

Whatever it Takes Project – 2017/18 Full Evaluation

Introduction

The Whatever it Takes (WiT) initiative completed its eighth academic year of activities in the summer of 2018. This annual report seeks to evaluate the effectiveness of that investment towards achieving the ultimate aim of doing “whatever it takes to get every child in Leicester reading”.

Whilst there are no specific performance measures of WiT that can definitively tell us the success or otherwise of the project, there are a number of proxy measures and indicators that this report will use to gauge overall reading outcomes in the city.

All such measures and indicators will be influenced by other factors, of course, but taken together will be used to consider the impact of WiT.

This report will consider the reading attainment of children in Leicester’s schools and their attitude to reading, using the WiT pupil survey.

The majority of the WiT investment is distributed through school-based projects and the effectiveness of these in the academic year 2017/18 are also considered. So too are the central WiT events of the last academic year. Some projects and data referred to in this report come from beyond the academic year into the remainder of the calendar year, but given the lag in finalised academic data, it has historically been seen as more timely to report them together with 2017/18 academic information.

Summary

The key findings from this report are:

- Key Stage 1 reading assessments gap has narrowed
 - Leicester's made a small improvement from last year
 - There was a decline in national outcomes
- Key Stage 2 reading assessments gap has narrowed
 - Leicester's improvement from last year was over 5 percentage points
 - National improvement was 3 percentage points
 - Leicester narrowed the gap at Greater Depth
- Mixed outcomes for the younger cohorts
 - Small Leicester gains in EYFS compared to little or none at national
 - Gap widened in Y1 Phonics, Leicester's Y2 Phonics reached 90% for the first time
- Attitudes to reading amongst Leicester's children and young people continues to decline
 - Confidence in self-reported ability has declined again to the lowest level since survey began
 - Liking of reading has fallen significantly
- 72 schools received a total of around £900k to run projects during the 2017/18 academic year.
 - There was insufficient pupil-level data provided to draw solid conclusions on city-wide outcomes, but individual schools reported improvements
- WiT central events contribute to main aims of project
 - Previously successful central work continued

Reading attainment and attitude

Baseline and Context

WiT activities commenced in February 2010 and up until 2016, the statutory assessments from 2009 had been used for baseline comparison in order to note progress of children in reading in Leicester.

Whilst statutory assessments have always been used as a proxy measure of impact by WiT, clearly there are many things that contribute to these outcomes, both within school and outside.

Also given the nature of WiT-funded work, some projects would take many years to make an impact on the stated aim of ensuring children leave primary school reading at age-related standards, as a child moves through their school life. WiT is not specifically aimed at improving statutory assessment outcomes, although they do form an important part of its success criteria.

The changes in statutory assessments at the end of Key Stage 1 and Key Stage 2 in 2015/16 have meant that only limited historical comparisons are now possible. At the end of this section, historical data have been provided, but purely for reference and not for any sort of historical comparison.

Reading Attainment at Age 7

KS1	2016		2017		2018	
	Leic	Nat	Leic	Nat	Leic	Nat
Reading						
At or above Expected Standards	66.9%	74%	69.7%	76%	70.3%	75%
Boys	62.8%	70%	66.0%	71%	66.8%	71%
Girls	71.2%	78%	73.4%	80%	74.0%	80%
Greater Depth	21.1%	24%	21.7%	25%	21.1%	26%
Boys	17.5%	20%	19.3%	22%	18.5%	22%
Girls	24.9%	27%	24.1%	29%	23.8%	29%
Working Towards	21.2%	19%	19.5%	17%	19.0%	17%
Boys	23.2%	21%	20.6%	20%	20.2%	19%
Girls	19.1%	16%	18.5%	15%	17.7%	15%

There has been a small improvement in those reaching expected standards, set against a decline in the national and therefore the gap has narrowed to 4.7 percentage points.

Reading Attainment at Age 11

KS2	2016		2017		2018	
	Leicester	National	Leicester	National	Leicester	National
Reading						
At or above Expected Standards	59.4%	66%	65.6%	72%	71.2%	75%
Boys	55.9%	63%	61.1%	68%	67.0%	71%
Girls	63.0%	70%	70.6%	75%	75.9%	79%
Greater Depth	11.5%	19%	17.3%	25%	24.4%	28%
Boys	9.2%	16%	14.6%	22%	20.7%	30%
Girls	13.9%	22%	20.2%	28%	28.4%	39%
Avg Scaled Score	101.0	103	102.4	104	104.1	105
Boys	100.3	102	101.6	103	103.2	104
Girls	101.7	103	103.4	105	105.0	106

For the second year in a row there has been a significant increase in the percentage of Leicester pupils reaching expected standards at Key Stage 2. The gain of 5.6% was well in excess of the national gain so the gap narrowed to 3.8 percentage points. Likewise at Greater Depth, Leicester's gain was more than the national, so the gap narrowed to 3.6 percentage points.

Attainment in the Early Primary Years

In recent years because of the increased WiT investment in and support of the Knowledge Transfer Centre (KTC), this report started to consider outcomes for children at the early stages of their academic life.

What follows is information in relation to Year 1 Phonics screening check and the Early Years Foundation profile, although it should be noted that not all schools in the city engage with KTC (a significant number do, but not all) and that a relatively low proportion of school-based projects use WiT funding in these cohorts.

Outcomes at Age 5

EYFS Literacy (Expected and Exceeding)

	2013		2014		2015		2016		2017		2018	
	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat
Reading	47.9%	70.5%	55.0%	73.9%	60.2%	76.1%	67.3%	77.0%	69.8%	77.0%	70.8%	77.0%
Boys	41.7%	64.9%	48.4%	68.4%	54.0%	70.6%	61.3%	71.7%	63.6%	71.9%	64.0%	71.9%
Girls	54.7%	76.4%	62.1%	79.7%	66.2%	81.9%	73.4%	82.7%	76.5%	82.4%	77.7%	82.4%
Writing	38.0%	61.9%	46.1%	67.0%	53.8%	70.8%	63.8%	72.6%	67.6%	73.3%	68.2%	73.7%
Boys	30.1%	53.9%	38.1%	59.5%	46.7%	63.6%	57.1%	65.9%	61.3%	66.9%	60.8%	67.4%
Girls	46.6%	70.2%	54.5%	74.9%	60.7%	78.3%	70.7%	79.7%	74.5%	79.9%	75.6%	80.2%

Leicester continued to make gains, albeit small, in reading and writing, whilst there was little or no improvement at a national level.

Outcomes at Age 6 and 7

	2012		2013		2014		2015		2016		2017		2018	
	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat
Y1 Phonics Meeting Standard	56.8%	58%	66.9%	69%	68.2%	74%	71.5%	77%	76.8%	81%	79.6%	81%	79.3%	82%
Boys	53.6%	54%	63.4%	65%	65.0%	70%	67.9%	73%	73.6%	77%	76.7%	78%	76.2%	79%
Girls	60.4%	62%	70.6%	73%	72.2%	78%	75.7%	81%	80.0%	84%	82.5%	85%	82.5%	86%
Y1 Phonics at end of Y2 Meeting Standard			84.4%	87%	85.5%	91%	85.9%	90%	87.6%	91%	88.0%	92%	90%	92%
Boys			82.7%	83%	85.8%	86%	84.8%	88%	88.0%	89%	87.8%	90%	89%	90%
Girls			87.0%	88%	90.7%	91%	88.9%	92%	92.0%	93%	94.2%	94%	92%	94%

There was a small drop in the percentage of Leicester children who met standard in Y1 Phonics Screening Check, whilst national improved slightly and widened the gap. Those who had met standard by the end of Y2, increased locally to 90% for the first time, narrowing the gap to two percentage points.

Historical data

The following is Key Stage 1 and Key Stage 2 outcomes before the change of statutory assessments.

KS1	2009		2010		2011		2012		2013		2014		2015	
Reading	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat
Level 2+	80.8%	84%	81.4%	85%	83.8%	85%	85.2%	87%	87.0%	89%	86.2%	90%	85.9%	90%
Boys	76.6%	80%	78.1%	81%	81.1%	82%	82.2%	84%	84.1%	86%	82.8%	87%	84.0%	88%
Girls	85.5%	88%	84.7%	89%	86.6%	89%	88.4%	90%	90.2%	92%	89.9%	93%	88.1%	93%
Level 2b+	66.7%	72%	67.9%	72%	70.3%	74%	74.0%	76%	77.5%	79%	76.4%	81%	76.2%	82%
Boys	61.4%	67%	62.5%	67%	66.4%	68%	70.6%	72%	73.4%	74%	72.4%	77%	72.7%	78%
Girls	72.5%	77%	73.6%	78%	74.5%	79%	77.6%	81%	82.0%	83%	80.9%	85%	80.0%	86%
Level 3	18.2%	26%	19.7%	26%	20.8%	26%	22.0%	27%	23.7%	29%	26.4%	31%	26.6%	32%
Boys	16.0%	22%	16.4%	22%	18.0%	22%	20.2%	23%	21.0%	25%	21.2%	26%	22.0%	27%
Girls	20.7%	30%	23.1%	30%	23.9%	30%	23.9%	31%	26.7%	33%	32.0%	35%	31.7%	37%
APS	14.9	15.7	15	15.7	15.2	15.8	15.5	16	15.8	16.3	15.9	16.5	15.9	16.6
Boys	14.3	15.1	14.4	15.1	14.8	15.2	15.1	15.5	15.3	15.7	15.3	15.9	15.3	16.1
Girls	15.5	16.3	15.6	16.3	15.7	16.4	15.9	16.6	16.3	16.8	16.6	17	16.5	17.2

Source: DataNet (Leicester), DfE (National)

KS2	2009		2010		2011		2012		2013		2014		2015	
Reading	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat	Leic	Nat
Level 4+	81.3%	86%	78.2%	83%	80.2%	84%	83.2%	87%	84.6%	86%	85.3%	89%	87.4%	89%
Boys	77.2%	82%	73.8%	80%	76.5%	80%	80.0%	84%	82.1%	83%	82.8%	87%	85.8%	87%
Girls	85.7%	89%	82.9%	87%	84.3%	88%	86.8%	90%	87.4%	88%	88.0%	91%	89.1%	91%
Level 4b+	71.6%		66.9%		65.9%		72.3%		72.6%	75%	74.6%	78%	78.1%	80%
Boys	66.3%		63.0%		61.2%		68.3%		70.3%	72%	71.1%	76%	76.4%	78%
Girls	77.4%		71.0%		71.0%		76.6%		75.2%	78%	78.3%	81%	79.8%	83%
Level 5+	37.8%	47%	39.1%	50%	33.7%	43%	39.6%	48%	38.0%	45%	44.0%	50%	41.8%	49%
Boys	32.4%	41%	35.8%	45%	29.9%	37%	34.4%	43%	34.8%	41%	40.3%	47%	38.8%	44%
Girls	43.6%	54%	42.6%	56%	37.9%	48%	45.4%	54%	41.4%	48%	48.1%	53%	44.8%	53%
APS	27.7	28.6	27.5	28.5	27.3	28.2	28	27.7	28		28.4		28.4	
Boys	27	27.9	26.9	28.1	26.7	27.5	27.4	27	27.6		27.9		28.1	
Girls	28.4	29.3	28.1	29.3	27.9	28.9	28.6	28.4	28.5		28.9		28.8	

Source: DataNet (Leicester), DfE (National)

Children's attitude to reading

Given the lag of other information and the timing of the annual pupil survey at the beginning of the academic year, historically survey data has always been presented 'a year in advance' ie this survey data is from the 2018/19 survey, not 2017/18.

Primary phase

There has been a significant decline in the number of pupils taking the survey as historically it was tied to funding, so schools had more incentive to complete them. An effort was made to tie it to another reading project in order to ensure a reasonable return and this was relatively successful.

In total 4699 pupil surveys were completed, half as many as last year and the lowest return since the survey began.

The overall responses for the most positive answer in most questions has gone down compared to last year. This could be related to the reduction in participation, but in most cases this is the second or third year in a row of declines.

There was a three percentage point drop in pupils who 'definitely' liked reading, whilst most of these had gone to 'I think so', there was also a rise in 'I'm not sure'.

Confidence in reading ability has fallen dramatically, those claiming to be 'very good' are down five percentage points to by far the lowest rate since the survey began. 'Good' and 'OK' are at their highest levels since the survey began.

Home reading is relatively stable compared to previous years, but confidence in reading aloud and enjoyment of being read to out loud have both declined by sizable margins. There was a sizable rise in pupils who felt reading was for people who 'want to do well' with two-thirds thinking this.

Survey Results

Do you like reading?

Yes, definitely	Yes, I think so	I'm not sure	No
61%	25%	8%	6%
↓ -3%	↑ 2%	↑ 1%	↔

How good are you at reading?

Very good	Good	OK	Not very good
41%	37%	19%	3%
↓ -4%	↑ 3%	↑ 2%	↔

How often do you read with someone at home?

Almost every day	Every 2 or 3 days	About once a week	Usually more than a week between times
38%	27%	21%	14%
↓ -1%	↔	↔	↑ 1%

When you are at home do you choose to read books...

Almost every day	Every 2 or 3 days	About once a week	About once a month	Hardly ever or never
40%	28%	16%	6%	10%
↑ 1%	↔	↓ -1%	↔	↔

When you are not at school how often do you go to the local library (not school library)?

More than once a week	About once a week	About once a month	Hardly ever or never
14%	23%	21%	42%
↑ 1%	↔	↔	↓ -1%

Do you like the books you can choose at school?

Yes, definitely	Yes, I think so	I'm not sure	No
61%	23%	10%	6%
↓ -2%	↔	↑ 2%	↑ 1%

How do you feel when someone asks you to read out loud?

Happy	OK	A bit scared	Very scared
38%	37%	19%	6%
↓ -3%	↑ 3%	↔	↓ -1%

Do you know how to become a better reader?

Yes, definitely	Yes, I think so	I'm not sure	No
46%	32%	15%	7%
↓ -2%	↔	↑ 1%	↔

Do you like hearing an adult read a story out loud?

Yes, lots	Yes, it's OK	I'm not really sure	No
52%	32%	8%	9%
↓ -5%	↑ 4%	↑ 1%	↑ 1%

Which of the following do you enjoy reading the most? (Please choose your favourite 3)

Story books	Information books	Magazines	Websites	E-mails	Newspapers	Comics/	Instructions/M anuals	Poetry	Books in other languages	e-Books
72%	27%	30%	16%	7%	13%	44%	6%	32%	11%	11%
↔	↑ 1%	↓ -5%	↓ -1%	↔	↑ 1%	↑ 1%	↔	↑ 4%	↓ -1%	↔

Do you think reading is for people who....? (tick all that you think are appropriate)

Are geeky/nerds	Want to do well	Are boring	Are happy	Are shy	Are trendy/cool	Don't have many friends
15%	67%	15%	54%	23%	17%	24%
↑ 1%	↑ 7%	↑ 2%	↑ 1%	↑ 3%	↔	↑ 5%

NB Answers may not add to 100% due to rounding or multiple responses

Secondary phase

Due to secondary no longer engaging directly in WiT funding, no secondary surveys took place this year.

School-based projects

Context

Most of the WiT funding is passed directly into schools through grants for reading based projects. The amount of the total school-based spend varies from year to year, but generally in the region of 80% of all WiT monies are spent by schools on their reading project.

These WiT projects also provide the most direct measure of impact on children of WiT funding. Whilst end of Key Stage results give us a city-wide feel for reading abilities of Y2 and Y6 pupils, these projects pick up children in all age groups across both primary and secondary sectors.

Funding

Schools are able to bid for a Core Grant, the key reading work that is above what they are already doing within their own general reading policy and an Additional Grant to enhance this work should funds remain after Core Grants have been awarded.

In the primary phase, funding was awarded to 57 schools for 84 projects for a total of £748,254 (average £13,127 per school):

- Core Grant – 57 schools received funding for a total of £689,299 (average £12,093 per project)
- Additional Grant – 27 schools received funding for a total of £58,956 (average £2,184 per project)

In the secondary phase, funding was awarded to 13 schools for 18 projects for a total of £153,956 (average £11,842 per school):

- Core Grant – 15 schools received funding for a total of £148,727 (average £11,441 per project)
- Additional Grant – 5 schools received funding for a total of £5,229 (average £1,046 per project)

Evaluations

Schools are required to supply an evaluation of each project, outlining the impact and outcomes for children.

Historically schools were required to submit their evaluation from the previous year prior to funding being released for the next project. Due to changes in funding agreed by Schools Forum, no funding for school-based projects were being offered in 2018/19.

This change meant schools were not incentivised to return their evaluation and as such only a quarter did so. In light of this, the information below should be viewed with the understanding it is only a representation of the overall school-based work.

Types of project

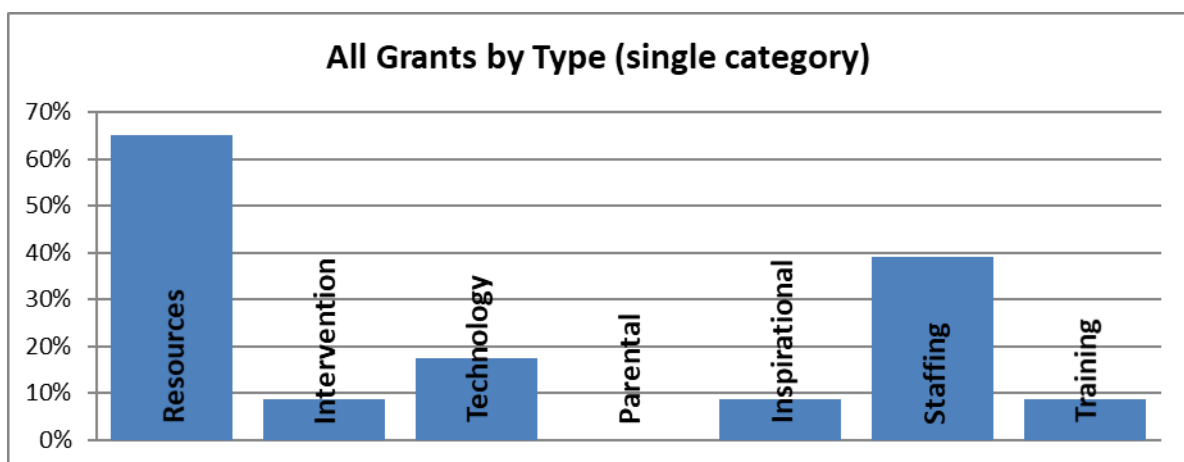
In order to get some idea as to what sort of projects were being funded, they were rated by type, based on the information supplied. The six types of project were:

- Resources – Books and resources
- Intervention – Work with specific pupils
- Technology – IT and software (likely to be for direct intervention)
- Parental – Work with parents, carers and the community
- Inspirational – Author visits, library trips, theatre trips, reading clubs
- Training – For interventions that have yet to take place or general strategies
- Staffing – usually for running a previously existing or multiple intervention projects

The trend away from direct intervention and towards staffing, technology and staffing appears to have continued.

That is not to say that WiT school-based projects aren't directly intervening with struggling readers, rather that fewer schools are spending the bulk of their project money on 'off-the-shelf' interventions, compared to a few years back.

Once again as significant amount of the resource purchased by schools who returned evaluations was part of their work with the KTC project.



Project impact data

Because of the low response rate, it has not been possible to aggregate data in a way that has been done with historical evaluation reports. Too few schools provided pupil level data to make analysis appropriate or representative.

Most schools provided some aggregated data about cohorts who had been engaged in their project and in the main these were said to have made good progress, but it is impossible to combine this information.

School-Based Project Summary

It has not really been possible to draw significant conclusions from the evaluations of school-based projects as too few have responded and within those little comparable data has been provided.

Anecdotally where evaluations were provided, schools appear to have run projects in a similar way and with similar outcomes to previous years.

Central WiT events

Context

Running alongside the school-based projects are a range of centrally organised events under the WiT banner.

The central events attempt to cover the areas of the overall WiT strategy which cannot be achieved through the school-based projects, either because schools are not best placed to do this work, because by their very nature they are collaborative or because the costs of running such events on an individual basis would be prohibitive.

WiT CPD Programme

The WiT CPD programme is designed in consultation with the Reading Champions in order to meet need within the city.

Over the course of the year around 200 members of staff from over 50 city schools attended the range of courses.

Evaluation forms from 123 attendees showed that 88% of the attendees felt the course they had attended had fully matched their expectations, with a further 10% saying it had mostly matched them. Aside from two events where the venue scored 3.1 and 3.2 out of 4, all areas of feedback scored an average of at least 3.5 out of 4.

This feedback is in line with previous year's evaluations of the CPD programme.

Reading Champions

The Reading Champions network events bring together school staff from across the city to share best practice. In recent years the events have been driven more by collective CPD so whilst primarily attendees are the leaders of WiT work in their schools, some have taken the opportunity to bring colleagues who would also benefit from the various keynote speakers.

Matt Bromley and Lee Parkinson were among the Key Note speakers with around 60-70 attendees per event. There was also a usual sharing of good practice at the final event of the year where schools demonstrated what was working in their setting.

Ready and Reading, Supported Summer Read

Ready and Reading and Supported Summer Read combine the Fresh Start intervention programme with an inspirational event and a '6 books for the summer' approach for children in Year 6 whose reading ability suggests they may be vulnerable during the transition into secondary school.

The scheme was originally designed to target pupils who historically would have been reading at a level 2b – 3c and whilst these levels no longer exist, schools were invited to nominate a similar cohort.

Participating schools are provided with resources and training to support the delivery of Fresh Start and the Academic Coaching approach, with nominated pupils participating in the intervention in the Spring Term and the celebration event held in June.

This year's event was held at the Leicester Racecourse along a mischief makers theme with primary pupils buddied up with students from their destination secondary school and working in teams headed by authors.

The average gain for the 160 pupils who took the Fresh Start intervention prior to the celebration event was 7 months in reading age. Almost 40% made more at least a year's gain in reading age, with nearly 20% making two years.

Author Week

Author Week is the regular city-wide inspirational event led by authors and illustrators over the course of a week at Leicester Tigers' Welford Road Stadium. Just under 5,000 pupils from across the city were involved.

Feedback after the event was received from 43 teachers, with over 90% of them saying the impact of attending the event was either 'very significant' or 'significant' on their children. Almost 70% felt the writing workshop was 'very significant' or 'significant' for their pupils.

Overall more than 95% of respondents said the day as a whole was 'excellent' or 'good'.

Knowledge Transfer Centre

WiT continued to part fund the Knowledge Transfer Centre (KTC) roll-out alongside the Leicester Educational Strategic Partnership. Data around overall outcomes in the younger years of primary school can be found earlier in this report.

The contribution to the core programme is relatively small in comparison to the amount of WiT funding attributed to resources for KTC with schools, which were considered in the school-based project section of this report.

The contribution of WiT in this core section helps to fund the training programme that took place over the year, which saw 20 training events take place, attended by around 1,200 staff.

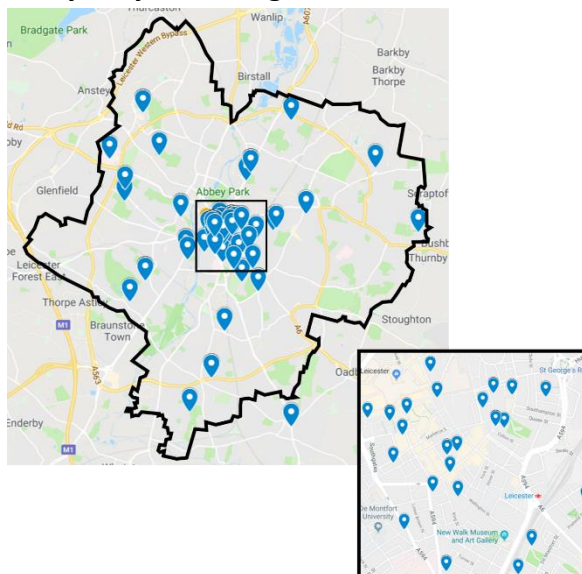
Reading Rampage

The Annual book competition for secondary aged students saw young people select their favourite book from a pre-selected shortlist, with the winner announced at a celebration event at the Leicester Tigers' Stadium.

Feedback from 12 schools suggested around 2000 students were impacted upon and three-quarters of them felt the impact was 'excellent' or 'good'. Most schools also had their own internal measures of success. The training, resources and communication were all rated as 'excellent' or 'good'.

The celebration event saw students work with authors as well as the announcement of the student and author winners.

Everybody's Reading Festival



The ninth annual Everybody's Reading Festival took place over nine days in late September/early October with the usual aim of promoting reading across the city and, in particular, engaging communities and groups who do not normally access reading events.

Community groups, libraries, individuals and schools were funded to host a range of events within their local area, whilst other non-funded events were also promoted as part of the festival programme.

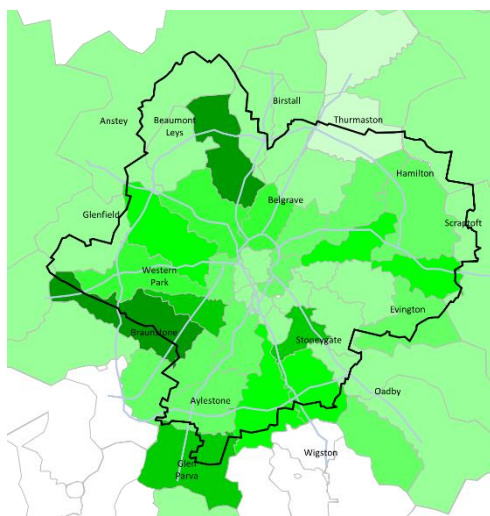
In total around 100 events took place across the city in about 50 venues with over 4,500 people directly engaging.

ER 2018 venue distribution

Feedback from more than 750 festival goers was received at nearly 44 of the events which gave information on where in the city they were from and if they were regular attendees of reading events.

Almost 70% of respondents had not been to the ER Festival last year and 56% said they did not generally attend reading events. Almost everyone who attended one of the ER reading events said they would like to attend more like it in the future.

These responses are broadly in line with what has been received from the feedback at previous ER Festivals.



*ER2018 attendees by post code sector;
darker colour denotes more
attendees;*

Over 700 respondents gave part of their postcode to allow mapping of where they lived, with just under 90% coming from within the urban area of Leicester and 82% living in a post code which sits within the city boundary.

The most responses received were from the LE3 1 area of the city, around Braunstone Park, just slightly ahead of LE4 2 (Stocking Farm/Mowmacre Hill). Next largest was LE3 0 (Westcotes) meaning for the first time an LE2 sector was not in the top three most represented sectors since the four digit post codes were collected.

LE2 1 (Clarendon Park into North Highfields), LE2 9 (the south edge of the city and Glen Parva), LE5 2 (Thurnby Lodge) and LE2 3 (Knighton and Stoneygate) were also well represented.

The level of distribution across the city appears to have been the most diverse since post code data were first collected.

This map shows the representation by post code district from the urban area of Leicester, taken from the 559 responses that provided four digit urban area post codes.

The level of distribution across the city appears to have been the most diverse since post code data were first collected.

A complete ER2018 evaluation is available from daniel.routledge@sdsa.net

Conclusions

Attitude to Reading

There downward trend in pupils attitude towards reading has continued. Whilst the overall number of surveys completed has fallen significantly due to the changes in funding, there were still nearly 5000 responses.

Because the survey completion was linked to an alternative reading project, aimed at Key Stage 2, there was a notable increase in the proportion of older primary children undertaking the survey than has been the case in previous years.

Historically older children have always been less likely to pick the most positive response than younger children and this may explain some of the declines. That being said, there does appear to be a trend downwards in confidence and enjoyment irrespective of this.

Attainment

Broadly speaking Leicester's attainment outcomes have improved and in most cases the gap to national has narrowed. The gains in Key Stage 2 both in reaching expected standards and those achieving Greater Depth were notably better than national.

In the younger cohorts there were also some gains, albeit not as pronounced.

School-based projects

The decision to cease school-based project funding in 2018/19 disincentivised schools from completing evaluations in 2017/18. Having the funding of the next project tied to receiving of an evaluation from the previous one ensured schools 'had' to complete one.

As such there was a small return of evaluations and those who did tended not to provide pupil level data. This makes it impossible to draw an overall conclusion from the school-based project, except to say the projects that were evaluated were reported to have a similar success to those in previous years.

Central WiT events

There is clearly a near impossible correlation to make between the outcomes for children in Leicester in the end of Key Stage assessments and the centrally funded programme, but it is clear that the events held under the WiT banner are well received and on the face of it appear to be achieving their desired goals.

It is also worth noting that the Strategy Board has spent significant time evaluating these events in 'real-time' before deciding to recommission, particularly in light of the change in funding that was being discussed whilst these projects were taking place.

As in previous years the evaluations received around each of the areas of central work shows them to be both popular and achieving the goals they set out to achieve.

As future decisions around which strands of this centralised work will continue are being made in advance of this report being written, it is not necessary to offer conclusions on the success or otherwise of these projects, other than to say they appear to have served the purpose for which they were commissioned in the year they were run.