



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

## Sir Frederic Osborn School

### Context

Sir Frederic Osborn is a smaller than average-sized secondary school located in the Welwyn/Hatfield district. There are currently seven Children Looked After (CLA) on roll, most of whom have gone into care during their time the school.

### Brief description

The Assistant Headteacher is the Designated Teacher for Children Looked After and is responsible for managing their wellbeing and academic progress. A pupil premium coordinator monitors pupil premium spending and also provides additional mentoring for CLA. A number of communication structures are in place to support CLA and include direct access to the Assistant Headteacher, pupil premium coordinator, student support officer and family support worker. However CLA are also encouraged to identify their own 'champion' who they see on a day-to-day basis - most of them choose their form tutor or a pastoral Director of Learning.

The school receives a higher than average amount of pupil premium and pupil premium plus funding which gives it flexibility to provide CLA with a range of interventions including 1:1 tuition in English and mathematics, educational and non-educational visits, access to additional support with higher level teaching assistants, revision classes, counselling and behaviour coaches.

Ensuring that CLA have integrated socially into the school is part of the school's culture of inclusion, and has resulted in the 'social gap' between CLA and other pupils closing. Data tracking and assessment procedures within the school indicate that Children Looked After are making good progress.

### Supporting the progress of Children Looked After

#### Staff awareness and curriculum planning

CLA are analysed as a separate data set and often fall in more than one vulnerable category. It is a non-negotiable expectation for all class teachers to be aware of the CLA in their class, and every member of staff is given performance management targets based specifically on the progress of vulnerable groups (linked to the school improvement plan). Since October 2014 all teachers have been using a 'triangle of inclusion' planning profile.

Linked closely to schemes of work and to specific skills targets, the profile enables teachers to identify clearly the most effective teaching methods and strategies, in each subject, to support all vulnerable groups (including more able). The triangle is updated by staff and reviewed by senior leadership half termly.

## Interventions

The use of 1:1 tuition has had a positive impact on accelerating the progress of CLA. The school has employed an external mathematics tutor to provide 1:1 tuition three days a week, for a ten week block. Tuition can also be provided in small groups and is allocated according to individual needs of the pupils. Class teachers regularly liaise with the tutor to identify the key themes which need to be addressed and discuss progress. This enables both pre teaching of key skills during tuition and reinforcement tuition following lessons. Assessments linked to tuition take place both on entry and exit to the intervention. Tuition currently has a 100% success rate with all students making progress against identified areas for improvement.

The improvement in the quality of teaching is another significant investment made for vulnerable pupils, and pupil premium funding has supported staff with continuous professional development. The school has also invested in higher level teaching assistants (HTLAs) in English and mathematics to provide individual and small group support for underachieving pupils.

The school's pupil premium funding model, which analyses the particular interventions and strategies put in place to close the attainment gap between pupil premium and non-pupil premium pupils, is used to determine the allocation of individual funding. The allocation of funding and interventions are reviewed after each of the four assessment points during the year to analyse progress, determine impact and assess value for money. All interventions are followed up in mentoring sessions between CLA and the pupil premium coordinator.

The school Governor responsible for pupil premium pupils meets regularly with relevant school staff and receives an anonymised breakdown of how CLA are progressing and the support and intervention they have received.

## Impact

Current data indicates that CLA at the school are making good progress and most are on trajectory to achieve age related expectations across key stage 3 and 4. 1:1 tuition and literacy interventions have been the key to narrowing the achievement gap in a very short space of time.

The support of the pupil premium coordinator has proven to be instrumental in the day-to-day care of the needs of CLA. Interviews of CLA undertaken by the Designated Teacher demonstrate that they are very appreciative of the opportunities the school provides above the day to day curriculum. No CLA have been excluded at the school.

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Related documents and links	<a href="http://www.sfosborn.herts.sch.uk/">http://www.sfosborn.herts.sch.uk/</a>

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