

# Supporting the most able

Conor Ryan

Join the Dots Conference

UWE conference centre, Bristol, 6 June 2016



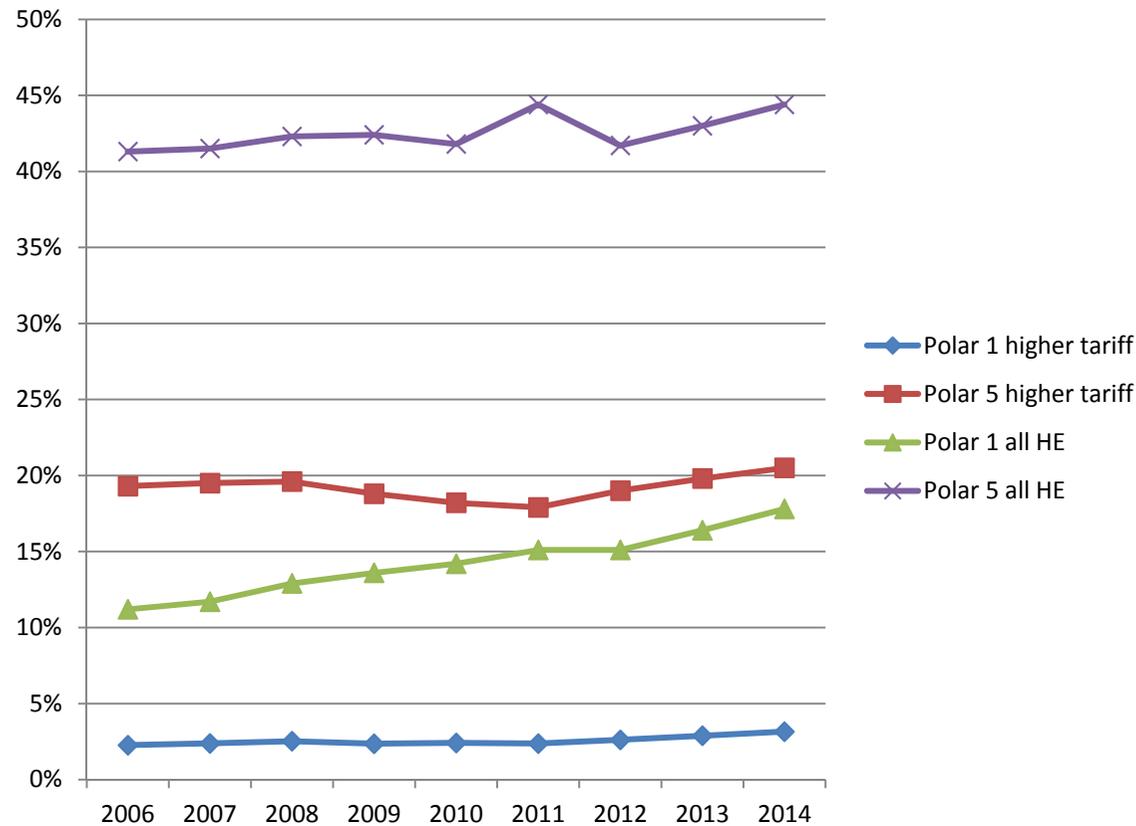
# Sutton Trust



- Improving social mobility through education
- Work from early years to access to university and the professions
- £50m spent over 19 years
- Funded 100s of projects reaching 10,000s of pupils and students, plus over 170 research studies, from early years to professions
- ‘Do tank’ approach - evaluation, policy influence, leverage and scale-up
- Lead partner in Education Endowment Foundation, which has £135m Government endowment to improve results for disadvantaged pupils
- Since its launch the EEF has awarded £75 million to 127 projects working with over 750,000 pupils in over 7,200 schools across England.

# Our research: the access gap

8.5 fold access gap to top universities including Oxbridge, 6 fold to Russell Group, compared with 2.5 times gap for higher education generally

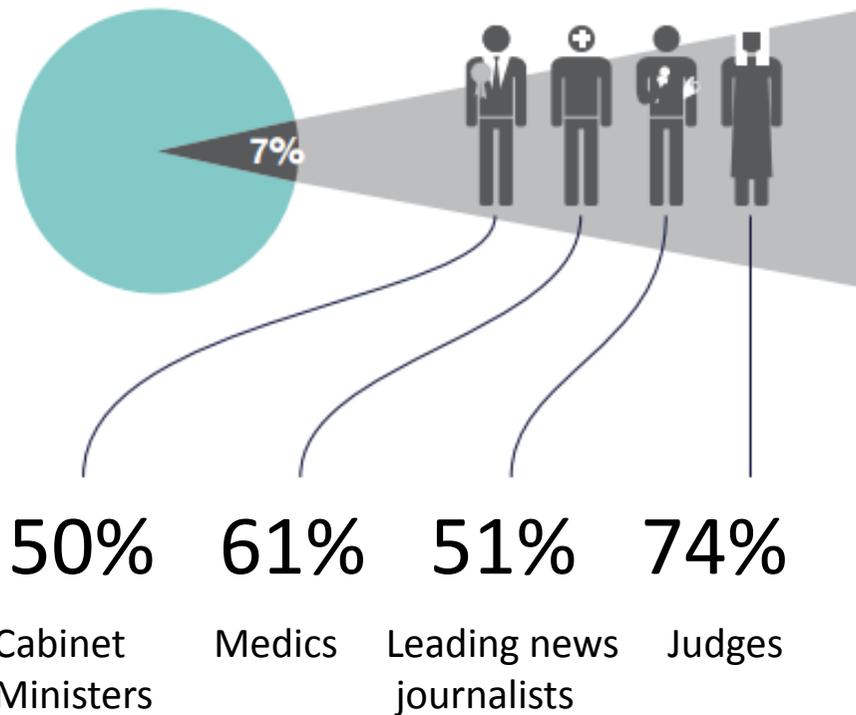


Source: UCAS End of Cycle Report 2015



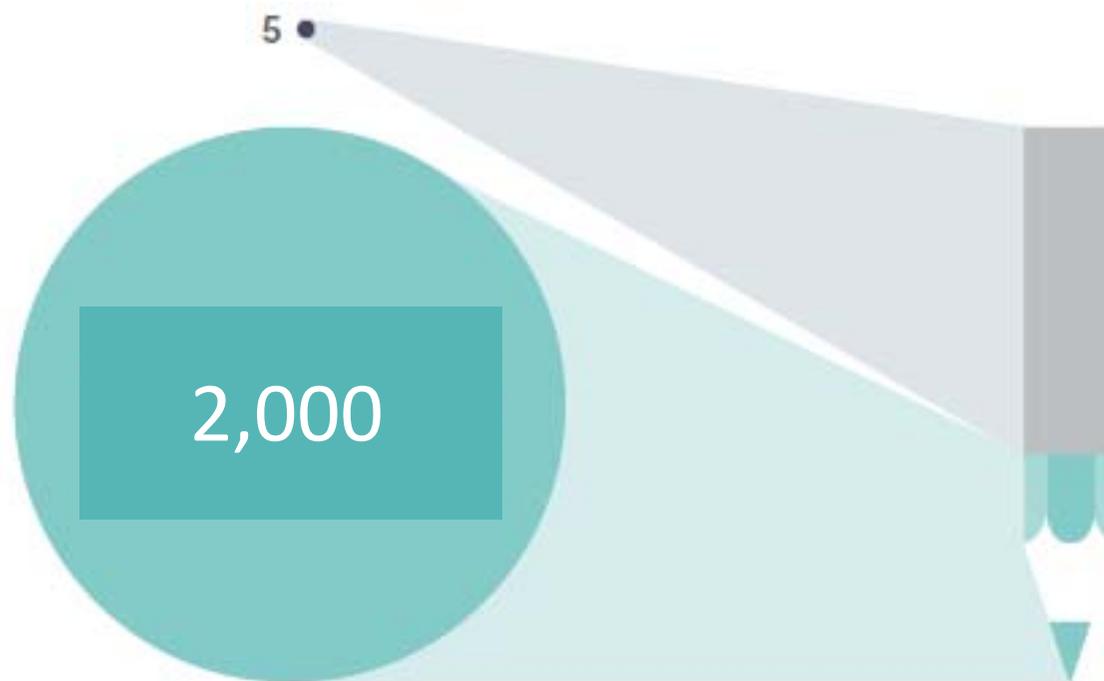
# Private school premium

Despite making up only 7% of the school population, pupils from independent schools are over represented in the country's professional elites...



Between the ages of 26 and 42, someone who attends an independent school will earn a total of £193,700 more than someone who attends a state school.

Five elite schools account for as many Oxbridge places at 2000 state schools/ colleges combined



Source: Sutton Trust Blog, <http://www.suttontrust.com/newsarchive/race-top/>

UK compares poorly internationally on maths and literacy at the top. Half OECD average in Maths. Biggest gap between rich and poor in reading.



*Source: Reading Gap (Jerrim, 2013)*

# Missing Talent

- 15% of highly able pupils who score in the top 10% nationally at age 11 fail to achieve in the top 25% at GCSE
- Boys, and particularly pupil premium eligible boys, are most likely to be in this missing talent group
- Highly able pupil premium pupils achieve half a grade less than other highly able pupils, on average, with a very long tail to underachievement
- Highly able pupil premium pupils are less likely to be taking GCSEs in history, geography, triple sciences or a language

# Subject to Background

- Bright but disadvantaged students were significantly more likely to go on to get four or more AS-levels when they had attended any pre-school, especially one of higher quality (rather than no pre-school) and where they had competent teachers and engaged in academic enrichment activities at home, such as reading or learning opportunities including family visits to museums and galleries, between the ages of 11 and 14.
- Bright but disadvantaged students were significantly more likely to go on to attain three or more A-levels when they attended a secondary school rated outstanding by Ofsted for the quality of its pupils' learning and where they experienced average or good levels of academic enrichment at home.
- Students who reported they spent significant amounts of time on homework daily in Year 11 were nine times more likely to get three A-levels than those who did no regular homework.
- Nearly twice as many advantaged as disadvantaged bright students are taking one or more of the A-level subjects seen as providing access to good universities.

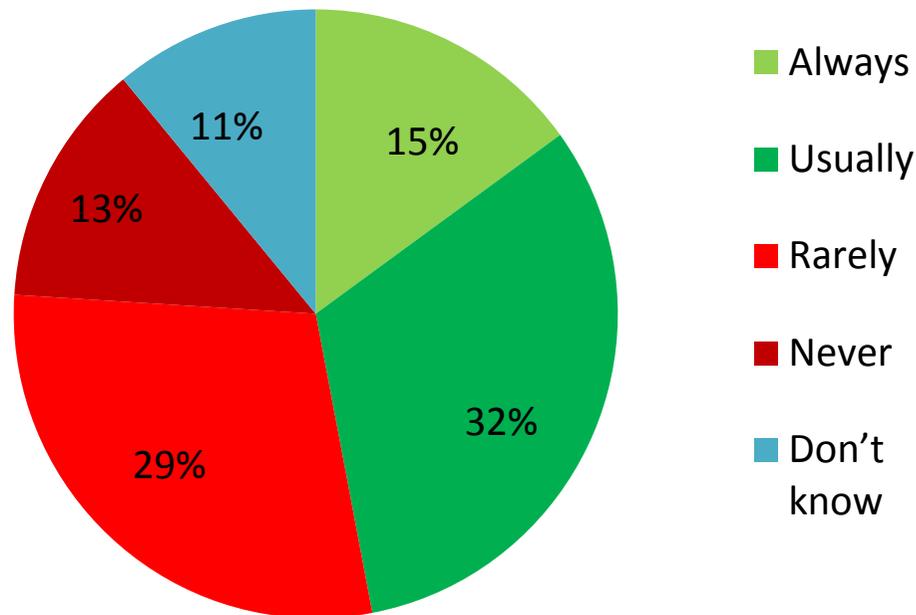
# Recent research

- White working class boys in disadvantaged areas – only 29% do A levels/L5 compared with 46% in affluent areas and 68% of richer boys (Background to success)
- Fewer than one in fifteen (6%) of new graduates who move to London come from the most disadvantaged fifth of UK local authorities. This contrasts to 42% that come from the most advantaged fifth of UK local authorities.
- 44% of the London pupils surveyed reported having ever received private or home tuition, compared with 22% of those attending schools outside the capital.
- On personal statements, less than a quarter of students' statements were graded the same by teachers as universities (N=44)
- Higher apprenticeships at level 5 result in greater lifetime earnings than undergraduate degrees from non-Russell Group universities,



# Our research: teacher attitudes

- 42% teachers in state secondary schools say they would rarely or never advise academically-gifted pupils to apply to Oxbridge



Source: NFER Teacher Voice Survey 2014. N=561

# Sutton Trust Summer Schools

- Sutton Trust summer schools 2016
  - UK **over** 2000 students at **11** top universities incl Cambridge and Bristol. Week-long residentials
  - US 150 students at Yale, MIT with day at Harvard
  - UK 76% go to Russell Group
  - US over 170 students have already gained full scholarship places worth \$225k each

UK programme 2017 from January

US programme 2017 from November

<http://summerschools.suttontrust.com/>

<http://us.suttontrust.com/>



# Teacher summer schools

- Schools with limited experience of sending pupils to Oxbridge and top unis
- 400 teachers a year at Bristol, Cambridge, Oxford, Durham, UCL, St Andrews, Kings/Imperial/RVC
- Observe summer school subject sessions, academic seminars, university admissions advice.
- Funded places. Residential. Apply by June 8th
- New access champions for future



<http://www.suttontrust.com/programmes/teacher-summer-schools/>

# Sutton Scholars

- Two years academic support for highly able 11-16 year-olds in the top 10% at comprehensive schools and academies
- 650 places next year targeted on high FSM schools
- Working with Cambridge, Nottingham, UCL and Warwick
- Typical activities –
  - “discovery days” on topics from “Ancient Worlds” to “Mission to Mars”.
  - Residential seminar on the theme of London: Past, Present and Future.

<http://www.suttontrust.com/programmes/sutton-scholars/>



# Pathways programmes

- Long-term programme helping access to professions
- Law, Medicine, STEM, Banking, Coding
- Combines work experience at top firms with links to leading universities. Some undergraduate support and internships.
- Over 750 places a year
- Apply from August

<http://www.suttontrust.com/programmes/>



# Policies we'd like to see

- Teacher professional development entitlement
- Improved careers advice
- National gifted and talented/highly able fund
- Better co-ordination of access with new body
- More advanced and higher apprenticeships

<http://www.suttontrust.com/researcharchive/mobility-manifesto-2015/>

# The challenge to schools

- Are you tailoring provision for highly able students?
- Are you enabling them to do the subjects they need to go to top universities?
- Are you encouraging enough ambition in highly able students on choices?
- Sutton Trust may be able to help lift aspirations for your students.

[www.SuttonTrust.com](http://www.SuttonTrust.com)

Twitter: @suttontrust

