

Farnborough Excellence Project 2017/18

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Does participation in clubs and extra-curricular activities have a positive impact on SEND children's social and personal development?

Aims of the project:

To encourage SEND involvement in extra-curricular activities

To help improve social and personal development of pupils who may struggle socializing.

To greater understand the effect that extra-curricular activities can have on pupils and understand how this can be improved within the school.

To ensure there are equal opportunities for all pupils to take part in extra-curricular clubs.

Methodology of project

Quantitative data- Analysis of the data of children who take part in clubs before project

The number of pupils in the school: 46% of 311

The number of pupils with SEND: 45% of 71

The number of PP children on role: 39% of 57

Qualitative data - Comments from Pupil conferencing

Generally most children who were not sure what clubs were on or when they were or how to find out about them

Some children would like to take part in clubs but just don't at the moment of they thought the clubs all cost money.

Some children asked for more lunchtime clubs.

Focus children selected

Two children from each year group, one boy and one girl, one selected at random and the other a child that is known to struggle with social issues in some way. These children were shared with staff as focus children and were encouraged to take part in clubs. Most chose to, but some did not which allowed the impact of involvement to become clearer. This also gave the school an idea of what they could do to improve the involvement of these sorts of children in the future.

Action taken to improve clubs involvement

The children have been encouraged in the first term by teachers to get involved in clubs and a lot of children have been able to take part when they did not before. Teachers in the Spring term were asked to encourage all children to get involved in a clubs more, and will be asked to talk through clubs with SEND children, or talk to parents to encourage participation. Participation was tracked and if there were spaces in clubs, these were offered to children, who would benefit from attending. A club was also arranged by the Lead PE teacher for children in the school that did not currently take part in a club and were on the PP or SEN registers to give children from these backgrounds more opportunities to get involved and improve their social skills if they wished.

Quantitative data mid-term review (April)

The number of pupils in clubs Spring term: 51% (+5%)

The number of pupils with SEND in clubs Spring term: 45%(=)

The number of PP pupils that take part in clubs Spring term: 51% (+12)

There is a clear rise in the amount of pupils who are attending clubs, but the results show that the amount of year 6 pupils who attend clubs has now decreased. This is most likely due to the SATS's boosters.

Qualitative data - Comments from Pupil conferencing and target children

The children were a lot more confident when discussing the clubs and were able to start suggesting how the clubs could help them to improve socially and academically. Most children who were being monitored seemed to be making progress if they were taking part in a club; those that weren't seemed to making little or no progress socially.

Where are we now? Where we could go next?

The number of pupils in clubs Summer term: 53% (+2)

The number of pupils with SEND in clubs Summer term: 46% (+1)

The number of PP pupils that take part in clubs Summer term: 51% (=)

There was a clear improvement in the Quantitative data through the year and the children became a lot clearer with what was available and how the clubs system worked. The main improvements, moving forward, are to ensure that all clubs are available equally to children of all year groups, and to ensure teachers continue to invite children to clubs, who may not usually volunteer themselves.

Looking at the data from the teachers evaluations of the children's social progress there are many improvements. The greatest improvements are from the Year 4 target 2 pupil, who was specially selected for the scheme. He has now learnt to play games with others by rules, has better relationships with his class teacher (who ran the club) and improving his manner when speaking to others, adults in particular. This does show clear evidence that extra-curricular activities do have a great impact on how children develop socially, especially when the class teacher is involved.

On the other hand, there is also evidence of a year 6 child, who refused to take part in clubs, has not made much if any social progress this year. Notes from the class teacher suggest that the pupil is struggling to follow directions and have healthy social relationships with their peers. A suggestion for this would be to create a social club that the child may be interest in, a few children suggested a Lego or Robotics club, which is something that this child would be interested in.