

Salop Teaching School Alliance Research & Development Bursary Impact Case Study

Project Title	Raising Attainment in Underachieving Boys
Teaching School	Salop Teaching School Alliance
Case Study Sections	<i>To help you answer the below sections please see the example of framework questions. These are meant to provide support and structure to your answers. You do not have to answer all of the questions if they are not applicable</i>
Section 1	<p>Purpose and aims –</p> <p>Aim: To raise the attainment of underachieving boys at KS3.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To identify the ten most underachieving boys in Year 8 2. To identify areas for improvement and the barriers each individual finds to learning 3. To identify and assess the strengths and needs of each student in terms of different learning styles to ensure that learning and progress is accessible to each one. 4. To establish a safe and proactive learning environment in which the boys feel comfortable to share ideas, identify flaws and fail. <p>To incite boys to progress and to raise moral and aspirations through a visible target and reward by presenting them with a goal to work towards.</p>
Section 2	<p>Implementation: innovation, evidence, risks & issues</p> <p>The project involved setting up a weekly intervention slot with the students that had been identified as underachieving. This process was completed using data analysis software and national curriculum figures.</p> <p>The sessions focused mainly on the areas of weakness and barriers to learning that boys faced not only in English, but also across the curriculum.</p> <p>Using this project for research purposes, the discoveries and strategies were then shared with other departments and members of staff in whole school training sessions.</p> <p>The idea being to identify strategies that could be used in a number of subjects to not only raise attainment, but to also try and develop and instil a love for subjects</p>

	<p>and learning.</p> <p>As an incentive to improve and progress, the boys were told that if they could raise their grades from the current underperforming status to working at, or exceeding expectations then they would be rewarded with a prize (a personalised pen).</p> <p>The idea for this approach stemmed from research that I myself had done on the gender gap in education and the ideology that boys perform better when they have a visible target, or incentive.</p>
Section 3	<p>Impact of your work</p> <p>On average when asked...</p> <p>100% of students said they believed that the intervention session had increased their appreciation and love for school. Additionally, 100% also stated that they believed the intervention sessions to have helped them and to have had a noticeable impact on their learning and their understanding of English.</p> <p>They also noted that were it not for the incentive of the rewards trip they 'probably wouldn't have tried as hard'.</p> <p>Overall, the project was a huge success. The only area for improvement would be that such intervention be offered at an earlier stage, so that the gap between genders was not so large when intervention was implemented.</p> <p>Impact Outcome</p> <p>As a result of the intervention students improved their attitudes towards not only education but also one another, as it fuelled a greater sense of collaboration and community between the boys. Furthermore, upon looking at the data, it is evident that 70% of the boys continued to make progress in English lessons.</p>
Section 4	<p>Disseminating impact & system learning</p> <p>The outcomes of this project will be shared with colleagues at local network meetings and with wider partners within our collaborative groups, internal management and staff meetings. The next step for this project will be to monitor and continue intervention support with these boys. Additionally, another group of underachieving boys will be established in the new term to once more try and develop a range of strategies and approaches that can be used on a whole school level to raise attainment.</p>
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