

# Impact Report Academic Year 2017/18





*Driver.*

**Sarah Driver**  
**Chair and Founder**

As a charity, DYT is constantly reflecting upon what actually makes a difference to those pupils who struggle with literacy. We pride ourselves on taking an evidence-based approach, on working in schools with leaders and teachers and not 'from afar', and in constantly analysing our work and asking how we can improve upon it. I believe it is this that demonstrates the unique and powerful approach that DYT offers to schools and to the wider educational system. Consequently, the 2017/18 academic year has seen us take big steps forward with a new strategy, an expanded team with a range of specialist expertise and revised approaches to our work.

In the last academic year we have continued to invest in our partner schools to better meet the needs of learners with literacy difficulties by improving teacher capability and therefore school capacity. We have consciously and judiciously focused our efforts on a relatively small number of partner schools adding to the 75 schools we have supported over the past three years; last year alone we reached over 10,500 children and 1,800 teachers.

We have continued to press the government and those decision makers across the sector to recognise the importance of addressing these learners' needs. A year ago I met with the minister for Children and Families, Robert Goodwill, and this has continued with meetings held with senior opposition MPs, the Education Select Committee and a number of key civil servants. I feel our work, our lobbying and our specialist reports are finally paying

off when we see, for example, Ofsted paying particular attention to issues we have raised about accountability since publishing our research report *Joining the Dots*. Similarly since highlighting the lack of focus on SEND in mainstream education in our most recent report, *Through the Looking Glass*, the Education Endowment Foundation has for the first time published guidance on effective interventions.

Going into 2019 I am confident that we will continue to deliver impact in our 30 new partner schools and in our work with partners across the sector to realise our goals in policy, practice and research.

I would like to take this opportunity to recognise the extraordinary contribution of DYT's team, both past and present, to which we owe much and to whom I am grateful.

---

**Driver Youth Trust is a charity committed to improving the outcomes of young people who struggle with literacy.**

Our vision is for every young person in England to receive an education which is responsive to their literacy needs. We work to ensure that this is at the top of the agenda for schools and those in power.



We work in **schools** so every young person can access the highest quality education that is responsive to their literacy needs.

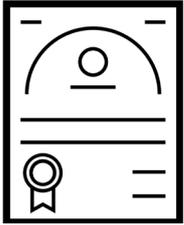


We work with **decision makers** so society understands the nature and impact of literacy difficulties and decides to do something about it.

This is a report of our activities and impact in the **2017-18** academic year.



## Work with schools 2017/18



We trained **1,820** teachers in inclusive literacy strategies and approaches



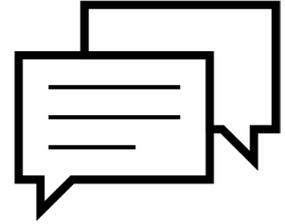
**10,560** young people benefited from our work

We presented at



24 conferences including the Festival of Education, Westminster Education Forum and ResearchED

Our digital communications reached over **21,000** education professionals





## Work with schools 2017/18

Drive for Literacy (DfL) is our flagship programme, working collaboratively with schools to meet their goals



In all schools, an initial audit was completed identifying areas of strength and key focus areas for change



Feedback from teachers was extremely positive about the expertise of the DYT facilitators and reported sessions improved their classroom practice



Over a third of schools are continuing with the DfL programme into the next academic year

**In 2017/18, 16 schools participated in our DfL programme**

### St Leonard's Primary academy

All staff were trained to use classroom strategies that support the learning of pupils with literacy difficulties at St Leonard's Primary Academy's. The Headteacher reported that the continued focus on High Quality Teaching supported improved exam performance; combined Key Stage 2 SATs results rose from 31% to 68%

### Portslade Aldridge Community Academy

Portslade Aldridge Community Academy implemented professional learning for the whole school on 'raising awareness of dyslexia', 'increasing teachers' knowledge of literacy and language'. They joined up professional development sessions with their own mini toolkit, which is now on every teachers' laptop in the school.

“It was one of the most effective things we've done

(Grace Butler, Literacy Lead, Portslade Aldridge Community Academy)



# Work with decision makers 2017/18



## DYT Election Campaign

We will be campaigning to ensure that Special Educational Needs and Disabilities (SEND) is central to the debate in the run up to the election. We invite candidates to sign up to our five pledges to ensure this happens.



#DrivingPolicy  
#GE2017

We invite candidates to sign up to our five pledges for SEND in education.

Our General Election campaign 'Put SEND high on the agenda' launched on 16 May 2017. Our aim was to ensure that learners with Special Educational Needs and Disabilities are firmly on the policy agenda.

1

## Put SEND high on the agenda



Nine out of ten children with Special Educational Needs and Disabilities are sitting in classrooms in mainstream schools. In the past, governments have overlooked the 1.2 million children who have SEND; we want to ensure that this election campaign is different.



#DrivingPolicy  
#GE2017

We invite candidates to sign up to our five pledges for SEND in education



2

## Ensure SEND is at the heart of all schools



The government's Green Paper to create more grammar schools is called 'Schools that work for everyone' despite children with Special Educational Needs and Disabilities not being mentioned once in the consultation document. In practice, children with SEND will be less likely to pass the entrance exam and attend grammar schools (currently SEND learners make up just 3.6% of grammar school pupils).



#DrivingPolicy  
#GE2017

We invite candidates to sign up to our five pledges for SEND in education.



We designed a 5-pledge postcard to ensure SEND learners are supported throughout all areas of the education system.

3

## Fund SEND Properly



Schools are facing the worst financial crisis since the 1990s. Pupils with special educational needs and disabilities are being turned away by mainstream schools. Despite the government's efforts through the Fair Funding Formula, school standards and SEND support will be at real risk of slipping if schools are not sufficiently funded.



#DrivingPolicy  
#GE2017

We invite candidates to sign up to our five pledges for SEND in education.



4

## Support SEND with teacher CPD



Government needs to provide specific Continuous Professional Development in Special Educational Needs and Disabilities for all staff in schools. Schools should target training that is focused on improving teaching practice in the classroom.



#DrivingPolicy  
#GE2017

We invite candidates to sign up to our five pledges for SEND in education.



5

## Ensure SEND learners can access exams



Assessment is vital in understanding how children are developing skills needed for later life. Test design and exam arrangements must be accessible and inclusive for SEND learners.



#DrivingPolicy  
#GE2017

We invite candidates to sign up to our five pledges for SEND in education.



As a result of our 'Put SEND on the agenda' 2017/18 campaign

DYT met with the **Minister for Children and Families** to discuss further ways DfE can make SEND a priority across the education sector

We met with a further seven MPs to discuss making SEND a priority – including the **Deputy Prime Minister**, the **Children's Minister** and the **Cabinet Office Minister**



The **Liberal Democrats** endorsed the pledges and used them in their education policy review



DYT met with Labour's **Shadow Children and Families Minister** to discuss the pledges and contribute to the new National Education Service policy



Following our 'Put SEND on the agenda' 2017/18 campaign we have seen some positive changes

The **Secretary of State** made a key-note speech focused on SEND, the first to do so since 2010



The **Education Select Committee** launched an inquiry into SEND



An **Equality Impact Assessment** was conducted into accessibility of Key Stage 2 SATS

**Ofsted** are looking into off-rolling of SEND pupils, and an inclusion measure for Progress 8

**Ofsted** and the **Care Quality Commission** have extended their programme of Local Authorities SEND provision inspections

**DfE** has launched a review of exclusions including a focus on SEND learners



30 schools will  
be joining our DfL  
programme



Coming up  
in 2018/19

We will publish  
new research  
into specialist  
dyslexia teachers



We will be  
training  
governors on  
the SEND School  
Governance  
Review Guide



Driver Youth Trust

Uncommon, 1 Long Lane

London SE1 4PG

[info@driveryouthtrust.com](mailto:info@driveryouthtrust.com)

[www.driveryouthtrust.com](http://www.driveryouthtrust.com)

[@DriverTrust](#)

Charity no. 1167893

Company No. 09848958

Official portraits of Robert Goodwill (p7) and  
Robert Halfon (p8) from <https://beta.parliament.uk>

