

Partnership working to support Disadvantaged students.



Hampshire
County Council



Our ethos

- **Every** child will be successful- *some just need a little extra help*
- Personalised- *one size does not fit all*
- Range of strategies
- **Not** interested in excuses
- **Not** about closing gaps
- **Not** about setting limits

Ofsted's evidence

Successful schools:

- do not treat pupils eligible for the pupil premium as a homogeneous group
- give disadvantaged pupils a high profile within a school
- often appoint a senior leader to raise the profile and champion the learning of disadvantaged pupils.

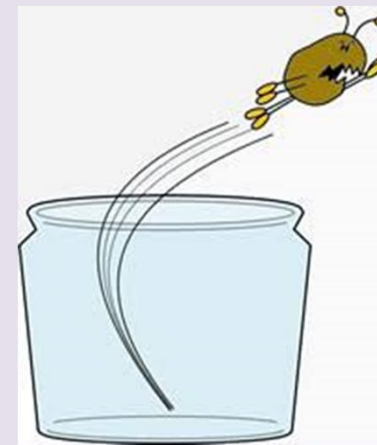


Disadvantaged students



Priorities for 2017-18

- High quality teaching and learning
- Building cultural capital and avoiding cracks in the pavement
- Parental engagement



High quality teaching and learning- priority one

- **Accountability** by students and teachers; clear, specific, shared and reviewed targets in class and over time, evaluation
- **What do we know about the individuals?** Remove the barriers not the learning opportunities. How is their learning organised?
- **No 'good enough'** in every lesson
- Finish the statement ' I can't do it..' with a '**yet**'
- **Use facilitating questions** – 'Why?' 'What do you need to know in order to be able to do it?'

'We do not truly know what anyone is capable of until they are given interesting and difficult things to do'

Build resilience and develop individuals metacognition

Cultural capital and cracks in the pavement- priority two

- Developing useful knowledge and language.
- Qualifications buy choices and with choices comes freedom; however students need to be able to engage with others
- Recent research tells us that British 14-16 year olds are nearly twice as likely to spend time in their bedroom than at a friends' house, that young people between 16-24 spend more than 27 hours a week on the internet
- Need to ensure our disadvantaged students continue to gain cultural experiences- through conversations, lesson contents, clubs, visits etc.

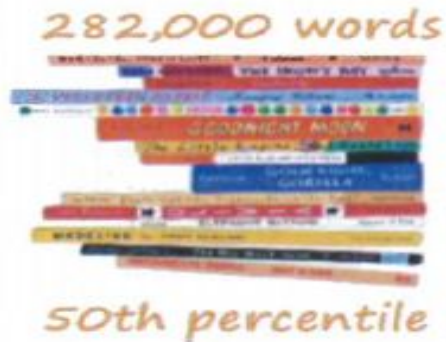
Read With a Child

It's the Most Important 20 Minutes of Your Day

Child "A"
reads **20 minutes**
each day
3,600 minutes
in a school year.

Child "B"
reads **5 minutes**
each day
900 minutes
in a school year.

Child "C"
reads **1 minute**
each day
180 minutes
in a school year.



Percentile Rank	Minutes of Reading Per Day	Baseline - Words Read Per Year	Plus 10 Minutes - Words Read Per Year	Percent Increase in Word Exposure
98	65	4,358,000	5,028,462	15%
90	21.1	1,823,000	2,686,981	47%
80	14.2	1,146,000	1,953,042	70%
70	9.6	622,000	1,269,917	104%
60	6.5	432,000	1,096,615	154%
50	4.6	282,000	895,043	217%
40	3.2	200,000	825,000	313%
30	1.8	106,000	694,889	556%
20	0.7	21,000	321,000	1429%
10	0.1	8,000	Based on reading level, ~300,000 words	
2	0	0		

Distribution of time spent reading books outside of school, with estimated words read per year and projection of increased words per year if each child's average daily time spent reading were increased by ten minutes. Adapted from Adams (2006), with baseline data from Anderson, Wilson, & Fielding (1988).

President Harry Truman's mantra

“Not all readers are leaders;
but all leaders are readers”.





Priority three: Parental engagement

- Research tells us that regarding students' achievement schools have a **20%** influence compared with personal and social factors attributing for **80%**
- We need to understand the individual student's position and work with the parents
- ***University of Missouri (2017) 'Students are more likely to succeed if teachers have a positive perception of their parents.'***
- **Every** conversation is an investment
- Poor parental engagement is a **myth**; however some parents need additional support

Learning Dialogues

- Every teaching member of staff will be given up to 3 disadvantaged students with whom they will work this year
- You will meet with them and their parents once each term for a focused meaningful conversation about their learning. These will be followed up with emails, phone calls and dialogue with other members of staff about the individual students.
- Scripts for the meetings will be provided and records from the meetings will be logged on SIMS.
- 10 hours of directed time has been put aside for this activity.

Learning Dialogues



Purpose of meetings

- To meet with them and their parents once each term for a focused meaningful conversation about their learning. These will be followed up with emails, phone calls and dialogue with other members of staff about the individual students.
- 10 hours of directed time has been put aside for this activity

Parental engagement



Two key actions

1. Every half term text messages are being sent to all the parents of students in Years 7-9 telling them what topics they are studying and informing them of key dates for assessments (EEF research)
2. Parental learning dialogue meetings

Disadvantaged Students data

Benchmarks

Key Stage 3 At least 80% of Disadvantaged students making at least **secure progress** across at least 6 subjects including the basics

- Year 7 – 48% (12 missing English or maths)
Spring- 74% (8 missing English or maths or both)
- Year 8- 38% (8 missing English or maths)
Spring- 65% (8 missing English or maths or both)
- Year 9 - 61% (6 missing English or maths)
Spring- 74% (3 missing English or maths)

Disadvantaged Headlines- Cultural Capital examples

- 15 students were involved in the school production last term
- 9 are in the Student Leadership groups
- 15 Yr8 Disadvantaged students are going on the French residential
- 8 Students are involved in the EBP Yr9 LEAP project
- 7 Yr11 students are involved in the EBP mentoring scheme
- 45 students are now signed up for the Southern Universities Network Programme



Feedback from Mark Rowland

- **Final Reflections**

During final discussions, there was some reflection on the progress the school had made by taking the key ingredients for success and applying them to the Portchester context – and the importance of perseverance.:

- A whole school approach – outcomes for disadvantaged pupils is at the heart of the school improvement plan
- A shared language across all staff – everyone expected to own the strategy and understand their role in it
- High quality implementation
- Evidence informed
- Pastoral and academic strategies intertwined
- Rigorous process and impact evaluation.

Marc Rowland
February 2018

