



Date	July 2015
Key stages	KS2– KS5
School type	LA maintained, secondary
Themes	Children Looked After, pupil premium

Maximising the progress of Children Looked After

The Highfield School

Context

The Highfield School is a larger than average secondary school located in the North Hertfordshire district. The school has considerable experience of working with Children Looked After (CLA) and is currently supporting six students.

Brief description

The Deputy Headteacher at Highfield School is also the Designated Teacher and is responsible for the allocation and monitoring of the impact of Pupil Premium Plus funding. Through regular reviews of progress and tracking, the Designated Teacher updates staff and Governors on the developments being made towards the achievement of age related expectations and PEP targets. The strategic positioning of this role within the Senior Leadership Team has raised the profile of this 'protected group'. The Designated Teacher ensures that there is a relentless follow up of all activities, that intervention and support decisions are data and outcomes driven, the high aspirations across the school are clearly communicated to students and their carers and that the Pupil Premium Plus funding is used to both enrich and extend the learning opportunities for CLA.

A wide range of interventions for Children Looked After are planned and include 1:1 tuition, access to a named key worker, the provision of study materials, music lessons and additional small group support. All intervention and support is bespoke and planned in order to meet the student's individual needs.

Supporting the progress of Children Looked After

1:1 tuition

The use of 1:1 tuition has had significant impact on the progress of identified students – most are on track to meet or exceed age related expectations. Key to this progress has been the use of in house staff to deliver the tuition sessions. Tutors, known to the students, work in close collaboration with class teachers to identify key gaps in knowledge and misconceptions. Regular communication between the tutor and teacher enables early review of targets and the identification of next steps to progress. The length of the tuition programme is flexible and designed to meet the learning needs of the student – short, sharp bursts alongside longer periods of time for

consolidation. The school sets high aspirations for all students and has used 1:1 tuition with CLA to secure the achievement of higher level GCSE grades.

Promoting confidence and wellbeing of pupils

The school is acutely aware that CLA often display a range of complex social and emotional needs. It is important to the school that CLA, as one of their most vulnerable groups, remain fully focused and in school in order to ensure that they are able to access all aspects of the curriculum.

For those who sometimes find it difficult coping within a classroom environment, the school has developed an Inclusion Unit. Managed by a trained family support worker, the Inclusion Unit provides a quiet place in which students either receive additional emotional well-being support or continue to work on class based topics. It is essential that effective liaison between class teachers and the unit manager take place to secure continued learning. In some cases, class teachers provided additional support to CLA whilst they are in the unit. The Designated Teacher and unit manager meet weekly to review progress and plan for 'reintegration' back into class groups. Any time spent in the unit is closely monitored by the Designated Teacher who measures wellbeing, attitudes to learning, behaviour and attendance pre and post unit intervention. A programme of support may also include timetabled sessions during the week across a time limited period. The availability of access to the inclusion unit has led to improved progress outcomes, stability and wellbeing for CLA.

All CLA are also assigned a key worker who is in daily contact with them and regular contact with carers. It is the intention that the same key worker is in place for at least a year. This role is often undertaken by the inclusion manager, Designated Teacher or lead teaching assistants. Bi weekly meetings with the Designated Teacher enable key workers to feedback any concerns or issues.

Impact

Children Looked After are making good progress. In the majority of cases they are on trajectory to meet targets/ age related expectations. CLA have good attendance and there have been no exclusions. Success at the end of key stage 4 has enabled year 11 students, post 16, to access either further education or go onto appropriate training programmes.

Contact	Lorraine Hughes, Deputy Headteacher at The Highfield School
Related documents and links	http://www.highfield.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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