



Through the Lens of Disadvantage

We must secure the consistency of experience for all our learners and, while ensuring we meet our duties with regard to all, deepen our commitment to the prioritisation of vulnerable children and families experiencing disadvantage even over the needs of others.

The concept of 'disadvantage' can be defined variously. The CLF definition (see below) refers specifically to Children in Care (CiC). Also, when we refer to disadvantage in the CLF, we are referring specifically to families experiencing insufficient financial wealth, which causes a paucity of access to basic needs such as food, clothing and shelter.

"Poverty is hunger. Poverty is lack of shelter... Poverty is not having access to school and not knowing how to read. Poverty is not having a job, is fear for the future, living one day at a time... poverty is a call to action – for the poor and the wealthy alike – a call to change the world so that many more may have enough to eat, adequate shelter, access to education and health, protection from violence, and a voice in what happens in their communities."

World Bank Organisation
definition of poverty

As educators, we cannot resolve all of the challenges faced by learners and learners' families experiencing such disadvantage. However, through education we can effect positive change that will create improved life chances, as expressed in our mission, and to greater self-agency now and in the future. As educators, we can commit to knowing our children well and meeting their educational needs. As a trust, we can work in tandem with other civic actors in our places (public services, charities, and business) to support our most disadvantaged learners to thrive.

As a trust, we understand our own context and our own cohort. We know that groups of our pupils experience a range of vulnerabilities, which are disadvantageous. We recognise, track and monitor a variety of measures of vulnerability, including those children whose deprivation is "hidden" in working families living below the UK poverty line. We also know that children who meet the CLF definition of disadvantage (see below) are over-represented in these groups and, where they suffer such vulnerabilities in addition to experiencing disadvantage, their challenges are compounded.

It is important that when we speak of our focus on disadvantage even over other groups, this refers to a strategic emphasis on developing the very best practice to support disadvantaged learners rather than privileging certain individual pupils over others; our HEART core purpose does not permit this, as it commits us to championing the successes and life chances of all children. Research tells us that if we can develop teaching methodologies that are sufficiently sophisticated to close gaps in learning experienced by this disadvantaged yet educationally heterogeneous group, they will better serve and allow us to achieve equity through education for all CLF learners.

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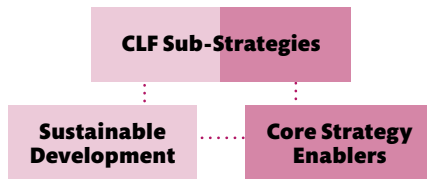
Our Strategy 2030: Equity Through Education

Sub-Strategies

The seven sub-strategies are pertinent to work across all aspects of the trust. They are not specific to individual teams or departments; rather, the impact of this work should be felt by all associated with the trust.

The function of the sub-strategies is to:

- explicitly serve the core strategy; and/or
- enable the sustainable development of the trust.



1) Operating at Scale – We are reviewing how CLF currently operates as an organisation and how effective we are in our day-to-day operations. As the federation grows, the operating model will adapt to ensure the federation works effectively across more schools and maintains an excellent educational experience for all pupils.

2) Digital – We are committed to building a digital culture and developing the skills to enable all CLF people (pupils, staff and volunteers) to be proficient users of technology, to use modern tools to help them work and learn where and when they want to, and to make good decisions about when to use technology.

3) Wellbeing – Positive wellbeing for all staff and students is essential for the success of CLF. The wellbeing strategy is focused on providing resources to help colleagues and students positively and proactively manage their wellbeing while also ensuring staff and students are aware of the support and tools available to them.

4) Equality, Diversity and Inclusion – CLF is committed to advancing equal opportunities for all and eliminating discrimination on any basis, including identified protected characteristics, so that equality, diversity and inclusion underpin all we do.

5) Environment – We are committed to reducing our environmental impact in a measurable and tangible way. The environment sub-strategy will ensure pupil engagement in environmental matters in all academies, via the curriculum and through actions that reduce environmental impact, including carbon emissions. Building on actions over recent years, this strategy will develop a coherent, comprehensive approach to environmental matters.

6) Voice – CLF is a listening organisation, which uses its greatest asset – its people – to define our strategic choices and to test their effectiveness. The voice sub-strategy will ensure that the federation develops systems for strong systematic gathering of stakeholder voices and a strong understanding of our trust and its impact through the eyes and words of those in the communities we serve.

7) Exceptional Trust Leadership – Our ambition is to create a self-improving system that capitalises on the success of the past decade and evolves through this decade to add more value to pupils, staff and their communities. Leadership will be developed across the trust to empower teams and leaders to raise standards in their academies.

Further information on all of our strategy documents can be seen [here](#).



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