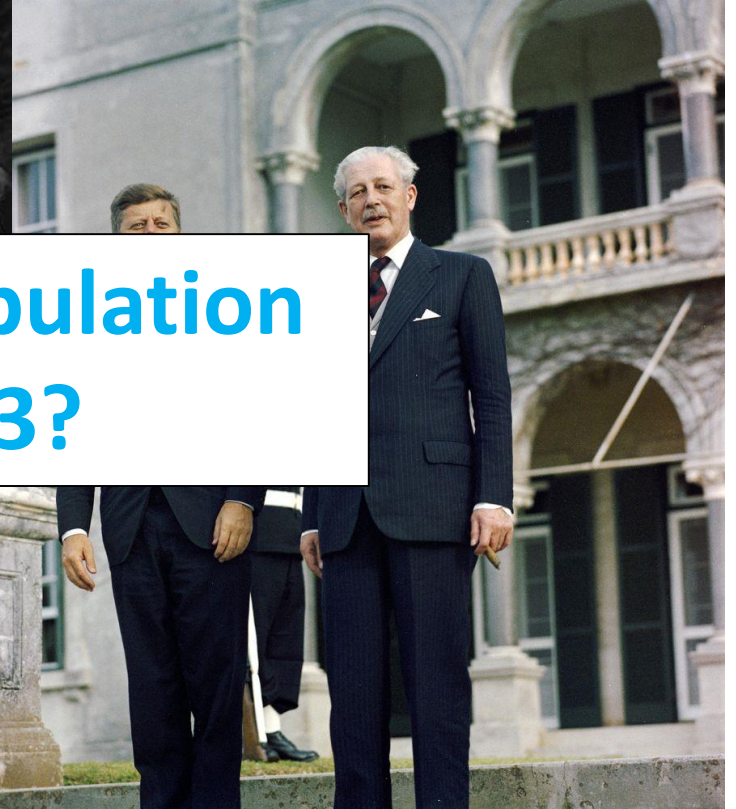




Building relationships with schools and colleges – The Aspire to HE Innovation Award

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56 years ago...(1963)



What percentage of the UK population went to University in 1963?



Less than 5% of the population went to University
And just under $\frac{1}{4}$ of them were women

The so-called “Robbins principle” was established- that:

University places “should be available to all who are qualified by ability and attainment to pursue them and who wish to do so”.



If, as we believe, a highly educated population is essential to meet competitive pressures in the modern world, a much greater effort is necessary if we are to hold our own.

Our investigations have suggested the existence of large reservoirs of untapped ability in the population...

What followed was a large expansion of Universities and University places



There are no easy fixes when it comes to cracking Britain's social mobility problem.

Change will take time. The next decade should be one of deep-seated social reform.

2016 State of the Nation – Social Mobility Commission Report

Key Drivers for us...



30+%

Is the average progression rate of young people to Higher Education in England

23%

Is the average progression rate to Higher Education across Telford, the Wrekin and the Black Country

18%

Is the average progression rate to Higher Education in 29 specific wards in Telford, the Wrekin and the Black Country

Aspire to HE target wards		
KEY	Ward	Local Authority
1	Arleston	Telford & Wrekin
2	Brookside	
3	Donnington	
4	Hadley and Leegomery	
5	Ketley & Oakengates	
6	Malinslee	
7	The Nedge	
8	Woodside	
9	Wrockwardine Wood and Trench	
10	Bilston East	Black Country
11	Birchills Leamore	
12	Blakenall	
13	Bloxwich East	
14	Bloxwich West	
15	Brierley Hill	
16	Brockmoor and Pensnett	
17	Castle and Priory	
18	Coseley East	
19	East Park	
20	Friar Park	
21	Great Bridge	
22	Hateley Heath	
23	Low Hill	
24	Lye & Wollescote	
25	Netherton, Woodside & St Andrews	
26	Princes End	
27	St. Thomas's	



Key Stage 4 attainment in these wards does not reflect the level of HE progression taking place

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We Have a Real Terms HE Progression Target



200 more pupils per year from these target wards progressing to any form of Higher Education: (Level 4)- HND, HNC, Degree, or Higher Level Apprenticeship

Aspire to HE – A Few Facts:

- Aspire to HE is responsible for **29** NCOP wards
- Residing in those wards is a target demographic of around **19,500** young people ('NCOP pupils')
- 20% of 19,500 = 3,900 pupils** – in 2017, how were we to secure this required 'reach'?
- 88** secondary schools have 'NCOP pupils' on their pupil role
- Aspire to HE identified **44** schools to approach to form a partnership, and formed partnerships with **39** of them to date.
- We did participate in NNCO, but little infrastructure or people remained...we were building a school network from scratch.

Vision- team norms – operating values

Objectives:

- Significantly increase HE progression of targeted young people and surpassing HEFCE agreed targets by 'levelling the playing field' in our target wards by getting **200 more** young people to HE per year.
- Double the proportion of young people from disadvantaged backgrounds in higher education (HE) by 2020
- Increase by 20% the number of students in HE from ethnic minority groups
- Address under representation of young men from disadvantaged backgrounds in HE
- Become a nationally recognised consortium due to the impact our work has on widening participation and HE progression that fuels greater social mobility.**

Strategy:

- Offer high quality WP interventions focused on a target cohort of young people across schools and colleges through a coherent menu of activity. We fully utilise the skills and experience of faculty colleagues.
- Build productive, mutually respectful relationships with college partners that recognise the value they give to the project aims, but also our institution's broader relationship with each college.
- Develop rich, mutually respectful and sustained relationships with target/ priority schools who have a clear understanding and high level of investment in the project and deliver innovative intervention work**
- Build systems that effectively and accurately monitor and evaluate impact of approaches used
- We accurately and effectively 'tell our story' through quality HEFCE reporting
- Provide high value for money in all that we do**

Tactics

- We fully utilise existing opportunities to support our goals (e.g. university open days)

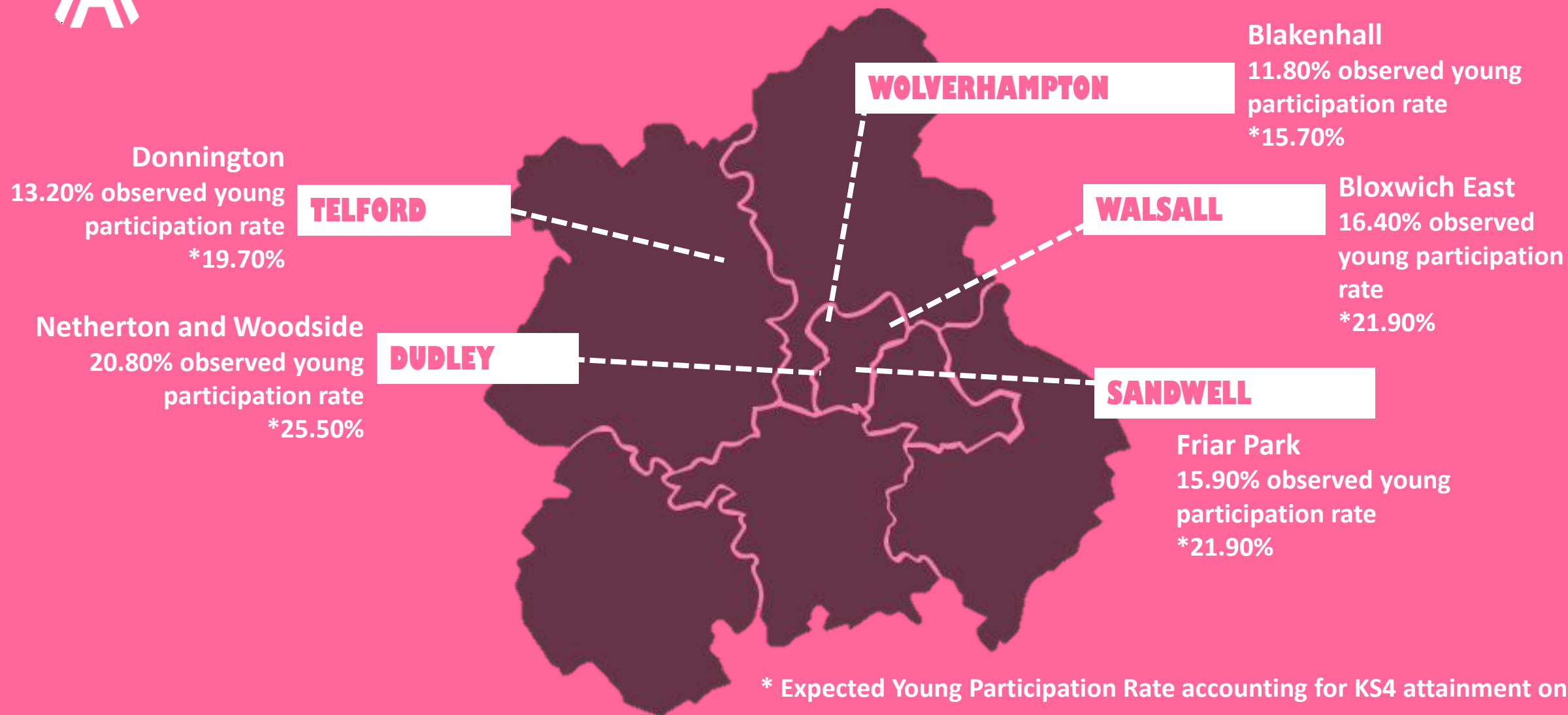




Working closely with schools is a fundamental aspect of supporting young people in developing their higher education aspirations. Aspire to HE has approached this by working closely with target schools, and funding Aspire to HE lead teacher positions. These are additional responsibilities taken on by current teaching staff, who are well placed to identify and work closely with targeted NCOP learners within their school setting. The Aspire to HE lead teachers are supported by a central team of senior partnership officers, through regular visits, lesson observations and termly continuing professional development (CPD) meetings with all regional lead teachers. Aspire to HE runs an innovation award to support lead teachers in developing local interventions for their specific group of NCOP learners.



Local Authorities



What is the Innovation Award?

The Innovation Award provides an opportunity for schools to bid for up to £5,000 to run a targeted intervention that will help pupils overcome existing barriers to applying to HE/higher-level apprenticeships.

As per the OfS guidance, NCOP money should not be spent purely on attainment raising interventions, so any bids should focus on the raising of the ambitions and aspirations of target young people.

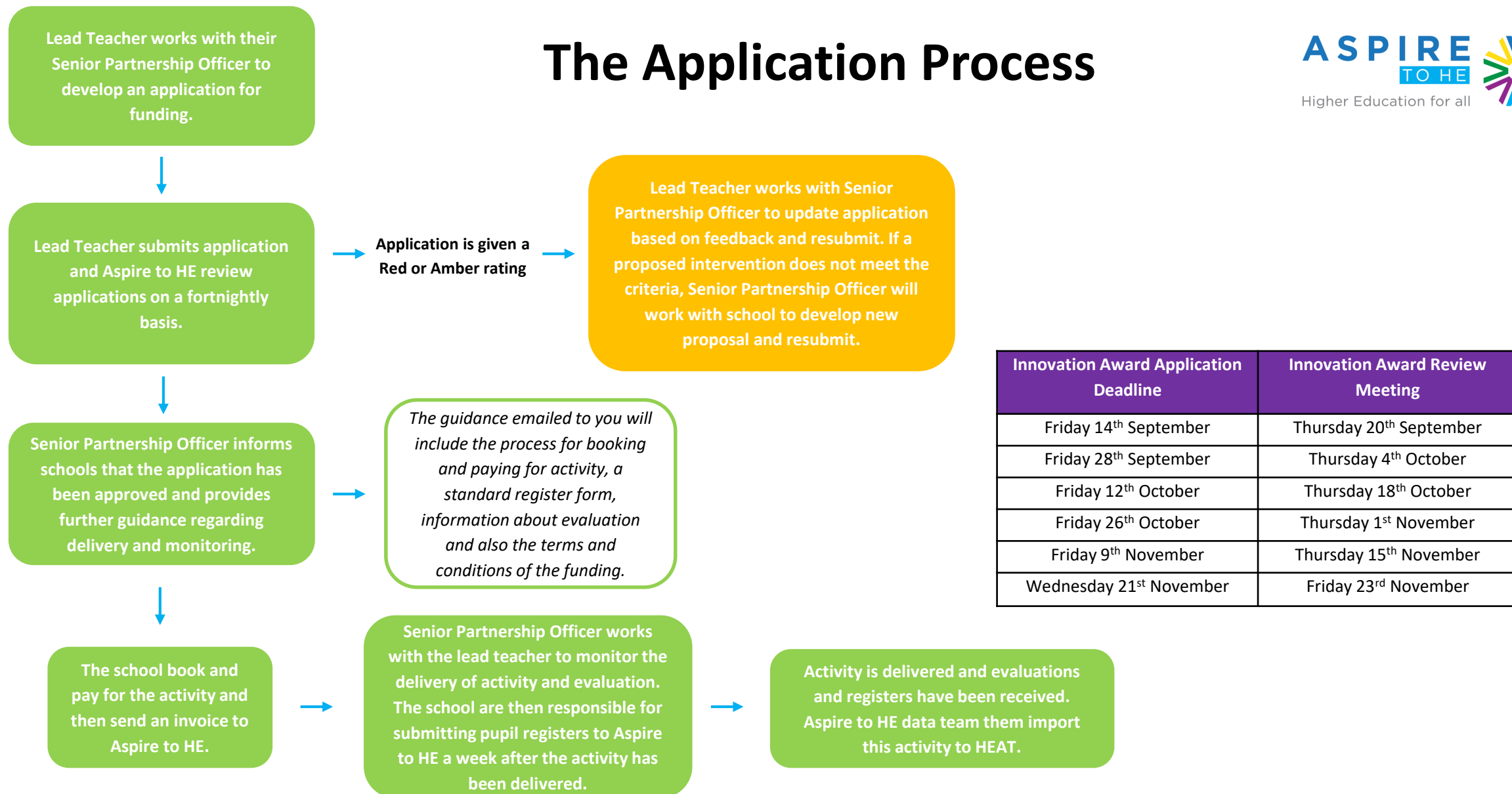
What can the Innovation Award Funding be spent on?

The funding can be used to cover all aspects for running new interventions/trips to support your target learners. This includes:

- Bringing in external organisations to run sessions
- Transport
- Staff cover
- Materials to support the running of the intervention (printing costs, chemicals for hands-on science experiments, etc.)

The funding can only be used to fund new activity in school. If you always run a trip to a particular university, for instance, you wouldn't be able to use the funding to pay for this year's trip.

The Application Process



The Innovation Award in Numbers

17/18

£111,173 30 schools with 1+ application

47% applied for £4,000 +

16% applied for full
£5,000

18/19

£168,117 37 schools with 1+ application

81% applied for £4,000 +

36% applied for full
£5,000

80

Applications
submitted in 18/19



2 applications

9 applications

69 applications

3181

Unique students who have
participated in an Innovation
Award Activity since September
2017*

52%
NCOP

1665 students

*Recorded on HEAT as of 06/05/19

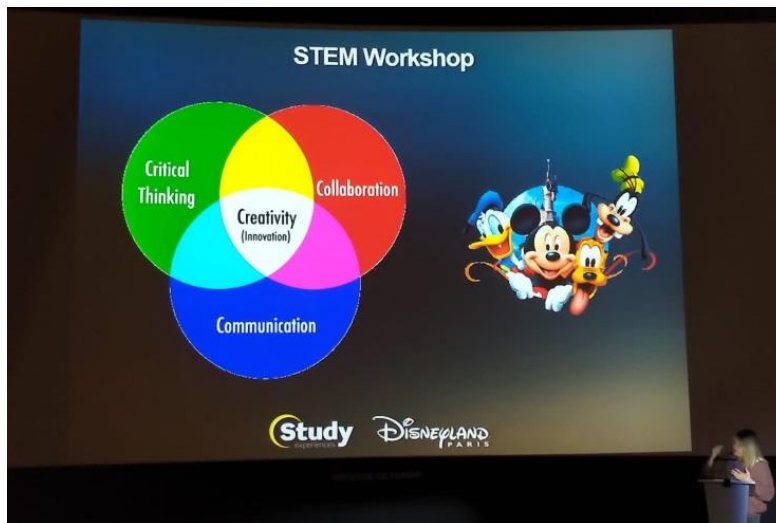


Key Themes

- Subject specific
- Residentials
- Campus visits and exposure to HE
- Cultural capital
- Careers and IAG
- Increasing confidence
- Communication
- Attainment

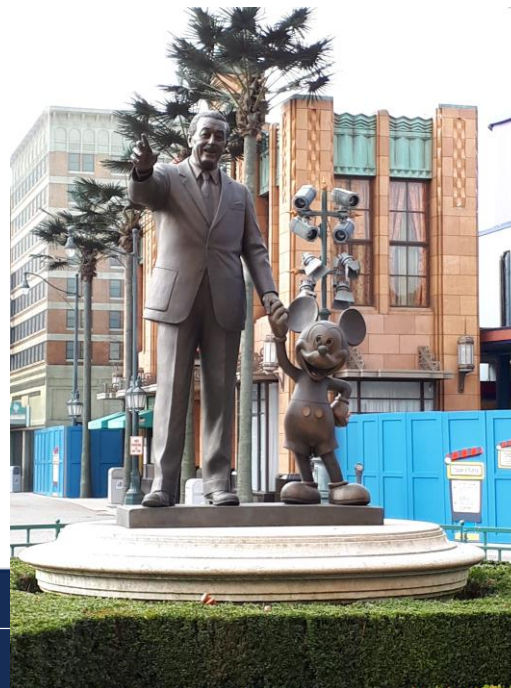


Case Study – Beacon Hill Academy



“Some students live in busy and chaotic households and some of our students are role models to younger siblings and care for family members. Many of our pupils’ families do not work and can therefore lack aspiration, drive and determination.”

“Some students aren’t able to or have no desire to venture out of Dudley and we would like students to see and experience what life could be like if these barriers were broken down. By seeing and being somewhere away from Dudley, the hope is that they will think differently about their futures. Encourage these students to work harder and raise their aspirations. In addition, some of our students do not go on family holidays or trips as parents can’t afford this luxury. I know of year 11 students that haven’t seen the sea.”



“Today I have started to change my mindset because before I doubted myself and now I am starting to believe in myself a bit more. Instead of saying I can’t I am saying I can. I am now considering university more as it has better paying jobs and I want to have a more stable future that allows me to go further in my career.”

Parent comments...

I like that Brad has come back with a little bit more confidence. he liked exploring on his own. It was ~~at~~ his first airplane experience. I'm glad he loved every second.

Parent comments...

I am very proud of Keira's achievements and the opportunity given with this trip. She has had an amazing experience, giving her the confidence to explore and seriously consider higher education. This trip has shown her the wider world and what opportunities are available if she continues to study hard and focus on her goals. She has enjoyed the 'freedom', but also shown a greater appreciation of responsibility and life skills needed to progress personally, socially, financially and academically.

I would like to thank Mrs Perkins and Mr Mahay, and the school for providing Keira with this amazing opportunity.

Parent comments...

My daughter very much enjoyed the trip.

Experience I never had as a child, so glad she has got something to look back at. It's also given her a bit of insight into her goals as she is getting older.

Case Study – Charlton School



"I have learnt what life at university is like and the kinds of activity that can be done at university. I also feel more confident talking to people."

"A lot of the targeted students have not been to different cities within the UK and have not experienced specific cultural activities beyond their local town. Furthermore, there is a clear parental barrier, in regards to aspirations towards HE, and the costs of completing specific activities which may benefit their child or the parents themselves."

"To promote a 'Cultural Awareness Day' to the University of Liverpool and key cultural sites around Liverpool city centre. Each student would be 'taken out of their comfort zone', whereby they will experience life in a prominent UK city and the cultural/educational attractions that it may bring. By taking part, the student will experience many cultural attractions which could have a lasting impact on higher education and may inspire them to achieve more and to look beyond their local community."



Case Study – Pegasus Academy



“We also recognise that attainment can also be a barrier for pupils regarding their progression to higher education. We would therefore like to provide pupils in Y11 with a residential and an aspiration raising programme that will provide them with support for revision and will expose them to other opportunities available to them. The residential will allow students to get away from the external pressures for the weekend and focus completely on their studies, their priorities for the remaining academic year and their option for the future.”

“This has really helped open my mind to new pathways. It got me outside instead of being stuck in my bedroom and I am more motivated to do well and try my best at school.”



“Students can benefit greatly from residential experiences and challenges, helping them to develop important skills that will be needed in later life. Students will also complete this intervention feeling confident about their next steps and will have explored higher education and the pathways needed to get there.”



The Project...

Students were given a budget of £500 to plan an intervention that addressed barriers to accessing higher education in their school.

17 students from Year 12 competed in 3 separate groups to plan an event that will help to raise awareness of higher education.

Each group submitted an initial project proposal before presenting their ideas in front of a panel of senior leaders from the school.

Weekly recap sessions with in-school Aspire Ambassador, to help facilitate each teams planning and discussions

Winning team will now be hosting a careers event in partnership with local businesses, FE and HEIs to provide students with more information about the labour market and higher education.

ASPIRE
TO HE



Higher Education for all

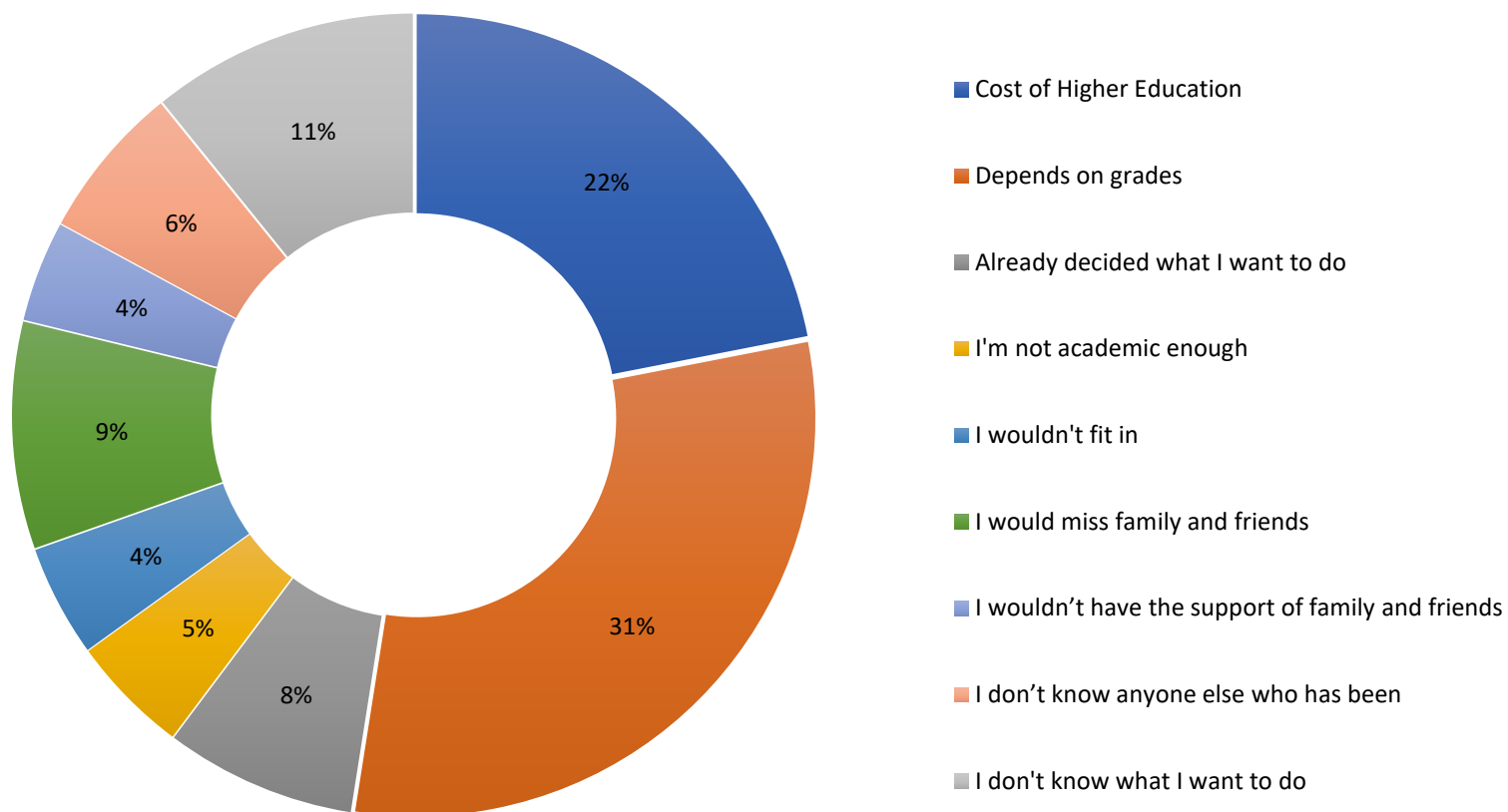
TAKE THE LEAD



Challenges

- It is difficult to track whether pupils participating are actually NCOP as we receive registers after the event.
- Lead Teachers often have great ideas for the Innovation Award but SLT have other preferences.
- Several schools wish to use the money for attainment focused activities that are usually for Y11.
- Other teachers at partner schools developing applications without an understanding of Aspire to HE.
- External companies contacting partner schools now they know they have access to NCOP funding.
- Chasing invoices and registers.
- Every activity is different and this can be difficult to monitor. Evaluation is also difficult as every project has different aims and desired outcomes.
- Holding schools to account and making sure they spend money on the activities that were applied for.
- Staff turnover in partner schools .
- Targeting the right pupils.

What would stop you from progressing to University?





Questions?