

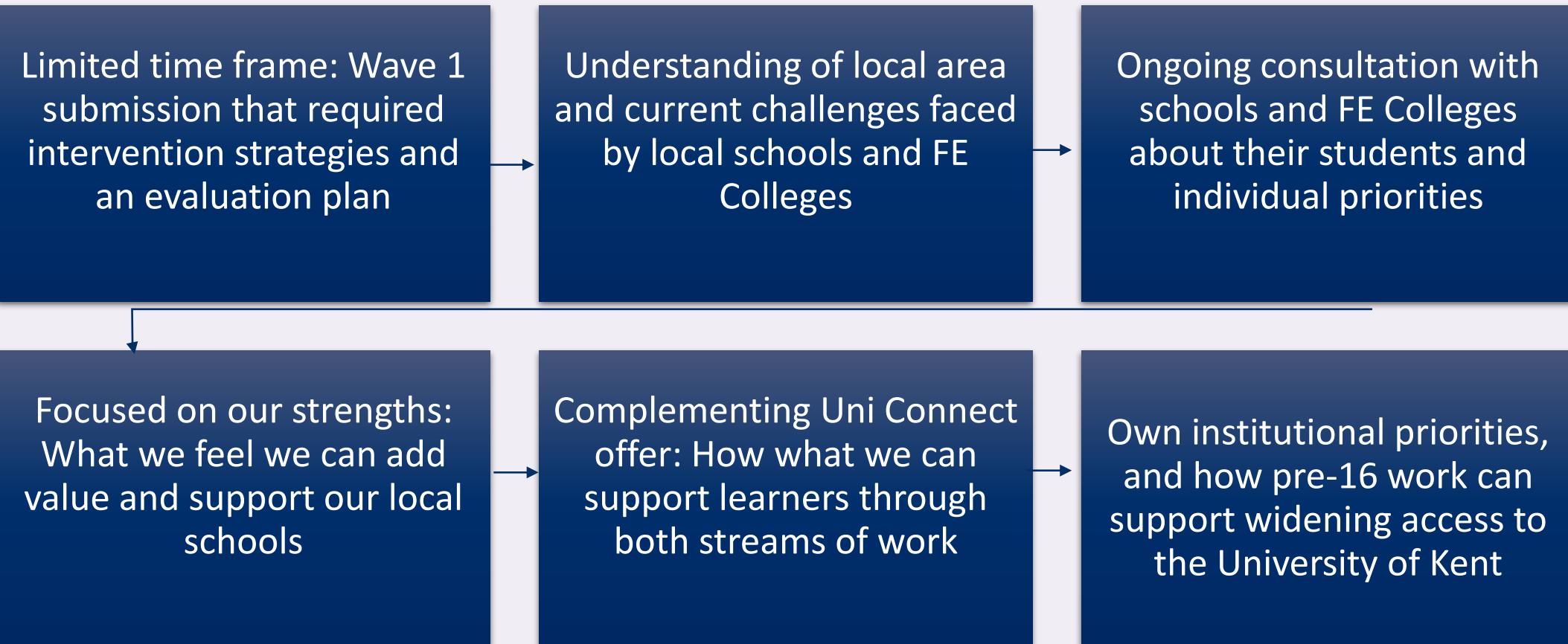
# Unlocking Success: Our approach to supporting attainment at KS4

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Deputy Head of Outreach and Widening Participation:  
Impact and Evaluation

# How we decided on a pre-16 strategy



# Our Institutional Context

Strong wider school and college partnerships and teacher networks

Sponsors of the University of Kent Academies Trust

Existing evidence-based progression curriculum – schools want this.

Existing good practice (including attainment raising)

KAMCOP (Uni Connect) & KMPF

Institutional commitment to pre-16 outreach work

Existing Institutional commitment to evaluation

New APP starting in 2024/25 (Wave 1)

# Our Local Context



Selective education – pools  
disadvantage, SEN and  
lower attainment



High disadvantage gap (esp  
at secondary level in Kent)



'Hidden' disadvantage  
(rural/coastal)



High numbers of LAC and  
UASC



Schools suggest mindset  
around attainment is set  
early



Disadvantage more  
associated with attainment  
for lower attainers



Languages/Ebacc



Lack of Sixth form Colleges

# Our Pre-16 Strands

- General Outreach
  - Outreach activities from Year 7 to Year 11
- Literacy
  - Small Group Literacy Support
  - Debating-related activity (currently UC)
- STEM
  - KS3 Maths Support
  - Range of STEM sessions
- MFL
  - Events to support uptake of languages
  - GCSE Support
- Boys Specific Outreach
  - Championing Boys



# A quick note on Level 3 support...



Subject based visit days



Academic Mentoring at UKAT



Subject focused projects (through Succeed and run by Academic Divisions)



Skills for Success programme



Transition Activities

# Evaluation

Evaluation focused on intensive programmes.  
Supplement with cohort level data.

Mixed methods – triangulation

Close partnerships will be key – using our sponsored schools as key testing ground (and advisors).

Pre and Post data – but setting sensible goals!

Teacher feedback

Ambassador feedback

# Literacy Spotlight

## KS3 Small Group Literacy Project

- Existing programme that had already been piloted with some success in one school
- Project is scalable
- Great need in the region for literacy support
- Supported by wider research
- Comprehensive TOC (TASO)

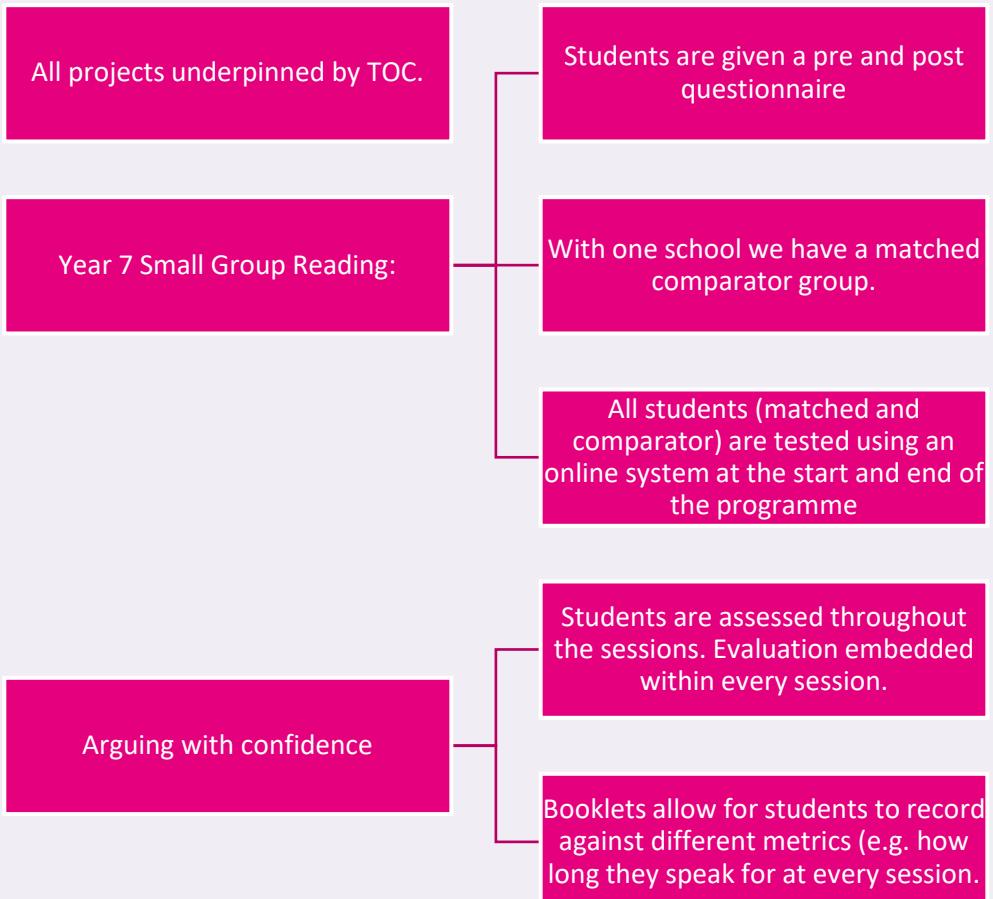
## Arguing with Confidence (Uni Connect)

- Based on a previously existing debating programme
- Research supports the importance and impact of debating skills on oracy
- Links with GCSE English and identified areas of weakness for students
- Supported by a TOC

## STEM Debating

- Embedding debating learning in the classroom
- Potential for Teacher CPD

# Evaluation



# What has worked



We have been able to get buy-in from schools for both projects.



The whole team is committed to the evaluation and understands why we are doing this work and evaluating it in this way. We are all working together towards understanding how to best support students.



So far, no students or parents have chosen to opt-out of the research.



There is anecdotal evidence that students are engaging, and our ambassadors and staff have seen a difference in the students .

# ...and what really hasn't!



Intensive programmes are logically difficult to run. When trying to scale up you will inevitable run into more issues.



Surveys are hard to get right



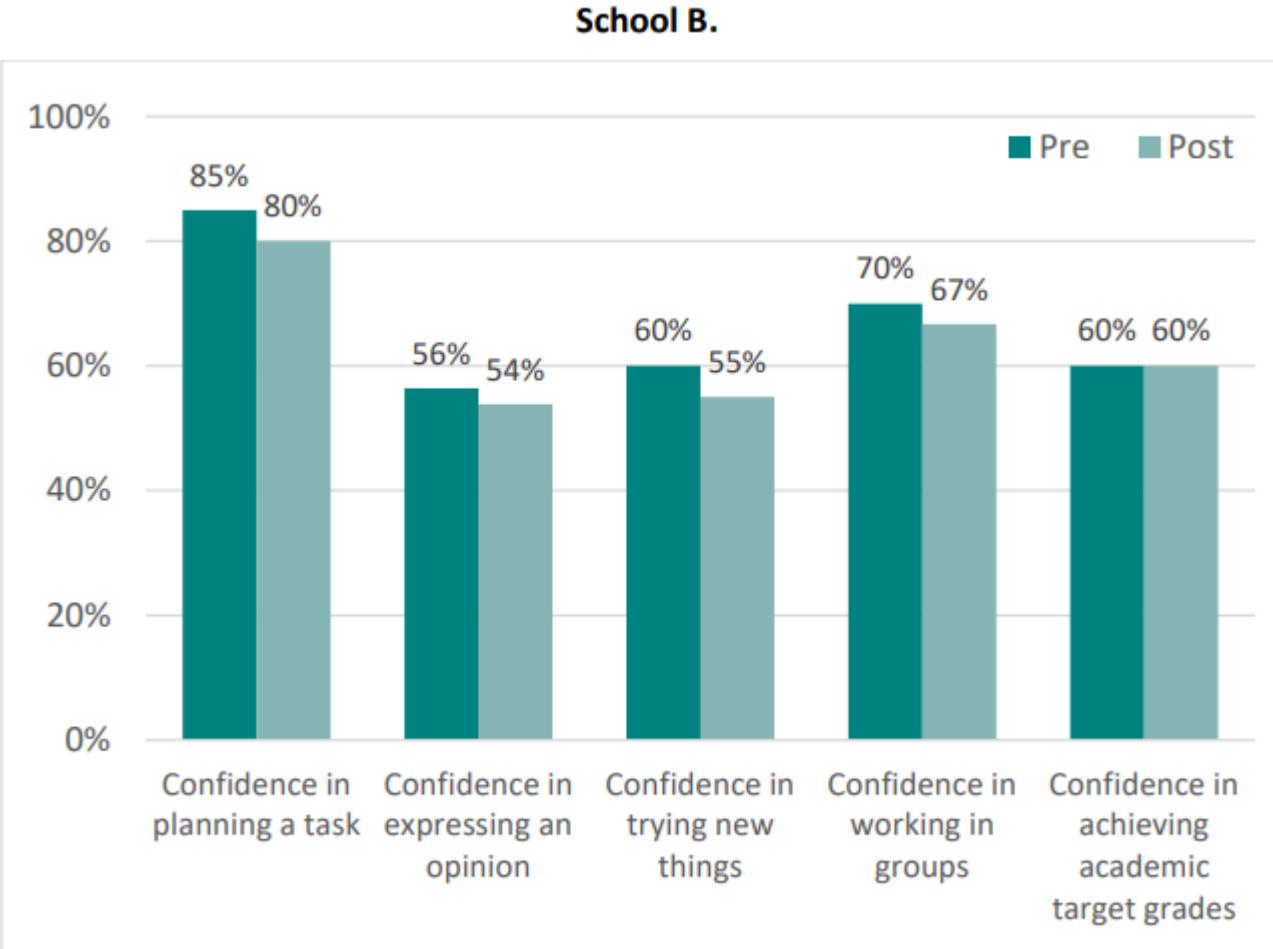
The test results are only as reliable as the students' attention span and commitment!



Even when aggregating interventions across schools, numbers might still be too low for meaningful results.

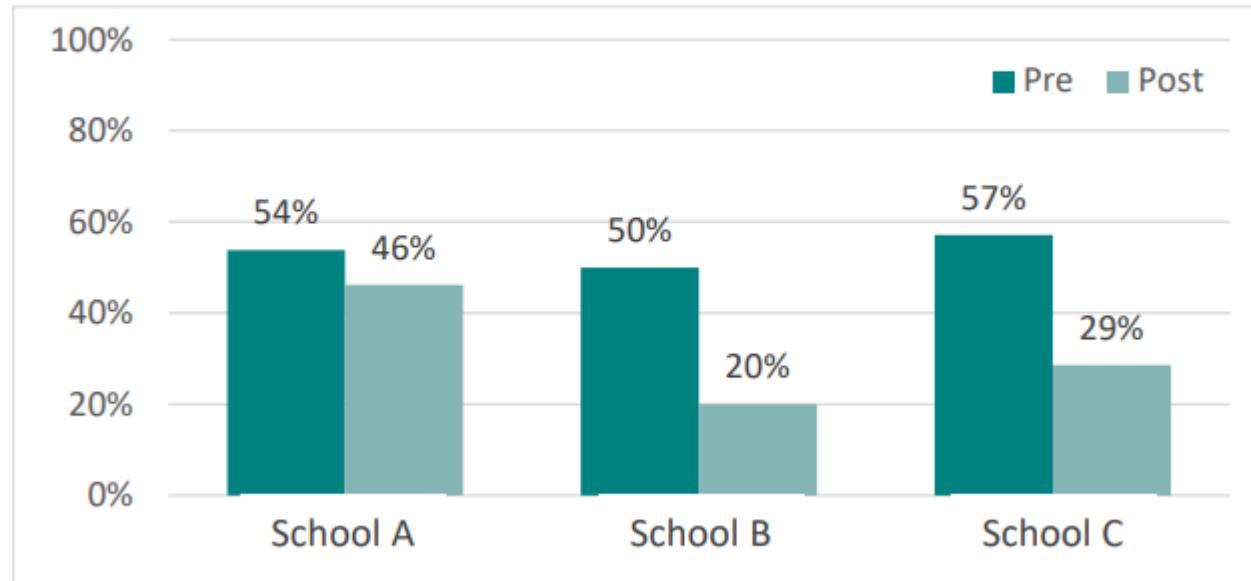
# Using Surveys for Attainment Raising evaluation

## – An Example



# Using Surveys for Attainment Raising evaluation – An Example (cont)

**Figure 3.** Pre and post percentage of positive responses (likely/extremely likely) for likelihood of applying to university.



# Reflection Tools

## My first debate reflection

Use this space to reflect on how you contributed to this debate.

During the debate I spoke for ... (minutes and seconds)	
Contributed to the discussion by...	
Challenged the opposition when...	
Used evidence when I was challenged by the opposition...	
Made my argument more effective by...	
I am proud of myself for...	
Next time I would like to...	

# Final Remarks



THINK ABOUT EVALUATION  
FROM THE START



CO-CREATE WITH SCHOOLS  
WHERE POSSIBLE



ALLOW ENOUGH TIME FOR  
AN ETHICS SUBMISSION (IF  
REQUIRED)



FACTOR IN THE COST OF  
EVALUATION



ACCEPT THAT NOT  
EVERYTHING WILL GO  
ACCORDING TO PLAN!

Thank  
you.