

**Corporate Parenting Panel**

**Friday 9 June 2023**

**Virtual School Update**



**Education  
Durham**



## Profile of Virtual School Cohort at 31<sup>st</sup> March 2023

- 693 Learners (Reception to Year 11)
- 152 Post 16
- 102 Pre-school (Age 2 to Nursery)
- 46.5% Primary
- 53.5% Secondary
- The gender split is 43% girls, 57% boys and 1 young person identifies as non-binary.
- During the Autumn Term 21.8% were supported by an EHCP.
- 30.2% were identified as requiring SEND Support.



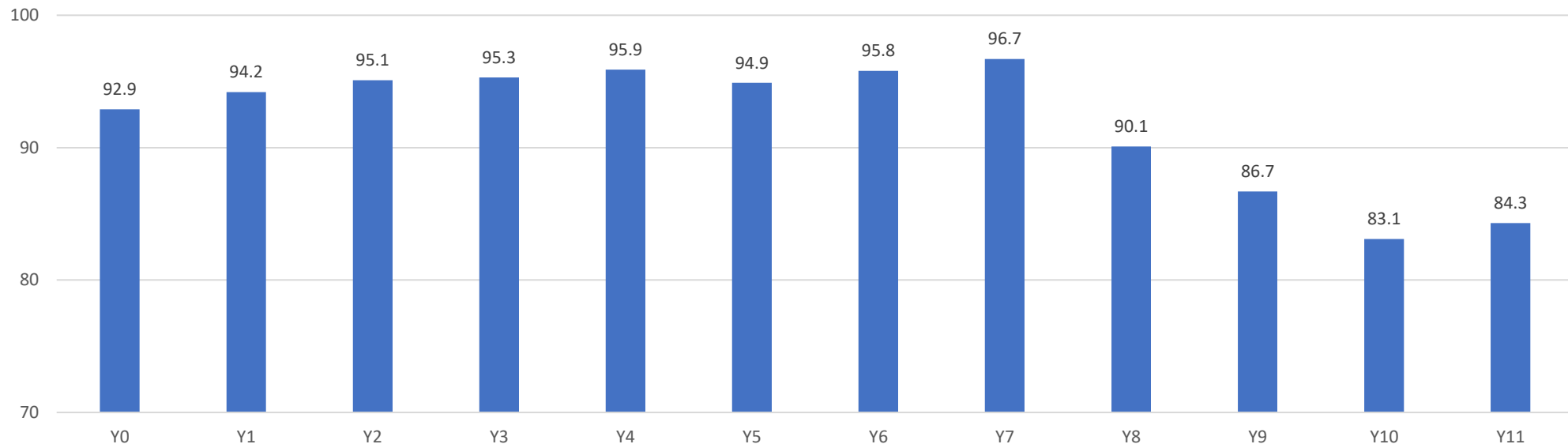
# Attendance and Suspensions to 31<sup>st</sup> March 2023

## Attendance Headlines

	Overall absence %		Persistent absence %	
	National	Local	National	Local
CLA 12 months at 31 March 2022	15.2%	7.2%	43.8%	14.6%

National CLA overall absence rates were over double those observed locally in the 2021/22 academic year. Similarly, national persistent absence rates were almost three times the rate observed locally.

- Below shows the attendance for CLA during the Autumn and Spring Terms Combined:
- Overall attendance since September 22 = 91.3%, Reception to Year 11



# Suspension and Exclusion Data

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- Suspension and Permanent Exclusion Data for the same period

One young person was Permanently Excluded

School	Pupils 21/22	Days Lost 21/22	Pupils with more than 1 Suspension	Pupils 22/23	Days Lost 22/23	Pupils with more than 1 suspension
CLA	31	94	9	29	129	13

# PEP Update

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Term	Green High Quality	Amber Below expected quality
Autumn 2021	91.7%	8.3%
Spring 2022	88.1%	11.9%
Summer 2022	90.1%	9.9%
Autumn 2022	79.9%	20.1%
Spring 2023	85.3%	14.7%

# Progress Against Priorities Identified in Annual Report for 2022/2023

- Identify ways to support CLA to close the gaps created by Covid
- Focus on Years 6 and 11 to allow early intervention and release catch up funding during the Autumn term.
- Develop progress meetings with the CLA PEP Casework team to enable them to promote reflective conversations with schools around progress
- Develop the way in which we work with Foster Carers
- Develop work with Children's Homes to support school anxiety and other barriers to education.
- Increase the CLA PEP Casework Team to enhance the service we offer and have a bespoke caseworker for Post 16.
- Work with other areas, including schools to ensure PLAC and those with a SGO are aware of the support available and how to access this.
- Further develop the SLA with Full Circle to raise awareness of Trauma and Attachment in schools
- Review all our SLA to ensure high quality and easy access for schools and identify any gaps in our offer to improve outcomes
- Develop the EWEL offer to schools to support early intervention and reduce the numbers of Suspensions.
- Develop the work with the SEND and Inclusion Team to ensure all CLA with an EHCP have a named SEND Caseworker, raising the awareness of the need to find a suitable placement when the child needs to change school through a placement breakdown.
- Support Designated Teachers to identify smart outcomes for CLA and develop coordinated ways of working with the SENCO in their schools.

