

	Inputs	Outputs		Mechanisms	Outcomes / Impact		
		Activities	Participation		Short term	Medium Term	Long Term
<p>Although the attainment gap is now closing, disadvantaged children remain – on 19 months behind at key stage 4 (DfE, 2017).</p> <p>The East Midlands has the lowest attainment and university entry rate for disadvantaged young people (Social mobility commission, 2017).</p> <p>School and exam pressures were identified as one of the greatest causes of stress and anxiety amongst children and young people (NSPCC, 2015).</p> <p>The manner in which pupils are prepared in school contributes to students' expectations of higher education (Lowe and Cook, 2003).</p> <p>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).</p>	<p>WA/DANCOP staff</p> <p>Funding</p> <p>Secondary schools</p> <p>Sixth forms</p> <p>Student ambassadors</p> <p>Current students</p> <p>Academics</p> <p>Teachers</p> <p>Time</p> <p>Materials</p> <p>Resources</p> <p>EMWPREP</p> <p>Evaluation</p>	<p><i>Year 11 Maths and English 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></p> <p><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).</p> <p><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).</p>	<p>Secondary school learners</p> <p>Secondary school teaching staff</p> <p>WA/DANCOP staff</p> <p>Student Ambassadors or current students</p>	<p>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).</p> <p>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).</p> <p>Evaluation data 2019: MRTG:</p> <ul style="list-style-type: none"> 91% of students who responded felt the event had inspired them to continue with their GCSE revision 35% increase in the number of students who now feel confident they can achieve a grade 4 Student from Bemrose School: "I have learnt so much today. I was really struggling at ratio, algebra and shape & space which I do know a bit about and feel really good about it". <p>ERTG</p> <ul style="list-style-type: none"> Student from David Nieper: "A very fun day out that is going to help us with our GCSEs". 38% increase in students who feel motivated to work hard in school 	<p>Learners are aware of a range of revision techniques.</p> <p>Learners are aware of strategies to combat exam stress.</p> <p>Learners have subject related GCSE knowledge.</p> <p>Learners are aware of how to look after their physical and mental wellbeing.</p> <p>Learners are motivated to continue with their studies.</p>	<p>Increased attainment at GCSE level.</p> <p>Learners can apply strategies for combatting exam stress.</p> <p>Learners have clear intentions to apply for Post-16 education.</p> <p>Increased attendance at school.</p> <p>Increased and sustained aspirations towards higher level study.</p>	<p>Increased applications, participation and achieve in HE.</p> <p>Increased social and cultural capital from participation in HE.</p> <p>Increased employment prospects and earning potential.</p> <p>Increased health, wellbeing and life expectancy.</p>