



***Primary Aspirations
Dyke House College***

@SallyAnnHolt

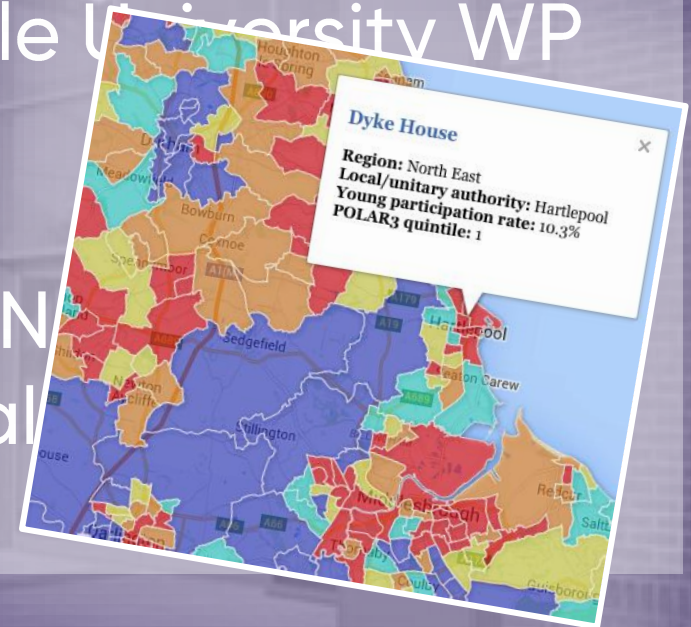
@DHC_Aspirations

@emaslin94

Dyke House College



- Located in Hartlepool, North East
- Year 7–13 (Sixth Form opened in September 2014)
- 83% of pupils meet Newcastle University WP criteria (58% FSM)
- 47% of students meet ACORN POLAR3 1 criteria – statistically very unlikely to progress to higher education.

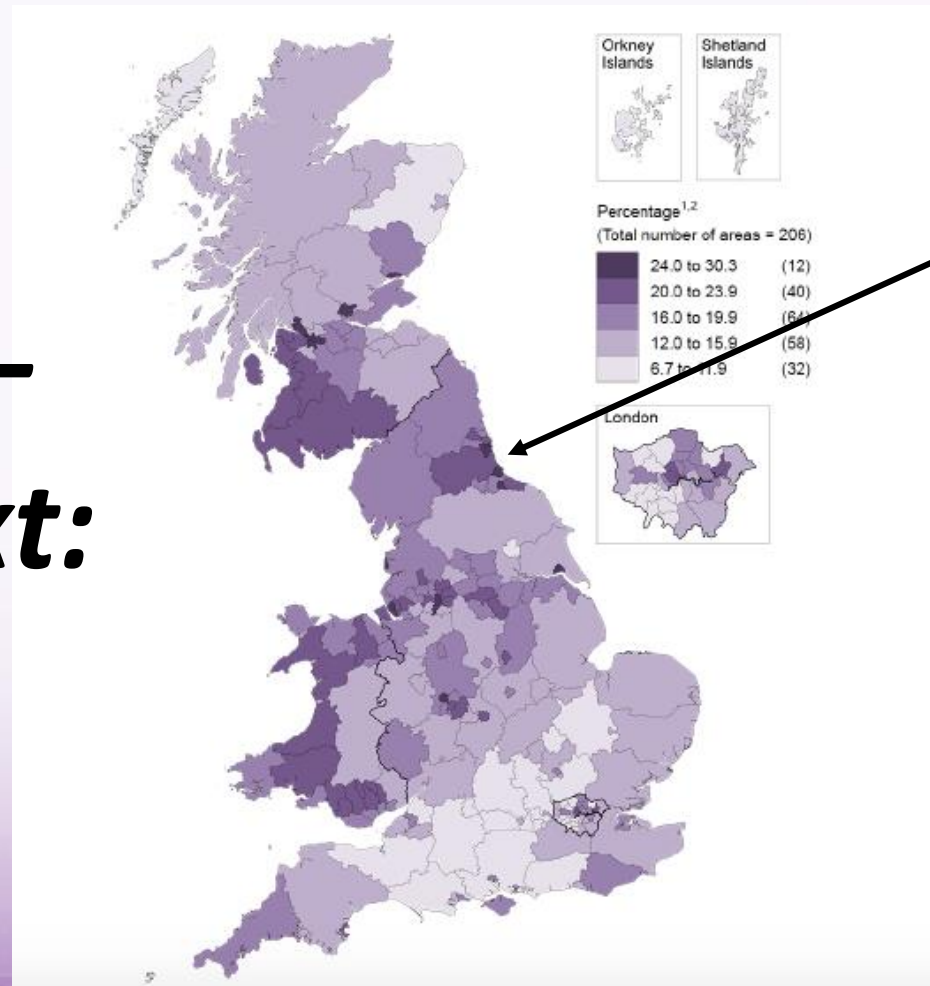




POLAR & ACORN:

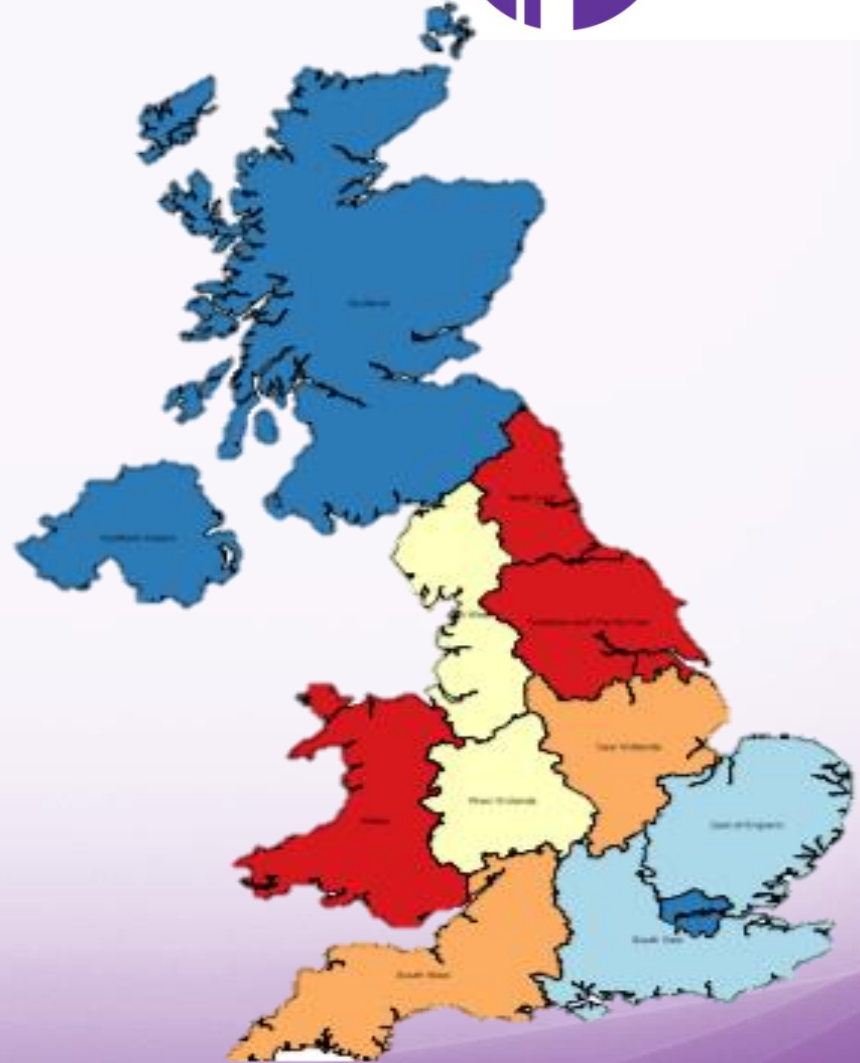
| Year Group | No. 1:5 (POLAR3: ACORN) | Percentage | No. 1:4&5 (POLAR3: ACORN) | Percent age | Newcastle WP Index | Percentage |
|-------------------------------------|--|-------------------|--|------------------------|-------------------------------|-------------------|
| 7 | 120/253 | 47.43 | 147/253 | 58.10 | 232/253 | 91.70 |
| 8 | 136/251 | 54.19 | 165/251 | 65.74 | 206/251 | 82.07 |
| 9 | 118/250 | 47.20 | 144/250 | 57.60 | 219/250 | 87.60 |
| 10 | 111/250 | 44.40 | 147/250 | 58.80 | 205/250 | 82.20 |
| 11 | 111/230 | 48.26 | 139/230 | 60.43 | 183/230 | 79.57 |
| 12 | 13/41 | 31.70 | 18/41 | 43.90 | 35/41 | 85.37 |
| 13 | 12/24 | 50 | 16/24 | 66.66 | 20/24 | 83.33 |
| Lower School (7- 11) | 596/1234 | 48.30 | 742/1234 | 60.13 | 1045/1234 | 84.68 |
| Sixth Form | 15/65 | 23.08 | 34/65 | 52.3 | 55/65 | 84.61 |
| *Total | 611/1299 | 47.04 | 776/1299 | 59.74 | 1100/1299 | 84.68 |

The Evidence – NE Context:



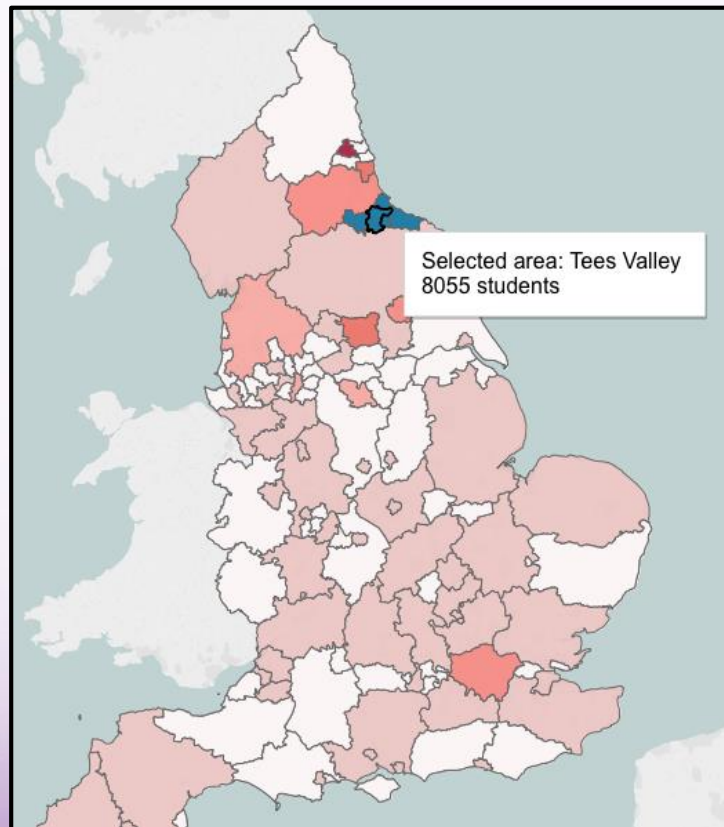


The Evidence – NE Context:



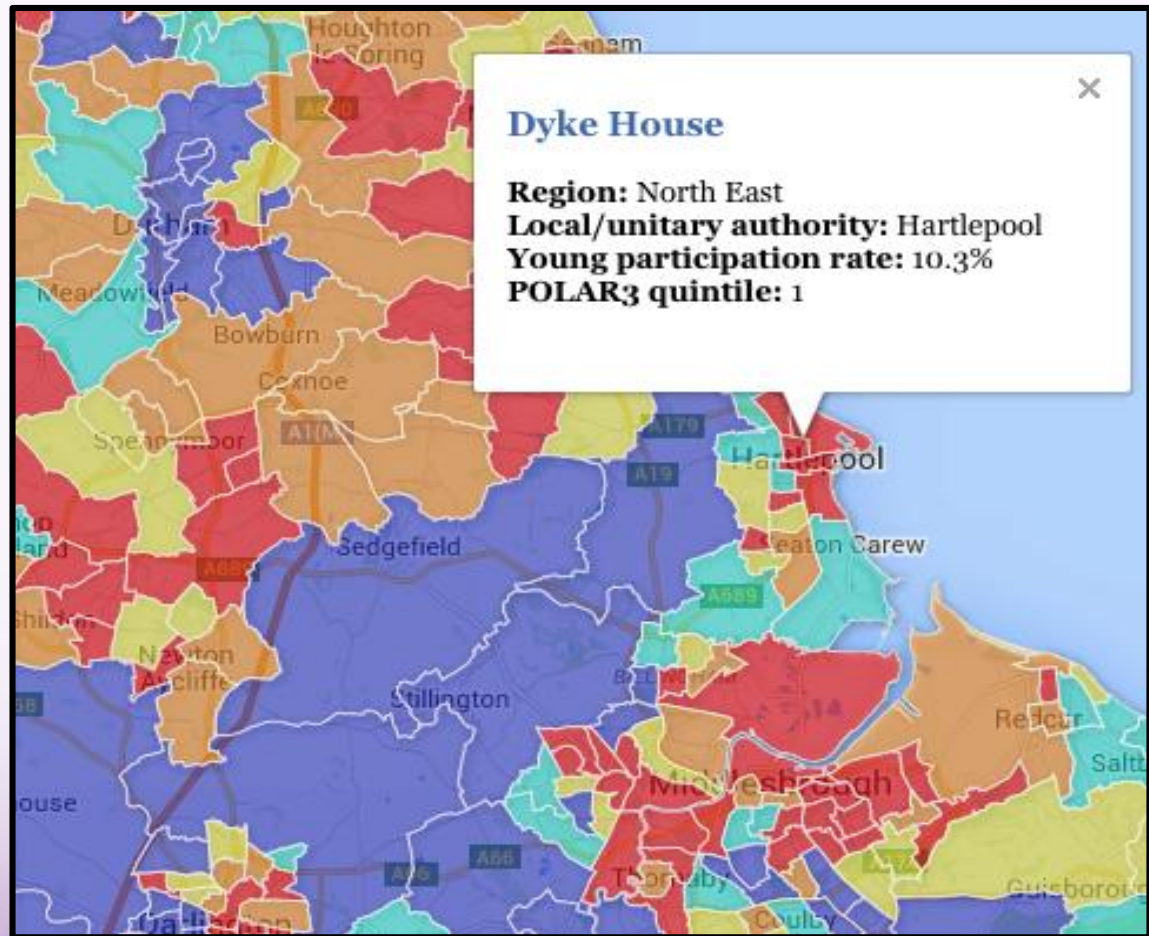


The Evidence – NE Context:





POLAR & ACORN:



State of the Nation 2017 (p.v)

Thirdly, the new social mobility coldspots in our country are concentrated in remote rural or coastal areas and in former industrial areas, especially in the Midlands. There, youngsters from disadvantaged backgrounds face far higher barriers to improved social mobility than those who grow up in cities and their surrounding hinterland. Perhaps unsurprisingly only 13 per cent of disadvantaged young people in former industrial areas and 14 per cent in remote rural coldspots progress to university compared with 27 per cent in hotspots. Many of these places combine poor educational outcomes for young people from disadvantaged backgrounds with weak labour markets that have a greater share of low-skilled, low-paid employment than elsewhere in England. Just one-quarter of residents of these coldspots have managerial and professional jobs compared with over one-third in hotspots. Remote rural and coastal areas also suffer from poor connectivity by transport, restricting opportunities still further. Meanwhile, former industrial areas are struggling to throw off decades of decline. It is perhaps not surprising that the bottom five coldspots are Carlisle, Corby, Weymouth and Portland, Newark and Sherwood, and West Somerset, which is overall the worst part of the country for social mobility.

State of the Nation 2017 (p.17)

In remote rural and coastal areas, disadvantaged young people are half as likely to gain two or more A-levels (or equivalent qualifications) and half as likely to enter university as those in our country's major cities. There are six local authority areas in the country where just 9 to 11 per cent of disadvantaged young people go to university – less than half the average rate. These areas tend to have limited access to higher education locally, which restricts choice for low-income youngsters who wish to live at home while studying.

There are also differences in access to opportunity across the regions. The North East and East Midlands have the lowest performance on the youth social mobility indicators. In both areas, careers support has – until recently – been the lowest in the country. Both regions also have fewer high-level apprenticeships and fewer large employers than other regions, which tends to mean fewer entry-level jobs.

The Evidence – National Context:

- Social Mobility Commission, *'State of the Nation'* (November, 2017)
- Sutton Trust, *'Mobility Manifesto'* (May, 2017)
- Sutton Trust, *'Class Ceiling'* (Jan, 2017)
- Sutton Trust, *'Class differences: Ethnicity and Disadvantage'* (November, 2016)
- Sutton Trust, *'Believing in better'* (June, 2016)
- Sutton Trust *'Missing Talent'* (June, 2015)
- Sutton Trust, *'Responding to the new landscape in university access'* (December, 2010)
- Sutton Trust, *'Degrees of Success: University Chances by Individual School'* (July, 2011)
- Sutton Trust, *'Race to the Top'* (2014)
- Social Mobility & Child Poverty Commission, *'Downward mobility, opportunity hoarding and the 'glass floor''* (June, 2015)
- Social Mobility & Child Poverty Commission, *State of the Nation Report* (December, 2015)
- Sutton Trust, *'Winning personality the effects of background on personality and earnings'* (January 2016)

The Evidence – The Impact:

- Fewer disadvantaged children progressing to aspirational Post 16 study.
- Fewer disadvantaged children progressing to HE / highly selective HE.
- Fewer disadvantaged children recruited to the top graduate firms.
- Fewer disadvantaged children promoted within those firms.
- **Social mobility is limited.**



Moving forwards

- POLAR3 & ACORN & WP = Data and research led.
- The Sixth Form = Beginning with the end in mind.
- Coastal Isolation = get them out!
- Low Aspirations = Holistic approach



TheSixthForm
At Dyke House College



What does primary intervention look like?

The cover for the 'Aspire Student Passport' for Year 4 features several illustrations: a cartoon turtle, a cartoon egg with a face and a red umbrella, a golden trophy, a cartoon rabbit, and a stack of money with the text 'POINTS MEAN PRIZES'. The 'Aspire' logo and 'Student Passport' text are prominently displayed in the center.

YEAR 4

The cover for the 'Aspire Student Passport' for Year 5 features illustrations related to STEM and caring: a 'STEM' logo with icons for science, technology, engineering, and math; a 'CREATIVITY' board with colorful sticky notes; a cartoon question mark with a face; and a row of six small cartoon figures representing different professions. The 'Aspire' logo and 'Student Passport' text are prominently displayed in the center.

YEAR 5

The cover for the 'Aspire Student Passport' for Year 6 features illustrations of school activities: a classroom full of students, a pool table, a bedroom, a graduation ceremony with silhouettes of graduates, and a large assembly hall with students. The 'Aspire' logo and 'Student Passport' text are prominently displayed in the center.

YEAR 6



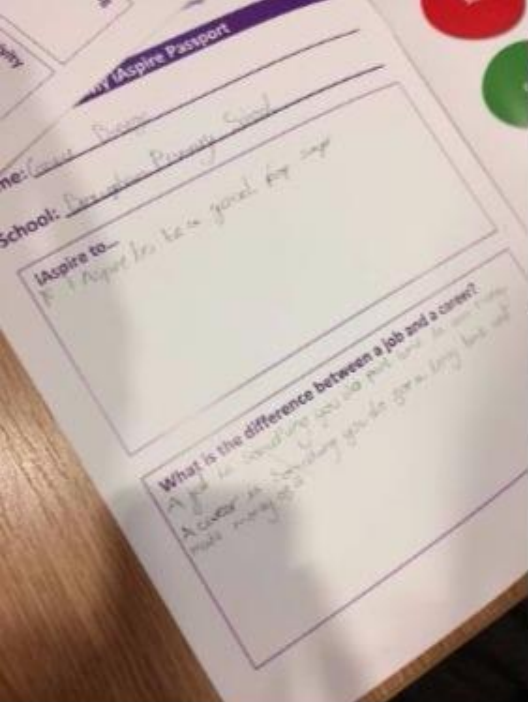
iAspire – The idea:

Embedding the ideas of high aspiration and high expectation given that aspirations are defined at primary age.

- Year 4 – Values based
- Year 5 – Careers focus
- Year 6 – What is university?
- Launch & Celebration
- Half term unit delivered in school by DHC staff weekly.
- Fully resourced and paid for.
- Values based in conjunction with The Aspirations Programme
- External partners – NERAP, Newcastle University

Year 4









iAspire – The Challenges:

- *Time* split across primary schools and DHC
- *Finance* and the importance of investing early
- *Logistics* across our primary cluster
- *Measuring Impact* – effectively and accurately
- Acting on the *monitoring and evaluation*

iAspire – The Impact

Programme Summary:

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|-----------------------------|---------------------|-----------------------|---------------------|---------------------------------|-------------------------|
| What is university? | Learn the lingo | Prospectus dissection | Student life | University experience day | Design a university |
| <i>DHC Launch NERAP</i> | <i>School based</i> | <i>School based</i> | <i>School based</i> | <i>Newcastle University</i> | <i>School based</i> |

Impact Report:

| | |
|--|---|
| Launch event held at Dyke House College | 19 th September 2017 |
| In school sessions | 26 th September, 5 th October, 12 th October, 31 st October |
| Celebration Assembly (in-school) | 31 st October 2017 |
| Number of pupils registered on iAspire | 46 |
| Number of FSM6 pupils | 11 |
| Number of POLAR3 Quintile 1 pupils | |

Pupil Self Evaluation:

| | % of pupils reporting to agree with these statements | |
|--|--|---------------------------|
| | Baseline prior to programme | Evaluation post programme |
| I am excited about being part of the iAspire programme | 84% | 76% |
| I know what I would like to do when I grow up. | 64% | 67% |
| I talk to people at home about what I want to do when I grow up. | 70% | 71% |
| I would like to go to university. | 50% | 55% |
| I know about lots of different jobs that I could do. | 57% | 67% |
| I try my best at school. | 86% | 83% |
| I can achieve anything I want to. | 55% | 62% |
| I know what the word 'aspiration' means. | 20% | 60% |



The Wider Aspirations Programme 2016-17:

- Transition Fortnight
- iAspire
- Life Programme
- Stand alone visits to University
- Pledges
- Targeted Programmes:
 - The Brilliant Club
 - Future Scholars
 - Shine
 - Aspire to Be
- The Sixth Form
 - Work Experience
 - EPQ
 - Personal Development Plan



The Sixth Form
At Dyke House College



Questions?

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