

Northgate final EBPF report

Enquiry Question: Building on the evidence base of the Thrive approach, can the development of non- cognitive skills increase resilience and improve academic outcomes? We are testing this particularly with extended writing.

Project evaluation

Progress towards implementation plan

- Year 6 liaison took place in June 2018
- Thrive Write was launched in September 2018.
- 4 high need Year 8 pupils and 3 high need Year 7 pupils. This has now increased, to 6 Year 8 and 5 Year 7 pupils.
- Thrive profiling data was shared by CISS where this was possible.
- Whole staff strategy sharing took place on PD days in October
- Thrive profiling takes place with staff who teach the pupil at entry point.

June/July 2018

Liaison with primary schools to identify target group for the new Year 7. Internal identification of pupils who need this intervention in the current Year 7. Thrive approach training to begin for at least one key member of staff These pupils are invited to our summer school and we begin to build up a profile of their background and needs. Preparation for rigorous thrive approach – proven track record and rigorous assessment/outcome orientated approach to overcoming emotional and social barriers to learning .

Complete – target year 7 group identified, invitations to summer school for pre assessment and profiling, Thrive practitioner completed training over period Mar – December 2018 and is now a licensed practitioner.

Sep –Dec 2018

Thrive Write Parental Launch meeting. Assessments of Year 7 and Year 8 identified pupils for comprehension, writing and resilience – using ARTI comprehension tests, an extended writing assessment and THRIVE. Tailored curriculum for Year 7 and Year 8 begins. To include: bespoke English teaching – focusing on metacognition, regular opportunities to reflect and review progress, the THRIVE programme (to foster resilience) and supported access to mainstream lessons so strategies can be transferred to new learning contexts. After school enrichment programmes – to include: Extreme Readers club, Homework Club and Mindfulness Parental commitment Parental support and back up Pupil baseline data correlated to benchmark progress Improving resilience for learning, writing training and resilience Learning metacognition and non-cognitive strategies to improve academic outcomes

2018 Interim Assessment Point Meeting with parents

December, (celebration event) Curriculum review – some pupils will increase the number of ‘mainstream’ lessons they attend First review of progress with data Timetables bespoke package adaptations made Report to SLT and Governors

All complete – report not presented to Governors as agendas have not allowed – to be completed by end of Spring term. Review of pupils at December – useful for returning some to learning and pulling in new Year 7s missed in first liaison point with Primary Schools. Increased number of Year 7 pupils joining Thrive Write.

Jan – April 2019

2019 Programme continues – responding to pupil needs and outcome review. Meaningful challenges and raising aspirations programmes built in (eg – visits and visiting speakers – including writers)

Summer term 2019

‘Visits’ by teachers to run Thrive orientated projects – History, D and T, Food, Music, Art Interim testing completed. Launch of the ‘Great Writers’ competition Year 8 to ‘Graduate’ from the programme – celebration ‘graduation event Improving resilience for learning, writing training and resilience Learning metacognition and non-cognitive strategies to improve writing.

Progress towards outcome evaluation

As a result of the Project, the following conclusions have been drawn:

Students social and emotional development is enhanced using the Thrive programme: numbers of withdrawals from lessons is reduced for some students and Thrive online assessment profiles show progress.

Parent feedback is overwhelmingly positive with parents recording emotional development at home eg:

- “At Primary School, he was in meltdown such a lot, we couldn’t deal with him. There’s work to do but such an improvement – we can talk to him rather than have to deal with him under a duvet and refusing to come out.”
- “If it wasn’t for Thrive, he wouldn’t still be in this school.”
- “Thank you so much for all you and your marvellous team are doing for him – it’s keeping him in school.”

Progress against benchmark is improving, but slowly.

Peer review and VERP reflective practice has given insight into the teaching of emotional development and we continue to develop this tool to enhance and share good practice in de escalation and managing dysregulation
 STAR assessment charts currently used as easily accessible by students and show positive self marking and explanation.

Results and Data:

Name	Withdrawals Autumn		Attendance Autumn		Points Autumn		Average residual Y7 Progress Check	Average residual Y7 Subject Report	Average residual Y8 Progress Check	Average residual Y8 Subject Report
	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20				
Year 7 NA		6		92.96		45-40				
Year 7 CR		0		97.18		65-0				
Year 7 CS		2		75.35		36-12				
Year 8 RE	1	36	86.96	89.44	31-48	61-178	-0.51	-0.73	-0.73	
Year 8 MG	1	0	94.20	100.0	45-10	73-3	-0.81	-0.61	-0.46	
Year 8 SM	0	8	89.13	93.66	32-11	48-67	-0.05	-0.02	-0.36	
Year 8 HPB	0	0	95.65	93.66	137-0	80-0	-0.13	-0.12	-0.06	
Year 8 PR	4	20	98.55	99.30	108-16	76-84	0.04	0.07	-0.06	
Year 8 KR	3	12	100.0	100.0	28-68	35-62	-0.24	-0.27	-0.43	
Year 8 CY	3	15	99.28	97.89	99-17	78-85	-0.10	-0.27	0.17	

The evidence is not conclusive – on paper, it looks like slow progress and in some cases regression. We are however, positive that without this intervention, we may have had to use IYFAP or request alternative provision for some of these students and this is not the case.

Given the depth of trauma, one year of an emotional literacy programme will not eradicate damage, but it is stabilising most and keeping them safe in school.

The Thrive programme continues sustainably into 2020 and beyond as a tool for supporting emotional development, with a longer term aim of improving progress outcomes and writing.