

The **EE**Fective Kent Project
Making it Work for All:
Moving from Implementation to Impact



*“Whatever the adversity
experienced by each child,
what matters now is how we
respond.”*



***Professor Becky
Francis,
CEO EEF***

EEF Engagement

2019 Putting Evidence to Work

2020 Nuffield Early Language Intervention

2021 Characteristics of Deprivation

National Tutoring Programme

Kent Research Hub

2022 Evidence Champions

2023 Effective Professional Development

Engagement with Evidence

Share your school's journey.

Successes?

Stresses?

Surprises?



Responding to the characteristics of deprivation:

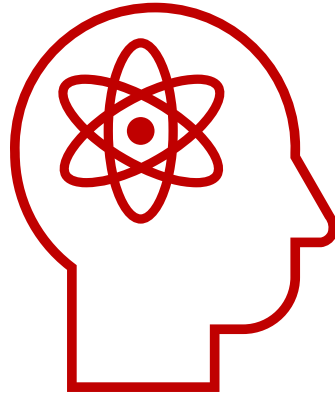
Time for Change

Tony Pring
Assistant Headteacher

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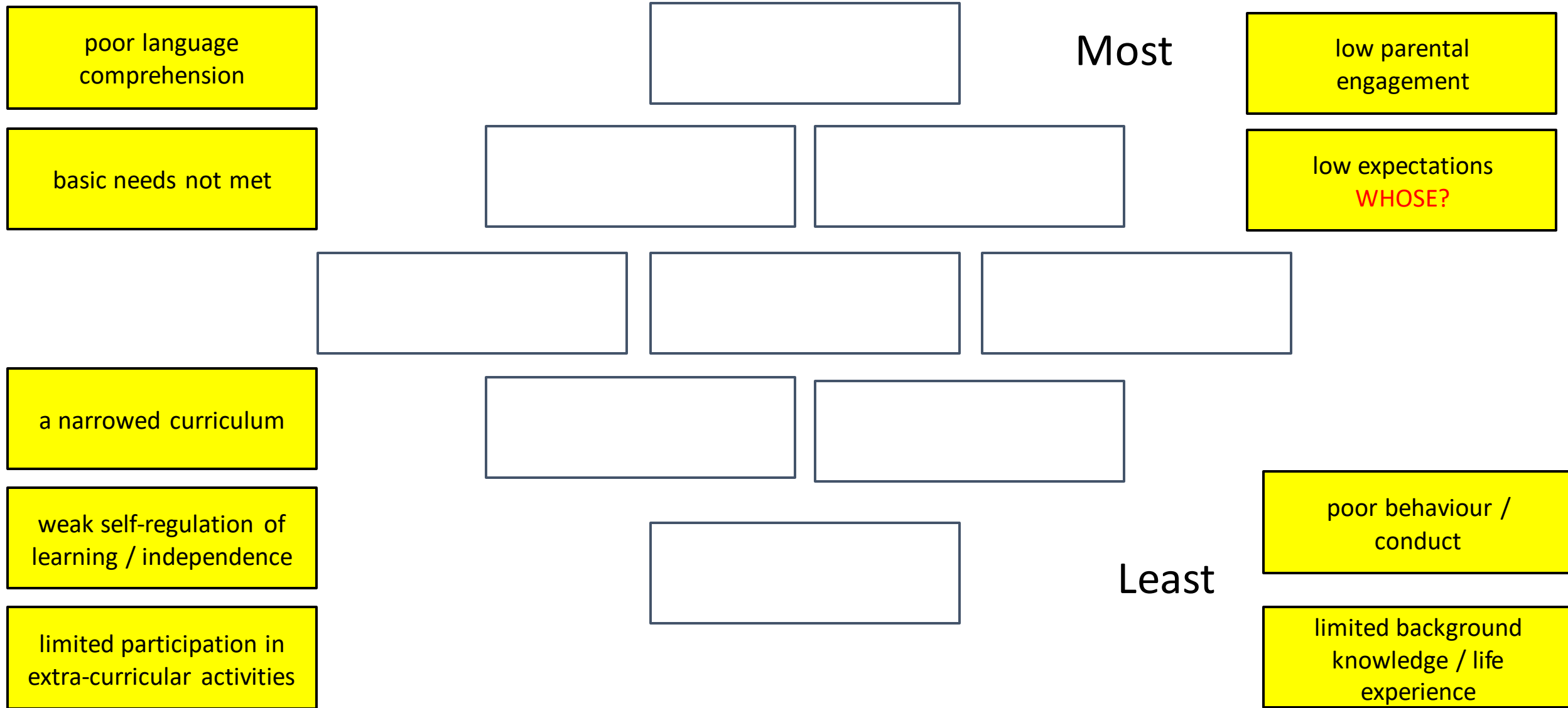


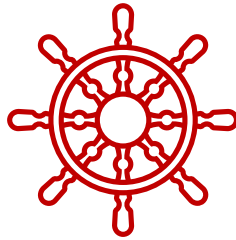
KING'S FARM
PRIMARY SCHOOL



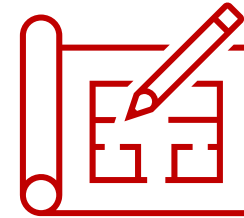
What is THE biggest barrier to disadvantaged pupils achieving their full potential?

The impact of socio-economic disadvantage on pupils' learning

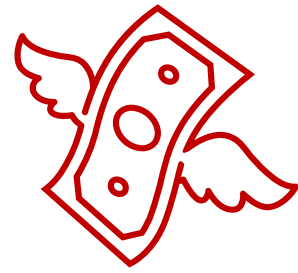




responsive leadership



considered implementation

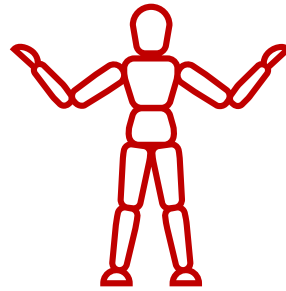


non-uptake

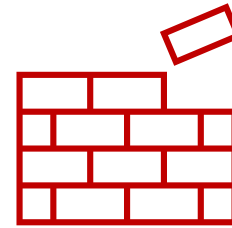
Responsive Leadership



mantra

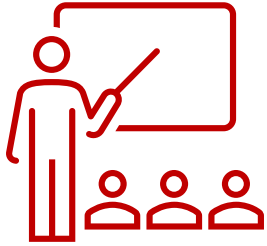


walk the talk



build capacity

Responsive Leadership



expert teaching



make time



give time

1 Teaching

- Continue to focus on Quality First Teaching, supported by evidence informed CPD for teachers and support staff.
- Implement a peer support model to help embed and sustain research-based teaching strategies in every classroom.
- Provide a broad and engaging curriculum that focuses on vocabulary acquisition and skill development.



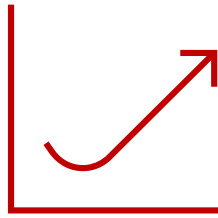
2 Targeted academic support

- Timely Speech and Language assessments and effective intervention.
- Effective 'out of school day' catch-up intervention led by teachers and trained teaching assistants.

3 Wider strategies

- Ensure children's attendance at school and additional interventions is good.
- Support pupils' mental well-being and character development.

Considered Implementation



phased change



working parties



trials

Impact

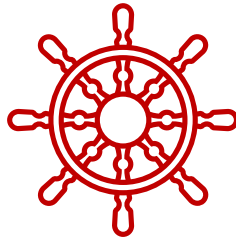


quality

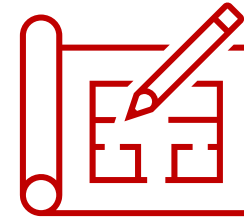


winning



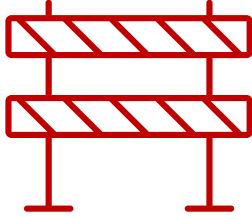


responsive leadership



considered implementation

Changing Beliefs and Behaviour



barrier



challenge

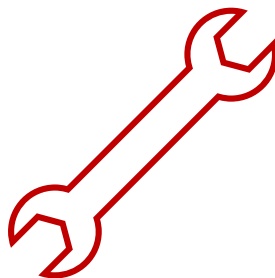


opportunity

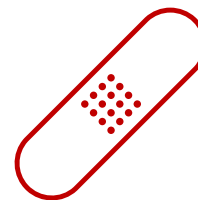




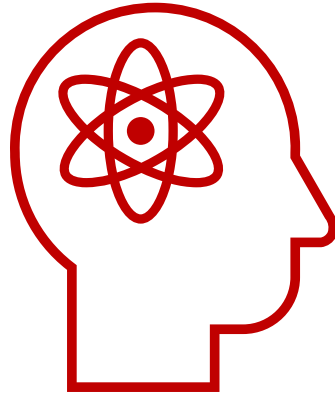
1



2



3



Think of a successful school / department wide initiative.

How future-proof is it?