

Theory of Change



THE CHALLENGE

English and maths are key 'gateway qualifications' for accessing higher education, apprenticeships and employment.

Every year, over 200,000 16-year-olds don't pass GCSE English or maths at school. This means one in three leave school without these qualifications, increasing to one in two for those from disadvantaged backgrounds.

Only one in four of those who did not pass GCSE English and/or maths at school, go on to pass these qualifications by the age of 19.

Without these qualifications, a young person is nine times more likely to be Not in Employment, Education or Training (NEET) when they leave school (1).



OUR MISSION

Get Further exists to support students in further education from disadvantaged backgrounds to secure gateway English and maths qualifications that unlock opportunities.

To achieve our mission, we supporting learners resitting GCSEs or working towards Functional Skills Qualifications

in English and/or maths via small-group tuition. We particularly focus on supporting students from disadvantaged backgrounds (2).

We also support teachers delivering GCSE English and maths in post-16 education with resources and training.



WHAT

FOR STUDENTS Resit Tuition

High-quality, small-group tuition, delivered by subject specialist tutors using Get Further's curriculum.

FOR STUDENTS Functional Skills Tuition

FOR TEACHERS Resit Resources and Training

High-quality training and bespoke materials to support teachers and improve classroom delivery.

HOW

- Students attend a full programme of sessions.
- Motivated, qualified and high-quality tutors deliver the sessions.
- We assess student engagement, motivation, confidence and performance regularly, allowing us to tailor tuition sessions to student need and adapt programme delivery.

- Teachers are trained and supported to provide consistent, high-quality and effective classroom delivery.
- We assess student engagement, motivation, confidence and performance regularly.

TO ACHIEVE

- Students develop greater subject matter knowledge and can answer more complex problems.
- Students who attend a term of sessions achieve a pass rate significantly higher than the national average in English or maths.
- Students' motivation, confidence, self-efficacy, and test anxiety all improve.

- Partners using our resources and training increase their GCSE pass rates significantly above the national average.
- Students' motivation, confidence, self-efficacy, test anxiety all improve.
- Teachers' confidence and expertise are enhanced".

OUTCOME

- **Improve pass rates nationally.**
- Demonstrate innovation in pedagogy and curriculum, positively influencing FE teaching practice.
- Improve the evidence base for FE interventions.
- Unlock additional funding that benefits the students we support.
- Highlight the importance of gateway qualifications and the potential of the students we support.

1. Aligning DfE criteria, this refers to the background of any student who meets one or more of: living in the 30 per cent most deprived deciles in the IMD analysis; currently/previously in receipt of free school meals; currently/ previously in receipt of benefits; currently/ previously looked after or in care.

2. 7.1 per cent versus 0.8 per cent, from The Nuffield Foundation (2021), 'Moving on from initial GCSE 'failure'.