



Date	July 2015
Key stages	KS3 - KS4
School type	LA maintained, secondary
Themes	Children Looked After, pupil premium

Maximising the progress of Children Looked After

Presdales School

Context

Presdales School is a secondary school for girls, located in the East Hertfordshire district. There are currently two Children Looked After (CLA) on roll.

Brief description

The Assistant Headteacher is the Designated Teacher (DT) for Children Looked After and is responsible for the allocation and monitoring of interventions for CLA. The school does not provide limitless interventions to support CLA but instead offers focused and personalised 1:1 tuition and revision support, which has proven to be effective in accelerating the progress of CLA, all of whom are on track to achieve their target grades at the end of key stage 3 and key stage 4.

Supporting the progress of Children Looked After

Staff awareness

All staff are aware of who the CLA are at school and they are clearly identified on the register and seating plans. Key to building a supportive relationship with CLA is the strong pastoral support they receive from their head of year, who is usually assigned to a year group throughout their time at school. This allows the girls to develop a trusting bond with a consistent contact, along with the Designated Teacher, who they can rely on for regular support.

1:1 tuition

The Designated Teacher regularly tracks the progress of CLA using school data, reports, personal interviews with CLA, discussion with class teachers and PEP meetings. This information is used to determine the allocation of the pupil premium funding, which is predominately used to support CLA in subjects where the student is falling below expectations, is low in confidence or is having problems with homework and revision.

1:1 tuition is a key driver in supporting the progress of CLA and is currently offered in a range of subjects including mathematics, science, English and Russian. Tuition is currently provided by subject teachers or highly qualified

graduates (under the direction of the DT and class teachers) who wish to pursue teaching as a career. Key stage 3 practice is for tuition offered in short bursts of six weeks at a time and there is a rota in place which ensures that pupils miss different lessons each week to cause minimum disruption in their other subjects. Key stage 4 students are not extracted from lessons but tutored during the lunch hour or after school in accordance with individual student preference.

Practice is reviewed regularly and developed, e.g. to facilitate communication between tutor and class teacher tutors are required to complete an intervention sheet for tutoring sessions. This requires information about the session targets, session review, the pupil's current working level, recommendations for further progress, and comments for the class teacher, for regular checking by the Designated Teacher and class teachers.

There are five tracking points during the year where the current attainment of pupils is reviewed. The Designated Teacher has discussions with CLA to evaluate the qualitative impact of tutoring every six weeks. As a result, tuition is not extended if the student has achieved tuition goals or alternatively can be extended if need be.

CLA also benefit from further support during homework clubs supervised by year 13 students. The school also provides CLA with the opportunity to attend after school revision sessions. Carers are pleased to support the school and CLA with after-school sessions and share a positive and engaged relationship with the school.

CLA progress and the school's practice are reviewed by the link Governor every half term and is reported back to the Governing Body.

Impact

1:1 sessions have had a significant impact on the self-esteem, confidence and progress of CLA. In all cases the attainment of CLA has improved following courses of 1:1 booster tuition in different subjects during the year, and all CLA are on track to make expected progress. Revision sessions have supported CLA who struggle with studying at home and have assisted them with learning strategies which are transferable to the classroom. Class teachers have commented on their improved motivation, independence, resilience and increased readiness to ask questions in class after receiving interventions. Surveys of CLA have shown that their feedback about the schools support is extremely positive.

The impact of this targeted support has been that students have achieved and, in some cases, exceed their targets. This success has enabled one student to proceed to further education.

Contact	Sylvia Jennings, Assistant Headteacher at Presdales School
Related documents and links	http://www.presdales.herts.sch.uk/

If you have an aspect of interesting practice that could be shared or are interested in finding out more about a case study please get in touch by emailing exchangingexcellence@hertsforlearning.co.uk

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