

Leveraging Data to Enhance Widening Participation Strategies

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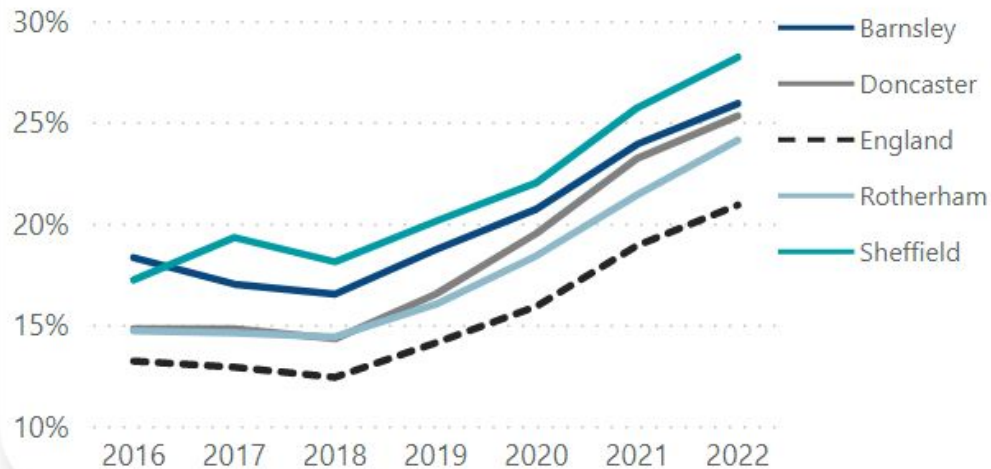
What we are going to cover:

- Background about Uni Connect and HeppSY evaluation
- HeppSY learner survey outcomes and impact
- How did we use the data and evaluation to inform our practice
- How will we continue to use data and evaluation for our strategic and operational direction

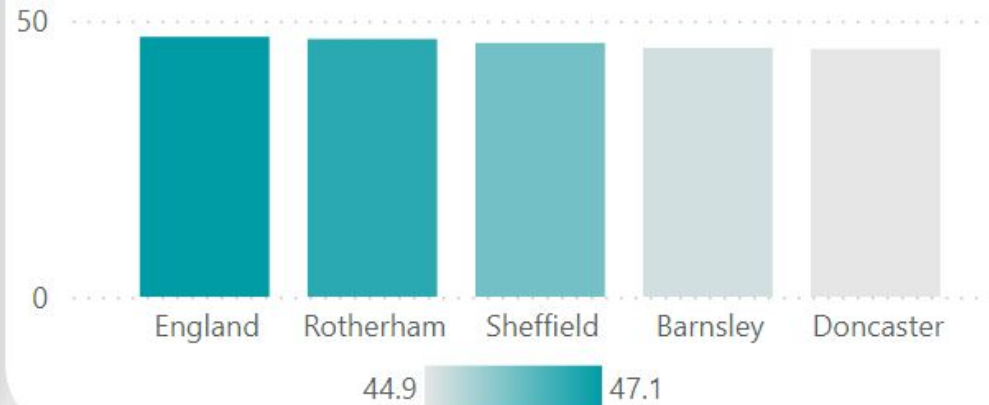


Educational Context for South Yorkshire

Secondary Pupils Eligible for FSM
Percentage



Educational Attainment (GCSE)
Average Attainment Score



Educational Context for South Yorkshire

Almost half of the South Yorkshire schools' GCSE average 8 scores are lower than England's average even before the pandemic.

[The Education Policy Institute \(2017\)](#) reported larger attainment gaps between pupils from disadvantaged and advantaged backgrounds in the South Yorkshire local authorities than many other counterparts in England.

Our needs analysis and school feedback has shown many students need extra support.



HeppSY is working with...

Barnsley

1. Delta Darton Academy
2. Outwood Academy Carlton
3. Outwood Academy Shafton
4. Horizon Community College
5. Barnsley College
6. Netherwood Academy
7. Astrea Academy Dearne

Doncaster

8. Campsmount Academy
9. Trinity Academy
10. Outwood Academy Adwick
11. Delta Ash Hill Academy
12. Delta Don Valley Academy
13. Doncaster College
14. Outwood Academy Danum
15. Delta The Laurel Academy
16. Delta De Warenne Academy
17. Delta St Wilfrid's Academy
18. New College Doncaster
19. Sir Thomas Wharton Academy
20. Delta Rossington All Saints Academy
21. Delta Serlby Park Academy

Sheffield

22. Ecclesfield School
23. Yewlands Academy
24. Chaucer School
25. Firth Park Academy
26. Longley Park Sixth Form College
27. Hinde House Secondary School
28. Parkwood E-Act Academy
29. Fir Vale School
30. UTC Sheffield Olympic Legacy Park
31. UTC Sheffield City Centre
32. The Sheffield College
33. Outwood Academy City
34. Meadowhead School Academy Trust

Rotherham

35. Wath Academy
36. Saint Flus X Catholic High School
37. RNN Dearne Valley College
38. Rawmarsh Community School
39. Thrybergh Academy
40. Winterhill School
41. RNN Rotherham College
42. Clifton Community School
43. Thomas Rotherham College
44. Wickersley School and Sports College

North East Derbyshire and North Notts

45. Outwood Academy Valley
46. RNN North Notts College
47. Outwood Academy Portland
48. Outwood Academy Newbold



What is the national learner survey and why is it important?

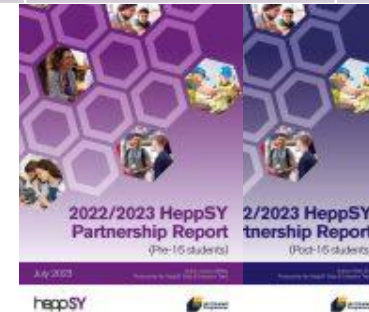


- National external evaluator for Uni Connect programme (previously NCOP)
- Written 5 reports which includes local evidence from HeppSY and other Uni Connect Partnerships
- 4th independent report was published in October 2023 which was based on Wave 4 of the learner survey

HeppSY Learner Survey Evaluation

Survey time: 1st November – the end of winter term

CFE wave 0 (2017/18)	CFE wave 1 (2018/19)	CFE wave 2 (2019/20)	CFE wave 3 (2020/21)	CFE wave 4 (2021/22)	HeppSY wave 1 2022/23	HeppSY wave 2 2023/24
Year 9 – 13 Level 2 – 3	Year 9 – 13 Level 2 – 3	Year 9 – 13 Level 2 – 3	Year 9 – 13 Level 2 – 3	Year 9 – 13 Level 2 – 3	Year 10 – 13 Level 2 – 3	Year 7 – 13 Level 2 – 3



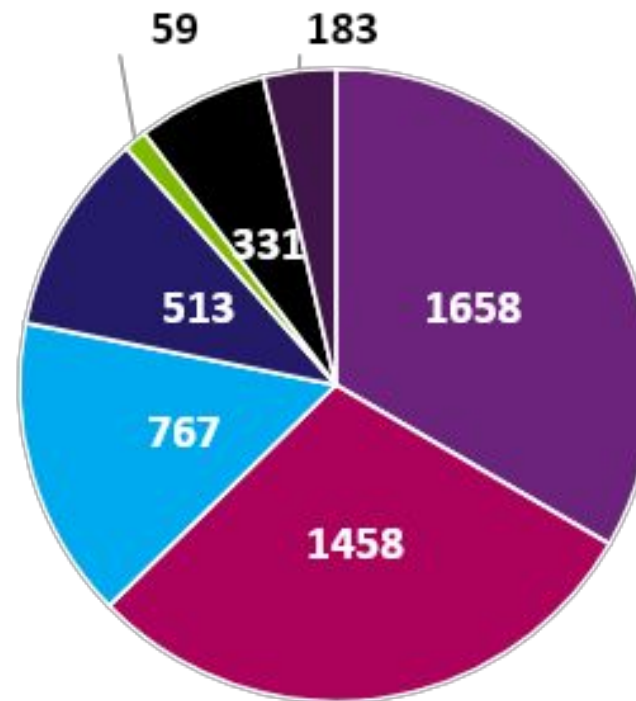
TBC

Learner Survey 2022 YG sample size

Total
responses
5000
approx

Respondents

- Year 10
- Year 11
- Year 12
- Year 13
- College_L2
- College_L3_Y1
- College_L3_Y2



Outcomes measured by the survey

NERUPI framework



Know



Choose



Become



Practice



Understand

Learner Survey

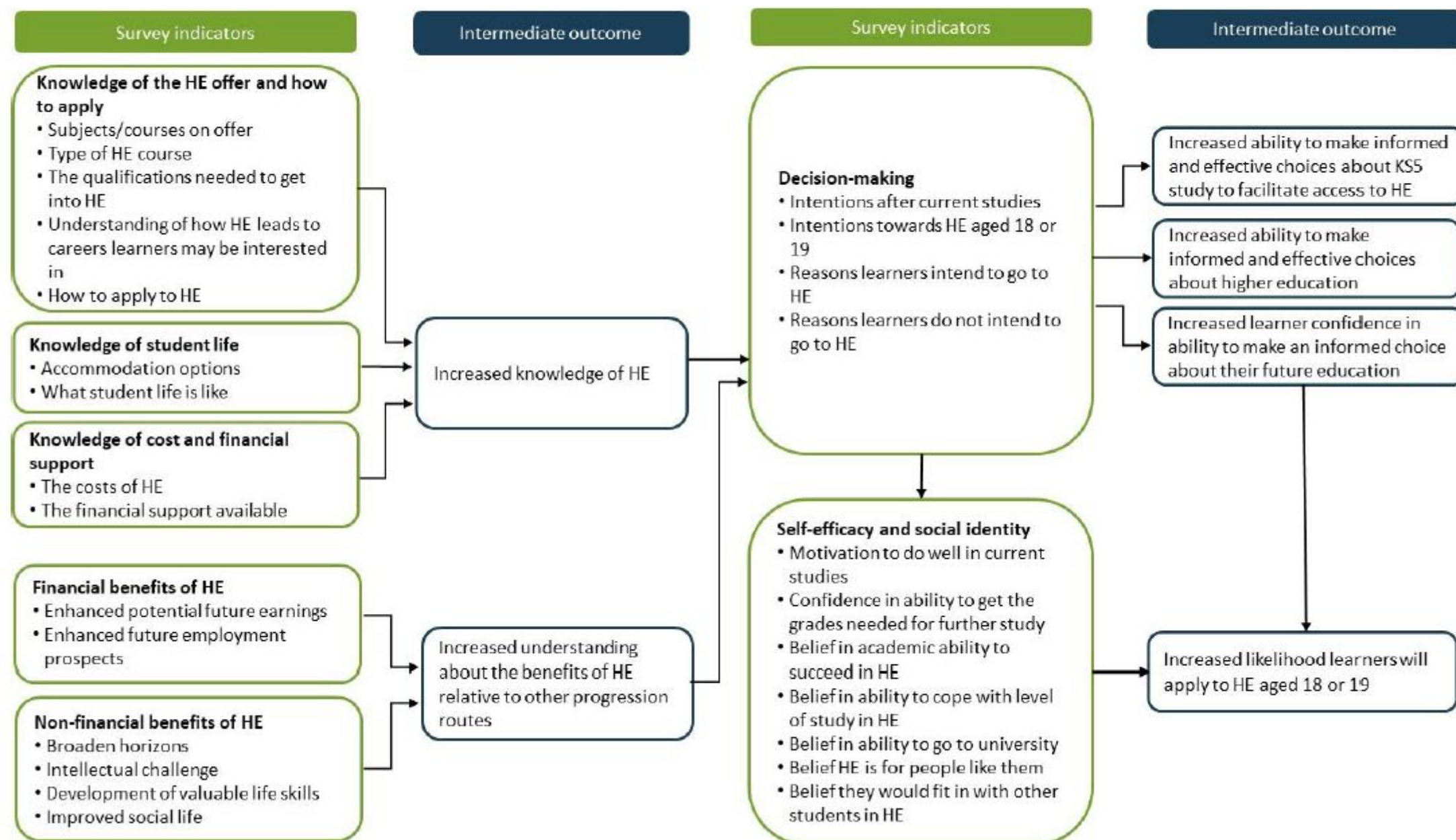
- HE knowledge
- Career knowledge
- Understanding of HE benefit
- Sense of belonging
- Self efficacy
- HE aspiration
- HE expectation

New in Phase 3

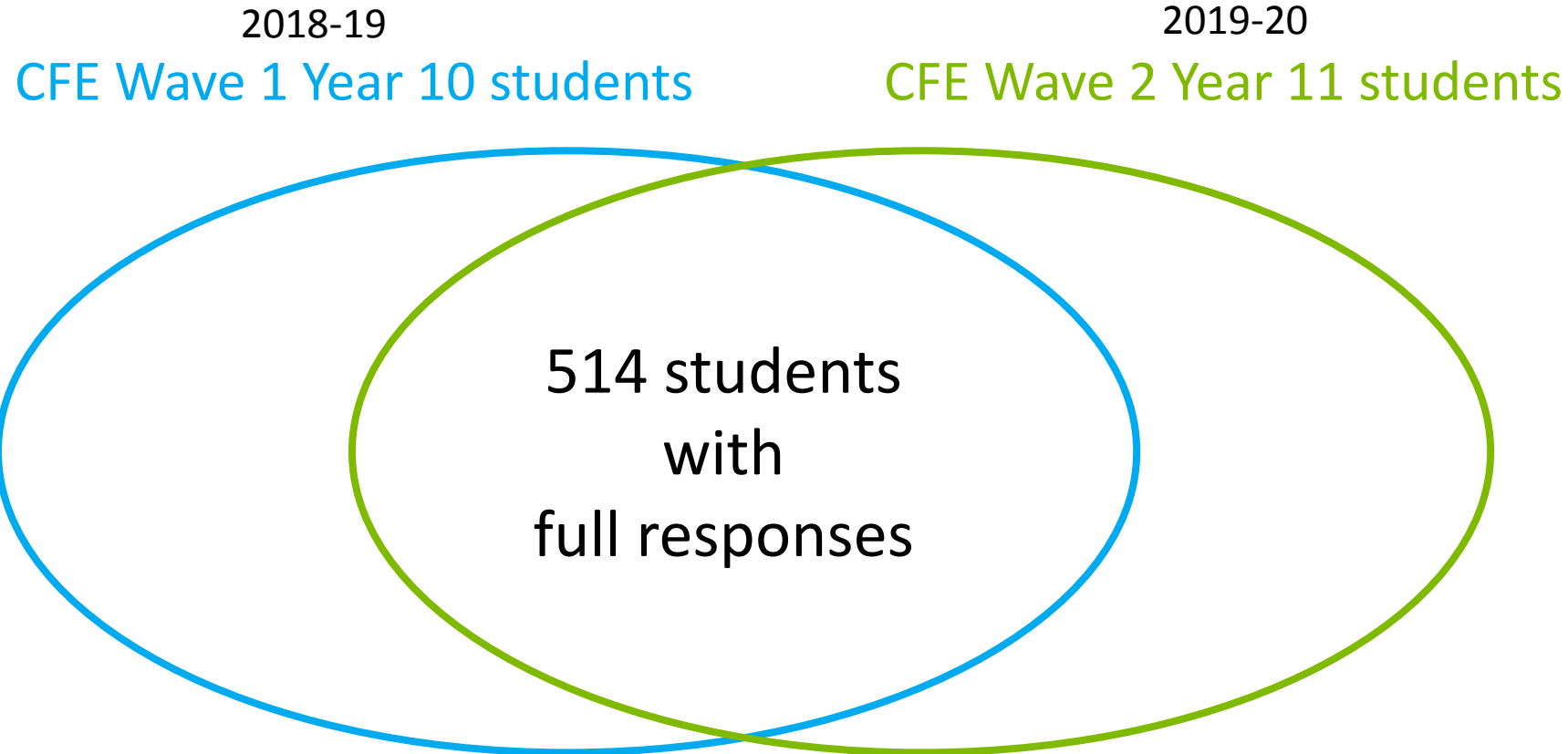
decision self efficacy

HE decision

Figure 1: Mapping of survey indicators and the intermediate outcomes being measured



Findings from the matched cohort analyses



Findings from the matched cohort analyses

Type of students	Male	Female	UCP with potential to access HE	UCP without potential to access HE	Non-UCP
Median contact hours	2.83	5.33	7.38	6.25	2.00

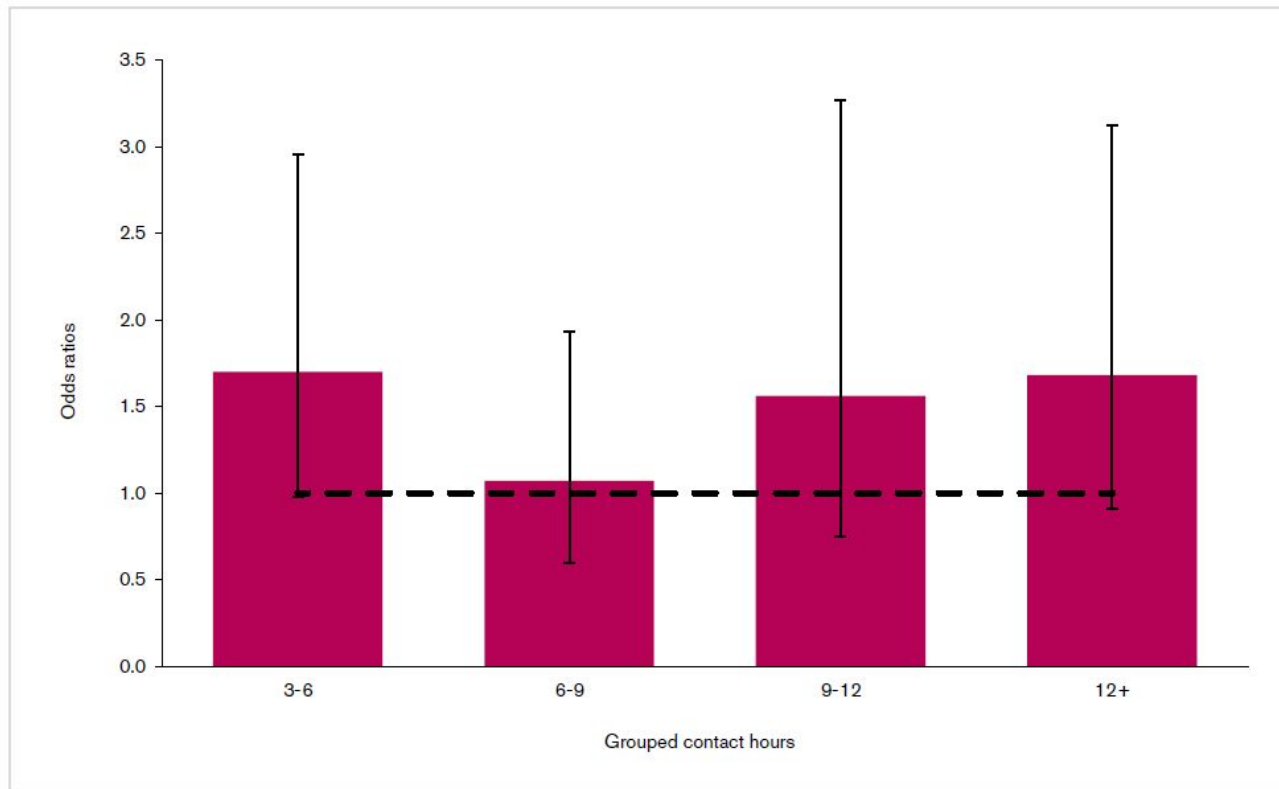
Findings from the matched cohort analyses

Variable	Odd Ratios	P-value
Contact hours	1.05	0.03
UCP with potential to access HE	1.50	0.18
Non-UCP	1.70	0.13
Male	0.60	<0.01
W1 – Definitely won't apply	0.27	0.03
W1 – Very unlikely	0.32	0.02
W1 – Fairly unlikely	1.34	0.50
W1 – Fairly likely	2.10	0.01
W1 – Very likely	4.94	<0.01
W1- Definitely will apply	21.88	<0.01
Motivation (W1)	1.12	0.27



Findings from the matched cohort

Figure 3. Odds ratios by contact hours group.



Reference category = 0-3 contact hours
Error bars reflect 95% confidence intervals
Dashed line reflects even odds

Fletcher and Brown (2020).
HeppSY Cohort Evaluation:
Contact Hours and
Expectations of Applying to
HE Aged 18 and 19

Impact

- Influence on developing projects with multiple interventions: You Can, Elevated, Brigantia Learning Trust Mentoring project, and the Phase 3 projects
- Influence on HEPP's (sister organisation) strategic plan: MIP (Multiple Intervention Programme)
- Influence on the UCP community's interventions and evaluation

Findings from gap analyses (W2 and W4)

Table 8 narrowed gaps in self-efficacy between student groups from Wave 2 to Wave 4

	Motivated to do well		I can get the grades I need		I could go to university if I wanted	
	Gap in W2	Gap in W4	Gap in W2	Gap in W4	Gap in W2	Gap in W4
UCP and Non UCP	1.1%	1.2%	3.7%	3.0%	5.1%	3.8%
With disabilities and No-known disabilities	9.9%	7.8%	13.0%	10.0%	15.0%	10.4%

Findings from gap analyses (W2 and W4)

Figure 11 UCP and Non-UCP students' HE knowledge gaps in Wave 2 and Wave 4 surveys



Findings from gap analyses (W2 and W4)

Table 3 White, Black, and Asian students' changes in HE knowledge from Wave 2 to Wave 4

	White		Black		Asian	
	W4	Changes (W2 to W4)	W4	Changes (W2 to W4)	W4	Changes (W2 to W4)
Subjects I could study	92.5%	0.9%	94.2%	0.2%	94.7%	1.4%
Type of course I could take	78.3%	0.0%	81.9%	-1.5%	80.0%	-5.2%
How to apply	63.9%	-1.8%	68.1%	-3.9%	66.8%	-2.3%
Where to find info	71.9%	-1.3%	72.7%	-2.5%	75.3%	-1.6%
Qualifications and Grades needed	84.5%	0.1%	85.4%	-1.5%	89.5%	0.8%
Student life	78.4%	-4.3%	80.4%	-1.0%	84.7%	1.4%
Careers	84.8%	-1.9%	83.5%	-2.3%	87.5%	-0.9%
Costs of study	68.0%	-7.0%	76.2%	0.4%	79.3%	0.7%
Financial Support	57.3%	-7.1%	65.8%	-5.7%	70.9%	0.3%
Where to live	69.4%	-5.1%	70.8%	-6.9%	75.1%	1.0%

Impact

- Resume in-person delivery
- Resume campus tour
- Amplify for Black students

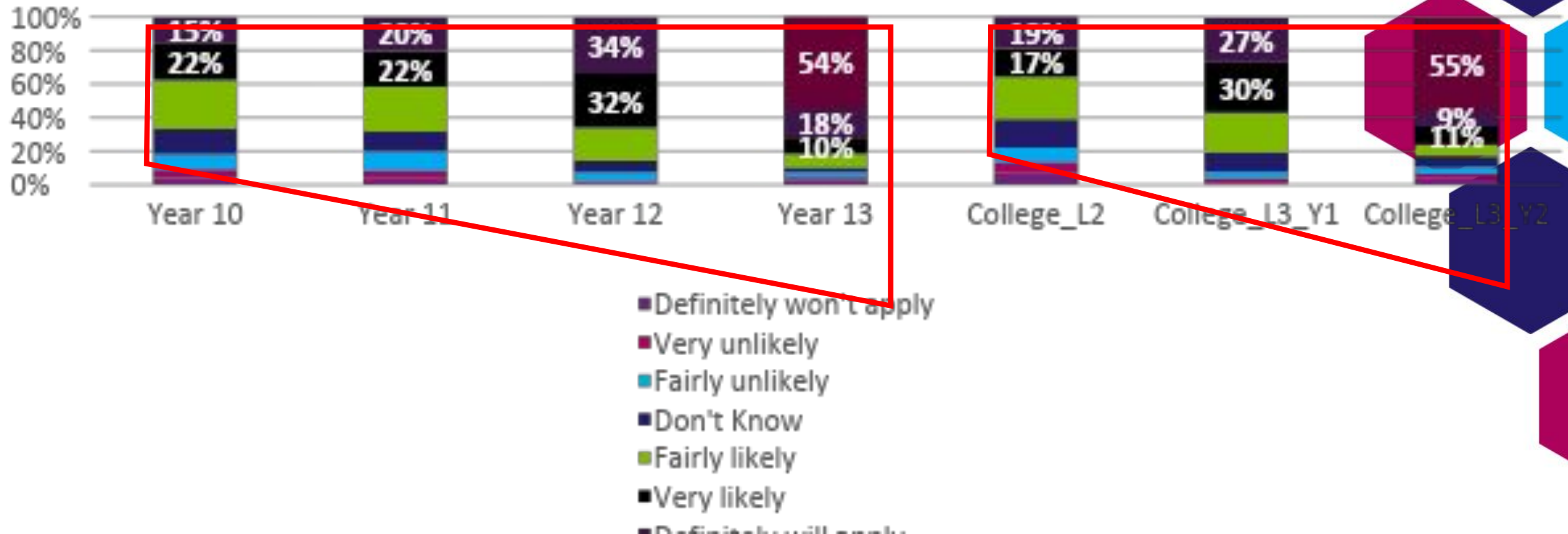
Insights to strategic planning

Activity

- In groups work together to review the tables, graphs and bar charts to explore the data
- Write down any key insights. This could be any patterns you observe or any differences in data
- You will present back to the wider group to share what you have found
- We will then share what we found and see if there are any similarities or differences

Learning outcomes by year groups

Applied or likelihood to apply for HE



Key findings and implications

finding

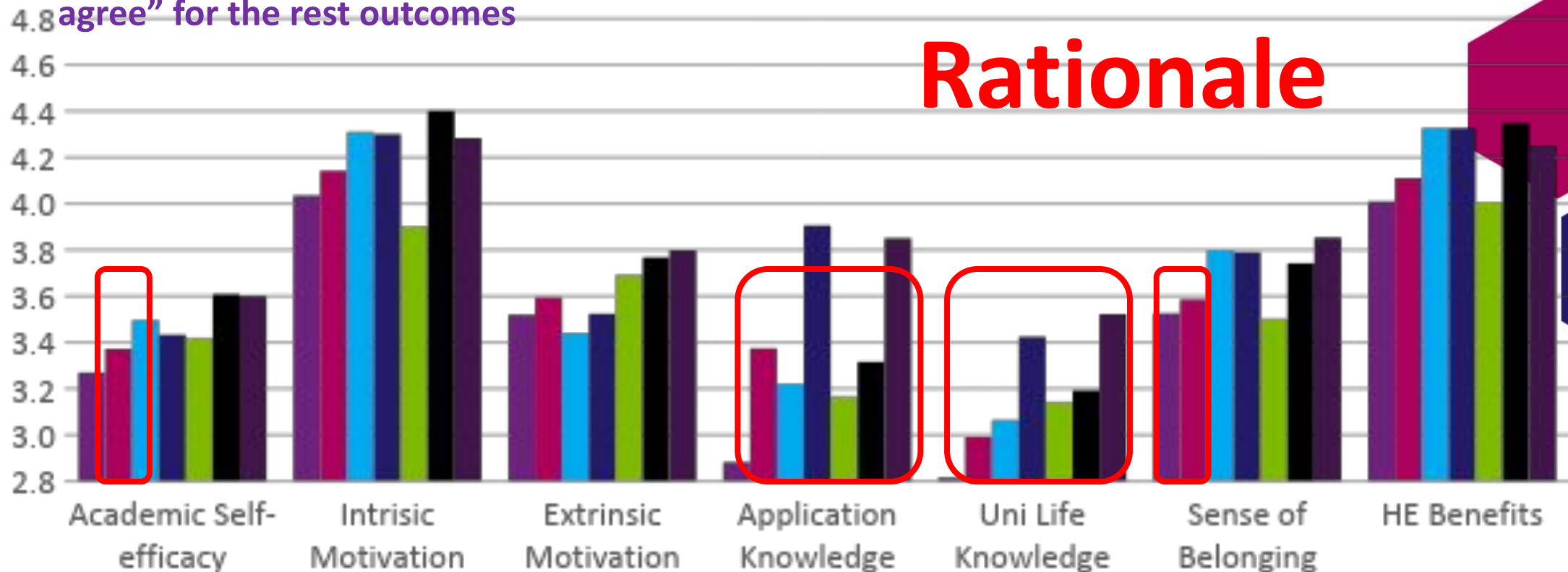
Students' continuation in schools or colleges increases their likelihood to access higher education.

implication

To engage students to retain in education

Learning outcomes by year groups

Scores: 1 to 5 with 5 means “very well” for self-efficacy, “a lot” for knowledge, and “strongly agree” for the rest outcomes



Key findings and implications

findings

There are spaces for pre-16 students to improve their self-efficacy, knowledge, and sense of belonging, and for post-16 students to improve knowledge

implication

To engage students in different year groups to participate in bespoke activities tailored for them

Factors might affect students' HE access

Pearson Correlation Coefficient (the more close to 1 or -1 means stronger correlation between the factors and HE access)

	ACE	Intrinsic Motivation	Extrinsic Motivation	Applicatoin Knowledge	Uni-life Knowledge	Sengse of Belonging	HE Benefits
Year 10	.404**	.390**	.185**	.296**	.279**	.453**	.449**
Year 11	.365**	.341**	.094**	.336**	.245**	.475**	.444**
Year 12	.298**	.308**	0.057	.336**	.238**	.403**	.459**
Year 13	.257**	.281**	0.007	.496**	.273**	.353**	.440**
College_L3_Y1	.176**	.226**	-0.026	.223**	.136*	.349**	.390**
College_L3_Y2	.183*	.238**	0.049	.201**	.183*	.413**	.421**

Key findings and implications

findings

Extrinsic motivation has no impact or negative impact on post-16 students' aspiration to access HE

implication

Interventions aiming at extrinsic motivation wouldn't work

Using the data to inform practice 2023-24

- Strategic plan for HeppSY
- Delivery decision making e.g Disabled learners are proportionally not engaged in campus visits. We have now introduced specific campus experience days for these learners
- Use data to inform schools and colleges around our impact and their engagement
- New attainment raising outreach needed to have a focus on attendance and engagement
- HeppSY learner survey for winter 2023



Looking to the future

What will we do next?

- Keep our comms up to increase learner responses
- Analyse responses from January 2024 onwards and gain insights from February and March
- Produce our Annual Report covering both Pre-16 and Post-16

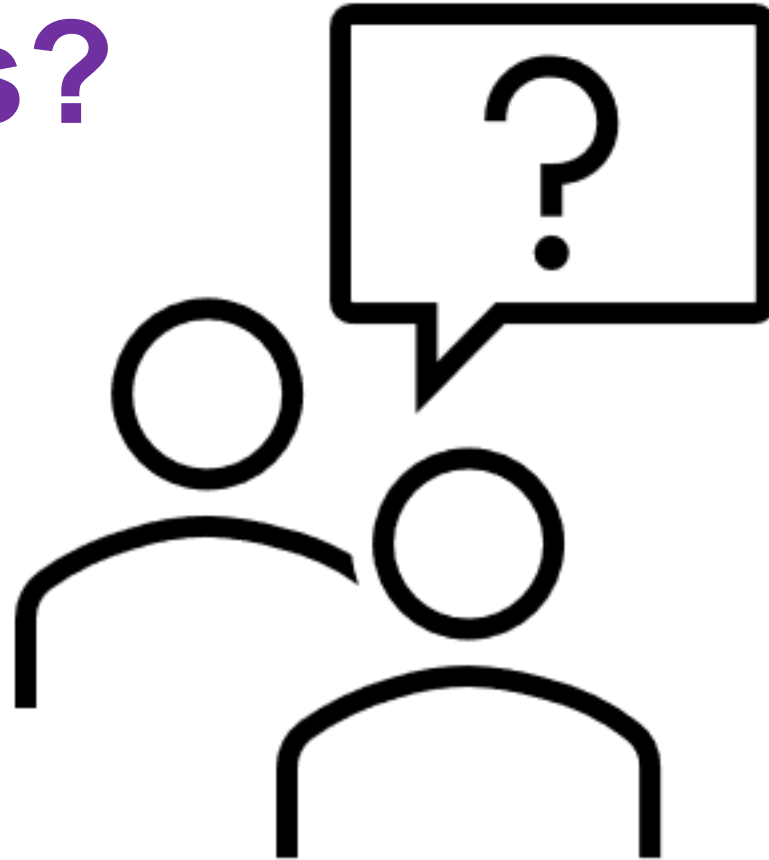
How do we intend to use future findings?

- Continue to inform strategic decision making and practice

When will our findings be available?

- Summer 2024 – two reports (Pre-16 and Post-16)
- Specific project reports

Any questions?



Further insights and reports

- [HeppSY Pre-16 Learner Survey Report 2022-23](#)
- [HeppSY Post-16 Learner Survey Report 2022-23](#)
- [Education Policy Institute, 2017 – insert report link](#)
- [CFE Research, The impact of Uni Connect on intermediate outcomes for learners A report on the learner survey findings after Wave 4 \(October 2023\)](#)
- [HeppSY Cohort Evaluation: Contact Hours and Expectations of Applying to HE Aged 18 and 19, Fletcher and Brown 2020](#)



Find out more

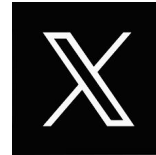
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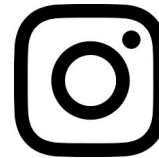
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