



## Background

Craigavon Locality Planning Group (LPG) was established in 2014. Membership of the group include a range of community, statutory and voluntary organisations with a remit for children and young people in the area. The group aims to improve the well-being of children and young people through a multiagency planning approach.

The group set it's six priority areas for 2015-2017; with one of the priorities to improve Educational Attendance Rates and Educational Achievements.

In 2017 the LPG agreed to work with Portadown YMCA to host a Milkshake and Maths pilot project for young men within the Portadown area. The aim was to provide small group Maths tuition to 8 young people predicted a Grade D or lower in Maths GCSE with the aim to help improve their chances of attaining grade to C or higher in their Maths GCSE.

The outcome of the workshop was to:

1. Improve educational achievement.
2. Provide an opportunity for young people to participate in extra education and training.
3. Increase the young people's confidence in improving their education

6 of the young men who engaged well with the programme attained Grade C in their GCSE Maths.

From February-June 2018 the programme was replicated: evidence still showed that young men from working class Protestant backgrounds performed worse off than their peers in Maths GCSE.

10 young men from the Portadown area engaged in the programme with a tutor: a teacher at Craigavon Senior High School where the young men also attended.

### Southern Area Outcomes Group Outcome

#### Enjoying, Learning and Achieving:

- ✓ *Parents/Carers, Children and Young people are supported to understand the importance of, and to attend/participate in education and training.*

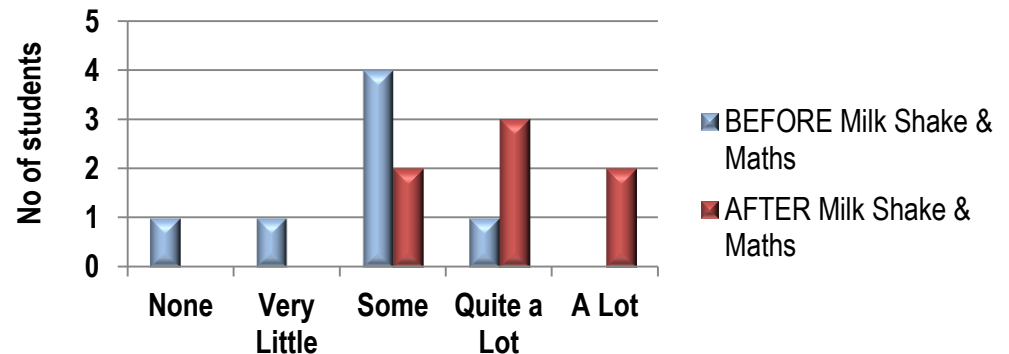
## How much did we do?

- 10 young males attended the sessions over 9 weeks
- 8 attended regularly, 2 attended less often due to work commitments and poor engagement
- Training delivered by local Maths teacher at Craigavon Senior High school

## How well did we do It?

- Partnership between CYPSP (Craigavon LPG) and Portadown YMCA
- 7 students completed evaluation forms after the study programme was completed
- From evaluations:

**How would you rate your knowledge of Maths before and after Milk Shake and Maths?**



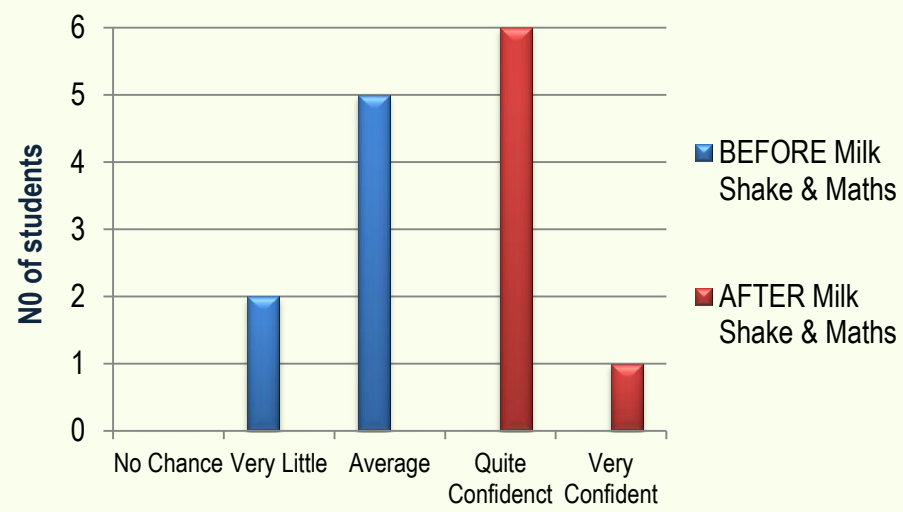
- **WHAT THEY HAD LEARNT:** 3 (43%) rated "Excellent", 3 (43%) rated "Very Good" and 1 (14%) rated "Good"
- **THE TUTOR:** 5 (72%) rated "Excellent", 1 (14%) rated "Very Good" and 1 (14%) rated "Good"
- **MATERIALS USED:** 3 (43%) rated "Excellent", 2 (29%) rated "Very Good" and 2 (29%) rated "Good"

GCSE  
MATHS

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 $x=0$   
 $x$   
 $\triangle$

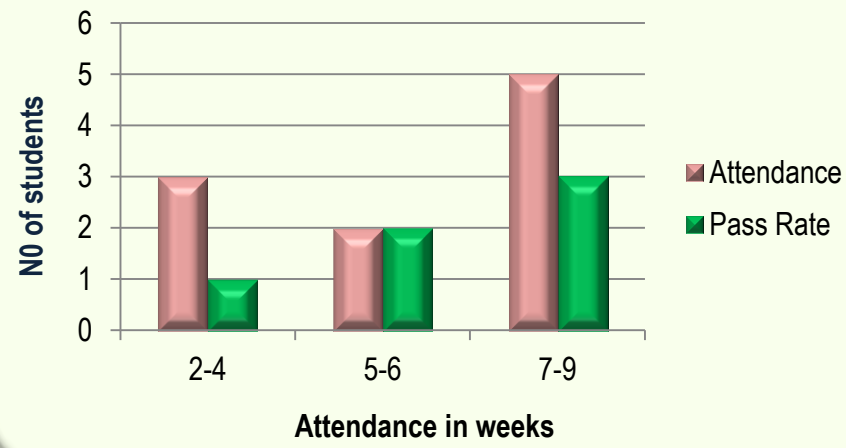
Is anyone better off?

Students rated their chances of passing GCSE Maths BEFORE and AFTER the tutor's programme



Self-rated chances of passing Maths GCSE

Pass Rate Comparison with Attendance Rate



- 6 young men who attended regularly all obtained Grade C in their Maths GCSE
- 2 young men who did not engage regularly failed to pass
- Over 2 years of the programme delivery, those who have not fully engaged with the programme have been unsuccessful in attaining Grade C or higher in their Maths GCSE
- 33.3% of students who attended less than 5 weeks obtained a pass, 100% of those who attended between 5-7 weeks attained a pass and 60% who attended 7+ weeks obtained a pass

# feedback

*The most useful thing about the programme was...*

*"Learning past paper techniques"*

*"Pythagoras"*

*"The tutor!"*

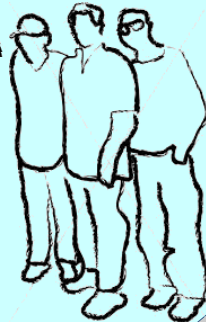
*"It was useful as it gave me extra help needed"*

*"Everything"*

*"Group work and past papers"*

*"Everything"*

**Feedback from students...**



## **Feedback from Tutor...**

There was a clear progression in knowledge in those pupils with regular attendance. Topics some pupils previously struggled to even recognise soon became those they were most confident in.

It was a pleasure seeing a change of attitude in pupils: previously reluctant to try some of the work due to lack of confidence and over the weeks they gradually became more motivated and positive.

Working together in a more relaxed environment than the classroom gave them the opportunity to learn from their peers and encourage each other.

[2 students] had zero confidence to start with and had both got a grade D in the module last January which I then helped them with when they repeated in June. So pleased they got their C and I know they'll be thrilled. [Another student] is in our lower ability class at school and I know how much of a boost this will give him going into further education and also how many more opportunities it will provide for him.

*and lastly*

