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# Evaluation of SHINE on Saturdays

**Final Report**

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ESOS

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# Executive summary

## Introduction

The overarching aim of the SHINE[1] on Saturday programme is to enable schools or other educational organisations to create and run a SHINE on Saturday school with clear learning outcomes and to improve the educational achievement of underachieving children from disadvantaged backgrounds. The programme provides 150 hours of additional and creative learning every year for students who are underachieving in relation to their peers or compared to what they could achieve if they were stretched. The majority are based in schools. Each one runs for 30 Saturdays a year, working with 60 underachieving students at primary or secondary level (8 to 12 years old). The SHINE on Saturday model emphasises the creative curriculum and is based on alternative and accelerated learning concepts, which set it apart from traditional Saturday school provision. It recognises that each learner has an individual learning style and is designed to emphasise excitement, enrichment and activity-based, investigative learning.

SHINE, a charitable trust, makes grants available for the set up and delivery of SHINE on Saturday programmes and provides support and guidance materials for those delivering the programme. Since 2001, SHINE has approved grants for twenty one SHINE on Saturday programmes to support over 5,000 children from 70 schools in London. Currently SHINE is funding fifteen SHINE on Saturday programmes for over 900 students from 60 schools in Brent, Hackney, Haringey, Hammersmith and Fulham, Islington, Lambeth, Merton, Southwark and Waltham Forest.

The National Foundation for Educational Research provided an evaluation of the SHINE on Saturday programme and the effectiveness of SHINE in supporting its delivery. It should be of interest to policy-makers working on **closing the attainment gap** between richer and poorer children, those involved in the strategic leadership and delivery of **out-of-hours education**, and those considering investment in educational support for children from **disadvantaged backgrounds**.

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[1] SHINE: Support and Help in Education

# Key findings

## Impact of SHINE on Saturday

The evidence from our evaluation and the evidence provided by SHINE suggest that the SHINE on Saturday programme is having a positive impact on the lives of students in terms of learning, social and emotional outcomes as well as on teaching staff, schools, parents and the wider community.

Quantitative evidence showed that on average the attainment of SHINE on Saturday students – who have been identified as underachieving and from disadvantaged backgrounds, as evidenced by free school meals (FSM), special educational needs (SEN) and English as an additional language (EAL) data – had progressed in line with national expectations at Key Stage 2.

There was also a great deal of qualitative evidence gathered from SHINE students which showed increased confidence, self-esteem and better attitudes to learning. We know from the wider literature on study support that attainment is linked to these characteristics (MacBeath *et al*., 2001; Sharp *et al*., 2002; White *et al*., 2007). The qualitative data also identified several examples where SHINE on Saturdays was recognised as improving particular children's attainment. It was also evident from the interviews that the programme is helping students to develop a positive attitude towards learning and this was reported to have had a knock-on effect on widening participation in post-compulsory education and training, as students' aspirations for the future also improved.

## SHINE on Saturday provision

Our evaluation has shown that the individuals in the case-study projects predominantly believed in the effectiveness of the SHINE on Saturday model and adhered to it in terms of the pedagogical approaches, curriculum content ideas, resourcing levels and staffing quotas. Only one project, which is part-funded by SHINE, decided not to implement some of the core features of the model.

## Support to grantees

SHINE on Saturday staff felt that SHINE staff offered an excellent support service to them, in respect to the application, project set-up, implementation and monitoring and

evaluation processes. The *Making it Work* manual was said to be invaluable, particularly during project-set up. The rigorous application process was respected by applicants but may well prevent schools in very challenging circumstances from engaging with SHINE, due to the level of engagement required.

## Recommendations

### Taking SHINE on Saturday forward

It is evident that SHINE on Saturday is valued by students, parents and staff and is reported to be achieving an impact on students' behaviour, attitudes and attainment. There is good evidence that SHINE on Saturday is meeting its aim to enable schools or other educational organisations to create and run a SHINE on Saturday school with clear learning outcomes for underachieving children from disadvantaged backgrounds. There are also examples of the programme improving educational outcomes for particular students within the qualitative evidence. **We therefore recommend that SHINE continues to fund the SHINE on Saturday programme.** In order to achieve even greater impact in the future, we recommend that SHINE should:

- Continue with aspects of the SHINE on Saturday model that work well – this includes the number of sessions (30), the length of sessions (5 hours) and the student to staff ratio which provides small class sizes (20 students per class). It also includes the investigative cross-curricular approach to contextualised learning and the provision of enrichment activities
- Continue to focus on offering something different from mainstream school.
- Encourage greater liaison with Monday to Friday school, including sharing innovative approaches for teaching and learning with school staff, encouraging students to share their skills and informing class teachers of individual students' progress and achievements during SHINE on Saturday sessions (see Eliott *et al*., 2004 for further information)
- Guide practitioners on how to get the best value from visiting experts and educational trips
- Take account of the local community context by recruiting representative staff and mentors who can build links to all sections of the community and avoiding scheduling sessions during religious holidays
- Ensure each school in cluster projects has a key contact person to provide baseline data in a consistent format
- Consider extending SHINE on Saturday to Year 3 pupils.

## Measuring success

The impact of the SHINE on Saturday programme, as with many intervention programmes, is difficult to measure, given the range of influences affecting students' development. SHINE is committed to the collection, analysis and use of monitoring and evaluation data. Monitoring activities allow SHINE to build up a profile of the student cohort for each year, track individual students' progress over the academic year and report on the success of the programme to SHINE's Board of Trustees. To improve programme monitoring we recommend that SHINE:

- Commission statistical analysis and modelling to enable estimation of the impact of SHINE on Saturday on pupil attainment and quantification of the value of that impact compared to the cost of delivering the programme

- Expand the range of student contextual data that schools are asked to provide, to include Gifted and Talented students and those from asylum-seeking, refugee and Gypsy Romany traveller families

- Consider gathering data and reporting on the programme's impact on schools and communities, as part of standard programme monitoring

- Clarify the type of pupil attainment and attendance data and level of detail required, to ensure consistency across projects and to enable comparisons to be made

- Improve the monitoring and evaluation data tool and provide improved guidance and exemplars for the data gathering process and the end of year reports

- Explore ways in which monitoring data could be used formatively by grantees as well as summatively by SHINE

- Monitor projects' programme fidelity, as this is a key element in the quality of the experience for students, including assessing plans for delivery of projects as they go beyond the main period of funding

- Consider adopting the Quality in Study Support self-evaluation process (Wilson *et al*., 2004) and promoting its use to SHINE on Saturday grantees.

## Supporting success

We recommend that SHINE should continue to offer its excellent service to grantees. In order to develop the support provided, we recommend that the Trust should:

- Continue to use the *Making it Work* manual as the foundation of its support to Project Managers

- Encourage schools to embed SHINE on Saturday's curriculum approach within Monday to Friday school as a route to sustainability

- Facilitate more knowledge sharing between different SHINE on Saturday projects

- Review its application process to streamline it for applicants, in order to make it easier for schools to apply to become SHINE schools and so enable SHINE to reach more children in need of support. It is important to note that streamlining the process does not mean lowering the standards expected of SHINE schools

- Improve its guidance on funding and consider providing sample budgets to assist decision-making, encourage best use of resources and ensure that funding for core elements of the SHINE model is safeguarded. Asking schools to suggest their own funding requirements may not be the best way to achieve value for money

- Explore more ways to recruit target pupils, so that schools do not need to go outside of the core target group to fill places

- Consider how experienced SHINE on Saturday providers could be encouraged to share their knowledge, for example by becoming 'critical friends' to new entrants.

# 1.  Introduction

This report provides an evaluation of the impact of the SHINE on Saturday programme and the effectiveness of SHINE[2] in supporting its delivery. It should be of interest to policy-makers working on **closing the attainment gap** between richer and poorer children, those involved in the strategic leadership and delivery of **out-of-hours education**, and those considering investment in educational support for children from **disadvantaged backgrounds**.

The SHINE Trust aims to raise achievement amongst children and young people from socio-economically disadvantaged backgrounds in London and Manchester. SHINE provides funding for a range of educational programmes which focus on additional support for children from disadvantaged backgrounds. SHINE on Saturday is one of the core educational programme strands developed and funded by SHINE.

The SHINE on Saturday programme provides 150 hours of additional and creative learning every year for students (children in Years 4–7[3]), who are underachieving in relation to their peers or compared to what they could achieve if they were stretched. The majority are based in schools.  Each one runs for 30 Saturdays a year, working with 60 underachieving students at primary or secondary level.

SHINE makes grants available for the set up and delivery of SHINE on Saturday programmes and provides support and guidance materials for those delivering the programme. Since 2001, SHINE has approved grants for twenty one SHINE on Saturday programmes to support over 5,000 children from 70 schools in London.  Currently SHINE is funding fifteen SHINE on Saturday programmes for over 900 students from 60 schools in Brent, Hackney, Hammersmith and Fulham, Haringey, Islington, Lambeth, Merton, Southwark  and Waltham Forest.

There is a strong body of evidence on the impact of socio-economic factors on children's attainment and other outcomes. Government analysis (DCSF, 2009a) shows that in 2004, only 53 per cent of children receiving free school meals (FSM) who achieved the expected level in Mathematics at Key Stage 1 went on to achieve the expected level at Key Stage 2. This compares to 60 per cent of non FSM children who achieved the

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[2] SHINE: Support and Help in Education
[3] Our case studies and SHINE on Saturday's future direction focus on students in Years 4 to 6, but historically SHINE on Saturday has included Year 7 students as well.

expected level at Key Stage 2. In English the attainment gap at Key Stage 2 is even greater between FSM and non FSM children, amounting to nine percentage points.

Another indicator of success is participation in higher education. A recent parliamentary enquiry (HoC, 2009) found that more than twice the proportion of people from upper socio-economic backgrounds go into higher education than those from lower socio-economic backgrounds. In order to widen participation in higher education, the enquiry recommended primary school networks and pre-entry programmes to help raise the ambitions of young people, especially those living in disadvantaged areas. Furthermore, Michael Gove, Secretary of State for Education, has suggested that disadvantaged children should be able to attend school on Saturdays to give them better access to extra tuition, sport and music in compensation for the support that children from more advantaged backgrounds receive from their families (Sellgen, 2008).

It is therefore important to evaluate programmes such as SHINE on Saturday, which focus on helping to raise the attainment levels of Key Stage 2 and Key Stage 3[4] children living in deprived areas, in order to understand practice that is effective in supporting underachieving children, especially those from disadvantaged backgrounds.

The SHINE on Saturday provision falls under the broad umbrella of 'study support'.

> *Study Support is learning activity outside normal lessons which young people take part in voluntarily. Study Support is, accordingly, an inclusive term, embracing many activities – with many different names and guises. Its purpose is to improve young people's motivation, build their self-esteem and help them to become effective learners. Above all it aims to raise achievement.*
>
> (Wilson *et al*., 2004, p.2)

There is evidence to suggest that study support can be effective in improving outcomes. In 2001, a longitudinal research study (MacBeath *et al*., 2001) showed that secondary school students who took part in study support achieved significantly better GCSE results, better school attendance and more positive attitudes than students who did not attend. Benefits from study support were slightly greater for disadvantaged young people (those receiving FSM). Study support activities based on arts or sports were associated with improved student attainment to the same extent as those focused on academic subjects. Participation in study support during one year had a positive impact on attainment, school attendance and attitudes in later years.

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[4] Our case studies and SHINE on Saturday's future direction focus on Key Stage 2 students, but historically SHINE on Saturday has focused on both Key Stage 2 and Key Stage 3 students.

However, recent evaluations of study support programmes in the USA have led to a call for realistic expectations about impact:

> *We should balance a focus on test scores with an examination of the intermediate effects, for instance, of more parental involvement in school-related activities, more diligent homework completion, more school attendance, and better grades— efforts that may pay off in improved test performance over time.*
>
> (Kane, 2004, p 21)

Qualitative research into study support in England has considered secondary students' reasons for attending after-school programmes (MacBeath *et al*., 2001; Sharp *et al*., 2002). Six main reasons were given by students for attending 'I enjoy going to study support'; 'I can get help with my learning'; 'Disruptive students do not attend'; 'There is a more relaxed atmosphere than in lessons'; 'I can work with my friends'; and 'It is better than studying at home'. Similar findings were reported in a study of primary-age pupils (White *et al*., 2007).

The main components of study support found to influence positive outcomes are: young people's voluntary participation and commitment; offering something different which extends and enriches the normal school curriculum; experiencing positive relationships with peers, staff and mentors; and receiving individual support and feedback. These elements encourage a positive cycle of enjoyment, motivation, experience of success and self confidence, leading young people to become more active, successful and self-regulated learners (Sharp *et al*., 2002).

The development of policy and practice in study support has led to a wealth of practice and research evidence in the UK and elsewhere. This was drawn upon in the publication of official guidelines for providers wishing to measure themselves against national quality standards (Wilson *et al*., 2004; Northamptonshire County Council *et al*., 2010) and the development of a national recognition scheme[5].

In addition to the points raised above, SHINE on Saturday also provides opportunities for creative learning. This may be particularly important for young people whose opportunities for creative and cultural engagement are otherwise limited (for example, by poverty and/or lack of family engagement in cultural activities). As Sir Ken Robinson has argued, modern economies have a growing need for individuals with creative abilities,

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[5] This is run by *Quality in Study Support and Extended Services*, based at Canterbury Christchurch University.

yet many schools do not offer the kinds of open-ended, creative activities required to foster children's interests and develop their creative skills (Robinson, 1999 and 2001).

The findings of our evaluation of the SHINE on Saturday study support programme are presented in the following chapters:

- Chapter 2: The impact of SHINE on Saturday
- Chapter 3: Implementation of the SHINE on Saturday model
- Chapter 4: SHINE support to grantees
- Chapter 5: Conclusions and recommendations.

## 1.1 Evaluation aims and methodology

This section gives a brief account of the aims and methodology adopted in this evaluation. Further details on the research methodology used are provided in Appendix 1.

The core aims of the study were to:

- evaluate the effectiveness of the SHINE on Saturday model and its implementation on students' educational achievement
- assess the support provided to SHINE on Saturday projects by SHINE
- make recommendations on the future development of the programme.

In addressing these aims, the research team at the National Foundation for Educational Research (NFER) used a mixed methods approach, combining illuminative evaluation with quantitative data analysis. Illuminative evaluation is a qualitative approach which recognises that innovative instructional programmes cannot be separated from their learning milieu, including cultural, social, institutional, and psychological forces (see Parlett and Hamilton, 1972). The NFER team attempted to gain an understanding of the programme from the perspective of all those involved, as well as from observing sessions and reading documents. However, we should point out that the time available for the evaluation was relatively brief, which imposed inevitable limits on the depth of understanding achieved.

In September and October 2010, the team carried out case-study visits to **four** of the SHINE on Saturday projects (**two** cluster projects[6] and **two** single school projects). These

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[6] A 'cluster project' involves a group of local schools working together to deliver one SHINE on Saturday project.

visits involved **three** classroom observations and **49** in-depth semi-structured qualitative interviews with:

- Headteachers hosting SHINE on Saturday within their schools
- Project Managers making strategic decisions about implementation and delivery of the programme
- Head Tutors and Classroom Assistants delivering the programme
- Parents whose children attend the programme
- Students accessing the programme.

In order to further inform the study, the team carried out in-depth qualitative telephone interviews with Project Managers in an additional **three** SHINE on Saturday projects, two of which involved clusters of schools, and the third involved a single school.

Key staff at SHINE also provided information on their roles, in order to provide a complete overview of the SHINE on Saturday programme. NFER also reviewed SHINE on Saturday documentation, namely the 2008-09 end of year reports, end of year reviews and budget spreadsheets for SHINE on Saturday projects. These documents provided data on the funding and expenditure for each project, as well as the characteristics, attendance and attainment of their student cohort.

The evaluation is therefore based on interviews with 49 participants, observation of three sessions and documentary evidence.

# 2.  The Impact of SHINE on Saturday

This chapter presents the evidence on the impact of SHINE on Saturday on students, teaching staff and schools, parents and the wider community.

## 2.1  Summary

The key evaluation findings on the impact of the SHINE on Saturday programme are that:

- The SHINE on Saturday programme is having a positive impact on the lives of students in terms of **learning, social and emotional outcomes** as well as on **teaching staff, schools, parents and the wider community**

- Students are positive about the programme's impact on their **learning and attainment** data indicates that their progress is on a par with expected progress for children at Key Stage 2

- There were clear examples of SHINE on Saturday providing **additional learning and enrichment opportunities** for students

- Teaching at SHINE on Saturday can renew staff **enthusiasm for teaching**

- Curriculum and pedagogical **innovation has transferred** from SHINE on Saturday into Monday to Friday school in some instances

- The programme is reported to have had a positive impact on encouraging closer links within **communities and parental engagement**

- The programme is helping students to develop a **positive attitude towards learning** and this was reported to have had a knock-on effect on **widening participation** in post-compulsory education and training, as students' aspirations for the future also improved

- Interviewees from a number of projects suggested that **extending access** to SHINE on Saturday to Year 3 students would be beneficial, so that children could have an extra year of study support.

## 2.2  Impact on students

SHINE on Saturday's overarching aim is to improve students' educational achievement. We know from the wider literature on study support that attainment is linked to other characteristics, such as confidence, behaviour and attitude to learning (MacBeath *et al*., 2001; Sharp *et al*., 2002; White *et al*., 2007). The evidence shows that study support has

the potential to enhance young people's self-confidence and encourage resilience, which are important outcomes in themselves, as well as for their contribution to current and future learning. We therefore report on perceptions of impact on these associated factors, as well as on attainment itself.

### 2.2.1 Confidence and self esteem

One of the main impacts of SHINE on Saturday that was consistently and overwhelmingly reported in the qualitative interview data from staff, students and parents was increased student confidence and self-esteem. Improved socialisation was particularly noted in the cluster projects where children from different schools were working together. Students and parents provided many compelling examples of improvements in children's confidence, such as:

- '[SHINE on Saturday has] *changed my confidence – never had guts to say something in assemblies* [but at SHINE I] *speak in front of class'* (Year 6 girl)

- '[at] *Monday to Friday school I didn't have confidence to work out on whiteboard* [at SHINE I] *now do'* (Year 6 girl)

- '*they are more confident with their work. It helps their understanding'* (Parent of Year 6 children)

- '*I also think that for people who haven't got much confidence in themselves and haven't got many friends, they can come to SHINE and make other friends from other schools'* (Year 6 student)

- '[my daughter is] *more confident* [and] *willing to try'* (Parent).

There was one group of students who held less positive views of the curriculum offered to them. They were also notably less positive about the impact of the programme on their confidence and self-esteem. As one explained '*It's helped me in my lessons, but not as a person'*. This group of students were attending the SHINE on Saturday project that deviated most from the original SHINE model.

Staff whom we interviewed recognised that improving students' confidence was an important stage in the journey towards improved attainment. This was exemplified by one Headteacher who noted that the SHINE students had become notably more confident and articulate in their speaking which had, in turn, led to improvements in their writing. As she explained: '*Seeing them grow in confidence and self-esteem and that then having impact on their learning. I love it.'*

Some of the end of year reports (2008-09) also provided individual examples of increased confidence leading to an impact on classroom learning. The link between increased confidence and improved attainment is illustrated in the following example from one of our case-studies.

One girl started Year 6 with very low achievement levels and did not get on well with others in her class, leaving her socially isolated at school. However she finished Year 6 with '*very good results*' – high level 4s, almost level 5s – rather than the level 3s that the school would have expected, based on her Key Stage 1 results.

The Headteacher attributed her improvement, at least in part, to her regular attendance at SHINE on Saturday. This involved a cluster of schools, which exposed the student to people she would not have had the opportunity to meet and work with otherwise. She got on well with this new group of people and became more socially confident as a result.

### 2.2.2  Motivation

Attitudes to learning were notably more positive for some students on Saturdays, compared to their attitude to Monday to Friday school. This was also evident in the qualitative data provided in the end of year reports (2008-09). Staff related this positive attitude to students' increased enjoyment, engagement and understanding of their learning at SHINE on Saturday. SHINE on Saturday students felt valued and enjoyed and took pride in their work which, as one Year 6 boy noted, was not always the case in regular school:

> '*Sometimes when I get my homework* [from school] *I don't actually do it all, I just play on my DS [games console] or play outside. But at SHINE they taught me, I feel that the work I do is really important and I feel like the work I do isn't all serious. If you do a test it's sort of fun but when you do it at normal school it's not that fun*.'

Other students explained that:

> '*When you go to normal school you basically do maths, literacy, science and you don't go on many trips. But when you come here it's like they're teaching you something, but they turn it into fun.*'

> '*[SHINE on Saturday] is more fun – we do experiments and maths games*'.

One Year 6 student concluded the interview with the following comments which highlight the social and emotional value of SHINE on Saturday alongside the increased enjoyment of learning:

> *'I think that everybody who goes to my school should come because… not so they can meet new friends and chat, but so they can feel more free in their work and they don't have to keep on doing writing every day because SHINE can put it into exciting stuff'.*

One Head Tutor attributed the improvement in student engagement with learning to the kinaesthetic approach to learning:

> '*For the children we've got, the kinaesthetic approach supports them. During the week these children disengage from rote-style learning. [*On Saturdays] *they become adventurous learners - people who will challenge themselves'.*

### 2.2.3 Aspirations and widening participation

Helping students to develop a positive attitude towards learning was a key feature of the SHINE on Saturday projects that we evaluated. This was reported to have had a knock-on effect on widening participation in post-compulsory education and training, as students' aspirations for the future also improved.

In one case, a Year 6 girl was selected for SHINE because she was underachieving despite being gifted and talented. She explained how SHINE on Saturday had given her new ideas for a future career:

> *'I'm going to try and be a scientist. I used to want to be a journalist but then when I came to SHINE I …learnt… about Charles Darwin and his theory and when we learnt about his theory it actually changed my mind and that's why I want to become a scientist'.*

The use of peer mentors was reported to be a key facilitator of raised aspirations. One case-study project noted that their peer mentors provided positive role models to students, with peer mentors who were pursuing careers in law and medicine helping to raise the students' career aspirations. The observation that '*a lot of children aspire to be peer mentors*' (Head Tutor) supports the success of this important element of the SHINE staffing model. Visiting professionals, who were brought in to deliver sessions with the students, also broadened the students' experiences and aspirations. Providing role models who students could relate to was particularly powerful.

The enrichment activities were also perceived to be beneficial for students. A unanimous view among Project Managers and Head Tutors was that trips out of school broadened children's horizons and, as one project manager stated, '*socially educated children that there is a world outside'.*

### 2.2.4  Attainment

As part of our evaluation, we have examined the quantitative attainment data collected by each SHINE on Saturday project. All projects provide baseline and progress attainment measures for literacy and numeracy. SHINE uses this data to track and report on academic impact for each individual project. The tables below summarise the data presented in the end of year reviews (2008/2009) for the five SHINE on Saturday projects in primary schools where progress by sub-levels was recorded for literacy and numeracy.

**Figure 2.1: Progress in Literacy**

| Progress over one year: | Number of students | Percentage |
|---|---|---|
| 4 sub-levels or more | 19 | 7 |
| 2-3 sub-levels | 124 | 48 |
| 1 sub-level | 71 | 28 |
| No measureable progress | 43 | 17 |
| Total | N=257 | 100% |

**Figure 2.2: Progress in Numeracy**

| Progress over one year: | Number of students | Percentage |
|---|---|---|
| 4 sub-levels or more | 20 | 8 |
| 2-3 sub-levels | 107 | 40 |
| 1 sub-level | 88 | 33 |
| No measureable progress | 51 | 19 |
| Total | N=266 | 100% |

The data shows that, over the course of a year:

- Just over half of SHINE on Saturday students' progressed by at least two sub-levels in literacy and just under half progressed by at least 2 sub-levels in numeracy[7]

- About one in fourteen progressed substantially (four or more sub-levels) in literacy and about one in thirteen progressed substantially in numeracy

- About one in six made no measureable progress in literacy and about one in five made no measureable progress in numeracy.

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[7] The average expected progress is 1.5 sub-levels in a year, or 3 sub-levels over the course of two years.

The programme is being delivered for children who have been identified as underachieving and from disadvantaged backgrounds, as evidenced by free school meals (FSM), special educational need (SEN) and English as an additional language (EAL). On average SHINE on Saturday students' progress is on a par with the expected average progress for children at Key Stage 2 (DfE, 2010).

The vast majority of students whom we interviewed felt SHINE on Saturday was helping with their school work. One student said: '*No doubt about that. If there wasn't SHINE my levels would not be like this*' and another explained: '*Now I understand what they are teaching you*'.

Students reported gaining a better understanding of subjects they had struggled with during Monday to Friday school, particularly in maths. Several suggested that the different delivery methods at SHINE on Saturday had enabled them to understand topics such as algebra and fractions. Examples of how this had been achieved included in-depth explanations from teachers, studying maths through art, and greater access to computer-based maths games.

Staff were generally more reticent in making direct attributions regarding any improvements in attainment specifically to SHINE on Saturday. However, a number of staff reported quantitative evidence of SHINE on Saturday students' improved attainment, such as where attainment levels had increased by at least two sub-levels. One project manager gave an example of a student who obtained a maths scholarship to a local independent school; she believed that this achievement was due to the extremely effective extra support received at SHINE on Saturday. Others made comments such as '*we can see that they have made good progress*' (Project Manager), '*their reading always seems to improve*' (Project Manager) and SHINE on Saturday '*has had an impact on student attainment; many students have increased sub-levels*' (Head Tutor).

In one project where assessments took place twice a year and were '*very, very structured*' in English, Maths and Science, the Project Manager felt this had worked successfully and had enabled the comparison between SHINE on Saturday students and non-SHINE on Saturday students, highlighting that '*80-90 per cent of the SHINE students do better than non-SHINE students*'.

Through an analysis of her monitoring and evaluation data, one Project Manager had noticed that students who had attended SHINE on Saturday for longer, i.e. for two years rather than one, showed evidence of a greater impact: '*The longer they stay on the*

*project, the better their learning outcomes are'*. This suggests that it is important for students to maintain good attendance throughout the year, an already positive key feature of the SHINE case-study projects, and to continue attending year on year. Interviewees from a number of projects suggested that extending access to SHINE on Saturday to Year 3 students would be highly beneficial, so that children could have an extra year of study support.

### 2.2.5  Transferable learning

There were several examples of students transferring learning from the SHINE sessions back to weekday school. This was highlighted by many students in our case-studies. One student said: '*I like SHINE because when I come on a Saturday, I learn more stuff. When I go back to school and learn lessons, I understand more'*. Another gave an illuminating example in which she had transferred learning of algebra from SHINE on Saturday into school, using her understanding to support her classmates. This suggests that the SHINE on Saturday model of learning delivery makes a clearly notable difference to our student interviewees not only when they attend SHINE on Saturday, but also in their Monday to Friday classroom experiences.

One Project Manager explained that such a transfer was a specific aspiration of SHINE on Saturday:

> [SHINE students will be able to] '*transfer their learning from the topics that we are exposing them to, to other areas in the curriculum – for them to have wider views of things, be able to become better, self-directed learners'*.

### 2.2.6  Attendance and punctuality

Overall, there was evidence of good attendance and punctuality at SHINE on Saturday. Attendance data presented in the end of year reviews (2008/2009) for nine SHINE on Saturday projects, showed that average individual annual attendance stood at 86 per cent. This indicates that a high proportion of students and parents are very committed to their voluntary agreement to attend SHINE on Saturday. The encouraging level of commitment shown by students attending SHINE on Saturday reinforces evidence cited earlier in the report, which highlights that one of the main components of study support linked to positive outcomes, is young people's voluntary commitment and participation.

Though not widespread, where there had been issues with absence it was reported to be due to students wishing to pursue other activities on Saturdays, such as going to football practice, secondary school open days or religious events, or because parents were not fully engaged and therefore unwilling to bring their child regularly each Saturday

morning. However, with strict attendance policies (in line with the Manual, which states that if students are absent for three Saturdays in one term they lose their place on the project) this was reportedly uncommon: '*Parents are quite aware now, that basically because it's not normal school, we take no prisoners! They're out straight away* [if persistently absent]' (Project Manager). Nonetheless, strategic scheduling of Saturday sessions could help to avoid clashes with, for example, religious events.

Encouragingly, even students who had issues with attendance and punctuality on weekdays had good attendance records for SHINE on Saturday. One Teaching Assistant gave a compelling example of a girl who was usually late for school on weekdays, but would arrive at half an hour early for SHINE on Saturday sessions.

### 2.2.7  Behaviour

There was evidence of SHINE on Saturday impacting on students' behaviour and social skills. Staff referred to improvements in students working collaboratively together and demonstrating improved behaviour and communication. There were also comments from staff about SHINE on Saturday offering students a fresh start from any behavioural issues observed during Monday to Friday school, particularly when the SHINE project was run in a different school to their own and/or when they were working with different staff members. Several projects actively sought external staff, feeling that new faces offered students who struggled with behavioural challenges in school a '*fresh start*' on Saturday.

The example below illustrates the impact on one student's behaviour:

A Year 6 boy with recognised emotional and behavioural difficulties (EBD) was finding it difficult to control his emotions in school and had problems with anger management. He was invited to join SHINE on Saturday, which he loved and '*really settled down*'. The Project Manager commented that '*he ended up having a really successful year*'.

Staff invited the boy to return to SHINE on Saturday the following year to work as a peer mentor (despite the other peer mentors being older). They felt this continued link with the project would provide him with support during the transition to secondary school and provide benefits for existing SHINE on Saturday students as well. On the day we visited, the classroom assistant had observed the boy playing football with some of the students when one had fouled him. Instead of getting angry or aggressive he said 'it's alright, it's alright, play on, play on', indicating his assumption of responsibility and a demonstrating a marked improvement in his ability to cope with conflict.

### 2.2.8  Involvement in learning outside of school time

Part of our analysis focused on what students might be doing if SHINE on Saturday did not exist. Of the 15 parents we interviewed, only three indicated that their son or daughter would most likely be involved in some kind of learning activity, club or group on Saturdays (mainly sport-based). The descriptions of Saturdays before their child's involvement in SHINE included:

- '*pestering* [her mother] *to go out on the streets*'

- '*watching the Disney channel*'

- '*sitting in front of TV or computer game*'

- '*play-doh, shopping*'.

The students we interviewed gave similar responses, with just three of the 15 indicating that they might be involved in some other kind of structured learning activity such as '*weekend clubs*'. Most reported that they would be at home watching television or shopping with their family, for example:

> *I'd probably be going shopping with my mum but I don't really like going shopping. Or I would probably be playing my DS* [games console]. *I feel sometimes bored in the house because it's like there's nothing really to do except watch TV or play my Nintendo DS. But at SHINE you've got like lots of things to do.*

> [I would be doing] *what any normal kid would be doing like watching TV, playing games, maybe going to the park or something, having a picnic, stuff like that.*

These examples show that SHINE on Saturday is clearly providing a number of additional learning and enrichment opportunities for these students and is consistent with the research evidence on what motivates young people to attend study support (Sharp *et al.,* 2002).

## 2.3  Impact on teaching staff and the wider schools

Previous research (Eliott *et al*., 2004) has demonstrated the ability of study support to impact on everyday school practice in two main ways. First, study support provides staff development, offering a risk-free context for teachers to experiment with innovative techniques and to refine practice before adoption in the mainstream classroom. Second, strategies for teaching and learning developed in study support settings frequently transfer directly to compulsory education settings.

Our evaluation of SHINE on Saturday found compelling evidence of these impacts on teaching staff (at an individual level) and on the wider schools. At an individual level, SHINE on Saturday gave staff a renewed passion for teaching. One Project Manager commented that teachers are in danger of becoming '*stagnant*' but SHINE on Saturday effectively encourages teachers to enjoy teaching again. Another demonstrated her enthusiasm by saying '*now [SHINE on] Saturdays isn't a job for me anymore*'. Similarly, Teaching Assistants described their enjoyment of, and satisfaction with, their role on Saturdays. In line with findings by Eliott *et al.* (noted above), SHINE on Saturday enabled teachers to be more experimental with their teaching methods and learning techniques. It also provided more formal professional development opportunities for members of staff. For example, it enabled one to work towards a Headteacher qualification. In another case, taking on the role of a Tutor, provided a Teaching Assistant with the opportunity to develop the curriculum which was invaluable experience in support of his application for a teaching qualification. Neither of these opportunities were felt to be possible within Monday to Friday school.

Several teachers talked about using the more experimental teaching techniques and activities that they used at SHINE on Saturday in their school lessons. In one case the Project Manager explained that the SHINE on Saturday curriculum had been tremendously helpful in developing her school's creative curriculum, as SHINE staff shared examples of the students' work and the types of activities used with colleagues. One of the techniques used in SHINE to record students' work through photographs has been adopted across the school. Similarly, another Lead Tutor stated that she was using the methods she had developed at SHINE on Saturday in school lessons, not just in her own school, but also in other schools in the borough.

In one case, a class teacher contacted the SHINE Project Manager after some of her pupils had enthused about the activities they had done in SHINE on Saturday. The Project Manager shared her lesson plans with the class teacher. Other staff shared their SHINE on Saturday lesson plans with other SHINE on Saturday staff and in the case of one Head Tutor, had made teaching materials developed for SHINE on Saturday publicly available online.

One Headteacher summed up her feelings about the contribution of SHINE on Saturday to the school as follows: '*I can't emphasise how much I think it's an important thing for this school – it's one of the things that contributes to the success of the school*'. This provides a striking example of how the SHINE on Saturday programme has enabled

sharing of good practice and resources amongst staff within and outside of the programme.


## 2.4 Impact on parents and the community

Eliott et al. (2004) concluded that study support has the potential to support strategies for social inclusion in mainstream practice. In this study, there was firm evidence that SHINE on Saturday was impacting on parents and the wider community by bringing different communities and schools together with a common purpose. This was evident where projects were working in clusters.

SHINE on Saturday was reported to be breaking down the perceived barriers (related to socio-economic status) between parents from different backgrounds (such as those in receipt of state benefits and those who were not). As one Headteacher said: '*That divide isn't a divide when they are all sitting in the hall and all sharing the successes of their children*' and a project manager said: '*They have become a community of SHINE rather than of the five different schools*'. This view was also corroborated by parents, as one parent commented: '*It's a very friendly atmosphere, it's like one big family and* [my children have] *made lots of friends, their 'SHINE' friends.*'

In a recent review of evidence on community cohesion and parental involvement, Statham et al. (2010) note that out of hours clubs, which bring school and home closer together, can be a "powerful lever in securing improved learning outcomes." One mother explained how, after SHINE on Saturday sessions, she feels more ready to ask her children more about their day: '*so I get involved in asking them what they have done and how did they feel about it and what happened today*'. For this mother who worked Monday to Friday, engaging in her children's school activities was easier on Saturday.

One parent said that SHINE on Saturday had had a positive impact on her own confidence: '*I never thought I'd send my kids to Saturday school... I've got a bit more confident and it's made me feel a bit more involved*'.

In one case-study project parents felt that the SHINE on Saturday tutors were easier to talk to than teachers on Monday to Friday. This group of parents felt the Tutors had more time to talk to the parents both before and after sessions and that the Tutors were more '*relaxed*' compared to Monday to Friday teachers.

Two of the four case-studies were located in areas where there were problems with gang culture. These provided examples of SHINE on Saturday helping to bring the community together. For example, in one case, students from different areas in the community were parochial and very suspicious of each other when they began attending SHINE on Saturday, but through their involvement they were learning to interact and break down the misconceptions about people living in other areas. One Project Manager suggested that SHINE on Saturday provides '*An excellent role model for the community*'.

One of the Head Tutors summed up the strong contribution of the initiative to staff, schools and the local community in the following terms:

> *SHINE have given me a chance to develop my own skills, my teaching and leadership skills, and all staff at various levels to improve. Not only is it helping the children, but it's helping the adults as well. And it's about helping the community, so there's gratitude for that. We know we're being paid to do it, but our community are benefitting from it and it will help the future generation to become responsible adults. A lot of projects can get funded and there's no impact, but this is really making a difference.*

# 3. Implementation of the SHINE on Saturday model

This section describes the SHINE on Saturday model and how it has been implemented and adapted within seven SHINE on Saturday projects. Information on the model has been drawn from presentations from SHINE Trust staff and the contents of the SHINE manual[8]. Information on implementation comes from interview data with project staff and beneficiaries, NFER's observations of three SHINE of Saturday teaching sessions and the end of year reports (2008-09).

In interpreting and understanding the way projects have been implemented, it is important to note that the context for each project was different (in terms of the length of time it had been in operation, where situated, whether operating as a single school or as part of a cluster, and in terms of the circumstances of the individual school). In particular, projects that have progressed beyond core three year funding to part-SHINE funding can vary the model a little, for example, in order to cut overall costs and improve sustainability.

## 3.1 Summary

The key points emerging from the evidence on provision are:

- The SHINE on Saturday model, including the **curriculum and pedagogical approach** is much in evidence across the case-study projects

- One project demonstrated less programme fidelity, in terms of staff roles, organisation of the day, curriculum focus and provision of lunches. Reduced creativity within the curriculum seemed to be the key factor in student dissatisfaction expressed within the project, and we would recommend that a **creative curriculum** focus should be a non-negotiable element in the SHINE model

- Ensuring that SHINE on Saturday offers something **different to Monday to Friday school** was felt to be important in engaging students

- Staff reported that the **small classes sizes** and **high staff:student ratio** at SHINE on Saturday were key to achieving individualised learning

- Parents and children appreciated the **enrichment activities and resources** offered by SHINE on Saturday projects. Evidence from one project highlighted the importance of providing a varied and interesting programme of activities and visits

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[8] The SHINE on Saturday manual, *Making it Work*, is a guidance booklet which sets outs the SHINE on Saturday model. It is provided to all SHINE on Saturday school Project Managers by SHINE.

- All projects valued and encouraged **parental engagement**. Recruiting staff who are **representative of the local community** can help to encourage take-up and engage families

- The projects are achieving the aim of supporting **students from disadvantaged backgrounds** (as identified by FSM, EAL and SEN), though the extent to which they are recruiting Gifted and Talented children or those from refugee or asylum-seeking families or Gypsy, Romany traveller backgrounds is unknown

- All projects are committed to **monitoring and evaluation**, but there is scope to improve the consistency and formative use of data

- Schools view funding as crucial to the **sustainability** of their SHINE on Saturday projects. Many are proactively fund-raising, while some were trying to embed elements of the SHINE on Saturday curriculum and learning delivery into Monday to Friday school

- There were mixed views on whether SHINE on Saturday could or should be delivered for less funding. It was suggested that any **cost savings** would be at the expense of key programme features (such as trips and school lunches)

- If adapting **staff roles**, the potential impact on the quality of provision needs to be considered.

## 3.2   SHINE on Saturday model – organisation of the day

The SHINE on Saturday model is delivered through 30 teaching sessions during each academic year. Each session must be held on a Saturday and run for five hours. Lunchtime is an important part of the SHINE on Saturday day, designed to promote social interaction between students and staff. All the case study projects were delivering the requisite number of five hour sessions, with a lunch break, mainly between the core hours of 10.00am and 3.00pm.

## 3.3   Curriculum model and learning delivery

The SHINE on Saturday model integrates curriculum and learning delivery theory. The model emphasises the creative curriculum and is based on alternative and accelerated learning concepts, which set it apart from traditional Saturday school provision. It is designed to emphasise excitement, enrichment and activity-based, investigative learning.

Another distinguishing feature of the learning environment is its more informal, community feel. Teachers are called 'tutors' and pupils are 'students' within the SHINE on Saturday classroom, to indicate a difference from the usual teacher-pupil relationship.

The model also encourages vertical class groupings, so that students of different ages can learn and share skills with each other and support their older/younger peers.

The vast majority of projects had embraced the SHINE on Saturday curriculum and learning ethos. Where this was the case, students were very positive about the curriculum and felt that they were learning in a fun environment, using a range of resources and experiencing different ways of learning. Where vertical class groupings had been put in place, students were reported to have become '*one big community, not just classes*'.

For the more established projects, the SHINE on Saturday curriculum had evolved as projects became more experienced in delivering it. One Head Tutor stated that his project had '*learned lessons in the first year that it was too much like school*'. He felt their curriculum has since become '*more active*' and they now ensured that their curriculum engages students '*on every front*'. Some examples of the curriculum content and learning activities that two case-study schools were using are given in the box below.

One class focussed on Robin Hood as part of their literacy curriculum. Students role-played being Robin Hood, complete with costume and bow and arrow, and had to respond to questions in character. Students then wrote diary entries from Robin Hood's point of view. These activities provided an opportunity to develop their communication and creative skills and explore new vocabulary.

In another project, the students wanted to do more speaking and listening activities, so for Black History Month the tutors organised mock 'freedom fighter' trials, which encouraged the students to use their debating skills in a mock courtroom. They were put on trial and had to develop arguments in order to put their points across. The students enjoyed the role play and were reported to be more confident about using new vocabulary.

In contrast to the examples given above, one project, which was part-funded by SHINE, had reduced the creative aspects of their curriculum offer in response to feedback from parents, who wanted a greater focus on literacy and numeracy. Although staff at the project felt that it had been a challenge to '*match [the curriculum] up with what SHINE wanted*' they felt that they had balanced SHINE's ethos with parents' wishes, by incorporating creative cross-curricular themes and topics with specific literacy and numeracy learning objectives. However, the students we interviewed wanted provision to be more '*fun*', creative and investigative, with one student commenting, '*we don't do*

*enough art. Art is when you express yourself, but most of the time in Art, you don't have enough time to express yourself''*. Students also felt that a focus on writing in Science had led to overuse of pens and paper and hankered for a return to investigative learning with microscopes, which they had enjoyed using in the previous year. This suggests that deviating from the SHINE on Saturday model by reducing the creative aspects of the curriculum can have negative implications for students' learning experiences at SHINE on Saturday.

The SHINE manual, which is provided to all SHINE on Saturday Project Managers, includes a set of timetable exemplars but does not prescribe a set timetable for learning sessions. Unsurprisingly, the case-study projects had differing approaches to structuring sessions. Some projects chose to focus on core subjects (literacy, numeracy and science) in the morning and 'enrichment' subjects (such as art, drama and sport) in the afternoon. Others structured entire learning sessions around a topic, covering multiple cross-curricular areas and skills over the course of the day. The key principle was to ensure that SHINE on Saturday met students' needs while feeling different to school.

*'In the morning we did two sessions as we would do in school, but just linked around our themes, e.g. research or presentations etc., so the structure of lessons in the morning was the same as school, then they had their lunch and then they worked with the artists in the afternoon. The children's feedback was always that it didn't feel like school. I think we got the balance of making sure there was some proper learning happening but that we did it in a way that they didn't really feel like it was school'.* (Project Manager)

## 3.4   Individualised learning

The model recognises that each learner has an individual learning style. The theory is that enabling students to learn in the way that is most natural to them facilitates faster, easier learning. SHINE on Saturday's ethos also values the Theory of Multiple Intelligences (Gardner, 1999). This holds that IQ alone is not an absolute measure of intelligence and draws attention to the importance of other skills and intelligences (such as visual-spatial and bodily-kinaesthetic learning), which can be addressed through a creative curriculum.

Case-study interviewees felt that SHINE's focus on individualising the curriculum enabled them to exercise flexibility in developing their content and learning plans without restricting pedagogical innovation. Most Project Managers and tutors reported regularly

re-visiting their curriculum areas and resources, consulting students and building on lessons learned, in order to ensure that curriculum and learning experience was appropriate and engaging.

A Project Manager in one SHINE on Saturday project explained that providing a learning environment that is '*a lot more individualised than it can be at regular school*' made a notable difference to their students. This was enabled through i) smaller class sizes, which were repeatedly cited as a key, positive factor in enabling students to '*have more control over the pace of things*' and a better, more individualised learning experience, where those who needed more support could be given it; and ii) by designing the curriculum around the specific needs of students (identified through prior knowledge of students, student questionnaires/feedback sessions and speaking to parents). Head Tutors also voiced a need to be '*aware*' of different learning styles and welcomed the fact that an individualised learning approach was embedded within SHINE on Saturday.

## 3.5   Enrichment activities and resources

Creativity is fostered by interactions with ideas and achievements of other people (Robinson, 1999; 2001). The SHINE on Saturday model emphasises the importance of providing enrichment activities, such as access to learning resources and trips to places of interest, which broaden students' horizons. SHINE on Saturday funding is intended to cover all costs associated with giving students access to these resources and experiences.

All the case-study projects had invested in resources such as books, science equipment, art materials and props. A number of the projects were also able to access school resources, such as computers, calculators and whiteboards. Students were using resources and props to aid their learning across the literacy and numeracy sessions that we observed. They were generally very positive about the availability of resources at SHINE on Saturday, especially in relation to science and numeracy.

A number of project staff also commented on the importance of giving students access to resources and activities that they might otherwise not have had, and the subsequent improved learning outcomes:

One SHINE on Saturday project improved provision for *National Curriculum Science 1: Investigative Skills,* because, as the project manager observed, it offers a *'better budget for science equipment'.* These resources supported discovery learning in which, '*children truly understand topics*' as '*they have "found" evidence through memorable activities rather than being told what to think*'. Parents felt that the practical investigations in science had ignited their children's interest in the subject, as evidenced by their children's experiments and conversations at home.

Another SHINE of Saturday school had no access to a swimming pool and very few of the students could swim. By forming a partnership with a local independent school, the project was able to offer swimming lessons to the students using the independent school's facilities. Swimming is now included in the main school curriculum and all children have access to swimming lessons at the local pool.

Parents appreciated the learning and cultural opportunities that trips offered their children, who were reported to always '*look forward to the trips*'. This was also evident in the qualitative data provided in the end of year reports (2008-09). Parents felt that the trips helped to bring learning to life for the students, while students in most of the sites were equally enthusiastic and highlighted clear links between the curriculum and the visits:

> I think that the topics are very interesting because sometimes when we do a topic we always go on a really fun trip... like last week we went to the Museum of London and we made notes and now we're doing a poster to convince other people to go to the Museum.

It was noticeable that in one of the case-study projects, all of the interviewed students were less positive about going on trips. Their reasons for this were that they had made more than one visit to the same museums and said that they '*don't go to fun places*'. It may be worth noting that these students attended a partially fee-paying SHINE on Saturday project (though we do not know whether they themselves paid fees) which might confer different expectations. This draws attention to the importance of providing interesting and varied trips and inviting feedback from students in order to meet their needs.

## 3.6    Selection criteria and process

SHINE on Saturday aims to support students aged between 7-12 years old who are underachieving in comparison to their peers, and/or their own potential. In particular, the programme is targeted at:

- Children from socio-economically disadvantaged family backgrounds (using Free School Meal (FSM) status as a proxy)
- Gifted and Talented children from families unable to fully support their educational development
- Children with a range of Special Educational Needs (SEN) resulting from a variety of social, emotional and medical factors
- Children in whose homes English is an Additional Language (EAL) or is rarely spoken
- Children from families who are refugees, asylum seekers and Gypsy, Romany Travellers.

A review of the student profile information and interview data for the four case-study projects showed that all projects had targeted students with EAL, FSM status and SEN. The 2008-09 data, in Figure 3.1 below, shows that, as might be expected, there was some variation in the representation of these groups across projects. However, all projects had high proportions of disadvantaged students within their cohorts when compared to national average data in England in 2009, and were targeting the key groups outlined in the SHINE on Saturday model. National data based on the School Census 2009 (DCSF, 2009b and 2009c) shows that 16 per cent of primary children in England were eligible for free school meals, compared to over 50 per cent of pupils across the SHINE on Saturday case-study projects. The School Census also indicates that 15 per cent of primary pupils in England were known or believed to have a first language other than English, while this was the case for at least two fifths (39 per cent) of pupils across the SHINE on Saturday case-study schools.

The School Census data for pupils in maintained primary schools with SEN shows that:

- Two per cent of pupils had a statement of SEN
- 14 per cent of primary pupils were categorised as School Action
- Seven per cent of pupils were School Action Plus and
- Over a fifth (21 per cent) of pupils were SEN without a statement.

Whilst not broken down into categories of SEN, the SHINE on Saturday contextual data in Figure 3.1 shows that a minimum of at least a third (34 per cent) of pupils across the case-study projects were deemed SEN.

**Figure 3.1    SHINE on Saturday contextual selection data 2008/09 by case-study project**[9]

| SHINE on Saturday case-study project | FSM | SEN | EAL |
|---|---|---|---|
| Case-study project A | 50% | 39% | 51% |
| Case- study project B | 53% | 44% | 39% |
| Case- study project C | 67% | 34% | 46% |

The qualitative interview data and baseline data suggested that schools were recruiting some Gifted and Talented students. The evaluation, however, could not ascertain the extent to which schools were reaching students who were Gifted and Talented, from refugee or asylum-seeking families or Gypsy, Romany traveller backgrounds, as data was not collected on this.

The ways in which projects sought to recruit the programme's target population varied. Some Project Managers in single school projects worked with class teachers and Special Educational Needs Coordinators (SENCOs) to identify students who met the selection criteria and would benefit most from SHINE on Saturday. In cluster projects, Project Managers worked with either teachers or SENCOs within each cluster school to identify suitable students. In one cluster project, all Year 4-6 students were invited to apply for a place on the SHINE on Saturday programme, with places awarded on a first come first served basis. A review of the data for this case-study project found that this strategy was successful in reaching students with EAL, SEN and FSM. Underachieving students who were not on FSM status were also offered places at a cost of £50 per year.

## 3.7    Parental engagement and involvement

A recent review of the literature concluded that engaging parents in supporting learning in the home is one of the most successful ways of raising pupil achievement, and is particularly important for children from disadvantaged backgrounds (Statham *et al* 2010). The SHINE model highlights the importance of engaging parents in the programme and

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[9] Comparable contextual selection data was only available for three of the four SHINE on Saturday case-study projects.

includes exemplars with which to promote and inform parents about the programme and suggestions for how to involve parents in SHINE on Saturday.

Staff valued the involvement of parents and carers highly and felt that parents had bought into the benefits of SHINE on Saturday for their children. According to one interviewee, parents were particularly key to their children's involvement '*because it's the parents that make them get here on time and come every week*'. Another made a similar point by explaining that where parents had not been committed to the programme in the past, there were subsequent attendance issues. While many Project Managers agreed parents were important in ensuring student involvement, it was also acknowledged that students '*had to want to be there too*'.

A range of strategies was employed by the SHINE on Saturday project staff to support and encourage parental engagement. All projects had held assemblies at the beginning of the programme and invited parents to attend, many of whom did so. Parents were also invited to celebratory events and special assemblies, which sought to engage parents in celebrating their children's hard work and achievements. Parents had also been involved in helping with school trips, supplying and helping to make resources for drama productions, providing food for end of year celebrations and in learning activities. The overarching view was that parents were '*always welcome*' and the projects had an open door policy.

> One case-study project invited parents to attend the first SHINE session of the year and, as well as explaining the aims of SHINE and giving an outline of the creative curriculum planned, asked parents to participate in a group activity with the students where they had to classify and categorise pictures of masks. The parents 'were so, so involved and wanted to carry on!' (Project Manager).

Around half the Project Managers reported encountering difficulties in engaging parents with EAL, citing language as a barrier to engagement. One project had successfully overcome this issue by recruiting a Peer Mentor who spoke the relevant community language. In another case, the Head Tutor's ability to speak '*some Spanish*', had helped to overcome communication difficulties. Where community languages were spoken by SHINE on Saturday staff, this was reported to have been successful in aiding parental engagement and communication.

Parents involved in the evaluation of SHINE on Saturday appreciated being able to speak to staff informally about their children's progress and having opportunities to ask

questions. Parents commented that staff were '*very approachable*' and friendly and always gave regular feedback about the programme and their children. Project Managers used a variety of methods to communicate with parents, including SMS texts, letters, phone calls and informal meetings at drop-off and pick up times. Some parents also reported that knowing the content of their children's lessons in advance had been useful, while others appreciated being consulted on the types of activities that they wanted SHINE on Saturday to provide. Parents who worked during the week welcomed the fact that SHINE on Saturday took place at the weekend, as it represented a good opportunity to participate in their children's learning. However, for parents who worked on Saturdays, this prevented their involvement in the programme.

## 3.8   Monitoring and evaluation

SHINE is committed to monitoring and evaluation and is pro-active in analysing and evidencing the impact of all its programmes. The SHINE on Saturday programme has a structured monitoring and evaluation framework to measure impact on students' attainment. Project Managers, often supported by Head Tutors, are expected to provide SHINE with annual data on attendance and attainment; SEN, FSM and EAL data for the student cohort; qualitative accounts of the projects; and accounts of expenditure against project budgets. While staff interviewed unanimously welcomed SHINE's non-prescriptive and flexible approach to what data is given in the end of year reports, the considerable variation in the type and extent of data presented has limited the use of the monitoring data within this programme evaluation.

Monitoring activities allow SHINE to build up a profile of the student cohort for each year and provides a means of tracking individual students' progress over the academic year and reporting on the success of the programme to SHINE's Board of Trustees. Data analysis also plays a key role in identifying underperforming projects, that may need more support from SHINE. For example, SHINE follow up on low attendance and certain distributions of disadvantage indicators, in order to ensure that projects are meeting their remit.

Projects had approached monitoring and evaluation in similar ways, starting with obtaining student baseline assessments from schools. However, some projects re-assessed students in September rather than relying on data from the previous summer term. It is worth noting that this is likely to provide lower baseline data, as it may reflect lower scores resulting from summer learning loss, whereby pupils' attainment can be negatively

affected by a lack of learning opportunities during the summer holidays (Cooper, 2003; Sainsbury *et al.*, 1997).

In single school projects, data was easily accessible to Project Managers. Cluster projects presented more of a challenge. One cluster Project Manager had struggled with baseline data consistency across the cluster schools, creating subsequent difficulties in monitoring progress. Having a key contact person in each cluster school was felt to be crucial in order to combat such issues.

All projects were monitoring student attendance weekly, so as to follow-up any persistent absentees, but monitoring attainment was far more variable. Formal assessment monitoring, focused on literacy, numeracy and science, ranged in frequency from twice a term to once a year. One Project Manager noted that, while assessment was important, they had to '*be careful not to do this too much, as children have commitments during the week*'. However, all projects regularly monitored children's progress throughout the year by marking their work, collecting portfolios and consulting students and parents on progress. In one project, photographic evidence had been used extensively in monitoring and evaluation, a practice that has now become embedded within Monday to Friday school.

In cluster projects, while student progress information was shared with schools, interviewees pointed out that schools carried out their own assessments and some were '*too busy*' to engage with the SHINE on Saturday data too. Single school projects felt more ownership over the SHINE on Saturday monitoring and evaluation data, which facilitated informal information sharing across the school. There was, however, little evidence to suggest that interviewees had used the assessment data formatively and there is scope for more active use of student data to inform planning and progress monitoring through a self-evaluation process, such as the national recognition scheme *Quality in Study Support and Extended Services*, based at Canterbury Christchurch University.

## 3.9   Costs

The importance of demonstrating cost effectiveness in study support is widely recognised:

> *Study support costs money. It can be cost effective much of the time because it is able to make the most of existing resources... Spending on study support in a context of limited resources will be easier to justify if people see a clear return on*

*investment. A case can be more convincingly presented to external funders where a systematic record of costs and benefits is kept, disseminated, discussed and creatively managed.*

<div align="right">Wilson <em>et al</em>., 2004, p. 36</div>

According to documentation[10] from SHINE, funding per project per annum is £60,000, which usually decreases over the duration of the grant period.

*Expenditure includes 60 days project management, three Saturday tutors (qualified teachers from any school), three classroom assistants, three peer mentors from a local secondary school, premises management, bursar fees, promotion, recruitment and training and all costs associated with curriculum delivery (resources, visiting professionals, trips, celebrations and lunches). The grant recipient school is responsible for appointing someone to the project manager post and for governance of the project. It is also expected to commit a school building and any associated heating, lighting and cleaning costs on Saturdays.*

SHINE provides a model budget for the SHINE on Saturday project and asks grantees to monitor and report on spend against each budget line. The budget covers project management, all teaching staff, an allowance for peer mentors and a contribution towards bursar and caretaking costs, expenditure associated with enrichment: resources, trips, professional speakers, travel and lunches. SHINE provides up to full funding for the first three years of the programme and then considers staggered down funding of 50 per cent and 33 per cent.

The evaluation included an analysis of the data presented in the budget documents and end of year reviews (2008/2009) for SHINE on Saturday projects, focusing on annual costs (using actual spend) for each project against the number of sessions delivered and number of students. These figures were calculated using the following formulae:

Cost per session $= \dfrac{\text{Annual grant for each project}[11]}{\text{No. of sessions}}$

Cost per student per session $= \dfrac{\text{Cost per session}}{\text{No. of students}}$

Usually each 5 hour session is run for 60 students but the actual number of attendees at any one session could be rather lower (or slightly higher) than 60. In interpreting this data it should be noted that SHINE on Saturday projects were at different stages of

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[10] SHINE on Saturday Project Overview document
[11] Including funding from sources other than SHINE, where applicable.

development: some were in their first year of operation whereas others were in their fourth year and running on a reduced grant. Relevant data was available for eight projects. It is worth noting that there was some variation in the grants – not all SHINE on Saturday projects were operating on a £60,000 budget. The calculations are presented in the Table 2.3 below:

**Figure 2.3:** Calculation of the average cost per session

| Total spent | Total number of sessions | Cost per session |
|---|---|---|
| £41,674 | 30 | £1389.13 |
| £52,831 | 30 | £1761.03 |
| £59,160 | 30 | £1788.17 |
| £54,715 | 30 | £1823.83 |
| £30,186 | 16 | £1886.63 |
| £56,750 | 30 | £1891.67 |
| £57,265 | 30 | £1908.83 |
| £61,950 | 30 | £2065.00 |
| | | AVERAGE cost per session **£1814.29** |

The analysis of costs per session shows that:

- The cost to run a SHINE on Saturday session ranged from £1389 to £2065, showing a difference in cost of £676 per session

- The average cost per session was £1814

- Assuming a full attendance (with 60 students per session) gives a cost per student per 5 hour session of £30.

Care should be taken in interpreting the cost analysis using this method, which relies solely on the total grants spent. As the Ewing Marion Kauffman Foundation (2005) has explained, there is a tendency to underestimate the complexity involved in measuring costs and benefits in relation to study support. Accurate measurement of costs should take account of additional costs and all consumed resources of value to society, both budgeted and unbudgeted. Although we were unable to obtain realistic estimates of the monetary value of these unbudgeted resources, we were able to gather some qualitative data on the types of resources involved (see Section 3.10 below).

## 3.10 Sustainability and funding

The rigorous and lengthy application process associated with the SHINE on Saturday programme is intended to ensure that prospective schools match the critical aims of SHINE and will be viable and sustainable. SHINE provides up to full funding for the first three years of the programme and, where a project has the capacity to grow or become self-sustaining, SHINE may offer part-funding for subsequent years of 50 per cent and 33 per cent. Appendix 2 provides details of the funding arrangements in each project and the proportion of total project costs covered by a grant.

Project Managers were passionate in their view that there would always be a need for '*something like [SHINE on Saturday] in the community*'. However, all the SHINE on Saturday case-study schools felt that SHINE on Saturday could not '*survive without funding',* be it from SHINE or elsewhere. All the case-study projects were developing fund-raising strategies and many had already identified other actual and potential funding partners, such as educational charities. One school had utilised the skills of parents with professional experience to form a fund-raising team to generate new strategies for fundraising and sustainability.

Many interviewees were concerned about the potential success of fund raising in the current fiscal climate and some suggested a number of cost-effectiveness measures, which are summarised below:

- Closely monitor and, where necessary, cap the levels of funding allocated to schools, as the disparity in the level of funding requested by some schools suggests that some projects '*ask for too much*', which prevents other schools from accessing funding

- Where schools are not able to fill all available places or there are issues with attendance, paid for places should be offered to underachieving children who may not meet other criteria, such as having FSM status. Two case-study projects were already charging a nominal fee to some students to help to meet the costs of resources. As well as contributing to costs not covered by the programme[12], they felt this made students and parents more appreciative of the value derived from SHINE on Saturday)

- Reduce the salary for the Project Manager (which was noted to be significantly higher than the salary for SHINE teaching staff)

- Once the SHINE on Saturday project is established, build the Project Manager role into the role of an Assistant Headteacher while removing some of their Monday to Friday responsibilities

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[12] Such as governance of the project, use of a school building and any associated heating, lighting and cleaning costs on Saturdays.

- Combine voluntary and paid staff in the future development of SHINE on Saturday provision
- Reduce the amount of staff time spent delivering SHINE on Saturday
- Do not offer school lunches and do not provide expensive enrichment activities.

Although many interviewees recognised that these savings could be made, most felt that, considering the target group, removing these aspects would be detrimental:

> *Money could be cut but it would affect the enjoyment of the pupils I think… the resources are very important and time to do the curriculum and the amount of adults – that's essential.* (Head Tutor)

One Project Manager explained, the grant allowed staff to offer '*great trips which we wouldn't have been able to do if we were asking children to pay'.* Another expressed concern that children from deprived backgrounds should have access to the same experiences that are provided by more affluent families:

> *Some of the things they [SHINE] are funding are targeted at children who are mainly not able to do those things* [i.e. expensive activities]… *the advantage of something that is funded well is everyone can go and challenge themselves.*

On the issue of asking pupils to bring their own lunches, it could be argued that providing lunch ensures that all students, including those who are more disadvantaged, have equality of access to a healthy lunch, which has implications for cognition, attention span and can impact on achievement. In one project (which was beyond the core three year funding) where students had been asked to bring in packed lunches some students had attended SHINE on Saturday without lunch. In these limited instances, staff had provided a meal.

Some projects were taking a different approach to sustainability, seeking to transfer SHINE on Saturday approaches to teaching and learning into Monday to Friday school, in order to ensure successful and innovative teaching and learning practices become embedded within the school ethos (see Elliott *et al.*, 2004). This is an important development which is likely to contribute towards positive student outcomes. However, there are some aspects of the SHINE on Saturday offer (not least its essentially 'voluntary' nature) which will be difficult for schools to provide during normal lesson time but could be offered outside of school hours.

# 4.  SHINE support to grantees

This chapter explores the quality of the provision of SHINE's support to grantees and includes evidence from interviews with Project Managers, Head Tutors, Headteachers, Classroom Assistants and SHINE staff. The interview data is complemented by a review of the *Making it Work* manual and end of year reports for all the SHINE case-study projects.  This chapter covers the application process, project set-up, implementation of SHINE on Saturday, and monitoring and evaluation.

## 4.1  Summary

The key findings on the support provided by SHINE to grantees are:

- SHINE on Saturday staff were positive about the level and **quality of support** provided by SHINE

- The rigorous **application process** was respected by applicants but may well prevent failing schools from engaging with SHINE, due to the level of engagement required

- The *Making it Work* **manual** was felt to be invaluable, particularly during project-set up

- SHINE on Saturday staff had very few unmet **training** or support needs

- There were mixed views on the adequacy of the SHINE on Saturday **budget**, and different views on the elements for which the SHINE grant could be sought

- Projects could benefit from **examples of best practice** in running SHINE on Saturday projects

- There is scope to improve the user-friendliness and utility of the monitoring and evaluation **data tool** and end of year **report guidance**, perhaps by providing exemplars.

## 4.2  Application process

The SHINE grant application process involves an initial discussion between potential applicants and SHINE Trust staff. For applicant schools, SHINE has discussions with the local authority (usually the Extended Schools and Raising Standards teams), looking at profile and attainment data for students at the school and reviewing the most recent Ofsted inspection report. For applicant organisations other than schools, SHINE makes an assessment of the applicant which usually includes a visit from SHINE staff in order to review any documentary evidence related to the applicant's viability to deliver and

sustain the proposed project. Documents might include, for example, annual reports, audited accounts and child protection policies. Applicant schools are required to complete a proposal (a narrative form), where they evidence and outline the student groups which funding will target, how the project will be delivered and the expected outcomes. SHINE staff support grantees throughout this process, before the application proposals are submitted to the Board of Trustees.

Primarily, Headteachers and Project Managers said that they were responsible for developing their school's SHINE on Saturday proposal. In only a minority of the case-study projects, was there a collaborative effort in developing the proposal between the Headteachers within the cluster schools.

There was general consensus that the SHINE grant application was lengthy and detailed. Less than half of interviewees found the application process '*quite difficult – it would put a lot of people off*' while a similar number of staff found it relatively '*straightforward*'. Staff who were most positive about the application process were already familiar with completing grant funding applications, suggesting that lack of prior experience in completing funding applications may be an impediment and potential barrier to applying to become a SHINE on Saturday school.

Most staff interviewed, including those who had found the application process onerous, acknowledged that the lengthy process was a necessity in order to '*prove your case*' and determination to become a SHINE on Saturday school. One Project Manager commented that a long application process was the only way to ensure that his/her school's bid was developed properly, reflected the school accurately and showed their seriousness about SHINE. When their bid was subsequently successful, the school felt it was '*a great achievement*' and that the process had been rewarding.

SHINE Trust staff held similar views. The application process is deliberately rigorous in order to attract viable organisations who share similar values to SHINE, whose target student groups reflect those which the SHINE programmes are aimed at and who can show some evidence of being able to deliver and sustain the project. One Headteacher pointed out, however, although SHINE offered a '*fabulous experience*' for their school, '*a lot of schools that have children who need this are…failing…and are not in a position to offer it*'.

All staff who had been involved in applying to SHINE on Saturday felt that the documentation provided by SHINE was comprehensive, good quality and supported the application process. These interviewees were also consistently positive about the level of

support received from SHINE staff throughout the application process and commented that '*there have always been people available on the end of the phone*' and staff at SHINE are '*always very helpful, incredibly helpful*'. In one case where an application bid had to be re-submitted due to a change in venue, staff at the SHINE on Saturday project felt that SHINE were very understanding and supportive in enabling them to amend and re-submit their application bid. Staff across two of the SHINE on Saturday projects also praised SHINE's willingness to allow funding for the project to be split across donors, therefore enabling continuation of the project.

## 4.3 Project set-up

### 4.3.1 Training and support

SHINE provides a vast amount of information in relation to staff training within the *Making it Work* manual. This includes the core principles and practice which underpin the way that SHINE on Saturday should operate. SHINE staff provide training to help staff implement the SHINE on Saturday programme, which may involve face to face coaching, telephone support and enabling visits to other SHINE on Saturday projects. Training typically includes help with project logistics during initial set-up, curriculum development and monitoring and evaluation.

Most SHINE on Saturday Project Managers reported that they did not require any training from SHINE during the project-set-up phase, as they felt that they already held skills which equipped them for the role. For example some Project Managers were already responsible for managing extended services, while others were experienced teachers with vast teaching and learning and management experience. Overall, school staff did not feel that they had unmet training needs in relation to implementing and delivering SHINE on Saturday and they had generally accessed training through their schools. This consisted of email correspondence and face-to-face training sessions and did not require additional support from SHINE staff. The overall lack of training needs may relate to SHINE's commitment to only funding viable schools to set up SHINE on Saturday projects.

The most significant aspect of support reported by staff, particularly during the initial stages of set-up, was felt to be the SHINE *Making it Work* manual, which all interviewees agreed was '*well structured*' and '*very helpful to set up the system*'. There was consensus among staff that the manual was a '*crucial document*' in the first year, especially in acting as a guide and providing useful examples and ideas. As the projects became more

embedded, staff relied on the manual less, and were better able to develop their own materials and resources in response to the context of their students and schools.

> In one case-study project, the Project Manager felt that the *Making it Work* manual was crucial during the first year of set-up. During the second year, she felt that she had largely learnt through practice, but still referred to the manual when needed. In particular, the planning phase section was a major help to her and she used it as a check list while she *'got to grips'* with the project.
>
> In another project, the manual is described by the Project Manager as *'my little bible in the beginning – I used it all the time'*. She adapted the monthly timetable sections to reflect the activities their project were undertaking and lauded the accessible structure of the information. She used the templates as the basis for their adverts and letters to parents and felt it had been very useful.

The most useful aspects of the *Making it Work* manual were highlighted as the project templates; for example letters and job advertisements; recruitment procedures; suggested timetables; monitoring and evaluation guidance and curriculum suggestions.

In terms of further support received, staff commented on the usefulness of visits from one of the SHINE representatives, who frequently *'popped in'* during the early stages of set-up and was helpful in providing suggestions and examples for how to take the project forward. Most Project Managers and a minority of the Lead Tutors had visited other SHINE on Saturday projects and had found this aspect of support invaluable, with one Head Tutor praising it as *'a good opportunity to meet with other SHINE on Saturday staff and to compare effective methods that work'*.

Staff had few additional training or support needs, but where this was highlighted, there was a request for:

- Examples of the end of year reporting structure in the *Making it Work* manual
- Visits to other settings to see how other schools implement SHINE on Saturday, *'their focus, how they deliver it'*
- Sharing information, ideas and good practice between SHINE on Saturday projects, to improve practice and help individual projects to feel part of a SHINE on Saturday community.

## 4.4 Implementation

Implementation guidance was provided by SHINE through face-to-face meetings, telephone discussions and the *Making It Work* manual. The SHINE creative curriculum model and the way in which the manual '*allowed each individual to interpret it in their own way, as long as they generally follow...the SHINE way*', was felt by staff to be appropriate to the varied contexts and approaches of the case-study projects.

The flexibility, quality and immediacy of the support provided by SHINE when needed, in addition to the '*personable and informal*' approach of their staff, was commended by interviewees, who felt that the support received with implementation was '*just right*'.

> One project manager had assumed her role mid-way through the year and had found the Staffing and Planning sections most helpful, as they were flexible enough to allow for the fact that she was new to the role, and the information was equally very accessible and easy to digest. The Manual was her *'idiots' guide to SHINE'* and this, coupled with support from the SHINE staff through frequent face-to-face meetings, had been invaluable.

The common emerging theme from SHINE on Saturday staff was that little support was required to implement the programme, and where support was needed, SHINE staff had been responsive and helpful. This theme is conducive with the SHINE ethos regarding SHINE on Saturday, in which they are responsive to the requests and needs of the case-study school, recognising the collective experience and existing support systems within schools. As such, SHINE on Saturday staff were particularly encouraging about the level of ownership given to their projects, as it was not overly-prescriptive and SHINE staff did not '*over-monitor or stifle creativity*'.

### 4.4.1 Financial support

It became apparent that in around half of the case-study projects, staff felt the SHINE budget did not adequately cover all costs associated with the running of the SHINE on Saturday programme. Additional costs included the time resources given by head teachers and other school staff, management related tasks which were over and above that paid, heating, stationery, transportation for students to SHINE on Saturday and the use of laptops. Where schools were in cluster projects, interviewees in host schools felt that resources and management costs were absorbed by the host school.

However, half of the case-study projects felt that the budget was '*ample, whatever we needed we were able to get*'. In one case, a project school was able to derive additional benefit from running SHINE on Saturdays. As the school was already open on Saturdays, staff were able to run activities (one-to-one tuition sessions and drama workshops) in other parts of the school, without incurring additional premises maintenance costs.

Schools are provided with a model budget in the application pack and the *Making it Work* manual provides staff with examples of costs that the grant should cover, which staff have found helpful. The evidence from interviewees suggests that in the case-study projects where the SHINE budget is not perceived as adequate, SHINE could offer further guidance in this area, or encourage SHINE on Saturday projects who feel that the budget is adequate to share best practice examples with projects that are experiencing challenges in this area.

### 4.4.2  Recruitment support

Interviewees indicated that recruitment of SHINE on Saturday staff had either been jointly shared by the Project Manager and Headteacher, or undertaken by the Project Manager, with staff being recruited both internally and externally. There was wide agreement among interviewees that the most appropriate staff had been chosen to take the programme forward. The recruitment guidance provided by SHINE was felt to be '*very useful*' in assisting this process, and staff made use of the example job advertisements and employment contracts, adapting this where necessary.

The *Making it Work* manual gives clear guidelines in respect to the skills and qualities of the Project Manager being 'critical to the success of SHINE on Saturday', and staff reflected similar sentiments. The majority of SHINE on Saturday Project Managers were members of the school staff prior to assuming the role and had held various other senior positions, such as senior teachers and assistant or deputy head teachers. A minority of Project Managers were also extended services managers and worked across cluster schools. This suggests that the recruitment process was successful in engaging highly experienced Project Managers.

## 4.5   Monitoring and evaluation

As described earlier, SHINE on Saturday projects need to provide monitoring and evaluation data and an end of year report to SHINE on an annual basis. SHINE staff offer practical support to school bursars when needed and visit project schools to help them record the information accurately. SHINE on Saturday staff were largely positive about

both the support received by SHINE in helping them to compile monitoring and evaluation data and the Monitoring and Evaluation Model, provided by SHINE in the form of an Excel spreadsheet.

One Project Manager commented that use of the monitoring and evaluation tool was '*easy, it's very well laid out,* [...] *you just enter it all in, it's very straightforward*'. A minority of Project Managers, however, had experienced difficulties in using the tool and felt it needed to be updated and made compatible with their school systems. The challenges experienced were mainly around functionality of the database. One Project Manager reported that a lack of gridlines and the inconsistency in data columns resulted in her having to re-transfer data, which was time consuming. Glitches in the formulae and the use of student ID codes rather than names also caused issues for some projects. Despite the challenges experienced by a minority of staff when using the tool, staff praised the telephone support provided by SHINE staff, which helped to resolve any difficulties.

SHINE currently provides templates to assist with the compilation of end of year reports. However, our review of the monitoring and evaluation data and end of year reports provided by SHINE on Saturday projects to SHINE identified considerable variation in what data is presented. Providing better guidance or exemplar end of year reports in the *Making it Work* manual could improve the utility and consistency of project reporting. Additionally, if schools were encouraged to use the QCDA Optional Tests for their monitoring and evaluation and if the monitoring and evaluation tool was altered to accommodate the data provided by these tests (separate results for reading, writing and mathematics), this would improve the guidance for schools and ensure greater consistency across projects.

# 5. Conclusions and recommendations

Through our illuminative evaluation of the impact of the SHINE on Saturday programme and the effectiveness of SHINE's support to grantees, we have collected and analysed a large amount of data. This section sets out the key evaluation findings, conclusions and recommendations. Recommendations have either been drawn directly from the qualitative data or else suggest a possible solution to an issue or area for improvement identified by the evaluation.

## 5.1 Impact of SHINE on Saturday

SHINE on Saturday's overarching aim is to improve students' educational achievement. The quantitative evidence showed that on average SHINE on Saturday students' attainment progressed in line with national expectations at Key Stage 2. There was also a great deal of qualitative evidence of SHINE students showing increased confidence, self-esteem and better attitudes to learning. We know from the wider literature on study support that attainment is linked to these characteristics (MacBeath *et al*., 2001; Sharp *et al*., 2002; White *et al*., 2007). Indeed, some interviewees identified instances where they felt that SHINE on Saturday had improved  particular children's attainment. Overall, the evidence suggests that SHINE is having a positive impact on the lives of students in terms of learning, social and emotional outcomes as well as on teaching staff, schools, parents and the wider community.

The key findings on the **impact** of the SHINE on Saturday programme are:

- The SHINE on Saturday programme is having a positive impact on the lives of students in terms of **learning, social and emotional outcomes** as well as on **teaching staff, schools, parents and the wider community**
- Students are positive about the programme's impact on their **learning and attainment** data indicates that their progress is on a par with expected progress for children at Key Stage 2
- There were clear examples of SHINE on Saturday providing **additional learning and enrichment opportunities** for students
- Teaching at SHINE on Saturday can renew staff **enthusiasm for teaching**
- Curriculum and pedagogical **innovation has transferred** from SHINE on Saturday into Monday to Friday school in some instances

- The programme is reported to have had a positive impact on encouraging closer links within **communities and parental engagement**

- The programme is helping students to develop a **positive attitude towards learning** and this was reported to have had a knock-on effect on **widening participation** in post-compulsory education and training, as students' aspirations for the future also improved

- Interviewees from a number of projects suggested that **extending access** to SHINE on Saturday to Year 3 students would be beneficial, so that children could have an extra year of study support.


## 5.2   Implementation of the SHINE on Saturday model

Our evaluation has shown that the individuals in the case-study projects predominantly believed in the effectiveness of the SHINE on Saturday model and adhered to it in terms of the pedagogical approaches, curriculum content ideas, resourcing levels and staffing quotas. Only one project, which had moved beyond core funding, decided not to implement some of the core features of the model.

The key points emerging from the evidence on **implementation** of the SHINE on Saturday model are:

- The SHINE on Saturday model, including the **curriculum and pedagogical approach** is much in evidence across the case-study projects

- One project demonstrated less programme fidelity, in terms of staff roles, organisation of the day, curriculum focus and provision of lunches. Reduced creativity within the curriculum seemed to be the key factor in student dissatisfaction expressed within the project, and we would recommend that a **creative curriculum** focus should be a non-negotiable element in the SHINE model

- Ensuring that SHINE on Saturday offers something **different to Monday to Friday school** was felt to be important in engaging students

- Staff reported that the **small classes sizes** and **high staff:student ratio** at SHINE on Saturday were key to achieving individualised learning

- Parents and children appreciated the **enrichment activities and resources** offered by SHINE on Saturday projects. Evidence from one project highlighted the importance of providing a varied and interesting programme of activities and visits

- All projects valued and encouraged **parental engagement**. Recruiting staff who are **representative of the local community** can help to encourage take-up and engage families

- The projects are achieving the aim of supporting **students from disadvantaged backgrounds** (as identified by FSM, EAL and SEN), though the extent to which they are recruiting Gifted and Talented children or those from refugee or asylum-seeking families or Gypsy, Romany traveller backgrounds is unknown

- All projects are committed to **monitoring and evaluation**, but there is scope to improve the consistency and formative use of data

- Schools view funding as crucial to the **sustainability** of their SHINE on Saturday projects. Many are proactively fund-raising, while some were trying to embed elements of the SHINE on Saturday curriculum and learning delivery into Monday to Friday school

- There were mixed views on whether SHINE on Saturday could or should be delivered for less funding. It was suggested that any **cost savings** would be at the expense of key programme features (such as trips and school lunches)

- If adapting **staff roles**, the potential impact on the quality of provision needs to be considered.

## 5.3   Support to grantees

SHINE on Saturday staff felt that SHINE staff offered an excellent support service to them, in respect to the application, project set-up, implementation and monitoring and evaluation processes. The *Making it Work* manual was said to be invaluable, particularly during project-set up. The rigorous application process was respected by applicants but may well prevent schools in very challenging circumstances from engaging with SHINE, due to the level of engagement required.

The key findings on the support provided by SHINE to grantees are:

- SHINE on Saturday staff were positive about the level and **quality of support** provided by SHINE

- the rigorous **application process** was respected by applicants but may well prevent schools in challenging circumstances from engaging with SHINE, due to the level of engagement required

- the *Making it Work* **manual** was felt to be invaluable, particularly during project-set up

- SHINE on Saturday staff had very few unmet **training** or support needs

- there were mixed views on the adequacy of the SHINE on Saturday **budget**, and different views on the elements for which the SHINE grant could be sought

- projects could benefit from **examples of best practice** in running SHINE on Saturday projects

- there is scope to improve the user-friendliness and utility of the monitoring and evaluation **data tool** and end of year **report guidance**, perhaps by providing exemplars.

## 5.4  Recommendations

The evaluation team recommends that SHINE continues to fund the SHINE on Saturday programme. In examining in detail the SHINE on Saturday model, specifically provision and support, we have identified many aspects that are working well and that we recommend are continued. The evaluation also identified a few aspects where there is scope for further refinement. The following recommendations are designed to assist SHINE in its decision-making about the future development, funding and support on the SHINE on Saturday programme.

### Taking SHINE on Saturday forward

It is evident that SHINE on Saturday is valued by students, parents and staff and is reported to be achieving an impact on students' behaviour, attitudes and attainment. There is good evidence that SHINE on Saturday is meeting its aim to enable schools or other educational organisations to create and run a SHINE on Saturday school with clear learning outcomes for underachieving children from disadvantaged backgrounds. There are also examples of the programme improving educational outcomes for particular students within the qualitative evidence. **We therefore recommend that SHINE continues to fund the SHINE on Saturday programme.** In order to achieve even greater impact in the future, we recommend that SHINE should:

- Continue with aspects of the SHINE on Saturday model that work well – this includes the number (30) of sessions, the length of sessions (5 hours) and the student to staff ratio which provides small class sizes (20 students per class). It also includes the investigative cross-curricular approach to contextualised learning and the provision of enrichment activities

- Continue to focus on offering something different from mainstream school

- Encourage greater liaison with Monday to Friday school, including sharing innovative approaches for teaching and learning with school staff, encouraging students to share their skills and informing class teachers of individual students' progress and achievements during SHINE on Saturday sessions (see Eliott *et al*., 2004 for further information)

- Guide practitioners on how to get the best value from visiting experts and educational trips

- Take account of the local community context by recruiting representative staff and mentors who can build links to all sections of the community and avoiding scheduling sessions during religious holidays

- Ensure each school in cluster projects has a key contact person to provide baseline data in a consistent format

- Consider extending the SHINE on Saturday to Year 3 pupils.

## Measuring success

The impact of the SHINE on Saturday programme, as with many intervention programmes, is difficult to measure, given the range of influences affecting students' development. SHINE is committed to the collection, analysis and use of monitoring and evaluation data. Monitoring activities allow SHINE to build up a profile of the student cohort for each year, track individual students' progress over the academic year and report on the success of the programme to SHINE's Board of Trustees. To improve programme monitoring we recommend that SHINE:

- Commission statistical analysis and modelling to enable estimation of the impact of SHINE on Saturday on pupil attainment and quantification of the value of that impact compared to the cost of delivering the programme

- Expand the range of student contextual data that schools are asked to provide, to include Gifted and Talented students and those from asylum-seeking, refugee and Gypsy Romany traveller families.

- Consider gathering data and reporting on the programme's impact on schools and communities, as part of standard programme monitoring

- Clarify the type of pupil attainment and attendance data and level of detail required, to ensure consistency across projects and to enable comparisons to be made

- Improve the monitoring and evaluation data tool and provide improved guidance and exemplars for the data gathering process and the end of year reports

- Explore ways in which monitoring data could be used formatively by grantees as well as summatively by SHINE

- Monitor projects' programme fidelity, as this is a key element in the quality of the experience for students, including assessing plans for delivery of projects as they go beyond the main period of funding

- Consider adopting the Quality in Study Support self-evaluation process (Wilson *et al*., 2004) and promoting its use to SHINE on Saturday grantees.

## Supporting success

We recommend that SHINE should continue to offer its excellent service to grantees. In order to develop the support provided, we recommend that the Trust should:

- Continue to use the *Making it Work* manual as the foundation of its support to Project Managers

- Encourage schools to embed SHINE on Saturday's curriculum approach within Monday to Friday school as a route to sustainability

- Facilitate more knowledge sharing between different SHINE on Saturday projects

- Review its application process to streamline the process for applicants, in order to make it more easier for schools to apply to become SHINE schools and so enable SHINE to reach more children in need of support. It is important to note that streamlining the process does not mean lowering the standards expected of SHINE schools

- Improve its guidance on funding and consider providing sample budgets to assist decision-making, encourage best use of resources and ensure that funding for core elements of the SHINE model is safeguarded. Asking schools to suggest their own funding requirements may not be the best way to achieve value for money

- Explore more ways to recruit target pupils, so that schools do not need to go outside of the core target group to fill places

- Consider how experienced SHINE on Saturday providers could be encouraged to share their knowledge, for example by becoming 'critical friends' to new entrants.

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# 7    Appendices

## Appendix 1:        Research methodology

In addressing the aims of the evaluation, the research team at the National Foundation for Educational Research (NFER) used a mixed methods approach. NFER carried out **49** in-depth semi-structured qualitative interviews with 19 SHINE on Saturday staff and 15 parents, group interviews with 15 students and **three** classroom observations in September and October 2010. The Monitoring and Evaluation Manager and the Grants Manager at SHINE also provided information on their roles, in order to provide a complete overview of the SHINE on Saturday programme. NFER also reviewed SHINE on Saturday documentation, namely the 2008-09 end of year reports, end of year reviews and budget spreadsheets for SHINE on Saturday projects. These documents provided data on the funding and expenditure for each project, as well as the characteristics, attendance and attainment of their student cohort.

Case-study visits were carried out with **four** of the SHINE on Saturday projects, which consisted of schools who were part of **two** cluster projects and **two** who were involved in single projects. The rationale for using in-depth interviews with a case-study approach was in response to the individualised approach of each SHINE on Saturday setting and the fact that the project set-up, implementation and any perceived impact would be informed by the views of:

- Headteachers hosting the programme within their schools
- Project Managers making strategic decisions about implementation and delivery  of SHINE on Saturday
- Head Tutors and Classroom Assistants delivering the programme
- Parents whose children attend the programme
- Students accessing the programme.

In order to further inform the case-study visits, in-depth qualitative telephone interviews were also carried out with Project Managers in an additional **three** SHINE on Saturday projects, two of which involved clusters of schools, while the third involved a single school.

Presentations from SHINE Trust staff responsible for the strategic and operational running of SHINE on Saturday helped to provide a clear understanding of the aims and

outcomes of the SHINE on Saturday programme and across similar programmes developed by SHINE.

The research team conducted interviews with **49** people in total (see Figure 7.1). The SHINE team was actively involved in selecting the case-study projects and assisting the research team with the set-up of the case-study visits. Visits took place between September and October 2010. The four case-study visits were conducted with schools that had been implementing SHINE on Saturday for at least three years. The three telephone interviews were with Project Managers in more recently established SHINE on Saturday schools.

**Figure 7.1**  Numbers of interviews completed

| Interview type | Head-teachers | Project Managers | Head Tutor | Classroom Assistant | Parents | Pupils | Total |
|---|---|---|---|---|---|---|---|
| Case-study visits | 4 | 4 | 4 | 4 | 15 | 15 | **46** |
| Telephone interviews with non case-study projects | - | 3 | - | - | - | - | **3** |
| **Total** | **4** | **7** | **4** | **4** | **15** | **15** | **49** |

**Headteachers** were asked for their views in relation to:

- motivations for involvement in the programme
- the grant application process
- how SHINE on Saturday was aligned with the whole-school curriculum and other forms of study support
- the added value of the programme and
- sustainability and future development of SHINE on Saturday.

**Project Managers'** views were explored in relation to:

- fulfilling the SHINE on Saturday model of working
- the quality and level of training and support received from SHINE and the usefulness of the *Making it Work* Manual
- project set-up, implementation and delivery of SHINE on Saturday
- developing and supporting staff expertise
- the role of parents, carers and the wider community

- impact of the programme to date
- monitoring and evaluation processes and
- sustainability and future development of SHINE on Saturday.

**Head Tutors'** and **Classroom Assistants'** views were gathered in relation to:

- teaching and learning methods and innovative methods of delivery
- implementation and programme delivery
- successes and challenges of the programme
- the involvement of parents and carers in the programme and
- the extent of any impact on young people's progress, attainment, attitudes to learning and self-esteem.

**Parents** and **carers** were asked to share their perspectives on:

- the added value of their child attending SHINE on Saturday
- whether the programme has changed their involvement in supporting their child with schoolwork and
- any perceived impacts of the programme.

The group interviews with **students** involved discussions to explore:

- their views and experiences of the programme
- how the SHINE on Saturday curriculum approach differed to the school curriculum and
- whether the programme has made a different to their progress, attainment, attitudes to learning self-esteem.

In addition, the SHINE Monitoring and Evaluation Manager and the Grants Manager presented information on the following areas:

- the aims and outcomes of the SHINE on Saturday programme
- how the programme had been managed and rolled out to schools and
- the training and support provided to schools from the grant application stage through to established implementation.

Classroom observations were carried out in **three** of the **four** case-study visits by researchers, in order to gain a good understanding of the nature of the programme

elements by noting the structure of the day, observing one session in detail and reviewing lesson plans where available.

All interview and observation data were recorded, summarised and analysed across a number of key themes in relation to the aims of the evaluation. The different case-study contexts and broad representation of roles allowed the research team to triangulate the data and to explore multiple perspectives, in our consideration of provision, impact and support. There are limitations with the research however, which should be noted: the sample is not intended to be representative and although case-study visits provided a range of contexts within schools, they involved a small number of schools. The impact of the SHINE on Saturday programme, as with many intervention programmes, is difficult to measure, given the range of influences affecting students' development (nonetheless, the findings do support, in many instances, the success of the SHINE on Saturday programme in meeting its aims). In addition, the project documentation reviewed relates to the 2008-09 academic year, so is rather less recent than the qualitative data within this report.

# Appendix 2: Summary information for SHINE on Saturday projects up to the 2010-11 academic year

| Project | | | | Funding | | Delivery | | | |
|---|---|---|---|---|---|---|---|---|---|
| Lead Organis'n for the project | Location *Borough and area of London* | Status | Duration of SHINE funding | Funding details *percentages reflect the proportion of total project costs covered by a grant* | Management and staffing *PM and LT = Project Manager and Lead Tutor* | Age range of pupils *Primary yrs 4-6 Transition. yrs 6-7 Secondary yr 7* | No. of schools *the pupils come from* | No. of pupils *receiving support during the SHINE funded phase* |
| Primary School | Hackney, North London | Continued (initially with part SHINE funding) | Five years (2001-06) | SHINE 100% in the first year, 50% in the final year. *Other funding: school fees.* | Single school. PM oversaw the whole project. | Primary | One (later opened to others) | 360 |
| Primary School | Haringey, North London | Completed | Four years (2002-06) | SHINE: 100% in the first year, 33% in the final year. | Single school. PM oversaw the whole project. | Primary | One | 240 |
| Secondary School | Islington, North London | Continued (initially with part SHINE funding) | Four years (2003-07) | SHINE: 100% in the first year, 60% in the final year. *Other funding: charitable grants.* | Single school. PM + LT shared oversight of planning and delivery. | Secondary | One | 280 |
| Primary School | Camden, North London | Completed | Four years (2004-08) | SHINE: 100% in the first year, 50% in the final year. | Single school. PM oversaw the whole project. | Primary | One | 240 |
| Primary School | Islington, North London | Completed | Four years (2004-08) | SHINE: 100% in the first year, 50% in the final year. | Single school. PM + LT shared oversight of planning and delivery. | Primary | One | 240 |
| Primary School | Lambeth, South London | Continuing (with reduced SHINE funding) | Seven years (2005-12) | SHINE: 100% in the first year, 30% this year. Project budget now reduced. *Other funding:  student fees, charitable grants and in-kind from the school.* | Single school. Head, PM + LT share oversight of planning and delivery. | Primary | Eight | 420 |
| Secondary School | Tower Hamlets, East London | Completed | Four years (2005-09) | SHINE: 100% in the first year, 50% in the final year. | Single school. PM oversaw the whole project. | Transition | Three | 240 |
| Education Trust | Haringey, North | Continuing (with reduced | Six years (2006-12) | SHINE: 100% in the first year, 30% this year. Project budget now reduced. | Single school. PM + LT share oversight of | Primary | Fifteen | 360 |

| Lead Organis'n for the project | Location *Borough and area of London* | Status | Duration of SHINE funding | Funding details *percentages reflect the proportion of total project costs covered by a grant* | Management and staffing *PM and LT = Project Manager and Lead Tutor* | Age range of pupils *Primary yrs 4-6 Transition. yrs 6-7 Secondary yr 7* | No. of schools *the pupils come from* | No. of pupils *receiving support during the SHINE funded phase* |
|---|---|---|---|---|---|---|---|---|
| | London | SHINE funding) | | *Other funding: private and student fees.* | planning and delivery. | | | |
| Primary School | Waltham Forest, East London | Continuing (with reduced SHINE funding) | Six years (2006-12) | SHINE: 100% in the first year, 30% this year and with an increase in students. *Other funding: school and disadvantage subsidy grant.* | Single school. Head + PM share oversight of planning and delivery. | Primary | One, now three | 380 |
| Secondary School | Waltham Forest, East London | Continuing (with reduced SHINE funding) | Six years (2006-12) | SHINE 92% in the first year 30% this year and with an increase in students. *Other funding: in-kind from school and disadvantage subsidy grant.* | Federation. PM + LT share oversight of planning and delivery. | Primary and Transition | One, now three | 450 |
| Primary School | Islington, North London | Closed | Four years (2007-11) | 100% in the first year – majority of the grant not released due to early closure. | Single school. PM oversaw the whole project. | Primary | n/a | n/a |
| Primary School | Hackney, North London | In initial SHINE grant period | Four years (2007-11) | SHINE: 98% in the first year, 50% this year. *Other funding: in-kind from school.* | Single school. PM oversees the whole project. | Primary | Eight | 240 |
| Secondary School | Islington, North London | In initial SHINE grant period | Three years (2008-11) | SHINE: 75% in years one to three (due to apply for reduced continuation funding). *Other funding: Borough grant and in-kind from school.* | Single school. Joint PMs oversee the whole project. | Secondary | One | 180 |

| Lead Organis'n for the project | Location *Borough and area of London* | Status | Duration of SHINE funding | Funding details *percentages reflect the proportion of total project costs covered by a grant* | Management and staffing *PM and LT = Project Manager and Lead Tutor* | Age range of pupils | No. of schools *the pupils come from* | No. of pupils *receiving support* |
|---|---|---|---|---|---|---|---|---|
| City Learning Centre | Brent, North West London | In initial SHINE grant period | Three years (2008-11) | SHINE: 100% in the first year, 91% this year (due to apply for reduced continuation funding).<br><br>*Other funding: schools.* | Cluster.<br>PM + LT share oversight of planning and delivery. | Transition | Nine | 180 |
| Primary School | Hackney, North London | In initial SHINE grant period | Three years (2008-11) | SHINE: 94% in years one to three (due to apply for reduced continuation funding).<br><br>*Other funding: student fees.* | Single school.<br>PM oversees the whole project. | Primary | One | 180 |
| Primary School | Lambeth, South London | In initial SHINE grant period | Three years (2008-11) | SHINE: 52% in years one to three (due to apply for reduced continuation funding).<br><br>*Other funding: charitable grant, schools.* | Cluster.<br>PM oversees the whole project. | Primary | Five | 180 |
| Primary School | Lambeth, South London | In initial SHINE grant period | Three years (2009-12) | SHINE: 46% in years one to three.<br><br>*Other funding: charitable grant.* | Cluster.<br>PM oversees whole project (but not every Saturday). | Primary | Three, now five | 180 |
| London Borough | Merton, South West London | In initial SHINE grant period | Three years (2009-12) | SHINE: 80% in years one to three (*part underwritten by another trust*).<br><br>*Other funding: Borough and schools.* | Cluster.<br>PM oversees whole project (but not every Saturday). | Primary (Transition for first year) | Nine | 180 |
| Primary School | Southwark, South London | In initial SHINE grant period | Three years (2010-13) | SHINE: 100% in years one to three *(fully underwritten by a corporate sponsor).* | Single school.<br>PM oversees the whole project. | Primary | One | 180 |
| Primary Federation | Lambeth, South London | In initial SHINE grant period | Three years (2010-13) | SHINE: 100% in years one to three *(fully underwritten by a corporate sponsor).* | Federation.<br>PM oversees the whole project. | Primary | Three | 180 |
| Primary School | Lambeth, South London | In initial SHINE grant period | Three years (2010-13) | SHINE: 50% in years one to three.<br><br>*Other funding: charitable grant.* | Cluster.<br>PM oversees the whole project. | Primary | Six | 180 |