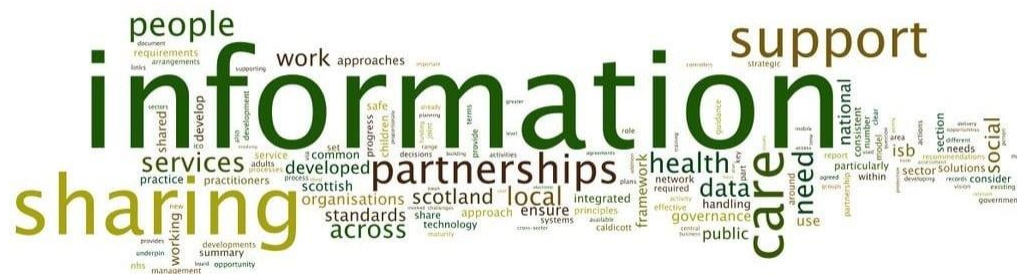




# Schools' Information Sharing Meeting

## 27 February 2024



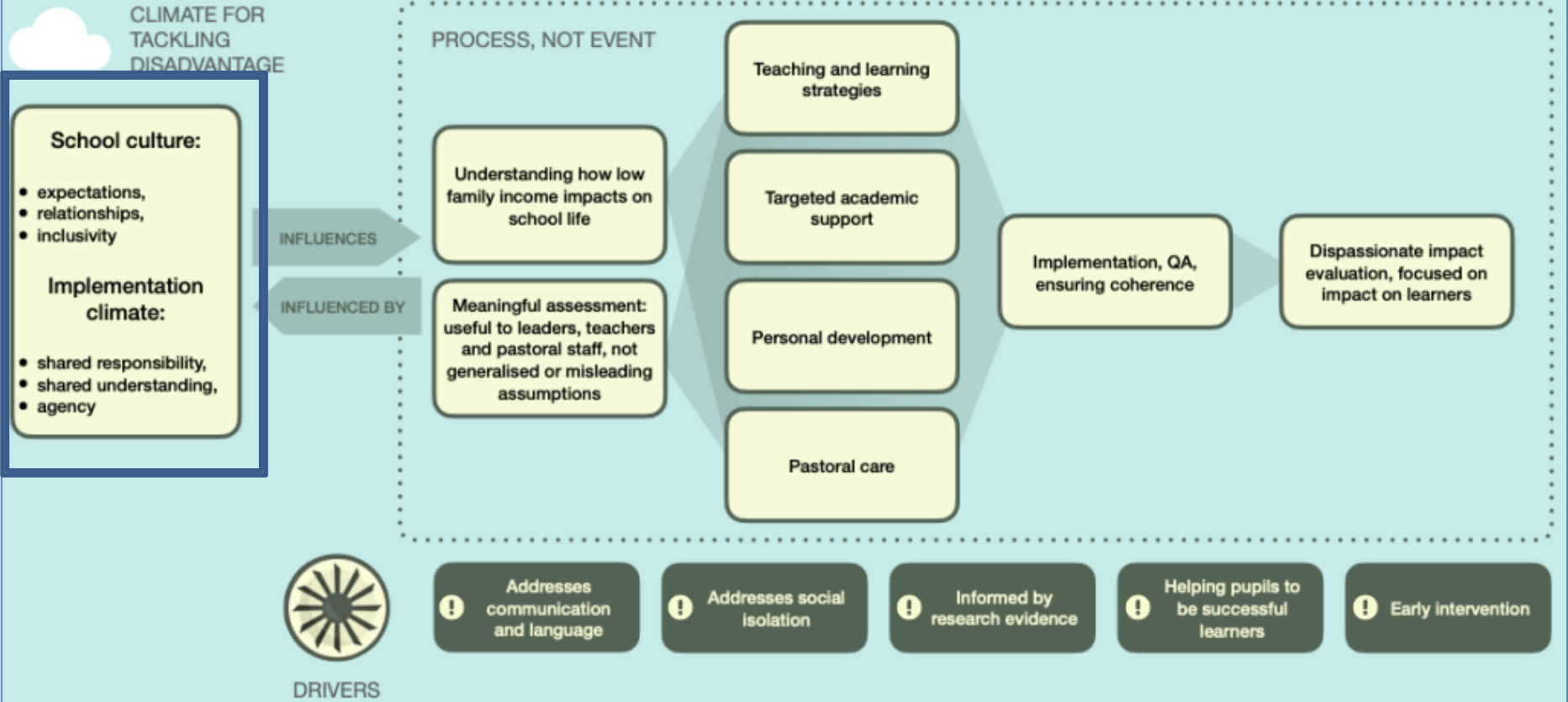


# Tackling Educational Disadvantage – information sharing briefing

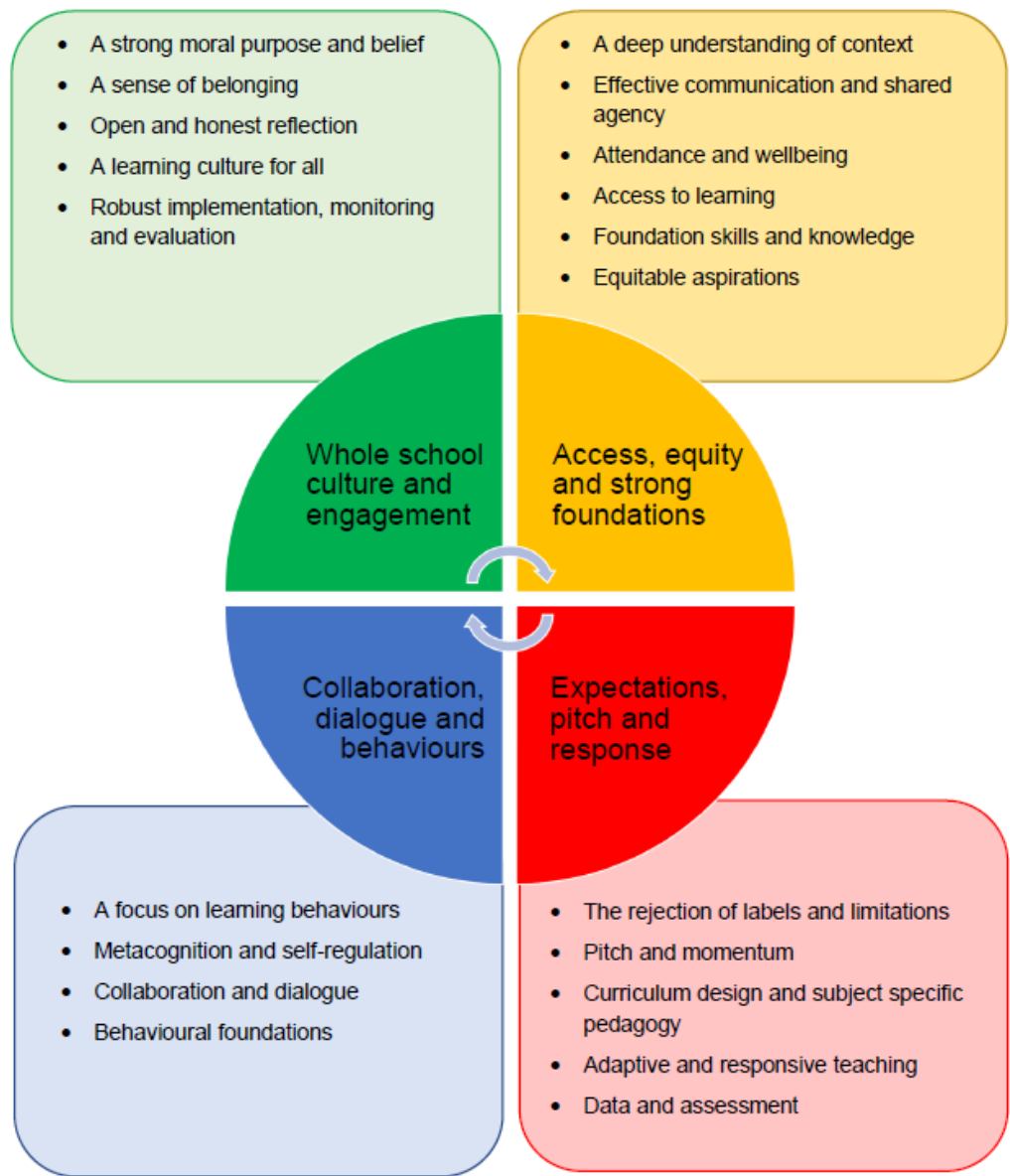
Sam Bartholomew

Mark Smith

27th February 2024



M Rowland, J Eaton





# Whole school culture and engagement

**Building block:** There is a collective, shared vision and ambition for disadvantaged pupils, which recognises that academic attainment is necessary and critical in terms of widening opportunity and life chances but is not in itself sufficient for success.





# A strong moral purpose and belief

**Building block:** There is a unified belief that all pupils, irrespective of background or barriers, can attain well; high expectations for all is a lived and evidenced mantra.

“*The inclusive teacher challenges that mindset that seeks to predetermine the capacity of each learner, replacing it instead with a curiosity about what the learner can achieve.*”

*[Nasen, Teacher Handbook:SEND, \(2022\)](#)*





# Sense of belonging

Belonging v Mattering!



*“ Placing value on students’ ideas and opinions not only contributes towards their sense of self-worth, but also builds a greater sense of community and belonging in school.”*

*[Gaunt and Stott, Transform Teaching and Learning through Talk \(2018\)](#)*

*“ There is a strong evidence base that teacher-pupil relationships are key to good pupil behaviour and that these relationships can affect pupil effort and academic attainment.”*

*[EEF, Improving Behaviour in Schools Guidance Report \(2021\)](#)*



# Tackling Educational Disadvantage - culture

- Questions to consider:
  - How are you seeking to increase staff expectations for all children?
  - Being Pupil Premium tell us very little- how are you as a school developing relationships to improve your knowledge of the individuals?
  - Have you removed 'outerventions'?





CLIMATE FOR TACKLING DISADVANTAGE

PROCESS, NOT EVENT

School culture:

- expectations,
- relationships,
- inclusivity

Implementation climate:

- shared responsibility,
- shared understanding,
- agency

INFLUENCES

INFLUENCED BY

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



M Rowland, J Eaton

2023

OXFORDSHIRE COUNTY COUNCIL



# 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:

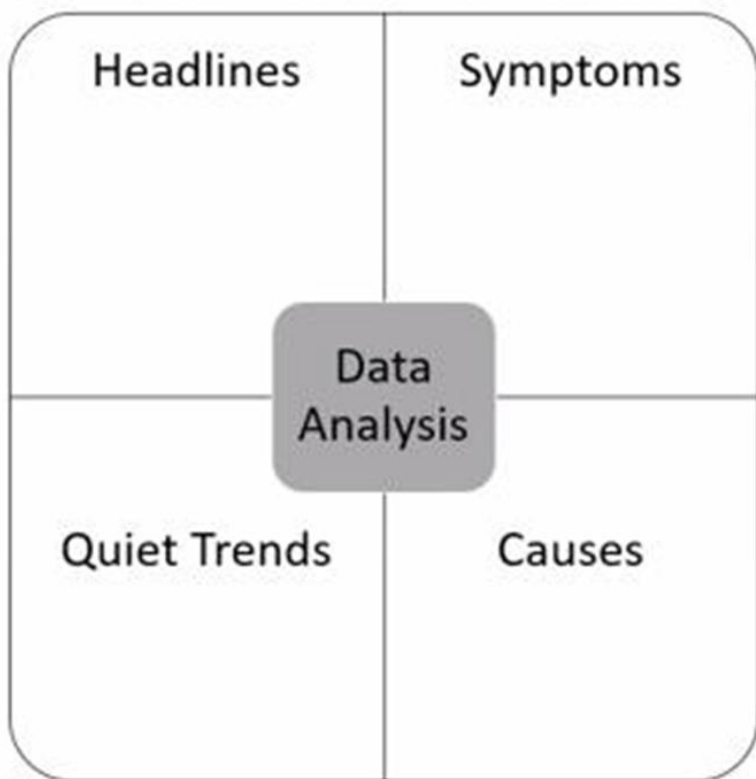
- Pupils eligible for the Pupil Premium
- Pupils eligible for Free School Meals (especially those experiencing long term eligibility)
- Highly mobile pupils
- Pupils who speak English as an Additional Language (this is a blunt label that needs deeper analysis)
- Pupils from low-income families not eligible 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.**



# Under the Surface



**Symptom:** Visible aspect(s) of the issue  
Easy to see and easy to remove

**Cause:** The root  
Harder to see and harder to remove

## 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





# A deeper understanding of context

- To avoid making assumptions, is diagnostic assessment used to identify strengths, needs, and challenges?
- Does the school regularly engage with pupils, families, and the local community to fully understand the strengths, needs and challenges faced and how these may be changing over time?
- Is time given to fully explore the challenges which disproportionately impact pupils experiencing disadvantage in the school's specific context?
- To what extent do findings inform strategies for improvement, meaning improvement planning is responsive to the school's context and to pupils' needs?



# Tackling Educational Disadvantage – process not an event!

- Questions to consider:
  - How have you defined disadvantage in your school?
  - How have you ‘dug deep’ to know the issues your disadvantaged children experience?

# What is in your gift?







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.

	<b>Detail of challenge / barrier to learning.</b>
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.



# Precision matters...

## Challenges.

Challenge number	Detail of challenge
1	Attendance and Punctuality
2	Limited access to experiences beyond their local area.
3	Social and Emotional
4	Speech and Language deprivation
5	Parental Engagement
6	Reading Writing and maths outcomes not as strong as national

## Challenges

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

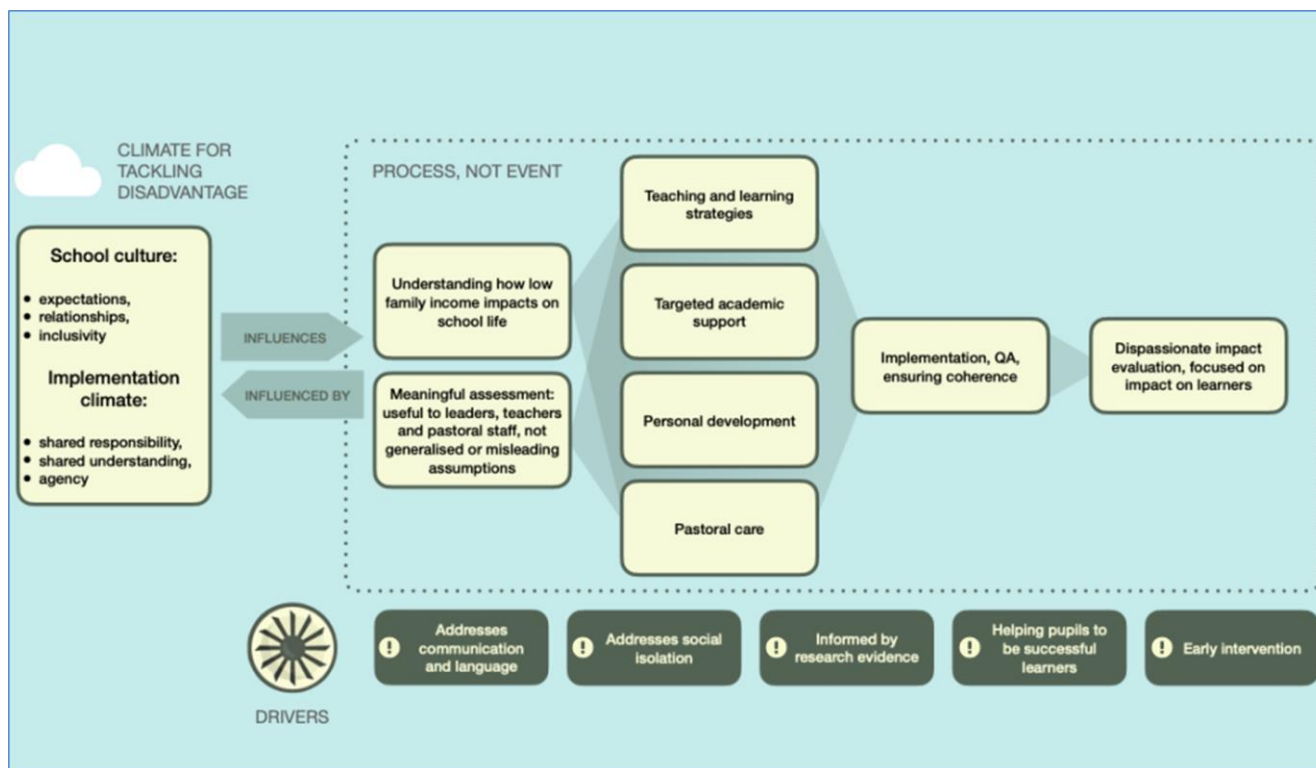
Challenge number	Detail of challenge
1	Internal and external (where available) assessment indicate children's fluency/decoding skills to support stamina for reading have significant weaknesses and gaps, therefore they cannot read with sufficient fluency.
2	Internal and external (where available) assessment shows that a significant minority of children have gaps in basic maths knowledge, including their vocabulary.
3	In light of the recent school closures, pupils' wider experiences from their home life have become increasingly limited for some children. The school's demographic of white British limits their understanding of key themes i.e. equality, diversity etc.
4	Observations and discussions with pupils suggest that many pupils do not have a range of cognitive strategies to draw upon, relying on a favoured strategy which may not be best suited to a task. Due to this, some pupils are not motivated to tackle potentially challenging tasks.
5	Attendance data shows a disproportionate number of disadvantaged pupils are classed as persistent absentees and therefore do not fully engage with school life. This has a negative impact on their social and emotional development as well as academic progress.
6	Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention, including social, emotional and mental health support.

# Pupil Premium Strategy

- How did you change your Pupil Premium strategy in light of the conference?
- What have you sought to do differently?



# Another session in the summer term



Thursday 23<sup>rd</sup> May (3.30 – 5.00pm) via Teams – sign up via Education Services



# Oxfordshire School Food and Physical Activity plan

NATALIE ROBB – SCHOOL FOOD AND PHYSICAL ACTIVITY  
ADVISOR

# BACKGROUND

2021 School Food Report – only 6% secondary school pupils eating recommended vegetable portions each day.

National data from the shows that the prevalence of children living with obesity doubles from around 10% of children at the start of primary school to around 20% at the end of primary school. Additionally, year-on-year, the data has shown that obesity prevalence in the most deprived 10% of areas in England is more than twice that in the least deprived 10%

In Oxfordshire, 1 in 2 children do not achieve recommended daily activity levels.

Living with obesity can impact on a child's attendance, as they may need to miss school for medical appointments or treatment

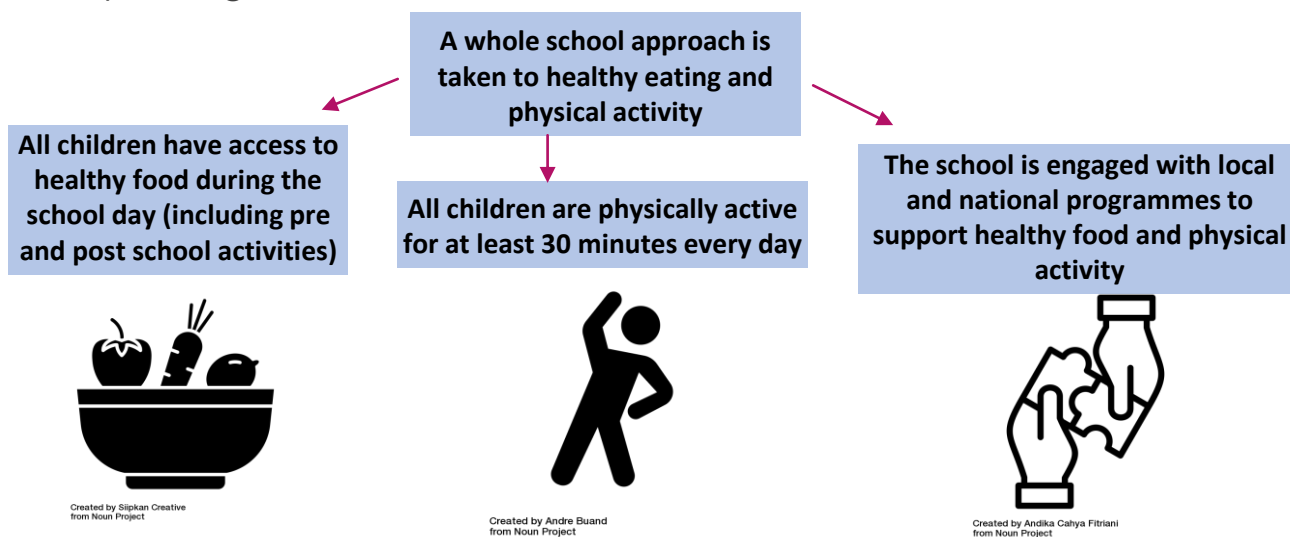
2019 – only 40% of schools comply with School Food Standards.

Ofsted 2023 – Schools should have an SLT member responsible for healthy food provision and food education.



# So, what are we doing?

- ▶ In Oxfordshire, we are looking to develop a whole school approach to physical activity and healthy eating.





# Next steps

- ▶ Initial audit of current provision – completed in conjunction with SF&PA Advisor
  - ▶ Opportunities for development identified - completed in conjunction with SF&PA Advisor
  - ▶ Develop a whole school policy on food and physical activity - completed in conjunction with SF&PA Advisor
- 
- ▶ Natalie Robb – School Food and Physical Activity Advisor  
Natalie.robbs@Oxfordshire.gov.uk



# National Wraparound Childcare Programme

The National Wraparound Programme is part of the Childcare Reforms announced by the government in the spring budget 2023. Investing £289m in the programme.

The government's ambition is that all primary school children will have access to wraparound childcare by March 2026 to support parents to work or train.

The expectation is that wraparound childcare will be available for children from reception to year six from 8am to 6pm, term time, in or near to every primary school. The government have invested funding to support the start-up of wraparound although in the long-term parental fees should cover ongoing costs.

The DfE have produced Wraparound childcare guidance for schools - [Wraparound childcare guidance for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/wraparound-childcare-guidance-for-schools)

Thank you to those who completed the schools survey to help us assess current supply of wraparound. As a local authority we will be supporting you with the development of new or expanded wraparound childcare.

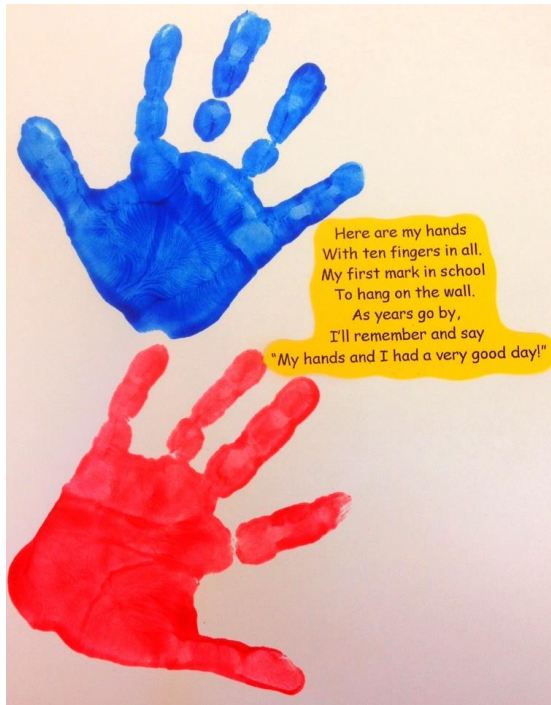
We have a briefing session 30<sup>th</sup> April 9.30am – 10.30am, There is no cost for attending and places can be booked here - [Wraparound briefing for primary school leaders | Oxfordshire | Education Services](#)

**For more information Contact: [Gillian.frost@oxfordshire.gov.uk](mailto:Gillian.frost@oxfordshire.gov.uk)**



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# Do you take 2-year-olds?



Can you share good practice for two-year-olds:

- safe and secure relationships
- children feel confident, happy and nurtured
- the environment
- routines
- parents as partners

If your team can help, please email [paula.lochrie@oxfordshire.gov.uk](mailto:paula.lochrie@oxfordshire.gov.uk)



## Measles – Email sent on 14<sup>th</sup> February, on behalf of Ansaf Azhar – OCC Corporate Director of Public Health and Community Safety. Letter to share with parents.

There are no cases in Oxfordshire, however, measles spreads very easily among those who are unvaccinated, especially in nurseries and schools. Vaccines are our best line of defence against diseases like measles and help stop outbreaks occurring in the community.

UKHSA are calling on all parents and guardians to make sure their children are up to date with their 2 MMR doses. Parents can contact their GP to see if their child is up to date with their MMR vaccines or can check their child's personal child health record (PCHR), known as the red book. People may also be able to check their vaccination status on the NHS App.

It is never too late to catch up. The MMR vaccine is free on the NHS, whatever your age. If anyone has missed one or both doses of the MMR vaccine, contact their GP practice to book an appointment.



# Measles

- A [video of Consultant Epidemiologist at UKHSA, Dr Colin Campbell](#), explains who can have the MMR vaccine and why the World Health Organization (WHO) has set an MMR vaccination target of 95% of the population.
- There is also a [blog](#) on immunisations in which Vanessa Saliba, UKHSA's Consultant Epidemiologist for Immunisations, outlines the importance of protecting children through vaccination.
- The Department for Education has published a blog aimed at parents and carers: '[What to do if you think your child has measles and when to keep them off school](#)'
- Measles is an infection that spreads very easily and can cause serious problems in some people. Having the MMR vaccine is the best way to prevent it. [Measles - NHS \(www.nhs.uk\)](#)

# Norovirus

UKHSA are currently seeing increasing levels of norovirus.

They are reminding people that if they have been sick with vomiting and diarrhoea, they should avoid visiting hospitals and care homes, and not return to work or school, until 48 hours after symptoms have stopped.

Hand gels do not kill norovirus, so handwashing with soap and warm water is best. Using bleach-based products to clean surfaces will also help stop the virus from spreading.

UK Health Security Agency **Norovirus**

## Got symptoms of norovirus?



Feeling sick    Diarrhoea    Being sick

UK Health Security Agency **Norovirus**

## You may also have:



High temperature    Headache    Aching arms and legs

UK Health Security Agency **Norovirus**

## Stay at home for **48 hours** after your symptoms clear:

**DO**



Wash your hands frequently with soap and warm water    Wash clothes and bedding at 60 degrees

UK Health Security Agency **Norovirus**

## Stay at home for **48 hours** after your symptoms clear:

**DON'T**



Go to work or school, visit care homes or hospitals    Prepare food for others



# Norovirus

UK Health Security Agency

Norovirus

If you catch it, stay home for **48 hours** after your symptoms clear.

## DO

- Wash clothes and bedding at 60°C
- Wash hands with soap, clean surfaces with bleach-based disinfectants



## DON'T

- Go to work or school, visit care homes or hospitals
- Prepare food for others



UK Health Security Agency

Norovirus

For more information on how to help yourself or your family members recover from norovirus, visit [www.nhs.uk/norovirus](http://www.nhs.uk/norovirus)



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# Scarlet Fever – What is an outbreak?

Single cases in different classes or groups do not constitute an outbreak, however, if there are **two or more cases in a class** or **specific close mixing group** that occurs within a 10-day period, that would be.

For further information click [here](#)



UK Health  
Security  
Agency

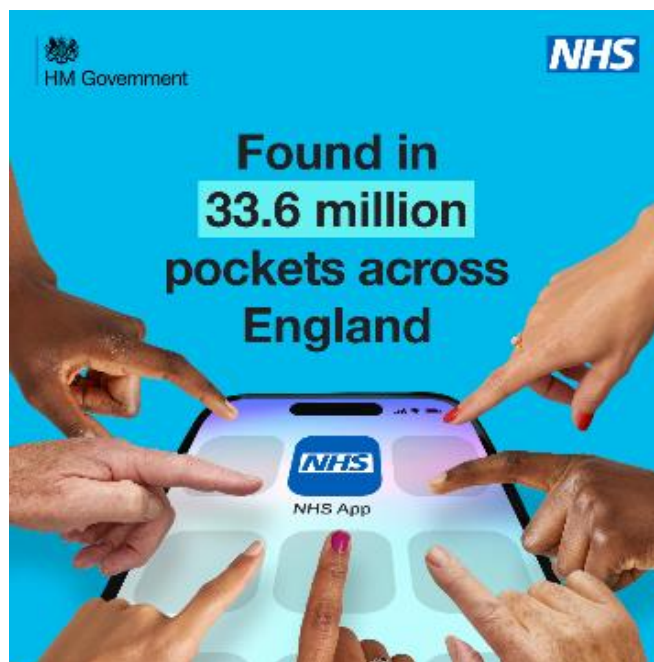
**South East Region Information Pack for  
Managing Scarlet Fever in Education  
and Childcare Settings**

You can call South East Health Protection Team on 0344 225 3861 or  
[se.acuterresponse@ukhsa.gov.uk](mailto:se.acuterresponse@ukhsa.gov.uk)



# NHS App

The new NHS App campaign launched in January and will run until 31 March 2024. Millions of people are using the NHS App to manage their health the easy way, from ordering a prescription to checking their records. Find out more about the NHS App → [NHS App and your NHS account - NHS \(www.nhs.uk\)](https://www.nhs.uk)



# Information from the chat.

[County Attendance Team | Oxfordshire Schools](#) - Providing support to both schools and parents.

- (West) Thomas Watson [thomas.watson@oxfordshire.gov.uk](mailto:thomas.watson@oxfordshire.gov.uk)
- (City) Faith Mwangi [faith.mwangi@oxfordshire.gov.uk](mailto:faith.mwangi@oxfordshire.gov.uk)
- (North) Shay Lawrence [shay.lawrence@oxfordshire.gov.uk](mailto:shay.lawrence@oxfordshire.gov.uk)
- (South) Dawn Softley [dawn.softley@oxfordshire.gov.uk](mailto:dawn.softley@oxfordshire.gov.uk)
- (South) Julieanne Law [julianne.law@oxfordshire.gov.uk](mailto:julianne.law@oxfordshire.gov.uk)

Meetings:

North:

- 7<sup>th</sup> March 9.30 – 11.30 Banbury Family hub centre
- 14<sup>th</sup> March 9.30 – 11.30 Whitelands Academy Bicester

South:

- 4<sup>th</sup> March 10.00 – 12.00 at Didcot Vibe, Park Road, DIDCOT, OX11 8QX
- West:
- 14<sup>th</sup> March at Chipping Norton,

City:

- 7<sup>th</sup> March 1.30pm Kidlington fire station
- 21<sup>st</sup> March 13.30pm Union street

Penalty Notice training online Via Teams: PN Training is 22nd March at 9.30 online.

Please email [attendance@oxfordshire.gov.uk](mailto:attendance@oxfordshire.gov.uk) or [Thomas.watson@oxfordshire.gov.uk](mailto:Thomas.watson@oxfordshire.gov.uk) to book your place.

# Information from the chat.

**The 2024 Multiplication Mission | Oxfordshire | Education Services** In 2023 the average attainment score nationally was 20.2 The average attainment score in Oxfordshire was 19.7 Nationally 29% of eligible pupils scored 25 marks The average attainment score nationally. Read more [here](#)

## **Out of School providers briefing | Oxfordshire | Education Services**

Do you provide breakfast, afterschool or holiday provision? Come along to this briefing to hear updates and information to support your club. You will receive updates from the Early Years Advisory Team regarding all the latest national and local news, such as safeguarding updates, play ideas, staying healthy plus much more. There will be lots of other sources of support and information for your club.

Click [here](#) to book your place

[Maths Curriculum - New to KS1 Course 2 - The Standards | Oxfordshire | Education Services](#) This professional development compiles of two half day courses. You chose! Book onto one or both of the courses in this series.

[Good Teaching and Learning in the Early Years for ECTs | Oxfordshire | Education Services](#) Providing a supportive network for teachers who are ECTs, teachers who are working for the first time in early years and teachers returning to early years after a break.



# Date of next meeting:



12 MARCH 2024



9.00AM