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The University of Glasgow and West of Scotland
Local Authority partners: how to engage with
MD40 pupils in higher progression schools
- SFC Impact for Access Project Report



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3. Executive Summary

Introduction

This research project, 'University of Glasgow and West of Scotland Local Authority partners: how to engage with MD40 pupils in higher progression schools', was conducted via Scottish Funding Council Impact for Access funding. The case for the research was reached through experience of widening access over the past 15 years at the University of Glasgow and a growing sense that a problem existed for pupils living in SIMD 20 and SIMD 40 postcode areas and attending schools with higher progression rates to Higher Education (HE).

It had been widely considered that these pupils would progress to HE as they were attending schools accustomed to sending high numbers of pupils to university and that they would benefit from a peer group more likely to aspire to and progress to HE. However, research conducted by UoG into MD20/40 student performance and retention, combined with early data received from two Local Authority (LA) partners and problems recruiting MD20/40 pupils from higher progression schools, after accepting 200 additional MD40 student places in 2012, led to a reconsideration of this thinking.

The Impact for Access project provided an opportunity to take a deep and systematic look at MD20/40 pupil performance in higher progression schools, in partnership with the 13 west of Scotland LAs with whom the University has worked closely to widen access. The project utilised a mixed methods approach. Extensive quantitative analysis of several datasets, including eight years (2009-15) of data from the Insight Analytical Dataset, combined with qualitative surveys, focus groups and interviews of over 1,000 stakeholders (pupils, students, teachers, LA Education and Data staff, parents, Widening Participation (WP) Tutors), and research in action via engagement pilot initiatives involving pupils and parents in targeted schools.

The main questions the project sought to answer were:

- 1) What was the scale of the problem – what is the number of MD40 pupils currently in higher progression schools not being targeted by WP initiatives?
- 2) Did other factors contribute to influence progression/non-progression? For example, school attainment; gender; ethnicity; care experience.
- 3) How were MD40 students, who did progress to HE from higher progression schools, performing within university?

Further, if a problem existed, the project should consider and trial:

- 1) The most effective methods of pupil / school / parental engagement or intervention which could be put in place to enable more MD40 pupils to progress to HE.
- 2) The most effective methods to prepare MD40 pupils for the transition to HE.
- 3) The most effective and appropriate time(s) to conduct any intervention.
- 4) Where to engage pupils / parents.

Project findings have been stark; the problem UoG suspected may exist does, and in a most regimented way. Thousands of pupils are suffering disadvantage and not progressing to HE from higher progression schools. Analysis of the conclusions has been provided, drawing on

this project data and the broad experience gained by UoG in running far-reaching WP / Access programmes for many years in the most deprived areas of Scotland. Recommendations are provided for a wide number of stakeholders including: Scottish Government, the Scottish Funding Council, universities, colleges, schools and the new Commissioner for Fair Access. These and the results of this research are intended to aid the sector in taking widening access forward over the coming years to provide the step-change necessary to reach the widening access targets set for 2030 and make real and material changes to the lives of thousands of talented, but disenfranchised young people and, while so doing, create a better, fairer Scotland.

1. Level of disadvantage for MD20/40 pupils in high progression schools

Pupils experiencing socio-economic deprivation and disadvantage attend every school in the west of Scotland. There is a statistically significant negative correlation between socio-economic disadvantage in terms of MD20 / 40 postcode and progression to HE ($p < 0.001$), regardless of school attended. This disadvantage for MD20/40 pupils in comparison to non-MD40 pupils is evident in terms of:

- lower in-school attainment
- leaving school early
- lack of HE progression

It seems likely these factors are interlinked: low school attainment leads to further disengagement from school and a desire to leave school early. Similarly, early disengagement from school leads to low attainment and again increases the possibility of a pupil leaving school early. On average, S4 and S5 leavers have much lower attainment than pupils who choose to stay on to S6 and, therefore, have not attained the qualifications necessary to progress to HE.

Annually, from 2009-15, there were approximately 39,446 MD40 pupils attending higher progression schools. 18,824 of these pupils resided in MD20 postcodes. MD40 pupils in the senior phase of secondary school, on average, numbered:

- 7,392 S4 pupils
- 6,203 S5 pupils
- 3,675 S6 pupils

These are significant numbers of pupils, living in disadvantaged circumstances, with whom widening participation (WP) programmes are not routinely engaging.

School attended plays no significant part in an MD40 pupil being more or less likely to progress to HE. MD40 pupils in higher progression schools are more disadvantaged than MD40 pupils in lower progression schools, relative to each groups' non-MD40 counterparts, in terms of both attainment in school and progression to HE. Both MD40 and non-MD40 pupils in lower progression schools, on average, attain less and progress to HE at a lower rate than their counterparts in higher progression schools. However, the difference in the

average rates of attainment in school and progression to HE between MD40 and non-MD40 pupils is greater within higher progression schools than lower progression schools.

Widening access programmes failing to target MD40 pupils in high progression schools means these pupils are effectively disenfranchised from aspiration to HE and support for progression.

The 13 west of Scotland Local Authorities (LAs) analysed in this study have differing profiles in terms of MD40 pupil percentages in schools and other demographics, but the results of the research were consistent across each area. This suggests that the findings and recommendations are relevant and applicable for widening access policy across Scotland.

The high numbers of MD20 pupils in higher progression schools, not currently being targeted by widening access initiatives, poses a substantial risk to the Scottish Government's target of MD20 postcode residents comprising 20% of HE entrants by 2030. Insufficient MD20 pupils currently attend lower progression schools and attain highly enough to progress to HE to meet the 2030 target. These numbers need to increase by enabling attainment to rise, but not targeting disadvantaged pupils in higher progression schools is no longer an option, when the evidence now shows the same problem also exists in these schools.

This expansion of targeting will require funding and targeting models for widening access programmes to be revisited.

2. Measures and Data

The Scottish Index of Multiple Deprivation (SIMD), based on residential postcode, is an area-based measure and has been criticised in some quarters for being too blunt an instrument. However, this research shows that SIMD is an effective measure of socio-economic disadvantage and deprivation in schools and suggests it should continue to be used as one of the main criteria of deprivation when considering widening access.

In comparison with Free School Meals (FSM) and Education Maintenance Allowance (EMA), SIMD was shown to be a more appropriate measure for measuring the breadth and depth of deprivation experienced by pupils in west of Scotland schools and comprehensively assessing the impact this has on HE progression, the purposes of this research project.

A direct correlation exists between a school having a low HE progression rate and a high population of pupils residing in MD40 postcodes. This suggests that a school may have a low progression rate because it is populated by a high number of MD40 pupils. The latter are not progressing to HE in high numbers from any profile of school. Schools with high progression rates have higher numbers of non-MD40 pupils in attendance, who progress to HE and maintain the higher school progression rate. It could be suggested that it is the pupil's residential postcode, not the school attended, which provides the disadvantage.

Targeting by lower progression school is valid, as these schools are predominantly populated by pupils living in MD20/40 areas or meeting other WP criteria. However, the correlation between MD20 school population and progression rate should be examined

further. Extending the current targeting matrix to include MD20/40 pupils in higher progression schools is recommended for SFC and HEI-funded WP programmes. Without doing so, achieving the 2030 target of 20% HE entrants from MD20 postcodes, will be very difficult.

Pupils attending a lower progression school are disadvantaged, regardless of postcode; statistically they are less likely to achieve the tariff necessary to enter HE, while attending that school. Similarly, pupils living in MD20/40 areas are statistically less likely to progress to HE, while they live in an area of high deprivation, which sends very few people on to HE. The same principle is valid for each measure: pupil attainment and progression is adversely affected by attending a low progression school, but also by living in an MD20/40 area of deprivation.

Ideally, moving forward, individualised data such as FSM, EMA or receipt of benefits such as a clothing grant, reflecting an individual's circumstances, would be available at an individual level, to complement MD20/40 data and school averages. This could allow more effective targeting and intervention by WP programmes to those individuals experiencing disadvantage and enable individualised contextualised admissions decisions to be made for offers of entry by HEIs.

Until individualised data is available, using SIMD as a consistent starting point for contextualised admissions and adding in other verifiable factors, to create as detailed a picture as possible for each individual applicant, is recommended as the best way to proceed. Lower progression schools could continue to be used, but where the line is drawn to delineate lower progression should be investigated further.

3. Attainment of MD20/40 residents

Attainment in school is a key factor in pupils progressing to HE. High attainment on entry to university is also a consistent factor in student success within UoG. The evidence presented in this research shows that pupils who attain well are more likely to stay on at school until S6 and from there to progress to HE.

In S4, from 2009-15, MD decile 1 pupils (male and female) attained only half the cumulative insight tariff points of decile 10 pupils; the equivalent of three National 5 exams at grade A, a significant difference. Across all the SIMD deciles, S4 and S5 leavers had lower attainment than non-leavers within the same SIMD decile. This impacts on MD40 pupils staying on in school to S6 and, therefore, also impacts on progression to HE, as the pupils will very likely not have attained highly enough in S5 to enter HE.

From 2009-15, in S6, non-MD40 pupils made up the largest portion of the top 20% performing pupils nationally and were more likely to attain qualifications at a higher academic level than MD40 pupils, by a statistically significant margin ($p < 0.001$). On average, MD40 pupils have lower attainment than non-MD40 pupils. However, pupils attaining in the top 20% nationally, are likely to progress to HE regardless of postcode. This

suggests attainment in school is key for MD40 pupils staying on at school and progressing to HE.

A positive relationship exists between SIMD decile and the highest SCQF qualification attained by the end of S6: the more affluent the decile, the higher the qualification achieved. 17% of pupils in decile 1 achieved an Advanced Higher, compared to 47% of decile 10. 21% of MD40 pupils achieved an SCQF level 7 qualification compared to 34% of non-MD40 pupils; a statistically significant difference ($p < 0.001$). This could disadvantage MD40 pupils academically when they progress to HE as they will not have studied to as high a level as non-MD40 pupils and will not have attained as highly upon entry. In this way, barriers for MD40 pupils continue into HE.

This has to be considered by HEIs and sufficient provision on bridging programmes such as summer schools must be available to bridge this gap in attainment and give pupils from disadvantaged backgrounds equal opportunity throughout their whole university experience.

If high attainment can overcome socio-economic disadvantage, then increasing aspiration to progress to HE and awareness of progression routes, combined with increased attainment, would increase MD40 numbers staying on at school and progressing to HE.

The consequence of no intervention for MD40 pupils in higher progression schools by WP programmes is that too many decide too late that HE is an option they would like to consider and in-school attainment is not high enough to facilitate this progression.

While academic attainment is very important, it is clear that good grades are not all that is required to be a successful student in HE. The differing contexts of schools and individuals' background circumstances mean that those with lower attainment at school may still have the potential to succeed as students. Therefore, it is important for universities to continue to develop and utilise contextualised admissions in offer-making, taking into account the context of an applicant's background in determining a suitable tariff for an applicant to meet. The idea of an access threshold, based on evidence, e.g. the methodology employed by UoG, can create a fair and transparent way of widening access, at the point of admission, for talented pupils with potential. Again, bridging programmes need to be linked to this to ensure these entrants have sufficient preparation for HE and are given the extra provision needed to ensure success on degree course.

4. Staying on in school rates of MD20/40 residents

Low attainment is likely to effect a pupil's enjoyment of school and lower confidence, which may be expected to increase the chances of a pupil leaving school early and not staying on to S6. The link between low attainment and leaving school early was evident when analysing staying on rates of pupils from 2009-15.

Within the 109 project schools, MD40 pupils comprised 41% of the S4 school population, as would be expected. However, MD40 pupils comprised 61% of early S4 or winter S5 leavers, a significant 20% differential, and clear evidence of disadvantage based on postcode of residence.

MD40 pupils, especially males, were most likely to leave school before S6 with no progression to HE. Indeed, 1 in 5 MD decile 1 pupils left school in S4 compared to 1 in 50 MD decile 10 pupils, an extraordinary difference.

41% of decile 1 pupils left at the end of S5, compared to only 12% of decile 10 pupils. MD40 pupils comprised 14% more of the S5 school leavers than they did the overall S5 population, another significant differential.

Overall, over half of MD40 pupils (50.3%) left school before S6, compared to less than a third (28.5%) of non-MD40 pupils, a statistically significant difference ($p < 0.001$). A positive relationship exists between SIMD and: 1) progression onto HE; 2) attainment. The greater the affluence of the SIMD decile, the higher the attainment and HE progression.

S6 is an important and necessary year for widening access pupils. If pupils stay on, they have to use S6 to achieve the grades required for HE entry, as they will very likely not have attained sufficiently in S5 to progress to HE. Increasing the numbers of MD40 pupils staying on to S6 would increase the numbers progressing to HE, if attainment follows. It should be noted that S6 is an essential part of the WP pupil learner journey; without this year many of those MD40 pupils who already progress to HE, would not be able to do so.

5. Progression to HE for MD20/40 residents

Pupils completing S6 have the best chance of HE progression of all school leavers. In S6, non-MD40 pupils were more likely to be in the highest quintile for attainment, nationally, and to attain qualifications at a higher academic level than MD40 pupils, by a statistically significant margin ($p < 0.001$). However, MD20/40 pupils, who attain well, progress to HE in high numbers, on comparable terms with non-MD40 pupils

MD20/40 school leavers who progress to HE may be more likely to attend an FE College than an HEI due to lower attainment. Currently, school HE progression data is not disaggregated between HE in college and university, possibly masking the very low numbers of pupils progressing to university from some schools and areas. It would be beneficial to have HE progression data disaggregated to allow more effective targeting of WP programmes and offer-making via contextualised admissions.

Despite some MD40 pupils progressing to HE, a significant number of pupils stay on to S6, but do not progress. From 2009-15, 1,098 S6 MD40 pupils left school each year across the 109 high progression project schools and did not progress to HE, but had the potential, by grades achieved, to do so had they chosen to. An additional 16% of S4 leavers and 7% of S5 leavers had the potential to progress to HE, based on their academic achievement at the point of leaving school, had they stayed on to S6 and had the benefit of WP intervention.

Intervention and engagement in S6 by WP programmes remains vital to increase aspirations, impact on pupil decision-making and increase HE applications. A contextualised offer by an HEI can enable HE progression. This was shown by one of the pilot engagement

initiatives on this project to great success. Therefore, short-term gains are possible and senior pupils should continue to be targeted.

The thinking that changing widening access will take a generation and early intervention is the key is not the whole answer. This is essential for long-term gains, but targeting senior MD40 pupils in higher progression schools will be necessary now if milestones are to be met towards the Scottish Government target of 20% of HE entrants residing in MD20 areas by 2030. To not do so, would be to write off the aspirations and chances of talented MD40 pupils for years to come, which would be unacceptable.

6. Gender and Ethnicity

More MD40 males leave early than any other group and of those surveyed in S5 or S6, less than half considered HE as an option in their last year of school. 48% of MD40 males only considered HE as an option in S5 or S6, while 57% of MD20 males only considered this after they had received their Higher Grade results in the summer between S5 and S6.

Females consistently outperformed males in attainment in school and progression to HE across all SIMD deciles and by protected characteristic (ethnicity, care experience). Both female and male pupils, classified as minority ethnic, achieved, on average, higher cumulative Insight tariff points than those described as coming from a white ethnic background.

Females in SIMD decile 10 achieved the equivalent of almost two Highers at grades A and C more than decile 1 females. Males in SIMD decile 10 achieved the equivalent of one Higher at grade B and a National 5 at grade A more than those in decile 1. In S4, males across all ethnic groups left in higher numbers than females.

Many of these male pupils would not have gained the National 5 grades necessary in S4 to enable them to achieve the Higher grades necessary to progress to HE from S5 or S6. This impacts on the overall number of MD40 pupils progressing to HE, but also the courses of study to which they are able to progress, as they will not have gained the qualifications necessary in S5 to allow Advanced Higher study in S6. The latter year will have to be used to gain more Highers. How to engage males earlier in secondary school needs to be considered to enable the necessary qualifications to be attained in S4 and allow success and progression to S5, S6 and into HE.

Females were more likely to achieve a higher level SCQF qualification in English than males within the same SIMD Decile. However, males were more likely to achieve a higher SCQF qualification in Mathematics than females within the same SIMD decile. Therefore, males should not be discouraged from numerical and STEM degrees if appropriate.

MD40 postcode and gender in particular have a significant effect on performance in school and progression to HE thereafter. Taken together, the disadvantage increases: a white MD40 male is the least likely pupil to progress to HE when considering gender, ethnicity and postcode.

7. Care experience

Care experienced pupils were less likely to attain well in school or progress to HE than any other pupils.

The average difference in attainment between care experienced pupils and the overall pupil cohort across the 158 west of Scotland secondary schools was:

S4: 202 Insight tariff points, the equivalent of 3 National 5s at grades BCC

S5: 408 Insight tariff points, the equivalent of 2 Higher Grades at grade A

S6: 489 Insight tariff points, the equivalent of 2 Higher Grades at grade A and one National 5 at grade A

Only 8.3% of care experienced pupils achieved an Advanced Higher, compared to 27.4% of S6 pupils overall. These are very significant differences, which undoubtedly impact on the ability of care experienced pupils to progress to HE.

75% of care experienced pupils lived within an MD40 postcode. These would predominantly be pupils being Looked After at Home. Pupils classified as Looked After Away from Home outperformed those pupils classified as Looked After At Home. A correlation exists between the lowest care experienced attainment and living at home, most likely in an MD40 postcode area.

This led to 60% of those with experience of care leaving in S4 or winter of S5, and a further 20% leaving at the end of S5 from 2009-15. The data for care experienced pupils demonstrates clearly they attain at much lower levels, leading to fewer staying on in school until S6, and a lack of progress to HE. This suggests more specific early intervention is required to engage this particularly vulnerable group of young people to stay on at school, but also that more intervention is needed for those who do stay on to S6, to enable them to attain higher results and gain confidence to consider progression to HE on a fully informed basis.

Additionally, extra provision for those Looked After at Home is needed. The evidence clearly shows that care experience provides the greatest disadvantage for success in school and progression to HE. If care experience and MD40 postcode are taken together, the disadvantage increases: a male care experienced pupil, living in an MD40 postcode area (most likely Looked After at Home), is the least likely pupil to progress to HE.

A number of care experienced pupils are able to progress to HE later in life, returning to education via FE College, before progressing to university thereafter. Within UoG, circa half of care experienced entrants each year are mature students, the majority of whom will enter via an Access course (Scottish Wider Access Programme or UoG Centre for Open Studies). This illustrates the importance of these programmes for residents of disadvantaged areas. Adult returner provision should be interlinked with school WP provision moving forwards and all HEIs should consider entrants via Access courses.

8. Aspiration and advice, information and guidance

Disadvantage clearly exists and correlates directly to SIMD postcode and other factors such as care experience and gender. Survey and focus group consultations with S1 and S6 pupils, parents and teachers revealed pupil and parent attitudes and opinion towards HE progression which correlated with the quantitative data findings by SIMD residence and gender.

A common theme which emerged was a need for access to informed advice, information and guidance (AIG). This is required from early on in the learner journey and to be maintained to allow pupils to make informed choices at key decision and transition points.

All stakeholders believed that pupils should be provided with information regarding Higher Education during the **early secondary years (Broad General Education Phase)** and no later than S3, and expressed the need for early year pupil engagement. 76% of both MD40 and non-MD40 parents believed that schools should discuss HE with pupils prior to S4, with 20% believing that HE should be discussed in Primary School.

Pupil survey data further evidenced this need: many MD40 pupils, in S1, already felt that they would not progress to HE. Within the S1 pupils surveyed, MD40 pupils were less likely to consider university as a future possibility compared to their non-MD40 counterparts: 44% compared to 81% of males; 60% to 78% of females, substantial differences, especially between male pupils. MD40 pupils were the most likely to disengage from education at an early stage: 18% of MD40 S1 pupils thought they would leave school before S6, compared to 8% of non-MD40 pupils.

If males did consider university, it was more likely to be at a later stage of their secondary education: 48% of MD40 males only considered HE in S5/6; 57% of MD20 males only considered this after S5. In contrast, MD40 females considered HE much earlier: 20% in S1/S2 and a further 13% in Primary School. 72% of MD40 females considered university by S4. This was ahead of their non-MD40 counterparts, 69% of whom had considered university by S4. Disadvantage by MD40 postcode was again evident. Taken together with gender, MD40 males again showed the most adverse effects of disadvantage in terms of aspiration to succeed in school and progress to HE.

If pupils do not receive quality AIG in these early years, aspiration to progress to HE will not grow. If pupils do not understand the importance of working hard at school and the benefits to be gained from this for post-school study and employment, this will impact on attainment in the early secondary years and increase the likelihood that they will leave school early and not progress to HE. This AIG can come via several routes: family members; careers advisers; teachers; external programmes visiting schools (e.g. widening access programmes).

Parental surveys revealed parents / guardians were anxious for their children to do well at school and progress to the career they wish to follow. 88% of parents / guardians thought their P7 child might consider progressing on to HE in the future. 76% of both MD40 and non-MD40 parents believed that schools should discuss HE with pupils prior to S4, with 20% believing that HE should be discussed in Primary School.

Regarding family advice, S1 MD40 males were the most likely to have no family experience of higher education; 17% stated that no one in their family attended an HEI, compared to 11% of non-MD40 males. Only 27% of MD40 survey respondents in S6 had parents who had participated in HE compared to 51% of non-MD40 survey respondents. 46% of MD40 respondents had no family experience of HE at all, compared to 29% of non-MD40 respondents.

MD40 female pupils were most likely to consult parents regarding HE, but if their family has had no experience of HE study, the advice they can impart may not be as informed as they would like it to be. Engagement and information for parents could enable them to advise their children more effectively and encourage them to consider HE as an option.

This suggests a need exists for more **parental engagement** and at an early stage, to ensure parents can support and encourage their child's transition into HE. Consideration should be given to how WP programmes can engage parents more effectively, in partnership with schools.

Pupils who stay on at school into S5/S6 should be provided with information regarding HE before subject choices are made. This can be in S1, S2 and/or S3. Several focus group participants stated that if information had been provided sooner, they would have applied for different courses, but that they had been limited by uninformed subject choices in S3/4.

In **Senior Phase**, S4-S6 pupils would like access to impartial, easily accessible information regarding HE, more tailored UCAS support and to have a clear understanding of what university is really like before making the decision to apply to HE.

30% of MD40 and non-MD40 participants stated that lack of direct experience of the HE environment was the biggest cause of anxiety when considering their progression into HE. This is an area WP programmes can directly address, providing on-campus HE experience and support and encouraging application, progression, transition and retention.

In S6, female MD40 participants were found to be the most determined to progress into FE or HE; 71% stated that they were 'very sure' they wished to do so. MD40 males were the least assured with only 59% stating they felt 'very sure'.

Female pupils were more conducive to participating in a WP programme: 92% of non-MD40 and 90% of MD40 female participants expressed a desire to do so, compared to 74% of MD40 and non-MD40 males. This is possibly a reflection of the relative engagement in education by gender.

In the senior phase, pupils found meeting with careers advisers highly beneficial, but related that it was often difficult to arrange a meeting with an adviser. A realignment or expansion of the targeting metric for careers advisers in schools to enable staff to work with WP pupils on the cusp of HE progression could be of great benefit.

With more resource, careers advisers could advise on careers paths that include study in HE. The availability of careers advisers to provide this AIG on routes to employment via degree study would allow more MD40 pupils to make better informed decisions on

progressing to HE. This would allow WP programmes to concentrate on furnishing pupils with the confidence and experience necessary to apply and enter HE and be successful students, instead of trying to bridge the careers advice gap. Greater collaboration between sectors could provide the engagement desired by pupils and produce positive results.

The consequence of no intervention by WP programmes is that too many decide too late that HE is an option they would like to consider and in-school attainment is not high enough to facilitate this progression. If engagement in both early and senior phases is not expanded to MD40 pupils in higher progression schools and expanded and improved for lower progression schools, the current situation will not improve sufficiently to meet the 2030 target.

9. How to engage with MD20/40 pupils

Greater collaboration across the sector, between schools and external agencies, such as colleges and universities, is needed to target MD40 pupils in higher progression schools.

The involvement of external agencies, which bring expertise, gravitas and added value, is central to successful widening access programmes. For pupils aspiring to progress to HE, or to raise aspirations in earlier year groups, association with a university was particularly welcomed by schools and LAs. Pupils are more likely to engage in WP initiatives led by external parties than teachers or staff based in schools.

Timing and targeting are both crucial for successful school engagement. Schools have to be able to target by clear criteria to select the appropriate pupils for a WP programme. The programme has to be facilitated at a convenient time for the school and pupils; those delivering programmes have to be prepared to show flexibility to enable engagement with all target pupils in all schools.

Partnership work between schools, HEIs and WP programmes is the key to success. HEIs and WP organisations should consult LAs and schools before and after facilitating programmes. Developing programmes in collaboration between sectors and reflection and redevelopment based on partnership feedback leads to successful programmes which deliver the provision needed for pupils, schools and HEIs.

Coordination between schools programmes and HEIs is needed to avoid duplication and over-burdening of schools. Planning on a regional basis, combining HEI and SFC-funded programmes and other interventions within a region, would maximise coverage and ensure engagement with all target pupils is possible. The evidenced need to engage with MD40 pupils in higher progression schools brings this more sharply into focus; many more pupils across every secondary school will have to be worked with, if an equal chance is to be truly given to every pupil disadvantaged by living in a deprived area.

Regional collaborative frameworks could link up to form a national network of bridging programmes: summer schools and in-school WP programmes, to enable student mobility. This would fulfil CoWA recommendation 7. Reconsidering delivery of in-school programmes should also be explored to set up comparable delivery across the country and provide programmes that all HEIs can utilise in contextualised admissions.

Pupil engagement which targets MD40 pupils and others who meet widening participation criteria can be run successfully with senior phase pupils. Delivery of programmes by cluster models allows resources to be used efficiently, while targeting the maximum and prime number of pupils for a programme. This type of delivery model could be upscaled to work with MD40 / care experienced and other targeted pupils in all schools. Working in clusters allows pupils to meet people from similar backgrounds, with interests in similar subject areas. It allows the formation of peer groups and encourages WP pupils to travel out with their home areas, all intrinsic to equipping them for the transition to HE and to aid retention on course.

It is most effective to work with whole year cohorts in early secondary programmes. Pupils develop at different stages and everyone should be given the chance to gain information on their post-school options. Teachers and LA staff expressed concerns around targeting this young age group (S1-S3). Funding and delivery models will require consideration as this presents a potentially very high number of pupils. Working with pupils in the earlier years is required to increase attainment, increase the applicant pool of MD40 pupils and increase HE progression.

Increased engagement with pupils and parents together is a positive way of encouraging inter-family discussion regarding post-school study. There is a need for more parental engagement within widening participation programmes to ensure parents can support and encourage their child's transition into HE. Parental / guardian engagement which includes both parents and pupils is a positive way to encourage a dialogue around HE within the family and also target parents as potential adult learners.

How to target WP provision at parents / guardians as well as pupils needs to be considered and explored further. Pilot initiatives on this project suggest that parental engagement can work more effectively when incorporated into a school's pre-existing schedule of events. Targeting parents / guardians when their child is transitioning from primary to secondary could be more effective than beginning this process in later years. Parents are more likely to engage with their child's primary school, but may disengage in secondary school. Making contact at the earlier stage could reach more parents, especially those of pupils who require the support. Positive contact in primary school may lead on to further engagement by parents in secondary school.

4. Introduction

4.1 Context

The Scottish Funding Council (SFC) launched an Impact for Access fund in late 2014, inviting bids from interested parties to conduct research projects, which would inform the SFC Triennial Review in 2016 and Scottish Government (SG) planning on widening access in line with recommendations to be produced by the Commission on Widening Access (CoWA). The latter were published in the CoWA Final Report in March 2016.¹

The University of Glasgow (UoG) submitted a bid entitled, 'University of Glasgow and West of Scotland Local Authority partners: how to engage with MD40 pupils in higher progression schools'. The bid was submitted after discussion and in partnership with UoG's 13 partner Local Authorities (LAs) in the West of Scotland (see Appendix 1). Funding was agreed with SFC in mid-2015. Initial meetings between UoG Widening Participation (WP) staff and LA education and data officers determined the most efficient and effective methods to conduct the research. Methodologies employed are outlined in section 5 of this report.

4.2 Perceived need for the research

4.2.1 UoG WP pre-entry programmes

UoG facilitates a suite of WP schools pre-entry programmes², engaging with over 100 secondary schools in the West of Scotland.³ The main programmes are:

- UoG Summer School (since 1985, 67 schools, 400 students annually)
- Top-Up Programme (since 1999, 60 schools, 1,800 pupils)
- Reach Scotland Programme (since 2010, 100 schools, 1,600 pupils)
- Access to a Career Programme (since 2014, 95 schools, 1,600 pupils)
- Early Secondary Programme (since 2014, 40 schools, 10,000+ pupils)
- Taster Weeks (since 2006, 45 schools, 250 pupils)

4.2.2 Targeting of pre-entry programmes

Targeting for the pre-entry programmes is initially by school HE progression rate. Schools with the lowest rates of HE progression are targeted by more programmes; this reduces for higher progression schools. This methodology has allowed resource to be concentrated within the schools with the lowest progression rates, which are predominantly located within the most socio-economically disadvantaged neighbourhoods. Targeting in this way, by community disadvantage, has been understood to be the most effective way to target educational disadvantage. Utilising an accompanying contextualised admissions model, based around these programmes since 2002, has enabled adjusted offers of entry to be made to WP applicants and increased WP entrant numbers to UoG. Admissions Progression

¹ Scottish Government, *A Blueprint for Fairness: The Final Report of the Commission on Widening Access - March 2016* available at <http://www.gov.scot/Resource/0049/00496535.pdf>

² Further detail on Widening Participation at the University of Glasgow is provided in Appendix 2.

³ A list of target schools and UoG WP programmes in which each school participates is provided in Appendix 3.

Agreements with other HEIs have enabled widening access for the sector via these pre-entry programmes within the west of Scotland and across the country.

In this way, UoG has combined funding from different sources to set up a broad-ranging and far-reaching methodology which enables engagement with every eligible school across the geographically diverse west of Scotland region, in an effort to equalise access to HE for all. SFC-funded programmes such as Reach West and FOCUS West Top-Up,⁴ targeted at low progression schools, in line with SFC widening access policy, have been combined with UoG core-funded programmes such as Summer School, Access to a Career and Early Secondary Programmes, and LA-funded partnerships such as Top-Up and Taster Weeks, to create a comprehensive coverage of the 100+ schools with below average HE progression rates.

4.2.3 Distribution of MD40 pupils across secondary schools

The targeting methodology for SFC-funded WP programmes has been to target lower progression secondary schools. However, the primary measure employed by the SG for determining the effectiveness of HEIs at widening access, is the Scottish Index of Multiple Deprivation (SIMD).⁵ This has created an anomaly: WP work conducted by UoG and other HEIs is concentrated in lower progression schools, but not engaged with higher progression schools at all. However, pupils living in MD40 postcode areas (the 40% most socio-economically deprived areas) attend all types of school – lower or higher progression.

The use of SIMD has been much debated, but there is no doubt that, owing to the preponderance of MD decile 1-4 postcode datazones in the west of Scotland, particularly the Greater Glasgow area, this measure is an important WP criterion for this region. Many schools are entirely populated by residents from MD10 or MD20 postcodes, particularly lower progression schools.⁶ It has been understood that a certain correlation exists between lower school progression and high MD40 pupil population. Many of these pupils have limited family experience of higher education, no peer network for support and some lower progression schools send very few, if any, pupils on to HE year on year.

UoG has always worked very closely with partner LAs and secondary schools in the west of Scotland to target provision on those pupils most in need. This approach has proved successful with WP entrants increasing. However, broader questions around targeting methodology emerged in recent years.

⁴ Reach West is the west of Scotland programme delivered by UoG as part of Reach Scotland. FOCUS West is the west of Scotland rollout of the SFC-funded Schools for Higher Education Programme (SHEP).

⁵ Scottish Index of Multiple Deprivation is a measure of relative socio-economic deprivation for all Scottish postcodes, derived from 7 domains incorporating 38 indicators. Available from Scottish Government at: <http://www.gov.scot/Topics/Statistics/SIMD>.

⁶ Scottish Government statistics, available at: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/Datasets/contactdetails>.

4.2.4 Additional funded places for MD40 applicants

In late 2012, SFC invited bids from HEIs for additional funded places for MD40 residents. UoG bid for and was awarded an extra 200 MD40 places, the highest of any HEI. This gave UoG an MD40 entrant target of 833, the highest of any ancient or pre-92 HEI and circa 25-28% of UoG annual entrant numbers. This increased the focus on MD40 pupils. The UoG WP Contextualised Admissions policy was reconsidered and refined to enable adjusted offer-making to MD40 applicants from any school in Scotland, not just target low progression schools. For any pupil who did not participate in a pre-entry programme at school, one of the conditions of their adjusted offer included participation in the UoG Summer School.

MD40 student intake fell short in 2013 and 2014, prompting a reassessment of the target to 783 for 2015. However, this target was exceeded in 2015, surpassing the original 833 figure by some way. In each year, circa 50% of the MD40 entrants resided in MD20 postcodes, most of these also attending lower progression schools targeted by UoG WP programmes. In this way, the separate MD20 entrant target in the UoG Outcome Agreement with the SFC, within the overall MD40 target, was exceeded by some way each year. The relative shortage of entrants mainly came from MD40 applicants in higher progression schools; not as many applicants from these schools emerged as was envisaged. This suggested a problem existed regarding MD40 pupils in higher progression schools not progressing to HE and that non-engagement with MD40 pupils in these schools needed to be reconsidered. UoG had been making adjusted contextualised admissions offers based on participation in the UoG Summer School, but this engagement mainly occurs after a pupil has completed school, although a number of S5s do participate. Critically, the MD40 pupils were not being engaged by a WP programme while attending the higher progression schools and were not applying. A significant gap existed in current WP provision, which suggested a reassessment of targeting only by lower progression schools was required.

Data produced by Glasgow City Council (GCC) and West Dunbartonshire Council (WDC) at this time illustrated that very high numbers of MD40 pupils were attending higher progression schools within these LAs. The data further suggested that SQA Higher performance generally correlated to postcode of residence within these schools; MD20 pupils particularly performed to lower standards. Discussions with school contact teachers and Head Teachers suggested that, in schools with higher progression rates, HE progression was mainly being achieved by pupils living in more affluent non-MD40 areas, while those from the MD40 postcode areas were not progressing to HE. The schools retained their high progression rates and, accordingly, were not targeted by SFC-funded programmes such as SHEP (FOCUS West) or Reach, because the pupils living in non-MD40 areas continued to progress in high numbers. This meant that the MD40 pupils in these schools were not covered by current SFC widening participation policy via SHEP or Reach / ACES and received no pre-entry engagement, effectively cutting them adrift from support for aspiration and admission to HE.

The previous thinking that MD40 pupils in higher progression schools would progress to HE as they were attending schools accustomed to sending high number of pupils to HE, and that they would benefit from a peer group more likely to aspire to and progress to HE, seemed to be misjudged.

4.2.5 Research / evaluation of UoG pre-entry programmes: Top-Up case study

While concerns were arising around progression of MD40 students from higher progression schools, annual evaluation of UoG pre-entry programmes and longitudinal research into the impact on entrants and student performance within UoG was being conducted to determine the effectiveness of these programmes and impact on widening access and retention.⁷

The longitudinal studies of the impact of Summer School and Top-Up have been particularly informative. For the latter, data was collated to assess the impact of Top-Up on the retention of 10 cohorts of entrants to UoG (2004-2013); 1,367 students, who had completed the Top-Up Programme, entered UoG across these years. Using a research methodology with control groups, three comparator groups of UoG students were analysed.⁸ Those who:

- 1) Successfully completed Top-Up in a target school
- 2) Attended a target school but did not complete Top-Up
- 3) Attended a higher progression school within the same LAs as the Top-Up target schools and, therefore, did not participate in the programme.

First Year continuation rates for these students over the ten years averaged out as follows:

- Top-Up 87.3% continued
- no Top-Up 85.5% continued
- higher progression 88.1% continued

The Top-Up students continued in higher numbers than the no Top-Up students from target schools and on comparable terms with the students from higher progression schools.

This finding was strengthened by the fact that the students in the comparator groups were less socio-economically disadvantaged than the Top-Up cohort. Proportions of MD40 postcode students within the comparator groups were:

- Top-Up 54% MD40
- no Top-Up 44% MD40
- higher progression 33% MD40

With these cohort profiles, the performance of the Top-Up group would be expected to lag well behind the higher progression control group and also behind the no Top-Up group, as MD40 student retention is lower nationally.⁹ The high performance of the Top-Up students suggests that successful completion of a pre-entry programme makes a difference in terms of student performance and impacts positively on student success and outcomes.

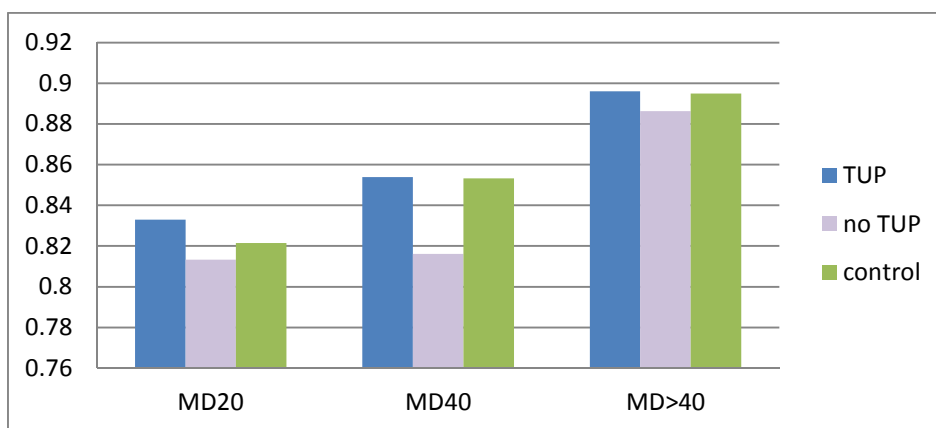
⁷ Thomas, L (2011) Do Pre-entry Interventions such as ‘AimHigher’ Impact on Student Retention and Success? A Review of the Literature, *Higher Education Quarterly*, vol. 65, no. 3, pp. 230-250.

⁸ Croll, N. and Browitt, A. (2015) *Pre-entry Widening Participation Programmes at the University of Glasgow: preparing applicants for successful transitions to degree study*, QAA Scotland conference proceedings, pp. 440-450, available at: <http://www.enhancementthemes.ac.uk/docs/publications/international-enhancement-conference-2015---post-conference-publication.pdf?sfvrsn=24>.

⁹ Scottish Funding Council, *Learning for All: Measures of Success*, Tenth update – 10 August 2016. Edinburgh: SFC Statistical Publication available at : http://www.sfc.ac.uk/web/FILES/Statistical_publications_SFCST062016_LearningforAll/SFCST062016_Learning_for_All.pdf.

Of particular interest was the further finding that Top-Up has proven to be particularly beneficial for those students who reside in MD40 postcode areas. Figure 1 illustrates this, presenting Year 1 continuation rate by SIMD status. Top-Up students from MD40 areas have been less likely to withdraw than the students from Top-Up schools that did not complete the programme, and are comparable to MD40 students in the higher progression school control group. MD20 students who completed Top-Up were more likely to continue than those in the control group.

Figure 1: Top-Up Programme research: Proportions of continuing students by SIMD



Degree completion of 3 cohorts (entering UoG in 2004-2006) was also examined. Top-Up students graduated in higher numbers than the no Top-Up group, but behind the control group. However, the figures for MD40 students again demonstrated the real value of Top-Up for the most disadvantaged students. The Top-Up MD40 cohort graduated in significantly higher numbers than the no Top-Up group and a 3.7% deficit against the overall student body of the control group became an excess of 2.7% against the MD40 students in the control group.

4.2.6 UoG MD40 First Year Continuation

Top-Up entrants were performing comparably well within UoG and MD40 residents particularly so. However, First Year continuation for MD40 students within UoG still lagged behind the overall First Year average continuation rate; a trend reported across Scottish Higher Education by SFC in the Learning for All Statistical Publications. As we had already established that Top-Up entrants were performing well, this suggested those MD40 students who were withdrawing were either from:

- target WP schools, but had not completed Top-Up
- higher progression west of Scotland schools, with no pre-entry preparation
- any schools across the other regions of Scotland with no pre-entry programme preparation

This retention data again suggested that the previous consideration that MD40 students from higher progression schools would perform to a higher level than those from lower progression schools was ill-founded and that students with no pre-entry preparation were at greater risk of withdrawal.

4.2.7 SFC Impact for Access Fund Bid

The Impact for Access Fund provided an opportunity to look at these issues in depth and in a more systematic way, in partnership with the 13 west of Scotland LAs. It was decided to focus the research on the 158 secondary schools in the 13 west of Scotland LAs, encompassing 43% of all Scottish secondary schools. Of the 158 west of Scotland schools, UoG worked with the whole S5 or S6 cohorts in 49 schools via the Top-Up Programme. A further 47 schools participated in one or more UoG WP programme, but not the whole pupil cohorts. The remaining 62 were above the Scottish national average HE progression rate, were regarded as higher progression schools and did not participate in WP pre-entry programmes. The two latter groups of schools combined created a group of 109 schools; these became the 'project schools' group, upon which the research focused.¹⁰

4.3 Funding and staffing

UoG was very grateful to receive funding for this project from the SFC via the Impact for Access Fund. Funding of £30,000 was received for the project. The funding bought out 0.4FTE of the UoG WP and Student Retention Research and Evaluation Officer and funded a 0.5FTE Research Assistant, both for 9 months. The time of the UoG Head of Widening Participation and Top-Up Programme Coordinator was donated in kind by UoG. Short biographies of the UoG staff involved are included in Appendix 10. The time of LA education and data officers / staff was also donated in kind for the project by the partner LAs. Thus, the project has been completed on a very low budget, in a short period of time.

4.4 Project duration

Research on the project began in September 2015 (before the two researchers were officially in post). This report was submitted in December 2016. July 2016 was originally envisaged as the end date for the project. This was extended because of the time needed to secure the necessary data-sharing agreement with Scottish Government Education Analytical Services. The bulk and level of data received via this agreement warranted a further extension to the research period. December 2016 became the earliest possible completion date. A presentation was delivered and workshop held, however, in September 2016, at the SFC Impact for Access Conference at the University of Stirling, summarising the initial findings of the research.

¹⁰ The project schools list is provided in Appendix 4.

4.5 Project Aims

4.5.1 Quantitative research

The core aim of the project was to examine if there was an issue with pupils residing in MD40 postcode areas and attending secondary schools with higher HE progression rates, not progressing to HE. From this, other questions arose;

- 1) What was the scale of the problem – what is the number of MD40 pupils currently in high progression schools not being targeted by WP initiatives?
- 2) Did other factors contribute to influence progression/non-progression? For example: school attainment; gender; ethnicity; care experience.
- 3) How were MD40 students, who did progress to HE from higher progression schools, performing within university?

These were all questions which could be answered by analysis of quantitative data.

4.5.2 Qualitative research

The second underlying aim of the project stemmed from the first. If MD40 pupils in higher progression schools were not progressing to HE, the project should consider and research:

- 1) The most effective methods of pupil / school / parental engagement or intervention which could be put in place to enable more MD40 pupils to progress to HE.
- 2) The most effective methods to prepare MD40 pupils for the transition to HE.
- 3) The most effective and appropriate time(s) to conduct any intervention.
- 4) Where to engage pupils / parents.

The qualitative research analysis aimed to begin to answer these questions, but also covered the following areas:

- 1) Gauge pupil opinion, knowledge, attitudes and aspirations towards progressing to HE.
- 2) Consultation with parents, teachers, LA representatives and current undergraduate students to gather knowledge and experience of these stakeholder groups.

4.5.3 Pilot engagement of pupils / parents / schools

The third strand of the project was to conduct pilot engagement initiatives with schools / pupils / parents, to conduct research in action, based on:

- 1) The findings of the quantitative and qualitative research of this project.
- 2) A review of Russell Group university widening access programmes.
- 3) Experience gained over many years of facilitating WP programmes within UoG.

Staff resource and time constraints enforced by funding levels and time taken to obtain data permissions curtailed the level of qualitative research and pilot initiatives which could be conducted. Given these circumstances, the level of engagement achieved was substantial and displayed the value of the partnership with LAs and secondary schools. Teachers and LA staff demonstrated great flexibility in enabling the project team to engage with pupils, parents and school and LA staff. This allowed the project to proceed and progress as planned.

4.6 Report Structure

Section 5 of the report provides a description of the methodology employed by the project.

Section 6 presents the main quantitative data findings and analysis of the results.

Section 7 summarises the main findings of the qualitative research, conducted by survey, focus group and interview and Section 8 outlines and analyses the impact of the school engagement pilot projects.

Section 9 draws the findings of the mixed methods research strands together in a briefing paper format and analyses the overall findings to reach conclusions on the work of the project.

From this, Section 10 provides recommendations for a wide number of stakeholders including: Scottish Government, the Scottish Funding Council, universities, colleges, schools and the new Commissioner for Fair Access. These and the results of this research are intended to aid the sector in taking widening access forward over the coming years to provide the step-change necessary to reach the widening access targets set for 2030 and make real and material changes to the lives of thousands of talented, but disenfranchised young people and, while so doing, create a better, fairer Scotland.

Section 3 provides an executive summary of the project findings.

5. Methodology

A mixed methods approach was employed to address the project aims and research questions. This approach allowed for triangulation and corroboration of findings through more than one method. The approach involved three parallel aspects: quantitative research; collection and analysis of qualitative data; and evaluation of pilot activities, which could be termed research in action.

5.1 Quantitative analysis

National education data from the Scottish Government, relating to the 13 west of Scotland Local Authorities, was examined to investigate profiles of schools, with respect to leaver destinations and pupil attainment. The data for each local authority was examined separately and shared with LA partners. Data was held in a Microsoft Access database with analysis performed in Microsoft Excel and IBM SPSS Statistics v22. Descriptive statistics and basic statistical tests of Pearson's chi-squared and correlations were used to compare across groups.

Publicly available and verifiable datasets from the Scottish Government or other bodies, including those which have been provided to Scottish HEIs for use in contextualised admissions, were examined for schools in the west of Scotland. These datasets were familiar to the project team as they are utilised by UoG for contextualised admissions as part of the WP Admissions Policy:

- School-leaver progression to Higher Education is currently the measure used by the Scottish Funding Council to identify target schools for widening access activity.
- The main factor to be examined as a measure of educational disadvantage was MD20/40, or the 20% and 40% relatively most disadvantaged postcodes in Scotland, as identified by quintiles 1 and 2 in the Scottish Index of Multiple Deprivation.
- MD20/40 populations in schools were used with additional factors of: proportions of pupils receiving Education Maintenance Allowance; numbers claiming Free School Meals and other school contextual information, such as ethnic background of pupils and rural/urban classification.

The Insight Analytical Dataset was obtained through a data sharing agreement with Scottish Government Education Analytical Services. Anonymous and de-identified data relating to senior stage pupils (S4-S6) in all schools in the 13 Local Authorities in the west of Scotland over seven years, 2009-2015, was provided. The Insight Analytical Dataset includes information on S4-S6 school populations and school leavers: SIMD deciles; gender; ethnicity; disability; care experience; academic attainment (Insight tariff points, cumulative and annually, and detailed attainment at subject level); leaver destinations.¹¹

Local Authority partners shared summary data as a current snapshot of the demographic make-up of school S1-S6 populations. This included information on Free School Meals which was not available in the Insight Analytical Dataset.

¹¹ Insight Analytical Dataset detail is provided in Appendices 5 and 6.

In addition, information on students from the 13 Local Authorities, who had applied to and gained a place at the University of Glasgow, was sourced from the UoG Admissions and Student Records databases and used to examine performance of those young people from the region who progressed to HE.

Summary of data sources used:

- Pupil Census from Scottish Government Learning Directorate (2012-14)
- School Leaver Destinations from Skills Development Scotland follow up survey (2012-14)
- School Meals survey (2012-14)
- Education Maintenance Allowance from Scottish Government Education Analytical Services (2013-14)
- Skills Development Scotland Community Planning Partnership Reports, by Local Authority (December 2015)
- Insight Analytical Dataset from Scottish Government Education Analytical Services (2009-15)
- Pupil census summary data provided by LA partners (2015-16)
- University of Glasgow student details from Admissions and Student Records databases (2012-15)

5.2 Qualitative analysis

Qualitative data was collected through surveys, focus groups and interviews, with questions designed to address the aims of the project. Questionnaires and schedules are included in Appendix 7. Stakeholders surveyed and consulted were:

- representative pupils from a range of SIMD deciles across a selection of secondary schools and Local Authorities
- representative undergraduate students at the University of Glasgow
- school teachers
- parents/guardians
- UoG Widening Participation tutors
- Local Authority Education and Data services representatives

Data was held in a Microsoft Access database with analysis performed in Excel. Responses were coded and descriptive statistics were calculated, where appropriate.

5.3 Pilot engagement and evaluation

School engagement pilot projects were designed and based on findings from the quantitative and qualitative research, and experience of widening access at UoG. As research in action, a range of pilot projects with pupils across school years and with parents, were conducted to evaluate the effectiveness of different models of widening access activity, which could be used to engage with and support MD20/40 pupils. A summary is provided in Appendix 8.

Evaluation of pilots was conducted via surveys, focus groups and interviews to gather feedback from participating pupils and parents/guardians, as well as observations from school teachers and Widening Participation Tutors involved in the delivery of the pilots.

6. Quantitative Data Analysis

The underlying aim of the quantitative data section of the project was to determine if an issue exists with pupils, residing in MD40 postcode areas and attending secondary schools with higher HE progression rates, not progressing to HE. The main questions to be answered were:

- 1) What is the scale of the problem? How many pupils residing in MD40 postcode areas are attending higher progression schools?
- 2) How does this break down by age and stage: S1-S3; S4; S5; S6?
- 3) How do these MD40 numbers break down by other WP factors: gender; care experience; ethnicity?
- 4) When are MD40 pupils leaving school: S4; S5 (winter); S5 (summer); S6; and how does this compare to non-MD40 pupils?
- 5) How do the MD40 numbers break down by other WP factors: gender; care experience; ethnicity?
- 6) Are MD40 leavers progressing to positive or negative destinations; and does this differ between those leaving at different stages: S4; S5 (winter); S5 (summer); S6?
- 7) How are MD40 pupils attaining in school (by Insight tariff points); and how does this compare to non-MD40 pupils?
- 8) How many MD40 leavers do not progress to HE but may have the potential to do so?
- 9) How does this break down by age and stage: S4; S5 (winter); S5 (summer); S6?
- 10) How are MD40 students who have progressed from higher progression schools performing in university (UoG)?
- 11) How does this compare to other MD40 and non-MD40 students?

In this section, results of interrogation of the datasets are displayed to answer these questions. A collation of the additional data tables relating to all 13 LAs is included in Appendix 9.

6.1 Relative socio-economic disadvantage correlates with progression to HE

Using publically available data and data already made available to Scottish HEIs, an initial comparison was made of proportions of MD20 and MD40 pupils in schools and progression of school leavers to HE.

The scatterplot graphs in Figures 2 and 3 display the 49 low progression schools targeted by the Top-Up Programme and the higher progression schools with pupils not currently routinely targeted by WP programmes, the latter group comprising the 109 schools upon which this project focused.¹² The average HE progression rate for Scottish secondary schools over the 3 years, 2012-2014, was 37.2% of leavers.

¹² The Top-Up Programme group of schools includes the schools with which the programme works with the whole S5/S6 cohorts considering progression to HE. This includes the 37 SHEP (FOCUS West) schools and 12 funded by LA partnerships. Lists of schools are provided in Appendices 3 and 4.

Figure 2 shows a linear trend with a significant negative correlation ($p < 0.001$) between the proportion of MD40 pupils in a school and leavers progressing to HE. The schools with very high proportions of MD40 pupils (over 80%) are lower progression schools and are already targeted by FOCUS West and Top-Up, but 43 schools not targeted by these WP initiatives have MD40 populations of 50% or more.

The outliers 1 and 2 highlight:

- 1) educational disadvantage not captured by the SIMD in rural areas such as the Isle of Islay in Argyll & Bute
- 2) higher progression schools exist which have high proportions of MD40 pupils, such as Notre Dame High School in Glasgow City Council

The average progression rates for the 43 schools with MD40 populations of 50% or more over the three year period ranged from 27% to 65%.

Figure 2: School MD40 population by leavers HE progression

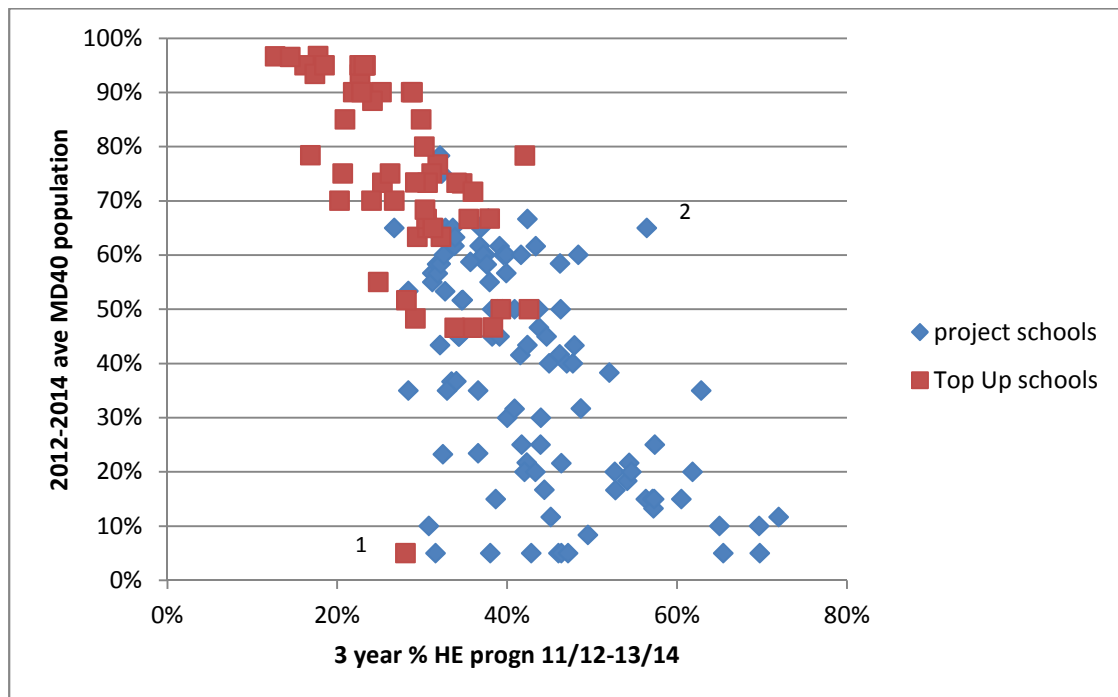
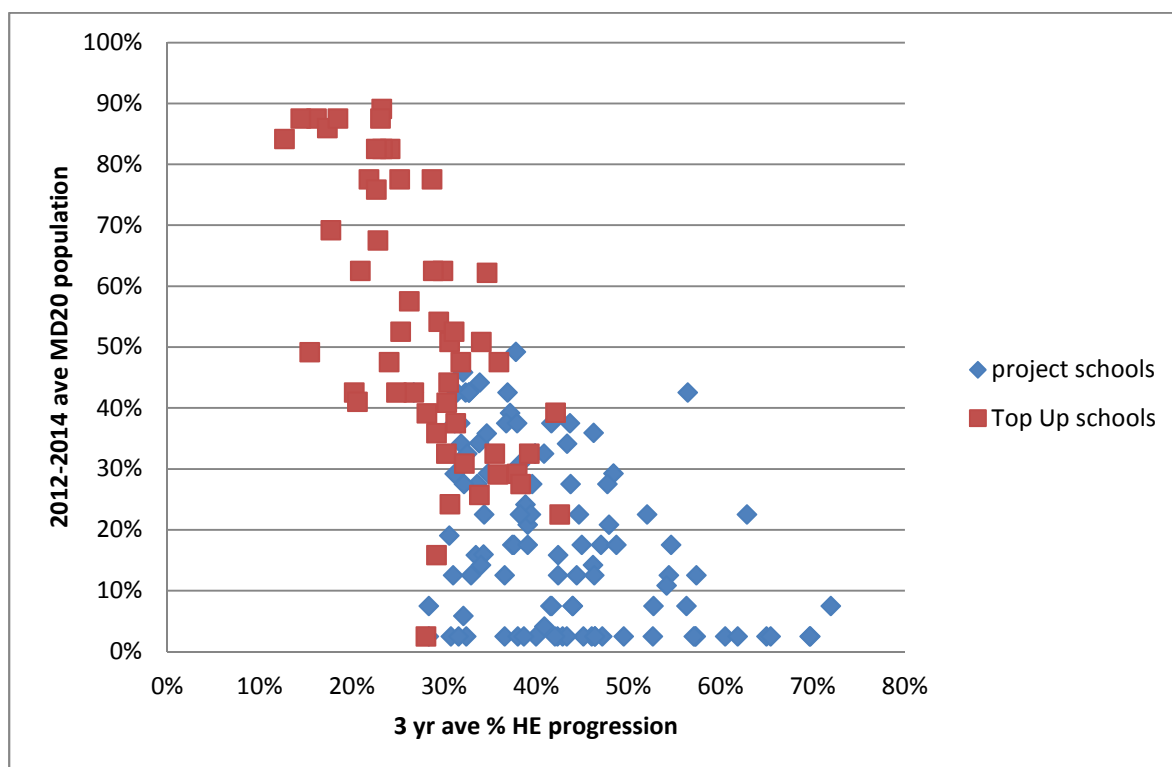


Figure 3 displays the MD20 populations against HE progression. The same linear correlation can be observed.

Figure 3: School MD20 Population by leavers HE progression

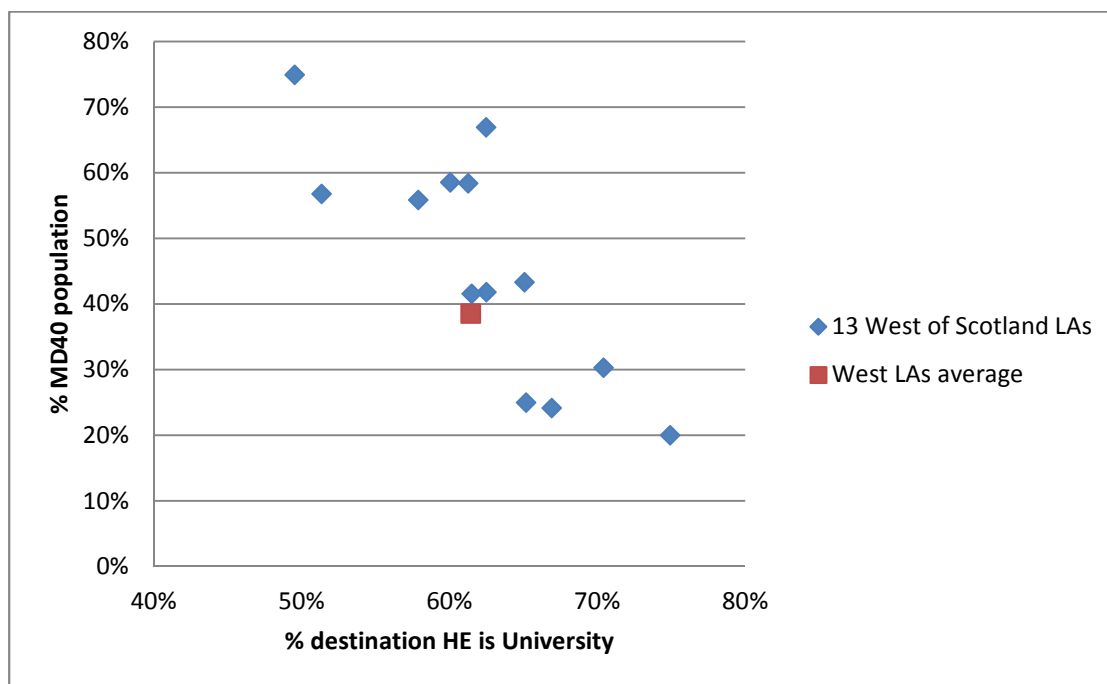


HE progression was based on School Leaver Destinations from Skills Development Scotland (SDS) surveys. The data available for analysis did not break down Higher Education into HE undertaken at HEIs, such as undergraduate degrees, and HE courses undertaken at further education colleges (FEC), such as HNC/HND. To give an indication of the breakdown between HEIs and FECs, the SDS Community Planning Partnership Reports (December 2015) for each of the thirteen local authorities were examined.¹³ As the data presented by SDS included all schools in each Local Authority, these figures include leavers from both project and Top-Up schools.

¹³SDS Community Planning Partnership Reports (December 2015) for each of the 13 west of Scotland LAs are available at: <https://www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/community-planning-partnership/?page=1&statisticCategoryId=1&order=date-desc>.

Figure 4 plots the percentage of HE entrants who progressed to university against the percentage of MD40 pupil population within each LA. This shows the same correlation observed in Figure 2: a smaller percentage of HE entrants progress to university in LAs with higher proportions of MD40 pupils. This suggests that MD40 school leavers with an HE destination are more likely to progress to FE college than university.

Figure 4: Percentage of MD40 pupils in LA school population in 2014-15 vs percentage of 2015 LA school leavers with a destination of HE in University.



6.2 Alternative measures of socio-economic disadvantage

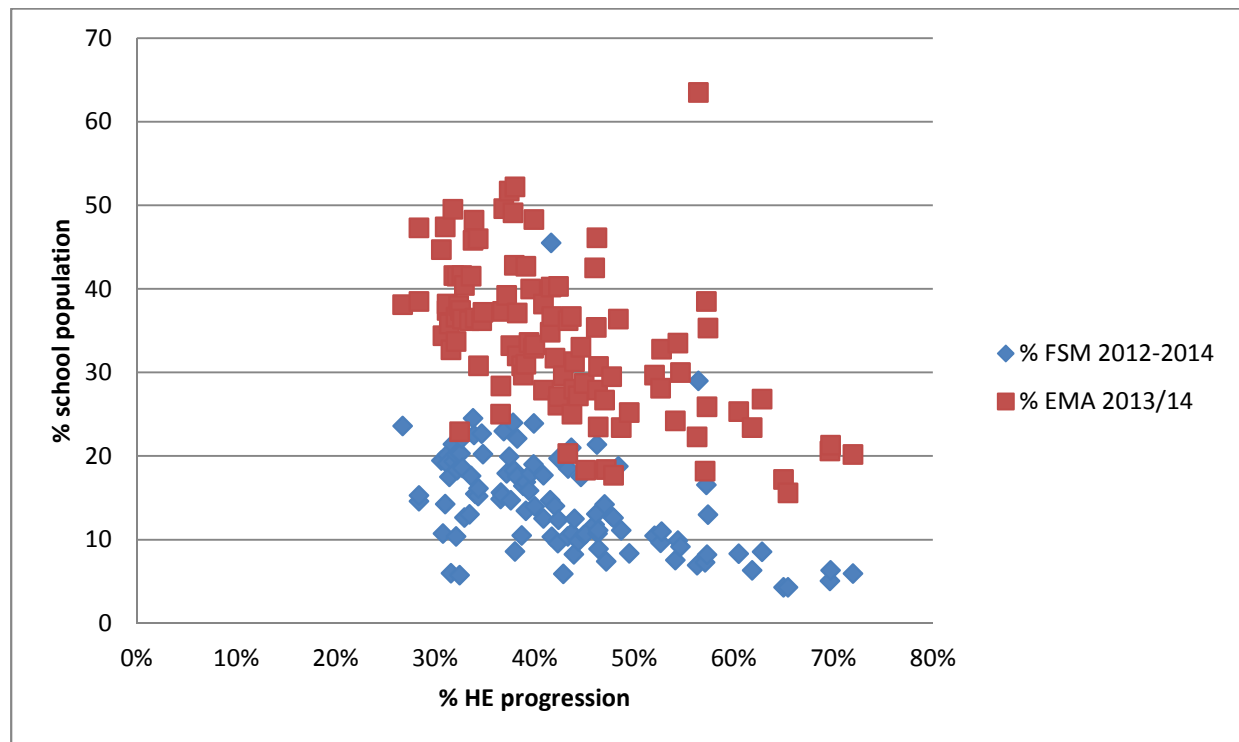
The Scottish Index of Multiple Deprivation (SIMD) is the measure of socio-economic disadvantage favoured by the Scottish Funding Council (SFC) and the Scottish Government (SG). It has been described by some as a relatively 'blunt measure' and is not without critics. To establish the comparative veracity of SIMD as a measure, school level data on proportions of pupils claiming Free School Meals (FSM) and 16-19 year olds eligible for the Education Maintenance Allowance (EMA) were examined as alternative indicators of socio-economic disadvantage experienced by pupils in schools in the west of Scotland.

Figure 5 displays FSM and EMA proportions in the 109 project schools against 3-year average HE progression. The relationship between both measures and HE progression is much less clear. There is a significant linear correlation between each measure and HE progression, but the gradient of the line is less steep, when compared to MD40 in Figure 2. This suggests that FSM and EMA do not fully represent the socio-economic disadvantage faced by pupils within schools and are not as appropriate measures to use as SIMD for the purpose of this school-level analysis. This concurs with the findings of the Commission on Widening Access Technical paper on measures and targets (March 2016). The report concluded, 'The Commission considered uptake of Free School Meals (FSM) as a proxy

measure for low income and found that there are issues with the coverage of this measure' and, 'that despite its limitations, the Scottish Index of Multiple Deprivation is currently the most suitable measure of disadvantage for the purposes of measuring progress and setting targets'.¹⁴

However, despite issues with coverage, FSM and EMA are measures which accurately reflect an individual's socio-economic circumstances, while SIMD is an area measure reflecting an average and relative socio-economic level for a postcode area. While SIMD is more appropriate for the purposes of this research project, showing the full breadth and depth of socio-economic deprivation, ideally, data on measures such as Free School Meal eligibility (rather than uptake), at the individual level, would be available. This could allow more effective targeting of interventions to those individuals experiencing disadvantage and enable individualised contextualised admissions decisions to be made for offers of entry.

Figure 5: FSM and EMA proportions in school populations by school HE progression



6.3 Pupil profiles in west of Scotland Local Authorities

To gain a further understanding of the current profile of secondary school pupils in the west of Scotland, eight Local Authorities provided a summary snapshot of pupil census data on the 2015-2016 S1-S6 school rolls. The data was analysed and profiles compared. Tables 1-3 illustrate the: SIMD Profile; numbers claiming Free School Meals; and ethnicity within the eight Local Authorities (LAs) (labelled A to H).

¹⁴ Scottish Government (2016) *Commission on Widening Access - Technical paper on measures and targets* - March 2016, pp.3 & 6, available at: <http://www.gov.scot/Resource/0049/00496620.pdf>.

Table 1: SIMD Breakdown by LA (2015-16)

		SIMD					
		Q1	Q2	Q3	Q4	Q5	
LA	A	S1/S2	36%	14%	17%	13%	21%
		S3/S4	35%	15%	16%	12%	21%
		S5/S6	35%	15%	16%	11%	22%
		Grand Total	35%	15%	16%	12%	21%
	B	S1/S2	5%	21%	39%	27%	8%
		S3/S4	5%	22%	39%	26%	8%
		S5/S6	5%	20%	39%	28%	9%
		Grand Total	5%	21%	39%	27%	8%
	C	S1/S2	9%	16%	11%	18%	46%
		S3/S4	10%	16%	10%	16%	47%
		S5/S6	8%	15%	12%	16%	50%
		Grand Total	9%	16%	11%	17%	48%
	D	S1/S2	29%	26%	22%	10%	13%
		S3/S4	31%	25%	24%	8%	12%
		S5/S6	25%	32%	25%	6%	13%
		Grand Total	28%	27%	24%	8%	13%
	E	S1/S2	9%	8%	10%	21%	53%
		S3/S4	10%	10%	8%	19%	53%
		S5/S6	8%	10%	9%	21%	53%
		Grand Total	9%	9%	9%	20%	53%
	F	S1/S2	17%	21%	28%	17%	17%
		S3/S4	17%	22%	28%	17%	16%
		S5/S6	14%	21%	27%	18%	20%
		Grand Total	16%	21%	28%	17%	18%
	G	S1/S2	33%	22%	15%	22%	8%
		S3/S4	33%	22%	15%	22%	9%
		S5/S6	28%	21%	15%	25%	12%
		Grand Total	32%	21%	15%	22%	10%
H	S1/S2	19%	25%	23%	12%	21%	
	S3/S4	18%	27%	24%	13%	18%	
	S5/S6	15%	24%	23%	14%	24%	
	Grand Total	17%	25%	23%	13%	21%	

Table 2: FSM by LA (A-H) and Year Group (2015-16)

	S1	S2	S3	S4	S5	S6	Total
A	25%	25%	23%	20%	**	**	18%
B	14%	13%	13%	11%	8%	7%	11%
C	8%	10%	7%	7%	5%	5%	7%
D	19%	23%	21%	19%	10%	8%	17%
E	8%	8%	7%	9%	8%	5%	8%
F	15%	14%	13%	15%	10%	6%	12%
G	22%	22%	20%	17%	13%	10%	18%
H	16%	14%	12%	11%	8%	5%	11%

** replaces figures where numbers of pupils with Free School Meals were very low and therefore may be identifiable

Table 3: Ethnicity by LA (A-H) and Year Group (2015-16)

	S1		S2		S3		S4		S5		S6		Total	
	White	Other	White	Other	White	Other	White	White	White	Other	White	Other	White	Other
A	63%	36%	57%	41%	56%	40%	58%	36%	68%	29%	61%	35%	60%	36%
B	97%	2%	97%	2%	97%	2%	97%	2%	97%	2%	97%	3%	97%	2%
C	93%	7%	88%	11%	90%	8%	92%	7%	91%	8%	91%	7%	91%	8%
D	91%	9%	92%	8%	95%	5%	90%	10%	93%	7%	94%	6%	92%	8%
E	78%	20%	81%	18%	82%	17%	81%	18%	82%	17%	85%	15%	81%	18%
F	95%	4%	94%	4%	95%	4%	95%	3%	95%	4%	96%	4%	95%	4%
G	97%	2%	97%	2%	97%	2%	97%	2%	98%	1%	98%	1%	98%	2%
H	97%	3%	95%	5%	97%	3%	94%	6%	95%	5%	96%	4%	96%	4%

'White' is all white ethnicity sub-groups and 'Other' includes all other ethnic minorities.¹⁵ A small proportion of 'unknown'/'undisclosed' ethnicities existed. These are not shown.

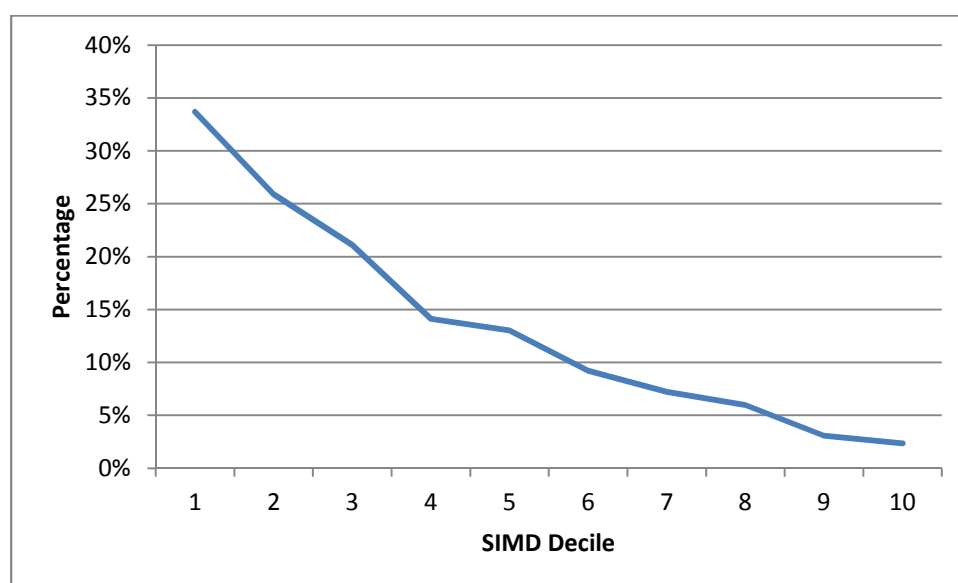
The tables illustrate that the eight Local Authorities examined each had distinct overall profiles and considerable differences in the percentage of pupils residing within each SIMD Quintile. The percentage of pupils residing in quintiles 1 and 2 (MD40) ranged from 18% to

¹⁵ Ethnic background is collected for the Pupil Census and the full list of Ethnic Groups can be found in the survey documentation at <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/SchoolPupilCensus>

55%. Table 2 shows there is a less distinct discrepancy in the percentage of pupils claiming FSM. This ranged from 7% to 18% across the eight LAs examined. Table 3 shows that pupils within the west of Scotland are predominantly white, although there is a sizeable minority ethnic population within two of the eight LAs.

Figure 6 shows the percentage of pupils claiming Free School Meals by SIMD Decile. These figures are based on the collective data provided by five of the LAs. Although the graph shows a clear correlation between SIMD and FSM, even within the 10% most socio-economically disadvantaged areas only 34% of pupils are shown to claim FSM. This further highlights that while FSM may be a good indication of individual socio-economic circumstances, for the purposes of this report, assessing the full numbers of disadvantaged pupils with the potential to progress on to HE, the broader coverage of SIMD is a more useful measure.

Figure 6: Percentage of Pupils Claiming Free School Meals by SIMD Decile



6.4 The scale of the problem

Data in sections 6.1-6.3 has shown that there are pupils experiencing socio-economic disadvantage in higher progression schools. All 13 west of Scotland LAs contain schools where over 50% of the school population reside in MD40 postcode areas.

The Insight Analytical Dataset was used to estimate the number of MD20 and MD40 pupils in west of Scotland schools each year not currently targeted by SFC widening access initiatives:

MD20 = 18,824

MD40 = 39,446

Figure 7 presents the approximate number of MD40 pupils in schools currently not targeted by widening access initiatives each year by stage (39,446). Between 2009 and 2015, 25,061 MD20 and 51,743 MD40 S4 pupils attended non-target schools. On average, this equated to 3,580 MD20 and 7,392 MD40 S4 pupils each year. The S1-3 cohort numbers were estimated by multiplying the S4 group by three, as it is expected that the majority of pupils enrolling in S1 will continue until S4.

Figure 7: Approximate Number of MD40 Pupils in Non-Target Schools in west of Scotland LAs Annually

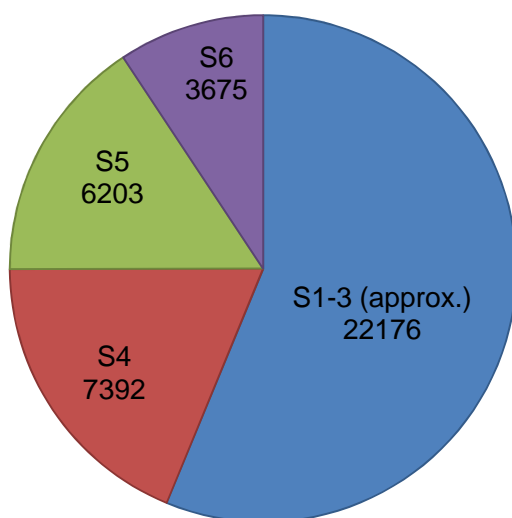


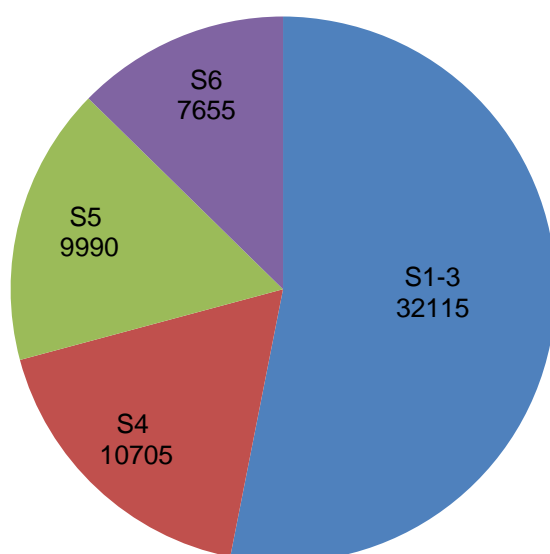
Figure 8 displays the comparative number of pupils in each year by stage residing in non-MD40 postcode areas. Comparing the number of MD40 and non-MD40 pupils staying on in school until S6 as a percentage of the cohort indicates the likelihood of pupils from each group remaining in school until S6 and subsequently having the opportunity to progress onto HE at University. A pupil leaving in S4-S5 is less likely to have attained the qualifications needed to progress to HE. This comparison shows:

3,675 of the 7,392 MD40 pupils in S4 stayed on in school until S6: 49.7%.

7,655 of the 10,705 non-MD40 pupils in S4 stayed on until S6: 71.5%.

Therefore, over half of the MD40 pupils left before the end of S6, while less than a third of non-MD40 pupils left earlier than S6, a statistically significant difference ($p < 0.001$).

Figure 8: Approximate Number of non-MD40 Pupils in Non-Target Schools in West of Scotland LAs Annually (2009-2015 average)



6.5 Progression to HE and attainment in lower and higher progression schools

The Insight Analytical Dataset provided data on senior stage pupils (S4-S6) attending secondary schools in the west of Scotland LAs from 2009-15. The dataset included individualised: demographic information; leaver status; leaver destinations; and pupil attainment. Detail of attainment by subject and level was provided and attainment measured by Insight tariff points achieved annually and cumulatively at each stage/year.¹⁶

The 109 schools, which were the focus of this project, were categorised as lower progression if they fell on or below the national average for progression to HE (47 schools) or higher progression if they were above the national average (62 schools).

Both MD40 and non-MD40 pupils in lower progression schools, on average, progress to HE at a lower rate than their counterparts in higher progression schools. However, the difference in average rates of progression to HE between MD40 and non-MD40 postcode residents within each group of schools was examined: Figure 9 demonstrates that non-MD40 residents were more likely to progress to HE, but that a larger gap existed between the SIMD groups in the 62 higher progression schools (17%) than the 47 lower progression schools (13%).

Similarly, when attainment by pupils grouped by SIMD postcode area was measured by the average number of Insight tariff points achieved, Figure 10 shows there was a larger gap, of 149 tariff points, between MD40 and non-MD40 pupils in the 62 higher progression schools,

¹⁶ See Appendix 6 for detail on Insight Tariff Points.

compared to a gap of 112 tariff points in the 47 lower progression schools, despite attainment of both groups being higher in higher progression schools.

These findings indicate that SIMD postcode status does impact on progression and attainment, even in higher progression schools, and is possibly a more significant factor in these schools, as the gap between the more socio-economically disadvantaged and the less disadvantaged cohorts is larger. The following sections report on further analysis of attainment and progression to HE with respect to pupil and school characteristics.

Figure 9: Progression to HE by MD40 and non-MD40 cohorts in lower and higher progression schools

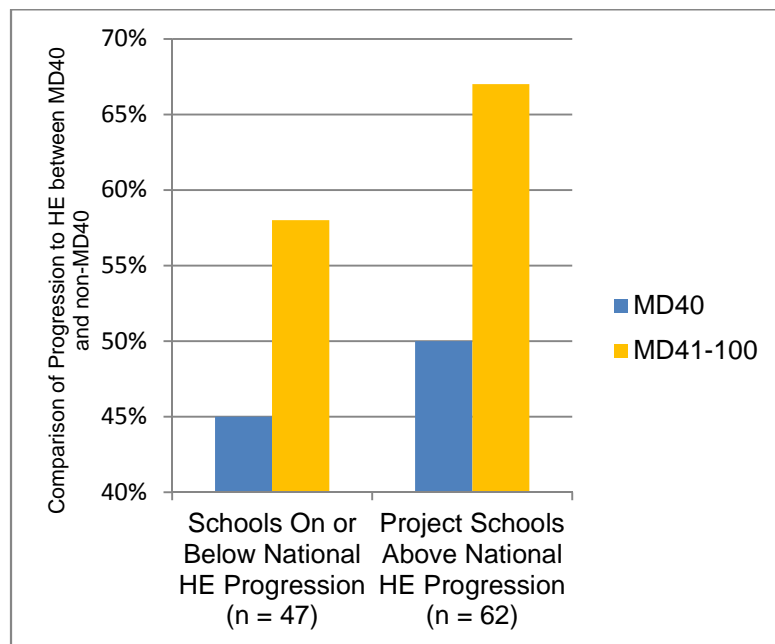
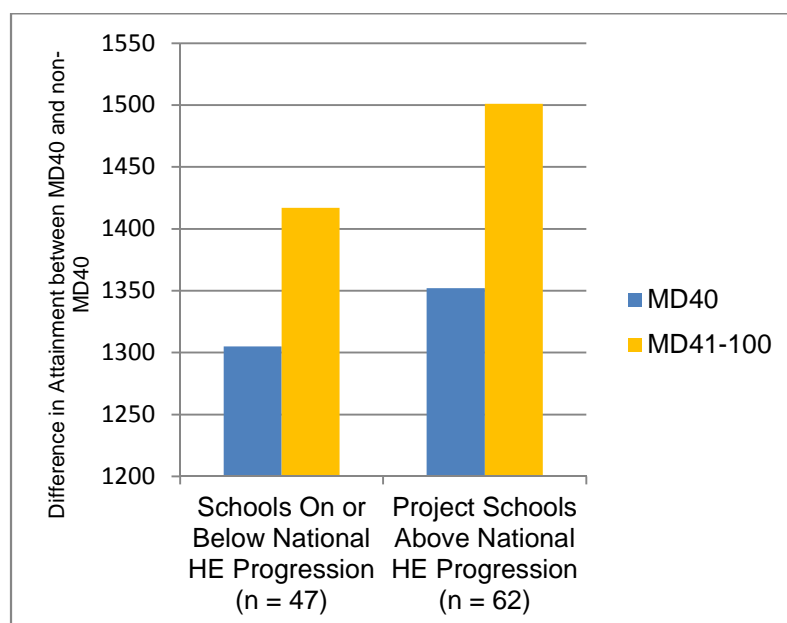


Figure 10: Attainment of Insight Tariff Points by MD40 and non-MD40 cohorts in lower and higher progression schools



6.6 Protected Characteristics

6.6.1 Correlation of SIMD with protected characteristics

Examination of the S4 population in the Insight Analytical Dataset gives an indication of the trend in association of SIMD decile and protected characteristics (gender, ethnicity) within the school populations.

SIMD deciles 1 and 2 together comprise quintile 1, or the most socio-economically disadvantaged MD20 population. Deciles 1-4 together comprise quintiles 1 and 2, or the MD40 population.

Table 4 shows the S4 population in the 109 non-target schools across the 13 LAs between 2009 and 2015, by SIMD decile, gender and ethnicity. There was a relatively even spread across the 10 deciles by gender. The overwhelming majority of pupils in the higher progression schools were classified as white and there was an even spread of those classified as minority ethnic across the ten deciles.¹⁷

Table 4: S4 pupil population by SIMD postcode, gender and ethnicity

S4 Population (2009-2015) by Gender and SIMD Decile				S4 Population (2009-2015) by Ethnicity and SIMD Decile		
SIMD (Decile)	Grand Total	Male	Female	White	Minority Ethnic	Undisclosed
1	12163	49%	51%	94%	5%	1%
2	12898	49%	51%	96%	3%	1%
3	12847	50%	50%	96%	4%	1%
4	13835	50%	50%	95%	4%	1%
5	14211	51%	49%	95%	4%	1%
6	13063	51%	49%	96%	4%	1%
7	10997	51%	49%	94%	5%	1%
8	11156	52%	48%	94%	5%	1%
9	14937	51%	49%	95%	5%	1%
10	10569	52%	48%	93%	6%	1%
Grand Total	126676	51%	49%	95%	4%	1%

6.6.2 S4 attainment by SIMD and protected characteristics

Within the Insight dataset, Insight Tariff points are assigned for all qualifications achieved, as outlined in Appendix 6. Cumulative tariff points provide the total tariff points achieved by pupils at the end of S4, S5 and S6. This was used as the main measure of pupil academic attainment for this project.

¹⁷ Ethnic background is collected for the Pupil Census and the full list of Ethnic Groups can be found in the survey documentation at <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/SchoolPupilCensus>

On average, across the 109 schools examined in the 13 west of Scotland LAs, from 2009-15, pupils attained 375 tariff points by the end of S4. Figures 11 and 12 demonstrate the average cumulative tariff points attained by SIMD decile and protected characteristic groups.

On average, males attained 356 tariff points by the end of S4, while females attained 394. By ethnic group, minority ethnic pupils attained 412 tariff points on average by the end of S4, compared to 374 for white pupils.

Figure 11 shows the average cumulative Insight tariff points achieved by S4 pupils by gender and SIMD decile. Across all ten SIMD deciles, female pupils outperformed males by a constant margin of, on average, 39.6 Insight tariff points. A steady rise occurred in average tariff points achieved moving from decile 1 to decile 10, with female and male students in decile 10 achieving almost twice as many Insight tariff points as their counterparts in the most socio-economically disadvantaged decile 1, equivalent to almost three National 5 qualifications at A grade, a significant margin.

Figure 11: Cumulative Tariff Points S4 (2009-2015) by Gender and SIMD Decile

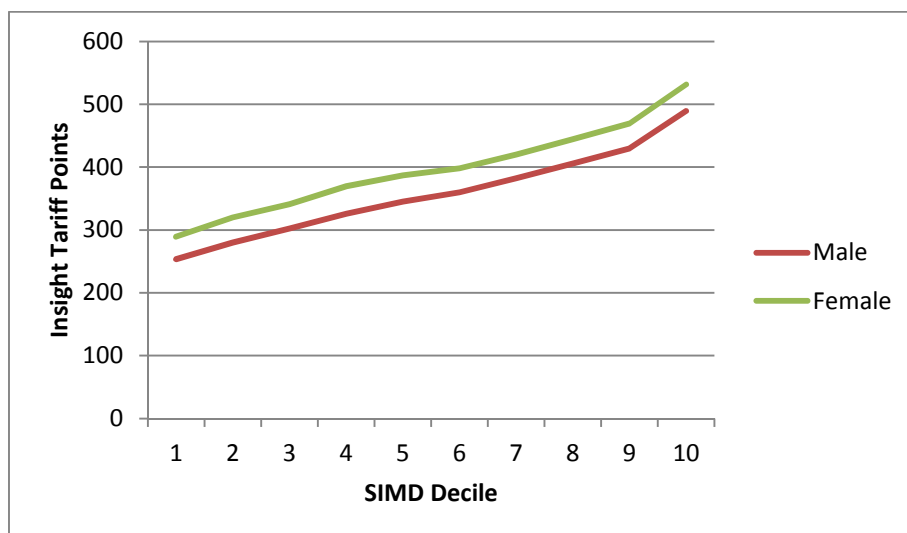
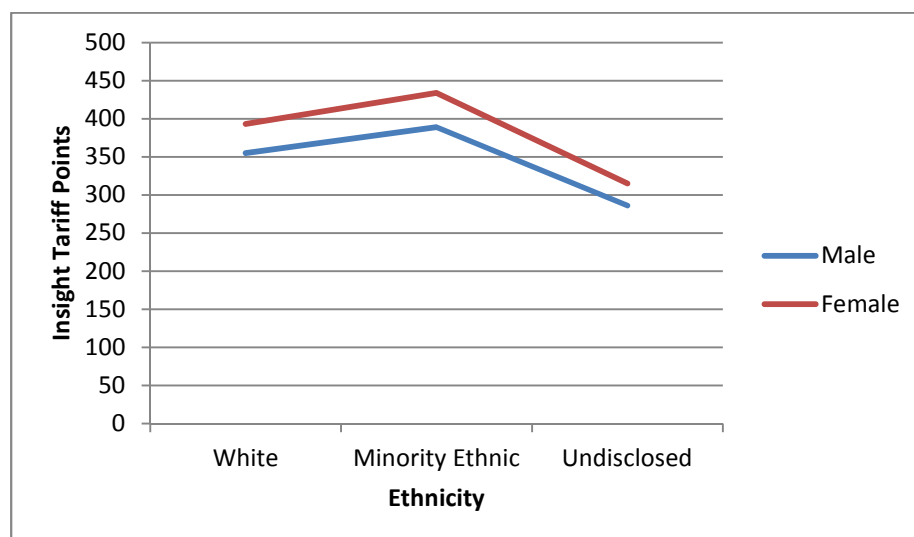


Figure 12 shows the average cumulative tariff points of the S4 population from 2009 to 2015 by gender and ethnicity. In all ethnic groups, including those with an undisclosed or unknown ethnicity, female pupils outperformed males by, on average, 37.3 Insight tariff points. Both female and male pupils classified as minority ethnic achieved, on average, higher cumulative Insight tariff points than those described as coming from a white ethnic background. Disregarding the small number of pupils for whom ethnic origin is not known, white males had the lowest attainment, in terms of Insight tariff points, by the end of S4.

Figure 12: Cumulative Tariff Points S4 (2009-2015) by Gender and Ethnicity



Further research on these protected characteristics with respect to school leavers' stage, destinations and attainment is included in Section 6.8.

6.7 Correlation of care experience with SIMD decile and gender

Owing to the low number of pupils classified as 'care experienced', the following findings were based on data on S4, S5 and S6 pupils across all 158 schools within the 13 west of Scotland LAs (project and Top-Up schools). 'Care experienced' includes all those in the Insight dataset who were described as having been Looked After inside or outside of the home.¹⁸ Numbers may differ from those recorded by LAs as this analysis is based on the LA of the school attended, which may differ from the LA responsible for care of that young person.

6.7.1 Care experienced pupils by SIMD decile and gender

Table 5 shows that there was a high concentration of pupils who had experience of care in the MD40 deciles. 75% of care experienced pupils lived within an MD40 postcode, with the largest concentration found in SIMD decile 1 (35%). A relatively even split occurred between male and female care experienced pupils across the ten SIMD deciles.

¹⁸ Looked After status is collected annually for the Pupil Census

Table 5: Correlation of care experience with SIMD decile and gender

SIMD Decile	% Of Total Looked After Population	Male	Female
1	35%	51%	49%
2	18%	50%	50%
3	12%	51%	49%
4	10%	52%	48%
5	7%	54%	46%
6	7%	52%	48%
7	4%	52%	48%
8	4%	58%	42%
9	3%	45%	55%
10	1%	65%	35%
Grand Total	100 %	52%	48%

6.7.2 Number of care experienced pupils by school stage and gender

Table 6 shows the total number of pupils with experience of care from 2009-2015 across S4, S5 and S6. The table also shows the number of pupils classified as being 'Looked after at Home' and 'Looked After Away From Home'. A greater number of those identified in Insight as having been Looked After in S4 and S5 are those who are Looked After at Home. However, in S6 the number of pupils coming from each group is almost equal, suggesting more pupils who are Looked After at Home are leaving before S6, than Looked After Away from Home.

There was a significant drop in numbers from S4 to S6. This suggests that a significantly large portion of care experienced pupils leave in S4. This is confirmed in Table 7, which shows that, on average, from 2009-15, 60% of those with experience of care left in S4 or winter of S5, and a further 20% left at the end of S5. More males left in S4 / winter of S5 than females, with an equal number of females and males leaving at the summer of S5.

Table 6: Number and percentage of pupils with experience of care by school stage

stage	Grand Total 2009-2015	% school population	Number of Pupils classified as being 'Looked After At Home'	Number of Pupils classified as being 'Looked After Away from Home'
S4	4076	2.2%	2578	1498
S5	2505	1.6%	1520	985
S6	564	0.5%	270	294

Table 7: Percentage of pupils with experience of care by leaver stage and year

Leaver Stage	Grand Total	Male	Female
S4 - S5 winter	60%	55%	45%
S5	20%	50%	50%

6.7.3 Average cumulative Insight tariff points gained by care experienced pupils by stage and gender

Table 8 shows that females with experience of care outperformed males at each stage, and that the gap in attainment was greatest in those who stayed on to S6. The table also shows that, at every stage, those classified as being 'Looked After Away From Home' outperformed those who are classified as 'Looked After At Home'.

Further, across all year groups and genders, those with care experience had on average a much lower cumulative tariff compared to the average attainment across all pupils in the 158 west of Scotland secondary schools by the following amounts:

S4: 202 Insight tariff points, the equivalent of 3 National 5s at grades BCC

S5: 408 Insight tariff points, the equivalent of 2 Higher Grades at grade A

S6: 489 Insight tariff points, the equivalent of 2 Higher Grades at grade A and one National 5 at grade A

These are very significant differences, which undoubtedly impact on the ability of care experienced pupils to progress to HE.

Table 8: Average Cumulative Tariff of Care Experienced Pupils by Stage and Gender and Care Category

Stage	Average Cumulative Tariff of those with experience of care					Average Cumulative Tariff (all pupils/all schools)
	Male	Female	'Looked After At Home'	'Looked After Away from Home'	Total	Total
S4	136	164	131	182	149	351
S5	232	266	214	305	249	657
S6	578	631	594	618	607	1096

6.7.4 Highest SCQF qualification achieved by care experienced pupils

Table 9 examines the highest SCQF level of SQA course achieved by care experienced pupils at each stage.¹⁹ Care experienced pupils were most likely to have not completed a course higher than SCQF level 4 (equivalent to National 4 qualification), with 41% not attaining beyond this level. However, of those who progressed to S6, 41.5% completed an SCQF level 6 course (equivalent to an SQA Higher Grade). This was still significantly lower than the 56.7% of the S6 overall school population, who attained a Higher Grade by the end of S6. Additionally, 27.4% of S6 pupils achieved an Advanced Higher (SCQF level 7) compared to only 8.3% of care experienced pupils. This again demonstrates the attainment gap and barrier to HE progression for pupils with experience of care.

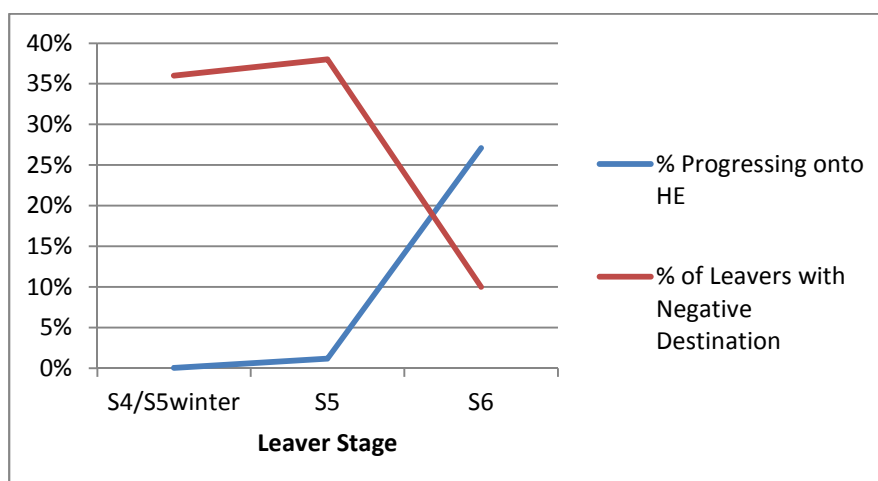
Table 9: Care experienced pupil population by stage and highest SCQF Course Achieved

Highest SQA Course Achieved							
Stage	2	3	4	5	6	7	Grand Total
S4	0.6%	16.2%	48.8%	34.3%	0.1%	0.0%	100%
S5	0.6%	11.8%	37.1%	35.6%	14.8%	0.1%	100%
S6	0.9%	2.6%	10.9%	35.9%	41.5%	8.3%	100%
Grand Total	0.6%	13.4%	41.1%	34.9%	9.2%	0.8%	100%

6.7.5 Care experienced leavers' destinations

Figure 13 shows that while a significant number of S4 and S5 leavers with experience of care had negative destinations, this dropped for those who remained in school until S6. Those who stayed on to S6 were also much more likely to progress to HE than those who left in S4 or S5 (as is true of all leavers – see Section 6.8).

Figure 13: Looked After Leaver Destination and Leaver Stage



¹⁹ Scottish Credit and Qualifications Framework, see <http://www.scqf.org.uk/framework-diagram/Framework.htm>.

The data for care experienced pupils demonstrates clearly that fewer stay on in school until S6, leading to an attainment gap and lack of progress to HE. This suggests more specific early intervention is required to engage this particularly vulnerable group of young people to stay on at school, but also that more intervention is also needed for those who do stay on to S6, to enable them to attain higher results and gain confidence to consider progression to HE on a fully informed basis.

6.8 School leavers: characteristics, attainment and progression to HE

The Insight Analytical Dataset allowed detailed examination of leavers in S4, S5 and S6 from 2009-2015 in terms of attainment and destination, with a focus on progression to HE.

6.8.1 S4 / Winter S5 Leavers by SIMD postcode

Figure 14 demonstrates the difference between the MD40 S4 population in each of the 13 west of Scotland Local Authorities (marked A to M) and the proportion of MD40 pupils that made up the S4/S5 winter leavers within those LAs.

MD40 pupils comprised 41% of the school population in the 109 project schools, as would be expected. However, 61% of the early S4 or winter S5 leavers were MD40 pupils, a significant 20% average differential. (The LA Average line is shown on the graph.)

In all 13 LAs, the proportion of MD40 residents in the early leavers group was higher than the proportion of MD40 pupils in the S4 population overall. Five of the LAs were above the LA average difference of 20%; four of these LAs had relatively low numbers of MD40 pupils and some of the highest progression schools. This suggests that MD40 pupils in higher progression schools are more likely to leave school early, emphasising the need for intervention in higher progression schools by external partners, e.g. WP programmes, universities and colleges.

Figure 14: Difference between MD40 in LA S4 Population and percentage of MD40 among S4/S5 winter leavers in each LA.

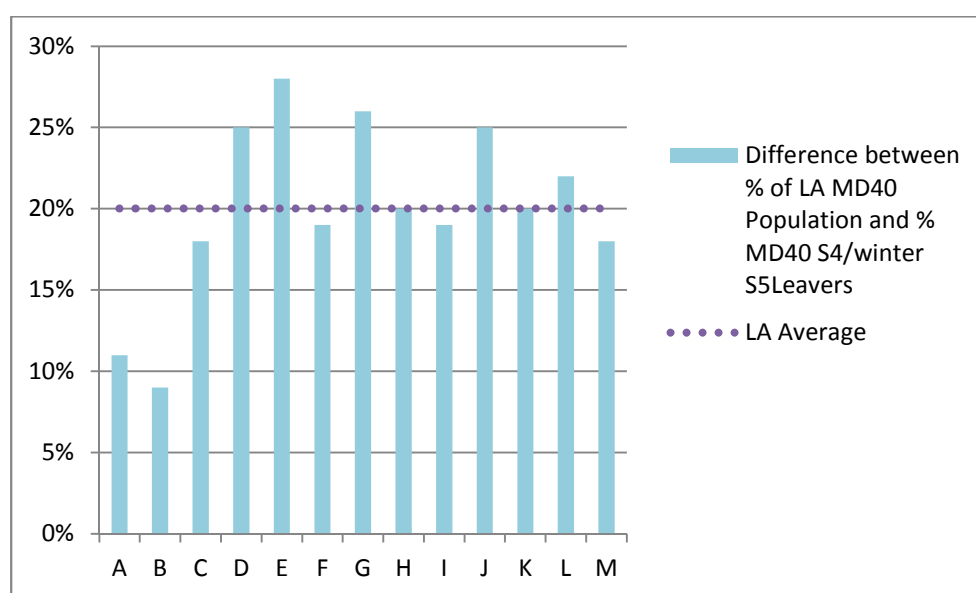


Table 10 shows that, on average, 10% of S4 pupils in the west of Scotland LAs left secondary education, a figure in line with the latest SFC *Learning for All: Measures of Success* report, which records that 11% nationally left school at the end of S4 in 2014/15.²⁰ Table 10 shows that SIMD deciles 1-4 (MD40) had a higher rate of leavers than the average. Decile 1 was the group most likely to leave, with 19% of decile 1 pupils leaving at the end of S4, compared to 2% of decile 10.

Table 10: S4 Leaver population by SIMD (Decile) 2009-2015

	SIMD Decile	Non leaver	Leaver
Decile	1	81%	19%
	2	84%	16%
	3	87%	13%
	4	88%	12%
	5	90%	10%
	6	91%	9%
	7	92%	8%
	8	94%	6%
	9	96%	4%
	10	98%	2%
LA Total	Grand Total	90%	10%

6.8.1.1 Average Cumulative Tariff Points by Leaver Group and SIMD Decile

The average cumulative tariff points of leavers and non-leavers were compared. Table 11 shows that there was a steady increase in the average tariff points achieved by the end of S4 by each of the SIMD deciles. Pupils living in decile 10 achieved, on average, 240 points more than those pupils living in a decile 1 postcode. This is the equivalent of almost 3 National 5 qualifications at grade A. This trend is visible in both the leaver and non-leaver groups. S4 leavers attained, on average, around half the number of Insight tariff points as non-leavers in the same SIMD decile. This trend occurred across all SIMD deciles.

²⁰Scottish Funding Council, *Learning for All: Measures of Success*, Tenth update – 10 August 2016. Edinburgh: SFC Statistical Publication, p. 6, available at: http://www.sfc.ac.uk/web/FILES/Statistical_publications_SFCST062016_LearningforAll/SFCST062016_Learning_for_All.pdf.

Table 11: Average Cumulative Tariff Points by Leaver Group and SIMD Decile

Average Cumulative Tariff Points			
SIMD Decile	Non- leaver	Leaver	Grand Total
1	300	148	271
2	326	160	300
3	344	172	322
4	369	188	348
5	383	203	365
6	397	207	379
7	417	213	401
8	437	222	424
9	458	231	449
10	516	242	510
Grand Total	396	184	375

6.8.1.2 S4 Leavers by Gender and SIMD Decile

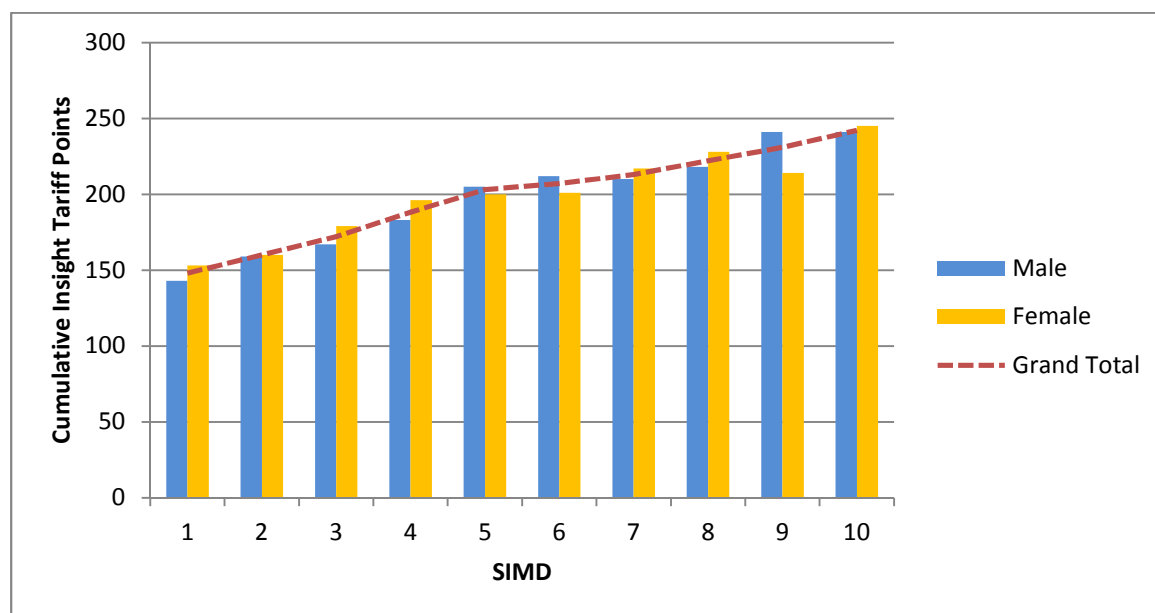
Table 12 breaks down the S4 leaver population by gender and SIMD decile. Across all 10 deciles, males made up a larger percentage of S4 leavers. The ratio of male to female leavers was highest within the most affluent deciles, suggesting that females from wealthier backgrounds were the least likely to leave at the end of S4.

Table 12: S4 Leavers by Gender and SIMD Decile

SIMD (Decile)	Male	Female
1	54%	46%
2	57%	43%
3	57%	43%
4	58%	42%
5	60%	40%
6	61%	39%
7	63%	37%
8	63%	37%
9	64%	36%
10	69%	31%
Grand Total	58%	42%

Figure 15 shows that, on average, male and female S4 leavers had a similar Insight cumulative tariff score, with attainment increasing by decile.

Figure 15: Average Cumulative Tariff Points of S4 Leavers



6.8.1.3 S4 Leavers by Ethnicity and Gender

Table 13 shows the S4 leaver population by ethnicity and gender. The data reveals that white males made up the largest proportion of S4 leavers. Although minority ethnic pupils made up only 1.8% of S4 leavers, almost twice as many minority ethnic males left in S4 than females of the same group, showing that males across all ethnicities left in larger numbers than females.

Table 13: S4 Leavers by Ethnicity and Gender

	Ethnicity			Grand Total
	White	Minority Ethnic	Unknown	
Male	56.5%	1.1%	0.8%	58.5%
Female	40.3%	0.6%	0.6%	41.5%
Grand Total	96.8%	1.8%	1.4%	100.0%

The statistically significant factors ($p < 0.001$) related to leaving school in S4 were: postcode (MD20/40), gender, ethnicity and care experience. Taken together, this data for S4 leavers suggests that white MD40 males were the most likely to leave in S4, while female minority ethnic or female non-MD40 pupils were the least likely to leave in S4.

6.8.2 S5 Leavers

6.8.2.1 S5 Leavers by SIMD Decile

Table 14 demonstrates that while, on average from 2009-15, 21% of S5 pupils left school at the end of S5, pupils in decile 1 left at almost twice this rate and pupils in decile 10 left at almost half this rate: 41% of decile 1 left at the end of S5, compared to 12% of pupils in decile 10.

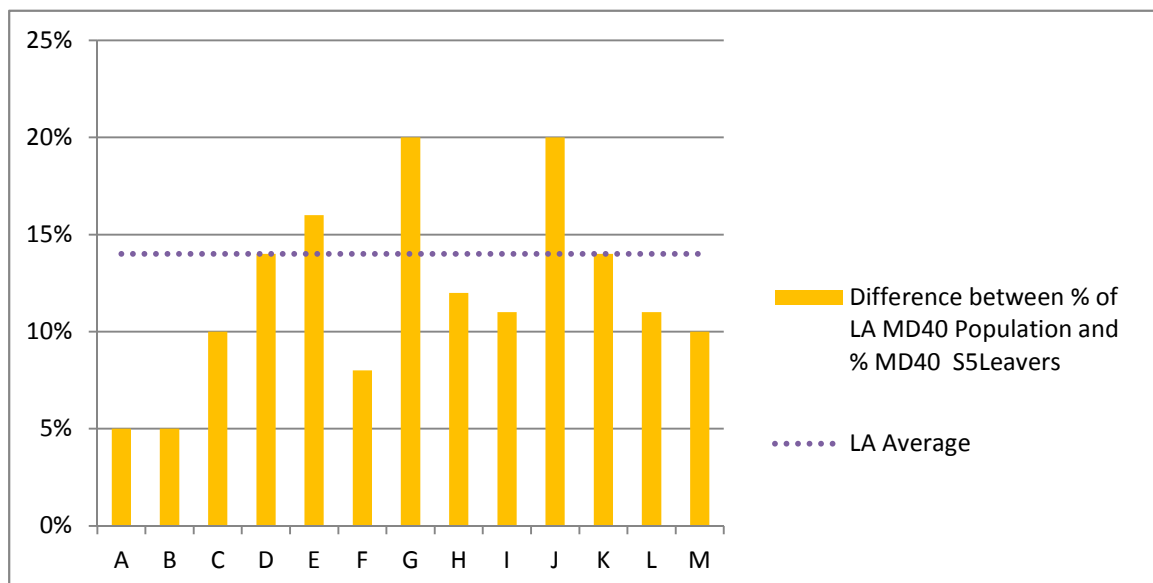
Table 14: S5 Leavers by SIMD (Decile)

SIMD Decile	Non Leaver	Leaver
1	59%	41%
2	63%	37%
3	67%	33%
4	71%	29%
5	73%	27%
6	76%	24%
7	78%	22%
8	81%	19%
9	84%	16%
10	88%	12%
Grand Total	79%	21%

6.8.2.2 S5 MD40 leavers relative to the overall MD40 school population

Figure 16 shows the difference between the MD40 S5 population across the 13 LAs (marked A to M) and the proportion of MD40 pupils who made up the S5 leavers within those LAs. On average, MD40 pupils made up 14% more of the S5 leavers than they did the overall S5 population (the LA Average line is shown on the graph).

Figure 16: Difference between LA MD40 Population and % of MD40 among S5 Leavers



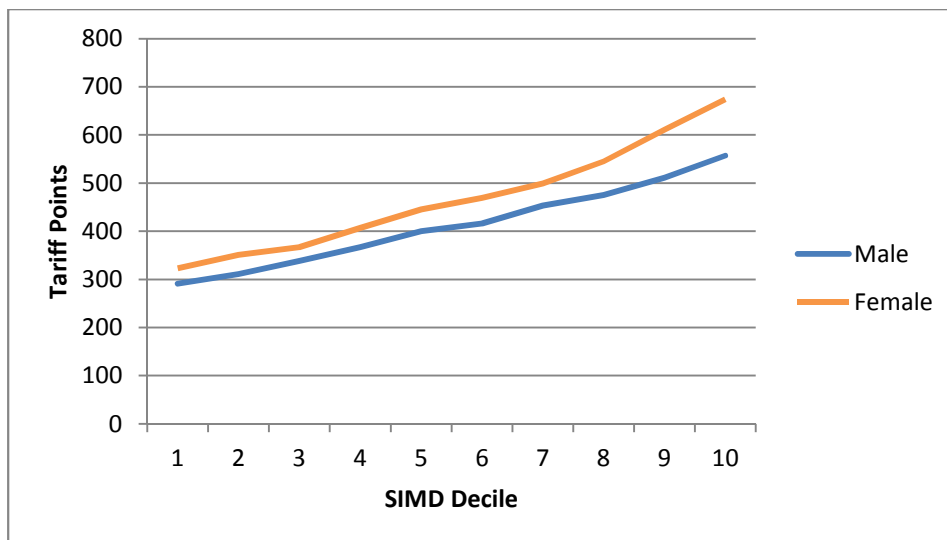
6.8.2.3 S5 Leavers by SIMD Decile and Gender

Table 15 shows that males made up a larger portion of S5 leavers across all SIMD deciles. Figure 17 demonstrates that the average tariff attained by those leaving in S5 increased from the lower to the higher deciles for males and females, with S5 leavers in decile 10 attaining twice as many tariff points as those from decile 1. Females in decile 10 achieved the equivalent of almost two Highers at grades A and C more than decile 1, while males in decile 10 achieved the equivalent of one Higher at a B grade and a National 5 at A more than decile 1. Female leavers outperformed males across all the deciles. The attainment gap increased in the higher deciles, with a difference of 34 tariff points between decile 1 females and males compared to a difference of 117 in decile 10, the latter equivalent to halfway between one National 5 at grade A and two National 5s at grade B.

Table 15: S5 Leavers by SIMD Decile and Gender

SIMD Decile	Male	Female
1	51%	49%
2	53%	47%
3	53%	47%
4	54%	46%
5	57%	43%
6	55%	45%
7	56%	44%
8	58%	42%
9	59%	41%
10	56%	44%
Grand Total	56%	44%

Figure 17: S5 Leaver Average Cumulative Insight Tariff Points by SIMD decile and gender



6.8.2.4 Pupil Points Groups

In the Insight Analytical Dataset each individual is assigned to a Pupil Points Group based on cumulative Insight tariff points achieved by the end of each year/stage. The Pupil Points Group categories are assigned according to attainment relative to all pupils at a national level. Group 1 comprises those achieving within the bottom 20% nationally, Group 2 those in the middle 60%, and Group 3 those in the top 20%.

Figures 18 and 19 display the spread of S5 pupils by SIMD deciles and gender, respectively, across the three Pupil Points Groups. Those from a more socio-economically disadvantaged background were less likely to be in the top 20% and made up the largest proportion of those in the lowest 20%. Similarly, males made up a larger portion of the lowest 20% and middle 60%, while females outnumbered them in the top 20%. This again shows that those in the more affluent SIMD deciles attained more than those in MD40 postcodes and female pupils had higher attainment than males. These relationships, between both MD40 postcode and gender with Pupil Points Groups, were found to be statistically significant ($p < 0.001$).

Figure 18: S5 Pupil Points Groups by SIMD Decile (2009-2015)

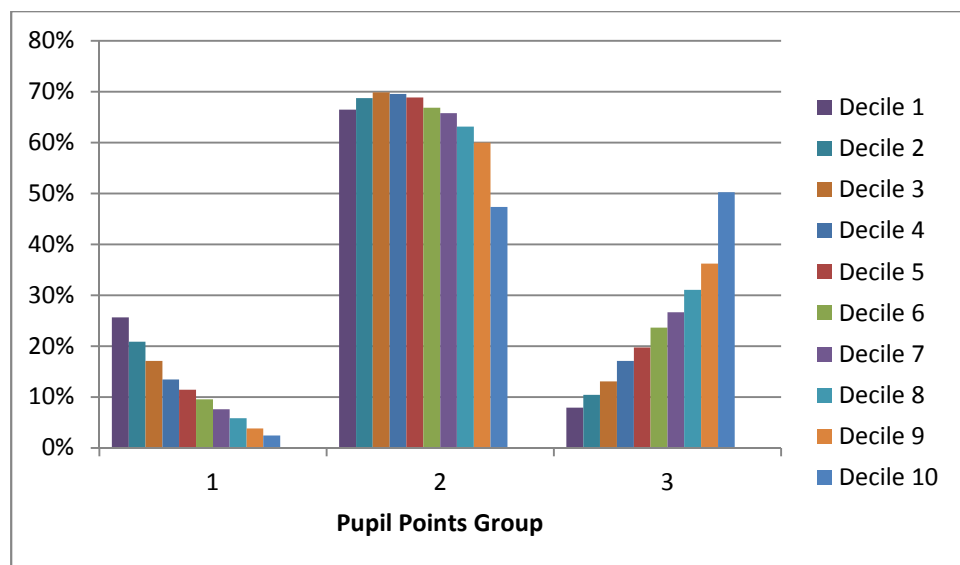
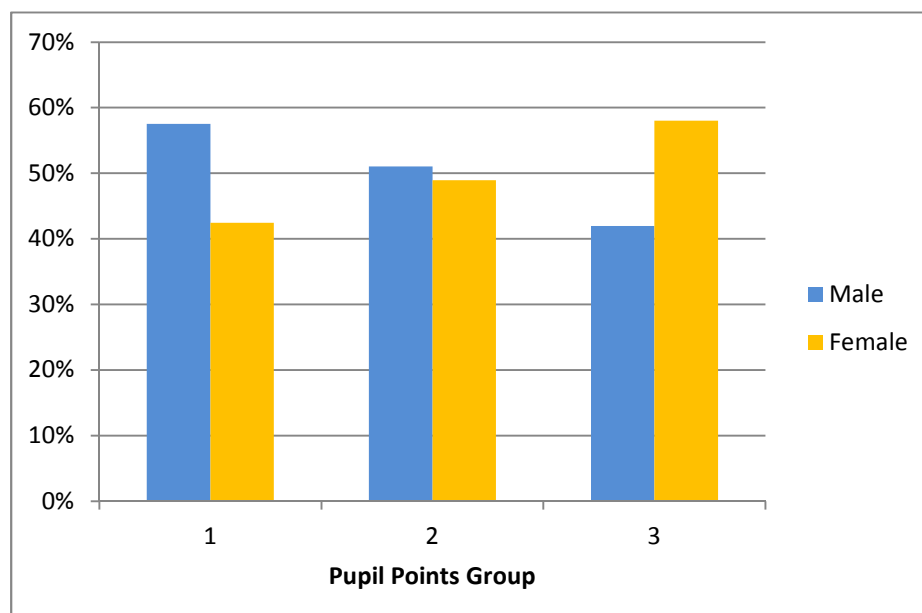


Figure 19: S5 Pupil Points Groups by Gender (2009-2015)



The Pupil Points Group categories were used to group pupils by relative attainment and to examine the destinations of S5 leavers by various criteria, including SIMD decile, gender and destination.

Table 16 displays S5 leavers by Pupil Points Groups and SIMD Decile. It examines the percentage that left for a positive destination (excluding those who stayed on at school), the percentage that progressed to HE and the average cumulative tariff points of all S5 pupils compared to the average cumulative tariff points of those who progressed to HE.

Leavers have either positive or NULL destinations (NULL includes those that remained in school). The notably higher number of those with a positive destination in Pupil Points Group 1 compared to Groups 2 and 3 reflects the finding in section 6.8.1.1 that those with low attainment were more likely to leave school early. Those in Pupil Points Group 3 were more likely to go on to HE after S5. Those with lower attainment in terms of tariff points who progressed to HE were likely to be studying HE in college, as they would not have attained the grade tariff required for entry to an undergraduate degree within university.

Less variation was observed in percentages between the deciles within the Pupil Points Groups, suggesting that attainment is key in staying on rates and progression to HE. Additionally, little variation existed between the average tariff points across the 10 SIMD deciles within the Pupil Points Groups.

Table 16: S5 leavers by Pupil Points Group and cumulative Insight Tariff Points

	% of S5 leaving with a Positive Destination	% of S5 progressing to HE after S5	Average Cumul Tariff Points (progressing to HE)	Ave Cumul Tariff Points - All Destinations
Pupil Points Group 1 (lowest 20%)	53%	0.5%	155	162
Decile 1	52%	0.5%	161	156
Decile 2	54%	0.4%	176	159
Decile 3	54%	0.4%	120	164
Decile 4	53%	0.6%	213	161
Decile 5	53%	0.3%	135	169
Decile 6	53%	0.5%	188	164
Decile 7	53%	0.6%	75	161
Decile 8	55%	0.7%	164	168
Decile 9	53%	0.9%	119	172
Decile 10	48%	0.4%	28	167
Pupil Points Group 2 (middle 60%)	22%	2.4%	703	624
Decile 1	28%	2.3%	653	547
Decile 2	26%	2.0%	615	562
Decile 3	25%	2.2%	671	579
Decile 4	23%	2.1%	689	600
Decile 5	24%	2.4%	702	616
Decile 6	22%	2.7%	717	640
Decile 7	21%	2.9%	733	655
Decile 8	19%	2.5%	743	662
Decile 9	17%	2.9%	720	687
Decile 10	17%	2.6%	773	715
Pupil Points Group 3 (top 20%)	5%	3.3%	1195	1187
Decile 1	6%	4.4%	1208	1162
Decile 2	6%	4.3%	1168	1166
Decile 3	6%	3.8%	1181	1163
Decile 4	5%	3.1%	1184	1173
Decile 5	6%	3.6%	1188	1178
Decile 6	5%	3.3%	1167	1181
Decile 7	5%	3.4%	1215	1187
Decile 8	6%	3.6%	1220	1191
Decile 9	5%	3.3%	1182	1191
Decile 10	4%	2.4%	1218	1211
LA Total	22%	2.4%	849	706

Table 17 also shows there is little variation between males and females within the Pupil Points Groups. Figures 18 and 19 showed, however, despite little variation between Pupil Points Groups, more MD10 males were present in Groups 1 and 2 than Group 3. Female pupils from more affluent postcodes were most represented in Group 3.

Table 17: S5 Progression to HE and Average Cumulative Tariff Points by Pupil Points Group and Gender

		% of S5 (2009- 2015) Progressing to HE after S5	Average Cumulative Tariff Points All Destinations
Pupil Points Group 1 (lowest 20%)	All 1	0.5%	162
	Male	0.5%	163
	Female	0.5%	162
Pupil Points Group 2 (middle 60%)	All 2	2.4%	624
	Male	2.2%	607
	Female	2.7%	642
Pupil Points Group 3 (top 20%)	All 3	3.3%	1187
	Male	2.9%	1183
	Female	3.6%	1190
LA Total	Grand Total	2.4%	706

6.8.3 S6 Leavers

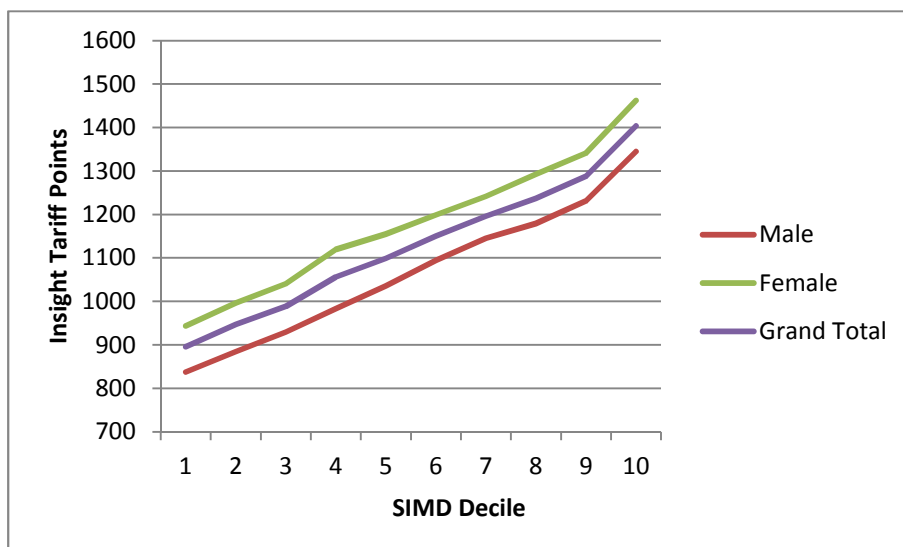
6.8.3.1 S6 Leavers by Gender, SIMD decile and cumulative Insight Tariff Points

Table 18 demonstrates that, with the exception of decile 10, females comprised a larger percentage of each SIMD decile and the overall S6 leaver population (2009-15). This contrasts with the S4 and S5 leaver statistics where males comprised a larger proportion of the leaver population. This shows that females were more likely to stay on at school until S6. By the end of S6, the average cumulative Insight tariff points attained by all pupils in the 109 schools, examined from 2009-15, was 1,152. Figure 20 shows the variances across the deciles and the same linear relationship observed for attainment by the end of S4 and S5; a steady increase in average tariff points achieved. It also shows that females across each decile outperformed the males by a steady margin, consistently attaining above the average tariff for their decile.

Table 18: SIMD S6 leavers by gender

SIMD (Decile)	Male	Female
1	45%	55%
2	44%	56%
3	47%	53%
4	47%	53%
5	47%	53%
6	47%	53%
7	48%	52%
8	49%	51%
9	49%	51%
10	50%	50%
Grand Total	47%	53%

Figure 20: S6 Average Cumulative Insight Tariff Points by SIMD Decile and Gender



6.8.3.2 S6 Population by SIMD Decile and Pupil Points Group (2009-2015)

Table 19 breaks down the S6 population by SIMD Decile and Pupil Points Group (total population in the 109 schools across the 13 LAs over the 2009-15 period is shown). Those in the more affluent SIMD deciles were much more likely to be in Pupil Points Group 3 and attain academically within the top 20% nationally, based on Insight tariff points. This illustrates a statistically significant relationship ($p < 0.001$) between SIMD and attainment.

The table also shows that there were a smaller number of pupils within the lower deciles in S6. This reflects the S4 and S5 leaver data which shows that individuals from MD40 postcodes were more likely to leave before S6.

Table 19: S6 population by SIMD decile and Pupil Points Group (2009-2015)

SIMD (Decile)	S6 Pop (2009-2015)	1 Pupil Points Group (lowest 20%)	2 Pupil Points Group (middle 60%)	3 Pupil Points Group (Top 20%)
1	5004	5%	60%	35%
2	6098	4%	57%	39%
3	6735	3%	54%	43%
4	7888	3%	48%	49%
5	8677	2%	45%	52%
6	8578	2%	41%	56%
7	7585	2%	38%	60%
8	8037	1%	35%	64%
9	11817	1%	31%	68%
10	8893	1%	23%	76%
Grand Total	79312	2%	41%	56%

Table 20 illustrates that, while a notable variation existed between the Pupil Points Groups in terms of attainment and progression on to HE, within the groups themselves less variance existed between the deciles. This suggests that many MD40 pupils who attained Insight tariff points within the top 20% of the national average progressed on to a positive destination. Many progressed on to HE, but at a rate which was significantly behind their non-MD40 counterparts (82.5% MD40 progressed to HE compared to 84.9% non-MD40, $p < 0.001$). However, referring back to table 19, it is clear that MD40 pupils made up a much smaller proportion of the top Pupil Points Group. Table 20 shows that, even within this group, there was a steady increase in the average Insight tariff points achieved by each more affluent, SIMD decile. The mean cumulative tariff points of MD40 and non-MD40 pupils in group 3 were 1,464 compared to 1,551, a statistically significant difference ($p < 0.001$).

Table 20: S6 leavers by Pupil Points Group and cumulative Insight Tariff Points

	% of S6 with a Positive Leavers Destination	% of S6 progressing to HE (2009-2015)	Average Cumul Tariff Points (progressing to HE)	Ave Cumul Tariff Points - All Destinations
Pupil Points Group 1 (lowest 20%)	63%	5.1%	110	154
Decile 1	59%	4.8%	151	175
Decile 2	63%	4.6%	189	172
Decile 3	66%	3.5%	107	170
Decile 4	66%	2.4%	112	145
Decile 5	65%	3.4%	129	158
Decile 6	61%	5.3%	87	149
Decile 7	66%	5.2%	123	136
Decile 8	59%	6.9%	32	108
Decile 9	69%	9.5%	86	142
Decile 10	61%	14.5%	70	117
Pupil Points Group 2 (middle 60%)	88%	32.0%	805	688
Decile 1	87%	27.1%	780	636
Decile 2	87%	25.5%	778	645
Decile 3	87%	29.0%	791	663
Decile 4	88%	27.3%	803	673
Decile 5	87%	30.4%	798	682
Decile 6	89%	34.6%	815	704
Decile 7	88%	33.3%	827	718
Decile 8	89%	36.4%	808	714
Decile 9	90%	39.7%	818	726
Decile 10	88%	41.9%	823	743
Pupil Points Group 3 (top 20%)	97%	84.3%	1558	1530
Decile 1	95%	81.7%	1473	1446
Decile 2	96%	81.8%	1481	1452
Decile 3	95%	82.0%	1486	1459
Decile 4	96%	83.6%	1513	1484
Decile 5	97%	82.8%	1539	1506
Decile 6	97%	83.1%	1553	1520
Decile 7	97%	82.6%	1555	1525
Decile 8	96%	84.9%	1571	1545
Decile 9	97%	86.0%	1583	1558
Decile 10	97%	87.8%	1636	1619
LA Total	92%	61.0%	1391	1152

It should be noted that progression to HE directly from secondary school (and therefore reported in this dataset) may not be a route chosen by all leavers who have high academic attainment and would be qualified to do so. An unknown number of these individuals may choose to return to education at a later date. An analysis to estimate the number of S6 leavers who had the potential to progress to HE, but did not choose this initial destination is provided in section 6.9.

6.8.3.3 S6 leavers progression to HE by Pupil Points Group and gender

On average, 58% of males progressed to HE, attaining 1,357 average cumulative tariff points, compared to 61% of females progressing to HE after S6 and attaining 1,420 tariff points. These differences are statistically significant ($p < 0.001$).

Table 21 illustrates that, while distinct variances are evident in attainment and the progression to HE rates between each of the Pupil Points Groups, within the Groups themselves less variation occurred, with females outperforming males by the slightest margin in Pupil Points Groups 2 and 3. However, as in the S5 cohort (Figure 19), female pupils comprised the majority of Pupil Points Groups 2 and 3, with more male pupils in Points Group 1.

Table 21: Progression onto HE by Pupil Points Group and Gender

		% of S6 (2009- 2015) Progressing to HE	Average Cumulative Tariff Points All Destinations
Pupil Points Group (lowest 20%)	1	5%	154
	Male	5%	156
	Female	5%	151
Pupil Points Group (middle 60%)	2	32%	688
	Male	31%	679
	Female	33%	697
Pupil Points Group (top 20%)	3	84%	1530
	Male	84%	1515
	Female	85%	1542
LA Total	Grand Total	61%	1152

Figures 21 and 22 illustrate the percentage of S6 pupils who progressed onto HE and their average attainment in tariff points by gender and SIMD decile. The graphs clearly show

there was a positive relationship between both progression onto HE and cumulative Insight tariff points with SIMD. Across all the SIMD deciles, female pupils outperformed the males, attaining more tariff points on average and progressing to HE in higher numbers. More females progressed to HE than males, with the gender gap in decile 1 being 8%, compared to 3% in decile 10. The gap in tariff points was 44 in decile 1 (equivalent to a National 4 qualification), compared to 91 in decile 10 (equivalent to a National 5 at A). Therefore, despite a higher attainment gap in decile 10 between male and female, decile 10 males progressed to HE in higher numbers than decile 1 males, relative to their female counterparts. The data clearly shows that male MD40 pupils attained the least Insight Tariff Points and progressed to HE in the fewest numbers. MD40 females performed better than their male counterparts in both measures, but not as well as non-MD40 males. Females from more affluent postcode areas attained most and progressed to HE in the highest numbers. MD40 postcode and gender both had a significant effect on performance in school and progression to HE thereafter.

Figure 21: S6 (2009-2015) Leavers Progressing to HE

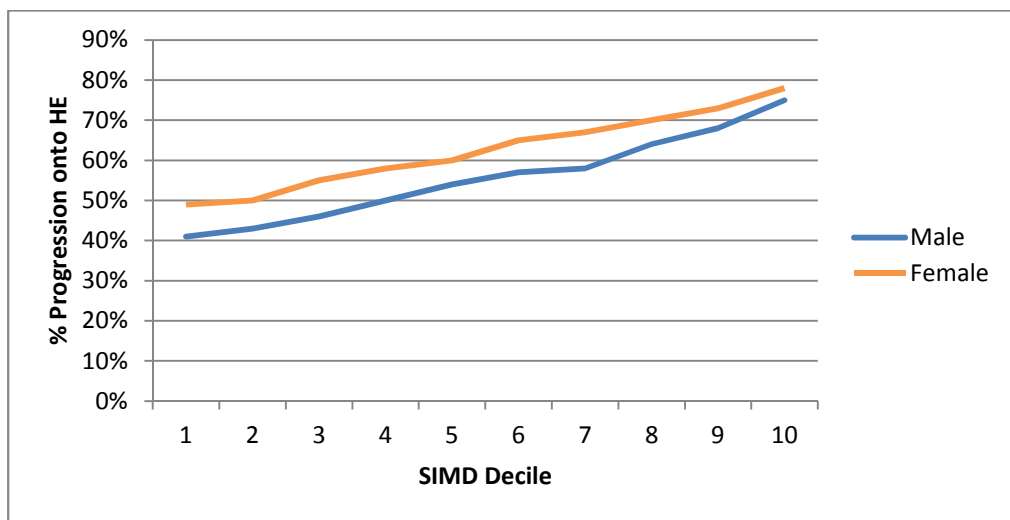
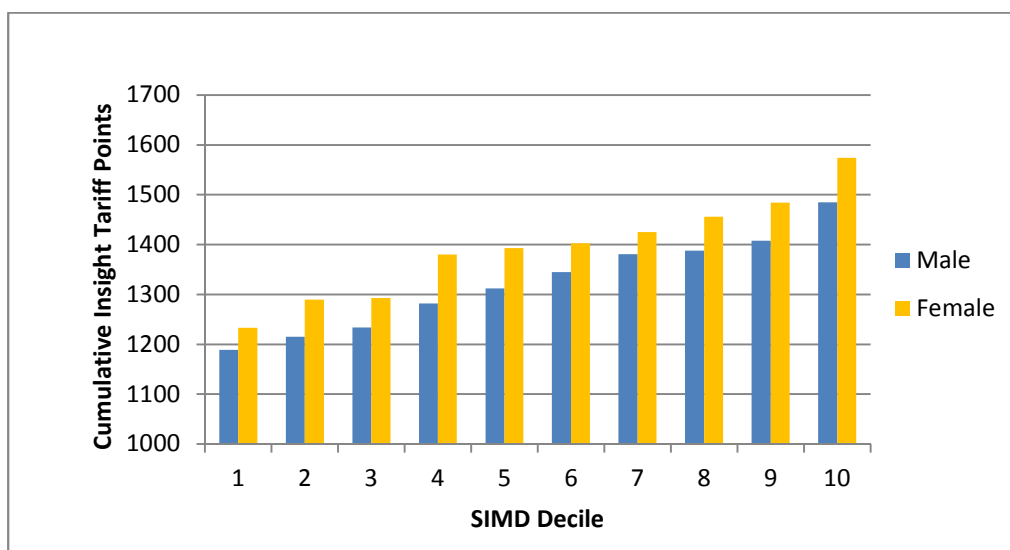


Figure 22: S6 Average Cumulative Insight Tariff Points (Destination HE)



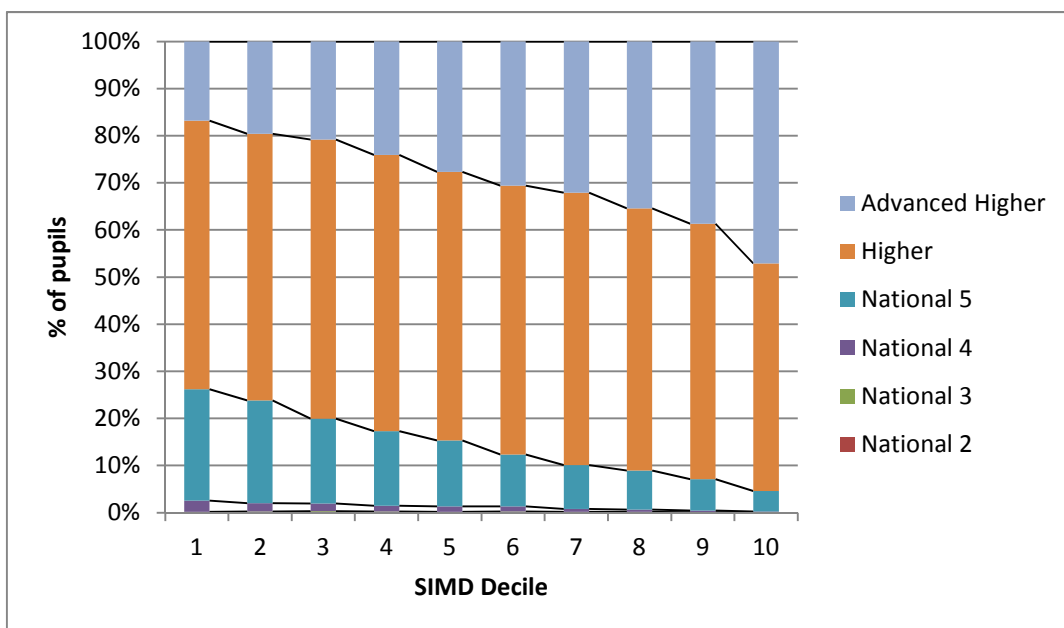
6.8.3.4 Highest SCQF qualifications obtained by S6 leavers

The highest SCQF level qualification attained by pupils at the end of S6 was examined. Figure 23 illustrates the difference in attainment by SIMD decile. It shows a positive relationship between SIMD decile and the highest SCQF qualification attained by the end of S6, with those from a higher SIMD decile much more likely to have attained an Advanced Higher qualification (SCQF level 7). 47% of decile 10 achieved an Advanced Higher, compared to 17% of decile 1 who achieved the same qualification. The average for S6 pupils overall was 31%. 21% of MD40 pupils achieved an SCQF level 7 qualification compared to 34% of non-MD40 pupils; a statistically significant difference ($p < 0.001$).

This will impact on the likelihood to progress to HE (85.5% of pupils with an SCQF level 7 qualification had a post-school destination of HE), but also on preparation for HE level study; Advanced Highers may contribute to better academic preparation for University. Thus, MD40 pupils could be less well prepared academically than non-MD40 pupils, which may be a disadvantage during the transition to and early stages of HE.

The higher SCQF level qualifications attained explain the higher Insight tariff point scores observed; Highers and Advanced Highers have much higher Insight tariff point values than other qualifications, as shown in Appendix 6.

Figure 23: Highest SCQF level SQA qualification attained by the end of S6 by SIMD decile



6.9 Calculating Potential among S4 / S5 / S6 Leavers

Analysis has shown that 61% of S6 leavers from the 109 schools examined progressed to HE study. 84% of those in the top 20% nationally, or Pupil Points Group 3, progressed to HE. One of the main aims of this project was to determine how many early leavers had the potential to progress to HE. Therefore, the performance of S4 and S5 leavers was examined to calculate how many pupils had the potential to progress to HE, if they had remained in secondary school and / or had received supportive intervention while at school.

The Insight dataset was used to determine the average attainment in S4 of pupils who progressed to HE at the end of S6. The results showed that 300 Insight tariff points was the lower threshold of S4 attainment of those pupils who progressed to HE after S6. Using 296 as the threshold S4 tariff (the equivalent of 4 National 5 qualifications at grade B – see Insight tariff points table in Appendix 6), analysis showed that 2,031 of 12,563 S4 leavers within the project schools attained 296 or more Insight tariff points from 2009 to 2015. This equated to 16% of S4 leavers.

The validity of this figure was tested by examining the sample of S4 non-leavers who attained exactly 296 tariff points and their attainment in S5 and S6. It was found that, similar to S4 leavers with 296 Insight tariff points, non-leavers attained six to eight predominantly National 4 qualifications in S4 and then went on to attain two to three Highers by the end of S6. Table 22 shows the profile of two sample pupils who achieved 296 Insight tariff points in S4.

Table 22: Sample Exam Profiles of Pupils Attaining 296 Insight Tariff Points in S4

Sample Student Profiles		
Year	Sample A	Sample B
S4	Mix of Nat 3, Nat 4 and Nat 5 qualifications	Mix of Nat 3, Nat 4 and Nat 5 qualifications
S5	Nat 5 qualification	Nat 5 qualification
	H@AB	H@BBD
S6	H@BC	H@CC
	AH@D	
	Plus other Insight credit-bearing qualifications	Plus other Insight credit-bearing qualifications

21 of the 192 individuals who attained exactly 296 tariff points in S4 and continued onto S6 had HE as their post S6 destination and, on average, achieved a cumulative tariff of 1,057. As shown in Figure 24, this suggests that, while below the average tariff points achieved by those who progressed to HE from S6, this still clearly demonstrated the potential to progress to HE.

The same process was repeated for S5 leavers by examining the average tariff of those who achieved 296 tariff points in S4 and progressed to HE from S6, and calculating their average tariff in S5. This equated to 691 Insight tariff points. S5 leavers were examined and all those who progressed to HE were removed. Of those remaining, the number achieving 691 or more Insight tariff points was calculated. 962 S5 leavers were found to have met this criterion, equating to 7% of S5 leavers who did not have progression to HE after S5 as their leaver destination. When they left school at the end of S5, these 962 S5 leavers, or 7% of the cohort, were on a tariff points trajectory which gave them the potential to progress to HE, if they had stayed on to S6.

The process was repeated again for S6 leavers who did not have HE as their destination. The cut off tariff used for calculating potential for HE was 1,002 - the equivalent of 4 National 5 qualifications at grade B plus 4 Highers at BBBC. An examination of published university entry requirements in the west of Scotland Universities suggested this was the lowest tariff which would realistically allow a pupil to be offered a place at university. Also, examination of the cumulative tariff points of those who progressed to HE at the end of S6 showed that, while on the lower end of the spectrum (see figure 24), this still indicated potential for HE. 7,686 S6 leavers achieved a tariff greater or equal to 1,002 Insight tariff points and did not progress to HE. This equated to 10% of all S6 leavers.

Figure 24: Cumulative Tariff of all HE entrants at the end of S6

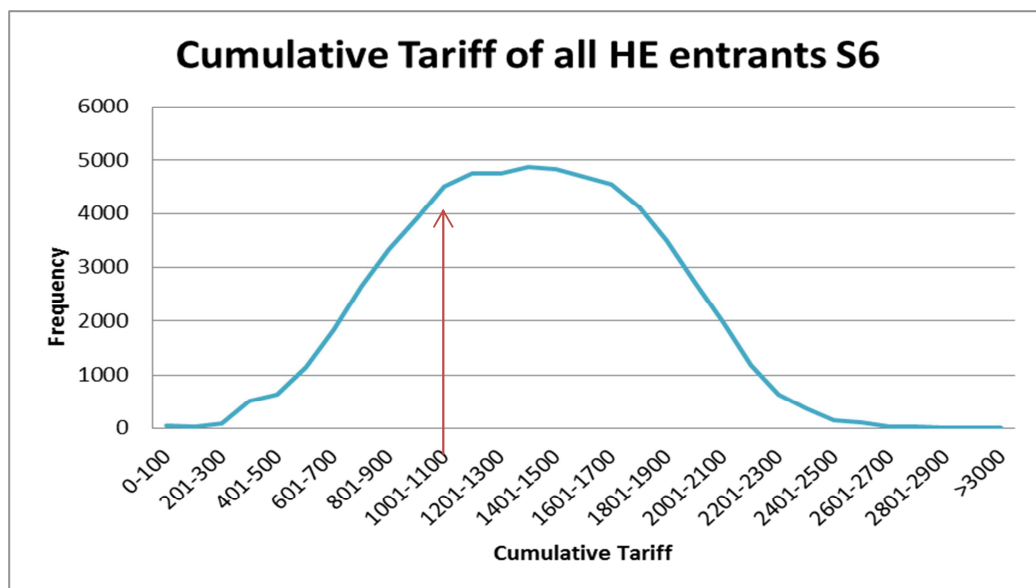
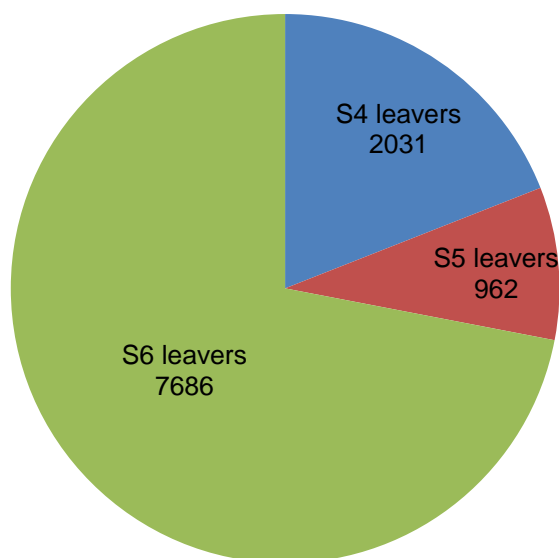


Figure 25 illustrates the number of S4-S6 pupils who had the potential to progress to HE. This equated to 10,679 pupils from 2009-15 who could have progressed to HE with greater intervention. A number of these pupils may not have wished to progress to HE, and those leavers qualified to do so may have progressed to HE at a later date.²¹ However, with intervention from widening access programmes, which have shown success in raising aspiration and awareness of the possibilities of HE study, many of these pupils would have been in a position to make a fully informed choice while in school and more may have progressed directly to HE. This suggests intervention for MD40 pupils in higher progression schools would be beneficial in increasing numbers progressing to HE from school, in senior years as well as early years.

Figure 25: S4-6 Leavers who had the potential to progress to Higher Education (2009-2015)



This data suggests a number of pupils leaving at each stage had the potential to progress to HE: 16% of S4; 7% of S5; 10% of S6 leavers. Early intervention to impact on aspirations and encourage pupils to stay on to S6 and improve attainment would help increase numbers progressing to HE, but intervention in S5 and S6 is evidently also required for MD40 pupils in higher progression schools. This suggests early, short-term gains could be made by targeting S5/S6 pupils with WP programme intervention, while longer-term aims could be gained by targeting earlier years.

²¹ Leaver destinations are captured by Skills Development Scotland surveys within 12 months of leaving school. Indeed, SFC Learning for All: Measures of Success concludes that older college entrants are more likely to be from the most deprived areas than school leaver college entrants (2016, p. 19).

6.10 Attainment in English and Mathematics

The highest SCQF level qualifications attained in English and Mathematics by S6 pupils in 2015 were examined as indicators of attainment in numeracy and literacy across SIMD decile and gender.

6.10.1 Attainment in English

Figures 26 and 27 show English attainment by the end of S6 by SIMD decile and gender. The graphs show that those living in the least disadvantaged deciles, were more likely to achieve higher SCQF level qualifications in English, than those living in MD40 postcode areas. Further, across all the deciles, females (F) were more likely to achieve higher level qualifications in English than males (M) living within the same SIMD decile.

Figure 26: Attainment in English by SIMD decile at the end of S6 (2015)

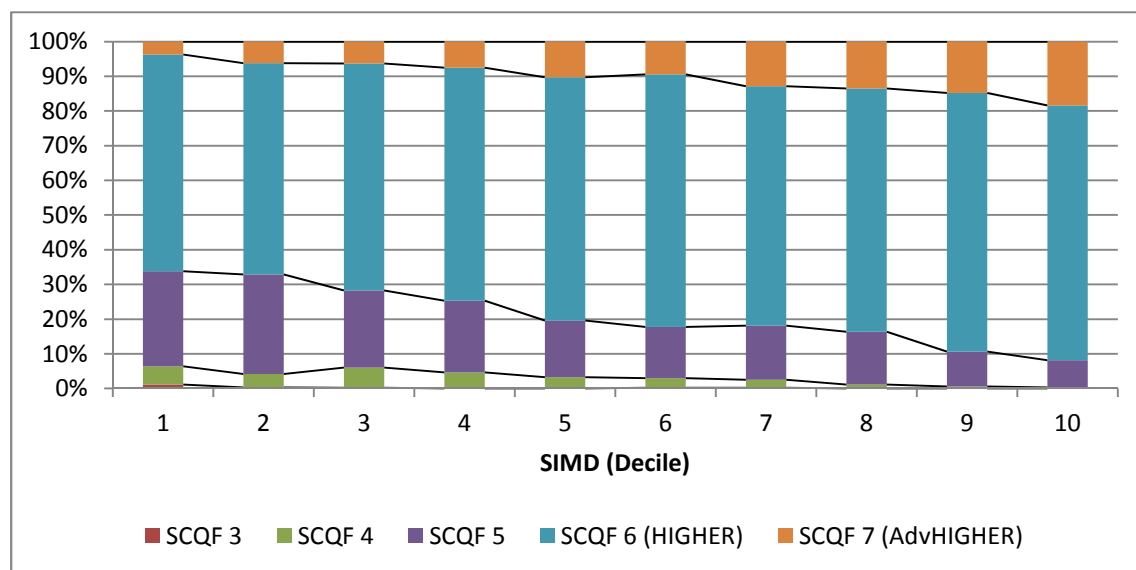
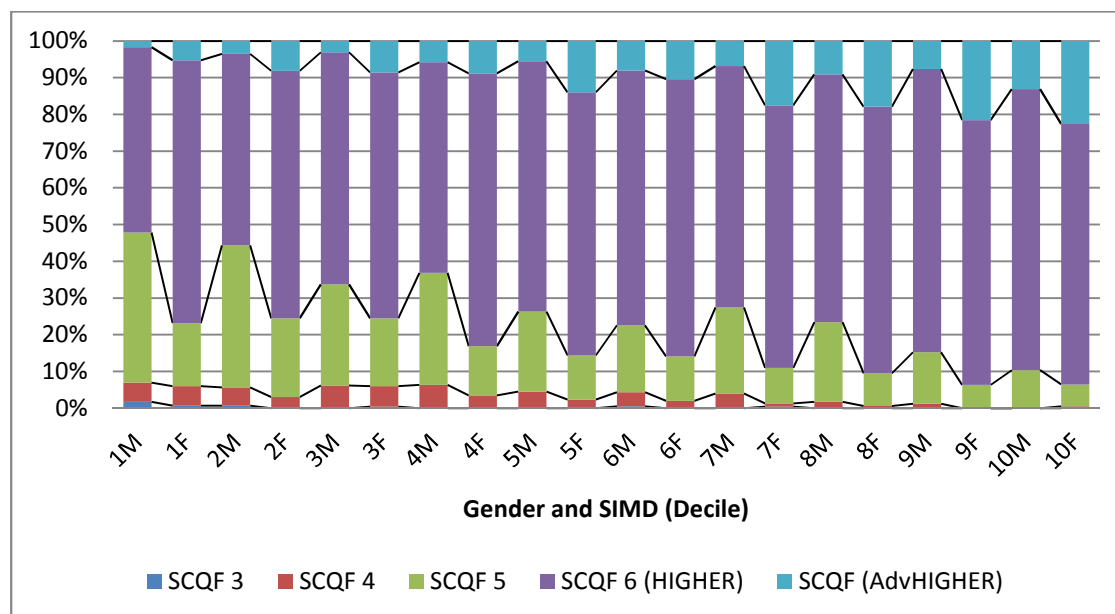


Figure 27: Attainment in English by Gender and SIMD decile at the end of S6 (2015)



6.10.2 Attainment in Maths

Figures 28 and 29 illustrate the attainment of S6 pupils in Mathematics. The bar charts show a clear relationship between SIMD decile and the Mathematics qualification achieved. 52% of those in decile 10 achieved an Advanced Higher in Mathematics by the end of S6, compared to 18% in decile 1, a substantial difference. Unlike English qualifications, males (M) were more likely to have a higher qualification in Mathematics than females (F) within the same SIMD decile. This data reinforces the findings presented in the SFC Gender Action Plan (2016), which showed that female students are less likely to pursue STEM subjects.²²

Figure 28: Attainment in Mathematics by SIMD decile at the end of S6 (2015)

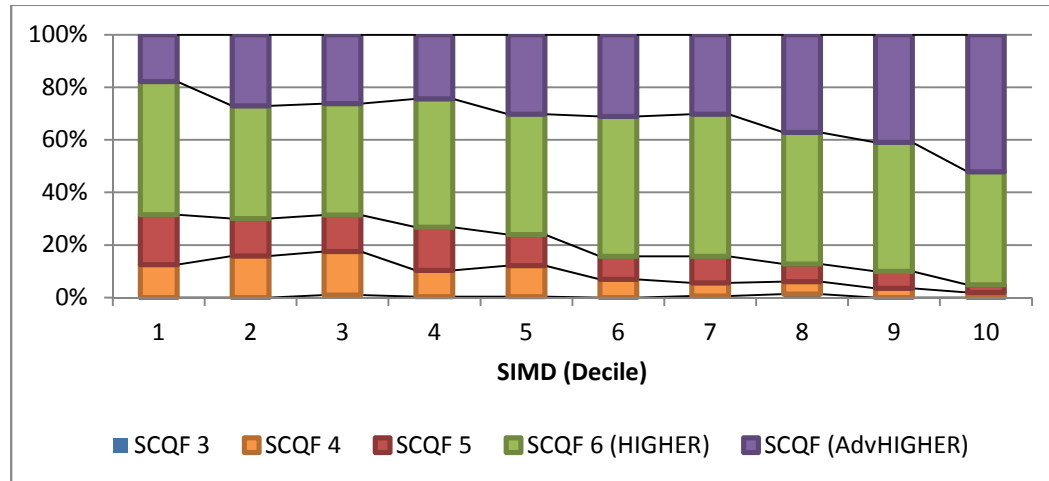
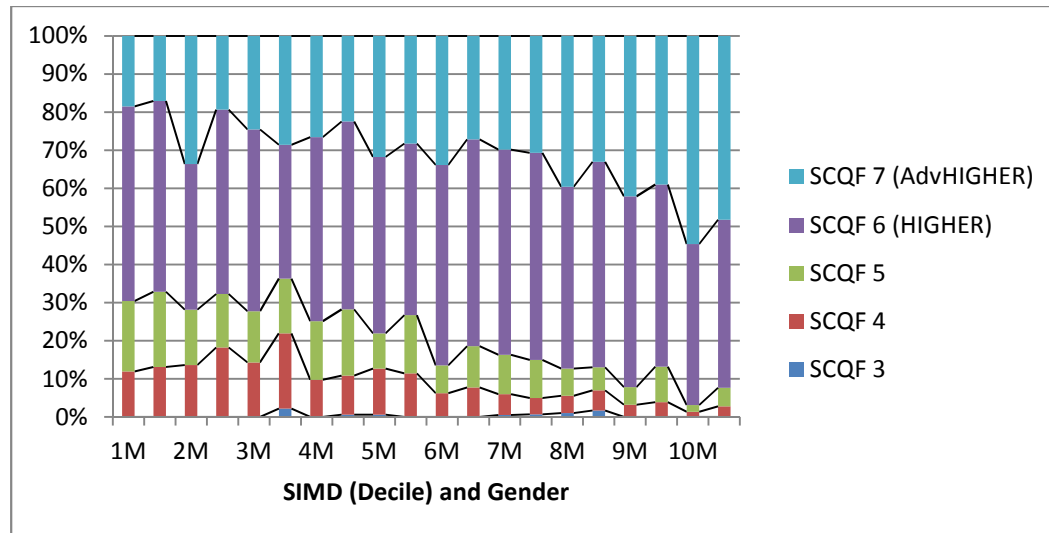


Figure 29: Attainment in Maths by Gender and SIMD decile at the end of S6 (2015)



²² Scottish Funding Council, (2016). *Gender Action Plan*. Edinburgh: SFC Corporate Publication available at: http://www.sfc.ac.uk/web/FILES/Corporate_publications_SFCCP052016_GenderActionPlan/SFCCP052016_Gender_Action_Plan.pdf.

6.11 West of Scotland school leavers entering Higher Education at University

Using the data provided in the Community Planning Partnership Reports published by SDS (December 2015), it was calculated that, in 2014-15, 6,176 school leavers from the 13 west of Scotland Local Authorities progressed to University.²³ As the data presented by SDS includes all schools within the LAs, these figures include leavers from both project and Top-Up Programme schools. Table 23 illustrates that the majority of leavers with an HE destination progressed to university, rather than to study HE in college.

Table 23: Percentage of school leavers with a destination of HE studying at University, 2014-15

Local Authority	% of HE entrants progressing onto University
Argyll & Bute	65%
Dumfries & Galloway	70%
East Ayrshire	60%
East Dunbartonshire	67%
East Renfrewshire	75%
Glasgow City	50%
Inverclyde	58%
North Ayrshire	51%
North Lanarkshire	61%
Renfrewshire	63%
South Ayrshire	65%
South Lanarkshire	62%
West Dunbartonshire	62%

Table 24 shows the percentage of this total who progressed to study within Scottish Universities. It should be noted that this does not total to 100% as other learner providers and institutions out with Scotland, and Scottish HEIs with a very small number of entrants, were not included.

It is notable that the top four universities favoured by west of Scotland school leavers were the four local institutions. The University of Glasgow was the second most popular destination for west of Scotland university students in 2014/15, with 18.4% taking up a place there. UoG was in the top 3 for students from 12 of the 13 west of Scotland Local Authorities in this year, and fourth most popular in the remaining LA.

²³ SDS Community Planning Partnership Reports (December 2015) for each of the 13 west of Scotland LAs are available at: <https://www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/community-planning-partnership/?page=1&statisticCategoryId=1&order=date-desc>.

Table 24: West of Scotland University Destinations by Scottish Institution (%)

University	% of University entrants
University of Strathclyde	23.8%
University of Glasgow	18.4%
Glasgow Caledonian University	14.7%
University of the West of Scotland	11.1%
University of Edinburgh	6.1%
University of Stirling	5.7%
University of Dundee	3.2%
Edinburgh Napier University	3.1%
Heriot-Watt University	1.9%
University of Aberdeen	1.8%
Scotland's Rural College (SRUC)	0.8%
University of the Highlands & Islands	0.5%
Queen Margaret University Edinburgh	0.5%
Robert Gordon University	0.3%
University of St Andrews	0.2%
Abertay University Dundee	0.2%

6.12 Retention of students entering higher education at the University of Glasgow

Having established that UoG is a popular destination for west of Scotland pupils (table 24), it was, therefore, valid to assess performance on degree course by west of Scotland pupils by examining retention within UoG. Data from the UoG Admissions and Student Records systems for 2012-2014 was used to analyse the performance of pupils who progressed to UoG from west of Scotland schools and determine the comparative retention and success of MD40 and non-MD40 students. Table 25 shows the average number of students commencing a degree within UoG over these 3 years.

Table 25: Number of entrants to the University of Glasgow, by Local Authority

Local Authority	Average 2012-2014
Argyll & Bute	27
Dumfries & Galloway	54
East Ayrshire	40
East Dunbartonshire	117
East Renfrewshire	147
Glasgow City	200
Inverclyde	34
North Ayrshire	58
North Lanarkshire	148
Renfrewshire	83
South Ayrshire	53
South Lanarkshire	157
West Dunbartonshire	52
West LAs Total	1,170

Continuation after Year 1 is the main measure for student retention used within UoG, mirroring the Higher Education Statistics Agency (HESA) performance indicator of non-continuation.²⁴ A student is considered as continuing if they are still registered at the University in the year after commencement of their studies, regardless of whether they have progressed or changed degree programme.

Figure 30 shows the average continuation rates for entrants to UoG from schools in the west of Scotland LAs over the 3 years, 2012-2014. MD40 and non-MD40 entrants are compared, showing that MD40 continuation lags behind those from more affluent postcode areas. However, this gap is only 0.8% whereas *Learning for All* reported that nationally, retention rates for MD40 students in 2014-15 were 2.5% behind the total retention rates for all students (this includes mature students as well as school leavers).²⁵ It can be concluded from this data that retention of students at UoG is relatively high compared to the national average of total retention for all Scottish students at 91.3% in 2014-15, and 92.6% for those aged 21 and under. The internal target for First Year continuation at the University of Glasgow is 94%, allowing for a small number of students who will transfer to another HEI and continue their studies elsewhere.

When comparing MD40 and non-MD40 students who attended low progression Top-Up schools with those from the higher progression project schools, it can be observed that the

²⁴Detail on Higher Education Statistics Agency (HESA) performance indicators is available at: <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/non-continuation>.

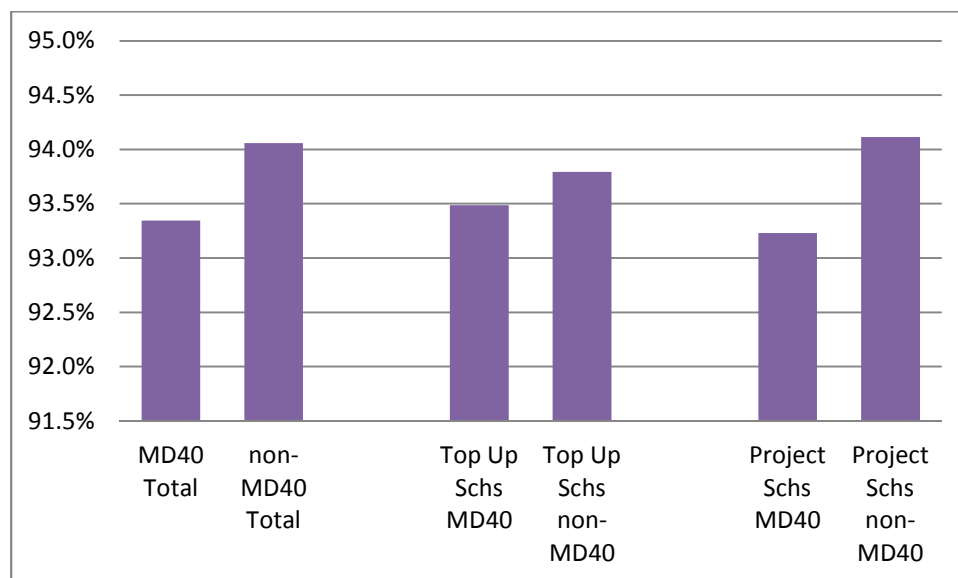
²⁵ Scottish Funding Council, *Learning for All: Measures of Success*, Tenth update – 10 August 2016. Edinburgh: SFC Statistical Publication, p. 40, available at: http://www.sfc.ac.uk/web/FILES/Statistical_publications_SFCST062016_LearningforAll/SFCST062016_Learning_for_All.pdf.

gap between MD40 and non-MD40 students from Top-Up schools is only 0.3%, while the gap for students from project schools is 0.9%. In fact, retention of MD40 students who attended lower progression schools is slightly higher than that of MD40 students from higher progression schools.

While the gaps between MD40 and non-MD40 students overall and in both groups of schools are small and not statistically significant, a similar pattern was reported in section 6.5, Figures 9 and 10, where a larger gap was observed between MD40 and non-MD40 pupils in higher progression schools in terms of progression to HE and attainment of Insight tariff points.

These findings may indicate the impact of WP pre-entry programmes and reflect the previous research into the benefits of the Top-Up Programme in supporting student retention, particularly for those students from more socio-economically disadvantaged MD40 postcode areas, as outlined in the introduction in Section 4.

Figure 30: Continuation of west of Scotland schools entrants to UoG (2012-2014)



7. Qualitative Research Analysis

The aims of the qualitative aspects of the research project were to:

- elaborate on the trends found in the quantitative research
- consider ways to engage with MD40 pupils and inform the pilot projects running as part of this project
- examine pupils' perceptions of Higher Education at different stages of their secondary education

Utilising surveys, focus groups and interviews, the research focused on establishing:

- 1) Pupil opinion and levels of knowledge of Higher Education.
- 2) Pupil attitudes and aspirations towards progressing to and preparing for the transition from secondary education to HE.
- 3) The views of other stakeholders: parents/guardians; teachers; Local Authority (LA) education officers; current UoG undergraduate students; and WP tutors.
- 4) The most effective methods of pupil / school / parental engagement or intervention which could be put in place to enable more MD40 pupils to progress to HE.
- 5) The most effective methods to prepare MD40 pupils for the transition to HE.
- 6) The most effective and appropriate time(s) to conduct this engagement.
- 7) Where to engage with pupils / parents.

This section reports primarily on the results of focus groups and surveys with S1 and S6 pupils and their parents or guardians, with further comment, where appropriate, on findings corroborated in consultation with the other stakeholders. Further feedback from these stakeholders in relation to the pilot activities is included in section 8.

7.1 S1 pupils

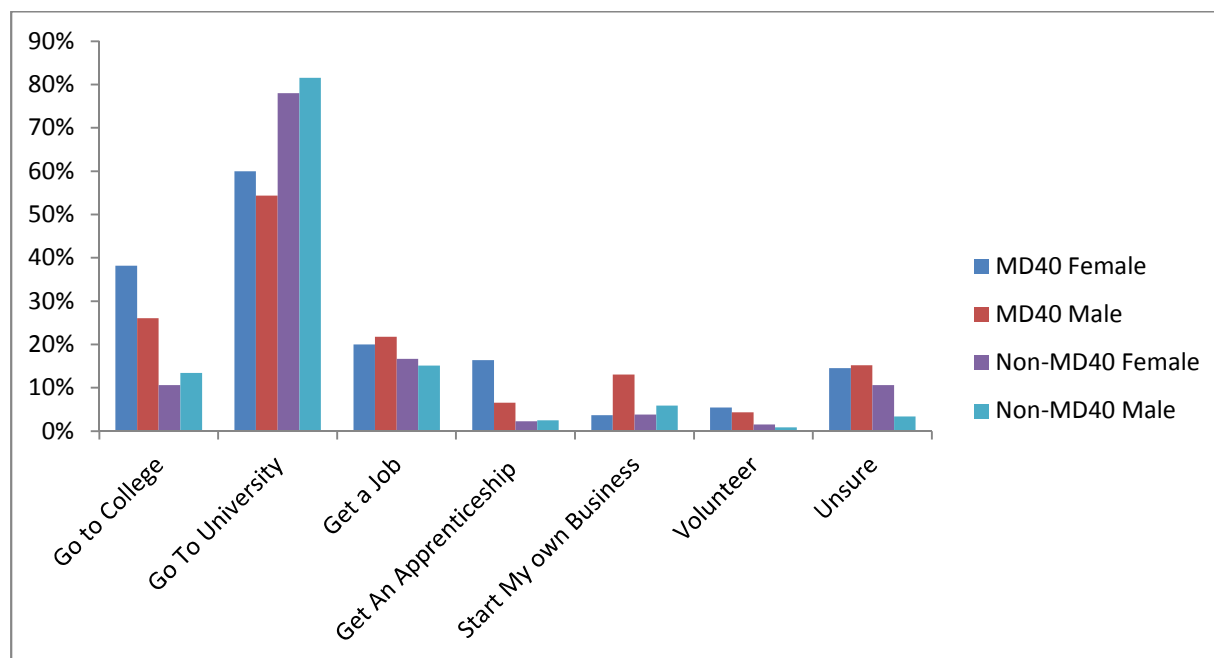
352 S1 pupils from five schools across two Local Authorities were surveyed between March and June 2016.²⁶ The survey results were broken down into four groups by SIMD and gender: MD40 (SIMD quintiles 1 & 2) males and females, and non-MD40 (quintiles 3-5) males and females.

7.1.1 Aspirations to progress to HE

Non-MD40 males were most likely to say they wished to progress to university; 81% of those surveyed stated this was their intention. This was almost twice the rate of MD40 males; only 44% of those surveyed intended on progressing to university. MD40 females were also less likely to consider university compared to their non-MD40 counterparts, but the difference was much smaller than between the male groups: 60% of MD40 females compared to 78% of non-MD40 females (see Figure 31). This reflects the findings of the quantitative data discussed in Section 6, which showed that males from the lowest SIMD deciles were the least likely to progress to HE. It appears, from the survey data, that MD40 males become disengaged from the idea of progressing to HE as early as S1.

²⁶ A sample survey is provided in Appendix 7.

Figure 31: What do you want to do after you leave school?



Survey participants from MD40 postcodes were the most likely to consider leaving school before S6. 18% of MD40 S1 pupils thought they would leave school before S6. This compared to only 8% of non-MD40 pupils. Non-MD40 females were the most likely to think about staying on at school until the end of S6; 95% expressed a wish to do so. This data reflects the findings of the quantitative analysis described in Section 6, which showed that those from the lowest SIMD deciles were the most likely to leave school prior to S6 and that females from the highest deciles were the most likely to stay on at school until S6. Pupil attitudes in S1 appear to concur with this pattern.

7.1.2 Perceptions and knowledge of HE

All survey respondents, regardless of postcode or gender, were most likely to describe university as another form of school or a means of furthering their career. MD40 males were the least likely to associate university with qualifications or to see gaining qualifications as a motivation for going to university. When asked to consider why someone would choose to go to university, all pupils placed career as the main motivation, with the possibility of gaining further qualifications the second most common answer.

When asked to describe a typical student, all survey respondents focused on academic capability, with words like 'smart' and 'hardworking' featuring in answers across all groups. MD40 females were the most likely to suggest they believed that anyone could be a student. MD20 males were the most likely to comment on students' stress levels and the heavy workload and were also the group most likely to respond by saying 'Don't know', with 17% unable to describe a typical student.

7.1.3 Family background of HE

MD40 males were the most likely to have no wider family experience of HE. 17% of MD40 males surveyed stated that no-one in their family had studied at HE level compared to 11% of non-MD40 respondents. Correspondingly, MD40 males were the least likely to speak to family members about post-school study or work. This suggests a need for more engagement with parents or with pupils and parents as families, to enable and encourage inter-family discussion regarding post-school study. One LA Education contact pointed out that there was a need to, 'raise parental aspirations and abolish the parental ceiling on pupil aspirations'.

7.1.4 Obtaining information on HE

In S1, all groups believed that school and online resources were the best way to obtain information about HE; very few mentioned family as a source of information at this stage of their learning. This again suggests increased parental engagement may help, but also raises the necessity of access to targeted online resources within school, such as the FOCUS Point website,²⁷ and engagement with expert sources of information within school, including external organisations such as WP programmes / university staff delivering targeted provision to aid school staff.

7.2 S6 pupils

390 S6 pupils from ten schools across four LAs were surveyed between December 2015 and June 2016. Four of the schools participated in a targeted running of the Top-Up Programme as part of the pilot pupil engagement for this project (outlined in Section 8). The remaining six schools had no experience of the Top-Up Programme. Within the schools participating in the Top-Up Programme, the surveys were carried out prior to the programme running. Surveys were followed up with focus groups of 15-20 S6 pupils in five of the six non-Top-Up schools. These were conducted between March and June 2016. The survey results were broken down into four groups by SIMD and gender: MD40 males and females and non-MD40 males and females. 45% of those surveyed were from an MD40 postcode. 95% of the S6 pupils surveyed intended to progress to Higher Education.

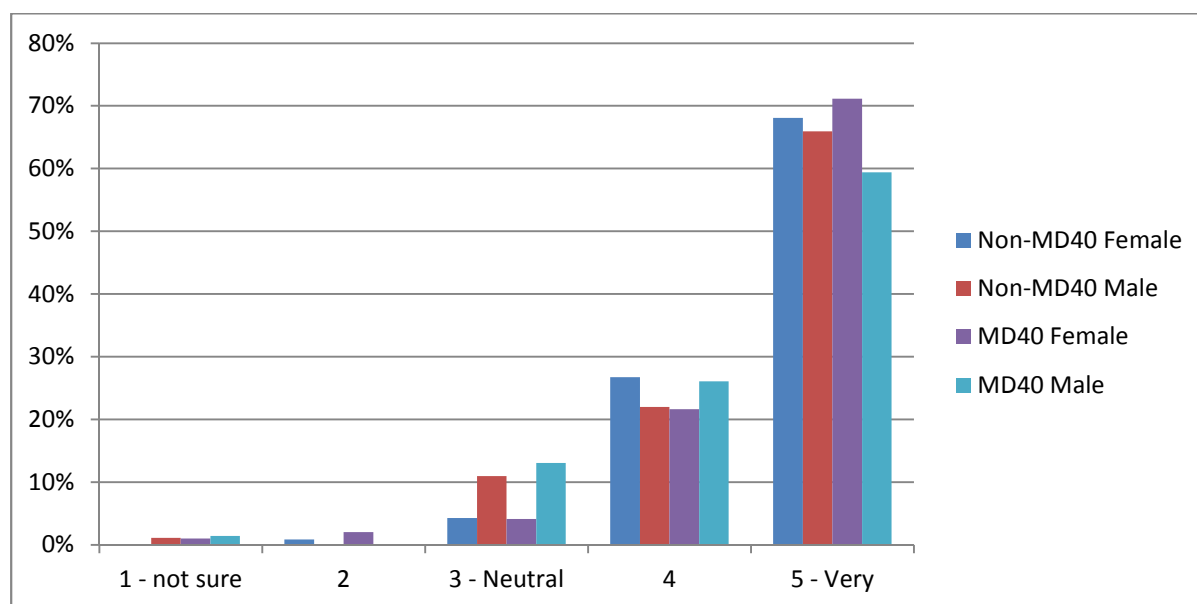
7.2.1 Aspirations to progress to HE

MD40 females were the most determined to progress into FE or HE; 71% said they were 'very sure' that they wished to do so. MD40 males felt least assured with only 59% stating that they felt 'very sure' (see Figure 32).

MD40 female participants were also most likely to consider university at an earlier age than the other groups: 20% considered university as early as S1 and S2 and a further 13% considered the prospect in Primary School (see Figure 33). 72% of MD40 females had considered university by S4. This is slightly ahead of their non-MD40 counterparts, 69% of whom had considered HE by S4.

²⁷ FOCUS West online resource available at: <http://www.focuspoint.org.uk/>

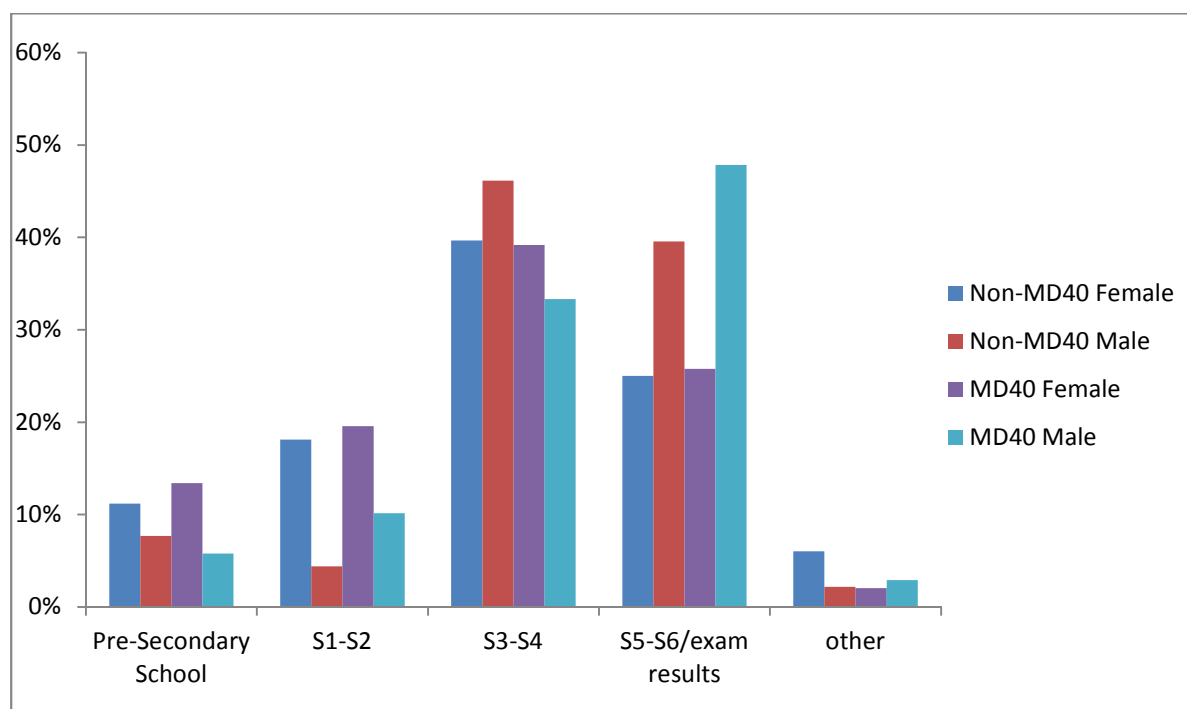
Figure 32: How sure are you that you want to go to college/university?



These findings were reinforced in the focus groups where the majority of participants stated that schools should begin to discuss the possibility of progressing to HE with pupils in S3, as this was when many of them started considering this. Many of the focus group participants felt that they only received information in their senior phase and that this was too late. Several participants stated that if information had been provided sooner, they would be applying for different courses, but they had been limited by uninformed subject choices in S3/S4. This was reinforced in meetings with LA representatives and in telephone interviews with teachers who all stated that earlier intervention was needed.

Males were notably more likely to consider university at a later stage of their secondary education compared to females; 48% of MD40 males began to consider university only in the S5/S6 senior phase. 57% of MD20 males only considered HE after S5. This gender gap reflects the findings in Section 6, which demonstrated that MD40 females were more likely to progress to HE compared to their male counterparts. It reinforces the need for earlier intervention. More MD40 males leave school early than any other group and of those who stay on to S5 or S6, less than half consider HE as an option in their last year of school. Many of those male pupils will not have the grades necessary in S4 to enable them to achieve the Higher grades needed to progress to HE from S5 or S6. Early intervention to inform males of their options could lead to greater aspirations, higher attainment and an increase in numbers progressing to post-school study.

Figure 33: When did you start thinking about university?



7.2.2 Attitudes towards HE and preparedness to progress

For all groups, a better career prospect was the biggest motivation for going on to HE. This corresponded to the responses of the S1 survey participants. The focus on career was also evident in the participants' future aspirations: 67% of non-MD40 and 71% of MD40 participants focused on career-based aspirations when discussing the future. Of all the groups, MD40 males were most likely to consider personal aspirations such as homeownership or financial stability when discussing future aspirations.

There appeared to be little variance between the groups when considering how prepared they felt for the transition into higher education: 48% of non-MD40 and 42% of MD40 participants stated they felt 'neutral' about this, neither prepared nor unprepared. 30% of all participants stated that lack of direct experience was the biggest cause of anxiety when considering their progression into HE. This was reinforced in the focus group discussions.

7.2.3 Utility of pre-entry engagement

Although most participants felt somewhat prepared, anxiety was expressed regarding lack of HE experience. Most would welcome the opportunity to participate in a WP pre-entry programme, which would provide the experience of being on campus and of university level academic work, combined with the chance to speak to current undergraduate students.

In schools where the Reach West Programme was the only WP initiative offered to the smaller numbers of pupils considering a professional degree, several pupils expressed a desire during the focus groups for a similar programme for non-professional degrees (e.g. the Top-Up Programme). In the survey, 84% of participants expressed a willingness to participate in a WP programme.

Female participants were more likely to want to engage in WP programmes, with 92% of non-MD40 and 90% of MD40 female participants expressing a desire to do so, compared to 74% of MD40 and non-MD40 males. This again reinforces gender differences and may go some way to explain the gender gap which is evident in both the qualitative and quantitative data presented. Whether a general lack of initiative to participate in further academic activity, or a lack of information and knowledge on the utility of doing so, this attitudinal difference would clearly hinder males progressing to HE in as high numbers as females.

7.2.4 Family background of HE

A noticeable difference existed in family experience of HE based on SIMD. 51% of non-MD40 survey respondents had parents who had participated in HE compared to only 27% of the MD40 survey respondents. 46% of the MD40 respondents had no family experience of HE at all compared to 29% of non-MD40 respondents. This was reinforced in the focus groups; some MD40 pupils, felt that their parents lacked the experience to advise them on the subject of HE or assist them in the application process. However, despite this, MD40 females, especially in SIMD quintile 1, were most likely to turn to their family for information about HE and the future, with 56% of MD20 females stating that they would speak to their parents when considering university, compared to 31% of all S6 respondents.

These findings again concur with discussions with LA representatives regarding the need for more parental engagement via widening access programmes, to ensure the key influencers have accurate information. This raises the need for engaging with parents more and at an early stage in a pupil's school career. MD40 pupils are most likely to consult parents regarding HE, but if their family has had no experience of HE study, the advice they can impart may not be as informed as they would like it to be. Engagement with universities and information for parents could enable the latter to advise their children more effectively and encourage them to consider HE as an option.

7.2.5 Obtaining information on HE

All groups depended primarily on school for information about HE. This was reinforced in the focus groups; many of the participants related that their knowledge and awareness of HE came from school. However, many of the participants felt that the information provided was not comprehensive enough and often focused on specific destinations, which did not correspond to the pupils' personal interests and aspirations. Several participants mentioned being directed towards college and apprenticeships, despite a desire to progress to university.

The need for more focused and tailored information was also mentioned when discussing UCAS guidance. Several participants pointed out that UCAS advisers within the school were often randomly assigned and not according to the pupils' academic interests. Where careers advisers were available in school, pupils found these highly beneficial, although it was often difficult to arrange a meeting with them. These meetings were not always compulsory and most often pupils had to arrange them personally, meaning that those who had disengaged from education and were most in need of guidance, were unlikely to make use of the school careers adviser. In some cases, a part-time careers adviser was too busy to see all the pupils. This suggests a realignment or expansion of the remit of careers advisers within schools to enable engagement with those pupils aiming to progress to HE, but requiring

added input to do so, could bring benefit in encouraging more pupils to consider this option. This would very likely require added resource.

Teachers across several schools and LAs stressed the importance of collaboration between schools and external agencies, such as universities. The added value of messages coming from, and being reinforced by, someone external rather than the pupils' regular teachers should not be underestimated, with one teacher stating; '[when we talk to them] it is abstract, but when the pupils see people coming in and see it's real, [they then believe] that it's something they can do'.

The survey results and focus groups clearly show that a need exists for greater external support for MD40 pupils in higher progression schools. Many of the pupils surveyed lacked a family culture of HE and were limited to the information provided in schools, which they feel is provided too late and is at times difficult to access. The results also show that even within higher progression schools, MD40 pupils, especially males, are more likely to disengage from education at an earlier age.

7.3 Parents

34 parents and guardians of P7 pupils transitioning to S1 from one LA were surveyed. 38% of the participants lived in non-MD40 areas and 62% lived in MD40 areas. The survey was carried out in May 2016.

7.3.1 Parental attitudes to HE

88% of parents stated that they saw HE as an option for their child (91% of MD40 parents and 85% of non-MD40 parents). 12% stated that they were not sure. Both MD40 and non-MD40 parents saw academic interest and professional aspirations as equally important reasons why their child might consider HE, with 41% of participants listing them as potential motivations. This concurs with the S6 survey results where 41% and 48% of participants quoted academic interest and career, respectively, as the main motivations for pursuing HE.

7.3.2 Obtaining information on HE

76% of both MD40 and non-MD40 parents believed that schools should discuss HE with pupils prior to S4, with 20% believing that HE should be discussed in Primary School. This need for earlier intervention reflects the results of the S6 survey and discussions with other stakeholders. MD40 parents were more likely to state that intervention could be held back until the senior phase, with 24% of MD40 parents stating that HE should only be discussed in S5/S6, compared to only 15% of non-MD40 parents.

7.3.3 Advising on HE progression

Despite only 68% of the parents having had experience of HE, 77% stated that they felt equipped to provide their children with information regarding HE. This reinforces the need for more parental engagement to ensure that parents have access to up-to-date information regarding HE. Those with no HE experience need information to enable them to advise their children in an informed way.

8. Engagement with MD40 Pupils – pilot projects

The third strand of the project involved conducting pilot engagement projects with schools / pupils / parents, to conduct research in action, based on:

- 1) The findings of the quantitative and qualitative research of this project
- 2) A review of Russell Group university widening access programmes
- 3) Experience gained over many years of facilitating WP programmes within UoG

A combination of pre-existing UoG WP programmes and new initiatives were piloted and evaluated to determine the most effective methods to engage with MD40 pupils in higher progression schools. Prior to the consideration of any pilot engagement, a thorough investigation was conducted of the WP programmes offered by Russell Group Universities across the UK.²⁸ This investigation showed that many of the universities offer similar programmes, which can primarily be divided into three modes of pupil engagement:

- on campus
- in school
- online

The majority of programmes target pupils in the senior phase of their secondary education and have similar target criteria, which focus on pupils' socio-economic background, family HE experience and school profile. This research into good practice across the UK indicated that the current UoG WP pre-entry programmes are of this standard. This, and the experience gained from running such broad, far-reaching programmes for many years, formed a strong basis upon which to plan the pilot initiatives.

8.1 The Top-Up Programme: targeted and selected cohorts in school clusters

The Top-Up Programme is a pre-entry programme for S5 and S6 pupils who are considering applying for higher education. Pupils in S5 and S6 take part in ten single or five double in-school sessions between November and March. During these sessions pupils develop the study skills necessary for HE while working on a seminar and written assignment from a choice of five academic subjects. Pupils attend a campus session during February or March where they take part in a lecture, seminar, science lab and workshop. Pupils are assessed on three areas during the programme: overall performance; seminar preparation and performance; and a written assignment. Attaining a B grade or higher in each of the three components can result in an adjusted offer of entry from UoG, the other HEIs in the west of Scotland and HEIs across the country.

For this project, the Top-Up Programme was run with targeted and selected groups of S5/S6 pupils in higher progression secondary schools in two Local Authorities. Five secondary schools in large urban areas were involved. The programme was facilitated on a cluster model, based on the model employed on the Reach West Programme: two clusters of two

²⁸ The Russell Group is a self-selected association of twenty-four public research-intensive universities situated in the United Kingdom.

and three schools respectively. One school hosted for their respective LA, with pupils travelling to the host school for the sessions. Teachers were asked to select the pupils for whom the programme would be most beneficial within their school, based on specified WP criteria, including SIMD status and experience of care. The standard programme schedule and materials were used, but this was the first time Top-Up had been delivered on a cluster model with targeted pupils. The programme normally works with entire school year or UCAS group cohorts. The pilots ran from November 2015-March 2016.

8.2 Top-Up Programme in a remote and rural targeted school

The Top-Up Programme ran in one school in a remote small town in a partnership model with the LA. (19 other schools already participated in Top-Up on an LA partnership basis.)

The school was selected on the basis of:

- 1) lower HE progression rate (28% average from 2012-14)
- 2) it is situated in an area classified as remote and rural
- 3) a relatively high MD40 school population of 33%.

The school had a small roll of 544 students in 2015-2016.

8.3 Early Secondary Programme: S1-S3 Aspirations Day

UoG created a new Early Secondary Programme (ESP) in 2013, which works with S1-S3 pupils in 42 target schools in the west of Scotland. For this project, the ESP teaching materials were adapted and enhanced to allow the programme to take place on a larger scale: to include both target and higher progressions schools. The school selected for this pilot was the case study school for this project (for further information, see Case Study at the end of Section 8). As with ESP, separate sessions were prepared for each year group. Whole year groups were engaged with and the sessions tailored to the requirements of each stage. While pupils are targeted for the senior phase WP programmes, ESP was designed to work with all pupils of all abilities, giving everyone a chance to learn about possibilities post-school. Meetings with LA staff for this project and senior staff within the school confirmed this would be the preferred model for the pilot.

The three separate sessions ran over one day in March 2016, which the school entitled, 'Aspirations Day' and advertised to the pupils prior to the day. By working with all year groups on the same day, it was hoped this would create a greater sense of event and have a greater and more lasting impact on the pupils. Each session lasted two periods (one hour and 45 minutes) and included the entire cohort of: 114 S1 pupils; 98 S2 pupils; and 102 S3 pupils. The session was delivered in the school assembly hall by five UoG Widening Participation Tutors, with the supervision of school teaching staff. Each session was introduced by the Year Head. The S1 session introduced pupils to the notion of HE and addressed any misconceptions the pupils may have had about university. As the pupils at the case study school make subject choices in S2 and S3, both sessions for these year groups focused on subject choice and its importance, showing how subject choices influence pupils' future options, including HE. All year groups were introduced to the Focus Point website (www.focuspoint.org.uk) and encouraged to use the website following the session.

8.4 Refugee and Asylum Seekers Event

An in-school event for refugee and asylum seeking pupils and their parents, at a very large urban secondary school with a high number of asylum seeking young people, is planned for early 2017. It was not possible to organise this within the time constraints of the project. The event will aim to provide tailored information for refugees and asylum seekers and their families, who are considering HE in Scotland as an option, and the resources available to them.

8.5 S5 Study Skills Workshops

A series of S5 study skills workshops were created. These sessions were intended to provide MD40 pupils in higher progression schools with essential study skills which would enhance their attainment in school and aid their transition into HE. The workshops would be one-off 3 hour long in-school workshops, delivered by Widening Participation Tutors. Each workshop would focus on a different topic including, 'How to Approach a Written Assignment'. A pilot of the session was intended to run in several of the LAs, but the time constraints of the project prevented this. A pilot is intended during 2016-17.

8.6. Parent/guardian engagement

8.6.1 Parents' Transition Night

As part of their P7 to S1 transition support, the project case study school offers a series of evening events for both parents and pupils. The sessions aim to prepare pupils for the transition from primary into secondary school, and also assist parents in facilitating this transition. The project team ran an event for both parents and pupils during one of the scheduled transition evenings. The aim of the session was to introduce the concept of HE, and address any misconceptions either group may have about university and HE. The session lasted one hour and was based on two activities where pupils and parents were asked to work together. The first session focused on introducing parents and pupils to what a university campus looks like and what you might do there. The second activity looked at different career options and the qualifications needed for these. The aim of the evening was to encourage dialogue around HE and make both pupils and parents aware of their different options.

8.6.2 Pre-Top-Up Programme parents' information evening

Prior to the start of the Top-Up Programme pilot in one Local Authority, parents were invited to attend a presentation about the Programme. This informed parents about the content, aims and benefits of participating in the programme, and post-school study.

8.7 Evaluation

Examples of the evaluation surveys and questions are included in Appendix 7.

8.7.1 Evaluation of the Top-Up Programme Pilots

8.7.1.1 Participation and completion of the programme

Table 26 details the performance of the schools which participated in the Top-Up Programme as part of this project. Pupil registrations, programme completion and numbers achieving 3 B grades or above in the assessed elements are provided in comparison to the

average figures for the relevant LAs and the Top-Up Programme overall for the 2015-16 academic year (Grand Total).

The table shows that in the two LAs, in which Top-Up ran in urban schools on a cluster model with targeted pupils, all schools, except one, performed close to or above the overall and LA averages in terms of completion and pass rates. The other was a very small cohort and a small number of withdrawals affected the statistics disproportionately. Three of the schools performed above both the LA and overall Top-Up average for the year. These schools had the highest completion rates, signifying that the pupils were highly engaged and completed all aspects of the programme.

Positive feedback was received from the tutors who felt that all the cluster sessions in schools worked well. Tutors especially commented on the commitment and dedication of the pupils in the two-school cluster (Local Authority 3). The pupils' attitude towards the programme was informed by the schools' contact teachers who emphasised the importance of the programme to the pupils. Pupils were required to contact the Programme Co-ordinator if they missed a session and write a formal withdrawal letter if they chose to leave the programme. This is in line with the performance of the lower progression Top-Up schools who work with the programme on a regular basis; pupils in target schools where the programme is valued and embedded in the school's culture have higher completion and performance rates.

Progression to UoG for 2016 entry from these five selected pupil cohorts was 38.2% of those who successfully completed the programme. Others may have progressed elsewhere. This is very positive and shows the validity of this approach to engaging with MD40 pupils in higher progression schools. The pupils progressed via adjusted offers linked to successful Top-Up completion, which would not have been available to them previously.

Table 26: Top-Up completion rates in project schools

School	Number Started	Number Completed	No. of 3Bs or above	% Completion Rate	3Bs or above (% of No. Registered)	3Bs or above (% of No. Completed)
Local authority 1	53	33	24	62%	45%	73%
Remote small town school	33	16	9	48%	27%	56%
Local authority 2	925	765	640	83%	69%	84%
Large urban school	45	35	29	78%	64%	83%
Large urban school	15	14	14	93%	93%	100%
Large urban school	12	10	7	83%	58%	70%
Local authority 3	250	212	193	85%	77%	91%
Large urban school	16	15	14	94%	88%	93%
Large urban school	14	14	14	100%	100%	100%
Grand Total	1847	1501	1265	81%	68%	84%

Table 26 shows that the remote small town school had a relatively low completion rate compared to other schools within the same LA and also the overall completion rate for the entire Top-Up Programme cohort for 2015-16.

Several issues arose within this school, which impacted on the programme, including its rural location. Many pupils who received university offers chose to leave school in order to gain employment in the interim, to help fund their university education. Within the school, there appears to be a culture of viewing S6 as an extra 'non-essential' year, with many pupils achieving the majority of their Higher qualifications in S5 and using S6 to focus on extra-curricular activities rather than gaining further qualifications. This partially accounted for the lower retention rate compared to the other project schools.

Owing to there not being a tradition of widening access provision within the school, the pupils did not fully understand the benefit of the programme. Of the 33 pupils who completed the programme, only 11 attended the campus session in UoG. Those who attended the campus session performed well in their seminar and felt that the day was very useful and helped to address any anxiety they felt about being on-campus. Several of the pupils stated that, despite being nervous about the day, they appreciated the opportunity to mix with pupils from other schools and to take part in a seminar. Most of the pupils who attended the seminar handed in a final written assignment.

Feedback from the tutors who delivered the programme highlighted that, whilst the school contact teacher did his best to accommodate the programme, many of the pupils failed to commit to it. However, pupils who completed the programme saw it as beneficial, rated it as highly valuable in their end of programme evaluation (see section 8.7.1.2) and performed well. It was suggested that if the programme was to run again, it would perhaps be more suitable to work with pupils in S5 or very early in S6, as there would be less chance of pupils leaving to seek employment and potentially greater academic focus.

8.7.1.2 Pupil Evaluation Survey Results

Pupils who completed the Top-Up Programme at the project schools in LA 1 and LA 2 were asked to complete surveys prior to, and following, their participation in the programme. 97 pupils across the four schools completed the surveys.

The results showed that following participation in the programme, on average, pupils felt more confident about going on to HE. Prior to participating in the programme, 72% of participants stated that they felt 'very sure' about going on to HE. Following the programme this increased to 75% of participants.

91% of those who participated in the programme found the content of the programme good or very good. 93% of participants rated the tutors' helpfulness as good or very good. Pupils commented on the tutors' ability to guide them through the programme and address any anxiety the pupils may have experienced. The tutors were especially valued within the remote small town school, where pupils commented on their ability to address their concerns and helpfulness. 100% of the pupils rated the tutors as good or very good.

90% of those surveyed found the campus session good or very good, with several of the participants commenting on the benefit of being able to experience the university campus first-hand.

76% rated the usefulness of what they had learned as good or very good and 87% felt better prepared for HE having taken part in the programme.

The survey results show that, overall, pupils found the programme highly beneficial and felt more confident and prepared for going on to HE. The pupils especially valued the opportunity to experience HE personally.

8.7.1.3 Teacher Evaluation – Follow-Up Telephone Interviews

Follow-up interviews were conducted with the contact teachers from LA 3 in September 2016. Both teachers interviewed felt that the programme was very successful, not only in terms of preparing pupils for HE, but in raising their aspirations and attainment in school. One teacher commented that there was a noticeable difference in the pupils' performance in school following the start of the programme and that it helped to keep the pupils motivated and focussed.

No issues arose regarding targeting pupils by WP criteria. One teacher stated that she was very open with the pupils about how and why they had been targeted by the programme and that pupils responded in a positive manner. Both teachers stated that there were other pupils who could have also benefited from the programme, but the pupils who met the selection criteria were those who were most in need of extra intervention.

Both teachers felt that running the sessions in clusters was favourable as it encouraged the pupils to be more independent and mix with pupils from other schools. When asked if they felt it was beneficial to work with external partners such as universities, both teachers agreed that it was vital as pupils are far more likely to respond to external parties. '[Teachers] saying something is like their mum telling them something, they don't listen. But when a tutor from the university says it, it makes an impact because they are from the university.' The sessions were felt to be very well organised and although the paperwork involved could be time consuming, it was not viewed as problematic.

8.7.2 Aspirations Day Evaluation

The Aspirations Day with S1-S3 pupils at the project case study school was evaluated via two separate focus groups conducted with: the five Widening Participation Tutors who facilitated the programme; and the school teachers who were present on the day.

The focus group with the five tutors focused on examining the practical aspects of the day, including the suitability of the materials and the delivery of the sessions from a tutor perspective. Overall, the feedback was positive, with the tutors stating that the session was easy to deliver and the materials well suited to teaching large numbers of pupils in a large space. Minor practical suggestions were made regarding the materials, but overall the tutors felt that the sessions were well suited to the age group and maintained the pupils' attention throughout the session.

The focus group with the teachers concentrated on analysing the effectiveness of the session: the suitability of the materials for the age groups involved; the layout of the sessions; and any recommendations for improvement to the programme. The focus group involved five members of the teaching staff who had been present at one or two of the Aspiration Day sessions.

All the teachers believed that the day was highly valuable to pupils and that exposing them to the idea of HE at this early stage is vital in raising aspirations. Targeting the whole year group was viewed as beneficial as this raised the aspirations of the entire cohort and ensured all pupils benefited.

The teachers all thought the materials used were highly suited to each of the year groups and well-paced. The subject choice session was viewed as particularly valuable, as it highlighted the importance and consequence of subject choices to pupils. All the teachers praised the use of case studies as a means of explaining the importance of subject choices. They also believed that using the school's actual subject choice grid in the activities was important as it ensured that the pupils related the activities to their own subject choices. Ideally, the session would be conducted earlier in the academic year, before pupils began to consider subject choices.

The teachers believed that the creative elements of the programme were a good way of engaging with younger pupils and encouraged the use of a variety of activities. One of the teachers believed that greater exposure to undergraduate students, who were closer to the pupils' age, would be beneficial. Although there are practical issues around using undergraduate students as tutors in terms of availability and ability to work independently in schools, it was agreed that the programme could ideally be accompanied by an in-school programme, whereby former pupils who were current undergraduates could come in and speak to current pupils.

Teachers and WP tutors felt that working with the pupils in smaller groups would have improved the session and allowed pupils to work more closely together and interact more easily with the tutors, rather than the bigger tables of 20-25 pupils which were used in the assembly hall.

All the teachers believed that addressing issues around funding and the cost of university would also be highly beneficial, as many pupils have a misguided perception of university cost and finances. It was also suggested that more practical activities be included such as opportunities for pupils to look at a prospectus and plan their week at university.

The teachers felt that more activities highlighting how school subjects link to careers beyond school would be highly beneficial, as pupils often struggle to see the link between school and later life.

When asked if the session could be delivered by the teaching staff at the school, all the teaching staff believed that having external parties involved is crucial to the success of the programme, as pupils are more likely to remember an external event than a class delivered by regular teaching staff. There was also an overall feeling that having all the S1-S3 sessions delivered on the same day added a further sense of gravitas and excitement to the event, as pupils saw and heard about other year groups participating in the programme.

Overall, it was concluded that the event was highly successful as it encouraged a dialogue among the pupils regarding HE and peaked their interest in the subject, with several teachers reporting that pupils spoke about the session and its content following the day.

8.7.2 Parental Engagement Evaluation

8.7.2.1 Parents Transitions Event

Following the parental engagement event at the case study school, parents were asked to fill out a survey rating the event. 100% of the parents surveyed found the event good or very good. Several of the parents stated that the evening was interesting and agreed that it was a good opportunity to discuss career prospects with their children. All the parents felt that the content of the session was very relevant and age appropriate. The teachers present also felt that the event was age appropriate and fitted well into the school's primary to secondary transition evening. Several members of staff praised the informal approach to the event as it was not intimidating to parents, and encouraged both pupil and parent engagement. Building the event into the school's pre-existing schedule of events was highly successful and ensured a high parent and pupil turn out.

The event inspired several parents to inquire about returning to education. Thus, targeting both pupils as potential future students, but also their parents as potential adult returners to HE. In a follow up discussion, the Head Teacher expressed the belief that including external institutions such as universities in these early stages helps to reinforce to pupils that university and HE are realistic options. He believed that this is especially crucial for those pupils who do not have a family background of HE as it encourages a dialogue about HE within the family.

8.7.2.2 Top-Up Programme parents information evening

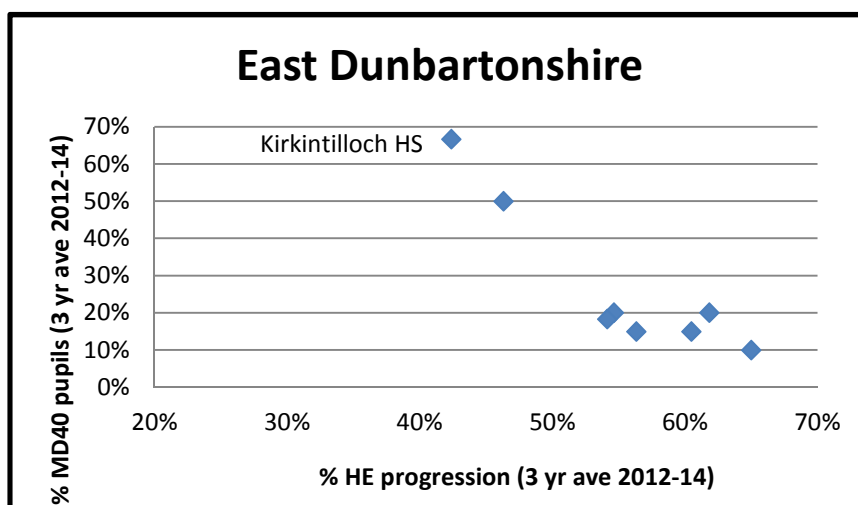
Overall, it was concluded that, while the idea of a parent's information night is a good way of getting parents involved in pupils' transition into HE, this event was not very successful owing to low parent turn out. It was concluded that the early start time (15:30) deterred many parents from attending the event due to work commitments. Attendance could have also been improved by fitting into the school's pre-existing schedule of events, for example delivering the talk during a parents' evening.

Case Study: Kirkintilloch High School

Background

Kirkintilloch High School is a small-medium sized secondary school in East Dunbartonshire <http://www.kirkintilloch.e-dunbarton.sch.uk>. The school has a population of 562 pupils (2015-2016) and is mixed in terms of background and academic ability. 42% of leavers progress onto HE (2012-2014). This figure is slightly above the national average, but low relative to the other seven schools within the Local Authority (see Figure A).

Figure A: Progression rates and MD40 school populations in East Dunbartonshire



In terms of socio-economic background, the school has a highly varied population, with a high proportion of pupils living in MD40 postcodes. In 2015-16, 65% of pupils resided in MD40 postcodes and 13% lived in MD20 areas. 20% of pupils claimed free school meals. This is a relatively high number compared to the rest of East Dunbartonshire; Figure A clearly shows the variance of Kirkintilloch High School's profile from the other Secondary Schools within the LA. Using the Insight Analytical Dataset for S4-S6, it is evident that this is an ongoing trend; Kirkintilloch has had a relatively high, stable number of MD40 pupils across the senior years.

Despite this, Kirkintilloch High School would not generally be targeted for widening access initiatives as these are based on HE progression (the cut off for SHEP is 25% in the west of Scotland). However, the Reach West programme, delivered by UoG, does work with pupils in the school, who are considering studying a professional degree. This socio-demographic profile made Kirkintilloch High School an ideal candidate for a case study for this project.

Data

Use of data relating to pupils in the school is exemplary. A Depute Head collates all available SEEMiS data from primary school onwards to provide the clearest picture of pupils' circumstances and progress to enable targeted support when necessary. This data is used to supplement a risk matrix which the Deputy Head hopes teachers throughout the school

can use to proactively target any pupil they feel is at risk of falling behind or becoming disengaged from education. The risk matrix contains details about the pupils' academic performance and any extenuating circumstances which could negatively impact upon performance. The school is aware which pupils are experiencing adverse socio-economic circumstances, as measured by SIMD. The school links this to information about pupils' future aspirations and believes that this data is essential for school management and ensuring all pupils move onto a positive destination.

Surveys

Kirkintilloch High School regularly surveys pupils on future plans and aspirations, using an online survey tool. This also allows the school to target and provide the necessary individualised support for any pupil who does not appear to be on track towards a positive destination. The tool allowed the project team to administer surveys to S1 pupils (109), S2 (89), S5 (61) and S6 (42).

The surveys showed that 45% of S1 participants considered progressing to university. 63% of non-MD40 pupils expressed an interest in university, compared to only 35% of MD40 pupils. 54% of S1 pupils had no family background of HE and 61% of MD40 pupils had no family experience of HE. 59% of the pupils expressed an intention to stay on to S6. The number was much higher among non-MD40 pupils: 70% wished to stay on compared to only 52% of MD40 pupils. This trend continued in S2, although the gap between MD40 and non-MD40 appeared to narrow, with 51% expressing an interest in university education: 58% of non-MD40 pupils and 48% of MD40 pupils. 52% of pupils had no family background of HE, although the proportion of non-MD40 pupils with no family background of HE appeared to be higher (59%) compared to MD40 pupils (49%). As with S1, a greater percentage of non-MD40 pupils considered staying on until S6 (79%) compared to MD40 pupils (68%). These results suggest that, even in the initial stages of secondary education, there is a clear disparity between the attitudes and aspirations of MD40 and non-MD40 pupils. Non-MD40 pupils are more likely to consider staying on until S6 and progressing on to HE.

The S5 and S6 results showed a greater level of interest in HE across the senior years, with 85% of S5 pupils and 93% of S6 pupils expressing an interest in going on to university. In S5, there was still a noticeable, but not statistically significant, difference between MD40 and non-MD40: 83% and 89% respectively, expressed an interest in HE. By S6, this gap had disappeared: 92% of non-MD40 and 93% of MD40 pupils wished to progress to university. A disparity existed in family experience of HE, especially in S6. In S5, 32% of non-MD40 and 36% of MD40 pupils had no family experience of HE. The gap appeared to be greater within the S6 cohort: 33% of non-MD40 had no family experience of Higher Education, compared to 63% of MD40 pupils. This would suggest that, despite having the least family experience of HE, MD40 pupils who stay on to S6 are just as likely to wish to progress to HE, as their non-MD40 counterparts.

School Pupil Engagement

Despite not qualifying for most widening participation initiatives because of its HE progression rate, Kirkintilloch High School has been involved in the UoG Reach programme since its creation in 2010, and the Access to a Career programme since 2015. The programmes target pupils in senior phase (S4-S6) who wish to study one of seven professional degrees: Medicine; Dentistry; Veterinary Medicine; Law; Education;

Engineering; and Accounting & Finance. The programmes are run in cluster sessions with two other local schools, with each alternating as host for the sessions. The programmes are clearly valued by the school and they believe that many of their pupils would not have accessed their chosen degree without this input. As many pupils are from families with limited experience of HE or professional degrees, most would struggle to gain the experience and knowledge necessary to aspire to and access a professional degree.

Pilot of 'S1-S3 Aspirations Day'

Initial feedback from all stakeholders consulted consistently indicated that earlier engagement was required to build aspirations and provide information to make the correct subject choice at an earlier stage. This was further reinforced by the surveys carried out with S1 and S2 pupils, which showed that there was a significant difference in the aspirations and engagement of non-MD40 and MD40 pupils. Activities to engage younger pupils in the school were designed. Over the course of one day, S1, S2 and S3 cohorts had separate sessions of age-appropriate activities, introducing the idea of HE and the importance of subject choice at school for post-school study and employment. The feedback from all involved on the materials and activities was positive. Teachers considered the creative elements of the programme a good way to engage with younger pupils and the use of a variety of activities was encouraged.

Parental Engagement

The school actively promotes parental engagement and a family discourse surrounding education, especially as many of the parents have limited experience of HE. Before Primary 7 pupils' transition into S1, the school hosts a series of evening events for both pupils and parents. With the aim of easing the transition into secondary education, the events intend to give both parents and pupils an insight into the secondary school environment. Parents sit in on sample classes and attend talks about supporting their children through secondary school. In 2016, the project team from UoG supplemented the activities with a pilot session to promote family dialogue around HE. This was very successful and well-received. Once in school, parents receive regular updates on their child's school work and, at the beginning of each new topic their child will be studying, are sent a summary including a list of useful resources. The Head Teacher believes this encourages parental engagement and gives parents access to the tools needed to assist their children in their school work, regardless of their own level of education.

Summary

Kirkintilloch High School is the perfect example of a school where progression rate disqualifies participation in most widening access initiatives. However, this research shows that there are a significant number of pupils within the school who have considerable socio-economic disadvantage and would benefit from intervention. As the survey data has shown, many of the pupils live in MD40 postcodes and have limited or no family history of HE. The school have tried to address this from within by using data to closely monitor pupil performance and provide support as needed. The school has also put measures in place to encourage parental engagement. However, despite this, the school still welcomes further intervention and is grateful for any further assistance that can be provided, with the benefit of external input and collaboration highlighted.

9. Conclusions

9.1 Introduction

The project set out to determine if disadvantage existed for pupils who resided in MD20/40 postcode areas and attended higher progression schools. Evidence has been presented in sections 6-8, based on extensive quantitative and qualitative research and analysis, complemented by research in action via pilot initiatives in schools. This has demonstrated that disadvantage undoubtedly does exist and is manifested in distinct ways to inhibit progression to HE for this sizeable pupil group. Examination of the protected characteristics of gender, ethnicity and care experience, with SIMD, identified those most at risk of leaving school early with low attainment and non-progression to HE. Key findings have been highlighted in each section, but broader conclusions can be drawn from the evidence presented. In this section, the key findings are presented, accompanied by analysis and consideration of their potential impact on the current widening access landscape in Scotland and how the disadvantage demonstrated by this project, can be engaged with positively.

9.2. Effectiveness of SIMD and other criteria as measures of deprivation

9.2.1 Comparison of SIMD, FSM and EMA as measures of deprivation

SIMD, Free School Meals (FSM) and Education Maintenance Allowance (EMA) were considered as relative measures of deprivation and disadvantage. SIMD, based on residential postcode, is an area-based measure and has been criticised in some quarters for being too blunt an instrument. However, the results of this research show that SIMD is an effective measure of socio-economic disadvantage and deprivation in schools.

FSM, as a measure, provides data on those pupils who have claimed FSM, not all those entitled to them. EMA provides data on pupils who have registered to receive this financial support, but there are others in schools who could receive it, but do not, and individual qualification can alter as family circumstances change. Both FSM and EMA were shown to be limited in scope in identifying the full number of disadvantaged pupils within Scottish schools; the correlation between these measures and school progression to HE was not as pronounced as that of SIMD. For measuring the breadth and depth of deprivation experienced by pupils in west of Scotland schools and comprehensively assessing the impact this has on HE progression, SIMD is a more effective measure.

This should not be a surprise as SIMD is not based on one factor, but on 37 factors over seven fields, covering many of the family circumstances, readily associated with having a negative impact on a pupil's performance at school:

- Unemployment
- Single parent family
- Alcohol or drug problems
- Ill health
- Lack of access to facilities
- Low income
- Family affected by crime
- School attendance and performance

To dismiss this collation of ‘multiple deprivation’ as simply too blunt and advocate not to use SIMD is to ignore that nearly everyone living in an MD20/40 postcode will be touched by one or more of these factors, which will affect their likelihood of attaining well in school, staying on at school to S6, and progressing to HE. Schools recognise these factors as important, e.g., the project case study school includes these data fields in its risk analysis of pupils throughout their school career to target support and intervention at the correct pupils at the relevant time. Several of these factors are already recognised as measures of disadvantage by universities and colleges and taken into account either at admission and/or when targeting student support. Therefore, to dismiss the use of SIMD, a collation of these factors, seems misplaced. The evidence presented in this report clearly shows SIMD postcode is a highly significant factor in a pupil’s ability to attain at school, stay on to S6 and progress to HE. ***SIMD should, therefore, continue be used as one of the main criteria of deprivation when considering widening access.*** The 160 west of Scotland secondary schools represent over 40% of the Scottish total, meaning this conclusion is important for the Scottish sector. However, investigation of the rest of the schools in Scotland is planned in future research to identify if there is evidence of any regional variation and produce a full national picture.

The argument that SIMD should not be used because a small minority of people living within MD20/40 postcode areas may not be as disadvantaged, relative to their neighbours is not substantial, when placed against the evidenced prejudicial effect living in an MD20/40 postcode has on a pupils chances of succeeding in school and progressing to HE.

9.2.2 Low progression school as a measure of disadvantage

It is generally accepted that a pupil attending a low progression school is disadvantaged, regardless of postcode, because statistically they are less likely to achieve the tariff necessary to enter HE, while attending that school. Currently, targeting of widening participation (WP) programmes is based on this premise. This has been an effective starting point for widening access, as it allows provision to be aimed at the communities served by these schools. ***It is recommended lower progression schools are still targeted by WP programmes, but the level which delineates lower progression should be revisited.***

The evidence presented in this report shows that pupils living in MD20/40 areas are similarly statistically less likely to progress to HE, while they live in an area of high deprivation, which sends very few people on to HE. The same principle is valid for each measure: pupil attainment and progression is adversely affected by attending a low progression school, but they are also adversely affected by living in a deprived MD20/40 area.

9.2.3 Level of MD40 pupil disadvantage in higher progression schools

Moreover, as has been evidenced, school attended plays no significant part in an MD40 pupil being more or less likely to progress to HE. ***MD40 pupils in higher progression schools were more disadvantaged than MD40 pupils in lower progression schools, relative to each groups’ non-MD40 counterparts, in terms of both attainment in school and progression to HE.*** Both MD40 and non-MD40 pupils in lower progression schools, on

average, attain less and progress to HE at a lower rate than their counterparts in higher progression schools. However, the difference in the average rates of attainment in school and progression to HE between MD40 and non-MD40 pupils is greater within higher progression schools than lower progression schools. ***It is recommended that MD20/40 pupils in higher progression schools are targeted for WP programme provision moving forward.***

9.2.4 Correlation between MD40 pupil numbers and low school progression

A direct correlation exists between a school having a low HE progression rate and a high population of pupils residing in MD40 postcodes. The above findings suggest that a school may have a low progression rate because it is populated by a high number of MD40 pupils. The latter are not progressing to HE in high numbers from any profile of school. Schools with high progression rates have higher numbers of non-MD40 pupils in attendance, who are progressing to HE and maintaining the high school progression rate. It could be suggested that it is the pupil postcode which provides the disadvantage. This is an area which warrants further investigation, as the findings of this research, particularly that school attended has very little effect on an MD40 pupil's chances of HE progression suggest this could be the case.

Targeting by low progression school could, therefore, still be effective, as these schools are predominantly populated by MD20/40 pupils. Investigating how far MD20/40 school population and lower HE progression correlate and the efficacy of creating a joint measure is recommended.

Extending the lower progression school targeting matrix to include MD20/40 pupils in higher progression schools is recommended for SFC and HEI-funded WP programmes moving forward. Without doing so, achieving the 2030 target of 20% HE entrants from MD20 postcodes, will be very difficult.

9.2.5 Individualised data for targeting pupils for intervention and contextualised admissions

SIMD is a comprehensive and effective measure of deprivation and the best available at the present time.²⁹ However, the most accurate way to widen access would be to have individualised data available on pupils and applicants to HE, to enable targeted intervention via WP programmes and individualised offers via contextualised admissions. FSM, EMA and other measures based on household income, such as receipt of a clothing grant or benefits, provide accurate data on individuals and are already effectively used to target support by LAs and in schools. Some are also used by colleges and universities to target financial aid. However, this and other individualised data is not currently available to HE or FE Admissions Officers for school pupils, meaning these measures cannot be used universally to make adjusted offers of entry.

²⁹ Scottish Government (2016) *Commission on Widening Access - Technical paper on measures and targets* - March 2016, pp.3 & 6, available at: <http://www.gov.scot/Resource/0049/00496620.pdf>

The alternative, using verifiable datasets on school attended, is the most transparent and robust way to make adjusted offers via contextualised admissions. The only verifiable individual data available at present, at point of UCAS application, is SIMD postcode rank or decile. This is recommended until other individualised data is available. ***Using SIMD as a consistent starting point for contextualised admissions and adding in other verifiable factors, to create as detailed a picture as possible for each individual applicant, is recommended as the best way to proceed currently.***

Having confirmed the veracity of SIMD as a measure of disadvantage in HE progression, a summary of the main findings of the research and analysis of this follows.

9.3 MD20/40 residents attending higher progression schools are disadvantaged compared to their non-MD40 peers

A statistically significant negative correlation exists between socio-economic disadvantage in terms of MD20 / 40 postcode and progression to HE ($p < 0.001$). This disadvantage for MD20/40 pupils in comparison to non-MD40 pupils is evident in terms of:

- lower in-school attainment
- leaving school early
- lack of HE progression.

It seems likely these factors are interlinked: low school attainment leads to further disengagement from school and a desire to leave school early. Similarly, early disengagement from school leads to low attainment and again increases the possibility of a pupil leaving school early. On average, S4 and S5 leavers have much lower attainment than their counterparts who choose to stay on and, therefore, have not attained the qualifications necessary to progress to HE.

9.4 Numbers of MD40 pupils in higher progression schools not currently engaged with widening access activity

Pupils experiencing socio-economic deprivation and disadvantage attend every school. From 2009-15, across the 109 higher progression project schools, each year there were on average:

- 39,446 MD40 pupils
- 18,824 MD20 pupils

MD40 pupils in senior stage of secondary school were, on average:

- 7,392 S4 pupils
- 6,203 S5 pupils
- 3,675 S6 pupils

These are significant numbers of pupils, living in disadvantaged circumstances, with whom WP programmes are not routinely engaging.

9.5 Attainment in school

9.5.1 Effect of attainment in school on HE progression

Attainment in school is a key factor in pupils progressing to HE and is a consistent factor in student success within UoG. The evidence presented in this research shows that pupils who attain well are more likely to stay on at school until S6. ***MD20/40 pupils, who attain well, progress to HE in high numbers, on comparable terms with non-MD40 pupils.*** Pupils attaining in the top 20% nationally, are likely to progress to HE regardless of postcode. ***This suggests attainment in school is key for MD40 pupils staying on at school and progressing to HE.***

9.5.2 Comparison of MD40 / non-MD40 pupil attainment

On average, MD40 pupils have lower attainment than non-MD40 pupils. ***In S4, MD decile 1 pupils (male and female) attained only half the cumulative insight tariff points of decile 10 pupils; the equivalent of three National 5 exams at grade A, a significant difference.*** This undoubtedly impacts on MD40 pupils staying on in school to S6 and, therefore, also impacts on progression to HE.

9.5.3 Maths / English attainment

On a subject level, MD40 pupils were less likely to obtain SCQF qualifications in English or Maths. Males performed worse than females in English, but better in Maths. If attainment in these two core subjects for numeracy and literacy is given attention, this could aid attainment-raising in other subjects.

9.5.4 Level of SCQF qualification obtained in school

Pupils with less socio-economic disadvantage are more likely to attain SCQF level 6 and 7 qualifications (Highers and Advanced Highers). ***There is a positive relationship between SIMD decile and the highest SCQF qualification attained by the end of S6: the more affluent the decile, the higher the level of qualification achieved.*** Pupils living in a higher SIMD decile are much more likely to attain an Advanced Higher qualification (SCQF level 7) by the end of S6. ***17% of decile 1 pupils achieved an Advanced Higher, compared to 47% of decile 10 pupils. 21% of MD40 pupils achieved an SCQF level 7 qualification compared to 34% of non-MD40 pupils; a statistically significant difference (p<0.001).***

Non-MD40 pupils are more likely to gain the qualifications necessary to progress to HE in S5, giving them time to study Advanced Highers and improve their academic knowledge. MD40 pupils will most often require S6 to obtain qualifications necessary for HE entry, which curtails their opportunity to study to Advanced Higher level. ***This could disadvantage MD40 pupils academically when they progress to HE as they will not have studied to as high a level as non-MD40 pupils and will not have attained as highly upon entry.***

Effective intervention at an early stage is necessary to reverse these trends. The Scottish Government Attainment Challenge is intended to begin addressing this gap, but WP outreach programmes have an important role to play. ***If high attainment can overcome socio-economic disadvantage, then increasing aspiration to progress to HE and***

awareness of progression routes, combined with increased attainment, would increase MD40 numbers staying on at school and progressing to HE.

9.6 School staying on rates

Low attainment is likely to effect a pupil's enjoyment of school and lower confidence, which may be expected to increase the chances of a pupil leaving school early and not staying on to S6. The link between low attainment and leaving school early was evident when analysing staying on rates of pupils from 2009-15. ***Within the 109 project schools, MD40 pupils comprised 41% of the S4 school population, but 61% of the early S4 or winter S5 leavers, a significant 20% differential.*** MD40 pupils, especially males, were most likely to leave school before S6 with no progression to HE. Indeed, ***1 in 5 MD decile 1 pupils left school in S4 compared to 1 in 50 MD decile 10 pupils***, an extraordinary difference. Overall, ***over half of MD40 pupils (50.3%) left school before S6, compared to less than a third (28.5%) of non-MD40 pupils***, a statistically significant difference ($p < 0.001$). ***A positive relationship exists between SIMD and: 1) progression onto HE, 2) attainment (as indicated by cumulative Insight tariff points).***

9.6.1 S4 / winter S5 leavers

Pupils leaving school in S4 or the winter of S5 do not progress to HE at university as they have not obtained the qualifications necessary to do so. To progress to university, S4 pupils would normally have to achieve a certain level of qualifications at SCQF level 5, to enable them to study Highers and Advanced Highers in S5 and S6.

As noted earlier, among S4 pupils, those living in decile 10 achieved, on average, 240 Insight tariff points more than those living in decile 1, the equivalent of almost 3 National 5 qualifications at grade A, an extraordinary difference in performance. S4 leavers attained, on average, around half the number of Insight tariff points as non-leavers in the same SIMD decile. This trend occurred across all the SIMD deciles. This suggests ***attainment is a key element in pupils staying on after S4.***

9.6.2 S5 summer leavers

Pupils leaving school in S5 do not progress to HE in large numbers. An examination of the attainment levels of those who do suggests that they mainly progress to FE college, as they have not achieved the qualifications necessary to progress to a university degree. This again suggests that ***completing S6 is necessary for MD40 pupils to attain the qualifications necessary for HE progression.***

On average from 2009-15, ***41% of decile 1 pupils left at the end of S5, compared to only 12% of decile 10 pupils***, a very significant difference. ***MD40 pupils comprised 14% more of the S5 school leavers than they did the overall S5 population***, another significant differential.

S5 leavers in decile 10 attained twice as many tariff points as those from decile 1. ***Females in decile 10 achieved the equivalent of almost two Highers at grades A and C more***

than those in decile 1. Males in decile 10 achieved the equivalent of one Higher at grade B and a National 5 at grade A more than decile 1. These are significant differences in performance and undoubtedly impact on progression to S6 and HE thereafter. It also limits the HE degree options for MD40 pupils; higher tariff courses will be out of reach, especially those requiring high S5 performance (e.g. Medicine; Dentistry; Vet Medicine, high demand courses in individual HEIs).

In S5, MD20/40 pupils were less likely to be in the highest attaining 20% nationally ($p < 0.001$, statistically significant) and were more likely to leave school in S5. Males were also less likely to be in the highest attaining 20% nationally ($p < 0.001$, statistically significant) and more likely to leave school in S5.

9.6.3 S6 leavers

Pupils completing S6 have the best chance of HE progression of all school leavers. In S6, non-MD40 pupils were more likely to be in the highest quintile for attainment, nationally, and to attain qualifications at a higher academic level than MD40 pupils, by a statistically significant margin ($p < 0.001$).

If MD40 pupils stay on to S6, they are more likely to progress to HE than if they leave early. However, **a significant number of MD40 pupils stay on to S6, but do not progress to HE. Therefore, intervention and engagement in S6 remains vital:** this can impact on decision-making and a contextualised offer can enable HE progression. The thinking that changing widening access will take a generation and early intervention is the key is not the whole answer. Short-term gains are possible and senior pupils should be targeted. This was conducted via the targeted and selected Top-Up Programme pilot engagement to great success.

In S6, females outperformed males across each decile in terms of attainment. The combination of this and the fact more females stayed on at school meant more females were in a position to progress to HE than males after S6.

9.7 Leavers with no HE destination, but with potential to progress to HE

Many MD40 pupils who did not progress to HE were identified as having had the potential to do so by benchmarking using cumulative Insight tariff points. From 2009-15 these totalled:

- 2,031 or 16% of S4 leavers (290 average per year)
- 962 or 7% of S5 leavers (137 average per year)
- 7,686 or 10% of S6 leavers (1,098 per year)

Therefore, an average of **1,525 MD40 pupils left school each year across the 109 high progression project schools and did not progress to HE, but may have had the potential, by grades achieved, to do so.** This is a significant number of pupils. Not all would necessarily have chosen to progress to HE, but if intervention had taken place via WP programmes, a good number of these well-qualified pupils would very likely have chosen to do so. **Targeting these MD40 pupils in higher progression schools will be necessary, if**

the Scottish Government target of 20% of HE entrants residing in MD20 areas is to be met by 2030.

The presence of this number of well-qualified school leavers again also suggests that early, short-term gains could be made by targeting MD40 S5/S6 pupils in higher progression schools with WP programme intervention, while longer-term aims could be gained by targeting earlier years. It has been established that attainment is a key factor in HE progression and that intervention to raise attainment will be necessary to meet the 2030 target. However, the fact over 1,000 pupils were qualified each year to progress to HE after S5 or S6, but did not, suggests that intervention and Advice, Information and Guidance (AIG) for these pupils is required and could bear fruit. An analysis of pupil opinion and attitude further confirms this.

9.8 MD40 pupil consideration of HE progression

The opinions and attitudes displayed by pupils in the qualitative research emphasises the need to engage with MD40 pupils in higher progression secondary schools, both in the early secondary and senior years, and the gains to be made by doing so.

Attitudes to HE differed markedly by postcode of residence. ***Within the S1 pupils surveyed, MD40 pupils were less likely to consider university as a future possibility compared to their non-MD40 counterparts (44% compared to 81% males; 60% to 78% females).*** MD40 pupils were also the most likely to disengage from education at an early stage: 18% of MD40 S1 pupils thought they would leave school before S6, compared to 8% of non-MD40 pupils.

This lack of aspiration at such an early stage in secondary education may be caused by, but certainly further compounded by, a lack of AIG on post-school study. ***If pupils do not understand the importance of working hard at school and the benefits to be gained from this, it will impact on attainment in the early secondary years and take them down a route to leaving early and not progressing to HE.***

9.8.1 Aspiration by gender

This early lack of aspiration or knowledge of the possibilities to progress to HE study, impacts negatively on many of the MD40 pupils who do eventually consider HE progression as an option; many leave it too late to do so. ***48% of MD40 males only considered HE as an option in S5 or S6, while 57% of MD20 males only considered this after they had received their Higher Grade results in the summer between S5 and S6.*** This is very late to consider HE as an option and, indeed, too late for some degree courses (Medicine, Dentistry, Veterinary Medicine) and other courses at some universities. ***This impacts on the overall number of MD40 pupils progressing to HE, but also the degrees to which they are able to progress.*** The lack of male aspiration or understanding of the need to show commitment, work hard at school and pass exams in the early secondary years shown by the S1 pupils surveyed, is echoed in the S5 and S6 pupils. ***The consequence of no intervention by WP programmes is that too many decide too late that HE is an option they would like to consider and in-school attainment is not high enough to facilitate this progression.*** The impact of the Reach Programme on access to professional degrees

demonstrates that working with pupils from S4-S6 can have a transformative effect for those from MD40 and other WP backgrounds. Working with pupils even earlier would have even more far-reaching effects.

MD40 females surveyed considered university at an earlier age than non-MD40 females and all males: 20% considered university as early as S1 and S2 and a further 13% considered the prospect in Primary School. 72% of MD40 females had considered university by S4, compared to 69% of non-MD40 females. MD40 females were also the most determined to progress into FE or HE: 71% said they were very sure that they wished to do so, compared to 59% of MD40 males. ***This gender gap reflects the quantitative findings: MD40 females were more likely to progress to HE compared to their male counterparts.***

This evidence clearly shows the need for intervention by WP programmes for MD40 pupils in higher progression schools. Male pupils require the AIG to consider HE as an option earlier in their school career, to enable more to apply and open up more options for those who do. ***More MD40 males leave early than any other group and of those surveyed in S5 or S6, less than half consider HE as an option in their last year of school. Many of those male pupils will not have the National 5 grades necessary in S4 to enable them to achieve the Higher grades needed to progress to HE from S5 or S6.*** Early intervention to inform males of their options, could lead to greater aspirations, higher attainment and an increase in numbers progressing to post-school study.

Female MD40 pupils, despite being more likely to aspire to HE from an earlier age, still do not progress in as high numbers as non-MD40 male or female pupils, generally. Attainment and AIG are important for MD40 females to reach required tariffs, but also to have the necessary information on application and choice of courses.

9.9 Pupil attitudes to WP programme intervention in school

The need for early engagement and AIG is confirmed by the opinions and attitudes of the pupils to participating in WP programmes and receiving AIG on HE progression in school. ***Several participants stated that if information had been provided sooner, they would have applied for different courses, but they had been limited by making uninformed subject choices in S3/S4.*** The majority of focus group participants stated that schools should begin to discuss HE progression with pupils in S3, as this was when many of them started considering this. Many only received information in their senior phase and felt this was too late. In meetings with Local Authority representatives and in telephone interviews with teachers this was reinforced; all stakeholders stated that earlier intervention was needed. ***It is recommended that WP programmes cover subject area choice with pupils in S2/S3.*** The UoG Early Secondary Programme commenced undertaking this task in 2013 and has developed positively with feedback and evaluation from pupils and teachers.

A gender gap appeared again when pupils were asked if they would wish to participate in a WP pre-entry programme. ***Female pupils were more open to engaging in WP programmes; 92% of non-MD40 and 90% of MD40 female participants expressed a desire to do so, compared to 74% of MD40 and non-MD40 males.*** This type of attitudinal

difference between genders will very likely contribute to males not progressing to HE in as high numbers as females.

9.10 Preparation for transition from school to HE, AIG and careers guidance

Little variance appeared between groups when considering how prepared pupils felt for the transition into higher education: 48% of non-MD40 and 42% of MD40 participants stated they felt neither prepared nor unprepared for this. **30% of all participants stated that lack of direct experience was the biggest cause of anxiety when considering their progression into HE.** Pupils would like to have a clear understanding of what university is really like, while still in school, to aid the transition. **This raises the requirement for WP programmes to provide on-campus HE experience and support and encourage application, progression, transition and retention.**

A need for more impartial, easily accessible, focused and tailored information around UCAS guidance was raised. UCAS advisors within a school are often assigned with no links to pupils' academic interests. Where careers advisers were available, pupils found these highly beneficial, but it was often difficult to arrange a meeting with an adviser.

The work of careers advisers is clearly valued by pupils and schools, but not enough resource is available. Further, the current targeting model used by SDS means that not all of the MD40 pupils who would benefit from this input and need it to be able to effectively progress to HE, can always access this vital help. Consideration should be given to revisiting the remit of SDS careers staff in schools. **A realignment or expansion of the remit of careers advisers in schools to enable staff to work with WP students who have aspirations to progress to HE could be of great benefit.** WP programmes can provide AIG, but are limited in their remit to do so at an individual level, if they are also engaging pupils academically to raise attainment and prepare them for success as HE students. Bringing the strengths of the different parts of the Education sector closer together, as recommended in CoWA recommendation 4, is crucial if the CoWA agenda is to be taken forward successfully.³⁰ **With more resource, careers advisers could advise on careers paths which include study in HE, while WP programmes could furnish pupils with the confidence and experience necessary to apply and enter HE and be successful students.**

For all S1 and S6 pupils from all backgrounds, a better career prospect was the most popular motivation for progressing to HE. This focus on career was evident in participants' future aspirations: 67% of non-MD40 and 71% of MD40 participants focused on career-based aspirations when discussing the future. MD40 males were most likely to consider personal aspirations such as homeownership or financial stability when discussing future aspirations. **The availability of careers advisers to provide this AIG on routes to employment via degree study would allow more MD40 pupils to make better informed**

³⁰ Scottish Government, *A Blueprint for Fairness: The Final Report of the Commission on Widening Access - March 2016* available at <http://www.gov.scot/Resource/0049/00496535.pdf>, pp. 24-25.

decisions on progressing to HE. It is recommended that the targeting metric for careers advisers is revisited to allow engagement with pupils on the cusp of HE progression.

9.11 Parent / guardian / family engagement

Altering MD40 pupil attitudes and allowing pupils to make informed choices by having proper AIG are important elements moving forward with the widening access agenda in Scotland. Equally important and complementary to this, is the engagement and informing of parents / guardians / families as key influencers and advisers of young people. This is an area of widening access which remains one of the most difficult to implement.

A lack of stable or any parental input obviously places care experienced or estranged pupils at a great disadvantage and HEIs and FECs have to be ready to address this gap in support. The proposed new bursary arrangements under CoWA recommendations 21, 22 and 23 will aid care experienced pupils, but extra provision will still be required.³¹ However, a general need to engage with parents of MD40 pupils underlies the whole approach which needs to be taken in the future.

The survey results underlined this necessity. Parental surveys revealed parents / guardians were anxious for their children to do well at school and progress to the career they wish to follow. 88% of parents / guardians thought their P7 child might consider progressing on to HE in the future. **76% of both MD40 and non-MD40 parents believed that schools should discuss HE with pupils prior to S4, with 20% believing that HE should be discussed in Primary School.** 68% of parents surveyed had experience of HE, but 77% of the same group stated they felt equipped to provide their children with information regarding HE. This may have been the case, but a lack of HE experience may hinder a parent in proffering fully informed advice. MD40 parents were more likely to state that intervention could be held back until the senior phase of secondary school: 24% of MD40 parents stated that HE should only be discussed in S5/S6, compared to only 15% of non-MD40 parents. **This matches the finding, previously mentioned, that many MD40 males only considered HE in S5/S6 and highlights the importance of engaging parents / guardians or families as a whole to fill this HE experience gap.**

Only 27% of MD40 survey respondents in S6 had parents who had participated in HE compared to 51% of the non-MD40 survey respondents. 46% of the MD40 respondents had no family experience of HE at all compared to 29% of non-MD40 respondents. However, despite this, MD40 females, especially MD20 pupils, were most likely to turn to their family for information about HE and their future, with 56% of MD20 females stating that they would speak to their parents when considering university compared to 31% of all S6 respondents. **MD40 female pupils were most likely to consult parents regarding HE, but if their family has had no experience of HE study, the advice they can impart may not be as informed as they would like it to be. Engagement and information for parents**

³¹ Ibid, pp. 51-54.

could enable them to advise their children more effectively and encourage them to consider HE as an option.

In S1, all pupils believed that school and online resources were the best way to obtain information about HE; very few mentioned family as a source of information at this stage of their learning. This raises the need for engaging with parents more at an early stage in a pupil's school career and suggests **increased parental or family engagement is needed to enable and encourage inter-family discussion regarding post-school study. How to target this WP provision at parents / guardians as well as pupils needs to be considered and explored further.** It also raises the necessity of access to targeted AIG, online resources, such as the FOCUS Point website,³² and engagement with expert sources of information within school, i.e., external organisations such as WP programmes / university staff delivering targeted provision to aid school staff.

9.12 Protected Characteristic Groups

The analysis by SIMD produced clear evidence of disadvantage for MD20/40 pupils in higher progression schools. Analysis of disadvantage by protected characteristic (gender, ethnicity and care experience) and comparison with SIMD provided a deeper understanding of how specific groups were particularly disadvantaged in terms of in-school attainment, staying on at school and progression to HE.

9.12.1 Gender

Females consistently outperformed males in attainment in school and progression to HE across all SIMD deciles and by protected characteristic (ethnicity, care experience). Males who attained well in school had as good a chance of HE progression as females, but many fewer males attained to this level. The gap in tariff points between males and females was 44 in decile 1 (equivalent to a National 4 qualification), compared to 91 in decile 10 (equivalent to a National 5 at A).

Male MD40 pupils had the lowest levels of attainment and progressed to HE in the fewest numbers. MD40 females performed better than their male counterparts in both measures, but not as well as non-MD40 males. Females from more affluent postcode areas attained most and progressed to HE in the highest numbers. **MD40 postcode and gender both had a significant effect on performance in school and progression to HE thereafter.**

In S4, female pupils outperformed males by a constant margin of, on average, 39.6 Insight tariff points across all SIMD deciles. Males left in higher numbers than females across every SIMD decile. The largest gap was between males and females in non-MD40 postcodes – non-MD40 females were the least likely to leave in S4. **Males across all ethnic groups left in higher numbers than females in S4. Females were more likely to stay on at school as they performed better.**

³² FOCUS West online resource available at: <http://www.focuspoint.org.uk/>.

Males outperformed females in Maths qualifications, suggesting that males should be encouraged to apply for and progress into STEM subjects within HE, if at all appropriate. **Two targets for the SFC Gender Action Plan are: more females into STEM subjects; and reducing the gap between male and female student numbers overall. To move towards both these targets, ring-fencing places for STEM may have to be considered.**

The Developing Scotland's Young Workforce (DYW) agenda and FE Colleges could play an important role in encouraging males to engage in education while in school, providing varied pathways (apprenticeships) and environments (college and the workplace), both vocational and academic, in which pupils disengaged with school may flourish. **How universities and WP programmes can effectively engage with DYW should be investigated and collaborative partnerships set up.**

9.12.2 Ethnicity

In all ethnic groups, including those with an undisclosed or unknown ethnicity, female pupils outperformed males by, on average, 37.3 Insight tariff points. **Both female and male pupils, classified as minority ethnic, achieved, on average, higher cumulative Insight tariff points than those described as coming from a white ethnic background.** White MD40 males had the lowest attainment by the end of S4.

9.12.3 Care experienced pupils

On average, from 2009-15, **60% of those with experience of care left in S4 or winter of S5, and a further 20% left at the end of S5**, often for negative destinations, and with low academic attainment. More care experienced males left school in S4 / winter of S5 than females, with an equal number of females and males leaving in the summer of S5.

The average difference in attainment between care experienced pupils and the overall pupil cohort across the 158 west of Scotland secondary schools was:

S4: 202 Insight tariff points, the equivalent of 3 National 5s at grades BCC;

S5: 408 Insight tariff points, the equivalent of 2 Higher Grades at grade A;

S6: 489 Insight tariff points, the equivalent of 2 Higher Grades at grade A and one National 5 at grade A.

These are very significant differences, which undoubtedly impact on the ability of care experienced pupils to progress to HE.

Care experienced pupils were most likely to have not completed a course higher than SCQF level 4, with 41% not attaining beyond this level. Of those who progressed to S6, 41.5% completed an SCQF level 6 course, considerably lower than the 56.7% of the S6 overall pupil population. **Only 8.3% of care experienced pupils achieved an Advanced Higher (SCQF level 7), compared to 27.4% of S6 pupils overall.** This demonstrates the attainment gap and barrier to HE progression for pupils with experience of care. **Care experienced pupils were less likely to attain well in school or progress to HE than other pupils.**

75% of care experienced pupils lived within an MD40 postcode, with the largest cohort found in SIMD decile 1 (35%). These would predominantly be pupils being Looked After at Home. **Pupils classified as Looked After Away from Home outperformed those pupils**

classified as Looked After At Home. Looked After at Home pupils attained less and were more likely to leave school early. **While extra provision is required for all pupils with care experience, it is recommended that the difference in performance between Looked After at Home and Looked After Away from Home should be examined and specific provision for the former group considered.**

9.13 School Pilot Engagement Initiatives

The pilot engagement initiatives implemented were based on existing UoG programmes which have research-based evidence of success (Top-Up), variations of more recent programmes (Early Secondary Programme) or new ideas to target specific groups (refugees and asylum seekers / parents and guardians). Valuable lessons were learned regarding ways of engaging with MD40 and other WP pupils in higher progression schools.

9.13.1 Importance of external agency partnership involvement in schools

Teachers and LA staff overwhelmingly reported that the involvement of external agencies, which could bring expertise, gravitas and added value, were vital for successful widening access programmes. For pupils aspiring to progress to HE, or to raise aspirations in earlier year groups, association with a university was particularly welcomed. Pupils were more likely to listen to 'experts' from the HE sector, who come into the school as new and different external speakers, than to their regular teachers. The latter or other staff based in the school conducting a programme or event would not have the desired effect. **School and LAs believe that external agencies, such as universities, have more of an impact than teacher-led widening participation pupil engagement.**

9.13.2 Timing, targeting and relevance of school engagement

Timing and targeting are both crucial for successful school engagement. Schools have to be able to target by clear criteria to select the appropriate pupils for a WP programme. The programme has to be facilitated at a convenient time for the school and pupils; those delivering programmes have to be prepared to show flexibility to enable engagement with all target pupils in all schools.

School timetables are busier than ever and many external agencies are seeking to work with schools. **It is paramount that teachers and schools know which pupils will benefit from a specific programme and that it can fit into the relevant part of the school curriculum,** e.g. Personal and Social Education, Health and Wellbeing, a specific academic subject. The most effective programmes slot into the school calendar and are viewed as part of the school's offering to pupils, not an added extra or bolt-on, which could be the first thing to go, if a school is struggling for time. Schools and LAs quite correctly need to be convinced that a programme is worth their and their pupils' precious time. For example, the pilot of the Top-Up Programme in the remote small town flagged up issues regarding the most appropriate year group with which to work, S5 or S6. Targeting incorrectly led to a high level of non-completion, but evaluation and close partnership work with the school to identify the reasons for non-completion, informed future direction and development in a bid to bring positive results.

9.13.3 Importance of strong two-way partnerships and relationships

Partnership work between schools, HEIs and WP programmes is the key to success. Schools and LAs should never feel a programme has been forced upon them. **HEIs and WP organisations should consult LAs and schools before and after facilitating programmes.** Teachers know their pupils and, as in the example of the case study school, can use data in an informed and effective manner to ensure the correct pupils are targeted for input at the correct time. Consulting with schools before running a programme can ensure the content and method and style of delivery fit the intended year or target group and slot into the school curriculum. Feedback after the event or programme has run allows evaluation and development of initiatives, to ensure relevance, currency and quality are all maintained to the highest possible standards and pupils continue to benefit.

9.13.4 Coordination between HEIs and WP programmes

Coordination between schools programmes and HEIs is crucial to avoid over-burdening of schools, teachers and pupils. Duplication should be avoided and each intervention should bring something new to a pupil and school. In challenging financial times, this becomes more important. **A planned programme of events on a regional basis should be considered moving forward, combining the efforts of HEIs, SFC-funded programmes and other interventions in an area, to maximise coverage and ensure engagement with all target pupils is possible. The evidenced need to engage with MD40 pupils in higher progression schools brings this more sharply into focus; many more pupils across every secondary school will have to be worked with, if an equal chance is to be truly given to every pupil disadvantaged by living in a deprived area.**

9.13.5 National programme networks

If regional collaborative frameworks are set up successfully, this could facilitate CoWA recommendation 7 for the setting up of a national network of bridging programmes or summer schools.³³ This could be extended to create a national network of in-school programmes. National networks would enable student mobility and add extra value to programmes, encouraging schools and pupils to participate.

9.13.6 Senior pupils can be successfully targeted for programmes

Pupil engagement which targets MD40 pupils and those who meet other widening participation criteria can be run successfully with senior pupils. This was conducted with five schools as part of this project, continuing, expanding and developing UoG work which had commenced the previous year. Schools and LAs see the value in targeting those pupils in need of intervention and are open to selecting pupils by WP criteria. Previously, fears of stigmatisation prevented schools, LAs or universities targeting programmes in this way. However, schools, such as the project case study school and the five involved in the selected Top-Up Programme pilots, now use pupil data in a more sophisticated way and can target specific pupils for whom the programmes will benefit.

³³ Scottish Government, *A Blueprint for Fairness: The Final Report of the Commission on Widening Access - March 2016* available at <http://www.gov.scot/Resource/0049/00496535.pdf>, pp. 31-32.

The development of the Senior Phase of Curriculum for Excellence has made targeted selection for WP programmes easier. Pupils are now accustomed to accessing courses out with their secondary school, as school consortium arrangements within LAs have emerged and links with colleges have intensified. Therefore, pupils can be selected by postcode or care experience and travel to another school for a school cluster session, without anyone necessarily knowing what and why the pupils are attending.

The success of this methodology was demonstrated by the results in schools participating in the targeted and selected pilot of the Top-Up Programme. 38.2% of pupils who successfully completed the programme progressed to UoG. These pupils would not have progressed to HE if they had not received the adjusted offer linked to the Top-Up Programme. This shows clearly the success and impact of this type of programme and the potential to increase entrants from MD20/40 areas in a regulated and secure way. These pupils would not have been targeted previously, as they attended a higher progression school. This shows the impact of engaging with all schools.

9.13.7 School cluster delivery models enable engagement with a high number of schools

Delivery of programmes by cluster models allows resources to be used efficiently, while targeting the maximum and prime number of pupils for a programme. The targeted and selected Top-Up pilots were delivered on a cluster model. Schools within close proximity were combined and pupils walked or travelled by taxi or bus to one host school. This enabled WP Tutors to work with several schools simultaneously in one session, instead of having to run several separate sessions, saving money and resource. This methodology allows schools with small numbers to participate, where finance would possibly otherwise preclude a separate session, thereby enabling engagement with all schools and target pupils. This delivery model has been successfully utilised by the UoG Reach West Programme to allow engagement with 100 schools and a similar model was successful in the Top-Up Programme pilots in this project. This type of delivery model could be used to work with MD40 / care experienced and other targeted pupils in all schools.

Extra value is found in this delivery model: WP pupils very often do not venture far from their home areas and do not meet pupils from other schools. Working in clusters allows pupils to meet people from similar backgrounds, with interests in similar subject areas. This can allow the formation of peer groups for WP pupils, before they transition to HE. Having a peer group on the first day and early part of an HE course is very important for students who will predominantly stay at home and find it more difficult to meet people in university.

9.13.8 Early secondary engagement works most effectively with whole year pupil cohorts

While targeting of senior years works well, it is most effective to work with whole year cohorts in early secondary programmes. Teachers and LA staff expressed concerns around targeting this young age group (S1-S3). Pupils develop at different stages and everyone should be given the chance to gain information on their post-school options. The Aspirations Day event at Kirkintilloch High School worked very well with the whole year groups. Working with these high numbers and younger age groups brings different challenges to working with smaller groups of senior pupils and staff / tutor training has to be carefully considered

accordingly. Input from schools is very helpful for these types of programmes and a strong partnership model is again very important.

Early secondary programmes on a large scale will be very important going forward, if the numbers of MD20/40 pupils aspiring to progress to HE are to increase in lower and higher progression schools. The cost of running these programmes can be excessively high, if all pupils are to be worked with. Funding will be required, but careful planning between schools and HEIs / WP programmes will also be necessary to efficiently make the most of these initiatives.

9.13.9 The importance of timing and planning of parental engagement

Parental engagement works most effectively when incorporated into a schools' pre-existing schedule of events. These will be events that parents will know about and may be attending already. ***They will usually be taking place in the evening, which allows parents to attend after work.*** A twilight session was trialled, but did not work because of poor attendance. Encouraging attendance is difficult, with schools not able to attract all parents to attend. ***Holding an event out with the school may be an option or in feeder primary schools, where parents may be more likely or able to attend, could be options worth considering. This is a key area moving forward and HEIs and schools should be prepared to be innovative.***

9.13.10 Targeting parents as adult returners to education

Parental engagement, which includes both pupils and parents, is a positive way of encouraging a dialogue around HE within the family and targets parents as potential adult learners. As has been established, many parents of MD40 pupils have no HE experience, but many may feel they would now be in a position to consider attending HE to upskill. HEIs and ***WP programmes must consider how to combine engaging with parents as parents, with engaging with them as potential adult learners.*** This research has shown thousands of MD40 pupils could progress to HE, if engagement is conducted in the correct manner. Alongside these pupils, however, many parents, living in MD20/40 areas, could also progress to HE via Access courses. Working in combination with organisations such as the Scottish Wider Access Programme (SWAP) and university access programmes, such as the UoG Centre for Open Studies Access programme, combining part and full time Access courses, could enable many adults to fulfil their potential and help towards the 2030 Scottish Government target.

9.13.11 Model of key interventions and influencers on the WP learner journey

MD40 pupils in higher progression schools have to be engaged with continuously throughout their learner journey, to enable high attainment and success in school and HE progression. Figure 34 at the end of Section 9, provides a graphical view of a model of key interventions and influencers on the WP learner journey. Attainment, aspiration and advice, information and guidance are all interlinked. Effective intervention can bring them together to enable MD40 pupil HE progression at key stages along the learner journey, with appropriate advice and guidance provided by key influencers at the most relevant time, enabling the pupil to overcome the barriers experienced because of background. WP programmes, run in collaboration, can provide the input required to allow MD40 pupil influencers to proffer informed advice and aid the pupil to progress to HE and beyond into graduate employment.

9.14 Final Remarks

While the evidence produced in this report affirms the initial suppositions which prompted this research bid, the starkness and absolute consistency of the results was not wholly anticipated. There can be no doubt from the evidence presented in this report that residing in an MD20 or MD40 postcode puts a school pupil at a disadvantage in comparison to their peers from wealthier non-MD40 postcodes. The main conclusions drawn together in this section confirm this and demonstrate that SIMD should unequivocally be used as a measure of disadvantage when measuring widening participation to HE.

The evidence presented in this report indisputably shows pupils from this background will not progress to HE at a rate comparable to their peers from more affluent areas. It also shows that pupils in higher progression schools are, in reality, more disadvantaged than their counterparts in lower progression schools as they are further behind their more affluent peers. Widening access programmes, which have targeted lower progression schools for a sustained period, are making a difference for MD20/40 pupils in these schools. The absence of these programmes in higher progression schools is preventing the disadvantage experienced by MD40 pupils in these schools from improving.

The continued disadvantage and non-progression of these pupils will significantly put at risk the ability of the Education sector to meet the 2030 target of 20% of HE entrants residing in MD20 postcode areas. There are not enough MD20 pupils attending the lower progression schools and attaining highly enough to reach this target. Moreover, it would be morally wrong to not work with MD40 pupils in higher progression schools, now that the evidence clearly shows they are not progressing to HE at the rate of their peers. To not engage with these pupils now would be to accept that they are not going to progress to HE and effectively write off the chances of a vast swathe of Scottish youth for years to come. To achieve the 2030 targets in a fair way, everyone should have the same potential and ability to progress to HE, not just those who attend a certain profile of school and happen to qualify for intervention by a programme.

The theory that MD40 pupils in higher progression schools would attain well because they were attending a school with high progression, containing peers who would attain well and progress to HE, was mistaken. The influence of domestic factors and personal circumstance is too great and overrides the fact that a pupil from a deprived area attends a higher progression school. Therefore, it can be concluded that it is the personal circumstances of the individual pupil which should be taken as the greatest factor of disadvantage, not the school attended. This report suggests MD40 can and should be taken as being representative of personal circumstance. To not do so, would be to ignore compelling evidence and promote disadvantage.

If it is accepted that MD20/40 postcode is a deterrent to HE progression, it must then be considered how this situation can be changed. We have evidence that WP pre-entry programmes do make a difference (over 10 years of data on the Top-Up Programme demonstrates this). Therefore, expanding the reach of WP programmes, both SFC-funded national programmes and HEI core-funded programmes, needs to be explored and put into practice. WP programmes have been predominantly targeted at lower progression schools. This targeting should continue, with some reassessment of what constitutes a low progression school and if MD20/40 postcode should be used in combination with this

measure, since the majority of attendees at these schools, who are not progressing to HE, reside in MD40 areas. However, the targeting of these programmes now also has to go further to engage the MD20/40 pupils in the higher progression schools, who are not currently progressing to HE. Delivery models and funding of programmes will have to be reconsidered to deliver this greater outreach and to deliver provision efficiently in times of reducing funding. Combining the delivery of in-school SFC and HEI WP programmes regionally would enable resources to go further and linking regional programmes nationally would provide the breadth of choice currently unavailable to WP applicants. If WP programmes only give access locally, this limits the options of pupils; building national networks of summer schools and in-school WP programmes would better enable this student mobility and encourage more applications from pupils in disadvantaged areas.

The evidence presented in this report demonstrates that a pupil living in a deprived postcode area but attending a higher progression school experiences severe educational disadvantage in several interlinking ways. The pupil will be much less likely to:

1. Aspire to attend HE, even in S1.
2. Have a parent/guardian who has personal experience of HE and is therefore limited in their ability to provide informed advice on HE.
3. Attain well at school, which may lead to disengagement and leaving school early.
4. Stay on at school beyond S4 or the winter of S5.
5. Attain the qualifications needed to access high tariff courses such as Medicine.
6. Achieve the qualifications needed for HE progression in S5, which will mean S6 is absolutely essential for attaining the grades for HE entry.
7. Attain SCQF Level 7 qualifications, which will be a potential disadvantage if progression to HE is achieved, as the pupil will be less academically prepared.

The data consistently revealed a steady lessening of disadvantage and a heightening of performance as analysis moved from SIMD decile 1 through to decile 10. Virtually all graphs showed a positive linear correlation from deprivation to affluence. Comparing SIMD data with protected characteristic data revealed a more complex picture of the most disadvantaged sub-groups within the overall SIMD cohort. In this way, we can say that a white male pupil, with care experience, but still living within the family home, which is in an MD20 postcode area, and attending any type of school, lower or higher progression, will have virtually no chance of progressing on to HE, compared to all other comparator groups. Similarly, a white male pupil, residing in an MD20 postcode area, and attending any type of school, lower or higher progression, will stand a better chance of HE progression than a care experienced pupil, but less chance than any other profile of pupil.

Disadvantage in such a regimented form is what has been demonstrated by the data analysis in this report. This is an insidious level of disadvantage, which stems from poverty and deprivation. Pupils in the poorest areas are as capable as those from the most affluent, but the evidence has shown how this is transformed to create an uneven playing surface by family background and chance. We have an opportunity to progress the widening access agenda in the coming years and make a difference to thousands of lives. If pupil attainment can be increased, numbers staying on at school will rise, and better-informed, better-

qualified pupils will emerge in the senior years, who wish to progress to HE and are in a position to do so.

Achieving the targets set for 2030 would be a remarkable achievement for Scotland as a nation and society. Properly funded and targeted widening access programmes can contribute to achieve this target, as can Universities, by showing the imagination and ambition to utilise evidenced and fair contextualised admissions to make adjusted offers. However, this process will only be a full success story when every pupil has the chance to attain equally and gain entry to HE on their own merits. The whole Education sector can and must work together to achieve this.

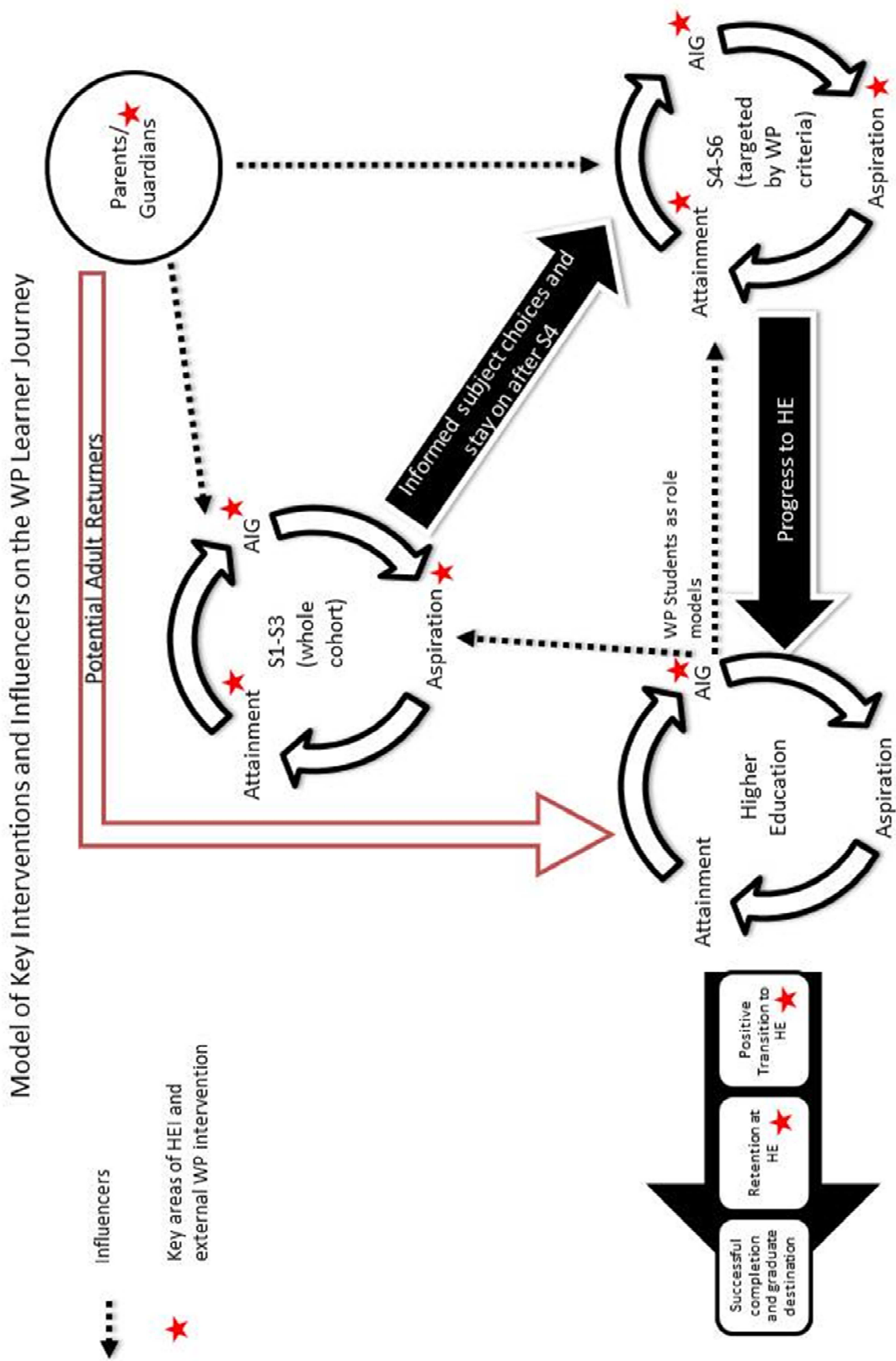


Figure 34: Model of Key Intervention and Influencers on the WP Learner Journey

10. Recommendations

Measures and Data

Use of SIMD

1. SIMD should continue to be used as one of the main criteria of measuring deprivation when considering widening access, for the targeting of widening access programmes and for formulating and implementing of contextualised admissions (CA).

Individualised data

2. Individualised data, such as Free School Meals (FSM), Educational Maintenance Allowance (EMA), receipt of benefits such as a Clothing Grant, which reflect an individual's circumstance, should be made available to complement MD20/40 data and data on school average performance. This would allow more effective targeting of interventions to those individuals experiencing disadvantage and enable individualised contextualised admissions decisions to be made for offers of entry.
3. Individualised data is not currently available. Using SIMD as a consistent starting point for targeting WP programmes and conducting contextualised admissions, and complementing this with other *verifiable* factors, to create as detailed a picture as possible for each individual applicant, is the most effective method of identifying socio-economic deprivation and should be used accordingly. Verifiable factors on school performance include: MD20/40 population; pupils receiving FSM and EMA; school attainment averages; school HE progression rate.

School HE progression rate

4. School HE progression rate should continue to be used, but should be investigated further to find the most effective means of doing so. The correlation between school progression rate and MD20/40 population needs further investigation as it seems that lower HE progression could be directly related to higher MD20/40 school population and the associated disadvantage. The veracity of a combined HE progression rate and MD20/40 population measure should be considered and tested for effectiveness.
5. If MD20/40 postcode is the defining factor in school HE progression rate, what defines lower progression should be reconsidered. An arbitrary line at 25%, based on budgetary considerations is not a satisfactory method by which to proceed and will not widen access for all. A more imaginative and all-encompassing targeting model should be investigated.
6. The progression to HE data for schools, currently available for WP programmes, universities and colleges, should be broken down by HE in college and HE in university, to provide a clearer picture of WP pupil progression to university. Current data may mask very low numbers progressing to university from some schools and areas. Availability of this data would allow better targeting and customisation of WP programmes and provide further context for contextualised admissions offer-making.

Contextualised admissions

7. Owing to the differing contexts of schools and individuals' background circumstances, those with lower attainment in school may still have the potential to succeed as students in HE. To facilitate this, all HEIs and FECs should operate a transparent and robust, evidence-based contextualised admissions policy. Best practice should be shared across the sector to help facilitate this. SFC should share the results of current research in this area at the earliest possible date.
8. To maintain robustness and transparency in contextualised admissions, and enable the installation of national progression agreements, contextualised admissions policies should be based on verifiable data.

Engaging with MD20/40 pupils in higher progression schools

Targeting of MD20/40 pupils in higher progression schools

9. MD20/40 pupils attending higher progression schools should be targeted for WP programme provision, via national SFC-funded and FEC and HEI-core-funded programmes. Nearly 40,000 MD40 pupils (19,000 are MD20 pupils) are currently not targeted by widening access programmes, which means these pupils are effectively disenfranchised from aspiration to and support for HE progression. Pupils in every secondary school will have to be engaged, if an equal chance is to be truly given to every pupil disadvantaged by living in a deprived area.

Funding and models of delivery

10. To engage with all entitled pupils in schools across Scotland will require additional funding, but also finding innovative ways to work more efficiently across partnerships and utilise all available methods of engagement. Investigating alternative funding, targeting and delivery models for WP programmes, whether national SFC-funded, FEC or HEI core-funded, will be required. This should fit in with the Framework for Fair Access suggested in CoWA Recommendation 2.
11. Partnership work between schools, HEIs, FECs, LAs and WP programmes is the key to forming and facilitating successful WP initiatives. A national Framework for Fair Access should address best practice in the formation, development and maintenance of partnership work and ensure effective and efficient practice is developed across Scotland.
12. A planned, collaborative regional approach should be considered, combining the efforts of universities, colleges, SFC-funded programmes, other regional interventions, schools, Local Authorities and other sectors, e.g. Skills Development Scotland, to maximise coverage and ensure engagement with all target pupils is possible.

National networks of WP bridging programmes

13. Regional programmes should work jointly to create national progression networks, involving Summer Schools, as suggested in CoWA Recommendation 7, but also with in-school programmes. These should follow set criteria to evidence impact and success for MD20/40 pupils across all schools and enable universities and colleges nationwide to make contextualised offers based on programme participation.
14. Credit rating of programmes on the Scottish Credit and Qualifications Framework (SCQF) should be considered to evidence programme quality and bring extra benefit for WP applicants, who very often have to achieve more than other applicants (i.e. complete a WP programme) to gain entry to HE.
15. A national group should be considered to oversee the linking of programmes into national networks. Involvement of practitioners and academic staff teaching on these programmes would provide expertise and quality enhancement and enable national progression agreements to be set up via mutually acceptable programmes, to be utilised in contextualised admissions.

Practical aspects of programme delivery

16. Working with schools in clusters is an effective method of working with large numbers of schools and pupils efficiently and economically and in a targeted way, particularly with senior phase pupils. Blending in-person with online learning methods enables engagement with remote and rural areas. This model works effectively for the Reach West and Top-Up Programmes, working with 100 secondary schools across a large, geographically diverse area, and could be considered for other areas.
17. The most effective model for engaging MD20/40 pupils should be investigated, i.e. clusters of only higher progression schools or integration with existing lower progression school engagement.
18. WP programmes should run as a partnership between the hosting body (HEI, FEC, SFC-funded schools programme, WP organisation) and the recipient (school, college). Hosting bodies should consult the recipient before and after facilitating programmes, acting on feedback to reflectively develop WP provision. This can maintain currency and relevance of a programme.

When to engage with pupils

19. To engage the maximum number of MD40 pupils, both short and long-term goals should be set. Short-term gains could be made by targeting senior phase MD40 pupils in higher progression schools with WP programme intervention, while longer-term aims could be gained by targeting early secondary years and primary and nursery years. All stakeholders surveyed for this project agreed that a well-scoped out and evidenced approach to funding, targeting and delivery should be investigated, to maximise resources and enable the highest impact in those areas most in need.

20. Intervention in earlier years, from nursery age is required to bring long-term change. Targeted and efficient methods of engaging with this age group should be investigated. The role of universities and colleges in this early years engagement, alongside other sectors, should be explored and defined.
21. Intervention in late primary / early secondary years should be increased. Universities and colleges have a major role to play in this activity, which should feed directly into pupil attainment and increase pupil aspirations, school staying on rates and progression to HE. The most effective methods for delivery of far-reaching early secondary programmes, primary engagement and transition programmes should be explored. This should fit in to the Framework for Fair Access and would deliver longer-term results towards the 2030 widening access targets.
22. Early secondary WP programmes should work with whole year groups. Targeting in S1-S3 is too early and every pupil should be able to make informed choices on their future, with every pathway open. Working with small numbers in early secondary years will not deliver the scale of change which is required and would benefit only a few, leaving the majority disadvantaged and disenfranchised. Funding and delivery of this scale of delivery should be explored.
23. Intervention in the senior phase should be retained and expanded to include disadvantaged pupils in every school. Existing WP programmes (such as Reach and Top-Up) have shown impact working with senior phase pupils. Programmes need to be developed collaboratively between universities, colleges and WP organisations to enable sustained engagement with MD40 pupils in higher progression schools.
24. Senior phase and secondary school provision should not be delayed or derailed by thinking all input must go into nursery / primary / early years engagement. The latter is necessary and fundamental changes, beyond the scope of purely HE are needed to implement long-term change. However, impact can be made by working in the secondary years to deliver early, short-term results against the milestones towards the 2030 targets.

Attainment / staying on in school

25. High attainment can overcome socio-economic disadvantage. The Attainment Scotland Fund, if it is to engage with all disadvantaged pupils living in MD20 areas, to raise attainment levels for all, should target beyond the lowest progression schools and beyond just FSM as a measure, to engage targeted pupils in every Scottish school. SIMD population should be considered as a criterion for this funding.
26. Attainment in early years needs to rise to increase numbers staying on to S6 and progressing to HE. Effective ways for HEIs and colleges to engage academically with pupils in this age group on a targeted and sustained basis, feeding directly into the school curriculum, should be explored.

27. WP Programmes targeting MD20/40 pupils in early secondary years and in primary school are required. This could involve many pupils; how to target efficiently and economically for these age groups requires consideration to enable impact and lead to increased staying on rates in secondary school. These programmes would need to work collaboratively with other initiatives at this level to produce the long-term gains required to meet the 2030 target of 20% of HE entrants residing in MD20 areas.
28. Too many pupils currently make uninformed decisions which preclude later study of certain degree areas. Universities, colleges and WP programmes should provide AIG regarding subject choice for pupils in S2/S3 to enable informed choice and progression to any area of study
29. Pupils staying on in school to S6 have the best chance of progressing to HE, but MD20/40 pupils currently leave school in disproportionate numbers in S4/S5. Increased and targeted AIG for MD20/40 pupils and their parents in earlier years is required to raise aspirations and awareness of progression routes. Combined with increased attainment, this would increase MD40 numbers progressing to HE.
30. Engaging with MD40 pupils in higher progression schools in the senior phase can bring positive results. Targeted in-school programmes have produced results and summer schools can be effective if intervention has not occurred within the school; UoG Summer School has done so since 2012. Senior phase engagement which has shown impact should be scaled up to bring benefit for pupils currently at this stage and to bring quick gains towards the milestones for the 2030 MD20 targets.

Aspiration and advice, information and guidance

31. Pupils increasingly look online for information regarding HE. Greater provision of impartial, easily accessible online resources regarding HE is required. Combining use of the SDS 'My World of Work' and other bespoke websites, e.g. FOCUS Point, should be explored to maximise the use of existing online resources and make them available and accessible to all pupils in all schools.
32. A realignment or expansion of the targeting matrix for careers advisers in schools should be considered. Advisers providing AIG on routes to employment via degree study to targeted MD20/40 pupils, who have aspirations to progress to HE, but require input to enable this to happen, would enable more MD40 pupils to make better informed decisions on progressing to HE.
33. Widening access programmes and SDS should investigate working more closely in schools with pupils on the cusp of HE progression, to maximise use of resources. A complementary offering, if properly resourced, could allow careers advisers to suggest careers paths that include study in HE, while WP programmes furnish pupils with the confidence and experience necessary to apply and enter HE and be successful students.

34. All WP programmes should provide on-campus HE experience and support and encourage application, progression, transition and retention. An effective and evidenced model for this should be explored and disseminated as best practice.

Care experience

35. More targeted and specific intervention is required to engage care experienced pupils, the most vulnerable group within widening access and those achieving least of all targeted groups.
36. Intervention is required in earlier years to encourage care experienced pupils to attain well and stay on at school. More intervention is also required for pupils who stay on in school to S6, to enable them to attain higher results and gain confidence to consider progression to HE on a fully informed basis.
37. The difference in performance between pupils who are Looked After at Home and Looked After Away from Home should be examined and specific provision for the former group considered.
38. CoWA Recommendations 21-23 should be implemented as a matter of priority to remove barriers and the burden on the pupil relating to finance, high admissions tariffs and data relating to verification of care.
39. Around half of care experienced entrants to UoG annually are mature students and many progress via Access courses (SWAP or UoG Open Studies). The adult learner and school leaver agendas should be brought together to ensure provision remains for care experienced adults to access HE.

Gender

40. Male pupils are performing less well than female pupils at every stage of school and across each SIMD decile. The least likely pupil to progress to HE is a white male, care experienced MD40 pupil. Many MD40 males are disengaged already in S1. How to engage male pupils in education in primary school and the early years of secondary education needs to be explored and programmes put in place. This cuts across both the MD40 and gender agendas; success with male MD40 pupils would be a decisive step in resolving both socio-economic and gender disadvantage and inequality.
41. The Developing Scotland's Young Workforce (DYW) agenda and FE Colleges could play an important role in encouraging males to engage in education while in school, providing varied pathways (apprenticeships) and environments (college and the workplace), both vocational and academic, in which pupils disengaged with school may flourish. How universities and WP programmes can effectively engage with DYW should be investigated and collaborative partnerships set up.
42. Two of the targets for the SFC Gender Action Plan are: more females into STEM subjects; and reducing the gap between male and female student numbers overall.

From 2009-15, males outperformed females in Maths, suggesting this is an area in which male progression should be pursued. To achieve both Gender Action Plan targets, ring-fencing or creating additional places for STEM entrants may have to be considered.

Parents

43. Parental / guardian engagement has consistently been the most difficult element of widening access to sustain successfully, but more parental engagement is required to ensure parents can support and encourage their child's transition into HE. Effective methods of parental / guardian engagement should be investigated and trialled on a broader basis.
44. Parental engagement can work well when incorporated into a schools' pre-existing schedule of events; usually taking place in the evening, allowing parents to attend after work. However, some parents will not attend events in secondary schools. Holding events out with schools, where parents may be more likely or able to attend, should be explored, i.e. in feeder primary schools. This is a key area in which HEIs, FECs and schools should be prepared to be innovative.
45. The adult learner returner and school leaver agendas should be brought together to allow the targeting of parents as potential adult returners, as well as parents of pupils. HEIs, FECs, schools and organisations such as SWAP should explore how to best integrate this work on a planned and sustained basis, to enable adults as well as young people to progress to HE. This will move the sector towards the 2030 MD20 targets.

Table 27 indicates stakeholders to whom recommendations are made. Stakeholders are as follows:

SG – Scottish Government

SFC – Scottish Funding Council

CFA – Commissioner for Fair Access

LAs – Local Authorities

Schools

HEIs – Higher Education Institutions

FECs – Further Education Colleges

Other Access – adult learner sector, e.g. SWAP, HEI Access courses; charitable organisations

Other sectors in education – other educational bodies, e.g. SDS, DYW, SAAS

Research – areas which warrant further research

Table 27: Project recommendations by stakeholder

Rec. number	SG	SFC	CFA	LAs	schools	HEIs	FECs	Other Access	Other sectors in education	research
1	✓	✓	✓			✓	✓			
2	✓		✓							
3	✓	✓	✓			✓	✓			
4	✓	✓	✓			✓	✓			✓
5	✓	✓	✓			✓	✓			
6	✓									
7		✓				✓	✓			
8			✓			✓	✓			
9		✓	✓			✓	✓			
10		✓	✓	✓	✓	✓	✓	✓	✓	
11		✓	✓	✓	✓	✓	✓	✓	✓	
12		✓	✓	✓	✓	✓	✓	✓	✓	
13		✓	✓			✓	✓	✓		
14		✓	✓			✓	✓			
15						✓				
16		✓	✓			✓	✓			
17		✓	✓	✓	✓	✓	✓			
18		✓		✓	✓	✓	✓			
19	✓	✓	✓	✓	✓	✓	✓	✓	✓	
20		✓	✓	✓	✓	✓	✓		✓	✓
21		✓	✓	✓	✓	✓	✓		✓	
22	✓	✓	✓	✓	✓	✓	✓			
23		✓	✓	✓	✓	✓	✓		✓	
24		✓	✓	✓	✓	✓	✓			
25	✓									
26				✓	✓	✓	✓			
27		✓	✓	✓	✓	✓	✓		✓	
28				✓	✓	✓	✓			
29				✓	✓	✓	✓		✓	
30		✓	✓			✓	✓			
31		✓		✓	✓	✓	✓		✓	
32	✓								✓	
33	✓	✓	✓			✓	✓		✓	
34		✓				✓	✓			
35	✓	✓	✓	✓	✓	✓	✓	✓	✓	
36			✓	✓	✓	✓	✓			
37	✓	✓	✓	✓	✓	✓	✓			✓
38	✓	✓	✓						✓	
39	✓	✓	✓					✓		
40	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
41	✓	✓	✓	✓	✓	✓	✓		✓	
42	✓	✓	✓							
43		✓	✓	✓	✓	✓	✓	✓	✓	✓
44				✓	✓	✓	✓			
45	✓	✓	✓	✓	✓	✓	✓	✓		

11. Appendices

1. List of West of Scotland Local Authority (LA) partners and main contact(s)

Local Authority	Contacts
Argyle and Bute (A&B)	David Bain
Dumfries and Galloway (D&G)	Melanie McEwen Jane McLean Gwyneth Fairbairn Sheelagh Rusby
East Ayrshire (EA)	Alan Ward Ian Burgoyne
East Dunbartonshire (ED)	Sandra Ramage Euan Mckay
East Renfrewshire (ER)	Mark Ratter Alyson Wynne-Jones
Glasgow City Council (GCC)	Rita Nimmo Michele McClung
Inverclyde (Inv)	Liz Varrie
North Ayrshire (NA)	Laura Cook Luoana Santarossa
North Lanarkshire (NL)	Pauline O'Neill
Renfrewshire (Ren)	Amilia Hall
South Ayrshire (SA)	Jamie Wilson Ruth Collins Jennifer Lerpiniere
South Lanarkshire (SL)	Tony McDaid
West Dunbartonshire (WD)	Andrew Brown Claire Davidson

2. Widening Participation within the University of Glasgow

Context

The Greater Glasgow area contains some of the highest concentrations of deprivation and socio-economic disadvantage within the UK. To widen participation, prepare target students for the transition to successful HE study and equalise admissions for all applicants, the University of Glasgow (UoG) has established and embedded, individually and in partnership, a well-respected suite of pre-entry WP programmes for school leavers and adult returners to education. These include our Summer School, Top-Up Programme and Reach Programme, working with the 95 lowest progression secondary schools in the west of Scotland (27% of the Scottish total), working with circa 10,000+ pupils annually. For adult returners to education, we run UoG and SWAP Access courses.³⁴ These programmes are targeted at different applicant groups to allow customised engagement and preparation to address specific transition barriers and needs. The programmes provide an access route, with an adjusted offer of entry, to every subject area within the university. Contact with WP students, who progress to UoG, is maintained and employment as student mentors offered.

What is a 'WP' or 'non-traditional' student?

To widen participation, the UoG targets what could be termed as 'non-traditional' students. To identify a non-traditional student, it is perhaps easier to first consider what a 'traditional' student is. This would typically be an applicant who achieves entry to university directly from school, achieving the tariff by sitting the requisite exams in S5 and being made an offer on this basis. The applicant will typically attend a school with a high progression rate on to HE.

For UoG, a 'non-traditional' or WP student could be from any other background. This encompasses a wide range of applicant groups, but a WP student could meet certain criteria:

- Attend a school with low progression to HE
- Time spent in care
- Reside in an MD20 or MD40 postcode³⁵
- In receipt of Educational Maintenance Allowance (EMA)
- Adult returners to education via an Access Course
- Is a Carer
- Is living or studying without family support (estranged from family)
- First in family to enter HE
- Refugee / asylum seeker status
- Entrant from Further Education College (FEC)

Engaging with WP students and enabling progression to HE

This creates a very diverse group and necessitates different methods of institutional engagement to attract as many of the most talented students as possible. An integrated approach to running WP pre-entry programmes, linked directly to admissions progression agreements, has been set up by UoG to widen participation to the UoG, but also to HE in general. Regarding schools within the west of Scotland, targeting is initially by school progression rate. Schools with the lowest progression are targeted by more programmes;

³⁴ SWAP (Scottish Wider Access Programme)

³⁵ MD20 and MD40 are the 20% and 40% most disadvantaged postcode areas in Scotland by the Scottish Index of Multiple Deprivation (SIMD). This is the main measure by which the Scottish Government and Scottish Funding Council judge the effectiveness of an HEI at widening participation.

these reduce for higher progression schools. Engagement with schools by HE progression rate operates as follows:

- =<25% - Top-Up Programme (FOCUS West schools); Summer School; Reach Scotland (Access to the High Demand Professions); Access to a Career: Accountancy & Finance; Education; Engineering; Teaching (Access); Early Secondary Programme (ESP) – 37 schools
- =<27% - Top-Up Programme (LA-funded schools); Summer School; Reach Scotland; Access; ESP – 68 schools
- =<35% - REACH Scotland; Access – 96 schools

UoG WP Contextualised Admissions Policy

Pupils participating in the pre-entry programmes receive a Student Profile, which UoG Admissions use as contextual data to inform decision-making and enable adjusted offers of entry to be made. This allows applicants to be made offers of entry at a tariff based on the environment in which they have achieved their qualifications, i.e. a low progression school.³⁶ This is further refined by using a selection of verifiable data on applicants' educational background, during decision-making. In relation to secondary schools, the datasets show three-year trends on: MD20 population; pupils entitled to Free School Meals; pupils entitled to EMA; Higher attainment of school leavers; HE progression rate; if the school is a SHEP school.³⁷ The postcodes of individual applicants are broken down by SIMD decile. School and individual scores are collated to indicate those applicants with the highest level of disadvantage and offers made accordingly. This allows the most talented applicants to be selected for offers of entry, irrespective of educational disadvantage. Not all MD40 students attend low progression schools, meaning a large group of students disadvantaged by their area of residence are not targeted by the above programmes. We target MD40 pupils within higher progression schools and make adjusted offers of entry, using the UoG Summer School.

³⁶ UoG use of contextualised data in admissions was used to evidence the 2012 Equality Challenge Unit publication, *Equitable Admissions for underrepresented groups*; UoG WP staff sat on the SPA Scottish National Expert Think Tank, contributing to the three 2014 SPA publications, [Considerations for introducing and implementing contextualised admissions](#); [Contextualised admissions: What are the data needs in HE providers?](#); [Hints and tips for monitoring and evaluating contextualised admissions](#): <http://www.spa.ac.uk/information/contextualdata/contextualdatainscot>.

³⁷ SHEP (Schools for Higher Education Programme), the Scottish Funding Council-funded national schools programme. FOCUS West (Focus on College and University in the west of Scotland) is the west of Scotland roll-out of SHEP: <http://www.focuswest.org.uk/>.

3. University of Glasgow Widening Participation target schools by programme

School Name	Local Authority	Top Up Programme	Summer School	Reach West	Access to a Career in Teaching, Engineering, Accountancy & Finance	Early Secondary Programme
Campbelltown Grammar	A&B			Y	Y	
Islay High	A&B		Y	Y	Y	Y
Oban High	A&B			Y	Y	
Tarbert Academy	A&B		Y	Y	Y	
Annan Academy	D&G		Y	Y	Y	
Douglas Ewart High	D&G	LA-partnership		Y	Y	
Dumfries Academy	D&G			Y	Y	
Dumfries High	D&G			Y	Y	
Langholm Academy	D&G			Y	Y	
Lockerbie Academy	D&G		Y	Y	Y	
Maxwelltown High	D&G	FOCUS West	Y	Y	Y	Y
Sanquhar Academy	D&G	FOCUS West	Y	Y	Y	Y
Stranraer Academy	D&G		Y	Y	Y	
Auchinleck Academy	EA		Y	Y	Y	
Cumnock Academy	EA		Y	Y	Y	
Doon Academy	EA	FOCUS West	Y	Y	Y	Y
Grange Academy	EA			Y	Y	
James Hamilton Academy	EA		Y	Y	Y	
Kilmarnock Academy	EA			Y	Y	
Loudoun Academy	EA			Y	Y	

Kirkintilloch High	ED			Y	Y	
All Saints Secondary	GCC	FOCUS West	Y	Y	Y	Y
Bannerman High	GCC	LA-partnership				
Bellahouston Academy	GCC	LA-partnership	Y	Y	Y	
Castlemilk High	GCC	FOCUS West	Y	Y	Y	Y
Cleveden Secondary	GCC	LA-partnership	Y	Y	Y	
Drumchapel High	GCC	FOCUS West	Y	Y	Y	Y
Eastbank Academy	GCC	FOCUS West	Y	Y	Y	Y
Glasgow Gaelic School	GCC					
Govan High	GCC	FOCUS West	Y	Y	Y	Y
Hillhead High	GCC	LA-partnership		Y	Y	
Hillpark Secondary	GCC	FOCUS West	Y	Y	Y	Y
Holyrood Secondary	GCC	LA-partnership		Y	Y	
Hyndland Secondary	GCC	LA-partnership				
John Paul Academy	GCC	FOCUS West	Y	Y	Y	Y
King's Park Secondary	GCC	LA-partnership	Y	Y	Y	
Knightswood Secondary	GCC	LA-partnership	Y	Y	Y	
Lochend Community High	GCC	FOCUS West	Y	Y	Y	Y
Lourdes Secondary	GCC	LA-partnership	Y	Y	Y	

Notre Dame	GCC	LA-partnership				
Rosshall Academy	GCC	FOCUS West	Y	Y	Y	Y
Shawlands Academy	GCC	LA-partnership	Y			
Smithycroft Secondary	GCC	FOCUS West	Y	Y	Y	Y
Springburn Academy	GCC	FOCUS West	Y	Y	Y	Y
St Andrew's Secondary	GCC	FOCUS West	Y	Y	Y	Y
St Margaret Mary's Sec	GCC	FOCUS West	Y	Y	Y	Y
St Mungo's Academy	GCC	FOCUS West	Y	Y	Y	Y
St Paul's High	GCC	FOCUS West	Y	Y	Y	Y
St Roch's Secondary	GCC	FOCUS West	Y	Y	Y	Y
St Thomas Aquinas Secondary	GCC	LA-partnership	Y	Y	Y	
Whitehill Secondary	GCC	FOCUS West	Y	Y	Y	Y
Inverclyde Academy	Inv	FOCUS West	Y	Y	Y	Y
Port Glasgow High	Inv	FOCUS West	Y	Y	Y	Y
St Columba's High	Inv		Y	Y	Y	
St Stephen's High	Inv	FOCUS West	Y	Y	Y	Y
Ardrossan Academy	NA		Y	Y	Y	
Auchenharvie Academy	NA	FOCUS West	Y	Y	Y	Y
Garnock Academy	NA			Y	Y	
Greenwood Academy	NA			Y	Y	
Irvine Royal Academy	NA	FOCUS West	Y	Y	Y	Y

Kilwinning Academy	NA		Y	Y	Y	
St Matthews Academy	NA			Y	Y	Y
Cumbernauld Academy	NL		Y	Y	Y	
Airdrie Academy	NL			Y	Y	
Bellshill Academy	NL	FOCUS West	Y	Y	Y	Y
Braidhurst High	NL	FOCUS West	Y	Y	Y	Y
Brannock High	NL	LA-partnership	Y	Y	Y	
Calderhead High	NL	FOCUS West	Y	Y	Y	Y
Caldervale High	NL	FOCUS West	Y	Y	Y	Y
Cardinal Newman High	NL		Y	Y	Y	
Chryston High	NL			Y	Y	
Clyde Valley High	NL	FOCUS West	Y	Y	Y	Y
Coatbridge High	NL	FOCUS West	Y	Y	Y	Y
Coltness High	NL			Y	Y	
Kilsyth Academy	NL			Y	Y	
St Aidan's High	NL			Y	Y	
St Andrew's High	NL		Y	Y	Y	
St Margaret's High	NL			Y	Y	
Castlehead High	Ren		Y	Y	Y	
Gleniffer High	Ren			Y	Y	
Johnstone High School	Ren			Y	Y	
Linwood High	Ren	FOCUS West	Y	Y	Y	Y
Renfrew High	Ren			Y	Y	
St Andrew's Academy	Ren			Y	Y	

St Benedict's High	Ren		Y	Y	Y	
Ayr Academy	SA	FOCUS West	Y	Y	Y	Y
Carrick Academy	SA		Y	Y	Y	
Girvan Academy	SA		Y	Y	Y	
Calderside Academy	SL	LA-partnership	Y	Y	Y	
Cathkin High	SL	FOCUS West	Y	Y	Y	Y
John Ogilvie High	SL			Y	Y	
Larkhall Academy	SL	FOCUS West	Y	Y	Y	Y
Lesmahagow High	SL	LA-partnership	Y	Y	Y	
Stonelaw High	SL	LA-partnership	Y	Y	Y	
Trinity High	SL	LA-partnership		Y	Y	
Clydebank High	WD	LA-partnership	Y	Y	Y	Y
Dumbarton Academy	WD			Y	Y	
Our Lady & St Patricks High	WD			Y	Y	
St Peter the Apostle High	WD	LA-partnership	Y	Y	Y	Y
Vale of Leven Academy	WD	FOCUS West	Y	Y	Y	Y
Castlebay Community School	Western Isles			Y		
Nicolson Institute	Western Isles			Y		
Sgoil Linocleit	Western Isles			Y		
Sir Edward Scott School	Western Isles			Y		

4. List of Project Schools by Local Authority

Scottish Government, *Schools open September 2015* (Source: Address and contact details from Openings and Closings exercise, June 2015), available at:

<http://www.gov.scot/Topics/Statistics/Browse/School-Education/Datasets/contactdetails>

Schools by Local Authority	2015 roll	6-Fold Urban/rural measure	Denomination	Proportion of pupils from minority ethnic groups (i.e. all ethnicities except White - UK)	Proportion of pupils who live in 20% most deprived datazones in Scotland (SIMD2012)
Argyll & Bute					
Campbeltown Grammar School	389	Remote rural areas	N-d	0 - <5%	15 - <20%
Dunoon Grammar School	735	Remote small towns	N-d	0 - <5%	15 - <20%
Hermitage Academy	1,331	Other urban areas	N-d	5 - <10%	10 - <15%
Lochgilphead High School	469	Remote rural areas	N-d	5 - <10%	-
Oban High School	939	Remote small towns	N-d	5 - <10%	0 - <5%
Rothesay Academy	281	Remote small towns	N-d	0 - <5%	15 - <20%
Tarbert Academy	108	Remote rural areas	N-d	5 - <10%	-
Tiree High School	25	Remote rural areas	N-d	0 - <5%	-
Tobermory High School	139	Remote rural areas	N-d	0 - <5%	-
Dumfries & Galloway					
Annan Academy	827	Accessible small towns	N-d	5 - <10%	5 - <10%
Castle Douglas High School	518	Remote small towns	N-d	0 - <5%	*
Dalbeattie High School	361	Accessible small towns	N-d	0 - <5%	*
Douglas Ewart High School	546	Remote small towns	N-d	0 - <5%	-
Dumfries Academy	547	Other urban areas	N-d	5 - <10%	15 - <20%
Dumfries High School	732	Other urban areas	N-d	0 - <5%	0 - <5%
Kirkcudbright Academy	420	Remote small towns	N-d	5 - <10%	-
Langholm Academy	224	Accessible rural areas	N-d	0 - <5%	-
Lockerbie Academy	700	Accessible small towns	N-d	0 - <5%	*
Moffat Academy	248	Remote rural areas	N-d	5 - <10%	-

St Joseph's College	730	Other urban areas	RC	5 - <10%	5 - <10%
Stranraer Academy	976	Other urban areas	N-d	0 - <5%	15 - <20%
Wallace Hall Academy	565	Accessible rural areas	N-d	0 - <5%	0 - <5%
East Ayrshire					
Auchinleck Academy	876	Accessible small towns	N-d	0 - <5%	25 - <30%
Cumnock Academy	762	Remote small towns	N-d	0 - <5%	35 - <40%
Grange Academy	1,223	Other urban areas	N-d	5 - <10%	25 - <30%
James Hamilton Academy	669	Other urban areas	N-d	0 - <5%	25 - <30%
Kilmarnock Academy	505	Other urban areas	N-d	5 - <10%	45 - <50%
Loudoun Academy	894	Accessible rural areas	N-d	0 - <5%	15 - <20%
St Joseph's Academy	700	Other urban areas	RC	5 - <10%	30 - <35%
Stewarton Academy	754	Accessible small towns	N-d	0 - <5%	5 - <10%
East Dunbartonshire					
Bearsden Academy	1,226	Large urban areas	N-d	10 - <20%	0 - <5%
Bishopbriggs Academy	1,169	Large urban areas	N-d	10 - <20%	10 - <15%
Bocclair Academy	863	Large urban areas	N-d	10 - <20%	15 - <20%
Douglas Academy	994	Large urban areas	N-d	5 - <10%	0 - <5%
Kirkintilloch High School	562	Other urban areas	N-d	0 - <5%	10 - <15%
Lenzie Academy	1,237	Other urban areas	N-d	10 - <20%	0 - <5%
St Ninian's High School	760	Other urban areas	RC	5 - <10%	10 - <15%
Turnbull High School	640	Large urban areas	RC	5 - <10%	10 - <15%
East Renfrewshire					
Barrhead High School	583	Large urban areas	N-d	0 - <5%	30 - <35%
Eastwood High School	1,000	Large urban areas	N-d	>20%	5 - <10%
Mearns Castle High School	1,251	Large urban areas	N-d	10 - <20%	0 - <5%
St Luke's High School	590	Accessible rural areas	RC	5 - <10%	30 - <35%
St Ninian's High School	1,796	Large urban areas	RC	10 - <20%	5 - <10%
Williamwood High School	1,686	Accessible rural areas	N-d	10 - <20%	0 - <5%
Woodfarm High School	877	Large urban areas	N-d	>20%	10 - <15%

Glasgow City					
Glasgow Gaelic School	272	Large urban areas	N-d	5 - <10%	25 - <30%
Hillhead High School	1,009	Large urban areas	N-d	>20%	35 - <40%
Holyrood Secondary School	1,993	Large urban areas	RC	>20%	30 - <35%
Hyndland Secondary School	1,025	Large urban areas	N-d	>20%	25 - <30%
Notre Dame High School	658	Large urban areas	RC	>20%	40 - <45%
Inverclyde					
Clydeview Academy	906	Other urban areas	N-d	0 - <5%	10 - <15%
Notre Dame High School	820	Other urban areas	RC	0 - <5%	45 - <50%
St Columba's High School	602	Other urban areas	RC	0 - <5%	35 - <40%
North Ayrshire					
Ardrossan Academy	807	Other urban areas	N-d	0 - <5%	45 - <50%
Arran High School	242	Remote rural areas	N-d	0 - <5%	-
Garnock Academy	955	Accessible small towns	N-d	0 - <5%	35 - <40%
Greenwood Academy	1,370	Other urban areas	N-d	0 - <5%	30 - <35%
Kilwinning Academy	823	Other urban areas	N-d	0 - <5%	35 - <40%
Largs Academy	1,063	Other urban areas	N-d	0 - <5%	0 - <5%
St Matthew's Academy	1,231	Other urban areas	RC	0 - <5%	40 - <45%
North Lanarkshire					
Airdrie Academy	1,089	Other urban areas	N-d	5 - <10%	40 - <45%
Cardinal Newman High School	1,041	Accessible rural areas	RC	5 - <10%	40 - <45%
Chryston High School	752	Accessible small towns	N-d	5 - <10%	10 - <15%
Coltness High School	835	Other urban areas	N-d	5 - <10%	25 - <30%
Cumbernauld Academy – opened 2014, merger:	878	Other urban areas	N-d	5 - <10%	15 - <20%
Abronhill High					
Cumbernauld High					
Dalziel High School	989	Other urban areas	N-d	10 - <20%	20 - <25%
Greenfaulds High School	1,279	Other urban areas	N-d	0 - <5%	5 - <10%
Kilsyth Academy	577	Accessible small towns	N-d	0 - <5%	5 - <10%

Our Lady's High School - Cumbernauld	911	Other urban areas	RC	5 - <10%	10 - <15%
Our Lady's High School - Motherwell	681	Other urban areas	RC	10 - <20%	35 - <40%
St Aidan's High School	1,058	Other urban areas	RC	5 - <10%	35 - <40%
St Ambrose High School	1,169	Other urban areas	RC	5 - <10%	25 - <30%
St Andrew's High School	1,344	Other urban areas	RC	5 - <10%	45 - <50%
St Margaret's High School	1,202	Other urban areas	RC	5 - <10%	45 - <50%
St Maurice's High School	951	Other urban areas	RC	0 - <5%	10 - <15%
Taylor High School	780	Other urban areas	RC	10 - <20%	15 - <20%
Renfrewshire					
Castlehead High School	680	Large urban areas	N-d	5 - <10%	40 - <45%
Gryffe High School	953	Accessible small towns	N-d	0 - <5%	0 - <5%
Johnstone High School	938	Large urban areas	N-d	0 - <5%	25 - <30%
Paisley Grammar School	879	Large urban areas	N-d	5 - <10%	35 - <40%
Park Mains High School	1,322	Other urban areas	N-d	0 - <5%	0 - <5%
Renfrew High School	800	Large urban areas	N-d	5 - <10%	20 - <25%
St Andrew's Academy	1,348	Accessible rural areas	RC	10 - <20%	35 - <40%
St Benedict's High School	661	Accessible rural areas	RC	5 - <10%	30 - <35%
Trinity High School	784	Large urban areas	RC	5 - <10%	30 - <35%
South Ayrshire					
Ayr Academy	452	Other urban areas	N-d	0 - <5%	40 - <45%
Belmont Academy	1,266	Other urban areas	N-d	5 - <10%	15 - <20%
Carrick Academy	504	Accessible small towns	N-d	0 - <5%	5 - <10%
Girvan Academy	516	Remote small towns	N-d	0 - <5%	20 - <25%
Kyle Academy	817	Other urban areas	N-d	0 - <5%	10 - <15%
Marr College	924	Other urban areas	N-d	0 - <5%	0 - <5%
Prestwick Academy	1,155	Other urban areas	N-d	0 - <5%	0 - <5%
Queen Margaret Academy	554	Other urban areas	RC	5 - <10%	20 - <25%

South Lanarkshire					
Biggar High School	677	Remote rural areas	N-d	0 - <5%	0 - <5%
Calderglen High School	1,406	Other urban areas	N-d	0 - <5%	0 - <5%
Carluke High School	1,054	Other urban areas	N-d	0 - <5%	10 - <15%
Duncanrig Secondary School	1,612	Other urban areas	N-d	0 - <5%	0 - <5%
Hamilton Grammar School	1,254	Other urban areas	N-d	5 - <10%	20 - <25%
Holy Cross High School	1,138	Other urban areas	RC	5 - <10%	20 - <25%
Lanark Grammar School	1,018	Accessible small towns	N-d	0 - <5%	20 - <25%
St Andrew's and St Bride's High School	1,342	Other urban areas	RC	5 - <10%	0 - <5%
St John Ogilvie High School	927	Other urban areas	RC	5 - <10%	35 - <40%
Stonelaw High School	966	Large urban areas	N-d	5 - <10%	30 - <35%
Strathaven Academy	945	Accessible small towns	N-d	0 - <5%	0 - <5%
Trinity High School	989	Large urban areas	RC	10 - <20%	35 - <40%
Uddingston Grammar School	1,083	Other urban areas	N-d	5 - <10%	15 - <20%
West Dunbartonshire					
Dumbarton Academy	588	Other urban areas	N-d	5 - <10%	20 - <25%
Our Lady & St Patrick's High School	943	Other urban areas	RC	0 - <5%	30 - <35%

5. Insight - Analytical Dataset

Overview

Insight, launched August 2014, is a benchmarking tool for attainment at the senior phase of a pupil's education.

Insight provides an intuitive, flexible, powerful web based front end to allow users to explore data and carry out analyses. The front end also allows users to download data for further analysis.

Where users wish to carry out further analysis that requires them to link the Insight data to other datasets that they hold, an *Insight Analytical Dataset* is available on request.

This document provides a brief overview of the analytical dataset, which contains data on:

- Schools
- Pupils
- Attainment
- Subjects

Format

The data is provided as a series of vbar (pipe) delimited text files.

Scope

The data is provided at individual level and no additional disclosure control is applied. An education authority or school may request data *only* for pupils based at their centre(s). The definition of base centre used is the one adopted by Insight.

Governance

Formal data sharing agreements should be put in place to ensure both parties to the share understand the basis, limitations of use and obligations of each party.

More details and information on Insight can be found at:

<http://www.gov.scot/Topics/Education/Schools/curriculum/seniorphasebenchmarking>

Schools

The schools file contains:

Field Name	Description
SeedCode	The SEED (Scottish Educational Establishment Database) unique centre identifier. A 7 digit number.
SchoolName	The School Name held on the SEED database.

Pupils

The pupil data contains characteristics of the pupil, as classified by Insight and drawing upon relevant pupil census, destinations and attainment data.

The pupil file contains:

Field Name	Description
year	The year upon which the classification is based. Note that this represents the attainment year. A 4 digit number.
centre	The SEED code of the centre at which the pupil was based. A 7 digit number.
stage	The classified stage: <ul style="list-style-type: none"> • 4 – S4 • 5 – S5 • 6 – S6
gender	The classified gender <ul style="list-style-type: none"> • 1 – Male • 2 – Female
ethnicity	The classified ethnicity <ul style="list-style-type: none"> • 1 – White • 2 – Minority ethnic • 3 – Not known
age_group	The classified age <ul style="list-style-type: none"> • 1 – Under 16 • 2 – 16 • 3 – 17 • 4 – 18 • 5 – Over 18
lac_group	The classified looked after child status <ul style="list-style-type: none"> • 1 – Looked after at home • 2 – Looked after away from home • NULL – Not looked after or status not known
eal_group	The classified English as Additional Language status <ul style="list-style-type: none"> • 1 – EAL • 2 – Other
asn_group	The classified Additional Support Needs status <ul style="list-style-type: none"> • 1 – ASN • 2 – Other
vc_asn_and_mainstream_integration_group	The classification of ASN used for Virtual Comparator construction <ul style="list-style-type: none"> • 1 - No • 2 - Yes, 80% or more mainstream integration • 3 - Yes, less than 80% mainstream integration
simd_decile	The Scottish Index of Multiple Deprivation (SIMD) decile of the pupil derived from their home postcode.
simd_vigintile	The SIMD vigintile of the pupil derived from their home postcode.

pupil_points_group	The cohort assignment of the pupil based on tariff points nationally <ul style="list-style-type: none"> • 1 - Lowest 20% • 2 - Middle 60% • 3 – Highest 20%
leaver_destination_group	The pupil's leaver destination group <ul style="list-style-type: none"> • 1 – Positive • NULL – Not defined (not a leaver)
destination	The detailed initial destination category assigned from SLDR and pupil census <ul style="list-style-type: none"> • 1 - Activity Agreement • 2 - Employed • 3 - Further Education • 4 - Higher Education • 5 - Training • 6 - Voluntary Work • 7 - Stayed on at school • 8 - Any positive destination • 9 - Not known <p>Note that 'Not known' includes all non-positive and unknown destinations.</p>
leaver_centre	The SEED code of the pupils leaving centre
vc_stage_and_winter_leaver_group	Stage group used for VC matching, stage based VCs <ul style="list-style-type: none"> • 1 – S4 • 2 – S5 winter leavers • 3 – S5 • 4 – S6
vc_leaver_stage_group	Stage group used for VC matching, leaver based VCs <ul style="list-style-type: none"> • 1 – S4 and S5 winter leavers • 2 – S5 • 3 – S6 • NULL – Not defined
highest_scqf_course_to_date	Highest SCQF level of courses attained by this pupil to date
highest_lit_scqf_level_to_date	Highest SCQF level of courses defined as <i>literacy</i> attained by this pupil to date
highest_num_scqf_level_to_date	Highest SCQF level of courses defined as <i>numeracy</i> attained by this pupil to date
annual_total_tariff_points	Total Insight tariff points for the academic year
cumulative_total_tariff_points	Cumulative Insight tariff points for all eligible attainment in the senior phase

Attainment

The attainment data contains details of course and unit attainment, linked to pupils by their SCN.

The attainment file contains:

Field Name	Description
year	Attainment year
qual_data_provider	Award provider, e.g. <ul style="list-style-type: none">• SQA – Scottish Qualifications Authority• YS – Youth Scotland
centre	The SEED code of the presenting centre
qual_code	The <i>Qual Provider</i> qualification code
qual_level	The <i>Qual Provider</i> level code. Note that this may not be the same as SCQF level and in many cases will not be.
qual_result	The <i>qual provider</i> result code
scqf_credit_points	The number of SCQF credit points associated with the qualification
is_literacy	Indicates whether it meets the <i>Insight</i> definition of literacy: <ul style="list-style-type: none">• 0 – Not literacy• 1 – Literacy• NULL – Not defined (not literacy)
is_numeracy	Indicates whether it meets the <i>Insight</i> definition of numeracy: <ul style="list-style-type: none">• 0 – Not numeracy• 1 – numeracy• NULL – Not defined (not numeracy)
qual_name	The qualification name
qual_product_type	The qualification product type, as provided by the <i>qual provider</i>
scqf_level	The SCQF level of the qualification
qualificationType	The description of the qualification used by the <i>qual provider</i> and based on product type and level

Subjects

The subject points data contains details of deduplicated attainment by subject, linked to pupils by their SCN. *Insight* subject definitions are used.

The attainment file contains:

Field Name	Description
year	Attainment year
presenting_centre	The SEED code of the presenting centre
name	The name of the subject
scqf_level	The SCQF level of the attainment
tariff_points	The <i>Insight</i> tariff points of attainment for that pupil, at that presenting centre, in that subject and at that SCQF level

6. Insight Tariff Points

New Qualifications	SCQF points	SCQF Level	Tariff	Units plus highest level below	fractional difference between levels	Existing Quals	
Baccalaureate IP (currently UCAS rated as equivalent to half an Advanced Higher)						Baccalaureate IP	
A			240			A	
B			220			B	
C	16	7	200			C	
Advanced Higher						Advanced Higher	
A			480			A	
B			440			B	
Course - C	32	7	400		2.50	C	
D			380			D	
course assessment	8	7	196				
total units	24	7	204	324		total units	
individual units	credit point	7				individual units	
Higher						Higher	
A			204			A	
B			182			B	
Course - C	24	6	160		2.50	C	
D			149			D	
course assessment	6	6	76				
total units	18	6	84	135		total units	
individual units	credit point					individual units	Standard Grade:
National 5						Intermediate 2	Credit
A			84			A	1
B			74			B	
Course - C	24	5	64		1.94	C	2
D			59			D	
course assessment	6	5	31				
total units	18	5	33	48		total units	
individual units	credit point	5				individual units	
National 4						Intermediate 1	General
Course - Pass	24	4	33		2.75	A,B,C,D	3,4
added value unit	6	4	15				
total units	18	4	18			total units	
individual units	credit point	4				individual units	
National 3						Access 3	Foundation
Total units/course	18	3	12		2.00	Course	5,6
			0				7
individual units	credit point	3					
National 2						Access 2	
Total units/course	18	2	6		2.00	Course	
			0				
individual units	credit point	2					
National 1						Access 1	
Total units/course	18	1	3			Course	
individual units	credit point	1	#				

7. Sample Surveys and Focus Group Questions

7.1 Pupil consent form



CONSENT FORM

I confirm I have read the participant information sheet and understand that participation in this research is voluntary and we are free to withdraw from the research at any time. I have the contact details of the researchers and have the opportunity to ask questions if I would like to.

By returning this completed form, I give consent for the pupil (name below) to participate in the research by completing a short survey in class on the date below.

Name of pupil _____

School and class _____

If 16 years of age or older:

Pupil signature _____ Date _____

If under 16 years of age:

Name of person giving consent (parent or guardian) _____

Address _____

Postcode _____

Parent/Guardian signature _____ Date _____

Researcher name:

Date of research:

*Marketing, Recruitment and International Office,
71 Southpark Avenue, The University of Glasgow, Glasgow, G12 8QQ
Telephone: 0141-330-8590
E-mail: alison.browitt@glasgow.ac.uk or monika.anderson@glasgow.ac.uk*

7.2 S1 Survey

NAME:.....

SCHOOL:.....

1) WHAT DO YOU WANT TO DO AFTER YOU LEAVE SCHOOL? (TICK THE APPROPRIATE BOX)

GO TO COLLEGE	
GO TO UNIVERSITY	
GET A JOB	
GET AN APPRENTICESHIP	
START MY OWN BUSINESS	
VOLUNTEER	
UNSURE	

2) WHAT DO YOU THINK A UNIVERSITY/COLLEGE IS?

3) WHY DO YOU THINK SOMEONE WOULD WANT TO GO TO UNIVERSITY OR COLLEGE?

4) DESCRIBE WHAT YOU THINK A TYPICAL UNIVERSITY STUDENT IS LIKE.

5) DO YOU KNOW ANYONE IN YOUR FAMILY WHO HAS GONE TO UNIVERSITY OR COLLEGE? PLEASE TELL US WHO.

6) WHAT YEAR DO YOU WANT TO LEAVE SCHOOL?

AT THE END OF S4	
DECEMBER OF S5	
AT THE END OF S5	
AT THE END OF S6	

7) WHERE DO YOU THINK YOU CAN FIND OUT MORE ABOUT JOBS/UNIVERSITY/COLLEGE?

THANK YOU!

7.3 S5/S6 Survey

Name:.....

School:.....

- 8) Do you want to go to college or university in the future? (Circle the answer)
- a. Yes (If you answered yes please answer questions 2 -6 and 12-15)
 - b. No (If you answered no please answer questions 7-15.)

9) How sure are you that you want to go to college/university?

1 – not sure	2	3 – neutral	4	5 – very
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10) When did you start thinking about college/university?

11) Why do you want to go to college/University?

12) How prepared do you feel for college/University?

1 – very underprepared	2	3 – neutral	4	5 – very prepared
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13) Why do you feel prepared/underprepared?

14) What do you want to do after you leave high school? (Please Circle)

GET A JOB	GET AN APPRENTICESHIP	START MY OWN BUSINESS	VOLUNTEER	UNSURE
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15) Why do you not want to pursue further education?

16) Did you ever consider going to college/university? If so when?

17) How prepared do you feel for life after high school?

1 – very underprepared	2	3 – neutral	4	5 – very prepared
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18) Why do you feel prepared/unprepared?

19) Did/do any of your family members attend university? If so, please state who.

20) Where did you find out about college/university/job/your options after high school?

21) If given the opportunity would you participate in a programme that would give you an opportunity to experience university style work and learning?

22) What do you hope to be doing in five years' time?

Thank you!

7.4 S5/S6 Post-Programme Survey

Name..... School.....

1. How sure are you that you want to go to college/university?

1 – not sure	2	3 – neutral	4	5 – very
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2. Which features of the Top-Up Programme do you consider to be the most valuable and why?

3. Which features of the Top-Up Programme do you consider to be the least valuable and why?

4. On a scale of 1-5, with 5 being the highest rating, please rate the following:
(Please provide comments where applicable)

Top-Up Programme Content	1 – poor	2	3 - neutral	4	5 – very good
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Comments:

Tutors' Helpfulness	1 – poor	2	3 - neutral	4	5 – very good
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Comments:

P.T.O

Campus Session	1 – poor	2	3 - neutral	4	5 – very good
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Comments:

Usefulness of what you learned	1 – poor	2	3 - neutral	4	5 – very good
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Comments:

4. Do you know more about university or college after participating in the Top-Up Programme? In what ways?

5. Do you feel better prepared for university or college after participating in the Top-Up Programme? Why?

6. Were there any areas of preparing for university or college which you felt should have been included but were not?

7. Please provide any further general comments on your experiences during the Top-Up Programme.

Thank you!

7.5 Parents Survey

Name of pupil:.....

Name of parent/guardian:.....

Address:.....

Postcode:.....

- 1) How did you find the Aspirations session run by the University of Glasgow?

1 – poor	2	3 – neutral	4	5 – very good
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Comment:

- 2) Is there any information that you feel we should have included but did not?
- 3) Looking further down the line do you think your child may consider going on to university/college?
- 4) Could you please tell us why you think they may/may not consider university/college in the future?
- 5) At what age would you expect your child to be starting to make decisions about careers or further study after they finish school?
- 6) Do you feel equipped to help and advice your child about further study?
- 7) Did you study at college/university yourself? If yes, could you please tell us what you studied?
- 8) What is your current occupation?

Thank you!

7.6 S5/S6 Focus Group Schedule

- 1) How many of you are considering going to college/university in the future?

- 2) Do you feel you have received enough information about your future options while at school?

- 3) What support have you found most helpful?

- 4) Is there anything more you feel the school could have done/assistance it could have provided?

- 5) Would you be willing to participate in activities/programmes outside of school if it gave you more insight into your future options?

- 6) What kind of activities/programme do you think you would have found most useful?

- 7) When do you think is the right time to start talking to pupils about their future options?

- 8) Do you think that having been told about your options earlier would have impacted on what you want to do after you leave school?

- 9) Who has been most helpful in helping you decide what to do in the future? Has anyone spoken to family or friends outside of school to get information and support?

Thank you for your time.

7.7 Teacher Evaluation Telephone Interview (September 2016)

1. What are your thoughts on running the programme in school clusters?
2. How difficult was it organising the sessions?
3. How did you feel about selecting/targeting pupils for the programme?
4. Do you feel your pupils benefited from taking part in the programme? Why?
5. From your school's/pupils' perspective how successful do you feel the programme has been?
6. Do you have any further comments or recommendations regarding the programme, its structure and organisation?
7. How important do you think the school and its staff are in preparing pupils for the transition into higher education?
8. How important is it for externals, such as the University, to help prepare pupils for the transition into higher education?
9. Is there any support or information that you feel would be beneficial to teachers in order to better prepare pupils for their transition into life after secondary school?

8. Summary of Pilot Engagement

Local Authority	Suggested Pilot	Date
Dumfries and Galloway	Top Up with targeted S6 students in one school – Pupils completed survey prior to commencing the programme and upon completion. The survey examines the change in pupils attitude towards higher education and their perception of how prepared they are for the transition.	Dec.'15 –March '16
East Dunbartonshire	S1/S2/S3 Early Engagement Session in Case Study School – Aspirations Day with early years.	23/03/16
	Teacher Engagement in Case Study School – Meeting with teachers to discuss Aspirations day and also general focus group.	April/May 2016
	Pupil and Parent Engagement in Case Study School –Presentation on HE aimed at P7 who are about to transition into secondary school and their parents	3/05/16
East Renfrewshire	Survey Engagement S1 and S6 in three schools –Students complete survey examining their attitude and perception of HE. The results will be used to examine and analyse how MD40 students perceive HE in relation to their non-MD40 counterparts including their motivations, reasons for pursuing HE and age at which they became interested in doing so.	March '16 –June '16
	Focus Group S6 in two schools – Focus Group with a sample of S6 pupils who are considering higher education. The aim of the focus group is to examine how pupils feel about the support they have received and what further engagement/provision would they want.	17/03/16 and 20/06/16

Glasgow City	Top-Up with targeted S5 and S6 students in three schools	Nov '15 –March '16
	Pre and Post Top Up Survey with S5 and S6 pupils in three schools –Pupils completed survey prior to commencing the programme and upon completion. The survey examines the change in pupils attitude towards higher education and their perception of how prepared they are for the transition.	Nov '15 –March '16
	Asylum Seekers Event in one school - After school event from asylum seekers and their guardians	TBD
	Follow Up Telephone Interview with Teachers from two of the Top-Up Project Schools	Sept '16
South Lanarkshire	Top Up with targeted S5 and S6 pupils	Nov '15 –March '16
	Parental Engagement in one school – Presentation for parents of Top-Up Pupils introducing the programme and its aims.	October '15
West Dunbartonshire	Survey Engagement in two schools – A survey examining students' attitudes towards HE and their perceptions of it completed by S1 and S6. Used to analyse at what stage in their High School career students would benefit most from WP intervention.	March 16
	Focus Group with S6 pupils in two schools – Focus Group with a sample of S6 pupils who are considering higher education. The aim of the focus group is to examine how pupils feel about the support they have received and what further engagement/provision would they want.	18/03/16
Teacher's Conference –	One Day conference addressing HE and WP. Aimed at teachers across all LA.	30/08/16

9. Additional Insight Data Summary Tables, S4-S6 (2009-2015)

9.1 S4 Population, Leavers and Non Leavers by SIMD Decile

SIMD Decile	Total S4 Popn (2009-2015)	Total S4 Popn (2009-2015)	Non leaver	Leaver
1	12163	10%	81%	19%
2	12898	10%	84%	16%
3	12847	10%	87%	13%
4	13835	11%	88%	12%
5	14225	11%	90%	10%
6	13063	10%	91%	9%
7	10997	9%	92%	8%
8	11156	9%	94%	6%
9	14937	12%	96%	4%
10	10569	8%	98%	2%
Grand Total	126690	100%	90%	10%

9.2 Average Cumulative Tariff Points of S4 Leavers by Gender and SIMD Quintile

SIMD Decile	Average Cumulative Tariff Points		
	Male	Female	Grand Total
1	143	153	148
2	159	160	160
3	167	179	172
4	183	196	188
5	205	200	203
6	212	201	207
7	210	217	213
8	218	228	222
9	241	214	231
10	241	245	242
Grand Total	184	184	184

9.3 Pupil attainment by end of S5: Pupil Points Group by SIMD Decile

SIMD (Decile)	S5 Pop (2009-2015)	Pupil Points Group 1 (lowest 20%)		Pupil Points Group 2 (middle 60%)		Pupil Points Group 3 (top 60%)	
		No.	%	No.	%	No.	%
1	9595	2460	26%	6377	66%	758	8%
2	10833	2260	21%	7446	69%	1127	10%
3	10963	1875	17%	7659	70%	1429	13%
4	12031	1614	13%	8363	70%	2054	17%
5	12752	1455	11%	8780	69%	2517	20%
6	11851	1127	10%	7923	67%	2801	24%
7	10157	773	8%	6681	66%	2703	27%
8	10414	609	6%	6573	63%	3232	31%
9	14505	553	4%	8701	60%	5251	36%
10	10251	248	2%	4854	47%	5149	50%
Grand Total	113352	12974	11%	73357	65%	27021	24%

9.4 S5 Leaver Destination by SIMD Decile and Pupil Points Group

		Positive Destination	Destination Null (Inc. non leavers)	Grand Total
Pupil Points Group (lowest 20%)	1	53%	47%	100%
Decile	1	52%	48%	100%
	2	54%	46%	100%
	3	54%	46%	100%
	4	53%	47%	100%
	5	53%	47%	100%
	6	53%	47%	100%
	7	53%	47%	100%
	8	55%	45%	100%
	9	53%	47%	100%
	10	48%	52%	100%
Pupil Points Group (middle 60%)	2	22%	78%	100%
Decile	1	28%	72%	100%
	2	26%	74%	100%
	3	25%	75%	100%
	4	23%	77%	100%
	5	24%	76%	100%
	6	22%	78%	100%
	7	21%	79%	100%
	8	19%	81%	100%
	9	17%	83%	100%
	10	17%	83%	100%
Pupil Points Group (top 20%)	3	5%	95%	100%
Decile	1	6%	94%	100%
	2	6%	94%	100%
	3	6%	94%	100%
	4	5%	95%	100%
	5	6%	94%	100%
	6	5%	95%	100%
	7	5%	95%	100%
	8	6%	94%	100%
	9	5%	95%	100%
	10	4%	96%	100%
	Grand Total	22%	78%	100%

9.5 Progression to HE after S5 and Average Cumulative Tariff Points by Gender and SIMD Quintile

		% of S5 (2009-2015) Progressing to HE after S5	Average Cumulative Tariff Points of those progressing to HE
	Male	2.1%	807
Decile	1	1.6%	673
	2	1.6%	706
	3	1.6%	682
	4	1.9%	805
	5	2.0%	756
	6	2.6%	789
	7	2.8%	875
	8	2.5%	896
	9	2.7%	827
	10	2.0%	935
	Female	2.7%	882
Decile	1	2.3%	749
	2	2.2%	735
	3	2.6%	826
	4	2.3%	791
	5	2.9%	891
	6	2.6%	889
	7	3.0%	877
	8	2.9%	959
	9	3.3%	959
	10	2.9%	1033
Total		2.4%	849

9.6 S6 Leaver Destination by SIMD Decile and Pupil Points Group

		Positive Destination	Destination Null (Inc. non leavers)	Grand Total
Pupil Points Group (lowest 20%)	1	63%	37%	100%
Decile	1	59%	41%	100%
	2	63%	37%	100%
	3	66%	34%	100%
	4	66%	34%	100%
	5	65%	35%	100%
	6	61%	39%	100%
	7	66%	34%	100%
	8	59%	41%	100%
	9	69%	31%	100%
	10	61%	39%	100%
Pupil Points Group (middle 60%)	2	88%	12%	100%
Decile	1	87%	13%	100%
	2	87%	13%	100%
	3	87%	13%	100%
	4	88%	12%	100%
	5	87%	13%	100%
	6	89%	11%	100%
	7	88%	12%	100%
	8	89%	11%	100%
	9	90%	10%	100%
	10	88%	12%	100%
Pupil Points Group (top 20%)	3	97%	3%	100%
Decile	1	95%	5%	100%
	2	96%	4%	100%
	3	95%	5%	100%
	4	96%	4%	100%
	5	97%	3%	100%
	6	97%	3%	100%
	7	97%	3%	100%
	8	96%	4%	100%
	9	97%	3%	100%
	10	97%	3%	100%
LA Total	Grand Total	92%	8%	100%

9.7 S6 Progression to HE and Average Cumulative Tariff Points by Gender and SIMD Decile

		% of S6 (2009-2015) Progressing to HE after S6	Average Cumulative Tariff Points of those progressing to HE
	Male	58%	1357
Decile	1	41%	1189
	2	43%	1215
	3	46%	1234
	4	50%	1282
	5	54%	1312
	6	57%	1345
	7	58%	1381
	8	64%	1388
	9	68%	1408
	10	75%	1485
	Female	64%	1420
Decile	1	49%	1233
	2	50%	1290
	3	55%	1293
	4	58%	1380
	5	60%	1393
	6	65%	1403
	7	67%	1425
	8	70%	1456
	9	73%	1484
	10	78%	1574
Total		61%	1391

10. Project team biographies

Dr Neil Croll has worked in Widening Participation at the University of Glasgow since 2001. Initially working as a Widening Participation Tutor, he held the posts of WP Officer and Director of the Top-Up Programme, before becoming Head of Widening Participation in 2009.

Alison Browitt has worked in Widening Participation at the University of Glasgow since 2006, conducting data analysis, research and project work associated with widening access and student retention in her role as WP and Student Retention Research and Evaluation Officer for the University.

Monika Anderson worked as a Widening Participation Tutor at the University of Glasgow from 2011-2016 and Top-Up Programme Administrator from 2015-16, before taking up the post of Widening Participation Officer in September 2016.

Kelly Hedge-Holmes has worked at the University of Glasgow since 2003. She joined the Widening Participation team in 2006 and has worked as the Top-Up Programme Coordinator since 2009.