

## Achieve Your Greatness Programme Analysis

January – December 2018

### Interim Report

## 1. Introduction

This interim report provides a summary of the work carried out by the Abram Wilson Foundation in five schools in 2018. It is based on feedback provided by students, supplemented by additional data from their teachers and from our workshop leaders. The report presents an overview of programme delivery, an assessment of progress towards our key aims and outcomes and some feedback on the quality of the delivery. Please note that all names have been changed to protect participants' anonymity.

## 2. Programme overview

In 2018, Achieve Your Greatness (AYG) ran five programmes at:

- Plumstead Manor, a secondary school in Greenwich
- Holy Trinity Catholic School, a secondary school in Birmingham
- Plumcroft Primary School in Greenwich
- Mulgrave Primary School in Greenwich
- Mossbourne Community Academy, a secondary school in Hackney.

This included:

- 126 young people took in the AYG programmes, between the ages of 7-18 years.
- 3490 people were reached through assemblies, pop-up performances and workshops.
- 97 hours of workshops and performances were delivered
- 7 teachers were upskilled to incorporate more arts and creativity into their teaching.

## 3. Programme aims and outcomes

### 3.1 Improving access to music and the performing arts for disadvantaged young people and their communities.

One of the primary aims of AWF's programmes is to improve access to music and the performing arts for disadvantaged young people and their communities.

Analysis of the data collected about the young people taking part in the five school programmes in 2018 reveals that:

- nearly three-quarters (**73%**) were from Black and Minority Ethnic backgrounds (**target 60%**)
- over two thirds (**68%**) were on Pupil Premiums/Free School Meals<sup>1</sup> (**target 60%**)
- a quarter (**25%**) had Special Educational Needs (SEN) or a disability (**target 15%**)

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<sup>1</sup> The Pupil Premium is additional funding given to schools to improve the attainment of disadvantaged children.

In addition, teachers were asked to provide further background information on the students selected to take part in the AWF programmes. Analysis of this data revealed that the young people were often living in extremely challenging situations or facing severe disadvantage living in households affected by poverty and some had suffered neglect or abuse, had witnessed domestic violence or were living with a parent affected by mental health issues, alcohol use or illness. Five of the young people were Looked After Children or had experience of living in care and two of the young people had been bereaved of their main carer. Many had low literacy levels, often accompanied by a lack of parental support for their engagement in learning and were also affected by mental health issues or lacked self-confidence. As a result, a number showed signs of troubled behaviour or difficulties in their relationships with their peers.

Baseline data collected by AWF in the autumn term also revealed that the young people taking part in AWF’s programmes had generally had little opportunity to engage with music and the performing arts; over three-quarters (76%) were not taking part in any regular out-of-school arts activities.

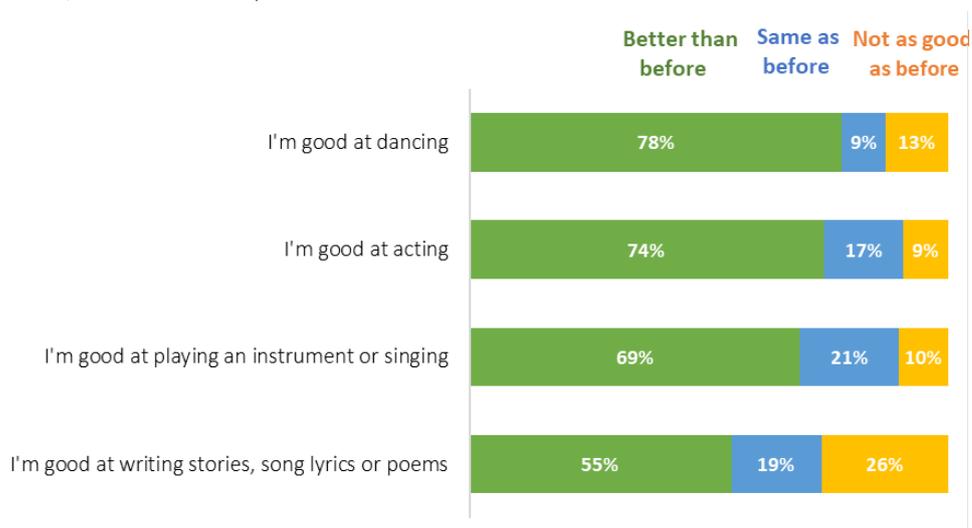
### 3.2 Inspiring young people to achieve their potential through music and the performing arts

The second key aim of AWF’s work is to inspire young people to achieve their potential by increasing their knowledge, skills, enjoyment and interest in music and the performing arts.

#### *Improved knowledge and skills in music and the performing arts*

Taking part in AWF’s programmes helps young people to improve their knowledge and skills in music and the performing arts. As Figure 1 shows, many young people felt that their skills had increased as a result of taking part in AWF’s programmes.

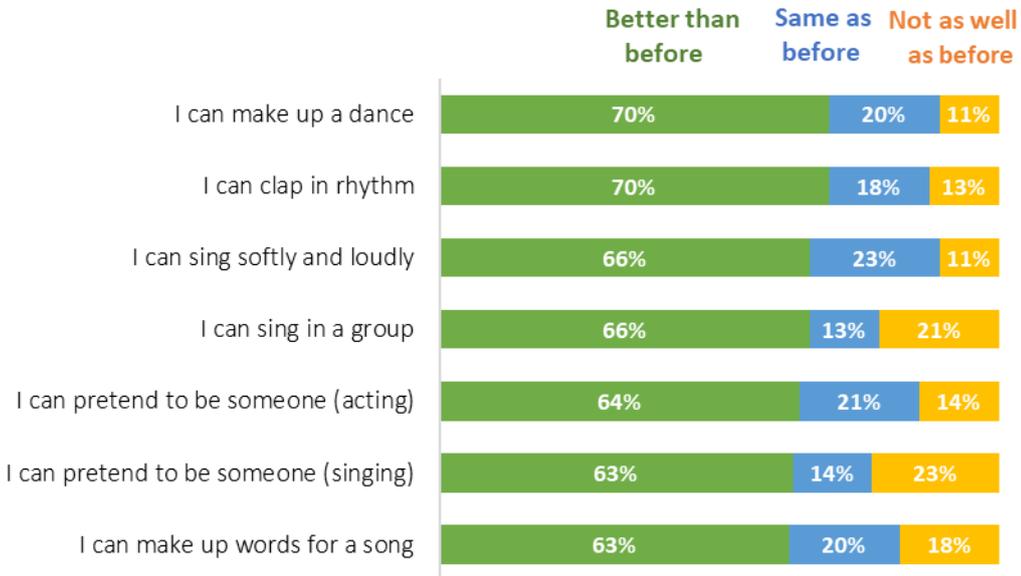
Figure 1: How young people rated their skills in music and performing arts at end of programme (n=53 – 68; autumn term)



The average self- rated score for young people having improved across the different skills in music and performing arts was **69% (target 65%)**.

Furthermore, as Figure 2 shows, young people also felt they had improved their artistic skills through taking part in the AWF programmes.

Figure 2: How young people rated their artistic skills at end of programme (n = 56 – 57; autumn term)



The average self-rated score for young people having improved across the different artistic skills was **66% (target 65%)**.

*I was surprised how quickly Ned adjusted to playing more syncopated rhythms on the drums, especially seeing as his musical background is in less demanding rhythmic genres.*

### Increased interest in music and the performing arts

AWF's programmes also aim to increase young people's interest in music and the performing arts.

**A target for the AYG programme is for 50% of participants to consider an arts subject for their GCSE options.** This was assessed at the end of the Mossbourne Community Academy project, which covered this age range. From 14 students, 12 were already taking art, music or drama GCSE and the remaining two planned to take one of these options; as such **100%** of students were taking or were planning to take one of these options.

An indicator, in earlier primary years, of later taking an arts subject as a GCSE option, is interest and enjoyment in music and the performing arts. Analysis of the feedback forms completed by young people at the end of the autumn programme, revealed that four-fifths of participants (80%, n = 71) reported an increased interest in music and the performing arts and nearly two-thirds (60%, n = 62) were planning to join after-school or out-of-school arts activities. Over half of young people who completed the follow up survey (55%, n = 22) said they enjoyed school lessons in art, drama or music more than they had done previously. Over half of this group (57%, n = 23) said they were participating more in after-school or out-of-school arts activities than they had done previously.

***Improved transferable life skills***

AWF's programmes also aim to enable young people to improve their transferable life skills.

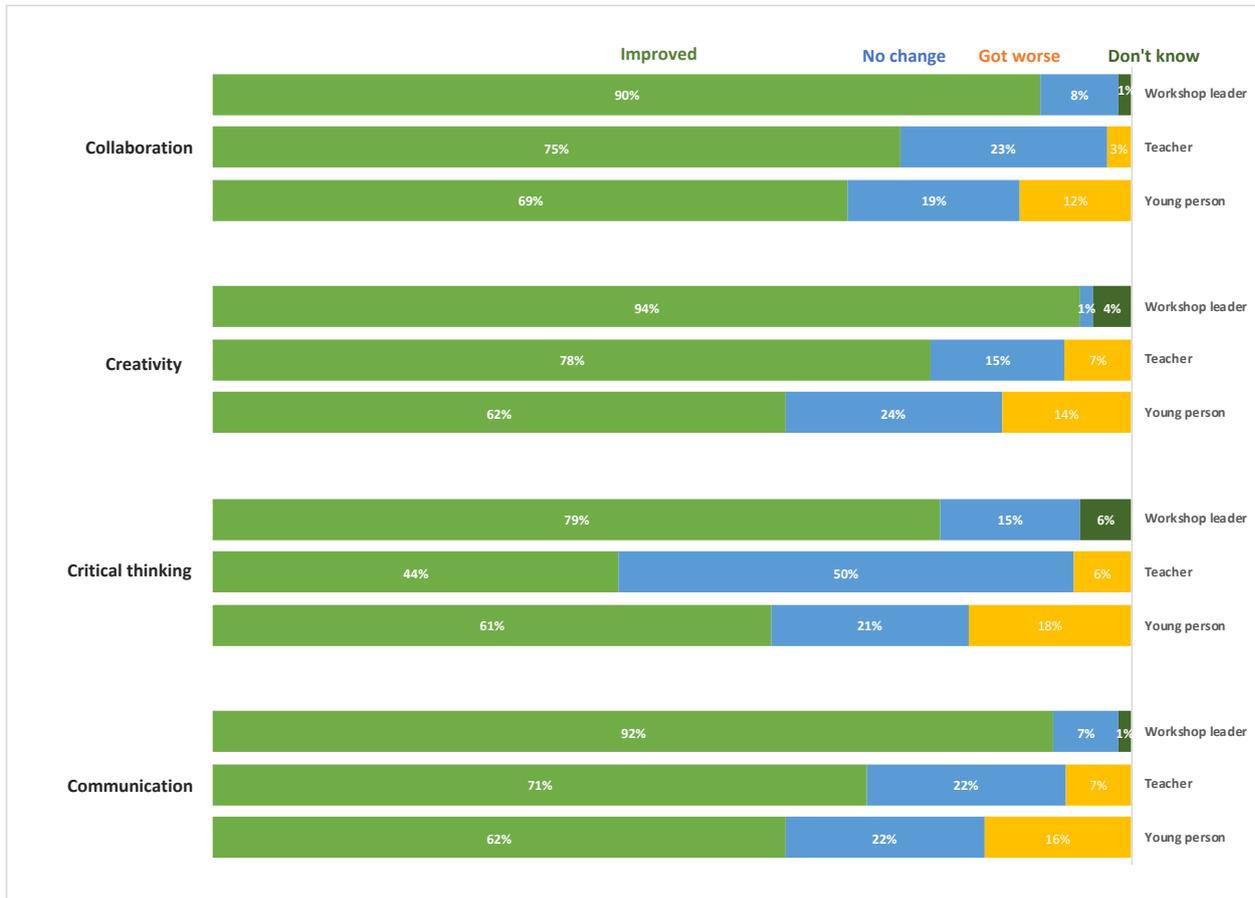
Our target is to improve the transferable life skills in **65%** of participants:  
Analysis of the average score from self-assessments from young people; workshop leaders;  
and teachers revealed that the AYG helped to improve

- Collaboration skills in **76%** of participants
- Creativity skills in **76%** of participants
- Critical thinking skills in **59%** of participants.
- Communication skills in **73%** of participants

A lower rating in critical thinking will be considered by the AWF team and fed into the review process for forthcoming projects.

A breakdown of these scores by assessor group and by transferable skill is given in figure 3. This illustrates that the self-rated scores by the young people are slightly lower than the target of 65% in creativity (62%), critical thinking (61%) and communication (62%). Analysis of the most recent autumn term's projects, however shows that young people's self-rated improvement scores are much higher, with creativity, collaboration, communication and critical thinking scoring 79%, 85%, 70% and 72% respectively. This indicates that the project has become more effective as it continually improves.

Figure 3: Young people, their teachers and workshop leaders assessment of their skills at end of programme (n = 72-111)



*At the beginning, Noel found it difficult to listen to others' ideas. At the end, he listened well and commented on learning about listening to others.*

### 3.3 Enabling young people to flourish at school and beyond

The third key aim of AWF's work is to enable young people to flourish both at school and in their lives more generally, by improving their wellbeing and their social inclusion.

Our target is to improve confidence in **65%** of participants.

The majority of young people taking part in AWF's programmes felt that it had helped them to feel more confident in themselves (**70%**, n= 107); workshop leaders and teachers also felt the project had improved confidence in **85%** (n= 111) of participants.

A further target is for **50%** of participants to improve their attendance, behaviour and engagement in class. The following wellbeing, and social inclusion and academic achievement measures are key indicators towards this.

**62%** of young people felt happier at school after taking part on the project. Feedback from workshop leaders (autumn term) and teachers suggests that they had seen improvements in 82% and 78% of young people's social skills respectively (n = 72). Furthermore, **two-thirds** of

young people who took part in the programmes felt they had more friends than before they took part in the programme (n = 70). This appeared to be sustained after the programme ended as nearly two-thirds of those who completed the follow-up survey (62%, n = 21) said they had more friends than they had before.

Additionally we gained evidence of an improvement in academic achievement. This was the third time that the project was delivered at Plumstead Manor School, which enabled the school to track the improvement of academic achievement of pupils over that time period

*We have been running the Achieve Your Greatness course for low attaining Pupil Premium students in Year 8 and last year when they were in Year 7. Last year we saw an improvement on the attainment of Pupil Premium students and again there has been an improvement of low attaining Pupil Premium students from -1.30 to -0.14. This is better than high attaining Pupil Premium and non-Pupil Premium students and I believe that the Achieve Your Greatness project is very largely responsible for this improvement. (Head of Drama)*

#### **4. Programme delivery**

We aim to continually refine the AYG curriculum and delivery based on feedback from students, workshop leaders, schools and partner organisations.

Feedback from the majority of the young people taking part in the programmes was extremely positive:

*It was excellent*

*I loved all of it.*

*it was wonderful :)*

Meanwhile, feedback from four workshop leaders highlighted various aspects of delivery that they felt could be improved. In particular, three of the workshop leaders felt that the planning of the programmes could be improved. Workshop leaders also identified a need for greater support with programme delivery, particularly in terms of having more support with students with support needs and from school staff generally. Staff at the National Maritime Museum have suggested to us that in the future we link into their annual programme of activities to provide a different experience with a wider audience for the students.

The AWF planning staff have incorporated these suggestions into our planning for the following year.

#### **5.1 Conclusion**

This evaluation of the programmes we have delivered over 2018 has shown that we are making good progress in achieving our key aims. There is strong evidence that our programmes are reaching young people from disadvantaged backgrounds, who often have little support with their education or access to extra-curricular activities. Our programmes have therefore increased the opportunities for young people, who might otherwise be excluded from such activities, to engage in music and the performing arts.

# abram wilson

## F O U N D A T I O N

Furthermore, our programmes have succeeded in inspiring many of these young people to increase their knowledge, skills and enjoyment of music and the performing arts. In addition, taking part in our programmes has enabled young people to improve their transferable life skills, particularly in collaboration, communication and creativity. These are core skills which help young people prepare for 21st century careers and life.

Finally, there was clear evidence of the programmes' impact in improving the wellbeing and social inclusion of participants, enabling young people to flourish both at school and beyond.