How we are addressing the Challenge of Disadvantage

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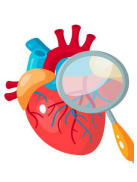






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Problem Continuum





Tame



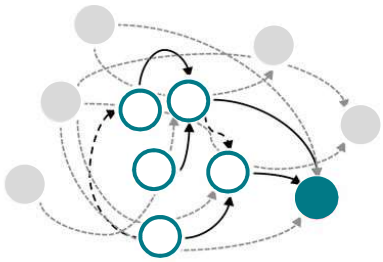
Wicked

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Problem Continuum



Tame



Wicked

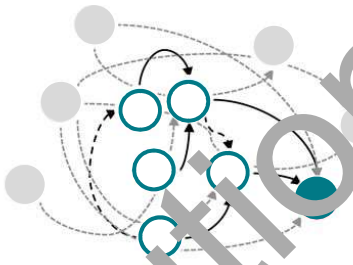
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No definitive formulation
Problems like behaviour, attendance and disadvantage mean different things depending **how they are framed**.

Solutions are better or worse, not right or wrong
Many leadership decisions **involve trade-offs** rather than perfect answers.

Problems are interconnected
Issues like attendance, behaviour, wellbeing and attainment often stem from **overlapping causes**.

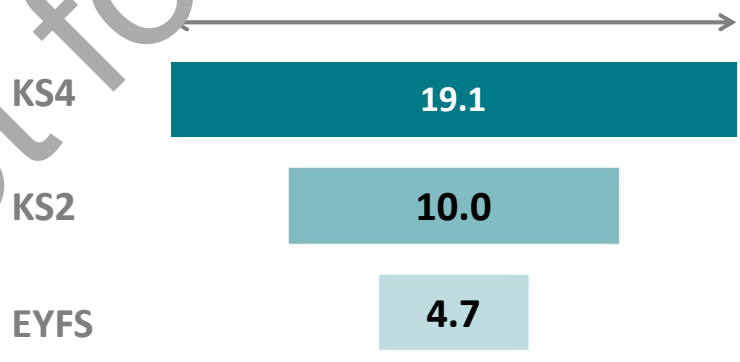


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Rittel and Webber (1973) 'Dilemmas in a General Theory of Planning.'

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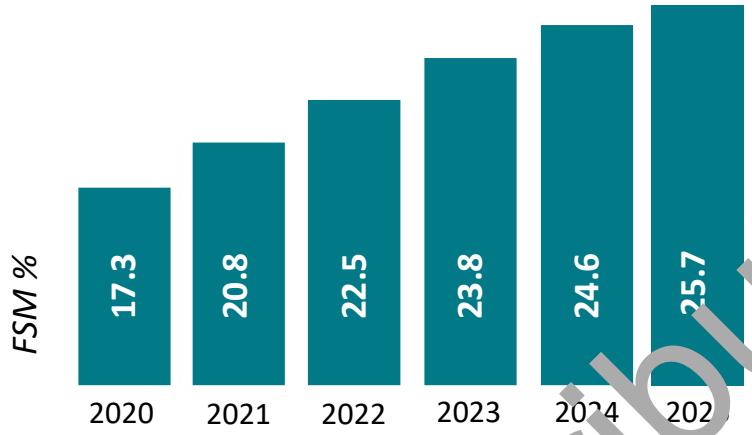
The Attainment Gap in England



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EPI (2024) Annual Report: Disadvantage

Disadvantaged pupil numbers are increasing



D[illegible] Pupil Premium Allocations, 2024/25

Greenshaw PP and Non-PP Gap

	2017-18	2018-19
All	+0.34	+0.04
Non-PP	+0.89	+0.21
PP	-0.53	-0.28
Gap	1.42	0.49

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Greenshaw PP and Non-PP Gap

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All	+0.34	+0.04	+0.41	+0.42	+0.51	+0.63	+0.35
Non-PP	+0.89	+0.21	+0.53	+0.58	+0.70	+0.80	+0.51
PP	-0.53	-0.28	+0.05	-0.12	-0.12	+0.05	+0.04
Gap	1.42	0.49	0.48	0.70	0.82	0.72	0.47

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A message from Bridget Phillipson

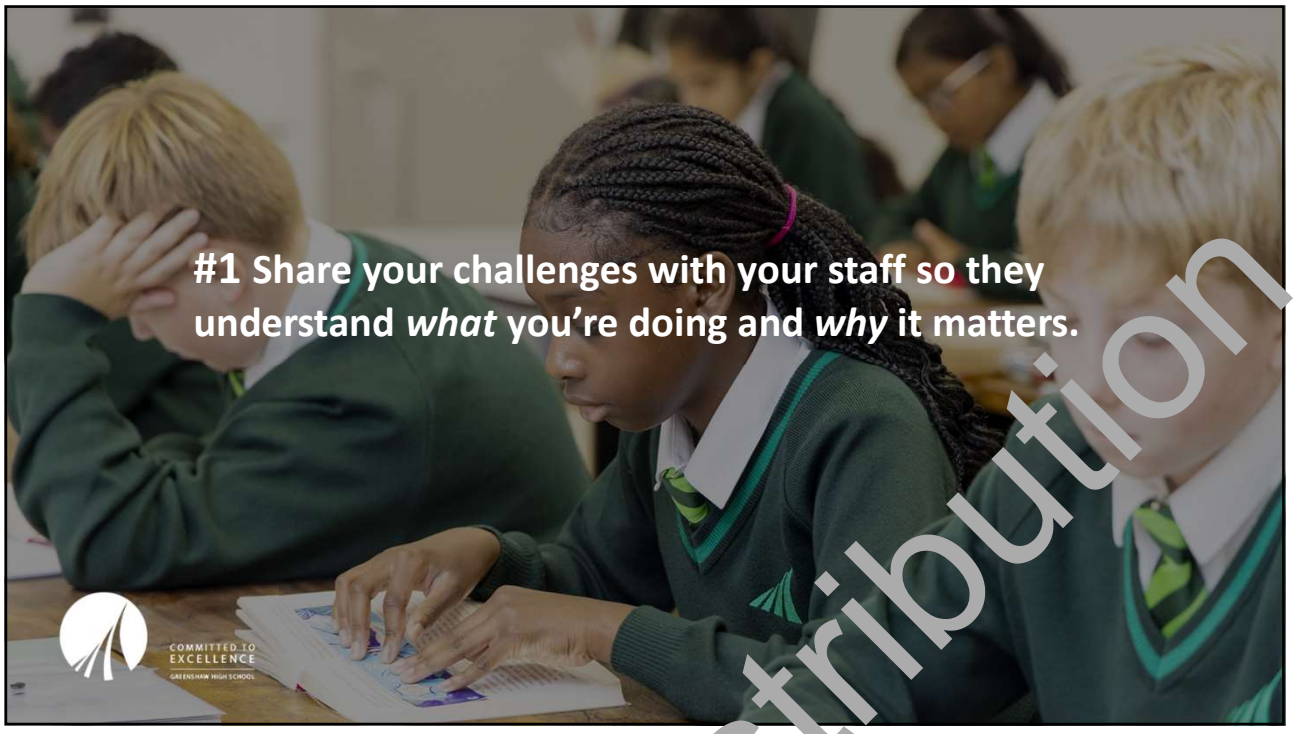


Congratulations to you and your team on the excellent outcomes the disadvantaged pupils at Greenshaw High School achieved at the end of the 2024/25 academic year. Your school's performance places it among the very best nationally, and this is a significant achievement.

This success reflects the dedication of your staff and the hard work of your pupils. It shows what can be achieved when ambition and commitment come together. Thank you for everything you do to give children the best possible opportunities to succeed.

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What do we mean by disadvantage at *this* school?

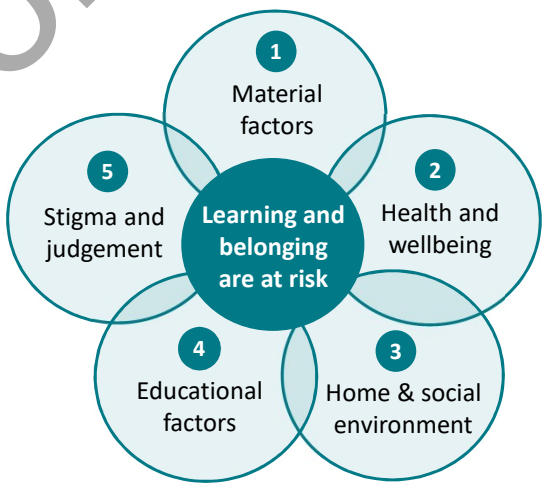
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Educational disadvantage refers to pupils whose achievement is at risk because of the impact of social and economic circumstances and the barriers these create to learning and belonging.

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It is **multi-dimensional**, context-specific and dynamic

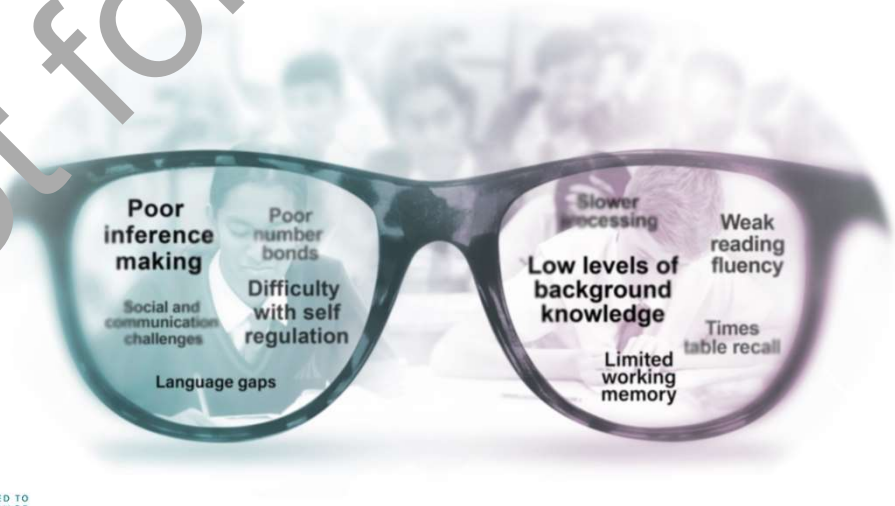


Social and economic circumstances:

- No negative impact on achievement in school
- **Negative impact** on achievement in school

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Through the *lens* of disadvantage for the good of all





How do you create this shared set of values?

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Theories of Action



Beliefs and values



Actions



Consequences

Robinson, V. (2017) *Reduce Change to Increase Improvement*

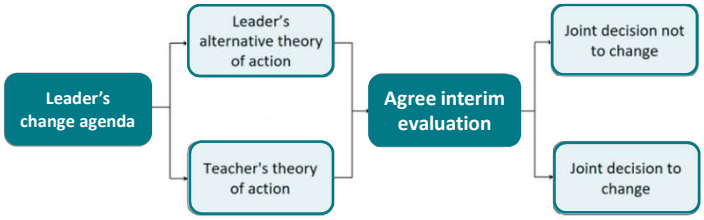
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Engaging Theories of Action

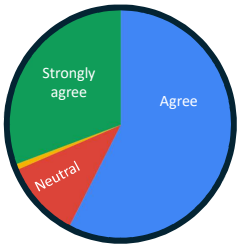
By-passing



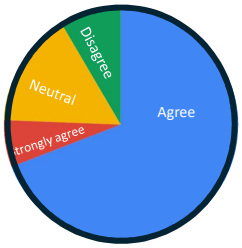
Dialogic



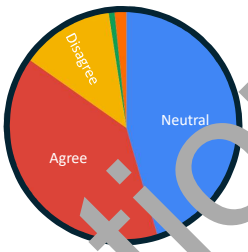
Engaging with Values and Beliefs



#1 The disadvantage gap in my school needs addressing.



#2 I understand the issues faced by disadvantaged pupils.



#3 I me[illegible] the needs of my [illegible]isadv[illegible]ntaged pupils.

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Shaping Values Together

Discuss y[illegible]r r[illegible]spo[illegible]ses to the following:

- Are you su[illegible]prised by the results below? What might be missing?
- W[illegible]at do these results suggest about our understanding of the issues?

Wh[illegible] ar[illegible] the best strategies for tackling educational disadvantage?

- I[illegible]proving the engagement of parents (34)
- Raising the aspirations of students (30)
- Providing additional resources (25)
- Improve overall quality of teaching (18)
- Targeted 1-1 interventions (17)

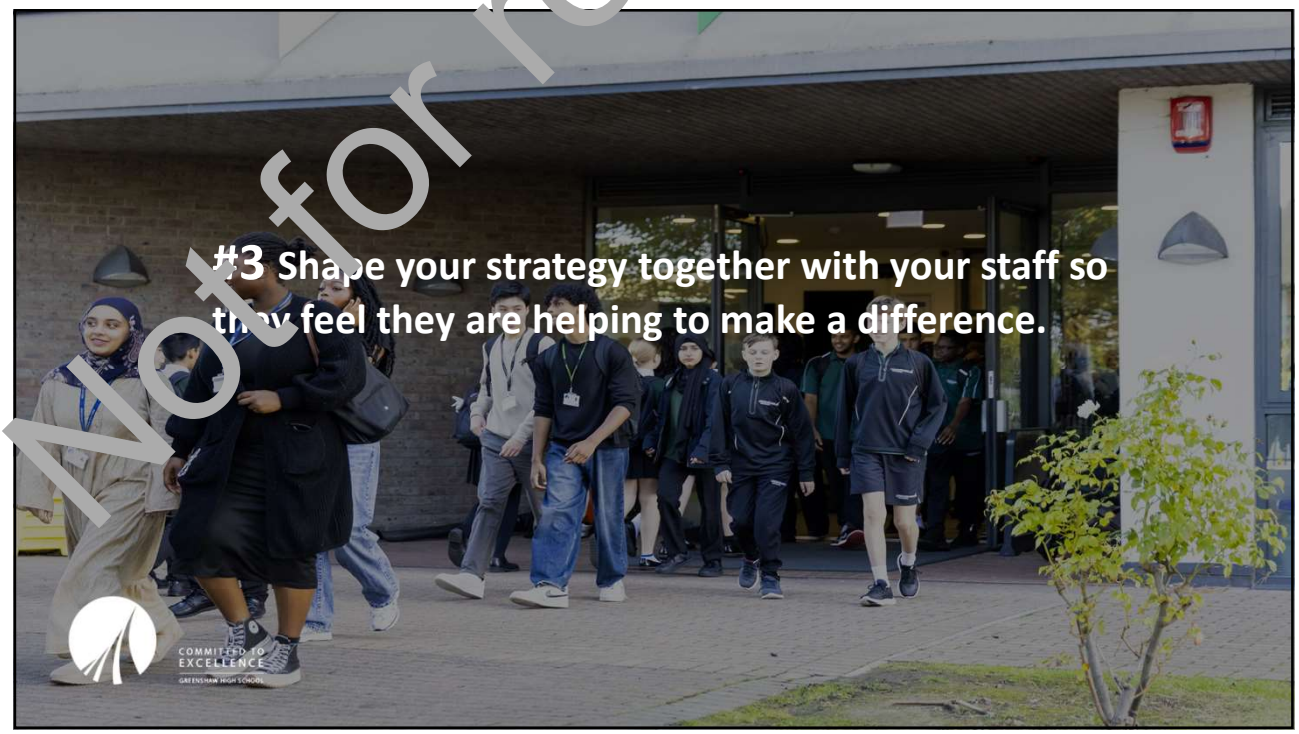
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Our approach to Educational Disadvantage

1. Educational disadvantage means *more than* just the Pupil Premium.
2. Pupil Premium is not a need - we focus on *needs* not *labels*.
3. We believe in directing most of our resources on *what we can control.*
4. We have *most control* over what happens in *the classroom*.
5. This explains why we focus heavily on *improving teaching and learning*.
6. Parental engagement matters but we have *limited control* over it.
7. Improving motivation is also crucial, but it *cannot be addressed directly*.
8. We raise aspirations by *creating the conditions where students are successful*.
9. Improving language ability is *the most powerful* means of securing success.

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There has been an outbreak of E. coli at the *Bella Sophia* restaurant. The local hospital has reported patients being treated for the bug fall into two 'key groups': babies and the elderly. Public health officials have demanded improvements.

The restaurant owners are considering a few options. One is to collect data when orders are taken and to cook the food for twice as long as normal for those customers who are over the age of 65. Another strategy is preparing food for babies using specially sterilised utensils.

Which option would you advise the restaurant to consider?

a) Cook food for twice as long for the elderly customers
b) Prepare food for babies using specially sterilised utensils
c) Both options
d) Something else (name it)

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Adapted from Ruth Ashbee (2018)

'If schools get it right for the most vulnerable and disadvantaged among their pupils, they will get it right for all of their pupils.'

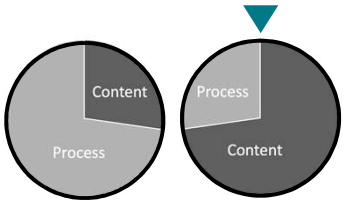
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Sir Maryn Oliver (2025) Ofsted Chief Inspector

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Powerful Routines

Focus on content *not* process



Help *all* pupils feel safe and secure



Help *all* teachers to teach effectively



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Powerful Routines
Daily Check in

Powerful School Routine



Welcome



Set up for Success



Regular Review



Positive End



Follow up

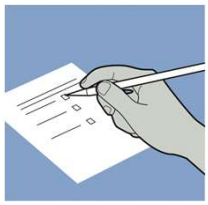
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Questioning Understanding
No Hands

Powerful School Routine



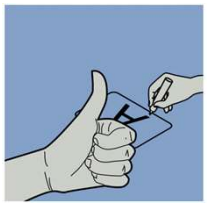
Why



Plan



Ask



Respond

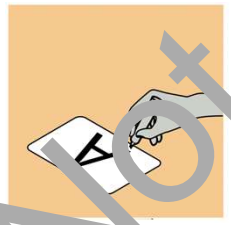


Reset

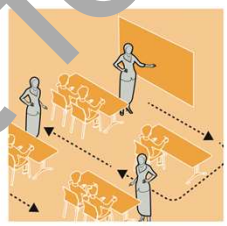
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Setting up Efficient Routines
Do Now (6-8mins)

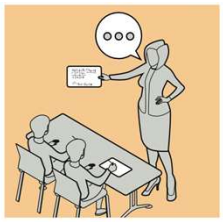
Powerful School Routine



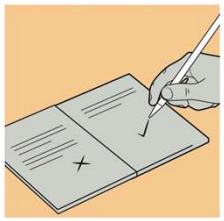
Start



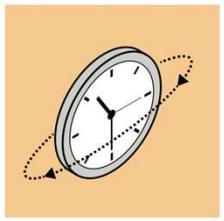
Circulate



Respond



Check



Extend

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Assessing Understanding
Show Me

Powerful School Routine



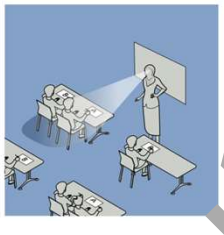
Why



Plan



Ask



Assess



Respond

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Professional Growth

1.	• Whole School Briefing • Curriculum *Preview*
2.	• Whole School Coaching (Powerful Routines) • Learning Review (Focus Five)
3.	• Whole School Briefing • Subject Learning Community (Adaptive Expertise)
4.	• Whole School Coaching (100% participation) • Learning Review (Focus Five)
5.	• Curriculum *Review*
6.	• Whole School Briefing • Disciplined Inquiry

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What are the key *challenges* we face?

1. Dipping expected attainment levels in core subjects
2. Attainment and progress lower at GCSE
3. Lower reading ability levels
4. Not fully participating in learning
5. Rise in social and emotional issues
6. Not completing independent study

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What are our intended *outcomes*?

1. 
   Above national average attainment in core subjects
2. 
   Above national average attainment and progress
3. 
   High reading, writing and oracy levels
4. 
   100% focus on learning in lessons
5. 
   High attendance and wellbeing levels
6. 
   High levels of self-regulation & independence

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A Tutor Reading Programme

1. 
   Above national average attainment in core subjects
2. 
   Above national average attainment and progress
3. 
   High reading, writing and oracy levels
4. 
   100% focus on learning in lessons
5. 
   High attendance and wellbeing levels
6. 
   High levels of self-regulation & independence

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‘Of the subjects taught in school, **reading is first among equals** - the most singular in importance because all others rely on it.’

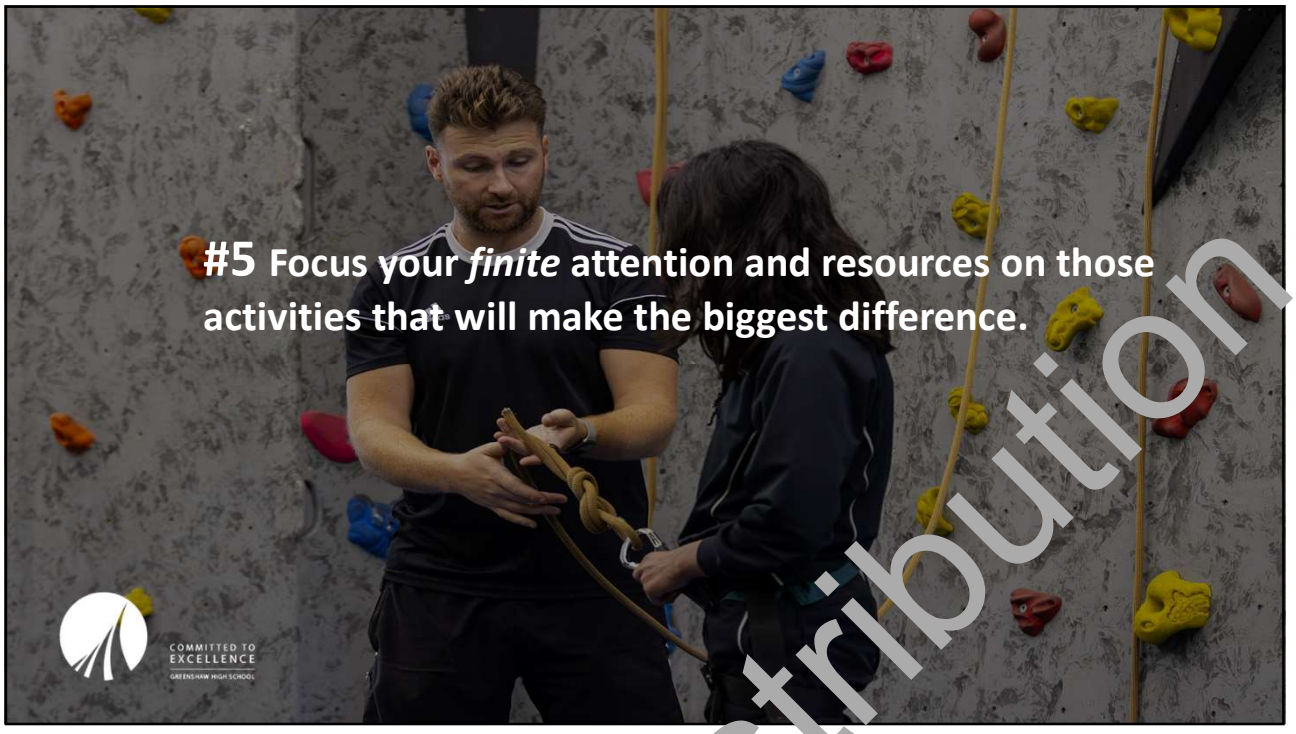
Doug Lemov, *Reading Reconsidered*

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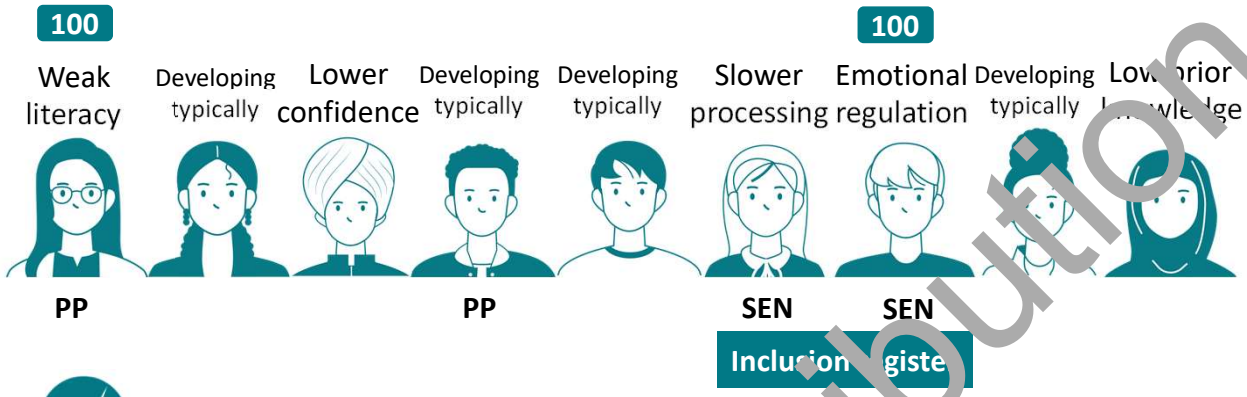


But it's not just about doing different things; it's also about thinking differently too.

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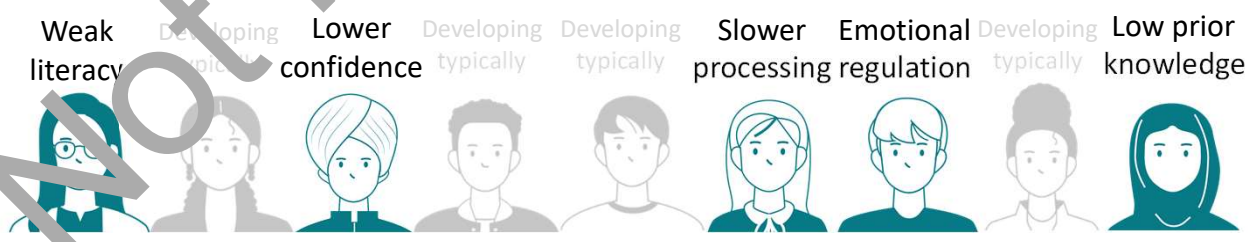
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A Typical Class



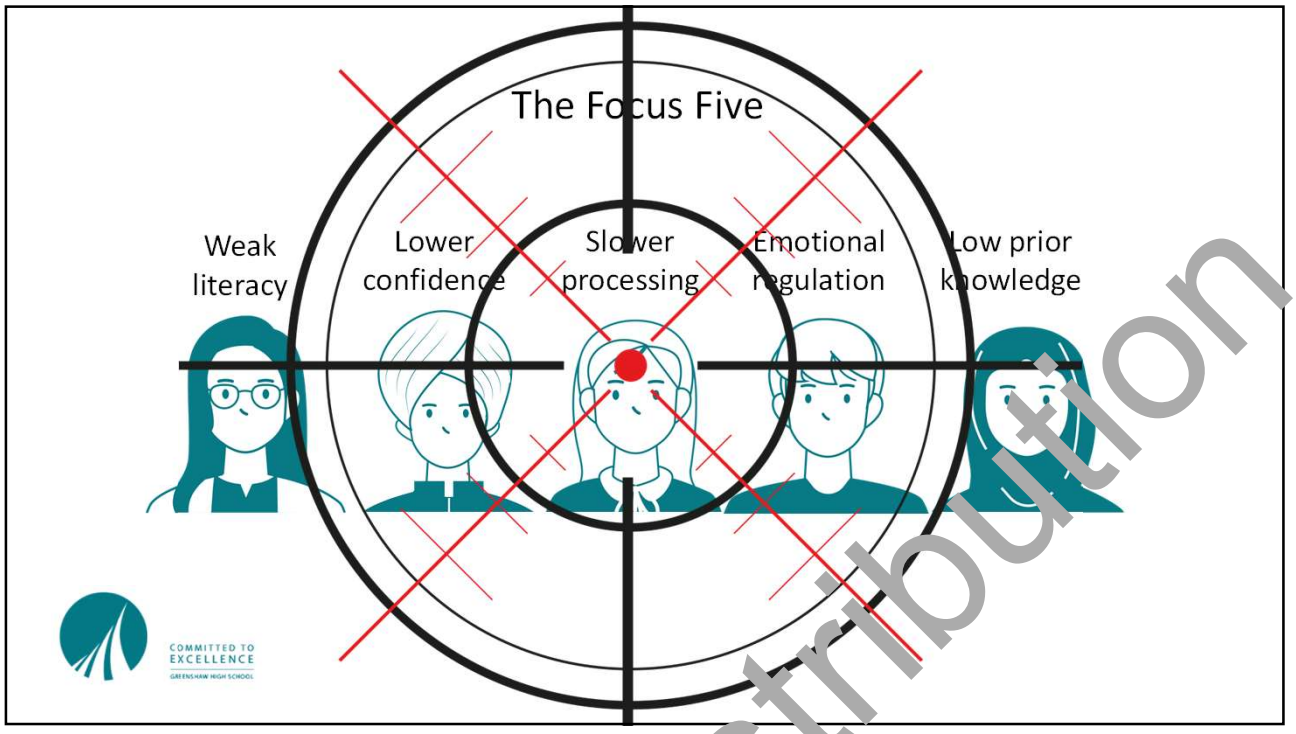
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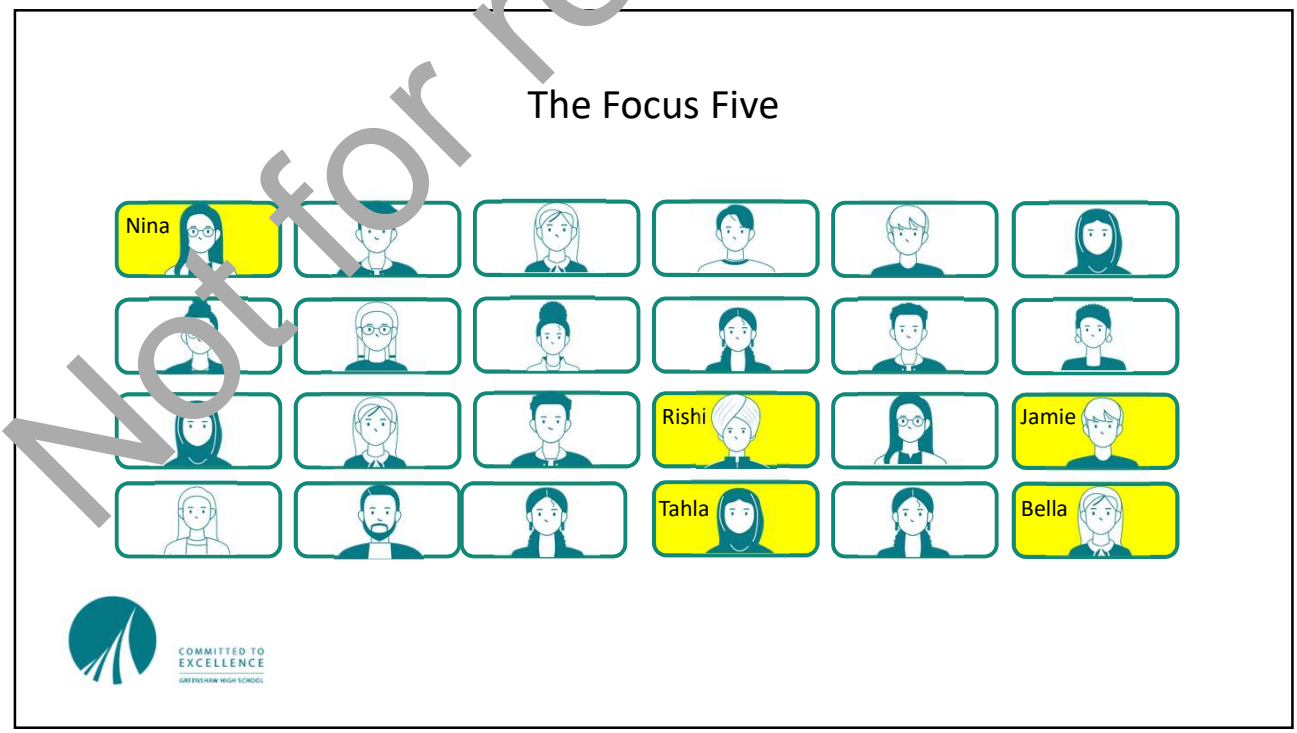
Needs *not Labels*



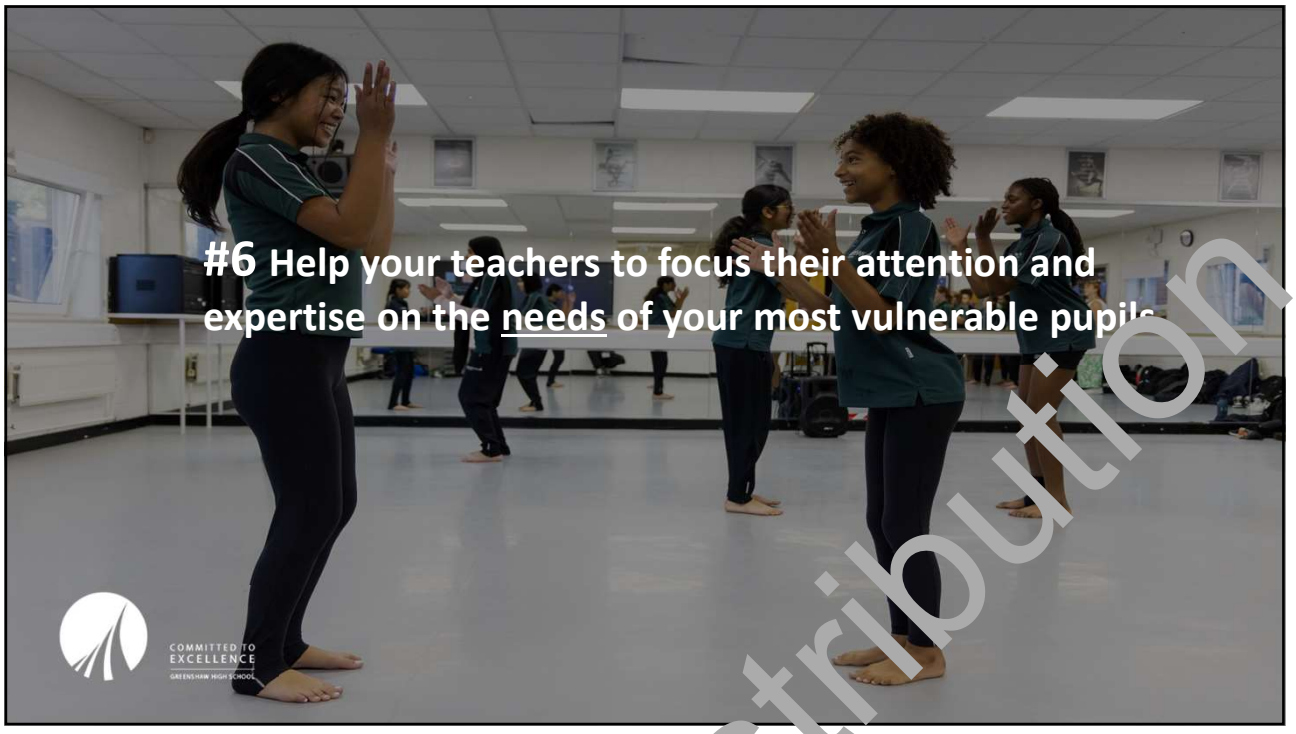
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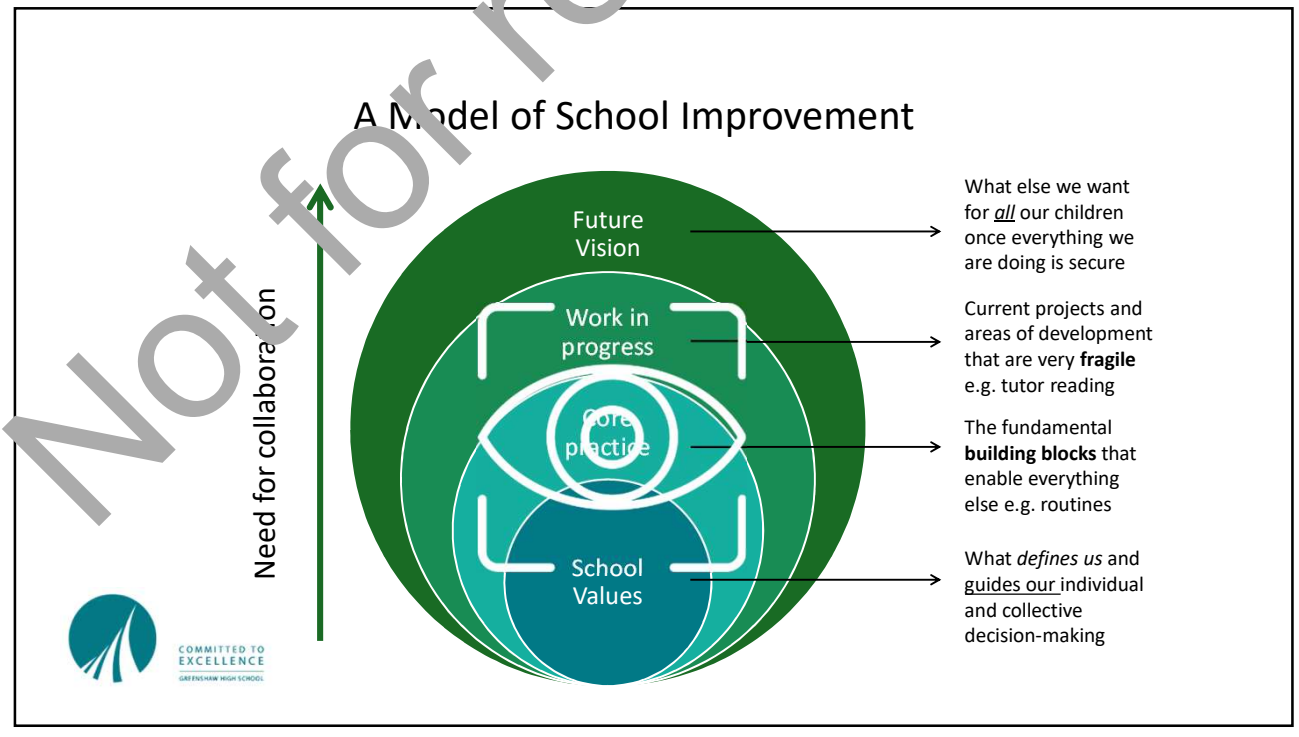


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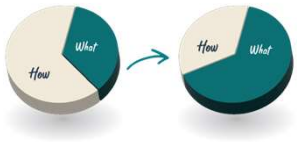


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A Model of School Improvement



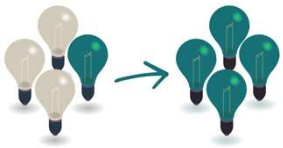
Inclusive by *Design*



practices

Powerful Routines

create calm, purposeful and predictable learning environments for all pupils



values

100% Participation

ensures all pupils are fully engaged in their learning and feel they belong



principle

Adapt e Ex ertise

involve tea hers making vider e-informed d isio s o all pupils learn

Low — Medium — High

Decision-making

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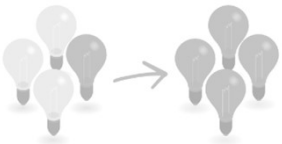
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Powerful Routines



Threshold
Daily Check In
Do Now
No Hands
Show Me
Live Marking

100% Participation



Seen and Heard
Private Talk, Public Voice
Wait Time Plus
Regular Review
Make the Weather
Connect before Correct

Adaptive Expertise



Graphic Speak
This, not That
Model it All
Break it down
I, We, You
Hunting not Fishing.

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School Development Alignment

Tutor reading (PP) Booklet curriculum Reading strategies	Professional Growth	Appraisal Process
School priorities (SDIP)	Mechanism for improvement	Mechanism for accountability

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How do we know if we're successful?

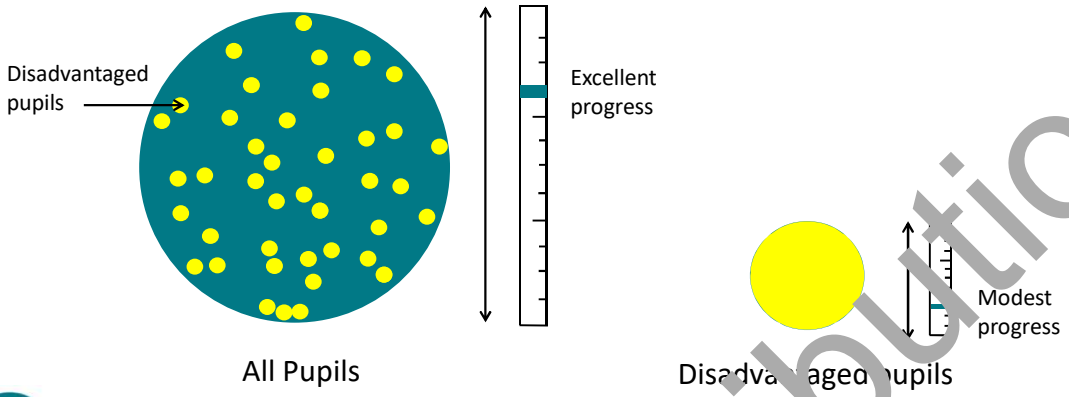
1. The most advantaged will success despite what schools do.
2. Only look at data on the most disadvantaged students' performance.
3. What works best for the most disadvantaged works best for all.

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David Didau (2020) 'The best 3 sentences in education?'

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How we measure our impact



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KS3 Raising Attainment and Progress (RAPs)

	Hundred	Girls	Boys	PP	Non PP	SEND (E+K)
59%	48%	58%	59%	50%	62%	48%

Class	Mean %	Hundred % (no).	MCQ /50	Short /50	EYE %	Formative % (Hundred)
7[illegible]B/SC (RKT)	58	31 (1)	35	23	93	73 (47)
7JHG/SC (HCR)	55	43 (2)	34	20	85	75 (76)
7RCR/SC (TF)	59	40 (1)	36	23	89	72 (56)
7RKR/SC (LAL)	61	42 (4)	38	24	83	77 (69)
7SHS/SC (BPR)	59	53 (4)	33	26	92	76 (65)
7TBO/SC (TF)	55	50 (4)	33	19	67	73 (63)

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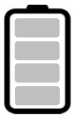
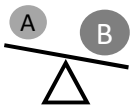
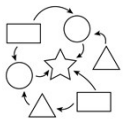
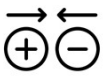
Key Takeaways

#1 Share your challenges with your staff
#2 Build a shared set of values around tackling disadvantage
#3 Shape your strategy together with staff.
#4 Strengthen universal provision
#5 Focus *finite* attention and resources on impactful strategies.
#6 Help teachers focus on the <u>needs</u> of the most vulnerable.
#7 Ensure you build what is required for long term sustainability.
#8 Align PD and accountability with school development priorities.
#9 Evaluate impact on the most vulnerable pupils in your school.

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Constraints on Organisational Change

1	2	3	4	5	6
Capacity	**Bandwidth**	**Trade offs**	**Implication**	**Friction**	**Coheren**
					
Do we have the resources to do this well?	Can staff hold these changes mentally?	What will need to stop to make room?	What else will this change affect?	What might slow or lock this change?	Does this align with our school direction?



Reflective Questions

1. How is educational disadvantage currently framed in your school, and how might that framing shape the strategies you prioritise?
2. If we truly focused on getting it right for the most vulnerable pupils, what would need to change about everyday classroom practice in our schools?
3. What is the one thing your school currently does that most powerfully improves outcomes for disadvantaged pupils — and how consistently is it happening in every classroom?

If I visited ten classrooms in your school tomorrow, what would you expect to see that tells me your strategy for disadvantaged pupils is truly working?

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