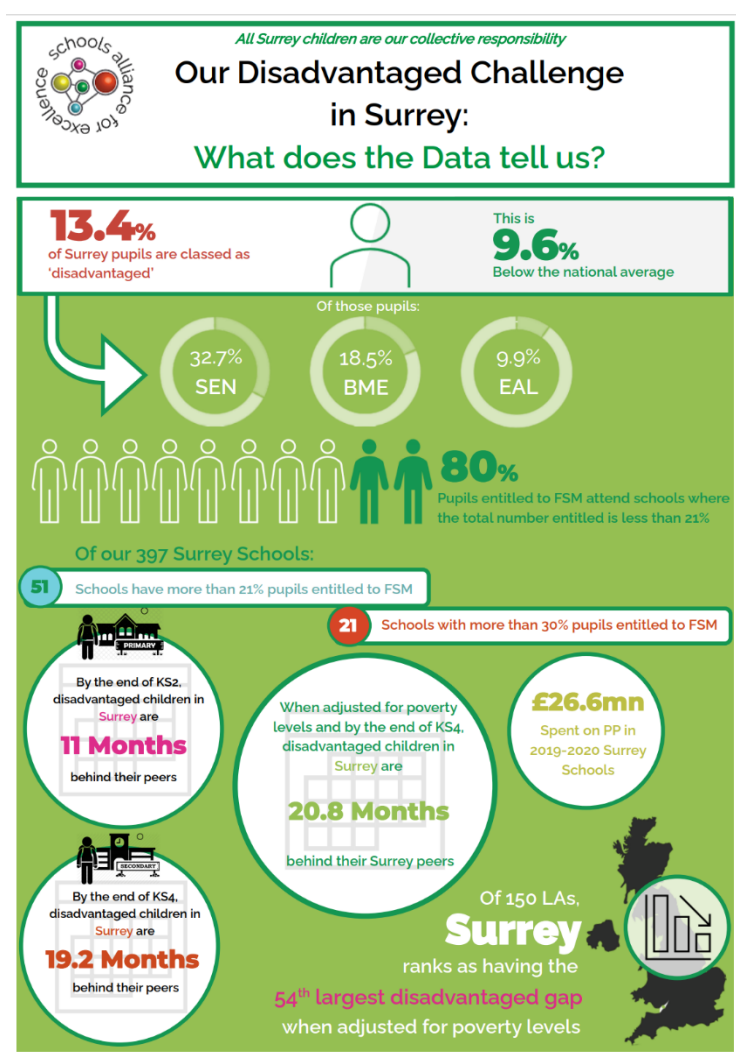


Annex 5 Supporting vulnerable learners

Disadvantaged Pupils and Children in Need

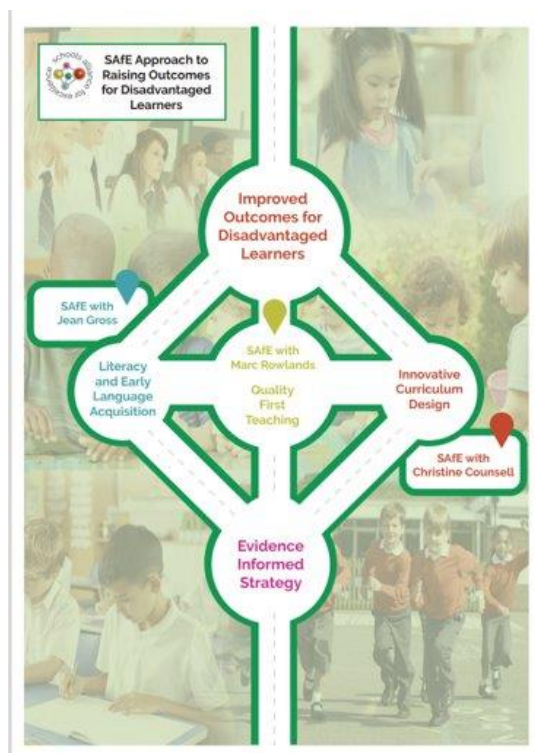
1. The following diagram summarises some key statistics about the disadvantaged challenge in Surrey. The data shows that at all key stages outcomes for disadvantaged pupils in Surrey are lower than disadvantaged pupils in England despite there being a significantly lower proportion. This has been a concern for a number of years and despite significant effort and work the gap is not reducing.
2. A key challenge is that the great majority of disadvantaged pupils are spread across schools with small numbers of disadvantaged pupils.



3. SAfE has been working with the Education Endowment Foundation, The Education Policy Institute and other leading national experts to develop a Surrey specific strategy that is based on robust evidence. Evidence shows that improving outcomes is not about a single intervention rather a combination of

joined up approaches. Therefore, our strategy is based on three inter-linked strands:

- Quality First Teaching;
- Literacy and Early Language Acquisition;
- Excellent Curriculum Design



Quality First Teaching

4. Research from the EEF shows that *'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'* This is where teaching is built around very high expectations for all, subject expertise and positive relationships. It is where teachers forensically know their students so they can proactively intervene in lessons to close any gaps in learning. Therefore, supporting schools focus on developing excellent teaching for all pupils is central to our strategy.

Innovative Curriculum Design

5. Leading national educationalists such as Christine Counsell and Mary Myatt have identified that a broad and balanced curriculum design can be used as a *'powerful tool'* to improve outcomes for disadvantaged pupils. *'Knowledge-led curricula attempt to provide young people with a school experience that enables them to be socially mobile, for this is at the core of what social justice is: enabling all people, regardless of socio-economic background, to be provided with the*

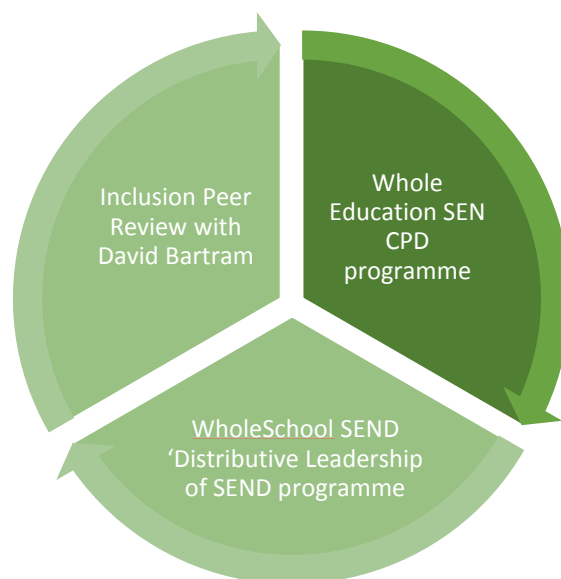
opportunities to succeed in life. In an affluent county such as Surrey where the majority of children have a wide range of experiences, access to high quality language at home and cultural enrichment, it is key that **all** pupils have equal access to a knowledge-rich diet and cultural experiences through provision of a broad and balanced curriculum design for all.

Literacy and Early Language Acquisition

6. A key way to tackle the disadvantage gap in the early years and throughout primary school is to improve children's literacy and language skills. On average, 40 per cent of the overall gap between disadvantaged 16-year-olds and their peers has already emerged by the age of five. These gaps are particularly pronounced in early language and literacy. Black and Wiliam (2018) consider: *"Children from working class families, who are only familiar with the restricted code of their everyday language, may find it difficult to engage with the elaborated code that is required by the learning discourse of the classroom and which those from middle class families experience in their home lives."* Therefore, central to our strategy is a focus on the importance of supporting vocabulary and literacy development particularly for children who do not develop this foundational knowledge before they start school are helped to catch up.
7. Our approach is supported by partnering with national experts to ensure that our work is delivered by those with the necessary experience, expertise and skills. In particular we currently are focusing our work on the following:
 - Raising outcomes for disadvantaged learners in Surrey Secondary Schools: A programme led by Mark Rowland & the EEF (beginning Dec 20)
 - Curriculum Innovation and design: A programme and resources with Christine Counsell (beginning Jan 21)
 - Evidence Based Literacy and Learning: A focused programme of support including work with the EEF and Jean Gross (began Sept 20)
 - A focus on excellent Quality First Teaching through:
 - Deputy Heads networks – Primary and Secondary
 - Subject Networks – Secondary and Primary
 - Pupil Premium Networks - Primary
 - Targeted support in primary from new Teaching and Learning Leads

Inclusive Schools

8. SAfE is working with Surrey to build on the aspiration that all schools are able to be fully inclusive and welcoming of children with SEND through the development of teachers and leaders' skills and understanding is a key priority for SAfE.



9. There are currently 67 Surrey schools taking part in a tried and tested model of peer review developed in partnership with David Bartram OBE. The project is taking place over six half-terms and began with a launch day for Headteachers and SENCOs that included peer review and coaching training. Following the launch day, all schools completed a short self-evaluation using online platform EvaluateMySchool. This information, along with local knowledge was used to allocate triads of SENCOs, with one SENCOs taking on the role of coach.
10. Once triads are allocated, coaches visit their participant SENCOs and together they draft an action plan, which is then finalised with the SENCO's headteacher. A check-in call between coach and SENCO is conducted before the second and third visits take place, in which the triad comes together to assess progress against the action plans. Participating SENCOs complete another self-evaluation and attend a celebration of learning day to share their successes and next steps.
11. Alongside the peer review process, the Whole Education SEND CPD builds capacity and expertise in individual staff and across local authorities, improving the quality of SEND provision for vulnerable learners. The Whole Education SEND CPD programme is all about shining a light on best practice and supporting practitioners to work together on areas for development. Improving the quality and consistency of special education provision across local authorities requires collaboration and opportunities to share and learn together.
12. Following the success of the 'Every Leader a Leader of SEND' programme delivered by Whole School SEND in 19/20 we are offering a further programme for different senior and middle leaders 'Improving Outcomes for Pupils with SEND – Distributive Leadership for SEND and WholeSchool Approaches'.
13. In addition, we are facilitating the SENDCO networks for mainstream schools.