What works to raise attainment?

Key findings from my research and evidence from the sector

Anna Anthony, Senior Analyst at HEAT
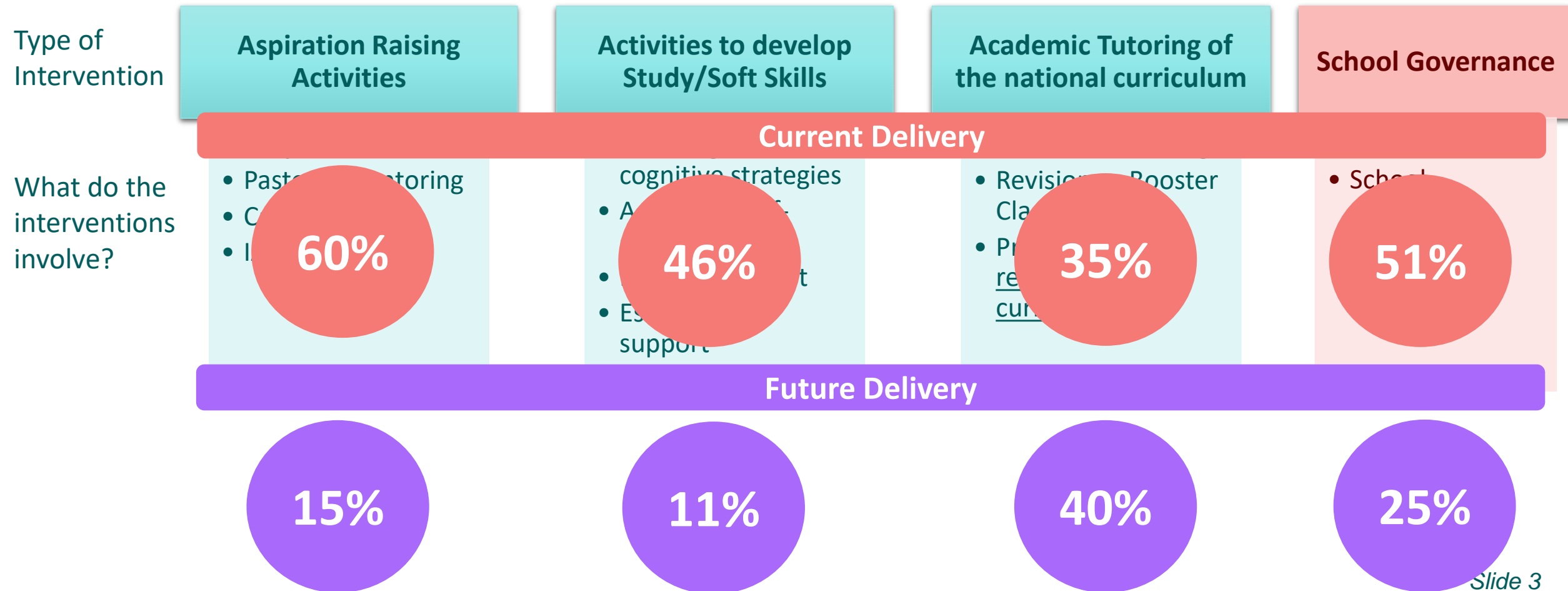
Types of Attainment-Raising Activities

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What are Providers currently delivering to raise attainment?

Type of Intervention

Aspiration Raising Activities	Activities to develop Study/Soft Skills	Academic Tutoring of the national curriculum	School Governance

What do the interventions involve?

• Subject Tasters • Pastoral Mentoring • Campus Visits • IAG	• Metacognition / cognitive strategies • Academic Self-efficacy • Reading support • Essay writing support	• Academic Tutoring • Revision or Booster Classes • Project work related to the curriculum	• Teacher CPD • School Governors

Types of Attainment-Raising Activities

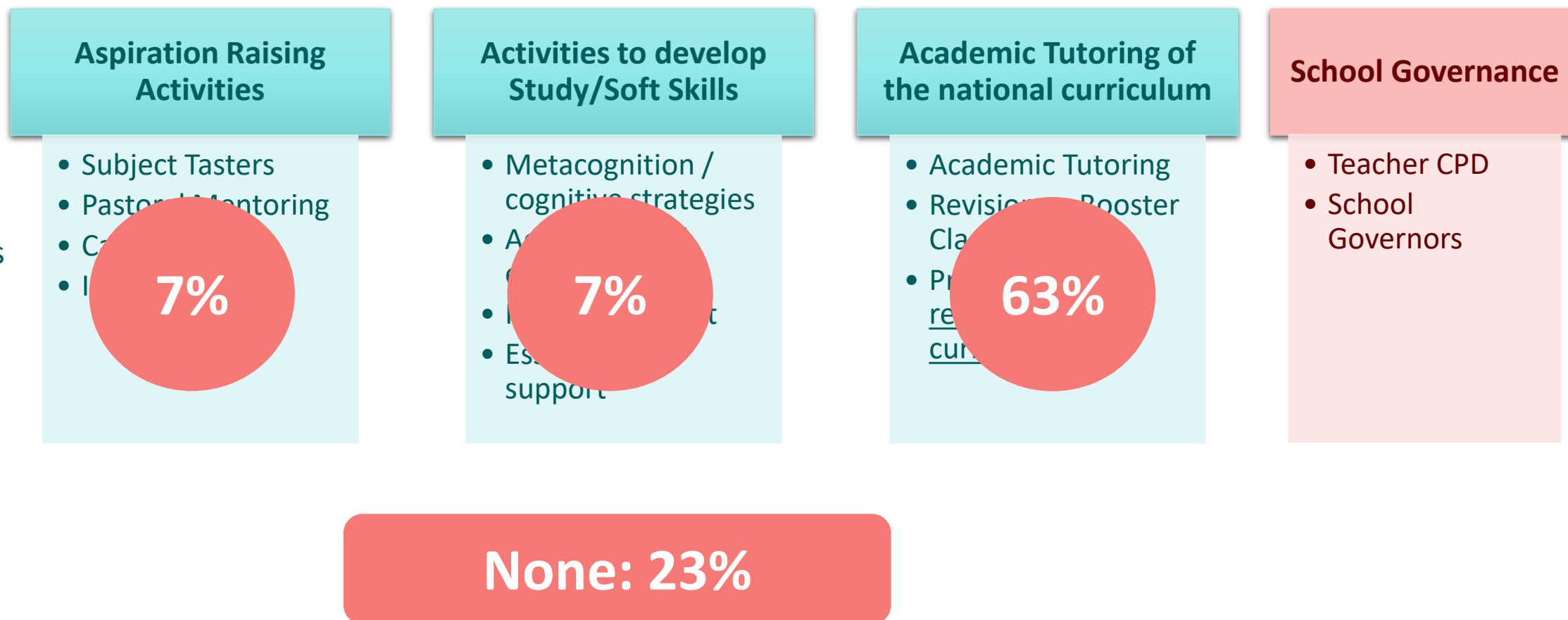## What are Providers currently delivering to raise attainment?

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Current Delivery

What do the interventions involve?	• Past___ ___toring
	• C___
	• I___
		___
		cognitive strategies
		• A___
		• ___
		• Es___
		support
			• Revision ___ Booster
			  Cla___
			• Pr___
			  re___
			  cur___
				• Schoo___

| | 60% | 46% | 35% | 51% |

Future Delivery

| | 15% | 11% | 40% | 25% |

Slide 3

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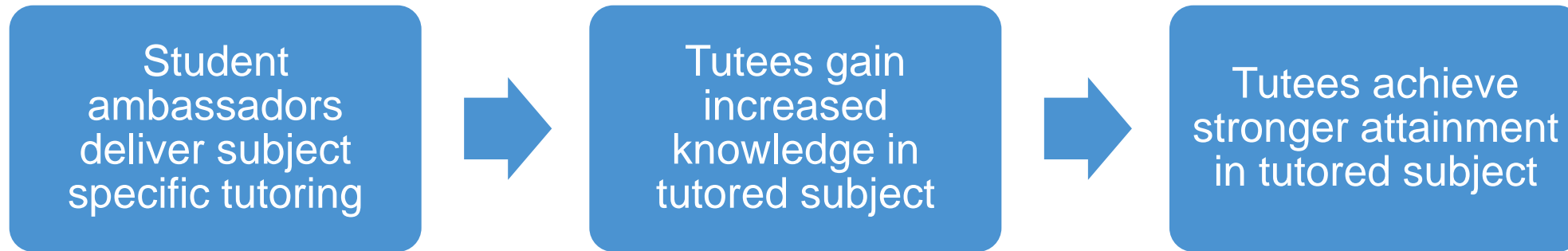
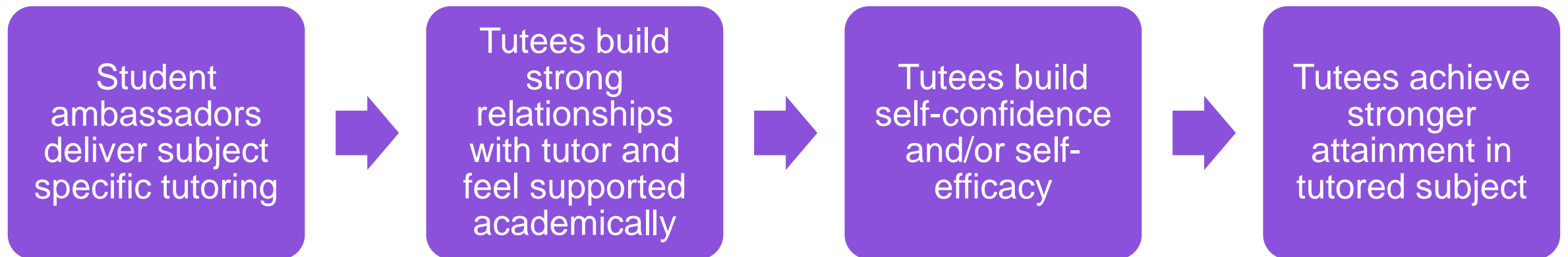## What are Providers currently delivering to raise attainment?

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7%

7%

63%

None: 23%

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	Attainment raised as a by-product of aspirations. Develop knowledge of HE & how to get there. Raise confidence & sense of belonging through relationship with ambassador	Improve attitudes and approaches to learning. Improve confidence and self belief in academic work	Teach subject knowledge required to pass exams. Directly impact OR Indirect impact	Contribute to pedagogy or support enhancement of other institution-level factors

How does Tutoring work?

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Direct Impact of Academic Tutoring (27% n=5)

| Student ambassadors deliver subject specific tutoring | → | Tutees gain increased knowledge in tutored subject | → | Tutees achieve stronger attainment in tutored subject |

Indirect Impact of Academic Tutoring (73% n=14)

| Student ambassadors deliver subject specific tutoring | → | Tutees build strong relationships with tutor and feel supported academically | → | Tutees build self-confidence and/or self-efficacy | → | Tutees achieve stronger attainment in tutored subject |

Academic Tutoring: the evidence

◦ Expansive research into the effectiveness of "**cross-age peer tutoring**" conducted in America. Evaluation of the movement in America to encourage college students to act as tutors since the late 1990s.
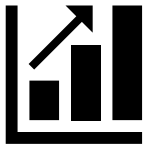
◦ **Randomised Controlled Trials** have found **gains in attainment** for tutees and also benefits for tutors. Also socio-emotional outcomes such self-efficacy and self-confidence.

◦ Research has noted the benefits of the **verbalisation and questioning** that is inherent in peer tutoring. Tutees are able to elaborate on their thoughts at a **timely pace**, with someone in a **non-teacher role** (Pesci, 2015).

◦ **Building meaningful relationships** between tutor and tutee is critical for successful outcomes. This may be easier where tutors and tutees speak a more **similar language** than do teachers and students.

◦ The **involvement of student ambassadors** in outreach activities has been predicated on a similar idea, research has shown they act as role models, trusted by school students who are only a few years younger.

Academic Tutoring: the evidence
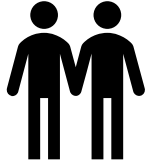
- Research suggests that **this relationship does not develop in every context**, and it is critical that ambassadors see themselves as **equals** to the students they are tutoring Gartland (2015).

- Tutors must provide information that is **relevant, appropriately elaborated, timely and understandable** to the tutee.

- Evidence shows the importance of high-quality **tutor training** which is needed to see large effect sizes. Without this, studies in England showed that peer tutoring can fail.
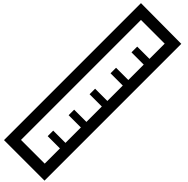
- Further research is needed to test whether and under what conditions this occurs in Academic Tutoring activities.

- Evaluation should **measure whether meaningful relationships develop** in attainment-raising activities.

Whose attainment and to what grades?

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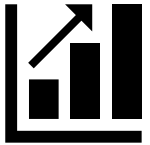
- Crawford (2014) found that students who fail to achieve **five GCSEs at grade A* to C, including English and Maths**, will find it difficult to continue on the pathway to university.

- It follows that attainment raising outreach should be targeted towards those **not 'on track'** to achieve at least a grade 4 in English and Maths.

- Data from HEAT suggests attainment raising outreach is **not currently being targeted** towards these lower attainers.

- Tensions between national level aims and institution level priorities driven by APP 'recruitment' targets.

- Need agreement on whether lower attainers are the most appropriate recipients of attainment raising outreach. If not just this group, how can we ensure lower attainers have sufficient opportunities with declining funding for UC?