

2018

Sheffield Children's University

How does it make a difference?



Evidencing the impact of out of school learning accredited and celebrated by Children's University in Sheffield

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Acknowledgements

As always, this report is dedicated to the schools and Learning Destinations who are part of Sheffield Children's University (CU) and work hard to inspire and support children and young people in our city to reach their potential. Heartfelt thanks for believing in us and our work, and for your continued support and commitment.

A huge thank you also to all the children, young people, parents/carers and families who are the beating heart of Sheffield CU and remain right at the very centre of everything we do. We are so grateful for your support, encouragement and passion for our work and are very proud of your achievements too!

A special thanks to those who have supported and sponsored our work this year, especially Sheffield Hallam University, The University of Sheffield and Sheffield International Venues. We are also incredibly grateful to the South Yorkshire Mayor Dan Jarvis, Sheffield City Region and South Yorkshire Futures for providing us with the opportunity of a lifetime and allowing us to extend and expand our work across the region through South Yorkshire CU.

My sincere gratitude is also extended to Mark Miller for his professional input and vital support.

Finally, Helen, Sakina and the team – you are the very best. Thank you for your invaluable input, and your unwavering support and dedication. Special thanks to Helen for her work on the case studies in this report too. When it comes to Sheffield CU, teamwork really does make the dream work.

Katie.

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Introduction

Sheffield Children's University (CU) is part of a national initiative that encourages and celebrates participation in a wide range of learning opportunities outside of normal school hours. Children and young people are awarded with one CU credit per hour of engagement and are presented with award certificates at intervals of 30 (Bronze), 65 (Silver) and 100 (Gold), continuing to 1000 credits. Special award ceremonies are held in prestigious venues across the city to celebrate achievement and encourage further participation. Children receive a detailed learning profile evidencing their activities and hours of engagement with every award.

The key objectives of Sheffield CU are to:

- Encourage children, young people and families to seek high quality learning opportunities both in school and in the community
- Raise aspirations of children, young people and their families
- Raise attainment and attendance at school
- Have a positive impact on attitude and behaviour
- Support children's health and wellbeing
- Encourage children and young people to take control of their learning
- Inspire, demonstrate and share best practice in extended learning provision

The success and continued growth of Children's University in Sheffield is a result of a strong and thriving network of both schools subscribed to CU and community Learning Destinations (approved activity providers) where children and young people can collect CU credits using a Passport to Learning. Both schools and Learning Destinations commit to adding value by providing participation data to ensure children and young people are recognised for their commitment to out of school learning. This information is entered into the Capita ONE database and analysis of participation is shared with schools, families, organisations and the Local Authority.

Key Figures	2016/17	2017/18	2018/19
Sheffield children & young people with CU credits	39,220	42,609	45,515
Girls/Boys participating	19,656 girls	21,318 girls	22,746 girls
	19,564 boys	21,301 boys	22,769 boys
CU credits awarded so far	2,315,838	2,768,542	3,247,507
Schools subscribed to CU	70	73	73
Passports in circulation	18,000	20,000	22,000
Sheffield Learning Destinations	200	220	220
Awards Issued per year	5,101 Bronze	6,000 Bronze	6,419 Bronze
	3,725 Silver	4,000 Silver	4,953 Silver
	2,632 Gold	2,733 Gold	4,426 Gold

Reflection

2018 was another period of significant growth and change for Sheffield CU, as our service continued to expand, with over 45,000 children and young people recorded as having taken part in over 3.3 million hours since CU began in the city in 2007. Whilst numbers continued to grow in line with previous trends, staffing levels remained similar during this year. As a result, ensuring capacity was maximised as well as quality being preserved was a key priority for the team during this time, so the focus was on consolidation of our current offer as well as consistency of high quality delivery. This meant that our service to schools remained consistent in numbers with no significant recruitment drive, and our Learning Destination network of providers fluctuated slightly, with new members joining, and also some being de-validated after 3 years due to a lack of engagement or change in their provision.

This change in focus also allowed for the continuation of development work across the region lead by the Senior Project Officers, as part of South Yorkshire Futures, a Sheffield Hallam University led social mobility partnership focused on improving attainment and raising aspiration in disadvantaged areas. This work, which will result in the creation of a South Yorkshire Children's University to support existing provision and develop new CU centres, will inevitably bring wider long term benefits for Sheffield CU that will enable future growth and support capacity. It also puts our service at the forefront of regional and national developments. There were a number of significant benefits and gains already in the first year, including the successful creation of a Rotherham CU, based in Rotherham School Improvement Service, and the investment of £95,000 by South Yorkshire Mayor, Dan Jarvis over two years to support future development. With this funding, work has expanded to 2 days a week each for the Senior Project Officers, and the longer timeframe has allowed for adequate backfill to be created at Sheffield CU and development opportunities to be provided for staff.

Delivery of special projects have been successful throughout this academic year, with 9 new out of school activities requested by children and young people in CU schools funded through our Acorn Fund. This year's project in a box, developed in partnership with Sheffield Hallam University, focused on mental health and well-being to support schools in addressing an identified gap in their provision. It proved to be one of the most effective to date, with multiple positive outcomes reported for all who participated. Importantly, this project had a clear long lasting impact not only on children and young people who participated but also in schools who continue to embed skills

and practice and use resources and learning to inform their interventions. Building on this success, work on next year's project in a box also began, in partnership with Sheffield Theatres. This project will be particularly significant as through our work with South Yorkshire Futures, we are hoping to incorporate skills recognition and competencies for the first time, encouraging participants to identify skills developed and consider career paths linked to the subject area.

The CU Festival of Fun also moved into its fifth year, and provided over 45 different learning activities for families across the city during the summer holidays, all free with a Passport to Learning. Links were forged and developed with citywide partners such as Sheffield BID to allow children and young people to collect CU credits for taking part in the Sheffield Bricktropolis activities, and with the South Yorkshire Fire Service, who offered behind the scenes tours at their stations. Through our work with South Yorkshire CU, it is hoped more links with local businesses and organisations can be forged to enhance the Sheffield CU offer, and provide even more opportunities for children and young people in our area.

Overview

This report provides an analysis of participation and performance in Sheffield, comparing academic achievement in Key Stage 2 SATS taken in Y6 at primary school, and Key Stage 4 GCSE's taken in Y11 with participation in CU activities. Results of this annual analysis have continually shown a clear link between participation in CU activities and achievement and attendance at school, with performance remaining constant and in some cases improving. This report hopes to reflect these findings, which have been evident in Sheffield CU impact reports since 2009.

Whilst the primary analysis will continue to focus on citywide figures due to the size and spread of participants, the consistent number of CU subscribed secondary schools means that the majority of participation still takes place in the North East. As a result of these sustained relationships with longstanding secondary schools, the KS4 analysis will continue to focus on this area of the city in order to create a meaningful comparison.

This report will also include a number of case studies which aim to provide the context behind data and give an insight into the further impact of Sheffield CU on families and schools. Furthermore, it will include a look at progression routes for post 16 students, building on analysis introduced in previous reports.

Primary Key Findings – Y6 SATS 2018

- 64.8% of CU participants achieved the expected standard in Reading, Writing and Maths, improving on the local and national average, compared to 59.9% of non CU pupils. This rose to 70.7% for Gold Award winners, surpassing the local and national average by over 6%.
- CU pupils, particularly at CU award levels, had significantly above average Maths progress scores when compared with those with similar prior attainment nationally, echoing citywide results. This positive result was also mirrored in the Reading progress measure, which citywide fell below average. Comparatively, CU pupils performed as well as those with similar prior attainment nationally, and for those at Gold Award level, results were significantly above the national average, considerably improving on the citywide outcome.
- 51.7% of CU disadvantaged pupils achieved the expected standard in English and Maths, bettering the city average whilst 44% of non CU pupils achieved this measure, falling below the Sheffield average by over 3%. Performance of pupils at CU award levels further improved on their non CU counterparts by an average of 12%, bettering the Sheffield average in all cases.
- Attendance for CU disadvantaged pupils was considerably better than non CU pupils as they improved on the Sheffield average for disadvantaged pupils in all cases, and by an average of 3% at Gold levels, bettering the Sheffield average for all pupils.
- 23.5% of CU SEN pupils achieved the expected standard in the combined measure, surpassing their non CU counterparts by over 5%, and the city average for SEN by nearly 3%. For those SEN pupils at CU awards levels, performance improved, rising to 28% of those have achieved a Gold Certificate for 200 hours, bettering their non CU SEN counterparts by nearly 10%.
- 57.6% of CU pupils in the most deprived areas of the city achieved the expected standard in the combined measure, which is significantly better than non CU pupils (50.5%) and the Sheffield average (54.4%). At CU award levels, pupils consistently performed better than the local average, with over 60% of pupils achieving this measure at each level.

Secondary Key Findings – GCSE 2018

- 23.3% of non CU students in the North East achieved a Grade 5 or above in English in Maths, over 2% lower than the area average, and 17% lower than the citywide and national average. In comparison, 28.7% of CU students achieved this key benchmark, surpassing the area average, and narrowing the gap when it comes to the Sheffield and national average (both around 40%). Performance at CU award levels for these students improves significantly, with those achieving a Silver Award and above bettering both the Sheffield and national average in all cases.
- CU students as a whole had better Attainment 8 scores surpassing both non CU students, and the CU area average. Students at CU award levels improved further on this performance, bettering the area average in all cases. Furthermore, students at Gold Award and Gold Certificate levels exceeded both the Sheffield and national average, with average scores of 45.5 and 50.3 respectively.
- Progress 8 scores for CU and non CU students as a whole in the CU area fell below the city average, and were significantly below average when compared to those with similar prior attainment nationally. However, at CU award levels, this gap narrowed, and CU students performed as well as those with a comparable starting point nationally.
- 22.7% of disadvantaged Y11 students in the CU area achieved a Grade 5 or above in English and Maths, more than 10% higher than their non CU counterparts who fell significantly below both the CU area and citywide average for disadvantaged students. Performance for those who have achieved CU awards further improved on this outcome at each level, rising to 46.2% of those who have taken part in over 200 hours of CU activity achieving this measure.
- Attainment 8 scores for disadvantaged Y11 CU students were significantly higher than for non CU students, exceeding the CU area average, as well as the city average for disadvantaged students. At CU award levels, results reinforce this trend, as students consistently outperformed both their non CU counterparts and both local averages. At Gold Certificate level, CU students had an average score of 47.1, exceeding both the average local and national Attainment 8 scores for all students.

Primary Participation and Performance Analysis

In 2018, 50.2% of the Y6 children who took their SATs in Sheffield had CU credits, a total of 3,055 pupils. Whilst the total number of children engaged with CU in Y6 remained the same as 2018, this does represent a 3% decrease in CU participants when compared to last year's figure (53%). As a result, there was a more even split between CU and non CU pupils in this year's cohort than in previous years. However, the total number of CU credits earned by Y6 CU pupils was over 240,000, which represents nearly a 15% increase when compared with the number of CU credits earned by Y6's in 2017, and a 22% increase compared with 2016. This provides clear evidence that whilst the number of CU participants at Y6 hasn't increased in 2018, the levels of participation have. This reflects the current position of Sheffield CU, which has not actively recruited new schools or independent Passport to Learning users over the last few years due to a number of factors, but still continues to grow and embed further with those that are already engaged.

Citywide, Y6 CU participation saw growth in multiple localities where participation had previously been lower, whilst areas which have consistently accounted for the majority of participation saw a decrease, reinforcing last years results and reflecting a more evenly distributed spread of CU participation across Sheffield. Whilst the North East retained its status as the largest CU area, with 64% of all Y6 pupils having CU credits, accounting for 30% of all Y6 CU participants in the city, this represents a 5% decrease on last years figure. Comparatively, areas such as the South West and North saw an increase of around 5% in CU participation in their respective areas.

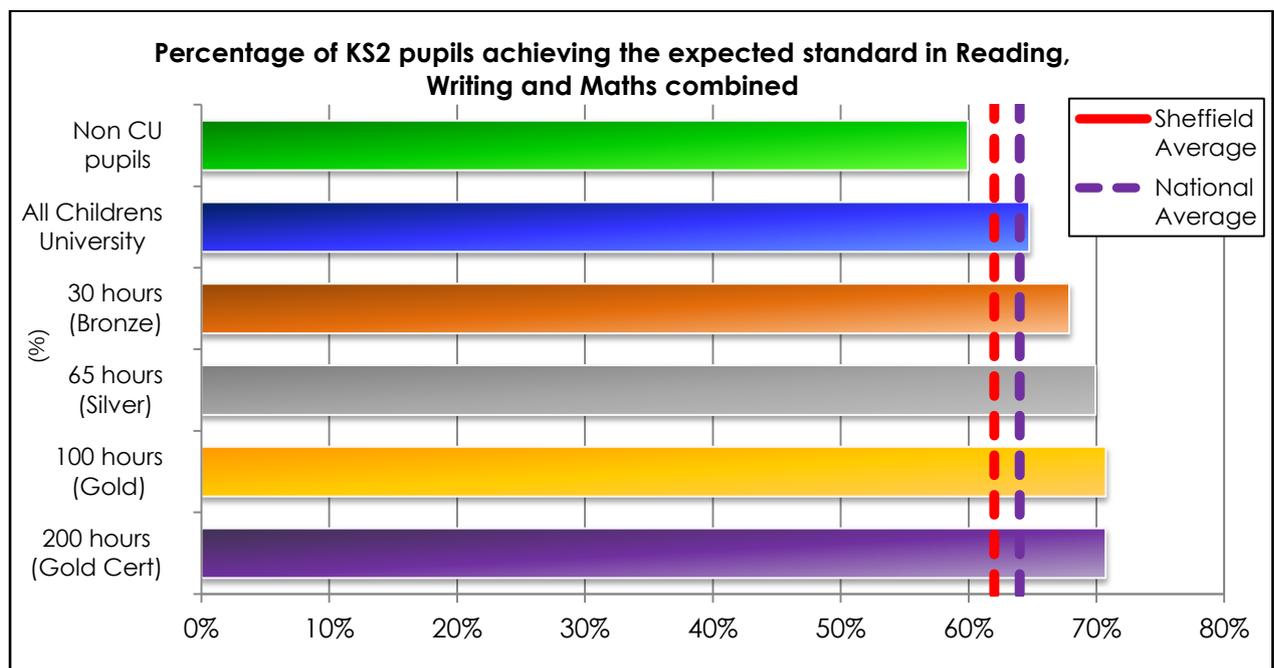
When looking at the CU participation levels of Y6 pupils in the city, of the 3,055 Y6 pupils with CU credits, 57% have at least a Bronze Award for 30 hours of participation in CU eligible activities, which is a further 1% increase from 2017. Significantly, nearly a quarter of all pupils in Y6 in 2018 (24%) achieved a Gold Award for 100 hours or more, a 3% increase on last years figure, and the highest proportion seen in these reports. The number of pupils with over 200 hours also grew from 8% to 10% during this period, reinforcing the continual growth in participation and progression through CU award levels evidenced previously.

Citywide

A key performance measure that schools are accountable for at Key Stage 2 is the percentage of pupils achieving the 'expected standard' in a combined measure of both English and Maths. To achieve the expected standard, pupils must have a scaled score of over 100 in Maths and Reading

and have been teacher assessed to be working to at least the 'expected standard' in Writing. In Sheffield overall, 62% achieved this measure in 2018, compared with the national average of 64%.

From the chart below, we can see that CU pupils in Sheffield improve on both the local and national result, with 64.8% of all CU participants achieving the expected standard in Reading, Writing and Maths. Meanwhile, 59.9% of non CU pupils achieved the expected standard in the combined measure, with performance falling below their CU counterparts by nearly 5%, and well below the Sheffield and national average.



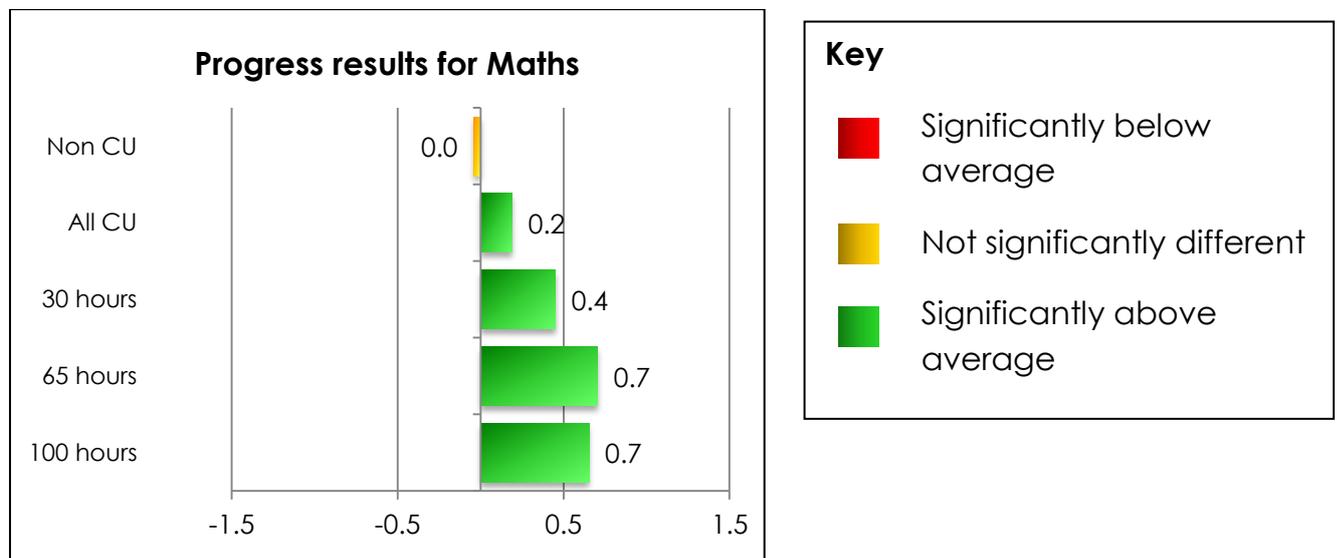
Performance further improved for those CU pupils who have achieved a CU award, as they consistently performed better at each level, rising to 70.7% of Gold Award winners achieving this measure, surpassing the local and national average by over 6%.

Progress

This value added measure shows whether pupils make more or less progress when compared with other pupils with similar prior attainment nationally. Measuring progress in this way means the different starting points of pupils is accounted for and also ensures that schools are rewarded for making progress with all their pupils, whether they are low, middle or high attainers.

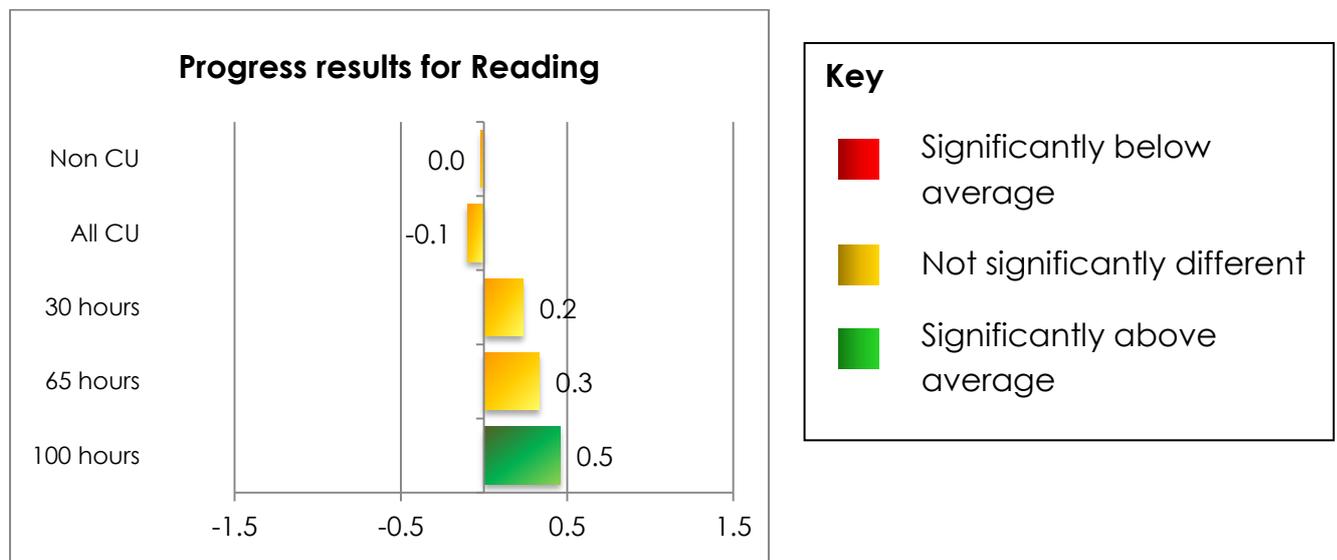
As progress results are based on a particular group of children, it's important to account for natural uncertainty. To do this, confidence intervals are applied. If, when taking into account the lower confidence limit, the result is

greater than zero, it means the school is above the national average. If the upper limit is below zero, the school has made less than average progress. Where these lines overlap zero, it means results are not significantly different.

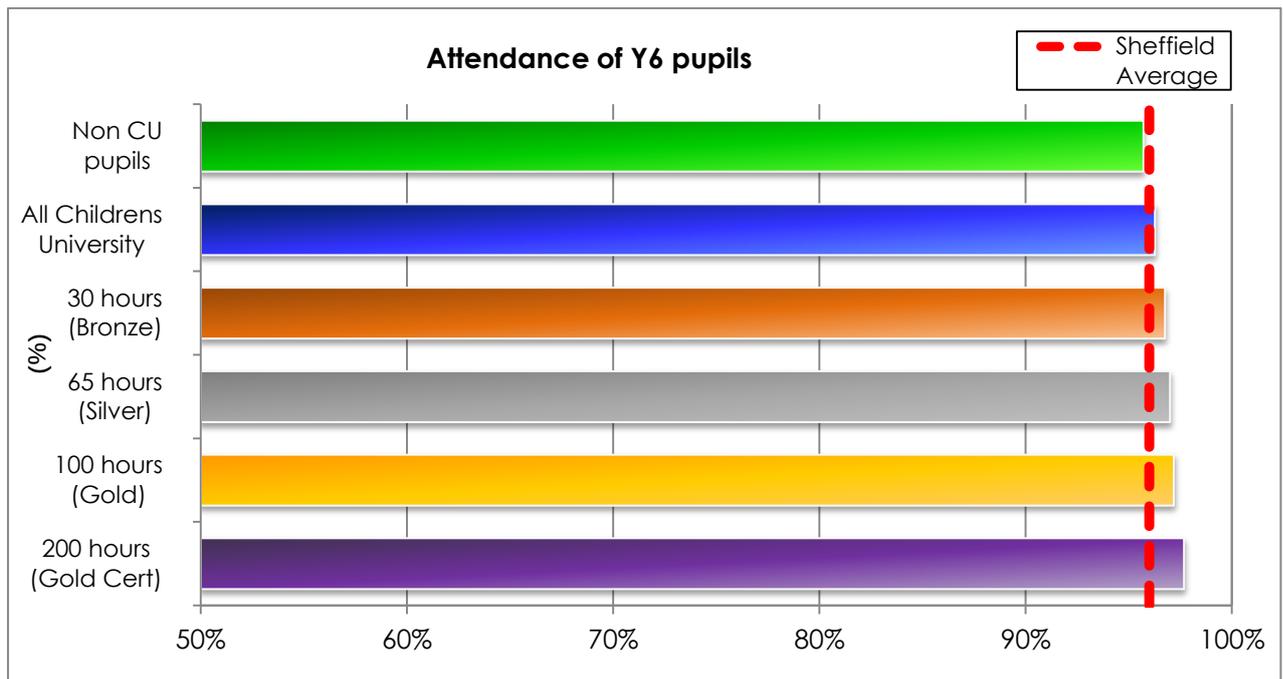


Looking at Maths progress results, we can see that whilst results for non CU pupils were not significantly different to those with similar prior attainment nationally, results for CU pupils, and particularly those at CU award levels were significantly above average in all cases. This result echoes the citywide results, which were just above average.

Results were also significant in the Reading progress measure, which citywide fell below average. Comparatively, CU pupils performed as well as those with similar prior attainment nationally, and for those with Gold Award for 100 hours, results were significantly above the national average, considerably improving on the citywide result.

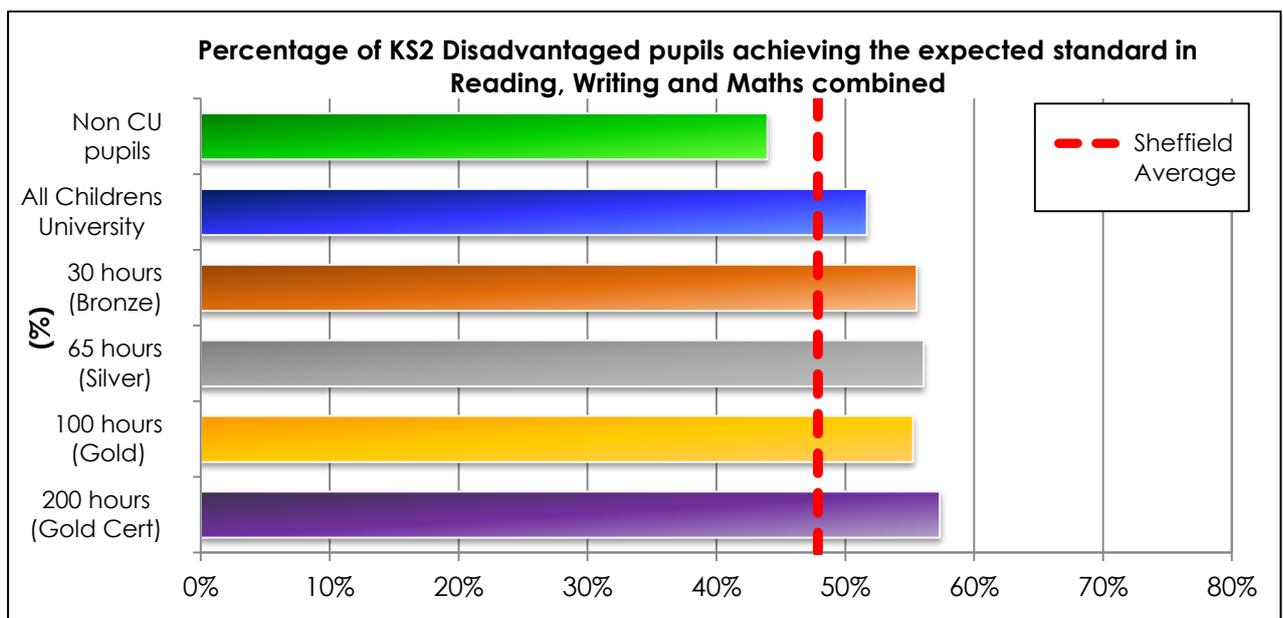


Attendance



From the chart above we can see that whilst attendance for non CU pupils meets the Sheffield average of 95.7%, attendance for CU pupils is slightly above average at 96.3%. At each of the award levels, attendance improves, with those at Gold levels for 100 and 200 hours bettering the citywide result by an average of 2%.

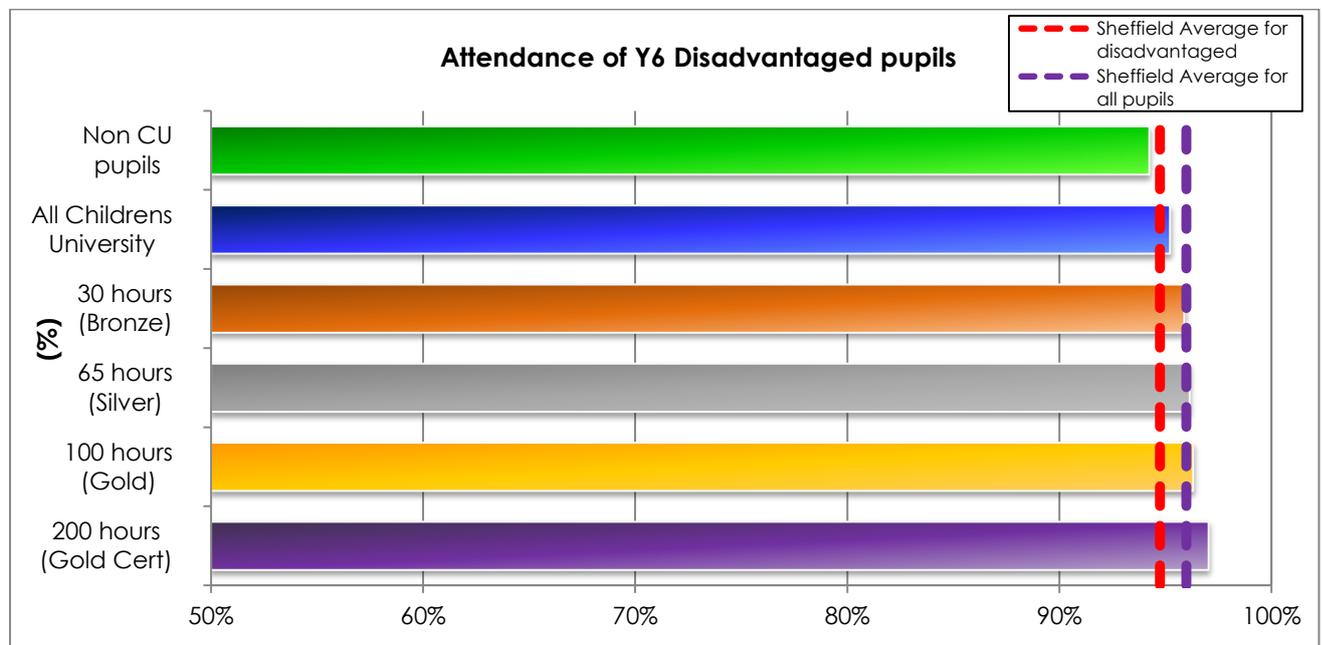
Disadvantaged



Disadvantaged pupils are those who have been eligible for free school meals at any time during the last six years and children who are looked after.

Typically, the academic performance of these pupils is much lower than their peers, so they receive Pupil Premium funding which supports schools in raising their attainment and helping close the gap. Of the 2,236 Y6 disadvantaged pupils in 2018, 51% have CU credits, with more than half (53%) having achieved a Bronze award or more for 30 hours of participation.

Citywide, 47.9% of all disadvantaged pupils achieved the expected standard in English and Maths. When looking at CU and non CU pupils as a whole, we can see from the chart that 44% of non CU pupils achieved this measure, falling below the Sheffield average by over 3%, reflecting last years result. However, CU pupils as a whole performed significantly better, with 51.7% of pupils achieving the expected standard. Performance for those at CU award levels further improved on their non CU counterparts, by an average of 12% and bettering the Sheffield average in all cases.

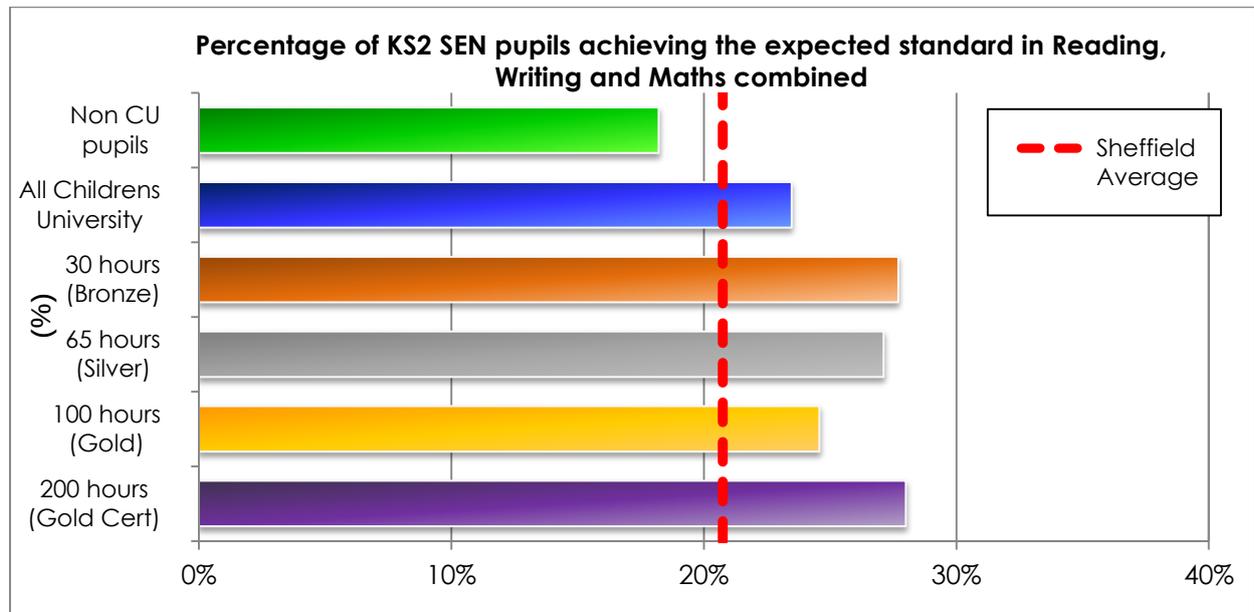


From the chart above, we can also see that attendance for CU disadvantaged pupils is considerably better when compared with non CU pupils. For those at CU award levels, attendance figures are particularly significant as they improve on the Sheffield average for disadvantaged pupils in all cases, and by an average of 3% at Gold levels, bettering the Sheffield average for all pupils.

This finding indicates that disadvantaged pupils involved in CU have better attendance, giving them much more opportunity to learn and achieve in school compared to their non CU disadvantaged counterparts.

Special Educational Needs (SEN)

In 2018, 48% of Y6 SEN pupils have CU credits, a slight decrease on last year's figure. This measure includes children with a statement of SEN or an education and health care plan (EHCP), and those receiving school-based support. Of these pupils, 50% have at least a Bronze award for 30 hours, whilst 20% have achieved a Gold award for 100 hours.



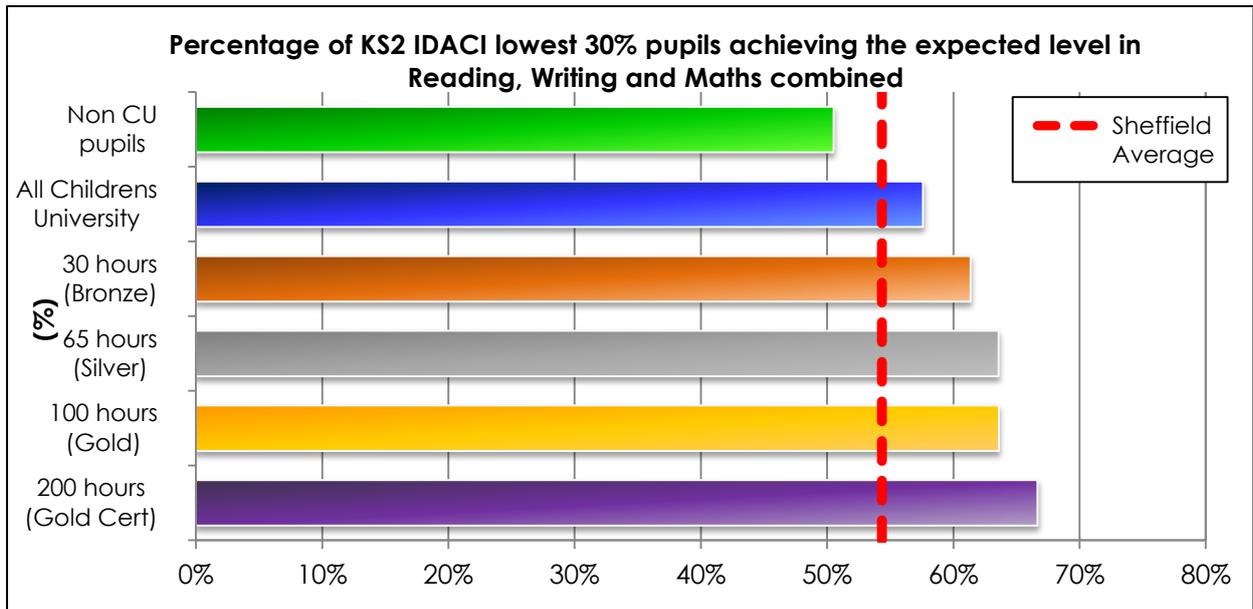
From the chart we can see that 23.5% of CU SEN pupils achieved the expected standard in the combined measure, surpassing their non CU counterparts by over 5%, and the city average for SEN by nearly 3%. For those SEN pupils at CU awards levels, performance improved, rising to 28% of those have achieved a Gold Certificate for 200 hours, bettering their non CU SEN counterparts by nearly 10%.

Income Deprivation Affecting Children Index (IDACI)

IDACI measures the proportion of children under the age of 16 in a local area that live in low income or income deprived households. This report looks at results for Y6 pupils who live in the bottom 30% of lower super output areas (an area defined by population for statistical purposes).

From the chart, we can see that 57.6% of CU pupils in these areas achieved the expected standard in the combined measure, which is significantly better than non CU pupils (50.5%) and the Sheffield average (54.4%). At each of the CU award levels, pupils consistently performed better than the local average, with over 60% of pupils achieving this measure at each level. For those at Gold award levels, performance was particularly significant, as they bettered

not only the city average for all pupils, but in case of those with 200 hours, the national average for all pupils too.



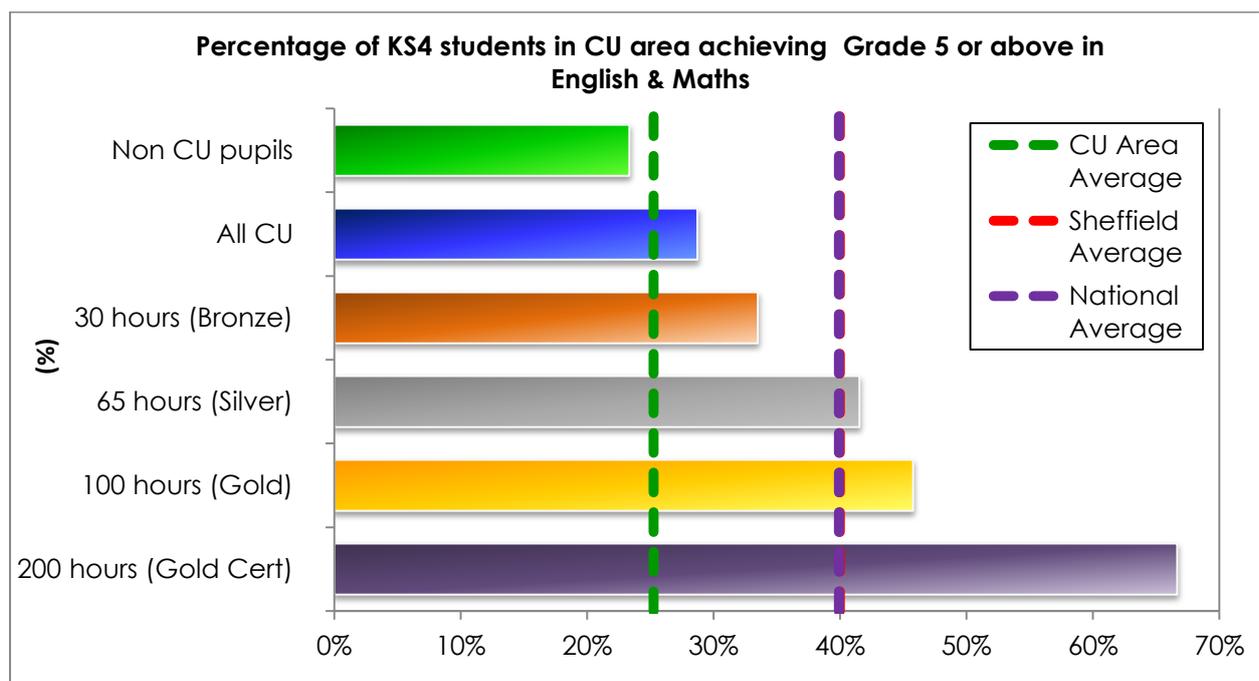
Secondary Participation and Performance Analysis

In 2018, 11% of all secondary students taking their GCSE exams had CU credits across Sheffield, a total of 563 students. This represents a further decrease in Y11 secondary participants, which was evidenced in last years report. Of these students 49% have at least a Bronze Award, whilst 20% have achieved a Gold Award for 100 hours of participation in CU eligible activities.

68% of these students attend one of a handful of longstanding CU subscribed secondary schools, up 10% from last years figures. As with the primary analysis, this reflects the current state of Sheffield CU, where no active recruitment of new schools has taken place, due to a number of factors so participation has been consolidated around existing schools and individual Passport users.

As a result of this, the secondary analysis will continue to focus on the designated 'CU area' in the North East of the city, where the majority of participation continues to take place in this dedicated group of CU subscribed secondary schools. This will ensure there is a valid comparison between CU and non CU students who have access to the same opportunities. The North East of Sheffield contains some of the most deprived neighbourhoods in the city, and traditionally attainment, attendance and aspiration are low. In this area, 36% of all students have over 25,000 CU credits between them, with over 50% having achieved a Bronze Award for 30 hours, and over 20% being at Gold Award level or above.

CU Area

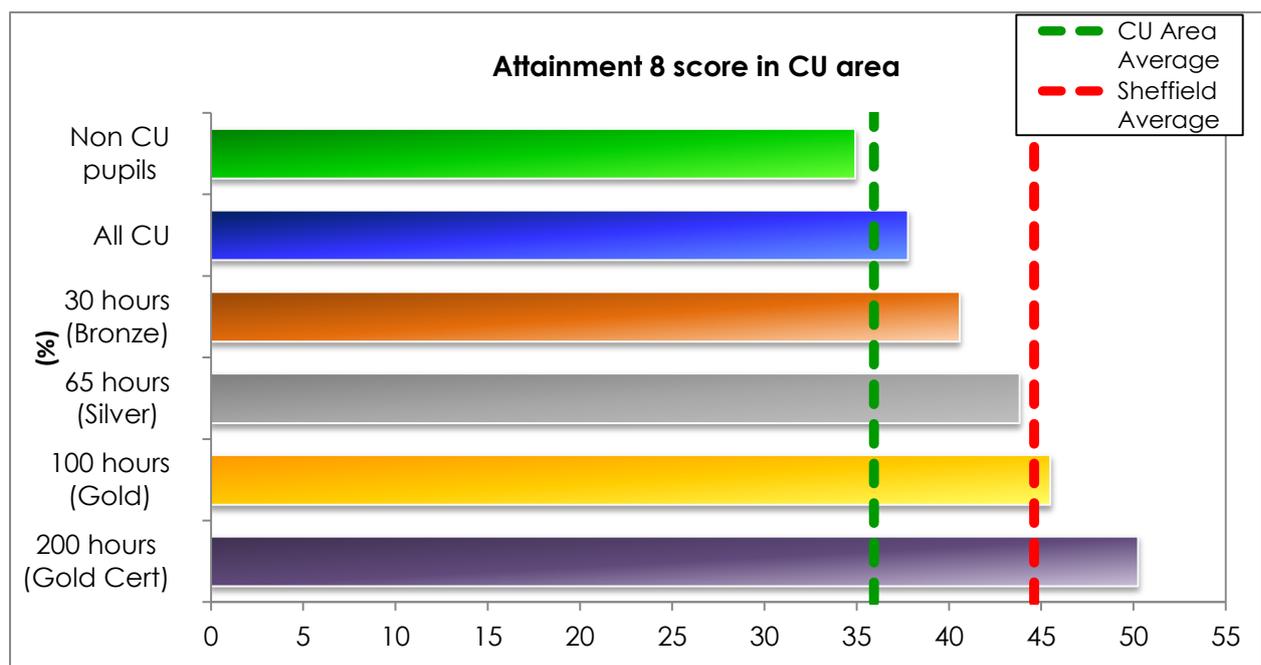


In 2018, a further 20 reformed GCSEs were graded on the new 9-1 (9 being the highest) scale alongside English Language, English Literature and Maths which were transformed in 2017. However, the key headline accountability measure of attainment in English and Maths at Grade 5 or above (equivalent to a high or 'strong' C in the previous system) remains the same and will be the focus of this report.

From the chart we can see that 23.3% of non CU students in the North East achieved a Grade 5 or above in English in Maths, over 2% lower than the area average, and 17% lower than the citywide and national average. In comparison, 28.7% of CU students achieved this key benchmark, surpassing the area average, and narrowing the gap when it comes to the Sheffield and national average (both around 40%). However, when we look at CU award levels, we can see that performance for these students improves significantly, with those achieving a Silver Award and above bettering both the Sheffield and national average in all cases.

Attainment 8

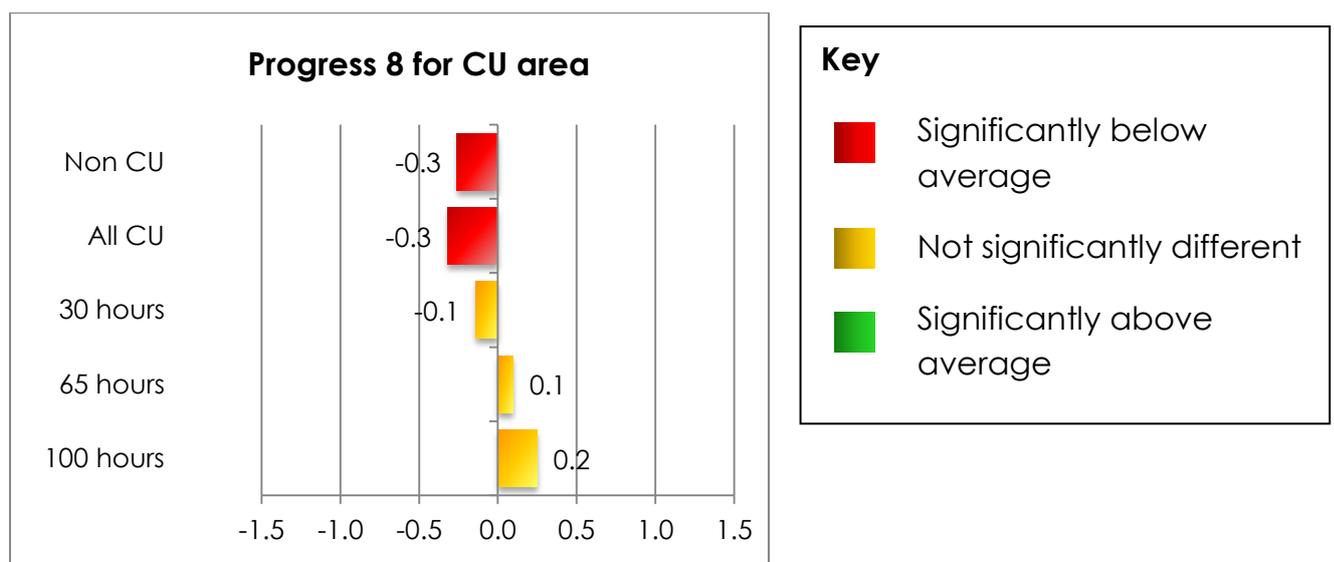
The Attainment 8 measure reflects a student's average achievement across a range of 8 subjects including English and Maths which is double weighted, 3 qualifications that count towards the English Baccalaureate (which includes science, languages, history and geography) and 3 further qualifications. Each grade a student achieves in these subjects is given a point score which is then added together to create the Attainment 8 score. In 2018, the average national attainment 8 score increased slightly to 44.3, whilst the Sheffield average was marginally higher at 44.6.



When looking at the scores of those in the designated CU area in the North East, we can see that whilst non CU students fell below the area average, CU students as a whole performed better than both non CU students, and the CU area average. Students at CU award levels improved further on this performance, bettering the area average in all cases. Furthermore, students at Gold Award and Gold Certificate levels exceeded both the Sheffield and national average, with average scores of 45.5 and 50.3 respectively.

Progress 8

The Progress 8 value added measure aims to capture the progress a student makes from primary to secondary school. It compares students' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. An average Progress 8 score is also used to determine whether a school is considered below the floor standard.

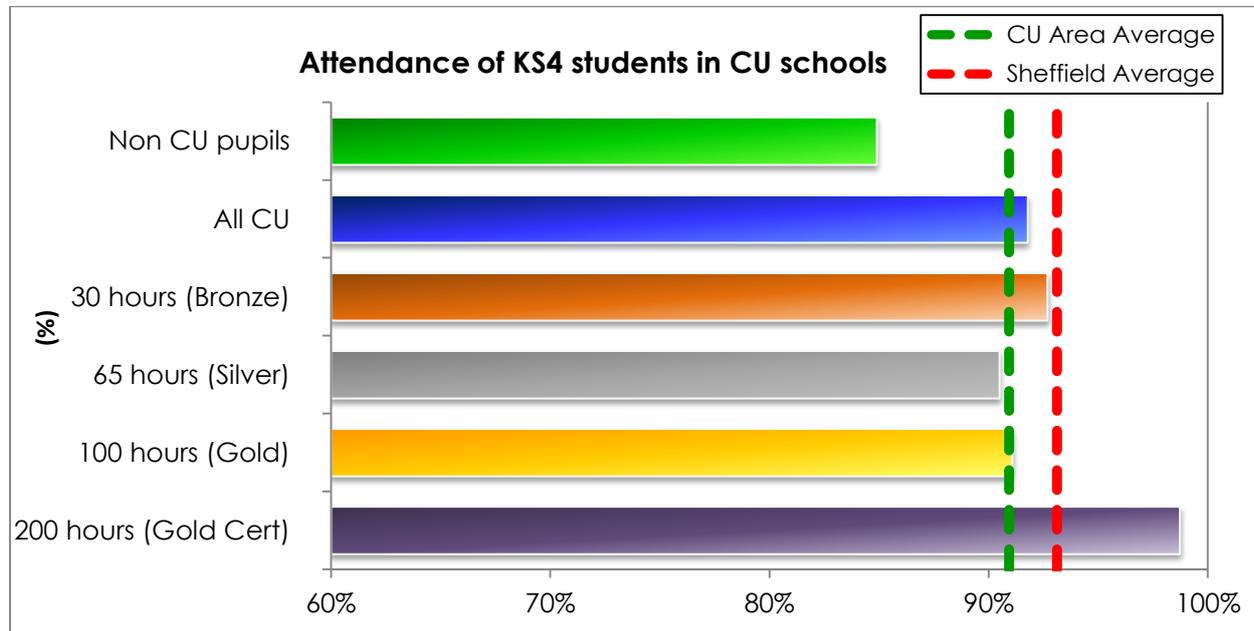


Citywide, the average Progress 8 score was 0 in 2018. Looking at the chart above, we can see that progress for CU and non CU students as a whole in the CU area fell below the city average, and was significantly below average when compared to those with similar prior attainment nationally. However, at CU award levels, this gap narrowed, and CU students performed as well as those with a comparable starting point nationally, indicating a more positive result.

Attendance

This year, attendance figures for one of the longstanding and largest CU secondary schools in the CU area were unavailable due to system changes.

The absence of this information will inevitably impact on attendance data and the results of any analysis, making it difficult to draw any firm conclusions. However, in the interests of transparency, data on the remaining schools in the CU area is presented, as in previous reports.

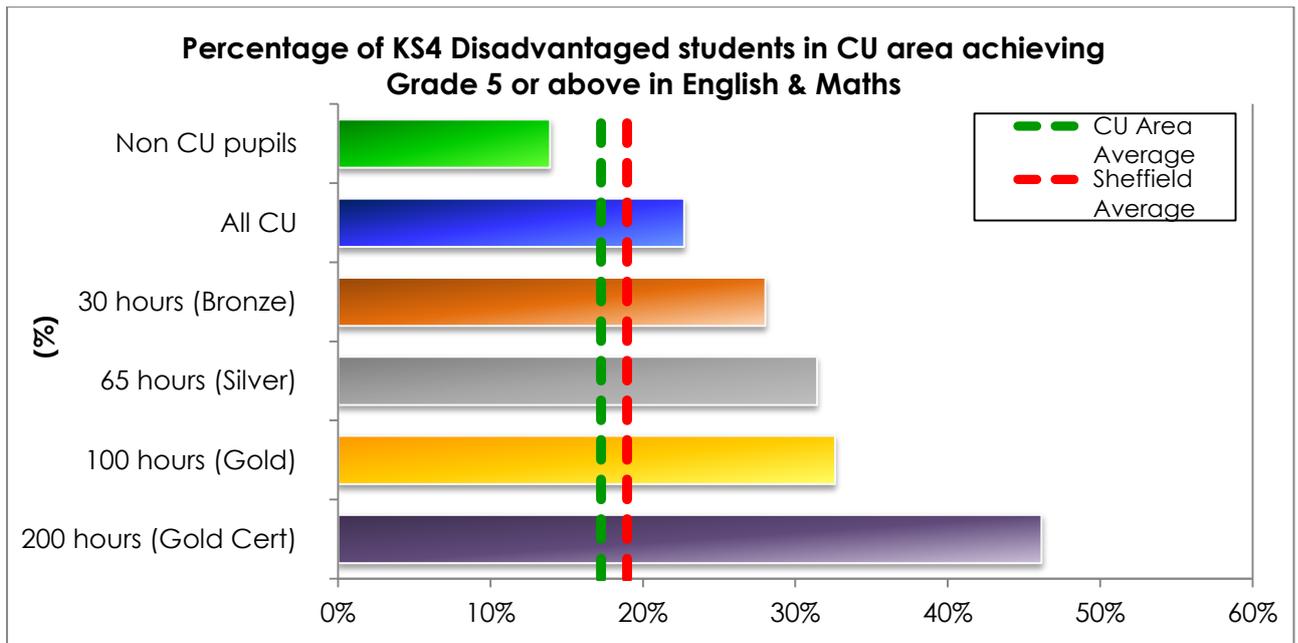


The chart shows that the attendance of the remaining Y11 CU students as a whole is above both the CU area average, and also with 1% of the average for the city. In comparison, non CU students fell below average by over 10%. Figures for CU award winners are considerably better than their non CU counterparts too, with an attendance of at least 90% or more at each level.

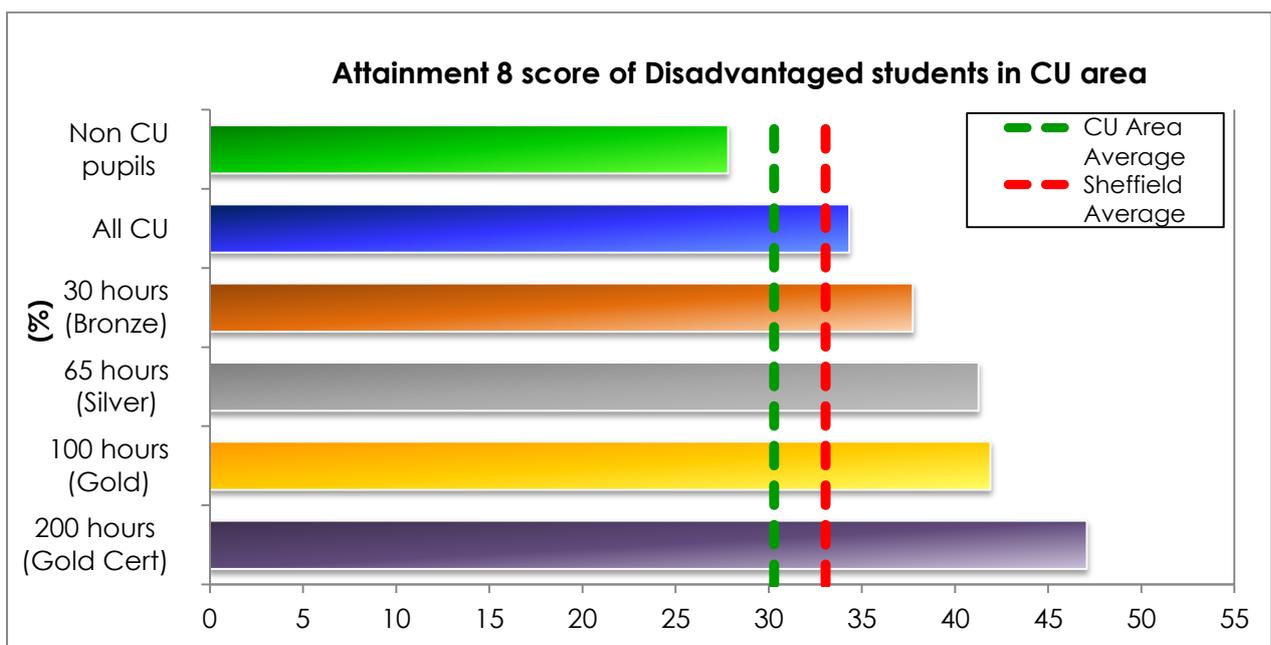
Disadvantaged

During 2018, 1,466 Y11 students citywide were eligible to receive Pupil Premium (PP) funding. Of these students, 18% have CU credits, a further decrease on last year's figure in line with previous trends. In the designated CU area in the North East, 38% of Y11 PP students have CU credits, which accounts for 80% of all the Y11 PP students with CU credits in Sheffield.

When looking at the performance of disadvantaged Y11 students in the headline accountability measure of achieving a Grade 5 or above in English and Maths, we can see that non CU students fell significantly below both the CU area and citywide average for disadvantaged students. In comparison, 22.7% of CU students achieved this measure, more than 10% higher than their non CU counterparts and over 3% higher than the area and city wide average. Performance for those who have achieved CU awards further improved on this outcome at each level, rising to 46.2% of those who have taken part in over 200 hours of CU activity achieving this measure.

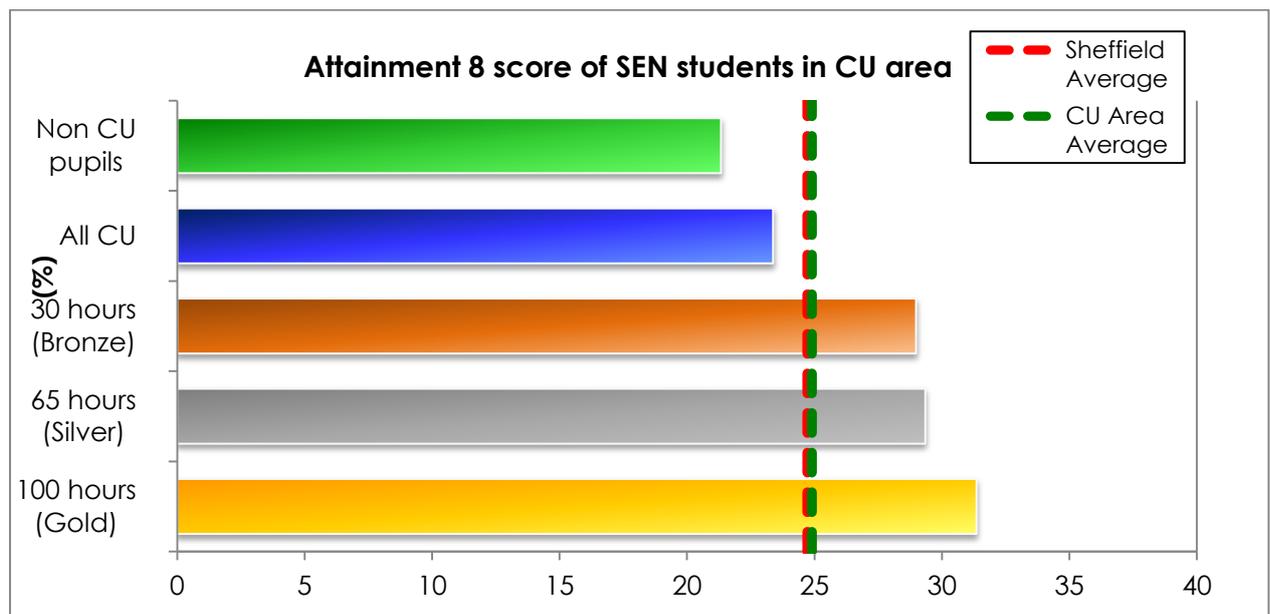


A positive result is also evident when we look at the Attainment 8 scores for disadvantaged Y11 CU students. From the chart, it is clear that the score for CU students is significantly higher than for non CU students, exceeding the CU area average, as well as the city average for disadvantaged students. At CU award levels, results reinforce this trend, as students consistently outperformed both their non CU counterparts and both local averages. At Gold Certificate level, performance is particularly significant as CU students had an average score of 47.1, exceeding both the average local and national Attainment 8 scores for all students.

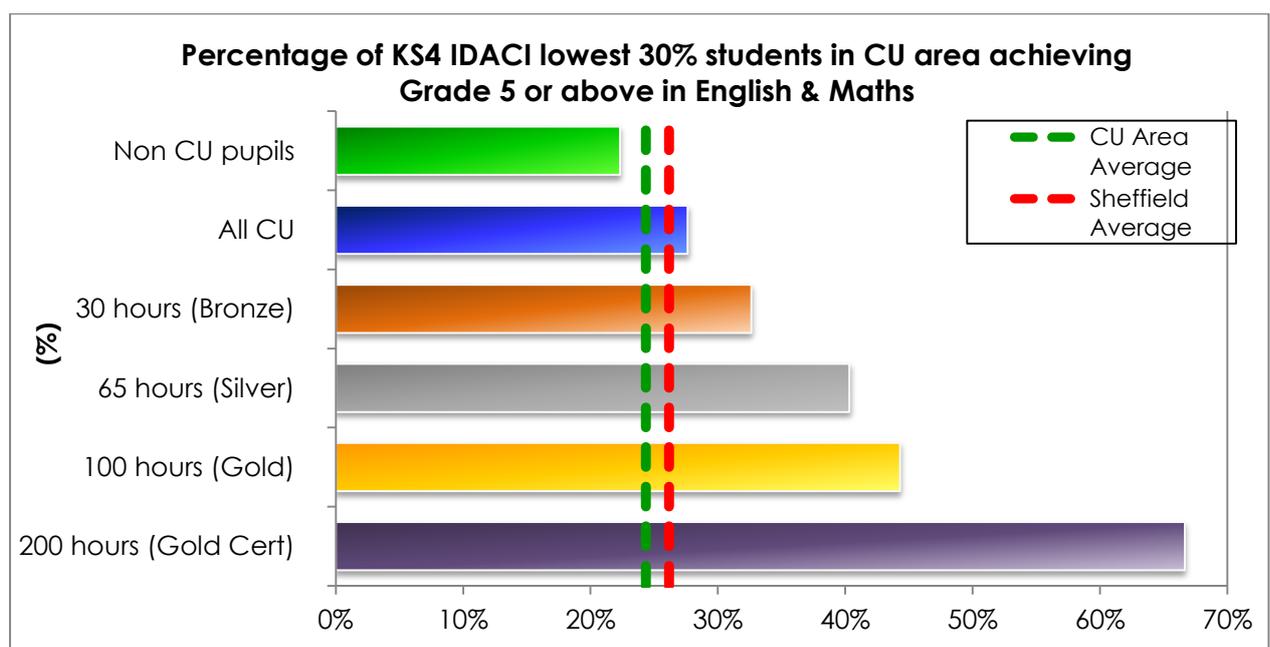


Special Educational Needs (SEN)

In the CU area, 28% of SEN Y11 students had CU credits. This measure includes children with a statement of SEN or an education and health care plan (EHCP), and those receiving school-based support. From the chart below, we can see that both non CU and CU students fell below the area and local average for SEN students in terms of their average Attainment 8 score, though CU students came within 1 point. At CU award levels however, performance was significantly better, consistently improving on both local averages for SEN students across the board.

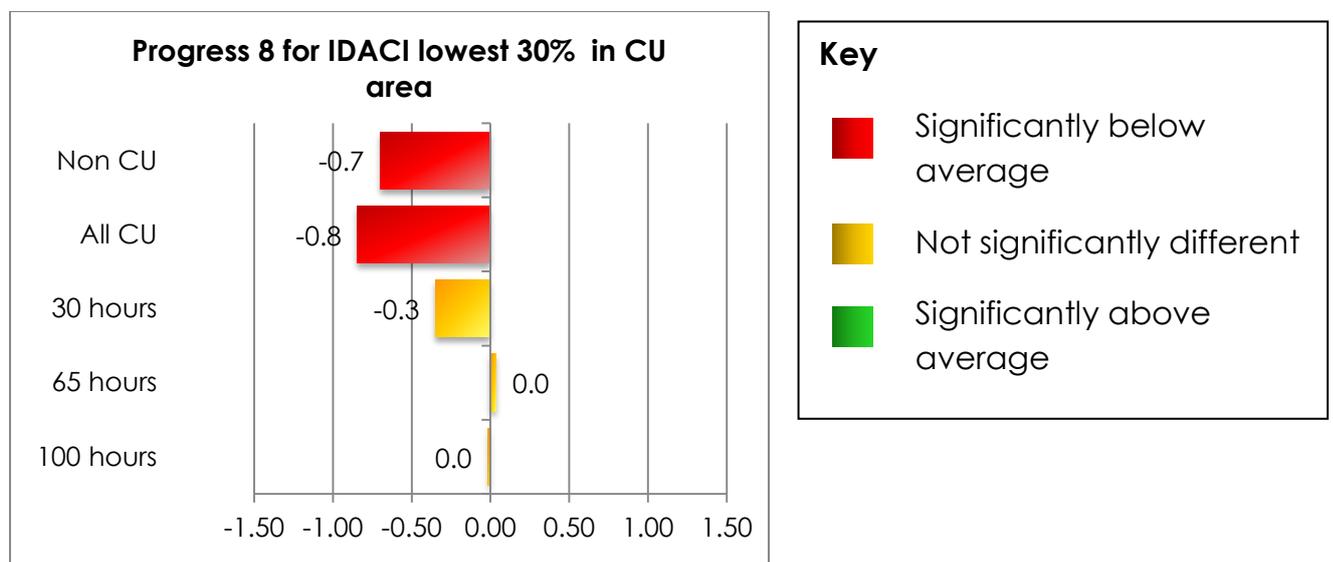


Income Deprivation Affecting Children Index (IDACI)



During 2018, 2,210 Y11 students were living in the bottom 30% of super output areas, as assessed by IDACI. Of these students, 43% live in the North East which contains some of the most deprived areas of the city and is the focus of this secondary analysis. In this CU area, 38% of these students have CU credits.

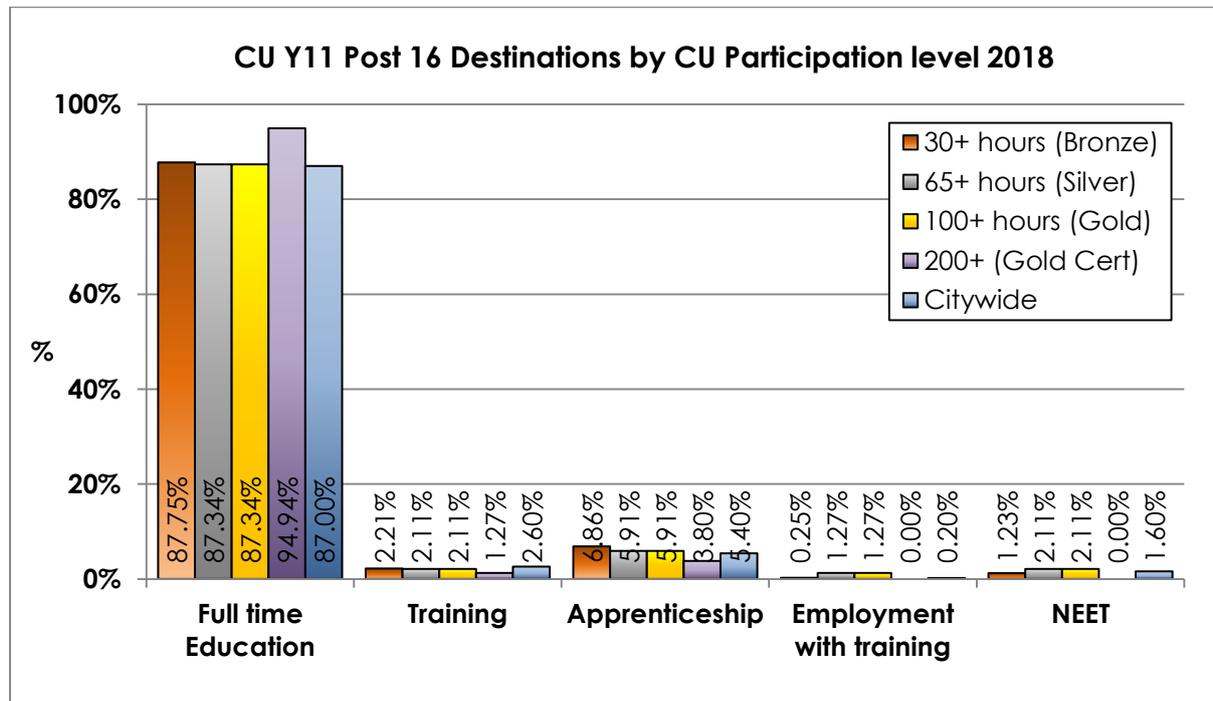
From the chart, we can see that 27.6% of CU students in this area achieved a Grade 5 or above in English and Maths, over 5% more than non CU students. Furthermore CU students as a whole exceeded both the CU area and city averages, whilst non CU students fell below these by an average of 3%. At CU award levels, performance improved, rising to over 40% of those at each of the Gold levels, bettering the local and national average.



When looking at Progress 8 results for this group of students, we can see that as a whole the progress of both CU and non CU students was significantly below average. Meanwhile, at each of the CU award levels, students performed as well as others with similar prior attainment nationally.

Post 16 Progression

Destinations of students after Key Stage 4 was a headline accountability measure for secondary schools in 2018. During this year, 37% of Y11 school leavers had CU credits, a slight decrease on last year's figure of 39%. Of these students, 95.8% moved into some sort of learning after leaving school, slightly higher than the Sheffield figure of 95.2% and last years figure of 95.5%.



The chart above allows us to look more closely at progression routes for those at CU award levels. At Bronze, Silver and Gold levels, around 87.5% of students on average moved into full time education, consistently just above the Sheffield figure of 87%. This rises to nearly 95% for the growing number of students who have achieved a Gold Certificate, significantly above the city average. As the majority of these students are from the North East of the city where attainment is consistently below the city average and aspirations are traditionally very low, this can be seen as a positive result.

The number of CU students up to Gold Award level moving into apprenticeships was around 6% on average, slightly higher than the citywide figure of 5.4%. The number of NEETS (not in education, employment and training) at each award level was also consistently below 2.5%, an improvement on last year's outcomes, and more in line with the city average.

Though it's difficult to draw a definitive conclusion from these outcomes, it's clear that findings from this analysis of progression routes reinforce trends identified in previous reports, and show improvements in some cases too.

Case Studies

Stephen – Sheffield CU Alumni

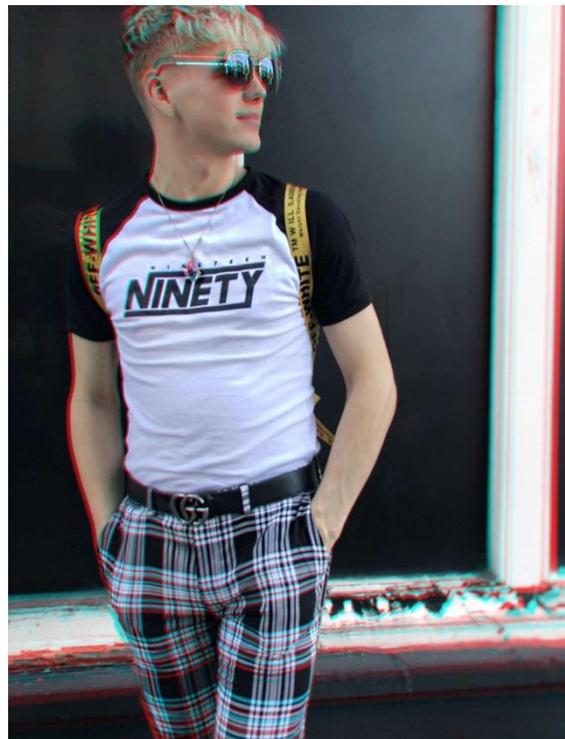
Children's University (CU) is often thought of as a catalyst – the provider of an opportunity - that little spark that ignites a flame in a child. You see their eyes light up, right in front of you, just like for one of our CU alumni, Stephen:

'I went to a local Boys' Brigade but while I was there, I saw that the church's amateur dramatics group were doing a pantomime at the same place. I decided to give it a go and there was no looking back. I found something I loved and I started more drama-related activities at school.' The perfect example of how the aims and vision of CU translate into the lives of children, young people and families across our city, each and every day.

It doesn't really matter whether, like Stephen, they choose to take up an activity with a burning ambition for the rest of their lives, or, whether they simply enjoy it, reflect on the new skills they've learned and take them forward as they move onto the next activity. The important thing is that they had a go, tried something new, challenged themselves.

We see this happening in earnest in Key Stage 2 where children are developing their confidence to try new things, to learn new skills and most importantly, they begin to really recognise and understand the importance and value of learning. Their momentum gathers and we see their participation in CU increasing.

For some, the transition to secondary phase results in them participating less frequently in extra curricular activities for a variety of reasons, and some might argue that CU isn't as relevant for secondary pupils as it is for those in primary. But we at Sheffield CU know differently. We don't stop at the end of Key Stage 2 or even Key Stage 3. While ever our pupils are striving to explore additional learning activities, develop new skills and be rewarded for their participation, then we'll continue to track and celebrate them.



For some pupils, their spark of interest might not even ignite until they are at Secondary school, and so for us, it's important that those CU opportunities are available for pupils of all ages, just like Stephen, who takes us back to the start of his story in his own words...

'I started Sheffield CU around 2013, when I was about 13 years old attending Firth Park Academy. I mostly did performing arts based activities, like dance crew, the pantomime of course, drama clubs etc. As a performer in training now, this type of thing really pushed me and inspired me to continue with my passion.'

From Stephen's CU learning profile, it's clear to see that his participation in CU activities rocketed between him starting CU in Year 8, September 2013 when he had 8 credits (or hours of activity) to April 2014. By this time, he'd participated in 191 hours of voluntary, extra learning in a range of activities all in his own time, and he attended his first CU Gold Awards Ceremony.



'I remember coming to the ceremonies with all my friends. It was like a huge gathering for all of us, to get dressed up and feel special which was great. The caps and gowns were fun to try on, and I vividly remember all my friends and I dressing in the caps and gowns and feeling so accomplished.'

CU had clearly had an impact, adding value by recognising and celebrating his achievements and helping to fuel his passion even further. By April 2016, Stephen was now in Year 11 and had taken part in 285 hours of CU activities,

attending another ceremony to receive his latest CU awards, which by now had helped shape his career pathway. The ceremonies are a fantastic opportunity to celebrate each and every young person's commitment to learning in their own time, but for older students, the focus begins to shift from the pure celebration, certificates and badges, to raising aspirations for their future, showing them that they too can aspire to bigger and brighter things – whether that be training, employment, college or university. It's about inspiring those around them too, opening their eyes to the opportunities available.

'I took my Mom to the ceremonies with me and to be honest, I didn't talk a lot to my family about what I did in my spare time. When she realised all of

the amazing things I had been doing through this programme, she was really proud of me and it brought us closer together.'

Stephen's passion for performing arts grew further throughout his time at college while he was studying musical theatre. 'From there, I landed a place in my dream conservatoire/university, The Liverpool Institute for Performing Arts (LIPA) where I'm studying now' he proudly explains.

We asked him 'How did those hours spent in activities back at school have an impact on your life now? Did it really make a difference?' His answer is simple really. 'Yes! My CU experience has definitely aided in my success because without it, I wouldn't have been so interested at a younger age and I wouldn't have been so proud of myself, to then push myself to go further with it.'

Not only did CU activities light that spark in Stephen, but his participation also helped to develop his confidence and drive to be who he wants to be, and to work extremely hard to achieve those goals. Of course, it's never easy and there have been many hurdles along the way, but his love of performing arts is clearly keeping his ambition burning brightly – as bright as his future ahead of him no doubt. Stephen has an important message for the children and young people of Sheffield CU, following in his footsteps...



'I think an important thing to mention is that I am still passionate about performing arts. There have been so many cuts to performing arts and study programs recently, which is really unfortunate.'

'But my message is, if you are passionate about it, go for it. Find every little thing around you to guide you to success. Don't be held back by what other people think of you because in a few years, the chances are they'll be watching you, wishing they knew you. When I was part of this experience, I got told it was a waste of my time and energy, "Do something useful". However, after people have seen how far I've gotten with the help of this amazing programme, all of that changed, and I am now being praised for my talent. You are you, do your favourite things and be unapologetic about it.'

SIV

One of the key strengths of Sheffield CU is the strong, collaborative and mutually advantageous partnerships it facilitates and nurtures with a wide variety of key stakeholders. The CU team work closely with schools but also with Learning Destinations and other organisations, all for the benefit of children, young people and families in our city. Andrew Snelling, Chief Executive of the Sheffield City Trust Group who own one of our largest group of Learning Destinations, explains more about our important partnership with SIV:

‘Our relationship and involvement with the Children’s University programme is one that has grown extensively over the last eight years.

As a Health and Well Being charity, Sheffield City Trust and its operating subsidiary SIV have over 8,500 children participating in a range of sporting activities across eight sporting facilities, all of which are CU Learning Destinations.



We take great pride in being part of the scheme, which can see some children do over 500 coached hours per calendar year, with the benefits always being fruitful through the thorough annual impact report from CU.’

For our Learning Destinations, the benefits are clear; not only are they able to offer added value in terms of national recognition and accreditation to their activities through Sheffield CU, they are also able to see and evidence the real difference participation in their activities can make to their users. Andrew continues:



‘This pride is certainly matched by the children and families, who positively engage in day to day conversations around the scheme and can often be a driver that leads to children doing further extra curricular activity - whether that be swimming lessons, learning to skate or attending one of our Ofsted accredited holiday camps.’

This one of the key objectives of Passport to Learning, which is used at validated Learning Destinations such as SIV. Its purpose is to encourage children and young people to actively look for CU-validated activities and events that will earn them even more CU credits. This in turn brings increased business and engagement to Learning Destinations just like SIV, but it's much more than that – it's about using Sheffield CU and the Passport to Learning as a motivational tool to engage families, and keep them engaged, in high quality, learning activities. And importantly, it's about celebrating this participation and achievement through our CU awards and ceremonies. In recent years, SIV have started to play an important role in this too as Andrew explains:

'We have had the pleasure of not only hosting activity to receive the credits, but we also host some of the award evenings, most notably at Sheffield City Hall.



These evenings bring together and celebrate all of the superb work that is undertaken by all involved, further demonstrating that the CU scheme is a powerful motive for children across Sheffield to engage further in sporting activity.'

Of course, making sure CU credits can be awarded and celebrated for SIV activities requires lots of coordination behind the scenes and with eight different venues, it's no easy task! However, continued commitment to our valuable partnership by SIV staff has ensured more than 13,000 hours of learning activity have been accredited at SIV activities during 2018/19 so far, all of which will be celebrated by Sheffield CU, maybe even at a SIV venue too!

So why does this partnership work so well and continue to thrive? Andrew has the answer: 'The ethos of both organisations are very similar: we strive to allow and encourage children to be physically active, and have fun while doing so.'

Conclusion

This report continues to evolve with the significant changes and adjustments in primary and secondary assessment and incorporates the headline accountability measures, matching them against participation in extra curricular activity in order to demonstrate the impact of CU in Sheffield.

Results again reinforce the strong link between participation in CU activities and academic performance and attendance, as evidenced year on year in previous published reports. In each performance measure, children and young people who are members of Sheffield CU consistently perform better, particularly at CU award levels, than their non CU counterparts as well as the local and citywide average. In depth investigation of progress levels, achievement and attendance for CU students from vulnerable groups, geographical areas, and the city as a whole clearly demonstrate the positive impact of participation across the board.

National research from this year also reinforces these findings. In December 2017, the Education Endowment Foundation Children's University Evaluation Report concluded that children in CU schools made two additional months progress in reading and maths compared to children in other schools. Also, children eligible for Free School Meals (FSM) in CU schools made an additional month's progress in maths and small gains in 'teamwork' and 'social responsibility' compared to those eligible in other schools. CU participants were also more likely to select professional occupations as their future aspiration, as reinforced by case studies in this report.

Consistently, national research shows that extra-curricular activities contribute to the development of life skills (Sutton Trust 2017, Social Mobility Commission 2019) but children from disadvantaged backgrounds in particular are less likely to participate in activities. This inequality in access to activities helps to feed the inequality in life skills development. By introducing a framework for recognition and working closely with schools and Learning Destinations to develop their extra-curricular programme and encourage good practice, Sheffield CU helps address these inequalities. It inspires children to have fun, try new activities and create their own personalised learning journey whilst building essential life skills in the process. It also enables the creation of wider strategic networks to facilitate the sharing of skills, knowledge and best practice regionally, all of which help contribute towards higher levels of achievement.

Sheffield Children's University

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