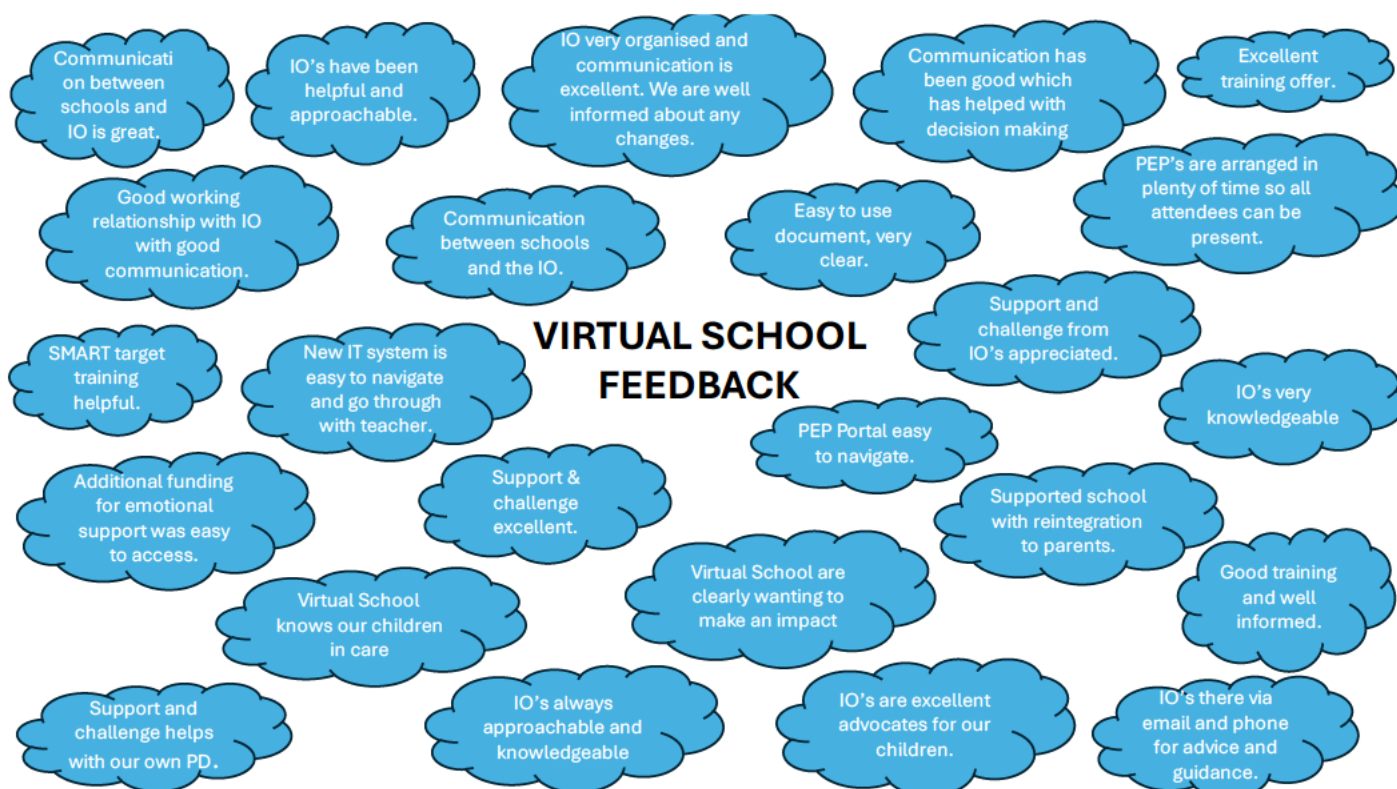




2023/24 Headline successes

- ❖ Academic outcomes; our children achieved in line with or better than other children in care nationally in Early Years, Phonics, Key stage 2
- ❖ Attendance and suspensions; better (lower) than children in care nationally
- ❖ A year 6 child achieved greater depth in reading, writing and maths at KS2 – they also scooped 2 awards at this year's Yunique celebrations
- ❖ 3 of our year 11 young people achieved higher grades 5-9 in all of their GCSE's
- ❖ 99% Personal Education Plan compliance through the new electronic delegation portal
- ❖ Consulted with partners and launched improved procedures for utilising the Pupil Premium Grant
- ❖ Yunique awards revival– celebrating the remarkable achievements of our children and young people
- ❖ Further strengthened professional relationships with our schools

VIRTUAL SCHOOL FEEDBACK





Review of 2023/24 Objectives

	Objective	IMPACT	Next steps
1	Monitoring and supporting the Covid - 19 Recovery Curriculum for CLA:	Funding was released to schools with the majority of tuition being arranged directly by them. Details of tuition received is recorded within the Personal Education Plan	2023/4 is the final year of 'Recovery Premium' and the "School-Led Tutoring" grants.
2	Increase the number of Year 11 achieving GCSE's (grade 4 – 9) including English & Maths to improve both Attainment & Progress outcomes.	See detailed breakdown in outcomes section	Continued focus 2024/5
3	For Year 6 CLA, ensure that the gap with all NELC pupils is reduced in combined Reading, Writing, Maths	See detailed breakdown in outcomes section – gap remains broadly the same	Continued focus 2024/5
4	Increase the proportion of Year 2 achieving the expected age related standard for Reading, Writing and Maths	See detailed breakdown in outcomes section – slight increase maths only	Continued focus 2024/5
5	Ensure the Virtual School fulfils its statutory role to improve educational outcomes and the extended duties: IAG for previously looked after children	All CIC children and young people are assigned a personal inclusion officer who is responsible for championing their educational provision and outcomes via the statutory termly PEP process. Information and guidance for PCIC is provided on request.	Review the offer for children who have previously been in our care
6	Ensure that all PEPs are of a high quality include the use of SMART targets, quality assured by the Virtual School and uploaded onto Liquid Logic.. Further develop the Delegation Portal.	Electronic forms are now embedded within Liquidlogic, enabling multi-agency contributions simultaneously in a manageable and secure way. Having this information available prior to the PEP review enables increased time during PEP meeting to focus on the child.	Quality assurance of PEPs for improved provision and outcomes.
7	Ensure Post 16 Pilot Grant funding is utilised effectively to improve the educational outcomes of children in year 12 & 13 .	2 Inclusion Officers appointed to work directly with young people and alongside the New Futures team and YPSS NEET Practitioners. Voice of the child questionnaire – Question Pro - increased participation of the post 16 cohort in their PEPs PEP completion rates - 100% June 2024.	Compliance and quality assurance of post 16 PEPs Collaborative working - YPSS, Y12/13 HE & reduce NEETs - Care Leavers - Aspiration and Success grp
8	Continue to evaluate the ways in which the Pupil Premium Plus Grant Funding is used by schools to support improved rates of progress and outcomes.	Discussions re allocation and effectiveness of Pupil Premium Plus is part of the Personal Education Plan. Inclusion officers are beginning to challenge schools to breakdown use of funds into specific interventions and personalised learning strategies in response to slow rates of progress made by individual children	Review Pupil Premium Grant funding – revise process and new guidance
9	Further develop the role of the Virtual School to extend the strategic support across social care, schools and all LA agencies for our children and young people with CIN and CP plans.	Activity ceased Aug 23 – June 24 due to capacity. Virtual school deputy head with responsibility for the extension duties became interim Virtual School Head upon the retirement of previous VSH.	Continue to raise awareness of outcomes for Children with a Social Worker – focus on improved attendance for this cohort 2023/4



Profile of the Virtual School

Virtual School Roll = 405 (as at 03 Jan 2025)			
Early Years 3+	Primary Rec – Y6	Secondary Y7 - 11	Post 16 Y12-13
30	153	154	68

Gender	NEL	National
Male	55%	58%
Female	45%	42%

- NEL has a larger proportion of girls to boys than seen nationally

Where educated	NEL	National	Cohort as at 16 12 24- manual
Within own LA	60%	66%	52%
Out of Area	40%	34%	48%

From NCER Nexus Current CLA cohort report (matched data from census CLA 12 months)

- NEL has greater numbers of children attending schools outside of our borough than seen nationally

Setting type 03 /1/ 25	Mainstream		SEND		Other		Total
	No.	%	No.	%	No.	%	No
NEL CIC Years Rec – 11	250	81%	33	11%	24	8%	307
Primary	144	94%	7	5%	2	1%	153
Secondary	106	69%	26	17%	22	14%	154

SEND = special schools (named provision in Education, Health & Care Plan) **Other** = Pupil Referral Units, registered alternative provision and other provision identified to meet needs.

- Our children attend 189 different education provisions
- The vast majority of primary aged children attend mainstream schools
- 31% of secondary aged children attend specialist provisions

Percentage of CLA on roll at Good or Outstanding Schools:

SCHOOL OFSTED RATINGS: NCER Nexus	% Outstanding	% Good	% Requires Improvement	% Inadequate
NEL CLA cohort	16.1	73.5	9.7	0.7
National CLA	15	71	10	3

From NCER Nexus Current CLA cohort report (matched data from census CLA 12 months)

- In NELC more of the children in our care are in schools rated Good and Outstanding than those nationally.

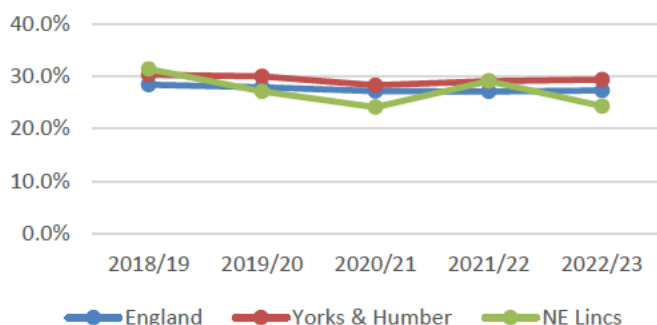


Children in our Care with Special Educational Needs: EHCPs and SEN Support

Special educational needs (SEN) status and primary type of SEN data is taken from both the school census and the alternative provision census (DfE SFR)

SEN Support

% Children with SEND support
CIC for 12 months + at 31 March



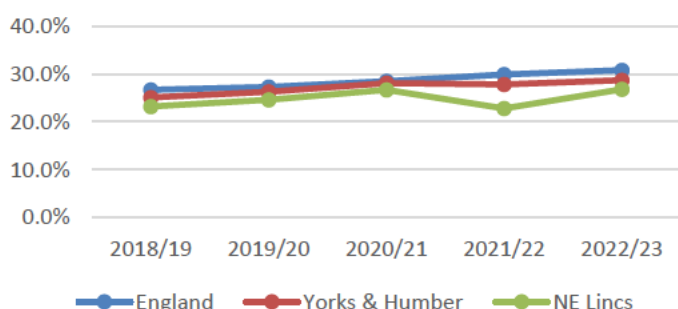
SEND Support 2022/23

- 24.3% of children in care continuously for 12 months or more in North East Lincolnshire receive SEND support, a fall of 4.8 percentage points from the previous year.
- The proportion of children with SEN support was 3 percentage points below the England average and 5.1 percentage points below the Yorkshire and Humber Regional average.

	2018/19	2019/20	2020/21	2021/22	2022/23
England	28.4%	27.9%	27.2%	27.1%	27.3%
Yorks & Humber	30.3%	30.0%	28.3%	29.1%	29.4%
NE Lincs	31.4%	27.1%	24.1%	29.1%	24.3%

EHCP

% Children with an Education, Health and Care Plan
CIC for 12 months + at 31 March



EHCP 2022/23

- In 2022/23, the percentage of children in care for 12 months or more with an EHCP in North East Lincolnshire was 26.8%.
- The proportion of children with an EHCP was 4.0 percentage points below the England average and 1.9 percentage points below the Yorkshire and Humber Regional average.

	2018/19	2019/20	2020/21	2021/22	2022/23
England	26.7%	27.3%	28.5%	29.9%	30.8%
Yorks & Humber	25.1%	26.3%	28.1%	27.8%	28.7%
NE Lincs	23.2%	24.6%	26.7%	22.8%	26.8%

3.1.25 110 children in our care have an EHCP 88% of these children have SEMH as their primary need

- The Inclusion Officer with thematic lead for SEND is a qualified and experienced SENDco
- The lead inclusion officer is collating data of those children with SEN K and EHCP, to monitor and better determine appropriate next steps for progression of our children with SEND
- The Virtual School works closely with schools, social care and health professionals to support the Statutory SEND Assessment process as appropriate for individual CIC.
- EHCP coordinator specifically for CIC has been appointed from Dec 24
- Virtual school senior leaders attend SEND panels
- Collaborative working with SEND team – ie. SMART Targets training and resources, BUSS, WELCOMM



KEY OBJECTIVES Academic Outcomes

Note: The (SFR) reports national and local authority (LA) level information on the outcomes for children who have been in care continuously for at least 12 months at 31 March, by local authorities in England. LA level data is published for the local authority that cares for the child/young person. All figures are based on data collected annually through the "children looked after" return (also known as SSDA903) which is completed each spring by all local authorities in England. The latest statistical first release is 18th April 2024. The provisional data for 2023/24 is derived from other sources at a given point in time and is subject to variation as reliant upon accurate and timely submission by partners via the census or direct reporting, statutory assessment outcomes and in house record keeping <https://explore-education-statistics.service.gov.uk/data-tables/outcomes-for-children-in-need-including-children-looked-after-by-local-authorities-in-england>

Early Years Foundation Stage Profile Good Level of Development Provisional Data

A good level of development is achieving at least expected standard in all Prime areas, Literature and Maths at the end of Reception (NCY0)



	2023/24 (Provisional Data)
England	39.0%
Yorks & Humber	44.0%
North East Lincs	33.3%

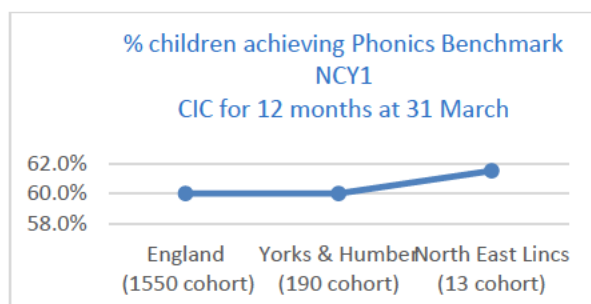
Early Years Foundation Stage Profile Good Level of Development 2023/24

Provisional Data (taken from Nexus)

- 33.3% of children in care continuously for 12 months or more in North East Lincolnshire achieved a good level of development.
- North East Lincolnshire's result was 5.7 percentage points below the England average and 10.7 percentage points below the Yorkshire and Humber Regional average. However, based on only 6 children in North East Lincs, each worth 16.6%, this is not a significant gap.

Phonics screening attainment Year 1

The threshold mark to be working at or above the standard in phonics is 32



	2023/24 (Provisional Data)
England	60.0%
Yorks & Humber	60.0%
North East Lincs	61.5%

Phonics Benchmark 2023/24

Provisional Data (taken from Nexus)

- 61.5% of children in care continuously for 12 months or more in North East Lincolnshire achieved the Phonics Benchmark.
- North East Lincolnshire's result was 1.5 percentage points above the England average and Yorkshire and Humber Regional average.

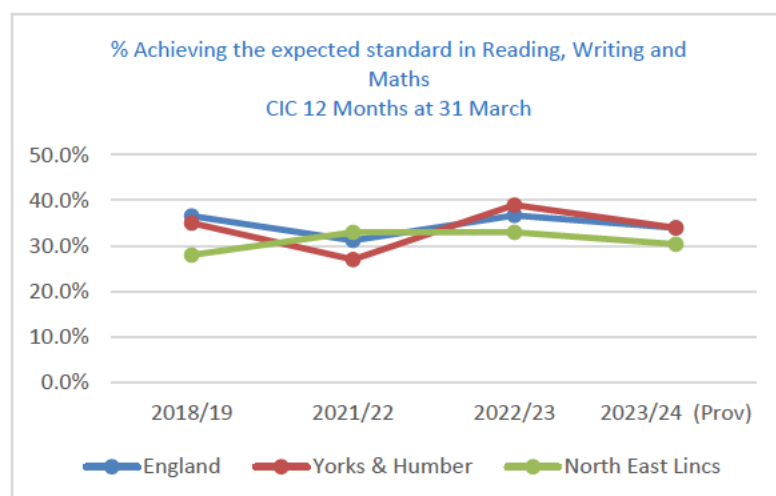
Actions to drive improved outcomes and reduce the attainment gap between children in our care and all children

- A virtual school officer with middle leadership responsibility for Early Years is working closely with the NEL Early years team, Early years area SENDCo and virtual school representatives from across the Yorkshire and Humber.
- Children in our care aged 0 – 5 receive monthly reading books from the Dolly Parton Imagination Library scheme
- Virtual school inclusion officers have been trained in the Early Years speech and language program (WELCOMM) and BUSS model (to support settings or deliver directly as needed)
- An experienced Early Years teacher has joined the Virtual School team as an inclusion officer. This will enable sharing of current best practice to upskill virtual school colleagues and provide practical advice and guidance to our schools and families.
- Inclusion officers to closely monitor predicted phonics outcomes and progress.
- An EYFS tracking sheet is now being completed by Inclusion Officers on a termly basis (taken from the PEP) to allow for earlier identification of those children in Early Years who are not on track in the Prime and Specific areas of learning.
- PEPs will be extended to include all 2 year olds from Summer 2025, needs sooner identified, support provided



Key Stage 2 outcomes

The expected standard in reading, maths and grammar, punctuation and spelling tests is a scaled score of 100 or above. The expected standard in writing is a teacher assessment of “working at the expected standard” or “working at greater depth within the expected standard”.



	2018/19	2021/22	2022/23	2023/24 (Provisional Nexus)
England	36.6%	31.2%	36.7%	34.0%
Yorks & Humber	35.0%	27.0%	39.0%	34.0%
North East Lincs	28.0%	33.0%	33.0%	30.4%

Key Stage 2 Attainment 2023/24 Reading, Writing and Maths Combined

Provisional Data (taken from Nexus)

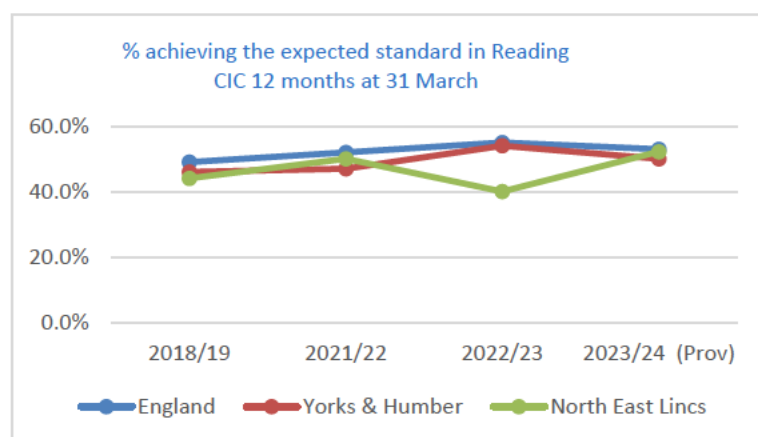
- 30.4% of children in care continuously for 12 months or more in North East Lincolnshire achieved the expected standard in Reading, Writing and Maths combined
- North East Lincolnshire's result was 3.6 percentage points below the England and Yorkshire and Humber Regional average.

This is based on 23 children (4.3% each) hence the gap is not significant and broadly in line with children nationally and regionally.

The % of children achieving the expected standard in RWM has reduced nationally and regionally from 2022/23

* Taken from last NE Lincs report - Nexus 27/11/24 28.6% (DfE data suppressed due to low numbers)

Reading



	2018/19	2021/22	2022/23	2023/24 (Prov)
England	49.0%	52.0%	55.0%	53.0%
Yorks & Humber	46.0%	47.0%	54.0%	50.0%
North East Lincs	44.0%	50.0%	40.0%	52.2%

Key Stage 2 Attainment 2023/24 Reading

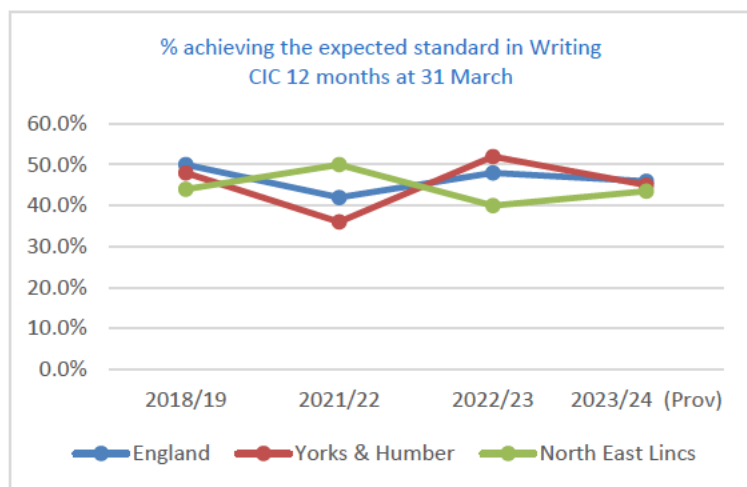
Provisional Data (taken from Nexus)

- 52.2% of children in care continuously for 12 months or more in North East Lincolnshire achieved the expected standard in Reading.
- North East Lincolnshire's result was 0.8 percentage points below the England average and 2.2 percentage points above the Yorkshire and Humber Regional average.

This is based on 23 children (4.3% each) hence the gap is not significant and broadly in line with children nationally and regionally.



Writing



	2018/19	2021/22	2022/23	2023/24 (Prov)
England	50.0%	42.0%	48.0%	46.0%
Yorks & Humber	48.0%	36.0%	52.0%	45.0%
North East Lincs	44.0%	50.0%	40.0%	43.5%

Key Stage 2 Attainment 2023/24

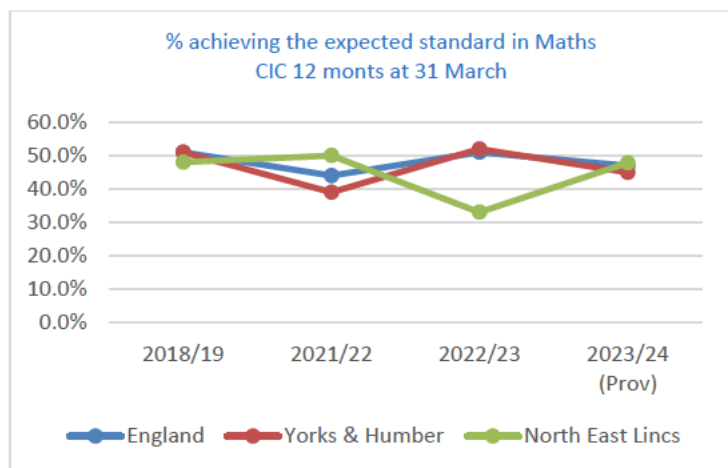
Writing

Provisional Data (taken from Nexus)

- 43.5% of children in care continuously for 12 months or more in North East Lincolnshire achieved the expected standard in Writing.
- North East Lincolnshire's result was 2.5 percentage points below the England average and 1.5 percentage points below the Yorkshire and Humber Regional average.

This is based on 23 children (4.3% each) hence the gap is not significant and broadly in line with children nationally and regionally.

Maths



	2018/19	2021/22	2022/23	2023/24 (Prov)
England	51.0%	44.0%	51.0%	47.0%
Yorks & Humber	51.0%	39.0%	52.0%	45.0%
North East Lincs	48.0%	50.0%	33.0%	47.8%

Key Stage 2 Attainment 2023/24

Maths

Provisional Data (taken from Nexus)

- 47.8% of children in care continuously for 12 months or more in North East Lincolnshire achieved the expected standard in Maths.
- North East Lincolnshire's result was 0.8 percentage points above the England average and 2.8 percentage points above the Yorkshire and Humber Regional average.

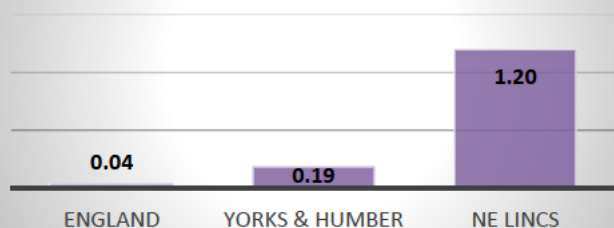
* Taken from last NE Lincs report – (DfE data suppressed due to low number)



Key Stage 2 – Progress Due to Covid and the cancellation of exams progress scores will not be resumed until 25/26

Progress measures aim to capture the progress that pupils make from the end of Key Stage 1 to the end of primary school education. Progress scores are calculated for individual pupils separately for reading, writing and mathematics. Pupils who do not have Key Stage 1 data for these subjects do not have progress scores. **KS1 SATs have now ceased.** Progress Scores are value-added measure which means that a pupil's results can be compared to the results of other pupils nationally with similar prior attainment.

KS2 Average Progress Score 22/23 - Reading
CIC 12 months + at 31 March

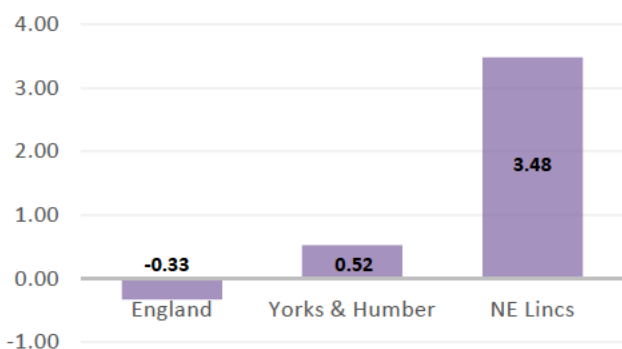


22/23 Reading Progress Score

- The average progress score for children in care continuously for 12 months or more in Reading was 1.20.
- North East Lincs result was **1.16 points above** England and **1.01 points above** Yorkshire and Humber

23/24 Reading Progress Score NA

KS2 Average Progress Score 22/23 - Writing
CIC 12 months + at 31 March

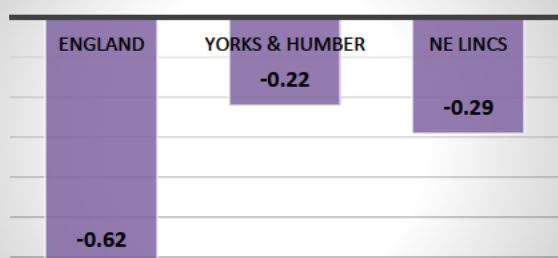


22/23 Writing Progress Score (Teacher Assessed)

- The average progress score for children in care continuously for 12 months or more in Writing was 3.48
- North East Lincs result was **3.81 points above** England and **2.96 points above** Yorkshire and Humber

23/24 Writing Progress Score NA

KS2 Average Progress Score 2022/23 - Maths
CIC 12 months + at 31 March



22/23 Maths Progress Score

- The average progress score for children in care continuously for 12 months or more in Maths was -0.29
- North East Lincs result was .33 points above England and 0.07 points below Yorkshire and Humber

23/24 Maths Progress Score

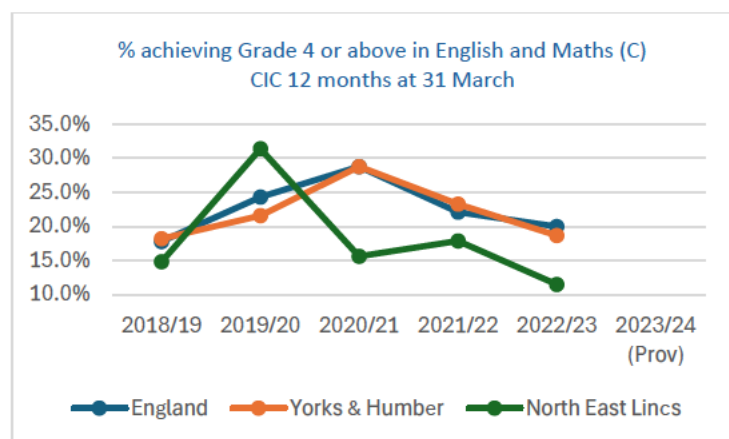
Actions to drive improved outcomes and reduce the attainment gap between children in our care and all children

- Guidance from NEL Statutory Assessment Monitoring Officer and Head of Attainment and Progress
- Improvements to PEP format with prior attainment and termly progress tracking grid, enables closer monitoring and identification of progress concerns, and assurance that schools are setting aspirational targets for each individual child and focusing provision to accelerate progress where required
- Series of training workshops to ensure clear understanding of aspiration and acceptable progress



Key Stage 4 outcomes

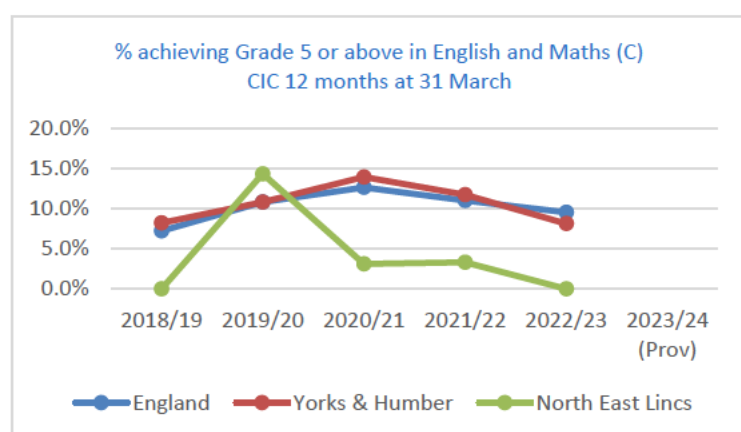
Progress 8 scores ceasing for two years as they are based on KS2 data and because of Covid there will be no prior attainment available to measure Progress 8 due to 2019/20 and 2020/21 being cancelled. The progress 8 scores will resume again in 2026/2027.



	2018/19	2019/20	2020/21	2021/22	2022/23
England	17.8%	24.3%	28.8%	22.1%	20.0%
Yorks & Humber	18.2%	21.6%	28.8%	23.3%	18.7%
North East Lincs	14.8%	31.4%	15.6%	17.9%	11.5%

Grade 4+ in both English and Maths GCSE's

- In 2022/23 11.5% of children in care continuously for 12 months or more in North East Lincolnshire achieved Grade 4+ GCSE in English and Maths combined. This was 7.2 percentage points below Yorkshire and Humber, and 8.5 percentage points below England.
- KS4 Data Release breakdown for KS4 is January 2025. Main Headline Data is available but this is not yet available to filter by children in care. Early indications available on Nexus show 28% of children in care achieving English and Maths combined at Grade 4+ but this requires confirmation. (All ch 60% NEL, 63% reg, 65% nat)



	2018/19	2019/20	2020/21	2021/22	2022/23
England	7.2%	10.8%	12.6%	11.0%	9.5%
Yorks & Humber	8.2%	10.8%	13.9%	11.7%	8.1%
North East Lincs	0.0%	14.3%	3.1%	3.3%	0.0%

Grade 5+ in both English and Maths GCSE's

- In 2022/23, 0% of children in care continuously for 12 months or more in North East Lincolnshire achieved Grade 5+ GCSE in English and Maths combined. This was 8.1 percentage points below Yorkshire and Humber, and 9.5 percentage points below England.
- KS4 DfE data release breakdown for KS4 is January 2025. Main Headline Data is available but this is not yet available to filter by children in care. Early indications available on Nexus show 16% of children in care achieving English and Maths combined at Grade 5+ but this requires confirmation.

2023/24 – further comparisons and deeper analysis will be undertaken once NEL and National Data for Children in our Care and all children available.

Actions to drive improved outcomes

- Thorough analysis to ensure accurate and aspirational target setting and tight progress monitoring of outcomes from Y7.
- Improved progress tracking grid/function within PEP to ensure termly focus
- Analyse and evaluate impact of PPG+ targeted interventions. Increase support and challenge to designated teachers to accelerate progress where required.
- Series of training workshops to ensure clear understanding of aspiration and acceptable progress for virtual school inclusion officers, designated teachers, social workers and independent reviewing officers



Year 12 & 13 CLA and Care leavers - education, employment and training

Cohort Academic years 12 + Open to Leaving Care Team (as at 28.10.24)

268 (70 CIC and 198 Care Leavers)

151 (56%) Accessing employment education or training

103 (38%) Not in employment, education or training

14 (6%) are in other situations

198 Care Leavers - Open to the leaving care team

POSITIVE DESTINATIONS

51% / 101 young people are accessing employment, education or training provision

Education:	44	16 higher education, 21 further education, 2 sixth-form college, 1 school sixth-form, 4 part-time learning.
Training:	8	2 other training, 1 other accredited training, 5 re-engagement activities
Employment:	49	2 apprenticeship, 34 employment without training, 8 part-time employment, 2 self-employment, 2 employment with training (other), 1 moved out of area (part-time employment).

NEET & OTHER DESTINATIONS

42% / 83 young people are not in employment, education, or training and 7% / 14 are in other destinations

70% / 58 young people Available to the Labour Market	2	applied for education, training and employment
	1	Awaiting start date
	14	seeking employment only
	4	seeking sub level 2 education, training, and employment
	2	seeking level 2 education, training and employment,
	13	not actively seeking,
	15	not yet ready for work or learning
	2	Not actively seeking (health related)
	2	Other reason
	1	Working not for reward
	1	Start date agreed
	1	Moved out of area
30% / 25 young people not available to the Labour Market	7	parent
	2	pregnancy
	16	Illness
Other destinations	10	Custody
	2	Moved out of area – situation not known
	1	Out of cohort – left England
	1	Unknown leavers



70 Children in our Care - academic year 12+13		
POSITIVE DESTINATIONS 71% / 50 young people are accessing employment, education or training provision		
Education:	47	8 sixth-form college, 8 school sixth-form, 31 further education.
Training:	1	Learning4Life-GY.
Employment:	2	1 employment without training, 1 apprenticeship.
NEET & OTHER DESTINATIONS 29% / 20 young people are not in employment, education, or training,		
90% / 18 young people Available to the Labour Market	2	applied for education, training and employment
	1	seeking employment
	5	seeking sub level 2 education, training, and employment
	1	seeking level 2 education, training and employment,
	3	not actively seeking,
	6	not yet ready for work or learning
10% / 2 young people not available to the Labour Market	1	parent
	1	Illness

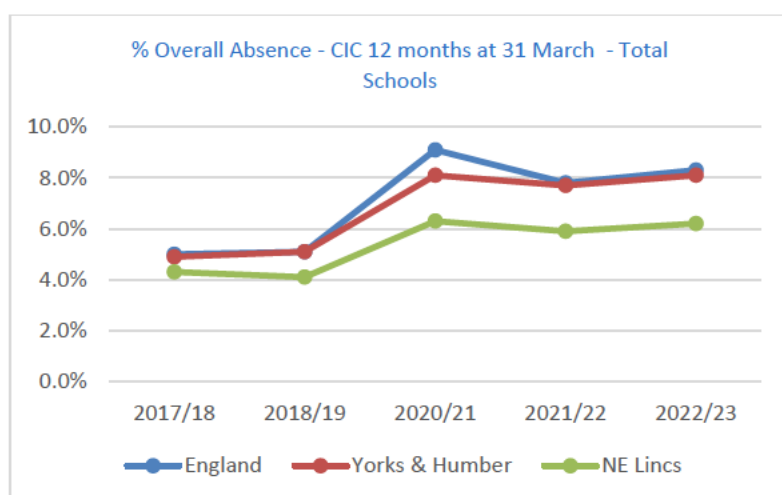
We have rearticulated our local vision which reinforces that children, young people and families are at the centre of all we do. We want North East Lincolnshire to be a place our children can grow up happy and healthy, safe in their homes and communities with people that love them. We are ambitious for a child's future with a focus on learning and aspiration so they can be the best they can be. By being 'stronger together', we can achieve our vision of 'Our Children, Our Future'.

Actions to drive improved outcomes

- Provided NEET Practitioner support to care leavers up to age 21 for information advice and guidance purposes.
- Provided the offer of Careers Adviser interventions for any care experienced young person over statutory school leaving age who needs careers information, advice and guidance.
- Developed a traineeship to apprenticeship pathway in partnership with Creating Positive Opportunity.
- Created mechanisms for information on opportunities to be shared with care leavers (vacancy board, emails).
- NELC application form amended, enabling care leavers to be automatically shortlisted for interview when successful meeting benchmark criteria for any NELC vacancies.
- Representation from YPSS at Corporate Parenting Champions meeting to collectively drive forward employability agenda.
- Virtual School to amend secondary age Personal Education Plans to include careers and aspirations section
- The Virtual School continue to undertake Personal Education Plans for children in our care 3 times per year throughout Y12 and Y13. From January 2025, will continue until end of Y13 (not cease at 18th birthday)
- A Virtual School Inclusion Officer dedicated to young people not in education, employment and training (NEETS) working closely with NEET Practitioners, further and higher education settings
- YPSS Careers Advisers invited to Year 11 Spring/Summer Term Personal Education Plan reviews for children in our care.
- Virtual school to trial 1:1 tutoring programme to support young people in exam retakes.
- The Leaving Care Team continue to operate services from The Molson Centre.
- The Staying Close Service continues to offer a food pantry and lunches on Thursdays.



Attendance: Attendance is a key strength.



	2017/18	2018/19	2020/21	2021/22	2022/23
England	5.0%	5.1%	9.1%	7.8%	8.3%
Yorks & Humber	4.9%	5.1%	8.1%	7.7%	8.1%
NE Lincs	4.3%	4.1%	6.3%	5.9%	6.2%

Due to the disruption during 2020/21 and 2021/22, caution should be taken when comparing data to previous years

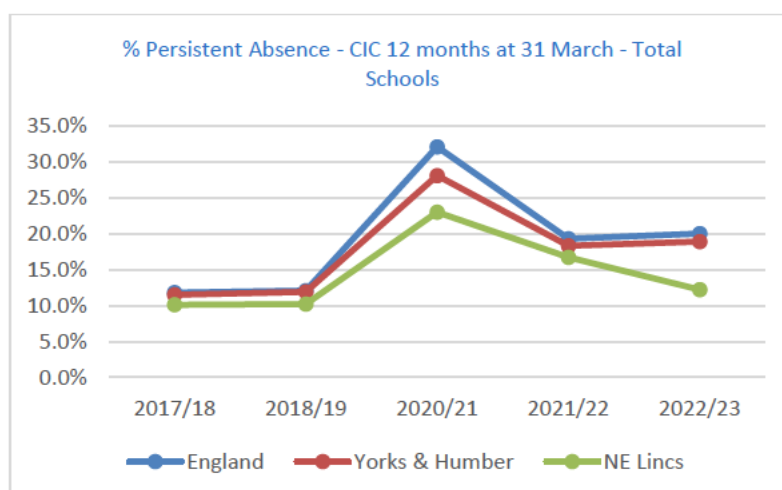
Absence 2022/23

- The overall absence rate of children in care continuously for 12 months or more in North East Lincolnshire was 6.2
- North East Lincolnshire result was 2.1 percentage points **lower** than the national, and 1.9 percentage points **lower** than Yorkshire and Humber

Absence 2023/24 **Provisional** (Data Source: Nexus) no comparators against national or regional children in care and cannot be directly correlated to the SFR data as does not appear to include DfE parameters of 12 months or more.

- Early indications show 6.7% overall absence from a cohort of 245 enrolments

Persistent Absence (Full Year)



	2017/18	2018/19	2020/21	2021/22	2022/23
England	11.8%	12.1%	32.1%	19.3%	20.0%
Yorks & Humber	11.5%	11.9%	28.1%	18.3%	18.9%
NE Lincs	10.1%	10.2%	23.0%	16.7%	12.2%

Persistent Absence 2022/23

Children missing 10% or more of their own possible sessions (due to authorised or unauthorised absence) are classified as persistent absentees.

- In North East Lincolnshire, the proportion of children in care continuously for 12 months or more who were classed as persistent absentees was 12.2%
- North East Lincolnshire result was 7.8 percentage points lower than the national, and 6.8 percentage points lower than Yorkshire and Humber

Persistent Absence 2023/24 **Provisional** (Data Source: Nexus) no comparators against national or regional children in care and cannot be directly correlated to the SFR data as does not appear to include DfE parameters of 12 months or more.

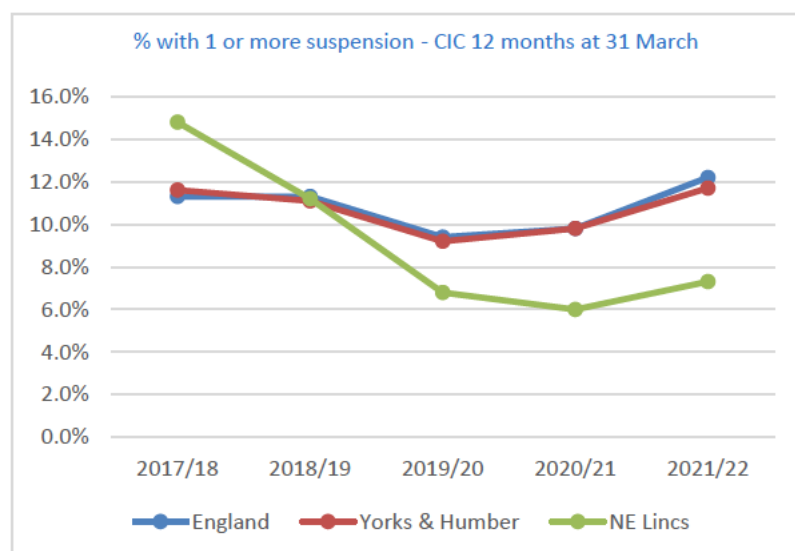


Suspensions and Exclusions

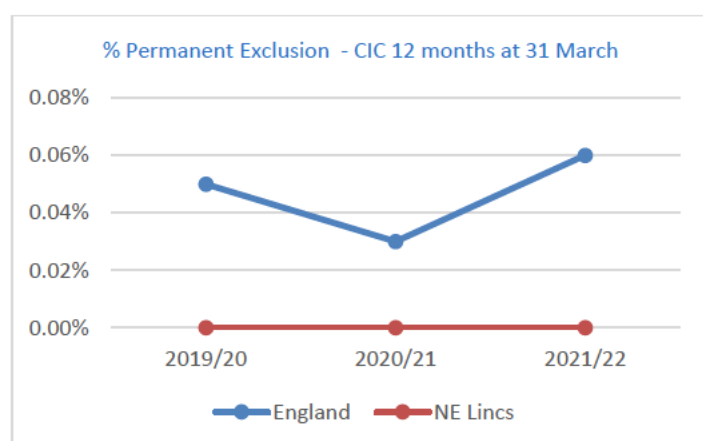
NEL Virtual School suspension rate is **better** than National average.

Suspensions and Permanent Exclusions data is collected in arrears; which means the latest available data is for the 2021/22 academic year (SFR).

A suspension refers to a pupil who is suspended from school for a fixed period and who will come back to that school. Pupils with one or more suspensions refer to pupils that had a least one suspension across the full academic year.



	2017/18	2018/19	2019/20	2020/21	2021/22
England	11.3%	11.3%	9.4%	9.8%	12.2%
Yorks & Humber	11.6%	11.1%	9.2%	9.8%	11.7%
NE Lincs	14.8%	11.2%	6.8%	6.0%	7.3%



Suspensions 2021/22

- In North East Lincolnshire, the proportion of children in care continuously for 12 months or more with one or more suspension was 7.3%; an increase of 1.3 percentage points from the previous year.
- The figure for North East Lincolnshire was 4.9 percentage points **lower** than the national, and 4.4 percentage points **lower** than Yorkshire and Humber

Suspensions 2022/23 Provisional (Data Source: Nexus)

– no comparators against national or regional children in care.

- This has significantly increased in 22/23 to 17.52%. An increase of 10.22% (this may not be a direct correlation as does not appear to include DfE parameters of 1 year or more)

Suspensions 2023/24 Provisional (Data Source: Nexus)

– no comparators against national or regional children in care.

- Autumn/Spring 23 data indicates 6.55% - a decrease of 1.29% from Autumn/Spring 22 data. The data indicates that the highest proportion of suspensions are during the summer term.

Permanent Exclusion 2021/22

There were no permanent exclusions recorded for children in care continuously for 12 months or more in North East Lincolnshire.

Permanent Exclusion 2022/23 Provisional (Data Source: Nexus)

There were no permanent exclusions recorded in Nexus for children in care

Permanent Exclusion 2023/24 Autumn and Spring

Provisional (Data Source: Nexus)

Permanent Exclusion has increased by 0.25% (based on 397 enrolments)

2023/24	1	Took to Independent Review Panel to challenge – decision upheld
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Child views

Children and young people are always encouraged to share their thoughts, wishes and feelings about their school and learning experiences.

They are invited to participate in their termly PEP meeting should they wish to; and when not wanting to attend in person the Virtual School requests that views are collated prior to the meeting and included on the PEP so that child focused plans can be agreed.

Different child voice templates are available to use based on the relevant key stage of the child, including a template for non-verbal children's views and a digital 'Question Pro' for our post 16 aged young people.

Personal Education Plans

We have continued to develop the quality and efficiency of processes this year as we strive to improve the support we can jointly wrap around our children and young people to maximise their personal potential.

In NELC, the virtual school inclusion officers lead on all PEPs, chairing reviews that bring together the child, foster carer, parent, designated teacher, social worker and other linked persons. Professionals are requested to contribute their section of the PEP prior to the meeting.

The digital delegation portal is now operational across all of our education settings and we were delighted to achieve 99% compliance return in Spring 2024, for the first time since implementation.

Adding a 'specialist' PEP template to the Early Years, Primary, Secondary and Post-16 forms, has enabled us to better understand and capture the progress picture, successes and needs of our children who access a special educational needs curriculum.

The PEP document and process is crucial in promoting the best possible outcomes for each of our valuable children. The quality of the plans is improving as we more accurately highlight strengths and successes then triangulate identified needs with high aspiration, appropriate provision and resources, and SMART targets. This will continue to be a priority focus area.

* further improvements to PEP to be launched in Spring 2025 including robust prior attainment progress tracking table, Careers and Aspirations section and more detailed SEND information.



Pupil Premium Plus

In 2023/24, the amount of Pupil Premium received for each of the children in our care was £2530. The virtual school head maintains responsibility for managing this funding and it must be used in full within the financial year. The vast majority of the grant was passed directly onto schools through the Personal Education Plan process (PEP). We also funded

- a range of enhanced bespoke educational packages for some of our young people who had not able to access regular schooling during the year.
- more than 25 primary age children to participate in the Letterbox programme; receiving 1:1 tuition and regular packages of reading books, activities and games to enhance their reading skills.

The virtual school received additional funds from the National Tutoring Programme (NTP) to be used for targeted academic support from experienced tutors and mentors. This was passed onto our Head teachers to arrange along with the Recovery Premium funding. The latter allowed our children whose education has been impacted by COVID-19 to receive high-quality teaching, personalised academic intervention, and/or support to overcome non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing. The academic year 2023/24 was the final year the DfE will offer these funding sources.

In Summer 2024, after listening to our children and consulting with partners, we issued new guidance for how pupil premium is utilised in NELC. We continue to work closely with schools to identify opportunities to support our children and young people within this spend to enable best academic progress outcomes and optimise emotional health and wellbeing for each individual. Up to £500 per term per child can be agreed with the virtual school inclusion officer and will be quality assured through the PEP. Schools are encouraged to submit exceptional funding requests wherever additional need is identified.

Governance and accountability

The Virtual School is accountable to the Corporate Parenting Board (CPB)

The Children in our Care and Care Leavers Education sub-group was formed in Summer 2024.

The work of this group feeds up into the full Corporate Parenting Board after providing an additional layer of challenge, quality assurance, feedback and support.

Meetings are held quarterly and membership includes representatives from social care, NELC education and inclusion, local schools principal and senior leaders, Young Persons Support Service (YPSS), health, educational psychology and the independent reviewing service. The core purpose is to oversee the Virtual School's key priorities – ie. progress, attainment, attendance and school stability of the children in our care and the education, employment and training of our care leavers. Data is scrutinised and actions arising are closely tracked, successes are celebrated.

The joint ambition is to promote best outcomes for all children. The group is focussed on high aspirations and our young people having the support they need to gain qualifications that will enable them into college and university and through to adulthood thus ensuring they have the opportunities for their chosen career paths and to become independent and successful adults.

* monthly scheduled challenge and support meetings with the Director of Children's Services and service directors for Education and Regulated Services commenced Autumn 2024.



Training

The Virtual School works closely NELC Education Psychology and SEND teams, to provide quality training and development to our internal colleagues and external partners.

Delivered by the Virtual School 2022- Aug 24		
Senior leader and manager Introduction to Relational Approach sessions	Muti agency partners	32 attendees from across schools, social care, early help, NELC education teams
3 x 3 day comprehensive Relational Approach workshops (Trauma and Attachment Awareness)	Muti agency partners	190 attendees from across Schools, Social care, Early help, Residential childrens homes, Keeping families together, We are with you, School nursing, Compass Go, NEL Educational psychology, Education welfare, Schools Advisory Service, Behaviour and inclusion, Family group conferencing
Emotion Coaching Introduction 3 sessions Emotion Coaching embedding 1 session	Schools	Early years, Primary Secondary
6 x Designated Teacher and Senior leader workshops – Purpose of the Virtual School	Schools	54 settings attended, range of Designated teachers, Designated safeguarding leads and Head teachers
3 x Purpose of Virtual School workshop to Oversees workforce, AYSE trainees, Children in our Care team	Social Care	8 attendees oversees social workers 5 attendees AYES 20 attendees Children in our Care team
Education support for children living in NELC residential homes	Managers	8 managers and supervisors from residential homes
Co-wrote and delivered SMART target training (with DBV SEND)	Schools NELC education and inclusion	Numerous local schools

To ensure that we as the virtual school continue to best support and guide our partners in providing the most appropriate educational experiences for our children and young people, we are also committed to our own professional development. This year inclusion officers have been upskilled in;

*Emotion Coaching

*WELCOMM

*Understanding SDQ's

* Purpose of Play Therapy

* Statutory Assessment requests

*Building underdeveloped sensorimotor systems (BUSS)



Priority Objectives 2024/25

NEL Education and Inclusion Improvement Plan		
*Develop the quality of our learning and education landscape for all children		
Enhance the overall effectiveness and impact of the Virtual School <i>'with our children's voices being heard and considered in shaping every aspect of improvement'</i>		
Development of VS structure, capacity roles and responsibilities		Relational approach, collaborative working practices
Enhanced communication and presence, structured training offer		Evaluation and improvement of procedure and policy
Objective	Measure	
1 *Improve the academic attainment and progress outcomes of the children in our care	KS4 - Increase the number of Year 11 achieving GCSE's (grade 4 – 9) including English & Maths to improve both Attainment & Progress outcomes	
	KS2 - Reduce the attainment gap between children in our care and all pupils in individual subjects and the combined measure Reading, Writing, Maths	
	Reception – Increase the number of children in our care achieving a good level of development (GLD)	
2 *Improve the attendance outcomes for children in our care	Increase number of children in our care who have at least 95% attendance	
	Reduce number of children in our care who are persistently absent (below 90%)	
	Reduce suspensions and exclusions	
	Reduce unnecessary school moves	
	Reduce term time holidays	
3 *Develop the virtual school effectiveness of provision for our Post 16 & Care leaver young people	Contribute towards increasing the number of Post 16 and care leavers who are in education, employment or training (EET) (reducing NEET)	
4 Improve the quality of Personal Education Plans to enable better outcomes for our children	Ensure 100% PEP completion each term <i>To agree targets for quality assurance of PEPs after baseline analysis ie.</i> Pupil voice Partnership working Effective challenge and support Triangulation of progress/SMART targets/ intervention/ use of PPG	
5 *Develop the duty to promote educational achievement of children who have previously been in our care	Increase strategic reach across social care, schools, LA agencies, parents, carers Have understanding of the needs of the cohort and addressing barriers to poor educational outcomes to ensure pupils make educational progress. Oversight of attendance	
6 *Develop the extension duties; for children and young people who are or have been supported by a social worker and those in Kinship care	Oversight of academic achievement	