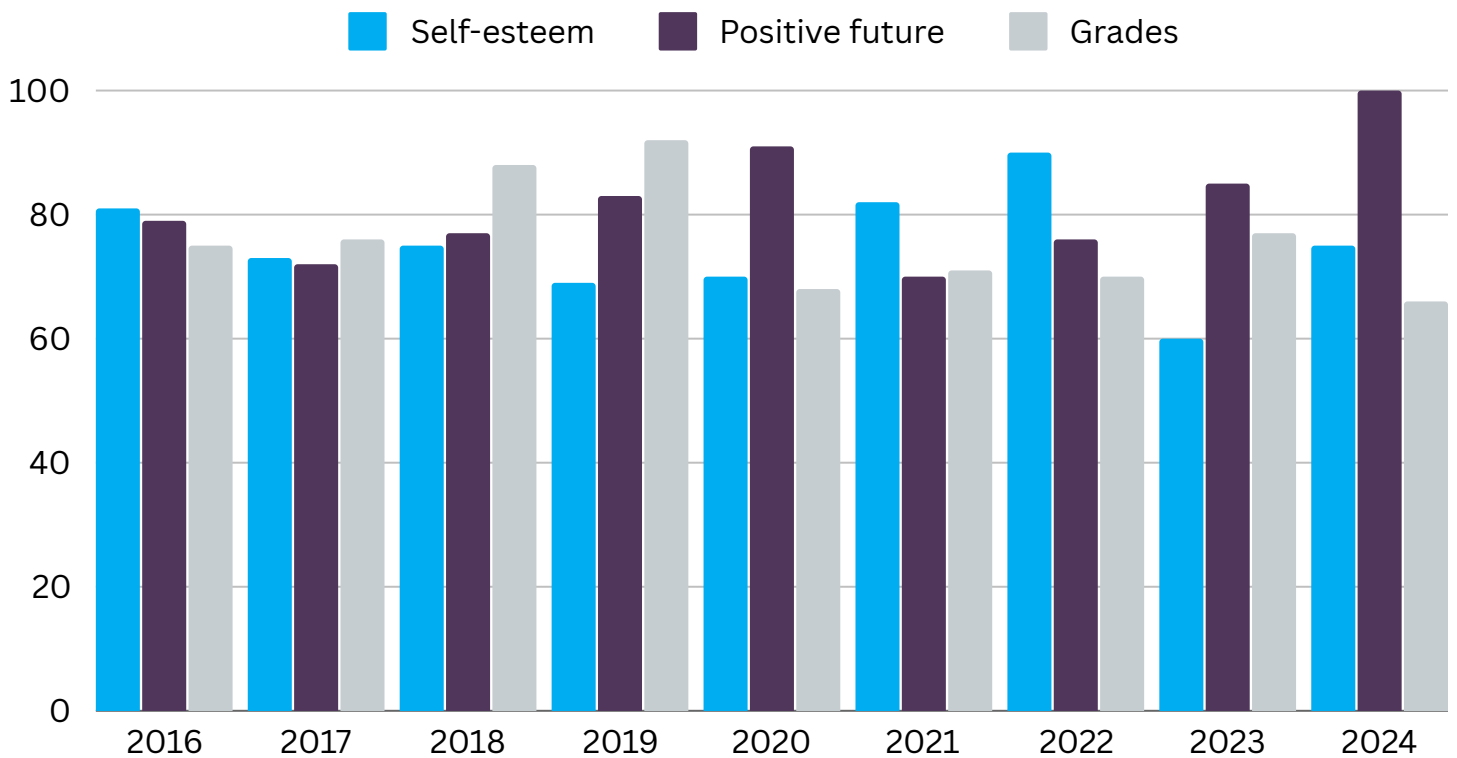


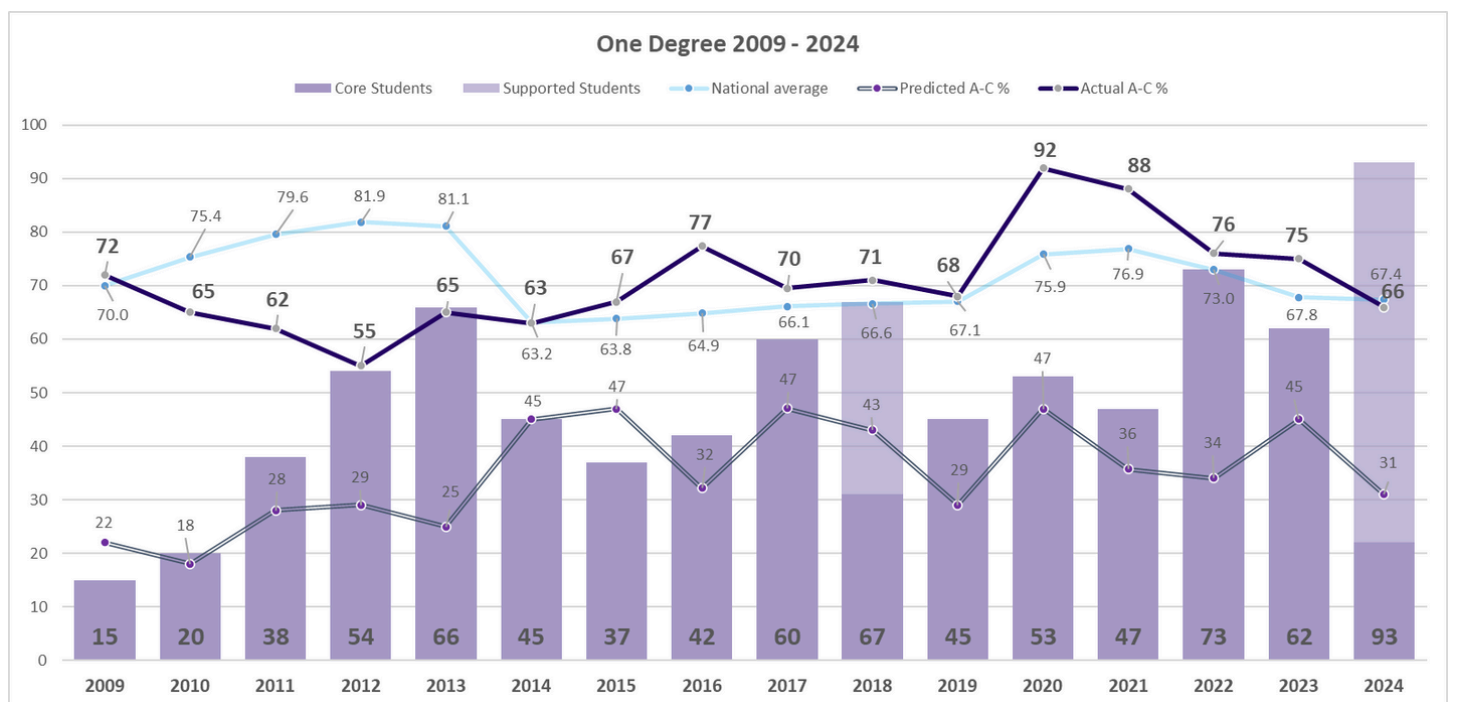
One Degree Reporting and Improvement Indicator Headlines 2009-2024

One Degree Annual Improvement Indicators



*Self-esteem and ability + positive future (resilience, confidence and well-being) are as a result of One Degree (according to students).

*Grades are percentage of passing grades per cohort.



*Predicted grades indicate a combination of One Degree baseline testing, mock results, teacher assessments and predicted grades vs GCSE results.

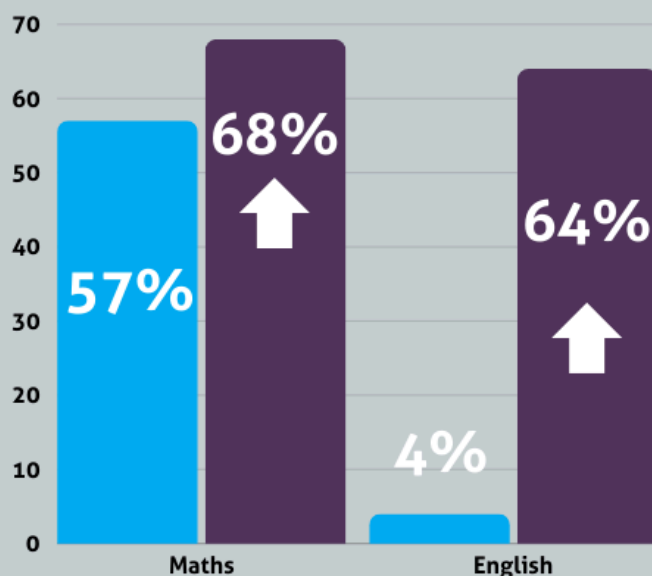
*GCSE results are valid for students who attended the minimum amount of sessions for One Degree to have an impact and who made use of both in-person and online resources (when relevant).

2024 Headlines

93 x GCSE students



Grade improvements



2023/24

Exit attitudes

Self-esteem



Positive future
(confidence,
resilience and
well-being)



£376 spend per student

a. GCSE cohort - 93 GCSE pupils participated in the One Degree Programme in 2023. Data for an additional 201 pupils was provided as a 'control group' sample consisting of pupils who were from the same schools but did not take part in the programme.

b. GCSE student categories - Of the 93 pupils who had the availability of the One Degree mentoring platform in 2024, 22 (24%) made most use of 1-on-1 mentoring and fully graduated from the programme. The remaining groups included a further 27 students in group A (priority students), 14 students in group B (secondary in-need students) and 30 students in group C (tertiary in-need students).

c. Grade achievements - 66% of the total One Degree students passed English Literature, 70% passed English Language and 67% passed Maths. When looking at the graduating students, this was 64% for combined Literature and Language and 68% 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 and Literature grades increased to 64% (from 31%), and Maths increased to 68% (from 58%).

e. Pass rate vs national - The pass rate for pupils participating in and those graduating from the programme achieved a 1% less 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 considerably higher - 31% to 66%.

g. Online attendance - 4320 on demand minutes we logged by the students, 2790 1-on-1 mentoring minutes, and 3300 live lesson minutes.

h. Self-esteem improvements - 75% of respondents recorded an increase in self-esteem levels post programme.

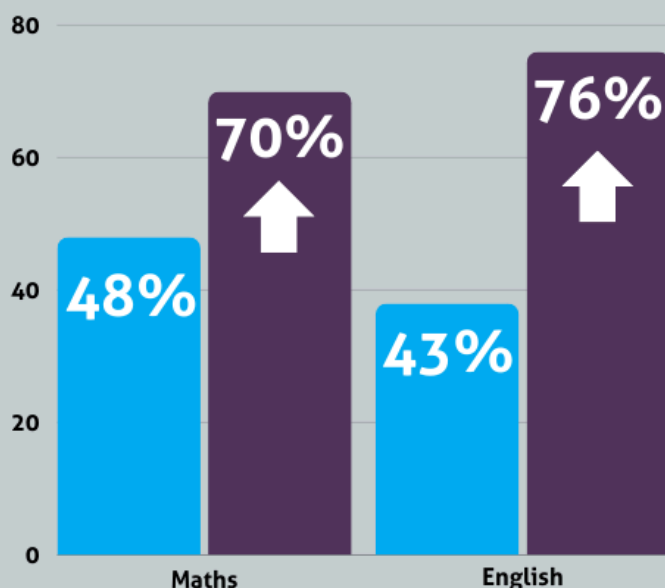
i. Post programme perception of One Degree - 100% respondents said that they enjoyed participating in the programme. Similar proportions agreed that they felt more confident (100%) and more positive about their future (100%).

2023 Headlines

62 x GCSE students



Grade improvements



2022/23

Exit attitudes

Self-esteem



Positive future
(confidence,
resilience and
well-being)



£983 spend per student

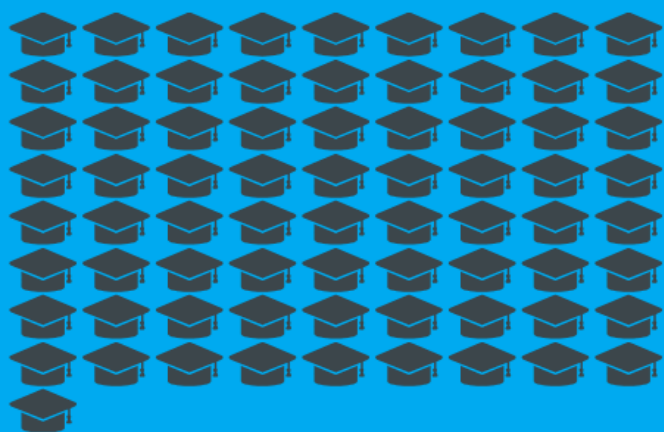
a. GCSE Cohort - 48 GCSE pupils participated in the One Degree Programme in 2023. Data for an additional 13 pupils was provided as a 'control group' sample consisting of pupils who qualified for One Degree support but did not take part in the programme.

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.

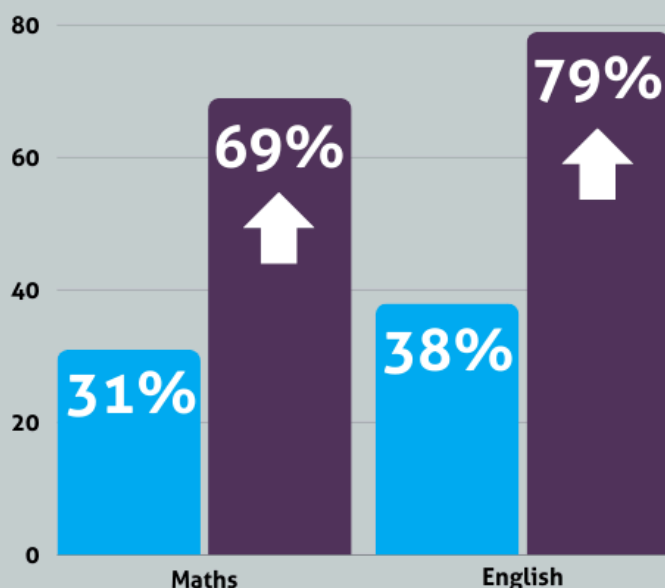
- c. Grade achievements - 75% of the total One Degree students passed English Literature, 63% passed English Language and 63% passed Maths. When looking at the graduating students, this increases to 70% for combined Literature and Language and 64% for Maths.**
- d. Core group grade achievements – Looking 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.**
-

2022 Headlines

73 x GCSE students



Grade improvements



2021/22

Exit attitudes

Self-esteem



Positive future
(confidence,
resilience and
well-being)



£456 spend per student

GCSE attainment

Students in the 2022 cohort performed well in their summer GCSE exams across all three subjects. Over half (52%, 38 of 73) of students achieved a pass in all three of their English language, English literature and Math GCSEs in the summer. Subject-level results include:

- Over two-thirds attained a pass in English literature (71%, 52) or English language (70%, 51), with 60% achieving a pass in both English subjects.
- Just under two-thirds (63%, 46) of students achieved a pass in Maths.

This represents positive progression from the combined prediction grades^[1] by subject where lower proportions of students were predicted a pass, especially in Maths. Specifically, two-thirds (67%) of English Language, three-fifths (59%) of English Literature and just under a half (46%) of maths students were predicted a pass.

Since participating in the programme, around half of the students showed improvements in their actual GCSE exam grades from their combined prediction grades across each subject:

- Maths: over half (54%, 37 of 69) of students performed better in their Maths GCSE exam than their combined prediction grade, while 6% (4 students) maintained the same grade and 41% (28 students) performed worse.
- English language: an equal proportion (46%, 32) of students either improved or performed worse compared with their combined prediction grade, with a small proportion (7%, 5 students) sustaining their predicted grade.
- English literature: actual results were improved for nearly half (48%, 33) of students, 13% (9 students) stayed the same and 39% (27 students) performed worse than expected.

Students who showed an improvement from their combined prediction grades tended to achieve higher GCSE results on average compared with those who either maintained their combined prediction grade or declined.

Across all three delivery groups, students who attended hybrid sessions showed the most improvements for each subject from their combined prediction grade compared to the other two delivery groups. For example, in Maths, 65% of students who attended hybrid sessions showed improvement compared to those who attended in-person sessions only (36% improved) and online-only sessions (26% improved).

Session attendance

On average, each One Degree session was attended by slightly under half (47%) of all registered students. Session attendance declined across the lifespan of the programme, with the first session (January 15th) gaining the highest attendance (80%) to the last session (June 4th) with just over half of registered students (52%) attending.

Average student attendance for One Degree sessions by subject and delivery group was as follows:

- 60% of English (3 out of 5) and Math (3.6 out of 6) sessions were attended.
- 65% of in-person sessions (4.5 out of 7), 51% of online sessions (2.6 out of 5), and 10% of supported learning sessions were attended (although these may have been designed to be more

selective).

Pre- and post-programme attitudinal surveys

Prior to starting the One Degree programme, 45 students completed an attitudinal survey, and 29 students completed a slightly varied version after finishing the One Degree programme. Of those, 17 students provided a survey response to the pre- and post-programme survey and this selected sample was used for the majority of analysis to make direct comparisons.

Desired grade attainment

Students were asked about their grade expectations for both English and Maths GCSEs that they would hope to achieve, before and after participating in the One Degree programme. Expectations for grade attainment were reduced and students were likely to be more realistic in post-programme responses. For example, for Maths, 65% (11 of 17) expected to achieve at least a grade 6 or higher, though fewer students (35%, 6) felt this was achievable after completing the programme. This reality check may have helped them to focus on important areas in order to achieve at least a grade 4.

Self-esteem

Most of the statements show an improvement over time (nine of the ten) with one showing a decline from pre to post. However, these changes are very small. Students were more likely to agree that 'I feel that I have a number of good qualities'. However, they were less likely to disagree with negative statements such as 'I certainly feel useless at times' and 'At times, I think I am no good at all'.

Analysis showed that there were no statistically significant differences between students' pre-and post-programme ratings to any statements for Rosenberg's 10-item self-esteem scale.

Educational achievement and confidence

On average, students felt slightly more successful in their education performance after participating in the One Degree programme than they did at the start.

A significant difference was found in two statements (out of the 12) about perceptions of education confidence between the pre- and post-programme responses. Results showed students felt that they were significantly more likely to 'put more time aside for studying' and to 'set goals and monitor their education progress'. Through the support of the One Degree programme, students may have had greater opportunities to put time aside for revision and become more self-aware of the progress they were making towards achieving a pass (grade 4 or higher) in their English and Math GCSEs.

School and home life

Statements about a student's sense of school community showed a mixed picture with three statements showing increased agreement, two declining and one unchanged. Students were more

likely to agree that 'it is okay for me to have different views' compared to a lower level of agreement with 'I feel like I belong to my local community out of school'.

Statements about a student's school life and future opportunities showed a mixed picture with three statements showing increased agreement, and two unchanged. Students were more likely to agree that 'I am positive about my future' compared to a lower level agreement with 'There are lots of career options open to me in the future'.

Students were asked about their relationships with their family members and parents/carers and their home life before and after participating in the programme. It is encouraging to see generally high levels of agreement in students' ratings about their family dynamics such as understanding each other better and doing fun things together. There were small improvements in three of the four statements, with no change in the other.

Analysis showed that there were no significant differences found between students' pre- and post-programme responses to any statements asking about their relationships with teachers and classmates, their sense of cohesion as a school community, or their school life and optimism for future opportunities after leaving school.

Perceptions about One Degree

Starting One Degree: students were asked about how they felt before starting the One Degree programme. 41% (7 of 17) said that they were feeling anxious about starting the programme. Qualitative feedback suggests that some students were uncertain about what the programme was going to involve as they "have not done something like this before", whereas others felt that the programme was going to be quite challenging and therefore were anxious about how well they are going to do.

A third (35%, 6) of students surveyed said that they were looking forward to starting the programme. They stated that they were most looking forward to receiving additional academic support, learning with new teachers, and achieving better GCSE results.

Finishing One Degree: in the post-programme survey, students were asked about how they felt about finishing the One Degree programme. Without exception, all students (100%) surveyed said that they enjoyed participating in the programme, with three-quarters (76%, 13 of 17) stating that they feel more confident and feel more positive about their future as a result.

Favourite part of One Degree: in-person lessons (76%) were named as students' favourite part of the One Degree programme, closely followed by the food provided (71%) and the in-person mentoring (65%). Qualitative feedback on the most helpful parts of the programme tells a similar story, with students often mentioning mentoring and in-person sessions for Maths.

What could have been better about One Degree: online lessons and online mentoring were selected by the fewest students as their favourite part of the programme (18%, 3 of 17). Student feedback highlights online tutoring could have been improved, with some stating that they found it to be confusing, not always easy to use and the least helpful part of the programme.

Likelihood to recommend One Degree: Without exception, all students who responded (16) said that they would recommend the One Degree programme to a friend.

Conclusion

One Degree has improved the exam grades of participating students who wanted additional support to pass their English and Maths GCSE exams. Compared with combined predicted grades, more students passed than were predicted to. This is especially true in Maths.

When considering the attitudes of One Degree participants before and after the programme, there is evidence of positive attitude change to learning and self. In particular, One Degree helps students to be realistic about their likely exam grades and helps them learn how to learn, with evidence that students 'put more time aside for studying' and 'set goals and monitor their education progress'.

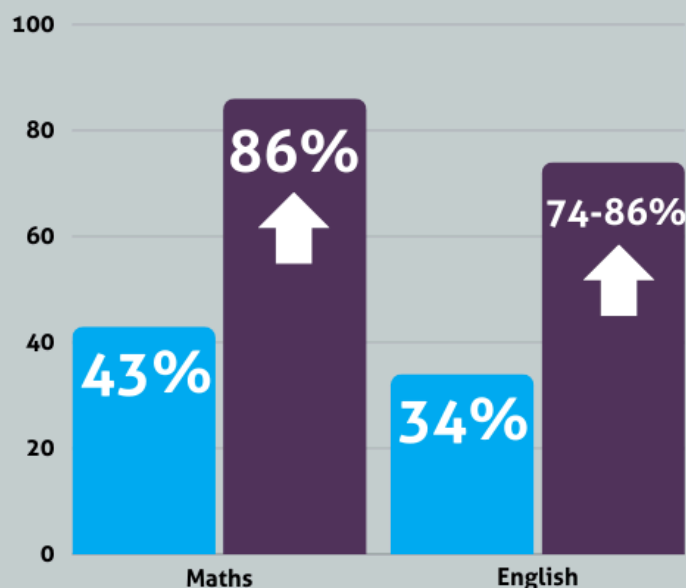
Students are very positive and complimentary about in-person sessions including the lessons, mentors and working in small mentor groups, and food provided. Perfecting the fit of the online delivery of One Degree support in ways that students can effectively engage with will be a priority going forwards.

2021 Headlines

47 x GCSE students



Grade improvements



2020/21

Exit attitudes

Self-esteem



Positive future
(confidence,
resilience and
well-being)



£217 spend per student

Grades

Expected grades (self-reported)

1.1 As an academic mentoring charity, a priority for One Degree is to focus on the improvement of GCSE performance. Therefore, those enrolling in the One Degree programme have a vested

interest in improving their GCSE grades.

1.2

Before the start of the One Degree programme, students were asked what grades they expected to achieve in their end-of-year exams for English and Maths.

	Average expected grade	Lowest expected grade	Highest expected grade	Mode	Median
English	5.96	4=*	8	6	6
Maths	5.62	4=*	8	4=*	5.5

1.3 As a whole, students expected to achieve higher grades in English, with most expecting a grade 6 in their end-of-year exams and the overall expected grade being slightly higher than that of Maths. In Maths, students most commonly expected to get a 4= in their end-of-year exam.

1.4 Students were also asked to provide their expected grades in the post-programme survey. The grades given were generally equal to or lower than those predicated in the pre-programme findings. This may be explained by the difference in respondent group – the 'pre' and 'post' cohort of students were not the same group of young people – meaning direct comparisons cannot be drawn. It may also reflect a change of perception amongst the young people surveyed – those who previously expected to achieve grades that were unrealistically high may have gained a more accurate goal to aspire towards, as a result of the programme.

Expected grades (teacher assessed)

1.5 In addition to the primary research completed about perceptions of One Degree, York Consulting completed secondary analysis of student grades (predicted, teacher-assessed and grades achieved) to measure how these were affected by participation in the One Degree programme.

1.6 In August 2021, Woodside High School provided the GCSE results for all students who had taken part in the One Degree programme. The final GCSE results were accompanied with the students' predicted and 'teacher-assessed' grades[1].

1.7 For the purposes of analysis, only teacher-assessed and final grades were used. The teacher-assessed grades were generally higher than predicted grades. The school recommended that teacher-assessed grades be used for analysis.

1.8 It is important to establish the grades achieved by Woodside students before demonstrating their attainment ('distance travelled'). For English, 81% of the cohort achieved a grade 4 (a

passing grade) or above. Specifically, 45% achieved a grade 4, 30% a grade 5 and 6% a grade 6. Of the 19% achieving less than a pass, 16% achieved a grade 3 and 3% got a grade 2.

1.9 Table 2 shows the 'distance travelled' between teacher assessed and actual grades achieved for the One Degree cohort in their English Language GCSE. Just under two-thirds saw an increase in their English grade, while a third saw their result increase by 1 or more grades.

ENGLISH		
Grade decrease	24	36%
Grade improvement	43	64%
Increase of 1 or more grades	22	33%
Increase of 2 or more grades	6	9%

1.10 Analysis was also conducted on the number of students who did not have teacher-assessed grades of 4 or more (a GCSE pass) for English but achieved this in their final exam.

ENGLISH		
Students with teacher-assessed grades of 3+ or less	40	63%
Students with teacher-assessed grades of 3+ or less achieving final grade of 4 or more	32	50%

1.11 Table 3 illustrates that although 40 pupils received teacher-assessed grades of 3+ or less (not a pass grade), 32 of these (representing 50% of the overall cohort) went on to achieve an English grade of 4 or more (a pass). This means 50% of the cohort were not predicted to pass their GCSE English, but now have, since participating in the One Degree programme.

1.12 The same analysis was conducted on the students Maths results. In terms of grades achieved, results were more variable than for English, with 75% of the cohort achieving a grade 4 or higher. Specifically, of those passing their GCSEs, 33% achieved a grade 4, 27% a grade 5 and 11% a

grade 6. 5% achieved a grade 7, the highest achieved by the cohort across both English and Maths. Of those not passing their Maths GCSE, 16% achieved a grade 3, 6% a grade 2 and 3% a grade 1.

1.13 As with English, Table 4 shows the 'distance travelled' between teacher assessed and actual grades achieved for the One Degree cohort in their Maths GCSE.

MATHS		
Grade decrease	18	27%
Grade improvement	49	73%
Increase of 1 or more grades	28	42%
Increase of 2 or more grades	7	10%

1.14 Almost three quarters of pupils saw an improvement in their maths grade due to their involvement in the One Degree programme. Of this, over two-fifths improved by at least 1 grade. 10% increased by 2 or more grades.

1.15 Lastly, Analysis was also conducted on the number of students who did not have teacher-assessed grades of 4 or more (a GCSE pass) for their Maths grade but achieved this in their final exam.

MATHS		
Students with teacher-assessed grades of 3+ or less	47	73%
Students with teacher-assessed grades of 3+ or less achieving final grade of 4 or more	31	48%

1.16 Table 5 shows that 47 pupils received teacher-assessed grades of 3+ or less (not a passing grade), 31 of these (representing 48% of the overall cohort) went on to achieve a Maths grade of

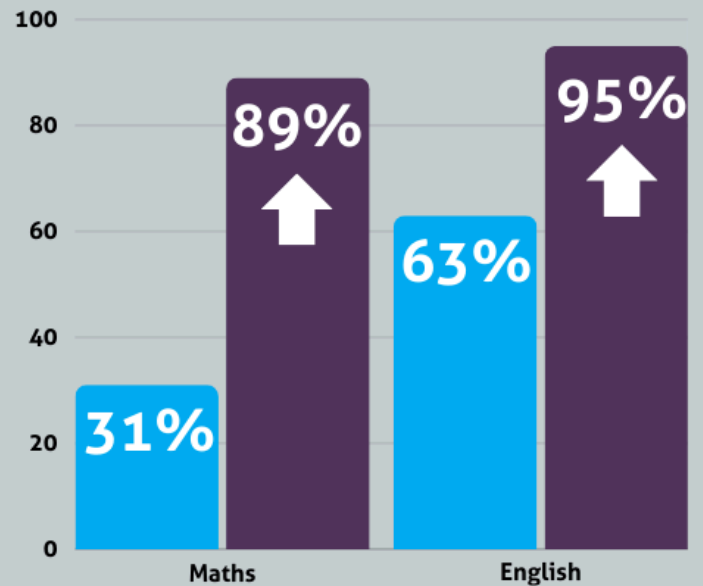
4 or higher. This means 48% of the cohort were not predicted to pass their Maths GCSE but now have as a result of the One Degree programme.

2020 Headlines

**53 x GCSE
students**



Grade improvements



2019/20

Exit attitudes

Self-esteem



Positive future
(confidence,
resilience and
well-being)



**£497 spend
per student**

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

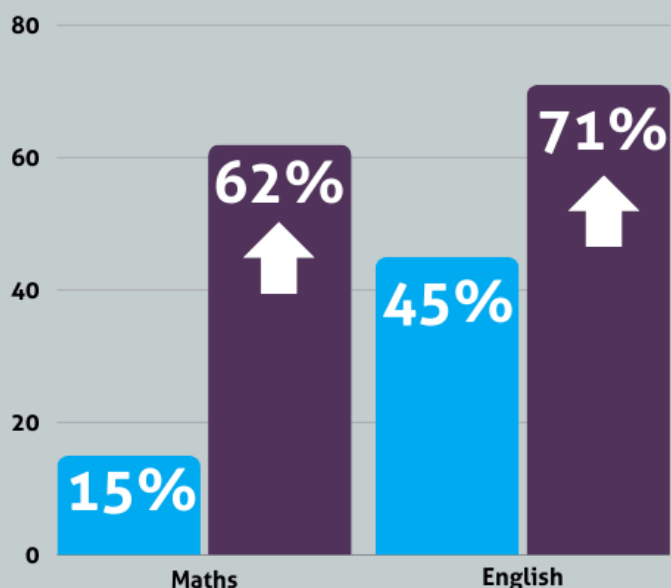
On balance slightly more pupils were disappointed about school closures than those who were not disappointed. Regarding not being able to take GCSE exams, the opposite is true, with slightly more pupils not feeling disappointed about this prospect. Online sessions (despite lower attendance than in-person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

2019 Headlines

45 x GCSE students



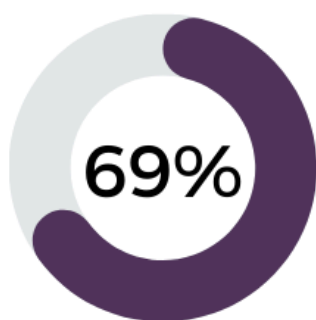
Grade improvements



2018/19

Exit attitudes

Self-esteem



Positive future
(confidence,
resilience and
well-being)



£907 spend per student

Of the 40 pupils that completed the One Degree programme that largest number of passes was in English (22 participants or 55%). 18 participants achieved a pass in Maths (45%). The pass rate for both subjects is lower than the previous year (72% for English and 62% for Maths).

Both English and Maths had improvements in the pass rate from the Year 10 results to the Actual exam:

- o In English there was an increase in passes from 17 to 22;**

- o In Maths there was an increase in passes from 11 to 18.**

The Questionnaire results showed positive increases to four out of the six categories; Self-esteem, Learner engagement, Relationship at home, Reliance, confidence and wellbeing. Only two out of six had a positive change in 2018 – Relationship at home and Reliance, confidence and wellbeing.

The category with the largest positive change in levels of agreement was Self-esteem (10%). This change was impacted the most by increases in positive attitudes towards:

- o 'I worry about my school work' (26%);**

- o 'I think lessons are interesting' (19%).**

The category with the largest negative change in levels of agreement was Relationship at home (-9%). The most significant effect on this was related to negative changes in attitudes towards:

- o 'I feel like I belong to my local community' (-22%);**

- o 'I feel part of my school community' (-11%).**

Of the 6 categories:

- o Three have a more positive change than 2018 (Self-esteem, Learner engagement and Relationship at school);**

- o Two have an increase equal to 2018 (Cohesion and Reliance, confidence and wellbeing);**

- o One has had a more negative change than 2018 (Relationship at home).**

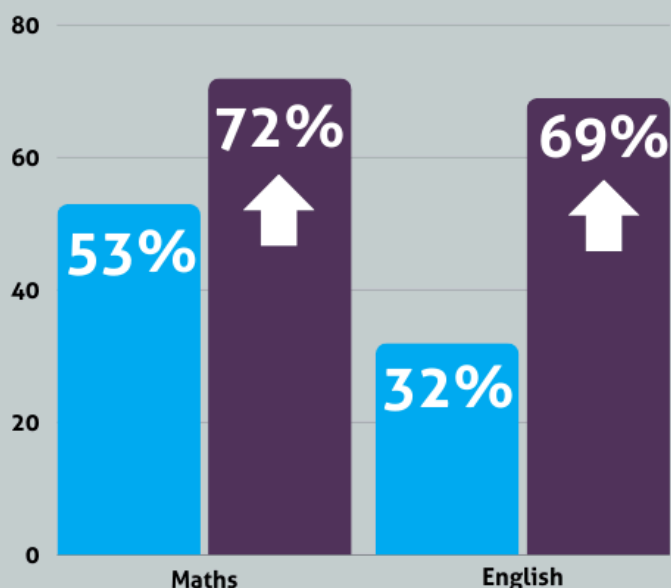
Current' and 'future' self-assessments, based on ten steps, both increased across the delivery of the programme. Both 'current' and 'future' attitudes were more positive in the pre survey compared with 2018.

2018 Headlines

67 x GCSE students



Grade improvements



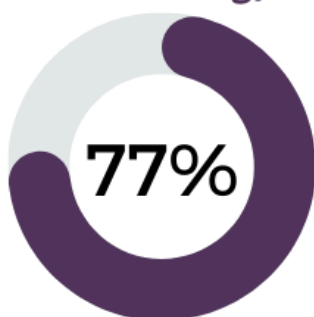
2017/18

Exit attitudes

Self-esteem



Positive future
(confidence,
resilience and
well-being)



£1387 spend per student

1. Graduating students achieved 86% of Maths and/or English passes (4-9), 71% Maths and English (including Literature), 67% Maths and English (excluding Literature), originating from an average 47% predicted pass rate (an average of 51% down to 43% following new grade assessments)

2. Amongst the total of 29 pupils that completed the 2018 One Degree programme, the greatest number of passes was in Maths (21 participants or 72%). 18 participants (62%) achieved a pass in their English language GCSE.

3. This represents an average across the two subjects of 67%. One Degree analysis concluded that 43% of participants were predicted a pass across the two subjects. This would suggest that 22% (six participants) achieved a pass who might not have otherwise done so and 43% (14 participants) were supported to achieve or better their predicted grades.

4. A higher average ratio of 3:1 student per mentor in Maths could be linked to the higher Maths results of 72%. This is compared to an average ratio of 5:1 for English resulting in a 62% pass rate.

5. Prior to the programme, students agreed most strongly with statements relating to 'cohesion' (82%) and 'relationships at school' (77%), the same balance, but higher percentages than in 2017 (80% and 73% respectively). At the end of the programme, students agreed most strongly with statements relating to 'cohesion' (78%), 'relationships at school' (80%) and 'resilience, confidence and wellbeing' (78%).

6. The greatest positive changes in attitudes related to 'relationships at school' (+3%) and in 'resilience, confidence and wellbeing' (+4%). The individual statements which saw the largest improvements were:

- 'My teachers understand how I like to learn best' (+14%);
- 'I am a more confident person because of the experiences I have at school' (+14%);
- 'Overall I have a lot to be proud of' (+14%).

7. The greatest negative changes in attitudes related to 'learner engagement' (-10%) and in 'relationships at home' (-6%) and 'cohesion' (-5%). The individual statements which saw the largest reductions were:

- 'I try to be on time for lessons' (-28%);
- 'My family sometimes struggles' (-21%);
- 'I feel part of my school community' (-21%).

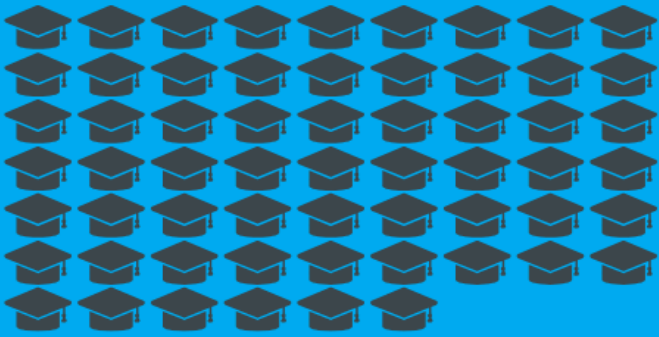
8. Students were generally more optimistic when we compared 'the future' against 'now' for both pre and post surveys. By the end of the programme, more pupils (62%) placed themselves on a 'step' of at least eight out of ten when asked about their life expectations a year from now. This compares to 52% at the start of the programme.

9. Students provided good feedback on their experiences of the programme in terms of speakers, activities and ideas for the future.

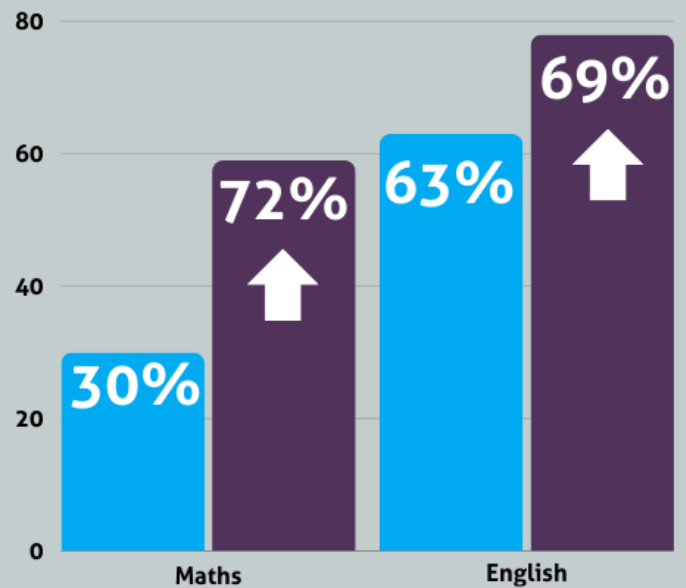
10. Representing the original intake of 31 students from Woodside High School versus the graduating 29 students, the 2018 programme has seen the most successful retention rate on record (94%), record attendance rate (93%) and the second highest ambassador sign up conversion (70%).

2017 Headlines

60 x GCSE students



Grade improvements



2016/17

Exit attitudes

Self-esteem

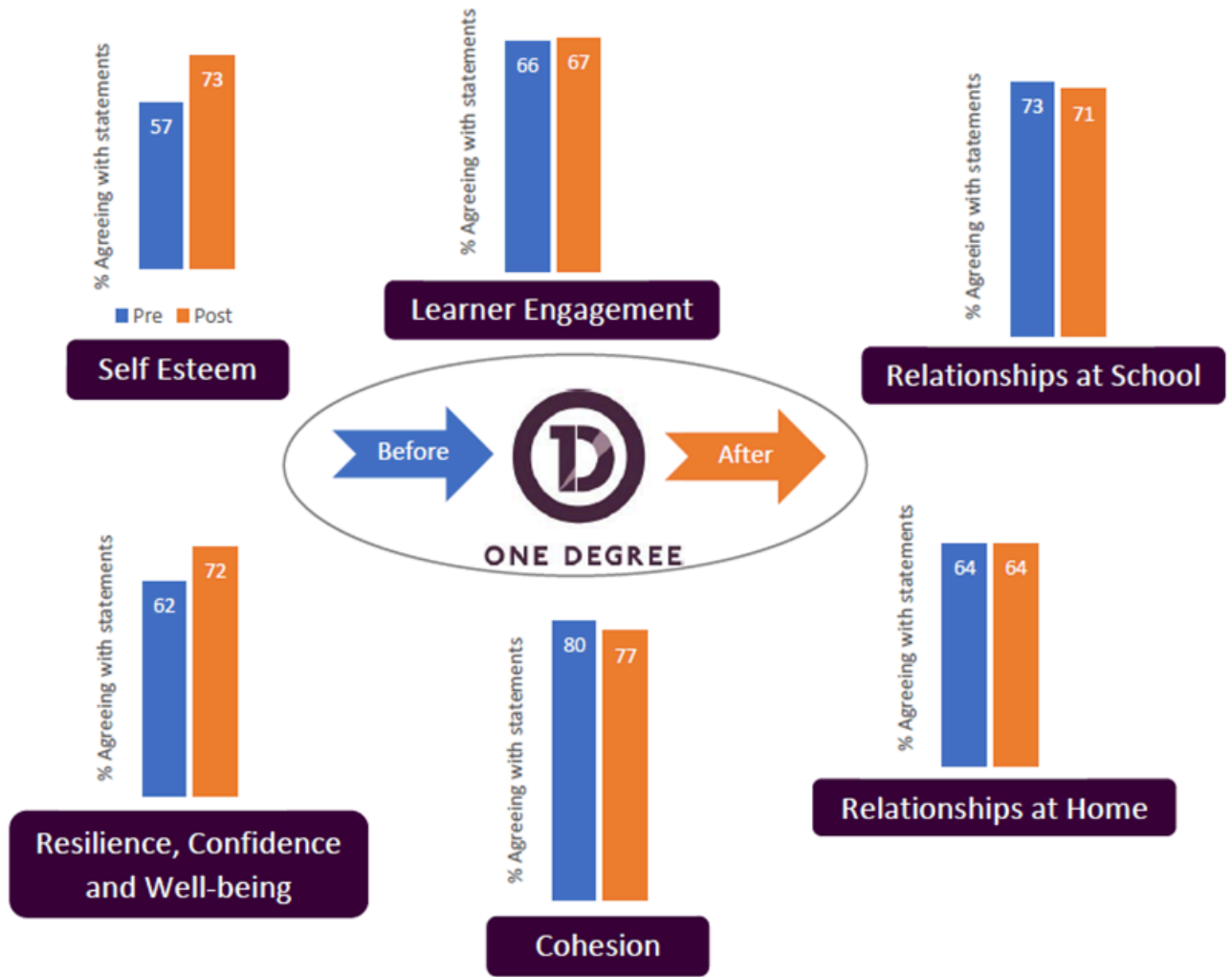


Positive future
(confidence,
resilience and
well-being)



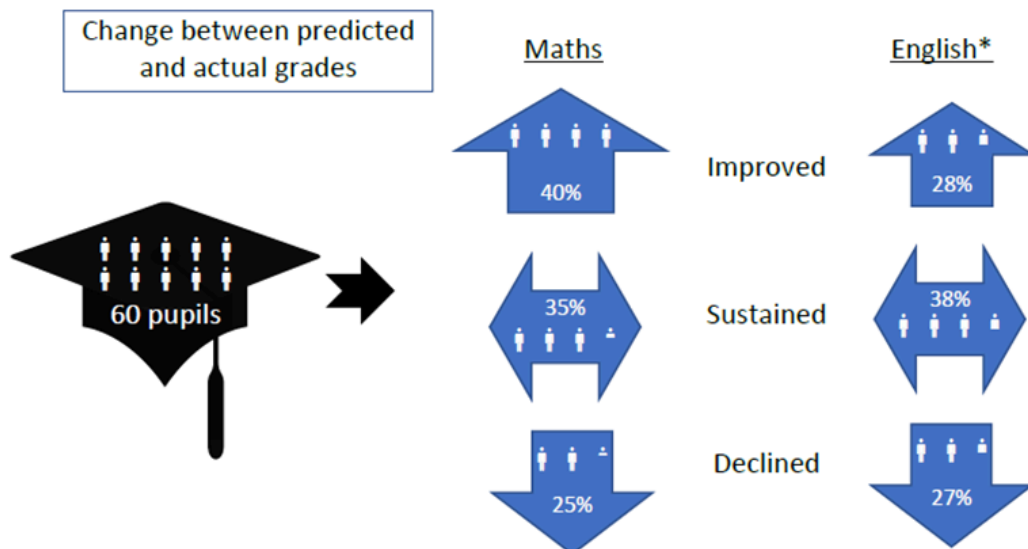
£1308 spend
per student

Change in attitudes across different thematic areas



*7% had no information to compare

One Degree Performance 2016-17

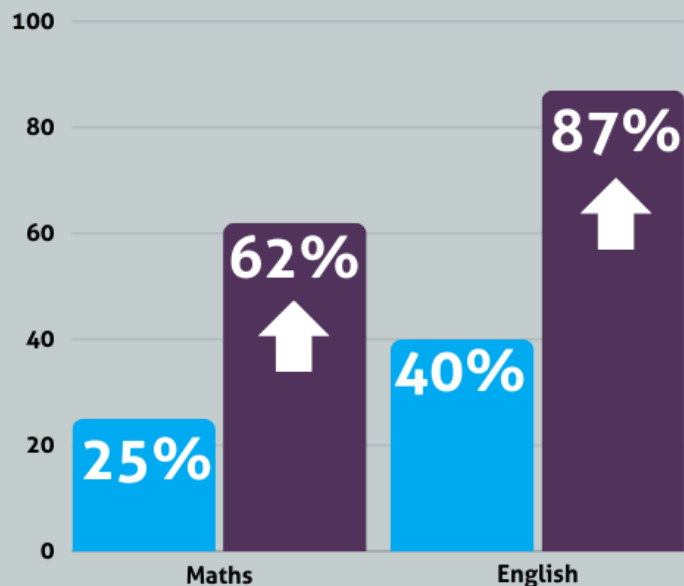


2016 Headlines

42 x GCSE students



Grade improvements



2015/16

Exit attitudes

Self-esteem

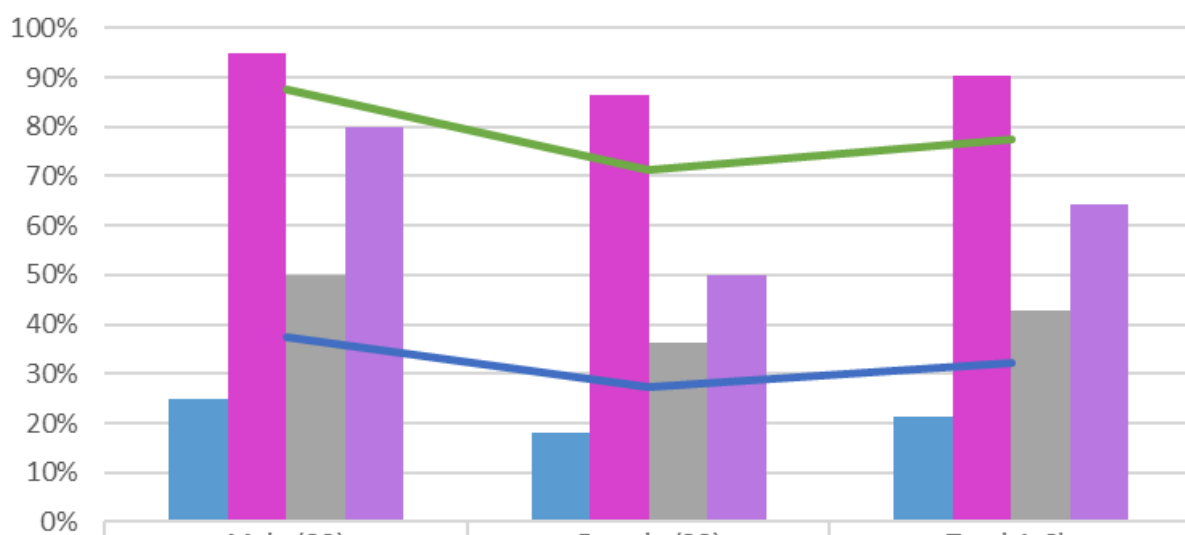


Positive future
(confidence,
resilience and
well-being)



£1478 spend per student

One Degree Student Analysis

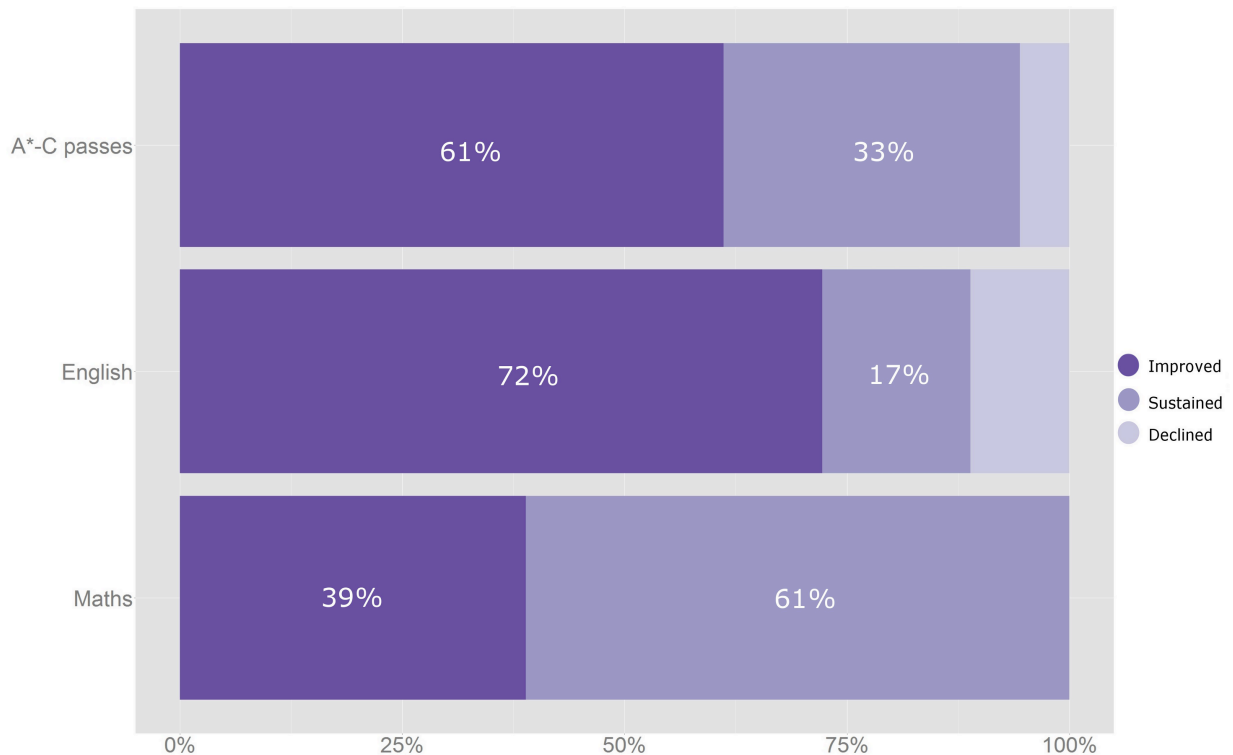
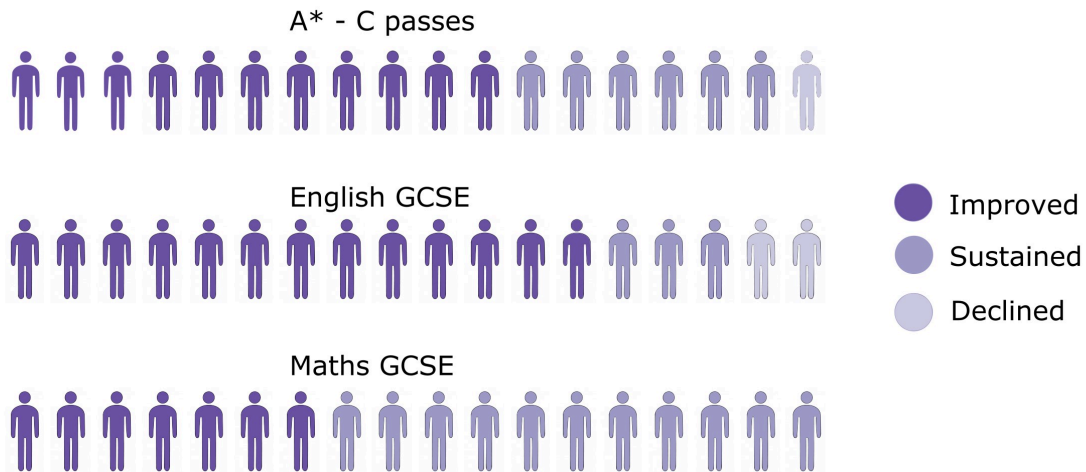


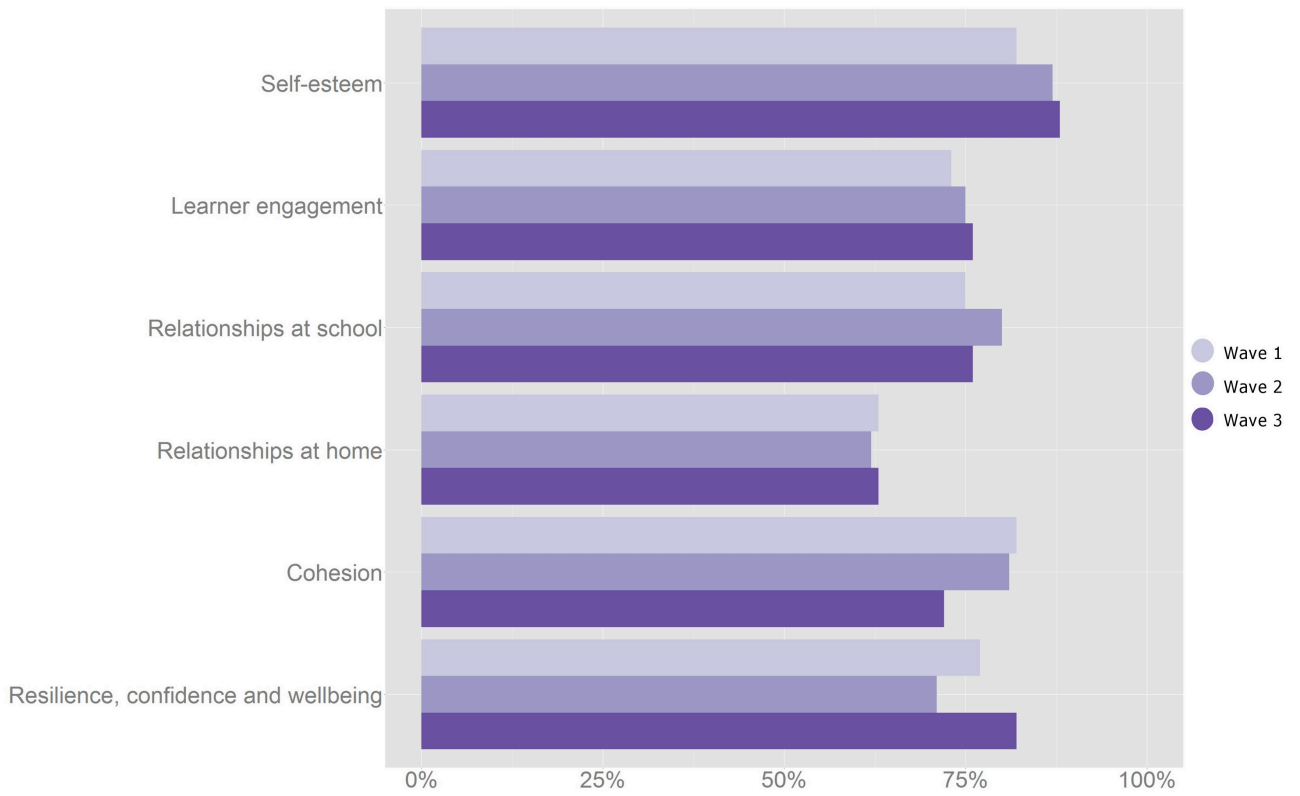
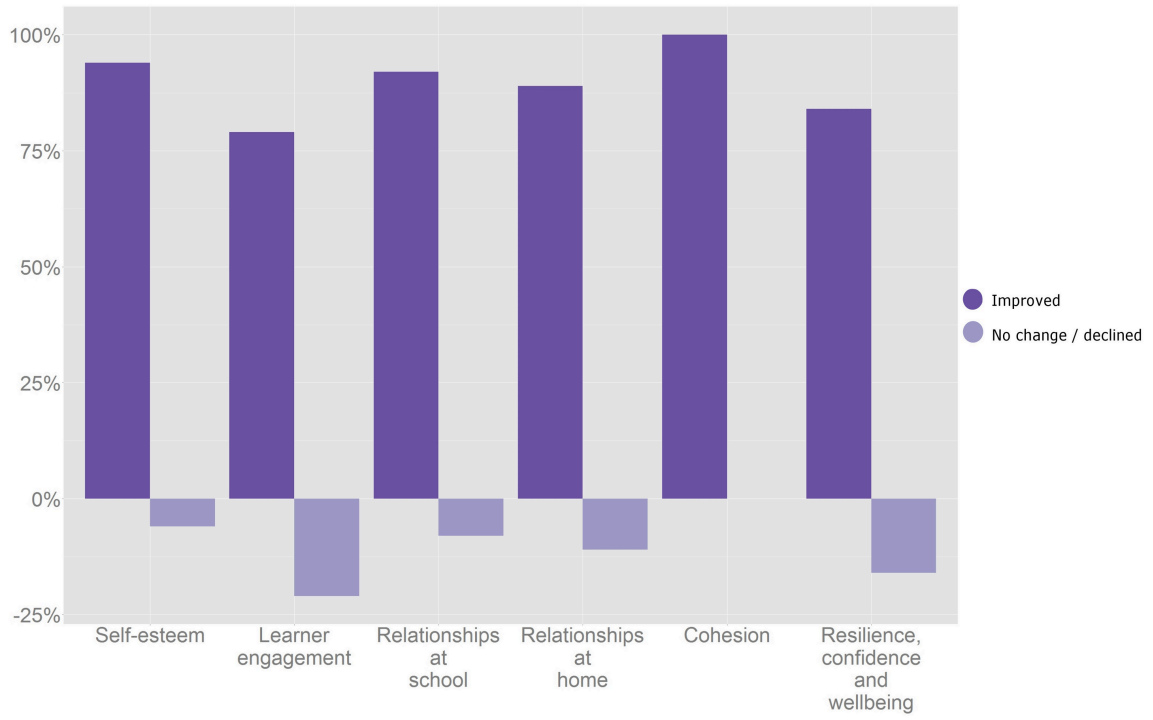
	Male (20)	Female (22)	Total A-C's
English Predicted & Mock	25.0%	18.2%	21.4%
English Actual	95.0%	86.4%	90.5%
Maths Predicted & Mock	50.0%	36.4%	42.9%
Maths Actual	80.0%	50.0%	64.3%
Total Predicted & Mock	37.5%	27.3%	32.1%
Total Actual	87.5%	71.4%	77.4%

1. The 2016 academic results from a point of view of final grades where the best in One Degree's history.
2. It is clear that while the attainment and psychological assessments were excellent, they could be improved with additional time, possibly a 5 session autumn programme. This is also validated by the relatively low % of ambassador sign-ups this year (56%) – this figure is usually 80-90%.
3. Analysis of the 10 students that did not complete the One Degree programme reveals that all 10 students sustained their predicted grade in English, however, zero students improved and eight results were D or below. This does suggest a level of attribution to the One Degree programme in exam performance.
4. Areas of success include – grades, mentor feedback, teacher feedback, speaker feedback and launch day activities. Areas of improvement needed include – sports and food.
5. The GCSE results for the 42 pupils that completed the One Degree programme were, for most students, either better than predicted or, for those students with good predictions, sustained at a high-level. This was particularly the case for English. A large proportion of those that achieved their predicted grades in maths passed with a C grade or higher.
6. Generally, pupil's attitudes improved over the course of the programme; in particular there were large increases in 'self-esteem' and in 'resilience, confidence and wellbeing. This is encouraging when you consider that most pupils had a high starting point on which there was little room for improvement.

7. The vast majority of pupils that experienced a positive shift in attitudes did better than expected in their GCSE exams. Thematic areas with high potential impact on attainment (when considering the number of students affected rather than just percentages) include: self-esteem, learner engagement and resilience, confidence and wellbeing.

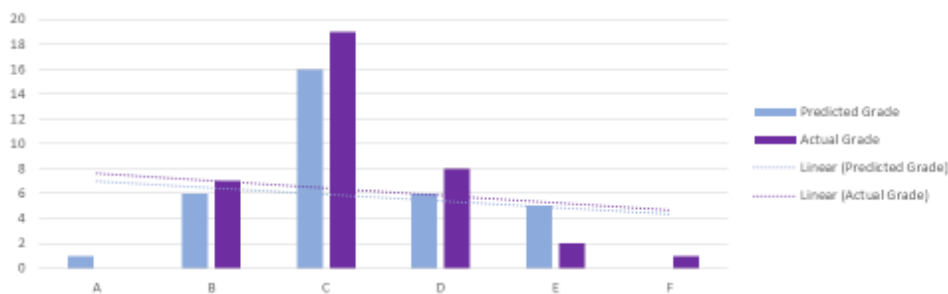
2015 Headlines





2014 Headlines

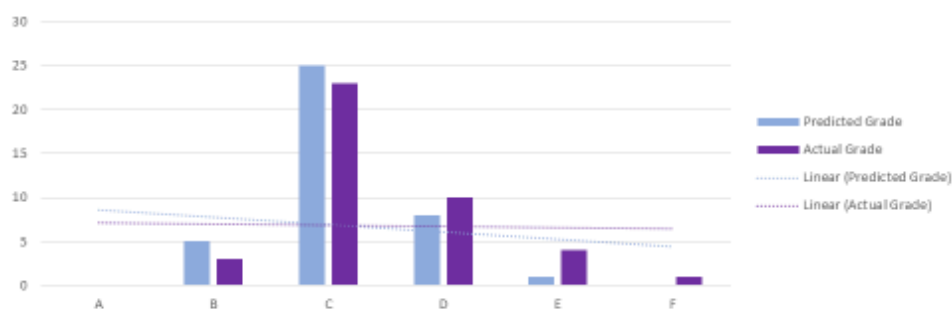
Maths Predicted vs. Actual Grades



Maths performed well in most cases with 19 students receiving better grades than were predicted equating to 49%*. A total of 26 students received A-C grades equating to 67%*.

**Based on 39 students. Not all grades available*

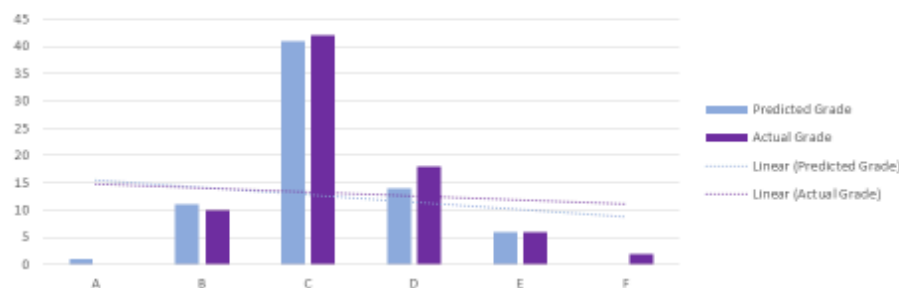
English Predicted vs. Actual Grades



English performed below average in most cases with only 6 students receiving better grades than were predicted equating to 15%*. A total of 24 students received A-C grades equating to 62%*.

**Based on 39 students. Not all grades available*

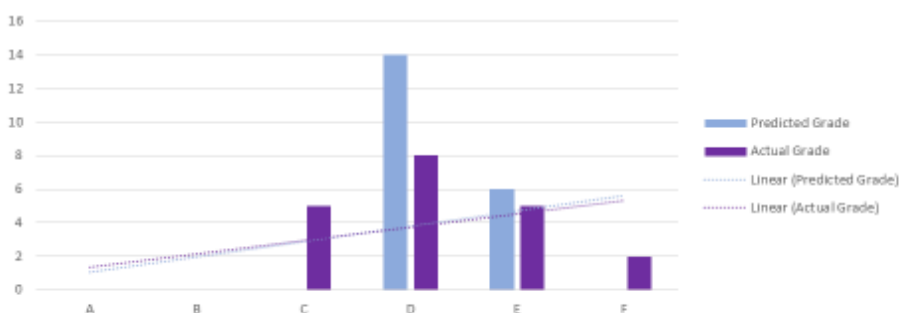
Summary Predicted vs. Actual Grades – All Students



Of all 45 students originally on the programme with a possible total of 90 A-C grades for English and Maths, 49 students received A-C grades equating to 63%*.

**Based on 39 students. Not all grades available*

Summary Predicted vs. Actual Grades – Primary Impact Zone Group



Within our 'primary impact zone' of students sitting on predicted grades of D or E's, 60%* improved their predicted grades and 25%* received A-C grades.

**Based on 39 students. Not all grades available*

2009-2013 Headlines

