

# Future Foundations' 2013 Summer Programme Summary Evaluation Report



“The Future Foundations’ summer programme gave me a better understanding of the secondary my child would be going to. It helped with her maths and literacy skills, achieving all my aims for my child” – Parent



## Introduction

The Future Foundations' Summer Programme took place between 29<sup>th</sup> July and 23<sup>rd</sup> August in 3 secondary schools in the United Kingdom. The 2013 programme built on the learning from the 2012 pilot programme and aimed to transform the future for pupils from disadvantaged backgrounds in Edmonton schools by offering small group academic tuition and the opportunity to take part in a wide range of enrichment activities.

**"It helped me with my literacy  
and numeracy" - Fatima**

To deliver the 2013 programme Future Foundations formed the following partnerships: Nightingale Academy, Aylward Academy and the Edmonton Schools Partnership to deliver the Edmonton programme; Brighton Aldridge Community Academy and Portslade Aldridge Community Academy to run a programme in Brighton; and City of London Academy in Islington to deliver an Islington programme.

The summer programme aimed to transform the lives of pupils from disadvantaged backgrounds by:

- Reducing summer learning loss through improved academic attainment;
- Further developing their skills, confidence and aspirations;
- Increasing parental/carer engagement with the learning of their children;
- Smoothing the challenging transition into secondary school for new Y7 students.

Funding from the Education Endowment Foundation (EEF) for 213 was provided to collect robust evidence of the impact of summer schools at improving pupil progress in literacy and numeracy for pupils from disadvantaged backgrounds, with improving in reading ability being the priority focus.

Schools were encouraged to identify pupils in year 5 and 6 who were at risk of not reaching a secure level 4 at the end of Key Stage 2. Forty five primary schools, as well as secondary schools, supported the recruitment and formal assessment.

To support the evaluation of the programme, all pupils who expressed an interest were allocated at random into one of two groups – a treatment group and a control group. The control group were not entitled to attend the programme and provided comparator data from the end of programme assessment to help identify more robustly the impact of the programme on those who did attend.

A total of 452 pupils expressed an interest in the programme, including 17 who missed the deadline for randomisation. Of these 257 were offered a place, with 195 being allocated to the control group.

**My child learnt a lot and has shown much  
improvement in his maths and English at  
home - Parent**

## Programme

All pupils participated in two 1 ¼ hour academic lessons each morning, one for literacy and one for numeracy. These sessions were delivered by qualified teachers, who were supported in the classroom by two mentors, one of whom was a sixth-former from either Nightingale Academy or Aylward Academy. Literacy lessons focused on improving pupils reading comprehension and were structured around David Walliams' *Billionaire Boy*. Numeracy lessons were structured to improve pupils' ability to understand numbers, including place value, multiplication and division. The delivery of lessons was quality assured to ensure that pupils were making progress.

"The programme was good because it improved my maths and English and I had fun" - Sarah

In the afternoons pupils were able to take part in a diverse array of enrichment activities, which included science, drama, art, poetry, cookery, offsite trips and sport. These sessions were delivered by external providers from the local community or Future Foundations' programme staff. The programme on each site was different to draw on the different providers and opportunities in each area. Our pupils shared their feedback of the summer activities on our blog -

<http://ffsummerprogramme.blogspot.co.uk/>

Each week's activities ended with award ceremonies and closing photo montages to celebrate the pupils' successes. On each site, some pupils would also put on performances. Parents/carers were invited to each Friday. The programme ended with a special graduation where the pupils prepared a variety of different performances and presented what they had learned during the programme as well as receiving certificates and awards. Pupils and staff were joined by a large number of parents/carers to celebrate their children's success.



"Summer school is so awesome that I can't describe how happy I am" - Andrew

## Pupil case study

“Summer school is the best school ever!” - Iris

Iris, a year five pupil from Hazelbury Primary school, joined the Edmonton Summer Programme for the activities and the opportunity to improve her numeracy. Iris has got a firm hold on her seven times tables and developed the useful skill of being able to write a P.E.E (point, evidence, explanation) paragraph during what she regards as the highlight of this ‘amazing’ summer school, the literacy lessons. Iris is both excited and scared by the prospect of secondary school, though her improved behaviour, new found confidence and lasting friendships should help ensure she makes the most of the opportunities that will arise in the future.



“Iris is more confident about what to expect in year 6; she understands why she must work hard in the future; and she knows the importance of sports in our lives. She knows her weakness at school and wants to improve” – Iris’ mum

Carmo Paiva sent Iris on the Summer Programme to address some the gaps she felt her daughter had in numeracy and for her to get a sense of what to expect in secondary school. Carmo was pleased with how well informed she was kept during the programme and to see an improvement in Iris’ maths and to see her making friends.



## Key data

Pupils offered a place	257
Pupils attending on day 1	157
Pupils who graduated on day 20	148
Average daily attendance	155.3

## Pupil feedback

Pupil feedback about the programme was very strong and nearly all pupils made positive comments in response to each question. 150 pupils returned feedback forms with 97% of respondents saying they really enjoyed the programme and 93% getting everything out of it that they wanted.

In terms of achieving programme aims, 94% felt more confident with reading and 92% more confident with writing and with numeracy. And 93% left the programme feeling more confident overall as a result of their participation. 82% of pupils are now looking forward to school more.

A significant majority of pupils reported improved soft skills across each of the areas asked about. Over 90% felt their team work skills had improved and over 75% felt their communication, motivation and behaviour had improved.

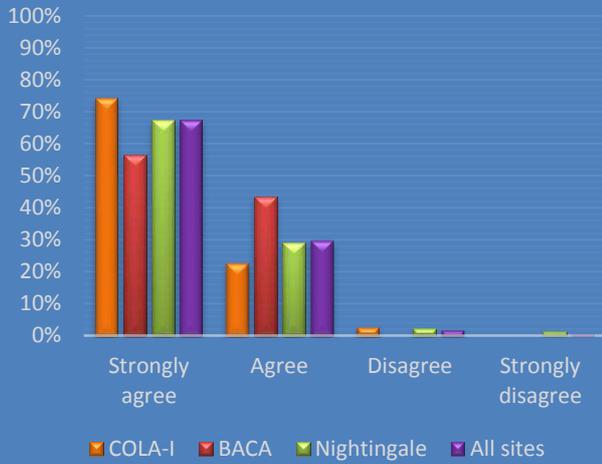
98% of pupils rated the programme as either outstanding or good.

**94% would go on a similar programme if it was running again next year.**

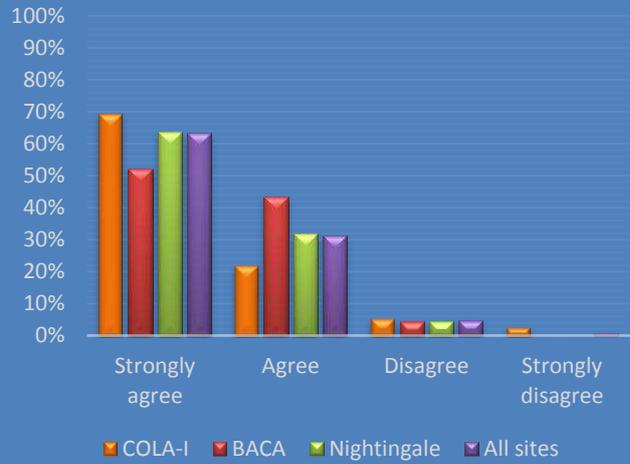
**“Excellent and outstanding” - Marshall**

	Strongly Agree	Agree	Disagree	Strongly Disagree
I was able to get out of the programme what I wanted	71(58%)	43(35%)	5(4%)	4(3%)
I really enjoyed the programme	98(79%)	21(17%)	3(2%)	2(2%)
I am a more confident reader as a result of the programme	75(61%)	41(33%)	2(2%)	5(4%)
I am a more confident writer as a result of the programme	68(55%)	46(37%)	6(5%)	4(3%)
I am more confident in numeracy as a result of the programme	71(56%)	45(36%)	7(6%)	3(2%)
I am more confident as a result of the programme	78(64%)	36(29%)	7(6%)	1(1%)
As a result of this programme I am looking forward to school more	69(54%)	35(28%)	13(10%)	10(8%)
My parents/carers support me with my school work	85(69%)	29(23%)	6(5%)	4(3%)
If a similar programme was running next year I would attend	85(71%)	27(23%)	7(5%)	1(1%)
I now have a better knowledge of the school	77(62%)	32(26%)	8(6%)	8(6%)

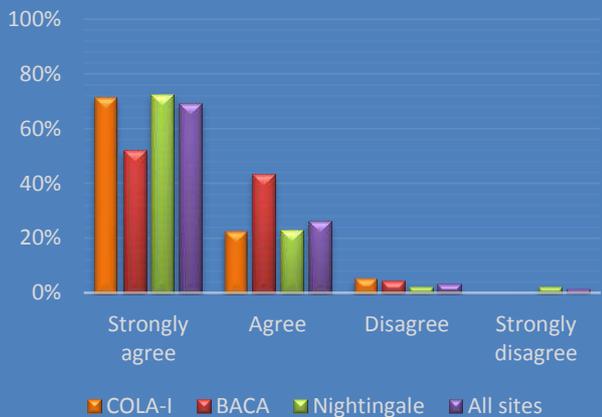
**I am a more confident reader as a result of the programme**



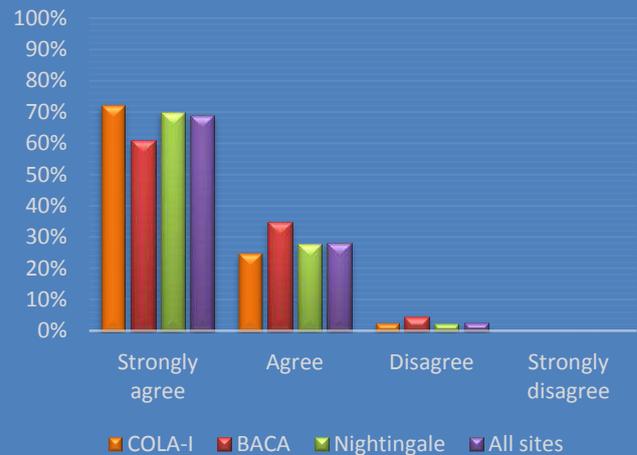
**I am a more confident writer as a result of the programme**



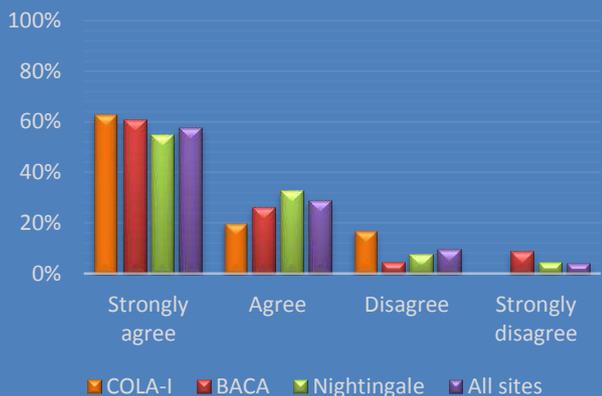
**I am more confident in numeracy as a result of the programme**



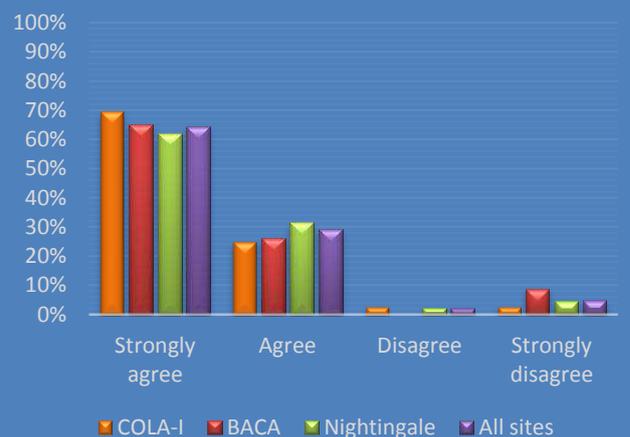
**I am more confident as a result of the programme**



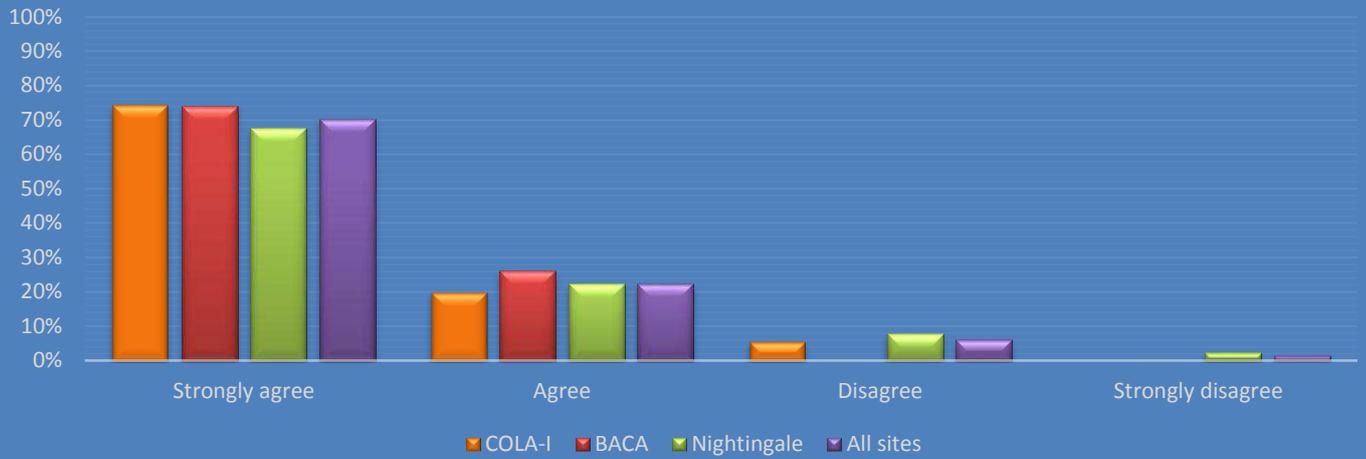
**As a result of the programme I am looking forward to school more**



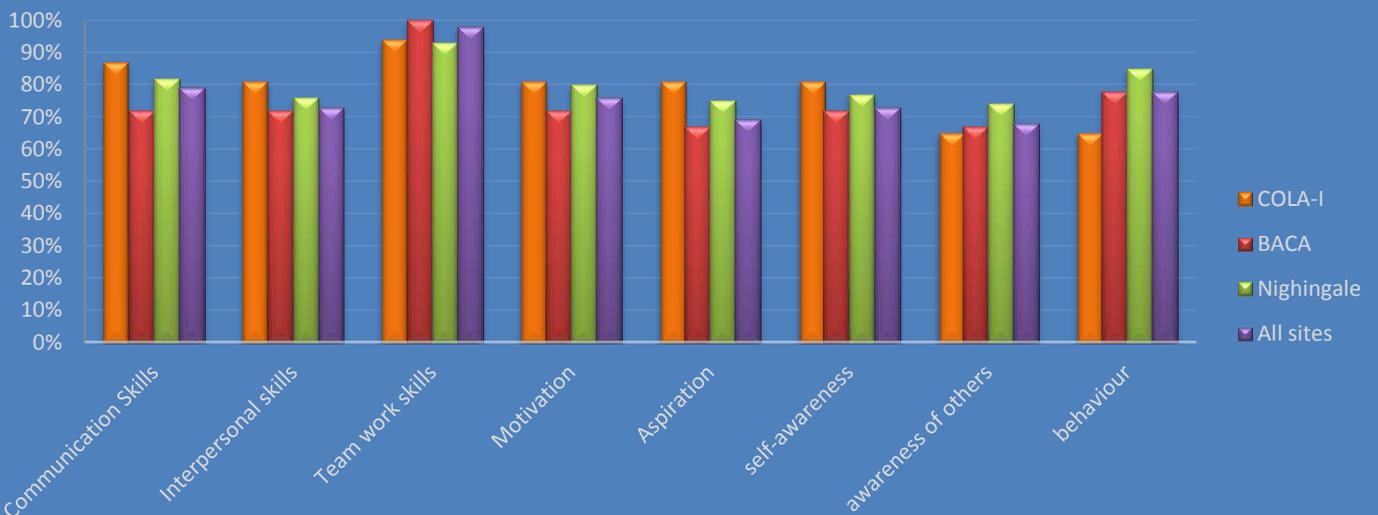
**I now feel I have a better knowledge of the school**



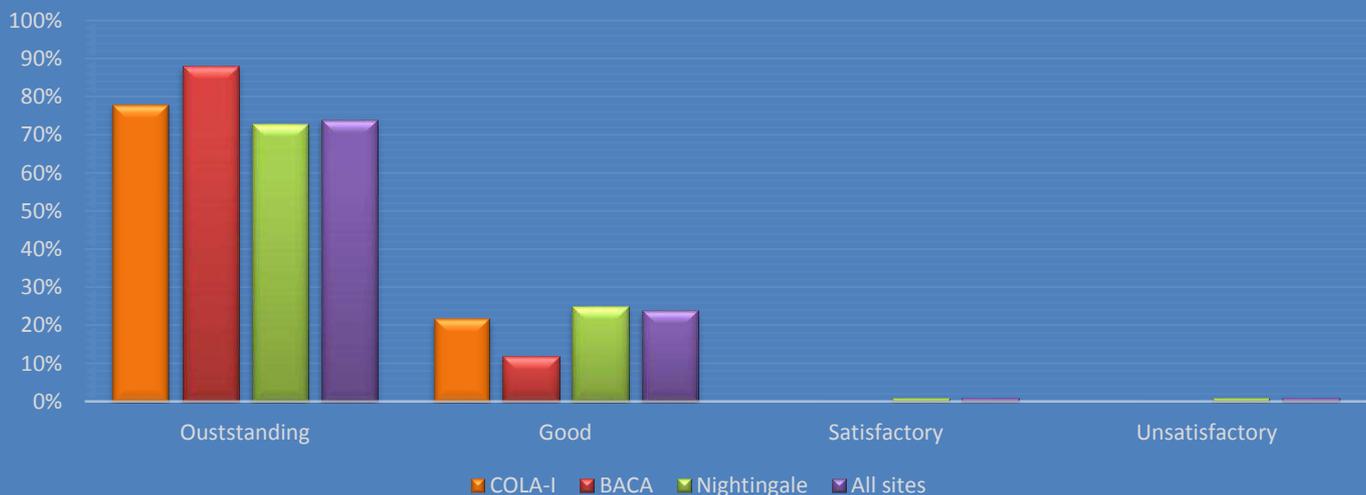
### If a similar programme was running next year I would attend



### Skill improvement - self assessment



### Pupil overall rating



## Parent/carer feedback

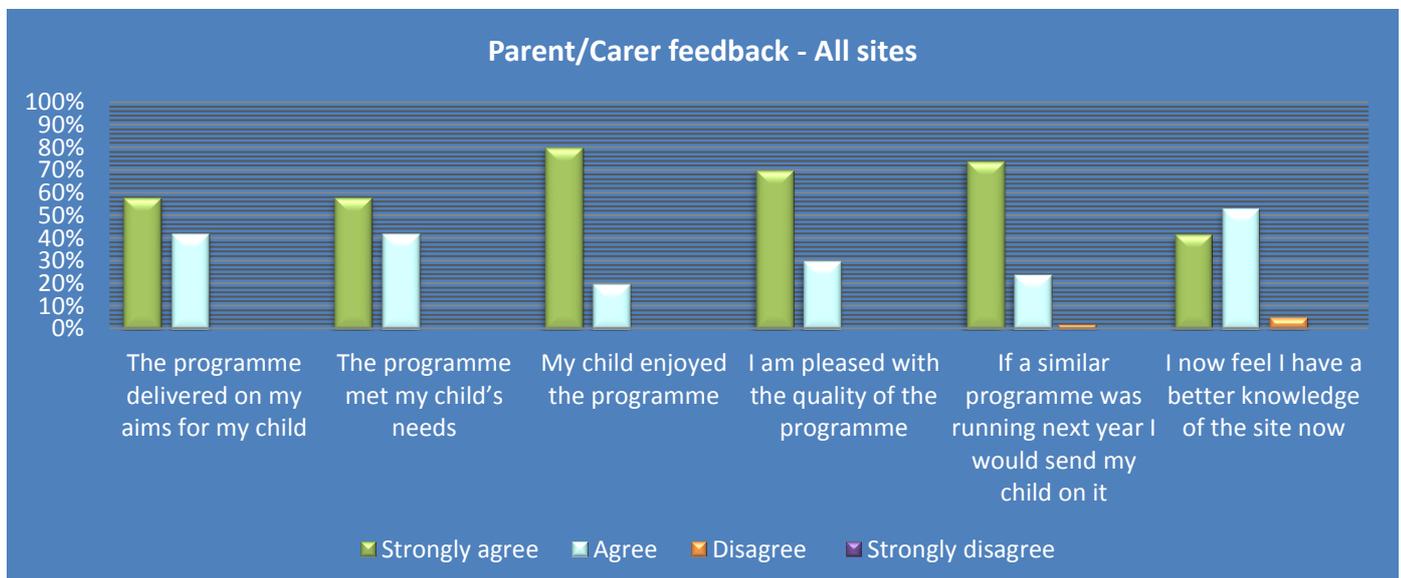
55 parents/carers returned feedback forms.

Parent/carer feedback on the quality of the programme was even stronger than their children. 100% of parents felt the programme delivered on their aims and met their child's needs. 100% of them felt that their child had enjoyed the programme and were pleased with the quality of what was delivered.

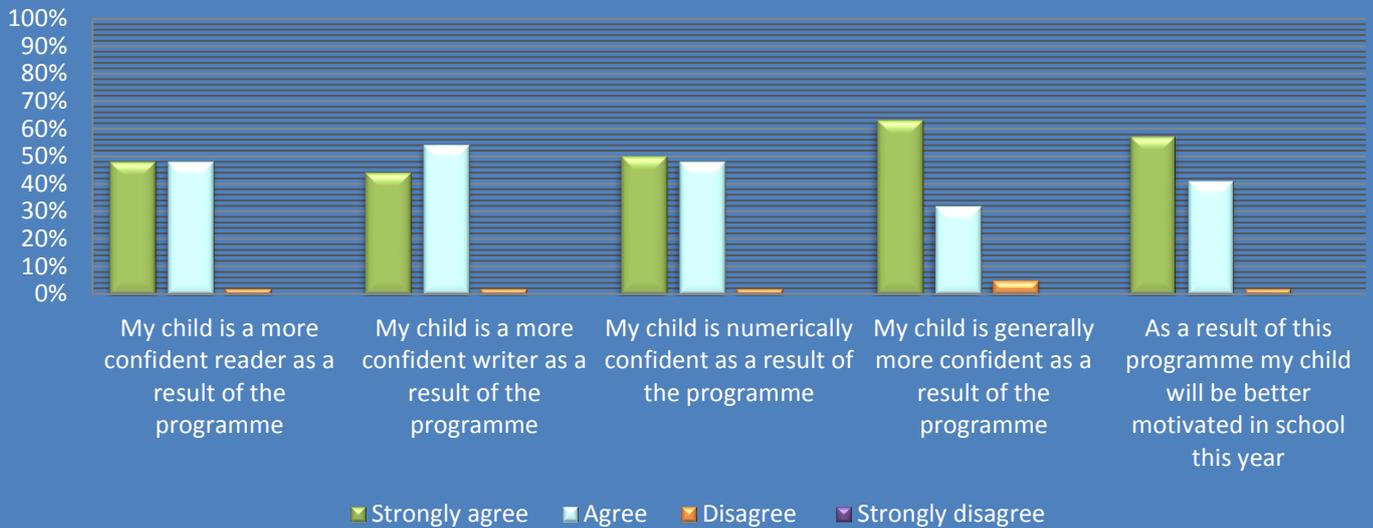
98% saw an improvement in their child's reading, writing and numeracy abilities.

**98% would send their child on a similar programme if it was running again next year.**

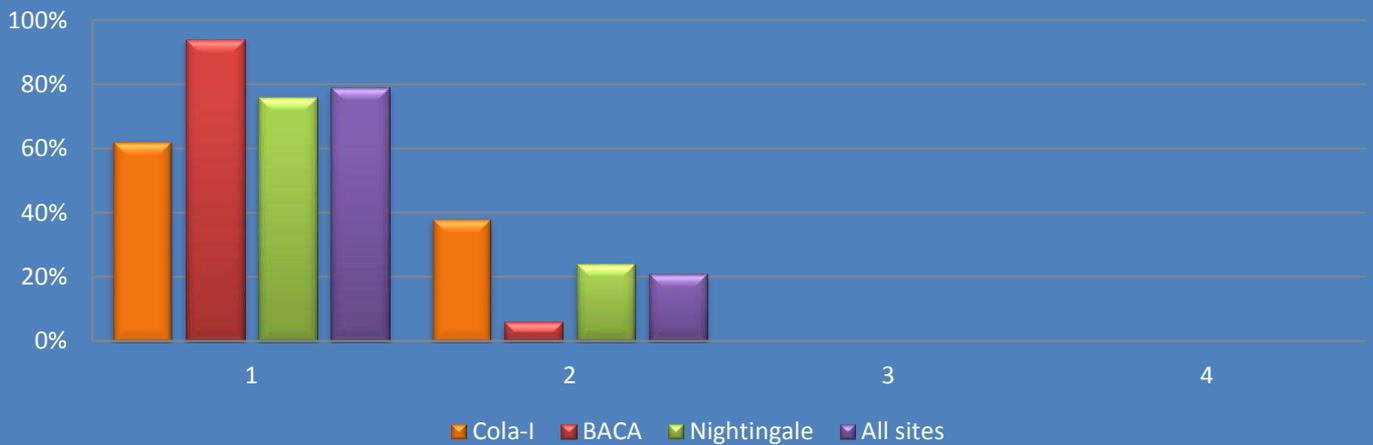
	Strongly Agree	Agree	Disagree	Strongly Disagree
The programme delivered on my aims for my child	38(58%)	27(42%)	0	0
The programme met my child's needs	38(58%)	27(42%)	0	0
My child enjoyed the programme	52(80%)	13(20%)	0	0
I am pleased with the quality of the programme	45(70%)	19(30%)	0	0
My child is a more confident reader as a result of the programme	30(48%)	30(48%)	1(2%)	0
My child is a more confident writer as a result of the programme	28(44%)	35(54%)	1(2%)	0
My child is numerically confident as a result of the programme	31(50%)	30(48%)	1(2%)	0
My child is generally more confident as a result of the programme	40(63%)	21(32%)	3(5%)	0
As a result of this programme my child will be better motivated in school this year	37(57%)	27(41%)	1(2%)	0
If a similar programme was running next year I would send my child on it	48(74%)	16(24%)	1(2%)	0
I now have a better knowledge of the school	28(42%)	34(53%)	3(5%)	0



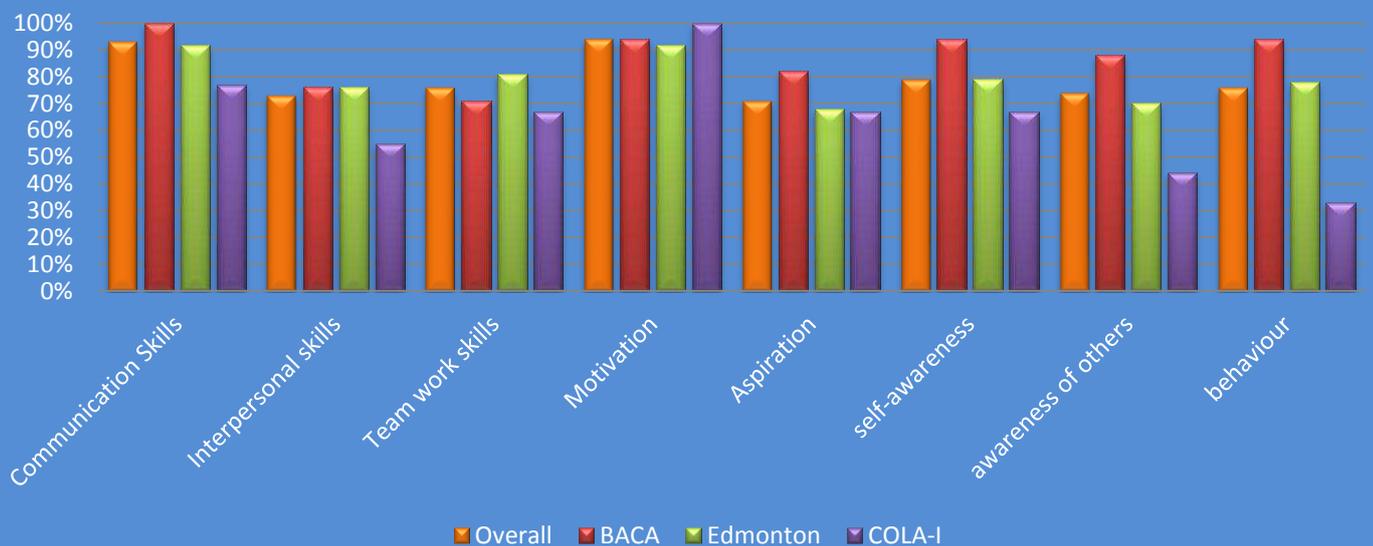
### Parent/carer feedback - all sites

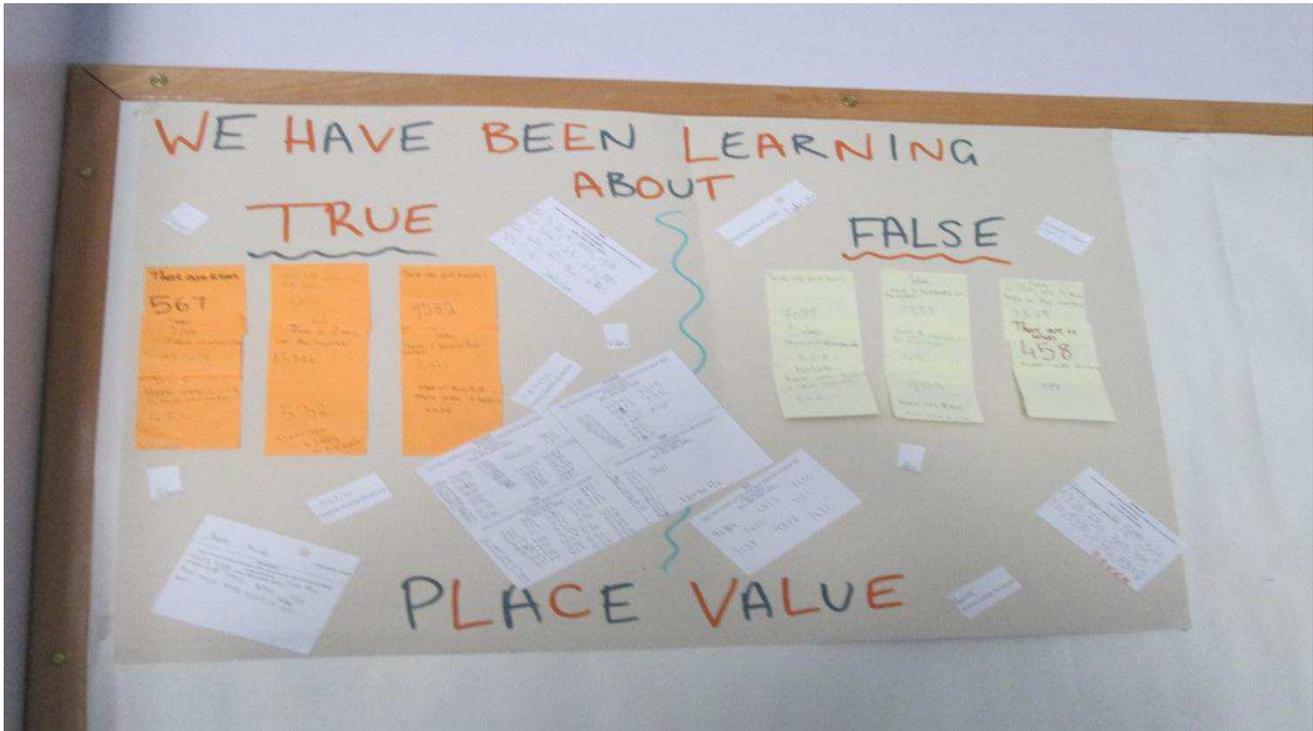


### Parent/Carer overall rating



### Skills development - parent/carer assessment





Sample timetable

Week One:  
3.30 home time

**Class 2**  
**Your mentors: Kanu and Emma**

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30	Registration	Registration	Registration	Registration	Registration
9	Meet your class	Numeracy Helen	Numeracy Helen	Numeracy Helen	Numeracy Helen
10.15	B	R	E	A	K
10.45	Introduction	Literacy Lizzie	Literacy Lizzie	Literacy Lizzie	Literacy Lizzie
12.00	L	U	N	C	H
13.00	Activities	Fencing	IT	Art	Science Activities
14.15		Cookery	Music		

Please remember to wear sports clothes on Tuesday

Coming up next week:  
Football and Trampolining!