September 2024

My Future Selves

Wave 3 Report – 2023/2024

Insight Report for Hello Future



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Background & Methodology

Background

In 2021 Hello Future commissioned Cosmos to conduct a research programme to track the impact of the implementation of their new Progression framework “Future Selves” on target schools and learners.

Wave 1 (Baseline survey) of this study looked at pupil agreement with 27 theme statements (split into 5 themes) and their 'Intention to study at higher education'. The themes were based on Hello Future's Progression framework. Following exploratory factor analysis to test and adjust the allocation of these statements & themes, they were refined for input into the Wave 2 survey and subsequently Wave 3 survey which this report focuses on.

The Wave 2 study looked at 20 of the original statements split into 4 themes, plus an additional theme “My Confidence & Attainment expectations” consisting of 5 statements. The latest Wave 3 study content replicated that of Wave 2, with one of the statements of the “My Confidence & Attainment expectations” theme removed (specifically “I need extra support to achieve my predicted grades”) as it was found to have a negative correlation with the rest of the statements within the theme.

The intervention themes have been analysed both at a total level (i.e., the combination of all the statements/ questions within a specific theme) and by individual statement.



Methodology

The Future Selves Wave 3 online survey was distributed to learners across Cumbria via the Hello Future outreach team between September 2023 and July 2024.

The survey measured learner agreement on 5 intervention themes developed through the original interpretation of the Hello Future Progression framework and subsequent analysis of the Wave 1 and Wave 2 survey data. The resulting intervention themes included in the Wave 3 survey were:

- My Transition into Higher Education
- My Ideas, Self-Belief and Personal expectations
- My knowledge of and Understanding about Higher Education
- Developing Awareness of me and how to reach my goals
- My Confidence & Attainment expectations

Additionally, learners' 'Intention to study at higher education' and demographic information was captured.

This report looks at any progress that students have made on the measures since the initial baseline survey (Wave 1) conducted in 2021/2022 academic year and the previous Wave 2 survey conducted in the 2022/2023 academic year. We also discuss any differences by key demographic groups (where base sizes allow).



Sample

This report looks at two different samples:

Same learner sample (priority sample) - Due to the requirement to follow learners through their journey and measure the progress of the same cohort of pupils, the analysis in this report also looks at the set of learners who completed the Wave 1 survey (when in year groups 9-11), the Wave 2 survey (when in year groups 10-12) and the Wave 3 survey (when in year groups 11-13). These are referred to throughout the report as 'Same learners'. There were 167 same learners in the study.

Total learner sample – In total 522 learners in Cumbria completed the Future Selves Wave 3 survey between September 2023 and July 2024, 39 being from Carlisle & Eden, 367 from Furness and 116 West Cumbria. Learners from year groups 11 to 13 participated in the survey as a result of their involvement with the Hello Future Outreach Team.



Sample & Demographics

Sample profile – Same Learners in Waves 1,2 & 3

For the Same learner sample, given the base sizes of key subgroups, it was feasible to analyse the results on the total sample level (167 pupils) and by gender and Uni Connect status. Analysis by year group, Institution type (School vs FE) and Region was not possible due to base sizes being too low.

	Respondent nos.	%
Total	167	100%
Carlisle & Eden**	1	1%
Furness	145	87%
West Cumbria**	21	13%
Year Group 11	162	97%
Year Group 12**	5	3%
Year Group 13**	0	0%
School (Year 11)	162	97%
FE (Years 12/13)**	5	3%

	Respondent nos.	%
Male	92	55%
Female	69	41%
Other/ Refused**	6	4%
Uni Connect Target*	43	26%
Uni Connect Non target	115	69%
Unknown	9	5%
White	156	93%
BAME**	9	5%
Refused**	2	1%

*Small sample (<50) ** Base size too low (<30)

Same Learners = the same set of pupils who were surveyed in Wave 1 (when in year groups 9-11), were also surveyed in Wave 2 (when in year groups 10-12), were also surveyed in Wave 3 (when in years 11-13).

Where sample sizes don't add to total sample, respondent either didn't answer question or allocated to 'Other' category.

Sample profile – Total Learners in Waves 1, 2 & 3

The Total learner sample size was large enough to enable analysis by a greater number of subgroups including key demographics, year group and institution type, with some caveats around small sample sizes (<50) in Carlisle & Eden and Year 12 pupils.

	Respondent nos.			%		
	Wave 1	Wave 2	Wave 3	Wave 1	Wave 2	Wave 3
Total	1465	1790	**522**	100%	100%	**100%**
Carlisle & Eden*	275	826	**39**	19%	46%	**7%**
Furness	538	564	**367**	37%	32%	**70%**
West Cumbria	652	391	**116**	45%	22%	**22%**
Year Group 11	743	273	**460**	51%	15%	**88%**
Year Group 12*	355	1306	**42**	24%	73%	**8%**
Year Group 13**	367	211	**20**	25%	12%	**4%**
School (Year 11)	743	273	**460**	51%	15%	**88%**
FE (Years 12/13)	722	1517	**62**	49%	85%	**12%**

	Respondent nos.			%		
	Wave 1	Wave 2	Wave 3	Wave 1	Wave 2	Wave 3
Male	731	826	**251**	50%	46%	**48%**
Female	683	878	**257**	47%	49%	**49%**
Other/ Refused**	51	86	**14**	3%	5%	**3%**
UC Target	459	293	**127**	31%	16%	**24%**
UC Non target	626	1385	**377**	43%	77%	**72%**
Unknown**	380	112	**18**	26%	6%	**3%**
White	1399	1675	**489**	96%	94%	**94%**
BAME*	57	90	**29**	4%	5%	**6%**
Refused**	0	23	**4**	0%	1%	**1%**

*Small sample (<50) ** Base size too low (<30)

Total Learners = all pupils who were surveyed in Wave 1 (when in year groups 9-11), all who were surveyed in Wave 2 (when in year groups 10-12) and all who were surveyed in Wave 3 (when in year groups 11-13).

Where sample sizes don't add to total sample, respondent either didn't answer question or allocated to 'Other' category.

Summary & Recommendations

Key take-aways



High Level State of Play

In the 2023/ 2024 academic year the state of play remains very consistent with that of the previous academic year. Themes '**My Confidence and Attainment Expectations**', '**Awareness of Me and How to Reach My Goals**' and '**My Ideas, Self-Belief and Personal Expectations**' are the higher scoring ones with more pupils agreeing with them compared to themes '**My Transition into Higher Education**' and particularly '**My Knowledge of and Understanding about HE**'.

'**Intention to Study at HE**' is still a mid-scoring theme, with scores also in line with those of the previous wave.



Where The Biggest Gains Are

'**My Knowledge of and Understanding about HE**' is the theme where we see a significant uplift vs the baseline wave which could be a result of a cumulative effect of the intervention activity and the composition of the Wave 3 sample (mainly Year 11 pupils). This uplift can be seen across most key subgroups.

Despite a significant increase in pupils' agreement with his theme, it's still lowest scoring and needs continued improvement, particularly in terms of statement "I know how to apply to university/higher education".



Uni Connect Status

Perhaps unsurprisingly, the Uni Connect Non target pupils are more likely to agree with the HE-focused themes compared to the Uni Connect Target pupils. Agreement with the more self-focused themes i.e. '**My Ideas, Self-Belief and Personal Expectations**' and '**Awareness of Me and How to Reach My Goals**' are on par for both groups.

Attitudes of the Uni Connect Target pupils have remained consistent on most themes vs the previous wave, with a minor decrease in agreement to themes '**Intention to Study at HE**' and '**My Transition into Higher Education**'.

Key take-aways

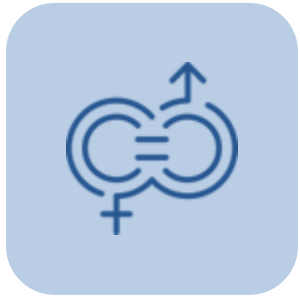


Regional Differences

Looking at the regional differences*, pupils in Furness and West Cumbia are generally more likely to agree with most of the 'Future Selves' themes with this trend being particularly noticeable in terms of theme '**My Knowledge of and understanding about HE**' where both regions have seen gains since vs earlier waves.

Pupils from Carlisle & Eden generally show lower agreement to most themes, with the exception of themes '**Intention to Study at HE**' and '**My Transition into Higher Education**' where the region's agreement is on par of not slightly higher compared to at least one of the two other regions.

* N.B. Regional analysis was possible for Total learners only due to very small base sizes amongst Same learners. The analysis is only indicative due to small sample size in Carlisle & Eden (<50).



Gender Difference

Whist there is a lot of consistency in theme scores of Boys vs Girls, Boys seem somewhat more likely to agree with the theme statements, with this being particularly noticeable for more self-focused themes i.e. '**My Ideas, Self-Belief and Personal Expectations**' and '**Awareness of Me and How to Reach My Goals**'.

Scores for both genders have remained consistent vs Wave 2 for most themes, with the exception of theme '**My Knowledge of and understanding about HE**' where both gender have seen uplifts since vs earlier waves.



Sample Type Differences

There is strong alignment between the Same learner and Total learner samples, both in terms of the theme scores as well as trends vs Wave 2. There have largely been no significant movements vs the previous wave for both samples, with an uplift just for theme '**My Knowledge of and Understanding about HE**'.

On a more granular level, Same learners have shown significant gains vs Wave 2 on statements: "I know what my next step is after my current school/college", "I have all the information I need about my future plans (education, career etc.)", which could be a cumulative result of interventions and the stage in the pupils' education journeys (Year 11 or higher in Wave 3).

Summary – Intention to study at higher education

In the academic year 2023/2024, just over half of Year 11-13 pupils in the 'Future Selves' outreach programme agreed that they "**expect to go to university or study at a higher education institution**". This equates to a **mean score of 4.6** (4.4. for Total learners) on a 7-point scale.

Consistent with the findings of the previous waves, being closer to this point in their education, there is **higher agreement** among pupils who are currently in **Further Education** (Years 12 & 13) vs those in School (Year 11).

Mean scores are also indicatively **higher among Girls** vs Boys and **Uni Connect Non target** pupils vs Target (Uni Connect status having a significant impact if looking at the Total learner sample). Those in the **Carlisle & Eden** region are directionally more likely to express the intention to study at HE (vs in Furness and in West Cumbria).

When looking at the Same learner sample, **Intention to study at HE has remained on par** with the previous waves, with no significant movement neither on the total sample level nor within key demographic subgroups. However, when looking at the Total learner sample (made up largely of Year 11 pupils), **claimed Intention to study at HE has decreased slightly** driven by pupils in School (Year 11), those from West Cumbria, Girls and Uni Connect Target pupils.

Recommendation

Whilst **Intention to study at HE** remains stable in the most recent academic year, it's important to continue providing information and support around Higher Education to pupils, with a greater emphasis on pupils that tend to express lower Intention i.e. **Boys, Uni Connect Target pupils and those based in West Cumbria**.

It is, however, important to understand the reasons behind these lower Intention scores from these particular groups. If these are linked to career paths these pupils are looking to pursue rather than the lack of knowledge and understanding of HE, the support provided needs to reflect that to help these pupils succeed in their chosen paths.

Theme Summary – My Transition into Higher Education



The overall theme has a **relatively low mean score of 4.0** among both Same learners and Total Learners. The score is **higher** among **Uni Connect Non target** pupils and, looking at the Total learner sample, those in **FE** (Vs School) and in the **Furness region** (vs West Cumbria).

Whilst there have been no significant movements vs previous waves among Same learners, among the Total learner sample we see a **decline in agreement among those from West Cumbia**, **Uni Connect Target pupils and Year 11 pupils**. This is mainly driven by a decrease in agreement to statement "I know how university/HE can help me in life".

Within the theme, learners particularly **need support with "knowing what being a university student would be like"** with scores lower than the other statements in the theme (mean score of 3.4 for both Same learners and Total learners compared to the theme average of 4.0). Scores for the golden question "I feel like they would fit in at university" could also be improved as currently 2 in 5 pupils (within both Same and Total learners) don't agree with this statement.

Recommendations

As a strong driver of Intention to study at HE but a relatively low performing one, this area needs to continue to be a **high priority** for Hello Future.

Continue to deliver interventions & activities to help pupils (particularly those approaching the point they need to make a decision regarding HE) with thinking about their transition into HE, specifically in the areas of:

- Understanding how university/ HE can help them in life
- Understanding how they would fit in at university
- What being a university student would be like

Continuing 'Introduction to Student Life' workshops and HE campus visits would help to achieve the latter.

Theme Summary – My Ideas, Self-Belief and Personal expectations

The overall theme has a **mean score of 4.7** (in both samples). There are no significant differences in this score by demographic group for the Same learner sample. However, among Total learners scores are **slightly higher** among **Boys** (vs Girls) and **School/ Year 11 pupils** (vs FE pupils).

Very little movement on this theme vs previous waves, although among Total learners, scores are **slightly down among Carlisle & Eden pupils and up among Furness pupils and those in School/ Year 11.**

Within the theme, there has been an **improvement on the statements "I know what my next step is after my current school/college"** and **"I feel ready for the next step in my education/career"** (in both samples), mainly driven by Boys and Uni Connect Non target pupils. However, there has been a slight decline in agreement with "I am aware of different options I can take in my education" (in both samples), coming through more strongly among Total learners, across all demographic groups within the sample.

Overall, agreement with the statements of the theme is quite high compared to other themes tested. The theme statement with the lowest agreement score is "I feel ready for the next step in my education or career" (51%). Providing support in this area could be beneficial, e.g. helping pupils to feel confident and optimistic about their next move.

Recommendations

As a mid-strength driver of Intention to apply to HE and a higher performing theme, this area can continue to be a lower priority for Hello Future's activities and interventions (vs My Transition).

It is an area where HF has performed well so far and it is important to **keep this momentum going**, perhaps through existing 'Progression Routes' presentations including subject specific ones, 'Your Future' workshops and other activities that might help pupils understand what career they want to pursue and education options that correspond to those.



Theme Summary – My Confidence and Attainment expectations



The overall theme has a **mean score of 5.1** (4.9 in Total learners sample) making it the highest scoring theme evaluated. **Uni Connect Non target pupils** are more likely to agree with the theme (both among Same and Total learners). Those in Furness are also more likely to have a higher score (in Total learner sample).

There is little movement in terms of the overall theme compared to the previous wave – just an **indicative uplift among Same learners** and parity with previous waves among Total learners. This stability in agreement is also true for key subgroups, with just the Carlisle & Eden score showing a minor decrease vs Wave 2.

Within the theme, statements “I have people in my life who believe in me” and “I have the support I need to achieve my goals in my education and career” have the highest mean scores, with the latter having an uplift among Boys and Uni Connect Non target pupils compared to Wave 2.

Boys and Uni Connect Non target pupils generally show a higher degree of agreement with the theme statements vs Girls and Target pupils respectively.

Trends-wise, there’s a lot of consistency with Wave 2 on the total sample level as well as within key subgroups, with Carlisle & Eden (Total learner sample) showing a decrease in agreement to “being able to achieve the grades” and “having the support they need”.

Recommendations

Being a mid-strength driver of Intention to apply to HE and a higher performing theme, this area can also be less of a priority for Hello Future (compared to My Transition).

It is an area where HF has performed well so far and it is important to **maintain the activity here**, through academic tutoring and revision sessions as well as courses and workshops aimed at raising attainment (e.g. 'Study Skills').

Theme Summary – My knowledge of and Understanding about HE

Consistent with the previous waves, **My knowledge of and Understanding about HE** is the **lowest scoring theme with a mean score of 3.8** among Same learners (3.9 among Total Learners). The scores are **higher among Boys** (vs Girls) **and Uni Connect Non target** pupils (Vs Target) in the Same learner sample. Within Total learners, those in Furness and West Cumbia have higher scores (vs Carlisle & Eden) and so do Uni Connect Non target pupils (vs Target). Gender differences don't come through in the Total learner sample.

Whilst the theme scores remain lower compared to other themes, they have been growing consistently since the initial wave indicating improvements in pupils' knowledge and understating of HE. The improvement is noticeable among all key subgroups except Carlisle & Eden (where we see a decline) and Uni Connect Target pupils (where the scores remain consistent with the previous waves).

Within the theme, agreement with the statements is comparatively low, but there is an upward trend for most in both samples since the original study. Since Wave 2, agreement with statements "I have all the information I need about my future plans", "I know how to write a CV/job application" and "I know how to write a personal statement" has seen an increase (Total learners). For most statements, the growth is driven predominantly by Boys and Uni Connect Non target pupils (among both Same learners and Total learners). Furness is also more likely to see scores increase vs previous wave than the other two regions.

The statement with the lowest agreement is "I know how to apply to university/ HE" which is where most support is needed.

Recommendations

Despite the improvements on this theme vs the initial wave, it is still the lowest scoring theme and thus **needs continued support**, particularly around how to apply to university.

Workshops/ presentations on application processes would help to achieve this goal. 'Progression Routes' presentations including subject specific ones and CV/ personal statement coaching would also be beneficial as pupils continue requiring support in these areas.



Theme Summary – Developing Awareness of me and how to reach my goals



In line with the previous waves, **Developing Awareness of me and how to reach my goals** is the **highest scoring theme with a mean score of 4.9** (4.8 among Total learners). This score is consistent among all key subgroups, with Boys showing higher agreement vs Girls in the Total learners sample.

There is no movement in the score vs the previous wave on the total sample level. On the subgroup level, Carlisle & Eden's score within Total learners has seen a minor decrease.

Within the theme, agreement with all statements is high and has remained stable compared to earlier waves, suggesting that pupils have a high degree of self-awareness, know their strengths and shortfalls, and what they need to be working on well.

Statements with the highest agreement within the theme are "I know my own strengths and weaknesses" and "I can improve on my weaknesses if I work on them".

There is a lot of consistency in how key subgroups respond to the statements, with Boys and pupils in Furness and West Cumbria somewhat more likely to agree with them compared to Girls and those in Carlisle & Eden respectively.

There is little movement vs previous waves in terms of the individual statements, with the minor decline in agreement among Carlisle & Eden's pupils being the only notable change.

Recommendations

As a relatively weak driver of Intention to study at HE and one of the better performing themes, this can continue to be a lower **lowest priority area** for Hello Future.

That said, Hello Future should **continue to push** on all fronts to ensure that agreement scores don't slip. Continue to provide activities that help pupils identify gaps in their knowledge and skills needed to achieve their desired path and recommend ways to 'fill' those gaps.

Summary – Next steps & support needs

Next steps

The next steps mentioned by pupils in Wave 3 are similar to those in Wave 2. Year 11 pupils were more likely to talk about going into a sixth form or college whilst FE pupils were likely to mention university degrees, apprenticeships or starting jobs. Some had a preferred next step and a back-up plan if the preferred option did not not materialise, whilst others were still undecided.

> *"Ideally, I plan to go to Edinburgh University to study veterinary medicine which would then allow me to be a vet. If I don't make the right grades, I plan to find a veterinary nurse apprenticeship."*
> ***Male, Year 12***

> *"I don't know what I want to do with my life. I think I'm going to keep working at my current job to keep my income up until I figure out what I want to do with my life."*
> ***Male, Year 12***

Plans to achieve next steps

When asked about plans to achieve the next steps, many mentioned studying/ revising hard to achieve the best possible grades whilst other talked about researching their options and making applications to their courses of choice. Quite a few pupils, however, hadn't made any plans (yet).

> *"[I plan] To study really hard and pass GCSEs then A levels and go to university to get a degree."*
> ***Female, Year 11***

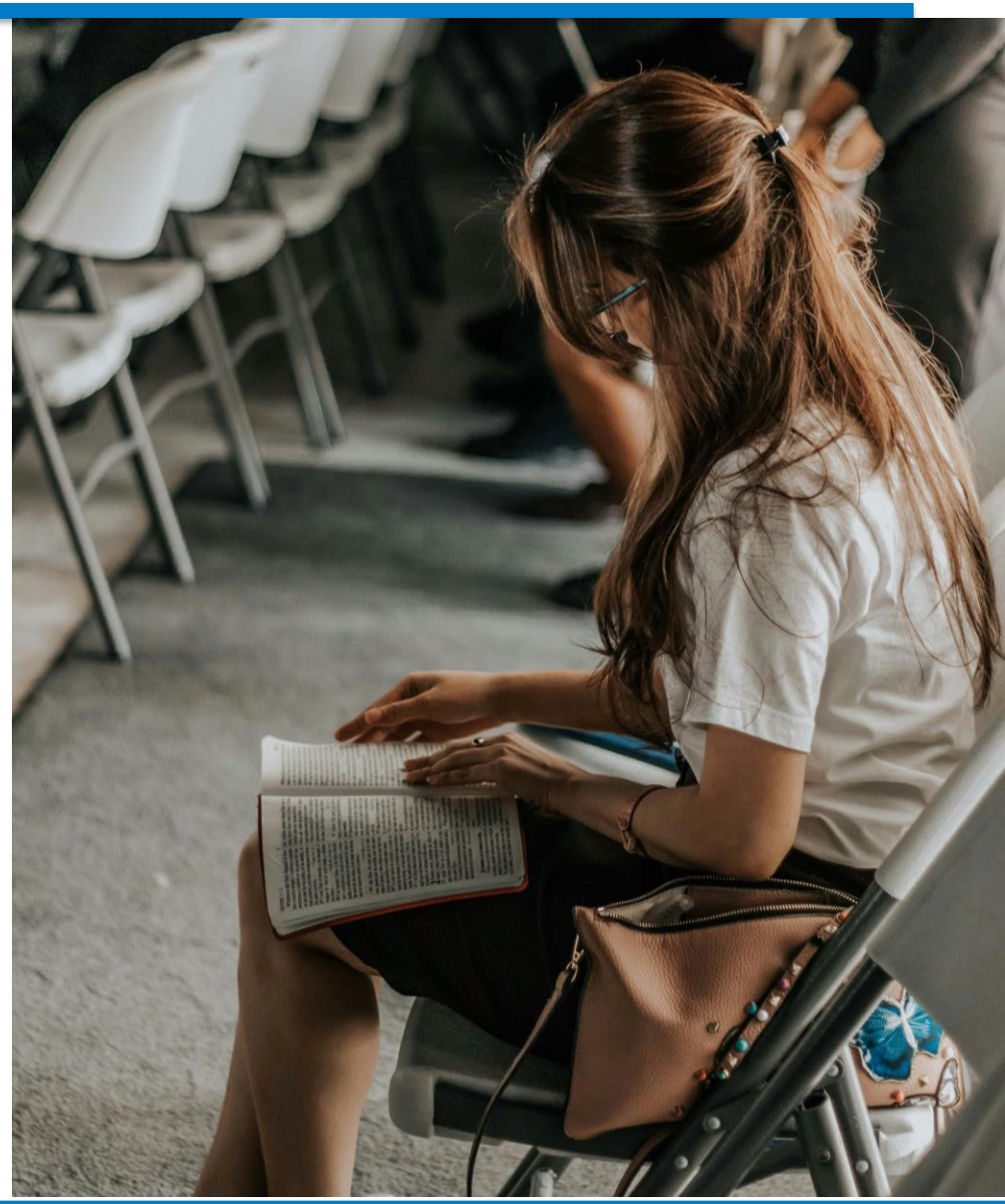
> *"I have applied to colleges and sixth forms as well as spoken to their staff, and submitted a CV."*
> ***Male, Year 11***

Support needs

When asked about support needed to achieve the desired next steps, a variety of answers was given, with the most common being around providing information around paths available and helping decide on the most appropriate one; organising trips and visits to universities and workplaces and helping with course applications including advice on CVs and personal statements.

> *"Guide me on what would be the best steps for my future carrier."*
> ***Female, Year 11***

> *"I would like some advice about applying for an apprenticeship or help with making a CV."*
> ***Male, Year 11***



Sample & Data Key

Sample & Data Key for charts

Sample Key

Same Learners

The same set of pupils who were surveyed in Wave 1 (when in year groups 9-11), in Wave 2 (when in year groups 10-12) and in Wave 3 (when in year groups 11-13).

Total Learners

All pupils in Years 9-11 in Wave 1, all pupils in Years 10-12 in Wave 2, all pupils in Years 11-13 in Wave 3.

Measures

A note on Year groups

Due to the requirement to follow pupils through year groups, where data is shown by year for Wave 3, the comparison data for Waves 1 and 2 will always refer to the previous year groups e.g. when looking at Wave 3 Year 11 pupils, this will be compared with Year 10 pupils in Wave 2 and Year 9 pupils in Wave 1.

Mean Scores

Many of the measures in the report show the mean, or average, responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree.

Significant Differences Key

Year on Year Changes

Significant differences between the three Waves are indicated as ABC. These should be read as follows:

- A indicates that the figure is significantly higher than the respective figure in Wave 1
- B indicates that the figure is significantly higher than the respective figure in Wave 2
- C indicates that the figure is significantly higher than the respective figure in Wave 3

Differences by sub-groups

Scores highlighted in teal indicate statistically significant differences between demographic subgroups e.g. Male Vs Female.
Please note that this is only done for Wave 3.



Intention to study at Higher Education

Intention to study at Higher Education – Same Learners

Intention to study at HE

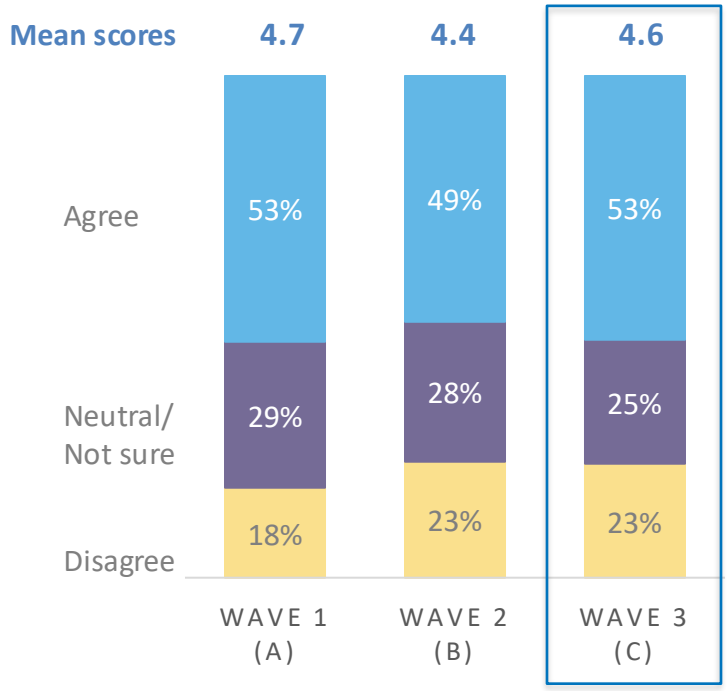
Same Learners = 167 pupils

In **Wave 3** (academic year 2023/2024), just over half of Year 11-13 pupils in the 'Future Selves' programme claim that they '**Intend to study at Higher Education**' ("I expect to go to university or study at a higher education institution"). This equates to a **mean score of 4.6** on a 7-point scale. There have been no significant movements in Intention to study at HE since the previous wave (Wave 2).

Of those intending to study at HE, around a third are considering degree apprenticeships and around 1 in 10 – undergraduate degrees. 47% are unsure about the type of course they'd like to undertake.

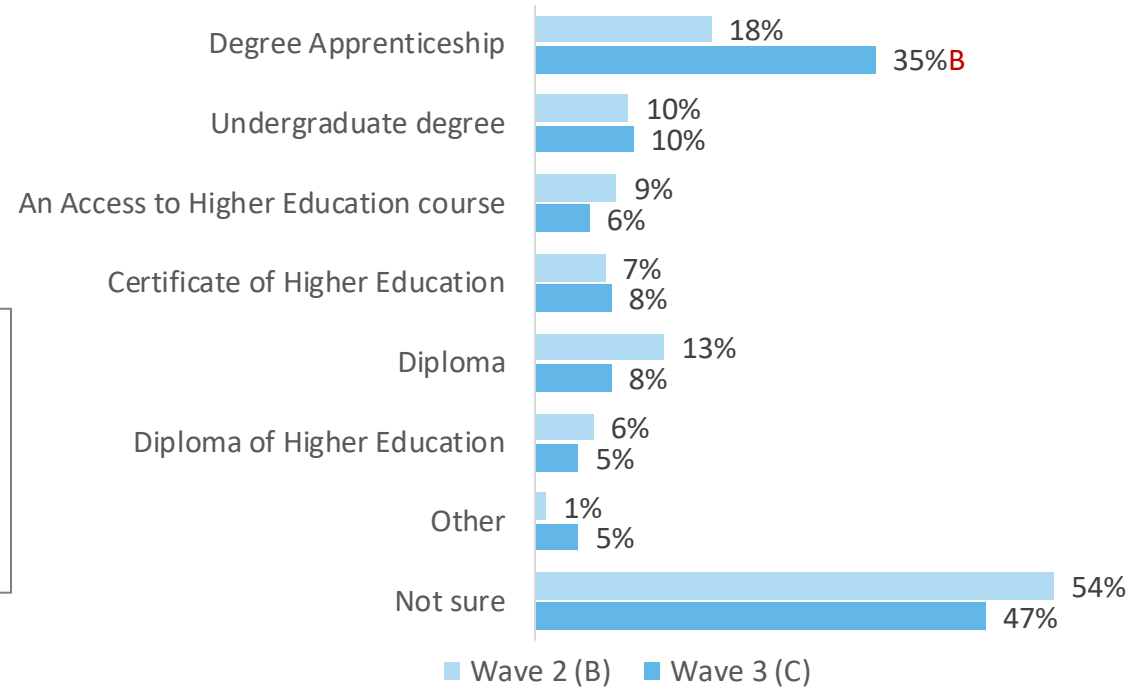
"I expect to go to university or study at an HE institution"

7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree



Higher Education, or HE, refers to an optional level of study that usually takes place after sixth-form/college (which is known as Further Education, or FE). It often takes place at university but can happen elsewhere and can include degrees or higher/degree apprenticeships, diplomas or certificates.

Type of course



Based on those agreeing with Intention to HE = 88 (W3), 82 (W2)

ABC – significantly higher at 95% confidence level

Q10. How much do you agree or disagree with "I expect to go to university or study at an HE institution"? Scores show mean responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Agree = 5-7; Neutral = 4; Disagree = 1-3. Q10a. And what type of course are you considering studying? Please select all that apply.

Intention to study at Higher Education – Total Learners

Intention to study at HE

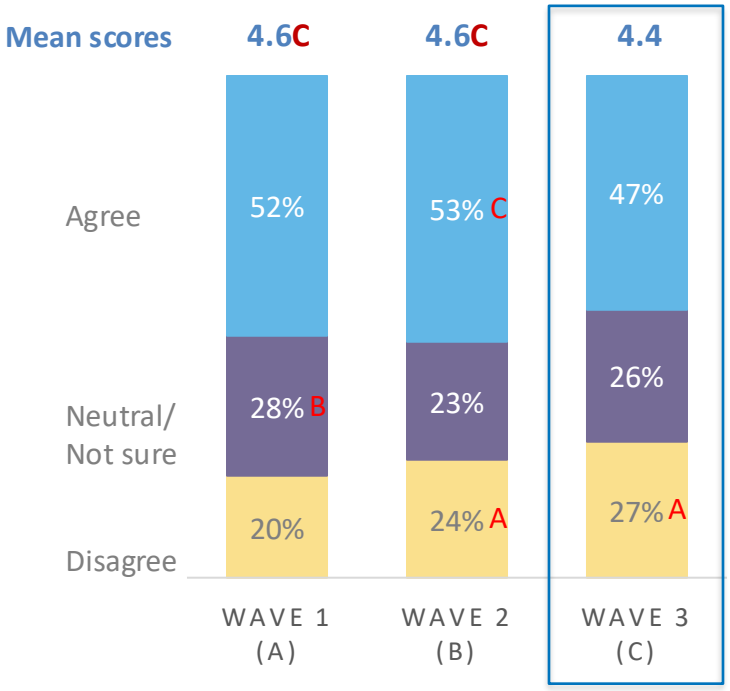
Total Learners
Wave 1 = 1,411; Wave 2 = 1,788; Wave 3 = 522

In **Wave 3** (academic year 2023/2024), around half of Year 11-13 pupils in the 'Future Selves' programme claim that they '**Intend to study at Higher Education**'. This equates to a **mean score of 4.4** on a 7-point scale, which is a minor decrease compared to Waves 1 and 2.

Of those intending to study at HE, just over a quarter are considering degree apprenticeships and around 1 in 8 – undergraduate degrees. 44% are unsure about the type of course they'd like to study. The course types considered are consistent with Wave 2.

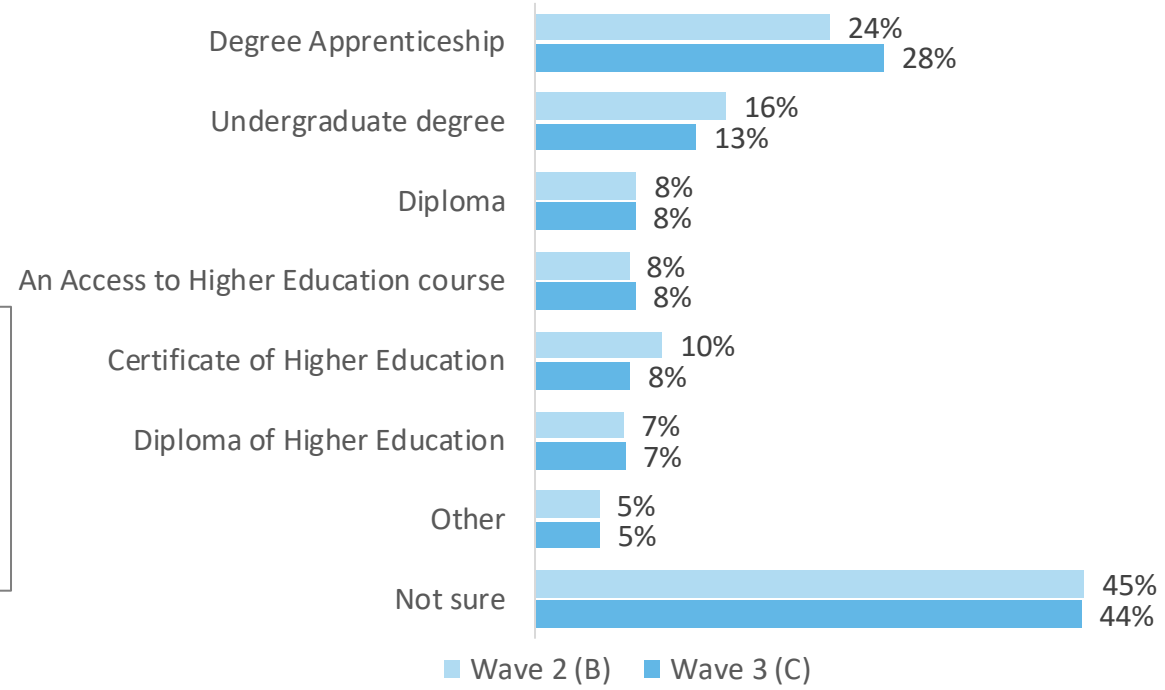
"I expect to go to university or study at an HE institution"

7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree



Higher Education, or HE, refers to an optional level of study that usually takes place after sixth-form/college (which is known as Further Education, or FE). It often takes place at university but can happen elsewhere and can include degrees or higher/degree apprenticeships, diplomas or certificates.

Type of course



ABC – significantly higher at 95% confidence level

Based on those agreeing with Intention to HE = 243 (W3), 949 (W2)

Q10. How much do you agree or disagree with "I expect to go to university or study at an HE institution"? Scores show mean responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Agree = 5-7; Neutral = 4; Disagree = 1-3. Q10a. And what type of course are you considering studying? Please select all that apply.

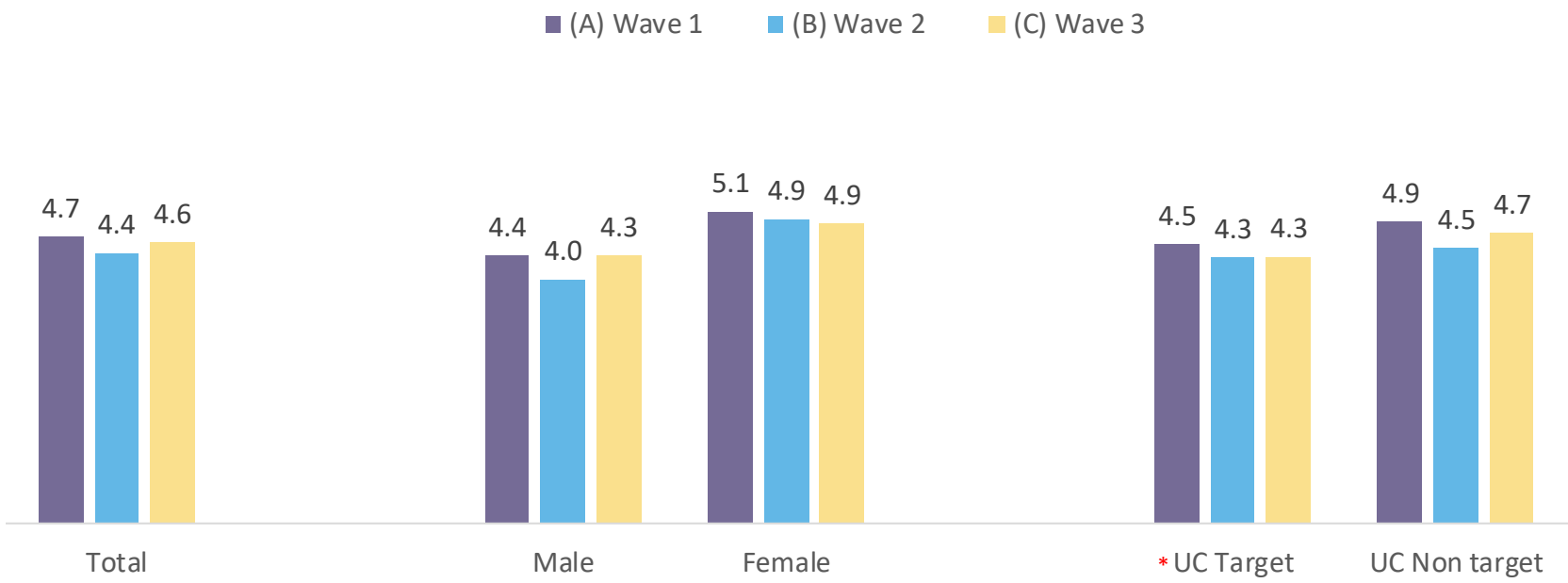
Intention to study at HE – Mean scores by demographics

Intention to study at HE

Same Learners = 167 pupils

"I expect to go to university or study at an HE institution"

7-point agreement scale question, where 1 is Strongly Disagree and 7 Strongly Agree



Within the **Same learner sample**, Intention to study at Higher Education is **indicatively higher among Girls** vs Boys and **among Uni Connect Non target pupils** vs Target. This is consistent with the results of the previous waves.

There have been **no significant changes** in the Intention to study at HE since the study began.

Please note that the sample for Uni Connect target is small. This will cause some variability in the data.

ABC – significantly higher at 95% confidence level

Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

* N.B. Low base size (<50)

W3 Mean scores (Years 11-13) | W2 Mean scores (Years 10-12) | W1 Mean scores (Years 9-11)

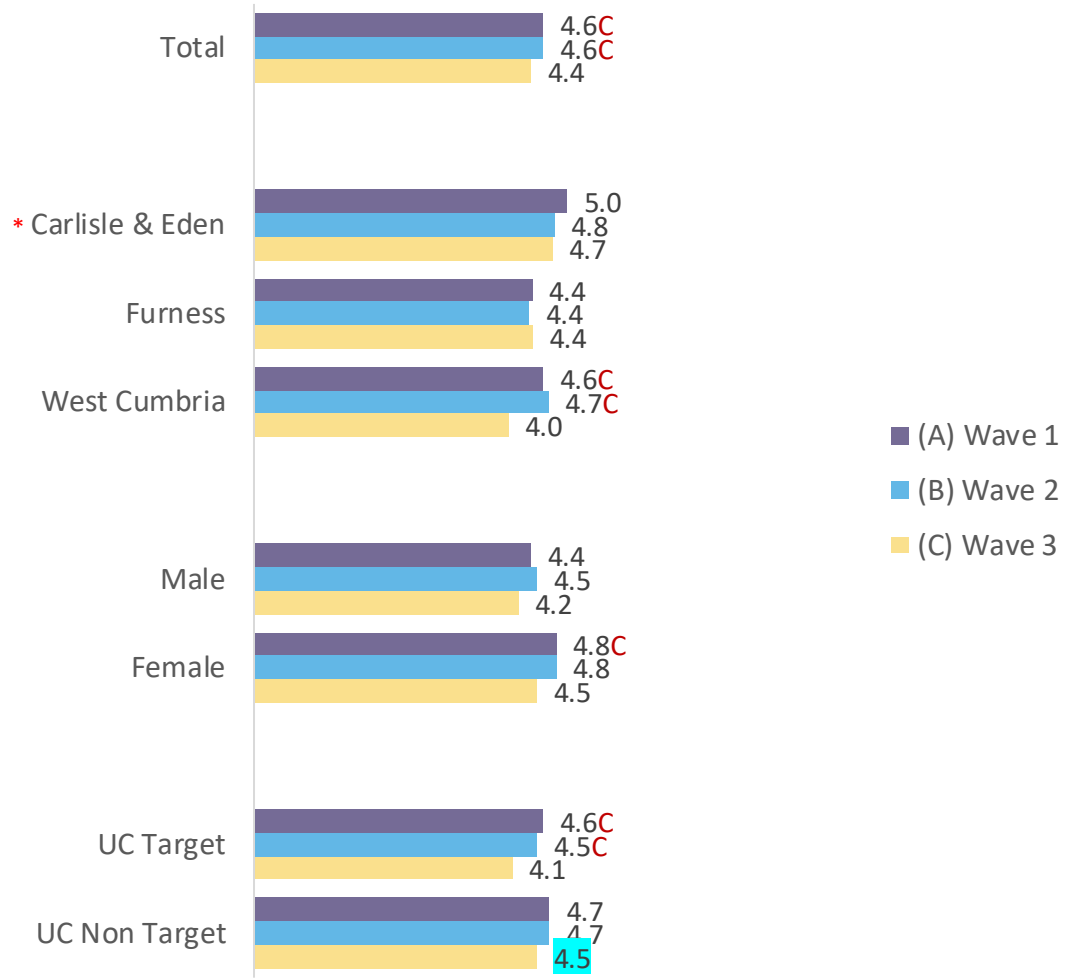
Intention to study at HE – Mean scores by demographics

Intention to study at HE

Total Learners
Wave 1 = 1,411; Wave 2 = 1,788; Wave 3 = 522

"I expect to go to university or study at an HE institution"

7-point agreement scale question, where 1 is Strongly Disagree and 7 Strongly Agree



ABC – significantly higher at 95% confidence level

Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

* N.B. Low base size (<50)

Within the **Total learner sample,** Intention to study at Higher Education is indicatively **higher** among pupils from **Carlisle & Eden and Furness** compared to West Cumbria, **Girls** vs Boys and **Uni Connect Non target** vs Target.

We see the Intention to study at Higher Education **decrease slightly compared to the previous waves,** driven by pupils from West Cumbria, Girls and Uni Connect Target pupils.

Please note that the sample for Carlisle & Eden is small. This will cause some variability in the data.

W3 Mean scores (Years 11-13)	W2 Mean scores (Years 10-12)	W1 Mean Scores (Years 9-11)

Intention to study at HE – Mean scores by Year Group

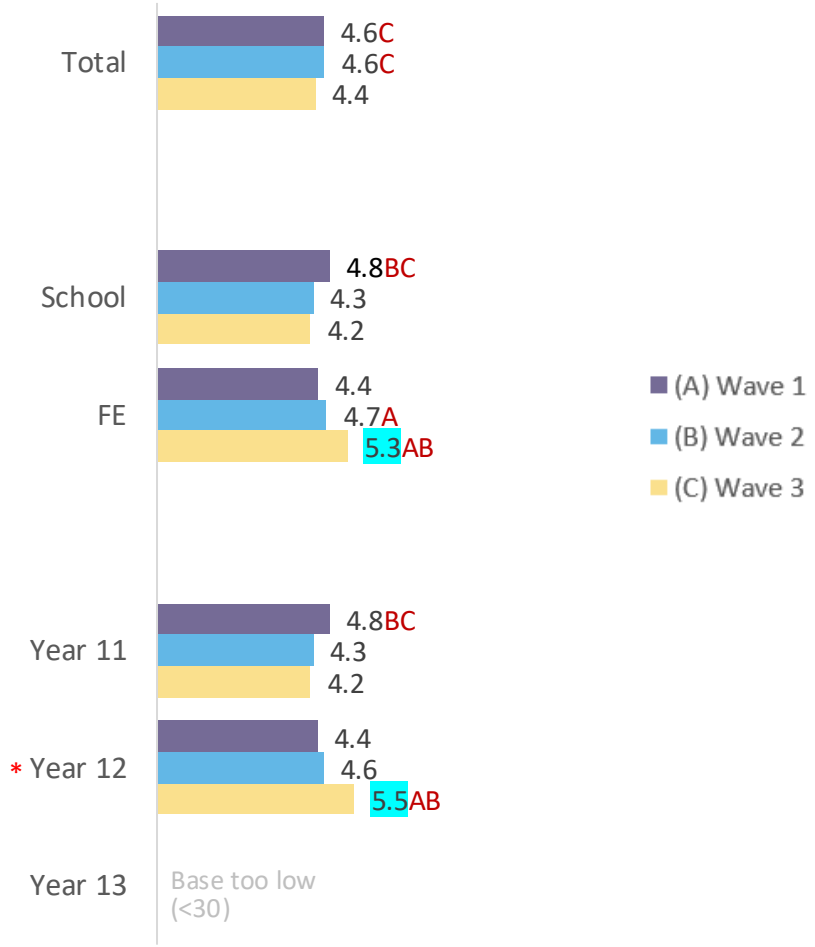
Intention to study at HE

Total Learners
Wave 1 = 1,411; Wave 2 = 1,788; Wave 3 = 522

Please note that the year groups shown relate to the year the pupil was in at the time of the Wave 3 survey (academic year 2023/2024). Due to the requirement to follow pupils through year groups, the Wave 1 and Wave 2 data relates to the previous year groups in each case.

"I expect to go to university or study at an HE institution"

7-point agreement scale question, where 1 is Strongly Disagree and 7 Strongly Agree



Looking at the **Intention to study at Higher Education** by year group within the **Total learner sample**, we see that it is **higher amongst FE pupils** compared to School pupils (represented by Year 11) – 5.3 vs 4.2 out of 7 respectively.

Looking at the wave-on-wave trends, the Intention to study at HE has **decreased for School pupils (Year 11)**, but has **gone up among those currently in Further Education**.

Please note that the sample for Year 12 is small. This will cause some variability in the data.

ABC – significantly higher at 95% confidence level

Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

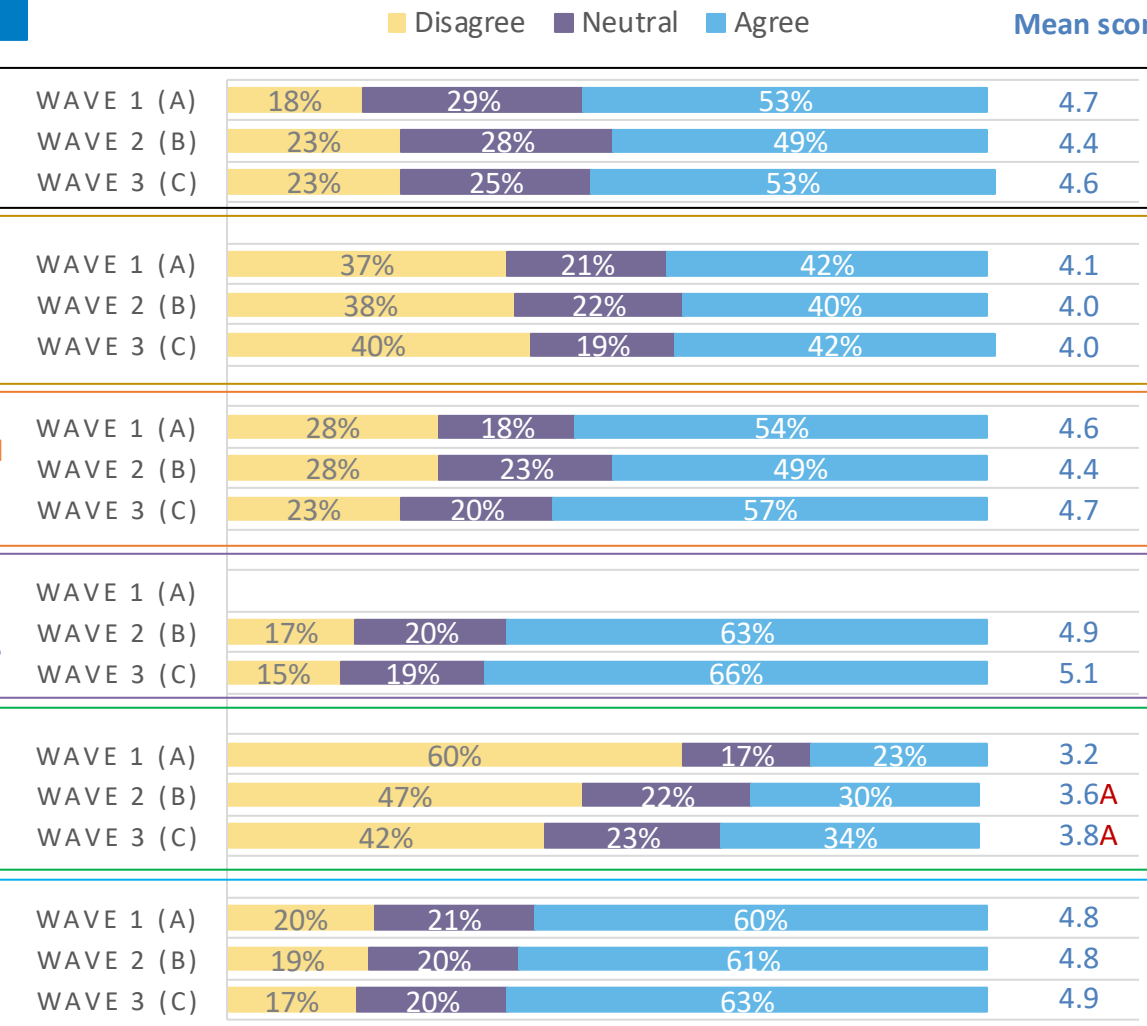
* N.B. Low base size (<50)

W3 Mean scores (Years 11-13) | W2 Mean scores (Years 10-12) | W1 Mean Scores (Years 9-11)

Themes overview

Total Theme – % Agreement scores

Same Learners = 167 pupils



Theme summary

Intention to study at HE
Just over half of all pupils intend to study at higher education in the future. There has been no significant movement in the average score since Wave 2 within Same learners.

Transition into Higher Education
Around 2 in 5 pupils feel that they would fit in at university, that they know what university would be like and how it could help them in life. No change in average score since Wave 2.

My Ideas, Self-Belief and Personal Expectations
Over half of pupils feel confident in what their next steps will be, what is suited to them and how to find information to help them. No change in average score since Wave 2.

My Confidence and Attainment Expectations
Two thirds feel confident that they are on track with their grades and have the support they need to achieve them. No change in average score since Wave 2.

My Knowledge of and Understanding about HE
Knowledge about the practicalities of the different routes into HE, applying to HE and writing personal statements and CVs remains a weaker area for pupils. That said, it is improving, and agreement scores are up vs Wave 1.

Developing Awareness of Me and How to Reach my Goals
Awareness of how they study best, can improve and be successful in life remains a key strength for pupils with over 60% agreeing with this theme. No change in average score vs Wave 2.

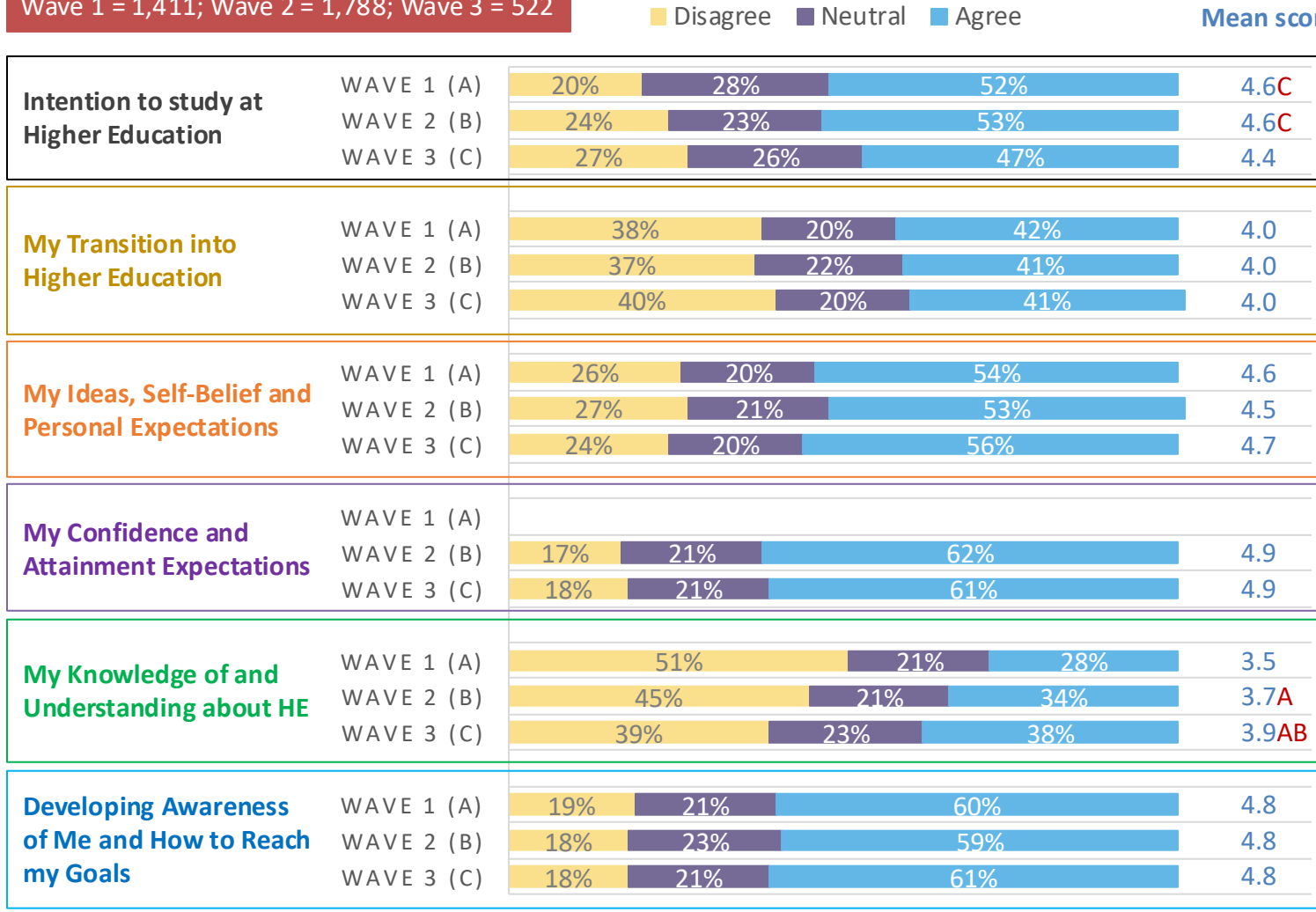
NOTE: The themes are shown in the order of their ability to predict the Intention to study at Higher Education (see Appendix for more detail)

Scores show responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Disagree = 1-3, Neutral = 4, Agree = 5-7.

ABC – significantly higher at 95% confidence level

Total Theme – % Agreement scores

Total Learners
Wave 1 = 1,411; Wave 2 = 1,788; Wave 3 = 522



Theme summary

Intention to study at HE
Around half of all pupils intend to study at higher education in the future. Among the Total learner sample, we see average scores go down compared to the previous waves.

Transition into Higher Education
Around 2 in 5 pupils feel that they would fit in at university, that they know what university would be like and how it could help them in life. No change in average score since Wave 2.

My Ideas, Self-Belief and Personal Expectations
Over half of pupils feel confident in what their next steps will be, what is suited to them and how to find information to help them. No change in average score since Wave 2.

My Confidence and Attainment Expectations
3 in 5 pupils confident that they are on track with their grades and have the support they need to achieve them. No change in average score since Wave 2.

My Knowledge of and Understanding about HE
Knowledge about the practicalities of the different routes into HE remains a weaker area for pupils with just over a third agreeing to this theme. That said, it is improving, and agreement scores are up vs Waves 1 and 2.

Developing Awareness of Me and How to Reach my Goals
Awareness of how they study best, can improve and be successful in life remains a key strength for pupils with 3 in 5 agreeing with this theme. No change in average score vs Wave 1.

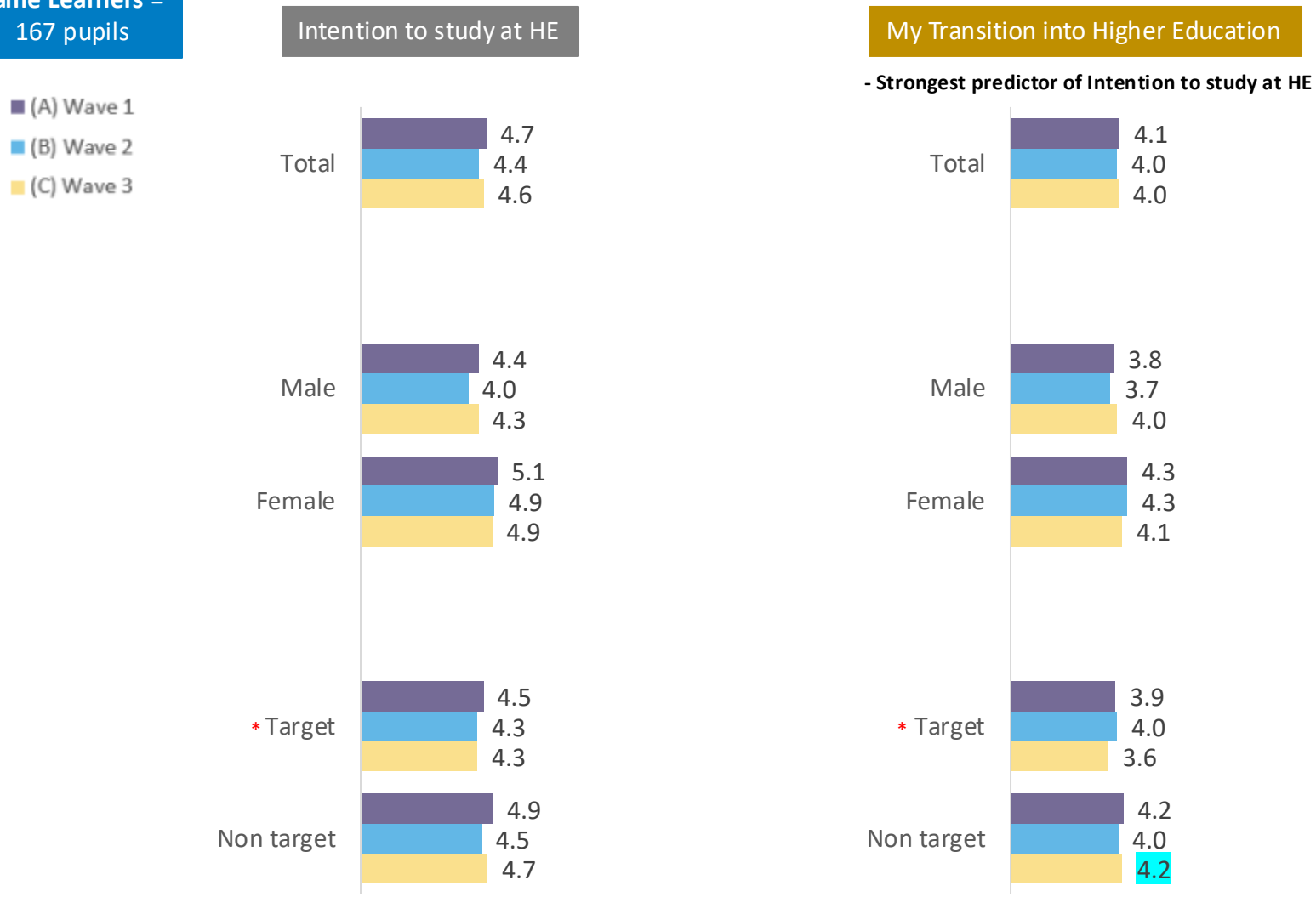
NOTE: The themes are shown in the order of their ability to predict the Intention to study at Higher Education (see Appendix for more detail)

Scores show responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Disagree = 1-3, Neutral = 4, Agree = 5-7.

ABC – significantly higher at 95% confidence level

Total Themes – Mean scores by sub-group (1 of 3)

Same Learners = 167 pupils



ABC – significantly higher at 95% confidence level

Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

* N.B. Low base size (<50)

Among Same learners…

In **Wave 3** (academic year 2023/2024), agreement with '**Intention to study at Higher Education**' ("I expect to go to university or study at a higher education institution") has a **mean score of 4.6** on a 7-point scale.

This is indicatively **higher** among **Girls** (Vs Boys) and Uni Connect Non target pupils (vs Target)

There have been **no significant movements** in Intention to study at HE since the previous waves.

The theme '**My Transition into Higher Education**' has a **mean score of 4.0** on a 7-point scale in Wave 3.

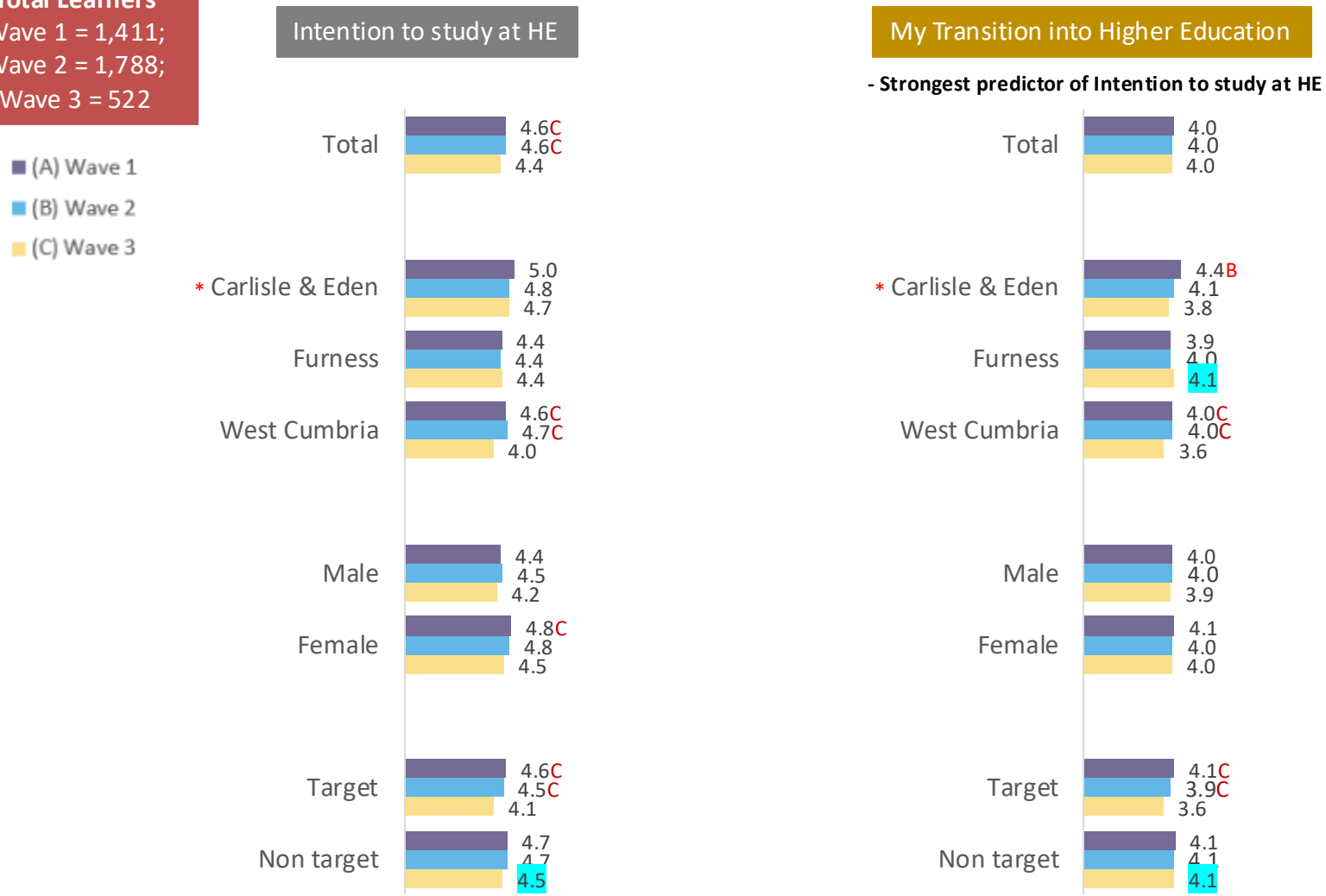
This is **higher** among **Uni Connect Non target pupils** vs Target. No significant difference by gender.

There have been **no significant movements vs Wave 2**.

W3 Mean scores (Years 11-13)	W2 Mean scores (Years 10-12)	W1 Mean Scores (Years 9-11)

Total Themes – Mean scores by sub-group (1 of 3)

Total Learners
Wave 1 = 1,411;
Wave 2 = 1,788;
Wave 3 = 522



ABC – significantly higher at 95% confidence level

Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

* N.B. Low base size (<50)

Among Total learners…

Agreement with '**Intention to study at Higher Education**' has a **mean score of 4.4** on a 7-point scale.

This figure is **higher** among **Uni Connect Non target pupils** (vs Target).

Since the previous waves, there has been a **decrease in agreement scores** on the Total learner level, driven by pupils living in West Cumbia, Girls and Uni Connect Target pupils who all report lower agreement scores compared to earlier waves.

The theme '**My Transition into Higher Education**' has a **mean score of 4.0** on a 7-point scale.

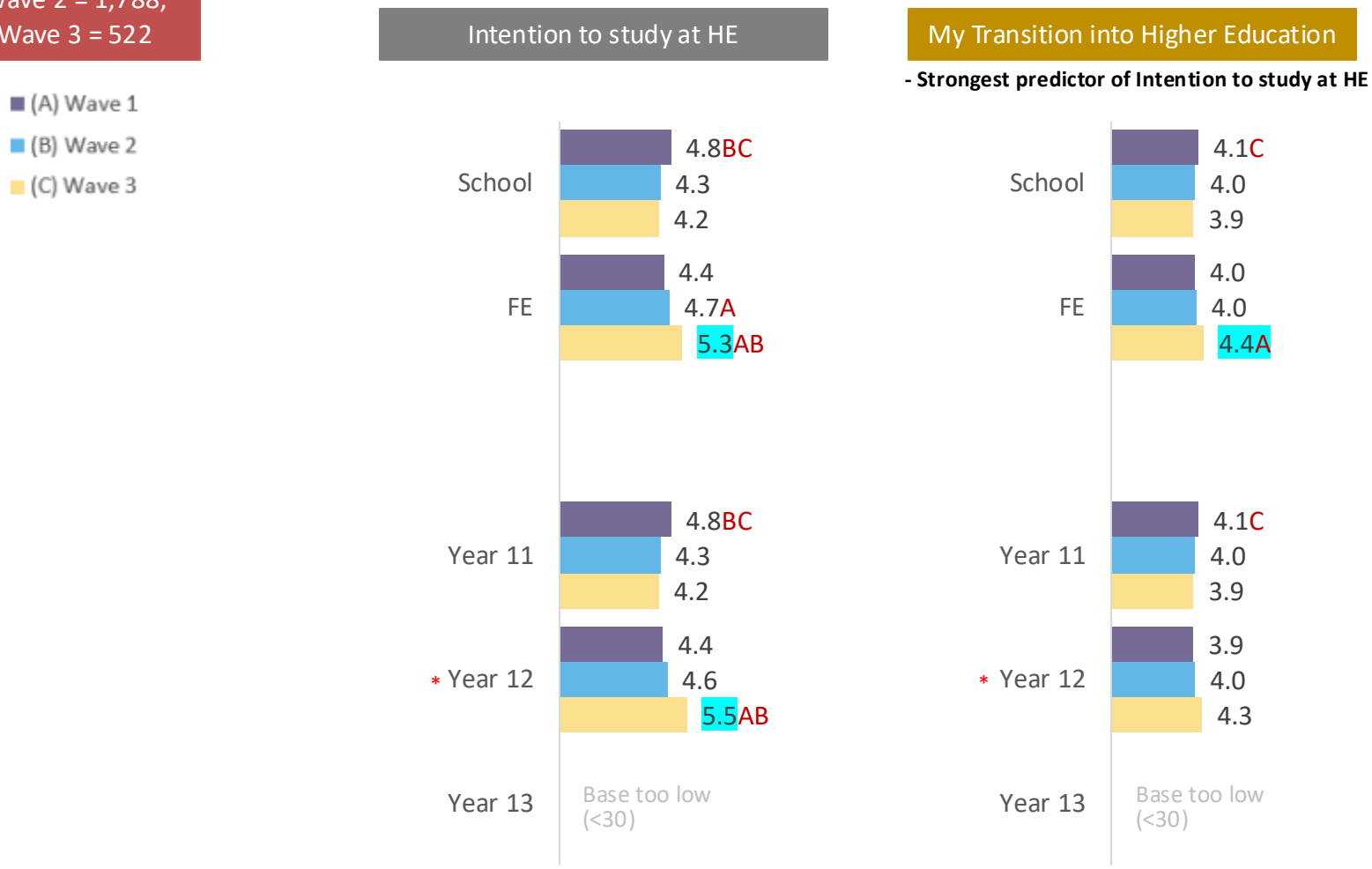
This is **higher** among pupils living in **Furness** (vs West Cumbia) and **Uni Connect Non target** pupils (vs Target).

There have been **no significant movements** in agreement scores vs Wave 2 on the total sample level. However, we see some **minor decrease in agreement** scores among **West Cumbria-based pupils** and **Uni Connect Target pupils**.

W3 Mean scores (Years 11-13)	W2 Mean scores (Years 10-12)	W1 Mean Scores (Years 9-11)

Total Themes – Mean scores by Year Group

Total Learners
Wave 1 = 1,411;
Wave 2 = 1,788;
Wave 3 = 522



ABC – significantly higher at 95% confidence level

Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**. * N.B. Low base size (<50)

Looking at mean scores by year group within the **Total learner sample**, the '**Intention to study at Higher Education**' is **higher among Further Education pupils** vs those at School.

When looking at wave-on-wave trends, the scores for Intention to study at HE have **decreased for School (Year 11) pupils** while **going up for those in FE** (mainly driven by Year 12 who make up the majority of the FE sample).

The pattern is similar for the '**My Transition into Higher Education**' theme, where scores are **higher for FE pupils vs School.**

Trends-wise, there has been a **decrease in theme scores among School/ Year 11 pupils** and an increase among FE pupils compared to the initial Wave 1 survey.

Please note that the year groups shown relate to the year the pupil was in at the time of the Wave 3 survey (academic year 2023/2024). Due to the requirement to follow pupils through year groups; the Wave 1 and Wave 2 data relates to the previous year groups in each case.

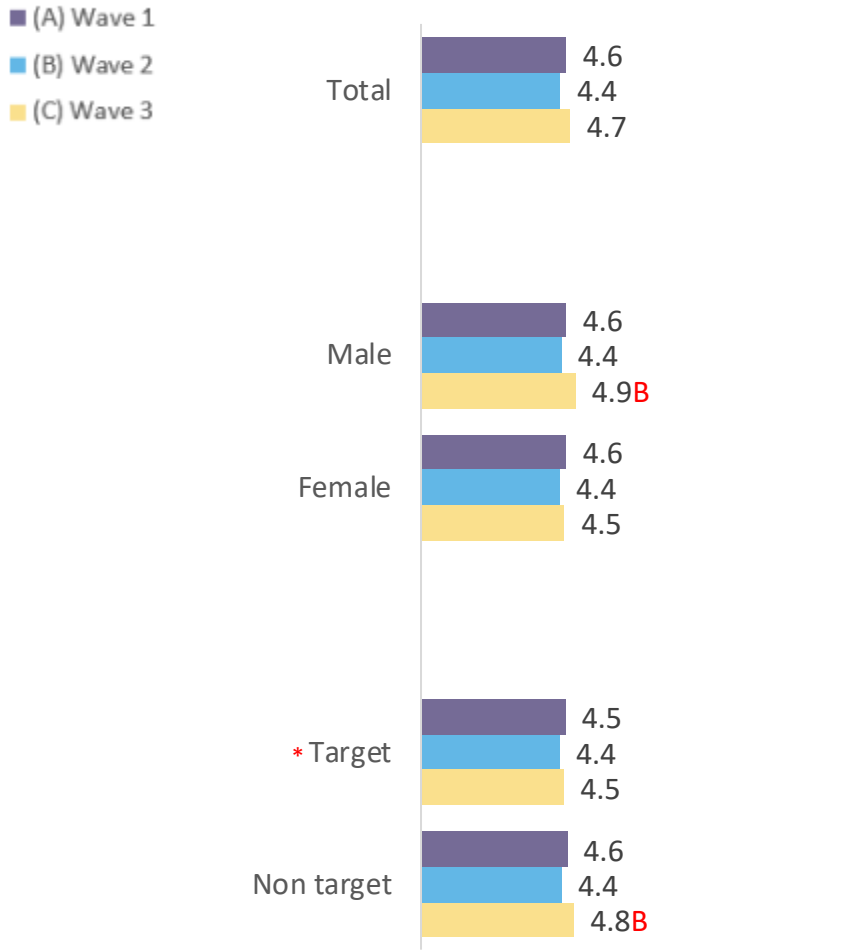
W3 Mean scores (Years 11-13)	W2 Mean scores (Years 10-12)	W1 Mean Scores (Years 9-11)

Total Themes – Mean scores by sub-group (2 of 3)

Same Learners = 167 pupils

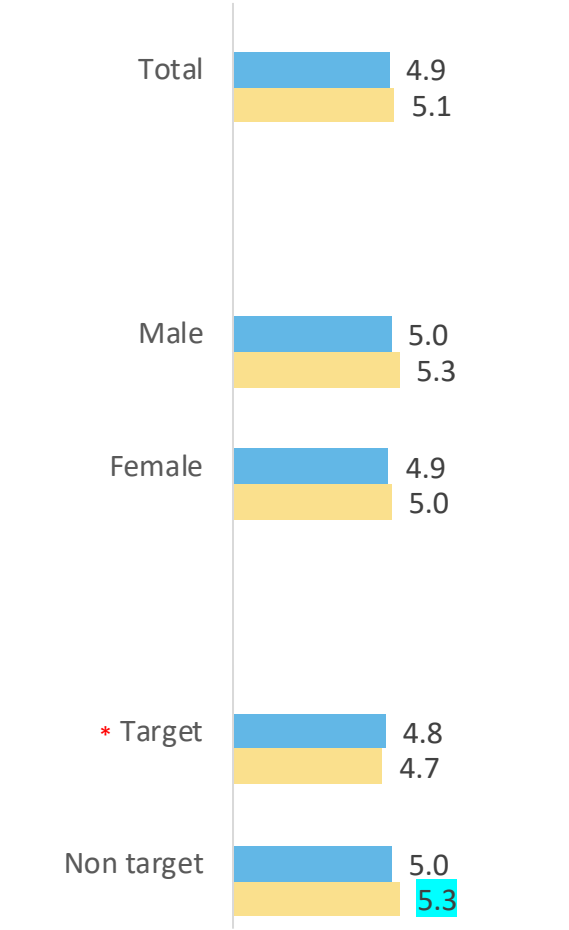
My Ideas, Self-Belief and Personal Expectations

Mid-strength predictor of Intention to study at HE



My Confidence and Attainment Expectations

Mid-strength predictor of Intention to study at HE



ABC – significantly higher at 95% confidence level

Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

* N.B. Low base size (<50)

Looking at the **Same learner sample**…

Theme '**My Ideas, Self-Belief and Personal Expectations**' has a **mean score of 4.7** on a 7-point scale. This is in line with the previous waves on the total sample level. However, there have been **minor uplifts among Boys and Uni Connect Non target pupils** compared to Wave 2.

There is **no significant variation between key demographics subgroups** in terms of agreement to this theme.

'**My Confidence and Attainment Expectations**' has a **mean score of 5.1** which remains in line with the scores measured in Wave 2 both on the total sample level as well as within key subgroups.

The theme agreement score is **higher among Uni Connect Non target pupils** (vs Target). No significant differences between Boys and Girls for this theme.

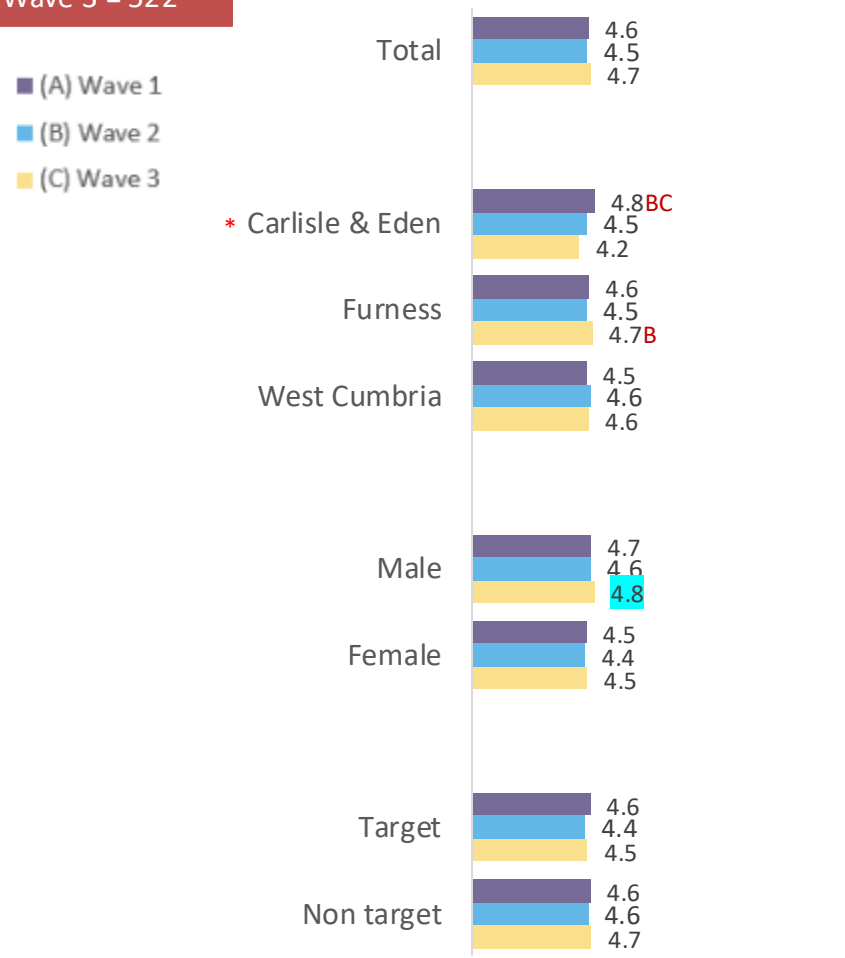
W3 Mean scores (Years 11-13) | W2 Mean scores (Years 10-12) | W1 Mean Scores (Years 9-11)

Total Themes – Mean scores by sub-group (2 of 3)

Total Learners
Wave 1 = 1,411;
Wave 2 = 1,788;
Wave 3 = 522

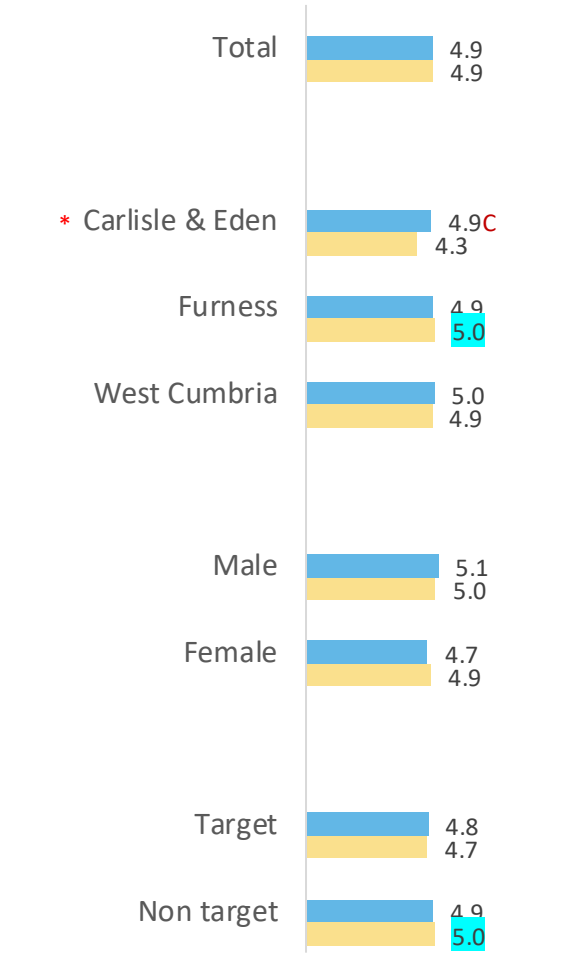
My Ideas, Self-Belief and Personal Expectations

Mid-strength predictor of Intention to study at HE



My Confidence and Attainment Expectations

Mid-strength predictor of Intention to study at HE



ABC – significantly higher at 95% confidence level

Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

* N.B. Low base size (<50)

Looking at the **Total learner sample**…

Theme '**My Ideas, Self-Belief and Personal Expectations**' has a **mean score of 4.7** on a 7-point scale which is **higher among Boys** (vs Girls).

Looking at the wave-on-wave trends, **there have been no significant movements on the total sample level**. However, there has been **some decrease in agreement among pupils based in Carlisle & Eden** and **increase in agreement among those based in Furness**.

Theme '**My Confidence and Attainment Expectations**' has a **mean score of 4.9** out of 7 which is **higher among those based in Furness** (vs Carlisle & Eden) and **Uni Connect Non target pupils** (vs Target).

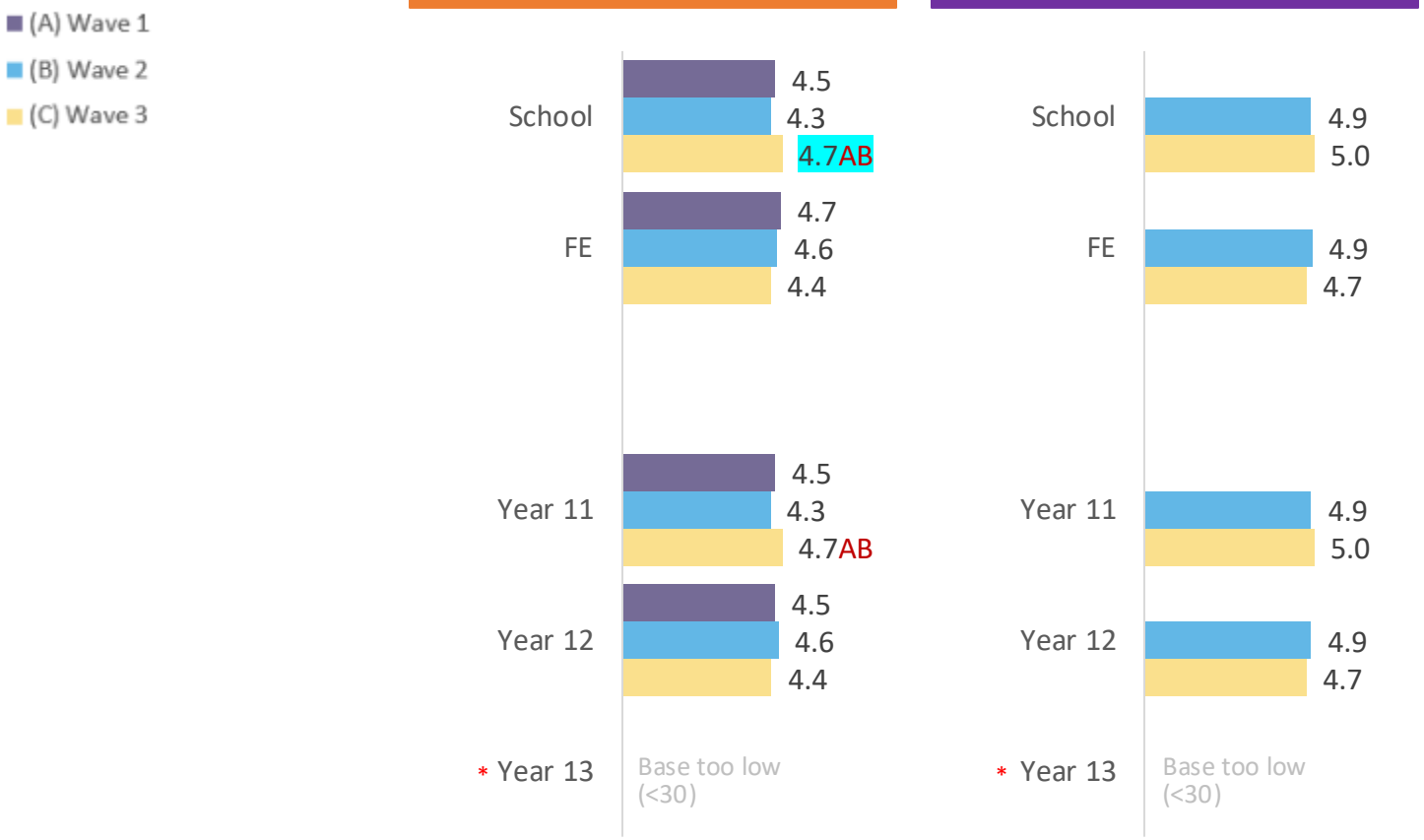
Trends-wise, there have been **no significant movements in scores on the total sample level** and within most demographic subgroups. The **Carlisle & Eden** region is the only subgroup that has seen a decrease in agreement vs Wave 2.

Please note: 'My Confidence and Attainment expectations' was a theme introduced in Wave 2, so data for Wave 1 is not available.

W3 Mean scores (Years 11-13)	W2 Mean scores (Years 10-12)	W1 Mean Scores (Years 9-11)

Total Themes – Mean scores by Year Group

Total Learners
Wave 1 = 1,411;
Wave 2 = 1,788;
Wave 3 = 522



Looking at year groups within the **Total learner sample**…

School pupils' agreement with the '**My Ideas, Self-Belief and Personal Expectations**' theme **is higher** compared to FE pupils and **has increased** compared to earlier waves.

For theme '**My Confidence and Attainment Expectations**', there are **no significant differences between year groups nor there are any significant movements** in scores compared to the previous waves.

Please note that the year groups shown relate to the year the pupil was in at the time of the Wave 3 survey (academic year 2023/2024). Due to the requirement to follow pupils through year groups, the Wave 1 and Wave 2 data relates to the previous year groups in each case.

Please note: 'My Confidence and Attainment expectations' was a theme introduced in Wave 2, so data for Wave 1 is not available.

W3 Mean scores (Years 11-13) | W2 Mean scores (Years 10-12) | W1 Mean Scores (Years 9-11)

ABC – significantly higher at 95% confidence level

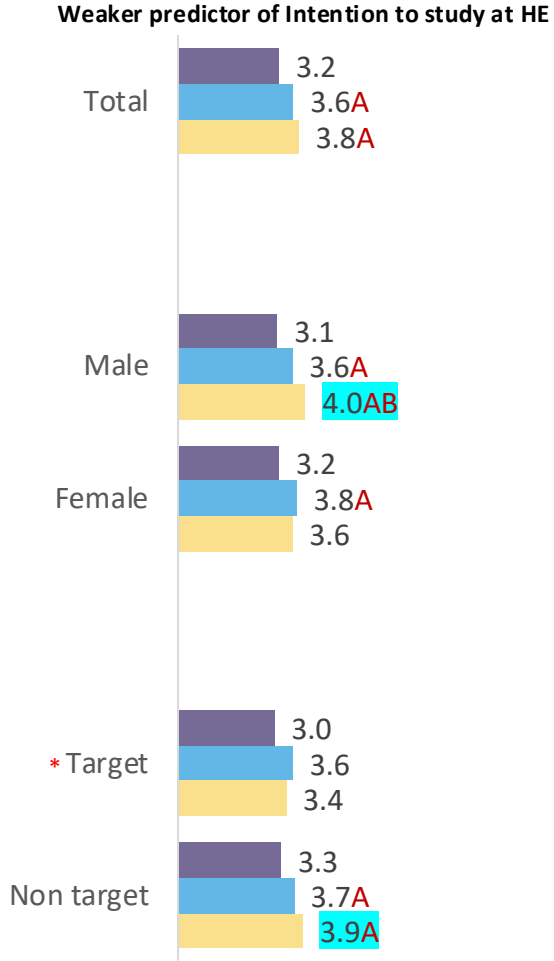
Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

* N.B. Low base size (<50)

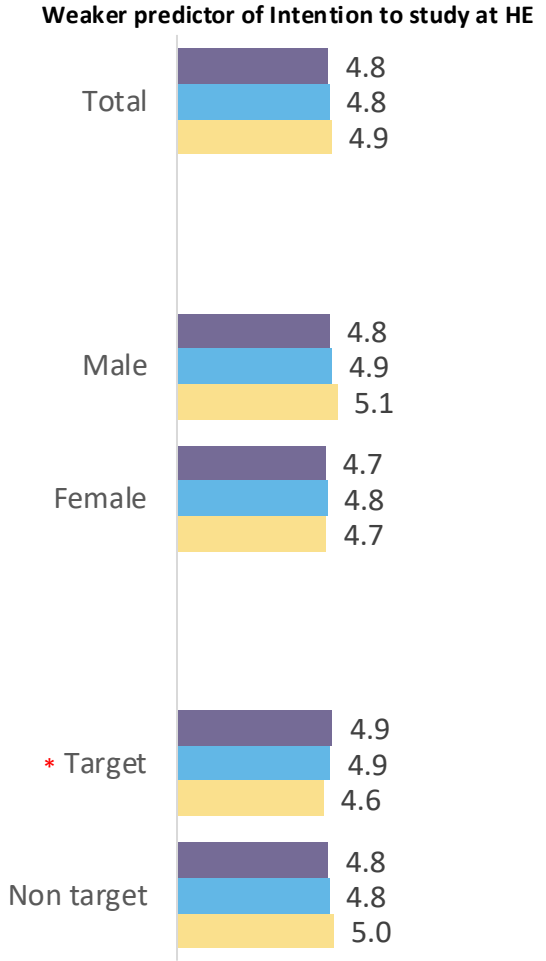
Total Themes – Mean scores by sub-group (3 of 3)

Same Learners = 167 pupils

My Knowledge of and Understanding about HE



Developing Awareness of me and how to reach my goals



ABC – significantly higher at 95% confidence level

Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**. * N.B. Low base size (<50)

Looking at the **Same learner sample**…

Theme '**My Knowledge of and understanding about HE**' has a **mean score of 3.8** on a 7-point scale. This is **higher amongst Boys** (vs Girls) **and Uni Connect Non target pupils** (vs Target).

Looking at wave-on-wave trends, **there has been an increase in pupils' agreement with this theme compared to Wave 1** (the scores are on par with Wave 2). Boys and Uni Connect Non target pupils are driving this uplift.

Theme '**Developing Awareness of me and how to reach my goals**' has a **mean score of 4.9** on a 7-point scale which is consistent by age and Uni Connect status.

Trends-wise, there have been **no significant movements compared to the previous waves** neither on the total level nor within demographic subgroups.

W3 Mean scores (Years 11-13) | W2 Mean scores (Years 10-12) | W1 Mean Scores (Years 9-11)

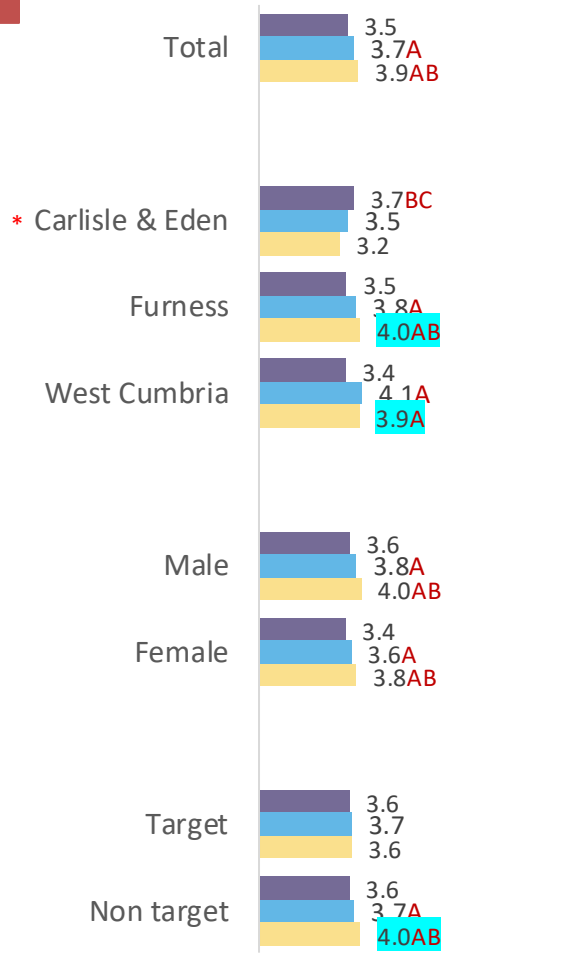
Total Themes – Mean scores by sub-group (3 of 3)

Total Learners
Wave 1 = 1,411;
Wave 2 = 1,788;
Wave 3 = 522

(A) Wave 1
(B) Wave 2
(C) Wave 3

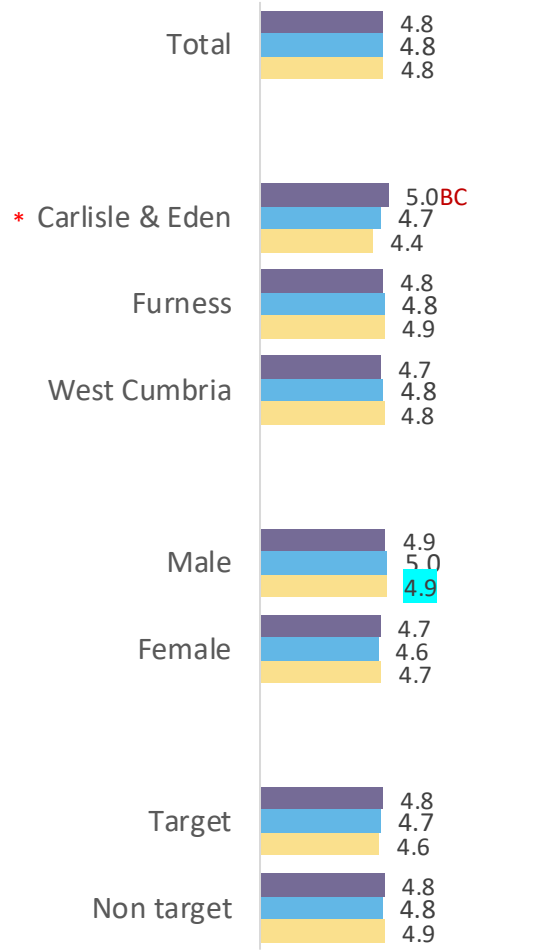
My Knowledge of and Understanding about HE

Weaker predictor of Intention to study at HE



Developing Awareness of me and how to reach my goals

Weaker predictor of Intention to study at HE



ABC – significantly higher at 95% confidence level

Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

* N.B. Low base size (<50)

Looking at the **Total learner sample**…

Theme '**My Knowledge of and understanding about HE**' has a **mean score of 3.9** on a 7-point scale. This is **higher amongst pupils based in Furness and West Cumbria** (vs Carlisle & Eden) **and Uni Connect Non target pupils** (vs Target).

Looking at wave-on-wave trends, **there has been an increase in pupils' agreement with this theme** compared to both previous waves. This **uplift can also be observed among both Boys and Girl, Furness and West Cumbria based pupils and Uni Connect Non target pupils**. Carlisle & Eden pupils' agreement with this theme has decreased compared to earlier waves.

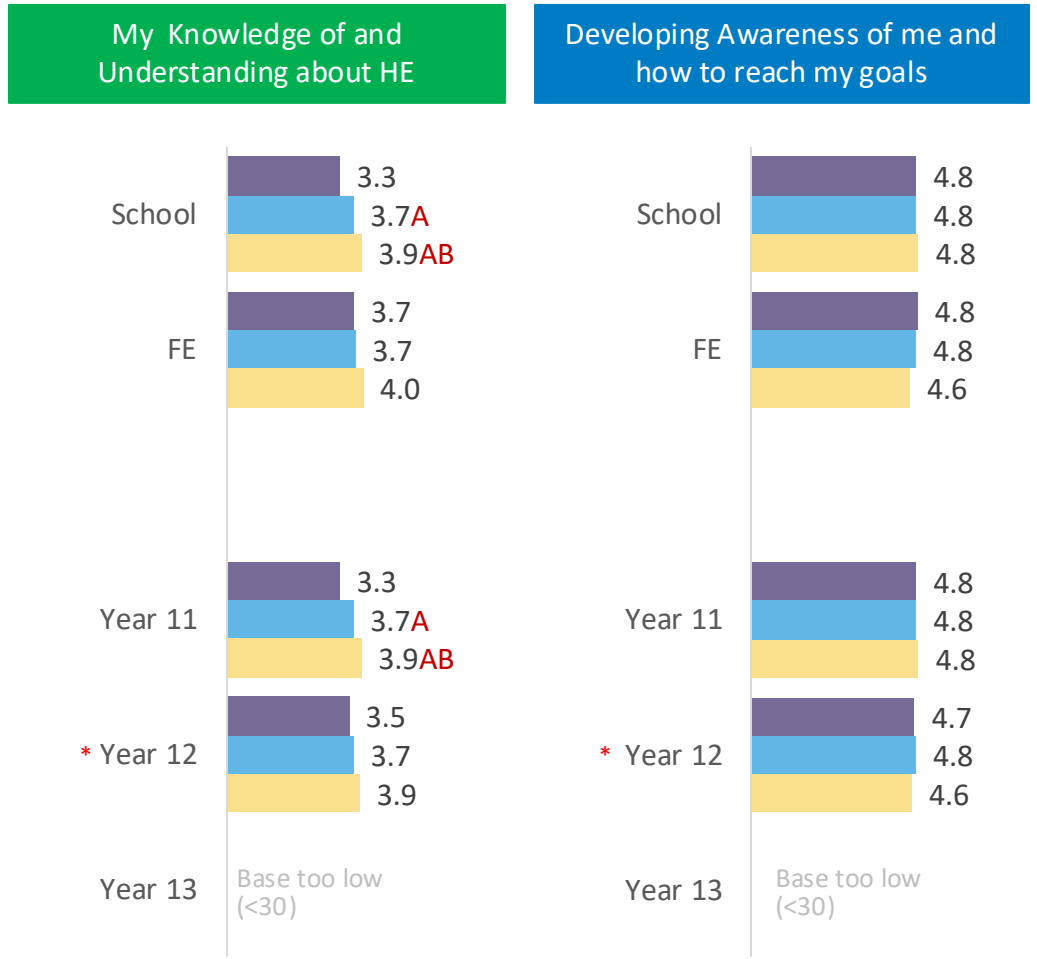
Theme '**Developing Awareness of me and how to reach my goals**' has a **mean score of 4.8** on a 7-point scale which is **higher among Boys** (vs Girls) but consistent across other demographic subgroups.

Trends-wise, there have been **no significant movements compared to the previous waves** neither on the total level nor within most demographic subgroups. **Carlisle & Eden is the only subgroup where there has been a decrease** in agreement to the theme.

W3 Mean scores (Years 11-13)	W2 Mean scores (Years 10-12)	W1 Mean Scores (Years 9-11)

Total Themes – Mean scores by Year Group

Total Learners
Wave 1 = 1,411;
Wave 2 = 1,788;
Wave 3 = 522



ABC – significantly higher at 95% confidence level

Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

* N.B. Low base size (<50)

Looking at year groups within the Total learner sample, agreement to theme '**My Knowledge of and understanding about HE**' is **consistent among both School and FE pupils**.

There's been **an uplift in School (Year 11) pupils' agreement to the theme** since the previous waves whilst FE pupils' scores remained consistent.

Theme '**Developing Awareness of me and how to reach my goals**' has **very consistent agreement scores across all year groups**, and there has been **no significant movements** in these compared to earlier waves.

Please note that the year groups shown relate to the year the pupil was in at the time of the Wave 3 survey (academic year 2023/2024). Due to the requirement to follow pupils through year groups; the Wave 1 and Wave 2 data relates to the previous year groups in each case.

W3 Mean scores (Years 11-13)	W2 Mean scores (Years 10-12)	W1 Mean Scores (Years 9-11)

Individual Themes

hello future.

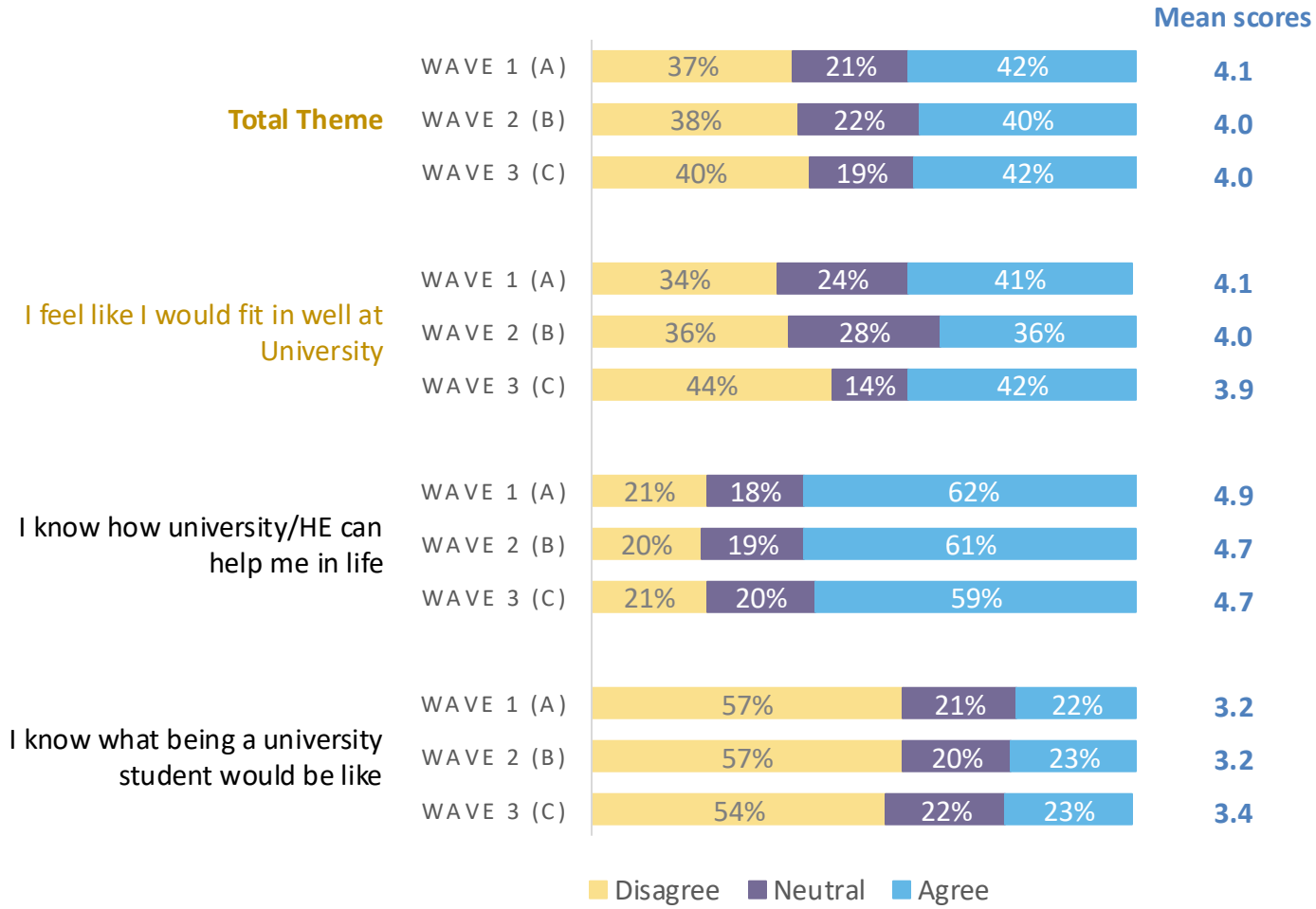


My Transition into Higher Education

Theme by Individual agreement scale

Same Learners = 167 pupils

My Transition into Higher Education



Among Same learners…

Of the scales that make up the theme '**My Transition into Higher Education**', pupils agree most with "I know how university/HE can help me in life". 59% of pupils agree with this statement.

2 in 5 pupils agree with statement "I feel like I would fit in well at University" (the theme's Golden question). However, a similar proportion disagree with this statement, indicating that they may need more information in this area.

Over half disagree that they "know what being a university student would be like", again, indicating that support and information would be beneficial.

No significant movement on any of the statements vs Wave 2.

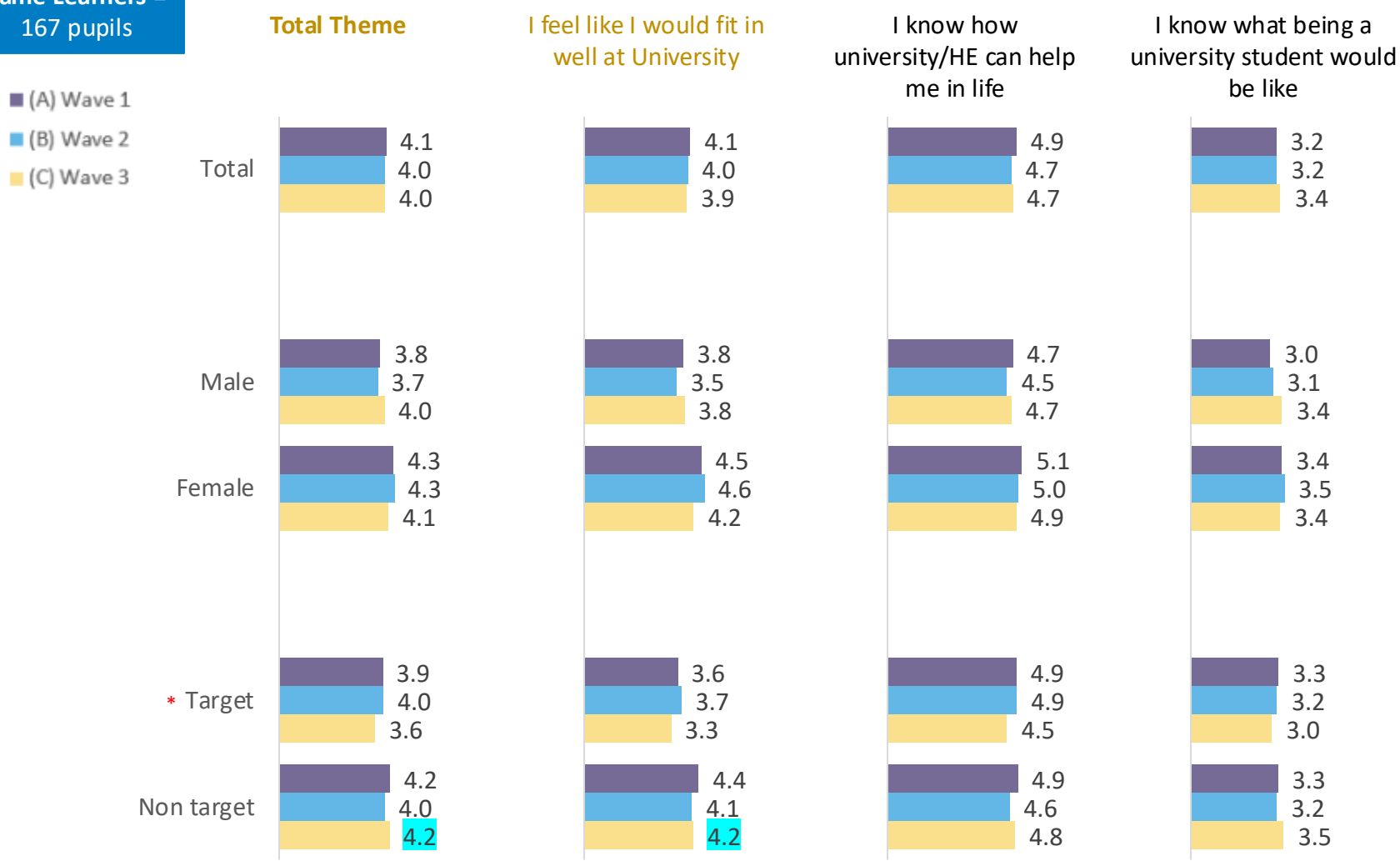
ABC – significantly higher at 95% confidence level

Scores show responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Disagree = 1-3, Neutral = 4, Agree = 5-7.

Mean scores by demographics

Same Learners = 167 pupils

My Transition into Higher Education



Scores for the theme are largely consistent across gender and Uni Connect status, with Uni Connect Non target pupils more likely to agree with the theme's Golden question "I feel like I would fit in well at University" (vs Target pupils).

Trend-wise, there are no significant changes in pupils' agreement to the statements compared to the previous waves.

* N.B. Low base size (<50)

ABC – significantly higher at 95% confidence level

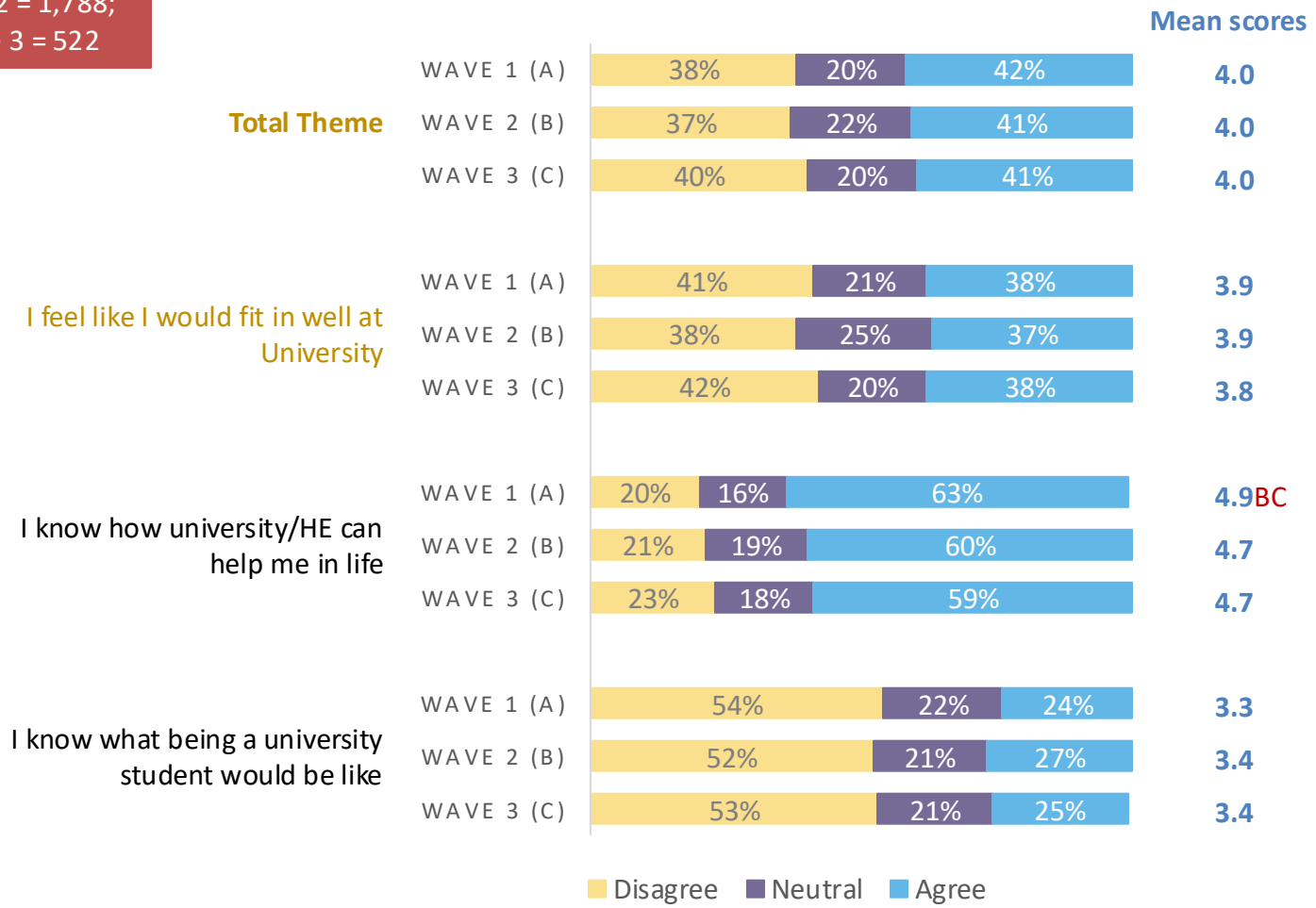
Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

W3 Mean scores (Years 11-13) | W2 Mean scores (Years 10-12) | W1 Mean Scores (Years 9-11)

Theme by Individual agreement scale

Total Learners
Wave 1 = 1,411;
Wave 2 = 1,788;
Wave 3 = 522

My Transition into Higher Education



Among Total learners the story is largely similar to Same learners.

Of the scales that make up the theme '**My Transition into Higher Education**', pupils agree most with "I know how university/HE can help me in life". 59% of pupils agree with this statement, slightly down compared to Wave 1, but on par with Wave 2.

Around 2 in 5 pupils agree with statement "I feel like I would fit in well at University" (the theme's Golden question) which, again, is on par with the previous waves. However, a similar proportion disagree with this statement, indicating that pupils may need more information in this area.

Over half disagree that they "know what being a university student would be like", again, indicating that support and information would be beneficial in this area. No significant movement on this statement vs Wave 2.

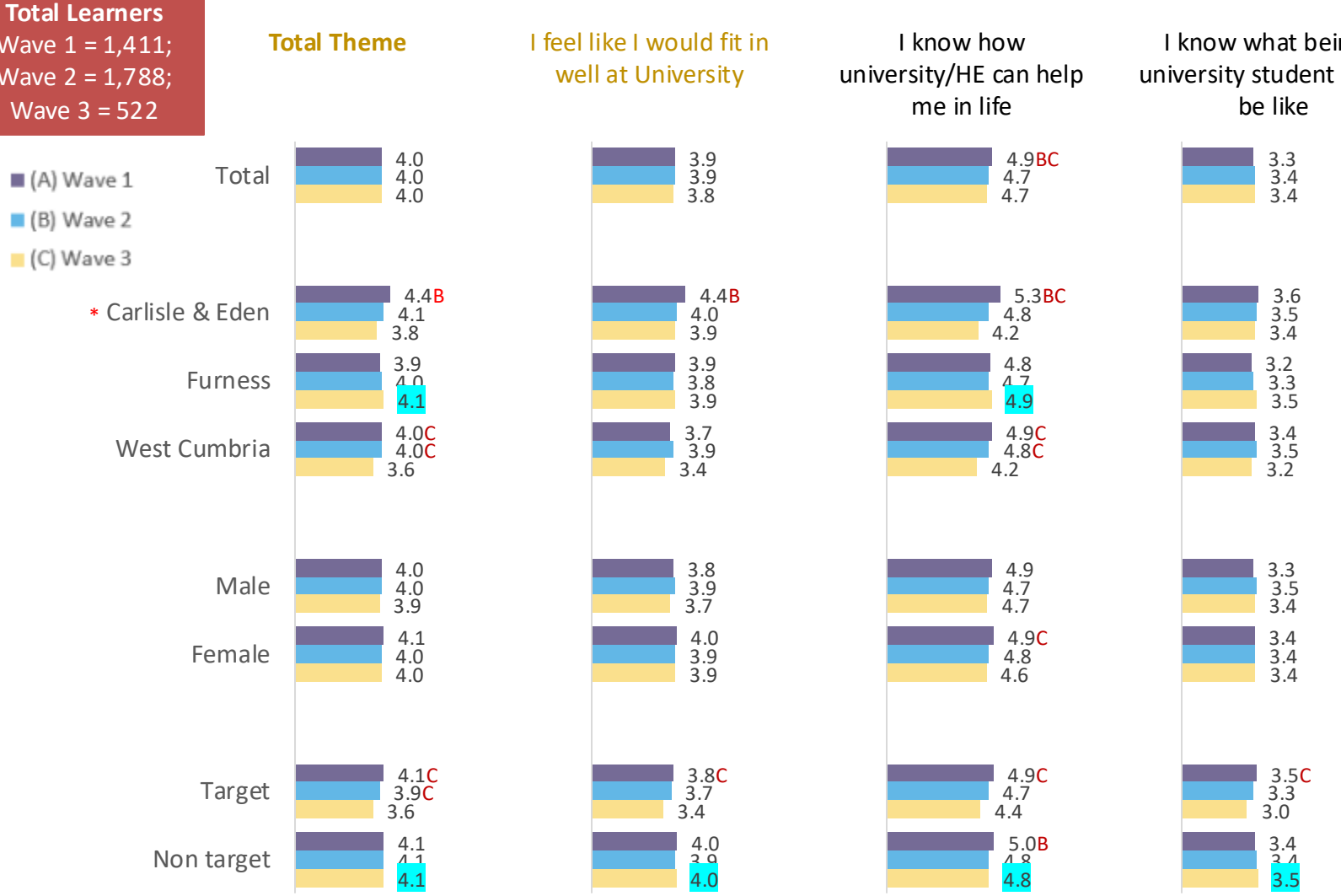
ABC – significantly higher at 95% confidence level

Scores show responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Disagree = 1-3, Neutral = 4, Agree = 5-7.

Mean scores by demographics

Total Learners
Wave 1 = 1,411;
Wave 2 = 1,788;
Wave 3 = 522

My Transition into Higher Education



Overall, scores are somewhat higher among Furness-based pupils and Uni Connect Non target pupils.

Whilst the overall theme score hasn't changed significantly on the total sample level, there's been some movement within individual statements and key subgroups. Pupils are slightly less likely to agree that they "know how university/HE can help them in life", driven by pupils in West Cumbria, Carlisle & Eden, Uni Connect Target pupils and Girls.

Uni Connect Target pupils are also less likely to agree with statements "I feel like I would fit in well at University" and "I know what being a university student would be like" compared to Wave 1 (on par with Wave 2).

* N.B. Low base size (<50)

ABC – significantly higher at 95% confidence level

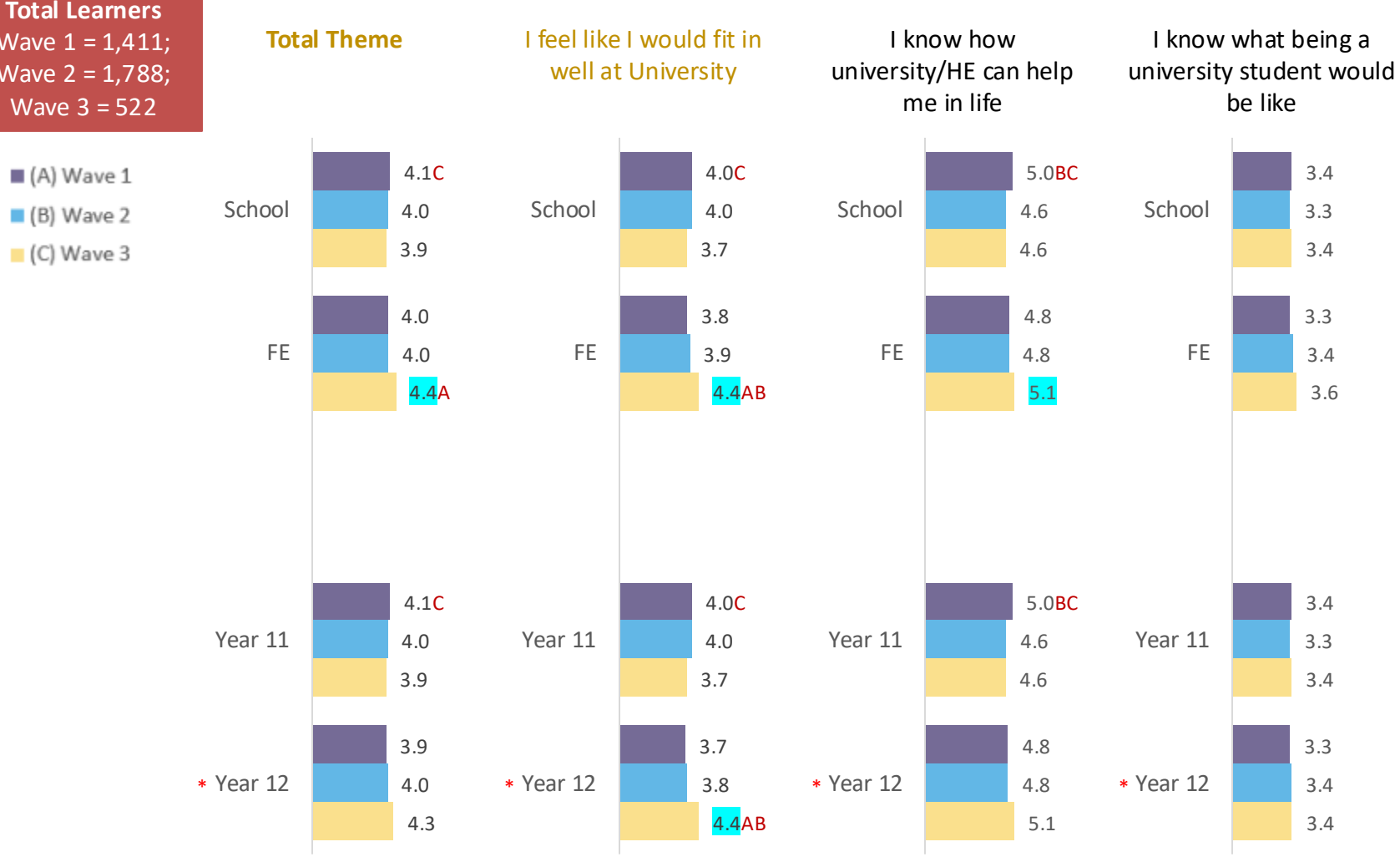
Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

W3 Mean scores (Years 11-13) | W2 Mean scores (Years 10-12) | W1 Mean Scores (Years 9-11)

Mean scores by year groups

Total Learners
Wave 1 = 1,411;
Wave 2 = 1,788;
Wave 3 = 522

My Transition into Higher Education



FE pupils are generally more likely to agree with the theme overall as well as individual statements compared to School/ Year 11 pupils with an exception of statement "I know what being a university student would be like" (where agreement is consistent by year group).

Trends-wise, the only significant uplift is among FE pupils/ Year 2 on statement "I feel like I would fit in well at University". The rest of the scores have stayed on par with Wave 2 within year groups.

* N.B. Low base size (<50) N.B. Base size for Year 13 is too low to report on (<30) ABC – significantly higher at 95% confidence level

Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

W3 Mean scores (Years 11-13) | W2 Mean scores (Years 10-12) | W1 Mean Scores (Years 9-11)

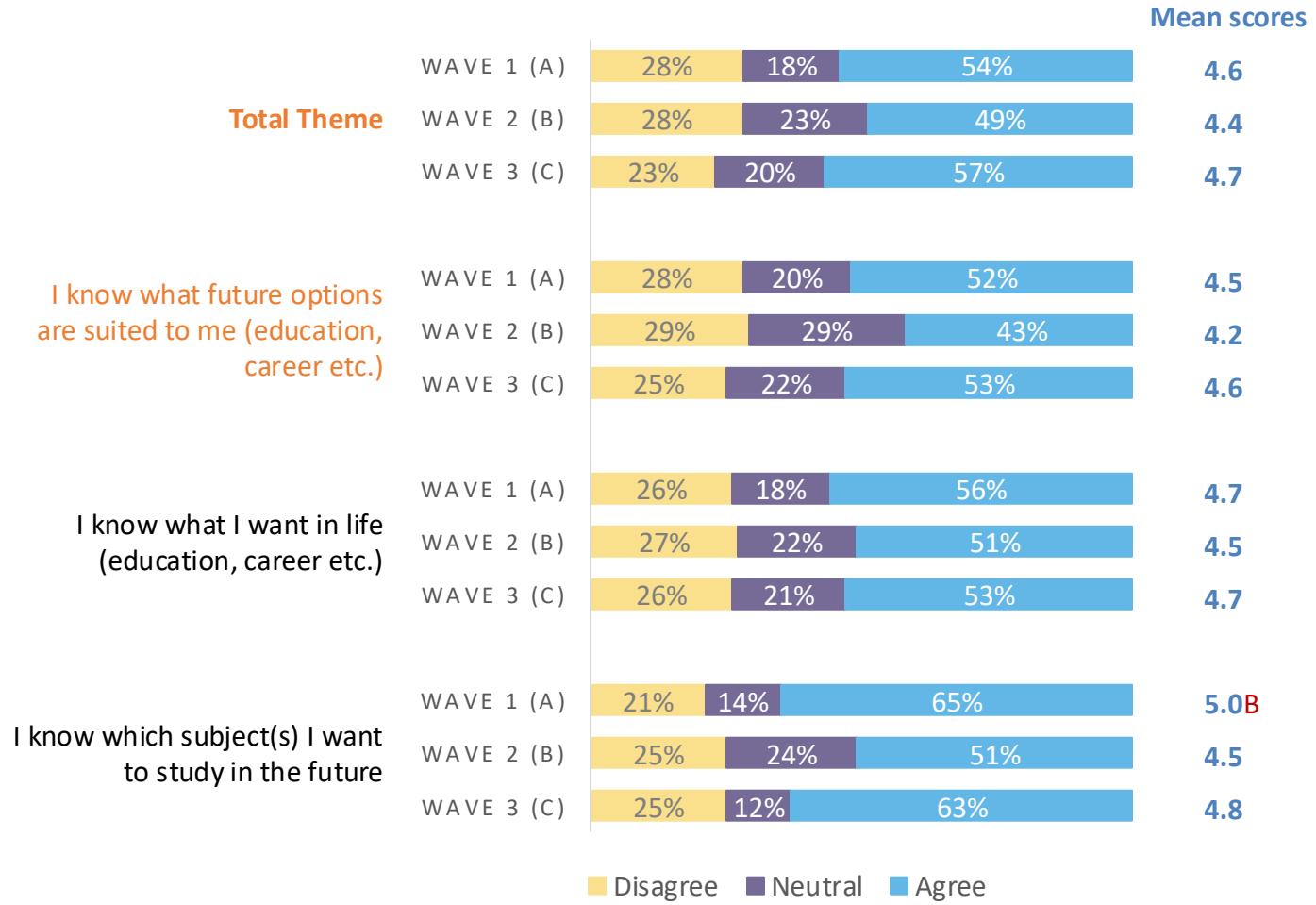


My Ideas, Self-belief and Personal expectations

Theme by Individual agreement scale (1 of 2)

Same Learners = 167 pupils

My Ideas, Self-Belief and Personal Expectations



Among Same learners…

Of the scales that make up the theme '**My Ideas, Self-Belief and Personal Expectations**', pupils agree most with "I know which subject(s) I want to study in the future" (63%) and "I know what my next step is after my current school/college" (63% - see next page), the latter seeing an increase in agreement vs Wave 2.

A large proportion of pupils also agree with statements "I am aware of different options I can take in my education" (60%) and "I know how to find information about my future options" (53%), "I know what future options are suited to me (education, career etc.)" (53%) and "I know what I want in life (education, career etc.)" (53%).

Overall, agreement with the statements of the theme is relatively high compared to other themes tested. The theme statement with the lowest agreement score is "I feel ready for the next step in my education or career" (51%). Providing support in this area could be beneficial, e.g. helping pupils to feel confident and optimistic about their next step.

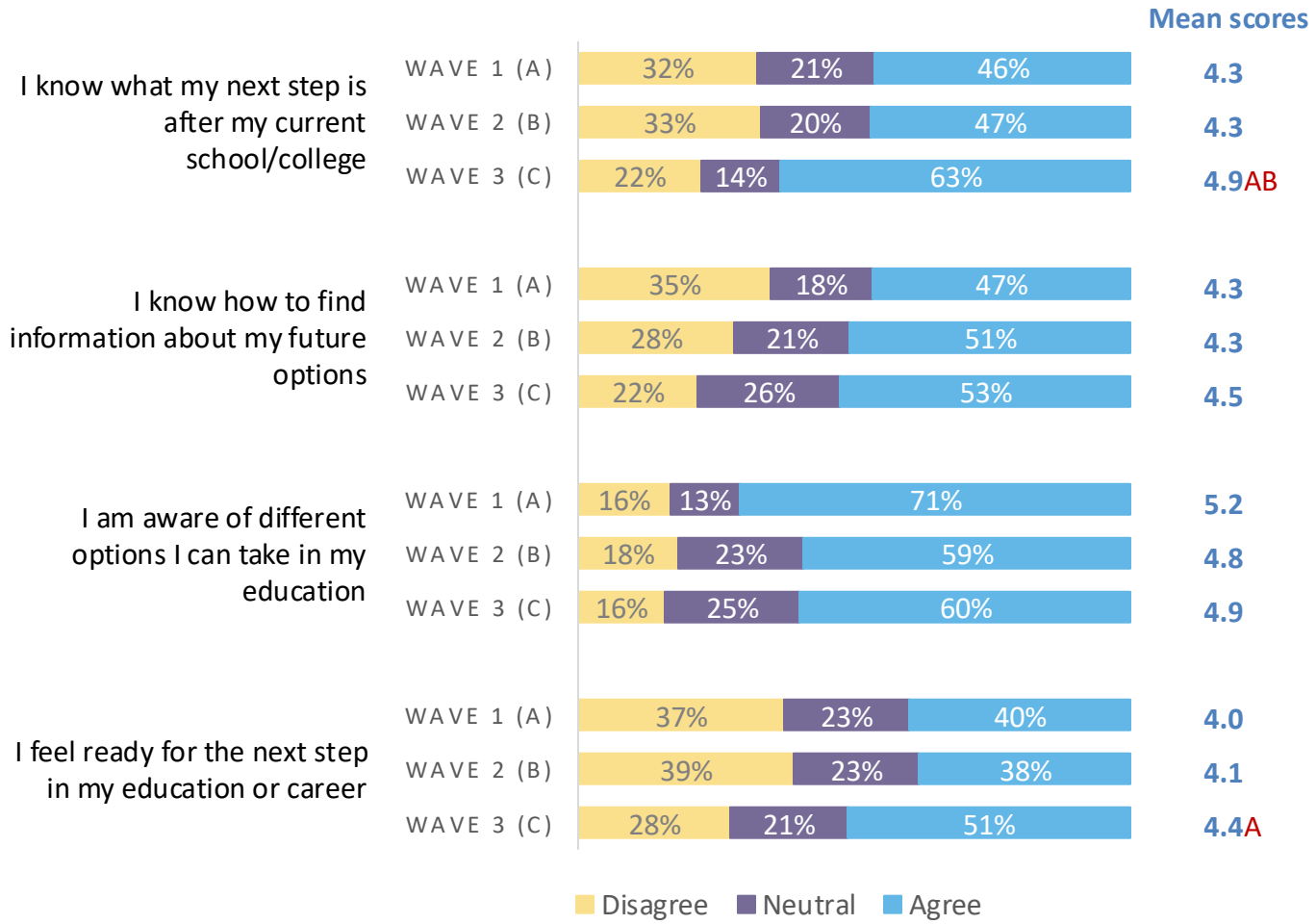
ABC – significantly higher at 95% confidence level

Scores show responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Disagree = 1-3, Neutral = 4, Agree = 5-7.

Theme by Individual agreement scale (2 of 2)

Same Learners = 167 pupils

My Ideas, Self-Belief and Personal Expectations

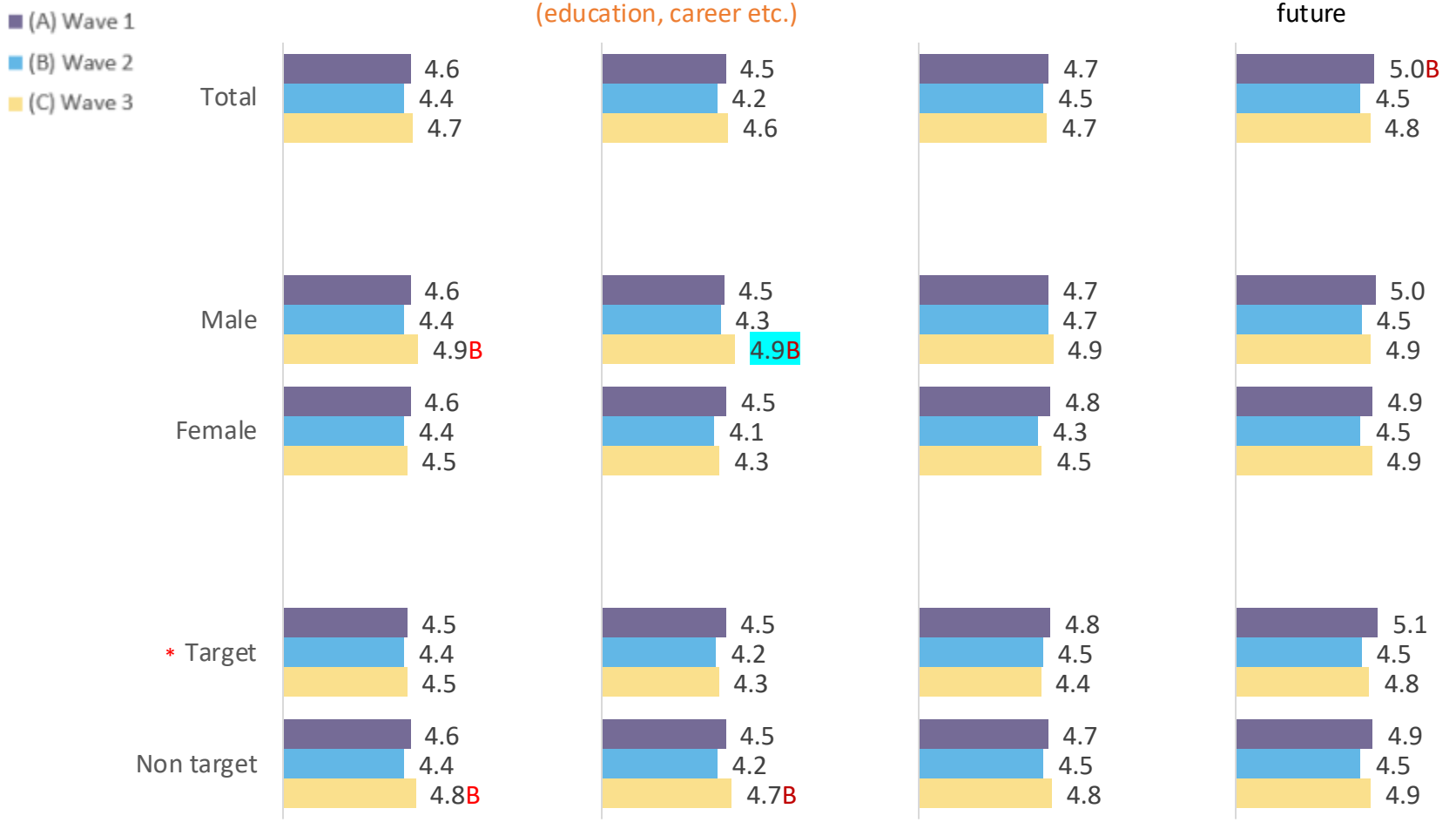


ABC – significantly higher at 95% confidence level

Scores show responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Disagree = 1-3, Neutral = 4, Agree = 5-7.

Mean scores by demographics (1 of 2)

Same Learners = 167 pupils



My Ideas, Self-Belief and Personal Expectations

Scores for individual statements do not differ by demographics, although indicatively the agreement tends to be higher for Boys (vs Girls) and Uni Connect Non target pupils (vs Target).

In terms of the wave-on-wave trends within key demographic subgroups, the scores have largely stayed consistent with the previous waves with a handful of exceptions:

- There's been an uplift amongst Boys in "I know what future options are suited to me (education, career etc.)", "I know what my next step is after my current school/college" and "I feel ready for the next step in my education or career".
- Uni Connect Non target pupils are now more likely to agree with statements "I know what future options are suited to me (education, career etc.)" and "I know what my next step is after my current school/college" compared to the previous wave.

No significant changes for other subgroups/ statements compared to the previous waves.

* N.B. Low base size (<50)

ABC – significantly higher at 95% confidence level

Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

W3 Mean scores (Years 11-13) | W2 Mean scores (Years 10-12) | W1 Mean Scores (Years 9-11)

Mean scores by demographics (2 of 2)

Same Learners = 167 pupils

My Ideas, Self-Belief and Personal Expectations



* N.B. Low base size (<50)

ABC – significantly higher at 95% confidence level

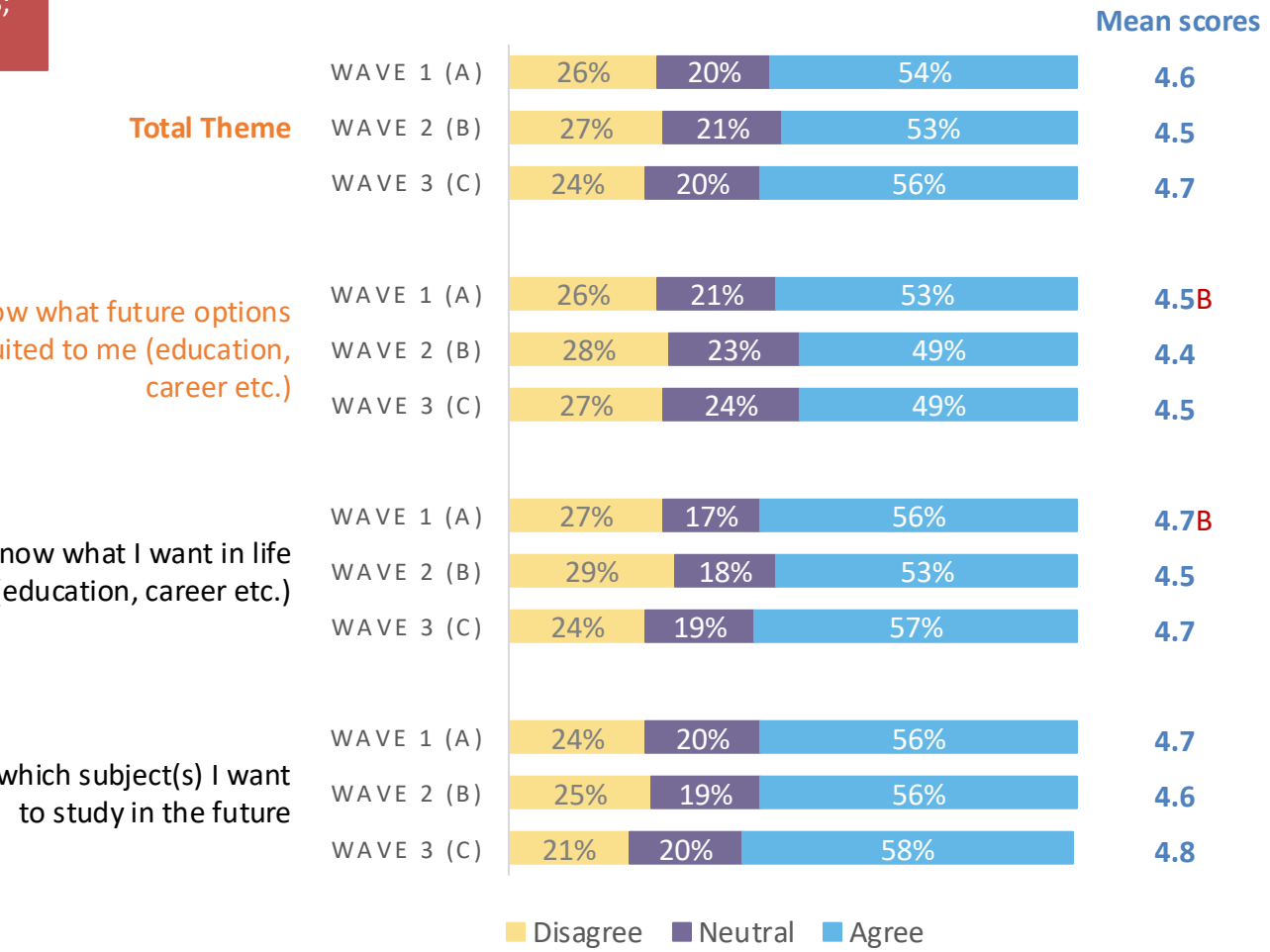
Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

W3 Mean scores (Years 11-13) | W2 Mean scores (Years 10-12) | W1 Mean Scores (Years 9-11)

Theme by Individual agreement scale (1 of 2)

Total Learners
Wave 1 = 1,411;
Wave 2 = 1,788;
Wave 3 = 522

My Ideas, Self-Belief and Personal Expectations



Among Total learners…

Of the scales that make up the theme '**My Ideas, Self-Belief and Personal Expectations**', pupils agree most with "I am aware of different options I can take in my education" (64% - see next page) and "I know what my next step is after my current school/college" (63% - see next page), with the latter seeing an increase in agreement vs Wave 2.

A large proportion of pupils also agree with statements "I know which subject(s) I want to study in the future" (58%), "I know what I want in life (education, career etc.)" (57%) and "I know how to find information about my future options" (53%), all on par with Wave 2.

The statements within the theme with comparatively lower agreement are "I know what future options are suited to me (education, career etc.)"(49%) and "I feel ready for the next step in my education or career" (49%). Providing pupils with support in these areas could be beneficial, e.g. helping them understand what future options might be most appropriate and helping them to feel confident and optimistic about their next step.

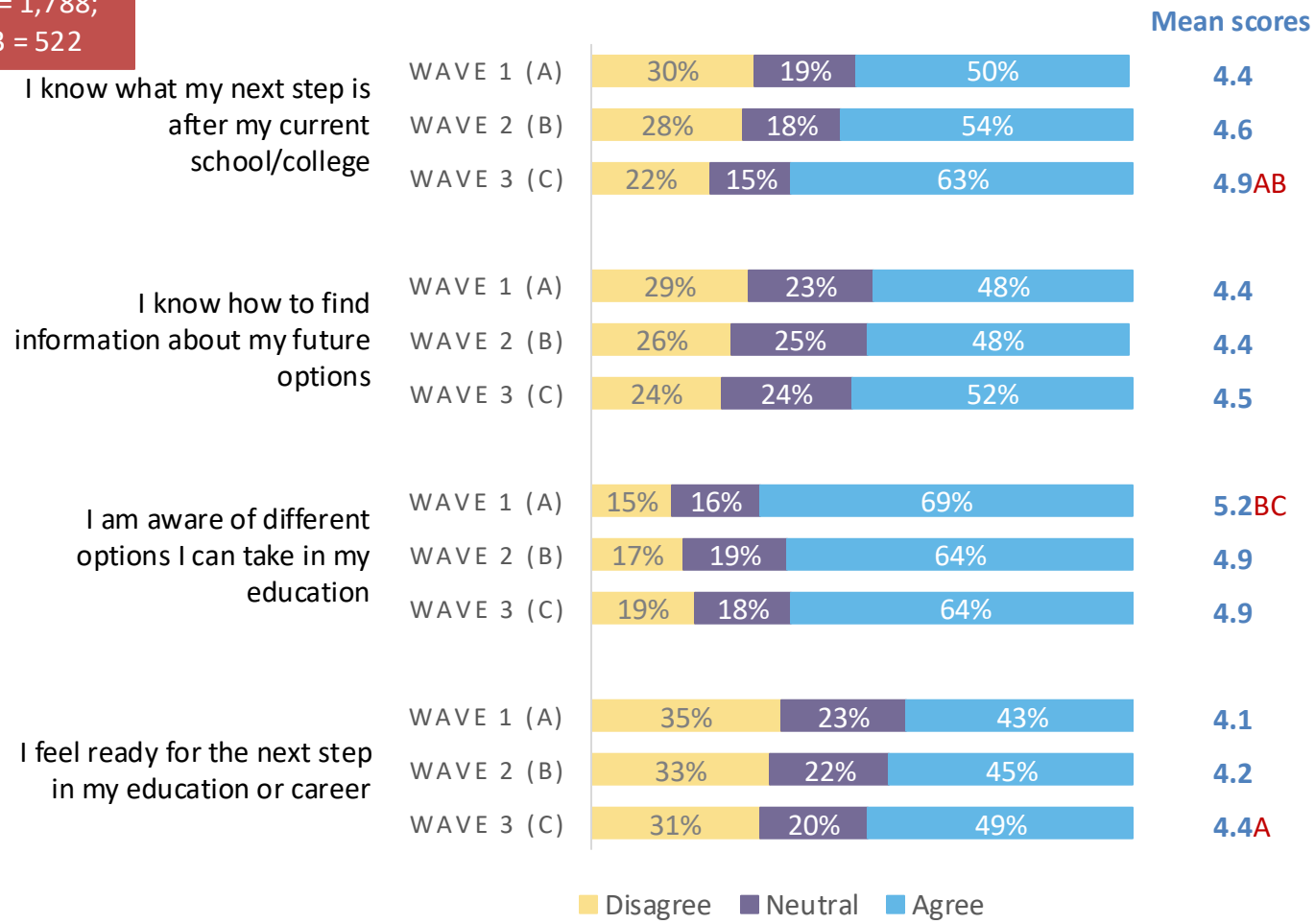
ABC – significantly higher at 95% confidence level

Scores show responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Disagree = 1-3, Neutral = 4, Agree = 5-7.

Theme by Individual agreement scale (2 of 2)

Total Learners
Wave 1 = 1,411;
Wave 2 = 1,788;
Wave 3 = 522

My Ideas, Self-Belief and Personal Expectations



ABC – significantly higher at 95% confidence level

Scores show responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Disagree = 1-3, Neutral = 4, Agree = 5-7.

Mean scores by demographics (1 of 2)

Total Learners
Wave 1 = 1,411;
Wave 2 = 1,788;
Wave 3 = 522



* N.B. Low base size (<50)

ABC – significantly higher at 95% confidence level

Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

My Ideas, Self-Belief and Personal Expectations

Overall, there is a lot of consistency by subgroups in terms of the individual statement scores, with Boys more likely to agree with some of the statements than Girls. Furness-based students are more likely than students from other regions to agree that they "know how to find information about future options" (see next page).

In terms of the wave-on-wave trends, there has been an uplift in agreement with statement "I know what my next step is after my current school/college" on the total sample level as well as within key demographic subgroups (except the Carlisle & Eden region).

A minor uplift (vs Wave 1) can also be seen for statement "I feel ready for the next step in my education or career" driven mainly be West Cumbria pupils and Boys.

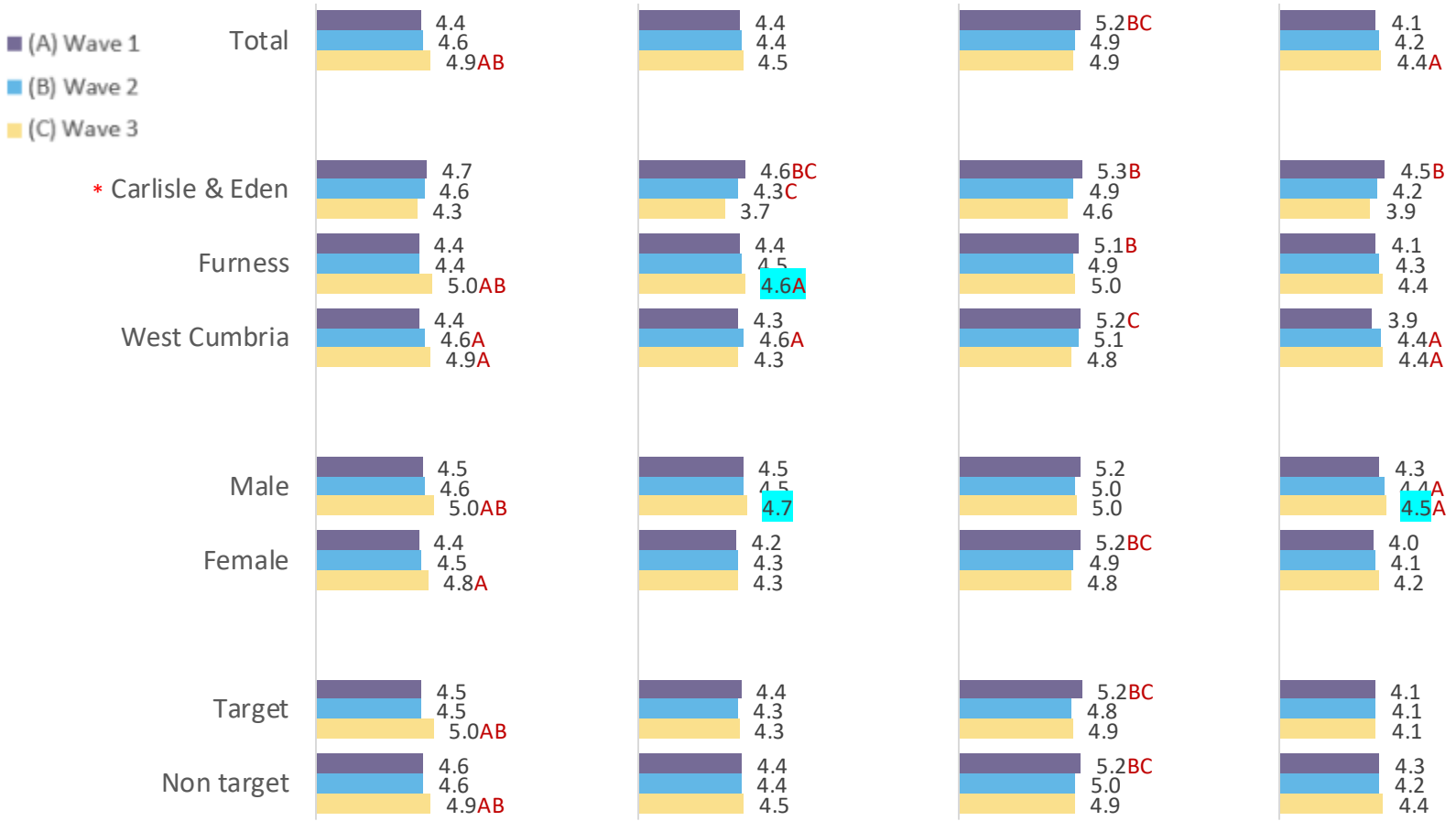
Statement "I am aware of different options I can take in my education" has seen a decrease in agreement scores. This downward trend can be seen within each key subgroup.

W3 Mean scores (Years 11-13) | W2 Mean scores (Years 10-12) | W1 Mean Scores (Years 9-11)

Mean scores by demographics (2 of 2)

Total Learners
Wave 1 = 1,411;
Wave 2 = 1,788;
Wave 3 = 522

My Ideas, Self-Belief and Personal Expectations



* N.B. Low base size (<50)

ABC – significantly higher at 95% confidence level

Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

W3 Mean scores (Years 11-13) | W2 Mean scores (Years 10-12) | W1 Mean Scores (Years 9-11)

Mean scores by year group

Total Learners
Wave 1 = 1,411;
Wave 2 = 1,788;
Wave 3 = 522



Total Theme

	Wave 1	Wave 2	Wave 3
School	4.5	4.3	4.7AB
FE	4.7	4.6	4.4
Year 11	4.5	4.3	4.7AB
* Year 12	4.5	4.6	4.4

I know what future options are suited to me (education, career etc.)

	Wave 1	Wave 2	Wave 3
School	4.5B	4.2	4.5B
FE	4.6BC	4.4	4.2
Year 11	4.5B	4.2	4.5B
* Year 12	4.4	4.4	4.2

I know what I want in life (education, career etc.)

	Wave 1	Wave 2	Wave 3
School	4.7B	4.4	4.8B
FE	4.7	4.6	4.1
Year 11	4.7B	4.4	4.8B
* Year 12	4.5	4.6	4.1

I know which subject(s) I want to study in the future

	Wave 1	Wave 2	Wave 3
School	4.7	4.5	4.8
FE	4.7	4.7	4.7
Year 11	4.7	4.5	4.8
* Year 12	4.6	4.6	4.8

I know what my next step is after my current school/college

	Wave 1	Wave 2	Wave 3
School	4.3	4.2	5.0AB
FE	4.6	4.6	4.4
Year 11	4.3	4.2	5.0AB
* Year 12	4.2	4.7A	4.5

I know how to find information about my future options

	Wave 1	Wave 2	Wave 3
School	4.3	4.3	4.5
FE	4.5	4.4	4.5
Year 11	4.3	4.3	4.5
* Year 12	4.4	4.4	4.6

I am aware of different options I can take in my education

	Wave 1	Wave 2	Wave 3
School	5.0B	4.7	4.9
FE	5.3B	5.0	4.9
Year 11	5.0B	4.7	4.9
* Year 12	5.2	5.0	4.9

I feel ready for the next step in my education or career

	Wave 1	Wave 2	Wave 3
School	4.0	4.1	4.4AB
FE	4.3C	4.3C	3.7
Year 11	4.0	4.1	4.4AB
* Year 12	4.0	4.3AC	3.6

* N.B. Low base size (<50) N.B. Base size for Year 13 is too low to report on (<30) ABC – significantly higher at 95% confidence level

Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

My Ideas, Self-Belief and Personal Expectations

Interestingly, school pupils are more likely than FE pupils to agree with the theme overall, and specifically statements "I know what I want in life (education, career etc.)", "I know what my next step is after my current school/college" and "I feel ready for the next step in my education or career". For the other four statements, the responses of School and FE pupils are on par.

Trends-wise, there's been a general positive movement in the theme agreement scores among School pupils whilst FE pupils' agreement to theme statements has either remained unchanged or decreased ("I know what future options are suited to me", "I feel ready for the next step in my education or career").

W3 Mean scores (Years 11-13) | W2 Mean scores (Years 10-12) | W1 Mean Scores (Years 9-11)

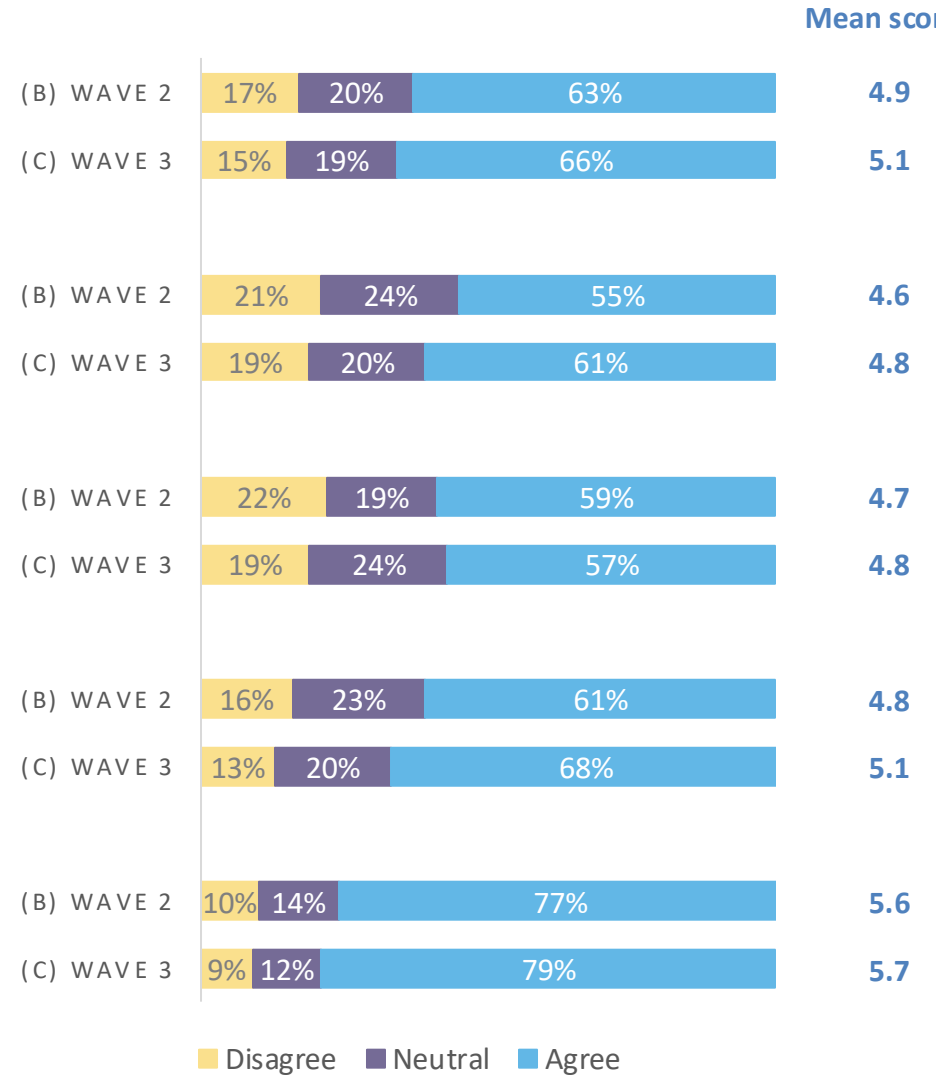


My Confidence and Attainment expectations

Theme by Individual agreement scale

Same Learners = 167 pupils

My Confidence and Attainment Expectations



Among Same learners…

Of the scales that make up the theme '**My Confidence and Attainment Expectations**', pupils agree most with "I have people in my life who believe in me". 79% of pupils agree with this statement and with a mean score of 5.7, and this has remained consistent with the previous wave.

Two thirds of pupils agree with statement "I have the support I need to achieve my goals in my education and career" which, again, has remained on par with Wave 2.

Around 3 in 5 pupils agree with each of the statements "I am on track to achieve the grades I need for my next step" (the theme's Golden question) and "I believe I will achieve my predicted grades". There have been no changes in agreement to either of these statements since Wave 2.

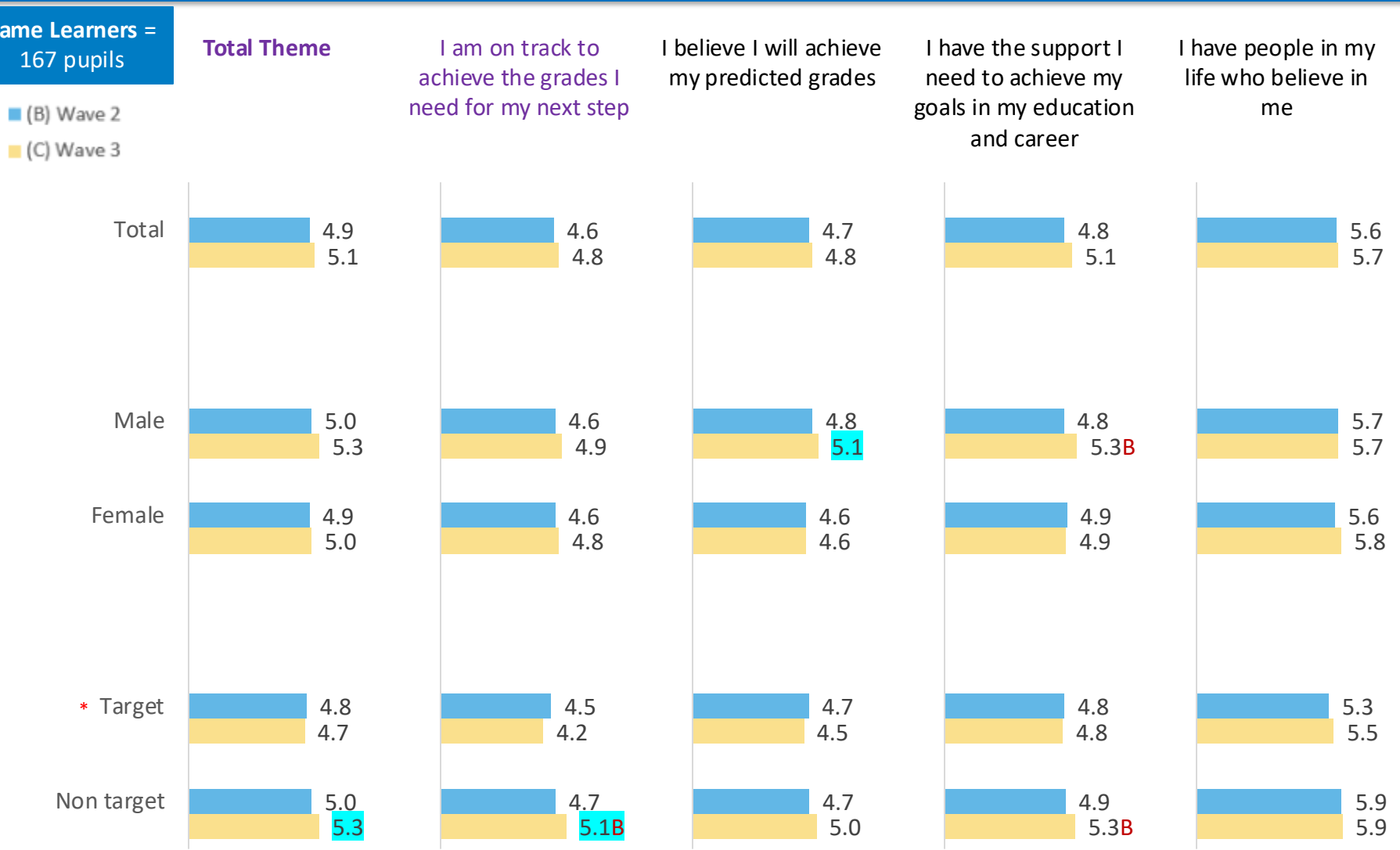
Please note: 'My Confidence and Attainment expectations' was a theme introduced in Wave 2, so data for Wave 1 is not available.

ABC – significantly higher at 95% confidence level

Scores show responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Disagree = 1-3, Neutral = 4, Agree = 5-7.

Mean scores by demographics

Same Learners = 167 pupils



My Confidence and Attainment Expectations

Overall, there is a lot of consistency by subgroups in terms of the individual statement scores, with Uni Connect Non target pupils somewhat more likely (vs Target) to agree with the statements of the theme, particularly the Golden question "I am on track to achieve the grades I need for my next step".

In terms of the wave-on-wave trends, there has been an uplift in agreement with statement "I have the support I need to achieve my goals in my education and career" among Boys and Uni Connect Non target pupils and statement "I am on track to achieve the grades I need for my next step" among Uni Connect Non target pupils.

Please note: 'My Confidence and Attainment expectations' was a theme introduced in Wave 2, so data for Wave 1 is not available.

* N.B. Low base size (<50)

ABC – significantly higher at 95% confidence level

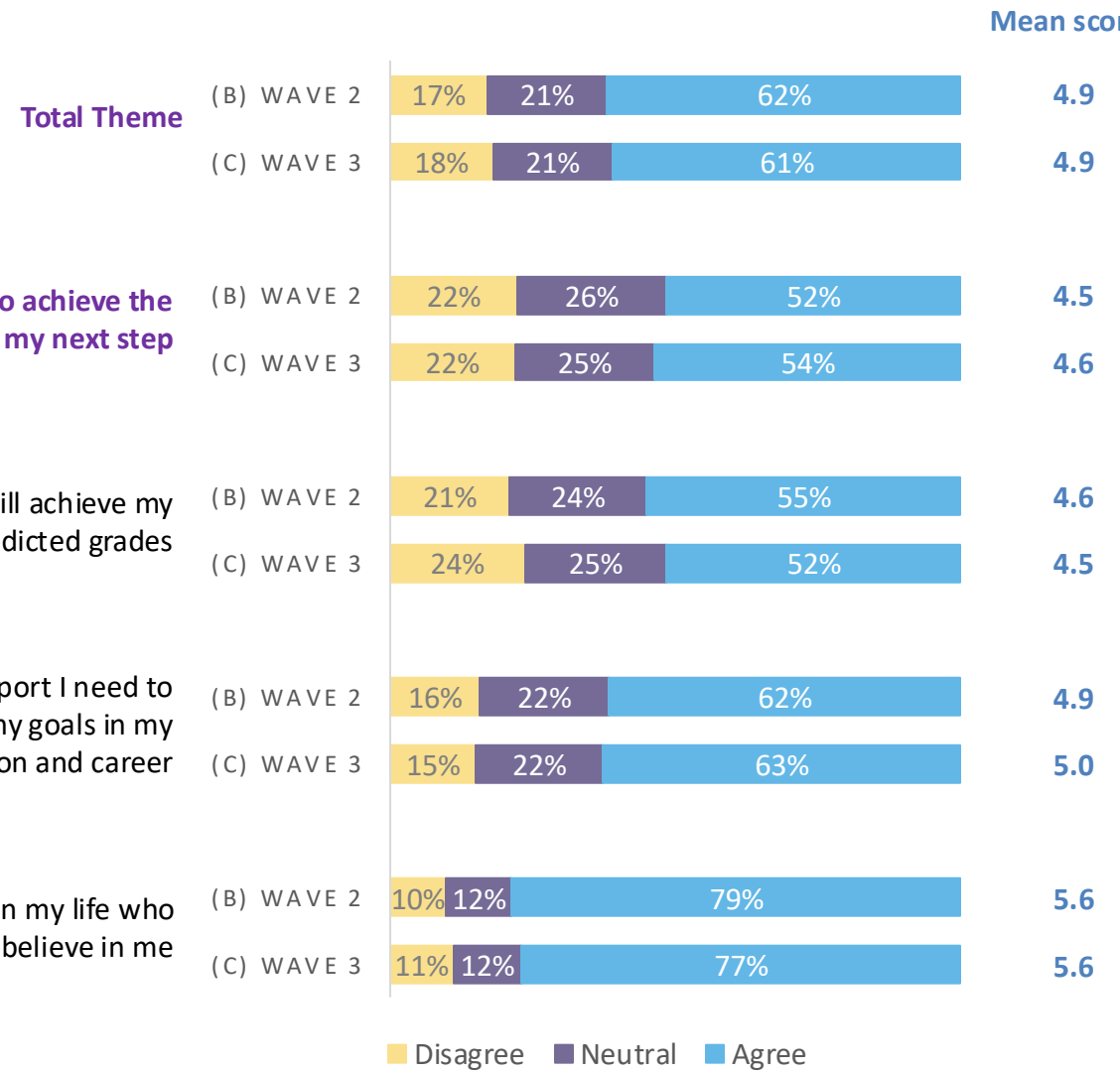
Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

W3 Mean scores (Years 11-13) | W2 Mean scores (Years 10-12)

Theme by Individual agreement scale

Total Learners
Wave 1 = 1,411;
Wave 2 = 1,788;
Wave 3 = 522

My Confidence and Attainment Expectations



Among Total learners…

Of the scales that make up the theme '**My Confidence and Attainment Expectations**', pupils agree most with "I have people in my life who believe in me". 77% of pupils agree with this statement, and this has remained unchanged since the previous wave.

Nearly two thirds of pupils agree with statement "I have the support I need to achieve my goals in my education and career" which, again, is on par with Wave 2.

Just over half of pupils agree with each of the statements "I am on track to achieve the grades I need for my next step" (the theme's Golden question) and "I believe I will achieve my predicted grades". There has been no change in agreement to either of these statements since Wave 2.

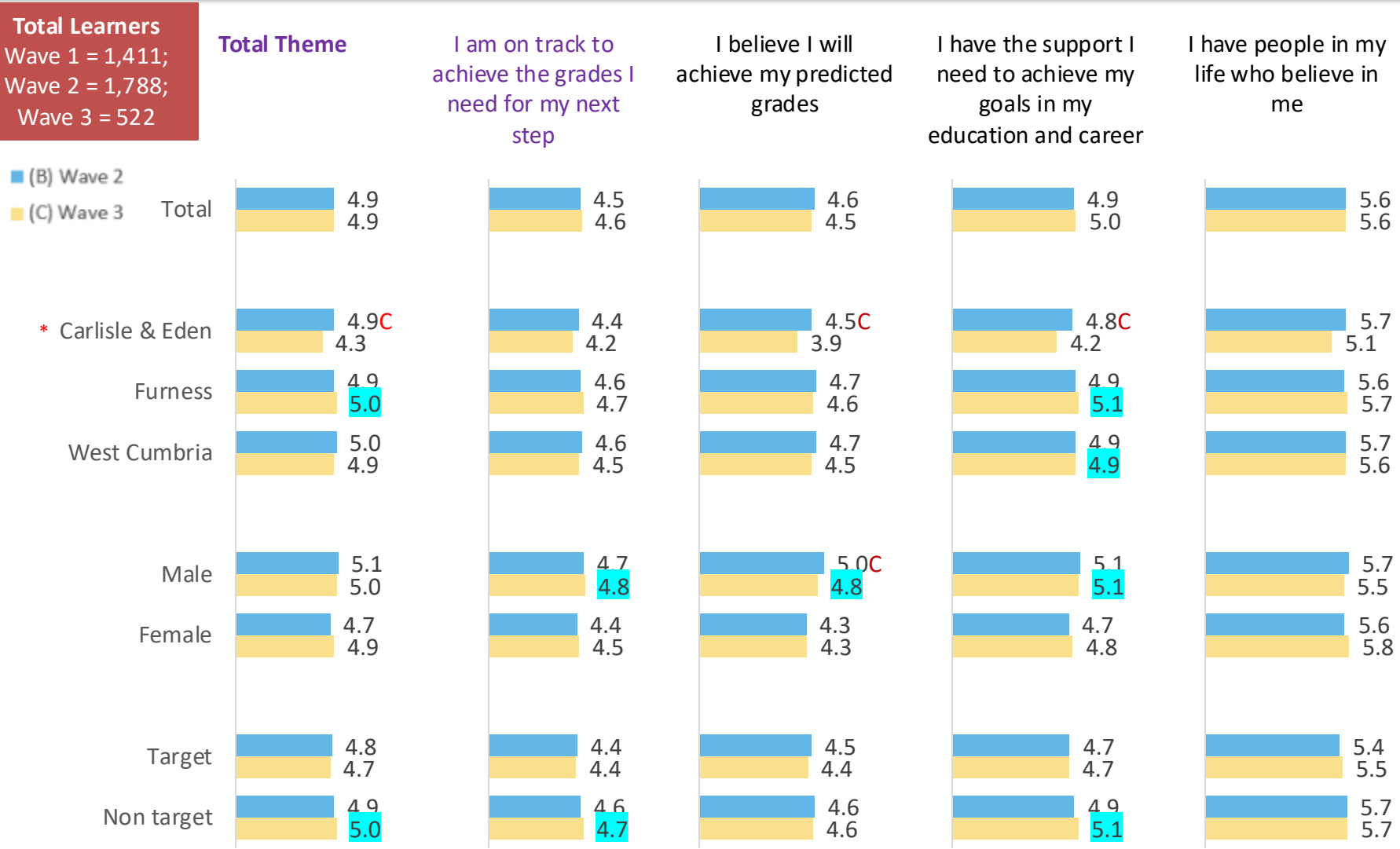
Please note: 'My Confidence and Attainment expectations' was a theme introduced in Wave 2, so data for Wave 1 is not available.

ABC – significantly higher at 95% confidence level

Scores show responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Disagree = 1-3, Neutral = 4, Agree = 5-7.

Mean scores by demographics

Total Learners
Wave 1 = 1,411;
Wave 2 = 1,788;
Wave 3 = 522



* N.B. Low base size (<50)

ABC – significantly higher at 95% confidence level

Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

My Confidence and Attainment Expectations

Uni Connect Non target pupils, Boys and those in Furness and West Cumbria are somewhat more likely to agree with the statements of the theme (vs Target pupils, Girls and those in Carlisle & Erden), particularly the Golden question "I am on track to achieve the grades I need for my next step" and statement "I have the support I need to achieve my goals in my education and career".

In terms of the wave-on-wave trends, there has been a decrease in agreement with statements "I believe I will achieve my predicted grades" and "I have the support I need to achieve my goals in my education and career" among Carlisle & Eden pupils compared to the previous wave.

Boys are also now slightly less likely to agree with statement "I believe I will achieve my predicted grades" than they were in the previous school year.

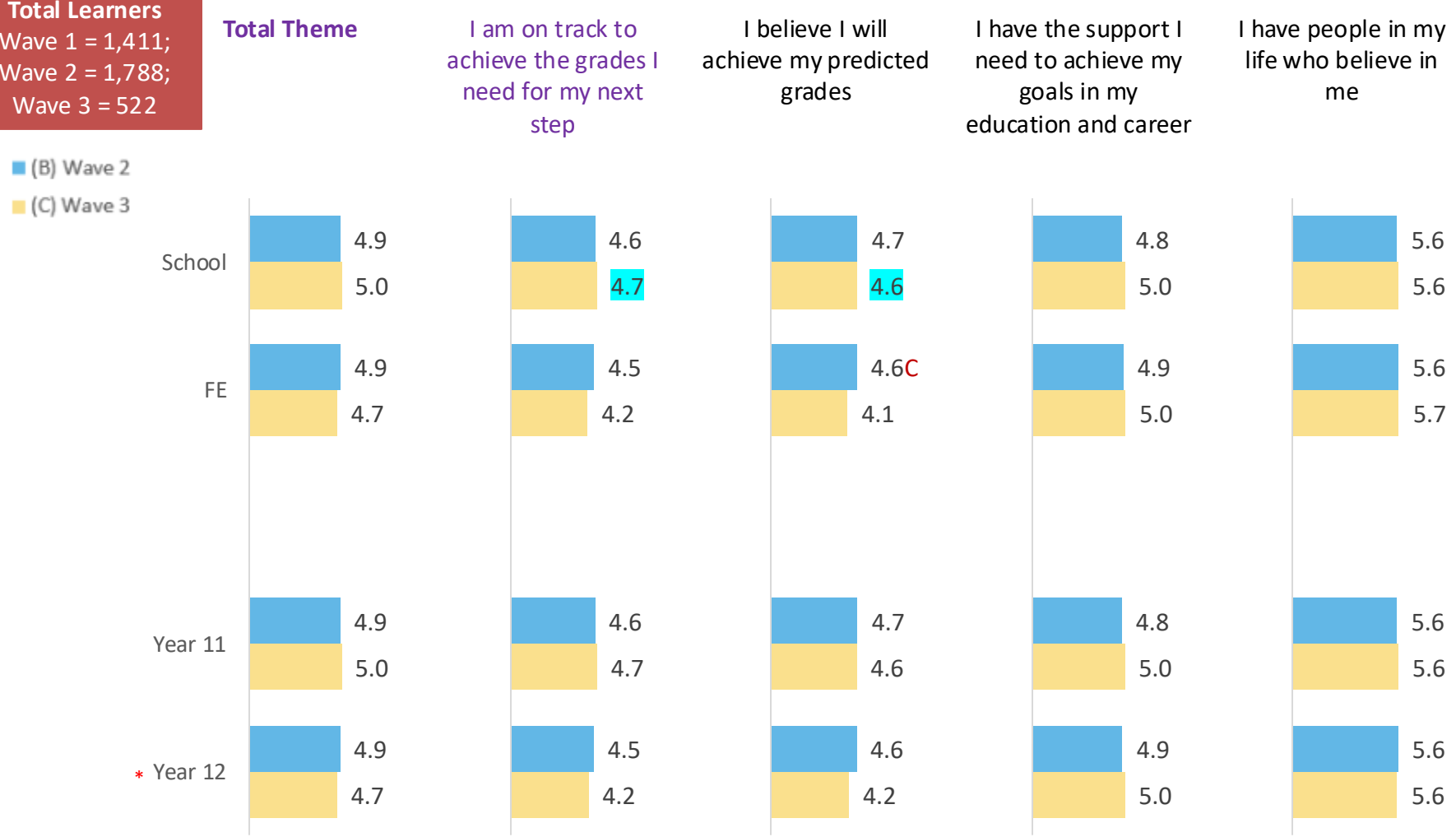
Please note: 'My Confidence and Attainment expectations' was a theme introduced in Wave 2, so data for Wave 1 is not available.

W3 Mean scores (Years 11-13)

W2 Mean scores (Years 10-12)

Mean scores by year group

Total Learners
Wave 1 = 1,411;
Wave 2 = 1,788;
Wave 3 = 522



My Confidence and Attainment Expectations

There's a lot of consistency in theme agreement by year group, with no differences on the total theme level. On the individual statement level, School pupils are more likely than FE pupils to agree that they "are on track to achieve the grades they need for their next step" and "believe they will achieve their predicted grades".

Trends-wise, scores are largely unchanged within year groups, with just FE pupils being slightly less likely to believe they'll achieve their grades than they did in Wave 2.

Please note: 'My Confidence and Attainment expectations' was a theme introduced in Wave 2, so data for Wave 1 is not available.

* N.B. Low base size (<50) N.B. Base size for Year 13 is too low to report on (<30) ABC – significantly higher at 95% confidence level

Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

W3 Mean scores (Years 11-13) W2 Mean scores (Years 10-12)

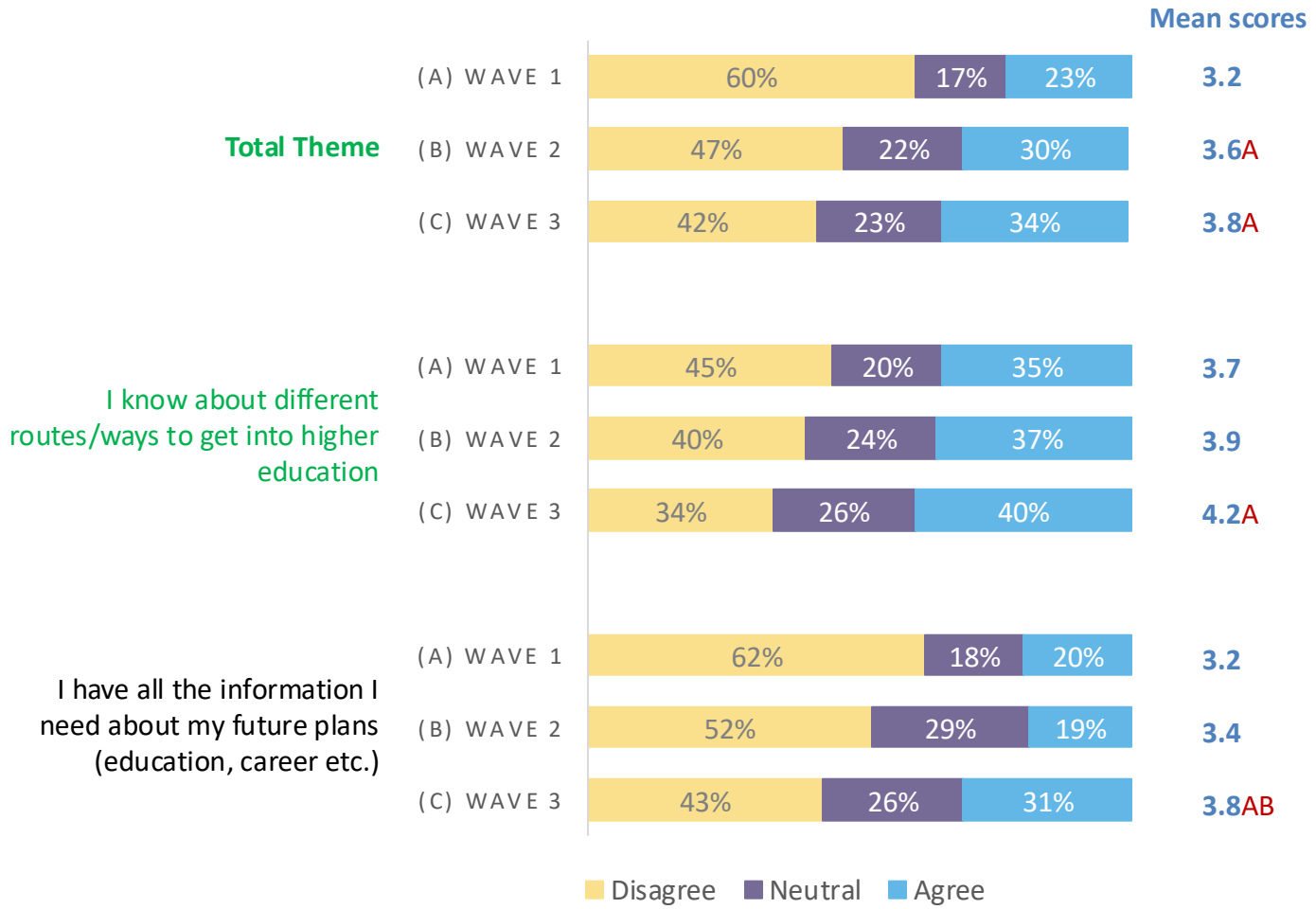


My Knowledge of and understanding about Higher Education

Theme by Individual agreement scale (1 of 2)

Same Learners = 167 pupils

My Knowledge of and Understanding about HE



Among Same learners…

Scores across the scales that make up the theme '**My Knowledge of and Understanding about HE**' are generally lower compared to other themes indicating gaps in knowledge around Higher Education. That said, most scores have seen an improvement since the initial baseline Wave 1.

Around 2 in 5 pupils agree with statements "I know about different routes/ways to get into higher education" (the theme's Golden question) and "know how to write a CV/ job application". Both have seen an increase vs Wave 1, but there is still room for improvement.

Around a third of pupils agree with statements "I have all the information I need about my future plans (education, career etc.)" and "I know how to write a personal statement". That said nearly 2 in 5 pupils disagree with each of these statements, indicating the need for support.

The statement with the lowest agreement is "I know how to apply to university/higher education", with 3 in 5 pupils disagreeing with it. Providing education and support in this area should be a priority.

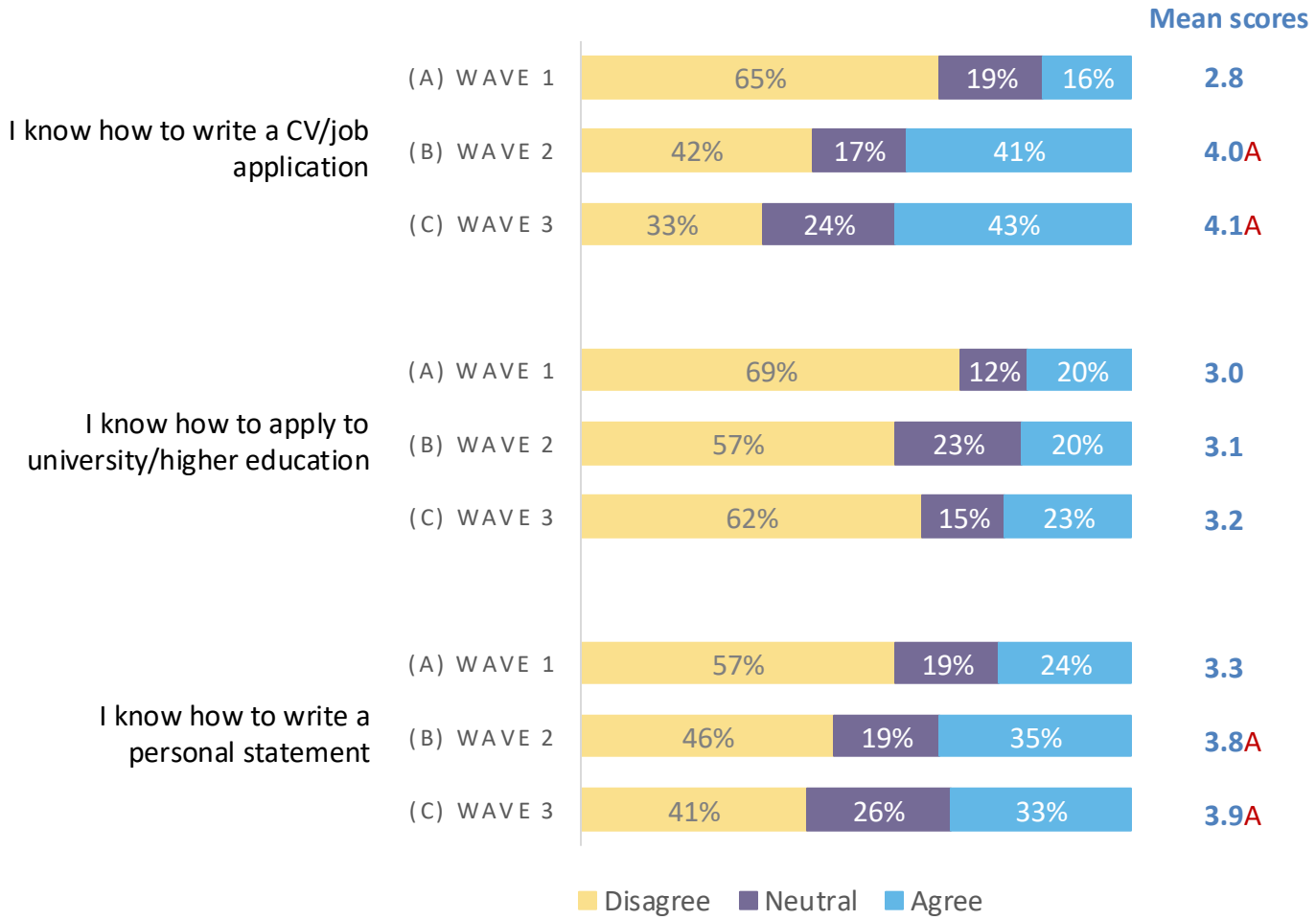
ABC – significantly higher at 95% confidence level

Scores show responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Disagree = 1-3, Neutral = 4, Agree = 5-7.

Theme by Individual agreement scale (2 of 2)

Same Learners = 167 pupils

My Knowledge of and Understanding about HE

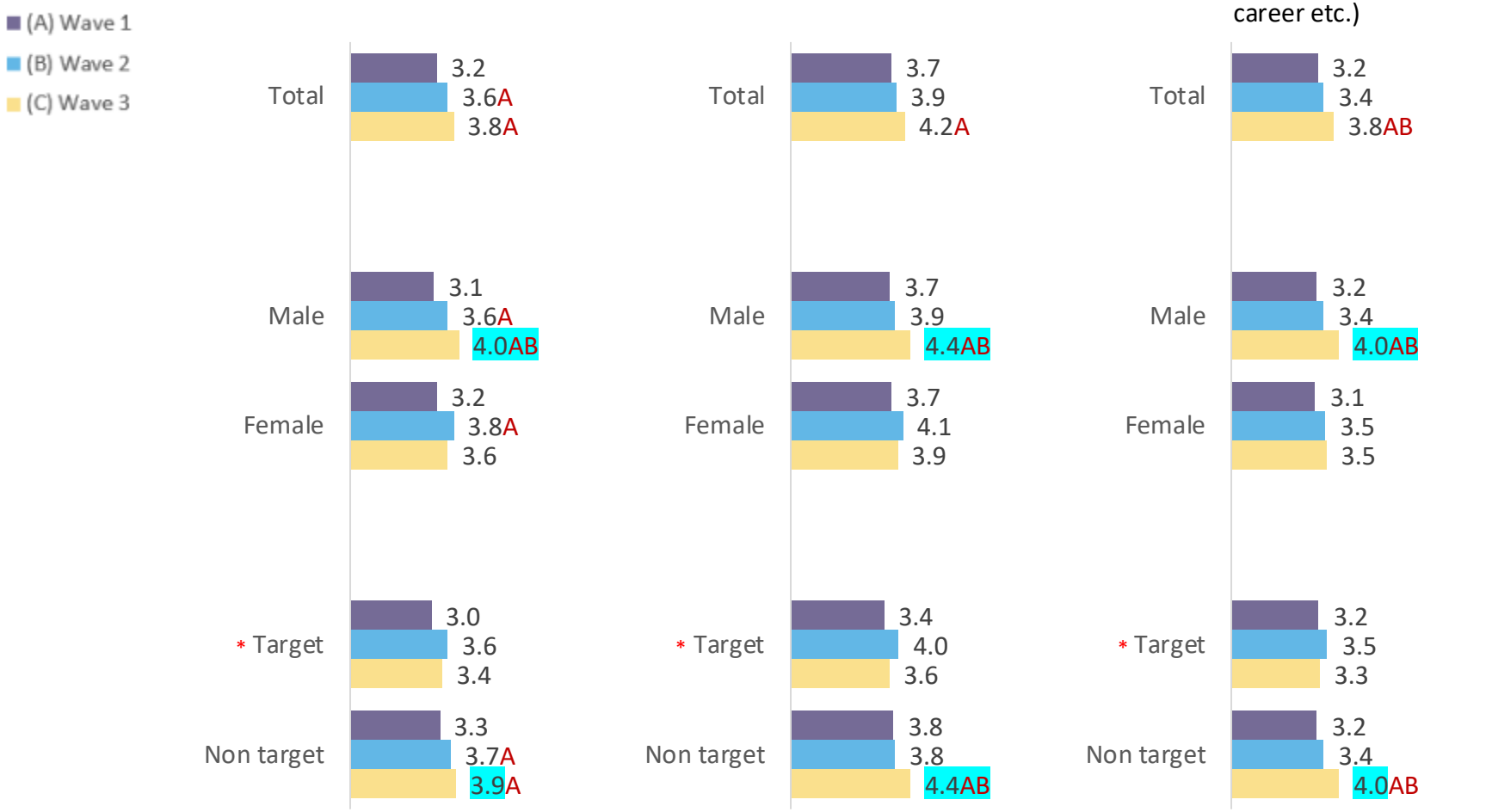


ABC – significantly higher at 95% confidence level

Scores show responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Disagree = 1-3, Neutral = 4, Agree = 5-7.

Mean scores by demographics (1 of 2)

Same Learners = 167 pupils



My Knowledge of and Understanding about HE

Boys and Uni Connect Non target pupils are generally more likely to agree with the theme statements (vs Girls and Target pupils), with the differences being most significant for statements "I know about different routes/ways to get into higher education" and "I have all the information I need about my future plans (education, career etc.)".

In terms of the wave-on-wave trends, there's been an uplift in most statements compared to Wave 1 in particular, with the changes most significant for "I know how to write a CV/job application" and "I know how to write a personal statement".

This is mainly driven by Boys and Uni Connect Non Target pupils.

* N.B. Low base size (<50)

ABC – significantly higher at 95% confidence level

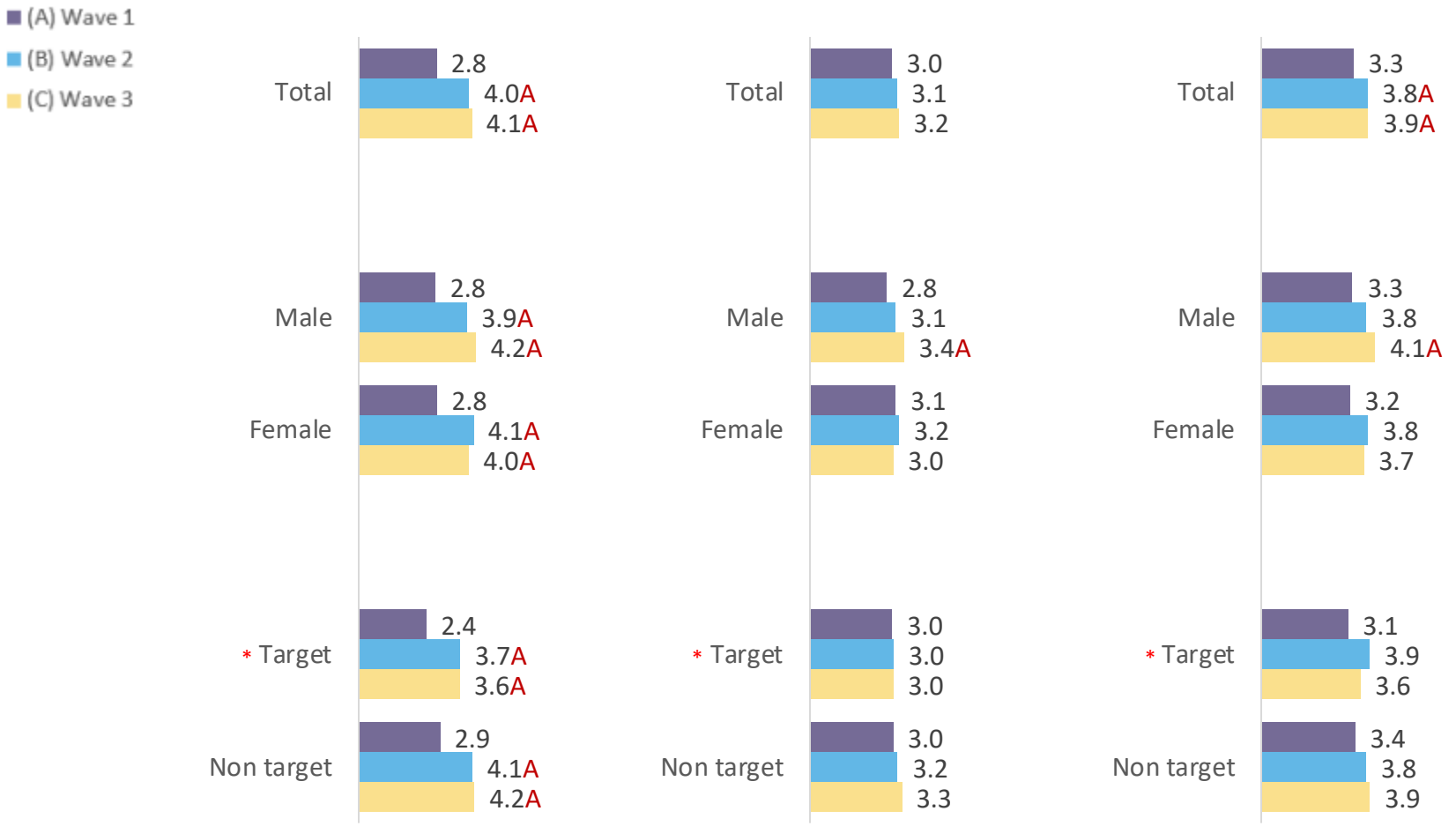
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W3 Mean scores (Years 11-13) | W2 Mean scores (Years 10-12) | W1 Mean Scores (Years 9-11)

Mean scores by demographics (2 of 2)

Same Learners = 167 pupils

My Knowledge of and Understanding about HE



* N.B. Low base size (<50)

ABC – significantly higher at 95% confidence level

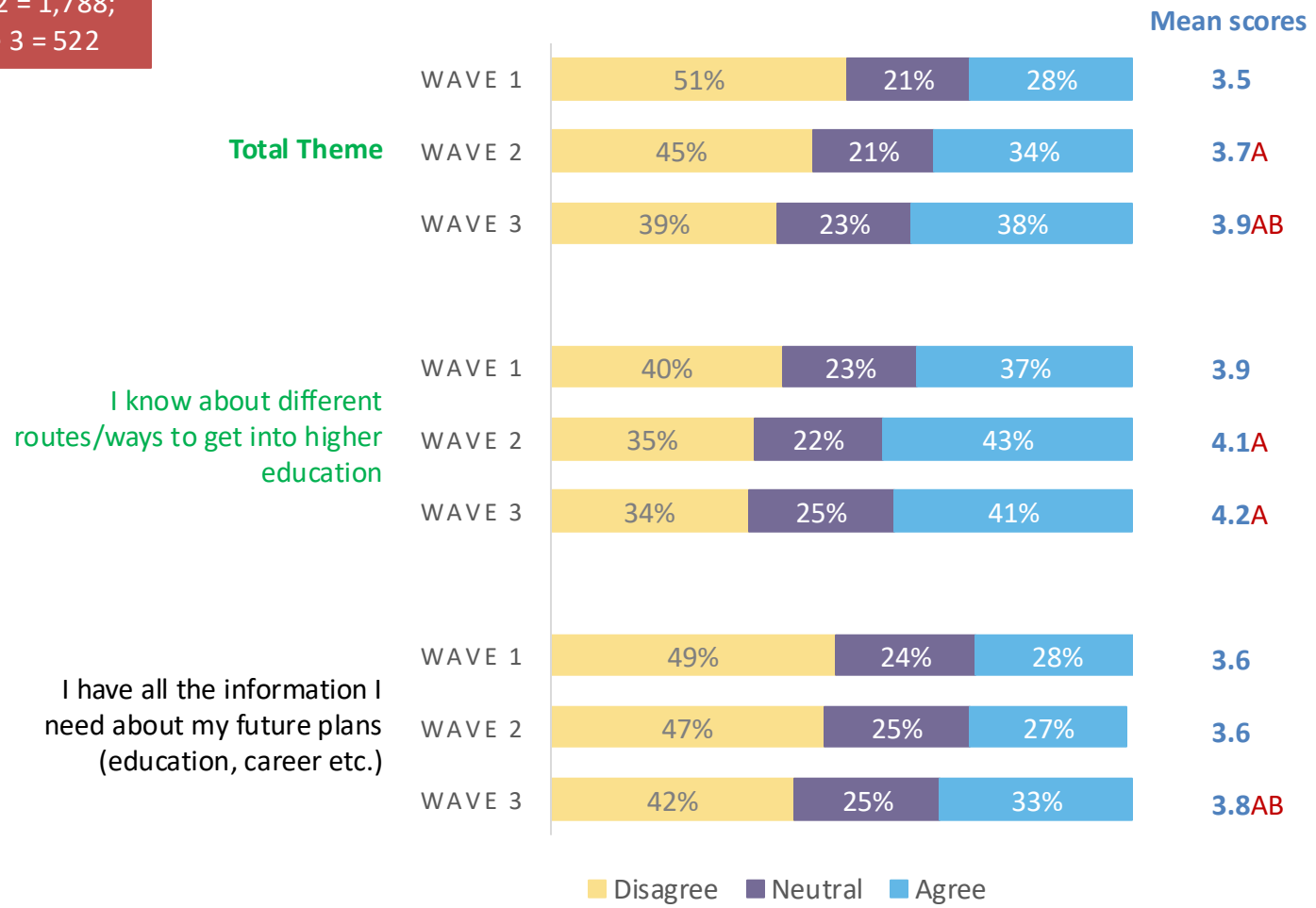
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Theme by Individual agreement scale (1 of 2)

Total Learners
Wave 1 = 1,411;
Wave 2 = 1,788;
Wave 3 = 522

My Knowledge of and Understanding about HE



Among Total learners we see a similar story.

Scores across the scales that make up the theme '**My Knowledge of and Understanding about HE**' are generally lower compared to other themes indicating gaps in pupils' knowledge about HE. That said, the scores have been improving since Wave 1.

Statement "I know how to write a CV/job application" has the highest agreement of the theme statements (48% - see next page), a significant uplift since the previous waves.

2 in 5 pupils agree that they "know about different routes/ways to get into higher education", the statement that represents the theme best (the theme's Golden question).

Around a third of pupils agree with statements "I have all the information I need about my future plans (education, career etc.)" and "I know how to write a personal statement". That said nearly 2 in 5 pupils disagree with each of these statements, indicating the need for support.

The statement with the lowest agreement is "I know how to apply to university/higher education", with around half of pupils disagreeing with it. Providing education and support in this area should be a priority.

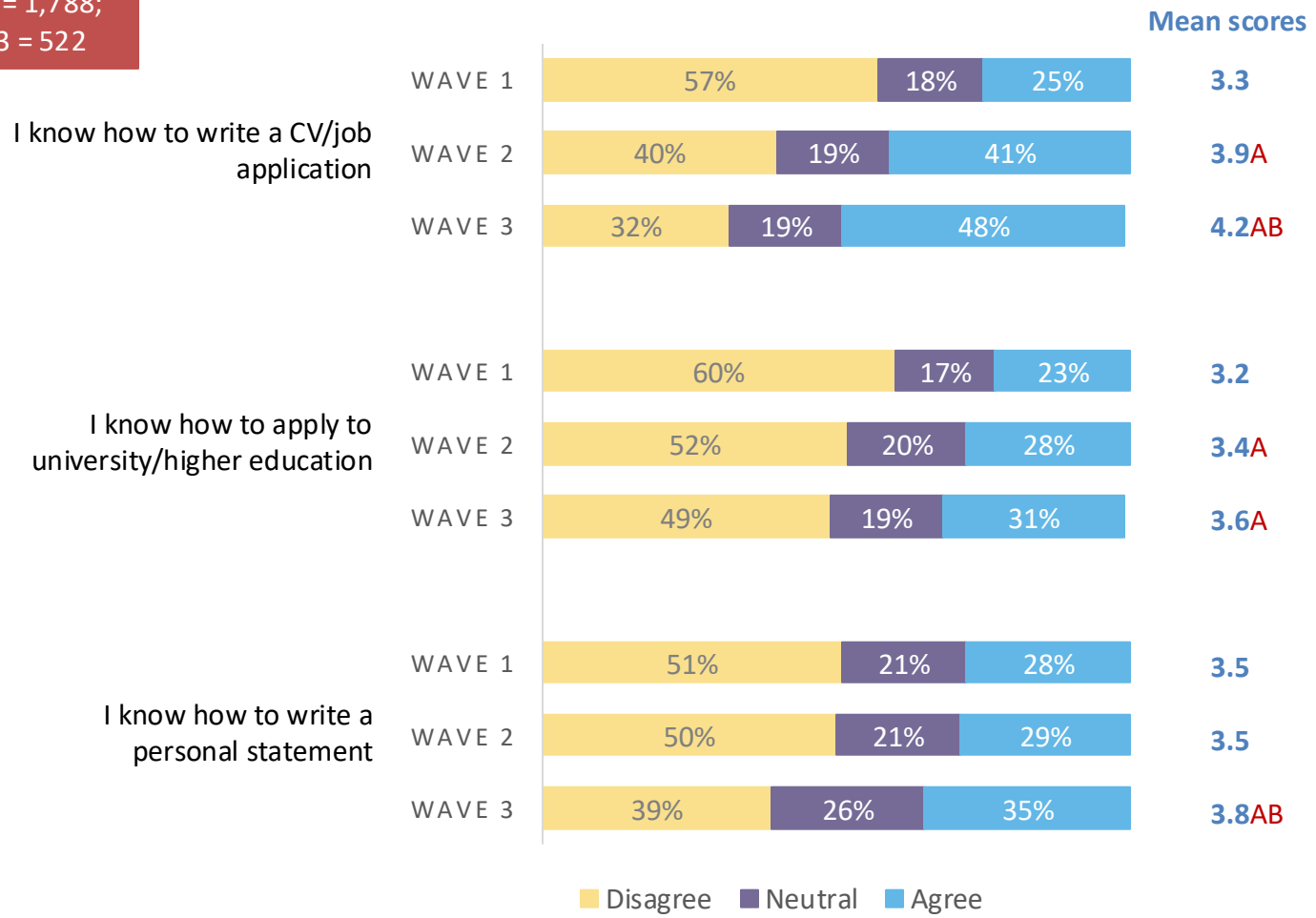
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Theme by Individual agreement scale (2 of 2)

Total Learners
Wave 1 = 1,411;
Wave 2 = 1,788;
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My Knowledge of and Understanding about HE



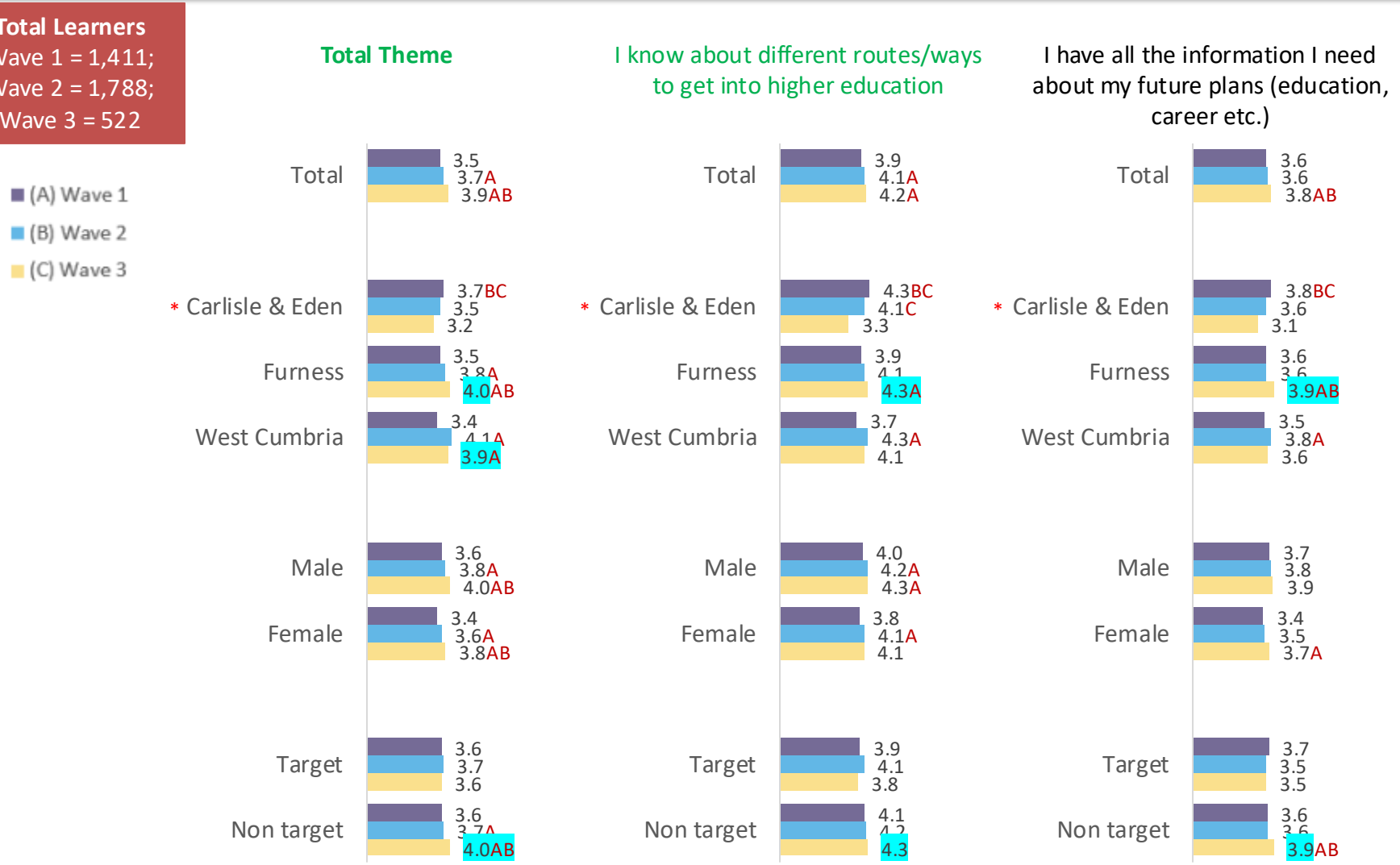
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Mean scores by demographics (1 of 2)

Total Learners
Wave 1 = 1,411;
Wave 2 = 1,788;
Wave 3 = 522

My Knowledge of and Understanding about HE



Subgroups that tend to agree to the individual theme statements more are Boys (vs Girls), Uni Connect Non target pupils (vs Target) and those based in Furness and West Cumbia (vs Carlisle & Eden).

Trends-wise, there's been an uplift in agreement to the theme statements across many demographic subgroups except Carlisle & Eden (where agreement to statements seem to have decreased) and Uni Connect Target pupils (where there have been no significant changes).

* N.B. Low base size (<50)

ABC – significantly higher at 95% confidence level

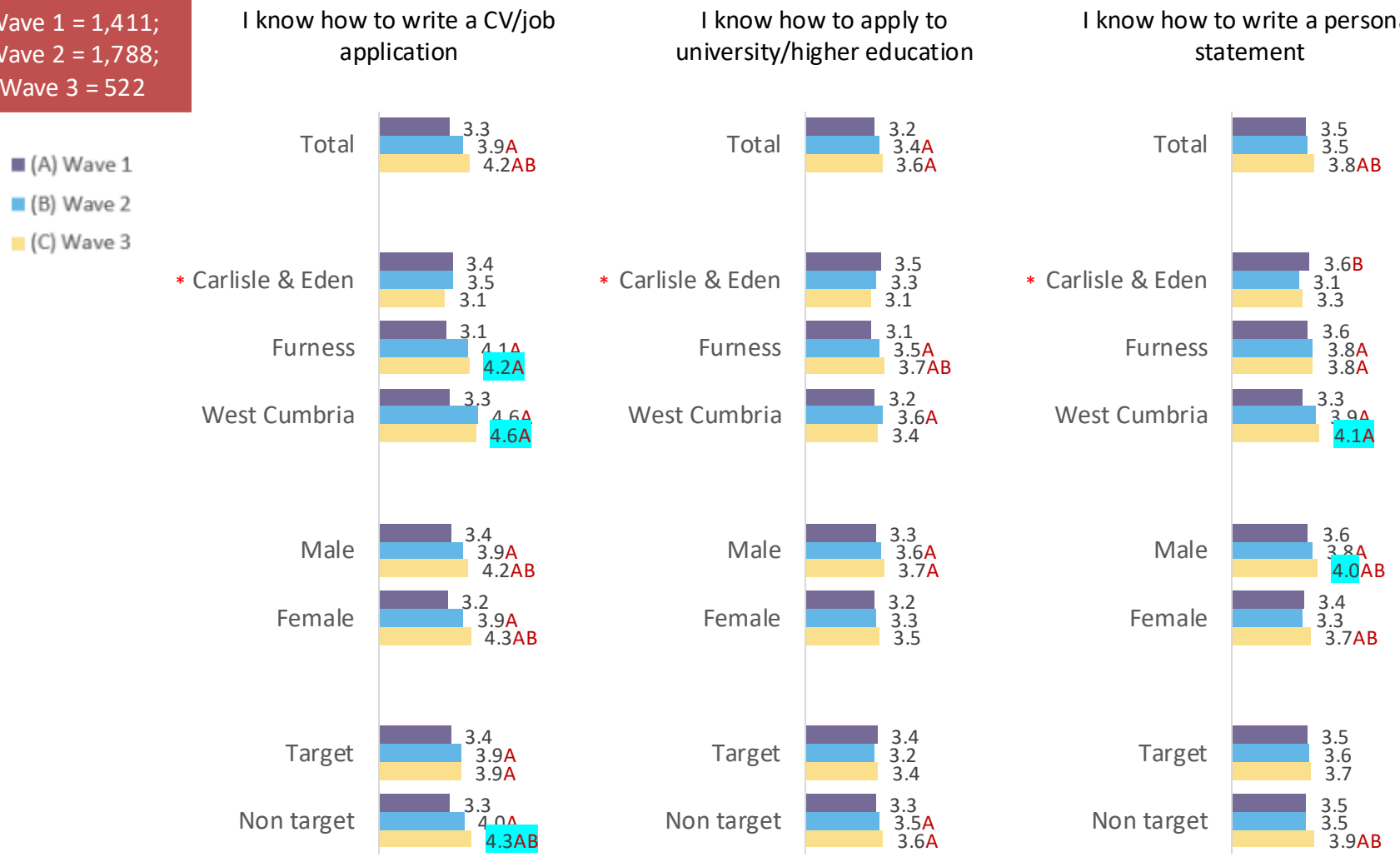
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Mean scores by demographics (2 of 2)

Total Learners
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My Knowledge of and Understanding about HE



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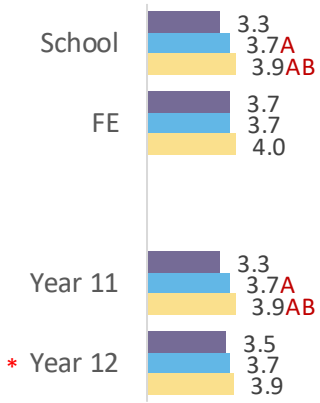
W3 Mean scores (Years 11-13) | W2 Mean scores (Years 10-12) | W1 Mean Scores (Years 9-11)

Mean scores by year groups

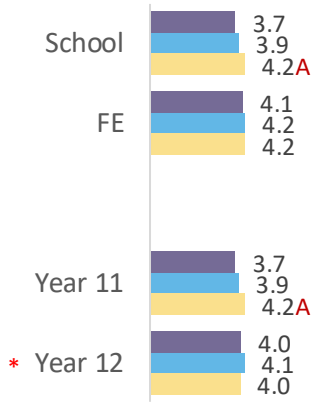
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(A) Wave 1
(B) Wave 2
(C) Wave 3

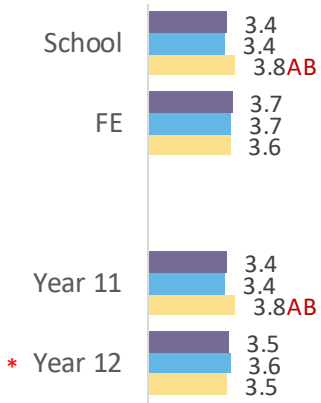
Total Theme



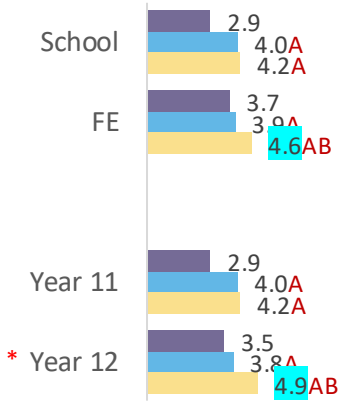
I know about different routes/ways to get into higher education



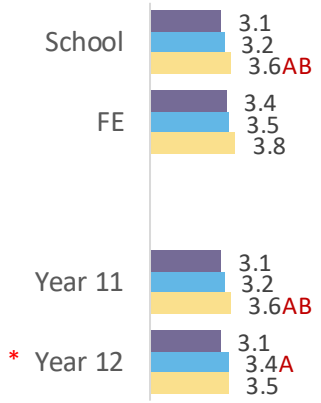
I have all the information I need about my future plans (education, career etc.)



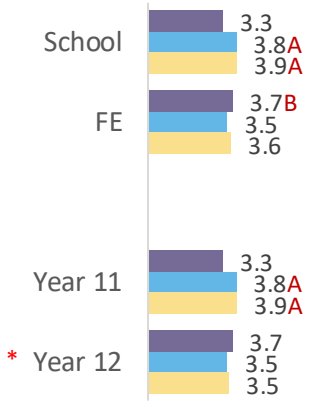
I know how to write a CV/job application



I know how to apply to university/higher education



I know how to write a personal statement



My Knowledge of and Understanding about HE

There are no significant differences in how year groups respond to the theme overall. The only statement where we see a difference is "I know how to write a CV/job application" – FE/ Year 12 pupils are more likely to agree with this vs School/ Year 11 pupils.

Trends-wise, there have been positive movements in the theme overall as well as individual statements compared to Wave 2, mainly driven by School/ Year 11 pupils.

Uplifts vs Wave 2 among School/ Year 11 pupils are most significant for statements "I have all the information I need about my future plans (education, career etc.)" and "I know how to apply to university/higher education".

FE pupils are now more likely to agree with statement "I know how to write a CV/job application" than they used to.

* N.B. Low base size (<50) N.B. Base size for Year 13 is too low to report on (<30) ABC – significantly higher at 95% confidence level

Q. **How much do you agree or disagree...?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

W3 Mean scores (Years 11-13) | W2 Mean scores (Years 10-12) | W1 Mean Scores (Years 9-11)

hello future.

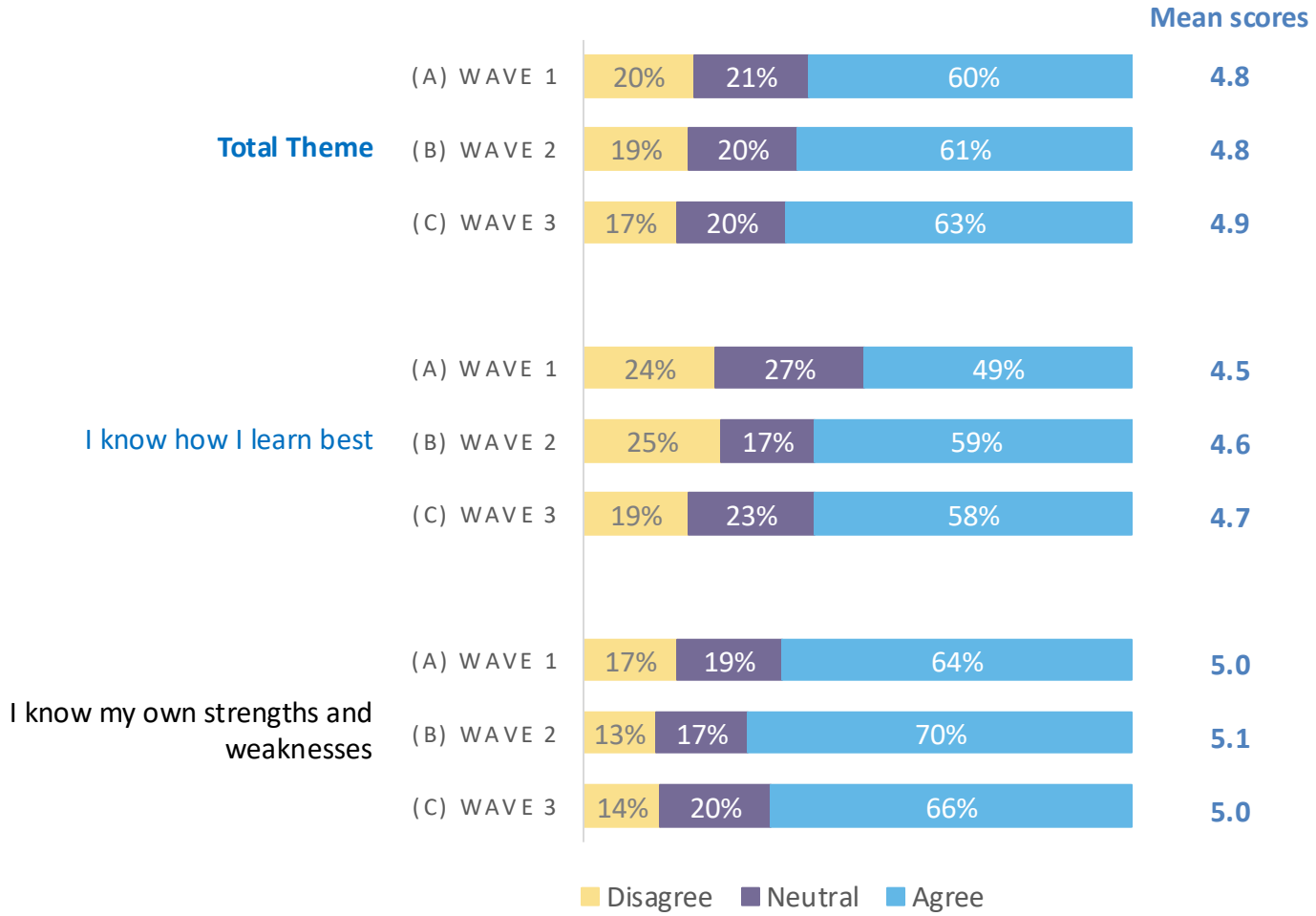


Developing awareness of me and how to reach my goals

Theme by Individual agreement scale (1 of 2)

Same Learners = 167 pupils

Developing Awareness of me and how to reach my goals



Among Same learners…

Of the scales that make up the theme '**Developing awareness of me and how to reach my goals**', pupils agree most with "I can improve on my weaknesses if I work on them". 69% of pupils agree with this statement, in line with the previous waves.

Scores for all statements are relatively high and stable wave-on-wave including the Golden question "I know how I learn best".

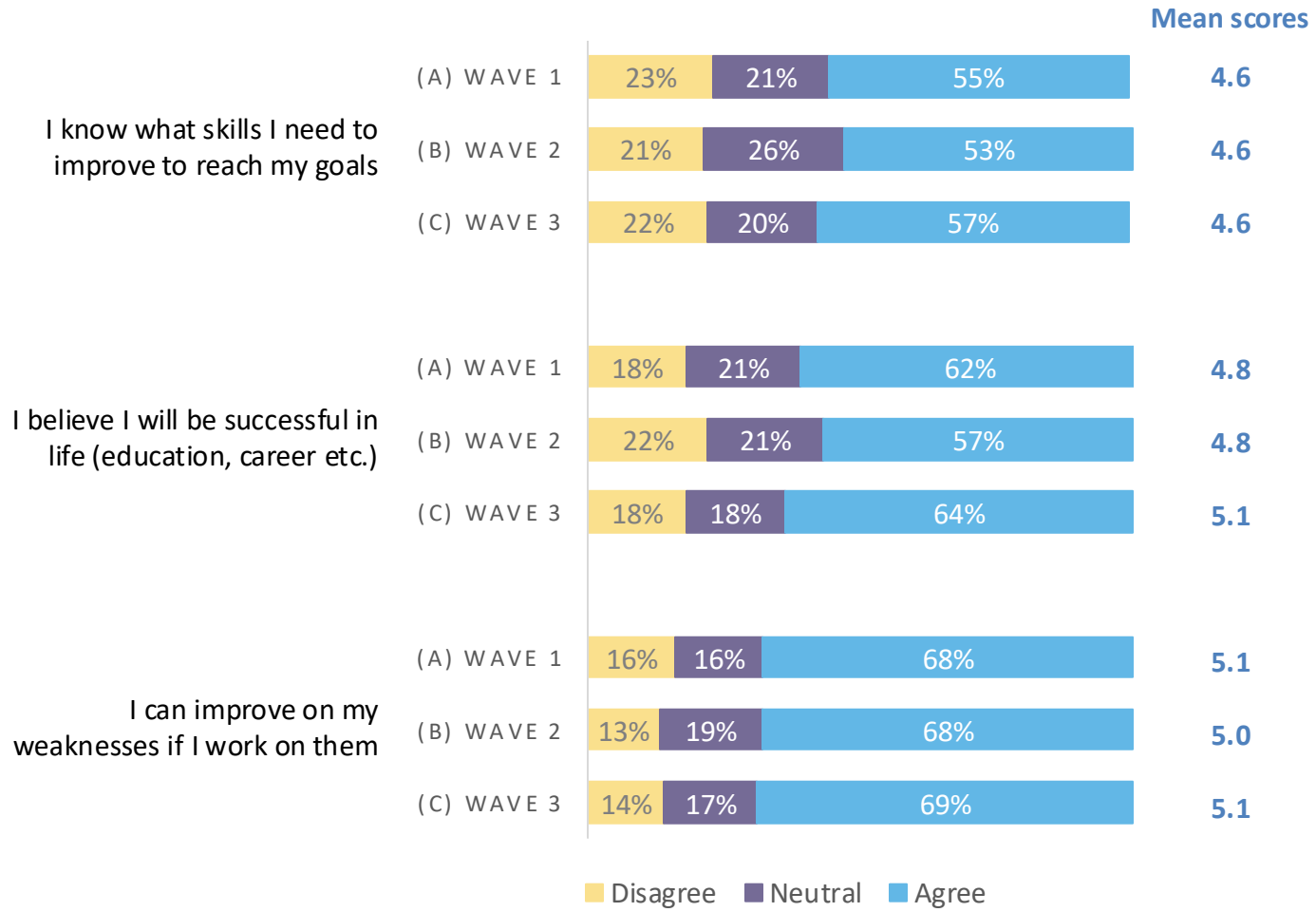
ABC – significantly higher at 95% confidence level

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Theme by Individual agreement scale (2 of 2)

Same Learners = 167 pupils

Developing Awareness of me and how to reach my goals



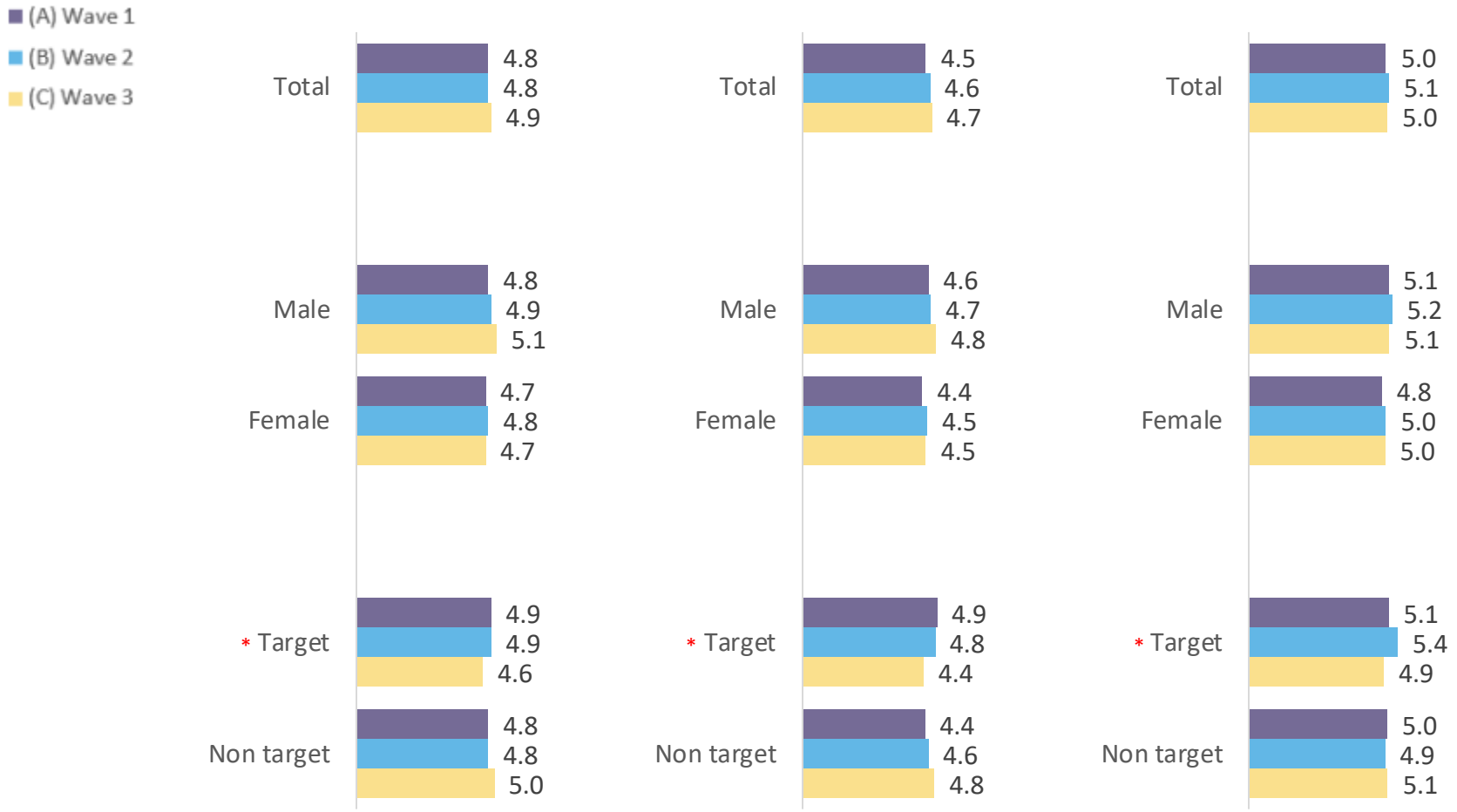
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Mean scores by demographics (1 of 2)

Same Learners = 167 pupils

Developing Awareness of me and how to reach my goals



There are no significant differences in how the key demographic groups respond to the theme statements.

Trends-wise, the agreement scores remain consistent with the previous waves both on the total sample level as well as within key subgroups.

* N.B. Low base size (<50)

ABC – significantly higher at 95% confidence level

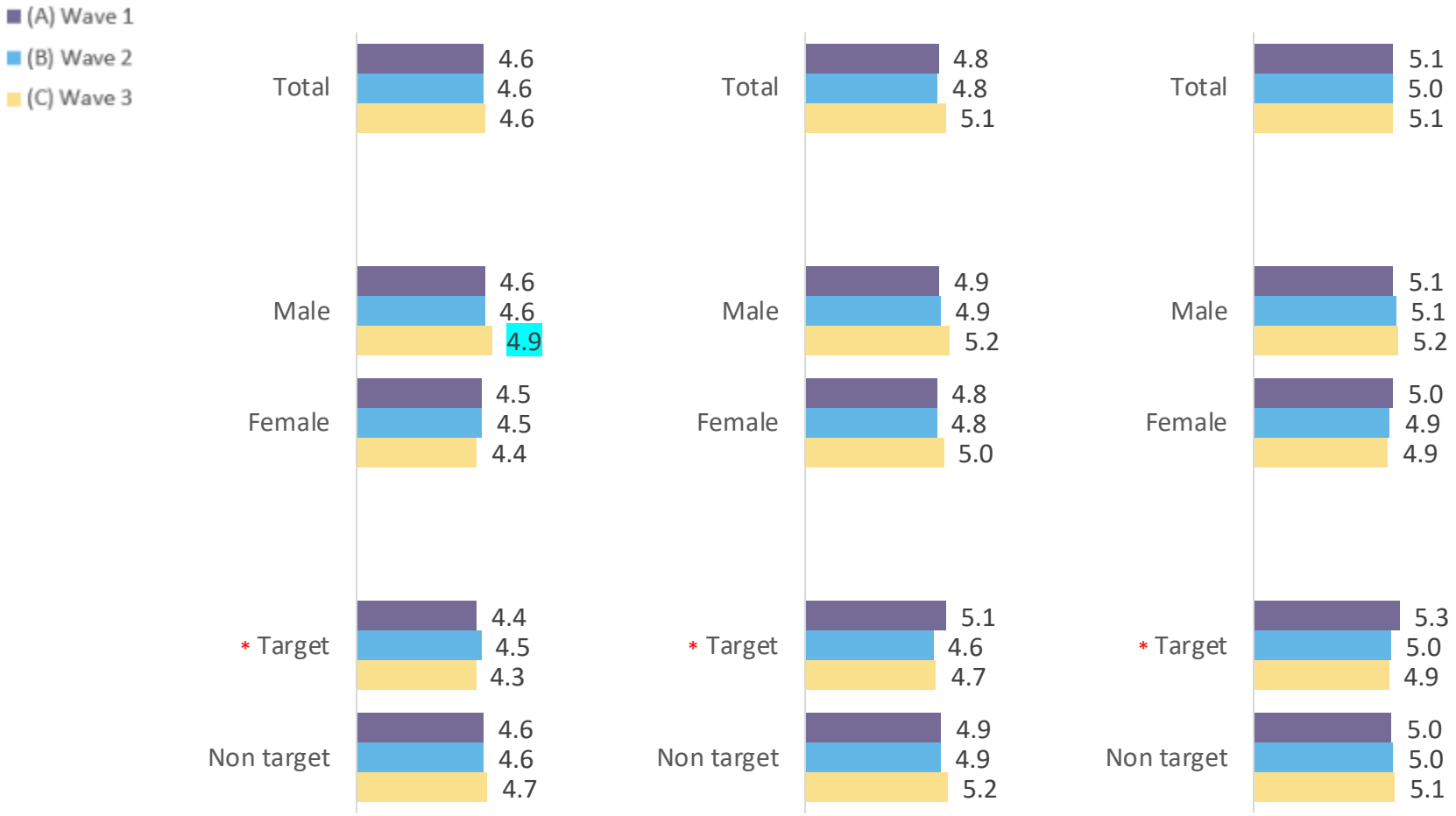
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Mean scores by demographics (2 of 2)

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Developing Awareness of me and how to reach my goals



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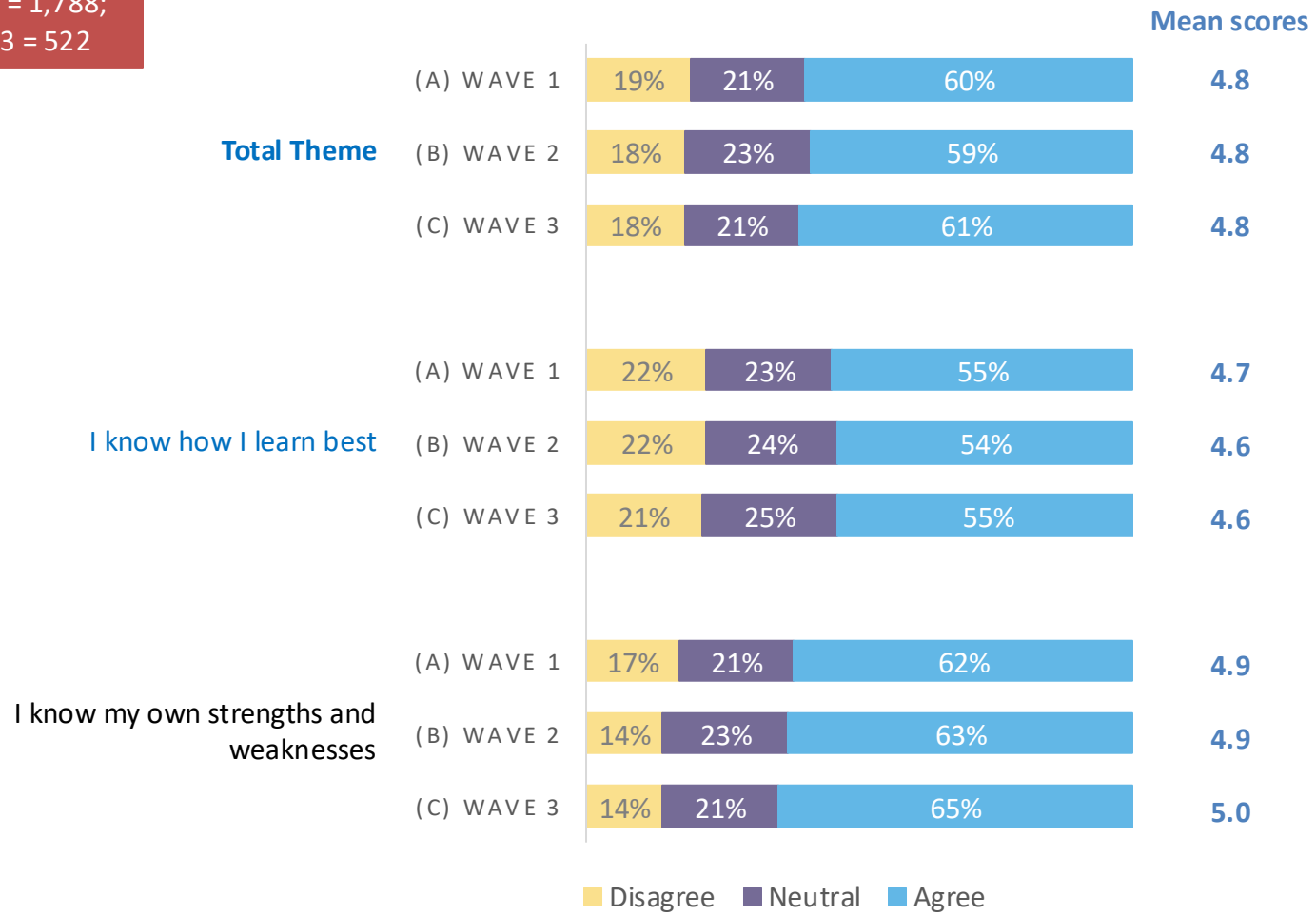
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Theme by Individual agreement scale (1 of 2)

Total Learners
Wave 1 = 1,411;
Wave 2 = 1,788;
Wave 3 = 522

Developing Awareness of me and how to reach my goals



Among Total learners the story is consistent with the Same learners.

Of the scales that make up the theme '**Developing Awareness of me and how to reach my goals**', pupils agree most with statements "I know my own strengths and weaknesses" and "I can improve on my weaknesses if I work on them". 65% of pupils agree with each statement, consistent with the previous waves.

Scores for all statements are relatively high (55% and above) and stable vs earlier waves, including the Golden question "I know how I learn best".

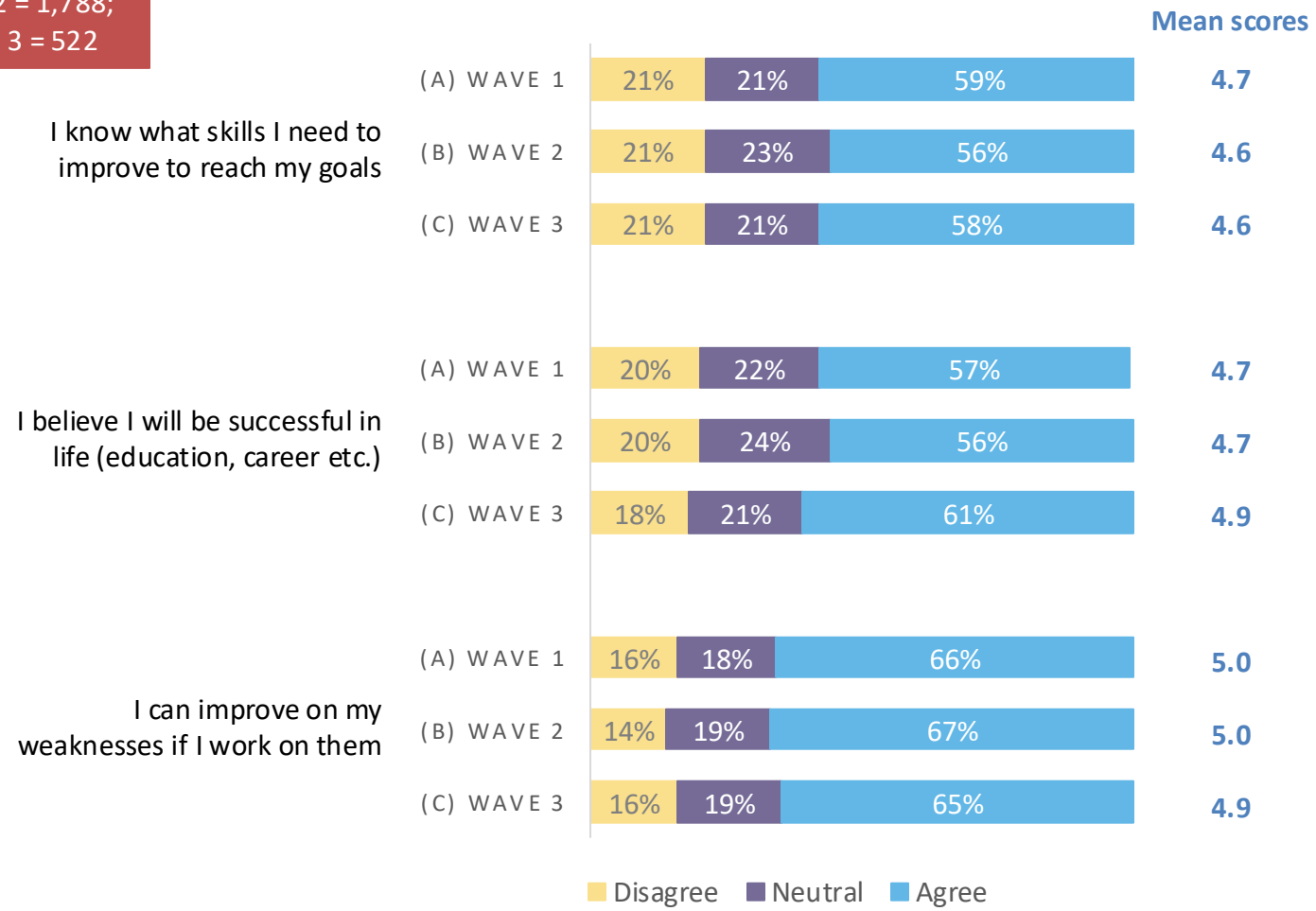
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Developing Awareness of me and how to reach my goals



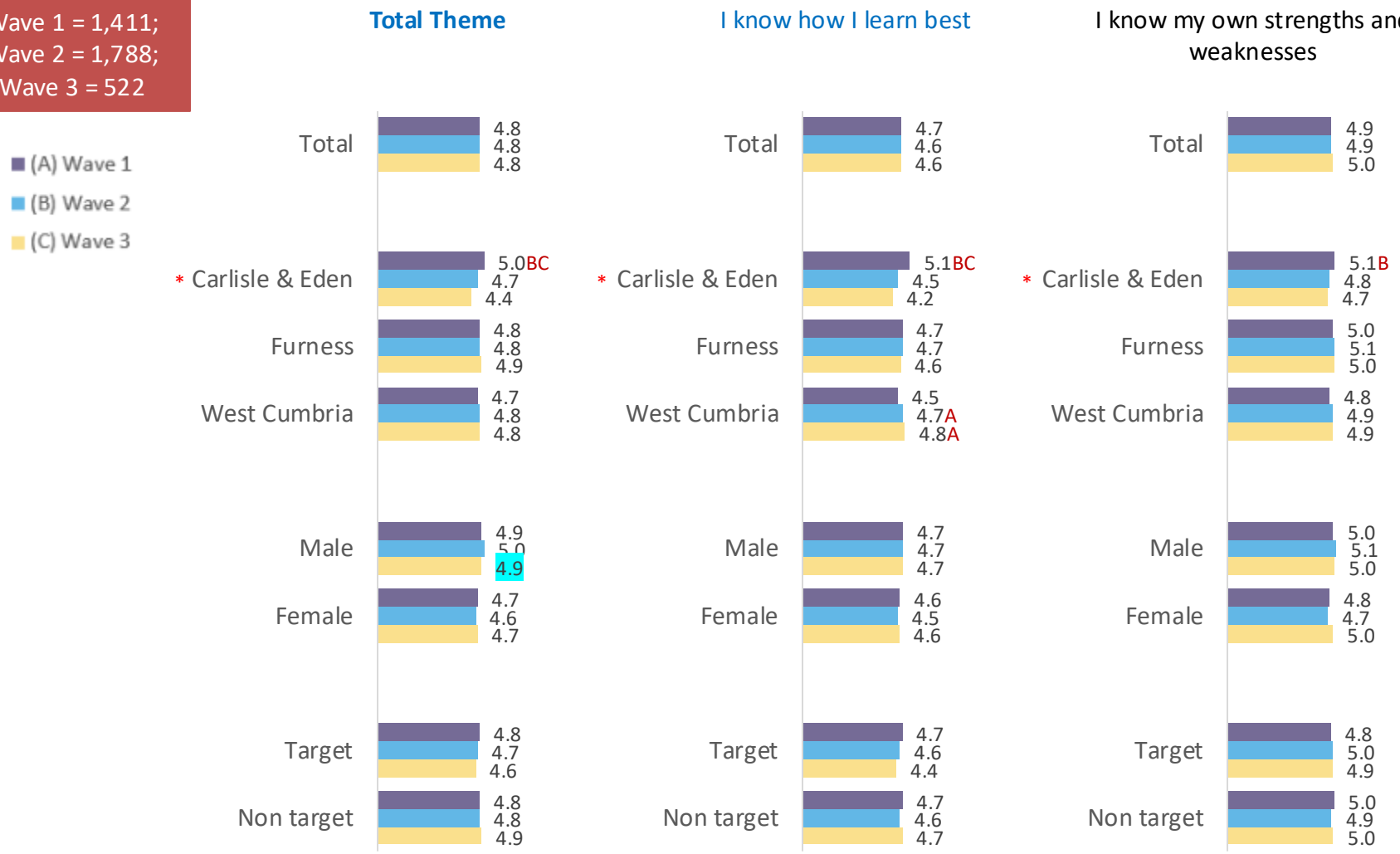
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Mean scores by demographics (1 of 2)

Total Learners
Wave 1 = 1,411;
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Developing Awareness of me and how to reach my goals



There is a lot of consistency in how various demographic groups respond to the theme statements, with pupils from Furness and West Cumbia slightly more likely to agree with all of the statements vs Carlisle & Eden which has seen a decrease in agreement scores across most statements since the previous waves.

Trends-wise, the decrease in agreement to theme statements among Carlisle & Eden pupils is about the only notable change. Pupils in West Cumbria are now slightly more likely to agree with statement "I know how I learn best" (the theme's Golden question) compared to Wave 1 (no change since Wave 2).

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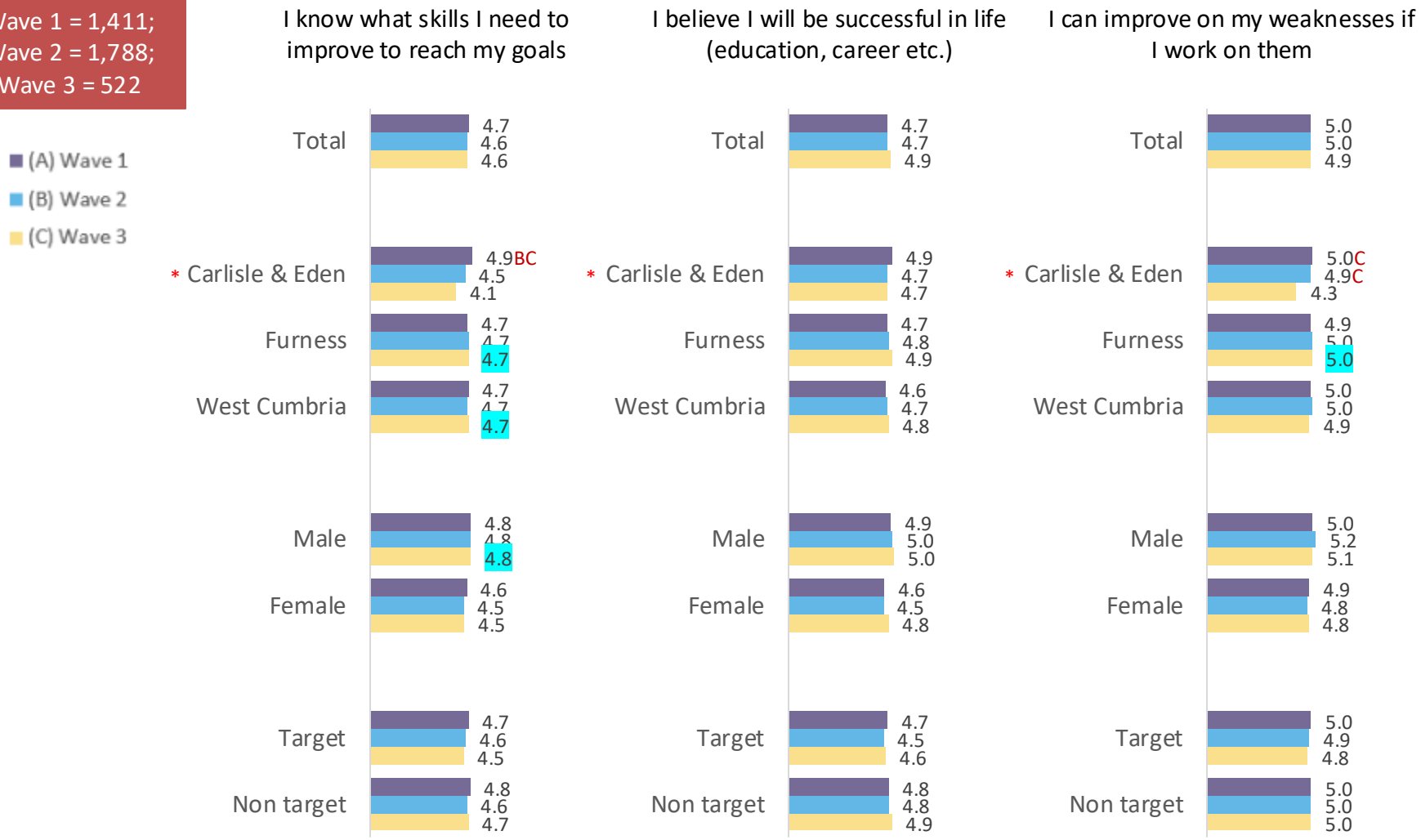
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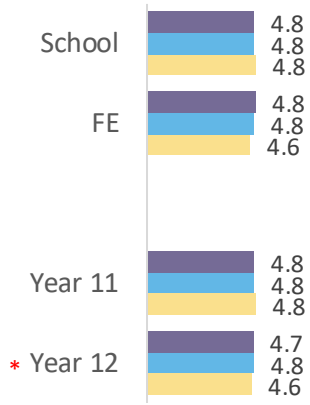
Mean scores by year groups

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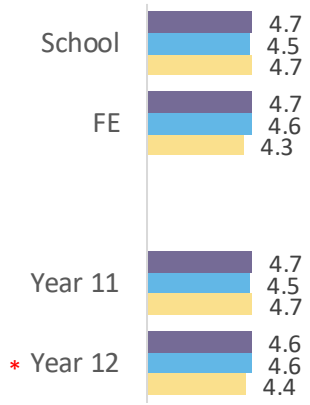
Developing Awareness of me and how to reach my goals



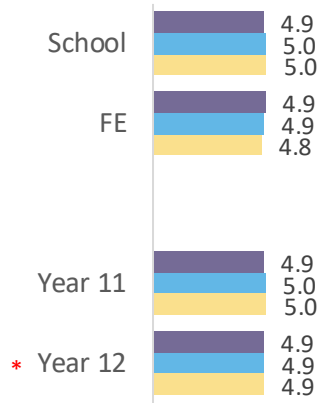
Total Theme



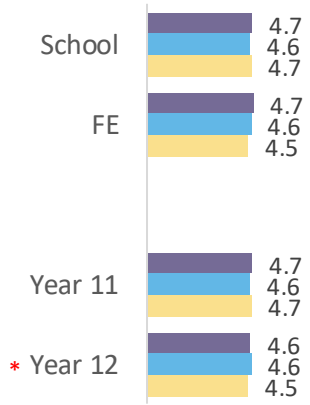
I know how I learn best



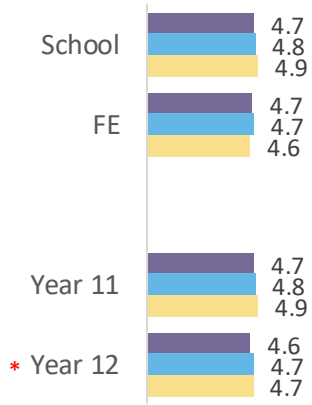
I know my own strengths and weaknesses



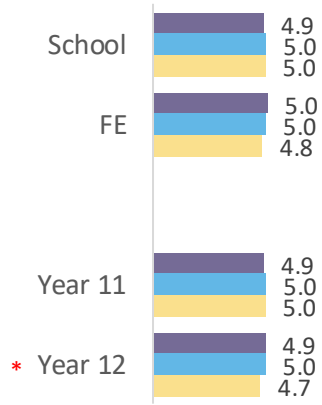
I know what skills I need to improve to reach my goals



I believe I will be successful in life (education, career etc.)



I can improve on my weaknesses if I work on them



There are no significant differences in how the different year groups respond to the theme overall and the individual statements.

There have been no movements in agreement with the theme statements in either group since the previous wave.

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Next steps & Support for learners

Next Steps for pupils

Total Learners

The most common next steps mentioned by pupils vary by year groups they are in (School vs Further Education) and include: college/ sixth form, university and apprenticeships. Some FE pupils talk about starting a job after completing their FE studies. Some have a preferred route, with a Plan B if the ideal scenario doesn't materialise. Some are still undecided.

Sixth form/ College

"[I'd like to] Go to college to study Sport or Beauty then either go to university or go straight into a job after college."
Female, Year 11

"[I want to] Go to my school's sixth form. After this try to get into a good university."
Male, Year 11

"I will do a foundation course in art at Carlisle Art College. Then I will hopefully go to uni to study a specialised art subject."
Female, Year 13

Apprenticeship

"[I want to] Take an apprenticeship in painting and decorating because and apprenticeship will put me on a level 2 course."
Male, Year 11

"I will either apply for an apprenticeship at the police or apply for uni for a forensic or criminology course."
Male, Year 12

"I want an apprenticeship at BAE or Sellafield."
Male, Year 13

University

"I expect to go on to study at university, hopefully studying psychology or archaeology."
Undisclosed gender, Year 13

"Ideally, I plan to go to Edinburgh University to study veterinary medicine which would then allow me to be a vet. If I don't make the right grades, I plan to find a veterinary nurse apprenticeship."
Male, Year 12

"University to study Marketing or something similar."
Female, Year 12

Job

"I could get an entry level job in a field I am interested in but I am likely to go to university so that I can get a better job easier."
Male, Year 12

"I don't know what I want to do with my life. I think I'm going to keep working at my current job to keep my income up until I figure out what I want to do with my life."
Male, Year 12

"I would like [to work] for my family trucking company and become the transport manager."
Female, Year 11

Q14. When you finish your current studies, what do you expect to do next? *Unprompted responses.*

Confidence in and plans to achieve next steps

Total Learners

7 in 10 pupils in the Wave 3 survey felt confident (either very or quite) about their potential next steps.

Pupils were then asked what plans they have to help them achieve their next steps. The most common themes were:

Study hard/ do their best to get the grades needed

"To study really hard and pass GCSEs then A levels and go to university to get a degree."
Female, Year 11

"I plan to try my hardest, to revise, and to go to after school tutoring sessions to help with my education."
Male, Year 11

"Work hard outside of school so that I can achieve my predicted grades."
Male, Year 11

Apply to the course/ path of choice

"[I plan to] apply for the apprenticeship."
Female, Year 11

"I have applied to colleges and sixth forms as well as spoken to their staff, and submitted an about me CV."
Male, Year 11

"Apply to many different places and work hard in school."
Male, Year 11

Research options/ courses/ universities

"Research more about the place I will be attending and so understand more about their topics and courses."
Female, Year 11

"Going to open evenings would help me to discover things that I might have interest in, which would be enlightening for me."
Male, Year 11

"I'm going to start by having a look around Kendal and Furness college."
Male, Year 11

Not made any plans/ Unsure

"Don't have any current plans."
Male, Year 11

Q15. How do you feel about your potential next steps? Q16. Do you have any plans in place to help achieve your next steps? *Unprompted responses*

What support do learners need

Total Learners

When asked what schools, colleges or Hello Future could do to help learners with their next steps, many mentioned:

Help applying for chosen courses

"I would like some advice about applying for an apprenticeship or help with making a CV."
Male, Year 11

"Providing information about how to apply to higher options, what requirements there are to achieve in order to progress."
Female, Year 13

Trips/ visits

"Maybe a trip to learn about a day in the life of a psychologist."
Female, Year 11

"More trips to colleges out of Barrow, make sure students know that there are things more than that."
Male, Year 11

Help deciding what I should do/ help to figure out the best path for me

"It would be nice to know all of my options in better detail so I can decide definitely on what I would like to do in the future."
Male, Year 12

"Guide me on what would be the best steps for my future carrier."
Female, Year 11

More information about options available/ their pros and cons

"More information on apprenticeships. How exactly they work, where to look from them."
Female, Year 11

"Maybe give information about what different sixth forms or colleges offer and the courses."
Male, Year 11

Help writing a CV/ personal statement

"Help me know how to write a personal statement."
Male, Year 11

"How to write a CV/ job application."
Male, Year 12

Q17. What could your school, college or Hello Future do to help you in your education or future career, whether that be at college, university or a job?

APPENDIX

Drivers of Intention to study at HE

Agreement scales measured and input into model

Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

My Transition into Higher Education

"I feel like I would fit in well at University"

"I know how university/higher education could help me in life"

"I know what being a university student would be like"

My Ideas, Self-Belief and Personal expectations

"I know what future options are suited to me"

"I know what my next step is after my current school/college"

"I know what I want in life (education, career etc.)"

"I know which subject(s) I want to study in the future"

"I know how to find information about my future options"

"I am aware of different options I can take in my education"

"I feel ready for the next step in my education or career"

My Confidence and Attainment expectations

"I am on track to achieve the grades I need for my next step"

"I believe I will achieve my predicted grades"

"I have the support I need to achieve my goals in my education and career"

"I need extra support to achieve my predicted grades"

"I have people in my life who believe in me"

My knowledge of and Understanding about HE

"I know about different routes/ways to get into HE"

"I have all the information I need about my future plans"

"I know how to write a CV/job application"

"I know how to apply to university/higher education"

"I know how to write a personal statement"

Developing Awareness of me and how to reach my goals

"I know how I learn best"

"I know my own strengths and weaknesses"

"I know what skills I need to improve to reach my goals"

"I believe I will be successful in life (education, career etc.)"

"I can improve on my weaknesses if I work on them"

Drivers of Intention to study at Higher Education – Regression analysis results

UNDERSTANDING THE DRIVERS OF INTENTION

When exploring the relationship between the demographics captured and Intention to study at Higher Education, **gender** and the year group variable **'School vs FE'** correlate most strongly.
Ethnicity and Uni Connect status had very low correlations and therefore were not included in the regression analysis.

All intervention themes captured in the Wave 2 survey correlated to varying degrees with Intention to study at HE and were therefore included in the regression analysis. When investigating effect sizes, **'My Transitions into HE'** has the biggest effect size (r = 0.52; medium effect size), whilst 'My knowledge of and understanding about HE' and 'Developing awareness of me and how to reach my goals' have the smallest effect size (r = 0.18; small effect size). Effect size demonstrates how meaningful the association between variables is, the largerthe effect size, the more meaningful the association between those variables.

TAKEAWAY FROM THE ANALYSIS

In order to improve 'Intention to study at Higher Education', the intervention theme '**My Transition into Higher Education**' should be **the main focus**, followed by 'My Ideas, Self-Belief and Personal expectations' and 'My Confidence and attainment expectations'.

It is worth noting that the statement "I need extra support to achieve my predicted grades" which sits in the theme 'My Confidence and attainment expectations' has a negative correlation with the theme overall and little/no impact on Intention to apply to HE. We, therefore, recommend that this statement is removed from future waves.

Analysis based on all Wave 2 Total Learners = 1,988 pupils

Drivers of Intention to study at Higher Education – Regression model

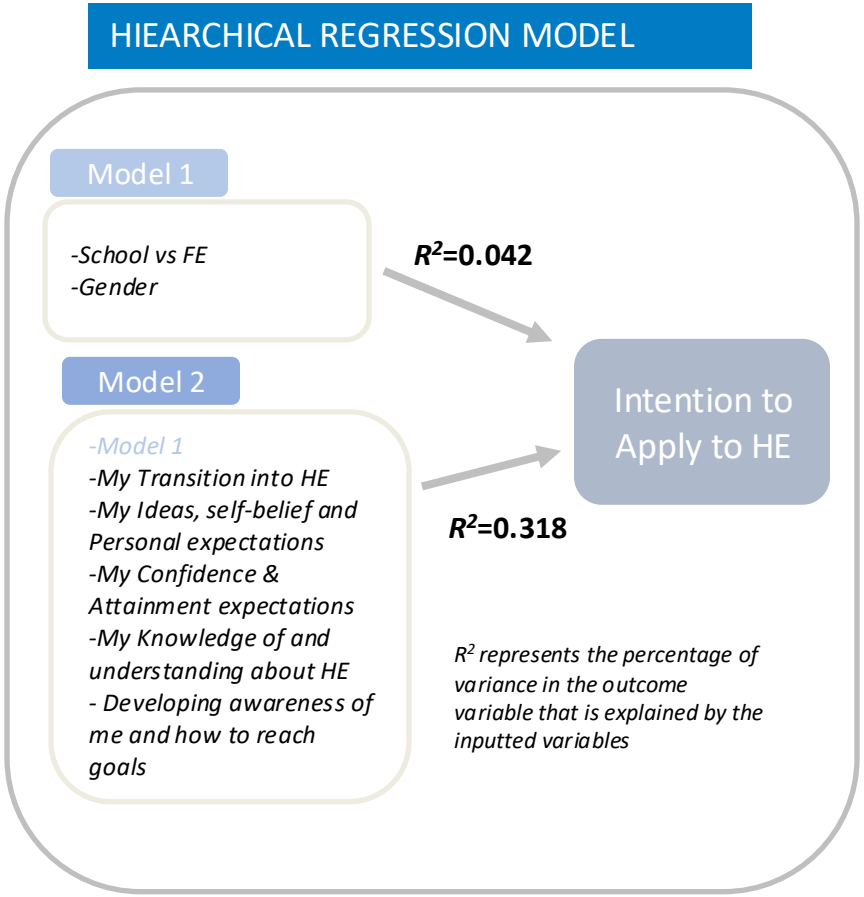
Regression analysis is a statistical method to reliably demonstrate which variables have an impact on the outcome variable, or the topic of interest. For the 'Future Selves' survey, **'Intention to study at Higher Education'** was selected as the **outcome variable** based on it being a key progress indicator for Hello Future.
As in Wave 1, in Wave 2 hierarchical regression was chosen to understand the independent contribution of demographics in predicting intention to HE.

In **Model 1**, the demographic variables that were significantly correlated with Intention to Apply to HE i.e. School/FE and Gender, were entered to understand their independent contribution. The model was significant, showing that the entered demographics variables explained 4.2% of the variance in Intention to study at HE overall. Of the two variables, Gender was the strongest predictor.

For **Model 2**, the demographic variables from Model 1 were re-entered along with all the intervention themes, as they were shown to be significantly correlated with intention.

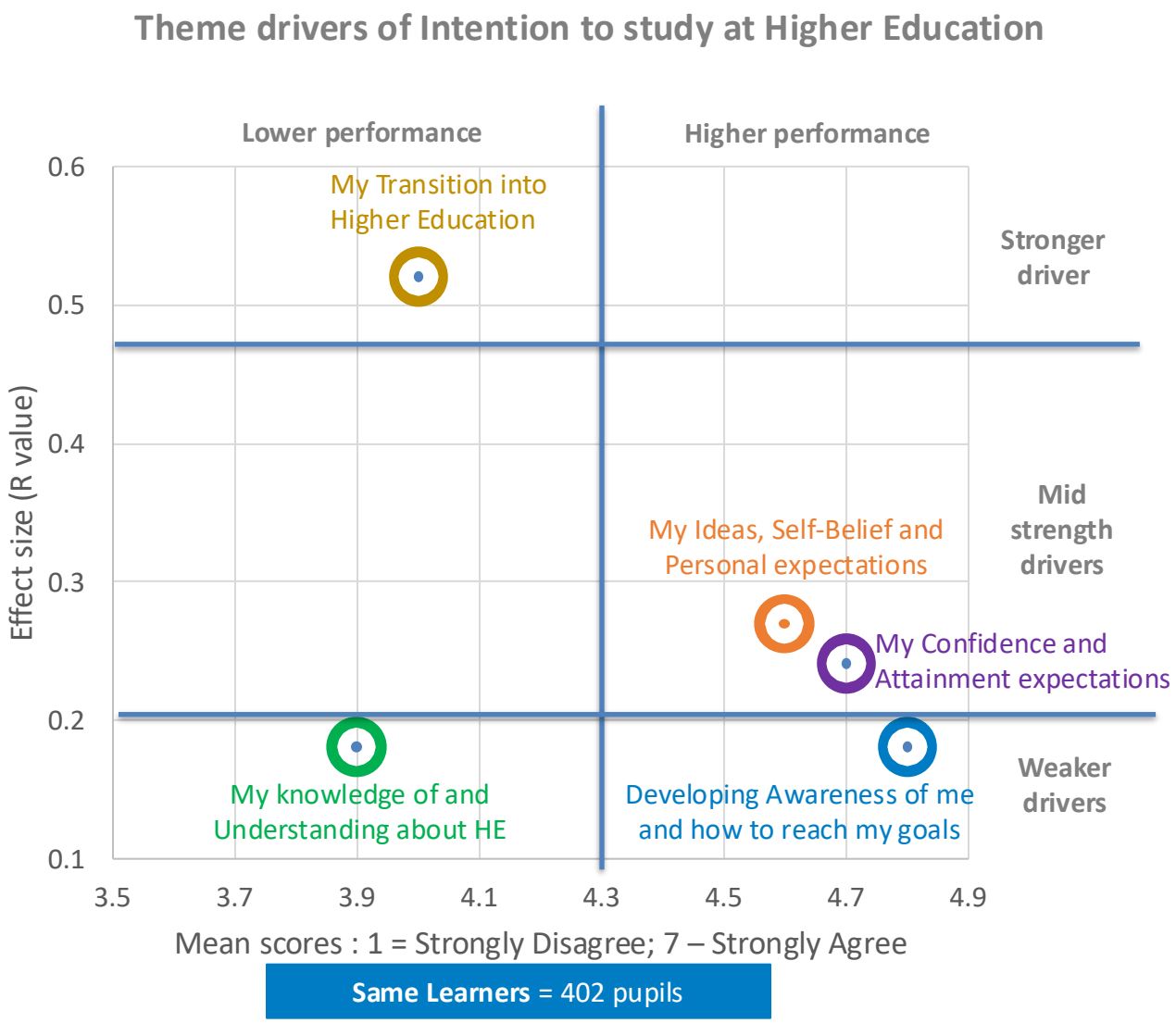
Model 2 was also significant and explained an additional 27.7% of the variance (31.8% total). Gender (female learners), Schools vs FE (FE learners), 'My Transition into HE', 'My Ideas, self-belief and Personal expectations' and 'Confidence & Attainment expectations' were all significant predictors of Intention to study at HE. Of the variables entered in Model 2, My Transition into HE is the strongest predictor.

Model 2 has the greatest predictive power overall, but Model 1 is also required for methodological purposes and to account for the independent contribution of demographic factors in Intentions.



Analysis based on all Wave 2 Total Learners = 1,988 pupils

Summary – Key drivers of Intention to study at HE



When exploring the relationship between the demographics captured and Intention to study at Higher Education, **gender** and the year group variable **'School vs FE'** correlate most strongly. Ethnicity and Uni Connect status had very low correlations.

All intervention themes captured in the Wave 2 survey correlated to varying degrees with Intention to study HE. The chart opposite shows the strength of this correlation (on the vertical axis) and the mean score for each theme along the horizontal axis.

The theme "My Transition into High Education" stands out as **a stronger driver** of Intention Vs the other themes. However, it is also one of the **weaker performing** themes with a relatively low mean score of 4.0 among Same learners (4.1 among Total Learners). Building pupil confidence in this area needs to be a priority for Hello Future.

"My Ideas, Self-Belief and Personal expectations" and "My Confidence and Attainment expectations" are **mid strength drivers** of Intention but **perform relatively well** with mean scores of 4.6 and 4.7 respectively (in both samples). They are therefore less of a priority than "My Transition into High Education" .

"My knowledge of and Understanding about Higher Education" and "Developing Awareness of me and how to reach my goals" are both relatively **weak drivers** of Intention. The former has a low mean score of 3.9 (3.8 among Total Learners) whereas the latter is fairly strong at 4.8 (in both samples).

Our view is that the relationships between the key themes and Intention to study at HE are likely to have remained the same this year compared to last year.

Participating schools

Schools included in survey – Wave 3

Same Learners

	%	Respondent nos.
Total	100%	167
Beacon Hill Community School	-	-
Furness Academy	-	-
Furness College (Channelside Campus)	-	-
Kendal College	-	-
Lakes College - West Cumbria	-	-
Millom School	37%	62
Solway Community School		
St Benedict's Catholic High School	1%	2
St Bernard's Catholic High School	34%	56
St John Henry Newman Catholic School	1%	1
St Joseph's Catholic High School, Business and Enterprise College	11%	19
Walney School	16%	27

Total Learners

	%	Respondent nos.
Total	100%	522
Beacon Hill Community School	4%	23
Furness Academy	19%	97
Furness College (Channelside Campus)	0%	2
Kendal College	7%	34
Lakes College - West Cumbria	0%	1
Millom School	20%	105
Solway Community School	3%	18
St Benedict's Catholic High School	4%	19
St Bernard's Catholic High School	16%	84
St John Henry Newman Catholic School	7%	39
St Joseph's Catholic High School, Business and Enterprise College	11%	55
Walney School	9%	45

Please note that samples may not always add to totals due to pupils not answering all questions

ABOUT COSMOS

Our project team



Sarah Dirrane

Director, Research & Strategy

- **Trained researcher** – Masters in Research Methodology at University of Leeds
- Experienced in delivering **multi-method research programmes** across both qualitative & quantitative research methods
- Led on **evaluation & Impact programme** for Uni Connect consortiums and access/outreach initiatives
- Delivered research & evaluation services in the **education, HEI and public sectors**
- **Developed Access & Participation Plans** – deep understanding of the wider access and outreach context
- **Knowledge & understanding of the HEI sector** – led the research & Intelligence Team for 5 years at a large HEI

Senior Research Associates

- Cosmos has a **wealth of experience within its team**, with **only accomplished and experienced researchers** making up the project team.
- The team consists of Senior Research Associates that have **extensive experience** across a plethora of research methodologies, in many cases **10+ years' experience**.
- Experience ranges from project management, directing research departments, teams of researchers and a large portfolio of research projects



Sean Dirrane

Managing Director

- **Significant knowledge** of the HEI sector
- 10-year career at Leeds Beckett University, **Widening Participation Practitioner & WP Manager: Research & Evaluation**
- **Engagement & Training** - specialist in the Education and Social Care sectors
- Works with a range of WP audiences and has relevant and extensive experience **working with school & college stakeholders**
- **Works closely with a number of Uni Connect networks** delivering work which is highly focussed on supporting and developing disadvantaged and marginalised groups, primary focusing on supporting young disadvantaged men through the Marginal Gains programme
- Has also developed a number of other initiatives working with the Social Care sector and Uni Connect networks

COSMOS

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hello future.