**Case study: ‘Raising Aspirations’ May report 2022**

 **Villiers Park, Future Leaders**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Year Group:** **Years 10 and 11 Academic year 2021-22** | **6 students****(3 males, 3 females)** | **PP/FSM** |

|  |
| --- |
| **Background**Raising aspirations and developing Future Leaders within a cohort of Y10-11 in the field of STEM(Villiers Park) |

|  |  |  |
| --- | --- | --- |
| **Challenge** | **Provision/intervention** | **Outcome/impact** |
|  Identifying a group of students from Years 10-11 who meet the criteria of FSM status or parents having no prior experience of Higher Education to raise their aspirations and improve academic outcomes. | Villiers Park is based in Cambridge and works nationally to raise the aspirations of high achieving but disadvantaged students in the field of STEM.**Year 10 programme***Coaching 1*.Purpose and Values, exploring “possible selves”, the reasons for those futures (purpose) and what it is about the Future Leader that drives them towards that purpose (values). Exploring pathways to these futures, and acknowledging barriers and obstacles.*Coaching 2*.Skills and Attributes, taking the “possible selves” explored in coaching 1 and understanding the skills and attributes needed to access this future. Action planning ways to develop those skills. Projecting those skills into the future self and understanding their effectiveness*Coaching 3*.Transition & Reflection(July)*Coaching 4*.Leadership Challenge – A student-led, social action project that supports the Future Leaders to develop their skills identified in coaching 2. In delivery, the projects must benefit the wider school community.**Year 11 programme**Coaching 1 – Purpose & Values, revisiting from Year 10 and relating it to discussions about next steps and Level 3 qualification applicationsCoaching 2 – Belonging coaching, exploring what makes a person truly themselves and when they recognise a time that they have been able to embody that. Projection into different future scenarios and understand the power of being their true self in these situations. Acknowledging the barriers or obstacles to being true self.At the request of the Future Leaders we also covered the material below Confirm next steps and continues conversationsReviewing/Prepping mock exams, setting expectations and assessing study revision methodsInput on revision techniques (including practical theories based on the work on Jon Dunlosky). Revision/study plans and scheduling.Coaching 3 – Transition Coaching, looking at the progress that has been made in achieving their possible selves and how they might continue this progress. Understanding how changes ahead will affect them, how they retain their true self discussed in belonging coaching and whether there is a part of themselves that does not have a place in that future setting.At the request of the Future Leaders we also covered the material below:Managing exam periods looking at healthy choices, both physical and mentalRevisit revision schedules and revising if necessaryEvents in June/July•Sustainable Futures Workshop – Year 10 & 12; 1-day workshop, looking at changes to make sustainable careers and choices that can be made to encourage greater sustainability. Workshop content developed by Villiers park and The World Wildlife Fund•University Insight Day – Visit to University of Newcastle, including 2 x seminars, access and participation talk, student life talk, campus tour and student ambassador Q & A | **Year 10 students**Activity 1. Student A – Wants to study medicine, helping others and exploring sciencesStudent B – Astrophysics, making discoveries, ability to escape conventional norms, working more independentlyStudent C- International Law, supporting disadvantaged communities who have no representation or voice4. Student A and B – Produce a series of posters that promote significant scientific contributions by female and non-binary scientists. Posters potentially to be promoted through a targeted session of young female and non-binary students who are interested in science. The session would include a talk by a female or non-binary scientist about their work.Student C – Develop a web page on the school website that hosts all revision/study websites used by school departments so that students only have to go to a single place to access provision.Progress data collections at end of Autumn Term and May*Student A*Data 1 5 grades at or above target 4 grades below targetData 2 7 grades at or above target 2 grades below target*Student B*Data 1 4 grades at or above target 5 grades below targetData 2 3 grades at or above target 6 grades below target*Student C*Data 1 4 grades at or above target 5 grades below targetData 2 8 grades at or above target 1 grades below targetGood progress being made in their GCSE’s and student A and C in particular have made very good progress.**Year 11 students***Student A* is staying on into LHS Sixth Form to study A levels in Art, History and Photography with a view to then going to University and a PGCE in Art.*Student B* is staying on into LHS Sixth Form to study A levels in Business Studies, Geography and Biology with a view to going to University to study a Science/Geography degree.*Student C* – Apprenticeship in Electrical engineering, police or Lvl 3 qualifications at college that enable this future pathway. Looking at large firs e.g. Volker Fitzpatrick that can support continued progression along apprenticeship routesProgress data collections at end of Autumn Term, February and April.*Student A*Data 1 7 grades at or above target 2 grades below targetData 2 7 grades at or above target 2 grades below targetData 3 8 grades at or above target 1 grade below target*Student B*Data 1 6 grades at or above target 3 grades below targetData 2 5 grades at or above target 4 grades below targetData 3 5 grades at or above target 4 grades below target*Student C*Data 1 1 grade at or above target 7 grades below targetData 2 2 grades at or above target 6 grades below targetData 3 4 grades at or above target 4 grades below targetStudent A and B maintained their progress throughout the year but some marked progress over the year from Student C having under-achieved in the mocks (Data 1) to demonstrating some encouraging progress in the Spring and summer terms.+GCSE Exam results to follow |