

Office for
Students



2024-25 onwards access and participation plans: Supporting attainment raising in schools

Wave 1 provider engagement webinars:
2024-25 onwards access and participation
plans

27 April 2023

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Event notices

- Closed captions are available – please click the CC icon
- A recording of this event will be available on the OfS website
- Please use the Q&A box rather than the Chat box to ask a question
- Use the Chat box if you would like to speak to the events team.

Agenda

1300 **Welcome**

Overview of our expectations on supporting attainment raising in schools

Uni Connect and attainment raising

Break

Uni Connect presentation (Humber Outreach Programme)

University of Oxford presentation

Q&A

1500 **Close**

Introducing the OfS team



Charlie Leyland

Student Participation Team Lead



Josh Cooper

Access and Participation Manager

Introducing the Humber Outreach Programme team



Naomi Prendergast
Programme Manager



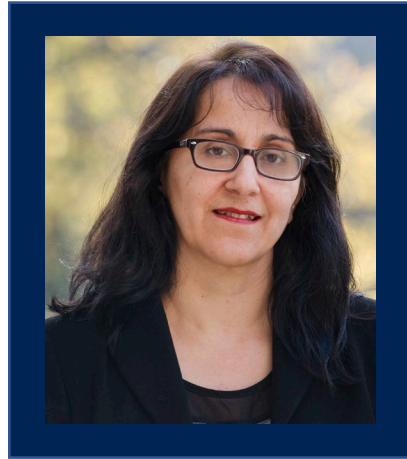
Fiona Berry
Partnership and Stakeholder
Manager



Anne Kildunne
Evaluation Co-Ordinator

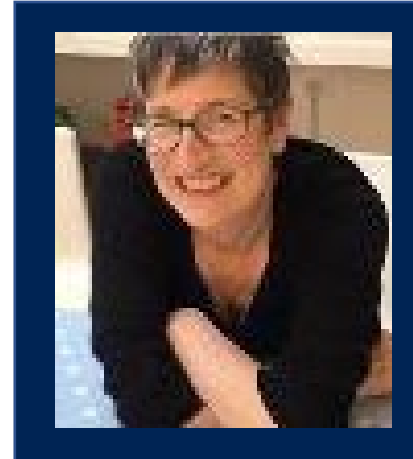


Introducing the University of Oxford Team



Dr Samina Khan

**Director of Undergraduate
Admissions and Outreach**



Alison Matthews

**Deputy Director of Undergraduate
Admissions and Outreach**



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Our expectations

‘There are highly impactful, sector-wide risks laid out in the Equality of Opportunity Risk Register [...] that we would expect to see reflected appropriately in access and participation plans. In particular, we expect most providers to consider:

- a. **How they can address the risk posed to fair access and successful participation by knowledge, skill and attainment gaps emerging across childhood by making meaningful and effective contributions to supporting schools to raise pre-16 attainment.**
- b. How they can expand and promote diverse and flexible pathways and provision.
- c. How they can improve the mental health of their students.’

(Regulatory notice 1 - paragraph 10)

Our expectations

'The OfS expects that interventions will include activities drawn from the following list, but a provider should also consider other activities not listed that may meet its objectives:

- **partnerships with schools, colleges, community and third sector organisations to support activity to raise attainment**
- expanding and promoting pathways for study at Levels 4 and 5, and on higher apprenticeships and degree apprenticeships
- [...]
- collaboration with other bodies across the student lifecycle, including with other higher education providers, students, schools and colleges, employers and third sector bodies
- alignment with other work and funding sources, such as OfS-funded programmes.'

(Regulatory notice 1 – paragraph 66)

Our expectations

‘A target may be a direct translation of the objective, or it may be a proxy numerical target for the written objective. A provider may include numerical targets based on intermediate outcomes of an intervention strategy and outcomes related (but not limited) to:

- a. Sustained engagement with pre-16 young people or working with the community or employers to support mature student access to higher education.
- b. Strategic partnerships with schools, colleges, community and third sector organisations to support raising attainment.
- c. Collaborative targets, or a regional or geographical target which may relate to mitigating risks to equality of opportunity which are capable of being mitigated at a scale other than that of an individual provider.’

(Regulatory notice 1 – paragraph 73)

Guidance in Regulatory advice 6

- Regulatory advice 6 offers guidance on how to achieve the expectations as set out in Regulatory notice 1, supported by case studies in examples.
- Regulatory advice 6 covers:
 - resources to support design of activity to support schools to raise attainment
 - the types of activity a provider could undertake
 - considerations for different types of providers
 - how existing work and partnerships can be expanded.

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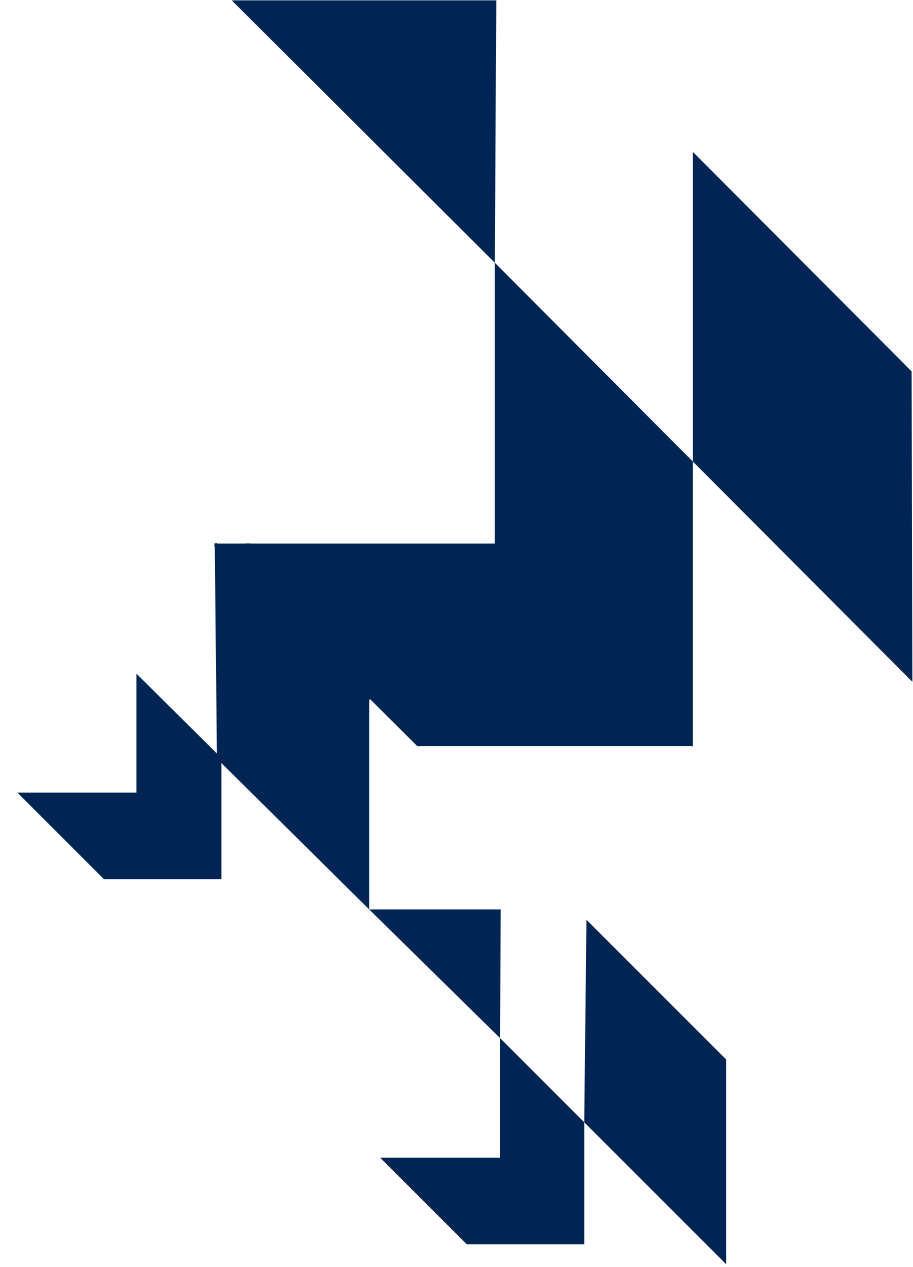
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Uni Connect and supporting attainment raising



Uni Connect and supporting attainment raising

- Supporting attainment raising as a new priority – April 2022

The attainment raising element of the programme aims to improve pre-16 academic attainment and progress of pupils who are underrepresented in higher education and through this increase the higher education participation of pupils who are underrepresented in higher education.

- A year to plan and transition – 2022-23

- Guidance for a funded programme

- upskilling and supporting existing teachers
- providing targeted academic support to learners
- tackling non-academic barriers to learning
- supporting curriculum development.

- A programme of support and capability building – Causeway Education

Attainment raising advice, capability building and assurance support



The support consists of four key elements:

1. Publishing an information resource for the Uni Connect partnerships on how higher education can contribute to attainment.
2. Facilitating an attainment raising community of practice for partnership staff.
3. Providing individual advice and support to the partnerships as they develop their local attainment raising plans.
4. Assess the written summaries of the partnerships' planned approaches.

Attainment raising: A toolkit

- Published in September 2022
- Informed by existing evidence and reliable sources such as Education Endowment Foundation teaching and learning toolkit
- Implementation checklists for each activity
- References to existing sources and practice
- Emerging practice examples
- Understanding schools data and data sources available

An example of activities and interventions pages...

➤	Introduction	2
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	Understanding national attainment gaps	7
	Understanding school data	9
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Uni Connect and supporting attainment raising

- Detailed attainment raising plans from Uni Connect partnerships are due 31 May
- Some of the challenges encountered:
 - Scale – how many learners to reach
 - School time – schools are often very busy
 - Contact time – to impact attainment, engagement needs to be sustained
 - Evaluation planning – long time scales for grade data
- Uni Connect partnerships can support in many ways:
 - school relationships and coordination
 - bringing together resources of multiple providers
 - targeting and needs analysis in the region
 - developed planning, pilot activity and expertise in how higher education can support attainment.

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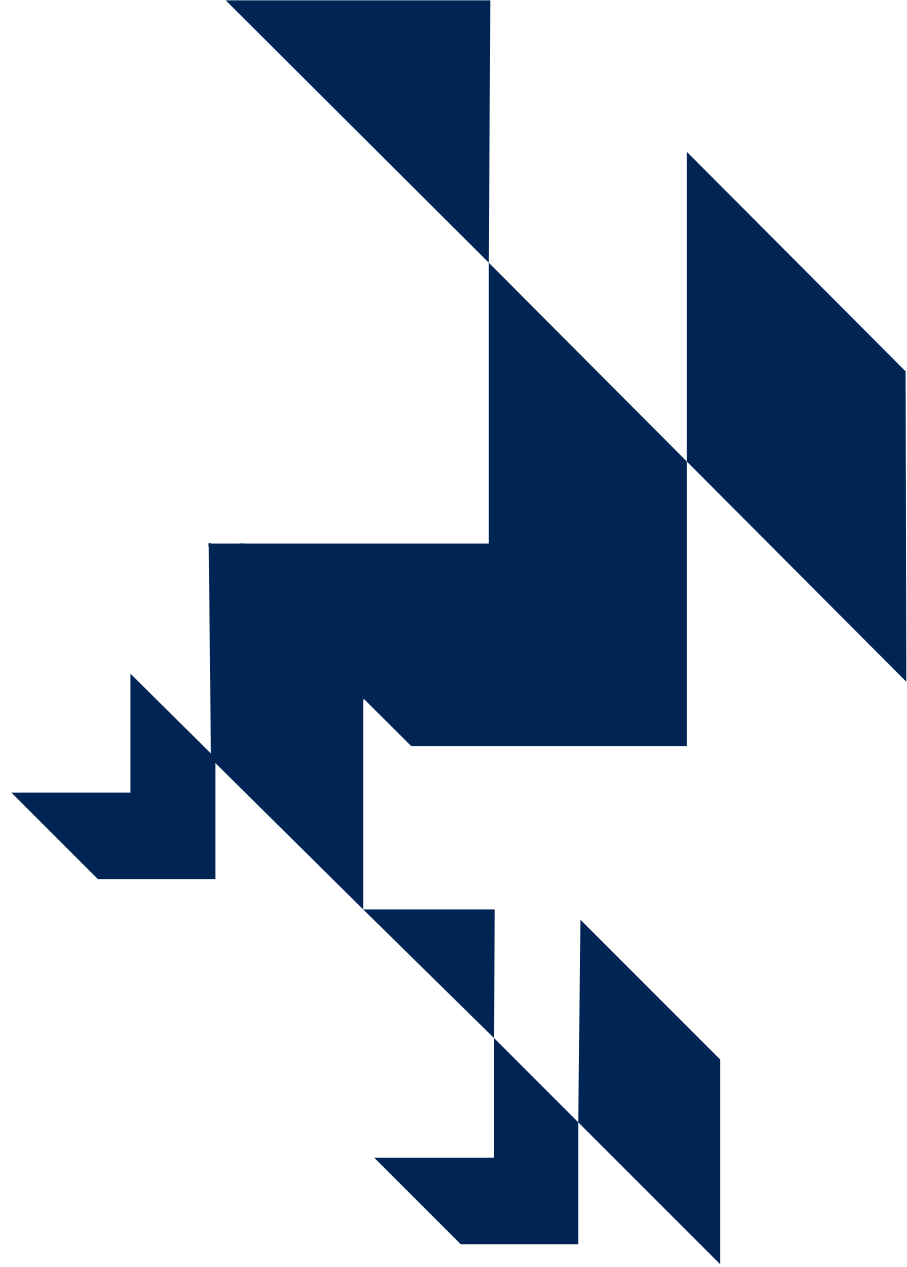
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Five minute break



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Our approach to developing an attainment raising plan

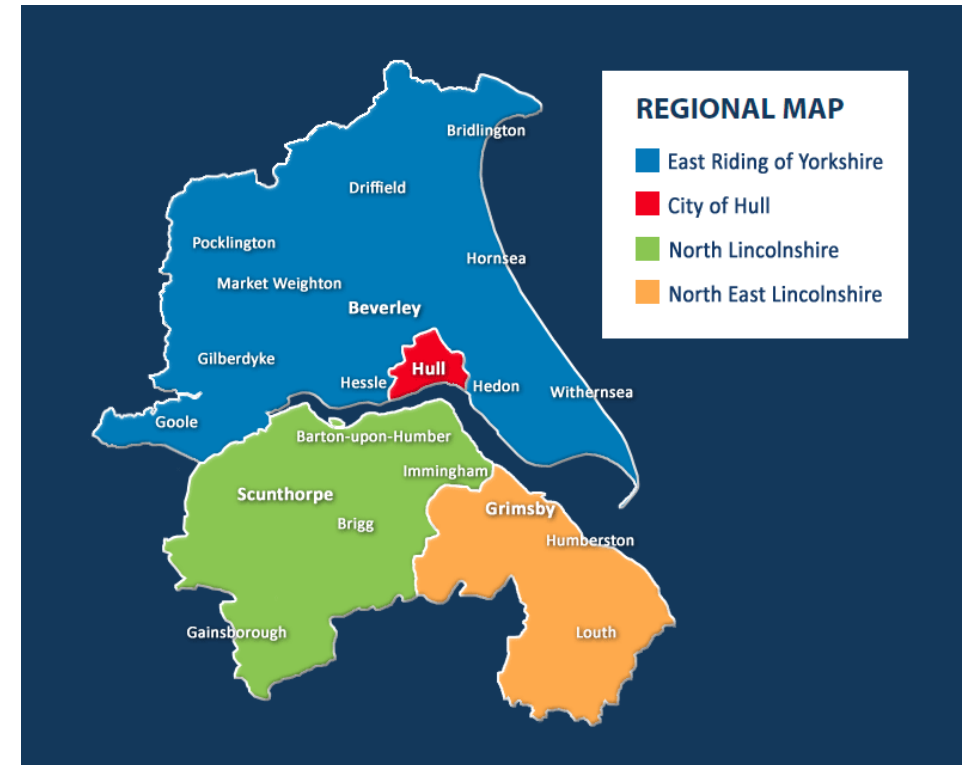




HOP - Who we are

- University of Hull , Lead institution
- 43 Schools – Tiered offer, focusing on CEIAG cold spots (Pupil Premium/Tundra 1 & 2)
- 9 Sixth Form and GFE Colleges
- Central team comprising of Outreach Coordinators – all L6 qualified ,PR & Marketing, Admin & Data, 2 Evaluation Officers
- 4 Local Authorities
- 2 x CEC/LEPs

<https://hop-humber.co.uk/>





Our Approach – Timeline

Stage One: September – October 2022

To strategically inform our attainment raising activities we undertook a needs analysis, using the data available to identify where best to focus our engagement and build a dashboard, applying a RAG process to ‘tier’ schools.

Understanding the national attainment gaps and using these as a proxy for our schools to identify which schools within our region are underperforming in their attainment metrics against the national benchmark*.

Data sources used (<https://www.find-school-performance-data.service.gov.uk/>):

- 2021/2022 Provisional KS4 results
- Attainment 8 & Progress 8
- Low/Middle/High attainment at KS2
- Disadvantaged pupils (those eligible for free school meals at any time during the last 6 years and children who are Looked After)
- EAL
- Gender

***two-thirds of the 43 schools currently covered by HOP through targeted and strategic outreach fell below the KS4 National average attainment level (A8) in 2022.**



Our Approach cont. Stage Two: October - December 2022

The previous metrics were also broken down for each school by:

- **Prior KS2 attainment of intake: High, medium or low (KS2 is accepted as a good indicator of later achievement at KS4);**
- **Disadvantaged and non-disadvantaged students;**
- **Gender (M/F); and**
- **EAL status.**

Following this, any school already achieving at or above the national average at KS4, were excluded to produce a list of Humber schools potentially in scope for future HOP attainment raising focus. This produced a provisional ‘in scope’ list of 23 schools to create our Tier 1 Attainment Raising category.



Stage Three: Review

- Supply mapping exercise: interviews with HE's; FE colleges; local authorities and third parties to understand local supply
- Local geographies important
- Difficulties of “one-off” provision

Establishing existing capacity

Review the capacity available in your team and your partners.

You may wish to develop your understanding in a phased approach during the programme, for example:

You may feel you already know the potential of your team and partners but the focus now is through the lens of attainment-raising.

Initial stages

- What is known now about your partners' capacity and capability? Can this be utilised in the first phase of development and delivery?
- What immediate gaps are there that can be fulfilled by partners?

Later stages

- Can you audit capacity to establish a comprehensive approach?

Your higher and further education provider partners can support in many ways:

- Direct delivery
- Supporting and contributing to delivery
- Training Uni Connect team members (for example academics)

Think about

What are their skill sets? Do we have the infrastructure?
 Is there an adequate budget? Do we have the technology?

useful tool you can use to review existing capacity.

Area	Capacity to deliver Score 1=good capacity, 5=no capacity					Explanation to the score	Can you improve score?
	1	2	3	4	5		
Confidence of provision			✓			Staff do not have confidence in meta-cognition theory	Training by academic from a higher education provider



Our Approach cont. Stage Four and Five

Stage Four (Jan 23): We contacted these 23 schools consulting with them via a designed survey and in person meetings to request some 'deeper dive' data (which was not available from DofE data sets), to enable HOP to identify:

- Any other sub-groups (not identified in national data sets) that they had identified as specifically requiring attainment support;
- Whether there was any difference in KS4 attainment for disadvantaged students by gender;
- Whether there was any gender difference in prior KS2 attainment versus actual KS4 attainment by gender (i.e. did any gender gap remain static, or did it grow over time?);
- Any other historic trend, or school-specific information particular to attainment at that school.

Stage Five (Feb-March 23): This additional intelligence was used to refine the targeting of any attainment raising activities via the supply mapping matrix and reduced the number of schools from 23 to 16. The information we collected showed that there was an overwhelming consensus from the schools that the focus and targeting of support should be the following:

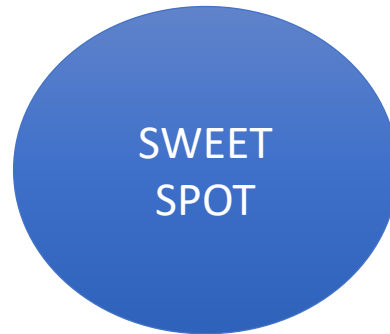
- targeting disadvantaged/pupil premium medium attaining level learners
- KS3 should be our main focus with some Year 10 work (timing of year was problematic with Year 10 mocks)
- some indicating that boys should be the main focus



MATCHING SUPPLY AND DEMAND TO PRODUCE A SUSTAINABLE OFFER FOR OUR LOCAL STUDENTS

WHAT SCHOOLS WANT

- Early, sustained interventions
- Reluctance to allow academics/other teachers in
- Mid-attainers/whole year
- Students planning and study skills
- Flexible timetabling
- In house delivery
- Value HOP's impartial CEIAG



WHAT OUR HEI's CAN SUPPLY

- Academics time precious
- Research/REF demands
- Tensions between recruitment and widening participation
- One-off interventions
- On-campus
- Mid-high attainers

Programme

A six- week programme for Y8 pupils to develop metacognition through self-regulated learning, using careers, pathways and Labour Market Information (LMI) as topics to improve literacy and oracy skills

- ✓ Explicitly teaching pupils planning and review strategies
- ✓ Guided practice in application including modelling before fostering of independent learning
- ✓ Greater impact for pupils from a disadvantaged background

The rationale for & unique selling points of this approach :

- A generic programme, designed to complement, but not to compete with, subject areas.
- Generic content which can be applied across several/many subject areas.
- Clear overarching objectives and learning outcomes for each session
- External facilitation – can sometimes reach YP in a way that teachers don't.
- Uses our staff's skills and knowledge which schools value

Groundbreaking project – two more Uniconnects now working with us - to develop and roll out – opportunities for comparative analysis etc



Why work with Uni Connect?

- Established networks with local area: schools; third sector; employers; LEPs; local authorities etc.
- Understand the “cold spots”
- Can extend reach of small providers to small groups/wider geographical areas
- Recognized brand with busy schools and colleges
- Impartial, independent CEIAG
- Greater synergies/efficiency with HEPs
- Sustainable support for students
- Independent assessment of impact

**The benefits of
and barriers to
collaborative
access activity by
higher education
providers**

A report for the OfS

February 2023





Top Tips

- Consider: scalability, capacity and resource when deciding if an intervention would be sustained and progressive
- Talk: to your local Uni Connect – look for synergies
- Talk: thorough consultation with schools to understand need and capacity
- Try: to involve all providers eg third sector post-16; educational specialists; local authorities – your local context
- Map: current WP provision through contact with your own staff – might be surprised at what already being done but not recognized
- Tap: into already developed national and local collaborative networks through Uni Connect
- Consider: support for your local Uni Connect: e.g. in-kind contributions; facilities for meetings; putting academics in touch etc.
- Embed: evaluation from the earliest stages in processes/goals/APP – so you know you're on track and can fulfill APP - use Uni Connect skills

THANK YOU

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HUMBER OUTREACH PROGRAMME

Agenda

1300 Welcome

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1500 Close

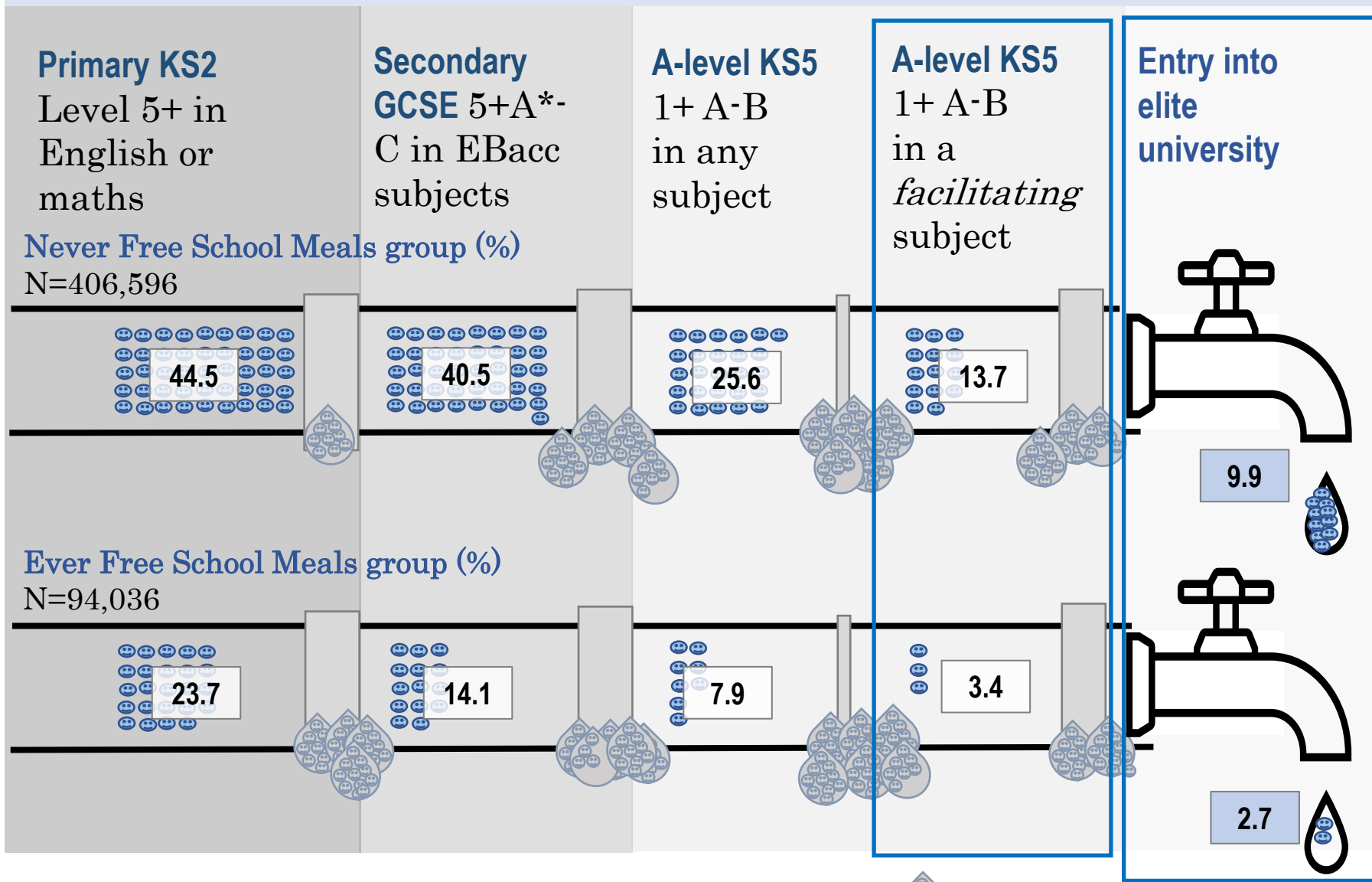
Re-evaluating raising attainment through an academy trust-HE collaboration

OfS Supporting Attainment Raising in Schools

University of Oxford

[Alison Matthews](#) | [Dr Samina Khan](#)

The leaky pipeline

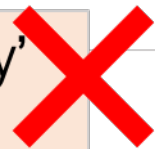


Source data based on Crawford, Macmillan and Vignoles (2014) ☺ ≈ 1 percentage point ☹ ≈ 10% change (leakage)

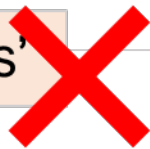
Defining 'attainment' differently: the evidence – predictors of higher attainment

- Children that are able to develop and improve, **gain greater benefits from learning experiences and the curriculum on offer. Curriculum reinforcement** takes place across the phases, making links across subjects and disciplines(1)
- Young people showing a **positive attitude to school and learning**, good levels of literacy and numeracy(2)
- **Academic self-concept and self-efficacy** – “children who were seen as ‘clever’, with a positive attitude towards homework and an internal locus of control had **a more positive image which was continually reinforced by people at home and in school** which in turn **“encouraged them to stretch their learning beyond what might be expected”**(3)(1)
- **Developmental-internalisation of disadvantage**” ⇒ points to how long-term impacts of disadvantage **may be altered** (4)
- **If early cognitive and self-regulatory skills can be protected from the impacts of disadvantage, then the follow-on impacts for educational attainment might also be avoided. Teacher sense of efficacy is a critical component** to successful classrooms and ranks as a significant teacher characteristic associated with instructional quality and student achievement(1)(5)
- **Teacher sense of efficacy is a critical component** to successful classrooms and ranks as a significant teacher characteristic associated with instructional quality and student achievement (6)(7)
- **Teachers have been identified as key “intermediaries” to widening participation efforts.** (8)
- **Teacher-student interactions** are recognised as a **“key asset for improving student learning and development”** (9)(10)

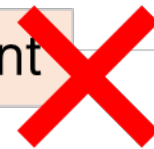
‘High ability’
‘G&T’



‘Top 10% of class’



‘Ability’ = Prior attainment



The collaboration: Oxplore-RAIS



Oxplore @letsoxplore · 1 Dec 2020

What a wonderful collage! We're so pleased you enjoyed the session.

We had a great morning with the researchers from Oxford University #oxplore we learnt about healthy brains and working memory during our STEM activity and went on holiday to France during our MFL activity



- An **evidence-informed approach** to support **raising attainment and achievement through school-wide enrichment**
- **Co-designed** with an academy trust in the North West with four primaries and five secondaries
- Focusing on strategies to work with teachers and learners to support raising attainment for **bigger, mixed-prior attainment** groups and to address disadvantage that begins earlier in young people's educational journeys. We work with **whole year groups at primary (Y5) and mixed groups at secondary (Y7 to 10)**.

* RAIS: Raising Attainment in Schools

Oxplore-RAIS: three components

Two areas of facilitating subjects (MFL – modern foreign languages, and STEM – science, technology, engineering and mathematics) with a focus on learner and teacher outcomes – using an ‘enrichment for all’ approach. The collaboration consists of three streams:

1

Termly learner delivery days: Anchored by Oxplore Big Questions, sessions focus on enabling opportunities for higher order questioning, reasoning, and elements of inquiry-based learning. Teachers and Oxford’s Early Career Researchers work together to co-design delivery and resources.

Oxplore is Oxford’s digital resource that aims to challenge learners aged 11-18 years with ideas and debates that go beyond the curriculum.

2

Teachers’ CPDL (continuous professional development and learning): Teachers are supported in ideas around effective classroom practice, curriculum design and pedagogical support in STEM and MFL, challenging common notions around ‘aspiration’ while looking more at student expectations, and their relationship with attainment.

3

Embedding enrichment in the classroom: Working closely with teachers and learners, and an education charity, this stream aims to co-create resources that enable higher order questioning, and provide opportunities for reasoning, extended writing and assessment.

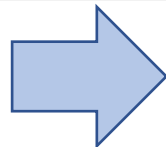
Evaluation: Teacher interviews (one of three research methods)

Example questions

1. To what extent do you think this programme supports/does not support:
 - a. Raising attainment in your class and/or school?
Prompt: [SECONDARY ONLY] Do you see any particular benefits for take up and attainment in EBacc subjects?
[PRIMARY ONLY] Do you see indirect benefits in KS2 subjects such as maths, science and languages?
 - b. Improving how young people see themselves as capable learners?
 - c. Improving learners' educational motivation?
 - d. Increasing learners' experiences with independent learning?
 - e. Improving learners' expectations towards HE study?
2. Have you taken anything away from the delivery days so far that has featured in your normal classroom practice?
3. Does this programme in any way influence which learners you might select for widening participation to HE/access and outreach/'scholars' type programmes in general?

Defining 'attainment' differently – self-concept and self-efficacy

“ Colleagues delivering the sessions have themselves had to develop **academic self-concept**. So, because [teaching] **professionals have been engaged in their own academic self-concept** around what they do, their **practice and methodology**, when it comes to planning materials for students, it's front and centre for **themselves**, that they need to be developing that academic self-concept. . . **There's been a clear pedagogy behind this programme, it's created a culture around it that will without doubt benefit learners in the long run.** ” [HT, Secondary]



Greatly enabled by in-person CPDL and teachers leading delivery sessions.
All made more difficult when COVID struck.

A 'third space' to see things differently

““ Oh my goodness. . . [Oxplore-RAIS sessions are] a different environment – you can see the confidence. I mean some of the kids we've had are pretty sort of shy and wouldn't say anything but they were, even towards the end, when everyone was brought together to ask questions, they were putting their hands up and asking questions; they never do that in the classroom! So, the confidence is sort of unbelievable. They just feel that they fit in and they're able to, they're just part of it. It's brilliant. ”” [Teacher, Secondary]

““ A lot of bright quiet kids go under the radar. They never get recognised. They're not troublemakers, they're not at the top of the class, they're not at the bottom of the class, they're those kids that are sat in the middle getting on with the work and doing a damn good job of it and it really boosted [their] confidence. You can see the way in class that they were different, that they were more motivated to actually do things, to have a go at things more than anything and to give their opinion rather than be shy in case somebody laughed at them. ””
[Teacher, Secondary]

Towards curriculum development and continuity

“ We've been trying to integrate [Oxplore-RAIS] into the majority of lessons . . . if I put it just in my teaching it would probably defeat the object of the programme by not sharing out amongst others. So, by putting it into the schemes of learning it means that the opportunities are actually going across the whole department to be used. . . There's a department of 10 teachers who are all able to use some of the points that are coming across - we're trying to **develop it into a day-to-day delivery within the classroom** – [looking at] different ways in which we can deliver the activities. . . and trying to reorder things for the possibility of continued remote learning. ” [Teacher, Secondary]

➔ Encouragingly, but pre-COVID, several teachers from multiple schools reported unprecedented **increases in take-up of triple sciences and languages** among those who participated in Oxplore-RAIS and whom were (originally) less expected to take those subjects up at GCSE.

Oxford's APP and next steps for RAIS

·
Oxford's current APP & Target 6: is based directly on the evidence underpinning the intervention – it explicitly relates to the traits of learners and teachers that are associated with higher attainment – details are available in our published APP (www.ox.ac.uk/sites/files/oxford/UniversityOfOxford_APP_2020-21.pdf)

Next steps: this programme is not just for Oxford. The plan is to design an **open access online platform** to house materials from Oxplore-RAIS (amongst others) and ways to support all schools and HE institutions to potentially collaborate and harness the strengths of each sector to support raising attainment

‘National and local empowerment’ – the hope is to enable ECRs and WP teams in universities across the country to support schools and work with teachers & learners in their local areas

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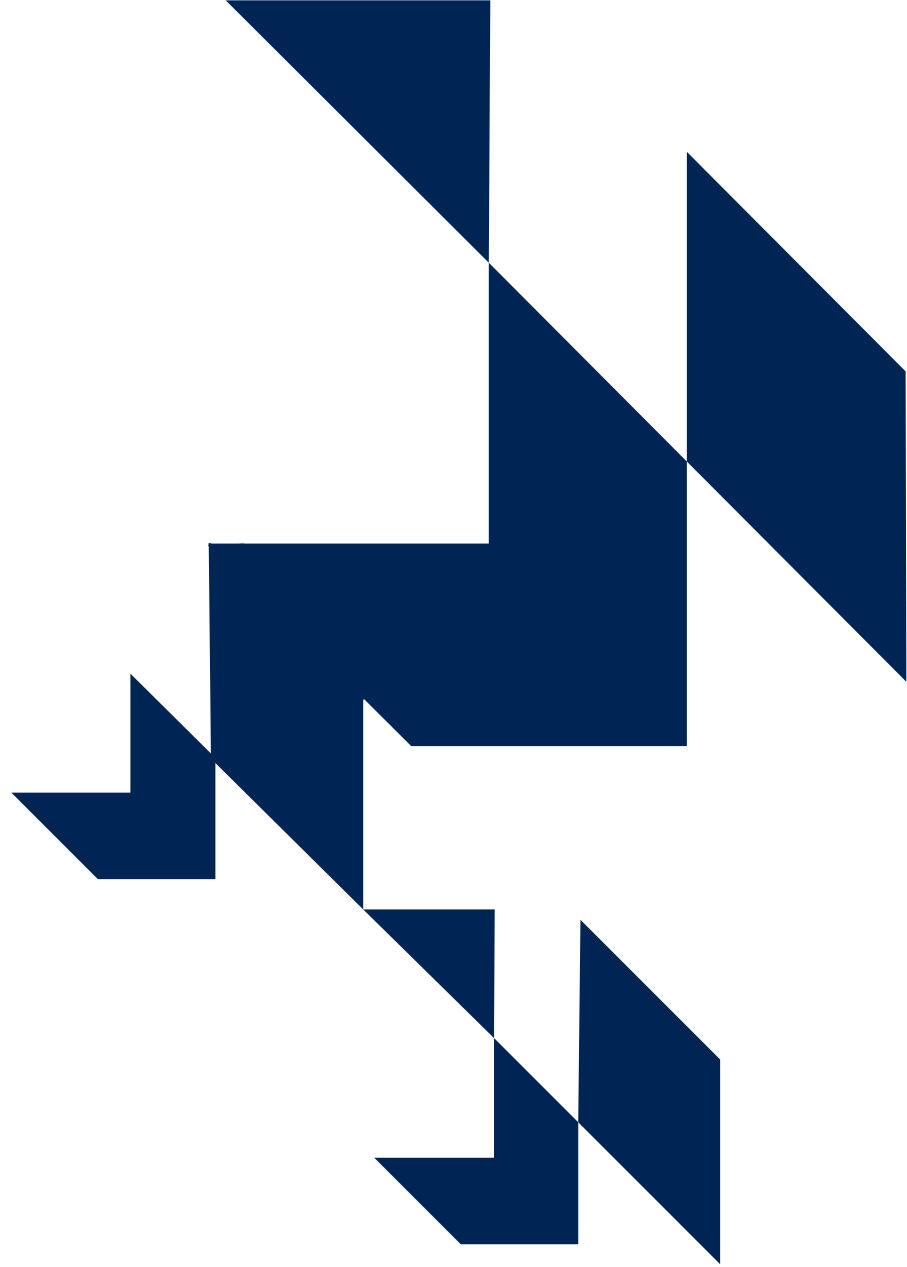
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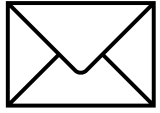
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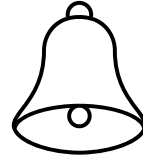
1500 Close

Questions and answers

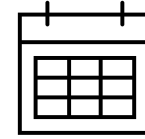




Contact us:
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Reminder:
These slides and recordings of these webinars will be available on our website



Next webinar:
Strengthening evaluation
2 May 2023