ANNUAL REPORT ON THE WORK OF HILLINGDON VIRTUAL SCHOOL: ACADEMIC YEAR 2023/24

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1. EXECUTIVE SUMMARY

1.1 Looked After Children, also known as children in care, refers to children placed under the care of the local authority due to various reasons, including abuse, neglect, or family breakdown.

1.2 Children in this cohort typically face significantly more challenge and adversity in their academic careers than their non-Looked After peers. This can include:

- Educational disruption due to issues such as placement moves or instability.
- Mental health issues directly linked to adverse childhood and traumatic experiences, which can impact their development or mean they make slower progress towards developmental milestones than their peers.
- Struggling with issues relating to their identity, including a sense of belonging and connection.

This often results in Looked After Children doing less well academically than their peers, although many go on to achieve well in later life.

1.3 This report provides a comprehensive overview of the educational outcomes and support provided to Looked After Children (LAC) in Hillingdon. The report aims to highlight significant achievements, ongoing challenges, and the impact of various interventions and programs on the educational progress and well-being of LAC. It serves as a detailed account of the efforts made by the Virtual School to improve the educational attainment and overall development of these children, ensuring they receive the necessary support and opportunities to succeed.

1.4 Key findings include:

- **Reduction in Suspensions**: There has been a significant drop in the number of pupils receiving suspensions compared to previous years.
- **Achievement at Key Stage 1:** The number of children who exceeded expectations in Reading.
- **Achievement at Key Stage 2:** The number of children who exceeded expectations in all curriculum areas.
- **Achievement at Key Stage 4:** The significant increase in the average Attainment 8 score of children studying at Key Stage 4.
- **PEP compliance**: The report highlights the continuing trend of consistent PEP compliance rates and the impact of high-quality PEPs for Hillingdon's LAC.
- **Training and enrichment**: The continuation of the Virtual School's successful training programme for professionals and enrichment offer for our children.

1.5 The report addresses the issue of LAC without a school place, highlighting the efforts of Virtual School Officers (VSOs) to identify appropriate schools and support children in securing placements. The importance of reducing the number of NEET (Not in Education, Employment, or Training) children within the Hillingdon LAC cohort is underscored, with various initiatives and programs to support these young people.

1.6 Overall, this report demonstrates a commitment to improving the educational outcomes and well-being of Looked After Children in Hillingdon through targeted interventions, collaborative efforts, and continuous support. Despite the challenges, significant progress has been made in various areas, and ongoing efforts are being made to address the issues faced by LAC in Hillingdon.

1.7 A number of acronyms have been used throughout this report. For reference, all are available in full in Appendix A.

2. BACKGROUND AND CURRENT NATIONAL PICTURE FOR LOOKED AFTER CHILDREN

2.1 While every Looked After Child (LAC) must be seen as an individual with their own characteristics, abilities and needs, taken as a group they have lower educational outcomes and poorer standards of health and wellbeing than their non-Looked After peers and are less likely to do well in adult life.

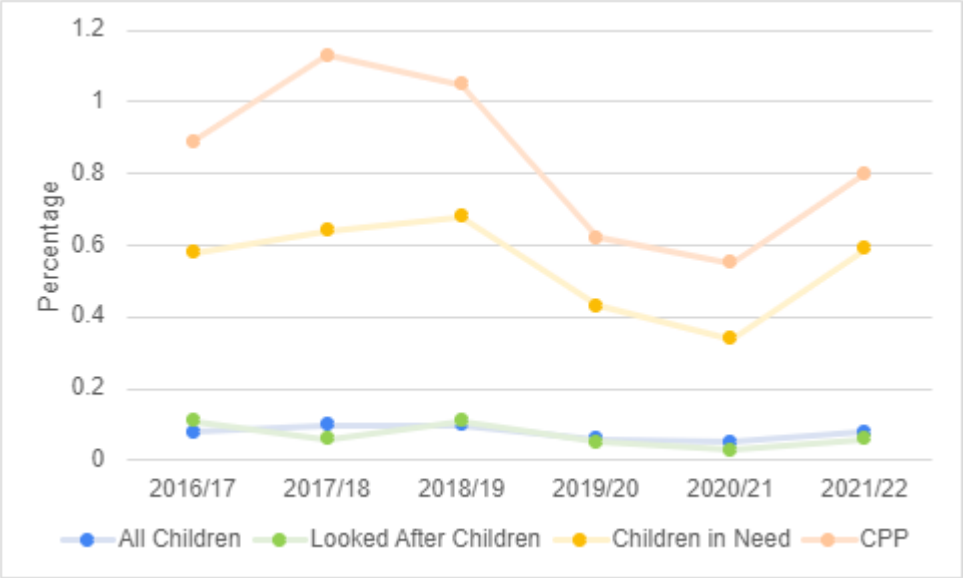
2.2 Local authorities have a legal duty to promote the educational achievement of LAC, to ensure regular school attendance, and to ensure they have access to the necessary equipment and resources.

2.3 On 31st March 2024, the number of Looked After Children by local authorities in England had decreased for the first time since 2011. Nationally, characteristics of LAC are broadly similar to last year. Many of the changes seen in recent years have been as a result of the increase in unaccompanied asylum-seeking children (UASC) as UASC are a distinct cohort with specific characteristics. However, the numbers of UASC this year are very similar to those last year.

2.4 Males are slightly over-represented in the LAC population (57%) compared to the overall child population (51%). Some of this is due to UASC, however males are still slightly over-represented for non-UASC LAC (53%).

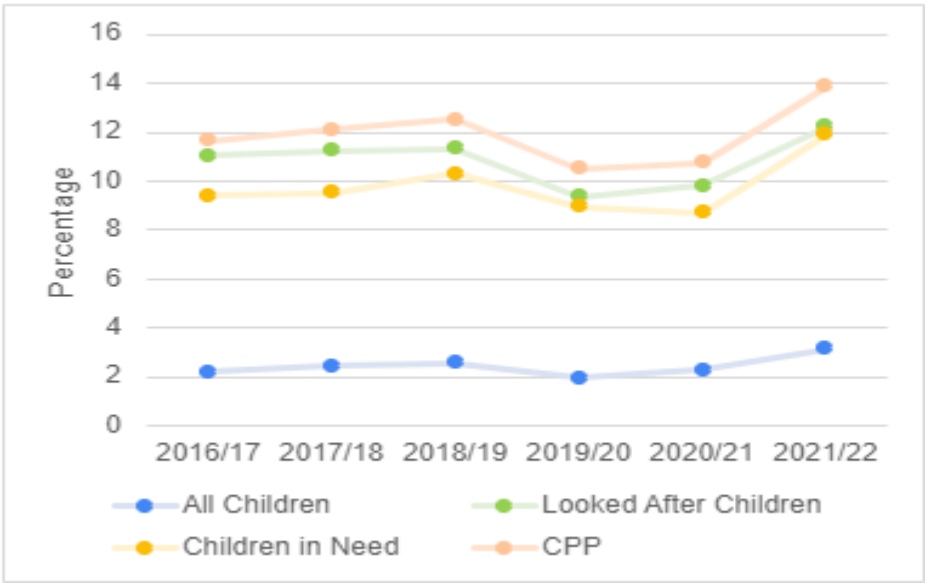
2.5 Children from mixed ethnic groups were over-represented and children from Asian ethnic groups were under-represented in the numbers of LAC compared to the overall child population. Children of white ethnicity account for 71% of LAC, 11% were mixed or multiple ethnic groups, 7% Black, African, Caribbean or Black British, 5% were Asian or Asian British, 5% other ethnicities, and ethnicity was not known or not yet recorded for 1%.

2.6 The rate of permanent exclusions for Looked After Children continues to be lower than that of all children and continues to be much less than the rate for all Children in Need (CiN) and Children on a Child Protection Plan (CPP).



Source: Outcomes for children in need, including children looked after by local authorities in England (DfE: 2024)

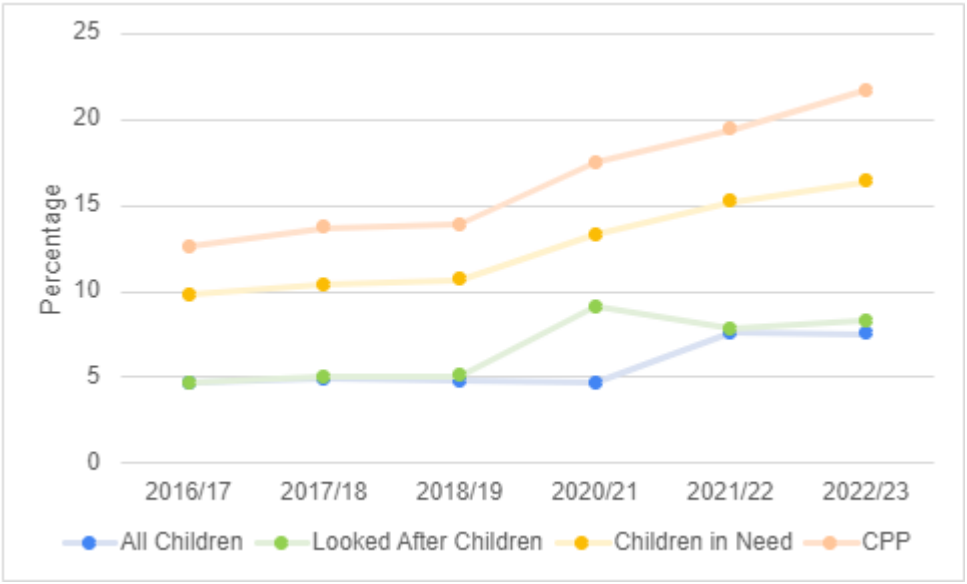
2.7 The percentage of pupils with one or more suspension has increased across all key social care groups and the overall pupil population, with figures at their highest in the six years covered in this data. The group most likely to receive a suspension were children who had been looked after for under 12 months.



Source: Outcomes for children in need, including children looked after by local authorities in England (DfE: 2024)

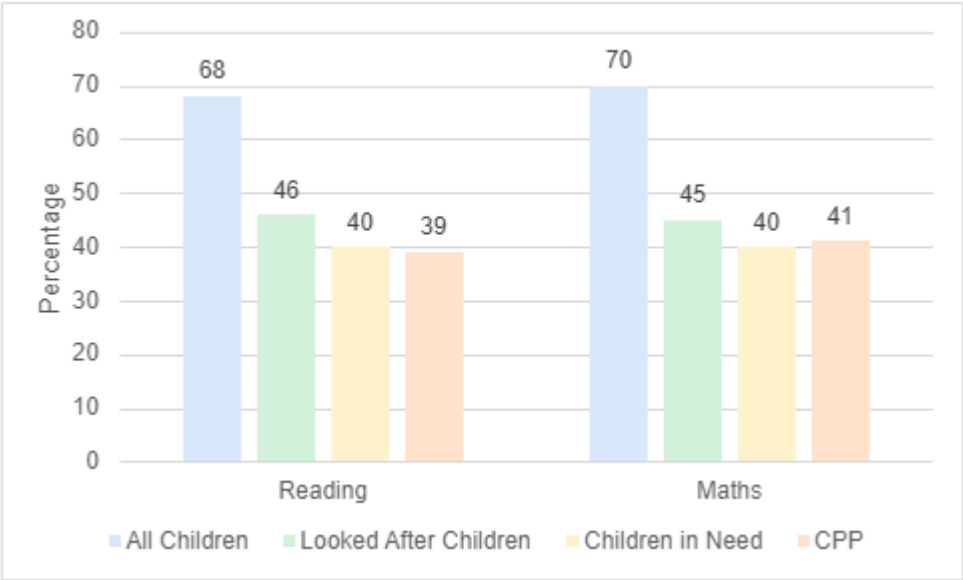
2.8 There has been an increase in the overall absence rate across all the key social care groups with the exception of LAC since the 2020/21 academic year and across all groups since 2018/19. The increase is mostly driven by a large increase in illness absence, which includes absence for positive COVID cases. The rate of absence for LAC is now broadly in line with absence rates of all children. Please note, with increased demand for statistics and data to measure the impact of the COVID-19 pandemic, the Department for Education had to change its data gathering and release practices, focusing efforts on priority analysis and statistics. Therefore, no absence data relating to the 2019/20 academic year is available.

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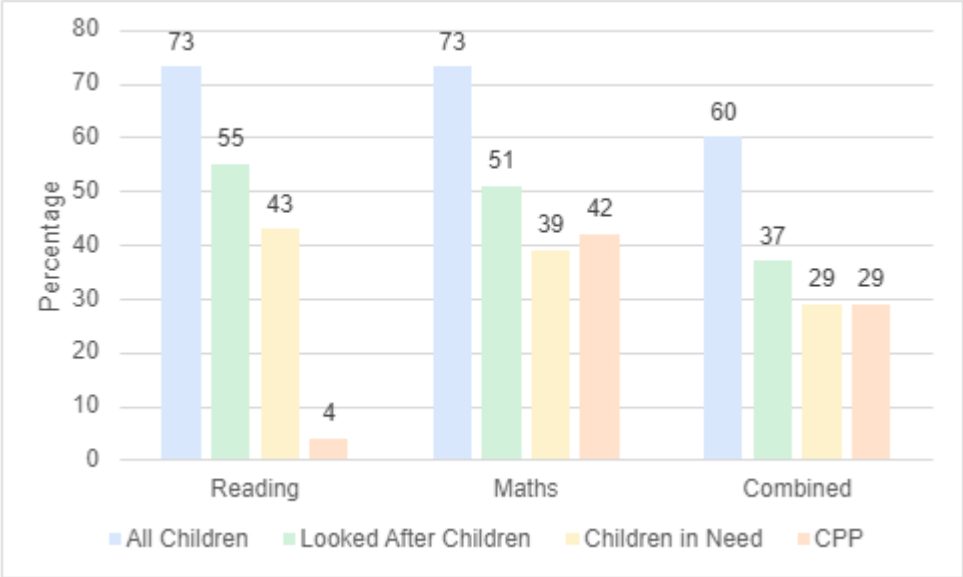
Source: Outcomes for children in need, including children looked after by local authorities in England (DfE: 2024)

2.9 In 2022/23, the percentage of pupils in each of the key social care groups meeting the expected standard across all subjects at Key Stage 1 is lower than in 2018/19 but generally higher than in 2021/22. A similar pattern was seen for the overall pupil population at Key Stage 1. In 2022/23, LAC had the highest percentage of pupils achieving the expected standard of the key social care groups across all subjects.



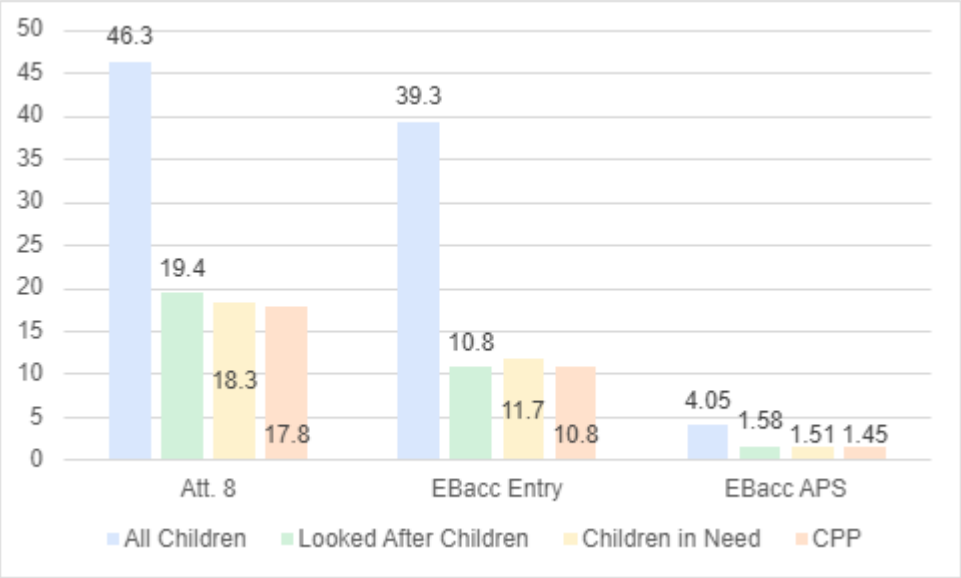
Source: Outcomes for children in need, including children looked after by local authorities in England (DfE: 2024)

2.10 Pupils in the key social care groups perform less well than the overall pupil population across all Key Stage 2 attainment measures. However, LAC and CIN are more likely to have a special educational need (SEN) than the overall pupil population. Pupils with a SEN have been recorded to have lower attainment and progress outcomes compared to the overall population. The proportion of LAC achieving the expected standard in reading has increased to 55% in 2022/23, compared to 52% in 2021/22 and 49% in 2018/19. Pupils in most of the key social care groups were roughly half as likely to meet the expected standard in reading, writing and mathematics (combined) compared to the overall pupil population where 60% met the expected standard.



Source: Outcomes for children in need, including children looked after by local authorities in England (DfE: 2024)

2.11 The average Attainment 8 score has decreased for all pupils and across all the key social care groups compared to 2021/22 and are similar to pre-pandemic average scores achieved in 2018/19. As in 2021/22, the average Attainment 8 scores in 2022/23 for all the key social care groups were less than half of that compared to the overall pupil population. The attainment of pupils across most of the key social care groups in 2022/23 was broadly similar.



Source: Outcomes for children in need, including children looked after by local authorities in England (DfE: 2024)

2.12 In respect of the data subsequently used in this report, as already noted, at the time of writing no data had been released by the Department of Education (DfE) for LAC during academic year 2023/24. It is for this reason that any data referred to for Hillingdon LAC for this year is based on information gathered by the Virtual School.

2.13 In respect of the historic statistics used in this report, these are based on the ability of the National Consortium for Examination Results to match SSD903 LAC data against the National Pupil Database. Due to issues with this matching, there may be differences in the statistics reported nationally by the DfE and information held centrally by the Virtual School (VS).

3. THE ROLE OF THE VIRTUAL SCHOOL

3.1 The Virtual School

3.1.1 The core purpose of the Virtual School (VS) is to promote the best educational outcomes and raise attainment of all Hillingdon Looked After Children, including those that have been placed in schools in other authorities. As Looked After Children are being educated across a large number of schools, the Virtual School has a powerful role in tracking their progress as if they were in a single school.

3.1.2 The Virtual School in Hillingdon continues to work on the following three key areas of responsibility, all of which are evidenced through this report:

- To make sure there is a system to track and monitor the attainment and progress of all Looked After Children.
- To ensure all Looked After Children have a robust and effective Personal Education Plan (PEP) and monitor the use of the Pupil Premium Plus (PPP) grant.
- To champion the educational needs of Looked After Children across the authority and those placed out-of-authority.

3.1.3 In Hillingdon, the Virtual School comprises of:

- **Virtual School Head:** Every local authority must appoint an officer to ensure it properly discharges its duty to promote the educational achievement of Looked After Children, no matter where they live or are educated. This officer is called the Virtual School Head (VSH). Local authorities are charged with ensuring that their VSH has the resources, time, training and support they need to discharge their duties effectively. In Hillingdon, the VS continues to be staffed by a team of education professionals, including qualified teachers, teaching assistants, Education Welfare Officers and some who have experience of Virtual Schools in other local authorities. Having this team enables us to allocate all our LAC aged 2 - 18 with a Virtual School Officer (VSO) who can support their educational attainment and progression alongside their school, social worker and care placement.
- **Senior Practitioner:** In Hillingdon's VS there is a Senior Practitioner who supports the VSH in her role. This role has oversight of EYFS – Key Stage 3, attendance and exclusions, enrichment, training and partnership working.
- **Lead Practitioners:** HVS benefits from three posts at this level. Each practitioner holds responsibility for a key performance area (Attendance and Key Stages). Lead Practitioners also hold caseloads of their own.
- **Virtual School Officers:** In Hillingdon we have seven Virtual School Officers. VSOs are primarily charged with holding responsibility for their caseload of children, however also provide support to the portfolio work of the Lead Practitioners as required.

3.1.4 The Virtual School Officer (VSO) takes responsibility for arranging, chairing and recording all Personal Education Plan (PEP) meetings in collaboration with the child's allocated Social Worker, carer and the Designated Teacher (DT) from the education placement.

3.2 Tracking the attainment and progress of Looked After Children:

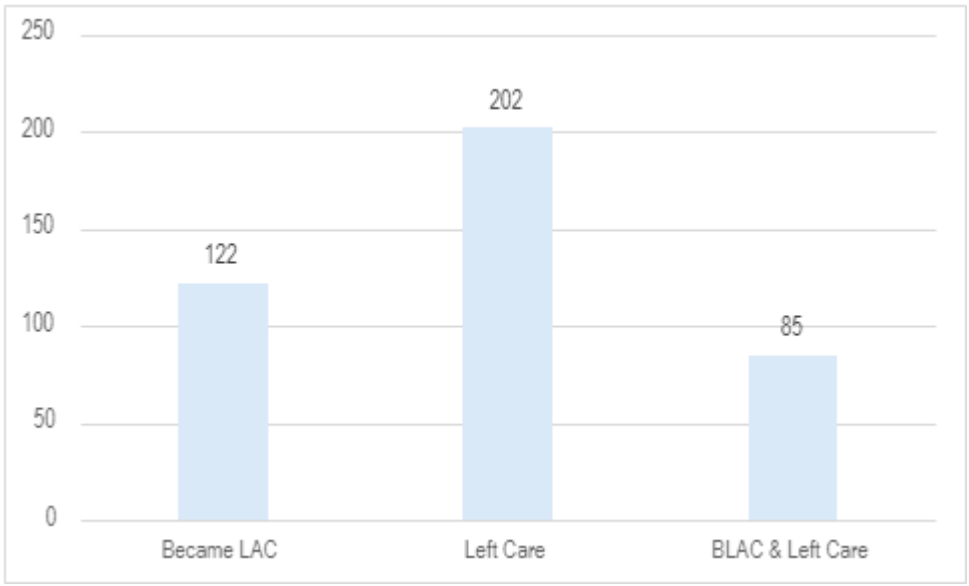
3.2.1 The Virtual School continues to track attainment and progress for all Hillingdon LAC, whether placed in or out of borough, through its termly PEP process.

3.2.2 eGov Solutions: The VSH continues to utilise the ePEP platform developed by eGov Solutions to record and monitor PEPs for all children. This online platform allows increased monitoring across different cohorts and year groups on key indicators such as attainment, attendance, age-related expected progress and Pupil Premium Plus expenditure and accountability. During this academic year the VSH also commissioned eGov Solutions to collect information on the attendance, punctuality and exclusions for all Hillingdon LAC. This information is used both to track the day-to-day attendance of children about whom there are concerns and to provide overall data to inform practice and improvement.

3.2.3 Hillingdon Virtual School maintains an internal system to track and monitor attainment and progress for key year groups. This is supported by regular meetings chaired by the Lead Practitioner for that Key Stage to discuss attainment and progress, the interventions and strategies being used to support better outcomes and to advise and support VS Officers in raising attainment and accelerating progress for individual children.

4. HILLINGDON'S LOOKED AFTER CHILD POPULATION

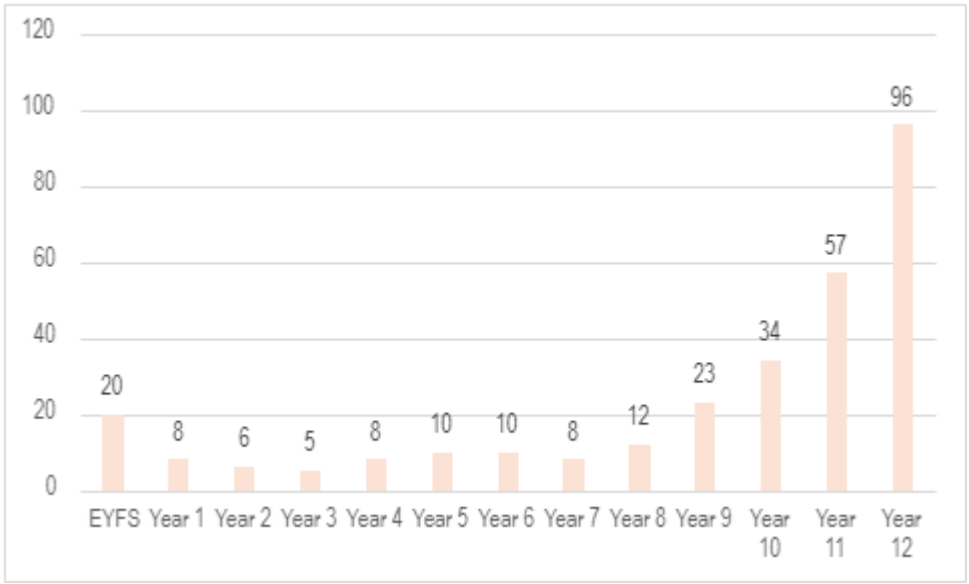
4.1 During the last academic year, the number of SSA and Post 16 LAC remained broadly the same from 301 in September 2023 to 297 in August 2024, with a number of children also becoming LAC and leaving care within the academic year. In total, the Virtual School were involved with approximately 400 LAC during the academic year.



Source: Internal data

4.2 Of those who remained in our care by the end of July 2024, 20 were in the Early Years Foundation Stage (EYFS), 182 were of Statutory School Age (SSA) and 96 were aged 16-17.

4.3 The chart below shows a breakdown of these children by academic year group.



Source: Internal data

4.4 This information shows our cohort of LAC is typically much larger at Key Stages 4 and 5; this is heavily influenced by our significant numbers of UASC who typically arrive from age 14 and above.

4.5 Further to this, the chart below shows the breakdown of our LAC cohort in regard to those with a Special Educational Need (SEN), those who are an Unaccompanied Asylum-Seeking Child (UASC) and those placed Out of Borough (OOB).



Source: Internal data

4.6 This shows the complex nature of the children we work with who consequently have varying needs, as well as the potential challenges presented by those placed outside of Hillingdon.

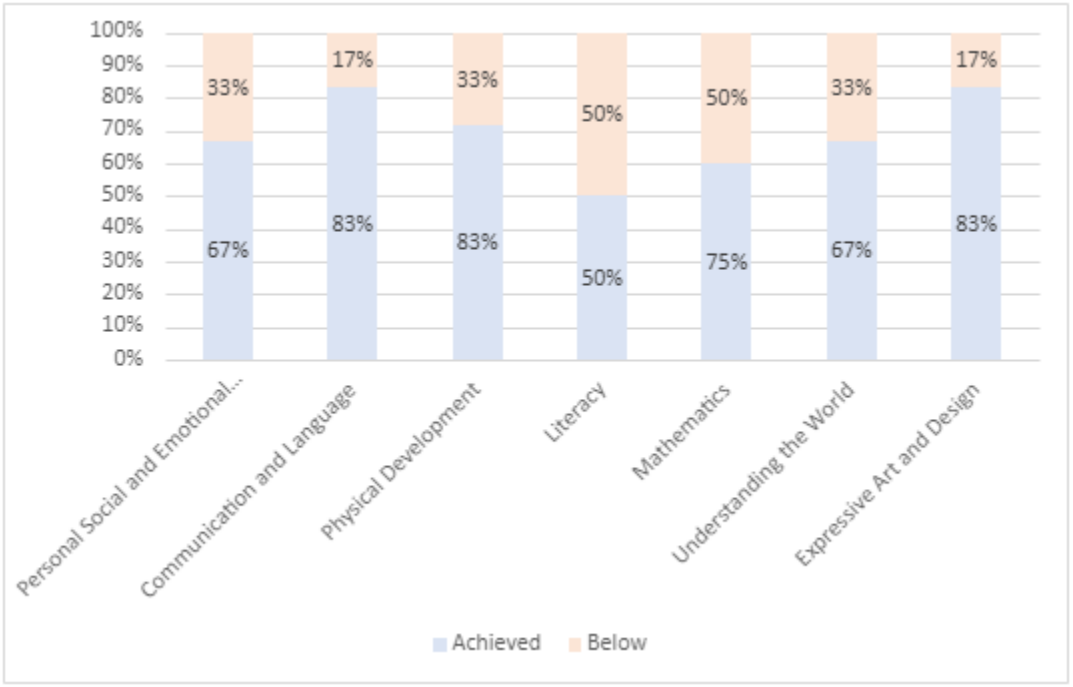
5. EDUCATIONAL PROGRESS FOR LOOKED AFTER CHILDREN IN HILLINGDON

5.1 Attainment at Early Years Foundation Stage (EYFS):

5.1.1 The EYFS Profile is a statutory assessment of children's development at the end of the academic year in which children turn five. Each child's level of development is assessed against 17 early learning goals (ELGs) across all seven areas of learning in the EYFS. Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level for the ELGs in the prime areas of learning (communication and language; personal, social and emotional development; and physical development) and the specific areas of mathematics and literacy. This helps to broadly understand a child's abilities in relation to national expectations.

5.1.2 The EYFS cohort consisted of ten children for this academic year, seven of whom count towards the national indicator. Of this national indicator group, 17% made a GLD across the prime areas and across all the ELGs. Within this group, all children were indigenous, three had SEND and two resided in Hillingdon.

5.1.3 Within the total cohort there were five children identified as having SEND. Three of whom were in receipt of SEN Support, one of whom is now undergoing an EHCNA. The two remaining children were awarded an EHCP during the year; one has moved to a specialist setting to continue with their education, the other child has been deferred by a year and is continuing in the early years setting whilst SEND consult with schools who may be able to meet their needs. Whilst our SEND children did not meet expectations throughout the year, they were shown to be making progress from their starting points.



Source: Internal data

5.1.4 To boost attainment and progress within the EYFS, all children who are in year –2 are now allocated a VSO. Tracking sheets for this year group will monitor attainment and information regarding nursery places for 2-year-olds will be shared with social workers, carers and supervising social workers to ensure that our children are accessing education settings. For those where there are concerns with attainment or progress SaLT assessments will be encouraged to see if there are underlying SEND needs. The Lead Practitioner for this cohort is currently exploring interventions and training to support carers to promote education at home and make learning an everyday activity.

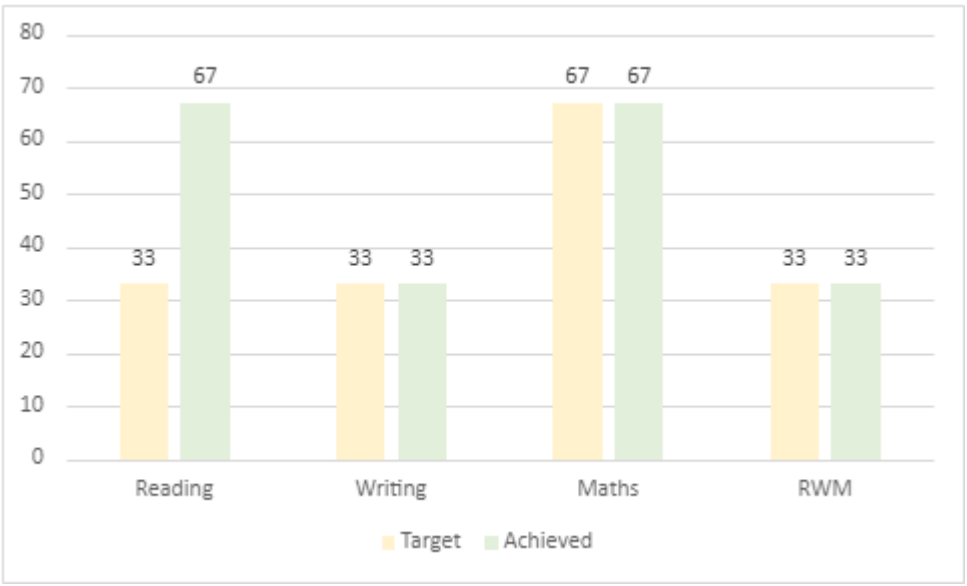
5.2 Attainment at the end of Key Stage 1:

5.2.1 Children are assessed in reading, writing, and maths in Year 2, at the end of Key Stage 1. The national tests became optional in 2024, but many schools still chose to administer them. This year, all eligible children sat the exams. Maths and reading are assessed by exam and writing is teacher assessed.

5.2.2 There were six children who completed Key Stage 1 in July 2024; within the cohort one of the children had a SEND, all were indigenous and four were residing in Hillingdon.

5.2.3 Of the six children in this cohort, three were in the national indicator. Of these, the Virtual School had expected 33% to achieve Age Related Expectations (ARE) in Reading, Writing and Maths (RWM) based on their starting points from EYFS.

5.2.4 Based on their SATs results, 33% met ARE in Reading, Writing and Maths. The chart below shows how our Key Stage 1 children achieved in each curriculum area compared to our targets for the year.



Source: Internal data

5.2.5 Moving forward, the team will be carefully monitoring the use of Pupil Premium Plus and targeted interventions to support these children as they move through Year 2. Consideration will be given to those who are below ARE and not making expected progress to see if there are any learning needs which have not yet been identified. As with EYFS, officers will encourage SaLT assessments where there are significant concerns.
Interventions such as Literacy Gold were introduced to support our children's development in reading, and the team are further developing our offer this year. Training is being developed to support our foster carers with home learning to ensure that learning becomes an active part of home life.

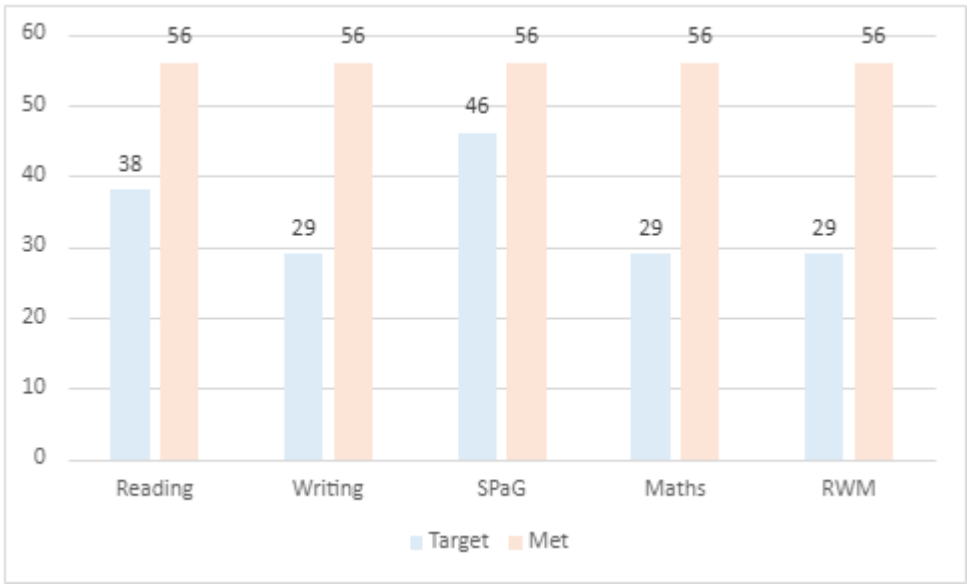
5.3 Attainment at the end of Key Stage 2:

5.3.1 Pupils take national curriculum assessments in Year 6 at the end of Key Stage 2. Pupils take tests in reading, mathematics, and spelling, punctuation and grammar, and receive a teacher assessment in writing.

5.3.2 There were ten children who completed Key Stage 2 in July 2024. Within the cohort, four had an EHCP and one was receiving SEN Support, three were residing in Hillingdon and all were indigenous. Nine of the children were in the national indicator.

5.3.3 The Virtual School had expected 29% of this cohort to achieve ARE in RWM at the end of the academic year. This was based on their performance in EYFS as they had not completed assessments at the end of Key Stage 1 due to the COVID19 pandemic.

5.3.4 Based on their SATs results, 56% of this cohort met ARE in Reading, Writing and Maths. There have been several students who made above expected progress across the curriculum. The chart below shows how our Key Stage 2 children achieved in each curriculum area compared to our targets for the year.



Source: Internal data

5.3.5 In the next academic year, the team will be carefully monitoring the use of Pupil Premium Plus and targeted interventions to support our Year 6 children to make accelerated progress and fill any gaps which are identified.
Conversations regarding transitions are happening earlier to ensure children are prepared for the move to secondary school. Throughout Key Stage 2 attendance is closely monitored and any concerns are flagged by the Lead Practitioner who works closely with the child's named officer to support the child and ensure they are able to access learning and make progress.

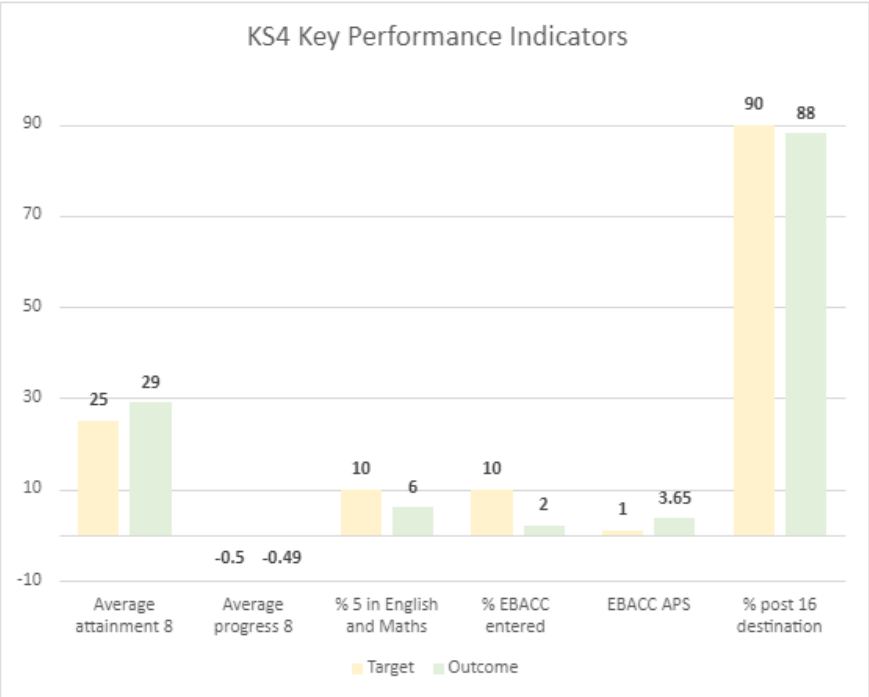
5.4 Attainment and progress at the end of Key Stage 4:

5.4.1 The 2024 headline accountability measures for secondary schools are:

- **Attainment 8:** This measures the average achievement of students across 8 qualifications. This includes English language; English literature; Maths; three further qualifications that count in the English Baccalaureate (EBacc); and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications
- **Progress 8:** Progress 8 aims to capture the progress a student makes from the end of Key Stage 2 to the end of Key Stage 4. It compares a student's achievement in their Attainment 8 score with the average Attainment 8 score of all pupils nationally who had a similar starting point (or prior attainment). Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero.
- **Attainment in English and Maths at grades 5 or above:** This measure looks at the percentage of students achieving grade 5 or above in both English and Maths GCSEs. To meet the English requirement in this measure, a pupil would have to achieve a grade 5 or above in either English literature or English language. There is no requirement to sit both.
- **% English Baccalaureate (EBacc) entry:** The EBacc shows how many students are entering GCSEs in core academic subjects at Key Stage 4. The EBacc consists of English, Maths, science, a language, and history or geography.
- **EBacc Average Points Score (APS):** The EBacc APS measures students' point scores across the five pillars of the EBacc - English, Maths, science, a language, and history or geography – with a zero for any missing pillars.

5.4.2 20 eligible children completed Year 11 in June 2024. Of this cohort 50% had SEND (21% had an EHCP; 39% SEN Support), 23% were UASC and 67% resided outside of Hillingdon.

5.4.3 Of the 20 pupils, 18 were entered for level 2 examinations (GCSEs, BTEC) or equivalent at the end of the academic year. The two children who were not entered had complex needs but made satisfactory progress from their starting points.



Source: Internal data

5.4.4 The chart above shows how our children performed at Key Stage 4. The average Attainment 8 score was 29 and the average Progress 8 score was –0.49.

5.4.5 This year, several children made accelerated progress and the overall attainment outcomes indicate Hillingdon's LAC continue to perform well at the end of Key Stage 4 enabling them to progress to the next steps in education or training. Notably, one of our learners, an unaccompanied asylum-seeking child, achieved nine GCSE passes at grade 4 and above, including outstanding grades of 7 in both Chemistry and History.

5.4.6 The data shows the number of EBacc learners remains low with only two children entered for the full EBacc qualification. Specifically, the team have noted the lack of learners sitting a modern foreign language GCSE and are working with schools to encourage especially those who have English as an additional language to have the opportunity to sit their first language as a GCSE, where appropriate.

5.4.7 The Virtual School acknowledges the lower percentage at 88% in post-16 destinations and emphasises the significance of young people having a confirmed destination to ensure their ongoing progress, whether in education, employment or training. This issue is of utmost importance, and the team are focusing on those who are at risk of becoming NEET early in Key Stage 4 to ensure the necessary support is in place as early as possible.

5.4.8 The percentage of pupils not achieving grade 5 and above in both English and Maths was noticeable this year and remains a priority for Hillingdon Virtual School to improve the number of learners who complete Key Stage 4 having achieved well in both core subject areas.

5.4.9 The primary objectives for this cohort during the 2024/25 academic year will centre on improving overall progress and achievement, with a particular emphasis on English and Maths. This will involve the provision of increased targeted support, including the implementation of one-on-one and small group tutoring to assist learners in bridging gaps in their knowledge. Additionally, the team will aim to tackle challenges related to the transition at the conclusion of Key Stage 4, with the goal of increasing the number of students with confirmed post-education destinations, especially those with low school attendance who have been identified as at risk of becoming NEET.

5.5 Attainment and progress at Key Stage 5:

5.5.1 The Virtual School supported 188 Post 16 learners throughout the last academic year. Level 3 learners accounted for 12% of the cohort. The remainder of those in further education were primarily on ESOL pathways, Functional Skills, BTEC and GCSE qualifications ranging from Entry 1 to Level 2 and apprenticeships.

5.5.2 Year 12 Retention: Centrally held data for this year shows that 81% of learners continued with their Post-16 education or training, marking an improvement from 69% in the previous academic year. However, we recognise that further efforts are needed to enhance the rate of course completion among our learners.

5.5.3 English and Maths Progress: Among national indicator learners who had not achieved a grade 4 or above in English and Maths by the end of Year 11, 8% successfully attained these qualifications by the end of Year 12. Improving outcomes in this area will be a key focus for the 2024/25 academic year, with targeted support initiatives planned to enhance learner progress.

5.5.4 Year 13 Level 3 Outcomes: Among the 11 learners enrolled in the second year of their Level 3 course, eight (73%) successfully completed their final year. Of these, five (63%) have progressed to university, while the remaining three have opted for a gap year, pursuing full-time employment for various reasons.

5.5.5 The Virtual School maintains close collaboration with further education providers to enhance support for eligible, relevant, and former relevant young people, with a focus on improving attainment, retention, and progression. Our goal is to ensure more of our learners achieve and sustain positive destinations beyond the age of 18. This year, in partnership with the Children's Rights and

Participation Team, we delivered training to our in-borough college on the experiences of young people in care and the potential impact on their education. The training was well received, and we are planning to offer further sessions next year to continue building understanding and support.

5.5.6 While it is encouraging to see a positive number of Post-16 learners engaged in education, we acknowledge key priorities remain in this area. These include enhancing learner progress in English and Maths at Key Stage 5, increasing the number of young people sustaining their engagement in education, employment, or training throughout their courses, and improving overall course retention rates.

5.6 Attainment and progress for those with Special Educational Needs and Disabilities:

5.6.1 Nationally 58.1% of SSA LAC have a SEND; in Hillingdon the comparable figure was 49.7% at the end of the academic year. It is important to note that the numbers of children with SEND in Hillingdon are typically less than the national average due to our disproportionately high numbers of UASC. During the last academic year, only four UASC were recorded as having a SEND despite making up just over 18% of the SSA cohort overall.

5.6.2 A child identified as requiring SEN Support is one who has a SEN but does not necessarily require the support provided by an Education, Health and Care Plan (EHCP). Schools should ensure support is in place to meet the needs of the child by reviewing their progress, attainment and engagement. If a concern is raised and the child is not making the progress expected or struggles to engage, then schools may consider applying for an EHCP.

5.6.3 An EHCP is a document which sets out the education, health and social care needs of a child for whom extra support is needed in school, beyond that which the school can reasonably provide. The EHCP is reviewed annually via an annual review. The targets set in the EHCP should be reflected in the PEP document for the child.

5.6.4 Over the past year, the Virtual School has continued to maintain positive working relationships with the SEND and the Inclusion team. The VS continues to support social care colleagues to understand the EHCP process and can support them when completing applications for our children. Half termly meetings take place with SEND colleagues and the VS to discuss complex cases and any concerns each team might have.

5.6.5 As can be expected, many of our children with SEND do not attain in line with their non-SEND peers. Therefore, the chart below shows the numbers of our children with SEND making expected progress from their starting points at the end of Key Stages 1, 2 and 4.



Source: Internal data

5.6.6 Attainment & Progress at Key Stage 1: This data reflects two students, one of whom has an EHCP and one requiring SEN Support.
The child with an EHCP has complex learning needs and is working below ARE. This child did not sit the SATS assessments. The child requiring SEN support came into care in the Autumn term of Year 2and was without a school place due to his parents choosing to electively home educate. This child did sit his SATS and was below expectations in Reading and Writing but was at expectations in Mathematics. Both made the progress expected based on their prior data.

5.6.7 Attainment & Progress at Key Stage 2: This data reflects three students requiring SEN Support and three with an EHCP. There are a range of needs within the cohort, including ASD, SEMH and SLCN. From this cohort all students made 66.7% expected progress or above from their starting point. One of the students achieved ARE in their SATS in RWM.

5.6.8 Attainment & Progress at Key Stage 4: This data reflects 25 students; 16 with an EHCP and 11 requiring SEN Support. 31.3% of the children with EHCP's were shown to be making expected progress from their starting points and 36.4% of those requiring SEN Support made expected progress.
Five children with an EHCP were entered for GCSE English, Maths and Science; the highest grade gained by one student was a 4-4 in Science, with others gaining 3's in Maths and English. Five students requiring SEN Support were entered for GCSE English, Maths and Science. From this cohort three gained a grade 4 or above in English Language and two gained a grade 4 or above in Maths. In Science one student gained a 5-4 and another took Triple Science gaining 5-7-6.

5.6.9 There was a significant drop in progress this year within our SEND cohort, most noticeably for children with EHCPs in Key Stage 4. Within this group there were some children who struggled with Emotional Based School Avoidance (EBSA) which impacted on the progress they made. Moving forward, the Virtual School will continue working closely with the SEND team to ensure all LAC with SEND are placed in appropriate provision to best meet their needs. Discussions happen on a regular half-termly basis where cases within Hillingdon are discussed and those who are causing concern flagged. When a case is urgent meetings need to be held to bring the team around the child together.

5.7.10 Members of the Virtual School sit on several SEND working groups and the Senior Practitioner attends the weekly SEND panel when appropriate. The team will look to use Pupil

Premium Plus funding even more effectively to support children to continue to make progress from their starting points through the use of additional interventions and, where it is not already happening, arrange for PEPs to be merged with Annual Reviews so targets can be aligned.
The Virtual School will review the level of support offered to our Key Stage 4 children to access higher level courses, particularly for those requiring SEN support. The Virtual School will work with schools to ensure the options offered at Key Stage 4 are accessible and remain options for success whilst ensuring an appropriate level of challenge.

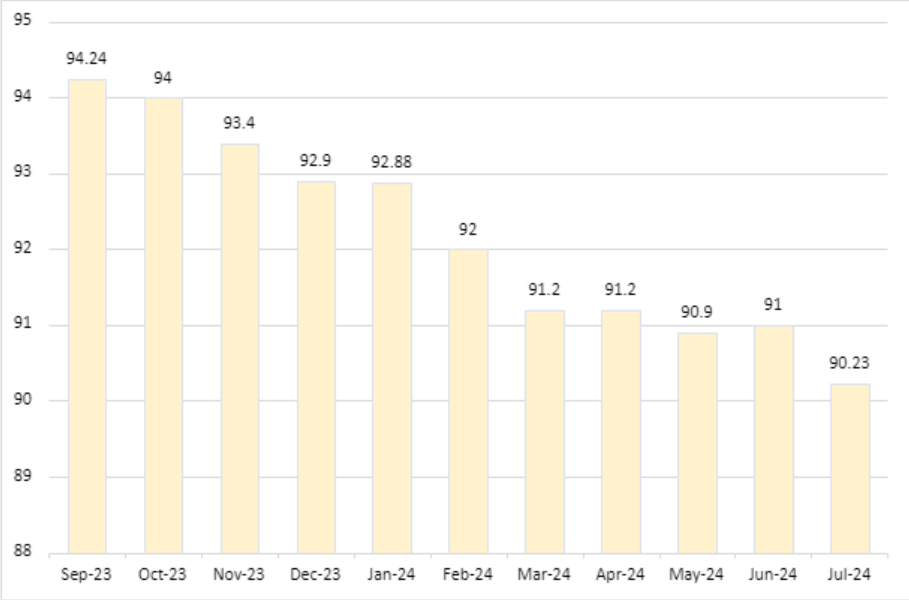
6. EDUCATIONAL ENGAGEMENT OF LOOKED AFTER CHILDREN IN HILLINGDON

6.1 Attendance:

6.1.1 School absence and exclusions have traditionally been factors in the lower performance of Looked After Children, and we therefore keep both issues high on our agenda. This year our attendance collection moved to eGov Solutions. This has allowed the attendance for our SSA children to be seen on their main PEP page; this allows officers to see at a glance any attendance concerns which may arise.

6.1.2 Since the pandemic ended, there has been a notable drop in school attendance with many of our children reluctant to attend school and displaying traits of EBSA. The team continue to improve their knowledge and understanding of EBSA and the impact this has on our children. To address this, we provided training sessions for the team, schools, and foster carers.

6.1.3 The chart below shows the average attendance of our SSA cohort across the academic year.



Source: eGov Solutions

6.1.4 Authorised Absence: During the last academic year our SSA children lost 9.9% of school days to authorised absence. This would be absence due to illness or medical appointments for example. Whilst the VS advise against medical appointments during the school term this is not always possible.

6.1.5 Unauthorised Absence: During the last academic year our children lost 7.5% of school days due to unauthorised absence. The children with the highest level of unauthorised absence were those who were struggling with EBSA or who had missing episodes.
There appears to be an ongoing correlation between children who are refusing to engage with education when they are unhappy in their home, are unhappy with their care status or have returned home to parents. This is the case with several of the children who have high levels of unauthorised attendance who struggled to attend school for the majority of the academic year.

6.1.6 eGov Solutions is the same digital platform which is used for recording all PEPs. Through this platform, social workers and Designated Teachers are able to easily see any attendance concerns for their children enabling swift action can be taken. This year eGov Solutions have worked with Wonde, who collect attendance for the DfE to create an API. This means that once schools give permission, eGov Solutions are able to collect attendance direct from their data management system and feed this directly in to the child's PEP.

6.2 Suspensions & Exclusions:

6.2.1 During the last academic year, 11 children received a suspension during their time in care. The total number of learning days lost was 22.5 days.

	No of children	Days lost	% of suspension cohort	% of days lost
One Suspension	8	9	72.2%	40%
More than One Suspension	3	13.5	27.3%	60%

Source: eGov Solutions

6.2.2 The table below shows the primary reasons given for the suspensions received.

	Total number of children	Number with SEND	Total number of days
Drug and Alcohol Related	1	1	1
Persistent Disruptive Behaviour	4	3	6
Physical Assault Against an Adult	2	2	4
Physical Assault Against a Pupil	4	3	9.5
Racist Abuse	1	1	1
Verbal Abuse/Threatening Behaviour Against a Pupil	1	1	1

Source: eGov Solutions

6.2.3 It is notable that 81.8% of the children receiving suspensions had a SEND. From this cohort 44.4% were identified as requiring SEN Support and 55.6% have an EHCP, with the majority having a primary need of SEMH.

6.2.4 Hillingdon schools only issued one suspension to one of our children (one day), meaning the majority of suspensions were issued by schools outside of the borough (21.5 days).

6.2.5 Overall this means there has been a significant drop in the number of pupils receiving a suspension compared to previous years.

	Days lost to suspension	Number LBH schools & days lost		Number OOB schools & days lost		Number SEND children
2020 - 2021	76.5	10	58.5	7	18	11
2021 - 2022	70.5	8	23.5	11	47	12
2022 - 2023	113.5	10	33.5	11	80	15
2023 - 2024	22.5	1	2	10	20.5	9

Source: Welfare Call Ltd / eGov Solutions

6.2.6 This year there were two children who were issued with a permanent exclusion. One was a UASC and attending a 14 – 16 ESOL college provision out of borough. Despite the best efforts of the Virtual School this exclusion was upheld; the child was provided with an alternative provision placement before transitioning back to a different 14 – 16 ESOL college provision. This child has fully engaged with the support offered and as a result he successfully completed his Year 11 studies and has transitioned to his Post 16 college of choice.
The second child who received a permanent exclusion attended a Hillingdon school. The child had recently been placed in our care when the exclusion was issued. There was a collaborative

approach taken by the Virtual School, the Exclusions team and Social Care to support both the child and the school and as a result the school rescinded the exclusion.

6.3 Placement and School Changes

6.3.1 Looked After Children should never be disadvantaged by their circumstances nor should their status negatively affect their educational success. Research has shown that multiple changes, particularly in staffing, placement or school, may adversely impact the attainment and progress of LAC.

6.3.2 It has been found that each change of care placement after age 11 results in one-third of a grade's loss at GCSE, whilst those children who move school during Key Stage 4 are likely to score up to five grades less than those who do not.

6.3.3 On the other hand, where a child is not happy in their placement and all efforts have been exhausted to ameliorate the situation, placement changes can be beneficial providing subsequent school changes are well planned and damage to progress limited, where possible.

6.3.4 It is for this reason the Virtual School works successfully alongside colleagues in social care to mitigate the need for changes. The data below shows that there have been improvements made in terms of limiting the number of changes our children may face.

	2020/21	2021/22	2022/23	2023/24
Education Changes	60	49	49	25
Placement Changes	78	126	113	71

Source: Internal data

6.4 LAC placed in residential placements

6.4.1 At the end of this academic year, there were 34 Looked After Children living in residential placements, 79% of whom were outside of Hillingdon.

6.4.2 Of those placed in residential placements, 50% were making expected progress at the end of the year which is an increase from the previous academic year.

6.4.3 Within this cohort, three were in Year 11 and eligible for GCSE examinations, however only two were entered. One child was not entered for GCSE's but was entered for ADSAN and BTEC qualification as these were considered more appropriate for their ability.

6.4.4 Of the two who were entered, both achieved grades in English and Maths and both gained a 4 in combined science (4-4 and 4-3 respectively).

6.5 LAC placed out of borough

6.5.1 At the end of this academic year there were 127 Looked After Children residing outside of Hillingdon, 47% of whom were placed outside of the London area.

6.5.2 53% of the children placed out of borough were making expected progress at the end of the academic year.

6.5.3 Within this cohort, 17 were in Year 11 and eligible for GCSE examinations, however one was not entered because of their SEND, one child was in a secure unit and entered for Level 1 functional skills and another was a UASC and entered for ESOL.

6.5.4 Of the 14 who were entered, 11 managed to achieve a GCSE grade in English and 12 gained a GCSE grade in Maths. 10 children also achieved five or more GCSEs in total.

6.6 LAC who are without a school place

6.6.1 Children without a school place are children of statutory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

6.6.2 Where a LAC is without a school place, VSOs work with social workers and placements to identify appropriate schools for those who do not have an EHCP and assist them in completing applications within 20 days. The target is for all children to have an identified school place within one month if they are within Hillingdon and two months for those placed out of borough.

6.6.3 For children who have an EHCP, there can be a delay in school places being identified when they move due to national SEND processes and consultations needing to take place. As education provisions have 15 days to respond to consultation, this can often result in children with SEND being without a school place for longer than a month.

6.6.4 In the last academic year, there were 43 SSA children who were without a school place at some point within the year:

- 51% were found a school place within the recommended time frame
- 6.9% left care within the timeframe set to gain a school place before a place had been found for them
- 37.2% were placed out of timescales; six of these children had EHCP's and the local SEND teams were consulting with schools in the local areas

6.6.5 For those who were without a school place for longer than the expected time frame and did not have an EHCP, 60% were placed in borough at the end of the academic year. One child had returned home to parents and was reluctant to engage in education due to significant gaps in her learning pre care and lack of engagement during her time in care away from the family home. Two of the children in Year 11 had two placement moves during the academic year.
Three of the children were UASC and in Year 11; all were offered space at the Post 16 Interim provision in Hillingdon. All children received supplementary tuition to support their education.

6.6.6 It is worth noting that whilst some children moved placements without a new school place, many were able to access online learning provided by their previous education provisions whilst new schools were being identified. When this was not possible, supplementary tuition was provided from the Virtual School.

6.6.7 Moving forward, whilst there is now a well-established tracking system for all children without a school place, including a counter which indicates how long a child has been out of education, this does continue to develop. The Senior Practitioner continues to oversee this and communicates with officers weekly regarding progress and to support with any barriers to children re-accessing education.

6.7 LAC who are Not in Education, Employment or Training (NEET)

6.7.1 Research has shown that periods spent as NEET (Not in Education, Employment, or Training) can have a lasting negative impact on both physical and mental health, as well as increase the likelihood of future unemployment, low wages, or engagement in low-quality work. According to a study by the Department for Education, the most significant educational risk factor is low attainment at GCSE level. Additionally, various personal risk factors have been identified, such as being in care or experiencing a breakdown in parental relationships.

6.7.2 For these reasons, reducing the number of NEET children within the Hillingdon LAC cohort has remained a top priority this year. As part of this commitment, we work diligently each year to ensure that as many young people as possible secure a post-16 destination under the September Guarantee.

	2020-21	2021-22	2022-23	2023-24
NEET Average %	12.3	10.09	17	20
Minimum %	8.6	10	13	15
Maximum %	17	15	23	25

Source: Internal data

6.7.3 This year there has been a notable rise in the annual average of children on the Virtual School's roll reported as NEET for over one calendar month, which stands at 3% higher than the reported average for 2022-23.

6.7.4 In December 2023, we experienced a peak in our NEET figures. Virtual School Officers (VSOs) have taken proactive steps to address this, working collaboratively with the team supporting each child to overcome barriers to education and training. Moving forward, VSOs will continue to conduct termly PEP reviews with the child and their support network, ensuring coordinated efforts are made to facilitate their return to Education, Employment, or Training (EET).

6.7.5 As in previous years, the availability of provisions for our 16+ learners has remained a challenge, particularly during the latter part of the autumn and spring terms when colleges are unable to enroll new students in certain courses. To address this, the Virtual School maintains a strong and ongoing partnership with The Skills Hub interim provision and BHUMP, ensuring that newly arrived UASC have access to education during these interim periods.

6.7.6 A key theme among persistently NEET (two or more terms) young people was the presence of significant SEMH needs and heightened vulnerability to CCE (Child Criminal Exploitation). Addressing these complex challenges requires innovative, collaborative approaches. Recognising the need for intensive, tailored support, we commissioned the Sweet Science Foundation Boxing program, engaging four persistently NEET young people in a structured boxing mentorship initiative each term. Delivered twice weekly over a full term, the programme paired participants with a dedicated boxing mentor-coach to foster resilience, discipline, and positive engagement. The outcomes were promising. Over 50% of participants transitioned into EET, with all others demonstrating measurable progress toward achieving EET status. This approach highlights the potential of creative, targeted interventions in transforming outcomes for our most vulnerable young people.

6.7.7 To better support NEET young people, we recognised the need for closer collaboration with our in-borough NEET team, experts in local provisions and training providers. In addition to holding regular monthly catchups, we launched a pilot program introducing a dedicated Virtual School NEET Officer. This role is designed to work alongside the team supporting each young person and addressing specific barriers preventing their engagement in EET. For example, the NEET Officer provides tailored guidance on applying for apprenticeships, developing interview skills, and accessing suitable opportunities. This innovative pilot will run through December 2024, aiming to refine and enhance our support for young people facing the most significant challenges.

6.7.8 Looking ahead, supporting NEET young people remains a top priority. We will strengthen collaboration with the post-16 team, actively participate in the Complex NEET Panel, and continue driving progress through two key initiatives: the Sweet Science Boxing Program and the Virtual School NEET Officer pilot. These efforts underscore our commitment to finding innovative solutions and ensuring every young person has the opportunity to engage in meaningful education, training, or employment.

7 EDUCATIONAL OPPORTUNITIES AND ENJOYMENT FOR LOOKED AFTER CHILDREN IN HILLINGDON

7.1 Additional Support and Interventions:

7.1.1 The following support/services for LAC and Care Leavers continue to be delivered or commissioned by the Virtual School:

- **One to one tuition:** during this academic year 52 children benefited from tuition commissioned directly by the VS. Most children received tuition in English and/or Maths and the majority were in Key Stage 4.
- **Behaviour Consultant:** commissioned from Ealing Education Service for 1.5 days per week. During this year the Behaviour Consultant worked with a small caseload of children who were struggling to engage in education. This involved targeted sessions in school, as well as home visits and support to foster carers and school colleagues. Feedback on the work completed was overwhelmingly positive and the VSH has taken the decision to renew the commission into 2024-2025.
- **Flash Academy:** The Virtual School continued to commission Flash Academy, an EAL platform which supports English language acquisition. Learners added to the platform were able to use it independently to develop their language skills. Access formed part of the early support offered to children who were new to the country and for whom English was an additional language. Residential settings with a high number of UASC have found the intervention particularly helpful and supported learners to engage. Over the past year we have had 77 children access the programme, logging on a total of 524 times to complete 1022 lessons. One child who had been placed on the NTS was only able to access the app for five days before moving but during this time logged on 31 times and learned 423 new words. The app was also used to support one of our younger children who was returning home to Poland to reunite with family to learn and develop his Polish. This helped him to prepare for the change and return home.
- **Doodle Maths** To develop maths skills across our cohort the Virtual School has returned to Doodle Maths. 28 children have actively engaged with the platform since it was re-launched in March 2024. By completing baseline assessments, we have been able to see where there is an increase in their 'doodle age'. Children can gain 'Doodle Badges' and rewards for engaging. As an example, Child A, who is below ARE in Maths, is making excellent progress and recently earned the 'Olympic Gold' Badge. She uses Doodle frequently, staying in her 'green zone' and has improved her understanding of Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Position and Direction. Her Doodle age has increased from 9.83 to 10.55.
  Literacy Gold: Literacy Gold is a new intervention for the Virtual School. This is a reading programme which children and their foster carers complete together. The team started with a small cohort of six children who have all actively participated in the programme. We have seen a mean average reading age increase of 10.6 months within a 4–6-month window.
  Careers Guidance: This year the VS continued to work with the Education Development Trust to deliver high quality and targeted careers education, information, advice, and guidance to our children. This targeted guidance was provided to help our children further their resilience and to help them plan and make informed and realistic choices for their futures. The career adviser delivered face to face and virtual sessions with our children and consulted with a number of professionals seeking advice.

7.1.2 The Virtual School continues to use centrally held PPP funds to create 'starter' kits for our UASC, GCSE study packs and to purchase a wide variety of books and resources to support our children and foster carers throughout the year.

7.2 Enrichment:

7.2.1 The Virtual School's long-standing relationship with Brunel University was utilised again this academic year by events being held there or our children joining their programmes.
At Easter we held a Maths Fun Day for our Key Stage 1 and 2 children to come with their carers to experience a range of activities linked to maths. This aimed to promote enthusiasm for learning maths and for the carers to see how to bring maths into different everyday activities to make it fun.

7.2.2 The VS has further developed links this year with Oxford University by organising two visits during the year; one for a Key Stage 2 group and the other a mixed age group of UASC. During the day the students were given the opportunity to visit Oxford and have an experience of university life, including dinner in the dining hall. They met with current students, had a tour of the campus and visited the Natural History Museum where they were able to take part in an artifact holding session.

7.2.3 The VS are pleased to continue our close partnership with Jamie's Farm. This academic year four groups of children have visited the farms in Bath, Hereford and Lewes. The children when given the chance to reflect on their time at the farm have commented that *'I've noticed that I'm really up for saying yes to new challenges and trying new things.', 'I love being helpful and being busy as part of a team working on important jobs.', 'When I get back I will carry on being brave when new challenges come up.'*

8. AGENCIES AND PROFESSIONALS WORKING TOGETHER FOR LOOKED AFTER CHILDREN IN HILLINGDON

8.1 Training:

8.1.1 The statutory duties of the Virtual School include providing training and continuous professional development opportunities to schools and other educational settings regarding the education of LAC. In Hillingdon, we largely discharge this duty through our Designated Teacher Forum and training.

8.1.3 This academic year we have seen a blended approach to our training as we have held training sessions both face to face and online. Training has been delivered by a range of providers and has covered topics such as

- Emotional Based School Avoidance
- Introduction to Trauma
- Practical Skills to support young people suffering with trauma
- Working with Challenging Parents

8.1.4 Feedback for these sessions has been overwhelmingly positive, with HVS receiving comments such as:

- *I found the course engaging and fascinating and feel like I have learnt a lot.*
- *I absolutely loved Karen's performing skills! Also, children need to be heard at schools - those who don't break the rules as well. Unfortunately, in secondary schools children don't have possibilities to talk to adults about things they are worried about.*
- *Outstanding training from Aaron! The best I have attended in a long time!*
- *Great to share info from someone with a wide range of knowledge and expertise*

8.1.5 This year also saw the first Virtual School Conference at Brunel University. All schools in the borough were invited to attend, as well as colleagues from education teams in Hillingdon. The conference title was Because of You... celebrating the education of our Vulnerable Children. The aim was to say thank you to our schools for all they do to support our children and families. There were a range of speakers, including Jake Curtis (Jamie's Farm) who talked about the importance of relationships and an inspiring Keynote from Jaz Ampaw-Farr who encouraged the audience to become Positive Disruptors. The highlight of the conference however came from our wonderful children in care and care leavers who delivered an abridged version of Walking in Our Shoes training with a focus on education and the impact the support provided by education professional has on our children in care.

8.2 Integrated Working:

8.2.1 It is part of the Virtual School's statutory duty to ensure there are effective arrangements in place to work with a range of professionals who will play a role in supporting the education of LAC and previously LAC. This year we have ensured our strong working relationships with our partners in social care, education and beyond have only been strengthened further with our integrated working practices.

8.2.2 Our online ePEP platform provided by eGov Solutions has been designed to promote integrated working between professionals. All professionals have access to the system and can therefore contribute and review the PEP document as and when appropriate. Children are also encouraged to contribute their views via this format, as well as in person during the PEP meeting. PEP documents are shared with all professionals and uploaded to Civica so that the PEP sits alongside and contributes to other care planning documents and is used to inform care planning discussions and decisions.

8.2.3 The VSH sits on Hillingdon Access to Resources Panel (HARP) which is held weekly. This ensures the VS is aware of any planned changes to care planning and that education is considered as part of this.

8.2.4 VSOs are regularly invited to and attend additional meetings for children outside of PEPs, including LAC Reviews, placement stability meetings and Annual Reviews, as their input and knowledge is well regarded. Again, this helps to ensure education remains a priority in any form of discussion relating to a Looked After Child.

8.2.5 The SVSP regularly meets with YJS and SEND to discuss cases known to the different service areas. The aim of the meeting is to share information and concerns. We work collaboratively to ensure the services have a joined-up approach to support our children.

9. PERSONAL EDUCATION PLANS AND THE USE AND IMPACT OF PUPIL PREMIUM PLUS FOR LOOKED AFTER CHILDREN IN HILLINGDON

9.1 Personal Education Plans (PEPs):

9.1.1 As a group, LAC typically lag behind their non-Looked After peers at the end of every Key Stage. In order to narrow this gap a personalised learning plan is essential for each LAC, which identifies their individual learning needs and puts a plan in place to meet those needs so that their own expectations, and those of others, are raised and their life chances enhanced. This is known as the Personal Education Plan (PEP).

9.1.2 It is a legal requirement that every LAC has a care plan of which the PEP is an integral part. An up-to-date copy of the PEP should be available for each LAC Review and Pathway Planning meeting from when the child is pre-school until they are 18.

9.1.3 The PEP also forms part of the child's official school record. If a child moves school, all previous PEPs should be securely forwarded along with the child's file, to the receiving school by the Designated Teacher (DT). As a document, it provides a 'collective memory' about the child's education.

9.1.4 The Virtual School records all PEPs on an electronic platform (ePEP) commissioned from eGov Solutions.

9.1.5 PEP compliance continues to be a real strength for Hillingdon Virtual School. Completion rates in 2023/2024 were maintained at 100% across the academic year.

9.1.6 The Virtual School Senior Leadership team maintains a rigorous PEP quality assurance process which is reviewed annually to ensure suitability and impact. During this academic year, over 97.6% of PEPs were quality assured to be of the highest standard.

9.2 Pupil Premium Plus (PPP):

9.2.1 The total grant allocation received for LAC in Hillingdon who have been in care for at least one day or more and are in full time education (Statutory School Age) for the 2023/24 financial year was £586, 960.

9.2.2 This academic year the VSH continued with the new method for the devolution of PPP to schools which enables a clear focus on usage and impact. This process involves schools making requests for the funding they wish to use for each child as part of the termly PEP meeting; the VSH reviews these requests monthly and arranges for funds to be devolved accordingly. This process has improved scrutiny of grant fund usage.

9.2.3 In total, the VSH devolved £136,452.43 to schools across the academic year. The remainder of the allocation was retained by the VSH to fund staffing costs and centralised support, including enrichment activities, literacy and numeracy interventions and additional support packages for individual LAC where a need was identified.

9.2.4 PPP has been used across a range of interventions this academic year. The top three uses were:

- One to One tuition - £68,906.71
- After Schools Programmes - £15,04.95
- Literacy Interventions - £8,566.06

9.2.5 PPP has been utilised across EYFS, Primary and Secondary years. The table below shows the amounts requested for the different key stages.

Key Stage	No Of Requests	Target Achieved	Target In Progress	Target Not Achieved	Total Spend
EYFS	11	2	9	0	**£6,253.26**
Key Stage 1	22	11	11	0	**£11,113.87**
Key Stage 2	59	30	28	1	**£33,328.27**
Key Stage 3	51	31	19	1	**£28,918.10**
Key Stage 4	78	29	37	9	**£55,013.23**
Key Stage 5	6	3	3	0	**£1,825.70**

Source: Internal data

9.2.6 Protocols around the use and dissemination of Pupil Premium Plus will continue to be regularly reviewed by the VSH to qualify and evidence impact and enable the allocated VSO to better challenge schools and ensure support is more targeted.

10. SUPPORT FOR CHILDREN WHO ARE ADOPTED OR THOSE WHO HAVE LEFT CARE IN HILLINGDON

10.1 Post 18 (Care Leavers):

10.1.1 Up until their 18th birthday, all Hillingdon Looked After Children (LAC) are supported by a designated Virtual School Officer (VSO). Beyond this point, they are actively encouraged to maintain the connections they have established. While formal Personal Education Plans (PEPs) are not conducted for Care Leavers, VSOs provide tailored information, advice, and guidance to support their transition into education, employment, or training as adults. The final PEP for each Care Leaver includes a robust plan outlining pathways such as higher education, traineeships, apprenticeships, or work placements to ensure a smooth transition.

10.1.2 The Virtual School maintains connections with many Care Leavers, enabling ongoing monitoring of their educational progress. This year, we have seen a continued increase in Care Leavers and social care colleagues seeking support from the Virtual School. This includes direct assistance with personal statements and UCAS applications for those pursuing higher education, as well as guidance for Care Leavers exploring Level 3 course options or other educational pathways.

10.1.3 To enhance support for Care Leavers, Hillingdon Virtual School actively promotes the engagement of Personal Advisors in the team around the child, including participation in education-related meetings from age 16. All Care Leavers and their support networks are provided with a dedicated email address to access advice and guidance post-18. Additionally, the Virtual School team will make termly contact with Care Leavers who consent, providing proactive support and advice on education, training, and future pathways to help them achieve their goals.

10.2 Previously Looked After Children (PLAC):

10.2.1 Previously Looked After Children (PLAC) are not enrolled with Hillingdon Virtual School, nor are the team required to monitor their progress or be accountable for their attainment. However, following the 2018 update to statutory guidance, the Virtual School is responsible for providing or signposting information and advice to parents, carers, and education professionals supporting PLAC attending schools within our Local Authority.

10.2.2 To fulfill this duty, the Virtual School Head (VSH) has appointed a Lead Practitioner for PLAC. This role involves coordinating the support offered to Designated Teachers, social care professionals, and parents and carers.

10.2.3 Our training offer continues to include professionals working with PLAC. For the upcoming academic year, we aim to deliver specialised sessions on Adoption, Post-Permanence Support, and Schools' Roles, in collaboration with AC Education.

10.2.4 The dedicated email and referral process for PLAC inquiries has seen a notable increase in use over the past year. In many instances, the Lead Practitioner arranges virtual consultations, typically lasting 20 minutes, to discuss referrals and provide appropriate signposting or advice.

11. PREDICTED OUTCOMES FOR ACADEMIC YEAR 2024/25

Targets for Key Stage 1:

	Target 2024/2025
% exp. Reading	50
% exp. Writing	33
% exp. Maths	33
% exp. RWM	17

Targets for Key Stage 2:

	Target 2024/2025
% exp. Reading	33
% exp. Writing	33
% exp. Maths	33
% exp. RWM	33

Targets for Key Stage 4:

	Target 2024/5
Average Attainment 8	25
Average Progress 8	-0.4
% achieving grade 5 in English & Maths	25
% entering EBacc	5
% with a Post 16 Destination	90

Targets for Key Stage 5:

	Target 2024/25
% NEET	15
% course retention	85
% English & Maths progress	20
% Level 3 Learners (sustained)	12

12. APPENDIX A: ACRONYMS USED THROUGHOUT REPORT

- **APS:** Average Points Score
- **ARE:** Age Related Expectations
- **BHUMP:** Befriending Hillingdon Unaccompanied Minors Project
- **CCE:** Child Criminal Exploitation
- **CiN:** Children in Need
- **DfE:** Department for Education
- **DT:** Designated Teacher
- **EAL:** English as an Additional Language
- **EBacc:** EBaccalaureate
- **EET:** Education, Employment and Training
- **EHCP:** Education, Health and Care Plan
- **ESOL:** English Speakers of Other Languages
- **EYFS:** Early Years Foundation Stage
- **HVS:** Hillingdon Virtual School
- **KS:** Key Stage
- **LAC:** Looked After Child / Children
- **LBH:** London Borough of Hillingdon
- **NEET:** Not in Education, Employment or Training
- **NTS:** National Transfer Scheme
- **OOB:** Out of Borough
- **PEP:** Personal Education Plan
- **PPP:** Pupil Premium Plus
- **PLAC:** Previously Looked After Child / Children
- **RWM:** Reading. Writing and Maths
- **SEMH:** Social, Emotional Mental Health
- **SEND:** Special Educational Needs and Disabilities
- **SPaG:** Spelling, Punctuation and Grammar
- **SSA:** Statutory School Age
- **UASC:** Unaccompanied Asylum-Seeking Child / Children
- **VS:** Virtual School
- **VSH:** Virtual School Head
- **VSO:** Virtual School Officer