



Leeds Trinity
University

Leeds Trinity University

Post-16 Summer School 2024-25

Implementation and Initial Outcomes Evaluation

Post-16 Summer School 2024-25

IMPLEMENTATION AND INITIAL OUTCOMES

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Executive Summary

Leeds Trinity University's Post-16 Summer School is an established programme supporting young people from underrepresented and marginalised backgrounds to access an authentic higher education (HE) experience. In 2025, we carried out an implementation and outcomes evaluation for the July 2025 summer school, drawing on survey data. In addition, this report contains progression details for students who participated in the July 2024 summer school.

Key findings:

- Summer school participants show increases in their perceived knowledge of HE and sense of belonging from immediately before to immediately after the summer school.
- The majority of summer school participants feel that the summer school is helpful in preparing them to make decisions about university, to progress to university, and in showing them what student life is like.
- The summer school is seen as an enjoyable experience, which supports participant confidence in making friends and adapting to university life.

Introduction

Leeds Trinity is a diverse and inclusive university, which welcomes students from all backgrounds and beliefs to create a transformational educational experience. As part of our commitment to social justice and enhancing opportunities, the University runs a residential Post-16 Summer School targeted at young people from groups underrepresented at our university and in higher education (HE). The summer school is intended to provide an immersive and supportive experience of higher education that can support successful progression into HE or, if participants choose otherwise, confident decision making about future steps in education. This Post-16 Summer School is part of our intervention strategy, recorded in our Access and Participation Plan 2024-5 to 2027-28, to support and encourage progression to HE for young people that experience high levels of intersectional disadvantage.

This report is our second covering outcomes and implementation of Post-16 Summer School. The previous report focused on implementation and short-medium term outcomes for the July 2024 Post-16 Summer School. This report covers short-medium term outcomes of the 2024-25 Post-16 Summer School, delivered in July 2025, and the progression of young people who participated in the July 2024 Post-16 Summer School. The Post-16 Summer School will continue to be reported on annually, building up a longer-term picture of outcomes.

Project Overview

Summer schools are an intervention that has been used extensively within the HE sector, with the aim of widening access to HE for underrepresented groups. Despite widespread use, there is limited evidence that summer schools impact on HE application rates, though there are some indications that they may have a small positive effect on how compatible students feel that HE is with their social identity (TASO, 2023). Recognising that summer school participants may be already considering HE and may make applications regardless of an intervention, we focus our summer school on ensuring that participants can feel confident in their decisions and prepared for HE. We also focus on ensuring that our Post-16 Summer School is targeted at young people from groups who are less likely to have had experience of higher education through their community or school, and where there may be greater anxiety about sense of belonging within HE.

The Post-16 Summer School runs for three consecutive days during the summer term and is primarily residential, with participants staying at university halls of residence at Leeds Trinity's Horsforth campus. Non-residential attendance is also offered as an option, with participants able to attend for days only or day and evening activity. All costs for the summer school, including travel from home, are covered for participants. Content over the three days varies each year but features a core of subject-specialist taster activities, HE information sessions, Leeds-based social activities, and a group project which participants present on their final day of summer school. During the summer school, participants are allocated to both study and social groups, with team building activities to encourage them to build relationships with their peers and with current students acting as group leaders.

Participants are recruited nationally via promotion in schools and colleges and complete an application form on the Leeds Trinity website. This application gathers information about personal characteristics and study interests which is used to select participants and allocate them to subject streams. Participants need to be in their first year of a level three qualification and fit at least one of the following criteria:

- Are the first person in their family to go to university;
- Have had studies disrupted by circumstances in their personal or domestic life;
- Have a disability, long-standing medical condition, learning difficulty, or mental health issue;
- Are a carer for a parent/guardian or sibling;
- Attend a school achieving below the national average at GCSE (Attainment 8 score);
- Live in a geographical area with low levels of progression to higher education (POLAR Quintiles 1 & 2);
- **Are a Care Experienced young person;**
- **Are estranged from their family;**
- **Are a member of the Gypsy, Travellers, Roma, Showmen & Boaters (GTRSB) community.**

As the summer school typically receives more applications than places available, applications are prioritised from students meeting three or more of the criteria above and/or meeting high priority criteria of being estranged, care experienced, and/or from the GTRSB community.

Aims of the Summer School

- Provide participants with an authentic HE experience;
- Support participants to develop a 'sense of fit' within HE;
- Develop participants' understanding of HE study;
- Enable participants to develop and practice skills relevant to HE success, including building peer relationships, navigating unfamiliar spaces, and working well with others;
- Support participants in making confident, informed decisions about their next steps in education.

2025 Delivery

The 2025 summer school ran between Tuesday 8th and Thursday 10th July. In total, 183 applications were received by the May deadline, with 80 places available. Seventy-one students arrived on day one, 100% of those who had confirmed their place. Two students left due to illness and two students were sent home due to safeguarding and behaviour issues. All participants chose to be resident, despite non-residential options being available.

The profile of these students is below, firstly in terms of selection criteria, and then in terms of demographic profile.

TABLE 1: SELECTION CRITERIA

Criteria	Percentage of participants
First in family to go to university	62%
POLAR Q1 or Q2	50%
Studies disrupted by circumstances in personal or domestic life	24%
Have a disability, long-standing medical condition, learning difficulty or mental health issue	18%
Attend a school achieving below the national average at GCSE	40%
Estranged	1%
A carer for a parent/guardian or sibling	3%
Looked after by local authority/care experienced	6%
Other (details given)	3%
Three or more of the above	27%

There was a slight decrease in the proportion of students who met three or more criteria as compared to 35% of participants in 2024. This does not appear to have come from a reduction in those meeting any specific criteria.

Following selection, applicants who were invited to attend the summer school were asked to provide further demographic details.

TABLE 2: PARTICIPANT CHARACTERISTICS

Participant Characteristics	Percentage of participants
Gender*	
Male	22%
Female	78%
Ethnicity	
Asian, Asian British or Asian Welsh	9%
Black, Black British, Black Welsh, Caribbean or African	14%
Mixed or Multiple ethnic groups	3%
White: English, Welsh, Scottish, Northern Irish or British	73%
Other ethnic group	1%

The demographic profile of students remained broadly similar to the 2024 summer school, with a slight increase in the proportion of female students and a small decrease in the proportion of mixed ethnicity pupils.

Eighteen academic strands ran during the summer school, with all participants taking part in two different academic strands, and between 3-17 participants in each strand.

- Biomedical Science
- Business
- Computer Science
- Criminology
- Children, Young People & Families
- Digital Media Production
- English
- Games Design
- Health & Social Care
- Journalism
- Law
- Nursing
- Philosophy, Ethics & Religion
- Photography
- Policing
- Primary Education
- Psychology
- Sport

In addition to academic content provided by Leeds Trinity academic staff, participants received workshops from external provider Talk the Talk on confident communication and presentation skills. On the final day, participants used the skills and knowledge developed throughout their academic and skills sessions to present their ideas for an app that could support potential students in their subject area. During the final day, participants also had a 1-1 information, advice and guidance (IAG) meeting with a member of Leeds Trinity staff. These sessions aim to support participants to identify their future education goals and any further support they might need.

TABLE 3: PROGRAMME SCHEDULE

	AM	PM	Evening
Day One	Arrival	Campus orientation	Off-campus social activities
Day Two	Talk the Talk workshop and academic taster session 1	Academic taster session 2	Off-campus social activities
Day Three	Group project and 1-1 IAG sessions	Group presentations and departure	

Evaluation Design

Evaluation design is based on the activity theory of change (see Appendix i) and Leeds Trinity’s principles of evaluation, which include reviewing ethical, proportionality, and feasibility considerations in any evaluation design.

Three methods were used in this evaluation:

1. A pre and post-event questionnaire (first and final day) for participants;
2. A post-event questionnaire (six months later) for participants, nominating teachers, and parents or carers;
3. Tracking applications to Leeds Trinity from summer school participants (2024 attendees)

In addition, reflections from delivery staff have been incorporated into this report to provide context for outcomes and future actions.

Questions used in the questionnaires were designed based on intended outcomes from the theory of change (Appendix i), questions deemed to be useful for practice taken from previous Post-16 Summer School questionnaires, and also included TASO’s Access and Success Questionnaire (ASQ) scales for sense of belonging and knowledge of HE (TASO, 2023). These questionnaires were anonymous, so only provide detail about the cohort as a whole, rather than the position of individuals or different groups.

Benefits and limitations

This evaluation assesses perceived outcomes to test our programme theory. The evaluation design supports in identifying some of the mechanisms that participants and their supporters feel have been effective in supporting positive outcomes, and allows us to explore whether the outcomes identified by summer school participants are also observed by their supporters (triangulation). These elements of the evaluation can help us to improve delivery of the summer school and support in developing future and more robust evaluation. However, it is

important to note that this evaluation cannot make causal claims of impact or provide comparisons to similar groups to strengthen our tests of perceived change.

Evaluation findings: 2025 Post-16 Summer School

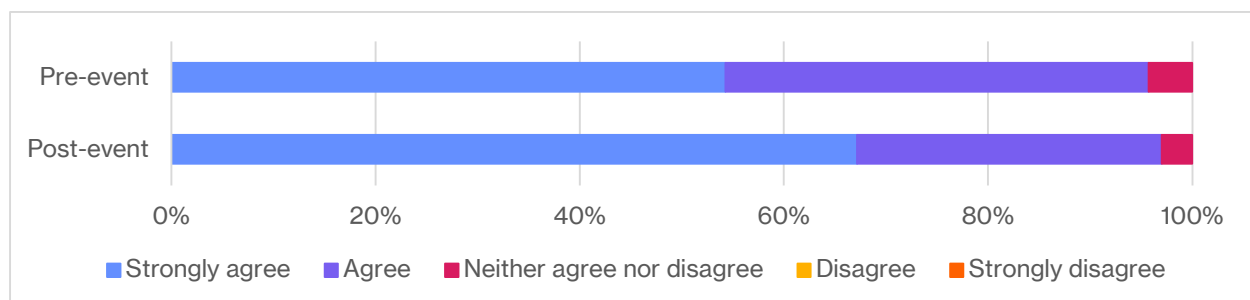
1. Pre-event and post-event questionnaires

On arrival, summer school participants completed a questionnaire which asked them to rate their level of agreement with 13 statements related to their future intentions, knowledge of HE, and sense of fit with HE. Seventy of the 71 participants completed the pre-event questionnaire. Before departure on the final day, summer school participants were asked to rate their agreement with the same 13 statements, using the same five-point Likert scale. Additionally, participants were asked to rate elements of the summer school and were asked free text questions about the best elements of summer school and whether it had changed how they think or feel about university. All remaining 67 summer school participants completed this post-event questionnaire.

1.1. Future intentions

The summer school is designed as an opportunity for participants to reflect on their decisions for the future. It is hoped that, through experiencing a taste of university, participants grow more certain in making an informed choice about HE. As noted earlier in this report, the majority of participants are already considering HE and use the summer school as an opportunity to explore that decision further. Figure 1 below shows how participant's views about applying to university changed before and after the summer school.

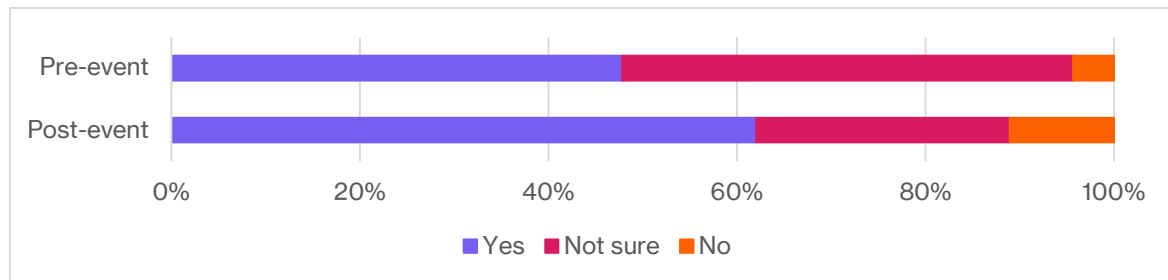
FIGURE 1: I AM THINKING ABOUT APPLYING TO UNIVERSITY IN THE FUTURE



Responses of “strongly agree” to the statement ‘I am thinking about applying to university in the future’ increased by 13 percentage points post-event. This increase appears to have come mostly from those who already agreed, with this becoming a more emphatic agreement by the end of the summer school.

Participants were also asked specifically about their intentions to apply to Leeds Trinity University specifically. After the summer school, there were increases in both those who intended to apply to Leeds Trinity (+12pp) and those who did not (+6pp), again suggesting that the summer school supports students in the certainty of their decisions.

FIGURE 2: FOLLOWING THE SUMMER SCHOOL, ARE YOU CONSIDERING APPLYING TO LEEDS TRINITY UNIVERSITY TO STUDY?



1.2. Knowledge of HE

As a practical experience of HE, the summer school is designed to provide an insight into both the social and academic aspects of university, so that participants feel that they understand what being a university student entails. This includes formal academic tasters, information sessions, and Q&A activities, alongside informal advice offered by student ambassadors.

Figure 3 shows responses to questions on knowledge of HE. In all areas, there was an increase in the number of respondents selecting “strongly agree” and a decrease in the number of respondents selecting “neither agree nor disagree” between pre and post questionnaires. No respondents selected “strongly disagree” to any questions in this section post-event. The greatest increases came in students feeling that they knew what studying at university would be like. For many participants, this is their main goal in attending summer school, so it is unsurprising that many arrive feeling uncertain in their knowledge of what university would be like.

Although the increases shown below are positive, not all participants feel that they developed knowledge of HE, with twelve students giving a neutral or disagree response to knowing what studying would be like or knowing how it is different to school/college. Comments from some of these respondents suggest that they would have liked more information about their specific course, which may explain their ratings below.

FIGURE 3: KNOWLEDGE OF HE

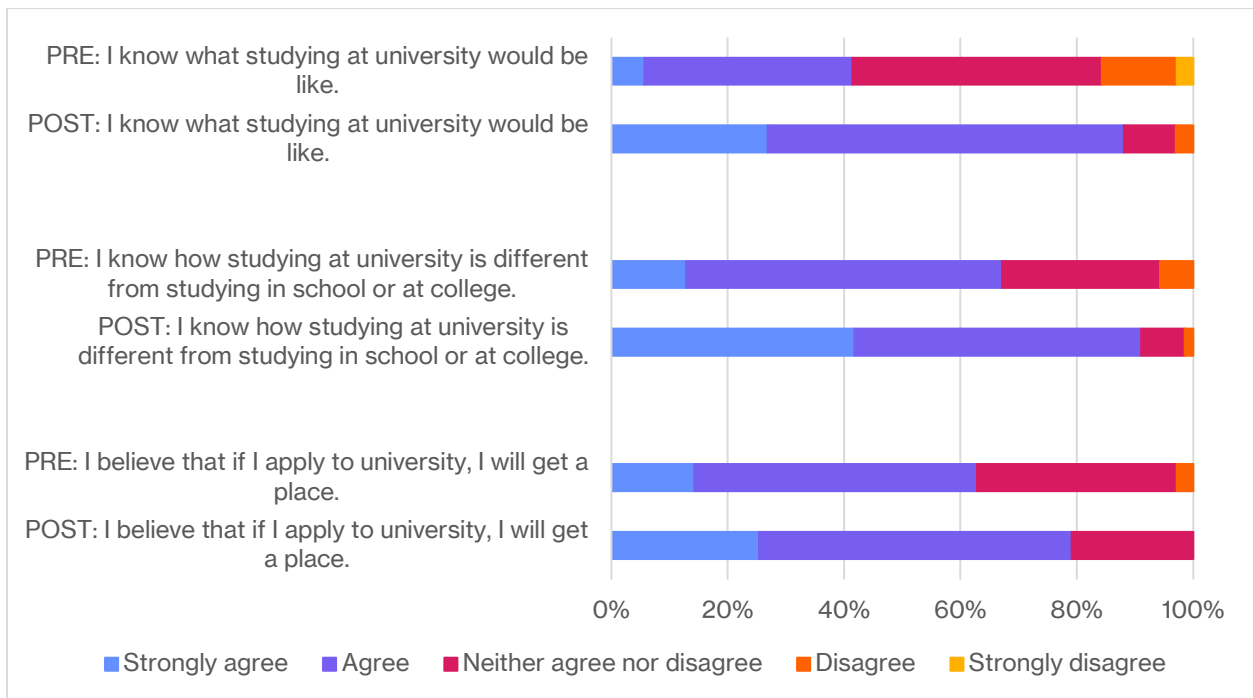
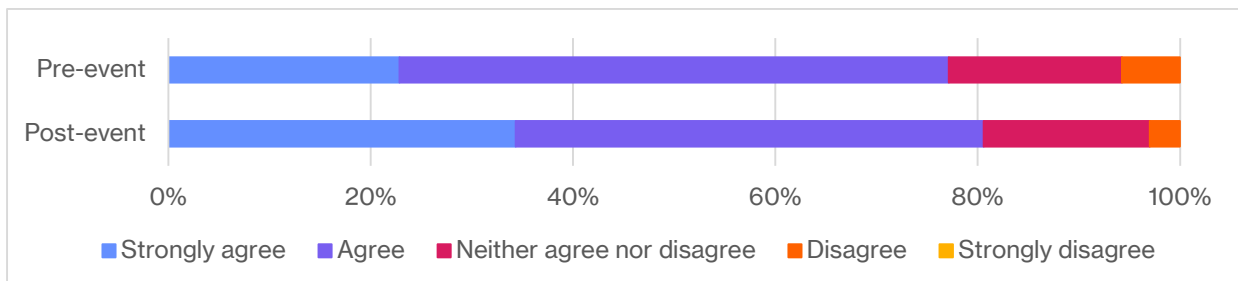


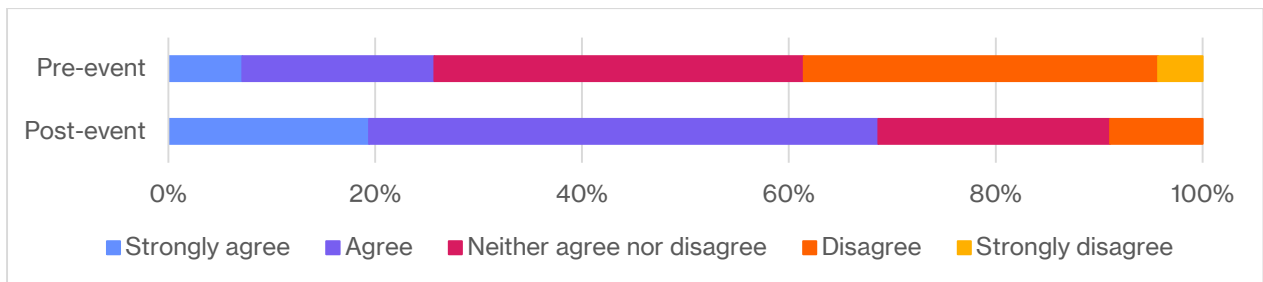
Figure 4 below shows a slight increase in those who feel more strongly about their ability to make decisions about HE that are right for them. This was relatively high from the outset, with only a small increase in positive responses over the summer school.

FIGURE 4: I FEEL ABLE TO MAKE DECISIONS ABOUT HIGHER EDUCATION THAT ARE RIGHT FOR ME



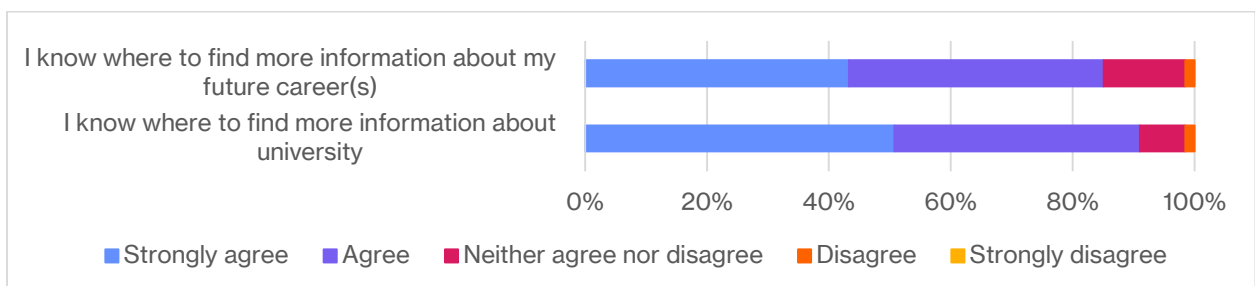
Although there was little change in respondent’s certainty around their ability to make decisions that are right for them, there were notable increases in those who felt that they had all the information that they needed. Figure 5 below shows a 12pp increase in those who strongly agreed and a 30pp increase in those who agreed. Additionally, no respondents disagreed with this statement post-event compared to 4% who disagreed in the pre-event questionnaire.

FIGURE 5: I THINK I HAVE ALL THE INFORMATION I NEED TO KNOW ABOUT GOING TO UNIVERSITY



Related to the questions above, participants were asked at the end of the summer school whether they knew where to find information relevant for decision making. The responses indicate that they majority did know where to find the information about careers and/or university that they may need, although nine respondents (13%) were neutral or disagreed with one or other of the statements.

FIGURE 6. INFORMATION FOR DECISION MAKING



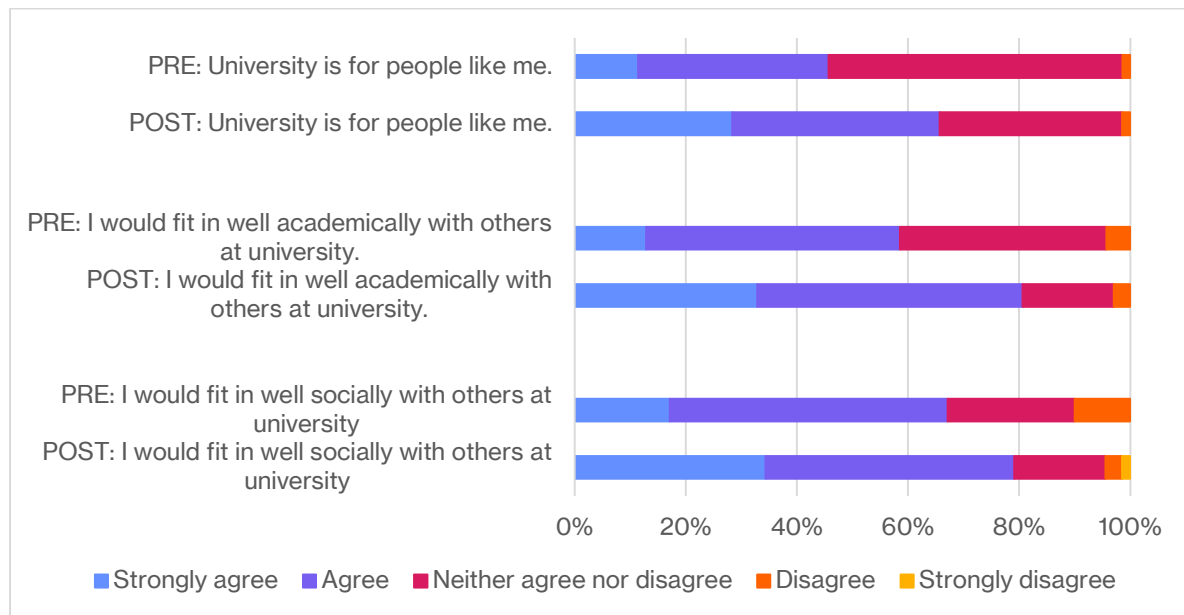
The responses to questions on knowledge gained during summer school and participants' preparedness to apply that knowledge to decision-making suggests that many students arrived at the summer school confident that they could make decisions about their future but aware that they did not have all the information that they needed. Responses also indicate that the majority were able to acquire some of this information, or details of where to find it, through the summer school experience. However, it should be noted that this is not a universal experience and not developing knowledge does not necessarily correspond with participant's feeling that the summer school does not provide an insight into student life. There are some indications that wanting insight into specific courses or more focus on academic content may be the reason why some respondents indicated that they remained uncertain about what university would be like, but further qualitative evaluation would be needed to confirm this.

1.3. Belonging and social fit

Figure 7 below shows that there was a marked increase in respondents selecting "strongly agree" in questions related to sense of belonging, with much of this increase seemingly

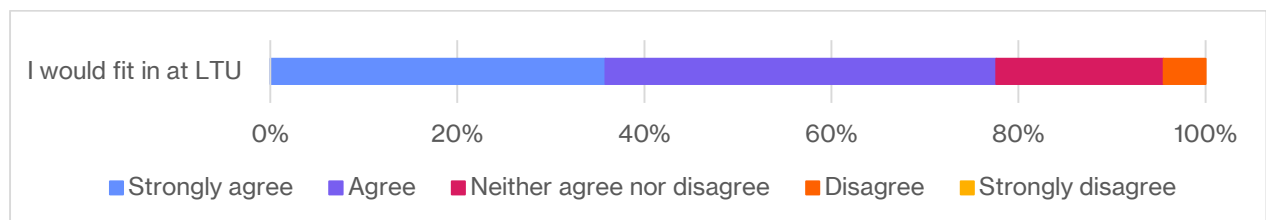
coming from students who previously gave a neutral response. Yet, while the percentage of respondents who disagreed with the statement “I would fit in well socially with others at university” decreased by 7 percentage points, one respondent selected “strongly disagree” post-event where none had done so pre-event. Although they provided a negative response, free text comments indicate that this student made friends during the summer school and found it enjoyable.

FIGURE 7: SENSE OF BELONGING



Post-summer school, participants were asked specifically about their sense of fit at Leeds Trinity. Similar to responses to the sense of belonging questions above, 78% of respondents either agreed or strongly agreed that they would fit in at Leeds Trinity University after attending the summer school, with only three respondents disagreeing.

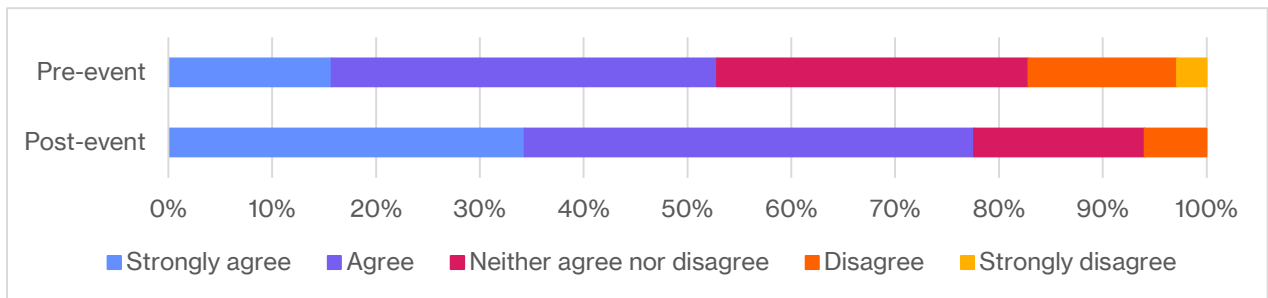
FIGURE 8: BELONGING AT LTU



Many of the activities in summer school focus around supporting participants to make social connections in an HE environment, with the intent that this supports their confidence and sense of fit. In line with the increase in respondents who agreed or strongly agreed that they would fit in well socially at university (see figure 8 above), the percentage of respondents who strongly agreed with the statement “I feel confident about meeting people and making new friends” increased by 17 percentage points, and those who agreed increased by four

percentage points (figure 9 below). Collectively, these results suggest that the design of the summer school is successful in its aims.

FIGURE 9: I FEEL CONFIDENT ABOUT MEETING PEOPLE AND MAKING NEW FRIENDS

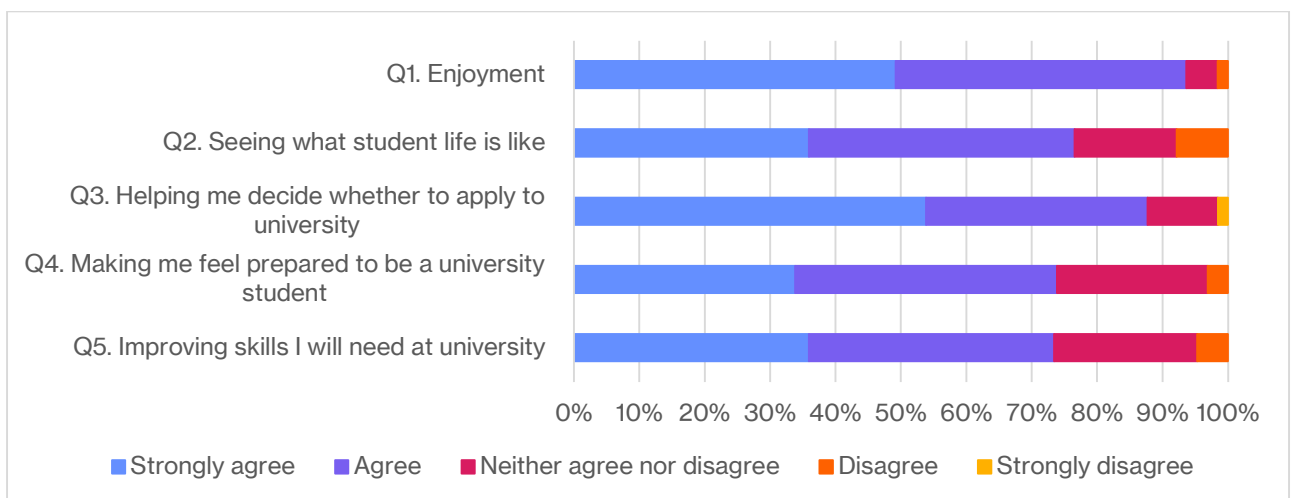


1.4. Summer school experience

This section presents responses to questions asked only on the post-event evaluation form. These questions took the form of eight Likert scale questions, followed by five free text questions. Participants were asked about what they would change about the summer school, what else they would like to know about HE, what they valued about their experience of summer school, and how they would describe Leeds Trinity University.

Two of the 67 participants did not complete the Likert scale questions regarding rating the summer school. A further two respondents selected more than one option on the Likert scale across two statements. These responses have been omitted from the data depicted in figure 10. At the end of these ratings questions participants were asked to elaborate on why they had chosen their ratings in a free text section; only 39 participants provided a response.

FIGURE 10: SUMMER SCHOOL RATINGS



Only one respondent selected “disagree” to the statement regarding enjoyment of the summer school; with the same respondent selecting “disagree” to the statements regarding

student life (Q2), preparation for university (Q4), and skills improvement (Q5), and “neither agree nor disagree” to the statement regarding application to university (Q3). When asked to elaborate on these ratings, this respondent stated that they found the amount of activities too tiring; however, they also used “fun” as one of their three words to describe Leeds Trinity. Additionally, only one respondent selected “strongly disagree” to the statement that attending summer school had helped them decide whether to apply for university (Q3), and none selected “disagree” to this statement. The same respondent disagreed with the statements about student life (Q2), feeling prepared for university (Q4), and skills improvement (Q5), yet agreed that they had enjoyed the summer school. This respondent did not provide any elaboration on these scores, nor anything in the other free text questions.

Social aspects of the summer school and developing confidence came up repeatedly in comments about positive aspects of the summer school across different free text comment questions, particularly in the most valuable things that they had learned or experienced. Participants mentioned making new friends, learning more about university life and their subject choice, and social activities as part of the most valuable parts of the Post-16 Summer School experience.

Only six respondents had additional questions regarding university or being a student at Leeds Trinity. Two respondents wanted further information about accommodation, three wanted more information about everyday life as a student, and one wanted specific information about timetabling.

Most of the comments on what respondents thought should be changed or improved focused on social aspects of the summer school, with many wanting more free time and independence and suggesting a longer programme to accommodate this. There were also two comments regarding the level of detail given to participants, with one respondent specifically stating this lack of detail negatively affected them due to their Autism. This feedback has led to specific recommendations in the recommendations section of this report.

Qualitative feedback does indicate that, for many participants, the summer school is a positive social experience that develops their confidence and understanding of what university ‘may be like’ for them and supports their enthusiasm to apply. This experience is not universal, and some students may decide that higher education or study at Leeds Trinity is not the right decision for them after the summer school. More evidence is needed to understand whether this may be a positive outcome for the individual, even if it does not contribute to many of the aims of the summer school.

Given that the indications above, particularly around confidence and enthusiasm to apply, are initial emotional responses, we were keen to see whether these persisted beyond the completion of the summer school and whether they led to any identified behavioural changes.

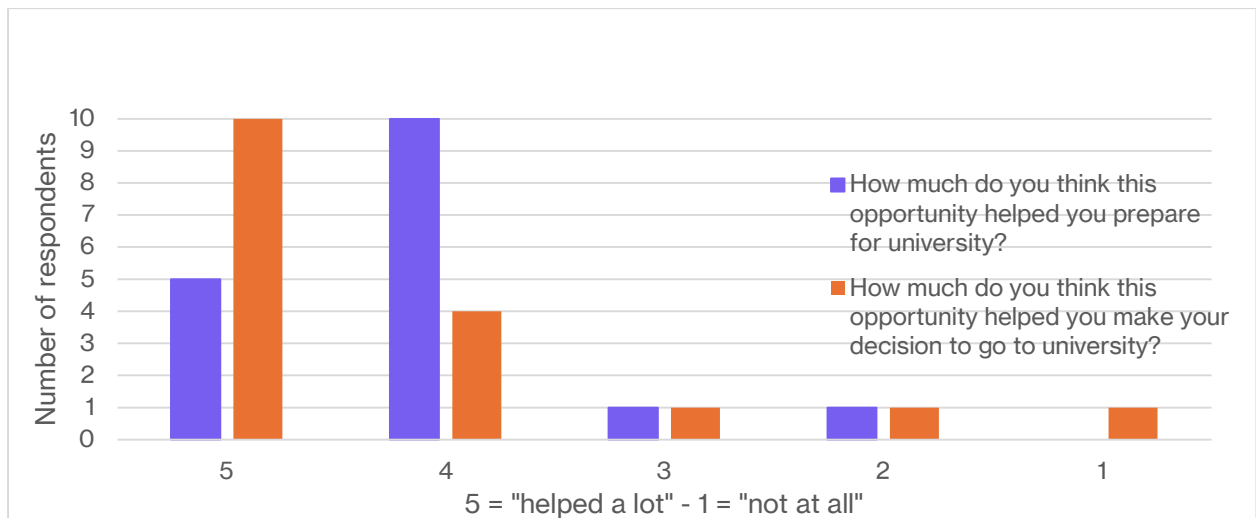
2. Post-event questionnaires (six months later)

A follow-up questionnaire was sent to summer school participants, their named parent/carer, and to nominating teachers, six months after the summer school. These questionnaires asked all respondents a free text question about how they felt that they/their child/pupil had benefitted most from summer school participation. Additionally, teachers and parents/guardians were asked a free text question about what they had hoped participants would gain from summer school. Participants were asked to rate how much the summer school helped them to prepare for university and how much it helped them to make their decision about university. These questionnaires received responses from 17 participants, seven parents/carers, and two teachers. We anticipated that responses were more likely to be received from those participants and supporters where they had a positive experience and therefore felt best equipped and motivated to respond to the questions asked. Responses are therefore considered in light of this expectation.

2.1 Participants

Participants were asked two 'star' rating questions, where a rating of 5 is "helped a lot" and a rating of 1 is "not at all". The questions were: how much do you think this opportunity helped you prepare for university, and how much do you think this opportunity helped you make your decision to go to university?

FIGURE 11: HELP TO PREPARE AND MAKE DECISIONS ABOUT UNIVERSITY



As indicated above in figure 11 above, responses rated the summer school positively in relation to helping them prepare for university (average score 4.12) and with their decision to go to university (average score 4.24). Free text comments in response to how they benefitted from the summer school referenced making friends, developing an understanding of university life, support with personal statements, and developing more detailed knowledge of a subject area.

“Made some lasting friendships, enjoyed good food and gained some advice on writing personal statements”

“The whole experience, meeting new people, becoming more independent and learning more about a subject I am interested in.”

Other participants wrote that the summer school had enhanced their social skills, and several commented on the having become more confident following the summer school experience.

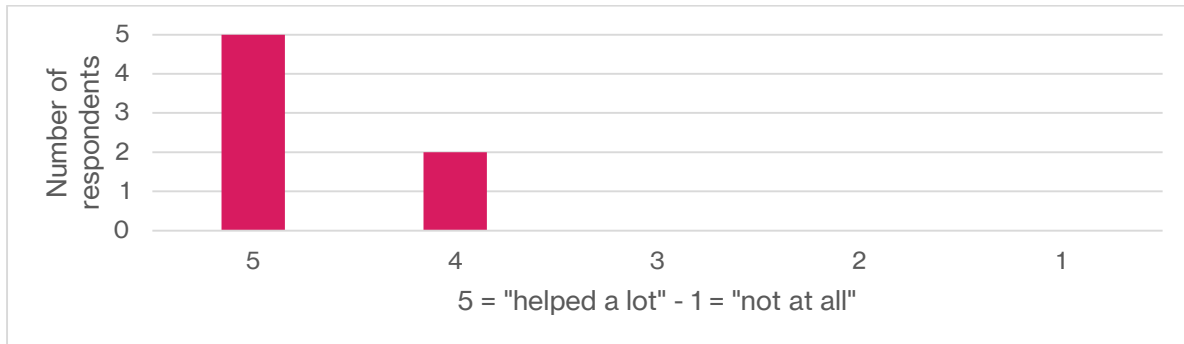
“Boosted my confidence and made me have a good idea of university life”

Overall, with positive responses from a quarter of all participants commenting that the summer school had benefitted their preparation for HE and their confidence, it appears that the experience of the summer school has stayed with several participants beyond their initial boost in confidence. No responses commented on changes in behaviour beyond the summer school, though this was not explicitly asked for.

2.2 Parents and carers

Parents and carers gave a slightly higher score than participants in assessing the benefits of the summer school for university preparation, giving an average score of 4.71 and all respondents selecting a 4 or 5 star rating, shown below in figure 12.

FIGURE 12: HOW MUCH THINK THIS OPPORTUNITY HELPED YOUR CHILD PREPARE FOR UNIVERSITY?



In addition, parents were asked to comment on how they felt that their child had benefitted most from attending the summer school; with gaining an insight into university (mentioned in six of the seven responses) the predominant theme.

“It allowed him to see what university was like and confirmed to him that he would be able to attend and he IS good enough.”

Parents were also asked what they had hoped their child would gain and if this was achieved. For most respondents, they had been keen for their child to gain a better understanding of university life and to be able to make an informed decision about their future. For some, they also hoped that the experience would give their child the confidence that ‘they were capable of it’. Five of the seven respondents stated that their hopes had been realised, whilst the other two did not indicate either way.

2.3 Teachers

Teachers were asked the same questions as parents/carers. As with parents and participants, teachers were very positive about the impact of the summer school on helping their young person to prepare for university, with both respondents providing a five ‘star’ rating. Both respondents mentioned that their student’s confidence had increased after attending the summer school, with one respondent stating that this was what they had hoped would be achieved. Both respondents also talked about hoping the summer school would increase students’ understanding of university life and subject choices.

“I just like students to take advantage of opportunities, this makes sure they are clear on subject choices, and shows that they are prepared to go beyond the classroom. This is something our students are often not inclined to do, so local opportunities are fantastic.”

3. Summary

The summer school theory of change identifies six core outcomes relating to summer school participation. These are:

1. Participants feel able to make positive decisions about HE study.
2. Participants are able to identify their next steps in choosing an HE course and institution.
3. Participants feel that they understand what studying in HE might be like.
4. Participants develop a sense of belief that HE fits with their social identities
5. Participants have increased confidence that they could succeed in HE.
6. Participants feel more informed about HE and their chosen courses/careers in particular.

Based on self-reported assessments following the summer school, most summer school participants do appear to feel more able to make positive decisions about their future study (1), to identify their next steps (2) and understand what studying in HE may be like (3) compared to self-reported assessments at the beginning of the summer school. Qualitative feedback from participants and their supporters indicate that they feel that the summer school, through providing university-style experiences, has played a factor in supporting this and particularly supporting understanding of what making friends and attending HE may be like. There are some indications from qualitative comments that understanding of specific courses and careers (6) has developed for some participants. There are also indications that more information about student life would be of interest to some participants, who feel that they need to know more about this area, and that there is less developed understanding around career paths. There were also a number of participants who commented on feeling a lack of autonomy during the summer school, and that the level of structure made it an unrealistic experience for them. Several also suggested that making the summer school longer would be beneficial for their experience, allowing more ‘down time’ and range of experiences. Summer school staff have noted that providing students with more autonomy and time needs to be balanced with safeguarding and resource implications and hence specific recommendations have been made that take these into account.

Findings from 2025 are similar to those observed in 2024, with participants self-reporting positive outcomes for all items, and teacher and parent/carer comments also providing some

limited evidence across all areas. In the 2025 cohort, we see a greater proportion who are confident about their ability to fit in academically and in their ability to be successful in their applications, but all other areas are broadly similar post-summer school. Building on the evidence from the 2024 summer school, this report shows those positive outcomes to be a change in knowledge and attitudes, with increases across all areas from pre to post summer school. This provides a stronger indication that it is the summer school that is making a difference to participants, and that the difference made is relevant to outcomes that support HE progression.

HE Progression: 2024 Post-16 Summer School

To understand the progression of students in more detail, we have also tracked 2024 participant applications to Leeds Trinity for 2025-26 entry. This is based on matching the email address of summer school participants to applicant email addresses. Unfortunately, this may not result in matches for all students, as university applicants may use different email addresses to those used during summer school and may choose to progress in later years. The figures below should therefore be taken as a minimum.

TABLE 4: 2024 LTU APPLICATIONS AND ENROLMENT

Post-16 Summer School attendees	Applicants	Insurance Accept/ Conversion Application to Insurance	Firm Accept/ Conversion Application to Firm	Enrolled
73	14	7	2	2

In comparison with other activities focused on providing an HE experience, such as taster days and campus visits, the proportion of summer school attendees making applications is far higher, though falls short of the proportions indicated that they would apply when surveyed. These figures indicate that some summer school participants go on to make successful progressions to Leeds Trinity and university but are not sufficient to indicate that the summer school has been a factor in that progression.

Recommendations

The following recommendations have been developed based on the evaluation above and in consultation with the summer school staff leads.

Enhancing delivery

- Host all academic taster sessions at Main Campus to reduce travel time and increase time spent in academic sessions.
- Allow participants to choose from complete range of subjects offered at Leeds Trinity to gain a fuller insight into courses they are interested in.
- Introduce more free time and opportunity to wind-down after evening activities, with evening activities moved to earlier times, to enhance student feelings of autonomy and reduce overwhelm for some students.
- Continue work to support neurodiverse and disabled students, looking particularly at the intensity of some activity or the intensity of the timetable overall.

Diversifying participation

- Increase promotion of the summer school in ethnically diverse areas, particularly within West Yorkshire, to increase ethnic diversity on the summer school.
- Increase summer school recruitment activity working with dedicated organisations supporting care experienced and GTRSB young people.

Post event engagement

- Introduce a follow-up communications plan including communication about further support activity available from Leeds Trinity, including opportunities to gain further understanding about academic options.

Evaluation

- Pre- and post-evaluation to be conducted via a digital form rather than paper to allow for easier and more efficient analysis.
- Evaluation to assess participants' knowledge of HE, rather than perception alone (to be explored for 2027)
- Continuation of a centralised live form for student ambassador feedback
- Explore opportunities for qualitative interviews with participants.
- Explore opportunities for using summer school applicants as a potential comparison group in assessing outcomes.

Appendix i: Theory of change

Project	Summer School
Situation	Young people from groups underrepresented in HE have more limited access to knowledge and experiences of HE study and may face challenges in making informed choices about HE study.
Aims	Young people from groups underrepresented in HE have the knowledge, skills, self-confidence and understanding to make decisions about HE study. Young people from underrepresented groups feel positively about their choices.

What is/are the issue/s? How do you know this?	What activity/activities will you do?	How does your activity/activities address the issue(s)?	Outputs	Outcomes	Impact
Young people from groups underrepresented in HE may lack information and particularly experiential knowledge about HE study.	Individual IAG sessions are offered to participants on the final day of summer school	By discussing their personal interests in HE and having a private space to discuss any questions, participants are able to gather and apply the knowledge most relevant to their circumstances.	<p>Participants receive a 15-minute IAG session with an LTU staff member.</p> <p>Participants receive information about the courses and careers that interest them.</p>	<p>Participants feel more informed about HE and their chosen courses/careers in particular.</p> <p>Participants feel able to make positive decisions about HE study.</p> <p>Participants are able to identify their next steps in choosing an HE course and institution.</p>	<p>Participants make informed decisions about HE study.</p> <p>Participants seek out additional knowledge or support relevant to HE where needed.</p> <p>Participants feel positive about their HE decisions.</p> <p>Participants make successful applications to HE.</p>
	Participants choose a subject specific taster session, delivered and/or designed by an LTU academic	<p>By getting a practical and authentic subject experience, participants can better assess whether the subject and HE study is right for them.</p> <p>Having an HE study experience can enable</p>	<p>All participants have an authentic and accessible HE learning experience.</p> <p>All participants have an opportunity to interact with an LTU academic.</p>	<p>Participants feel more informed about HE and their chosen courses/careers in particular.</p> <p>Participants feel that they understand what studying in HE might be like.</p>	<p>Participants continue in their chosen HE courses/institutions.</p>

		participants to see themselves as HE students.		Participants have increased confidence that they could succeed in HE. Participants are able to identify their next steps in choosing an HE course and institution.
	The summer school is designed to enable participation in university-style experiences that are age-appropriate including staying in university accommodation and learning and socialising on campus	Experiencing university spaces can build familiarity and confidence in these spaces for participants. Experiencing university activities for themselves can help participants apply their knowledge of university to their own circumstances.	All participants will experience a mix of learning and social activities in university spaces. Participants will be given space and structures to reflect on their summer school experiences and how these might affect them.	Participants have increased confidence that they could succeed in HE. Participants feel that they understand what studying in HE might be like. Participants feel able to make positive decisions about HE study. Participants develop a sense of belief that HE fits with their social identities.
	Participants work in small groups alongside student ambassadors who are current LTU students.	Student ambassadors are able to share their experiences of HE, helping provide context for summer school experiences as well as additional information and support. Student ambassadors are a source of 'hot' knowledge about HE, which can be	All participants spend time learning or socialising alongside student ambassadors. Student ambassadors actively share their experiences of HE with participants.	Participants feel more positive about HE study. Participants feel that they understand what studying in HE might be like. Participants feel able to make positive decisions about HE study.

		more relevant and accessible to participants.		Participants develop a sense of belief that HE fits with their social identities.	
Young people from groups underrepresented in HE may not access HE experiences due to lack of awareness or face other barriers to attendance e.g. cost, other commitments such as caring or work responsibilities.	Targeted promotion of summer school programme to schools and community organisations with high numbers of target students.	By reaching young people through their schools/community settings, they should receive support and encouragement to apply. Information should also reach students from target groups.	Target schools receive promotional materials for the summer school. Students understand whether they are eligible for the summer school and what it will entail.	Applications from participants from target groups are received.	Young people from groups underrepresented in HE access an HE experience in the form of the LTU summer school
	Cost of and support with travel is provided.	This minimises cost as a barrier to participation and also minimises effort needed for young people and their families.	All applicants are given support with travel arrangements.	Applicants feel able to attend the summer school. Applicants feel that LTU is supportive.	
	Personalised support and encouragement are provided through student ambassador phonecalls prior to attendance. Phonecalls are also made to parents to address any concerns.	Phonecalls mean that we can identify any barriers to attendance and provide support at an early stage. They can support students to prepare and get excited about the summer school experience, which can support attendance.	Applicants and families are able to ask questions about the summer school. LTU staff are able to identify any additional barriers or concerns prior to the summer school.	Applicants feel that LTU is supportive. Applicants and families feel confident about attending the summer school. Applicants attend the summer school.	

Appendix ii: References

TASO (2023). *Access and Success Questionnaire*. Accessed at <https://taso.org.uk/libraryitem/access-and-success-questionnaire-asq/>.

TASO (2023). *Schools in for the summer: interim findings on the impact of summer schools*. Accessed at https://cdn.taso.org.uk/wp-content/uploads/2023-11_Report_Schools-in-for-the-summer-interim-findings-on-impact-of-summer-schools_TASO.pdf