

# Achievement for All Young People in Hillingdon (AfA) Programme

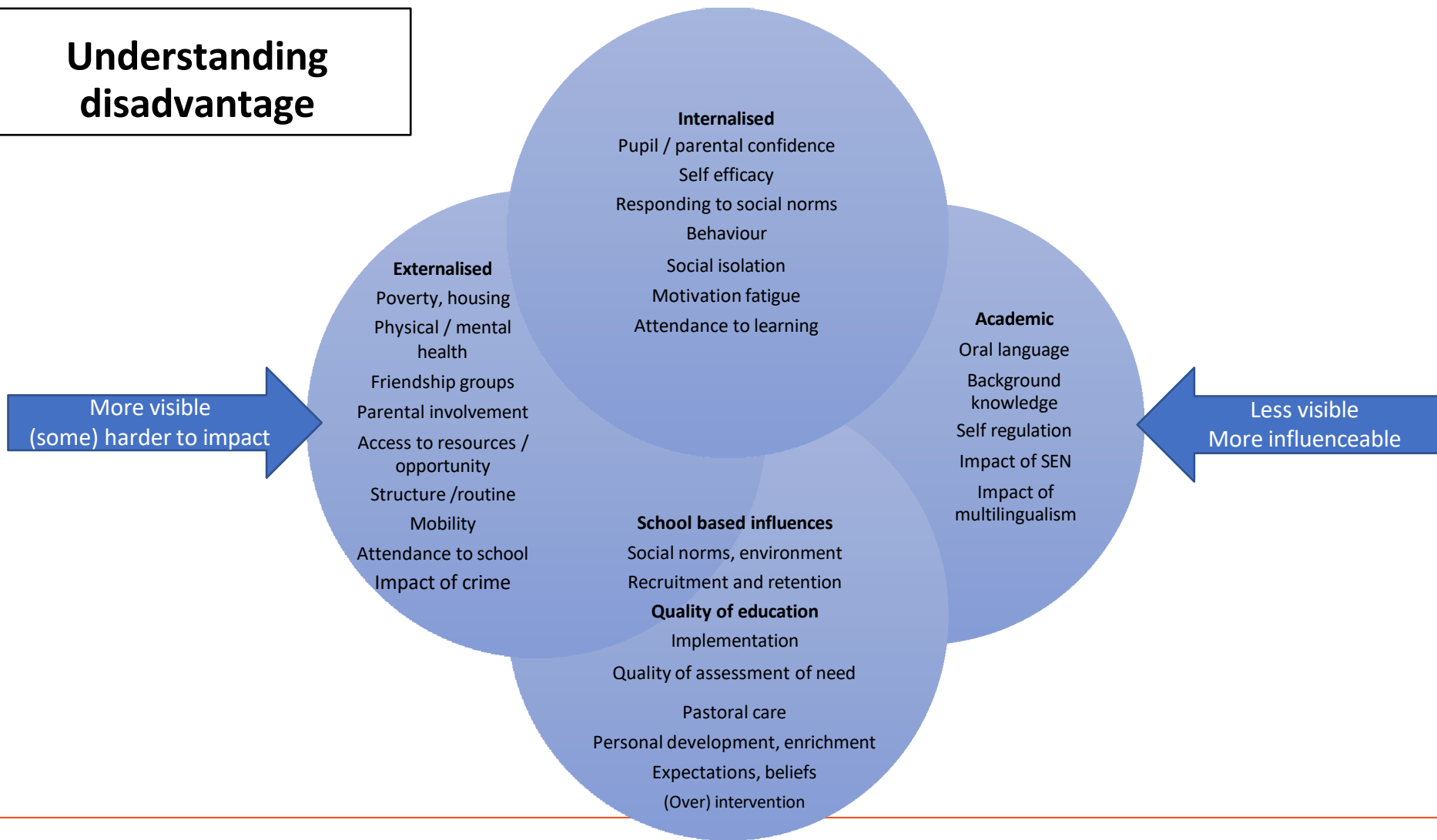
## Secondary / Post-16

### Session 2- Bishopshalt School

# Session 1: Identifying potential risks to achievement, building a pupil profile and tracking progress

1. Welcome and Introductions
2. The Douay Martyrs Presentation - Brian Magee  
Break
3. PupilProgress.Com – Brett Griffin
4. Coachbright EEF Research Opportunity – Joe McGuinn
5. Identifying a focus for the next academic year – MH/MP

# Understanding disadvantage



## What is our approach to closing the gap?

- We chose novels that would accurately reflect our cohort - Refugee Boy, added more diverse poems
- We chose modules (where appropriate) that would be more engaging to our cohort – Migrants in History, Aggression in Psychology
- Build cultural capital into your curriculum
- Build literacy capital – key focus on Tier 2 and 3 vocabulary as a whole school
- We focus on retrieval practice and checking for understanding to fill the gaps that home lives and independence may not be able to fill
- We prioritise PP students in marking, feedback, asking and answering questions
- Seating plans are created with PP and SEND in mind
- Free resources and additional for students where required
- Target 5 students in each class – two must be PP
- All classes and sets are screened to have a balance of PP and Non-PP/SEND/ M/F,
- Actively ensure PP students are fairly represented for Ebacc entries – Ambitious for all
- Actively promote triple science GCSE for PP students to ensure there are represented fairly



Curriculum  
Intent and  
Implementation

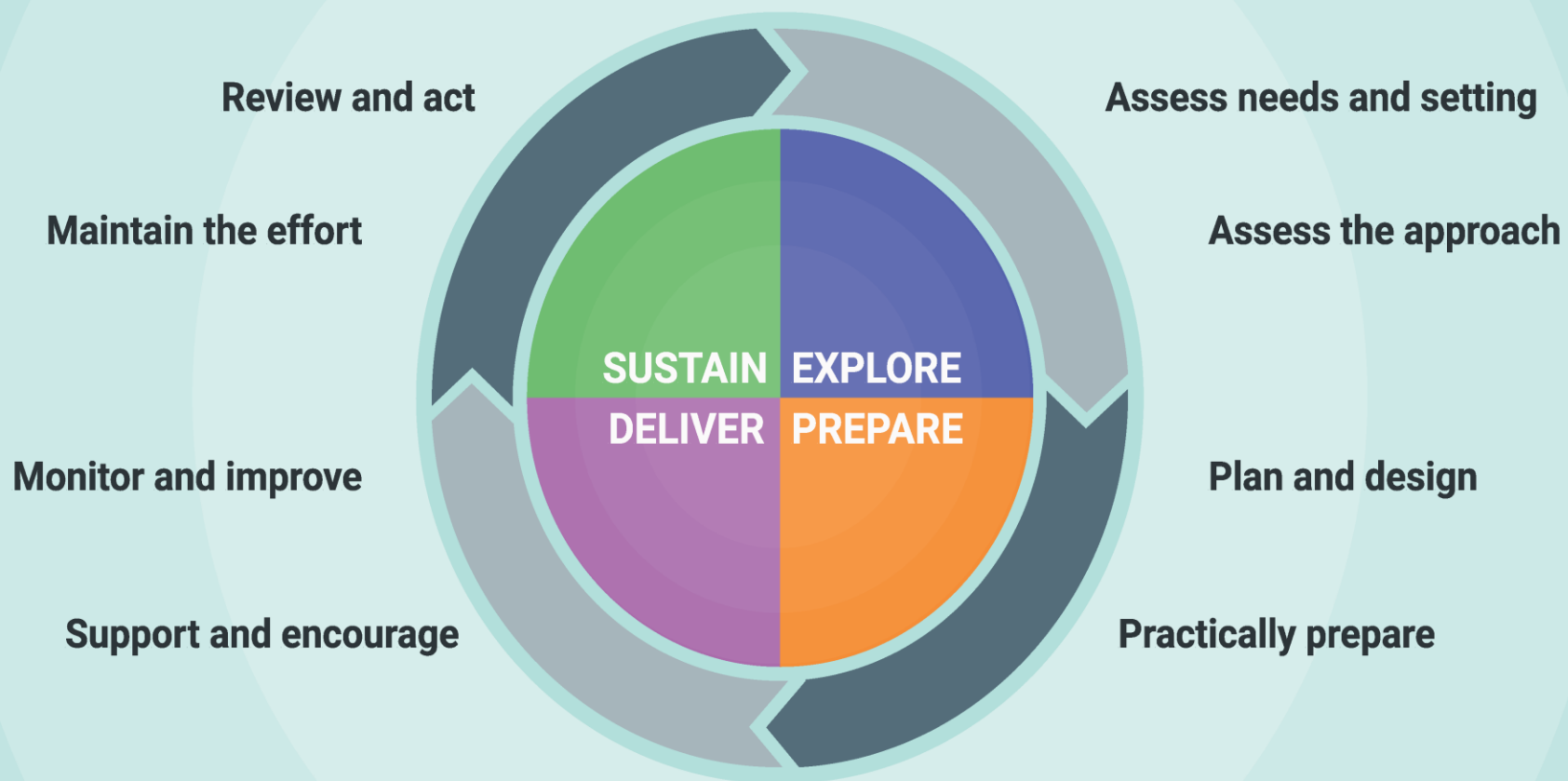


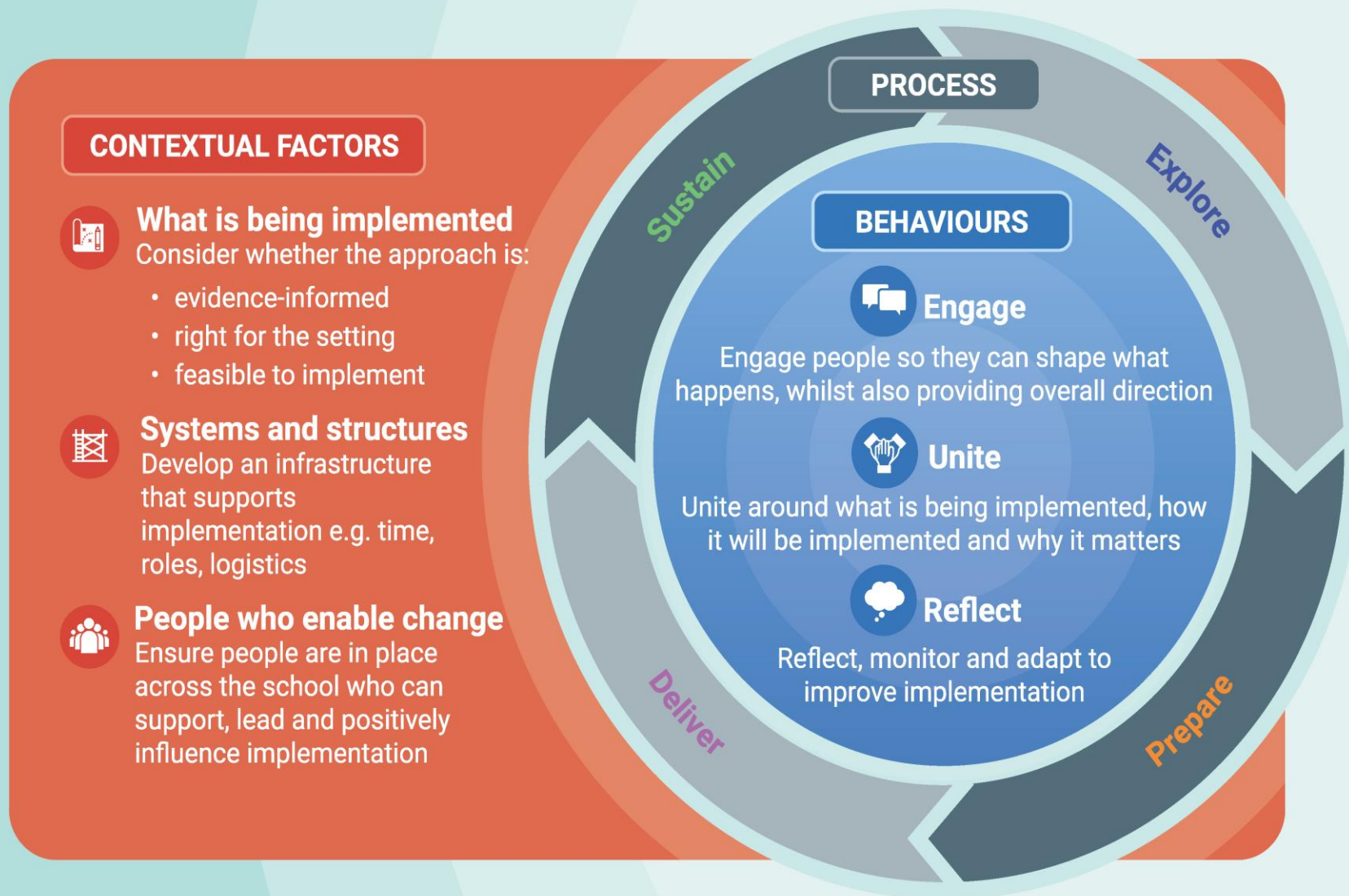
1. Hard Thinking
2. Mixed Ability
3. No Opt Out
4. Homework/Extended Do Nows
5. Forensic use of Data

School  
Improvement  
Cycle

Coaching

Checking





The process helps schools do implementation. The behaviours and contextual factors help them do it well.



The Explore tool helps schools select evidence-informed approaches that are right for their needs and setting. Schools should begin by weighing up considerations around the suitability of an approach (1). They then focus on more practical considerations around feasibility (2).

### Assess needs and setting

#### What's the problem, and what's already going on?

- Identify pupil needs and their root causes
- Understand current practices and what influences them

1

Right for our setting?

### Assess approach

#### What does the research evidence suggest and how does it relate to our setting?

- Consider research evidence about what has worked elsewhere
- Consider how well the approach addresses the problem and fits the setting

2

Feasible to implement?

#### What are the barriers and enablers to change in our setting?

- Consider what will help or hinder implementation in the school e.g. time to engage, existing skills and expertise

#### How challenging is the approach to implement?

- Consider how implementation may be enabled or constrained by the features of the approach e.g. degree of complexity, quality of professional development, availability of resources



# Build your own implementation plan

Problem (why?)	Intervention Description (what?)	Implementation Strategies (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>What problems are we solving?</p> <p>What needs to change?</p>	<p>What are the core components of the approach?</p> <p>What will people do to address the identified needs?</p>	<p>What blend of strategies are required to implement the approach?</p> <p>How will we draw on the behaviours and contextual factors to do these strategies well?</p>	<p>How will we know the approach is being implemented well?</p> <p>What milestones can we measure along the way?</p> <p><b>Short term</b></p>	<p>What do we want our plan to achieve?</p> <p>How will pupils, teachers and the school benefit?</p>
			<p><b>Medium term</b></p>	
			<p><b>Long term</b></p>	

# Thank You!