Using Data for Impact

A Research Project on Quietly Disadvantaged Pupils

RHINOS – “Really here in name only”

What have we learnt?

- From our studies of the performance in English and Maths of the students we had identified as RHINO’s we found that the comments in reports generally reflected the ‘profile’ of a RHINO. Such comments included ‘quiet; rarely contributes to class discussions’, ‘would like to see X contribute more freely in class discussions’, ‘has thoughtful ideas, but can be reluctant to share them’, ‘can be very quiet in lessons’. This indicated that written reports were reasonably effective in identifying these students.
- A study of the use of the ‘A-for active participation’, ‘D-for dedication for task’ and ‘F-fully committed to learning but there are subject specific concepts that need developing’ likewise indicated that PCTL data is picking up RHINO students as the majority of the students studied had at least one of these codes in their last 2 PCTL’s in both Maths and English.
- An analysis of the APS for KS2, APS for KS3 and current APS for RHINO students and a control group compared with the whole Year 11 cohort showed that while the control group were performing at a very similar level to the rest of the year group the RHINO group consistently displayed a ‘gap’ ranging from -1.22 to -0.59 from KS2 to KS4. The gap was largest at KS2, fell to -0.59 at KS3 and increased to -0.92 at KS4.

Methods

- Approximately 20 Year 11 students were identified and agreed upon between members of the MLC as conforming to RHINO criteria (see above) in lessons.
- We originally planned to measure these students’ reports across all subjects covering their entire time at Millais. However, due to the limited nature of our available data aggregation tools, and the time-consuming nature of this process, we decided to limit our scope to the core subjects of English and Maths.
- Yearly PCTL data was then collected for each of our identified students, collecting teacher comments and improvement foci. We then looked for mentions of RHINOism across these comments.
- APS data for KS2, KS3, and KS4 was also collected for these students and compared to that of a control group of a similar APS, and to that across the school as a whole.

<table>
<thead>
<tr>
<th>Group</th>
<th>Year 1</th>
<th>Academic Year</th>
<th>Total 11</th>
<th>KS3 15-16</th>
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<tbody>
<tr>
<td>Non-RHINO</td>
<td>20.05</td>
<td>30.25</td>
<td>39.75</td>
<td>31.48</td>
</tr>
<tr>
<td>CONTROL</td>
<td>26.96</td>
<td>39.59</td>
<td>54.65</td>
<td>36.95</td>
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<tr>
<td>RHINO</td>
<td>27.74</td>
<td>38.81</td>
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<tr>
<td>Exercises</td>
<td>1.12</td>
<td>-0.32</td>
<td>-0.64</td>
<td>0.19</td>
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<tr>
<td>Literature</td>
<td>4.03</td>
<td>6.07</td>
<td></td>
<td>-0.49</td>
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- There is some evidence of RHINO criteria amongst a proportion of students at Millais. Our reporting methods at Millais mostly identify ‘quiet’ students (eg: through A and D on the PCTLS).
- Data shows that RHINO’s fall significantly below in APS compared to those of similar expected attainment.
- The gaps in APS are largest in KS2, this gap then narrows in KS3, finally increases again in KS4.
- In order to have impact on RHINO’s, there needs to be an increased awareness of strategies to engage them.

- Gaps in performance: How to bridge the gap?
- Impact of RHINO on learning: What more can we do?

WHERE NEXT?

- Strategies to build self – esteem to support pro-active activity in lessons
- Raising awareness of RHINOs and their academic and personal development
- Pupil voice of RHINO students and their feelings and experiences

Edtech: Giving introverted students a louder voice