

# ASPIRE

## To raise the attainment of disadvantaged pupils

### Diminishing Differences for Disadvantaged Pupils Project



#### Improvement & Learning Service, East Riding of Yorkshire Council

It is a fact that the progress and attainment of disadvantaged pupils in the UK falls dramatically short of their more advantaged peers and the picture within the East Riding mirrors that of the rest of the country. In order to redress this imbalance, the Local Authority has introduced a clearly focused drive to raise the attainment of disadvantaged pupils, under the heading of 'ASPIRE'. In addition to the ASPIRE Charter, the range of CPD and networking events, the use of social media and the production of guidance materials, the Diminishing Differences for Disadvantaged Pupils (DD4D) project has also been developed by the Local Authority to support schools in addressing this vital issue.

The DD4D process is divided into 7 distinct phases, comprising periods of self-evaluation, diagnostic review, direct action and impact evaluation (see DD4D Flow of Activities and DD4D ILS Support Package Process documents for further details). It has been designed to offer bespoke support to schools in their aim of improving outcomes for their disadvantaged pupils. Schools who choose to be involved will be supported by their Improvement Partner and ILS Officers, who have a detailed understanding of the wealth of research and best-practice available, to develop and implement a specifically focused project over a 6 month period. From a school perspective, the project will be led by the nominated Disadvantage Champion.

#### What can schools expect from the project and the Local Authority?

- The determination and drive to improve outcomes for disadvantaged pupils, and the expectation that a difference will be made.
- The development of a project bespoke to the school, based upon context, need and existing expertise.
- A clearly focused project with the specific aim of improving outcomes for disadvantaged pupils.
- A supportive and collaborative process.
- Support, as required, at each phase of the project; guidance and advice on how to improve or amend practice.
- A dedicated team of LA representatives, led by the School Improvement Partner (size of team will be dependent on school size).

#### What will be expected from schools that become involved in the project?

- The determination and drive to improve outcomes for disadvantaged pupils, and the expectation that a difference will be made.
- A dedicated leader (Disadvantage Champion) with the drive and ambition to make the project a success; a DD4D working group will also need to be established within school. \*
- A dedicated link governor who will provide the required support and challenge to ensure improved outcomes for disadvantaged pupils.
- The resilience to overcome adversity and the willingness to be self-critical, analytical and highly evaluative to ensure that outcomes improve.
- To meet all deadlines and provide requested information to the required depth and quality.
- An understanding that the project process may be paused/delayed if documentation is not completed to the required standard. \*\*

## DD4D Project Guidance

- To be adaptable and willing to change to ensure impact.

### How will schools benefit from being involved in the project?

The project will:

- Help improve outcomes for the disadvantaged cohort within the school, both over the short and longer-term.
- Provide the opportunity to undertake an analytical review of the school's current PP strategy to ensure compliance and that it meets the needs of the PP-eligible cohort within school.
- Allow schools to follow a carefully designed, tried and tested framework for improvement which is shown to have clear impact.
- Offer the opportunity to undertake a diagnostic review of the make-up of the disadvantaged cohort within the school, their barriers to learning and needs, and what can be done to further support them.
- Allow schools to investigate ways that support for disadvantaged students can be further embedded into the everyday life of the school.
- Help schools to prepare for Ofsted by focusing on an issue which is of primary concern to them.
- Offer a vehicle from which to get on the front foot as the government's social mobility agenda gathers pace.
- Provide the opportunity and framework to further develop the leadership skills of key personnel within the school.

### How do we get involved in the project?

Should you be interested in your school being involved in the DD4D project please contact your Improvement Adviser. They will then liaise with the LA Disadvantaged Champion and organise an introductory meeting to discuss the project further and begin the review process. Please note that the project can be funded through the Improvement & Learning Service SLA - please liaise with your Improvement Partner regarding this.

### What if we have any further questions?

If you would like to know anything further about the project please either contact your Improvement Adviser, or email Dave Langdale (Local Authority Disadvantage Champion) at [david.langdale@eastriding.gov.uk](mailto:david.langdale@eastriding.gov.uk)

\*As outlined in the DD4D ILS Support Package Process document, the DD4D working party will ensure the successful implementation of the DD4D project Action Plan and will meet at least twice during each phase of direct action (Phases 3 & 5). The DD4D working party should comprise: Disadvantage Champion (Chair), representative of SLT, Governor with responsibility for Disadvantaged students and any other relevant school staff. IP/IO should either be invited to attend or the minutes of working party meetings should be forwarded by email to the Improvement Adviser. Further discussion regarding the composition of the DD4D working party, particularly within small primary schools, can be held during the initial meeting during Phase 1(a) of the project.

\*\*As outlined in the DD4D Flow of Activities and DD4D ILS Support Package Process documents, the process could be paused/delayed during Phase 1(b) if the school fails to complete the Self-Evaluation with sufficient detail, and Phase 2(b) should it be felt that the Action Plan requires deeper thought and rigour.