

Russell Hall Primary School
Looked After Children (LAC) Report to Governors
2019-20



Total amount of Pupil Premium:	£2,300 (50% is retained by the Virtual schools to support training and additional needs)
---------------------------------------	--

Prepared by:	Heidi Higgs/Lisa Boocock
Date:	13 th July 2020

Policy	The policy was last reviewed in February 2019 and is due for renewal in 2022																				
General Information	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">Year</th> <th style="width: 5%;">N</th> <th style="width: 5%;">R</th> <th style="width: 5%;">1</th> <th style="width: 5%;">2</th> <th style="width: 5%;">3</th> <th style="width: 5%;">4</th> <th style="width: 5%;">5</th> <th style="width: 5%;">6</th> <th style="width: 5%;">Total</th> </tr> </thead> <tbody> <tr> <td>LAC</td> <td style="text-align: center;">3</td> <td></td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td></td> <td></td> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">7</td> </tr> </tbody> </table>	Year	N	R	1	2	3	4	5	6	Total	LAC	3		2	1				1	7
	Year	N	R	1	2	3	4	5	6	Total											
LAC	3		2	1				1	7												

Key ways in which Russell Hall Primary School supports LAC children	How this is demonstrated?
By encouraging regular school attendance	<p>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 have been difficult to monitor due to COVID 19. These are the attendance up to March 1st 2020.</p> <p>Pupil A (Y6) = 100% Pupil B (Y2) = 97.7% Pupil C (Y1) = 99.1% Pupil D (Y1) NA – Joined School 9th March Pupil E (Nurs) – 97.2% Pupil F (Nurs) = 98.5% Pupil G (Nurs)- 96.4%</p> <p>All pupils had attendance over 96%. This is in line with the school target.</p> <p>Of the 7 pupils – 2 have accessed childcare provision during full closure to all year groups with both of these children returning to their education provision (Y1 and Nursery). Another child has also returned to Y1.</p> <p>No LAC pupils received any internal/external exclusion</p>
By providing a supportive and	The school works closely with the carers, social workers and external agencies to ensure the LAC pupils' complex and diverse social and

nurturing learning environment based on mutual respect and high expectations.

Through close liaison with carers, children's services and parents

emotional needs are being met. Clearly set expectations and boundaries with where required reasonable adjustments are in place. Key staff are fully aware of pupils' needs via updated documentation, reports and verbal updates.

Strong school/home links are essential. Positive working relationships are established and clear and 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

- Regular phone calls between school and place of residence to ensure consistent approaches.
- 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.
- Additional Transition PEP
- Parent/Carer Consultation evenings.
- Loan of Chromebook - to access TLC online tuition

Pupil B

- Contact with carers open door policy in class
- Nurture group (Oct-Feb) - supported by additional funding from Virtual School
- Educational Psychology drop in session X2
- 6 monthly Looked After Child (LAC) and Personal Education Plan (PEP) reviews.
- Parent/Carer Consultation evenings.
- EHCP being applied for
- Additional contact with carer during school closure

Pupil C

- Contact with carers open door policy in class
- 6 monthly Looked After Child (LAC) and Personal Education Plan (PEP) reviews.
- Parent/Carer Consultation evenings.
- Additional contact with carer during school closure
- Return to Education in June

Pupil D

- Contact with carers open door policy in class
- Transition PEP between Russell Hall and old school
- 6 monthly Looked After Child (LAC) and Personal Education Plan (PEP) reviews.
- Parent/Carer Consultation evenings.
- Additional contact with carer during school closure
- Child care provision during school closure
- Return to Education in June

Pupil E

- Contact with carers open door policy in class
- 6 monthly Looked After Child (LAC) and Personal Education Plan (PEP) reviews.
- Parent/Carer Consultation evenings.
- Additional contact with carer during school closure
- Drop off of work packs

Pupil F

- Contact with carers open door policy in class
- 6 monthly Looked After Child (LAC) and Personal Education Plan (PEP) reviews.

	<ul style="list-style-type: none"> - Parent/Carer Consultation evenings. - Additional contact with carer during school closure - Drop off of work packs <p>Pupil G</p> <ul style="list-style-type: none"> - Contact with carers open door policy in class - Transition PEP between Russell Hall and old school - 6 monthly Looked After Child (LAC) and Personal Education Plan (PEP) reviews. - Parent/Carer Consultation evenings. - Additional contact with carer during school closure - Child care provision during school closure - Return to Education in June
Through supporting pupils with Additional Needs and providing support/resources for additional educational needs	<p>2 pupils are on the SEN register. 1 pupil has an ECHP and we are in the process of applying for an EHCP for the other child with SEN. Both have the primary need of SEMH.</p> <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 - Provision through Virtual Schools for TLC online tuition <p>Pupil B</p> <ul style="list-style-type: none"> - Nurture group with 1:8 provision (Oct-Feb) - Additional input for phonics and writing - Focused support in whole class sessions - Additional input for number and shape activities - Targeted support to develop PSE skills. - Provision of additional support for X1 morning per week from Virtual schools to target writing and number <p>Pupil C</p> <ul style="list-style-type: none"> - Same Day intervention for Phonics and maths <p>Pupil D</p> <ul style="list-style-type: none"> - New to school <p>Pupil E</p> <ul style="list-style-type: none"> - Wellcom screening and intervention <p>Pupil F</p> <ul style="list-style-type: none"> - Wellcom screening and intervention <p>Pupil G</p> <ul style="list-style-type: none"> - Wellcom screening and intervention
Extra-curricular activities	All pupils have access to extra-curricular activities – This has been impeded by the COVID 19 situation, for example the Y6 residential had to be cancelled.
Training	An additional member of staff has accessed training for new Designated Teachers. Training will be continued into the Autumn Term next year to ensure a smooth handover of responsibilities.
Attending LAC/TAC review meetings. PEP meetings.	Designated Teacher for LAC children has attended all meetings ensuring that a multi-agency, collaborative approach is in place. Designated teacher has collaborated with class teachers and appropriate staff to review progress and set new targets.

Attainment against National Curriculum Expectations

	Reading	Writing	Maths	Progress Comment
Child A (Y6)	WTS	EXP	EXP	It is difficult to comment on progress as the children have had a disrupted end to the year.
Child B (Y2)	WTS	WTS	WTS	
Child C (Y1)	EXP	WTS	WTS	
Child D (Y1)	WTS	WTS	WTS	
	EYFS tracking			
Child E (Nurs)	On track for GLD			
Child F (Nurs)	On track for GLD			
Child G (Nurs) (age 2-3)	On track for GLD			