

MAKE IT COUNT.

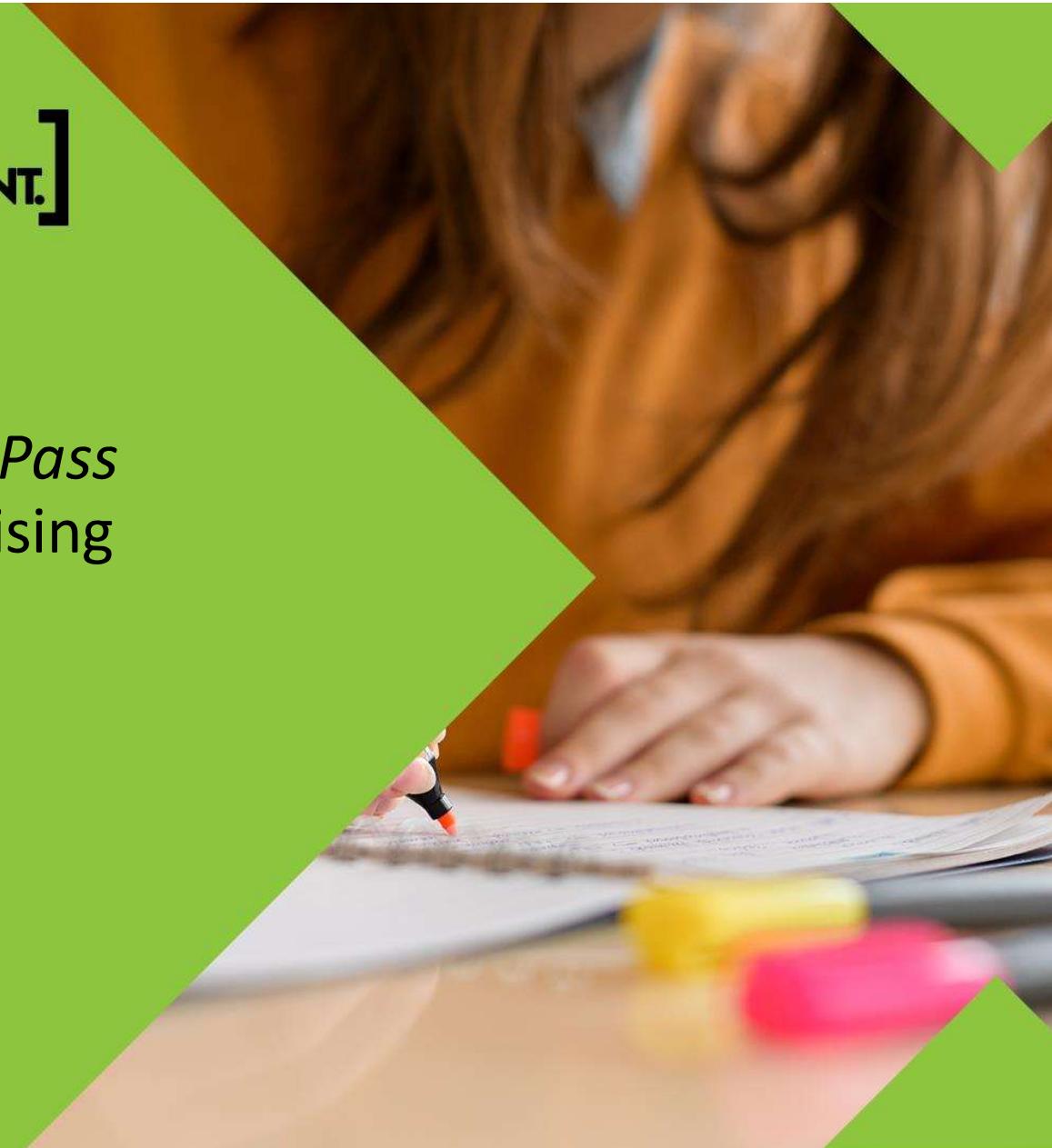
A tutoring programme to
empower student potential.

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Focusing on the strand - Path to Pass
Peer led tutoring approach to raising
KS3 (Y8&9) attainment

Powering Potential



Context

- Norwich and surrounding areas are social mobility cold spots*
- Norfolk has some of the poorest attainment in GCSE English and Maths in the country
- UEA Access & participation plan target around raising skills capital & attainment
- Covid accelerated progress on developing attainment raising interventions



To enable students to gain Intellectual Capital

Ultimate Goal (NERUPI
Aim)

Intermediate Outcomes
(NERUPI Outcomes)

Activities to affect these
outcomes

Broaden
understanding of
subject Knowledge
and it's wider
applications

Access and
experience appropriate
attainment raising
interventions

Link GCSE subject
knowledge to
University

Valuing
Knowledge

Enhancing &
extending
current
curriculum

Contextualising
knowledge
beyond the
classroom

Understanding
subject
concepts in new
ways

Build links to
HE subjects

Experience HE
learning
methods

The programme

Who?

8 schools

190 yr 8 & 9 pupils across 2 years. FSM or PP students, or those with largest attainment gaps post-covid

50 student tutors across 2 years

Where?

Online (teams or google classroom)

Mixture of during & after the school day

What?

12 weekly tutoring in maths & English, delivered by current UEA students

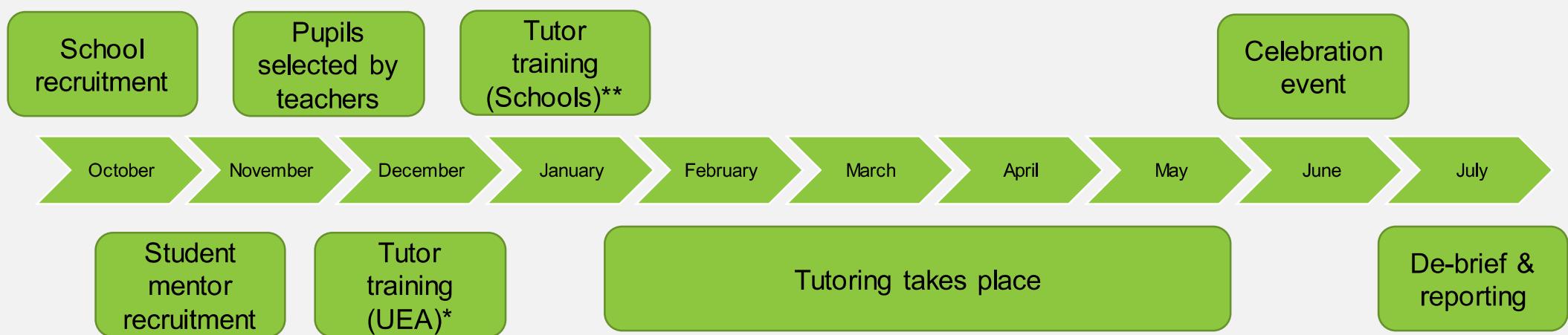
1-2-1 or small groups (2-3 students)

When?

January-May (linked to school timetable)

- Teachers selected the pupils that were on the programme. They selected pupils who:
 - a) were in receipt of FSM or pupil premium
 - b) demonstrated the largest gaps in their attainment or progress since March/due to COVID
- A maximum of 10 schools were able to sign up, and each school had 35 total hours of tutoring that they could use, across a total of 12 weeks. It was intended that the same students would experience the tutoring for the length of the programme (rather than being swapped out with alternative students each session). Schools were required to sign up a minimum of 25 students. Students were encouraged to allocate equal hours to Maths, English and Science tutoring.
- Tutoring was to take place between January 2021 and April 2021, however as demonstrated in the following slides, this was pushed back to May 2021 in most cases.
- The programme aimed to recruit around 30 student tutors (10 for each subject).

Timeline



Evaluation of the project

- Pupil pre-survey measuring:
 - Interest and confidence in subject
 - Understanding of key learning / study skills
- Pupil post-survey measuring:
 - Changes in confidence, interest and skills
 - What they have gained
- Tutor surveys to assess
 - Impact on skills development
 - The delivery methodology



Evaluative Approach



Data provided by Rosie Hannant

Mapping to the NERUPI Framework

The 2020/21 programme was focused on NERUPI Skills Capital, Level One, with the following main objectives:

- Reflect on existing skills, capacities and areas of expertise
- Reflect on skills, capacities and expertise needed to progress towards future ambitions

The 2021/22 programme was focused on NERUPI Intellectual Capital, Level Two, with the following main objectives:

- Broaden understanding of subject knowledge
 - Develop understanding and mastership of curriculum
 - Engage in challenging educational projects which extend understanding and contextualise learning
- Link GCSE subject knowledge to university subject areas
 - Understand how curriculum relates to university study

Evaluation methodology

For both the 2020/21 and 2021/22 programmes the evaluation methodology included the following:

- Pre and post survey with pupils
- Pre and post survey with UEA tutors
- Feedback from classroom teachers
- Feedback from project leads
- Tracking participants in HEAT for longer term outcomes data

In 2020/21, attainment data was also requested from schools with the hope of allowing us to assess any impact on students' actual attainment in the key subject areas. Attainment data was received in varying formats which made it challenging to compare pre and post, so we were only able to analyse this from one school.

Evaluation methodology – impact questions

- Surveys for pupils (participants) covered both impact evaluation and process evaluation
- Impact questions were asked in both the pre and post surveys, and these questions were designed to map directly to the specific aims in the NERUPI framework – for example:
 - I understand how to approach solving a Maths problem (*Maths tutoring*)
 - I understand how to write and structure essays or arguments (*English tutoring*)
- Impact questions in the pre and post pupil surveys measured levels of understanding and confidence before and after participating in the programme
- Therefore, data gathered from impact questions was ‘self-reported’ – IE. based on the perception of those who participated, rather than *actual* impact in terms of attainment (EG. test scores)

Evaluation methodology – process questions

- Process questions were asked in the post survey only – we ask these to determine whether programmes have been carried out as planned and whether they reached their intended beneficiaries. Without process indicators the impact evaluation risks producing a “black box” that identifies the level of impact made but does not explain *why* that was the case. For example:
 - The tutor explained the content in a way that I could understand
 - The tutor was engaging
 - I enjoyed the tutoring programme

Evaluation summary

With our evaluation strategy we aim for a mixed methods approach wherever possible, gathering feedback from a range of audiences, in order to gain a holistic view of the perceived success and impact of a programme.

With this particular evaluation plan, the surveys with pupils and tutors gave us both quantitative and qualitative data, which we could then compare pre and post to enable us to identify changes.

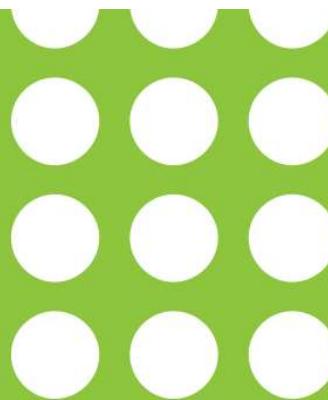
Feedback from teachers and project leads provided us with qualitative data to complement and provide additional insight and context to the above participant data.

Tracking pupils within HEAT will allow us, in time, to be able to monitor the actual outcomes of those who participated.

Attainment data wasn't included in 2021/22 evaluation – due to challenges from the pandemic. Teachers advised that they were more interested in developing confidence in learning again.



**TAKE
YOUR
PLACE**



**MAKE
IT COUNT.**

Evaluation Outcomes



Attainment Raising

Disadvantaged pupils in England are 18.1 months of learning behind their peers by the time they finish their GCSEs – the same gap as five years ago. The lack of these gateway qualifications remains a barrier to HE access. [Education in England: Annual Report 2020 - Education Policy Institute \(epi.org.uk\)](https://epi.org.uk/reports/education-in-england-annual-report-2020/)

Research from multiple sectors during the Covid 19 crisis have clearly identified the gap in access to sustained education during lockdown for the most disadvantaged students. A combination of lack of reliable IT access at home, space to study, support and engagement from parents and carers all have a part to play. Attainment gaps between the most and least advantaged pupils have always existed but are now expected to widen. This attainment gap means that students considering HE in the future have less opportunity to progress as they won't meet the GCSE matriculation requirements, plus less opportunity in their choice of HE provider if they don't get top A Level or BTEC results.

Attainment Raising activity is a key strand of our Outreach offer and we have a specific APP impact target for this area of work. Until this point we have focused on smaller scale revision support and skills workshops. Norfolk has some of the poorest attainment in GCSE English and Maths in the country, so our local children are already at a disadvantage, now to be exacerbated. This national and local need for attainment raising support this year led us to create Make It Count – a cross key stage skills and attainment raising programme.

Evaluation feedback received

- Pupil surveys received 140 matched responses in 2020/21 and 120 in 2021/22
 - *Robust base for analysis*
- Tutor surveys received 27 matched responses in 2020/21 and 25 in 2021/22
 - *Fair base for analysis*
- Teacher feedback was received from 4/7 schools in 2020/21 and 5/7 in 2021/22
- Project lead feedback received in both years
- Activity and participants added to HEAT in both years (for future evaluation of outcomes)
- Usable attainment data received from one school in 2020/21

Evaluation results – 2020/21

Overall, the 2020/21 programme helped pupils improve in a range of different skills related areas, most notably in confidence with Maths skills and English skills, and confidence passing GCSE English. Positively, results showed a significantly positive impact for Skills capital as a whole.

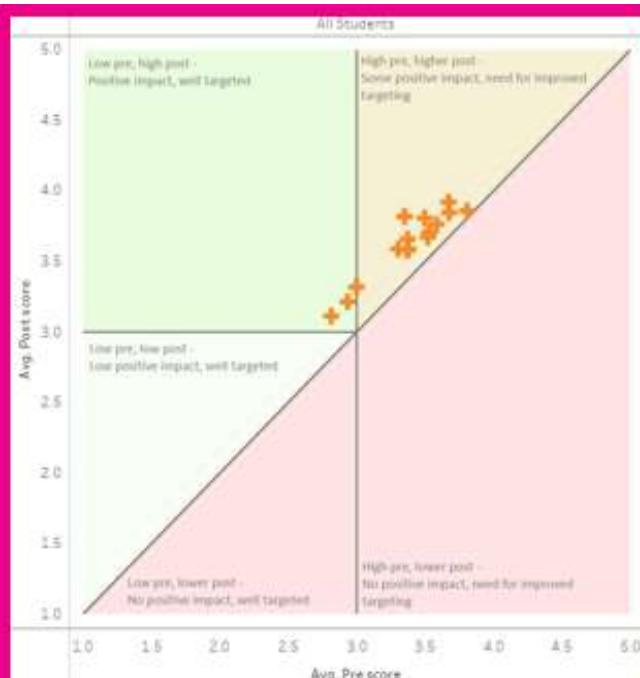
A small positive impact was made across all areas of Skills capital, particularly on respondents who reported lower confidence in the areas tested in the pre survey.

The majority of pupils stated they enjoyed the programme and that they would ‘probably’ or ‘definitely’ recommend the programme to a friend. The majority of pupils agreed that they learnt something new during the programme, and they commented that tutors were helpful, engaging and had clear teaching methods. They found the small working groups beneficial, had the opportunity to recap on existing knowledge, felt that they increased their self-confidence and had an opportunity to meet new people.

Nearly all tutors enjoyed being involved with the programme and felt well supported by UEA. Tutors reported that the programme helped them to build upon a wide variety of skills (such as teaching skills and communication), and that they gained valuable work experience, a greater understanding of careers in education and a sense of accomplishment being able to help the pupils.

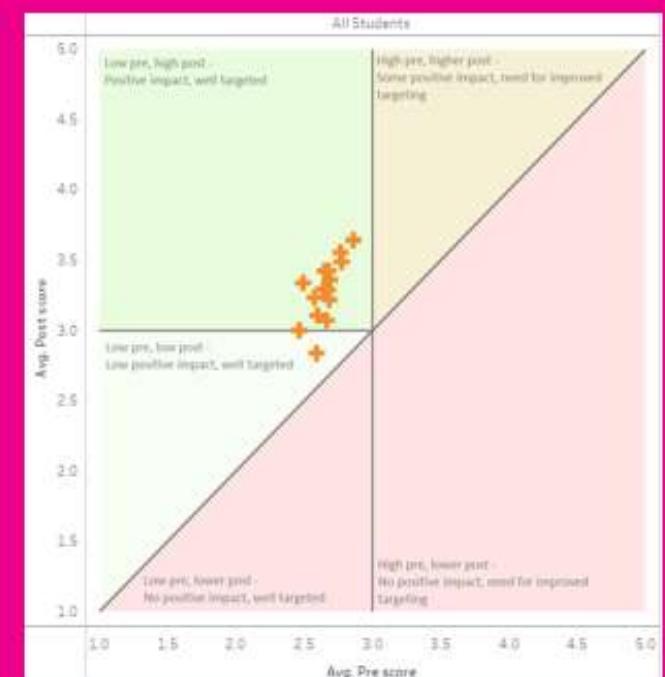
Teachers commented that they saw their pupils gain confidence after taking part in the programme, and reported that the pupils commented positively about their participation.

Evaluation results, pupil surveys – Boston Matrix 2020/21



Non-filtered results

- The first Boston Matrix chart shows that on average, respondents already had high scores in several areas, limiting the scope to have further positive impact here.
- If we filter the results for only those who provided lower scores in the pre-survey, results are much more positive. The positioning of the majority of crosses in the top left quarter shows that the desired impact was made on these particular respondents.



Filtered results

Evaluation results – 2020/21 – attainment data

Change between baseline and final %

English Maths Science



Subject	Year 8				Year 9			
	Avg Baseline %	Avg Final %	Change (pp)	Student Count	Avg Baseline %	Avg Final %	Change (pp)	Student Count
English	63.4	57.8	-5.6	10	67.5	70.6	3.1	10
Maths	48.5	40.5	-8.0	4	67.0	67.5	0.5	8
Science	28.0	30.0	2.0	2	29.0	35.2	6.2	9

It should be noted that base sizes are extremely small – results should be treated as indicative of a trend rather than conclusive.

The school provided attainment data pre programme and post programme. An average baseline and average final attainment figure was calculated for each subject. Results are as follows:

- Year 9 students: An increase in attainment for all three subjects – English (+3pp), Maths (+1pp) and Science (+6pp).
- Year 8 students: A drop in attainment for both English (-6pp) and Maths (-8pp), but a slight increase for Science (+2 pp).

Evaluation results – 2021/22

Overall, the 2021/22 programme helped pupils improve their subject knowledge, improved their confidence in passing their GCSEs in Maths and English, and provided them with study skills and exam techniques.

A slight positive impact was made across all areas of Intellectual capital, particularly on respondents with lower confidence in the tested areas. There appears to have been most positive impact in the subject of English and on Year 8 pupils, where there was a significant increase between pre and post survey scores for many survey questions, and lower impact in the area of understanding how to revise information. Slightly lower impact appears to have been made on Year 9 pupils studying Maths. However, overall, there was a significant positive difference between pre and post survey scores for Intellectual Capital as a whole for all respondents, and for respondents in both year groups.

Pupils reported that they had learnt something new through participating in the tutoring, including study techniques which will help them with their schoolwork and exams. They also reported improved subject knowledge.

Over 80% of pupils stated they enjoyed the programme and 73% said that they would ‘probably’ or ‘definitely’ recommend the programme to a friend. The majority said that their tutor explained things in a way that they could understand and that their tutor was engaging. Pupils said the best thing about the programme was the UEA tutors, who they described as helpful, supportive and engaging – and they appreciated being able to ask questions and get help with specific topics. They also enjoyed the “fun” interactive elements of the programme, such as quizzes and games, which they would have liked more of.

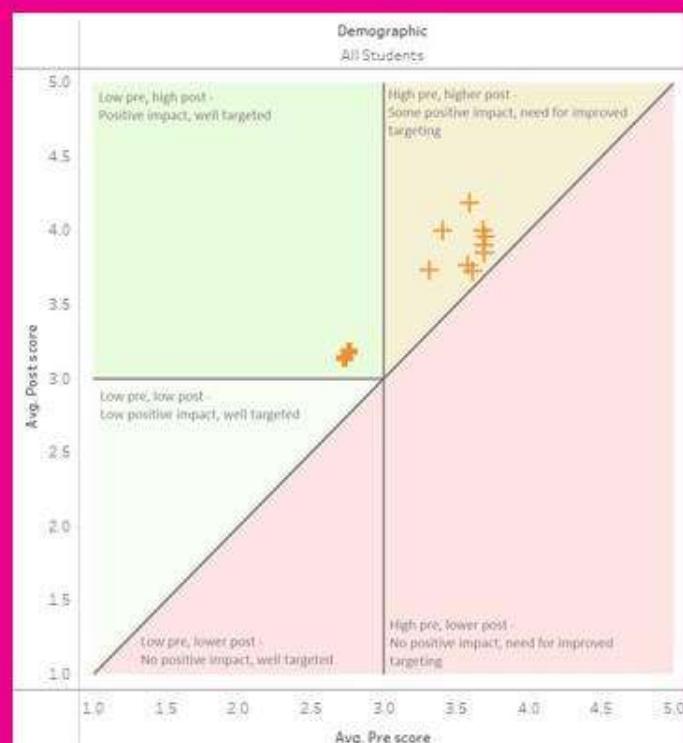
Evaluation results – 2021/22

UEA tutors reported that through participating in the programme they had developed the skills they had expected to, including teaching and communication skills, and experience of teaching. They enjoyed being involved with the programme and felt well supported by UEA but were less positive about feeling well supported by their school and feeling confident in their tutoring skills. They found the experience of being a tutor enjoyable and rewarding, particularly seeing tutees' progress and increasing in confidence, and reported that generally pupils engaged well. However, there was an attendance issue with some schools and tutors encountered some challenges with online delivery (lack of equipment and technical issues) and some said that they needed more guidance with lesson planning and content.

Teachers from the participating schools unanimously reported that the process of selecting students to take part in the programme and being a school contact was straightforward and positive, and praised the communication from UEA.

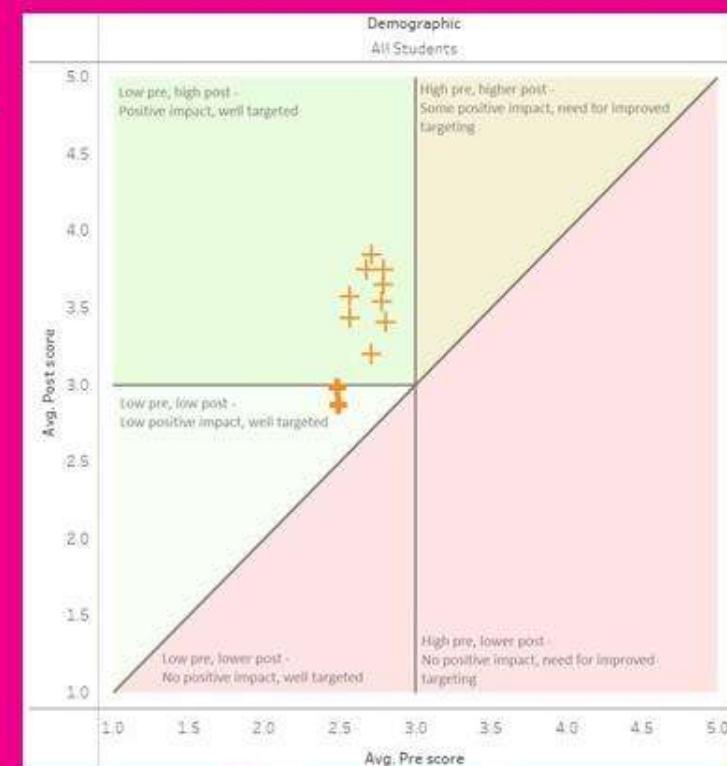
Teachers reported that most of their pupils enjoyed taking part in the programme and had particularly liked working with UEA students in small or 1:1 settings, but they felt that face-to-face sessions would work better. There were some issues with timetabling on the school side with trying to fit the sessions into the school day and curriculum. They reported that, after participating in the programme, pupils seemed more confident in the subjects and more engaged in lessons but said that it was difficult to assess the impact on their subject knowledge.

Evaluation results, pupil surveys – Boston Matrix 2020/21



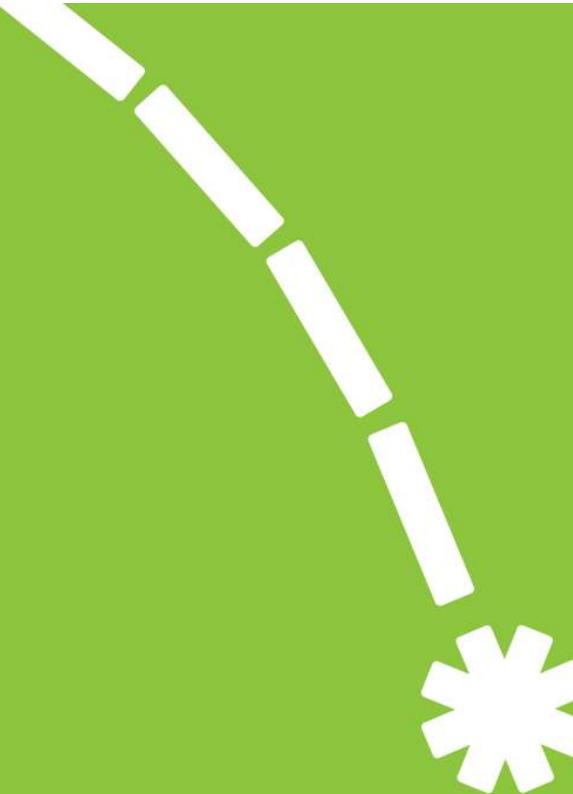
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Filtered results

Challenges, Successes and Takeaways



CHALLENGES

- Tutors cancelling sessions last minute – disruptive for tutees
- Registers – having no students turn up for a session but no communication from school
- Online sessions hampered by IT issues such as microphones or lack of headphones (UEA did provide equipment for some schools)
- Some schools slow to share information such as curriculum, or absent students
- Scheduling didn't work for all schools – different school holidays, missing PE lessons
- Very heavy workload for programme administrators especially dealing with registers, number of students, tutor absences
- Limited face-to-face interactions for admin and tutors
- Celebration events didn't work in all schools because of timetable clash or location issues.

SUCCESSES

- Thorough training sessions for tutors prior to programme starting set the project off to a strong start
- Online teaching generally worked well and enabled more students and tutors to take part
- Tutors and students engaged in positive ways and students stated they had ‘fun’ learning
- Microsoft Teams communication worked well and enabled admin and tutors to communicate regularly, as well as tutors communicate with each other
- School communication worked best when admin staff were involved
- Regularly drop-in sessions enabled tutors to share best practice and ask questions
- Teachers communicated that sessions had raised confidence and aspirations (EG. Students talking about going to university having previously shown no interest).
- Mini celebrations in schools were positive and enjoyable for admin, tutors and students
- Project lead and admin team worked successfully together – nominated for UEA Staff Team of the Year 2022 (by tutors)
- Make It Count project nominated for two industry awards – HEIST and WhatUni

TAKEAWAYS

- Future focus on the element of study skills / metacognition as this was recognised as a strong element.
- Working more closely with target schools to focus on their curriculum and needs. Therefore, a plan to consolidate into a smaller, more manageable and hopefully even more effective programme.
- We would like to collect more control/comparison group data if possible (we have started to do this where possible, EG. with Uni Unlocked)
- More encouragement for all schools to participate in post survey feedback.
- Review the most successful method of measuring attainment.
- More face-to-face training of student tutors and a wider database of supportive materials.
- Continue to use Teams as a useful way to communicate between the programme team and tutors, and between tutors themselves.
- Plan celebration events ahead of time and give opportunities for campus visits
- Discussions with lecturer colleagues about building more partnerships and setting up initiatives specific to UEA schools (such as the Maths or Modern Languages).

Celebrations

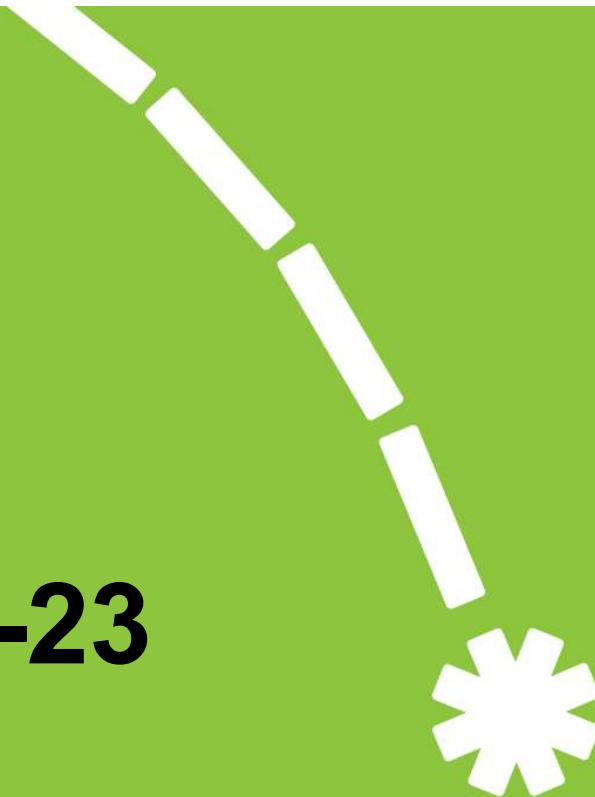


- Mini celebration events in schools
- Tutors and students met face-to-face for the first time
- Shared certificates with personalised messages from tutors and gift bags.
- Schools and students thanked the tutors for all their support along the way.
- Tutors gave talks about the university experience and chatted with students
- Some challenges but on the whole very positive events.

* Photograph used with permission from school and students.



Approach for 2022-23



Curriculum linked Metacognition

“Metacognitive strategies can be worth the equivalent of an additional +7 months’ progress when used well ... particularly for disadvantaged pupils”*

Revision “bootcamps”

East events to support year 11 students with GCSE preparation

Partnership working

Into University

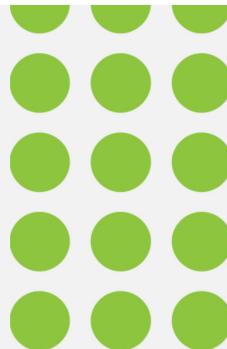
Uni-connect

Local authority to identify and address county wide attainment issues in English & maths

*Education endowment foundation guidance report- metacognition and self-regulated learning

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=education-evidence/guidance-reports/metacognition&utm_medium=search&utm_campaign=site_search&search_term

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THANK YOU

Powering Potential



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