

Maximising the Impact of Peer to Peer Mentoring at Sacred Heart

James Kerr 23rd June 2016 (Copyright)



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Context

- School Deprivation indicator 0.33
- FSM 33.3%
- 375 eligible for Pupil Premium
- KS2 Fine point score 27.1 – 28.2

Highest quintile

£382,214



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Commitment

- Sacred Heart schools were founded to improve the lives of the poor by educating girls.
- It's at the heart of what we do.
- We talk about it all the time.
- Several SLT would have qualified as disadvantaged students.



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Class is the most significant factor in measuring educational attainment and threat to educational progress

- If a child is from a deprived background they are:-
- Less likely to be in nursery or pre-school play groups
- More likely to start school unable to read
- More likely to fall behind in reading, writing and numeracy
- More likely to suffer from mental ill health, poor attendance and performance
- Be placed in lower sets
- Leave school at 16
- Less likely to go to Sixth Form and University etc.
- So why does the education system do so little about it?



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Year 7 and 12 students were surveyed, both Pupil Premium and G&T

- 25% have no printer
- 30% do not eat breakfast
- 17% have no warm, waterproof winter coat
- 23% are in a family with no car
- Two Year 7 students did not finish the survey. When asked why they said they were not good with computers or the internet because they did not have them at home.



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And so on...

- 44% of students have never been to a museum
- 53% have never been to a live music event
- 39% have never been to a theatre
- 20% have never read a book for pleasure
- 35% are not a member of a library
- 58% of students have parents who did not go to university
- 40% receive no adult help with homework
- 35% believe they can't organise an activity
- 55% believe they can't speak in public
- 30% can't take risks
- 44% think they don't have a large vocabulary
- 27% believe they can't study outside school without teacher help
- University destinations- the following percentages indicate how many students have visited these places
- 20% Liverpool, 39% Manchester, 35% Leeds, 52% York, Sheffield 16%, Oxford 11%, Cambridge 25%



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We face four main problems

- Material Deprivation – they lack ICT equipment, books, specialist equipment for music, PE etc., uniform, equipment, transport & so on
- Cultural Deprivation- travel, visits, experiences, culture, language
- Cultural Capital- parental support, knowledge of the education system, the value of education etc.
- Aspiration- Immediate vs Deferred Gratification, 10x/10Y experiment



‘Twelve Angry Men’ – “I took a walk in his neighbourhood”

- Do we walk in their neighbourhood?



This is their neighbourhood...

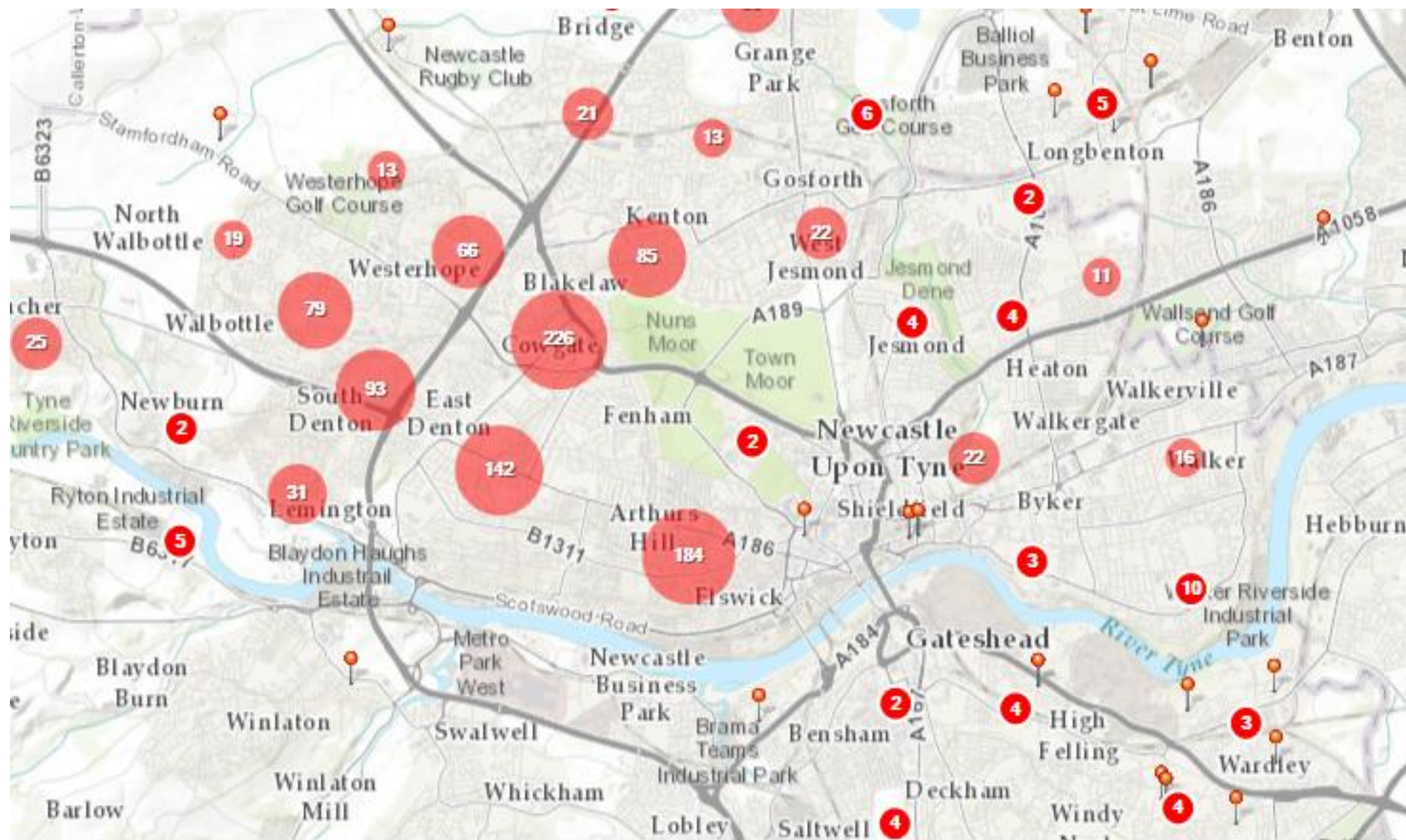


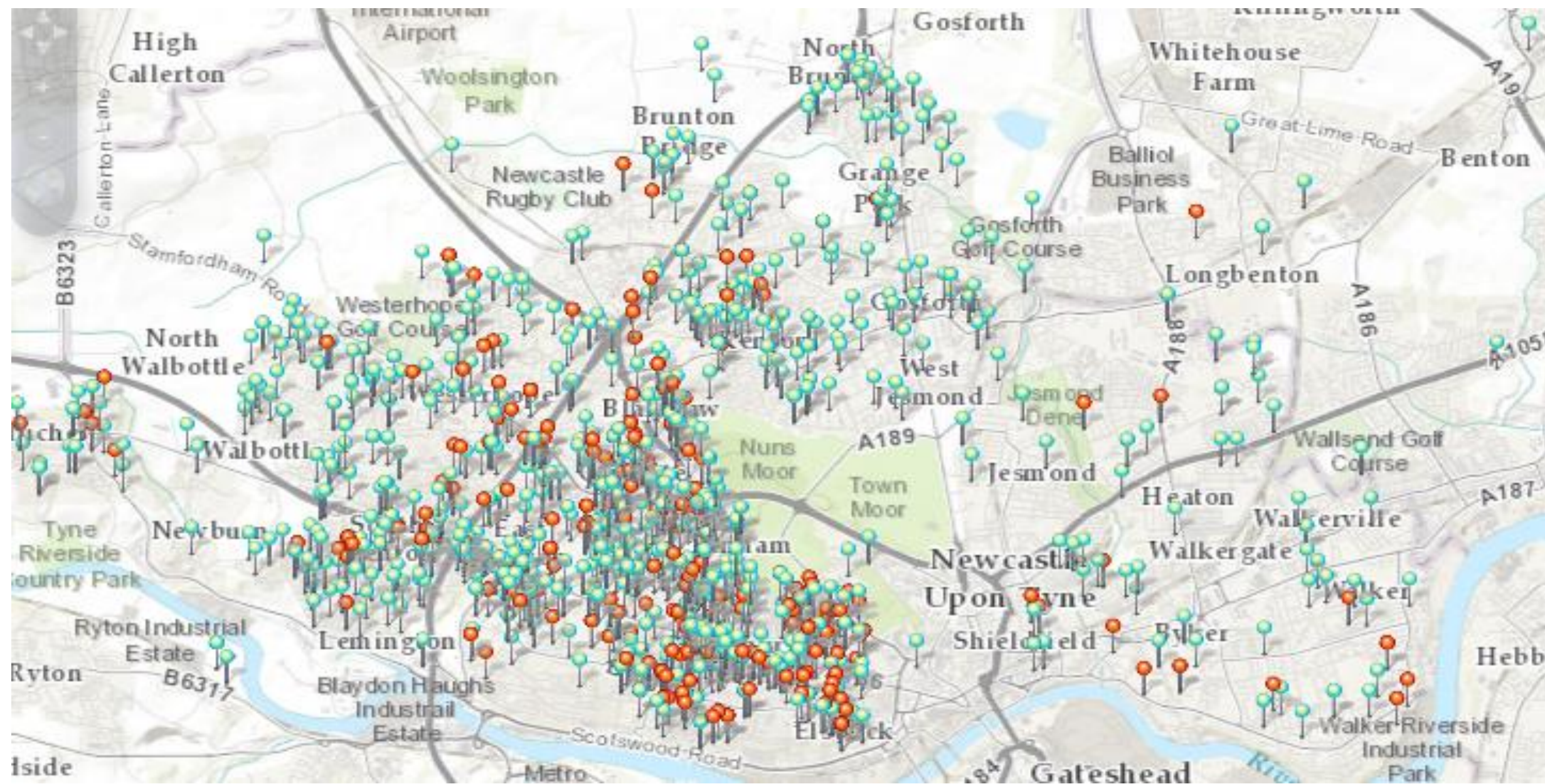
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'Deprived Areas'



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No magic bullet- but 'marginal gains...'



- Sir Dave Brailsford- 'the magpie, sponge and great white shark of coaching...'
- Small incremental differences will add up to make major advances
- Possible ideas...



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Be the 'tutor in the classroom'...

- Are you aware of who is PP in your classes?
 - Are you aware of how they may be struggling (if at all) due to their circumstances?
 - Are you labelling them or creating a self fulfilling prophecy?
 - Don't treat them differently, except to ensure that have less opportunity not to seize every chance given
 - We may be their best supporters, possibly their only champions and their only chance to beat a cycle of deprivation.
- You are likely to be:-
 - The best educated person they know
 - The best travelled person they know
 - The best dressed person they know
 - The best paid person they know-
 - The recent C4 Programme 'How Rich Are You?' showed the average teacher's income places them in the top 23% of earners in the country



Talk to them



- Build aspiration where possible
- What do you read/eat/visit/watch etc.
- What is your own background?
- How far have you come?
- Do you 'have a life?'
- Show an alternative
- 'From 'where's Manchester?' to 'if Manchester has been part of every social movement since the Enlightenment apart from Fascism why did that not catch on?'



Aspiration- 'Other ways'?



The Eton Model- Give them a chance



- Pupils lead the activities and create the demand
- 'Shy bairns get nowt'
- Teacher supervises, pupils 'do'
- Reward through the activity but greater life skills are promoted
- Cascade teaching through the older pupils
- Success becomes the norm



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What areas can you concentrate on?

1. Improving academic outcomes
 2. Enriching PP students lives through new opportunity
 3. Encouraging excellence
 4. Ensure no hardship that inhibits learning
- Don't forget-value for money and does it have impact?



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What can I do?

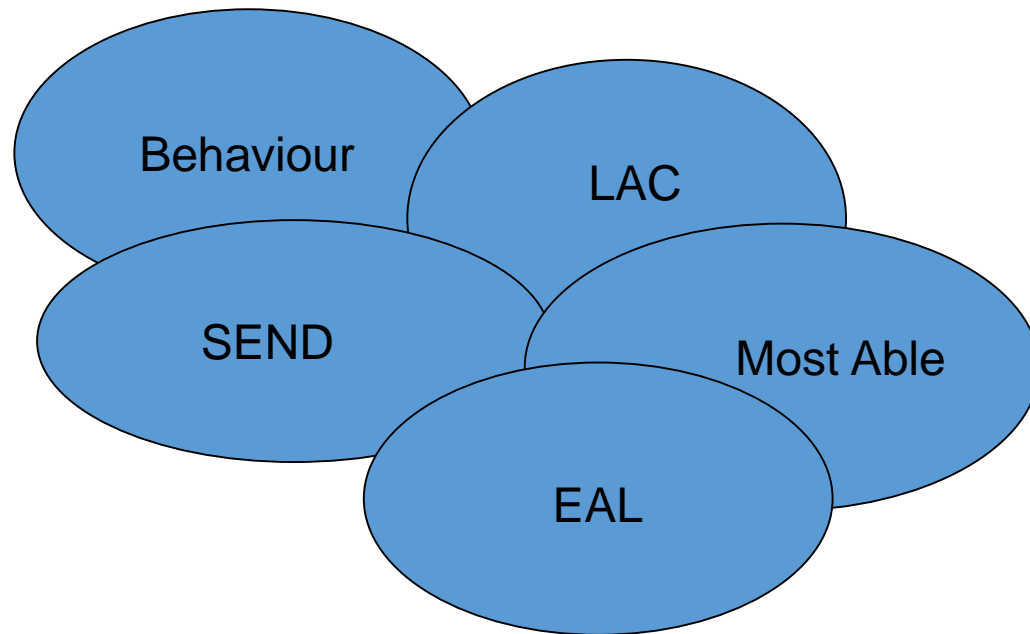
- Be aware of who is PP in your form and classes and have a deep understanding of them as students

Ann 4A/5C PP MA No Printer HW often late Engaged- Science/Ethics	Beth 4A/4C PP SEN EAL Quiet- 1x Question Literacy Attendance- Ref.Pastoral? Punctuality Engaged-Art
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What can I do?

PP students are complex- are you aware?



PP students must reach their full potential

- Push for the highest levels- PP students are prone to settling for their targets, but know how to reach the next target
- Track and monitor performance
- Look for support across the school, it may be critical both for positive and negative behaviours
- Are you spotting those that fall behind?
- Are you spotting those who are quiet?
- Are they engaged, happy, behaving and progressing?



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The Result- KiP Group (Knowledge is Power)

Highly motivated students

- Targets based on attendance, behaviour and performance
- Incentives offered- a cultural, sporting and social trip
- Follows Eton Model
- Started with 57, now 30.

They are also required to...

- Carry a notebook which records non academic but 'educational' experiences
- Records conversations with adults
- Pre school briefing
- Works towards Sutton Trust's 'factors for progress'.

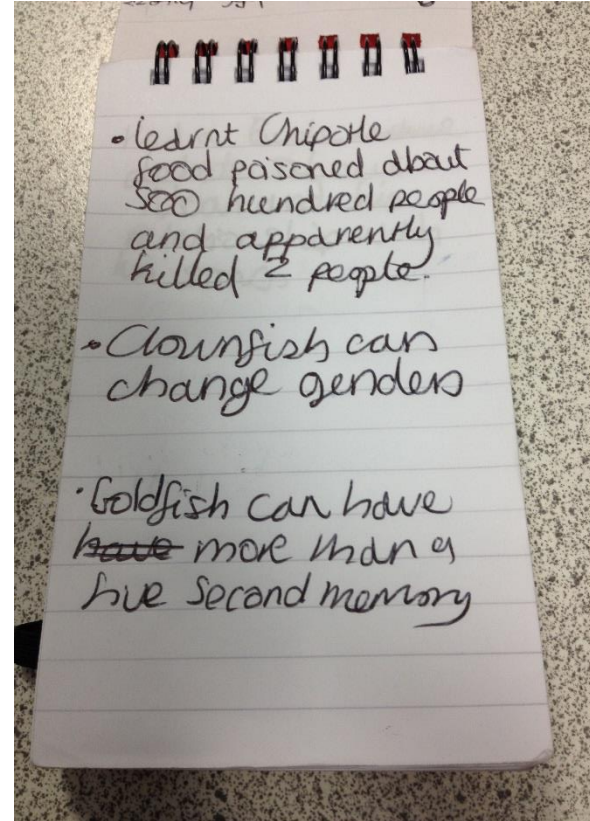
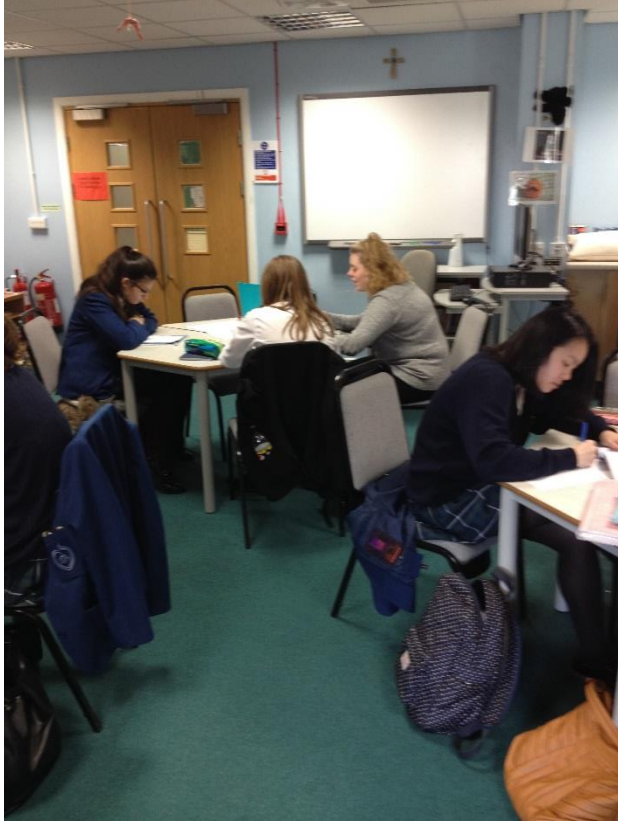


Pupil Driven-

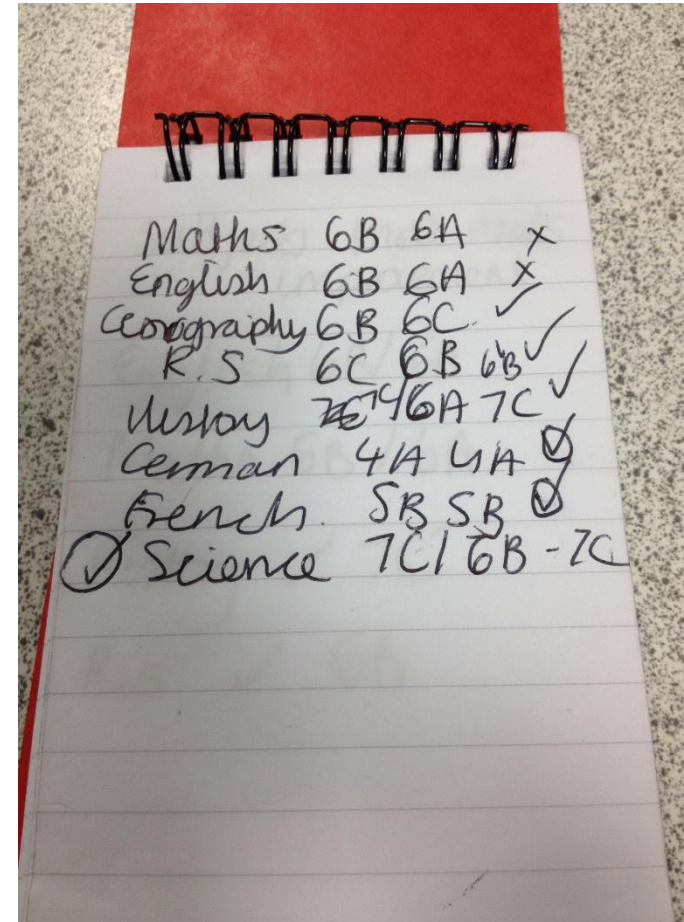
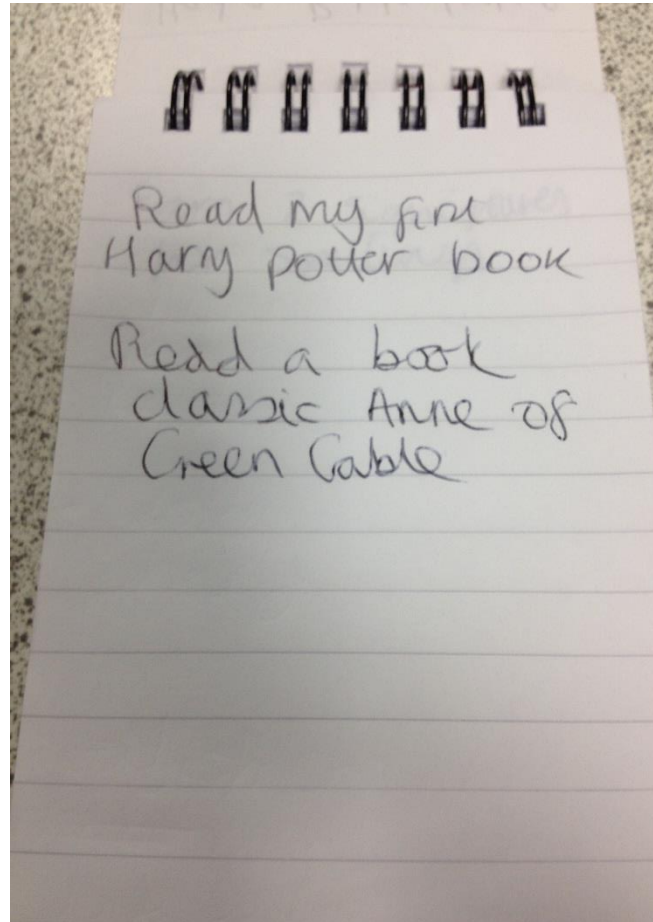
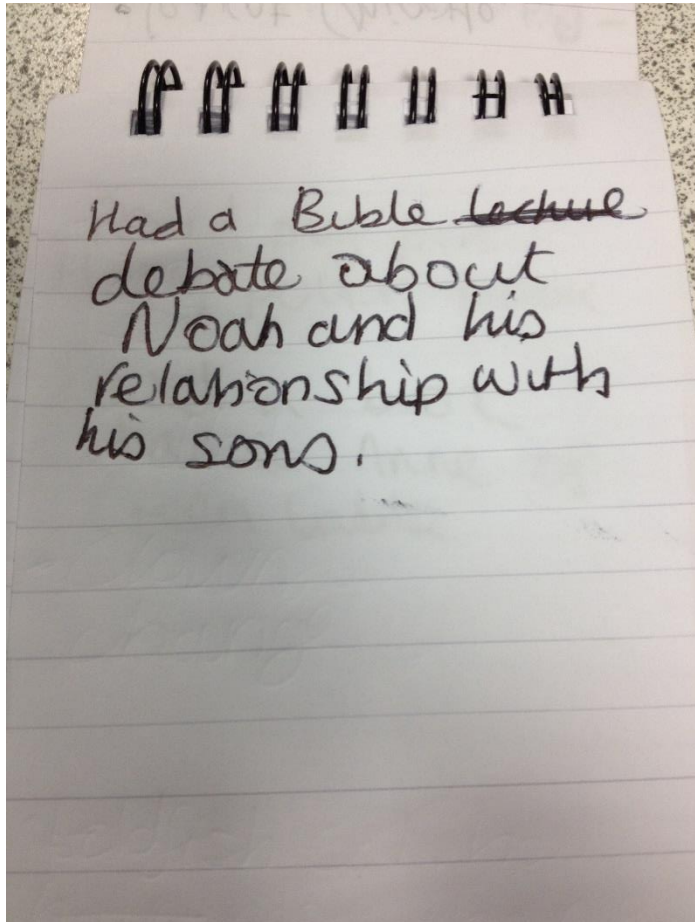


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Cascade Teaching driven by Sixth Formers



Notebook- educational 'contacts' and target tracking



Sutton Trust Research

<https://educationendowmentfoundation.org.uk/toolkit/>

- Participation in the Arts
- Collaborative Learning
- Use of digital technology
- Extending the school day
- Seeking feedback
- Maximising homework
- Individual instruction
- Mastery of content/skills
- Mentoring others
- Self regulation
- Outdoor activity
- Involving people at home
- Tutor peers
- Read five books
- Social and emotional guidance
- Participate in sports
- Plan summer holiday activities



Early indications are promising

- Greater aspiration- university, courses and destinations
- Focus that learning is not just 'school'
- Desire to widen horizons (e.g. better uptake of option choice for History GCSE)
- Staff 'buy in'- it's why they chose to teach
- Extend reach to incorporate the 'hard to reach'
- Boost to Russell Group university applications
- Use of model by other schools in Newcastle, Primary and Secondary
- Boost to confidence despite it 'being hard'- greater resilience.
- Targets reached or exceeded



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