



Raising outcomes for disadvantaged pupils at Arunside Primary School

Implementing the principles of the Everyone Achieves project

At its core, Everyone Achieves is a project designed to empower schools to enact positive change for our most vulnerable children and young people. By starting important conversations between leaders, and encouraging networking between schools, the project seeks to enable progress across the County.

To find out more about Everyone Achieves, and how the project works in practice, we spoke to Donna Jagger, Headteacher of Arunside Primary School. The school joined the first year of the project and is continuing to develop its provision for disadvantaged children in the project's second year.



How has the project encouraged you to reflect on your existing support for disadvantaged children?

Being a part of Everyone Achieves has given us the time and space to consider the national socio-economic landscape, which clearly shows that whilst the gap between disadvantaged and all other children was beginning to narrow before the pandemic, it has widened again. This is concerning, but the reality is

that, historically, disadvantaged children have not and do not make progress in line with their peers. The idea of 'Universal Proportionalism', which is a phrase usually used to describe the inequalities in healthcare for the disadvantaged, but is equally true of education, resonated with us. We began to realise that we could not look at these children as a set of data, where we were planning intervention support to constantly try and catch up. To tackle the disadvantaged gap in schools, there must be a more holistic approach, considering all of the learning barriers that prevent children from making excellent progress.

Working with advisers and other schools has helped us to explore good practice from across the County that we could draw on. Equally, engaging with specialists, like Sue Arnold, has helped us to understand the most important factors in supporting disadvantaged children. By the end of the first conference, we were beginning to formulate a plan, through the support of advisers and listening to other schools.

How are you working towards raised outcomes for disadvantaged pupils? What are some of the actions you've taken?

Having realised we needed to take a more tailored approach to each child's needs, we designed a 'pupil profile'. We used the Education Endowment Foundation and information from Marc Rowland to determine what the profile should contain, to ensure it was evidenced-based and purposeful for teachers. This gave us a better insight to the child's barriers to learning (looking at attendance, pastoral support, SEND or curriculum needs, for example). This ran alongside the usual data analysis and targeted interventions that were required.



From the presentation made by Sue Arnold at the initial conference, 'First and Best', we came up with the 'Arunside First and Best Principles'. At its core, this is Quality First Teaching that focuses on disadvantaged children. Some examples of this are:

- After an input, go to your disadvantaged children first to ensure they understand the task and have all they need to start
- Give them verbal feedback immediately, don't make them wait for written feedback
- Pre-teach maths and English vocabulary

As a team, we came up with more than 50 ways that we could deploy 'First and Best' across any lesson. Importantly, we made it clear that this was about doing some things differently, not doing something more.

There was a lot of conversation regarding the effectiveness of teaching assistants and how they can best be deployed to support children. It is quite often the case that, while teaching assistants are highly skilled professionals, they generally do not have a teaching degree, but are often asked to support our most vulnerable children. It was clear that we needed to ensure that our brilliant teaching assistants received a deliberately planned, regular programme of continuing professional development (CPD) throughout the year to support their professional growth. Senior leaders now plan in programmes of CPD every half term, and we continue to work with Sue to carry out INSET training, which supports teachers to direct teaching assistants effectively.

What progress have you seen since being part of the project?

It is important that, when you take on a project like this, it is shared with all stakeholders and given the time needed to evaluate progress. By ensuring that it is part of our School Development Plan and our monitoring schedule, we have been able to see our 'First and Best' Principles in action. We have seen progress in books and by talking to pupils, who speak positively about the changes they have experienced, which are clearly linked to the profiles written. This has, so far, produced a lot of qualitative data, which we are hoping will convert to progress in quantitative data soon. A recent case study has shown that a child in year 5 who was 'working towards' in reading and writing is now expected to reach Reading, Writing and Maths (RWM) by the end of year 6, so we are already beginning to see the benefits.

Is there anything else that you'd like to share about your experience of Everyone Achieves?

Everyone Achieves has been a great opportunity to share good practice and demonstrate professional curiosity with like-minded schools. We have been working with Vale School in Worthing and Parklands in Chichester. We value their input and objective viewpoint on our work and we have learned so much from them, not just about this project, but many areas of teaching and learning that we have discussed and shared opinions on. We do not get opportunities to work collaboratively in this way often, so we are grateful that the Local Authority has given us the time and resources to support some of our most vulnerable children.