

Who are we talking about?

Department for Education's Statement of Intent of July 2015 stated that:

A pupil will be defined as **disadvantaged** in the 2015 primary performance tables if they are recorded as:

- Eligible for Free Schools Meals (FSM) in the last six years; or
- Looked after continuously for 1 day or more; or
- Adopted from care

Disadvantaged pupils attract Pupil Premium funding, as do Service Children. This charter refers to Disadvantaged pupils, using the criteria outlined above.

Why are we talking about these pupils?

In the East Riding of Yorkshire, we refuse to accept that economic circumstance should be a determining factor in the educational outcomes for our children. It is time for us to change the statistics, remove the barriers to learning and secure a brighter, more prosperous future for pupils from all backgrounds.

The Charter:

All schools in the East Riding of Yorkshire agree to the following:

- To designate a member of the school SLT as a named Disadvantage Champion, who will champion the raising of attainment and the acceleration of progress of disadvantaged pupils throughout the school or setting by raising the profile of this group and actively monitoring, evaluating and improving the provision for these pupils.
- To devise and implement a 3-year plan to accelerate the progress of disadvantaged pupils in receipt of the Pupil Premium.
- To accelerate the progress of disadvantaged pupils of all abilities. Evidenced by: losing the 'red' on FFT for disadvantaged pupils and losing the 'blue' in Raise Online; or, move the progress measures for pupils in receipt of the Pupil Premium to 'green'.

Comparative statistics regarding disadvantaged pupils

Red numbers – progress is significantly below predicted- FFT/ROL 2015

PHASE	DISADVANTAGED PUPILS EAST RIDING (2015)	OTHER STUDENTS NATIONALLY (2015)	MEASUREMENT
EYFS	47%	64%	Good level of development
KS1	APS 15.0	APS 16.6	All subjects combined
KS2	70%	85%	Maths, Reading & Writing Combined L4+
	11%	29%	Maths, Reading & Writing Combined L5+
KS4	31%	61%	5A*-C including M&E
KS5	32%	63%	Level 3 @ 19

To support schools to raise the attainment of disadvantaged pupils, the LA will:

- Make available a comprehensive programme of CPD and networking events for your Disadvantage Champion, in order to support you with action planning and ensuring positive impact;
- Make available bespoke diagnostic, supportive or monitoring visits to work alongside your Disadvantage Champion to identify strengths and areas for improvement in the provision for disadvantaged pupils in your school;
- Challenge, through the IP visits, by asking evaluative and exploratory questions about the progress and attainment data of disadvantaged pupils.
- Provide CPD and networking events for your Governing Body to ensure that they understand the importance of their role in securing good outcomes for disadvantaged pupils;
- Provide supportive ASPIRE materials to summarise current research and provide information about a range of ideas and resources which may work for your school;

Please contact the ILS support team or speak to your Improvement Adviser to discuss how these can be covered through your SLA.

Please look out for ASPIRE materials produced by the Improvement and Learning Service in the Local Authority. These will include:

- ERYC guidance and support ASPIRE booklet, which will support your work in raising attainment and accelerating progress for disadvantaged pupils;
- Questions and prompts to guide evaluative discussions in your school or setting about your provision for disadvantaged pupils;
- Template and guidance to support action planning to accelerate the progress of disadvantaged pupils.

Minimum Expectations:

Provision for disadvantaged pupils is an established agenda item on all staff meetings and pupil progress reviews;

There is an up-to-date Pupil Premium spending review on the school website;

All staff know which pupils are disadvantaged and make a distinction between this and pupils with SEND (see definition);

There is a named governor who is responsible for asking challenging questions regarding the school's provision for disadvantaged pupils;

Data is collected regularly and the progress of disadvantaged pupils is monitored;

The school uses the Pupil Premium to accelerate the progress of more able Disadvantaged pupils;

Impactful interventions happen swiftly when a lack of progress is identified;

High quality teaching and learning provided by the class teacher is the expectation for all children;

There is a whole-school culture of high expectations and ambitious aspirations.