

Primary Outreach Provision – Derby and Nottingham Universities

*Aaron Mace and Abi Pritch-Williams, University of Derby and University of Nottingham*

Before diving into the session report, I'd like to note that this was a very good, informative and interesting talk. Two perspectives on Primary Outreach from two clearly committed, interesting professionals who are doing great work. Thanks to Abi and Aaron for their efforts.

Session notes:

### **Why Primary?**

Students who know about university at Primary level 2.6x more likely to reach HE  
Gender stereotyping is firmly embedded at 6/7

Attainment gap widens and concretes in primary school – particularly if national average is not achieved by transition to secondary

Motivation and attitudes coalesce during primary school

### **What Primary Work?**

Derby:

- In depth work with 6 schools
- Year 6
- Feeders to 34 secondaries
- One off work with other primaries

Nottingham:

- Targeting 100 students with standard WP targeting with points system out of 12
- 2021-22 34 schools, 100 classes
- Secondary links in broadly geographical pattern

### **What's different with Primary?**

1. Who's involved:
  - a. academics and student groups,
  - b. student ambassadors with additional training to run sessions with primary students
  - c. dedicated staff time to primary projects and primary focused outreach professionals
2. Activities:
  - a. Interactive
  - b. Guidance and support for academic staff
  - c. Suitability and topic assessed
  - d. Curriculum linked

Derby:

Primary Explorers programme, three part session with Intro- Campus Visit with subject session- Graduation. Notes indicate it was supported with a very nice booklet. Treasure hunt campus tour a very nice touch.

Nottingham:

University Detectives – KS1 three part intervention – intro – half day on campus – summary session

### **How do you evaluate Primary?**

Derby:

- Use of NERUPI framework (reporters note: we should all be using the nerupi framework)
- Knowledge based evaluation, test style questions in a relaxed form
- Focus on jobs/careers and difference in student “aspiration”
- Quant and Qual

Nottingham:

- Pre and post evaluation around expectations, aimed at covering objectives and assessing impact on pupils
- Features and Benefits approach, looking for specific words and terms that students use – are we addressing each feature and benefit? There’s a very useful interesting practice here that could be used more widely