

Five Acres High School

Gloucestershire Aspiration Programme

Annual Report

2017 -2018

Five Acres High School GAP Senior PoC – Ben Parnell

Five Acres High School GAP Operational PoC – TBC

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Gloucestershire Aspiration Programme Overview 2017-2018

The National Collaborative Outreach Programme (NCOP) aims to increase the number of young people from underrepresented groups progressing into higher education. The programme consists of 29 consortia (partnerships of universities, colleges and other local partners) across England. Their work is focused on outreach activity in local areas where higher education participation is lower than might be expected given the GCSE results of the young people who live there.

The programme started in January 2017 and is set to run until academic year 2019/2020 with the aims of support the government's goals to:

- double the proportion of young people from disadvantaged backgrounds in higher education by 2020
- increase by 20 per cent the number of students in higher education from ethnic minority groups
- address the under-representation of young men from disadvantaged backgrounds in higher education

The NCOP project is funded by the Higher Education Funding Council (HEFCE), now Office for Students (OfS).

Within these target institutions, GAP aims to work with all target ward learners in academic years 9-13, with a particular emphasis on those who have been identified by their school/college as having the ability to progress on to higher-level education.

NCOP strongly emphasises that the primary focus of all project activity should be aimed at improving progression of target students who already have the academic ability to progress, but for some reason are unlikely. Target ward learners are identified as those living within target wards which in turn are characterised by *POLAR3 Q1*.

More information on the project can be found here: <https://www.grows.ac.uk/about-us/gloucestershire-aspiration-programme>

The Report

This report provides an overview of the participation levels, impact and suggestions for the next phase of the project at Five Acres High School. The statistics have been generated from the registers and evaluation forms that the school and students have provided and the data provided by the Office for Students prior to the start of the project in 2017. A summary by year group of all GAP funded activity can be seen in Appendix three.

The report deals with activity engagement from our targeted students, and in some cases compares this against impact from the wider school cohort. All the findings in this report are based on preliminary results and therefore this should be taken into account when considering the findings.

Where appropriate, targets have been set by GAP to ensure the continued and improved success of the project. These targets are summarised at the end of the report and will be agreed with you, prior to any action planning that takes place.

Highlights of Five Acres High School Engagement and Impact 2017-2018

- The gap between target ward learner aspirations and non-target ward learner aspirations to higher education, is closing.
- 4.0 percentage point increase in the number of target ward learners in Year 11 seeing higher education as a potential pathway
- All year groups participated in at least one GAP funded activity
- 35% of target ward learners have taken part in 2 or more GAP funded activities
- Total funding to June 2018 received by Five Acres High School from GROWS (GAP) is £15,000.00

Student Demographics

Table 1: Student population by year group – academic year 2017/18

| | TWL | TWL +GCSE | Non TWL | Missing postcode | Total Students |
|---------|-----|-----------|---------|---------------------|-------------------|
| Year 09 | 47 | 0 | 71 | 0 | 118 |
| Year 10 | 59 | 35 | 64 | 0 | 123 |
| Year 11 | 48 | 40 | 57 | 2 | 107 |
| Year 12 | 0 | 0 | 0 | 0 | 0 |
| Year 13 | 0 | 0 | 0 | 0 | 0 |
| Total | 154 | 75 | 192 | 2 | 348 |

Table 2: Target ward learner (TWL) population by target ward

| Target Ward | TWL |
|--------------------------|-----|
| Bream | 11 |
| Brockworth | 0 |
| Cinderford East | 4 |
| Cinderford West | 13 |
| Coleford East | 117 |
| Grange | 0 |
| Hesters Way | 0 |
| Lydney East | 9 |
| Matson and Robinswood | 0 |
| Moreland | 0 |
| Northway | 0 |
| Oakley | 0 |
| Springbank | 0 |
| St Paul's | 0 |
| Podsmead | 0 |
| Total | 154 |

Tables 1 & 2 show the distribution of target ward learners by year group (table 1) and by ward (table 2). Table 2 shows that the majority of 5AHS TWL come from 1 of our target wards, Coleford East.

On average, of all the learners at 5AHS for the academic year 2017-2018, 44% were classed as target ward learners (TWL), with 48% of both year 10 and year 11 classed as TWL.

GAP Learner Participation 2017-2018

Table 3 Target-ward learners (TWL) reached - by year group (table 3) & total number of activities they have participated in, in 2017-2018 (table 4).

| Table 3 | | Number of TWL participating in | | | | |
|---------------------|---|--------------------------------|---------------|---------------|---------------|---------------|
| Year group 17/18 | Total number of TWL - Five Acres Academy | 1+ Activity | 2+ Activities | 3+ Activities | 4+ Activities | 5+ Activities |
| Year 09 | 47 | 33 | 8 | 1 | 0 | 0 |
| Year 10 | 59 | 17 | 2 | 1 | 0 | 0 |
| Year 11 | 48 | 48 | 44 | 1 | 0 | 0 |
| Total | 154 | 98 | 54 | 1 | 0 | 0 |

| Table 4 | | Percentage of TWL participating in | | | | |
|---------------------|-------------|------------------------------------|---------------|---------------|---------------|--|
| Year group 17/18 | 1+ Activity | 2+ Activities | 3+ Activities | 4+ Activities | 5+ Activities | |
| Year 09 | 70.2 | 17.0 | 2.1 | 0.0 | 0.0 | |
| Year 10 | 28.8 | 3.4 | 0.0 | 0.0 | 0.0 | |
| Year 11 | 100.0 | 91.7 | 0.0 | 0.0 | 0.0 | |
| Total | 63.6 | 35.1 | 0.6 | 0.0 | 0.0 | |

Table 3 shows the participation levels of 5AHS TWL in GAP funded/organised activities (Table 4 same data as percentages). The Office for Students objective for this project is for target ward learners to receive a progressive programme of the higher intensity type interventions. This should enable informed and well-placed aspirations from the target students. Whilst it is true to say that for Year 11, most students received 2+ Gap funded activities, there are gains to be made in the other year groups, particularly in the higher intensity activities. Higher intensity activities (mentoring, HE campus summer schools etc.) are proven to have a bigger impact than lower intensity activities (see Appendix One), with three high intensity interventions being the optimum number of interventions for maximum impact*.

Target for the academic year 2018/2019

- At least 10% of TWLs in each of the years 9-11 to receive a **progressive** programme (3+ activities) of which at least 2 are intensity level 5 or 6, by July 2019.

*Initial findings from HEAT.

Table 5: GAP School-Based Activities

| Activity Title | Date | Year group | Total TWL in year group | GAP Level of Intervention | Attendees | | TWL attendees as percentage of total attendees | TWL attendees as percentage of total TWL in year group | Evaluation received? | Total feedback numbers | TWL feedback numbers | Rate this session out of 10 | | | How likely are you to go to university? Rate out of 10 | | |
|-----------------------------------|------------|------------|-------------------------|---------------------------|-----------------|---------------|--|--|----------------------|------------------------|----------------------|-----------------------------|----------------------|--------------------------|--|----------------------|--------------------------|
| | | | | | Total Attendees | TWL Attendees | | | | | | Average rating - All | Average rating - TWL | Average rating - Non TWL | Average rating - All | Average rating - TWL | Average rating - Non TWL |
| Y10 Insight Day - Various Schools | 02/07/2018 | Year 10 | 59 | 4 | 8 | 8 | 100 | 14 | Yes | 8 | 8 | 8.5 | 8.5 | N/A | 5.4 | 5.4 | N/A |
| MADE - Lighthouse | 25/09/2017 | Year 11 | 48 | 3 | 101 | 47 | 47 | 98 | Yes | | | | | | | | |
| MADE - Exams made easy | 02/02/2018 | Year 11 | 48 | 3 | 100 | 45 | 45 | 94 | Yes | 68 | 36 | 8.5 | 8.7 | 8.3 | 6.0 | 4.8 | 6.9 |
| PiE - Steps to Success | 05/07/2018 | Year 09 | 47 | 3 | | | | | Yes | 81 | 28 | 6.3 | 7.1 | 5.9 | 8.2 | 8.3 | 8.1 |

Table 5 reflects learner feedback from the GAP funded activities that took place in 5AHS during 2017-2018. This information was gathered from the evaluation forms the learners completed post activity.

The small data set shows TWL rate the sessions (out of ten) in all cases the same, if not higher than non-TWLs.

Table 6: Out-of-Curriculum Activities

| Activity Title | Date | Year group | Total TWL in year group | GAP Level of Intervention | Total Attendees | TWL Attendees | TWL attendees as percentage of total attendees | TWL attendees as percentage of total TWL in year group | Evaluation received? | Total feedback numbers | TWL feedback numbers | Rate this session out of 10 | | | Pre-Event How likely are you to go to university? Rate out of 10 | | | Post-Event How likely are you to go to university? Rate out of 10 | | |
|------------------------------------|----------|------------|-------------------------|---------------------------|-----------------|---------------|--|--|----------------------|------------------------|----------------------|-----------------------------|----------------------|--------------------------|---|----------------------|--------------------------|--|----------------------|--------------------------|
| | | | | | | | | | | | | Average rating - All | Average rating - TWL | Average rating - Non TWL | Average rating - All | Average rating - TWL | Average rating - Non TWL | Average rating - All | Average rating - TWL | Average rating - Non TWL |
| STEM & Cyber WP - Various Schools | 29/05/18 | Year 10 | 59 | 5 | 2 | 2 | 100 | 3.4 | Yes | 2 | 2 | 7.5 | 7.5 | N/A | 6.5 | 6.5 | N/A | 5.5 | 5.5 | |
| Find Your Future - Various Schools | 21/10/17 | Year 11 | 48 | 4 | 3 | 2 | 67 | 4.2 | Yes | | | | | | | | | | | |
| UoG Weekend Experience - Various | 09/06/18 | Year 09 | 47 | 5 | 4 | 4 | 100 | 8.5 | Yes | 3 | 3 | 10 | 10 | - | 5.7 | 5.7 | - | 4.3 | 4.3 | - |

Table 6 examines the GAP funded activities that have occurred out of normal curriculum time, where students have had to give up their own time to attend events (normally over multiple days). GAP provided transport to the event where needed.

There were several opportunities in STEM, Cyber, Sport and Engineering that were not taken-up by 5AHS students. A full list of attendees can be seen in Appendix two.

Target for academic year 2018-2019

- Increase TWL participation in out-of-curriculum time events for Year 9 and Year 10 to at least 10% of TWL cohort in each year group. This could be achieved through increased awareness and specific targeting of students who would be deemed appropriate for the activity.

Table 7: School – led Activities

| Activity Title | Date | Year group | Total TWL in year group | GAP Level of Intervention | Total Attendees | TWL Attendees | TWL attendees as percentage of total attendees | TWL attendees as percentage of total TWL in year group | Evaluation received? | Total feedback numbers | TWL feedback numbers | Rate this session out of 10 | | | How likely are you to go to university? Rate out of 10 | | |
|---|------------|------------|-------------------------|---------------------------|-----------------|---------------|--|--|----------------------|------------------------|----------------------|-----------------------------|----------------------|--------------------------|--|----------------------|--------------------------|
| | | | | | | | | | | | | Average rating - All | Average rating - TWL | Average rating - Non TWL | Average rating - All | Average rating - TWL | Average rating - Non TWL |
| Science Festival - Various Schools | 08/06/2018 | Year 10 | 59 | 3 | 14 | 9 | 64 | 15 | | | | | | | | | |
| Chelt Festivals Christmas Lecture -STEM | 04/12/2017 | Year 09 | 47 | 3 | 29 | 29 | 100 | 62 | | | | | | | | | |
| Brilliant Club | 09/01/2018 | Year 09 | 47 | 6 | 11 | 9 | 82 | 19 | | | | | | | | | |

As a school, 5AHS engaged three additional curriculum time projects this academic year.

School have the opportunities to develop any aspiration raising activity they feel would benefit the students (subject to funding and participation criteria). Other schools have developed their own Summer Schools, mentoring and external provider provision.

An imperative part of the funding agreement is evaluation; this allows us to report effectively the impact of activities, enabling a picture of the most effective methods of engagement to be drawn.

Target for the academic year 2018-2019

- For all school based, GAP funded activity, GAP standardised evaluation forms must be completed at the end of the activity. For activity occurring over a number of sessions or days, a standardised pre and post event evaluation will need to be fully completed. By each participant.
- All GAP funded activity to have a minimum of 70% TWL participation with high intensity activity to have 100% TWL participation.

Table 8: Further Event Feedback

| Activity Title | Total number of responses | Total number of TWL responses | Positive responses (agree or strongly agree) as percentage of total responses - all | | | | | | TWL positive responses (agree or strongly agree) as percentage of total TWL responses | | | | | |
|------------------------|---------------------------|-------------------------------|--|--|--|---|--|--|--|--|--|---|--|--|
| | | | More likely to think seriously about my future options | More motivated about my potential future options | More likely to work harder to achieve my goals | More confident about where to find out more about future qualification and career options | More likely to continue to higher level (university) education | More informed about university study or life | More likely to think seriously about my future options | More motivated about my potential future options | More likely to work harder to achieve my goals | More confident about where to find out more about future qualification and career options | More likely to continue to higher level (university) education | More informed about university study or life |
| MADE - Exams Made Easy | 88 | 42 | 81.8 | 87.5 | 92.0 | 60.9 | 47.7 | 37.5 | 88.1 | 88.1 | 95.2 | 64.3 | 54.8 | 40.5 |
| STEM & Cyber WP | 2 | 2 | 100.0 | 100.0 | 100.0 | 50.0 | 50.0 | 50.0 | 100.0 | 100.0 | 100.0 | 50.0 | 50.0 | 50.0 |
| UoG Weekend Experience | 3 | 3 | 100.0 | 66.7 | 100.0 | 66.7 | 100.0 | 100.0 | 100.0 | 66.7 | 100.0 | 66.7 | 100.0 | 100.0 |
| Year 10 Insight Day | 8 | 8 | 87.5 | 100.0 | 75.0 | 50.0 | 37.5 | 100.0 | 87.5 | 100.0 | 75.0 | 50.0 | 37.5 | 100.0 |
| PIE - Steps to Success | 81 | 28 | 87.3 | 77.9 | 85.5 | 77.9 | 63.6 | 76.9 | 85.2 | 81.5 | 85.2 | 81.5 | 65.4 | 81.5 |
| All | 101 | 55 | 83.2 | 88.1 | 91.1 | 60.0 | 48.5 | 44.6 | 89.1 | 89.1 | 92.7 | 61.8 | 54.5 | 52.7 |

Table 8 details the ‘More likely to’ feedback gathered from 5AHS learner evaluation forms.

For each GAP funded activity, evaluation is carried out in a standardised format to allow behaviour and attitudes towards higher education to be tracked and monitored over the course of the programme. It is our intention to eventually be able to track individual students’ longitudinally over the duration of the NCOP project.

Table 8 reflects the number of students who have positively responded to the question with ‘agree’ or ‘strongly agree’. The table clearly reflects the positive impact of these events, particularly the higher intensity activities (Appendix One). The data reflects a difference between non-target (left) and target students (right). It shows a bigger positive change in all categories measured for TWLs.

Feedback from the Year 10 > Year 11 survey – all NCOP schools.

The initial survey was undertaken Feb-Apr 2017 with all Y10 cohorts in the target schools (10). Learners had not received any activity from the project at this point.

The follow-on survey took place in April/May 2018 with the same cohort. Table 9 shows the number of target and non-target learners completing each survey.

Table 9: All Schools Responses

| | Target | Non-target | Total |
|-------------------|--------|------------|-------|
| Year 10 Responses | 362 | 475 | 840 |
| Year 11 Responses | 270 | 319 | 589 |

Whilst the same year group was surveyed, it is not necessarily true that the same young people participated. Overall there were 445 learners who completed both surveys.

When the numbers are disaggregated by school numbers are small, the lowest number being 2 learners, therefore some further caution is required at this level of analysis.

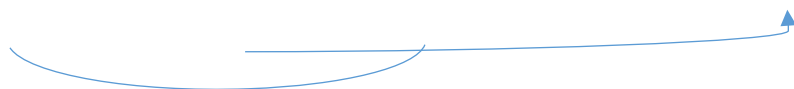
One of the questions in particular was analysed in advance of the whole analysis.

Q10 “When I am 18, I would like to ...

- Find a job
- Find an apprenticeship
- Take a gap year before continuing with education or work
- Go on to university-level study
- Be a stay at home parent or homemaker
- Stay at home and care for a relative
- Other (please specify).....
- I don't know

Table 10: Percentages of students choosing the “Go on to university-level study” in response to Q10

| School | Year 10 baseline survey responses | | | Year 11 Follow-on survey responses | | | TWL increase Y10 to Y11 | Av No of activities attended* |
|--------------|-----------------------------------|-------------|----------------------|------------------------------------|-------------|----------------------|-------------------------|-------------------------------|
| | Non-TWL | TWL | Difference (the gap) | Non-TWL | TWL | Difference (the gap) | | |
| TOTAL | 30.5 | 23.8 | -6.8 | 32.6 | 29.3 | -3.3 | 5.5 | 2.7 |



In year 10, 23.8% of the TWLs chose the “Go on to university-level study” option (86 learners) compared to 30.5% of the non-TWLs (145 learners). The overall intention gap between TWL and non-TWL responses in the year 10 survey was 6.8 percent points (Table 10).

The same question was asked in the year 11 follow-on survey, in this survey 29.3% of the TWLs chose the “Go on to university-level study” option (79 learners) compared to 32.6% of non-TWLs (104). TWLs who thought that they would like to go to university increased by 5.5 percentage points from Y10 to Y11. Non-TWLs increased in the same period, but not to the same extent, their positive responses rose by 2.1 points. The overall intention gap also reduced to 3.3 percentage points, a reduction of 3.5 percentage points (51% decrease).

When looking at 5AHS responses to Q10, the data reflects a significant change in the aspirations between non target ward and target ward learners with the gap reducing from 15 percentage points, to 1.2 percentage points.

Target schools have access to whole cohort activity as well as targeted activity. The year 11 students who responded to the survey were analysed against the average amount of GAP activity participation they undertook as a group. In all but one school there seems to be a correlation between the higher activity number and either a reduction in the gap (target vs non-target) and/or an increase in the intention to attend university-level study between the surveys.

Table 11: Percentages of students choosing the “Go on to university-level study” in response to Q10 by number of GAP activities attended

| | Number of GAP activities attended | | | |
|------------|-----------------------------------|------|------|-------|
| | Average all | 4+ | 5+ | 6+ |
| All | 31.1 | 41.8 | 52.6 | 100.0 |
| Target | 29.3 | 43.5 | 61.5 | 100.0 |
| Non-target | 32.6 | 37.9 | 33.3 | - |

As can be seen in Table 11 the Percentages of TWL students choosing the “Go on to university-level study” increases from the average of 29.3 percent to 43.5 when they have attended 4+ GAP activities, 61.5% with the attendance of 5+ activities.

When looking specifically at 5AHS student responses, the data reflects a 4.9% increase in the number of target ward learners choosing the ‘university’ option.

As mentioned the school-based analysis is given with the caveat it is small datasets and included a year group who had limited engagement as the majority of the project ran in their final year of study before GCSE examinations.

The main aggregate data, however, does show an increase in the aspiration to study at university-level between Y10 and Y11, the increase is much larger for the target cohort and the intention gap between TWLs and Non-TWLs is reduced over the same timeframe. Further work is required with larger numbers and over a longer time but initial analysis has shown some correlation between the number of activities undertaken and a subsequent increase in aspiration to study at a higher level.

Looking forward

With another full academic year of funding secured, 2018-2019 provides additional opportunities to further build on the work already happening and make a real difference for the targeted students.

January 2019 will see an amended funding structure for schools. Schools will request additional funds to run GAP appropriate projects through a bidding process. More details will be provided in November's Advisory Group.

The Learner Voice

The learner voice is key to ascertaining the impact of this programme. At the beginning of academic year 2016/2017 the Year 10 cohort completed a survey to allow us to baseline their attitudes towards higher education. This survey was repeated to the same cohort of students at the end of the Year 11 study year. This activity needs to be further developed to maximise its impact on the project.

Target for academic year 2018-2019

- Engage the learner voice to inform and direct future projects through focus groups and student interviews. Students should be selected from year groups 9-11 and should participate in at least one focus group this academic year.

Summary of targets for academic year 2018-2019

The targets set will form part of a working action plan between 5AHS and GAP to ensure the continued success of the project. Targets set will need to be agreed by both parties.

- At least 10% of TWLs in each of the years 9-11 to receive a **progressive** programme (3+ activities) of which at least 2 are intensity level 5 or 6, by July 2019.
- Increase TWL participation in out-of-curriculum time events for Year 9 and Year 10 to at least 10% of TWL cohort of each year group. This could be achieved through increased awareness and specific targeting of students who would be deemed appropriate for the activity.
- For all school based, GAP funded activity, GAP standardised evaluation forms must be completed at the end of the activity. For activity occurring over a number of sessions or days, a standardised pre and post event evaluation will need to be fully completed. By each participant.
- All GAP funded activity to have a minimum of 70% TWL participation with high intensity activity to have 100% TWL participation.
- Engage the learner voice to inform and direct future projects through focus groups and student interviews. Students should be selected from year groups 9-11 and should participate in at least one focus group this academic year.

GAP Activity Intensity Scale

Appendix One

| INTENSITY OF ENGAGEMENT SCALE | | |
|-------------------------------|---|---|
| Level | Description | Example |
| 6 | Sustained contact with individual target ward students. | Mentoring. Repeated CEIAG interventions, Brilliant Club. Morrisby |
| 5 | Intensive contact with a group of target ward students, including access to workshops, facilities, university experience. | Residential Experience. Widening Perspectives subject programmes. Summer Schools at HE venues. |
| 4 | Successive visits or attendance at workshops and taster days on an HE campus. This could include subject tasters and study skills sessions over a period of time. | Y7-11 Find Your Future Events. School based summer schools. |
| 3 | Presentation, talk or workshop either delivered in school to a group or as a one off workshop delivered on campus. | Higher Education talk on student finance or personal statements, off campus workshops and 'Why HE?' days. Motivational Speakers. RAF Stem Days. |
| 2 | Careers/Higher Education Fair or phone/email interaction with a student. | UCAS convention. School organised Careers Fair. |
| 1 | Sending mailshot, newsletter or generic information via mail or email. This could also include a student having access to information on a website. | GROWS updates. Flyers for events. |

Although the table above does not include ALL planned/delivered activities, it should be used as a guide to allow you to ascertain the intensity level of any activity not listed on a 'like for like' basis.

Appendix Two:

FIVE ACRES HIGH SCHOOL STUDENT SIGN UP ACTIVITY

**YEAR 9 HARTPURY RESIDENTIAL
SAT 30 JUNE - SUN 1 JULY**

No attendees

**YEAR 9 UNIVERSITY WEEKEND EXPERIENCE,
UoG
SAT 9 & SUN 10 JUNE**

Bailey Hale

Lydia Cotton

Maia Standon

Melody Freeman

Mille Mae Cassells

Shannah Lawrence

Target Ward Leaner

**YEAR 10 STEM AND CYBER EXPERIENCE,
TUES 29 & WEDS 30 MAY AND FRI 1 & FRI 8 JUNE**

Michael Powell

Rhys Freeman-Jones

**YEAR 9 ENGINEER IT
MON 30 - TUES 31 JULY**

No applications

**YEAR 9 DEAD ON TIME
WEDS 15, THURS 16 AND FRI 17 AUGUST**

Alex Evans

Shannah Lawrence

**YEAR 10 SPORTS SCIENCE EXPERIENCE,
TUES 29, WEDS 30 AND THURS 31 MAY**

No Attendees

Appendix Three: Activity uptake for 5AHS 2017-2018

| | Yr9 | Yr10 | Yr11 |
|-----------------|---|---|---|
| Autumn 1 | Find Your Future 2017 | Find Your Future 2017 | MADE: Lighthouse Find Your Future 2017 |
| Autumn 2 | Cheltenham festivals Christmas lecture | PiE Steps to Success Theatre Performance & workshop | |
| Spring 1 | The Brilliant Club | | MADE: Exams Made Easy |
| Spring 2 | | | |
| Summer 1 | Residential Experience (UoG) 6 students | Half Term subject Taster: STEM (2 students) | |
| Summer 2 | PiE Steps to Success Theatre Performance & workshop | Insight Day – GC | |

Green = GAP external provision Orange: GAP Extra-curricular Purple: GAP curriculum time Blue: GAP School arranged