WILTSHIRE 'EDUCATIONAL DISADVANTAGE' CHARTER

Children living in poverty
those in receipt of pupil premium
and others who are not entitled

SEND
(special educational needs and disability) - in particular SEN support



Certain
ethnic minority groups

Those experiencing or struggling with
low wellbeing, emotional and/or mental health problems

Vulnerability
a child on a child protection plan, child in need plan, an early help plan, accessing the youth offending service, a looked after child or a young carer

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The Wiltshire Learning Alliance recognises that disadvantage is a multifaceted issue that goes beyond labels and simple criteria. We have a shared understanding that children are not at risk of underachievement because of 'Pupil Premium', SEND or any other label given. They are at risk of underachievement because of the impact of socio-economic disadvantage on their learning, wellbeing and personal development.

Schools are the change makers at the heart of each community. Every day, in every interaction, it is in our gift to bring about the change required to overcome the challenges of disadvantage. All children have the capacity to grow. Through a Wiltshire-wide collective commitment to intentionally inclusive practice, we can put our children experiencing educational disadvantage at the heart of thinking, decision-making and actions which will improve life chances and secure successful outcomes.

Our Wiltshire 'Educational Disadvantage' Charter is designed to unite schools around an ambitious framework of best practice statements of success. Collectively committing to these, and to a culture of continuous improvement in our schools, will drive school improvement and increase the life chances of our most vulnerable learners...together we can make a difference.

To what extent is your school maximising its impact on children experiencing disadvantage?

Vision, culture and leadership

- At all levels, we share an understanding that the fundamental purpose of education is to ensure all children reach their full potential
- Strong leadership, including governance, intentionally puts inclusion at the heart of decision-making, planning and thinking
- The whole school community champions children experiencing disadvantage and leaders have the authority to bring about change and secure impact
- There is a strong and shared understanding of the causes, barriers and challenges faced by children and families who are experiencing disadvantage and a commitment to reducing poverty related stigma by deliberately making positive changes to school policy and practice through the lens of affordability
- Strategic school improvement planning accurately and proactively identifies priorities to maximise impact on outcomes for children experiencing disadvantage
- Stereotype and bias are acknowledged and proactively challenged; the focus is on learning not labels

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- There is clear accountability for funding allocation, deployment of resources and impact on outcomes for children
- A culture of reflective determination goes beyond just integrating children into existing systems to bring about institutional change which achieves equity for children experiencing disadvantage
- Relationships with children and families are authentic and strong; they are underpinned by mutual respect and trust
- A whole school commitment to regularly evaluating the impact of provision, planning and implementation is in place through an effective cycle of monitoring, internal and external reviews
- Children experiencing disadvantage attain well and are successful in all aspects of school life; their outcomes are a barometer of success for all school improvement strategies

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Teaching

- A focus on curriculum equity and inclusive pedagogy is achieved through high quality, universal provision
- Accurate assessment of individual children's needs and early intervention are prioritised, so we get provision right from the start
- Consistent high-quality teaching is relentlessly promoted and valued as the first point of intervention for all children, and especially for those experiencing disadvantage
- Teachers adapt practice effectively to overcome barriers to learning and all children's needs are met
- A strong programme of CPD supports all staff to improve outcomes

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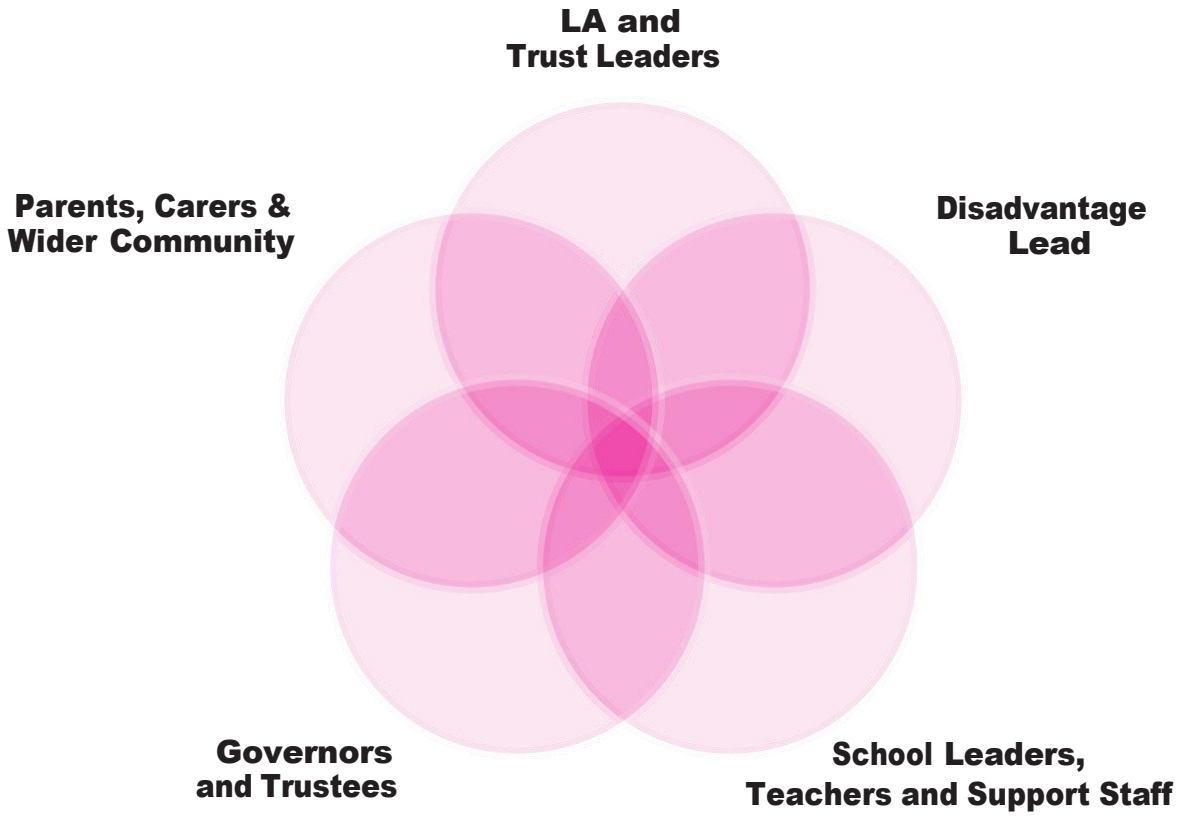
Targeted Academic Support

- TAs are effectively deployed, understand their role in improving outcomes and empower learning
- Tutoring and intervention are designed to supplement, not supplant high quality teaching.
- Intervention is well planned, regularly evaluated for impact and rooted in pupil need
- Successful interventions see gains sustained back in the classroom
- Steps are taken to mitigate the risk of interventions being academically and socially isolating
- Targeted support is delivered by staff with strong expertise and skills; they prioritise the best teachers and staff to work with pupils experiencing disadvantage

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Wider Strategies

- High expectations for behaviour are in place and underpinned by a relational approach
- Pastoral provision effectively matches need and is focused on school engagement and maximising access to, and impact from, learning
- Schools are proactive in identifying and removing any perceived potential barriers that prevent access to personal development and enrichment opportunities
- Attendance matters and is everyone's business; leaders have a relentless and equitable focus on securing high levels of attendance for all children – this is an ongoing process with the aim of continual improvement



- **LA and Trust Leaders** (secure engagement and commitment, culture, vision and values, quality of education, fully aligned strategic planning and implementation, effective communication, partnerships, accountability)

- **Disadvantage Lead** (authority to bring about change and impact, clear role in the context of school setting, planning, monitoring, evaluation and impact, 'golden thread', collaborative)

- **School Leaders, Teachers and Support Staff** (shared responsibility, prioritise strong relationships, personalised approach, quality of teaching, universal provision, secure impact)

- **Governors and Trustees** (clarity of vision, ethos and strategic direction; educational performance of the organisation and its pupils; financial performance of the organisation and ensuring money is well spent, stakeholders, accountability)

- **Parents, carers and wider community** (respected and valued partners, collaborative, engagement, communication, accessibility, feedback)

If you are committed to improving the life chances of your school community's most vulnerable learners, please sign below and strive to continually improve your practice in line with each of the best practice statements in the Wiltshire Educational Disadvantage Charter.

Signature required:

Headteacher Mrs S Budge

CoG Mrs M House

Wiltshire Council