



Education
Research
Alliance

- **Continue to support schools with the Effective Implementation process.**
- **Link with educational research and evidence experts and bring that expertise to our region.**
- **Work alongside local partners to bring an evidence-based focus to addressing local priorities.**
- **Widen the ‘evidence-informed’ reach to middle leaders and wider staff groups.**

From mitigation to success
Addressing educational disadvantage
Helping all pupils to thrive in our schools

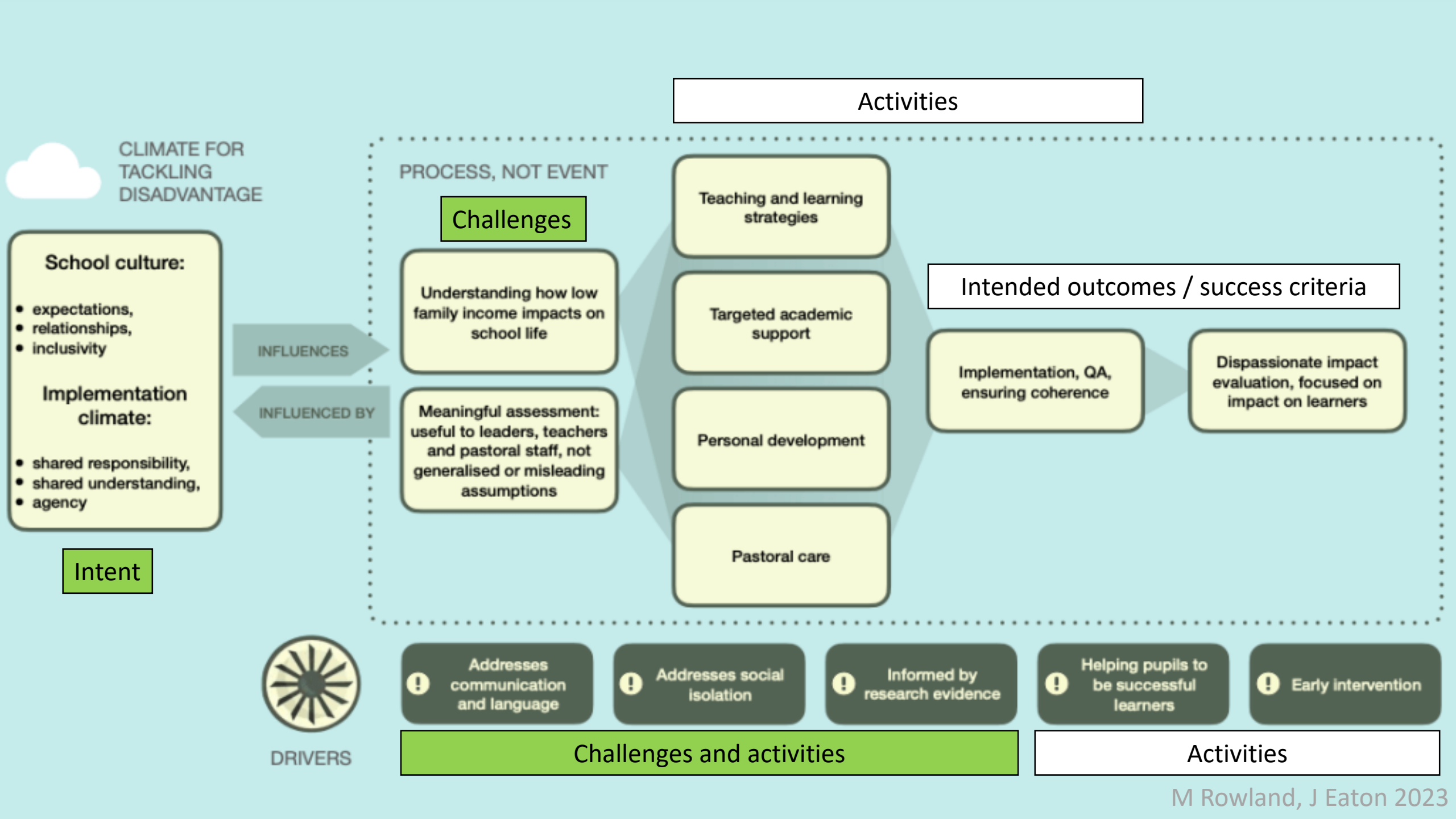
Marc Rowland

Unity Research School
November 2023

Keys to success...

- Domain specific knowledge (strategy and activity)
- Evaluative / reflective (not mirror mirror)
- Lead and embed change (this is HARD!)
- Empathy and understanding (not sympathy)
- Commitment to evidence (for challenge)
- Focus on what's in your gift (don't chase the wind)





CLIMATE FOR TACKLING DISADVANTAGE

School culture:

- expectations,
- relationships,
- inclusivity

Implementation climate:

- shared responsibility,
- shared understanding,
- agency

INFLUENCES

INFLUENCED BY

PROCESS, NOT EVENT

Understanding how low family income impacts on school life

Meaningful assessment: useful to leaders, teachers and pastoral staff, not generalised or misleading assumptions

Teaching and learning strategies

Targeted academic support

Personal development

Pastoral care

Implementation, QA, ensuring coherence

Dispassionate impact evaluation, focused on impact on learners



DRIVERS



Addresses communication and language



Addresses social isolation



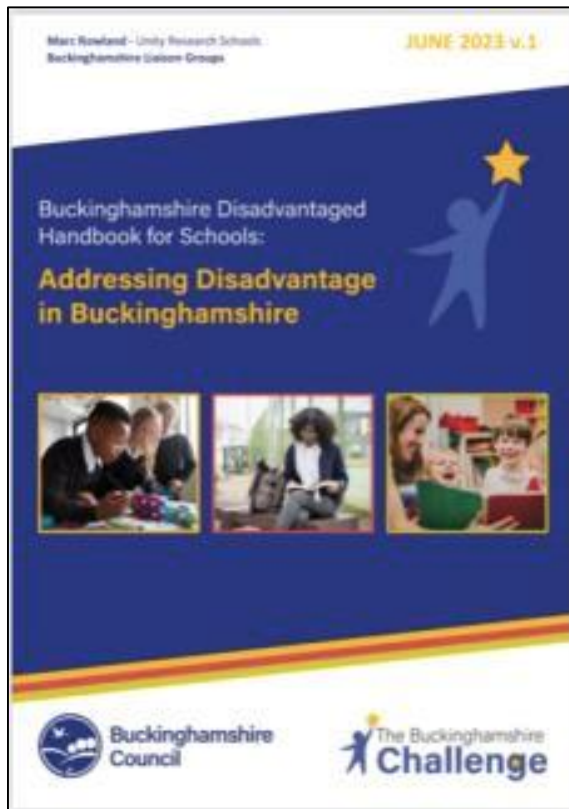
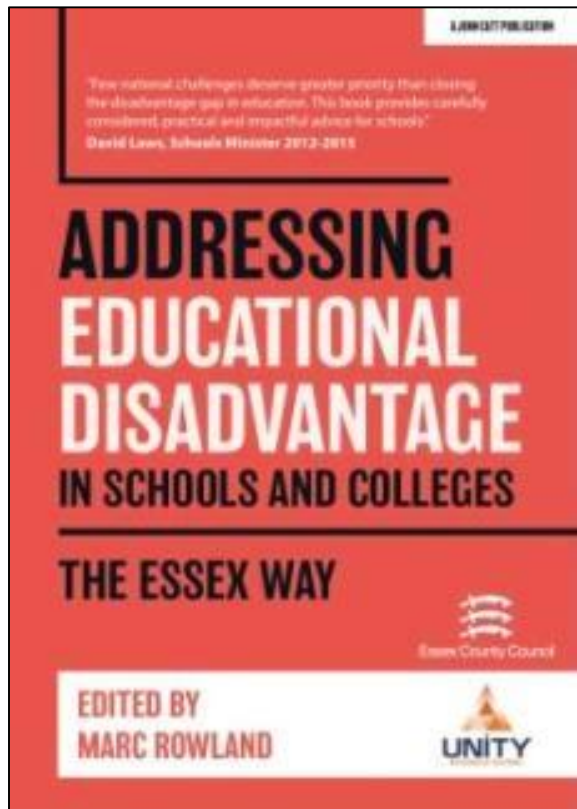
Informed by research evidence



Helping pupils to be successful learners



Early intervention



Expectations and labels

'If you expect nothing from somebody you are never disappointed.'

Sylvia Plath



'Our low ability pupils have low self esteem.'

From the classroom to the dinner hall...

- What does high expectations mean in your school community?



This details the key challenges to achievement that we have identified among our disadvantaged pupils.



Being wary of a deficit discourse around disadvantage

Focus on what's in our gift.

Detail of challenge / barrier to learning.	
1	Majority of our children start school below and in a significant number, well below their age expectations especially in the areas of speech, vocabulary and basic mathematics. This evidences as significant / moderate speech and language delay including limited vocabulary and understanding of spoken language' which impacts early reading and writing development and reduced confidence in numeracy based on a lack of understanding of number recognition, facts and application.
2	Many children join our school not 'nursery ready' due to parents not fully understanding their role in giving their child the skills needed for a flying start at school. Poor social, emotional and personal skills, a lack of understanding or knowledge of the wider world, alongside their poor communication and language mean they start school with gaps to many of their non-vulnerable peers. They start at a deficit and then must spend time and effort making this up so fall behind their peers.
3	A lack of parental aspiration (consequently lack of children's aspirations) combined with poor engagement with school leads to some parents not always understanding their child's and school expectations and intended outcomes along with the opportunities they will have at school.
4	Limited communication and literacy skills (lack of opportunities to talk, experience books and support to read at home) means our children's early reading and phonic knowledge is adversely impacted.
5	Data for attendance indicates that our vulnerable children's attendance is lower than our non-vulnerable children. Data shows several of our vulnerable children show as persistently absent. Poor attendance and lateness have a negative impact on all but especially vulnerable children's progress.
6	81% of our children live in the bottom 30% of the most deprived areas. Limited financial stability means parents cannot provide varied experiences or opportunities for their children to understand there is a world outside their locality. So, our children's knowledge and aspirations are limited.

Challenges

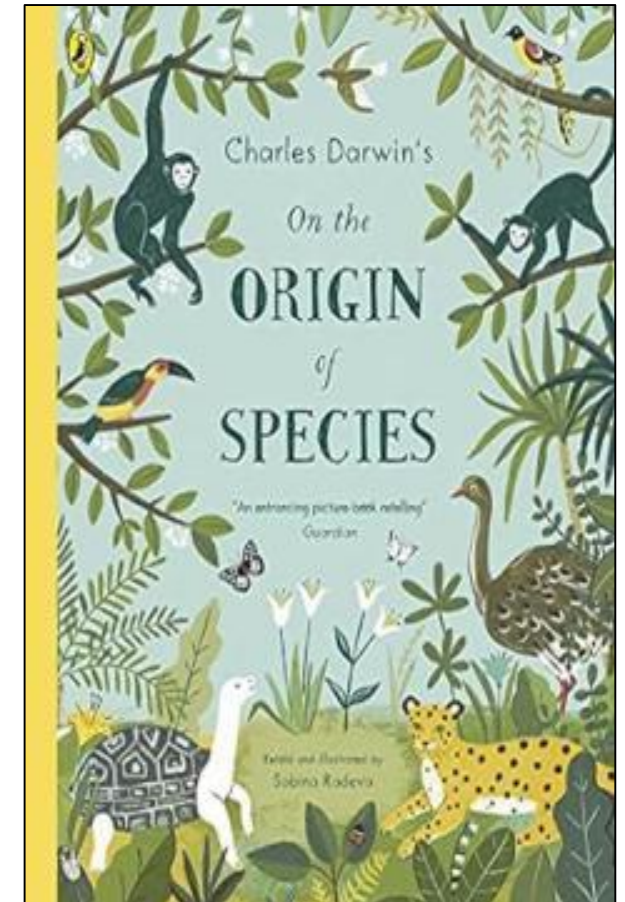
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>On entry to Nursery in both 2020 and 2021, only 4% of pupils were assessed as on track in speaking. In 2020, only 6% of our disadvantaged pupils were at age related expectations in speaking when they entered reception, compared with the cohort figure of 21%. In 2021, 17% of disadvantaged pupils were ARE in speaking on entry to reception, compared with the cohort figure of 23%. Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils from TWOs through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers in the Early Years and KS1.</p>
2	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial closures to a greater extent than for other pupils. These findings are supported by national studies. In previous years, our disadvantaged pupils do as well as, if not better than our non-disadvantaged. This is not the case in 2021, where there is a gap of 16% in reading, 13% in writing and 8% in maths. This has resulted in significant knowledge gaps leading to pupils falling behind age-related expectations in reading, writing and maths.</p>
3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic, 58 pupils currently require additional support with social and emotional needs. 7 children attend our full-time nurture provision, 30 are receiving one-to-one counselling and 21 children are receiving small group counselling/therapy sessions. Two of the children also currently require 1:1 support/mentoring throughout the day to keep them in their lessons. 78% of all the pupils currently requiring additional support are disadvantaged.</p>
4	<p>Our attendance data 2020-21 indicates that attendance among disadvantaged pupils was 2.2% lower than for non-disadvantaged pupils. This is a larger gap than previous years and we believe has been impacted by partial closures. Current data suggests the gap is closing with 0.8% lower attendance for disadvantaged pupils.</p> <p>58% more of disadvantaged pupils were 'persistently absent' in the year 2020-21. This is higher than previous years. In 2018-19, the figure was 38%. Current data for autumn 2021 suggests the gap is closing and is currently 32%, however, we know we need to do more. Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils' progress.</p>

- Free school meals
- Pupil Premium
- Accents
- First names
- Family names *'Another Williams!'*
- Communities
- Ethnicities
- 'White British boys'

'Anchoring' or heuristics (mental short cuts)

<https://www.simplypsychology.org/cognitive-bias.html>

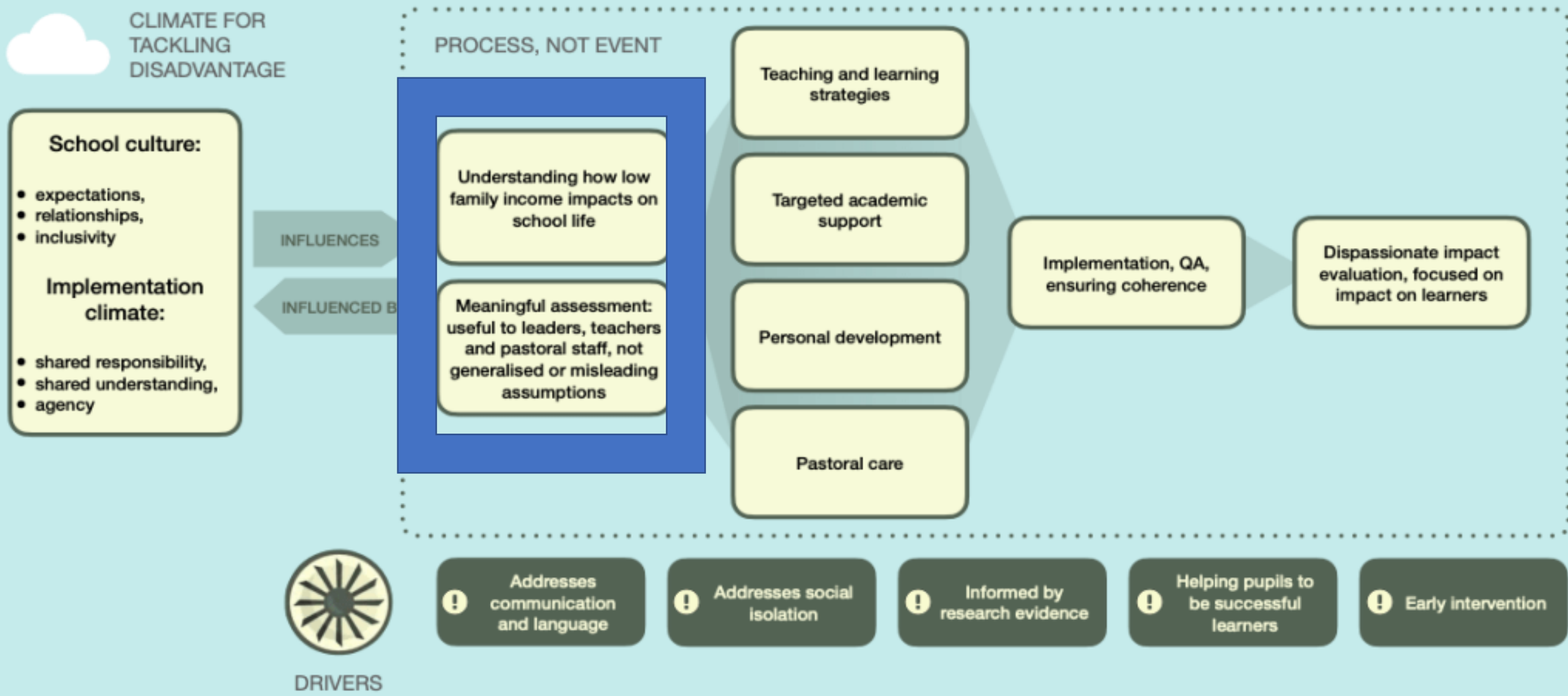


Students More Likely to Succeed If Teachers Have Positive Perceptions of Parents

Published: February 21, 2017.

Released by University of Missouri-Columbia

"It's clear from years of research that teacher perceptions, even perceptions of which they are not aware, can greatly impact student success," Herman said. "If a teacher has a good relationship with a student's parents or perceives that those parents are positively engaged in their child's education, that teacher may be more likely to give extra attention or go the extra mile for that student. If the same teacher perceives another child's parents to be uninvolved or to have a negative influence on the child's education, it likely will affect how the teacher interacts with both the child and the parent."



Assessment, not assumption

What might we mean by disadvantage?

- Schools are best placed to determine what disadvantage means in their own school community. It might include, but is not limited to:
- Pupils eligible for the Pupil Premium / Pupil Premium Plus
- Pupils eligible for Free School Meals (especially those experiencing long term eligibility)
- Highly mobile pupils
- Pupils who speak English as an Additional Language (this is a blunt label that needs deeper analysis)
- Pupils from low-income families not eligible for the Pupil Premium
- Pupils with long term health conditions
- Pupils whose families need additional support from social care
- Young carers
- Pupils with a close family member in prison
- Family education levels
- Pupils with SEND

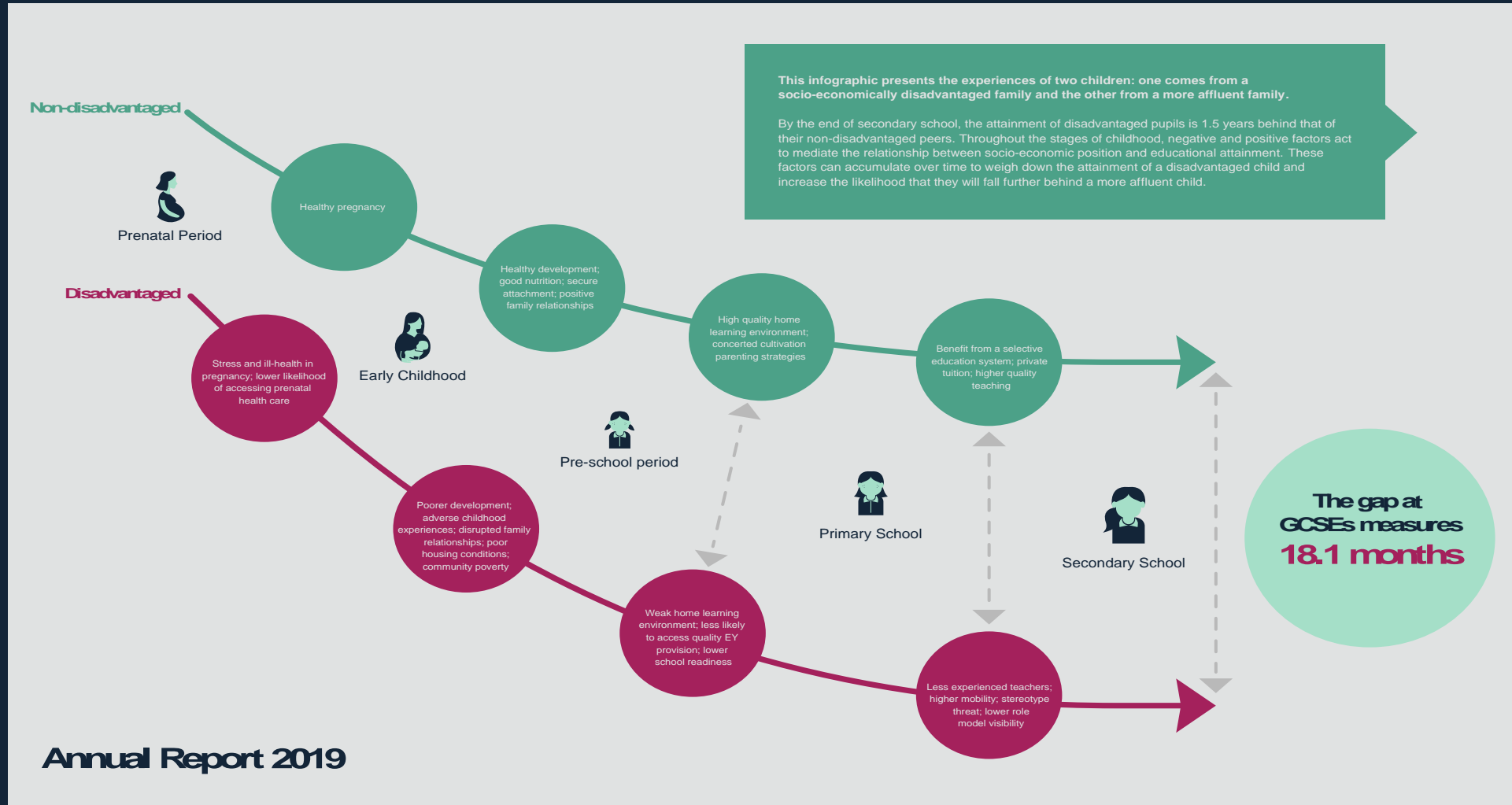
These issues do not define pupils' educational experiences, but they can influence them. This is where we make the biggest difference. These pupils are our 'canaries down the coalmine' in school. When things don't go to plan, they are impacted the most. When things go well, they reap the greatest benefits.

Avoid the 'supermarket sweep' approach.

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Children usually don't 'catch up'...

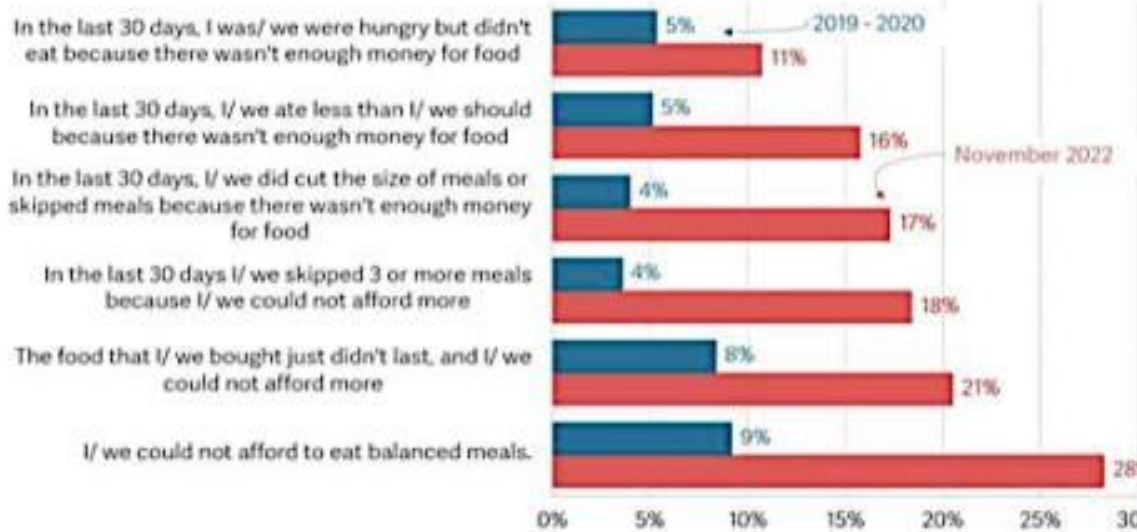
Determinants of the education disadvantage gap



Joseph Rowntree Foundation. Families are increasingly hungry...

FIGURE 6: Families are increasingly going hungry

Percentage of respondents reporting being unable to afford sufficient food: UK, 2019-20 and 23-30 November 2022



Destitution in the UK 2023

Suzanne Fitzpatrick, Glen Bramley, Morag Treavor, Janice Denkinsaga, Jill McIntyre, Sarah Johnson, and Lyndee McMorris

24th Oct 2023 | [Related topics](#)

This study, the fourth in the Destitution in the UK series, reveals approximately 3.8 million people experienced destitution in 2022, including around one million children. This is almost two-and-a-half times the number of people in 2017, and nearly triple the number of children. There is an urgent need for action to tackle destitution in the UK.

Understanding low family income and its impact on school life - consider:

- Food insecurity
- Employment insecurity
- Health inequalities
- Housing insecurity
- Social isolation
- Opportunities to talk
- Limited opportunities / lack of broad vistas
- Transport difficulties
- Fuel insecurity
- Short termism / day to day 'keeping afloat'
- Managing multiple / conflicting priorities
- Cost of the curriculum (formal and informal)
- Cost of school life (e.g. uniform, resources)
- Social networks – eg work experience
- High mobility
- Family education levels
- Societal challenges – eg cost of living
- Judgements, beliefs and assumptions from staff and governors



1. Pupils and families. oral language, vocabulary, language comprehension, gaps in background knowledge, self-regulation of cognition and emotions, dispositions towards learning, motivation, gaps in learning due to poor attendance and access to resources. Social isolation can be an important factor in the impact of disadvantage on learning: the more people we meet and interact with, the broader our vistas.

2. Community. It is important to consider the impact of growing up as a disadvantaged pupil within each school's community. Cost of living challenges. Geographical isolation. Employment, transport, housing.

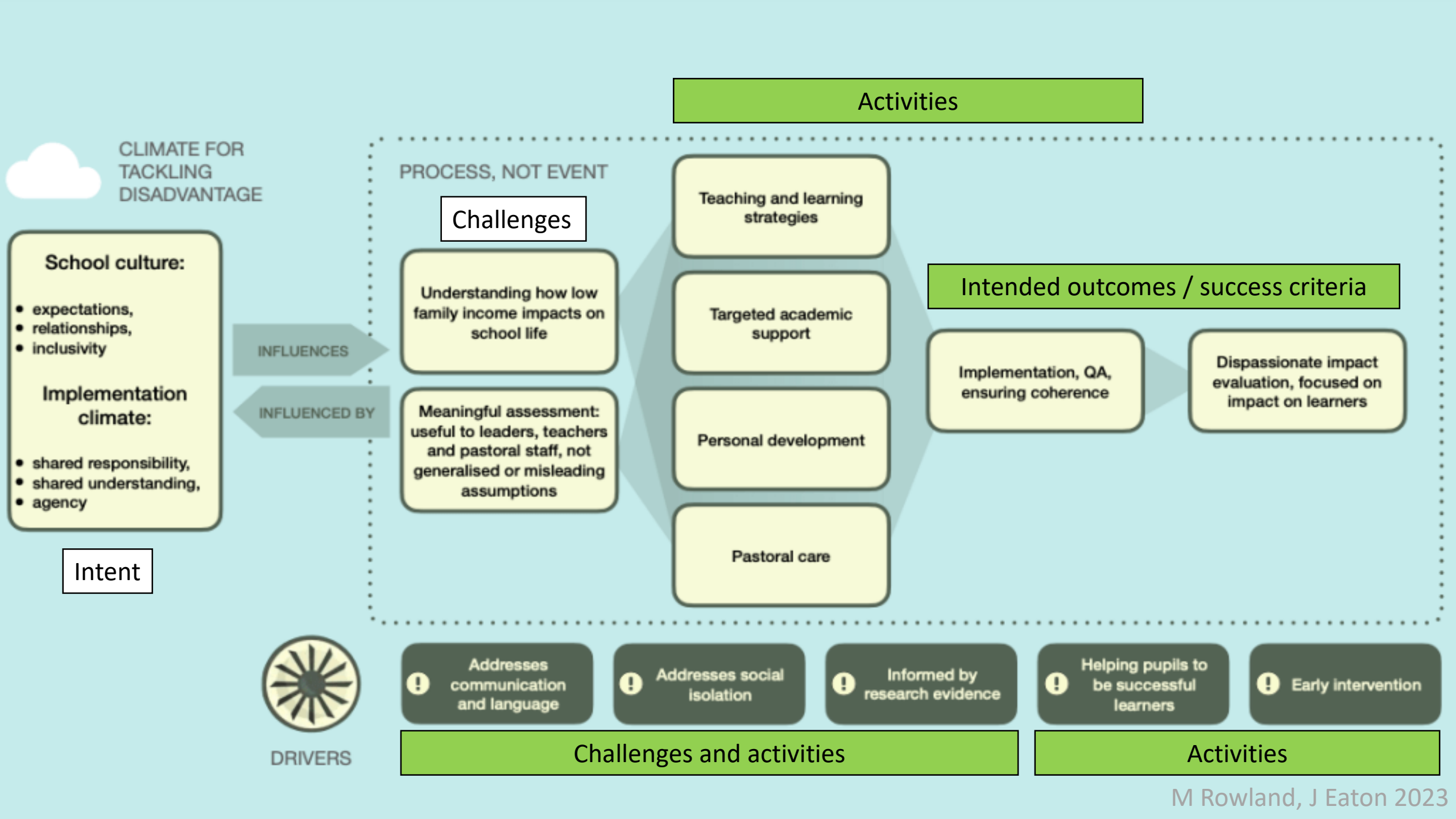
3. School. Cost of the school day / term / year. Negative judgements. Limited access to high-quality teaching, a failure to address expectations of pupils and their families, high turnover of staff, lack of clarity in understanding the issues being addressed, initiative overload and poor implementation can be in-school factors that disproportionately impact on disadvantaged pupils.

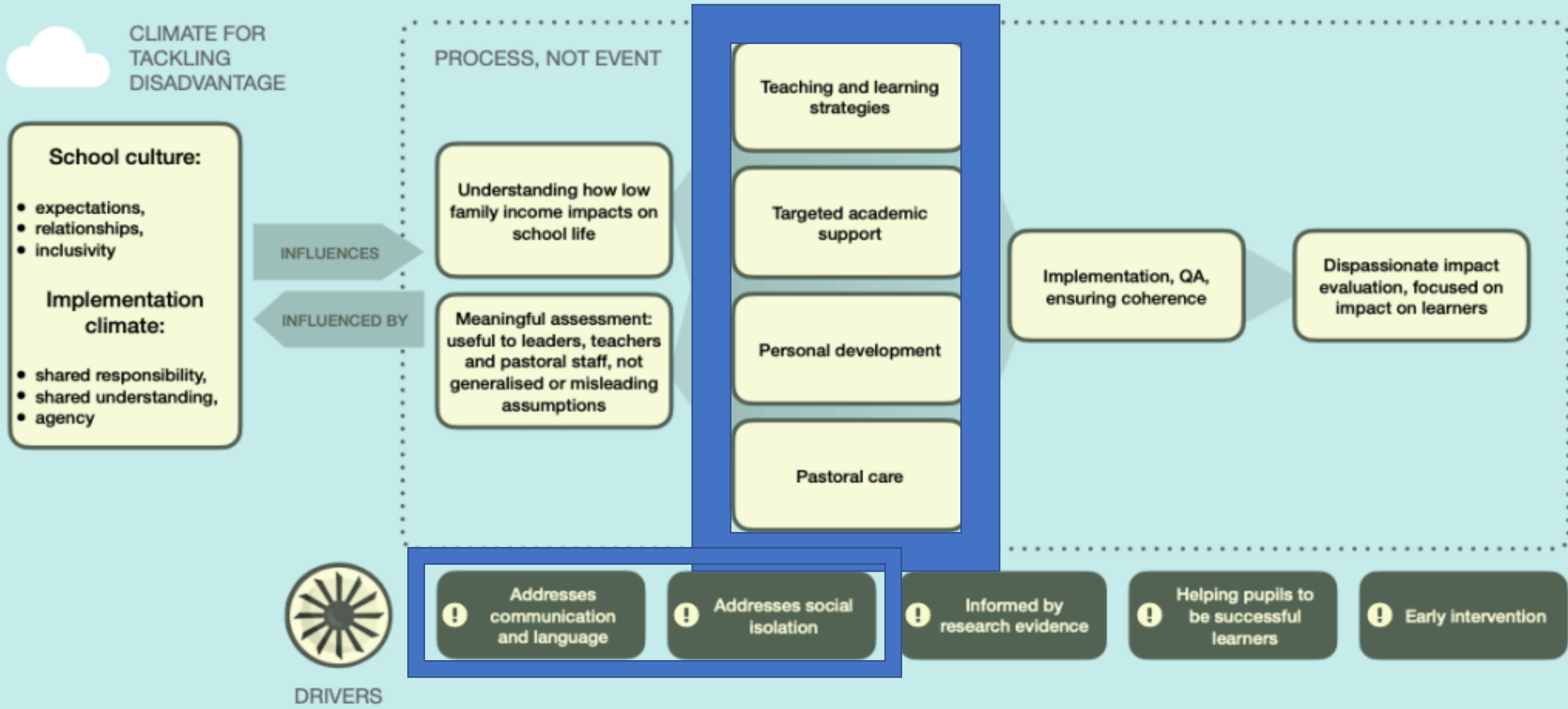
These are not an exhaustive list. Have school leaders accurately assessed and understood pupil need in respect of how educational disadvantage impacts on learning. Is there is a collective understanding of this across the school?



Ambition and understanding: discussion (5 minutes)

- Are disadvantaged pupils and families held in high regard?
- Have we accurately assessed the needs of OUR pupils (academic learning, pastoral care, personal development).
- Does the identification of challenges provide purposeful information for leaders, teachers and support staff?





Helping disadvantaged pupils feel like they belong in the classroom

Imagine being in a new city abroad. You don't speak the language. You don't know your way around. Conversely, everyone else around you seems to be contently going about their daily business. How can we foster a sense of belonging for our disadvantaged pupils?



- Level the playing field - Empower all pupils with key knowledge at the very beginning of lessons.



- Have clear, expectations, routines, structures. All pupils feel safe and secure when they are confident they know what's coming. *Structure liberates!*

<https://researchschool.org.uk/durrington/news/levelling-the-playing-field>

Vocabulary at aged five

- There is a 27% gap between the lowest income quintile and the highest.
- The lowest quintile have 16% more likely to have conduct problems compared to the highest quintile.
- The lowest quintile are 15% more likely to have hyperactivity problems compared to the highest quintile.

Waldfoegel and Washbrook, 2010

Low income and early cognitive development in the U.K.

A Report for the Sutton Trust
By Jane Waldfoegel and Elizabeth Washbrook

1 February 2010

Acknowledgements: We gratefully acknowledge financial support from the Sutton Trust, the Russell Sage Foundation, the Leverhulme Trust, and NICHD.

'Scheduled'

Dictionary definition:

'included in, or planned according to the schedule'

Bringing words to life through real life, pupil friendly examples:

'Wales were scheduled to play (lose!) against Argentina on Saturday at 4.00pm'

https://my.chartered.college/impact_article/deepening-knowledge-through-vocabulary-learning/

Multiple, meaningful interactions with new language.

- Introducing words through explanations in everyday connected language, not dictionary definitions.
- Providing several contexts in which a word can be used.
- **Getting pupils to interact with word meanings.**
- Developing activities that require pupils to process the meanings of words in thoughtful ways.
- **Providing interesting examples of the use of new words.**
- Providing lots of encounters with new words.
- **Rewarding the use of new words both in and outside of the classroom.**

'Photosynthesis'

Task: How many words can you make from 'photosynthesis'

Etymology:

Photo = Light | Synthesis = to compose



Institute for
Effective Education

Best Evidence in Brief

MENU



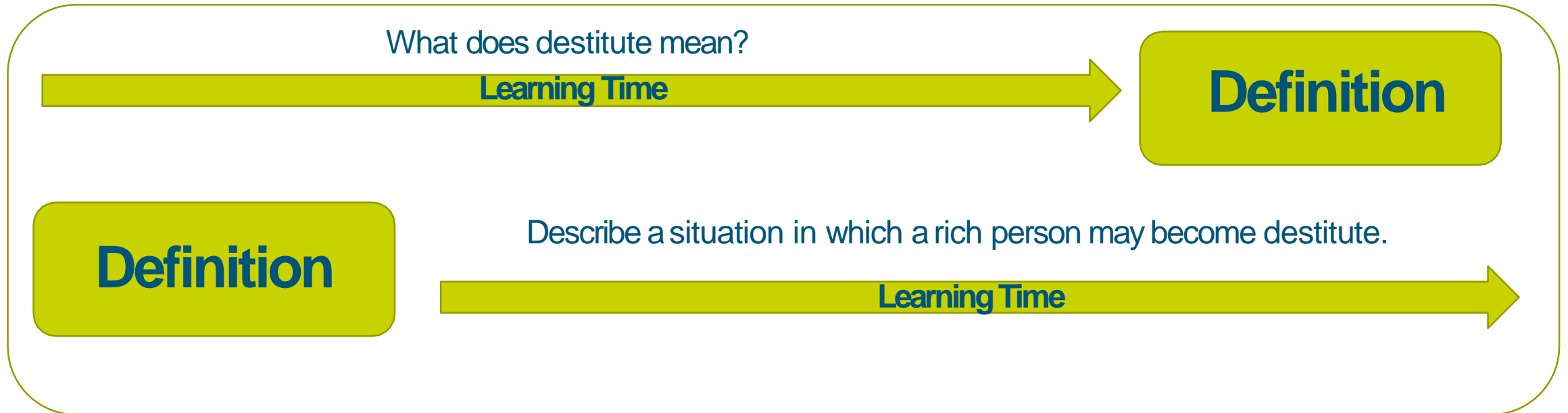
Conversation more important than word exposure for literacy and language development



Using the SEEC Model

Select - Tier Two words relevant to lesson: 'Destitute'

Explain -



Explore - Synonyms, antonyms, etymology

Consolidate - e.g. write a sentence using the words 'because' and 'destitute'.



[Back to overview](#)

Revelations! Unveiling the mystique of a super learner

Andy Brumby on three key insights
into metacognition













6 December, 2020

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 by Kingsbridge Research School
on the 6th December 2020

Children persist less when adults take over:
<https://pubmed.ncbi.nlm.nih.gov/33484166/>

What are the best bets, given our understanding of the *needs* of our pupils?

<p>Metacognition and self-regulation</p> <p>Very high impact for very low cost based on extensive evidence</p>			
<p>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence</p>			
<p>Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence</p>			
<p>Feedback</p> <p>Very high impact for very low cost based on extensive evidence</p>			

Reading improves teenagers' vocab, whatever their background, say researchers

22 November 2017

Teenagers who read in their spare time know 26 per cent more words than those who never read, according to researchers at the Centre for Longitudinal Studies (CLS).

The research team, based at the UCL Institute of Education, found that teenagers who read often, and those who had access to plenty of books, were more likely to develop a better vocabulary than their peers.

Analysing the scores of nearly 11,000 14-year-olds in a word exercise, the researchers found that teenagers who read for pleasure every day understood 26 per cent more words than those who never read at all in their spare time. And teenagers from book-loving homes knew 42 per cent more words than their peers who had grown up with few books.

Even taking into account other factors, like parents' qualifications and profession, and cognitive tests taken by the teenagers when they were aged 5, teenagers who read for pleasure still got 12 per cent more words right, while those from book-rich homes scored 9 per cent more.

<https://cls.ucl.ac.uk/reading-improves-teenagers-vocab-whatever-their-background-say-researchers/>

I have forgotten how to read

For a long time **Michael Harris** convinced himself that a childhood spent immersed in old-fashioned books would insulate him from our new media climate – that he could keep on reading in the old way because his mind was formed in pre-internet days. He was wrong



**Beware
'bottom
20%!'**

Avoid the four Ps! Presume at peril!



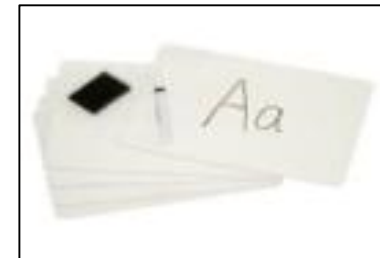
- **Presumption of language and oracy:** Can pupils access the language being used? Are they getting opportunities to talk? Are they being heard?

- **Presumption of background knowledge:** Do pupils have the knowledge to participate in their lessons?



- **Presumption of good learning behaviours:** Do we explicitly ensure that pupils are actively participating in their learning in a group setting, or independently? Do pupils understand the process of learning?

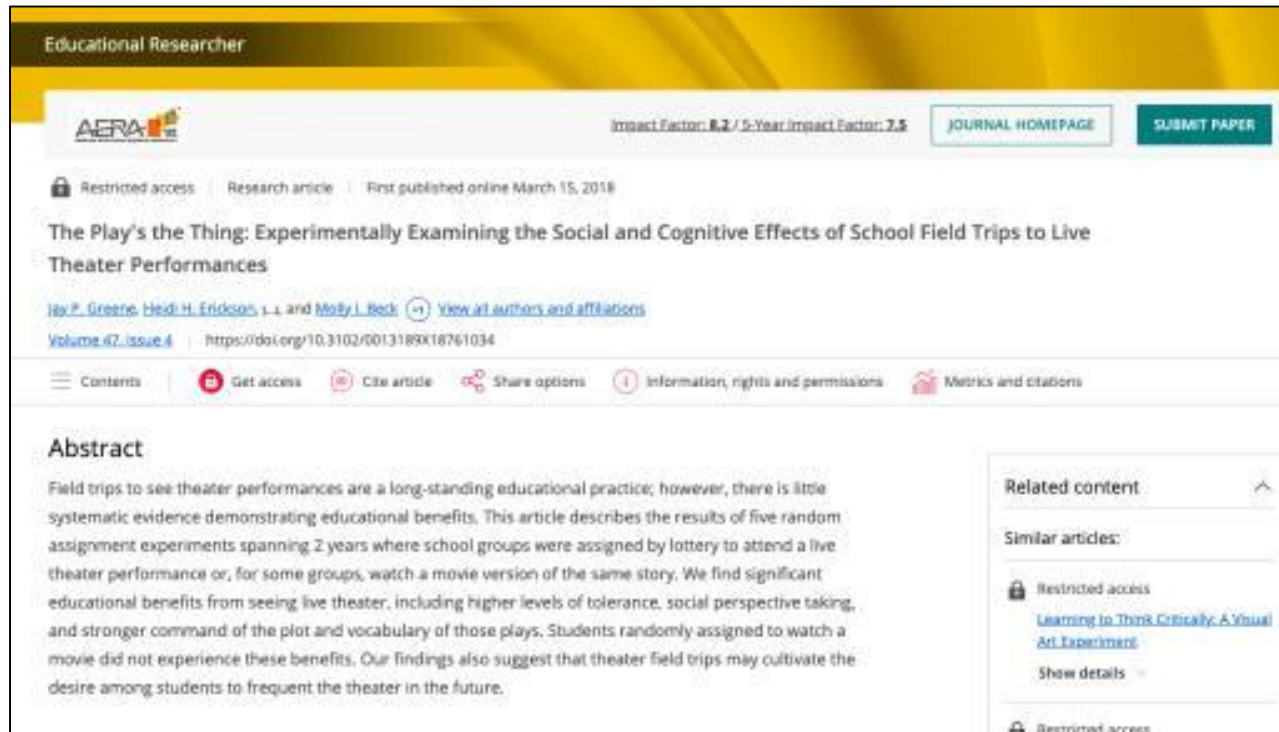
She's cheating!



- **Presumption of positive learning experiences:** Do we explicitly know that pupils are experiencing success, and have positive interactions with adults and peers?



The Play's the Thing: Experimentally Examining the Social and Cognitive Effects of School Field Trips to Live Theatre Performances.



The screenshot shows the AERA journal article page. At the top, it identifies the user as an 'Educational Researcher' and provides the journal's impact factors (Impact Factor: 8.2 / 5-Year Impact Factor: 7.5) along with 'JOURNAL HOMEPAGE' and 'SUBMIT PAPER' buttons. The article title is 'The Play's the Thing: Experimentally Examining the Social and Cognitive Effects of School Field Trips to Live Theater Performances', published online on March 15, 2018. The authors listed are Jay P. Greene, Hedi H. Erickson, and Molly I. Beck. The page includes navigation options like 'Contents', 'Get access', 'Cite article', 'Share options', 'Information, rights and permissions', and 'Metrics and citations'. The abstract text reads: 'Field trips to see theater performances are a long-standing educational practice; however, there is little systematic evidence demonstrating educational benefits. This article describes the results of five random assignment experiments spanning 2 years where school groups were assigned by lottery to attend a live theater performance or, for some groups, watch a movie version of the same story. We find significant educational benefits from seeing live theater, including higher levels of tolerance, social perspective taking, and stronger command of the plot and vocabulary of those plays. Students randomly assigned to watch a movie did not experience these benefits. Our findings also suggest that theater field trips may cultivate the desire among students to frequent the theater in the future.'



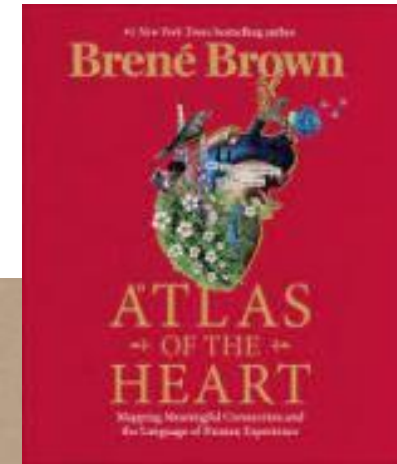
- Content knowledge
 - Social interaction
 - Communication and language
 - Personal development
- More [here](#).

Early Intervention... What do we mean?

(it's *far* more than Early Years!)

- Strategic (eg deployment of additional, high quality staff in early years, KS1, KS3)
- Evidence informed, high impact interventions (NELI, Thinking Reading)
- Same day 'keep up' sessions
- Adaptive lesson planning to take account of literacy difficulties (eg reading)
- Pre-teach (e.g. vocabulary)
- Homework clubs
- Building relationships with families
- Pre-allocating pupils to clubs and enrichment
- Others? ***A common language is KEY!***

'Hope is a way of thinking – a cognitive process'



We experience **hope** when:

1. We have the ability to set realistic **goals** (*I know where I want to go*).
2. We are able to figure out how to achieve those goals, including the ability to stay flexible and develop alternative **pathways** (*I know how to get there, I'm persistent, and I can tolerate disappointment and try new paths again and again*).
3. We have **agency**—we believe in ourselves (*I can do this!*).

The practitioner is the intervention. Intervene at the point of learning.



Pupils with strong language, good background knowledge, self-efficacy & good self-regulation skills can thrive, even if elements of teaching such as explanations, modelling or relationships are not always perfect.

Pupils with more limited language, background knowledge & self-regulation skills need the highest quality explanations, formative assessment & strong relationships. High quality, inclusive teaching matter for all pupils, but particularly for those that find learning more difficult.

Autumn 23

- Call for evidence of effective practices (identification of stronger practices important)
- Leadership survey of priorities
- Mapping of current high-quality practice



Explore

Autumn 23

- Finalising training programme for senior leaders (based on local need)
- Disadvantage self-review framework (and support)
- In-person disadvantage reviews planned
- Invite schools for in in person reviews
- Planning of disadvantage handbook



Prepare

Autumn 23 – Summer 24

- Deliver training programmes: compliance to the classroom
- Roll out of disadvantage review framework (in person and self-review)
- Development of the resource bank
- Publication of the disadvantage handbook

- Respond to ongoing impact evaluation
- Build on centres of effective practice
- Local leaders of training
- Partnership with local system leaders
- Updates of disadvantage handbook
- Update of resource pallet.



Deliver



Sustain

Sustain...?



Summer 2024

Development of Cumbria disadvantage handbook: *'A school with a view' – focus on disadvantage within the coastal and rural community.*

This will provide guidance for every school about how to plan, implement and evaluate an effective approach, rooted in evidence and the local context. Local leaders will sustain and support.



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<https://researchschool.org.uk/unity/>

