



The Impact of Extended Services in Kent

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Rationale

- ▶ KCC Learning Plus team approached CCCU in October 2011
- ▶ An independent evaluation of Extended Services in Kent
- ▶ They identified a sample of 4 schools (2 primary, 1 secondary, 1 Special) & 1 cluster (48 Schools) all of whom had achieved QES (Established /Advanced)



Previous work

Attainment

MacBeath et al's (2001) three year study of over 8,000 students. Those who participated in study support activities achieved better than their predicted grades – on average three and a half grades or one more A-C pass at GCSE than students of equal ability who did not participate. Self-esteem, motivation, attitudes to school and attendance were also shown to be positively correlated with engagement in study support activities.



Previous work

Attendance - breakfast clubs were having a positive impact on attendance, punctuality, pupils' attitude to school and readiness to learn (Ofsted 2008)

Motivation & Self Esteem – *'The major benefits to children, young people and adults were enhanced self-confidence, improved relationships, raised aspirations and better attitudes to learning'* (Ofsted 2006:3)

Family and Community – schools perceive it to positive impacts on communities (Cummings et.al 2007)



Research Design

Part 1 – Review of existing literature/policy

Part 2 – Review of QES self evaluations

Part 3 - Semi Structured interviews (perceptions of impact) & quantitative data (evidence of impact) in relation to

- ▶ Attainment and attendance
- ▶ Motivation and self esteem
- ▶ Family and Community
- ▶ Specific impacts for the school
- ▶ Unexpected additional benefits



Findings

Impact can be demonstrated if:

- i) a greater improvement is found than would be expected without an intervention/activity
- ii) a group who engage in an intervention/activity perform better than those who did not
- iii) a person/group alter their performance after an intervention/activity



Findings

i) a greater improvement is found than would be expected without an intervention/activity



APS scores greater than expected

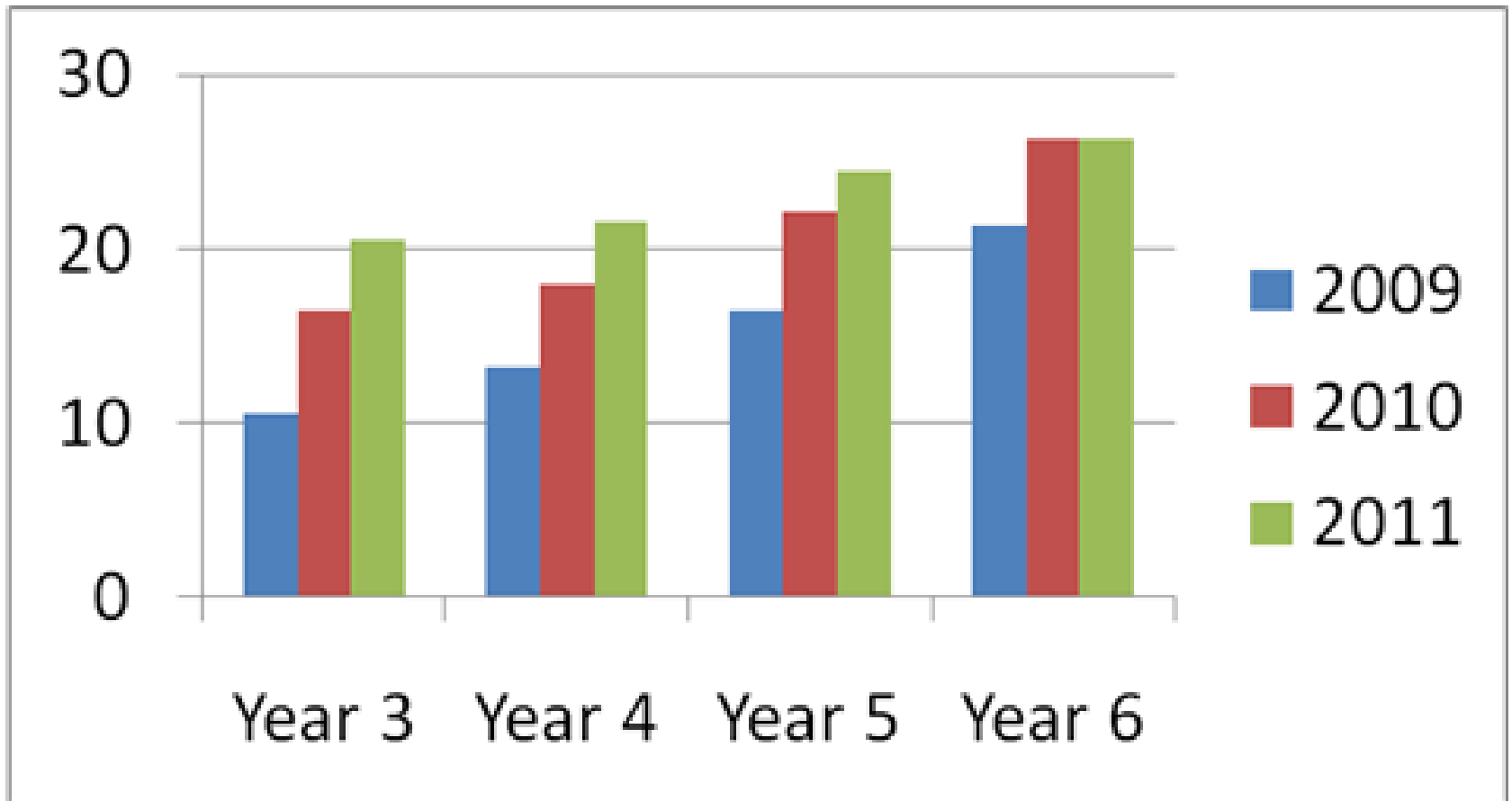
Aylesham's Primary School (DES cluster) provided evidence of the performance of their pupils over three years (July 2009 - July 2011) in Reading, Writing and Mathematics.

Their expected progress was 6 Average Point Scores (APS) over two years.

Those in year 3, 4, 5 and 6 exceed this for all three subjects, whilst those in year 6 showed progress consistent with target.

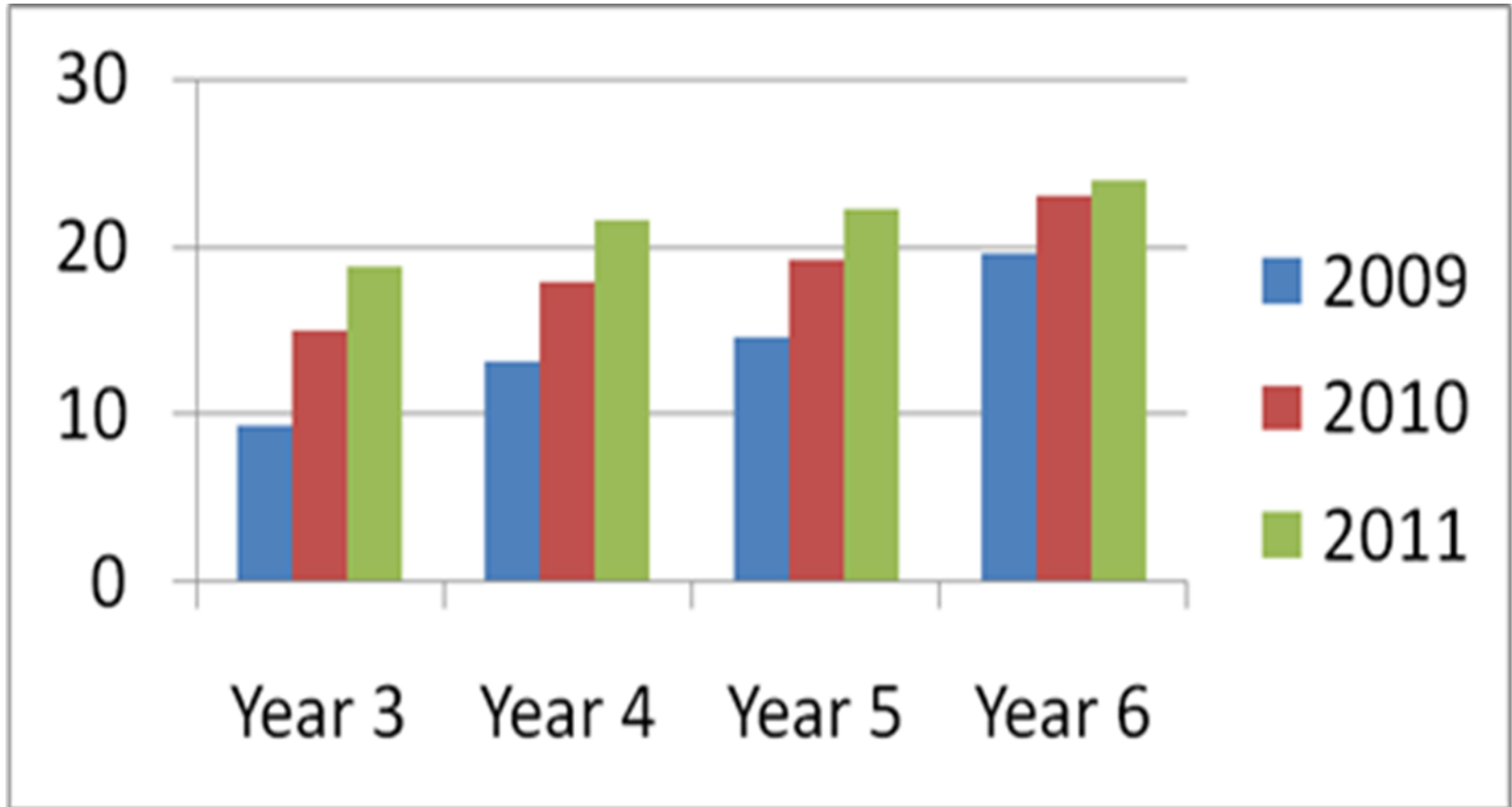


APS for Reading, cohorts in year 5-6 2009-2011



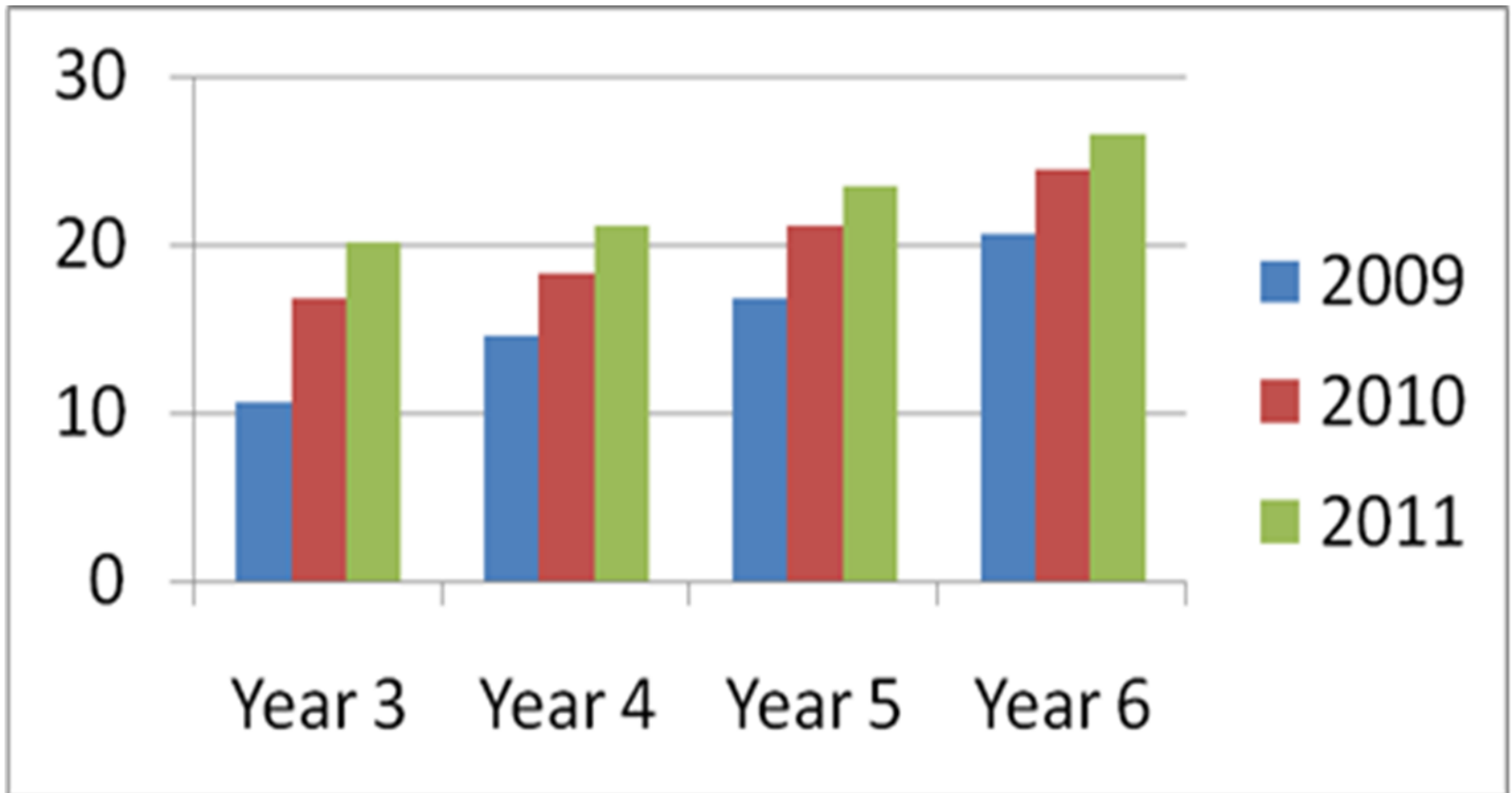


APS for Writing, cohorts in year 5-6 2009-2011





APS for Writing, cohorts in year 5-6 2009-2011





ii) a group who engage in an intervention/activity perform better than those who did not



Comparison to cohort

Christ Church CE Primary School traced a random sample of pupils engaged in extended services activities (each child engaged in at least two) and compared their APS gains for Reading, Writing and Mathematics (Yrs 3-Yrs 5) with the gains of their cohort (e.g. SEN, EAL, home-grown boys, girls etc.)



Comparison to cohort

Subject	Results of Wilcoxon comparison	Statistical significance
Reading	T = 28 N=15 P<0.05	Not statistically significant
Writing	T = 30 N=15 P>0.05	Statistically significant
Maths	T = 22.5 N=21 P>0.05	Statistically significant



Comparison of schools

In 2010, the DES cluster conducted an evaluation of their 'Focus on Literacy' summer activities

- ▶ 35 of 40 primary schools engaged in at least one Literacy based project and of these **25 (71%) showed improvement** in their literacy results, with **21 (60%) achieving their best result in three years** in one or more national curriculum strands.
- ▶ 27 schools participated in the Poetry project, of which 18 (67%) raised their literacy results at L4+ and L5+. **11 (41%) achieved their highest L4+ results and 45% their best level in L5+ in three years.**



Green =
best result year
on year

Yellow =
improved on 2009

Blue/brown =
best result in
those strands

School	% L4+ Reading	% L5+ Reading	% L4+ Writing	% L5+ Writing	% L4+ English	% L5+ English
1	83.3	62.5	75.0	16.7	79.2	37.5
2	93.1	48.3	75.9	34.5	89.7	41.4
3	86.2	48.3	74.1	15.5	86.2	24.1
4	90.0	63.3	76.7	20.0	83.3	40.0
5					86.7	20.0
6	80.8	57.7	61.5	11.5	76.9	28.8
7	90.3	61.3	83.9	45.2	90.3	45.2
8	75.0	41.7	66.7	8.3	66.7	25.0
9	93.8	31.3	87.5	0.0	93.8	0.0
10	88.9	38.9	66.7	22.2	77.8	27.8
11	86.8	39.6	58.5	15.1	77.4	20.8
12	89.5	52.6	82.5	8.8	87.7	24.6
13	70.6	52.9	64.7	23.5	70.6	47.1
14	62.5	25.0	37.5	12.5	62.5	12.5
15	96.3	40.7	74.1	33.3	88.9	37.0
16					69.6	30.4
17					87.7	24.6
18	93.8	59.4	75.0	15.6	90.6	25.0
19	100.0	45.5	72.7	45.5	100.0	36.4
20	69.2	0.0	53.8	0.0	61.5	0.0
21	73.1	38.5	53.8	11.5	61.5	19.2
22	77.8	31.1	44.4	4.4	71.1	8.9
23	78.8	36.4	72.7	24.2	81.8	27.3
24	85.7	42.9	50.0	10.7	78.6	25.0
25	78.6	14.3	50.0	7.1	71.4	0.0
26					69.2	19.2
27	70.6	41.2	64.7	11.8	76.5	11.8
28	12.5	0.0	12.5	0.0	12.5	0.0
29					100.0	37.5
30	85.7	57.1	57.1	28.6	71.4	28.6
31	74.4	16.3	55.8	4.7	65.1	70.0
32	87.3	58.2	74.5	14.5	85.5	27.3
33	100.0	72.0	88.0	56.0	100.0	56.0
34	80.0	68.6	65.7	20.0	77.1	37.1
35	55.6	14.8	37.0	3.7	48.1	11.1
36	86.2	44.8	65.5	24.1	79.3	24.1
37	93.8	68.8	81.3	18.8	87.5	31.3
38	68.0	20.0	52.0	0.0	60.0	0.0
39	86.7	73.3	66.7	20.0	86.7	46.7
40	74.1	46.6	55.2	10.3	72.4	22.4



iii) a person/group alter their performance after an intervention/activity



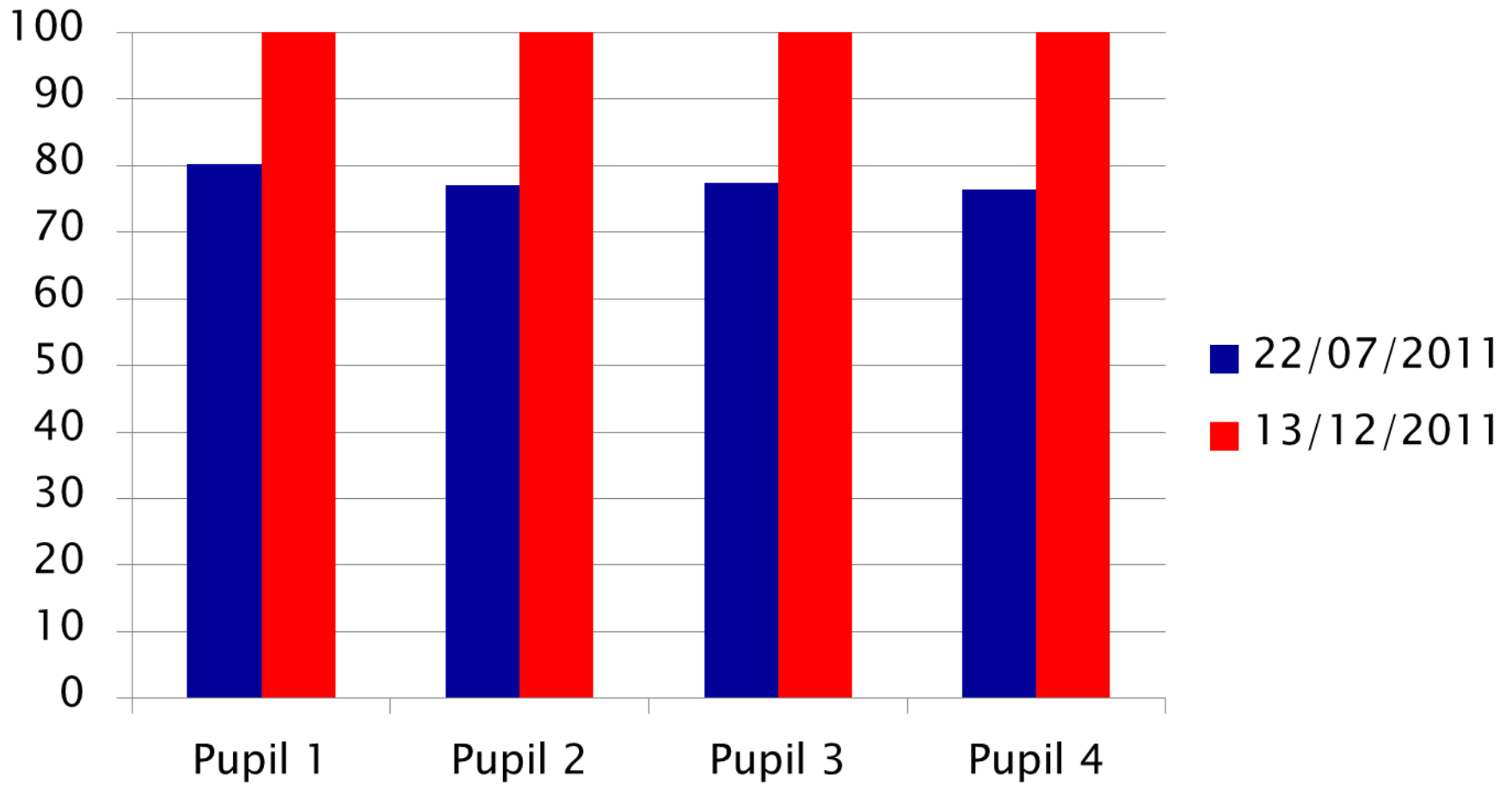
Punctuality before and after

A West Kent primary school, introduced a series of interventions for a family in challenging circumstances.

These included participation in various activities and a homework club for the children and parents to attend.



% punctuality improvement





APS scores for targeted family

Pupil	Score at the end of each year		Progress
	Yr 5	Yr 6	
1	18.3	23.7	+5.4
	Yr 4	Yr 5	
3	16.3	20.3	+4
	Yr 2	Yr 3	
4	7.3	12.3	+ 5

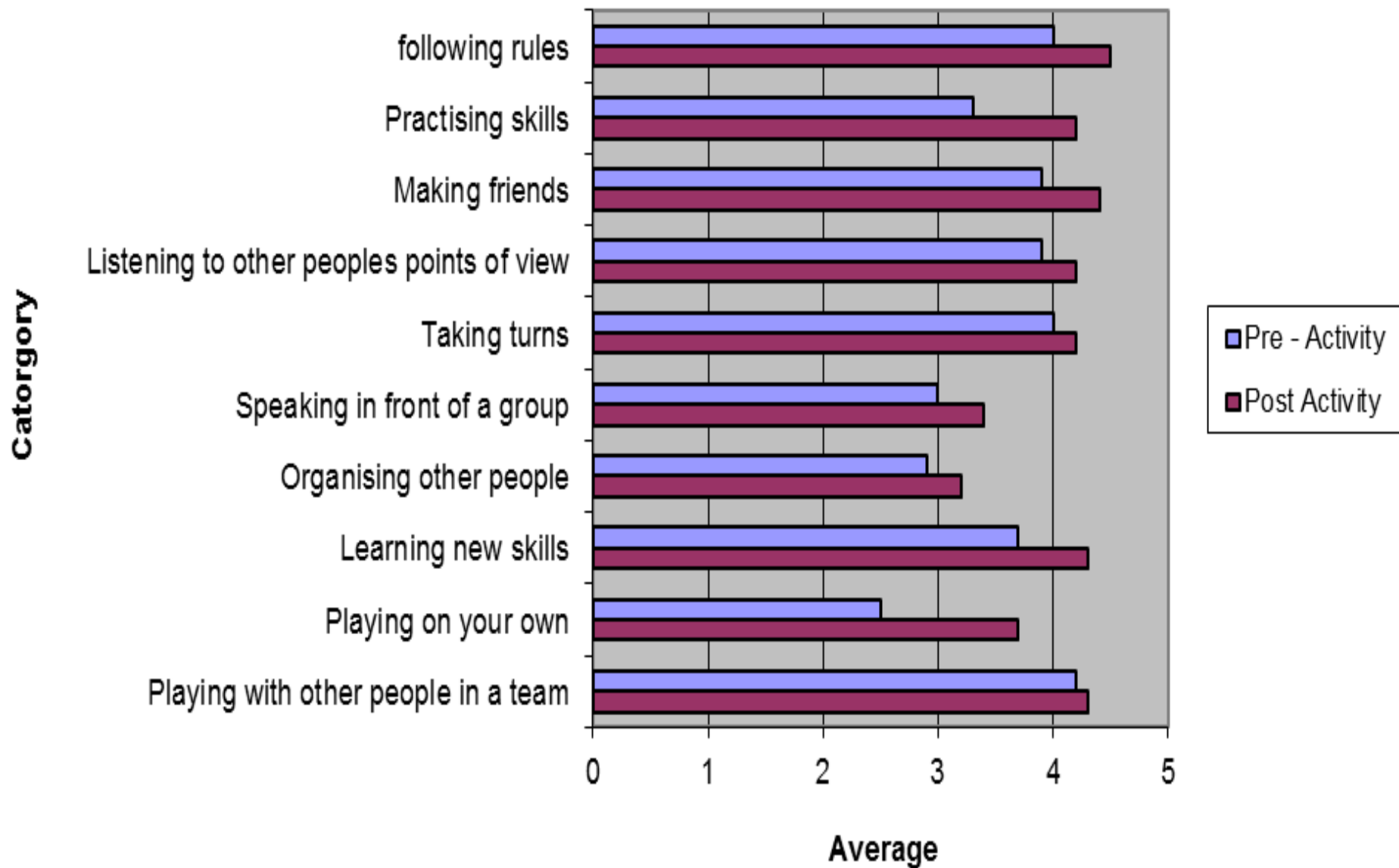


Motivation & Self Esteem

The DES Cluster SN@P primary-secondary transition programme.

Used the Strengths and Difficulties Questionnaire (SDQ) (before and after SN@P programme)

SDQ results for Dover Sn@p 2009-2010





Attitude to learning

Maplesden Noakes targeted socially deprived children with the aim of engaging them in education through a variety of additional activities.

(including, wacky races family events, guitar lessons, dance, boxing, football, scouts, musical theatre, young career programmes).

Pupil	Attitude to Learning at end of term 4, 2010 (Rank position in year Group)	Attitude to Learning at end of term 4, 2011 (Rank position in year Group)	Improvement in rank position over a year
1	69	90	-21
2	108	7	+108
3	19	161	-142
4	28	140	-112
5	91	67	+ 24
6	153	135	+18
7	155	26	+129
8	161	1	+160
9	160	79	+81
10	98	52	+46
11	96	59	+37
12	107	8	+99
13	134	32	+132
14	108	17	+91
15	142	73	+69



Family and Community (partnerships)

'I think before people were very isolated and were reliant on any voluntary groups or outside agencies to set up pretty hit and miss things, whereas now actually having a cohesive group, management board who can discuss these things and said that will work and put the stuff behind it to make it work is key.'

Head of Education at Harbour School



Benefits to local business

Maplesden Noakes Business challenge:

'design and resource the RTC [road traffic centre] education centre...not only did the group achieve this but they undertook further work (research/sponsorship/campaigns) that we really had not intended them to do but which added a huge amount of value to the project'

Kent Fire & Rescue



Additional Benefits

- ▶ Joint training
- ▶ Shared facilities
- ▶ Improved image/reputation
- ▶ New experiences for children and parents
- ▶ Employment opportunities
- ▶ Staff CPD
- ▶ Return on investment



Cost effective

The DES cluster (49 of 52 schools in Dover):
Purchased Inclusive Sport through Vista Leisure for £25k which would have ordinarily cost £40K

Number on roll	Inclusive sport entitlement	DES fee total	Cost if bought as a school	Saving to school
0-100	2 staff x 1 day	£600	£1450	£850
100-200	2 staff x 2 days	£1200	£2900	£1700
200-300	2 staff x 3 days	£1800	£4320	£2520
300 - 400	2 staff x 4 days	£2400	£5800	£3400



Further
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