



The Access Project

Raising Attainment and Widening Access





Our Mission

We work with bright students from disadvantaged backgrounds, providing in-school support and personalised tuition, to help them gain access to top universities.





We work in 31 schools, with over 1000 tutors supporting 1,300 students across London, Birmingham and the Black Country and the East Midlands towns of Ashfield, Mansfield and Shirebrook.





Our Impact





Our Impact on Academic Attainment

At GCSE Level:

- 68% of students on The Access Project **outperformed** their year group average in their tutored subject.
- There was a very clear linear relationship between **the number of tutorials** and level of out-performance. Students who have 14 - 20 tutorials outperform their peer.
- There was **no difference** between the academic progress made by Priority Plus* and Priority** students.

At A-level:

- 43% of students on The Access Project **outperformed** their year group average in their tutored subject.

We currently measure progress against Target Grade for the students on our programme. For future analysis we are looking at alternative ways to consistently measure the impact of tuition across regions, schools and subjects.

Across all year groups:

- From our practitioner assessment of students, there is some correlation between students' levels of **academic self-efficacy** and whether or not they are likely to academically outperform their peers.

*Priority Plus (FSM; in care/care leaver; Pupil Premium AND geo-demographic indicator)

**Priority (Pupil Premium; geo-demographic indicator)



Beyond improvements in your subject, what else do you think you gain from your tutorials?

“Commitment to my studies and motivation”
Saz, Year 13

“Life advice on how best to effectively revise for subjects and how to tackle stress”
Abi, Year 13

“A greater awareness of the world around me as we use real life case studies to explore concepts.”
Ilham, Year 12

“General advice on stress management and also being able to listen to her experiences and how she got to where she is”
Sagal, Year 13

“Confidence”
Mak, year 12

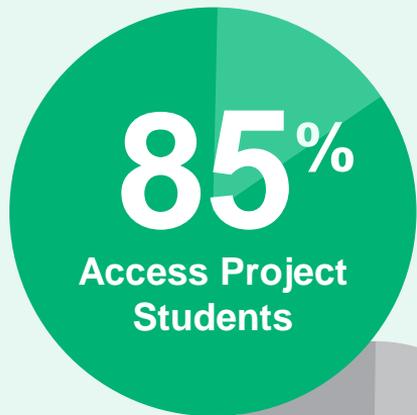
“Communication skills”
Rayan, year 10

“Understanding of the working world, and how if I work hard I too can be successful like my tutors”
Rasi, Year 11

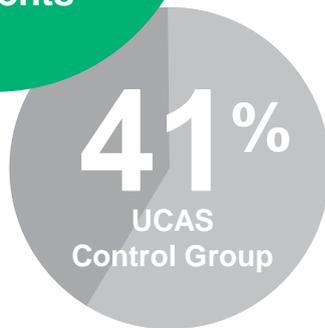
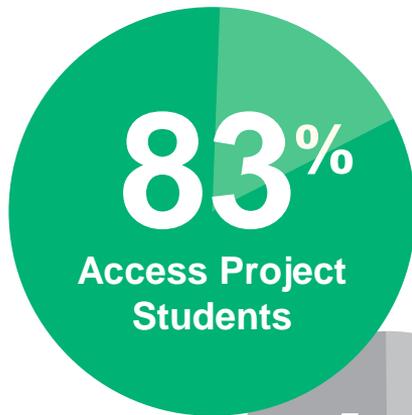


Our Impact on University Placement

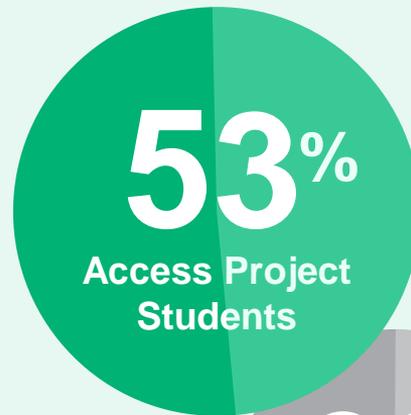
Applied to a top University



Offered a place at a top University



Progressed to a top University





**We work with the
young people that
need our support**





Our Enrolment Criteria

We commit to working with schools that have students that will benefit from our support, but then also work with specific students with those schools.

92% of the students enrolled on our programme meet our enrolment criteria.

Socio-demographic

11. Eligible for Free School Meals	Priority Plus
12. Eligible for Pupil Premium	Priority
13. In care/Care leaver	Priority Plus
14. Geo-demographic indicator <i>Quintile 1 POLAR4 or Cat. 4 or 5 ACORN</i>	Priority
12.+ 14.	Priority Plus

Academic

<p>Year 10 Selective at least B(6) target at GCSE (at least Level 4c at KS2)</p> <p>Super Selective at least a A(7) target at GCSE (at least Level 5c at KS2)</p>
<p>Year 12 Selective Mostly B(6) grades at GCSE At least C target at A-level taking at least 1 facilitating subject</p> <p>Highly Selective at least 3 A*- A (7-9) at GCSE with a rest of B grades at least B target at A-level taking at least 1 facilitating subject</p> <p>Super Selective at least 5 A*- A(7-9) at GCSE with the rest of B grades at least B target at A-level taking at least 2 facilitating subjects</p>

Personal

<p><u>Commitment</u></p> <p>Is the student likely to attend the sessions?</p>
<p><u>Behaviour</u></p> <p>Are there any behavioural issues raised by school and/or in the application process?</p>



Our impact has been externally validated

The Access Project is the only university access organisation in the UK to be validated at Level 3 by **Nesta**, meaning:



“demonstrate that an organisation’s intervention is causing the impact, by showing less impact amongst those who don’t receive the product or service.

To reach this level, evaluations need robust methods that use a control group (or another well justified method) that begin to isolate the impact of the product or service.”

The **Office for Students** identified The Access Project as one of three organisations working through partnerships to widen participation through an impact focused approach to raise academic attainment in schools.



Department
for Education

Office for
Students 



Our approach has been externally cited

Further Help: Working with schools		
Resource	Comments	Available at:
University of Exeter, Empowering Partnerships: Enabling Engagement Project	Regarding working with schools from a HEFCE Catalyst Project	http://socialsciences.exeter.ac.uk/education/research/projects/epee/
University of Exeter, Guidance for university staff	For specific guidance on working with schools. Provides an exemplar Memorandum of Understanding	http://socialsciences.exeter.ac.uk/education/research/projects/epee/researcherresources/understandingschoolcontexts/

Outreach where the delivery model involves staff based in schools and colleges can provide an opportunity to use school and college data to inform the impact evaluation. This could include gaining access to data for targeting (e.g. FSM status, attainment profiles) and also data that can be a proxy indicator for changes over time (e.g. improvements in grade predictions and attainment in exams where these are relevant to the type of outreach being delivered). Appropriate permissions to share and process the data need to be in place.

Case Study: The Access Project (TAP)

Background: TAP delivers an intensive, long-term intervention aiming at supporting young people from disadvantaged backgrounds access the top third most selective universities.¹⁶

How tackled: TAP's delivery staff are based in school, and identify students using schools' pupil attainment

We were cited as examples of sector best practice in the **OfS** 'Using standards of evidence to evaluate impact of outreach', February 2019.

“

The Access Project's programme of tutoring and impartial advice is a great example of the sustained, targeted, collaborative and robustly evaluated work we need into the future.

”

Chris Millward, Director for Fair Access and Participation, Office for Students



The
Access
Project

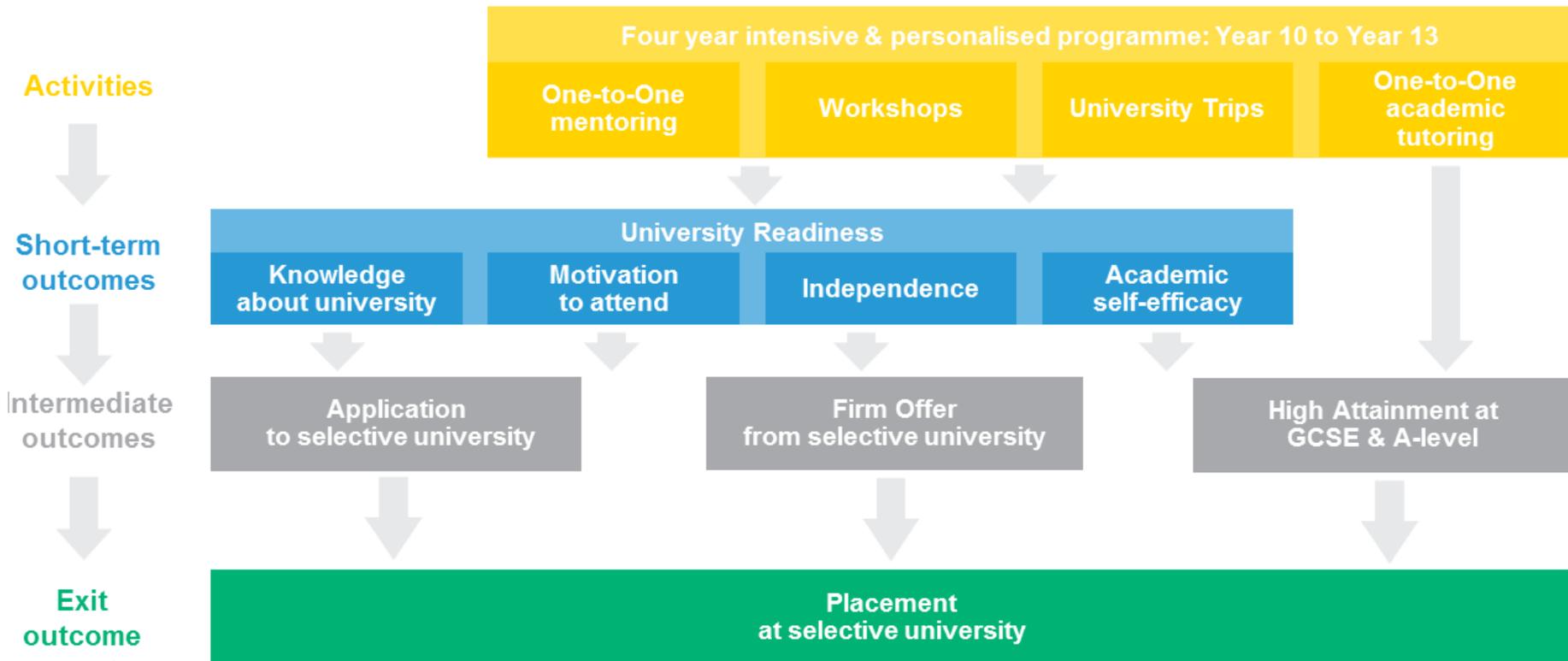
Our Programme



Our Theory of Change

Our programme is structured around a clear Theory of Change that ensures we can take every one of our students on the journey to a university meeting their potential.







We provide students with one-to-one tutorials in a subject to ensure that they get the grades to gain a place at top universities.





Our tutorials are:

- One to one
- Over 4 years of the programme
- Guided by teachers in school
- Supported by detailed resources
- Tailored to students needs
- Both attainment and aspiration raising





Programme - University Readiness

Knowledge

*about university applications, choices,
student life and finance*

Motivation

*to attend a top university and the ability to convincingly articulate
it*



Academic Results

Independence

*to complete actions and actively
engage in out of school activities to
develop academic interests*

Academic Self-efficacy

*to develop the self-awareness and self-belief required to achieve
academic success*



Working in school is at the heart of our programme

University Access Officers run the programme in school, either two or four days per week.

They recruit and mentor the students on the programme, as well as delivering group sessions.

They work closely with the school to ensure that tutorials supporting every student. They work with teachers to select the areas of the curriculum that students need to develop, as well as providing resources for tutors and offering individual help to tutors and students.

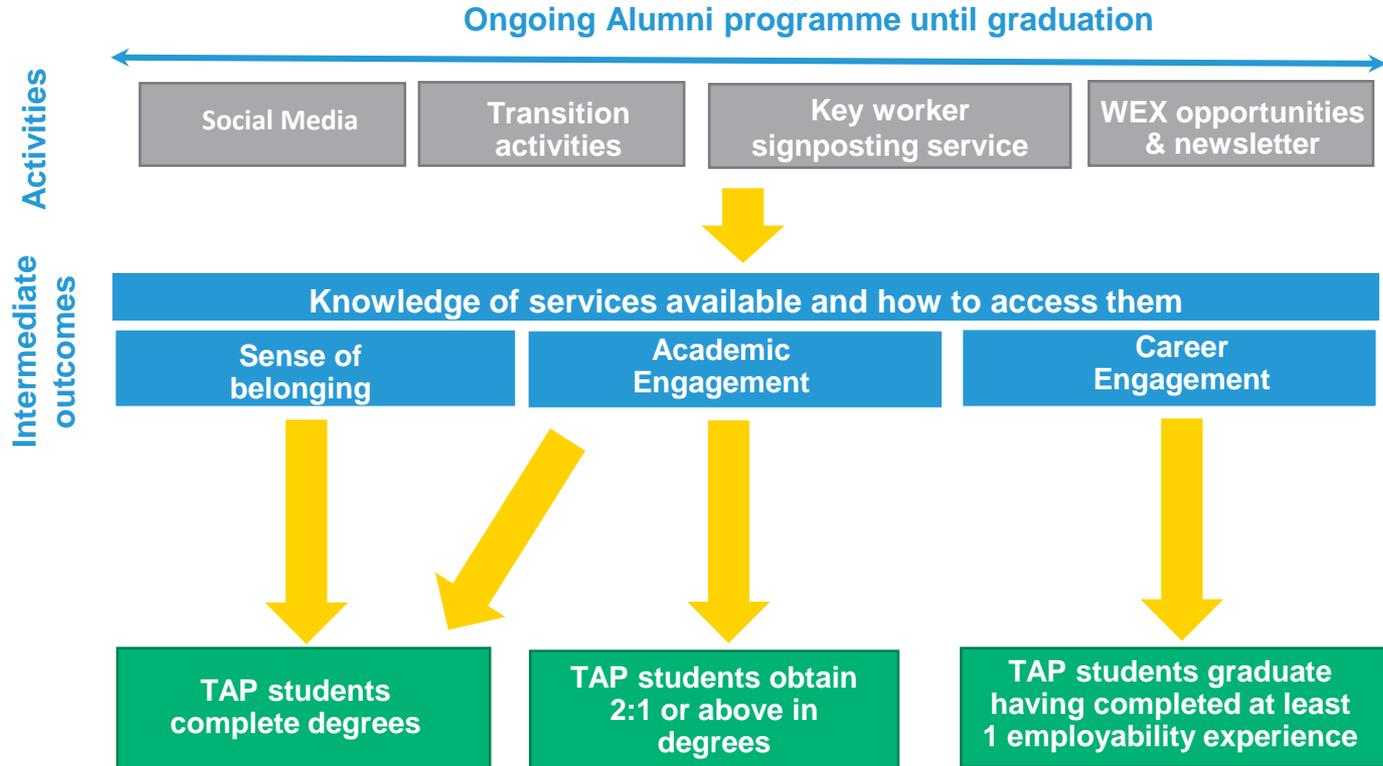




Alumni Programme



The Alumni Programme: Theory of Change





The Alumni Programme Framework

Knowledge

Understanding services available at university and how to access them

Sense of Belonging

Student feels they have connections at university and that they 'fit in'

Academic Engagement

Student knows how to manage academic work and has support to excel in this

Career Engagement

Student is actively developing their employability outside of their study while at university



Any questions?





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