

Annex B

Template for Aimhigher Area Partnership strategic and operational plans

Please complete and return by e-mail to Aimhigher@hefce.ac.uk, by Wednesday 14 May 2008.
(Boxes can be expanded to desired length.)

Aimhigher Area Strategic Plan 2008 to 2011

1 Contact details:

Name of Area Partnership: **Aimhigher Essex**
address: **External Relations, University of Essex,
Wivenhoe Park, Colchester, CO4 3SQ**
tel: **01206 874313**
e-mail: **kbailey@essex.ac.uk**
web-site: **www.aimhigher.ac.uk/essex**

Area Partnership lead HEI: **University of Essex**

Contact details for lead HEI: **Monica Illsley**
address: **External Relations, University of Essex,
Wivenhoe Park, Colchester, CO4 3SQ**
tel: **01206 872134**
e-mail: **illsmp@essex.ac.uk**

Contact details for area co-ordinator at lead HEI: **Maggie Weston**
address: **External Relations, University of Essex,
Wivenhoe Park, Colchester, CO4 3SQ**
tel: **01206 872271**
e-mail: **mweston@essex.ac.uk**

2 Partnership vision and strategic priorities (see paragraph 96) (500 words max)

The partnership aims to increase the aspiration, attainment and subsequent progression to HE for cohorts of able students from groups identified in the targeting guidance. By the end of this phase of Aimhigher the vision is that schools, colleges and HEIs will have embraced Aimhigher as mainstream activity.

Progression Framework

Schools, colleges and HEIs in Essex are already organised in local partnerships and plan activities in liaison with each other, which are then agreed by the ASG and in future by the APC. In the future they will be helped to plan activities with regard to the progression framework, for well defined cohorts, to ensure that students experience a

series of interventions appropriate to their educational/training stage and achieve a series of learning outcomes which will aid the student to make informed choices about his/her progression at different defined transition points.

Relationships with schools

- All Headteachers in schools in the Aimhigher programme 2008-11 are being asked to sign a commitment to the programme.
- Members of the Area central team work with each local partnership and local co-ordinators will be expected to work with schools to ensure the Aimhigher programme sits comfortably alongside the schools programmes and curriculum.
- The Area Co-ordinator is a member of the newly formed Essex LA 14-19 Strategic Partnership Group which gives direction to ten of the twelve area14-19 Partnerships in Essex, Southend and Thurrock. The Area Co-ordinator will work to get Aimhigher objectives incorporated into School Improvement Plans.

Targeting of Schools and cohorts

Schools have been selected to participate in Aimhigher 2008-11 using the following criteria:

1. Any school with more than 50% of its students from the 40% most deprived SOAs (IDACI) or with very large cohorts and more than 25% of students from the 40% most deprived (IDACI) SOAs
2. Any school with more than 25% of its students from 40% of the most deprived SOAs AND more than 50% of the students from educationally deprived SOAs. In most instances SOAs with high educational deprivation also have low progression to HE. Where this was not the case the POLAR data was explored further to see if the larger areas for data gathering (i.e. ward not SOA) hid varying progression rates within it.
3. After having selected schools on a purely statistical basis the Local Authorities were consulted for additional local knowledge of the schools.
4. Note that:
 - Schools that were no longer to be included in the programme have been allocated funds to enable current cohorts to finish their programme.
 - Data of deprived post codes (and identifiers for students in these post codes) will be given to schools to help them select their cohorts.
 - There will be some activities for students not in the cohort to be able to benefit from and some instances where schools not selected may be able to 'buy in'.
 - The success of cohort selection will be tested using post code analysis

Evidencing the objectives

We will be using both quantitative and qualitative data to evaluate the strategic objectives; in addition we will evaluate activities for their effectiveness. This is detailed further in section 3 and 5.

3 Strategic objectives 2008-2011

| Strategic objective | Indicators of success | Timescale |
|--|---|--------------------------|
| 1) To embed a Widening Participation culture and activities in schools, colleges and HEIs | <ul style="list-style-type: none">▪ Contribution/commitment to the funding of Aimhigher type activities.▪ Progression to HE is integral to 11 -18 schools School Improvement Plans and aspiration to HE is integral to 11-16 schools School Improvement Plans.▪ Positive feedback from Headteachers on the culture changing effect of Aimhigher. | By July 2011 |
| 2) Attainment is improved at KS4 for targeted groups | <ul style="list-style-type: none">▪ KS4 attainment is higher than predicted at KS3 for targeted cohorts. | On going for each cohort |
| 3) The use of a learner centred journey through Aimhigher increases the awareness and attitudes towards HE enabling students to make informed decisions about their future | <ul style="list-style-type: none">▪ Increased awareness of HE by targeted students.▪ Improved attitudes to HE and more positive learner identities in targeted students.▪ Increasing progression rates post 16 for Aimhigher schools and in particular Aimhigher cohorts within those schools.▪ Low drop out rates at end of Year 12 for Aimhigher students. | At end of Year 11 |
| 4) Increased applications and acceptances to HE from targeted groups, particularly lower-socio economic groups | <ul style="list-style-type: none">▪ Increased applications and acceptances to HE from targeted groups, particularly lower-socio economic groups. | For each cohort |

4 Learner progression framework

Please provide details of the partnership's plans for the use of the Aimhigher learner progression framework or similar arrangement for the provision of sequenced activities as part of an individual learner's transition curriculum. **(250 words max)**

In Essex, much of the Aimhigher programme is devolved to 9 local partnerships consisting of schools, FECs, HEIs and other stakeholders and as a result the implementation of the Progression Framework will be passed to them.

It will be expected that local partnerships will:

- select a cohort of students (normally) in Year 9 who will be supported and developed through to Year 11 and beyond.
- establish a programme of activities for a student that meet the desired learner outcomes at each of the key transition phases – we would expect many activities to be in individual school cohorts or partnership school cohorts. Some activities may be accessible for students outside the prescribed cohort and occasionally for non-targeted schools.
- introduce/expand the role of Aimhigher mentor/school co-ordinator in order to manage and track the student through his/her Aimhigher journey and help gather evaluation data. It is expected that they will contextualise the programme for the student and help self reflection on his or her part.

The local partnerships will be required to write an annual plan (against a template) for consideration by the APC detailing the programme of activities for each year group and indicating the journey that the students will follow against the learner outcomes. Synergy and ownership of the progression framework will be achieved because all key educational establishments (and in some instances the students) for a geographical area will be involved in its planning and development.

Programmes will be expected to be compatible with schools curricula, timetables and School Improvement Plans.

Evaluation and review of the Progression Framework and implementation will inform any changes in subsequent years.

5 Evaluation

Please briefly outline the key elements of the Area Partnership evaluation plan.

Please note: HEFCE will request a more detailed evaluation plan to be presented by 31 July 2008. At this stage we only require a brief description of intentions.

| Aspect of the strategic plan to be evaluated | Brief description of methodology (100 words max per item) | Who will do this work? | Estimated cost £000s |
|--|--|--|---------------------------------|
| 1) To embed a Widening Participation culture and activities in schools colleges and HEIs | <ul style="list-style-type: none"> ▪ Gather the professional judgement of senior staff within a sample of schools via focus groups to gain their views about the change in school ethos & culture towards HE and widening participation. ▪ Examine HEI widening participation policy documents in 2011. ▪ Examine School Improvement Plans to see that Aimhigher and Aimhigher targets are incorporated. | Aimhigher Central Team and external research team | £20,000 |
| 2) Attainment is improved at KS4 for targeted groups | <p>Compare</p> <ol style="list-style-type: none"> 1. the average difference between SAT scores & predicted GCSE grades and actual GCSEs for the identified Aimhigher cohorts within the Aimhigher schools. 2. the average difference between SAT scores & predicted GCSE grades and actual GCSEs for Aimhigher schools . (We anticipate asking a third of schools to participate in this exercise and to give us | School Learning Mentors / Co-coordinators and Aimhigher Central Team. Local Authorities | £22,681 |

| | | | |
|---|---|---|---------|
| | <p>relevant data).</p> <p>3. the GCSE results (including English and Maths) for Aimhigher and Non Aimhigher Schools in Essex, Southend and Thurrock LAs and for Essex as a county. (Data available nationally)</p> <p>2. and 3. will be the baseline data.</p> | | |
| <p>3) The use of a learner centred journey through Aimhigher increases the awareness and attitudes towards HE enabling students to make informed decisions about their future</p> | <p>Progression post-16</p> <ul style="list-style-type: none"> ▪ Compare in a number of schools the progression rates post 16 for Aimhigher cohort compared to school rate. ▪ Compare Aimhigher students' actual progression rate to anticipated rate from beginning of year 10 questionnaires. ▪ Analyse the data on progression rates post-16 from Connexions and compare Aimhigher and non-Aimhigher schools. | Aimhigher Central Team | £68,044 |
| | <p>Awareness and attitude change</p> <ul style="list-style-type: none"> ▪ Gather attitudinal change & knowledge of HE data from a sample of Year 9, 10 and 11 Aimhigher cohorts by questionnaire. Analyse matched questionnaires to elicit changes. | Aimhigher Central Team | |
| | <p>More positive learner identity</p> <ul style="list-style-type: none"> ▪ A sample of Learning mentors from Aimhigher schools participating in focus groups exploring the issues around improved engagement with learning and learner identity. Focus groups will be conducted in Spring term of 2008/09 and | External researchers. Aimhigher Central Team | |

| | | | |
|--|---|---|---------|
| | <p>again in spring term of 20010/11 to analyse changes.</p> <ul style="list-style-type: none"> ▪ Learner self reflective log including aspects of self evaluation. | | |
| | <p>Drop out rate Year 12</p> <ul style="list-style-type: none"> ▪ Measure drop out rate at end of Year 12 for Aimhigher students from a sample group in a number of schools. Compare to average drop out in receiving institution. | Aimhigher Central Team | |
| | <p>Effective activities</p> <ul style="list-style-type: none"> ▪ Questionnaires to participants and focus groups in years 12 and 13 for Aimhigher students. | Widening participation officers in HEIs. External researchers | |
| 4) Increased applications and acceptances to HE from targeted groups, particularly lower-socio economic groups | <ul style="list-style-type: none"> ▪ Use UCAS and HESA data to analyse the applications and acceptances to HE at Area level for targeted groups. ▪ Analyse the composition of Aimhigher cohorts (and participants in some events) by LSE group and by deprived IDACI post codes | Regional Data Analyst Aimhigher Central Team | £22,681 |

6 Aimhigher Area Partnership budget 2008-2011

Please provide an indication of the funding to be allocated to deliver the partnership's strategic objectives.

| Budget heading | Indicative budget 2008-09 £000s | Indicative budget 2009-10 £000s | Indicative budget 2010-11 £000s |
|---|--|--|--|
| Campus visits | 129,187 | 134,355 | 139,729 |
| Mentoring | 40,346 | 41,960 | 43,638 |
| Master classes (from revision to subject enrichment) | 21,925 | 22,802 | 23,714 |
| Student ambassadors | 24,344 | 25,318 | 26,330 |
| Information, advice and guidance (IAG) activities | 112,367 | 116,861 | 121,536 |
| Aimhigher summer schools (HEFCE funded) | 98,217 | 98,217 | 0 |
| Funding for schools, (including academies and trusts) and local authorities for specific programme (where agreed)* | 839,415 | 883,140 | 926,629 |
| Funding for colleges, training/FE provider for specific programme (where agreed)** <i>Includes HE outreach where appropriate</i> | 394,451 | 414,870 | 435,300 |
| Healthcare strand | 53,573 | 0 | 0 |
| Staff development | 8,937 | 9,294 | 9,666 |
| Evaluation | 32,680 | 45,338 | 55,388 |
| Area management | 145,662 | 151,488 | 157,548 |
| Costs of lead HEI | 14,100 | 14,664 | 15,251 |
| Other category (or categories; please specify) | | | |
| Looked after Children | 37,175 | 38,662 | 40,208 |

| | | | |
|-----------------------------------|-------------------|-------------------|-------------------|
| SPLD | 28,988 | 30,147 | 31,353 |
| Other Summer Schools | 46,289 | 48,141 | 50,066 |
| Area liaison | 16,512 | 17,172 | 17,859 |
| Regional liaison | 1,220 | 1,220 | 1,220 |
| Work with primary schools | 27,289 | 28,380 | 29,515 |
| Contingency | 31,242 | 30,000 | 30,000 |
| Total of above | £2,103,918 | £2,152,031 | £2,154,952 |
| Total Aimhigher funding available | £2,103,918 | £2,152,031 | £2,154,952 |

* A separate workbook will be provided by HEFCE for partnerships to indicate the funding to be deducted at source by DIUS and then passed to schools and local authorities through the DCSF Standards Fund. It will be the responsibility of the Area Partnership Committee to inform each partner local authority and school of the funding which has been allocated by the Area Partnership Committee on an annual basis.

** It is the responsibility of the Area Partnership Committee to inform partner colleges of funding allocations and to advise its lead HEI to make these payments.

7 Composition of the Area Partnership Committee

| Name | Organisation | Contact details |
|---------------------|---|-------------------------------|
| FULL MEMBERS | | |
| Linda Bostock | Thurrock Council | lbostock@thurrock.gov.uk |
| Rachel Earle | University of Essex | rearle@essex.ac.uk |
| Rachel Nedwell | Anglia Ruskin University | r.nedwell@anglia.ac.uk |
| Liz Warr | Writtle College | liz.warr@writtle.ac.uk |
| TBC | Association of Head Teachers in Thurrock | TBC |
| Rhonda Murthar | Association of Head Teachers in Essex (Stewards School) | rmurthar@stewardsschool.co.uk |
| Sandra Roberts | Association of Head Teachers in Southend (Schollar Trust) | sandraroberts@southend.gov.uk |
| Mike Alder | Federation of Essex Colleges | michaeldalder@hotmail.com |

| | | |
|-----------------------------|--|---|
| Louise Turner | Harlow College | lturner@harlow-college.ac.uk |
| Christine Fitzsimmons | Connexions – Essex County Council | christine.fitzsimmons@estconnexions.co.uk |
| David Coleman | Learning & Skills Council | david.coleman@lsc.gov.uk |
| Poobie Naidoo | Tendring Education Trust | poobie@eazoffice.fsnet.co.uk |
| Alison Hoy | Southend-on-Sea Borough Council | alisonhoy@southend.gov.uk |
| Claire Kershaw | Essex County Council | claire.kershaw@essexcc.gov.uk |
| TBA | Essex County Council | TBC |
| IN ATTENDANCE | | |
| Andrew Munuo | University of Essex (Banker) | amunuo@essex.ac.uk |
| Rod Gilchrist | Government Office for the East of England | rod.gilchrist@goeast.gsi.gov.uk |
| Claire Nicholson- Clinch | Government Office for the East of England | claire.nicholson-clinch@goeast.gsi.gov.uk |
| Bev Sand | Action on Access | beverly.sand@btopenworld.com |
| Maggie Weston | Aimhigher Essex | mweston@essex.ac.uk |
| Rachel Brown | Aimhigher Essex | rcbrown@essex.ac.uk |
| Ana Percival | Aimhigher Essex | aperciv@essex.ac.uk |

8 Aimhigher activities to be provided collectively in association with other Area Partnerships

Please provide details of activities which will be provided collectively in association with other areas*.

| Activity to be provided in association with other providers | Indicative budget 2008-09 £000s | Indicative budget 2009-10 £000s | Indicative budget 2010-11 £000s | Name of provider of collective service |
|---|------------------------------------|------------------------------------|------------------------------------|---|
| Data Analysis and evaluation | 8324 | 8577 | 8921 | Manjari Chakravorty (based at Anglia Ruskin University) |
| Healthcare Strand | 53,573 | 0 | 0 | Lesley Thompson |

| | | | | |
|---|-----|-----|-----|------|
| Regional Liaison and information exchange | 227 | 227 | 227 | AUEE |
| CPD programme | 360 | 360 | 360 | AUEE |
| Dissemination of information to partnerships | 300 | 300 | 300 | AUEE |
| Analysing implications of policy developments | 333 | 333 | 333 | AUEE |

* **Please note:** Figures given here should have already been included in the budget statement given at 6 above.

It will be the responsibility of the Area Partnerships commissioning the collective service to develop contractual arrangements with the collective service provider. Please provide details of the way in which the collective service provider will report to the Area Partnership.

Data and Evaluation personnel:

This person will be supervised in terms of distribution and volume of workload by the Essex Area Co-ordinator on behalf of East of England Areas. It will be expected that she will report to the APC as a standing item at meetings.

Health Care Strand:

A report will be expected as a standing item to the APC

Regional liaison:

Minutes of meetings convened by the AUEE and chaired, in rotation, by Chairs of APCs will be reported to the APC meetings. It is expected that the CPD programme, the dissemination of information to partnerships and implications of policy developments will be reported on in the Regional liaison meetings and hence will be subsequently reported to the APC.

9 Strategic planning process

Please describe the process used to draft this plan? (Max 250 words)

The ASG were the main body to discuss and contribute to the plan, but a sub-ASG planning group consisting of representation of all groups including LA, schools, colleges, HEIs, was formed to take on more detailed discussions, before a final presentation for approval by the ASG. In the interim, discussions took place with the Local Authorities regarding the schools to be targeted, individual HEIs, colleges with HE, Connexions and the NHS Trust involving delivery and capacity issues. In formulating the plan several issues were addressed. These included:

- seeing if there were going to be any fundamental shifts in strategic objectives apart from a change in target participants on the programme.
- Should any projects or activities be stopped or others introduced?
- Should the same amount of funding be routed through the Local Authorities?
- What would be the methodology adopted to target schools and students with the new guidance?
- What activities should the Partnership commission with other partners at regional level?

Early discussion recognised several shifts in emphasis:

- Central work on disability would reduce but there would be an expansion of specific activities for SPLD particularly hosted by the HEIs.
- FECs with HE provision would be funded for HE outreach activities.
- Work with Looked after Children would be expanded.

Changes in targeting will affect Essex particularly acutely as there are twice as many SOAs with high educational deprivation as with high child poverty indices. To accommodate the new guidance there will be a reduction in the schools participating and a need to better manage and track students through a programme of coherent activities. As a result funding via the LAs remains at 43%.

Where appropriate, please give details of other plans referred to when drafting this plan. (Max 250 words)

- University of Essex Strategic plan 2007/8 -2010/11
- Anglia Ruskin University Corporate plan 2005 -10
- Writtle College Master Plan 2006 -21
- LSC Statement of Priorities: Better skills, Better jobs, Better lives. 2008/9 -2010/11
- Sample of 14-19 Essex planning group plans (some in draft form)
- Thurrock 14-19 Implementation Plan: 2006 -2011
- Thames Gateway - www.thamesgateway.gov.uk
- Aimhigher Resource costs: A case study approach
- Southend Children's partnership 14-19 strategy 2007 -10

| Please list the key partners (of ASG) who signed off this plan | |
|---|---|
| Contact | Institution/organisation/agency |
| Linda Bostock (Chair) | Thurrock Council |
| Rachel Earle (Vice-Chair) | University of Essex |
| Liz Warr | Writtle College |
| Janet North | Anglia Ruskin University |
| Claire Kershaw | Essex County Council |
| Alison Hoy | Southend-on-Sea Borough Council |
| Louise Turner | Harlow College |
| Rhonda Murthar | Association of Head Teachers in Essex (Stewards School) |
| Sandra Roberts | Association of Head Teachers in Southend (Schollar Trust) |
| Poobie Naidoo | Tendring Education Trust |
| Sally Turner | Learning & Skills Council |

10 Area Partnership operational plan template 2008-09

Please complete the Area Partnership operational plan for 2008-09 in the following table. Area Partnerships will be required to report against the annual operational plan in interim or annual monitoring statements.

| Budget heading | Estimated total funding for year | Indicative activity targets | No. of beneficiaries (where applicable) |
|---|----------------------------------|---|---|
| Campus visits | 129,187 | 114 | 4730 |
| Mentoring Note: Some of these costs are supporting the FE college mentoring scheme. See below. | 40,346 | 45 mentors | 90 |
| Master classes (from revision to subject enrichment) | 21,925 | 15 | 375 |
| Student ambassadors | 24,344 | 10 plus IAG events in up to 50 schools | 500 |
| IAG activities | 112,367 | 128 plus advice on Higher Education for Disabled students on Connexions website Health trust project with 25 schools 6 events plus IAG at careers events | 6600 web hits to be measured 360 |
| Summer schools (HEFCE funded) | 98,217 | Yet to be planned | |
| Funding for schools/local authorities | 839,415 | Plans from schools due June 2008 75 schools with approximately 4,000 students on progression pathways. These numbers overlap with those for other activities There may be more students involved in some larger capacity events | 4000 |
| Funding for colleges, training/FE provider (£60k HE outreach) | 394,451 | Plans from FE colleges due June 2008 HE in FE outreach 40 events | 2282 |

| | | | |
|--|-------------------|--|------|
| | | FE Mentoring in schools 25 | 25 |
| Healthcare strand | 53,573 | 'Health outreach events including health ambassadors, e mentoring, work experience, taster visits, summer schools and CPD for teachers and advisers | 1500 |
| Staff development | 8,937 | Includes conference attendance, SD for local co-ordinators (18), evaluation training for central team (3), SD for WP officers in HEIs and FECs (10). (Also IAG events for teachers) | |
| Evaluation | 32,680 | n/a | |
| Area management | 145,662 | n/a | |
| Costs of lead HEI | 14,100 | n/a | |
| Other category (or categories; please specify) | | | |
| <i>Looked after Children</i> | 37,175 | 7 | 150 |
| <i>SPLD</i> | 28,988 | 5 | 90 |
| <i>Other Summer Schools</i> | 46,289 | Supporting HEFCE SS for staffing, parents to attend and transport for Archaeological SS | |
| Area liaison | 16,512 | | |
| Regional liaison | 1,220 | | |
| Work with primary schools | 27,289 | 22 | 740 |
| Contingency | 31,242 | | |
| Total without funding to schools/local authorities | £1,264,503 | | |
| Total including funding to schools/local authorities | £2,103,918 | | |

11 Operational planning by group/outcome/activity type

Please also report planned outcomes in the format given below which uses stages in learners' experience and outcomes rather than activity. This method of presentation will be useful to partnerships when considering their evaluation plans. Area partnerships should complete the table below for 2008-09 to indicate the allocation of resources by group/year type, related activities and expected learner outcomes.

Please try to define learner outcomes as you think appropriate. It is accepted that defining learner outcomes for whole cohorts/year groups will probably be at quite a high level. We draw attention particularly to the key transition points at:

- year 9
- year 11
- on exit from the 14-19 phase of learning.

Partnerships may wish to focus on these three key transition points rather than attempt learner outcomes for all year groups.

This is the first time we have asked partnerships to report in this way and we will be grateful for your best efforts. We have included this table to reflect the importance of planning and outcomes of the programme as a whole in the context of the learner progression framework. We will review the format of this table for reporting for 2009-10.

| Group type (year group/cohort) | Learner outcomes | Associated activities | Cost |
|--|--|---|--|
| Year 9 (Options year) Aimhigher target school cohorts | <ul style="list-style-type: none"> ▪ An understanding of the concept of a 'progression journey' ▪ An introduction to HE to raise aspirations and motivation ▪ Introducing the language of HE ▪ A recognition between own curriculum and study at | <ul style="list-style-type: none"> ▪ Launch events ▪ Campus visits ▪ National roadshow | £102,119 (including: £83,942 from monies to LAs £1,607 from Healthcare strand) |

| | | | |
|---|---|--|---|
| | <p>HE level and an interest in continuing to study</p> <ul style="list-style-type: none"> ▪ An understanding of the difference between school, FE and HE in terms of teaching, studying, self motivation and level of study | <ul style="list-style-type: none"> ▪ IAG activities ▪ Student ambassador visits / roadshows | |
| <p>Year 10 & Year 11 (Choosing post-16 futures)</p> <p>Aimhigher target school cohorts</p> | <ul style="list-style-type: none"> ▪ Preparedness for transition ▪ An understanding of the different types of courses, institutions and progression routes ▪ An understanding of preferred learner styles and the improvement of skills to raise attainment ▪ The development of a positive learner identity ▪ The ability to make informed choice about FE progression ▪ The ability to identify local HE providers and what they offer ▪ An understanding of the difference between school, FE and HE in terms of teaching, studying, self motivation and level of study ▪ An understanding of how to apply to appropriate FE study ▪ An understanding of funding and support at FE including EMAs | <ul style="list-style-type: none"> ▪ FE & HE Campus visits ▪ Summer Schools ▪ Masterclasses ▪ Motivational speakers ▪ Mentoring ▪ Homework clubs ▪ IAG activities ▪ NHS Trust project ▪ Student Ambassador visits ▪ Celebration events (Yr 11) | <p>£1,010,765</p> <p>(including: £587,591 from monies to LAs £18,750 from Healthcare Strand £78,574 from Summer schools (HEFCE))</p> |

| | | | |
|--|---|--|---|
| <p>Year 12 & 13 (14 – 19 exit phase)</p> <p>Aimhigher target school & college cohorts</p> | <ul style="list-style-type: none"> ▪ An ability to demonstrate and apply the skills required for study at HE ▪ The ability to make informed decisions which are related to career aspirations ▪ Application to appropriate HE ▪ Transition support – an understanding of HE finance, student life, etc ▪ An understanding of the Disabled Student Allowance and the process of accessing support whilst studying at HE level for relevant students | <ul style="list-style-type: none"> ▪ Summer schools ▪ Campus visits ▪ Tutorial support ▪ Careers Guidance and IAG activities ▪ Student Ambassador visits ▪ Mentoring – being a mentor to younger students ▪ Mentoring – being mentored ▪ Finance talks ▪ UCAS talks | <p>£385,802</p> <p>(including: £83,942 from monies to LAs £14,733 from Summer Schools (HEFCE))</p> |
| <p>Other groups:</p> <p>1) Parents / carers</p> | <ul style="list-style-type: none"> ▪ Parents / carers awareness and understanding of HE is raised in order to be supportive of child's | <ul style="list-style-type: none"> ▪ Summer schools for parent /carer & child | <p>£52,500</p> |

| | | | |
|-------------|--|---|---|
| | <p>progression aspirations</p> | <ul style="list-style-type: none"> ▪ Campus visits ▪ Parents evenings | <p>(including: £41,971 from monies to LAs £4,911 from Summer Schools (HEFCE))</p> |
| 2) Teachers | <ul style="list-style-type: none"> ▪ Teachers have an understanding of the different progression routes through to HE ▪ Understanding UCAS process | <ul style="list-style-type: none"> ▪ IAG activities ▪ Campus visits ▪ Aimhigher Essex Conference | <p>£47,589 (including: £41,971 from monies to LAs)</p> |