

Hello Future

Attainment Raising Research



August 2024

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A warm, orange-toned photograph of a person's hands writing in a small notebook on a wooden table. A white cup of coffee sits on a saucer in the foreground, and a dark bag is visible in the background. The scene is set against a brick wall.

Executive summary

Executive summary

Attainment Raising

When looking at metacognition, it is unsurprising that the overall score for pupils' knowledge of cognition abilities is higher than their score for regulation of cognition abilities. It may be beneficial for pupils to receive more support for planning, monitoring, regulating and evaluating their learning processes. There were also some areas within the knowledge of cognition domain which pupils do more rarely, including using learning strategies to make up for their weaknesses, and using learning strategies without thinking.

It is more common for pupils to think that their success at school is due to themselves, than an unknown or their teachers' impact. It is rare for pupils to believe that their teacher liking them can have an impact on their success. However, it is more common for them to believe that having a good or bad teacher can have an impact than an unknown force.

Pupils' average score on the educational self-efficacy scale is just over half (2.80). Confidence in all areas of this scale is low; this is particularly impacted by pupils' lack of confidence in retaining information (57%). Pupils' confidence is highest for their belief that they can complete the work assigned in lessons (43%). However, it is rare for pupils to feel confident that they can learn all of their material (27%). This suggests that young pupils are more focused on completing the work given than understanding.

The average score for use of appropriate study strategies scale is 3.24 out of 5. While this score is reasonable in comparison to other attainment raising scales, communication of young people's ideas is an area which may benefit from further support. 28% of pupils said that they do not feel confident explaining their ideas to others and 24% do not feel able to explain their ideas, even when they are writing about something complicated.

Mastery of skills and abilities has the highest average of goal orientation, compared to performance-approach (to appear competent) and performance-avoid (to avoid appearing incompetent). Around 6 in 10 pupils want to improve their skills and thoroughly understand their class work. While, mastery has the highest overall score, a similar proportion of pupils think it is important to not 'look stupid' (49%), as mastering a new skill (48%) or learning a new concept (47%)

		Average (out of 5)
Metacognitive self-awareness	Knowledge of Cognition	3.61
	Regulation of Cognition	2.83
Sense of internal locus of control	Unknown control	2.74
	Powerful Others control	2.68
	Internal control	3.73
Academic Confidence	N/a	2.80
Appropriate study strategies	N/a	3.24
Awareness of how to achieve goals	Performance-avoid goal orientation	3.02
	Performance-approach goal orientation	2.50
	Mastery goal orientation	3.53

Higher Education Progression

Pupils' highest average within the higher education progression measures is their intention to attend higher education, with 41% of pupils agreeing that they are thinking about going into higher education. This is closely followed by their higher education ideation with 4 in 10 pupils also agreeing that they could get the results needed to progress and have the academic ability to do well in higher education. However, fewer pupils feel they could manage with the level of study (31%).

Pupils' lowest average score is with the transition to higher education, with only 21% of pupils agreeing that higher education is for people like them.

Pupils' knowledge and understanding of higher education is at 3.06 and pupils' understanding of the routes to higher education is lower at 2.98. This is particularly impacted by only 16% of pupils saying they know a lot about what it is like to be a student at university

	Average (out of 5)
Knowledge and understanding of Higher Education	3.06
Higher Education ideation	3.18
Higher Education transition	2.83
Intention of Higher Education study	3.24
Brilliant Club evaluation (routes and understanding)	2.98

Demographic differences

Relative importance analysis run on the scales used in the survey, show that attending St John Henry Newman (SJHN) Catholic School and having a disability are important predictors for determining low scores for many of the scales. It also shows year group as an important predictor of locus of control, and gender as a predictor of goal orientation and confidence in transition to higher education.

	Key demographic predictors of scores
Metacognitive self-awareness	SJHN Catholic School, Disability
Sense of internal locus of control	Disability, Year group
Academic confidence to perform well	SJHN Catholic School, Disability
Use of appropriate study strategies	SJHN Catholic School, Disability
How to achieve goals and future possible self	Gender, SJHN Catholic School, Disability
Knowledge and understanding of Higher Education	Disability
Higher Education ideation	SJHN Catholic School, Disability
Higher Education transition	Gender, SJHN Catholic School, Disability
Intention of Higher Education study	Disability
Brilliant Club evaluation (routes and understanding)	Disability

Impact of Hello Future activities

Those that have not taken part in any Hello Future activities are more likely to have lower average scores for the majority of scales used in this survey (Knowledge and Regulation of Cognition; Educational self-efficacy scale; Study Strategies; Mastery Goal Orientation; Knowledge and Understanding of HE; HE Ideation; and HE transition).

Activity	Impact on scores
Metacognition Workshop	Higher average score for Knowledge of Cognition; Educational Self-Efficacy; Study Strategies; Knowledge and Understanding of HE; HE transition; HE Ideation; and Brilliant Club evaluation items
Your Future	Higher average score for Educational Self-Efficacy; Knowledge and Understanding of HE; and HE Ideation Lower average score for Powerful other locus of control
Learner Identity	Higher average score for Educational Self-Efficacy; Knowledge and Understanding of HE; and HE Ideation Lower average score for Powerful other locus of control
Study Skills	Higher average score for Educational Self-Efficacy
Communicating Confidently	Lower average score for HE intention
External Provider (MADE)	Higher average score for Educational Self-Efficacy
Progression Routes	Higher average score for Knowledge and Regulation of Cognition; Educational Self-Efficacy; Mastery goal orientation; and Study Strategies
Student Life	Higher average score for Knowledge and Regulation of Cognition; Educational Self-Efficacy; and Mastery goal orientation

A warm, orange-toned photograph of a person's hands writing in a notebook on a wooden table. A white cup of coffee sits on a saucer in the foreground, and a dark bag is visible in the background. The text 'Introduction & methodology' is overlaid on the left side of the image.

Introduction & methodology

Introduction

Background

Hello Future is the Cumbrian hub of the national Uni Connect Programme, funded by the Office for Students (OfS) to ensure that every student, whatever their background, has a fulfilling experience of higher education that enriches their lives and careers.

Following recent OfS strategic guidance around attainment raising priorities, Hello Future is making a number of changes to its delivery programme and commissioned Alterline to run a research project to establish a baseline for its new programme on study strategies which was to start in early in the 2023/24 academic year. The programme was to run with 8 schools in the region, working with Years 7-11 on meta cognition, study strategies and learner identity.

Hello Future wanted to provide the research evidence to underpin its key priority area and provide a baseline for subsequent year's programme delivery and evaluation.

Aims

The aims of the research are as follows:

- Gather an evidence-base to help Hello Future demonstrate whether, and how, its new study strategies programme is helping reduce attainment gaps
- Produce a baseline of evidence data in Year One, prior to /early on in delivery of the new study strategies programme in Hello Future's 8 partner schools. Subsequent years' surveys will then track progress longitudinally either by individual student or by cohort
- Provide additional qualitative evidence, supporting the baseline data which will enable Hello Future to demonstrate the impact of its new programme

The research aims to gain a baseline of evidence for the follow intermediate outcomes:

- Attainment Raising
 - Improved metacognitive self-awareness
 - Improved sense of internal locus of control
 - Improved academic confidence to perform well
 - Improved use of appropriate study strategies
 - Improved awareness of how to achieve goals and future possible self
- Higher Education Progression
 - Improved knowledge and understanding of Higher Education
 - Improved self belief and Higher Education ideation
 - Improved awareness / confidence in Higher Education transition
 - Increased intention of Higher Education study
 - Improved knowledge of Higher Education routes

Methodology

Design

An online quantitative survey with pupils from Cumbria area was selected to allow Alterline to accurately measure students' progress based on Hello Future's interventions. The survey was designed using a number of validated scales, as recommended by TASO's Intermediate outcomes for higher education access and success.

The following scales were used within this survey:

- Junior Metacognitive Awareness Inventory (Sperling et al., 2002)
- Multidimensional Measure of Children's Perceptions of Control (cognitive domain items) (Connell, 1985)
- Harvard-Panorama Student Perception Survey - Educational self-efficacy scale
- Patterns of Adaptive Learning Scale (PALS) - Goal Orientation Scales (Midgley et al., 2000)
- The Brilliant Club university evaluation items
- TASO's Access and Success Questionnaire (ASQ)

The survey was designed with feedback from Hello Future, and ethical approval was granted through the University of Cumbria's internal ethical procedures.

Sample

The survey ran from 29th April 2024 to 19th July 2024. Pupils from the following Hello Future partner schools in the Cumbria area were invited to take part:

- Beacon Hill Community School
- Furness Academy
- Netherhall School
- Richard Rose Central Academy
- Richard Rose Morton Academy
- Solway Community School
- St Joseph's Catholic High School
- Walney School
- St John Henry Newman Catholic School
- Millom School
- Whitehaven Academy

The survey was promoted in a variety of ways at the schools. In total, 683 pupils took part. However, after data cleaning 4 pupils were removed from the sample.

The sample is largely made up of pupils from Furness Academy, St John Henry Newman Catholic School, Millom School and Walney School, as well as pupils from Years 8, 9 and 10, so these pupils will be the focus on our analysis.

The survey was expected to run at the start of the academic year of 2023/2024, in order to gather a baseline of evidence prior to delivery of the Hello Future programme. However, due to delays in our timeframes, the fieldwork began in April. As a result, pupils have taken part in a variety of different activities through the academic year.

Analysis

The quantitative data was quality checked, and frequencies and cross-tabulations were produced to create charts, tables and visuals. As each of the scales used within this survey were on a 5-point Likert scale, each measurement has also been converted into an average out of 5.

An online dashboard was created, which includes the overall responses in the form of an interactive tool which allows filtering of the charts by different target audiences:

<https://app.displayr.com/Dashboard?id=19464b36-7094-4564-a7e6-72cbf051ac28>

As previously mentioned in the sample section, due to a low sample in Year 7s and 11s, focus of demographic analysis will be on Years 8, 9 and 10. Low sample sizes also has an impact on analysis of the schools - with those who have taken part from Beacon Hill Community School, Richard Rose Central Academy, St Joseph's Catholic High School, Whitehaven Academy being removed from the demographic analysis. Pupils with another gender identity, from an armed forces family, or who have lived in care will also not be looked at in this analysis due to low sample size. Due to low sample sizes from those of Black, Asian, Mixed or Other ethnic backgrounds, these pupils will be grouped in analysis as a BAME category.

Demographic groups used in analysis:

- **Year Group:** Year 8, Year 9, Year 10
- **School:** Furness Academy, St John Henry Newman Catholic School, Millom School, Walney School
- **Gender:** Male, Female
- **Ethnicity:** White, BAME (re-coded)
- **Other:** Disability or learning disability, Young Carer

Demographic cross tabs highlight significant differences between groups, red colouring indicates significantly lower percentage or average, and green colouring indicates significantly higher percentage or average. The significance testing used for this was Pearson's Chi-Square for Canonical Correlation Analysis or F-Test (ANCOVA). F-Test (ANCOVA) was used on scale averages, whereas Pearson's Chi-Square was used on individual question percentages.

It is important to note that there is multicollinearity between the demographic groups which means that some demographic groups are closely associated to each other. This is particularly occurring in relation to year group and school (55% of year 9s are from St John Henry Newman Catholic School and 51% of Year 8s are from Furness Academy; and 100% of Walney School pupils are in Year 10). It is important to keep this in mind when reviewing demographic crosstabs that a difference regarding year group or school may be related to each other. Due to this multicollinearity, a relative importance analysis was conducted which allows us to understand which groups are driving higher or lower scores. This method was chosen as best practice to account for a multicollinearity.

Our analysis also included looking at the impact of the Hello Future activities. Due to sample size, we were unable to analyse some activities. The activities mentioned throughout this report are listed below.

As with the demographic cross tabs, activity cross tabs highlight significant differences between groups, red colouring indicates significantly lower percentage or average, and blue colouring indicates significantly higher percentage or average. The significance testing used for this was Pearson's Chi-Square for Canonical Correlation Analysis or F-Test (ANCOVA). F-Test (ANCOVA) was used on scale averages, whereas Pearson's Chi-Square was used on individual question percentages.

Activity	Description
Metacognition Workshop	This one-hour session is designed to build metacognitive capital. Students reflect on the areas of their lives where they have learned something successfully, before identifying the processes by which this learning happened. We also look at their Implicit Theories of Intelligence (their mindsets).
Your Future	Learners explore future pathways that align with their passions and subjects of interest. This workshop session aims to motivate learners to consider educational progression by linking their own skills and interests to future career options. It will also make students aware of the support available to them to reach their goals.
Learner Identity	In this one-hour workshop, learners begin to discover their personal learner identity and differences between Growth and Fixed mindset and the importance of a Growth mindset. This involves self-reflection on their own learning whilst discovering different techniques that will benefit their learning.
Study Skills	This one-hour follow up session to metacognition takes place a term later ideally. Prior knowledge about the brain's neuroplasticity and the AGES model are activated before asking pupils to describe their Learner Identities. They also look at the barriers to learning, and the issue of reading and metacognition.
Communicating Confidently	In this workshop, learners will assess their current skills and be encouraged to further develop essential communication skills. The workshop includes opportunities for learners to practice and develop their communication skills through practical activities. Learners are supported in developing techniques to communicate with increased confidence, using verbal and non-verbal communication to express ideas clearly. Learners will also explore the importance of communication for future interviews.
External Provider	This includes MADE Workshops, which have been run for the last two years, and are based around Attainment Raising
Progression Routes	This workshop will show learners the variety of progression routes students can take through education. Learners will learn about the different options and be introduced to apprenticeships and the future education opportunities and higher education opportunities, including university.
Student Life	This workshop introduces students to the concept of independent living and student life. Recent graduates draw upon their experiences

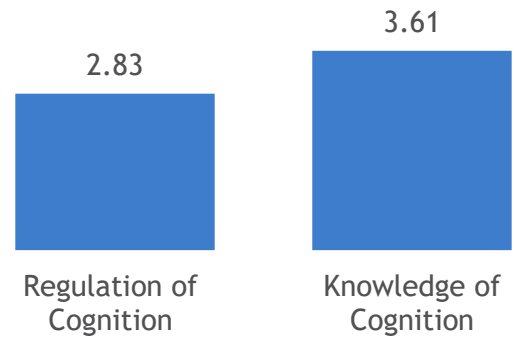
Findings - Attainment Raising



Metacognitive self-awareness

When averaging the pupil responses overall for the metacognition scales, they have a higher average score for items which relate to their knowledge of their cognitive abilities (knowledge of cognition: 3.61) than those that relate to their ability to regulate their learning processes (regulation of cognition: 2.83). At an overall level, this means that pupils would benefit from focusing on activities which help them to plan, monitor, regulate and evaluate their learning processes.

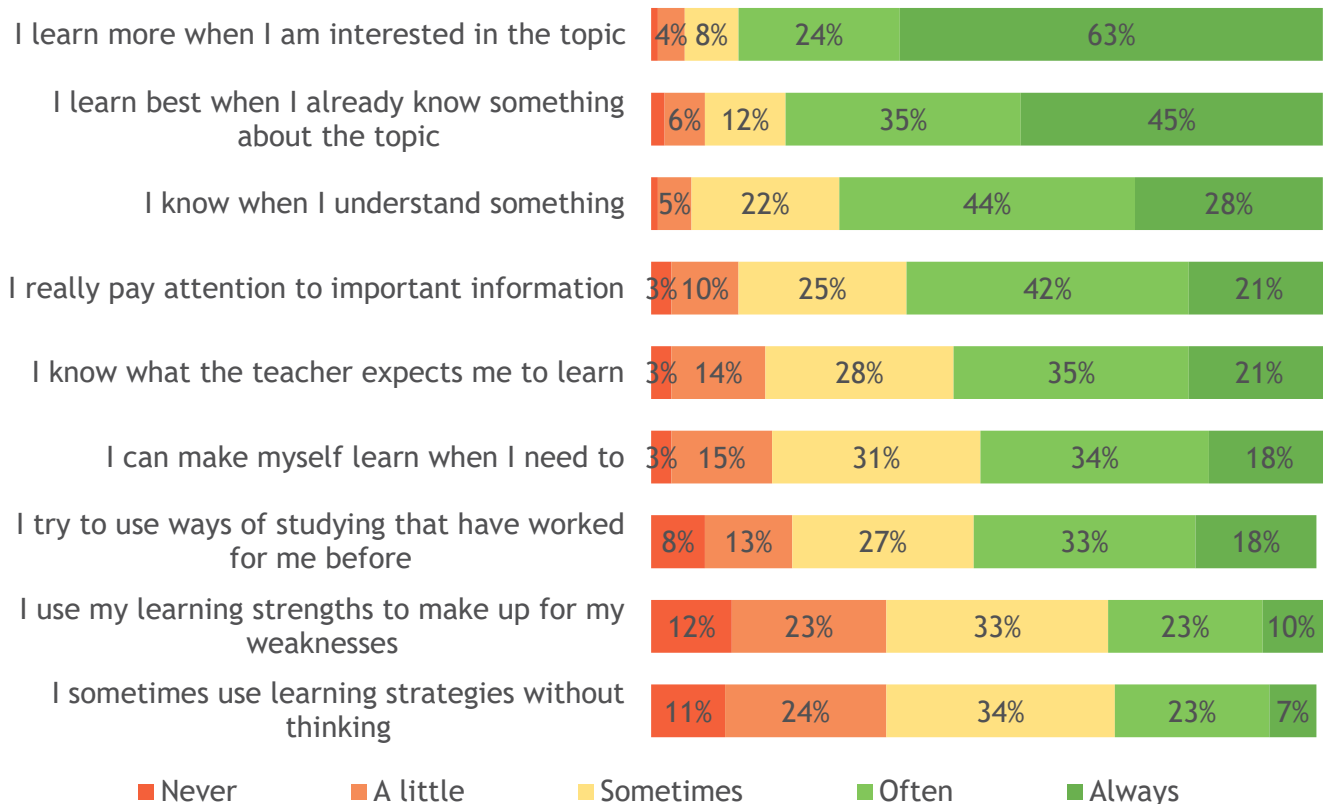
Average results (out of 5)



With regards to young people's knowledge of their cognitive abilities, pupils learn best if they are interested in a topic (87%) and familiar with it (80%). They also felt they generally know when they understand something (72%). Interestingly, 63% of pupils said that they often pay attention to important information, but slightly fewer (56%) know what their teacher expects them to learn, which may indicate a disconnect between what pupils and teachers believe is important.

Knowledge of Cognition scales

Base: All respondents (679)



While, at an overall level, activities to support young people to regulate their learning processes would be beneficial, there are some areas within the knowledge of cognition domain which pupils do, or believe they do, more rarely. These include:

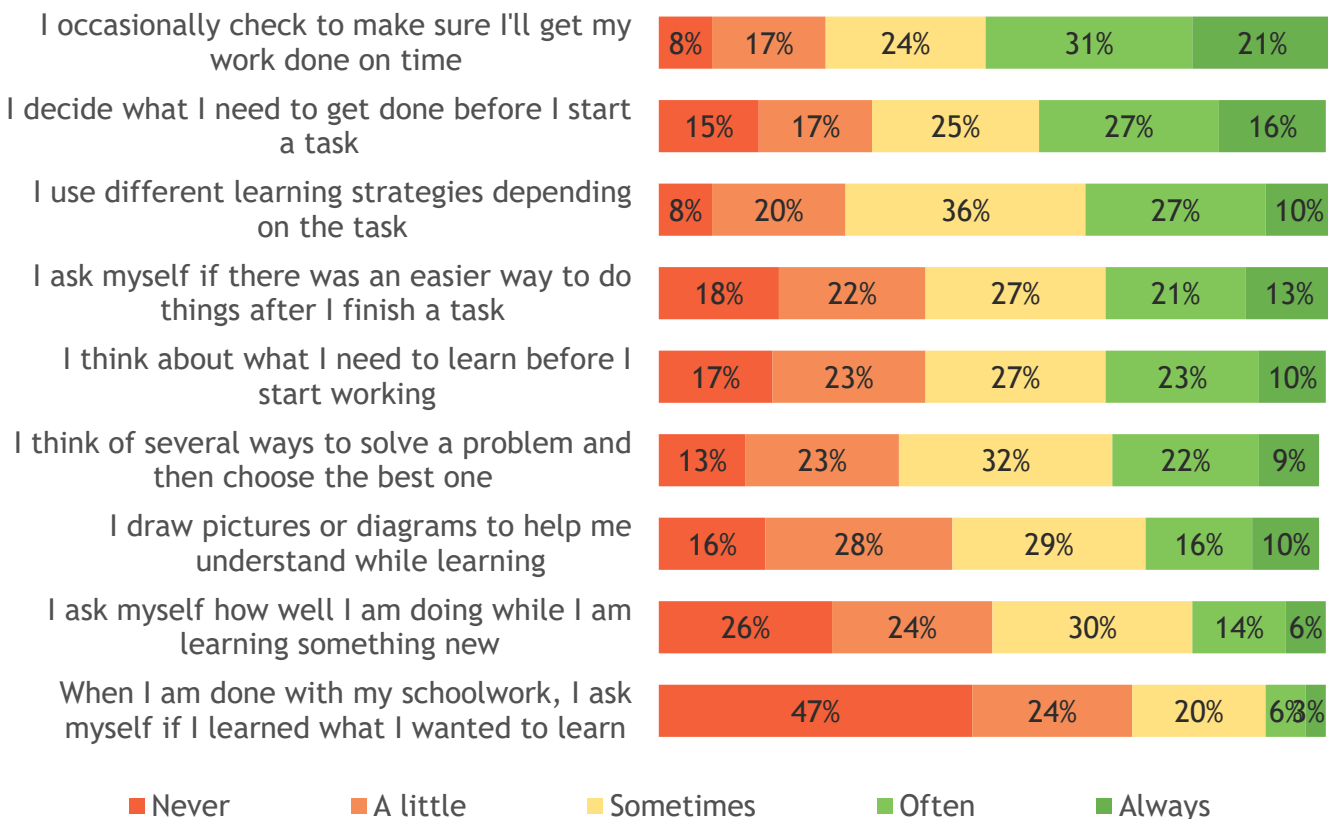
- I use my learning strengths to make up for my weaknesses (35% rarely do this);
- I sometimes use learning strategies without thinking (35% rarely do this).

When looking at items relating to young people's regulation of their learning processes, it was rare for pupils to say that they undertook such activities. There was only one activity which a slightly majority of pupils did regularly: checking to make sure that they will get their work done on time (52%). This highlights some key areas pupils need support with, including:

- **Planning:** 32% rarely decide what they need to get done before starting a task and 40% disagree that they think about what they need to learn before they start working;
- **Learning strategies:** 36% rarely think of different ways to solve a problem and choose the best one and 44% rarely draw pictures or diagrams to help them understand while learning;
- **Monitoring:** 50% rarely that they ask themselves how well they are doing while learning something new;
- **Evaluation:** 71% rarely reflect one whether they learned what they wanted and 40% rarely ask themselves if there was an easier way to do things after finishing a task.

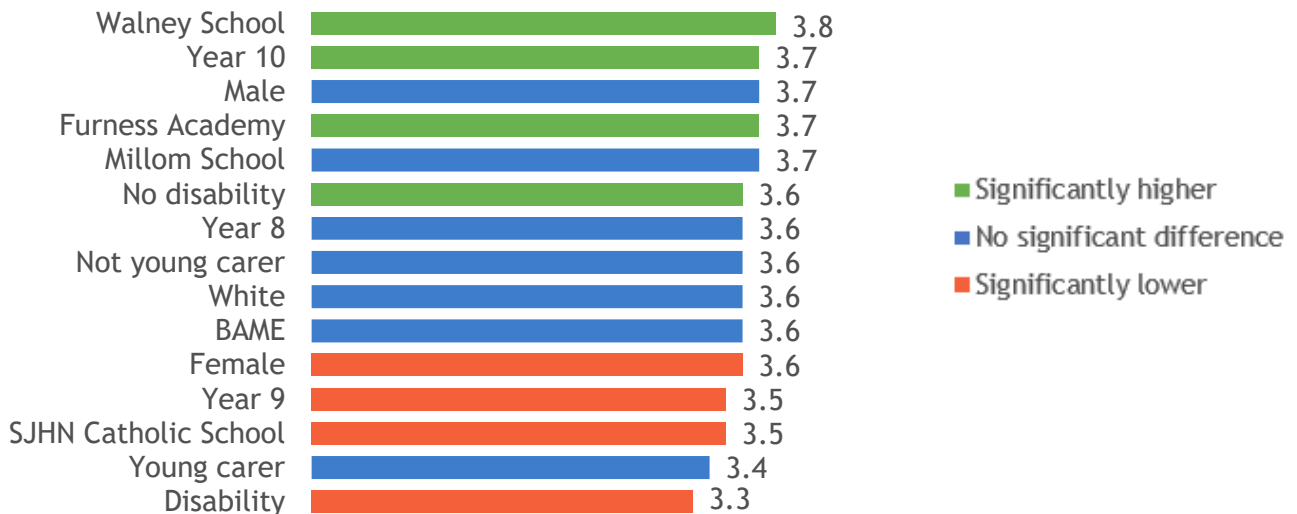
Regulation of Cognition scales

Base: All respondents (679)



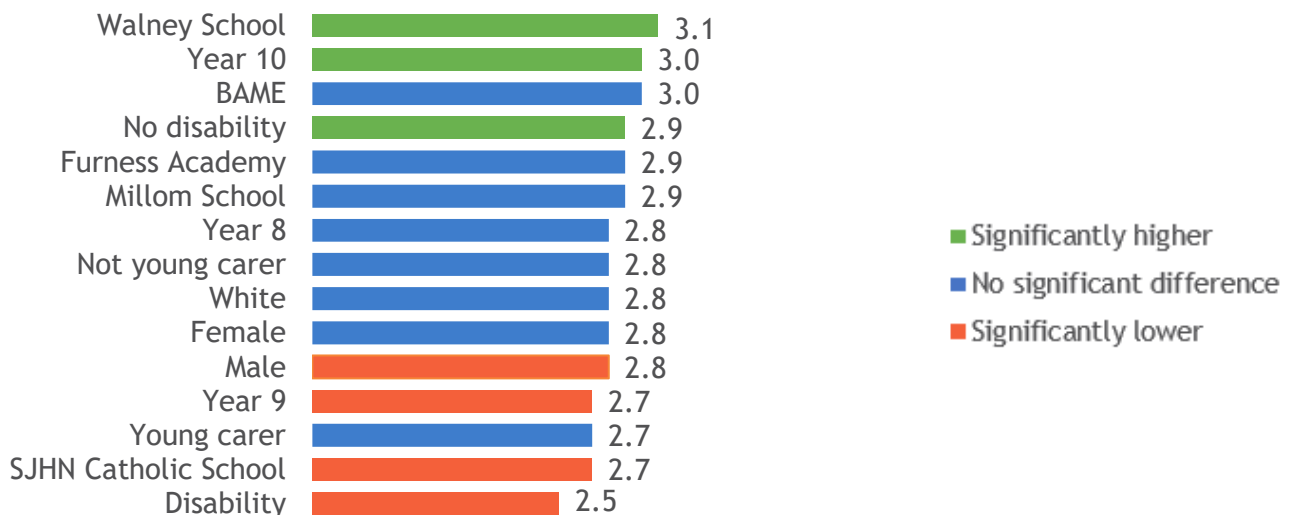
Demographic crosstabs conducted on items which relate to young people's knowledge of their cognitive abilities show that there are significantly higher scores for pupils with no disability (3.6), in Year 10 (3.7) or at Furness Academy (3.7) or Walney School (3.8). There were significantly lower scores for those with a disability (3.3), in Year 9 (3.5), female pupils (3.6), or St John Henry Newman Catholic School (3.5). However, relative importance analysis conducted for these items shows that the pupils from St John Henry Newman Catholic School and those with a disability are the most important factors to predict lower scores in the knowledge of cognition domain.

Knowledge of cognition average score by demographic groups (out of 5)



A similar trend is observed for pupils' ability to regulate their learning processes, with those at St John Henry Newman Catholic School or those with a disability being the most important factors when predicting lower scores. Demographic crosstabs show that there are significantly higher scores for those with no disability (2.9), in Year 10 (3.0), or at Walney School (3.1). There are significantly lower scores for those with a disability (2.5), in Year 9 (2.7), female pupils or at St John Henry Newman Catholic School (2.7).

Regulation of cognition average score by demographic groups (out of 5)



Pupils at St John Henry Newman Catholic School have significantly lower scores on the knowledge and regulation of cognition scales than their peers. They are significantly less likely to agree with most statements in the knowledge of cognition scale. Although they are only significantly behind their peers on one item in the regulation scale, they still have a lower proportion agreeing to all items in the scale compared to their peers, which is why their average score overall is lower.

Pupils with a disability are significantly less likely to agree with most statements in the regulation of cognition scale. While only significantly less likely to agree with three items on the knowledge of cognition scale, pupils with a disability show lower agreement on all items compared to their peers.

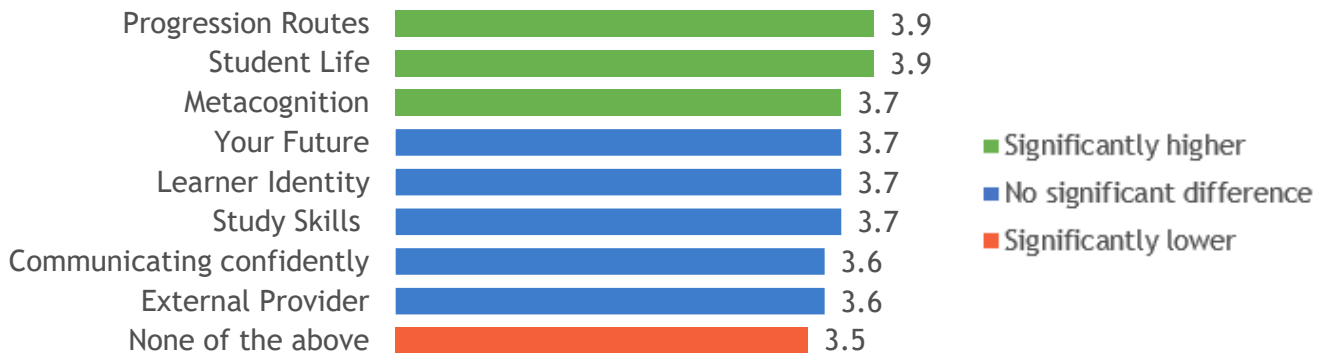
Significantly different items in the metacognition scale for groups identified in relative importance analysis

Statement	St John Henry Newman Catholic School	Disability
I know when I understand something	●	●
I can make myself learn when I need to	●	
I try to use ways of studying that have worked for me before	●	
I know what the teacher expects me to learn	●	
I learn best when I already know something about the topic		
I really pay attention to important information	●	●
I learn more when I am interested in the topic		●
I use my learning strengths to make up for my weaknesses	●	
I sometimes use learning strategies without thinking	●	
I draw pictures or diagrams to help me understand while learning		
When I am done with my schoolwork, I ask myself if I learned what I wanted to learn		
I think of several ways to solve a problem and then choose the best one	●	●
I think about what I need to learn before I start working		●
I ask myself how well I am doing while I am learning something new		
I use different learning strategies depending on the task		
I occasionally check to make sure I'll get my work done on time		●
I ask myself if there was an easier way to do things after I finish a task		●
I decide what I need to get done before I start a task		●

● significantly higher % ● significantly lower %

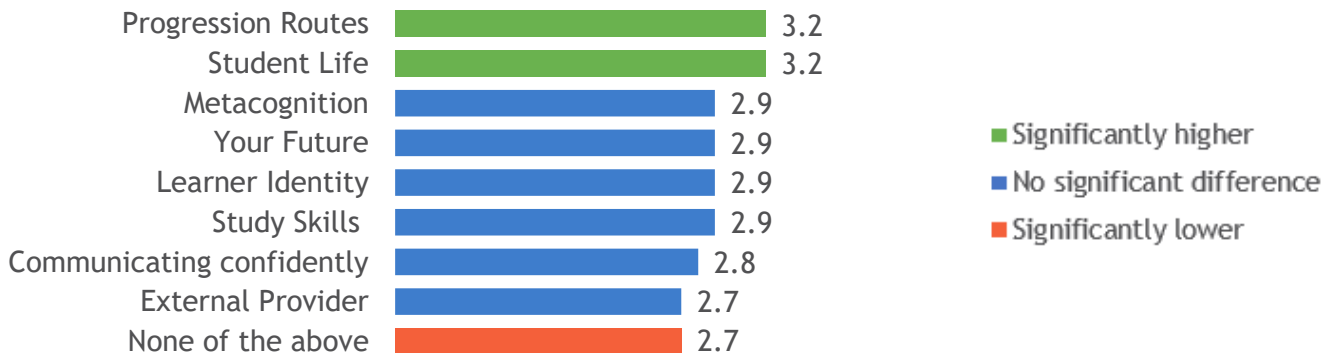
There are significantly higher scores in the knowledge of cognition domain for those who completed the metacognition (3.7), Progression Routes (3.9), and Student Life (3.9) workshops, as well as significantly lower scores for those who have not completed any activities (3.5).

Knowledge of cognition average by Hello Future activity (out of 5)



There is a similar trend for the regulation of cognition scale in that significantly higher scores were observed for those who completed the Progression Routes (3.2), and Student Life (3.2) workshops; as well as significantly lower scores for those who have not completed any activities (2.7). However, the metacognition workshop is not linked to higher than average scores with regards to pupils' regulation of their learning processes at an overall level.

Regulation of cognition average by Hello Future activity (out of 5)



The metacognition workshop is identified within Hello Future's attainment raising theory of change as a key activity to support pupils with their metacognitive strategies. At a more granular level, the data indicates that this workshop is associated with increased overall scores for knowledge of their cognitive abilities, for three items in particular. However, it does not appear to have as much of an association with regulation of their learning processes, as this only has a significantly higher score for one item. This indicates an area where students could benefit from additional support in the metacognition workshop.

Significantly different items in the metacognition scale for activities linked to this measure in Hello Future's Theory of Change

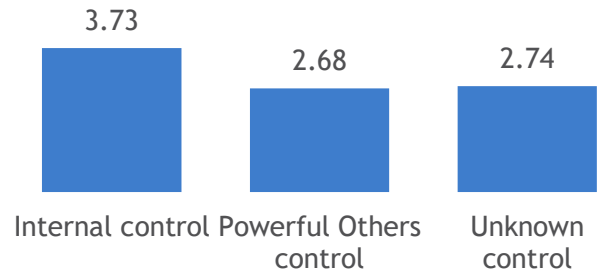
Statement	Metacognition
I know when I understand something	●
I can make myself learn when I need to	
I try to use ways of studying that have worked for me before	
I know what the teacher expects me to learn	●
I learn best when I already know something about the topic	
I really pay attention to important information	
I learn more when I am interested in the topic	
I use my learning strengths to make up for my weaknesses	
I sometimes use learning strategies without thinking	●
I draw pictures or diagrams to help me understand while learning	
When I am done with my schoolwork, I ask myself if I learned what I wanted to learn	
I think of several ways to solve a problem and then choose the best one	●
I think about what I need to learn before I start working	
I ask myself how well I am doing while I am learning something new	
I use different learning strategies depending on the task	
I occasionally check to make sure I'll get my work done on time	
I ask myself if there was an easier way to do things after I finish a task	
I decide what I need to get done before I start a task	

● significantly higher % ● significantly lower %

Sense of internal locus of control

When averaging the pupil responses overall for the locus of control scales, pupils' highest score is related to the belief that their success at school is due to themselves (internal control -3.73). Pupils have lower scores for being unsure about the cause of their success (unknown control -2.74) or believing that their success is due to their teachers (powerful others control - 2.68).

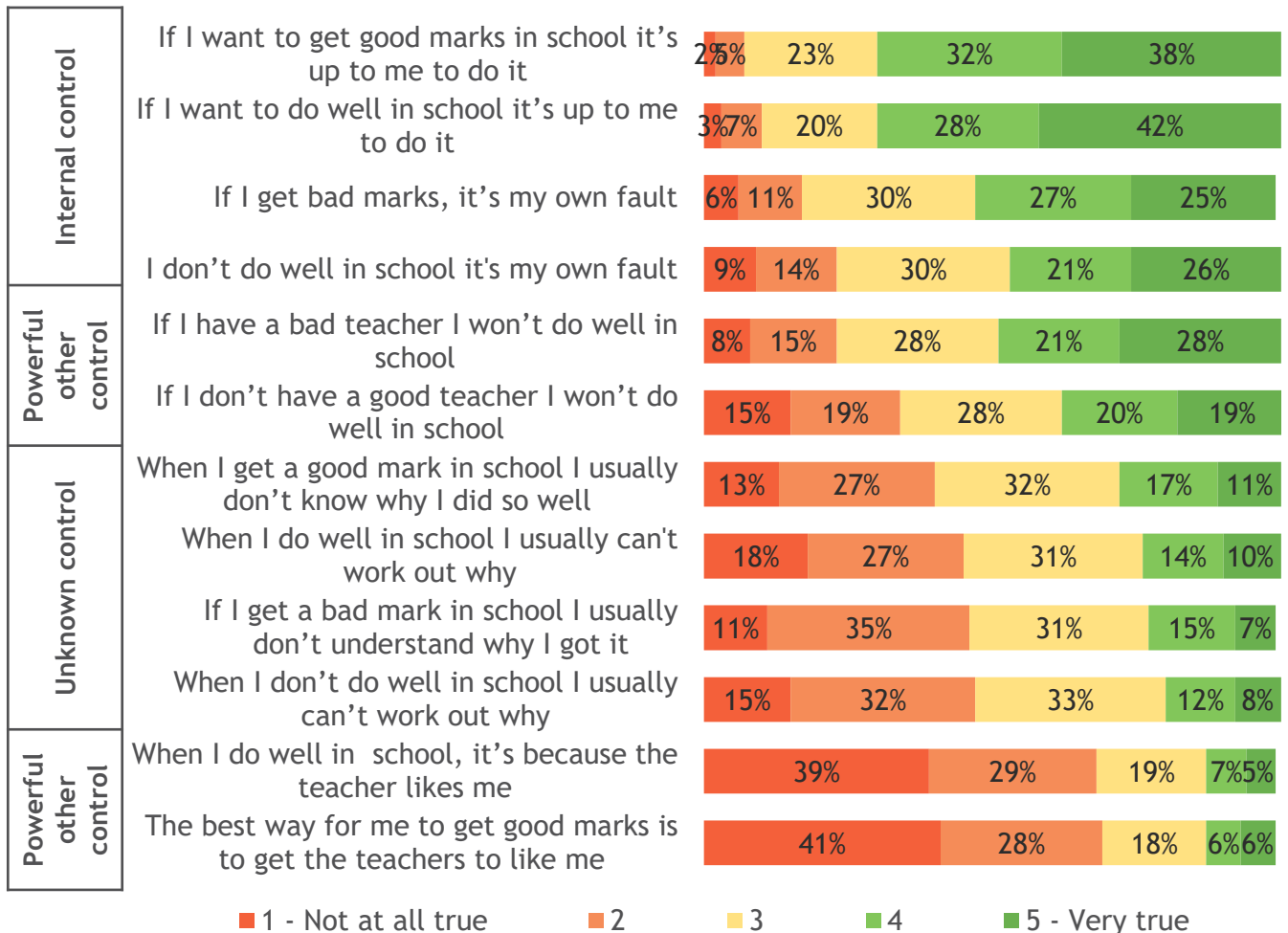
Average results (out of 5)



A higher proportion of pupils feel that their success is up to them, than being responsible for their failures. Pupils have higher agreement with the statement that if they want to do well or get good marks it's up to them to do it (70%). A similar number of pupils believe that getting bad marks (52%) or not doing well is their own fault (47%), as a bad teacher causing them to not do well in school (49%).

Please read each one and decide whether the statement is not at all true or very true.

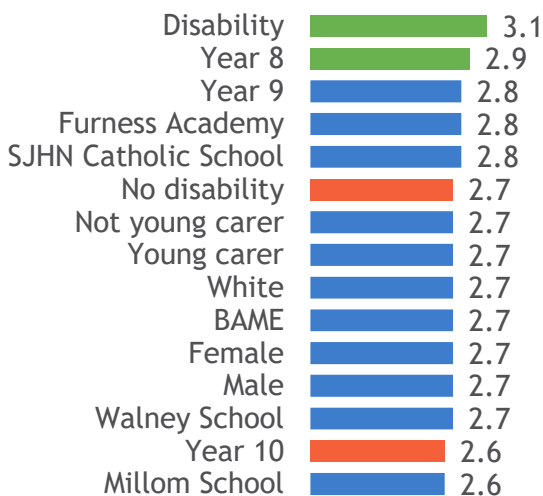
Base: All respondents (679)



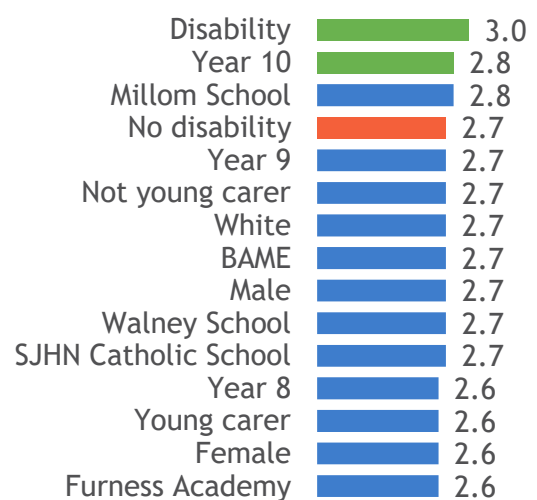
It is rare for pupils to be unsure about why they have done well or not. However, a higher proportion of pupils agree that they are unsure about why they have done well, compared to why they have done badly. It is important to note that the low average score for powerful others control is caused by pupils not believing that their teacher liking them can have an impact on their success. Items relating to the impact of a good/bad teacher on success have a higher percentage of pupils believing it to be true than all of the items in the unknown control scale.

There are significantly higher scores in the unknown control average for those with a disability (3.1) or in Year 8 (2.9) and significantly lower scores for those with no disability (2.7) or in Year 10 (2.6). However, the average scores for powerful others are significantly higher for those with a disability (3.0) or in Year 10s (2.8). There were no significant differences for internal control average scores. Relative importance analysis shows that the pupils with a disability or in year 8 are the most important factors to predict higher unknown control scores, and pupils with a disability and in year 10 are the most important factors to predict higher powerful other control scores.

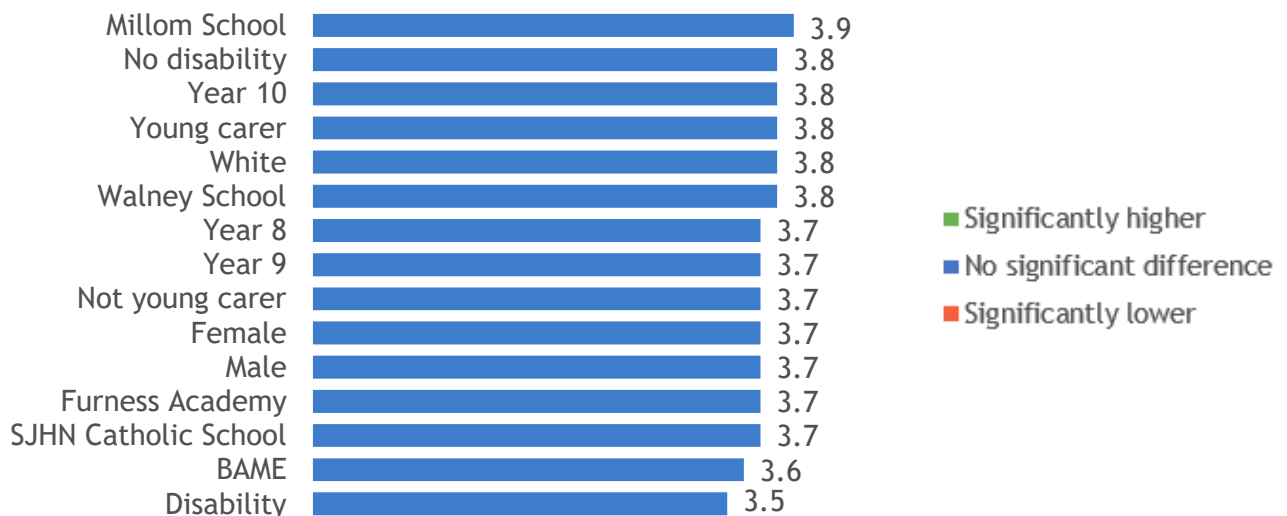
Unknown control average by demographic groups (out of 5)



Powerful others control average by demographic groups (out of 5)



Internal control average by demographic groups (out of 5)



■ Significantly higher
■ No significant difference
■ Significantly lower

Pupils with a disability are important predictors for both unknown control and powerful other control. They are particularly more likely to be unsure as to why they got a good mark and believe that doing well is impacted by their teacher liking them. While those with a disability did not have a significantly lower overall score for the internal control scale, we can see that pupils with a disability have significantly lower scores than their peers for thinking that their success in school is up to them.

Year 8 pupils are also important predictors of unknown control. However, for their individual scores for unknown control items they are not significantly behind their peers. Their higher overall scores is largely due to higher score for 'When I don't do well in school I usually can't work out why' and 'When I do well in school I usually can't work out why'. Whereas, they are significantly less likely to agree with elements of the powerful others scale, such as believe that their good grades are up to them and that a good or bad teacher can impact how well they do.

Year 10 pupils are significantly more likely than their peers to have higher scores for powerful others control which is largely due to an increased belief that not having a good teacher can mean that they do not do well at school.

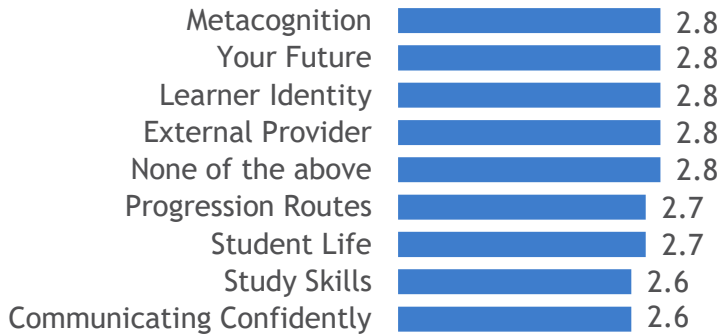
Significantly different locus of control items for groups identified in relative importance analysis

Statement	Disability	Year 8	Year 10
When I do well in school I usually can't work out why			
If I get a bad mark in school I usually don't understand why I got it			●
When I get a good mark in school I usually don't know why I did so well	●		
When I don't do well in school I usually can't work out why			●
The best way for me to get good marks is to get the teachers to like me	●		
If I have a bad teacher I won't do well in school		●	
When I do well in school, it's because the teacher likes me	●		
If I don't have a good teacher I won't do well in school		●	●
I want to do well in school it's up to me to do it	●		
I don't do well in school it's my own fault			
If I want to get good marks in school it's up to me to do it	●	●	
I get bad marks, it's my own fault			

● significantly higher % ● significantly lower %

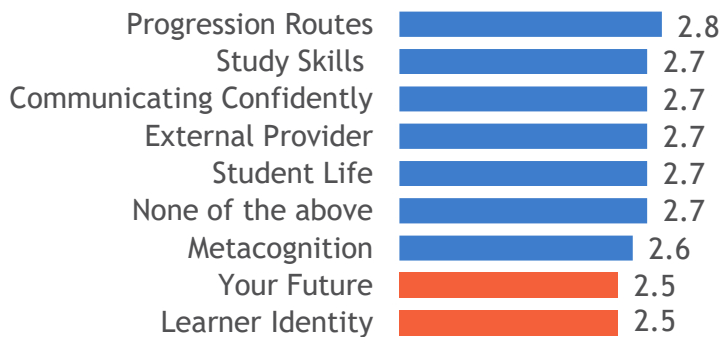
There are no significantly different scores for unknown or internal control based on whether pupils have received an intervention through Hello Future or its partners. Powerful Others scores are significantly lower scores for those who completed Your Future (2.5) and Learner Identity (2.5) workshops.

Unknown control average by Hello Future activity (out of 5)



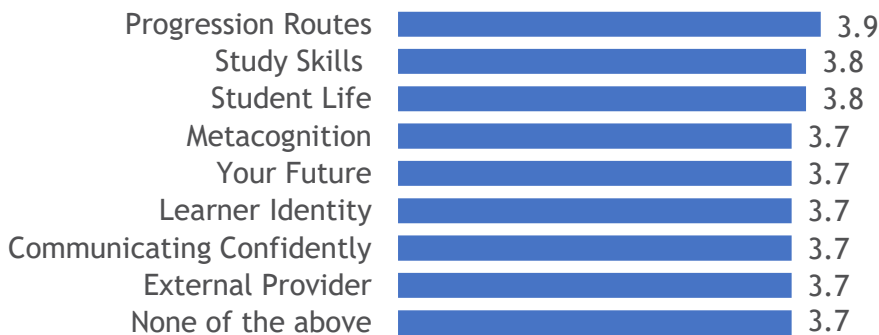
- Significantly higher
- No significant difference
- Significantly lower

Powerful others control average by Hello Future activity (out of 5)



- Significantly higher
- No significant difference
- Significantly lower

Internal control average by Hello Future activity (out of 5)



- Significantly higher
- No significant difference
- Significantly lower

The metacognition and learner identity workshops are associated with lower proportion of pupils' believing that having a good or bad teacher will impact how well they do at school. Note: There are no significantly different percentage scores for unknown or internal control for those who completed the learner identity or metacognition workshops.

Significantly different powerful others control %, for activities linked to this measure in Theory of Change

Statement	Learner identify	Metacognition
The best way for me to get good marks is to get the teachers to like me		
If I have a bad teacher I won't do well in school	●	●
When I do well in school, it's because the teacher likes me		
If I don't have a good teacher I won't do well in school	●	●

● significantly higher % ● significantly lower %

Academic confidence to perform well

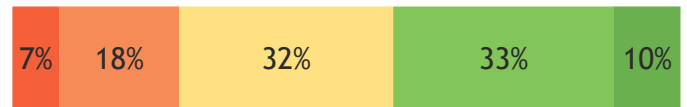
The average score for the academic confidence scale is 2.80 out of 5, which is one of the lowest average scores in the attainment raising scales. Confidence is particularly low for pupils' retention of information. Only 20% said they are quite or extremely confident that they will be able to remember what they've learned next year. They are also not confident in their ability to work on hard or complicated ideas with 37% saying they are not at all confident or only slightly confident that they can do all the hardest work assigned, and 45% understand complicated ideas presented in lesson.

Pupils' confidence is highest for their belief that they can complete the work assigned in lessons (43%). However, it is rare for pupils to feel confident that they can learn all of their material (27%). This suggests that young pupils are more focused on completing the work given than understanding.

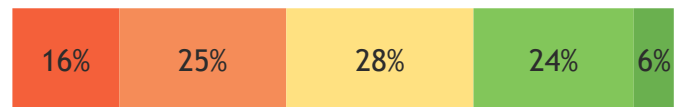
Please think about yourself at school when you answer the following questions.

Base: All respondents (679)

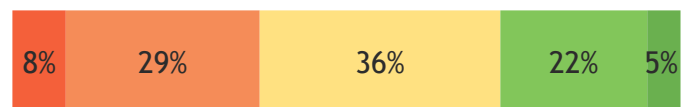
How confident are you that you can complete all the work that is assigned in your lessons?



How confident are you that you can do the hardest work that is assigned in your lessons?



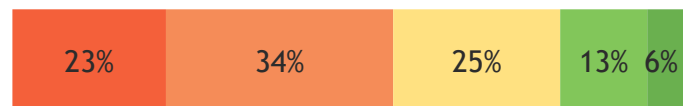
How confident are you that you can learn all of the materials presented in your lessons?



When complicated ideas are presented in your lessons, how confident are you that you can understand them?



How confident are you that you will remember what you learned in your current lessons, next year?



■ Not at all confident

■ Slightly confident

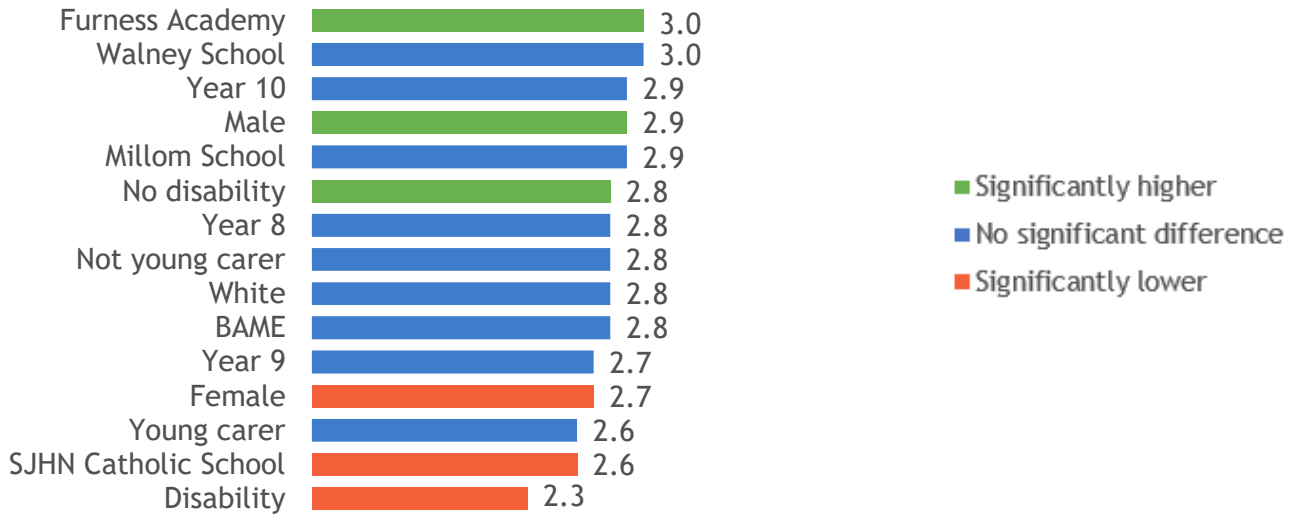
■ Fairly confident

■ Quite confident

■ Extremely confident

There are significantly higher scores for those with no disability (2.8), male pupils (2.9), and those from Furness Academy (3.0) and significantly lower scores for those with a disability (2.3), female pupils (2.7), St John Henry Newman Catholic School (2.6). However, relative importance analysis shows that the pupils from St John Henry Newman Catholic School and those with a disability are the most important factors to predict lower scores.

Academic confidence average by demographic groups (out of 5)



St John Henry Newman Catholic School pupils are significantly behind their peers at other schools for all of items within this scale. While pupils with a disability are only significantly behind their peers in two items, they are less likely to be confident in all areas of this scale than their peers.

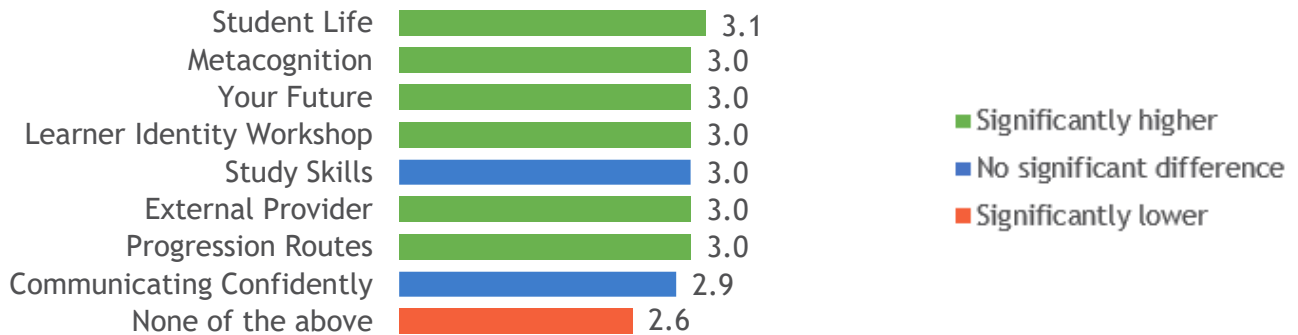
Significantly different academic confidence %, for groups identified in relative importance analysis

Statement	Disability	St John Henry Newman Catholic School
How confident are you that you can complete all the work that is assigned in your lessons?	●	●
When complicated ideas are presented in your lessons, how confident are you that you can understand them?	●	●
How confident are you that you can learn all of the materials presented in your lessons?		●
How confident are you that you can do the hardest work that is assigned in your lessons?		●
How confident are you that you will remember what you learned in your current lessons, next year?		●

● significantly higher % ● significantly lower %

Crosstabs conducted on the Hello Future Activities by the academic confidence scale show that there are significantly higher scores for those who completed the metacognition (3.0), Your Future (3.0), Learning Identity (3.0), Study Skills (3.0), External Provider (3.0), Progression Routes (3.0), and Student Life (3.1) workshops; as well as significantly lower scores for those who have not completed any activities (2.6).

Academic confidence average by Hello Future activity (out of 5)



The metacognition, study skills and learner identity workshops are associated with significantly higher confidence scores, particularly pupils' confidence to complete all of their work. There is limited association with confidence to learn everything presented, which could be an area of benefit in future workshops. The study skills workshop is only associated with one significantly higher item within the scale, there may be opportunities within this workshop to improve other areas in this scale.

Significantly different academic confidence %, for activities linked to this measure in Theory of Change

Statement	Study skills	Learner Identity	Metacognition
How confident are you that you can complete all the work that is assigned in your lessons?	●	●	●
When complicated ideas are presented in your lessons, how confident are you that you can understand them?			●
How confident are you that you can learn all of the materials presented in your lessons?			
How confident are you that you can do the hardest work that is assigned in your lessons?		●	●
How confident are you that you will remember what you learned in your current lessons, next year?			●

● significantly higher % ● significantly lower %

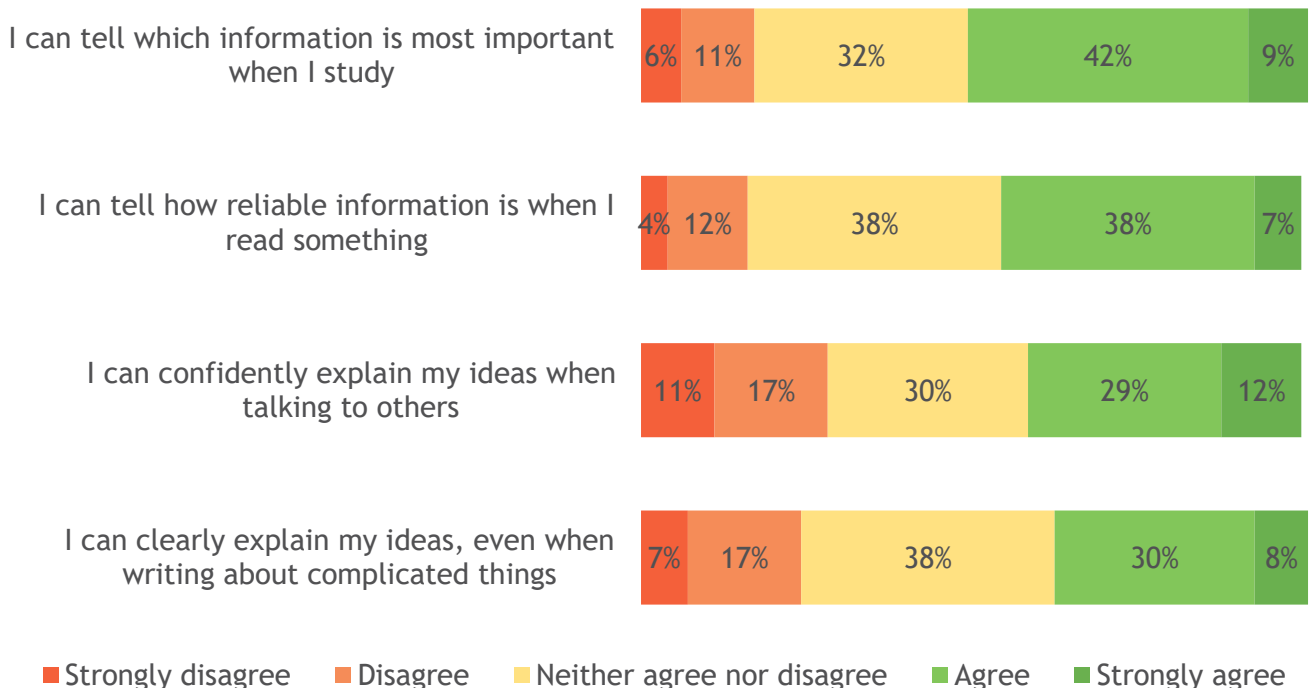
Use of appropriate study strategies

The average score for the use of appropriate study strategies scale is 3.24 out of 5. While the overall average score for the use of appropriate study strategies is reasonable in comparison to other attainment raising scales, agreement is fairly low to the individual items and responses are characterised by respondents identifying that they neither agree nor disagree with the items. This may indicate a lack of understanding of the items (although the items have been through cognitive testing with this age group to test understanding) or that they are unable to apply their understanding of this question to their experience.

51% of pupils said that they can tell which information is most important when they study. It is interesting to view this in light of one of the items from the metacognition scale, where 63% of pupils said they really pay attention to important information. This further highlights that learners may need support with understanding which information is important in their studies.

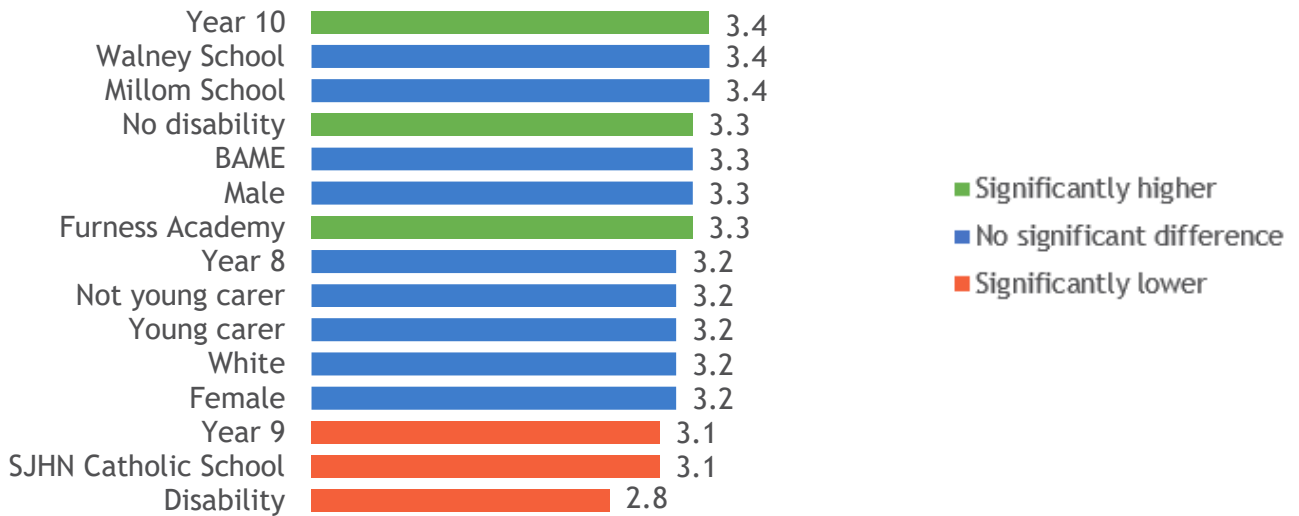
This data also indicates that pupils may find critical evaluation of sources difficult with only 45% saying they can tell how reliable information is when they read something and 16% disagreeing that this is the case. Further, communication of young people's ideas is an area which may benefit from further support, with 28% of pupils saying that they do not feel confident explaining their ideas to others and 24% saying they do not feel able to explain they ideas, even when they are writing about something complicated.

Please think about how you learn and what you do when you study, then indicate to what extent you agree or disagree. Base: All respondents (679)



There are significantly higher scores for those with no disability (3.3), Year 10s (3.4), and those from Furness Academy (3.3) as well as significantly lower scores for those with a disability (2.8), Year 9s (3.1), and those from St John Henry Newman Catholic School (3.1). However, relative importance analysis shows that the pupils from St John Henry Newman Catholic School is the most important factor to predict lower scores.

Study strategies average by demographic groups (out of 5)



Although pupils at St John Henry Newman Catholic School are only significantly behind their peers on two items in the study strategies scale, they still have a lower proportion agreeing to all items in the scale compared to their peers, which is why their average score overall is lower.

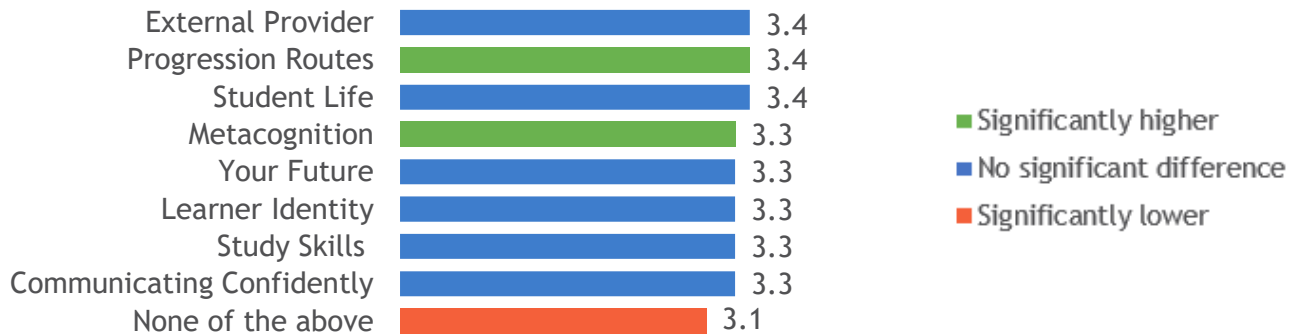
Significantly different study strategies %, for groups identified in relative importance analysis

Statement	St John Henry Newman Catholic School
I can tell which information is most important when I study	●
I can tell how reliable information is when I read something	●
I can clearly explain my ideas, even when writing about complicated things	
I can confidently explain my ideas when talking to others	

● significantly higher % ● significantly lower %

There are significantly higher scores for those who completed the metacognition (3.3) and Progression Routes (3.4) workshops as well as significantly lower scores for those who have not completed any activities (3.1).

Study strategies average by Hello Future activity (out of 5)



The study skills workshops is associated with a higher proportion of pupils reporting the ability to assess whether information is reliable, however has limited association with higher scores in other areas. This indicates that being able to tell which information is important, explaining their ideas (when talking or writing) are areas where pupils could benefit from additional support in the study skills workshop.

Significantly different study strategies %, for activities linked to this measure in Theory of Change

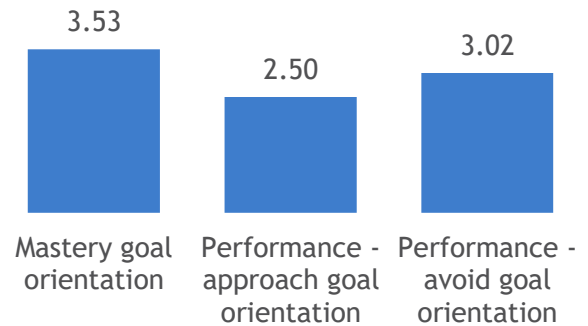
Statement	Study skills
I can tell which information is most important when I study	
I can tell how reliable information is when I read something	●
I can clearly explain my ideas, even when writing about complicated things	
I can confidently explain my ideas when talking to others	

● significantly higher % ● significantly lower %

Awareness of how to achieve goals and possible future self

When averaging responses overall for the goal orientation scales, pupils have higher score for the mastery goal orientation (3.53 average score), whereby pupils are focused on developing their skills abilities to their own internal standards. This is compared to lower scores for performance-avoid (3.02 average score) and performance-approach (2.50 average score) goal orientation, which relate to avoiding incompetence or demonstrating competence compared to others.

Average results (out of 5)

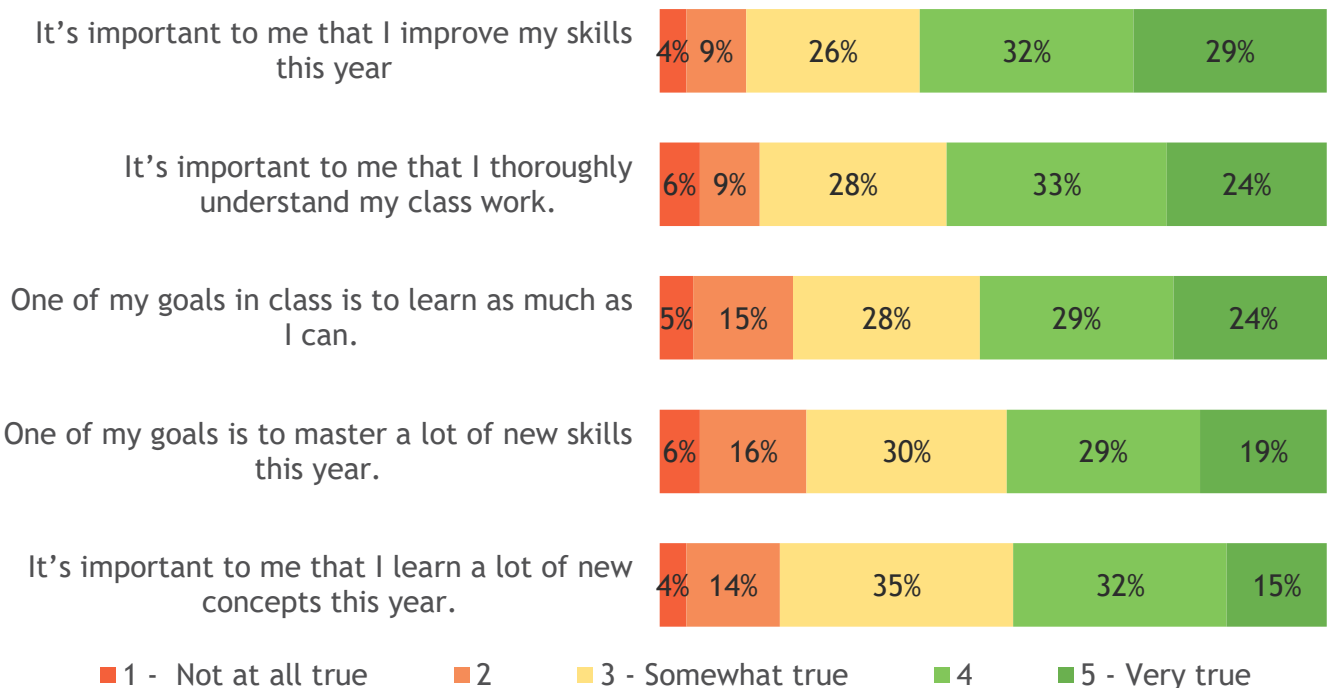


When looking at the mastery goal orientation items, pupils think it is important to improve their skills (61%) and thoroughly understand their class work (57%). They also want to learn as much as they can (53%). However, they feel it is less important for them to master new skills (48%) and learn new concepts (47%). A larger proportion of pupils are interesting in improving existing skills (61%), than mastering new skills (48%)

While, at an overall level, pupils are more likely to be focused on mastery, it is important to note that a similar proportion of pupils feel that not looking stupid is important (49%), compared to mastering new skills (48%) or learning new concepts (47%).

Mastery goal orientation

Base: All respondents (679)

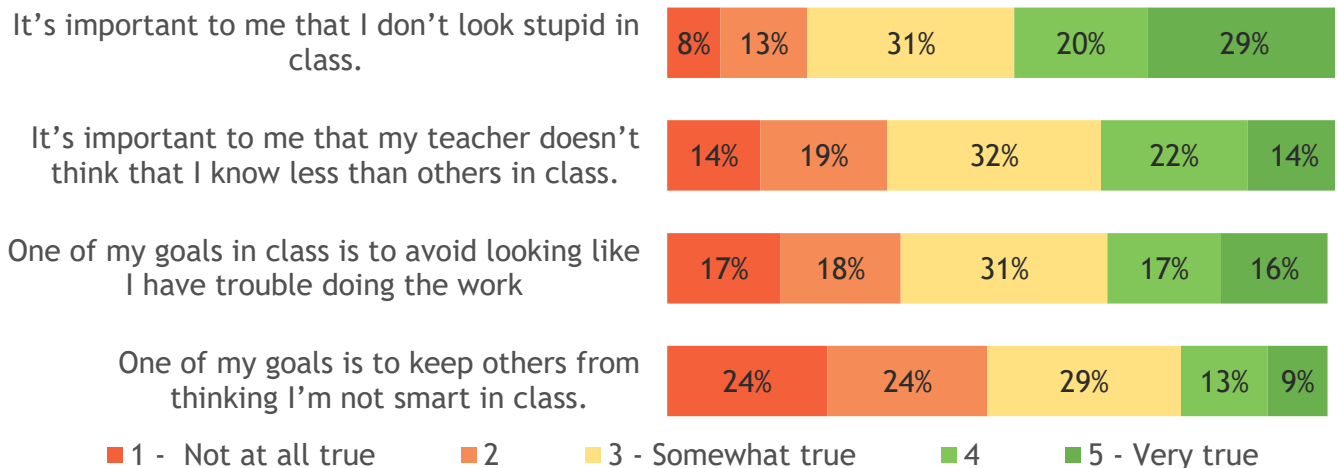


With regard to the performance goal orientation scales, it is common for pupils to want to avoid looking stupid in class with around half of pupils thinking this is important. Just over a third of pupils think it is important that their teachers doesn't think they know less (36%), and they do not appear to be having trouble with their work (34%).

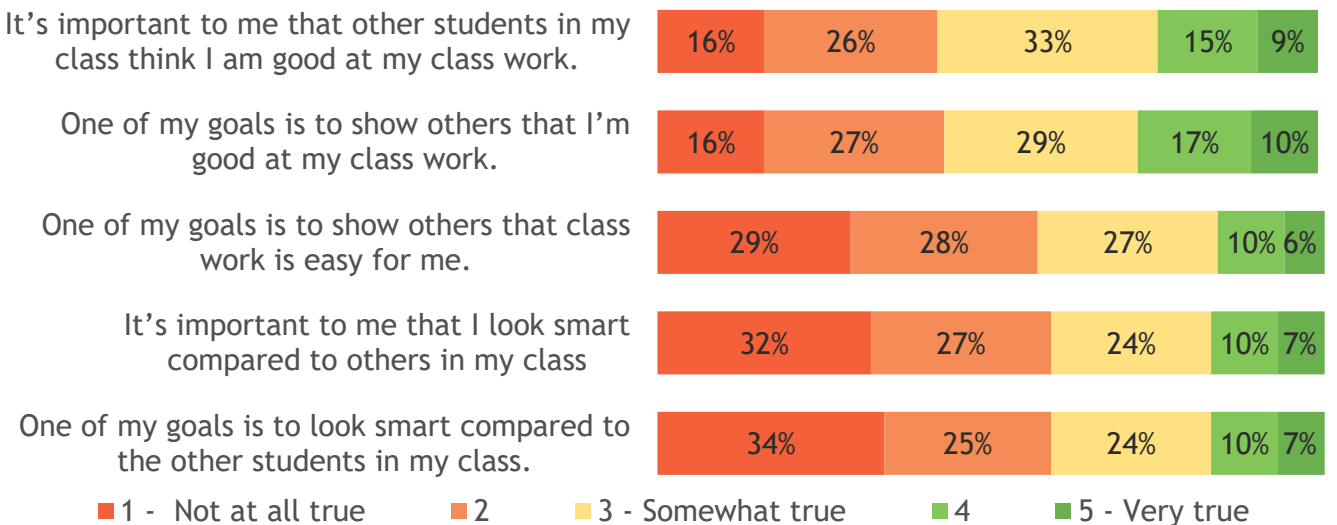
The statements pupils are least likely to think are include:

- One of my goals is to show others that I'm good at my class work. (27%)
- It's important to me that other students in my class think I am good at my class work. (25%)
- One of my goals is to keep others from thinking I'm not smart in class. (23%)
- It's important to me that I look smart compared to others in my class (17%)
- One of my goals is to look smart compared to the other students in my class (17%)
- One of my goals is to show others that class work is easy for me. (15%)

Performance-avoid goal orientation



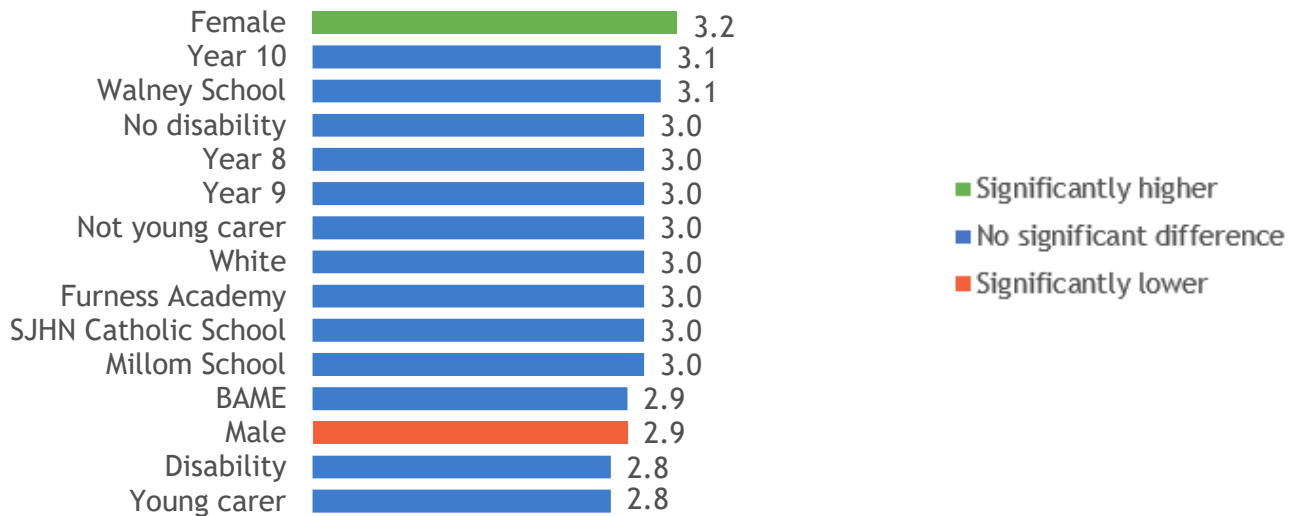
Performance-approach goal orientation



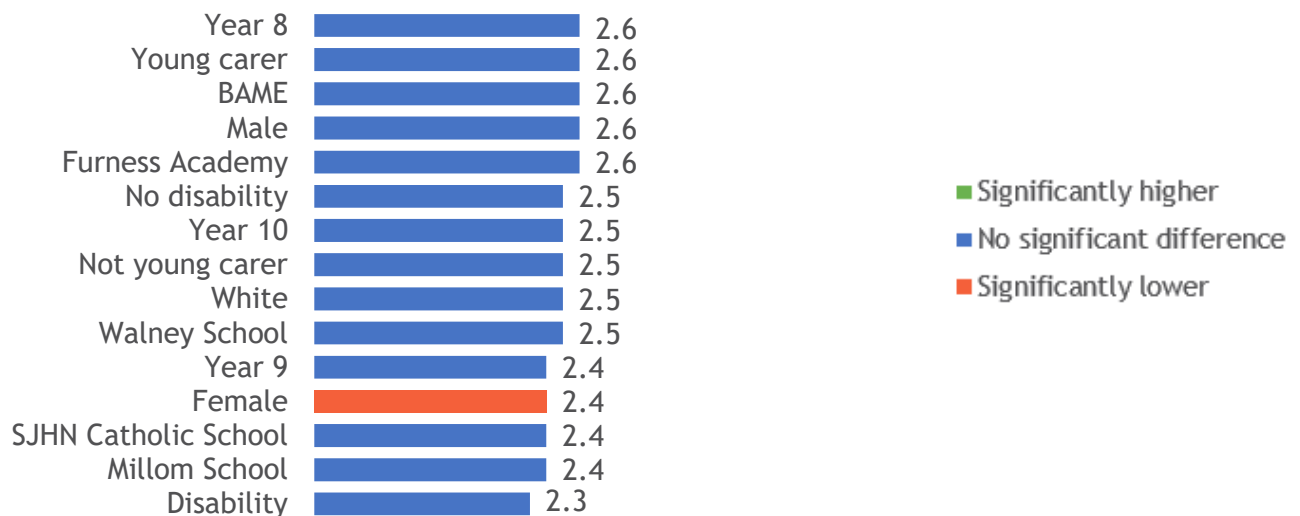
Base: All respondents (679)

Demographic crosstabs for the performance-avoid goal orientation scale show that there are significantly higher scores for female pupils (3.2) and significantly lower scores for male pupils (2.9). Crosstabs for the performance-approach goal orientation scale also shows significantly lower scores for female pupils (2.4). Relative importance analysis shows that the female pupils are the most important factor to predict lower scores of performance-approach and higher scores of performance-avoid. It also shows male pupils as a key factor in predicting low scores of performance-avoid.

Performance-avoid average by demographic groups (out of 5)



Performance-approach average by demographic groups (out of 5)



Female pupils are significantly more likely than their peers to have higher scores for performance-avoid which is largely due to an increased agreement that it is important that they do not look stupid, and that their teacher doesn't think that they know less than others. Female pupils are also significantly more likely than their peers to have lower scores for performance-approach which is largely due to a lower agreement for looking smart compared to others.

Significantly different performance-avoid %, for groups identified in relative importance analysis

Statement	Female	Male
It's important to me that I don't look stupid in class.	●	●
One of my goals is to keep others from thinking I'm not smart in class.		
It's important to me that my teacher doesn't think that I know less than others in class.	●	●
One of my goals in class is to avoid looking like I have trouble doing the work		

● significantly higher % ● significantly lower %

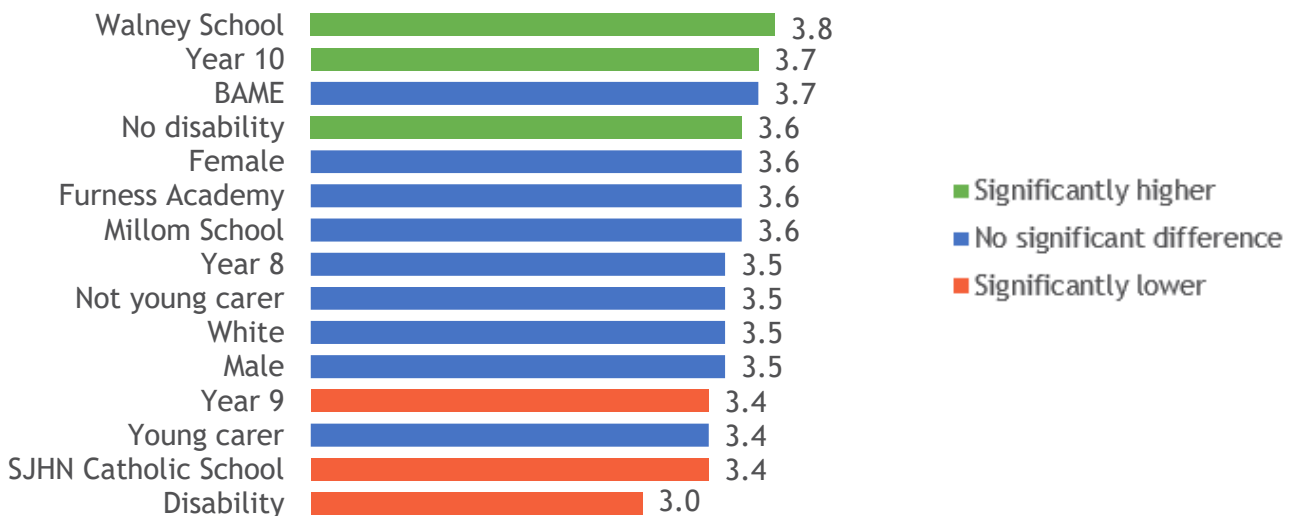
Significantly different performance-approach %, for groups identified in relative importance analysis

Statement	Female	Male
It's important to me that other students in my class think I am good at my class work.		
One of my goals is to show others that I'm good at my class work.		
One of my goals is to show others that class work is easy for me.		
One of my goals is to look smart compared to the other students in my class.	●	●
It's important to me that I look smart compared to others in my class	●	

● significantly higher % ● significantly lower %

Demographic crosstabs for mastery goal orientation show that there are significantly higher scores for pupils with no disability (3.6), Year 10s (3.7), and those from Walney School (3.8) and significantly lower scores for pupils with a disability (3.0), Year 9s (3.4), and those from St John Henry Newman Catholic School (3.4). Relative importance analysis shows that the pupils with a disability or from St John Henry Newman Catholic School are the most important factors to predict lower scores of mastery goal orientation.

Mastery average by demographic groups (out of 5)



St John Henry Newman Catholic School pupils are behind their peers in all items for mastery goal orientation scale, resulting in a significantly different average score. However, they are only significantly behind in three of the items.

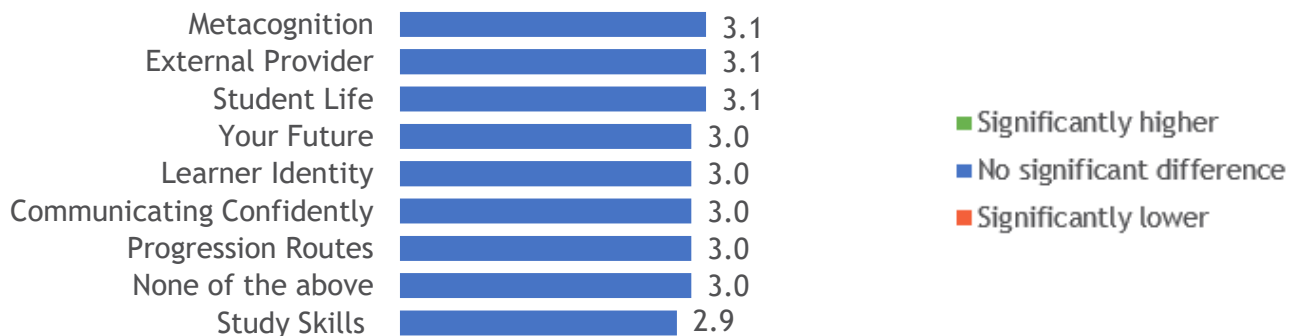
Significantly different mastery %, for groups identified in relative importance analysis

Statement	Disability	St John Henry Newman Catholic School
It's important to me that I learn a lot of new concepts this year.	●	
One of my goals in class is to learn as much as I can.	●	●
One of my goals is to master a lot of new skills this year.	●	
It's important to me that I thoroughly understand my class work.	●	●
It's important to me that I improve my skills this year	●	●

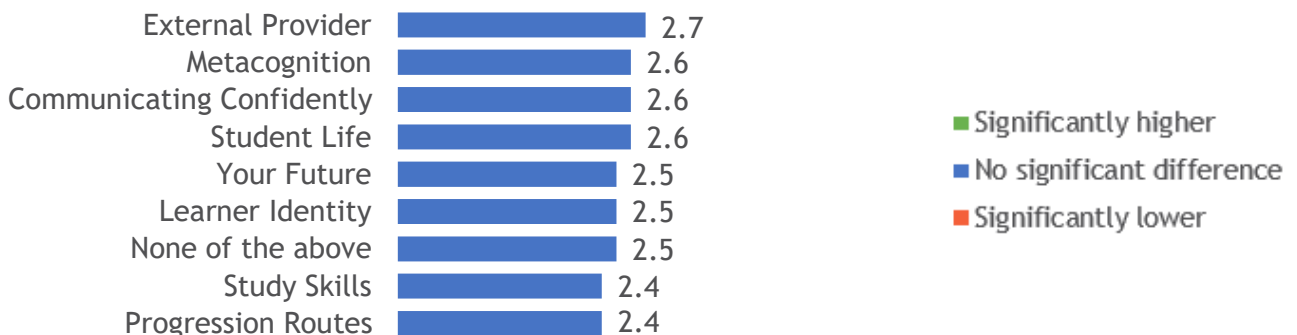
● significantly higher % ● significantly lower %

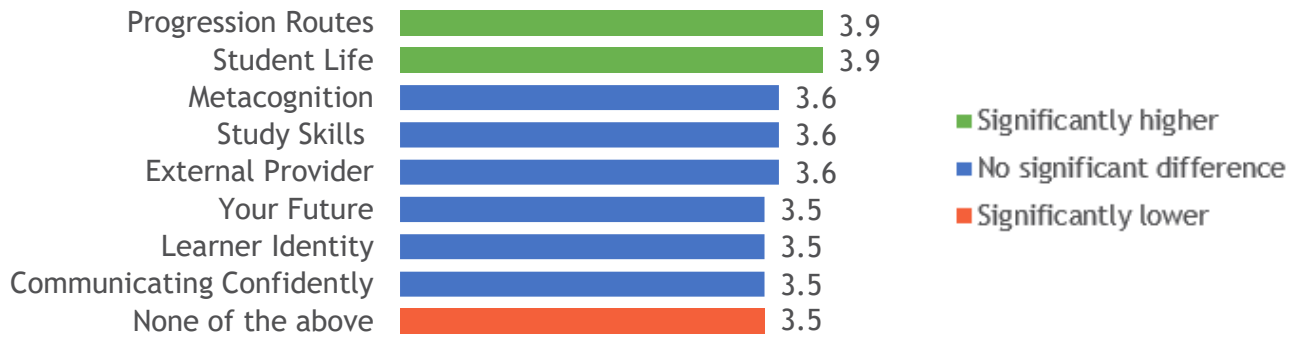
Activity crosstabs for mastery goal orientation show that there are significantly higher scores for those who completed the Progression Routes (3.9) and Student life (3.9) workshops; as well as significantly lower scores for those who have not completed any activities (3.5). There were no significant differences for the average scores of the performance-based orientations.

Performance-avoid average by Hello Future activity (out of 5)



Performance-approach average by Hello Future activity (out of 5)



Performance-approach average by Hello Future activity (out of 5)

The two workshops which are highlighted in Hello Future's theory of change to impact awareness of goals (Your Future and Communicating Confidently workshops) were not shown to have an association with significantly higher responses to the individual items in the goal orientation scales.

A warm, orange-toned photograph of a person's hands writing in a notebook on a wooden table. A white cup of coffee sits on a saucer in the foreground, and a dark bag is visible in the background. The text 'Findings - Higher Education Progression' is overlaid in white.

Findings - Higher Education Progression

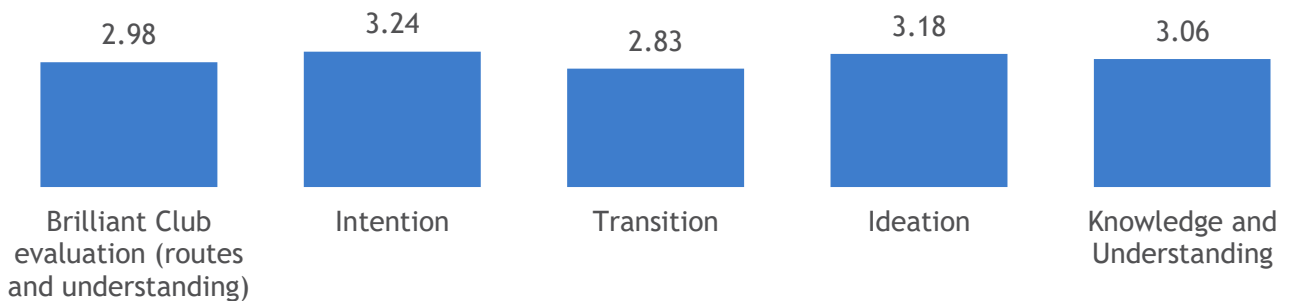
Higher Education Progression

Overview

Pupils' highest average overall score within the higher education progression scale is with their intention to attend higher education (3.24). This is closely followed by their ideation (or confidence they could perform well - 3.18).

Pupils' lowest score is with their transition to higher education (2.83). Pupils' knowledge and understanding of higher education is at 3.06 however their understanding of the routes to higher education is lower at 2.98.

Average results (out of 5)

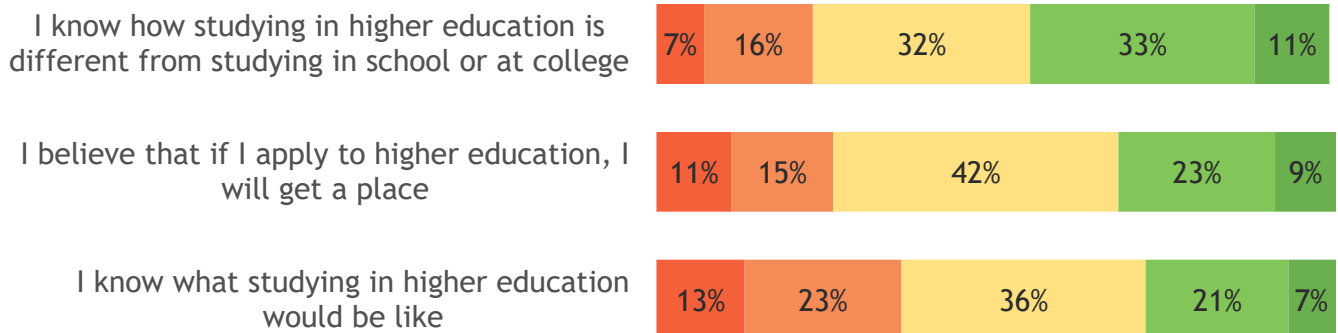


Higher Education Knowledge and Understanding

44% of pupils agree that they know how studying in higher education is different from studying in school or college, however only 28% know what studying would be like. Only 32% of pupils believe they would get a place in higher education if they applied, and a higher proportion were neutral when answering this question (42%).

Please think about each statement and indicate the extent to which you agree or disagree

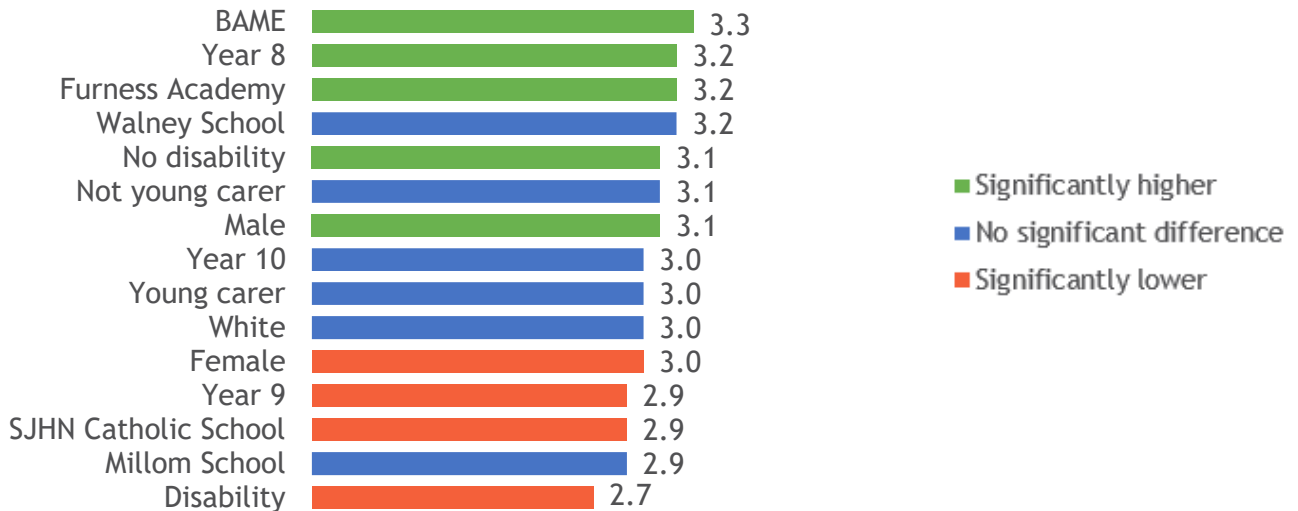
Base: All respondents (679)



■ Strongly disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Strongly agree

Demographic crosstabs show that there are significantly higher levels of knowledge and understanding for pupils with no disability (3.1), Year 8s (3.2), pupils from a BAME background (3.3), male pupils (3.1) and those from Furness Academy (3.2). There are significantly lower scores for pupils with a disability (2.7), Year 9s (2.9), female pupils (3.0) and those from St John Henry Newman Catholic School (2.9). Relative importance analysis shows that pupils with a disability are the most important factor to predict lower scores of knowledge and understanding.

Higher Education Knowledge and Understanding average by demographic groups (out of 5)



Pupils with a disability are behind their peers in all items in this scale, resulting in a significantly different average score. However, they are only significantly behind in one item.

Significantly different Higher Education Knowledge and Understanding %, for groups identified in relative importance analysis

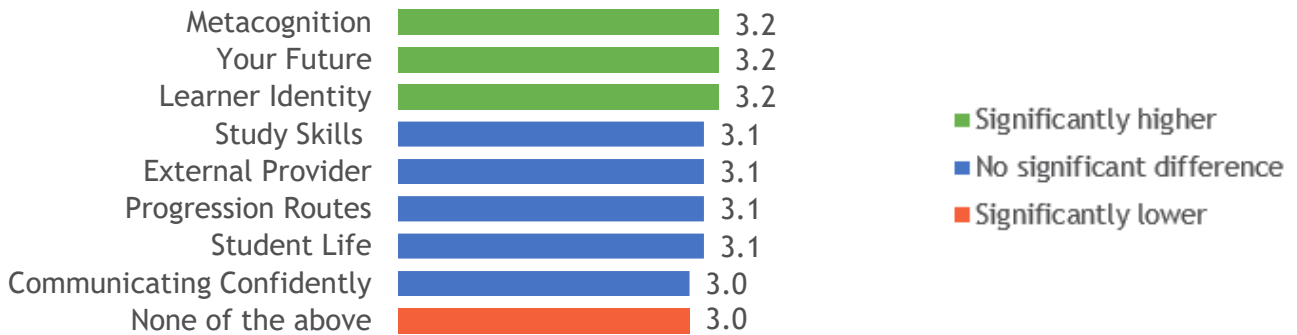
Statement	Disability
I know what studying in higher education would be like	●
I know how studying in higher education is different from studying in school or at college	
I believe that if I apply to higher education, I will get a place	

● significantly higher % ● significantly lower %

Crosstabs conducted on the Hello Future activities by the knowledge and understanding scale showed that there are significantly higher scores for those who took part in the metacognition (3.2), Your Future (3.2) or Learner Identity (3.2) workshops, as well as significantly lower scores for those who have not taken part in any activities (3.0).

The workshop related to this scale (Progression Routes) was not shown to have an association with significantly higher responses to the individual items in the knowledge and understanding scale.

Higher Education Knowledge and Understanding by Hello Future activity (out of 5)



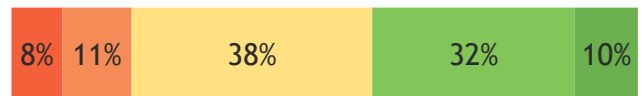
Higher Education Ideation

Pupils' ideation is the second highest overall average of all scales within higher education. Despite this, agreement is fairly low, due to respondents selecting neither agree nor disagree for each item. 4 in 10 pupils agree that they could get the results needed to progress and have the academic ability to do well in higher education, however a similar proportion said they neither agree nor disagree. 31% of pupils feel they could manage with the level of study, whereas 41% were neutral. This may indicate pupils' being unsure about the academic ability and study level required. This is also shown in the knowledge and understanding scale, whereby only 28% of pupils agreed that they knew what studying at higher education would be like.

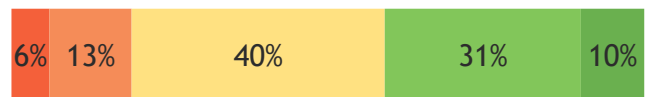
Please think about each statement and indicate the extent to which you agree or disagree

Base: All respondents (679)

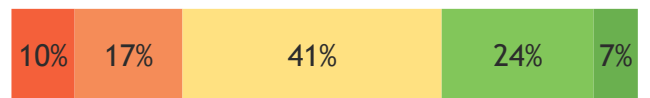
I am confident that I can get the exam results required to progress to higher education



I have the academic ability to do well in higher education



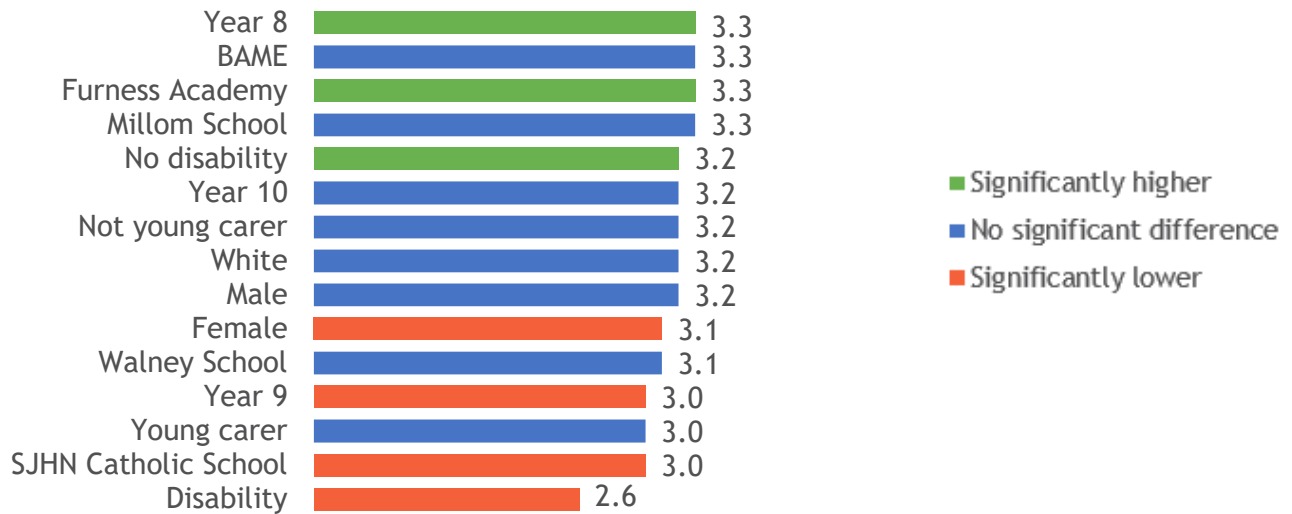
I could manage with the level of study required in higher education



Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

Demographic crosstabs show that there are significantly higher scores for pupils with no disability (3.2), Year 8s (3.3), and those from Furness Academy (3.3); as well as significantly lower scores for pupils with a disability (2.6), Year 9s (3.0), female pupils (3.1) and those from St John Henry Newman Catholic School (3.0). Relative importance analysis shows that the pupils with a disability are the most important factor to predict lower scores of ideation.

Higher Education Ideation average by demographic groups (out of 5)



It is important to note that pupils with a disability are also behind their peers for the item 'I could manage with the level of study required in higher education', however not significantly so.

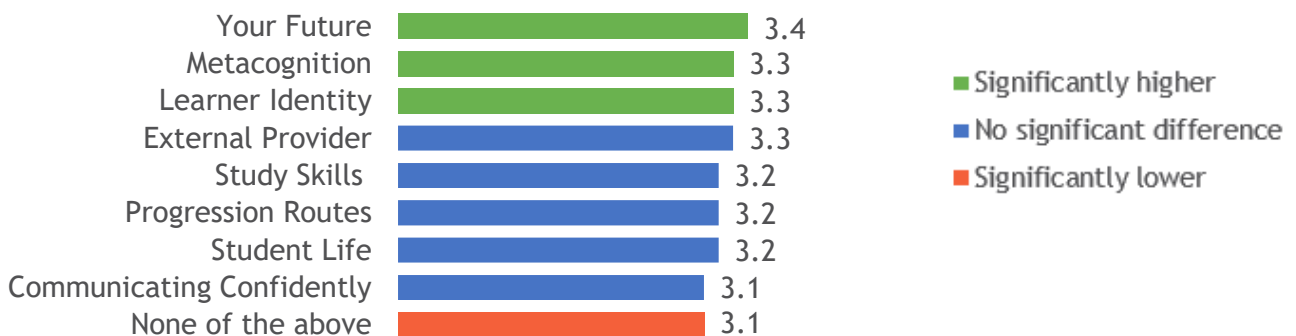
Significantly different Higher Education Ideation %, for groups identified in relative importance analysis

Statement	Disability
I am confident that I can get the exam results required to progress to higher education	●
I have the academic ability to do well in higher education	●
I could manage with the level of study required in higher education	

● significantly higher % ● significantly lower %

Crosstabs for Helly Future activities by ideation showed that there are significantly higher scores for those who took part in the metacognition (3.3), Your Future (3.4) or Learner Identity (3.3) workshops, as well as significantly lower scores for those who have not taken part in any activities (3.1).

Higher Education Ideation by Hello Future activity (out of 5)



Please be aware that the workshop related to this scale (Progression Routes) was not shown to have an association with significantly higher responses to the individual items in the ideation scale.

Knowledge of Higher Education Routes

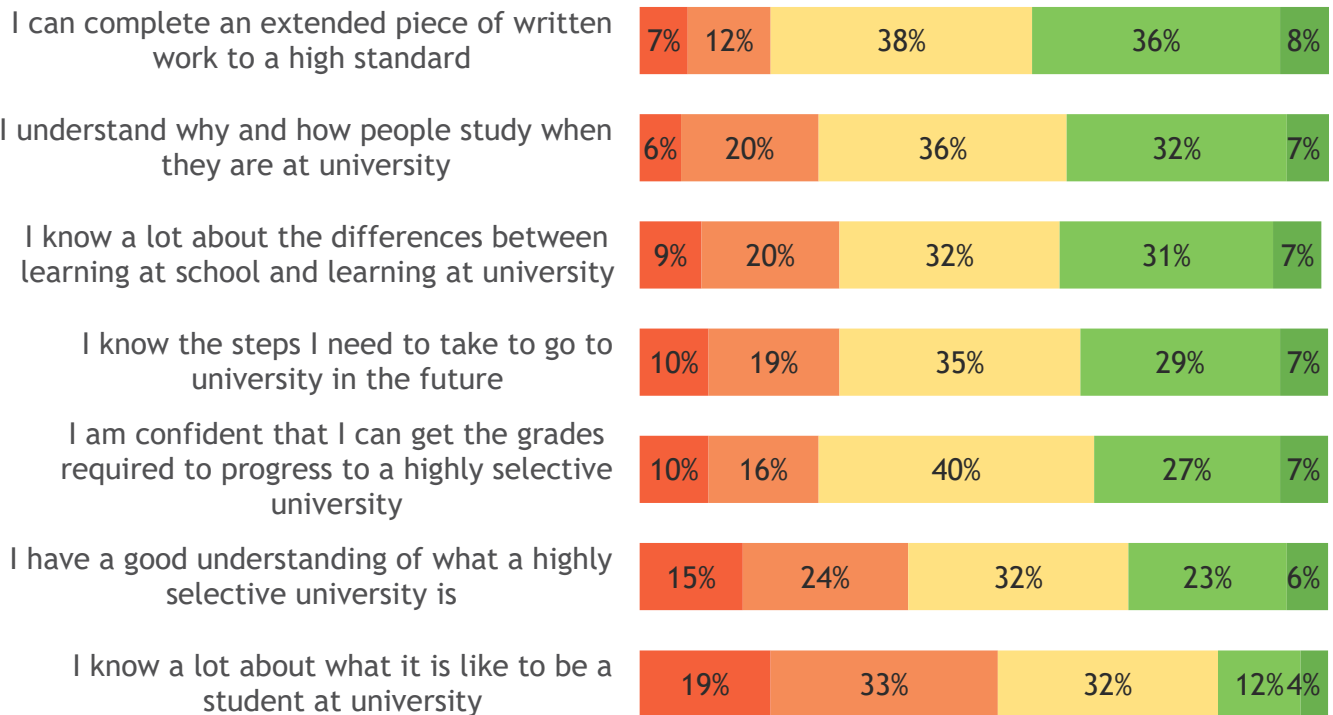
When looking at knowledge of routes to higher education items, it was rare for pupils to agree that they know a lot about what it is like to be a student (16%). This is lower than the proportion who agreed that they knew what studying at higher education would be like (28%) in the knowledge and understanding domain and indicates that pupils may be unaware of the other aspects of student life. 44% of pupils agreed that they can complete an extended piece of written work to a high standard which is a similar proportion to those who report confidence in their academic ability at university in the ideation scale.

Key areas pupils need support with include:

- **How to get into university:** 36% know the steps they need to take to go to university
- **What makes a university 'highly selective':** 29% understand what a highly selective university is and 34% think they could get the grades to get into a highly selective university.

Please think about each statement and indicate the extent to which you agree or disagree

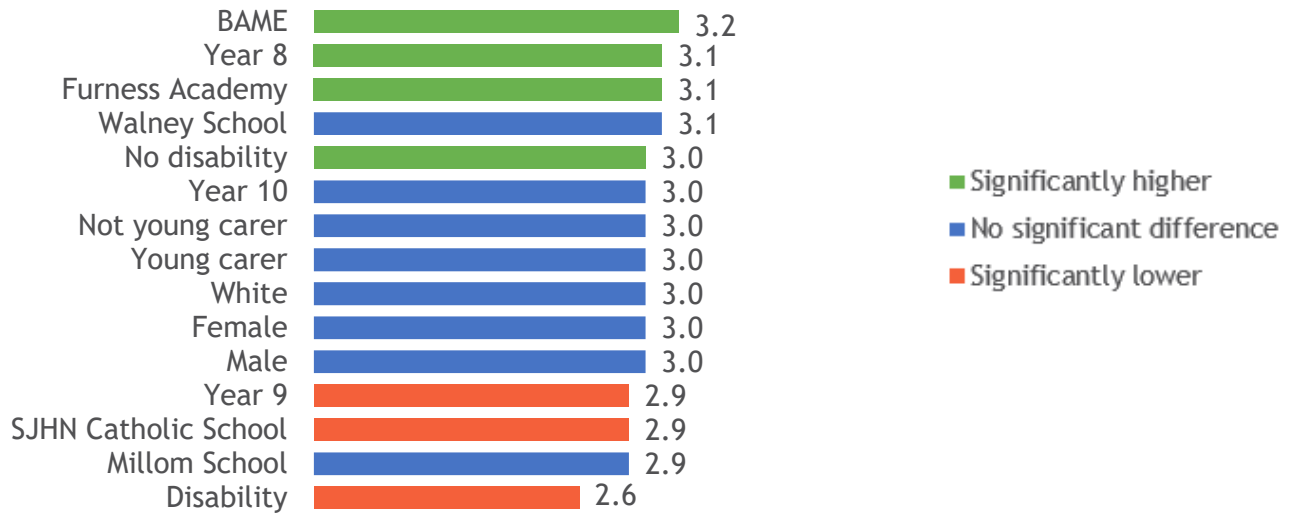
Base: All respondents (679)



■ Strongly disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Strongly agree

Demographic crosstabs show that there are significantly higher scores for pupils with no disability (3.0), Year 8s (3.1), pupils from a BAME background (3.2) and those from Furness Academy (3.1); as well as significantly lower scores for pupils with a disability (2.6), Year 9s (2.9), and those from St John Henry Newman Catholic School (2.9). Relative importance analysis shows that the pupils with a disability are the most important factor to predict lower scores of knowledge of routes to higher education items.

knowledge of routes to higher education average by demographic groups (out of 5)



Pupils with a disability are behind their peers for all items within this scale however they are only significantly so for four items.

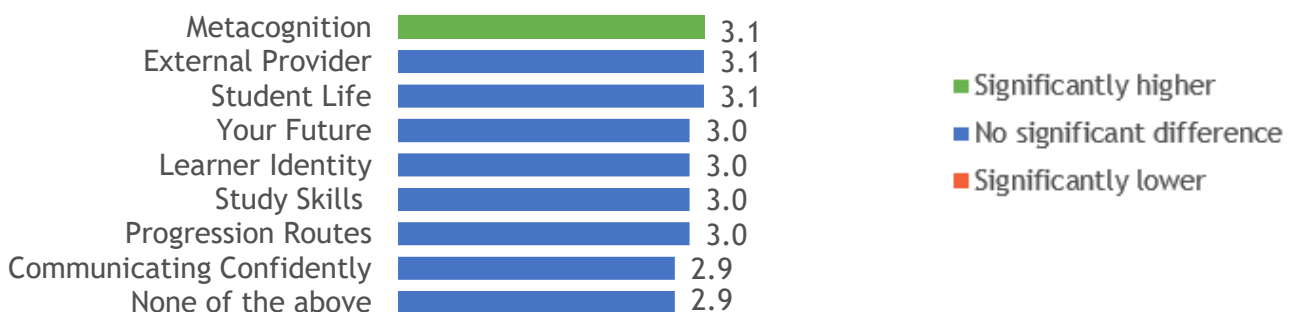
Significantly different knowledge of routes to higher education %, for groups identified in relative importance analysis

Statement	Disability
I can complete an extended piece of written work to a high standard	●
I understand why and how people study when they are at university	
I know a lot about what it is like to be a student at university	
I have a good understanding of what a highly selective university is	●
I know a lot about the differences between learning at school and learning at university	●
I know the steps I need to take to go to university in the future	
I am confident that I can get the grades required to progress to a highly selective university	●

● significantly higher % ● significantly lower %

Activity crosstabs for ideation showed that there are significantly higher scores for those who took part in the metacognition workshop (3.1). The workshop related to this scale (Progression Routes) was not shown to have an association with significantly higher responses to the individual items in the knowledge of routes to higher education items.

Knowledge of routes to higher education by Hello Future activity (out of 5)

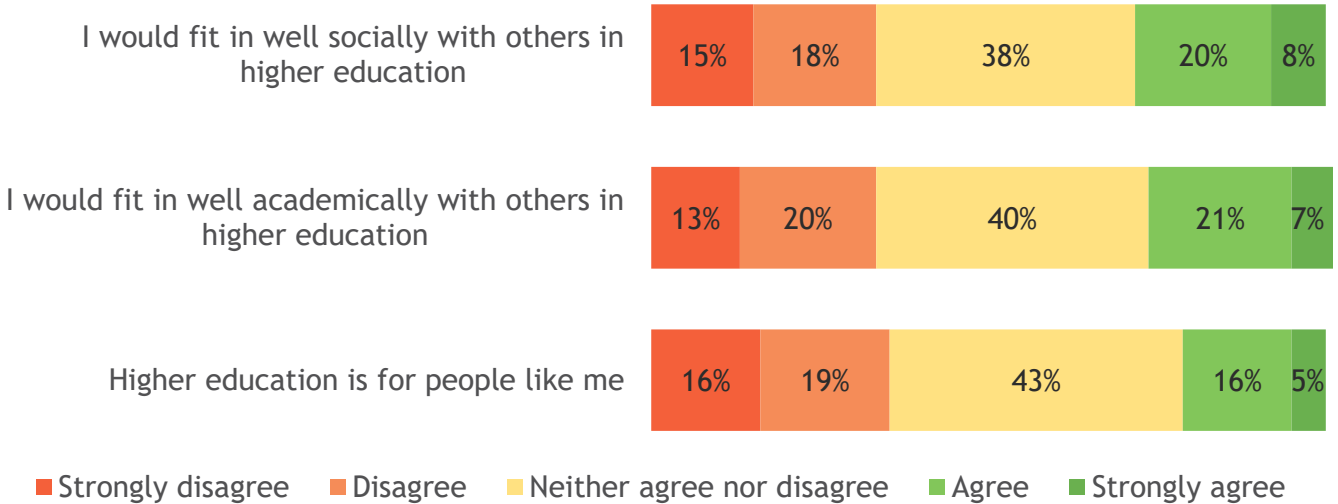


Confidence in Higher Education Transition

Confidence in the transition to Higher Education is the lowest average overall score for Higher Education Progression scales. Only 21% of pupils agree that higher education is for people like them and 28% of pupils agree that they would fit in with others in higher education, either socially or academically. It is important to note that the proportion that said they neither agree nor disagree is larger than those that disagreed with these statements.

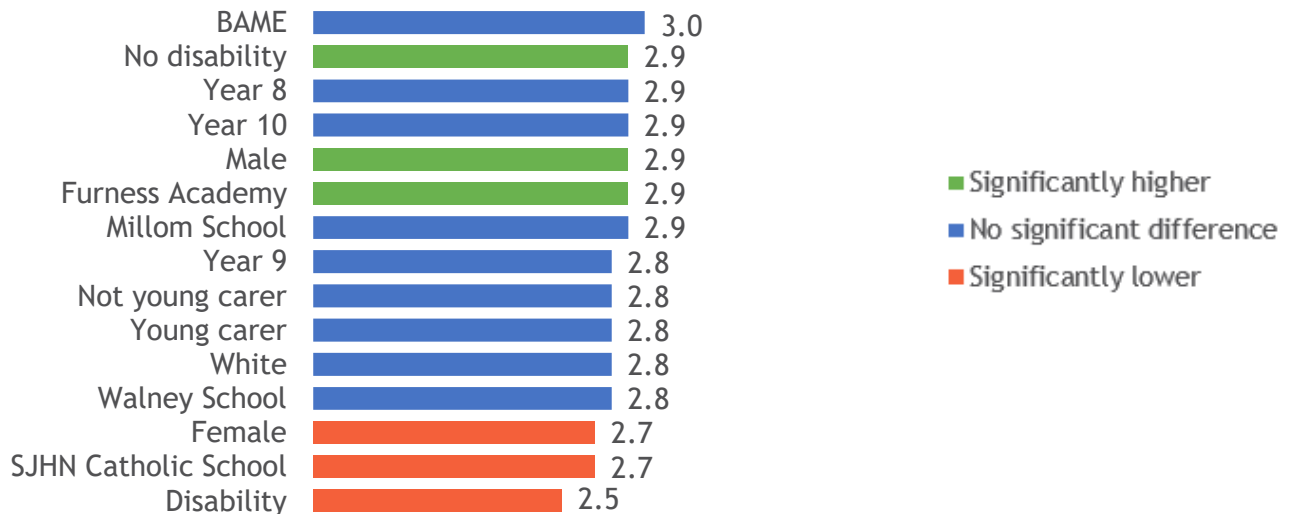
Please think about each statement and indicate the extent to which you agree or disagree

Base: All respondents (679)



Demographic crosstabs show that there are significantly higher scores for pupils with no disability (2.9), male pupils (2.9) and those from Furness Academy (2.9); as well as significantly lower scores for pupils with a disability (2.5), female pupils (2.7), and those from St John Henry Newman Catholic School (2.7). Relative importance analysis shows that female pupils, pupils from St John Henry Newman Catholic School and pupils with a disability are the most important factors to predict lower scores of transition.

Higher Education Transition average by demographic groups (out of 5)



Pupils with a disability are behind their peers in all items, resulting in a significantly lower overall score however, they are not significantly behind any of the individual items. While pupils at St John Henry Newman Catholic School have similar levels of agreement to their peers for the items 'Higher education is for people like me' and 'I would fit in well socially with others in higher education', they are significantly more likely to disagree with these statements, which is why they have a lower overall score.

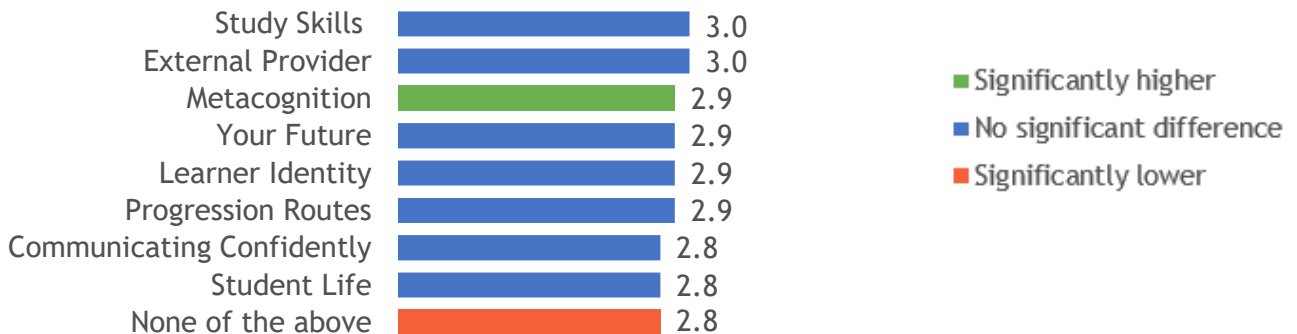
Significantly different Higher Education Transition %, for groups identified in relative importance analysis

Statement	Disability	St John Henry Newman Catholic School	Female
Higher education is for people like me			●
I would fit in well academically with others in higher education		●	●
I would fit in well socially with others in higher education			●

● significantly higher % ● significantly lower %

Crosstabs conducted on the Hello Future Activities for the transition scale showed that there are significantly higher scores for those who took part in the metacognition workshop (2.9), as well as significantly lower scores for those who have not taken part in any activities (2.8). The workshop related to this scale (Progression Routes) was not shown to have an association with significantly higher responses to the individual items within the ideation scale.

Higher Education Transition average by Hello Future activity (out of 5)



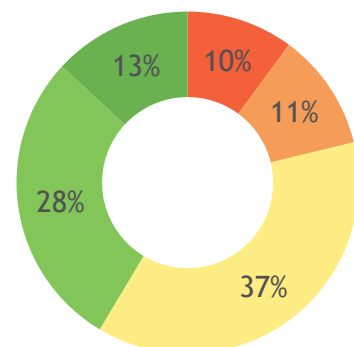
Higher Education Intention

Intention of going to higher education has the highest average score (3.24 out of 5) among the higher education progression scales. Despite this, only 41% of pupils agree that they are thinking about going into higher education; whereas 37% said neither agree nor disagree. This scale has one of the lowest levels of disagreement.

I am thinking about going to higher education in the future.

Base: All respondents (679)

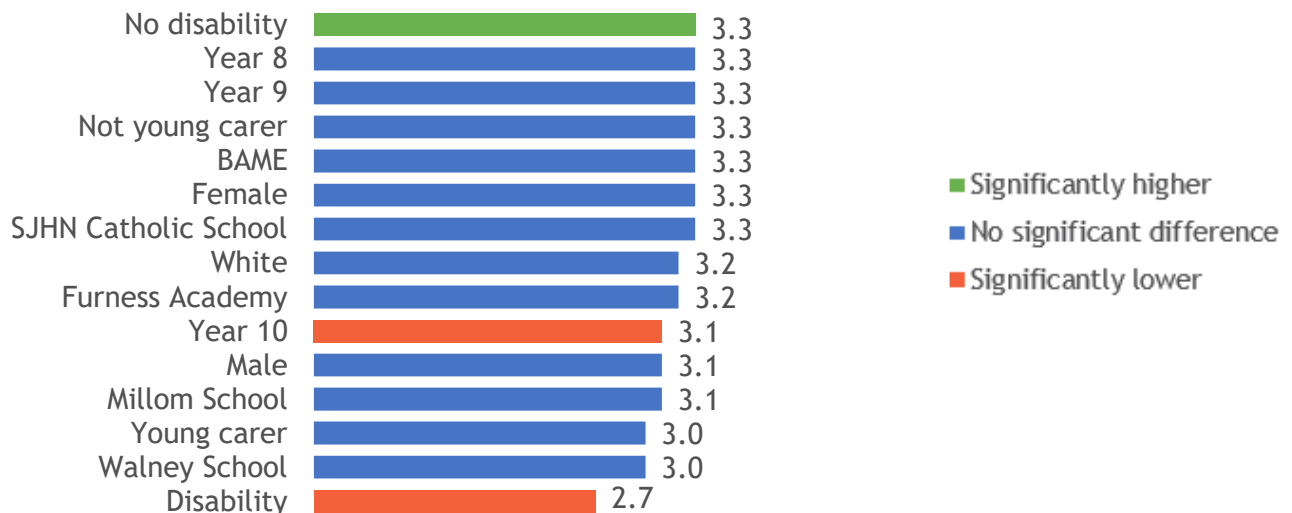
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree



Demographic crosstabs show that there are significantly higher scores for intention for pupils with no disability (3.3) and significantly lower scores for pupils with a disability (2.7) and Year 10s (3.1).

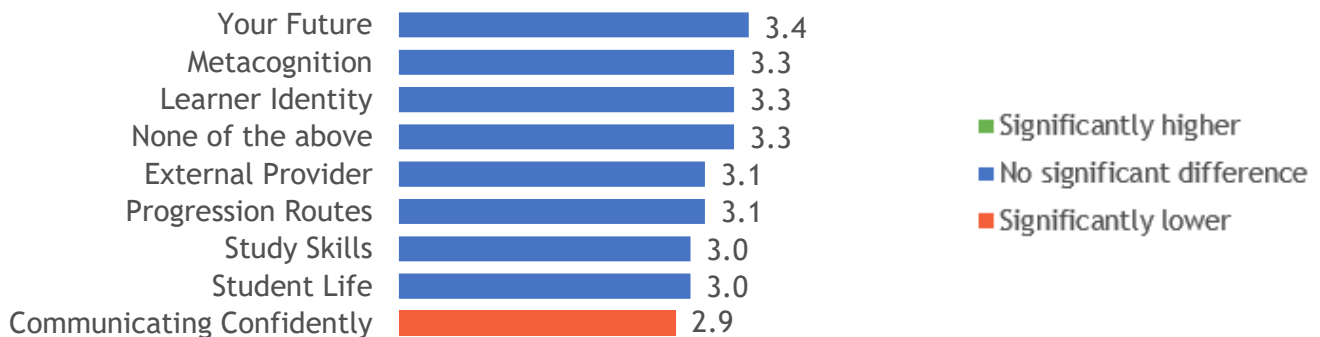
Relative importance analysis shows that pupils with a disability are the most important factor to predict lower scores for intention. There were no significant differences in the proportion of pupils with a disability who agreed, however pupils with a disability are significantly more likely to disagree than their peers, which is why they have a lower overall score.

Higher Education Intention average by demographic groups (out of 5)



Activity crosstabs for intention showed that there are significantly lower scores for those who took part in the communicating confidently workshop (2.9). The workshop related to this scale (Student Life) was not shown to have an association with significantly higher responses to the intention scale.

Higher Education Intention average by Hello Future activity (out of 5)



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