Peterborough Virtual School Vision

"All Children Known to Social Care will achieve educational outcomes enabling them to lead healthy, happy and fulfilled lives."

This document is the 3-year strategic plan (2024-2027) for Peterborough Virtual School.
- It includes how this fits with the existing city priorities and the corporate strategy.
- It considers the specific priorities of the Education Service.
- It details annual implementation planning for the academic year 2024/25.

Our City Priorities

Education Services focus on the City Council priorities of:
- Ensuring every Child gets the best start in life
- Providing education and skills for all
- Safeguarding of our most vulnerable residents as a priority
- We will support individuals and families during the cost-of-living crisis

And deliver on the City's Priority Outcomes of:
- Children and young people being safe from harm and leading healthy lives
- Children and young people are confident, resilient, thrive in their learning and engage positively and actively in their communities
- All young care leavers can access a good, enhanced local offer that meets their health, education, housing and employment needs
- Narrow the productivity gap within our future City workforce through an education strategy and plan for early and secondary years
- An adult skills offering that meets the needs of our residents and existing and future employers.

Education Services, as part of Children's Services, are particularly focused on the following, to support the City Priorities and Corporate Strategy:

1. Early years and childcare expansion of places and take up, including meeting the needs of SEND children early and delivering the Government's agenda on 2-year-old take up and Wraparound provision.
2. Increasing the availability of school places to meet demand, including migration into Peterborough over the summer.
3. Developing education capital projects and delivering new schools, with Corporate Services.
4. Attendance, particularly persistence absence, and delivering the new statutory requirements.
5. Meeting the requirement from the ILACS November 2023 for Children Missing Education and Elective Home Education.
6. Reducing Exclusions and the use of Alternative Provision.
7. Developing preventative approaches that meet the needs of SEND children, what is ordinarily available, the graduated response, at SEN Support and also within City provision (including Special Schools), reducing the pressure on the High Needs Block.
8. Supporting the work of schools and settings to significantly improve attainment, as well as narrowing the gap for groups of children vulnerable to poor outcomes.
9. Increasing the number of children and young people with well-matched Education, Employment and Training opportunities to enable positive transition to adulthood.
10. Further developing Transport commissioning and delivery to ensure best value is achieved.

3-YEAR STRATEGIC PLAN (2024-2027)

Our PEPs are robust and meaningful documents and serve as an effective tool for promoting educational outcomes.

So that...

The PEP provides a robust narrative of the child's educational journey over time detailing impact of interventions and progress towards aspirations.

Our tiered offer is established and embedded, empowering all stakeholders to meet the evolving needs of our cohort.

So that...

Well-matched educational provision effectively meets the needs of the full cohort leading to improved outcomes.

Our Peterborough Virtual School identity is recognised and understood by all stakeholders.

So that...

There is a collective responsibility for the education of children known to social care. Stakeholders champion educational outcomes effectively.

Our strategic and operational work is underpinned by and responsive to accurate intelligence.

So that...

Intelligence and a wide evidence base enable preventative work to take place which minimises risk for children.

PETERBOROUGH Virtual School

Our Personal Education Plans are robust and meaningful documents and serve as an effective tool for promoting educational outcomes.

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Self-Evaluation (Why?)

•Our PEP platform is well established and has been evaluated over time. DTs and SWs tell us that it is user-friendly and easy to navigate.
•Our high-quality PEP training is well attended and positively evaluated.
•We are aware of the limitations of our PEP. Extensive improvement work is underway for a new template to be launched in September 2024.
•Our PEP quality assurance process is compliance driven resulting in variability of the quality of 'on-target' PEPs.
•The range and scope of data drawn from the PEP is limited which impacts on our ability to intervene at an individual and cohort level.
•There is a universal PEP template which does not fully meet the needs of young people who are NEET
•There is variability in the requests made for the PP+ grant. Some DTs make effective use of the EEF guidance, but this is not yet consistent. Sometimes the request does not align to needs described in the PEP or the policy.
•Some DTs do not request PP+ .
•In the Spring term 339 PEPs were completed. 67% of these were quality assured as on or exceeding target.

Implementation (What & how?)

Short-term (Year 1)

•Publish revised PEP template, including specific formats for NEET and CME
•Develop training for DTs, SWs and carers around the PEP purpose, process and PP+ allocation.
•Publish submission deadlines for PEP completion – support schools to move towards this across the year.
•Publish a revised PP+ policy and supporting further guidance.
•Develop a range of supporting documents and resources to include exemplar PEPs, help sheets, agenda documents…
•Develop a robust quality assurance system and method of feedback around this.
•Undertake ongoing review and evaluation of the quality assurance process to inform next steps.
•Develop follow-up processes for individual children (attainment and progress) after PEPs have been completed.
•Conduct an audit to provide baseline data around the PEP. Repeat this process termly internally.

Outcomes (How will we know?)

Short-term (Year 1)

•The PEP template is fit for purpose and relevant to all children in care
•DTs and SWs feel more confident and understand the purpose in the completion of the PEP document
•Internal Peterborough Virtual School processes around PEP support and quality assurance will be robust, efficient and effectively deployed
• There will be a suite of resources and training to support the completion of high-quality PEPs
•We will hold accurate attainment and progress data
•The PP+ policy will offer clarity in the allocation of the PP+ enabling effective allocation
•Requests for PP+ will be matched to the needs of the child and interventions which are evidence based
•There will be greater consistency in requests made for PP+
•The Peterborough Virtual School team will have a robust understanding of the purpose and impact of effective quality assurance

Impact (So what..?)

Short-term (Year 1)

•The quality and compliance of PEPs improves.
•Targeted advice and support will be offered at an individual level to schools through the advisory meetings and follow up work.

Medium-term (Year 2)

•Responses to data lead to targeted conversations and interventions which directly impact provision and experiences for children

Long-term (Year 3)

•The PEP provides a robust narrative of the child's educational journey over time detailing impact of interventions and progress towards aspirations.

PEP = Personal Education Plan
PP+ = Pupil Premium Plus
DT = Designated Teacher
SW = Social Worker
EEF = Education Endowment Foundation
EET = Education, Employment & Training
NEET = Not in Education, Employment & training
CME = Child Missing Education

Peterborough Virtual School

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Our tiered offer is established and embedded, empowering all stakeholders to meet the evolving needs of our cohort. (16-25)

Self-Evaluation (Why?)

- The structure of the Virtual School team has evolved to include staff with specific operational and strategic responsibilities.
- Relationships are established across some settings – these have typically been developed in a responsive manner at a child level and have not influenced wider policy and practice.
- An Indicators of Good Practice (IGP) tool has been trialled and dashboards to support strategic work with schools and trusts are under development.
- There are agreed consistent processes and systems in place to identify and support children where there is a higher level of need.
- Training is well attended by educational settings. There is a strong relational practice offer which continues to evolve in response to national and local best practice.
- Training for key partners is not yet fully embedded.
- Staffing capacity has historically not enabled strategic development of the wider cohort. An assistant head teacher has been appointed to lead this work.
- The Virtual School offer will be extended to include Care Leavers from September 2024.
- Two young people progressed to HE from Year 13 in September 2023.

Implementation (What & how?)

Short-term (Year 1)

- Staff and define roles and responsibilities of 16-25 team
- Conduct audit to identify:
  - Intelligence of current CL cohort; EET status of CL; funding opportunities
  - Data held for CL cohort and what platforms are used/capable of
  - Existing PCC offer and national/stat neighbours offers
  - Existing PCC services and partnerships to support EET opportunities (including PAs)
  - Meet with Care Leaders to identify current needs of cohort for engaging in EET
- Publish CL EET offer
- Develop tracking and monitoring systems for EET engagement for Post 16 and CLs to include attendance collection
- Develop inclusion and engagement Post 16 specific processes and tracker
- Develop Broadening Educational Pathways project to identify and support YP wanting to engage in HE and produce a HE access offer
- Develop a CL EET transition pathway
- Develop a wider cohort offer (CPiC & Kinship- child level and CWSW- cohort level up to the age 18)

Outcomes (How will we know?)

Short-term (Year 1)

- The intelligence around the EET engagement of the CL is known and understood to identify strengths, areas for development and gaps
- Services, partnerships and platforms to support CL EET are known and understood to identify strengths, areas for development and gaps
- CL EET offer will provide all stakeholders clarity and knowledge of VS offer to support EET
- A tracking and monitoring system for EET engagement will facilitate identification of trends for future PVS development
- Post 16 inclusion and engagement support will be consistent and efficient
- Monitoring of education attendance intelligence will enable early intervention to minimise attendance declines and disciplinary processes
- The wider cohort offers are established and understood and actively used by PVS staff, and a range of key partners and parents/carers.
- Post 16s will understand HE options and the support available to engage in this pathway
- Post 16s will be aware of Post 18 pathways and undertake relevant EET opportunities

Impact (So what..?)

Short-term (Year 1)

- There is an intelligence led, offer for CL EET engagement
- Early identification of inclusion and engagement concerns minimise risk of NEET
- PAs can effectively advise around EET opportunities

Medium-term (Year 2)

- Trends are identified to facilitate targeted CL EET offer
- There will be an increase in HE participation

Long-term (Year 3)

- There will be an increase in CL re-engagement with education
- Careers Information, Advice and Guidance is effective and bespoke enabling effective long-term EET planning

CL = Care Leavers
EET = Education, Employment & Training
NEET = Not in Education, Employment & training
PA = Personal Advisor
CPiC = Children Previously in Care
CWSW = Children with a Social Worker
HE = Higher Education
IGP = Indicators of Good practice
PCC = Peterborough City Council

Peterborough Virtual School

Our tiered offer is established and embedded, empowering all stakeholders to meet the evolving needs of our cohort. (Early Years Foundation Stage and Statutory School Age)

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Self-Evaluation (Why?)

- The structure of the Virtual School team has evolved to include staff with specific operational and strategic responsibilities.
- Relationships are established across some settings – these have typically been developed in a responsive manner at a child level and have not influenced wider policy and practice.
- An Indicators of Good Practice tool has been trialled and dashboards to support strategic work with schools and trusts are under development.
- There are agreed consistent processes and systems in place to identify and support children where there is a higher level of need.
- Training is well attended by educational settings. There is a strong relational practice offer which continues to evolve in response to national and local best practice.
- Training for key partners is not yet fully embedded.
- Staffing capacity has historically not enabled strategic development of the wider cohort. An assistant head teacher has been appointed to lead this work.
- The Virtual School offer will be extended to include Care Leavers from September 2024.

Implementation (What & how?)

Short-term (Year 1)

- To build Peterborough Virtual School team, with appropriate qualifications and experience, within each area to ensure there is capacity to fulfil offer.
- To develop awareness of work across teams and share good practice.
- Further develop inclusion and engagement tracking system to support monitoring and oversight.
- Review of inclusion and engagement processes.
- Establish system to maintain oversight of attendance, enabling effective intervention.
- Further develop relationships across all Peterborough schools and consistency in quality of advice and guidance.
- Review the IGP and develop further to encompass CPiC, CWSW and kinship care.
- Develop a school tracker which includes all settings; in and out of city.
- Extend and formalise advisory work to MATs
- To ensure officer tracker is used effectively to enable officers to work more efficiently.
- To review and adjust training offer in response to needs of the settings.
- Publish a wider cohort offer (CPiC & Kinship-child level and CWSW- cohort level).
- Collaborative project work with identified setting linked to CWSW.

Outcomes (How will we know?)

Short-term (Year 1)

- Peterborough Virtual School will be fully staffed and established with a manageable workload.
- The Peterborough Virtual School team work efficiently and effectively. Collaborative working is visible and reduces duplication of task.
- All Peterborough settings with children in care have one advisory meeting per term.
- Peterborough settings with no children in care will be offered at least one advisory meeting per year.
- All new settings and new DTs will have an introductory meeting.
- Out of city schools with Peterborough children in care who are not supported by their home virtual school will have one advisory meeting per term.
- The schools and officer trackers are effective in monitoring work flow and consolidating information
- The wider cohort offers are established and understood and actively used by PVS staff, and a range of key partners and parents/carers.
- Educational barriers for CWSW are understood more fully and practice within settings is developing?

Impact (So what..?)

Short-term (Year 1)

- Advisory work is more preventative than reactive and informs the work of officers.
- New processes, including those around attendance reporting, are written and have been shared amongst the wider PVS team.

Medium-term (Year 2)

- Advisory work is well established across all Peterborough settings resulting in reduced exclusions and suspensions for our children and young people.
- All processes for CYP on PVS cohort have been established and settings are informed on methods of improving attendance and reducing suspensions.

Long-term (Year 3)

- Advisory visits are embedded and provide high quality support, advice and guidance. The DT role in school is high profile and all staff across settings are aware of and respond to the needs of our children in care and wider cohort.
- Attendance of PVS pupils is in-line with National data and schools are fully supported by officers who are empowered with knowledge around attendance, engagement and inclusion.

IGP = Indicators of Good Practice
CPiC = Children Previously in Care
CWSW = Children with a Social Worker
DT = Designated Teacher
PVS = Peterborough Virtual School
CYP= Children and Young People

Peterborough Virtual School

Our Peterborough Virtual School identity is recognised and understood by all stakeholders.

Self-Evaluation (Why?)

•There is a growing awareness of the role and remit of Peterborough Virtual School within PCC.
•The Virtual School is represented within the Education Leadership Team and Extended Children's Services Leadership Team.
•The Virtual School is a visible presence at the heads and SENCo forums.
•There is strong partnership working with the behaviour and inclusion team and SAMS team in response to the needs of individual children.
•The wider remit of the Virtual School (including the extension to include care leavers) is not yet fully understood by wider stakeholders.
•The current website platform has technical constraints which prevent it from meeting the needs of the service.
•The structure of the team has been revised following a period of significant transition and growth. Further work is needed to ensure all staff members hold a shared understanding of the individual and collective roles within the team.
•Training (face-to-face and virtual) is well attended. Data. Further planned developments include a suite of e-learning modules and podcasts.

Implementation (What & how?)

Short-term (Year 1)

•Host conference (26.09.24)
•Website content is developed to support information sharing and access to advice, guidance and information.
•Explore the viability of a standalone website for Peterborough Virtual School.
•Create e-learning and podcast content for key stakeholders
•Develop induction training for social workers to include an offer through the academy and induction for staff new to Peterborough
•Develop governor / trustee training
•Ensure all job descriptions are relevant and fit for purpose
•Establish regular sub-team meetings within the Virtual School
•Print and display promotional merchandise including the infographic
•Develop network links beyond the local authority including those relevant to the wider remit
•All members of Peterborough Virtual School engage in CPD
•Actively participate within Eastern Region sub-groups
•Promote the relational practice offer across the local authority
•Explore feasibility of networking with statistical neighbour sub-groups

Outcomes (How will we know?)

Short-term (Year 1)

•There is an increased understanding of the role and remit of Peterborough Virtual School with key stakeholders within and beyond the local authority
•There is an increase in users accessing the website. Information on the website is useful and relevant.
•Stakeholders can access training via platforms which most suit their needs and ways of learning
•National and regional best practice informs the work and development of Peterborough Virtual School.
•Ways of working match job descriptions and there is clarity for team members around expectations and working practices.
•All Virtual School staff are proactively working towards their own professional development

Impact (So what..?)

Short-term (Year 1)

•Knowledge required to champion educational outcomes is developed for all social workers and carers.
•Peterborough Virtual School team feel valued and are enabled to work efficiently and effectively. There is increased stability within the staff team.

Medium-term (Year 2)

•Education is an integrated part of care planning.
•Accelerated progress is positively influenced by regional and national best practice.

Long-term (Year 3)

•There is a collective responsibility for the education of children known to social care.
•Stakeholders champion educational outcomes effectively.

PCC = Peterborough City Council
SENCo = Special Educational Needs Co-ordinator
SAMS = Statutory Assessment & Monitoring Service
CPD = Continued Professional Development

Self-Evaluation (Why?)

- Attendance data is collected daily and linked to the PEP using the Wonde system. Alerts highlight child level need. This ensures timely responses for children requiring intervention.
- Responses to data are currently reactive.
- Some accurate progress of attainment and progress within the PEP is evident
- Staffing capacity has historically not enabled strategic development of data. A senior business analyst has been appointed to lead this work (January 2024). A Power BI workspace has been approved and draft dashboards are under development including:
  - Virtual School roll
  - School on a Page
  - Attendance
  - Attainment and Progress
- Limited data is available for KS5 and beyond – including KS5 results, destination data, NEET/EET data
- Different data systems are used by professionals which make it complex to track and target support for the wider remit
- Advisory meetings are not yet underpinned by data. Some early work has begun in this area including the SOAP and MAT dashboard (Eastern Region collaboration).

Implementation (What & how?) - Year 1

Short-term (Year 1)

- End of Key Stage assessment data is analysed to identify facilitators and barriers to high attainment.
- Data is extracted and analysed from the PEP termly. This includes child level data e.g. SEND and transition as well as quality assurance data and PP+ spend.
- Attainment and Progress data is collected and analysed for individual children and at a cohort level. This is published in a dashboard on a Power BI workspace.
- Attendance data is collected daily and analysed for individual children and at a cohort level.
- Dashboards are developed at pace in response to need.
- Accurate 16-25 EET data is sourced.
- Training is provided for the PVS team to enable confident use of dashboards.
- Communications with schools take place ahead of the October census to ensure CPiC accurately recorded.
- Collect intelligence from a variety of sources (Advisory visits, platforms) to build a picture of the wider cohorts and key education performance indicators which support development of the strategic offer.

Outcomes (How will we know?)

Short-term (Year 1)

- There will be increased knowledge around facilitators and barriers to high attainment.
- Accurate data will be available for reporting purposes on a termly basis.
- Advisory work will be informed by data for individual children, PEPs and at a cohort level.
- Inclusion and engagement work will be informed by data for individual children. Where patterns emerge, this may enable strategic work targeted a specific group.
- Peterborough Virtual School will feel confident in accessing and manipulating information on dashboards.
- Dashboards will be published within the Virtual School workspace.
- There will be an increased understanding of the 16-25 cohort.
- There will be an increased understanding of the wider cohorts.
- Census data for CPiC is accurate.

Impact (So what..?)

Short-term (Year 1)

- There is an increase in the % of CPiC who receive PP+ due to census accuracy.
- Targeted work increases inclusion, engagement and progress of individual children.

Medium-term (Year 2)

- Robust data enables strategic work
- Tracking of data over time informs operational and strategic developments.

Long-term (Year 3)

- Trends and patterns are recognised to enable preventative work to take place which minimise risk for children.

PEP = Personal Education Plan
Power BI = Interactive data visualisation software
KS5 = Key Stage 5 (Year Groups 12 & 13)
SOAP = School of a Page
MAT = Multi-Academy Trust
SEND = Special Educational Needs and Disabilities
PP+ = Pupil Premium Plus
PVS = Peterborough Virtual School
CPiC = Children Previously in Care