



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:

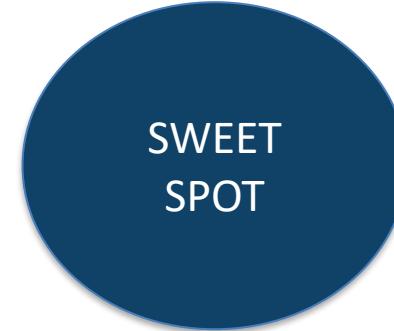
- Understanding the local context (Data and Needs)
- Sustained and Progressive v one off interventions
- A strong logic model underpinning whether the activity will lead to identified ‘attainment’ outcomes
- An evaluation plan in place for each intervention
- Collaboration with partners including sourcing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

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

Considerations . . .



Data Sources



Understanding definitions



Using publicly sourced data



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

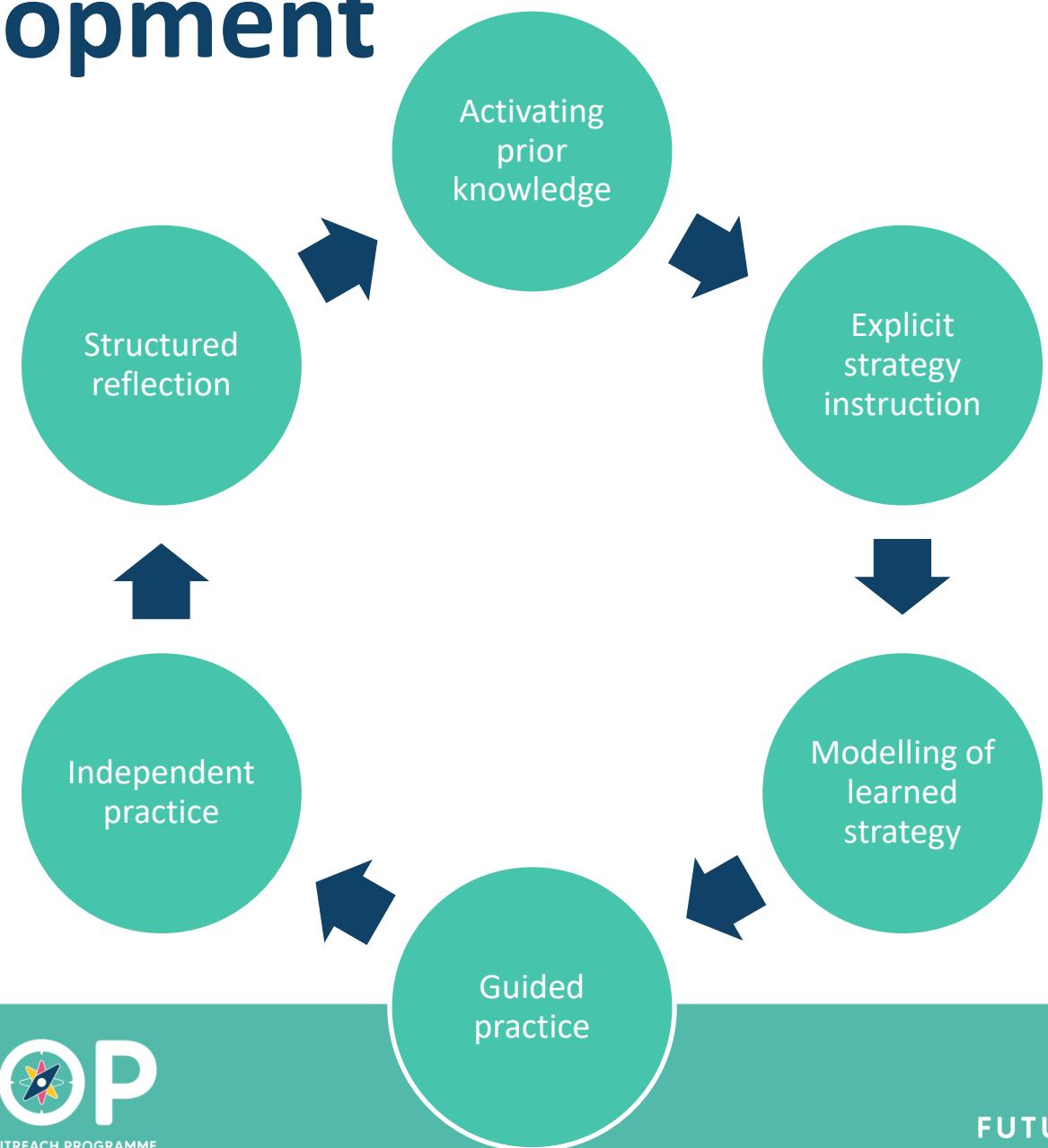
- Consultation with schools, what would work for them?
- In-depth research to understand what initiatives do raise attainment
- Decided on a programme focused on developing metacognitive skills of Y8 students
- 2 day CPD workshop with TT Education to develop staff knowledge of metacognition
- Programme 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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