Case study of an effective low cost-high impact academic intervention strategy: Starbucks for maths

A particularly effective intervention which was implemented for targeted disadvantaged students was carried out offsite in a local Starbucks coffee stop. 20 year 11 students took part in three distinct coaching groups.

The sessions involved intensive maths coaching for between 1 and 2.5 hours (dependent on ability) with an experienced specialist teacher supported by the disadvantaged students performance coach (member of staff non-teaching).

The sessions not only improved exam outcomes (data below) but they also made maths revision a positive experience, students looked forward to attending, gained more confidence and developed social skills all via an inclusive group mentality.

Impact of this strategy:

- Before the intervention began, the class teachers projected what they thought the students would achieve in their final exams. Following the intervention 44% of these students exceeded these projections by an additional grade.
- Remaining mindful that the group were selected due to concerns of underachievement or slow progress, following the intervention 56% made good or expected progress.
- 63% of the students improved over the 8 weeks by a whole grade.
- As a result, of the 6 students whose 3LP target was a C grade, 5 achieved a grade B.
- The selected student’s willingness to attend and engage in maths revision was significantly increased.
- The students expressed that they felt vastly more confident and prepared to take their GCSE Maths exam.
- Personal satisfaction and enjoyment was gained from the sessions as well as academic outcomes due to the sociable yet structured format of the sessions.
Case study of an effective low cost-high impact SEMH intervention strategy: Race for Life/Pretty muddy teams

Target students

The students chosen to take part in the Race for Life & Pretty Muddy team events (summer 2016 and autumn 2017) were chosen through analysis of data and from names given by company leaders. All invitees had significant barriers to engagement/learning presenting as a combination of:

- A high numbers of social time behaviour concerns/incidents
- Disruptive/challenging behaviour towards staff when in lessons
- Repeated lateness to lessons
- Significant and on-going conflicts with each other/other students

The majority had had at least one internal exclusion in the previous 6 months due to refusal to comply with staff. In total 18 students and 5 staff were involved of which 11 were identified as being in the disadvantaged/FSM cohort

Plan

The idea of taking the students and entering them into an event and training was to promote positive interaction between the girls, staff and the wider school. We also wanted to raise their awareness of others and of a larger cause, and to encourage their sense of belonging within the school.

Key activities/milestones

After 5 training sessions the girls received a pink water bottle, and for the day of the race they all had a t-shirt that matched the t-shirts staff would also wear on the day.

We would use a student-lead style of training, with the girls deciding where they wanted to run. They would mainly use Worthing sea front, and would be able to run at their own pace, with their pace improving as the weeks went on, and the girls growing in confidence with their running style. They would use a walk/run training style, and also would use certain landmarks to mark their progress. The distance was roughly 2 miles in total for each training session.

Wider value
In total, the amount of money raised was over £500 – with strong support from the student’s families, and also staff at the school. Some of the parents also attended the event, and were vocal in their support for the event both during training and at the event itself.

There was a significant improvement in the girls concerning their interaction with each other. Their profiles lowered across the school, and there was less incidents raised between them. They were also being praised by staff and this improved relationships, particularly with the staff that attended the event. In addition only one student received an internal exclusion in the entire time they were running/training – a significant reduction.

The girls were on time to training, and came to all of the sessions, which in turn had an impact on their punctuality around school.

**Next steps**

- Continuation with training sessions, with basic expectations of coming to each session, disagreements between the girls not affecting their training, and their behaviour to be a positive reflection of the group.
- Hoodies for the girls who take part in the event, to add to the t-shirts they already had, keep them engaged/focused and working together and in a positive way with the school.
- Reflective questionnaires to monitor progress.