



EAS conference: March
2014

Family & Community
cohesion



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National context: Wales

- 200,000 children live in poverty
- 15% living in severe poverty
- Highest proportion of any UK nation
- Pupils from disadvantaged backgrounds more likely to be not in education, employment or training
- Live shorter lives than those from more affluent backgrounds



Local context: LSP

- 24.6 % of pupils on FSM (most challenged school in our family)
- Significant proportion of pupils on FSM on alternative provision / exclusion (23 in KS4)
- Significant increased risk that FSM pupils struggle with literacy / numeracy
- Poverty exacerbated by gender?



The Challenge...

- 23% of schools use the Pupil Deprivation Grant funding strictly for pupils on free school meals
- 77%, admitted that additional support is shared amongst pupils on free school meals as well as those who are low achievers...
- “Schools need to maintain a focus on the purpose of the Pupil Deprivation Grant, which is to help reduce the impact of poverty on educational attainment”



The Challenge...

- 39% of schools listing staffing within their top three items of expenditure.
- The Sutton Trust Toolkit concludes that such expenditure has relatively low impact for high cost; one to one tutoring has a 'moderate impact for very high cost', reducing class sizes has a 'low impact for very high cost', and employing teaching assistants has a 'very low or no impact for high cost'.



What to do?



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Start with what you know.....

they say
before you start
a war,
you better know
what you're
fighting for

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Where's the evidence?

Rewriting the future

Raising ambition and attainment in Welsh schools



Llywodraeth Cymru
Welsh Government

www.cymru.gov.uk

<http://gov.wales/docs/dcells/publications/140616-rewriting-the-future-raising-ambition-and-attainment-in-welsh-schools-en.pdf>

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Where's the evidence?



Investing strategically to improve the quality of public education.

<http://flamboyanfoundation.org>

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Where's the evidence?



The Achievement Gap Initiative
at Harvard University

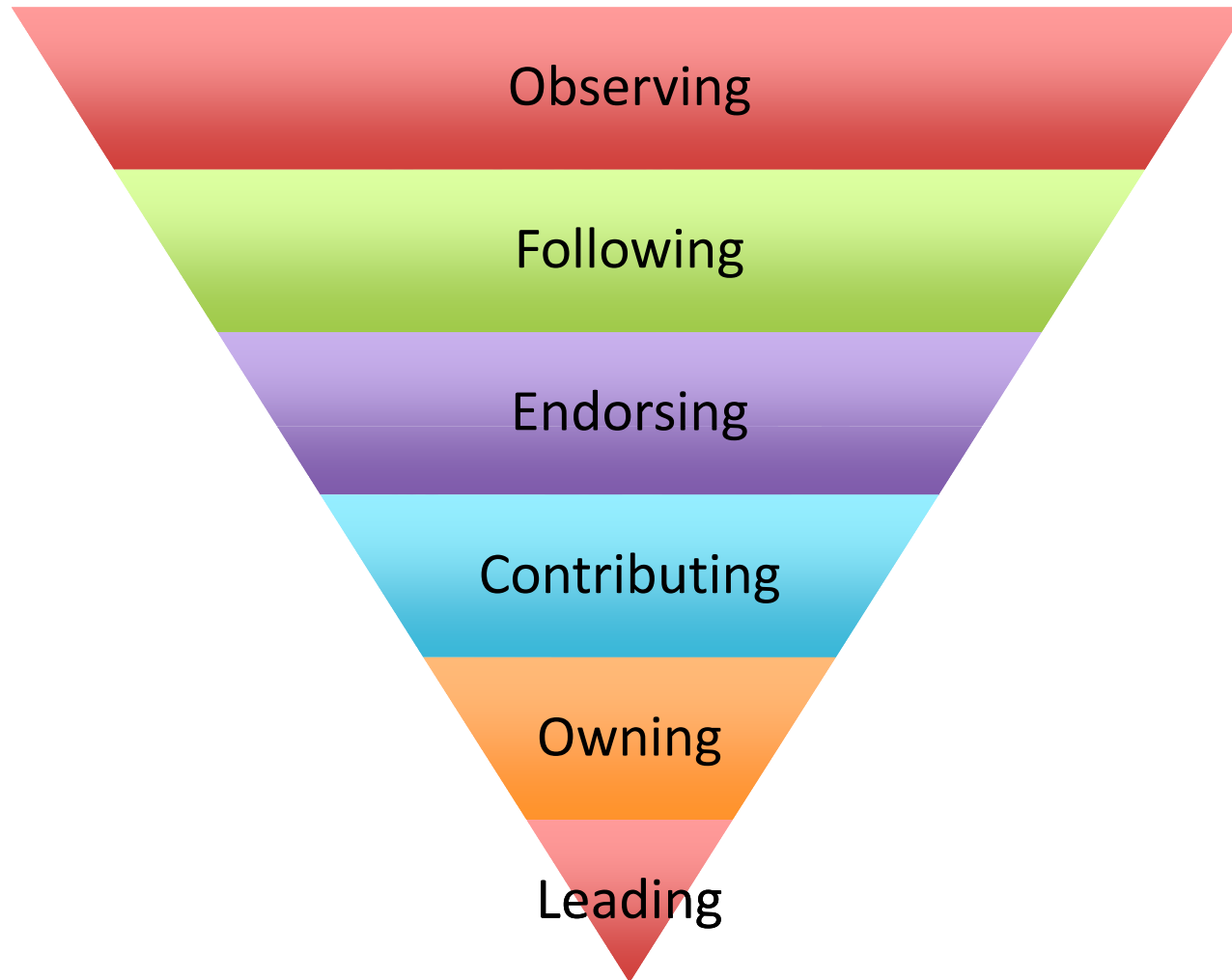
GETTING IT DONE



http://www.agi.harvard.edu/events/2008Conference/GETTING_IT_DONE_02_24_09.pdf



Pyramid of Engagement



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First Steps – Observing / Following

Community focus



Official LSP Music @LSP_Music
Alex Stacey making @Ysgol_LSP proud - Read @WalesOnline review from gig with @Wadge @PeteRiley6 from @stdavidshall
walesonline.co.uk/whats-on/arts-...

Social Media

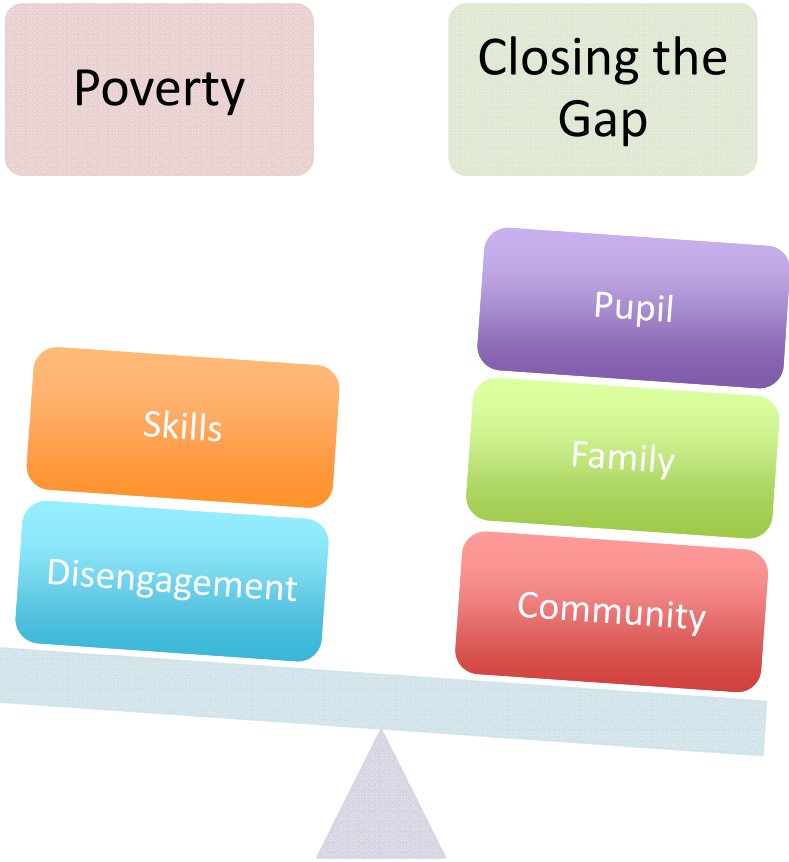


#GameDesign Boys - New Homework gorogoa.com/index.php Play this demo! Completely unique. Great puzzler. Great work @Gorogoa



Next Steps: Endorsing / Contributing

Tri-level support model





Next Steps: Endorsing / Contributing

Pupil level

- Absolute focus on high pupil expectations
- Pupil level target setting / tracking
- Individual mentoring
- Bespoke pupil support packages
- External support networks

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Next Steps: Endorsing / Contributing

Family level

- A foundation of partnership and innovation
- Overhaul of home / school communication
- Analytics
- Aspiration – “going to the mountain approach”



Next Steps: Endorsing / Contributing

Community level

- Our responsibility to market opportunity
- Inter-generational projects
- Future First – Alumni mentoring



The importance of an
overarching framework

60 x 16

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Final Steps: Owning / Leading

- Sharing practice
- Evolving Leaders
- Self generation



Not there yet...



- The perverse incentive of the eFSM threshold
- Funding, funding, funding



Outcomes: Engagement





Outcomes: Attainment 2015

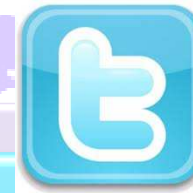
- Level 1&2 – 99.1%
- Level 2+ - 58%
- Level 2+ (eFSM) – 26%



Communication



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@Ysgol_LSP
@LSP_headteacher

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