



NEON Primary Age Outreach & Evaluation to
Secure Fair Access

Who Are We?

- Charity that works in partnership with schools to develop a love of learning in children. We encourage, track and celebrate participation in extracurricular activities in and outside of school
- Committed to creating a level playing field of opportunity and opening up access to children of all backgrounds





How Do We Work?

- 🎓 Children's University has a network of over 80 centres across the UK
- 🎓 Work in partnership with organisations with shared values and shared goals including universities
- 🎓 Together we work with over 1,000 schools and over 111,000 children from age 5 - 14
- 🎓 Our 'Passport to Learning' scheme sees thousands of children each year clock up millions of hours of extracurricular learning, resulting in university-style graduations
- 🎓 2nd largest University in the UK (after the OU). In Sheffield alone, the past 10 years has seen 37,000 children clock up over 2,000,000 hours of learning outside the classroom.

Previous Evaluations

 2008 – 2013/13 self-evaluations by CU Trust in conjunction by Cambridge University

 Reported:

 high levels of satisfaction

 higher than average levels of attendance at school for participants

 higher levels of subsequent attainment (literacy and numeracy)

 And higher levels of future aspirations than those who did not volunteer, or otherwise could not attend (MacBeath 2011)

Previous Evaluations

-  Programme was not assessed in relation to a randomised control group
-  For attendance and attainment outcomes, children who volunteered to take part in CU activities were compared with those who did not volunteer to take part
-  These were not comparable groups of children because participation in volunteering and after-school club activities is related to children's social background, family characteristics, and income group
-  Children who are more likely to attend these activities are from families in a higher socioeconomic group and so are more likely to have higher attainment at school

Local Evaluations – Sheffield CU

At Primary Level

-  Performance in SATS for pupil who have a CU award is better than non-CU pupils
-  More pupils with CU awards make the expected progress in English and Maths than non-CU pupils
-  Disadvantaged CU pupils perform significantly better than disadvantaged non-CU pupils, exceeding the city average by 7%

At Secondary Level

-  Attendance of CU students is significantly better than non-CU students, giving more opportunities for achievement
-  Students at CU award levels make the expected progress in English and Maths bettering non-CU students by over 10%

Education Endowment Foundation Study

-  Published on EEF website on Friday 1st December 2017
-  Independent evaluation carried out by Durham University
-  Evaluation ran from March 2014 to July 2016
-  Randomised Control Trial
-  Focused on pupils in Years 5 and 6 (aged 9–11)
-  Usual CU activities plus ‘social action’ opportunities such as volunteering in the community

EEF Study Continued

Testing:

- 🎓 Efficacy of an intervention like CU for schools with high proportions of disadvantaged pupils
 - 🎓 Focused on North (Blackpool, Middlesbrough, Lancashire, Blackburn and Darwen)
 - 🎓 Schools tend to have higher proportions of disadvantaged children and attainment is also lower than the national average (DfE 2017)
- 🎓 Promise from youth social action both for non-cognitive changes and for improved attainment because neither outcome had been properly tested before in primary schools
 - 🎓 Usual CU activities plus ‘social action’ opportunities such as volunteering in the community



Numbers

- 🎓 68 Primary Schools
- 🎓 2,603 pupils (volunteered in an initial survey to take part)
- 🎓 1,452 pupils in 36 schools randomly allocated to receive CU intervention
- 🎓 1,151 pupils in 32 schools randomised to control group
- 🎓 Considered quite a significant study.

Evaluation Objectives

-  What is the impact of an opportunity to participate in Children's University on pupils' attainment in English and maths measured at KS2?
-  What is the impact of an opportunity to participate in Children's University on pupils' non-cognitive outcomes, particularly 'teamwork' and 'social responsibility'?
-  What is the impact of an opportunity to participate in Children's University on disadvantaged pupils, defined as those eligible for free school meals (EverFSM)?
-  *Changes to SATS – English became Reading*

Attainment Measure

-  Academic outcomes were measured using KS1 reading and maths results as the pre-intervention attainment measure and KS2 reading and maths results as the post-intervention attainment measure
-  Taken from the National Pupil Database (NPD) by providing the Department for Education with the Unique Pupil Numbers (UPN) and Unique School Reference Number of the participating pupils and schools
-  Assessment of the intervention on young people's wider outcomes was via a bespoke pupil survey
-  A set of single-item questions scored on a scale of 1–10, covering a range of wider outcomes including teamwork, communication, motivation, self-esteem, confidence, resilience, civic mindedness, and future intentions.

Key Conclusions

-  Children in the CU schools made 2 additional months' progress in reading and maths compared to children in the other schools
-  Children in CU schools made small gains in 'teamwork' and 'social responsibility' compared to children in other schools
-  Children ever eligible for Free School Meals (FSM) made 1 additional month's progress in maths, and small gains in 'teamwork' and 'social responsibility' compared to ever FSM children in other schools
-  Compared to pupils in the control group, those in the treatment group were more likely to select professional occupations as their future aspiration, and to report higher levels of communication, empathy self-confidence, resilience, and happiness, after the intervention.

Potential Long-Term Outcomes

Considered to be:

-  Overall well-being and readiness during academic transition stages
-  Enhanced opportunities for university
-  Enhanced opportunities for subsequent access to the employment sector.
-  These wider outcomes are aligned to the aims of CU programme and there is existing evidence that shows positive associations between children's participation and learning in out-of-school hours with social and emotional well-being and access to successful pathways at later stages in life.

Our First Child-Led Evaluation

-  Worked with UFA to bring YRE training to primary age group
-  Piloted in Birmingham
-  2 schools in areas of significant disadvantage
-  20 pupils (years 5 and 6)
-  Participating in CU for 2 plus years and experienced a CU graduation
-  2 full days training
-  2.5 weeks in school carrying out research (own methodologies)
-  1 day presenting verbal and written findings to a scary adult panel!

The Questions

-  “What difference does taking part in CU activities make to children and their school?”
-  “Does taking part in CU activities, help children learn better in the classroom?”
-  “How could Children’s University be improved?”
-  All the children conducted assemblies in their schools to explain the project to their peers. They then conducted a mixture of surveys, questionnaires and interviews and analysed their results in Survey Monkey to provide statistical analysis by way of graphs and pie charts and through narrative.

Some Results

-  70% of children who responded said they felt Children's University clubs make a difference at school?
-  72% of children responding said Children's University makes school more fun?
-  69% of respondents felt the graduation ceremonies make a difference to them at school?
-  When asked how Children's University makes a difference at school for children, the main responses were as follows:
 -  It makes learning fun
 -  It helps you make friends and to communicate
 -  It builds confidence
 -  It helps relaxation after a hard day

Rolling Out

 2018

-  Work with UFA to run YRE training across 4-5 local CUs
 -  Differing geographies, different managing partners

 2019

-  Roll out a YRE CU Toolkit and Train the Trainer Model to all local CUs



Using Digital Tools to Evaluate

- 🎓 Delivering school-wide, local, regional and national pictures of extracurricular learning
- 🎓 Quantify and formally recognise millions of hours of learning
- 🎓 Identify cold spots of extracurricular engagement
- 🎓 Highlight subject area gaps and facilitate introductions to providers
- 🎓 Show our impact to partners and open up partnership opportunities
- 🎓 Fit into a larger national framework around skills and employability
- 🎓 Provide an extensive resource for research into extra-curricular activities and their impact.



Thank You