

# A Spotlight on JTHS Disadvantaged Students – 2020



## John Taylor High School's main approaches to supporting disadvantaged students for 2020-21

John Taylor has made use of the EEF's 3-tiered model to outline our main approaches to supporting our disadvantaged students:

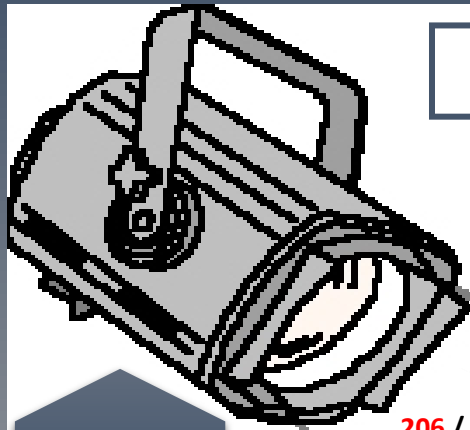
1. Teaching (E.g. pedagogical strategies and CPD)
2. Targeted academic support (E.g. Core subject mentors, use of AI technology, such as CenturyTech)
3. Wider strategies (E.g. well-being and equity, attendance and behaviour)

**"There are many factors that cause and influence the underachievement of disadvantaged students...However, simple and sustainable changes to classroom practice are within our control and they can make a genuine difference."** Andy Tharby

Very simply – what is good teaching and learning for the progress of disadvantaged students is good for the progress of all our students.

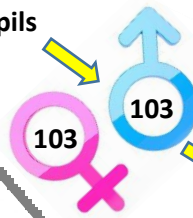
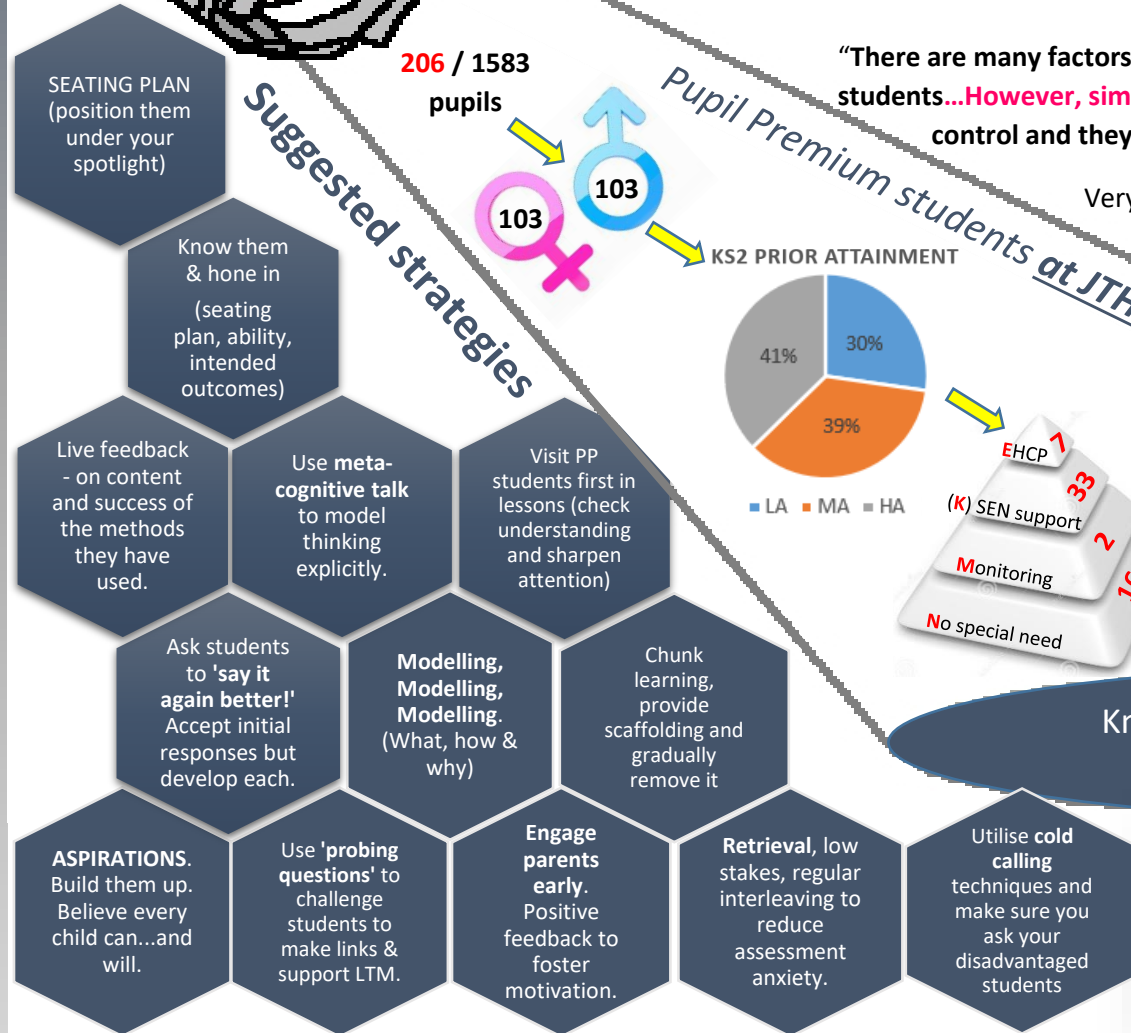
Therefore, key T&L strategies include:

- Know your disadvantaged students
- Use metacognitive talk (refer to CPD)
- Modelling e.g. I do, we do, you do'
- Questioning e.g. cold calling

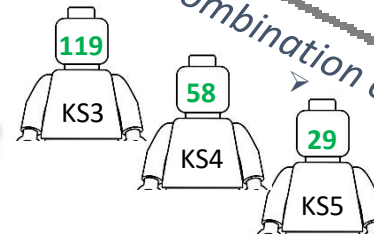
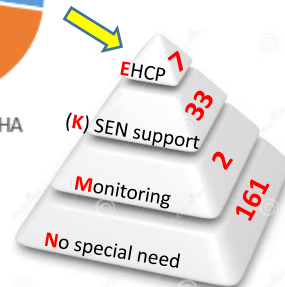
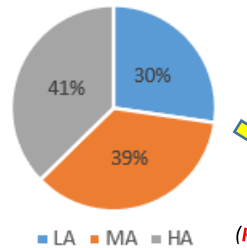


206 / 1583 pupils

**Suggested strategies**



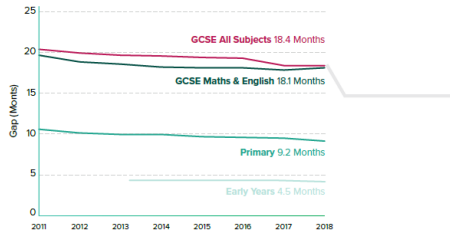
Pupil Premium students at JTHS



**Know your students and use simple strategies first, more frequently and in greater depth.**

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital as schools plan for all pupils to return in the upcoming academic year.

## What has happened to the disadvantage gap in recent years?



**18.4 months**

Size of the gap for disadvantaged pupils in 2018 across all GCSEs

**+0.1 months**

Increase in disadvantage gap 2017 to 2018 across all GCSEs

**18.1 months\***

Size of the gap for disadvantaged pupils in 2018 in GCSE English & maths

**+0.2 months**

Increase in disadvantage gap 2017 to 2018 in GCSE English & maths

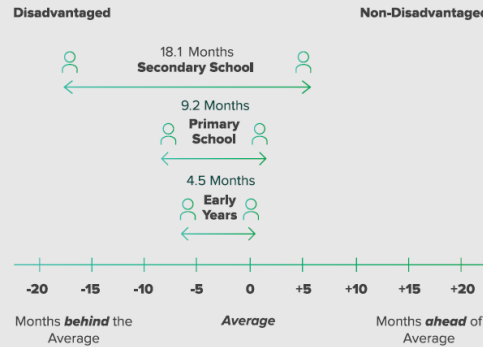
\*the most reliable measure

# The National Picture and Key Messages

## The size of the disadvantage gap in 2018

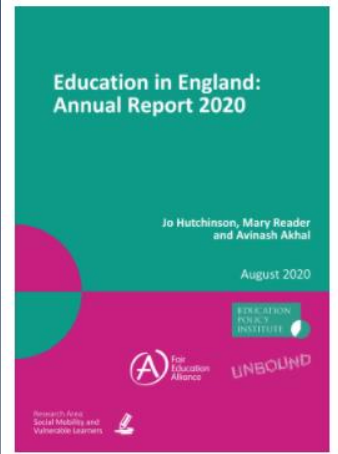
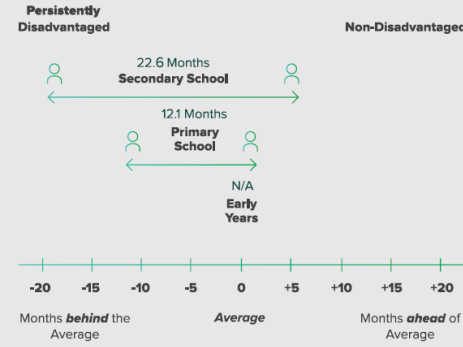
### What do we mean by disadvantaged?

Pupils eligible for free school meals at any point in the previous six years



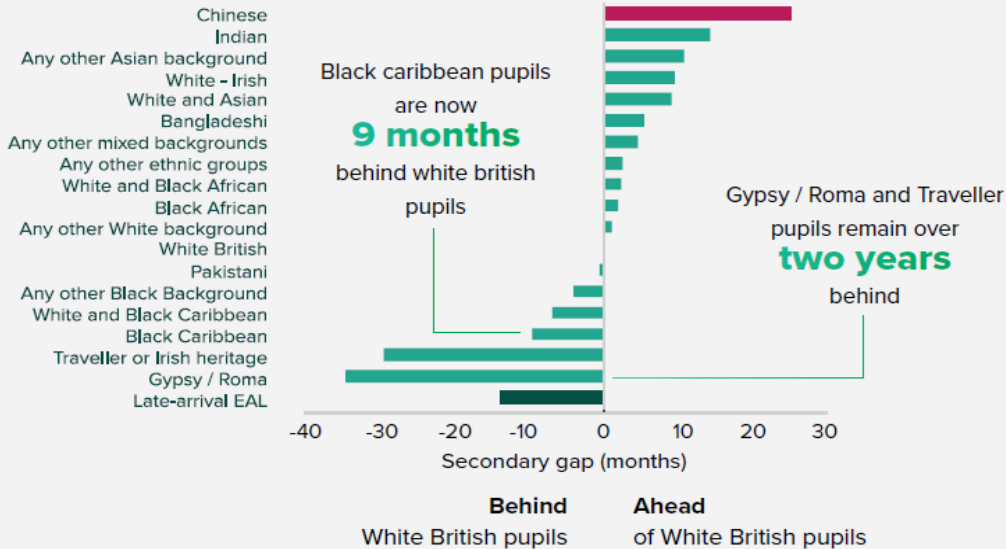
### What do we mean by persistently disadvantaged?

Pupils eligible for free school meals at least 80 per cent of their time in school



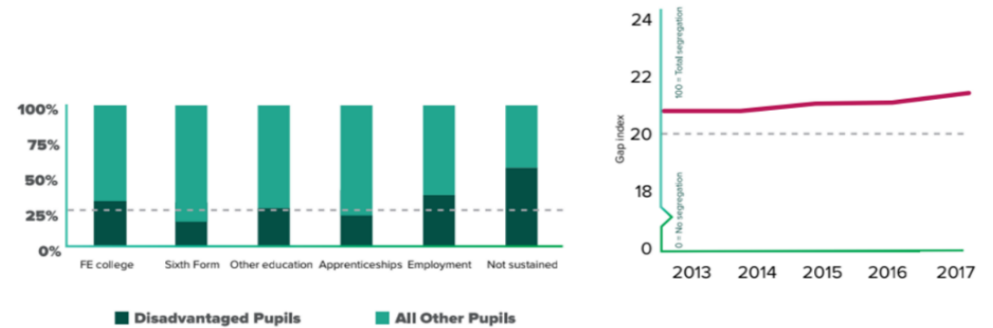
<https://epi.org.uk/publications-and-research/education-in-england-annual-report-2020/>

## There are big attainment gaps for pupils from different ethnic and language backgrounds...



## Post-16 Destinations Gap

### Segregation of disadvantaged pupils between post-16 routes continues to rise over time



If there was no segregation, 27 per cent of learners in all post-16 routes would be disadvantaged.

Instead we see marked differences, with higher proportions of disadvantaged learners in unsustainable destinations and FE colleges and lower proportions in sixth forms and apprenticeships.

At JTHS - It is **more than a comparison between disadvantaged and non-disadvantaged P8 scores**. Attainment matters too, as it enables students to access the next stages in education. If your dept P8 score is +0.3 for disadvantaged then you are doing really, really well, but if the disadvantaged are achieving grade 3s then we are limiting their life chances. Grades 4 and 5s open so many more windows of opportunity.

Check the profiles of your teaching groups and disadvantaged students. Considering the graph above, **who is now under your spotlight more?**

# A Spotlight on JTHS Disadvantaged Students 2020-21

Foregrounding T&L – because, ‘evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils’ (EEF, 2020)



**Context:** This tiered model maps out John Taylor High School’s main approaches to **supporting disadvantaged students for 2020-21**, incorporating successful approaches and strategies from the previous 2 years, which we continue to adopt and whilst the % of PP students are below average at JTHS, enabled us to achieve a +0.57 in 2019.

## 1 Teaching

- **Spotlight on Disadvantaged (Who?)** – regular reminders to hone in on in lessons; *Who are they? Where are they sat? How engaged are they?* & reminders that PP students are all abilities, all ages and from all backgrounds.
- **Spotlight on Disadvantaged (Pedagogy)** – regular briefing prompts and T&L strategies to challenge students with reminders to *‘Go to first (Assess), Go deeper (feedback), Go more often (Interaction)’* with the ultimate message being, *‘what is good T&L for PP, is good for all’*.
- **Spotlights on Disadvantaged (Research)** – JTHS evidence-informed T&L and briefing papers, highlighting our specific context and student population, including EEF recommendations (Metacognition) and suitable suggested teaching strategies.
- **High profile CPD** - Whole school behaviour and metacognitive talk delivered as key INSET as integral to re-intro to learning & lessons in Autumn term (Walkthrus and EEF guidance)
- **Refined CPD** – narrower whole-school foci, personalised ‘Disciplined Inquiry’ for staff focussing on 1 of 4 strands of pedagogy (Adaptive Teaching, Cog Sci, Evidence-informed & Learning behaviours) with staff also selecting their focus groups of students (Disadv, PA, Gender etc.). Allowing staff to, *‘keep the [i] main thing the main thing’*.
- **Supporting subject resource requests** – Where disadvantaged performance is low (evidenced by robust performance data) high quality T&L through the provision of resources (e.g. visualisers in geography to support modelling and metacognitive talk).



## 2 Targeted academic support

(Intended)

- **1-1 ‘establish’ meetings** – To assess and establish priority areas for students to catch-up
- **Remote catch-up course** – JTHS staff (paid additional) to write catch-up/summary course (KS4 broad offer) for home learning
- **Y7 catch-up for Ma & Lit** - MAT co-ordinated approach with Y6 staff constructing catch-up course for Y7 support mentoring
- **Employ core subject mentors** – 1-1 or small group tutoring, to replace previous external 1-1 tutoring prog. so JTHS own the teaching quality.
- **Additional Period (7)** – invite staff (paid) to teach targeted support/monitor remote courses
- **AI Technology** - Embedding Century-Tech assessment and next steps in learning cycles in core subjects

## 3 Wider strategies

- **Well-being & equity** – Financial support to provide access to opportunities and resources - revision books, trips support, PE off site activities, Scientific calculators, GCASE Art pack, PE Kit, out of school enrichment activities for well-being.
- **Bespoke JTHS Risk Radar** – using a range of factors (PP, gender, FSM, feeder school, PA and historic underperformance) To flag potential of underperformance from historic JTHS trends.
- **Attendance & behaviour** – established lower thresholds to trigger process of support and intervention earlier.
- **Revision incentive scheme** – reward commitment with end of Y11 incentives

