

Shine

Impact Evaluation 2025/2026

Access and Outreach, September 2026

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Executive summary

This report evaluates the impact of the Shine programme in 2025/2026 in supporting pupils from underrepresented backgrounds across Yorkshire, the Humber, East Lincolnshire, and the Tees Valley to reach their full potential. During the 2025/2026 academic year, 690 pupils engaged with the programme through a series of progressive interventions designed to increase awareness of post-16 and higher education pathways, strengthen self-efficacy, foster a sense of belonging, and support educational attainment. As the first stage of this longitudinal evaluation for the Year 9 pupils, the findings presented in this report should be regarded as baseline findings rather than measures of programme impact. Following the Year 9 Campus Visit, pupils reported generally positive levels of confidence, motivation to learn, awareness of higher education and educational aspirations, providing a strong starting point for future programme delivery. Limited differences were observed between Year 9 pupils eligible for free school meals and those who were not, suggesting broadly similar baseline attitudes across these groups. While longitudinal comparisons are not yet possible, these findings establish an important benchmark against which future changes can be measured, enabling the Shine team to evaluate the programme's contribution to pupils' knowledge, confidence, aspirations and educational outcomes as they progress throughout the Shine programme.

Programme overview and background

Founded in 2012, Shine is a sustained and multi-intervention outreach programme that engages with pupils from Year 9 through to Year 11. Delivered in partnership with 25 secondary schools across Yorkshire, the Humber, East Lincolnshire and Tees Valley, Shine supports pupils from these schools to achieve their full potential.

Shine partner schools are located in targeted geographical areas and serve communities that experience a range of social and economic circumstances. Shine programme participants are high-achieving pupils from backgrounds that are underrepresented in higher education. Shine aims to raise awareness and knowledge of higher education, while also inspiring, motivating and encouraging programme participants to realise their aspirations and achieve academic success.

The pupils are selected in Year 9 by the Shine Coordinator, a member of the school staff, who, alongside their primary role in school, is the main point of contact in that secondary school and supports the delivery of the Shine programme. Shine Coordinators are instructed in the Autumn term to select a cohort of 8 to 12 Year 9 pupils. To be eligible for the Shine programme, pupils must meet the following academic criteria **AND** two of the following widening participation criteria:

Academic Criteria:

- The pupil must have the potential to achieve 8 GCSEs at grades 9 to 4, including English Language and Mathematics.

Widening Participation Criteria:

- Parents, carers or guardians did not attend a higher education programme before the pupil started secondary school.
- Be from a Black background, such as Black African, Black Caribbean, including Black heritage, or other Black backgrounds.
- Be from a South Asian background, such as Bangladeshi, Indian, Pakistani, including South Asian heritage.
- Be from a Gypsy, Roma, Traveller, Showmen or Boater background.
- Entitled to, or in receipt of, free school meals.
- Classified as Pupil Premium.
- Live in a priority neighbourhood.
- Has experience of living in local authority care.
- The pupil is a young carer.
- Have a disability or a long-term health condition.
- Be from a military or service family.
- Seeking asylum in the UK or has been granted refugee status.

Once the Shine Coordinator has identified an eligible applicant, the pupil and their parent, carer or guardian are provided with a Shine Promotional Booklet. The booklet introduces the Shine programme and provides information about what participation involves, including the purpose of the programme, the activities and opportunities available to pupils, and the commitment expected from participants. It also explains that the pupil has been identified and selected by their school as a potential participant in the Shine programme.

The Shine Promotional Booklet is intended to provide both the pupil and their parent, carer or guardian with sufficient information to consider whether Shine is an appropriate opportunity for them. The pupil and their parent, carer or guardian are encouraged to discuss the information provided and consider whether they would like the pupil to participate in the programme.

If both the pupil and their parent, carer or guardian are happy for the pupil to take part in Shine, the parent, carer or guardian is asked to complete an online Shine Application Form. This form formally registers the pupil's interest in joining the programme and collects the information required by the Shine team to support their participation. Submission of the application form enables the Shine team to confirm the pupil's participation and begin the process of onboarding them to the programme.

A Shine pupil progresses through the Shine programme as they progress through their secondary education, taking part in a range of events and activities, such as online webinars, campus visits, and residential experiences. Throughout their time on Shine, the pupils are invited to attend the following Shine events, relevant to their year group, as outlined below:

- Year 9 Winter Celebration
- Year 9 Campus Visit
- Year 10 Residential
- Year 11 Summit

The new Shine Year 9 pupils who joined the programme in Autumn 2025 are known as the Shine Cohort 2025–2028. They joined the programme in Autumn 2025 in Year 9 and will complete the Shine programme in July 2028, at the end of Year 11. Although there is no formal Shine event provision beyond Year 11, pupils are encouraged to continue engaging with the University of York through one of the Access and Outreach team's post-16 programmes. Pupils and their supporters are also encouraged to keep in touch with the Shine team, who will be happy to provide information about relevant opportunities and support their continued journey towards higher education. As a result, in any given academic year, the Shine programme works with three distinct cohorts simultaneously: one in Year 9, one in Year 10, and one in Year 11.

Year 9 Winter Celebration

In December, Shine pupils and their parents, carers, or guardians are introduced to the Shine programme during the Winter Celebration event, which takes place online via Zoom. This welcoming session allows families to meet the team, learn more about what the programme involves, and celebrate the pupil becoming part of the Shine programme. Pupils are also encouraged to look ahead to the exciting opportunities and experiences they will take part in throughout their Shine journey.

Year 9 Campus Visit

Taking place in May, the Year 9 campus visit is the first opportunity for Shine pupils to visit the University of York campus in person. During the visit, pupils are introduced to the basics of higher education, explore key areas of campus life, and learn more about topics such as student finance and university study. The event is designed to help pupils feel more confident and familiar with higher education environments from an early stage.

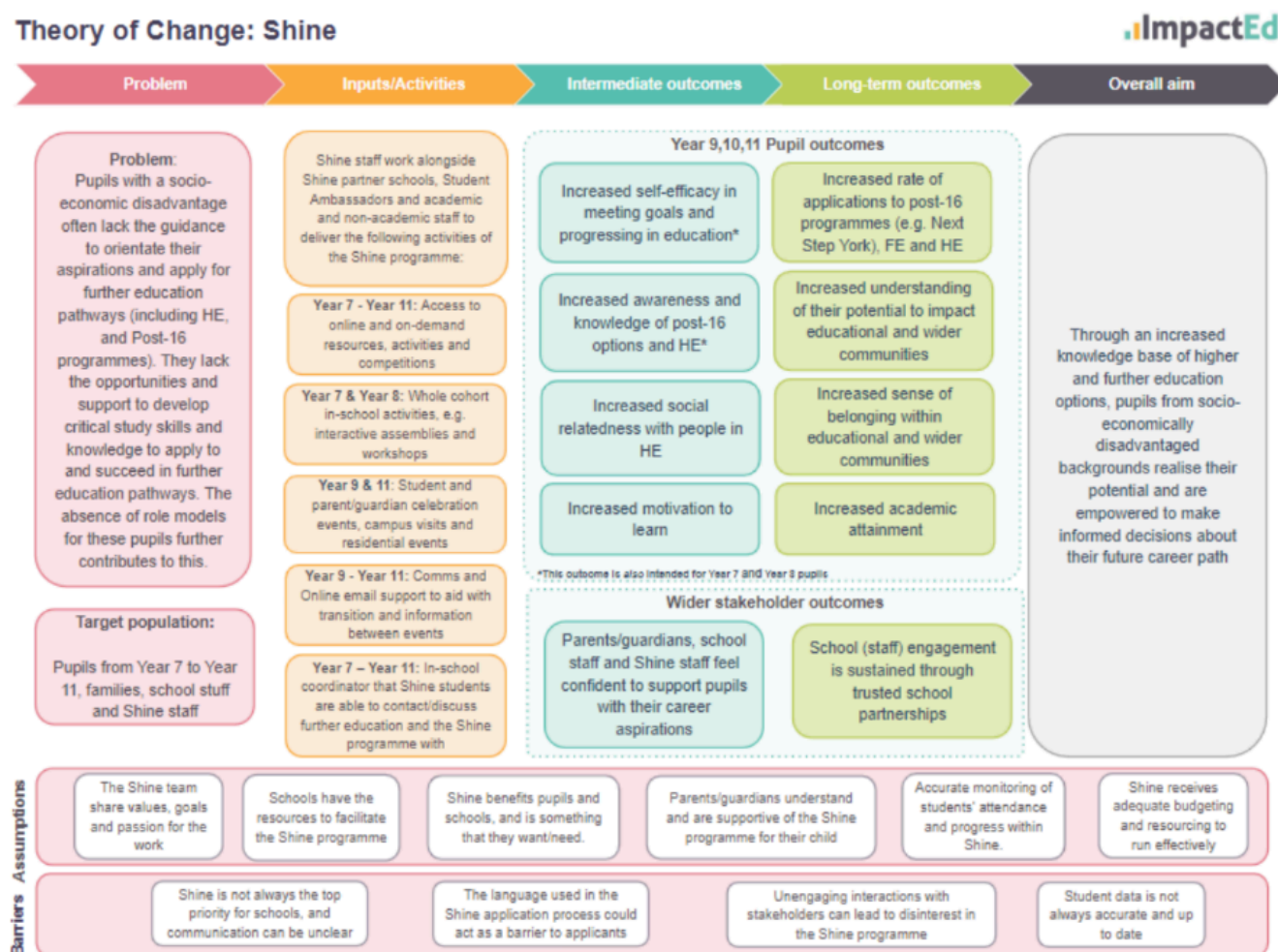
Year 10 Residential

The Year 10 residential is a two-day, one-night experience that takes place in March and April and gives pupils a taste of university life. Pupils stay in student accommodation and take part in a variety of engaging activities, including academic sessions, social activities, and confidence-building and self-discovery workshops. The residential experience helps pupils develop independence, belonging, build friendships, and gain a deeper understanding of what higher education could offer them in the future.

Year 11 Summit

The Shine Summit takes place in September and is the final event of the Shine programme for Year 11 pupils. During the event, pupils explore effective ways to prepare for their GCSEs, consider their post-16 options, and learn strategies for managing wellbeing and coping with pressure. Pupils are also introduced to the Access and Outreach teams' post-16 programmes, Black Access, Next Step York, and Realising Opportunities, which provide continued support and guidance as pupils progress into further study beyond Year 11.

As mentioned above, Shine aims to raise awareness and knowledge of higher education, while also inspiring, motivating and encouraging programme participants to realise their aspirations and achieve academic success. The Theory of Change (Figure 1, an accessible version is available in [Appendix A](#)) underpins the programme and evaluation framework (available in [Appendix B](#)), and was developed in collaboration with [ImpactEd](#).

Figure 1: Shine Theory of Change

Shine operates on the premise that young people from socially and economically less advantaged backgrounds may have limited exposure to and guidance on post-16 pathways, which can affect their future educational and career decisions. The absence of educational role models for these young people could further contribute to this. Given the sustained, progressive and longitudinal nature of Shine, the programme has a range of outcomes that aim to increase pupils' knowledge and understanding of educational pathways and empower them to make informed decisions about their future education and careers.

As educational attainment gaps emerge early in life and persist throughout a pupil's educational journey, higher education institutions can play an important role in helping to address these disparities. According to the [Office for Students \(2022\)](#), school attainment is the strongest predictor of participation in higher education. Pupils eligible for free school meals are much less likely to attend university than their peers. However, when those eligible for free school meals achieve the same GCSE results, their likelihood of progressing to higher education is similar. This suggests that attainment, rather than aspiration, is a key barrier to university participation. The Office for Students identifies that the reduction of attainment gaps is one of the most effective ways to improve equality of access to higher education. By engaging with pupils early, and well before key educational decisions are made, programmes such as Shine can play an active role in addressing the structural factors that contribute to educational disadvantage and attainment gaps. Building upon this, universities should establish sustained, evidence-informed partnerships with schools that focus on raising attainment among less advantaged pupils. Such

approaches can enhance access to higher education while also improving educational outcomes and future career opportunities.

It is known that sustained and progressive outreach activities can enhance pupils' understanding of higher education and increase their confidence in making informed educational decisions. Furthermore, mentoring programmes and summer schools are effective in developing pupils' interpersonal skills, while campus visits help individuals gain a better understanding of the benefits of higher education and provide valuable insight into student life ([Patel and Bowes, 2021](#)).

Menzies (2013) found that although pupils from less advantaged backgrounds often possess high aspirations, they frequently lack the knowledge and understanding needed to translate these aspirations into achievable outcomes. Without practical guidance and knowledge, sustaining these aspirations as realistic goals can be difficult. [Whitty, Hayton and Tang \(2015\)](#) emphasise the importance of 'knowing the ropes' of higher education, arguing that social and cultural capital are key factors in addressing inequalities in educational attainment and access to university. This challenge is often more pronounced for pupils from lower socio-economic backgrounds. Whereas middle-class pupils may acquire knowledge and experience of higher education through family members and wider social networks, those from less advantaged backgrounds may have fewer opportunities to discuss university at home, creating a cultural gap in understanding higher education ([Moogan, 2010](#)). [Inoue \(1999\)](#) further argues that significant others strongly influence educational aspirations, with parental socio-economic background directly shaping both educational ambitions and longer-term occupational goals.

Early engagement with peers, university students, and staff members may help individuals develop a greater sense of belonging within higher education settings and the wider community. [Thomas \(2012\)](#) identified a strong sense of belonging as a key factor underpinning student retention and success in higher education. It is reported that belonging is fostered through supportive peer relationships, meaningful interactions with staff, the development of learner confidence and identity, and engagement in educational experiences that are relevant to students' interests and future aspirations. Furthermore, belonging was most effectively developed through activities that encourage active participation and interaction among students and staff. This sense of belonging is especially important for first-generation students who may lack the cultural capital ([Pedler, Willis and Nieuwoudt, 2022](#)).

A lack of self-efficacy, reflected in lower confidence in one's abilities and potential, reduced aspirations, and low motivation, can act as a significant barrier to participation in higher education. [Thorpe, Snell, Hoskins and Bryant \(2007\)](#) investigated the extent to which behavioural factors influence the underrepresentation of certain groups in higher education. They argued that when progression to higher education is not perceived as a typical pathway for students from less advantaged backgrounds, these individuals may underestimate their capabilities in comparison with their peers. This reduced self-belief can play a substantial role in shaping decisions about whether to pursue higher education. Similarly, [Baker et al \(2014\)](#) found that students from less advantaged backgrounds tend to maintain slightly lower educational aspirations than their more advantaged counterparts. Widening access programmes, such as Shine, can play a role in supporting less advantaged pupils to aid their self-efficacy, boost motivation and support their educational and career aspirations.

Data reporting notice

Pupil numbers used throughout this document are being reported under HESA rounding guidelines to protect the anonymity and confidentiality of programme participants. As such, all data numbers are rounded to the nearest 5. Any category numbers reported as 0 do represent some programme participants; categories with no pupils are not reported on.

Participant information

Pupil information and event attendance data reflect the full cohort for each year group, while the analysis of survey and Shine Stories responses includes only those programme participants who consented to their responses being used for evaluation purposes in accordance with Shine’s ethical consent procedures.

In 2025/2026, a total of 690 pupils were engaged with the Shine programme, comprising 225 Year 9 pupils, 225 Year 10 pupils and 240 Year 11 pupils. Pupils came from a range of underrepresented backgrounds (see [Appendix C](#)).

Figure 2: Shine Year 9 pupil demographics

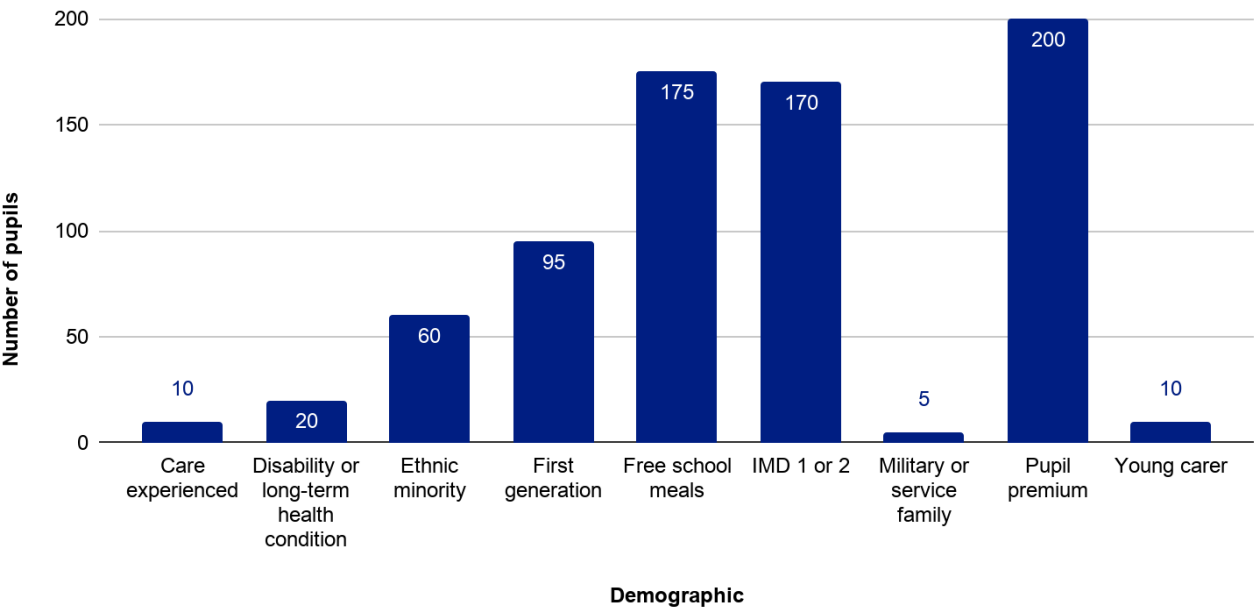


Figure 3: Shine Year 10 pupil demographics

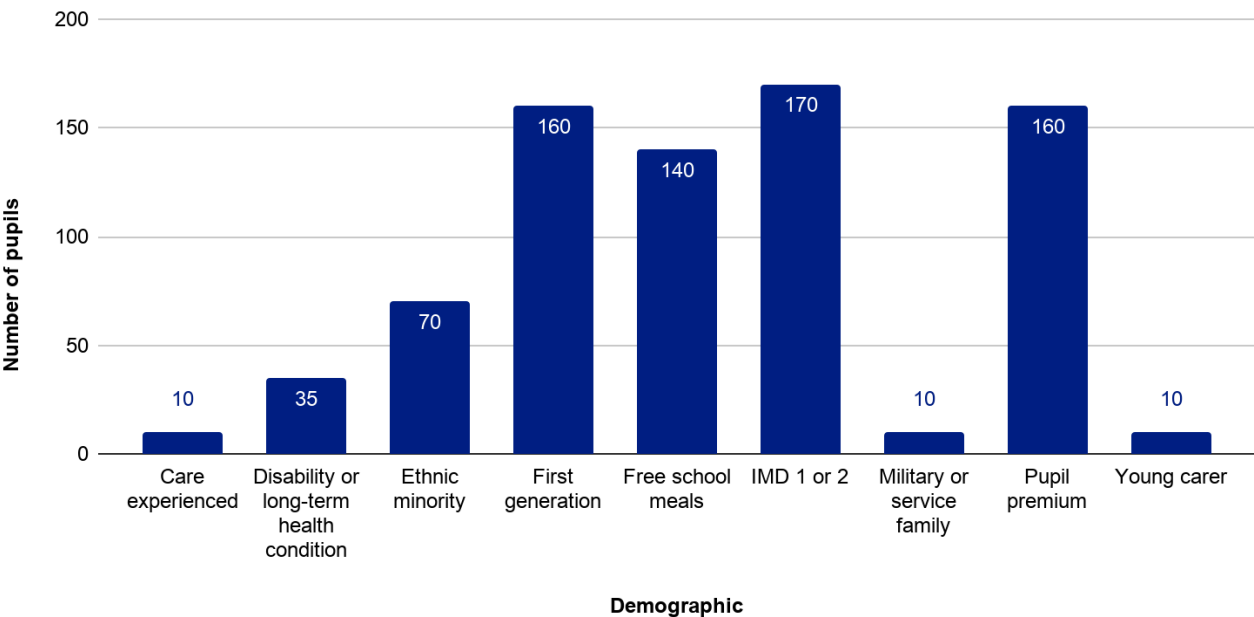
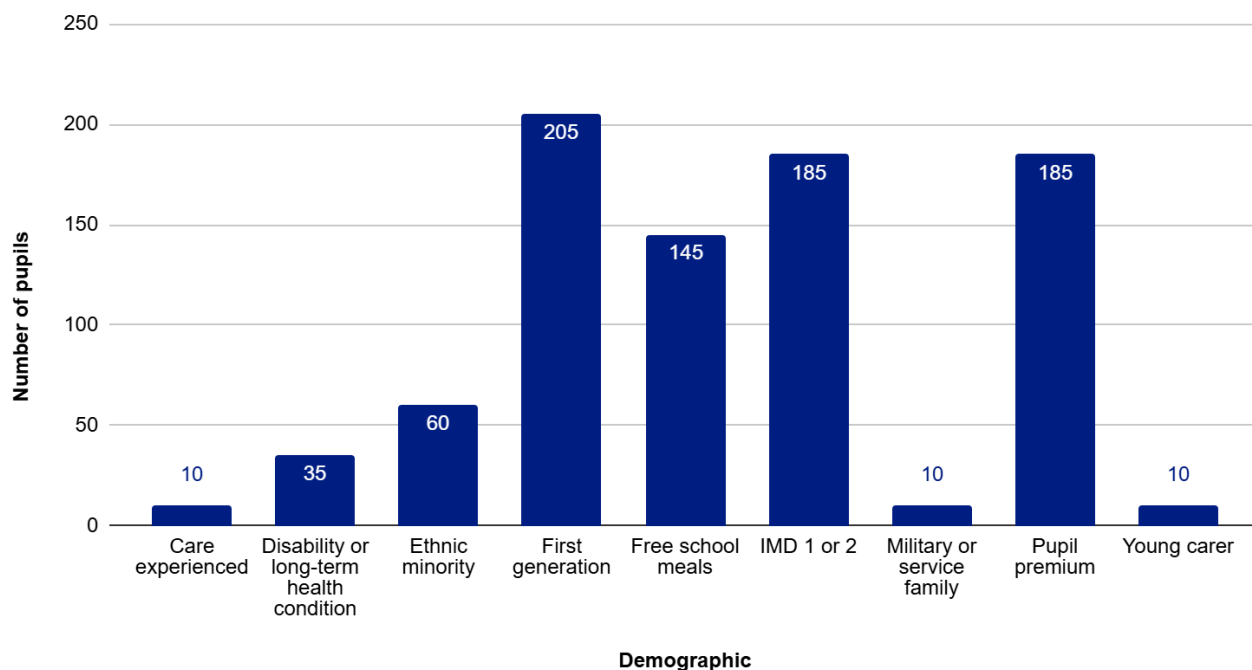


Figure 4: Shine Year 11 pupil demographics

Note: Some pupils meet the criteria for more than one demographic category and are therefore represented in multiple categories. Consequently, the figures shown in Figure 2, Figure 3 and Figure 4 cannot be summed to calculate the total number of pupils.

Event attendance rates

Table 1 provides an overview of the Shine events that took place during the 2025/2026 academic year, detailing the number of pupils invited, the number who attended, and the corresponding attendance rate for each event.

Table 1: Attendance at Shine events during the 2025/2026 academic year

Shine event	Number invited	Number attended	Percentage
Year 9 Winter Celebration	225	50	22.2%
Year 9 Campus Visit	225	195	86.7%
Year 10 Residential	225	140	62.2%
Year 11 Summit	240	180	75%

Research consent

To conduct the Shine Impact Evaluation, the Shine team worked with the University of York's Professional Services Ethics Committee to obtain the necessary ethical approval for the research. Due to the age of the pupils participating in the Shine programme, the evaluation research required informed consent from both the pupils and their parent, carer or guardian.

As part of the consent process, the Shine team produced an information sheet for pupils and a separate information sheet for their parent, carer or guardian. Consent forms were also provided for both the pupil and their parent, carer or guardian. All parties were informed that participation in the evaluation research was optional and was not an essential requirement for participating in the Shine programme.

For a pupil's survey data to be included in the Shine Impact Evaluation, informed consent was required from both the pupil and their parent, carer or guardian. During the 2025/2026 academic year, consent was sought and obtained for the Year 9 cohort only. Consent was not obtained for the Year 10 or Year 11 cohorts during the 2025/2026 academic year, and therefore survey data from these cohorts was not included in the Shine Impact Evaluation 2025/2026.

Research project

The Shine Impact Evaluation is being introduced as a longer-term research project to understand the impact of the programme on participating pupils. This report focuses on the Year 9 cohort, for whom the required pupil and parent, carer or guardian consent was obtained during the 2025/2026 academic year. As the evaluation develops, future reports will take a longitudinal approach, following this cohort throughout their time on Shine, alongside evaluating new Shine cohorts as they join the programme. This will allow the Shine team to build a longer-term picture of the programme's impact and outcomes.

Research aims

The Shine Impact Evaluation aims to research whether Shine increases the knowledge base of post-16, FE and HE options amongst socially and economically less advantaged pupils.

Hypotheses

The Shine team predicted the following outcomes in line with the pupil outcomes referenced in the [Theory of Change](#):

- Pupils who participate in the Shine programme will report an increase in their knowledge base of post-16, FE and HE options compared to their pre-programme baselines
- Pupils who participate in the Shine programme will report an increase in academic self-efficacy and self-regulated learning strategies compared to their pre-programme baselines
- Pupils who participate in the Shine programme will report an improved perceived sense of belonging in higher education compared to their pre-programme baselines
- Pupil cohorts who participate in the Shine programme will achieve higher Key Stage 4 academic attainment on average than the school-wide non-participant baseline

Data collection and methods

To assess the effectiveness of Shine, pupils were invited to take part in the Shine Impact Evaluation. Due to the longitudinal nature of the Shine programme, this research, approved by the University of York's Professional Services Ethics Committee, will use a repeated-measures design.

During the 2025/2026 academic year, consent was initially sought only from Year 9 pupils and not from their parents/carers/guardians. Pupils were asked to complete a pre-programme survey in Autumn 2025 before participating in the Shine programme. However, as parent/carers/guardian consent had not been obtained at that stage, the resulting dataset could not be used. After gaining parent/carers/guardian

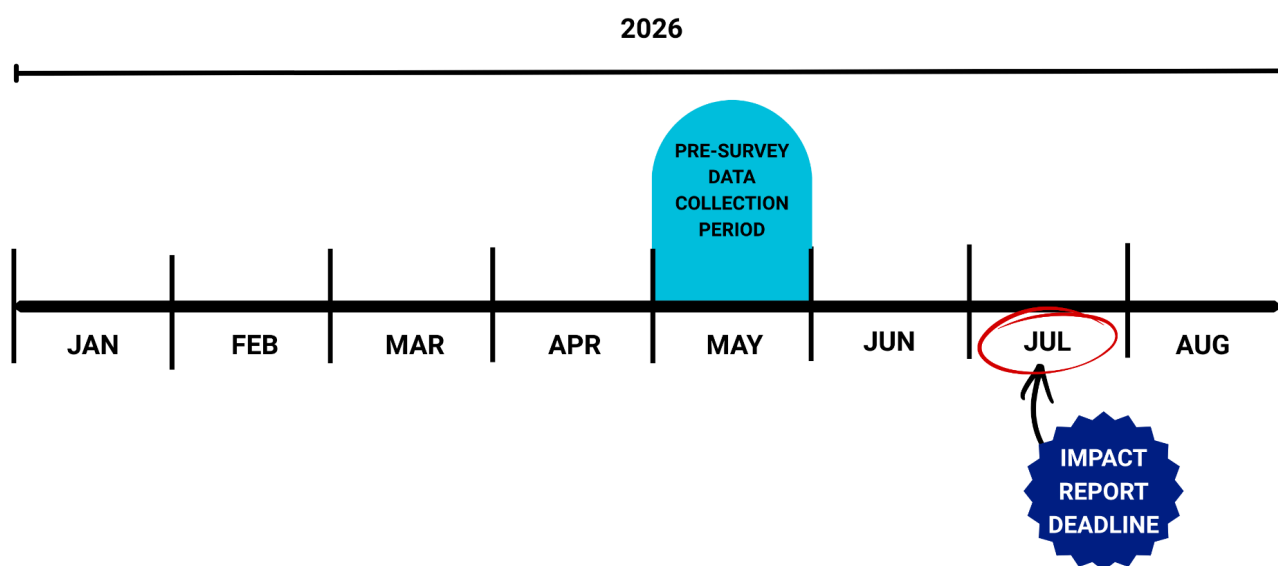
consent and the completion of the Year 9 Campus Visit in May 2026, Year 9 pupils were invited to complete a campus visit feedback form, which included questions from the Shine evaluation framework. This dataset was subsequently retained for analysis.

The Shine evaluation framework uses custom survey questions, which are heavily inspired by validated scales for knowledge, self-efficacy and belonging, see [Appendix B](#). The custom survey question responses were collected using a 5-point Likert scale and a 7-point Likert scale, before being converted into numerical values for quantitative analysis for each pupil. 'Prefer not to say' responses were coded as 0 and excluded from the mean and percentage calculations, therefore, the reported figures only reflect active sentiment.

While a larger number of Year 9 pupils completed the Year 9 Campus Visit survey, only 80 responses could be included in the analysis, as these were the pupils for whom full consent was obtained. Following data cleaning, responses were analysed to identify emerging themes aligned with the programme outcomes. Given the longitudinal nature of the evaluation, it is not yet possible to conduct comparative analyses or draw conclusions about change over time. Nevertheless, the data offer valuable early insights into pupils' experiences and highlight potential trends that may indicate emerging programme impacts.

Figure 5 illustrates the data collection period and reporting deadline for the Shine Impact Evaluation.

Figure 5: Shine Impact Evaluation data collection timeline



Findings and analysis

As part of the initial analysis, the Shine evaluation framework was structured into five overarching themes to support the identification of emerging trends and patterns across the pupil cohort. These themes were used to group related measures and provide a broader understanding of pupils' confidence, aspirations, knowledge, and motivation. The five themes explored were:

- Self-efficacy in meeting goals and progressing in education
- Higher education intentions
- Awareness and knowledge
- Motivation to learn
- Academic attainment

Within each theme, the evaluation team reviewed the emerging trends using mean scores to understand Year 9 pupils' current perceptions, attitudes, and behaviours. The tables below present the baseline mean scores for each measure within the five themes for Year 9 pupils only.

Table 2: Self-efficacy in meeting goals and progressing in education. Mean scores for Year 9 pupils' self-efficacy, academic confidence, and future educational aspirations

Self-efficacy in meeting goals and progressing in education	Mean
Perceived academic standing	4.2
Expectancy for success and self-efficacy	4.3
University anticipation	4.3
Current academic motivation	3.9

Table 3: Higher education intentions. Mean scores for Year 9 pupils' higher education aspirations, planning behaviours, and intention to progress to university

Higher education intentions	Mean
Information seeking and planning behaviours	2.8
University intentions	3.9

Table 4: Awareness and knowledge. Mean scores for Year 9 pupils' awareness and knowledge of post-16 pathways and higher education opportunities

Awareness and knowledge	Mean
Awareness and knowledge of post-16 options	4.1
Awareness and knowledge of higher education	4.1

Table 5: Motivation to learn. Mean scores for Year 9 pupils' learning motivation, self-regulation, and perceived academic value

Motivation to learn	Mean
Intrinsic goal orientation	5.4
Metacognitive self-regulation	5.7
Academic task value	5.8

Table 6: Academic attainment. Mean scores for Year 9 pupils' independent and collaborative learning behaviours

Academic attainment	Mean
Self-directed learning without technology	4.0

Academic attainment	Mean
Collaborative learning without technology	3.9

Further analysis was undertaken to explore whether there were differences between pupils eligible for free school meals and those who were not eligible. The comparison showed limited variation between free school meals and non-free school meals pupils across the majority of the measures.

Discussion

It is important to note that these findings represent baseline data only, collected at the beginning of the pupils' Shine journey. At this stage, pupils had recently participated in their Shine Year 9 campus visit, meaning they had already experienced an early intervention designed to increase familiarity with the University of York, realise aspirations, and provide insight into higher education. As a result, the relatively positive scores observed across many measures should be considered within this context. Future evaluation points will allow the team to track changes over time and better understand the longer-term impact of Shine participation on pupils' knowledge, aspirations, and educational behaviours.

Overall, the baseline results indicate that pupils are already demonstrating relatively high levels of confidence and positive attitudes across several areas. In particular, measures relating to pupils' motivation to learn, perceived academic standing, expectation for success, university anticipation, and awareness of higher education all recorded strong mean scores. This provides a positive starting point for the Shine programme, while also highlighting opportunities to continue developing and supporting pupils' knowledge, confidence, and engagement as they progress through Years 10 and 11.

Further analysis was also undertaken to explore whether there were differences between pupils eligible for free school meals and those who were not eligible. The comparison showed limited variation between free school meals and non-free school meals pupils across the majority of measures, suggesting that pupils entered the programme with broadly similar levels of confidence, motivation, and aspirations. While this is encouraging, ongoing monitoring will be important to understand whether Shine continues to support all pupils equally, and whether any differences emerge as pupils experience further programme activity and interventions.

These baseline findings will provide a foundation for future evaluation cycles, enabling the Shine team to measure change over time and assess the programme's contribution towards supporting pupils' knowledge, aspirations, and readiness for future educational pathways.

Limitations

A limitation of the Shine programme is that pupil selection is undertaken by Shine Coordinators within partner schools, rather than pupils actively putting themselves forward to participate. While schools are provided with clear eligibility criteria to guide the selection process, the final selection of pupils is made by Shine Coordinators within each individual school. Shine Coordinators have previously met with the Shine Programme Manager to develop a clear understanding of the Shine programme, its aims and the characteristics of the pupils the programme is intended to support. They are valued and trusted by the Shine team, and their knowledge of individual pupils and the wider school context is an important part of ensuring that pupils who are likely to benefit from the programme are identified.

However, the school-led nature of the selection process introduces the potential for selection bias. Shine Coordinators may, consciously or unconsciously, prioritise pupils whom they consider likely to engage positively with the programme, demonstrate particular levels of motivation, or respond well to the

opportunities offered. For example, pupils who are already highly engaged with school, have a positive relationship with learning, demonstrate strong academic motivation, or have an existing interest in higher education may be more likely to be selected. Conversely, pupils who are less engaged with education, have lower levels of confidence or motivation, or are less likely to express an interest in higher education may be overlooked, despite potentially having significant potential to benefit from the programme. As a result, the Shine cohort may not be fully representative of all pupils who meet the programme's eligibility criteria. This is particularly relevant when interpreting evaluation findings, as positive outcomes may partly reflect characteristics that pupils already possessed before joining Shine, rather than being solely attributed to their participation in the programme.

Another limitation is that the evaluation cannot assume or imply causality between participation in Shine and any observed outcomes. Changes in pupils' confidence, motivation, awareness of higher education or attainment may be influenced by a range of factors beyond Shine, including their school environment, individual circumstances and wider educational experiences. In addition, we do not have complete information about other outreach and educational provision accessed by pupils or delivered by their schools. Pupils participating in Shine may also engage with programmes offered by other universities or organisations, which could contribute to their outcomes.

A comparator group of pupils who have not participated in Shine could potentially strengthen the evaluation by providing a basis for comparison. However, establishing an appropriate comparator would require further investigation and presents challenges. Shine typically engages 8 to 12 pupils per school, and identifying a sufficiently comparable group of eligible non-participants may be difficult. There may also be ethical and practical considerations in identifying pupils who meet the eligibility criteria but do not participate. A comparator group may therefore not be appropriate for the nature of the Shine programme.

Recommendations

Continue the longitudinal evaluation

Continue collecting survey data at each planned evaluation point to enable meaningful comparisons over time. As additional datasets become available, analyse within-participant changes to determine whether Shine contributes to improvements in knowledge, self-efficacy, belonging, motivation and educational outcomes.

Strengthen evidence through multiple data sources

Complement pupil survey data with additional evidence such as pupil interviews, Shine Stories, school feedback and, when the data becomes available, attainment and progression data. Triangulating multiple sources of evidence will provide a richer understanding of programme impact.

Review and refine the evaluation framework

As further data sources are collected, review the survey items and scales to ensure they remain aligned with the Theory of Change and continue to capture meaningful changes in pupil outcomes. Refinements should be evidence-informed, while maintaining consistency wherever possible to support longitudinal comparisons.

Acknowledgements and contact information

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Appendix A: Shine Theory of Change

Problem

Pupils with a socio-economic disadvantage often lack the guidance to orientate their aspirations and apply for further education pathways (including HE and Post-16 programmes). They lack the opportunities and support to develop critical study skills and knowledge to apply to and succeed in further education pathways. The absence of role models for these pupils further contributes to this.

Target population

Pupils from Year 7 to Year 11, families, school staff and Shine staff

Inputs and activities

Shine staff work alongside Shine partner schools. Student Ambassadors and academic and non-academic staff deliver the following activities of the Shine programme.

- Year 7 - Year 11: Access to online and on-demand resources, activities and competitions
- Year 7 and Year 8: Whole cohort in-school activities, e.g. interactive assemblies and workshops
- Year 9 - Year 11: Pupil and parent/carers/guardian celebration events, campus visits and residential events. Comms and online email support to aid with transition and information between events.
- Year 7 - Year 11: In-school coordinator that Shine pupils are able to contact/discuss further education and the Shine programme with

Intermediate outcomes

Year 9, Year 10, Year 11 pupils

- Increased self-efficacy in meeting goals and progressing in education
- Increased awareness and knowledge of post-16 options and HE
- Increased social relatedness with people in HE
- Increased motivation to learn

Wider stakeholder

- Parent/carers/guardians, school staff and Shine staff feel confident to support pupils with their career aspirations

Long-term outcomes

Year 9, Year 10, Year 11 pupils

- Increased rate of applications to post-16 programmes (e.g. Next Step York), FE and HE
- Increased understanding of their potential to impact educational and wider communities
- Increased sense of belonging within educational and wider communities
- Increased academic attainment

Wider stakeholder

- School staff engagement is sustained through trusted school partnerships

Overall aim

Through an increased knowledge base of further and higher education options, pupils from socio-economically disadvantaged backgrounds realise their potential and are empowered to make informed decisions about their future career paths.

Assumptions

- The Shine team shares values, goals and passion for the work
- Schools have the resources to facilitate the Shine programme

- Shine benefits pupils and schools, and is something that they want/need
- Parents/guardians understand and are supportive of the Shine programme for their child/ward
- Accurate monitoring of pupils' attendance and progress within Shine
- Shine receives adequate budgeting and resourcing to run effectively

Barriers

- Shine is not always the top priority for schools, and communication can be unclear
- The language used in the Shine application process could act as a barrier to applicants
- Unengaging interactions with stakeholders can lead to disinterest in the Shine programme
- Pupil data is not always accurate and up to date

Appendix B: Evaluation Framework

For each statement, please pick the option that is most true of you.		Not at all true of me	Not very true of me	Somewhat true of me	Mostly true of me	Very true of me	Prefer not to say
Increased self-efficacy in meeting goals and progressing in education (MSLQ Self-efficacy Subscale)	Compared with other students in my year, I expect to do well	☐	☐	☐	☐	☐	☐
	I'm certain I can understand the ideas taught in my lessons	☐	☐	☐	☐	☐	☐
	I expect to do very well in this school	☐	☐	☐	☐	☐	☐
	Compared with others in my year group, I think I'm a good student	☐	☐	☐	☐	☐	☐
	I'm sure I can do an excellent job on the tasks I'm assigned	☐	☐	☐	☐	☐	☐
	I think I will receive good grades	☐	☐	☐	☐	☐	☐
	Compared with other students in my year group,	☐	☐	☐	☐	☐	☐

	my skills are excellent						
	Compared with other students in my year group, I think I know a great deal	☐	☐	☐	☐	☐	☐
	I know that I will be able to learn the academic material for this year	☐	☐	☐	☐	☐	☐
For each statement, please pick the option that is most true of you.		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Prefer not to say
Increased self-efficacy in meeting goals and progressing in education (Shine Custom Questions)	I think that anyone, including myself, can go to university and achieve success	☐	☐	☐	☐	☐	☐
	I think I will be able to 'fit in' at university	☐	☐	☐	☐	☐	☐
	I think that university is different to school	☐	☐	☐	☐	☐	☐
	I feel motivated and confident in my school work	☐	☐	☐	☐	☐	☐

For each statement, please pick the option that is most true of you.		Never	Occasionally	Sometimes	Regularly	Often	Prefer not to say
Increased rate of applications to post-16 programmes (e.g. Next Step York), FE and HE (Students' College Application Readiness Scale)	How often do you talk with an adult to get advice on the higher education/university application process?	☐	☐	☐	☐	☐	☐
	How often do you talk with an adult about the higher education/university costs?	☐	☐	☐	☐	☐	☐
For each statement, please pick the option that is most true of you.		None	A little	Some	A fair amount	A lot	Prefer not to say
Increased rate of applications to post-16 programmes (e.g. Next Step York), FE and HE (Students' College Application Readiness Scale)	How much thought have you given to the type of higher education/university campus setting you would be most comfortable in?	☐	☐	☐	☐	☐	☐
For each statement, please pick the option that is most true of you.		Not interested	Partially interested	Somewhat interested	Interested	Very interested	Prefer not to say

Increased rate of applications to post-16 programmes (e.g. Next Step York), FE and HE (Students' College Application Readiness Scale)	How interested are you in attending a 3 year higher education/university course?	☐	☐	☐	☐	☐	☐
For each statement, please pick the option that is most true of you.		Not positive	Partially positive	Somewhat positive	Positive	Very positive	Prefer not to say
Increased rate of applications to post-16 programmes (e.g. Next Step York), FE and HE (Students' College Application Readiness Scale)	How positive do you feel about the prospect of attending higher education/university in the future?	☐	☐	☐	☐	☐	☐
For each statement, please pick the option that is most true of you.		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Prefer not to say
	I know where to find out more information about my options available to me once I leave	☐	☐	☐	☐	☐	☐

Increased awareness and knowledge of post-16 options and HE (Shine Custom Questions)	school after Year 11						
	I have a good understanding of the higher education/university application process	☐	☐	☐	☐	☐	☐
	I have a good knowledge and understanding of higher education/university	☐	☐	☐	☐	☐	☐
	I have a good knowledge and understanding of the benefits of entering higher education	☐	☐	☐	☐	☐	☐
	I have a good understanding of all of the different options available to me after Year 11 when I leave school	☐	☐	☐	☐	☐	☐

For each statement, please pick the option that is most true of you.		Very untrue of me	Untrue of me	Somewhat untrue of me	Neither true nor untrue of me	Somewhat true of me	True of me	Very true of me	Prefer not to say
Increased motivation to learn (Motivated Strategies for Learning Questionnaire (MSLQ) – Intrinsic Value Subscale)	I prefer schoolwork that is challenging so I can learn new things	☐	☐	☐	☐	☐	☐	☐	☐
	It is important for me to learn what is being taught in my lessons	☐	☐	☐	☐	☐	☐	☐	☐
	I like what I am learning in my lessons	☐	☐	☐	☐	☐	☐	☐	☐
	I think I will be able to use what I learn in one subject in other subjects	☐	☐	☐	☐	☐	☐	☐	☐
	I often choose topics I will learn	☐	☐	☐	☐	☐	☐	☐	☐

	something from, even if they require more work								
	Even when I do poorly on a test, I try to learn from my mistakes	☐	☐	☐	☐	☐	☐	☐	☐
	I think that what I am learning in my lessons is useful for me to know	☐	☐	☐	☐	☐	☐	☐	☐
	I think that what we are learning this year is interesting	☐	☐	☐	☐	☐	☐	☐	☐
	Understanding my subjects is important to me	☐	☐	☐	☐	☐	☐	☐	☐

For each statement, please pick the option that is most true of you.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Prefer not to say

Increased academic attainment (Students' Self-directed and Collaborative Learning Questionnaire)	I think about different approaches or strategies I could use for studying assignments	☐	☐	☐	☐	☐	☐
	I try to determine the best way to work on assignments/pre prepare for exams	☐	☐	☐	☐	☐	☐
	I make plans for how I will study/revise for exams	☐	☐	☐	☐	☐	☐
	I try to check my progress when I study	☐	☐	☐	☐	☐	☐
	My classmates and I actively work together to help each other understand class material	☐	☐	☐	☐	☐	☐
	My classmates and I actively share ideas and information	☐	☐	☐	☐	☐	☐
	My classmates and I actively	☐	☐	☐	☐	☐	☐

	work together to learn new information						

Appendix C: Pupil demographics

Pupil Group	Definition
Care experienced	Pupils who have care experience ; this refers to anyone who has been, or is currently, in care. This care may have been provided in many different settings, including living with foster carers, living in a residential children's home, being looked after at home under a supervision order, or living with friends or relatives in kinship care
Disabled or long-term health condition	Pupils who report a disability, including pupils with long-term health conditions, specific learning difficulties such as dyslexia, dyspraxia and ADHD, autistic spectrum conditions and mental health conditions
Ethnic minority	Pupils from a minority ethnic background
First generation	Pupils who are the first generation in their family to go to university
Free school meals	Pupils entitled to, or in receipt of, free school meals
IMD 1 or 2	Pupils living in an IMD 1 or 2 area. Measure of relative deprivation. IMD 1 and 2 represent the most deprived areas
Military or service family	Pupils of an individual who is currently serving in the Regular or Reserve Armed Forces.
Pupil premium	Pupils entitled to, or in receipt of, discretionary payments at school
Young carer	Pupils with unpaid caring responsibilities for a family member