

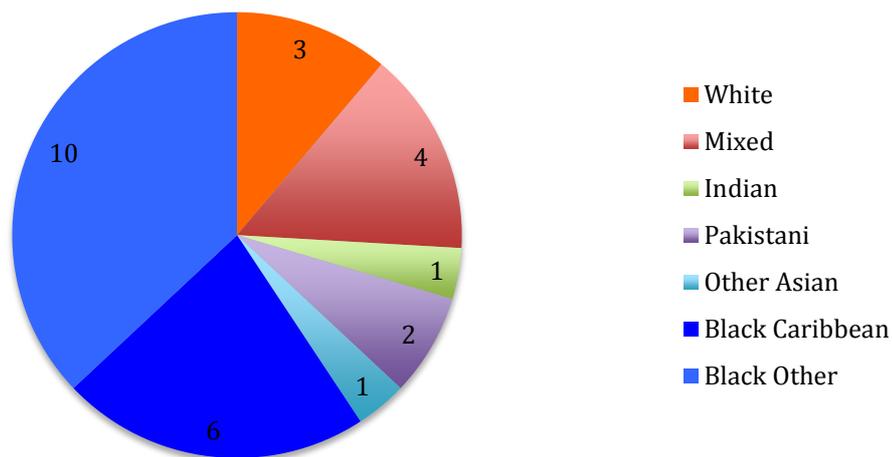
## CASE STUDY

### FAST Impact on Pupil Performance – An Example of an English Primary School

#### 1 Introduction

- 1.1 This report describes the findings on FAST impact at a school located in Birmingham, West Midlands. It is a community school for boys and girls aged 4-11 years. The school offers a broad curriculum and encourages participation in after-school clubs that include gardening, sports and athletics, dance, puzzle and film clubs.
- 1.2 They joined FAST in 2011 and remain a good example of the positive impact of FAST on pupil performance. The dedication and commitment of the school's leadership facilitates family involvement in FAST.
- 1.3 This report describes the performance of a cohort of Year 2 pupils in the summer term of 2012/13. The cohort size was 28 (boys = 13; girls = 15). The majority of the cohort (16/28) was Black (Figure 1).

**Figure 1: Pupil Ethnicity Distribution**



- 1.4 The majority of pupils (16/28) had free school meal (FSM) status; 4 were SEN- School action pupils; and 3 were Action Plus/Statement pupils. Half of the pupils had English as first language.

#### 2 Context

- 2.1 Nine pupils enrolled in FAST cycles 1 and/or 3. Their attainment levels, defined as average point score (APS) was compared with those of pupils that did not enroll on FAST (non-FAST). Both groups were compared on two criteria:
1. APS on Reading, Writing, Maths and Science
  2. Proportion of pupils that attained the national APS of 15 or more in each unit of attainment
- 2.2 As there was no evidence of normal distribution in APS, Mann-Whitney U test ( a non-parametric test) was used to determine APS differences in FAST and non-FAST pupils. Fisher's Exact Test was used to compare differences in the proportion of pupils in each group that attained national APS of 15 or more. Level of significance was set at 0.05.

### 3. Results

- 3.1 FAST pupils had significantly higher APS on Writing ( $p=0.03$ ) and Science ( $p=0.04$ ) than non-FAST pupils. However, there was no significant difference in APS between both groups in Reading ( $p=0.06$ ) and Maths ( $p=0.16$ ) (Table 1).

**Table 1: Differences in APS between FAST and non-FAST pupils**

	FAST average APS	Non-FAST average APS	Mann Whitney U	p
Reading	16.5	13.5	168	0.06
Writing	16.8	13.4	175	0.03*
Maths	16.3	13.9	159	0.16
Science	15.9	13.8	173	0.04*

\*Significant difference

- 3.2 All FAST pupils attained the National APS level in Reading, Writing, Maths and Science compared to non-FAST pupils who had lower proportions of attainment. The difference in attainment levels between the two groups was significant in Reading (Fisher's Exact  $p=0.03$ ); Writing ( $p=0.03$ ) and Science ( $p=0.03$ ). However, there was no significant difference in Maths attainment between the two groups.

### 4. Conclusion

- 4.1 Overall, FAST pupils performed better than their non-FAST counterparts, especially in Writing and Science where APS were significantly higher in FAST pupils.
- 4.2 National attainment rates were significantly higher in FAST pupils in Reading, Writing and Science but not in Maths.
- 4.3 One of the limitations of this analysis is that it describes correlation rather than causation, as there could have been other reasons for the differences between both groups. However, the level of significance strongly suggests that participating in FAST can contribute to improvement in school performance.