

Annual report to school Governors about Looked After Children by the Designated Teacher for Looked After Children

The material below is offered for guidance by the Virtual School for Looked After Children in line with section 2.10 of [*The Role and Responsibilities of the designated teacher for Looked After Children: Statutory guidance for school governing bodies*](#)

Name of School: Standlake CE Primary School	Date of report: 12th September 2018
Name of Designated Teacher: Andrew Denham	Name of Chair of Governors: Mark Turner
1. What number of looked after children are on roll and what workload issues arise from this for the designated teacher or other staff?	<ul style="list-style-type: none"> - Three children - Attendance at LAC and PEP meetings - Carrying out PEP action plans - Meeting parents
2. If levels of progress by looked after children are itemised on appendix A or B, what additional remarks should be made about progress of individuals? If not a full report to be provided here.	See Question 11
3. How do patterns of attendance/exclusion differ for looked after children compared with other students in the school?	The LAC pupils attendance (99.9%) is higher than the school average (96.6%)
4. Are there any process or planning issues arising from Personal Education Plans (statutory PEP documents)? For example, are additional resources needed beyond the pupil premium to support the achievement of PEP targets?	No

<p>5. Have any looked after learners been identified as gifted or talented and how are those needs being met?</p>	<p>No</p>
<p>6. Are any looked after learners identified as having Special Educational Needs (SEN) and are these needs being met by EHCPs/statements or SEN support? Do these SEN learners have a pupil profile and individual pupil tracker? If they had to move suddenly, do these documents give detailed information for transition enabling continued access to the provision they need?</p>	<p>Yes. Two children had SEND and had a Pupil Profile Pupil 1: Had a EHCP Pupil 2: School Support</p> <p>All three of the children left at the end of the academic year.</p>
<p>7. In what way are the teaching and learning needs of looked after children reflected in school development plans? Can these be met by appropriate interventions and resources?</p>	<p>The LAC pupil receives Pupil Premium Grant funding and as such is identified as part of our vulnerable pupils group. This group is monitored by the deputy head to ensure that they make the necessary progress and resources are available to support it.</p>
<p>8. What training, supplied by The Virtual School for Looked After Children and Care Leavers, 0 - 25, or other providers, has the designated teacher undertaken in order to impart knowledge and understanding about the education and well-being of looked after children to colleagues?</p>	<p>Attachment Training took place during the Autumn Term</p>
<p>9. What work has there been with The Virtual School to secure the best outcomes for looked after learners?</p>	<p>The designated teacher has liaised closely with the virtual school regarding the attainment, progress and well-being of the children.</p>
<p>10. What is the impact of any school policies on looked after children? For example charging for school visits, extended activities, communications about consultation meetings, arrangements for fixed term exclusions.</p>	<p>There has not been any notable impact on the LAC pupil in the last year.</p>

<p>11. How much pupil premium funding has been received in the last full financial year for looked after children? How has this funding been used for the group and for individuals and how has it impacted on progress?</p>	<p>Funding:</p> <ul style="list-style-type: none"> - £2000 <p>Use:</p> <ul style="list-style-type: none"> - Attachment Training for all the staff - SEND resources - Residential Trips - TA Support <p>Pupil 1 impact:</p> <ul style="list-style-type: none"> - Improved on Pupil Profile Score (measuring social, emotional, conduct and learning needs) - Improved on Strengths and Difficulties Scores - Made Above Expected Progress in Reading, Writing and Maths - Achieved Above Age Related Expectations in Reading & SPAG and was at Age Related Expectations in Writing and Maths, at the end of Key Stage 2 <p>Pupil 2 (School Support) impact:</p> <ul style="list-style-type: none"> - Improved on Pupil Profile Score (measuring social, emotional, conduct and learning needs) - Improved on Strengths and Difficulties Scores - Made Above Expected Progress in Reading and Maths and Expected Progress in Writing - Achieved Age Related Expectations in Maths at the end of Key Stage 2 <p>Pupil 3 (with EHCP) impact:</p> <ul style="list-style-type: none"> - Improved on Pupil Profile Score (measuring social, emotional, conduct and learning needs) - Improved on Strengths and Difficulties Scores - Made 'relative' progress (demonstrated with B Squared) - Finished the year below age related expectations
<p>12. How much pupil premium funding has been received for children adopted from care, or with residential orders or special guardianship orders? How has this funding been used for the group and for individuals and how has it impacted on progress?</p>	<ul style="list-style-type: none"> - N/A
<p>13. Do looked after children experience good or outstanding teaching?</p>	<p>Yes</p>



Updated 12/05/2016, JS

