



# Doing something different

The Humber Outreach Programme's approach to developing a sustained attainment raising programme

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# Background

All Uni Connect partnerships were asked to develop and roll out an attainment raising programme (Pre 16) by September 2023.

Framework for Delivery – Having a clear rationale and evidence base:

- Understanding the local context (Data and Needs)
- Sustained and Progressive v one off interventions
- A strong logic model underpinning whether the activity will lead to identified 'attainment' outcomes
- An evaluation plan in place for each intervention
- Collaboration with partners including sourcing matched funding and resources



# Matching supply and demand to produce a sustainable offer for our local students

- **What schools want**

- Early, sustained interventions @ KS3
- Reluctance to allow academics/other teachers in
- Mid- Low attainers
- Students planning and study skills
- Cross curriculum application
- Flexible timetabling
- In house delivery
- Value HOP's impartial CEIAG & Expertise



- **What our HEI's can supply**

- Academics time precious
- Research/REF demands
- Tensions between recruitment and widening participation
- One-off interventions
- On-campus
- Mid-high attainers



# An Insight Led Approach: Cosmos Data & Evaluation



Adopted a phased, insight led and fully integrated approach to the development of the Future Thinking programme

## INSIGHT LED

**Phase 1** | understanding the attainment landscape and prioritising schools to engage with



Identify which schools within the region are **underperforming in their attainment metrics** against the national benchmark



Undertake a **detailed profiling of schools to understand what could be driving their low attainment performance**

## Considerations . . .



**Data Sources**



**Understanding definitions**



**Using publicly sourced data**

## FULLY INTEGRATED

**Phase 2** | integrating the evaluation and measuring the programme results



Evaluation was **fully integrated** at programme conception stage – evaluation is **part** of the programme



Measuring **distance travelled** as an approach



**Extended questionnaire design phase**



**Questionnaire consultation & validation**



**HARNESSING THE POWER OF COLLABORATION**



# Future Thinking Programme

A six- week programme for Y8 pupils to develop metacognition through self-regulated learning, using careers, pathways and Labour Market Information (LMI).

- ✓ Explicitly teaching pupils planning and review strategies
- ✓ Guided practice in application including modelling before fostering of independent learning
- ✓ Greater impact for pupils from a disadvantaged background



# Future Thinking Programme

## The rationale for & unique selling points of this approach :

- A generic programme, designed to complement, but not to compete with, subject areas. Generic content which can be applied across several/many subject areas.
- Clear overarching objectives and learning outcomes for each session
- External facilitation – can sometimes reach YP in a way that teachers don't.
- Uses our staff's skills and knowledge which schools value, underpinned by CPD/training



# Delivery Process

- ✓ Specific point of contact within each school (17)
- ✓ Memorandum of Agreement including data requirements and GDPR
- ✓ Liaison and relationships critical to success
- ✓ Funded travel and lunches for University of Hull campus visit
- ✓ Consistent paired delivery by HOP Coordinators
- ✓ Calendar clarity for schools and HOP
- ✓ Flexibility to match school timetable needs



# Design and Development

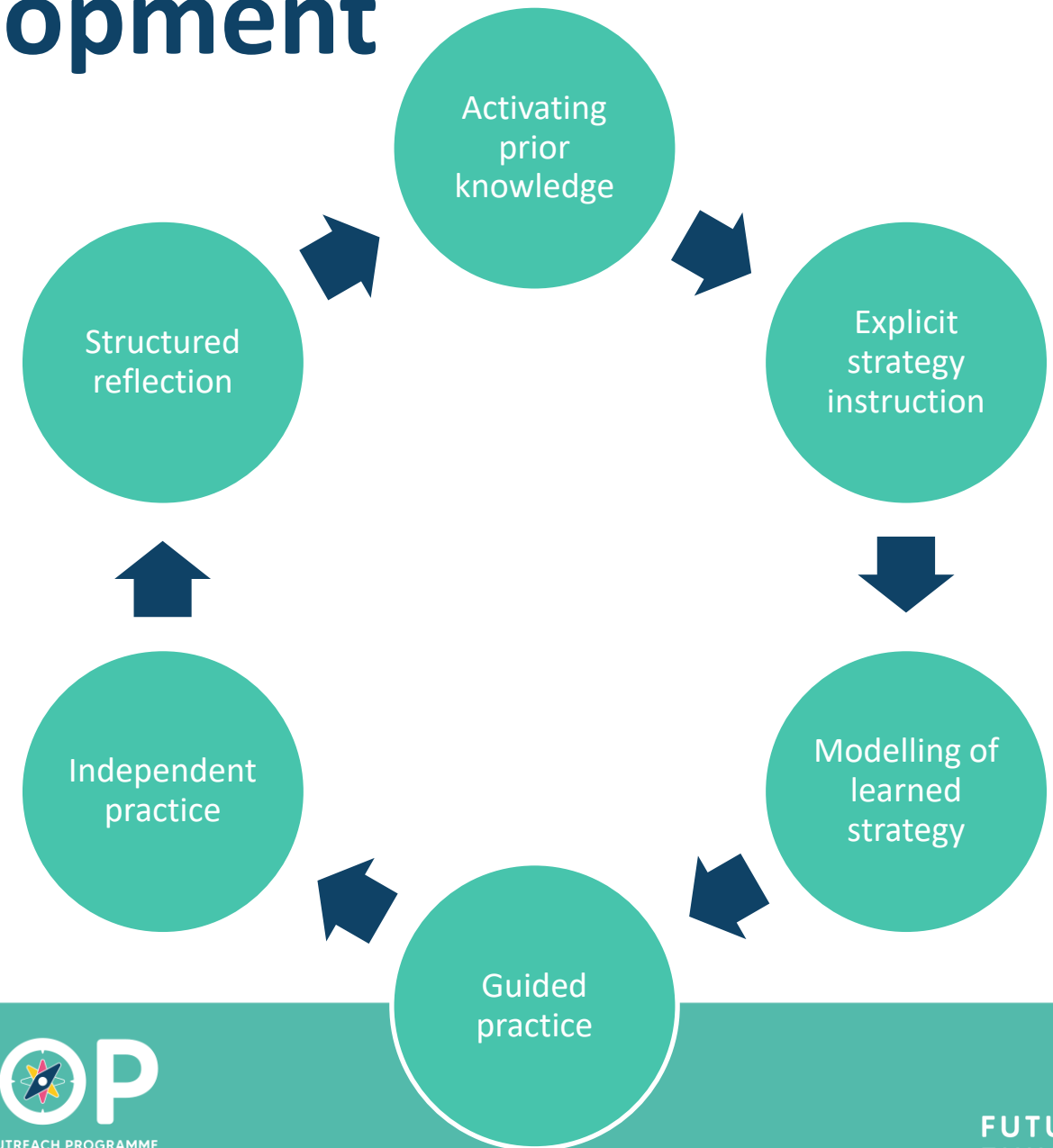
- Consultation with schools, what would work for them?
- In-depth research to understand what initiatives do raise attainment
- Decided on a programme focused on developing metacognitive skills of Y8 students
- 2 day CPD workshop with TT Education to develop staff knowledge of metacognition
- Programme was developed to give learners an opportunity to learn and develop metacognition through self-regulated learning, using a content focused on careers, pathways and Labour Market Information (LMI)
- The programme is designed for the skills learnt to be transferred across curriculum subjects





# Design and Development

Sessions were developed using the EEF Metacognition Guidance Report for explicitly teaching metacognitive strategies which can be applied to different subject content at different phases of learning.





# Programme overview

Five sessions in schools, during session six learners will apply the theory and strategies they have learnt during a campus visit.

- Session 1: Questioning
- Session 2: Planning and Organising Thinking
- Session 3: Getting and Organising Knowledge
- Session 4: Making Connections
- Session 5: Edit and Review
- Session 6: Campus visit



# Barriers

## Issues

- Change of style to focus on pedagogy rather than presentation
- Focus on use of questioning in classroom to develop answers and check understanding
- Taking on more of a teaching role rather than practitioner role

## Solutions

- Two-day staff CPD course – train the trainer
- Paired delivery
- Staff reflections and ongoing feedback



# Evaluation: Focus on process

## Focus on process this year rather than impact:

- Ensuring that being delivered as planned
- Ensuring that resources “work” for students and schools
- Ensuring that learning outcomes are met

## Evaluation: Mixed method design

- **Students:** pre and post survey; student intercepts; observations
- **Understanding the “how” and “why” ... to tell a story and improve**
- Co-ordinator reflections and student intercepts
- Classroom observations
- Teacher interviews



# Evaluation Process

## Emerging considerations

### Students

- Yr 8 - the right year group?
- mid-attaining - wide variation in engagement
- Behaviour and attendance
- Intercepts – struggle to see how can apply to other contexts, need more examples

### Staff

- Need for training and support, a new activity for them
- Relationship management with schools





# Evaluation: Impact: early indications

- 160 students since Sept 23
- Approx 140 Jan - June 24
- (So far n= 118 matched pre and post survey)
- Encouraging positive small pre and post improvements overall
- Love the real life experience of the campus
- Love taking part in activities “different to other lessons”
- 92% of pupils thought the programme had a positive impact on their study and learning skills
- *5 weeks with teachers who aren't like teachers (Yr 8 student)*



# Evaluation: Going forward

## Issues

- Need more teacher input and feedback
- Students' ability to apply to other contexts
- Students chance to practice
- Students' writing and analytical skills

## Solutions

- Teacher pack/event
- Knowledge of current curriculum
- Use of tools in other contexts
- More student reflections



# Evaluation: Next Steps

- What can we offer these yr 8 students in the future?
- How can we embed some of these tools into other outreach?
- Further practice in year 10 as prepare for exams
- Compare against non-intervention students





# THANK YOU

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