

Russell Hall Primary School
Looked After Children (LAC) Report to Governors
2017-2018



Number of LAC currently on roll 2017-18	2
Total amount of Pupil Premium:	£3,800 (25% is retained by the Virtual schools to support training and additional needs)

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Key ways in which Russell Hall Primary School supports LAC children	How this is demonstrated
By encouraging regular school attendance	The designated teacher for LAC works directly with the school's Pupil and Family Liaison officer and the LAC pupils' carers. Attendance figures for the academic year 2017-18: Pupil A= 97.9% Pupil B = 97.9%
By providing a supportive and nurturing learning environment based on mutual respect and high expectations. Through close liaison with carers, children's services and parents	The school works closely with the carers, social workers and external agencies to ensure the LAC pupils' complex and diverse social and emotional needs are being met. Clearly set expectations and boundaries with where required reasonable adjustments are in place. Key staff are fully aware of the pupils' needs via updated documentation and reports, verbal updates. Strong school/home links are essential. Positive working relationships are established and clear, fast lines of communication are in place. If a LAC pupil is experiencing emotional difficulties in the home and/or school setting then additional links are established quickly and sustained until the pupil's needs are met. Pupil A <ul style="list-style-type: none"> – Regular phone calls between school and place of residence to ensure consistent approaches. – Termly Team Around The Child (TAC) meetings have been established to ensure all professionals share information. – Pupil A has an Educational Health Care Plan (EHCP) which is regularly reviewed with carers and professionals. – 6 monthly Looked After Child (LAC) and Personal Education Plan (PEP) reviews.

	<ul style="list-style-type: none"> – Attendance at additional Educational Psychologist drop in with support staff <p>Pupil B</p> <ul style="list-style-type: none"> – Contact with cares through class Dojo and phone call where needed – 6 monthly Looked After Child (LAC) and Personal Education Plan (PEP) reviews. – Carers have attended both Parent/Carer Consultation evenings. – Additional transition visits to secondary school
Providing support/resources for additional educational needs	<p>Pupil premium is used to support children with regard to attainment. SEND targets, teacher liaison and social and emotional barriers to learning are all considered.</p> <p>Pupil A</p> <ul style="list-style-type: none"> – EHCP - Support for Social, Emotional and Mental Health needs, including support for concentration in lessons. – Inclusion in Same Day Intervention (SDI) sessions after school <p>Pupil B</p> <ul style="list-style-type: none"> – Additional 1:1 reading time. – Additional SDI for Reading and Maths – Targeted TA support for small group work in lesson time
Through formal Key Stage assessment	<p>The achievement (attainment and progress) of all LAC pupils are tracked through:</p> <ul style="list-style-type: none"> - Maths pre and post assessment at the beginning and end of each unit - Multiplication - Times Tables Rockstars (TTR) – weekly tests for recall of multiplication tests - Writing – end of topic 'Big writes' - Reading – Accelerated reader comprehension tests from Y3 onwards – Reading Ages - Reading - Benchmarking Reception and KS1 - End of KS SATS (Y2 and Y6)
Extra-curricular activities	<p>Pupil A</p> <ul style="list-style-type: none"> – Art club – Same Day intervention sessions <p>Pupil B</p> <ul style="list-style-type: none"> – Has attended various after school sports clubs e.g. cricket – Same Day intervention sessions – Participated in the Y6 residential trip to Whitby
Attending LAC/TAC review meetings. PEP meetings.	<p>Designated Teacher for LAC children attends all meetings ensuring that a multi-agency, collaborative approach is in place.</p> <p>Designated teacher collaborates with class teachers and appropriate staff to review progress and set new targets.</p>
Providing LAC with key workers/mentors	<p>Pupil A</p> <ul style="list-style-type: none"> - Has 1:1 support as part of provision through EHCP. <p>Pupil B</p> <ul style="list-style-type: none"> - Has access to regular contact with the Pupils and Family Liaison officer. - Is regularly included in targeted supported work in class - Has attended lunchtime SDI groups

Attainment against National Curriculum Expectations

Pupil A –

Reading

Summer 2 - Meeting Age related expectations. – End of year target met.

Writing

Summer 2 - Meeting Age related expectations. – End of year target met.

Maths

Summer 2 - Meeting Age related expectations. – End of year target met.

This pupil continues to have an EHCP in place. Progress continues to be made in reducing risk taking behaviours and in developing concentration skills

Pupil B- End of Y6 SATS assessment

Reading

Summer 2 – Scaled score of 101 – End of year target exceeded in comparison to predicted Scaled Score

Grammar Punctuation and Spelling

Summer 2 – Scaled score of 100. – End of year target exceeded in comparison to predicted Scaled

Writing

Summer 2 – Working at the Expected Standard – End of year target exceeded in comparison to predicted Scaled

Maths

Summer 2 – Scaled score of 102 – End of year target exceeded.

This pupil had additional SDI for reading and maths.

Agency/Carer Quotes taken from letters giving feedback.

Pupil A

*“The nurturing support from school has been very helpful and has been key in **** in school”*

*“There is evidence that *** is making progress and achieving within expected levels due to the high levels of adult support”*

Social Worker July 18

Pupil B

“He was so proud to tell me yesterday that he is a sports leader in school.....I think doing the sports leader task is highlighting its not always easy teaching a group of children together and providing his with great experiences whilst doing this”