

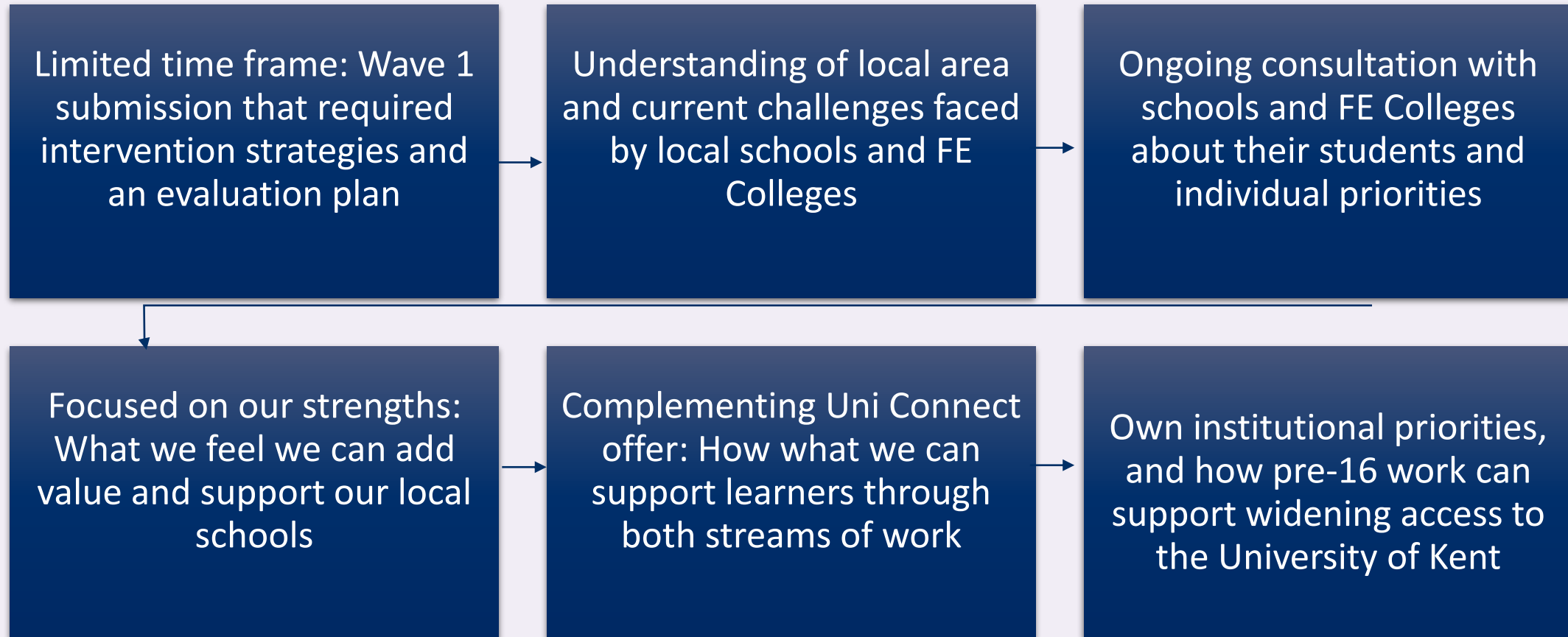
Unlocking Success:

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

All projects underpinned by TOC.

Students are given a pre and post questionnaire

Year 7 Small Group Reading:

With one school we have a matched comparator group.

All students (matched and comparator) are tested using an online system at the start and end of the programme

Arguing with confidence

Students are assessed throughout the sessions. Evaluation embedded within every session.

Booklets allow for students to record against different metrics (e.g. how long they speak for at every session.



What has worked



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



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



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.



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 logistically difficult to run. When trying to scale up you will inevitably run into more issues.



Surveys are hard to get right

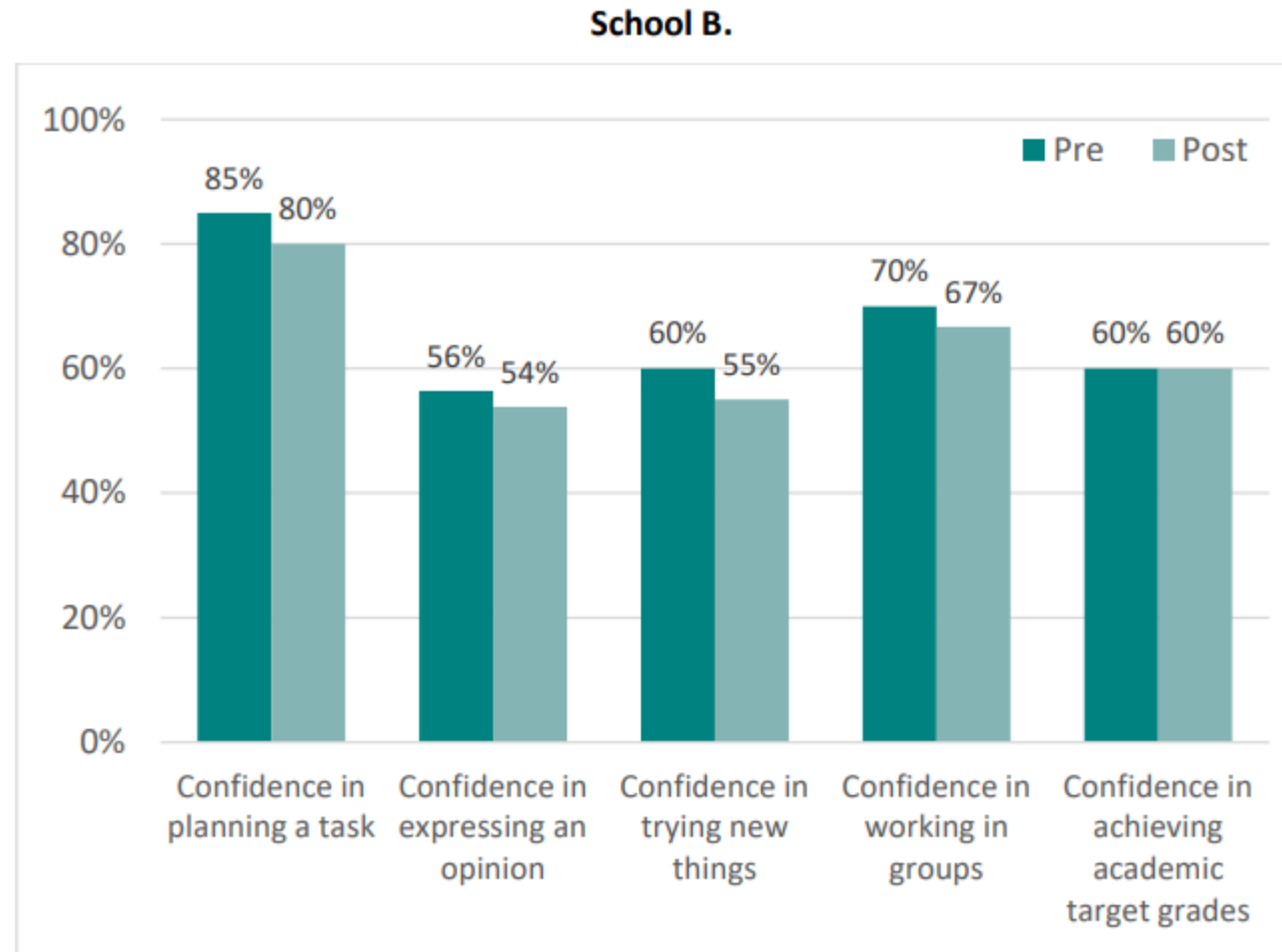


The test results are only as reliable as the students' attention span and commitment!



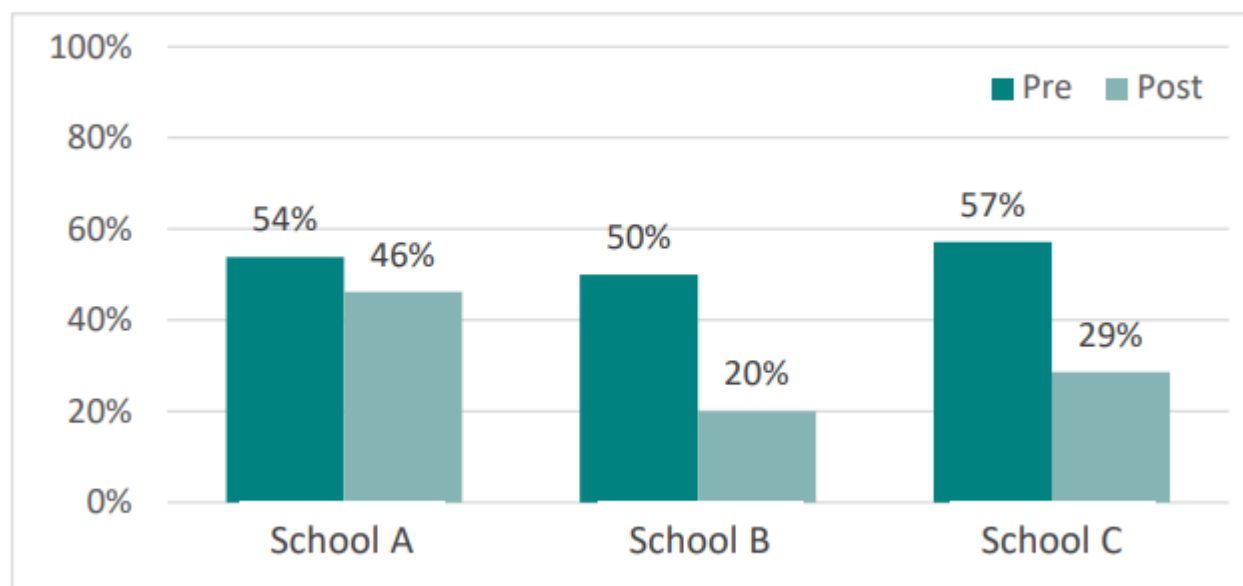
Even when aggregating interventions across schools, numbers might still be too low for meaningful results.

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.**

