



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

Maximising the progress of Children Looked After

Rickmansworth School

Context

Rickmansworth School is a larger than average sized secondary school located in the Three Rivers district. There are currently three Children Looked After (CLA) on roll at the school. CLA at Rickmansworth come from a range of different and often unsettling backgrounds and placements.

Brief description

The Assistant Headteacher is the Designated Teacher (DT) for CLA and is responsible for allocating all pupil premium funding. The school does not spend a huge proportion of its pupil premium funding on staff salaries. Instead it provides a wide range of interventions to ensure that the funding will have a direct or indirect impact on the pupil progress, wellbeing, opportunities and future outcomes and resources. A pastoral care worker supports the DT and is another key contact for CLA.

The most successful intervention to support the progress of CLA has been regular and focused 1:1 tuition. Funding is also spent on meeting individual needs. Through regular meetings with the Designated Teacher and pastoral worker, CLA are offered the opportunity to discuss what further support they need and so take part ownership of the control of the Pupil Premium Plus spending.

Progress data is analysed and intervention evaluated termly by Directors of Learning. Explicit feedback is given on the progress of all vulnerable groups including CLA. Data currently indicates that all CLA at the school are making better than expected progress.

Supporting the progress of Children Looked After

Staff awareness

All teachers know who the CLA students are. It is the expectation that CLA are clearly identified in lesson plans, that their progress and any concerns are communicated to both the DT and Directors of Learning at least half termly and that 'consideration for the child is given at all times.'

1:1 tuition

The use of 1:1 tuition in mathematics and English has had significant impact on the progress of student. Tuition was implemented after an ongoing review of interventions encouraged a move away from less effective small group sessions. The key to its effectiveness has been the use of external tutors, from an established tutoring company, to deliver the tuition sessions, offering pupils a fresh perspective on topics they struggle with. Tutors work in collaboration with Directors of Learning who determine the focus of the tuition after dialogue with subject teachers. The external tutor maintains regular communication with the school and updates them on progress and impact.

Tuition is provided at home for most pupils, but the school remains open and flexible for pupils who may struggle with finding a suitable environment to work in. The length of the programme is usually 10 weeks per student and can be extended after reviewing impact on a case by case basis.

Learning resources

Children Looked After are aware that they are part of a disadvantaged group and that there is additional funding available to support their academic progress and wellbeing. The school believes it is important to offer pupils ownership of the support and resources they require. All pupil premium pupils attend an annual 1:1 meeting with the pastoral worker to audit their pupil premium spending and ascertain if there is anything else they need. These meetings offer CLA a central point of contact, who along with the designated teacher, has an open door policy for all CLA. The impact of tuition and use of other resources is also discussed in the meetings.

The pastoral worker also communicates with parents and carers to outline and discuss the ways in which the funding can be used. Staff, all of whom are aware of who the pupil premium pupils and CLA are, can also suggest resources pupils may

require for their lessons. Form tutors receive feedback about the resources and support that CLA are provided with.

Examples of the use of pupil premium funding include support with buying core textbooks, music lessons, Easter Revision School (which has boosted achievement in the last two years) and active learning weeks. The school also targets its funding to support the social integration of CLA pupils, who are offered fully paid trips and residential visits to support them to build positive relationships with their peers.

Alternative provision

For CLA and other pupils who find it difficult to cope within a classroom environment, the school uses its pupil premium funding to provide them with alternative provision in the Building 1 Zone; a closely located establishment giving individuals insights into various building trades. In the past this provision has proved to be highly successful for CLA providing them with the opportunity to gain more practical skills such as plumbing, painting and decorating and gaining apprenticeships and qualifications in BTEC courses.

The school has strong links with the centre. The Designated Teacher makes frequent visits and remains in daily contact with the Building 1 Zone manager to remain updated on the progress of pupils. The amount of time that pupils spend in alternative provision is monitored very carefully (usually no more than one day per week), and the school ensures that mathematics, English and science lessons are not missed at the school.

Impact

Children Looked After are making good progress at the school and are fully supported by the staff who have allowed them to have an input in the use of additional funding.

The school has received positive feedback from carers about 1:1 tuition and pupils have recognised the impact it has had on their confidence and ability in lessons. Academic impact has been evident as most CLA are making better than expected progress or exceeding their targets.

The use of alternative provision for selected CLA has had a significant impact on their confidence and self-esteem, and has given them skills which they can transfer socially to school. Pupils begin to forge positive relationships with staff and peers at school and their attitude begins to make a difference to their outcomes. The school anticipates that pupils who have recently attended alternative provision will not need to continue in the next academic year.

Contact	Anthony Smith, Assistant Headteacher at Rickmansworth School
Related documents and links	http://www.rickmansworth.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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