

Appendix 1

City of London Virtual School



Pride Pace Passion Professionalism Relevant Reliable Responsible Radical

School Development Plan

2023-2024 March 2024

"The City of London is a place where children and young people feel safe, have good mental health and well-being, fulfil their potential and are ready for adulthood whilst growing up with a sense of belonging." CYPP 2022 - 2025

Introduction

This School Development Plan sets out the planned developments of the City of London Virtual School over the next twelve months. The plan promotes high expectations of attendance, attainment and achievement for all pupils and students from 0-25 years. The plan builds on the work of the previous year and brings forward any activities not completed in the previous academic year. The plan identifies success criteria, where possible, that are both specific and measurable in terms of success. The plan reflects the school's priorities for development and how they are to be monitored and evaluated. The plan is updated termly and reported on at Senior Management Team meetings throughout the year.

Related Documentation and Supporting Evidence

Evidence to support the content and judgements within the School Development Plan can be found in a variety of documents held by the City of London Corporation.

- Ofsted Self-Evaluation Documentation
- Children and Young People's Plan
- Meeting reports and minutes
- Case notes and studies
- Personal Education Plans
- Asset Information System

Virtual School Key Functions are to:

- Monitor and promote the educational progress and achievement of looked-after Children and Care Leavers
- Ensure that Personal Education Plans are current, relevant and effective
- Promote and advise on the use of the Pupil Premium Plus Grant, including KS5 from September 2023
- Support schools and Designated Teachers to develop effective strategies and support for looked-after children and previously looked-after children
- Provide advice and guidance for social workers, parents and carers on issues relating to the education, employment and training of looked-after children, previously looked-after children and Care Leavers
- Commission or fund additional resources to support education of looked-after children and Care Leavers
- Provide information, advice and guidance to looked-after children and care leavers about education, employment and training

Additional Duties for Children with a Social Worker

- Identify, monitor and promote the educational progress and achievement of all children with a social worker or who have had a social worker in the past
- Enhance partnerships between education settings and social care, promoting high expectations of all children with a social worker or who have had a social worker
- Provide information, advice, education and guidance for schools, social workers, parents and carers on possible barriers to learning and issues relating to education, employment and training of all children with a social worker or who have had a social worker
- Commission or fund additional resources to support the education of all children with a social worker or who have had a social worker

Priorities and RAG Rating System

These are the priorities which will form the basis of the school improvement this academic year. Each section has its own action plan. Each priority is RAG (Red, Amber, Green) rated to indicate progress being made towards the success criteria. This rating is updated every academic term.

- Red indicates that work is unlikely to be met within the timescales.
- Amber indicates that some of the success criteria is likely to be met within timescales.
- Green indicates that all the success criteria is on track to be met within timescales.

Priorities for Improvement		RAG Rating		
		R	A	G
Priority 1	To effectively and creatively, meet the statutory duties of a Virtual School			
1.1	Identify, monitor and promote the educational progress, attainment and attendance of all children in the school			
1.2	Ensure Personal Education Plans are current, relevant, and effective, ensuring that the use of the pupil premium plus grant funding is linked to PEP targets, including new pupil premium funding for 16-19 year olds			
1.3	Provide advice and guidance to all working with the children and young people on education, employment, and training			
1.4	Ensure clear line of reporting and accountability to elected members, DfE and external partners			
1.5	Work effectively with partners to benefit all children and young people in the City of London Virtual School			
Priority 2	To increase access to apprenticeships, further and higher education for Care Experienced Young People			
2.1	To identify all Care Leavers' education and work dreams for the future			
2.2	To provide a consistent package of support to Care Leavers on their educational journey			
2.3	To support Care Leavers to get into well paid, rewarding work placements			
Priority 3	To develop awareness of barriers to learning and raise educational expectations of Children With a Social Worker			
3.1	To increase awareness of Barriers to learning for CWSW of social care, school, college and health staff			
3.2	To monitor the progress of CWSW and provide advice and support to parents, carers and professionals			
3.3	To identify and provide advice and support to parents and carers of previously looked after children			
Priority 4	To encourage early engagement in education and smooth transitions for UASC and refugee arrivals			
4.1	To formalise and embed package of educational support for new arrivals			
4.2	To ensure there is a smooth educational transition for young people on the National Transfer Scheme			
4.3	To increase the use of The City's unique facilities to enrich the educational journey for UASC			
Priority 5	To provide successful education and enrichment projects for identified groups of children and young people			
5.1	To provide successful education and enrichment projects for Unaccompanied Asylum-Seeking Children and Young People			
5.2	To provide successful education and enrichment projects for Care Experienced Young Women and Girls, incl young parents and families			
5.3	To provide successful education and enrichment projects for CWSW and Ever 6 children attending The Aldgate School			
5.4	To provide successful education and enrichment projects for City of London CWSW educated outside The City			

Action Plan for Priority 1

To effectively and creatively, meet the statutory duties of a Virtual School

Targets

- 1.1 Identify, monitor, and promote the educational progress, attainment and attendance of all children in the school
- 1.2 Ensure personal education plans are current, relevant and effective, ensuring that the use of the pupil premium grant funding is linked to PEP targets, including new pupil premium funding for 16-19 year olds
- 1.3 Provide advice and guidance to all working with the children and young people on education, employment and training
- 1.4 Ensure clear line of reporting and accountability to elected members, DfE and external partners
- 1.5 Work effectively with all partners to benefit all children and young people in the City of London School

Supporting Evidence

Asset Information System
Dashboards
Reports – Achieving Excellence and Safeguarding Sub-Committee
Annual Report
Mosaic
Personal Education Plans
Minutes of Meetings, Terms and Conditions

Ref	Target	Actions	Success Criteria	Who	Cost	When
1.1	Identify, monitor, and promote the educational progress, attainment and attendance of all children in the school	<ul style="list-style-type: none"> • Update and publish monthly school dashboards • Update attainment and attendance data • Monitor attendance weekly and refer poor attendance to social workers and key workers when required • Reward and value high attendance and exceptional effort at award ceremonies and with financial incentives 	<ul style="list-style-type: none"> • Data systems accurate and updated monthly • New arrivals added within ten days • Attainment, achievement and attendance data recorded on mosaic in education section termly • Award ceremonies to value and reward high attendance, attainment, effort and a variety of achievements 	Debby Ismail	£6,000 ceremonies and incentives	Ongoing until July 2024
1.2	Ensure personal education plans are current, relevant and effective, ensuring that the use of the pupil premium grant funding is linked to PEP targets, including new pupil premium funding for 16-19 year olds	<ul style="list-style-type: none"> • Complete initial PEPs within first ten days of arrival • Ensure that PEPs have SMART targets reviewed termly • Pupil Premium Grant spent to meet targets and increase engagement, achievement and attainment • Meet with Heads of Education and Social Care to ensure the current term time work practices of the Virtual 	<ul style="list-style-type: none"> • All children up to age 18 have termly PEPs • All PEPs are Quality Assured as good or better • Pupil Premium Grant is linked to targets in PEPs • Review of term time working for Virtual School and alternative options explored, if required 	Debby Ismail Chris Teresa Rachel	All Pupil Premium funding provided by DfE Any changes to school staff contracts to be funded by central risk and Virtual School government funding	Ongoing until March 2024 New pupil premium grant funding from April 2024

		School meet the needs of the young people and support the directorates				
1.3	Provide advice and guidance to all working with the children and young people on education, employment and training	<ul style="list-style-type: none"> • Update all Virtual School policies and procedures • Provide training for social workers on effective PEP meetings and writing • Provide training in PEP process for all designated teachers for Children in Care within The City of London and Family of Schools • Provide training in PEP process and importance of monitoring for social care, participation and education teams within The City of London • Raise profile of the Virtual School and what it offers 	<ul style="list-style-type: none"> • Policies and procedures updated • Policies and procedures agreed with Senior Leadership Team, social care and education colleagues • Training well attended by 80%+ of schools • Training well attended by 80%+ of officers including all social workers • Banners sited in The Guildhall to raise profile of the work of The Virtual School and the support it offers • Article in The Buzz about the Virtual School 	Debby Ismail Juliette Proscovia Sati	£1,000 banners	March 2024
1.4	Ensure clear line of reporting and accountability to elected members, DfE and external partners	<ul style="list-style-type: none"> • Pilot new Virtual School Advisory Partnership Board • Select participants from range of services and areas of expertise • Diary meetings for the academic year • Agree terms and conditions 	<ul style="list-style-type: none"> • High attendance and commitment of participants • Range of expertise and knowledge held amongst board • Terms and conditions agreed • Impact evident of board in providing Virtual School with support and challenge 	Debby Tony Chris	Chair funded through School Improvement budget £300 venue/refreshments	Termly November March June
1.5	Work effectively with all partners to benefit all children and young people in the City of London School	<ul style="list-style-type: none"> • Formalise meetings with Education colleagues to support vulnerable children and young people with attendance, attainment and achievement • Attend National Virtual School conferences and meetings • Attend Pan London meetings and events with other London Virtual Headteachers • Join the City of London Educators Guild • Attend Department for Education activities and events 	<ul style="list-style-type: none"> • Strong links continue with Education colleagues, as directorate arrangements change • Evidence of shared knowledge and resources • Involvement in Pan London activities, projects and working parties • Attendance at Educators Guild meetings and lectures to increase knowledge of Virtual School staff and increase awareness of opportunities for Care Leavers 	Debby Ismail Deborah Teresa Kirstie	£300	

- Share and offer information and ideas to the DfE that can be used to benefit all children with a social worker in The City of London and across the UK

Ongoing evaluation and impact

Autumn

- Attendance data collected and acted upon if required
- All Autumn Term PEPs completed with SMART targets, QA as good or outstanding
- Sample PEPs QA by SIP
- Pupil Premium linked to targets
- Annual Report 2022/2023 presented to Safeguarding Sub-Committee
- Celebration Event held on 1st November in Guildhall, well attended and received by young people and staff, valuing work of the school and its pupils
- SIP provided positive report on previous year's work to Assistant Director
- Head attended Vulnerable Children's meetings to advise and support with cases of low attendance
- Inaugural meeting of Virtual School Advisory Partnership took place on 7th December – all posts filled with representation from across health, social care, housing and education with a range of experience and expertise
- Meetings in diary for the rest of the year for VSAP and terms and conditions agreed
- Meetings agreed with education colleagues to ensure excellent partnership working is maintained
- Head attended DfE working party meetings to discuss the future role of Virtual Schools and how they can support more vulnerable groups

Spring

- Head attended and participated in workshop on increasing opportunities in work for children and young people with SEND at Mansion House
- Designated Teacher Training booked
- Attendance information provided to Education Team for Vulnerable Children's meetings and for DfE reporting
- Head attended DfE workshops regarding additional support for Care Leavers
- Award ceremonies booked for Monday 22nd July (Pan London Shining Stars) and Monday 14th October (City of London Celebration)
- Head attended meeting with the Share Foundation about unclaimed trust funds for care experienced young people and will disseminate information to all UK Virtual Heads to increase numbers of claimants
- Head and Deputy attendance at National Virtual school conference in Birmingham – 10th and 11th March provided latest updates from Department for Education and Ofsted. Speeches from Children's Commissioner and care experienced young people about effective working. Opportunity to share good practice, make contacts that benefit all.

Summer

- A

<ul style="list-style-type: none"> • Pan London work with ‘Partnership for Young London’ to increase opportunities for City children and young people, including residential and employment opportunities • Shining Stars Pan London group set up to run 2024 event to celebrate academic achievements throughout the coming year. • Head and Deputy attended Pan London Heads meetings and a House of Lord’s dinner to celebrate the work of Virtual Schools • Restructure of school began to ensure holiday coverage and additional capacity to respond to all scenarios and workstreams following a review of term time working • Kinship Care document published by the DfE on 15th December setting out additional duties for Virtual Schools regarding children in kinship care 		
---	--	--

Action Plan for Priority 2

To increase access to apprenticeships, further and higher education for Care Experienced Young People

Targets

- 2.1 To identify all Care Leavers’ education and work dreams for the future
- 2.2 To provide a timely and consistent package of support to Care Leavers on their educational journey
- 2.3 To support Care Leavers to get into well paid, rewarding work placements

Supporting Evidence

Pledge to Children and Young People
Asset Information System
Mosaic Education Information

Ref	Target	Actions	Success Criteria	Who	Cost	When
2.1	To identify all Care Leavers’ education and work dreams for the future	<ul style="list-style-type: none"> • Attend Children in Care Council meetings to collect views, hopes and dreams • Speak to social workers of all Care Leavers to ascertain current education and work plans • Note hopes and dreams for the future and follow up with individual conversations with young people • Analyse need and plan to move forward 	<ul style="list-style-type: none"> • Attendance at three termly meetings • Information collated from all social workers • Individual follow up conversations with Care Leavers • Analysis of patterns, trends, needs • Action plan to move forward 	Debby Ismail Chantelle Laura Social Workers		October 2023

2.2	To provide a consistent package of support to Care Leavers on their educational journey	<ul style="list-style-type: none"> • Information sheet prepared for all care Leavers about the Virtual School and how it can support them on their school/college/world of work/life long learning journey • Package agreed with social care and education colleagues • Support and advice provided on request, in liaison with Prospects and Adult Education Service • Pilot new Chatbot called CiCi providing information, advice and guidance with careers for Care Experienced Young People • Support provided with applications to colleges, universities and employment opportunities 	<ul style="list-style-type: none"> • Information sheet written, agreed and published • Package agreed • Timely support and advice provided • If successful Chatbot CiCi pilot cascaded to other Virtual Schools • Reduction in those Not in Employment, Education or Training or NEET 	<p>Debby Ismail Matilda</p> <p>Dierdre from CiCi</p>		<p>October 2023</p> <p>March 2024</p>
2.3	To support Care Leavers to get into well paid, rewarding work placements	<ul style="list-style-type: none"> • Work with Adult Education Service to provide courses in English for Speakers of Other Languages or ESOL, maths and ICT • Work with City colleagues to create opportunities for in house apprenticeships • Work with Prospects to provide entry into universities, colleges and work placements • Plan and deliver a university taster day • Short courses funded to improve employability chances, including driving tuition 	<ul style="list-style-type: none"> • Courses running throughout the year for new arrivals and those wishing to return to study • Creation of in-house apprenticeships for Care Experienced young people • Evidence of joint working with Prospects • High attendance at University Taster Day with aspirations raised and increase in numbers aiming for a university education • Variety of short courses funded leading to work opportunities 	<p>Debby Ismail Matilda Barbara</p>	<p>£2,000 short courses £2,000 driving tuition</p>	<p>September 2023</p> <p>October 2023</p> <p>August 2024</p>

Ongoing evaluation and impact

Autumn

- All Care Leavers contacted by Virtual School staff to discuss current and future educational plans
- Much interest shown in apprenticeship routes to allow earning and learning to take place at the same time
- Adult education service set up an ESOL Summer school with the Virtual School to support any new UASC arrivals and other students who wished to

Spring

- Apprenticeship meeting took place on February 1st in The Guildhall, ten care experienced young people attended
- Young people will now decide on areas of interest to complete work experience and then apply for apprenticeship positions, interests ranged from electrical engineering to agriculture, business and admin and nursing

Summer

-

<p>take up the opportunity for additional English study, 3 young people attended throughout the Summer and made outstanding progress</p> <ul style="list-style-type: none"> • In House apprenticeships discussed and meeting booked with Melody Thornton for all young people 16-25 in the Virtual School for after Christmas • CiCi careers chatbot launched and piloted by The City with Care Experienced young people, allowing easy access to information regarding courses, work and qualifications required • Joint working with Prospects to provide sound careers advice and guidance • Short courses funded in security, driving, construction and beauty to increase employability prospects • Apprenticeship funding agreed for Virtual School £24,000 to employ youth worker to assist with Virtual School activities, project work, attendance at interviews and enrolments, communication and support getting to events • Monthly NEET meetings attended with clear actions for all involved to reduce numbers to as low as possible 	<ul style="list-style-type: none"> • University visit took place on 14th February at King's – 7 young people attended the day to find out more about entrance criteria, courses available and support available • Support given to young person to apply for bursary to allow more focus on university work and less on working to cover costs • Virtual school attendance at London Careers Festival, supporting young people as they find out more about possible careers and employment opportunities • Funding secured for two apprenticeship positions in the Virtual School, adverts placed and support given to care leavers to apply 	
--	---	--

Action Plan for Priority 3

To develop awareness of barriers to learning and raise educational expectations of Children With a Social Worker

<p>Targets</p> <p>3.1 To increase awareness of Barriers to learning for CWSW of social care, school, college and health staff</p> <p>3.2 To monitor the progress of CWSW and provide advice and support to parents, carers and professionals</p> <p>3.3 To identify and provide advice and support to parents and carers of Previously Looked After Children</p>				<p>Supporting Evidence</p> <p>Attendance Strategy</p> <p>Asset Information System</p> <p>Mosaic Education Information Website</p> <p>Family Information Service</p>		
Ref	Target	Actions	Success Criteria	Who	Cost	When
3.1	To increase awareness of	<ul style="list-style-type: none"> • Plan training programme for colleagues to increase awareness of barriers to learning 	<ul style="list-style-type: none"> • Training programme delivered and well attended 	Debby	£2,000 training	March 2024

	Barriers to learning for CWSW of social care, school, college and health staff	<ul style="list-style-type: none"> • Offer funded places on DESTY programme for key staff in schools on dealing with childhood trauma and effects on learning and behaviour • Write and publish leaflet for all teachers in the Family of Schools about overcoming barriers to learning and how they can help and support 	<ul style="list-style-type: none"> • 10 school staff attending DESTY training programme • Leaflet written, agreed and published to schools 			
3.2	To monitor the attendance and progress of CWSW and provide advice and support to parents, carers and professionals	<ul style="list-style-type: none"> • Collect attendance and progress data of CWSW and analyse to find patterns and areas to target • Provide advice and support to school, professionals, parents and carers • Update Family Information Service • Add Virtual School Information on City of London Council website 	<ul style="list-style-type: none"> • Attendance and progress data collected and analysed • Advice and support provided to schools, professionals, parents and carers • Family Information Service Updated • Council website updated • No permanent exclusions of CWSW 	Debby Ismail	£4,000 ASSET system	January 2024 July 2024
3.3	To identify and provide advice and support to parents and carers of Previously Looked After Children	<ul style="list-style-type: none"> • Identify self-reported cohort • Provide leaflet explaining the duties of the Virtual School and contact details of people and places to contact for support and advice • Update Family Information Service and council website for parents and carers of Previously Looked After Children 	<ul style="list-style-type: none"> • Cohort identified • Leaflet written, agreed and published • Family Information Service Updated • Council website updated 	Debby	£200 leaflets	November 2023

Ongoing evaluation and impact

Autumn

- Barriers to learning training provided to social care and education colleagues, 12 attended and all reported that it was helpful, worthwhile and they had learnt something new
- DESTY places obtained for schools where City children attend – course due to start in January 2024, 12 staff signed up
- Family Information Service updated to include CWSW and PLAC information
- Attendance of CWSW monitored and Vulnerable List meetings attended monthly to provide advice and support
- No permanent exclusions of CWSW – one exclusion switched to managed move

Spring

- Attendance SEF updated with new initiatives and data
- DESTY course begins to increase knowledge and awareness of trauma and how to support children and young people in a school setting – 12 school staff attending
- Training provided for school staff who are designated teachers for children in care – information shared about personal education plans and how to access pupil premium funding

Summer

- A

Action Plan for Priority 4

To encourage early engagement in education and smooth transitions for UASC and refugee arrivals

Targets

- 4.1 To formalise and embed package of educational support for new arrivals
- 4.2 To ensure there is a smooth educational transition for young people on the National Transfer Scheme
- 4.3 To increase the use of The City's unique facilities to enrich the educational journey for UASC

Supporting Evidence

- Asset Information System
- Mosaic Education Information
- Care Leavers Offer
- Personal Education Plans
- Newsletters

Ref	Target	Actions	Success Criteria	Who	Cost	When
4.1	To formalise and embed package of educational support for new arrivals	<ul style="list-style-type: none"> • Write, agree and publish procedures for professionals meeting with all new arrivals • Check offer is consistent across different placements • Issue laptops to all new arrivals who are committed to remain in placement and engage in education 	<ul style="list-style-type: none"> • Procedures written, agreed and published • Offer is reported as consistent by social workers and young people • Laptops available and in use for all who need them 	Debby	£2,000 Laptops	
4.2	To ensure there is a smooth educational transition for young people on the National Transfer Scheme	<ul style="list-style-type: none"> • To enrol all new arrivals aged 14 plus in the college based at The Guildhall to learn spoken and written English • To offer online lessons in English and Maths • To hold PEP meetings as soon as possible after arrival • To provide all information held to transferring authorities when moves take place 	<ul style="list-style-type: none"> • ESOL Courses running throughout the year at The Guildhall • Online lessons booked and attended by all willing to engage and who would benefit from them • All PEP meetings held within ten days of becoming a UASC Child In Care • Transfer documents passed to receiving local authority 	Debby Ismail Barbara	£2,000 online tuition	
4.3	To increase the use of The City's unique facilities to enrich the educational journey for UASC	<ul style="list-style-type: none"> • Write into PEPs the need for key workers to provide educational trips to museums and galleries in London, to take young people sightseeing and help to enrol them in local community facilities including places of worship, gyms and clubs of interest 	<ul style="list-style-type: none"> • PEPs contain targets for key workers to provide educational trips and support enrolment in community facilities • Enrichment projects and activities evident • City based businesses providing support 	Debby Ismail Partnership Coordinators within	£2,000 Projects	

	<ul style="list-style-type: none"> • Provide enrichment projects and activities for UASC to enhance their ESOL learning • Work with Prospects and City Based Businesses to provide work experience opportunities to young people • To work with the independent schools based in the City and in The Family of Schools to provide support, advice, guidance and joint projects for UASC 	<ul style="list-style-type: none"> • Independent Schools providing support, advice, guidance and joint projects for UASC 	Family of Schools Matilda Members of the Virtual School Advisory Board		
--	--	---	---	--	--

Ongoing evaluation and impact

<p><u>Autumn</u></p> <ul style="list-style-type: none"> • Laptops issued to new arrivals and online or in house Guildhall ESOL and PEP provided within 10 days • Additional laptops purchased • Head and Deputy attended CICC meeting to check on consistency of educational support across placements, some internet issues resolved and laptops upgraded or replaced • Key workers encouraged to support new arrivals with trips and visits to enrich educational offer, whilst placed on National Transfer Scheme • Oracy Project delivered at the City of London Boys School in partnership with The Freemans School – attended by City of London care experienced young people and UASC from across London • City of London Boys school providing additional maths tuition to support a Year 13 with maths exams 	<p><u>Spring</u></p> <ul style="list-style-type: none"> • City of London Boys School providing enrichment lessons in cookery, art and design, science, drama and sport to compliment and enrich ESOL college offers • Breadmaking workshop for care leavers, working with Borough market company planned • ESOL lessons available in The Guildhall from 16 years plus now available – this will increase easy access provision for new arrivals 	<p><u>Summer</u></p> <ul style="list-style-type: none"> •
--	---	---

Action Plan for Priority 5

To provide successful education and enrichment projects for identified groups of children and young people

Targets				Supporting Evidence		
5.1 To provide successful education and enrichment projects for Unaccompanied Asylum-Seeking Children and Young People				Project Case Studies Photographs Asset Information System Mosaic Education Information Newsletters ImpactEd		
5.2 To provide successful education and enrichment projects for Care Experienced Young Women and Girls, including young parents and their families						
5.3 To provide successful education and enrichment projects for CWSW and Ever 6 children attending The Aldgate School						
5.4 To provide successful education and enrichment projects for City of London CWSW educated outside The City						
Ref	Target	Actions	Success Criteria	Who	Cost	When
5.1	To provide successful education and enrichment projects for Unaccompanied Asylum-Seeking Children and Young People	<ul style="list-style-type: none"> Meet with Open Spaces team to set up regular forest school days for UASC Agree activities, experiences, success criteria of project and which other LAs to be invited Book venues and advertise to agreed LAs the second year of Oracy project days, in conjunction with The Freemans School Provide enrichment education through The City of London Schools, to enhance ESOL college offers Set up and deliver cookery course 	<ul style="list-style-type: none"> Diary of events agreed, funded and advertised and dates advertised to all young people 16-25 Attendance of 10 young people at Epping Forest activity days reporting benefits to well-Being and increase ability to learn Attendance of 10 plus young people at Oracy days reporting benefits and impact Attendance of 10 young people at enrichment and cookery projects 	Debby Ismail Chantelle Catherine Bennet Freemans Andrew McBroom CoL Schools	£1,200 Open Spaces Oracy Project £5,000 brought forward from last year's ImpactEd project funding	September 2023 through to June 2024
5.2	To provide successful education and enrichment projects for Care Experienced Young Women and Girls, including young parents and their families	<ul style="list-style-type: none"> Meet with, agree focus and run an education enrichment day specifically aimed at Care experienced girls Set up half termly meetings with Early Years Education Team to ensure that all Care Experienced Young People have access to all City initiatives Ensure young parents are linked in with their local Children's Centre or Family Hub for support and advice 	<ul style="list-style-type: none"> Meeting attended and focus decided by girls and Virtual School staff Meetings set up and attended by all staff able to support young parents and their children Every young Care Experienced young parent has a named Children's Centre or Family Hub 	Debby Ismail Isabelle and Early Years Team	£1,000	December 2023
5.3	To provide successful education and enrichment projects for CWSW and Ever 6 children attending The Aldgate School	<ul style="list-style-type: none"> Meet with Headteacher to finalise two projects for the academic year Focus 1 Improving the attendance of children in Reception 	<ul style="list-style-type: none"> Projects agreed Meetings with Reception parents well attended Activity days held for families 'Stickability' workshops 'Superhero' days 	Debby Ismail KABs workshops	£2,000	February 2024

		<ul style="list-style-type: none"> Focus 2 Developing perseverance, courage and a determination to succeed and complete tasks in years 1-6 	<ul style="list-style-type: none"> Improved attendance of cohort Teachers reporting improvements in attitudes 	Isabelle and Early Years Team		July 2024
5.4	To provide successful education and enrichment projects for City of London CWSW educated outside The City	<ul style="list-style-type: none"> Identification of cohort needs and individual and group initiatives provided to support to enhance educational opportunities, ranging from training of school staff to additional tuition, support with assessments and specific group projects 	<ul style="list-style-type: none"> Identification of cohort needs and running spreadsheet of children and schools Training delivered Individual and group support in place 	Debby Ismail	£1.000	Ongoing until June 2024

Ongoing evaluation and impact

Autumn

- Four Seasons Project agreed, planned and booked with Open Spaces Team, advertised to all City of London Care Experienced young people and Virtual Schools across London
- ‘Autumn in the Forest’ held on Friday 10th November, 1 young person attended and 4 staff due to train strike and inclement weather, very much enjoyed, new young person to UK felt welcomed and supported
- Oracy Workshop held on 7th October for 16 care experienced young people, all reported increased confidence, all enjoyed the event and 60% reported that the session had increased their knowledge of English vocabulary
- Aldgate Project focus’ changed to meet the need of changing cohorts and to avoid duplication of service support – new projects - to provide training for staff to support for children who have experienced trauma and in school support for children with selective mutism and social care involvement
- Spring enrichment project planned for Spring/Summer terms at City of London Boys School focusing on art and Design, Sport and Cooking
- Care experienced parent supported to return to education with ‘Care to Learn’ grant for nursery fees

Spring

- ‘Winter in the Forest’ Day held on Friday 12th January, 6 young people attended and 4 staff, increased well-being and experience of nature reported
- Well-being project planned for care experienced girls after seeking views and interests to increase female numbers at CICC events
- School trip to The Palladium to see Peter Pan the pantomime took place on Thursday 11th January
- Head attended Government dinner at Mansion House focusing on ‘connectivity’ providing networking opportunities
- Sailing trip for young people booked for 15th-18th July from Ramsgate to St Katherine’s dock to increase well-being, teamwork skills and exciting opportunities for young people
- Additional tuition provided to CWSW Ever 6 on request to increase exam success
- Support provided to child in kinship care with application to new school
- Headteacher met with group of young women to discuss extracurricular activities that they would be interested in taking part in during the Summer term, planning now in progress

Summer

-

- Addition tuition provided to CWSW on request to increase chances of exam success

- Reading project funding secured for children with a social worker and care experienced young parents and their children, to increase numbers of books at home and to provide access to Storytime monthly subscription for a year