Lancashire Virtual School Partnership with Schools

The Virtual School have a statutory strategic remit to support the education of children and young people who are part of our cohort and to challenge our settings to meet their needs. In order to enact that responsibility, we require the full support and engagement of the schools who serve our learners.

Monitoring achievement
Effective schools have a system for tracking and analysing progress and outcomes to identify which pupils are underachieving and why.

Expectations
The Virtual School expect the school to:
- Share attainment, progress and attendance data and information on the child's engagement with learning, termly and more often if requested.
- Collaborate in the creation and implementation of an effective PEP which is bespoke to the child and provides them with a vehicle for academic and pastoral improvement which can be measured and tracked.
- Ensure that PEP targets are SMART and related directly to the child's learning.

Support from the Virtual School
- Training is provided to Children's Social Care staff and school staff about effective PEP practice.
- Formats for the collection of key data at the end of key stages are shared with staff in a timely way. This is followed up with reminders for the information to be shared.
- Virtual school staff will attend targeted PEP meetings and will also attend regular support & challenge meetings with schools to offer advice and to ensure that the PEP meets the needs of the learners.
- Exemplar PEPs and detailed guidance on PEP requirements are available on our website [Virtual School website](#) .

- PEPs are QA'd be Virtual School staff using criteria published on our website and feedback is provided to schools so that necessary improvements can be made.

Use of PPG+

The most effective schools clearly identify children in the target group and ring-fence pupil premium to spend on them. They intervene using evidence-based, high-impact approaches and use achievement data to check interventions are having an impact. Where there is insufficient impact, schools make in-year adjustments to improve this.

Expectations

The Virtual School expect the school to:

- Demonstrate that PPG+ has only been used to support children in care.
- Demonstrate the impact on outcomes of children in care benefitting from interventions aimed at a broader cohort of children, funded by pooling the PPG+ with other school budgets.
- Have in place effective measures of in-year attainment and progress which it shares with the Virtual School and uses to modify the PEP within the review cycle, if necessary.
- Not use PPG+ to fund activities/support that is ordinarily available to other pupils at no cost (such as pastoral support).

Support from the Virtual School

- Examples of good practice are available on our website Virtual School website .
- Challenge for the use of PPG+ will be evident in PEP meeting led by the Virtual School and through the PEP QA process.
- Information about the use of PPG+ is required before additional funds can be requested.

Staff development

In the most effective schools support staff are highly trained. Teachers in effective schools know which children are eligible for pupil premium and have consistently high expectations of them. Those schools also have strong senior leadership oversight of how pupil premium funding is spent and the impact it is having.

Expectations

The Virtual School expect the school to:

- Prioritise the professional development of the designated teacher, ensuring they have sufficient time and influence to carry out their statutory duties.
- Provide effective professional development to help all staff understand the challenges that children in care (and all children who have suffered early trauma, loss or attachment difficulties) may face in learning and in developing relationships.

Support from the Virtual School
- A full suite of training is available to designated teachers. This is all heavily subsidised.
- Education Consultants are available via email for bespoke advice and as a point of contact for DTs.

Role of Governors

In effective schools, governors understand pupil premium and are involved in the school strategy to implement it. Headteachers invest time to explain what the school is doing and why, as well as regularly demonstrating the impact.

Expectations
The Virtual School expect the school to:
- Identify a designated governor for looked after children and facilitate regular time for them to discuss the school's approaches with the designated teacher.
- Enable the designated teacher and designated governor to make a joint annual report on the work of the school in support of children in care and the impact the approaches adopted are having.

Support from the Virtual School
- Governors are welcome to attend training provided by the Virtual School.