



The methodology followed in this analysis meets OFFA's **Level 3 Standard of Evaluation** (see overleaf for details)

The following analysis draws on HEAT's longitudinal dataset of outreach participants to examine whether participating in outreach before KS4 exams (GCSEs) had an impact on students' results. The analysis follows a quasi-experimental research design to provide some evidence that universities are working with schools to raise attainment. Here we focus on attainment at KS4 as national research has shown the importance of these exams in setting the trajectory of students towards, or away from, Higher Education¹.

KS4 attainment was higher for participants of outreach

On average, participants were significantly* more likely to achieve 5 A*-C grades at GCSE including English and Maths

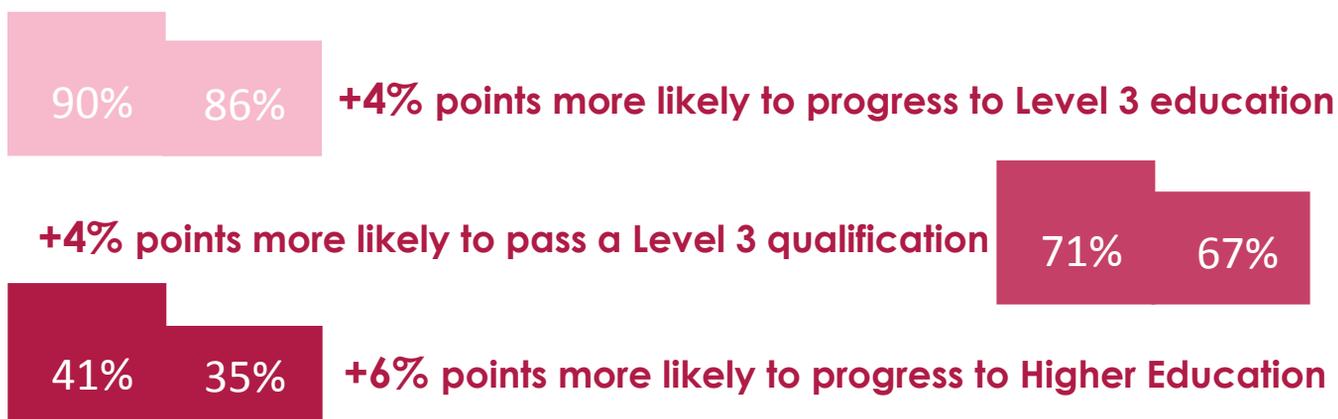
Based on 1,635 outreach participants who took KS4 exams between 2011/12 - 2015/16



Odds Ratio = 1.87, *p<0.001

What happened next?

Of those who achieved this benchmark at KS4, the future progression outcomes of outreach participants were also better...



1. Crawford, C. (2014) *The link between secondary school characteristics and university participation and outcomes*, London, Department for Education.

KS4 Attainment Raising Impact Assessment Methodology

Meets OFFA's Level 3 Standard of Evaluation

Step 1



Identify the cohort for analysis

To be included in the analysis all students must have received outreach before the age of 16, had medium or low attainment at KS2 and be classified as disadvantaged according to HEAT's proxies.

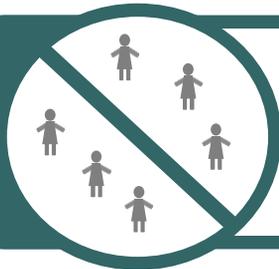
Step 2



Classify the 'Treatment' and 'Control' groups

Participants of only one very light touch activity, a one hour HE Talk thought to have little transformative effect, were classified as belonging to the control group. Participants of at least three activities were put in the treatment group.

Step 3



Match participants

Participants from the treatment group were matched with their 'pair' from the control group based on six 'confounding' variables known to influence KS4 performance*.

Step 4



Compare Key Stage 4 attainment

Next we compared the KS4 attainment of the treatment and control groups. As students had been carefully matched, we can be more confident that any differences observed are due to outreach.

Step 5



Compare progression patterns

Next we monitored the progression patterns of participants from the treatment and control groups to see what happened to them after they took their KS4 exams.

The six confounding variables on which participants were matched include: gender, ethnicity, IDACI (all participants met HEAT's definition of disadvantage but were further matched on IDACI quintile), KS2 attainment (all participants were medium or low KS2 attainers but were further matched on KS2 Level), performance of school at KS4 (schools were ranked and divided into deciles based on the % of pupils achieving 5 A-C incl. Eng. & Maths), KS4 exam year (to account for yearly fluctuations in standards).