

Reducing the Impact of Disadvantage

Disadvantage

~ A Whole School Approach



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An initial thought....



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Introducing...

A word cloud centered around the name 'Swindon'. The words are arranged in a circular pattern, with 'Swindon' being the largest and most prominent. Other significant words include 'Employment Base', 'Skilled Work', and 'Highest Gcse Results'. The colors of the words vary, including shades of green, red, and purple.

Lydiard Park Academy
Highest Gcse Results
Employment Base
Care
Pupil Premium Payments
Low Value On Education
NFER Research
Challenge
Achievement
Most Improved Secondary Schools
Resources
Parents
Positivity
Semi Skilled Manual Work
Underperformance
Skilled Work
Non Disadvantaged
Whole School Initiatives
Celebration
Targets
Success
More Progress

In groups...

- Using the cards in envelope 1 discuss and identify the strategies you already specifically use to support your PP students.



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In groups...

- Using the cards in envelope 1 discuss and identify the strategies you already specifically use to support your PP students.



*Now put your strategies
in rank order of
importance and
effectiveness.*

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NFER Report

In November 2014, the Department for Education commissioned the National Foundation for Educational Research (NFER) to investigate the differences between schools in the performance of pupils from disadvantaged backgrounds. The study aimed to identify:

1. Whether there are any common features of schools that have narrowed the gap successfully.
2. Whether there are any possible groups/clusters of schools that have narrowed the gap, and why this is the case.
3. What are schools that have narrowed the gap doing compared to other schools? What leads to them doing well? What lessons can be learnt from them?



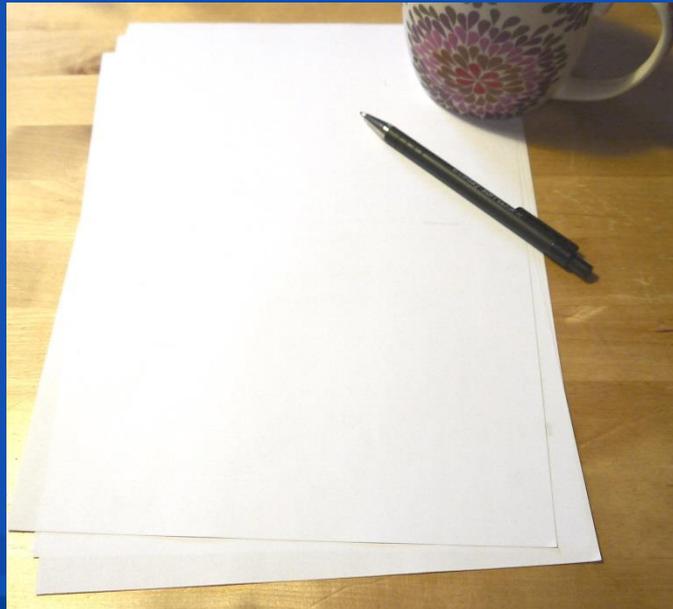
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Ethos – Attainment (For All)

‘What will we do differently as an Academy?’



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Addressing Behaviour & Attendance (For All)

- Striving for consistency and introducing the BfL system.
- Targeting – Low Level Disruption.
- New House System – encouraging competition and accountability within the student community.
- New (Sept 2015) attendance pastoral support assistant.



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High Quality Teaching & Learning (For All)



- Introduction of the TEEP programme in Summer 2013.
- Student centred learning.
- Staff development of a common language for learning.
- Establishment of cross-curricular T&L communities.

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High Quality Teaching & Learning

(For All)

- Development of a full session 6 programme.
- Shorter lunch time and new fast paced school day.
- Enrichment, targeted intervention & revision.
- Embracing technology 'itslearning'.



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Meeting Individual Learning Needs (For All)

- One to one support – challenging students to aim high and dream big!
- Assertive mentoring programme.
- SLT KS4 interviews.
- Believing and trusting in our curriculum model – despite the panic of DofE changes!



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Deploying Staff Effectively



- Rising results – Same Staff!
- Using our T&L communities to ensure that all staff are kept informed and involved in all our decisions and national updates.
- Mentoring and Coaching.
- Trailing of new ideas and daring to take a risk and walk through the journey together!

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Data Driven & Responding to Evidence



- Continual checking, analysing and monitoring of data.
- Full development of the Banding system (Yrs 7 – 11) as promoted by PiXL.
- Personal Learning Checklists making feedback, teaching and learning conversations much more specific and tailored to all our students needs.

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Clear and Responsive Leadership



- A consistent leadership team.
- All SLT have a teaching timetable – keeping close to the core of what we stand for – excellence in T&L.
- Being real and ensuring that SLT is visible and welcoming to all.

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To discuss...

Using the cards in the second envelope now link the strategies that have been successful for us at LPA with the strategies that you use. Identify:

- Similarities
- Differences
- Opportunities for development

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So what are the results?

- Our PP students are above national but... their progress score is still 13 points behind the 1028 VA of our 'non-disadvantaged' students.
- So now we continue... focussing on impacting on every student, providing specific targeted support every step of the way!



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