



One Degree Programme Report & Data Analysis 2019-20

Audited by York Consulting



One Degree Programme Overview

Continuing the success of morning only sessions from 2018/19, One Degree had a strong start to the year with refined morning briefings followed by mentoring and then Maths and English sessions. Briefings covered a range of soft and hard skills and were centred around the 21st Century Skills framework developed by Battelle For Kids in 2019. The skills in focus were Communication, Critical Thinking and Problem Solving and Creativity and Collaboration which were highlighted by educators, education experts, and business leaders and define and illustrate the skills, knowledge, expertise, and support systems that students need to succeed in work, life, and citizenship. Due to the pandemic, the team had to adapt quickly and ensure the course could still be participated in remotely. The pre-existing online Student Network was developed at speed and meant that the course could continue to run online, every Saturday. Engagement and participation fluctuated but we maintained a strong core following of students who provided encouraging feedback on the course.

The following report will address the Core Changes, Demographics, Programme Structure: Academic and Personal Development, Highlights, and Impact Stories (attached separately - on request).

→ Only morning sessions

We continued to run our sessions only in the mornings which increased efficiency and productivity.

→ Neutral location

We continued to utilise a local, well equipped, and neutral venue for the sessions which gives a change from the usual school setting and a taster of an environment which provides further education.

→ 1 School

This year we focused all resources into Woodside High School who worked with us last year efficiently and effectively.

→ Online Student Network

The online student network was developed at speed, ensuring the course could still run for students during lockdown.

SUMMARY

Background

The One Degree programme in 2019-20 was significantly affected by Covid-19 interruptions with the March to May lockdown and changes to pupil assessment and qualification awards.

For the 2019-20 One Degree programme, the mix of pupils included:

- 23 males and 29 females.
- 18 different nationalities and 8 pupils with mixed national backgrounds.
- 17 pupils with a European background, and 18 with a non-European background.
- 34 different desired careers and sectors, with law, business and psychology being the most common.

Attendance

On average, the numbers of sessions attended by pupils was as follows:

- Two-thirds of physical English sessions.
- Just over two-thirds of physical Maths sessions.
- Only a tenth of online Maths sessions.

Attainment

Participants in the 2019/20 One Degree programme performed very well in GCSEs. It should be noted however that results refer to Centre Assessed Grades in the absence of real examinations due to Covid-19. In summary, there was a:

- 100% pass rate in English Language GCSE with 67% of pupils improving their grade from Year 11 Mock.
- 90% pass rate in Maths GCSE with 96% of pupils improving their grade from Year 11 Mock.

Attitude questionnaire

Pre and post attitude surveys measured progress over the period in the following categories:

- Self-esteem.
- Learner engagement.
- Relationship at school.
- Relationship at home.
- Cohesion.
- Reliance, confidence and wellbeing.

Analysis showed that there has been a positive change in attitude in two of the six categories: Reliance, confidence and wellbeing; relationships at school. One has stayed the

same: relationship at home. The others have all declined in positive responses from pre to post survey. However, compared to the previous year (2019), the 2020 cohort responded higher in absolute terms in all categories in the post survey, despite showing less increases within the year.

The area with the highest levels of positive response at post survey was cohesion; the lowest was learner engagement. The biggest pre to post improvement came in relationship at school; the biggest pre to post decline came in learner engagement.

Imaginary steps

When asked how they felt about themselves now and in the future, pupils' attitude improved from the start of the programme to the end.

- Pupils' current attitude toward themselves improved from an average rating of 7 to 7.5 from pre to post survey, on a scale where 0 was least confident and 10 was most confident.
- Pupils' attitude toward themselves in the future improved from an average of 7.9 to 8.2 from pre to post survey, using the same scale.

Other feedback

Feedback for various elements of the 2019/20 One Degree programme was gathered in the post survey.

- 84% agreed that the One Degree programme was "good" or "very good" when describing different elements of the programme.
- 76% agreed that the foods on offer were "good" or "very good".
- 76% agreed that the individual guest speakers were "good" or "very good".

Covid-19

On balance slightly more pupils were disappointed about school closures than those who were not disappointed. Regarding not being able to take GCSE exams, the opposite is true, with slightly more pupils not feeling disappointed about this prospect. Online sessions (despite lower attendance than in-person sessions), were seen very favourably.

BACKGROUND

The One Degree programme in 2019-20 was significantly affected by Covid-19 interruptions with the March to May lockdown and changes to pupil assessment and qualification awards.

The 2020 One Degree programme consisted of 52 participants, all from Woodside High School. This was different to the previous year which included pupils from three different schools. The gender split for the 2020 programme was almost identical to the 2019 gender split. Table 1 shows that 44% of participants were male and 56% female; in 2019 the split was 43:57.

Table 1: Gender of students participating in the One Degree programme

	Count	%
Male	23	44
Female	29	56

Source: YCL data, 2020. Note: based on 52 cases where complete data was available.

The students selected to participate came from a variety of backgrounds, as shown in Table 2.

- Participants were from 18 different nationalities, as well as 8 students selecting mixed nationalities.
- The most commonly selected individual backgrounds were the UK (8 students) and Bulgaria (5 students).
- Overall, 17 students had European backgrounds (excluding those from the UK) and 18 had non-European backgrounds.

Table 2: Background of One Degree participants

Background	Count	European (non-UK)	Non-European
UK	8		
Mixed	8	n/a	n/a
Bulgaria	5	5	
Turkey	4	4	
Uganda	4		4
Algeria	3		3
Jamaica	3		3
Poland	3	3	
Congo	2		2
Cyprus	2	2	
Afghanistan	1		1
Albania	1	1	
Angola	1		1
Ghana	1		1
Iraq	1		1

Netherlands	1	1	
Romania	1	1	
Senegal	1		1
Somalia	1		1
Blank	1	n/a	n/a
Total	52	17	18

Source: YCL data, 2020. Note: based on 52 cases where complete data was available.

One Degree participants also had very varied backgrounds in terms of desired careers and/or sector post GCSE. Table 3 below illustrates the frequency of different careers and sectors, including answers from students who cited more than one option. The most frequently cited career/sector was law, followed closely by business and psychology. Only two students said they were unsure.

Table 3: Desired careers and sectors post GCSEs

Career/sector	Frequency
Law	6
Business	5
Psychology	5
Music	3
Social Worker / Social care	3
Sports/ football / coaching	3
Media/film/photography	3
Art	2
Accounting	2
Doctor	2
Finance	2
Not sure	2
Architect	2
Politics	2
Journalism	1
Aircraft Engineer	1
Apprenticeship	1
Engineer	1
Event planning	1
Mechanic	1
Midwife	1
Nurse	1
Maths	1
Design and Technology	1
Veterinary	1
Philosophy	1
Medicine	1
Car dealer	1
Animator	1
Flight attendant	1
Literature	1

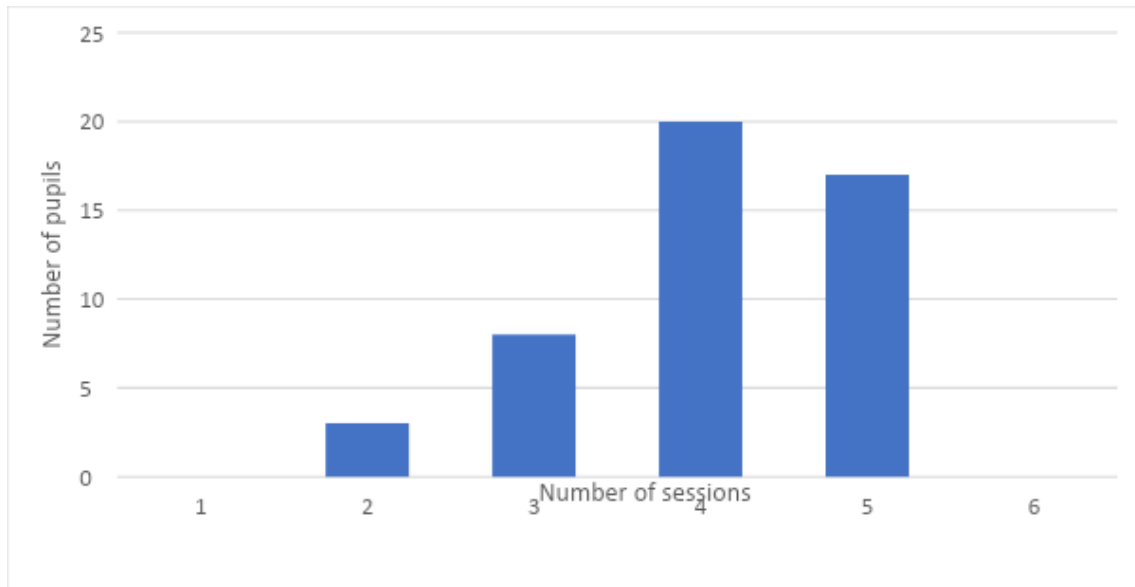
Economics	1
Council	1
Sociology	1

Source: YCL data, 2020. Note: based on 52 cases where complete data was available.

ATTENDANCE

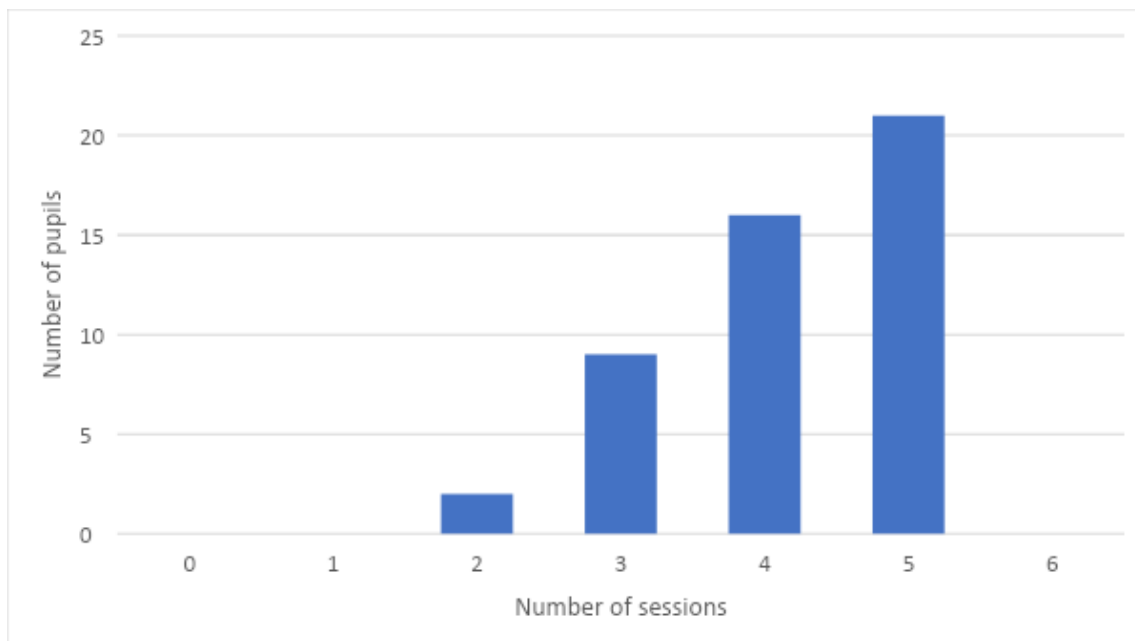
Attendance for both English and Maths sessions is presented in Figures 1 and 2 respectively below. On average, pupils attended two-thirds (4 of 6) of physical English sessions, just over two-thirds (4.2 of 6) of physical Maths sessions and but only a tenth (1.3 of 11) attended online Maths sessions (Figure 3).

Figure 1: Number of English sessions attended



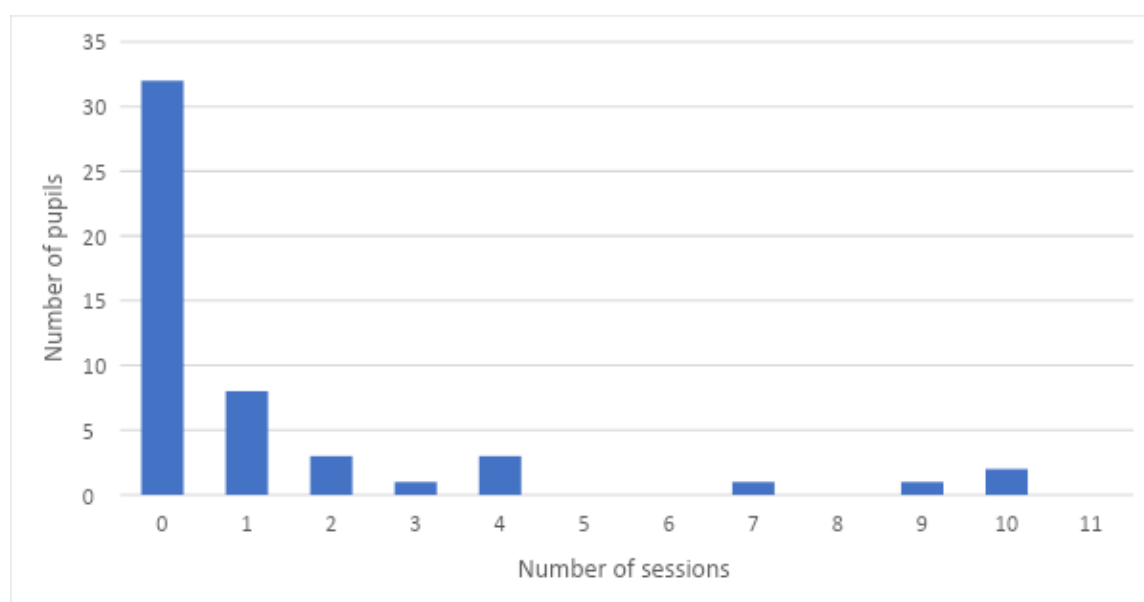
Source: YCL data, 2020. Note: based on 52 cases where complete data was available.

Figure 2: Number of physical Maths sessions attended



Source: YCL data, 2020. Note: based on 52 cases where complete data was available.

Figure 3: Number of online Maths sessions attended



Source: YCL data, 2020. Note: based on 52 cases where complete data was available.

EXAM RESULTS

When considering the data and information below, it is worth noting that actual results for the 2020 One Degree cohort refer to the Centre Assessed Grades assigned in the absence of actual examination results, due to the impact of Covid-19.

Table 4 shows that the cohort had a greater pass success rate in English (100%) than Maths (90%). The pass rate in comparison to 2019 is much higher.

Table 4: Analysis of English Language and Maths GCSE Attainment for One Degree Students, 2020

	Passed		Not passed		Total	
	Count	%	Count	%	Count	%
English	52	100%	0	0%	52	100%
Maths	47	90%	5	10%	52	100%
Both English and Maths	47	90%	5	10%	52	100%

Source: YCL data, 2020. Note: based on 52 cases where complete data was available.

Table 5 shows a breakdown of how One Degree participants were graded in their English GCSE.

- 100% of pupils achieved a pass grade or above.
- Over 70% of pupils achieved a 'strong pass' (grade 5) or above, including 8% who achieved the top grades of a 7, 8 (though no pupils achieved the highest grade of 9).

Table 5: Number achieving each grade in GCSE English Language, 2020

Actual Grades	Count	%
1	0	0%
2	0	0%
3	0	0%
4	15	29%
5	26	50%
6	7	13%
7	3	6%
8	1	2%
9	0	0%

Source: YCL data, 2020. Note: based on 52 cases where complete data was available.

Table 6 shows the same information as Table 5 but for the Maths GCSE results.

- 90% of pupils achieved a pass grade or above.
- 52% of pupils achieved a 'strong pass' (grade 5) or above, including 7% who achieved a grade 7. No pupils achieved above grade 7 in their GCSE maths.

Table 6: Number achieving each grade in GCSE Maths, 2020

Actual Grade	Count	%
1	0	0%
2	0	0%
3	5	10%
4	20	38%
5	17	33%
6	7	13%
7	3	6%
8	0	0%
9	0	0%

Source: YCL data, 2020. Note: based on 52 cases where complete data was available.

Table 7 shows the English pass rate for the End of Year 10, Year 11 Mocks and Final result.

- From Year 10 to actual result, there was an increase of 18 pupils who passed their English Language GCSE.
- There was missing data for 7 pupils at Year 10.
- While 19 pupils did not pass their English Mock in Year 11, every single pupil passed in their actual GCSE.

Table 7: Analysis of English Language GCSE Attainment for One Degree Students, 2020

	Passed		Not passed		N/A		Total	
	Count	%	Count	%	Count	%	Count	%
Year 10	34	65%	11	21%	7	13%	52	100
Year 11 Mock	33	63%	19	37%	0	0%	52	100
Actual Result	52	100%	0	0%	0	0%	52	100

Source: YCL data, 2020. Note: based on 52 cases where complete data was available

Table 8 shows a breakdown of the actual results in English Language by gender. Given that 100% of all pupils passed, there is no difference between male and female performance.

Table 8: Analysis of English GCSE Attainment for One Degree Students by gender, 2020

	Passed		Not passed		Total	
	Count	%	Count	%	Count	%
Actual result male	23	100	0	0	23	100
Actual result female	29	100	0	0	29	100
Actual result total	52	100	0	0	52	100

Source: YCL data, 2020. Note: based on 52 cases where complete data was available

Table 9 shows the same information as Table 7, but for Maths attainment.

- From Year 10 to actual result, there was a large increase of 38 pupils who passed their Maths GCSE.
- There was missing data for 6 pupils at Year 10.
- From the Year 11 Mock, there was an increase of 23 pupils who had passed their Maths GCSE. Only 5 pupils did not pass in their actual result.

Table 9: Analysis of Maths GCSE Attainment for One Degree Students, 2020

	Passed		Not passed		N/A		Total	
	Count	%	Count	%	Count	%	Count	%
Year 10	9	17%	37	71%	6	12%	52	100
Year 11 Mock	24	46%	28	54%	0	0%	52	100
Actual Result	47	90%	5	10%	0	0%	52	100

Source: YCL data, 2020. Note: based on 52 cases where complete data was available

Table 10 shows a breakdown of the actual results in Maths by gender.

- 87% of male pupils passed their Maths GCSE, compared to 93% of female pupils.

Table 10: Analysis of Maths GCSE Attainment for One Degree Students by gender, 2020

	Passed		Not passed		Total	
	Count	%	Count	%	Count	%
Actual result male	20	87%	3	13%	23	100
Actual result female	27	93%	2	7%	29	100
Actual result total	47	90%	5	10%	52	100

Source: YCL data, 2020. Note: based on 52 cases where complete data was available

The two tables below show the change in grade in the actual result compared with the grades from the Year 10 exam and Year 11 Mock.

Table 11 shows that, in English:

- Compared to their Year 10 result, actual results were improved for 35% of pupils, stayed the same for 25% and declined for 13%. 7 pupils had missing data at Year 10 and so were not counted.
- Compared to their Year 11 Mock, actual results were improved for 67% of pupils, stayed the same for 25% and declined for just 8%.

Table 11: Analysis of change in grade in English Language for One Degree Students, 2020

	Improved		Sustained		Declined		N/A		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Change from Year 10	18	35%	13	25%	14	27%	7	13%	52	100%
Change from Mock	35	67%	13	25%	4	8%	0	0%	52	100%

Source: YCL data, 2020. Note: based on 52 cases where complete data was available

Table 12 shows that, in Maths:

- Compared to their Year 10 result, actual results were improved for 88% of pupils, sustained for 0%, declined for 0%. The remaining 12% is explained by the 7 pupils for whom data was missing at Year 10.
- Compared to their Year 11 Mock, actual results were improved for 96% of pupils and stayed the same for 4%. No pupil saw their grades decline in Maths from their Mock to their actual grade.

Table 12: Analysis of change in grade in Maths for One Degree Students, 2020

	Improved		Sustained		Declined		N/A		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Change from Year 10	46	88%	0	0%	0	0	6	12%	52	100
Change from Mock	50	96%	2	4%	0	0	0	0%	52	100

Source: YCL data, 2020. Note: based on 52 cases where complete data was available

ATTITUDE QUESTIONNAIRE ANALYSIS

Overview

The following analysis focuses mainly on pupils that completed both the pre and post attitude survey. The pre to post analysis consists of 17 One Degree participants for whom we are able to track progress over the period. Several pupils had submitted more than one response to the post survey, their first response has been used in the analysis.

The questions are grouped in the following categories:

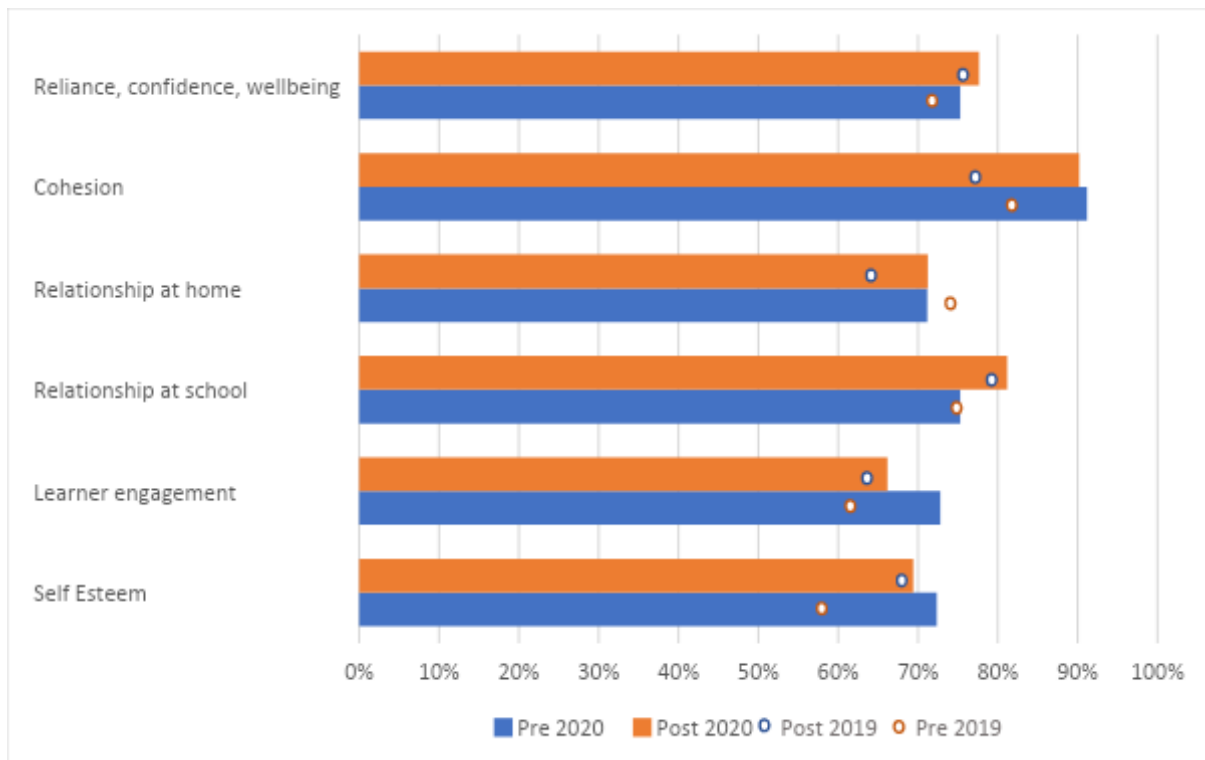
- Self-esteem;
- Learner engagement;
- Relationship at school;
- Relationship at home;
- Cohesions;
- Reliance, confidence and wellbeing.

In order to allow direct comparison between questions, negatively framed question responses have been converted so that a higher percentage refers to higher levels of disagreement. Consequently, when percentages are high for either positively or negatively framed questions, this indicates that the pupil has responded positively to the question.

Figure 4 represents the percentage of pupils that responded positively to questions in each category at the start and end of the course. The analysis shows that there has been positive change to two of six categories: Reliance, confidence and wellbeing; Relationship at school. One has stayed the same: Relationship at home.

In comparison, the previous year's findings had positive changes in four categories. A higher percentage of pupils responded positively to all categories in the 2020 post survey compared to the 2019 post survey, despite showing less increases within the year.

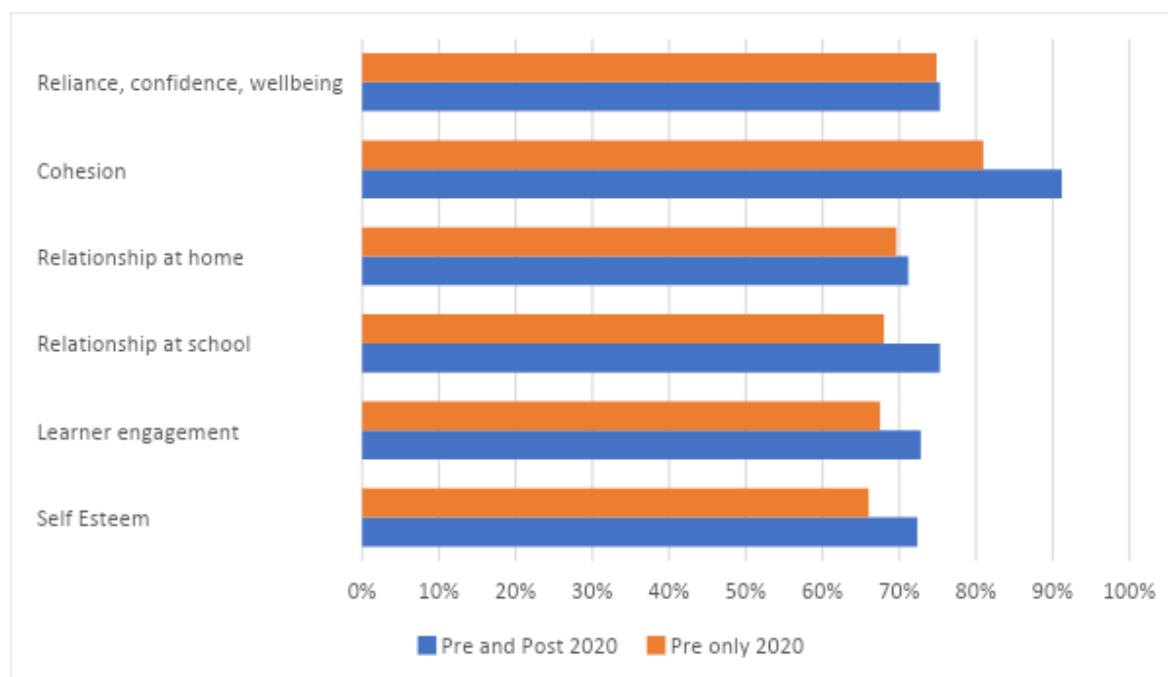
Figure 4: Positive responses to attitudinal statements, 2020



Source: YCL data, 2020. Note: based on 17 cases where complete data was available.

Figure 5 compares the pre survey scores for those who only completed the pre survey with the pre survey scores for those who went on to also complete the post survey. It shows that those pupils who went on to complete the post survey were more positive initially in all categories than those who only completed the initial pre survey. This shows that the two groups were slightly different in terms of attitude statements.

Figure 5: Pre survey responses to attitudinal statements, 2020



Source: YCL data, 2020. Note: pre only based on 35 cases; pre and post based on 17 cases where complete data was available

Self-esteem

Table 13 shows that overall there was a small decline in the level of positive responses towards pupils' Self-esteem for the 2020 cohort. In comparison, levels of positive attitude toward Self-esteem overall increased over time for the 2019 cohort, from 59% to 69%. However, the initial starting point for Self-esteem in 2020 was higher, at 72%, and declined to the same end point as in 2019, 69%.

The statements with the biggest positive change (6%), were: "On the whole, I am satisfied with myself"; "I feel I have a number of good qualities".

The statement with the largest decline by far (-23%) was "All in all, I am inclined to feel that I am a failure". At the start of the programme 94% disagreed with this statement, but by the end only 71% did.

Table 13: Self-esteem

Statement	Pre	Post	Change
On the whole, I am satisfied with myself	76%	82%	6%
*At times, I think I am no good at all	47%	41%	-6%
I feel that I have a number of good qualities	82%	88%	6%
I am able to do things as well as most other people	82%	82%	0%
*I feel I do not have much to be proud of	71%	76%	5%

*I certainly feel useless at times	47%	47%	0%
I feel that I'm a person of worth, at least on an equal plane with others	94%	82%	-12%
*I wish I could have more respect for myself	41%	41%	0%
*All in all, I am inclined to feel that I am a failure	94%	71%	-23%
I take a positive attitude towards myself	88%	82%	-6%
Self-esteem	72%	69%	-3%

Source: YCL data, 2020. Note: based on 17 cases where complete data was available.

Note: the asterisk * indicates a negatively framed question (responses have been converted to enable direct comparison, so a high percentage indicates a high level of disagreement and therefore is considered more positive)

Learner engagement

Table 14 shows that overall there was a 7% decline in the level of positive attitudes towards learner engagement (-7%). In comparison, in 2019 there was a 2% increase in the level of positive attitudes, from 62% to 64%. However, the initial starting point for learner engagement in 2020 was higher than in 2019, at 72%, dropping to 69% which is still higher than the 2019 post survey score.

The biggest increase in positive scores was for the statement "I try to be on time for lessons" (6%). The biggest declines in positive scores was for the statement "I am bored in class" (-24%).

Table 14: Learner engagement

Statement	Pre	Post	Change
I think lessons are interesting	65%	59%	-6%
*I give up when school work is difficult	59%	59%	0%
*I am bored in class	53%	29%	-24%
I enjoy being at school	82%	65%	-18%
My attendance at school is good	100%	100%	0%
I try to be on time for lessons	94%	100%	6%
My behaviour at school is good	100%	94%	-6%
*I worry about my school work	29%	24%	-6%
Learner engagement	73%	66%	-7%

Source: YCL data, 2020. Note: based on 17 cases where complete data was available.

Relationship at school

Table 15 shows that, overall, the level of pupils' attitude towards their relationships at school improved over the course of the 2020 programme, from 75% to 81%. The only

decline in positive attitude was for the statement “In general, I get on with other pupils in my class”, however agreement with the statement was still at 94% in the post survey. Three statements saw increases in positive attitudes by 12% of pupils.

The worst levels of positive attitude were towards the statement “My teachers understand how I like to learn best”. This remained at 47% throughout the course of the programme.

Table 15: Relationship at school

Statement	Pre	Post	Change
I get on well with my teachers	82%	94%	12%
My teachers know me well	65%	76%	12%
My teachers understand how I like to learn best	47%	47%	0%
In general, I get on with other pupils in my class	100%	94%	-6%
In school, I am happy to work with all my classmates in lessons	82%	94%	12%
Relationship at school	75%	81%	6%

Source: YCL data, 2020. Note: based on 17 cases where complete data was available.

Relationship at home

Table 16 shows that, overall, the level of pupils’ attitude toward their relationships at home stayed the same, with 71% expressing positive attitudes. The biggest increase in positive attitude was for the statement “My family sometimes struggles” (24%). In the pre survey, only 12% disagreed with this statement, but in the post survey this had risen to 35% disagreement. Despite the relative improvement, this statement fared the worst in terms of absolute levels of positive attitude, at both timepoints.

The biggest decline in positive attitude was for the statement “My brother(s) and/or sister(s) enjoy school” (-23%).

Table 16: Relationship at home

Statement	Pre	Post	Change
My parents/carers understand me	88%	94%	6%
My family gets along well together	82%	94%	12%
My family helps me out when I have problems	94%	88%	-6%
My family and I do fun things together	88%	76%	-12%
*My family sometimes struggles	12%	35%	24%
*I often have a difficult time with my parents and/or brothers and sisters	41%	41%	0%

My brother(s) and/or sister(s) enjoy school	92%	69%	-23%
Relationship at home	71%	71%	0%

Source: YCL data, 2020. Note: based on 17 cases where complete data was available

Cohesion

Table 17 shows that, overall, the level of positive attitude relating to cohesion declined by 1%. In comparison, in 2019 the level of positive attitude declined by 4% from pre to post, from 82% to 78%. Both the pre and post levels in 2020 were higher at 91% and 90%.

The biggest decline was for the statement “I feel like I belong to my local community” (-11%).

Absolute levels of agreement/positive attitudes were relatively high across the board for cohesion, compared to other areas.

Table 17: Cohesion

Statement	Pre	Post	Change
It's okay for people to have different views	100%	100%	0%
I believe I can learn from the experiences of other people	94%	94%	0%
People from different backgrounds get on well together in my school	94%	100%	6%
I feel part of my school community	88%	94%	6%
I feel like I belong to my local community	82%	71%	-11%
When I get into an argument with someone, I try to find a solution	88%	82%	-6%
Cohesion	91%	90%	-1%

Source: YCL data, 2020. Note: based on 17 cases where complete data was available

Reliance, confidence and wellbeing

Table 18 shows that, overall, levels of positive attitude toward reliance, confidence and wellbeing increased by 3% from pre to post survey in the 2020 programme. In comparison, there was a 4% increase in 2019 from pre to post, from 72% to 76%. Levels were broadly similar in 2020, rising from 75% to 78%.

The biggest increase was for the statement “There are lots of options open to me in the future” (12%). The biggest decline was for the statement “I am a more confident person because of the experiences I have at school” (-12%).

Table 18: Reliance, confidence and wellbeing

Statement	Pre	Post	Change
I ask for help when I have problems or worries at school	71%	71%	0%
I am a more confident person because of the experiences I have at school	88%	76%	-12%
I am positive about my future	82%	88%	6%
Overall, I have a lot to be proud of	76%	82%	6%
There are lots of options open to me in the future	59%	71%	12%
Reliance, confidence and wellbeing	75%	78%	3%

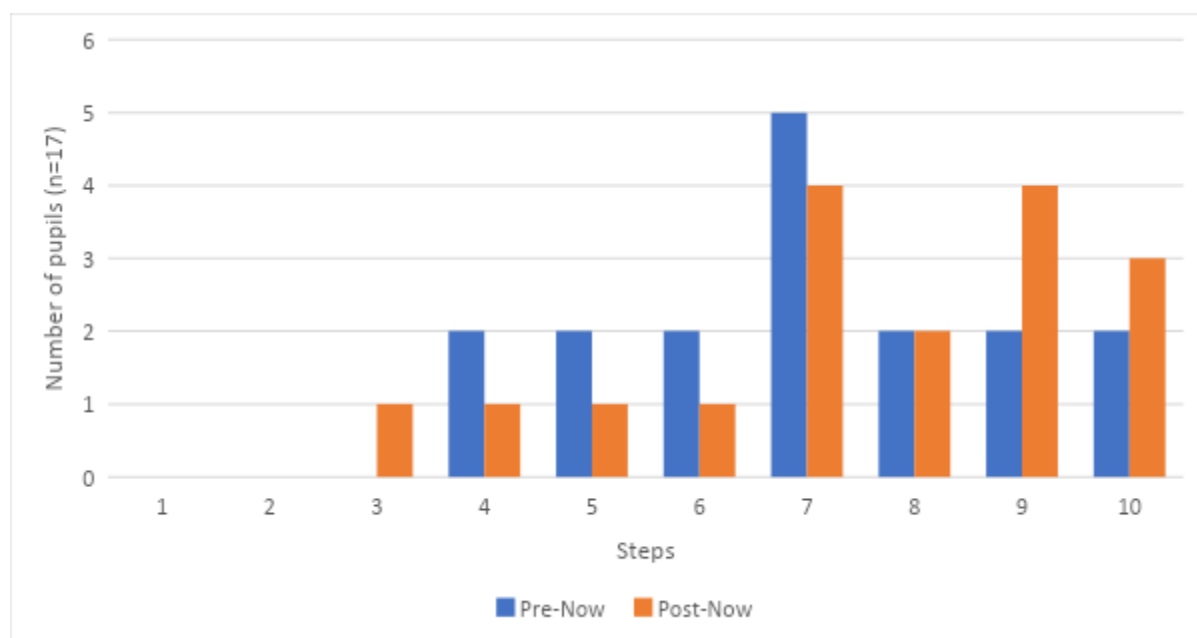
Source: YCL data, 2020. Note: based on 17 cases where complete data was available

IMAGINARY STEPS

As part of both surveys, pupils were asked how they felt about themselves. They were asked to imagine a 'current' and 'future' (one year from time of response) ladder with steps numbered zero to ten, with zero being the least confident and ten being the most confident.

The pupils' 'current' attitude toward themselves is shown in Figure 6. On average the pupils' attitude about themselves and their current step position on the imaginary ladder improved from 7 to 7.5 from pre to post survey. This improvement is less than the size of the improvement in 2019, which was from 6.9 to 8.3. However, the starting point in 2020 was higher.

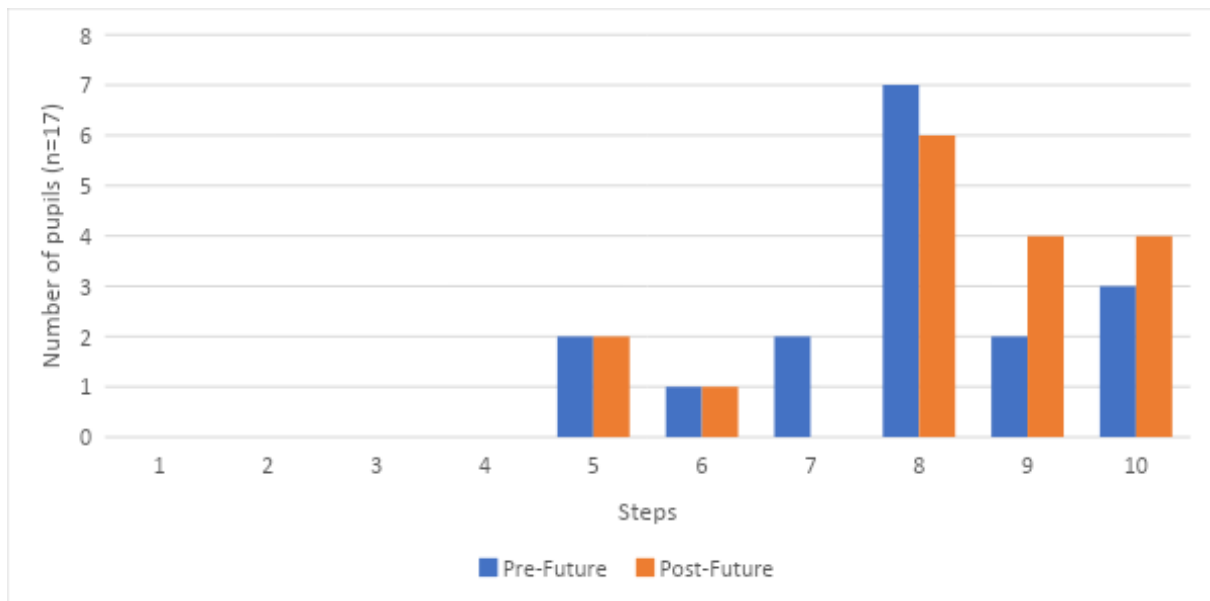
Figure 6: 'Current' steps pre and post comparison



Source: YCL data, 2020. Note: based on 17 cases where complete data was available

The pupils' attitude toward themselves in the 'future' is shown in Figure 7. On average pupils' attitude about themselves and their future step position on the imaginary ladder improved from 7.9 to 8.2. This is almost identical to the movement seen for the 2019 cohort, which went from 7.8 to 8.3.

Figure 7: 'Future' steps pre and post comparison



Source: YCL data, 2020. Note: based on 17 cases where complete data was available

OTHER FEEDBACK

Feedback was collected in the post survey for a variety of other elements of the One Degree programme. This section shows the extent to which pupils agreed that the different elements were “good” or “very good” in this year’s programme compared with the 2019 results.

Table 19 shows the percentage of pupils who thought different elements of the One Degree programme were “good” or “very good”. Overall pupils rated One Degree highly, with an average agreement of 84% across all elements. The average rating assigned was 4.37, with 4 being “good” and 5 being “very good”. This is down from 87% agreement and a 4.45 average rating in 2019. The most favourably rated elements were “Morning chat with Jabba”, “Coach ride”, “One Degree Teachers” and “Tops Pizza”, at 88%. The biggest improvements from 2019 came in “Coach ride” and “Tops Pizza”. The biggest decline was for “Guest speakers”.

Table 19: Describing One Degree

Statement	2019 Agree	2020 Agree	Change
Breakfast	88%	76%	-12%
Morning chat with Jabba	96%	88%	-8%
One to one sessions with Jabba and Jasmine/Zoe	92%	82%	-10%
Coach ride	73%	88%	15%
Mentors	92%	82%	-10%
One Degree teachers	92%	88%	-4%
Tops Pizza for lunch (on occasion)	76%	88%	12%
Guest speakers	96%	82%	-14%
Online Mentor Platform	N/A	76%	N/A
Average	87%	84%	-3%

Source: YCL data, 2019 and 2020. Note: based on 27 cases in 2019 and 17 cases in 2020 where complete data was available

Table 20 shows how pupils rated different foods in the 2020 programme compared with 2019. On average the 2020 cohort rated the food slightly more favourably, with 76% agreeing that it was “good” or “very good”, 2% better than the 74% who thought the same in 2019. “Tops Pizza” and “Sweets and snacks” scored highest, whilst “Fruit” scored the lowest. The biggest improvement in pupil rating on the 2019 ratings was for “Toast and spreads”, whilst the biggest decline was for “Fruit”.

Table 20: Favourite Foods

Statement	2019 Agree	2020 Agree	Change
Macdonalds	78%	76%	-1%
Subway	81%	71%	-10%
Pastries	54%	76%	23%
Waffles	73%	71%	-2%
Fruit	81%	69%	-12%
Breakfast bars	65%	76%	11%
Toast and spreads	62%	76%	15%
Tops Pizza	85%	82%	-3%
Sweets and snacks	85%	82%	-3%
Average	74%	76%	2%

Source: YCL data, 2019 and 2020. Note: based on 27 cases in 2019 and 17 cases in 2020 where complete data was available

Table 21 shows how pupils in 2020 rated the individual guest speakers. The two most popular were Darren Bruce (Boxer) and Louis (Revolution Hive), who were both rated as “good” or “very good” by 94% of pupils.

Table 21: Guest Speakers

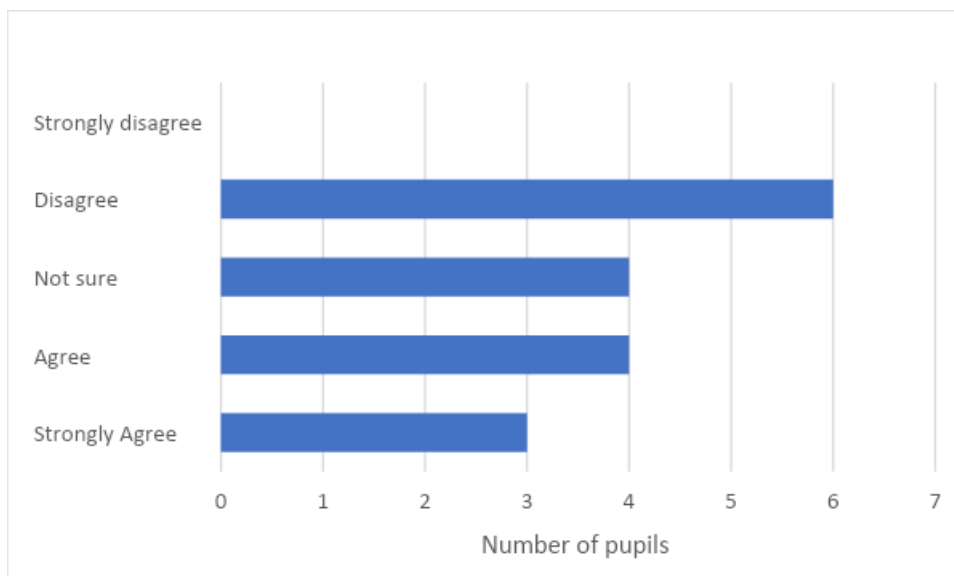
Statement	2020 Agree
Darren Bruce (Boxer)	94%
Lottie (HubBub)	63%
Louis (Revolution Hive)	94%
Yasmina (Life Coach)	65%
Flo (Creative Jungle) - Online	65%
Average	76%

Source: YCL data, 2020. Note: based on 17 cases where complete data was available

COVID-19

Pupils who completed the post survey were asked a series of questions relating to the impact of Covid-19 and school closures. Figures 8 and 9 show attitudes toward both school closure and GCSE examination cancellation. On balance slightly more agreed (41%) that they were disappointed about school closing than disagreed (35%).

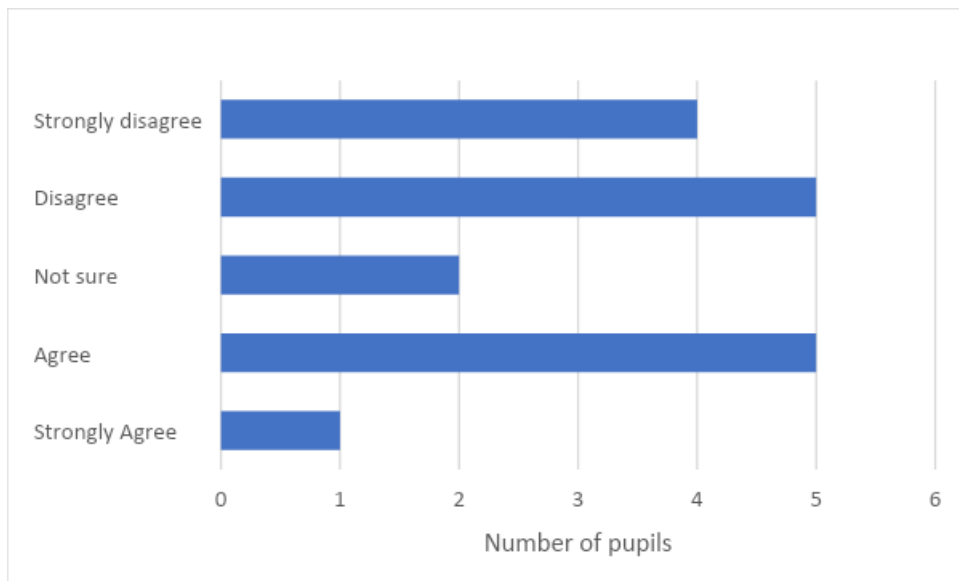
Figure 8: ‘I am disappointed about my school closing’



Source: YCL data, 2020. Note: based on 17 cases where complete data was available

On balance, slightly more disagreed (53%) that they were disappointed about the prospect of not taking their GCSE exams than agreed (35%).

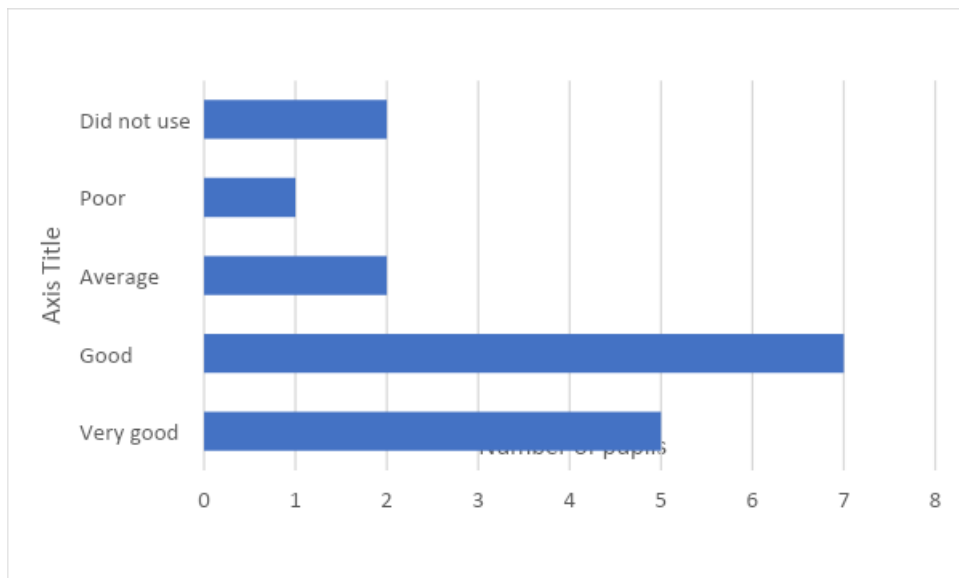
Figure 9: 'I am disappointed about the prospect of not taking my GCSE exams'



Source: YCL data, 2020. Note: based on 17 cases where complete data was available

Figure 10 shows the pupil attitudes towards the online sessions provided as part of the One Degree programme during Covid-19. On the whole, responses were overwhelmingly positive.

Figure 10: Online sessions



Source: YCL data, 2020. Note: based on 17 cases where complete data was available