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Monitoring & Evaluation: Evidencing the Impacts of Outreach

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OfS – Access and Success in HE

- *“Our ambition is that future generations should have equal opportunities to access and succeed in higher education”*



Covid-19: Digital Divide

- *“Poorer pupils are likely to have more limited device and internet access and are less likely to have home environments conducive to learning.”*



Learning Gaps

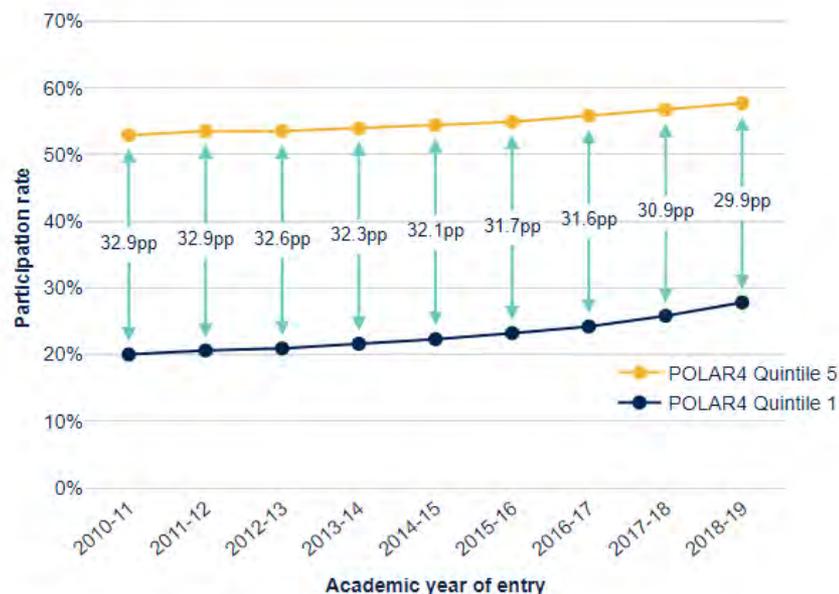
- *Teacher survey, November 2020*
- *74% - “the learning gap has increased”*



Persistent Gaps in HE Progression

- Geographic (POLAR)
- FSM
- Gender
- Ethnicity
- KS5 School type (independent v state)
- SEND

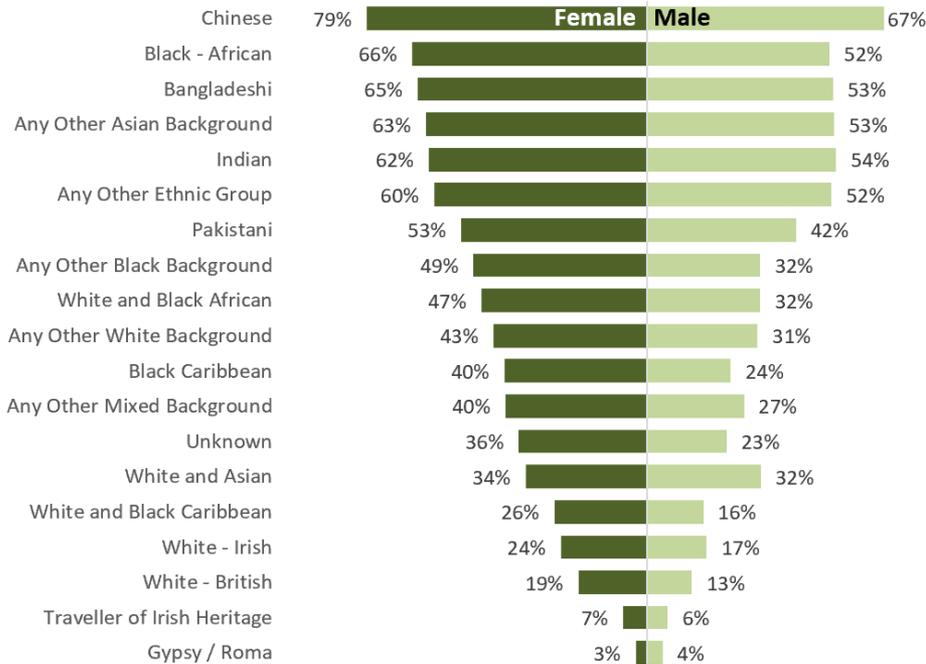
Gap between POLAR4 quintile 5 and quintile 1 (shown as a percentage point difference)



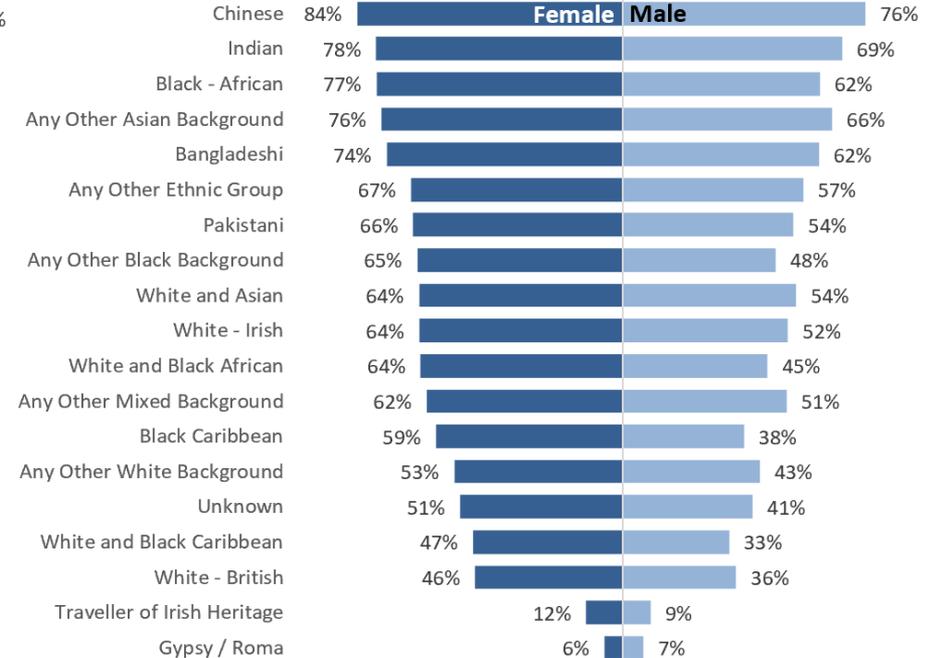
Source: individual student data HESA, ILR, POLAR classification of postcodes

Different factors intersect in different ways

Free School Meals



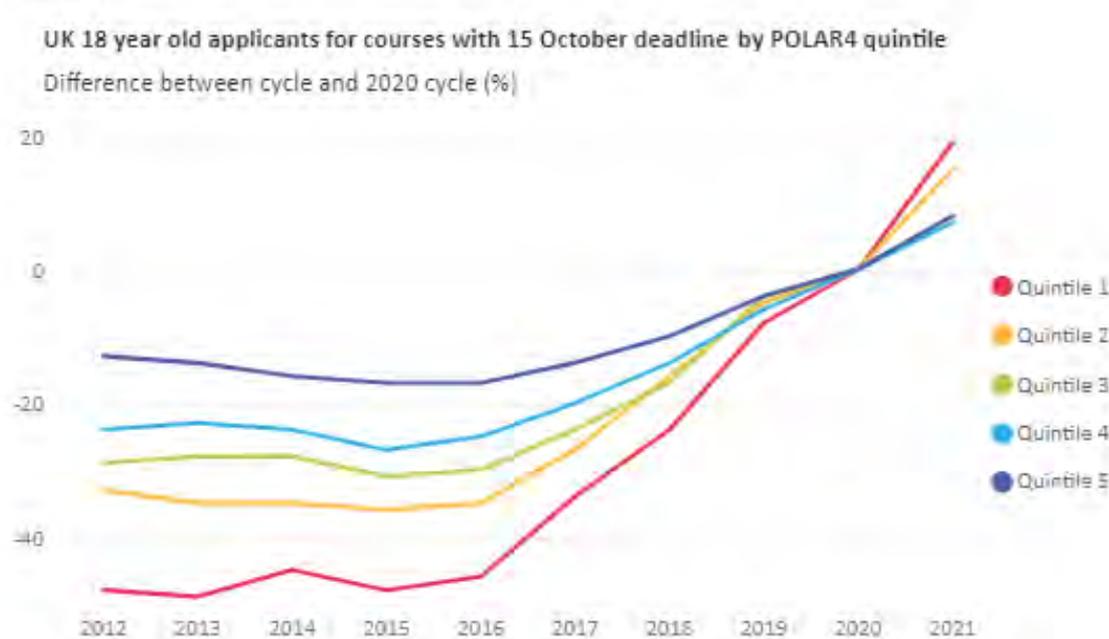
Non Free School Meals



What we know about HE applications (UCAS)

- Upward trend in England and in the South-East
- POLAR4 Q1 proportionally more applications

POLAR4



Targeting – KMPF Cohort

- Who live in low HE participation neighbourhoods (POLAR4 Q1 & Q2)
- From low household income backgrounds/ lower socio-economic groups
- Who are or have been in care (or are young carers)
- SEND
- First in family to attend HE

Targeting – Uni Connect

- Who live in specific areas where HE participation is lower than expected (Uni Connect)

KMPF Monitoring – targeting

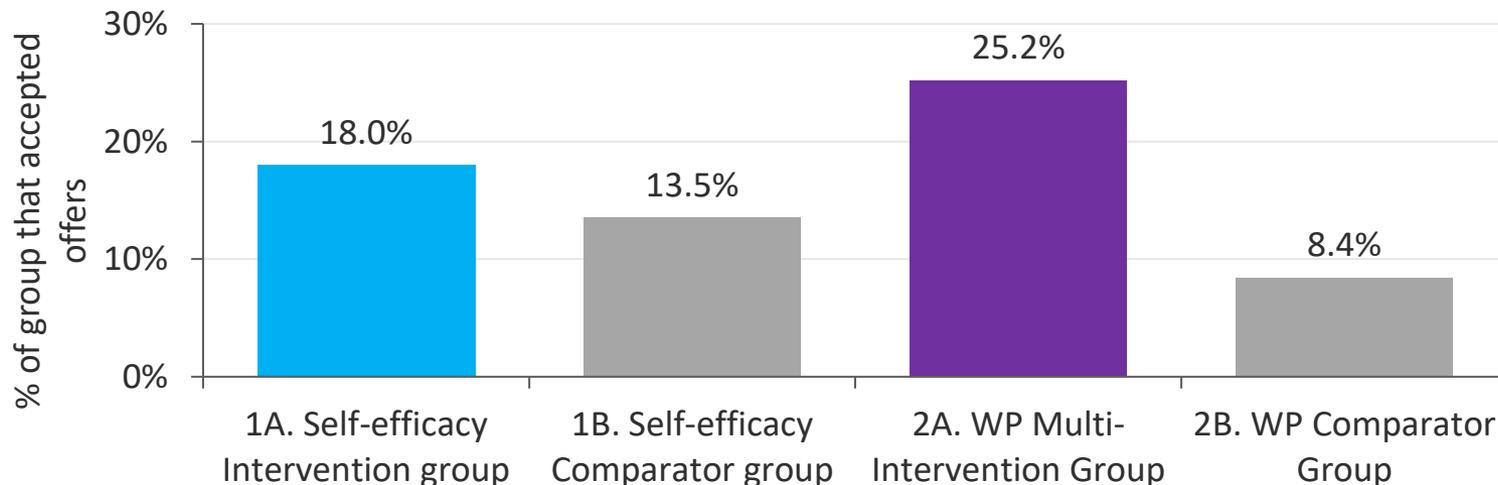
	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
First in family to attend HE*	68%	66%	66%
Low participation areas POLAR (Q1, Q2)*	56%	53%	55%
KaMCOP learners (of the total in Kent & Medway)*	7%	24%	16%
Gender (Female : Male)*	54% : 46%	55% : 45%	57%:43%

*of known values.

Positive impact of multi-interventions

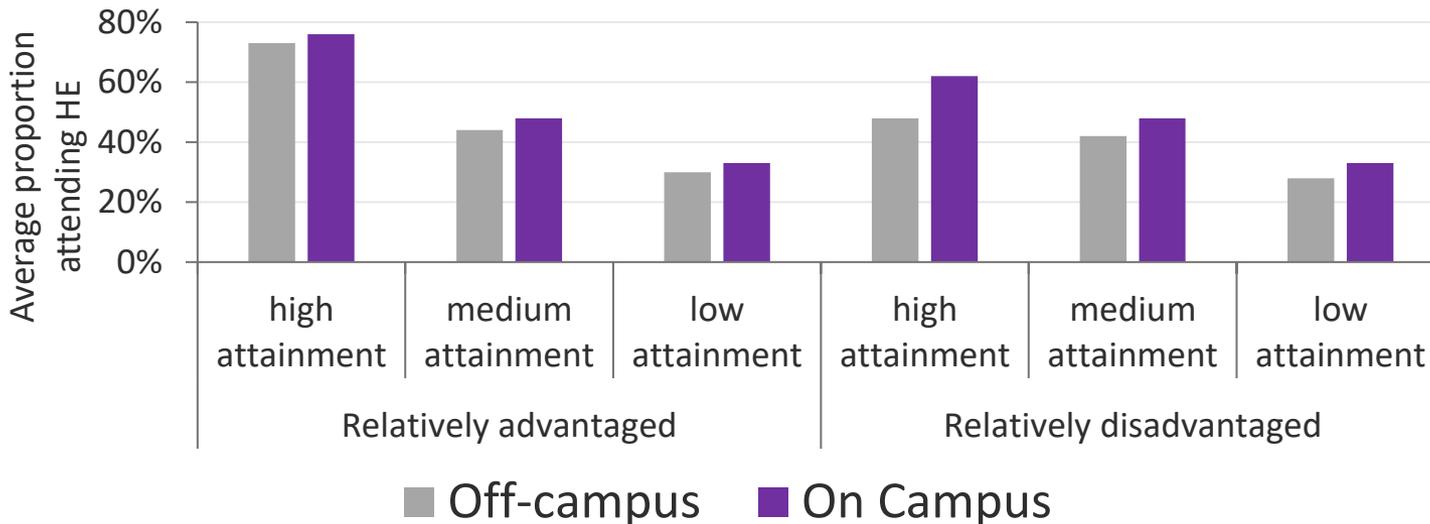


- Multi-intervention programmes - a positive, sustained impact on learner outcomes
- High intensity activities - increased knowledge about all aspects of HE and intentions to progress to HE
- Learners are influenced by people 'like them'



Positive impact of on-campus (HE) activities

- Attending on-campus activities – positive correlation with HE progression (particularly among disadvantaged groups)



What impact are we having on student outcomes?

KS4 outcomes...

Attainment 8 Scores

Outreach
Participants'
Score

49.98

Schools'
Score

44.83

Difference

5.15

NB This means that participants achieved 5.15 grades higher, on average, than their schools.

Progress 8 Scores

Outreach
Participants'
Score

0.12

Schools'
Score

-0.08

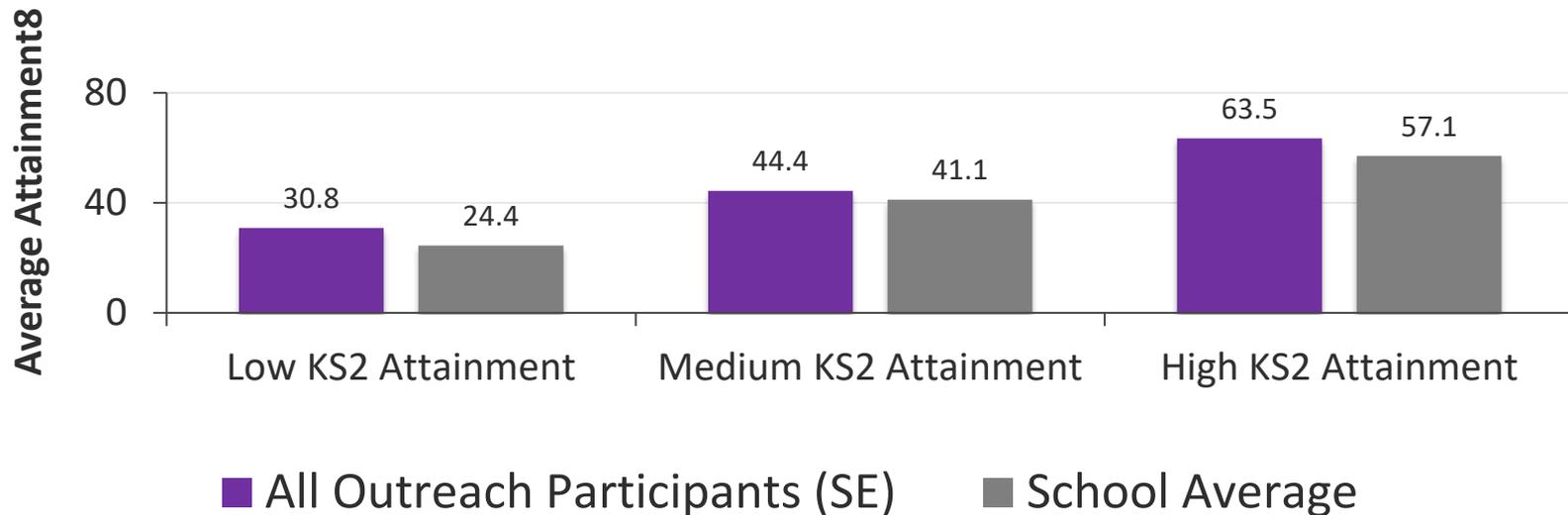
Difference

0.20

NB This means that, when taking account of prior attainment, participants achieved 2 grades higher, on average, than their schools.

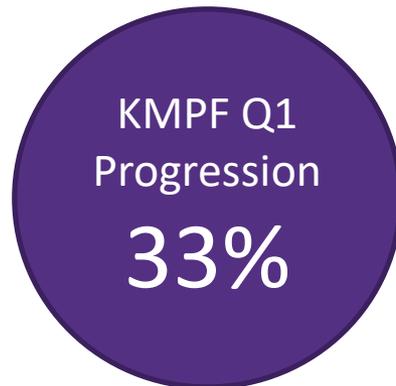
What impact are we having on student outcomes? KS4 outcomes...

South East KS4 Attainment 8



Progression into HE - HESA Track

- Increase in participants tracked into HE
- Increase in proportion tracked from POLAR4 Q1 areas
- Higher Q1 progression compared with national average
- Smaller Q1 (local) to Q5 (national) gap



Individual Project Feedback

“What I found the most useful was pretty much all of it since it has helped me when thinking about my future” **Future You participant**

“It’s made me realise what its like being on campus and being in a totally creative environment, so it’s made me think maybe I’ll go to university” **UCA Focus Group participant**

“I feel it’s opened my eyes up to where I wanna go further in life, it’s interested me more in robotics” **Inspiring Minds participant**

“I can’t explain how [the programme has changed me], but...I know more about university, if that makes sense. I am a little bit closer to knowing what I want to do.” **SUCCEED participant**

“Absolutely amazing! My mentor helped me so much with my decisions and gave me a better understanding of what I wanted to do...I had the chance to ask all my questions to a person that has experience in what I want to do.” **E-mentoring participant**

- What we (collectively) do makes a difference 😊
- Identify students who would benefit most from outreach through baselines
- Continue to work with students earlier (from Year 7) and through secondary/FE
 - Those with lower predicted attainment at KS4
- Provide students with a **range of outreach opportunities**
 - Include a Campus Visit
- Tailor outreach to the needs of students

- KMPF will be working to update
 - School reports
 - Delivery leaflets
 - Cohort lists
- National evaluation for Uni Connect
 - Ipsos Mori survey for KaMCOP schools
 - Student survey for a small number of schools
- Covid - Opportunities to support more disadvantaged young people into HE

Thank You!

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