



Aspirations Academies Trust Impact Report

2021-22



Part 1: Welcome

I am delighted to provide you with your Impact Report outlining some of the key findings from your Trust's impact evaluations 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. Ultimately, we can only achieve as much as the schools we work with, and it has been fantastic to work with so many dedicated professionals committed to maximising impact for young people. Please do continue to provide us with your ongoing feedback so that we can best develop our way of working with you.

Thank you for continuing to be one of our valued school partners.

Owen Carter

Owen Carter

Co-Founder and Managing Director

Part 1: Welcome

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Introduction

Welcome from your School Partnership Managers



It has been a pleasure being the School Partnership Managers for Aspirations throughout this last academic year. Our partnership, led by Steve and Paula Kenning, Kimberly Elms, Prerna Patel and Marcel Ciantar, has enabled us to investigate the hard work the Trust puts into programmes to improve pupil outcomes.

This report will explore the findings of Aspirations' research into pupil challenge, engagement, and development of future skills, alongside identifying any areas where impact could be increased over the next academic year, and beyond.

Joe McGinn

R. Crowdy

Using this Report

No school-based impact evaluation will provide completely reliable evidence of whether a programme did or didn't work. Results from an evaluation process should always be considered against other factors, such as teacher or student feedback, ease of implementation, and other qualitative data. Particular areas to consider when reflecting on the reliability of your results are:

Sample size. Typically, results from a greater number of pupils will lead to findings that can be more easily generalised. As a general rule, a sample size of ≥ 30 pupils or more is better suited to detailed statistical analysis. Smaller sample sizes are valid, but you may want to consider multiple terms or years of data where possible.

Implementation. It is rarely the case that educational interventions 'do or don't work'. Most often, the quality and consistency of how they are implemented will have the largest bearings on their success. As such, findings reported here should be reviewed against considerations around to what extent implementation and the particular cohort of students may influence results.

Timeframe. Any changes that are found in this report need to be investigated further and over longer periods of time to ensure valid and reliable results are generated.



Methodology Overview

This report analyses the findings of Aspirations Academies Trust’s impact evaluations with ImpactEd, which aim to **explore the impact of Applied Transitional Learning ATL , ATL Assignments and the Aspirations Employability Diploma AED** on pupils across three year groups. In order to answer key questions, a range of outcomes were measured, including:

- ◆ **Openness, school engagement, grit, teamworking and motivation**, using academically validated self-report questionnaires which are widely used in educational research and recognised for their reliability. Baseline survey data for these measures was collected in December and final survey data was collected in June/July . This document reports on the changes observed between these two time points.
- ◆ **The AED survey – readiness for the world of work**, a custom survey that was developed by Aspirations and ImpactEd to explore pupils’ readiness for the world of work. This survey consists of questions asking pupils to score their “knowledge of the world of work” and identify “how important” a range of attributes are “for preparing you for the start of your career”. This document reports on the data from this survey collected between December and June/July .

Focus groups were also carried out with the following groups in order to enrich the survey data:

- ◆ Pupils in Year 7 engaged in the ATL programme
- ◆ Staff delivering ATL Assignments to Year pupils
- ◆ Staff delivering the AED to Year pupils

All focus groups were held in June .

Part 2: Executive Summary

Over [redacted] - [redacted], Aspirations worked with ImpactEd to answer the following key questions:

1

What is the impact of Applied Transitional Learning (ATL) on the level of challenge, engagement and development of future skills in Year 7 pupils across Aspirations academies?

Overall, decreases were seen over the academic year in school engagement, grit and teamworking, while there was a slight increase in openness. All measures were below the national average at the end of the academic year, particularly teamworking, which was 8.3% below. Purbeck School was used as a control in this research and decreases were seen in all measures there too, suggesting that the changes seen at Aspirations may be likely to be the result of factors beyond the influence of the ATL programme. However, positive changes were seen in openness at Wykham Park and Rivers.

Despite these changes in the survey data, findings from the focus group with Year 7 pupils were **very positive**. All pupils agreed that the ATL programme helped them to develop their social skills, especially by collaborating with peers who they wouldn't normally interact with. Pupils specified that the ATL programme was supporting them to develop particular skills such as resilience, confidence, social skills, communication, and collaboration.

2

What is the impact of ATL Assignments on the level of challenge, engagement and development of future skills in Year 10 pupils at Space Studio West London?

Overall positive changes were seen over the course of the [redacted] / [redacted] academic year, with increases being seen in teamworking and openness, while grit remained broadly stable. As with Year 7, school engagement decreased slightly, though for Year [redacted] it was still approximately in line with the national average.

The focus group with staff delivering ATL assignments at SSWL emphasised the benefits of the programme, and the intentionality of its design towards achieving the Three Guiding Principles. Staff agreed that **a key impact of the programme was on pupils' self-worth and confidence, which is developed largely through the presentation elements of the programme**. Other important skills highlighted as being developed through the programme were pupils' research skills, their English skills and ability to write well, and their motor skills.

3

What is the impact of the Aspirations Employability Diploma (AED) on Year 12 pupils' development of future skills and readiness for the world of work?

Positive changes were seen in all measures – grit, openness, teamworking and motivation – over the course of the academic year, and nearly all were higher than the national average by the Summer term. This suggests evidence of the long-term impact of project-based learning programmes on pupils as they move through their school years at an Aspirations academy. The custom survey asking pupils about how important they perceive various factors to be in preparing them for the start of their career also increased, suggesting an overall increase in pupils' knowledge and awareness of factors that will support them to succeed in the working world.

Staff delivering the AED programme highlighted its impact on pupils' self-worth, particularly through delivering presentations and having opportunities to talk with employers. While some staff noted that pupils didn't always immediately "get" the purpose of the programme, "every single student that applied to university [this year] referred to the AED in their personal statement", according to one staff member.



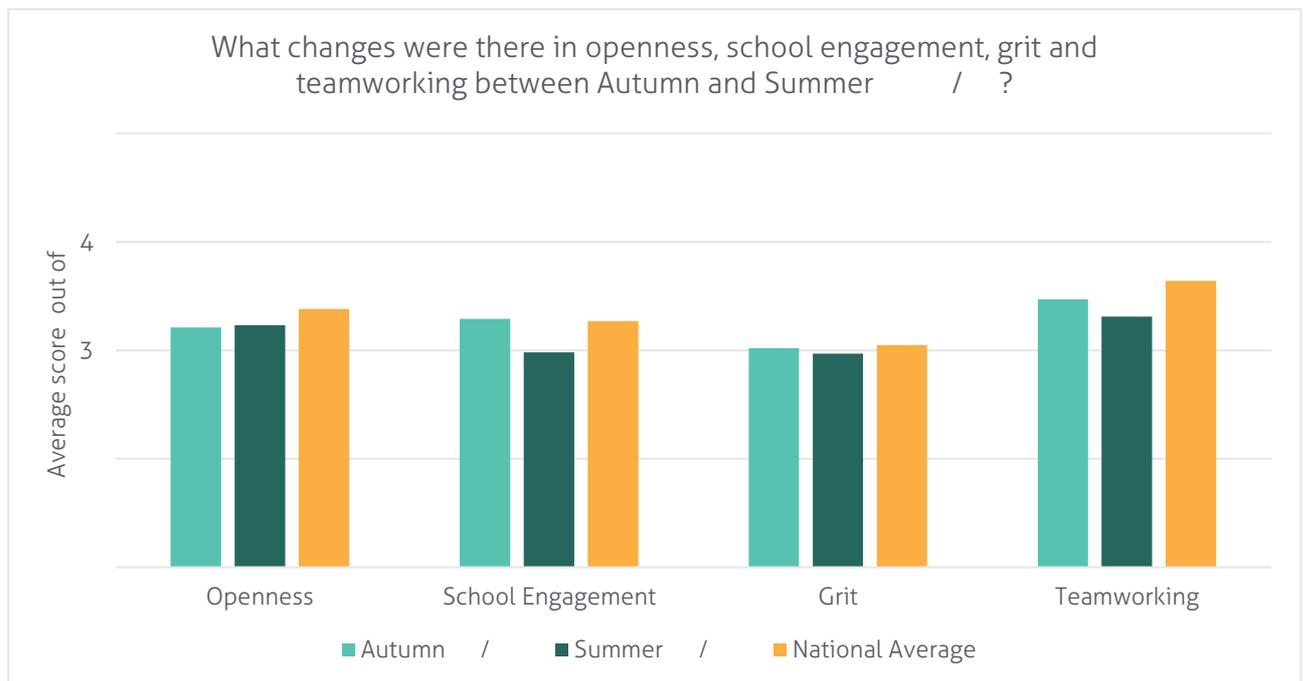
Part 3: Evaluation overview

Core evaluations	Research question	Evaluation methods	No. participants
A: Applied Transitional Learning (Year 7)	What is the impact of ATL on the level of challenges, engagement, and development of future skills in Year 7 pupils across Aspirations academies?	Quantitative survey using academically-validated measures via ImpactEd platform Focus group with Year 7 pupils from across Aspirations accessing the ATL programme	Baseline: 944 Final: 4 Matched: 4 6
B: ATL Assignments (Year 10)	What is the impact of ATL Assignments on the level of challenge, engagement, and development of future skills in Year 10 pupils at Space Studio West London?	Quantitative survey using academically-validated measures via ImpactEd platform Focus group with staff delivering ATL Assignments with Year 10	Baseline: 99 Final: 3 Matched:
C: Aspirations Employability Diploma (Year 12)	What is the impact of the Aspirations Employability Diploma on Year 12 pupils' development of future skills and readiness for the world of work?	Quantitative survey using academically-validated measures via ImpactEd platform, and custom measure co-developed by Aspirations and ImpactEd Focus group with staff delivering the AED with Year 12	Baseline: 3 6 Final: 3 Matched: 8

Evaluation A: Year 7

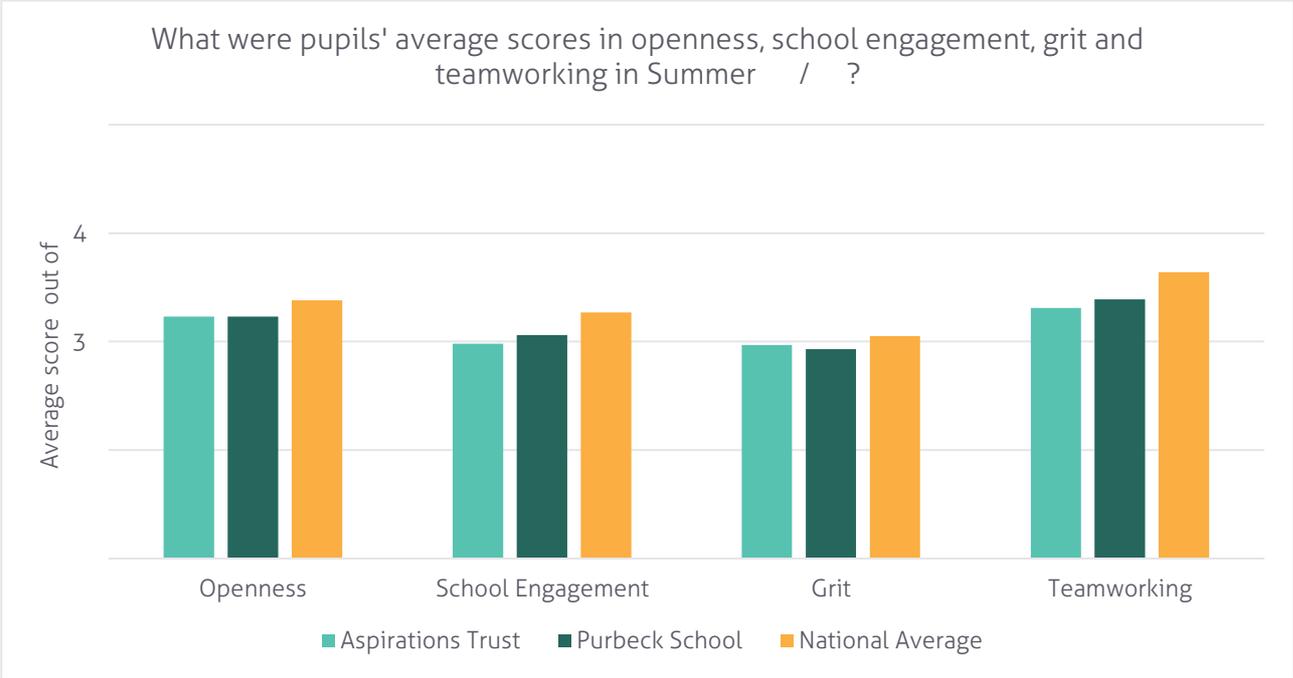
A1.1. ATL: What is the impact of ATL on the level of challenge, engagement, and development of future skills in Year 7 pupils across Aspirations academies?

Outcome	Out of total	Autumn /	Summer /	% change for matched pupils	% variance from national average final
Openness		3.	3. 3	+ .8%	-3.8%
School Engagement		3. 9	.98	- .9%	-7.3%
Grit		3.	.97	- .6%	- . %
Teamworking		3.47	3.3	-3. %	-8.3%



Overall, decreases were seen in three of the four outcome measures between the Autumn and Summer terms of the / academic year. Openness saw a slight increase of .8%, while there was a .9% decrease in school engagement.

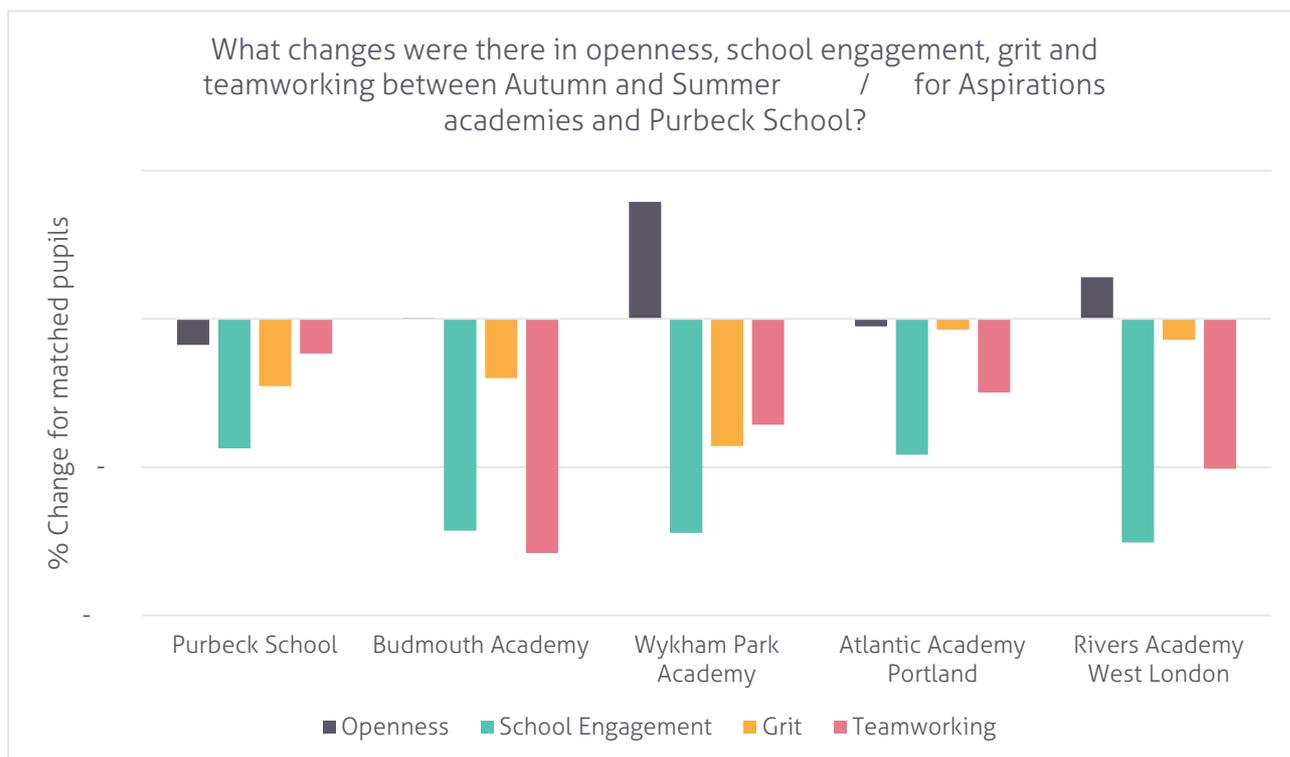
Additionally, all measures were below the national average in the Summer term. School engagement was 7.3% below the national average, while teamworking was 8.3% below. Grit and openness saw slightly lower variances, and were % and 3.8% below national average respectively.



When compared with Purbeck School, which was used as a control school in the research, Aspirations academies saw a slightly higher score in grit, by %, and the same score in openness. Purbeck School saw slightly higher scores in school engagement and teamworking, though both Purbeck School and Aspirations academies were below the national average in all measures.

It is worth noting that out of the 7 Aspirations academies to have completed the baseline survey Park Academy, Budmouth, Wykham Park, Atlantic, Magna, Rivers, Livingstone , only four completed the final survey in the Summer term Budmouth, Wykham Park, Atlantic, Rivers . As such, the sample size from the final survey is smaller than from the baseline, and only the four aforementioned schools will be used in analyses of changes over time.





Wykham Park and Rivers saw positive changes in openness, of 4% and .4% respectively. All other schools, including Purbeck, saw overall decreases in all other measures. School engagement and teamworking were the measures which saw the largest decreases at Budmouth and Rivers. Wykham Park and Purbeck saw comparatively large decreases in grit. **The use of Purbeck as a control suggests that, as decreases were seen in nearly all schools, the changes may have been influenced by other factors outside of the influence of the ATL programme.**

A1.2. What did Year 7 pupils say about the ATL programme?

In the focus group, pupils were very positive about the ATL programme. When asked what impact the ATL programme has had on their learning and development all pupils agreed **that it has really helped them develop their social skills, especially with a view to collaborating with peers who they would not normally interact with.** One pupil from Rivers said "It has really helped me, I can now communicate with lots of other people" whilst another, from Atlantic, said "I used to really shy away from working with others but now I feel more comfortable doing this". All pupils felt that because they work on projects together, they have developed communication skills which enable them to be more confident to talk to a range of people, with one pupil from Rivers noting that ATL "will help me as I grow up and go to college or get a job." **They all agreed that this confidence was spreading into all aspects of their school life and was making them feel "better about themselves."**

The pupils all agreed **that the ATL programme has changed their learning and they find it more fun and engaging.** One pupil from Rivers said that "it makes tasks more interesting because it's more interactive, like we do quizzes and these are fun". Another from Wykham Park stated that he feels the programme means "everyone is having more fun and no one is bored". All the pupils agreed with this statement and can see the impact it is having on their social skills and learning: this is making them more motivated. A pupil from Budmouth said he feels more motivated to work hard because he can "take the skills I am learning to other subjects and am doing better."

The two pupils from Magna needed some support from their teacher to contribute to the discussion but when they did they said they felt happy with the ATL programme especially because they do “lots of art” which they really enjoy, and this has helped them feel more confident in school.

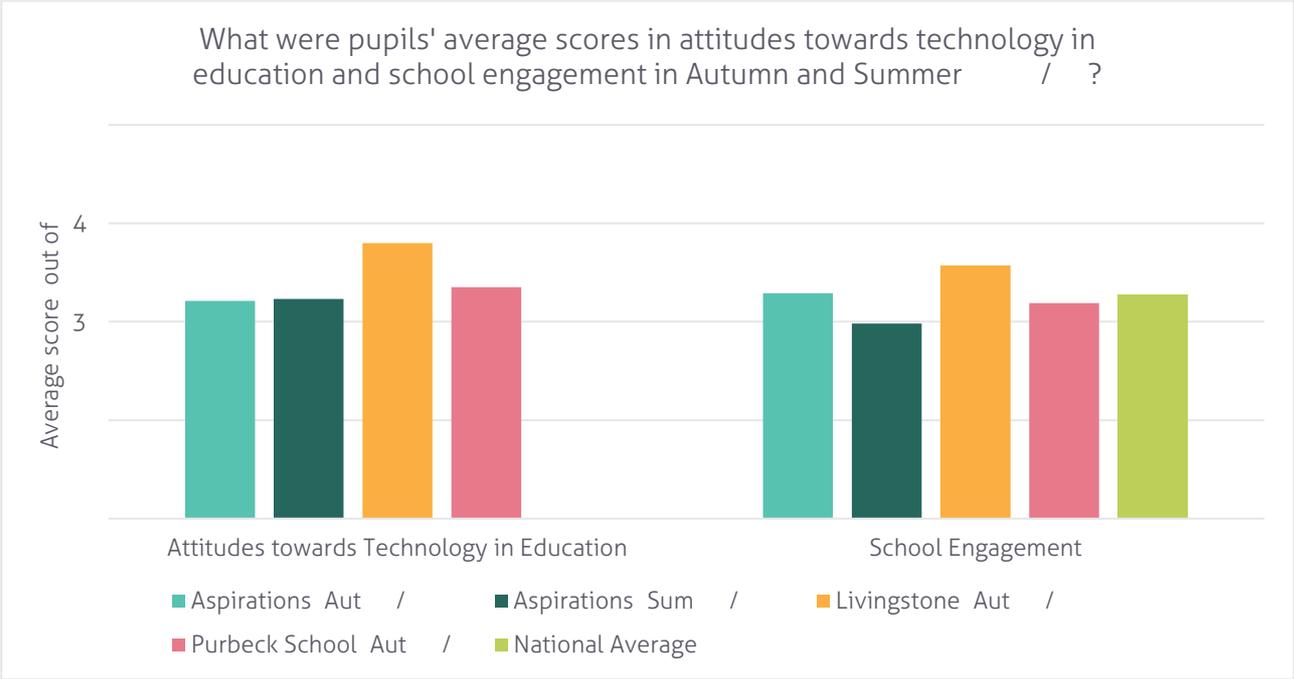
All pupils were able to explain the skills they were learning through the ATL programme, with skills such as **resilience, confidence, social skills, communication and collaboration being mentioned consistently**. They all agreed that the skills they were learning were relevant to them and would help them both now and in the future. The pupil from Atlantic listed these skills and noted that they have really impacted her current school life, but also that she is more confident now about the future as she “no longer shies away from things”. Following this one pupil from Rivers said that he agreed and felt that “these will help me as I grow up and go to college or get a job.”

The focus group emphasised the positive impact the ATL programme is having on developing and embedding the three guiding principles. The pupils have a clear understanding of the ATL programme and what it offers them. All pupils agreed that the programme is helping develop their sense of self-worth by building their confidence, giving them a sense of purpose by providing them with transferable skills which they can see the value in having both now and in the future, and is engaging because they find the projects fun and motivating.



A2.1. Technology in Education: What are pupils' understanding of technology's importance in education and for their future?

In order to investigate Aspirations pupils' attitudes and experiences of the importance of technology in education and for their future, two key measures were used. The first was ImpactEd's measure of school engagement, an academically validated scale that was also being used as part of the ATL evaluation. The second was a custom survey developed by ImpactEd and Livingston Academy Bournemouth LAB which aimed to better understand pupil perceptions on 'how' and 'why' they are using technology as part of their education. LAB did not collect final survey data, so only baseline data collected at LAB in Autumn term 2020/21 is included in the below analysis.



As discussed in the above section, school engagement decreased across the trust between the Autumn and Summer terms of 2020/21. However, attitudes towards technology in education (ATE) remained approximately stable, increasing by 0.3% over the academic year.

When they collected data in the Autumn term, LAB saw higher scores than the trust average in both measures, and were also above the national average in school engagement by 7.3%. LAB also saw higher scores than Purbeck School, the control, by 0.3% and 9.1%, in ATE and school engagement respectively.

The data suggests that LAB's approach to technology in education may be positively related to higher school engagement and more positive pupil attitudes towards the role of technology in education and for their futures. However, further data would need to be collected in order to validate these conclusions.

A3.1. Rivers Space Graduates: What is the impact of the Space Graduates programme at Rivers Academy?

9 pupils who completed the final survey at Rivers Academy indicated that they had taken part in the Space Graduates programme.

Overwhelmingly, pupils said that the **best thing about the Space Graduates programme was the practical elements and experiments**. Pupils reflected on being able to be creative and develop a range of skills “whilst having fun”, with one pupil noting that “these experiments give me joy and teamworking skills as well”.

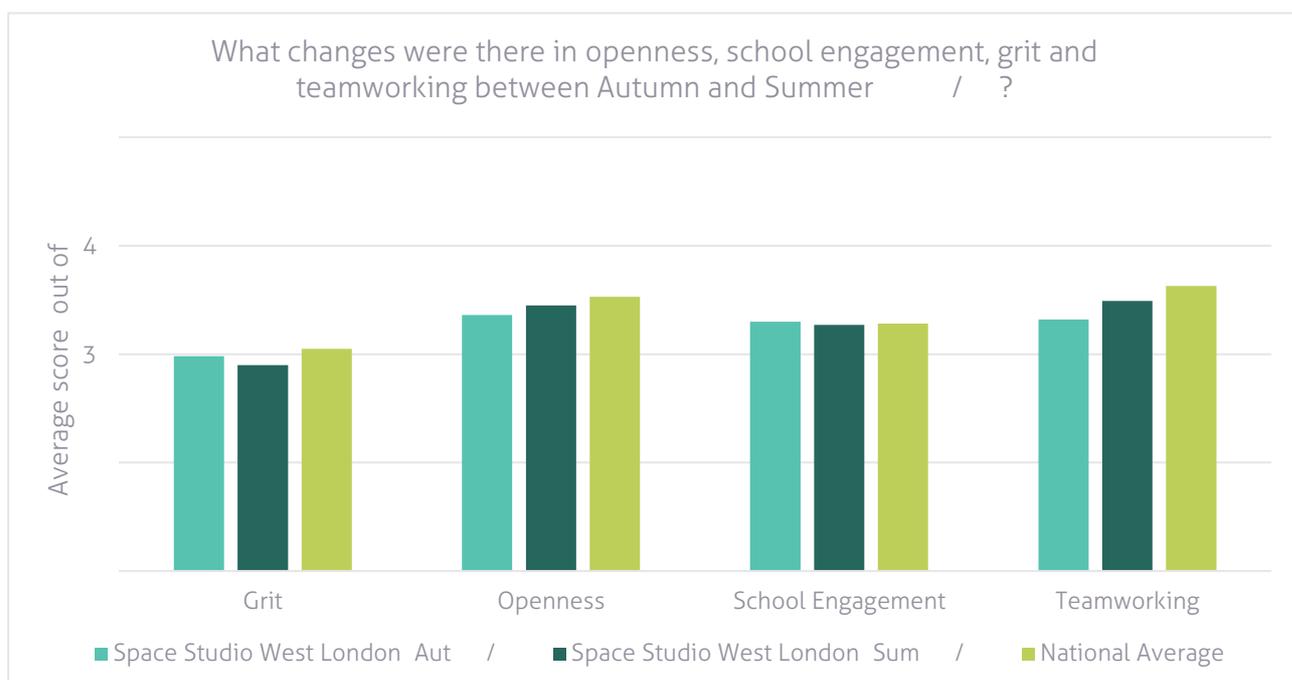
When asked what could be improved about the Space Graduates programme, several responses focused doing “more experiments”, “more building things” and “improv[ing] the amount of times I go to Space Studio”.



Evaluation B: Year 10

B1.1 ATL Assignments: What is the impact of ATL Assignments on the level of challenge, engagement and development of future skills in Year 10 pupils at Space Studio West London?

Outcome	Out of total	Autumn /	Summer /	% change for matched pupils	% variance from national average final
Grit		3.4	3.9	+14.7%	+3.8%
Openness		3.4	3.4	0%	0%
School Engagement		3.0	3.7	+23.3%	+3.3%
Teamworking		3.3	3.49	+5.5%	-3.1%



There were broadly positive changes in outcomes measured at SSWL, with all measures except for school engagement remaining stable or increasing. Teamworking showed the greatest improvement, increasing by 8.3% between the Autumn and Summer terms, bringing pupils' final scores to 3.1% below the national average. Openness increased by 0.3% and was 0% higher than the national average in the Summer term. Although school engagement decreased slightly, as it had done across the trust for Year 7 pupils, school engagement in Year 10 pupils at SSWL was broadly in line with the national average.

B1.2 What did Year 10 staff at SSWL say about ATL Assignments?

ImpactEd carried out semi-structured interviews with members of staff delivering ATL Assignments at SSWL. All participants agreed that the programme was “entirely based around” the three guiding principles of Aspirations, and that each project is focussed on developing those skills. When asked which skill they feel the programme develops the most, participants agreed that this was dependent on the individual pupil. However, when the school have surveyed parents and carers, they typically say that **the biggest impact of the programme is on their children’s confidence**, particularly speaking in front of other people. One participant noted that **“the first time they do presentations [the pupils] are super nervous, but by the end they’re brilliant”**.

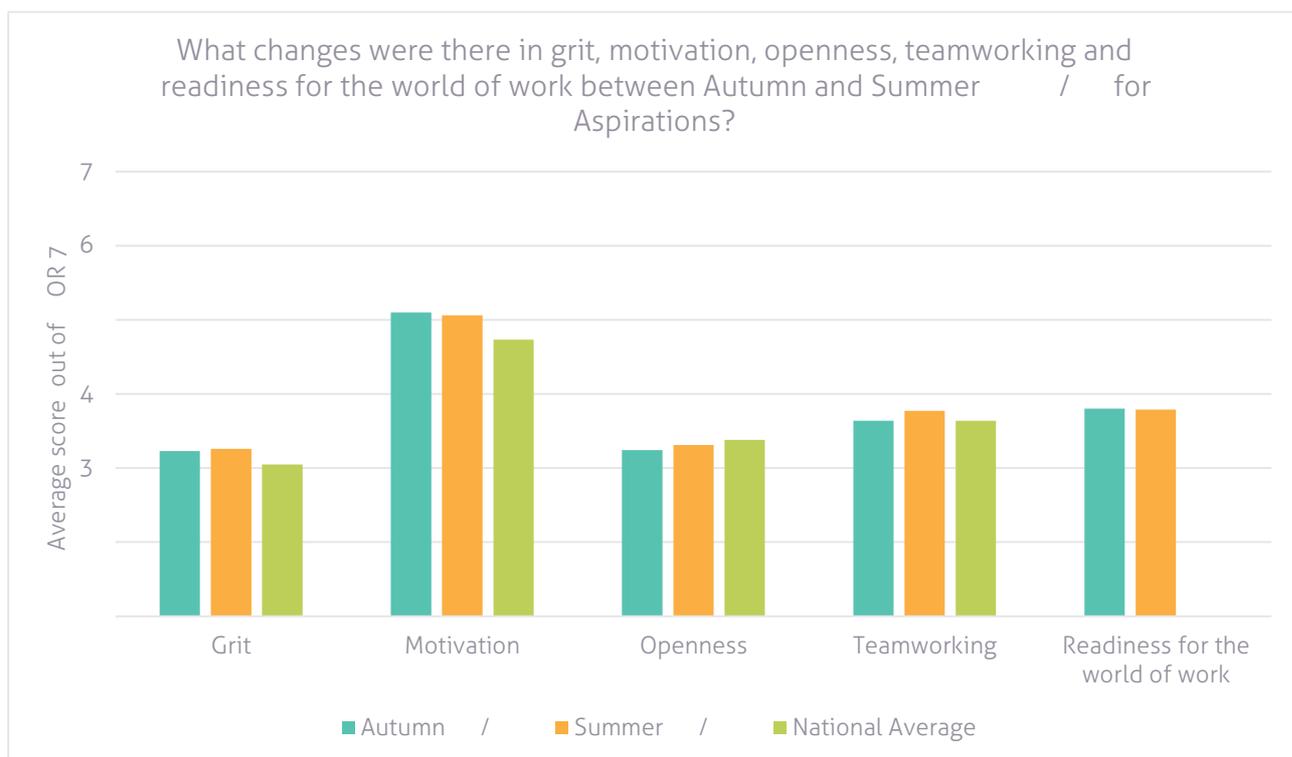
Staff noted that a range of additional, sometimes “hidden”, skills are developed through ATL assignments, such as pupils’ research skills and their use of English, which is developed through report-writing. Pupils’ motor skills were also noted as an important, but not often discussed, benefit of the programme, which are developed through the use of different equipment and materials.

As with any group-based activity, certain challenges are posed with some pupils “blending into the background” in the building elements of the project. Efforts have been made to overcome these challenges, such as ensuring each pupil is responsible for an element of the project, though staff agreed that there was still work to be done, particularly with their current cohort of pupils, who have been notably impacted by the Covid- 9 pandemic and months of learning from home.

Evaluation C: Year 12

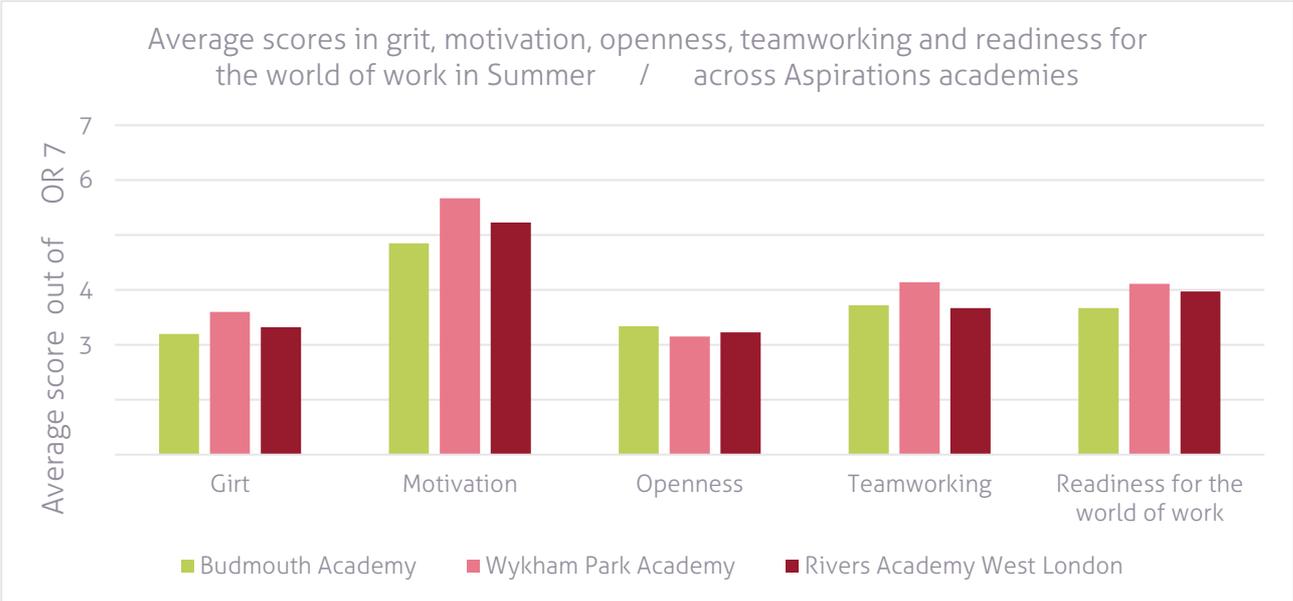
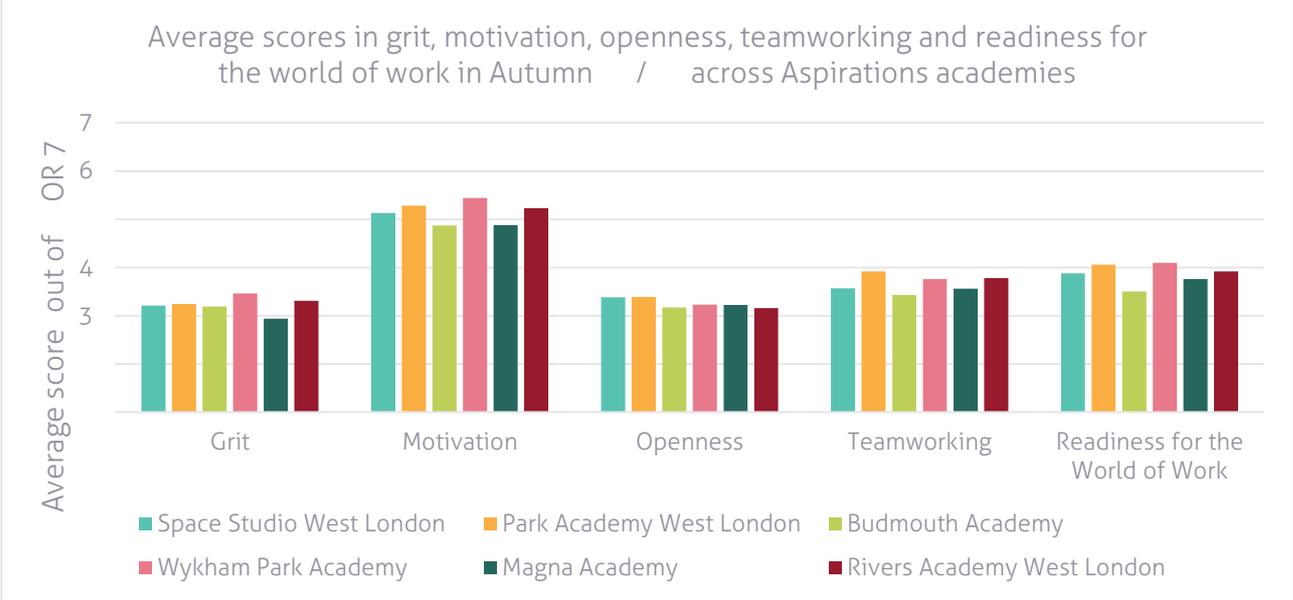
C1.1. AED: What is the impact of The AED on Year 12 pupils' development of future skills and readiness for the world of work?

Outcome	Out of total	Autumn /	Summer /	% change for matched pupils	% variance from national average final
Grit		3.3	3.6	+ .9%	+ .3%
Motivation	7	3.6	3.66	+ .6%	+ .1%
Openness		3.4	3.3	+ .9%	- .8%
Teamworking		3.64	3.77	+ .6%	+3.3%
Readiness for the world of work		3.8	3.79	+ .6%	N/A



There were positive changes in all measures between the Autumn and Summer terms of / , and nearly all were higher than the national average by the end of the academic year. The largest change was seen in teamworking, which increased by .6% and was 3.3% higher than the national average. Motivation increased by a comparatively small .6% over the year, yet was .1% higher than the national average. Although openness increased by .9% it was the only measure that was below the national average in the Summer term, though only by .8%.

The custom measure to assess pupils' readiness for the world of work, developed collaboratively by Aspirations and ImpactEd, saw a .6% increase over the academic year. Note that motivation is the only measure which is scored out of 7, rather than 5. **When viewed holistically alongside the findings from Year 7 and Year 8, these positive results in Year 9 go some way to showing the long-term positive impact of project-based learning at Aspirations, as pupils progress throughout their time at school.**



The above two graphs show the variation in measures across Aspirations academies engaged in the AED programme. Three academies completed the final survey. In both the baseline and final surveys, Wykham Park saw comparatively high scores, while Budmouth and Magna saw comparatively low scores across the academies. Despite their scores, Budmouth saw notable increases in all measures over the year, particularly in teamworking which saw an 8. % increase. **Openness and readiness of the world of work also saw large increases, of . % and . % respectively.**

C1.2 What did staff say about the AED programme?

Staff delivering the AED programme across the six academies agreed on **the impact of the programme on pupils' self-worth, and developing skills that will "set them apart"**. Staff agreed that the programme was effective in supporting "students [to get to] know themselves and the type of adult they're working towards being". Particular elements of the programme that were noted as having the greatest impact on pupils were the **opportunities for pupils to talk with employers, and doing presentations**. One staff member commented that the "students grow so much in confidence just by doing the presentations. At the start they were so nervous, carrying around their flashcards, but they've learnt how to communicate with people...they know it's something important for their future".

In terms of preparing pupils for the world of work, staff agreed that the programme has been "really supportive with getting kids to consider their career choices". One staff member noted that there isn't always immediate pupil engagement with the programme, and that some pupils struggle initially seeing its value and purpose, particularly when they feel under pressure with their A-level subjects. However, they noted that **"the telling thing for me is that every single student that applied to university [this year] referred to the AED in their personal statement"**.

When asked about the perceived barriers to the AED programme realising its full impact, responses from staff were varied. One staff member noted that the "repetitiveness of the projects" was a challenge for their pupils, and that some "lose interest after the second or third project". Others noted that the assessment grid was sometimes hard for pupils to grasp, and occasionally equally hard for staff to explain. While all staff agreed that the syllabus provided was "excellent", most agreed that they would benefit from more "usable resources" to accompany it. All staff agreed that both the AED programme, and themselves as AED leads, would benefit from more opportunities for collaboration, and a more standardised approach to the delivery of the programme.



Part 4: Supporting Documents

4.1 Data collection and analysis

How robust is the data at this stage?

Large sample sizes were obtained across all three evaluations, though sample sizes vary between baseline and final data collection points, as there were notable gaps in final survey data from certain schools.

How was the data analysed?

Quantitative analysis

The following tests and statistical models were used to analyse the data:

- ◆ Mean comparison tests

Qualitative analysis

- ◆ Thematic analyses of focus groups and semi-structured interviews.

To learn more about the analysis we employed to produce this report, please speak to your partnership manager.



4.2 Using the ImpactEd Platform Reports

The screenshot shows the ImpactEd Reports interface. On the left is a navigation menu with items: Dashboard, Reports, Evaluations, Pupils, Staff, Data Management, and Support. The main content area is titled 'Reports' and includes a 'Select Evaluation' dropdown menu currently set to 'The Inspire Programme'. Below this, there are two more dropdown menus: 'All pupils' and 'Pupil premium', with the text 'compared with' between them. A 'Hide all graphs' button is located on the right side of the report header. The main report content displays 'Team Working >>' with a 'Baseline' score of 3.78 (for 14 pupils, +1.25 from national average) and a 'Final' score of 3.82 (for 13 pupils, +3.32 from national average). An 'Overall change' of 0.3% (downward arrow) is shown for 13 pupils with baseline & final. A 'Results breakdown' button is also visible. Three callout boxes provide instructions: one pointing to the 'All pupils' dropdown, one pointing to the 'The Inspire Programme' dropdown, and one pointing to the 'Hide all graphs' button.

You can use the drop downs here to compare across different subgroups, including PP, SEND, gender, year group etc.

Select the evaluation you are interested in by clicking this drop down

If you scroll to the bottom of the reporting page, you can download responses in an Excel spreadsheet which also contains a heatmap highlighting low and high scores

Click 'Show all graphs' to see the graphs for all measures in your evaluation

The graph is comparing baseline and final scores for motivation and comparing the scores for Pupil Premium and non-Pupil Premium against all pupils who took part

If you click on 'Results Breakdown' you can access individual scores and responses for each pupil

Results breakdown

Team Working >>
MONITORING

Baseline
24 pupils

3.78 / 5

+0.26 from national average

Final
23 pupils

3.82 / 5

+0.30 from national average

Overall change

For 18 pupils with baseline & final

0.3% ↓



This number shows how far away the average score is from our national average, which is based on over 100'000 responses to our academically validated questionnaires

This shows the percentage change over time for those pupils who complete **both** baseline and final assessments

4.3 About ImpactEd

ImpactEd

ImpactEd is a non-profit organisation that exists to improve pupil outcomes and life chances by addressing the evaluation deficit. We support schools to reliably understand the impact of the programmes they run.

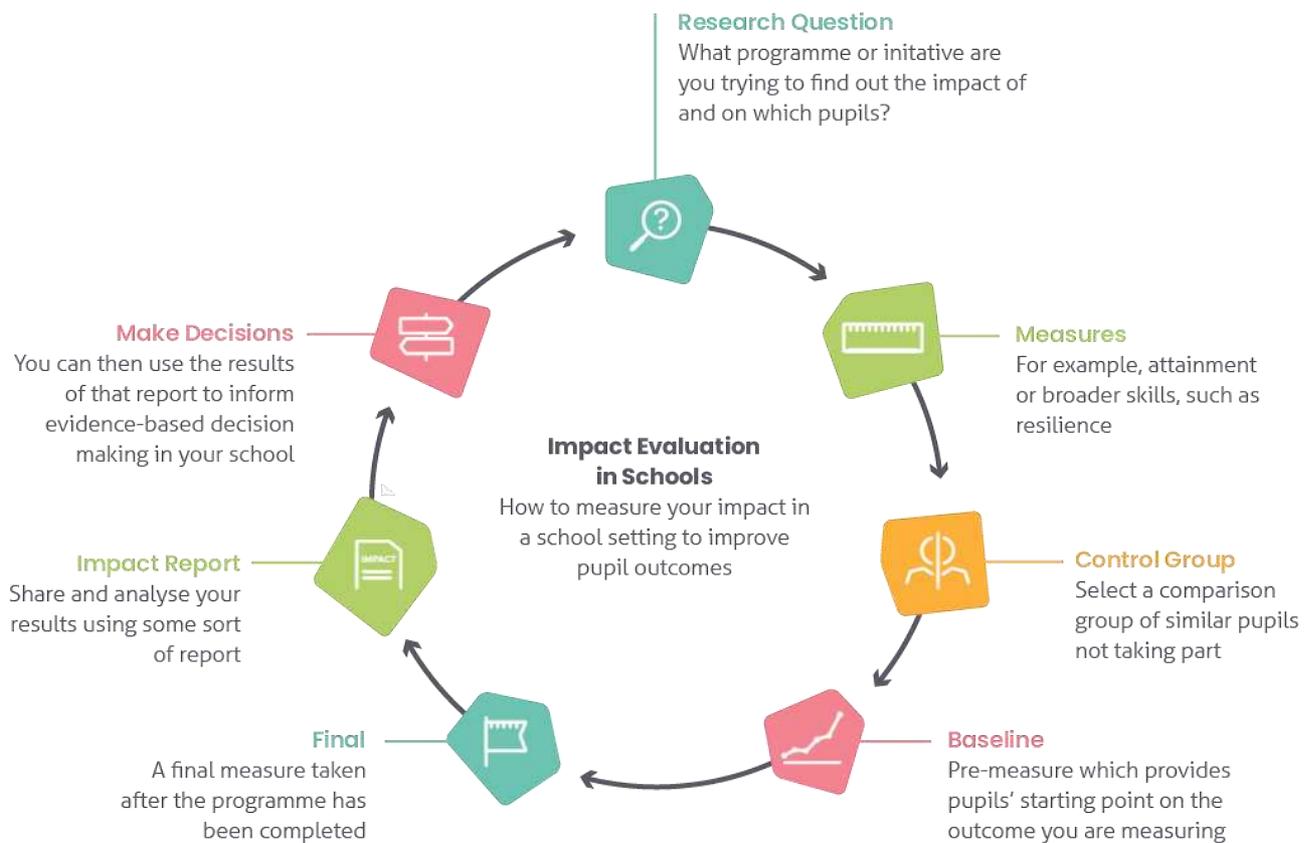
We do this through **partnership** to build capacity for research and evaluation, and our digital **platform** which makes monitoring and evaluation easy for schools.

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

Our Approach

Impact evaluation can help guide decision making, informing your decisions on whether to expand, modify, or stop doing a programme or initiative. Alongside this, they can support your school to improve outcomes for pupils, by feeding into school development plans and helping you prioritise those activities making the biggest difference.

Over the last year, Aspirations Academies Trust has worked in partnership with us to design, implement and evaluate the impact of the programmes and interventions they run.



4.4 Glossary

Evaluation terminology

Academic attainment

This refers to test scores in academic subjects such as maths, science, English etc. Some evaluations will compare pupils' attainment in tests for these subjects at the start (baseline) and end (final) of an evaluation to see whether they have made progress over time.

Academically validated measures

These are scales to measure non-cognitive skills linked to academic achievement and long-term life outcomes that have been developed and peer reviewed by academic researchers within the fields of education and psychology. These have been developed to ensure:

1. Predictive validity. These skills have been shown to be closely related to desirable life outcomes such as educational achievement, employability and earnings potential, or long-term health and life satisfaction. In psychometrics, predictive validity is the extent to which a score on a scale or test predicts scores on some criterion measure. For example, the validity of a cognitive test for job performance is the correlation between test scores and, say, supervisor performance ratings.
2. Construct validity. The measure tests for the skill that it says it does, as defined in the literature.
3. Test-retest validity. The results stay the same when tests are repeated.

Baseline

The initial assessment of pupils' attainment or non-cognitive skills, at the start of an evaluation.

Change over time

The difference between a pupil's baseline result and their final result, either for attainment or non-cognitive skills. This indicates progress made during participation in the programme. This will begin to indicate whether the programme has had an impact on pupils, though we must also account for other factors that could lead to this change, which is why we recommend the use of control groups and qualitative analysis.

Control Group

A control group is composed of students who do not participate in the programme and who closely resemble the pupils who take part in the programme in attainment and demographic traits. It is used to get an indication of whether a change in results over the course of the programme can likely be attributable to the programme itself, or whether results were likely to change over time in any case. Also known as a comparison group.

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.

Evaluation Group(s)

An evaluation will either cover one specific group of pupils, who all participate in the programme e.g. a new programme trialled in one class, or an intervention with one small group . Or, the evaluation may cover multiple evaluation groups e.g. as several small-group interventions, or with multiple classes carrying out the same programme . In the case of multiple evaluation groups, it can be useful to compare the outcomes for different groups to build up a stronger data set, as well as to compare differences in implementation to see whether this has an effect on results.

Final

The final assessment of pupils' attainment or non-cognitive skills at the end of an evaluation.

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.

Non-cognitive skills

The term 'non-cognitive skills' refers to a set of attitudes, behaviours, and strategies that are thought to underpin success in school and at work, such as motivation, perseverance, and self-control. They are usually contrasted with the 'hard skills' of cognitive ability in areas such as literacy and numeracy, which are measured by academic tests.

Outcomes

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

Participating pupils

The group of pupils participating in the evaluation, and not forming part of a control group.

Programme

This could be any intervention, project or programme run in school with the aim of improving pupil outcomes or life chances. ImpactEd works with schools to build evaluations of their programmes in order to better understand whether they are having their intended impact.

Skills measures

We use a set of academically validated skills measures to assess pupils' non-cognitive skills. See Our Metrics, below, for details of each measure we use.

Subgroups

When comparing impact across a group of pupils participating in an evaluation, we usually divide this into sub-groups to identify how trends varied across the sample. This supports teachers to identify pupils that need additional support, as well as those who may particularly benefit from the programme. These sub-groups may be demographic, for example covering EAL pupils, Pupil Premium Pupils, boys/girls, LAC pupils. They may be age sub-groups, for example comparing year groups or Key Stages. Or they may cover different schools within a trust.

Statistical analysis terminology

Statistically significant

A result, or change from the baseline, is described as having statistical significance, or being statistically significant, if it is unlikely to be due to random chance.

For example, if we say that maths results increased by 3 % after participation in an intervention, and that this change was statistically significant, this means that we are confident that this change is unlikely to be due to random chance, and therefore can likely be attributed to participation in the intervention.

P Value

A p-value is a measure of the probability that an observed difference could have occurred just by random chance. The lower the p-value, the greater the statistical significance of the observed difference. Typically, a p-value of $\leq .05$ indicates that the change was statistically significant. A p-value higher than $.05 > .05$ is not statistically significant and indicates strong evidence for the null hypothesis, i.e. that an observed difference is due to random chance.

Education terminology

EAL

Pupils with English as an Additional Language (EAL) refers to learners whose first language is not English.

LAC

Looked After Children (LAC) are children who have been in the care of their local authority for more than 4 hours. Looked after children are also often referred to as children in care.

Pupil Premium (PP)

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve. Whether a child is eligible for Pupil Premium funding is often used by schools as an indicator of disadvantage.

SEND

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support; this is usually shortened to SEND.

Measures for social and emotional skills

The self-report measures available on the ImpactEd platform are academically validated questionnaires for measuring 'non-cognitive' skills that have the biggest impact on pupil life chances and outcomes.

Anxiety

Anxiety is a feeling of worry or fear that is experienced as a combination of physical sensations, thoughts or feelings. Feelings of anxiety are associated with significant negative outcomes, including impaired academic, social and health functioning (Reardon & Spence, 2018).

Conscientiousness

Conscientiousness is 'the tendency to be organized, responsible, and hardworking' (Almlund et al., 2011). It is linked to attainment and skills such as grit and persistence. A student with a high level of conscientiousness is not easily distracted from their goal, demonstrates perseverance and is willing to delay gratification for the sake of achieving an objective.

Extraversion

Extraversion is a measure of pupils' engagement with the outside world, normally associated with confidence and assertion in discussions. Extraverts tend to enjoy interacting with others, and extraversion is often related to enthusiasm, sociability and ambition. It is strongly related with wages in adult life and some measures of academic progression.

Goal orientation

Goal orientation is defined as an individual's motivation and ability to make viable plans, set targets and objectives, and take action towards desired goals. Pupils with a high level of goal orientation tend to be more cognitively engaged and misbehave less than their peers with lower levels of goal orientation (Roeser et al., 2000).

Growth mindset

Growth mindset is a belief that your skills and intelligence are things that you can develop through effort. Pupils with a greater level of growth mindset will tend to embrace challenge and judge success by being about how much they stretch themselves, not just what they achieve (Dweck, 2008). In some studies, possessing a growth mindset has been found to be a strong predictor of achievement, comparable to that of the impact of family income. Claro et al., (2016), although recent work has shown more modest effects (Foliano et al., 2019).

ImpactEd Covid Learning Index

Learning resilience in relation to factors affected by Covid-19. At ImpactEd, we conducted thorough research to build a measure which provides an overall indicator of pupils' learning resilience in relation to factors which are likely to be affected by the Covid-19 pandemic. The tool is compiled using statements from existing validated measures, such as Liem & Martin's multidimensional conceptual framework of the cognitive and behavioural components of motivation and engagement (2010) and Fuller's self-report instrument (2007) for measuring student engagement.

Metacognition

Metacognition means 'thinking about thinking': pupils' ability to think explicitly about their own learning (Flavell, 1979; Higgins et al., 2006). It is strongly associated with academic progress and improves other skills required for learning, such as critical thinking. Metacognition enables pupils to develop strategies to plan, monitor, and evaluate their learning.

Motivation

Motivation is what causes an individual to want to do one thing, and not another. Intrinsic motivation relates to pupils' inherent enjoyment or interest in a task. Intrinsic motivation has positive effects on academic performance, encouraging high-quality learning and creativity (Gutman & Schoon, 2013; Vallerand, 1997). Teaching which is focused on intrinsic goals as opposed to extrinsic goals improves test performance across all age groups (Vansteenkiste et al., 2004).

Openness

Openness is the tendency to be open to new academic, cultural, or intellectual experiences. In pupils it is associated with the motivation to engage in self-examination, and relates to both academic performance and wellbeing.

Resilience

Resilience is defined as perseverance and passion for long-term goals, with an emphasis on the long-term. Pupils with high levels of grit and resilience may work persistently over years to achieve goals despite experiencing setbacks. Resilience has been related to life outcomes including higher earnings and fewer career changes (Duckworth and Quinn, 2009).

School engagement

School engagement measures pupils' behavioural, emotional and cognitive engagement with school. Higher levels of school engagement are associated with greater resilience and academic performance. Glanville Wildhagen, 6

Self-efficacy

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 3, DeWitz et. al. 9 .

Test anxiety

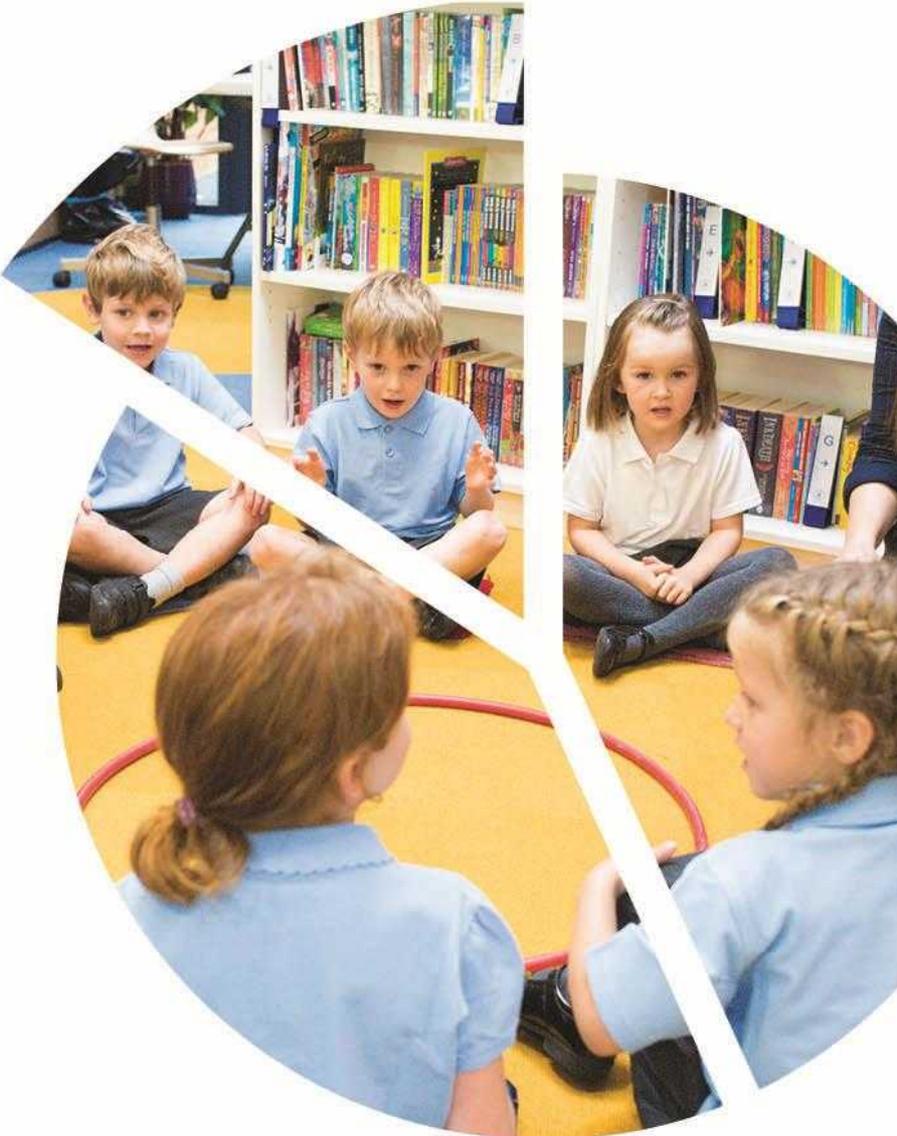
Test anxiety is concerned with pupils' emotional responses to tests Pintrich and De Groot, 99 . Greater levels of test anxiety can result in worse performance in exams, but may in some situations be linked to increased motivation and self-regulation.

Teamwork

Teamwork is defined as a young person's perceived ability to collaborate and work with others to achieve a common goal in a group or team context Anderson-Butcher et al., 4 . It is often particularly associated with capacity to engage in collaborative learning and work well in groups. Life skills such as teamwork are protective factors that predict healthy outcomes for young people and are highly relied upon within professional fields such as medicine, education, business and engineering Newman et al., 4 .

Wellbeing

Wellbeing refers to a state in which individuals thrive and flourish, including contentment and overall sense of purpose as well as day-to-day happiness. Huppert, Baylis, Keverne, 4 .



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

