



Date	July 2015
Key stages	EYFS- KS1
School type	LA maintained, primary
Themes	Children Looked After, pupil premium

Maximising the progress of Children Looked After

Redbourn Infants' and Nursery School

Context

Redbourn Infants' and Nursery School is a two form entry community school located in the St Albans district. The school currently has five Children Looked After (CLA) on roll and is supporting children with special guardianships and pupils from high needs families. Recently the school has supported two children through the adoption process.

Brief description

The Headteacher, Deputy Headteacher, Inclusion Coordinator and Designated Teacher are part of a dedicated team responsible for Children Looked After. Shared responsibility between members of staff at different levels has resulted in an effective organisational structure to allocate and review the interventions and progress of CLA.

The school has allocated its pupil premium funding to a wide range of interventions including speech and language enrichment, nurture groups, social groups, talk groups, specialist PE support, Smart Moves, Early Literacy Support, a social and emotional aspects of learning (SEAL) group, teaching assistants in class and support for parents and carers. Each intervention is determined on an individual basis and is carefully monitored and evaluated weekly to track impact (based on conversations with teachers, LSAs and carers).

Supporting the progress of Children Looked After

Case studies

The school recognises that CLA have complex needs. To ensure that all staff are fully aware of this, the school has designed and regularly updates individual case studies on each CLA. The case studies provide a live record of specific factors affecting each pupil's progress including their background, attendance and any events which may have hindered their progress. They also record short-term targets and small steps taken to support their progress, enabling the school to keep more detailed records between Personal Education Plan (PEP) reviews. The case studies are shared with the pupil's Junior School as part of transition. All information is easily transferable to the ePEP system.

Training and support for staff

The headteacher believes that it is essential for the staff to have a deep and academic understanding of CLA and has invested in their professional development, which is regularly updated. Recently, staff have received training on protective behaviours and working with disadvantaged students.

Promoting the social and emotional wellbeing of Children Looked After

The school is aware that CLA display a wide range of social and emotional needs, resulting in difficulties with friendships and attachment, and as a result interventions targeting support to build the confidence of an individual child are put in place to address these issues. A weekly CLA social group enables CLA to spend an afternoon together and discuss topics of their choice. This group provides CLA with a platform to make friends with their peers and foster good relationships with staff, as well as emotionally and socially preparing them for learning. This support is further reinforced, where necessary, with specialised nurture groups.

Monitoring interventions

The school has a robust system of monitoring the progress of CLA and the interventions used to support them. The allocation of pupil premium and pupil premium plus funding is identified through collaboration between the INCO, Designated Teacher, class teacher and Headteacher. If the child has moved from another school then there will be dialogue with the previous setting. The school has created a provision map which tracks both the allocation of resources for CLA and pupil premium children and spending against intervention and impact.

Interventions are formally reviewed in termly pupil progress meetings and modifications are made to reflect the needs of every child. Interventions can be further modified and tailored more regularly due to weekly 'informal' evaluations. This has enabled staff to trial different strategies in the classroom to identify which approach works the best for each child and adapting activities proving to be ineffective.

Pupil progress information is regularly reported to the Governing Body and the safeguarding Governor works termly with the Designated Teacher to remain updated.

Impact

The Local Authority has noted that 'support for the most vulnerable pupils is excellent' at Redbourn Infants' and Nursery School. Currently at least 80% of CLA children are on trajectory to achieve age related expectations, all are making good progress.

All intervention strategies have had a positive impact because they are reviewed regularly and tailored to the child's needs. Speech and language interventions and the Smart Moves programme have been particularly effective in the development of fine and gross motor skills and boosting confidence.

The impact of the CLA social group has been especially effective in supporting the social development and wellbeing of CLA, and as a result has effectively prepared them for learning in the classroom.

Contact	Jane Byrne, Headteacher at Redbourn Infants' and Nursery School
Related documents and links	http://www.redbourninfants.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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