



**Annual Report by the Designated Teacher for Looked After Children to the Governing Body
(Owing to confidentiality issues no individual pupils will be identified in this report)**

School	SSSFN	Date	03/05/19	Completed by	Katrina Warren/Lesley Moore
---------------	-------	-------------	----------	---------------------	-----------------------------

1. Basic Information and Workload

Number of LAC currently on roll (as of 03/05/19)	35	100%
In Foster Care	17	49%
Special Guardianship	2	6%
In Children's home	9	26%
LAC Living with parents	4	11%
LAC supported/assisted living	1	3%
Adopted from care	0	0%
Kinship Care	3	9%
Post LAC Residence Order	0	0%
Privately Fostered	0	0%
Not specified on our Management Information System	0	0%

Note: that one pupil is Post LAC special guardianship and kinship care and is counted in both categories in the above table.

YG	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Total
No:	1	0	3	3	5	5	1	3	3	5	6	35

School Type	Short Stay						Specialist			
School Base	Brooklands	DBS	Locksley	Rosebery	Pathway 4	Lodestar	Compass Belton	Compass Lingwood	Compass Pott Row	Earthsea
No:	2	5	6	4	3	2	3	2	1	7
No of Norfolk Pupils	2	5	6	1	3	1	3	2	1	1
No of Out of county pupils				3		1				6
Name of Out of County Authority				Bedford Borough Cardiff Lincolnshire		Cambridge				Barking & Dagenham Barnet Buckinghamshire Kensington & Chelsea Suffolk Windsor & Maidenhead

This is the number of pupils arriving or leaving this year to date (03/09/18 to 03/05/19)	
Number of LAC pupils entering the school during this academic year	14
Number of LAC pupils leaving the school during the academic year	9

Who is accountable for the achievement of LAC in the school ?	All Seniors Leaders are trained as designated LAC teachers Monitoring visits by the LAC governor – a new LAC governor Susi Waters has been recently appointed
--	--

Workload issues relating to the role of the Designated LAC Teacher or other staff, arising as a result of the number of looked after children on roll at the school and the number of local authorities which are involved.
<ul style="list-style-type: none"> Different authorities use different systems relating to PEPS/ funding/LAC review formats

- Identifying and communicating with the key professionals from Social Services and Virtual Schools involved with the pupil particularly from those out of county
- Attendance at LAC / PEP reviews can be challenging in relation to Senior Leaders time particularly those involved with Out of County placements.
- Working with other agency professionals can be problematic as a result of changes in personnel.
- Different workload for staff across the SSSfN depending on numbers of LAC & Authorities that have to be consulted with.

Section 2 Progress and Pupil Premium

Number of LAC pupils during the year who matched the eligibility criteria for Pupil Premium (LAC) ?	44 (the current 35 pupils plus the 9 leavers)
How was the Pupil Premium used for the LAC pupils and what was the impact of this intervention both qualitative and quantitative ?	
Please see Appendices 1	

Was the pupil premium grant spent effectively in terms of Looked After Children ?
<ul style="list-style-type: none"> • Through the whole school review of the Pupil Premium Strategy Leadership are held to account from Governors/Ofsted for funding decisions • The Senior DLT meets termly with the Virtual School to discuss caseloads and how the PPG is being targeted to meet the specific academic needs of LAC pupils • Base Senior Leaders are required to indicate impact through an application procedure • DLT are held to account in PEP meetings from IRO/ Social workers/Virtual Schools • The Virtual School holds the school to account for the effectiveness of the way the grant is spent.
Attainment for Summer 2018:
<p>2018 Y11 leavers: There were 6 x Y11 LAC pupils on roll in the Summer of 2018</p> <ul style="list-style-type: none"> • 67% of these gained at least one GCSE compared to the 80% for the Y11 cohort as a whole. 17% gained 5 or more GCSEs compared to 29% for the cohort as a whole • 50% obtained a qualification in English, compared to 76% of all pupils. All 3 of the LAC pupils with a qualification achieved a GCSE

- 67% of these obtained a qualification in Maths; compared to 76% of all pupils. 3 of the LAC pupils achieved a GCSE, 2 of which were Grade 4 or above
- LAC pupils left with between 0 and 8 nationally recognised qualifications. The 2 x LAC pupils who did not achieve a qualification joined SSSFN after February half term 2018 (i.e. more than 3 half terms into Y11)

KS2 SATS: There were 3 x Y6 LAC pupils on roll in the Summer of 2018.

- Two of these pupils were entered for Y6 SATS. One achieved the standard in Reading and GPVS and attained a score of 96 in Maths compared with a standardised score of 83 on Entry. The other pupil did not meet standard in any of the assessments; they scored 80 in Maths and Reading and 81 in BPVS.
- The 1 x Compass pupil who was not entered is still on roll. This pupil has standardised scores for reading and maths in the low 70s (Reading Composite 70, Maths 71) and is still being taught in the Primary group as this is more appropriate for the pupil. The decision was made not to enter this pupil for SATs given their learning and SEMH needs.

KS1 SATS: There was 1 x Y2 LAC pupil on roll in the Summer of 2018.

- This pupil did not meet standard in Reading or Maths. They attained a score 87 in Maths compared with standardised score on entry of 78.

Progress 2018/19: This is summarised in the table below.

% Making progress	All Pupils				LAC Pupils				Gap			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Autumn 1	Autumn 2	Spring 1	Spring 2
Combined English	83%	78%	78%	76%	92%	90%	86%	81%	9%	13%	8%	6%
Maths	93%	94%	87%	92%	96%	95%	96%	100%	2%	2%	10%	8%
ICT/ Computing	69%	68%	66%	72%	83%	76%	63%	81%	14%	8%	-3%	10%
Science	93%	94%	84%	81%	96%	100%	87%	84%	3%	6%	3%	3%
Pupil Numbers	185	247	266	208	24	21	28	27	13%	9%	11%	13%
Notes: All pupils take English and Maths. All pupils take ICT/Computing save for Pathway 4. All pupils take science save for Pathway 3 and Pathway 4. Spring 2 data does not include Y11. % of pupils under GAP shows the % of pupils who are LAC												

Section 3 Attendance and Exclusions

Overall percentage attendance of LAC	Overall percentage attendance of Non LAC
74%	72%
Notes: Attendance is running total two term data to the end of Spring and includes the data of pupils who have been on roll at any point in 2018/19.	

Number of LAC pupils missing 25 days of schooling	9 out of 35 LAC
Notes: Number of LAC Missing 25 days of schooling takes account all pupils on roll at the start of the Summer 1 (23/04/19). A pupil is identified as missing 25 days (or more) of schooling if the number of authorised and unauthorised sessions is 50 or above. 3 of the children are in foster care, 3 are LAC living with parents, 2 are in a children's home and 1 is in kinship care. Looking at unauthorised absences only, 3 children meet the criteria: 1 living with parents, 1 in a children's home and 1 in kinship care.	

Number of FTEX	76	Number of pupils	21
Number of PEX	0	Number of pupils	1
FEX are to the end of Spring 1. (FEX data for Spring 2 has a deadline of 10/05/19)			

How does the pattern of attendance and exclusions relate to that of non LAC

Attendance

- Overall attendance is low (71% to end Spring 2) but exceeds the national average for AP environments (65.4% Autumn/Spring 2017/18)
- 64% of pupils have attendance which is better than at their previous school, on average attendance is 11% better
- Attendance for LAC students is better than for non LAC
- Attendance is a factor considered in PEPs and at the LAC review
- Concerned re the attendance of some LAC pupils we have liaised with the Traded Attendance Service (TAS) re the issue of Fast Track. While it is not possible to proceed to prosecution for non-attendance of LAC pupils, the TAS recommends that the Fast Track process is started for non-attenders who meet the criteria and that multi agency meetings are held in which attendance targets are set

FEX: Comparing FEX data to the end of Spring 1:

- Considering pupils on roll at any point to the end of Spring 1, 48% of all LAC pupils have received a FEX compared with 51% of all pupils
- Average exclusions per LAC pupil with exclusions is 3.6 compared to 2.9 for all pupils with FEX
- 86% of LAC pupils with FEX have multiple FEX compared with 68% of all pupils with FEX
- The average days per FEX for pupils with FEX is 4.4 for LAC pupils compared with 3.6 for all pupils

Section 4 Personal Education Plans

Number of Personal Education Plans	All LAC pupils have PEPS
---	--------------------------

Any processes or planning issues arising from PEPs

- Guidance has been given to the admin team as to how PEPS should be recorded on our management information system. Review of PEP data for this report has shown that some admin leads are not following this guidance (either in whole or in part). As a result, the data re current PEPs is not robust. Guidance re the logging of PEPs will be reissued to admin leads.
- The ICT glitches from last year have now been resolved and the cache altered to aid speed and volume of traffic
- Each Authority collates attendance, LAC reviews and peps in different ways. Each Authority buys into a different system for peps.
- Sometimes it is difficult to hold colleagues to account when sections are not filled in or relevant documents are not sign posted in the relevant section.
- Working with other agency professionals can be problematic as a result of changes in personnel especially as the Social Worker should instigate the PEP.

Quality of PEPs

- The monitoring of Norfolk’s PEPs is undertaken by Norfolk Virtual School to establish quality assurance . The Senior Designated Lac teacher meets termly with the Head of the Virtual School

Section 5 More Academically Able and Talented

Number of LAC pupils identified as More Academically Able and Talented ?	1
How is the school meeting their needs ?	
Each pupil in the SSSFN are assessed on entry. Results inform the students package within the SSSfN, which is purposefully tailored to meet their needs. Tracking of all students to ensure progress is key to the work of the school.	

Section 6 Special Educational Needs

Number of LAC pupils with SEN	35 (i.e. all those on roll as of 03/05/17)
SEN support	9
Applying for EHCP	9
EHCP	17

How the school is meeting these needs
<ul style="list-style-type: none"> • All pupils, LAC or otherwise have an ILP to meet their needs. • Students are taught in small groups with additional adult support or on a one to one basis, focussing on personalised learning. TA’s are deployed to focus on achievement of specific outcomes. Differentiation is not simply by outcome; individual tasks are set for each student’s progress where appropriate. • Some bespoke 1:1 support is provided. • Learning walks have a regular focus on personalised learning • Impact of support staff in lessons is identified as a strength in internal reviews

- Interventions have been introduced to support specific needs e.g. Arrow/ Numicon/
- Listening to pupil's views and being proactive in responding to their needs
- Marking Grids provide students with direct feedback to their work enabling them to take a more focussed approach to their achievements and progress.
- The Assessment process on arrival at SSSfN identifies the barriers to learning
- Pupil Progress trackers are used to further enhance the effectiveness of tailoring the work to student progress.

Section 7 Planning, Intervention and Resources

How are the teaching and learning needs of Looked After Children reflected in the school development plans and are being met in relation to interventions and resources?

How the school is meeting these needs.

- Heads of Schools have monitoring meetings with Senior DLTs and discuss the progress of the LAC pupils
- Senior Leaders have monitoring meetings with teachers to monitor and hold to account the progress of the LAC pupils

Section 8 Training

Training

- All Senior Leaders have Designated LAC teacher training- last delivered Jan 30th 2019

Section 9 Partnership Working with the Virtual School

Comment on how the Virtual School Staff support the pupils and your role

- Partnership between the SSSfN and the Virtual School for Norfolk continues to develop
- Designated Teacher meets termly with the Head of the Norfolk Virtual School to monitor and track LAC on roll
- Email evidence of requests for support, promoting initiatives and interventions to support and improve academic progress e.g. GCSE Pod, Arrow, Waterstones, EPEP training, 1 to 1 work.

- Partnership with other virtual schools is less developed, however some out of county LA's celebrated the achievement of their LAC pupils that were on the roll of the SSSfN

Section 10 Policies and Participation of Looked After Children

Comment on the inclusion of LAC in school policy and practice

Inclusion of Looked After Children in school policy and practice is standard owing to the nature of the children attending the SSSfN.

Key data provides understanding of the nature of the cohort – see table below:

Policies have been specifically drafted with these children in mind with an emphasis on policies which cover Safeguarding, e Safety, Behaviour and Special Needs

Area of interest	June 18	End Spring 2 2019	National Data
Commissioned places (471 pupils supported across SSSFN as a whole 2018/19 to date)	350- PEX/CME 50- Compass Specialist 21- Earthsea Specialist 60- Medical Needs (these pupils remain on the roll of their home school)		
Number of pupils on roll	356	383	
Gender	78% male 22% female	79% male 21% female	73% male 27% female (PRU January 2018)
Key stages	5% KS1, 28% KS2, 23% KS3, 44% KS4	4% KS1, 30% KS2, 27% KS3, 38% KS4	
Pupil Premium	61 %	72%	
Safeguarding needs	19%	26%	3.5% (CP + CIN as below)
Child Protection Plan	4 %	5%	0.5% (March 2018, rate per child under 18)
Children in Need	7 %	9%	3% (March 2018, rate per child under 18)
FSP	8 %	12%	
SEN	85 %	98%	All Schools: 15%, PRU: 80%, (Jan 2018)
Going through the process of Statutory process	19 %	14%	
EHCP	38 %	28%	All Schools: 3%, PRU: 11%, (Jan 2018)
SEN support	38 %	56%	All Schools: 12%, PRU: 68%, (Jan 2018)
Local Authority Care	10%	9%	0.6% (March 18, rate per child under 18)
Minority Ethnic	8%	8%	PRU: 26.6%, England: 32%, Norfolk: 14%

			(Jan 2018)
EAL	5%	5%	PRU: 8 %, All schools: 19%, (Jan 2018)

Senior Designated LAC Teacher: Katrina Warren



Date : 10.05.19