



York's promise to disadvantaged pupils

Who we are talking about and why?

We are talking about children and young people who are eligible for free school meals at any time in the last six years. In 2017, York's disadvantaged five-year-olds were further behind their peers than anywhere else in England and three in every five were not ready for school at age five. Only 40% of disadvantaged 11-year-olds reached the Expected Standard in reading, writing and maths; well below the attainment of disadvantaged children nationally and well below all children nationally. At 16 years old we had higher levels of persistent absence and lower attainment among our disadvantaged pupils than Manchester, the fifth most deprived local authority (LA) in the country.

Our promise

In York we are no longer going to accept poor outcomes for our disadvantaged pupils. We do not believe that children and young people's educational outcomes should be determined by the economic circumstances of their parents. So together we will work to understand and remove barriers; share and learn about what works; and we will marshal our collective capacity to make a difference for disadvantaged children and young people.

Keys to success:

- Opening up the data, everyone understanding how disadvantaged pupils are progressing and sharing ownership of the outcomes
- Investing in our early years, compensating for disadvantage from the outset
- Working in partnership with our disadvantaged families, improving perceptions of parents
- What happens in the classroom makes the biggest difference – focus on high-quality teaching
- Talking to pupils about their learning and the opportunities available to them
- Sharing effective practice and research between schools
- Ensuring high expectations: 'no excuses' culture led by senior leaders in schools and in the LA
- Developing reading skills and reading for pleasure
- Identifying Disadvantaged Pupil Champions in schools, coming together with the LA regularly
- Governors holding school leaders to account for the outcomes of disadvantaged pupils
- Tracking and monitoring the progress of all disadvantaged pupils across the city
- Offering pupils engagement in wider school life, building cultural capital and cultural literacy
- Focusing on raising attainment and opportunity for disadvantaged pupils
- Needs of disadvantaged pupils driving strategies and activities
- Addressing the attendance of disadvantaged pupils.

Together we will:

Develop a shared understanding of the issues in York around the attainment of disadvantaged pupils and improve outcomes in our schools

- ✓ Sign a pledge and display in our schools
- ✓ Participate in peer review.

Work together with families and communities to improve outcomes

- ✓ Develop more effective joint working with the LATs and with the Shared Foundation Partnerships
- ✓ Invest in the Easy Peasy pilot, an app for parents of children under five to develop self-regulation, literacy and parental support
- ✓ Maximising funding streams to support disadvantaged under fives
- ✓ Increasing take up of eligible two-year-old places.

Focus resources and efforts on the early years and evidence-based initiatives that improve outcomes for disadvantaged five-year-olds

- ✓ Participation in a Language and Communication pilot such as the Nuffield Early Language Intervention 'NELI'
- ✓ Embed findings from EEF's 'Preparing for Literacy: Guidance Report'
- ✓ Develop speech and language skills in the early years with assessment and interventions such as Wellcomm
- ✓ Early Years and Childcare Service focus team on social mobility and formally sharing good practice
- ✓ Schools and the LA track and support the progress and attainment of identified children.

Develop pedagogies in primary schools which we know address attainment for disadvantaged pupils with a focus on reading

- ✓ York Primary Schools' Writing Project phase two
- ✓ Reading Project pilot
- ✓ Schools and the LA track and support the progress and attainment of identified pupils.

Develop secondary school organisation and pupils' access to the curriculum, reduce persistent absenteeism and meet the progress challenge

- ✓ Commit at the most senior levels in school and develop approaches such as the 'Promise to Vulnerable Students'
- ✓ Ensure a collegiate approach to underperformance in the City.

School Name: SOUTH BANK MULTI-ACADEMY TRUST

Headteacher signature: J.F. Edwards, TRUST PRINCIPAL

Chair of Governors signature: Edwin [Signature], CHAIR OF TRUSTEES