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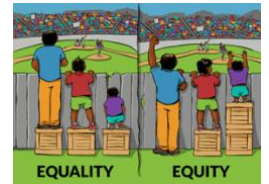
Continuing to Tackle Disadvantage Edition

For senior leaders and governors

We are constantly in awe of the work of our church schools in tackling disadvantage. We see so many examples of innovative practice and a determination to remove the barriers to learning some of our pupils face. When the National Society began setting up church schools, the founding principle was to educate 'the poor of the parish'. We feel proud to be part of such a rich tradition and are thankful for the work you all do in continuing this enduring legacy of church school education for the benefit of all. [For a little extra inspiration why not check out this passionate case for education in closing the gap between the world as it is and the way we'd like to be!](#) The Education Team

Pause for thought: Disadvantage and Equity

The Christian faith affirms the ultimate worth and uniqueness of every person and calls on us to 'look not only to our own interests, but also the interests of others' (Philippians 2:4). Have a look at the image on the right. This is about the difference between equity and equality. There may be many reasons why some of our pupils might need more support, a different approach or extra resources. To continue to remove disadvantage and the barriers associated with it, maybe we need to consider what equity looks like in our schools. What is the provision that allows our disadvantaged pupils to stand a little taller? [Have a look at this short video which seeks to explain the range of disadvantage that we all know exists in our communities.](#) Might this be a good starting point as you begin to consider next steps in tackling disadvantage in your school?



Tackling Disadvantage in Church Schools

Pupil Premium can only ever be a proxy measure for disadvantage. Our church schools know this better than most and understand that disadvantage is not always captured by the 'Pupil Premium' measure. [This reflection piece from The Church of England Foundation for Educational Leadership \(CEFEL\) examines the breadth of disadvantage in the context of church school education.](#) The reflection piece suggests various questions leaders might wish to consider when thinking about how to tackle disadvantage in their schools.

- 1: How can our schools show 'generosity, love and practical action towards the poor, the marginalised, the oppressed and the lonely?'
- 2: How do you define disadvantage in your community? What are the issues and how does your leadership approach help to address these?
- 3: To what extent does our curriculum help to 'liberate children, giving freedom to learn, grow, relate, create and flourish?'
- 4: How is your school an expression of God's kingdom? How do the relationships with the local church and community support and enhance this?

Did you know? **Your named adviser can support your school with a review of Pupil Premium**, drawing on the latest research and evidence whilst remaining rooted in the Church of England vision we all share; that our pupils should experience, 'life in all its fullness.' (John 10:10)

The Education Endowment Foundation (EEF) '[Guide to the Pupil Premium](#)', helpfully dispenses with a number of myths which have grown up around Pupil Premium funding. It makes the point 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. While the Pupil Premium is provided as a different grant from core funding, **this financial split shouldn't create an artificial separation from whole class teaching.**'

While the EEF guidance is clear that whole class teaching is the most important factor in bridging the learning barriers our disadvantaged pupils might face, we all know for this to be successful, relationships need to be strong and rooted in **hope for the future.**

Questions you and your team might wish to consider:

- 1: How do we help our pupils conceive their future?
- 2: How do we foster confidence? Are pupils ashamed of failure?
- 3: How do we embody hope at parents' evenings?
- 4: How do the lessons we teach demonstrate the dignity with which we see our disadvantaged pupils?
- 5: Our schools are known for being institutions rooted in justice. How would we know this in terms of our use of Pupil Premium funding?

Digging Deeper:

- [Podcast](#) discussing the CEFEL 'removing disadvantage' reflection piece. (Deborah Barnett & Andy Wolfe)
- [Subscribe](#) to 'Called, Connected, Committed' leadership resources to engage with a variety of topics.
- Education Endowment Foundation: [Impact of School Closures on the Attainment Gap: Rapid Evidence Assessment.](#)

Contact your named adviser for further support