

Annual Report

Peterborough Children in Care

Academic Year September 2022-August 2023

PVS (Peterborough Virtual School) Vision

To ensure all children in care receive a high quality, aspirational education which meets their holistic needs in a safe environment and relationally driven culture.

Guiding Principles

We believe that:

- the voice of the child/young person is of paramount importance
- all children and young people in our care should receive a high-quality, aspirational education
- all children and young people in our care should have an education that meets their holistic needs
- attuned connections are integral to the well-being of all children and young people in our care, resulting in reciprocal, trusting relationships
- effective liaison and integrated working with all key stakeholders is essential for person-centred planning

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1 Purpose of the report

The purpose of this report is to detail and evaluate the work undertaken by Peterborough Virtual School (PVS) for the academic year 2022-2023. Furthermore, it is to share the outcomes of the eligible cohort (children in the care of Peterborough City Council for a year or more as of March 2023).

1.1 Context

All local authorities in England have a statutory duty to promote the educational outcomes for children in its care wherever they live or are educated; the Virtual School Head Teacher is the lead officer in fulfilling these responsibilities. In Peterborough there is a team of education professionals supporting the Virtual School Head Teacher.

Peterborough Virtual School support children and young people in care between the ages of 2 and 18. The Virtual School brings together information about children and young people who are in the care of Peterborough as if they attend a single school.

Additionally, Peterborough Virtual School provide information and advice for children previously in care including those who have been adopted from care and those under special guardianship and child arrangement orders. Peterborough Virtual School are responsible for children previously in care attending a Peterborough school or education setting.

The Virtual School also has a non-statutory strategic leadership role for children who have or have had a social worker (in the last 6 years).

Peterborough Virtual School sits within the Education Directorate. The Virtual School Head reports to the Service Director for Education Services, the Education Scrutiny Committee and the Corporate Parenting Board.

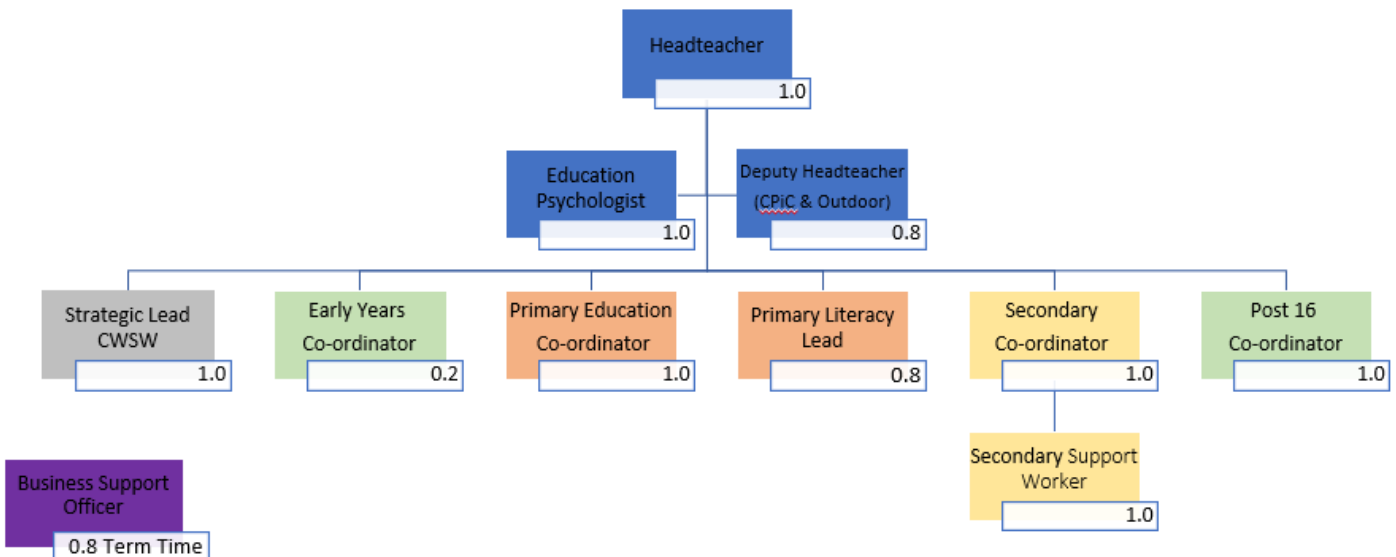
In June 2023, Children’s Services within Peterborough Local Authority decoupled from Cambridgeshire Local Authority. A permanent Director of Children’s Services was in post from July 2023.

2 Structure of the Virtual School

Peterborough Virtual School aims to achieve improvements to the educational outcomes of children and young people through a school support model. This allows for a small team, with sufficient influence and expertise, to improve outcomes through support and challenge to all education settings.

Throughout 2022-23 there was considerable change in the Virtual School team, not least the Virtual School Head Teacher announcing her plan to retire at the end of the academic year. Additionally, two other members of the team resigned during the Autumn term.

Autumn Term 2022:

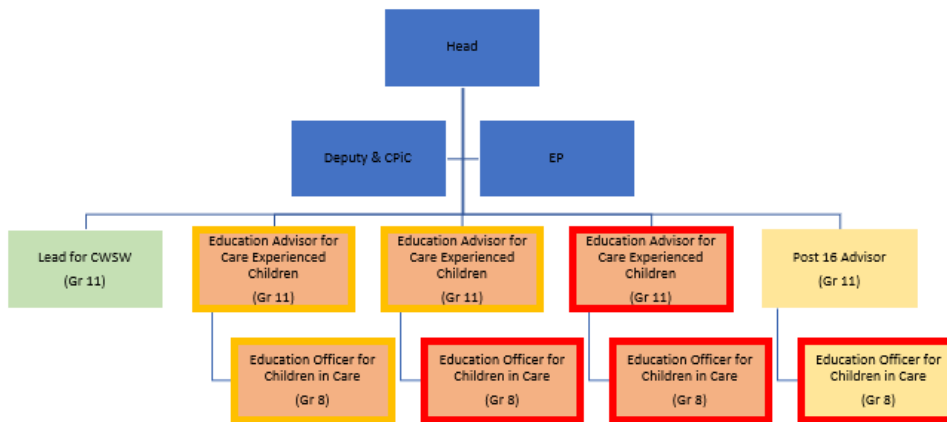


Data from academic year 22/23 showed a significant increase in the needs of Children in Care. To address this need and to move towards PVS being able to influence the policy, culture as well as practice of education settings, PVS identified the need to widen the lens of their support to focus on a more strategic, systemic way of working.

To enable strategic working, capacity within the team needed to be increased. An analysis of other Virtual Schools with comparable numbers of CiC showed an average number of 12 posts within Virtual Schools. At the start of 22/23, PVS had 9 staff members. Consequently, a consultation was undertaken to redesign the structure of the team and an extensive recruitment process was carried out. Four new posts were created. Six appointments were made; no vacancies were carried forward.

Following the resignation of the Primary Literacy Lead in the Autumn of 22, the decision was made to remove direct intervention teaching from the repertoire of PVS staff to focus on a more strategic way of working. Furthermore, the existing posts of age dependent co-ordinators were revised to become Education Advisors. The removal of age specific roles will enable improved continuity and consistency of support and being able to work strategically across groups of settings such as those within a Multi-Academy Trust.

July 2023:



It will be a priority of the incoming Virtual School Head Teacher to lead a fully staffed, new team in the establishment of a new strategic model of working which is designed to have systemic influence across policy, practice and culture in educational settings. It is intended that the model will extend the Virtual School's ability to work preventatively. Aspirational pathways will be designed which maximise educational outcomes and lead to successful and fulfilled lives. There will be a renewed focus on empowering key partners.

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3 Cohort Characteristics - 31st March 2023

There is a high level of fluidity within the children in care cohort; this includes children coming into care and ceasing to be in care. 52.7% of children in care are placed outside of Peterborough; Peterborough Virtual School have therefore worked with education settings across many different educating authorities.

Peterborough Virtual School (<i>March 31st, 2023</i>)	Pupils	% of Total
Total number on school roll (pre-school to Year 13)	360	100%

Peterborough CiC - in Peterborough schools or education settings	155	43%
Peterborough CiC - in Out of Peterborough Schools or Education Settings	168	47%
Peterborough CiC - (with setting unmatched)	37	10%

The children and young people with unmatched setting include:

- 3 pre-school children (2 year olds)
- 3 children with EHCPs awaiting specialist placements (statutory school age)
- 1 child new to care (statutory school age)
- 4 separated migrant children (statutory school age)
- 27 young people who are NEET (including 13 separated migrant children)

Academic Year Groups	Pupils	% of Total
Pre-school	11	3%
Reception	5	1%
Year 1	6	2%
Year 2	6	2%
Year 3	18	5%
Year 4	8	2%
Year 5	20	6%
Year 6	23	6%
Year 7	25	7%
Year 8	30	8%
Year 9	28	8%
Year 10	51	14%
Year 11	46	13%
Year 12	56	16%
Year 13	27	8%

Male	218	61%
Female	137	38%
Other	5	1%

Ethnicity - White British	195	54%
Ethnicity - Not White British	165	46%

Separated Migrant Children (SMC)	44	12%
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Separated Migrant Children have no responsible adult, and therefore have child in care status. Peterborough participates in the National Transfer Scheme which means children and young people may be taken into our care as:

- Spontaneous arrivals within the county borders
- Transfers in from other local authorities

Throughout the year there has been a significant increase in the numbers of separated migrant children coming into the care of Peterborough City Council. This is attributable to an increase in the National Transfer Scheme allocation from 0.007% to 0.01% of the total child population.

Special Educational Needs (SEND)	Pupils	% of Total Cohort
Education, Health and Care Plans (EHCPs) <ul style="list-style-type: none"> • 28 of the children attend mainstream settings • 49 attend special schools • 3 are awaiting a school placement (unmatched) • 3 attend alternative provision • 1 is employed • 2 are NEET • 1 is in a Secure Unit 	87	24%

Local Authority Interactive Tool (LAIT) data shows a significant drop in the numbers of Peterborough children in care with an EHCP from 31.4%. The national figure at this time was 30.2% and the statistical neighbour average is 30.1%.

Nationally, 49.5% of Looked After Children (DfE Eligible) have a SEND need of social, emotional, and mental health (SEMH).

Academic Year Groups of SEND Cohort	Pupils	% of SEN Cohort
Reception	1	1%
Year 1	0	0%
Year 2	1	1%
Year 3	2	2%
Year 4	0	0%
Year 5	8	9%
Year 6	7	8%
Year 7	4	5%
Year 8	12	14%
Year 9	7	8%
Year 10	19	22%
Year 11	13	15%
Year 12	9	10%
Year 13	4	5%

Children Previously in Care (CPiC)	Pupils	% of Total
Total number in Peterborough schools	252	100%
Primary School (including LA Maintained Nursery School) – total 61	171	68%
Secondary School – total 12	39	15%
All-through School – total 3	27	11%
Special School – total 5	15	6%

Source: Peterborough School Census Pupil Summary – October 2022

Children who have had a child in need plan (CiN) or child protection plan (CP) within the last 6 years				
	Child in Need (CiN)		Child protection (CP)	
	Cohort	% or cohort	Cohort	% or cohort
Total Cohort	456	100%	136	100%
Female	214	46.9%	68	50.0%
Male	233	51.1%	60	44.1%
To be confirmed	9	2.0%	8	5.9%
Babies 0 to 2	60	13.2%	43	31.6%
Nursery/Preschool	26	5.7%	12	8.8%
Reception to Year 11	340	74.6%	78	57.4%
Post 16	30	6.6%	3	2.2%

Source: Children's Social Care - Liquid Logic - 31st March 2023

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4 Training and Development

Peterborough Virtual School is committed to developing the practice of professionals working with children and young people so that they have the relevant knowledge, information, and skills to enable them to fulfil their role in contributing to educational outcomes and raising aspirations. Our website and You Tube channel house all our training materials and are publicised through our email broadcast facility within our electronic Personal Education Plan (ePEP) provider, foster carer newsletters and on social media.

Both in-person and virtual training are used to allow flexibility for target audiences and ensure access for partners outside of the city.

4.1 Designated Teacher Training

Children in Care

To ensure Designated Teachers (DTs) are secure in their understanding of their statutory roles and responsibilities as well as effectively using Personal Education Plans (PEPs) to improve educational outcomes for children in care, Peterborough Virtual School offers two core training sessions which are run termly:

- Roles and Responsibilities of the Designated Teacher (RR of DT)
- High Quality PEPs (HQP)

12 DTs completed RR of DT this academic year (10 In-City and 2 Out of City). Most DTs attending were new to role and the overall feedback score was 4.5/5 showing those completing the training felt secure in their understanding of their roles and responsibilities.

I thought it was a very effective session and good to know who else is available to support. Thank you!

36 DTs completed HQP this academic year (22 In-City and 14 Out of City) resulting in 28% of Peterborough Schools completing this training. The overall feedback score was 4.2/5 showing those completing the training felt secure in their understanding of their roles and responsibilities. To ensure impact of this training, an improvement in the quality of the PEPs completed will need to be monitored.

The training was very comprehensive giving us specific details so that we are able to complete PEPs fully. Very informative again, thank you! These sessions are really helping me in my new role.

When a specific need is identified that cannot be addressed by the core offer, bespoke training packages are delivered to address precise outcomes within an education setting. 9 bespoke training packages were delivered to in-city settings in 22/23 (12% of settings).

Further to the core offer for DTs, this academic year settings have been offered Emotion Coaching training. Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses.

Emotion Coaching training was attended by three cohorts of practitioners from in and out of city settings (n=44). The following graph highlights the impact of the training on practitioner knowledge. This is based on the median average pre-training knowledge level and the median average post-training knowledge level. The data shows that there was an increase in knowledge (by 2-3 points) relating to all four objectives.



Attendees provided their views on the relevance of the training to their practice. This is shown in the quotes below:

It was excellent. Good pace, excellent resources. Right number of breaks. Very knowledgeable presenters so really informative. Would definitely recommend.

The training was well planned out with plenty of breaks to keep our minds focused. Lots of time to think about the children we work with and what categories they fall under.

I knew some of the principles of emotion coaching, I just didn't realise that is what it was! It was great to tie all my previous snippets of learning together into one coherent approach! Thank you so much for the training because I now feel much more confident to apply what I know into practice. I know that this is going to be effective in the long term..

Children Previously in Care (CPiC)

Two trainings courses were available to DTs specifically aimed at the cohort of Children Previously in Care (CPiC): Roles & Responsibilities of the DT for CPiC and Educational Considerations for CPiC. Educational Considerations for CPiC is an in-depth course for DTs exploring best-practice for supporting CPiC within settings. Due to limited sign-up on this course, this course did not run in the academic year 22/23. Feedback from DTs will be sought to identify the barriers for attendance on this course and relevant adaptations made to increase attendance.

Conversely, a further 14 Designated Teachers (DTs) were trained in Roles & Responsibilities of the DT for CPiC this academic year with an overall rating of 4.4/5 given in feedback showing secure understanding of the content covered. 4 of these DTs were new DTs in their settings. 44 Peterborough schools have now completed this training which is 56% of Peterborough Schools. The impact of this training is reflected in the reduced number of referrals from education settings to PVS for advice regarding CPiC. Next academic year, settings who have yet to complete Roles & Responsibilities of the DT for CPiC, will be invited to join the training to work towards the target of all Peterborough settings having a secure understanding of their roles and responsibilities regarding CPiC.

Very engaging delivery and informative. Will definitely be booking further training.

4.3 Connected Communities Project (*Trauma Responsive*)

About the Connected Communities Programme

The Connected Communities Project has developed over the last six years and last year, the cohort of settings across the project increased to 25, adding six more settings to the two-year course. Connected Communities is a trauma-responsive project which aims to support settings to embed trauma-responsivity in their school environment, policy, culture and practice. Phase 1 of the project was an introduction to the project involving 71 schools. The phases following this involve two participants per setting signing up to a two-year intensive programme which is disseminated to their whole setting. Phases 3 and 4 cohorts (see table below) accessed the course last year. The first year of the course is a training phase and the second year takes the form of network meetings to embed training content and share practice.

Phase	Number of schools in cohort	Start date
1	71	N/A
2	10	September 2020
3	8	March 2021
4	6	April 2022

Evaluation Data Phase 3

Due to the pressures faced by education settings currently, not all the schools (n=8) completed the two year Connected Communities course within this time. Additional time to complete was provided. Impact data reported below is from three settings that completed by July 2023. All schools participate in a sharing session at the end of the course which involves the two setting leads and their Head Teacher. Some of these were delayed due to Peterborough Virtual School staff illness last year. These will take place next academic year.

Sharing sessions are based on semi-structured solution-focused interviews which collect qualitative information about the impact of the project. These were undertaken with three schools. The interview data was analysed using thematic analysis (Braun and Clarke 2006). The Word Cloud below shows the main themes.

What is the impact of Connected Communities?



The themes were further analysed into five main themes. These are outlined below with supporting quotes from setting leads:

Organisational level impact

- ‘School are currently revisiting their Behaviour Policy with the intention that a revised policy will be in place September 2023.’
- ‘School have put in place a new approach which has helped to train and support staff to have a whole school behaviour approach and a general sense of calm across the school.’

Children’s emotional development

- ‘CYP are more aware of their emotions and that it is okay to have strong emotions.’
- ‘Some CYP are now showing self-awareness of their emotional states and when they need to use the regulatory bag, together with when they can stop using the bag.’

Improved staff practice

- ‘Emotion Coaching has given staff consistency of approach, with support for the language to use. After we had delivered the training to staff, we immediately started hearing it from core staff in the corridors. The other staff are now progressing and are getting more confident.’
- ‘The language of teachers heard about school has now changed from challenging the behaviour to being curious as to what happened before an incident and what the CYP is trying to say.’
- There is now calm music in the classroom, and teachers greet and say goodbye to their class. Staff are thinking more about their relationships with the CYP.’

Safer environment

- ‘Class community is about making the children feel they belong, to be part of something that is being done with them rather than to them. We will start next term to support staff with the importance of the class community. We are teaching some of our teachers to have the confidence to re-set the class environment.’
- ‘We have set up quite a few safe spaces across the school, together with the 2 SEN rooms and the Family Support room, plus Safe Space bags. All classrooms now have regulatory bags to use in school, as there is not the space to easily expand into.’

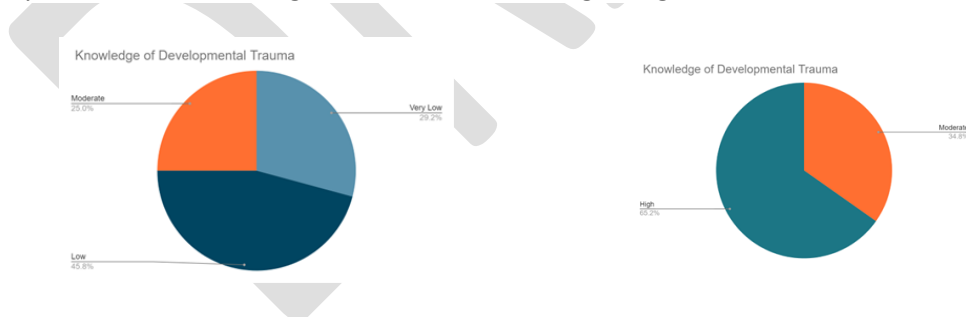
Relationships with parents

- ‘Relationships with parents has improved although school are aware that there is a need for more strategies required for specific need eg: bereavement. Talking with the parents allows school to be more informed, particularly with KS1.’

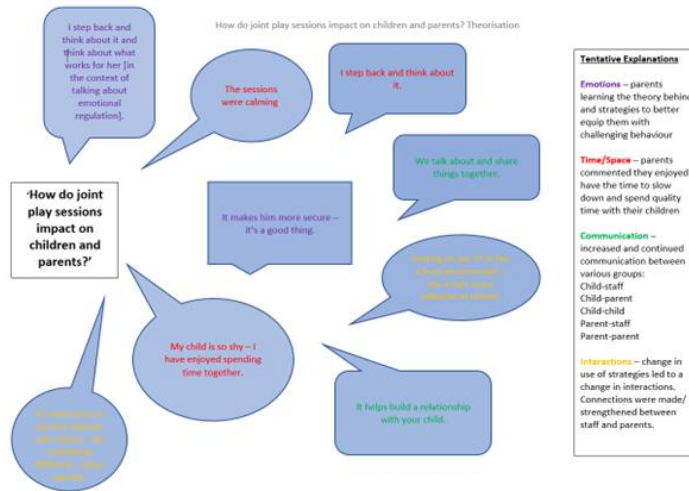
Research Projects

As part of Connected Communities, setting leads are required to complete a research project to build capacity in trauma-responsive practice for their school. Three settings have completed their research projects which show the impact of a specific piece of research on their setting.

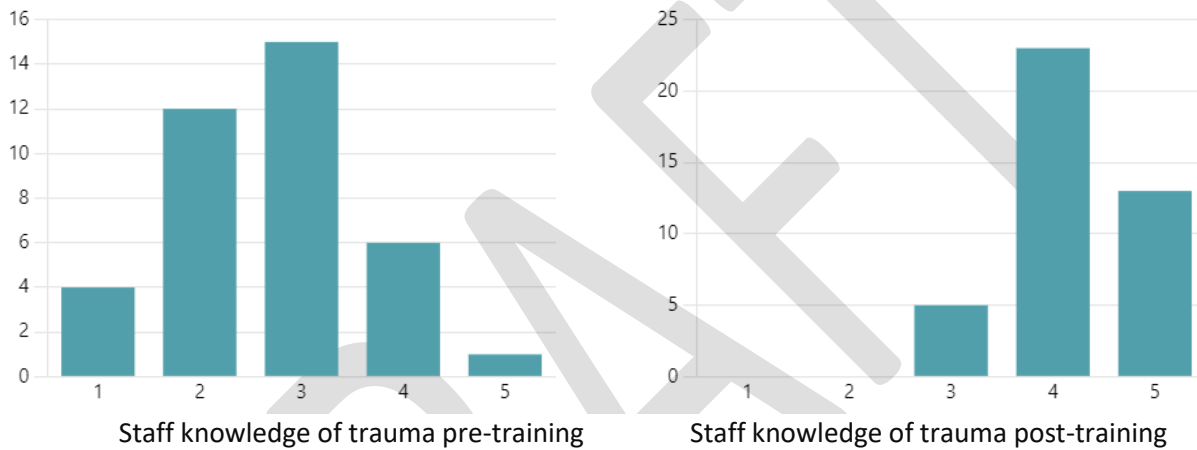
Discovery Primary Academy measured the impact of trauma-responsive training on staff and found that knowledge of developmental trauma increased following the training. See below for results showing that knowledge increased from the very low to moderate range to the moderate to high range.



St Thomas More Primary School explored the impact of joint play sessions on parents finding that the sessions impacted on the parents’ understanding of emotions, they had more quality time with their children, communication between parents and children improved and there were strengthened relationships between staff and parents. See below for thematic analysis.



St Michaels C of E Primary School measured the impact of trauma-responsive training on staff practice and children's behaviour logs. Results below show that knowledge of trauma increased from between 1 to 5 points to 3 to 5 points indicating that staff gained in their knowledge about trauma.



Behaviour log data

The table below shows that all children showed a reduction in behaviour logs following the staff training.

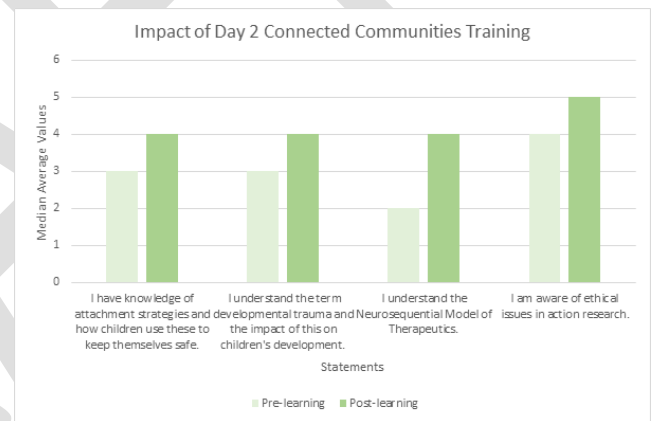
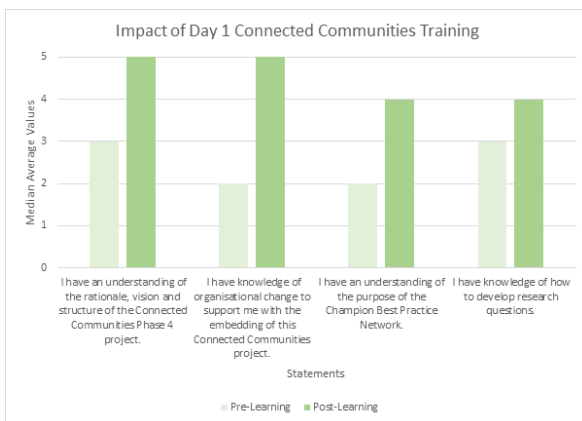
Child	Year 2021-2022	Year 2022-2023
Child A	133	56
Child B	144	81
Child C	156	77
Child D	178	112
Child E	149	46
Child F	153	63

Safe spaces - regulation areas set up as part of the connected communities project at St Michaels:



Evaluation Data Phase 4

Evaluation data is presented for sessions facilitated during the academic year 2022-2023. Six settings are part of Phase 4. The following graphs shows the median average impact of the training on setting leads' knowledge and understanding for Day 1 & 2 content. Attendees gained in their knowledge between 1 and 3 points.



The following graphs show the median average impact of the training on setting leads' knowledge and understanding for Day 3 - 6 content. Attendees gained in their knowledge between 1 and 2 points.



4.2 Social Worker Training

New social workers are referred to the Virtual School as part of their induction program for training in the completion of PEPs and other matters relating to education. Social Workers can also contact the trainer directly to arrange a convenient time. 32 sessions were booked in this way with attendance of 56 %. To improve the offer, and maintain high levels of compliance and quality, fortnightly PEP clinics are held with VS staff available for training support and advice. There are also training modules developed by the team on our electronic PEP provider and available on our website.

4.3 Foster Carer Training

We offer a range of training opportunities for foster carers; the fostering service is shared across Cambridgeshire and Peterborough and therefore some of these sessions were completed in collaboration with Cambridgeshire Virtual School. This year courses were attended by an average of 65% of those booked, with some sessions reaching attendance of 90%.

77% of session evaluations (of which 60% completed) highlighted an improvement in knowledge. All courses were delivered virtually. Fostering shared their Carer training survey results with PVS and we intend to deliver e-learning and a Foster Carers Conference in the next academic year. Below is the training delivered this year.

- How to support your child with their education – Early Years/Preschool
- How to support your child with their education – Primary
- How to support your young person with their education – Secondary
- How to support your child with their education – Post 16 (for young people in Y9-Y13)
- How to support your child/young person with transitions (Primary to Secondary school)
- Supporting school readiness and transitions to school (Early Years)
- Supporting your child as a reader (FS and KS1)
- How to support your Separated Migrant Child (SMC)
- My future self - How to support your child to develop high aspirations
- Supporting your younger child as a writer (KS1)
- Supporting Children with Maths at KS1 and KS2

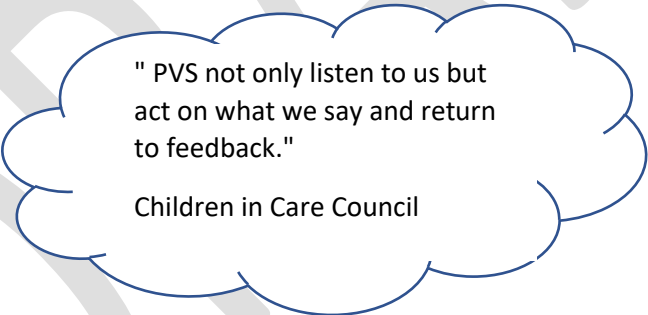
The PVS Educational Psychologist is also available for consultation.

4.5 Children in Care Council

The voice of the child/young person is of central importance to our work as a Virtual School. To this end, staff members attend Children in Care Council (CiCC) meetings to seek the view of Children in Care. Staff attend CiCC meetings and Informal Corporate Parenting Committee meetings.

Activities with the CiCC have included:

- Consulted CiCC to review YP view section on all Key stages, through Improving ePEP questions for the child/young person section.
- Sharing with a range of professionals the 'Every Word Matters' video made by CiCC.
- Attendance by PVS Officers to consult CiCC on the use of Squiddle which is a 'tool' to enhance Children and Young People's voice and to access and record their views and upload any achievements they wish to add to the PEP.
- PVS Officers consulted with the Children and Young People of the CiCC to feedback on the design and information on the CYP pages on the PVS website. PVS then returned to feedback the requested changes to the CiCC.
- PVS Officers attended and supported the CiC awards through delivering activities and joining in the celebrations.
- CiCC shared best consultation and feedback process with other council departments based on their experiences of working with the Virtual School Team. To enable other departments to achieve a good working relationship with the CiCC.



" PVS not only listen to us but act on what we say and return to feedback."

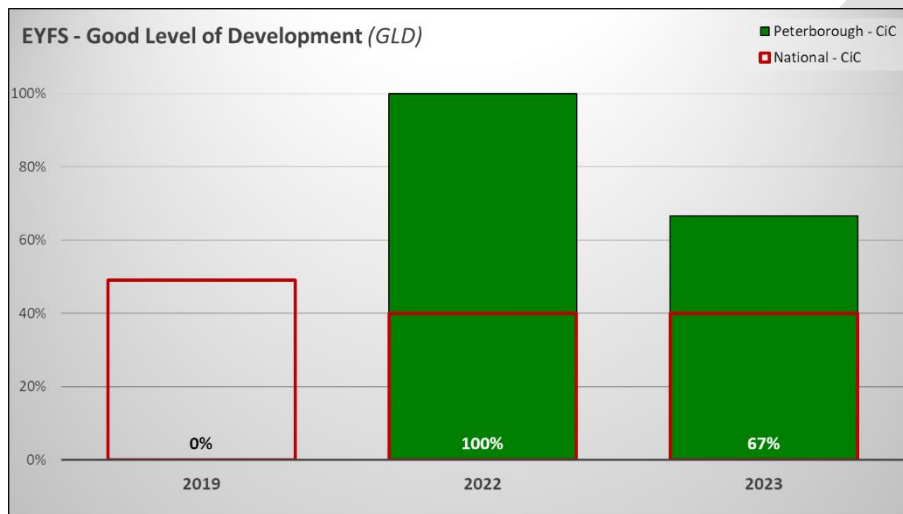
Children in Care Council

5 Learning Outcomes

There is no 2020 or 2021 data available due to the COVID-19 pandemic; this is why the three-year trend starts at 2019 rather than 2021.

5.1 Early Years Foundation Stage (EYFS)

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level for the Early Learning Goals (ELGs) in the prime areas of learning and the specific areas of mathematics and literacy.

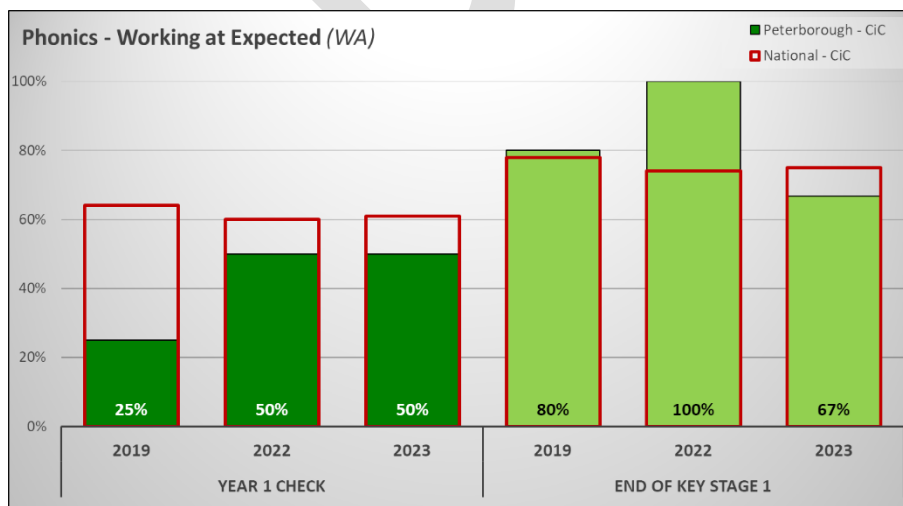


Peterborough - CiC Cohort	
2019	2
2022	1
2023	3

As in previous years, the cohorts contain so few pupils that the data set is statistically unmeaningful and comparison cannot be drawn.

5.2 National Phonics Screening Check

This data covers the attainment of both year 1 pupils taking the test for the first time and year 2 pupils who did not reach the required standard in Year 1 and therefore were required to re-sit.



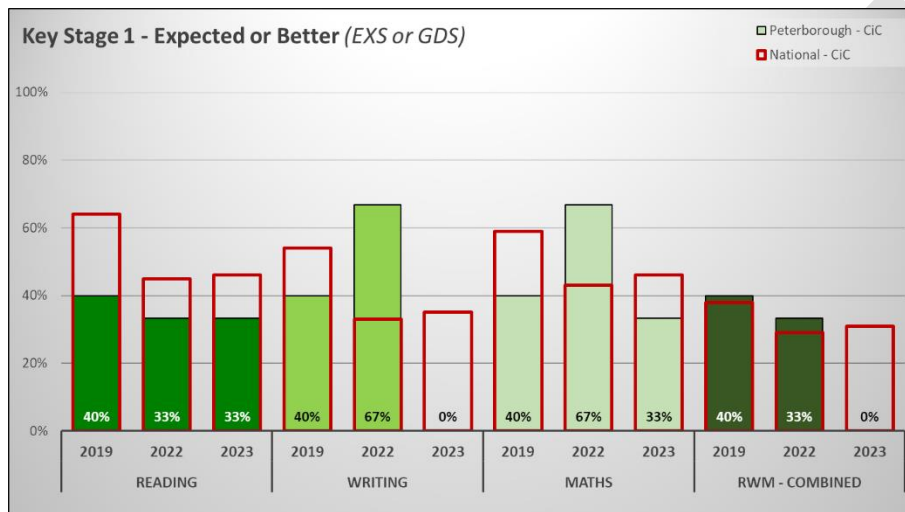
Peterborough - CiC Cohort	
Year 1 Check	
2019	4
2022	2
2023	4

Peterborough - CiC Cohort	
End of Key Stage 1	
2019	5
2022	3
2023	3

In the Year1 cohort, of the 2 children who achieved the expected standard in the Phonics Screening, both had specific reference to the Phonics Screen in their PEPs. Of the 2 children who did not achieve the expected standard, both did not achieve Good Level of Development (GLD) at the end of their Early Years Foundation Stage (EYFS). They both also experience disruption in their care placements with one child experiencing 3 care placement breakdowns whilst in Year 1.

In cohort of children who re-sat their Phonics Screen in Year 2, 1 child did not achieve the expected standard. This child also did not achieve GLD at the end of EYFS and has an EHCP.

5.3 Key Stage 1

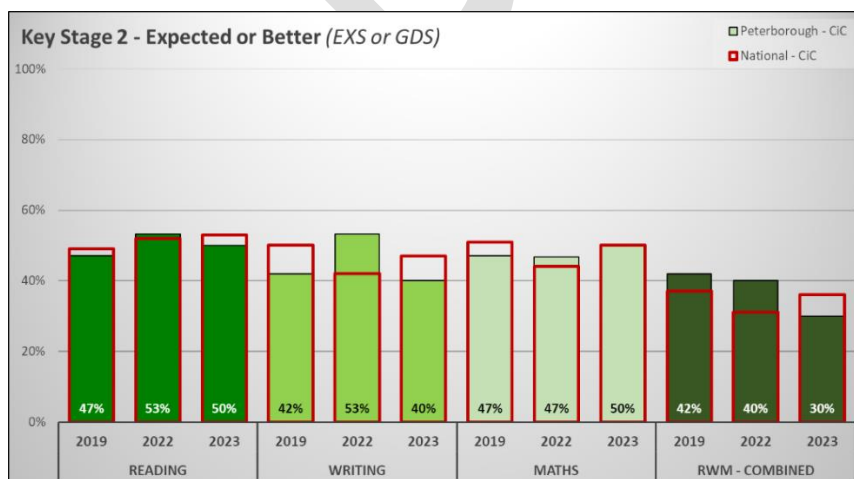


Peterborough - CiC Cohort	
2019	5
2022	3
2023	3

As in previous years, the cohorts contain so few pupils that the data set is statistically unmeaningful and comparisons cannot be drawn.

Of the 3 children in Year 2, none achieved the expected standard in reading, writing and maths combined. One child achieved the expected standard in reading and a different child achieved the expected standard in maths. The child who did not achieve expected standard in any subject has an EHCP and will be moving to a special school next academic year.

5.2 Key Stage 2



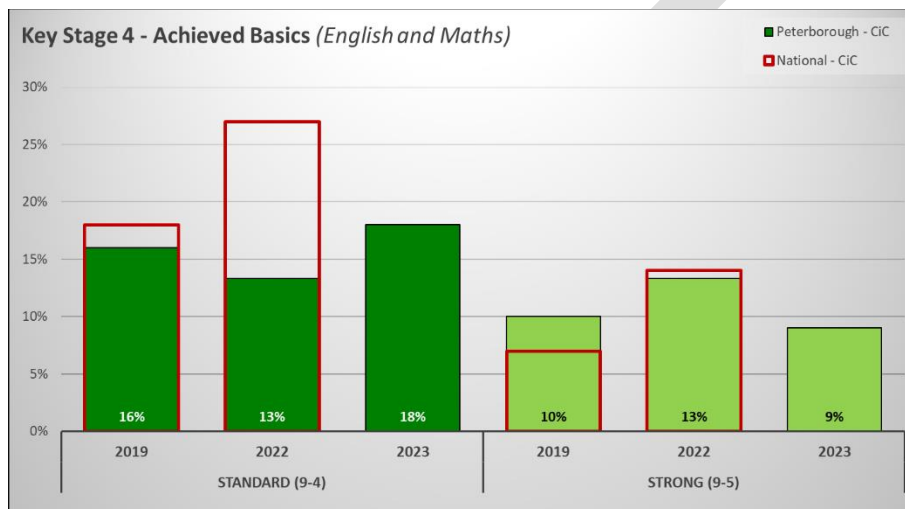
Peterborough - CiC Cohort	
2019	19
2022	15
2023	10

30% of Peterborough children in care (3 children) achieved reading, writing and maths combined at the end of Year 6. This is compared to 36% of children in care nationally and 52.4% of all children in Peterborough schools. Two more were very close; one child scored 99/120 in reading (100/120 is required for expected) and another missed only in writing. Four children did not reach expected standard in any area; all of these children have an EHCP.

5.3 Key Stage 4

After the use of teacher- and centre-assessed grades in 2020 and 2021, this academic year saw the return of grades to pre-pandemic levels. This cohort had experienced a disrupted KS4 education due to the Covid pandemic.

The data below is unvalidated; validated data will be released by the DfE in March 2024. Therefore, there are currently no national comparisons.



Peterborough - CiC Cohort	
2019	31
2022	22
2023	34

The Key Stage 4 core cohort was 34. Seven young people achieved a grade 4 or higher in Maths and seven young people achieved a grade 4 or higher in English. Of these young people, six achieved both English and Maths at grade 4 or higher and 3 of these achieved both at grade 5 or higher. Three young people achieved attainment 8 grades of 52, 57 and 58 respectively.

Analysis of the group of six young people who achieved shows common characteristics of their journeys:

- No disruption to secondary education – all attended 1 secondary school only
- All achieved age related expectations at the end of Year 2 and Year 6
- School attendance was high >97%
- Pupil premium plus grant was spent on academic interventions including tuition
- Minimal changes of home placement – 4 had only 1 home, 1 had 2 and the 3rd had 3
- On average they had been in care for 8 years
- All have progressed onto level 3 courses

A range of additional qualifications were gained by young people beyond GCSEs. These included functional skills qualifications in both English and Maths, BTEC level 1s and 2s and AQA single awards. One young person with

complex SEND achieved her functional skills in English, City and Guilds for Working Life and a double WEJEC Humanities Pathway.

5.4 Post 16

A variety of pathways were studied in Years 12 and 13; these included level 1,2 and 3 programmes for both academic and vocational courses as well as English for Speakers of Other Languages (ESOL) courses. Additionally, students with complex SEND were supported with non-subject specific programmes developing life skills and independence. The following table relates to courses, not individual students. A student may appear in multiple columns.

Academic Cohort	ESOL Courses for EAL Students <i>(including Pre-entry & Transition Courses)</i>			Functional Skills <i>(English and Maths Courses)</i>		Individual Curriculum Education	NVQ, BTEC & Other Vocational Courses			GCSE / A-Level	
	Pre-entry or Transition	Pass	Withdrew or did not pass	Pre-entry or Transition	Withdrew or did not pass	Course is ongoing	Grade awarded	Course Ongoing	Withdrawn or not recorded	Grade awarded	Withdrew or not recorded
Year 12	15	6	2	6	2	2	10	1	6	8	2
Year 13	13	10	6	2	-	-	7	-	19	12	-
Total Post-16 Cohort	28	16	8	8	2	2	17	1	25	20	2

Two young people have progressed onto Higher Education courses are undertaking degrees in initial teacher training and nursing. The table below shows the destinations of young people at the end of Years 12 and 13.

Academic Cohort 2022-2023	Year 12	Year 13
UK higher education institution	-	2
Further education	33	25
Other education destinations	4	-
Sustained employment destination	-	1
Not recorded as a sustained destination	-	2
Activity not captured	10	25

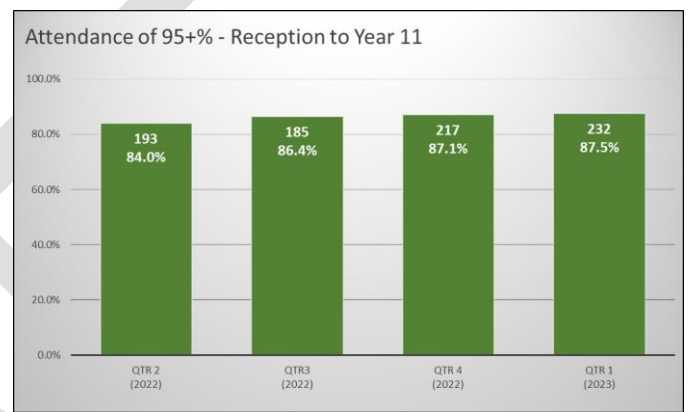
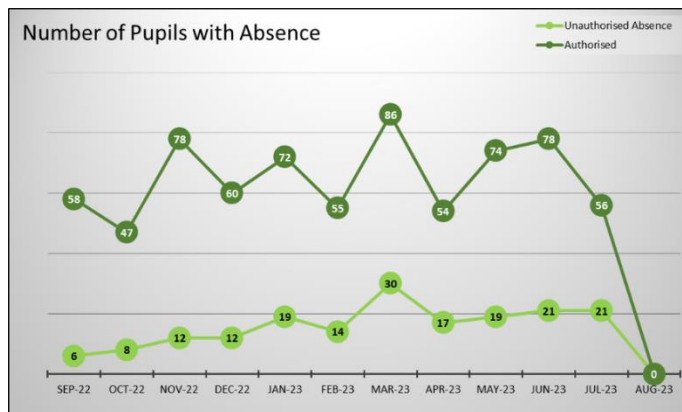
Next steps around attainment and progress include the implementation of a dashboard to enable term on term scrutiny at both and individual pupil and cohort level. This will enable interventions and allocation of the pupil premium plus grant to be targeted with increased precision.

6 Inclusion

6.1 Absence

Nationally, attendance has improved for all children including those in care over the last academic year, however it is still significantly worse than pre-pandemic levels. Attendance data always runs a year behind the other data releases, the 2022-23 data is not due for release until March/April 2024.

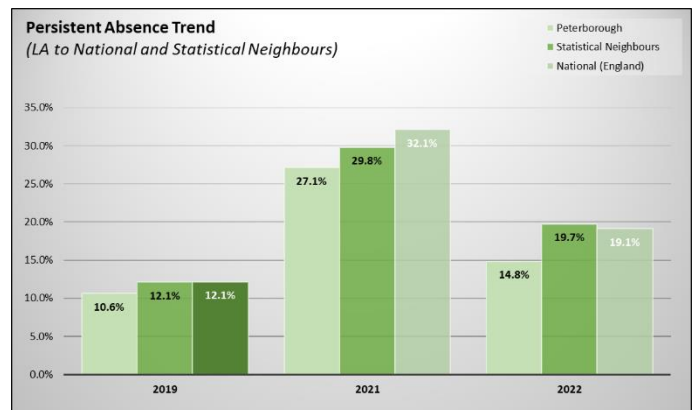
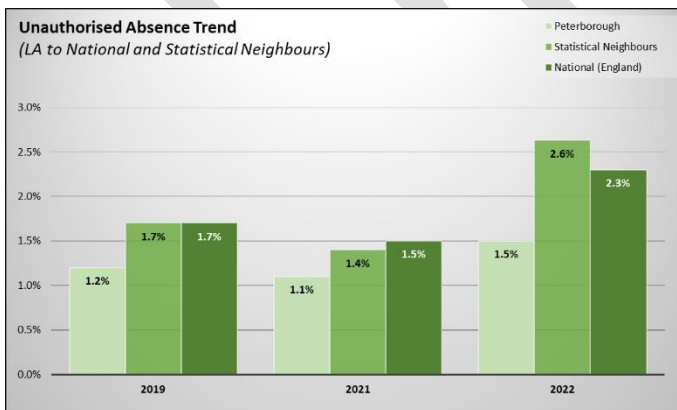
Peterborough children in care have an absence rate of 7.2%; this compares favourably against the Eastern Region (8.5%) and statistical neighbours (8.09%) averages.



Source: Looked After Call – main dashboard

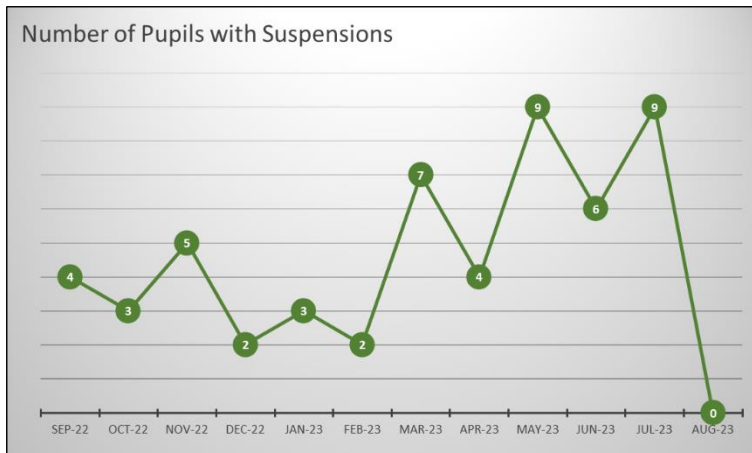
Total Cohort	
Qtr 2 - 2022	214
Qtr 3 - 2022	214
Qtr 4 - 2022	249
Qtr 1 - 2023	265

Source: DfE - Local authority interactive tool (LAIT) <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>



Peterborough’s unauthorised absence rate has increased to 1.5% (+0.4%). This is concerning, but a lower increase than the Eastern Region (2.00%, +0.7%) or statistical neighbours (2.63%, +1.2%).

6.2 Exclusions and suspensions



As part of the attendance data set the Suspension data is also a year behind the other data sets with the 2022-23 figures due out in March/April 2024.

The Virtual School has a duty to work with Head Teachers to try and avoid the exclusion of a child in care and make sure that they have the support in place to thrive and make progress. The Virtual School has been quick in its response to any fixed term suspensions or threat of exclusion so that a joint plan for the child can be implemented.

For those children and young people who had fixed term suspension PVS staff attended return to school meetings to support the child and carers and to ensure robust plans were in place to minimise the risk of further instances of suspension. We receive information on fixed term suspensions from our external attendance service or are advised of these by Designated Teachers, social workers, or carers. In the case of any repeat suspensions, additional PEP meetings are held to check that all necessary support is being given.

Children with EHCPs were underrepresented in the suspension data which suggests that EHCPs are acting as a protective factor against suspension. Next steps in this area include embedding an additional question in the PEP template around internal exclusions in schools; it is expected that this will support the identification of individual children most at risk of being suspended and enable preventative support to be put in place.

Persistent or general disruptive behaviour was the most cited reason for exclusion. Three city schools (2 secondary and 1 special) were over-represented in the suspension data. This data will inform the work of education advisors next academic year who will provide an enhanced offer to these schools and work to support alternatives to suspension with them.

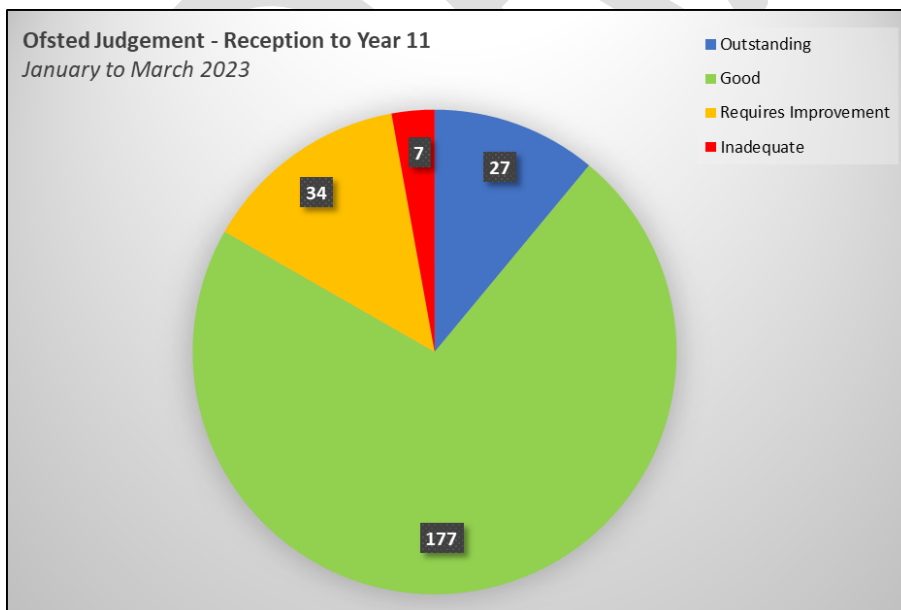
6.3 Alternative Provision

Establishment Type	Number
Number on school roll (<i>preschool to Year 11</i>)	266
Number in independent schools	22
Number in LA Special School in city	19
Number in LA Special School out of city	8
Number in PRU / AP in city	1
Number in PRU / AP out of city	1
Number with EHCPs	75

6.4 Quality of Provision

% CIC attending school judged to be good or better	
Year 2	83% (5 of 6 pupils)
Year 6	82% (18 of 22 Pupils)
Year 11	89% (40 of 45 Pupils)

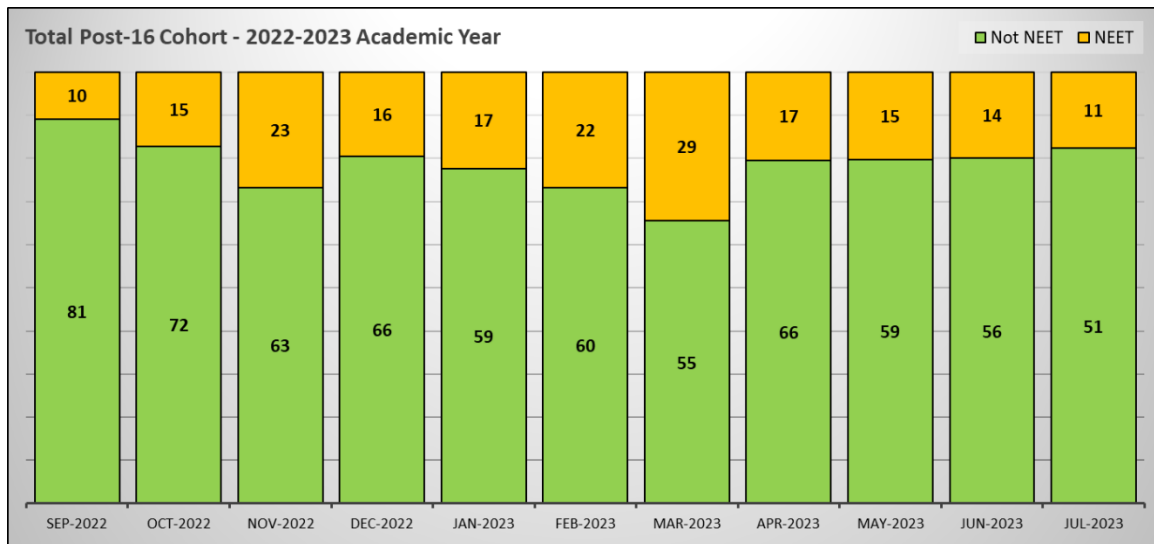
The lower percentage of children attending a school judged to be good or better in Years 2 and 6 is due to several of the schools converting to academies and have not been re-inspected yet, therefore previous judgements remain. It is expected that conversion to an academy and membership of a multi academy trust will drive improvements. PVS monitors all children, but those in schools judged to be less than good, are subject to closer scrutiny.



Next academic year an enhanced offer will be made for schools and settings who are not good or outstanding to ensure that any children attending are not disadvantaged.

6.5 Not in Education, Employment or Training (NEET)

The cohort of NEET young people fluctuates across the academic year; to be determined as NEET a young person must be beyond statutory school age (Year 12 and upwards) and not accessing any education, employment or training. Consequently, a young person identified as NEET will always be either unemployed or economically inactive. Specific trigger points include the end of October which is the point at which colleges review engagement and officially enrol the young person, and a second trigger point is Christmas.



The above table shows number of NEET young people (aged 16 and 17) in care over the 2022-2023 academic year. This year the average percentage was higher than previous years due to high number of withdrawals and disengagement sometimes linked to emotional mental health. It should be noted that the decline in numbers within the total cohort declines over the academic year when young people reach their 18th birthday.

There has been an increase in the number of Separated Migrant Children placed in the care of Peterborough City Council due to increases in the national transfer scheme. This has placed a significant strain on colleges places due to limited ESOL (English as a Second Language) places. Typically, the number of separated migrant children arriving increases in the Spring due to improving weather conditions and therefore NEET figures peaked in March 2023. Considerable strategic work was undertaken by Peterborough Virtual School in partnership with Further Education providers at this point and almost all young people requiring ESOL provision were able to start on a bespoke ESOL Transition programme by Peterborough College in April 2023. The limited availability of ESOL provision remains a priority for the forthcoming year.

7 Personal Education Plans (PEPs)

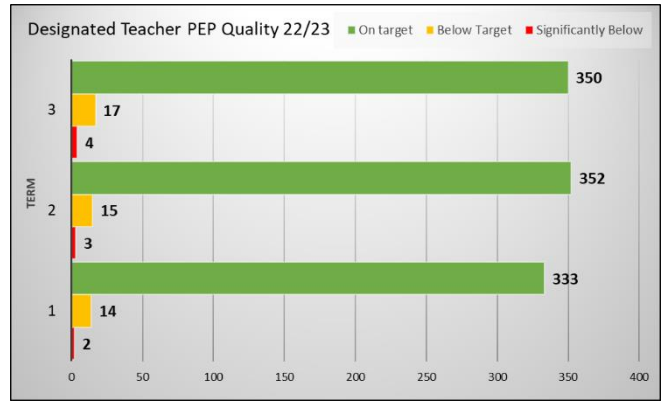
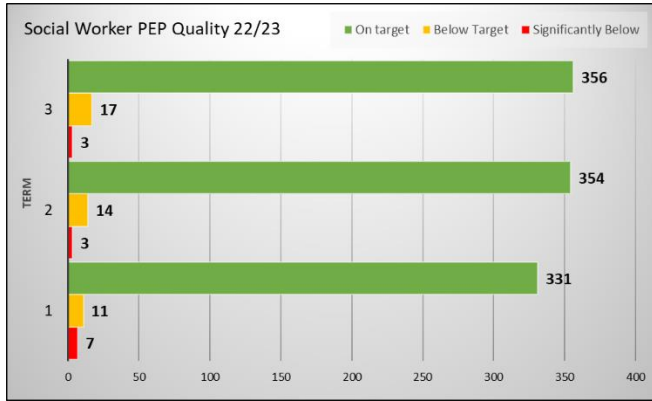
During the academic year 2022-23, 1108 PEP meetings were held. PEP meetings are led by the Designated Teacher in settings and attended by Social Worker, Carer and the child/young person if they wish to.

Virtual School staff do not attend every PEP meeting, however will attend for all newly into care children, when a change of school place occurs, or where a child is in crisis and attendance is requested by the school or social worker.



Attendance at PEP meetings is consistently high for both social workers (92% of all PEP meetings) and carers (91% of all PEP meetings) but there are occasions when a social worker or carer is unable to attend due to sickness or other unforeseen circumstances. In these circumstances, it is at the discretion of the Designated Teacher and PVS staff whether the meeting takes place.

All PEPs are quality assured by PVS staff and those judged to be below an acceptable standard trigger additional support and challenge from the VS team. Most PEPs (95%) are judged to be 'on target' meaning following quality-assurance, the PEP meets the expected standard in all areas. For those that fall 'below target,' PVS staff will provide support, training and challenge to the relevant professionals to ensure rapid improvements are made.



Next academic year members of Peterborough Virtual School will empower Designated Teachers, Carers and Social Workers to manage PEP meetings without Virtual School presence unless there is a clear rationale for it and an intended impact. This will be supported through the production of video guides and a suite of e-learning modules. This way of working will enhance the team’s capacity to work at a strategic level which will result in greater influence on the policy, practice and culture of education settings. This influence will have a wider reaching, more sustained positive impact on the education of our children and young people.

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8 Pupil Premium Plus Grant (Financial Year 2022-2023)

The Pupil Premium plus Grant allocation for Financial Year 2022/2023 was £636,240. This was based on a £2410 per pupil allocation for children who had a period of 24 hours or more in the care of Peterborough City Council. Additionally, Peterborough Virtual School received allocations from the National Tutoring Programme of £55,200 and the Recovery Premium Grants of £37,730.

£302,104 was devolved directly to the educational settings. This amount includes the cost of partnership staff, Connected Communities training and bursaries and the Outdoor Learning Adventure provision. Additionally, this amount also includes the Inspire project (with Peterborough and Stamford Colleges). Payments to schools are made termly upon submission and approval of SMART targets within a quality assured and time compliant PEP. These targets are reviewed at each PEP meeting to hold the school to account and to ensure appropriate interventions are in place to support progress. In exceptional cases, educational settings applied for additional funding to support children requiring intensive short-term interventions tailored to their individual needs and circumstances.

The remaining £334,136 was used to support the work and improvement of the Virtual School.

Allocation	Cost £
Additional tuition	£48,196
Letterbox Club (see report below)	£8138
External PEP and Attendance Services	£27,411
Staffing	£242,503
Other costs (including subscriptions, venue hire)	£7888
TOTAL	£334,136

8.1 Letterbox Club

Once again, the Letterbox initiative has been very well received by our Primary aged cohort of children in care, of whom 64 have received seven monthly packages during 2022/2023. Each pack is posted out by our staff to the child's home address, ensuring they get to experience the excitement of a parcel arriving at home for them. This has the added benefit of the child realising that they have a proper place within this world.

We decided, following feedback, that the younger children had greater benefit from these packs, so prioritise those in FS, KS1 and KS2. The main reason behind this is that as children get older and more expert at reading, they also develop stronger preferences, and it becomes more important that they can select their own reading materials, if they are to get the best out of them. Younger children still need guidance in selecting texts and need to experience all the genres available and suitable for them whilst they are still finding out what they really enjoy or gain most from.

Each package includes at least two newly published books (which ensures no duplicate books are sent) items of stationery to inspire writing, puppets or small toys linked to the texts for the younger children and maths games

suitable for home play for all ages. This year for the first time we have added a new pack for those children who are older but have lower than expected reading skills, including books of higher maturity but lower readability, which have proved extremely helpful and fun for some of our students with special educational needs. The aim of this initiative is to encourage reading at home and to further interaction with foster carers and wider family members. Developing a language rich home environment is a priority and many children within this cohort have not had experience of this. The project contributes to building that love of literature that we so want for all our children.

For our very youngest children in care, from new babies to pre-schoolers, we have signed up to Dolly Parton's Imagination Library, and these children are sent a high-quality picture book each month direct to their home. This initiative is a little trickier as permissions are needed from all adults involved as home address details are kept on a secure system in the USA. Additionally, as new young children come into care, we need to identify them and get them signed up to make the most of this offer, which is completely free to us.

8.2 Forest School Report

In partnership with Ravensthorpe Primary School, Peterborough Virtual School have continued to offer primary school aged children carefree weekly sessions on their Outdoor Learning Adventure (OLA.) OLA is based around the principles of Forest School where children participate in self-selected fun, engaging and rewarding activities that promote key skills such as resilience, problem-solving, team working, creativity, independence and resourcefulness. Activities range from cooking on the fire, to designing and making things from natural resources, to building a den to enjoy a hot chocolate in, to simply playing in the mud kitchen. The use of tools and fire are also integral parts of OLA and encourage children to identify and manage risk. OLA provides children with an opportunity to spend time outdoors, make and maintain new friendships and to enjoy themselves. To ensure the children know what to expect, PVS produced a short video showing the site and activities they may take part in: [Outdoor Learning Adventure](#)

OLA has three core staff members consisting of two Level 3 Forest School Leaders and one Level 2 Forest School Assistant. This year another PVS Staff member has been trained to Level 3 to ensure cover is provided where needed. The OLA lead liaises with schools, social workers and carers to set appropriate targets for the child to achieve at OLA. These usually focus on soft skills such as making and maintaining friendships, building resilience or trying new experiences.

In the year 2022/23, 19 children in care benefitted from attending OLA either weekly or twice weekly. Their ages ranged from 5 to 12. 80% of children attending OLA this year achieved their set targets and the feedback has been overwhelmingly positive. For some groups, the focus is on enriching their education and soft skills. For other groups, the focus is supporting emotional regulation enabling them to remain in full-time education; this is done through building on the child's strengths and giving them a feeling of success and belonging. A particular success in 2022/23 was a sibling group with a focus on building self-esteem and the confidence to try new things, ready for planned adoptions. All 3 of the children who attended showed an increase in their engagement with new adults and peers. One child even had the confidence to support newcomers to the sessions and be a model to their peers in activities. Their development and success were celebrated when it was time for them to leave OLA, with a certificate for their achievement with all 3 children experiencing successful pre-adoptive placements. The other children also benefitted from developing their skills of making and maintaining friendships as well as how to manage risks and prepare for transitions.

For the children who attend, OLA is a place where they smile and succeed.



8.3 Report of the Specialist Educational Psychologist

Type of involvement

There has been Educational Psychology (EP) involvement for 25 children in care between September 2022 and June 2023. There has been a reduction in the number of individual involvements due to the introduction of the Complex Needs and Funding Panel (CCFP) which has replaced a number of initial consultations for children with social workers and virtual school team members. The Specialist Educational Psychologist is part of the decision-making process at the CCFP. The academic year was also shorter due to sickness absence between June 2023 and August 2023.

The table below shows the breakdown of the types of involvement to support children in care between September 2022 and June 2023. Some of these involvements have overlaps (e.g. sustaining placement and consultation).

Type of involvement	Number of children
Assessment to identify needs	10
Consultation with school and foster carers including reviews of progress (multiple times for some children)	6
Sustaining placement/risk of placement breakdown	5
Preparation for adulthood	1
Consultation with social workers	3
Indirect involvement via consultation with Peterborough Virtual School team members	4
Multi-professional meetings including PEPs and annual reviews (multiple times for some children)	3
Bespoke training for settings	2

Impact Data

The graph below demonstrates the satisfaction scores from professionals following EP involvement. The format of evaluations changed this year to reflect hybrid working and Microsoft forms were sent out to gather views on Educational Psychology involvement. There was a low response rate for evaluations with only six resultant respondents (n=6).

Service satisfaction score



All six professionals rated their satisfaction as excellent.

When asked what helped them, they responded with:

Respondent	Comment
1	Chloe was able to provide some insight and support into the young person's reactions and different behaviours and her support has helped to put together a comprehensive assessment to complete a referral for additional support for the young person.
2	Knowing how we can plan going forward
3	Being able to unpick specific needs through a thorough assessment and pinpointing specific strategies that the student was previously masking.
4	Chloe was able to provide a high level of insight about our student, reframing and organising our existing information and understanding, contextualising behaviours in historic antecedents, and providing strategies and recommendations so that we can promote feelings of security and enable social emotional progress. I think the service provided by Chloe and Peterborough VS is wonderful and crucial service that directly benefits students and professionals.
5	Excellent follow up meeting, clear recommendations in report- clear, resourceful and manageable within the school setting. We were very happy with the service and Chloe was efficient, knowledgeable and supportive. Thank you!
6	In person visit to do assessment with child. Feedback meeting to all stakeholders.

Impact of consultation (n=6)

Concerns before and after consultation are measured using a Likert Scale from 1 to 5 (1 meaning least concerned and 5 meaning most concerned). The following table shows the reduction in concerns following an initial consultation:

Reduction	Number of respondents
No change	0
1 point	3
2 points	2
Increase	1

Following initial consultation, 5 out of 6 respondents noted that their concerns had reduced. One highlighted that they were more concerned due to the level of needs which had been identified.

In addition, the views of children who have had assessment were gained using a scale of 1-5 (1 being not at all good and five being very good). All children rated their experience at a 5 (n=7). Ten children had assessments (n=10) but it was not deemed appropriate for one child who was assessed as he was dysregulated during the visit and two children were observed rather than having direct involvement.

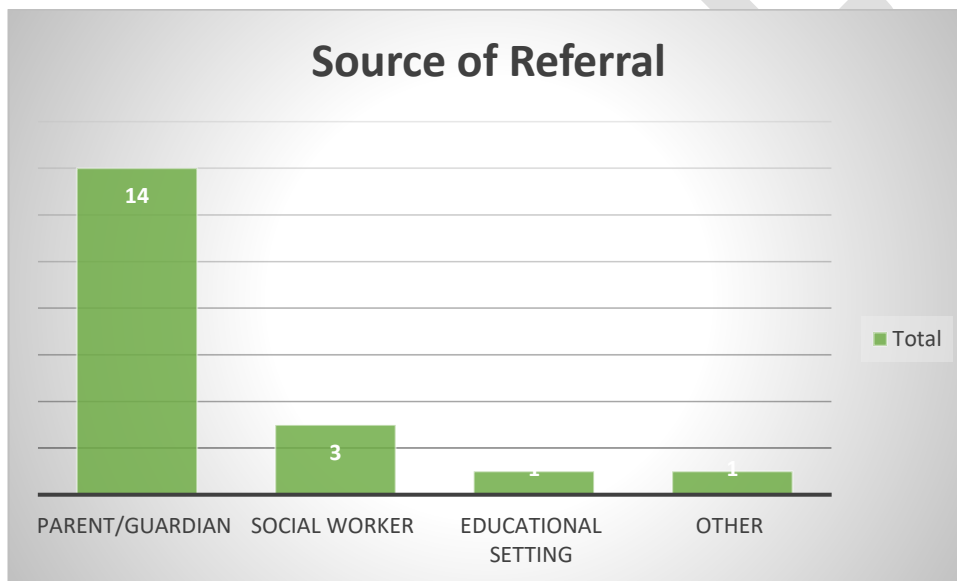
9 CPiC/CWSW

9.1 Children Previously in Care

The Virtual School has a statutory duty to provide advice, guidance and information to education settings, parents/guardians and a range of professionals around improving the educational outcomes of CPiC.

Referrals

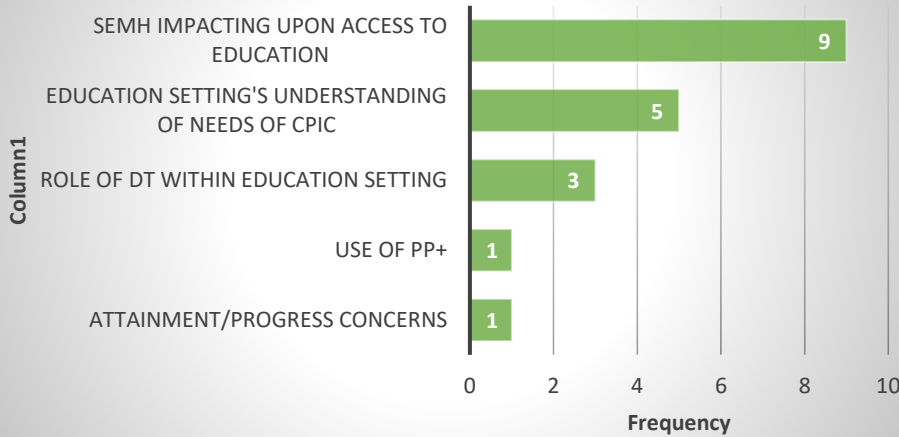
Referrals can be made for advice, guidance and information relating to education. PVS received 19 direct referrals in 2022/23, with most referrals coming directly from parents/guardians (74%). This contrasts with the previous year where the most referrals came from education settings and parent/guardian referrals made up 30% of referrals. This change in source of referrals could be attributed to the enhanced DT training offer and information on the PVS website, providing education settings with greater understanding of their roles and responsibilities without the need for PVS involvement. Most referrals continue to be for primary school aged children with 58% being for children in Key Stage 2. There were no referrals for KS4.



53% of referrals were for children who left care subject to a Special Guardianship Order (SGO). This is down 17% on the previous academic year. In contrast, referrals for children who left care subject to an Adoption Order (AO) were up from 30% to 47%. This could be attributed to improved communication between PVS and the Regional Adoption Agency (RAA) Support Social Workers who are effectively signposting parents and guardians to PVS Services when required.

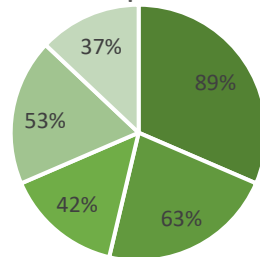
Most referrals are made when a child's Social, Emotional or Mental Health (SEMH) is impacting upon their ability to access their education and the referral is seeking advice or guidance on how to best address this. This is a trend seen in previous years. In contrast to the last academic year, there was a significant decrease in referrals being made regarding the use of Pupil Premium Plus (PP+) for this cohort of children. This could again be attributed to the increased information available for both education settings and parents/guardians regarding the use of PP+.

Main Reason for Referral



Referrals are processed within 7 working days of being made. Most referrals in 2022/23 required a meeting with a parent or guardian and the majority required advice to be given to education settings:

Follow Up Actions



- Meeting with Parent/Guardian
- DT Information Provided to Referrer
- Advice given to education setting
- Sign Posting to other agency/Service
- Multi-Agency meeting attended

Wider Role

The Education Advisor liaises with professionals and parents/guardians to support children previously in care, including:

- attending quarterly support groups
- delivering bespoke trainings to guardians to support their children in education
- liaising with supporting organisations and charities
- member of the Regional Adoption Agency (RAA) Partnership Board which sits quarterly
- part of the Eastern Region PCiC network group

9.2 Children With a Social Worker

Experience now shows that this cohort is fluid and whilst those currently CIN/CP are easily identified, there is not a mechanism for identifying those with a social worker in the previous 6 years. Liquid Logic data from a single point in time was used for those currently with a social worker.

Category	2021-22	2022-23
Child in Need	450	518
Child Protection Plan	209	239
Care Leavers	53	190

Specific barriers faced by the Children with a Social Worker cohort is now integrated into the Designated Teacher and Relational Practice training offers.

An 'Explore More' Day was held to raise career aspirations for Y9 young people. 4 settings (2 LA secondary schools, 1 special school for moderate to severe learning difficulties, 1 pupil referral unit) arranged for a total of 34 students to participate in a variety of interactive workshops led by national companies, lunch and a speed-interviewing session.



The impact of the day was evident in the increased confidence shown by all the young people in how they interacted with the large number of local company volunteers who participated in the interview exercise.

'I do hope there will be more events like this in the future, our students thoroughly enjoyed the day and the opportunities.'

'It was a great day. We've had the photos we took made into a book which looks great!'

10 Development Planning

Peterborough Virtual School Development Plan

Vision

All children known to social care will achieve aspirational educational outcomes enabling them to live happy, healthy and fulfilled lives.

3-Year Outcomes

The work of Peterborough Virtual School is guided through a clear vision and strategic direction

- The Virtual School team is enabled to work effectively within a culture that is proactive, creative and innovative
- Evidence-based practice and high-quality data underpin effective working and demonstrate value and impact
- The Virtual School offer is aligned with need and is responsive to the ever-changing local and national picture

Children and young people have timely access to well-matched education

- Processes and systems ensure compliance with statutory timescales and that drift and delay is minimised
- Senior leaders across education recognise the fundamental difference relational practice can make to children's ability to thrive in school
- The policy and practice of educational settings is aligned to the needs of all children known to social care
- The lived experience of the children is central to all decision making

There is a collective responsibility for the education of children known to social care

- PEPs are robust and meaningful documents and serve as an effective tool for promoting educational outcomes
- There is seamless partnership working across the authority
- Care givers understand the best way to support learning and promote aspirations



LEADING LEARNING – REALISING FUTURES



10.1 2023-24 Outcomes

The work of Peterborough Virtual School is guided through a clear vision and strategic direction

- The Peterborough Virtual School team has the necessary knowledge, skills and expertise to offer effective service delivery
- The Peterborough Virtual School offer is designed and shared with all key partners
- A Management Board is established to provide a platform for experienced professionals and stakeholders to offer support and challenge to the Virtual School
- Dashboards and trackers are created to support efficient operational functionality and effective reporting
- A clear strategy is defined for the extended remit for children with a social worker
- A clear strategy is defined for the allocation of post-16 pupil premium plus

Children and young people have timely access to well-matched education

- Standardised processes and systems for access and inclusion are established and embedded to guide the work of the education officers
- A strategic offer which influences policy, practice and culture is established and guides the work of the education advisors
- There is an enhanced offer for children attending schools which are not good or outstanding

- Data underpins strategic conversations with education providers
- The relational practice training offer is undertaken within at least one trust to support the development of the physical environment, culture and practice
- Pupil voice is recorded meaningfully within the PEP and informs outcomes

There is a collective responsibility for the education of children known to social care

- Schools and social workers have a robust understanding of PEP quality assurance standards
- Rigorous quality assurance informs the work of the Virtual School
- Progress data from the PEP informs the work of the Virtual School
- The impact of becoming NEET and risk factors leading to this are known and understood by the Virtual School team
- Career pathways are integrated into the PEP and inform planning
- Social care colleagues and care givers, including foster carers access training through a range of resources including e-learning

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Appendix 1 Glossary

Term	Definition	Comments
Attainment 8	The Attainment 8 score is a measure that ensures all students are compared rather than those on the cusp of grade boundaries	<p>This measure was introduced to the KS4 examination system in England because previous measures were not demonstrating attainment from a wide range of subjects.</p> <p>However, the attainment 8 measure can give a negative score to a child who does not sit 8 or more GCSE examinations.</p>
CiC	Children in Care	<p>The statutory guidance refers to looked after children (LAC);</p> <p>The children of Peterborough and Cambridgeshire have rejected this term in favour of Children in Care (CiC).</p>
CiCC	Children in Care Council	A participation group of Children in Care led by the Participation Team.
CPiC	Children Previously in Care	<p>CPiC refers to a child who left care on an order, typically a Special Guardianship Order, Child Arrangement Order or Adoption Order.</p> <p>The Virtual School has a duty to provide information and advice to the parents / guardians, education professionals, and other associated professionals, where the child attends a Peterborough education setting.</p> <p>This was added to the Virtual School remit in September 2018.</p>
CWSW	Children with a Social Worker	<p>CWSW refers to social who are children in need or under a child protection plan or who have been in the past six years.</p> <p>The Virtual School has a non-statutory strategic leadership role to promote education outcomes for this cohort of children.</p> <p>This was added to the virtual school remit in September 2021.</p>
Core Cohort	DfE Core Cohort	<p>The 'Core Cohort' is the criteria used by DfE when it publishes its National attainment data for Children in Care.</p> <p>The child must have been in care for 12 months or more on the 31st March of the assessment year</p>
DP	Designated Person	In Early years settings and for Post 16 providers the role is termed DP as the member of staff does not have to be a qualified teacher.
DT	Designated Teacher	It is statutory for all schools to have a designated teacher, whether they currently have children in care on roll or not.

Term	Definition	Comments
EAL	English as an Additional Language	Children whose first language is other than English.
EHCP	Education Health Care Plan	A document which sets out the education, healthcare and social care needs of a child or young person for whom extra support is needed in school, beyond that which the school can provide.
ESOL	English for Speakers of Other Languages	ESOL courses can include areas such as survival English, functional language, specific speaking and listening skills, and sociocultural information. They often have an element of citizenship training.
EET	Education, Employment or Training	EET refers to young people that have finished year 11 and are in education, employment, or training.
GLD	Good Level of Development	This is the national benchmark for children at the end of the Early Years Foundation Stage (aged 5).
Key Stage (KS)	<p>Early Years Foundation Stage <i>(Pre-school, Nursery and Reception Classes)</i> Age range 0-5</p> <p>Key Stage 1 <i>(Primary School – Years 1 & 2)</i> Age range 5-7</p> <p>Key Stage 2 <i>(Primary School – Years 3 to 6)</i> Age range 7-11</p> <p>Key Stage 3 <i>(Secondary School – Years 7 to 9)</i> Age range 11 – 14</p> <p>Key Stage 4 <i>(Secondary School – Years 10 & 11)</i> Age range 14 – 16</p> <p>Key Stage 5 <i>(Various Destinations)</i> Age Range 16+</p>	The national curriculum is organised into blocks of years called 'key stages' (KS). At the end of each key stage, there is a formal assessment.
NEET	Not in Employment Education or Training	NEET refers to young people that have finished year 11 and are not in education, employment, or training.
PEP	Personal Education Plan	<p>The PEP is the education plan. It forms part of the wider care planning for the child.</p> <p>This plan is statutory, it is reviewed each term.</p> <p>PEPS begin when a child enrolls in early years education (from aged 2) and continues until the child turns 18.</p> <p>When a young person turns 18 and is in education, PEPs continue until the end of the academic year.</p>

Term	Definition	Comments
PP+	Pupil Premium Plus	<p>PP+ is additional funding for children in early years provision (the year before they start school) and for children in reception to the end of year 11.</p> <p>The funding is managed by the Virtual School and is used to promote education outcomes.</p>
Progress 8	<p>Progress 8 shows the students' progress across 8 subjects. This is calculated by subtracting the students estimated attainment (calculated from KS2 scores at the end of Primary school) from their actual attainment.</p> <p>This will be shown as a + or -. For example, 0.5 would represent a student being on average half a grade above expectation.</p>	<p>This measure was introduced and replaces previous measures based around the former A*-C grading system for GCSEs.</p> <p>This change was made because the data from the previous examination system did not reflect the progress that a child made over time, from the end of Key Stage 2 to Key Stage 4.</p> <p>The average expected progress score is 0.</p> <p>If fewer than 8 subjects are taken, the score will be reduced further; for example, dropping a subject, will affect the overall score by approximately -0.5.</p>
SAMs	Statutory Assessment and Monitoring Service	Responsible for children and young people with an EHCP and Special Educational Needs.
Statistical Neighbours	<p>Peterborough's Statistical Neighbours are:</p> <p>Bolton, Derby, Medway, Plymouth, Portsmouth, Rotherham, Sheffield, Southampton, Telford & Wrekin and Walsall</p>	<p>A list produced by Department for Education (DfE) that provides each Authority with a list of statistically similar authorities based on demographic data.</p> <p>The list is periodically updated, often in the years following the National Census</p> <p>This allows for more statistically significant comparisons than just the national data.</p>
SMC	Separated Migrant Child	<p>Separated Migrant Children (SMC) are children and young people who are seeking asylum in the UK but who have been separated from their parents or carers.</p> <p>While their claim is processed, they are cared for by a local authority.</p>