



City Year UK Impact Report Half Term 1

School: Blue Coat

Team: Freedom

Impact Officer: Mia Benton

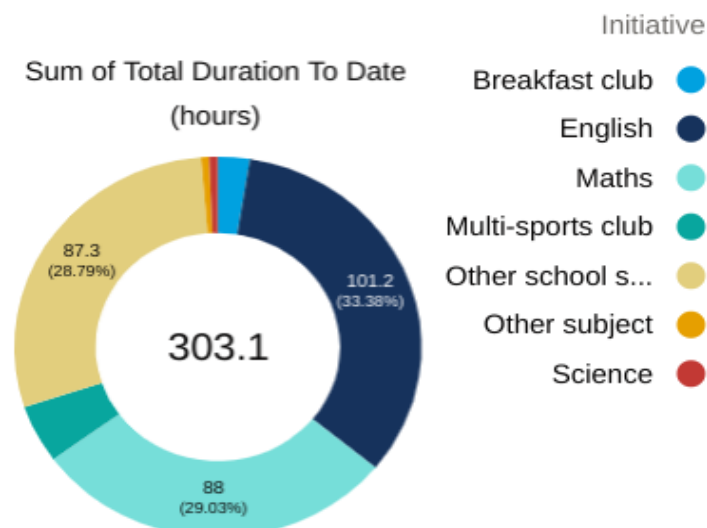


Team Freedom: Mia, Rida, Matt, Awa, Chi

Initiatives

What has City Year delivered in school so far this year?

FY23 School Initiatives Sessions



*accurate as of 15/02/2023



One to One Coaching and Mentoring

This term, the team has been working with years 8,9,10 and 11. They work with their focus list pupils on a one to one basis in lessons where support is most needed for the student. As well as support in lessons, they also offer tutor time check-ins and interventions which encourage learning and engagement from their focus list students. Year 11 has also had additional support from their mentor, Matt, to work through revision strategies by offering additional support throughout year 11 mock exams and classroom revision sessions to try and secure higher grades for their focus list students.

The team also carries out mentoring through one to one classroom support, using scaffolding techniques to support students academically, and re-focusing students if they go off-task. As well as offering mentor support during lessons, Volunteer Mentors also set personal and educational goals with their focus list students and support them in both making these goals and help to make them achievable and helping them succeed too. Goal-setting is a vital part of mentoring, especially for year 8/9 students who are considering options and coming into their final years at school. Volunteer Mentors work closely with their focus list to help them create a path through education to achieve their future aspirations.



Focus List Pupils had this to say about their mentor:

"It is nice to have extra help"

"they can help me get my GCSE's"

"Someone extra to talk about things I am worried about"



Curriculum Support

This term has seen a focus on core subjects with our Volunteer Mentors spending 101 hours supporting in English and 88 hours supporting in Maths. During these lessons, Volunteer Mentors provide one to one support for their focus list students, while also building relationships with staff. The aim for the mentors has been to establish themselves as a source of support in the classroom, helping with behaviour management by being positive role-models and refocusing students when they display low-level disruptions.

Volunteer Mentors also take the time to learn and research topics studied in lessons to ensure they can best support their focus list student and the teachers, sometimes creating different documents or notes to best support their student. Year 11 students also have support with revision sessions for their core subjects and our Volunteer Mentors often discuss new techniques for revision and help students find creative ways to revise that fit their learning style or needs.

In the next Impact Report, a comparative analysis of focus list pupil's academic data will be provided to show the impact this City Year support is having on pupil progress.



Extra Curricular/Whole School Community

This first term, Volunteer Mentors have set up and delivered 4 after school clubs, as well as Breakfast Club in each morning with the intention of supporting pupils to start the day positively.

The current afterschool clubs City Year run within Blue Coat are; basketball, science club, table tennis and food tech club.

Currently, each team member is taking the lead on different clubs depending on their strengths. All volunteers support within these clubs creating a strong City Year presence and encouragement for focus list pupils to participate in extracurricular activities.



Basketball club is one of our more popular clubs, with roughly 20 students per week, and sees students from all year groups mixing and engaging and recently has opened the opportunity for year 11 students to mentor and support younger years in learning techniques and setting up games. The community in the basketball club is often praised by PE staff.



VM Matt has a keen interest in cooking and has set up Cooking Club independently with support from school. Matt takes the lead on this and students get the chance to cook a variety of recipes. There has also been a focus on preparing meals to support students' development of important life skills in a fun and structured environment.



Social and Emotional Learning

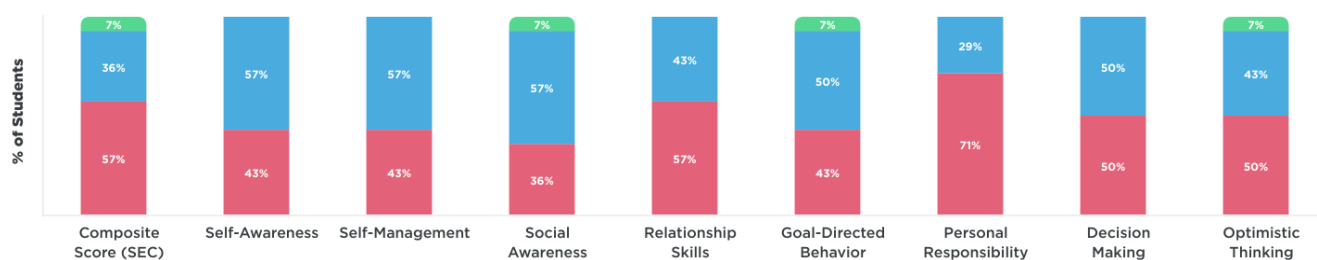


To support the development of both behaviour and SEL with focus list students, the City Year team is using a platform called DESSA to track student's skill set in their social and emotional learning. The DESSA assessment is a standardised strength-based social and emotional learning assessment where pupils were rated by their City Year mentor according to a specific framework. The system categorises the responses to these questions into eight areas.

1. Personal Responsibility (PR)
2. Optimistic Thinking (OT)
3. Goal-Directed Behaviour (GB)
4. Social Awareness (SO)
5. Decision-Making (DM)
6. Relationship Skills (RS)
7. Self-Awareness (SA)
8. Self-Management (SM)

In each of these eight areas, students are given a standardised score which equates to a descriptor of either 'need for instruction', 'typical' or 'strength'. The average of these standardised scores is then described in the same three descriptors to give a picture of each child's social and emotional learning capabilities as a whole.

The graph below shows the results of the initial analysis of focus list students across these 8 different skills, and reflect an overall need in the skills of **personal responsibility and relationship skills** in particular. This will direct the support and guidance for the team in their 1:1 mentoring and in-class support for focus list pupils.



City Year Feedback



CASE STUDY

Mentor: Rida Zaidi

"At the start of the academic year, my focus list student was so reluctant to work with me. He would shout and refuse to work. With just a little bit of persistence, he began to accept me as a mentor. Now when I work with him, not only does he do all the work I ask him to, but he wants me to mark all of his answers, and if he has got any answers wrong, he won't rest until he knows why and how he can improve."



Impact Officer Observations

Mia Benton joined the City Year team as the Impact officer in Blue Coat in November 2022. Mia has prioritised observations of the team, seeing many positive interactions with their focus list pupils and noting areas for improvement.

From these observations, Mia noted:

- The mentors have all built good relationships with their students and this allows for a **trusting partnership** when it comes to behaviour and work completion within lessons.
- The team is **encouraging** and finds new and creative ways of breaking down the work and **helping young people problem-solve**.
- In the lesson support I have observed, I have seen the value that the City Year team brings and the difference our mentors support makes. One of the strengths of our Blue Coat mentor team is their **ability to adapt to individual student needs** and utilise this to adjust the learning style and resources for the students they are offering support to.

Looking Ahead

Intentions for next term:

- Building a strong relationship between Year 9 and 10 and new City Year mentors.
- Guide Year 11 with exam revision and offer as much support as possible before GCSEs.
- Look into outreach for Breakfast Club to improve numbers and impact of this initiative.

Requests for next term:

- Assistance with outreach of Breakfast Club - notices in assemblies and form time.
- Continued communication between City Year and Blue Coat to ensure a good relationship with the new team going forward.