

Maritime Academy Trust Impact Report

2022



Part 1: Welcome

I am delighted to provide you with your trust's annual Impact Report outlining some of the key findings from your impact evaluation over the last academic year.



Our view is that data is only as useful as the purposes for which you use it. But done well, meaningful impact evaluation can help drive meaningful decision making to do more of what is working best, and less of what is not. Hopefully, this report helps provide some summary insights to support that process.

We also want to take this opportunity to say thank you for partnering with us. Ultimately, we can only achieve as much as the schools we work with, and it has been fantastic to work with so many dedicated professionals committed to maximising impact for young people. Please do continue to provide us with your ongoing feedback so that we can best develop our way of working with you.

Thank you for continuing to be one of our valued school partners.

Owen Carter

Owen Carter

Co-Founder and Managing Director

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Introduction

Welcome from your School Partnership Manager



It has been a pleasure being the School Partnership Manager for Maritime Academy Trust this last academic year. Our partnership has enabled us to investigate the hard work your trust puts in to improve pupil outcomes and life chances.

In this report we look at the 1:1 devices evaluation. This will shed some light on the impact of implementing Chromebooks for pupils in Bligh Junior School and Timbercroft Primary School, alongside identifying any areas where impact could be increased over the next academic year, and beyond. A further 'appendix' Impact Report will follow, looking at data from Nightingale Primary School.

B Williams **Beth Williams**
School Partnerships Officer

Using this Report

No school-based impact evaluation will provide completely reliable evidence of whether a programme did or didn't work. Results from an evaluation process should always be considered against other factors, such as teacher or student feedback, ease of implementation, and other qualitative data. Particular areas to consider when reflecting on the reliability of your results are:

Sample size. Typically, results from a greater number of pupils will lead to findings that can be more easily generalised. As a general rule, a sample size of 20-30 pupils or more is better suited to detailed statistical analysis. Smaller sample sizes are valid, but you may want to consider multiple terms or years of data where possible.

Implementation. It is rarely the case that educational interventions do or don't 'work'. Most often, the quality and consistency of how they are implemented will have the largest bearings on their success. As such, findings reported here should be reviewed against considerations around to what extent implementation and the particular cohort of students may influence results.

Timeframe. Any changes that are found in this report need to be investigated further and over longer periods of time to ensure valid and reliable results are generated.

Part 2: Executive Summary

Over 2021/22, Maritime Academy Trust worked with ImpactEd to answer the following questions:



What impact has the investment in 1:1 devices had on pupil learning, grit, metacognition, school engagement, conscientiousness and extraversion?

Pupils who received Chromebooks from school saw **increases in their grit, metacognition, and conscientiousness**. For grit, this change was statistically significant. Pupils however saw decreases in their extraversion and school engagement. By the final timepoint, **pupils scores were above the national average for all measures except extraversion**. This was most notable in school engagement which was 8.8% above the national average. Whilst pupil' school engagement decreased slightly between the baseline and final timepoint, they scored substantially above the national average at both timepoints.

Pupil Premium pupils saw a larger increase in their grit, conscientiousness, and metacognition than non-PP pupils. Whilst both PP and non-PP pupils saw decreases in school engagement, the decrease was smaller for PP pupils, decreasing by only 0.2%. PP pupils did however see a larger decrease in extraversion than their non-PP peers. **This suggests that, in all measures apart from extraversion, the introduction of 1:1 devices had a stronger positive impact on PP pupils.**

Whilst both male and female pupils saw increases in metacognition, grit, and conscientiousness, this was most notable for male pupils. Male pupils also saw a slight increase in extraversion by 0.2% whilst female pupils saw a decrease of 3.8%. However, for school engagement, the opposite was true. Female pupils saw a slight increase of 0.1% whilst male pupils saw a decrease of 3.8%. **This data shows that, other than for school engagement, the investment in 1:1 devices had a stronger positive social and emotional impact on male pupils than female pupils.**

At Timbercroft, whilst both pupils in the participating and control groups saw **progress in their reading and maths scores** throughout the year, this was **more considerable for pupils who had received Chromebooks**. This suggests that the introduction of Chromebooks had a positive academic impact on pupils, particularly female and PP pupils.

At Bligh, academic data also shows that Chromebooks had a positive academic impact on all subgroups of pupils, though this impact was felt less by SEND pupils.

A custom survey was created to better understand the impact that pupils believed the Chromebooks had on them. The majority of pupils (80.3%) **agreed that 'since receiving a Chromebook, lessons are more fun'** and 73.0% **agreed that 'since receiving a Chromebook I have more opportunities to learn new things.'**

What reflections do parents and teachers share about the impact of the 1:1 devices on pupils?

Parents

A majority of parents (67.7%) believed **that their child had become more independent** since receiving their Chromebook and 54.8% also believed that their child had **more interest in learning since receiving their Chromebook**.

When asked how the introduction of Chromebooks had changed their understanding of their child's learning, several parents responded that they **now had a better understanding of what their child was doing at school**. For example, one parent noted *"It was good to see what they are learning on daily basis and build on that at home as well."*

A majority of parents (67.7%) believed that their children had become **better at using technology** since using a Chromebook. This was followed by a **greater independence** (48.4%), **more digitally literate** (48.4%) and being **interested in new things** (41.9%). Around a quarter of parents (25.8%) believed that the introduction of Chromebooks had led to increased screentime for their children and a small number of parents (9.7%) thought that it led to increased difficult behaviour.

Teachers

Three teachers from Bligh and one teacher from Timbercroft responded to the custom survey looking at the impact of Chromebooks on their pupils.

All teachers agreed or strongly agreed that Chromebooks resulted in pupils having **more interest in their learning, gaining more independence and being more engaged in class**. All teachers also agreed that having a Chromebook has had a **beneficial impact on pupils' academic progress**.

75% of teachers agreed that Chromebooks have resulted in pupils working more collaboratively with other students and half of teachers agreed that Chromebooks have resulted in an increased conscientiousness in pupils.

Further insights are seen in the qualitative findings with one teacher emphasising the impact on pupils' motivation and learning in class by noting *"children (are) more motivated in their learning if on Chromebooks. Also means they can access learning resources much more easily, work at their own pace and receive more differentiated work."*

Overall, **teachers had a positive view of the introduction of Chromebooks**, noting that pupils seem **more independent, engaged, and motivated** and that it allowed for easier differentiation between pupils.

Next steps

- ◆ When considering rolling out the Chromebooks further, **schools could suggest tactics for parents** who would like to limit the screentime of their children, or how to set up parental controls on the Chromebooks to prevent pupils from accessing any inappropriate websites.
- ◆ Wherever possible, we would suggest using a control group of pupils, which will strengthen our evidence base and help to better understand the specific impact of Chromebooks on pupils.
- ◆ When expanding the use of Chromebooks across different schools, Maritime Academy Trust could consider sharing example lesson plans using Chromebooks or give **more training to teachers** when they begin using the Chromebooks with their pupils.



2.2 Methodology

To evaluate the impact of the investment in 1:1 devices on pupils, Bligh Junior School and Timbercroft Primary School evaluated pupils' social & emotional (S&E) skills. Slightly different skills were evaluated at each school. Timbercroft decided to look at pupils' grit, metacognition, school engagement and extraversion whilst Bligh looked at pupils' grit, metacognition, and conscientiousness. Bligh Junior used their Year 3 classes for the evaluation, whilst Timbercroft used one Year 3 and one Year 4 class for the evaluation. Timbercroft used their other Year 3 and Year 4 classes as a control group, there was no control group at Bligh.

For academic data, pupils' times tables accuracy and standardised reading scores were analysed at Timbercroft. With both participating and control group pupils at Timbercroft, we were able to compare the academic progress of these two groups of pupils.

Whilst there was no control group at Bligh, we were able to look at pupils' progress in times tables and reading ages. As the academic data that has been collected is different in both schools, these have been analysed separately.

The baseline data was collected in December 2021 and final data was collected in May/June 2022.

Part 3: Evaluation Findings

Evaluation	Programme Description	Outcomes measured	Methodology*	No. pupils
1:1 Devices Investment	What impact has the investment in 1:1 devices had on pupil learning, grit, metacognition, school engagement, conscientiousness and extraversion? What reflections do parents and teachers share about the impact of the 1:1 devices on pupils?	Grit Metacognition School Engagement Conscientiousness Extraversion Custom pupil, parent, and teacher devices survey Reading and Maths	ImpactEd's academically validated questionnaires Custom survey co-designed by ImpactEd and Maritime Academy Trust Times tables accuracy, speed, standardised reading scores and reading ages	Participating: 138 baseline, 138 final Control: 51 baseline, 53 final Teachers: 4 Parents: 31

* More details about how social & emotional outcomes are measured can be found in the Supporting Documents.



1:1 Devices Investment

What impact has the investment in 1:1 devices had on pupil learning, grit, metacognition, school engagement, conscientiousness and extraversion for Year 3 and 4 pupils at Bligh Junior School and Timbercroft Primary School?

Outcome	Out of (total)	Baseline [*]	Final [†]	National average	% change [‡]	P value [§]	Statistically significant? ^{**}
Metacognition	5	3.46	3.51	3.38	+2.1	0.17	No
Grit	5	3.19	3.30	3.21	+2.7	0.05	Yes
School Engagement	5	3.75	3.65	3.30	-2.4	0.23	No
Conscientiousness	5	3.55	3.61	3.59	+2.5	0.29	No
Extraversion	5	3.32	3.22	3.48	-2.5	0.31	No

Pupils who received a Chromebook saw increases in their grit, metacognition, and conscientiousness. For grit, this change was statistically significant. However, pupils saw decreases in their extraversion and school engagement. By the final timepoint, pupils scored above the national average for all measures except extraversion. This was most notable in school engagement which was 8.8% above the national average. Although pupils' school engagement decreased slightly between the baseline and the final, pupils scored substantially above the national average at both timepoints.

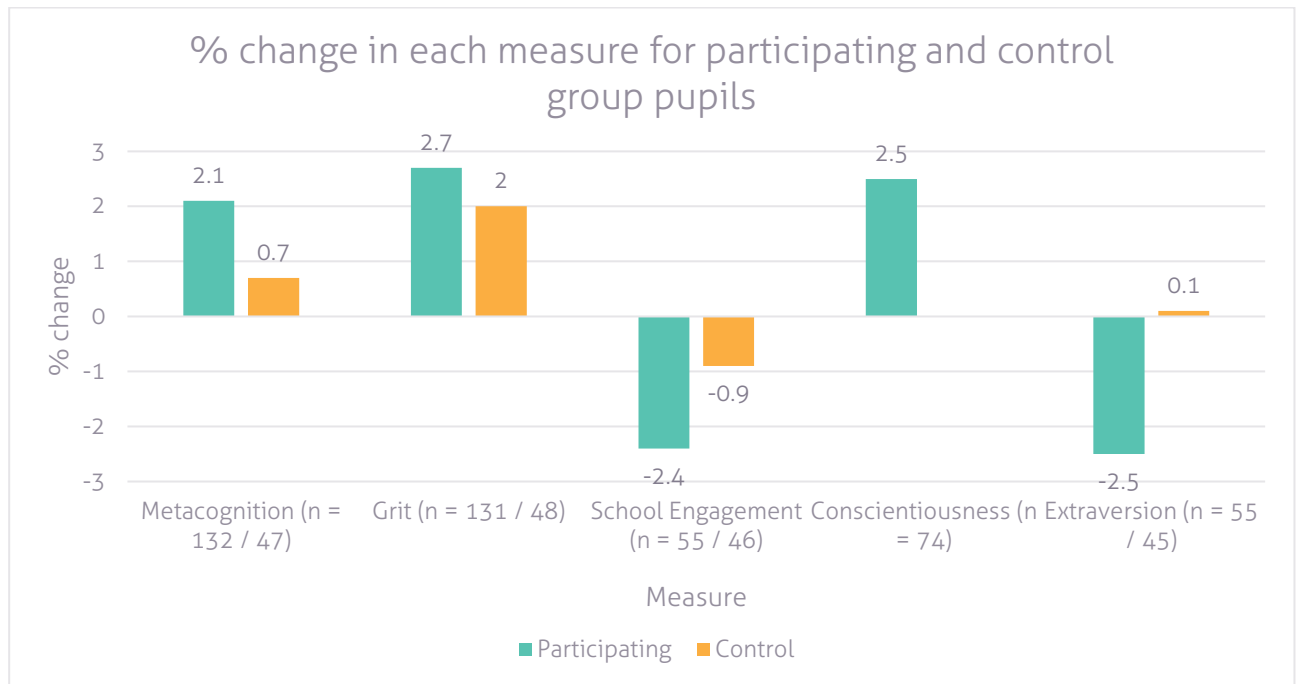
^{*} The initial assessment of pupils' attainment or social & emotional skills, at the start of an evaluation.

[†] The final assessment of pupils' attainment or social & emotional skills at the end of an evaluation.

[‡] Percentage change from baseline to final is calculated only for matched pupils: pupils who have completed both baseline and final assessments.

[§] A P value is used to indicate whether the resulting change from baseline to final (for participating pupils) is statistically significant. See Glossary in the Supporting Documents for more information.

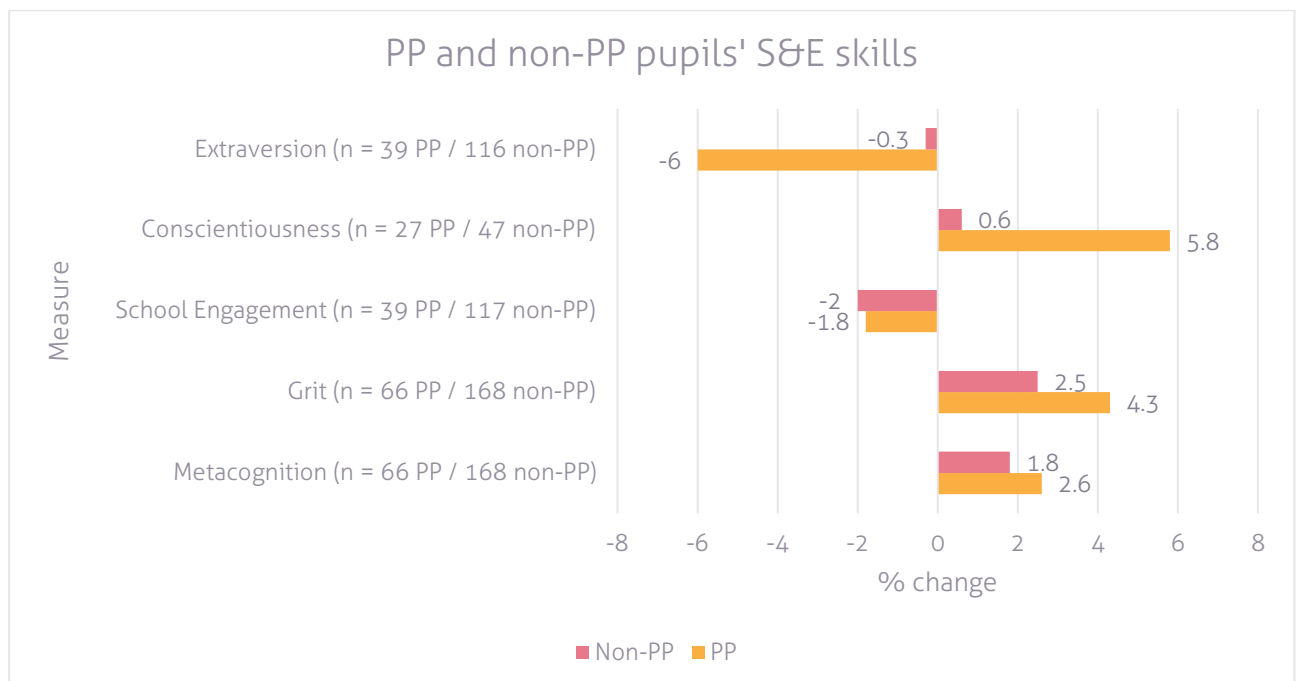
^{**} Statistically significant indicates that the change from baseline to final (for participating pupils) is likely to be due to the programme, and not to random chance. See Glossary in the Supporting Documents for more information.



As can be seen in the graph above participating pupils saw a greater increase in both metacognition and grit than control group pupils. However, participating pupils saw a larger decrease in school engagement and extraversion than their control group peers. As conscientiousness was only measured at Bligh, there was no control group to compare with.

How did this vary by pupil demographic?

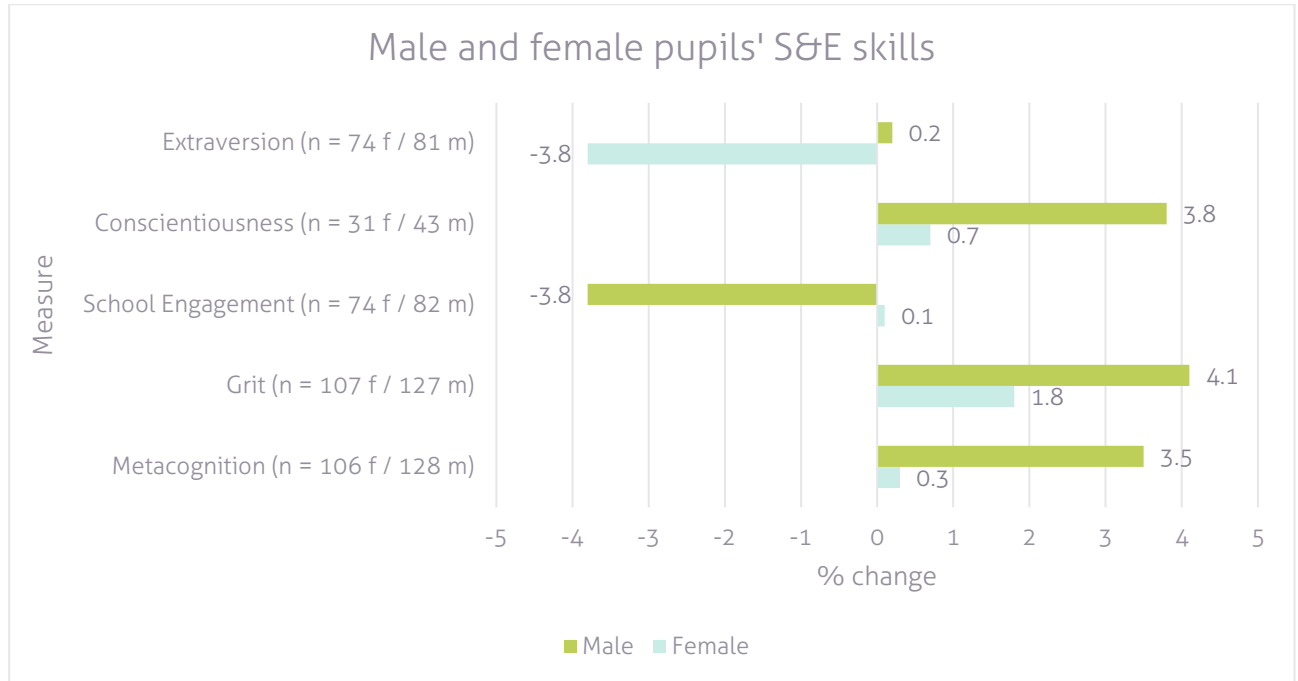
Pupil Premium



As can be seen in the graph above, when comparing Pupil Premium and non-Pupil Premium pupils, PP pupils saw a larger increase in their grit, conscientiousness, and metacognition. This was most notable in conscientiousness where PP pupils saw an increase of 5.2% compared with non-PP

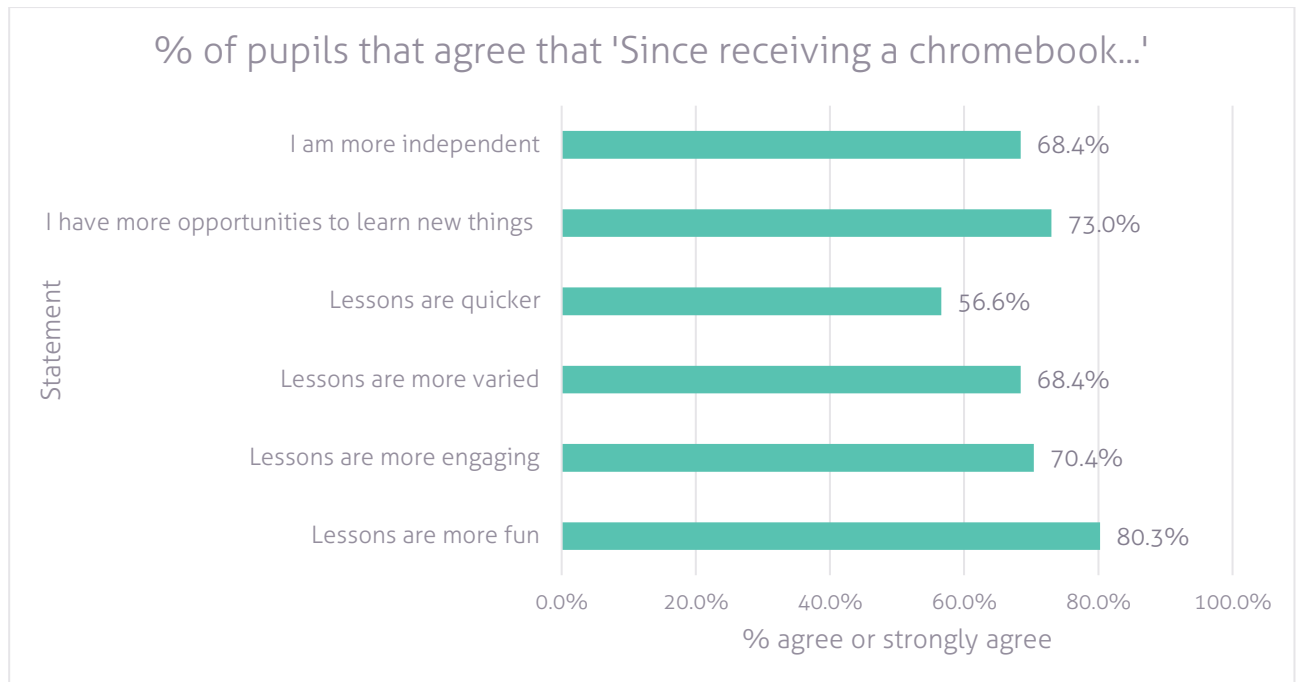
pupils who saw an increase of 0.6%. Whilst both PP and non-PP pupils saw decreases in school engagement, the decrease was smaller for PP pupils, by 0.2%. PP pupils did however see a larger decrease in extraversion than their non-PP peers, a decrease of 6.0% compared with 0.3% for non-PP pupils. **This suggests that, in all measures apart from extraversion, the introduction of 1:1 devices had a stronger positive impact on PP pupils.**

Gender Breakdown

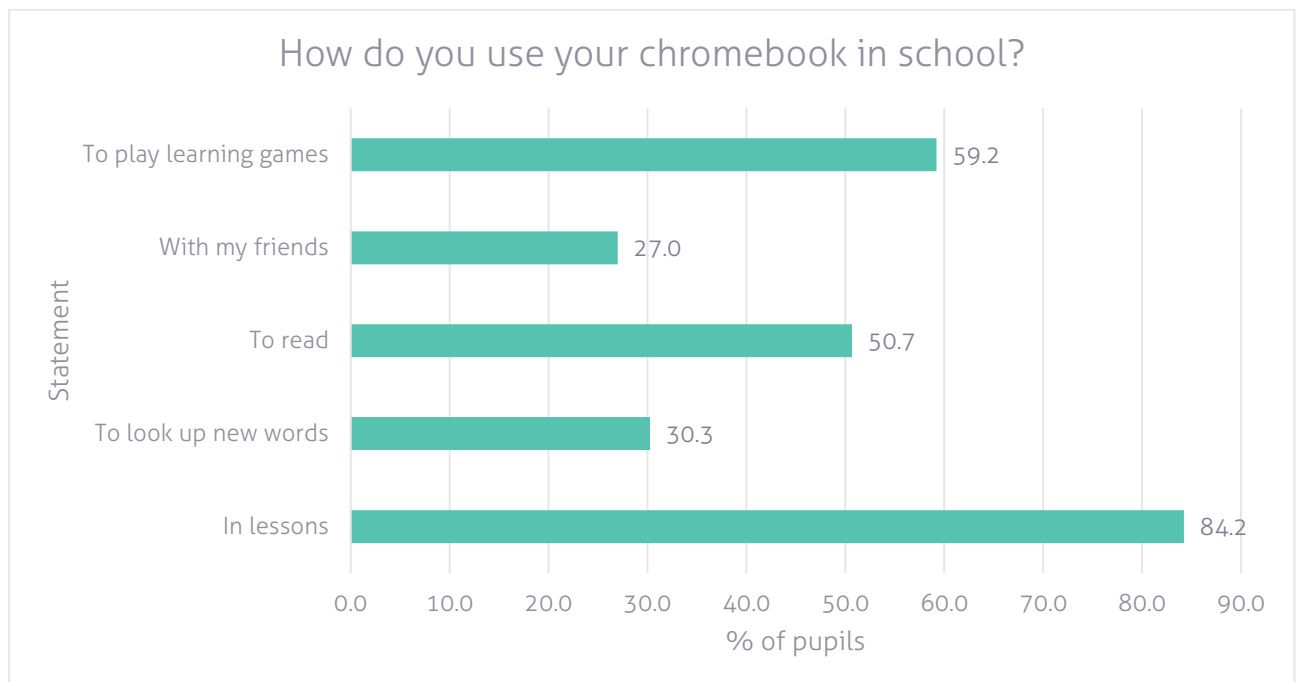


As can be seen in the graph above, **for the majority of the S&E skills measured, male pupils saw larger increases.** Whilst both male and female pupils saw increases in metacognition, grit, and conscientiousness, this was most notable for male pupils. Male pupils also saw a slight increase in extraversion of 0.2% whilst female pupils saw a decrease of 3.8%. However, for school engagement, the opposite was true. Female pupils saw a slight increase of 0.1% whilst male pupils saw a decrease of 3.8%. **This data suggests that, other than for school engagement, the investment in 1:1 devices had a stronger positive impact on male pupils than female pupils.**

Custom Chromebook Survey

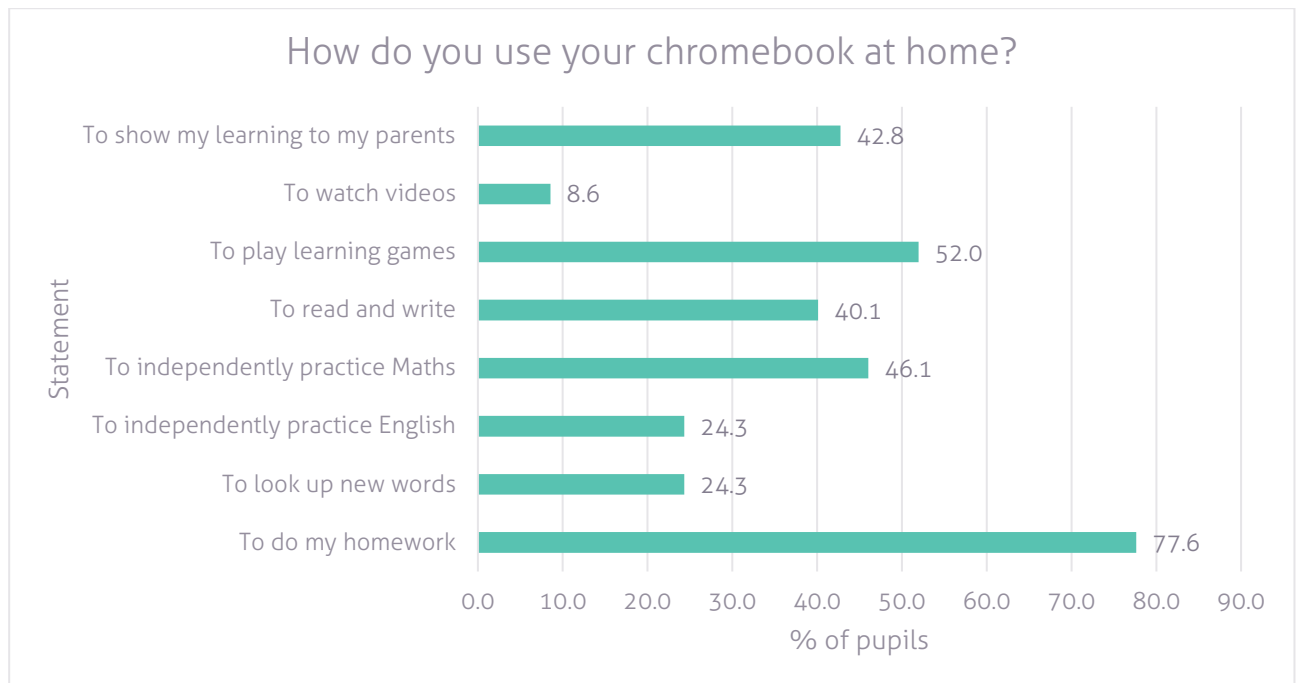


In the custom Chromebook survey, pupils were asked to respond to changes that they had noticed since the introduction of Chromebooks. **As the graph above shows, the majority of pupils agreed or strongly agreed with every statement**, with the highest percentage of pupils (80.3%) agreeing with 'since receiving a Chromebook, lessons are more fun.' 73.0% of pupils agreed that 'since receiving a Chromebook, I have more opportunities to learn new things' and 70.4% of pupils agreed that 'since receiving a Chromebook, lessons are more engaging.'



The graph above looks at how pupils use their Chromebooks in school. **A substantial majority (84.2%) of pupils said they used their Chromebooks in lessons.** The next most common response

was 'to play learning games' which 59.2% of pupils said they did in school. A small majority of pupils (50.7%) of pupils said that they used their Chromebooks to read in school.



The graph above looks at how pupils use their Chromebooks at home. **A majority of pupils (77.6%) said that they used their Chromebook to do homework at home.** A considerable proportion of pupils (52.0%) also said that they used their Chromebook at home to **play learning games**. The least popular thing for pupils to do at home with their Chromebooks was to watch videos; 8.6% of pupils said they did this.

Qualitative Responses

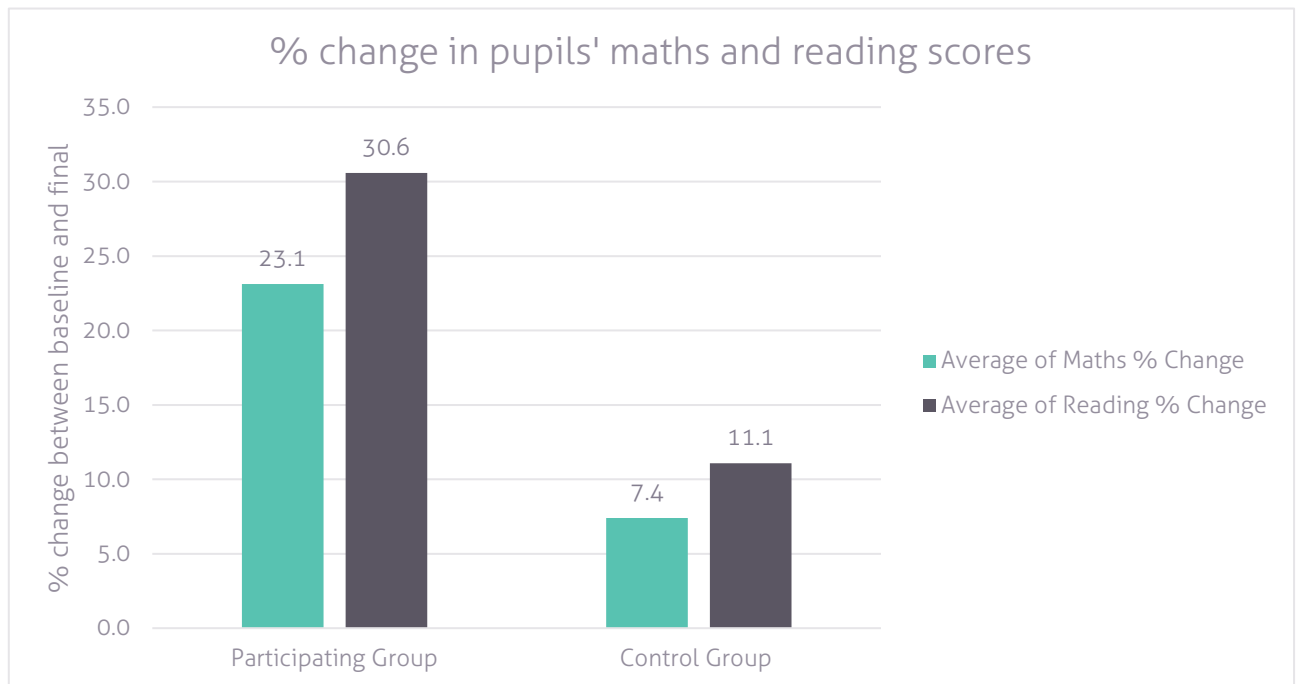
The qualitative question asked pupils if there was anything else they wanted to share about their Chromebook. Similar to the responses outlined above, pupils frequently referred to the fact that they thought **Chromebooks made lessons more fun and engaging**. For example, one pupil noted *"I like my Chromebook because it helps me with my learning and at the same time it is engaging."* There were also references to Chromebooks **making lessons faster paced**, for example one pupil noted; *"I think having our own Chromebooks is amazing. It is good because we do not have to wait for any people for the Chromebooks. They also help us with computer skills such as touch typing which is useful for when we are older."*

Pupils referenced that they frequently used their Chromebooks to **play learning games**. For example, one pupil noted *"it is really cool and I use it to do TT Rockstars and I think it is the best thing/item that we have used in school."*

There were also frequent references to pupils **enjoying learning through their Chromebooks**, for example one pupil noted *"it has helped me learn a lot"* and another *"I like having the Chromebooks because they have made me better at maths and other lessons."*

What were the academic impacts for pupils?

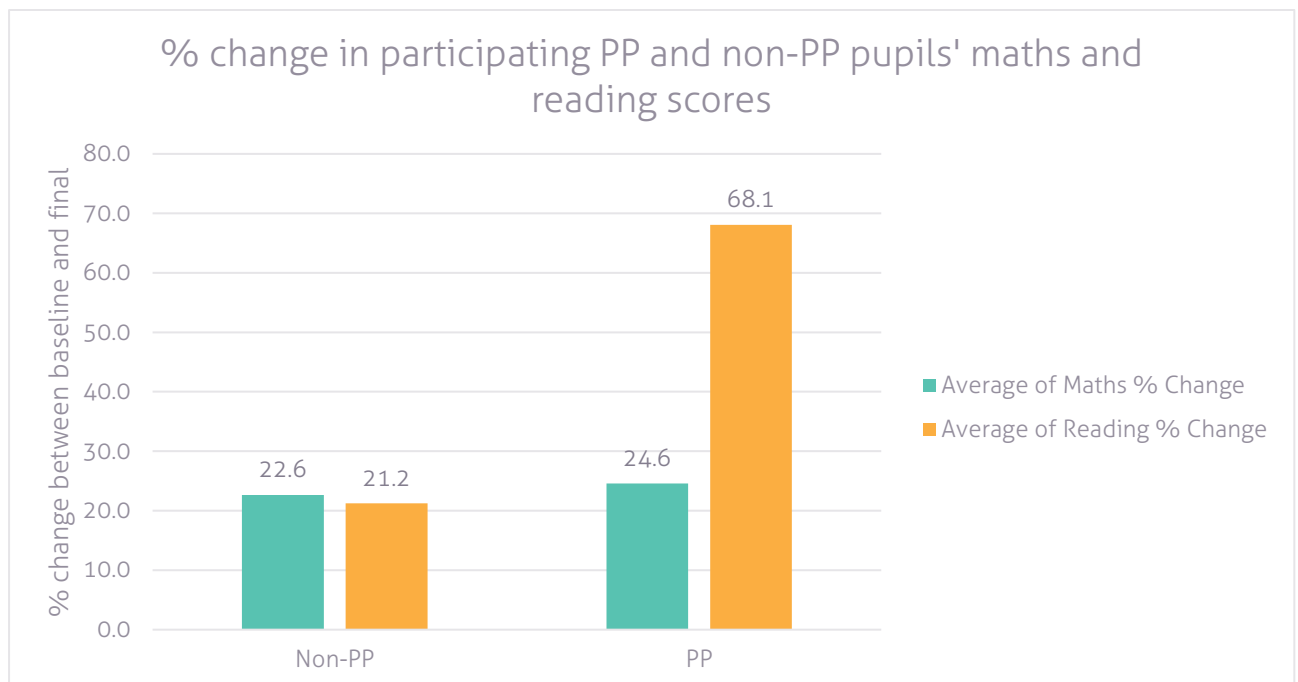
Timbercroft Primary School



Both pupils in the participating and control group at Timbercroft saw improvements in their maths and reading scores between baseline and final – these changes were most considerable for the participating group in both subjects.

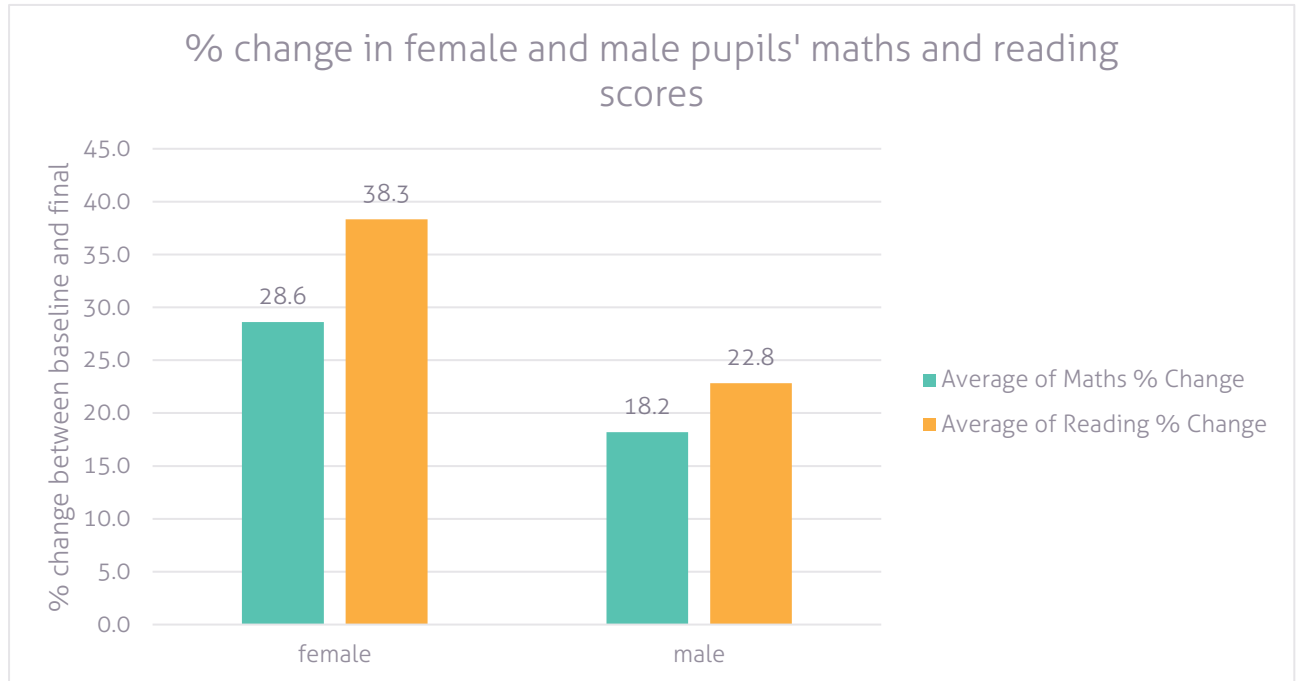
How did this vary by different demographic subgroup?

Pupil Premium



Pupils who are eligible for Pupil Premium saw larger increases in both their maths and reading scores, most considerably in reading. Due to the small number of PP pupils in this intervention (15 pupils) these results should be interpreted with caution but suggest a general positive trend for pupils in receipt of Pupil Premium.

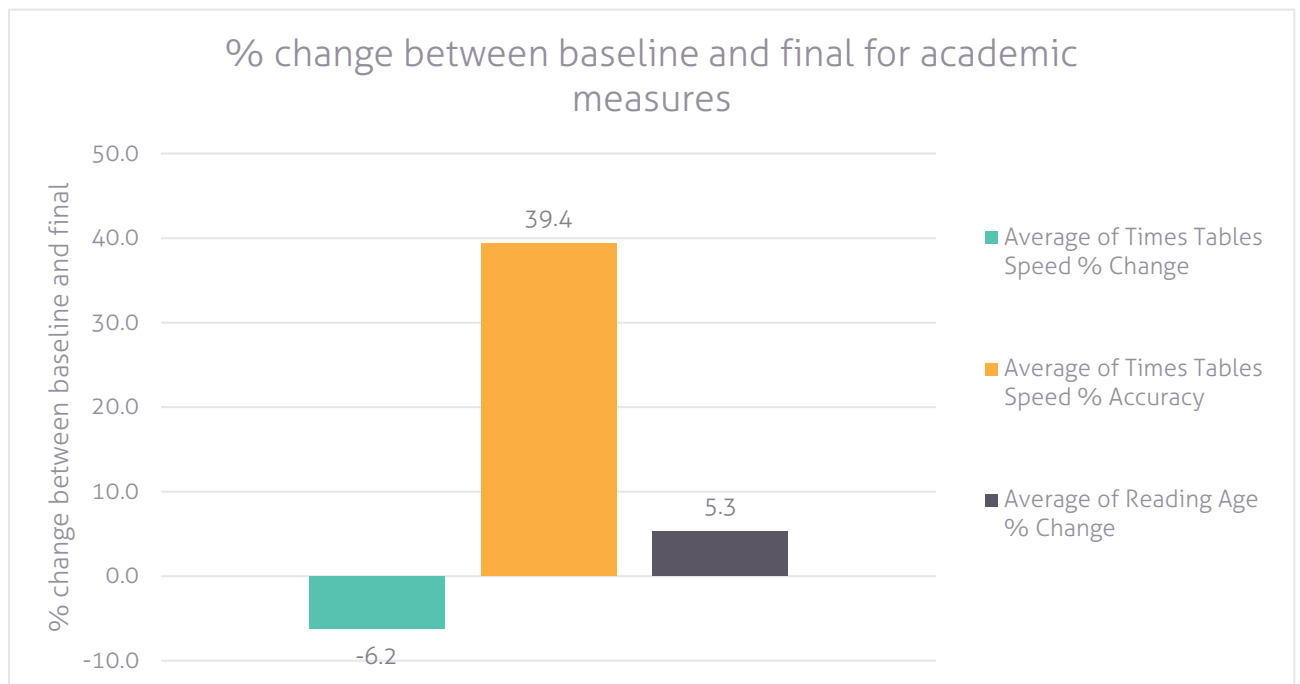
Gender Breakdown



The introduction of Chromebooks was also seen to have a stronger positive impact on female pupils, in both reading and maths. This was most considerable in reading where males saw an increase of 22.8% in their scores, whilst female pupils saw an increase of 38.3%.

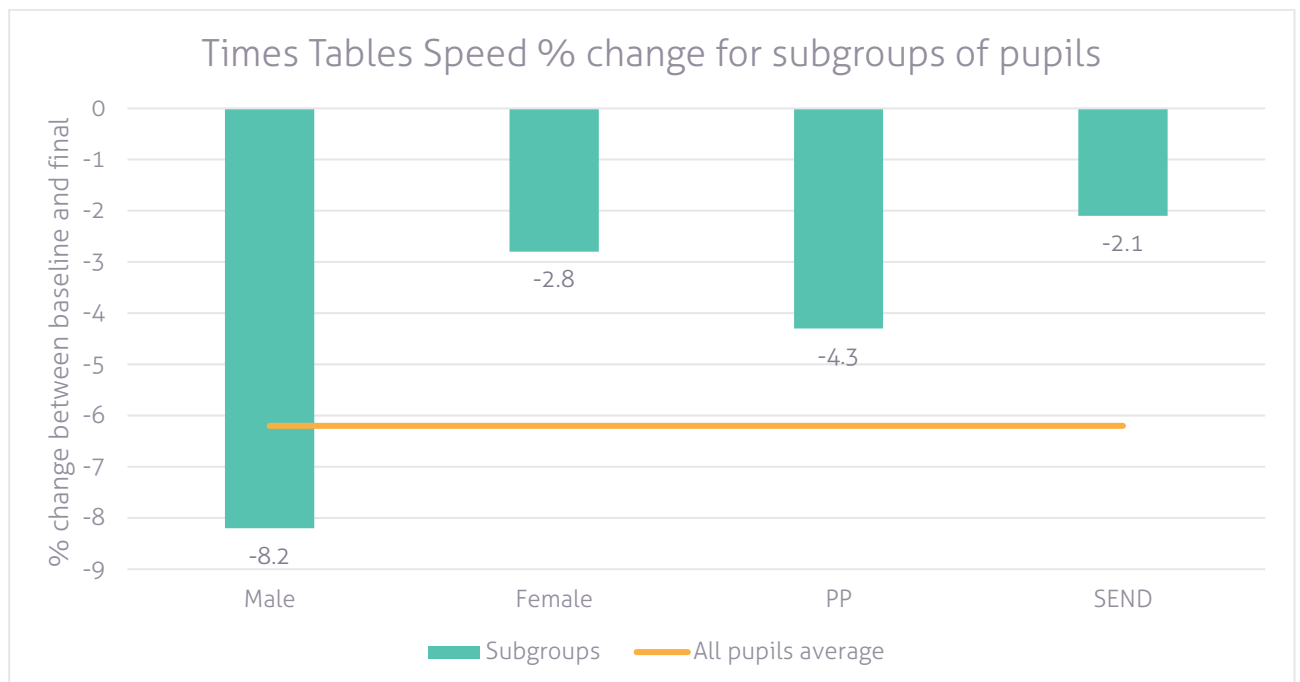
Thus, academic data suggests that the introduction of Chromebooks had a positive impact on pupils' academic grades at Timbercroft, and this was most considerable for both female pupils and pupils who are eligible for Pupil Premium funding.

Bligh Junior School



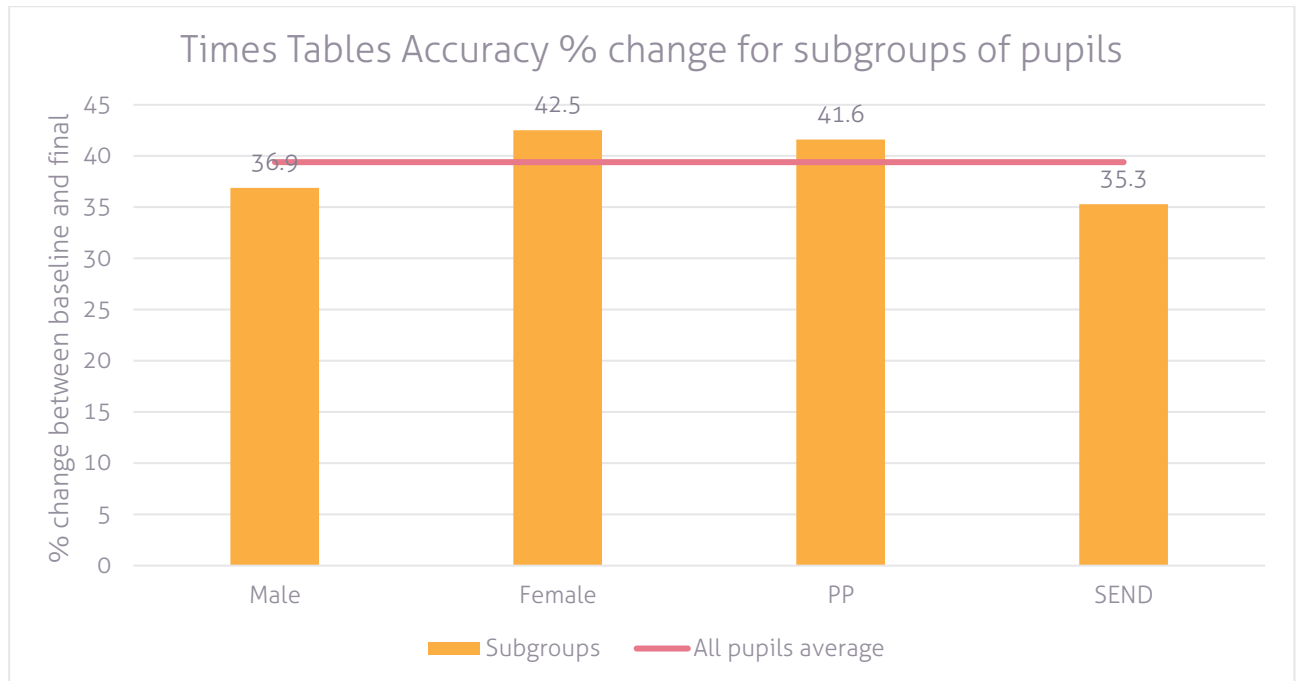
Pupils at Bligh Junior School saw increases in both their reading age and their times tables accuracy between baseline and final data collection timepoint. Times tables speed is an inverse measure, such that a decrease in this measure indicates that pupils are calculating their times tables quicker than before the introduction of Chromebooks. All three measures show positive changes for pupils.

How did this vary by different subgroups of pupils?

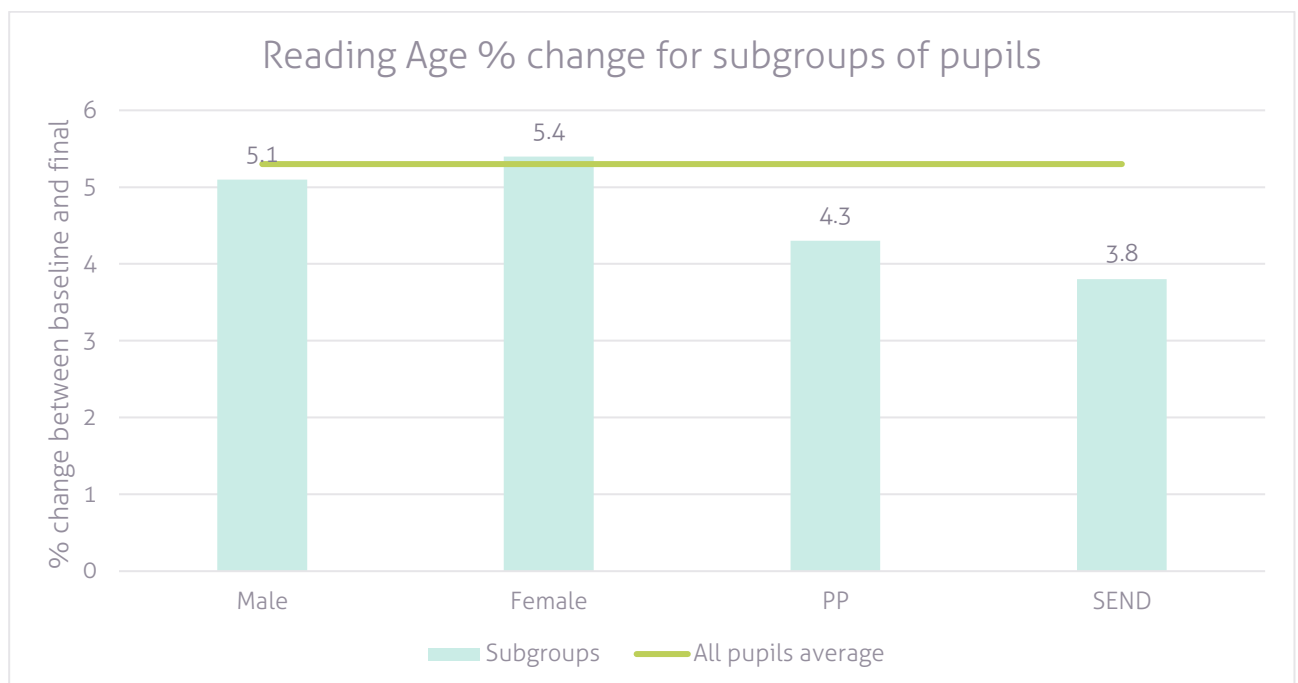


Male pupils experienced the largest change in their speed of completing times tables. This was a difference of 5.4% as compared with their female peers. SEND pupils experienced the least

change in times tables speed between baseline and final, but still completing their times tables 2.1% faster than prior to the introduction of Chromebooks.



Female pupils saw the largest improvement in their times tables accuracy closely followed by PP pupils. Both of these scores were above the average for all pupils. SEND pupils experienced the smallest improvement in their times tables accuracy, although this was still an improvement of 35.3%.

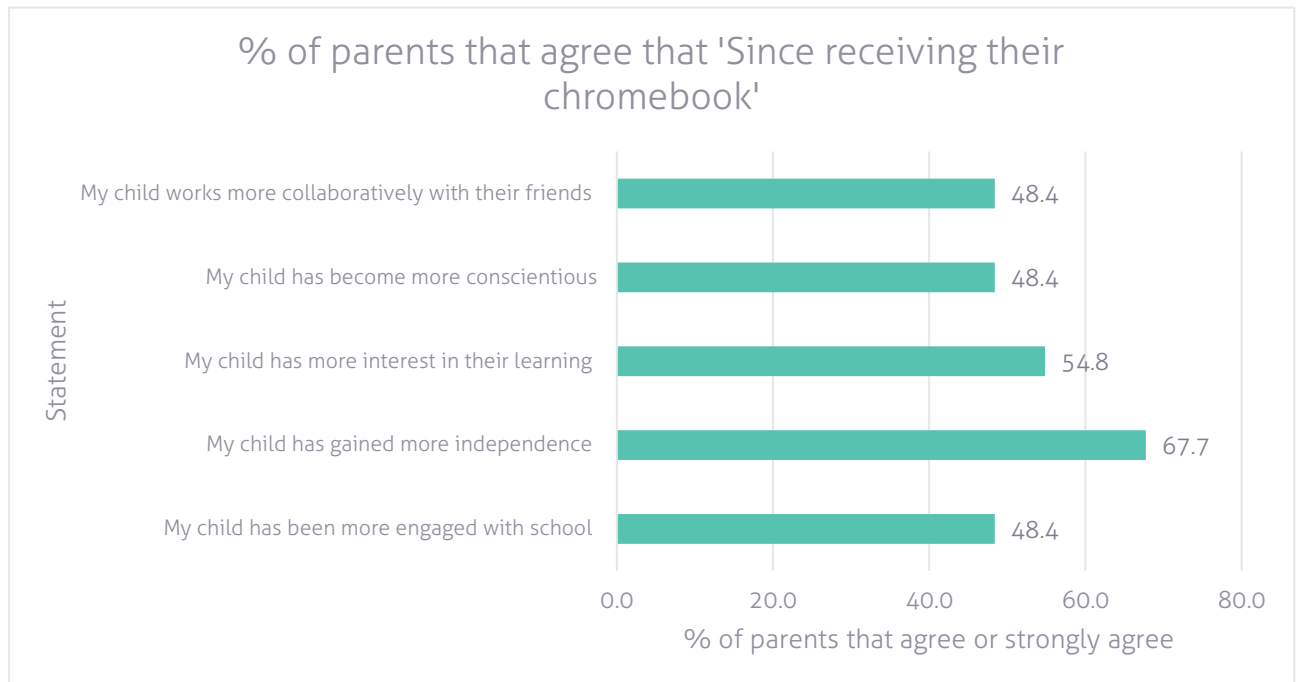


Female and male pupils experienced relatively similar increases in their reading ages with a variance of only 0.3%. Of all subgroups, SEND pupils experienced the smallest increase in reading age.

Thus, academic data from Bligh shows that the Chromebooks had a positive academic impact on all subgroups of pupils, though this impact was felt less by SEND pupils.

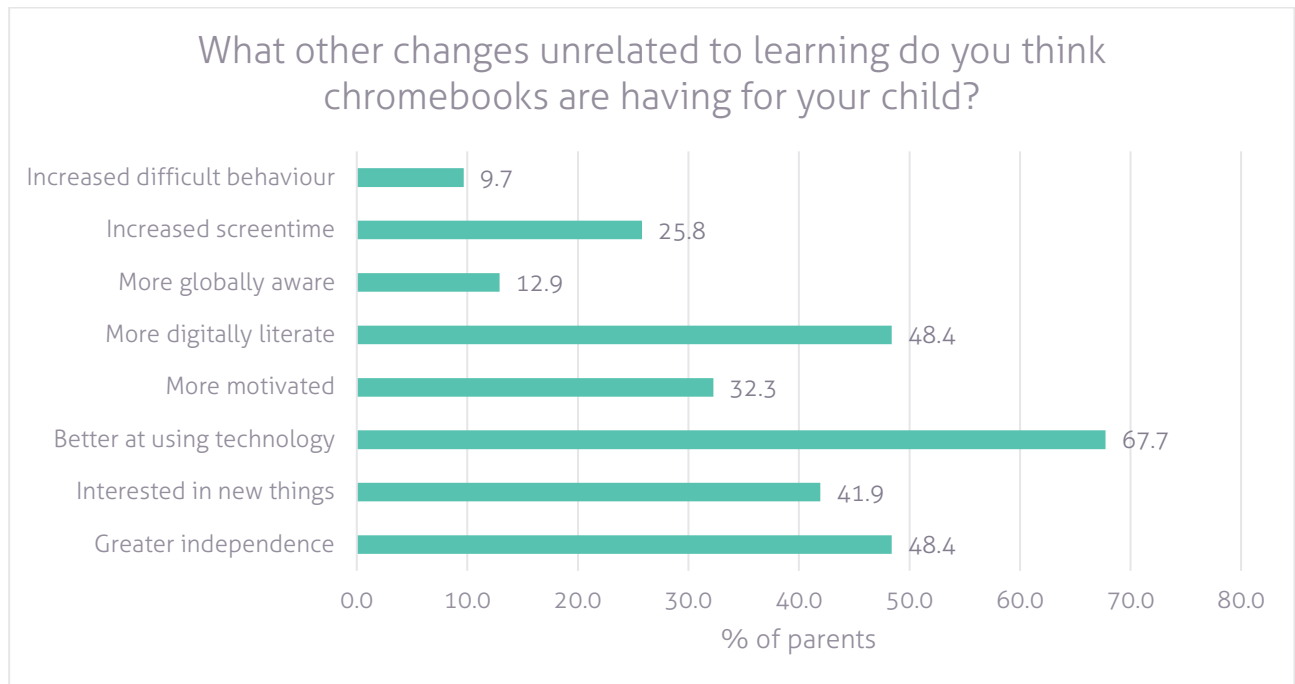
Parent Reflections

31 parents at Bligh Junior School and Timbercroft Primary School responded to the custom Chromebooks survey that was developed to better understand the impact of Chromebooks on pupils. 20 of these parents were from Bligh and 11 were from Timbercroft.



As can be seen in the graph above, a majority of parents (67.7%) believed that their child had **become more independent** since receiving their Chromebook. A large proportion (54.8%) also believed that their child has **more interest in their learning** since receiving their Chromebook. Slightly less than half of parents agreed or strongly agreed with the other three statements, that since receiving their Chromebook their child works more collaboratively with their friends, is more conscientious and is more engaged with school.

When asked how the introduction of Chromebooks had changed their understanding of their child's learning, several parents responded that **they now had a better understanding of what their child was doing at school**. For example, one parent noted *"it was good to see what they are learning on daily basis and build on that at home as well."* Similar to pupils, several parents also referred to the fact that their children often used Chromebooks to **play learning games at home**. For example, one parent noted *"she is so confident with chrome especially when she is reading and doing TTrockstar"* and another noting that their child *"loves the challenges and strives to beat his own score. (He) enjoys getting the certificates."*



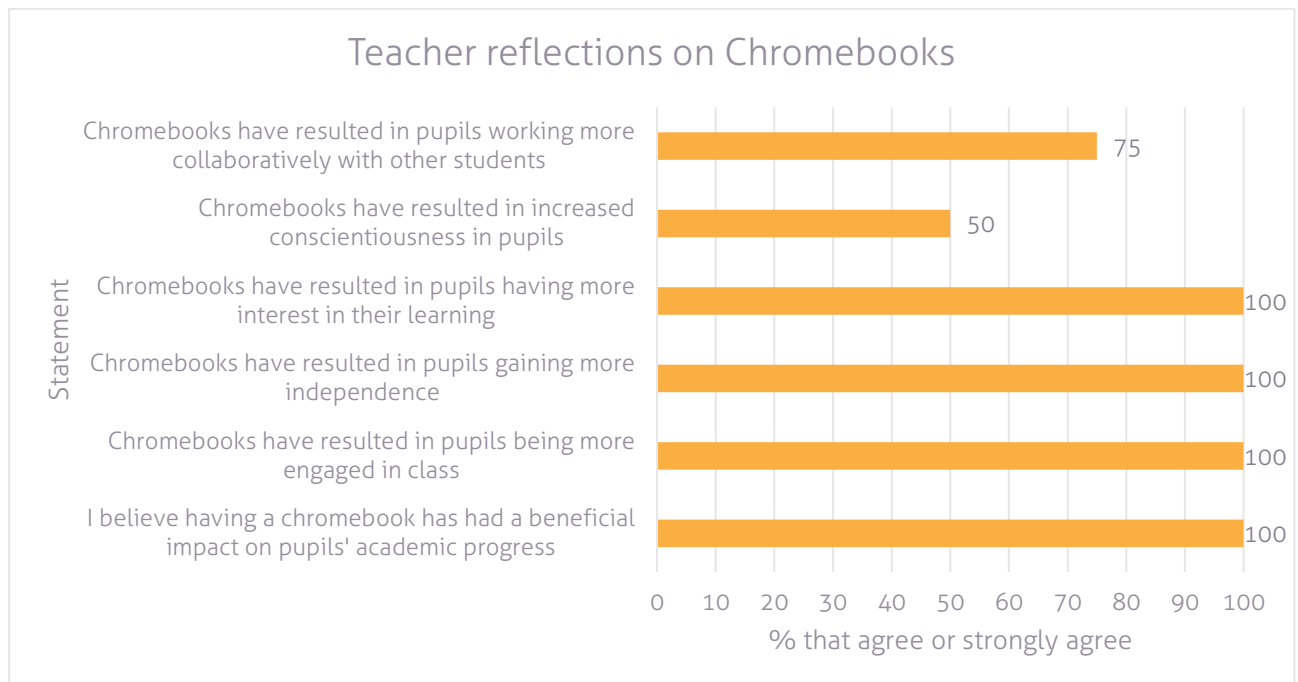
A majority of parents (67.7%) believed that their child had become **better at using technology since using a Chromebook**. This was followed by a **greater independence** (48.4%), **more digitally literate** (48.4%) and **interested in new things** (41.9%). Around a quarter of parents (25.8%) believed that the introduction of Chromebooks had led to increased screentime for their children and a small number of parents (9.7%) thought that it led to increased difficult behaviour. This is explained in more detail in one parent's comment where they note; *"unfortunately my daughter's Chromebook has caused a lot of arguments but on the plus side she has completed more homework not on time but has completed it."*

Some parents reflect that they would like **more guidance or support from the school**, especially when pupils are using the Chromebooks at home. For example, one parent notes *"the chrome book use could be monitored more closely or some sites could be blocked ... online games sites especially, my child is becoming very interested in the 'chat' platforms, which I feel could become misused without monitoring."* There are also multiple references to parents having to monitor the amount of time that pupils spend on their Chromebooks so that they don't always sit in front of a screen.

On the whole, **several parents commented on the increased confidence, digital literacy skills and independence that access to Chromebooks had given their pupils**. When considering rolling out the Chromebooks further, schools could suggest tactics for parents who would like to limit the screentime of their children, or how to set up parental controls on the Chromebooks to prevent pupils from accessing any inappropriate websites.

Teacher Reflections

Three teachers from Bligh and one teacher from Timbercroft responded to the custom survey looking at the impact of Chromebooks on their pupils.



As can be seen in the graph above, all teachers agreed with the statements that Chromebooks have resulted in pupils having **more interest in their learning, gaining more independence and being more engaged in class**. All teachers also agreed that having a Chromebook has had a **beneficial impact on pupils' academic progress**.

75% of teachers agreed that Chromebooks have resulted in pupils working more collaboratively with other students and half of teachers agreed that Chromebooks have resulted in an increased conscientiousness in pupils.

2 teachers noted that the **introduction of Chromebooks had reduced their workload, whilst one noted that their workload had increased since the introduction of Chromebooks**. The final teacher noted that *"in some areas it (my workload) has decreased but in others it has increased, so it works out the same."* References to workload and support were also seen in the qualitative comments with one teacher noting *"they provided a steep learning curve initially but have enabled us to greatly change and improve the way lessons are delivered."* Another teacher asked for *"some support to plan lessons throughout the curriculum to be able to use them successfully."*

Further insights are seen in the qualitative findings with one teacher emphasising the **impact on pupils' motivation and learning in class** by noting *"children (are) more motivated in their learning if on Chromebooks. Also means they can access learning resources much more easily, work at their own pace and receive more differentiated work."* Another teacher noted that **pupils take on more responsibility** and that *"there has been a significant improvement in home learning and children doing additional learning out of class."*

Finally, some teachers also mentioned the positive environmental impact due to the introduction of Chromebooks, noting that they are *"better for the environment and reduced photocopying costs due to access to learning without printing it."*

Overall, teachers had a positive view of the introduction of Chromebooks, noting that pupils seem **more independent, engaged, and motivated** and that it allowed for easier differentiation between **pupils**. When considering expanding the use of Chromebooks further, Maritime Academy Trust could consider sharing example lesson plans using Chromebooks or give more training to teachers when they begin using the Chromebooks with their pupils.

Conclusion and closing note

This report has gone some way to providing evidence behind the impact of the investment of 1:1 devices on pupils' skills (both Social & Emotional and academic), behaviours, and reflections of their teachers and parents.

Chromebooks were shown to have a positive impact on pupils' grit, metacognition, and conscientiousness. When breaking down this data, we can see clear trends of the different impact of Chromebooks on pupils from different demographic sub-groups. For example, Chromebooks were shown to have a stronger positive impact on PP pupils in all measures except extraversion. Chromebooks were also seen to have a stronger positive impact on male pupils as compared with female pupils. Male pupils saw a larger increase in their metacognition, grit, and conscientiousness than female pupils and saw an increase in extraversion (whilst female pupils experienced a decrease in extraversion).

At Timbercroft, whilst both pupils in the participating and control groups saw academic progress throughout the year, this was more considerable for pupils who had received Chromebooks. This suggests that Chromebooks had a positive academic impact on pupils, particularly female and PP pupils.

Academic data from Bligh also showed that Chromebooks had a positive academic impact on all subgroups of pupils, though this impact was felt less by SEND pupils.

The custom survey revealed that the majority of pupils thought that the introduction of Chromebooks had made lessons quicker, more varied, more engaging, and more fun, and that the Chromebooks gave them more opportunities to learn new things and increased their independence.

On the whole, several parents commented on the increased confidence, digital literacy skills and independence that access to Chromebooks had given their children. When considering rolling out the Chromebooks further, schools could suggest tactics for parents who would like to limit the screentime of their children, or how to set up parental controls on the Chromebooks to prevent pupils from accessing any inappropriate websites.

Overall, teachers had a positive view of the introduction of Chromebooks, noting that pupils seem more independent, engaged, and motivated and that it allowed for easier differentiation between pupils. When considering expanding the use of Chromebooks further, Maritime Academy Trust could consider sharing example lesson plans using Chromebooks or give more training to teachers when they begin using the Chromebooks with their pupils.



Part 4: Supporting Documents

4.1 Data collection and analysis

How robust is the data at this stage?

This data was collected over two time periods. This enables us to compare the two periods to gain a clearer picture of the impact of the investment in 1:1 devices. We would recommend repeating the evaluation over at least one further time period to build a more reliable picture of the investment's impact, particularly long-term impact.

Data collection was robust, including sufficient sample sizes and control group. To strengthen data collection, we would suggest including control groups for all measures where possible and using academic data to evaluate the academic impact of the investment.

How was the data analysed?

Quantitative analysis

The following tests and statistical models were used to analyse the data:

- ◆ Mean comparison tests
- ◆ Null hypothesis significance testing (unpaired t-test, two-sided p-value)

Qualitative analysis

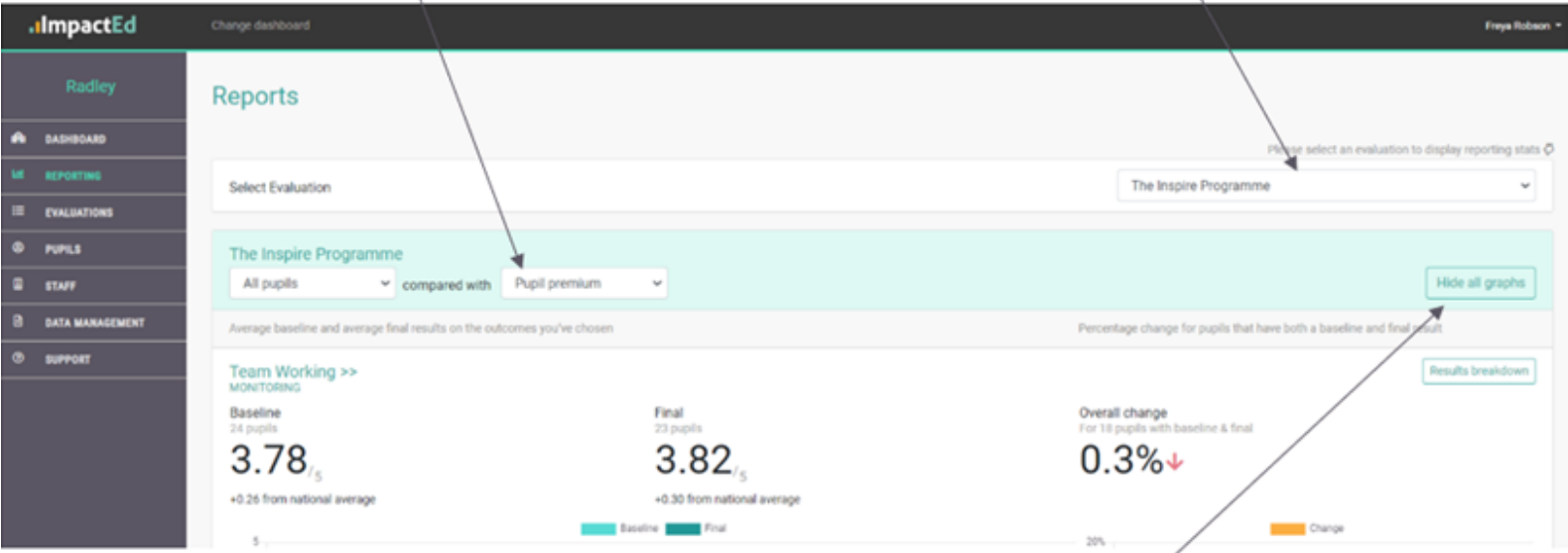
The following qualitative methods were used to draw conclusions about causative factors and implementation:

- ◆ Qualitative thematic analysis
- ◆ Teacher surveys
- ◆ Parent surveys
- ◆ Pupil surveys

To learn more about the analysis we employed to produce this report, please speak to your partnership manager.



4.2 Using the ImpactEd Platform Reports



The screenshot shows the ImpactEd Reports interface. The left sidebar contains navigation links: Radley, DASHBOARD, REPORTING, EVALUATIONS, PUPILS, STAFF, DATA MANAGEMENT, and SUPPORT. The main content area is titled 'Reports' and includes a 'Select Evaluation' dropdown menu. Below this, the 'The Inspire Programme' is selected, with 'All pupils' and 'Pupil premium' as comparison options. The interface displays 'Average baseline and average final results on the outcomes you've chosen' and 'Percentage change for pupils that have both a baseline and final result'. A specific example for 'Team Working >>' shows a baseline score of 3.78 (24 pupils) and a final score of 3.82 (23 pupils), with an overall change of 0.3% (For 18 pupils with baseline & final). A 'Hide all graphs' button is visible, and a 'Results breakdown' link is at the bottom right.

You can use the drop downs here to compare across different subgroups, including PP, SEND, gender, year group etc.

Select the evaluation you are interested in by clicking this drop down

Please select an evaluation to display reporting stats

The Inspire Programme

All pupils compared with Pupil premium

Hide all graphs

Average baseline and average final results on the outcomes you've chosen

Percentage change for pupils that have both a baseline and final result

Team Working >>
MONITORING

Baseline
24 pupils
3.78 /5
+0.26 from national average

Final
23 pupils
3.82 /5
+0.30 from national average

Overall change
For 18 pupils with baseline & final
0.3% ↓

Results breakdown

If you scroll to the bottom of the reporting page, you can download responses in an Excel spreadsheet which also contains a heatmap highlighting low and high scores

Click 'Show all graphs' to see the graphs for all measures in your evaluation

The graph is comparing baseline and final scores for motivation and comparing the scores for Pupil Premium and non-Pupil Premium against all pupils who took part

If you click on 'Results Breakdown' you can access individual scores and responses for each pupil

Results breakdown

Team Working >> MONITORING

Baseline
24 pupils

3.78_{/5}

+0.26 from national average

Final
23 pupils

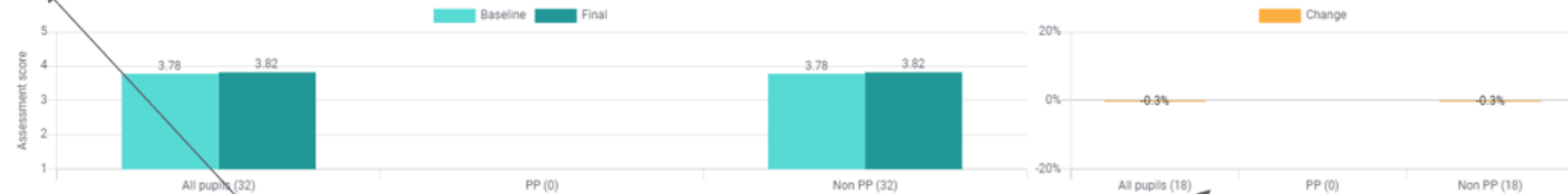
3.82_{/5}

+0.30 from national average

Overall change

For 18 pupils with baseline & final

0.3%↓



This number shows how far away the average score is from our national average, which is based on over 100'000 responses to our academically validated questionnaires

This shows the percentage change over time for those pupils who complete **both** baseline and final assessments

4.3 About ImpactEd

ImpactEd

ImpactEd is a non-profit organisation that exists to improve pupil outcomes and life chances by addressing the evaluation deficit. We support schools to reliably understand the impact of the programmes they run.

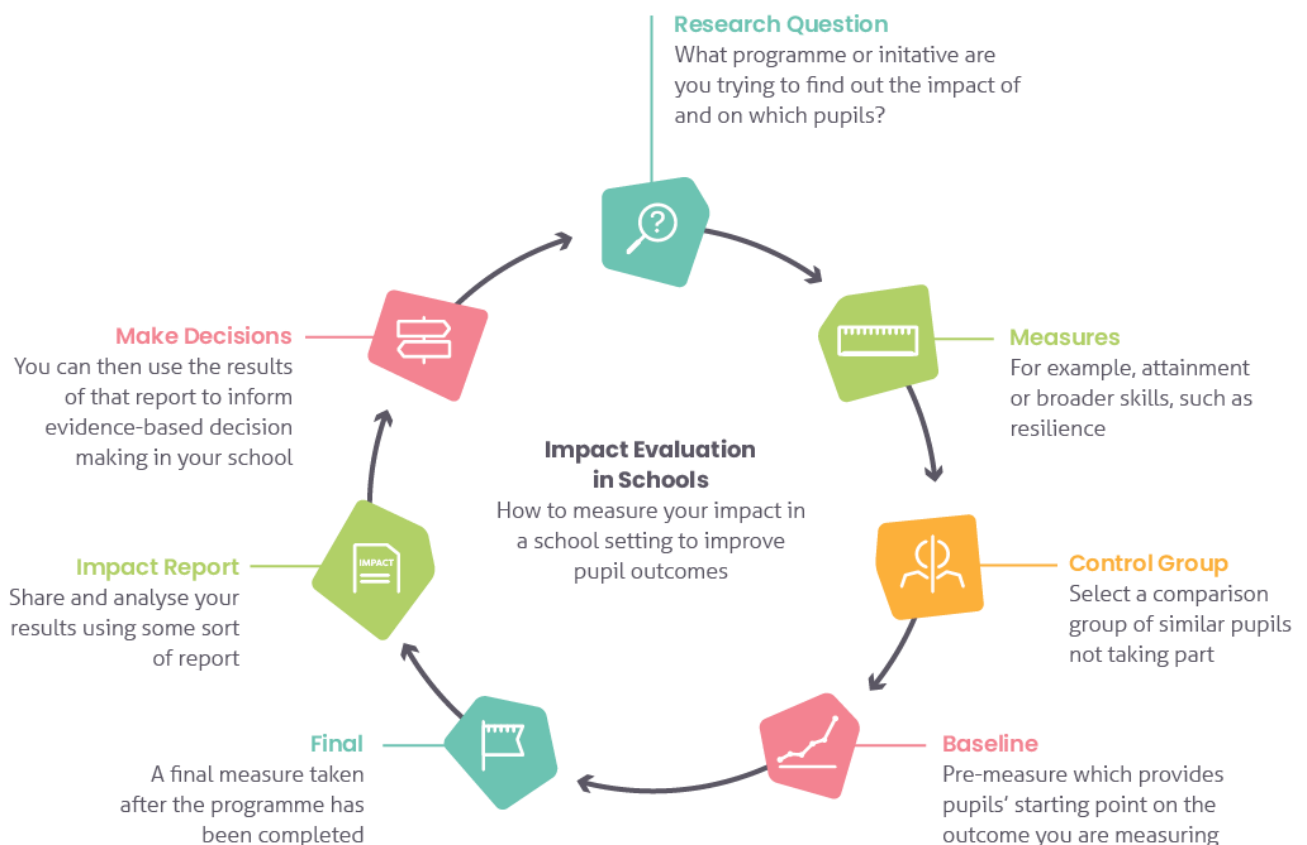
We do this through **partnership** to build capacity for research and evaluation, and our digital **platform** which makes monitoring and evaluation easy for schools.

We established ImpactEd to help schools and school groups understand what is and isn't working in their context, giving them access to robust research methods to assess impact and making evaluation quicker, easier and more effective.

Our Approach

Impact evaluation can help guide decision making, informing your decisions on whether to expand, modify, or stop doing a programme or initiative. Alongside this, they can support your school to improve outcomes for pupils, by feeding into school development plans and helping you prioritise those activities making the biggest difference.

Over the last year, Maritime Academy Trust has worked in partnership with us to design, implement and evaluate the impact of the programmes and interventions they run.



4.4 Glossary

Evaluation terminology

Academic attainment

This refers to test scores in academic subjects such as maths, science, English etc. Some evaluations will compare pupils' attainment in tests for these subjects at the start (baseline) and end (final) of an evaluation to see whether they have made progress over time.

Academically validated measures

These are scales to measure social and emotional skills linked to academic achievement and long-term life outcomes that have been developed and peer reviewed by academic researchers within the fields of education and psychology. These have been developed to ensure:

1. Predictive validity. These skills have been shown to be closely related to desirable life outcomes such as educational achievement, employability and earnings potential, or long-term health and life satisfaction. (In psychometrics, predictive validity is the extent to which a score on a scale or test predicts scores on some criterion measure. For example, the validity of a cognitive test for job performance is the correlation between test scores and, say, supervisor performance ratings.)
2. Construct validity. The measure tests for the skill that it says it does, as defined in the literature.
3. Test-retest validity. The results stay the same when tests are repeated.

Baseline

The initial assessment of pupils' attainment or social and emotional skills, at the start of an evaluation.

Change over time

The difference between a pupil's baseline result and their final result, either for attainment or social and emotional skills. This indicates progress made during participation in the programme. This will begin to indicate whether the programme has had an impact on pupils, though we must also account for other factors that could lead to this change, which is why we recommend the use of control groups and qualitative analysis.

Control Group

A control group is composed of students who do not participate in the programme and who closely resemble the pupils who take part in the programme in attainment and demographic traits. It is used to get an indication of whether a change in results over the course of the programme can likely be attributable to the programme itself, or whether results were likely to change over time in any case. Also known as a comparison group.

Evaluation

An evaluation is set up to measure the impact of a particular programme. This will involve monitoring the programme over a specified period, for one or more groups, in order to evaluate the progress participating pupils make. One programme can involve multiple evaluations, and we recommend gathering data across multiple time points to ensure valid and reliable results are generated.

Evaluation Group(s)

An evaluation will either cover one specific group of pupils, who all participate in the programme (e.g. a new programme trialled in one class, or an intervention with one small group). Or, the evaluation may cover multiple evaluation groups (e.g. as several small-group interventions, or with multiple classes carrying out the same programme). In the case of multiple evaluation groups, it can be useful to compare the outcomes for different groups to build up a stronger data set, as well as to compare differences in implementation to see whether this has an effect on results.

Final

The final assessment of pupils' attainment or social and emotional skills at the end of an evaluation.

Matched Pupils

Matched Pupils are pupils who carried out both a baseline and a final assessment at the start and end of the evaluation. It can be useful to consider results from Matched Pupils only because this means only including those pupils who participated in the full duration of the programme.

Outcomes

We use outcomes to refer collectively to any social and emotional skills and academic attainment scores that are being measured over the course of an evaluation.

Participating pupils

The group of pupils participating in the evaluation, and not forming part of a control group.

Programme

This could be any intervention, project or programme run in school with the aim of improving pupil outcomes or life chances. ImpactEd works with schools to build evaluations of their programmes in order to better understand whether they are having their intended impact.

Skills measures

We use a set of academically validated skills measures to assess pupils' social and emotional skills. See Our Metrics, below, for details of each measure we use.

Social and emotional skills

The term 'social and emotional skills' refers to a set of attitudes, behaviours, and strategies that are thought to underpin success in school and at work, such as motivation, perseverance, and self-control. They are usually contrasted with the 'hard skills' of cognitive ability in areas such as literacy and numeracy, which are measured by academic tests. There are various ways of referring to this set of skills, such as: non-cognitive skills, twentieth century skills and soft skills. Each term has pros and cons; we use social and emotional skills for consistency but we recognise that it does not perfectly encapsulate each of the skills that come under this umbrella.

Statistical analysis terminology

Statistically significant

A result has statistical significance when it is very unlikely to have occurred given the null hypothesis. In other words, if a result is statistically significant, it is unlikely to have occurred due purely to chance.

P Value

A p-value is a measure of the probability that an observed result could have occurred by chance alone. The lower the p-value, the greater the statistical significance of the observed difference. Typically a p-value of ≤ 0.05 indicates that the change was statistically significant. A p-value higher than 0.05 (> 0.05) is not statistically significant and indicates strong evidence for the null hypothesis; i.e. that we cannot be confident that this change did not occur due purely to chance.

Education terminology

EAL

Pupils with English as an Additional Language (EAL) refers to learners whose first language is not English.

LAC

Looked After Children (LAC) are children who have been in the care of their local authority for more than 24 hours. Looked after children are also often referred to as children in care.

Pupil Premium (PP)

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve. Whether a child is eligible for Pupil Premium funding is often used by schools as an indicator of disadvantage.

SEND

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support; this is usually shortened to SEND.

Measures for social and emotional skills

The self-report measures available on the ImpactEd platform are academically validated questionnaires for measuring 'social and emotional' skills that have the biggest impact on pupil life chances and outcomes.

Anxiety

Anxiety is a feeling of worry or fear that is experienced as a combination of physical sensations, thoughts or feelings. Feelings of anxiety are associated with significant negative outcomes, including impaired academic, social and health functioning (Reardon & Spence, 2018).

Conscientiousness

Conscientiousness is 'the tendency to be organized, responsible, and hardworking' (Almlund et. al., 2011). It is linked to attainment and skills such as grit and persistence. A student with a high level of conscientiousness is not easily distracted from their goal, demonstrates perseverance and is willing to delay gratification for the sake of achieving an objective.

Extraversion

Extraversion is a measure of pupils' engagement with the outside world, normally associated with confidence and assertion in discussions. Extraverts tend to enjoy interacting with others, and extraversion is often related to enthusiasm, sociability and ambition. It is strongly related with wages in adult life and some measures of academic progression.

Goal orientation

Goal orientation is defined as an individual's motivation and ability to make viable plans, set targets and objectives, and take action towards desired goals. Pupils with a high level of goal orientation tend to be more cognitively engaged and misbehave less than their peers with lower levels of goal orientation (Roeser et al. 2002).

Growth mindset

Growth mindset is a belief that your skills and intelligence are things that you can develop through effort. Pupils with a greater level of growth mindset will tend to embrace challenge and judge success by being about how much they stretch themselves, not just what they achieve (Dweck, 2008). In some studies, possessing a growth mindset has been found to be a strong predictor of achievement, comparable to that of the impact of family income. (Claro et al., 2016), although recent work has shown more modest effects (Foliano et al., 2019).

ImpactEd Covid Learning Index

Learning resilience in relation to factors affected by Covid-19. At ImpactEd, we conducted thorough research to build a measure which provides an overall indicator of pupils' learning resilience in relation to factors which are likely to be affected by the Covid-19 pandemic. The tool is compiled using statements from existing validated measures, such as Liem & Martin's multidimensional conceptual framework of the cognitive and behavioural components of motivation and engagement (2011) and Fuller's self-report instrument (2017) for measuring student engagement.

Metacognition

Metacognition means 'thinking about thinking': pupils' ability to think explicitly about their own learning (Flavell, 1979; Higgins et al., 2016). It is strongly associated with academic progress and improves other skills required for learning, such as critical thinking. Metacognition enables pupils to develop strategies to plan, monitor, and evaluate their learning.

Motivation

Motivation is what causes an individual to want to do one thing, and not another. Intrinsic motivation relates to pupils' inherent enjoyment or interest in a task. Intrinsic motivation has positive effects on academic performance, encouraging high-quality learning and creativity (Gutman & Schoon, 2013; Vallerand, 1997). Teaching which is focused on intrinsic goals as opposed to extrinsic goals improves test performance across all age groups (Vansteenkiste et al., 2004).

Openness

Openness is the tendency to be open to new academic, cultural, or intellectual experiences. In pupils it is associated with the motivation to engage in self-examination, and relates to both academic performance and wellbeing.

Resilience

Resilience is defined as perseverance and passion for long-term goals, with an emphasis on the long-term. Pupils with high levels of grit and resilience may work persistently over years to achieve goals despite experiencing setbacks. Resilience has been related to life outcomes including higher earnings and fewer career changes (Duckworth and Quinn, 2009).

School engagement

School engagement measures pupils' behavioural, emotional and cognitive engagement with school. Higher levels of school engagement are associated with greater resilience and academic performance. (Glanville & Wildhagen, 2006)

Self-efficacy

Self-efficacy is a measure of pupils' belief in their ability to achieve a specific task in the future. Self-efficacy is correlated with higher academic achievement and persistence, and also contributes to pupil wellbeing. (Gutman & Schoon 2013, DeWitz et. al. 2009).

Sub-groups

When comparing impact across a group of pupils participating in an evaluation, we usually divide this into subgroups to identify how trends varied across the sample. This supports teachers to identify pupils that need additional support, as well as those who may particularly benefit from the programme. These subgroups may be demographic, for example covering EAL pupils, Pupil Premium Pupils, boys/girls, LAC pupils. They may be age subgroups, for example comparing year groups or Key Stages. Or they may cover different schools within a trust.

Test anxiety

Test anxiety is concerned with pupils' emotional responses to tests (Pintrich and De Groot, 1990). Greater levels of test anxiety can result in worse performance in exams, but may in some situations be linked to increased motivation and self-regulation.

Teamwork

Teamwork is defined as a young person's perceived ability to collaborate and work with others to achieve a common goal in a group or team context (Anderson-Butcher et al., 2014). It is often particularly associated with capacity to engage in collaborative learning and work well in groups. Life skills such as teamwork are protective factors that predict healthy outcomes for young people and are highly relied upon within professional fields such as medicine, education, business and engineering (Newman et al., 2014).

Wellbeing

Wellbeing refers to a state in which individuals thrive and flourish, including contentment and overall sense of purpose as well as day-to-day happiness. (Huppert, Baylis, & Keverne, 2004).

ImpactEd is transforming how schools approach their programmes, embedding an impact culture across the education system."

DAME SUE JOHN, Executive Director,
Challenge Partners



Partners and supporters



**Improving pupil outcomes
by working with schools to
address the evaluation deficit.**

Get in touch
hello@impacted.org.uk



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