

GROWS Third Annual School Impact Report

Academic Year 2019-2020

Five Acres High School

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www.grows.ac.uk

<https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/uni-connect/>



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Overview of the academic year 2019-2020.

The academic year 2019-2020 was the third year of GROWS supporting our targeted schools. Since the beginning of the project in January 2017, GROWS have engaged with over 3475 unique target ward learners, in over 11991 attendances at aspiration raising activities. Despite the unprecedented circumstances facing schools during this academic year, target ward learner engagement was 1460, with over 3894 engagements – including live, online delivery during the lockdown period itself. This broke new ground for GROWS as we delivered both a University Taster Experience, live to Year 9 and 10s and a Post-16 pathways workshop, live, to an entire cohort of Year 10s. The extremely popular ‘Find My Future’ workbook was sent out during the summer term to 4632 students and school staff didn’t miss out either with CPD on the new T Levels delivered by our partner, Cirencester College.

The ultimate aim of GROWS is to raise aspirations to Higher Education. Therefore, despite the circumstances Yr13s found themselves in this summer, the great news is that, according to UCAS¹, record numbers of young people from disadvantaged backgrounds have confirmed places on undergraduate courses, more applicants have been accepted onto their first choice of course than last year, and overall, more applicants have a place compared to result day in 2019. 20,280 18 year olds from POLAR4 Q1 backgrounds (the most disadvantaged) in England have been accepted into university, 7.3% more than last year. This figure includes some of our own Gloucestershire students – great news! This academic year also saw a name change; from NCOP to Uni Connect. The name change was designed to better reflect to close collaboration between the consortia (in this case GROWS) and the further and higher education partners.

The aims of Uni Connect stay the same. They are:

- reduce the gap in higher education participation between the most and least represented groups
- support young people to make well-informed decisions about their future education
- support effective and impactful local collaboration by higher education providers working together with schools, colleges, employers and other partners
- contribute to a stronger evidence base around ‘what works’ in higher education outreach and strengthen evaluation practice in the sector.

The programme is intended to complement and add value to the work that higher education providers undertake through their access and participation plans, in particular work that is best delivered in collaboration. ² The start of the academic year, GROWS extended their offer of support to a wider range of schools in Gloucestershire. Known as the Outreach Hub, other schools can now access similar (but not all) resources and activities to support their under-represented learners in finding aspirational pathways for their futures.

¹ www.ucas.com/cporate/nnews-and-key-documents/news/students-disadvantaged-backgrounds-more-likely-ever-be-accepted-university-results-day

² <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/uni-connect/>

2019-2020 Year 9 Survey Findings

All Year 9 students in our 10 Uni Connect target schools were surveyed in October 2019 as a benchmark for establishing current attitudes towards progression to Higher Education. What follows is an extract of the main findings. The full findings can be provided upon request. The results are from all participants, in all schools. 35% of all respondents were from a target ward. 11% were unknown. Of those that stated their gender, 48% were female and 52% male.

Summary analysis

It is clear that at the start of Y9, learners do not believe they have the information required to make informed decisions, despite having a relatively good idea of the career or job they wish to do. It seems generally, they feel supported by their families but have not accessed much advice and guidance beyond their wider family units.

The survey results:

Role Models and HE experienced families

- TWLs are less likely to have a family member who has studied at university level in their immediate family. There is a difference of 13.7% between Non-target ward learners (NTWLs) and TWLs. 20% of TWLs stated a family member had a HE qualification. However, a large proportion of learners did not know the answer to this question (59%).

Knowledge of FE and HE

- A quarter of Y9s correctly answer the questions related to what they think further education is and what higher education is. This varied by school, correct answers ranging from 15% to 43% for the FE answer, and 16% to 37% for HE. This data shows that overall by year 9 the majority of learners do not know what further and higher education means. In some schools TWLs seem less informed than the NTWLs.

Education – Aspirations and behaviour

- Overall, year 9 learners seem motivated to do well in their studies with 83% agreeing to this statement. There are no significant differences between gender or TWL/NTWL, although the highest positive response was from target males. 68% of Y9 think they will achieve GCSE pass grades, with NTWL females responding most positively (74%).
- Whilst year 9 learners seem motivated to do well at the studies, they seem less clear about their longer-term goals of further education and plans after compulsory education ends. There seem to be some differences between learners' aspirations to study at HE level and their perceptions of whether they will actually go. This could partly be explained by them not knowing if they are able to progress and unsure of what the options actually are.

Barriers to progression

- Very few learners answered 'yes' to wanting to go to university, and 'no' to thinking they would make it to university (n=21). Any analysis is therefore limited. The top answer for barriers was not getting the grades, this was much higher for TWLs (46%) compared to NTWLs (20%), this was followed by not feeling like they will fit in and not being able to afford university. TWLs were more likely to highlight affordability and not fitting in.

Accessing Support

- When asked about potential parental support in learners achieving their future ambitions, the majority said there was either no additional support needed (32%) or they didn't know what extra support they could give them (26%). Where other comments were made, they included, money, more support and motivation, more information and help with studies.

Perceptions of Higher Education

- Learners were asked to agree or disagree with a range of statements relating to the benefits of HE study. 50% or more of Y9s positively agreed with all the benefits. However, the highest rated was that university gives them valuable life skills (66%), with 71% NTWLs agreeing to this statement. TWLs were less likely to agree with any of the statements compared to NTWLs apart from university would help them earn more where more TWLs (63%) agreed than NTWLs (60%). Males were less likely than females to agree with all statements, apart from earning potential.
- Affordability – just 37% said they can afford to go to university. Although TWL females were most confident, and NTWL males the least confident.
- Achieving the grades – only 42% of Y9s thought they would achieve the necessary grades to go to HE. TWL males had the least confidence (41%) and NTWL females had the highest confidence (48%).
- Student life – only 38% of learners said they understood what student life at university would be like. Females (45%) had more confidence than males (34%) with NTWL males having the least confidence (34%).
- General benefit – 62% of all learners agreed studying a university course is a good thing to do. Females were most likely to agree with this statement (72%) compared to males (56%).

Decision making – making an informed choice

- Learners 'agree' responses were very low across the three questions related to knowing enough to decide about going onto HE level study (29%) and confidence to fit in (26%) and knowing the qualifications to be able to access HE (27%). There were no significant differences between the groups, although females (25%) were less likely to agree that they would fit in at university than males (29%) and TWL females were the least likely to be confident in knowing the qualifications required for HE study (27%).

Career Aspirations

- Nearly 60% of Y9s know the career they want, but 60% don't know what qualifications are needed or where to find the information.
- When asked about seeking out information about careers and knowing where to find it, 39% of learners said they did know where to find it.

Accessing support for careers

- 12% of Y9 said they had spoken to a career's adviser, and 11% have used the library for careers/qualification information. However, 44% have used online resources for careers, and 32% for qualification research.

Support for HE Progression

- 50% of Y9s thought that coming a looking at a university campus would help them make an informed decision about going to university.

Uni Connect school profile (Target ward and POLAR)

	Bream	Brockworth	Cinderford East	Cinderford West	Coleford East	Grange	Hesters Way	Lydney East	Matson and Robinswood	Moreland	Northway	Oakley	Podsmead	Springbank	St Paul's	Total
Year 09	5	0	0	3	33	0	0	1	0	0	0	0	0	0	0	42
Year 10	8	0	1	4	38	0	0	0	0	0	0	0	0	0	0	51
Year 11	5	0	0	3	32	0	0	3	0	0	0	0	0	0	0	43
Year 12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year 13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	18	0	1	10	103	0	0	4	0	0	0	0	0	0	0	136

This table reflects the demographic distribution of your target ward learners by year group, in their respective target wards. If a student has moved house during this project, they remain linked to their original postcode, for the purposes of tracking.

In 2019-2020, there were a total of 136 target ward learners in your school. With the majority (103/136 or 76%) from Coleford East.

	POLAR4 Quintile				
	1	2	3	4	5
Year 09	3	98	0	2	0
Year 10	9	82	0	10	0
Year 11	3	87	0	15	0
Year 12	0	0	0	0	0
Year 13	0	0	0	0	0
Total	15	267	0	27	0

For 2019-2020, the Uni Connect Programme was opened up to other Widening Participation students – in this case, POLAR 4 Quintile 1 & 2. The distribution of POLAR students in the school is documented in the table to the left.

www.officeforstudents/data-and-analysis/young-participation-by-area

School Engagement Data for academic year 2019-2020

	Total TWL	1+ Activity	2+ Activities	3+ Activities	4+ Activities	5+ Activities
Year 09	43	42	34	15	4	1
Year 10	51	44	2	0	0	0
Year 11	46	18	0	0	0	0
Year 12	0	0	0	0	0	0
Year 13	0	0	0	0	0	0
Total	140	104	36	15	4	1

The table to the left reflects the number of individual engagements for target ward learners, by year group and number of activities. Obviously, with a shortened 'in-school' term in 2019-2020, these figures are lower than previous years. This will present challenges and opportunities in 2020-2021 to make ensure these students receive the advice, guidance and inspiration they need to make informed decisions about their futures.

School Engagement Data since start of project

The table to the right reflects the numbers of students in each year group for the (academic year 2019-2020) that have participated in 1 or more activities or events, through either GROWS school-based activity, GROWS school funded activity, or GROWS Widening Perspectives activities (e.g Find Your Future, Dead-on-Time etc) since the start of the project. For example, in 2019-2020, there were 17 target ward learners in Year 11 that had engaged with 5 or more GROWS funded activities; either funded or delivered in-school by GROWS, or, the student had engaged with a GROWS Widening Perspectives programme in their own time. Lists of these students and their activities can be requested from GROWS.

	Total TWL	1+ Activity	2+ Activities	3+ Activities	4+ Activities	5+ Activities
Year 09	43	42	34	15	4	1
Year 10	51	51	49	48	35	15
Year 11	46	45	44	41	29	17
Year 12	0	0	0	0	0	0
Year 13	0	0	0	0	0	0
Total	140	138	127	104	68	33

GROWS funded Activity Records Five Acres High School for Academic Year 2019-2020

Activity Title	Date	Year Group	TWL attendees as % of total attendees	Total feedback numbers	Average rating - TWL	Average rating - non-TWL
Google Me Assembly	27/11/2019	Year Group 10	46%	N/A	N/A	N/A
3 Week Programme - Post 16 Pathways	07/11/2019	Year Group 11	63%	22	8.2	7.3
TeenTech	10/10/2019	Year Group 9	90%	10	7.9	8.0
Young Lawyer Programme	24/11/2019	Year Group 10	100%	N/A	N/A	N/A
Launch assembly	01/10/2019	Year Group 9	All	N/A	N/A	N/A
Launch assembly	02/10/2019	Year Group 10	All	N/A	N/A	N/A
LMI assembly	15/10/2019	Year Group 9	39%	N/A	N/A	N/A
The Brilliant Club	08/01/2020	Year Group 10	100%	11	9.0	7.5
Bespoke Mentoring - Andy Lewis	06/02/2020	Year Group 10	40%	10 (Pre & Post)	9.0	8.25
1:1 CEIAG (group activity)	09/12/2019	Year Group 9 & 10	100%	N/A	N/A	N/A
1:1 CEIAG (no group activity)	09/12/2019	Year Group 9 & 10	83%	N/A	N/A	N/A
Parents Guide (Resource Booklet)	07/01/2020	Year Group 9	41%	N/A	N/A	N/A
Y9 Insight Day at UWE*	10/02/2020	Year Group 9	100%	43	0	0
WP - TARGET MARS*	30/08/2019	Year Group 9 & 10	38%	16	9.8	9
Find your Future 2019*	26/10/2019	Year Group 9, 10 & 11	39%	88	7.3	7.4
Find your Future 2019 - 1:1 CEIAG*	26/10/2019	Year Group 9, 10 & 11	45%	N/A	N/A	N/A
Y9 Insight Day at UWE*	10/02/2020	Year Group 9	100%	43		
WP - CREATIVE INDUSTRIES*	28/03/2020	Year Group 9 & 10	69%	29	9.4	8.8

The table above is a record of all the GROWS funded events the school engaged with during 2019-2020, including activity that took place during the period March 26th – July 2020. Bespoke Mentoring was a high-cost project that did not meet the funding requirements in terms of TWL numbers. It is a condition of funding that the right students are placed onto activities. For each activity highlighted in yellow, TWLs rated the event higher than non-TWL. Where N/A appears in the ratings, it is because the event didn't record that data. All year groups received activity during 2019-2020.

The table reflects how important it is to carry-out evaluations and subsequent analysis. Being able to demonstrate a change in behaviours and attitudes of individual and group activities allows more of this type of work to be carried out.

Partner Engagement for Academic Year 2019-2020

University of Gloucestershire	Five Acres High School	Year 11	HE Fair five Acres High school (School)	12/02/2020
Gloucestershire College	Five Acres High School	Year 11	Assembly- General presentation	19/12/2019
Gloucestershire College	Five Acres High School	Year 11	Taster Day	11/2/2020
Gloucestershire College	Five Acres High School	Year 9-11	Careers Fair	12/2/2020
Gloucestershire College	Five Acres High School	Year 11	Application Drop In Session	19/03/2020
Hartpury University	Five Acres High School	Year 11	Presentation Evening	19/12/2019
Hartpury University	Five Acres High School	Year 9,10,11	Careers Fair	12/2/2020
Hartpury University	Five Acres High School	Year 11	Careers Fair	21/11/2019

Careerpilot usage figures for Academic Year 2019-2020

Careerpilot³ is funded by GROWS to allow our schools to access free, relevant careers information and potential pathway options.

School / College	Number of active users 01/09/19 to 24th July 2020	Ordered materials	Have access to Reporting Zone	Attended training
Five Acres (Lakers) School	0	Yes	Yes	Yes

SACU Usage figures for Academic Year 2019-2020

SACU⁴ is a valuable, free, online resource that allows students to match their personal preferences against careers and subjects. GROWS fund a reporting zone for this tool to allow you to access these student derived interests and career aspirations.

	<u>Total</u>	<u>Y7</u>	<u>Y8</u>	<u>Y9</u>	<u>Y10</u>	<u>Y11</u>
FIVE ACRES HIGH SCHOOL, COLEFORD	42	0	0	12	18	5

³ www.Careerpilot.org

⁴ www.GROWS.ac.uk/SACU

SLA Funding Summary in PHASE 2

Uni Connect Reporting Category	2019-2020	Total Spend to date in PHASE 2
Staffing Prog Management	1650	1650
Staffing outreach delivery	150	150
Non-Staff outreach Delivery	5362	5362
Other	0	0
	TOTAL SPEND	£7162
	SLA Amount 19/20	£7000
	Overspend	£162

Five Acres High School's (SLA) amount limit was set at £7000.00 per academic year. This amount is determined by the number of target ward learners in the school. A standard £150 per month (equivalent of one day per calendar month Sept – July) is allocated to the administration and operational requirements of the project running in school. The rest of the budget can be spent as the school determines appropriate in-order to raise the aspirations of target ward learners to engage with higher education level study.

The table above shows the school spend in each of the reported years of the project so far. Schools are required to submit accurate records of the spend through the quarterly reporting system. Schools can be audited by the GROWS on behalf of the Office for Students (funding body), at any point.

Looking forward – Academic Year 2020-2021 and beyond

Service Level Agreements were signed by schools in July 2020 for the academic year 2020-2021, with the same level of school funding as previous years. There is work to do this year to make-up for the gaps in provision that have occurred due to physical school closure in March 2020, due to the Covid-19 pandemic. It is vitally important that these targeted students continue to receive activity and support over and above their peers, to enable them to access all opportunities they are capable of. GROWS will continue to work with your school to plan and deliver activity from our partners, ourselves and other key stakeholders to give these students these opportunities. Schools will again have the autonomy to develop their own ‘aspiration to HE’ raising activities and events for targeted students. Events just need to be agreed with GROWS to determine the appropriate recipients and outcomes.

The Uni Connect programme is funded to run in school from January 2017 until July 2021. With so much evidence being gathered now from this⁵, and other social mobility programmes, that these types of sustained activities do have impact, there is now movement towards an extension of this project. The threat to social mobility from the Covid-19 pandemic could be far reaching and will have a magnified effect on the most disadvantaged students in our schools⁶. Students from disadvantaged backgrounds are almost twice as likely as their classmates to leave formal education without GCSEs in English and maths⁷.

The GROWS Hub, which was launched in July 2019, will continue to operate until at least, 2025. This date is in-line with university access and participation plans and will allow them to work towards the ambitious targets they set themselves, for widening participation in higher education. Alongside that, the Office for Students are lobbying the government to continue the targeted work that GROWS and the other 28 consortia around England have been doing since 2017. As soon as there are updates, GROWS will share them with our schools.

GROWS looks forward to another year of working with you and trying to support the most disadvantaged students to find their futures.

⁵ <https://www.officeforstudents.org.uk/publications/ncop-end-of-phase-one-evaluation-report/>

⁶ <https://www.suttontrust.com/wp-content/uploads/2020/04/COVID-19-and-Social-Mobility-1.pdf>

⁷ https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf