



Schools for Higher Education Programme

LIFT OFF Annual Report 2018/19

Mairi McKinnon
Programme Manager
2018-2019

Report contact: m.mckinnon@abertay.ac.uk

Host Institution: Abertay University

Chair of Programme Management Group: Kelly McIntosh, Director of Education, Angus Council

Chair contact: MckintoshK@angus.gov.uk

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1. Foreword & Report Summary

This report covers the activity carried out by LIFT OFF in 2018/19. LIFT OFF is a partnership organisation which works with schools within the Fife and Tayside region as part of the Schools for Higher Education Programme; supporting widening access.

2. LIFT OFF Aims and Objectives

The programme aims to increase progression to higher education from the 12 lowest progression secondary schools in Fife and Tayside; and to support high quality teaching and learning through access to learning, success in learning and progression from learning.

LIFT OFF will target support on those pupils who:

- have potential to achieve HE entry, but are at risk of not achieving this potential; or
- are achieving but don't recognise their potential for progression to higher education.

The aim of the project is to increase the numbers of young people from low progressing schools entering higher education at SCQF Level 7.

The project aims to achieve this by delivering a programme of activity that:

- brings together partners to deliver a collaborative programme that offers parity of esteem between higher education at college and university
- has tangible outcomes that could, over time, form the basis of progression agreements with partners
- supports attainment and transition in the senior phase of Curriculum for Excellence
- takes a learner centred approach to delivery that recognises the importance of developing and maintaining individual relationships with pupils and provides impartial guidance and support consistently throughout the programme

The accountability, governance and financial monitoring of the programme are the responsibility of Abertay University, as the lead institution for SHEP in Fife and Tayside and the host of the LIFT OFF programme.

3. LIFT OFF Schools & Partners

LIFT OFF works with 12 schools within the Fife and Tayside region, all of which receive the same level of support. These schools are outlined in Figure 1.

Not all pupils within LIFT OFF schools will receive support from LIFT OFF. The programme works with individuals who meet the LIFT OFF pupil criteria detailed in appendix 1; and have been identified by school staff members as having the potential to progress into higher education but may face certain barriers along the way. These individuals become core pupils who have access to the whole LIFT OFF programme. Appendix 1 details the newest LIFT OFF pupil selection criteria, referred to throughout the report.

Fig. 1- LIFT OFF Schools

Angus Schools	Dundee Schools	Fife Schools
Arbroath Academy	Baldragon Academy	Beath High School
Brechin High School	Braeview Academy	Glenwood High School
	Craigie High School	Levenmouth Academy
	St. Pauls RC Academy	Lochgelly High School
		Viewforth High School
		Woodmill High School

From 2019-2020, LIFT OFF will move from a targeted schools approach to a targeted pupil approach. This will mean supporting pupils across Angus, Dundee, and Fife; with future expansion into Perth & Kinross also planned, working with up to 42 schools. Building the foundations and planning for the expansion began during 2016/17 with the development of a robust pupil selection criteria which was integrated into 2017/18 delivery. Throughout 2018/19, LIFT OFF developed an enhanced delivery model to support the programme expansion. Supporting data which underpinned the model was reviewed independently by Dr Edward Sosu, University of Strathclyde and former Action & Inclusion Committee (AIC) member, to ensure validity. Following the review, LIFT OFF sought approval from both the Scottish Funding Council (SFC) and LIFT OFF Programme Management Group (PMG) members during 2018/19 to allow the programme to operate under a new delivery model, which would commence AY2019/20. Following approval, considerable effort was put into communicating and supporting this shift in delivery to LIFT OFF stakeholders during this reporting year of 2018/19.

Section 8 of this report explores this further.

As a partnership organisation LIFT OFF works alongside all the higher education providers within the Fife and Tayside region, as well as the local authorities. Our immediate partners are outlined in Figure 2.

Fig. 2- LIFT OFF Partners

Higher Education Providers	Local Authorities	Others
Abertay University	Angus Council	Skills Development Scotland
Dundee & Angus College	Dundee City Council	
Fife College	Fife Council	
SRUC		
The Open University		
University of Dundee		
University of St. Andrews		

LIFT OFF is also supported by Higher Education Institutions (HEIs) outwith the Fife and Tayside region, most notably Edinburgh Napier University, Heriot Watt University, Queen Margaret University, The University of Edinburgh and University of Stirling.

4. Programme of Activity

LIFT OFF works with pupils from S3 – S6, and beyond if they need further support. The programme of activity is made up of school based workshops, experiential events and one-to-one support. In addition to this LIFT OFF has been working hard to support the parents/carers of its core pupils, as well as teachers in school.

Figure 3 demonstrates LIFT OFF's programme of activity through the use of an infographic, whilst Figure 4 highlights the level of engagement and amount of interventions. More details surrounding LIFT OFF's programme of activity can be found in Appendix 2. This also summarises that LIFT OFF made a total of 15 referrals to Reach and 9 to ACES who provided subject specific guidance through the Access to High Demand Programmes (AHDP) delivery.

Fig. 3- Infographic detailing LIFT OFF's programme of activity

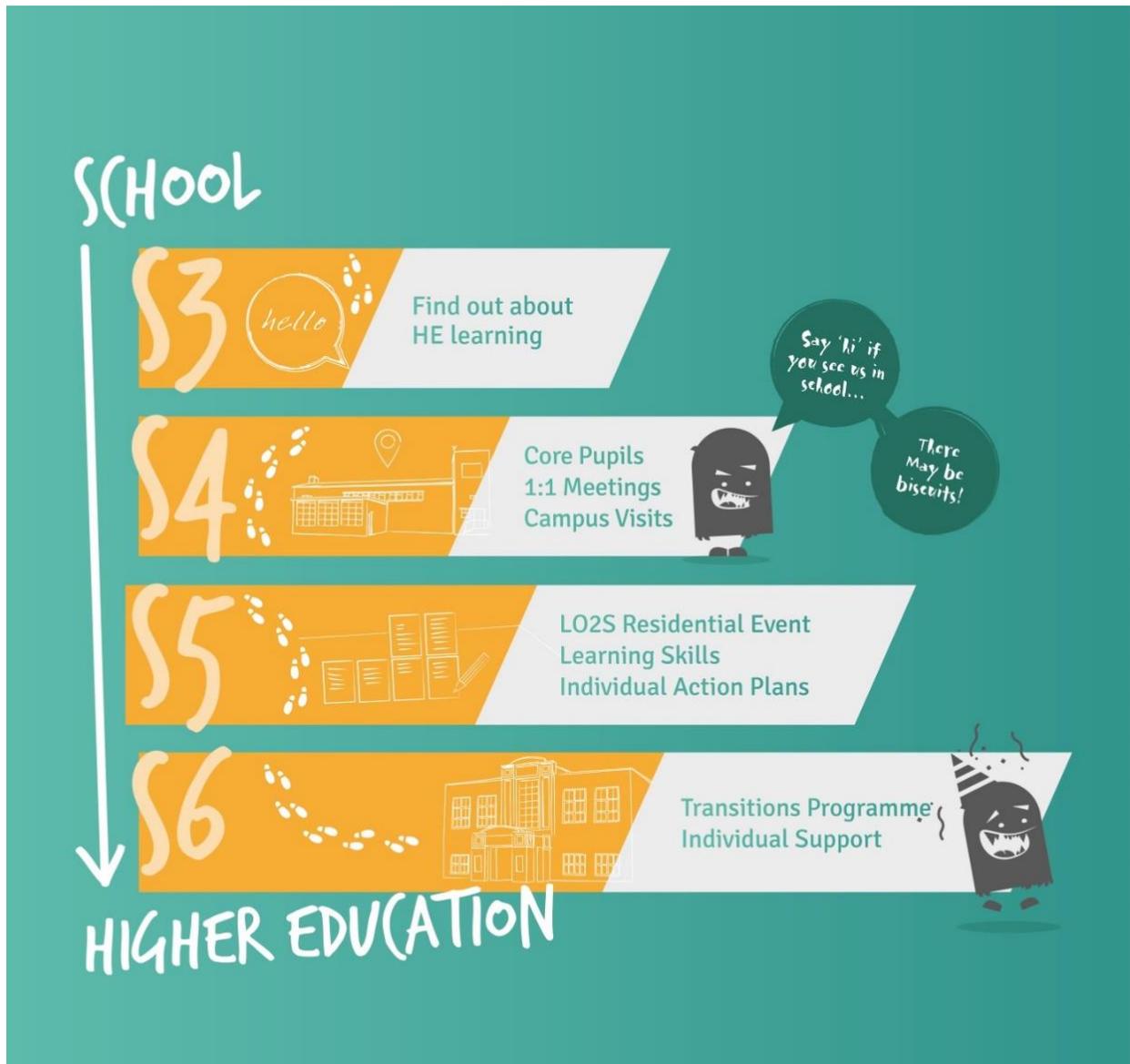


Fig. 4 – Summarised levels of engagement across year groups; and number of interventions.

Who for?	Type of Engagement	Number engaged	Number of interventions
S3	Aspiration raising, in school event	535	1
S4	Promotional workshops, campus visits & 1:1 meetings	184	4 (+ distance support)
S5	5 day residential (LO2S), promotional workshops, credit rated LIFT OFF Learning Skills programme (LOLS), campus visits & 1:1 action planning meetings with follow-ups	176	9 (+ distance support)
S6	In school workshops to include researching HEIs, applications & personal statements, accepting offers, time management and budgeting, plus personal statement checking service	372*	4 (+ distance support**)
Parents/Carers	Information evenings, SAAS presentation and LIFT OFF updates	360	3 (+ distance support)

* Workshops were open to all HE applicants in schools. Approximately 50% of attendees were LIFT OFF core pupils

** S6 distance support included personal statement editing guidance. 66 personal statements were submitted and received tailored feedback

5. Impact Made

The following section will explore the impact LIFT OFF is making in relation to its aims and objectives. Higher Education Progression Rate (HEPR) data will be reviewed for the LIFT OFF regions of Angus, Dundee and Fife. This data is supplied by Scottish Government on request. School Leaver Destination Return (SLDR) data for LIFT OFF's targeted cohort is analysed for the same purpose and is supplied by Skills Development Scotland (SDS) through a data sharing agreement.

Higher Education Progression Rate (HEPR) Data

Figure 5 demonstrates that trends in HE progression for LIFT OFF target schools are largely in line with the trends observed in regional HE progression rates. To highlight the impact of LIFT OFF school wide, each region has been explored separately in Figures 6-8.

When target core pupil HE progression rates are viewed in isolation, it can be seen that HEPR figures for this group are higher than both the school progression rates and the virtual comparators in all but one of the target schools (Figure 9), indicating that engagement with the programme could elicit HE progression rates well beyond school and regional expectations. This demonstrates that LIFT OFF continues to have a positive effect on HE progression rates, in-line with its aim to increase the numbers of young people from low progressing schools entering higher education at SCQF Level 7.

This is explored further in the next section – School Leaver Destination Return.

Fig. 5 – Overall progression rates to HE achieved within LIFT OFF target schools

	% Progression rate into HE								
	5yr Av (13/14- 17/18)	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
SCOTLAND	39.6	37	37	39	38	40	40	41	40
TARGET SCHOOLS	25.8	19	25	24	26	27	28	24	27
ALL ANGUS	37.2	34	39	36	35	37	40	38	37
ANGUS Target Schools	26.4	16	30	21	27	30	29	25	34
Arbroath Ac	22.6	12	28	17	23	24	22	27	33
Brechin HS	31.2	20	31	25	31	37	36	27	35
ALL DUNDEE CITY	31.6	30	32	32	35	31	32	28	35
DUNDEE Target Schools	24.4	19	23	23	28	23	27	21	24
Baldrigon Ac	22.8	15	17	17	32	26	21	18	21
Braeview Ac	22.6	15	14	22	27	20	25	19	18
Craigie HS	25	16	31	29	26	22	28	20	26
St Paul's RC Ac	24.2	24	26	18	24	19	33	27	30
ALL FIFE	36	34	35	37	35	37	35	36	37
FIFE Target Schools	28.6	22	25	27	24	28	28	36	26
Beath HS	24.2	20	23	27	25	26	26	17	29
Glenwood HS	30.6	32	33	32	24	40	28	29	23
Levenmouth Ac	N/A	N/A	N/A	N/A	N/A	N/A	23	27	21
Lochgelly HS	18.8	16	18	23	14	20	16	21	16
Viewforth HS	28.8	15	22	22	29	22	44	27	25
Woodmill HS	33.8	27	32	39	34	31	31	34	46

Fig. 6 – 4-year trend of HE progression rates (%) in Angus schools, including virtual comparator (VC)

	15/16	16/17	17/18	18/19	VC % of leavers to HE 18/19
SCOTLAND	40	40	41	40	
ALL ANGUS	37	40	38	37	
ANGUS Target Schools	30	29	25	34	
Arbroath Ac	24	22	27	33	27
Brechin HS	37	36	27	35	36
Arbroath HS	37	37	35	33	40
Carnoustie HS	33	41	56	40	45
Forfar Ac	37	42	33	33	32
Webster's HS	54	56	43	35	45
Montrose Ac	36	40	37	34	38
Monifieth HS	41	42	53	54	49

Fig. 7 – 4-year trend of HE progression rates (%) in Dundee schools, including virtual comparator (VC)

	15/16	16/17	17/18	18/19	VC % of leavers to HE 18/19
SCOTLAND	40	40	41	40	
ALL DUNDEE CITY	31	32	28	35	
DUNDEE Target Schools	23	27	21	24	
Baldrigon Ac	26	21	18	21	29
Braeview Ac	20	25	19	18	25
Craigie HS	22	28	20	26	32
St Paul's RC Ac	19	33	27	30	27
Grove Ac	57	49	46	57	51
Harris Ac	42	43	37	42	39
Morgan Ac	25	26	28	31	33
St. John's RC HS	36	32	27	34	35

Fig. 8 – 4-year trend of HE progression rates (%) in Fife schools, including virtual comparator (VC)

	15/16	16/17	17/18	18/19	VC % of leavers to HE 18/19
SCOTLAND	40	40	41	40	
ALL FIFE	37	35	36	37	
FIFE Target Schools	28	28	36	27	
Beath HS	26	26	17	29	38
Glenwood HS	40	28	29	23	25
Levenmouth Ac	N/A	23	27	21	28
Lochgelly HS	20	16	21	16	22
Viewforth HS	22	44	27	25	30
Woodmill HS	31	31	34	46	43
Auchmuty HS	45	33	38	35	39
Balwearie HS	48	43	41	49	40
Bell Baxter HS	42	38	42	28	38
Dunfermline HS	39	42	29	28	39
Glenrothes HS	41	28	51	45	31
Inverkeithing HS	48	43	42	45	48
Kirkcaldy HS	34	27	41	27	35
Madras College	50	48	50	55	51
Queen Anne HS	42	41	41	47	41
St. Andrews RC HS	39	37	40	36	34
St. Columba's RC HS	38	27	30	30	37
Waid Ac	51	49	49	42	44

School leaver destination return (SLDR)

Figures 9 and 10 illustrate the leaver destinations of LIFT OFF's 2018/19 targeted cohort of pupils. The figures highlight that the engagement LIFT OFF has with pupils raises their aspirations, and supports their transition into HE; consistent with LIFT OFF's overall aim.

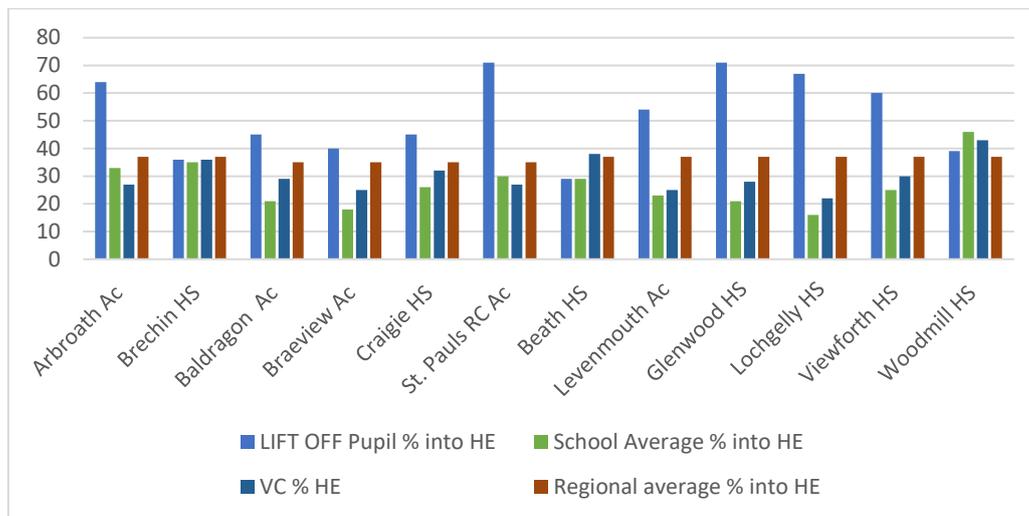
Progression rates into further education (FE), modern apprenticeship (MA) and to employment or other destinations have also been included for reference. "Other" includes statuses of economically inactive, unemployed, moved outwith Scotland and ill-health.

With the exception of Woodmill HS, the targeted LIFT OFF cohorts outperformed their school average progression rate data into HE. Woodmill HS HE progression data has jumped from 34% in AY2017/18 to 43% in AY2018/19, even outperforming their virtual comparator. It should however be noted that the LIFT OFF pupils within all LIFT OFF target schools are selected based on the pupil selection criteria outlined in appendix A. Pupils on the LIFT OFF programme therefore may experience disadvantage or come from underrepresented backgrounds, meaning 39% of LIFT OFF Woodmill HS core pupils have transitioned to HE when this may not have been a destination considered without LIFT OFF intervention. This is explored further in section 8 of this report.

Fig. 9 – SLDR data for 2018/19 LIFT OFF leavers; including HE progression rate comparisons with whole school cohort, virtual comparator (VC) and regional averages

	Total Number LIFT OFF of Leavers	% into FE	% into MA	% into Employment / Other	% into HE	School Average % into HE	VC % HE	Regional average into HE
Angus								
Arbroath Ac	28	11	14	11	64	33	27	37
Brechin HS	22	23	5	36	36	35	36	37
Dundee								
Baldrigon Ac	22	27	5	27	45	21	29	35
Braeview Ac	20	20	10	30	40	18	25	35
Craigie HS	22	36	0	18	45	26	32	35
St. Pauls RC Ac	21	19	0	10	71	30	27	35
Fife								
Beath HS	21	29	10	33	29	29	38	37
Levenmouth Ac**	37	35	3	8	54	23	25	37
Glenwood HS	28	14	7	11	71	21	28	37
Lochgelly HS	21	10	10	14	67	16	22	37
Viewforth HS	20	25	0	15	60	25	30	37
Woodmill HS	23	26	9	26	39	46	43	37

Fig. 10 – Visual representation of HE destination data for 2018/19 LIFT OFF school leavers; including school average, virtual comparator (VC) and regional average comparisons.



6. LIFT OFF Core Pupil Profile

To understand the general profile of LIFT OFF’s target cohort, Staying on Rates (SOR), postcode data and pupil views were reviewed. This review assessed the type of pupils LIFT OFF is working with in relation to national government objectives surrounding widening access to HE.

Staying on rates (SOR)

Figure 11 shows that 95.6% of LIFT OFF S4 core pupils chose to progress into S5 in 2018/19. This decision to stay on at school beyond their statutory leaving date demonstrates that LIFT OFF is effectively raising the aspirations of core pupils to consider that HE is a viable option after school.

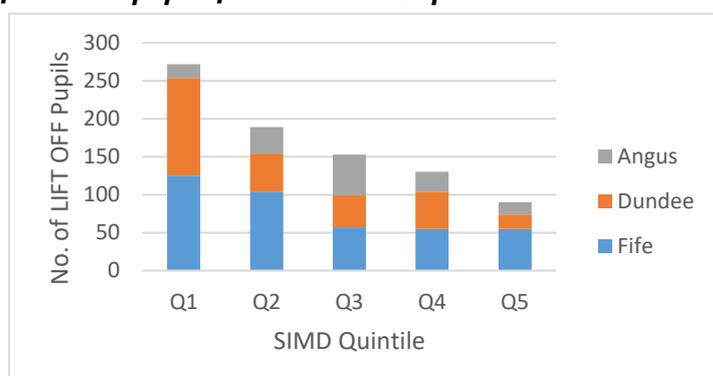
With Scottish Schools Online data sets being moved onto Insights, the Scottish Government online benchmarking tool, LIFT OFF has been unable to compare SOR with whole school cohorts due to not having access to Insights at this time. Data sharing agreements are being worked on and hope to be in place for future annual reports. However, by using public 2020 pupil census supplementary statistics, it can be calculated the national average SOR from S4 (2018) to S5 (2019) in Scotland was 87%. This shows the SOR for LIFT OFF pupils is 8.5 points higher.

Fig. 11 - Staying on Rates from S4 – S5 from 2018/2019 LIFT OFF core pupils

Core Pupil % SOR	
Angus	
Arbroath Ac	90
Brechin HS	100
Dundee	
Baldragon Ac	88
Braeview Ac	92
Craigie HS	90
St. Pauls RC Ac	92
Fife	
Beath HS	95
Levenmouth Ac	100
Glenwood HS	100
Lochgelly HS	100
Viewforth HS	100
Woodmill HS	95
Totals	95.6

Scottish Index of Multiple Deprivation (SIMD)

During 2018/19, LIFT OFF held accurate postcode data for 834 core pupils. This showed that 461 pupils (55%) resided in most deprived 20% and 40 % areas of Scotland (quintiles 1 & 2); with the remaining 373 (45%) reporting residency in areas represented through quintiles 3-5. This is illustrated in Figure 12. Engagement with this cohort, coupled with the LIFT OFF leaver destinations outlined in Figure 9, supports the First Ministers 2014 pledge - by 2030, 20% of all university entrants should come from the 20 per cent most deprived areas in Scotland; levelling the playing fields in terms of participation in university HE.

Fig. 12 – Number of LIFT OFF pupils from each SIMD quintile

SIMD lookup files are updated periodically to reflect the creation of new postcodes and changing levels of deprivation. For this report LIFT OFF has chosen to use SIMD2016; in-line with weighted data sets used by the SFC when conducting analysis on socio-economic status.

Throughout 2018/19 LIFT OFF has been embedding robust pupil selection guidelines to ensure support is targeted to those most in need. LIFT OFF’s pupil selection criteria includes SIMD, along with other factors that can be considered barriers to learning. These measures align with SHEP’s national framework as well as HEIs minimum access requirements (MER). They will be tracked and evaluated in future LIFT OFF reports, paving the way for programme expansion and pupil targeted delivery models.

7. Pupil Tracking Questions

LIFT OFF tracks how its core pupils feel about progression into HE post school. During 2018/19 it was able to track responses at 5 separate points throughout the core pupils LIFT OFF journey. This included when they first joined the programme in S4, the summer between S4 & S5 at the residential event LO2S (pre and post event), and pre and post completion of the credit rated programme element LOLS. Findings were clustered to identify changes in pupil confidence levels, HE aspirations, preparedness for HE and awareness of opportunities. Results are displayed in Figures 13 – 16.

The results show a marked increase in all of the measured areas, indicating that pupils self-reported levels of confidence, aspiration to enter into HE after school, preparedness and awareness of HE opportunities have all risen across the duration of their engagement with the programme. These results demonstrate that LIFT OFF is having a measurable, positive impact on target pupils who have sustained engagement with the programme, in-line with its core aims and objectives.

The full complement of tracking questions and unclustered results can be viewed in appendix 3.

Fig. 13 – Change in pupil confidence

Fig. 14 – Change in pupil aspirations in relation to HE

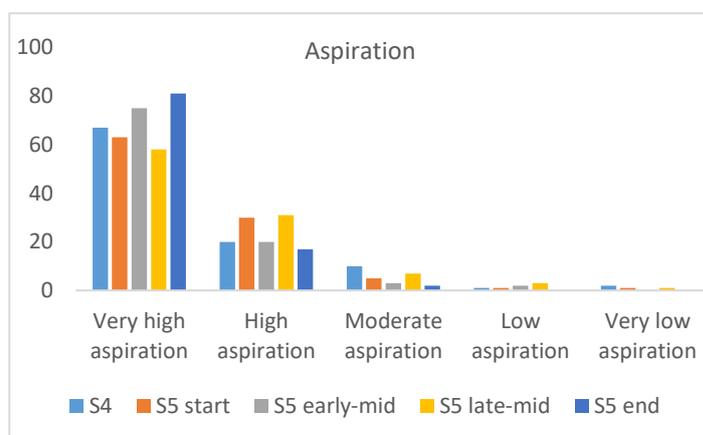
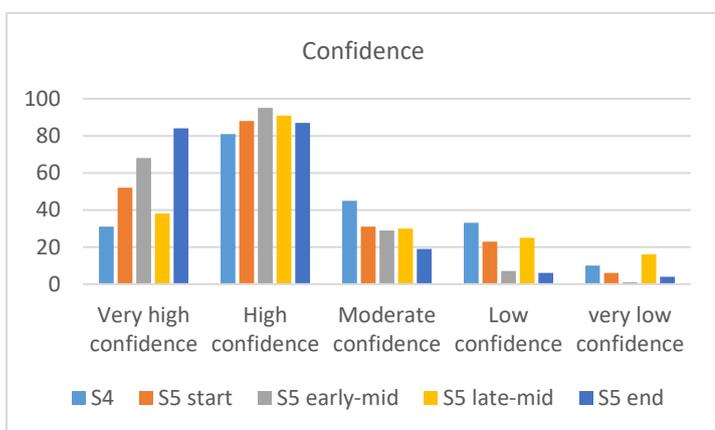


Fig. 15 – Change in pupil preparedness for HE

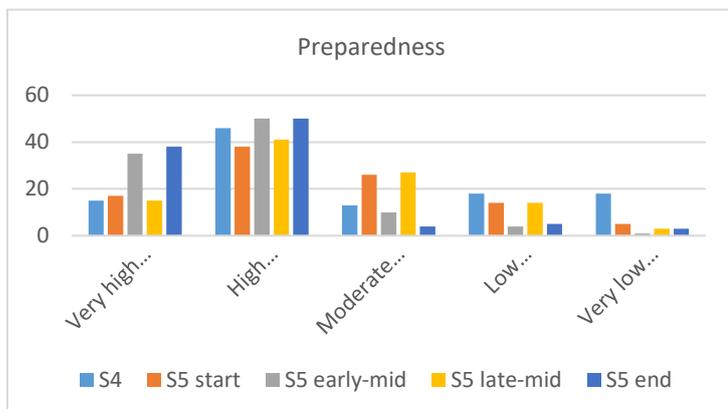
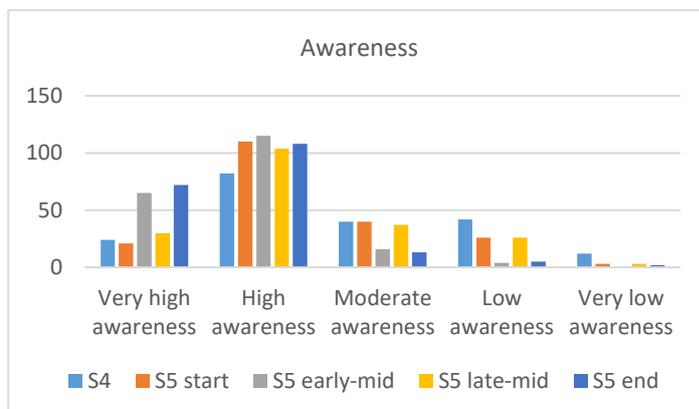


Fig. 16 – Change in pupil awareness of opportunities



Qualitative Data

The profiles below come from Abbie and Casey, both former core pupils of LIFT OFF who went on to become student volunteers with the programme. Each highlights the importance of LIFT OFF in their learner journeys and why they continue to engage with LIFT OFF.

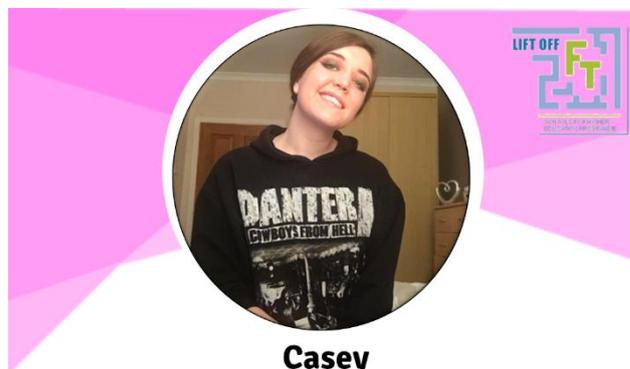


Abbie

Music—Aberdeen University

Secondary School:
St Paul’s, Dundee

“When I got into university I wanted to be a teacher. At school I kept changing my mind (and still do!) about what I want to do. I was lucky enough to be supported by LIFT OFF when I was at school through all of these difficult decisions - I had a rough time in S5 and ended up not getting the Higher results I needed, but LIFT OFF were so encouraging and kept me from giving up on getting into university. Seeing what LIFT OFF does and directly getting support from them was what made me want to volunteer and I’ve had an amazing few years with them.”



Casey

Animation—Dundee University

Secondary School:
Viewforth HS, Kirkcaldy

“I’ve been with LIFT OFF as a volunteer for about 4 years now and I used to be a core pupil with them too! (They just can’t get rid of me!). In all honesty, without LIFT OFF I probably would never have even considered university, thanks to them I was put in contact with ACES program which helped me build my portfolio for entrance into DJCAD. LIFT OFF really helped improve my confidence and gave me the necessary skills/experience for going in to HE. They were there for me when I ended up doing college for a year as I was rejected first time round from university. I really enjoy being a volunteer with them, in a way I feel I am returning the favour to them for helping me get to where I am today! Volunteering with LIFT OFF has definitely been one of the most ‘Up-Lifting’ experiences and I hope to stay with them for more years to come!”



8. Student Volunteers

LIFT OFF provides its pupils with the opportunity to meet and work alongside current HE students. This pairing is two-fold, providing role models for the pupils as well as professional development opportunities for HE students.

During this reporting year, LIFT OFF benefited from 105 volunteering hours from 22 students. These students developed their communication skills, time management, reflective practice and understanding of policy relating to young people; benefitting student employability post education. Their skills were developed through formal training plus their individual contributions in supporting external pupil events hosted by partner HEIs, facilitating pupil groups during in-school interventions, and promoting LIFT OFF at volunteer and education fairs.

Pupils benefited by accessing role models who broke down barriers associated with HE learning, provided them with information advice and guidance surrounding courses/HEIs and raised their educational aspirations.

9. Historical Review & Future Forecasting

The national Schools for Higher Education Programme (SHEP) was developed in 2010 to increase progression to Higher Education from schools with significantly low progression; whilst supporting the entitlements of the Senior Phase of Curriculum for Excellence as planned through 16+ Learning Choices.

For the period 2020 -2023 SHEP is broadening its remit from selected schools, to become a programme that seeks to support individual students who meet the eligibility criteria in all state secondary schools in Scotland. This will see LIFT OFF engaging with up to 42 schools, instead of its original 12, and offering provision in Perth & Kinross, in addition to its established regions of Angus, Dundee and Fife.

SHEP was originally tasked to work with target schools reporting a Higher Education Progression Rate (HEPR) of 22% or below. LIFT OFF target schools initially expressed a HEPR baseline of 17%. This was calculated via a 5-year average of HEPRs between 2006-2010, confirming support was targeted at the schools most in need.

HEPRs have increased in LIFT OFF target schools from 22% (2010/11) to 27% (2018/19). This demonstrates a 10-point increase from LIFT OFF's original baseline, highlighting the value and impact of the LIFT OFF programme in supporting the wider school population progression rates.

School Leaver Destination Rates (SLDR) have also been tracked for the core pupils which LIFT OFF works within its target schools. From the 2011/12 cohort, 34% of LIFT OFF core pupils transitioned

into HE. Figures have steadily increased over the years, with LIFT OFF's most recent published 2018/19 figures showing 53% of core pupils transitioning to HE. Each figure is notably higher than that of schools overall HEPR. This is testament to the relationships LIFT OFF builds with the young people it works with, the sustained continuum of engagement via a clear learner journey, as well as the maintenance and development of valued strategic relations with key stakeholders including HEI's, SDS and local authorities.

LIFT OFF has also demonstrated its consistent support to individuals from more deprived areas. 53% of LIFT OFF's 2011/12 cohort resided in Scotland's top 2 most deprived areas as indicated by Scotland's Index of Multiple Deprivation (SIMD) 20/40 banding. This figure has remained consistent with LIFT OFF's most recent 2018/19 review reporting 55% of core pupils residing in SIMD 20/40 postcodes. LIFT OFF does include additional measures to ensure barriers to learning are not only assessed via deprivation measures. These are outlined in appendix A and will be more extensively reported on in annual reviews from 2019/20 – 2022/23. However, given SIMDs standardised use within HE, it is important to demonstrate how LIFT OFF support has been targeted. Engagement with SIMD20/40, coupled with LIFT OFF's SLDR figures, supports the First Ministers 2014 pledge - by 2030, 20% of all university entrants should come from the 20 per cent most deprived areas in Scotland; levelling the playing fields in terms of participation in university HE.

Staying on rates from S4-S5 have also been tracked by LIFT OFF. The decision to stay on at school beyond their statutory leaving date demonstrates LIFT OFF is effectively raising the aspirations of core pupils to consider that HE is a viable option after school. Staying on rates have consistently improved over the years with 85% of LIFT OFF's 2010/11 cohort choosing to stay on at school, steadily rising to 96% in LIFT OFF's 2018/19 cohort.

LIFT OFF has transparently and consistently reported positive impact against strategic markers; a trend it will endeavour to continue in future programme developments. Steps have already been taken to ensure robust programme evaluation strategies moving forward, outlined in LIFT OFF's 2019-2023 Longitudinal Impact Measurement Strategy.

A number of strategic drivers have directed a change in direction for SHEP, with the most noticeable being a shift away from targeting schools with low progression into HE; with a movement towards targeting individuals in all schools.

In line with the SFC's School Engagement Framework (SEF)¹, throughout 2017/18 LIFT OFF began exploring a new delivery model to support programme expansion into all schools, targeting young people facing barriers to HE learning. This was approved during AY 2018/19 by the SFC and LIFT OFF's Programme Management Group (PMG). Phased expansion commenced in AY019/20.

¹ School Engagement Framework, Scottish Funding Council, AIC/18/21, pg. 6

http://www.sfc.ac.uk/web/FILES/committeepapers_14112018/AIC18_21_school_engagement.pdf

Measures were taken to ensure the model met key CoWA² recommendations, along with widening access recommendations³, and Skills Development Scotland meta skills⁴

A 3-tiered delivery model will be used to deliver provision to schools. Schools will be allocated a level of pupil support based on HE progression rate data and markers of deprivation. This will see a shift in the level of support for some of the programmes original 12 target schools. This approach will ensure that more support is targeted to areas experiencing higher levels of disadvantage in terms of accessing higher education; whilst not overlooking pupils who require LIFT OFF support in higher performing schools.

Measures of deprivation and attainment were taken into account when grouping schools into tiers. The measures included % of pupils claiming free school meals, % of pupils residing in SIMD20/40 areas, % of leavers progressing into Higher Education and % of leavers obtaining 2 or more SCQF level 6 qualifications or above.

Schools were allocated two scores to allow for clustering and allocation of support.

FSM/SIMD > 40 and HEPR/Attainment < 80

Schools who matched both conditions were allocated tier 1, schools who met one condition were allocated tier 2 and schools who met neither condition were allocated tier 3 support.

The data set was reviewed by Dr. Edward Sosu, Senior Lecturer and Research Director, School of Education at University of Strathclyde; confirming that the approach to clustering was sound.

LIFT OFF will embed data review timelines in-line with SFC priorities. If schools see a shift in provision, a phased adjustment in support is proposed to best support the core pupils already identified within the school. This allows for an assisted exit strategy for legacy pupils.

² A Blueprint for Fairness: Final Report of the Commission on Widening Access, Scottish Government, March 2016

<https://www.gov.scot/publications/blueprint-fairness-final-report-commission-widening-access/>

³ Widening Access to Higher Education for Students from Economically Disadvantaged Backgrounds, University of Strathclyde, September 2016

https://pure.strath.ac.uk/ws/portalfiles/portal/55895221/Sosu_etal_2016_widening_access_to_higher_education_for_students_from_economically_disadvantaged_backgrounds.pdf

⁴ Skills 4.0: A skills models to drive Scotland's Future, February 2018

https://www.skillsdevelopmentscotland.co.uk/media/44684/skills-40_a-skills-model.pdf

10. Summary of Income and Expenditure

Staffing	£
Core staff salaries	212479.77
LO2S temp staff	10646.54
LOLS temp staff	8472.78
Staff Travel	5907.06
Programme Delivery	
S3	345.57
S4	2465.32
LO2S	34475.44
LOLS	2111.8
S6	1,595.70
Running Cost	
Stationary & Marketing	5741.65
Rent & Hosting	8700
	292941.63

LIFT OFF is reporting a £32058.37 underspend during AY2018/19 reporting year. This was a result of a long-term staff absence. Consequently, LIFT OFF did not request a funding uplift of 10% during AY2019/20 to support programme expansion in-line with all SHEP programmes. This was outlined in SHEP's Strategic Funding Group budget uplift request submitted April 2019.

11. Appendices

Appendix 1 – LIFT OFF Pupil Selection Criteria

THIS IS

LIFT OFF

**PUPIL SELECTION CRITERIA
2019/20**

In order to target LIFT OFF support to individual pupils within each school, a robust pupil selection tool has been developed with support from Angus Council; and has been in used in schools throughout 2018/19.

The selection criteria used is aligned with the Schools for Higher Education Programme (SHEP); and markers used in national access programmes and contextualised Higher Education admissions.

CRITERIA

LIFT OFF Core Pupils will be targeted by their potential to achieve **at least two Highers by the end of S6** – allowing that young person to apply to HE (HNC or above).

They must then meet **at least one** of the following markers to access LIFT OFF support .

SIMD

LAC

FSM

ASN

ESOL

Young Carers

Subject to negative peer and/or community influence

Adverse family circumstance

Rural isolation

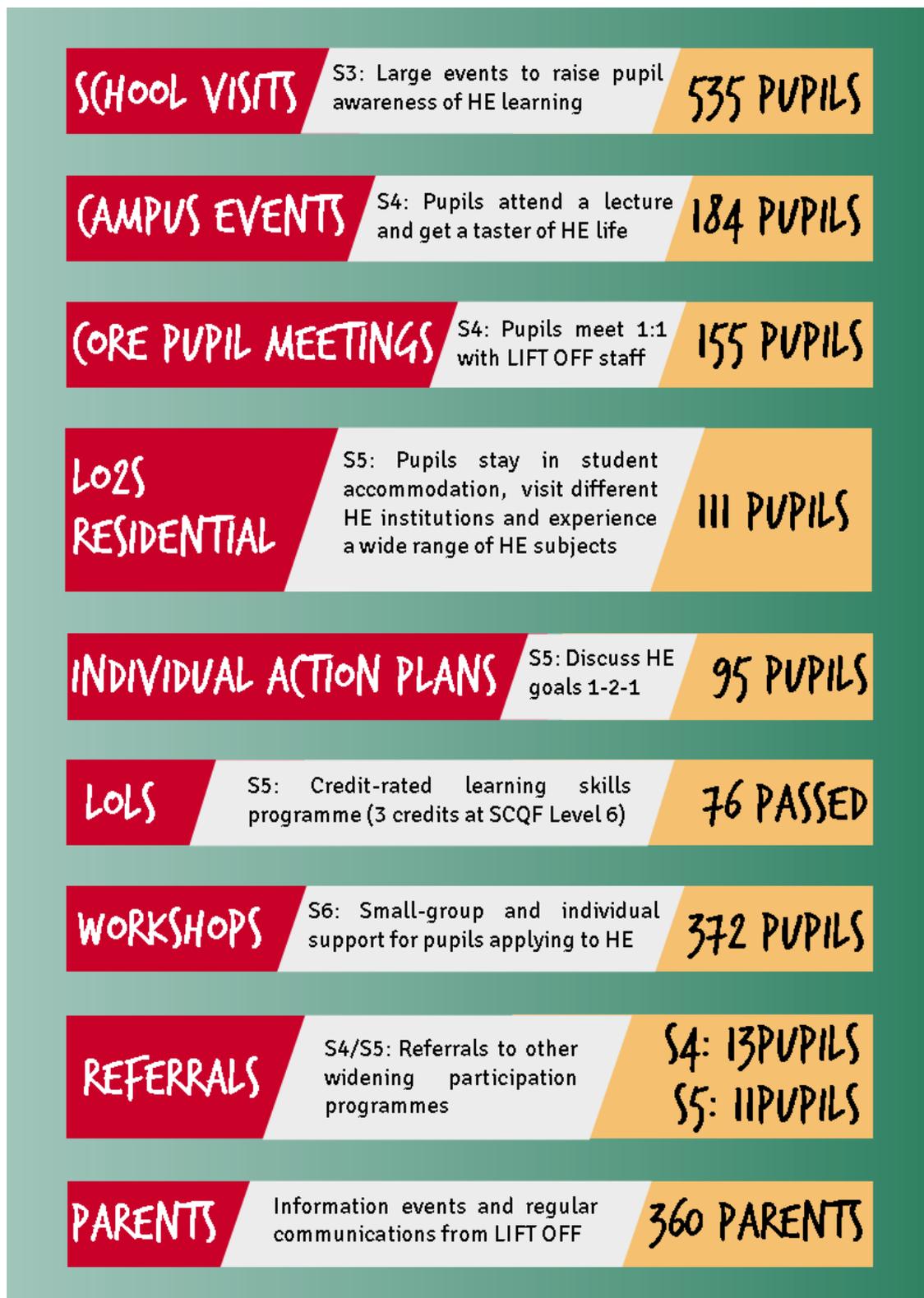
Little/no family experience of HE

Asylum seekers/refugees

Schools should confirm which markers have been met.

Pupils who meet the academic criteria and **two or more** of the markers listed above, may be entitled to additional LIFT OFF support. This will be assessed on an individual case basis.

Appendix 2 - LIFT OFF 2018-2019 Programme of Activity



Appendix 3 – Full tracking questions and responses

