

Thurrock - An ambitious and collaborative community which is proud of its heritage and excited by its diverse opportunities and future

Corporate Parenting Committee

The meeting will be held at **7.00 pm** on **2 June 2020**

Due to government guidance on social-distancing and COVID-19 virus the Corporate Parenting Committee on 2 June 2020 will be held virtually online. The press and public will be able to watch the meeting live online at the following link:

www.youtube.com/user/thurrockcouncil

Membership:

Councillors Joycelyn Redsell (Chair), Steve Liddiard (Vice-Chair), Abbie Akinbohun, Daniel Chukwu, Barry Johnson, Sue MacPherson, Sue Shinnick and Jennifer Smith

Rafael Antunes, Chair, Children in Care Council
Christopher Bennett, Vice Chair, Children in Care Council
Annie Guidotti, Open Door
Jackie Howell, Chair, The One Team, Foster Carer Association
Sharon Smith, Vice Chair, The One Team, Foster Carer Association

Substitutes:

Councillors Luke Spillman, Gary Collins, Bukky Okunade and Lynn Worrall

Agenda

Open to Public and Press

	Page
1 Apologies for Absence	
2 Minutes	5 - 10
To approve as a correct record the minutes of the Corporate Parenting Committee meeting held on 3 March 2020.	
3 Items of Urgent Business	
To receive additional items that the Chair is of the opinion should be considered as a matter of urgency, in accordance with Section 100B (4) (b) of the Local Government Act 1972.	

4	Declaration of Interests	
5	Portfolio Holder for Children's Services and Adult Social Care Update	
	This item is a verbal update.	
6	Children's Social Care Performance	11 - 20
7	Update on Ofsted Recommendation - Timeliness of Initial Health Assessments	21 - 30
8	Support Provided to Foster Carers during Covid-19	31 - 36
9	Support provided to Care Leavers and Children Looked After during COVID-19	37 - 44
10	Pupil Premium Plus Report for the Virtual School	45 - 80
11	Corporate Parenting Committee Work Programme 2020/2021	81 - 82

Queries regarding this Agenda or notification of apologies:

Please contact Kenna Victoria Healey, Senior Democratic Services Officer by sending an email to Direct.Democracy@thurrock.gov.uk

Agenda published on: **22 May 2020**

Information for members of the public and councillors

Access to Information and Meetings

Members of the public can attend all meetings of the council and its committees and have the right to see the agenda, which will be published no later than 5 working days before the meeting, and minutes once they are published.

Recording of meetings

This meeting may be recorded for transmission and publication on the Council's website. At the start of the meeting the Chair will confirm if all or part of the meeting is to be recorded.

Members of the public not wishing any speech or address to be recorded for publication to the Internet should contact Democratic Services to discuss any concerns.

If you have any queries regarding this, please contact Democratic Services at Direct.Democracy@thurrock.gov.uk

Guidelines on filming, photography, recording and use of social media at council and committee meetings

The council welcomes the filming, photography, recording and use of social media at council and committee meetings as a means of reporting on its proceedings because it helps to make the council more transparent and accountable to its local communities.

If you wish to film or photograph the proceedings of a meeting and have any special requirements or are intending to bring in large equipment please contact the Communications Team at CommunicationsTeam@thurrock.gov.uk before the meeting. The Chair of the meeting will then be consulted and their agreement sought to any specific request made.

Where members of the public use a laptop, tablet device, smart phone or similar devices to use social media, make recordings or take photographs these devices must be set to 'silent' mode to avoid interrupting proceedings of the council or committee.

The use of flash photography or additional lighting may be allowed provided it has been discussed prior to the meeting and agreement reached to ensure that it will not disrupt proceedings.

The Chair of the meeting may terminate or suspend filming, photography, recording and use of social media if any of these activities, in their opinion, are disrupting proceedings at the meeting.

Thurrock Council Wi-Fi

Wi-Fi is available throughout the Civic Offices. You can access Wi-Fi on your device by simply turning on the Wi-Fi on your laptop, Smartphone or tablet.

- You should connect to TBC-CIVIC
- Enter the password **Thurrock** to connect to/join the Wi-Fi network.
- A Terms & Conditions page should appear and you have to accept these before you can begin using Wi-Fi. Some devices require you to access your browser to bring up the Terms & Conditions page, which you must accept.

The ICT department can offer support for council owned devices only.

Evacuation Procedures

In the case of an emergency, you should evacuate the building using the nearest available exit and congregate at the assembly point at Kings Walk.

How to view this agenda on a tablet device



You can view the agenda on your [iPad](#), [Android Device](#) or [Blackberry Playbook](#) with the free modern.gov app.

Members of the Council should ensure that their device is sufficiently charged, although a limited number of charging points will be available in Members Services.

To view any “exempt” information that may be included on the agenda for this meeting, Councillors should:

- Access the modern.gov app
- Enter your username and password

DECLARING INTERESTS FLOWCHART – QUESTIONS TO ASK YOURSELF

Breaching those parts identified as a pecuniary interest is potentially a criminal offence

Helpful Reminders for Members

- *Is your register of interests up to date?*
- *In particular have you declared to the Monitoring Officer all disclosable pecuniary interests?*
- *Have you checked the register to ensure that they have been recorded correctly?*

When should you declare an interest *at a meeting*?

- **What matters are being discussed at the meeting?** (including Council, Cabinet, Committees, Subs, Joint Committees and Joint Subs); or
- If you are a Cabinet Member making decisions other than in Cabinet **what matter is before you for single member decision?**



Does the business to be transacted at the meeting

- relate to; or
- likely to affect

any of your registered interests and in particular any of your Disclosable Pecuniary Interests?

Disclosable Pecuniary Interests shall include your interests or those of:

- your spouse or civil partner's
- a person you are living with as husband/ wife
- a person you are living with as if you were civil partners

where you are aware that this other person has the interest.

A detailed description of a disclosable pecuniary interest is included in the Members Code of Conduct at Chapter 7 of the Constitution. **Please seek advice from the Monitoring Officer about disclosable pecuniary interests.**

What is a Non-Pecuniary interest? – this is an interest which is not pecuniary (as defined) but is nonetheless so significant that a member of the public with knowledge of the relevant facts, would reasonably regard to be so significant that it would materially impact upon your judgement of the public interest.

Pecuniary

If the interest is not already in the register you must (unless the interest has been agreed by the Monitoring Officer to be sensitive) disclose the existence and nature of the interest to the meeting

If the Interest is not entered in the register and is not the subject of a pending notification you must within 28 days notify the Monitoring Officer of the interest for inclusion in the register

Unless you have received dispensation upon previous application from the Monitoring Officer, you must:

- **Not participate or participate further in any discussion of the matter at a meeting;**
- **Not participate in any vote or further vote taken at the meeting; and**
- **leave the room while the item is being considered/voted upon**

If you are a Cabinet Member you may make arrangements for the matter to be dealt with by a third person but take no further steps

Non- pecuniary

Declare the nature and extent of your interest including enough detail to allow a member of the public to understand its nature



You may participate and vote in the usual way but you should seek advice on Predetermination and Bias from the Monitoring Officer.

Our Vision and Priorities for Thurrock

An ambitious and collaborative community which is proud of its heritage and excited by its diverse opportunities and future.

1. **People** – a borough where people of all ages are proud to work and play, live and stay
 - High quality, consistent and accessible public services which are right first time
 - Build on our partnerships with statutory, community, voluntary and faith groups to work together to improve health and wellbeing
 - Communities are empowered to make choices and be safer and stronger together
2. **Place** – a heritage-rich borough which is ambitious for its future
 - Roads, houses and public spaces that connect people and places
 - Clean environments that everyone has reason to take pride in
 - Fewer public buildings with better services
3. **Prosperity** – a borough which enables everyone to achieve their aspirations
 - Attractive opportunities for businesses and investors to enhance the local economy
 - Vocational and academic education, skills and job opportunities for all
 - Commercial, entrepreneurial and connected public services

Minutes of the Meeting of the Corporate Parenting Committee held on 3 March 2020 at 7.00 pm

Present:	Councillors Joycelyn Redsell (Chair), Steve Liddiard (Vice-Chair), Abbie Akinbohun, Daniel Chukwu, Sue Shinnick and Jennifer Smith
Apologies:	Councillors Barry Johnson and Sue MacPherson
In attendance:	Sheila Murphy, Corporate Director of Children's Services Keeley Pullen, Head Teacher for Virtual School Janet Simon, Strategic Lead, Looked After Children Alison Smith, Leaving Care Social Worker Lucy Tricker, Democratic Services Officer Rafael Antunes, Chair – Children in Care Council Christopher Bennett, Vice-Chair, Children in Care Council Annie Guidotti, Thurrock Open Door Representative Jackie Howell, Chair – The One Team, Foster Carer Association Sharon Smith, Vice-Chair, The One Team, Foster Carer Association Crystal Wilson, Child in Care Representative

Before the start of the Meeting, all present were advised that the meeting may be filmed and was being recorded, with the audio recording to be made available on the Council's website.

33. Minutes

The minutes of the Corporate Parenting Committee held on 7 January 2020 were approved as a correct record.

34. Items of Urgent Business

There were no items of urgent business.

35. Declaration of Interests

There were no declarations of interests.

36. Children's Social Care Performance

The Corporate Director for Children's Services presented the report and in doing so, explained that it provided a summary of Children's Social Care performance. She explained it described current activity levels and performance of Children's social care services in responding to the needs

of vulnerable children. The Corporate Director for Children's Services highlighted that timelines for assessments were now good, although there was room for improvement. She stated that in Quarter 3 the number of children with Child Protection Plans had increased from 142 to 170, but this was still lower than the national average and statistically similar local authorities. She also highlighted that the Looked After Children population had remained stable, and was in line with other similar local authorities, and this was due to an increased focus on permanence planning to ensure decreased waiting times.

The Chair stated that this was a good report, and looked forward to seeing the end of year report, which would contain the final figures. She questioned point 3.6 of the report, and asked why more children were going to live with relatives. The Strategic Lead for Looked After Children replied that when a child could no longer live with their parents, the first step a local authority took was to consider if the child could live with other family or friends. She stated that this was looked into before the consideration of foster carers, as children living with other relatives or friends provided better permanency and outcomes for the child. The Chair then questioned point 4.4 and asked how old the Unaccompanied Asylum Seekers were. The Strategic Lead for Looked After Children replied that there were currently 28 Unaccompanied Asylum Seekers in Thurrock, who ranged between 16 and 17 years old. She added that one of these children was considerably younger, but now had a Care Order in place.

RESOLVED:

- 1. That members note any areas of improvement in Children's Social Care and work undertaken to manage demand for statutory social care services**
- 2. For any specific areas of interest to be flagged for inclusion/expansion within the next report.**

37. Local Government Association: Support for Care Leavers; Resource Pack for Members, published January 2020

The Corporate Director of Children's Services introduced the item to the Committee, explaining the Local Government Association (LGA) had produced a resource pack on 'Support for Care Leavers' for Members in their Corporate Parenting role.

She continued to advise the resource pack set out an introduction for Members about care leavers and statutory responsibilities for Council's and Members. It was highlighted within the resource pack was a number of sessions that would be of use to Members such as:

- Key Lines of Enquiry for all Councillors, which set out the issues that Members would need to consider when having oversight of services for Care Leavers.
- Case studies from Local Authorities who have tried different ways of working with their care leavers.

Members heard how the resource pack was deemed a helpful tool for Members in their Corporate Parenting role, to consider what areas of practice relating to care leavers they wish to scrutinise.

The Chair felt this was a useful resource pack, and felt that all Members of the Council should see it, so they could better understand their Corporate Parenting role. The Chair asked if an update on the resource pack could come to the next committee. Councillor Liddiard agreed with the Chair that all Members should view the pack, as he felt it was very important.

Councillor Smith drew the Committee's attention to page 33 and asked what care leavers were telling the council, and how they could share their views. The Strategic Lead for Looked After Children stated that the Children in Care Council held different events throughout the year to get feedback from children in care across the borough, and consider the care leavers' offer. She added that this month the Children in Care Council were running an event to take care leavers out and discuss the care leavers' offer. She added that they were also working to develop joint working between the finance team, Staying Put team, and the housing team to assist care leavers.

The Chair then asked the care leavers that had attended the meeting to give their views regarding the care leavers offer. The Chair of the Children in Care Council stated that he had recently moved from a hostel to his own flat, and stated that he had struggled to get paperwork, such as passports and habitual residency tests, because he was estranged from his parents. He added that this had made it difficult to get a job. He commented that the Children in Care Council organised lots of events, particularly at the Inspire Hub, which were aimed at getting care leavers together and planning group activities. He felt these sessions were good as it allowed care leavers to see the more 'human' side of their social workers, and gave the children something to do. He felt that the Council should provide more reasons and opportunities for children in care to meet, as it allowed them to discuss their experiences.

The Thurrock Open Door Representative invited all Councillors to the next meeting of the Children in Care Council, to allow Members to meet more children in care. The Chair asked the Corporate Director of Children's Services to invite all Councillors to the meeting, as she felt that all Councillors had a responsibility as corporate parents.

The Leaving Care Social Worker spoke on behalf of the Child in Care Representative and stated that as a child that had recently left care, Ms. Wilson now had to manage her own tenancy, bills, and job. She stated that Ms Wilson was on minimum wage for her age bracket and often had to work 70 hour weeks to ensure her rent and bills were paid for, and she had no

family support. The Leaving Care Social Worker felt that some council departments did not understand how difficult it could be for young care leavers, and asked if more specialists who understood the care system could be put in place in the housing and council tax teams. She added that if Ms Wilson fell behind on rent or bills, demanding letters would be sent, which could be frightening for a young adult who had just left care. The Strategic Lead for Looked After Children stated that the team were currently working on their financial policy to ensure that care leavers received the support they needed, and that working was worthwhile for them. The Chair highlighted some avenues of support for care leavers, such as their Local Councillors who can help provide support and point care leavers in the right direction. The Chair congratulated the Child in Care Representative for all her hard work and dedication. Councillor Liddiard added that support could also be found in community hubs, as many volunteer organisations such as DIAL, housing support, and Local Area Coordinators ran sessions that could be of use.

RESOLVED:

- 1. Consider the Support for Care Leavers resource pack**
- 2. Consider which lines of enquiry regarding care leavers, they wish to pursue with Officers**
- 3. That an update report be provided at the next meeting of the Corporate Parenting Committee**

38. Update on Ofsted Recommendation – Timeliness of Initial Health Assessments

The Strategic Lead for Looked After Children addressed Members notifying them the report set out the actions taken by Children's Social Care and Health colleagues to address the timeliness of Initial Health Assessments for Children who are Looked After.

She continued by explaining when a child or young person came into care, they would have an Initial Health Assessment (IHA). This was a statutory health assessment; the assessment is to be completed within 28 days of coming into care. A paediatrician or an appropriately trained medical practitioner completes the assessment.

It was further explained the Initial Health Assessment identified existing health problems and deficits in previous healthcare and provides a baseline for managing the child's future health needs. The Strategic Lead for Looked After Children highlighted point 3.12 of the report and stated in April 2019 only 25% of IHAs were completed on time, but this had increased to 71% in December 2019, and increased again to 81.5% in January 2020. She stated that although there were still some difficulties, processes were now in place and regular meetings were being held between the social care team and healthcare colleagues.

The Chair stated that as there were challenges within the healthcare sector, she would raise it as an issue at the next Health and Wellbeing Overview and Scrutiny Committee. She asked why a child was only assessed once a year, once they reached the age of five. The Strategic Lead for Looked After Children replied that the IHA set a benchmark for the child's health, but that if additional health needs were identified then additional sessions with a paediatrician would be arranged. She added that if a child was seen yearly it would ensure that no illnesses or problems developed, but a foster carer could take the child to the GP or A&E if problems arose in between IHA visits.

Councillor Liddiard asked who conducted the IHA, as GP's were often fully booked, which it would make it difficult to schedule IHAs. The Strategic Lead for Looked After Children replied that the IHA was conducted by an approved paediatrician, but there were currently issues regarding a deficit in healthcare, which were outlined at 2.1 of the report. The Chair of the Foster Carer's Association added that only two or three paediatricians were approved to carry out IHAs, which meant it was difficult to schedule appointments as they were often very busy. She stated that she had often had difficulties scheduling IHA appointments, as the doctor could only offer one or two slots, some of which were during school time. The Corporate Director of Children's Services thanked the Foster Carer's Association for the input, as it highlighted issues that may have otherwise not been addressed. She stated that she had invited health colleagues to the meeting, but they had been unable to attend as Thurrock commissioned NELFT to provide community paediatricians for IHAs. She felt that a child should not be taken out of school for an IHA, particularly as many children in care already had poorer attendance when compared to children not in care. She stated that although the IHA service had improved, there was still work to do and issues that needed to be resolved.

Councillor Akinbohun asked if the service was under pressure due to the number of Unaccompanied Asylum Seekers, and the Strategic Lead for Looked After Children replied that although the number of Unaccompanied Asylum Seekers had increased in the last quarter, they had not put the service under pressure. She stated that the system had been under pressure recently due to an increase in the number of referrals and large sibling groups being identified throughout February. The Head Teacher for Virtual School added that there was only a 10 day timeframe in place for Education Plans, which meant that the education system for Looked After Children was also under pressure, due to the large number of referrals. Councillor Akinbohun stated that she felt worried that the service would not be of good quality if new Unaccompanied Asylum Seekers arrived within Thurrock. The Strategic Lead for Looked After Children replied that the system pressure did not predominantly come from Unaccompanied Asylum Seekers, but came from the lack of capacity within the system.

The Chair asked if an update report on IHAs could come before the next Corporate Parenting Committee.

RESOLVED:

- 1. That Corporate Parenting Members were informed about Health and Children's Services efforts to improve the timeliness of Initial Assessments for Children Looked After.**
- 2. That an update report be provided at the next meeting of the Corporate Parenting Committee**

39. Corporate Parenting Committee Work Programme 2019/2020

The Committee discussed the work programme ahead of the new municipal year. Members agreed to a number of reports being included on the Work Programme. The Chair thanked the Committee Members for all their hard work throughout the year, and wished luck to those Members standing for re-election. She also congratulated the next Corporate Director of Children's Services on her appointment.

RESOLVED:

That the Corporate Parenting Committee agreed for the following reports to be included on the Work Programme for 2020/2021

The meeting finished at 7.55 pm

Approved as a true and correct record

CHAIR

DATE

Any queries regarding these Minutes, please contact
Democratic Services at Direct.Democracy@thurrock.gov.uk

2 June 2020		ITEM: 6
Corporate Parenting Committee		
Children's Social Care Performance		
Wards and communities affected: All		Key Decision: Non-key
Report of: Anna Watkins, Business Intelligence Analyst		
Accountable Assistant Director: Joe Tynan, Assistant Director of Children's Services		
Accountable Director: Sheila Murphy, Corporate Director of Children's Services		
This report is: Public		

Executive Summary

All below data refers to 2019-20 and comparisons to previous year have been made wherever possible.

The data in this report is obtained from "At a Glance" monthly performance reporting, regional benchmarking data and national data sets and is presented and discussed with the Social Care Senior Management Team and the Corporate Director's Performance Group. Data has not yet been published in relation to statistical neighbours and national averages for 2019-20 therefore, for the purpose of benchmarking, we have used the 2018-19 outturn figures. The end of year data will be subject to a data validation process prior to submission to the Department for Education as part of the statutory returns. It should therefore be noted that this process could result in some differences in the 2019-20 published figures against those included in this report.

1. Recommendation(s)

- 1.1 That Members note any areas of improvement in Children's Social Care and work undertaken to manage demand for statutory social care services.
- 1.2 For any specific areas of interest to be flagged for inclusion/expansion within the next report.

2. Introduction and Background

- 2.1 This report provides a summary of Children's Social Care performance. It describes current activity levels and performance of Children's Social Care services in responding to the needs of vulnerable children.
- 2.2 Thurrock produces a number of data sets and performance reports to meet internal and external reporting requirements. It is important to note that data reported is a reflection of what is formally recorded in the Social Care record management system as at the date a report is produced and can be subject to change.

3. Issues, Options and Analysis of Options

3.1 Practice summary of performance and trends

In Q4, the number of contacts received was 1,527 compared to 1,669 in Q3 and 1,852 in the same quarter in previous year. Year to date is 6,508 and rolling figure 7,781.

- 3.2 The data continues to be monitored on a monthly basis to ensure that decision-making within the Multi-Agency Safeguarding Hub (MASH) remains robust and ensures families are supported by the most appropriate service. In Q4 there was an increase in the rate of referrals into Social Care, which has resulted in an increase in the number of assessments being undertaken. In addition, in Q4 there has been an increase in the number of children referred to the Early Help Service. In this way, the Multi-Agency Safeguarding Hub continues to support a shared understanding and management of threshold decisions. Children and families receive the right help at the right time and the response to family difficulties is proportionate to risk.
- 3.3 The timeliness of Child and Family Assessments remains good at 92.7% in March 20. In Q4, the number of assessment completed was 1,242 compared to 1,090 in Q3 representing an increase of 14%. This is due to a new process of updating assessments for all open cases, such as, for children supported under Child In Need, Child Protection or Children Looked After.
- 3.4 In Q4, the number of children subject to a Child Protection Plan was 173, compared to 170 in Q3. This represents only a slight increase of 1.7%.
- 3.5 The number of Children Looked After at the end of Q4 was 298 compared to 287 in Q3, representing an increase of 3.8%, In Q4, the rate per 10,000 was 68.1 compared to 65.6 in Q3 and which is just slightly above the statistical neighbour rate of 67.0.
- 3.6 We have increased our focus on permanence planning to ensure children do not wait to have a long term home. More children are moving to live

with relatives where they cannot remain in their parent's care. The number of young children who were adopted year to date is 15.

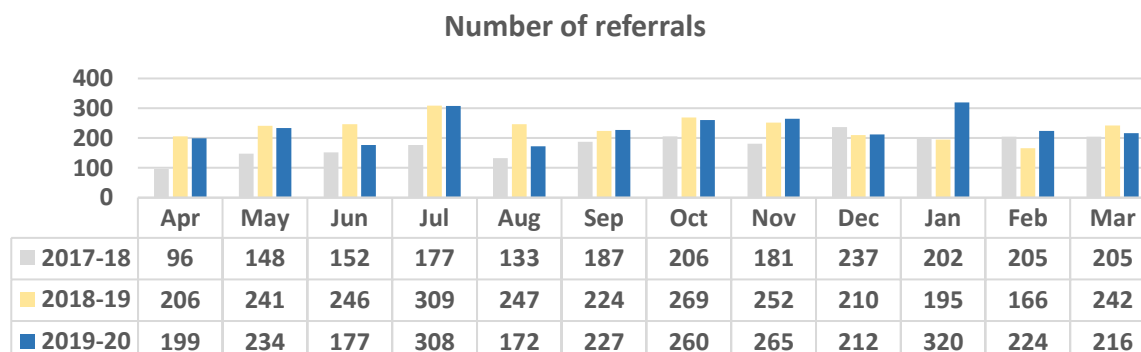
- 3.7 Children Looked After continue to make good educational progress with better than national average figures for attainment for looked after children. Performance this year being in the top 25% of authorities.
- 3.8 Managers and their teams use the data to understand and respond to changes in activity levels and to monitor and respond to the quality and timeliness of services and information about how well children are doing. The information is also discussed with front line workers.

4. Performance

4.1 Number of referrals

In some instances when contact progresses to a referral, there may be the need for Social Care intervention because of more serious concerns about a child's safety or wellbeing.

In Q4, Thurrock received 760 referrals compared to 603 in the same quarter of 2018-19. This represents an increase of 26.0%. The total number of referrals in 2019-20 was 2,814 compared to 2,807 in previous year representing a slight increase. Yearly and monthly figures can be seen in the graph below.



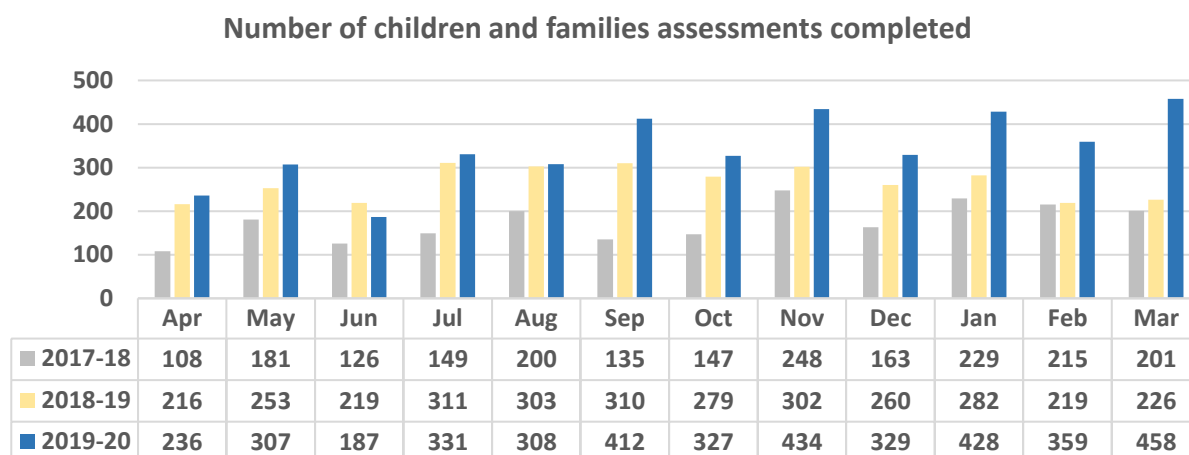
Number of repeat referrals

Repeat referrals means when a child has been referred to us in the same reporting period, and who has had a previous referral within a 12 month period.

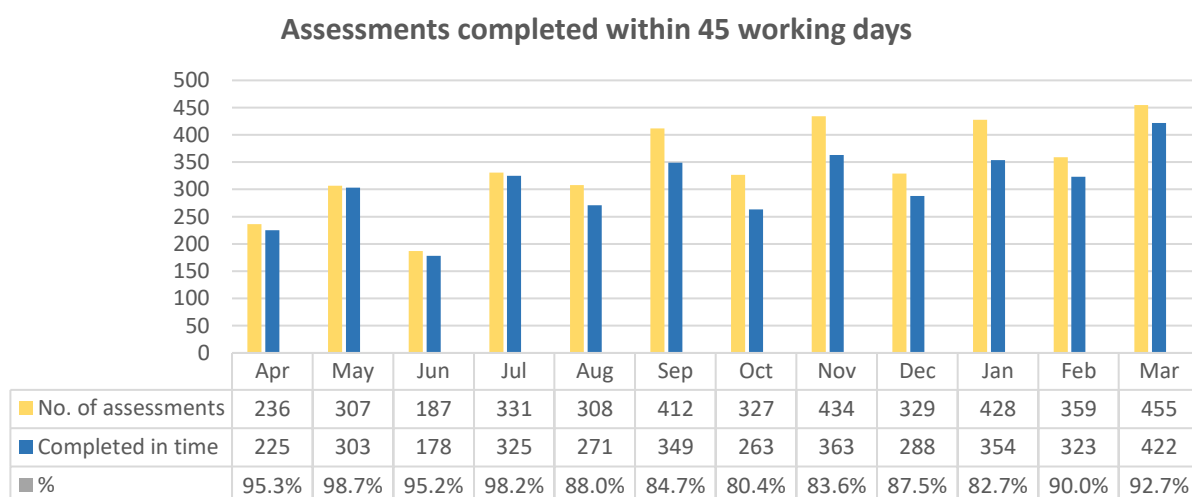
In Q4, 123 of referrals were for children that had been referred to us within the last 12 months. Year to date for Thurrock data of 15.6% showing a better performance compared to our statistical neighbours' 2018-19 outturn at 20% and national figure of 23%.

4.2 Assessments

In 2019-20, total of 4,116 assessments were completed compared to 3,180 in 2018-19. This is an increase of 29.4%.

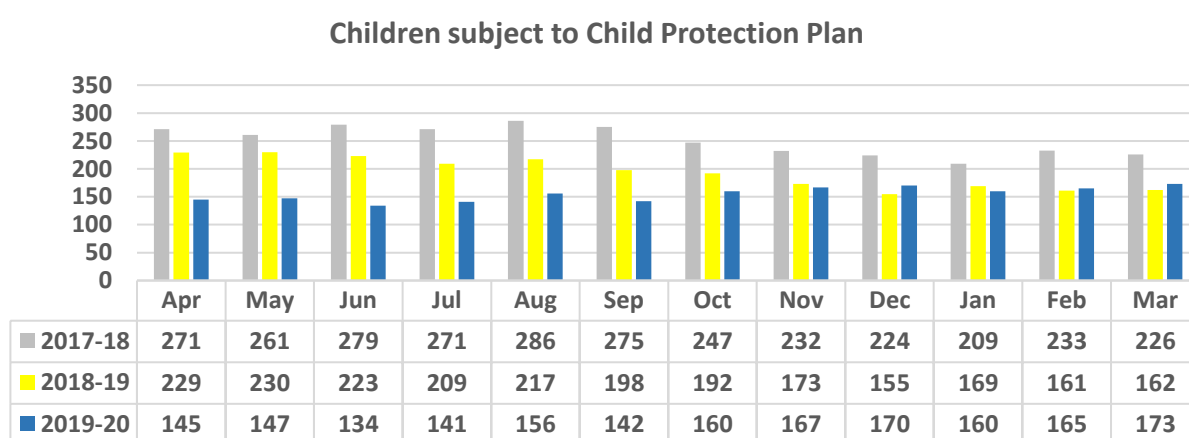


The number of assessments completed within 45 working days has remained consistent since 2018-19. In Q4 2019-20, an average 89.0% of assessments were completed within timescale compared to 84.0% in Q3. The total number of assessments completed in 2019-20 was 4,113 and out of those, 89% were completed within timescale. This is good performance compared to our statistical neighbours 2018-19 outturn of 78.0%.



4.3 Children Subject to Child Protection Plans (CPP)

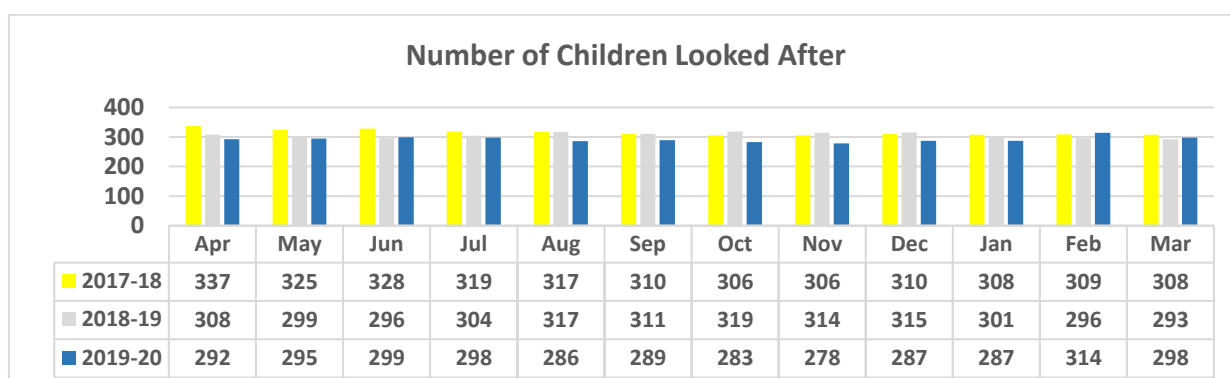
As at the end of Q4, the total number of children subject to a Child Protection Plan was 173 and the rate per 10,000 was 39.5. Although, this is the highest figure reported in the last 12 months, it reflects a trend towards higher levels of risk factors within cases referred to Children's Social Care. Child Protection Plans are regularly reviewed by the Strategic Lead to ensure that risk is being well managed and that children do not remain subject to Plans for longer than necessary. Local Authorities who manage Child Protection Plans with purpose and pace tend to have lower rates of children subject to Child Protection Plans, as duration of plans are reduced. This indicator is regularly discussed at monthly performance board meetings and closely monitored for its trends. The below graph shows the number of CPs over time:



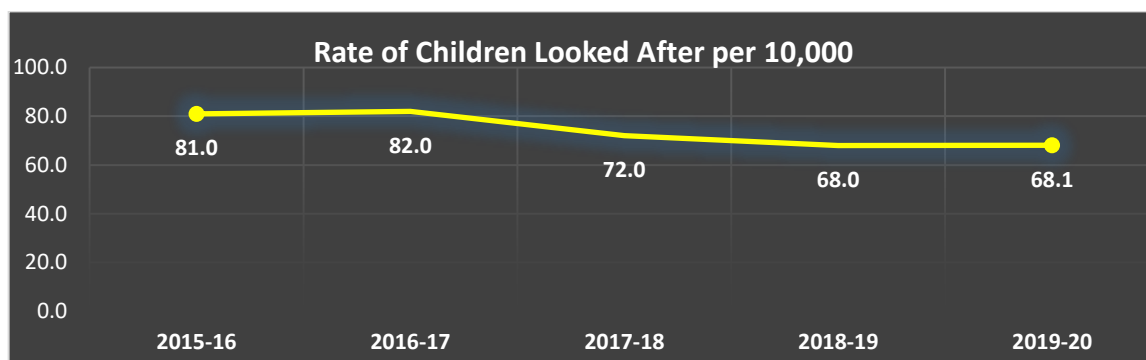
4.4 Children Looked After (CLA)

In Q4, the number of Children Looked After was 298 which was slightly up from 287 in Q3, representing an increase of 3.8% and compared to 2018-19, there has been a slight increase of 1.7%.

The number of Children Looked After over time can be seen in the below graph showing that there has been a consistent picture during the year with an increase in Children Looked After in the last two months of the financial year. This is in part due to a large sibling group of 8 accommodated in February and 8 UASC in February and March.



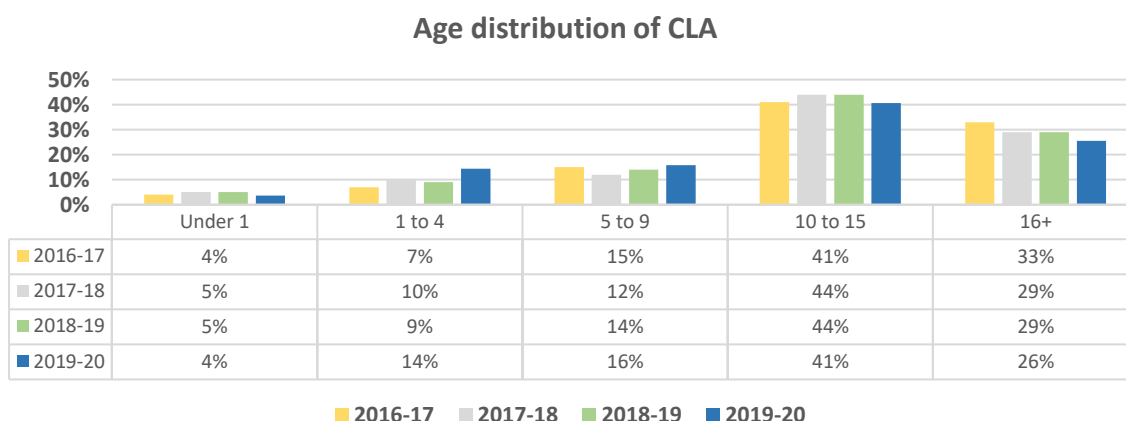
The rate of Children Looked After as at the end of Q4 was 68.1 per 10,000. The year-end position of 68.1 is slightly higher than our statistical neighbour average of 67.0 in 2018-19.



Purposeful early permanency planning continues to ensure that children are in the right placement at the right time to meet their needs. Placement and supporting children where appropriate to remain at home with their families is a priority and children are only looked after outside of their families if it is the only viable option.

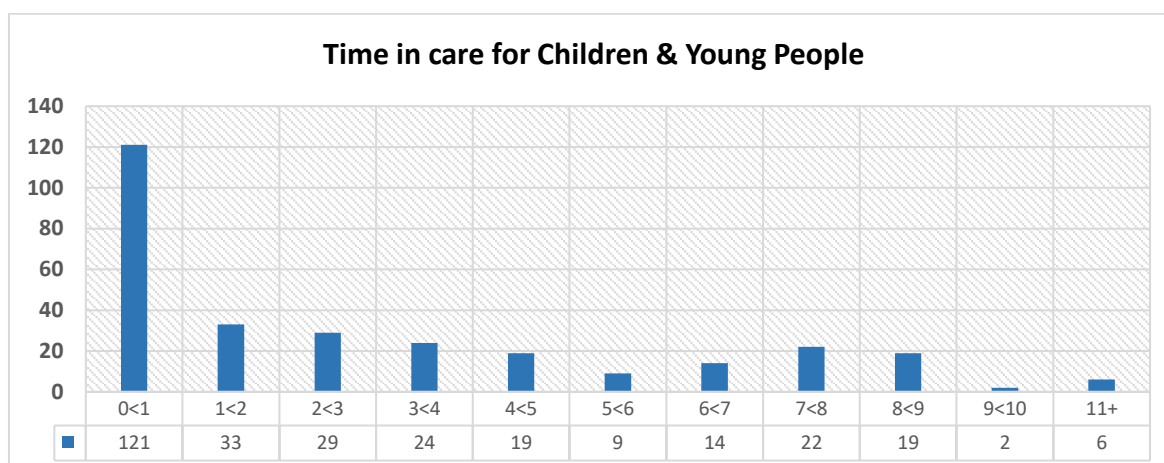
Age of Children and Young People in Care

At the end of Q4, 18% of CLAs were under the age of 5. The majority of children under five are moved on to permanency through adoption or placement with connected carers and progressing through the court.



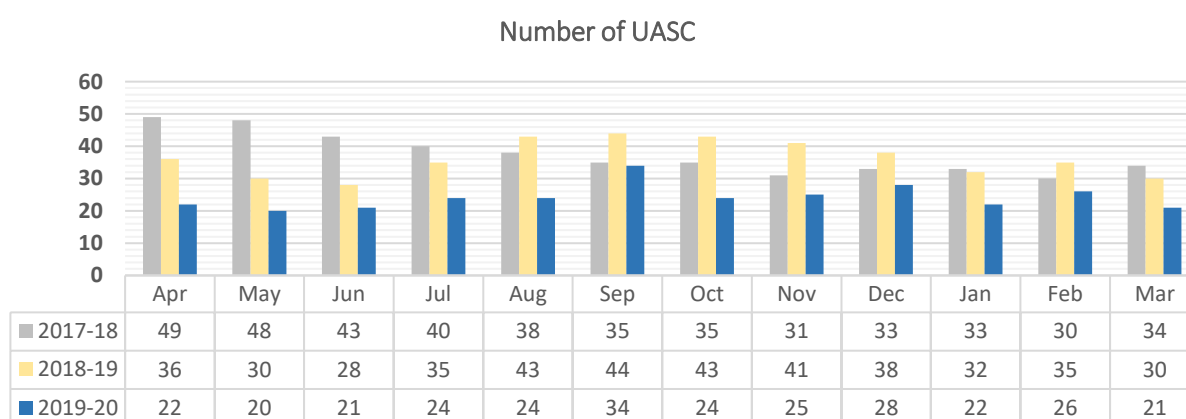
Time in Care for Children and Young People

The graph below shows the number of Children Looked After broken down by period of care as at Q4 2019-20. It shows that 61% (183) children between the ages of 0-17 remain in care for less than 3 years. 2% of children remain in care for 11 or more years. All children are subject to rigorous permanency planning.



Number of Unaccompanied Asylum Seeker Children (UASC)

The below graph breaks down the number of UASC looked after. There were 21 Unaccompanied Asylum Seeking Children cared for by Thurrock at year end 2019-20 compared to 30 in 2018-19. This is a 30% reduction in the number of UASC since last year and 38% reduction since 2017-18. This sustained reduction is supported by the continued cooperation of Eastern Region colleagues in the dispersal of Unaccompanied Asylum Seeking Children.



4.5 Adoption

As at end of Q4 2019-20, 15 children were adopted compared to 13 in 2018-19 representing an increase of 15.4%. We can anticipate a continued need for adopters at a similar level which is an increase on previous years. This reflects the significantly increased activity of our new adoption service, which is driving adoption for those children that require it.

Adoption process

The duration of adoption is reported as 3-year average:

- The number of days for a child from “entering care” to “being placed with adopters” has reduced from an average of 527 in 2015-18 to 383 days in 2016-19. This is below the 2017-18 national average of 486 days.
- The time scale from “Court authority” to “place to matching with adopters” has reduced from an average of 184 days in 2015-18 to 152 in 2016-19 which is below the national average of 201 days. This good performance has been achieved by robust tracking processes.

4.6 Children Looked After with missing episodes

As can be seen in the table below, in March 2020, 9 children in total went missing with 27 episodes and 3 UASC children who went missing once. It is important to note that the same child often goes missing more than once.

All children are offered an independent return home interview within 72 hours after they have been missing with the aim to identify the reason and to address these reasons. From April 1st 2020 Inspire Youth have been commissioned to undertake these interviews with the aim of improving performance and reducing missing episodes. The reasons vary from “not being settled in placement” to the “draw of friends”. Key workers from placements; foster carers and social workers discuss missing incidents with children and there is an ongoing work to try to reduce incidents and increase engagement of children at the return interviews.

From June 2020 there will improved data reporting and analysis of children missing from home and care to assist with safety planning for those children most at risk whilst missing.

	Q1.			Q2.			Q3.			Q4.		
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
No. of missing children	19	12	14	17	15	15	15	16	12	15	12	9
Missing incidents started in the month	59	29	25	49	33	29	49	47	35	69	40	27
No. of Unaccompanied Asylum Seeking Child)	2	2	2	6	4	2	3	4	1	5	1	3
Missing Instances started in the month – UASC	3	3	2	7	6	2	3	7	1	1	1	1

4.7 Fostering

Number of new carers approved between April 19 – To Date	18
Number of mainstream fostering applications currently in progress	10
Number of children currently placed in Thurrock fostering households	113

4.8 Care Leavers

Care leavers 19-25 years of age that are “in education, employment and training” in Q4 was 69.1% and care leavers 19-25 that are “in suitable accommodation” was 82.3% in Q4 and those “in touch” was 95.0%

There is a close alignment of the Aftercare Service with the Inspire Youth Hub, a partnership which has seen a significant improvement in the number of young people in education employment and training. The On-Track Thurrock Programme continues to offer a bespoke programme to ensure that care leavers can access education, employment and training. We have had considerable success with this.

For many of our care leavers we provide our Prince's Trust programme, which is a way in which we enable young people to build confidence. We actively seek apprenticeship opportunities for our care leavers and continue to provide a range of support programmes to enable them to engage fully in the local communities in which they live.

Housing remains one of the key challenges for young people who are Leaving Care, to address this we have further developed the Head Start Housing Programme – which will look to support care leavers. This will provide a holistic approach to supporting young people in both sourcing and sustaining tenancies. We recognise that one of the key barriers relating to this is budget management and to address this we have developed a budgeting programme to ensure that young people can manage finances.

5. Reasons for Recommendation

- 5.1 Corporate Parenting Committee to note and comment on current performance position.

6. Consultation (including Overview and Scrutiny, if applicable)

- 6.1 Not applicable

7. Impact on corporate policies, priorities, performance and community impact

- 7.1 None

8. Implications

8.1 Financial

Implications verified by: **Michelle Hall**
Management Accountant

No implications identified.

8.2. Legal

Implications verified by: **Lindsey Marks**
Deputy Head of Legal Social Care & Education

No implications identified.

8.3 Diversity and Equality

Implications verified by: **Natalie Smith**
Strategic Lead Community Development & Equalities

No implications identified.

8.4 Other implications (where significant) – i.e. Staff, Health, Sustainability, Crime and Disorder) -

Not applicable

9. Background papers used in preparing the report (including their location on the Council's website or identification whether any are exempt or protected by copyright):

Not applicable

10. Appendices to the report

None

Report Author(s):

Joe Tynan	Interim Assistant Director of Children's Services
Anna Watkins	Business Intelligence Analyst, Children's

Updates and contributions:

Clare Moore	Strategic Lead, Youth Offending Service and Prevention
Janet Simon	Strategic Lead, Children Looked After
Daniel Jones	Service Manager – Placements

2 June 2020		ITEM: 7
Corporate Parenting Committee		
Update on Ofsted Recommendation – Timeliness of Initial Health Assessments		
Wards and communities affected: All		Key Decision: Non-Key
Report of: Janet Simon, Strategic Lead for Children Looked After		
Accountable Assistant Director: Joe Tynan, Assistant Director, Children's Services		
Accountable Director: Sheila Murphy, Corporate Director of Children's Services		
This report is Public		

Executive Summary

This report is to update Members of the Corporate Parenting Committee on Thurrock's timeliness of Initial Assessments.

1. Recommendation(s)

- 1.1 That Corporate Parenting Members are informed about Health and Children's Services efforts to improve the timeliness of Initial Assessments for Children Looked After.**

2. Introduction and Background

- 2.1** When a child or young person comes into care, they will have an Initial Health Assessment (IHA). This is a statutory health assessment. The assessment is to be completed within 28 days of coming into care. A paediatrician or an appropriately trained medical practitioner completes the assessment.

The Initial Health Assessment identifies existing health problems and deficits in previous healthcare and provides a baseline for managing the child's future health needs.

- 2.2** This report is to provide an update to members on the actions taken by Children's Social Care and Health colleagues to address the timeliness of Initial Health Assessments for Children who are Looked After.

3. Issues, Options and Analysis of Options

3.1 The Local Authority, through its Corporate Parenting responsibilities, has a duty to promote the welfare of Looked After Children, including those who are eligible and those children placed in pre-adoptive placements. This includes promoting the child's physical, emotional and mental health.

3.2 Every Looked After Child needs to have an up to date health assessment so that a health care plan can be developed to reflect the child's health needs and be included as part of the child's overall Care Plan.

Health assessments are statutorily required to be carried out a minimum of:

- 6-monthly for babies and children under 5 years of age; and
- Annually for those aged 5 years and over.

3.3 The Originating and Receiving Clinical Commissioning Group (CCG) should have arrangements in place to support the Local Authority to complete statutory health assessments for Looked After Children within statutory timescales, irrespective of whether the placement of the child is an emergency, short term or in another CCG.

3.4 The Local Authority should always advise the CCG when a child is initially accommodated. Where there is a change in placement, which will require the involvement of another CCG, the child's Originating CCG, and Receiving CCG should be informed, as well as the child's GP.

3.5 Both Local Authority and relevant CCG(s) should develop effective communications and understandings between each other as part of being able to promote children's wellbeing. The assessment is to be completed within 28 days (20 working days) of coming into care. A paediatrician or an appropriately trained medical practitioner completes the assessment.

3.6 During the Ofsted Inspection in November 2019, Ofsted highlighted the delay in completing timely Initial Health Assessments. Ofsted acknowledged the work between Social Care and Health colleagues to resolve the delay but that the pace of change was too slow and said;

Timeliness of initial health assessments when all children come into care needed to improve.

3.7 Before the assessment

Information is sourced from parents, carers, GPs, health visitors and school nurses

3.8 The assessment

The assessment consists of a general discussion about the young person's health and general well-being. There will be an opportunity for the young

person appropriate to their age and understanding to discuss any concerns or worries they may have.

All children and young people need to be present for their health assessment.

Parents and carers will be consulted but older young people and where it is deemed appropriate will be offered time to be seen alone.

3.9 During the assessment, advice and information may be given on:

- Child development
- Height and weight
- Emotional health
- Dental health and oral hygiene
- Vision and hearing
- Immunisations and health promotion
- Substance misuse
- Sexual health and relationships

Appointment times may vary in length, and will often dependant on need.

3.10 After the assessment

All looked after children are reviewed periodically throughout the year and health needs are reviewed and revised.

3.11 Issues identified and actions taken to date

Timeliness of initial health assessments when all children come into care needed to improve.

Prior to Ofsted's visit in November 2019 a Review was undertaken of the Initial Health Assessment Process to identify blockages and issues preventing timely assessments:

- Process for arranging an Initial Assessment was complicated and difficult to fill in within required timescales.
 - The referral process has been simplified and tracking added to ensure referrals are done
- Consent to Initial Health Assessment not always sought at the time the child became looked after.
 - Consent is sought on accommodation as part of a parent agreeing to their child(ren) becoming looked after
- Parents refusing consent to Initial Health Assessment.
 - Where the authority has a legal order giving PR consent is given by the strategic lead on behalf of the authority

The impact of this has been to significantly improve the timeliness of referrals to health services from social care. This had led to the identification

of further issues as follows:

- There is a shortage of timely Paediatrician capacity in our local area
- Appointments are not always utilised for another child if there is cancellation
- Where children are placed outside the local health area some other areas are declining to offer initial health assessments or have long waiting lists

There have been direct discussions with senior Health Commissioners and there has been some improvement with local capacity. The situation for children placed outside of the local health area remains variable and where possible, children are brought back to our local health service to avoid delay. Getting teenagers aged 16 and over who are accommodated to engage in an initial health assessment can sometimes be challenging and this is an area we are working on to make sure their health needs are assessed.

3.12 Performance to date since November 2019

	Dec	Jan	Feb	Mar
Number of children entering Care	24	17	39	27
% Initial Health Assessment (IHA) that were referred to the Health within 5 days	67%	74%	86%	100.0%
% Initial Health Assessment (IHA) completed within 28 days (20 working days) of child becoming Looked After	67%	79%	73%	74%

The data demonstrates the variability of the frequency of children coming in to care. For the financial year 2019/20, the lowest number of children entering care in a calendar month was 7 and the highest was 39. This presents two issues, the amount of referrals required varies greatly as does the number of paediatric appointments.

It is clear from the data that the new referral and tracking process had been effective in ensuring Children's Social Care make timely referral even at times of increased referral. The capacity within health services to provide a timely paediatric appointment has been more challenging, particularly at times of higher demand.

3.13 Actions taken to address identified issues

- The following actions were implemented at the time of the last report to committee and *are ongoing* to ensure sustained improvement:

- Health assessments regularly discussed and actions identified at the Monthly LAC Health Steering Group.
- Weekly tracking meeting to discuss outstanding Initial Health Assessment referrals.
- Live tracking sheet developed to identify timeliness or blockages at each stage of the process of Initial Assessments.
- Clear escalation process where delay is identified
- The following actions are now *complete*:
 - Streamlining of paperwork to arrange Initial Health Assessments.
 - Consent for Initial Health Assessments included in the consent for children looked after.
 - Flowchart developed in partnership with Health to support staff in arranging medicals.
- The following actions are new to increase performance further:
 - Cancelled (not required) paediatrician appointments are to be used for children waiting for an appointment – a notification process is being agreed
 - The Strategic Lead for CLA will escalate waiting cases at a Senior level with health colleagues
 - The process for receipt and upload of the reports once the assessment is completed being tracked.

3.14 Outcomes

Following the actions identified above being implemented there has been a significant and sustained improvement in the timeliness of assessments. It should be noted that between April 2019 and Nov 2019 the lowest performance in respect of IHA's being completed within timescale was 0% and highest performance was at 50%.

Where children are placed outside of the local authority area there have been recently emerging problems in organising Initial Assessments within timescales. This has been escalated within the CCG and arrangements made for children to be brought back to Thurrock for their assessments.

The actions taken are demonstrating a sustained and significant improvement. There are clear further steps planned to ensure this improves further.

4. Reasons for Recommendation

- 4.1 Members of the Committee are aware of our Statutory Duty to complete Initial Assessments for all children and young people who come into care and how we are meeting these duties.

5. Consultation (including Overview and Scrutiny, if applicable)

- 5.1 Consultation has been held with health in preparing this report.

6. Impact on corporate policies, priorities, performance and community impact

- 6.1 None

7. Implications

7.1 Financial

Implications verified by: **Michelle Hall**
Management Accountant

There are no financial implications to this report.

7.2 Legal

Implications verified by: **Lindsay Marks**
Principal Solicitor Children's Safeguarding

Local authorities have a duty to safeguard and to promote the welfare of the children they look after. Local authorities should make arrangements to ensure that every child who is looked after has:

- His/her health needs fully assessed;
- A health plan which clearly sets out how health needs identified in the assessment will be addressed, including intended outcomes for the child,
- Measurable objectives to achieve the outcome, actions needed to meet the objectives,
- The person responsible for each action and the timescales for achieving this; and
- His/her health plan reviewed.
- Local authorities should make plans at a strategic level to ensure local delivery of these arrangements and at an operational level to act as a parent and advocate for each child in their care.

7.3 **Diversity and Equality**

Implications verified by: **Rebecca Lee**
Community Development Officer

The Service is committed to practice, which promotes inclusion and diversity, and will carry out its duties in accordance with the Equality Act 2010 and related Codes of Practice and Anti-discriminatory policy.

7.4 **Other implications (where significant) – i.e. Staff, Health, Sustainability, Crime and Disorder)**

- None

8. **Background papers used in preparing the report** (including their location on the Council's website or identification whether any are exempt or protected by copyright):

- None

9. **Appendices to the report**

- Appendix 1 - Brief Report of Ann Kavanagh – Designated Nurse LAC

Report Author:

Janet Simon
Strategic Lead – Children Looked After

This page is intentionally left blank

IHA progress report for Corporate Parenting Committee.

NELFT (North East London Foundation Trust) are commissioned to provide the IHA's (Initial Health Assessment) for Basildon Brentwood and Thurrock. Within this time of Covid 19, NELFT have advised that none of their Pediatrician have been redeployed and each IHA is been risk assessed by the Pediatrician to ensure the best possible way forward for seeing or virtually seeing a child,. From the very beginning of Covid19 the decided to reduce the mitigating risk to the service would be 'not to stop'. From the Designated Nurses, a guidance was produced to support the Pediatrician discussing the risk and how best to manage it. At the present time there are 20 outstanding IHA's, 13 of these have been offered an appointment and the team are working on appointment offers for the remaining 7.

There are still capacity challenges to undertake the IHA assessment of Thurrock children and this has been highlighted as a problem across a number of local authorities including Basildon Brentwood and Thurrock. It has come to the attention of the CCG regarding a number of authorities who have had their Pediatrician be redeployed or had to isolate due to Covid 19 and subsequently, this has put an extra pressure on a number of Provider to deliver a service that was already depleted before Covid 19 started. Following this, a Covid 19 Work Steam has been developed and is an ongoing process, and we are in discussion with the Provider on how best to go forwards and bring in new changes to the IHA system and utilizing the knowledge and Skill we have developed in Covid 19 and taking them forward once we exit this very worrying time as the response from the young children regarding the virtual IHA's assessment, have been extremely positive.

Report End.

Ann Kavanagh

Designated Nurse LAC

Basildon Brentwood and Thurrock CCG.

This page is intentionally left blank

2 June 2020		ITEM: 8
Corporate Parenting Committee		
Support Provided to Foster Carers During Covid-19		
Wards and communities affected: All		Key Decision: Non-Key
Report of: Dan Jones, Service Manager, Fostering and Adoption		
Accountable Assistant Director: Joe Tynan, Assistant Director, Children's Services		
Accountable Director: Sheila Murphy, Corporate Director of Children's Services		
This report is Public		

Executive Summary

This report is to update Members of the Corporate Parenting Committee on the support that has been provided to foster carers during Covid-19.

1. Recommendation(s)

- 1.1 That Corporate Parenting Members are informed about the support given to Foster Carers approved by Thurrock Council during the Covid-19 Pandemic.**

2. Introduction and Background

- 2.1 Thurrock Council is a Fostering Agency registered with Ofsted. We approve, monitor and support Foster Carers who in turn support Looked After Children.
- 2.2 Foster carers usually receive a package of practical and financial support to meet the needs of these children. The non-financial support is as follows:
- Regular Face to Face Supervision with a qualified Social Worker
 - Clinical Supervision with a specialist therapist as required
 - Training relevant to their role
 - Support groups
 - An out of hours phone line to provide advice and support at evenings and weekend
 - A regular allowance paid per child to meet the costs of care and a fee payment

3. Issues, Options and Analysis of Options

3.1 Like many areas of the council, the Fostering Service has needed to review its practice in light of the Covid-19 pandemic and the government's guidance to remain at home. Foster families, like many families, have faced the challenges of living together without the usual opportunities to get out, access services and enjoy the usual routines of family life. Our approach has been to seek to provide services as usual to Foster Carers who continue to care for children during the pandemic.

3.2 On the 24th April 2020 the government amended our regulated duties to Looked After Children via The Adoption and Children (Coronavirus) (Amendment) Regulations 2020 and it reduces our obligations in a number of areas. These changes are temporary until 25th September 2020. Key changes that impact on foster carers are:

- Approval of 'Fostering to Adopt' placements by Nominated Officer, no longer required
- Temporary Approval of family and friends now lasts 24 weeks
- Ofsted inspections will be less frequent for children's homes, Independent Fostering Agencies and Voluntary Adoption Agencies.
- Local Authority visits in relation to children who are privately fostered becomes "reasonably practicable"
- Adoption Agencies are no longer required to establish adoption panels, and fostering panels become optional.
- Suitability of foster carers can be assessed in the absence of health information and criminal records checks (these still have to be obtained although it is not clear when)
- Fostering services are no longer required to report infectious disease to Ofsted

The full regulations can be found here:

<http://www.legislation.gov.uk/ukxi/2020/445/contents/made>

3.3 Officers have considered the implications of these changes, taken legal advice and consulted regionally and nationally with Local Authorities. The amendments were because of an envisaged depletion in the workforce due to Covid-19 which so far has not been the case in Thurrock. Whilst we have seen some approved Foster Carers withdrawing from accepting new placements, this has not been the norm. The guidance is that only where the normal practice standards are not practicable or enforceable, should we make use of the amendments. In Thurrock there will be no relaxation in timescales without approval at a Strategic level on a case-by-case basis. The changes to our approach to Foster Carers and the expectations upon them is set out below.

- 3.4 The following amendments have been made to the usual support services:
- Regular supervision is now via telephone/video calls to ensure social distancing is maintained where it is not safe or practical to visit face to face.
 - Clinical supervision is provided in a similar way, as required.
 - Support groups have moved online and have had speakers such as:
 - The Designated Officer, on allegations
 - The Fostering Network, on finances and tax
 - The Strategic Lead and Service Manager
 - Annual reviews of approval and attendance at Fostering Panel is now done remotely via teleconference in line with Coram BAAF guidance
 - The social work team continues to provide the out-of-hours support service
- 3.5 Foster Carers are usually expected to facilitate supervised contact between children and their parents via the contact centre at Oaktree. The expectation of direct contact has been suspended whilst the government continues to recommend children do not attend school. Therefore foster carers are no longer expected to take children to contact at Oaktree. Instead they have been asked to facilitate contact via video/telephone call for the vast majority of children. Foster Carers who are comfortable to do so, are facilitating this themselves and if not, the staff at Oaktree are supervising the calls.
- 3.6 For very young children aged 2 and under, indirect contact with their parents is largely ineffective. We have sought to provide these children with a direct contact service using appropriate safeguards. This includes social distancing for foster carers who are not required to interact with parents/contact staff as they usually would. Foster Carer are not compelled by the service to undertake this contact if they or the children have specific health issues that means they are shielding as a household. The court does have the power to order such contact but has not done so to date. Some Foster Carers have felt uncomfortable about this and this has not been insisted upon.
- 3.7 All Looked After Children are entitled to continue their education at school. Foster Carers have been provided with detailed advice from the Virtual School as to whether the school place should be taken up or not. Foster Carers have been afforded a good deal of discretion to manage attendance at school as suits the individual needs of the child. Local School and the Virtual School are providing on-line tuition as required.
- 3.8 Health appointments fall within the description of essential travel provided by the Government. Foster Carers have been expected to attend these appointments and where needed, alternative forms of transport instead of public transport, have been offered. Again for some Foster Carers, this has provoked some anxiety. Our position remains that children should have their health needs met and attend appointments in line with medical advice.

- 3.9 During the Covid-19 pandemic we have issued regular emails to update Foster Carers and keep in touch. This has included relevant advice.
- 3.10 In terms of accepting new placements, this decision is made in consultation with each Fostering Family and approved Foster Carers for Thurrock are not obliged to take a placement at any time without their consent. This is no different during this outbreak and Foster Carers can elect to go on hold if taking additional placements at this time is of concern. The Government's digital portal enables individuals, including Foster Carers, to book a Covid-19 test themselves.
- 3.11 The majority of our Foster Carers continue to open their homes to children needing placements during the lockdown and support the children they have in placement already. We are grateful to them for their continued services.

4. Reasons for Recommendation

- 4.1 Members of the Committee are aware of the support provided to Foster Carers approved by Thurrock Council.
- 4.2 Members of the Committee are invited to join Officers in thanking all our Foster Carers for their continued commitment during Covid-19.

5. Consultation (including Overview and Scrutiny, if applicable)

- 5.1 None.

6. Impact on corporate policies, priorities, performance and community impact

- 6.1 None

7. Implications

7.1 Financial

Implications verified by: **David May**
Strategic Lead Finance - Children's, DSG and Schools, Corporate Finance

Additional funding has been made available to support vulnerable children and people and families during Covid-19. Each are considered on an individual basis. There is a potential for strain on the budget for Children's social care should services be further impacted upon by the virus.

7.2 Legal

Implications verified by: **Judith Knight**
Interim Deputy Head of Legal (Social Care and Education)

Thurrock Council is a Fostering Agency regulated by a number of acts and fostering regulations, as well as statutory guidance which provides the legal and statutory framework for our organisation and its activities including;

- Children Act 1989
- The Fostering Services (England) Regulations 2011
- Care Planning, Placement and Case Review (England) Regulations 2010

On 24th April 2020 the government amended duties to Looked After Children via *The Adoption and Children (Coronavirus) (Amendment) Regulations 2020* and it permits a relaxation in the Council's obligations in a number of areas. These changes are temporary until 25th September 2020.

7.3 Diversity and Equality

Implications verified by: **Rebecca Lee**
Community Development Officer

The Service is committed to practice, which promotes inclusion and diversity, and will carry out its duties in accordance with the Equality Act 2010 and related Codes of Practice and Anti-discriminatory policy.

7.4 Other implications (where significant) – i.e. Staff, Health, Sustainability, Crime and Disorder)

- If a significant number of staff were to be affected by Covid-19 the way services are delivered will be reviewed in line with Government guidance to ensure services are continuous with minimum disruption.
- Staff are provided with PPE where required and have received advice on safeguarding their own health.

8. Background papers used in preparing the report (including their location on the Council's website or identification whether any are exempt or protected by copyright):

- None

9. Appendices to the report

- None

Report Author:

Dan Jones

Fostering and Adoption Service Manager

2 June 2020		ITEM: 9
Corporate Parenting Committee		
Support Provided to Care Leavers and Children Looked After During COVID-19		
Wards and communities affected: All		Key Decision: Non-Key
Report of: Luke Froment, Service Manager CLA		
Accountable Assistant Director: Joseph Tynan, Assistant Director, Children's Services		
Accountable Director: Sheila Murphy, Corporate Director of Children's Services		
This report is Public		

Executive Summary

This report is to update Members of the Corporate Parenting Committee on Support provided to Care Leavers and Children Looked After during COVID-19.

1. Recommendation(s)

- 1.1 That Corporate Parenting Members are informed about support provided to Children Looked After and Care Leavers within the context of the current Covid-19 pandemic.**

2. Introduction and Background

- 2.1** On the 24th April 2020 the Government amended our regulated duties to Looked After Children via *The Adoption and Children (Coronavirus) (Amendment) Regulations 2020*. This legislation reduces our obligations in a number of areas and these changes are temporary until 25th September 2020. Key changes are:

- The duty for Social Workers to undertake visits to Children in Care at least six-weekly has been temporarily removed, and can now be completed *virtually* via video or phone call, rather than face-to-face.
- CLA reviews do not have to be completed six-monthly. Previously the law required an Independent Review of each Child in Care every six months.

- 2.2 The current pandemic has introduced new elements of risk for everyone. Within this context the Local Authority has considered new ways of working to ensure that statutory duties can be fulfilled and our Children and Young People are safe and appropriately supported.
- 2.3 This report sets out the actions taken by Children's Social Care to address the needs for Children who are Looked After and Young People Leaving Care and ensure the best possible support during this difficult and unprecedented time.

3. Issues, Options and Analysis of Options

- 3.1 The Coronavirus (COVID-19) pandemic presents significant challenges and complexity, including the way in which Children's Social Care services are delivered, requiring different ways of working which mitigate risk.
- 3.2 Local Authorities have duties and powers to assist Young People in Care and those who are leaving and have left Local Authority care. As a Corporate Parent our duties to all Children in Care and Care Leavers must have regard to the need:
- to act in the best interests, and promote the physical and mental health and well-being, of those Children and Young People;
 - to encourage those Children and Young People to express their views, wishes and feelings;
 - to take into account the views, wishes and feelings of those Children and Young People;
 - to help those Children and Young People gain access to, and make the best use of, services provided by the Local Authority and its relevant partners;
 - to promote high aspirations, and seek to secure the best outcomes, for those Children and Young People;
 - for those Children and Young People to be safe, and for stability in their home lives, relationships and education or work; and,
 - to prepare those Children and Young People for adulthood and independent living.
- 3.3 This includes: visiting, engaging and building meaningful relationships with Children, Young People and their Carers.

4. Issues

- Continued risk to Children, Young People, Families and Social Workers by the current pandemic needs to be managed to minimise risk to all.
- The need to ensure effective planning including multi-agency forums.
- Difficulty and disruption in building and maintaining meaningful relationships with Children, Young People and their Families.
- Supporting an accurate and age appropriate understanding of the

current social context on behalf of our Children and Young People.

- Potential disruption and delay within Family Court Proceedings.
- Disruption in the education of our Children and Young People.
- Disruption in usual contact arrangements for Children and Young People.

5. Actions taken to address identified issues

5.1 Risk Assessment

A Coronavirus Risk Assessment has been undertaken for each Looked After Child and Care Leaver to determine their level of risk (Green - low, Amber - moderate, Red - high) and their Risk Management Plan (Safety Plan), during this period when services to Children and Families are impacted upon by Coronavirus. Each Young Person's plan includes specific details of how often the Child or Young Person will be seen by members of the professional and family network but also new arrangements such as telephone or video calls to monitor their welfare and safety. Analysis of risk by practitioners include:

- The plan that the placement / Young Person has in place to keep safe and well during the outbreak, including access to housing, medication, health support, food and heating.
- The impact on the family/placement, Child or Young Person of self-isolation and illness – especially Care Leavers living alone or in semi-independent accommodation, or who have a Child.
- The risks of not visiting the Child or Young Person face to face.
- The plan for a Young Person if a residential or semi-independent unit has to close its doors due to levels of staff illness, and is no longer able to look after the Young Person or if a Foster Carer becomes ill and unable to care for a Child in placement.

5.2 Visiting Children and Young People

Much of the work that Social Workers do to support and safeguard Children involves direct contact. This enables Social Workers to build relationships with Children and Young People and those involved in their care. Direct face-to-face contact is also an opportunity to do direct work on specific issues.

Social Workers and their Managers are able to make judgements about visiting which prioritises Children's welfare as paramount, within the statutory framework, balancing:

- risks to Children
- risks to Families
- risks to the workforce

Guidance has been provided to Social Workers and Personal Advisors identifying steps to be taken to minimise risk to Children, Young People and Social Workers, Foster Carers and others involved in the care arrangements for our Children and Young People. This is informed by Government guidance and focuses on social distancing techniques upon entering and leaving family homes or placements.

5.3 Planning including multi-agency meetings

Use of technology is supporting Social Workers to ensure that meetings such as Child Looked After reviews and Strategy Meetings are continuing to be convened and to make effective plans for Children and Young People. This means that professionals working with Children, including Social Workers, education, care providers, health, youth offending and the Virtual School, are able to contribute to planning and provision of services.

5.4 Supporting the understanding of Children and Young People

Literature has been distributed to Carers to help explain the current pandemic to Children and Young People in child friendly language that aims to keep them informed without raising their anxieties.

This is reinforced by conversations between Social Workers and care providers who are supporting Children and Young People to understand the pandemic, the risks, and what this means for them. This has been particularly important with older Children and Young Adults who may be more at risk if they are leaving their placement/home to visit family or friends.

The Mind of My Own app is used in Thurrock with Children and Young People and is an easily accessible and effective route by which to contact their Social Worker or Independent Reviewing Officer and provide feedback on services.

5.5 Supporting the Court Process

Our work ensures that court proceedings can continue to progress permanency plans for Children, with minimal delay. The Legal Team have been in close communication with the Principle Judge of the Local Family Courts in order to ensure an effective response to the changing situation on behalf of both the Courts and the Local Authority.

Hearings are proceeding remotely where possible and families assisted to participate in the Court Process through the provision of access to Information Technology.

5.6 Supporting Education and Employment

The Virtual School is working closely with Social Workers and Foster Carers to make sure that the educational needs of our Children and Young People are being met. This has included clear guidance from the Virtual Head

Teacher in relation to school attendance, additional equipment needed or specific support to support continued learning.

To support education and to enable Young People to access e-learning, laptops have been purchased for Young People by Children's Social Care. There is capacity to provide more laptops through a recent Government initiative to support vulnerable Young People during Covid-19. Personal Advisors have liaised with colleges and universities to gain a clear update of what Care Leavers may require. Personal Advisors have also continued to support Care Leavers with applying for college/university placements and financial support for courses due to commence in September 2020.

Where Care Leavers have ceased to be employed due to the impact of Covid-19, referrals have been made to Inspire to support with finding new employment and Personal Advisors are working closely to support this. The Local Authority has provided Care Leavers with support in claiming benefits and support to ensure that they do not get in debt or risk losing their homes. Personal allowances and/or food parcels and supermarket vouchers have been provided for some Care Leavers where they may be waiting for benefits claims to be progressed.

5.7 Care Leavers Housing

The Aftercare Team are working closely with Headstart Housing to ensure that any housing or tenancy related difficulties are identified and addressed. Personal Advisors have continued to support Care Leavers in liaising with the Housing Department.

5.8 Supporting family contact

The Oaktree Contact Centre has been closed in order to reduce the risk of Covid-19 infection. New ways of delivering contact for children utilising video calls are in place. For very young Children, where there are particular difficulties with virtual contact, which might impact on their attachment, there is some provision for face-to-face contact. The decision to facilitate any face-to-face contact is made on a case-by-case basis and subject to a risk assessment.

6. Reasons for Recommendation

- 6.1 Members of the Committee are aware of the impact Covid-19 has on Children Looked After and Care Leavers and how we are meeting our duties.

7. Consultation (including Overview and Scrutiny, if applicable)

- 7.1 Not applicable

8. Impact on corporate policies, priorities, performance and community impact

8.1 None

9. Implications

9.1 Financial

Implications verified by: **David May**
**Strategic Lead – Finance Children's
DSG and Schools I Corporate Finance**

Additional funds have been made available by the Government to support vulnerable children, young people and families during Covid-19. Each case is considered on an individual basis. There is a potential for strain on the budget for Children's social care should services be further impacted upon by the virus.

9.2 Legal

Implications verified by: **Judith Knight**
**Interim Deputy Head of Legal (Social Care and
Education)**

The Council has general duty to safeguard and promote the welfare of any child that it looks after under Section 22(3) of the Children Act 1989 and it must have regard to the Corporate Parenting Principles in Section 1(1) of the Children and Social Work Act 2017. The Local Authority has further duties under the Children Act 1989 to provide advice and assistance to care leavers which includes undertaking assessment of needs and completing a pathway plan. Further detail on the content of these is found in the Care Planning, Placement and Case Review (England) Regulations 2010.

These duties remain in place save that the Adoption and Children (Coronavirus) (Amendment) Regulations 2020 allows some changes to the visiting and review requirements for Looked After Children until 25th September 2020 as set out in the report.

9.3 Diversity and Equality

Implications verified by: **Rebecca Lee**
Community Development Officer

The Service is committed to practice, which promotes inclusion and diversity, and will carry out its duties in accordance with the Equality Act 2010 and related Codes of Practice and Anti-discriminatory policy.

9.4 Other implications (where significant) – i.e. Staff, Health, Sustainability, Crime and Disorder)

Social workers and their managers are best placed to make professional judgements of risks and protective factors in place. Where face-to-face work is deemed necessary, practitioners should take account of Public Health England (PHE) [advice on social distancing](#) and minimising the spread of infection. There are many ways to keep in touch with a child, young person or family without physical face-to-face contact and it is expected that these will be utilised appropriately and proportionately in response to the risk assessment undertaken for the child on a case by case basis

10. Background papers used in preparing the report (including their location on the Council's website or identification whether any are exempt or protected by copyright):

- None

11. Appendices to the report

- None

Report Author:

Luke Froment
Children Looked After, Service Manager

This page is intentionally left blank

2 June 2020		ITEM: 10
Corporate Parenting Committee		
Pupil Premium Plus Report for the Virtual School		
Wards and communities affected: All		Key Decision: All
Report of: Keeley Pullen, Headteacher of the Virtual School for Children Looked After		
Accountable Assistant Director: Michele Lucas, Assistant Director for Learning, Inclusion and Skills		
Accountable Director: Sheila Murphy, Director of Children's Services		
This report is public		

Executive Summary

Raising achievement in all areas of education for our Children Looked After [CLA] remains a key priority for Thurrock Council. The Virtual School monitors and supports the educational progress and outcomes for CLA irrespective of where they are placed, in or out of borough. The Virtual School is responsible for pupils aged between 3 years and 18 years and this includes those who have left care during an academic year.

The following report details the use of Department for Education Pupil Premium Plus Grant for Children Looked After. This grant is allocated for pupils attending schools from Reception through to Year 11. The aim of this document is to provide the Corporate Parenting Committee with an overview of spending linked to this grant for the financial year 2019-2020 and with the proposed strategy plan for spending in the financial year of 2020-2021.

1. Recommendation(s)

- 1.1 The Committee notes the budget and spending report for 2019-2020 for Pupil Premium Plus Grant for Children Looked After.**
- 1.2 That the Committee notes the overall spending by schools of the grant.**
- 1.3 That the Committee approves the proposed strategy plan for the Pupil Premium Plus Grant for 2020-2021.**

2. Introduction and Background

- 2.1 The Pupil Premium Plus Grant is allocated from the Department for Education to promote the educational outcomes and attainment for children looked after.**

This responsibility for the allocation and implementation lies with the Virtual School Head [VSH] for every local authority. This fund is allocated every year at the beginning of the financial year. The VSH must allocate this funding across a school academic year for every pupil from Reception year to year 11.

- 2.1.2 The amount allocated per pupil is £2,300. Thurrock has a clear Pupil Premium Plus policy [please refer to Appendix A] which is shared with Head Teachers of looked after pupils placed in and out of the borough at the beginning of the financial and academic year. Thurrock Virtual School allocates £600 per academic term for every looked after child. The remaining £500 is top sliced to pay for services and interventions which support pupils in the Virtual School. Details of this spending are in this report. A top slice has been in place for 4 years and this practice is in line with Virtual Schools around the country and was on the advice of Her Majesties Inspectorate [HMI] for the eastern region.
- 2.1.3 There are clear terms and conditions from the Department for Education [DFE] as to what this money can purchase. These are found in the Conditions of Grant which are published online annually. Additionally Virtual School Heads must abide by details in statutory documents such as Promoting the Educational Outcomes of Looked After and Previously Looked After Children [DFE February 2018]. The Virtual School Head Teacher adheres to these guidelines when allocating the funding. For example: that it is not used to pay for statutory core services that the Local Authority should provide, or that it is used to double fund pupils statutory services which are part of their funding in schools, i.e. those with an Educational Health Care Plan.

3. Allocation of Spending by the Virtual School

3.1 Details of School Allocation

- 3.1.1 The Local Authority census return details the number of children who are looked after to Thurrock during the time of this census in March of every year. This is the basis by which the Department for Education [DFE] allocates the Pupil Premium Plus [PP+] funding that Thurrock Local Authority receives. In the financial year 2019-2020, Thurrock Council received funding for 251 pupils which totalled £570,300 this was a reduction on the previous year due to fewer children being in care during the census recording period.
- 3.1.2 From this overall amount £451,800 was immediately allocated to schools to be released on a termly basis. The top slice for the remaining funding was £125,500.
- 3.1.3 The principle aim of the Pupil Premium Plus Grant is to close the attainment gap between vulnerable learners in order that their progress, attainment and achievement is as good as their school peers. In line with the Thurrock Pupil Premium Policy, schools are responsible for evidencing how they are spending this money per term on the looked after child/young person. Schools

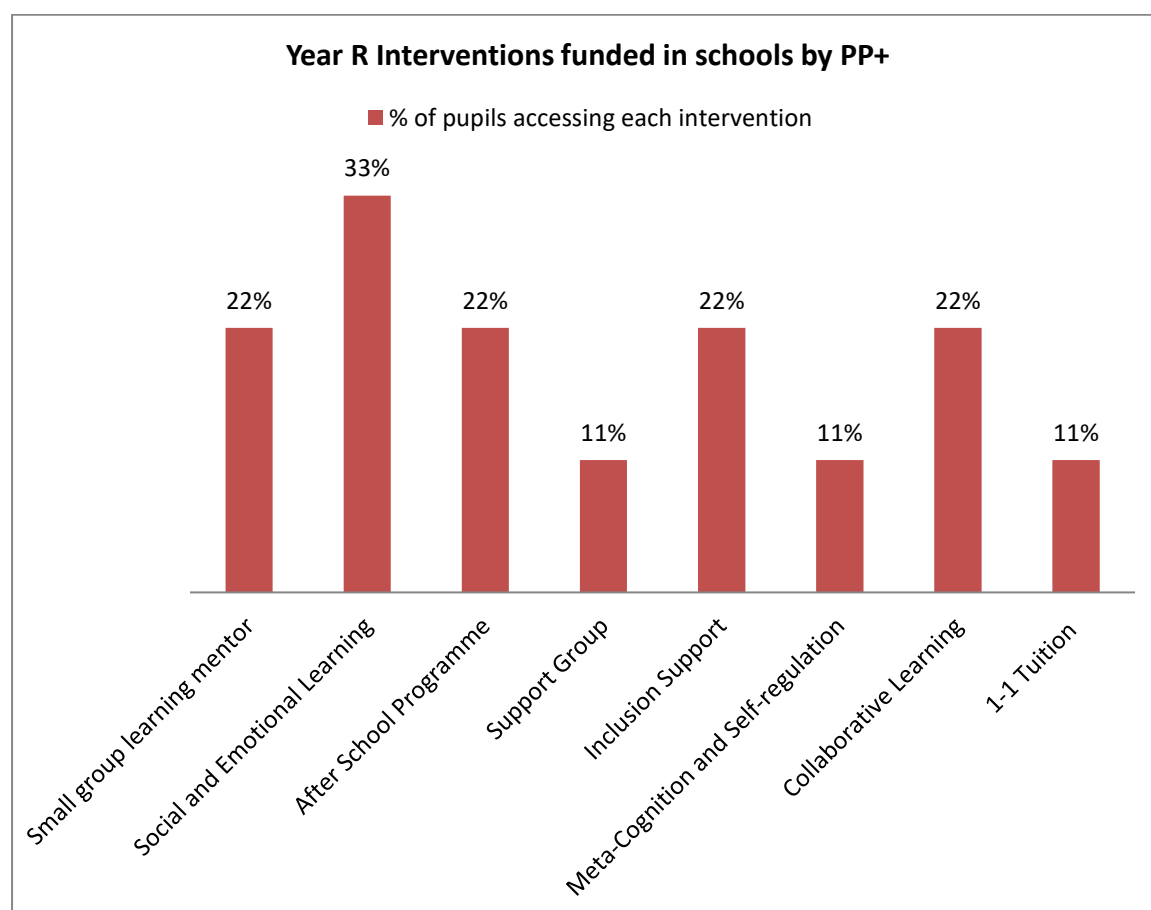
and educational settings must be able to demonstrate that this is being allocated to meet the needs of pupils and that it is making an impact on their educational outcomes. This evidence is found in the Personal Educational Plan [PEP] online document. Every child/young person looked after must have a PEP every term. This must contain detail relating to the educational experiences and progress of the child/young person and must evidence clear targets to improve outcomes. The PEP evidences any support and interventions that are in place to meet needs. Every PEP document is scrutinised by a member of the Virtual School team and targets are audited by the Virtual School Head Teacher before funding is released. Individual PEPs detail school spending for every pupil.

- 3.1.4 The impact of these measures has ensured that there is a level of challenge and accountability. Educational settings have been encouraged to review their spending and to use it effectively to focus on the impact for improving educational attainment. The grant is not to be used as a personal budget and it should not be used to fund activities which are paid for through foster carer allowances. It has enabled there to be a clear dialogue of expectations between the Virtual School and settings to promote educational outcomes, improve progress and close the attainment gap in comparison with non-looked after peers. The robustness of this process has been further improved through the increased staffing for the Virtual School as there are more staff to directly challenge and hold other professionals to account.
- 3.1.5 The analysis and overviews provided below will consider the children and young people who were in the year group at the end of the reporting period March 2020. There will be some pupils who are not reported during the time of this report due to them leaving care over the course of the financial year. For those children/young people who do leave care, the funding is allocated to the relevant school to the full amount of £2,300 so that the funding follows them. This ensures that support can remain in school.

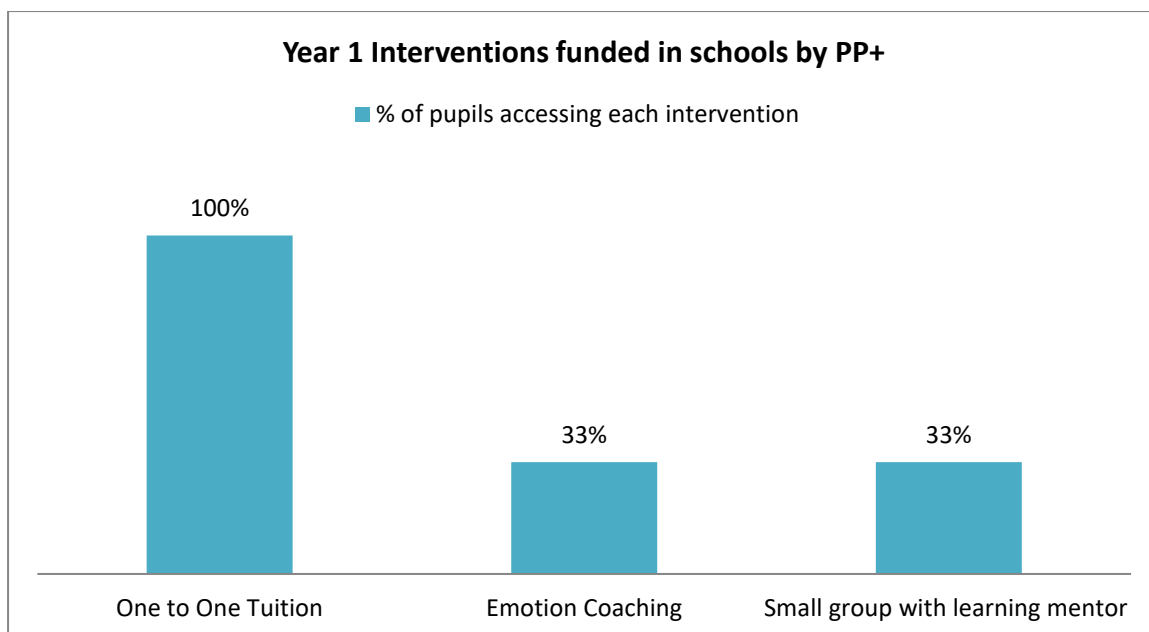
3.2 Overview of Spending by Primary Schools

- 3.2.1 The following graphs show an overview of how each year group is benefiting from the allocation by their educational setting of their Pupil Premium Plus funding. This detail has been obtained by analysis of individual PEP information for each pupil. Some pupils have multiple interventions and the money is allocated across a range of activities and support. Other pupils may only have one type of intervention. There are broad categories which are reportable using the PEP format. These categories for the targets will be detailed in the graphs provided. The data shows the focus for the funding across the year group using individual target analysis.
- 3.2.2 The Reception year had 9 pupils for this reporting period. The graph below details their intervention needs. Some pupils accessed more than one intervention.

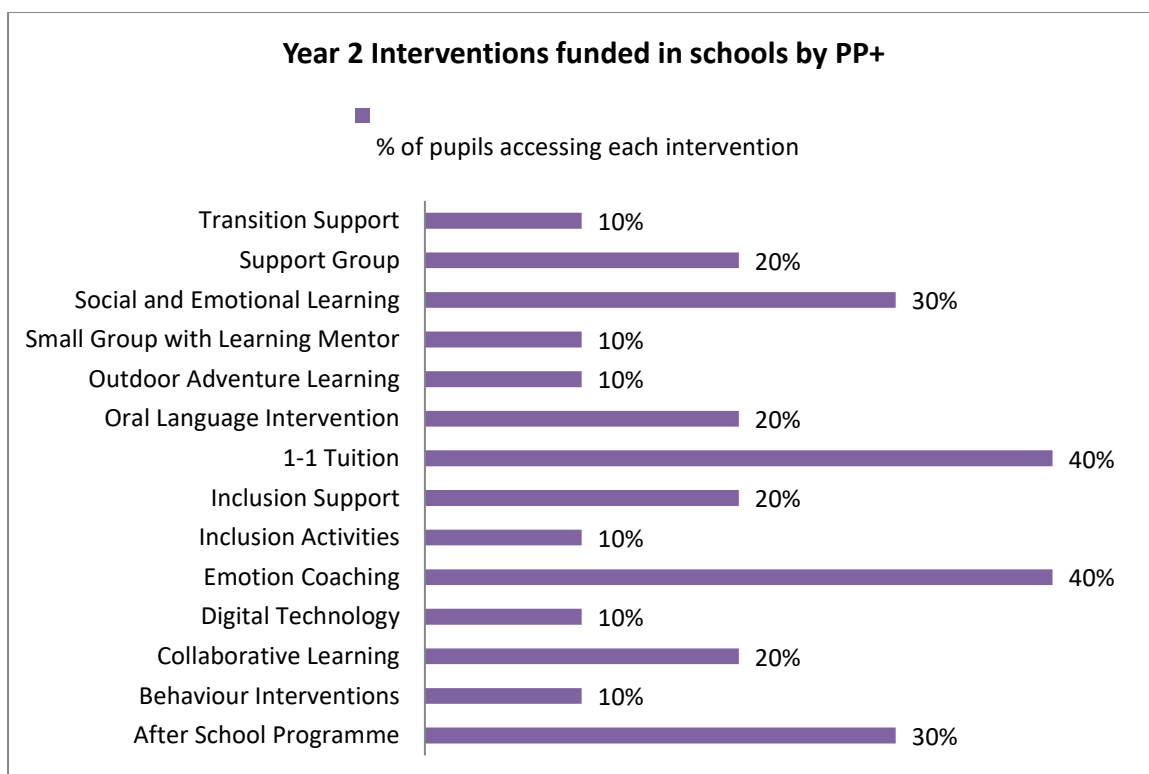
3.2.3 There is a broad range of interventions which focus on the group and social interaction that is needed for this year group and to support the Personal, Social and Emotional areas of development which are essential to facilitate learning behaviours, co-operation and regulation of emotions in the classroom environment. 60% of targets set were focussed on academic achievement and value added and 40% focussing on emotional health.



3.2.4 The Year 1 group had 3 pupils in this reporting period which is a small number for this year group. 100% of targets were focussed on improving academic achievement and value added. The tuition would have been centred on reading and phonological awareness skills.

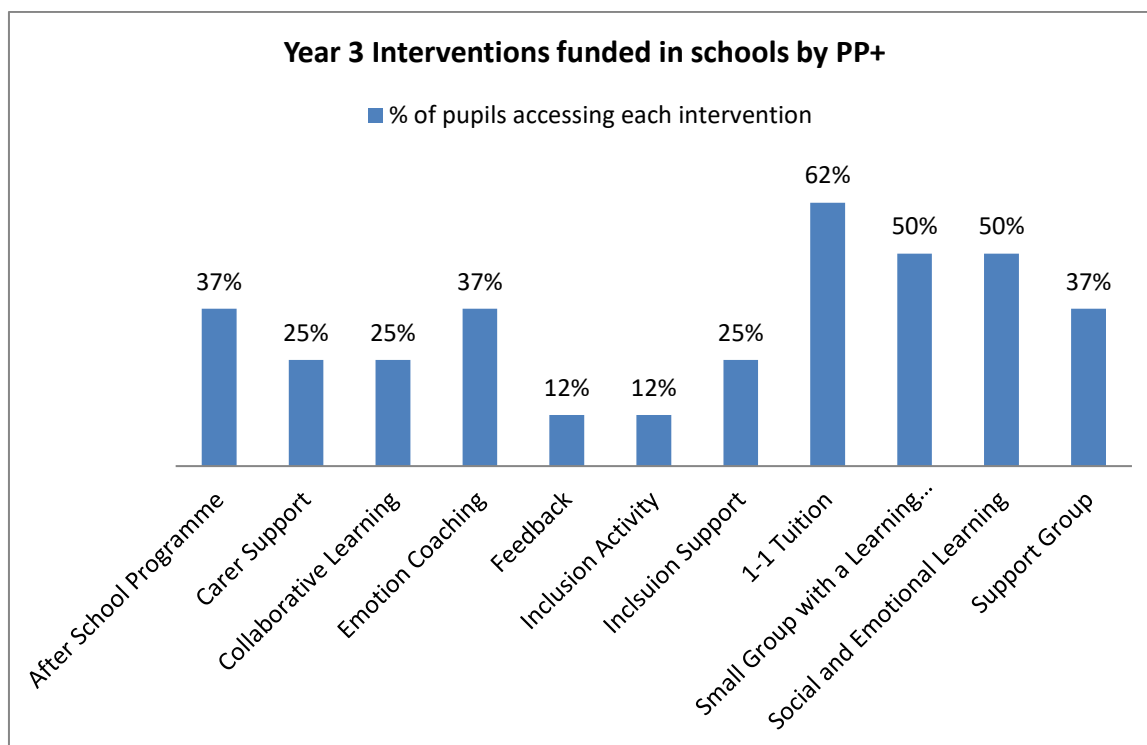


3.2.5 Our Year 2 cohort for this period was 10 pupils. They have multiple interventions which they access. These are illustrated below. 1-1 tuition and emotion coaching was most frequently accessed. In total 66% of targets and interventions were aimed at improving academic attainment and achievement and 34% of targets were supporting emotional health as a focus.

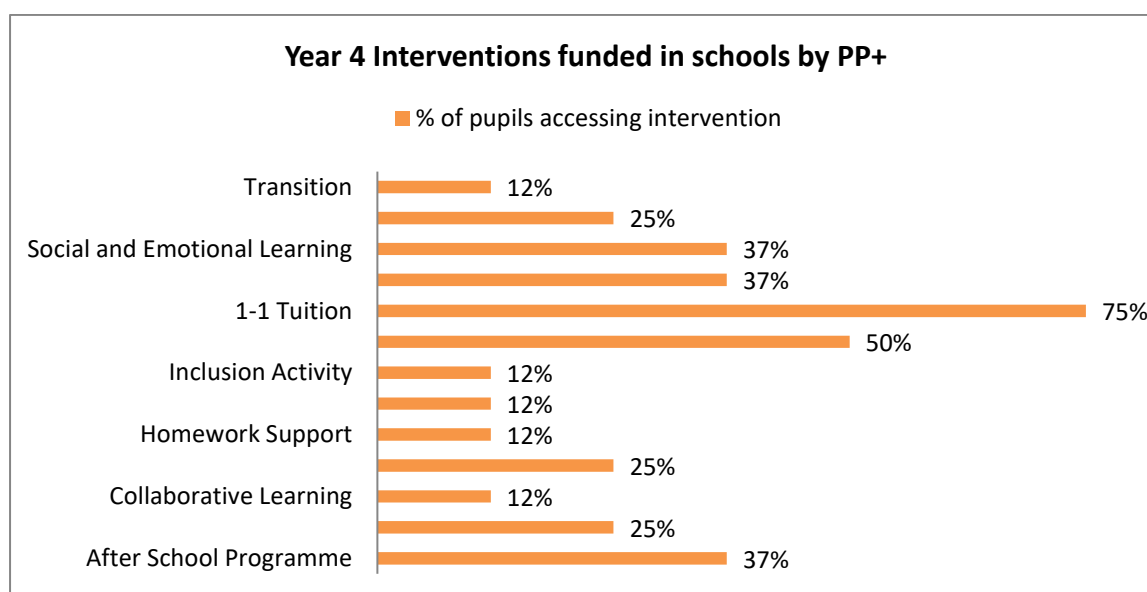


3.2.6 Year 3 had 8 pupils who access individual support from schools during this reporting period. The PP+ funded intervention are outlined below. The majority of interventions is based upon improving the areas of writing and

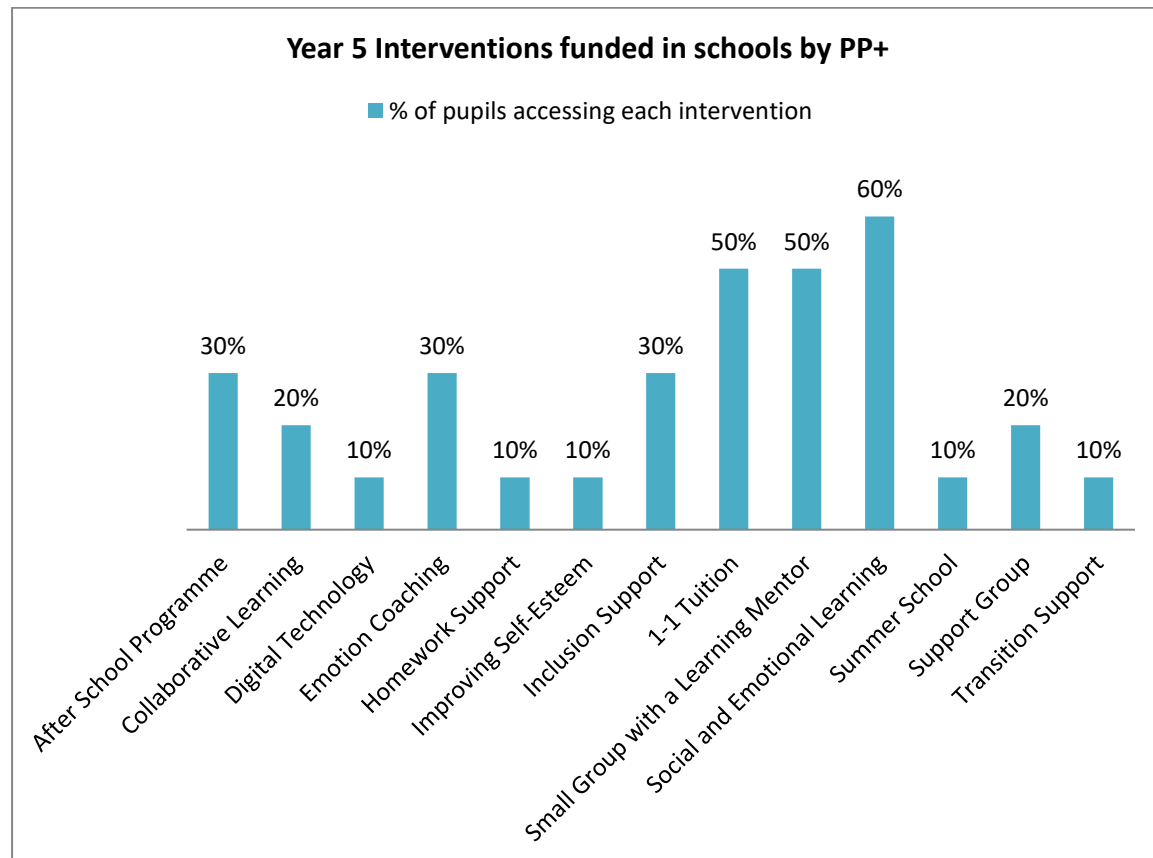
numeracy linked to 1-1 tuition. This would fit in line with their prior attainment in Year 2 to enable the children to work towards age related expectations. Small group and social and emotion learning support is also accessed by half of the year group. 62% of targets were aimed at academic achievement, with 2% improving attendance and 36% supporting emotional health.



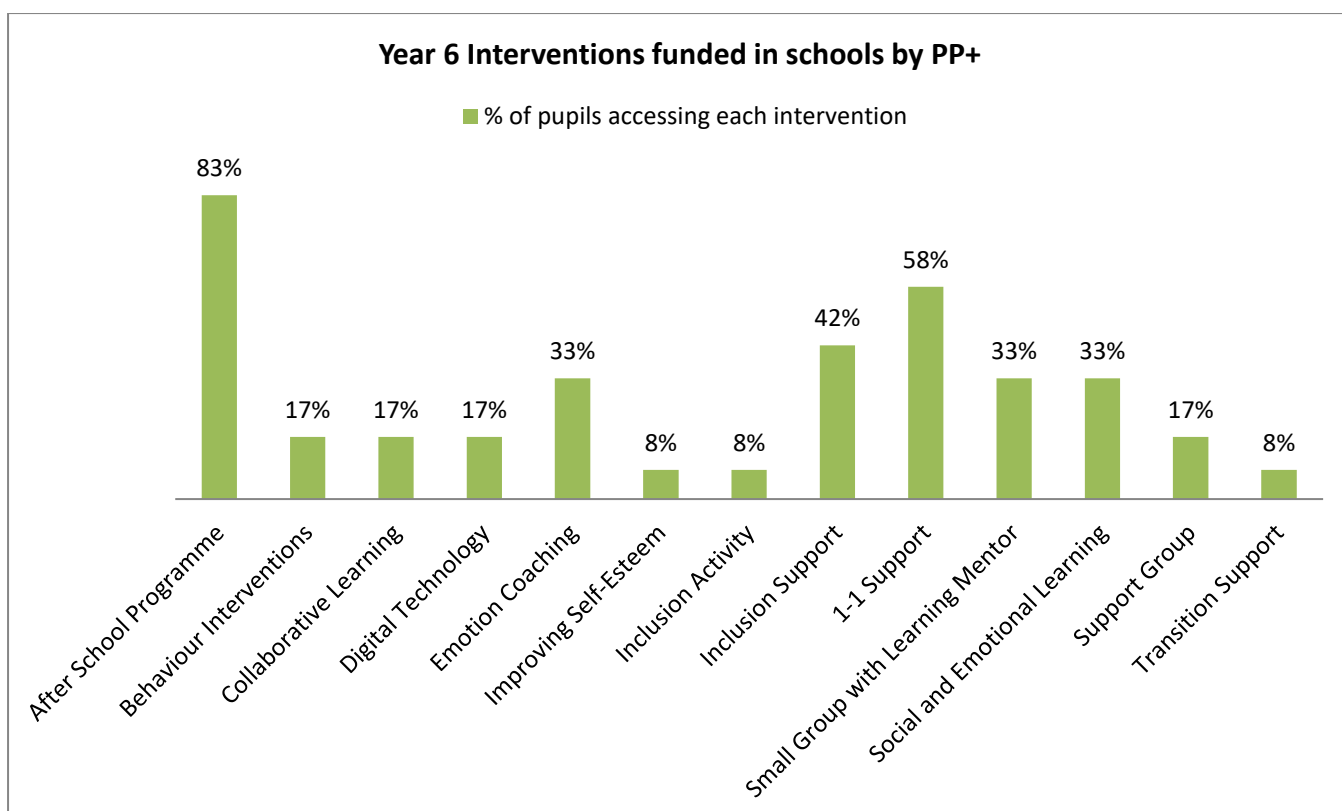
3.2.7 The Year 4 cohort for analysis was 8 pupils. There is a broad range of intervention provided in schools. The most prevalent in this year group being 1-1 tuition. Of the targets set, 63% were focussed at academic achievement and value added, 31% on emotional health, 5% on wider achievement and 1% on transition work.



3.2.8 Our Year 5 had 10 pupils for this report. There is a broad spectrum of intervention supplied for Year 5s. The most prevalent would be social and emotional learning support as an intervention and working in small groups with a learning mentor. 72% of targets focussed on academic achievement and value added, 26% on emotional health and 2% on transition support.



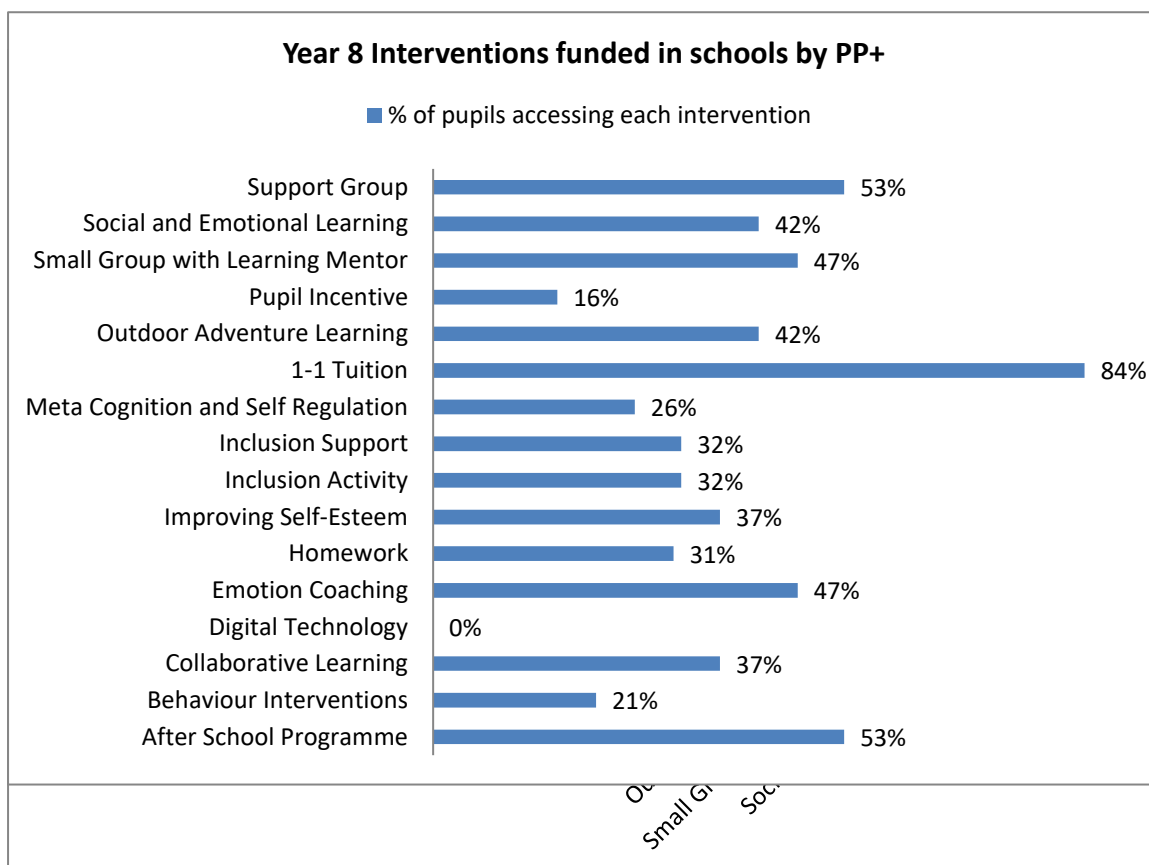
3.2.9 Year 6 has a reporting cohort of 12 pupils. Up until March 2020, their schools would have been preparing them for the Key Stage 2 SATS. However, these have been cancelled as a result of the Covid 19 pandemic. The Virtual School has been using pupil premium plus top slice funding [see further in this report] to provide additional maths and English tuition in the home to promote better outcomes for these tests and enable more pupils to meet expected standards of development. This is currently continuing for those pupils who have wanted it to continue. The aim of this is to provide our children with extra support to help with transition into year 7. Interestingly, in this year group the highest accessed intervention was through after school programmes which would have been extracurricular learning opportunities. 1-1 tuition support was high too as would be expected for this particular year group. 65% targets focussed on academic achievement and value added, 32% on emotional health, 2% on wider achievement and 1% on transition support.



3.3 Overview of Spending by Secondary Schools

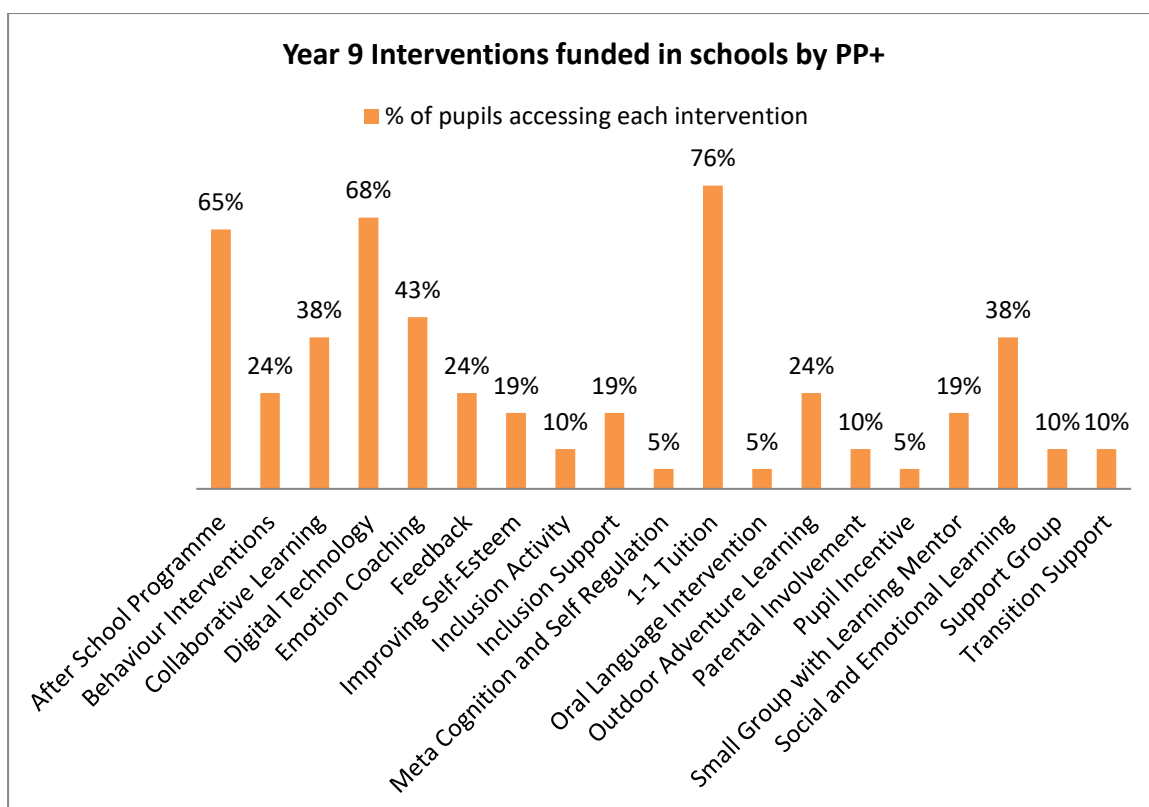
3.3.1 The following graphs show an overview of how each year group is benefiting from the allocation by their educational setting of their Pupil Premium Plus funding. This detail has been obtained by analysis of individual PEP information for each pupil. Some pupils have multiple interventions and the money is allocated across a range of activities and support. Other pupils may only have one type of intervention.

3.3.2 Year 7. There were 17 pupils in this year group for this reporting period and the data is represented as a percentage of that year group. It can be seen that there is a wide variety of interventions taking place and some pupils are experiencing multiple interventions. The most used method for support is through 1-1 tuition and after school learning programmes. 71.5 % of targets aimed at academic achievement and value added, 22.5% on emotional health and 6% on wider achievement.



3.3.3 Year 8 shows similar types of support with some variation as to the type of interventions used by schools. 1-1 tuition is the most frequently used form of intervention. 67% of targets were based in academic achievement and 21% for emotional health. Other areas covered were attitudes to learning and wider achievement.

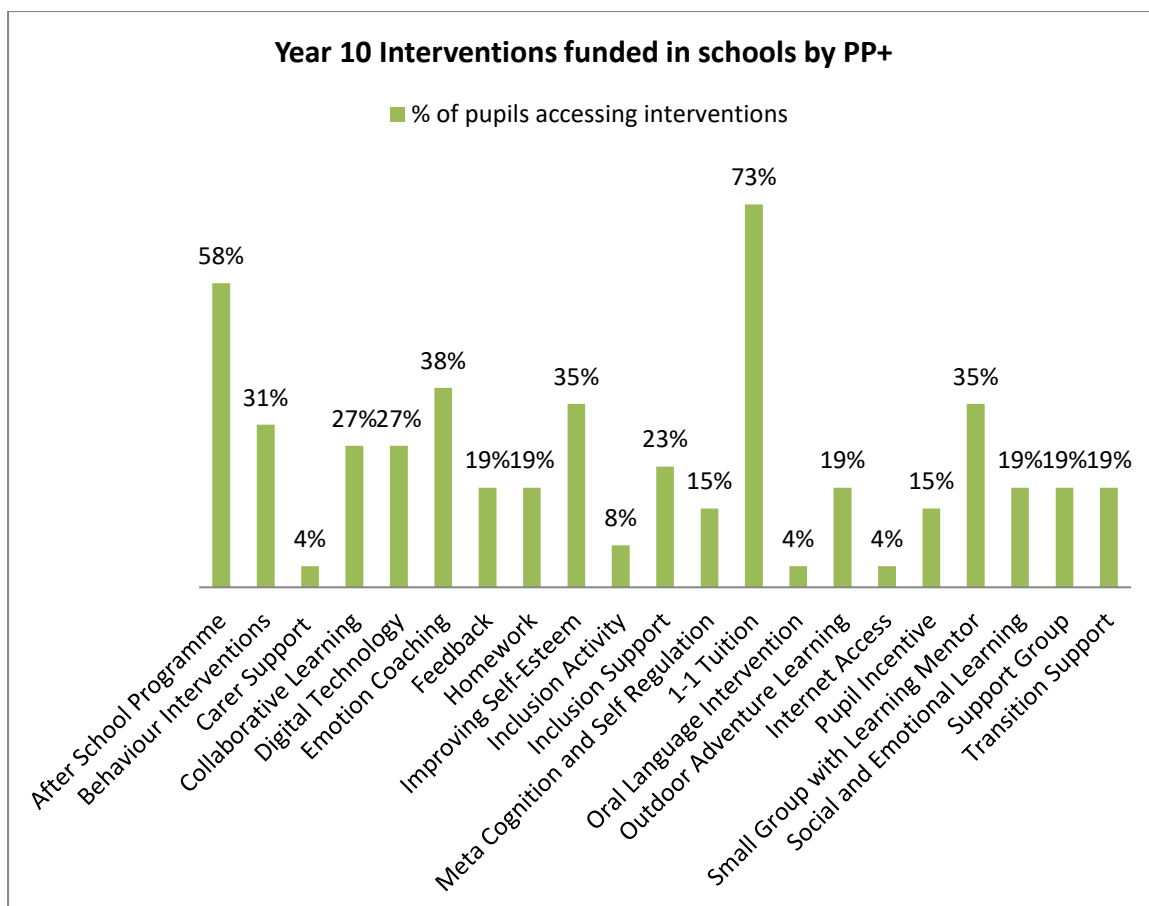
3.3.4 There were 21 children in Year 9. Tuition has the biggest focus in this year group. 73% of targets were based in academic achievement and 21% for emotional health and 6% for wider achievement.



3.3.5 In Year 10 there were 26 pupils. The most frequently used intervention has been 1-1 tuition. The after school programme would have also been additional curriculum intervention. Of the targets set, 72% were aimed at academic achievement and value added, 2% to improve attendance, 15% for emotional health, 2% to reduce exclusion, 2% on transition and 7% on wider achievement.

Additionally tuition for Year 10s begins after the Easter break 2020. This tuition is funded via the top slice of pupil premium plus grant and is provided to all students who wish to access this tuition. It is provided in the care areas of English, math and science. Students can also request additional tuition and learning resources if they so wish. Each tuition session costs £55 per hour and students can have up to 3 hours per week or more if requested.

Due to the Covid 19 pandemic. This tuition will still be provided for this current summer term, it will be online. Students will see their tutor via an online method so it will still be interactive.

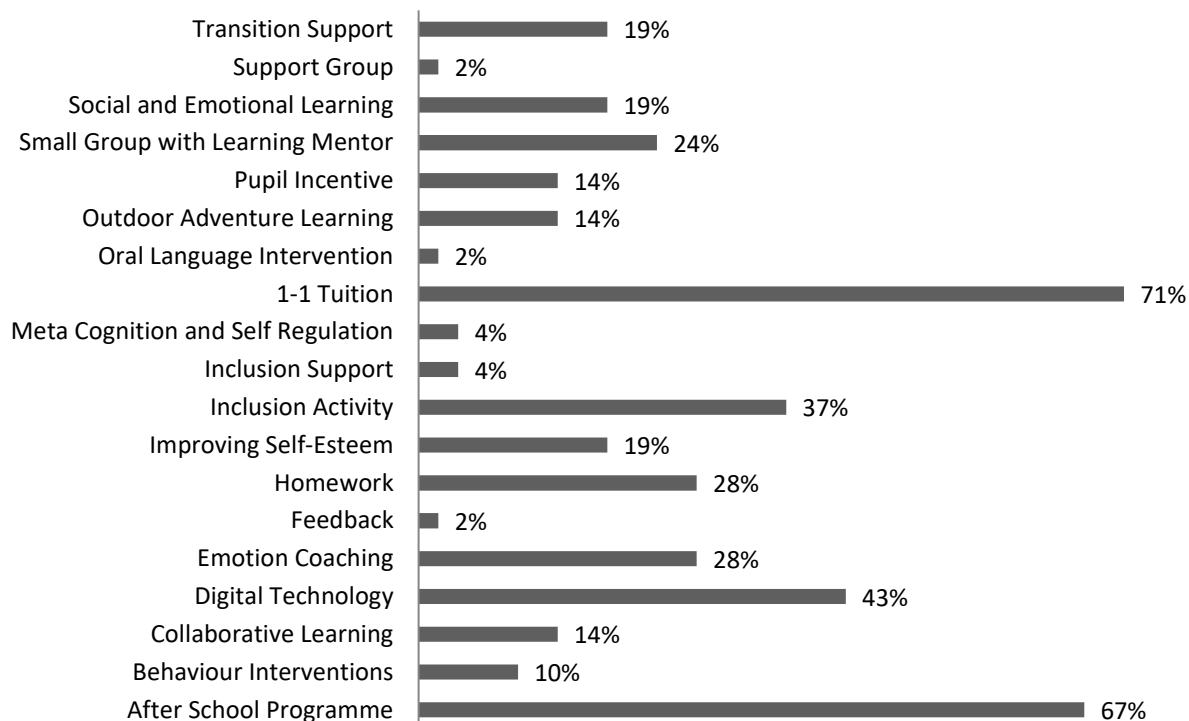


3.3.6 Our Year 11 had 21 pupils for this report. 55% of this group have received extra 1-1 home tutoring to support their GCSE attainment and this started in the summer term of Year 10. Some have declined this tuition as year 11 has progressed due to attending interventions within school.

Due to the cancellation of exams this year, the pupils in Year 11 will have a teacher assessed grade provided by their school. However, the Virtual School has still maintained tuition for this year group to all of those students who have wished for this to continue. This allows for them to be supported for their post 16 choices. The tuition has moved to online methods.

Year 11 Interventions funded in schools by PP+

■ % of pupils accessing each intervention



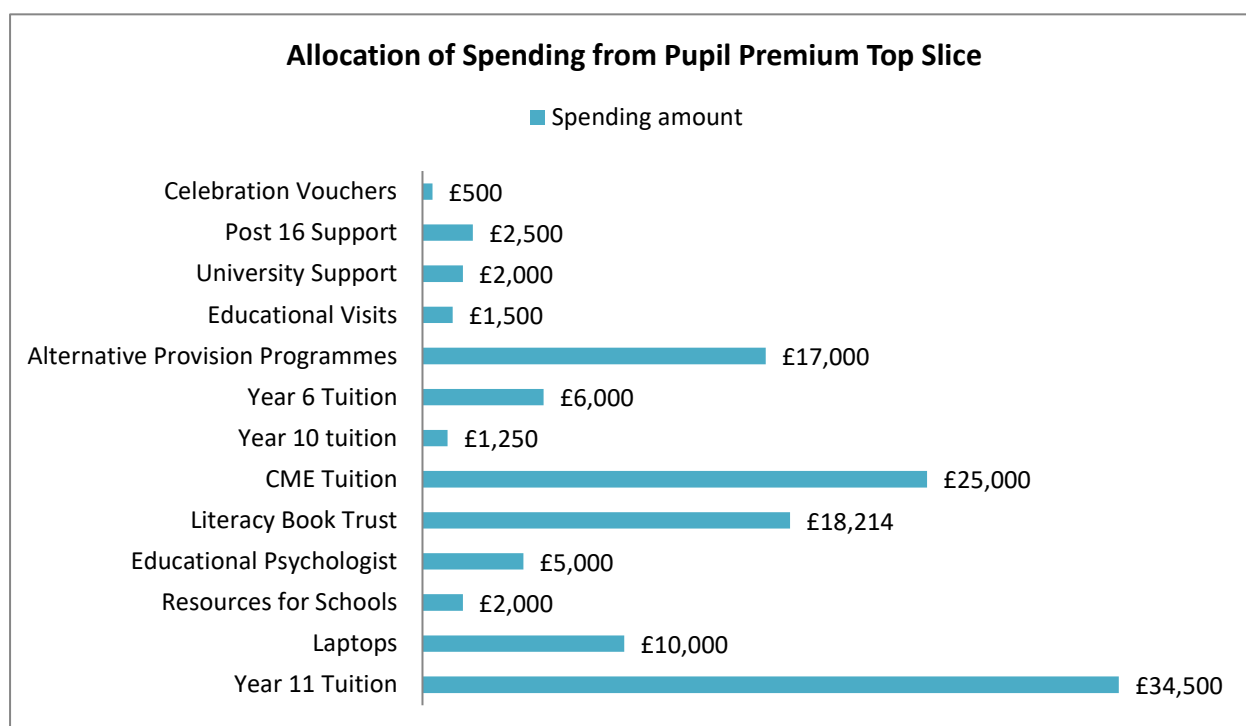
3.3.7 Overall it can be seen that the vast majority of intervention in schools is provided via 1-1 tuition and this increases as the pupils progress through the key stages. This is viewed by Sutton Trust research as being one of the most effective methods of supporting attainment and as such this is why the Virtual School commissions additional tuition for particular year groups.

3.3.8 In cases where schools do not use the pupil premium spending to support the pupil, the Virtual School intervenes with the social worker, the designated teacher and the foster carer to produce a specific spending plan. This is usually where the Virtual School will commission extra equipment or tuition to support learning. However, the vast majority of schools do apply for funding and it is very rare for a school to not apply for the PP+.

3.4 Overview of Spending by the Virtual School

- 3.4.1 As mentioned earlier in this report, the Virtual School top slices £500 per pupil. In the financial year 2019-2020 this has amounted to £125,500. Of this £125,464 has been spent at the close of the financial year.
- 3.4.2 It is important to note that the allocations from the DFE are based upon the number of looked after children during the period of the census. It does not take into consideration the number of pupils who leave care during a year, or who come into care. All of these pupils are eligible for PP+, even if they are in care for 1 day. As mentioned above we were allocated funding for 251 pupils. This figure was based upon the census return.
- 3.4.3 When a pupil enters care at any point in the academic year, the educational setting immediately starts to receive PP+ funding for the term the pupil entered care. In some cases, the pupil may require additional funding for specific needs and to support the transition into care. This is allocated from the top slice. When a pupil moves school, the PP+ funding follows that child/young person to ensure that needs are met in their new setting.
- 3.4.4 When a pupil leaves care during an academic year the school/educational placement receives the remaining amount of PP+ up to the sum of £2,300. This is to cover any shortfall in funding in the interim between leaving care and being eligible for PP+ funding for being Previously Looked After [PLAC]
- 3.4.5 Schools are able to claim for additional funding to meet the needs of the pupil in excess of the allocated £1,800. This is used to support those pupils who have high needs and need significant intervention to remain in school. This has proved to be a very successful use of the top slice as this has ensured that we have had zero permanent exclusions.

3.4.6 Additional funding from the PP+ top slice has also been used to provide a range of specific interventions detailed in the next section and further plans for this are shown in the spending strategy plan for 2020-2021 [Appendix B]



3.4.7 The graph above details spending from the top slice and the allocation of funds for particular projects. The spending for this totals £125,464.

3.4.8 Post 16 and University support has been provided to support those more able students as they embark in the next stage of their education. Laptops were provided to these students to help them with their degree work. Students were also provided with vouchers to enable them to buy the essential they needed for moving away. For example: cooking sets, duvets and additional items they may choose to support that settling in period. This is what any good parent would do when their young person leaves for university. Other students have needed specialist equipment when studying certain post 16 courses. For example: safety clothing equipment for construction, catering equipment.

3.4.9 Some young people have been able to attend educational visits with their which would otherwise be too expensive for them to access using PP+ alone. This has enabled our children looked after to experience enriched cultural and educational experiences.

3.4.10 The commissioning of Educational Psychologists [EP] has been crucial for identifying needs and supporting the Education Health Care Plan process. When it is not a statutory piece of work, schools have to commission extra time. Without the additional funds from the top slice, this would have had to be delayed until other funding was sourced. This delay is unreasonable when the needs of our children looked after are so high and complex.

- 3.4.11 The provision of trauma and attachment resources has enabled key information to be provided to schools to support our pupils. This is in addition to the termly training that we provide for Designated Teachers. The Virtual School also provides training in trauma and attachment free to schools to enable their staff to better support our children and young people in their school. The impact and demand for this is increasing.
- 3.4.12 Children Missing Education [CME] is usually caused by an emergency placement move. This can result in a pupil having to move school. There is sometimes a delay in sourcing another educational placement. This is particularly the case if the pupil has an Education Health Care Plan [EHCP] due to the need to Special Educational Need services in the area having to consult with appropriate provision. Whenever, a pupil is missing education, the Virtual School commissions 15 hours per week of 1-1 tuition to prevent the young person from falling behind or becoming disengaged. Wherever possible CME must be avoided, however, when this is unavoidable the top slice funding can be used to support the educational needs for this period.
- 3.4.13 The Literacy Book Trust is a nationwide scheme which provides literacy and home learning resource packs. We use the top slice to fund this for all children and young people aged from nursery to Year 9. This enables them to receive a personal package in the post for 7 months of the year to support learning in their foster home and promote positive relationships with carers. Feedback from the carers and children is always positive.
- 3.4.14 The provision of additional tuition in the form of 1-1 in the home is an initiative which has developed over a number of academic years. Our aim from this is to provide extra learning and support for pupils in key year groups to promote the closing of the gap between them and their non-looked after peers. Although this is a significant amount of the funding obtained from the top slice, it is evident from the improvement in educational attainment data that this is having an impact. The more tuition that can be provided by qualified teachers, the better the outcomes. For this reason, we are always trying to increase the amount of funding that we devolve to this. It can also be seen by the schools' spending outlined above, that many schools employ this as a method of supporting increased academic achievement.
- 3.4.15 Laptops are purchased by the Virtual School to be provided to pupils who do not have access to this resource in their home. As our pupils progress through the key stages, the requirement for homework to be completed online and using digital technology increases. With this in mind, we provide laptops to those pupils based on need. A laptop agreement is signed by the pupil and guidance is provided to promote online safety and supervised use.

3.5 Previously Looked After Children [PLAC]

- 3.5.1 Previously Looked After Children are those who are no longer in care. They may have returned home, have been adopted or be subject to a Special

Guardianship Order [SGO], or be subject to a child arrangement order. The schools who educate these pupils receive £2,300 per year to support the educational outcomes of these children and to meet individual needs. Arrangements for children leaving care during an academic year are noted above in this report. For those who have left care and are recorded as such by the school census mechanisms, the DFE directly pays this money to schools. The Virtual School Head does not hold responsibility for allocating or monitoring the use of this grant.

4. Overview of Spending Strategy for 2020-2021

- 4.1 The planned spending for the top slice has been provided in Appendix B. This has been discussed with and approved by the Virtual School Governing Body. This details our aims for the forthcoming financial and academic year and is in line with the School Improvement Plan. The core focus for this plan is to identify potential barriers to learning and achievement and implement interventions to overcome these barriers. The impact of the spending will be reviewed each term and noted in an evaluation document produced alongside the plan. There may be some changes to this plan in light of the Covid 19 pandemic. It important that a flexible approach is maintained to allow funding to be allocated where there is most need.

5. Additional Information for the Committee

- 5.1 There is no additional information for the committee as part of this report.

6. Reasons for Recommendation

- 6.1 It is requested that the Committee agree the recommendations and use the reporting mechanisms to support and challenge the work of the Virtual School on behalf of Children and Young People Looked After.

7. Impact On Corporate Policies, Priorities, Performance And Community Impact

- 7.1 This report relates to the council priority to create a great place for learning and opportunity.

8. Implications

8.1 Financial

Implications verified by: **David May**
Strategic Lead Finance Children's Services,
Dedicated Schools Grant and Schools.

There are no financial implications within this report.

8.2 Legal

Implications verified by: **Judith Knight**
Interim Deputy Head of Legal (Social Care and Education)

The Council has a general duty to promote the education of Looked After Children under Section 22(3A) of the Children Act 1989 and to provide advice and assistance to promote educational achievement to former Looked After Children under Section 23 ZZA.

The Secretary of State for Education can provide financial assistance under Section 14 of the Education Act 2002 and can set the terms on which it is provided under Section 16 with which the person receiving the assistance must comply. For 2020 to 2021 located here:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021/pupil-premium-conditions-of-grant-2020-to-2021>

The Virtual School Headteacher is responsible for the Pupil Premium for Looked After Children (Pupil Premium Plus). This governed by Statutory Guidance on the role of the VSH which is referred to in the attached strategy. The guidance requires the publication of a policy on the use of the Pupil Premium Plus.

8.3 Diversity and Equality

Implications verified by: **Rebecca Lee**
Community Development Officer

Supporting the improved educational attainment of Children Looked After targets Thurrock's most vulnerable young people. Data is collated to understand the profile of young people supported. Individual plans are informed by each young person's personal needs, including equality and diversity as well SEND and emotional health needs.

8.4 Other implications (where significant) – there are no implications as a result of this report

- None

9. Conclusion

- 9.1 In summary, the above Pupil Premium Plus Grant report provides an overview of external spending of the grant. Additionally it provides details of the top slice spending and how the Virtual School Head allocates this grant and monitors the spending for every child/young person looked after. It is essential that we recognise the hard work of educational settings to support the varied

needs of our pupils and we as a Council will continue to support them in the next stages of their academic journey.

10. Background papers used in preparing the report (including their location on the Council's website or identification whether any are exempt or protected by copyright):

- 'Promoting the Educational Achievement of Looked After Children and Previously Looked After Children' DFE February 2018 - <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>
- 'Pupil premium: virtual school heads' responsibilities' – published July 2014 and revised March 2015 - <https://www.gov.uk/guidance/pupil-premium-virtual-school-heads-responsibilities>
- 'Pupil Premium: funding and accountability for schools - How much pupil premium funding schools and non-mainstream schools receive, how they should spend it, and how we hold them to account – published March 2014 - <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

11. Appendices to the report

- Appendix 1 – Thurrock Virtual School Pupil Premium Policy 2020-2021
- Appendix 2 – Thurrock Virtual School Pupil Premium Plus Strategy 2020-2021

Report Author:

Keeley Pullen

Head Teacher of the Virtual School for Children Looked After
Children's Services

Thurrock Virtual School

Pupil Premium Plus Policy for Thurrock Children Looked After

April 2020- March 2021

[Revised February 2020]

1. Introduction

This policy is informed by the four key Department of Education (DfE) documents announcing significant national changes in the arrangements for Pupil Premium for Children Looked After [CLA]. These being:

- Pupil Premium Grant 2019 to 2020 Conditions of Grant (Published December 2019)
- <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2019-to-2020/pupil-premium-conditions-of-grant-2019-to-2020>
- Pupil Premium: Virtual School Heads' responsibilities. How virtual school heads should manage the school-age pupil premium and the early years pupil premium for looked-after children
<https://www.gov.uk/guidance/pupil-premium-virtual-school-heads-responsibilities>
- Early Years Pupil Premium: Guide for Local Authorities
<https://www.gov.uk/earlyyears-pupil-premium-guide-for-local-authorities>
- Promoting the Education of Looked After Children and Previously Looked After Children [February 2018]
<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Throughout this policy, the Pupil Premium for Children Looked After (CLA) will be referred to as **Pupil Premium Plus** to distinguish it from other forms of Pupil Premium allocations. The Virtual School Headteacher does not hold responsibility for all Pupil Premium allocations, just those for Children Looked After in receipt of Pupil Premium Plus.

The key changes are:

- Children and young people between the ages of four to sixteen years will be eligible as soon as they enter care.
- Although Local Authorities continue to be responsible for distributing the Pupil Premium Plus payments for CLA to schools and academies, the Virtual School Headteachers are now directly responsible for making sure there are effective arrangements in place for allocating Pupil Premium Plus funding to benefit CLA to their authority.
- The overall grant allocated to each Local Authority will be calculated on a per capita basis, however it does not have to be distributed on a per capita basis, given that children and young people in care have differing levels of need at different stages of being in care

- The grant must be managed by the Virtual School and used to improve attainment, narrow the gap and accelerate progress as identified in the young person's Personal Education Plan (PEP) in consultation with the Designated Teacher.
- In April 2015 further development introduced the Early Years Pupil Premium paid to children looked after aged 3 and 4.

The Pupil Premium Plus and Early Years Pupil Premium funding will be allocated according to the following principles:

- Children and young people will be eligible from the first day of the care episode
- The Local Authority that looks after the child is responsible for distributing the Pupil Premium Plus payments to schools, settings and academies
- The Virtual School Head is responsible for making sure that there are effective arrangements in place for allocating Pupil Premium Plus and Early Years Pupil Premium funding to benefit children looked after by their Authority
- The grant must be managed by the Virtual School and used to improve outcomes and "narrow the achievement gap" as identified for individual children and young people in the targets set within their Personal Education Plan (PEP) in consultation with the Designated Teacher or Designated Person in the setting
- The PEP must be monitored and reviewed closely by the Designated Teacher, the Social Worker and Independent Reviewing Officer for effectiveness
- The PEP must be reviewed on a termly basis by the Designated Teacher
- The ePEP will be used for all Thurrock CLA irrespective of where placed in the country
- The ePEP, once fully completed each term, will trigger the payment of the Pupil Premium grant to the school or setting
- All PEPs and ePEPs will be monitored for SMART targets that have a positive impact on the improvement of educational outcomes
- As a result of the above changes, our allocation of Pupil Premium Plus needs to move to a model driven by a child's needs, managed through high quality PEPs

- As a result PEPs will need to be monitored even more closely by Designated Teachers, Headteachers/Principles, the Virtual School, Social Workers and Independent Reviewing Officers.

NB: In addition and through a separate process, children adopted from care will be entitled to £2,345 passed directly to the school. This grant is outside the remit of this policy and the role of the Virtual School.

Allocation and Payment Dates for 2020/2021 have not been confirmed by the DFE. **Below are the payment dates for Local Authorities for the previous financial year. It is expected that similar dates will be released for the next financial and academic year. (statement as of December 2019)**

PPG allocations will be confirmed in June 2019 once pupil number data from the January 2019 census has been validated and agreed. PPG will be paid to local authorities in quarterly instalments by:

- 28 June 2019
- 30 September 2019
- 30 December 2019
- 31 March 2020

PPG will be paid to academies and free schools in quarterly instalments on:

- 09 July 2019 - for academies open at 1 April 2019
- 08 October 2019 - for academies open at 1 April 2019
- 09 January 2020 - for academies open at 1 September 2019
- 08 April 2020 - for academies open at 1 January 2020

2. Pupil Premium Plus Policy

2.1. Overall principles underpinning our child's needs driven model

The Virtual School Headteacher is responsible for the use of Pupil Premium Plus to close the learning gap and realise the potential for all children in our care, irrespective of where the pupil lives.

A total of £1,800 will be allocated per Child Looked After which will be paid in three instalments. Summer term £600, Autumn term £600, Summer term £600

In rare cases, additional funding could be provided according to the needs of the child/young person and this would be up to a maximum of £545.

Thurrock Council and the Virtual School Headteacher are Corporate Parents, so the question 'would this be good enough for my child?' is a central one in making decisions and evaluating the effectiveness of the use of Pupil Premium Plus.

Key Points to Note:

- **£1,800** will be allocated to the schools or settings for all Thurrock CLA (both in and out of the Local Authority)
- Allocation of the funding will be linked to clear Personal Education Plan targets for progress and improving outcomes
- The Virtual School Head is responsible for the allocation of the Pupil Premium Plus to schools and settings but will hold the schools and settings that receive the funding accountable for evidence of the effective and efficient use for the purpose it has been provided
- Schools remain accountable for the educational attainment and progress of all disadvantaged pupils
- Schools should ensure that the funding is used to narrow the gap between the outcomes for children looked after and all other children within the school as well as all children nationally
- In some cases, schools may be able to apply for additional funding in response to the changing needs of the child discussed during the Personal Education Planning meeting and for an agreed intervention to raise educational outcomes
- None of the grant will be used to pay for Virtual School management or grant administration
- The grant will not be used to pay for transport to and from school
- The Local Authority is not permitted to carry forward funding held centrally into the financial year 2020-2021. Grant held centrally that has not been spent by 31 March 2021 will be recovered.

In line with all allocations of grant it is expected that the following actions are taken by schools/settings applying for funding:

- High quality PEPs are completed by the school through ensuring that Section B of ePEP is completed every term
- A full PEP meeting is held at the minimum of 3 monthly intervals with social care, carers and the pupil in attendance and that all sections of ePEP are completed

- Section B of ePEP includes ensuring that termly progress and current attainment data are shared with the Virtual School by uploading this data regularly onto ePEP – completed every term
- Impact of interventions funded through Pupil Premium Plus are evidenced and SMART targets linked to funding are detailed – completed every term
- Pupil Premium Plus allocation must be spent in line with the Terms and Conditions of Grant as dictated by the DfE.

2.2. How and why is a personalised approach to using Pupil Premium Plus applicable?

Children's/Young Person's needs may vary over time and therefore a personalised approach is needed. For some children/young people a significant amount will be needed to fund the cost of support, for example:

- Children who come into care in an emergency with a fragmented home and education history who are behind academically
- Children who move into or out of Thurrock who may require additional support
- Children with significant and often delayed reaction to abuse and neglect, which may present as complex emotional, social and/or challenging behaviour impacting on progress.

In view of this, there may be variations in the amount of Pupil Premium Plus distributed and as such the Virtual School uses the pool of money from the £545 top slice per pupil for this additional support.

Proposals to pool Pupil Premium Plus in a school or group of schools to enhance services, providing its use is directly linked to the needs of the CLA pupil via the PEP, are acceptable.

2.3. Circumstances in which Pupil Premium Plus will not be agreed

Pupil Premium Plus will not be used to double fund or replace funding which should have or has already been allocated to the school to support the child. Specifically it cannot be used to:

- Fund services that should be provided via an EHC plan
- Provide other statutory work e.g. statutory assessment or support from health

Pupil Premium Plus will not be paid if:

- The interventions put in place do not require any funding

- The school's own funding covers the cost of the interventions
- The PEP targets do not meet requirements (see Appendix 1)

Whereas in the past, some schools have used the Pupil Premium Grant to fund interventions for other learners, or to provide interventions which had no link to the individual CLAs needs, this practice will no longer be permitted.

3. Management and Accountability

The Headteacher of Thurrock Virtual School will be accountable to Thurrock Council's Corporate Parenting Panel and the Governing Body for the Virtual School for setting up a transparent and rigorous allocation process and ensuring maximised impact of the grant.

The Virtual School Headteacher [VSHT] has responsibility that Pupil Premium Plus is used in-line with the conditions of grant 2020/2021.

The VSHT will be responsible for initial agreement of the spending plan and subsequent monitoring of the spending plan via the ePEP.

The Designated Teacher in a school is responsible for proposing an appropriate child's need driven spending plan. The Designated Teacher is accountable via the PEP meeting for monitoring and measuring the impact of the actions and interventions agreed. These will be reviewed in terms of narrowing the gap for impact.

The Designated Teacher is responsible for completing the relevant ePEP sections every term as detailed in the PEP Protocol Document for Thurrock and ensuring that this information is shared with relevant teaching staff across the school to maximise impact.

The Social Worker and Foster Carer have a key role in supporting and informing the discussions at the PEP meeting for a proposal of how Pupil Premium Plus could be used. They also have a key role in supporting the young person in achieving their targets.

4. Pupil Premium Plus for Children and Young People from other Local Authorities

Each Local Authority has its own policy and therefore there will be variations. Schools who have Children and Young People in care from other Local Authorities on their roll should contact the Head of the relevant Virtual School to request their Pupil Premium Plus policy. The name and contact details of other Virtual School Heads can be requested from the Thurrock Virtual School team at the email address vsch@thurrock.gov.uk

5. Appeals Process

It is anticipated that if the guidance outlined above is understood and followed; there will be agreement in respect of the applications submitted for Pupil Premium Plus. If however, there is a dispute which cannot be resolved between the school and VSHT, the appeal process can be activated.

Appeals will be heard by the Strategic Lead for School Effectiveness and SEND and independent representatives from the Corporate Parenting Panel.

Decisions of this panel are final.

Appeals should be submitted to kpullen@thurrock.gov.uk by the Designated Teacher of the school, addressed to the Headteacher of Thurrock Virtual School, marked Pupil Premium Plus Appeal, and include the UPN of the child/young person, their date of birth, and the grounds for the appeal.

6. Review of the Policy

This policy will be reviewed by the VSHT and the Governing Body of the Virtual School in March 2021. Changes will be applied and circulated in line with the new financial year and as appropriate.

APPENDIX 1

Applying for Pupil Premium Plus

Please refer to separate guidance 'EPEP and Targets' for detailed explanation.

The Pupil Premium Plus will only be provided to meet the needs identified in a high quality plan in the PEP meeting with clear quantitative (and exceptionally qualitative) targets for improvement, underpinned by well-targeted support.

The Pupil Premium Plus must be used to close the gap and for realising potential for children/young people.

All applications should be made online via the Target Section of the ePEP (SMART TARGETS in Section B)

Targets should fall within one of the following six areas of focus:

- Academic achievement and progress
- Attendance
- Emotional Health
- Transition
- Wider Achievement
- Inclusion (by reducing internal and external exclusion)

Underpinning the main 'Area of Focus', targeted interventions need to be identified and reflect the 'Sutton Trust' recommendations. Both the 'Area of Focus' and 'Intervention Type' are available as drop-down options in the 'Target' section of ePEP.

Schools will need to provide details of the target in all of the boxes provided to be eligible for the funding. Targets should be reviewed every term by the Designated Teacher.

Applications should be made every term, irrespective of if there has been a PEP meeting. These targets can then inform future PEPs.

Targets should be reviewed and updated by the Designated Teacher every term and shared with colleagues to ensure consistency of approach and maximum opportunities to achieve success.

Additional targets may be agreed and discussed as part of a PEP meeting and may or may not require funding, these should also be included in Section B.

Targets should be SMART, with at least one academic target related to core subjects and one additional curriculum target, additional non-academic targets are also permitted.

Schools should select one of the three funding options below for each target.

1. One-off funding (e.g.: for a piece of equipment)

2. Regular funding (e.g.: 6 weeks tuition at £ per week) if schools are unsure of start date please put proposed start date. Schools are expected to source their own tutoring.

3. Yearly funding (e.g.: closing the gap writing intervention: 1:4 small group with HLTA, 30 minute sessions 3 x week, focusing on personalised writing targets and aiming to achieve expected levels in the programme of study by end of academic year.

There is a drop down menu which allows you to allocate which term relates to each target that is set. E.G Autumn Term £600, Spring Term £600, Summer Term £600 etc.

An application for funding for a plan for the whole academic year can be made. Progress for this target should always be reviewed termly. This does not mean that an application for additional funding is required later in the year cannot be made for the pupil concerned. In all cases a decision will be made by the VSHT.

Please note: if a pupil subject to a yearly agreement for funding of a target leaves your school/academy before the end of the academic year, the next payment will not be made. The funding will follow the pupil and a new agreement will be made between Virtual School and the new school/academy.

Schools are accountable for the educational attainment and progress of all children and the new guidance from Ofsted means that schools will need to be able to demonstrate how the pupil premium is being used and the positive difference it makes. Schools will need to be able to evidence for each child in care how he/she is supported by Pupil Premium Plus.

Allocation of funding to in and out of borough schools

The Pupil Premium Plus Grant will be transferred three times a year in the July, December and March following a review of the quality of the PEP and targets.

The Thurrock finance team will be instructed by the VSHT to release the payments to the schools and every school must provide banking details to the finance office if requested in order to receive the funding.

If a school has not completed Section B before the above dates, funding may not be released and may be allocated to other pupils.

Please note that Section B should be completed irrespective of whether a PEP meeting has occurred or not prior to submission. The targets that are set can inform the next PEP meeting.

Payments will be based on an agreed spending plan in line with the child's needs. Where there is a need to clarify what funding a school is providing from its own resources, the school may need to provide evidence before Pupil Premium Plus can be allocated. We reserve the right to recoup the funding if there is evidence that the funding is not being used to address the needs of the pupil.

Thurrock Virtual School Pupil Premium Plus Strategy 2020-2021

INTRODUCTION

The following document is a breakdown for planned expenditure for the financial year 2020-2021. The Corporate Parenting Report for June 2020 and the Virtual School Annual Report for 2018-2019 covers expenditure for the period before this strategy document.

There are many potential barriers to learning that a child or young person looked after can face. This document is a brief overview of certain measures that the Virtual School are implementing and how the Pupil Premium Plus funding can be used to support this.

The motivation behind this is the core purpose of the Virtual School which is to promote the educational outcomes for children and young people in care.

Key documents to support this strategy are:

- 'Promoting the Educational Achievement of Looked After Children and Previously Looked After Children' DFE February 2018 - <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>
- Pupil Premium Grant 2019 to 2020 Conditions of Grant (Published December 2019) <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2019-to-2020/pupil-premium-conditions-of-grant-2019-to-2020>
- Pupil Premium: Virtual School Heads' responsibilities. How virtual school heads should manager the school-age pupil premium and the early years pupil premium for looked-after children <https://www.gov.uk/guidance/pupil-premium-virtual-school-heads-responsibilities>

KEY BARRIERS TO LEARNING

1. Low prior attainment
2. Low English and maths attainment and progress – limited language, restricted vocabulary, English as a second language
3. SEN, especially social emotional, mental health difficulties – neglect, attachment difficulties, trauma, - issues undiagnosed
4. Low aspirations /expectation
5. Poor social skills - Lack of self-confidence and self esteem
6. Narrow range of experiences /opportunities / before entering care
7. Mobility – moves in educational, care placements, moves due to safeguarding issues
8. Transition – day to day transition, end of year/key stage transitions
9. Emergency Placement due to reasons of safeguarding – CSE, Missing episodes, forced marriage etc.
10. Lack of appropriate resources to support or enhance learning
11. Lack of timely knowledge and understanding or systems in schools/settings to champion the needs of Children or Young Person's Looked After

IMPLEMENTATION PLAN 2020-2021

BARRIER to LEARNING See key above	Intervention	Lead	Total cost	Reason for intervention	Review	Total Cost
1-8 Page 75	School targeted support in line with personalised needs. Funding may also be used to provide CPD so staff acquire skills and knowledge to support the needs of Child/Young Person Looked After [C/YPLA]	Designated Teacher in School/Setting	£1,800 allocated per school per pupil aged from Year R to Year 11 Approximately 200 pupils	<ul style="list-style-type: none"> To improve/accelerate pupil's academic. To remove barriers to learning. To support child's social and emotional development. To enhance life experiences. To provide precise intervention in line with learning need. To fund resources. To support transition. 	<ul style="list-style-type: none"> Quality Assurance of termly PEPs carried out by Virtual School Advisers. Termly pupil tracking system to monitor progress and achievement. End of Year outcomes. 	£360,000
1-8	The use of additional learning support to enhance learning To reduce number of exclusions that may be affecting learning	Head Teacher in school/setting	Amount is allocated on a needs basis – interim for 1-2 terms until additional high needs funding is sourced	<ul style="list-style-type: none"> To provide short term support in times of crisis to school when other resources have been exhausted This is usually emergency based funding 	<ul style="list-style-type: none"> Quality Assurance of termly PEPs carried out by Virtual School Advisers. Termly pupil tracking system to monitor progress and achievement. End of Year outcomes. 	£10,000

1,2	Letter Box (Literacy Intervention) for all pupils in Year N to Year 9	Virtual School Letterbox Co-Ordinator and Virtual School Head Teacher [VSHT]	Cost per pupil is £135 – currently budgeted for 129 pupils in this age group for May 2020 – December 2020 distribution	<ul style="list-style-type: none"> To improve literacy and numeracy skills. To support parent/carer in their child's learning. To expose children to a wide range of texts and vocabulary. To develop reading for pleasure. 	<ul style="list-style-type: none"> Letter Box evaluation by pupil and carer. Termly feedback. 	£17,415
1-5	Additional EP support 5 days support to be commissioned.	Virtual School Head Teacher in consultation with EP services	£5,000	<ul style="list-style-type: none"> To provide addition EP time for CLA. To provide timely assessment. To provide reports as part of Education Health Care Plan [EHCP] procedures. To ensure that the correct support is provided for pupils' needs. 	<ul style="list-style-type: none"> Review of reports provided. Timeliness of intervention. Outcomes of EHCP applications 	£5,000
3, 4, 7, 8	Crisis intervention	Virtual School Head Teacher	Variable in line with need.	<ul style="list-style-type: none"> To provide additional support due to SEMH difficulties To provide additional support during non-structured time or in line with presenting behaviour To provide education for those placed in emergency care due to reasons of safeguarding e.g. CSE. 	<ul style="list-style-type: none"> Daily /weekly review to celebrate success and inform next steps 	£10,000

1,2,5,9	1:1 Home Tuition of 15 hours per week per pupil for CME	Virtual School Head Teacher	Variable in line with need for exceptional cases This would also include Unaccompanied Asylum Seeking Children awaiting transfer or educational placement	<ul style="list-style-type: none"> To provide catch up sessions due to absence from education To provide tuition during emergency transition periods 	<ul style="list-style-type: none"> Weekly reports provided by tutors Tracking of progress by responsible Virtual School phase teacher Termly tracking data and assessments by tutor 	£10,000
1,2 Page 77	1:1 Home tuition for pupils Year 10 – summer term 2020 Year 11 – throughout year 11 Year 5 – Summer 2020 term Year 6 Autumn 2020 and Spring 2021 term	Virtual School Head Teacher	Focussed on pupils in those year groups to promote progress and attainment.	<ul style="list-style-type: none"> To provide precise intervention /support to accelerate and/or secure learning To provide private, focussed 1-1 support To improve pupil progress and educational outcomes at the end of KS2 and KS4 	<ul style="list-style-type: none"> Weekly reports provided by tutors Tracking of progress by responsible Virtual School phase teacher Termly tracking data and assessments by tutor Discussion with school/setting regarding impact on data outcomes. 	£35,000 Yr 11 £8,000 Yr 6 £1,000 Yr 10

1,2,9, 10	Purchase 5 Laptops	Virtual School Head Teacher and Phase Education Adviser	This resource will be allocated according to need as the primary expectation is that schools can provide this using PP+ funding £350 X5	<ul style="list-style-type: none"> To ensure young people have access to appropriate ICT to support learning To secure equity in access to education activities to support home learning 	<ul style="list-style-type: none"> Feedback from pupils and carers at PEP meetings. Impact on homework completion. Impact on learning outcomes. 	£1,750
8	Provision of vouchers for key essentials	Virtual School Head Teacher and Post 16 Phase Education Adviser	£50 Per Pupil Total = £500	<ul style="list-style-type: none"> This will be allocated for pupils prior to them attending university to support them with key essentials. E.g. bedding, cooking equipment, study books. 	<ul style="list-style-type: none"> Feedback from young person Case study 	£1000
10	CPD to :- develop and empower all stakeholders to support and champion the educational needs of CLA and Previously Looked After Children [PLAC] Ensure staff acquire specialist skills and	Virtual School Head Teacher	£5,000 CPD £2,500 resources	<ul style="list-style-type: none"> To provide termly CPD for Designated teacher and Designated Safeguarding Leads. To organise local conference for DTs, Senior Staff, SENCo and sister services pertaining to SEMH and NICE Guidelines To ensure there is an uncompromising recognition that all staff are responsible for outcomes of C/YP LA 	<ul style="list-style-type: none"> Register of attendance. Improved targeted support as evidenced in PEP. 	£5,000 £2,500

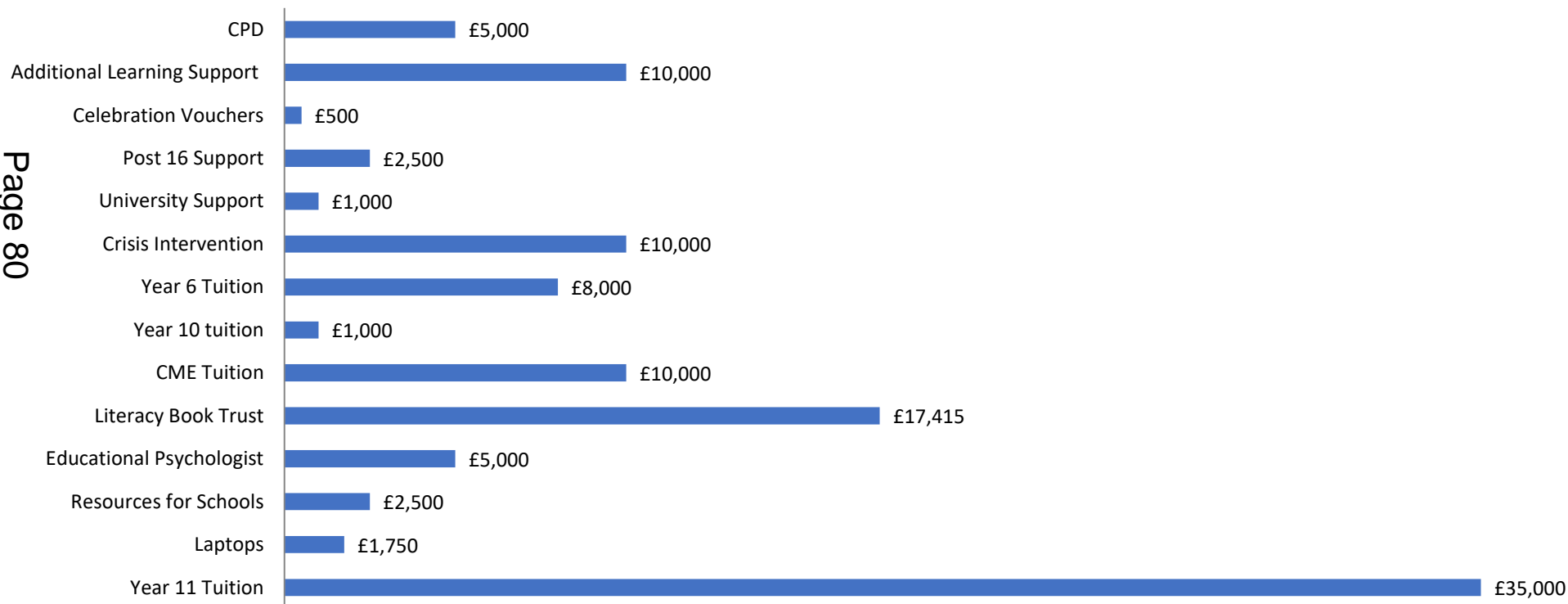
	<p>knowledge to match pupil needs</p> <p>Provision of resources for schools</p>			<p>and PLAC</p> <ul style="list-style-type: none"> • Attendance at National VSHT conference. • Purchasing of Trauma and Attachment literature to support educational settings to support pupils. • Engagement of outside speakers to enhance learning • Membership of National Association of Virtual School Heads 		
--	---	--	--	--	--	--

Proposed Spending Overview

This is based upon an estimated top slice based upon 200 pupils is £109,000. The sum of the proposal is currently £109,669.

Allocation of Spending from Pupil Premium Top Slice

■ Spending amount



Work Programme

Committee: Corporate Parenting

Year: 2020/2021

Dates of Meetings: 2 June 2020, 1 September 2020, 5 January 2021 and 2 March 2021

Topic	Lead Officer	Requested by Officer/Member
2 June 2020		
Children's Social Care Performance	Mandy Moore	Officers
Overview of Academic Year 2019/20	Keeley Pullen	Officers
Pupil Premium Plus report	Keeley Pullen	Officers
Update on Ofsted Recommendation – Timeliness of Initial Health Assessments	Janet Simon	Members – requested a further updated following the March 2020 meeting.
Support provided to Care Leavers and Children Looked After during COVID19	Janet Simon / Luke Froment	Officers
Update on the support provided to Foster Carers during COVID19	Janet Simon / Dan Jones	Officers
Work Programme	Democratic Services Officer	Standard Item
1 September 2020		
Sufficiency Placement	Sue Green	Officers
Independent Reviewing Officer – Annual Report	Ruth Murdock	Officers

Corporate Parenting Committee – Annual Report 2019/2020	Democratic Services Officer	Officers
Work Programme	Democratic Services Officer	Standard Item
5 January 2021		
Children’s Social Care Performance	Mandy Moore	Officers
Annual Report of the Virtual Schools	Keeley Pullen	Officers
Work Programme	Democratic Services Officer	Standard Item
2 March 2021		
Children’s Social Care Performance	Mandy Moore	Officers
Work Programme	Democratic Services Officer	Standard Item

Clerk: Kenna-Victoria Healey

Last Updated: 15 May 2020