

# Peterborough Virtual School - Annual Report 2024/25



## **PROMOTING ASPIRATIONAL EDUCATIONAL OUTCOMES FOR ALL CHILDREN AND YOUNG PEOPLE KNOWN TO SOCIAL CARE**



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### Purpose of The Report

**The purpose of this report is to detail and evaluate the work undertaken by Peterborough Virtual School during the academic year 2024-2025. It includes information regarding the characteristics, attainment and attendance of the children supported by the Virtual School and summarises work undertaken by Peterborough Virtual School to promote educational outcomes.**

#### Our Virtual School

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 who support the Virtual School Head Teacher. The Virtual School's statutory remit includes the promotion of educational outcomes for children and young people in care between the ages of 2 and 18, this includes the quality assurance of Personal Education Plans (PEPs) which form a key part of the overall care planning. Additionally, the Virtual School provides 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. 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) aged 0-18 and for children living in kinship care arrangements.

- Peterborough Virtual School sits within Children's Services. The Virtual School Head reports to the Service Director for Education and is a member of the Education Leadership Team and Extended Children's Services Leadership Team. Peterborough Virtual School reports to the Education Scrutiny Committee.
- A Management Board provides a platform for experienced professionals and stakeholders to offer support and challenge to the Virtual School Head and other officers. This collaborative approach helps to foster innovation and drive continuous improvement within the Virtual School. This board will feed directly into the newly established Corporate Parenting Board.
- An inspection of Peterborough local authority children's services took place 27<sup>th</sup> November to 8<sup>th</sup> December 2023. Verbal feedback acknowledged the vision and strategic direction of the Virtual School. Following the inspection, the decision was made to extend the remit of Peterborough Virtual School to include Education, Employment and Training (EET) support for Care Leavers from the beginning of this academic year. The Virtual School has not been directly involved in any of the monitoring visits to date.

24. A well-resourced virtual school provides good-quality support and training for designated teachers and has improved the process for devising personal education plans so that children can better access resources to support their educational progress.



ALL CHILDREN KNOWN TO SOCIAL CARE  
WILL ACHIEVE **ASPIRATIONAL**  
**EDUCATIONAL OUTCOMES**

TRACKING

CHILDREN  
IN CARE



CORPORATE PARENTING  
PEPs & PPT

CARE  
LEAVERS

EMPLOYMENT  
& TRAINING

EDUCATION

BREAKING  
BARRIERS

WE WORK WITH  
SCHOOLS,  
SETTINGS,  
COLLEGES



ACHIEVEMENT

ACCEPTANCE

SUCCESS

ENABLING THEM TO  
LIVE **HEALTHY, HAPPY...**

**AND FULFILLED LIVES**

VISIBILITY

CHILDREN  
LIVING IN  
KINSHIP CARE  
ARRANGEMENTS



ADVICE &  
INFORMATION

CHILDREN  
PREVIOUSLY  
IN CARE



WELL MATCHED  
EDUCATION

CHILDREN  
SUBJECT TO A  
CHILD IN NEED OR  
CHILD PROTECTION PLAN



SUPPORT

OUR TEAM

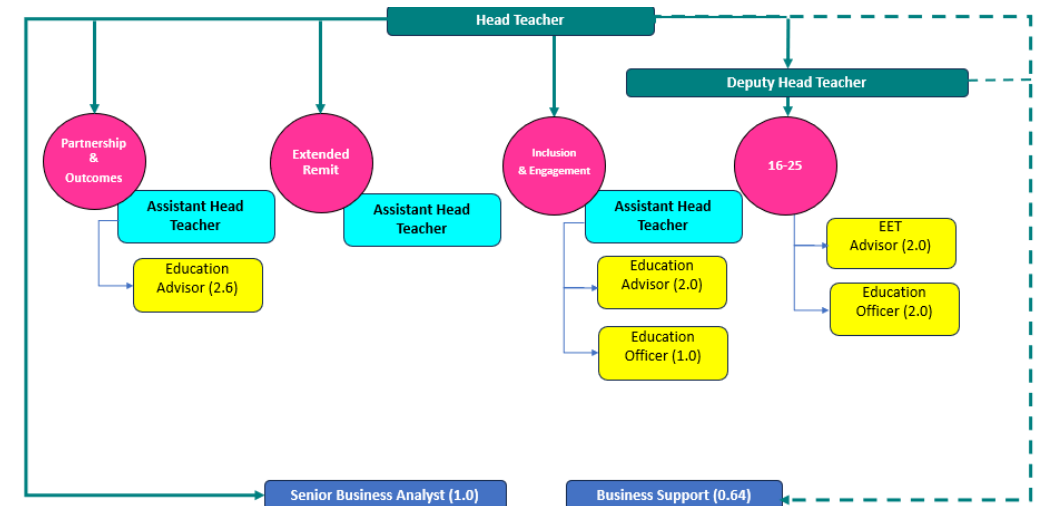
INNOVATIVE • EFFECTIVE • AMBITIOUS • COMMITTED  
INCLUSION & ENGAGEMENT  
PARTNERSHIP & OUTCOMES  
16-25

RELATIONSHIPS ARE THE  
FOUNDATION OF OUR WORK

## Our Team

The Virtual School team structure is effective; leadership capacity is sufficient to enable fast paced implementation of development priorities and flexibility of focus in response to emerging needs. The team is largely stable and there are no current vacancies. Team members are passionate and dedicated to the roles they undertake and consistently receive positive feedback.

- The expansion of the service to include Care Leavers has led to two Education, Employment and Training Advisor posts being created.
- The work of the Deputy Head Teacher has focussed on development projects stretching across Children's Services which are monitored through a portfolio board. This academic year this has included a range of developments supporting Care Leavers which are detailed throughout this report. It is anticipated that next year this will include the roll out of Family Valued work including the Relational and Restorative Practice offer for schools and education providers.
- The portfolio of the Virtual School Head Teacher has expanded to include the Education, Employment and Training (EET) Service. This service sits alongside the Virtual School but is not integrated into it.
- Continued Professional Development remains a priority across the team. This academic year team members have engaged in a range of opportunities including accredited training such as apprenticeships in leadership and data analysis, Emotion Coaching and a level 4 qualification in careers information, advice and guidance. Other training undertaken includes Emotionally Based School Avoidance (EBSA) and relational practice.



“\*\*\*\* has just been incredible! She has been amazing! She has supported us so much through some really tricky situations in the last few weeks. I'm not sure that I could have done it without her.”

“We just want to thank you for all the support you gave to \*\*\*\* and the team while \*\*\*\* was with us. We have had amazing support from you, and the team and you made sure you did all in your power to get the best support for \*\*\*\*.”

“The advice and guidance we received from \*\*\*\* as part of a request for advice and guidance was phenomenal and has enabled us to ask school questions we would never have had the knowledge to know or ask.”

### Cohort Characteristics

There is a high level of fluidity within the children in care cohort. The data below is a 'snapshot' in time (31<sup>st</sup> March 2025) and totals 422 on the roll of the Virtual School.

Academic Year	Number	%
Pre-school	21	5%
Reception	14	3%
Year 1	10	2%
Year 2	10	2%
Year 3	9	2%
Year 4	7	2%
Year 5	21	5%
Year 6	14	3%
Year 7	22	5%
Year 8	25	6%
Year 9	28	7%
Year 10	33	8%
Year 11	40	9%
Year 12	84	20%
Year 13	84	20%

Children In Care	Number	%
Male	254	60%
Female	161	38%
Other	7	2%

Ethnicity - White British	232	55%
Ethnicity - Not White British	190	45%

Separated Migrant Children (SMC)	31	7%
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EDI training to support understanding of the protected characteristics and the intersectionality with care experience has been completed by the Virtual School team. Further work in this area is planned around language, adultification and unconscious bias.

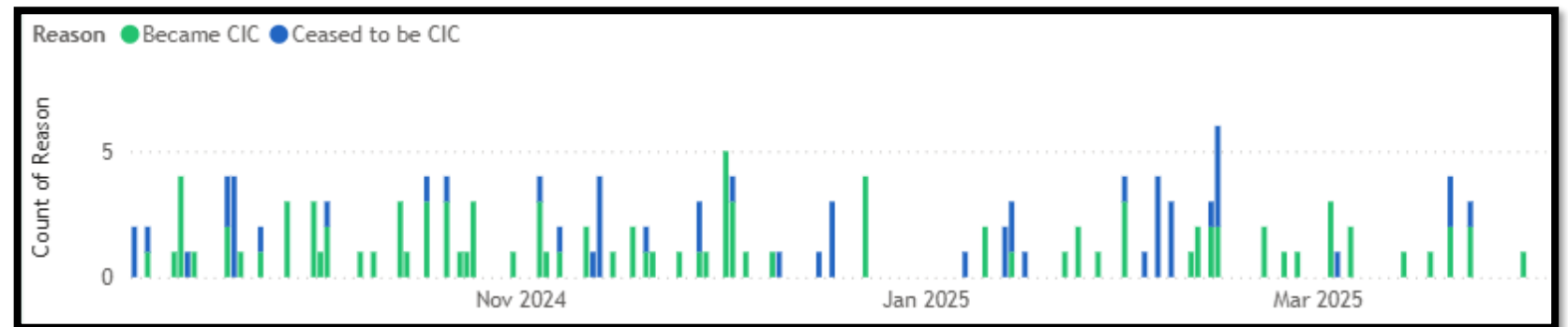
Peterborough is a diverse city; this is reflected within the Virtual School roll. There are 25 first languages spoken.



31 children are Separated Migrant Children. 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 care as:

- Spontaneous arrivals within the city authority
- Transfers in from other local authorities

The Virtual School roll is fluid in response to changing social care statuses of the children. Points of transition into and out of care are considered to minimise any disruption to educational stability and progress.



### School Details

38% of children in care are educated outside of Peterborough; Peterborough Virtual School therefore work with education settings both within the city and beyond. This academic year we have supported children in 48 local authorities including children educated outside of England in both Scotland and Wales. This currently includes 57 in city settings and 121 out of city settings across the Early Years, Statutory School Age and Post-16 cohorts.

Peterborough Virtual School (March 31st, 2025)	Pupils	% of Total
Total number on school roll (pre-school to Year 13)	401	100%
Peterborough CiC - in Peterborough schools or education settings	191	51%
Peterborough CiC - in Out of Peterborough Schools or Education Settings	161	38%
Peterborough CiC - (with setting unmatched)	49	10%

The children and young people with unmatched settings include:

- 1 children with EHCPs awaiting specialist placements (statutory school age)
- 6 separated migrant children (statutory school age)
- 47 young people who are NEET (including 6 separated migrant children)
- 2 are in employment (1 in full-time & 1 in part-time)

### Ofsted Ratings

At the point of school admission, the Virtual School promote admission to a school that is good or better.

Some children enter care whilst on roll at a requires improvement or inadequate rated school or the rating changes whilst the child is in attendance. In these situations, there is a robust assessment process to decide whether it is in the child's best interests to move schools or remain where they are.

Six assessments have taken place for children in three schools which were downgraded to inadequate during the academic year; two children subsequently moved schools. A further two children's 1<sup>st</sup> choice of secondary school was amended. An enhanced school level offer of support is implemented in response to need and the level of involvement of a home authority.

Peterborough Ofsted Ratings (March 31st, 2025)	Total Settings	% of Total
Total number of Settings (pre-school to Year 13) with a CiC	161	100%
Setting with Outstanding ratings	10	7%
Setting with Good ratings	111	72%
Setting with Requires Improvement ratings	14	8%
Setting with Inadequate ratings	2	1%
Setting with no ratings	24	13%

### Children Previously in Care (CPiC)

Children Previously in Care (CPiC)	Pupils	% of Total
Total number in Peterborough schools	249	100%

Primary School (including LA Maintained Nursery School) – Total 61	148	59%
Secondary School – Total 12	53	21%
All-through School – Total 3	37	15%
Special School – Total 5	11	4%

Source: Peterborough School Census Pupil Summary – October 2024

In Peterborough schools, there are 249 children recorded on the school census as Children Previously in Care. These include children who are no longer in care because of Adoption Orders (38%), Special Guardianship Orders (52%) and Child Arrangement Orders (7%). These children are all entitled to the Pupil Premium Plus grant due to their care-experience.

Promotion and understanding of PP+ eligibility has continued this year through school-based advisory work, supporting resources, website content and a social media campaign, as 2024 census date remained lower than known intelligence.



### Children who have had a child in need plan (CiN) or child protection plan (CP)

The role of the Virtual School for children with a social worker pertains to children who, (for safeguarding or welfare reasons) have a child in need plan (CiN) or a child protection plan (CP) or have had within the last 6 years. It is a strategic leadership role at a cohort level. On 31<sup>st</sup> March 2025, there were 806 children known to social care living in Peterborough. Most of these children attend Peterborough schools, although some attend schools across the border in neighbouring authorities including Cambridgeshire and Lincolnshire.



Children who have had a child in need plan (CiN) or child protection plan (CP)				
	Child in Need (CiN)		Child Protection (CP)	
	Cohort	% or cohort	Cohort	% or cohort
Total Cohort	806	100%	229	100%

Female	374	46.4%	120	52.4%
Male	432	53.6%	108	47.2%
To be confirmed	0	0.0%	1	0.4%

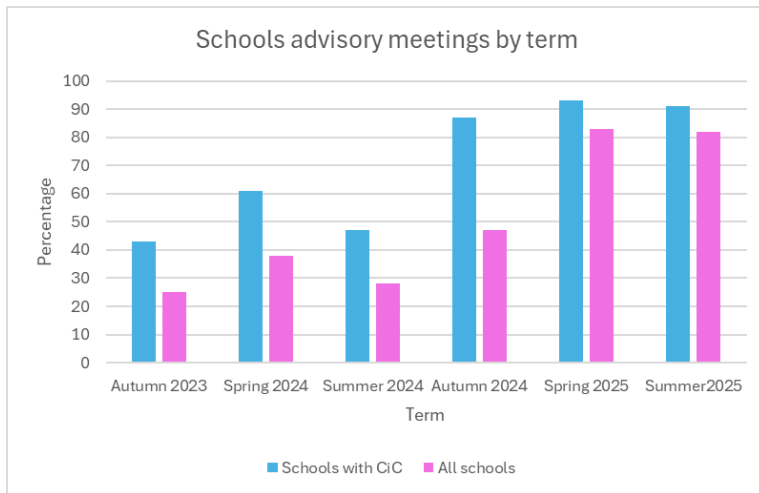
Babies 0 to 2	76	9.4%	39	17.0%
Nursery/Preschool	59	7.3%	19	8.3%
Reception to Year 11	567	70.3%	170	74.2%
Post 16	104	12.9%	1	0.4%

Source: Children's Social Care – Liquid Logic - 31<sup>st</sup> March 2025

## Partnerships and Outcomes

The Partnerships and Outcomes team work with all stakeholders to ensure that all children known to social care are well supported in their education to achieve aspirational outcomes through:

- Advisory work
- Delivery of engaging training which meets the needs of our stakeholders
- Quality assurance of all Personal Education Plans (PEPs)
- Effective allocation of PP+
- Scrutiny of attainment and progress data



*"Thanks for your time too and for all the documents shared. It was good to hear how the Virtual School is now able to support a larger cohort of children. You gave me lots to think about!"*

## Advisory Work

The Indicators of Good Practice tool, which was developed in Spring 2024, is now securely embedded into advisory meetings. This has enabled strategic and focused discussion which has whole school implication using an evidenced based approach. Clear actions are set at the end of every meeting which guide development work across the school to better support the education of all children known to social care.

The DfE 2019 Child in Need report highlighted 1/10 of all children nationally are known to social care and 98% of all schools have children from this vulnerable group on roll. From Local Authority data, we estimate this to be higher for Peterborough where approximately 16% of all children are known to social care. Historically team capacity has only facilitated term advisory meetings with in-city schools where we have children in care on roll. In Spring term 2025, this was extended to termly meetings for all schools in Peterborough meaning that all schools are supported consistently and without breaks in support when they have no children in care on roll. This academic year 87% of Peterborough primary, special and secondary schools received at least one advisory visits. Discussion and themes for development have included:

- Developing and embedding relational practice in school culture, policies and practice
- Curriculum development to increase awareness of sensitivities of children known to social care and how to support them
- Ensuring care experienced role models are represented
- Identifying children known to social care as a vulnerable group and tracking their attendance, progress and attainment

Advisory support for schools supporting our children outside of the city is offered in response to need. This depends on the offer and involvement of the home LA Virtual School and the effectiveness of the provision in place for the child.

## Attainment Data

Attainment and progress data is currently unvalidated. The report will be updated in March 2026 once the validated data is available.

### 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.

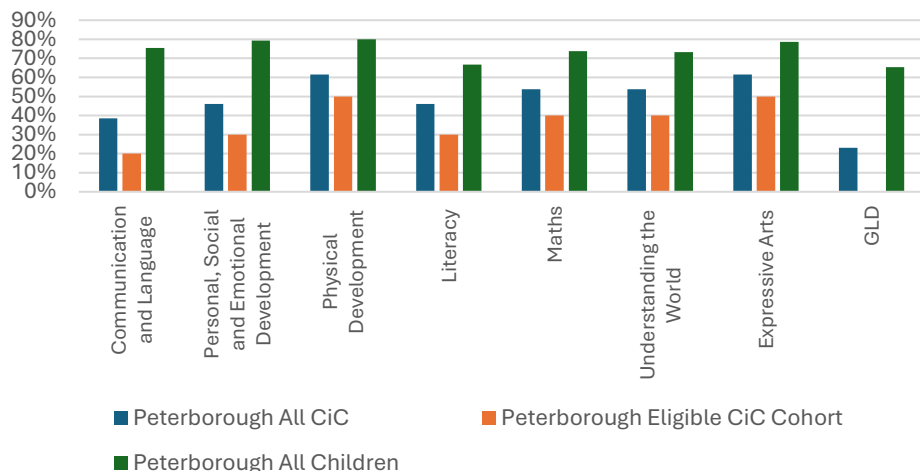
Full cohort: 13 (1 disappplied)

Eligible cohort: 10



Peterborough All : 65.3%  
Peterborough Eligible CiC: 0%

#### Children Achieving Expected Standard (%)



7/12 (58%) children have an identified SEND need (6 SEN support and 1 EHCP). 1 child was disappplied and one achieved GLD.

All children who did not achieve GLD had supporting desirable outcomes for different areas of EYFS Early Learning Goals in their PEPs.

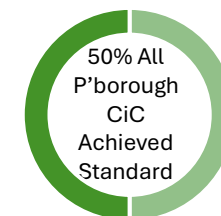
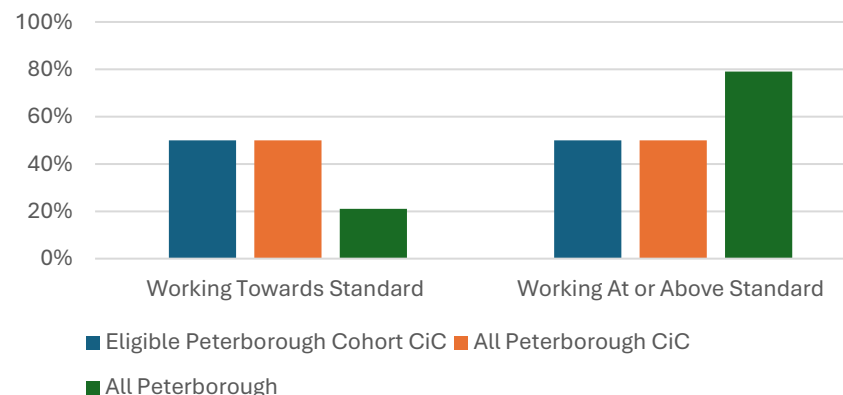
### National Phonics Screening

For 2025, children are defined as passing the Phonics Screening test if they scored 32 or higher out of 40. Year 1 children sit this test in June and repeat in year 2 if they do not meet the required pass mark.

Year 1 Full cohort: 10 (2 disappplied)

Eligible cohort: 6

#### Y1 Phonics Screening



Peterborough All : 78.9%  
Peterborough Eligible CiC: 50%

4/10 children have an identified SEND need (2 SEN support and 2 EHCP). 2 of these children were disappplied and the other two children scored 20 (50%) and 21 (52.5%).

All 3 children who took the screening but did not achieve the phonics standard also did not achieve GLD in EYFS. Targeted support for these children is evidenced through desirable outcomes in their PEPs which are related to phonics and supported through the pupil premium plus grant.

### Year 2

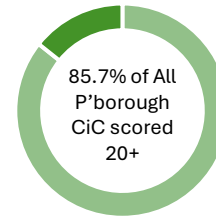
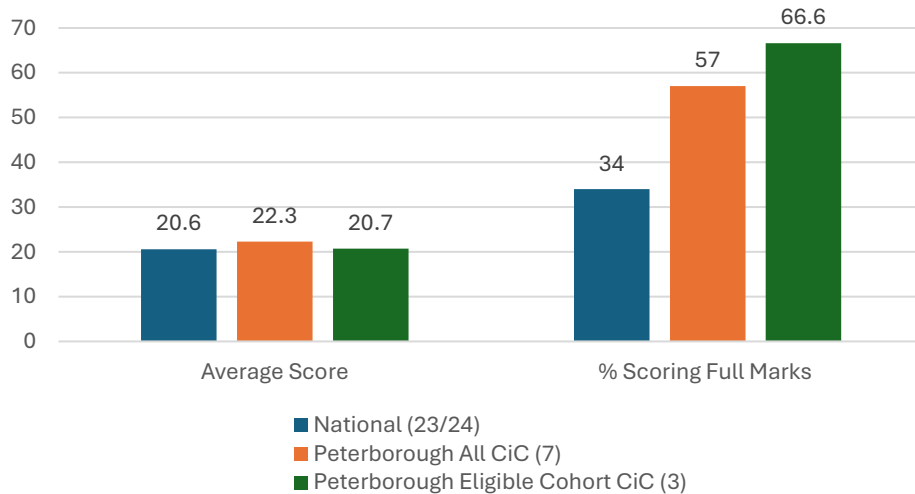
5 children resat the screening (1 was eligible cohort and passed). **Overall 4/5 children passed, with the remaining child increasing their score by 13 to 28 (46% increase).** 3/5 children received targeted support and intervention through their year 2 PEPs. The other two children had become CiC for less than one month at the time of the resit.

## Year 4 Multiplication Tables Check (MTC)

The MTC is a statutory assessment for all year 4 pupils in state-funded schools, special schools, and academies, including free schools. While there isn't a formal pass mark, schools often report on the percentage of pupils achieving a score of 20 or more out of 25, and those scoring a perfect 25.

Full cohort: 8 (1 did not take the test due to attending an independent setting)  
Eligible cohort: 4 (including child who did not sit the test)

Y4 MTC



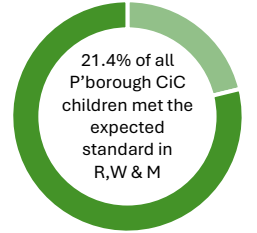
4/8 children have an identified SEND need (3 SEN support and 1 EHCP). The child with the EHCP did not sit the test and 2/3 SEN support passed (scoring 24 & 25)  
One child who scored lower than 20, has had maths based desirable outcomes in their Year 4 PEPs.

## Key Stage 2

Full Year 6 cohort: 14  
(4 disapplied)

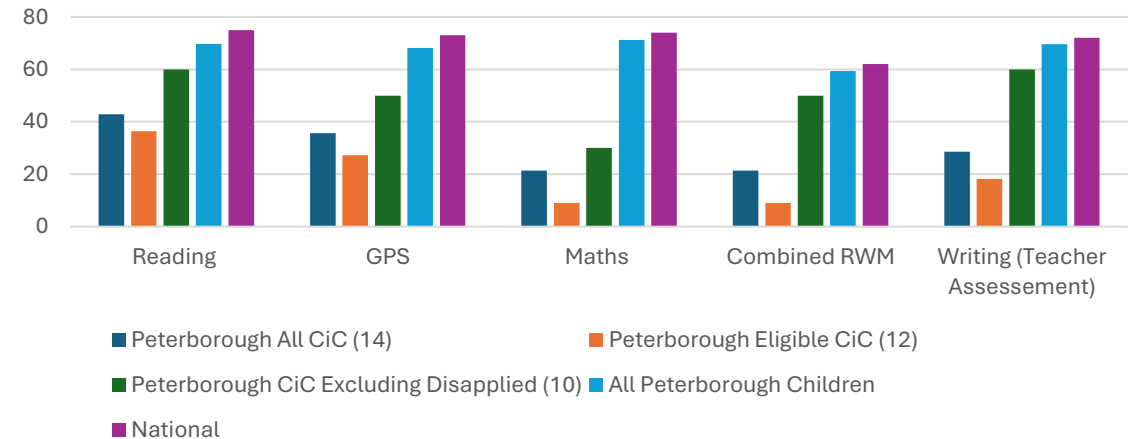
Eligible cohort: 12  
(3 disapplied)

57.2% of this cohort have SEND  
(4 SEN support & 4 EHCP)



Peterborough: 59.3%  
National: 62%

%KS2 At or Above Expected Standard

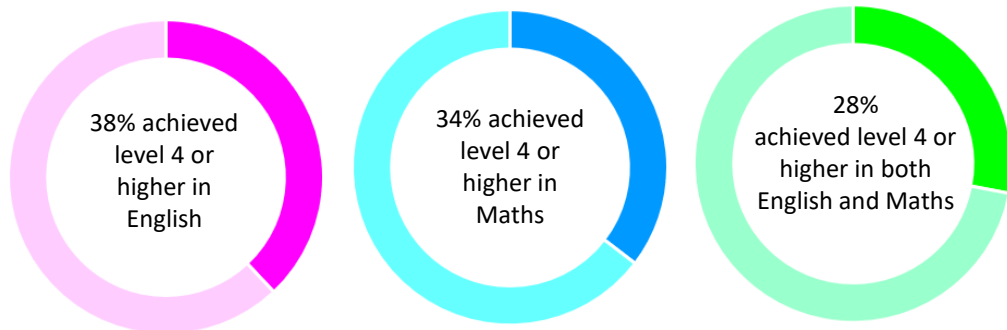


4 children (28.5% of the cohort) were disapplied from the key stage 2 tests. Three of these children are on non-subject specific pathways (one attends a special school) and one attends an independent setting, who do not need to sit statutory tests.

All children have had relevant desirable outcomes in their year 6 PEPs, linked to core subjects, focusing on addressing gaps in learning, as well as accelerating progress. These have been supported by PP+ funding for 8/10 children (other two children had desirable outcomes linked to core subjects, but provision was met through their universal school offer).

## Key Stage 4

There were 46 young people in the full cohort, 32 of these young people were in the eligible cohort and are represented in the data below:



Of the full cohort, 20 young people did not sit GCSEs, this included:

- 11 unaccompanied children in care (newly arrived this academic year)
- 6 young people with complex SEND attending specialist settings
- 3 young people with complex mental health needs on bespoke education packages

Notable Achievements for individual young people include:

- One young person who achieved an attainment 8 score of 81
- GCSEs in first languages were taken by 3 young people (Arabic = 6, Portuguese = 5, Polish = 5)

- 46% of all GCSEs sat were awarded a grade 4 or higher
- 29 level 1&2 vocational qualifications were awarded (pass=16, merit = 6, distinction =7)

## Destination Data

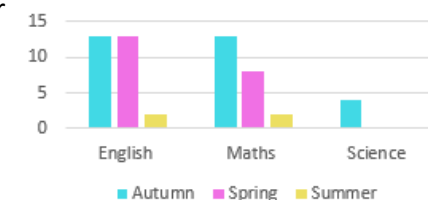
All young people completing Year 11 in Summer 2025 have an offer of post-16 education in place.

### Post 16 destination

Further Education	Entry Level	12
	Level 1	13
	Level 2	8
	Level 3	4
Sixth form (Level 2 course)	Level 2	1
	Level 3	4
Specialist Provision	4	

PP+ was actively promoted to support young people in Year 11; this graph shows the number of young people in Year 11 receiving tuition through the PP+ grant

- 11% of the overall PP+ spend was spent on Y11 tuition for 21 children
- 33% of young people accessing tuition achieved a grade 4 pass or higher in their English
- 28% of young people accessing tuition achieved a grade 4 pass or higher in their Maths



## Case Study

The Royal National Children's SpringBoard Foundation (RNCSF) works with the UK's state boarding and independent schools to widen access to fully-funded bursary places for children who most need access to the opportunities these provide.

Following joined up working between the Virtual School and Social Care, a fully-funded conditional bursary place was awarded to Joshua for a Year 12 boarding place at an independent school from September 2025 through the Royal National Children's SpringBoard Foundation (RNCSF). Joshua met the conditions of the offer and is excited to be embarking on the next stage of his journey to study Maths, Biology, Chemistry and English literature at A-level. Joseph aspires to then study at a Russell group university.

## Key Stage 5

There were a wide range of courses studied by young people across Years 12 and 13.

Level 1 results awarded include:

- Animal & Equine
- Employability Skills
- Functional Skills
- Performing Arts
- Business Studies

Level 2 results awarded include:

- Health & Social Care
- Functional Skills
- Sports Studies
- Performing Arts
- Motor Vehicle Maintenance
- Uniformed Protective Services
- Aviation Environment

One young person passed their maths GCSE resit and 1 young person passed their English GCSE resit.

Of the 82 young people in the Year 13 cohort, 8 were awarded level 3 qualifications. These included:

Course Type	Grade Achieved	
National Extended Diploma	Pass	1
	Merit	3
	Distinction	4
	Distinction *	1
A-level	A	1
	B	2
	C	3
	D	1

*I'm xxx's foster carer. I wanted to write and thank you for getting in touch with him regarding his university application, in particular his student finance application. I've been quite worried about how this has been progressing. I've been asking him questions for a while, but having not had any experience with children going off to university before I didn't really know what to be advising. I just wanted to show my appreciation for your involvement. I don't know what he would have done when fees were due! Probably ended up having to leave university or take out a loan.*

## Higher Education

The Virtual School Higher Education offer has been developed throughout this academic year. Eight young people have been provided with individualised information, advice and guidance.

This has included:

- The provision of additional academic support through the pupil premium plus grant
- Support throughout the UCAS application process
- Developing links with participation teams at preferred university choices
- Guidance around funding and additional bursaries
- Liaison with carers and Designated Teachers

UCAS



Confirmed University	Confirmed Course
University for Creative Arts (Farnham)	Acting and performance
University of Birmingham	Law LLB
University of Lincoln	Games Computing
Norland	Early Childhood
University of East Anglia (UEA)	Psychology
Dancebox Studios & Theatre Works	Performance - Foundation Year Course
Manchester Metropolitan	Education Studies
University of Lincoln	Sports & Exercise Therapy

## Personal Education Plans (PEPs)

The improved PEP template was launched in the Autumn term of this year and is significantly different to last academic year.

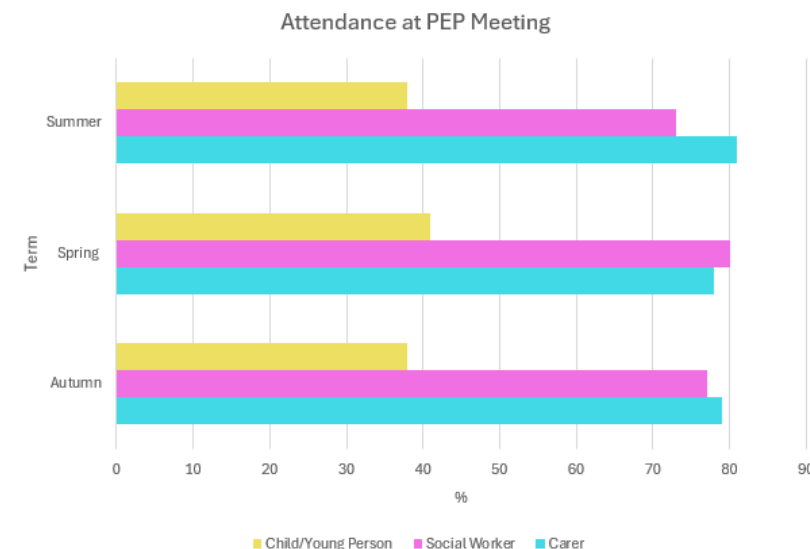
- Each area of the PEP is quality assured separately giving us less variability in the PEPs which are considered “achieved standard” overall and allowing for targeted support, feedback to professionals and further training.
- There is a vastly increased range of scope of data drawn from the PEPs increasing our ability to intervene more strategically at individual and cohort level.
- The quality and “SMARTness” of the desirable outcomes has improved.
- Social worker views and Carer views are now embedded into the relevant sections of the PEP.



Virtual training on the new PEP template was attended by 32% of education settings at the start of September. A recording of the training is available on our website alongside other supporting documentation including exemplar PEPs.

Following the Autumn and Spring term quality assurance, follow up action was needed for 120 children where progress and attainment data was missing or further advice around academic support was needed. As a result, the progress and attainment section was completed to a higher standard in the Spring and Summer terms.

Social worker quality and compliance is of concern. The Service Director and Heads of Services are aware, and this will continue to be a priority throughout 2025/26 academic year.



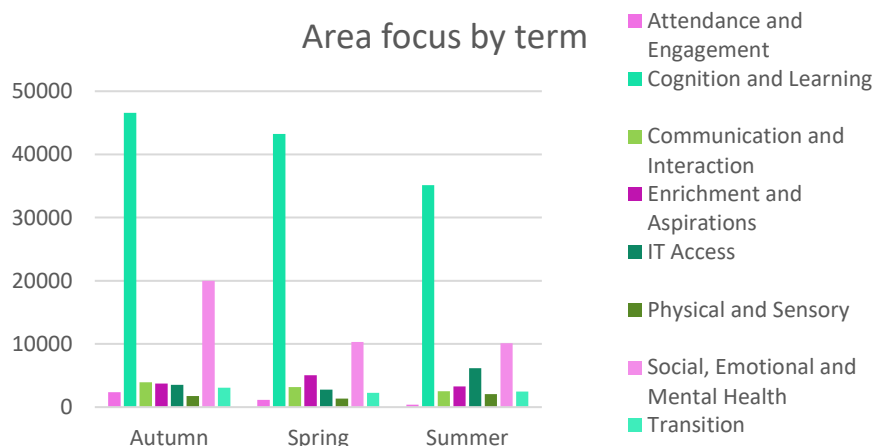
**1252**  
The number of PEPs completed  
this academic year



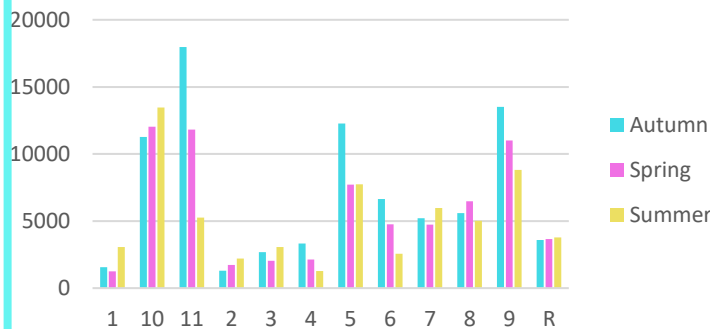
## Pupil Premium Plus (PP+)

Peterborough Virtual School retains approximately 50% of the grant to benefit our full cohort. It is used to fund salaries for staff who provide specialist inclusion and engagement support, strategic support to all settings to develop best practice in meeting the needs of our children in care and wider cohort, support targeted projects for specific groups and fund training opportunities for stakeholders delivered at no charge. Every request for PP+ is considered on an individual basis during the PEP QA process and funding requests of over £1000 in total considered by a panel. Knowledge and understanding around the process for requesting PP+ and our policy is secure across our designated teachers.

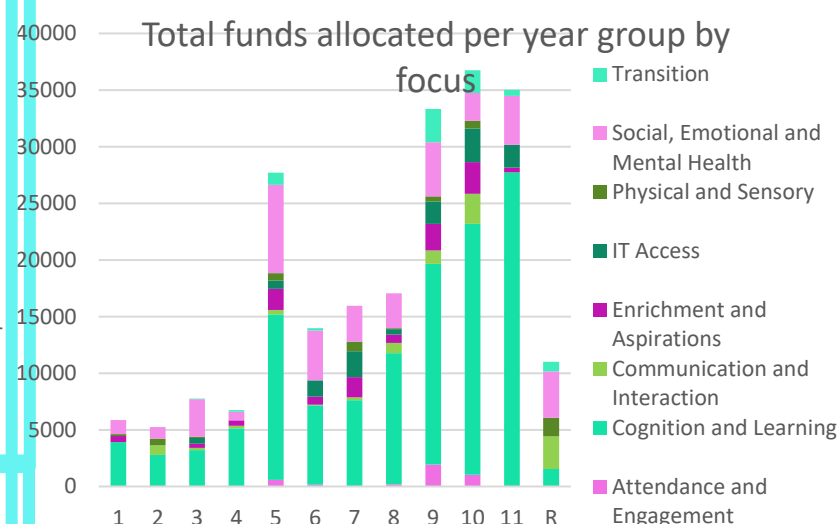
Area focus by term



Total funds allocated per year group by term

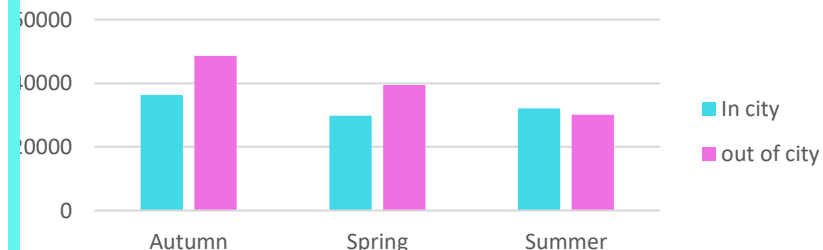


Total funds allocated per year group by focus



- 61% of our children had one or more PP+ request made this academic year. This is an increase from last year.
- The amount of PP+ requested declined slightly across the academic year. Of the total spend allocated to children and young people, 39% is spent in the autumn term, 32% in spring term and 29% in summer term. This is most likely due to the longer length of the autumn term.
- The majority of inclusion and engagement work this academic year has been to support children and young people in year groups 9-11. The direct involvement of a member of the Virtual School staff may be a contributing factor to the increased spend in these year groups.
- Although numbers of children receiving PP+ allocations in and out of city were broadly similar, there was difference in the average amount awarded. For children educated within Peterborough the average spend per child was £1228 and for children educated out of city the average spend was £1535 per child. Further analysis is required to understand this.
- Twelve post-16 young people were awarded PP+ in response to individual requests; this totalled £4287.53.

In city/out of city funding by term



## Inclusion and Engagement

The Inclusion and Engagement team continue to work to minimise drift and delay and ensure that all children in care attend a well-matched educational setting full-time. The team work intensively to empower the network around the child and drive progress. Typically, children are referred to the Inclusion and Engagement team in one of four ways:

- Analysis of attendance data, including suspensions and reduced timetables
- Referrals from other professionals including schools and social care
- Response to changes in social care provision, for example home placement moves
- Trends and data taken from termly PEP analysis

This academic year the team have supported 111 children and young people of statutory school age and 68 young people in years 12 and 13.



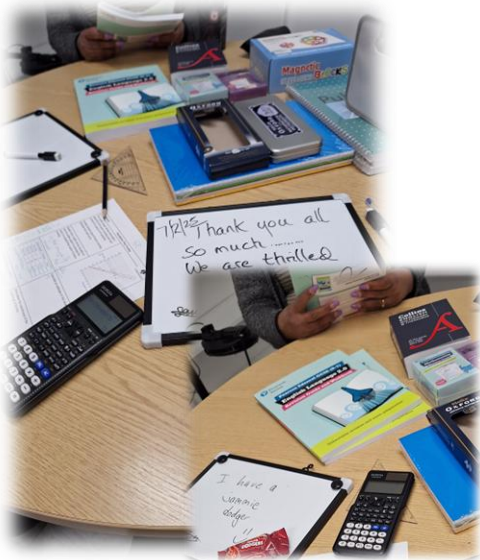
All children open to Inclusion and Engagement support are monitored via internal tracking mechanisms, allowing us to quickly access information for the individual child or young person and provide oversight of the cohort requiring this intensive level of support. We analyse the risk factors and commonalities of the cohort including multiple home placement moves, risk of permanent exclusion, risk of exploitation and mental health difficulties. This year, support required for emotionally based school avoidance (EBSA) has significantly increased. Additionally, the SEND area of need of Social, Emotional and Mental Health continues to be dominant for children with an EHCP. To ensure that we can effectively support our children and young people and their settings, all Virtual School staff within have been trained in the Nessie EBSA toolkit.

## Case Study

Children in care's education is often disrupted making it challenging to achieve the qualifications they are capable of. They must be given the opportunity to sit exams to minimise the impact of educational disruption on their future pathways and life chances. At the point of coming into care in Year 10, Stan was not engaged in any form of education. He suffered from acute mental health difficulties and had withdrawn from both his mainstream education and alternative provision which had been offered.

Whilst Stan was not able to access on-site education, he was motivated and keen to learn and re-engage. Through close partnership working between the Virtual School and SEND team, Stan initially engaged in online tuition and then later, face-to-face. He made excellent progress and worked hard, resulting in him being entered to sit Maths and English Language GCSEs. Pupil Premium Plus was used to purchase resources and equipment and to provide home invigilation, meaning he could sit the exams in a safe environment. Stan achieved grade 6 in English and grade 4 in maths; he was delighted 😊

Stan has an ambition to become a paediatric nurse and will be taking his science and art GCSEs next academic year. He feels confident to be able to attend a specialist setting and is aiming to complete these qualifications in one year!



### Attendance

- Attendance for children in care (reception to year 11) is monitored daily with a more detailed analysis taking place on a weekly basis.
- Year 11 data should be interpreted with caution due to study leave in the summer term. Data at the end of Spring term showed it at 80.6%, an increase of 3.3% from the previous year

- 53.4% of our children in care have good attendance (>95%)
- 18.2% of our children in care have concerning attendance (90-95%+)
- 28.7% of our children in care have poor attendance (<90%)

Year Group	Out of City	In City	Overall
Reception	94.1	95.49	<b>94.79</b>
Year 1	92.99	93.05	<b>93.02</b>
Year 2	93.08	92.85	<b>92.97</b>
Year 3	95.08	92.84	<b>93.95</b>
Year 4	96.72	96.29	<b>96.51</b>
Year 5	85.56	96.60	<b>91.08</b>
Year 6	92.93	99.18	<b>96.06</b>
Year 7	91.96	95.23	<b>93.6</b>
Year 8	71.71	84.26	<b>78.02</b>
Year 9	67.77	77.99	<b>72.88</b>
Year 10	83.24	97.53	<b>90.3</b>
Year 11	70.45	83.14	<b>76.8</b>

### Comparisons to National Data

At the time of this report being written, national attendance data has been calculated as 93.2%. Please see below comparison to our CiC key stage cohorts:

Key Stage	CiC Attendance	Gap to National
EYFS and Key Stage 1	93.47%	+0.27%
Key Stage 2	94.92%	+1.75%
Key Stage 3	82.22%	-10.98%
Key Stage 4	84.15%	-9.05%

### 2025-26 Attendance Monitoring

Weekly analysis allows her to start preventative work with several of our children and young people whose attendance is between <90% (red) and 90-95% (amber).

Key Stage	90-95% attendance	<90% attendance
EYFS and Key Stage 1	7	7
Key Stage 2	9	6
Key Stage 3	26	12
Key Stage 4	26	18

Our amber cohort have a range of attendance issues including chronic health conditions, short term illness and transport issues that have been quickly rectified. Our red cohort includes those children and young people on reduced timetables and attending any other approved educational activity. They may have received suspensions or be attending alternative provision arranged by the local authority. These children have already been identified and allocated to members of the Inclusion and Engagement team to ensure that we can start to unpick and support attendance from the start of the academic year.

### Suspensions and Permanent Exclusions

Data shows that the number of suspensions issued to children in care this academic year compared to last is broadly similar. 134 sessions were missed in the Autumn term, 122 in the Spring term and 59 in the Summer term.

Key Stage	Number of Children	% of Children	Number of Sessions
Key Stage 1	1	2.6	5
Key Stage 2	6	10.7	41
Key Stage 3	17	21.5	160
Key Stage 4	17	20.5	109

Suspension notifications are sent to the Inclusion and Engagement Headteacher via eGov. Schools are then contacted to provide context around the suspensions and events leading up to it. If required, a member of the Inclusion and Engagement team then allocated to the CYP for additional support.

Three permanent exclusions were issued this academic year, to Year 6, 8 and 10 students. Two of these were within the LA and one out of authority. Following challenges from Virtual School, all were rescinded by the Headteacher after issue.

In all 3 cases, the Virtual School worked closely with the home LA's Behaviour and Inclusion teams, SAMs team and SEND to provide ongoing support to the schools to ensure the risk of further suspensions and permanent exclusions was lowered. Since reinstatement, 2 of the pupils have gone on to have no further suspensions and 1 has recently been placed in a specialist setting in their host LA.

There are occasions when children and young people may not be able to attend school; this may be due to a range of factors including unplanned placement moves, complex needs and children coming into care. The Virtual School works closely with social care, settings and carers to ensure that any bespoke package is built in a timely manner. This is of particular focus for any child with an EHCP who moves to live in a different authority due to the complexities of the belonging regulations. Bespoke packages are carefully monitored to ensure that academic progress remains high priority and reintegration continues to be worked towards. Our aim is to have all our children accessing full-time education in an educational setting which fully meets their needs.

### Reduced Timetables

This academic year, 25 children and young people have been on a reduced timetable. At all times where this has been the case, the inclusion and engagement team have maintained oversight working towards full time re-engagement in education.

### Alternative Provision

This academic year, 26 children and young people have attended alternative provision to support their needs. Placements within alternative provision are commissioned on an individual basis; ongoing monitoring and oversight is provided by the Inclusion and Engagement team.

### Education Other Than At School (EOTAS)

This academic year, 7 children and young people have accessed their education through individually commissioned EOTAS packages which were organised in collaboration with local authority statutory assessment teams since all of these young people had an EHCP. Packages are commissioned to focus not only on academics, but also developing a particular skill or interest which had been identified by the child or young person.

### Transition Support:

90 children and young people have been supported in their transition to the next key stage in their learning, or through a mid-year school application.

## SEND (Special Educational Need and Disabilities)

Numbers of Peterborough Children in Care with an EHCP have risen in the past academic year from 23% to 24%. This is lower than the national figure and statistical neighbours. Numbers of children with SEN support in schools has remained constant at 22%.

SEND (Education, Health and Care Plans)	Pupils	% of Total Cohort
<ul style="list-style-type: none"> <li>73 are on the roll of mainstream settings</li> <li>6/73 have a bespoke package in place</li> <li>37 attend special schools</li> <li>10 are (Not in Education, Employment or Training) NEET</li> </ul>	100	24%

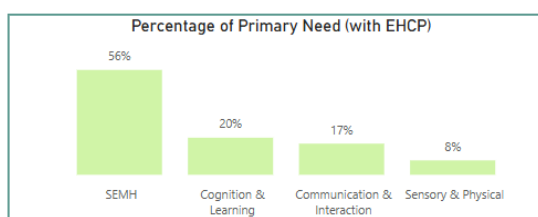
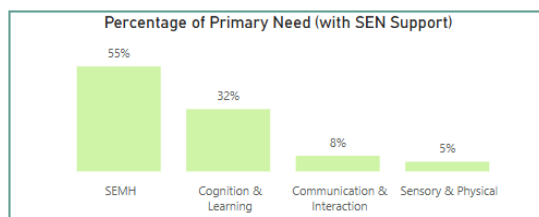
17 children, all with EHCPs and attending specialist settings are not following a subject-specific pathway. For these children progress is measured against the five areas of engagement:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

During the summer term:

- 1 child made above expected progress
- 14 children made expected progress
- 2 children made below expected progress

For all ages, the highest area of need is Social, Emotional and Mental Health:



The collation of care leaver data is a current development priority; once robust data is available this will support interventions for those with SEND beyond Year 13.

## Case Study

Chandler came into care in Year 7 following a long previous social care involvement. Chandler attended a local mainstream school. Teachers and other school staff struggled to meet Chandler's needs and manage his behaviour; suspensions were used as a way of sanctioning him. Reintegration meetings were uncomfortable and served to reinforce negative beliefs.

At the point of the Virtual School becoming involved, it was evident that Chandler's voice was not being heard and a high focus on low level issues, such as incorrect uniform, was dominating discussions and masking underlying need. Even when in school, Chandler truanted from lessons, but this was viewed as poor behaviour rather than recognising the anxiety underpinning it due to widening gaps between his learning and that of his peers.

The Virtual School worked to reframe Chandler's behaviour and supported staff to rebuild strong relationships with him. Gradually staff began to see Chandler as a vulnerable young person in care who had experienced trauma and continued to have a lot of questions about his future unanswered. The Virtual School also supported the school to hear Chandler's voice, understand his unmet needs and to make an EHCP needs assessment application.

Just wanted to take a moment to say thanks for your dedication on sorting this for Chandler 😊. One of the fastest EHCNA applications I have seen!!

I also want to say a massive thank you and well done to the tireless effort of xxxx in some very challenging meetings recently. xxxx has advocated for the child, demonstrated professional challenge and worked well with other LA services, both in and out of Peterborough to get the best outcome for the child.

### Education, Employment and Training - Post 16

Inclusion and Engagement processes specifically for Post 16 children in care and care leavers have been established to ensure support is timely and robust to maximise the young person's ability to sustain their education, employment or training (EET) pathway.

- 45 post-16 young people have been supported with inclusion and engagement this academic year (Year 12 = 23, Year 13 = 22)
- Typically, support has been required due to attendance concerns and for support with college disciplinary processes
- Involvement from the Virtual School has focused on exploring wider issues and barriers leading to non-engagement and breaking down stigma around trauma and what it means for this older group of young people. This work has been complemented with the introduction of an 'Indicators of Good Practice' tool which is specifically designed for Further Education and highlights the needs of the Care Leavers
- The Virtual School will consistently challenge and advocate for young people, for example the admission of a Year 12 student into an out of area college was declined in direct contradiction with the college's admission policy. Support and advocacy enabled the young person to start alongside their peers.
- There remains a focus on educational outcomes throughout post-16. One young person was supported to resit her maths GCSE in November in order to retain her place in college. She attended all November exams and achieved a pass.

### Case Study

A young person was at significant risk of losing his college place due to attendance concerns. Reasons for this were explored and it became evident that an unknown health condition and financial constraints were impacting attendance. Transport funding was requested, and medical needs were factored into his learning agreement. He successfully passed his course and was accepted onto the higher level for this coming academic year.



### Not in Education, Employment or Training

The number of NEET young people has increased across the academic year: 30% of the Post 16 cohort were NEET in Term 3 compared with 22% the previous year. These figures are impacted by the arrival of Unaccompanied Children in Care (UCIC) late in the summer term when enrollment onto ESOL courses at college is closed. An ESOL learning platform 'Flash Academy' has been commissioned to support these learners before they commence college next academic year.

Year	Term 1	Term 2	Term 3
12	19	22	30
13	21	24	22
ALL	40 (27%)	46 (28%)	52 (30%)

Number of NEET Young People

When a young person is NEET, additional support is provided to re-engage them. A bespoke NEET PEP template focusing on the young person's strengths and aspirations is used. The software package 'Xello' has also been commissioned to provide young people and professionals with a tool to identify strengths and skills, raise awareness of opportunities and match EET pathways to the young person's skills. The tool has been used with 28 young people and is available for all mentors supporting young people.

Next academic year, the support for NEET children in care and care leavers will be aligned alongside PCC's EET Service. Through the Trailblazer Youth Guarantee pilot a dedicated resource for children in care and care leavers will ensure a sharp focus on systemic and operational workstreams to enhance the provision and support available to this group.

In response to the November 23 ILACS inspection, the Virtual School now supports young people to engage in education, employment and training (EET) through to the age of 25. A dedicated EET Advisor has been in post since January 2025 to develop employment and training opportunities within Peterborough City Council; this project is governed by Children's Services Portfolio Board. The first phase includes the development of a 'Family Business' within which the local authority will provide meaningful career pathways and support internally. This includes an EET mentoring scheme, ring-fenced work experience opportunities and ring-fenced apprenticeships with associated supporting training to ensure the needs of care leavers are met. Alongside this, a weekly EET Drop-In session has been established. A grant of £10, 000 from the Cambridgeshire Community Foundation has funded short courses and training outside of PCC to support Care Leaver engagement with their chosen employment pathway; this has included fork-lift truck driver qualifications and nail technician courses.



A significant highlight was a young person who was supported to complete an electrical qualification enabling him to start his own handyman business.



*"As a young person being a recent care leaver - I'd like to express from my point of view that corporate parenting is crucial for development, networking and support, without any of this existing I can guarantee I would be lost and I most certainly would not be in the position I am now thriving in my apprenticeship within PCC and optimistic for the future!!"*

<b>PCC Ring-Fenced Apprenticeships</b>	5 Level 3 apprenticeship positions filled across 3 service areas
<b>PCC Ring-Fenced Work Experience</b>	21 opportunities available across PCC
<b>EET Mentors</b>	15 mentors fully trained with a further 7 in training
<b>EET Drop- In Engagements</b>	20+ young people supported
<b>CCFC Grants</b>	5 young people supported to access courses and associated resources

The second phase of the Family Business project will commence in the academic year 2025/26. This will involve an extension to include external partners in order to increase the number and variety of EET opportunities available to Care Leavers.

## Enrichment and Engagement

To further understand the needs and wishes of our Care Leavers, enrichment sessions have been offered with the intention of providing enrichment opportunities, developing self-confidence and providing informal sessions to get to know our young people and hear their voices.



Four Care Leavers have requested to undertake level 1 and 2 short courses following sessions at an outdoor activity centre.

## Our Extended Remit

Peterborough Virtual School is not the corporate parent for the children supported within the wider remit. Instead, the work in this area includes cohort level oversight, the raising of awareness of the specific educational needs and barriers for the group and the offer of advice and guidance. Approximately 16% of children educated in Peterborough schools have been known to social care in the previous 6 years. Headline data continues to demonstrate poorer outcomes for children subject to Child in Need and Child Protection plans than for children in care.



Work supporting the wider cohort of children known to social care has been fully integrated into the wider work of the Virtual School. Advisory work focussed on the development of culture, policy and practice for all children known to social care has been undertaken with 87% of Peterborough schools this academic year; this includes 35 schools who are not currently supporting children in care. Previously, advisory work only supported schools where children in care were currently attending. The impact of this has been that schools are increasingly aware of the work of the Virtual School, understand the increased likelihood of children known to social care achieving poorer educational outcomes and are beginning to consider strategies and interventions to mitigate against this.

To undertake this work, it has been necessary to extend the reach of the advisory meetings beyond the Designated Teacher. Meetings have been undertaken flexibly to meet the individualised needs of the schools and have included a range of professionals including Head Teachers, Senior Leaders, Designated Safeguarding Leads, Governors as well as the Designated Teacher. 'Promoting the Education of Children Known to Social Care' city wide training sessions have had 100% positive feedback, with all delegates reporting an increase in knowledge and identification of next steps.

*Thanks for your time too and for all the documents shared. It was good to hear how the Virtual School is now able to support a larger cohort of children. You gave me lots to think about! I look forward to working with you 😊.*



*I spoke to each parent to congratulate them after school today and Molly's mum said that she couldn't believe the transformation in how she returned home today. She told her Mum that she would like to work in the council and can't believe how many opportunities are available to her. Molly also spoke of how proud of herself she was by presenting as she has never ever done it before! To see this collaboration having such a genuinely transformational impact on students is quite special.*

Targeted project work with one secondary school has supported 23 children known to social care to access half termly aspirational and varied career-based experiences, which in turn has resulted in an increase in study engagement, career discussions and voluntary work.

## Requests for Advice and Guidance

The process for making requests for advice and guidance for children previously in care and those living in kinship arrangements has been fully redesigned and promoted. This has resulted in a 295% increase (2023/24: 20, 2024/25: 79) in the number of referrals received from families, schools and social workers. Members of the Virtual School's inclusion and engagement team respond to all requests in a timely manner using their expertise to provide advice and guidance to families and schools. In all cases, the focus is on empowering the team supporting the child. Analysis and scrutiny of requests is undertaken and as required shared with the partnership and outcomes team to influence strategic discussions around culture, policy and practice where this need is evident. This provides legacy and breadth of impact.

Of the 79 requests:

- 58 (73%) of requests were seeking support around meeting SEND and developmental trauma needs.
- 44 (56%) were made by families, 11 (14%) by social care and 24 (30%) by education settings
- 48 were for Special Guardianship Orders (38 were living in a Kinship care arrangement), 1 for Child Arrangement Order, 25 for Adoption Order, 2 who are in court proceedings and 3 who have returned to parents.
- The requests ranged from nursery (age 2) through to Year 13.

Two requests shared concern about risk of home placement breakdown and as a result of the support of the Virtual School, one carer shared, *'Without you we genuinely believe we would be in a different and sad position! Your support has enabled us to rebuild as a family, as the required educational support is now in place.'*



Stakeholder networking opportunities have evolved this year. As a result of regular attendance at Social Care teams meetings, the Regional Adoption Agency Operational Board, DT network meetings, termly attendance at the Kinship Carers group and the successful implementation of parent/carers 'Coffee, Cake & Chat' events, the Virtual School's presence, knowledge of our offer and information sharing and gathering has been significantly strengthened, which in turn has informed next steps for our strategic development.



*I met with a DT today who was incredibly appreciative of the support following a school request for advice and guidance. The advice and signposting has opened up lots of valuable avenues of additional support and training, particularly around FASD for both school and Mum. Thank you! ★*

*Two carers attended the Coffee, Cake and Chat event today and shared that the advice and guidance they received part of a request for advice and guidance was phenomenal and has enabled them to ask school questions they would never have had the knowledge to know or ask.*

## Training

The virtual school offers training at no charge to all our education settings in supporting the needs of our children and young people and in promoting high aspirations and improving outcomes.

Course	Number of Attendees
The Roles and Responsibilities of the Designated Teacher for Children in Care	19
Promoting the Education of Children Known to Social Care	22
Network Meetings	36
Relational Practice (Power of Connection)	5
Relational Practice (Emotion Coaching)	11



Training for colleagues across Children's Services, including sessions for social workers and personal advisors has been delivered in response to need.

Additionally, a series of podcasts was recorded and launched to support social workers understand educational themes and challenges when supporting children and young people.

## An Introduction to Development Trauma: Virtual Reality Headset training

Virtual Reality technology supports immersive training for key stakeholders to support understanding of the impact of lived experiences and trauma on learning and development. Following a successful pilot in summer 2024, 40 schools and education providers across the city have now participated in the training (over 1200 delegates in total). Bookings have already been secured into the new academic year, and the offer is being expanded further to include films focussing on the impact of criminal and sexual exploitation.

Training has been extended to include other stakeholders including the Corporate Leadership Team, colleagues across children's social care and education as well as foster carers and kinship carers. The training is now embedded in the council's promotion of corporate parenting duties and elected members are booked in to access the training in Autumn 2025.

When rating the effectiveness of the training 89% of delegates awarded it 5 stars. The remaining 11% all awarded it 4 stars.



"It was the most amazing training I've ever been on. So emotional but so impactful. Thank you."

"The facilitators were knowledgeable about the topic. Passionate about the subject and their job and can feel that they do practice what they were teaching us"

Our **FIRST** Peterborough Virtual School Conference. **"Education Matters: Inspiring Ambition and Aspiration for Children in Care"** took place in September 2024 and was attended by over 130 delegates including services across Peterborough City Council, schools, FE colleges, residential care placements and foster carers. Workshops attended included a range of topics such as Post-16 education, employment and training options, careers aspiration and ambition, effective use of PP+ and promoting good attendance.



## Glossary

Term	Definition
Attainment 8	The Attainment 8 score is a measure that ensures all students are compared rather than those on the cusp of grade boundaries
CaC	Children in Care
CaN	Children in Need
CP	Child Protection
CPiC	Children Previously in Care
DfE	Department for Education
DP	Designated Person
DT	Designated Teacher
EET	Education, Employment or Training
EHCP	Education Health Care Plan
Eligible Cohort	Children in Care for a year or more (March 31 <sup>st</sup> )
ESOL	English for Speakers of Other Languages
EYFS	Early Years Foundation Stage
GIAP	Get Information About Pupils
GLD	Good Level of Development
LA	Local Authority
NEET	Not in Employment Education or Training
PCC	Peterborough City Council
PEP	Personal Education Plan
PP+	Pupil Premium Plus
RFI	Requests for Involvement
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SMC	Separated Migrant Child

## 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 2025/26.

## Our City Priorities



### Children and Young People

We will ensure every child in our care receives the same high-quality support and opportunities that we would all strive to achieve for our own children. We will:

- Provide the best support possible for vulnerable children and young people
- Open new schools and increase the number of school places locally to provide the best education possible for all our children and young people, including those with special education needs (SEND)
- Establish a multi-agency safeguarding hub in the city
- Provide the best opportunities for young people in care and leaving care
- Reduce reoffending by supporting children and young people known to Youth Justice

**2025-26: A revised Children’s Services Vision and Strategy is currently in development and this page will be updated once that has been published.**

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.

**2025-26: A revised Education Strategy is currently in development and this page will be updated once that has been published.**

## PETERBOROUGH VIRTUAL SCHOOL 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.

Partnership working supports stakeholders and partners to view education as a priority for all children known to social care.

So that...

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

**2025-26: Changes to legislation and statutory duties will be implemented at pace in response to the forthcoming Children's Wellbeing and Schools Bill** [Children's Wellbeing and Schools Bill - Parliamentary Bills - UK Parliament](#)

### Self-Evaluation (Why?)

- Our PEP templates have been developed to be fit for purpose
- Submission deadlines are well established, QA compliance and follow-up processes are embedded and enable effective analysis
- Resources and training are established to support PEP quality and compliance. DT training is well established and responds to need. It receives positive feedback. Carers and SW training is less well established.
- Summer 2025 PEP attendance for SWs = 72%, Carers = 80%, Child = 38%
- Summer 2025 PEP achieved or exceeded standard for SWs = 29.1%
- Attainment and progress data is not robust enough due to variation in understanding of the measurement scale and inaccuracies in the data input
- PEP meetings are not always child-friendly and the child's voice is not always prominent
- Scrutiny of PEPs by IROs and Team Managers requires development
- The quality of Post 16 PEPs is not yet sufficient; the support for young people to achieve Desirable Outcomes is not always robust or individualised enough for it to have impact
- The quality of NEET PEPs requires enhancement

### Implementation (What & how?)

#### Short-term (Year 2)

- The Progress & Attainment section of PEP templates will be further developed to ensure they are fit for purpose for all phases of education
- Quality assurance processes will be strengthened further to include a focus on quality alongside compliance. This will be undertaken through thematic audits alongside key partners including Designated Teachers, Social Workers and IROs.
- Carer network meetings will be launched alongside additional resources materials to strengthen carer's voice and input
- Resources and training will be developed for residential staff The 'Child Voice' section of the PEP will be developed and embedded throughout the document. The design will be co-produced with our children and young people.
- Resources and training will be developed to support all professionals to enable PEP meetings to be increasingly child-friendly
- Support for social workers around PEP quality and compliance will be developed in collaboration with service managers and team managers. Data will be shared to track and monitor improvements.
- Evaluate post-16 and NEET PEPs and develop a response which addresses next steps

### Outcomes (How will we know?)

#### Short-term (Year 2)

- Progress & Attainment data will enable accurate monitoring and tracking for individuals and cohorts
- The quality assurance process will provide evaluations of themes and issues which will inform strategic focusses
- All stakeholders will be able to recognise effective PEP quality and how it contributes to overall care planning.
- Social worker completion of PEPs will increase.
- Carers contributions to PEPs will be relevant and effective
- Residential key workers will understand the importance of education and how best they can support young people in their care
- Our children will tell us that their PEP meetings are friendly and relevant to them (CiCC). Their voices will be prominent within the document
- The tone and language written in PEPs will be child-friendly and empowering
- Post 16 PEPs increase in quality, specifically the DO section
- NEET PEPs will be relevant to the individual young person with a focus on aspirational outcomes and tracking progress

### 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)

- All stakeholders will support the production of effective PEPs
- 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  
DT = Designated Teacher  
SW = Social Worker  
IRO = Independent Reviewing Officer  
EET = Education, Employment & Training  
NEET = Not in Education, Employment & training  
CiCC = Child in Care Council

### Self-Evaluation (Why?)

- Both strategic and operational practice for Statutory School Age Children in Care is mirrored for CiC within the Post 16 cohort. Practice needs strengthening for care leaver cohort and NEET cohort.
- Attendance tracking systems for Post 16 have been initiated but are not embedded or robust.
- Disciplinary notifications are not always received in a timely manner preventing early intervention.
- The Post 16 IGP tool has been revised, and the Care Leaver IGP tool has been established but is not embedded
- Improved knowledge of the care leaver cohort is feeding into planning for this cohort.
- EET Offer for care leavers is embedded within the Local Offer
- There is a robust HE offer for Y13 which has facilitated 8 young people on a HE pathway for 25/26 academic year. The HE offer is less established for other year groups
- Through Broadening Education Pathways, one Y11 will attend Bedford School (independent setting) for Post 16
- There is limited provision for improving work readiness for the Post 16 cohort
- Within PCC, HR practices are in place to facilitate access to employment opportunities for care leavers. There are currently 5 apprenticeship opportunities ring-fenced for care leavers

### Implementation (What & how?)

#### Short-term (Year 2)

- Disciplinary notification system will be explored with eGOV (linked to attendance system) and appropriate communication & training for settings will be delivered
- Virtual School NEET support will be aligned with the EET Service to focus on aspirational outcomes and tracking progress
- Enhanced scrutiny and analysis of the NEET cohort will inform strategic and operational next steps
- Following PEP QA, those at risk of becoming NEET will be identified and supported through enhanced I&E oversight
- The Care Leaver IGP tool will be a primary focus of Post 16 Advisory meetings
- The HE offer will be extended to encompass raising awareness of HE as a pathway for CiC before Y13
- Work readiness opportunities will be piloted
- Practice development opportunities will be provided for the Leaving Care Service
- The principles of the Family Business model will be extended to external organisations
- Mechanisms will be in place to increase care leaver awareness of EET opportunities (including those closed to LCS)
- EET drop In processes will be revised to enable tracking and legacy/impact of interactions
- A UCiC offer will be produced to ensure the bespoke needs of this cohort are fully met

### Outcomes (How will we know?)

#### Short-term (Year 2)

- Disciplinary alerts will enable early triage reducing the number of young people at Level 3/4 disciplinary stages
- NEET young people will receive high quality support with a focus on aspirational outcomes and tracking progress
- Young people at risk of becoming NEET will receive earlier support to ensure alternatives are in place
- Cohort analysis will identify trends and patterns to allow system-wide prevention planning
- Further Education providers will understand the needs of Care Leavers in their culture, policy and practice
- Young people from Year 9 onwards will attend HE events and share HE aspirations through the PEP
- Young people who participate in work readiness opportunities will engage in a sustained EET pathway
- Collaborative working with the Leaving Care Service is visible and reduces duplication of task.
- There will be ring-fenced Care Leavers opportunities from organisations outside of PCC
- Sustained and repeated visits to the EET drop-ins will be evidenced for some young people
- There will be an increase in the number of UCiC engaging in EET

### 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
- NEET young people will report feeling supported and understand the variety of pathways available to them

#### 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  
CiC = Children in Care  
EET = Education, Employment & Training  
NEET = Not in Education, Employment & training  
PA = Personal Advisor  
LCS = Leaving Care Service  
eGOV = commissioned PEP provider  
HE = Higher Education  
IGP = Indicators of Good practice  
UCiC = Unaccompanied Children in Care  
PCC = Peterborough City Council

### Self-Evaluation (Why?)

- The Virtual School offer has been established and shared with stakeholders
- There is consistency of approach throughout the Virtual School
- Feedback from Peterborough schools demonstrates that the vision is understood and articulated clearly
- 83% of Peterborough schools are engaged with advisory meetings. This is an extension from previously focussing on schools where only CiC attended.
- Inclusion and Engagement tracking systems are embedded and effective
- Training within schools and DT network meetings have developed
- Through increased awareness, there has been a significant increase (275%) in requests for advice and guidance for CPiC and Kinship.
- Introductory meetings (where an out of city school has not had a Peterborough CiC before) have been effective in establishing understanding of Peterborough processes
- 111 children of statutory school age received intensive support from the inclusion and engagement team
- 72.6% of our children had attendance of 90% or over
- Three permanent exclusions were withdrawn for children in care following Virtual School intervention

### Implementation (What & how?)

#### Short-term (Year 2)

- Governors and trustee training will be developed
- An escalation process will be established to ensure engagement from settings who are not fully compliant
- A dashboard will be devised to enable 'intelligence at a glance' to support advisory visits and wider strategic considerations
- Attendance collection for all cohorts of children known to social care will be captured through Study Bugs and analysed to inform next steps
- An Early Years offer will be designed and embedded to support meeting the needs of this cohort and supporting stakeholders
- A pilot will be undertaken with one MAT to progress an identified area of policy, practice and culture, for all children known to social care
- Our revised Relational and Restorative Practice Offer will be launched in collaboration with wider partners across and beyond Children's Services
- An 'Ordinarily Available and Inclusive Provision' (OAIP) document to support all children known to social care will be published. This will include a PEP style document for children previously in care
- The process for requests for advice and guidance for children previously in care will be streamlined
- Termly analysis of attendance data (including those on bespoke provision packages and reduced timetables) will enable the piloting of preventative work and early intervention
- Reintegration pathways for children on bespoke packages and those who are CME will be detailed

### Outcomes (How will we know?)

#### Short-term (Year 2)

- Governors and trustees will hold senior leaders to account through appropriate support and challenge
- Identified settings are compliant
- The dashboard serves as an effective tool to support advisory visits
- Accurate attendance collection is in place for all cohorts of children known to social care and is being used to support targeted work.
- There will be an Early Years offer which settings engage with
- A case study will be available to show the impact on strategic advisory work at a MAT level
- The revised Relational Practice offer is available and published.
- The OAIP provides a tool which informs the quality of desirable outcomes and wider planning for all children known to social care
- Voices of key partners report that the process for seeking advice and guidance for children previously in care is understood and efficient
- A case study will be available to show the impact of preventative work and early intervention
- Reintegration pathways will be detailed on the PEP and within Liquid Logic.

### Impact (So what..?)

#### Short-term (Year 1)

- Advisory work is well established across all Peterborough settings
- New processes, including those around attendance analysis, are established and consistent across the wider virtual school team.

#### Medium-term (Year 2)

- Pilot work provides a platform for informing strategic and preventative approaches
- The quality of work for Children in Care is mirrored across all cohorts of children known to social care

#### Long-term (Year 3)

- 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.
- School and trusts meet the needs of all children known to social care and understand the role of education as a protective and transformative factor.

IGP = Indicators of Good Practice  
 CPiC = Children Previously in Care  
 CME = Child Missing Education  
 DT = Designated Teacher  
 MAT = Multi-Academy Trust  
 PEP = Personal Education Plan  
 OAIP = Ordinarily Available and Inclusive Provision

### Self-Evaluation (Why?)

- PEPs provide an effective mechanism to collect data which identifies facilitators and barriers to high attainment. This informs operational work.
- Attainment and progress data is collected termly and is beginning to provide a picture of the educational journeys for individuals and at a cohort level. There is currently variation in professional judgements from DTs and this needs standardising.
- Attendance data for SSA children in care is collected and effectively analysed to inform early and targeted interventions.
- Study Bugs (attendance platform) has been purchased to facilitate attendance data collection for all children across the city.
- There was a small uplift in the number of CPiC recorded in the October census.
- Dashboards have been built to enable the presentation of key data sets. They are developing to meet the required and evolving need of the Virtual School.
- Data regarding social worker quality and compliance of PEPs is shared with heads of service in CSC.
- Proactive data sharing with education colleagues is effective. There are barriers due to disparate platforms with CSC.
- Care Leaver EET data is unreliable and inconsistent

### Implementation (What & how?) - Year 2

#### Short-term (Year 2)

- Through advisory visits, additional training and guidance baselines and criteria will be established to ensure parity of professional judgement for progress and attitude to learning. A Power BI dashboard will underpin support and challenge.
- A PowerBI dashboard will be developed to facilitate cohort level attainment and progress tracking.
- Forecasting of target setting will be developed to enable aspirational goals.
- Collaboration with data leads and senior leaders in schools and trusts will ensure that social care status is accurately flagged through VYED and Studybugs.
- Attendance tracking and monitoring will be extended through Year 12 and 13 through the ePEP platform for children in care.
- The feasibility of Early Years attendance tracking and monitoring will be explored.
- The implementation of the EYES platform (planned Autumn 2025) will enable the matching of children between social care and education systems.
- Pathway plans will be developed to facilitate extraction of EET data and inform operational work with individuals and the wider cohort.
- NEET cohort analysis will inform strategic planning alongside the EET service.

### Outcomes (How will we know?)

#### Short-term (Year 2)

- Data collected from a range of schools and trusts will be standardised and comparable to enable effective tracking and analysis of cohorts. This will be evidenced through a Power BI dashboard.
- Designated Teachers will report increased confidence in completing the attainment and progress in the PEP.
- Peterborough Virtual School will be able to target set for individual children and cohorts.
- Attendance data returned through Studybugs will be accurate and enable targeted conversations and the development of priorities for specific cohorts
- Attendance data will inform schools causing concern discussions
- Attendance data for children in care in years 12 and 13 will be scrutinised weekly to support early intervention
- The EYES and LL platforms will be linked with a unique identifier ensuring the social care status of children is visible for education colleagues
- Accurate and robust data which informs EET pathway planning will be available to inform strategic and operational priorities
- Accurate and robust NEET cohort analysis will be available

### 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)

- Educational outcomes will be integrated into social care planning
- Trends and patterns are recognised to enable preventative work to take place which minimise risk for children.

PEP = Personal Education Plan  
 DTs = Designated Teachers  
 CPiC = Children Previously in Care  
 CSC = Children's Social Care  
 LA = Local Authority  
 EET = Education, Employment & Training  
 NEET = Not in Education, Employment & Training  
 VYED = View your education data  
 Power BI = Interactive data visualisation software  
 EYES = Early Years and Education (software platform)  
 LL = Liquid Logic (Social Care software platform)