

	Inputs	Outputs		Mechanisms	Outcomes / Impact		
		Activities	Participation		Short term	Medium Term	Long Term
Although the attainment gap is now closing, disadvantaged children remain – on 19 months behind at key stage 4 (DfE, 2017).  The East Midlands has the lowest attainment and university entry rate for disadvantaged young people (Social mobility commission, 2017).  School and exam pressures were identified as one of the greatest causes of stress and anxiety amongst children and young people (NSPCC, 2015).  The manner in which pupils are prepared in school contributes to students' expectations of higher education (Lowe and Cook, 2003).  The focus on raising attainment in schools and particularly on raising the levels of achievement of groups of borderline C/D GCSE pupils, especially in maths, have become a pressing concern (Gartland, 2012).	WA/DANCOP staff  Funding  Secondary schools  Sixth forms  Student ambassadors  Current students  Academics  Teachers  Time  Materials  Resources  EMWPREP  Evaluation	Year 11 Maths and English <i>Raising the Grade</i>  GCSE revision topic focused workshops delivered by staff and current students at the University for students on the grade 3/4 border in one day.  Maths anxiety workshop delivered with the support of psychology academics.  <i>LAC Maths and English Raising the Grade</i>  <i>Year 11 Maths Spring Forward</i>  <i>Year 11 English Spring Forward</i>  GCSE revision topic focused workshops delivered by staff and current students in school for students achieve grade 6+ (2 hours).  <i>Year 11/12/13 Wellbeing Works</i>  Workshop style session focused on tips to support revision and address exam stress and anxiety (1 hour).	Secondary school learners  Secondary school teaching staff  WA/DANCOP staff  Student Ambassadors or current students	Ambassadors were held to be effective in aspiration and attainment-raising work and were widely viewed as role models for pupils by policy makers and practitioners (Gartland, 2012).  Addressing anxiety and self-esteem of children, and improving their confidence and related attitudes to math are crucial. Especially important is making maths (learning) relevant to real-life contexts, and linking students' interests (Finlayson, 2014).  Evaluation data 2019:  MRTG: <ul style="list-style-type: none"><li>91% of students who responded felt the event had inspired them to continue with their GCSE revision</li><li>35% increase in the number of students who now feel confident they can achieve a grade 4</li><li>Student from Bemrose School: "I have learnt so much today. I was really struggling at ratio, algebra and shape &amp; space which I do know a bit about and feel really good about it".</li></ul> ERTG: <ul style="list-style-type: none"><li>Student from David Nieper: "A very fun day out that is going to help us with our GCSEs".</li><li>38% increase in students who feel motivated to work hard in school</li></ul>	Learners are aware of a range of revision techniques.  Learners are aware of strategies to combat exam stress.  Learners have subject related GCSE knowledge.  Learners are aware of how to look after their physical and mental wellbeing.  Learners are motivated to continue with their studies.	Increased attainment at GCSE level.  Learners can apply strategies for combatting exam stress.  Learners have clear intentions to apply for Post-16 education.  Increased attendance at school.  Increased and sustained aspirations towards higher level study.	Increased applications, participation and achieve in HE.  Increased social and cultural capital from participation in HE.  Increased employment prospects and earning potential.  Increased health, wellbeing and life expectancy.