

School of Teacher Education

THE HOPE CHALLENGE PROGRAMME

CASE STUDY

2016/17

PROJECT TITLE:	Attendance
SCHOOL:	Croxteth Community Primary, Mossway, Croxteth, L11 OBP
LEAD:	Jacqueline Neve
NUMBER OF TRAINEES INVOLVED:	8
YEAR / COHORT:	2
NUMBER OF PUPILS INVOLVED:	6
CLASS YEAR:	5 & 6

AIMS

- To improve attendance and punctuality of identified pupil premium children and foster high aspirations for their futures.
- To promote a vibrant collaborative and coordinated way of working for key partners in school improvement across the North West Region.
- To increase capacity for schools and LAs.
- To lead to sustainable outcomes for schools.
- To provide trainees with enhanced experience of pupil centred approach to teaching.
- To increase the number of talented graduates working in schools in socioeconomic challenging circumstances and those requiring improvement.
- To publish research findings to inform future provision.
- To develop a coordinated approach to research evidenced best practice.

IMPACT/OUTCOMES

Over the period of the project, pupils' attendance and punctuality improved. Post evaluation data (reflective comments) indicate multiple levels of impact. Trainee teachers reported their experience as enhancing their understanding of the wider contribution of education and within this model, the importance self-esteem as an indicator of aspiration and engagement. Parents commented on the differences they had witnessed in confidence and in the willingness of their child in participating in school life. The head teacher commented upon the impact of raising aspirations for the whole school community. She requested that the project run again next year for a longer period.

Trainee Reflections:

Could you describe how this experience has helped you in your professional role?

I have gained an understanding of the impact that the school environment and teachers can have upon children's attendance. I also have developed skills in motivating and inspiring children in order to help them want to come to school and learn, whilst being proactive in class too.

I intend to take elements of this into my professional career- I feel that the pastoral care of each child by myself is incredibly important for their wellbeing and development and so time should be set aside to talk with every child as often as possible, as well as getting to know them in the whole class setting. This should not be one sided- I have learned that sharing some of my own experiences with the child will help to build a relationship of trust and mutual respect.

Teacher Reflection:

"It's been a pleasure to work with you all. I had a chat with our Head yesterday and I will be continuing work with those children to maintain their improved attendance."

Sarah O'Neil, Class Teacher

Attendance Data – Target Pupils:

Pupil Name	Start Data Sep-27 Feb	5 Weeks Prior to Project 23 Jan-17 Feb	Week 1 of Project W/C 27.02	Week 2 Of Project W/C 06.03	Week 3 of Project W/C 13.03	Week 4 of Project W/C 20.03	Week 5 of Project W/C 27.03	End Data Sep- 31.03	% Improve ment
Anthony Clifton	79.7%	75%	80%	80%	60%	80%	80%	98.9%	19.2
Ryley Kirkby	69.3%	90%	80%	100%	80%	60%	60%	70.6%	1.3%
Mia Holme	81.1%	75%	80%	100%	100%	100%	100%	84.5%	3.4%
Nicole Hughes	70.3%	75%	80%	100%	100%	50%	100%	73.8%	3.5%
Brooke Kearney	74.7%	90%	100%	90%	60%	100%	100%	86.9%	2.2%
Jack Corkish	86.1%	100%	100%	100%	40%	80%	40%	92%	5.9%

SUSTAINABILITY/NEXT STEPS

Pupils will continue to be responsible for collecting attendance data and maintaining the university information board. Next academic year, Yr 5 pupils will continue to be University Champions, and will be tasked to train and mentor a new group of pupils (University Champions). Sarah O'Neil, will continue to track target and support pupil attendance.