



# *Excellence For All*



A Harmony Trust  
Framework

# Intro/Context/Background

- Harmony Trust has strong **track record in improving outcomes for disadvantaged children** built on high expectations, very good provision, and taking a **research-based** approach
- 38% of children are deemed disadvantaged across the Trust – this number appears to have increased during Covid
- **Most of Harmony academies have between 30-40% children eligible for the Pupil Premium.** Alt has the highest proportion at 51%
- Nationally the proportion of children **eligible for FSM is 20.8%** (June 21); this has gone up by 3% since January 2020
- FSM eligibility is a poor proxy for disadvantage in some of our academies. Neighbourhood disadvantage is more accurate. Oldham and Tameside LAs have become more disadvantaged over the last 4 years
- Covid exposed the impact of poverty on children's learning and safeguarding, particularly home learning.
- Nationally there is renewed focus on specific groups facing 'entrenched disadvantaged' children (Ed. Select Committee) and in the Ofsted framework
- Some disadvantaged children benefited from smaller class sizes over the period. However, on current assessment data disadvantaged children are still lagging their peers
- **Progress and attainment of disadvantaged children remains a Trust wide challenge and priority** – in some academies the gap is very wide (20%+) on last published 2019 data
- The Strategic Plan commits the Trust to developing an **Excellence For All Framework** that all Academies will apply to their contexts – the framework draws on.....

# Challenges

- **Increased contextual challenge and complexity** – different sub-groups of disadvantage with discrete and overlapping characteristics
- **Pressure on funding and workforce** that has historically supported vulnerable children
- **Changes in leadership and expectation on teaching staff** – some gaps in knowledge of how to best meet need through Quality First Teaching
- **Raised curriculum expectations for all children** – further to travel to meet Age Related Expectations

# Nationally, little progress has been made for some groups

Disadvantaged White pupils fall behind their peers at every stage of education

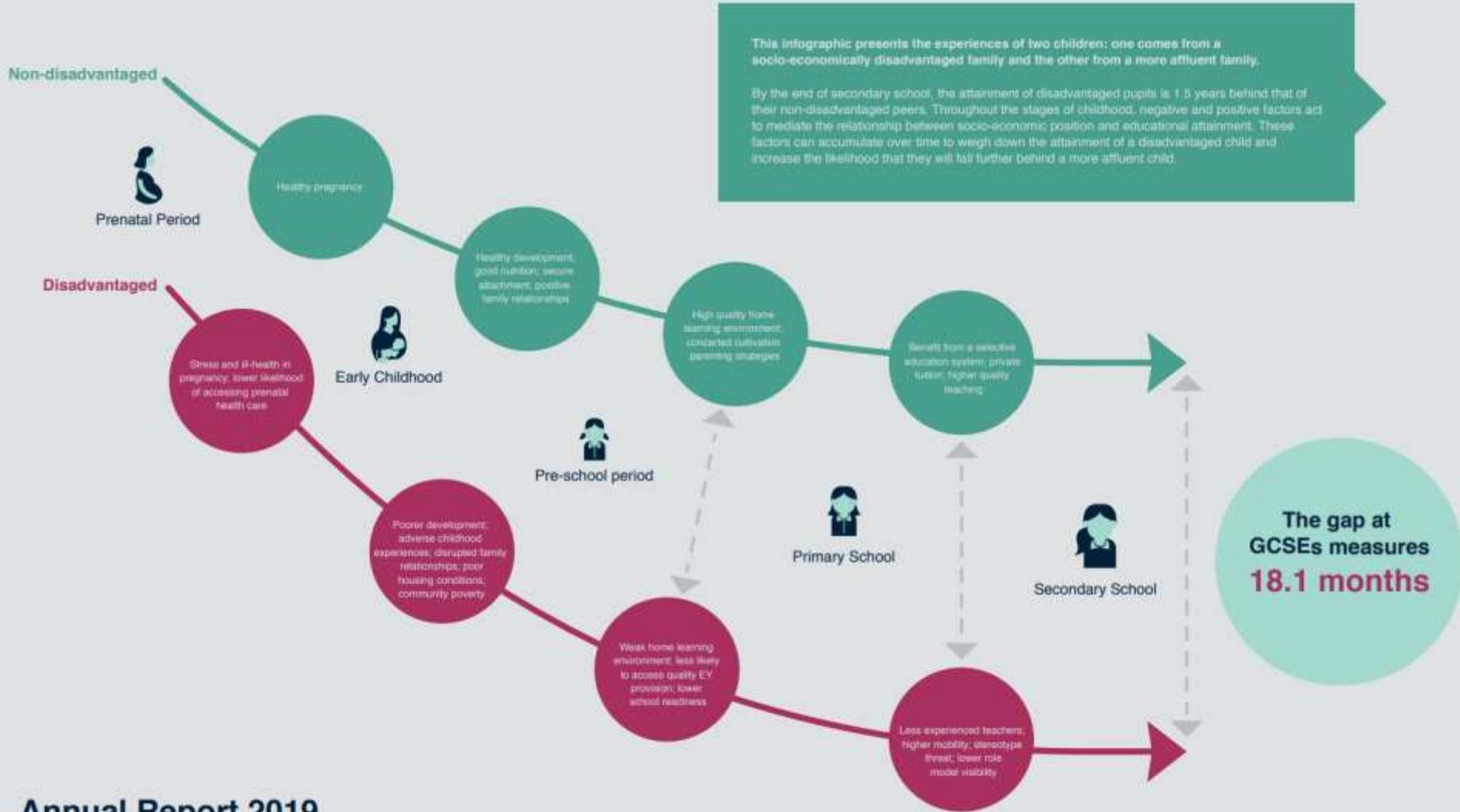
- This is how FSM-eligible White British pupils performed in 2019:
- only 53% met the expected standard at early years Development Goals
- only 17.7% achieved a strong pass in English and Maths

We recognise these findings across the Trust – the lowest attaining group in 2019 was White British disadvantaged

Among the many factors that may combine to put White working-class pupils at a disadvantage are:

- Persistent and multigenerational disadvantage
- Placed-based factors, including regional economics and underinvestment
- Family experience of education
- A lack of social capital (for example the absence of community organisations and youth groups)
- Disengagement from the curriculum
- A failure to address low participation in higher education

# Determinants of the education disadvantage gap





**THE HARMONY TRUST**

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**Improving  
outcomes for  
disadvantaged  
learners in  
opportunity areas:  
Oldham and Derby**



Debbi Salmon, Jonathan Bell  
and Marc Rowland 2019

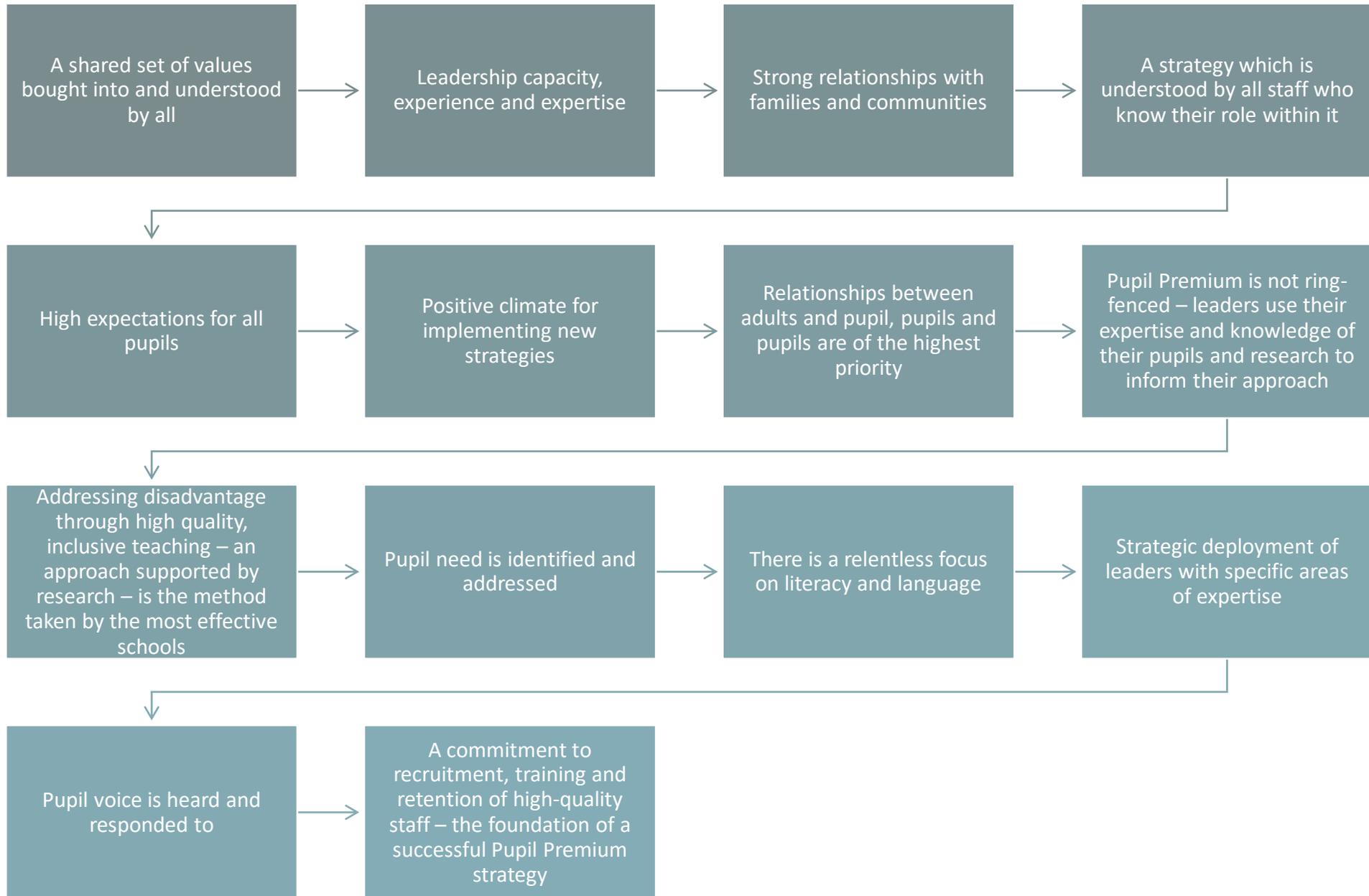
# Key Findings

Schools performing well by their disadvantaged pupils were shown to have the following features:

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Academies which had been part of the Harmony Trust for longer, had the following features:

- A Pupil Premium strategy which went **beyond compliance** – it was a live document which **'told their story'**
  - Consideration of **share of funds** being spent on **Teaching and Learning, Pastoral and Enrichment** and how this was **integrated into the Academy Development Plan**
  - Awareness of the importance of **defining what optimal Teaching and Learning looks like** and how this approach is **implemented**
  - The belief that **teaching can always be improved** and that pupils and their **families are not blamed for poor outcomes**
  - A range of evidence is used but...**leaders 'know their pupils'** and use their professional judgement and values
  - A strong **understanding of barriers to learning**
  - Prioritising and developing **expertise in the Early Years**
  - Have expert, qualified, **high-quality staff in key roles**
  - **Work with external partners** appropriately
  - **Diagnostic assessments** identify pupil and CPD needs
  - **A long term, strategic approach to tackling entrenched disadvantage**
  - **Critical engagement** with research
  - **Robust impact evaluation**
- "Leadership expertise, experience, capacity and consistence were a feature of those schools that were implementing their strategies in a way that was having greater impact."



# Developing the Excellence for All Framework - summary

- *Improving outcomes for disadvantaged learners in opportunity areas*: Oldham and Derby – develop the framework from this research’s recommendations and other research e.g. EEF
- **HTML strategy** – early signs that access to devices is engaging disadvantaged children in learning and addressing barriers
- Self Assessment Tool being developed for leaders to use to self evaluate against the provision
- Supported by different aspects of the Development Team’s **Continuous Professional Development Offer**
- Development Team’s facilitation of collaboration in this area
- Dedicated Learning Community looking at how academies apply the framework and how the Trust can address wider barriers beyond school
- Continued Trust wide monitoring of disadvantaged children’s progress and attainment with renewed focus in Academy visits
- Collective approach to developing **Pupil Premium Strategy across all academies**
- Regular reporting to the Standards Committee



# Improving outcomes for disadvantaged learners in opportunity areas

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OLDHAM AND DERBY

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Debbie Salmon, Jonathan Bell and Marc Rowland

April 2019

**Improving outcomes for disadvantaged learners in opportunity areas: Oldham and Derby**

**Click on the image to access the full report**

# CPD Offer to support the implementation of the framework:

## Aligned specifically to the EFA Framework

### Excellence For All Framework *in action*:

- Leaders session:
  - Awareness of the disadvantage document findings
  - Audit/Self Assessment
  - Planning for improvement
  - PP Strategy Template
  - Case Studies
- Teachers session:
  - Application of findings in the classroom – develop a culture of high expectations, positive relationships and consistency
  - Practical suggestions
  - AfL Support

### Unlocking Potential in Upper Key Stage 2

### Developing independent, expert learners

## Wider CPD to supplement the application of the EFA Principles

- Developing Excellent EYFS Provision
- Working with families to support Early Maths and Literacy
- Language Champion Programme
- Maximising the Practice of Teaching Assistants
- Stepping into Teaching
- Subject Leader Development Programmes
- Leading in Harmony
- Leading from the classroom
- External providers for ECTs and NPQ programmes

# Self- Assessment Tool/Audit

- The Self-Assessment Tool has been designed to support leaders in their accurate evaluation to enable to plan for improvement
- It is aligned to the key findings of the 'Improving Outcomes' document.
- The 'Guiding Principles' from that document will structure the Self-Assessment Tool:
  - *Leadership, Culture, Values and Systems*
  - *High Expectations*
  - *The Impact of Socio-economic Disadvantage on Educational Achievement*
  - *Inclusive Teaching Strategies to Support (Disadvantaged) Learners*
  - *Relationships and Parental Involvement*
  - *Evidence*
  - *Impact Evaluation*