ImpactEd Evaluation

Get Further's GCSE Resit Tuition Programme

Interim Evaluation Report – 2023/24

www.evaluation.impactedgroup.uk

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1. Introduction

Over the course of the 2023/24 and 2024/25 academic years, ImpactEd Evaluation are working with Get Further to help evaluate the impact of their GCSE resit tuition programme. The resit tuition programme supports Further Education (FE) students who are retaking GCSE English or maths to gain the confidence and knowledge they need to pass these qualifications. The programme includes weekly, small group tutoring sessions with tutors recruited and trained by Get Further. The programme is complemented by workbooks and resources to support students in their resits.

This evaluation focuses on a selection of student outcomes that were identified as high priority by the Get Further team, rather than aiming to provide a comprehensive evaluation of the entire suite of outcomes. This interim report focuses on the evaluation of tuition delivered over the course of the 2023/24 academic year. A further evaluation will be run in the 2024/25 academic year, and a second report will be published in late 2025/early 2026.

The interim report compares data with a comparator group of students that did not take part in the Get Further programme, where that data is available, and also looks at pre/post comparisons for participating students. Due to the unavailability of some data (such as demographic data and prior grades for comparator students), there are some limitations to the methodology of this evaluation, which are explained further in the limitations section.

The second report to be published in 2025/26, will build on the methodology of this evaluation, to create a more rigorous control group, from which we will be able to extrapolate stronger findings.

For this evaluation, data has been collected from 18 colleges (56% of the whole Get Further cohort). 6 colleges were able to provide data for both participating and comparator students (students who resat their English and/or maths GCSEs, but did not take part in the Get Further programme), and 12 colleges provided data on participating students only.

This evaluation uses a variety of different data sources, including on students' social & emotional outcomes and GCSE outcomes. Through these data sources, this evaluation aims to give some interim findings about the impact of Get Further tuition on students, which as mentioned, will be built upon in the 2025/26 evaluation.

2. Executive Summary

The Get Further resit programme appears to have a positive association with improved GCSE resit outcomes in English and maths, along with improvements in students' social and emotional (S&E) skills. The findings suggest that small group tuition for English and maths resits can support students with gaining these qualifications.

Headline outcomes (Attainment and S&E Skills)

Students who participated in Get Further tuition achieved higher pass rates in both English and maths compared to the national average.[1] In colleges where we received data on students that did not take part in the Get Further programme, students who attended at least a term (12+) of sessions had higher pass rates in both maths and English than non-Get Further students.

In addition to academic outcomes, students who participated in the Get Further programme saw improved social & emotional skills by the end of the programme. **Both English and maths students reported increased motivation, confidence, and learning strategies, alongside a decrease in test anxiety**. The most considerable change was a 7.8 percentage point increase in learning strategies among English students, which was statistically significant (p value = 0.02), and a 5.7 percentage point reduction in test anxiety for maths students.

Supporting data – whole cohort

- In English, **28.78% of the whole cohort of Get Further students passed their GCSE resit**, exceeding the national average of 19.3%. For students that attended a term of sessions, the pass rate increased to 30.56%. This was a statistically significant difference to the national average, with a p value of 0.00.
- In maths, **19.58% of the whole cohort of Get Further students passed their GCSE resits,** compared to the national average of 15.0%. For students that attended a term of sessions, the pass rate increased to 27.7%. This was a statistically significant difference to the national average, with a p value of 0.00.

[1] Post-16-England-GCSE-English-and-Maths-summer-2024.pdf

Supporting data – comparator group colleges

- In colleges where we had data on students that did and didn't take part in Get Further (4 colleges for English), 31.43% of Get Further students that attended a term of sessions passed their English resits, compared to 21.58% of non-Get Further students in the same college. Average English final grades were significantly higher for Get Further students (3.22 Get Further, 2.84 comparator, p = 0.00, moderate effect size = 0.36).
- In maths (6 colleges shared comparator data), 21.21% of Get Further students who attended a term of sessions in comparator colleges passed, compared to 18.57% of comparator students. The average resit grade was slightly higher for Get Further students, but was not statistically significant (2.69 Get Further, 2.61 comparator, p = 0.15, small effect size = 0.08).

Subgroup variation

Subgroup analysis on the whole cohort of Get Further students, revealed that **disadvantaged students performed in line with their more advantaged peers in English and outperformed them in maths**. Students with English as an additional language (EAL) also had very similar outcomes to their non-EAL peers in both English and maths. While students with special educational needs and disabilities (SEND) achieved similar pass rates to non-SEND students in maths, they had lower pass rates in English, indicating an area for further investigation and additional support.

For social & emotional skills, analysis showed that disadvantaged students, male students, and students with EAL experienced greater gains in motivation and confidence compared to their peers. Students with SEND showed the largest improvements in learning strategies, highlighting the programme's benefits for this group. However, **female students reported smaller improvements in motivation and confidence than their male peers**, suggesting the need for targeted support to address these disparities. There are some small sample sizes when looking at subgroup breakdowns, which should be considered when reading these findings. Sample sizes are noted throughout the report.

Gender differences were particularly notable when looking at comparisons to national averages, specifically in English. Female students who attended a term of Get Further sessions achieved pass rates that were 15.26 percentage points higher than the national female average in English and 13.67 percentage points higher in maths. Male students also performed well, with pass rates exceeding the national male average by 9.97 percentage points in English and 12.2 percentage points in maths.[2] Interestingly, while female students excelled academically, their gains in social and emotional skills were less pronounced, indicating a potential disconnect between these domains for female learners.

[2] Post-16-England-GCSE-English-and-Maths-summer-2024.pdf

Supporting data – whole cohort

- In English, there was a **minimal gap in pass rates for disadvantaged students** (28.06% for disadvantaged students, 29.44% for advantaged students). In maths, disadvantaged students outperformed non-disadvantaged peers (21.56% and 17.91%).
- For students with SEND, they had lower pass rates (22.84%) in English compared to non-SEND students (36.69%). In maths, there was a minimal difference (21.32% for students with SEND, 21.72% for students without SEND) in pass rates.
- **Students with EAL had a similar pass rate** (29.67%) in English, to non-EAL students (30.25%). A similar trend was seen in maths, with 22.22% of EAL students passing maths, compared with 21.65% of non-EAL students.
- **Disadvantaged students experienced a greater increase in motivation** (+5.04 percentage points) compared to a negligible decrease for advantaged students.
- Male students, students with EAL, and disadvantaged students experienced greater confidence gains than female and non-EAL students. Female students showed smaller improvements, indicating a potential area for targeted support.
- There was a moderate **positive correlation between end of programme motivation and resit grades** (0.39 for English, 0.40 for maths).

Implementation factors

Across the whole cohort, higher session attendance was associated with higher pass rates. For example, students who attended at term of sessions (12 or more) had pass rates that were 11.26 percentage points higher than the national average in English and 12.7 percentage points higher in maths.[3] In both maths and English, students attending a term of sessions were more likely to pass than those attending fewer sessions.

Smaller programme sizes (less than 59 students taking part in Get Further across a whole college) **were associated with higher pass rates,** and smaller tuition groups were associated with slightly higher pass rates in maths.

[3] Post-16-England-GCSE-English-and-Maths-summer-2024.pdf

Supporting data

- **Smaller Get Further programmes had higher pass rates** by 7.87 percentage points in English and 13.64 percentage points in Maths, compared to larger programme sizes.
- In maths**, smaller tuition groups (0-2 students) had higher pass rates** by 2.44 percentage points.
- In both maths and English, **students attending a term or more of sessions (12+) were more likely to pass than those attending fewer sessions**. This was more pronounced with maths (English students had pass rates 2.31 percentage points higher than students who attended 1-5 sessions, whereas maths students had pass rates that were 9.3 percentage points higher than students who attended 1-5 sessions).
- Attendance at more maths tuition sessions correlated moderately with increases in motivation (0.35) and confidence (0.42).

Overall, the findings suggest that Get Further tuition may contribute to improved academic and S&E outcomes for students. The observed correlation between attendance and pass rates reinforces the importance of sustained engagement in tuition. While the findings from this evaluation show that the programme is having a positive impact on students, further investigation is needed to better understand its impact and identify ways to enhance support for specific groups, such as female students' S&E skills, and students with SEND in English, to maximise the programme's benefits.

3. Recommendations

- Get Further may wish to investigate why smaller programme sizes have greater outcomes, to better understand how the programme can be scaled within a college, whilst maintaining high outcomes.
- To better understand the impact of Get Further tuition on students' social & emotional skills, Get Further may wish to implement a control group for S&E outcomes.
- To isolate the impact of high motivation on student outcomes, Get Further may wish to employ a control group of students with similar motivation scores as Get Further students. This is the methodology that will be used in the 2024/25 evaluation, where students with similar motivation scores in the control group will be 'matched' with Get Further students to control for the impact of high motivation on findings.
- Get Further may wish to investigate offering additional support for students with SEND in English, and focus on improving female students' motivation and confidence, where they scored lower than their male peers.
- In the 2024/25 academic year, the evaluation will also focus on tutor outcomes, and how different skills held by tutors can best support students. This could be used to further support both tutors and students.

4. Approach to evaluation

This section discusses the approach to the evaluation, including the key research questions, outcome measures, methodology, and limitations of the approach.

Research Questions (RQ)

The key research questions in this evaluation are:

- RQ1: What is the impact of Get Further tuition on students' GCSE resit outcomes in English and maths? How might this impact vary for students from different backgrounds?
- RQ2: How do students' social & emotional skills (motivation, confidence, learning strategies and test anxiety), change after receiving tuition from Get Further? How might this vary for students from different backgrounds?
- RQ3: Do students who attend a term of sessions (12+) achieve a pass rate higher than the national average?

Methodology Overview

This evaluation focuses on quantitative data collected from and about students who are resitting maths and English GCSEs. In this interim report, we use GCSE outcome data from participating students and comparator students (students who did not take part in the Get Further programme). Due to the limited amount of data that colleges were able to provide for comparator group students, we have only been able to match students based on the college that they attend, rather than any other factors, such as prior GCSE grade and demographic factors. Comparisons to the comparator group should be interpreted with caution, as several factors remain uncontrolled for.

For other data points (such as change in GCSE grades over time, and social & emotional skills), we look only at data from participating students. When comparing pre- and post-results, we use matched data, meaning we only use data from students where we have results at two timepoints, for example, motivation scores at the beginning and the end of the programme.

Statistical significance testing was conducted on the key outcomes (GCSE outcomes and social & emotional skills), where sample sizes were sufficient. We have also run these tests on the demographic subgroup analyses e.g., looking at differences between subgroups in S&E skills. Throughout the report, we have highlighted which results are statistically significant. Where p values are omitted, the results were not statistically significant but still warranted inclusion in the report.

An overview of the outcomes measured, including detail on how data was collected, and how outcomes were evaluated and analysed, is noted in more detail in the methodology section in the appendix. Sample sizes for each data point are included throughout the report, either below the relevant graph or as a footnote.

As discussed above, this evaluation will be built upon in the 2024/25 academic year, with a second, more detailed report, to be developed by late 2025/early 2026.

Sample

The table below notes the breakdown of the sample that we have in each of the groups that we analyse in this interim report. In this analysis, we look at both the participating group as a whole, and the participating comparator group. This group is the students where we have data from participating and non-participating students in a single college. The numbers below refer to students where we have their GCSE resit grade. When we breakdown the data further (for example, by demographic factors) then these sample sizes change depending on the amount of data available. Sample sizes are noted throughout the report for the relevant data points.

	No. of colleges	No. of students
All participating colleges*	18	1,602
Participating maths	16	848
Participating English	17	754
Comparator non-GF maths	6	1772
Comparator non-GF English	4	1603
Comparator participating maths	6	401
Comparator participating English	4	174

*18 colleges provided data, 15 of which provided data for both maths and English Get Further students; 1 provided data for maths Get Further students only; and 2 provided data for Get Further English students only.

It is important to note here, that the number of colleges that have shared comparison data is much smaller than those that have shared data for participating students. Therefore, when looking at findings where results are compared to a comparison group, findings could be skewed by results from one or a small number of colleges.

Below, we have noted how representative the sample in this report is of the whole Get Further cohort, by number of colleges and the size of the Get Further programme in colleges.

Around half (56%) of all Get Further colleges are represented in this dataset. We received attainment outcome data back on 1,602 students (of a whole Get Further cohort of 3,397), representing 47% of all Get Further students. Colleges that returned data were not able to return data for all enrolled students in their settings, and the number above and the analysis does not include students who were enrolled but attended no sessions. Exact sample sizes for each of the data points are noted throughout the report.

	Number in sample	Number in whole Get Further cohort	Sample % of whole cohort
Colleges	18	32	56%
Students	1,602	3,397	47%

As can be seen in the table below, the percentage of students in small, medium and large colleges is relatively similar to the whole cohort. There are slightly fewer students in medium colleges and slightly more students in small and large colleges in our sample than in the whole cohort.

	Sample population	Whole Get Further population
Proportion of students in small colleges	15%	13%
Proportion of students in medium colleges	22%	26%
Proportion of students in large colleges	62%	61%

The final table below notes the percentage of students in each subgroup for both English and maths. As can be seen, in both subjects, around half of participating Get Further students come from a disadvantaged background, and around a quarter have Special Educational Needs or Disabilities (SEND). A quarter of students resitting English have EAL, whereas this is 13% of students resitting maths. Slightly more male students are resitting English, whilst slightly more female students are resitting maths. Where students have noted that they are non-binary or have noted that they prefer not to share their gender, this data has been removed from the gender analysis due to the small sample sizes.

	Subgroup	% of sample
English	Disadvantaged students	52%
	Students with SEND	26%
	Students with EAL	24%
	Female Students	34%
	Male Students	40%
	Large programme	55%
	Medium programme	24%
	Small programme	18%
Maths	Disadvantaged students	45%
	Students with SEND	23%
	Students with EAL	13%
	Female Students	42%
	Male Students	32%
	Large programme	63%
	Medium programme	20%
	Small programme	13%

Limitations

Please see below the key limitations in this evaluation approach, that should be considered when reading the findings in this interim report:

Comparator group

As mentioned previously, this interim report utilises a quasi experimental research design which has advantages and disadvantages to its approach. Due to the timelines of when this evaluation was run, it wasn't possible to collect some data that would allow us to control for different factors in our comparator group. For example, it wasn't possible to collect prior motivation data from comparator group students, to control for the differing effects that student motivation might have on outcomes. In the evaluation for the 2024/25 academic year, this prior motivation data from comparator students is being collected.

As noted above, the comparator group of colleges are also only a small sample of the whole Get Further cohort (6 colleges in total, compared to the whole Get Further programme of 32 colleges). There are 2 colleges each that fit into small, medium and large college categories. There are 575 students who took part in Get Further tuition in these comparator colleges. This is 17% of all students who took part in Get Further tuition in 2023/24.

Colleges were unable to share demographic and prior grade data for students in the comparator group. Due to the time when this data was collected, students hadn't had the opportunity to give consent for this data to be shared. This means that we have been unable to match participating and comparator students based on different demographic factors, such as SEND needs, and socioeconomic backgrounds, and on their previous GCSE grade. Therefore, there are several factors that are uncontrolled for in the comparator group, and the only factor that is controlled for is attendance at the same college.

For the 2024/25 evaluation, comparator group students who complete the motivation survey are also asked to consent to their college sharing demographic and prior grade data, meaning that we will be able to construct a more rigorous control group in the 2025/26 report.

There is no comparator data for students' S&E outcomes. This means that it is difficult to isolate the impact of Get Further tuition on these outcomes, above and beyond any changes that might have occurred otherwise over the course of the year.

Exam boards and November resits

The exam board that students resat their exam with hasn't been controlled for. Particularly when looking at changes in scores (rather than just grades), this could be impacting the results as students may have sat their initial and resit exam with a different exam board, and grade boundaries and scales might differ by exam board.

There was a small sample of students that passed their resit in November, and so wouldn't have continued with Get Further tuition beyond this point. In the analysis, we have taken students' most recent grade (regardless of whether this was in November or the Summer), and so results have not been broken down by when students passed their resit. This means that there will be some students who have low attendance at Get Further sessions, due to no

longer attending after they passed in November. However, this is a small sample so is unlikely to have an impact on the overall findings.

Sample sizes

When breaking down by demographic groups, there are occasionally small sample sizes, so these results should be interpreted with caution. Sample sizes are noted below each graph throughout the report.

5. Outcomes

RQ1: What is the impact of Get Further tuition on students' GCSE outcomes in English and maths? How might impact vary by different subgroups of students?

Of the data provided to us by colleges, for the whole cohort that attended at least one Get Further session, **28.78% of English students and 19.58% of maths students went on to pass their GCSE resits.**[4] For students who attended at least a term of sessions (12 sessions), this increased to a pass rate of 30.56% for English students and 27.7% for maths students.[5] This is compared with a national average[6] of 19.3% passing English and 15.0% passing maths. For students where we have baseline and final grades, 38.44% of English students and 31.25% of maths students saw an improvement in grades, regardless of whether or not this final grade was a pass.[7]

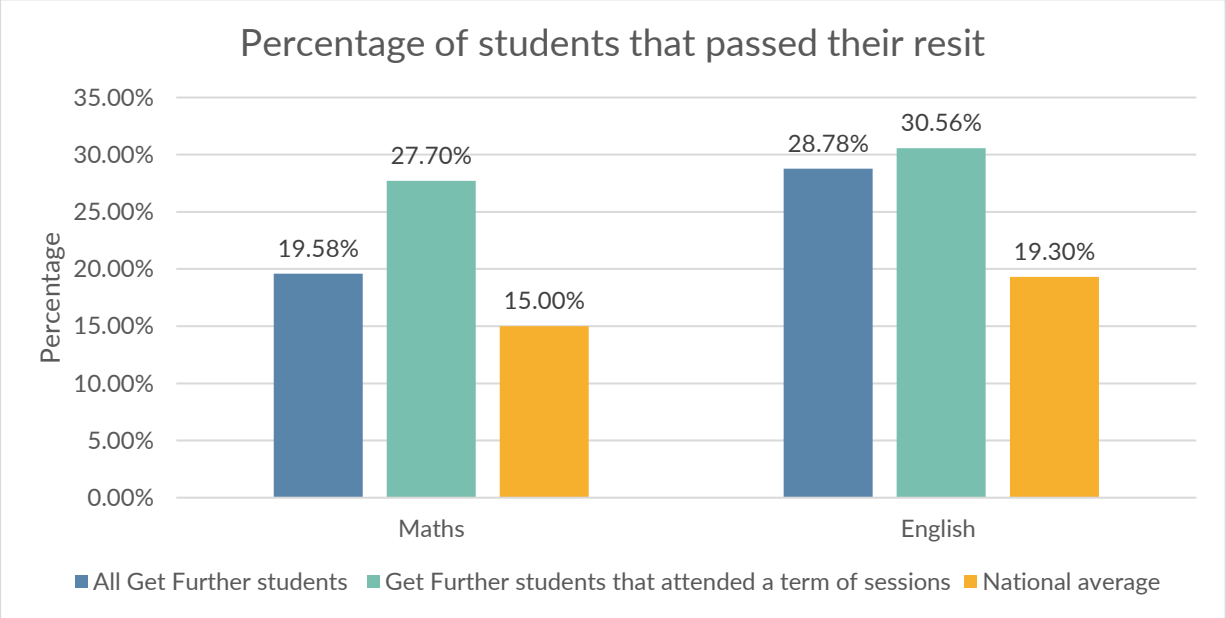

Figure 1: Sample sizes, Maths All Students = 848, English All Students = 754, Maths 12+ sessions = 148, English 12+ sessions = 108, National maths = 165796, National English = 133411

On average, students saw an increase of 0.27 in English and 0.24 in maths grades between their initial GCSE and resit grade. This was a statistically significant increase in both subjects with p-values of 0.00.

[4] Sample size of 754 in English, 848 in maths

[5] Sample of 108 in English, 148 in maths

[6] Post-16-England-GCSE-English-and-Maths-summer-2024.pdf

[7] Sample size of 630 in English, 776 in maths

Comparator group data

For colleges where we have data for students that resat maths and/or English, regardless of whether or not they took part in Get Further tuition, we are able to look at data for participating and comparator group students. As mentioned previously, it is important to note that these students are matched only on their attendance at the same college, leaving many factors uncontrolled for. It is also important to note that there is a small sample of colleges included in this group (6 in maths, 4 in English), so individual college results could be skewing the data. By looking only at Get Further students who have attended a term of sessions, we also reduce the sample size, so this must be considered in line with the findings.

For this group, 31.43% of students who attended a term of English Get Further tuition passed their resit. This was in comparison to 21.58% of students who resat English but did not take part in Get Further tuition. The **average final GCSE grade for Get Further English students was 3.2, whereas it was 2.7 for students who did not take part** in the tuition in comparator colleges. This was a statistically significant difference with a p-value of 0.00. The effect size was moderate (at 0.36)[8], which is large enough to show that there is a practical difference between grades for Get Further and non-Get Further students.

In maths, a similar but less considerable trend was seen where 21.21% of Get Further students who attended a term of sessions passed their resit, compared to 18.57% of non-participating students. The **average resit grade was slightly higher for Get Further students at 2.69 compared to 2.61.** This was not a statistically significant difference with a p-value of 0.15, and the effect size was small at 0.08.

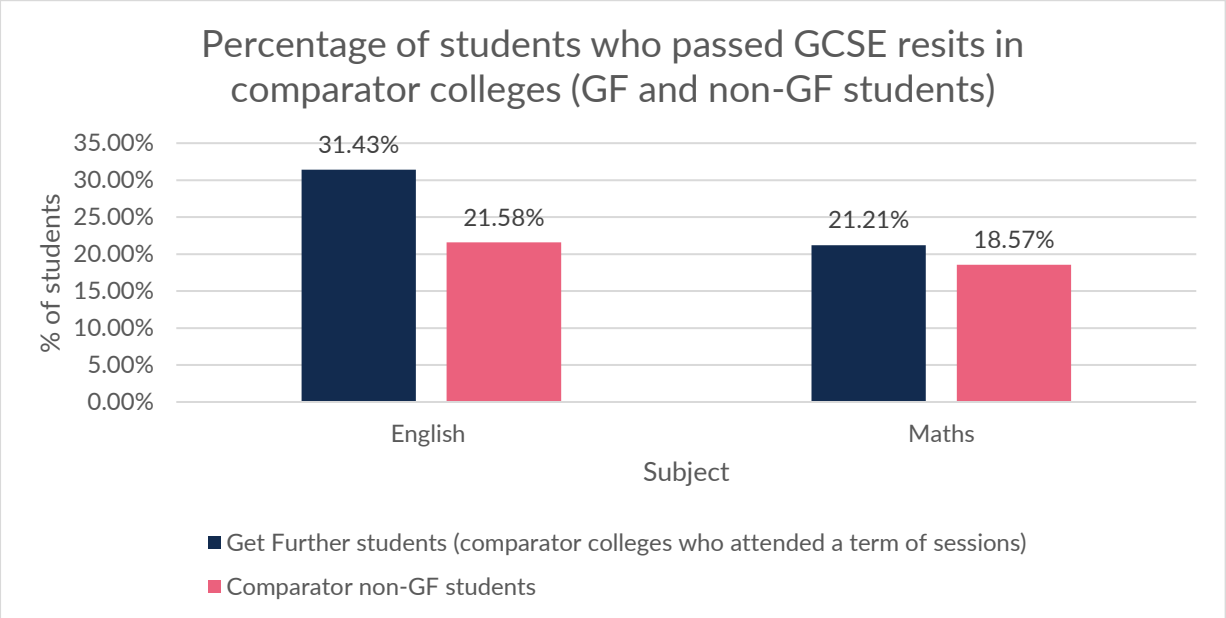

Figure 2: Sample sizes, English GF term of sessions = 35, English comparator = 1603, maths Get Further term of sessions = 66, maths comparator = 1772

[8] A further explanation of effect sizes is available in the appendix

Therefore, Get Further students had a higher pass rate than the national average in both maths and English. Looking at colleges where we have data from both Get Further and non-Get Further students, students who took part in Get Further tuition were more likely to pass than those that didn't, and results were particularly promising for students that took part in English.

Subgroup analysis

Looking only at students who participated in the Get Further programme, we have cut the data by different subgroups, split into English and maths subjects.

English

In English, **outcomes did not vary hugely between disadvantaged and non-disadvantaged students at final timepoint,** with 28.06% of disadvantaged students and 29.44% of non-disadvantaged students passing their GCSEs. There is therefore a minimal difference in resit outcomes for students from disadvantaged and more advantaged backgrounds taking part in Get Further tuition.

Female students had a higher pass rate than male students in English, with 33.73% of female students and 27.24% of male students passing their resit. Nationally, a similar trend is seen with 23.2% of female students and 16.7% of male students passing their GCSEs. Get Further students therefore follow the national trend, but both groups achieve to a higher rate.[9]

Students without SEND also experienced greater outcomes than their peers with SEND. 36.69% and 22.84% of these subgroups passed their resits, respectively. **Get Further may want to investigate how students with SEND could be further supported in their English resits.**

Students with English as an Additional Language (EAL) achieved the same pass rate as students without EAL, with 29.67% of students with EAL and 30.25% of those without, passing.

[9] Post-16-England-GCSE-English-and-Maths-summer-2024.pdf

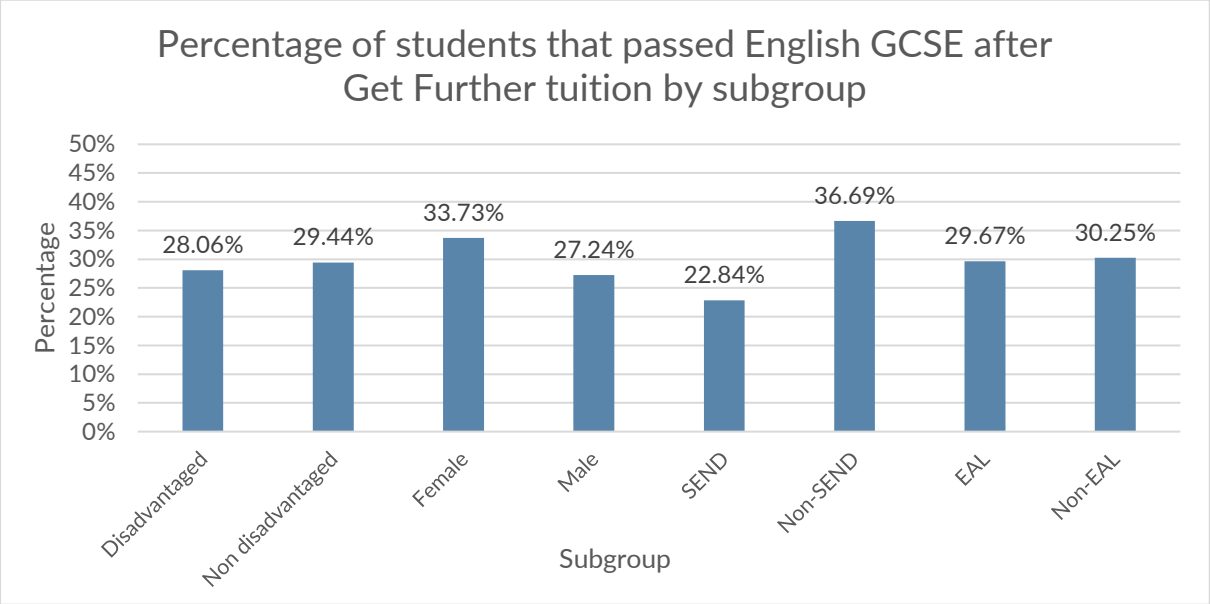

Figure 3: Sample sizes, disadvantaged = 360, non disadvantaged = 394, female = 255, male = 301, SEND = 197, non-SEND = 197, EAL = 182, non-EAL = 367.

Maths

More students from disadvantaged backgrounds (21.56%) passed their maths resit than students from more advantaged backgrounds (17.91%). Further research with a comparator group would be needed to further investigate this finding, but this data could suggest that Get Further small group tuition in maths is particularly beneficial for students from disadvantaged backgrounds.

There was a small gap between male and female pass rates with 20.40% of female pupils passing, compared to 22.99% of male pupils. Nationally, 14.9% of female students and 15.2% of male students pass their GCSEs, so there is a slightly larger gap with Get Further students than nationally.[10]

The variation in pass rates for students with and without SEND was also small. 21.32% of SEND students and 21.72% of non-SEND students passed their maths resit. Once again, further research with a comparator group should investigate this finding in more detail, but this could suggest that Get Further tuition in maths is particularly supporting students with SEND to achieve in line with their non-SEND peers.

[10] Post-16-England-GCSE-English-and-Maths-summer-2024.pdf

Students with EAL once again had very similar outcomes compared to students without EAL, with 22.22% and 21.65% of these students, respectively, passing their maths resit.

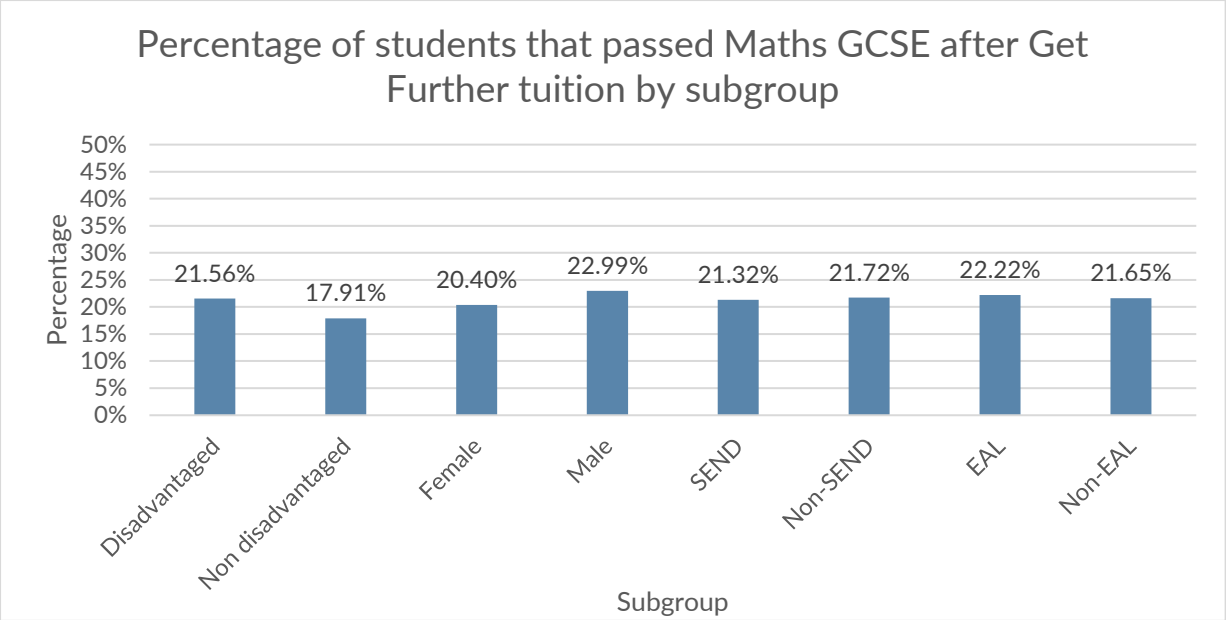

Figure 4: sample sizes, disadvantaged = 385, non disadvantaged = 430, female = 353, male = 274, SEND = 197, non-SEND = 373, EAL = 108, non-EAL = 522

Programme size

In this section, small programme sizes are those where 59 or less students across a college took part in the Get Further programme, medium programmes are when between 60-150 students took part, and large programmes are when more than 150 students took part.

When looking at GCSE pass rates by the size of the Get Further programme within a college, pass rates were higher for smaller programme sizes, both in English and maths.

For both subjects, **students had higher pass rates at colleges with small Get Further programmes.** The reason for this finding could be explored in more detail, to better understand what it is about smaller programmes that increase pass rates. Get Further may wish to consider this finding when suggesting programme sizes to colleges.

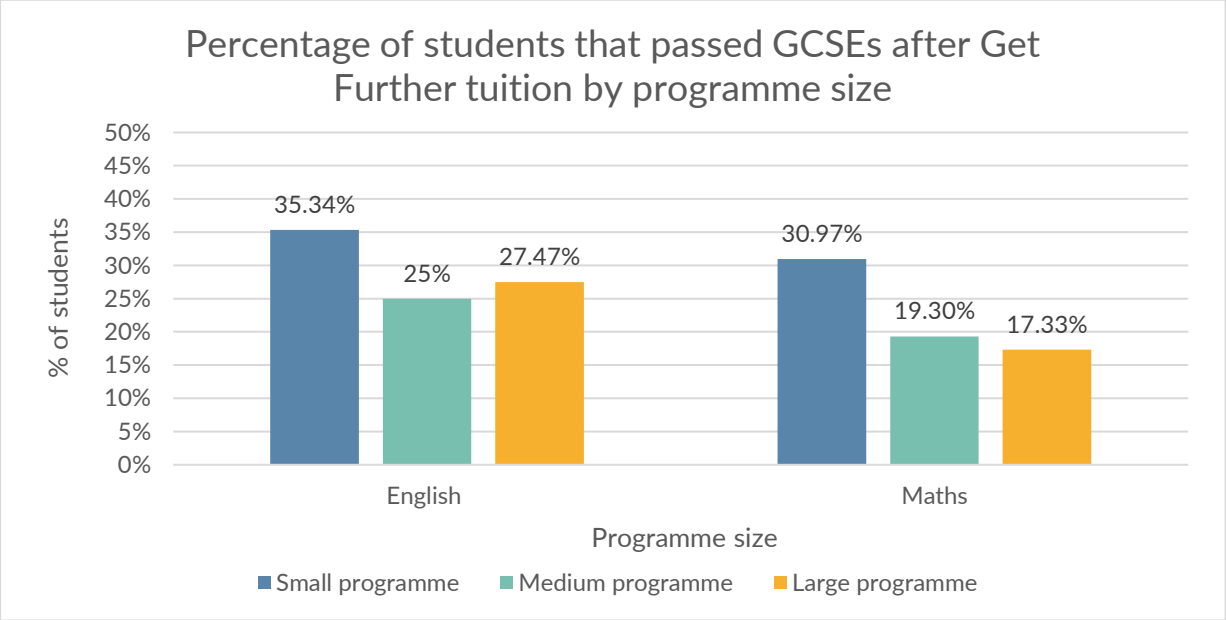

Figure 5: samples sizes, English small programme = 133, English medium programme = 184, English large programme = 415, maths small programme = 113, maths medium programme = 171, maths large programme = 531

Tuition group size[11]

In maths, students who were in a smaller tuition group (0-2) were slightly more likely to pass their GCSEs at final timepoint. This data could suggest that a **small tuition group is important in maths tuition,** and colleges/Get Further may wish to focus resource/tutors on this group of students.

However, in English, the opposite was seen, with students in a larger tuition group (2-4 students) more likely to pass their resit, though with a small sample size (33 in a tuition group of 2-4) no conclusive claims can be made.

[11] Tuition group size is calculated on the average number of students that attended a block of sessions. This means that the tuition group average size could be below 1, if that is the average number of students that have attended the tuition block

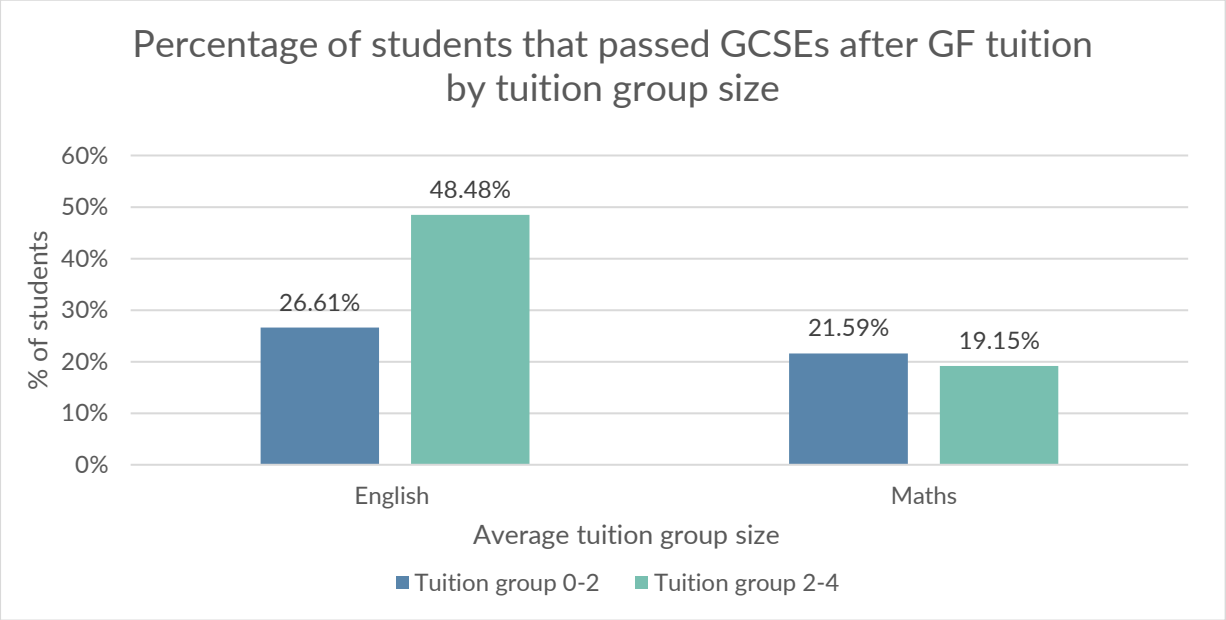

Figure 6: Sample sizes, English 0-2 = 481 English 2-4 = 33, maths 0-2 = 549, maths 2-4 = 47

Attendance at sessions

In **maths, students who attended at least a term (12+) sessions were more likely to pass their resit** than students who attended 1-5 or 6-11 sessions.

A similar trend was seen in English (with students who attend more sessions seeing greater outcomes), however this was to a subtler degree. This could suggest that students might need more intensive support in maths than they do in English.

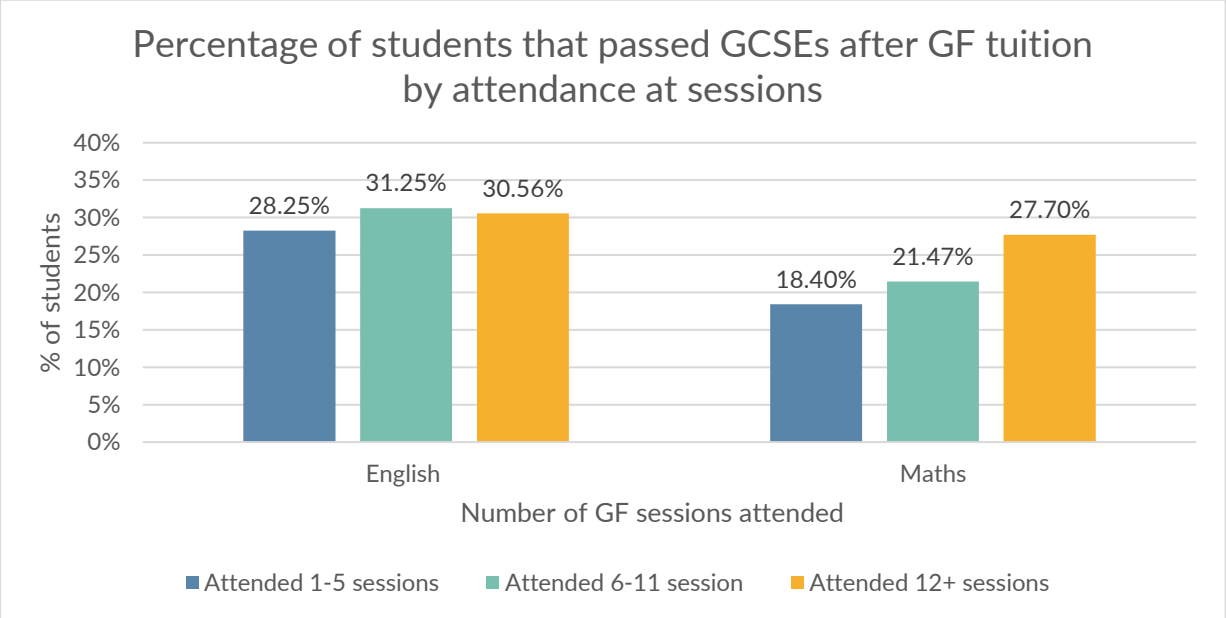

Figure 7: Sample sizes, English 1-5 = 305, English 6-11 = 144, English 12+ = 108, maths 1-5 = 326, maths 6-11 = 177, maths 12+ = 148

There was no correlation between the number of Get Further maths sessions a student has attended and their attendance at college (correlation of 0.16)[12] and also no correlation between number of Get Further sessions a student has attended and their attendance at maths courses (correlation of 0.01).[13] Correlation was not calculated for English Get Further students as we only had college attendance data from a small number of these students (6 with attendance at college and 10 with attendance at English lessons).

Correlation of grade with motivation

Looking at the correlation of student motivation before they took part in the Get Further programme with their final grade, there was no correlation between these two outcomes for students who resat English (correlation of 0.14), and there was a very small correlation for students who resat maths (correlation of 0.21).[14]

However, there was a **moderate relationship between student's GCSE resit grade and their motivation score as they finished the Get Further programme**. These correlations were 0.39 for English and 0.4 for maths.[15] This result suggests that a student who is more motivated soon before their GCSE resit is more likely to pass. Get Further could share this information with tutors, to ensure that they focus on increasing student motivation in the final few Get Further tuition sessions before their exam.

[12] Sample of 62
[13] Sample of 63
[14] Sample size of 333 for English, 339 for maths
[15] Sample size of 31 for English, 40 for maths

RQ2: How do students' social & emotional skills (motivation, confidence, learning strategies and test anxiety), change after receiving tuition from Get Further? How might this vary for students from different backgrounds?

In this section, we look in more detail at student outcomes in social & emotional skills (motivation, confidence, learning strategies and test anxiety). More details on how these outcomes were measured is noted in the methodology section. As we have only included students that have both baseline and final data in this section, when breaking down the data by subgroups, there are some small sample sizes. Where sample sizes are smaller than 30, these are coloured in grey in the graphs, and statistical analysis has not been conducted on these groups.

Looking at Get Further students' social & emotional skills, for **both maths and English students there was an increase in motivation, confidence and learning strategies and a decrease in test anxiety** between baseline and final.

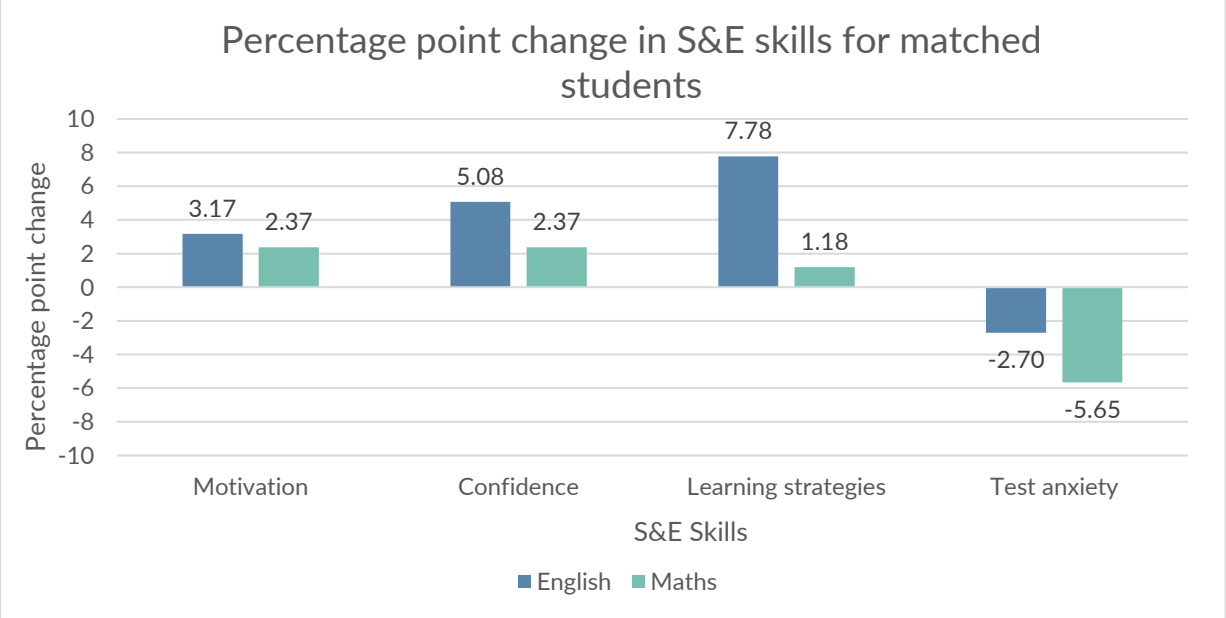

Figure 8: Sample size, 35 students for English, 61 for maths

The change was most notable in learning strategies for English students with a percentage point increase of 7.8 between baseline and final, and a decrease of 5.7 percentage points for maths students in test anxiety. **Changes in learning strategies for English students were statistically significant (p value = 0.02),** with a sample of 35 students. No other changes in social & emotional skills were statistically significant.

Looking at both English and maths students together, **students from more disadvantaged backgrounds experienced a greater increase in motivation between baseline and final** than other students (increase of 5.04 percentage points). Students from more advantaged backgrounds saw a negligible decrease in their motivation. This could suggest Get Further's increased impact on students from more disadvantaged backgrounds. Male students and

students with EAL also saw a greater increase in their motivation than female and non-EAL students.

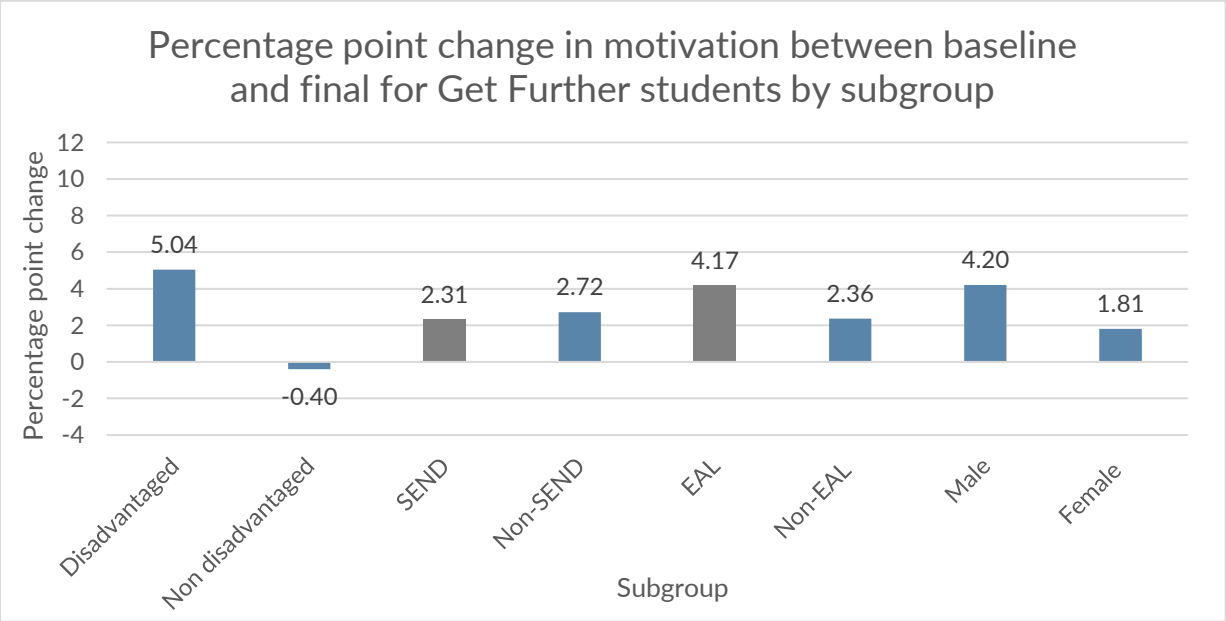

Figure 9: Sample sizes, disadvantaged = 54, non disadvantaged = 42, SEND 24, non-SEND = 47, EAL = 20, non EAL = 73, male = 45, female = 46

Students with SEND saw a greater increase in their learning strategies than other subgroups. This could suggest that Get Further tuition is particularly beneficial for improving learning strategies of students with SEND, although it is important to consider the small sample size (24) of students in this group.

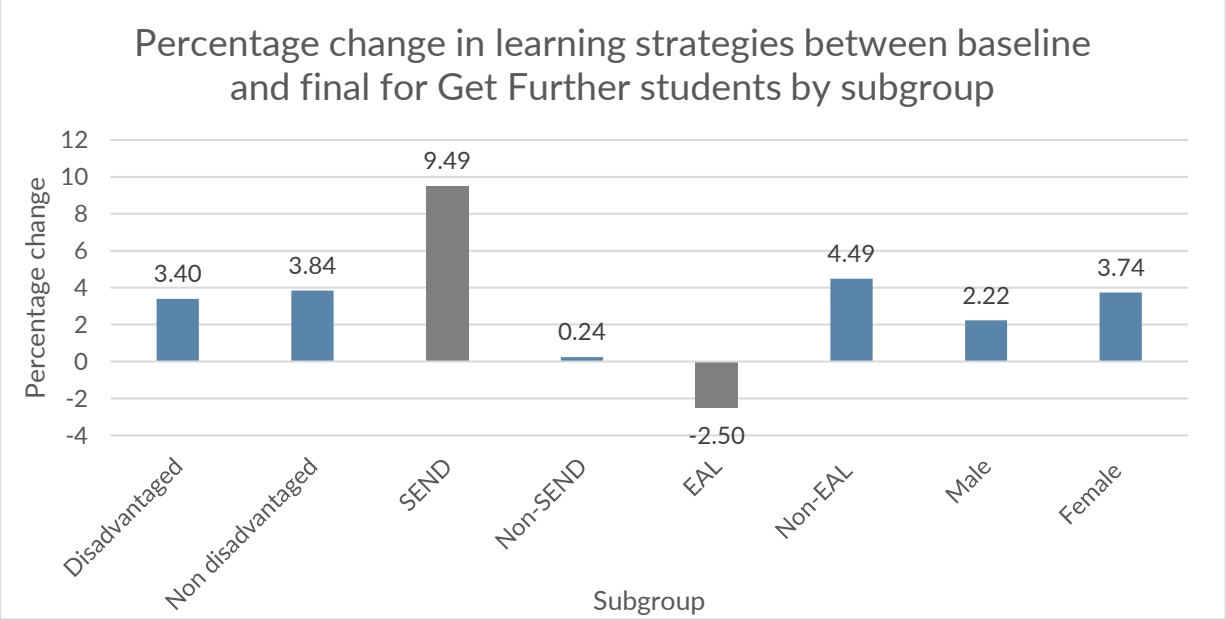

Figure 10: Sample sizes, disadvantaged = 54, non disadvantaged = 42, SEND 24, non-SEND = 47, EAL = 20, non EAL = 73, male = 45, female = 46

Male students, students with EAL and students from disadvantaged backgrounds saw a greater increase in their confidence between baseline and final.

Interestingly, for both motivation and confidence, male students saw a greater increase in these areas than their female peers.[16] Get Further may wish to investigate how to better support female students with increasing their motivation and confidence to the same extent as male students.

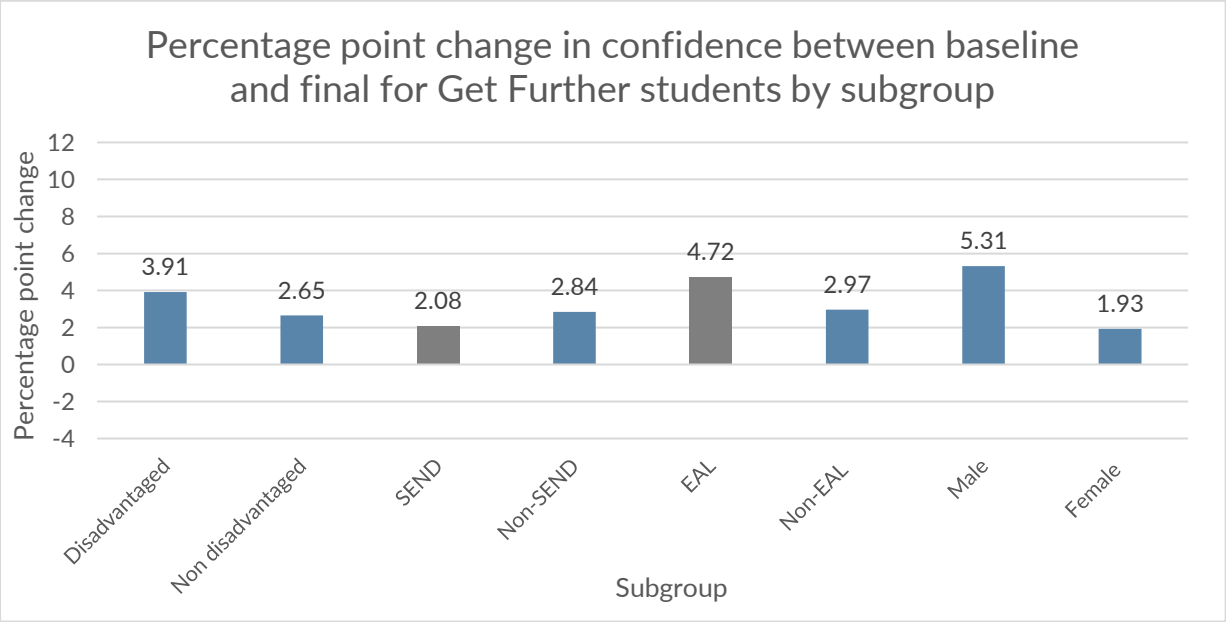

Figure 11: Sample sizes, disadvantaged = 54, non disadvantaged = 42, SEND 24, non-SEND = 47, EAL = 20, non EAL = 73, male = 45, female = 46

Disadvantaged students, students with SEND, students with EAL and female students saw a considerable decrease in their test anxiety between baseline and final. The difference between disadvantaged and non disadvantaged students and male and female students in test anxiety, was statistically significant with p-values of 0.03 and 0.01, respectively. Male students and students from less advantaged backgrounds saw a small increase in their test anxiety.

[16] Male and female students had similar baseline motivation and confidence scores, at 4.8 for female students and 4.9 for male pupils in confidence, and 5.3 for both male and female students in motivation.

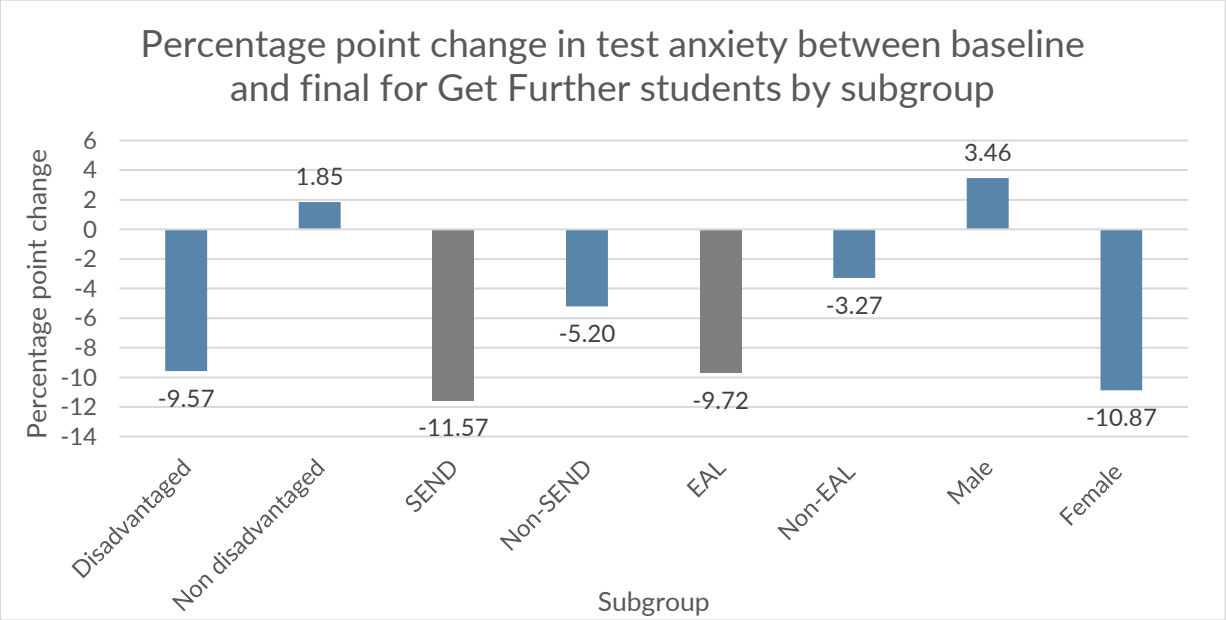

Figure 12: Sample sizes, disadvantaged = 54, non disadvantaged = 42, SEND 24, non-SEND = 47, EAL = 20, non EAL = 73, male = 45, female = 46

There didn't seem to be a clear trend between programme size and changes in S&E measures. Students who were in colleges with smaller programme sizes had greater confidence, whereas students in colleges with larger programme sizes had higher learning strategies. There were no other clear trends looking at programme size. There is a small sample of students who were in a college with a small programme, so these results should be interpreted with caution.

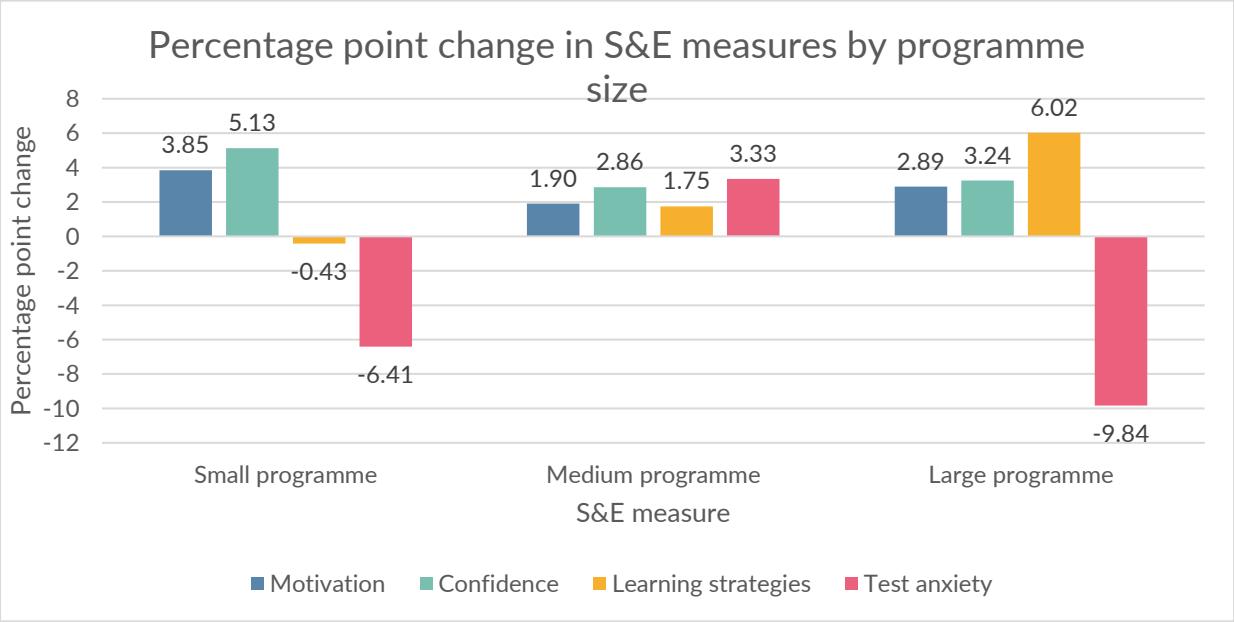

Figure 13: Sample size, small programme = 13, medium programme = 35, large programme = 48

Smaller tuition group sizes were associated with improved S&E skills (as seen in the graph below), however the sample of students in larger groups is too small (23) to allow for any definitive conclusions to be made.

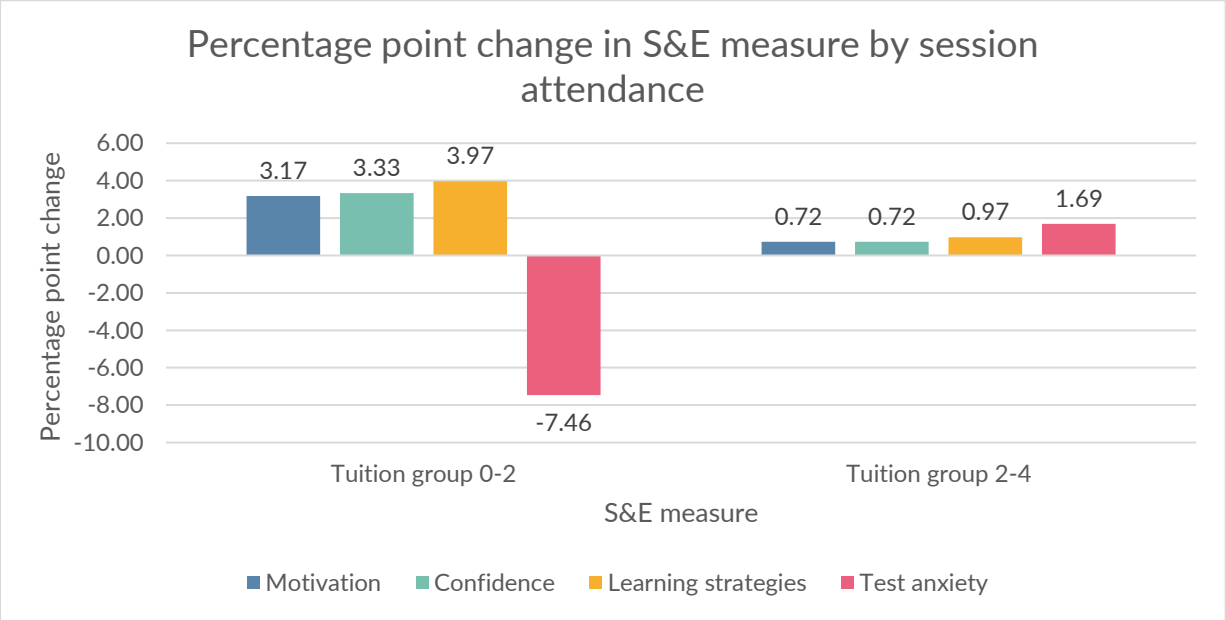

Figure 14: Sample size, tuition group 0-2 = 70, tuition group 2-4 = 23

There was a moderate correlation between student attendance at maths tuition sessions and an increase in motivation (0.35) and an increase in confidence (0.42).[17] This data suggests that **the more maths tuition sessions a student attends, the greater their confidence and motivation increase.** Correlation analysis was not conducted on students who attended English sessions as we only had a small sample size of students (15) where we had both attendance and matched S&E data.

[17] Sample of 27

RQ3: Do students who attend a term of sessions achieve a pass rate higher than the national average?[18]

Both **English and maths students who attended Get Further tuition sessions had a higher pass rate than the national average.**[19] The more sessions a student attended, the higher their pass rate. For students that attended a term of sessions (12+), they had a pass rate that was 11.26 percentage points higher for English and 12.7 percentage points higher for maths than the national average. This was a statistically significant difference in both subjects, with p-values of 0.00.

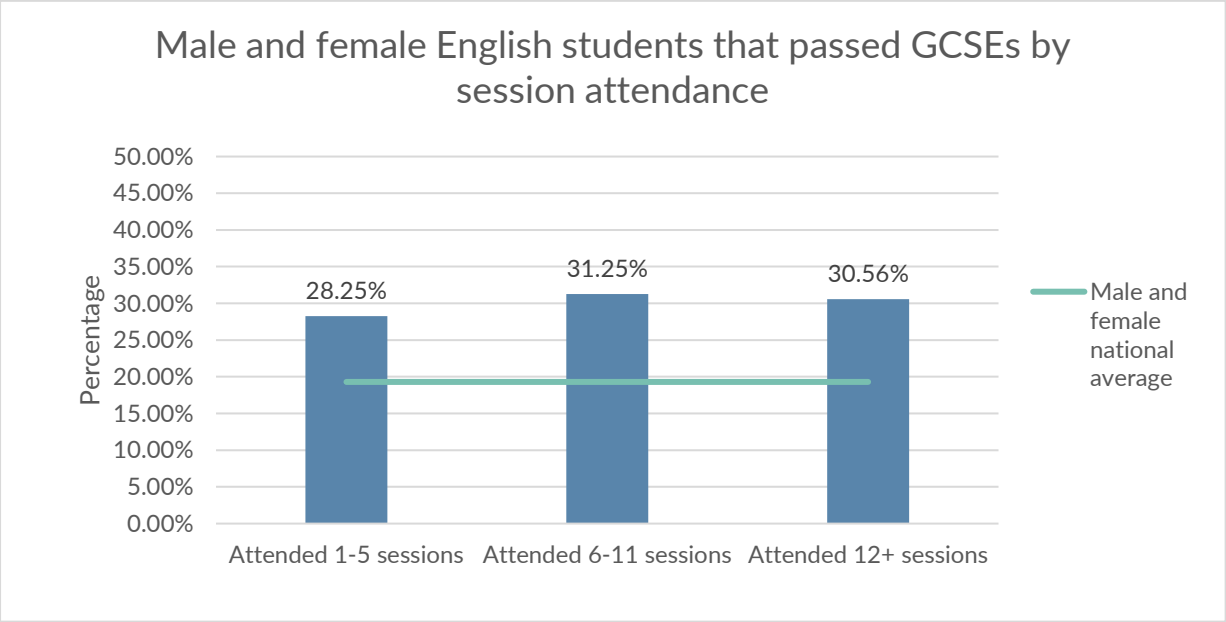

Figure 15: Sample size, 1-5 sessions = 308, 6-11 sessions = 144, 12+ sessions, 108, national average = 133,411

[18] In this section, we only use data from students where we had their session attendance data, meaning that total averages in this section might not equal the whole cohort average

[19] Post-16-England-GCSE-English-and-Maths-summer-2024.pdf

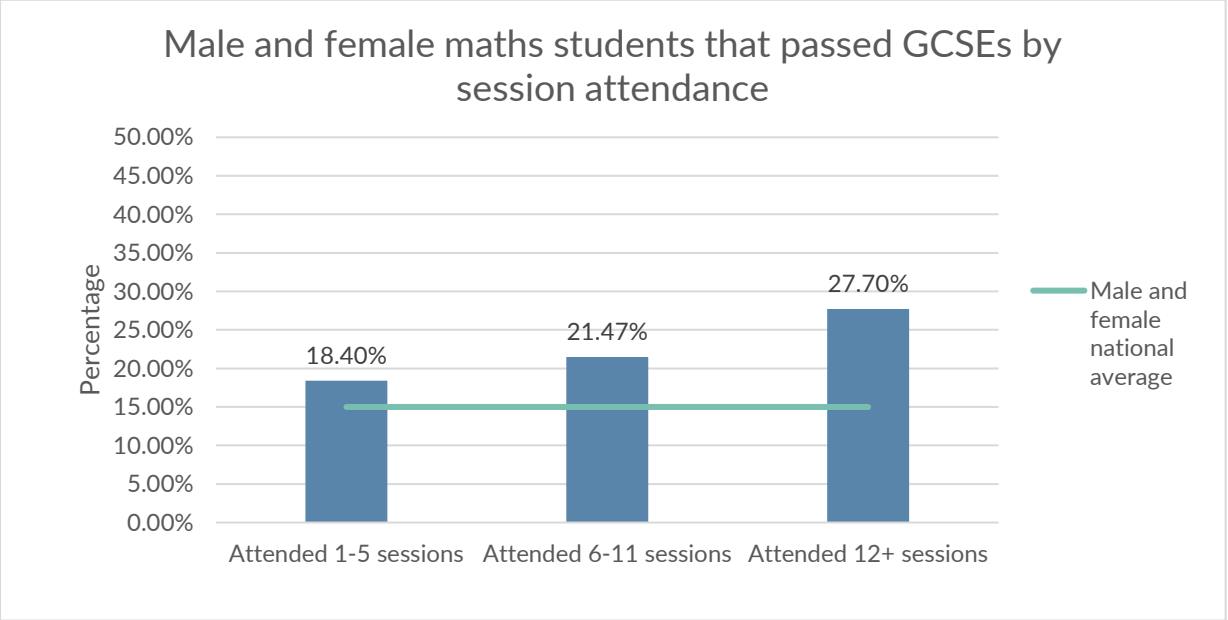

Figure 16: Sample size, 1-5 sessions = 326, 6-11 sessions 177, 12+ sessions = 148, national average = 165,796

The national data has been broken down by gender, so we are able to look at results for female and male students who took part in Get Further tuition compared to the national average. In English, for students that attended a term of sessions, the difference between Get Further students and the national average was most stark with female students, who achieved a pass rate 15.26 percentage points higher than the female national average. However, there is only a small sample of students (39) in this group, so no definitive conclusions can be made. This is compared with male students who attended a term of sessions achieving a pass rate 9.97 percentage points higher than the male national average.[20] Both results were statistically significant with p-values of 0.03 for female students and 0.04 for male students.

[20] The sample sizes here don't sum to the whole sample, as we don't have session attendance data for all students

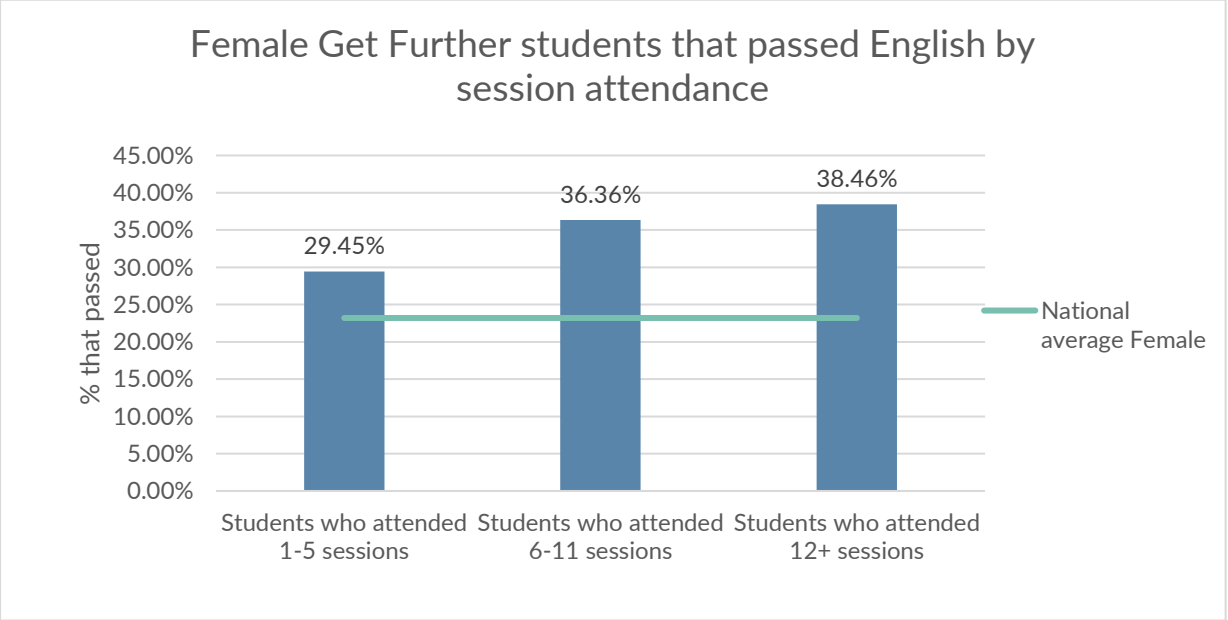

Figure 17: Sample sizes, 1-5 sessions = 146, 6-11 sessions = 55, 12+ sessions = 39, national average = 53045

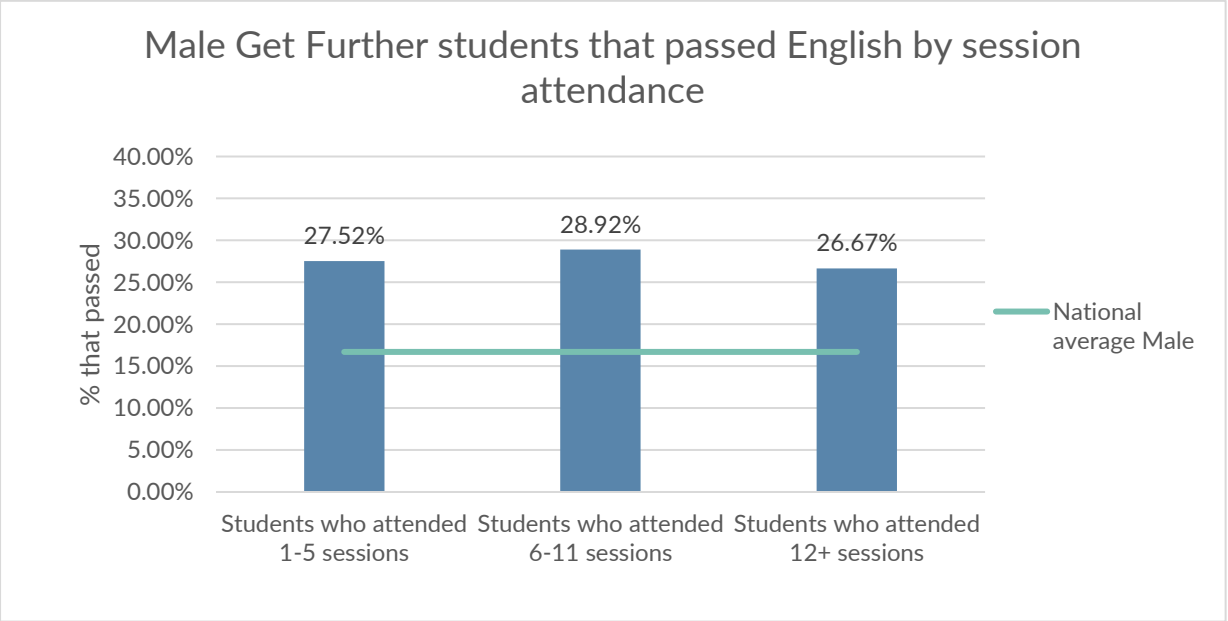

Figure 18: Sample sizes, 1-5 sessions = 149, 6-11 sessions = 83, 12+ sessions = 60, national average = 80,366

In maths, for students that attended a term of sessions the difference was also slightly larger for female students, who achieved a pass rate 13.67 percentage points higher than the national female average. Male students who attended a term of sessions achieved a pass rate 12.2 percentage points higher than the male average. Both results were statistically significant with p-values of 0.00 for female students and 0.01 for male students.

Interestingly, female students did not see the same difference in their social & emotional skills, perhaps suggesting that there is less of a link between S&E skills and GCSE outcomes for female students.

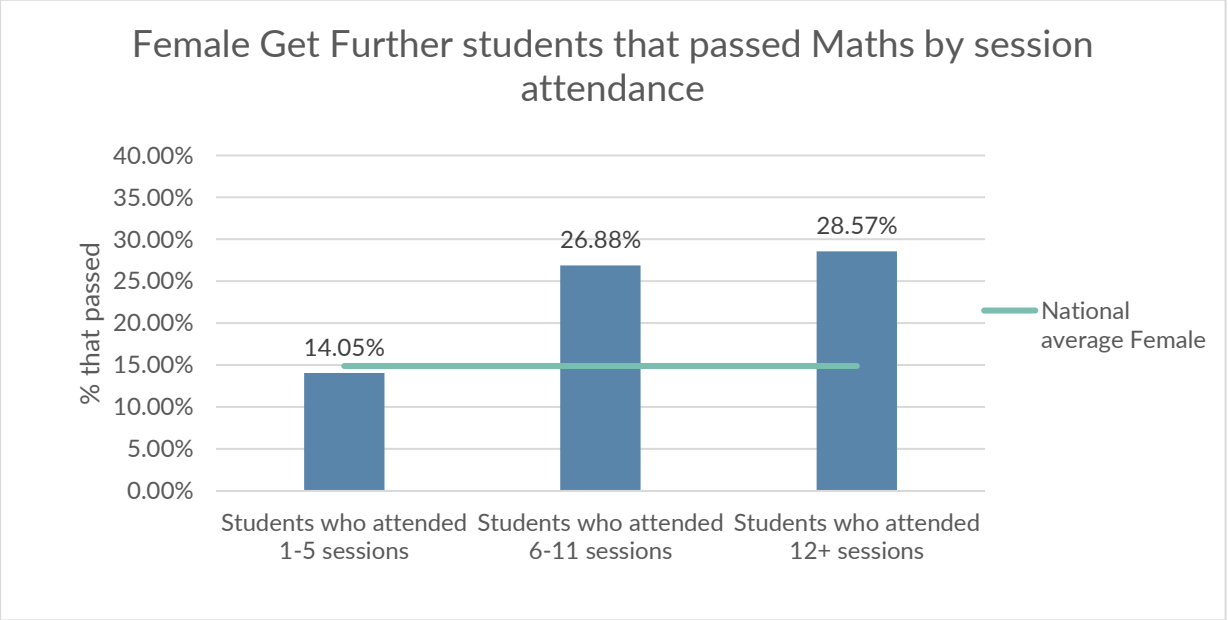

Figure 19: Sample sizes, 1-5 sessions = 185, 6-11 sessions = 93, 12+ sessions = 70, national average = 85, 343

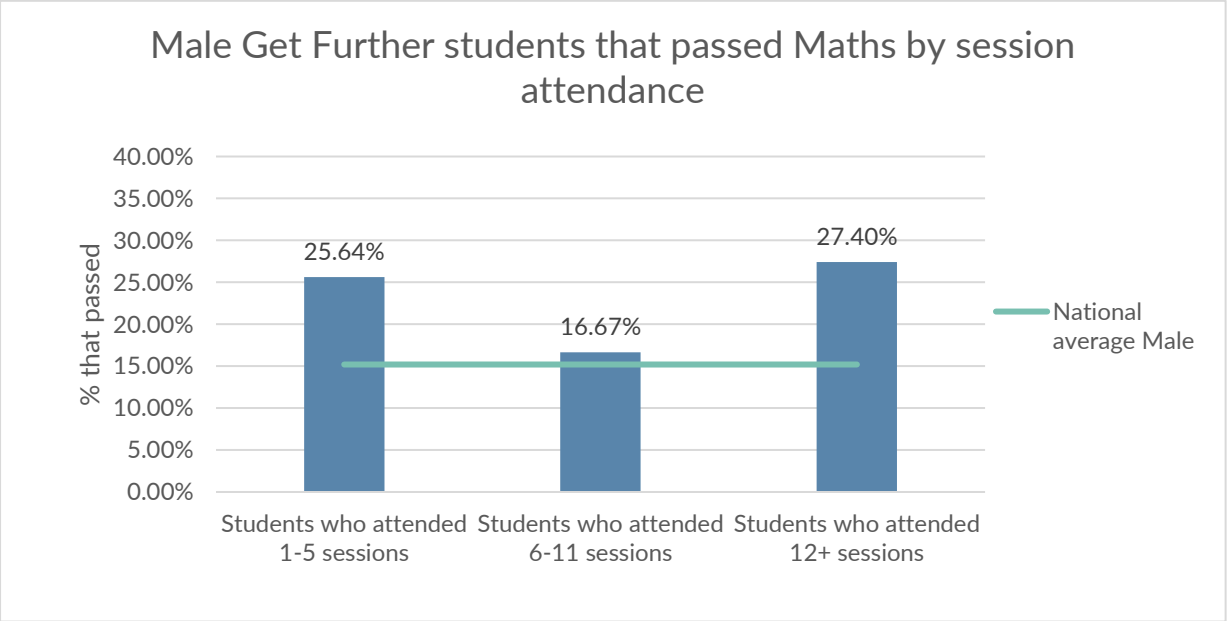

Figure 20: Sample sizes, 1-5 sessions = 117, 6-11 sessions = 78, 12+ sessions = 73, national average = 80,453

6. Conclusion and next steps

This interim report suggests that the Get Further resit programme has a **positive association with improved GCSE resit outcomes** in English and maths, along **with improvements in students' social and emotional** (S&E) skills. The findings suggest that small group tuition in English and maths can support students with gaining GCSE qualifications.

Findings consistently show that **students who attend more Get Further sessions achieve higher pass rates,** and the Get Further cohort have **a higher pass rate than the national average**. Students on average also saw an increase in their motivation, confidence and learning strategies and a decrease in their test anxiety. Subgroup analysis showed that disadvantaged students, male students, and students with EAL experienced greater gains in motivation and confidence compared to their peers.

Overall, the findings highlight a number of potentially positive impacts of Get Further tuition in improving academic and personal outcomes for students. As mentioned previously, ImpactEd Evaluation will continue to work with Get Further to evaluate the impact of its work which will enable more definite causal claims to be made.

In particular, in 2024/25 we will conduct a second evaluation. This evaluation will replicate many parts of the 2023/24 evaluation, but will include a more **robust control group,** where we can control for several different factors including prior motivation and demographic factors. In the 2024/25 evaluation, we will also investigate **tutor outcomes** and how these might correlate with student outcomes.

7. Appendix: Detailed Methodology

Participating student data

When comparing pre- and post- results, we use matched data. Using this data, we first calculate the change between pre- and post- at an individual level, before looking at group level change. This means that when looking at pre- and post- data, we only use data from students where we have results at the two timepoints, for example, both prior GCSE and resit GCSE grades.

Comparator group data

Some colleges were able to share data from students who resat their English and maths GCSEs but did not participate in the Get Further programme. Throughout this report, these students are referred to as the 'comparator group.' In the initial Evaluation Framework, we hoped to match these students on their prior GCSE grade and different demographic factors. However, due to the limited amount of data that colleges were able to provide for comparator group students, this hasn't been possible. To control for some variables, we only compare students in the comparator group with students in the same college, although it is important to note that there are limitations to this approach (more details in the limitations section).

GCSE Data

Prior grade data was collected in two ways: colleges were asked to provide this data, and students were also asked their prior GCSE grade when they registered their interest in a Get Further tuition programme. For the small number of students, where there was inconsistency between the college reported grade and the student reported grade, the grade that was used in this analysis was the college provided grade. This is due to previous experiences from Get Further where they have reported that colleges are typically more accurate in providing this prior grade data than students.

To analyse change in grade data between initial GCSE and resit GCSE, it was important that all data points from colleges were consistent. For example, some students sat Functional Skills Exams (rather than GCSEs) as their initial exam and so these grades needed to be converted into GCSE equivalent grades.

In order to do this, we used the same system as the Department for Education, where passes in 'stepping stone' qualifications are converted to GCSE equivalent grades e.g., a Functional Skills Level 2 Pass, is the equivalent of a 3.5 grade in GCSE.[21] For students that received a U in their initial or resit GCSE, this was converted to a 0. For students that had their initial grade data from prior to when GCSE grades were converted to numbers (when GCSEs were graded with letters), these were again converted using the Department for Education recommendations so that all students had numerical prior and final grades.

[21] 16 to 18 accountability measures: technical guidance – p.115

Demographic data

Demographic data from students was also collected directly from the college and the student 'registration of interest' form. In this case, in the small number of cases where student and college data differed, the student data was taken as the final data. For some students, their self-reported gender and gender noted by the college differed, but we thought it was important that we used the student's self-reported gender. In this report, we only break down the data by female and male genders. Some students shared that they were nonbinary, however this sample was very small, so it has not been included in this analysis.

Throughout this report, we refer to 'disadvantaged students.' Disadvantage is a complex term and has no uniformly agreed definition, as many factors can impact a person's relative advantage in different ways. In this report, when we refer to disadvantage, we are specifically focusing on socio-economic disadvantage. Students will be noted as disadvantaged if they qualify with either of the three following criteria: they were previously eligible for Free School Meals, they are in receipt of benefits, or their postcode is in the bottom 30% (1-3) of IDACI postcodes. IDACI (the Income Deprivation Affecting Children Index) measures the proportion of all children aged 0 to 15 living in income deprived families and is calculated by the UK government.

Colleges and students were also asked to provide information on whether a student is living with a special educational need or disability. For those that noted they are, those students are referred to as students with SEND in the demographic breakdowns. Students were also asked if they speak English as an Additional Language. For those that do, they are noted as EAL students in the demographic analysis.

Programme data

In this report, we also look at outcomes broken down by programme size and tuition group size. Programme size means the total number of students taking part in Get Further tuition within one college. A small programme size means that less than 59 students in one college are taking part in the programme, a medium programme size is between 60-150 and a large programme size is over 150.

Tuition group size is calculated on the average number of students that attended a block of sessions. This means that the tuition group average size could be below 1, if that is the average number of students that have attended the tuition block. Tuition group size has been split into two groups: 0-2, and 2-4.

We also analyse outcomes broken down by the number of sessions a Get Further student has attended. These are again broken down into groups, with students grouped into attending 1-5, 6-11 and 12+ sessions. A term or more of sessions is classed as 12+ sessions.

College Data

Some colleges were able to share data on student attendance at college and student attendance at their English and/or maths lessons. Where this data has been provided, we have looked at the correlation between this and their attendance at Get Further sessions.

Only a small number of data points are available for this measure, so it should be interpreted with caution.

Comparator group

As mentioned previously, some colleges were able to provide outcome data on students that did not take part in the Get Further programme. With this data, we have been able to compare outcomes for Get Further and non-Get Further students in the same college. Rather than comparing all Get Further students with the comparator group of students, we have compared the comparator group only with students in their same college. Whilst we have been unable to control on prior grade data and demographic data, this factor can control for the education that students are receiving at their college.

Only final grade data is analysed for with the comparator group, and we have not broken this down by demographic subgroups as this data was not available with a large enough sample in the comparator group.

Social & emotional measures

Participating Get Further students were asked to respond to a survey prior to and after their participation in the tuition. This survey asked questions about the following social & emotional measures: motivation, confidence, learning strategies and test anxiety.

These questions are modified from the Motivated Strategies for Learning Questionnaire (MSLQ)[22], which is an academically validated survey. All measures are scored on a Likert scale of 1-7, and 7 indicates a higher presence of the specific measure i.e., motivation. Therefore, with the test anxiety measure, we would be hoping for this measure to reduce, but would hope to see all other measures see an increase over time. In a similar vein to baseline and final outcome data, when looking at change over time, we only look at students with both a baseline and final score for the social & emotional measures. This means that we are comparing the same group of students at baseline and final.

National data

In the final section of the report, we are able to compare Get Further student outcomes with national data. This national data comes from the Joint Council of Qualifications' (JCQ) report published on 22nd August 2024, looking at GCSE outcomes for post-16 students in England.[23] The data included in this national report is the average for male and female 17-19 year olds in English and maths in August 2024. No national data is provided for students who have identified as non-binary. The JCQ have also provided information on how this data breaks down by gender, and so this has also been compared with Get Further male and female student outcomes. JCQ data uses student ages when results are released (i.e., August 2024), so this age grouping corresponds with the ages of the vast majority of Get Further students, other than 16 year olds with birthdays in late August.

[22] Motivated Strategies for Learning Questionnaire (MSLQ) | STELAR - STEM Learning and Research Center

[23] Post-16-England-GCSE-English-and-Maths-summer-2024.pdf

Effect sizes

Where possible and relevant, we have calculated effect sizes in this report. An effect size is a way to quantify the difference between two groups. A p value will state whether there is a statistically significant difference between two groups, whilst an effect size will indicate how large that difference is, and its practical relevance. A large effect size means that a research finding has practical and real-life significance, while a small effect size indicates limited practical impacts. The EEF notes that an effect size above 0.45 typically has a high effect, one above 0.19 has a moderate effect and below 0.18 is a low effect size.[24]

Timelines

Baseline data for this evaluation was collected prior to students' participation in the Get Further programme (i.e., their GCSE grade prior to participation from August 2023, and they responded to the S&E survey at the beginning of the tuition programme in Autumn 2023). Students completed the second round of surveys at the end of the tuition programme in Spring 2024, and GCSE outcome data from August 2024 was provided by colleges in the Autumn term of 2024.

[24] Teaching and Learning / Early Years Toolkit Guide

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hello@impacted.org.uk

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