

SERVICES FOR SCHOOLS

# Tackling educational disadvantage (TED) guidance

## Introduction

Revised 2023

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The impact of socio-economic disadvantage on educational outcomes is a national issue that Hampshire Inspection and Advisory Service (HIAS) is determined to tackle locally.

The tackling educational disadvantage (TED) guidance materials were originally developed a number of years ago following a year long HIAS project with a small group of Hampshire schools.

The revised materials aim to build on this work, making support and guidance more accessible with the addition of short video inputs, linked resources and increasingly bespoke support that enables leaders, governors, teachers and support staff to improve outcomes for pupils.

These materials can be found on the [HIAS TED Moodle resources](#).

## HIAS TED Moodle resources

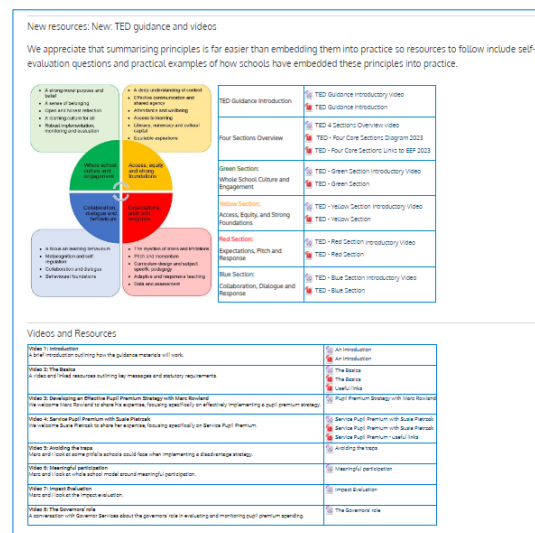
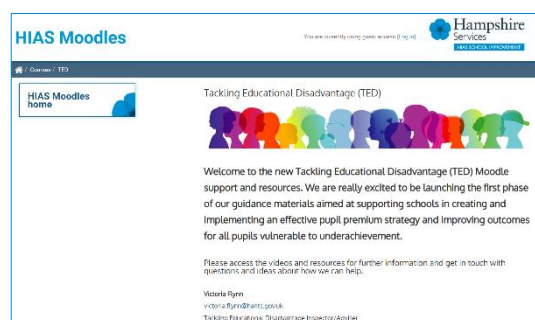
[HIAS TED Moodle resources](#) is regularly updated with new and helpful materials. If you want to be informed when new resources are uploaded on this site, please subscribe to our [TED site news](#) so we can keep you up-to-date.

Over time, the intention is to build a resource bank that will enable schools to engage with materials that best meet the specific needs of different staff and pupils. Meeting the needs of pupils living in poverty whose parents are time poor due to low paid shift work brings different challenges to working with a community that has experienced long-term, generational, unemployment. Similarly, pupils attending a school that serves a community living in poverty will have a different experience to those who attend a school in an affluent area.

Our hope is to explore the various complexities, hear from schools and share best practice, so that our pupils experiencing socio-economic disadvantage can thrive.

Initial resources include:

- a video and linked resources outlining key messages and statutory requirements
- a video with Susie Pietrzak (Primary Phase Inspector) to clarify messages about service pupil premium
- a number of videos with Marc Rowland (from the Unity Research School) focusing on areas such as effective implementation and impact evaluation.



# Supporting networks and bespoke work

Details of the supporting network events are listed under [Upcoming TED courses and events](#) on the [HIAS TED Moodle resources](#).

These network events enable leaders to come face-to-face to explore research, principles and examples of school practice in more depth. As network groups become established, sessions will be adapted; focusing on bespoke areas identified by the group.

One to one, bespoke work can also be commissioned. Please contact Victoria Flynn [victoria.flynn@hants.gov.uk](mailto:victoria.flynn@hants.gov.uk) to discuss the

## How the guidance works

The TED guidance focuses on four key areas as follows:

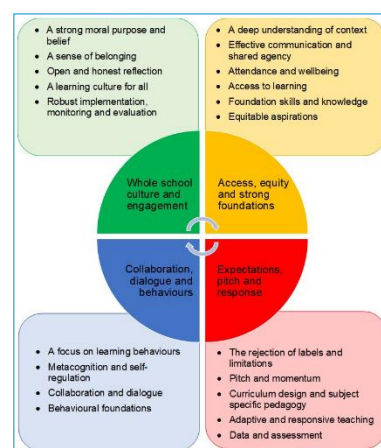
- whole school culture and engagement
- access, equity and strong foundations
- expectations, pitch and response
- collaboration, dialogue and behaviours.

Each of the four areas outlines qualities identified through research and from best practice visits that we believe will make the biggest difference to pupils experiencing disadvantage and for those vulnerable to underachievement.

Each section sets out a description of best practice and identifies potential pitfalls for schools to avoid.

These areas do not stand alone - ideas therefore exist within and across the different sections. The intention is to prompt reflection to inform action, and this is supported by the accompanying self-evaluation questions.

As the accompanying resource bank grows, the focus will move beyond strategic leadership guidance to become increasingly practical, including school examples from different phases, environments and areas, as well as for different audiences.



## Building blocks

This work has been supported by Marc Rowland. Marc has worked with countless schools, trusts and local authorities to support better outcomes for pupils experiencing disadvantage. Marc has published a number of books and works with the Education Endowment Foundation (EEF), as well as advising the Department for Education (DfE).



As part of a Hampshire project, Marc Rowland formulated a set of *building blocks for excellence* derived from the experiences and learning of those schools alongside HIAS. These building blocks have been used to shape the TED guidance and to summarise the key factors that contribute to a successful whole-school strategic approach to improve outcomes for pupils experiencing disadvantage. They can be found in the the coloured boxes throughout the guidance, as below.

### Whole school culture and engagement

**Vision is underpinned by a shared moral purpose to provide the best education and life chances for all, resulting in a culture without limitations on achievement and an environment where all pupils feel safe.**



**Building block:** There is a collective, shared vision and ambition for disadvantaged pupils, which recognises that academic attainment is necessary and critical in terms of widening opportunity and life chances but is not in itself sufficient for success.

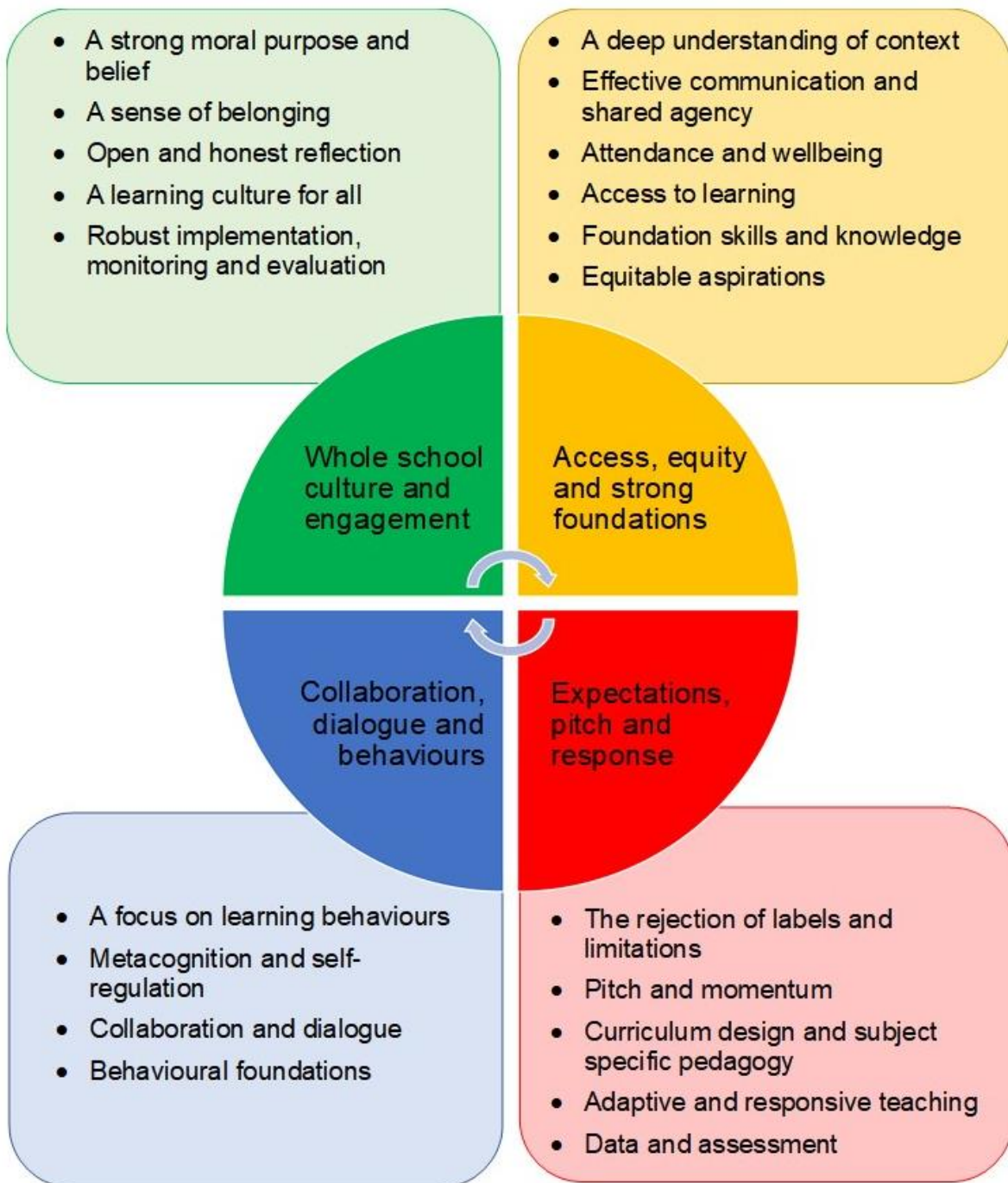
## A word of caution

Language matters: as with all labels, using the term *disadvantaged* carries with it the risk of stereotyping. It is, of course, important to flag those who are in groups that are typically more prone to under-achievement so that we can be proactive and alert to early signs that additional support is needed. However, we must look beyond the label, ensuring that labels do not limit learning, and focus on the individual child's lived experience and resulting needs. Furthermore, the use of labels such as *disadvantaged* can have a negative impact on perceptions of ability, expectations of those pupils and aspirations for their futures. We must guard against stereotyping if any strategy to tackle educational disadvantage is to be successful.

*“Teachers referring to their ‘low ability pupils’ is commonly heard in schools. Other synonyms are no better, whether it’s circles, red group, snail group or other proxies for the ‘bottom set’. In my experience pupils in such groups are socio economically disadvantaged learners who have not accessed high-quality early years education, have grown up with limited access to language and cultural capital. They may not be achieving optimally at the moment, but labelling them as low ability is doing them a great disservice.”*

*Learning without labels (edited), Marc Rowland (2017).*

## The four core sections



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