

Primary School Evaluation

University of Plymouth

NEON Working Group - Primary Age Outreach

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What I'll Cover

- Impact Evaluation
- Ethics
- Consent/Public Task
- Standards of evidence
- Theory of Change
- HEAT

Underrepresented Groups

- Ethnically diverse
- Disabled
- Looked After Children
- High social deprivation - IMD Q1 & Q2
- Low participation - POLAR4 Q1 & Q2



Ethics

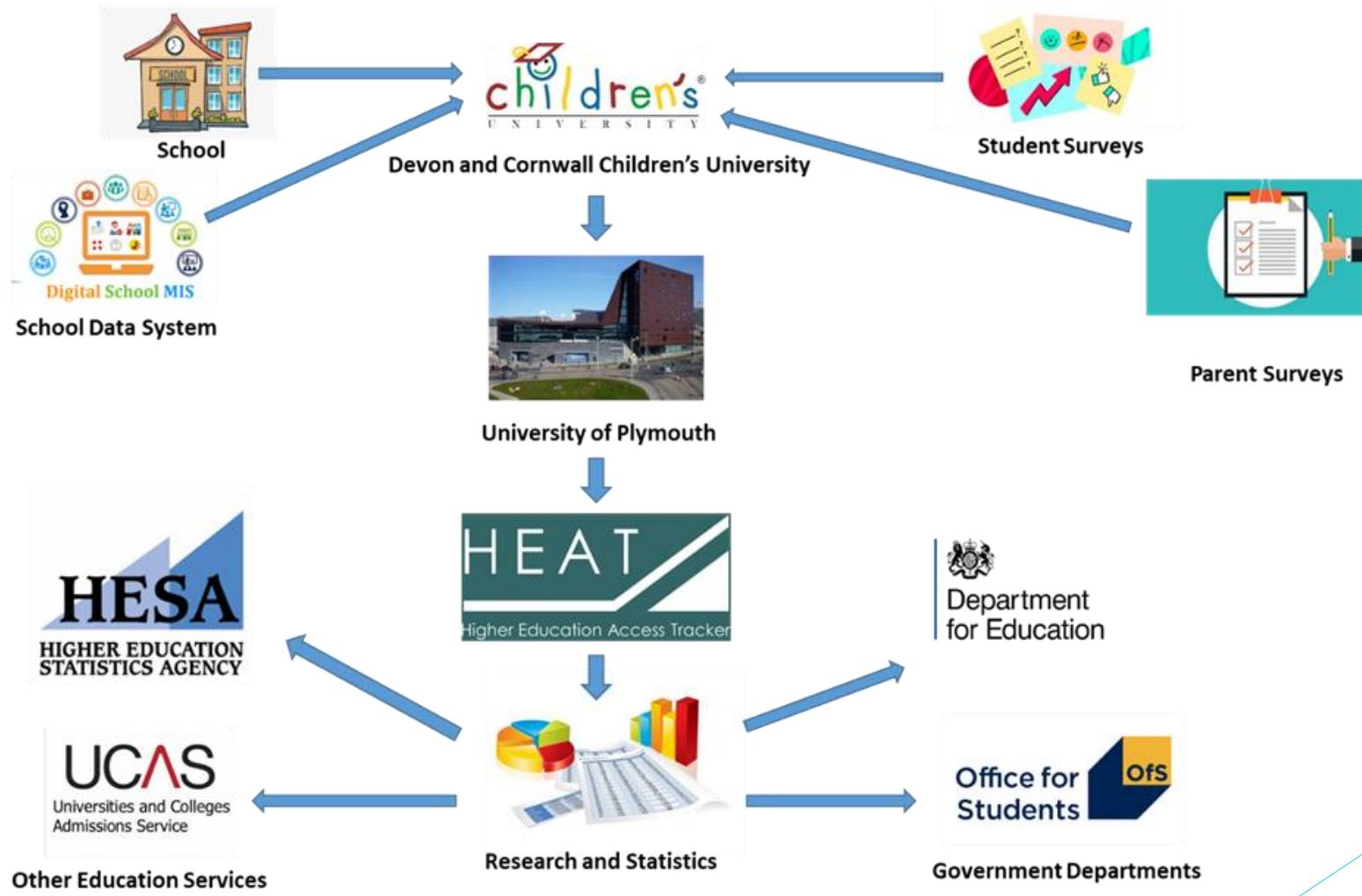
Ethics application process

- Who's doing the evaluation
- Explain the research area and the methods
- Aims and objectives
- Anticipated findings and their relevance
- Participation Information Sheet
- Sample questionnaire
- Consent
- DBS
- Risk Assessment
- Data Management Plan

Consent or Public Task

- Previously used consent - difficult and challenging for primary students.
- Moved to Public Task -
- The data is processed for scientific or historical research purposes or statistical purposes. The lawful basis for this is the performance of a task carried out in the public interest and this is called Public Task.
- Schools sign a data sharing agreement

Consent or Public Task



Impact Evaluation

Impact evaluation is an assessment of how the intervention being evaluated affects outcomes, whether these effects are intended or unintended.



(A process evaluation examines the extent to which an intervention or program is operating as intended)

Standards of Evidence

Three types of impact evaluation:

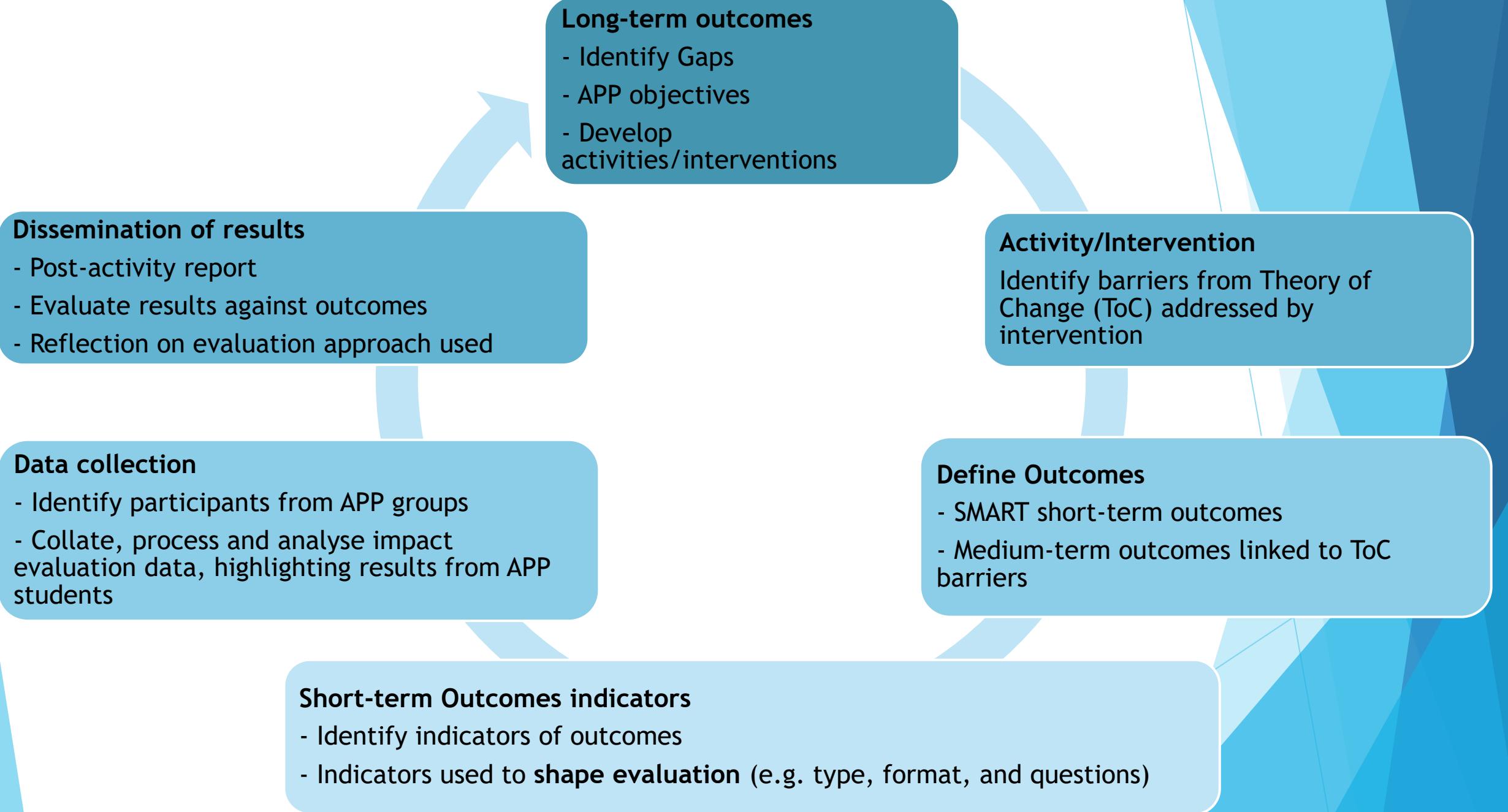
- Narrative - knowing what you are doing and why, based on existing research (*Type 1*)
- Empirical - evaluation of your activities and programmes to measure changes they generate (*Type 2*)
- Causal - any impacts that you can identify as a direct result of your activities (RCTs) (*Type 3*)

Theory of Change (ToC)

- A theory of change is a description of how and why a desired change is expected to happen in a particular context.

- ToC for each strand that:
 - Maps out what activities or interventions set out to accomplish
 - What are the barriers for under-represented groups in that strand that need to be overcome
 - How that leads to the desired outcomes

Situation	Students from underrepresented groups are less likely to progress into higher education.				
Aims	To increase the number of primary school children with an expectation that they can progress into higher education.				
Inputs	Activities	Outputs	Barriers	Outcomes	Impact
	Process			Impact	
<p>Identify and collate students from underrepresented groups.</p> <p>Identify and analyse any existing narrative evaluation.</p> <p>Develop, deliver and evaluate a range of interventions to build aspiration and expectation.</p>	<p>Support Children's University in local primary schools.</p> <p>CU Graduation Events on campus.</p> <p>Deliver on campus literacy and maths workshops.</p> <p>Deliver showcase events for Arts and Science.</p> <p>LabPlus events.</p> <p>Subject specific workshops</p>	<p>More children in local schools participate in CU and access more extracurricular activities.</p> <p>More primary students from underrepresented groups engage with subject level outreach.</p> <p>Increased engagement with student ambassadors.</p>	<p>Socio-economic</p> <p>Soft skills</p> <p>Knowledge</p> <p>Influencers</p> <p>Attainment</p>	<p>Increase in belief and expectations, hope and ambition.</p> <p>Increased confidence and resilience.</p> <p>Increased awareness and understanding of HE options.</p> <p>Changed perceptions & expectations of parents, carers, teachers & peers.</p> <p>Improved achievement in SATS.</p>	<p>Higher numbers of local students with aspiration and expectation to progress in education.</p> <p>Increased motivation, knowledge and confidence about entering HE.</p>
Rationale & Assumptions	<p>1. There are sufficient resources and staff to deliver relevant activities.</p> <p>2. Students engage with the activities and programmes.</p> <p>3. School staff engage with the activities and programmes.</p> <p>4. Students acquire the skills and capital for improved futures.</p>				



Theories of Change (ToC) - APP Question Bank



Aims of the activity

Specific
Measurable
Achievable
Realistic
Time-based

Example:
Increased knowledge of HE for ≥ 50% students

Short-Term indicators

Impact Evaluation indicates the activity's success in achieving its aims

Example:
Indicator: ≥ 50% students report a greater understanding of HE options
Result: 71% said they know more about what happens at university

Evaluation Design

What questions will help us evidence whether these Short-Term indicators were achieved, or how to adapt/improve the activity/intervention?

Example:
Students report their level of agreement with the following statement: "I have a good idea of what students do at university"
Strongly Agree | Agree | Unsure | Disagree | Strongly Disagree

ACTIVITY/SUPPORT

WHO IS BENEFITING
FROM THIS
ACTIVITY?

WHICH STRAND?
(ToC)

WHICH BARRIERS?

Learners

Access

CU

Knowledge

Soft Skills

Socio-
economic

Evaluation Design

Information needed

- Target audience
- Sample size
- Intensity of the activity
- Expectations of students' experience with this activity
- Main goals (SMART if possible)
- People/Organisations delivering/supporting the activity
- Previous feedback collected

Evaluation design

- Type of empirical evaluation (i.e. post-activity survey, pre and post-activity survey, focus groups, etc.)
- Types of questions (i.e. wording, quantitative, qualitative, etc.)
- If triangulation is possible (i.e. evaluation from different sources: students, lecturers, etc.)
- Data collection process: Choose a platform (i.e. JISC, myCareer), distribution process (i.e. a link with access to the survey, a link sent to specific students)
- Reflection on previous evaluations (i.e. integrate questions, consider feedback received)

Lifecycle Framework for Access

								Barriers	Socio-economic Factors			Lack of Soft Skills						
1	Project information								Type of Impact evaluation			Type of Impact evaluation						
2	Name of Project/Session	Description	Service Area Faculty/School	Year Group	Current Interventions	Single or Sustained Intervention	Status	Impact Evaluation (Type 2)			Measurable Outcome	Narrative	Empirical	Causal	Measurable Outcome	Narrative	Empirical	Causal
3	Literacy workshops	Activities that aim to teach students about the different aspects of the subject of interest.	External Relations	Y2-Y6	Yes	Single Intervention	Y	Increased social capital	Yes	Quantitative and qualitative research	Increased awareness of transferable skills for future study and employment	Yes	Quantitative and qualitative research					
16	Mathematics workshops	Activities that aim to teach students about the different aspects of the subject of interest.	FoSE/SECaM	Y2-Y6	Yes	Single Intervention	Y	Increased social capital	Yes	Quantitative and qualitative research	Increased awareness of transferable skills for future study and employment	Yes	Quantitative and qualitative research					
17															Increased			

Higher Education Access Tracker (HEAT) Monitoring and Reporting

- Impact Evaluation ([Type 2](#)) will be conducted for specific activities/interventions
- HEAT provides an opportunity to monitor ALL activities
- Monitoring report will provide an overview of student engagement and to assess the longer-term impact of interventions on students.



Higher Education Access Tracker (HEAT)

- To identify students from low participation and high social deprivation areas (Q1 & Q2 - POLAR4 / IMD)
- To monitor delivery of activities/interventions
- To report activity delivery and student engagement

EEF Efficacy Control Trial - 2017

- Pupils: 2603
- Schools: 68
- Key Stage: 1
- Duration: 3 year(s) 10 month(s)
- EEF funded this project to test whether extra-curricular activities, including social action, can help to improve pupil attainment and other attitudes and skills, such as motivation, confidence and team-working.



Education
Endowment
Foundation

EEF Efficacy Control Trial - 2017

- 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 the 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.

EEF Efficacy Control Trial - 2020

- Pupils: 3000
- Schools: 150
- The proposal is to recruit 150 primary schools which will be randomised to either be in the intervention group or the control group.
- The primary outcomes will be attainment of Y5 children after 2 years of Children's University in reading and maths, using KS2 SATs data.
- Secondary measures will capture self-reported non-cognitive outcomes including aspirations, motivation, confidence and skill development.



Any Questions

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