



Enrichment Programme Impact Report 2019-2020

The Enrichment Programme had twenty-two children at every one activity period. We had a total of twenty-five children participate in the 2019- 2020 programme, and this was because some students were unable to continue the programme due to other commitments, however we were able to bring in others. Our aim of the programme is to develop and cultivate seven core skills and character strengths; confidence, curiosity, resilience, teamwork, leadership, problem-solving, and goal setting. To record the impact of the enrichment programme we asked the pupils, their parents/carers and teachers to fill in a questionnaire designed to evaluate the pupil's skill levels at the start (December 2019) and end of the programme (October 2020).

The pupils were given twenty scenario-based questions designed to extract 'real-life' responses; they rated themselves (1-10, 1 being low and 10 being the highest) on their initial reaction. The teachers and parents were asked to comment on the individual skill and score the child (1-7, 1 being low and 7 being the highest).

Data Collection

We were able to collect 77% of all possible data from pupils and parents/carers. We were able to collect pre-post programme data from all three schools and post-

programme data from two. Fifteen of twenty-five students, who participated in at least one, completed the pre and post-programme questionnaire. Fifteen of the twenty-five parents completed both the pre and post-programme questionnaire. Half of the children moved into several new secondary schools in September 2020; thus, it was no longer relevant to acquire their Yr6 teachers' post-programme assessments. We were unable to obtain post-programme data from a few parents/carers. Similarly, due to the Covid-19 pandemic, we were unable to visit schools in person to assess pupils and collect data. We therefore collected data via phone, email and SMS, using Google Forms, sending weblinks and conducting live interviews with parents/carers and sending and receiving completed electronic documents from schools.

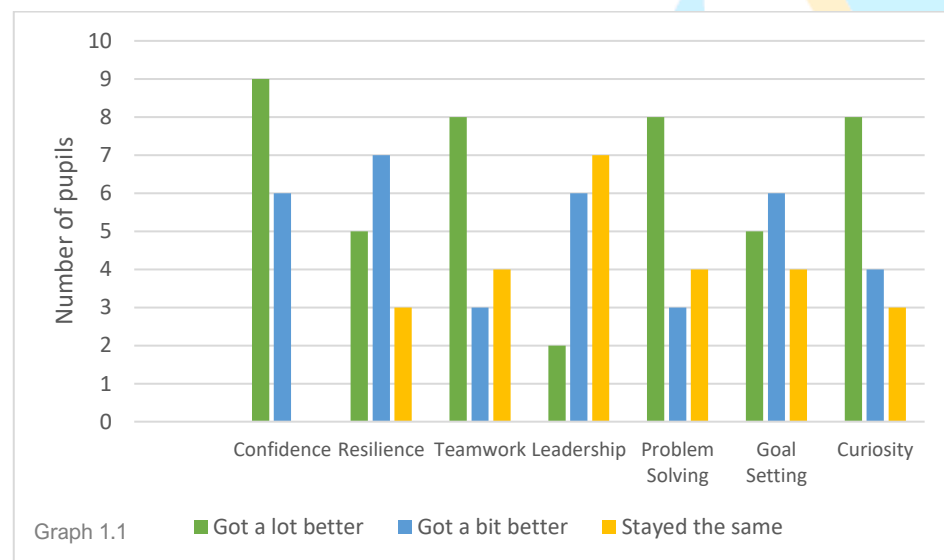
Data Accuracy

Much has changed in the world since the start of our programme in December 2019, when the pupils, parents and teachers completed their pre-programme questionnaires. Several factors such as time of the day; personal or family pressures; and the Covid-19 pandemic are likely to have impacted on the happiness and mental wellbeing of the children and their families. When considering the data we should, therefore, take this into considerations.

The figures show the feelings/thoughts of the pupil, parents/carers and teachers on the day each questionnaire was completed. To analyse the progression of each child's skills, it is vital to stress the importance of the anecdotal *comments* from all three parties provided in the post-questionnaire data on top of the individual and combined scores.

This report combines the perspectives of the pupils, parents/carers and teachers as an average. Consequently, any imprecisions are levelled out by another's outlook as a child may score themselves more harshly, whilst a teacher or parent/carer may give a more informed score. Furthermore, we asked the children to complete an additional post-programme questionnaire on their final activity day, to further assess their skills development and progression over the 10-month period.

Pupil's Post-programme Questionnaire Results



Graph 1.1 displays an overwhelming development in confidence where nine pupils believed they 'got a lot better' through our Enrichment Programme. Similarly, eight pupils felt their teamwork, problem-solving and curiosity 'got a lot better'. Leadership is seen to be the least developed skill. This contradicts the combined average baseline graphs outcome of 15% increase in leadership skills. The reason for Graph 1.1's conclusion can be further examined through the children's

comments on their feelings - some were generally "not very good at it", and one was a 'good leader before'. On a similar note, one pupil believed they had "stayed the same" in their resilience, leadership, problem-solving and goalsetting skills, in their comments they mentioned they were either "good or very good at the skill before the programme" or they struggled with the specific skill in general.

Further comments from the students that selected they 'got a lot better' or 'got a bit better; are as follows:

"I just go and do it now" (Confidence)

"I enjoy exploring new things...I want to learn more" (Confidence and curiosity)

"I enjoy working with others before I didn't" (Teamwork)

"I did things I don't normally do" (Confidence)

"It opened my mind a bit more" (Problem Solving)

"I wanted to get better at kayaking" (Goal Setting)

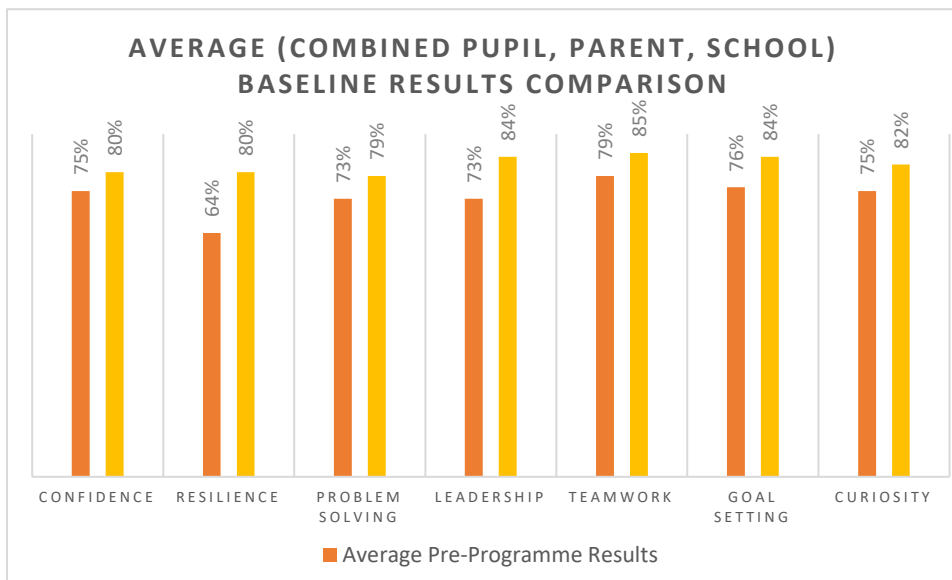
"I have gotten a lot better at problem solving" (Problem Solving)

"I think this is because have wanted to do things I didn't like before" (Confidence)

"Some activities scared me at first [the Zoo high ropes course], but I completed it and after I really enjoyed it and wanted to do it again" (Confidence)

"Forest School was a new experience, so now I know what I like and dislike. Now I want to get a flint [to make a fire] for Christmas so that I can show others how to start a fire and camp" (Confidence)

"Before the programme my best friend and I were not good at being a team, but we were best friends. And now we are best friends and a good team!" (Teamwork)



Graph 1.2

“Some of the tasks were hard to do at first or I just didn’t want to do them. But then as I did it, I really wanted to get better at it.” (Resilience)

“I don’t like working in teams. But I got to know new people and as I got to know them, I felt more comfortable and I started working in a team which is cool.” (Teamwork)

“I believe in myself more!” (Confidence and Resilience)

“I can do anything now” (Goal setting)

“Having new experiences helped” (Curiosity)

“I feel like I can lead a group now” (Leadership)

“I tried new things and spoke up” (Confidence)

“I liked kayaking even though at the start I didn’t want to do it” (Confidence)

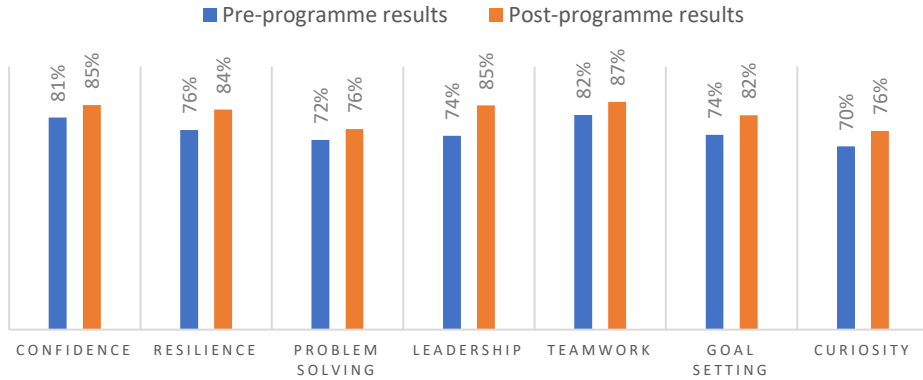
“I have gotten a lot better at solving problems” (Problem Solving)

Many of the comments included the fact that they participated in new activities or new things they would never have tried or had the opportunity to participate in before. The programme gave them the unique experiences that not only introduced them to new activities; but it gave them accomplishments they would never have achieved and future aspirations such as to start a new hobby, to carry on an activity in their spare time or new friends to play with, or confidence to speak to an adult and ask questions.

Graph 1.2 shows a direct comparison of the pre-programme and post-programme scores taken from the combined average of the pupil, parent/carer and teachers questionnaire results. There has been a 25% increase in resilience; 15% increase in leadership skills; 11% increase in goal setting; 9% increase in curiosity; 8% increase in problem-solving; 8% increase in teamwork skills; and 7% increase in confidence. It shows a steady progression in all seven core skills, where their resilience and leadership skills have improved the most.

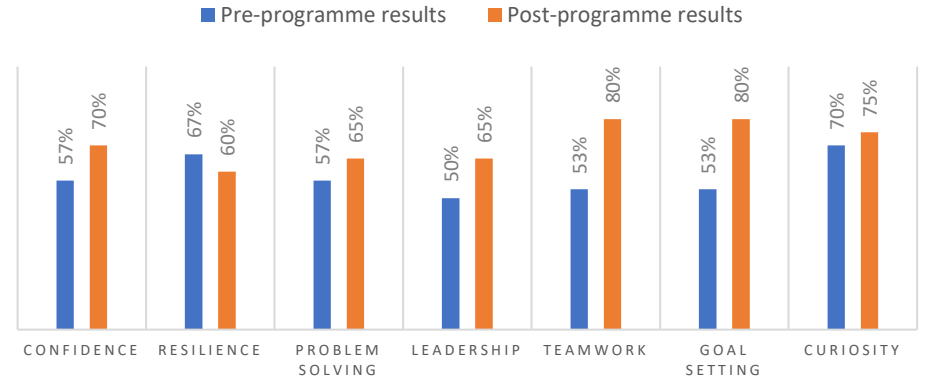
Graph 1.3

PUPIL BASELINE REPORT COMPARISON



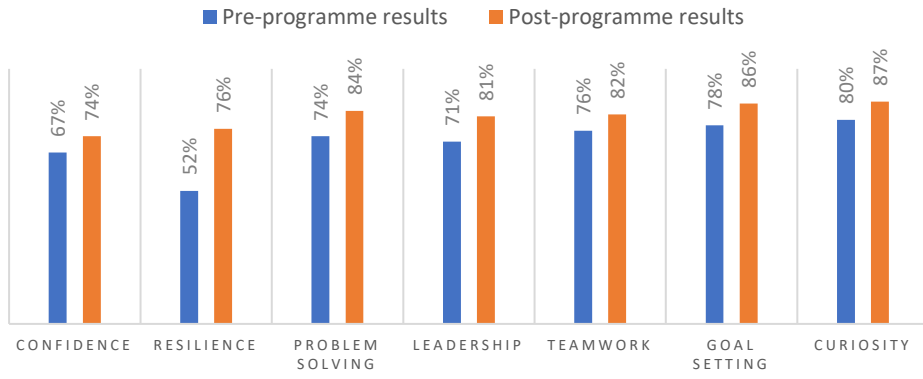
Graph 1.4

SCHOOL BASELINE REPORT COMPARISON



Graph 1.4

PARENT BASELINE REPORT COMPARISON



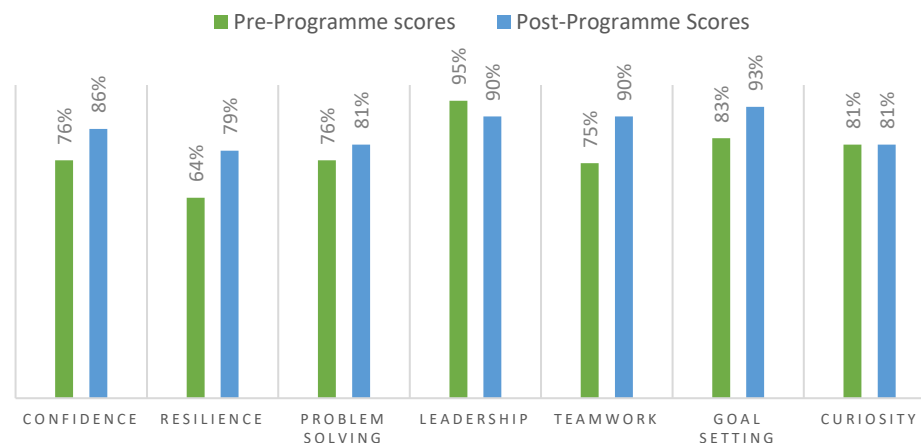
Graphs 1.3, 1.4 and 1.5 show a direct comparison of the pre-programme and post-programme scores given by the pupils, parents/carers and teachers. Graph 1.3 demonstrate a 15.7% increase in leadership skills; 10% increase in goal setting; 10% increase in resilience; 8% increase in curiosity; 6% increase in teamwork skills; 5.8% increase in confidence; and 5.7% increase in problem-solving. As a result, the pupils believe they have progressed the most in their leadership skills, resilience and goal setting.

From the parent/carers data, there has been a 46.6% increase in resilience; 14% increase in leadership skills; 13.6% increase in problem-solving; 11% increase in goal setting; 9.6% increase in confidence; 8.9% increase in curiosity; and 8.5% increase in teamwork skills. Subsequently, the parents/ carers say the most advances in resilience, leadership skills and problem-solving.

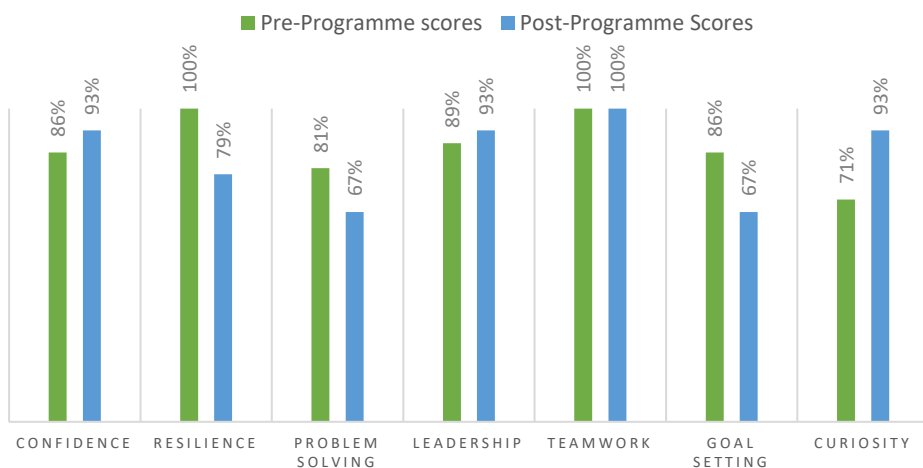
From the teacher's results, there has been a 50% increase in teamwork skills; 30% increase in leadership skills; 23.5% increase in confidence; 14.7% increase in problem-solving; 10% decrease in resilience; 8.9% increase in curiosity; and 7% increase in goal setting. The teachers believed the children's teamwork, leadership skills and confidence improved the most. It is surprising to see a 10% decrease in resilience, especially compared to what the pupils and parents/carers recorded. It is likely that the anomaly has been recorded because the teachers scoring may not have been weighed in the same way as the pre-programme questionnaire.

For further reading, additional charts of individual pupil's averages (combined results from pupil, parent/carer, school) are below.

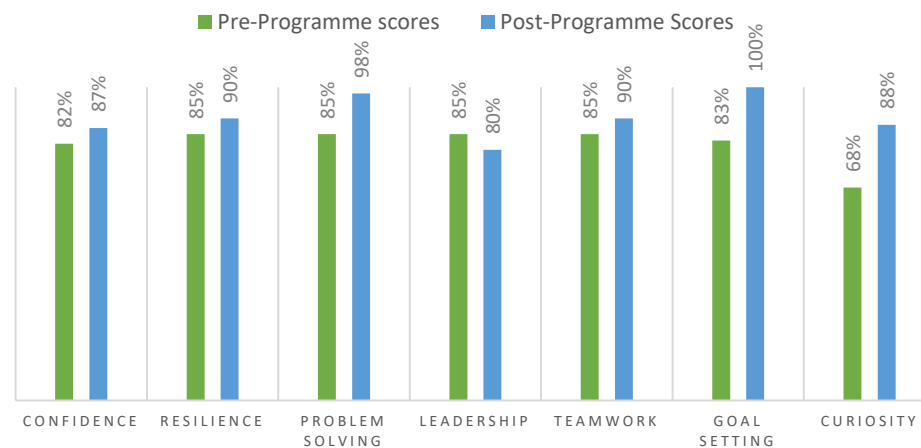
PUPIL 2 BASELINE SCORES COMPARISON



PUPIL 1 BASELINE SCORES COMPARISON

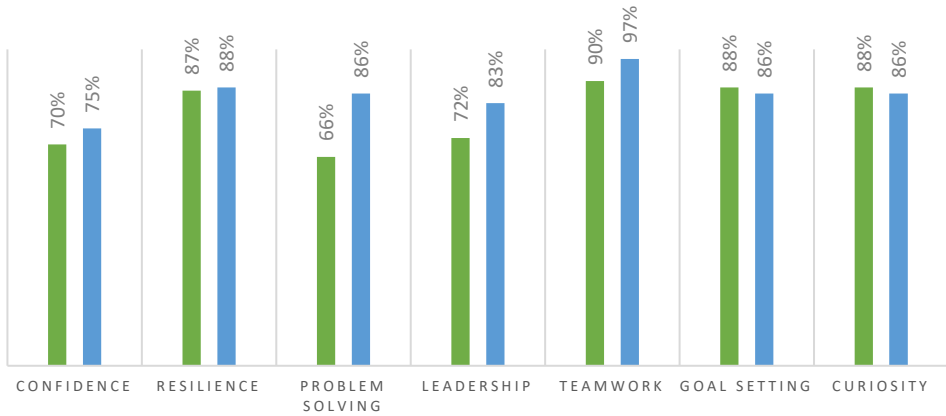


PUPIL 3 BASELINE SCORES COMPARISON



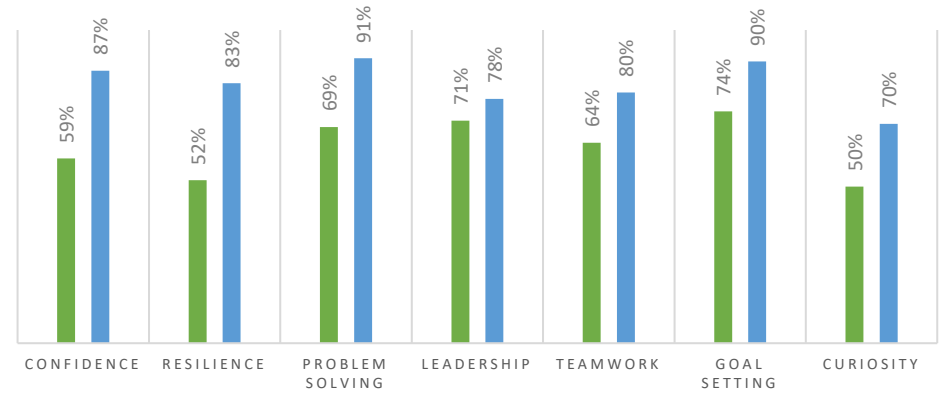
PUPIL 4 BASELINE SCORES COMPARISON

■ Pre-Programme scores ■ Post-Programme Scores



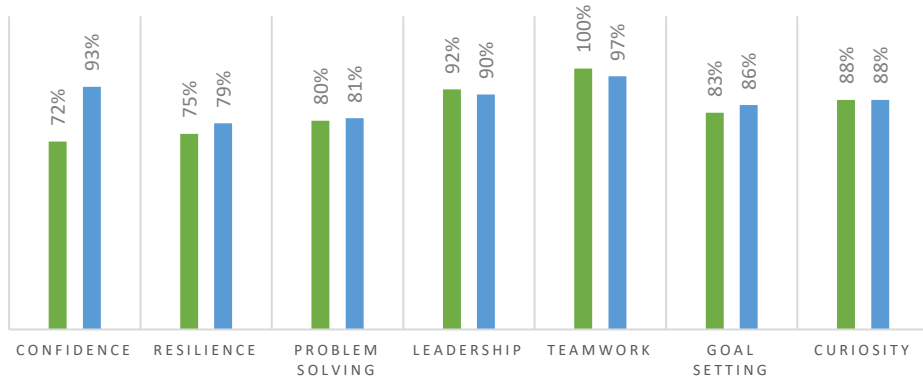
PUPIL 6 BASELINE SCORES COMPARISON

■ Pre-Programme scores ■ Post-Programme Scores



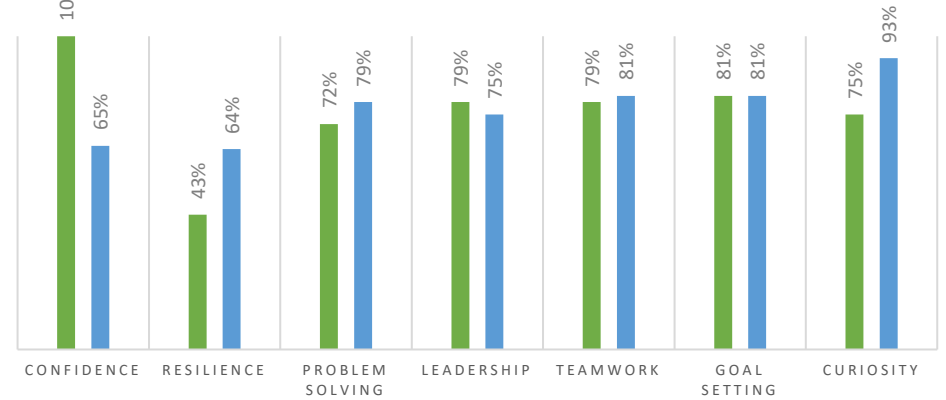
PUPIL 5 BASELINE SCORES COMPARISON

■ Pre-Programme scores ■ Post-Programme Scores

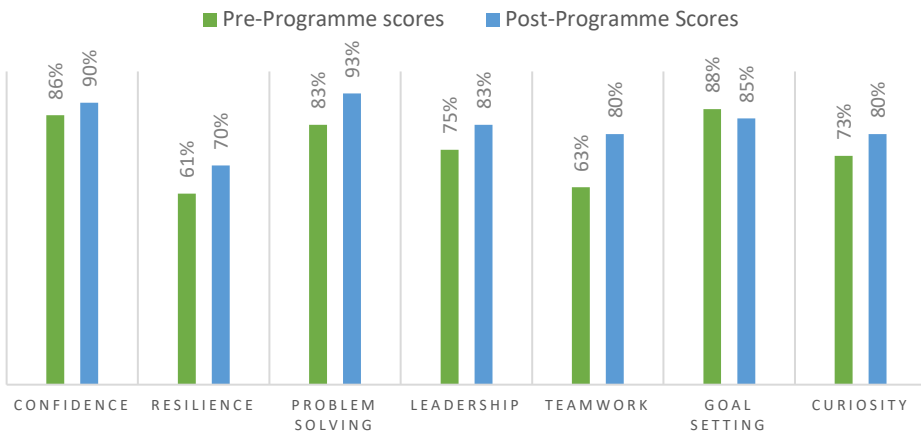


PUPIL 7 BASELINE SCORES COMPARISON

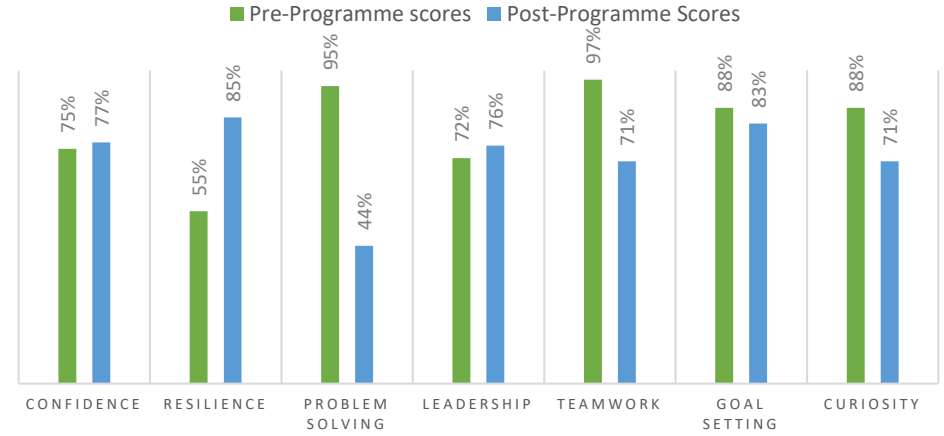
■ Pre-Programme scores ■ Post-Programme Scores



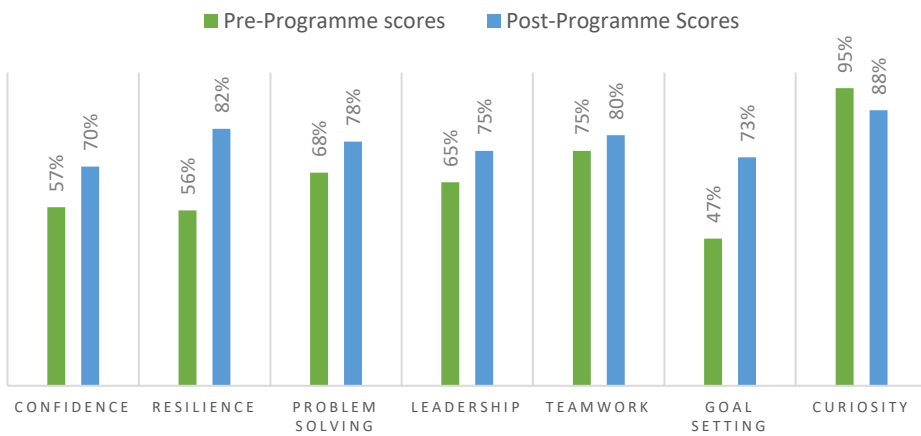
PUPIL 8 BASELINE SCORES COMPARISON



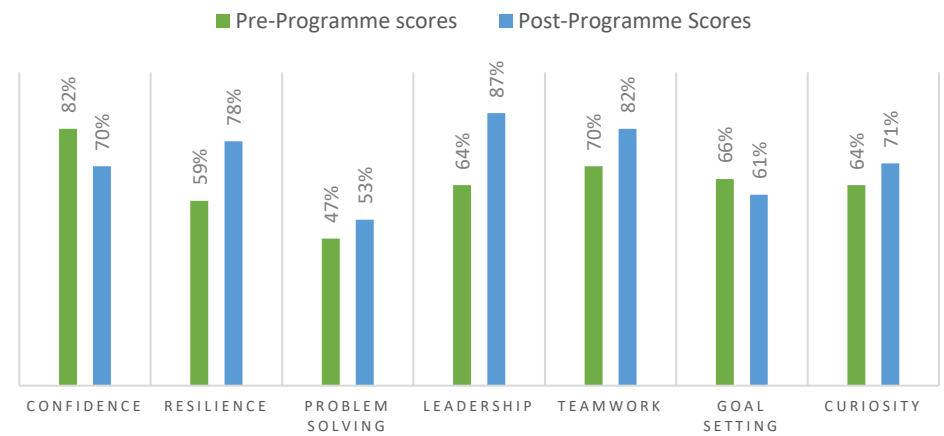
PUPIL 10 BASELINE SCORES COMPARISON



PUPIL 9 BASELINE SCORES COMPARISON

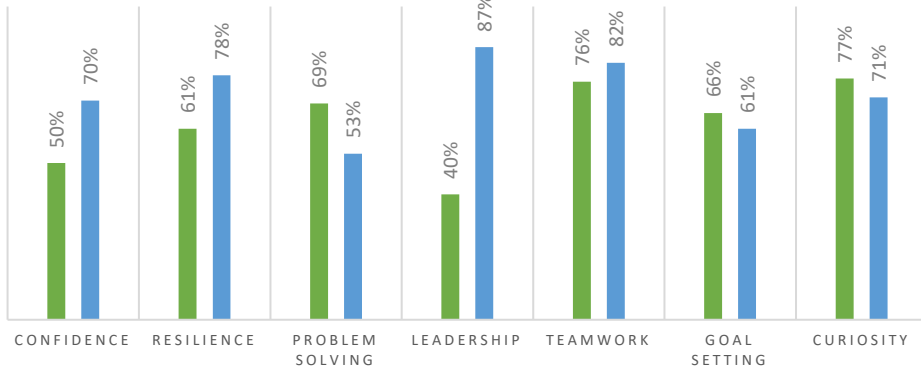


PUPIL 11 BASELINE SCORES COMPARISON



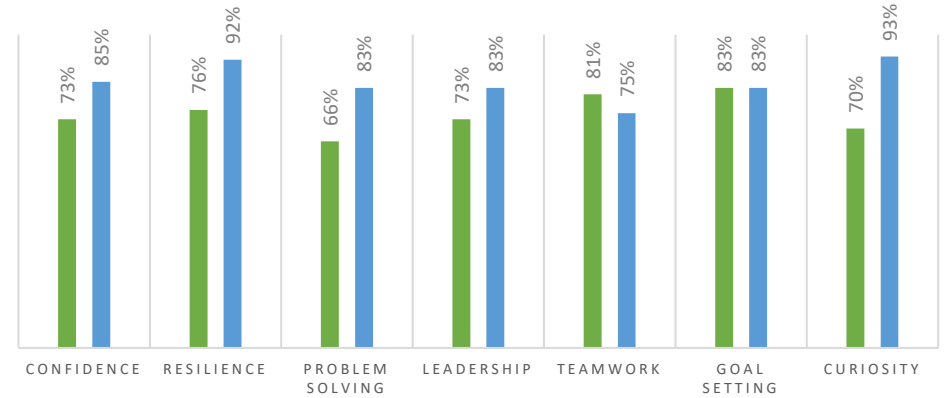
PUPIL 12 BASELINE SCORES COMPARISON

■ Pre-Programme scores ■ Post-Programme Scores



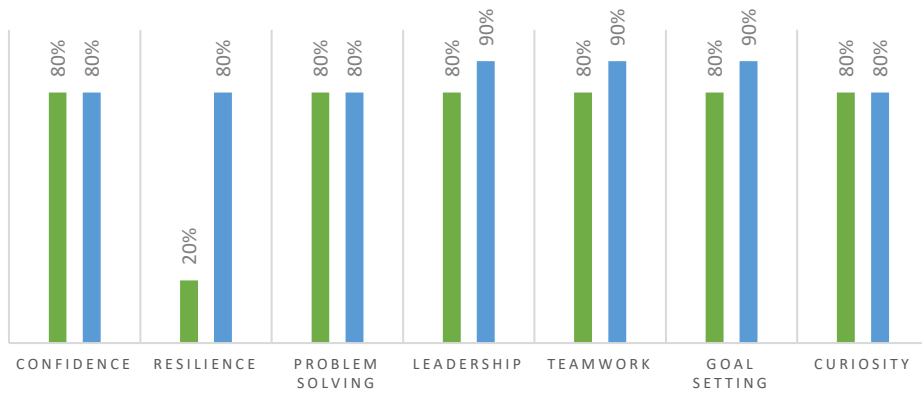
PUPIL 14 BASELINE SCORES COMPARISON

■ Pre-Programme scores ■ Post-Programme Scores



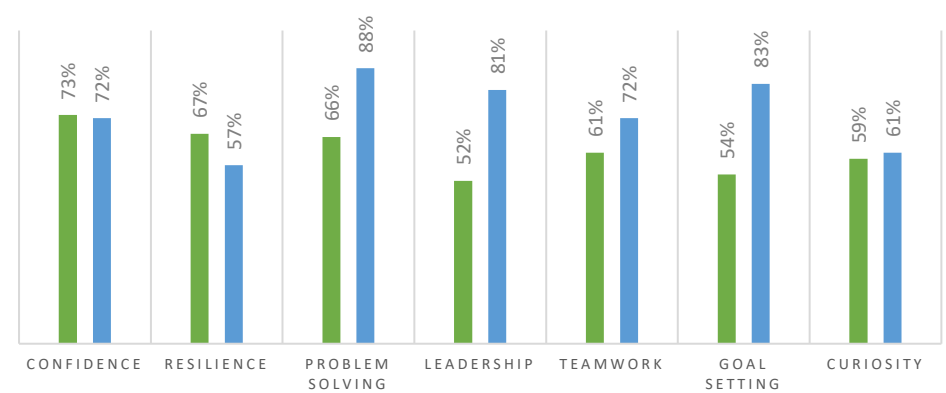
PUPIL 13 BASELINE SCORES COMPARISON

■ Pre-Programme scores ■ Post-Programme Scores



PUPIL 15 BASELINE SCORES COMPARISON

■ Pre-Programme scores ■ Post-Programme Scores



Parents/carers and Teacher Post-programme Qualitative Data

Confidence

"She needs a lot of encouragement. She is mostly excited about new things and enjoyed everything she did. WW has helped her open up much more, and she speaks to others more. She lost a confidence before WW from bullying, but after WW she really gained it back and went into Year 7 much more hopeful."

"She enjoyed all of it!! She never stops talking about it. She made lots of new friends from other schools!!"

"He told me he enjoyed the activities even when he sometimes didn't have his friends there. He was able to make new friends, which I'm very glad about. Thank You!"

"She enjoyed all of it!! She never stops talking about it. She made lots of new friends. It really improved her confidence. Before she went to secondary school she was scared she would get bullied, however she made so many friends on WW and she didn't have those thoughts again. She is so glad she was on the programme, as she would most likely not get an opportunity like this again. In the estate the children do not have any parks or green places to play in. New houses are constantly being built and they have nothing to do after school. I wish my other granddaughter had the opportunity to do the programme."

Resilience

"She's a much more confident girl. She enjoyed BMXing even though she found it hard at the beginning. She found kayaking hard too but enjoyed both lots after a bit of practice."

"It is hard for her to admit not being good at something, but she is definitely getting better. After the activity days she came home and couldn't stop telling me how much she enjoyed all of it. She is much more resilient than she used to be. She definitely would not have wanted to do activities like kayaking or even jumping into a cold river."

"In school he has shown the ability to overcome tricky tasks after initially finding it difficult. Sometimes failure can know his confidence, but he is working hard to continue improving his resilience."

On their goal setting, problem solving, teamwork, leadership skills:

"She would love to cook more food. She asked her aunty if they can do some cooking after the cookery lesson"

"Before starting the programme he'd always say he can't do this or that, even without trying it. Now he wants to try everything and succeed in it."

"He enjoys solving problems, especially practical ones. He has shown the ability to adapt his strategy and approach tasks in a logical way."

"She always works well as part of a group and can work together with her peers to solve a problem. When she is working on her own, she is sometimes reluctant to ask for help, even when this is the best course of action."

"She is increasingly confident at speaking out in front of the class. She contributes more regularly and can listen and share ideas as part of a group. She has developed stronger and more positive connections with her peers."

Conclusion

We are proud to conclude that participating children, took full advantage of, and benefitted from their experiences as part of our Enrichment Programme. Their development is clear against the seven core life and learning skills the programme nurtures. Their confidence, goal setting, resilience, curiosity, leadership, problem-solving, and teamwork skills have permeated their home, school and social lives and positively affected the lives of their families.. We are confident that this programme has provided a stepping-stone which will enable the children to prosper in their present and future lives.