RESEARCH

Playing for Success: An Evaluation of the Third Year

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Executive summary

Playing for Success is a national initiative, established by the DfES in partnership with the FA Premier League, the Nationwide League and their clubs, and LEAs. It aims to contribute to raising educational standards, especially in urban areas, by establishing Study Support Centres in professional football clubs[1]. Centres are managed by experienced teachers. They use the medium and environment of football to support work in literacy, numeracy and ICT. With a focus on addressing the needs of underachieving young people, mainly in Years 6 to 9, the initiative places a strong emphasis on improving pupils' attitudes and motivation to learn.

Key Findings

Playing for Success has proved popular with pupils, parents and schools

- In total, the 35 Study Support Centres took over 12,600 pupils from 710 schools during 2000–1. The 'typical' Centre took pupils for a total of 20 hours over a period of ten weeks.
- Pupils had high hopes of *Playing for Success*, and the experience lived up to their expectations. For example, over 90 per cent considered the Centre to be 'fun', 'interesting' and 'a good idea for me'. Few were able to identify anything about the Centre that could be improved.
- Despite sessions being held after school, most pupils attended over 80 per cent of the course.
- Parents had very positive views about their children's participation in *Playing for Success*.

[1] Please note that all *Playing for Success* Centres participating in the 2000–1 national evaluation were linked with football clubs. The initiative has recently been extended to include other sports.

- Teachers rated the Centres' organisation very highly. Centres had no difficulty filling their places, and 99 per cent of schools would welcome another opportunity to take part.

The initiative has contributed to improved achievement

- Pupils made substantial and significant progress in numeracy. On average, primary pupils improved their numeracy scores by about 18 months and secondary pupils by about 14 months.
- Gains in numeracy brought the performance of these underachieving young people much closer to the level expected for their age, especially at KS2.
- Performance in reading comprehension improved during the pupils' time at the Centres, although the progress of secondary pupils did not quite reach statistical significance when compared with the control group. Primary pupils' reading comprehension scores improved significantly, by the equivalent of about 15 months.
- Teachers and parents noticed particular improvements in pupils' self-confidence and ICT skills.
- Attitude questionnaires revealed that KS3 pupils made significant progress in their independent study skills and their self-image.
- Pupils' ICT skills improved significantly during their time at the Centres. Their ability to operate a computer, carry out word processing tasks, use email and navigate the internet improved markedly.
- Pupils who attended longer courses made greater progress in computer skills.

Playing for Success has reached its target group of underachieving pupils

- The initial numeracy and reading comprehension scores of participating pupils were well below average for their age.
- Just over half (53 per cent) of the pupils attending the Centres were boys. At least ten per cent were from non-White ethnic backgrounds.
- The initiative benefited all pupils, regardless of gender, deprivation, ethnicity, their fluency in English or special needs.

What contributed to the Centres' success?

The results from this and the previous years' evaluation studies reveal a considerable degree of consistency and demonstrate the positive impact of *Playing for Success* on underachieving young people. Gains in numeracy are particularly impressive, given the relatively short periods of time for which pupils attend (most pupils attended for about 20 hours).

The football setting proved attractive to pupils and was a strong element in motivating pupils to become involved in *Playing for Success*.

Once at the Centres, pupils responded positively to many aspects of the initiative, especially using computers and the internet. They enjoyed the work, felt they had made progress and were grateful for the help they received. They also benefited from the opportunity to meet people and make new friends.

Attending an educational setting other than school gave underachieving youngsters the opportunity to make a 'fresh start'. Student mentors were available in many Centres to provide advice and support, and the high ratio of staff/mentors to pupils (typically 1:4) enabled pupils to get immediate help and to make progress in their learning.

The Centres provided some of the key elements in supporting self-regulated learning. Pupils volunteered to attend and were offered individual support. They were given tasks at their level and were able to see for themselves the progress they had made. Centre staff and mentors encouraged pupils to become more self-reliant and to try things out for themselves. There were opportunities for pupils to make choices and to develop independent study skills. All these elements contributed to pupils' confidence, progress and sense of achievement.

About the evaluation

This evaluation was carried out for the DfES by a team of researchers based at the National Foundation for Educational Research. This is the third year in which NFER has been responsible for the national evaluation of *Playing for Success*. There were

35 Centres operating in 2000–2001, but not all were in a position to participate fully in the evaluation (e.g. due to major building work). All 35 Centres returned information about their Centre's operation and the team gathered pupil outcome data from 27 Centres during the spring term, 2001.

Two thousand and ninety-five pupils, 598 parents and 107 teachers took part in the evaluation. The views of pupils, parents and schools were gathered by means of questionnaires. Pupils' attitudes were obtained at the beginning and end of their time at the Centre. ICT skills were measured by a self-report questionnaire. Nationally standardised tests of numeracy and reading comprehension, specially designed for the evaluation, were used to assess pupils' progress. For each measure, the progress of pupils attending *Playing for Success* was compared with that of a control group of 349 similar pupils who did not attend. The research used statistical techniques to assess whether the pupils attending *Playing for Success* had significantly out-performed the control group and to discover whether key characteristics were related to performance and progress.

1 Introduction to the report

1.1 About *Playing for Success*

The Government established the *Playing for Success* initiative in 1997, in partnership with the FA Premier and Football Leagues and their clubs, and LEAs. The broad aim of the initiative was to contribute to raising educational standards, especially in urban areas, through the establishment of Study Support Centres in football clubs[1]. As well as enhancing educational standards, it was anticipated that the Centres would have a major impact on pupils' motivation to learn. The scheme allowed some flexibility for individual Centres to interpret these aims and relate them to local needs.

The initiative was targeted at underachieving pupils in Key Stages 2 and 3. The sessions were to be held after school and at weekends. The running and capital costs of the Centres were to be shared between national and local Government (via the Standards Fund), the clubs and business sponsorship. The initiative envisaged that the Centres would offer excellent facilities for Information and Communications Technology (ICT), with additional funding for this purpose raised from local business sponsors. Using the medium and environment of football, the Centres were expected to focus on skills in literacy and numeracy, as well as to provide opportunities for pupils to develop ICT and study skills and to complete their homework.

Guidelines produced by the Department for Education and Skills (DfES) anticipated that the Centres would be open for six, four-hour sessions per week and would be staffed by a full-time Centre Manager, an ICT technician, four student mentors per session and have administrative support. The DfES convened a national steering group, with representatives from local authorities and football clubs and a national practitioners' group of Centre Managers, LEA representatives and others. The DfES also organised

[1] All *Playing for Success* Centres participating in the 2000–1 national evaluation were linked with football clubs. The initiative has recently been extended to include other sports.

meetings and workshops for Centre Managers, and employed a network of 'critical friends' to provide support and guidance in setting up and running the Centres.

1.2 Aims of the National Evaluation

This evaluation was carried out for the DfES by a team of researchers based at the National Foundation for Educational Research. This is the third year in which NFER has been responsible for the national evaluation of *Playing for Success*. The main aim of the evaluation was to provide an assessment of the effectiveness of *Playing for Success* and to identify and describe those features leading to success in terms of participation, gains in motivation, positive attitudes towards learning and enhanced learning outcomes.

The evaluation took place between September 2000 and October 2001, although most of the activity in Centres took place during the spring term, 2001. (The rest of the time was taken up with updating existing evaluation instruments and devising new ones, liaising with Centre Managers and analysing the results.)

1.3 Research design and sample

Playing for Success is expanding as more Centres become established. This evaluation set out to include all *Playing for Success* Centres which were established by the autumn of 2000. In total, 27 of the 35 Centres took part in the evaluation. Two of the eight Centres which did not take part were in their pilot stage, and a further one did not have any groups of pupils participating at the beginning of the evaluation period. Four were in the middle of restructuring, and one was unable to take part due to the personal circumstances of the Centre Manager. The majority of the participating Centres were located in the midlands and North of England, reflecting the distribution of the Centres as a whole (see Appendix 3).

The main part of the study focused on pupils attending the Centres during the spring term 2001. Pupils' academic progress during their time at the Centre was assessed using tests of reading comprehension and numeracy. Pupils' progress in computer skills was

assessed by a self-report checklist. The evaluation also included a pupil attitude questionnaire.

Parents were asked to complete a questionnaire at the beginning and end of their child's attendance at the Centre. The research team also sent out a school feedback questionnaire, and information on each Centre was collected by means of a questionnaire sent to all Managers of Centres established by spring 2001.

Centres were asked to supply background information on each pupil participating in the evaluation, namely:

- age and gender
- ethnic group and fluency in English
- whether the pupil had special educational needs
- whether the pupil was entitled to free school meals
- length of attendance at the Centre.

1.4 About the sample

The evaluation responses included information on 2,095 pupils attending the 27 participating Centres during the spring term, 2001. In order to reduce the burden on any one pupil, Centres were asked to administer two out of four instruments to pupils attending a particular session, as shown in Table 1.

Table 1 Evaluation materials completed by pupils within each Centre

Pupil Groups	Pre-course	Post-course
Group A	What YOU Think1 Using Numbers 1	What YOU Think 2 Using Numbers 2
Group B	Using Computers 1 Reading 1	Using Computers 2 Reading 2

Pupils were asked to complete *either* an attitude questionnaire ('What YOU Think') and a numeracy test ('Using Numbers') *or* an ICT skills checklist ('Using Computers') and a reading comprehension test ('Reading'). The instruments were administered twice, once at the beginning and again at the end of the course (parallel versions of the tests were used, so that the pupils did not perform better on the second occasion simply because they had become more familiar with the tests). Each Centre was provided with all four pupil instruments and pupils were included in the analysis for each questionnaire/test instrument if they had completed both the pre- and the post-course versions.

The evaluation also established a control group of 349 pupils, drawn from schools that were sending pupils to four of the Centres in the spring term. The purpose of the control group was to enable comparisons to be made between the progress of pupils attending the Centres and that of similar pupils who had not taken part in *Playing for Success*. Pupils in the control group were selected to be as similar as possible to pupils attending *Playing for Success*, and the evaluation instruments were administered to both groups at about the same time (i.e. to coincide with the beginning and end of the course).

1.5 About this report

This report is divided into seven chapters. Chapter 2 provides information about the *Playing for Success* Centres, their operation, staffing, aims and programme. Chapter 3 presents information about the characteristics and attendance of pupils at the 27 Centres. In Chapter 4, we examine the expectations and experiences of *Playing for Success*, based on the responses of pupils, parents and teachers.

Chapter 5 examines the impact of the Centres on pupils' progress in numeracy and reading comprehension, as well as on their attitudes to reading, writing, mathematics, study skills and their attitudes towards themselves. This is followed by Chapter 6, which focuses on progress in pupils' computer skills. The report concludes with a discussion of the main findings, drawing comparisons with the findings from the previous evaluation studies (Chapter 7). The three appendices contain further details of the research analysis, the attitude scales and participating Centres and steering group members.

2 About the Study Support Centres

This chapter draws on information from the Centre Manager questionnaire, which was sent to the 35 *Playing for Success* Centres operating in 2001. The survey took place in April and we received completed questionnaires from all 35 Centres.

2.1 Centres' operation and location

The 35 *Playing for Success* Centres had been operating for different lengths of time, with the first established in March 1997 and the most recent in May 2001. The majority of Centres (22) had begun taking pupils in or before 1999. Two Centres were still in their pilot stage at the time of the survey.

We asked Centre Managers whether their Centre had begun operating on a pilot basis at first. The majority (26) had done so, but the remaining nine Centres had begun operating without a pilot phase. Those Centres running pilots did so for about eight weeks, on average, although the length of the pilot phase varied considerably, from one to 24 weeks.

Most of the 35 Centres (31) were based in the football club's stadium. The other four were located elsewhere: one at the club's training ground, one in a residential house near the ground and two in local schools. Three Centres were in the process of moving from one site to another (for example, during building work at the ground). Two were operating on a split-site basis, including one Centre that was running sessions concurrently at the club and in two local secondary schools.

In our first evaluation report (Sharp *et al*., 1999), we highlighted the difficulties faced by Centre Managers who were operating their Centres in spaces used for other purposes, such as conference rooms or the players' lounge. Setting up, dismantling, and storing equipment uses up time and energy and tends to place restrictions on the Centre's operation. For this reason, the questionnaire asked whether their Centre has its own,

dedicated space (i.e. a space which was not in regular use for other, non-educational purposes).

The responses to this question revealed that 25 of the Centres had their own dedicated space and ten did not. These ten Centres were sharing space with a variety of other users, including the club's pressroom, a youth club and a room in a school also used for assemblies. One Centre Manager explained that her Centre was used for a number of other purposes: '*The Centre is located in the north stand, which also houses a business and leisure complex. The football club do not own the stadium. The Centre's designated room has a shared tenancy with the football club, the rugby club, the council's leisure services and a limited company... Other activities in the Centre are: meetings, training sessions, stewards' training and press on match days*.'

Once the Centres are established, they have the potential to be used by other groups wishing to access the computer facilities and learning resources. All 35 Centre Mangers were able to identify at least one additional educational use of their Centre, the most common being daytime sessions for local schools (20 Centres). In nine cases, the Centres were used by the football club to educate their youth team (Academy) players, for adult education and/or for community projects. Nine Centres were used to provide for specific groups of 'at risk' young people, such as looked-after children, pupils at risk of exclusion from school and young offenders.

Other educational uses, each mentioned by a small minority of Centre Managers, ranged over pupil, teacher and family education courses. These included: literacy and numeracy summer schools; INSET courses for teachers; mentor training; use by the careers' service; links with local FE colleges to provide facilities for their students; courses for parents of pupils attending the Centre; family literacy/numeracy courses; and use by the football club for training players and stewards.

The extent of use varied considerably between Centres. It was clear that some Centres were constrained in their ability to offer facilities to other potential users (principally by

not having their own, dedicated space). Others were newly-established, and were understandably concentrating on *Playing for Success* in the first few months.

On the other hand, some of the longer-established Centres were being used to the full. The Manager of one such Centre described a rich variety of courses and programmes:

'[The Centre provides] IT course for PfS parents; PASS project (literacy and IT) with non-PfS pupils during school time; Learning Through Football; CLAIT [computer training courses]; Super Learning Days; Summer School; anti-racism work; maths and literacy "festivals"; revision projects for children in local authority care; New Deal/Gateway courses; Princes Trust; and INSET for local schools. These projects fill the Centre on six mornings and five afternoons per week plus holiday times. This is in addition to the five weekday evenings and Saturday mornings that the Centre is used for Playing for Success'

A second said: '*Just last term, 1,353 pupils used the Centre as part of a "Crucial Crew" campaign. We hosted 570 pupils on a mini "Cybertour" visit and received a party from Germany and Holland for an afternoon session*.'

A third explained that his Centre was in use seven days a week, with 500 pupils each week using the Centre's facilities during the day.

2.1.1 Operating capacity

We asked Centre Managers a series of questions about their current operating capacity for *Playing for Success*. The information they provided showed that Centres varied considerably in this respect. However, the 'average' *Playing for Success* Centre was open four days a week, and took pupils for a total of 20 hours. Most Centres ran two (usually two-hour) sessions each evening and could accommodate about 20 pupils in any one session. The maximum number of places per session ranged from 12 to 40.

The questionnaire also asked how many schools and pupils would have attended the Centre during the 2000–1 school year. (Because the questionnaire was sent out in April, Centre Managers were asked to provide projections for the summer term.)

Table 2.1 Number of pupils taking part during 2000–1

Pupils	Autumn	Spring	Summer	Total
Key Stage 2	2087	2538	2502	7127
Key Stage 3	1606	1830	2124	5560
Total	3693	4368	4626	12687

Based on responses from 35 Centre Managers who completed the questionnaire.
Not all Centres were operating during all three terms. Figures for Summer 2001 are estimates.

The table shows that over 12,600 pupils took part in *Playing for Success* during the 2000–1 school year and that just over half (56 per cent) of the pupils who attended were of primary-school age. It would be misleading to give an average figure for the number of pupils per Centre, because the circumstances differed so greatly between one Centre and the next. Some Centres were working with small numbers of pupils, for a variety of reasons. A few had only just begun operating or were only able to accommodate small numbers, and some had decided to work intensively with a small group of pupils over a longer period of time. On the other hand, some Centres were aiming to extend the opportunity to as many pupils as possible. The Centre taking the largest number of pupils had provided places for 1,500 during the 2000–1 school year (this Centre's courses lasted nine hours for primary and 12 hours for secondary pupils).

The number of schools taking part also varied considerably between Centres. Table 2.2 gives the total number of schools served by the 35 Centres in each of the three school terms.

Table 2.2 Number of schools taking part during 2000–1

Schools	Autumn	Spring	Summer

Primary/middle deemed primary	163	181	183
Secondary/middle deemed secondary	92	98	111
Special	6	6	6
Total	261	285	300

Based on responses from 35 Centre Managers who completed the questionnaire.

Not all Centres were operating during all three terms. Figures for Summer 2001 are estimates.

The table shows that between 261 and 300 schools participated in *Playing for Success* during each term. All Centres accommodated pupils from both primary and secondary schools. Six Centres took pupils from special schools during any one term (seven Centres took pupils from special schools at some time during 2000–1).

Some Centres worked with the same schools throughout the year, whereas others took pupils from a different group of schools each term. We therefore included a separate question asking Centre Managers to tell us how many schools in total sent pupils to *Playing for Success* courses during the current school year. The number of schools working with each Centre ranged from six to 50. In total, the 35 Centres worked with 710 schools during 2000–1.

2.1.2 Year-groups attending *Playing for Success*

The original intention of *Playing for Success* was to focus on pupils in Years 6–9, but we were aware that some Centres were taking other year-groups (especially Year 5) in response to local demand. The questionnaire asked which year-groups each Centre took for *Playing for Success*. The answers to this question are shown in Table 2.3.

Table 2.3 Year-groups attending *Playing for Success*

	N

Year 5	28
Year 6	35
Year 7	29
Year 8	30
Year 9	19
Other year-group	8

Based on responses from 35 Centre Managers who completed the questionnaire. Centre Managers could make more than one response.

The table shows that the most popular year-groups served were Year 6 (all Centres), Year 8 (30 Centres) and Year 7 (29 Centres). In addition, most Centres included pupils in Year 5. Just over half of the Centres took Year 9 pupils.

Centres taking other year-groups were asked to provide further details. From this, it became apparent that six Centres were taking older, KS4 pupils. Two Centres were taking pupils younger than those in Year 5: one Centre was taking pupils in Year 4; another was taking pupils in Year 2.

2.2 Mentors and staffing ratios

Playing for Success Centres are staffed by a Centre Manager, who is a qualified teacher, plus a team of mentors/tutors. Some Centres employ others, such as teachers, mentor coordinators, IT technicians and administrative staff.

We could have asked numerous questions about staffing, but in order to keep the questionnaire to a reasonable length we decided to focus on two main areas of interest: the use of mentors and the ratio of pupils to each adult/mentor.

All but one of the Centre Managers said they used mentors for *Playing for Success*. The three most common sources of mentors were students from higher education courses

(including those on teacher training courses), sixth form students and secondary school students (sometimes referred to as 'peer mentors'). A few Centres had recruited business mentors and others had recruited mentors from the football club, including coaches, Academy players and in one case, professional football players. Other sources of mentors mentioned by one or two Centres included: volunteer teachers; learning support staff; youth workers; play workers; parents; retired professionals; and members of the Salvation Army.

Although most Centres had just one or two sources of mentors, one Centre Manager said she used a range of mentors, namely: '*HE students, Duke of Edinburgh Award students, Queens Guides, Year 11 students (Trident Community Challenge) and Millennium Volunteers*.'

Taking into account the presence of mentors and Centre staff, the ratio of pupils to adults/mentors was 4:1, on average, for pupils attending *Playing for Success*. Although the majority of Centres offered ratios at this level or better, pupil-adult/mentor ratios varied considerably between Centres, from 2:1 to 10:1.

2.2.1 Computer equipment

One of the features of *Playing for Success* is that the Study Support Centres should be equipped with good computer facilities. The questionnaire asked Centre Managers how many computers were available for use by pupils and whether the computers had internet access. We also asked whether the pupils used Integrated Learning Systems (such as *Plato*, *Successmaker* or *Global*).

The answers revealed that, on average, Centres had 18 computers available for pupils to use. The number of computers ranged from six in one Centre to 40 in another. Nevertheless, 19 Centres had sufficient computers for all pupils to use concurrently during a session.

In most cases, internet access was available on all the Centre's computers. Only one Centre had no internet access. Over half (19) of the Centres used Integrated Learning Systems.

2.3 What did the Centres aim to do?

The questionnaire included a section asking Centres about their aims. The national aims of *Playing for Success* are to provide support for numeracy, literacy, ICT, homework and to improve pupils' attitudes and motivation. However, Centres do have discretion over the emphasis placed on each of these aims, and some may wish to address additional aims in response to local needs.

A majority of Centre Managers (21) said that they did place emphasis on one particular aspect of *Playing for Success*. The most common emphasis, mentioned by just under a third of Centre Managers, was on ICT skills. Some said this was the main characteristic of their Centre and others said that it was the principal means of delivering all the other aims. However, some Centre Managers emphasised other areas. For example, five Centre Managers placed the main emphasis on basic skills in literacy and numeracy, and four said they emphasised pupil attitudes and motivation.

When asked whether they had any additional aims, just under a third of Centre Managers said they emphasised building pupils' self-confidence and self-esteem. Additional aims mentioned by a minority of Centre Managers were: the development of key skills; communication and social skills; and independent learning

2.3.1 Focus within numeracy

We asked respondents to explain the focus of their Centre's programme in numeracy. The answers revealed that two areas (computation and mental arithmetic) were the main focus in about a third of programmes. Small numbers of Centres emphasised each of the following numeracy skills: estimation; application of number; measurement and geometry (e.g. angles, area and volume); data handling and basic statistics. Some Centre

Managers added comments about their approach to teaching numeracy, for example, about a third said that they used ICT packages to teach numeracy and a few said they used a games-based approach, similar to that used in the National Numeracy Strategy. A few also pointed out that the content of their numeracy programme was tailored to meet the needs identified by individual pupils during a target-setting process.

2.2.2 Focus within literacy

In answer to a similar question about literacy skills, the most common areas identified were writing (17 Centres) and reading (15 Centres). Literacy skills emphasised by a smaller number of Centres included speaking and listening, spelling and research skills. Eight Centre Managers mentioned the use of software packages to teach literacy skills.

2.3.3 Focus within ICT

Two main areas were highlighted in the answers to the question about the Centres' focus in the area of ICT. These were using the internet (16 Centres) and word processing skills (15 Centres). Other areas mentioned by fewer Centre Managers included email, *Powerpoint* presentations, desk-top publishing and spreadsheets. In addition, a few Centre Managers mentioned that pupils gained familiarity with a range of computer programmes and learned how to use CD Roms.

2.3.4 Other areas of the learning programme

The questionnaire invited Centre Managers to tell us about other areas emphasised within their learning programme. About two-thirds of the 35 Centres responded to this question. The three most common answers were: teamwork/working with others; communication and social skills; and independent learning.

2.4 Using the environment and medium of football

We were interested to know how Centre Managers were using the football context within *Playing for Success*. All Centre Managers answered this question and each named several ways in which they used the environment and medium of football within their programme. The most common strategies were: to arrange a tour of the football ground (30 Centres); to use football-themed tasks (28); and to enable pupils to meet football players (24). Other strategies reported by fewer Centres included: using the ground for practical tasks; using football-themed software; fantasy football competitions; compiling footballer profiles; and meeting club staff. Four Centre Managers mentioned the use of club merchandise or match tickets as incentives or rewards. Two Centres offered opportunities for pupils to develop football skills.

Some Centre Managers provided further details on how they used football or the club environment as a learning medium. For example, one Centre Manager said: '*We use the ground and staff as a learning tool when possible, e.g. to interview club staff, such as the Press Officer, on their role in the club. We do ground tours, measure the pitch, use a questionnaire on pitch adverts and do map-work around the ground*.'

Another said: '*Our Centre is very much a football environment – we have an excellent view of the pitch in addition to having club wallpaper. All tasks and activities have a football theme, e.g. Football Challenge, acrostic name poem of a player including similes and alliteration. We have a tour of the ground where we carry out oral literacy and numeracy tasks, in addition to creating follow-up activities. All students get to meet at least one first team player*.'

Players were most often involved during the celebration events, but a few Centre Managers reported that players were more directly involved in the Centre's learning activities, either by being interviewed by pupils or in paired reading sessions. For

example, one Centre Manager explained: '*We have a Reading Champions scheme which uses one of the first team players to read alongside the children within the Centre*.'

Use of the football environment for practical tasks, included: mathematics trails; counting the seats and measuring the pitch; using sales in the shop, restaurant and kiosks for work on numeracy and data handling; use of the football ground for work with a digital camera; and visits to the club's museum, boardroom or pressroom as the basis for ICT and literacy work.

Centre-based tasks included writing match reports, researching and writing player biographies; compiling a football magazine or match programme; writing letters to players and completing football-related worksheets. Several Centre Managers also mentioned using football-themed tasks as a means of teaching pupils how to search the internet.

2.5 Celebration events

All but one (newly-established) Centre had held a celebration event to congratulate pupils on having completed their course. These were usually held at the end of the course or shortly thereafter, and included the presentation of certificates and prizes. In most cases, celebration events were held at the football club, but a few Centres held their celebratory events in other venues, including schools. One of the three Centre Managers to hold celebration events in schools explained: '*We have an individual celebration event for every cohort [three schools]. This takes place at the end of the term in the school. It's seen as an important way of spreading the message that "it's good to succeed" to other children in the school. Raises the profile of the children and the school. Lots of prizes including a computer donated to each new school in the PfS scheme by our IT sponsor*.'

Celebration events were usually attended by players, parents/family members, school staff and club representatives as well as by Centre staff and pupils. Some events were

attended by others, such as Academy players, sponsors, LEA representatives, *Playing for Success* mentors and transport staff, the club mascot, VIPs (MPs, the mayor) and members of the local press.

One Centre Manager explained that their celebration event, held in the Premier Suite at the ground, was attended by a wide range of people, including parents, link teachers and headteachers from the participating schools and volunteer mentors. Presentations were made by two first team players. The Centre invited the local press and the club's media department covered the event for the match day programme.

2.6 Feedback to schools

In the previous evaluation report, feedback about pupil progress had been highlighted as one of the few aspects of the initiative that teachers felt could be improved. For this reason, we listed different kinds of feedback and asked Centre Managers to indicate which they provided for schools. The answers to this question are shown in Table 2.4.

Table 2.4 Type of feedback provided to schools

	N
Oral feedback to teachers during the course	33
Oral feedback to teachers at the end of the course	29
Written feedback during the course	17
Written feedback at the end of the course	28
Other forms of feedback	19

Based on responses from 35 Centre Managers who completed the questionnaire.
Centre Managers could make more than one response.

All Centre Managers said that they provided at least one kind of feedback to schools, and several provided more than one kind. However, as the table shows, oral feedback during

the course was clearly the most popular method, followed by oral and/or written feedback at the end. Other forms of feedback, mentioned by a minority of Centre Managers included: individual pupil reports and Records of Achievement; a mid-course newsletter; examples of pupils' work sent to schools at the end of the course; and display boards of work from each school, which were updated on a weekly basis. Three Centres provided schools with a CD Rom containing all their students' ICT work.

One Centre Manager described her approach as follows: '*There is a daily link with teachers and parents as the Centre Manager acts as an escort and link person. All children's work and software is given to the school for display and use. There is a post-course meeting after every cohort and suggestions for further developments are noted*.'

Although all Centres offered some kind of feedback, this was clearly an area of development for some. One Centre Manager explained: '*I regularly talk to contact teachers about attendance and other issues. Written feedback to schools may well be a recommendation from the Centre's Focus Group*.' Another said: '*It depends on the school. [We provide] direct [feedback] where possible but this needs improving. It's part of the current changes*.'

2.7 Main achievements during the year

In an open-ended question, we asked Centre Managers to list their major achievements of the 2000–1 academic year. All the Centre Managers answered this question (with the exception of one very new Centre, still in its pilot phase). Most managers listed at least three or four such achievements, which fell into five main areas: developing the Centre's programme and facilities; pupils' response to the learning programme; staff recruitment and development; raising the Centre's profile; and positive relationships with stakeholders. Each of these is examined in more detail below.

2.7.1 Developing the Centre's programme and facilities

Many of the Centre Managers highlighted achievements related to the Centre's learning programme and facilities. Thirteen mentioned that they were participating in the Quality in Study Support (QISS) accreditation scheme, which requires study support Centres to document that they meet a set of quality criteria.

Some Centre Managers provided more detail of improvements to their learning programme. These included the development of learning activities; designing a project for pupils using digital cameras and scanners; and the creation of a 'paperless' learning environment. One Centre had developed a 'follow-up' programme for pupils to use after they had attended *Playing for Success*. In addition, a few Centre Managers mentioned achievements in developing their records of progress and evaluation systems.

Several Centre Managers had expanded their provision, either as part of *Playing for Success* and/or for other users. For newly-established Centres, this was a natural expansion to enable fuller use of the Centre. For example, one Centre Manager reported the: '*Successful roll out after initial pilot from 12 schools to approx. 30 per week*.' Others were able to expand because their Centre had been redeveloped or relocated. One Centre Manager explained that his Centre, which had occupied various rooms in the football ground since its establishment in 1997, had benefited greatly from the redevelopment of the club's main stand. The Centre now comprised a: '*State of the art, ICT-focused Learning Centre*', representing an investment of £1.6 million. Another Centre Manager reported that the *Playing for Success* Centre had moved to a new location and its original premises had been developed into an additional Study Support Centre for local schools.

A few Centre Managers were operating in temporary accommodation while their Centres were being redeveloped. In these circumstances, being able to maintain the Centre and develop particular aspects of its programme were notable achievements.

2.7.2 Pupils' responses to the learning programme

Centre Managers mentioned pupils' reactions to the learning programme as one of their main achievements of the year. This was evident in the pupils' enjoyment of the activities, the quality of their work and improvements in self-confidence. As one Manager of a new Centre said: '*It's early days, but 100 per cent of pupils say they are more confident learners as a result of attending the Centre*.' Another highlighted: '*The achievements with the pupils we work with – to see their increased confidence and the progress they have made while with us*.'

Several Centre Managers pointed to high attendance levels as an indicator of success. Pupils attend *Playing for Success* voluntarily, giving up their free time to do so, and have to travel to reach the Centres. Therefore if the Centre were not providing a rewarding experience, this would soon be reflected in the level of pupil attendance and the demand for further places. One Centre Manager wrote: '*The average attendance over two years has been 95 per cent (98 per cent and 96 per cent for the last two cohorts).*' Another said: '*Average attendance over two years has been 95 per cent*.' A third pointed out that their Centre had: '*100 per cent of pupils wanting to return*.'

2.7.3 Staff recruitment and development

Improvements in staffing were the focus of some Centre Managers' comments. They felt that they had made good progress in recruiting suitable mentors, providing induction and other training opportunities, and in recognising the mentors' contribution through accreditation schemes. For example one Centre Manager reported that her Centre had achieved: '*A strong network of high quality mentor help from the 6th Form Colleges, one of which has just received the Queens Award for community service*.' In addition, she had made progress in '*getting the NVQ Level 3 mentoring award off the ground*'. As well as developing their volunteer mentors, a few Centre Managers highlighted the recruitment of paid teaching staff as one of their Centre's achievements.

2.7.4 Raising the Centre's profile

Developing the Centre's identity and raising its profile were major achievements noted by some. For newly-established Centres, a well-publicised launch provided a real boost. For example, one Centre Manager highlighted recorded one of the main achievements as: '*Holding a high profile launch with the Secretaries of State for Education and Employment and for Culture, Media and Sport*.' Another spoke of the Centre's '*Successful official opening with first team players, DfES, the MEP, LEA and club representatives*'.

Some of the more established Centres reported that their work had gained local recognition as a focus for innovation and development. One Centre Manager reported that his Centre had achieved: '*Recognition throughout the city that the Centre is helping pupils develop and improve literacy and numeracy and ICT skills in a fun and innovative way*.' Another reported that during 2000–1, his Centre had: '*Extended and reinforced our lasting impact within the LEA by developing new, innovative and cutting-edge projects which have never been established before*.'

2.7.5 Relationships with stakeholders

Centre Managers mentioned achievements in the area of relationships with the key stakeholders, namely: schools, parents, the football club, the LEA, sponsors and other partners. Positive feedback from schools and an increased demand to take part were important indicators to Centres that they were getting it right. For example, one Centre Manager said: '*All the primary schools who have attended wish to repeat and there is a waiting list.*' Another reported that the "most improved primary school in the LEA" had sent pupils to the Centre. This had provided the pupils with a: '*Big boost and changed their attitude. It led to a vast improvement in SATs results, well over their original expectations*.'

Some noted good relationships with the football club, especially in relation to forging links with the club's other community programmes (such as *Football in the Community*)

and increased player involvement. A few mentioned their relationships with the LEA. For example, one Centre Manager noted that: '*In addition to positive letters from headteachers we have received a very positive letter from the Director of Education at the City Council*.'

2.8 Future developments for the Centres

The questionnaire asked Centre Managers to outline their plans for the future development of their Centre, both as part of *Playing for Success* and for other initiatives.

The Centre Managers reported a wide range of development plans as part of *Playing for Success*, most commonly focusing on the development of the Centre, its facilities, programme and staffing. For example, 11 Centre Managers outlined building improvements or plans to move to new premises and nine mentioned expansion or upgrading of the Centre's computer equipment. Nine respondents outlined plans to develop their teaching and learning programme and seven Centres reported plans to recruit extra staff (especially teaching staff).

Several of the Centre Managers' plans focused on consolidation of the Centre's position (with the club and local schools) as well as creating links with new partners such as schools that had not yet used the Centre, universities and other Centre Managers.

Some of the more established Centre Managers were in a good position to think strategically and plan for the future viability of the Centre in the longer-term. For example, one Centre was planning a network of remote links with schools and other Centres '*in order to sustain the impetus and share resources*'. Similarly, another was planning to: '*Explore the area of outreach using the Study Centre website to post projects*.' One Centre Manager had established the Centre as a limited company with charitable status, to ensure its financial security and independence from the club.

Several Centre Managers said they would continue to develop the Centre in relation to the *Code of Practice Study Support* (MacBeath, 2000). The Code of Practice includes a

section related to pupil/student involvement with the Centre's development. Two Centres mentioned work in this area in particular, one of which had set up a students' panel and the other had established a 'Focus Group' to consider the work of the Centre. This latter group included pupil representatives alongside parents, teachers, the FE college, and a representative from the sponsoring company.

Other developments tended to focus on an expansion in the use of the Centre. For example, 15 Centres were planning to extend daytime use for local schools, six planned to offer summer schools and five hoped for greater use by the community. Nine Centre Mangers said they were working on fundraising and were attempting to attract more sponsorship in future.

2.9 Summary: About the Study Support Centres

The information in this chapter is based on questionnaire returns from the 35 *Playing for Success* Centres operating in April 2000.

Operation and location

- The majority (31) Centres were based at the football club's stadium and 25 had their own, dedicated space.
- All 35 Centres were being used for other educational purposes, especially daytime sessions for local schools.
- Although Centres varied considerably in their operating capacity, the 'typical' Centre took pupils for *Playing for Success* on four days a week, for a total of 20 hours. Most Centres ran two sessions each evening and could accommodate about 20 pupils per session.
- In total, the 35 Centres took over 12,600 pupils from 710 schools during 2000–1.

Mentors, staffing ratios and computers

- All but one of the Centres used mentors for *Playing for Success*. The most common sources of mentors were students from higher education courses, sixth-formers and secondary school students. A few recruited mentors from the football club.
- The average ratio of pupils to mentors and staff was 4:1.
- On average, Centres had 18 computers available for pupils to use. Most had internet access available on all computers and 19 Centres used Integrated Learning Systems.

Centres' aims

- Most Centre Managers said they had a particular emphasis within the aims of *Playing for Success*. About a third emphasised ICT skills, whereas others aimed to develop pupils' basic skills or to improve their attitudes and motivation.
- Computation and mental arithmetic were the main areas addressed within numeracy. In literacy, Centres tended to emphasise writing and reading skills. The focus within ICT was on using the internet and developing word processing skills.
- Teamwork, communication skills and independent learning were each emphasised by a number of Centres.

Using the environment and medium of football

- Centre Managers used the football context in a variety of ways. Most courses included a tour of the ground, the use of football-themed learning tasks and opportunities for pupils to meet players and club employees.
- Players were most commonly involved during celebration events, which were held at the end of the course.

Feedback to schools

- All Centre Managers provided some kind of feedback to schools about their pupils' progress. Most gave oral feedback to teachers during and/or at the end of the course. Written feedback was usually provided at the end of the course.
- Feedback was an identified area of development for some Centres.

Achievements and future developments

- The Centre Managers' main achievements related to five main areas: developing the Centre's programme and facilities; receiving positive responses from pupils; recruiting and developing staff; raising the Centre's profile; and developing positive relationships with stakeholders.
- The most common future developments identified by Centre Managers concerned developing the Centre's facilities, programme and staffing.

3 Who attends *Playing for Success?*

This section describes the pupils who attended *Playing for Success* Study Support Centres in terms of how they were selected, and their characteristics such as year group and gender. We also consider the pupils' rates of attendance at the Centres and the extent of pupils' interest in football.

Most of the information summarised here was provided by Centre Managers with the help of the schools sending pupils to the Centres. Some of the information came from link teachers at the schools taking part in *Playing for Success,* and some came from the pupils themselves.

The sample comprised 27 out of the total of 35 Centres. Eight Centres were unable to take part in the evaluation due to a range of reasons. For example, several were still in their pilot phase. One Centre was in the middle of redecoration, another was reorganising the programme, and the Centre Manager of a third was unable to take part due to personal circumstances.

3.1 Pupil selection

We asked Centre Managers to identify all the schools sending pupils to the Centres in the evaluation period. There were 198 such schools. We sent a short questionnaire to the link teacher in each of these schools, just after the summer half term. In total, 107 questionnaires were returned, 63 from primary and middle deemed primary schools and 44 from secondary schools. This represented an overall response rate of 54 per cent. The number of questionnaires returned per Centre ranged from one to eleven. In part, this reflects the fact that at any one time, different Centres were working with different numbers of schools. As noted in Chapter 2, during the 2000–2001 school year, Centres worked with between six and fifty different schools. During the evaluation period, the range of schools that each of the Centres worked with ranged between one and twenty.

Questionnaires were sent to the PfS link teacher at each school. The majority of the questionnaires received from primary schools were completed by head and deputy head teachers, compared with only 11 per cent of responses from secondary schools. Responses from secondary schools were completed by people holding a range of different posts, including heads of year, Special Educational Needs Co-ordinators and other teachers.

Pupils were nominated by their schools to attend *Playing for Success*. However, we should explain that attendance was voluntary – pupils had a choice of whether or not they wanted to take up the offer of a place. Centres provided their own individual guidelines to schools about pupil selection, but in most cases, schools had a considerable degree of discretion. Link teachers were asked a series of closed questions about the criteria used in selecting pupils to attend *Playing for Success*. A number of possible criteria were listed, and teachers were invited to add any others that they had used. The most frequent responses are given in Table 3.1.1

Table 3.1.1 Which criteria did you use to select pupils to attend the Centre?

	%
Children that teachers considered would benefit from the initiative	89
Children with low self esteem/lacking in confidence	62
Children underachieving in relation to their ability	58
Children who showed an interest in the scheme	52
Children who lacked motivation towards school work	34
Children with good attendance at school	34
Children with learning difficulties	18
Children showing a strong interest in football	15
Children with poor fluency in English	10
Children with poor attendance at school	7
Other criteria	14
Missing data	1

Based on responses from 107 schools. Percentages do not add to 100 because teachers could make more than one response.

Teachers typically indicated that they used three or four selection criteria, suggesting that they were taking a range of factors into account. Teachers most commonly selected

pupils who they considered would benefit. Almost 90 per cent of all teachers used this broad category in their selection process. Selecting pupils with low self-esteem was the second most frequently used criterion employed by teachers.

Almost sixty per cent of the teachers selected pupils to attend *Playing for Success* who they considered to be underachieving in relation to their ability. Although many teachers wrote of the advantages of the scheme for low-achievers, not all selected pupils in this category. One teacher explained: *'We targeted gifted and talented youngsters to offer after-school benefit.'*

More than half of the teachers considered the level of interest the children themselves showed in the scheme. In their questionnaire responses, some teachers referred to the reputation already developed by the Centres and the positive reactions of previous attendees. As one teacher said: *'The children who have attended over the last three years are so positive and enthusiastic about the Centre.'*

The results show that 15 per cent of teachers considered pupils' strong interest in football when selecting pupils for *Playing for Success*. However, this was not usually the sole criterion, but was used in conjunction with at least three or four others.

We also asked teachers if they had used assessment results to select pupils. The majority of the 107 schools (55 per cent) had done so. Most of them used National Curriculum Assessment results, while a few used other assessments, such as other school-based assessment methods. One teacher wrote: '*I specifically targeted those students whose verbal scores were below [average]. The students chosen were those on predicted C/D borderline. Literacy is a specific target for improvement within the school following the last inspection.*'

3.2 The pupils attending *Playing for Success*

The Centre Managers, with the help of schools, provided a range of information about pupils attending the Centres during the evaluation period. The Centres provided information on a total of 2,095 pupils: 56 per cent of these were in Key Stage 2 and 44 per cent in Key Stage 3. Table 3.2.1 shows the year groups of the pupils on whom data were collected during the spring term 2001.

Table 3.2.1 Pupils attending *Playing for Success*

Year group	%
Primary	
5	<1
6	54
Secondary	
7	13
8	20
9	7
10	<1
Unknown year group	6

Based on responses from 2,095 pupils. Percentages may not sum to 100 because of rounding.

The table shows that more than half of the pupils who took part in the evaluation were in Year 6. Some Centres took groups of Year 5 pupils (who were not eligible to take part in the evaluation). The actual numbers of Year 5 pupils who took part in *Playing for Success* during the spring term are therefore unknown. At secondary level, a range of year groups participated, most commonly Year 8. Small numbers of Year 10 pupils also took part.

Table 3.2.2 shows some of the other characteristics of pupils attending *Playing for Success*.

Table 3.2.2 Pupil characteristics

		Key Stage		
		2	**3**	**Total**
Variable	**Category**	**%**	**%**	**%**
Gender	Male	52	55	53
	Female	46	44	45
	unknown	2	2	2
Special Educational Needs	No SEN	25	24	25
	Pupils with SEN (concern identified)	7	8	7
	Pupils with SEN (statement)	<1	2	1
	unknown	67	66	67
Free School Meals	Entitled to FSM	16	10	13
	Not entitled to FSM	29	31	30
	unknown	55	60	57
Ethnicity	White	54	63	58
	Non-White	12	8	10
	unknown	33	29	32
English Language	English first language	42	41	42
	English not first language	4	3	4
	unknown	54	56	55

Based on responses from 1,176 KS2 and 919 KS3 pupils. Percentages may not sum to 100 because of rounding.

This table shows that slightly more boys than girls were attending the 27 Centres, and that this difference was slightly greater at Key Stage 3 than 2.

We were interested to find out about other characteristics of the pupils, such as whether they had special needs, were entitled to free school meals, their ethnic background and fluency in English. These details were gathered by the Centres from the schools. Some Centre Managers had difficulty in obtaining the more detailed background information from their partner schools, and consequently there is a large amount of missing data.

It is disappointing that there is a high proportion of pupils for whom Centres were unable to establish whether or not they had special educational needs. However, it is clear that over seven per cent of the pupils attending the Centres had special educational needs.

We were interested to know whether or not pupils were entitled to free school meals. This is frequently used in research as an indicator of social deprivation. Unfortunately,

details about entitlement to free school meals were unavailable for more than half of the pupils. This makes it difficult to interpret the information in Table 3.2.2.

Overall, twelve per cent of pupils were identified as being from non-White backgrounds. Due to the low proportion of pupils from different ethnic backgrounds, we were forced to adopt a fairly crude category of 'non-White' in our analysis of the impact of ethnic differences. The non-White pupils came from a variety of ethnic backgrounds, with the largest proportion being Pakistani. There were smaller numbers from Bangladeshi and Black Caribbean backgrounds.

About four per cent of pupils were identified as having English as an additional language, although this information was missing for over 50 per cent of pupils.

3.3 Pupils' attendance at *Playing for Success*

Table 3.3.1 shows the length of course offered by the 27 participating Centres.

Table 3.3.1 Length of course in hours

	Key Stage	
	2	**3**
	Number of Centres	**Number of Centres**
Less than15	3	2
15 to <20	4	5
20	9	8
>20 to <35	3	3
35+	5	6
Total Centres running courses	27	26
Missing data	3	2

Based on data from 27 Centres.

The table shows that 20 hours was the most commonly used course length for both primary and secondary pupils, and that almost half of the courses were between fifteen and twenty hours long. Although Centres tended to offer the same length of course to all pupils, there were some differences within Centres between groups attending on different days of the week, and the length of course was also sometimes affected by match fixtures, staff illness and other events.

Table 3.3.2 shows the proportion of pupils attending courses of different lengths, and the percentage of the course pupils attended.

Table 3.3.2 Pupils' attendance at the Centres

		Key Stage 2	Key Stage 3	
				Total
Variable	**Category**	**%**	**%**	**%**
Length of course (hours)	Less than 15	19	25	22
	15–<20	23	13	18
	20	31	29	30
	21–<35	4	17	10
	35+	23	17	20
Percentage of course attended per pupil	Up to 50 per cent	5	10	7
	55 to 75 per cent	6	9	7
	80 to 95 per cent	29	28	28
	100 per cent	35	26	31
	per cent of course attendance data missing	26	26	26

Based on responses from 2,095 pupils. Percentages may not sum to 100 because of rounding.

The table shows that most pupils attended courses of 20 hours or less. The results showing pupils' attendance at the Centres are difficult to interpret due to the fact that over a quarter of the relevant data is missing. However, the table shows that almost a third of all pupils who participated in *Playing for Success* attended 100 per cent of the course. The majority (59 per cent) attended for at least 80 per cent of the course. At first sight, these attendance figures appear to compare somewhat unfavourably with last year, when 78 per cent of pupils were shown to have attended at least 80 per cent of the course. However, the difference can be explained by the large amount of missing data this year (26 per cent), compared with only five per cent last year.

There was a significant difference in attendance between Key Stage 2 and 3 pupils ($p<0.05$). Ten per cent of the Key Stage 3 pupils attended less than 50 per cent of the course, compared to only five per cent of Key Stage 2 pupils. Pupils at Key Stage 2 were also more likely to attend 100 per cent of the course (35 per cent compared to 26 per cent).

3.4 Pupils' interest in football

We wanted to know whether pupils attending *Playing for Success* were interested in football. We included a question on this in the pupil attitude questionnaire 'What YOU Think'. The questionnaire was completed by approximately a third of pupils attending the Centres. The question asked pupils whether or not they were interested in football (yes, no, not sure), and if yes, which team they supported. We were then able to work out whether pupils supported their Centre's team. Table 3.4.1 shows the level of interest in football among pupils attending *Playing for Success*. It is based on the answers from 737 pupils who completed both pre- and post-course questionnaires.

Table 3.4.1: Pupils' interest in football before attending *Playing for Success*

		Support Centre team	Support another team	Not interested in football/ not sure	No response
		%	%	%	%
Key Stage	KS2	35	40	23	2
	KS3	35	35	25	5
Gender	Boys	39	45	12	4
	Girls	31	29	39	2
Ethnicity	White	40	30	26	3
	Non-White	32	47	19	3
	Ethnicity data missing	22	54	20	4
Total	All pupils	35	38	24	3

Based on responses from 737 pupils attending Playing for Success. Percentages may not sum to 100 because of rounding. Results are based on pupils with pre-and post-course questionnaires.

Table 3.4.1 shows a very high level of interest in football among pupils who attended *Playing for Success*. More than 70 per cent of pupils expressed an interest in football at the beginning of the course.

We wanted to know whether pupils' interest in football differed according to their gender and ethnicity. The table shows that before attending *Playing for Success,* three out of five girls supported either the Centre team or another football team, compared with more than four out of five boys. The difference in the levels of interest in football shown by

boys and girls is in contrast to the results from the previous year's evaluation, when levels of interest in football between girls and boys were found to be almost the same.

This year we asked pupils about their interest in football in the post-course, as well as in the pre-course, questionnaire. Comparing pupils' answers on these two occasions, we found that the only difference was that there was a very slight increase in pupils' support for the Centre team after attending *Playing for Success*. Overall levels of interest in football remained almost the same.

3.5 Summary: Who attends *Playing for Success?*

This chapter has looked at the ways in which pupils were selected to attend *Playing for Success,* and has described the pupils attending in terms of a number of background characteristics. It has also considered attendance rates and reported pupils' level of interest in football.

Selection for *Playing for Success*

- One hundred and seven teachers from different schools completed the school questionnaire.
- Schools typically used three or four criteria when selecting pupils to attend PfS.
- Teachers most commonly selected pupils they considered would benefit from the initiative. A high proportion of teachers also selected pupils with low self-esteem, and children underachieving in relation to their ability.
- More than half of the schools considered the level of interest the children themselves showed in the scheme during the selection process.
- As found in the previous year's evaluation, more than half of all teachers used assessment results as part of the selection process.

Characteristics of pupils attending the Centres

- The evaluation includes data on 2,095 pupils who attended PfS during the spring term 2001. Pupils were almost equally divided between KS2 and KS3. Most primary

pupils were in Year 6. Among secondary school pupils, the majority of pupils were in Year 8.

- As last year, slightly more boys than girls attended the Centres.
- Unfortunately large quantities of pupil background were missing. This particularly affected information on special educational needs, whether pupils were eligible for free school meals, their ethnicity and whether English was an additional language. Meaningful analysis of these data is therefore very difficult. However, we do know that at least seven per cent of the pupils attending PfS had special educational needs.

Rates and length of attendance

- Most of courses offered were 20 hours in length.
- The majority of pupils (59 per cent) attended for at least 80 per cent of the course.
- There was a significant difference in attendance between KS2 and KS3 pupils. Ten per cent of KS3 pupils attended for less than 50 per cent of the course, compared with only five per cent of KS2 pupils.
- Pupils in KS2 were also significantly more likely to attend 100 per cent of the course compared with pupils in KS3.

Support for football

- The majority (73 per cent) of pupils attending the Centres said that they were interested in football at the pre-course stage. Just over a third supported the club where the Centre was located.
- In contrast to the findings in last year's evaluation, the results indicated that boys were statistically significantly more interested in football than were girls.

4 Expectations and experiences of *Playing for Success*

This section reports information on the expectations and experiences of *Playing for Success* from the point of view of parents, schools and the pupils themselves.

4.1 What pupils thought of the Centre

The pupil attitude questionnaire ('What YOU think') was completed by approximately a third of the pupils at the beginning and end of their courses. The information below is based on the 737 pupils who attended the Centres and completed both pre- and post-course questionnaires.

Table 4.1.1 shows pupils' responses to a series of 'closed' questions about the Study Support Centre. The questionnaire invited pupils to give one of three responses to each item (yes, not sure, no). As most of the pupils had strong opinions on these items, we have chosen to report the percentage of pupils answering 'yes' to each item.

Table 4.1.1 What do you think of the Centre?

	Pre-course %	**Post-course %**
The Study Support Centre will be/was **fun**	93	96
The Study Support Centre will be/was **boring**	2	3
The Study Support Centre will be/was **interesting**	89	95
The Study Support Centre will be/was **a good idea for me**	87	92
The Study Support Centre will help/helped me to **be better at maths**	78	73
The Study Support Centre will help/helped me to **be better at writing**	76	70
The Study Support Centre will help/helped me to **be better at reading**	71	71
The Study Support Centre will help/helped me to **use a computer**	84	92
The Study Support Centre will help/helped me to **be a more confident person**	77	82

Based on responses from 737 pupils who completed both pre- and post-course questionnaires.

The table shows that at the outset of the course, pupils had very high expectations of *Playing for Success*, and that the Centres lived up to their expectations in providing an enjoyable and interesting experience. Levels of pupils' satisfaction shown in the courses they attended were even higher than those achieved in the Centres last year. At the end of the course, for example, 96 per cent considered the Centre to be 'fun'; 95 per cent considered it to be 'interesting' and 92 per cent thought it was 'a good idea for me'. More than 80 per cent of the pupils felt that the Centre had helped them to become more self-confident.

Pupils also had very high expectations in terms of helping their learning. At the beginning of the course, at least 70 per cent of pupils expected their numeracy, reading, writing and computer skills to be developed by attending *Playing for Success*. After the course, the pupils' judgements were not always quite as positive as their expectations at the beginning. There were two examples of this regarding improvements in mathematics and writing. Nevertheless, overall levels of satisfaction were extremely high. Seventy per cent or more of the pupils felt that their numeracy, writing and reading skills had been improved, and over 90 per cent thought that their computer skills had been improved by attending *Playing for Success*.

Patterns of expectations and experiences were very similar across Key Stage, gender and ethnic groupings. The only exception to this was that Key Stage 2 pupils were significantly more likely to think that *Playing for Success* had helped them improve their numeracy skills than were pupils at Key Stage 3 ($p<0.05$).

We also asked pupils to tell us how else they would like the Study Support Centre to help them (the post-course version of the question asked 'What else did the Centre help you to do or know?') The coding of this open-ended question revealed that pupils took it as an opportunity to confirm answers that they had given to closed questions, as can be seen in Table 4.1.2.

Table 4.1.2 How else would you like/did the Study Support Centre help you?

	Pre-course %	Post-course %
Develop computer/internet skills	27	46
Improve literacy	25	19
Improve numeracy	18	16
Develop interpersonal skills	6	12
Boost self-confidence	7	11
No response	19	12

Based on responses from 737 pupils who completed both pre- and post-course questionnaires. Percentages may sum to more than 100 because pupils could make more than one response.

The table shows that the expectation held most frequently by pupils at the beginning of the course was that the Centre would help them to develop their computer/internet skills. While at the beginning of the course, just over a quarter of the pupils wanted the Centre to help them develop their IT skills, at the end of the course almost half of the pupils wrote a specific comment about the fact that the Centre had helped them in this respect.

At the beginning of the course, 25 per cent of all pupils said that they hoped that the Centre would help them improve their literacy skills and 18 per cent said that they would like help with their numeracy. At the end of the course, similar numbers of pupils felt that they had been helped in these areas. Many of the pupils' comments suggested that the Centre had supported their learning in multiple ways. For example one pupil wrote that the Centre had helped her to *'write my essays, learn how to use a computer and finally learn how to do fractions'.*

Some pupils emphasised the way in which the Centre had given them the opportunity to develop personal and social skills, for example to *'get along with other people from different schools,' 'make friends with other people quickly'* and *'work in teams with other people'.* Eleven per cent of the pupils referred to their increased levels of confidence after attending the course. Typical comments included: *'[The Centre helped me to] overcome my fear of answering questions and getting it wrong'* and

'give things a try, because at some time in your life you're bound to make a mistake, so why not give it a go?'

4.1.1 What pupils liked most about the Study Support Centre

The final question in the pre-course questionnaire asked pupils what they were looking forward to most at the Study Support Centre. The parallel question in the post-course questionnaire asked pupils what they had liked most at the Centre. Pupils' answers to these open-ended questions are shown in Table 4.1.3.

Table 4.1.3 What are you looking forward to/did you like most at the Study Support Centre?

	Pre-course %	Post-course %
Using computers/the internet	44	56
Football related aspects	22	13
Social aspects	11	10
The Centre staff	0	10
Learning new things	8	3
No response	15	9

Based on responses from 737 pupils who completed both pre- and post-course questionnaires. Percentages may sum to more than 100 because pupils could make more than one response.

The questionnaire responses from pupils attending *Playing for Success* once again highlight pupils' interest in using computers and the internet, both before and after the course. More than half of the pupils who attended *Playing for Success* listed these as aspects of the Study Support Centre that they had enjoyed most.

At the beginning of the course, 22 per cent of the pupils singled out football-related aspects of the Centre as items that they were looking forward to the most. These included meeting players, attending matches and improving football skills. (In fact the Centres did not teach pupils football skills.) Fewer pupils (13 per cent) mentioned football-related activities as the most enjoyable aspect at the end of the course, although one pupil wrote that he had enjoyed *'meeting the players and hearing of*

their academic achievements'. This difference between pre- and post-course stages could be because other aspects of attending *Playing for Success* had become more important to the pupils who were initially attracted by the link with football, and/or because Centres did not provide as many football-related activities as the pupils anticipated.

Approximately one in ten pupils said that the thing that they had enjoyed most were the social aspects of the course, such as the opportunity to make new friends. Also, a similar proportion wrote that staff at the Centre had played a major role in their enjoyment of the Centre.

4.2 Parents' views of *Playing for Success*

A total of 1,167 parents responded to the parents' questionnaire at the beginning of the course (a pre-course response rate of 56 per cent). Of these, 598 parents also completed a questionnaire after their child had attended one of the 27 Centres (some Centres had difficulty in obtaining completed questionnaires from parents once their child was no longer attending the Centre). The following analyses are based on responses from parents who completed both questionnaires (29 per cent of all parents completed both pre-and post course questionnaires). This enables us to make direct comparisons between parents' expectations of *Playing for Success* and the comments of the same group of parents after their child had completed the course.

We wanted to check whether parents who completed both questionnaires held similar opinions to the larger sample of parents who only completed the pre-course questionnaire, because we were concerned about whether the parents who answered both questionnaires could be considered representative of parents as a whole. In order to establish this, we compared the parents' answers given by both sets of parents to the pre-course questionnaire. The results of the statistical tests on the 'closed' items demonstrated that parents' answers to the pre-course questionnaire were not significantly different, regardless of whether or not they had completed the post-course questionnaire.

4.2.1 Were parents pleased that their children were selected for *Playing for Success*?

The pre-course questionnaire asked parents how pleased they were that their child had been selected to go to the Study Support Centre. Parents were invited to respond using a five-point scale (very pleased, pleased, not very pleased, not pleased at all, not sure). The responses to this question at the pre-course stage were very positive, with 86 per cent of parents saying that they were 'very pleased' and a further 13 per cent saying that they were 'pleased' that their child had been selected. Similarly, the parents' responses at the post-course stage showed a high degree of satisfaction with the initiative. Eighty-seven per cent said that they were 'very pleased' that their child had attended the Centre, and a further 12 per cent said that they were 'pleased' (only one per cent indicated that they were either 'not very pleased' or 'not sure').

4.2.2 What parents wanted the Centre to do for their child

We were interested to find out which of the Centres' objectives were most important to parents. The pre-course questionnaire included the following question: 'Study Support Centres try to help children in a number of ways. Please tick the ways that are most important to you.' The question listed ten different items from which parents could choose five. The post-course questionnaire listed the same items, asking parents to indicate whether they felt the Centre had helped their child with each one (helped, not sure, did not help). The results (listed in order of the number of parents' responses) are shown in Table 4.2.2.

Table 4.2.2 What are the five most important ways in which the Centre can help your child/In which ways has the Centre helped your child?

	Pre-course % rating as important	Post course % saying it helped
Become more self-confident	78	78
Get better at mathematics	78	71
Learn to use a computer to do school work	72	92
Get better at expressing themselves in writing	70	60
Get better at reading	53	63
Have a better chance of getting a job when they leave school	48	52
Become more willing to do homework	35	55
Meet children from other schools	36	70
Like school more	15	44

Based on responses from 598 parents who completed both pre- and post-course questionnaires. Percentages may sum to more than 100 because pupils could make more than one response.

The table shows that at the beginning of the course, help with self-confidence, mathematics, computer work and writing were high on the list of importance in terms of parents' expectations of *Playing for Success.* These four items were each selected as important by at least 70 per cent of all parents. Help with reading and 'employability' were selected by approximately half of all parents. Improving their child's willingness to do homework, meeting children from other schools and enjoyment of school were items which came lower down the list, but were nevertheless still selected by a high number of parents at the pre-course stage.

Generally, there was a very high level of satisfaction with the Centre's impact in relation to parents' expectations. The statement gaining the highest agreement (of 92 per cent) was that the Centre had helped their child to use a computer for school-work. More than 70 per cent of parents felt that the Centre had helped with their child's self-confidence and/or with mathematics. At least 60 per cent of parents thought that the Centre had helped with their child's reading and/or writing skills.

At the beginning of the course only 15 per cent of parents thought that one of the five 'best things' that the Centre could do for their child was to help them to enjoy school more. However, after the course 44 per cent thought the course had a positive effect on their child's enjoyment of school. Seventy per cent of parents thought that attending the Centre helped their child to meet children from other schools, and some commented on this in terms of the benefits for their child when moving on to secondary schools.

However, at the end of the course, fewer parents felt that the Centres had helped their child with mathematics and writing skills than had hoped the Centre would do so at the beginning. This could possibly be explained by the fact that at the outset of the course, parents anticipated that their children would benefit most in areas of the more 'traditional' academic skills (i.e. mathematics and writing.)

Parents' open-ended comments

In addition to the closed questions, the pre-course questionnaire included an open-ended question asking parents to tell us what they felt was the best thing that the Study Support Centre could do for their child. (The post-course questionnaire had a similar question, asking parents to identify the best thing about their child going to the Centre.)

Approximately 80 per cent of parents answered the pre-course question and 90 per cent answered the post-course question. Parents gave a wide variety of answers and commonly mentioned more than one 'best thing'. The patterns of responses were broadly consistent with parents' answers to the closed questions and can be separated into two main areas: those of the development of their child's personal and social attributes and skills; and academic skills.

Confidence

In terms of personal and social attributes, and indeed in terms of all responses, parents most commonly wanted the Study Support Centre to boost their child's confidence. At the pre-course stage, 33 per cent of parents made this kind of comment. Parents' comments reflected a particular strength of feeling in this area, and indicate that they

often viewed increased confidence as the potential key to unlock their child's success in all other areas. One parent wrote:

'I hope that the Centre can give my daughter more confidence about herself and give her the chance to be more outgoing. If she can do this she'll be able to achieve anything.'

Another parent of a child with learning difficulties referred to the particular benefits that her child had already gained from the Centre after the first session:

'The Study Support Centre has made my son a lot more enthusiastic in his studies. One visit and he can't wait to come back again. My son is dyslexic so I really appreciate the help he is receiving at school and the Study Support Centre. If it can build his confidence in school work he will be able to cope with school which would be a big achievement for him.'

One mother's comments clearly illustrate the impact that attending *Playing for Success* can have on a child's life. She described the changes that a single session had on her son, and of her hopes for the rest of the course:

'Jack[1] *lacks in self-confidence and feels he is really stupid. The hardest job as a parent is to constantly reassure your child that they are worth something. Unless a child believes that they are unable to progress. Jack's confidence seems to have improved and it is a real pleasure to listen to him talking enthusiastically about something. He has a more positive attitude because he has realised that he is not stupid, he is a very capable boy [and] in the right environment he will do alright. The Study Centre will help by emphasising and building on Jack's self-confidence.'*

The mother's hopes were not disappointed, because after the course she described how her child's self-confidence, and in particular his confidence *as a learner*, had been transformed:

[1] Pupils' real names have not been used

'Jack has learnt that in a well-disciplined, caring environment, he is quite capable of learning… His confidence has developed tremendously … it has definitely changed his attitude … He talks a lot more about school. Please can he attend again?'

Her comments were typical of those of a quarter of all parents, who felt that the Centre had helped their children the most by increasing their self-confidence.

Interpersonal skills

Almost one quarter of all parents made some comment about the positive impact that the Centre had on the development of their child's interpersonal skills. One of the ways that the children had achieved this was through developing new friendships. One parent wrote of the importance of *'bringing children together from different schools, to meet, to communicate and maybe understand other children's ideas and thoughts, and … become friends when thoughts and ideas are the same.'* This was of particular importance to parents of some Year 6 pupils, who were aware of the need for their children to develop their ability to cope with new social situations, in preparation for starting secondary school. After the course, one parent wrote that her child who had previously been *'shy and withdrawn'* had become *'more relaxed and outgoing'* because of the support given by the Centre.

Enjoyment and increased motivation

Fifteen per cent of parents referred to the fact that their children had enjoyed themselves, and that the Centres had opened up the potential for learning and pleasure to be linked together. Some parents thought this to be at the heart of their child's learning, and wrote that enjoyment had increased their child's motivation to learn. Two parents summarised the benefits as follows: *'Becoming more confident, meeting new people but best of all having fun. Andrew really enjoyed attending the Study Centre.'*

'Stef found learning an 'enjoyment' which I think is important. Anything that enhances a child's education is worthwhile. Stef enjoyed every activity. WELL DONE!'

Ability to work with others

Team work was also a recurring theme in parents' comments. At the outset of the course, one parent wrote that he hoped that the Centre would help his son to *'meet others, share views and cooperate with others as well as forming opinions even when they conflict with others'*. After the course, another wrote that the best thing about the Centre for his child was *'Having to work as a team and cooperate with each other'*.

Computer and ICT skills

As well as the development of social and interpersonal skills, parents' responses both before and after the course focused on their desire for the Study Support Centre to help their child develop their academic skills.

In their open-ended comments after the course, approximately one quarter of all parents commented on the tremendous impact that attending *Playing for Success* had on the development of their child's computer skills. Their comments demonstrated their belief in the need for children to be computer literate, in terms of their school work, home life and especially in terms of their future employability. As one parent said: *'Computers are the future and the more he knows about them, the easier it will be for him to find work in a few years'*.

Other parents suggested that they were unable to support their child with the development of their IT skills at home, either in terms of the child's access to computers and/or in relation to the parents' own understanding of information technology. One mother recognised the impact that the development of her child's ICT skills had on the whole family: *'... [the course] helped Liam to learn how to use a computer, therefore encouraging me to buy one as before the course nobody knew how to use a PC.'* Another said: *'He is more confident on the PC at home.'* As a result, this boy had passed on some of his computer skills to his younger brother.

Other aspects of school work

Parents hoped that the Study Support Centres would help their children with other aspects of their school work, particularly in literacy and mathematics. At the outset of the course, fifteen per cent of parents felt that the most important benefit for their

child from attending *Playing for Success* would be to improve their skills in each of these areas.

After the course, a smaller number of parents mentioned improvements to their child's literacy or numeracy skills. For example, one parent reported that their son had become *'especially a more confident reader, which has always been one of his poorer subjects'*. Another parent said that: *'Maths had become less boring and more acceptable since the ... course'*.

Before the course 14 per cent of parents wanted the Centre to help their child improve their school work in general. One parent thought that a general improvement in school work would help his son prepare for the future. He wrote simply: *'THE MORE YOU LEARN, THE MORE YOU EARN, IF YOU TRAIN YOU GET A BRAIN.'*

After the course, a smaller number of parents commented on a general improvement in school work as being the 'best thing' that their child gained from attending the Centre.

Characteristics of the Centres which parents thought aided children's learning

Some parents commented specifically on how they thought the environment of the Study Support Centre would benefit, or had benefited, their child. These responses can be divided into three main areas: the provision of an alternative learning environment, the boost to their child from being selected to attend *Playing for Success,* and the high quality of the staff.

Parents felt that their children benefited from the provision of an alternative learning environment available at the Centre in a variety of ways. These included: small class sizes; different teaching strategies from those used in school; the opportunity for children who felt that they had 'failed' at school to have another chance; excellent IT facilities; an atmosphere of enjoyment and the opportunity to learn in a 'football' environment.

Some parents commented that merely being selected to attend *Playing for Success* had boosted their child's enthusiasm for school work and motivation to learn. A few parents commented that their child felt 'special' because they had been selected.

The staff and mentors at the Centres also received warm praise from many of the parents, who thought that they had played a key role in their child's positive experiences at the Centre. Typical comments included:

'Sam sang everyone's praises at the Centre. All the helpers were excellent. Can I say a big thank you to all of you for all the help and support over the last couple of weeks.'

'The best thing was the ever-supplied help and encouragement from all the staff and helpers who were never too busy to listen, and that is very important to a child.'

4.3 Teachers' views of *Playing for Success*

This section reports the expectations and experiences of teachers. As mentioned above, we received completed questionnaires from 107 schools, the majority which (63) were from primary schools. Just over half of the responding schools had sent children to a *Playing for Success* Centre before.

4.3.1 How teachers expected pupils to benefit

The questionnaire asked teachers in what ways they anticipated pupils would benefit from attending the Study Support Centre. Most teachers (95 per cent) responded to this open-ended question, and their responses are shown in Table 4.3.1.

Table 4.3.1 How teachers thought pupils would benefit

	%
Boost confidence/self-esteem	53
Become more motivated and eager to learn	34
Develop computer/internet skills	33
Improve literacy skills	16
Improved SATs levels	15
Enhance/develop learning (unspecified)	14
Improve numeracy skills	11
No response	5

Based on responses from 107 teachers who completed the school questionnaire.
Percentages may sum to more than 100 because teachers could make more than one response.

Teachers had a number of expectations of *Playing for Success* which fell into two main areas of self-confidence/motivation to learn and academic skills. As found in last year's evaluation, the majority of teachers (53 per cent) said that they had anticipated that attending the Centre would increase pupils' self-confidence/self-esteem. A further 34 per cent said that they hoped that the Centre would improve pupils' motivation. One teacher listed the school's expectations as follows: *'Increased self-confidence and self-esteem; improved attainment (especially in core subjects and key skills); improved attendance, and greater independence in the classroom.'* Another wrote that she wanted the pupils to discover that: *'Learning can be fun and is of benefit in life outside school.*'

Several teachers commented on the specific benefits to be gained for pupils who were underachieving: *'This is a high profile activity. Available to only a few pupils, it motivates and encourages the children who may otherwise "give up"'* and *'[The*

scheme provides] enhanced opportunities for children who require additional support to achieve their full potential.'

In terms of academic skills, a third of teachers said that they hoped the Centre would help children with their computer skills. As might be predicted, this answer was more likely to be given by teachers from primary schools than by those from secondary schools. Fewer teachers said that they expected the Centre to help pupils with literacy and/or numeracy. Fifteen per cent of all teachers expressed the hope that the Centre would help to improve the National Curriculum Assessment results attained by pupils. A smaller number of teachers said that they anticipated the pupils would benefit from the Centre through developing independent learning skills and/or discovering enjoyment in learning.

4.3.2 Teachers' views of the Centre's impact on pupils

The school questionnaire contained a 'closed' question, asking teachers to rate the impact of the Centre on different aspects of pupils' attitudes, behaviour and skills. The aspects listed in the question were related to the stated purposes of *Playing for Success*. Teachers were asked to indicate their level of agreement with each statement, using a three-point scale (agree, neutral, disagree). The results are shown in Table 4.3.2 (not all teachers answered every item).

Table 4.3.2 Teachers' ratings of the impact of the Centre on pupils who attended during the Easter term

	Agree %	Neutral %	Disagree %	No response %
The Centre had a positive impact on pupils' motivation at school	80	20	0	0
Pupils' self-esteem and confidence improved	91	9	0	0
Pupils' school attendance improved	14	79	4	3
The Centre had a positive impact on homework completion	25	75	0	1
Literacy skills improved	69	31	0	0
Numeracy skills improved	59	42	0	0
ICT skills improved	95	5	0	0
Study skills improved	67	33	0	0

Based on responses from 107 teachers who completed the school questionnaire. Percentages may sum to more than 100 because teachers could make more than one response.

The table shows that the majority of teachers felt that the Centres had helped to develop pupils' attitudes and skills across a range of areas. More than 80 per cent of all teachers felt that the Centres had a positive impact on pupils' motivation at school, pupils' self-esteem and confidence and their ICT skills. Over 60 per cent thought pupils' literacy and study skills had improved. More than half said that children's numeracy skills had improved.

Two statements obtained the agreement of fewer than half of the responding teachers. One quarter agreed that the Centre had a positive impact on homework completion. Fourteen per cent thought that pupils' school attendance had improved. The response to the latter question may simply reflect the selection criteria for the Centre. Only seven per cent of all teachers reported that the school had selected pupils with a poor record of attendance, while more than one third said that a good record attendance was one of the criteria that they had used in selecting pupils to attend. In most cases, therefore, pupils probably had an acceptable or good record of attendance at school before attending the Centre.

Looking at the responses of primary and secondary school teachers, we found only two significant differences of opinion about the impact of PfS overall. Secondary school teachers were more likely to agree with the statement that the Centre had improved pupils' study skills than were primary teachers ($p < 0.05$). They were also more likely to agree with the statement that the Centre had a positive impact on homework completion.

4.3.3 How teachers rated the Centres' organisation

The school questionnaire included a section concerning four organisational aspects of the scheme, namely: information about the Centre; liaison over practical arrangements; transport; and feedback on pupils' progress at the Centre. Teachers were invited to rate the Centre's performance in relation to each item (see Table 4.3.3).

Table 4.3.3 Teachers' ratings of aspects of the Centre's organisation

	Good %	Neither good nor poor %	Poor %	No response %
Information about the Study Support Centre	90	9	0	1
Liaison over practical arrangements (e.g. dates, times)	95	2	2	1
Transport arrangements	88	9	2	2
Feedback on pupils' progress at the Centre	77	18	4	2

Based on responses from 107 teachers who completed the school questionnaire. Percentages may sum to more than 100 per cent due to rounding.

The table shows that the majority of the 107 teachers considered the Centres to be well organised, especially in relation to practical arrangements and information about the Study Support Centre. Although the majority of teachers thought the feedback on pupils' progress to be 'good', almost one fifth gave this a neutral rating, and four per cent rated it as 'poor'. We found no evidence to suggest that this was a 'Centre factor'.

We asked teachers if they, or any other member of staff from their school, had visited the Study Support Centre during the period of the course. We found that the majority

(58 per cent) of schools had a member of staff who had visited the Centre. This was especially true of the 44 secondary schools, 32 of which ensured that teachers visited during the course.

4.3.4 Would teachers send pupils to the Centre in future?

We wanted to know whether the schools would be keen to send another group of pupils to the Centre, so we asked teachers to respond to the following question: 'If you have the opportunity, will you send pupils to a *Playing for Success* Study Support Centre in the future? Teachers were asked to respond by ticking one of three boxes (yes, not sure, no) and then to explain the reasons for their answer.

All of the primary school teachers who responded to the question (62), and all but one of the secondary school teachers, said that they would send pupils to the PfS Centre in the future.

Most of the teachers' reasons for wanting to send pupils to *Playing for Success* in the future resulted from their positive, worthwhile experiences of the Centres. Comments included:

'Children's basic skills have improved. They thoroughly enjoyed the experience, [and they] have talked about it for weeks afterwards. '

'The children were committed, excited and inspired. The increase to their self-esteem has been tremendous.'

One of the reasons teachers gave for wanting to send pupils again was that the Centres provided broader learning experiences and opportunities than those available at school. About a fifth of the teachers noted the general educational benefits experienced by pupils attending *Playing for Success*. For example, one teacher wrote that ... *'Given the focus on English, maths and ICT, this boost was tremendous for pupils who either had a poor self-image in these areas or who were turned off by them. An experience well-worth repeating.'*

Some teachers mentioned the improved test results that they anticipated as a consequence of pupils' involvement in the scheme. One teacher wrote that *'[Pupils] gained in confidence and this had a positive effect on their attitude to school work. We are looking forward to receiving their SATs results'.*

Many teachers observed that pupils felt 'special' when they attended *Playing for Success*, and that this has a positive impact on their self-esteem. About a fifth of the teachers commented on the increased motivation that they (and parents) had noticed in the pupils. They noted that pupils really wanted to attend the courses.

'Pupils who were selected saw it as a reward and a privilege to go along, and it raised their self-esteem. It also made learning fun.'

'Pupils have a positive attitude and often request another course. Pupils are <u>always</u> enthusiastic about PfS.'

Smaller numbers of teachers commented on the benefits accrued by their pupils from having the opportunity to work in small groups or individually, and the quality of the relationships that the pupils had built with Centre staff and/or other pupils attending PfS. One teacher wrote that pupils *'gained from working with adults other than teachers who offered them positive role models'.*

Others felt that the relationship that the school had developed with the Centre was positive, and that the Centres were well organised. Typical comments included: *'sound feedback and good arrangements'* and *'well run and very efficient.'* One teacher wrote that the Centre offered an: *'Excellent scheme, professionally run, well linked to the curriculum, [with a] very supportive manager.'*

Some teachers commented on the high quality of the facilities provided, and in particular of the opportunities for pupils to learn through the medium of ICT. For example, teachers wrote:

'Pupils gain a lot from working ... with resources that are difficult to match in their own school environment.'

'The Centre gives pupils the opportunity to learn in a different environment to school; the use of ICT appeals to most pupils and Successmaker [an integrated learning package] is excellent for building numeracy and literacy.'

However, a few teachers expressed reservations about the match between the needs of their pupils and the Centre's programme. The teacher who said that she was unsure whether or not she would send her pupils to *Playing for Success* again wrote that she felt that the criteria established by the Centre in terms of student selection had excluded many students who were in need of support. In contrast, another teacher wrote that while she would send pupils to the Centre again,

'[They] would have to be fairly low ability – some of the students felt that they did not gain significantly, but they did enjoy the work.'

But such reservations were very rare, and comments by the overwhelming majority of teachers can be summarised by one teacher who described *Playing for Success* as *'an opportunity not to be missed'*.

4.4 Improvements to the Study Support Centres suggested by pupils, parents and schools

This section presents the suggestions offered by pupils, parents and schools about how the Centres could be improved.

We asked pupils 'What would make the Study Support Centre better?' The post-course parent questionnaire had a question, asking about anything parents felt could be improved. Similarly, the school questionnaire invited further comments and suggestions for improvement from teachers.

The responses to these open-ended questions are shown in the following two tables. Table 4.4.1 shows the improvements suggested by parents and pupils and Table 4.4.2 shows the comments and improvements suggested by teachers.

Table 4.4.1 Improvements suggested by pupils and parents

	Pupils %	Parents %
Nothing – it's good already	21	20
Longer courses	14	9
More football-related activities	9	<1
Keep parents informed	0	6
Improvement to activities	8	1
No response	23	49

Based on responses from 737 pupils and 598 parents who completed both pre- and post-course questionnaires. Respondents could make more than one comment.

Almost a quarter of pupils, and half of parents, made no response to this question. Presumably this was because, in the majority of cases, they had no suggestion for improvement to make. Comments underline the positive nature of pupils' experiences at the Centre. The most popular answer from both pupils and parents was 'nothing because the Centre is good already'. Typical comments included: *'I can't think of anything [to improve the Centre]. It's just great the way it is,'* and *'Nothing ... it was amazing.'*

The main suggested 'improvement' from pupils was that they would have liked to attend for a longer period. Comments here included: *'[it would be better if] it was longer and it was a permanent thing.'* Parents' suggestions tended to echo those of their children. Their main 'improvement' was that access to *Playing for Success* should be increased – that courses should be longer and available for longer periods of time. In addition, a few parents (six per cent) said that they would like to be kept better informed about their child's progress.

A small number of pupils made other comments, including specific improvements to activities, such as educational trips out of the Centre, and more football-related activities, such as the opportunity to play football or meet the players. Some pupils made suggestions for improvements to facilities, (e.g. the provision of more toilets)

and a few comments demonstrated the importance to some children of getting the details right, such as a request for flavoured drinks instead of water.

Some of the pupils took the opportunity to show their appreciation of the Centre. For example, one pupil wrote: *'The Government [should visit us] to see how good it is'* and another said: *'[You should change] nothing, it is fine just as it is, so leave it alone.'* Many parents who replied also took the opportunity to make positive comments about the Centre, and their comments strongly reflected an appreciation for the way in which the Centres had helped their children. The word 'brilliant' was often used by parents to describe the Centres. One parent wrote: *'If you can make a child happy whilst doing schoolwork you have achieved the hardest task of all'* and another parent described *Playing for Success* as *'the best thing that ever happened'* to her child.

Table 4.4.2 Teachers' further comments and suggested improvements

	%
Pupils gain a great deal from the scheme	18
More liaison with the school is needed	12
Our school would like to send more pupils	11
The Centre is well organised	9
The staff at the Centre do a good job	9
The school is looking forward to further participation	8
No response	30

Based on responses from 107 teachers who completed the school questionnaire. Teachers could make more than one response.

Table 4.4.2 shows the suggestions for improvements made by teachers. Like pupils and parents, many teachers took the opportunity to enthuse about the scheme in general. For example, one teacher said: *'Playing for Success is so inspirational for our children it would be very difficult to improve'* and another said: *'Only positive comments. FANTASTIC! Hope it continues for many years!'*

Twelve per cent of teachers felt that there was a need for improved communication with the Centres, for example, more liaison and feedback. One teacher wrote that she would have liked:

'Greater feedback about what the course covers. The presentation at the end was very good in rewarding the pupils for their success and informing us of what they had done. But during the course we received very little information. It would be nice to draw links in the classroom to what they are doing. Even simply being able to say to a child "Remember you looked at something like this on Tuesday?" would give the child a boost of confidence and make them aware of the links.'

Another teacher suggested that it would have been useful to have seen a plan of the Centre's work in advance, so that teachers could provide extension work in class. In the questionnaire we asked whether or not teachers had planned any follow-up work with pupils, related to their experiences at *Playing for Success.* Only approximately a quarter of both primary and secondary schools said that they had done so. Reasons for this are unclear, but a lack of communication concerning the curriculum areas covered may have been a contributing factor.

Nearly one in five of the teachers took this opportunity to confirm that pupils had gained a great deal from attending the scheme. Some teachers mentioned the positive feedback about the course that they had received from the children themselves. As one primary teacher said:

'[The scheme is] A huge success with the children who can't wait for Thursday night to come around each week. The children bonded well as a group; both boys and girls mixing well. Each Friday morning the children are keen to talk about what they have done the previous evening. Year 5 children are already asking if they will be able to go next year.'

Another teacher expressed her satisfaction in the following terms:

'I was very pleased with the Centre's work. The children were committed, excited and inspired! They fully enjoy the experience. The increase to their self-esteem has

been tremendous, and their has been a noticeable improvement (dramatic in some cases) in literacy skills.'

Nearly one in five of the teachers commented that they would like their pupils to have greater access to the scheme. Most of these teachers wanted more pupils from their school to be able to attend. As one secondary teacher wrote: *'All our students have enjoyed the opportunity. I could have filled the Year 7 session 100 times over this term.'* Some teachers felt that the length of the course for pupils already attending the scheme should be increased, or that the individual sessions should be lengthened.

A few teachers said that children had been encouraged to attend *Playing for Success* due to positive feedback about the course passed on by other pupils who had attended in previous years.

4.5 How did the football club environment contribute to pupils' experiences?

We were interested to find out how the football club environment had contributed to the quality of pupils' experiences, so we included a question on this in the school questionnaire. Teachers' responses to this question are shown in Table 4.5.1.

Table 4.5.1 In what way did the fact that the study support facilities were linked with a football club contribute to the quality of pupils' experiences?

	%
The location raised the profile and status of the initiative	42
Pupils felt privileged/special going to a football club	29
Pupils' motivation was improved	26
There was a positive impact on particular groups of pupils	12
Different learning environment from school	12
The possibility of seeing players was an incentive	10
The football environment was not important	4
No response	4

Based on responses from 107 teachers who completed the school questionnaire. Teachers could make more than one response.

Most teachers were able to identify one or more ways in which the football club environment had contributed to the quality of pupils' experiences. Forty-two per cent of the teachers suggested that the location of the Centre in the football club raised the profile and status of the initiative, and a further 29 per cent reflected the fact that pupils felt privileged or 'special' going to the club. Typical comments that football provided: *'A very powerful link that helped pupils enjoy learning'* and this *'gave [pupils] a sense of being privileged, rather than being singled out for extra help.'* One teacher described pupils as being *'Proud to be using a facility connected to their favourite football club.'*

The motivation engendered by the link with clubs was clearly a strong element in the success of the scheme, and was mentioned in a quarter of the responses. An increased level of motivation was apparent both in the pupils' willingness to attend the Centres, and by their increased enthusiasm for learning.

Some teachers wrote of the advantages and attraction of the Centre's location in terms of the 'kudos' that it brought. As one teacher explained: *'It was seen as "cool." For some of these pupils say "Maths" or "English" and they switch off. Say "football"*

and they sit up and listen. That's a huge head start for any educator.' Some teachers suggested that boys in particular, but by no means exclusively, were drawn by the appeal of the club. As one said: *'It motivated the boys, particularly, to feel part of something wider and exciting!'* Another commented: *'The boys in the group were very enthusiastic about the football experience. The girls less so, although they too felt like stars.'*

Twelve per cent of teachers emphasised the fact that the Centres were not based at a school, and therefore provided a different kind of learning environment. Some teachers suggested that this is the where the main strength of the Study Support Centres lie. Comments included:

'The link with a football club contributed indirectly, if at all, to the quality of pupils' experiences. Working in a clean, well-lit and well-resourced area that was not school and more informal than school contributed far more to the quality of the visit.'

'Some pupils were attracted by the [football] connection – a lot weren't. However, the facilities were first rate'

'It was 'out of school' and therefore a different environment… one where students felt valued and able to work individually and collaboratively.'

In addition, one teacher from a school with a predominantly Muslim intake commented that *Playing for Success* had given pupils the chance to visit the football ground for the first time.

4.6 Summary: Expectations and experiences of *Playing for Success*

This chapter has examined the attitudes and experiences of pupils who attended *Playing for Success*, as well as those of their parents and teachers.

Pupils' views of *Playing for Success*

- Seven hundred and thirty-seven pupils completed both pre- and post-course questionnaires.
- Most pupils looked forward to attending the Centres. They anticipated that they would be 'interesting' and 'fun', and they expected that they would be given help there to develop their academic skills. Most pupils also thought that they would be helped to develop their confidence.
- The Centres lived up to pupils' expectations, especially as far as helping them to use computers and providing an 'interesting' experience were concerned. However, as shown in last year's report, not all of pupils' expectations in relation to mathematics and writing appear to have been reached.
- Primary and secondary pupils found attending the Centres equally helpful in most areas, but primary pupils were significantly more likely to think that they had improved their skills in mathematics as a result of attending the Centres.

Parents' views of *Playing for Success*

- Five hundred and ninety-eight parents completed both pre- and post-course questionnaires.
- The majority of parents said that they were very pleased that their children had been selected to attend *Playing for Success*. At the post-course stage, 87 per cent of parents indicated that they were 'very pleased' that their child attended the Centre, and a further twelve per cent indicated that they were 'pleased'.
- Parents wanted Centres to help their children in a variety of ways, particularly in self-confidence, mathematics and computer skills.
- Parents felt that the Centres had supported their children in a variety of ways, especially in using computers and improving self-confidence.

- Parents' comments revealed that they valued the opportunities that the Centres provided for their children to make academic and personal progress in an out-of-school environment.

Teachers' views of *Playing for Success*

- One hundred and seven teachers completed the school questionnaire.
- More than 50 per cent of the teachers expected the initiative to benefit pupils' confidence. At least one third also felt that pupils' motivation and computer skills would benefit.
- Over ninety per cent felt that the Centre had improved pupils' ICT skills, self-esteem and confidence. Eighty per cent thought that the Centre had had a positive impact on pupils' motivation at school.
- Ninety-nine per cent of teachers said that they would send pupils to *Playing for Success* in the future.
- Ninety-five per cent rated the Centre's liaison over practical arrangements as 'good'.
- More than 75 per cent of teachers felt that they had received good feedback on pupils' progress at the Centre.

Suggested improvements

- Pupils, parents and teachers were asked to identify any aspects of the Centres they felt could be improved. The replies from pupils and parents underlined the positive nature of pupils' experiences. Pupils, parents and teachers wanted the scheme to be expanded, by offering more places and longer courses.

5 Achievement in Numeracy and Reading Comprehension and Changes in Attitudes

This chapter presents evidence of pupils' achievements in tests of numeracy and reading comprehension. It considers the numeracy and reading comprehension test scores of pupils attending *Playing for Success* and of a control group of similar pupils. We also look at the relative progress of pupils with different background characteristics. The final part of the chapter concerns changes in pupils' attitudes.

5.1 Using multilevel modelling to examine differences in attainment

We used the statistical technique of multilevel modelling (MLM) to look at the relative achievements of particular groups of pupils. This enabled us to consider whether there were significant differences in pre-course scores obtained by various subgroups of pupils, and to examine the relative progress different subgroups of pupils attending *Playing for Success*.

Multilevel modelling is the accepted technique for analysing educational data which is grouped into similar clusters at different levels (see Goldstein, 1987). It allows for the apparent impacts of background factors to be estimated at the same time as taking account of the variations between levels. In the case of the *Playing for Success* evaluation, individual pupils are grouped into Centres, and pupils within a particular Centre may have more in common with each other than with pupils from different Centres. Multilevel modelling enabled us to take into account the hierarchical structure of the data.

Different groups of pupils vary considerably in their characteristics and this is likely to affect their results. We wanted to be able to see whether pupils with different background characteristics, such as gender, Key Stage and ethnic background, made different amounts of progress. We also wanted to find out which pupil characteristics had the greatest impact on attainment levels and the amount of progress made between the start and the end of the course. This would allow us to make 'fair' comparisons between groups of pupils with different characteristics: for example to compare pupils attending a *Playing for Success* Centre with the control group; or to see if pupils attending certain Centres made greater progress, once we had made allowances for differences in pupils' background characteristics.

The subgroups we looked at were:

- those attending and not attending *Playing for Success*
- KS2 and KS3 pupils
- boys and girls
- pupils entitled or not entitled to free school meals
- pupils with identified special needs and those not so identified
- pupils with English as a first or additional language
- pupils from White and non-White ethnic backgrounds.

We also looked at two Centre-level variables:

- course length (in hours)
- pupils attending different Centres.

We chose this model because it was relatively simple, and the results were similar to those from more complex models. (Further details of the model are given in Appendix 1.)

The model used included all pupils with both pre- and post-course scores on each outcome measure. Initial analyses indicated that there was a different pattern of results

for KS2 and KS3 pupils, so we decided to treat these as separate groups in the model. The final model included the pupils in the control group alongside all the pupils who had attended *Playing for Success*.

We should point out that for some of the pupil characteristics there was a high proportion of pupils for whom we had no data (see Chapter 3). This affected all pupil-level characteristics apart from Key Stage and sex. Analyses based on background characteristics were performed by comparing specified categories (for example, pupils from White and non-White ethnic backgrounds, excluding pupils for whom the ethnic background was not known). This means that we can be sure that any differences in outcomes between pupils with different background characteristics are not affected by the presence of pupils with an 'unknown' status. However, because of the relatively high level of missing information, some of the comparisons are based on relatively small groups of pupils, and this has probably reduced the likelihood of finding statistically significant differences.

For each outcome measure we carried out an analysis including all the variables listed above. We describe the results based on this analysis, and have reported all statistically significant differences (Appendix 1 contains a full account of all results). The results are given in relation to 'confidence intervals'. These indicate our level of confidence that the scores for a given population are really within the stated range. We chose the 95 per cent confidence interval, which can be interpreted as meaning that there is only a five per cent chance that the real value is not within the stated range.

5.2 Numeracy

In autumn 1999, we developed two parallel versions of a test of numeracy for use in the evaluation of *Playing for Success*. (For further details of the tests, please see Sharp *et al*., 2001a.) We carried out a national age standardisation of these tests in spring 2000. Each numeracy test was given to a nationally representative sample of about 1,600 pupils in Year 6 to 9. This allowed us to calculate age-standardised scores based on the tests. We

were then able to compare the progress of pupils attending *Playing for Success* with that of pupils in the control group, and also with a national sample of pupils of the same age.

For the evaluation of *Playing for Success*, one version of the test was given to pupils at the beginning of the course, and the other version at the end. All the tests were returned to NFER for marking. We had pre- and post-course scores for 353 KS2 and 280 KS3 pupils from 24 *Playing for Success* Centres. (Three Centres did not provide matched pre- and post-course test results.) We also had results for a control group consisting of 40 KS2 and 91 KS3 pupils.

Table 5.1 summarises the numeracy scores of these pupils. The table shows the mean age standardised score and the standard deviation (sd) for each group of pupils. The progress is the difference between the pre-course and post-course scores, and the final column in the table shows the significance level of the change in scores within each group.

Table 5.1 Summary results for numeracy

		Pre-course	Post-course	Progress	
	N	**Mean (sd)**	**Mean (sd)**	**Mean (sd)**	**Significance**
KS2 pupils attending *Playing for Success*	353	93.3 (13.6)	101.6 (14.6)	8.3 (11.8)	p<0.001
KS3 pupils attending *Playing for Success*	280	89.1 (13.6)	95.7 (12.9)	6.5 (12.5)	p<0.001
All pupils attending *Playing for Success*	633	91.5 (13.8)	99.0 (14.2)	7.5 (12.2)	p<0.001
KS2 control group pupils	40	96.6 (15.4)	95.1 (14.2)	-1.5 (7.2)	ns
KS3 control group pupils	91	92.3 (14.5)	91.6 (14.9)	-0.7 (10.3)	ns
All control group pupils	131	93.6 (14.9)	92.7 (14.7)	-0.9 (9.5)	ns

The table shows that pupils attending *Playing for Success* made significant progress in numeracy. The age standardised scores have a mean of 100 and a standard deviation of 15 for the population of pupils in Years 6 to 9 as a whole. Pupils attending *Playing for Success* had mean pre-course scores considerably below 100, indicating that their numeracy skills were much lower than the expected score for pupils of their age. This was more marked for KS3 pupils than for those in KS2.

By the end of the course, the mean score for KS2 pupils had increased significantly (by just over eight standardised score points) and was, in fact, slightly above the national mean. Pupils in KS3 attending *Playing for Success* showed a similar trend. By the end of the course, their mean score had increased by about six standardised score points. This gain, although less than that for pupils in KS2, was also highly significant.

We can also make some further comparisons with the national sample of pupils used for the age standardisation. Pupils in KS2 who attended *Playing for Success* had a pre-course mean score of 93.3. In the national sample, less than a third of pupils (32 per cent) had a score of 93 or below. By the end of the course, pupils attending the Centres had a mean score of 101.6, a score achieved or exceeded by less than half the pupils in our national sample. In other words, attending *Playing for Success* appears to have helped these pupils to progress from being 'low attainers' to achieving the average score for their age.

For pupils in KS3, the change is not as marked but is still significant. Less than a quarter of pupils (23 per cent) nationally had scores below the mean pre-course score for KS3 pupils attending *Playing for Success*. By the end of the course, over a third of pupils nationally (36 per cent) had scores below the mean score for KS3 pupils attending the Centres.

Turning now to the performance of the control group, the mean pre-test score of KS2 pupils in the control group was slightly higher than that for pupils of a similar age attending *Playing for Success*. However, unlike the *Playing for Success* pupils, the mean score for this group of pupils did not change significantly over the evaluation period. For pupils in KS3, the initial mean score for control group pupils was again slightly higher than for those attending *Playing for Success*, and again the scores for the control group did not change significantly, suggesting that their numeracy scores did not improve.

5.2.1 Initial differences in numeracy attainment

The MLM showed that pupils in KS3 had significantly lower initial numeracy scores (relative to the expectation for their age) than those in KS2. The difference was about three standardised score points. Pupils in the control group had significantly higher initial scores, by about 4.5 standardised score points, than those attending *Playing for Success*.

Turning now to the influence of gender, girls had significantly lower scores than boys, by about three standardised score points. This may reflect differential performance between boys and girls, or could be the result of the ways in which schools select pupils to attend *Playing for Success*. As we would expect, pupils with special educational needs had significantly lower scores than those not so identified. We found that the difference between pupils with no identified special needs and those with identified needs was almost nine standardised score points. (Very few pupils with *statements* of special needs completed the numeracy tests.) Pupils from non-White ethnic backgrounds had significantly lower scores (by almost five standardised score points) than those from White ethnic backgrounds.

5.2.2 Progress in numeracy

The use of MLM allowed us to look at the progress made by pupils during the period of the *Playing for Success* courses. As suggested by the results in Table 5.1, pupils attending the Centres made significantly greater progress than those not attending. For pupils in KS2, the difference between those attending and those not attending was about nine standardised score points. For pupils in KS3 the progress was somewhat smaller but still highly significant. The relative gain for these pupils was 6.3 standardised score points

Because the numeracy test has been age-standardised, we can also look at pupils' progress in terms of months of age. When we do this, we find that pupils in KS2 and attending *Playing for Success* made the equivalent of about 18 months of progress, over and above the effect of maturation. For pupils in KS3, the progress was equivalent to about 14 months.

These results represent a very substantial impact for *Playing for Success*, given that that most pupils attended a Centre for less than 20 hours.

To investigate this finding further, we can consider the **effect size** (Cohen, 1969). The effect size refers to the magnitude of the effect and is a means of assessing the difference

between two groups relative to underlying variation within the groups. A useful rule of thumb is that an effect size of 0.25 or more is likely to represent a finding which is of educational, as well as statistical significance (Gray *et al.,* 1990, Slavin and Fashola, 1998). In this case, the effect sizes for numeracy were 0.69 and 0.46 for KS2 and KS3 respectively. (In the 2000 evaluation, we found effect sizes of 0.85 for KS2 and 0.44 for KS3.) Taken together, these results suggest that attending *Playing for Success* has had a real and substantial impact on pupils' numeracy skills.

When we compared different groups of pupils (boys and girls, pupils with and without identified special educational needs, and so on), we did not find evidence that any groups of pupils had made greater progress in numeracy than others.

5.2.3 Differences between Centres in progress in numeracy

Multilevel modelling also allowed us to look at pupils' progress separately for each Key Stage in each Centre. For pupils in KS2, we found that there were significant differences between Centres in the amount of progress made in numeracy. We considered only those Centres where we had matched pre- and post-course data for at least ten KS2 pupils, because results based on very small numbers of pupils would not be a reliable indicator of a Centre's impact. Sixteen Centres met this criterion.

Chart 5.1 shows the relative progress of pupils attending 16 Centres. Centres have been are shown in order of their mean 'progress' scores. The amount of change in pupils' numeracy scores is indicated on the vertical axis, which runs from -10 to +30. Each horizontal bar represents the mean (average) progress of pupils in a particular Centre. The vertical line shows the 95 per cent confidence interval, which indicates the probable range of scores in each Centre. If the confidence interval for a Centre crosses the axis line marked 0, pupils in that Centre may not have made significant progress. If the confidence interval is entirely above the 0 line, we can be fairly certain that the average progress achieved by pupils in that Centre was significant.

Chart 5.1 KS2 progress in numeracy by Centre, showing 95% confidence intervals

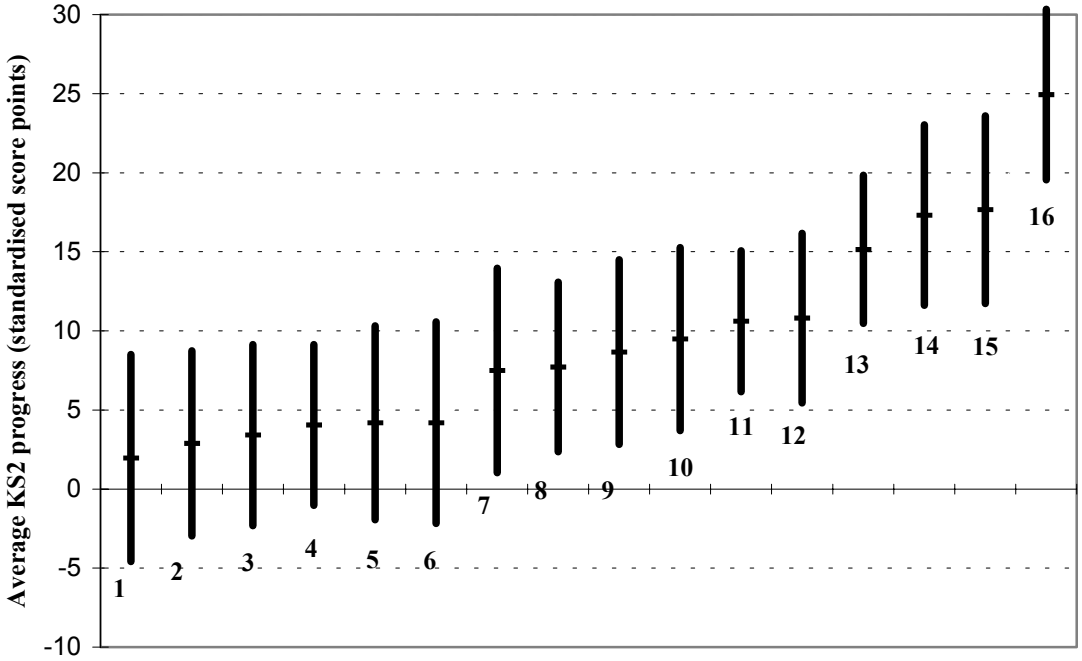


Chart 5.1 shows that in six cases, the average progress achieved, although positive, was not significant at the 95 per cent confidence level (Centres numbered 1 to 6). This is shown by the fact that the vertical line for those Centres crosses the line indicating 0 progress. Ten Centres (identified as numbers 7 to 15) showed statistically significant progress, with pupils making average gains of between about seven and 17 standardised points. However, KS2 pupils in the Centre identified as number 16 achieved an average progress of about 25 points in numeracy.

We also found significant differences between Centres for KS3 pupils, and this is shown in Chart 5.2.

Chart 5.2 KS3 progress in numeracy by Centre, showing 95% confidence intervals

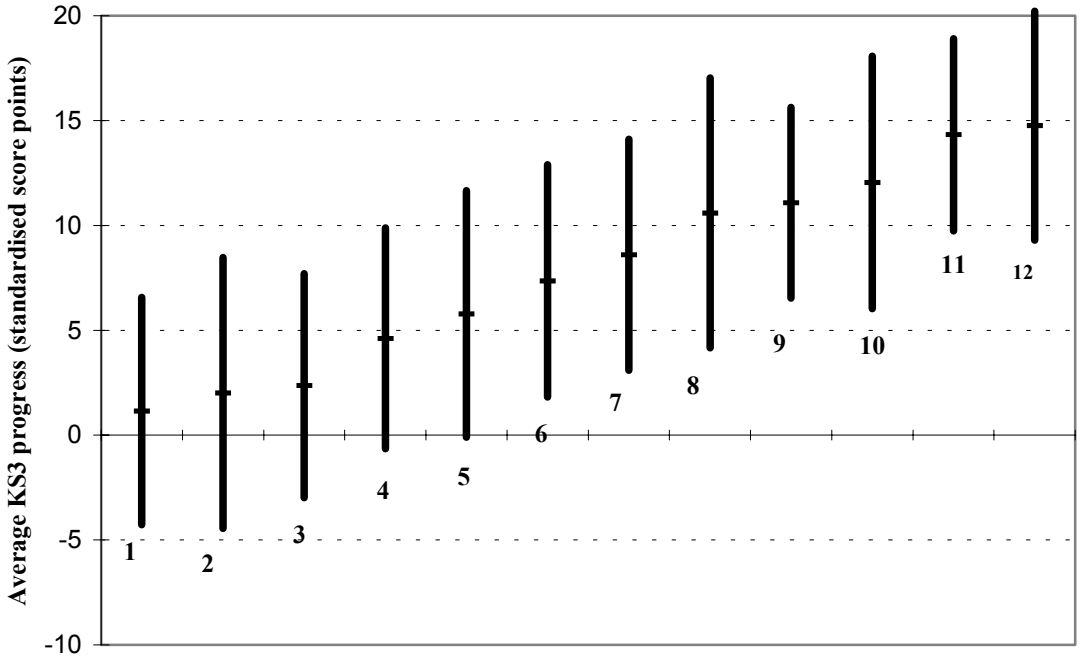


Chart 5.2 shows the progress of the 12 Centres which provided matched pre- and post-course scores for at least ten pupils. In seven of these (identified as numbers 6 to 12 on the chart), we can be relatively sure that pupils made significant progress. The average numeracy progress achieved by KS3 pupils in these seven Centres ranged from seven to 15 score points.

5.3 Reading comprehension

As with the numeracy tests, NFER developed new tests of reading comprehension for use in the evaluation of *Playing for Success*. Our aim was to devise tests which were short and appropriate for pupils with relatively poor reading skills. We carried out a national age standardisation of these tests in spring 2000.

As part of the evaluation of *Playing for Success*, pupils completed one version of the reading comprehension test at the beginning of their attendance at *Playing for Success* and another at the end. The tests were returned to NFER for marking and for the calculation of age-standardised scores. We received matched sets of pre- and post-course test results for 439 KS2 pupils and 280 KS3 pupils from 23 Centres. (Four Centres did not provide matched reading comprehension tests for any of their pupils.) We also had results for 34 KS2 and 117 KS3 pupils in the control group.

Table 5.2 summarises the reading comprehension scores for these pupils.

Table 5.2 Summary results for reading comprehension

		Pre-course	**Post-course**	**Progress**	
	N	**Mean (sd)**	**Mean (sd)**	**Mean (sd)**	**Significance**
KS2 pupils attending *Playing for Success*	439	90.9 (13.0)	97.2 (14.8)	6.3 (15.2)	p<0.001
KS3 pupils attending *Playing for Success*	280	89.9 (13.5)	94.0 (15.6)	4.1 (15.2)	p<0.001
All pupils attending *Playing for Success*	719	90.5 (13.2)	95.9 (15.2)	5.5 (15.2)	p<0.001
KS2 control group pupils	34	91.4 (9.6)	89.5 (10.8)	-1.9 (10.8)	ns
KS3 control group pupils	117	86.5 (14.7)	89.7 (16.0)	3.2 (14.2)	p<0.05
All control group pupils	151	87.6 (13.8)	89.6 (15.0)	2.0 (13.7)	ns

Table 5.2 shows that pupils attending *Playing for Success* had mean reading comprehension scores of about 90 at the start of the course. This is considerably lower than the national mean of 100. By the end of their course, scores for KS2 pupils had

increased significantly, by about six standardised score points. This indicates that their final scores were much closer to, but still below, the national mean. We can illustrate this change by comparing it with the national sample of pupils used in the age standardisation. About a quarter of pupils nationally scored less than the mean pre-course score (90.9) achieved by KS2 pupils attending *Playing for Success*. In contrast, over 40 per cent of pupils nationally scored less than the mean score (97.2) achieved by this group of pupils at the end of the course.

For pupils in KS3 and attending *Playing for Success*, the four point increase in the average reading comprehension score was smaller than that achieved by KS2, but still highly statistically significant. Almost 40 per cent of pupils nationally would score below 96, the average post-course score for this group.

Turning to the control group, KS2 pupils in this group had an average pre-course score of 91, which was not significantly different from their average post-course score. For KS3 pupils in the control group, however, there was a small but significant improvement from 87 to 90 standardised score points.

5.3.1 Initial differences in reading comprehension attainment

Using MLM, we were able to relate pupils' pre-course reading comprehension scores to their background characteristics. There was one statistically significant difference: pupils with identified special needs had lower pre-course scores than pupils without identified needs. (We had results for very few pupils with *statements* of special need.)

5.3.2 Progress in reading comprehension

Again, the use of MLM allowed us to look at the relative progress of different sub-groups of pupils. Among KS2 pupils, those attending *Playing for Success* made significantly greater progress than pupils of a similar age in the control group. The relative gain was ten points, and was highly significant. The effect size for this result was 0.78, indicating a difference of high educational significance between the progress of the *Playing for*

Success pupils and pupils in the control group. By the end of the course, the scores of KS2 pupils attending *Playing for Success* had increased by the equivalent of about 15 months of age, over and above the effect of maturation.

For KS3 pupils, although those attending the Centres made significant progress in reading comprehension, so did pupils in the control group. As a consequence, the progress of those attending *Playing for Success* did not differ significantly from that of pupils in the control group. We cannot be certain why the progress of KS3 control-group pupils improved

We did not find any evidence that certain groups of pupils made greater progress than others. This indicates that *Playing for Success* had a similar impact on the reading comprehension progress of pupils with different background characteristics.

5.3.3 Differences between Centres in progress in reading comprehension

As with the numeracy results, we used multilevel modelling to look at pupils' progress separately for each Key Stage in each Centre. For pupils in KS2, we found that there were significant differences between Centres in the amount of progress made in reading comprehension. This is shown in Chart 5.3.

Chart 5.3 KS2 progress in reading comprehension by Centre, showing 95% confidence intervals

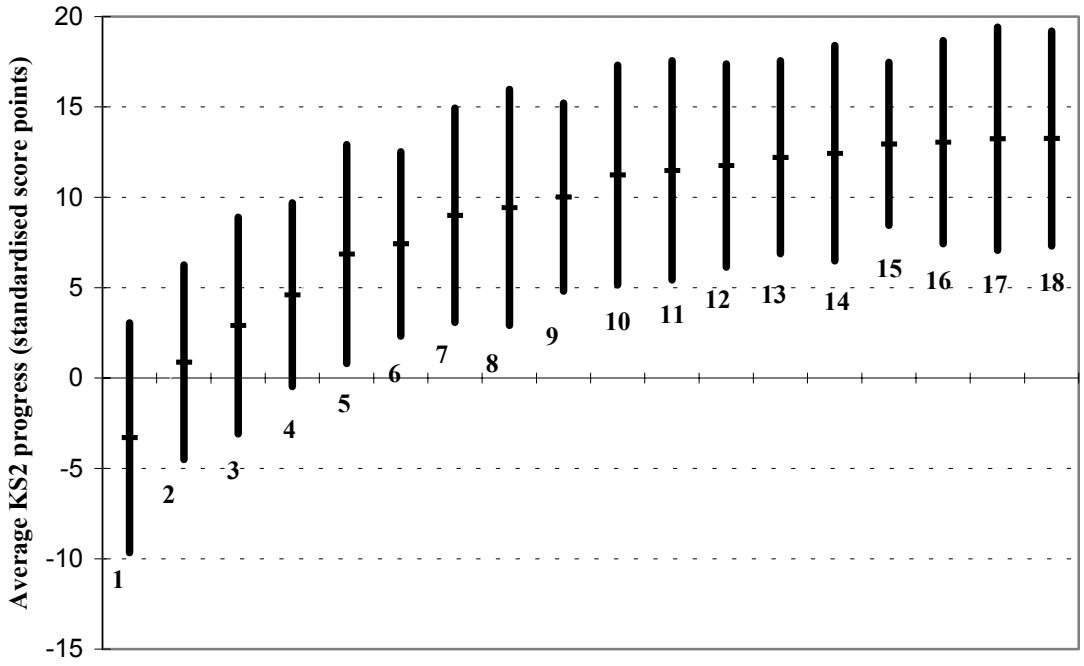


Chart 5.3 shows that, of the 18 Centres where we had matched pre- and post-course results for at least ten pupils, 14 Centres showed significant progress. The average progress varied from about seven to 13 standardised score points, with no single Centre differing markedly from the others.

There were no significant differences in reading comprehension progress between Centres for pupils in KS3.

5.4 Measuring pupil attitudes

The NFER devised an attitude questionnaire to be completed by pupils at the beginning of the course (or at an equivalent time-point for the control-group pupils). The questionnaire was called 'What YOU Think' and presented pupils with a series of positive and negative statements about reading, writing, mathematics and study skills.

The final part of the questionnaire presented a series of statements about aspects of self-esteem. For each statement, pupils were asked to tick one of three boxes to show whether they agreed or disagreed with the statement or were not sure. At the end of their course, they completed a parallel version of the same questionnaire.

We used factor analysis to find out whether there were any common factors underlying pupils' answers to groups of items (see Appendix 2 for further details of the factors). This identified 12 attitude scales, which were very similar to those identified in the previous evaluation. We then derived a 'progress' score on each scale and compared the progress achieved by pupils attending *Playing for Success* with that of pupils in the control group. The pupils included in the analyses comprised 421 KS2 pupils and 317 KS3 pupils attending 25 of the 27 Centres, and 43 KS2 pupils and 90 KS3 pupils in the control group.

5.4.1 Changes in pupils' attitude scores

Pupils' pre-course scores indicated that they held positive attitudes for all 12 attitude scales. On the whole, the analysis of change in attitudes at the end of the course revealed very few significant results (see Appendix 1). There were, however, three results which indicated that pupils attending *Playing for Success* made different amounts of attitude change compared with pupils in the control group.

The first of the three scales to register a significant effect concerned pupils' independent study skills. This scale included six items such as: 'I can set myself targets for my work' and 'I can find out information to help me do my work'. The multilevel model showed that KS3 pupils attending *Playing for Success* made a positive, statistically significant, improvement in their self-assessed independent study skills by about 0.7 points. In this case, the effect size was 0.26 for KS3 pupils. This suggests that *Playing for Success* had an educationally significant impact on KS3 pupils' independent study skills.

The second scale to be highlighted in the analysis was punctuation. This scale consisted of four items, which asked pupils to indicate whether they felt able to use full stops,

commas, capital letters and speech marks. The multilevel model indicated that pupils attending *Playing for Success* did not make any progress in their punctuation scores. However, the model indicated that control group pupils in KS3 made statistically significant progress of about 0.3 points. To investigate this finding further, we can consider the effect size. In this case, the effect size is 0.24, and so is just below the threshold of an educationally significant effect. Interestingly, the previous evaluation also indicated that the control group had made a statistically (though not educationally) significant amount of progress in their self-assessed ability to use punctuation relative to pupils attending *Playing for Success* (see Sharp *et al.*, 2001a).

The third area of difference concerned pupils' (academic) self-image. This scale included six items such as: 'When I do something I do it well' and 'I have good ideas'. The multilevel model indicated that attending *Playing for Success* had a significant, positive impact on KS3 pupils' self-image. The effect size was 0.23 for KS3 pupils. Again, this is just below the level of 0.25 which would indicate that attending *Playing for Success* had a real and substantial impact on KS3 pupils' self-image.

5.4.2 Differences between Centres in pupil attitude change

The multilevel model indicated that there were some differences between individual Centres related to the mean amount of positive change in pupils' attitude scores. This was the case for three factors: reading enjoyment; writing enjoyment; and independent study skills.

Centre-level differences in reading enjoyment

Chart 5.4 shows the reading enjoyment progress achieved by KS2 pupils attending different Centres.

In order to check for differences in progress at Centre level, we included only those Centres that provided at least ten matched pre- and post-course questionnaires. The chart shows the relative progress of pupils attending 20 Centres that met this criterion. The

amount of change in pupils' reading enjoyment scores is indicated on the vertical axis, which runs from -3 to 3.

Chart 5.4 KS2 progress in reading enjoyment by Centre, showing 95% confidence intervals

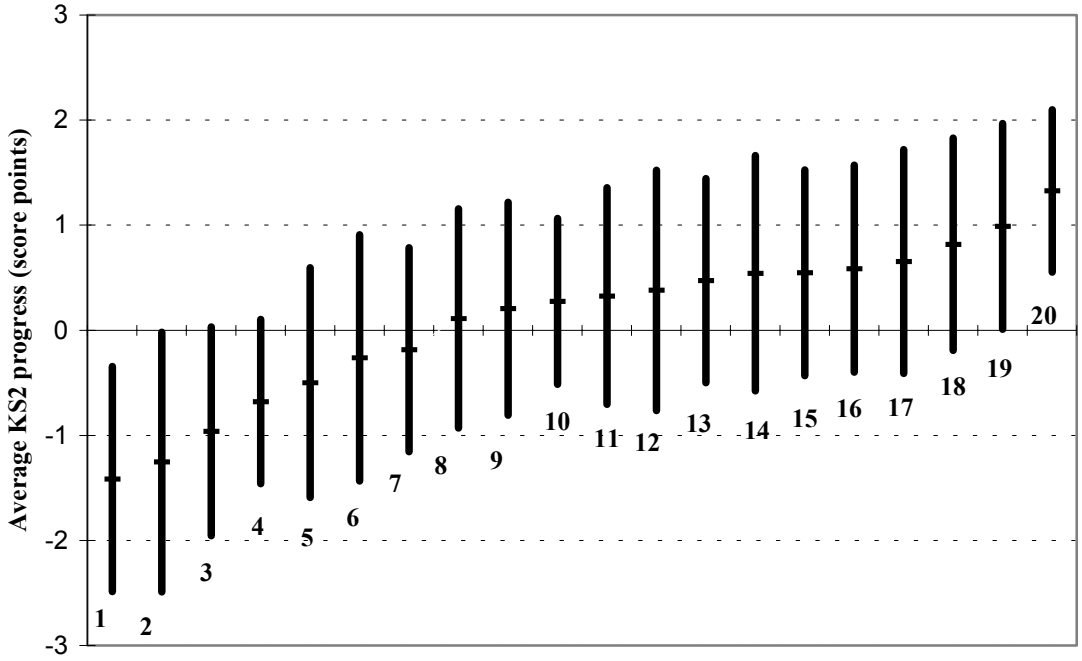
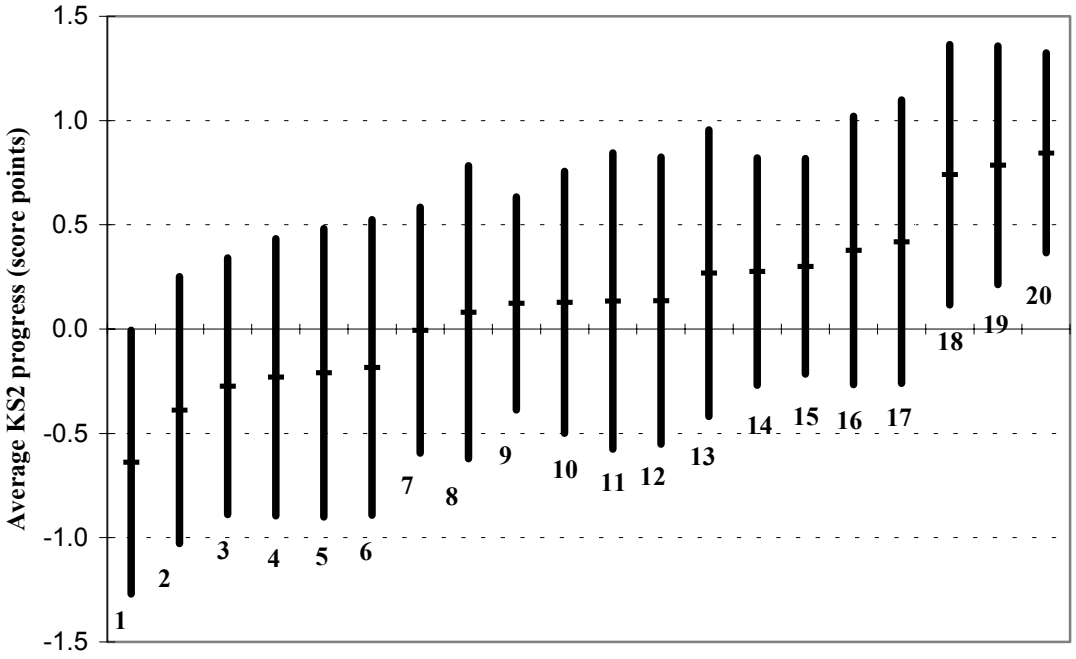


Chart 5.4 shows that KS2 pupils in most Centres showed little mean progress in reading enjoyment. However, the results from the Centre at the extreme left of the distribution (labelled 1) showed evidence of an overall decline in reading enjoyment, whereas the two Centres at the extreme right (labelled 19 and 20) showed significant progress in pupils' enjoyment of reading.

Centre-level differences in writing enjoyment

The model indicated that there were significant differences between Centres in relation to KS2 pupils' progress in writing enjoyment. Twenty Centres provided matched questionnaires for at least ten KS2 pupils, and these are shown in Chart 5.5.

Chart 5.5 KS2 progress in writing enjoyment by Centre, showing 95% confidence intervals



As the Chart 5.5 shows, most of the Centres did not appear to have had a significant influence on pupils' writing enjoyment. However, the three Centres at the extreme right of the distribution (labelled 18, 19 and 20) had average progress scores and confidence intervals above the 0 line, indicating a real improvement in pupils' enjoyment of writing.

Centre-level differences in independent study skills

The Centre-level analyses indicated a significant difference between Centres in their impact on the independent study skills of KS3 pupils. Thirteen Centres provided matched pre- and post-course questionnaires for at least ten KS3 pupils.

Chart 5.6 KS3 progress in independent study skills by Centre, showing 95% confidence intervals

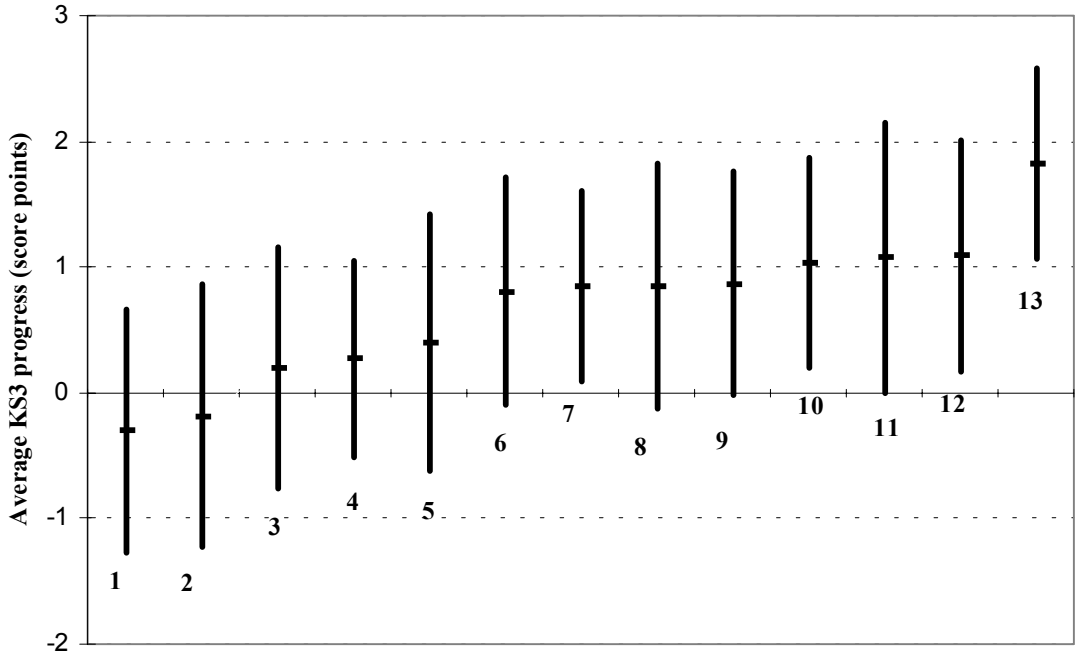


Chart 5.6 indicates that most of the Centres did not have a significant impact on progress in independent study skills. However, four Centres (identified as numbers 7, 10, 12 and 13) had both positive progress scores and confidence intervals that did cross the 0 line. In other words, these four Centres showed evidence of significant impact on KS3 pupils' independent study skills.

5.4.3 Differences between groups of pupils in relation to attitude change

Although the MLM indicated that different groups of pupils made the same amount of 'progress' on most of the attitude scales, there were four significant differences between pupils in the amount of positive attitude change recorded.

Pupils eligible for free school meals showed a significant decline in their self-reported ability to use punctuation, by about 0.3 points. This group of pupils also made significantly less progress in self-confidence, by about 0.7 points. Non-White pupils made significantly less progress in self-confidence, by about 0.8 points. Pupils with special needs made significantly less progress in their attitudes to 'working with others', by about 0.6 points.

5.5 Summary: Achievement in Numeracy and Reading Comprehension and Changes in Attitudes

This chapter has provided detailed information about pupils' achievement and progress in three areas: numeracy, reading comprehension and attitudes. The numeracy and reading comprehension tests were designed specially for this evaluation and the results were age-standardised in relation to the performance of a national sample of pupils. The main findings are summarised below.

Numeracy

- We received matched 'pairs' of numeracy tests from 252 KS2 and 280 KS3 pupils attending 24 Centres. Their results were compared with numeracy tests completed by 40 KS2 and 91 KS3 pupils in the control group.
- The progress achieved by *Playing for Success* pupils in numeracy was substantial. Age-standardised scores indicated average improvements of about 18 months for KS2 pupils and 14 months for pupils in KS3.
- Pupils in both Key Stages had pre-course numeracy scores indicating low achievement compared with national norms. By the end of the course, pupils were achieving at a level much closer to national norms, and the results for KS2 pupils after attending *Playing for Success* indicate achievement just above the national average for pupils of their age.

- Pupils made similar amounts of progress in numeracy, regardless of their background characteristics (such as gender, Key Stage and ethnic background).
- There were some significant differences in the average progress achieved by pupils attending different Centres. Of the Centres providing pre- and post-course tests for at least ten pupils, ten Centres made significant progress in numeracy at KS2 and seven Centres achieved significant progress in numeracy at KS3.

Reading comprehension

- We received matched 'pairs' of reading comprehension tests from 439 KS2 and 280 KS3 pupils attending 23 Centres. Their results were compared with reading comprehension tests completed by 34 KS2 and 117 KS3 pupils in the control group.
- KS2 pupils attending *Playing for Success* out-performed the control group to a significant extent in reading comprehension. The average progress in reading comprehension was equivalent to a gain of 15 months. The progress achieved by pupils attending *Playing for Success* brought their scores much closer to (although still below) national norms.
- KS3 pupils attending *Playing for Success* made statistically significant gains in reading comprehension, but they did not out-perform the KS3 control group (whose reading comprehension scores also improved significantly during the evaluation period).
- Pupils made similar amounts of progress in reading comprehension, regardless of their background characteristics.
- There were some significant differences in the average progress achieved by KS2 pupils attending different Centres. Of the 18 Centres providing pre- and post-course tests for at least ten pupils, 14 Centres made significant progress in numeracy at KS2.

Pupil attitudes

The evaluation assessed pupils' attitudes to reading, writing, mathematics, study skills and self-esteem. We derived 12 attitude scales.

- We received matched 'pairs' of attitude questionnaires from 421 KS2 and 317 KS3 pupils attending 25 Centres. Their results were compared with attitude questionnaires completed by 43 KS2 and 90 KS3 pupils in the control group.
- Pupils' scores indicated positive attitudes on all twelve scales at the beginning of the course. For nine of the scales, there were no significant differences between the change in attitudes recorded by pupils attending the Centres and those in the control group.
- KS3 pupils attending *Playing for Success* made significantly greater progress in attitudes towards their independent study skills. The effect size for this result was above 0.25, indicating an educationally significant effect.
- Results for the scale reflecting pupils' attitudes to punctuation showed that KS3 control-group pupils made significantly greater progress on this measure (although the effect size did not indicate that this was an educationally significant difference).
- Compared with the control group, pupils in KS3 and attending *Playing for Success* made greater improvement in their (academic) self image, although again the effect size did not indicate an educationally significant difference.
- There were Centre-level differences in relation to three attitude scales: two Centres' KS2 pupils showed evidence of statistically significant improvements in reading enjoyment; three Centres' KS2 pupils made significant improvements in writing enjoyment; and four Centres' KS3 pupils made significant improvements in their self-assessed independent study skills.

6 Achievement in Computer Skills

This chapter describes the results relating to pupils' self-reported skills in using a computer. First, we describe the computer skills checklist, and then we present the results for the checklist as a whole, and for each of the four main skill areas in turn.

Five hundred KS2 and 285 KS3 pupils attending *Playing for Success* completed the checklist at the beginning and the end of the course. These pupils were from all 27 Centres included in the evaluation. We also have information for almost 150 control group pupils (31 in KS2 and 118 in KS3).

6.1 The checklist of computer skills

As part of the evaluation of *Playing for Success* in 1999–2000, we developed a checklist of computer skills suitable for use with underachieving pupils in Years 6 to 9. We used the same checklist in 2000–1. The skills assessed by the checklist ranged from simple operations such as switching on a computer, to more complex procedures like formatting text and using email. Pupils were asked to respond to each item by indicating one of three options ('can't do it yet'; 'can do it with help', 'can do it on my own'.) These were scored from 0 (can't do it yet) to two points (can do it on my own). The checklist had four sections: computer basics; word processing; using the internet; and using email. Further details are given in Sharp *et al*. (2001a).

We carried out the same pattern of analysis for the overall score on the checklist, and for each of the four sections separately. In each case, we looked first at pupils' mean pre- and post- course scores, and the mean progress score, for KS2 and KS3 pupils for those attending *Playing for Success*, and similarly for the control group pupils.

6.2 Overall computer skills

The pre-course and post-course scores for pupils attending *Playing for Success*, and for those in the control group, are summarised in Table 6.2. The table gives mean scores with their standard deviations (sd) in brackets.

Table 6.2 Summary results for total ICT score

		Pre-course	Post-course	Progress	
	N	**Mean (sd)**	**Mean (sd)**	**Mean (sd)**	**Significance**
KS2 pupils attending *Playing for Success*	500	45.1 (14.8)	61.4 (9.8)	16.3 (14.1	p<0.001
KS3 pupils attending *Playing for Success*	285	54.3 (13.5)	64.6 (7.7)	10.2 (12.5)	p<0.001
All pupils attending *Playing for Success*	785	48.4 (15.0)	62.5 (9.2)	14.1 (13.8)	p<0.001
KS2 pupils in the control group	31	44.2 (12.1)	48.6 (14.4)	4.5 (11.6)	p<0.05
KS3 pupils in the control group	118	59.3 (9.8)	60.9 (9.9)	1.6 (6.5)	p<0.01
All control group pupils	149	56.2 (12.0)	58.4 (12.0)	2.2 (7.9)	p<0.01

The maximum score which any pupil could obtain was 72. Almost three quarters of pupils had pre-course scores in the upper half of the score range, indicating that they had some familiarity with computers before attending *Playing for Success*. The table also shows that older pupils had higher initial scores than younger ones. This is not unexpected: unlike the scores for reading comprehension or numeracy, the scores on the computer skills checklist are not adjusted to take account of the age of the pupil. It is also clear from the table that pupils attending *Playing for Success* made highly significant

progress in computer skills during the period of their attendance, although the gains for pupils in KS2 were somewhat greater, on average, than the gains for pupils in KS3.

Pupils in KS2 in the control group had initial scores which were very similar to those of KS2 pupils attending *Playing for Success*. However, three-quarters of the control group pupils were in KS3, and the average score for this group was higher than for the KS3 pupils attending *Playing for Success*. The table shows that the computer skills of control group pupils improved during the evaluation period. The increase in scores for pupils in the control group was statistically significant for both KS2 and KS3 pupils, but much smaller than the corresponding increases for pupils attending *Playing for Success*.

Compared with the previous evaluation, pre-course scores were slightly higher than in 2000, but the progress achieved by *Playing for Success* pupils was very similar in the two years.

The use of multilevel modelling allowed us to consider pupils' results in more detail. This confirmed that the initial scores for pupils in KS3 were significantly higher than those for pupils in KS2, by almost eight points, but that the pre-course difference between pupils who were and were not attending *Playing for Success* was not significant. We also found that girls had pre-course scores which were significantly lower than those for boys. The difference was about three points, and may reflect gender differences in pupils' interest in and access to computers.

At the start of the course, the mean score for pupils entitled to free schools was about 2.5 points less than that for pupils not entitled to free school meals, and this difference was statistically significant. Again as we would expect, pupils with special educational needs had significantly lower initial scores, by almost five points, than those with no identified special needs.

6.2.1. Pupils' progress in total ICT skills

Multilevel modelling also allowed us to look at the progress of different groups of pupils. The results showed that pupils attending *Playing for Success* made significantly greater progress than those in the control group. This amounted to over 12 score points for pupils in KS2, and about six score points for those in KS3.

As before, we can look at these gains in terms of effect sizes. The effect size for KS2 was 0.85 and that for KS3 was 0.44. In both cases, this is considerably higher than the suggested level of 0.25, and indicates that attending *Playing for Success* had an impact on pupils' overall ICT skills which was highly educationally, as well as statistically, significant.

There was evidence that the progress made by pupils was related to the length of the course attended. While the effect of one additional hour was quite small – about 0.3 of a score point – the difference between a course of ten hours and one of 20 hours would be over three score points.

We also found that pupils with identified special needs made significantly less progress in computer skills than other pupils (the difference was almost five score points). Pupils for whom English was an additional language made significantly greater progress than those with English as their first language. The difference was large – over seven points – but it should be noted that this result is based on the relatively few pupils who were identified to us by Centre Managers as having English as an additional language.

6.3 Computer basics

The first section of the checklist asked pupils about their ability to carry out a number of basic computer-related tasks, such as using a mouse and opening and saving files. Table 6.3 shows the pre- and post-course for this section for all the pupils completing the checklist.

Table 6.3 Summary results for computer basics

		Pre-course	Post-course	Progress	
	N	**Mean (sd)**	**Mean (sd)**	**Mean (sd)**	**Significance**
KS2 pupils attending *Playing for Success*	500	11.8 (3.4)	14.5 (2.3)	2.8 (3.6)	p<0.001
KS3 pupils attending *Playing for Success*	285	13.7 (2.8)	15.0 (1.8)	1.3 (2.9)	p<0.001
All pupils attending *Playing for Success*	785	12.4 (3.4)	14.7 (2.1)	2.3 (3.4)	p<0.001
KS2 pupils in the control group	31	11.5 (3.1)	12.0 (3.2)	0.6 (3.1)	ns
KS3 pupils in the control group	118	14.6 (1.7)	14.7 (2.1)	0.1 (1.9)	ns
All control group pupils	149	13.9 (2.5)	14.2 (2.6)	0.2 (2.2)	ns

The maximum possible score on the section was 16. As found in the previous year's evaluation, most pupils could already carry out a number of simple tasks before they attended *Playing for Success*. About 20 per cent of the pupils achieved the maximum score of 16 at the beginning of the course. Even from this relatively high starting point, there was evidence of significant progress for those pupils attending *Playing for Success*: at the end of the course, half the pupils attending the Centres recorded the maximum possible score.

The initial scores for pupils in the control group were similar to those of pupils attending *Playing for Success*, but their scores did not increase significantly during the evaluation period.

Multilevel modelling confirmed that the pre-course differences between those attending *Playing for Success* and those in the control group were not significant, and that pupils in KS3 started with significantly higher scores, by about 1.5 score points, than those in KS2. The initial scores of boys were significantly higher than those for girls, although the difference was only about half a score point.

There was a significant difference between pupils identified as having special needs and those not so identified (pupils with special needs scored about one point less than their peers). Pupils with English as an additional language recorded slightly but significantly lower pre-course scores on computer basics, by almost two points, than those speaking English as a first language.

6.3.1 Pupils' progress in computer basics

The multilevel modelling showed that both KS2 and KS3 pupils attending *Playing for Success* made significantly greater progress in computer basics than did comparable pupils in the control group. The gains were about 2.5 points for pupils in KS2 and just under one point for those in KS3. The effect sizes were 0.78 for KS2 pupils and 0.28 for KS3 pupils. It is clear that attending *Playing for Success* had an educationally significant effect on the self-reported computer basic skills of pupils in both Key Stages. The improvement was greater for pupils in KS2. As mentioned earlier, pre-course scores were quite high relative to the maximum possible score on this scale, particularly for pupils in KS3, and this left them with somewhat limited scope for improvement.

We found a significant relationship between length of course and progress on this scale, although the effect was very small: each additional ten hours of course time was associated with an additional 0.2 score points of progress. Pupils with special needs made slightly less progress in computer basics than those not identified as having special needs (the difference was rather less than one score point but was statistically significant). Pupils for whom English was an additional language made significantly greater progress than those for whom English was their first language (the difference was almost two score points). We should point out that pupils with English as an additional

language had lower pre-course scores than other pupils, therefore allowing greater scope for progress in basic computer skills.

6.4 Word processing skills

The second section of the checklist covered word processing skills such as entering, editing and formatting text. Table 6.4 shows the pre- and post-course scores for this section for all the pupils completing the checklist.

Table 6.4 Summary results for word processing skills

		Pre-course	Post-course	Progress	
	N	**Mean (sd)**	**Mean (sd)**	**Mean (sd)**	**Significance**
KS2 pupils attending *Playing for Success*	500	21.7 (6.1)	27.0 (3.8)	5.3 (5.5)	p<0.001
KS3 pupils attending *Playing for Success*	285	25.3 (4.8)	28.2 (2.5)	2.9 (4.2)	p<0.001
All pupils attending *Playing for Success*	785	23.0 (5.9)	27.4 (3.4)	4.4 (5.2)	p<0.001
KS2 pupils in the control group	31	20.8 (5.0)	21.9 (6.1)	1.1 (4.7)	ns
KS3 pupils in the control group	118	27.1 (3.7)	27.4 (3.9)	0.3 (3.2)	ns
All control group pupils	149	25.8 (4.7)	26.3 (5.0)	0.5 (3.6)	ns

This section of the checklist had 15 items, giving a maximum possible score of 30. Pupils attending *Playing for Success* had a range of word processing skills at the start of the course, with the average score being about three-quarters of the possible maximum. Nevertheless, pupils' scores increased significantly during the course, and, particularly for those in KS3, final scores were close to the maximum. (Over 40 per cent of pupils in

KS3, and 30 per cent of those in KS2, recorded post-course scores of 30.) The increase was greater for KS2 pupils, who started with lower average scores.

The table also shows that the scores of pupils in the control group did not increase significantly. As for the other sections of the checklist, results were broadly similar to those reported in the previous evaluation.

Multilevel modelling was used to consider these scores in more detail, and this confirmed that pupils in KS3 had significantly higher pre-course scores that those in KS2, by almost three points.

As we found on computer basics, pupils with identified special needs had significantly lower pre-course scores than those not so identified. The difference was about two score points. Again following the pattern of computer basics, pupils for whom English was an additional language had significantly lower pre-course scores than those for whom English was their first language, in this case by three score points.

6.4.1 Pupils' progress in word processing

The analysis of progress using a multilevel model showed that pupils attending *Playing for Success* made significantly greater progress than those in the control group, for both KS2 and KS3. The additional progress associated with attending the Centres was almost five score points for pupils in KS2, and about 1.5 points for those in KS3. In both cases, this was educationally as well as statistically significant, with effect sizes of 0.78 and 0.35 respectively.

As with other sections of the ICT checklist, the length of course was significantly related to the amount of progress in word processing skills. For word processing, an extra ten hours in the course length was associated with one additional score point of progress. Again, pupils with English as an additional language made significantly greater progress – by over four score points – than those for whom English was their first language. This suggests that attending *Playing for Success* may have had the effect of closing the initial

gap in word processing skills between pupils with and without English as their first language.

6.5 Using the internet

There were eight items in the checklist relating to using the internet, and so scores for this section could range from 0 to 16. Pupils were asked about skills such as connecting to the internet, navigating around a website, and using a search engine.

Table 6.5 Summary results for using the internet

		Pre-course	Post-course	Progress	
	N	**Mean (sd)**	**Mean (sd)**	**Mean (sd)**	**Significance**
KS2 pupils attending *Playing for Success*	500	8.0 (4.7)	12.9 (3.3)	4.9 (4.8)	p<0.001
KS3 pupils attending *Playing for Success*	285	10.8 (4.8)	14.0 (2.4)	3.2 (4.6)	p<0.001
All pupils attending *Playing for Success*	785	9.0 (4.9)	13.3 (3.1)	4.3 (4.8)	p<0.001
KS2 pupils in the control group	31	8.0 (3.8)	9.7 (4.4)	1.7 (3.4)	p<0.01
KS3 pupils in the control group	118	11.9 (3.6)	12.3 (3.6)	0.5 (2.7)	ns
All control group pupils	149	11.1 (3.9)	11.8 (3.9)	0.8 (2.9)	p<0.01

Pupils' initial scores for this section were slightly higher than in the previous evaluation, which may be a reflection of increasing use of the internet among young people generally. On the whole, pupils came to Centres with some familiarity with the internet, with mean scores around the mid-point of the scale. As would be expected, older pupils had higher scores than younger pupils, but at both Key Stages there was considerable

variation between individuals. This is demonstrated by the relatively high standard deviations for pre-course scores. By the end of the course, pupils attending *Playing for Success* had significantly higher scores and the standard deviations had decreased. This suggests that *Playing for Success* was not only improving pupils' internet skills, but also reducing the differences between individual pupils.

Pupils in KS2 in the control group had the same pre-course mean score as pupils of the same age attending *Playing for Success*. Scores for the KS2 control group pupils increased significantly during the period of the course, but the increase was considerably less than for those attending the Centres. Pupils in KS3 in the control group had rather higher initial scores than those attending the Centres and their scores did not increase significantly during the evaluation period.

Using multilevel modelling to look at the attainment of different groups of pupils confirmed that pupils in KS2 had significantly lower initial scores than pupils in KS3, by almost three score points. This may reflect a differential access to computers with internet connections among pupils of different ages. We also found that the pre-course scores for boys were about 1.5 score points higher than for girls. This difference was statistically significant.

6.5.1 Pupils' progress in using the internet

Multilevel modelling demonstrated that the progress made by pupils attending *Playing for Success* was significantly greater than the progress of those in the control group during the same period. The difference was about three score points for pupils in KS2 and just under two score points for those in KS3. These differences have effect sizes of 0.66 and 0.37 respectively, indicating that attending *Playing for Success* had an impact on pupils' progress in using the internet which is of educational as well as statistical significance.

As for other sections in the ICT checklist, we found that length of course was significantly related to the amount of progress made by pupils attending the Centres. The

effect was equivalent to just over one score point for an additional ten hours of course length.

Pupils without identified special needs made slightly and significantly greater progress than other pupils attending *Playing for Success*. The difference was just over one score point.

6.6 Using email

Pupils were asked about sending and reading email, and about sending and receiving attached files. Scores for this section could range from 0 to ten.

Table 6.6 Summary results for using email

		Pre-course	Post-course	Progress	
	N	**Mean (sd)**	**Mean (sd)**	**Mean (sd)**	**Significance**
KS2 pupils attending *Playing for Success*	500	3.6 (3.3)	7.0 (3.2)	3.4 (3.9)	p<0.001
KS3 pupils attending *Playing for Success*	285	4.5 (3.7)	7.4 (3.3)	2.8 (4.1)	p<0.001
All pupils attending *Playing for Success*	785	4.0 (3.5)	7.1 (3.2)	3.2 (4.0)	p<0.001
KS2 pupils in the control group	31	3.9 (2.8)	5.0 (3.5)	1.0 (3.2)	ns
KS3 pupils in the control group	118	5.8 (3.3)	6.4 (3.3)	0.7 (3.1)	p<0.05
All control group pupils	149	5.4 (3.3)	6.1 (3.4)	0.8 (3.1)	p<0.01

The pre-course scores suggest that pupils attending *Playing for Success* had limited experience of using email at the start of the course, although pupils in KS3 had slightly higher scores than those in KS2. (Almost a third of those attending *Playing for Success* had pre-course scores of 0 on this section, indicating that they had no previous familiarity with using email.) By the end of the course, average scores were considerably higher, and the increase was highly statistically significant.

The table also shows that the initial scores for pupils in the control group were somewhat higher, particularly at KS3, than those for pupils attending the Centres. The scores for

KS2 pupils in the control group did not increase significantly during the relevant period. The scores for control group pupils in KS3 increased significantly, but this increase was considerably less than that for pupils attending *Playing for Success*.

When we took account of pupils' characteristics using multilevel modelling, we found that there were no significant differences at the pre-course stage between Key Stages, or between control group pupils and those attending *Playing for Success*. We did find that girls' initial scores were significantly lower – by almost one score point – than those for boys.

6.6.1 Pupils' progress in using email

Using multilevel modelling to consider pupil progress in email skills, we found that KS2 pupils attending *Playing for Success* made significantly greater progress than pupils of the same age who were in the control group. The difference was about 1.5 score points. The scores of pupils in KS3 increased during the evaluation period, for both control group pupils and for those attending the Centres: this meant that KS3 pupils attending *Playing for Success* did not make significantly greater progress than KS3 pupils in the control group.

For pupils in KS2, the effect size was 0.47. We can therefore be reasonably sure that attending *Playing for Success* had a real impact on the self-reported email skills of KS2 pupils.

6.6.2 Differences between Centres in progress in using email

For pupils in KS2, there was a statistically significant variation between Centres in their average progress in email skills. There were 21 Centres with at least ten participating pupils. Chart 6.1 shows the relative progress of pupils attending these Centres. They have been placed in order of their mean 'progress' scores. The amount of progress is indicated on the vertical axis, which runs from -5 to +10.

Chart 6.1 KS2 progress in email by Centre, showing 95% confidence intervals

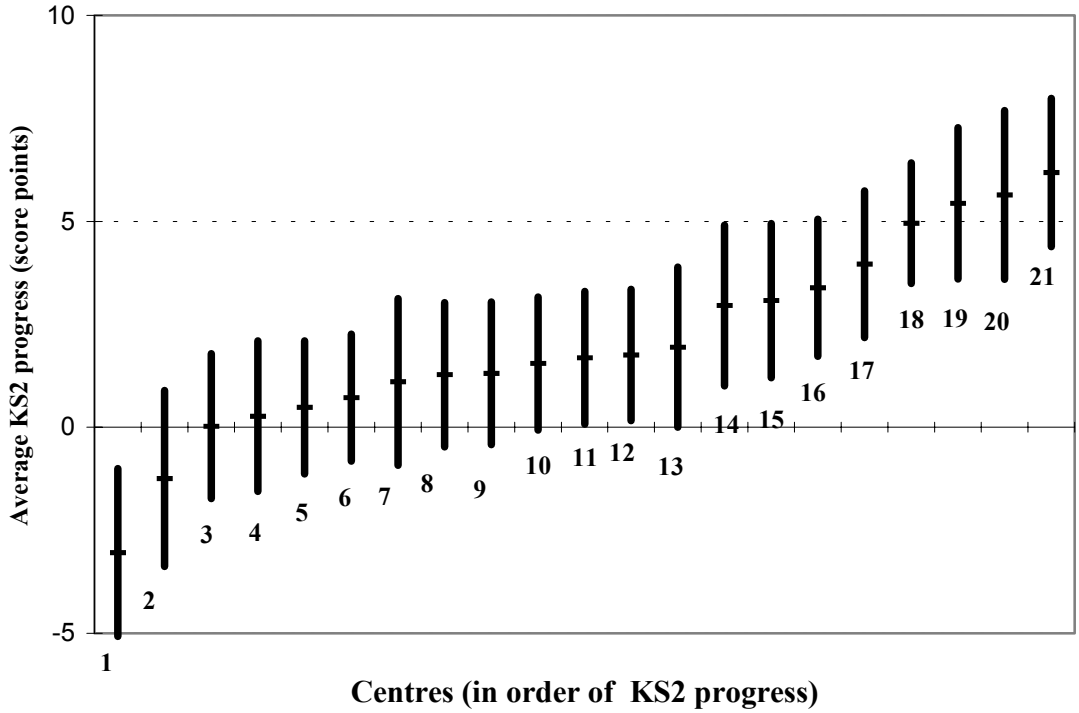


Chart 6.1 shows that there were ten Centres where KS2 pupils did not, on average, make significant progress. This may be related to the range of activities on offer in these Centres. For the other 11 Centres (numbered 11 to 21), average progress ranged from about two score points to about six score points.

It was noted in Section 6.6.1 that, taken as a whole, pupils in KS3 did not make significant progress in email skills when compared with the control group. However, there were significant variations in progress between Centres at KS3. Eleven Centres provided matched pre- and post-course results for at least ten pupils and their results are shown in Chart 6.2.

Chart 6.2 KS3 progress in email by Centre, showing 95% confidence intervals

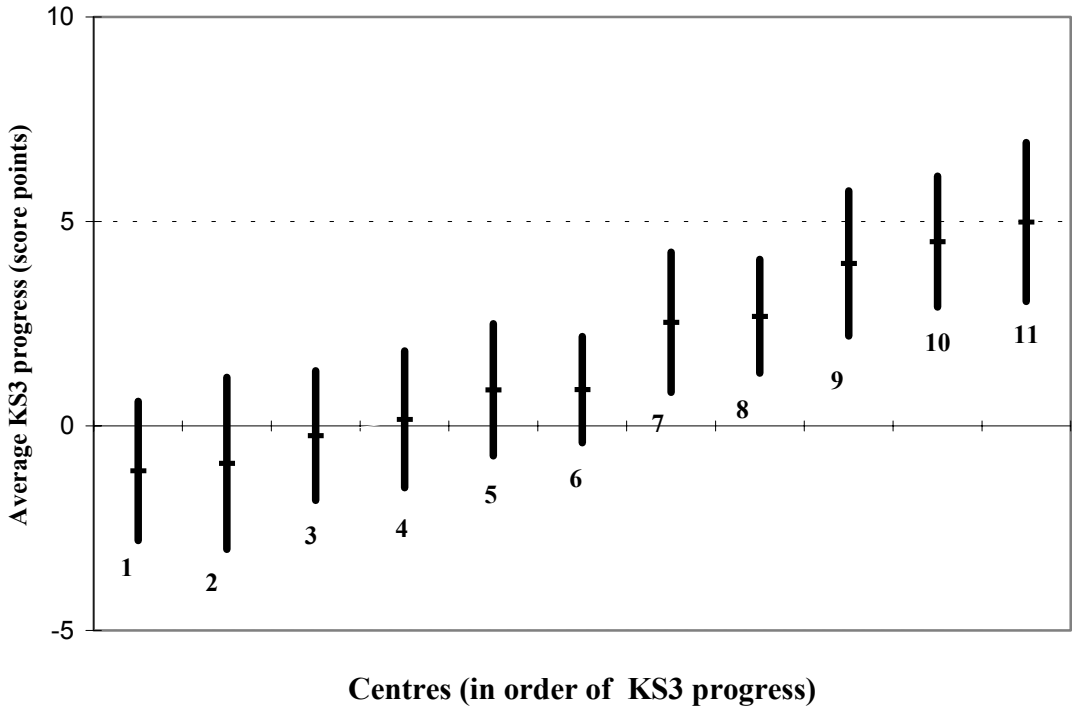


Chart 6.2 shows that in six Centres the progress in KS3 pupils' email scores was not significant. In the other five Centres, average progress in email skills ranged from two to five score points. These Centres are identified as numbers 7 to 11 on the chart.

6.7 Summary: Achievement in computer skills

This chapter has considered pupils' progress in computer skills. Pupils completed a checklist at the beginning and end of the course. It recorded progress in overall computer skills and in each of four areas: computer basics; word processing; internet and email. The maximum possible score for the checklist was 72 points.

Progress in overall computer skills

- We received matched 'pairs' of computer skills checklists from 500 KS2 and 285 KS3 pupils attending all 27 Centres. Their results were compared with questionnaires completed by 31 KS2 and 118 KS3 pupils in the control group.
- Pupils attending *Playing for Success* made significantly greater progress in overall computer skills than those in the control group. This amounted to over 12 points for pupils in KS2, and about six points for those in KS3. The effect size indicated that these differences were highly educationally significant.
- Pupils attending longer courses made significantly greater progress. The difference between pupils attending a course of ten hours and one of 20 hours would be over three points.
- Pupils with identified special needs made significantly less progress in computer skills than other pupils (the difference was almost five points).
- Pupils for whom English was an additional language made significantly greater progress than those with English as their first language. The difference was over seven points.

Computer basics

- The first section of the checklist concerned computer basics, such as using a mouse and opening and saving files. The maximum possible score for the computer basics section was 16 points.
- Pupils in KS2 and KS3 attending *Playing for Success* made statistically significant progress in basic computer skills. The gains were about 2.5 points for KS2 pupils

and about one point for KS3 pupils. The effect sizes indicated an educationally significant impact of *Playing for Success* for pupils in both Key Stages.

- Pupils attending longer courses made significantly greater progress in computer basics. The effect was quite small: each additional ten hours of course time was associated with an additional 0.2 points of progress.
- Pupils with identified special needs made significantly less progress in computer basics, by about one point.
- Pupils with English as an additional language made significantly greater progress in computer basics, by almost two points.

Word processing skills

- The second section of the checklist concerned word processing skills, such as entering, editing and formatting text. The maximum possible score for the word processing section was 30 points.
- Pupils attending *Playing for Success* made significantly greater progress than those in the control group, at both KS2 and KS3. The additional progress associated with attending the Centres was almost five points for pupils in KS2, and about 1.5 points for those in KS3. The effect sizes indicated that *Playing for Success* had an educationally significant impact on pupils' word processing skills.
- Pupils attending longer courses made significantly greater progress in word processing. An extra ten hours in the course length was associated with one additional score point of progress.
- Pupils with English as an additional language made significantly greater progress in word processing, by over four score points. Given that these pupils had significantly initial scores, this suggests that attending *Playing for Success* may have had the effect of closing the gap in word processing skills between pupils with and without English as their first language.

Using the internet

- The third section of the checklist concerned internet skills, such as connecting to the internet and using a search engine. The maximum possible score for the internet section was 16 points.
- Pupils attending *Playing for Success* made significantly greater progress than those in the control group, at both KS2 and KS3. The additional progress associated with attending the Centres was about three points for pupils in KS2, and about two points for those in KS3. The effect sizes indicated that *Playing for Success* had an educationally significant impact on pupils' internet skills.
- Pupils attending longer courses made significantly greater progress in word processing. An extra ten hours in the course length was associated with just over one additional point.
- Pupils without identified special needs made significantly greater progress in their internet skills. The difference was just over one point.

Using email

- The section on email skills concerned skills such as sending and receiving email and attached files. The maximum possible score for this section was ten points.
- Pupils in KS2 attending *Playing for Success* made significantly greater progress in email skills than those in the control group. The additional progress associated with attending the Centres was about 1.5 points. The effect size indicated that *Playing for Success* had an educationally significant impact on pupils' email skills.
- The scores of pupils in KS3 increased during the evaluation period, for both control group pupils and for those attending the Centres. KS3 pupils attending *Playing for Success* did not make significantly greater progress in email than KS3 pupils in the control group.
- There were no significant differences between groups of pupils related to their progress in email skills.

- There were significant differences between Centres in the average progress achieved by pupils in email skills at both Key Stages. Eleven Centres made significant progress at KS2 and five Centres made significant progress in email skills at KS3.

7 Discussion and conclusions

This is the third year in which the NFER has been responsible for the evaluation of *Playing for Success*. Since its announcement in 1997, the initiative has grown from a small number of pilot clubs to encompass the 35 Centres operating in April 2001.

7.1 How consistent are the results?

There is a considerable degree of consistency in the results from the three national evaluation studies (two of which have used the same instruments to measure pupil progress). The findings demonstrate a very high level of satisfaction with the initiative from schools, parents and the pupils themselves. For example, at least 85 per cent of pupils in both the 1999–2000 and the 2000–1 evaluations rated the Centre as 'fun', 'interesting' and 'a good idea for me'. Furthermore, when invited to suggest improvements, the overwhelming majority of pupils and parents felt that the Centres could not be improved, except by extending the initiative to enable more pupils to attend for longer periods of time.

7.1.1 Promoting achievement in basic skills

The evaluation results show that *Playing for Success* has had a significant impact on pupils' numeracy skills. Pupils had pre-course scores indicating substantial underachievement by national standards. By the end of the course, pupils in both Key Stages made significantly greater progress than pupils in the control group, and their post-course numeracy scores were much closer to the national average. This is an important finding because it seems likely that, without this intervention, the pupils would have made little progress in their numeracy skills. As time goes on, underachieving pupils are in danger of slipping further and further behind the performance expected of pupils of their age. *Playing for Success* appears to have lessened the gap in performance for older (KS3) pupils, and to have brought the performance of KS2 pupils up to the national norm.

The progress achieved in numeracy was substantial. Pupils in KS2 attending *Playing for Success* made the equivalent of about 21 months' progress in 1999–2000 and 18 months in 2000–1. Pupils in KS3 made progress in numeracy of about eight months (1999–2000) and 14 months (2001–1). These results are particularly impressive, given the short amount of time pupils spent at the Centres (most pupils attended for about 20 hours in total).

There is also evidence of improvement in reading comprehension, although this appears to be a more complex and challenging area of skill development (see Sharp *et al*., 2001a, for a discussion of relative progress in numeracy and literacy). In the 1999–2000 evaluation, both primary and secondary pupils made significant progress in reading comprehension, but only the KS3 pupils out-performed the control group, making the equivalent of six months' progress. In 2000–1, again both groups made significant progress but this time it was the KS2 pupils who out-performed the control group in reading comprehension, achieving an equivalent of 15 months' progress by the end of the course. One possible explanation of the significant progress in literacy skills achieved by control-group pupils is that this could have resulted from their involvement in alternative literacy initiatives, such as 'booster' classes, during the evaluation period.

The third clear area of achievement for *Playing for Success* was in ICT skills. Centres were equipped with the latest computers and internet facilities. Computer skills were singled out by pupils, teachers and parents as the area in which Centres made the greatest impact. The checklist confirmed that pupils gained in their ability to operate computers, to carry out word processing, use email and access the internet. Their progress was significantly greater than that achieved by pupils in the control group, suggesting that pupils would not have gained these skills without the opportunity of attending *Playing for Success*. And because their skill levels at the end of the course were superior to those of their classmates, it may also have given these underachieving pupils a much needed area of 'expertise'.

7.1.2 Improving attitudes and motivation

The development of positive attitudes and motivation is a key aim of *Playing for Success*. We know from the comments of parents and pupils that underachievers can begin to lose confidence in themselves and in their ability to succeed at school. This has negative consequences for their motivation towards school work and their willingness to invest effort into learning.

The responses from parents and teachers have consistently testified that pupils' confidence and motivation has been positively affected by attending *Playing for Success*. For example, this year 91 per cent of teachers agreed with the statement that 'Pupils' self-esteem and confidence improved' and 78 per cent of parents selected self-confidence as one of the five most important ways in which the Centre had helped their child. In addition, 82 per cent of pupils agreed with the statement: 'The Centre helped me to be a more confident person.'

Given the strength of these responses, it is somewhat surprising that positive changes in self-confidence were not reflected in the analysis of pupils' responses to the attitude questionnaire. The questionnaire included 15 statements relating to self-confidence, from which we derived three attitude scales (relating to popularity with others, academic self-image and self-confidence). The analysis revealed that pupils attending *Playing for Success* had positive attitudes in relation to each of these scales at the beginning of the course. By the end of the course their scores had improved significantly on all three scales, but only in the case of KS3 pupils' self-image was the difference strong enough to demonstrate positive progress over and above the performance of control-group pupils.

By their very nature, attitude measures are usually less reliable than tests of knowledge and skills. This is because an individual's responses tend to be affected by his or her feelings at the time of filling in the questionnaire, and these may have nothing to do with the influence of an initiative such as *Playing for Success*. Also, the scales are relatively short, and pupils' attitudes were already fairly positive at the beginning of the course.

This leaves less scope for positive and significant changes in self-confidence to be reflected in the analysis of the pupil attitude questionnaire.

7.2 Is *Playing for Success* equally beneficial for different groups?

One of the aims of the national evaluation was to establish whether there is any evidence that *Playing for Success* is more or less successful with different groups of pupils. In order to consider this, we requested certain pieces of background information about each pupil. Some of this information was supplied by the schools. Unfortunately, in the current evaluation study, much of this background information was missing, with the consequence that some of our sub-group analyses were confined to relatively small numbers of pupils. This particularly affected the analyses considering the impact of special needs, eligibility for free school meals, ethnicity and English as a second language.

Nevertheless, by pooling information from the current and previous evaluation studies, it is apparent that there were very few significant differences for any of the outcome measures and that none of the same differences were found in both 1999–2000 and 2000–1. We therefore conclude that *Playing for Success* has had a similar impact on pupils regardless of their gender, special needs, level of deprivation, ethnicity or fluency in English.

7.3 Were there any Centre-level differences?

The previous evaluation found no evidence of significant differences in performance between the 12 participating Centres. The current evaluation included 27 Centres and we identified Centre-level differences in relation to six outcome measures: numeracy; reading comprehension; three attitude scales (reading enjoyment, writing enjoyment and independent study skills); and using email.

It is difficult to interpret these Centre-level differences. Their appearance in the current evaluation is probably influenced by the greater number of Centres participating this year, making it more likely for Centre-level differences to occur. There is no consistent pattern governing the Centre differences: some Centres appear to have promoted good progress in one area but not in others, or to have been especially successful in a particular measure with pupils in one Key Stage.

The national evaluation team is not in a position to identify the precise combination of circumstances that have contributed to a specific success at local level. For this reason, we have fed back the results to each Centre Manager in the hope that they will prove useful for local evaluation and monitoring.

There is one area related to Centre-level characteristics for which we have found consistent results. Centres offer courses of different lengths, ranging from about nine to 40 hours. In both the 1999–2000 and the 2000–1 evaluations, we found that longer courses were associated with significant gains in computer skills (especially in relation to word processing and using the internet).

7.4 What is the influence of the football context?

One of the unique features of *Playing for Success* is that it is a study support initiative which sets out to harness the appeal of professional football to help underachieving young people. The evaluation therefore included some questions designed to find out how the football context had affected pupils' experience of the initiative.

We discussed this issue in some detail in relation to findings from the previous evaluation (see Sharp *et al*., 2001a and b). The evidence from the 1999–2000 evaluation indicated that a high proportion of pupils attending *Playing for Success* were interested in football, with 86 per cent of pupils expressing support either for the Centre's team or for another professional football team. There were no significant differences in the level of football interest expressed by boys and girls or by pupils from different ethnic groups.

This year's results also indicated that most pupils were interested in football, although the level of interest was somewhat lower than in the previous year. In total, 73 per cent of pupils expressed an interest in football at the pre-course stage. Unlike the previous year, the 2000–1 evaluation found evidence of a significant difference in the responses given by boys and girls: 84 per cent of boys expressed an interest in football, compared with 60 per cent of girls. As before, there were no significant difference in the level of interest in football expressed by pupils from different ethnic backgrounds, although pupils from non-White backgrounds were more likely to support a team other than the one based at their Centre's club.

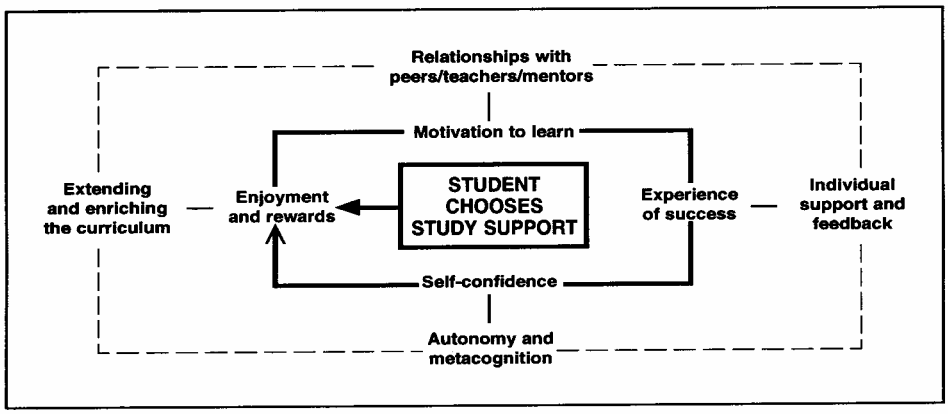
In both years, we asked teachers to comment on the contribution made to the quality of pupils' experiences by the link with professional football. Answers to this question suggested that the link had raised the profile and status of the initiative among pupils and had contributed to their initial willingness to give up their own time to attend. Pupils felt privileged and special, rather than stigmatised, by being singled out for additional help. Also, the fact that Centres were located in or near a football club meant that pupils experienced learning in a different environment to school, and the possibility of seeing players was an added incentive for some.

Once at the Centres, the link with football provided added interest and enjoyment, but it was apparent from the pupils' comments that other aspects of the *Playing for Success* experience, especially the access to computer facilities, were at the heart of their positive experiences of the initiative.

7.5 How does study support work?

From our involvement in this project and in other study support research, we have developed a model to explain the mechanism by which study support contributes to pupils' learning (see also Sharp *et al*., forthcoming). This is shown in Figure 7.1.

Figure 7.5 Study support and pupil learning



The figure begins with a pupil/student's choice of study support. In the case of *Playing for Success*, places at the Centre are limited and pupils are often selected by their teachers. Nevertheless, the decision to participate rests with the pupils themselves. The connection with the football club is influential for some in persuading them to 'give it a try'. Once at the Centre, pupils are offered opportunities to extend and enrich the curriculum offered in class. As a result, they begin to find learning an enjoyable and rewarding experience.

We know that forming positive relationships with other people makes a key contribution to pupils' motivation to learn. The Centres offer opportunities to work alongside other pupils (sometimes from different schools) and to form positive relationships with peers, teachers and mentors at the Centre. Despite the fact that pupils are required to travel to the Centres after school, the attendance figures demonstrate that most pupils keep up their attendance at *Playing for Success*.

Motivation to learn is important and is reinforced by a pupil's experience of success. Underachieving pupils often get 'stuck' in their learning because they have failed to grasp a particular skill or concept. Pupils we interviewed as part of the previous

evaluation study explained how they had been hampered by a fear of failure and of exposing their incomprehension in class. They were able to give examples of how the Centre staff had helped them to 'get' something that they had previously struggled to understand. The Centres encourage pupils to identify their own areas of difficulty and to set individual learning targets. They also provide individual support and feedback. Mentors and staff offer help, explanations and encouragement. Computer programmes and other resources ensure that pupils can practise basic skills and make progress in their learning.

Enjoyment of learning, improved motivation and the experience of success all contribute to a growing sense of self-confidence and a willingness to attempt more challenging tasks. Pupils become much more prepared to 'give it a try' and to persist in the face of difficulty.

Underachieving pupils often appear rather passive and can become over-dependent on a teacher or parent for help and direction. *Playing for Success* Centres actively encourage pupils to take responsibility for their own learning and to become more independent/autonomous. In addition, some pupils begin to develop metacognitive skills (strategies for learning how to learn), which enable them to become more flexible and capable of tackling new learning tasks. These positive experiences all bring further enjoyment and rewards, and provide greater access to the curriculum, thus feeding back into a positive cycle of achievement.

7.6 Conclusion

This national evaluation study has demonstrated that *Playing for Success* has been highly successful in achieving its aims. The Centres which participated in the previous evaluation studies achieved very good results and set a high standard for the following years. The results from the 2000–1 evaluation have shown that the Centres are continuing to live up to expectations, and have confirmed the positive influence of the initiative on underachieving young people.

It can be difficult for any initiative to maintain its impact as it expands from a small number of 'early adopters' to a larger number of sites. The first national evaluation study involved six Centres, the second 12 and the third 27. As these successive evaluations have demonstrated, *Playing for Success* has shown a remarkable level of consistency in terms of pupil outcomes and the levels of satisfaction expressed by pupils, parents and schools over the past three years.

The successes achieved are undoubtedly due to the hard work of the Centre Managers, staff, mentors, partner schools and clubs. The initiative has also benefited greatly from two structural features: a degree of flexibility and a high level of support. Although all *Playing for Success* Centres share certain core aims, the initiative is flexible enough to enable Centres to address local issues related to underachievement. In terms of support, Centre Managers have benefited from the networks established by the DfES. Notably, these include a team of 'critical friends', who have a good understanding of the principles of study support and who work with Centre Managers on an individual basis. There is also a series of regional and national meetings and working groups, supported by funding from the DfES. All of these elements have contributed to the significant impact of *Playing for Success* on thousands of pupils' lives.

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Appendix I
Multilevel modelling

A wide range of background variables and outcome measures was available for the pupils who took part in *Playing for Success* (PfS) and the associated control groups. The outcomes were available at two time points (pre- and post-course) for a reasonable number of pupils, and these outcomes comprised:

- Age-standardised scores in Numeracy and Reading Comprehension
- 12 derived scales from an attitude questionnaire, covering reading, writing, mathematics, study skills and self-esteem
- Scores derived from a self-evaluation questionnaire relating to computer skills, with an overall score and four sub-scales.

Table A1.3.1 contains details of all the variables, both background and outcome, which were used in multilevel analysis. There were 19 outcome measures available for modelling. The aim of the analysis was to investigate background factors that might be associated with these outcomes and changes in them from one time point to the other. The multilevel analysis allowed us to investigate these issues and develop indicators of the statistical significance of the relationships modelled.

Table A1.3.1 Details of Variables Used in Multilevel Modelling

		Range		
No.	**Name**	**Min.**	**Max.**	**Description**
1	CENTRE	1	35	Centre number
2	KEYSTAGE	2	3	Key Stage
3	PUPILID	1	9085	Pupil id
4	TIME	1	1	Pre/post SSC
5	CGROUP	1	2	PFS/Control group
6	SEX	0	1	0 = male, 1 = female
7	FSM	0	1	Eligible for free school meals?
8	FSMDK	0	1	Free school meals not known
9	SEN	0	2	SEN stage
10	SENDK	0	1	SEN not known
11	EAL	0	1	English as additional language
12	EALDK	0	1	EAL not known
13	NWHITE	0	1	Non-white
14	ETHDK	0	1	Ethnicity not known
15	TOTATT	0	28	Total sessions attended
16	HOURS	0	42	Total hours available
17	NUMSCO	69	141	Numeracy Standardised Score
18	READSCO	69	134	Reading Comprehension Standardised Score
19	READ1	-10	10	Reading enjoyment
20	READ2	-4	4	Reading confidence
21	WRIT2	-3	3	Writing enjoyment
22	WRIT1	-5	5	Writing confidence
23	WRIT3	-4	4	Punctuation
24	MATHS2	-5	5	Mathematics enjoyment
25	MATHS1	-6	6	Mathematics confidence
26	STUDY2	-6	6	Independent study skills
27	STUDY1	-9	9	Working with others
28	SELF1	-8	8	Popularity
29	SELF2	-6	6	Self-image
30	SELF3	-5	5	Self-confidence
31	COMPSCO	0	72	Total score Computers
32	Q1SCO	0	16	Computer Basics score
33	Q2SCO	0	30	Word Processing score
34	Q3SCO	0	16	Internet score
35	Q4SCO	0	10	E-mail score
36	CONS	1	1	Constant term
37	PFSKS2	0	1	Impact of SSC at KS2
38	PFSKS3	0	1	Impact of SSC at KS3
39	CPROGKS2	0	1	Control group progress indicator - KS2
40	CPROGKS3	0	1	Control group progress indicator - KS3
41	HOURSINT	-10	4.8	Interaction: available hours
42	SEXINT	-0.27	0.23	Interaction: sex
43	FSMINT	-0.44	0.07	Interaction: free school meals
44	SENINT	-0.96	0.05	Interaction: SEN
45	ENGINT	-0.48	0.02	Interaction: English as an additional language
46	NWHINT	-0.45	0.05	Interaction: Non-White

A1.3.2 Setting up multilevel models

Multilevel modelling is a development of a common statistical technique known as 'regression analysis'. This is a technique for finding a straight-line relationship which allows us to predict the values of some measure of interest ('dependent variable') given the values of one or more related measures. For example, we may wish to predict schools' average test performance given some background factors, such as free school meals and school size (these are sometimes called 'independent variables').

Multilevel modelling takes account of information that is grouped into similar clusters at different levels. For example, individual pupils are grouped into year groups and within Centres. There may be more in common between pupils within the same year group and there may be elements of similarity between pupils attending the same Centre. Multilevel modelling allows us to take account of this hierarchical structure of the data and produce more accurate predictions, as well as estimates of the differences between pupils, age-groups, and between Centres.

In this case, the model fitted for each of the 19 outcomes incorporated four levels:

1. Centre
2. Key Stage within Centre
3. Pupil
4. Time-point (pre- or post-course)

Thus, there are assumed to be variations between Centres in their average scores and within a Centre there may well be variations between Key Stages. Pupils are almost bound to have different outcomes from one another. At the lowest level, the two occasions on which outcomes are available for each pupil are likely to give rise to 'noise' or measurement error. The sizes of these variations at each level of the model are measured in terms of 'random variances' and the relative sizes of these may be of some interest.

The way in which these models are set up means that background factors relate to overall outcomes, at both time points. For example, a strong positive relationship between stage of English fluency and reading score would imply that reading scores as a whole are related to this factor, but would not tell us anything about progress

from one time point to another. To measure the latter, we need to include 'interaction terms' in the model, which relate background factors to changes over time in outcomes. These terms have different values at the two time-points, so that their coefficients represent the relationships between the associated factors and ***progress*** from time 1 to time 2 (that is from the beginning to the end of their course).

Six such 'interaction terms' were included in the model, to look at the relationships between background variables and progress:

- **HOURSINT:** Relationship between available hours at the Centre and progress
- **SEXINT:** Relationship between females and progress
- **FSMINT:** Relationship between eligibility for free school meals and progress
- **SENINT:** Relationship between SEN stage and progress
- **ENGINT:** Relationship between English fluency and progress
- **NWHINT:** Relationship between non-White ethnic group and progress.

The interpretation of the results for these variables is straightforward. For example, if the coefficient of SEXINT is negative, this implies that girls are making less progress than boys on average. A positive coefficient for FSMINT would imply that pupils eligible for free school meals are making more progress than others, and so forth.

Four other variables relate to progress over time in the models. These are:

- **CPROGKS2:** Progress from Time 1 to Time 2 for KS2 pupils, independent of exposure to the *Playing for Success* (based on control groups)
- **CPROGKS3:** As above, for KS3 pupils
- **PfSKS2:** Additional progress for KS2 pupils exposed to *Playing for Success*, over and above the general trend from Time 1 to Time 2
- **PfSKS3:** As above, for KS3 pupils.

The coefficients of the latter two variables are of interest, because they indicate the apparent impact of attending the Centre on the amount of progress which would have

been expected. For example, to derive the overall progress of an 'average' KS2 pupil after attending one of the Centres, one would have to sum the coefficients of CPROGKS2 and of PfSKS2.

An additional feature of the multilevel analysis is that it is possible to make certain coefficients 'random' at different levels. If we assume that the 'impact' of *Playing for Success* is not constant over Centres, but varies from Centre to Centre, then we may set either or both of PfSKS2 and PfSKS3 to be random at the Centre level. This allows us to estimate whether or not there is any variation between Centres and if so how much. This element of the model was fitted to each outcome measure, although only in a minority of cases was a significant variation between Centres detected. The lack of significant variation may be due, in part, to the relatively small number of pupils involved in each Centre at each Key Stage.

A1.3.3 Results of Multilevel Analysis

Table A1.3.3 shows the random variances at each level for the model fitted to each of the outcomes and whether or not these variances are statistically significant at the five per cent level. The different columns of this table may be interpreted as follows:

- 'Centre variance': a measure of the variation between Centres in the overall outcome at both time points
- 'Centre KS2 slope variance': a measure of the variation between Centres in the impact of the Centre at KS2 (PfSKS2)
- 'Centre KS3 slope variance': a measure of the variation between Centres in the impact of the Centre at KS3 (PfSKS3)
- 'Key Stage variance': a measure of the variation between Key Stage groups in the same Centre in the overall outcome at both time points
- 'Pupil variance': a measure of the variation between individual pupils in the overall outcome at both time points
- 'Time point variance': a measure of the unexplained variation between scores at the two time points for the same pupil.

Table A1.3.3 Random Variances at Each Level of Multilevel Models Fitted to Each Outcome Measure

Outcome measure	Centre variance	Centre KS2 slope variance	Centre KS3 slope variance	Key Stage variance	Pupil variance	Time point variance
Numeracy score	19.0*	40.7*	39.8*	0	107.5*	54.2*
Reading comprehension score	1.4	32.9*	17.3	14.4	65.3*	101.3*
Reading enjoyment	0.8*	0.8*	0.4	0.03	8.7*	3.9*
Reading confidence	0.1*	0	0	0	1.6*	1.2*
Writing enjoyment	0.1	0.2*	0	0	2.2*	1.5*
Writing confidence	0.3*	0	0	0	2.9*	2.2*
Punctuation	0.03	0	0	0.07	0.6*	0.7*
Maths enjoyment	0.02	0	0	0.15	7.7*	3.1*
Maths confidence	0	0	0	0.2	7.4*	2.8*
Independent Study Skills	0.3*	0.1	0.6*	0	2.0*	2.7*
Working with Others	0.1	0	0	0	3.1*	3.7*
Popularity	0	0.4	0.3	0.1	6.3*	3.6*
Self-image	0.1	0	0	0.1	2.3*	2.1*
Self-confidence	0	0.1	0.2	0	3.9*	2.7*
Total Computer	0	0	0	15.1*	42.0*	75.8*
Computer basics	0	0	0	0.2*	1.5*	5.0*
Word processing	0.3	0	0	1.4*	6.9*	11.2*
Internet	0.8	0	0	1.6*	3.6*	9.3*
E-mail	0.2	6.3*	4.2*	2.6*	3.2*	5.2*

* = statistically significant variance at the 5% level.

Several points are immediately apparent from an examination of Table A3.3.

- The only two columns which are statistically significant for all outcomes are the last two: pupil and time point variances. This implies that each outcome distinguishes between individual pupils' pre- and post-course scores, and that there is significant unexplained variance between individuals' scores at the two time points.
- There appear to be significant differences between Centres in KS2 progress in: numeracy and reading comprehension scores, reading and writing enjoyment, and email score. At KS3 the significant Centre progress differences are in: numeracy score, independent study skills and email. Some other outcomes have between-Centre variances that are not significant.

- Only in the five computer scores are there significant variances between different key stage groups at the same Centres.

Turning to the examination of the model results in terms of the overall relationships between background factors and both overall outcomes and progress, Table A1.3.4 (below) shows the significant coefficients for each model. Significance is taken at the five per cent level for most variables, but the coefficients of the 'impact' variables at KS2 and KS3 are also shown in italics if they are significant at the ten per cent level.

The coefficient of a background variable in a model fitted to a particular outcome measure is an estimate of the amount by which the outcome changes, on average, relative to one unit of change in the background variable. For example, the coefficient of Key Stage against total computer score is 7.87 in Table A1.3.4; this implies an average difference of 7.87 points on this measure between the two key stages.

The coefficients of the 'impact' parameters at KS2 and KS3 are estimates of the progress made by pupils attending *Playing for Success over and above what might have been predicted from the effects of the other background factors, including any general change as modelled by the control group.*

Table A1.3.4 Summary of Significant Coefficients for Each Outcome Measure

Variable	Num. score	Read Comp. score	Read enjoy	Read conf.	Write enjoy	Write conf.	Punct	Maths enjoy	Maths conf.	Indep Study skills	Work with others	Popu-larity	Self-image	Self-conf.	Total Comp	Comp Basics	Word proc.	Inter-net	E-mail
At Time 1 (Pre-SSC)																			
Key Stage	-3.33		-1.12		-0.57			-1.03							7.87	1.52	2.88	2.75	
Control group v. PFS	4.68																		
Sex (0 = male, 1 = female)	-3.10		1.35		0.39			-0.74	-1.05						-3.21	-0.47		-1.47	-0.81
Eligible for free school meals							0.28								-2.52				
Free school meals not known											0.61								
SEN stage	-8.82	-10.80		-0.98		-1.00	-0.42			-0.74	-0.68	-0.85	-0.58	-0.57	-4.73	-1.20	-2.20		
SEN not known		3.06									-0.92								
English as additional language																-1.72	-3.13		
EAL not known											0.85	0.86	0.62						1.26
Non-White	-4.98		1.19		0.79	0.57													
Ethnicity not known		-6.20													-3.80			-1.34	
Related to progress over time																			
Control Group progress (KS2)																			
Control Group progress (KS3)		3.70	-0.63				0.31				0.60								0.76
Impact of SSC at KS2	9.38	10.07													12.56	2.69	4.75	3.08	1.57
Impact of SSC at KS3	6.27									0.66			0.53		5.93	0.86	1.67	1.80	*0.99*
Interaction: available hours															0.31	0.02	0.09	0.12	
Interaction: sex																			
Interaction: free school meals							-0.27							-0.68					
Interaction: SEN											-0.62				-4.89	-0.79		-1.28	
Interaction: EAL															7.60	1.91	4.15		
Interaction: Non-White														-0.76					

NB: Impact coefficients shown in normal type are significant at the 5% level, whereas those in italics are significant at the 10% level.

Appendix 2
The pupil attitude questionnaire

The pupil questionnaire 'What YOU Think' used a number of statements to collect information about pupils' attitudes to the Centre and to reading, writing, mathematics, study skills and self-esteem. Questionnaires were administered at the beginning and end of the course. This appendix provides further information about the attitude statements and the analysis used to derive factor scores for the questionnaire. It focuses on the composition and reliability of the attitude scales derived from the attitude statements. (Items relating to pupils' attitudes to the Centre were analysed separately – see Chapter 3 of the report.)

The statements in the questionnaire were based on existing instruments, used to evaluate other initiatives. Where no suitable instruments existed, we derived our own. The pupil attitude questionnaire in 2001 was based on the questionnaire used in *Playing for Success* 2000. However, statements from last year's questionnaire which did not correlate highly with the other statements were not used.

Factor analysis was carried out on pupils' attitudes for each of the five sections in the questionnaire. For each section, analysis was carried out using the pre-course responses because we did not expect much variation between pre- and post-course factors. The factor analysis served as a guide on how to construct a number of different scale scores. The reliabilities of these scale scores (assessed using Cronbach's Alpha) are reported below. Please note that we have re-ordered the items to reflect the composition of the attitude scales – it is not the same order in which the items appeared in the questionnaire.

A2.1 The reading section

The first section contained 11 statements referring directly to pupils' attitudes towards reading. The section on reading drew on a series of attitudinal statements that had previously been used in the Government's evaluation of the first and second years of *Playing for Success* (Sharp *et al*., 1999, 2001a). These had drawn on statements devised for evaluating the Government's Summer School programme (Sainsbury *et al*., 1999). The results from the factor analysis of the reading section are summarised

in Table A2.1, which shows the factors extracted and factor loading for each statement.

Table A2.1 Reading Factors and Factor Loadings

	Factor 1 Reading Enjoyment	Factor 2 Reading Confidence
I like reading stories	**0.64**	
I like reading information books	**0.35**	
I like watching TV better than reading	**-0.48**	
Books are fun	**0.76**	
I only read at school	**-0.51**	
I like going to the library	**0.57**	
How often do you read books at home? (Every day, most days, not often, Never)	**0.67**	
I like reading by myself	**0.29**	**0.28**
I can work out hard words by myself		**0.47**
I am a good reader		**0.75**
Reading is hard for me		**-0.66**
Percentage of variance explained	**23**	**13**
Internal consistency (Alpha)	***0.76***	***0.62***

Two factors emerged from the analysis, and these were very similar to the factors identified in the previous evaluations of *Playing for Success*.

Factor 1, 'Reading Enjoyment', explained 23 per cent of the variation in pupils' attitudes towards reading. This factor was made up of eight statements. The reading

enjoyment score is calculated from the responses to eight items and scores could range from -7 to 11.

A positive loading shows that pupils agreeing with the statement enjoy reading. A negative loading shows that pupils agreeing with the statement do not enjoy reading. Six of the statements that made up Factor 1 had positive factor loadings, these were: 'I like reading stories'; 'I like reading information books'; 'I like reading by myself'; 'Books are fun'; 'I like going to the library'; and 'How often do you read books at home?'. (This item has a different to other items. Greater frequency of reading at home can be seen as a measure of greater enjoyment of reading.) Two statements had negative loadings: 'I only read at school'; and 'I like watching TV better than reading'.

The second factor, 'Reading Confidence', explained a further 13 per cent of the variance. This factor comprised four statements, and scores could range from -4 to 4. (Note that the statement 'I like reading by myself' is included in both the factors, indicating that it entails both enjoyment and confidence.)

The Cronbach's Alpha for the 'Reading Enjoyment' and 'Reading Confidence' scales show that both these factor scales have acceptable reliability. In other words, the high alpha scores of 0.76 and 0.62 indicate that, within each factor, the statements measure the same thing. Therefore, we can be reasonably confident in saying that the eight statements that load highly on Factor 1 are measuring 'Reading Enjoyment' and the four statements loading on Factor 2 are measuring 'Reading Confidence'.

A2.2 The writing section

Pupils' attitudes towards writing were assessed using 11 statements, devised by the evaluation team. Table A2.2 shows the factors and factor loadings for each statement.

Table A2.2 Writing Factors and Factor Loadings

	Factor 1 Writing Confidence	Factor 2 Writing Enjoyment	Factor 3 Punctuation
Spelling is hard for me	**-0.68**		
I can spell most words correctly	**0.59**		
I am good at writing letters to people	**0.32**		
It is hard for me to write down what I want to say	**-0.39**		
Writing stories is hard for me	**-0.49**	**-0.31**	
I like writing stories		**0.88**	
Writing stories is boring		**-0.82**	
I can use full stops			**0.51**
I can use commas			**0.64**
I can use capital letters			**0.46**
I can use speech marks			**0.64**
Percentage of variance explained	**13**	**14**	**13**
Internal consistency (Alpha)	***0.63***	***0.72***	***0.65***

The analysis revealed three factors, which we named: 'Writing Confidence'; 'Writing Enjoyment'; and 'Punctuation'. The factors explained 13, 14 and 13 per cent of the variance respectively. The values of Cronbach's Alpha showed that these scales are fairly reliable. Note that the statement 'Writing stories is hard for me' is included in both the 'Writing Confidence' and 'Writing Enjoyment' scales.

Scores could range from -5 to 5 (Writing Confidence), -3 to 3 (Writing enjoyment) and -4 to 4 (Punctuation).

A2.3 The mathematics section

Pupils' attitudes towards mathematics were assessed using ten statements. As with the reading statements, these had also been previously used in the first and second year evaluations of *Playing for Success* (Sharp *et al*., 1999, 2001a) and were originally based on the national evaluation of the Summer Schools initiative (Sainsbury *et al*., 1999). The results of the factor analysis on these statements can be seen in Table A2.3.

Table A2.3 Mathematics Factors and Factor Loadings

	Factor 1 Mathematics Confidence	**Factor 2 Mathematics Enjoyment**
Maths is hard for me	**-0.74**	
I can solve maths problems	**0.59**	
Maths is usually easy for me	**0.68**	
I feel worried in maths lessons	**-0.56**	
I am good at mental arithmetic	**0.50**	
I am good at maths	**0.76**	**0.32**
I like maths		**0.82**
I really enjoy maths		**0.85**
Maths is boring		**-0.76**
I like most other subjects better than maths		**-0.55**
Percentage of variance explained	**28**	**26**
Internal consistency (Alpha)	***0.83***	***0.85***

Table A2.3 shows that two factors emerged, which together explained over half of the total variance for pupils' attitudes to mathematics. The two factors were named 'Mathematics Confidence' and 'Mathematics Enjoyment' and explained 28 and 26 per cent of the variance respectively. From the table it can be seen that 'Mathematics Confidence' is made up of the following statements: 'Maths is hard for me', 'I can solve maths problems', 'Maths is usually easy for me', 'I feel worried in maths lessons' and 'I am good at mental arithmetic'. 'Mathematics Enjoyment' is made up of 'I like maths', 'I really enjoy maths', 'Maths is boring', and 'I like most other subjects better than maths'. The statement 'I am good at maths' was included in both factors, as it implies both confidence and enjoyment.

The high Cronbach's Alpha scores show that both these scales are reliable. That is, we can be reasonably confident in saying that the all the statements that load highly on Factor 1 are measuring 'Mathematics Confidence' and all those loading on Factor 2 are measuring 'Mathematics Enjoyment'.

Scores for 'Mathematics Confidence' could range from –6 to 6, and those for 'Mathematics Enjoyment' from -5 to 5.

A2.4 The study skills section

This section looked at pupils' attitudes towards their study skills and how competent they felt carrying out basic study skill tasks. The section consisted of 14 statements, and was developed specifically for the previous evaluation of *Playing for Success.* Table A2.4 shows that the statements revealed two underlying factors measuring pupils' attitudes to study skills.

Table A2.4 Study Skills Factors and Factor Loadings

	Factor 1 Working with others	Factor 2 Independent study skills
I can answer questions in class	**0.48**	
I can work as part of a team	**0.35**	
I can ask for help when I get stuck	**0.43**	
I can explain things to other people	**0.46**	
I can listen to other people	**0.45**	
I can speak to small groups	**0.45**	
I can speak to large groups	**0.43**	
I can ask questions in class	**0.46**	
I can follow instructions	**0.38**	**0.34**
I can set targets for my work		**0.54**
I can plan my work		**0.57**
I can read my first draft and decide how to improve it		**0.54**
I can find out information to help me do my work		**0.45**
I can work by myself		**0.31**
Percentage of variance explained	**13**	**12**
Internal consistency (Alpha)	***0.70***	***0.65***

The two factors revealed were labelled 'Working with others', which explained 13 per cent of the total variance and 'Independent study skills' which explained a further 12 per cent. The Cronbach's Alpha scores showed that both of the factor scales are quite reliable.

The scales have a score range of –9 to 9 ('Working with others') and –6 to 6 ('Independent study skills')

A2.5 Self-esteem

The section on self-esteem was based on statements devised by two groups of US and Australian researchers (Huebner *et al*., 1999; Marsh 1988, 1990). We sought permission from the authors to adapt their instruments for use in this evaluation. Statements were selected from the scales and the wording was amended to reflect English usage in the UK. There were 16 statements used to measure self-esteem, as can be seen in table A2.5.

Table A2.5 Self-esteem

	Factor 1 Popularity	Factor 2 Self-image	Factor 3 Self-confidence
Most other people of my age like me	**0.68**		
I am good at making new friends	**0.56**		
I am popular with people of my own age	**0.55**		
In general I like being the way I am	**0.30**		
I often feel left out	**-0.53**		**-0.42**
I wish people liked me more than they do	**-0.31**		**-0.50**
Other people think I am a good person	**0.41**	**0.37**	
A lot of things about me are good	**0.32**	**0.47**	
When I do something I do it well		**0.55**	
I am as good at school work as I want to be		**0.46**	
I can usually do my homework		**0.30**	
I have good ideas		**0.43**	
I wish I did better at school			**-0.42**
I worry about meeting new people			**-0.33**
At times I think I am no good at all			**-0.54**
Percentage of variance explained	**12**	**9**	**7**
Internal consistency (Alpha) 0.74	***0.73***	***0.61***	***0.57***

Table A2.5 shows that three factors emerged from the analysis this year. These factors were named 'Popularity', which explained 12 per cent of the total variance, 'Self-image' which explained nine per cent of the total variance and 'Self-confidence', which explained a further seven per cent of the total variance.

Factor 1 (Popularity) included the following statements: ‘Most other people of my age like me’, ‘I am good at making new friends’, ‘I am popular with people of my own age’ and ‘In general I like being the way I am’. Two statements contributed to both Factor 1 (Popularity) and Factor 3 (Self-confidence). These were ‘I often feel left out’ and ‘I wish people liked me more than they do’. Two statements contributed to both Factor 1 (Popularity) and Factor 2 (Self-image). These were ‘Other people think I am a good person’ and ‘A lot of things about me are good’.

In addition to the two statements noted above, Factor 2 (Self-image) included the following statements: ‘When I do something I do it well’, ‘I am as good at school work as I want to be’, ‘I can usually do my homework’, and ‘I have good ideas’.

In addition to the two statements shared with Factor 1, Factor 3 (Self-confidence) included the following statements: ‘I wish I did better at school’, ‘I worry about meeting new people’ and ‘At times I think I am no good at all’. Factor 3 consisted entirely of negatively worded items. The analysis ensured that these were negatively coded, so that a positive score on this factor would denote a sense of self-confidence.

The internal consistency of all three scales is sufficient to be sure that each is reliably measuring the named aspects of pupils’ self-esteem.

‘Popularity’ has a score range of -8 to 8, ‘Self-image’ a range of -6 to 6, and ‘Self-confidence’ a range of -5 to 5.

Appendix 3
Participants in the evaluation

Study Support Centres which participated in the national evaluation 2000–2001

Arsenal
Birmingham City
Blackburn Rovers
Bolton Wanderers
Charlton Athletic
Crystal Palace
Derby County
Fulham
Huddersfield Town
Leeds United
Leicester City
Liverpool
Manchester City
Manchester United
Middlesbrough
Newcastle United
Norwich City
Port Vale
Portsmouth
Queens Park Rangers and Hammersmith and Fulham
Sheffield United
Sheffield Wednesday
Stockport County
Swindon Town
Walsall
West Bromwich Albion
Wolverhampton Wanderers

Other Study Support Centres which contributed to the Centre Manager questionnaire

Barnsley

Bristol City

Nottingham Forest

Southampton

Stoke City

Sunderland

Watford

West Ham United

Steering Group members

David Carley *DfES*

Rex Hall *Critical Friend*

Tony Kirwan *National Youth Agency*

Phillip Lacey *DfES*

Alison Lockwood *DfES*

Jo Robson *West Ham United Study Support Centre*

Tim Shiles *DfES*

Steve Smith *Leeds United Study Support Centre*

NFER team members

Caroline Sharp (Project Director)

Sunita Bhabra

Jenny Blackmore

Catherine Cox

Peter Emery

Lesley Kendall

Keith Mason

Katharine O'Connor

Ian Schagen

Effie Sudell

Andrea Williams

Tilaye Yeshanew