



Primary Schools Team

Widening Participation Evaluation 2018-19



“I believe that [my pupils] now realise that people from all backgrounds can go to university.” (Teacher, Mansfield Primary Academy)

Outputs

Contact opportunities	Programmes	Schools engaged	Activities
20880	5	55	579



Executive summary

- The data collected indicates that:
 - a. Teachers typically agree that our projects meet their objectives to
 - 1. Increase awareness and understanding of HE 97% agreed
 - 2. Engage children in learning 99% agreed
 - 3. Raise aspirations for the future 96% agreed
 - b. In the majority of classes (75%), children can name more features and benefits of university after taking part in a project. Children were more likely to associate university with the following concepts after working with us:
 - 1. university life 119% increase
 - 2. freedom of choice 132% increase
 - 3. learning 13% increase
 - c. 97% of classes showed high or very high levels of engagement in learning
 - d. 98% of classes show very high levels of aspiration to higher education on completion of projects (53% increased aspiration from the project start)
- With the team back to full staffing levels this year, there was an increase of 38% in the number of activities delivered compared to the previous year
- A new cross-strand project was piloted. Aspiration Days offered to Learning Leaders schools allowed teachers to build their project into a Learning Journey. This increased awareness and understanding of higher education among pupils and gained positive feedback from teachers. Successfully combining these two strands has provided one option for a more sustainable model of delivery past the 3-year Badur funding
- 36% more schools were involved in Family Learning, as both the Family Discovery Day and Wonder strands operated this year (in previous years only one of these strands was delivered)
- There was a further increase in awareness and understanding of university compared to last year, supported by an increased agreement of teachers (up 4%) and pupil understanding (up 6%). This followed a review of session content across programmes to more clearly deliver messages about the features and benefits of university

“The children’s opinions and understanding of life at university changed considerably by the end of the course. They know that furthering their education at university is not just a dream, but a possibility.” (Teacher, Rise Park Primary School)



Our programmes: Discovery Days



Campus visits allowing pupils to experience activities and facilities not available in schools. School groups explore the University and learn about student life through interactive student-led tours. To contextualise the visit, outreach officers run sessions with participating classes in school, before and after each event. Two strands are available:

- Key Stage Two (KS2) Discovery Days: subject themed events with sessions delivered by academic staff or student groups. Curriculum links include science, maths, English, PE, design & technology and geography
- Key Stage One (KS1): an introduction to university for year two children

Changes made this year

- The structure of the day was reviewed based on teacher feedback to allow more time for pupils to explore the university campus and have a longer lunch break
- A number of educational sessions were reviewed and redeveloped, in collaboration with academic colleagues, to address constructive feedback given by teachers



Impact of Discovery Days

Contact opportunities	Events	Schools	Classes	Activities
5059	35	32	68	157

Evaluation data collected indicates that taking part in a Discovery Day:

- Increased understanding of higher education in 89% of classes
- Increased pupils’ ability to link higher education with the concepts of university life, freedom of choice, learning and enjoyment
- Increased aspiration to higher education in 50% of classes (many already had high aspirations). 100% showed high or very high levels of aspiration after a Discovery Day

On a Discovery Day:

- 97% of classes showed high or very high levels of engagement in learning
- Teachers typically agree that Discovery Days met the primary team objectives:
 1. Increase awareness and understanding of higher education 98% agree
 2. Engage children in learning 98% agree
 3. Raise aspirations for the future 98% agree

“For many of our children, just having the opportunity to visit university raises their aspirations and allows them to see university in such a positive light.”
 (Class teacher, Dallimore Primary School)

Future Developments

- The strategy for delivering this strand will be critically reviewed, along with the whole primary team portfolio in the context of the Widening Participation team review
- The marketing strategy will be adapted to maximise bookings at the start of the year
- The campus tour will be reviewed to maximise engagement and utilise new features of the university campus



Our programmes: Exploring Aspirations



Aspiration-raising sessions run in schools by outreach officers. Five different strands are available to schools:

- University Life: a series of three fifteen minute assemblies, delivered to large groups of pupils to introduce the concept of university
- Study What You Love: a lesson allowing children to try out a variety of academic fields with student ambassadors
- Rapid Research: an interactive activity focussing on research skills, linking university learning with the research that children do at primary school
- Leap to Success: a PE based session allowing children to work with sports ambassadors to reflect on skills needed to succeed in school and university
- Calling all Careers: a workshop to explore the links between learning in school, studying at university and future job prospects



Changes made this year

- Improved monitoring and follow-up with schools led to 12 schools that were new to the programme all becoming engaged in additional primary team provisions
- Leap to Success volunteer training included ‘on-the-job’ sessions
- The Calling all Careers session was fully launched and delivered to eight classes

Impact of Exploring Aspirations

Contact opportunities	Strands	Schools	Classes	Activities
6520	5	23	47	75

Evaluation data collected indicates that taking part in Exploring Aspirations:

- Increased understanding of higher education in 73% of classes in resource intensive activities. In light touch activities, 52% of classes showed very high levels of learning
- In resource intensive activities, pupils showed an increased ability to link higher education with the concepts of choice and enjoyment
- Increased aspiration to higher education in 65% of classes (many already had high aspirations). 98% showed high or very high levels of aspiration after taking part

On an Exploring Aspirations session:

- 98% of classes showed high or very high levels of engagement in learning
- Teachers typically agree that Exploring Aspirations met the primary team objectives:
 1. Increase awareness and understanding of higher education 98% agree
 2. Engage children in learning 98% agree
 3. Raise aspirations for the future 94% agree

“This session was absolutely amazing! All of my children were engaged in every task and it brought some of my hard to reach children out of their shell.”
 (Teacher, Wainwright Primary Academy)

Future Developments

- The strategy for delivering this strand will be critically reviewed, along with the whole primary team portfolio in the context of the Widening Participation team review
- The feasibility of using sports volunteers for Leap to Success will be examined
- Video content will be included where possible in response to teacher feedback



Our programmes: Family Learning



A programme for families to find out more about higher education, enjoy learning new things and explore their aspirations together. The programme has four strands:

- Academic Support: a partnership project with **IntoUniversity**, allowing families to share in their children's learning
- Family Discovery Day: an event at the university featuring a wide range of academic activities. Families are invited to pre-event aspiration raising sessions in school
- Wonder: a supported visit to the University's community open day
- Young Scientist: an award night allowing families to celebrate their children's achievements in science, while engaging in fun learning activities together

Changes made this year

- Trialled new pre and post evaluation methods within individual sessions
- Redesigned the in school aspiration session to more effectively engage all age groups and family members
- Delivered an additional strand overall this year



Impact of Family Learning

Contact opportunities	Strands	Schools	Activities
1456	4	15 schools 3 IU centres	32

- 71% of adults and 86% of children felt that they had learnt something new after taking part in a Family Learning project
- 92% of adults and 88% of children showed very high levels of aspiration to HE after taking part in one of the Family Learning strands

Research literature indicates that parental engagement is a key factor in children’s learning:

- Gorad et al (2006 p.29) state that “parents are a major influence in shaping students’ decisions to participate in post-compulsory education”
- Goodall and Montgomery (2014, p.406) explain that the benefits of parental engagement with children’s learning “can include raised achievement, raised self-esteem, increased motivation and engagement, and importantly, raised aspirations”
- They add “many parents, particularly those from ethnic minorities or those facing economic challenge, find engagement with schools difficult, but still have a strong desire to be involved in their children’s learning and educations.” (Goodall and Montgomery, 2014, p.400)

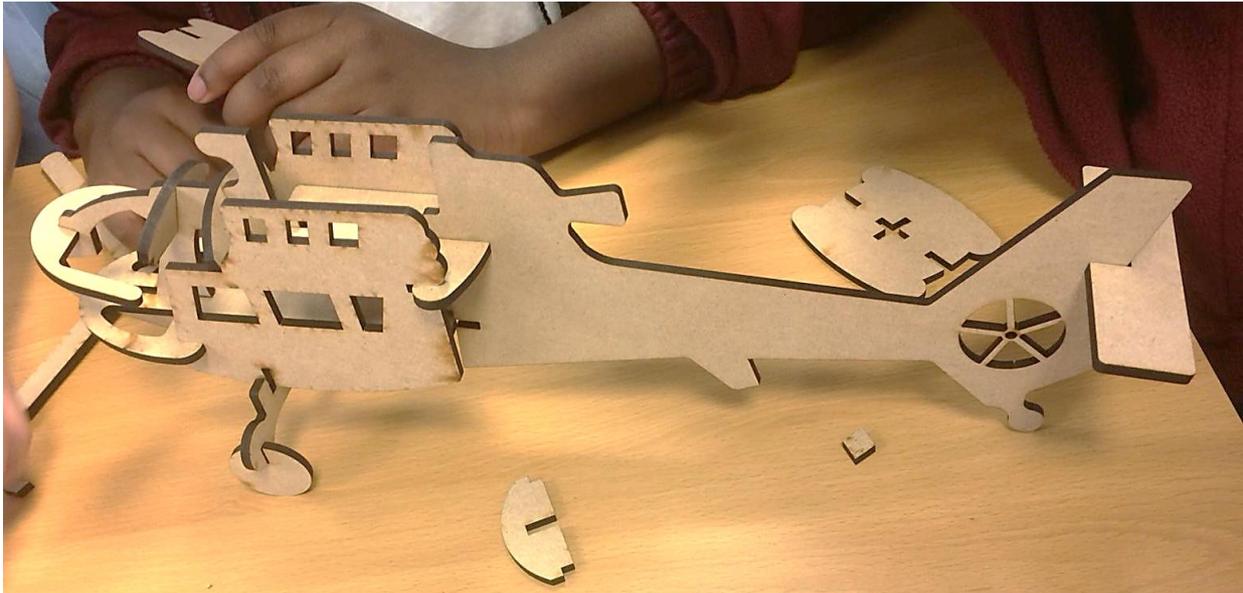
The best part of the project was “engaging parents who would not normally engage in school life.” (Teacher, Sneinton St. Stephen’s C of E Primary School)

Future Developments

- Offer activities that are accessible for Key Stage 1 at family based events
- Review communication between WP and academic contributors with regard to activity content and space requirements
- Assess alternative locations for large scale events
- Review the type of data collected and collection methodology across all Family Learning strands



Our programmes: Learning Journeys



Extended projects allowing schools to work with the University to support learning. University students design activities that challenge children and fit the school's needs, drawing links between their research and the National Curriculum. Projects involve a series of in-school visits and a showcase event at the University.

"Children had the chance to learn a new subject... this meant that they were instantly engaged... lots of them have said they want to come to university when they are older." (Teacher, Southwark Primary School)

Two academically themed strands and two pilot projects ran this year:

Themed strands	Pilot projects
Physics: Power and Energy	Postgraduate Projects: 3D Printing and Microbiology
Modern Foreign Languages: Spanish, German and French	Learning Leaders Aspiration Days



Changes made this year

- Two pilot projects were successfully carried out and were assessed to be feasible options for future Learning Journeys
- A full review of the project was carried out, including collating feedback from teachers
- Due to an increase in staff capacity, Learning Journey projects were delivered in 16 classes compared to five in the previous academic year

Impact of Learning Journeys

Contact opportunities	Events	Schools	Classes	Activities
2616	8	10	16	87

Evaluation data collected indicates that taking part in a Learning Journeys project:

- Increased understanding of higher education in 92% of classes
- Increased pupils' ability to link higher education with the concepts of university life, choice and ease of access
- Increased aspiration to higher education in 54% of classes (many already had high aspirations). 100% showed high or very high levels of aspiration after taking part in a Learning Journeys project

Teachers typically agree that Learning Journeys met the primary team objectives:

- Increase awareness and understanding of higher education 100% agree
- Engage children in learning 100% agree
- Raise aspirations for the future 100% agree

Evaluation data suggests that taking part in an Aspiration Day further increased understanding of higher education, compared to the Learning Leaders sessions alone.

Future Developments

- Following the Widening Participation team review, Learning Journeys will be integrated into the existing Learning Leaders programme
- Both of the Learning Journey pilots will be integrated and will be part of the programme for the next academic year



Our programmes: Learning Leaders



Lesson sequences run by student volunteers in school. Students share their knowledge and passion for their degree subject with pupils. The aim of this is to enhance pupils' interest in different educational topics.

“Engaged, excited and motivated. They love science and this has enhanced that enthusiasm.” (Teacher, Robert Mellors Primary Academy)

The programme had 11 academic strands this year:

After School Science	History	Philosophy
Body and Health	Inflativerse	Psychology
Greeks and Romans	Latin	Sociology
Healthy Minds	The Vikings	



Changes made this year

- Introduced delivery of model lesson to arts based projects training – feedback from volunteers and academic partners was positive
- Introduced team leader timeline and school visit checklist to improve communications between volunteers and schools
- Project registration form adapted to gather all relevant information at one time in one place

Impact of Learning Leaders

Contact opportunities	Strands	Schools	Classes	Activities
5694	11	32	67	246

Evaluation data collected indicates that taking part in a Learning Leaders project:

- Increased understanding of higher education in 46% of classes
- Increased pupils’ ability to link higher education with the concept of student life – 49% and enjoyment – 55% increase from beginning to end
- Increased aspiration to higher education in 15% of classes. 95% of classes already had high or very high aspirations at the start of the project

On a Learning Leaders project, the limited teacher data collected¹ suggests that:

- 94% of classes observed showed high or very high levels of engagement in learning
- Teachers typically agree that Learning Leaders met the primary team objectives:
 1. Increase awareness and understanding of higher education 88% agree
 2. Engage children in learning 100% agree
 3. Raise aspirations for the future 88% agree

Future Developments

- Further develop introduction to higher education slides to include more ‘Features and Benefits’ (FaBs) of university
- Identify ways to obtain a higher volume of feedback from teachers
- Identify and report on benefits to academic schools and University of Nottingham students

¹ These results are expressed with a margin of error up to 13

Appendices

a. Primary team evaluation strategy and tools

Objective	Programme	Intended Outcomes	Tools	Logistics
1. Increase awareness and understanding of higher education	<p><u>Light touch projects:</u></p> <p>Family Learning</p> <p>Exploring Aspirations (Except Study What You Love)</p> <p><u>Resource Intensive Projects:</u></p> <p>Learning Leaders</p> <p>Learning Journeys</p> <p>Discovery Days</p> <p>Exploring Aspirations (Study What You Love)</p>	<p>Participants are able to describe an increasing number of aspects of higher education at an age-appropriate level.</p> <p>They can give one or more Features and Benefits (FaBs) of university that fit into one of the key Widening Participation Primary messages:</p> <p>A. <u>Learning</u> e.g. a place where you can study/research/learn/become expert</p> <p>B. <u>Ease of access</u> e.g. anyone (+18) can go to university, students can borrow money to go to university (FL)</p> <p>C. <u>Routes to HE</u> e.g. you can go there after school/college</p> <p>D. <u>Freedom of choice</u> e.g. you can choose your favourite subject, you can choose to go, it gives you a choice of career</p> <p>E. <u>Working towards advancement</u> e.g. if you work hard at school/college, you can go to university, you challenge yourself to get even better</p> <p>F. <u>University life</u> e.g. there are clubs and societies, students live with friends</p> <p>G. <u>Future prospects</u> e.g. it can help you to get a job/career</p> <p>H. <u>Enjoyment</u> e.g. it is fun</p>	<p><u>LO1 Awareness question:</u></p> <p>Ask participants:</p> <p><u>Under 18s</u> 'what is a university? Write down everything you know'</p> <p><u>Over 18s (parents)</u> 'what is a university? Include as much detail as possible in your description'</p> <p><u>LO1 self-assessment question:</u></p> <p>Ask participants:</p> <p>Have you learnt something new about university that you did not know before?</p>	<p><u>Resource intensive projects:</u></p> <p>LO1 awareness question asked at the beginning and end of a sequence*. Whole classes of participants write down their answer on a slip. Comments are coded A-H according to the FaBs described. One answer from a child can be marked with multiple codes. Aim: sample size to give 95% confidence; margin of error below five to justify inferences for all pupils</p> <p><u>Light touch projects:</u></p> <p>LO1 self-assessment question asked of all participants asked at the end of a light-touch project</p> <p>Proportion of 'yes' responses recorded (estimated in projects where visual feedback is given for large groups e.g. hands up response in assembly)</p>

i. A series is a sequence of inputs delivered in a set time frame (usually one half term).

Objective	Programme	Intended Outcomes	Tools	Logistics
2. Engage children in learning	Learning Leaders Learning Journeys Discovery Days Exploring Aspirations Family Learning	Participants are interested in learning during the activity. They: <ul style="list-style-type: none"> show a positive attitude towards the topic, and/or actively participate in the session e.g. <ul style="list-style-type: none"> asking questions about the subject or activities listening to the session leader following session instructions e.g. discussing a question with a partner, completing an activity or task set, supporting a team member 	<u>LO2 question:</u> Ask observing school/ Into University staff member: what proportion of the children/families were engaged in learning? judge this based on an overall best fit for the whole lesson/project	LO2 question is a post-input tool asked to lead teachers on projects, or Into University staff member (if no teachers are involved). Results are recorded as part of online surveys. 0 – no engagement 1-20% - very low engagement 21-40% - low engagement 41-60% - moderate engagement 61-80% - high engagement 81-100% - very high engagement
3. Raise aspirations for the future	Exploring Aspirations Learning Leaders Learning Journeys Discovery Days Family Learning	Children are motivated to work hard and achieve in school and the future. They/their parents understand that working hard in school can lead to higher education, which opens up more choices for them as adults. Participants can show goals, demonstrating their; <ul style="list-style-type: none"> Future career aspirations, either in terms of a specific job, or a type of work that uses their skills and preferences and/or <ul style="list-style-type: none"> goals for school and higher education 	<u>Aspiration question:</u> Ask participants: ‘who thinks that they (their children) would like to go to university one day?’	LO3 HE aspiration question asked at the beginning and end of sequences (except Family Learning; question is only asked at the end - participants do not attend whole sequence). Proportion of ‘yes’ answers recorded by the session leader. 0 – no HE aspiration 1-20% - very low HE aspiration 21-40% - low HE aspiration 41-60% - moderate HE aspiration 61-80% - high HE aspiration 81-100% - very HE aspiration
Objectives 1-3	All projects	Teachers identify that programmes have had an impact on their pupils in terms of each objective.	To what extent do you agree that these objectives were met? (objectives listed)	Included in all post-sequence surveys to teachers. Options: strongly agree, agree, disagree, strongly disagree.

b. Teacher survey response rates

Programme	Evaluation method	Supervising Teachers	Survey Responses	Margin of error (at 95% confidence level)
Exploring Aspirations	Teacher Survey	55	49	2.22
Discovery Days	Teacher Survey	70	65	0.92
Learning Journeys	Teacher Survey	11	10	1.95
Learning Leaders	Teacher Survey	46	16	13
Family Learning	Teacher survey	14	11	2.82
Whole Team Executive Summary	Teacher Survey	196	151	0.76

c. Pupil outcome measurement sampling

Programme	Evaluation method	Total participants (unique learners)	Sample size	Margin of error (at 95% confidence level)
Objective 1. Increase awareness and understanding of higher education ⁱⁱ				
Exploring Aspirations: Study What You Love (SWYL)	Awareness question: full	272	255	1.54
Exploring Aspirations: all sessions except SWYL	Awareness question: self-assessment	2718	2620	0.36
Discovery Days	Awareness question: full	1904	681	3.01
Family Learning	Awareness question: self-assessment	924	351	4.12
Learning Journeys	Awareness question: full	348	304	2
Learning Leaders	Awareness question: full	1805	386	4.42
Whole Team Executive Summary ⁱⁱⁱ	Awareness question: full	7597	1522	2.25

ii. The 'full evaluation' method was used for resource intensive projects (see appendix a). This yielded more robust data for this learning objective. Therefore, conclusions were based on this method wherever the data was available.

iii. Conclusions in the executive summary for this objective were based on programmes where full evaluation data was available and child participants only.

Programme	Evaluation method	Supervising Staff	Survey Responses	Margin of error (at 95% confidence level)
Objective 2. Engage children in learning				
Discovery Days	Engagement Question: teacher	70	65	1.12
Exploring Aspirations	Engagement Question: teacher	55	49	1.31
Family Learning ^{iv}	Engagement Question: Into University (IU) staff	6	6	n/a not used in isolation
Learning Journeys ^{iv}	Engagement Question: teacher	1	1	n/a not used in isolation
Learning Leaders	Engagement Question: teacher	46	16	7.84
Whole Team Executive Summary	Engagement Question: teacher and IU staff	178	137	1.37

iv. The observation responses for the LO2 teacher question were not included in the Learning Journey or Family Learning summaries; numbers were too low to draw conclusions.

Programme	Evaluation method	Participants	Responses	Margin of error (at 95% confidence level)
Objective 3. Raise aspirations for the future				
Exploring Aspirations	Aspiration question	2990	2990	0
Discovery Days	Aspiration question	1904	1235	1.65
Family Learning	Aspiration question	924	351	4.12
Learning Journeys	Aspiration question	348	321	1.53
Learning Leaders	Aspiration question	1805	391	4.39
Whole Team Executive Summary ^v	Aspiration question	7971	4870	0.88

v. Family Learning contained no comparative data, so was not included in the whole team summary

d. Work sample photos

The examples of pupils' work below demonstrate the variety of activity carried out by the team this year

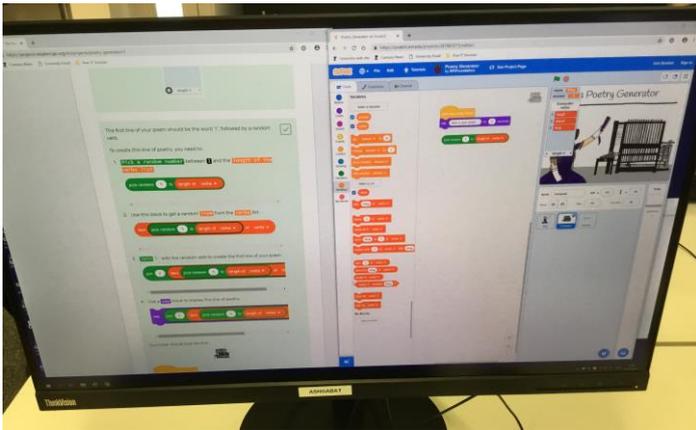


Figure 1: Computer Science Discovery Day programming

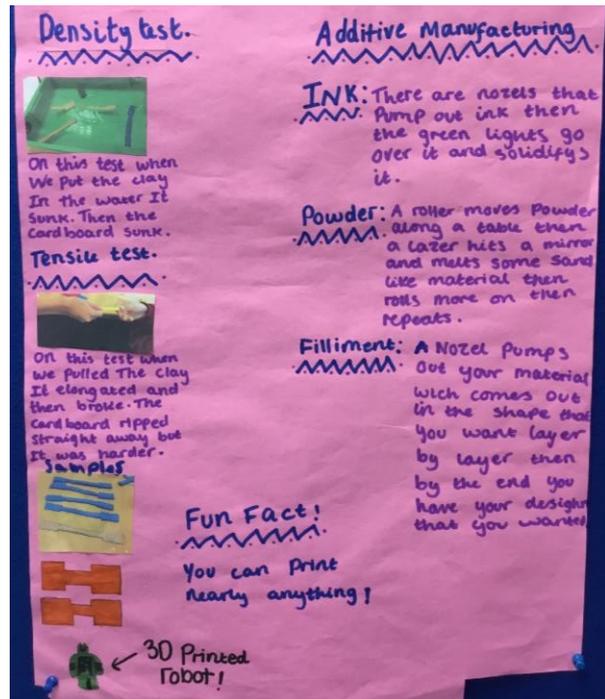


Figure 4: Learning Journey additive manufacturing poster

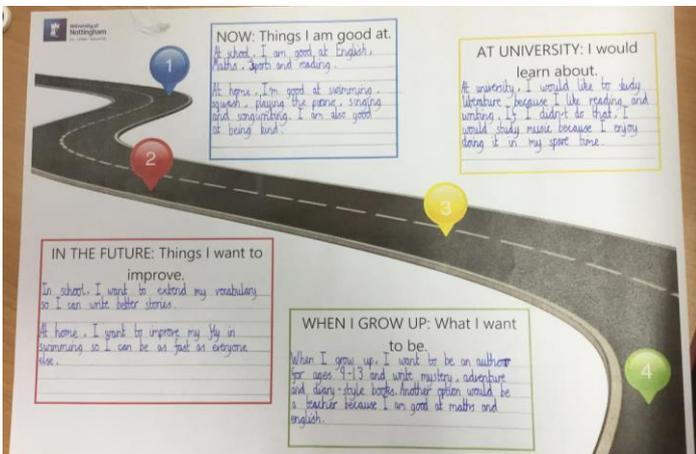


Figure 2: Discovery Day post visit – my future activity

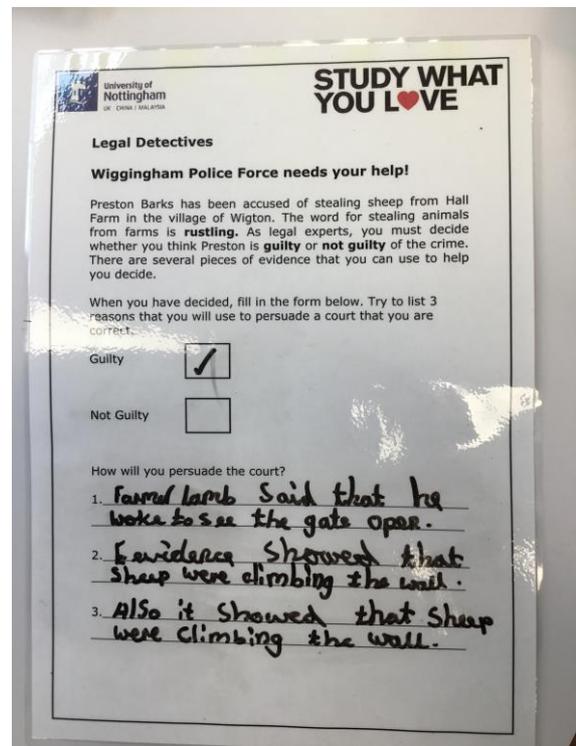


Figure 5: Law activity on Exploring Aspirations session



Figure 3: Sports Discovery Day nutrition activity

e. References

Goodall, J. and Montgomery, C. (2014), *Parental involvement to parental engagement: a continuum*, Educational Review, 66:4, 399-410, DOI: 10.1080/00131911.2013.781576, Available at: <https://learningfoundation.org.uk/wp-content/uploads/2016/03/Parental-involvement-to-parental-engagement-a-continuum.pdf> [accessed 23 August 2019]

Gorad, S. et al. (2006) *Review of widening participation research: addressing the barriers to participation in higher education*, UCL Institute of Education Digital Resources, Available at: <https://dera.ioe.ac.uk/6204/1/barriers.pdf> [accessed 23 August 2019]