



ONE DEGREE

One Degree Programme: Analysis of 2023 cohort

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HEADLINES

- a. **GCSE Cohort** - 48 GCSE pupils participated in the One Degree Programme in 2023. Data for an additional 13 pupils was provided as a 'control group' sample consisting of pupils who qualified for One Degree support but did not take part in the programme.
- b. **Graduating GCSE students** - Of the 48 pupils who took part in the One Degree programme in 2023, 39 (82%) graduated from the programme. Therefore, data analysis consists of three groups: 48 One Degree participants, 39 graduating participants and a control group of 13.
- c. **Grade achievements** - 75% of the total One Degree students passed English Literature, 63% passed English Language and 63% passed Maths. When looking at the graduating students, this increases to 70% for combined Literature and Language and 64% for Maths.
- d. **Core group grade achievements** – Looking more closely at the students who were most active (i.e., used One Degree to its full benefit), it paints an improved picture: Language increased to 70%, Literature increased to 82% and Maths increased to 74%.
- e. **Pass rate vs national** - The pass rate for pupils participating in and those graduating from the programme achieved a higher pass rate than the national average in English Literature and Maths.
- f. **Mocks vs results** - The average change between pupils' mock grades and their final summer exams was generally higher.
- g. **In-person attendance** - In-person attendance recorded an average of 9 out of 10 sessions attended by the graduating cohort.
- h. **Online attendance** - Attendance to the online sessions was collated based on live sessions and on-demand attendance. Live sessions recorded a core group of 15-20 students regularly, while on-demand users recorded 84% of the entire cohort used the available resources.
- i. **Self-esteem improvements** - For 3 out of the 5 self-esteem related statements, pupils recorded an increase post programme vs pre programme.
- j. **Post programme perception of One Degree** - 91% respondents said that they enjoyed participating in the programme. Similar proportions agreed that they felt more confident (85%) and more positive about their future (85%) because of the One Degree programme.
- k. **One Degree recommendation** – 93% of pupils stated that they would recommend One Degree to a friend.

1 INTRODUCTION

One Degree

- 1.1 One Degree is an academic mentoring charity based in London. Since 2009, the charity has worked to improve the GCSE performance and self-belief of pupils from disadvantaged backgrounds primarily through intensive academic mentoring in English and Maths. One Degree also provides life skills training, talks by inspirational speakers and sports activities to help with pupils overall personal development.
- 1.2 The charity works with a number of participating schools and volunteer mentors to deliver improved outcomes for young people. It is their belief that regular and consistent learning alongside GCSE preparation embeds the practice, planning, time management and confidence required by learners to boost attainment.

2023 GCSEs

- 1.3 The COVID-19 pandemic caused disruption across multiple academic years. Pupils who took their GCSE exams in summer of 2023 experienced lockdowns and online-learning throughout their secondary school education. The cohort of pupils who took part in the One Degree programme in 2023 experienced their first lockdowns and closure of schools in Year 8. Disruption to normal schooling continued across two academic years with schools operating in bubble systems with mandatory quarantining for pupils who had been in contact with a covid-positive case.
- 1.4 Levels of support pupils received in their GCSE exams reduced in 2023 from previous years. Advance information was no longer offered, but pupils were provided with equation and formulae sheets in Maths and Science¹. This marked a shift in exam conditions more in-line with pre-pandemic exams. Pupils taking their GCSE exams in the summer of 2023 also saw grade boundaries return to pre-pandemic grading².
- 1.5 Teachers across the country displayed concerns for this return to pre-pandemic conditions and grading. Many saw this change as occurring too early as the pupil taking their exams in 2023 had been too disadvantaged by COVID to be compared to the 2019 exam season³. Despite this, the Chief Regulator explained that although there was a return to pre-pandemic grading, there was grading protection in place to recognise the disruption that pupils faced⁴.

York Consulting

- 1.6 York Consulting is one of the UK's leading socio-economic research and evaluation consultancies. We have evaluated the One Degree programme every year since 2014, evidencing its impact and measuring pupil perceptions of the charity. This report details the latest findings from the 2023 cohort of pupils.

¹ [Exams head back to normality in 2023 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/exams-head-back-to-normality-in-2023)

² [Guide to GCSE results for England, summer 2023 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/guide-to-gcse-results-for-england-summer-2023)

³ [Covid disruption must still be taken into account in 2023 GCSEs, say schools | GCSEs | The Guardian](https://www.theguardian.com/education/2023/jul/13/covid-disruption-must-still-be-taken-into-account-in-2023-gcse-say-schools)

⁴ [Guide to GCSE results for England, summer 2023 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/guide-to-gcse-results-for-england-summer-2023)

2 METHODOLOGY

- 2.1 York Consulting conducted a primary research through the creation and dissemination of a pre- and post-programme attitudinal survey for the 2023 cohort. Alongside the data analysis for this survey, York Consulting were provided with programme data and GCSE grades for 61 Woodside High School pupils.

GCSE data analysis

- 2.2 York Consulting received data relating to 61 pupils who attended Woodside High School. This sample of pupils included those who took part in sessions with One Degree and a number of pupils who qualified for One Degree support but did not enrol onto the programme serving as a control sample.
- 2.3 The data provided by Woodside High School meant analysis could be conducted in relation to:
- Predicted grades
 - Mock grades
 - GCSE exam grades
 - Attainment 8 scores
 - Progress 8 scores

Attitudinal pre- and post-programme survey analysis

- 2.4 In addition to the secondary analysis of pupil GCSE grades, pupils completed an attitudinal survey about their feelings on a range of topics both before and after the programme took place. This enabled us to measure the potential impacts of the One Degree programme. The full surveys used are included as appendices to this report (Appendix A and Appendix B).
- 2.5 Prior to commencing the One Degree programme, 42 pupils completed a pre-programme attitudinal survey. After the programme had finished, 34 pupils completed a post-programme attitudinal survey. Of these individuals, 31 had completed both the pre- and post-programme surveys allowing for direct comparisons.

3 ONE DEGREE PUPIL COHORT

Cohort background

- 3.1 Data relating to 61 pupils who attended Woodside High School was provided for analysis. This included 48 pupils who participated in the One Degree Programme in 2023. Data for an additional 13 pupils was provided as a ‘control group’ sample consisting of pupils who qualified for One Degree support but did not take part in the programme.
- 3.2 Of the 48 pupils who took part in the One Degree programme in 2023, 39 (82%) graduated from the programme. Therefore, data analysis consists of three groups: 48 One Degree participants, 39 graduated participants and a control group of 13.
- 3.3 Of the 48 pupils who received support from the One Degree programme 54% were female, a similar proportion (56%) of the graduated cohort were also female. However, the control group had significantly less females with only 2 out of 13 representing 15% of the sample (Table 1).

Gender	Participating pupils	Graduated	Control group
Male	22 (46%)	17 (44%)	11 (85%)
Female	26 (54%)	22 (56%)	2 (15%)
Total	48	39	13

Source: One Degree programme 2023 management information

- 3.4 The One Degree programme selected Year 11 pupils who required additional support in order to pass, or meet their predicted grades in their Maths and English GCSE’s. As shown in Table 2, of the 48 participating pupils, 40% met the criteria for pupil premium and 11% had special educational needs and disabilities (SEND) or had an Education and Health Care Plan (EHCP). These proportions were similar to that of the cohort of pupils who graduated from the One Degree programme. However, the pupils included in the control sample had a higher proportion of pupils qualifying for pupil premium and no pupils had SEND or an EHCP.

Protected characteristics	Participating pupils	Graduated	Control group
Pupil premium	19 (40%)	15 (39%)	6 (46%)
SEND/EHCP	5 (11%)	3 (8%)	0 (0%)

Source: One Degree programme 2023 management information
 Base: 47 participating pupils, 38 graduated pupils, 13 control group pupils

- 3.5 The One Degree programme in 2023 was delivered through both in-person sessions and online sessions. Of the 48 pupils participating in the One Degree programme, 2 pupils were in-person only participants, 7 were online-only and the remaining 39 were hybrid.

Pupil predicted grades

- 3.6 The majority of pupils were expected to achieve a level 4 or above across the 3 Maths and English GCSEs (Table 3). The predicted grades provided by Woodside High school showed that for the 48 participating pupils there was a predicted pass rate of 75% for English Language, 77% for English Literature and 69% for Maths. Although it should be noted that these predicted grades were assessed prior to COVID and prior to their Year 11.
- 3.7 The predicted pass rate for those pupils included in the control group was similar for English Language at 77%. However, the predicted pass rate was lower for the control group than those participating in the programme. 54% of the control group were predicted to pass English Literature and 62% to pass Maths.
- 3.8 Similar proportions of pupils were predicted to achieve higher grades (Grade 7 to 9) across all three groups of pupils and GCSEs (15-18%).

Table 3 Prediction grades by subject by delivery group						
	English language		English literature		Maths	
Participating pupils	Count	%	Count	%	Count	%
Grade 7 to 9	8	17%	3	6%	3	6%
Grade 4 to 6	28	58%	34	71%	30	63%
Grade 3 or below	12	25%	11	23%	15	31%
Graduated						
Grade 7 to 9	7	18%	2	5%	3	8%
Grade 4 to 6	24	62%	29	74%	25	64%
Grade 3 or below	8	21%	8	21%	11	28%
Control group						
Grade 7 to 9	2	15%	1	8%	2	15%
Grade 4 to 6	8	62%	6	46%	6	46%
Grade 3 or below	3	23%	6	46%	5	38%

Source: One Degree programme 2023 management information
 Base: 48 participating pupils, 39 graduated pupils, 13 control group pupils

Pupil aspirations for One Degree

- 3.9 During the interview phase for the One Degree programme, pupils were asked about their aspirations and reasons for wanting to participate in the programme. The answers provided were grouped into themes shown in Table 4.
- 3.10 Most commonly (38%), pupils were wanting to take part in the programme to generally improve their grade attainment in exams. Over a quarter (29%) specifically wanted to achieve higher grades in Maths and just over one-fifth (21%) wanted the same for English. Some pupils (19%) wanted some extra help and support with their

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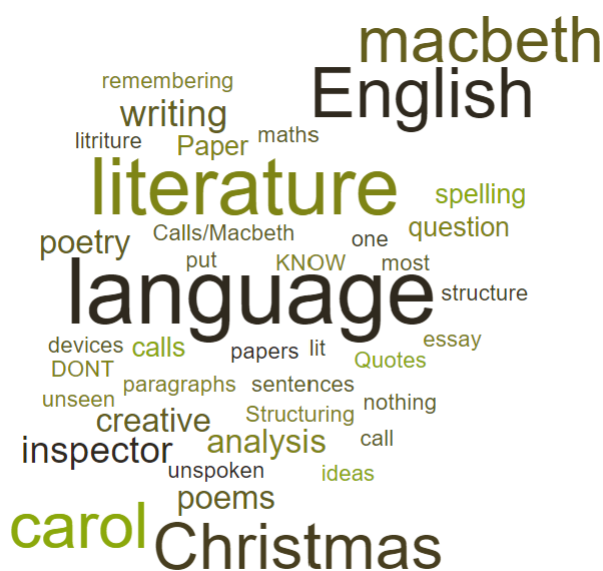
studying towards exams and the same proportion saw the programme as a way to improve their chances or getting into specific colleges. Other reasons covered improved career opportunities through improved grades, wanting to access free support and school recommendation.

Table 4 Reason(s) for participating in the One Degree programme		
Reason provided	Count	%
Better grade attainment	18	38%
Better grade in Maths	14	29%
Better grade in English	10	21%
Extra help and support	9	19%
Improve college opportunities	9	19%
Better career opportunities	6	13%
Financial reasons	2	4%
School recommended/offered	2	4%
Total	48	100%

Source: One Degree programme 2023 management information
Base: 48 participating pupils

- 3.11 Pupils were also asked to share the topics they struggled with in Maths and English. Figure 1 and Figure 2 show word clouds of the responses provided by pupils.
- 3.12 Most commonly for English, pupils stated which exams they struggled more with, more described struggling with English language over English Literature. Commonly pupils also described texts they were studying such as Macbeth and A Christmas Carol.

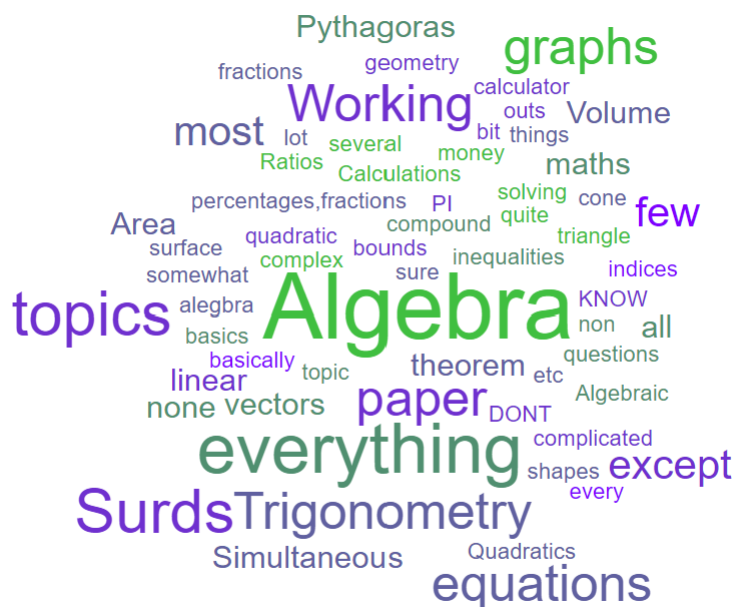
Figure 1 Word cloud of English topics pupils were struggling with.



Source: One Degree programme 2023 management information

3.13 The most common topics which pupils described struggling with in Maths covered algebra, surds and trigonometry. A few pupils emphasised that they struggled with “everything” or “all topics” for Maths.

Figure 2 Word cloud of Maths topics pupils were struggling with.

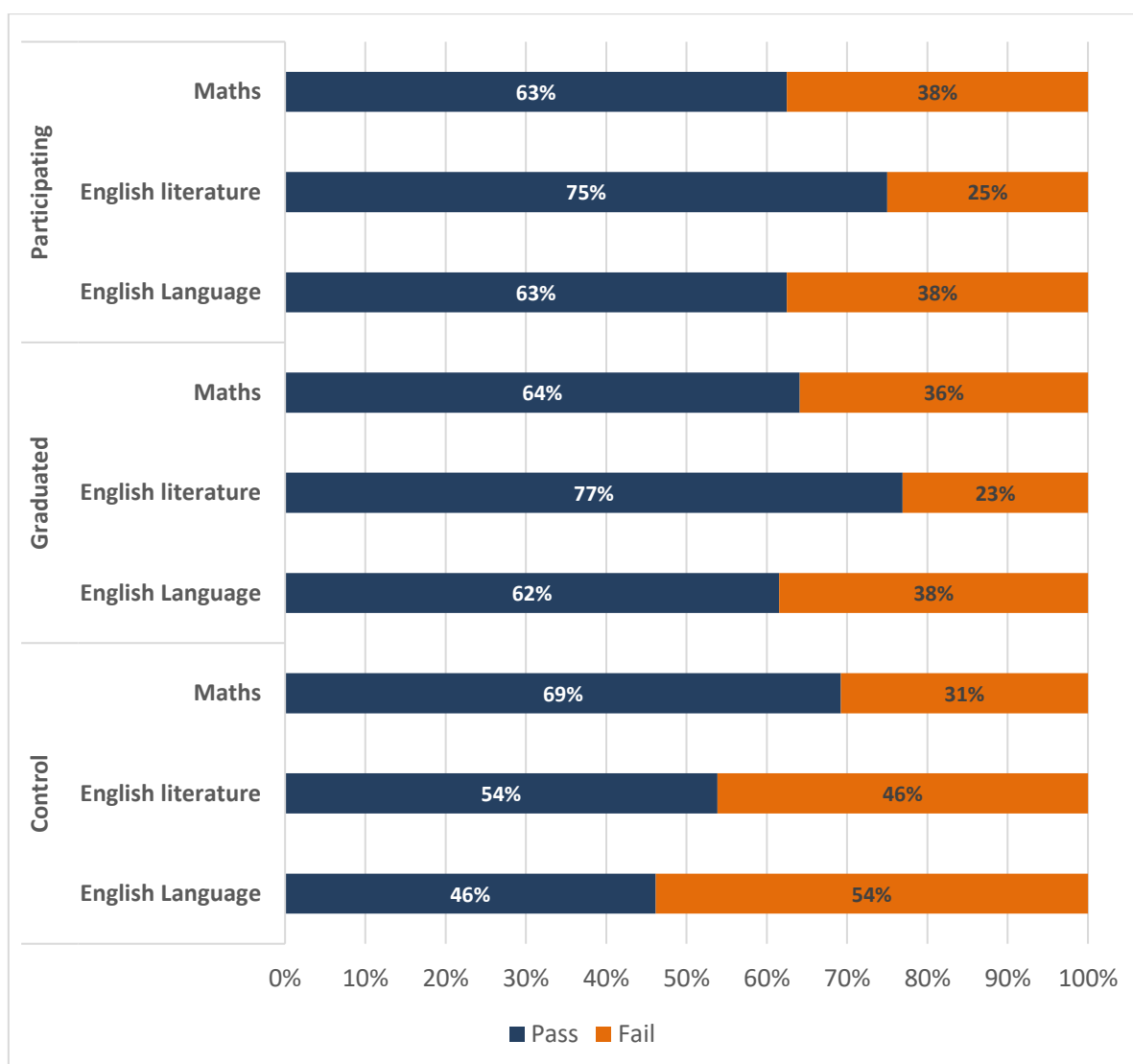


Source: One Degree programme 2023 management information
Base: 48 participating pupils

4 ANALYSIS OF GCSE RESULTS

- 4.1 As shown in Figure 3 a higher proportion of participating pupils passed their English Literature (75%) exam than English Language (63%) or Maths (63%).
- 4.2 The proportion of pupils in the control group passing their exams differed greatly from that of those participating in the programme. Just over a half (54%) passed English Literature and less than half (46%) Passed English Language, a much lower proportion than those on the programme.

Figure 3 Pass percentage (Grade 9-4) by cohort and subject.



Source: One Degree programme 2023 management information
 Base: 48 participating pupils, 39 graduated pupils, 13 control group pupils

- 4.3 The pass rate for pupils participating in and those graduating from the programme achieved a higher pass rate than the national average in English Literature and Maths (Table 5). However, the pass rate was slightly lower than the national average for English language at 63% for participating pupils and 62% for those graduating.

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Table 5 Pass percentage (Grade 9-4) by cohort and subject compared to national averages.

	English Language	English Literature	Maths
National ⁵	64%	74%	61%
Participating pupils	63%	75%	63%
Graduated	62%	77%	64%
Control group	46%	54%	69%

Source: One Degree programme 2023 management information
Base: 48 participating pupils, 39 graduated pupils, 13 control group pupils

- 4.4 Across the One Degree cohort of participating pupils the mean and median grade across all 3 exams was a grade 4 or higher indicating a pass (Table 6). The spread of exam results achieved by the cohort differed for each exam. English language saw the greatest variation in achieved grade from a U up to a Grade 9. English literature saw a smaller variation alongside a higher minimum grade achieved of a Grade 2.
- 4.5 The mean Attainment 8 (11.2) and Progress 8 (-0.45) scores for participating pupils were both lower than the national averages of 46.2⁶ and -0.06 respectively⁷.

Table 6 Descriptive statistics for actual GCSE exam results by subject

Subjects	Mean	Median	Standard deviation	Min	Max
GCSE results					
English Language	4.29	4	1.52	U	9
English Literature	4.48	4	1.61	2	8
Maths	4.23	5	1.65	1	7
Wider GCSE performance measures					
Attainment 8	11.18	43.75	14.55	17	74
Progress 8	-0.45	-0.4	1.26	-3.46	2.2

Source: One Degree programme 2023 management information
Base: 48 participating pupils

- 4.6 A total of 30 participating pupils passed their English Language exam, with the greatest proportion of who passed achieving a Grade 5 (Table 7). An additional 35% of participants achieved a Grade 3 in this exam, marginally missing out on a pass grade. Only one pupil achieved a grade lower than a Grade 3 and that was a U.

Table 7 Frequency of actual exam grades for English language

⁵ [GCSE outcomes in England \(ofqual.gov.uk\)](https://www.ofqual.gov.uk/gcse-outcomes-in-england/)

⁶ [KS4 performance data: GCSE exam results in depth | Tes](https://www.ks4performance.com/ks4-performance-data-gcse-exam-results-in-depth/)

⁷ [Create your own tables, Table Tool – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics)

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Actual exam grades for English language	Count	%	Number of passes (Grade 9-4)	% with passes (Grade 9-4)
9	1	2%	30	63%
8	0	0%		
7	3	6%		
6	3	6%		
5	15	31%		
4	8	17%		
3	17	35%		
2	0	0%		
1	0	0%		
U	1	2%		
Total	48	100%		

Source: One Degree programme 2023 management information
Base: 48 participating pupils

4.7 A higher number of pupils participating in the programme passed the English Literature exam (Table 8), mirroring the national picture. The most commonly achieved grade by participating pupils was a Grade 4. It must also be noted that 4 pupils achieved a Grade 8 in this exam. No participating pupils achieved lower than a Grade 2.

Table 8 Frequency of actual exam grades for English literature				
Actual exam grades for English literature	Count	%	Number of passes (Grade 9-4)	% with passes (Grade 9-4)
9	0	0%	36	75%
8	4	8%		
7	0	0%		
6	7	15%		
5	11	23%		
4	14	29%		
3	6	13%		
2	6	13%		
1	0	0%		
U	0	0%		
Total	48	100%		

Source: One Degree programme 2023 management information
Base: 48 participating pupils

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4.8 A total of 30 of the participating 48 pupils passed their Maths exam signifying a pass rate of 63% (Table 9). Most commonly pupils achieved between a Grade 4 to Grade 6 (65%). Although no pupils achieved a U in this exam, 38% of pupils achieved between a Grade 1 and 3.

Table 9 Frequency of actual exam grades for Maths				
Actual exam grades for Maths	Count	%	Number of passes (Grade 9-4)	% with passes (Grade 9-4)
9	0	0%	30	63%
8	0	0%		
7	4	8%		
6	8	17%		
5	11	23%		
4	7	15%		
3	10	21%		
2	6	13%		
1	2	4%		
U	0	0%		
Total	48	100%		

Source: One Degree programme 2023 management information
Base: 48 participating pupils

Predicted grades and mocks

4.9 The predicted grades for all 61 pupils were compared with their achieved grades in the summer GCSE exams (Table 10). Across all exams over 50% of participating pupils achieved their predicted grades. Maths saw the greatest proportion reaching their predicted grade at 71%. A similar proportion of pupils in the control group achieved their Maths predicted grade (69%). However, the proportion of those achieving their English predicted grades was much lower, with less than one-third (31%) doing so.

Table 10 Proportion of participants attaining their predicted grade			
	English language	English literature	Maths
Participants	26 (54%)	31 (65%)	34 (71%)
Graduated	19 (49%)	25 (64%)	29 (74%)
Control	4 (31%)	4 (31%)	9 (69%)

Source: One Degree programme 2023 management information
Base: 48 participating pupils, 39 graduated pupils, 13 control group pupils

4.10 The average change between pupils' mock grades and their final summer exams was higher (Table 11). On average pupils achieved over a grade higher in their English Literature exam than what they did in their mocks. The average grade also

improved in English Language and Maths, although at a smaller rate. A similar pattern of average grade change was seen with those graduating from the programme (Table 12).

Table 11 Comparison of predicted, mocks and attained grade for participating pupils

	English language	English literature	Maths
Average change from predicted	-0.54	-0.06	-0.08
Average change from mocks	0.10	1.17	0.50

Source: One Degree programme 2023 management information
Base: 48 participating pupils

Table 12 Comparison of predicted, mocks and attained grade for graduated pupils

	English language	English literature	Maths
Average change from predicted	-0.69	-0.10	-0.13
Average change from mocks	0.05	1.18	0.49

Source: One Degree programme 2023 management information
Base: 39 graduated pupils

4.11 The average grade changes seen in the control group showed a differing picture (Table 13). The average change from mock exam results to final summer exams showed a smaller improvement, or in the case of English language, a decrease in grade attainment.

Table 13 Comparison of predicted, mocks and attained grade for control group pupils

	English language	English literature	Maths
Average change from predicted	-1.38	-0.69	-0.23
Average change from mocks	-0.69	0.92	0.23

Source: One Degree programme 2023 management information
Base: 13 control group pupils

4.12 Looking more closely at the students most needing the support once on the programme and who were most active (i.e., core priority cohort), it paints an improved picture: Language increased to 70%, Literature increased to 82% and Maths increased to 74%.

Session attendance

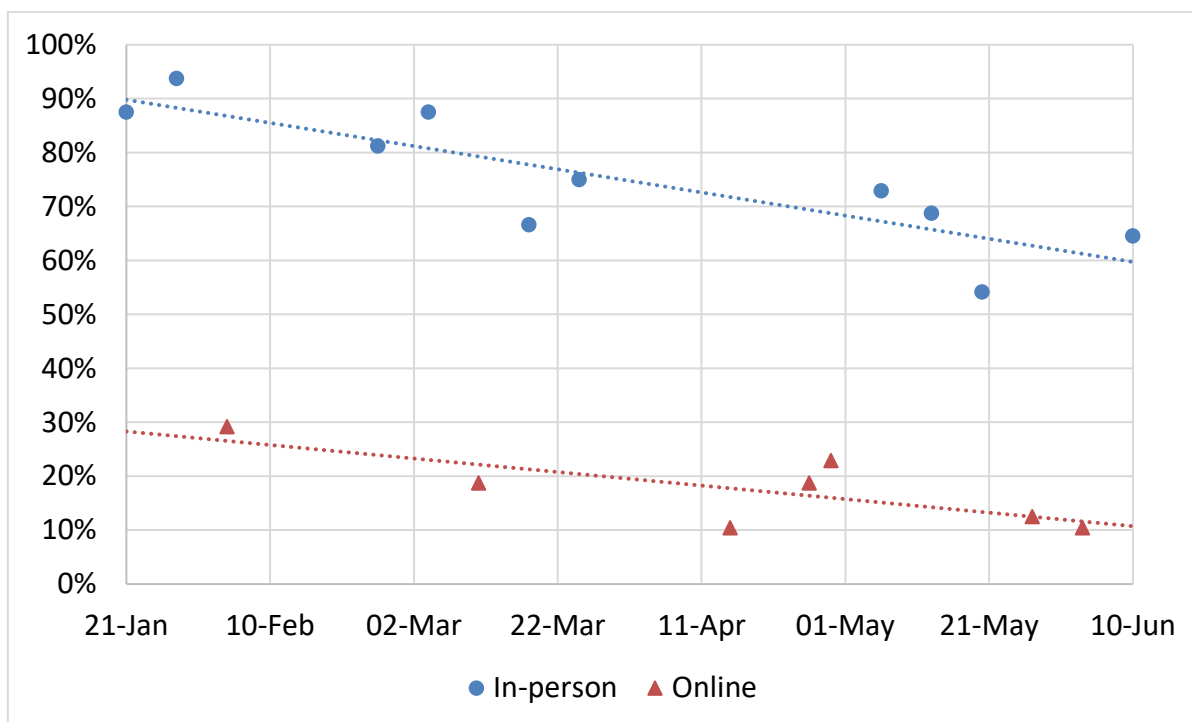
4.13 Over the course of the 2023 One Degree programme a total of 10 in-person sessions were conducted and 7 online sessions. Attendance to the in-person sessions was recorded via a register of attendance. Attendance to the online sessions was more complex as although sessions were delivered live, they were also available at a later date on the online platform for pupils to access or re-access the

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lessons and materials covered in the online sessions. Thus, it is more complex to be able to track whether a pupil had covered the online material in their own time.

- 4.14 Online platform data showed that pupils had been accessing the online material on a regular basis.
- 4.15 Figure 4 shows sessions attendance to the 17 sessions over the time period of delivery from January to June 2023. For both the in-person and online sessions attendance decreased gradually as the programme progressed, but this is normal.
- 4.16 In-person attendance recorded an average of 9 out of 10 sessions attended by the graduating cohort.

Figure 4 Session attendance split by in-person and online sessions.



Source: One Degree programme 2023 management information
 Base: 48 participating pupils

- 4.17 Attendance to the online sessions was recorded based on live sessions and on-demand attendance. Live sessions recorded a core group of 15-20 students regularly, while on-demand recorded 84% used of resources by the entire cohort.
- 4.18 The correlation between in-person session attendance was tested against pupil achievements such as: grade achievement, difference between predicted and achieved grades and difference between mocks and achieved grades. Pearson correlation coefficient tests were run to determine the R-value for these datasets. R-values came back higher than ± 0.2 indicating slight correlations.

5 PRE AND POST PROGRAMME SURVEY ANALYSIS

5.1 Prior to commencing the One Degree programme, 42 pupils completed a pre-programme attitudinal survey. After the programme had finished, 34 pupils completed a post-programme attitudinal survey. Of these individuals, 31 had completed both the pre- and post-programme surveys allowing for direct comparisons. Throughout this section, ‘matched’ data relates to the 31 pupils who had completed both surveys.

Cohort profile

5.2 Pupils were asked to share their gender identity. Proportions of Male and Female and respondents were similar in all three respondent groups as shown in. The proportion of respondents to each survey were also proportional to that of the whole One Degree cohort in 2023.

	Pre	Post	Matched
Male*	20 (48%)	16 (47%)	15 (48%)
Female	22 (52%)	18 (53%)	16 (52%)
Total	42	34	31

Source: York Consulting analysis, 2023

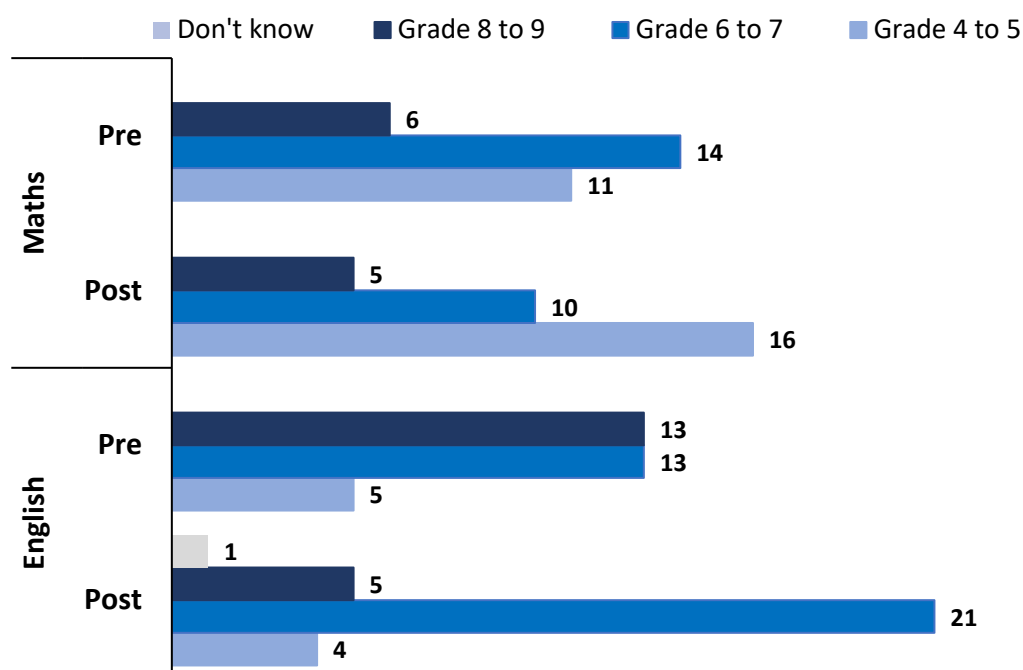
*Note: An individual identifying as Transgender Male was included in the Male category

Pupil aspirations

5.3 Pupils were asked what their grade expectations were for their English and Maths GCSEs before and after participating in the programme. Responses were categorised into three group grade boundaries: Grade 4 to 5, Grade 5 to 6 and Grade 8 to 9. Prior to taking part in the One Degree programme 20 or 65% of pupils were hoping to achieve a grade 6 or above in Maths and 26 or 84% in English (Figure 5). This proportion stayed the same for English when pupils were asked post-programme completion. However, the number of those hoping to achieve grade 6 or above in Maths dropped to 15 or 48%. A greater proportion also hoped to achieve Grade 4 to 5 potentially indicating the aspirations of some pupils became more realistic.

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Figure 5 Desired GCSE exam results before and after the One Degree programme, by subject.



Source: York Consulting analysis, 2023
Base: 31 matched pre- and post-programme survey respondents

- 5.4 As 31 pupils completed the pre- and post-programme surveys, their responses to these questions could be correlated. Table 15 and Table 16 show matrices of pupils desired grades pre and post programme completion.
- 5.5 Of the pupils who recorded their aspired English grades in both surveys, 15 or 50% of pupils aspired to achieve the same or higher grade after the programme, than before the programme. The remaining 50% of pupils recorded a lower aspired grade post-programme. This only occurred for those who had previously aspired to grades 7 or higher.

Table 15 Pre- and post-programme desired English GCSE grades							
		Post- programme desired English GCSE grade					
		4	5	6	7	8	9
Pre-programme desired English GCSE grade	4	0	1	-	-	-	-
	5	1	1	1	-	-	-
	6	-	-	6	-	-	-
	7	-	1	3	3	-	-
	8	-	-	-	7	1	-
	9	-	-	1	-	2	2

Source: York Consulting analysis, 2023

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Base: 30 matched pre- and post-programme survey respondents (Note: 1 “don’t know” excluded).

- 5.6 A total of 17 or 55% of pupils recording an aspired grade for Maths in both surveys aspired to achieve the same or higher grade after the programme, than before the programme. The remaining 45% recorded lower aspired grades in the post-programme survey. In contrast to the English grades, this was not limited to those previously recording higher aspired grades, but instead across all grades other than a grade 4.

Table 16 Pre- and post-programme desired Maths GCSE grades

		Post- programme desired Maths GCSE grade					
		4	5	6	7	8	9
Pre-programme desired Maths GCSE grade	4	1	1	-	-	-	-
	5	5	4	-	-	-	-
	6	-	3	1	1	-	-
	7	-	2	1	4	2	-
	8	-	-	-	2	1	1
	9	-	-	-	1	-	1

Source: York Consulting analysis, 2023

Base: 31 matched pre- and post-programme survey respondents

Post 16 and 18 destinations

- 5.7 In both surveys, pupils were asked what they were most likely to do after finishing their GCSEs (Table 17). The number of pupils wanting to study for A-levels increased from 65% of the respondents to 71% after the programme. A total of 6 pupils had changed their response between the pre-programme survey and the post-programme survey.

Table 17 Desired pupil destinations post-GCSEs (16 years old)

	Pre-programme	Post-programme
A-levels	20	22
Vocational qualifications	6	3
Apprenticeship/traineeship	5	4
Something else	0	1
Don’t know	0	1

Source: York Consulting analysis, 2023

Base: 31 matched pre- and post-programme survey respondents.

- 5.8 Pupils were also asked to share their what they believed they were most likely to be doing after turning 18 (Table 18). In both the pre- and post-programme survey University study was the most common response. However, the proportion had decreased from 61% of respondents to 52%. This led to a rise in other education

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and career avenues with more pupils interested in apprenticeships or traineeships, starting work or starting their own business. A total of 15 pupils supplied different answers in the post-programme survey to that supplied in the pre-programme.

- 5.9 One pupil was uncertain of their post-18 aspirations prior to the One Degree programme. This number increased to 3 in the post-programme survey.

Table 18 Desired pupil destinations post-GCSEs (18 years old)		
	Pre-programme	Post-programme
University	19	16
Apprenticeship/traineeship	4	6
Job	6	4
Start a business	1	2
Don't know	1	3

Source: York Consulting analysis, 2023

Base: 31 matched pre- and post-programme survey respondents

- 5.10 The survey asked respondents what sector area they could see themselves working in, in the future. The most commonly selected sectors in the pre-programme survey included: Accounting, finance or insurance, Engineering and Law, politics and government (Table 19). These sectors were also the most common in the post-programme survey and the numbers of pupils selecting these options had also increased.

Table 19 Desired careers and sectors post-GCSEs		
Career/sectors	Pre	Post
Accounting, finance or insurance	6	11
Animal, agriculture or environment	1	0
Childcare, education or training	3	5
Construction	1	3
Craft, design or architecture	4	3
Energy and utilities (e.g. water, waste management)	1	1
Engineering	6	7
Film, TV, radio or photography	3	6
Hair, beauty or wellbeing	2	3
Hospitality and catering	4	5
IT, software and computer services	2	2
Law, politics and government	6	8
Manufacturing	1	1
Marketing and advertising	5	4
Museums, libraries, galleries or heritage	0	2

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Music, performance or visual arts	2	3
Retail and customer services	2	2
Scientific research	0	0
Security or emergency services	0	0
Social care	3	5
Sports, leisure or tourism	4	2
Transport or distribution	1	1
Something else	3	3
I don't know	5	4

Source: York Consulting analysis, 2023
Base: 31 matched pre- and post-programme survey respondents

Self-esteem

- 5.11 Beyond improving GCSE attainment, One Degree has a clear mission to improve the self-belief of all pupils who attend its programme. For this reason, pupils were asked about their general sense of self-worth using Rosenberg’s 10-item self-esteem scale (RSE), both before and after the programme took place. Using the RSE enables us to make a direct comparison between an individual’s general sense of self-esteem over time.
- 5.12 Pupils used a 4-point scale to answer each statement to which a score was attributed for analysis. Pupils rated the statements as Strongly disagree (1 point), Disagree (2 points), Agree (3 points) or Strongly agree (4 points).
- 5.13 For 3 out of the 5 positively phrased statements, pupils were more likely to have agreeing views in the post-programme survey. The remaining 2 statements show a decrease in score; however, this change was very small.
- 5.14 For the negatively phrased statements pupils were more likely to disagree or strongly disagree with these statements. All 5 statements saw a decrease in score from pre- to post-programme showing pupils were more likely to disagree after the One Degree programme.

Table 20 Pupils self-reported Rosenberg’s 10-item self-esteem measure			
Rosenberg’s 10-item self-esteem statements	Average pre score	Average post score	Average change
I feel that I’m valued, at least equally with others.	2.90	3.00	+0.10
I feel that I have a number of good qualities.	2.97	3.10	+0.13
I am able to do things as well as most other people.	3.00	2.97	-0.03
I take a positive attitude toward myself.	3.03	3.00	-0.03
On the whole, I am satisfied with myself.	2.71	3.00	+0.29
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I feel that I am a failure.	2.23	2.03	-0.19
I feel I do not have much to be proud of.	2.32	2.19	-0.13
I wish I could have more respect for myself.	2.55	2.48	-0.06
I certainly feel useless at times.	2.55	2.35	-0.19
At times, I think I am no good at all.	2.58	2.32	-0.26

Source: York Consulting analysis, 2023

Base: 31 matched pre- and post-programme survey respondents

Education achievement and confidence

- 5.15 Pupils were asked to rate their sense of educational achievement to date on a scale between 0 to 10, with 0 being very low levels of success to 10 being very high levels of success, before and after taking part in the One Degree programme. In the pre-programme survey pupils on average rated themselves at 5.9. This marginally increased to an average of 6.1 in the latter survey. A total of 11 (35%) of respondents recorded a higher score in the post-survey. Conversely, 5 (16%) recorded lower scores leaving 15 (48%) recording the same score.
- 5.16 To better understand the reasons behind any change in perception of educational achievement to date, pupils were also asked a series of 12 statements about their confidence for learning and studying before and after taking part in the programme (Table 21). On average, pupils scored between 2.52 and 3.10 in the first survey and between 2.58 and 3.03 in the latter survey signifying minimal changes across all 12 statements. A total of 5 of the 12 statements showed a positive improvement, the remaining seven showed a decline in the average score.

Table 21 Pupils self-reported confidence for learning and studying			
Statements	Average pre score	Average post score	Average change
I tend to set aside a regular time each week to study.	2.58	2.74	+0.16
I take notes while studying for my GCSEs.	3.10	3.03	-0.06
I like to revisit my notes when preparing for my GCSE exams.	3.00	2.94	-0.06
I often search for further information when I come across something that puzzles me.	2.97	2.94	-0.03
When I have trouble understanding an example, I tend to go over it again until I understand it.	3.03	2.94	-0.10
I tend to set goals for my learning and monitor my progress to ensure that I achieve my goals.	2.58	2.74	+0.16
I feel a sense of belonging in school.	2.74	2.61	-0.13
I think English lessons are interesting.	2.84	2.61	-0.23
I think Math lessons are interesting.	2.52	2.58	+0.06
I enjoy learning in school.	2.65	2.61	-0.03
I contribute regularly to class discussions.	2.61	2.71	+0.10
I share learning materials (e.g. notes, links, multimedia) with other classmates to help them prepare for their GCSEs.	2.81	3.00	+0.19

Source: York Consulting analysis, 2023
 Base: 31 matched pre- and post-programme survey respondents

Perceptions of school and home life

- 5.17 Pupils were also asked to similarly rate their views against statements relating to their perceptions of home and school life. This is asked of pupils due to the relationship between social factors and educational performance and willingness to study.
- 5.18 There were positive differences from pre to post attitudes with higher levels of agreement for all statements relating to relationships with teachers and classmates (Table 22). Pupils scored most highly to “I get on well with my teachers” and “in general, I get on with other pupils in my class”.

Table 22 pupils self-reported social relationships with teachers and classmates			
Statements	Average pre score	Average post score	Average change
I get on well with my teachers.	3.00	3.19	+0.19
My teachers know me well.	2.71	2.87	+0.16
My teachers understand how I like to learn best.	2.42	2.71	+0.29
In general, I get on with other pupils in my class.	2.97	3.23	+0.26

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In school, I am happy to work with any of my classmates during lessons.	2.84	3.00	+0.16
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Source: York Consulting analysis, 2023

Base: 31 matched pre- and post-programme survey respondents

5.19 No significant differences were found in pupils’ responses before and after taking part in the programme about their sense of cohesion as a school community (Table 23), their school life and optimism for future opportunities after leaving school (Table 24), or life at home (Table 25). Most statements observed an improvement in mean score ratings.

Table 23 Pupils self-reported sense of school community			
Statements	Average pre score	Average post score	Average change
It is okay for people to have different views.	3.23	3.29	+0.06
I believe I can learn from the experiences of other people.	3.10	3.06	-0.03
People from different backgrounds get on well together in my school.	3.13	3.16	+0.03
I feel part of my school community.	2.65	2.74	+0.10
I feel like I belong to my local community out of school.	2.65	2.74	+0.10
When I get into an argument with someone, I try to find a solution.	2.87	2.97	+0.10

Source: York Consulting analysis, 2023

Base: 31 matched pre- and post-programme survey respondents

Table 24 Pupils self-reported optimism about school life and future opportunities			
Statements	Average pre score	Average post score	Average change
I ask for help if I have problems or worries at school.	2.10	2.13	+0.03
I am a more confident person because of the experiences I have at school.	2.10	2.10	0
I am positive about my future.	2.39	2.32	-0.06
I have a lot of education achievements to be proud of.	2.13	2.26	+0.13
There are lots of career options open to me in the future.	2.26	2.32	+0.06

Source: York Consulting analysis, 2023

Base: 31 matched pre- and post-programme survey respondents

Table 25 Pupils self-reported life at home			
Statements	Average pre score	Average post score	Average change
I think my family understands each other well	3.10	3.16	+0.06
My parents/carers understand me	3.26	3.26	0
My family help me out when I have problems	3.13	3.29	+0.16
My family and I do fun things together	3.19	3.23	+0.03

Source: York Consulting analysis, 2023
Base: 31 matched pre- and post-programme survey respondents

Perceptions about One Degree

5.20 Pupils were asked about how they felt before starting the One Degree programme. A total of 19 (46%) of the 42 respondents to the pre-survey selected that they were looking forward to starting the programme.

5.21 When asked what they were most looking forward to answers commonly surrounded themes such as improving their grades and learning new skills in relation to studying and revising.

“I am looking forward to working to reach my full potential at school.”

“I am looking forward to gaining new skills to achieve higher grades in Maths and English.”

5.22 Around 14% of those surveyed (6 of 42) said that they were feeling anxious about starting the programme (Table 26). Qualitative feedback suggests that some pupils were uncertain about what the programme was going to involve as they “have not done anything similar to it”. Others suggested they struggled with trying new things and in some cases were anxious about making new friends. One pupil expressed feelings of anxiety as they were unsure how the sessions were going to operate.

Table 26 Feelings about starting the One Degree programme		
Statements	Count	%
Anxious but know what to expect	3	7%
Anxious and not sure what to expect	3	7%
Looking forward to it and know what to expect	4	10%
Looking forward to it but don't know what to expect	15	36%
Not sure	17	40%

Source: York Consulting analysis, 2023
Base: 42 post-programme survey respondents

5.23 In the post-programme survey, pupils were asked about how they felt about finishing the One Degree programme. A total of 31 (91%) respondents said that they enjoyed participating in the programme (Table 27). Similar proportions agreed that they felt more confident (85%) and more positive about their future (85%) as a result of the One Degree programme.

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Table 27 Feelings about finishing the One Degree programme						
	I enjoyed the One Degree programme		I feel more confident as a result of the One Degree programme		I feel positive about my future as a result of the One Degree programme	
	Count	%	Count	%	Count	%
Strongly agree	16	47%	9	26%	10	29%
Agree	15	44%	20	59%	19	56%
Disagree	1	3%	2	6%	1	3%
Strongly disagree	0	0%	0	0%	0	0%
Not sure	2	6%	3	9%	4	12%

Source: York Consulting analysis, 2023
Base: 34 post-programme survey respondents

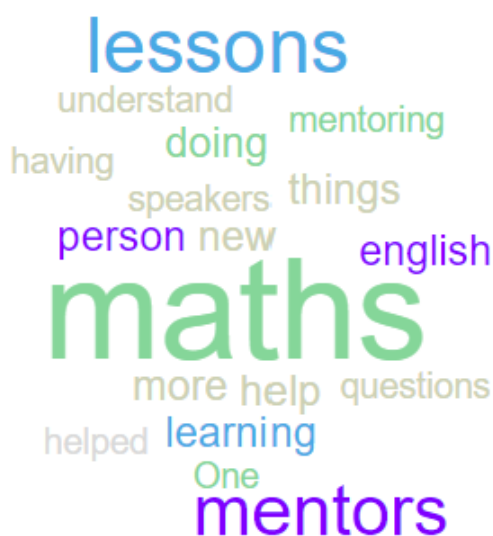
- 5.24 To understand the most appealing aspects of the One Degree programme, pupils were asked which parts of the course they were most looking forward to. They were provided with a list of options and could choose more than one when answering, with the results presented for all post-programme responses and the matched sample in Table 28.
- 5.25 The majority of respondents (85%) valued the in-person lesson, followed by almost one-third of respondents (65%) selecting the food option. The options least likely to be selected included the online lessons and mentoring demonstrating pupils overall preference for the in-person sessions.

Table 28 Favourite parts of the One Degree programme		
	All post-programme responses	
	Count	%
In-person lessons	29	85%
Food	22	65%
In-person mentoring	14	41%
Hearing from different guest speakers	15	44%
Transport	8	24%
Using the programme to help with my schoolwork	8	24%
Online lessons	1	3%
Online mentoring	3	9%

Source: York Consulting analysis, 2023
Base: 34 post-programme survey respondents
Note: Multi- response question so total does not add to 100%

5.26 Pupils were asked to qualitatively share what they thought were the most helpful parts of the One Degree programme. Figure 6 depicts a word cloud of the most commonly used words in pupils’ response to this.

Figure 6 Word cloud of most helpful parts of the One Degree programme.



Source: York Consulting analysis, 2023
 Base: 34 post-programme survey respondents

5.27 As demonstrated in Figure 6, pupils commonly referred to Maths in their answers which suggests pupils had a preference for the Maths sessions.

5.28 In their responses pupils commonly referred to one-on-one support they received from mentors and getting along with the mentors in general.

“One on one interactions with the main teachers and mentors helped a lot.”

“The most helpful part was the mentoring and how we would learn how to do new things with the help of the tutors.”

5.29 A few respondents also valued the time they spent with guest speakers throughout the programme alongside their regular teachers and mentors.

5.30 Pupils were also asked to share what they enjoyed the least or could have been improved about the programme. Responses covered poor behaviour in some sessions from other pupils, online session not being as interactive as in-person sessions and less satisfaction with the English sessions.

“I felt that the online sessions were too short and not as interactive as in-person sessions.”

“I found other pupils distracting when they had poor behaviour in the larger group sessions.”

5.31 Of the 27 pupils who answered the question “Would you recommend the One Degree programme to a friend?” 25 stated “yes” (93%), 1 answered “no” and 1 “maybe”.