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Achievement for All is a leading not-for-profit organisation that works in partnership with early years settings, schools and colleges, improving outcomes in reading, writing, maths, attendance and behaviour for all children and young people vulnerable to underachievement regardless of background, challenge or need.

Since 2011, we have engaged with over 5,000 early years, schools and post-16 settings, delivering an evidence-based framework and practice that empowers learning for every child, engaging with leaders and teachers, parents and carers. Our evidence-based programmes transform lives through coaching, professional support and online resources co-delivered with a national network of leaders and educational experts from business, public and third sectors.

Fundamental to each Achievement for All programme is our focus on building core strengths in every child:
- Aspiration - I can, resilience, confidence and ambition needed to learn and grow
- Access - I do, independence and self-development that encourages responsibility for progress
- Attainment - I have, success that will take every child to where they want to go
- Achievement - I am, inner strength that builds from resilience, responsibility, success and self-belief.

These core strengths result in a confidence and desire to engage with the educational journey in every child.

The UK education system is struggling to meet the needs of at least one in five children and young people: the disadvantaged, vulnerable and underachieving - 20% of children who are unprepared for their lives post-16, whether in education, training or employment.

Children and young people experiencing disadvantage lack confidence, find learning challenging, develop differently to others, and participate less in society. The impact on their lives can be severe, with long-lasting effects on their wellbeing, relationships and future job prospects, as well as the wider community. This needs to change.

In March 2018 we launched our Every Child Included in Education campaign to make social mobility real for all children and their families and to improve the lives of disadvantaged, vulnerable and underachieving children and young people in England.

Backed by a wide-ranging coalition of individuals and organisations spanning the education, social mobility, business, policy and third sectors, our Every Child Included campaign seeks to:
1. Promote kindness and wellbeing in education, business and third sector settings
2. Ensure further investment across all phases of education
3. Place a greater focus on teachers as professional learners
4. Reduce children and young people being excluded in education and close the gap for SEND
5. Increase recognition of parents, carers and wider communities

Every child deserves the opportunity to achieve. We need to act now and act fast to galvanise society against what is ultimately the greatest social injustice of our time.

Achievement for All works at every stage of the education system, supporting children from two-19 years of age, with bespoke partnerships across our wide range of programmes. We have reached over 200,000 children and young people experiencing challenges, needs and disadvantage, improving outcomes in reading, writing and maths up to 50% higher than the expected outcomes for all children.

Find out more about our work at: www.afaeducation.org

Read our Every Child Included in Education manifesto, and find out more about ways to support the campaign, here: afaeducation.org/content/manifesto/manifesto/
An education doesn’t begin on the first day of primary school. In the formative years, young children develop ideas and ways of learning than can stick with them for a lifetime.

A 2016 report from the Social Mobility Commission showed that our education system is failing at least one in five children and young people – the vulnerable, disadvantaged and underachieving. Right now Achievement for All is working to close the gaps, helping early years settings to achieve, aspire and ensure access for all, and building foundations that enable children to thrive for years to come.

Achieving Early works with setting leaders, practitioners, teachers, families and carers to help children flourish and develop, ensuring their needs are met at every stage. With tailor-made plans, professional coaching, engaging workshops and expert techniques, we dramatically improve the support, confidence, and outcomes of all those involved in early years education, strengthening links and communication among staff and the whole community.

“There are many courses and training programmes which boast how they support settings to engage with parents and vulnerable children. This course actually does”

Early Years Setting Manager, Coventry
Settings who join Achieving Early benefit from:

- Individual programmes specially designed to meet the needs of the setting
- Direct support from highly-trained Achievement Coaches
- A wider network of almost 5,000 early years settings, schools and colleges
- Partnerships with an array of governmental departments and agencies, third-sector organisations and businesses, such as Microsoft’s Digital Literacy Project
- Careful monitoring of Achieving Early’s success through an ongoing process of reviews

Reports show demonstrable success from Achieving Early:

- 100% practitioners reported higher levels of confidence in working with parents
- Speech, language and communication assessments at age-expected levels rose from a baseline of 23% to 69% by the end of Achieving Early
- Personal, social and emotional assessments at age-expected levels rose from 23% to 73%
- The quality of provision is reflected positively in Ofsted judgements

“[Achieving Early] helped me to support my child’s learning. It’s given me ideas of things to do at home”

Parent, Achieving Early Pilot Impact Report

“We have had many children who have flourished as a direct result of being on Achieving Early and it is something we will continue to use”

Parent, Achieving Early Pilot Impact Report

Achievement for All is a leading not-for-profit organisation that works in partnership with early years settings, schools and colleges, improving outcomes for all children and young people vulnerable to underachievement regardless of background, challenge or need.

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As anyone who has ever worked with children and young people will attest, the earlier we meet the needs of our children, the greater the impact this can have over their lifetimes. By addressing issues of learning and development in the very foundations of a child’s education, we can build a better future for everyone.

Right now, our education system is failing at least one in five children and young people – the vulnerable, disadvantaged and underachieving. Achievement for All is challenging this position, helping schools and early years settings to achieve, aspire, and ensure access for all.

Building on the success of the award-winning Achieving Schools and Achieving Early programmes, Achieving Early Firm Foundation works with school and setting leaders, staff, families and carers to identify, help and meet the needs of all vulnerable and disadvantaged children at the start of their journey through school.

Our individually tailored plans are aligned with Ofsted findings, and feature expert coaching, professional development, and develop partnerships to engage parents, carers and children from the beginning of the Early Years Foundation Stage. This paves the way for outstanding practice, enabling children to make a smooth transition to Key Stage One and beyond.

With a focus on the four interdependent and mutually supporting elements of Leadership, Progress and Learning, Wider Outcomes and Wellbeing, and Parent and Carer Engagement, we support setting and school leaders to develop whole school child-centred practices, ensuring the needs of the child are always paramount.

“"It's the best training I've been on for a long time, because I've seen a direct result in my school"”

Infant School Teacher, London
Schools and settings who join Achieving Early Firm Foundation benefit from:

- Individual development plans specially created to meet the needs of the school
- Direct support for school and setting leaders from our highly-trained Achievement Coaches
- A wider network of almost 5,000 early years settings, schools and colleges including, when possible, any neighbouring pre-schools and nurseries
- Partnerships with an array of governmental departments and agencies, third-sector organisations, and businesses such as Microsoft’s Digital Literacy Project
- Rigorous monitoring of the Achieving Early Firm Foundation’s success, through an ongoing process of tracking and review

“Transition is not just a physical move to a new room, it needs to be about aligning practice, developing shared understanding and building bridges for children to cross, not hurdles for them to leap over”

Maureen Hunt, Achieving Early Firm Foundation Lead, Achievement for All

Let us support you in supporting our children. For more information on how to get involved, you can contact the Firm Foundation team via the following:

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Achievement for All’s Achieving Schools programme works closely with primary, special, secondary and free schools to dramatically enhance the goals and outcomes of their pupils. Together we address the issues faced by children and staff, changing lives for the better through the four key areas of:

- Leadership
- Teaching and learning
- Wider outcomes and opportunities
- Parent and carer engagement

No system has a greater impact on the development of our children than education. But right now it is failing at least one in five children and young people – the vulnerable, disadvantaged and underachieving. Achievement for All is challenging this position, helping schools to achieve, aspire, and ensure access for all. It is time we closed the gaps, and empowered our young people to succeed.

“Being involved in Achievement for All has been a very positive experience, through which we have been able to implement many new strategies and practices, which have had a great impact on our pupils”

Deputy Headteacher, Primary School, Shropshire
Almost 4,000 schools in England and Wales have enrolled on Achieving Schools to date, adding to our expansive support network.

Benefits of Achieving Schools include:

- Tailor-made plans designed to suit the school’s individual needs, building capacity for leadership teams
- Demonstrating pupil progress across all abilities to align with inspection requirements
- Direct support from highly-trained Achievement Coaches
- Careful monitoring of Achieving Schools’ success, through an ongoing process of reviews
- Access to Achievement for All’s national network to help schools keep abreast of national policy and research
- Partnerships with an array of governmental departments and agencies, third-sector organisations, and businesses such as Microsoft’s Digital Literacy Project

The impact of Achieving Schools is clear. An independent assessment from PricewaterhouseCoopers found that:

- 97% of school leaders reported a positive impact on the development of teaching and learning
- Participation and attendance increased from 5.29 out of 10 to 8.62 out of 10
- 75% of children and young people reported an increase in confidence in their own ability to achieve
- 100% of schools found that Achieving Schools represented real value for money


“I am proud of the young man [my son] has grown into and thankful to [his teacher] and all teachers involved for going above and beyond”

Parent of a Year 11 Pupil following enrolment in Achieving Schools
Underachieving students in the post-16 sector face a challenging transition into adulthood. Negative experiences in education can cost them dearly in terms of confidence and motivation, causing lasting effects that spread well beyond the individual and into the wider community.

A 2016 report from the Social Mobility Commission showed that our education system is failing at least one in five children and young people – the vulnerable, disadvantaged and underachieving. Right now Achievement for All is working to close the gaps, helping colleges and post-16 providers to achieve, aspire, and ensure access for all.

Achieving Further has been specially adapted to benefit all vulnerable learners – including those with SEND, learners in care, disengaged students and those living in poverty. In close partnership with the learner, staff, families, employers and community bodies, we work to improve independence, in addition to other social and employability skills, leading to better qualifications and employment outcomes. Achieving Further enables young people to improve their own potential, and continue to achieve in their adult lives.

“Incredibly positive... 100% retention, 100% achievement and 100% progression”

A Post-16 Leader sums up their experience of Achieving Further

I can. I do. I have. I am.
The biggest legacy that Achieving Further has given us is the ability to persevere with young people and not give up at the first hurdle. If you can get to the root, adapt a programme and put different interventions in place it can make a real difference.

Senior Leader, Post-16 setting

Colleges and other post-16 providers who join Achieving Further benefit from:

- Tailor-made plans specially designed to meet the individual needs of the provider
- Direct support from highly experienced Achievement Coaches
- A wider network of almost 5,000 early years settings, schools and colleges
- Partnerships with an array of governmental departments and agencies, third-sector organisations, and businesses
- 24/7 access to extensive resources with our online unique portal, The Bubble
- Careful monitoring of Achieving Further’s success through an ongoing process of reviews

By tackling a multitude of issues including literacy, numeracy and employability, Achieving Further has helped young people change their future prospects dramatically.

In the sixth-form college of Richard Collyer’s, Horsham, for example, involvement with Achieving Further saw the A*-C results of GCSE resits rise by an impressive 26% from 2014 to 2016, taking the college well above national levels. Meanwhile, in Southampton’s Richard Taunton College, AS Further Maths results improved from 30% below the national benchmark, to 5% above.

"Achievement for All is an excellent tool for us and is helping our continual improvement"

College Learning Manager, Sussex

Achievement for All is a leading not-for-profit organisation that works in partnership with early years settings, schools and colleges, improving outcomes for all children and young people vulnerable to underachievement regardless of background, challenge or need.
Is your early years setting or school involved in one of Achievement for All’s successful programmes?

Would you like to go above and beyond the results you’ve already achieved?

If so, whatever the age range or programme, there’s even more we can do for your children, young people, teachers and leaders through the supplementary modules of Achieving More.

Work with your Achievement Coach to continue to accelerate progress and improve the outcomes of the children and young people in your school or early years setting by focusing on new modules and a complete bespoke delivery.

Achieving More will help your school and setting to continue to embed whole-school improvement strategies, resulting in increased rates of progress for more children across your school and setting. Pick your area of focus and we’ll help you do the rest. Your school and setting could even qualify for our top Quality Lead award!

“Being involved in the Achievement for All programme has been a very positive experience... We are very proud to have achieved the Quality Lead status and would like to thank all the staff, parents and children for their hard work and commitment to the programme!”

E. Smith, Deputy Headteacher at Apley Wood Primary School
Achieving Quality at Every Level

**ACHIEVING QUALITY MARK**
A national award recognising very high standards of teaching, learning and community relations

**QUALITY MARK OR QUALITY LEAD RE-ACCREDITATION**
Refreshing key skills and qualities to continually exceed and achieve on a national footing

**ACHIEVING QUALITY LEAD**
Celebrating exceptional outcomes - a significant achievement for institutions striving to stand out in the field

**BESPOKE TRAINING AND CONTINUED PROFESSIONAL DEVELOPMENT (CPD)**
Closing gaps in your team’s professional knowledge with targeted training sessions

The needs of each school and early years setting can vary widely. Because of this, Achieving More is offered via flexible pathways that reflect both demand and financial preferences, with programmes starting from £500.

"We feel that we’re achieving more ‘value-added’ progress through Achievement for All than we would have been able to achieve otherwise… Achievement for All has really helped us close the gap in progress. We have used the whole framework to develop the ethos of our school into being a very inclusive place; something that parents have commented positively on… AfA has enabled us to meet our statutory targets set by Ofsted in terms of attendance and academic attainment. We entered AfA for a specific purpose and it’s served that purpose…"

School Champion, Secondary School

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Achievement for All is a registered charity. No. 1142154. Registered in England and Wales as Achievement for All (3As) Ltd. No. 07528857

You can also reach the Achieving More team via the following:

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Achievement for All’s Achieving Wellbeing works with schools, settings and colleges to unlock academic progress and lifelong achievement through emotional wellbeing and mental health. Together we aim to break down barriers to progress by addressing the climate and culture of the classroom, developing professional understanding of the impact of attachment, childhood trauma and neglect, and building core strength and resilience within cohorts of identified learners.

Achieving Wellbeing is designed to have a positive and sustained impact on critical cohorts of children and young people, supporting improvements in the learning environment that will enable achievement to thrive:

- Children and young people receiving SEN support (as well as those with EHCPs)
- Children in care or on the edge of care
- Children and young people with specific vulnerabilities (self-esteem and confidence, emotional self-regulation skills, etc.)
- Pupil premium cohort
- New migrants or travellers

This programme is designed to have a profound whole-school impact, supporting your journey out of Requires Improvement, or from Good to Outstanding.

“\textit{This programme is so important because simply put, an anxious, frightened or angry mind simply will not learn}”

Marius Frank, Achievement for All
Key benefits of the Achieving Wellbeing programme include:

- Helping professionals to understand what they can do to create a learning environment that supports and nurtures the highest possible levels of emotional wellbeing, and thus progress and achievement
- Raising the levels of emotional wellbeing amongst staff as well as children, helping to retain experienced professionals and support new entrants to the profession in equal measure
- Direct support from highly-trained Achievement Coaches
- 24/7 access to The Bubble (online professional development portal)
- Access to Achievement for All’s national network to help schools keep abreast of national policy and research
- Partnerships with an array of governmental departments and agencies, third-sector organisations and businesses

The Achieving Wellbeing Programme

A one-year package of professional development opportunities, supported by an assigned Achievement Coach, includes:

- A comprehensive Needs Analysis, Review and Visit Report
- Four coach-led sessions tailored to the needs of the school and leadership team
- Downloadable training and professional development material

The Achieving Wellbeing Focus Review

Includes:

- A comprehensive one-day Needs Analysis, Review and follow up Visit Report
- An assigned Achievement Coach to work with senior leaders/governors to evaluate the impact of current policy and practice

To get involved, or for more information, please contact the Achieving Wellbeing team via the following:

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Achievement for All is a leading not-for-profit organisation that works in partnership with early years settings, schools and colleges, improving outcomes for all children and young people vulnerable to underachievement regardless of background, challenge or need.
How is your school improving outcomes for the children looked after (CLA) and previously looked after in its care? How do your Designated Teachers work with Virtual Schools, foster carers and other professionals to make sure their CLA pupils’ needs are fully and continually met, improving their wellbeing and attainment?

Following years of work with vulnerable children, and partnerships with Virtual Schools and national bodies such as the Fostering Network, Achievement for All has developed Achieving Wellbeing CLA. Delivered in partnership with a funding Virtual School, this essential one-year programme will coach and support Designated Teachers to promote a school-wide culture in which the learning and emotional needs of looked after children – and previously looked after children – are prioritised.

As part of the package, professional training and leadership development opportunities are complemented by the support of an experienced Achievement Coach. By specifically targeting the improved attainment and wellbeing of an identified cohort of children, the coach will personally help build the capacity of Designated Teachers to fulfil their statutory role.

The programme consists of five modules:

1. Emotional Wellbeing and Core Strength – exploring the critical relationship between emotional wellbeing and mental health, and the impact these two factors can have on learning and personal development

2. Making Sense of Behaviours – offering education professionals a deeper insight into childhood trauma, neglect, attachment issues and the impact these have on the observed behaviours of children and young people

3. In the Classroom – providing a rich seam of developmental tools, strategies and approaches aimed at transforming the culture and climate of the whole education setting – a toolkit designed to suit experienced staff as well as those who are newly qualified

4. Therapeutic Interventions – including tools to build cognition, mindfulness meditations, and other emotional wellbeing and mental health strategies that can be considered as “next steps” on the achievement through wellbeing journey

5. Learning in Family Teams (LiFT) – supporting Designated Teachers to improve whole-school understanding of children in care, understand and dismantle barriers to progress, and work more effectively with other professionals
In order to create the right conditions for successful engagement with the programme, each school enrolled in Achieving Wellbeing (CLA), receives:

- A comprehensive review to pinpoint areas of need for CLA and previously looked after children
- A specially assigned Achievement Coach to work with senior leaders and governors, celebrating successes and assisting with future improvement planning
- Nine half-day coaching visits planned and agreed with the senior leadership team to enhance leadership coaching, offer “train the trainer” sessions, and also provide help with briefings and impact-evaluation reporting
- Coaching support to create high-quality Personal Education Plan (PEP) submissions in line with commissioning Virtual School systems and requirements
- Tracking and monitoring of baseline and progress data for an identified cohort of looked after and/or previously looked after children
- 24/7 access to The Bubble, our online professional development portal, which contains invaluable materials to support Designated Teachers in the training of colleagues and other key professionals

The effects of improved wellbeing will spread throughout the school, benefitting pupils, and the staff working with them, for years to come.

“Working with Achievement for All has been a great support in transforming our school culture, especially in terms of identifying and planning for the needs of vulnerable learners such as children looked after. My Achievement Coach has supported me as I stepped up to senior leadership and offers a valuable external perspective on our provision and systems, helping me to evaluate both when change is needed and where our existing strengths are. Being an Achievement for All school has really benefited our students as we have been able to establish a mentoring programme so that vulnerable young people have a named staff member listening to and advocating for them. In addition, I have had access to new CPD opportunities such as the Croydon DT hub where good practice is shared. This helped me bring new ideas back to school and increase opportunities for our young people.”

Ms E England - Assistant Headteacher, Safeguarding, Inclusion and Behaviour, Head of Progress 10 - Orchard Park High School, Croydon

To get involved, or for more information, please contact the Achieving Schools team via the following:

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Last year there were over 72,760 children living under the care of local authorities in England alone. Research from the Department for Education suggests that around 70% of children looked after have some form of special educational need.

We know that looked after and previously looked after children can and do achieve, despite challenging circumstances. It is therefore essential that we all have high aspirations and provide the best possible support we can, both at home and at school.

Since 2014, Achievement for All has worked in partnership with Virtual Schools and local authorities to deliver tailor-made coaching options for school leaders, governors, teaching staff, support staff and foster carers. Our mission? To permanently improve the wellbeing and educational attainment of children looked after (CLA) and previously looked after children on a national level.

The programmes and resources we use to support Learning in Family Teams (LiFT) are designed specifically to bring the expertise of Achievement for All, schools and Virtual Schools together, based on fundamental learning from the London Fostering Achievement programme.

We know that every Virtual School is different and so will always work to identify and plan a programme of coaching activity that best suits your setting’s particular needs – whether it be direct work through our Achieving Schools or Achieving Wellbeing CLA programmes, establishing a Designated Teacher Hub, offering peer support for school staff and foster carers, or help reviewing the impact of your Pupil Premium Plus spend.

Integral to LiFT and our delivery of training and programmes is the expertise and support of our Achievement Coaches. These coaches will work closely with you to review current practice and target improved outcomes for the looked after children who pass through your doors. Whatever your CLA pupils need, we can help you pave the way for their success while they’re in your care – and well beyond.

“We are pleased to be using Achievement for All programmes to support Children in Care again. We were part of the national pilot and saw a significant improvement with progress of our children. It is enabling our Virtual School to develop our training capacity for schools & Academies with Children in Care on roll”

Jane Featherstone, Virtual School Head Gloucestershire

I can. I do. I have. I am.
Pupil Premium Reviews

WHAT ARE THEY?

Our Pupil Premium Reviews are a unique opportunity to understand the impact of effective spending on your most vulnerable children.

Both of our reviews are designed to investigate and evaluate your current pupil premium spend and impact. The process is fully supportive and results in positive and constructive recommendations for your school.

"Getting all the data into one place to see the big picture was really valuable. Very thorough but useful process which helped immensely when talking about PP in the recent Ofsted; they read the report (which I had highlighted sections of for them) and didn’t ask any more about PP"

A dedicated reviewer develops the plan with your school, undertakes the reviews and gives recommendations and feedback in both an informal and formal style. The reviews culminate in a presentation of the final report to an audience of your choice (SLT, governors, etc.) and includes areas of strengths alongside suggestions for improvement.

Our Pupil Premium Reviews are quality assured and based upon both Ofsted expectation and outstanding professional practice. Achievement for All is cited as a pupil premium expert by the Department for Education.

FURTHER INFORMATION AND PRICING:

Pupil Premium Practice (PPP) Review:
Two days of on-site coach contact time, review, report, presentation of findings and recommendations

Pupil Premium Focus (PPF) Review:
One full day of coach contact time and an overview report on key findings and recommendations

Further support visits are available on request and follow up reviews can be commissioned six to 12 months after the initial review.

"From my experience of the AfA PPP Review process there are transformational conversations happening based on this excellently designed process, that I believe are truly making a difference for PP children. Our coach was worth her weight in gold with significant credibility, she understood the school within 30 minutes of the visit. The process and detail of the final report was one of the best experiences we have had as a school. The recommendations in the report were spot on"

FIND OUT MORE

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The impact of an Achievement for All Pupil Premium Practice Review...

The Pupil Premium (PP) is a great resource when utilised effectively, closing the gap and improving outcomes for children and young people experiencing disadvantage. Ofsted and the DfE require assurance on the allocation and impact; schools need to know that PP is making a difference. Achievement for All (AfA) has a significantly impactful Pupil Premium Practice Review, which, working together with staff makes a huge difference. AfA says: “Every child should feel included in school regardless of background, challenge or need. Through participation and learning pupil premium children can join in, can learn. It is our responsibility to ensure that this happens.”

Culcheth High School in Warrington has reduced its KS4 pupil premium gap from an all-time high of 47% in 2014 to 17% in 2016. Peter Groves, the assistant head teacher, puts it down to changing their focus from ‘equality’ to ‘equity’; their coach-led Achievement for All Pupil Premium Practice (PPP) Review gave them the confidence to do this.

Almost one fifth of students at Culcheth (11-16 year olds) qualify for pupil premium funding, even though it is in one of the 40% least deprived neighbourhoods of England. Rated good by Ofsted, Culcheth has always done well for its non-pupil premium students, but could not achieve the same for its less advantaged students.

In 2014, with responsibility for pupil premium students in his new role as assistant head teacher, Peter Groves studied the evidence base of what works and came up with areas where he believed change would improve pupil premium student outcomes.

“Having a baseline Pupil Premium Review with Tony (Achievement for All coach) affirmed that we were on the right lines. It was a very student centric experience. It’s too easy to get weighted down in data and spending money. But you need to say, is it having any impact on student outcomes?”

“Before, we thought treating pupil premium students the same as the others was fair. After the PPP review, we realised we were focusing on equality rather than equity; we need to give these students more to get more out. So we changed our focus.”

Peter believes that the changes which have had the most impact have been a student-centred focus on barriers to learning, parental engagement, and investing in teaching and learning strategies, and staff CPD.

He put together his own training programme for all teaching staff. Presented within the context of “what the experts say” (the Achievement for All PPP Review and the research evidence base), staff were keen to be part of the change process. In addition to this, the school introduced aid memories. For example, if you have five pupil premium students in your class put them all sitting on the same table. Go to them first to check they understand the task; give them immediate feedback. Or, when marking books, mark those of the pupil premium students first.

“Employing a KS4 pupil premium mentor who only works with those students has had a big impact. And our parental engagement has improved as a direct result of the AfA PPP Review. For example, we will be starting Saturday morning maths and science sessions soon for our Year 11 pupil premium students. We say to parents, he/she needs to get a five; parents support us on this. We have good teachers at the school and they take the sessions. Our destination data is showing that more pupils than ever from socio economic disadvantage are following an academic pathway at post 16.”

Peter believes the follow up Pupil Premium Practice Review two years later helped them to further hone their focus, concentrating more on sub-groups and parental engagement. “The Achievement for All review was very supportive. You feel you are working in partnership with the coach. And you feel empowered to say what you are doing and what your plans are. It’s a genuine collaboration.”

The Achievement for All Pupil Premium Practice Review has supported schools all over England in getting the best outcomes for their most economically disadvantaged students. Quality assured, and based on Ofsted expectations as well as outstanding professional practice, it empowers schools to evaluate the impact and make positive and constructive changes. The process takes four to six weeks, culminating in a presentation of the final evidence-based report, including areas of strength recommendations for improvement, to an audience of the school’s choice including senior leadership teams and governors.
At Achievement for All, we believe that, by working together, teachers, leaders, practitioners, parents and carers can improve the outcomes for all children, regardless of their background, challenge or need. This is why we created our online learning portal, The Bubble.

The Bubble enables you to collect information, contribute and collaborate with over 4,000 Achievement for All early years settings, schools and colleges across the UK.

Our resources, materials and online learning facilities support the development of high impact inclusive practice at every age and stage through:

- An extensive range of CPD opportunities, growing all the time
- Individualised logins for every member of staff and governing bodies
- Support for three levels of professional engagement (from short awareness-raising sessions to Masters level deep study)
- Collaborative learning and developing coaching approaches
- Regular updates
- 24/7 availability
- An opportunity to celebrate and acknowledge your school’s success across our community of practice

The Bubble can be customised to suit the needs of your organisation through tailored add-on modules that complement planned school improvement activities.

We work in partnership with a range of organisations to enable young children to achieve. We are delighted to announce the launch of The Bubble OpenZone, a free-to-view area offering a rich array of links and resources from some of our partner organisations, including structural learning, practical action, and countryside classrooms, among others.

Achievement for All has built a stable and accessible platform to deliver professional development materials not only to schools, colleges and education settings but also with a number of other organisations who have seen its potential and reach. The material can be made free-to-view or through a paywall so that revenue can be generated based on your intellectual property.

To find out more or open your free account for The Bubble OpenZone, visit

bubble.afaeducation.org/#login

I can. I do. I have. I am.
All children and young people in the youth justice system are vulnerable by virtue of their age and developmental immaturity. By supporting them properly during their time in this system, we can help break the cycle of underachievement and dissatisfaction that can fuel a future of crime and social exclusion.

It’s not a straight-forward process, of course: high numbers of children and young people who come to the attention of youth justice services often have complex learning needs, low levels of educational attainment and more untreated health issues than their peers. Special educational needs and disabilities (SEND) are often undiagnosed as opportunities to assess are sometimes missed, with many in this vulnerable group not receiving the support they need to achieve positive change.

That’s where Achievement for All comes in. Our Youth Justice SEND project supports youth offending teams, the youth secure estate and local authorities to effectively identify and meet young offenders’ special educational needs and disabilities, working towards more effective engagement and more positive long-term outcomes.

Thanks to our partnership with AYM (the Association of Youth Offending Team Managers), we are able to offer comprehensive support, guidance and rewards to Youth Offending Teams and their associate local service providers, thus securing better outcomes for children and young people with SEND in the youth justice system.

“I’d like to thank you for all the support. From the beginning of the project I remember saying I was inspired after talking with you and doing our benchmarking. You’ve really helped us focus on what we needed to work on and given us practical tips and ideas to implement. Ultimately, this has helped us to make positive changes, making a real difference to the young people we are working with and the ways in which we work with them. So thank you!”

Andrea Brazier YOT Service Manager

Since April 2016, as part of this project, Achievement for All has:
- Run workshops across 80 local authorities, training over 400 professionals who work with young people within the youth justice system
- Developed and launched a free online learning resource, The Youth Justice SEND Bubble, made available to professionals 24 hours a day, 7 days a week
- Worked with over 50 area partnerships spanning 56 local authorities to benchmark practice against quality standards, and reward progress with Quality Mark and Quality Lead certificates

The project continues to thrive – and there is plenty to more to come.
Learning in Family Teams (LiFT):
Free Resources for Designated Teachers

Without access to the right tools, training, training research and information, the potential for schools to improve achievement will always be limited. That’s why, at Achievement for All, we’ve made a host of professional resources free to view online for teachers working with looked after and previously looked after children.

By visiting our website, schools and Designated Teachers can explore a wide selection of constructive articles, evidence-based strategies and printable materials that may help to dramatically improve outcomes for children looked after (CLA), as well as enhancing the everyday practice and professional development of key staff.

Our free, comprehensive toolkit was created in consultation with The Fostering Network, care leavers, Virtual School heads, designated teachers, foster carers, social workers, educational psychologists, charity partners and the London Fostering Achievement Advisory Group. Its development was funded by the Mayor of London as part of the London Schools Excellence Fund.

Among the resources now available to view are:
- ‘Becoming Care Aware: The Legal Framework’
- ‘Interventions in the Classroom’
- ‘Common Barriers to Achievement and Suggested Solutions’
- ‘Wellbeing and readiness to learn’
- ‘Improving Attendance and Reducing Exclusions’
- Templates for audits to understand current practice and provision

And a great deal more besides.

Visit afaeducation.org/free-dt-resources to access the resources, as well as a useful glossary, and further information on our programmes.

“Be available, take time to get to know me”

Point one from “10 things children looked after want you to know”, a free Achievement for All resource

I can. I do. I have. I am.
Extensive, bespoke and affordable: the Childminder Professional Development Programme has been developed by Achievement for All in partnership with experts at the Professional Association for Childcare and Early Years (PACEY).

It is designed to help childminders raise the aspirations, access and achievement of all children in the early years, including those with special educational needs and disabilities (SEND).

• Gain affordable access to year-round support and resources
• Ensure all children have their needs met, and are fully ready for school
• Further your professional development

Through three structured modules the programme not only covers working with families to support child learning, but also how to collaborate with professionals across the sector to meet the needs of more vulnerable children.
For more information please contact our Early Years Lead, Maureen Hunt via:

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Achievement for All is a leading not-for-profit organisation that works in partnership with early years settings, schools and colleges, improving outcomes for all children and young people vulnerable to underachievement regardless of background, challenge or need.
1. ACHIEVING CORE STRENGTH

Achievement for All’s effective practice is built on the four pillars of Leadership, Teaching and Learning, Engaging with Parents and Carers, and Exploiting Wider Outcomes and Opportunities. However, it has become increasingly apparent among the 100,000 targeted children and young people engaged in Achievement for All programmes that the common starting point for the majority is the need to build core strength.

We describe core strength as the confidence and ability to learn, develop and participate in society.

This programme is wide-ranging, supporting schools to:
- Develop metacognitive approaches to learning (regarded by EEF as among the most cost-effective measures in raising standards and closing the gap)
- Build confidence resilience and independence
- Improve employment skills

The Achieving Core Strength programme is the ideal route for education settings that have completed the Achieving Schools programme and are looking to further develop practice. The programme will also be available as a stand-alone programme for any school wishing to sample the Achievement for All paradigm for supporting school improvement.

2. EFFECTIVE CLASSROOM SUPPORT

Launching in autumn 2018, the new Effective Classroom Support programme will be available to any setting that wishes to maximise the impact of teaching and learning assistants. Led by one of our experienced Achievement Coaches, a complete year-long school improvement training plan is available, impacting on leadership and management, and developing collaboration between teacher and teaching assistant. This programme is supported by an array of materials and training resources from the Achievement for All Bubble.

3. EMOTION COACHING

With the rapid growth in awareness of the impact trauma, neglect and attachment disorders can have on the developing child and adolescent, teaching professionals are looking for new ways to apply therapeutic, bridge-building approaches that not only improve behaviour in and outside the classroom, but help equip young people with invaluable self-regulation tools for life.

In autumn 2018 we hope to launch a short programme, led by specially trained Achievement for All Coaches, that helps professionals develop and apply new emotion coaching skills and techniques within their education setting.
Contact Us

Headteacher, parent, carer, future supporter – whoever you are, and whatever the question, we’d love to hear from you.

FIND OUT MORE

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