



## **Completed Projects**

### **Alderman Jacobs Primary**

The aim of the project was to develop our **'work week'** to promote work as a positive and exciting opportunity, to showcase a range of opportunities and jobs, to encourage children to think aspirationally and to set themselves goals for their future which are ambitious and promote and inspire them to work hard both during primary and into secondary school so that they can achieve what they want for themselves and see that there is a value for working hard.

- During June all children participated in Work and Enterprise week. Children participated in enterprise tasks, learning the process for setting up a company, how to design, market, buy, manufacture and sell their product.
- All Year 5 children built on their mindset work and understanding of setting and achieving personal goals by attending a STEM workshop at the Apple Store in Cambridge and developing their skills further through the use of STEM resources purchased by the school.
- Year 5 children also had opportunities to be inspired and to develop greater aspiration through a tour and talk at Downing College at Cambridge University
- Children developed their understanding of the world of work through visits and visitors such as the Fire Service.

#### **Snapshot of Impact:**

##### **Pupils:**

- *Seeing the university has made me want to push myself to the limit so that I can get there.*
- *Before I wanted to be a hairdresser but now I've seen all the stuff you can with coding I don't want be a hairdresser anymore. I want to work with computers and do coding and work for Apple.*

##### **Staff:**

- *Since the start of the year, it has been a pleasure to watch the children flourish as they develop their growth mind set. The children recognise the importance of resilience when learning new skills and utilise the tools around them.*

### **St Luke's, Abbey Meadows, Mayfield, Cottenham VC Football SambaFest**

A cross curricular project in a new collaboration between Cambridge United FC and Cambridgeshire Music. Its primary aim was to engage schools, students and their local community in an arts and sporting event, to improve self-esteem and a feeling of self-worth, by raising aspirations and mental well-being in a cultural project so that students can achieve their potential.

Students in Years 5-8, including D/deaf students, were involved in this project.

#### **Snapshot of impact**

- Students at CVC performed in front of media and 2 were interviewed for ITV Anglia News. Comments from teachers that this project has enabled students to grow in confidence – they would not have been able to do this at the start of the project.
- All D/deaf students participated in school as part of an inclusive project with other invited students from CVC. Students selected as 'at risk' students by SENCO to support well-being.
- All students worked towards Arts Discover
- CVC working towards certificates as follow up work

- All D/deaf students invited to Deaf friendly football
- Discussions with schools about continuation work
- All students performing in follow up concert in schools
- All students involved in player visits
- All students have participated in football workshops and there has been a significant increase of students participating

### **The Grove Primary and North Cambridge Academy**

#### **Building resilience and aspiration to ensure the most vulnerable pupils are 'secondary ready'**

Pupils from the Grove Primary undertook a musical element in the spring term, followed by a scientific element. During the summer term these children began an outdoor, problem solving element which was completed. During the autumn term the children also had another 6 week block of science.

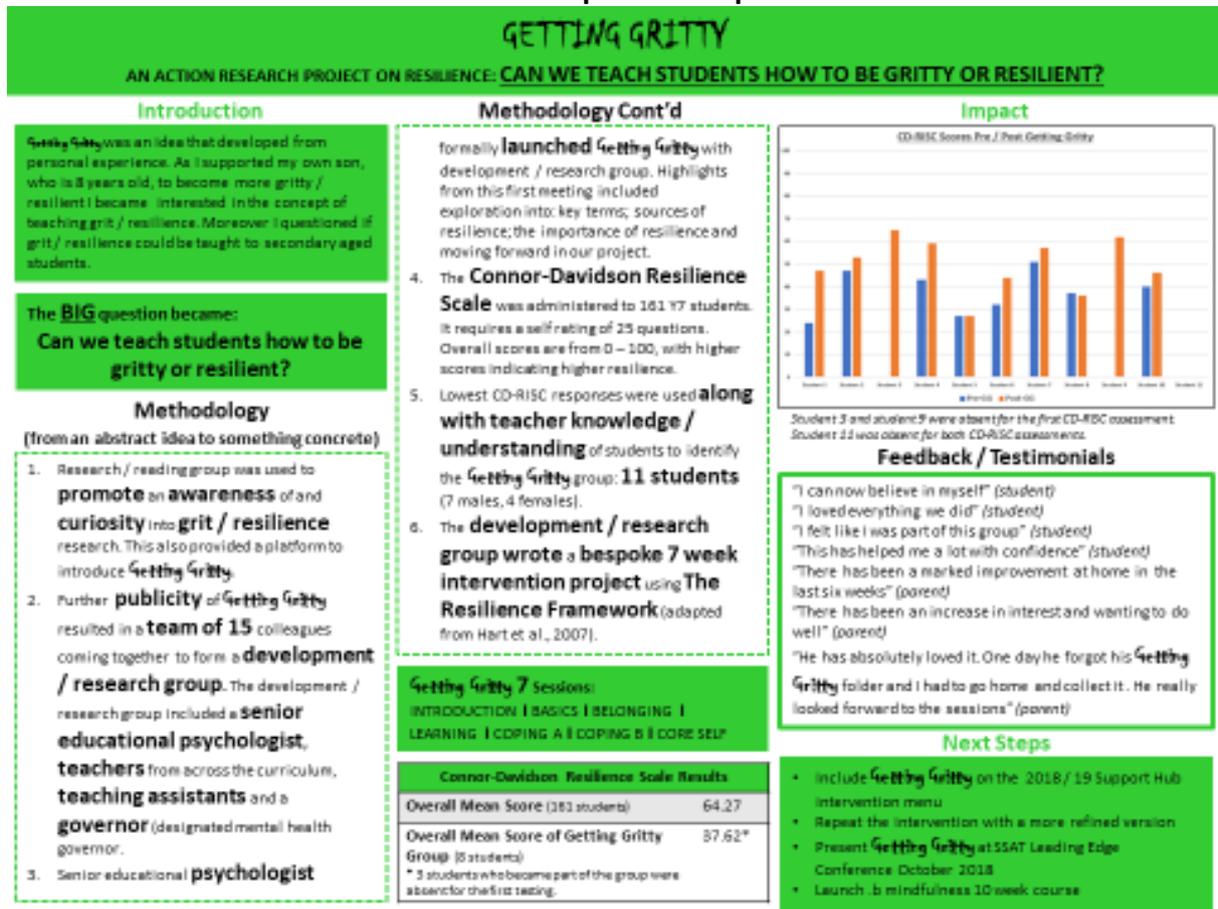
#### **Snapshot of impact**

- 67% of Y5 children in the project group made a good level of progress (3 points +) in reading, writing and maths.
- 52% in reading are now at age related expectation (14% increase)
- 24% in writing are now age related (5% increase).
- 100% of children said they enjoyed learning at NCA with 55% saying they enjoyed it "very much".
- 95% agree that it has helped their musical and scientific knowledge with 40% saying this was "very much"
- 75% felt more confident about the transition to secondary school with 20% saying they were very confident now.
- Key comments about the project were: "It was so much fun, it was a great experience" and "I definitely gained more confidence for when I go to secondary school, but I'm still a little bit nervous".
- The year 7 pupils completed the Rosenberg Self-esteem Scale before and after the project. Every child's self-esteem increased, with those with lower self-esteem prior to the project having the biggest increase.
- staff have feedback through interviews with school leaders that they have gained invaluable leadership experience in collaborating and liaising with a primary school, organising and leading a large scale project and creating and evaluating a rigorous yet accessible scheme of learning.
- As a result of the skills developed by the Science North Cambridge lead, they have gained a leadership role within the department as second in charge. Part of this role is to take on the responsibility of primary liaison so that similar work with the Grove and other primary schools can be further developed. The leader of the project for The Grove has also gained a leadership promotion at a school in Hertfordshire.

## Linton Village College

**Getting Gritty** is aimed at disadvantaged students. It provides this group with aspiration, confidence, increased self-esteem and practical strategies to develop grit and resilience. The project is an “early help” intervention and will consist of eight, one hour sessions.

### Snapshot of impact



## Park Lane Nursery, New Road Primary, Park Lane Primary, Sir Harry Smith Community College.

**Identifying and reducing the impact of Speech, Language and Communication Needs (SLCN) on pupils' outcomes and welfare**

### Snapshot of impact

From a clinical point of view, the project can be considered a success in that all the children involved made progress in their communication skills development. The feedback received was also positive, but the return-rate was too low to draw meaningful conclusions. Subjectively, the profile of children with SLCN has certainly been raised and there is much more awareness amongst staff about the role of a Speech and Language Therapist.

## Newton Primary, Offord Primary, Great Paxton Primary

**Mathematics Roadshow** to accelerate the achievement of disadvantaged students and young carers.

### Snapshot of impact

A brief summary of the baseline data (February 2018) is shown below.

Our vulnerable groups felt:

- there were a proportion of disadvantaged children who did not enjoy their maths lessons, lacked some confidence in themselves, and felt their teachers did not instil confidence in them. This will be an area for development for each school as the PALs maths project evolves over the next two terms.

- too many of our children felt they were unaware of what their targets were in Maths and therefore did not know what they needed to do to improve. This will be an area for development for each school as the PALs maths project evolves over the next two terms.
- the perception of some of the disadvantaged pupils is that homework is not making a huge impact on their learning although they know how to use Mathletics to help improve their maths.

A brief summary of the impact data (November 2018) is shown below:

- Across all three schools the majority of children in Years 1 to 6 continue to enjoy their Maths lessons; they feel they have a good understanding of what they're being taught and that they regularly learn new things.
- The majority of vulnerable groups feel that their teacher explains new ideas and concepts in Maths clearly, making it easier for them to learn and progress.
- There is an increase in the % of children who are able to talk about and are aware of their targets were in Maths.
- The majority of children acknowledged that their teacher sets them Maths homework on a weekly basis and are able to use Mathletics to support their learning.
- Importantly, the majority of pupils felt they were continually challenged to try new things in maths to progress further.

#### **Yaxley Infants, Fourfields, Hartford Infants, plus other A1 cluster schools**

#### **Creating Optimum Conditions for Learning in EYFS and KS1 provision: enquiry based learning**

##### **Snapshot of impact**

All 6 schools who have actively taken part (2 have dropped out) - YIS, HIS, SIS, Alconbury, Fourfields and Ramsey Spinning - carried out the Leuven scale for an initial baseline of wellbeing.

All six schools have had half day visits from a senior consultant from Early Excellence: Lynda has written individual school specific reports.

General summary of findings based on HT feedback:

- Provision needs to work harder
- Progression of resources is key
- Declutter- less is more and increase organisation, involving the children in the process
- Ask each individual resource what is its purpose?
- Display and use of colour- carefully
- Natural, highly organised, essential, high quality- Less poundland and more John Lewis!

#### **Stretham, Little Thetford, Rackham, Wilburton, Waterbeach, Mepal & Witcham, Robert Arkenstall & Sutton Primaries; The Harbour; Witchford VC**

#### **Promoting emotional wellbeing in the school community**

- Promoting emotional wellbeing in the school community by providing outreach support with Blue Smile a Cambridgeshire children's charity that provides specialist support.
- An inclusive approach to the planning of the support, involving pupils, staff, parents and Blue Smile, to ensure tailored support to the meet the needs of each school.

##### **Snapshot of impact**

#### **KS2 PUPIL WORKSHOPS – UNDERSTANDING AND MANAGING EMOTIONS**

- The techniques for calming down were very useful for children and teaching staff alike. Some children are still using the 'calming' techniques and we still refer to 'flipping the lid' when talking about anger.
- The children within my class (a mixed Year 4 class) were keen and engaged throughout and enjoyed the opportunity to consider aspects of their emotional and social learning in more lengthy detail than is sometimes possible and I would consider hosting the sessions again if they were offered as a funded complement to school based PSHE.

- We found the techniques for calming down and meditating most interesting. The KS2 pupils enjoyed the sessions and it promoted further discussions about emotions and how people deal with them differently - good opportunity for reflection and self-assessment for the children.
- We found discussing how we all react differently to situations very useful.
- The young people found the sessions really useful and were able to talk about things during the sessions and it has supported a few of them to now speak out about things that are troubling them.

#### **PROFESSIONAL 1:1 MENTORING SUPPORT**

- The member of staff who attended, reported that she enjoyed the opportunity to unburden and it helped her keep a difficult class in perspective.
- *The support and sessions were invaluable!*
- *This was very useful for my member of staff and has supported her and continues to support her through this term too. I feel that it has enabled her to remain in school/work and without it I am not sure this would have happened.*
- The sessions were helpful, and we will follow up with further support.

Blue Smile are developing parent information leaflets which will be distributed and available from each Witchford Area Schools Partnership school. The leaflets will cover Understanding and Managing Emotions.