



BOOST Impact Report

September 2023– June 2024



Introduction

The 'BOOST' programme is a Literacy/Numeracy intervention that aims to improve standards and attainment by working with pupils from Year 5 and their parents. The programme has long term goals of improving aspiration and confidence throughout the curriculum and within the local community, to help develop life-long learning. The programme also helps families come together to support their child and provides opportunities to bring education to life.

Programme Outcomes:

We work to achieve the following outcomes:

- Improved children's attainment in Literacy and Numeracy.
- Enhanced capacity of parents/carers to understand and support improvement in their children's Literacy and Numeracy.
- Strengthened parent and pupil relationships with school and improvement in educational aspirations.

Our aim is to work with children, with parents and with children and parents together to address barriers to learning and to raise and maintain educational achievement.



Programme Content:

The programme has three strands:

- **Learning engagement sessions** – The BOOST family learning project worker works in school with small groups of children identified as underachieving to raise attainment and confidence in Numeracy and Literacy in Key Stage 2.
- **Parent engagement sessions** – Parent sessions and relevant updates with the BOOST worker to offer ideas, strategies and resources to help parents further support their child's learning at home.
- **Family learning sessions** – After school sessions for parents and children, with a focus on interactive activities in Numeracy and Literacy which will support parental involvement in learning.



Selection Criteria

Within each of the 6 Primary Schools, the Primary 5 class teachers, along with the principal, analyses P4 CAT4 and PTE/ PTM scores to identify pupils who are under-achieving in Literacy and Numeracy for the BOOST programme.

The BOOST project worker sets individualised termly targets and designs weekly sessions around key Numeracy and Literacy topics covered in P5. Provision is tailored to the needs of each child with a clear focus on core skills necessary to develop and improve attainment and confidence. Targets are set and then reviewed on a half termly basis to ensure each child is making progress towards their goals.

This year, two schools (King's Park Primary Schools and Hollybank Primary School), chose a Literacy only focus.

As part of summative school assessment, PTE and PTM results are shared with the BOOST worker. These provide some information about each child's progress in Numeracy and Literacy throughout the year. Pupil progress is also measured through targets set and met during each term.

Impact of Learning Engagement

The progress of each BOOST pupil is a result of the combined approach using all three strands. Each of the learning engagement sessions are planned carefully using the specific targets created with the class teacher. These targets are typically key skills and core areas of the curriculum that the pupil needs support with, e.g. spelling, comprehension, number bonds. Learning objectives and strategies are devised by the BOOST worker with the individual needs of the children – resources and an activity-based focus helps ensure positive learning experiences take place and each pupil makes progress. This progress is consolidated, revisited and then extended throughout the course of the term. Informed communication with the teacher and parent is an important element of the programme, targets are shared and adapted if necessary.

If we make a mistake my BOOST teacher will help us understand it and we learn from our mistakes.

Whenever I'm in a big group I'm uncomfortable,



I've got better at practising stuff - I can't know everything on the first go.

Parent Engagement and Family Learning

Parent Engagement and Family Learning sessions are held in school. The first half of the session is for parents only and this is an opportunity to ensure their understanding of the topics being covered. The sessions enable parents to gain confidence in supporting their child through the use of games and activities applied using everyday contexts and resources. Sessions are informal, allowing for dialogue and parent participation. Relationships between parents are formed and strengthened through their shared experiences and common goal of wanting the best for their child.

The second half of the session begins after school and the parents are joined by their children. This part of the session enables parents to practise the strategies learned, use resources provided and engage with their child playing fun, interactive games and activities. These sessions provide a positive framework for parents and children to learn together within an environment of friendly support and guidance. The Family Learning sessions enable parents to become involved in their child's education, see their progress and develop strategies in order to best support their child at home.

I loved my mummy coming in to school to help me.

Parent Engagement/Family Learning topics 2023/24

- Introduction to BOOST – Parent information coffee morning
- Learning styles, routines, connecting learning to real life context

Literacy	Numeracy	Seasonal Events
HFWs & spelling strategies	Number bonds	Christmas- 2d/3d shapes
Reading & phonics	Mental addition and subtraction	Easter – Reading & measure
Parts of speech	Multiplication (table facts)	Summer Sport – time & measure
Punctuation	Written addition strategies	
Spelling rules – plurals/suffixes etc	Written subtraction strategies	
Communication games	Numeracy – Scavenger hunt	

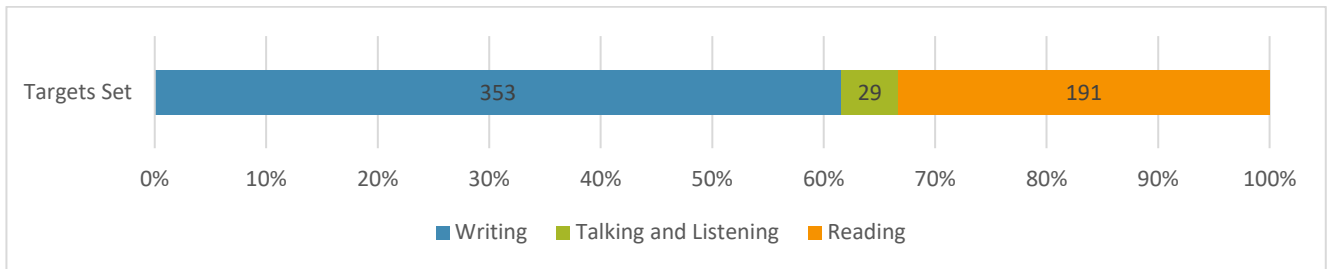
BOOST Cohort 2023/24

	King's Park Primary School	Whitehouse Primary School	Hollybank Primary School	St. James Primary School	Abbots Cross Primary School	Rathcoole Primary School	Total
No. of pupils registered	15	13	9	11	14	15	77
No. of adults registered	15	12	9	11	13	14	74

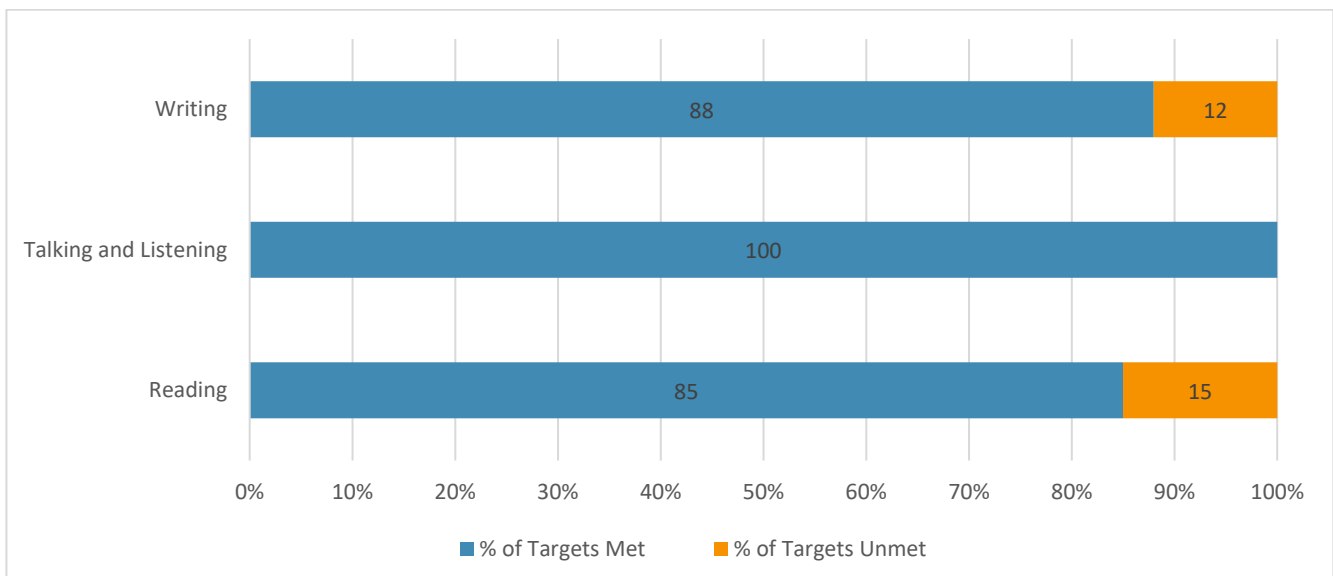
Total number of parents actively participated in BOOST program	61 out of 74 = 82%
Total number of Learning Engagement Sessions	951
Total number of Parent Engagement/Family Learning Sessions	180

LITERACY - Achievement of targets

Percentage of 'Targets Set' in each Literacy attainment area:



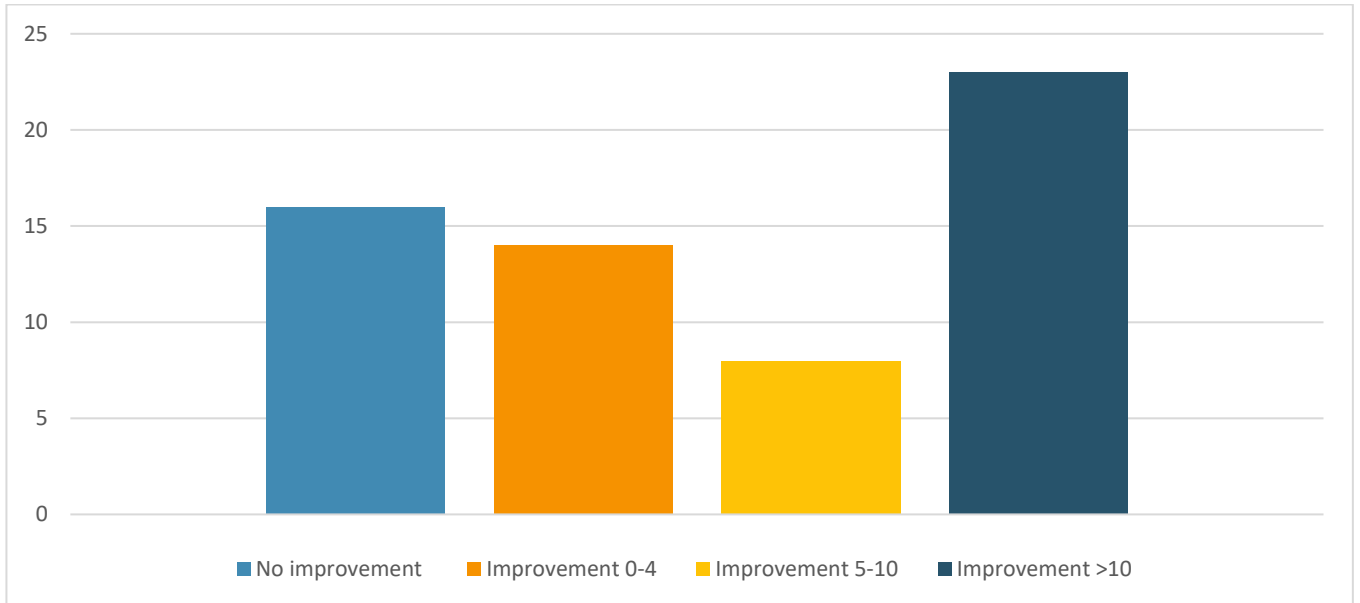
Percentage of 'Targets Met' in each Literacy attainment area:



*Targets have not been deemed 'met' if the pupil continues to require support in these areas.

Progress Towards English (PTE) assessment

The scores are based on standardised results from P5 2024 PTE results. These scores have been compared with the pupil's PTE result from P4 2023. The change in score has been banded into four categories.

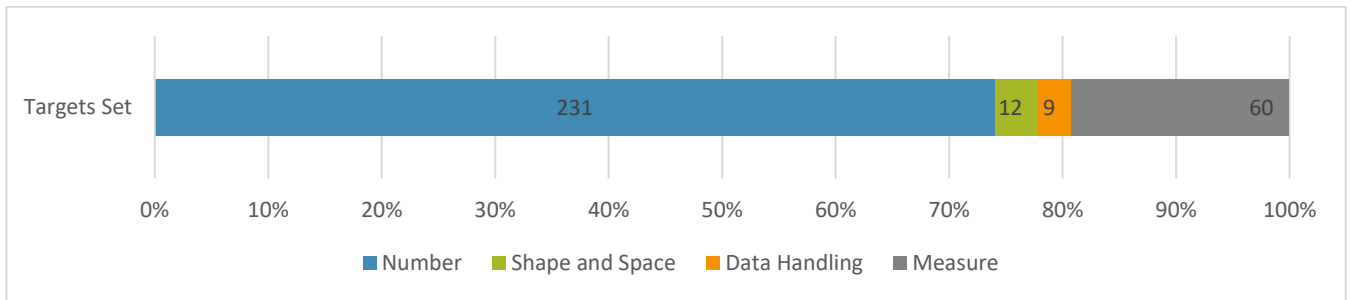


Total children (for which data was available): 61

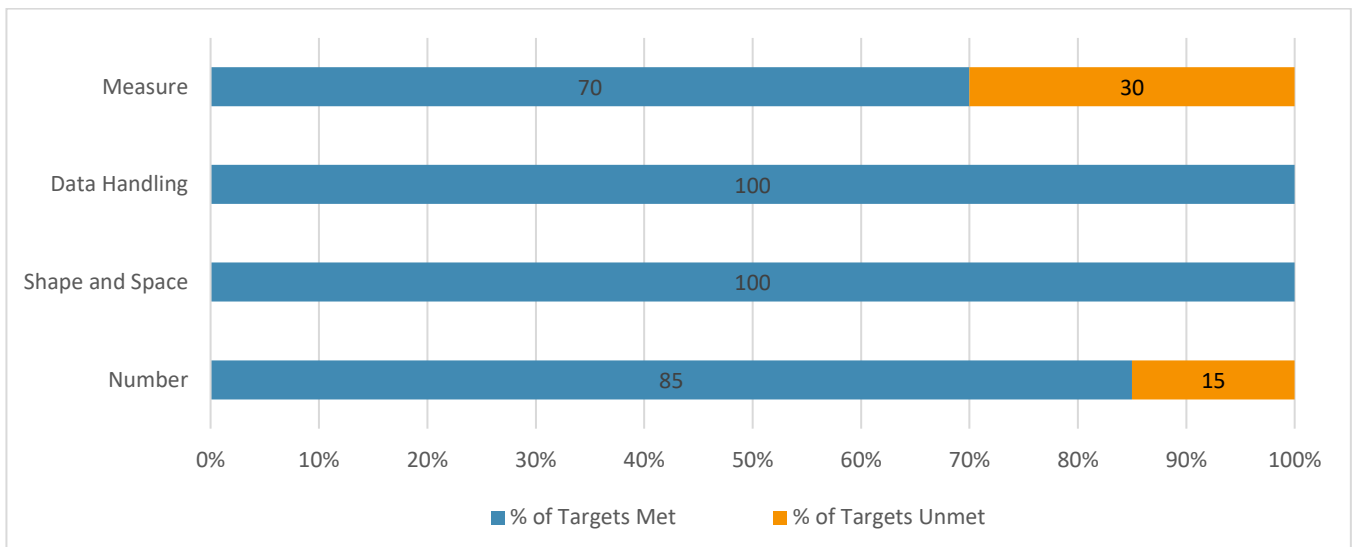


NUMERACY - Achievement of targets

Number of 'Targets Set' in each Numeracy attainment area:



Percentage of 'Targets Met' in each Numeracy attainment area:



*Targets have not been deemed 'met' if the pupil continues to require support in these areas.

I have learned bus stop division, clocks and times tables.

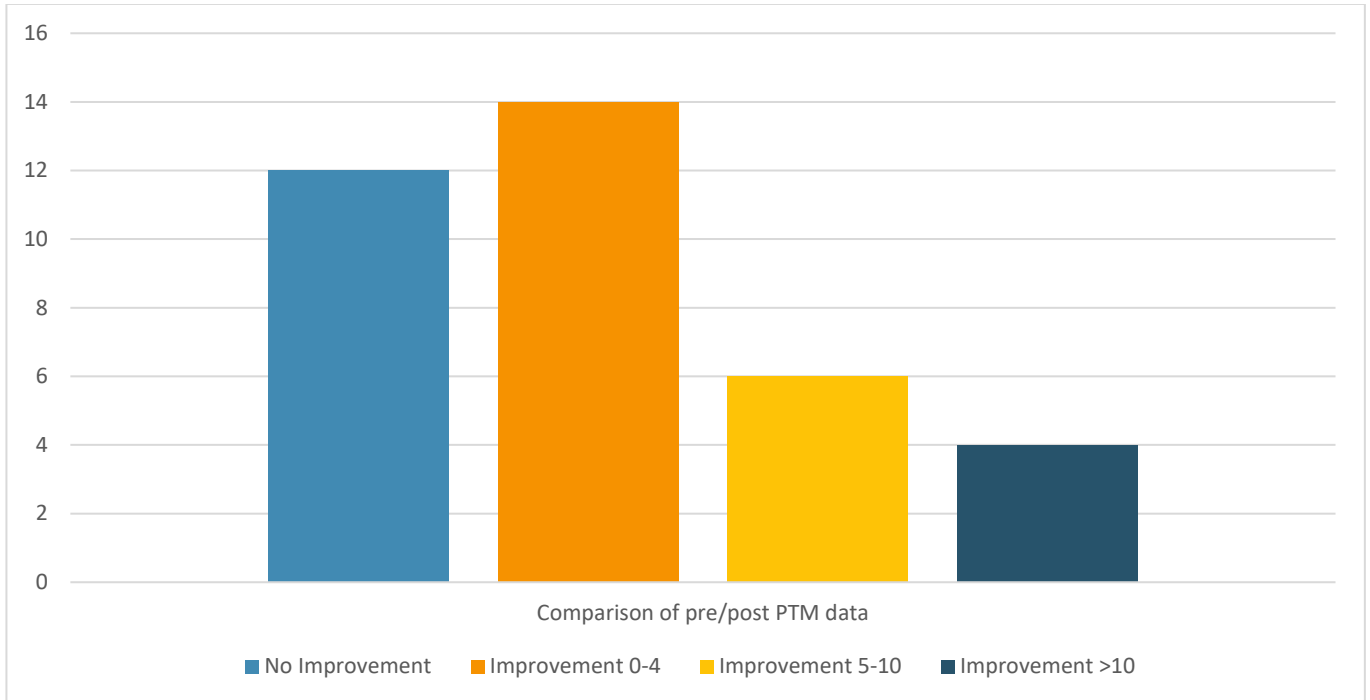


I am brilliant at my number work - I know strategies to help!

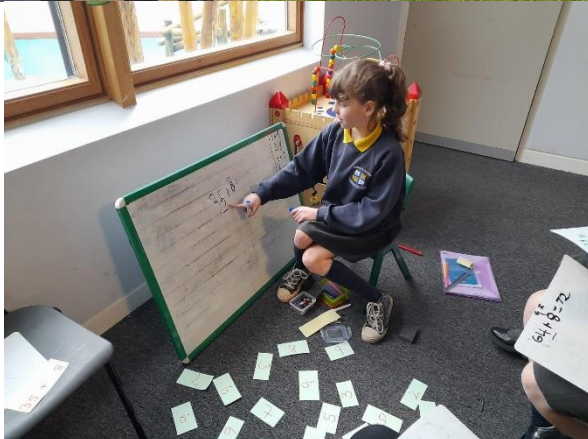


Progress Towards Maths (PTM) assessment

The scores are based on standardised results from P5 2024 PTM results. These scores have been compared with the pupil's PTM result from P4 2023. The change in score has been banded into four categories.



Total children (for which data was available): 36





Impact of BOOST – Parent Survey

82% of parents whose children took part in BOOST this year were actively engaged and participated in parent engagement and family learning sessions.

Impact information was gathered by carrying out a survey at the end of term 3 with a cohort of **74** parents. Parents were offered an opportunity to express how BOOST has supported them in their role as a co-educator, their child's progress and their overall relationship within the school community.

A total of 20 parents completed the survey.



1. How has your child benefitted from being part of BOOST?

'Massive shift in attitude and confidence towards literacy but especially reading'

'My son's confidence has grown and he has loved coming home and telling us what he has learnt'

'Ability to use strategies learnt in BOOST'

'My daughter has done so brilliantly with the BOOST program and has really come into herself. She's doing so well'

'She's grown in confidence in understanding her maths and different techniques. To help her learn. Also her confidence to speak out and ask questions'

'...definitely more interested in school work'

'Confidence, ability to focus on the task and much happier with doing her homework'

2. How have you benefitted from being part of BOOST?

'More confidence in helping my child with their learning'

'Learning more fun ways of teaching at home'

'I have learnt the right strategies for my son to tackle homework making it far easier for both of us'

'I could learn the correct language to explain and learned to make study time much more interesting'

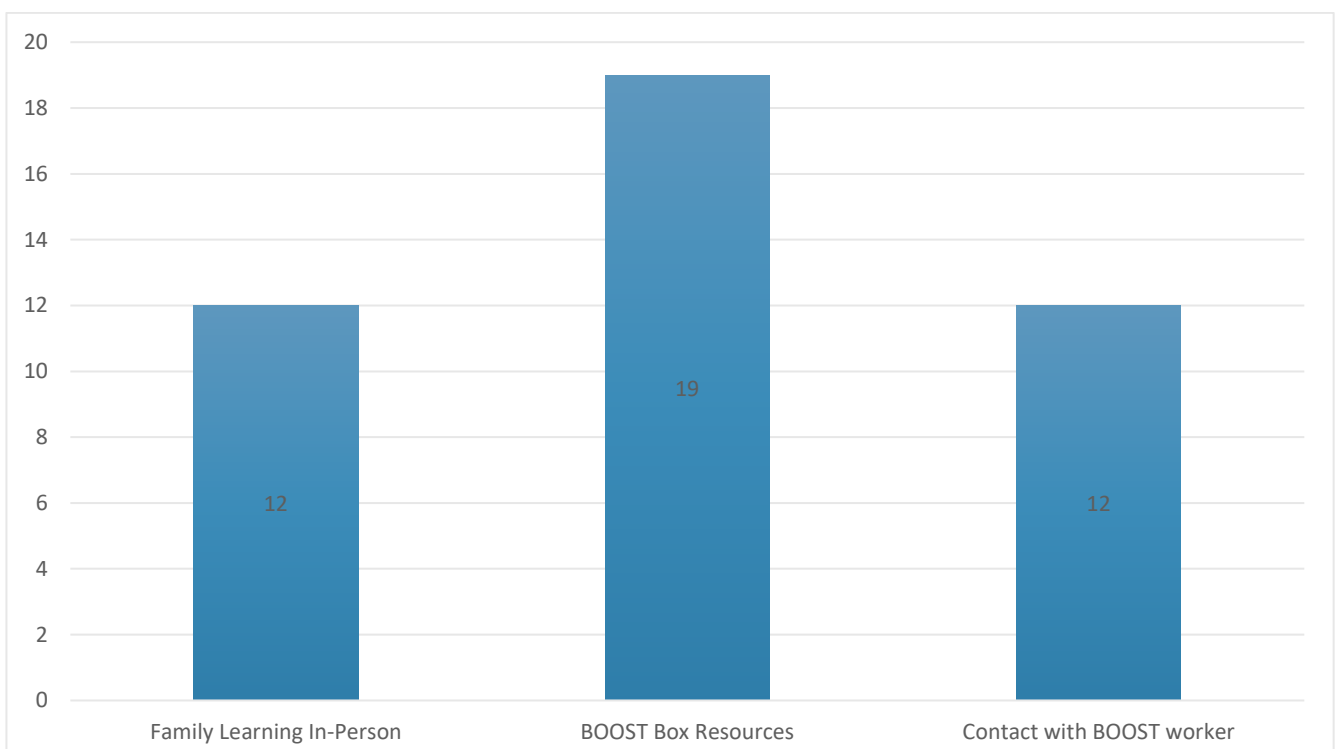
'Being able to find strategies to help my daughter along was very helpful'

'I am able to help my daughter with certain questions using the techniques she has learnt in BOOST. It's not only a learning curve for her but also for myself'

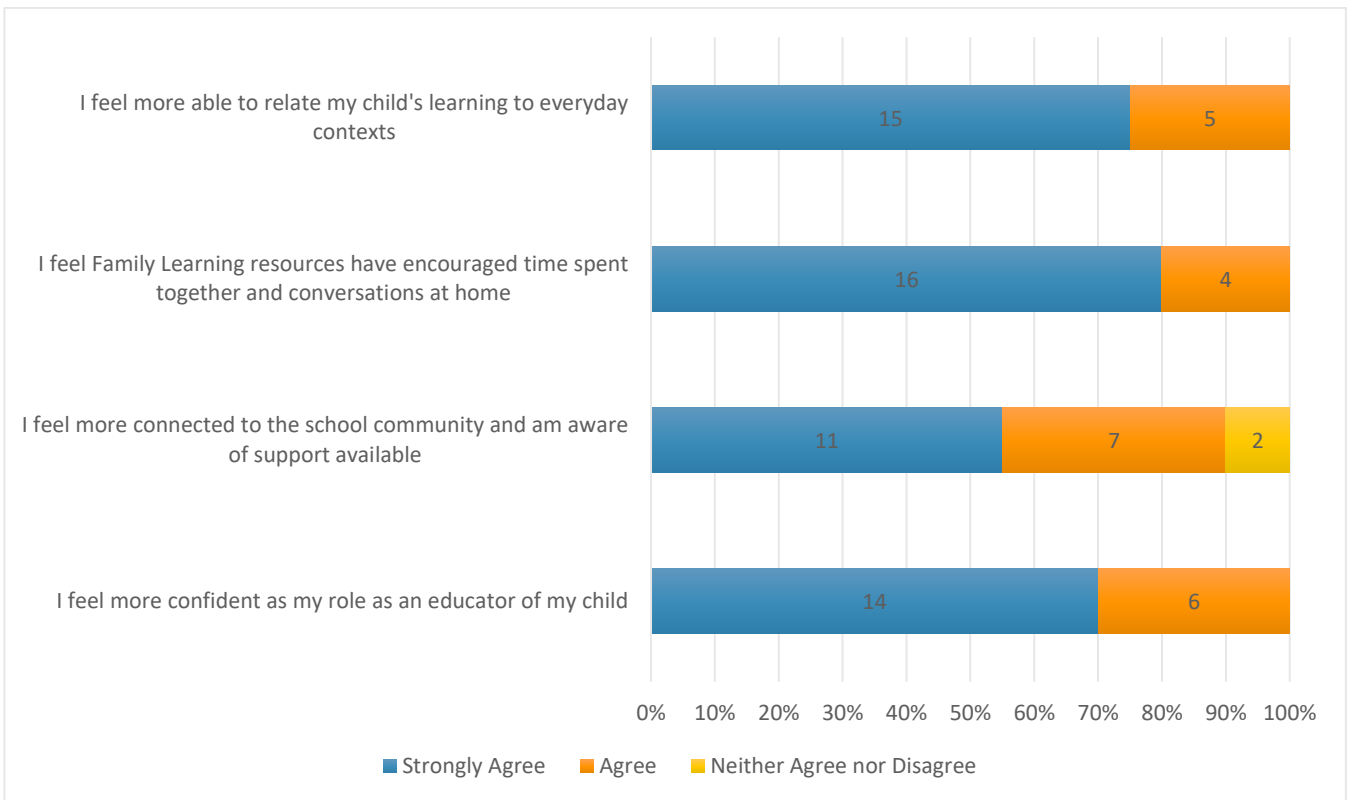
'I feel more prepared and equipped to help with her everyday learning'

'I believe getting the opportunity to join your child in schools even for a short time shows them you are interested in what they are learning, that you can help them and that you are willing to take time out to help at school and home'

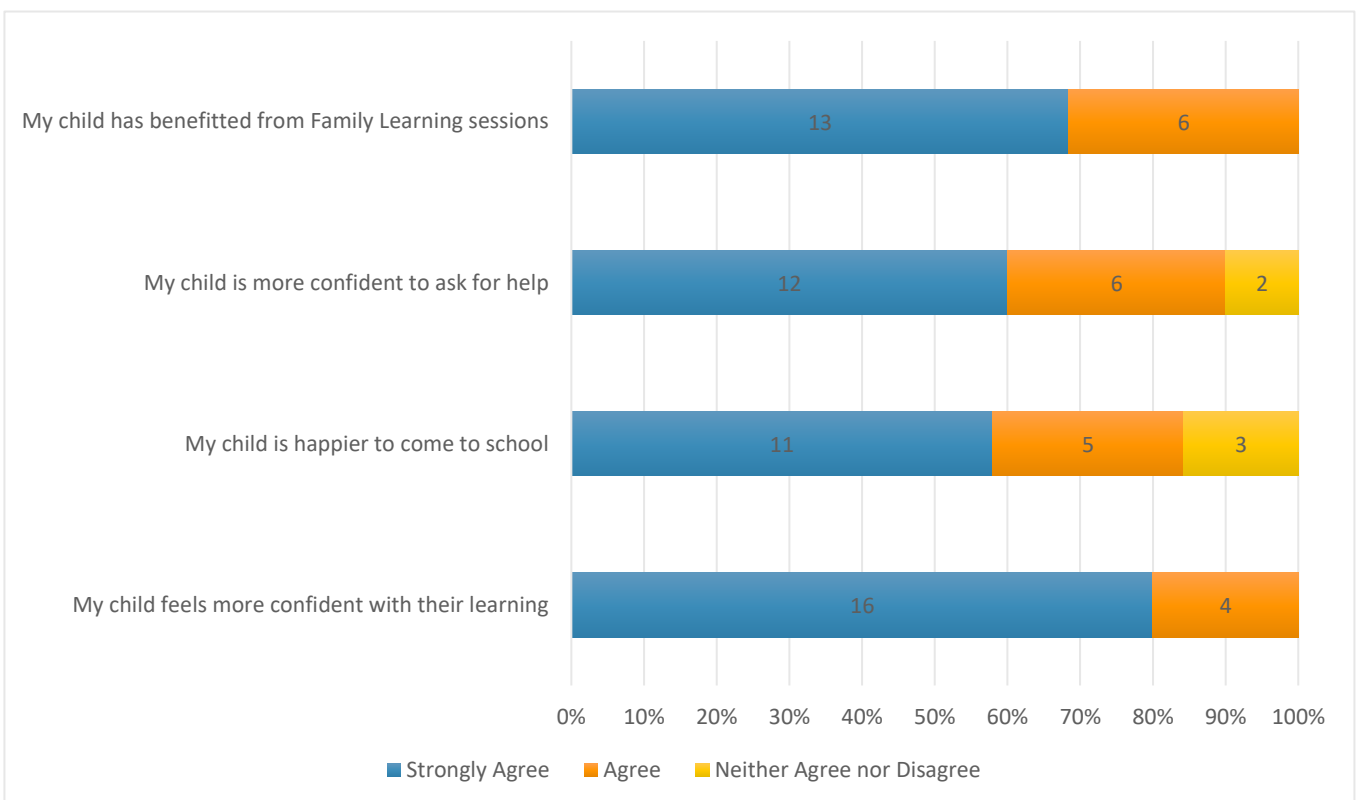
3. Which of these types of support did you find beneficial?



4. In relation to you and as a result of the support from BOOST, do you agree with the following statements?

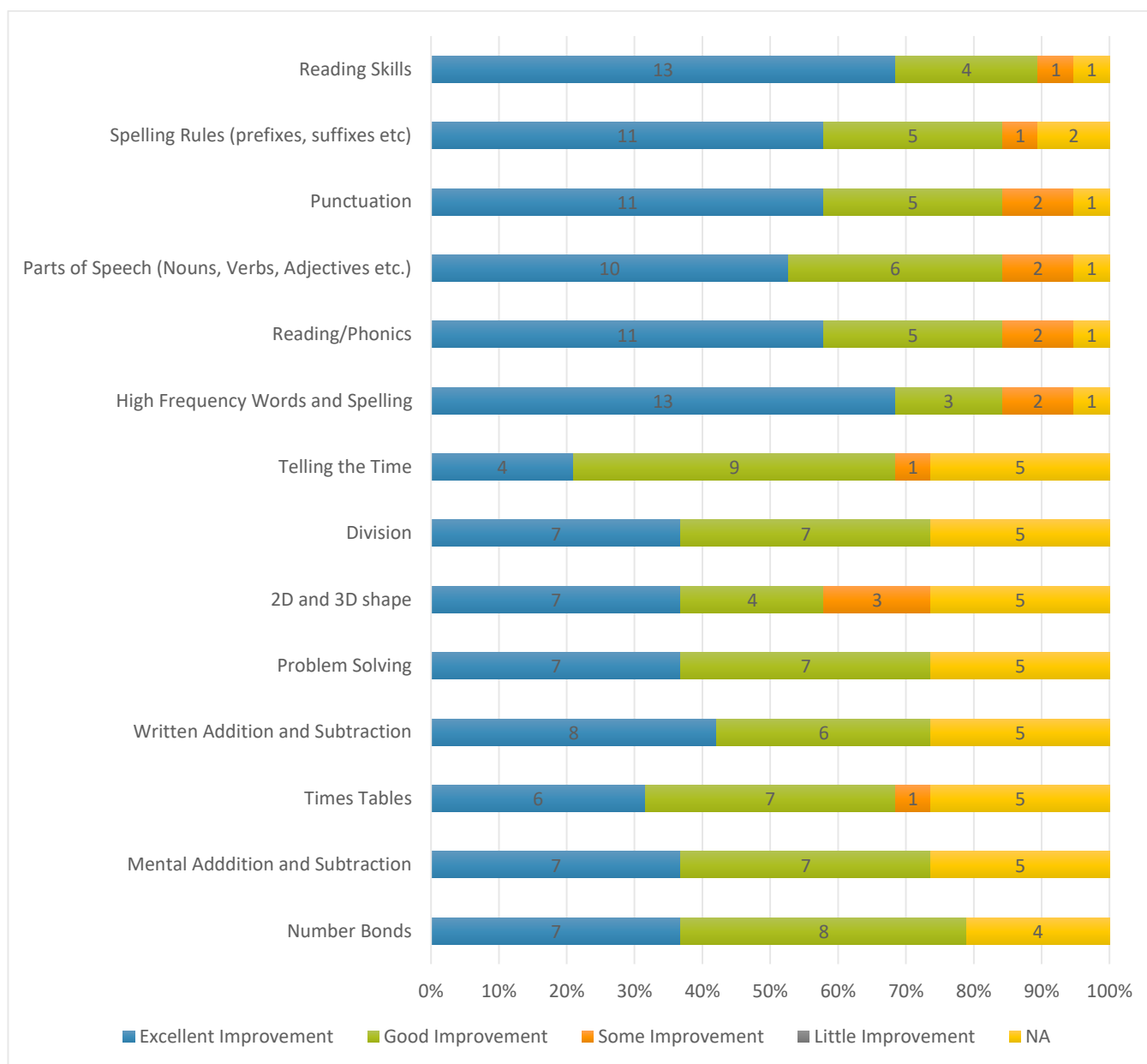


5. In relation to your child and as a result of the support from BOOST, do you agree with the following statements?



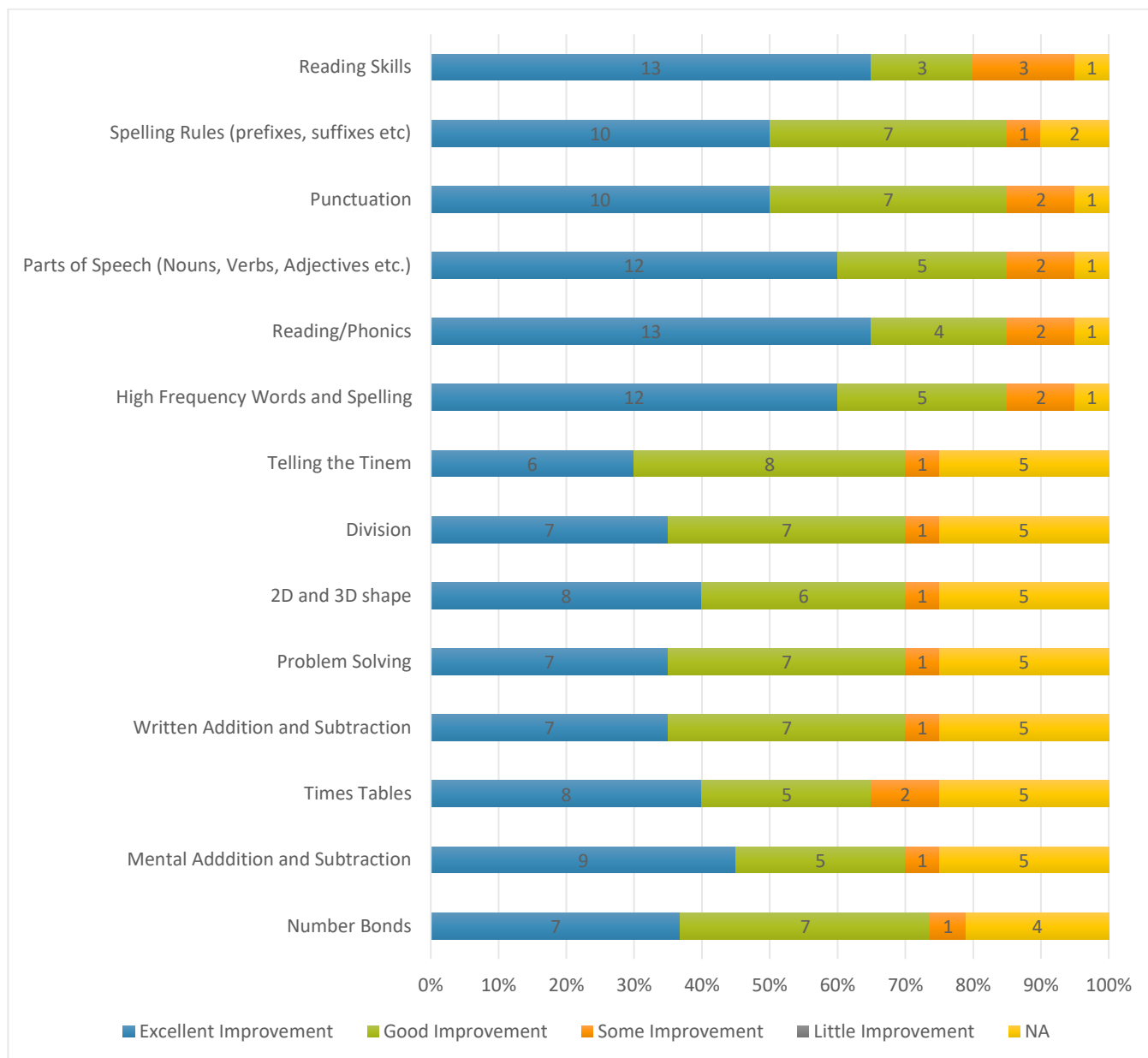
6. As a result of the Family Learning sessions, to what extent do you feel your confidence and understanding has improved to support your child's learning in the following areas?

(*NA results reflect that some pupils had only a literacy or numeracy focus)



7. As a result of the BOOST/Family Learning Sessions to what extent do you feel your child's confidence and understanding has improved in the following areas?

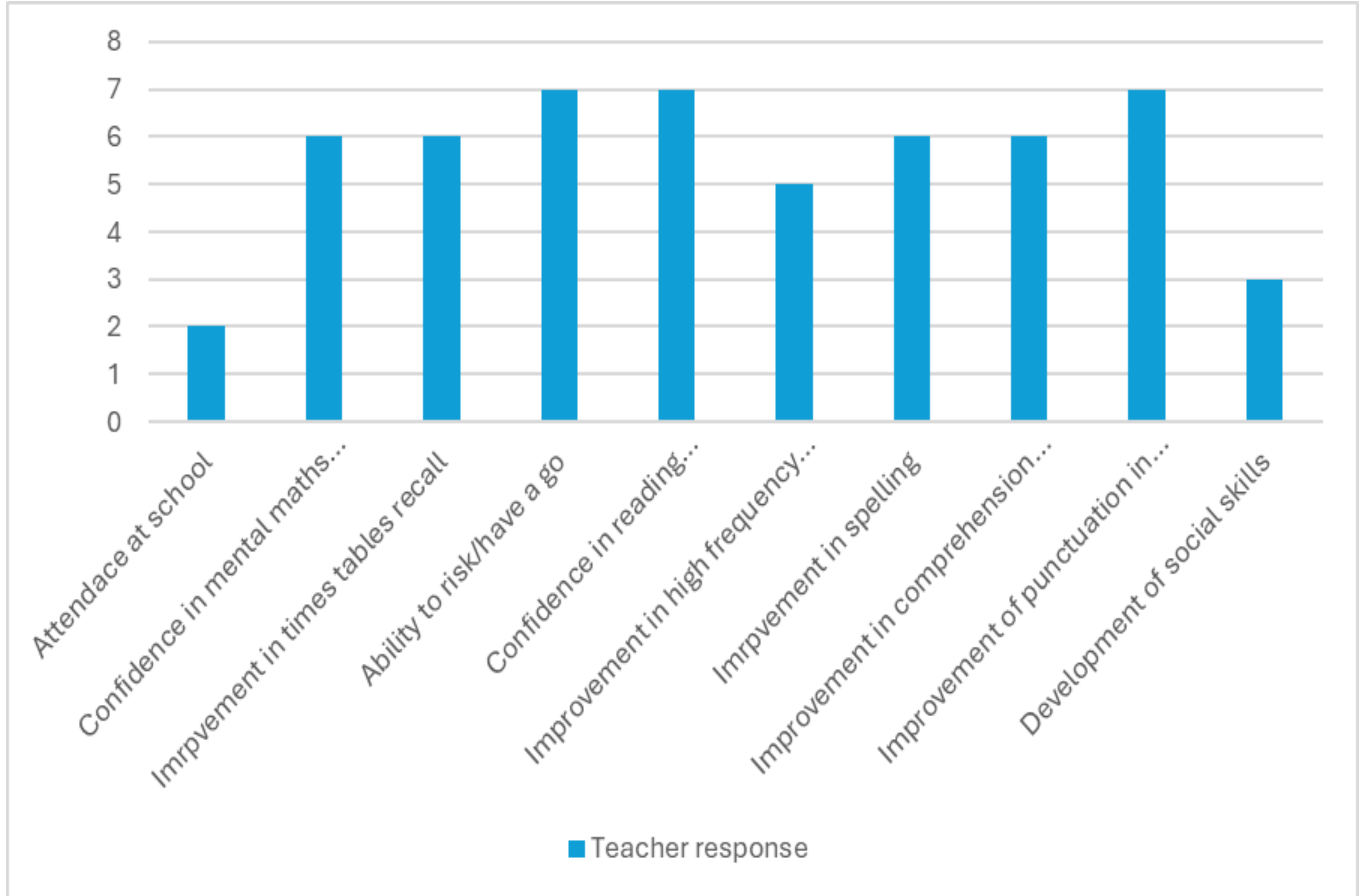
(*NA results reflect that some pupils had only a literacy or numeracy focus)



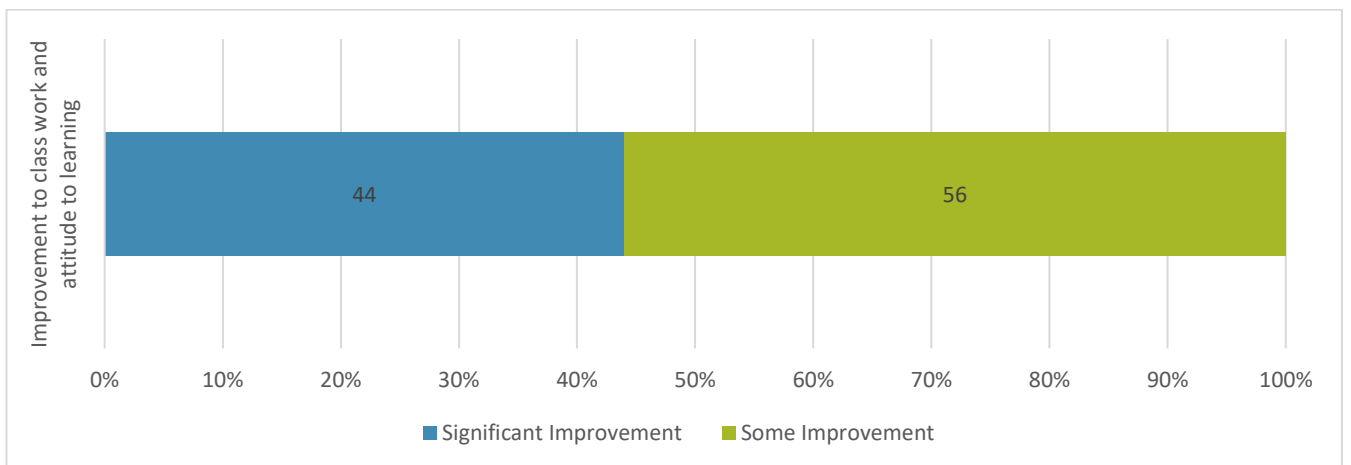
Primary 5 Teacher Evaluation

In order to gather teacher/school feedback, Primary 5 teachers were asked to complete a BOOST survey. Nine teachers across the six THRIVE primary schools contributed to this. Teachers were asked to feedback on their experience of BOOST this year and to reflect on pupil progress/attitudes.

1. What have been the most noticeable benefits of BOOST this year?



2. Have you noticed an improvement in pupils' class work/attitude to learning whilst taking part in BOOST this year?



Comments from Primary 5 teachers about BOOST



“Pupils are all more engaged and more interested in literacy.”

“Great parental involvement this year. Great for the school.”

“(Project worker) has been fantastic and went above and beyond for teachers and pupils. Invaluable for our school.”

“This has been our best year of BOOST...I have seen real improvement in children in my classroom...”

“The children returned from BOOST sessions excited to show off their work. It was easy to see strategies being taught in BOOST then being used independently in a classroom setting”

“(Project worker) is always professional and really engages the children. They enjoy her sessions. Thank you!”



Conclusion

This has been a successful year for the pupils and parents of BOOST. A range of learning opportunities and support has been provided in order to engage as many families as possible.

Working closely with teachers and parents, the achievements of the BOOST programme have improved children's confidence as learners as well as the development of specific, core skills. Parents, through the family learning sessions, have increased in their participation with their child and modelled good practice for creating learning opportunities at home.

