**EXAMPLE**

**School – Looked After Children (LAC)**

**2014-2015**

**Report to Governors – Thursday 29th January 2015**

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| --- | --- |
| Number of LAC currently on roll: | 6 |
| Total amount of Pupil Premium: | £11,400 |
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| --- | --- |
| Prepared by: | Designated Teacher for LAC children  Inclusion Manager |
| Date: | 19th January 2015 |

**Introduction** This report is produced for Primary School and highlights in particular the range of support offered at --- in promoting improved progress, achievement and attainment of looked after children (LAC). Details of educational outcomes, as well as social and emotional progress are included within the report.

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| --- | --- |
| **Key ways in which --- supports LAC children** | **How this is demonstrated** |
| By encouraging regular school attendance | The designated teacher for LAC works directly with the school’s parental involvement worker and the LAC pupils’ carers. Attendance figures since start of academic year; Pupil A= 100%, Pupil B = 98.91%, Pupil C = 96.65%, Pupil D = 100%, Pupil E = 100%, Pupil F = 98.91% School Average = 95.4% |
| 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 adjustment 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 – Daily phone calls between home/school during his bereavement process and move to a transition unit.  Pupil F – Displaying behavioural issues at home. Daily feedback via a home/school diary devised by Pupil F and in which she contributes is in place. Pupil F’s behaviour has improved.  Pupil B & C– Daily verbal feedback between class teacher and carers.  Pupil E – Dramatic changes in home circumstances have destabilised Pupil E. Social worker and school e-mail daily updates and daily verbal updates take place between carer and school. Pupil E is attending school and accessing a revised curriculum with the emphasis on nurture to meet his current emotional needs. |
| Providing support/resources for additional educational needs | 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. From September 2014 Pupil premium has been used in the following ways:  Numicon home starter kits and extra accessories have been purchased for 5 of the pupils to accelerate their numeracy skills and understanding through a visual and kinaesthetic approach. The numicon also develops fine motor skills. A 1 hour training session for carers has taken place so that they can support the pupils and engage in the pupils’ learning at home.  Pupil B – 5 hours a week additional 1-1 support beyond his entitled 15 hours. Numicon home starter set and additional resources. 1 hr Numicon training for the carer. Holiday clubs.  Pupil D – ‘Numicon’ home starter set and additional resources.1hr Numicon training for the carer. Holiday clubs.  Pupil A - To purchase relevant literature to support bereavement and 1hr training for his 1-1 support. Numicon home starter set and additional resources. 1 hr Numicon training for the carer. 11 hrs a week additional 1-1 support beyond his entitled 20 hours a week.  Pupil C - Numicon home starter set and additional resources. 1 hr Numicon training for the carer. Holiday clubs.  Pupil F - A guitar and additional music lessons with a peripatetic teacher in order to raise attainment in music, build self-esteem and increase successful participation.  Pupil E– Funding full time 1-1 support whilst awaiting decision on referral for a statement of educational needs. Numicon home starter set and additional resources. |
| Identifying the pupil’s need/s and linking the pupil premium to that/those needs so the pupil is receiving a bespoke package. | Tablets for each pupil to access school/home - .  Personalised learning, literal simplified actions, creative, interactive, tactile way of learning.  Pupil F – Trip to Robinwood  Pupil E– Peripatetic music lessons- Saxophone.  Pupil D - After school club/school visits.  Pupil A & B &C– Foetal Alcohol Syndrome training for staff/associate staff.  Pupil (A&B&C&E&F) – Attachment disorder training. |
| Through formal Key Stage assessment | Tracking progress and identifying where support/intervention is required, moderating work. |
| Extra-curricular activities | Thursday lunchtime – Art club.  Holiday clubs – Pupil C&D - Healthy Lifestyles, Pupil C- Urban Arts, Pupil C&D – Circus Skills, Pupil C – I-pads, |
| Attending LAC/TAC review meetings. PEP meetings. | Designated Teacher for LAC children and Inclusion Manager attend all meetings ensuring that a multi-agency, collaborative approach is in place. --- has a clear understanding of the LAC pupil’s progress and provision beyond the school gates. |
| Providing LAC with key workers/mentors | All LAC children at --- have either 1:1 support as needed, or regular contact with a member of the Inclusion/Behaviour team. Associate staff regularly attend multi agency meetings and are clear on the individual targets of the children. Support is available and the excellent, trusting relationships between staff and the children are apparent. |

Pupil B,C and E commenced at Primary School in March 2014

**Attainment against Development Matters in the Early Years Foundation Stage**

Pupil B – Working below age related expectations. Has not moved beyond current

levels since start of September. Current Age 55 months. Listening 16-26W,

Understanding 16-26W, Speaking 22-36B, Reading, 22-36B,

Writing 16-26W, Number 16-26S

*Pupil E has developmental delay and the possibility of foetal alcohol effects. Pupil E has complex social and emotional needs. --- have made a referral to the SEN Early Intervention Team, Educational Psychology and SALT. They have provided recommendations and ongoing assessment is in place. Pupil B is receiving additional 1-1 support to accelerate progress.*

**Attainment against National Curriculum Levels (Year2)**

Pupil A - Reading

Summer 2 Yr1 (1C) Target Yr1 (1B) End of year target not met

Autumn 2 Yr2 (1C) Target Yr2 (2C) Not in line to meet target

Writing

Summer 2 Yr1 (1C) Target Yr1 (1B) End of year target not met

Autumn 2 Yr2 (1C) Target Yr2 (2C) Not in line to meet target

*Where lack of progress in areas of literacy are identified Pupil Premium will be used to accelerate progress. An Interim Review is taking place in March to assess current level of funding/provision. Ongoing support to assist Pupil A in coming to terms with changes in personal circumstances.*

Maths

Summer 2 Yr1 (1C) Target Yr1 (1B) End of year target not met

Autumn 2 Yr2 (1B) Target Yr2 (2C) On line to meet target

Pupil C- Reading

Summer 2 Yr1 (1A) Target Yr1 (1A) End of year target met

Autumn 2 Yr2 (2C) Target Yr2 (2B) On line to exceed target

Writing

Summer 2 Yr1 (1B) Target Yr1 (1B) End of year target met.

Autumn 2 Yr2 (1B) Target Yr2 (2C) On line to meet target

Maths

Summer 2 Yr1 (1A) Target Yr1 (1A) End of year target met

Autumn 2 Yr2 (2C) Target Yr2 (2B) On line to exceed target

**Steps Attainment Year 1 and Year 5**

Pupil D – Reading

Spring 1 Yr1 (1W+) On line to exceed age related expectations

Writing

Spring 1 Yr1 (1B+) On line to achieve/exceed age related expectations

Maths

Spring 1 Yr1 (1W) On line to exceed age related expectations

Pupil E – Reading

Spring 1 Yr5 (4W) Below age related but in line to be 5b+

Writing

Spring 1 Yr5 (3W) Well below age related in line for 4w

Maths

Spring 1 Yr5 (2b+) Well below age related in line for 3W

*Recent changes in Pupil E’s home circumstances have impacted on Pupil E emotionally, resulting in a revised curriculum with a greater emphasis on nurturing. A multi-agency approach is in place to meet Pupil E’s emotional needs and refocus on accelerating academic progress.*

Pupil F – Reading

Spring 1 Yr5 (5b+) In line to achieve above age related

Writing

Spring 1 Yr5 (5b+) In line to achieve above age related

Maths

Spring 1 Yr5 (5B) In line to achieve above age related

Where pupils are not on line to meet targets, additional resources are/will be purchased as recommended by the class teacher, 1:1 support where relevant, targeted intervention leaders etc. under the supervision of the SENCo to accelerate pupil learning. Pupils in line to meet and exceed targets are carefully monitored and again where resources are identified to accelerate pupil progress they will be purchased. The pupils do have complex emotional and social needs and also have varied interests. The spending of the Pupil Premium reflects this with identifying each pupil’s personal needs. Social. Personal, Emotional, self-esteem, self-care and interpersonal skills.

Pupil A currently has a Statement of Educational Needs who has a medical diagnosis of Foetal Alcohol Syndrome Disorder. He presents with associated developmental delay across all areas of functioning, including moderate learning difficulties (primary need)

Pupil E has a proposed statement of Educational Needs and has ongoing attachment, social, emotional and behavioural difficulties.

**Agency/Carer Quotes taken from letters giving feedback.**

*The dedication and commitment shown to Pupil F and Pupil A by ---- ----- and the Teachers and Support Staff at -- Primary is highly commendable and is a model of good practice and effective partnership working. - Unit Manager*

*The school and SENCO work as a highly effective part of the multi-agency team involved with every ‘looked after’ child who attends -- School. – LAC Nurse*

*Pupil B and C started at --- in early 2014 and since then we have found all the staff involved in their care to be nothing but kind, supportive and nothing is too much trouble – Carers*

*Understanding the needs of each child is a skill and is essential when dealing with such vulnerable lives, instead of the punitive approach to negative behaviour, I have seen an engagement with Pupil E that has brought about an amazing change. Social Worker*

*I would like to thank -- ---- and staff who have helped Pupil D so much since Pupil D has been at WPS. Especially in his reading, writing, numicon and literacy. Since joining summer camp Pupil D has learned to mix and join in events. Carer*

*The exemplary and thorough way in which the children’s needs are identified and planned for has enabled them to feel safe and secure receiving a high quality of provision. ---- quickly places a team of staff around the child, all of whom are aware of their needs, and who have the skills to deliver relevant programmes of support. BESD Team*