

# Science Stars

Summary impact report

2020/2021



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## Introduction from the Managing Director

**I am delighted to provide you with an evaluation report outlining some of the key findings from the evaluation of the Science Stars programme over the last academic year**

Our view is that data is only as useful as the purposes for which you use it. But done well, meaningful impact evaluation can help drive meaningful decision making to do more of what is working best, and less of what is not. Hopefully, this report helps provide some summary insights to support that process.

We also want to take this opportunity to say thank you for partnering with us. Please do continue to provide us with your feedback so that we can best develop our way of working with you.

**Owen Carter**  
**Co-Founder and Managing Director**

*Owen Carter*

## Our Mission

To improve pupil outcomes and life chances by addressing the evaluation deficit in education

### About us

ImpactEd is a non-profit organisation that exists to help evaluate, understand and improve impact in education. We support schools and those that work with them to reliably understand the impact of the programmes they run. We do this through partnership to build capacity for research and evaluation, and our digital platform which makes monitoring and evaluation easy



### The Challenge

# £4 billion

ANNUAL INTERVENTION SPEND BY  
ENGLISH SCHOOLS (INC STAFF TIME)



FROM 31 SCHOOLS  
INTERVIEWED, JUST  
**ONE** WAS CONFIDENT  
IN THEIR IMPACT  
EVALUATION

# 70%

IMPACT EVIDENCE  
RATED 'POOR'  
OR 'AVERAGE' BY  
PAUL HAMLYN  
FOUNDATION



## Why do we exist?

'What works' in education is not an easy question to answer. Schools and education organisations invest substantial time, money and energy in different initiatives and interventions to improve outcomes for pupils. These might range from trialling new teaching and learning approaches, to curriculum redesigns, to mentoring, academic or behaviour interventions.

Through a range of evaluations, we know that some of these changes will be incredibly effective. However, we also know that all too often such programmes can work against their intended aims. And it is often extremely challenging for schools and intervention providers to reliably evaluate the effect that their programmes have on pupil outcomes.

We established ImpactEd to help schools and education organisations understand what is and isn't working in their context, giving them access to robust research methodologies to assess impact, and making evaluation quicker, easier and more effective.

## How we work



**Platform:** Partners use our unique digital platform to make monitoring and evaluation easy to run, accessing reliable research methods for assessing impact on both academic achievement and a range of broader skills.



**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:** The platform generates live impact reports making it easy to understand what is working, where. We work with partners to discuss findings, informing evidence-based decisions about what is making the biggest difference to pupils, understanding what hasn't, and sharing successes.

## About the Organisations

St George's is an independent medical 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. This year, St George's has run the Science Stars programme for the third year that focused specifically at school-based activities to raise attainment, the Science Stars programme.

ImpactEd is a not-for-profit organisation that exists to improve pupil outcomes by addressing this 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

Science Stars is a sustained tutoring intervention designed to support Year 11 students to prepare for GCSEs and ultimately increase their attainment in science. The programme is delivered by Student Ambassadors – current students at St George's, University of London – following a pre-designed curriculum developed by a former science teacher.

The programme aims to improve educational outcomes in GCSE Science for target students in Year 11. The key aims and objectives of the programme for participating students are as follows:

- ▶ Increase student understanding of the expectations of their GCSE Science examinations on a range of topics
- ▶ Provide practice opportunities for students to develop the skills to support them to successfully answer examination questions
- ▶ For students to improve their ability to think explicitly about their own learning such as increased self-efficacy, metacognition and reduced test anxiety
- ▶ For students to extend their revision repertoire

## Executive Summary

This report provides an overview of the evaluation process and findings from the Science Stars tutoring intervention to assess changes in participants' science attainment and non-cognitive outcomes. The programme was delivered remotely due to Covid-19 and was facilitated through Student Tutors and Group Assistants. Furthermore, Covid-19 related school closures has meant that pupils have not spent sufficient time in school affecting their attitudes to learning and overall learning strategies. The programme was evaluated through a baseline and endline analysis of participant attainment in Science on mock and GCSE examinations, and data was compared with a matched control group to gather robust insights. Several non-cognitive outcomes such as metacognition, self-efficacy and test anxiety were also measured through a pre/post survey design. However, data is included from one school and therefore the sample size is limited, and results should be read with the limitations in mind.

## Headline Findings

The following insights and findings are discussed in this report to understand the impact of Science Stars on pupil outcomes:

- Science Stars participants demonstrated higher academic progress (10% increase) in their GCSEs compared to their control group peers who experienced a 3% decrease in their final grades. However, these changes are not statistically significant.
- Both Science Stars participants and control group pupils experienced a similar (4%) increase in grades between their November 2020 and February 2021 mock examinations.
- Over half (58%) of Science Stars participants have met or surpassed their target grades assigned by their teacher compared to only 33% of control participants.
- Self-efficacy levels decreased for both Science Stars participants (-7%) and control group pupils (-11%).
- Metacognition levels decreased slightly for both Science Stars participants (-3%) and control group pupils (-2%). Levels of Test Anxiety have remained relatively stable for both Science Stars participants and the control group. These trends are consistent with wider trends linked to Covid-19 disruptions across the country.
- All changes observed were not statistically significant compared to findings from previous reports. This is linked to Science Stars participants making greater progress in previous years compared to control group peers. Possible reasons for this is linked to prolonged periods of disrupted remote learning as a result of Covid-19.
- While the remote experience of the programme was more convenient for tutors and group assistants, it posed several challenges for delivery such as technical issues on Teams.
- Tutors and group assistants found their training, support from Science Stars staff, and resources helpful, though some of them did report that additional training would have been helpful.

## Evaluation Design

The evaluation had a combined focus. As well as looking at impact on science attainment, this evaluation also paid attention to non-cognitive outcomes with predictive validity i.e. which have been shown to be with associated improvements in long-term outcomes such as well-being, academic achievement, and employment destinations. Alongside academic achievement, there is evidence that these skills - such as metacognition and self-efficacy – can be particularly important in closing disadvantage gaps (Gutmann & Schoon, 2013).

In terms of specific outcomes, we used the following data:

- ▶ Science attainment data using school administered mock examinations at two time points
- ▶ Science attainment data using final teacher assessed GCSE results
- ▶ Pre/post assessment using validated questionnaire measures to measure student attitudes and perceptions for meta-cognition, self-efficacy and test anxiety
- ▶ Overall pupil and Student Ambassador experience of the programme

The evaluation used a control group design to better isolate the impact of the Science Stars programme beyond simply comparing pre-programme and post-programme data.

As pupil selection was conducted by the school and through a voluntary sign-up process, a randomised control group design was not possible. As such, we used a matched control group consisting of students not participating in the Science Stars programme who were within the same set as participants, to control for prior attainment.

Some important caveats for this evaluation design are worth noting:

- ▶ As the control group was not randomised, there may be unobservable characteristics affecting performance beyond prior attainment. For example, Science Stars participants may be more motivated in general or likely to study harder than their peers independent of the programme itself.
- ▶ Given that the programme is currently being run only in one school, the overall sample size for both participants and the control group is small. As such, results may not be immediately generalisable to other school contexts.

Notwithstanding these points, the design approach allows us to make relatively robust inferences within these constraints by collecting a range of datapoints to triangulate findings and assess if there was a common pattern across indicators.



## Part 2: Academic Outcomes Evaluation

The data for the mock examination analysis was provided by Ernest Bevin College. Baseline data was from mock examinations taken in November 2020 – relatively early in the programme – and is compared with interim data from mock examinations taken in February 2021 and final GCSEs.

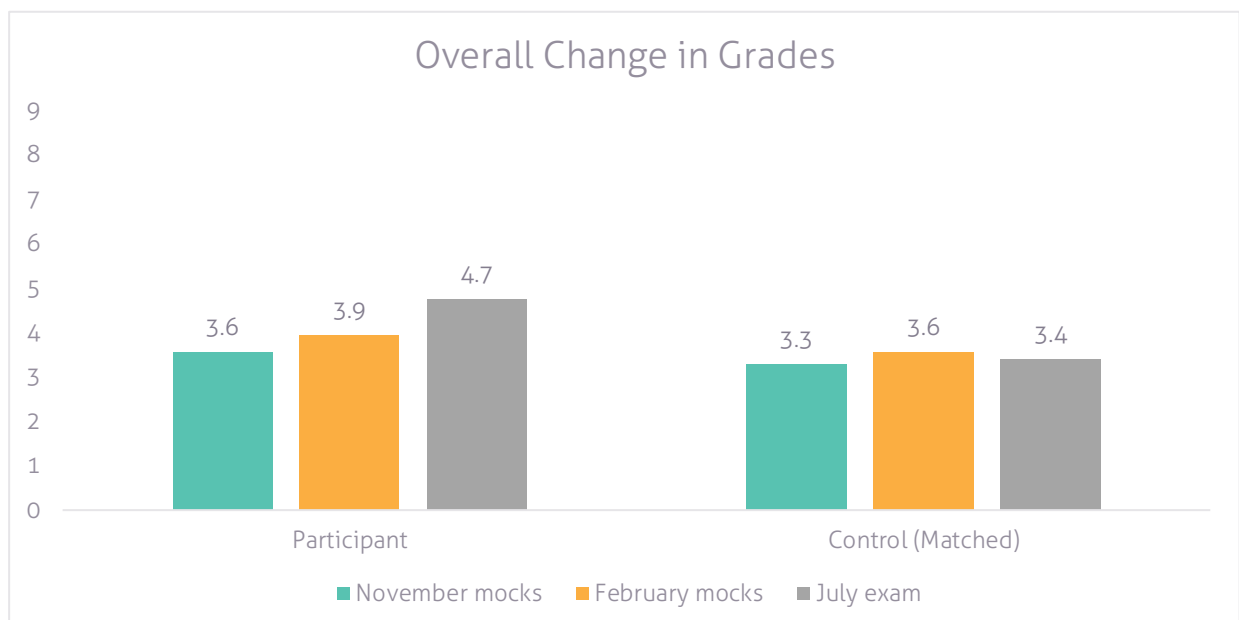
The primary outcome considered in the academic data analysis is relative progress between the three assessment points for Science Stars participants compared to the (matched) control group. The overall sample size includes **30 Science Stars participants and 30 matched control group participants**.

The **difference-in-difference method** was used to identify whether changes between the baseline and final points for participating and control group pupils were statistically significant. This analysis was undertaken for academic attainment and non-cognitive skills data. Descriptive analysis was undertaken to understand overall trends. We used parametric methods on the data to see if findings were statistically significant – that is, to see if we could rule out the possibility that any observed difference between the participating and control group was down to chance.

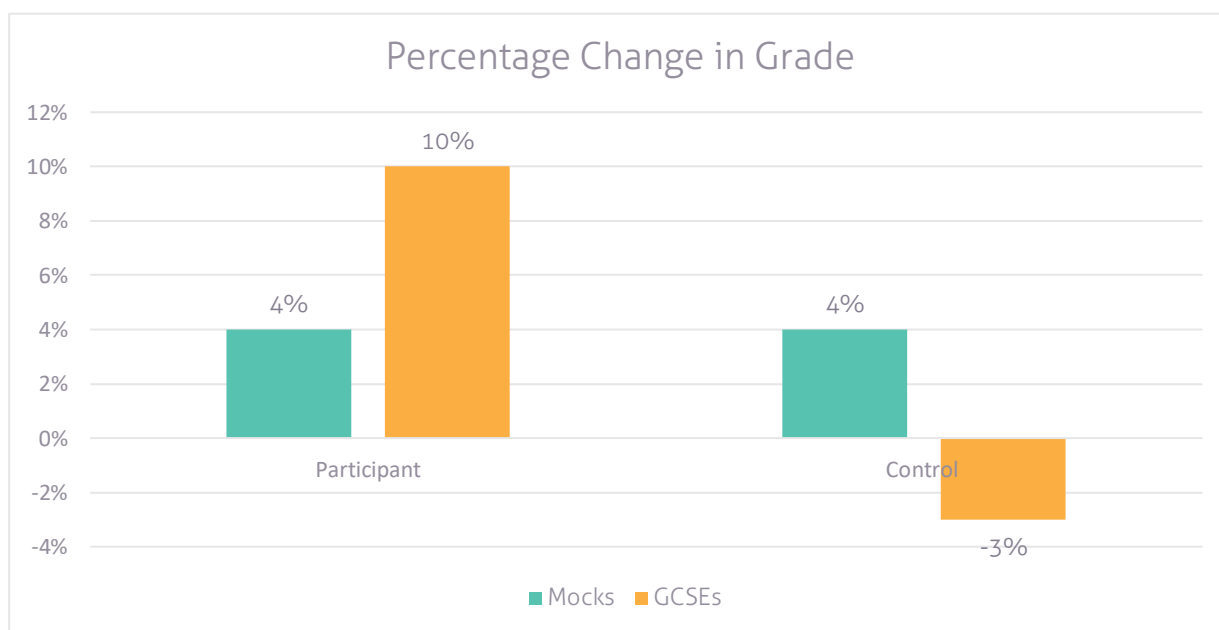
### Results Summary

#### Key finding 1: Science Stars participants demonstrated higher academic progress in their GCSEs compared to their control group peers

When comparing progress made between Science Stars participants and control group pupils between November 2020 mocks and July 2021 GCSE results, Science Stars pupils saw a whole grade point increase between November 2020 and July 2021. Control group pupils group peers have seen their grades remain stable between November 2020 and July 2021, with a decline between February 2021 mock examinations and final GCSEs. The overall trend is depicted below:



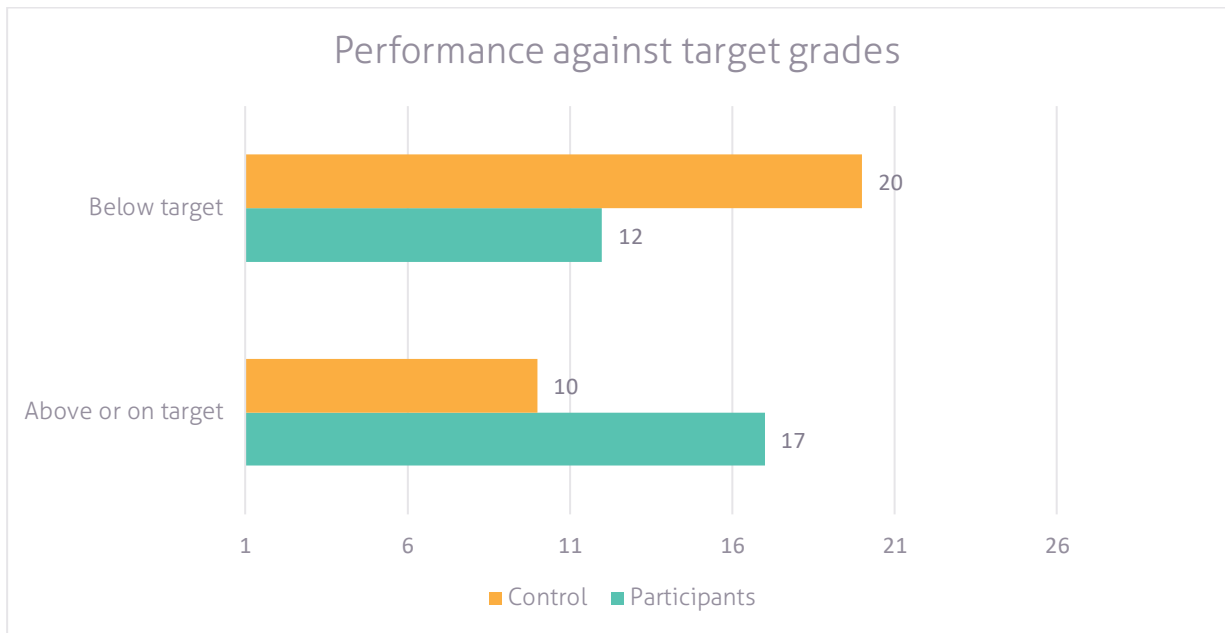
As the above graph illustrates, Science Stars participants showed **consistent progress throughout the academic year** with the **greatest increase between February mock examinations and GCSEs in May**. At the same time, Science Stars participants also demonstrated a notable increase from **3.6 to 3.9 in their mock examination grades** for Science between November 2020 and February 2021. On the contrary, the control group pupils saw a similar increase between November and February mocks but saw a decrease in their final GCSE results. There seems to be a link between the support Science Stars participants received between February 2021 and May 2021 compared to the control group pupils that could have contributed to this trend.



The graph above captures the percentage change observed between the mock examinations and final GCSEs. In line with raw scores, Science Stars pupils saw a **10% increase** in their grades between their February 2021 mocks and final GCSEs compared to a **4% increase** between their November and February mock examinations. However, **control group pupils experienced a decrease (-3%) in their final GCSEs** even though they experienced a **4% increase** in their grade between the two mock examinations. However, upon running differences-in-differences test, the change is **not statistically significant with p-value of 0.08** which is close to reaching significance. Compared to last year, this year's changes are not statistically significant as the rate of progress is lower this year between the two groups. While there can be many reasons for the changes not being statistically significant, Covid-19 is one of the main contributing factors in the changes observed across the board.

## Key Finding 2: Over half (58%) of Science Stars participants have met or surpassed their target grades assigned by their teacher compared to only 33% control participants

Alongside analysis of mock examination and GCSE grades, both participating and control group pupils were provided with a guided target grade by their teachers. Although these are not robust indicator of performance, the change demonstrated by Science Stars participants and control group pupils shows variation in line with overall attainment trends in the previous section.



The graph above indicates that Science Stars participants have also shown most progress against guided target grades set by the school with **58% Science Stars participants (17) performing above or at their target grade compared to 33% control group peers**. This trend suggests that Science Stars pupils over the course of the programme have shown increased academic progress on a series of teacher assessed grades. While causal link cannot be made to the Science Stars programme, there appears to be a positive correlation between the programme and academic progress.

## Part 3: Non-Cognitive Outcomes Analysis

### Outcome Measures and Design

As well as looking at impact on science attainment, this evaluation also paid attention to non-cognitive outcomes with predictive validity i.e. which have been shown to be with associated improvements in long-term outcomes such as well-being, academic achievement, and employment destinations. Alongside academic achievement, there is evidence that these skills - such as metacognition and self-efficacy - can be particularly important in closing disadvantage gaps (Gutmann & Schoon, 2013).

These non-cognitive outcomes were measured using psychometrically validated questionnaires, administered to pupils pre and post Science Stars. The evaluation followed a pre-post-test design. Pupils were assessed at the beginning (baseline collection) and end (final collection) of the programme. Collecting data at these two time points allows us to analyse the level of change over the course of the programme for each specific outcome.

Our core outcome measures for this evaluation were:

Outcome	Measurement details
<b>Metacognition</b>	Metacognition means 'thinking about thinking': pupils' ability to think explicitly about their own learning. It is strongly associated with academic progress and improves other skills required for learning, such as critical thinking (Flavell, 1979; Higgins et al., 2016). We measured metacognition using the Cognitive Strategies Use and Self-Regulation subscales of the Motivated Strategies for Learning Questionnaire.
<b>Self-efficacy</b>	Self-efficacy is a measure of pupils' belief in their ability to achieve a specific task in the future. Self-efficacy is correlated with higher academic achievement and persistence, and also contributes to pupil wellbeing (Gutman & Schoon 2013, DeWitz et. al. 2009). We measured self-efficacy using the Self-efficacy subscale of the Motivated Strategies for Learning Questionnaire.
<b>Test Anxiety</b>	Test anxiety is concerned with pupils' emotional responses to tests (Pintrich and De Groot, 1990). Greater levels of test anxiety can result in worse performance in exams but in some situations may be linked to increased motivation.

## Results Summary

### Key Finding 3: Self-efficacy levels decreased for both Science Stars participants (-7%) and control group pupils (-11%)

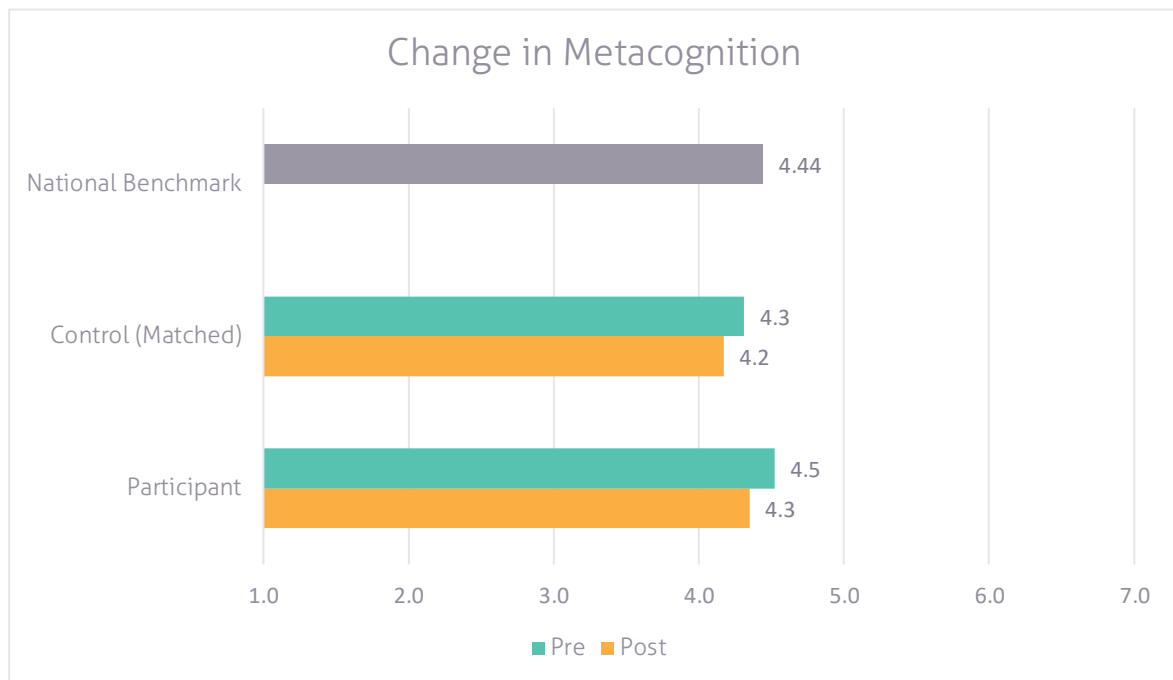
The non-cognitive skills surveys administered at the start and end of the programme across both participating and control group pupils saw a slight decrease in self-efficacy and metacognition. These changes were not statistically significant with p-values at 0.76 and 0.86 respectively. Looking in isolation, the self-efficacy measure saw the largest decrease between baseline and final points for both groups as illustrated below:



As depicted in the chart, Science Stars participants saw a 7% decrease in their self-efficacy scores while control group pupils saw a 11% decrease. However, upon comparing against the national benchmark for self-efficacy, Science Stars participants have higher than average scores in the measure indicating that they have healthy learning strategies in comparison. However, the decrease for both groups during the course of the programme could be linked to several external factors such as Covid-19 related disruptions and prolonged period of remote learning which has affected pupils coping skills and learning strategies. These trends are also consistent with wider studies we have conducted during lockdown to understand change in social and emotional outcomes. Most pupils, especially disadvantaged pupils and girls have faced the most challenges with wellbeing and motivation in learning which are linked to the non-cognitive outcomes evaluated in this report. Detailed findings from the study can be found [here](#).

### Key Finding 4: Metacognition levels decreased slightly for both Science Stars participants (-3%) and control group pupils (-2%)

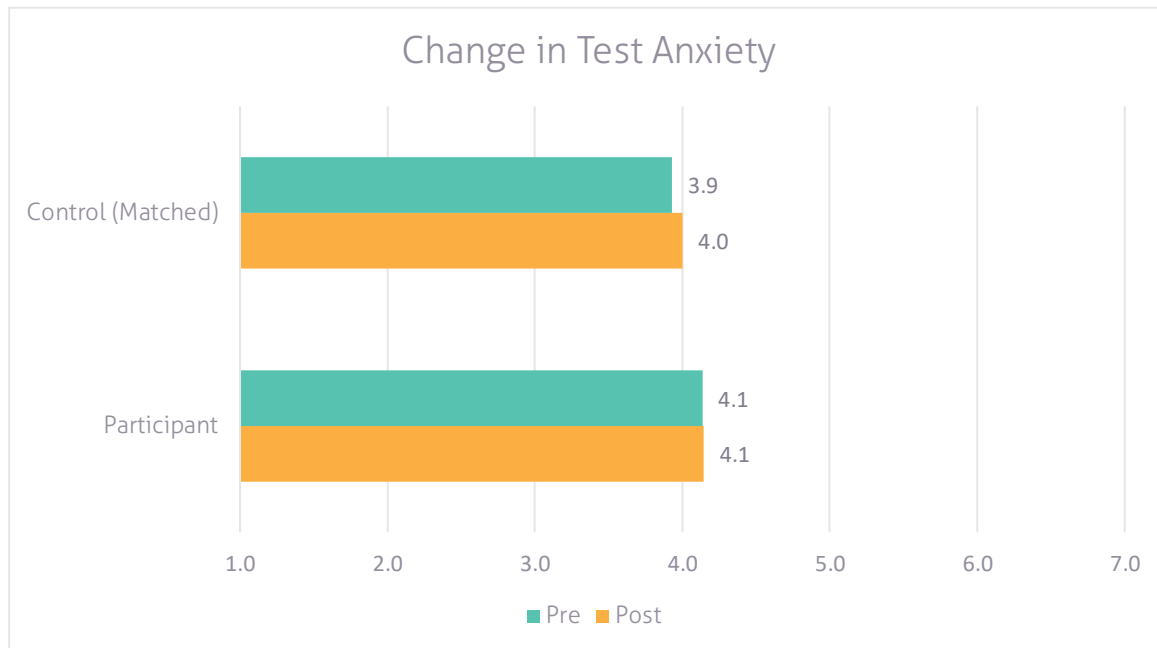
Metacognition lowered as well for both groups but by a smaller degree compared to self-efficacy. The following graph maps out the change and compares it to the national average.



Levels of metacognition have remained largely stable throughout the programme with only a minor decrease of -3% for Science Stars participants and -2% for control group participants. However, it is worth noting that while Science Stars participants started the programme with levels of metacognition higher than the national average, over the year their metacognition has dipped below that level, likely due to a range of factors such as prolonged remote learning, the change in GCSE examinations and other contextual factors. Upon running a statistical significance test on the results, the change is not statistically significant with a p-value of 0.86.

## Key Finding 5: Levels of Test Anxiety have remained relatively stable for both Science Stars participants and the control group

Unlike self-efficacy and metacognition levels, Science Stars participants did not experience any change in their levels of test anxiety before and after the programme with a score of 4.1. However, control group peers saw their test anxiety slightly go up from 3.9 at the start of the programme to 4.0 as depicted below.



The reason for the relatively stable score on this measure could be linked to GCSE exams being cancelled this year and grades being awarded by teacher assessed grades, thus reducing the anxiety linked to formal examinations. However, like the other survey measures, the overall changes were not statistically significant with a p-value of 0.59.

## Part 4: Qualitative Data Analysis

In addition to survey and attainment data collected from pupils and schools, Science Stars tutors and group assistants were invited to participate in a post-programme focus groups to understand the implementation factors of the programme and overall pupil experience. The focus group inquired about participants' perceptions about programme delivery and design, their roles and pupils' engagement to understand the why and how behind the data captured in the previous sections.

The following section summarises the key themes that have emerged from the two focus groups conducted at the end of the programme.

## Results Summary

**Theme 1:** Engagement varied across individual pupils over time, with some pupils' engagement increasing and others' decreasing.

Some pupils were reported to have increased in their engagement with the programme over time as they found the sessions helpful and so were more willing to contribute answers and could see their academic progress improving.

Tutors and group assistants thought that **exam questions were really useful in supporting students as they could apply their learning and improve their exam technique.**

However, there were other students whose engagement decreased over time. It was seen to be **much more difficult to re-engage those who had disengaged through remote tutoring than in-person as pupils could easily mute themselves and not pay attention or participate. Engagement in the programme was seen as being reliant on individual pupils wanting to participate.** Those who dropped out of the programme were often those who were less engaged throughout.

Some tutors and group assistants reported that **engagement, behaviour, and focus were better when the programme was delivered with pupils in the classroom** as there was increased accountability with teachers present. However, **others reported that pupils' engagement was better at home** where they had less distractions from their peers.

**Theme 2:** Tutors found their experience on the programme rewarding, enjoyable and interesting.

Overall, tutors found it rewarding to see pupils' confidence in answering questions improve and their interest and passion for their subject develop. They enjoyed being able to share their passion for their subject and reported **enjoying the act of teaching and developing this skill.** Several were motivated to participate on the programme by being able to support pupils whose parents wouldn't have been able to afford private tutoring, in comparison to their peers. They saw a benefit to pupils having support from "someone who has been through it", understands the "stress" of GCSEs and able to share their experiences.

**Group assistants also enjoyed their experience.** They found it good to get an insight into the tutor role through this supportive role and the opportunity to act as the tutor in the case of absences.



We had one student who, on the first session actually got a warning to get kicked off. But by the end of it, he was attending every session, his scores in the quizzes were really good. And he was actually the most engaged student by the end of it, because he found the lesson so useful."

- *Science Stars Tutor*



### **Theme 3:** While the remote experience was more convenient and positive for tutors and group assistants, this posed several challenges for delivery.

Tutors and group assistants found **remote delivery more convenient and flexible to balance alongside their other study and personal commitments.**

**Positive experiences with the interactive functions of Teams were reported,** and one tutor found that group support was better suited to remote delivery, while they found it easier to support individuals in-person.

The level of engagement of pupils in the remote experience varied according to different pupils: although **some tutors found that their group was very open and interactive,** others found it **much harder to assess whether pupils were focusing and understanding the learning when not able to physically see them** (especially with no cameras turned on). It was also reported to be **harder to build a rapport with students through remote delivery** compared to face to face.

As this was the tutors' first time delivering their sessions online, it was **a learning curve to figure out what worked and didn't as they adapted their delivery style to suit the online format.** For instance, one tutor reflected that they often used the whiteboard for in-person delivery (e.g., to draw diagrams) but with no function for this on Teams they found it harder to communicate concepts.

One key challenge for remote delivery was technical issues. Tutors and group assistants felt that **pupils were not very well prepared for logging on and being able to use the functionality,** and it could have been better to resolve these problems before programme delivery started. Another challenge compared to in-person delivery was **communicating with schools about students who didn't attend or engage** – they had to contact Science Stars staff who would contact the school, rather than just asking a teacher who was nearby for support. **Both of these issues led to delays in programme delivery for the remote experience compared to in-person.**

### **Theme 4:** Tutors and group assistants found their training, support from Science Stars staff, and resources helpful.

Training for both tutors and group assistants was seen to be well-suited to their roles and made them feel prepared. Tutors found the second round of training particularly helpful as they could bring issues they were having to the session and come up with strategies to overcome these.

The support from Science Stars staff was described very positively. Group assistants and tutors found the ease of communication through the WhatsApp group and the instant support from the Science Stars team valuable in troubleshooting any challenges that may come up.



**Marlene is just brilliant, any issues that occurred she would get in contact with the school straight away**

*- Science Stars Tutor*



**Even outside of the sessions, Marlene always kept us updated. [For example], if there was to be a session or not... she was just really clever at communicating with us.**

*- Science Stars Group Assistant*

There was positive feedback about resources provided (e.g. PowerPoints, exam questions), which made it easy for tutors to prepare for sessions.

**Theme 5: Some pairs of tutors and group assistants supported each other well, but more training for group assistants on their role could have increased this.**

Some tutors described their **group assistants as really useful in a supportive role to ensure students were able to access and understanding the session**, especially as they got more used to working with each other over time. The group assistants' role included supporting with technical issues and safeguarding, answering questions in the chat, providing links in the chat, highlighting pupils' questions to the tutor, encouraging pupil engagement and monitoring attendance.

This support seemed to work best where tutors and group assistants had additional communication with each other before and/or after sessions to brief each other and to provide feedback to each other on improvements to delivery and on pupils' engagement or understanding. There were examples of where group assistants played an important role in supporting tutors where safeguarding incidents had occurred.



**I thought it was really good because we're kind of like a team and the students knew that we were a team as well, because I would chip in every now and then during the lesson."**

*- Science Stars Group Assistant*

However, not all group assistants played as active a role, with some just providing technical support and monitoring attendance. **Having clear, set expectations for the group assistants, communicated through training sessions to make them aware of how they could best support tutors**, was reported to be a potential improvement that could be made to the programme. Tutors thought this would also make the experience more enriching for group assistants and ensure they were more consistently supported in delivering sessions.

Introductory sessions for tutors and group assistants to get to know each other were positively received.

## Part 5: Summarised Findings

### Conclusions

Overall positive trends were observed in science attainment in comparison to the matched control group in both mock and GCSE examination results. In addition to positive trends seen across science attainment, more than half of Science Stars participants also met or exceeded their guided target grades. The positive trends observed are particularly reassuring considering the disruptions brought on by Covid-19 and the remote delivery of the programme. However, Science Stars participants and their control group peers experienced a slight decrease in self-efficacy and metacognition, while levels of test anxiety remained stable. All changes observed this year were not statistically significant compared to the 2019-20 report suggesting that the change experienced by Science Stars participants was higher last year in relation to their control group peers.

In mock exams, Science Stars participants demonstrated a **4% increase** in their Science grades similar to the matched control group with an overall 0.3 grade increase for each group. A potentially impressive aspect of the results is the progress demonstrated by Science Stars participants in their **final GCSE results of an overall grade of 1.1 higher than their November 2020 mock grades and 0.8 grades higher than their February 2021 mock grades**. However, control group pupils experienced a **3% decrease in their final GCSE results compared to their February mocks grades although they experienced a 4% increase in their grades between November and February mocks**. This finding should be interpreted with its limitations in mind given that the results were not statistically significant and final GCSE results were determined by teacher assessed grades. Another limitation was that individual subject grades were not available to conduct more intricate analysis to understand variation in subject outcomes. However, similar trends in Science attainment were also observed in **over 58% of Science Stars participants meeting or exceeding their guided target grades compared to only 33% control group pupils**.

The non-cognitive survey data available for Science Stars presents a slightly different picture with a **7% and 3% decrease in self-efficacy and metacognition respectively and test anxiety levels remaining stable**. Similar trends are also observed for the control group peers indicating that contextual and Covid-19 related factors have had an impact on social and emotional outcomes for both groups. science attainment and related learning strategies. However, the changes were not statistically significant at this stage but indicative of general trends in the two groups.

Finally, the qualitative data gathered from in-depth tutor and group assistant focus group also highlights the merits of the programme in offering engaging science content to participants. Tutors and group assistants felt **well-prepared to facilitate the programme sessions and saw the value in the programme**. They also found **online delivery of the programme convenient but felt in some ways it hindered engagement** and more prone to technical issues thus impacting overall programme delivery.

## Recommendations

As a result of the findings set out in this report, we would propose a number of recommendations for programme design and delivery:

**Recommendation 1:** Consider transitioning to in-person delivery components or a blended version of the programme to improve participant engagement and interaction with tutors and group assistants.

**Recommendation 2:** Incorporate more collaborative and peer work components across all programmes as this might support in improving pupil social and emotional development and enjoyment.

**Recommendation 3:** Socrative quizzes were not found to be particularly helpful by tutors, as they didn't necessarily demonstrate pupils' progress (in line with what was demonstrated in the lesson). Also, it would be useful for pupils to receive their marked responses to these quizzes in order to understand where they had gone wrong and what the correct answer was. It would also be helpful to ensure tutors know whether pupils have covered a topic previously in school (which was not always the case).

**Recommendation 4:** Where there is turnover of pupils in groups, consider how new pupils are added to groups to ensure those who have already attended and made progress are not held back.

**Recommendation 5:** Setting clear expectations for the group assistants, communicated through training sessions to make them aware of how they could best support tutors could improve programme delivery

Additionally, Science Stars may wish to consider the following recommendations related to programme evaluation:

**Recommendation 6:** Future evaluations could incorporate focus groups with pupils to understand implementation factors that support or inhibit their progress on the programme. Furthermore, gaining a perspective from participants themselves may aid in the analysis of changes in social and emotional development such as self-efficacy and metacognition.

**Recommendation 7:** Collecting additional demographic data such as Pupil Premium eligibility and gender could help us decipher the differential impact of the programme.

**Recommendation 8:** Future evaluation could consider including additional schools in the sample to make cross-school comparisons and improve the robustness of the evaluation



ImpactEd is transforming how schools approach their programmes, embedding an impact culture across the education system.”

DAME SUE JOHN, Executive Director,  
Challenge Partners



## Partners and supporters



Improving pupil outcomes  
by working with schools to  
address the evaluation deficit.

Get in touch  
[hello@impacted.org.uk](mailto:hello@impacted.org.uk)

