



Experience Warwick Annual Report

2023 – 2024

EXPERIENCE WARWICK

Contents

1. Executive Summary	2
2. Experience Warwick Overview	2
3. Experience Warwick Partnership Launch	4
4. Primary School Events and Activities	5
5. Secondary School Events and Activities	9
6. Experience Warwick Post 16	20
7. Experience Warwick Careers Fairs	21
8. Collaborative Events	21
9. Teacher CPD	24
10. Evaluation	24
11. Recommendations	25
12. Appendix	27

1. Executive Summary

The Widening Participation (WP) team supports young people's achievements and aspirations, with the aim of contributing towards improving social mobility. The Experience Warwick Partnership offers bespoke activities for targeted primary and secondary schools in Coventry and Warwickshire, building and maintaining strong relationships to improve impact, reputation and visibility of the university.

The Experience Warwick programme is a sustained programme of activity ensuring long term engagement to inspire and support the aspirations of young people to raise their expectations about what they can achieve in the future, support them in making an informed choice, provide a positive experience of higher education and increase their confidence and sense of belonging.

This annual report focuses on the Experience Warwick primary and secondary school provision, providing an overview of the aims and objectives of the programme, activities and events delivered in the academic year 2023/24, engagement and attendance at events, evaluation highlights and recommendations for the forthcoming year.

During the 2023/24 academic year the Experience Warwick Team organised and delivered 20 events for primary schools and 30 on campus events for secondary school pupils from 17 target primary and secondary schools in Coventry and Warwickshire, engaging over 2550 pupils. The partnership and programme of activities has been extensively developed during this academic year and designed in collaboration with schools and key stakeholders, evolving quickly into an impactful sustained programme of engagement with these local schools. Each activity has a bespoke focus aligned to each specific year group, with a focus on 4 key outcomes a) attitudes and identity b) aspirations and expectations c) knowledge and skills and d) attainment.

Following a very successful first year of the partnership we have reviewed the successes, challenges and the feedback received from all stakeholders. As recommendations we propose to limit the number of pupils from each target school to reduce the overall number of events across the academic year to ensure we can track and monitor the students in a more robust way. In addition, we plan to streamline the booking process and collection of consent and baseline data through data sharing agreements and online systems. We also intend to use this year's data on knowledge gaps, mainly qualifications and grades needed for university study, range of courses you can study at university, to inform the event planning for 2024/25. As a team we plan to revisit Theories of Change for each aspect of the programme, considering new evidence and reflecting on evaluation of 2023-24 activities. We are also considering expanding the Key Stage 2 offer by running a large event for primary schools, whereby up to 15 selected pupils attend from nine high priority primary schools. We also plan to explore opportunities for collaboration and avoid duplication by liaising with colleagues from across the University through the Local Schools Engagement Group.

2. Experience Warwick Overview

a) The Experience Warwick Partnership

The Experience Warwick partnership offers a variety of in-school and on campus activities for local state schools in Coventry and Warwickshire aiming to inspire and inform local young people from disadvantaged backgrounds to progress to higher education (HE). The partnership provides information, advice and guidance, in addition to exciting opportunities to enable learners to make informed decisions at key milestones throughout their educational journey. Our activities are tailored to understand the needs of local schools and support the progression of learners whose peers and family have limited knowledge or experience of HE.

In collaboration with schools, we have created a bespoke sustained programme of activity, where each year group is invited to work with the University of Warwick on a variety of different events. The aim is that we have long term engagement with the same targeted students from Year 5 through to Year 13, selected from high priority schools. These activities will include campus visits, academic subject taster sessions, in school mentoring and opportunities for students to learn about the next steps from Year 11 onwards. The programme of activities align closely to the Gatsby Benchmarks and objectives and outcomes are evidenced and evaluated through a Theory of Change model.

b) Experience Warwick aims

- To create a regional partnership between widening participation (WP) targeted schools in Coventry & Warwickshire and the University of Warwick.
- To provide regional leadership to ensure access and participation in HE is championed, and collaborative efforts are aligned with regional priorities.
- To influence, inspire and provide support to local young people to progress to higher education.
- To provide schools with key contacts at the University of Warwick to ensure regular contact and updates.

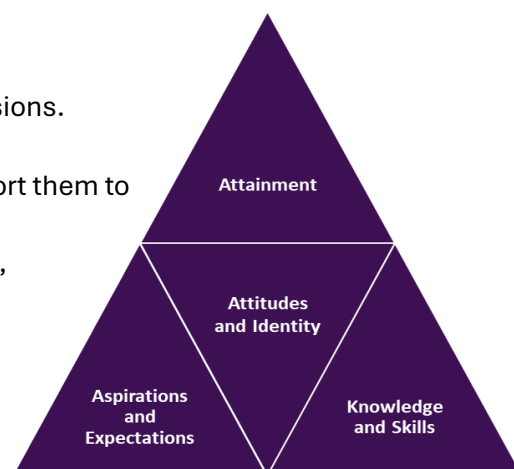
School focused objectives

- Provide support to teachers through relevant provision and CPD.
- Improve impact and relevance of the role of the university to targeted schools.
- Creating a collaborative network between local schools.
- Create a collaborative dialogue between the university and individual schools to support them in fulfilling their Gatsby Benchmark priorities.

Pupil focused objectives

- Support the aspirations of young people in making future decisions.
- Support with raising attainment of young people.
- Encourage young people to think about their futures and support them to make informed choices.
- Support young people to develop their resilience and key skills, thereby increasing their self-confidence.
- Provide a positive experience of higher education.

This diagram shows the overall intended outcomes of the Experience Warwick Programme



c) Targeting Criteria

A range of measures are considered when selecting schools or young people to participate for Experience Warwick Partnership activity.

School eligibility for the Partnership

We work with state schools and prioritise those that have a large proportion of pupils from low socio-economic backgrounds and those who come from neighbourhoods where there is low progression to higher education. We also select the primary schools where pupils continue their education in one of our partner secondary schools.

For a school to be eligible for the Experience Warwick Partnership, it must meet the following criteria:

- Situated within Coventry or Warwickshire local authority

- Over 30% of students claiming Free School Meals
- Over 20% of POLAR 4 Quintile 1 Students
- Over 20% of IMD Quintile 1-2 students (Index of Multiple Deprivation)
- Less than 60% of students reaching expected standards in reading, writing and maths (combined) at the end of key stage 2 (Primary School eligibility)
- Have a named co-ordinator who is willing to oversee partnership activities

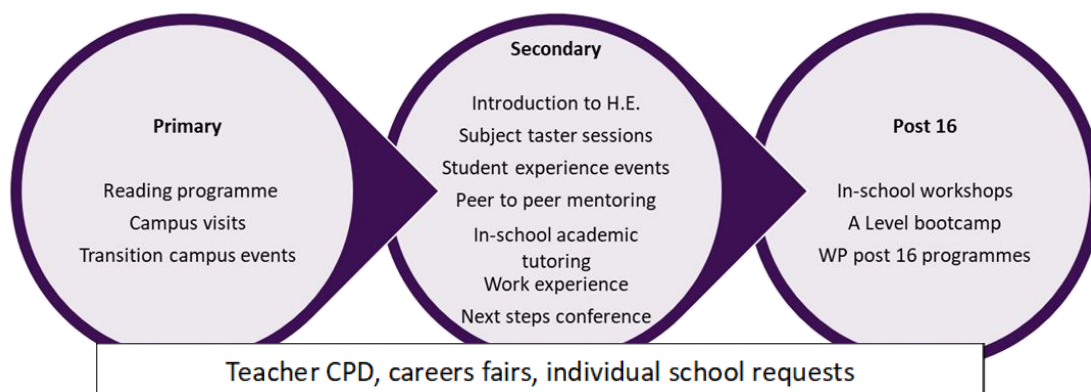
Student eligibility for Experience Warwick activities

For Experience Warwick activities, priority is given to pupils meeting at least one of the following criteria:

- In receipt of (or eligible for) free school meals
- In receipt of discretionary means tested payments or eligible for pupil premium
- Living or has lived in local authority care
- Living in a low participation neighbourhood
- No parental history of higher education
- Has caring responsibilities (young carer)
- Asylum seeker or refugee

d) Experience Warwick Core Programme

The core programme was established in consultation with senior leaders and careers leads from Experience Warwick schools in Coventry and Warwickshire as well as many internal contributors and the WP team.



3. Experience Warwick Partnership Launch

The launch event, which took place at Cryfield Pavilion, on 5th December 2023 marked the official launch of the partnership. During the event there were insightful talks from Paul Blagburn, Head of Widening Participation on the importance of partnership working and setting the context of widening participation. The Experience Warwick team also provided an overview of the aims and objectives, as well as the impactful programme of activity that lies ahead.



Schools were formally recognised with a partnership plaque to display in school and had the opportunity to network with a variety of internal partners including Warwick Arts Centre, WMG, Student Funding and Esports.

Alex Parsons-Moore, Director of Achievement at Nicholas Chamberlaine School said, “the key takeaway from today’s event is that there are a great range of opportunities for our students and a real desire to assist them at a far earlier point, in a more targeted way.”

4. Primary events and activities

a) Expansion of Experience Warwick Partnership to include Primary schools

During the autumn term, the Experience Warwick Partnership expanded to include two primary schools: Wembrook Primary School and Keresley Newland Primary Academy. Schools were identified through analysing data, knowledge of primary feeders and the local area, and through having built relationships with key staff. These schools also showed a commitment towards the partnership.

b) Campus visits and school sessions

Ten primary campus visits for 13 schools took place during the 2023-24 academic year, and four sessions were delivered in primary schools. The total number of pupils who participated in these activities is 369. Assemblies were delivered to key stage 2 pupils in two schools and were attended by 540 pupils.

Each event was tailored to the needs of the school and included a wide range of workshops and activities led by academic staff and students. Examples of subjects included are Philosophy, Physics, Engineering, Classics, Astrophysics and Computer Science, bespoke activities were also created to meet the needs of the schools. The expertise from colleagues in NAIC, Bosch and Tata Motors contributed towards successful outcomes.

c) University Explorers

University Explorers is a programme for looked after children in Year 6 (age 10-11) which intends to support their educational progression, help them to develop a peer network, build confidence and resilience and help them recognise their potential. By targeting looked after children in Year 6, the project is also well-placed to support children with transition to secondary school. The programme is a collaboration between the University and the Virtual Schools in Coventry and Warwickshire. In 2024, thirteen pupils attended this multi-day programme.

Aims of University Explorers:

- To introduce Higher Education
- To offer young people the opportunity to stretch and challenge themselves
- To provide a supportive and positive environment
- To deliver a positive feedback and self-reflection model to support participants
- To develop a range of key transferable skills, including communication and teamwork
- To have fun and experience a positive interaction with education



Content of the programme

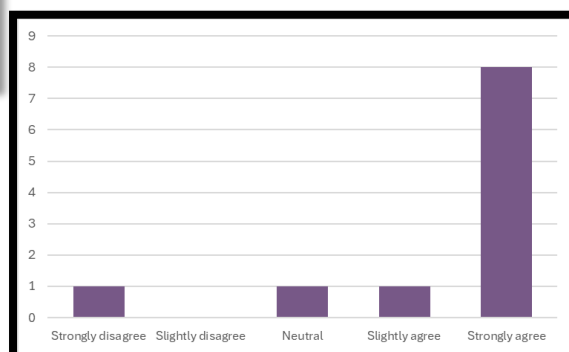
This year, the programme took place over three days on campus at the University of Warwick in April and May. During each visit, children had the opportunity to explore campus and work with current university students. They experienced a sport session, academic workshops on Philosophy and Politics, a creative workshop in Warwick Arts Centre and activities and learned about student life. They were supported throughout by WP staff and a team of trained student ambassadors. During the final day of the programme, a celebration took place, which was well attended by parents and carers.

Evaluation highlights

Participants used journals each week to reflect on their experiences. They completed questionnaires at the end of the programme to gather information about their attitudes, confidence and learning throughout the programme.



Words selected by pupils that describe their experience of University Explorers:



62% of participants strongly agreed that they had gained confidence in taking part in University Explorers

d) Transition support

The Bright Stars Programme also provides transition support from primary to secondary school, to targeted young people. In June 2024, a campus visit took place for 25 prospective Year 7 pupils with Barr's Hill School. This is the second year that this event has taken place, although this year some improvements were made to the programme following the evaluation of the 2023 event.

The event took place alongside other school organised activities, including the county transition day, to facilitate a smooth progression to secondary school. Barr's Hill School is a high priority Experience Warwick secondary school. Pupils who attended the event would be joining Barr's Hill School on their own or small groups, and priority given to pupils who met the WP criteria or have SEND.



Aims of the Transition Support

- To support students' progression from key stage 2 to key stage 3.
- To help individuals feel positive about starting secondary school and to provide an opportunity for students to get to know their peers.
- To raise young people's attainment, develop their resilience, team-work skills and increase self-confidence.
- To have a positive experience of higher education through activities on the University of Warwick campus.

- To speak to current university students and to find out about university life.

Content of the event

The pupils took part in icebreakers and a game of Capture the Flag at the Sports and Wellness Hub. After a picnic lunch, the group enjoyed a campus tour, focusing on some of the art and sculptures. They were challenged with a team-building activity in the Faculty of Arts Building at the end of the day. All the activities were facilitated by a team of student ambassadors.

Evaluation highlights

School staff were asked if they felt if the visit contributed positively to these students' transition from Year 6 to Year 7, they responded positively and said that the students who had attended had mostly not met each other before the visit and by the end of the day a vast majority appeared more confident and happier. Another response said that the visit provided a chance to meet new friends before starting in Year 7 and the activities encouraged their social skills helping them to feel at ease and express themselves. Having the opportunity to make new friends, working together, icebreakers, team games and the picnic lunch were all identified as the most valuable activities. One member of school staff said, "I thought the whole day was lovely and all of the pupils I spoke to thoroughly enjoyed their day with you."

Feedback stated that the visit either met or exceeded the staff members' expectations. All but one of the activities were rated 'excellent', and the remaining activity was rated 'good'.

Pupils' feedback showed that Capture the Flag was the most enjoyable part of the day. Pupils said that that the visit helped them to prepare to go to secondary school by giving them the opportunity to talk to new people, make friends and feel more confident. One pupil stated that their communication skills had been developed during the visit.

e) Bright Starts Reading Programme

This reading programme has been developed to address the attainment of disadvantaged pupils. Findings from the [Education Endowment Foundation](#) suggest that the teaching and practising of reading comprehension strategies produces very high impact on progress.

Since 2019, attainment of disadvantaged pupils at the end of key stage 2 has fallen further than for other pupils, increasing the disadvantage attainment gap. The disruption to learning during the COVID-19 pandemic has had a greater impact on disadvantaged pupils. At the end of key stage 2 reading attainment (measured by statutory tests) for disadvantaged pupils was 62% compared with 80% for other pupils (2022).

The Bright Stars Reading Programme aims to inspire pupils in our high priority schools and contribute to raising attainment in reading.

Aims of the Reading Programme

- To develop pupils' reading comprehension strategies
- To increase engagement in reading
- To support progress and attainment
- To raise pupils' self esteem

Delivery of the programme

As a pilot, the programme was delivered in West Coventry Academy, which is situated close to the University and engages well with a range of Experience Warwick Partnership opportunities. Ten pupils from Year 7 were selected by the reading lead as meeting our eligibility criteria and who

were not working at age related expectations. They were identified by the reading lead through analysis of reading ages, engagement in reading activities, poor fluency and lacking in comprehension skills. Trained student ambassadors worked with pupils on a one-to-one basis each week, for a period of nine weeks.

Evaluation highlights

To measure the impact of the programme, pre- and post- evaluation took place for the teacher and pupils. Feedback was also gathered from ambassadors.

When asked on how many days each week they usually read, the number of days participants said they read generally increased: the mean number of reading days for all participants was 2.13 days in the pre-survey and 3 days in the post. Furthermore, in the pre survey, no participants said they read on 4 days outside of school, but after the programme 22% said they did.

There was 11% increase in the responses that agreed that reading is important to help learning in different subjects (67% to 78%) between pre- and post-surveys and a 33% increase in the number of pupils who said that they understood what they read.

When asked what participants enjoyed about the programme, 33% cited 'having help understanding the text', 27% said 'meeting and working with student ambassadors' or 'Being able to talk about the text'.

The teacher's feedback was that consistent student ambassadors meant participants were able to build relationships and become more confident to read with the ambassadors.

Student ambassadors who had worked on the programme also completed an evaluation. When asked what they felt the biggest impact the pupils had from being on the programme, one ambassador said, "Becoming used to reading out loud and being confident in the way they read." Another response was, "The 1-1 relationships really built their confidence."

Ambassadors also felt they benefited from working on the reading programme. They were asked to say what the biggest positive was that they had gained from the role and examples of responses were, "The ability to engage with young people in a safe and supportive environment, helping them with their education," and a second said, "Knowing the significant impact of the programme on the individuals and building confidence is a really rewarding feeling."

f) Primary Schools Evaluation

Research has been carried out and evidence identified which underpins the activities in the Bright Stars Programme. A Theory of Change model is used to plan and evaluate interventions to improve outcomes for disadvantaged pupils, see Appendix 2. Alongside activities, age-appropriate evaluation tools to use for primary activities, feedback is also gathered from staff and student ambassadors to contribute to the ongoing development of this work.

We work closely with colleagues in the Widening Participation Evidence and Evaluation team in the development of suitable age-appropriate evaluation tools and with the analysis of evaluative activities. All activities within the Bright Stars Primary Programme have been recorded on the Higher Education Access Tracker (HEAT). Where we have gathered consent forms for pupil data from parents and carers, the information has been entered into HEAT, so that these pupils' engagements with Higher Education providers can be tracked and will contribute towards gaining an insight into the whole student lifecycle, from primary school through to higher education progression, graduation and employment.

5. Secondary events and activities

a) Year 7 Introduction to HE and Experience Warwick on campus events

We welcomed over 600 Year 7 pupils on to campus events during the autumn term, 4 events were organised with an additional mop up event taking place in March to cater for schools who couldn't attend in the Autumn. There were also an additional 2 Sidney Stringer School morning campus visits for all their Year 7's. This was an agreement made with the school for this year but moving forward they will be included in the Year 7 Experience Warwick core activity in which they can only bring target students.

Aims

- To introduce higher education and Experience Warwick to the pupils supporting them and raising their expectations about what they can achieve in the future.
- To introduce Year 7 pupils to the language and terminology surrounding university and higher education.
- To support young people to develop their confidence and resilience.
- To provide a positive experience of higher education and opportunities for pupils to engage with current students acting as role models.
- To provide a link to Gatsby Benchmark 1, 3 and 7 having meaningful encounters engaging with staff and students at the University of Warwick. Providing a range of learning opportunities for them and allowing them to explore future options and giving them an insight into university life.

Content of the event

Pupils took part in a campus design challenge and sculpture trail supported by Creative Learning Assistants from Warwick Arts Centre. Pupils were introduced to new language around higher education and university and the event provided a range of learning opportunities allowing them to explore future options and give them an insight into university life. A team of student ambassadors supported them throughout the day.



School engagement

Date	Schools attended	Total attendance
24.10.23	Campion Cardinal Wiseman West Coventry Academy	59
09.11.23	Ernesford Grange	32
14.11.23	President Kennedy Stoke Park Barr's Hill	119
21.11.23	Nuneaton Academy Westwood Academy	91
08.03.24	Ash Green Hartshill Foxford Nicholas Chamberlaine	121
13.03.24	Sidney Stringer School	95
20.03.24	Sidney Stringer School	120
		TOTAL = 637

Evaluation highlights

Baseline surveys were completed at the start of the day, this forms an important part of the sustained programme of activity evaluation. The survey was completed by 337 students from 13 schools.

Key Points:

- 28% of participants are non-white (10% Asian, 1% Arab, 6% Black, and 10% Mixed), and 72% are White
- 5% declared themselves as having a disability
- 70% of survey participants meet individualised WP criteria
- 40% had previously visited a university
- The most often cited reasons for potentially not applying to university were related to grade attainment, university costs, wanting to work and earn money, not needing university for their future job and undecided whether they would want to go.
- Students most often valued 'exploring different subjects', 'developing new skills', and 'improving their grades' as the most important benefits of participating in Experience Warwick. Interestingly, the 'advice and support available' was comprehensively considered the least important aspect of Experience Warwick.

Knowledge Gaps:

- Around 70% feel they know only a little or nothing about the courses available to them and about different routes (apprenticeships, distance learning).
- 65% know a little or nothing about qualifications and grades needed.
- Roughly 60% of students feel they know little or nothing about what life would be like, the costs of studying, and the financial support for university.
- 59% of students felt they know enough about their future options to decide what to do after Year 11, and only 13% disagree or strongly disagreed with the statement. This suggests the participants have a remarkable level of confidence/knowledge about post year 11 and their choices.

Attitudes towards HE:

- Most students agree that university will provide them with more opportunities (84%), challenge them (81%), make them more independent (83%).
- Students are in slightly less agreement about how university will improve their social life, with only 69% agreeing, 23% providing a neutral answer and 8% disagreeing.
- 77% of participants believe they will benefit from attending university in the future and only 3% disagree.

Feeling of Fitting In:

- 63% of participants agree they can fit in at a university like Warwick, 30% neither agree or disagree, and 7% do not believe they will not fit in.
- This is a relatively positive and healthy outlook of self-belonging, but the results did have the highest number of neutral answers of any 'attitude' question, suggesting students are potentially unsure of how they will fit in.

Action Points:

- Efforts should be made to maintain and enhance this motivation and confidence.
- Increase awareness about the variety of educational routes and qualifications needed for HE.
- Promote university's holistic benefits, including social aspects, to give a balanced view.

Overall Year 7 event feedback

Teacher feedback was overwhelmingly positive with 21 stating that their pupils had learned something from attending the day and that the content was pitched at the right level. They all reported that the sessions were engaging. Some of the comments from the teachers on the most valuable aspects of the day were as follows:

‘The campus making activity - students loved it & understood how university works.’

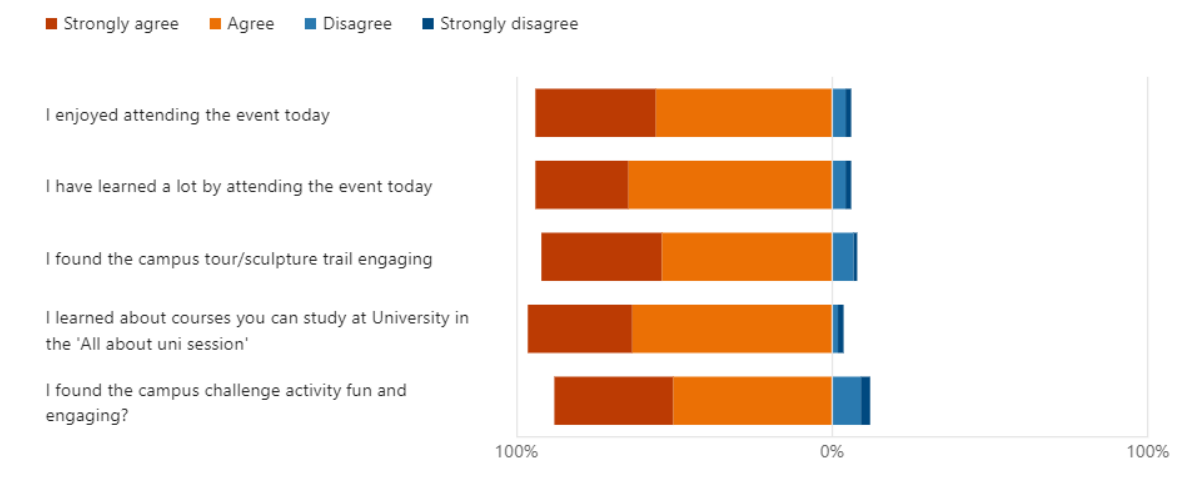
‘Understanding that University is free, and parents do not have to pay the upfront cost. Also knowing that there are many subjects available, and they do not have to specialise in the core subjects excited them a lot.’

‘Seeing what the University campus is like. There is so much to look forward and aspire to after school.’

An area that teachers said could be included in future events was an overview of student finance and the misconceptions that surrounds this. Student finance is covered in future Experience Warwick events, but we could certainly include a slide on this as part of the IAG session.

Several teachers also reported that the sculpture trail led by Warwick Arts Centre was less engaging and didn’t hold all their attention. As a recommendation we will be looking at creating campus tour activities for each year group to ensure pupils are well engaged throughout the tours.

Year 7 pupils also provided feedback on the event, they were asked how much they agreed with a variety of statements, the findings are shown below.



Over 90% of the Year 7 pupils who completed the end of day survey agreed or strongly agreed that they enjoyed attending the event. They most enjoyed learning about what makes a campus and the buildings that exist at university. Some of the comments from pupils were as follows:

‘I enjoyed walking around because it was interesting to see everything there’

‘The courses you can take because it was interesting to see what I could be doing in the future’

‘The amazing opportunities on campus because it gives you different options to explore’
 ‘Parts of a University because I will know what to expect if I join, also about what courses I can take so I know what I need to work harder on.’

A few students stated it would have been good to see inside some of the buildings and see what a lecture theatre looks like, we plan to incorporate this into next years event.

b. Faculty Subject Taster Events

In March and April 2024, we trialled Year 12 Academic Taster Days for students from local target schools. There were three days across all three faculties, engaging with 12 schools, 267 students and involving 38 academics and societies. The days were led by the Academic Engagement and Internal Community Pillar, with support from the Experience Warwick team and Warwick Scholars. The SEM academic taster event was a joint event with the Pathways programme as a core academic event for their programmes. A full evaluation summary of the post 16 events has been completed separately by the Academic Engagement Pillar.

Aims

The aims of the year 12 academic taster days were to;

- Increase Warwick Scholars applications from Experience Warwick target schools
- Diversify the range of courses applied to Warwick Scholars by providing exposure to different course options around central themes.
- Provide opportunities for year 12 students to experience academic lectures and seminars.
- Increase applications to University and to the University of Warwick for local students from widening participation backgrounds.

In addition to this post 16 events we also hosted 4 Academic Subject Taster Events for pre 16 pupils. Unfortunately, FABfest had to be cancelled at last minute due to a planned rally on campus.

School engagement

(only Experience Warwick schools included in post 16 event numbers below – does not include students who attended from Pathways or Scholars)

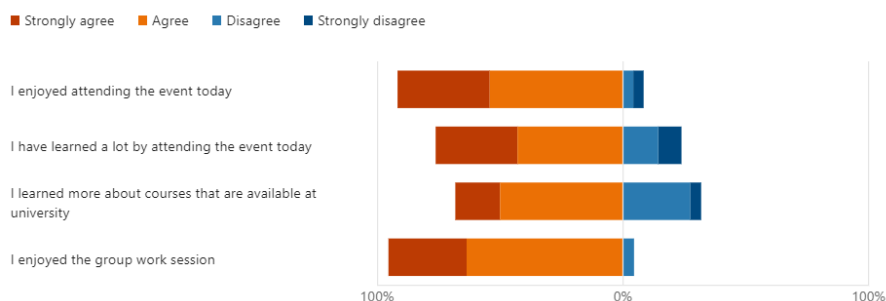
Date	Event	Year group	Schools	Numbers
13.02.24	Slice of Science	9	Foxford School Barr’s Hill School Harris C of E Meadow Park School	58
20.03.24	Arts and Humanities Taster Event	12	Barr’s Hill School Ernesford Grange Academy Foxford School	30
10.04.24	Arts, Humanities and Social Sciences Taster Event	12	West Coventry Academy Nicholas Chamberlaine Campion School Aylesford School	35
17.04.24	STEM Taster Event	12	President Kennedy School Barr’s Hill School West Coventry Academy WMG Academy Ernesford Grange	120

			Blue Coat School	
24.04.24	UN Sustainable Development Goal Day – Social Sciences Taster Event	7/8	Foxford School Harris C of E Finham 2 School	53
03.05.24	Arts and Humanities Taster Day, Olympics themed	9	Finham 2 School Westwood Academy Foxford School Harris C of E	65
05.06.24	FAB Fest	8	Barr’s Hill Foxford School The Westwood Academy Finham 2 School Nicholas Chamberlaine School Harris C of E	97 (booked on but event cancelled due to planned protest on campus.)
			Total (not including FABfest)	361

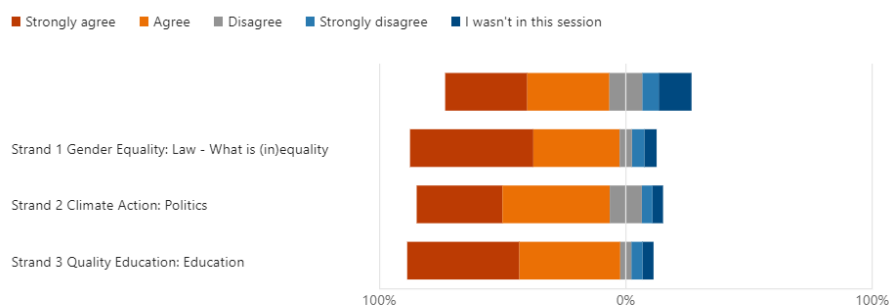
Evaluation highlights

Feedback was gathered by Faculty Coordinators at many of the events on post it notes to gather their opinions of the day. For the Social Sciences UN Sustainable Development Day feedback was gathered at the end of the day with a short online survey, results are shown below. As a recommendation for future events this online evaluation should be used as a template as a way of collecting useful end of day feedback.

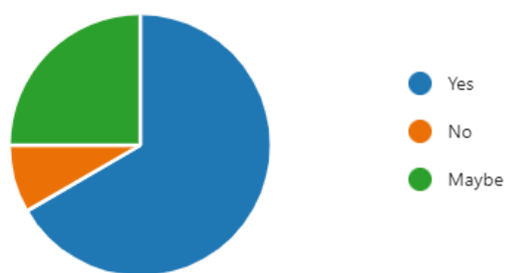
Students were asked how much they agreed with some statements.



They were also asked if they enjoyed their academic sessions:



It was also very interesting to see that nearly 70% of pupils thought that the event had encouraged them to consider university in the future.



Following a debrief meeting on the pre and post 16 faculty subject taster events, we will be exploring opportunities to develop 3 interdisciplinary faculty days with key themes. Providing pupils the opportunity to have a taster in a variety of subjects from all faculties. This will reduce the number of events overall and therefore reduce the time out of school for pupils and teachers. It was agreed to continue to run the post 16 events, and these be arranged and organised as cross pillar events.

c. Year 10 Student Experience Campus Events

At the start of the Spring term, we delivered 5 on campus events to over 250 Year 10 pupils from 9 schools. As part of the event students had a tour of the Student Union and Sports Hub to find out more about the opportunities at university, they also played in a Rocket League tournament in the Esports Centre. Pupils had the chance to engage with current university students providing positive role models to them.



Aims

- Allow pupils to get involved and experience student life opportunities on campus.
- To support the aspirations of young people and raise their expectations about what they can achieve in the future, supporting them to make informed choices.
- To support young people to develop their confidence and resilience.
- To provide a positive experience of higher education and opportunities for pupils to engage with current students acting as role models.
- To promote a sense of belonging to pupils allowing them to have positive attitudes towards higher education and addressing any concerns or misconceptions.
- To provide a link to Gatsby Benchmark 1, 3, 7 and 8 having meaningful encounters engaging with staff and students at the University of Warwick. Providing a range of learning opportunities for them and allowing them to explore future options and giving them an insight into university life.

School engagement

Date	Schools attended	Total attendance
23.01.24	Barr's Hill	31
25.01.24	Campion School West Coventry Academy Grace Academy	87

30.01.24	Sidney Stringer School Ernesford Grange Foxford	79
06.02.24	Nuneaton Academy	33
08.02.24	Nicholas Chamberlaine	34
	Total number	264

Evaluation highlights

Baseline data was gathered from students who attended the Year 10 events, the survey was completed by 222 students. 31% had previously visited a university. We have contextual background data for 57% of participants. We were unable to acquire any contextual data to our survey participants from three schools. Of those we did have information for 84% of pupils met Widening Participation criteria (IMD Q1, POLAR4 Q1, FSM or in care).

Key Points

- 30% of participants are non-white (11% Asian, 2% Arab, 8% Black, and 9% Mixed), and 70% are White.
- 3% declared themselves as having a disability
- 31% of the survey participants have previously visited a university, and on average participants scored their likelihood of applying to university as 61/100.
- When looking at the potential reasons participants gave for not applying to university, most students said it depending on the grades they attain and the cost of university.
- When asked what they want from Experience Warwick students most often valued 'exploring different subjects', 'developing new skills', and 'improving their grades' as the most important benefits of participating in Experience Warwick. Interestingly, the 'advice and support available' and 'making friends' were most often the least important aspect of Experience Warwick.

Knowledge Gaps:

- A significant portion of students feel they know only a little about available courses, different routes (apprenticeships, distance learning), qualifications and grades needed.
- Around 70% feel they know only a little or nothing about the courses available to them;
- 65% feel they know only a little or nothing about different routes (apprenticeships, distance learning);
- Nearly 60% know a little or nothing about qualifications and grades needed (but 37% know a fair bit).

Motivation and Confidence:

- Over 70% of students indicated they believe they can gain a place at a good university and achieve the necessary grades for further study. The majority are also motivated to do well at school (77%).
- Belief in Achieving Necessary Grades: 55% agree; 19% strongly agree.; 23% neither agree nor disagree.
- Motivation to Do Well at School: 54% agree; 24% strongly agree; 16% neither agree nor disagree.

Attitudes towards HE

- Most students perceive university as providing more opportunities (75% agree or strongly agree), making them more independent (78%), and improving their social life (70%).
- Belief in Benefiting from University in the Future: 50% agree; 14% strongly agree; 27% neither agree nor disagree.

Feeling of Fitting In:

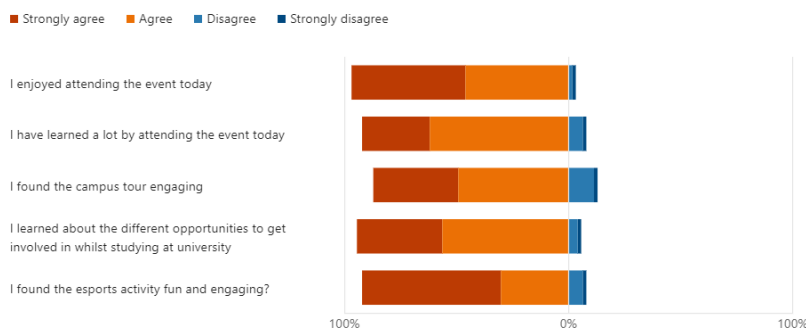
- 41% agree they can fit in at Warwick but almost half of the students neither agree nor disagree about fitting in at a university like Warwick (47%).

Action Points:

- Increase awareness about the variety of educational routes, qualifications needed for HE.
- Strengthen support systems to sustain students' motivation and belief in their academic abilities.
- Promote university's holistic benefits, including social aspects, to give a balanced view.
- Implement activities that foster a sense of community and belonging at university/Warwick.

Overall Year 10 event feedback

We received 126 responses to the end of day online feedback form from students who attended the Year 10 events. Students were asked how much they agreed with a variety of statements:



When asked what you enjoyed learning about 24% indicated they enjoyed Esports the most.

‘I ENJOYED THE ESPORTS MOSTLY BECAUSE OF HOW ENGAGING IT WAS AND WE GOT TO FIND OUT WHAT DAY TO DAY LIFE IS LIKE ON CAMPUS.’

‘IT WAS GREAT TO SEE THE EXPERIENCE YOU GET AS A STUDENT, AT SCHOOL YOU MOSTLY GET TAUGHT ABOUT WHAT LESSONS AND COURSES YOU CAN DO. YOU DON’T SEE THE SOCIAL SIDE OF UNIVERSITY.’

‘THE CAMPUS TOUR WAS GREAT, WE GOT TO SEE WHAT A UNIVERSITY ACTUALLY LOOKS LIKE AND HOW ALL THE PEOPLE COME TOGETHER AS A COMMUNITY’

Year 10 Pupil’s

‘SEEING THE UNIVERSITY & PLAYING ROCKET LEAGUE GAVE THEM A WONDERFUL INSIGHT- IT SHOWED THE AMAZING FACILITIES UNIVERSITIES HAVE!’



Teachers were very complimentary of the event the only constructive feedback we received was possibly around developing the campus tour further to be more engaging and to possibly include an element of competition as this tends to motivate the students.

d. Year 10 Work Experience

The Year 10 Work Experience programme is a collaboration between widening participation and departments at the University of Warwick. The programme welcomed Year 10 students to WMG, and this year, for the first time, we also offered a one-week experience in Creative Arts.

The Work Experience programme is suitable for individuals who are looking to pursue a future in science and engineering, or the creative arts. It ran from Monday 8 to Friday 12 July 2024 on campus at the University of Warwick. Students were selected from Experience Warwick schools and had to meet set widening participation eligibility.



This was a unique opportunity, allowing students to benefit from hands-on experience of working directly on a variety of projects, learning from the expertise of academics and specialists, while gaining an insight into studying at a top university, at the end of the week there is a showcase for students to show off their hard work and for parents to come and view their projects. Students were asked to complete a survey before the start of the programme and asked to complete a survey asking the same questions at the end of the programme.

Evaluation highlights – Engineering

- 21 students who completed both pre and post surveys, providing an individualised-level analysis of the change in students' responses from the pre-programme survey to the post-programme survey.
- The most significant positive shifts occurred in students' perception that they are learning more interesting things in science and in their general liking of science.
- Generally, a positive shift in students' aspirations for science, particularly in terms of their belief in the relevance of science to everyday life and its importance for global and personal career advancement. The largest increase was seen in how students view science's role in their daily lives, reflecting a growing appreciation of the subject's practical applications.
- The intervention had a generally positive impact on Year 10 students' career readiness. Significant improvements were observed in their ability to choose careers that align with their interests and strengths, and in planning their next steps after Year 11.



Evaluation highlights – Creative Arts

As part of the Creative Arts Work Experience Week, students were asked to complete a pre-programme survey and a post-programme survey to assess their perceptions of the Creative Arts, both were completed by 13 students.

- By the end of the programme, students found the Creative Arts increasingly appealing, meaningful, and interesting, although less fascinating and exciting than at the start. Students also reported increased knowledge of Higher Education (HE), particularly about what HE will be like, how it differs from secondary education, and their confidence in securing a place at university.
- Regarding career readiness, students were confident both before and after the programme. By the end of the survey, there were marked increases in students' awareness of their strengths and weaknesses, and they felt more assured about seeking help and support for their future education and careers when needed.
- Reflecting on the programme, students almost unanimously agreed that it was enjoyable, interesting, useful, well-delivered, and that the staff were friendly and helpful.

e. Year 10 Academic In-school Mentoring

At the start of 2024, 14 undergraduate students were recruited and trained to work with approximately 65 students in four Experience Warwick Schools – Campion, Westwood, Barr's Hill and Stoke Park. The mentors had an initial launch event in school to meet with their learners and then they had 6 groups sessions, finishing off with a celebration event in school. Data was collected from 28 pupils who completed the pre and post survey.

Evaluation highlights

- On average, students were more likely to report feeling an intrinsic motivation to attend school after the mentoring programme took place.
- On average, students reported higher self-efficacy after the intervention, indicating a boost in their confidence to succeed in academic tasks.
- Students reported an increase in cognitive study strategies and engagement with their schoolwork post-intervention.
- Students reported slightly increased interest in A-levels, college, and sixth form, suggesting that the programme may have encouraged them to think more about these immediate next steps.
- The programme appears to have had a positive effect on students' knowledge about university. Before the programme, students rated their knowledge as relatively low (1.92 out of 4), but this increased to 2.12 after the programme, reflecting a modest improvement of +0.20. This suggests that students felt more informed about university by the end of the programme.
- Students generally found the mentoring sessions very helpful, indicating satisfaction with the support they received.
- Students mostly agreed that mentoring improved their knowledge in the subject, though this score is slightly lower than the general helpfulness rating, suggesting there may be room for enhancing subject-specific support.
- Students moderately agreed that mentoring helped improve their study skills, indicating some benefit but potential for additional support.
- Students generally felt that what they learned would help with exams, though with some uncertainty compared to the overall helpfulness rating.

- In summary, students viewed the mentoring program positively, particularly in terms of general helpfulness and subject knowledge.

f. Year 11 Next Steps Conference

The Experience Warwick team organised and delivered the ‘Next Steps Conference’ on Tuesday 19th December 2023. This half day event ran from 09:30 – 12:30 and was aimed at Year 11 students from Experience Warwick partner schools. We particularly wanted to target students who have the potential to progress to post 16 study and are strongly considering university study in the future.

Aims

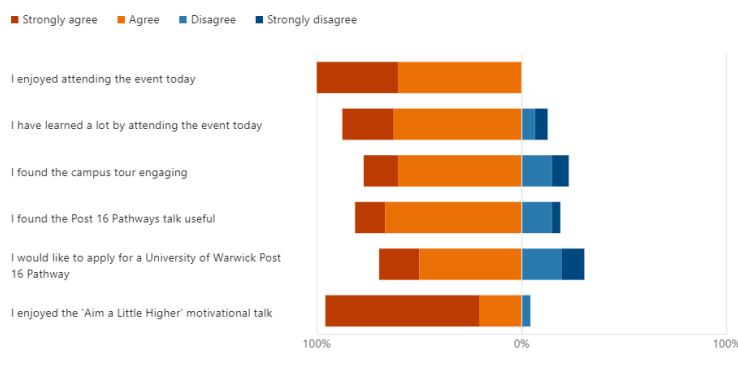
- To provide information and guidance to students on their next steps, including post 16 programmes at Warwick. To also raise their expectations about what they can achieve.
- To encourage young people to think about their futures and to make informed choices.
- To support young people to develop their confidence and resilience.
- To provide a positive experience of higher education and opportunities for pupils to engage with current students acting as role models.
- Promoting a sense of belonging to pupils allowing them to have positive attitudes towards higher education and addressing any concerns or misconceptions.
- To provide a link to Gatsby Benchmark 1, 3, 7 and 8 having meaningful encounters engaging with staff and students at the University of Warwick. Providing a range of learning opportunities for them and allowing them to explore future options and giving them an insight into university life.

School engagement

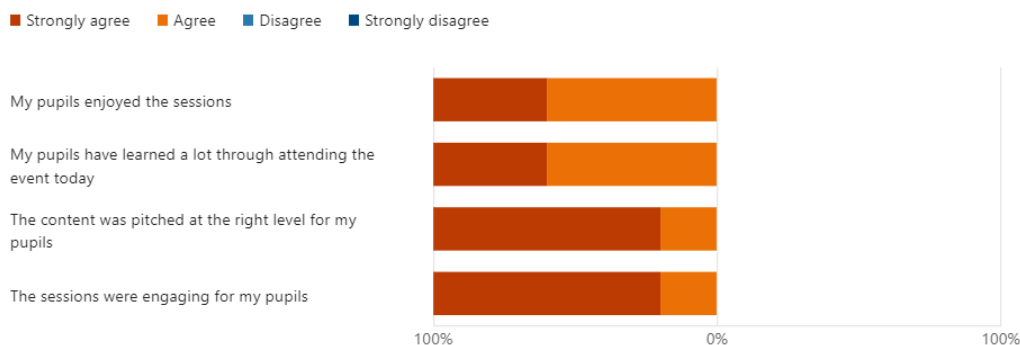
Name of School	Number of pupils
West Coventry Academy	14
Finham 2 School	5
Grace Academy	14
Nicholas Chamberlaine	17
Ash Green School	13
Sidney Stringer School	25
Total	88

Evaluation highlights

Of those who attended, 48 students completed the end of day online feedback form, results from students are shown below.



We also asked teachers how much they agreed with the following statements.



The only suggested improvements for the day from students were to increase the length of the campus tour, teachers commented that they would have valued more information on course details and university life.

The motivational speaker was viewed as very positive, one ambassador fed back that a student had said that the motivational speaker was very good, and they hadn't had anything like this in school before. Teachers also commented that the motivational speaker was the most valuable aspect of the day.

6. Experience Warwick Post 16

During this academic year we have developed our post 16 offer to support non-programme students in high priority Experience Warwick schools that have sixth forms. The 10 sixth forms that have been prioritised are as follows:

Ash Green School
Campion School
Ernesford Grange Community Academy
Foxford Community School
Grace Academy Coventry
Nicholas Chamberlaine School
President Kennedy School
Stoke Park School
The Westwood Academy
West Coventry Academy

The sixth forms were emailed information on the post 16 faculty days and to offer in-school or virtual assemblies to Year 12 and 13 pupils on a variety of topics such as benefits of HE, student experience and choosing your degree programme. The key contacts within these sixth forms would also have received the A Level Bootcamp information and Post 16 Programme recruitment information for Realising Opportunities, Pathways and Warwick Scholars.

We also promoted a series of online webinars delivered in June on Student Finance, UG Admissions and Student Opportunity. We are exploring other opportunities to work with sixth forms, through CoachBright mentoring.

7. Experience Warwick careers fairs

As part of our relationship building with local schools and in particular Experience Warwick schools, we are keen to attend in-school careers fairs where possible. During the academic year 2023- 2024 the WP team have attended 28 events in Experience Warwick schools, a broader break down of incoming requests and attendance is detailed below:



Incoming Requests	
Local Authority	Requests Received
Out of Area	69
Warwickshire	47
Coventry	38
Birmingham	36
Staffordshire	14
Solihull	13
Wolverhampton	13
Sandwell	10
Walsall	10
Worcestershire	8
Leicestershire	6
Leicester	5
Dudley	4
Northamptonshire	4

Attended/Attending	
Local Authority	Attended
Coventry	19
Warwickshire	15
Birmingham	14
Solihull	2
Worcestershire	2
Dudley	1
Leicester	1
Leicestershire	1
Out of Area	1
Sandwell	1
Staffordshire	1
Walsall	1
Northamptonshire	0
Wolverhampton	0

8. Collaborative events

In addition to the core Experience Warwick activities, we have had the opportunity to engage with a variety of external partners to deliver some fantastic events to Experience Warwick schools.

a) Bosch 125 Celebration

The Experience Warwick team were contacted through the Business Partnerships team at University of Warwick to work in collaboration with Bosch to create an on-campus schools' day 'Shaping the Future of UK Mobility' to celebrate 125 years of Bosch. The event which ran on Wednesday 22nd November 2023 welcomed 86 Year 8 and 9 students from high priority schools West Coventry Academy and Cardinal Wiseman. The event was based in the National Automotive Innovation Centre on central campus. Students were able to rotate around various activities from operating hydrogen cars, looking at alternative fuels for the future, speaking to STEM careers experts and viewing motor vehicles and viewing the Bosch 125 exhibition.

Feedback from schools on this event was very positive and highlighted the need for additional collaborations with local employers. Bosch and NAIC have since been in touch and links developed through the primary programme.

School engagement

Name of School	Number of pupils
West Coventry Academy	38
Cardinal Wiseman	48
Total	86

b) Business in the Community

We also worked in collaboration with the Coventry Careers Enterprise Company and Business in the Community on a Career Aspirations Day. The aim of the day was to inspire students by introducing them to professionals from various industries, supporting schools to implement Gatsby Benchmarks 5 and 6.



Aims

- Meet professional from different sectors who will inspire and inform them about a range of career options they may not have considered.
- Provide an opportunity to practice speaking to strangers in an informal environment, improving confidence, creating useful connections and learning the importance of networking in the working world.
- Allow pupils to meet a variety of different people within a business and hear about their skills and experiences. Helping to develop aspirations and to consider what skills and qualifications they may need.

School engagement

Name of School	Number of pupils
Woodfield Specialist School	5
Foxford School	12
Cardinal Newman	23
Total	40

Evaluation highlights

Feedback from school teachers was positive, they particularly valued the opportunity for students to engage with employers and this a Gatsby Benchmark that they struggle to complete within school.

As this was the first time we had worked in partnership with Business in the Community and facilitated this event we did have some follow up suggestions. We thought the event was a great success and would be keen to collaborate again, given our strong relationships with local schools we would be happy to support in promoting the event out to local high priority schools in Coventry and Warwickshire. An Amazon representative presented an introductory session however feedback was that the session could have been shorter or made more interactive given the age of the pupils.

We could also consider developing an activity sheet for students when they are rotating around the volunteers and getting them to reflect on their own interests, skills, experience and aspirations for their futures.

c) Talent Foundry

More recently we worked in partnership with the Talent Foundry on a week-long event supported by Dell Technologies on the Powering Transformation programme. Students in Year 7 and 8 from 5 Experience Warwick schools attended a full day workshop where



they gained an insight into higher education and the world of work, whilst taking part in a problem-solving challenge which focused on solving social and environmental issues using tech. They even got to make their own solar panel car!

School engagement

Name of School	Number of pupils
Etone School	47
Foxford School	57
Campion School	55
Sidney Stringer School	45
Finham 2 School	44
Total	248

Evaluation highlights

The events worked particularly well this year given we worked with 5 Experience Warwick schools. We are keen to continue to work in partnership with the Talent Foundry and will be organising a meeting to discuss future collaborations. As a suggestion we will be exploring the option of working with more schools but reducing the number from each.

d) CoachBright

A new partnership with Coach Bright was created during this academic year to deliver Peer to Peer mentoring in West Coventry Academy. The programme trains senior pupils (e.g. Year 12 or 10) in school to act as academic coaches to younger pupils. The senior pupils coached their younger peers over a period of eight weeks in either English, Maths or Science. They receive coaching and leadership training from CoachBright, and an SSAT Leadership accreditation at the end of the programme. The programme involves an in-school launch event and a trip to a university to raise aspirations. This programme is designed to develop the leadership and communication skills for senior pupils and provide junior pupils with academic coaching support.

The programme is evaluated by CoachBright, and regular updates are given following the in-school sessions as well as an overall impact report.

Key highlights from CoachBright impact report:

- 15 Year 8 and 10 pupils coached by 15 Year 10 and 12 coaches
- 8 in person, one-to-one sessions delivered from November 2023 – January 2024
- 100% of coached pupils were eligible for pupil premium
- 67% of peer coaches met widening participation indicators
- Quantitative data collected through pre- and post-programme surveys showed an improvement across two out of the three metrics for coached pupils, and no significant changes across three metrics for peer coaches.
- For coached pupils, the average cohort impact was 0% for metacognition, +5.2% for self-efficacy, and +3.9% for motivation.
- For peer coaches, meanwhile, the average cohort impact was +0.4 for metacognition, -0.9 for self-efficacy, and -2.5% for conscientiousness.
- Qualitative feedback was positive for coached pupils, including higher confidence in their abilities, increased subject understanding and increased enjoyment with the subject due to peer coaching.
- Qualitative feedback was also positive for the peer coaches, including enjoyment and satisfaction of helping a younger peer, improved leadership skills and increased confidence communicating with younger peers.

- Observations saw peer coaches deliver high quality sessions and create lovely rapports with younger pupils.
- Overall, the programme succeeded in improving the confidence and enjoyment of learning for less advantaged pupils and improving skills such as leadership of the peer coaches.

Given the success of the Autumn term programme another group of students were selected for the Spring term programme at West Coventry Academy. Discussions have also started for the academic year 2024 – 2025 and potentially working with an additional school on peer-to-peer mentoring alongside West Coventry and piloting the main CoachBright core mentoring programme with an additional Experience Warwick school.

9. Teacher CPD

We welcome opportunities to support teachers and careers advisers in school to ensure they have the most up to date information and guidance on areas of higher education to support students with their future decisions in the best way possible. In June we



welcomed around 90 career leads and teachers to the Russell Group Teachers and Advisers Conference hosted at the University of Warwick, it was great to see delegates from 8 of our Experience Warwick schools. We were joined by a fantastic range of speakers from UCAS, the Russell Group and Advancing Access as well as a packed programme of workshops led by a variety of Russell Group institutions who shared their expertise.

We continue to explore other opportunities to engage with teachers.

10. Evaluation

Monitoring and evaluating the Experience Warwick partnership is key to enhancing widening participation and social mobility and to inform our policy and practice. As the partnership continues to evolve, we aim to foster a culture of continuous improvement, using evidence from feedback and baseline data to refine our interventions. We use a theory of change approach that describes and illustrates how and why an activity is going to achieve its intended goals. It maps out what we want to achieve, identifies the steps needed to achieve it and then measures and evaluates the outcomes and overall impact. See Appendix 1 and 2 for Theory of Change documents.

We want to ensure we are targeting the students who will benefit most from attending events and where possible working with the same pupils we engaged with during this academic year. This is an area we would like to focus on this year by creating a clear strategy of what data we are collecting, when and why. During the last activity of the academic year, we also trailed an interview with a teacher during an Experience Warwick event. The evaluation team conducted the interview and provided some useful information and feedback for future recommendations on the programme. We plan to include more teacher interviews as part of the evaluation process for the next academic year.

11. Recommendations

As this was the first full cycle of Experience Warwick and a new team, we have reviewed all events and activities and thoroughly analysed post event feedback as well as conversations with teachers and key stakeholders to suggest recommendations for the forthcoming academic year.

Primary Programme recommendations:

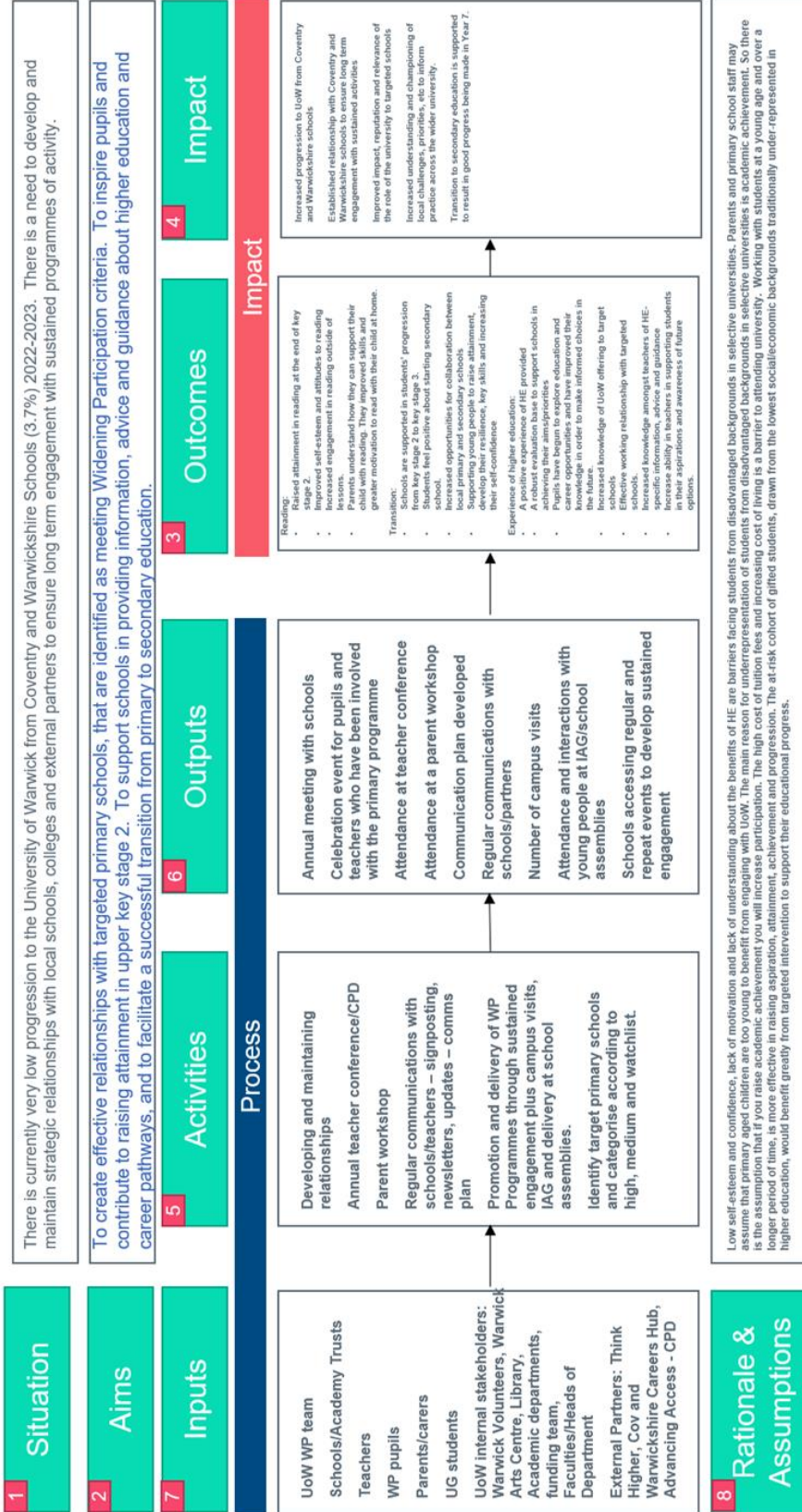
1. Review eligibility criteria and ensure targeting is in line with the University of Warwick Access and Participation Plan. In addition to this, analyse school data and re-categorise schools if necessary, according to priority.
2. Revisit Theories of Change for each aspect of the programme, considering new evidence and reflecting on evaluation of 2023-24 activities. Use this exercise to shape the Bright Stars Primary Programme for 2024-25.
3. Consider expanding the offer to more schools by running a large event for primary schools, whereby up to 15 selected pupils attend from nine high priority primary schools.
4. Continue development of the reading programme and offer to a high priority primary school to help raise attainment in reading at key stage 2.
5. Explore opportunities for collaboration and avoid duplication by liaising with colleagues from across the University through the Local Schools Engagement Group.
6. Review provision for Looked After Children through planning a multi-day event during the spring term and targeting Looked After Children (and those previously in local authority care) in campus visits.
7. Continue to embed evaluation within the primary programme, making time to carry out evaluation and analysis throughout the year to ensure continuous improvement of primary programme.
8. Develop methods of gathering feedback and consider how impact can be measured through using baseline questionnaires.
9. Endeavour to obtain consent from parents and carers for a wider range of activities to enable longitudinal tracking of individuals.
10. Create additional Lesson in a Box activities to be delivered in schools by trained ambassadors, as an alternative to campus visits, and promote existing Lesson in a Box activities through the Bright Stars Newsletter.

Secondary and Post 16 Programme recommendations:

11. Data Sharing Agreements to be developed with legal team and signed by high priority schools, primary and secondary to allow them to share individual pupil data with us to support with monitoring and tracking.
12. Review schools' eligibility – ensure priorities still accurate, review target schools and collaborate with Think Higher to review schools.
13. Review numbers on core programme activities, reduce numbers to 20 per school, schools can then use minibuses avoiding large coach costs and will allow robust monitoring and tracking of students.
14. Create online booking form for core Experience Warwick events with automated confirmation replies.
15. Develop campus activities, creating campus tour activities for each year group. Include a brief overview of student finance at all events on dispelling myths around funding. Address knowledge gaps that students identified in baseline survey and incorporate into events – qualifications and grades needed for university study, range of courses you can study at university, information on the routes into HE, developing skills for university, exploring subjects.

16. Explore different opportunities to build a sense of belonging on Experience Warwick, so the pupils develop a sense of identity and that University of Warwick can be a place for them.
17. Following debrief on Faculty Subject Taster days, develop 3 interdisciplinary faculty days with key themes. Providing pupils opportunity to have a taster in a variety of subjects from all faculties.
18. Develop and distribute monthly newsletter to all Experience Warwick School and key stakeholders to promote broader events and activities at University of Warwick.
19. Explore opportunities with Coach Bright to deliver peer to peer mentoring in an additional secondary school and piloting the main coaching programme in another.
20. Continue to explore additional opportunities to provide CPD to teachers, explore collaboration with Think Higher.
21. Work with the Evaluation Team to develop a robust evaluation strategy to align with the Theory of Change.
22. Review aims of each event and align with Theory of Change and MOAT outcomes.
23. Make time for termly planning and reviewing end of event evaluations.
24. Develop online consent form and baseline questionnaire to simplify application process, reduce data entry time and be GDPR compliant.
25. Ensure data collection and spreadsheets appropriately set up to use for monitoring, recording and tracking.
26. Explore additional opportunities to engage and gather feedback from teachers at events e.g. individual interviews or focus groups.
27. Provide annual school reports to high priority, well engaged schools to show engagement and impact.
28. Standardise end of day evaluation forms for teachers, pupils and ambassadors ensure all feedback received online to avoid time of data entry and loss of feedback.

Primary Programme Theory of Change



Experience Warwick Partnership Theory of Change

