

WILTSHIRE 'EDUCATIONAL DISADVANTAGE' CHARTER



The Wiltshire Learning Alliance recognises that disadvantage is a multifaceted issue that goes beyond labels and simple criteria. We have a shared understanding that children are not at risk of underachievement because of 'Pupil Premium', SEND or any other label given. They are at risk of underachievement because of the impact of socio-economic disadvantage on their learning, wellbeing and personal development.

Schools are the change makers at the heart of each community. Every day, in every interaction, it is in our gift to bring about the change required to overcome the challenges of disadvantage. All children have the capacity to grow. Through a Wiltshire-wide collective commitment to intentionally inclusive practice, we can put our children experiencing educational disadvantage at the heart of thinking, decision-making and actions which will improve life chances and secure successful outcomes.

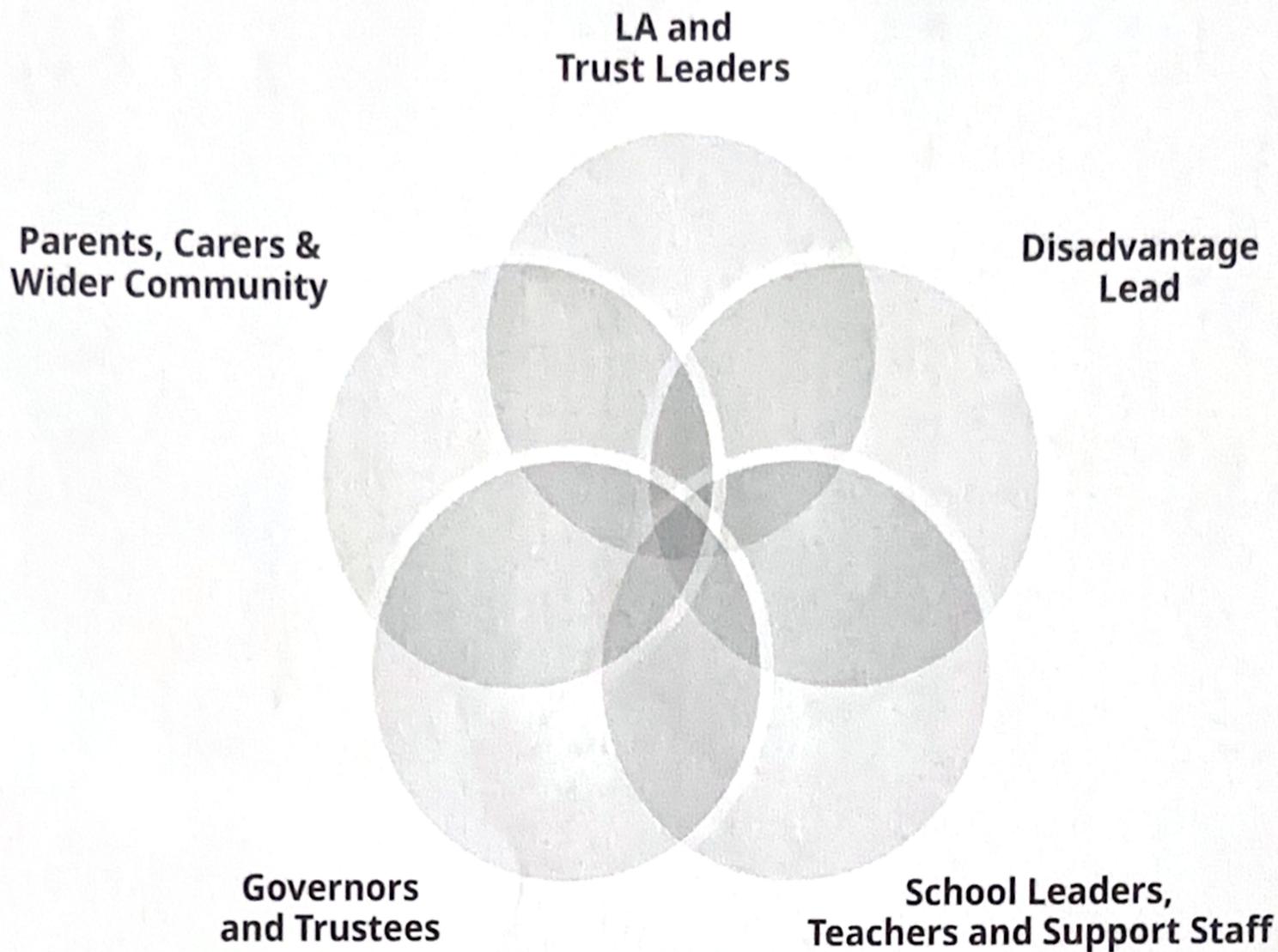
Our Wiltshire 'Educational Disadvantage' Charter is designed to unite schools around an ambitious framework of best practice statements of success. Collectively committing to these, and to a culture of continuous improvement in our schools, will drive school improvement and increase the life chances of our most vulnerable learners...together we can make a difference.

To what extent is your school maximising its impact on children experiencing disadvantage?

Vision, culture and leadership

- At all levels, we share an understanding that the fundamental purpose of education is to ensure all children reach their full potential
- Strong leadership, including governance, intentionally puts inclusion at the heart of decision-making, planning and thinking
- The whole school community champions children experiencing disadvantage and leaders have the authority to bring about change and secure impact
- There is a strong and shared understanding of the causes, barriers and challenges faced by children and families who are experiencing disadvantage and a commitment to reducing poverty related stigma by deliberately making positive changes to school policy and practice through the lens of affordability
- Strategic school improvement planning accurately and proactively identifies priorities to maximise impact on outcomes for children experiencing disadvantage
- Stereotype and bias are acknowledged and proactively challenged; the focus is on learning not labels

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- **LA and Trust Leaders** (secure engagement and commitment, culture, vision and values, quality of education, fully aligned strategic planning and implementation, effective communication, partnerships, accountability)
- **Disadvantage Lead** (authority to bring about change and impact, clear role in the context of school setting, planning, monitoring, evaluation and impact, 'golden thread', collaborative)
- **School Leaders, Teachers and Support Staff** (shared responsibility, prioritise strong relationships, personalised approach, quality of teaching, universal provision, secure impact)
- **Governors and Trustees** (clarity of vision, ethos and strategic direction; educational performance of the organisation and its pupils; financial performance of the organisation and ensuring money is well spent, stakeholders, accountability)
- **Parents, carers and wider community** (respected and valued partners, collaborative, engagement, communication, accessibility, feedback)

If you are committed to improving the life chances of your school community's most vulnerable learners, please sign below and strive to continually improve your practice in line with each of the best practice statements in the Wiltshire Educational Disadvantage Charter.

Signature required:

HT J. Fardole

CoG .. A. Rida

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