



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

Maximising the progress of Children Looked After

The Bushey Academy

Context

The Bushey Academy has 1042 students including the form; however the proportion of students eligible for free school meals, looked after or from service families is above average. The school currently supports six Children Looked After across all key stages.

Brief description

The Vice Principal: Pastoral Care and Safeguarding at The Bushey Academy is also the Designated Teacher and is responsible for the allocation and monitoring of the impact of Pupil Premium Plus funding. The school has very high expectations of all students and it is the expectation that all CLA will achieve, as a very minimum, at least age related expectations. The academy reviews the progress of all students towards targets (minimum and stretch expected grades), as well as attendance and behaviour every six weeks, providing comprehensive reporting to carers. The strategic positioning of the Designated Teacher role within the Senior Leadership Team ensures that the 'extra' vulnerabilities of CLA continue to have high profile. Interim PEP reviews regularly take place in house with social workers and carers.

The academy's strategic approach is to focus primarily on progress in English and mathematics through the use of intensive 1:1 tuition, although students are also supported across other curriculum subjects where needed, to help fulfil their potential. This tuition supplements the teaching in the classroom, which is always of primary importance. More holistic extra-curricular opportunities, such as summer camps, field trips and music lessons, support confidence building and self-esteem. However, all intervention and support is bespoke and planned to meet the student's individual needs.

CLA at the academy know that they are part of a disadvantaged group, that nationally that group does not do very well, and that there is additional funding available to support their academic progress and wellbeing. Their attendance at PEP review meetings ensures that they feel part of the decision making in terms of how funding will support them. As a result of this approach, Children Looked After are making good progress.

Supporting the progress of Children Looked After

1:1 tuition

The use of 1:1 tuition has had significant impact on the acceleration of academic progress and the confidence of CLA. On-going review of this provision has seen a shift from the use of external tutors to the delivery of all tuition by the academy's own English and mathematics teachers. As a result of this, tuition is a highly successful intervention that provides both pre-teaching of skills before lesson delivery (to build confidence and self-esteem) and immediate follow up on misconceptions post lesson delivery. In the majority of cases, students access tuition initially for 1 hour per week for a term. However, the length of the programme tuition is flexible and designed to meet the learning needs of the student.

All staff aware of the Children Looked After

All staff are aware of who the Children Looked After are in the school and they are clearly identified on class seating plans. The use of specialist academic tracking software not only identifies all disadvantaged groups but provides easy access to their live progress data. To raise the awareness further of CLA, the Designated Teacher has asked all teachers to mark the books of CLA first in order to ensure that they have early feedback, a clear understanding of next steps and time to respond.

A dedicated team (Designated Teacher, SENCo, Director of Student Services and Gifted and Talented Coordinator) meets weekly to review the progress and potential issues of all disadvantaged groups. CLA are also monitored weekly through safeguarding meetings with heads of house. Rigorous follow up as a result of these meetings enables effective targeting of support and early intervention. The aim is to maintain a 'tight' focus on CLA.

CLA progress and achievement is a high priority for all staff and governors. Governors regularly challenge the use of the Pupil Premium Plus funding and the impact of any intervention or support activities, and the Designated Teacher reports on the progress and wellbeing of CLA.

Promoting confidence and wellbeing of pupils

Ensuring students are confident in their learning and promoting leadership skills is a key driver for the Designated Teacher. As part of this, the Designated Teacher is actively raising the profile of CLA and encouraging greater involvement of the students in the 'Principal's Challenge' award, a scheme by which students are recognised for their participation, over the academic year, in enrichment activities, attendance at clubs and the demonstration of leadership skills. To support the two week summer camp for incoming year 7 students, the school encourages a small number of students to act as mentors/activity leaders for the younger students. This year, the Designated Teacher has identified CLA, from years 9 and 10, to be part of this team. By taking part, students receive some 'leadership training' and can earn rewards towards the Principal's Challenge programme.

Impact

Children Looked After are making good progress. All students are on track to either meet or exceed their age related expectations at the end of key stage 4. Students are growing in confidence and the support from a range of extra-curricular activity enables them to experience wider cultural aspects, for example, a field trip to the World War One Battlefields, horse riding lessons and trips to universities.



Contact	Andrew Bilton, Vice Principal at The Bushey Academy
Related documents and links	http://www.thebusheyacademy.org/

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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