ImpactEd Evaluation

St George's, University of London: Primary Practice

Impact Evaluation 2022/23 Report
February 2024

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About ImpactEd Evaluation

ImpactEd Evaluation, part of the ImpactEd Group, is a social enterprise that exists to improve pupil outcomes by addressing the evaluation deficit in education. We support schools and education organisations to evaluate their impact, learn from it, and prioritise what is working best to improve outcomes for young people.

ImpactEd is a winner of the 2018 Teach First Innovation Award and the 2020 Fair Education Alliance's Scaling Award and was named a finalist for 'Supplier of the Year' in the Education Resources Awards. We partner with a number of the UK's leading school groups and education organisations to support high-quality monitoring and evaluation.

How we work

Platform
We use our unique digital platform to make monitoring and evaluation easier and more effective, providing access to reliable measures of impact on both academic and non-academic outcomes, and automating data analysis.

Partnership
We provide a tailored support and training programme that helps partners identify what it is they are trying to improve, how they are trying to do it, and ways in which they might measure this. Our training and ongoing consultation builds staff capacity for research and evaluation.

Impact
Through this process we help our partners – both schools and education organisations – to identify where and how they can make the biggest difference for young people, and prioritise accordingly to achieve the greatest impact.

Executive Summary

Primary Practice is a 12-month programme targeted at pupils who receive Free School Meals (FSMs) and are from backgrounds under-represented in higher education. The aim of the Primary Practice programme is to help pupils develop the skills required for a positive and successful transition from primary to secondary school, while also building their knowledge of medicine and healthcare. 2022/23 was the second year of the programme being delivered and evaluated. This year's evaluation continued last year's trend of the programme having a mix of impact on participating pupils.

2022/23 is the first year where the evaluation will compare results between pupils who received a higher dosage of the programme (pupils who attend the after-school club and the summer school) and those who received a lower dosage (pupils who just attended the after-school club.) This year's evaluation saw a reduction in the number of surveys that pupils answered. It also saw an increase in the number of times pupils were asked question in order to increase the amount of matched data. This evaluation implemented a mixed methods approach; two validated quantitative surveys were implemented to capture pupil data, 1:1 interviews were conducted with parents, and qualitative surveys were completed by student ambassadors and parents.

2021/22's evaluation showed a range of impact and results, and this year's evaluation continued this trend. Similarly to last year, participants reported a decrease in understanding in science and healthcare. Although this may appear to be a negative finding, it could be hypothesised that pupils report a decrease in their understanding of science and healthcare because by the end of the programme they have greater awareness of the depth and breadth of this area and therefore their understanding of those subjects in total, even if it has increased, seems much smaller than at the beginning of the programme.

This year's participants experienced better outcomes (-13%) relating to this than last year's cohort (-30%). A positive finding showed that higher dosage pupils fared better than their lower dosage pupils in the change of their ASPIRES score, suggesting additional benefits received from having a higher dosage of the programme. A positive finding for participants is that all of them experienced a reduction in their concern about secondary school. Interestingly, pupils receiving a lower dosage of the programme reported a greater decrease in their concern about secondary school in comparison to those with a higher dosage. This could be because those pupils receiving a higher dosage of the programme are more aware of the challenges of secondary school; this hypothesis is reflected in the results in the custom questions which show that higher dosage pupils report a higher understanding of what to expect at secondary school.

According to qualitative data, Primary Practice had a positive impact on children's confidence and socialising. It is also worth highlighting that pupils who received a higher dosage reported a much greater decrease in being concerned about making new friends at secondary school than their peers who received a lower dosage. This suggests that attending the summer school had a large positive impact on pupils' confidence in their ability to make new friends.

Key Findings

Quantitative findings

1. On average, participants in 2022/23 saw more positive outcomes (-13%) in their ASPIRES score than participants in 2021/22 (-30%).
2. Participants' concerns about starting secondary school decreased (-0.68).

Qualitative Findings

3. Many parents reported that their children were more engaged and enthusiastic about science and healthcare.
4. Both parents and ambassadors remarked that children's confidence had increased in a wide range of ways: greater belief in their self-efficacy, greater confidence talking and interacting with others, and greater confidence in their academic ability.

Differences in outcomes of SuSc and ASC pupils

5. Pupils who attended the SuSc experienced a more positive impact (-0.09) on their understanding of science and healthcare than their peers who just attended the ASC (-0.18).
6. Participants who only attended the ASC in 2022/23 saw a greater reduction in their concerns about secondary school than those who also attended the SuSc.
7. Participants who attended the SuSc saw greater reduction in their concerns around making new friends than their peers who only attended the ASC.
8. Participants who attended the SuSc reported a greater increase in feeling prepared to start secondary school (+9.72%) and knowing what to expect at secondary school (+33.33%) than their peers who only attended the ASC (+7.69 and 11.45%) respectively.)

Recommendations

For evaluation

- If outcomes around parental confidence and community engagement continue to be important to measure in the evaluation, it will be valuable to capture this.
- Conducting parent focus groups at the graduation event would be beneficial to capturing the above type of data and more data from parents.
- Having increased the number of occasions that data is collected, it would be valuable for SGUL and IEE to collaboratively decide which time point is the most data rich time point for each survey.
- With such a positive trend emerging around confidence and socialising, it could be interesting to do more investigating of these changes.
- Continue comparing SuSc pupil outcomes to ASC pupil outcomes.

- Include competency based questions for pupils to assess their *actual* knowledge of science and healthcare alongside the ASPIRES questionnaire.
    - For 2023/24, do not share pupils' competency results until *after* they've completed their final ASPIRES questionnaire.
    - For 2024/25, share pupils' competency results before they complete their final ASPIRES questionnaire.

For delivery

- A few parents remarked that they would like to see this programme be less exclusive and to be more accessible to more pupils in school.

Introduction

About the Organisations

St George's is an independent medical and healthcare university, affiliated with the University of London. With a strong historical commitment to widening participation activities, St George's is now increasingly working across the whole student lifecycle to support students from under-represented backgrounds.

ImpactEd is a not-for-profit organisation that exists to improve pupil outcomes by addressing the evaluation deficit in education. ImpactEd works in partnership across the education sector to support high-quality monitoring and evaluation that informs decisions about what will work most effectively to support students. Their work in access and widening participation has included evaluation projects with University College London, Goldsmiths University and London South Bank University among others.

Programme Overview

Primary Practice is a 12-month programme targeted at pupils from backgrounds under-represented in higher education. The aim of the Primary Practice programme is to help pupils develop the skills required for a positive and successful transition from primary to secondary school, while also building their knowledge of medicine and healthcare. It is formed by two main individual components:

- After-school club (ASC): February – March 2023
- Taster day: May 2023
- Summer School (SuSc): July 2023
- Graduation ceremony: December 2023

The short-term outcomes for the programme include the participants acquiring and developing new study skills, experiencing and overcoming challenges, becoming more confident when meeting new children and adults in an educational setting, and improving knowledge of medicine and healthcare. In addition, the theory of change predicts that parents/carers of the participants will become better prepared to help their child overcome the challenges of transition to secondary school.

In the long-term, it is hoped that a smoother transition to secondary school will contribute to participants' educational success and ultimately increase access to higher education for disadvantaged & under-represented groups. In 2023, the programme was delivered in 5 primary schools to a cohort of approximately 38 pupils.

Evaluation Background and Aims

ImpactEd partnered with SGUL in 2019 to create a robust evaluation of Primary Practice. This process began by identifying key outcomes and appropriate measuring tools. Due to COVID-19, the programme was halted during the academic year 2020/21, and then began again in 2021/22, and continued in 2022/23. This report is therefore the second full evaluation of the programme in its current form.

Early in the partnership, both parties agreed on a set of evaluation principles which would underpin this work:

- The approach should be repeatable and manageable. It should not be a major additional burden on stakeholders or pupils.
- The evaluation should take a pragmatic approach to implementation ensuring that it is easy to put into practice.
- The evaluation should use robust methodologies, including the use of academically validated scales
- The approach should not rely on pupils' prior attainment data such as SATs scores.

The 2022/23 evaluation is focused on the following outcomes for two key stakeholder groups:

Pupils

- Improved readiness to transition to secondary school;
- Increased understanding of science and healthcare;
- Increased resilience;
- Increased confidence;
- Improved teamworking skills;
- Increased self-efficacy and academic confidence.

Parents/Carers

- Increased confidence in supporting transition process;
- Increased SGUL engagement / presence in the local community.

Methodology

This section will present the outcome measures, the evaluation design for data collection and analysis, as well as the limitations of the approach.

Outcome Measures

The table below shows the key outcomes in this evaluation for relevant stakeholders and how they will be measured using both quantitative and qualitative measures.

Stakeholder	Outcome	Quantitative Measure	Qualitative Measure
Pupil	Improved readiness to transition to secondary school	School Concerns Questionnaire (SCQ)	
	Increased understanding of science and healthcare	ASPIRES	
	Increased resilience Increased confidence Increased teamworking skills Increased self-efficacy and academic confidence		Parent / Carer Focus Group Student Ambassador Focus Group
Parent / Carer	Increased confidence in supporting transition process Increases SGUL engagement / presence in local community		Parent / Carer Focus Group

Evaluation Design

This evaluation is the second full annual evaluation of the programme. The evaluation design for 2022/23 was created in accordance with the recommendations from last year's report:

- Consider running a survey at the end of the ASC.
- Build parent/community outcomes into the outcome framework.
- Baseline the SCQ in January.
- Ensure data completeness by asking pupils to write their full names in capital letters on the surveys to make it easier to match the survey data.

All these recommendations have been implemented in the 2022/23 evaluation. Additionally, the number of validated surveys completed by pupils has been reduced and two custom questions have been added.

The programme being evaluated was delivered in 2022/23, the data for this evaluation was collected from February to December 2023, and the analysis for this evaluation was conducted in January and February 2024.

The evaluation undertook a mixed methods approach, incorporating both quantitative and qualitative methods. The design approach allowed us to make relatively robust inferences; by collecting a range of datapoints, we were able to triangulate findings and assess if there were common patterns.

Two types of data have been analysed:

- **Pupil survey data** was used to evaluate the impact of the programme on pupils' understanding of science and healthcare, as well as their readiness to transition to secondary school.
- **Qualitative research** was used to evaluate pupils' non-cognitive skills and understand if the programme impacted parents' confidence in supporting their child's transition to secondary school and their engagement with St George's, University of London.

Evaluation Rhythm

The different types of data were collected at the following time points :

	Time point 1 Pre ASC Baseline	Time point 2 Post ASC Endline	Time point 3 Post SuSc Endline	Time point 4 Graduation Endline
Measure	Feb-23	Mar-23	Jul-23	Dec-23
ASPIRES	X	X	X	X
SCQ	X		X	X
Custom Questions	X	X	X	X
Parent Interviews				X
Parent Surveys				X
Ambassador Surveys				X

Pupil Surveys: Design, Sample and Analysis

Validated Survey

The outcomes focusing on pupils' understanding of healthcare and science as well as transitioning to secondary school were measured using validated questionnaires.

The validated survey measures for this evaluation were:

Outcomes	Measurement Details
ASPIRES	The **ASPIRES survey** comes from a 5-year longitudinal study which seeks to trace and track changes in students' interest in science and in scientific careers over the key period of ages 10–14.
SCQ	The **School Concerns Questionnaire** asks pupils to self-report their feelings about commonly reported concerns about secondary school. It was designed specifically to evaluate targeted school-based initiatives that aim to promote positive secondary transition.

The results of the validated surveys will be supplemented by the qualitative data that has been drawn out by the four interviews with parents of participating pupils, five responses to a qualitative feedback form for parents, and seven responses to a qualitative survey for student ambassadors.

Custom Questions

This academic year (2022/23), pupils participating in the Primary Practice programme were asked two questions around their thoughts and feelings around starting secondary school.

They were provided with two statements, and they had to rate them on the following scale:

“Not at all true”, “A little true”, “Somewhat true”, “Pretty true”, and “Really True”.

Matching Data

The table below shows how many participants submitted a complete set of answers to a question set for each questionnaire at each time point.

Survey Data	Time points (TPs)			
	TP1 Feb ’23	TP2 March ‘23	TP3 July ‘23	TP4 Dec ‘23
ASPIRES	37	28	15	25
SCQ	37	n/a	18	25
Custom	37	25	18	25

The guiding principle for matching data in this evaluation was one that prioritised maximising the number of matched data sets to be analysed without compromising on the quality of the data. Consequently, for both validated scales, **only complete responses** for a **particular survey** at a **particular time point** were considered when matching data across time points. This same standard of completeness was not applied to custom questions, as there is no validity to compromise, but in practice the same standard was held for custom questions as well.

Following the recommendations for the evaluation from the 2021/22 report, additional time points for survey data collection were introduced, resulting in three to four different time points. This increases the opportunity as well as the complexity of matching data.

The approach for matching, for all questionnaires, is to take data in TP1 as the baseline. The approach taken was that every matched participant should only have one baseline and one endline, and where the participant had multiple endlines then, depending on the survey, time points would be ordered in preference to be used as their endline in the analysis.

For ASPIRES, TP3 was the first choice endline, TP2 was the second choice endline, and TP4 was the third choice endline. Working in reverse order to explain rationale, TP4 was third choice because this measure is focused on participants' understanding of science and healthcare and so a time point closest to the delivery of the programme would provide the richest data and therefore this data point is the last choice. TP2 is the second choice because although directly after the ASC, so close to part of the delivery of the programme, it would not consider any impact from the SuSc and therefore is only the second choice. TP3 which is directly after the SuSc, is both close to the programme being delivered, and would also include the impact from both parts of the programme.

For SCQ, there are only two potential endline TP3 and TP4. TP4 is the first choice endline and TP3 is the second choice endline. The rationale for TP4 being the first choice endline is that the survey assesses readiness for secondary school and, as TP4 occurs after the participants start secondary school, so will provide the richest data. As TP3 is before the participants have started secondary school it is a less compelling choice.

For the custom questions, the preference order for endlines is similar to the one for SCQ for similar rationale. The custom questions also focus on participants' readiness to transition to secondary school so TP4 is first choice, TP3 is second choice and TP2 is the third choice.

The table below shows how many matched participants there are for every survey measure and how many data points come from each TP:

Survey Data	No. of Matched Participants	No. of Type of Endlines		
		TP2	TP3	TP4
ASPIRES	32	15	15	2
SCQ	28	0	3	25
Custom	31	3	3	25

Differentiating Types of Participants

This evaluation was interested in comparing the outcomes between participants who just attended the ASC and those who *also* attended the SuSc. Participants that provided any answers to any questionnaire at TP3 (Post SuSc) qualified as a SuSc participant. All participants who provided no answers to TP3 qualified as ASC participants. It is important to make explicit that SuSc participants are those who received a **higher dosage** of the Primary Practice programme,

and those who are ASC participants received a **lower dosage** of the Primary Practice programme.

Longitudinal Analysis of quantitative data

Where data is available from 2021/22, comparison will be drawn across the two years of the evaluation.

Qualitative Research: Design, Sample and Analysis

1:1 online interviews were conducted with four parents / carers of participating pupils. A small supplementary qualitative survey was completed by four parents. Seven ambassadors completed a qualitative survey on their experience of the programme and their perception of their pupils.

The qualitative data was analysed using a deductive thematic approach, meaning that we systematically 'coded' the data to find common themes and presented these, drawing on examples where appropriate.

Limitations

There is no control or comparison group.

Forming a singular endline group consisting of data that comes from multiple time points means that endlines are not like-for-like.

This evaluation uses pupil self-report surveys. It cannot be guaranteed that pupils have fully understood each question or taken the time to reflect on their answers.

Pupil Outcomes

Understanding of Science and Healthcare outcomes

This was measured through the ASPIRES survey, interviews with parents as well as surveys with ambassadors. It was found, through the ASPIRES survey, that on the whole pupils' understanding of science decreased across the duration of the programme. In comparison to the previous evaluation, outcomes relating to understanding science had improved. The qualitative element of research revealed an increased level of engagement and interest in science and healthcare. The decrease in pupils' understanding, both this year and last year could be explained by a greater awareness of science and healthcare and increased ability to accurately reflect on their understanding of the topic's areas.

Findings from ASPIRES

Before reporting on ASPIRES scores, it is important to highlight that the higher the score the better the understanding of science and healthcare.

Key finding: Pupils who attended the SuSc experienced a more positive impact (-0.09) on their understanding of science and healthcare than their peers who just attended the ASC (-0.18).

The graph below compares Primary Practice participants ASPIRES baseline and endline average scores; there was a small decrease in their score, implying that their understanding of science and health care decreased. The decrease was slightly smaller for those who attended the ASC and the SuSc (-0.09) compared to those who just attended the ASC (-0.18), suggesting that attending the SuSc had a positive effect on participants' understanding of science and healthcare. The decrease in all participants ASPIRES score was not statistically significant as it had *p* value 0.12 (n=30).

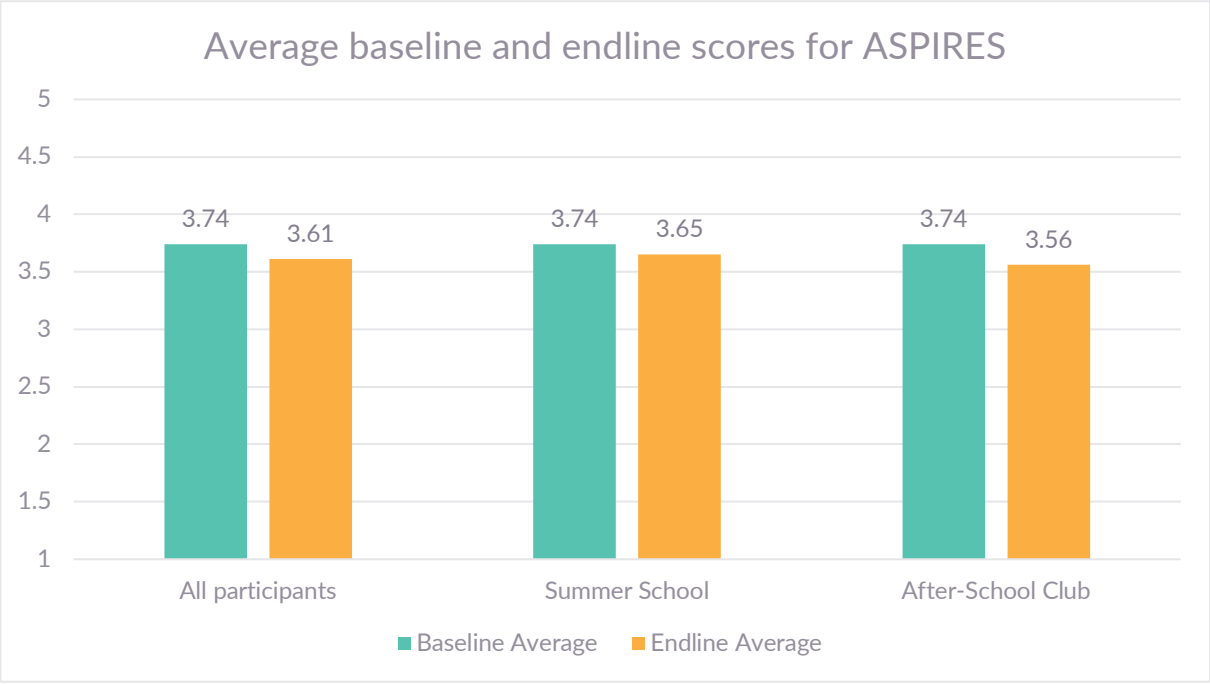

Figure 1- All participants: n = 30, SuSc: n = 17, ASC: n = 14

It is perhaps surprising to see that, according to their ASPIRES scores, pupils who participated in the Primary Practice programme saw a decrease in their understanding of science and healthcare. When interpreting this data, it is worth nothing that these scores are self-reports from pupils. It is conceivable that throughout the programme, having learnt about science and healthcare's breadth, that pupils would perceive the understanding to be less than when they started because they have a greater awareness of how much more there is to understand. This interpretation is somewhat substantiated by participating pupils' parents who were interviewed as they all reported that their children participating in Primary Practice had an increased understanding and knowledge of, and engagement with, science and healthcare.

Key finding: All the parents interviewed reported that their children were more engaged and enthusiastic about science and healthcare.

"He said he wants to be a doctor now and do heart surgery." – Parent 4

"He has been very interested in watching documentaries on the medical side of stuff that we've been watching together. It's little Netflix shows on A&E type scenarios, so I don't know whether that's come from me just watching it and him just oh that looks interesting – Parent 3

"I mean even now she talks about when she's older she wants to, she would you know like to come to St George's University, she would like to study there now that she's seen it, so yeah she's had a really good positive change in her opinion." – Parent 2

"She always telling at home that I do this one, I practice this part of this, the practice about the human body and she enjoyed… And also, how to, for example, somebody has difficulty to breathing, how to continue his breathing, for example, in an accident like this" – Parent

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Student ambassadors also observed an increased engagement in science and healthcare from pupils; they highlighted that the programme's structure, in particular the use of stories and activities, enabled pupils to foster deeper understanding of medical systems. One ambassador, however, reported that they did not observe a change in pupils' interest levels, maintaining that enthusiasm was consistently high.

Key finding: On average, participants in 2022/23 saw more positive outcomes in their ASPIRES score than participants in 2021/22

The graph below the percentage change in ASPIRES scores for all participants in 2021/22 and 2022/23 and by ASC participants and SuSc participants in 2022/23. The graph shows that the percentage decrease in ASPIRES score is smaller in 2022/23 than in 2021/22, revealing a decrease in the negative trend.

It is also worth noting the stark difference in decrease in ASPIRES score between two specific groups; the average decrease in ASPIRES scores for all 2021/22 participants was -30% whilst for 2023 SuSc participants it was only -9%.

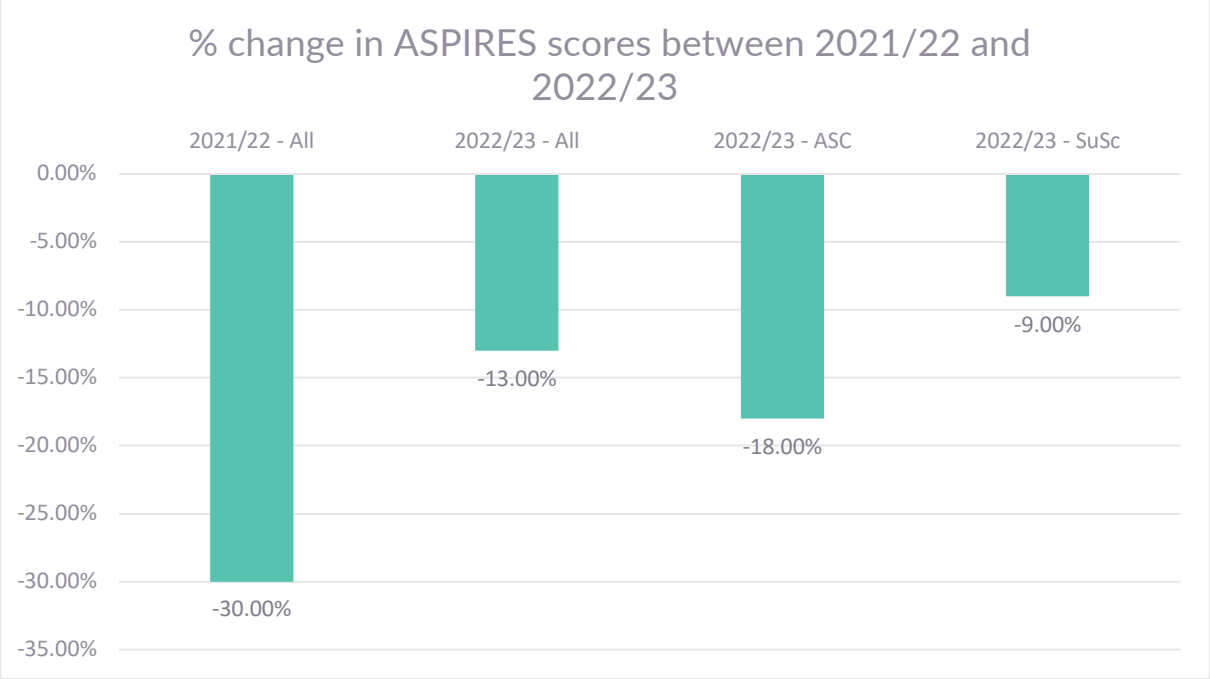

Figure 2 - All participants in 2023: n = 30, SuSc: n = 17, ASC: n = 14, All participants in 2021/22: n = 13

Transitioning to secondary school outcomes

This was measured using a custom questionnaire, the SCQ and qualitive research tools with parents / carers and ambassadors. We found that overall pupils' concern levels reduced; this is a positive result. In comparison to previous years, this year the reduction in concern was smaller. This could be explained by 2022/23's cohort being more anxious overall than last year's cohort. Furthermore, pupils who attended the SuSc had worse outcomes around concerns about secondary school than their peers who did not. This could be explained by SuSc pupils understanding more about what to expect from secondary school; this is reflected in the responses to the custom questions which, on average,

revealed SuSc pupils to feel more prepared for secondary school and to understand more what to expect from secondary school than their ASC peers.

Findings from the SCQ

Before reporting on the SCQ, it is worth noting that a lower score means a lower level of concern, so a decrease in average score reflects a lower level of concern. A lower level of concern is interpreted as a positive result because it means that pupils are less anxious about starting secondary school.

Key finding: On average, participants' concerns about starting secondary school decreased (-0.68).

The graph below shows that, on average, participants' level of concern decreased across the duration of the programme. This decrease across all participating pupils was statistically significant with a *p* value of 0.031 (*n=28*). SuSc participants, with a higher dosage of Primary Practice, seemed to have their levels of concern reduced less than their ASC peers receiving a lower dosage peers. This may be explained by those receiving a higher dosage of the Primary Practice programme gaining more insight into the challenges that may be faced in secondary school.

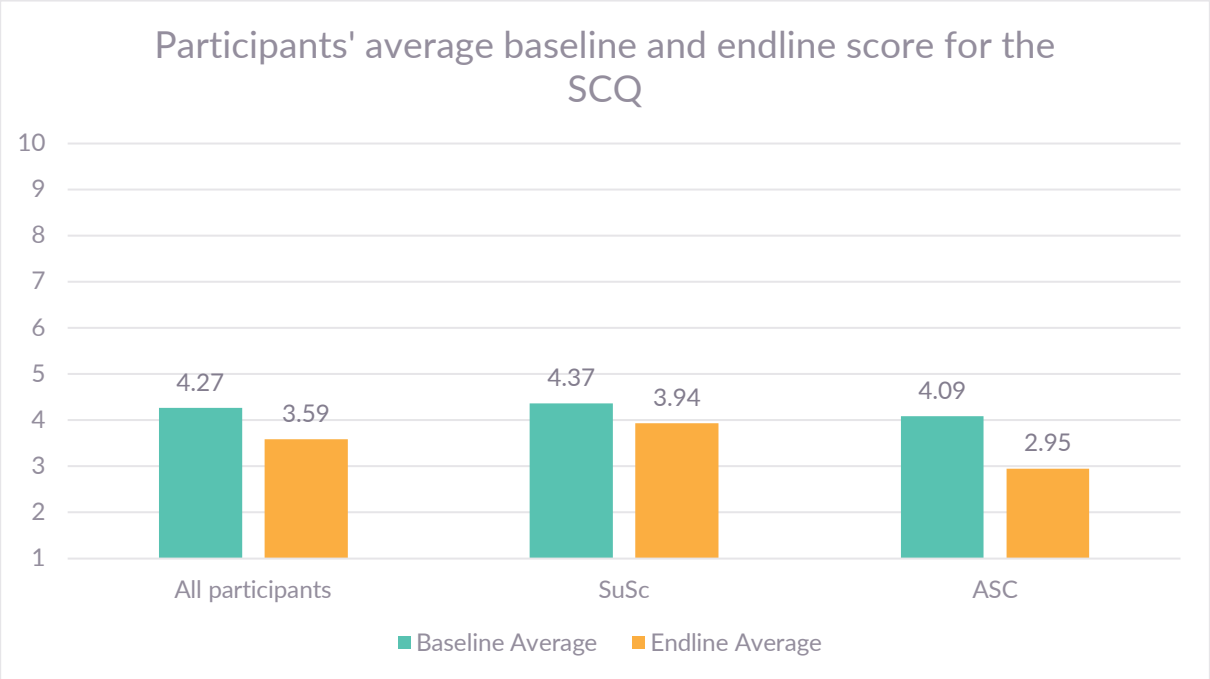

Figure 3 - All participants: n =28, SuSc: n = 18, ASC: n = 10,

The graph below shows the decrease of participants' scores in 2021/22 in comparison to 2022/23. It shows that in 2021/22 SCQ scores decreased by 1.2 points whilst in 2023 they decreased by 0.68. This smaller decrease may be affected by participants in 2022/23 self-reporting as more concerned at the beginning of the programme. The 2022/23 report as much more anxious about secondary school may be worth investigating.

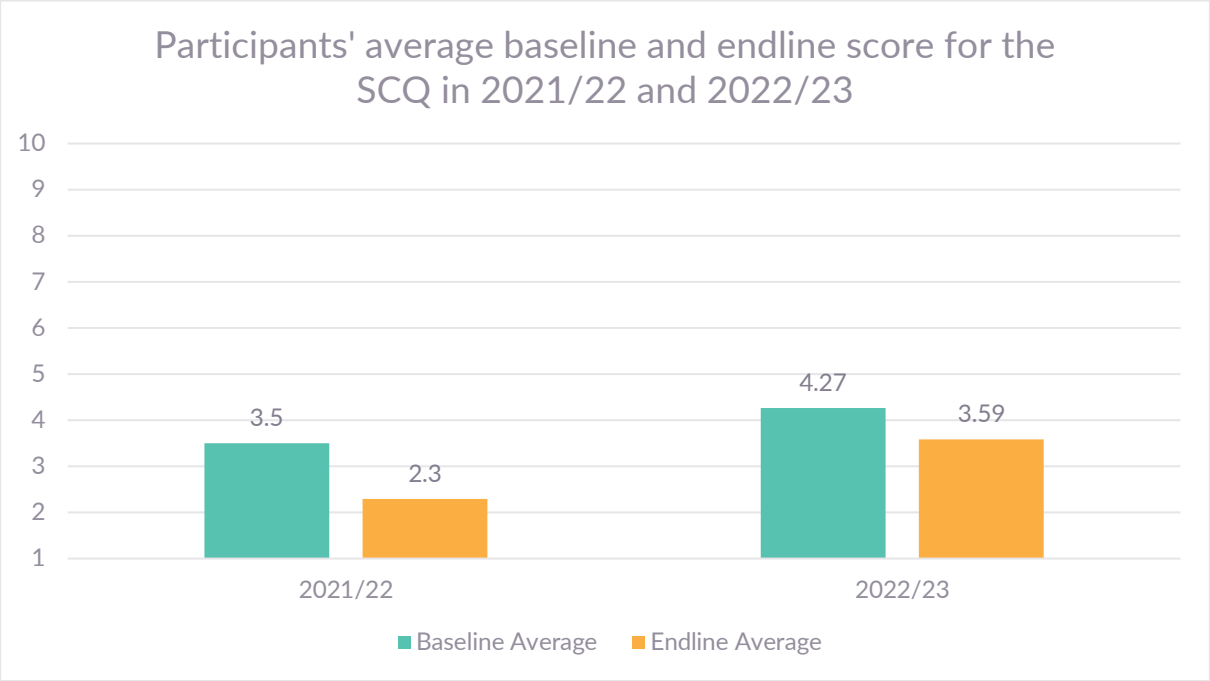

Figure 4 – All participants 2021/22: n = 12, All participants 2022/23: n = 28

Key finding: Participants who only attended the ASC in 2022/23 saw a greater reduction in their concerns about secondary school than those who also attended the SuSc.

The graph below shows the percentage change in SCQ scores for all participants in 2021/22 and 2022/23 and by ASC participants and SuSc participants in 2022/23. It shows that on average, participants' concerns decreased less in 2022/23 than in 2021/22, and that, on average, ASC participants' concerns decreased more than those participants who also attended the SuSc.

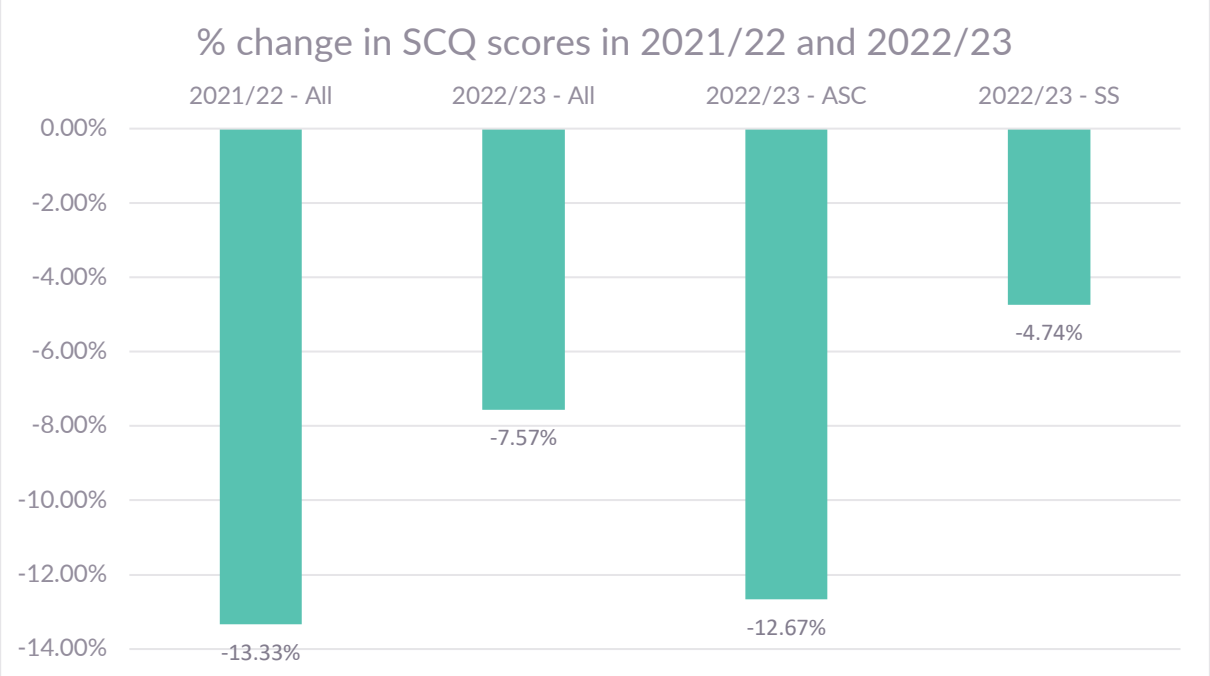

Figure 5 - All participants 2021/22: n = 12, All participants 2022/23: n = 28, SuSc 2022/23: n = 18, ASC 2022/23: n = 10.

It is worth presenting a breakdown of how participants' concerns decreased or increased for each question. The graph below breaks this down for all ASC participants and SuSc participants.

Key finding: Participants who attended the SuSc saw greater reduction in their concerns around making new friends than their peers who only attended the ASC.

There were only 3 individual questions that SuSc participants fared better than ASC participants. Notably, SuSc participants' concerns around making new friends decreased by 20.99% whereas ASC participants' concerns decreased by 5.56%.

Ambassadors noted the program was crucial in providing a preparatory environment for pupils, leading to improved interpersonal skills and a smoother transition to secondary school. The SuSc experience was specifically highlighted as beneficial in adapting to new social settings.

"[Primary Practice] massively helps them in terms of making friends with new people, especially at the summer school when they're grouped with people they didn't know." – Ambassador 1

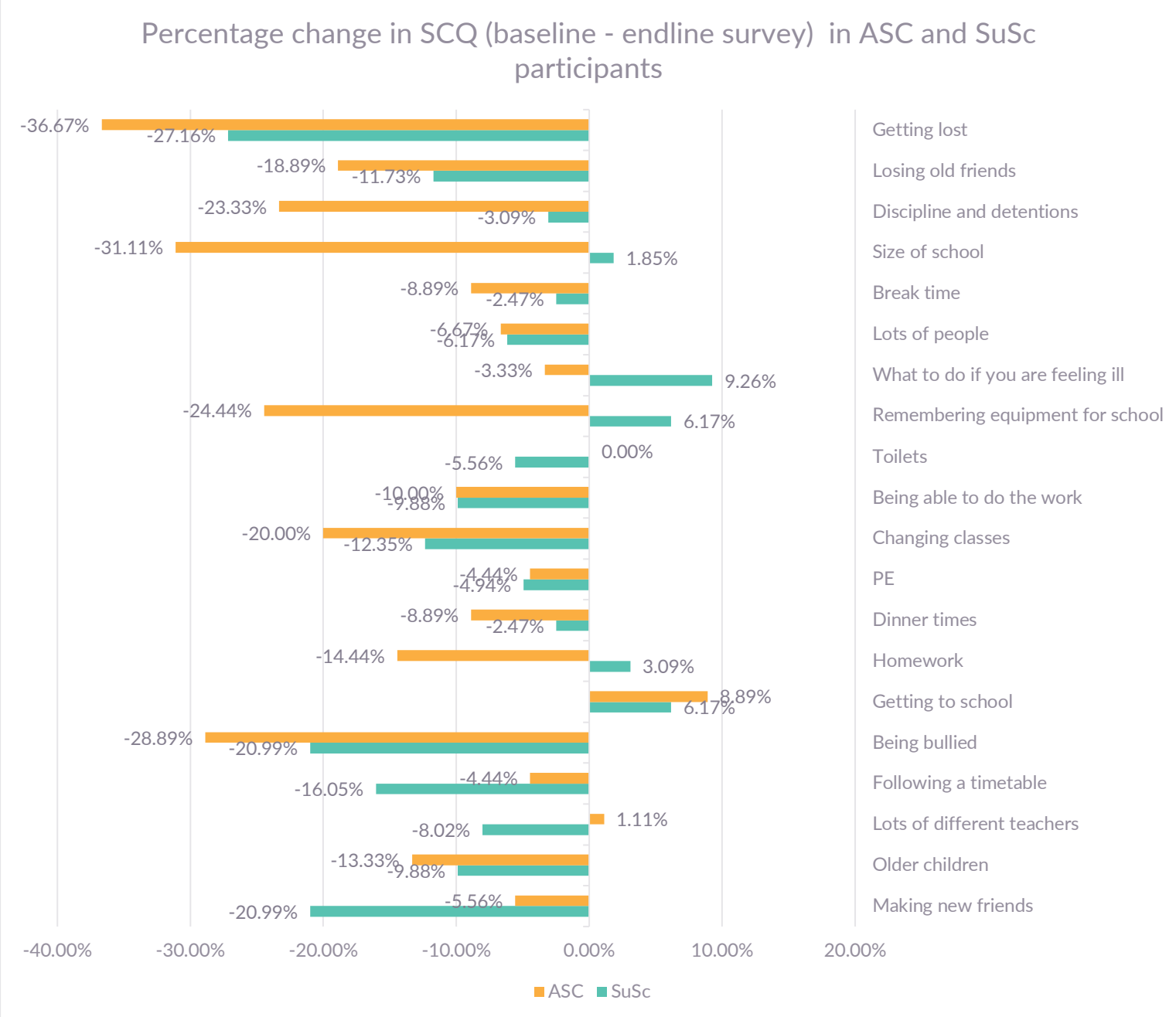

Figure 6 - *SuSc 2022/23: n = 18, ASC 2022/23: n = 10*

It is also worth analysing individual questions within the SCQ across the two years that the programme has run. There are five areas of secondary school life where participants decreased their concern more in 2022/23 than in 2021/22. Notably, participants in 2022/23 saw a greater decrease in their concerns around losing old friends, making new friends, homework and being able to do the work.

Student ambassadors also reflected in their surveys that they thought that the programme played a significant role in preparing pupils for secondary school, especially in managing new social environments.

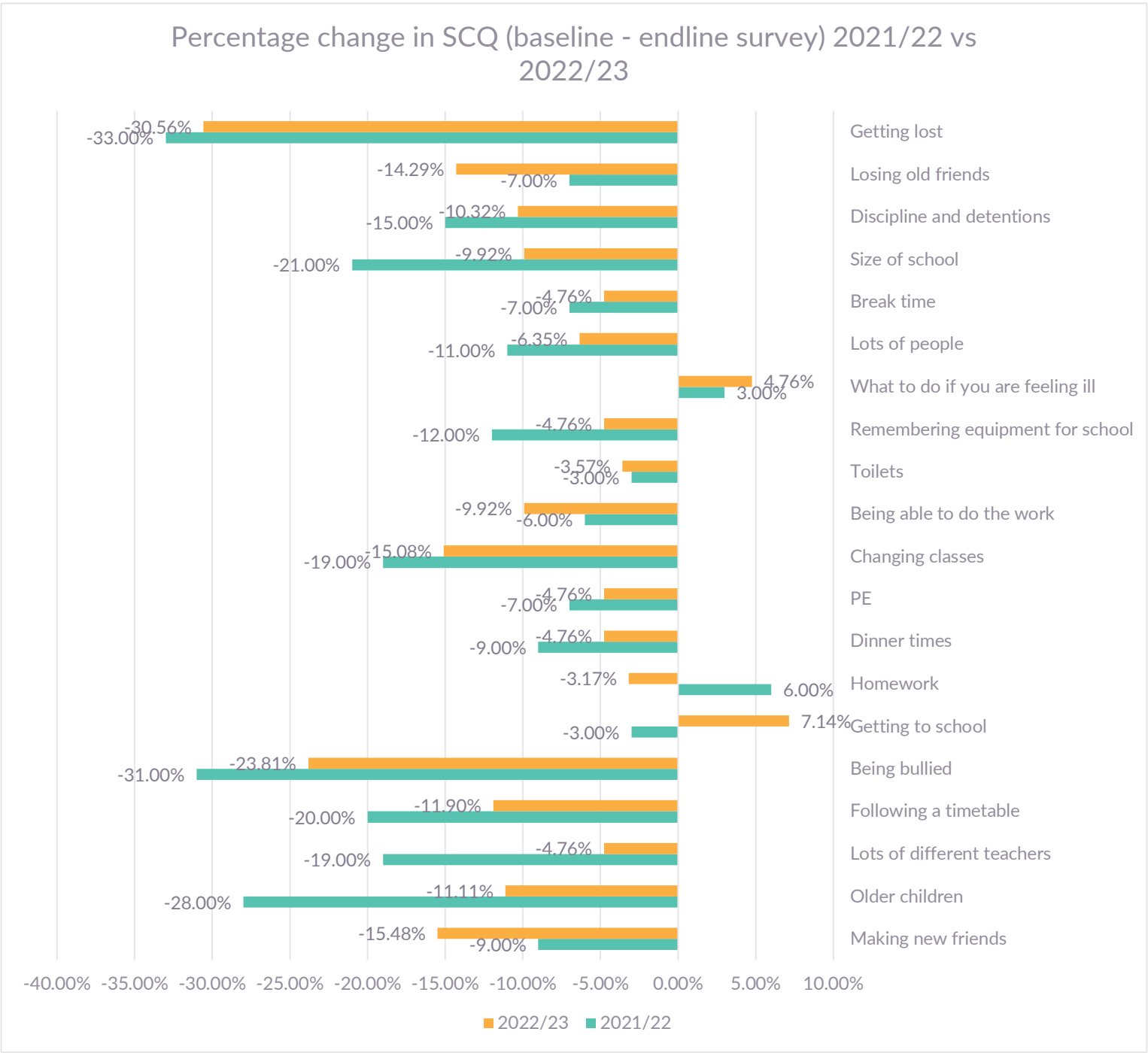

Figure 7 – All participants 2022/23: n = 28, All participants 2021/22: n = 12

"When speaking with a pupil initially during the after school sessions they are where hesitant about secondary school but after the summer school and day visit when talking to the pupil during the graduation event they said they had settled in nicely and enjoyed it." – Ambassador 3

"I believe it did as one of the scariest part of starting secondary school, for most students at least, is meeting new people and a change of environment where everyone is a stranger, and you start as the youngest of all the years again. In regard to meeting and getting to know new people, this programme allowed them to practice getting to know and work with new people, that is their peers and we their teachers." – Ambassador 4

Findings from the custom questions

Key finding: Participants who attended the SuSc reported a greater increase in feeling prepared to start secondary school (+9.72%) and knowing what to expect at secondary school (+33.33%) than their peers who only attended the ASC (+7.69 and 11.45%) respectively.

The graph below shows that all participants felt more prepared for starting secondary school at the end of the programme than at the beginning of the programme. On average, participants who just attended the ASC had a greater level of feeling prepared for starting secondary school.

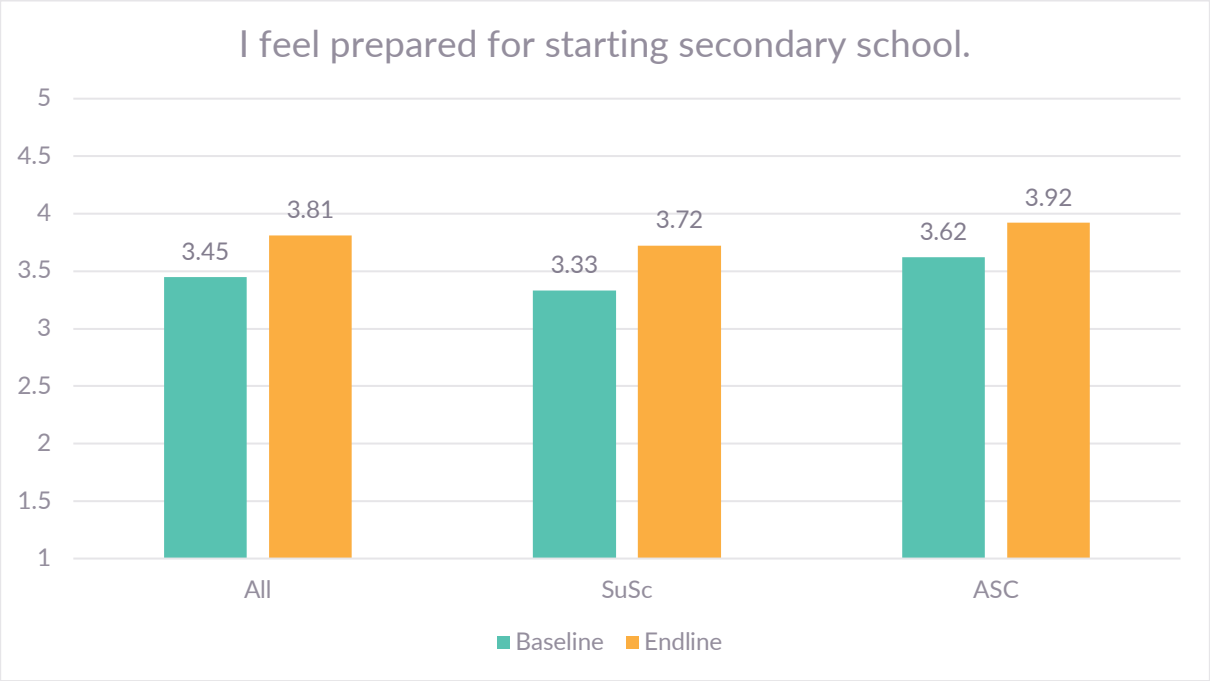

Figure 8 – All participants: n = 31, SuSc: n = 18, ASC: n = 15.

The graph below shows that SuSc participants saw their scores increase by a greater percentage (9.72%) than their ASC peers (7.69%).

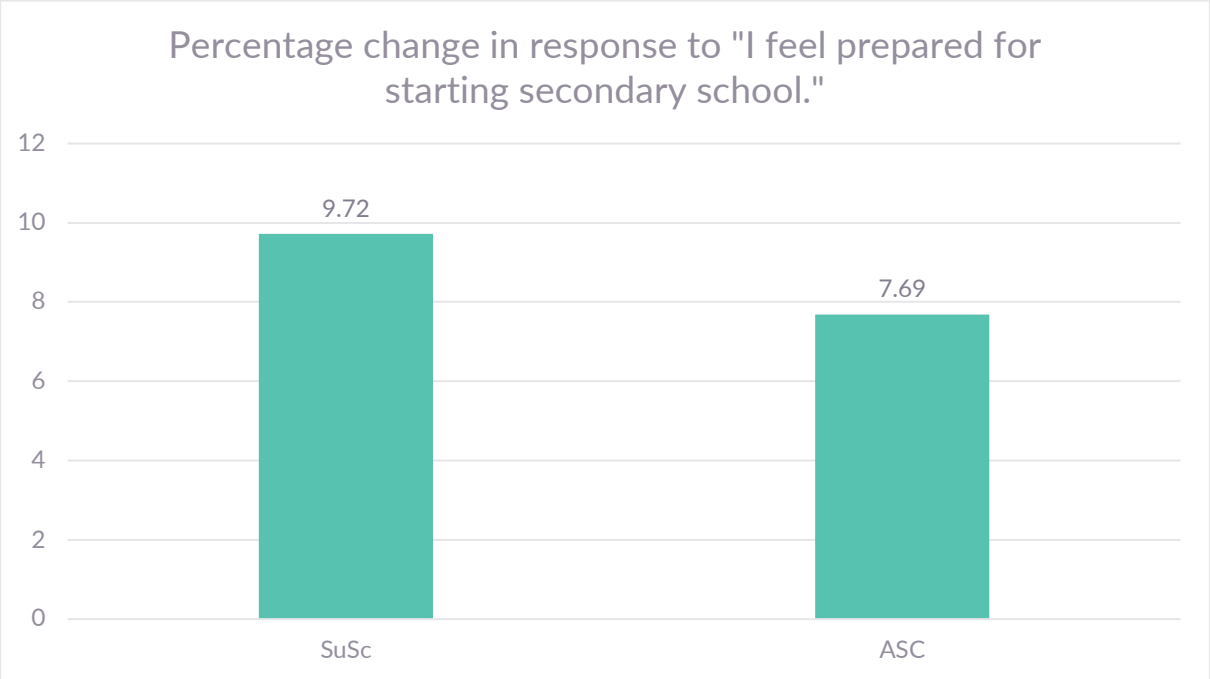

Figure 9 - SuSc: n = 18, ASC: n = 15.

The graph below shows that all types of participants had greater knowledge of what to expect at secondary school at the end of the programme than at the beginning of the programme.

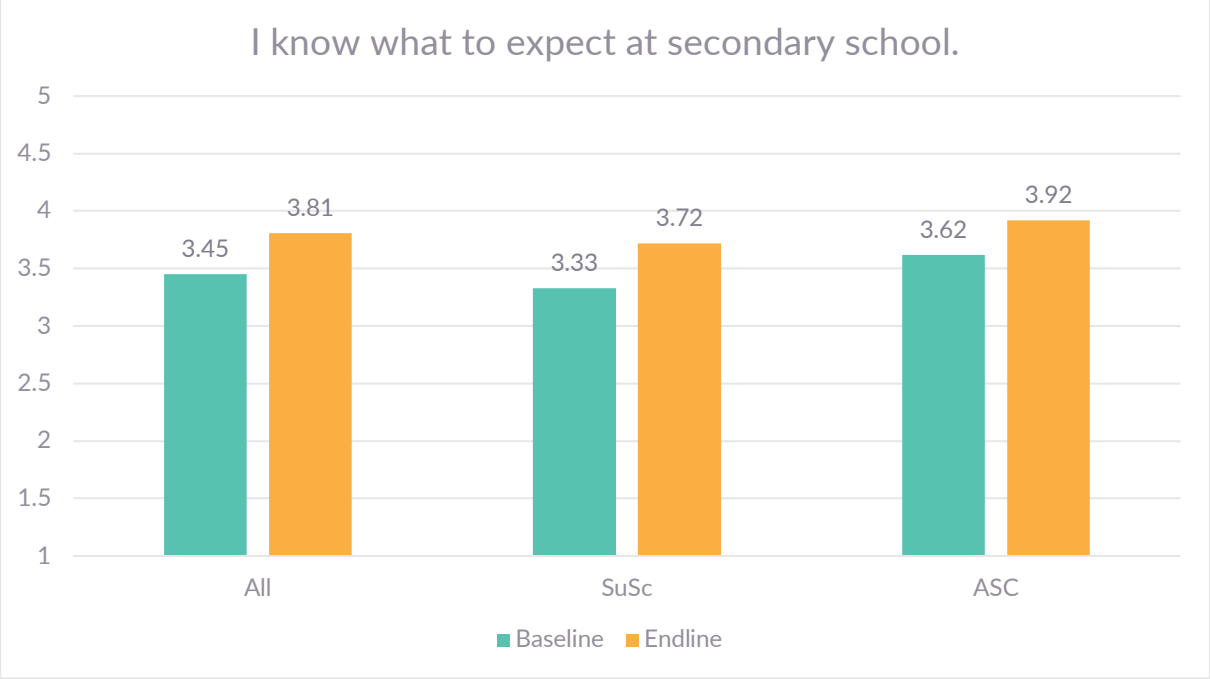

Figure 10 - All participants: n = 31, SuSc: n = 18, ASC: n = 15.

The graph below shows that SuSc participants' knowledge of what to expect at secondary school increased by 33.33% whilst those who only attended the ASC increased by 11.54%.

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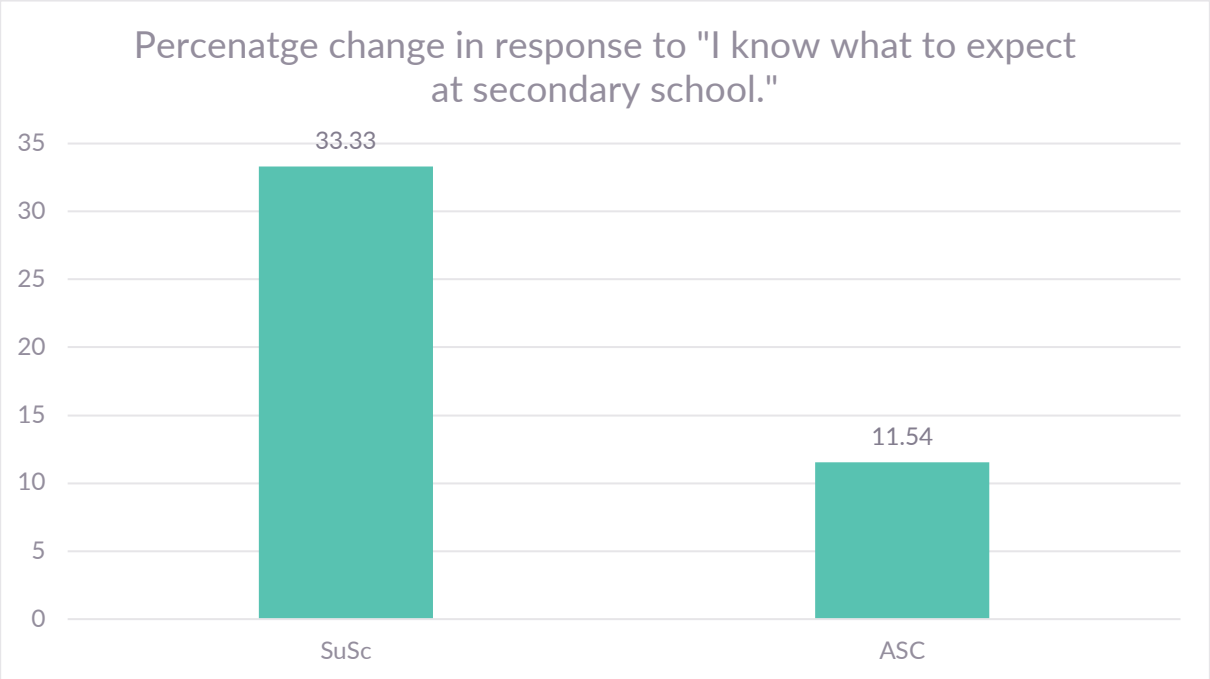

Figure 11 -, SuSc: n = 18, ASC: n = 15.

Pupils' confidence outcomes

Key finding: Both parents and ambassadors remarked that children's confidence had increased in a wide range of ways: greater belief in their self-efficacy, greater confidence talking and interacting with others, and greater confidence in their academic ability.

Most parents reported an increase in confidence in their children. This confidence was observed in a variety of ways by parents: self-efficacy and confidence in themselves achieving, confidence speaking in front of and working with others, and confidence in their academic ability. These first few examples come from one parent talking about their child's increase in their ability to achieve their goals:

"He enjoyed graduating because then he knew that he had achieved something and he was proud of himself that he had done something that he can use in the future." – Parent 4

I think if he hadn't done it, he wouldn't have thought that he could achieve his dream of becoming a doctor – Parent 4

Another parent also recognised that Primary Practice had provided her daughter with confidence around her ability to do different things:

"It has helped my daughter's confidence and given her ideas about her future that she wouldn't have had without seeing things first hand and being exposed to the hospital setting." –Parent 5

A few parents noted that they had seen their child become more confident in themselves in social and public situations.

I think he has grown in teamwork. Actually, no, even at home with his sister, he's always just playing with his mates and gaming by himself, but he actually interacts a lot with his sister now – Parent 3

"[About public speaking] on the day, she said, no, I've got a line. And I said, are you OK? She said, yeah, I'm OK. And then she'd done it really well, actually." – Parent 2

"It was great to boost their self confidence" –Parent 6

Student ambassadors also reported seeing an increase in confidence in public situations, particularly in shyer pupils.

"For example one student from Poplar Primary school, put his hand up a lot more to share his answers by the end of the programme"- Ambassador 2

Parents also reported that their children's academic confidence and enjoyment.

She's had a really good report, actually, for the first half term of science. And she herself has said she really enjoys it. – Parent 2

He said he's confident that he can do the homework now because he's got tools and he's got the push from the university when we went to the graduation that said that if you put your mind to it, you can achieve anything" – Parent 4

While the impact on resilience was not explicitly mentioned, the programme's emphasis on practical skills like problem-solving suggests an underlying increase in resilience.

Conclusion and Recommendations

Conclusion

This year's evaluation saw a mix of results. Similarly to last year, participants reported a decrease in understanding in science and healthcare, but this year's participants experienced better outcomes relating to this than last year's cohort. A positive finding was that higher dosage pupils fared better than their lower dosage pupils in the change of their ASPIRES score, suggesting that there are additional benefits received from having a higher dosage of the programme. Another positive finding for participants was that all of them experienced a reduction in their concern about secondary school. Interestingly, pupils receiving a lower dosage of the programme reported a greater decrease in their concern about secondary school in comparison to those with a higher dosage. This could be because those pupils receiving a higher dosage of the programme are more aware of the challenges of secondary school; this hypothesis is reflected in the results in the custom questions which show that higher dosage pupils reported a higher understanding of what to expect at secondary school.

According to qualitative data, Primary Practice had a positive impact on children's confidence and socialising. It is also worth highlighting that pupils who received a higher dosage reported a much greater decrease in being concerned about making new friends at secondary school than their peers who received a lower dosage. This suggests that attending the summer school had a large positive impact on pupils' confidence in their ability to make new friends.

Recommendations

For evaluation

- If outcomes around parental confidence and community engagement continue to be important to measure in the evaluation, it will be valuable to insert questions in the qualitative interviews and surveys to address this outcome directly.
- Having increased the number of occasions that data is collected, it would be valuable for SGUL and IEE to collaboratively decide which time point is the most data rich time point for each survey.
- With such a positive trend emerging around confidence and socialising, it could be interesting to do more investigating these changes.

For delivery

- A few parents remarked that they would like to see this programme be less exclusive and for more pupils within schools to be able to access the programme.

Glossary

Evaluation terminology

Baseline

The initial assessment of pupils' attainment or social and emotional skills, at the start of an evaluation.

Evaluation

An evaluation is set up to measure the impact of a particular programme. This will involve monitoring the programme over a specified period, for one or more groups, in order to evaluate the progress participating pupils make. One programme can involve multiple evaluations, and we recommend gathering data across multiple time points to ensure valid and reliable results are generated.

Matched Pupils

Matched Pupils are pupils who carried out both a baseline and a final assessment at the start and end of the evaluation. It can be useful to consider results from Matched Pupils only because this means only including those pupils who participated in the full duration of the programme.

Outcomes

We use outcomes to refer collectively to any social and emotional skills and academic attainment scores that are being measured over the course of an evaluation.

Appendix

Approaches to Matching Data that were not used

One approach would have been, for every survey, to match across all time points. This, however, would require respondents to have responded to every available time point to be included. For ASPIRES, only 11 participants completed the survey across all time points (out of the 37 participants who completed the survey at TP1). For the SCQ, only 15 participants completed the survey across all time points (out of the 37 participants who completed the survey at TP1). For the custom questions, only 10 participants completed the survey across all time points (out of the 37 participants who completed the survey at TP1). This would be reducing the potential number of participants' data that could be included in the analysis so was not chosen.

One approach for identifying endlines could have been choosing the TP (after TP1) that had received the most complete survey responses. This approach would have still missed some potential endline data. The approach that was chosen was that if a participant has a complete set of data at the baseline (TP1) and that participant also had a complete set of data for a TP after TP1 then they will be included in the matched sample.

This led to certain participants having multiple endlines which needed to be addressed.

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