

Closing the gap project on progress of disadvantage student's attainment whilst following a Duke of Edinburgh programme

Background of "closing the gap" project

- Data analysis of current disadvantage students especially with ECHP, FSM, CIN have poor attainment in a PRU, due to low attendance and behaviour.
- Ofsted report on learning outside the classroom (2008). *Students' attitudes and behaviour during outdoor and adventurous activities and outdoor education activities are good and often exemplary, with mature responses to challenging situations.*
- record BATS (Behaviour Assessment target Sheet) Scores every 1/2 Term. The score is based on 4 topics; Classroom skills, Behaviour, Identify and Social skills.
- Student 1 - Female, Exclusion, FSM, CIN, ECHP, PP
- Student 2 - Male, PR1, FSM, CIN, PP
- Students 3 - Male, Exclusion, FSM, CIN, EHCP, PP

Research

- Rick Nauert PhD (2018) Outdoor Education Lessons Improve Student Engagement. <https://psychcentral.com/news/2018/01/12/outdoor-education-lessons-improve-student-engagement/131148.html>
- Saga Briggs (2018). Outdoor Learning Boosts Student Engagement. <https://www.opencolleges.edu.au/informed/features/outdoor-learning-boosts-student-engagement/>
- English Outdoor Council (2018). Values and benefits of outdoor education, training and recreation. https://www.englishoutdoorcouncil.org/Values_and_benefits.htm

Project Activities

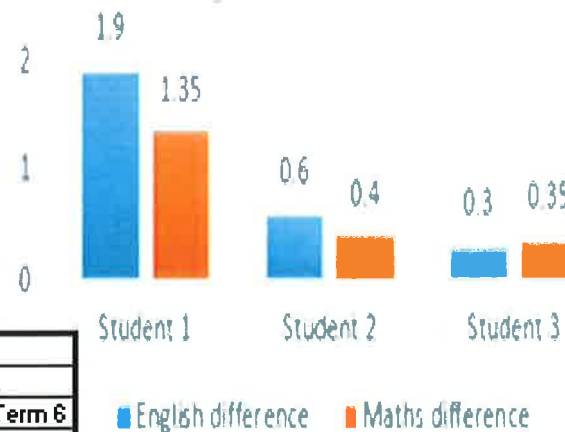
- Duke of Edinburgh Programme, includes 3month Skill & Physical, 6months Volunteering and Expedition. Include DofE 2hours a week on top of bespoke student's timetable.
- Skill - Growing Vegetables. Students worked together built a vegetable garden, planted and grew vegetables. Students oversaw the vegetable's, throughout the year.
- Physical - Developing fitness. Students went to the gym and designed a fitness programme to improve their endurance.
- Volunteering - Helping people in need. Students visited local church and painted fences and carried out chores. Students also went to Community Resource Centre and made emergency food parcels for people in need.
- Expedition - Students covered 24km walking for 2 days and camped overnight with close supervision.

	Attendance	
	Before Project	After Project
	2016-17	2017-18
Student 1	60%	88%
Student 2	65%	82%
Student 3	75%	94%

	Progress Data			
	Before Project	After Project	Before Project	After Project
	English 16-17	English 17-18	Maths 16-17	Maths 17-18
Student 1	0.7	2.6	0.1	0.55
Student 2	0.8	1.4	0.5	0.9
Student 3	0.2	0.5	0.3	0.65

	BATS Score			
	Before DofE Project		After DofE Project	
	2016-17 Term 1	2016-17 Term 6	2017-18 Term 1	2017-18 Term 6
Student 1	60	67	67	92
Student 2	65	75	75	88
Student 3	72	81	81	95

Progress difference



Impact of project

- Attendance shows that all 3 students have improved during the year that the project was in place. Especially student 3 as they have improved by 28%.
- The students BATS scores have also improved, which shows that students behaviour and self-esteem, has increased meaning that students are more focused and have developed resilience during lessons.
- With the combination of these factors students wanted to come to school more and learn, resulting progress in Maths and English increasing from previous year. Student 3 made the most impact from this, with both grade difference of over 1.35 which is beyond expectations of progress.
- As a result of this project SLT have increased the number of students partaking the DofE programme for the next academic year