



Turning the Tide for Disadvantaged Children in West Sussex.

We know that child poverty can have devastating effects on children's lives. Almost 10,000 children in West Sussex are living in poverty as reported in the [Children's Commissioner Report](#), April 2020. We also know that Covid-19 is likely to have reversed some of the progress made in closing the gaps in achievement between disadvantaged children and their peers since 2011, the median being 36% but variations suggesting the gap could be as much as 75%, as shown in the [Education Endowment Fund's report](#) 'Best evidence on impact of school closures on the attainment gap'. It is imperative that we work in partnership to support our disadvantaged learners, not just in recovery from Covid-19 but through sustained work moving forward into the future to ensure that all children are supported to make accelerated gains in the day to day learning and development, and in doing so make good progress to attain and achieve their full potential, both academically and pastorally.

School Effectiveness support in 2020/21

		How to book
School effectiveness challenge and support programme (Core service)	All school link adviser visits will have a focus on the provision for and progress of disadvantaged pupils.	Contact your link adviser.
Bespoke support (Traded/enhanced visit)	Support from the school effectiveness team designed specifically for your school. This may include curriculum, inclusion, and leadership support.	Contact your link adviser.
Pupil premium reviews (Traded)	A full review of the use and impact of pupil premium / catch up / sport premium and practices within your school supporting school leaders and governors to further enhance provision for disadvantaged pupils.	Contact your link adviser or book through WSSfS. Schools will be contacted when booking is open.

School Effectiveness Team

		How to book
Governor training (SLA) and bespoke support (Traded)	Specific training on raising the achievement of disadvantaged pupils as part of your SLA; also available as an in-school session or enhanced / bespoke programme of support to governors.	Contact Governor Services or your link adviser.
Disadvantaged lead training (Traded)	All schools should have a designated leader for disadvantaged pupils. Often this is the DSL, as KCSiE 2020 puts a responsibility on DSLs for the academic outcomes for vulnerable pupils who are often disadvantaged also. Training sessions will be available for these leaders.	Book through WSSfS. Schools will be contacted when booking is open.
Targeted intervention (Brokered/funded/enhanced/bespoke visits)	A programme of targeted intervention for schools whose disadvantaged pupil outcomes are below national average, in order to support the rapid closure of the gaps in disadvantaged pupils' outcomes compared to those of non-disadvantaged pupils.	Schools will be contacted directly.
Leader forums (Core)	These sessions will run throughout the year for leaders with responsibility for disadvantaged pupils' outcomes, in order to explore research and transfer best practice and ideas across schools, including sharing and disseminating leading practices of research and teaching schools.	Book through WSSfS. Schools will be contacted when booking is open.
Professional learning programmes (Traded)	Our programme of professional learning for teachers and subject leaders will provide specific tailored content relating to how best to support disadvantaged pupils.	Book through WSSfS. Schools will be contacted when booking is open.
NQT training (Core)	A bespoke training session for NQTs on supporting disadvantaged pupils as well as featuring as a thread running through other NQT training sessions.	
Early Years Foundation Stage support (Core)	Specific guidance focusing on the importance of school readiness, early learning goals and early help services, in particular relationships with families and nursery providers to secure disadvantaged children's good level of development (GLD).	Contact your link adviser and look out for guidance and ideas.

Our programme of support to schools will be delivered in partnership with teaching schools, research schools, the maths hub and universities.

Why are we doing this?

We know that disadvantaged pupils are less likely to achieve a good level of development (GLD) at the end of the Early Years Foundation Stage (EYFS) and in turn are less likely to achieve the expected 9-5 outcomes at GCSE compared to their non-disadvantaged peers. The educational outcomes of disadvantaged children are in decline at the end of every key stage across education.

Disadvantaged children do not achieve as well as their non-disadvantaged peers at each stage of their education. By the time children start school there is already a disadvantaged gap and this continues to widen at each key stage. The gap starts with only 52% of disadvantaged children achieving [school readiness](#) compared to 71.4% of their non-disadvantaged peers, to the EYFS when too many of them do not achieve GLD, through to fewer of them being secondary ready and culminating in too many not achieving sufficiently strong enough GCSE results to access A level or equivalent qualifications.

The progress data at the end of KS4 shows us that nationally, disadvantaged pupils achieve just over half a grade less per subject than their non disadvantaged peers. In West Sussex they achieve over three quarters of a grade less than their non disadvantaged peers. This puts them at a distinct disadvantage at a crucial stage in their life. This is on a three-year downward trend.

It is essential that we turn the tide for our disadvantaged children and young people at every stage in their schooling. This will involve having high ambitions for all, removing barriers to learning and reducing the stigma associated with being poor, ie not identifying, making assumptions about, treating differently or excluding any child because of their background.

It is far easier to keep up than catch up. Therefore to bridge the disadvantaged gap for our most vulnerable pupils, we must intervene at the earliest possible opportunity. This means getting the fundamentals of early education and school readiness right, through coordination of the early help and early years agenda in order to have the greatest impact in supporting children early on to achieve well in basic skills and early reading.

Self-reflection questions

Question	Supplementary questions/useful links
Does the school have a member of staff responsible for the experience and progress of disadvantaged pupils?	Is this member of staff a member of SLT or have other significant influence across the school?
Is the progress of disadvantaged pupils regularly monitored and are strategies put in place to address individual needs?	<p>Do governors and all staff regularly receive information on the progress of disadvantaged pupils?</p> <p>Do staff regularly receive training and support on how to improve outcomes for their disadvantaged pupils?</p> <p>Do all teachers understand their responsibilities for their disadvantaged learners in their classrooms and are all leaders held accountable for progress in their areas?</p> <p>How much input do all staff and governors have to the development of the whole school pupil premium strategy?</p> <p>https://www.gov.uk/guidance/pupil-premium-strategy-statements</p>
To what extent does the curriculum offer support the needs of disadvantaged pupils to achieve the success they are capable of in order to remove barriers to learning and eradicate disadvantage?	<p>Do staff have the opportunity to develop their skills and expertise to support disadvantaged learners in your school?</p> <p>Does the curriculum offer take into account the context of the pupils?</p>
Transition from lockdown	

Question	Supplementary questions/useful links
What have the effects of the Covid-19 experience been for your disadvantaged children/young people?	What are the positives that you can build on? Eg. stronger relationships with some families.
How are you assessing the wellbeing for your disadvantaged children/young people as they return to school?	West Sussex Emotional Health and Wellbeing guidance
How are you sensitively identifying, assessing and addressing the gaps in learning in order to re-set disadvantaged pupils' learning so they make accelerated progress?	To what extent do staff feel confident to address gaps in knowledge and skills? What support is in place to support them in feeling confident to assess these gaps?
Moving forward	
<p>What is it like to be a disadvantaged pupil in your school?</p> <p>What is the experience of a disadvantaged pupil throughout the school day, and across the school?</p> <p>How is an inclusive ethos promoted within your school by all members of staff and governors?</p>	<p>How is the school reducing inequality of opportunity for disadvantaged learners?</p> <p>What are the barriers to learning for your disadvantaged children/young people? How are these barriers to learning removed?</p> <p>Do all staff have high aspirations for all their disadvantaged learners and promote an ambitious curriculum? How do you know?</p> <p>How do you promote success to pupils, staff, governors and parents?</p>
How do you empower the parents of those children/young people in receipt of pupil premium, so they receive the best opportunities to secure their educational outcomes?	<p>How are they supported in engaging with their child's education?</p> <p>Are all parents / carers who are eligible, in receipt and claiming FSM? How are governors encouraging this?</p>
Does the leader for disadvantaged pupils / DSL attend training and have access to the latest research?	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</p> <p>Closing the Attainment Gap, An Evidence Informed Approach to Teaching</p>
<p>How effectively is the pupil premium and catch-up funding being used?</p> <p>What is the impact of this in closing the achievement gaps of disadvantaged pupils?</p> <p>How is this monitored, evaluated and reported to parents to demonstrate impact on improving disadvantaged pupils' outcomes and value for money?</p>	<p>Are the strategies for which pupil premium funding is targeted research based and specific to the needs of your community?</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p> <p>What CPD is available for all staff to raise awareness of the effectiveness of available research?</p> <p>https://www.gov.uk/government/publications/approaches-to-supporting-disadvantaged-pupils</p>

Question	Supplementary questions/useful links
EYFS specific	
<p>Have you been able to identify and engage with the disadvantaged children and their families that are starting in September?</p> <p>How do you intend to keep up this engagement throughout their time in your school?</p>	<p>Has there been an exchange of information with settings on how Early Years Pupil Premium had been used and its impact on the child's development?</p> <p>How could this information be used for planning the child's provision and the use of the school's Pupil Premium funding?</p>
<p>Are foundation stage staff and the designated disadvantaged lead equipped to address the needs of the disadvantaged children starting at the school in September?</p> <p>How will the barriers to learning be identified and rapidly addressed?</p>	<p>https://www.e4swsccalpha.co.uk/</p> <p>http://schools.westsussex.gov.uk/Page/17429</p>