Leeds Trinity University

Leeds Trinity University

The Springwell School Project

The Springwell School Project

Contents

Executive Summary 3
Introduction 4
The Springwell Project 4
Evaluation Design 6
Project Outcomes 7
Recommendations 10
Appendix i: Evaluation Plan i
Appendix ii: Theory of change iii
Appendix iii: Evaluation methods detail iv

Executive Summary

Between November 2023 and May 2025 Leeds Trinity University worked with Springwell Academy Leeds South to deliver a programme of activity designed to support targeted year eight pupils in considering their future pathways in education. A review of evidence gathered in the first year of the programme suggests that pupils were exposed to new higher education environments and developed their ambitions to progress to higher education.

Key Findings

- Relationships, developed over time with university staff helped to facilitate a positive campus visit experience for pupils and development of higher education knowledge.
- Experiencing a university campus and particularly actively engaging with campus spaces appears to have supported pupil ambitions to progress to university.
- Some pupils who had never considered higher education previously expressed an intention to go to university in future, also connecting this to a need to engage in their current classroom activities.
- Beyond interest in higher education, visiting an education space exposed pupils to new learning environments, with school staff feeling that this had a positive impact on pupil sense of autonomy and confidence in social spaces.
- Considering and adapting to pupil needs was an essential element of the programme, with challenges arising when there were disruptions to pupil routine or strategies of regulation.

The project was intended to be a multi-year programme but engagement between the school and university stalled in the second year due to illness and staff turnover and was suspended in May 2025. Leeds Trinity is exploring new approaches to engaging with alternative provision for future years, building on the recommendations in this report. It is hoped that these recommendations will also be valuable for other projects engaging pupils in alternative provision.

Introduction

Progression rates to higher education for pupils with an Education, Health and Care Plan (EHCP) lag far behind those for other pupils. Just 9.3% of pupils with an EHCP progressed to HE by age 19 by 2022/23, compared to 51.2% of pupils without identified Special Educational Needs (SEN)[1]. These pupils are rarely the sole target of higher education participation interventions in England, particularly pupils who attend school at Specialist or Alternative provision where support needs may be higher and schools and pupils may have more immediate education priorities.

Leeds Trinity's 2024/25 to 2027/28 Access and Participation Plan (APP) includes an objective to work with young people who experience high levels of intersectional disadvantage to support progression to higher education. This includes students with statements of SEN or an EHCP, as well as care experienced students, those with experience of the criminal justice system, and students from Gypsy, Traveller, Showman and Boater communities. To develop activity that could best support these young people locally, in 2024 Leeds Trinity initiated a project working with Springwell Academy Leeds South, a specialist academy providing education for children and young people with Social, Emotional and Mental Health needs. The project ran for 18 months, between November 2023 and April 2025, ending due to challenges in maintaining the project due to limited staff capacity. This report provides a summary of the project and initial findings from evaluation conducted during summer term 2024, as well as recommendations for future projects following similar models.

The Springwell Project

In 2023/24 Leeds Trinity University and Springwell Leeds Academy formed a partnership to deliver a four-year longitudinal programme, working with selected pupils of Springwell Leeds Academy to support their educational progression. 'The Springwell Project' was planned to involve Leeds Trinity working with 10-15 young people selected by the school, from year 8 until year 11. The project was designed in collaboration between Access and Participation staff at Leeds Trinity (including a staff member who had previously worked at Springwell Academy) and staff from Springwell Academy Leeds South.

Through discussion, the following short and long-term aims were identified for the Springwell Project:

- Development of positive perceptions of education and higher education for participants;
- Increased positive engagement with learning in school;
- Increased understanding of HE studies;
- Increased knowledge of HE options among participants.

Meetings took place across the 2023 autumn term at Springwell to identify school and university priorities, potential structures, and the final programme. Provisional themes were decided for each year of the programme, with an overall focus on pupils working towards

[1] Department for Education (2024). *Widening participation in higher education. Annual statistics on participation in higher education by pupil and study characteristics.* Accessed at https://explore-education-statistics.service.gov.uk/find-statistics/widening-participation-in-higher-education/2022-23

exploring their identities and possible futures in education. The intention was to tailor on-going content to the developing interests and needs of participants, with a focus on building memorable experiences relevant to their ambitions.

The final programme consisted of regular in-school support from a Leeds Trinity staff member, intended to enable students to build a relationship with someone from an HE environment, and one on-site visit to Leeds Trinity each year, which included pre and post attendance sessions in-school to prepare pupils and consolidate learning.

Timing	Activity
Nov 2023 – Jun 2024	Ongoing visits to Springwell by Leeds Trinity staff member, spending time with participants in the school setting. Some smaller group engagement where relevant to support reflection and discussion around educational progression and higher education.
30 Jan 2024	Pre-visit preparation session at Springwell
31 Jan 2024	Visit to Leeds Trinity University
1 Feb 2024	Post-visit reflection session at Springwell

TABLE 1: PROGRAMME SCHEDULE

Ten pupils were recruited onto the project for 2023/24, split across two classes in year eight. All participants had an education health and care plan and identified social, emotional, and mental health needs, though these varied across the group. Participants were selected by the school, with a special consideration given to including pupils who also fall into high-priority access and participation targets groups including care experienced young people, justice involved young people, and those without experience of higher education in their family.

Between November 2023 and July 2024, 14 visits were made to the school by the same Leeds Trinity staff member, each lasting around half of the school day. During those visits, activity would range from being present in the classroom to actively participating in and supporting class activities. Small group and individual conversations with participants took place during this time but were not fixed around specific topics or activities. The focus was on building relationships with pupils and on understanding their interests and needs so that these could be considered in on-going delivery of the programme.

As part of school interactions, it had been intended that the Leeds Trinity staff member would spend more time 1-1 with participants and develop activities around their interests. However, the dynamics of the classroom environment and comfort levels of participants, as well as capacity within the school to support individual interactions, meant that this did not happen in the first year of the programme.

On 31st January 2024, all participants visited Leeds Trinity for one day, with preparation and de-brief sessions held in-school before and after. Prior to their visit, pupils were shown images of the Leeds Trinity campus and were asked to think about what they wanted to do and find out during their visit. During the day, pupils took part in two main activities: a campus treasure hunt, where they worked in small teams to find landmarks and answers to questions about the university, and a zine making activity, which asked pupils to make a zine around their future education or career interests. As part of the day, students were filmed, with this producing a short video of their experience that was shared with them later in the academic year.

Time	Activity
10am – 10:15am	Introduction to the day
10:15am – 10:30am	Refreshments
10:30am – 11:30am	Campus treasure hunt
11:30am– 12:15pm	Lunch in Students' Union
12:15pm – 13:15pm	Zine Workshop
13:15pm – 13:30pm	Reflecting on our day

TABLE 2: VISIT SCHEDULE

On the day following the visit, pupils were visited in school by Leeds Trinity staff and played some reflection 'games', which gathered their impressions of the visit and of university.

Despite a positive initial start to the project, progress halted in 2024/25, when the initiators of the project moved onto different roles which did not include capacity for the organisational elements of the programme. Despite multiple attempts to restart the programme, without the long-term established relationships that were identified as a key mechanism of the programme and alongside increasing in-school pressures, no further dates for activities were confirmed. The decision was taken in May 2025 to suspend the current project and reconsider how future support might be offered by Leeds Trinity.

Evaluation Design

Evaluation was designed with the support of The Brilliant Club, who provided bespoke workshops to support the project team to articulate the aims and outcomes of the project. The workshop outputs were used to generate a matrix of aims, mechanisms and outcomes (see appendix i), with recommendations also provided around potential methods and measures that could be used with this cohort of students. A theory of change was also developed (see appendix ii) to be used as an ongoing model to review outcomes, mechanisms and measures.

A light-touch approach to evaluation was taken in the first planned year of the project, in recognition that, as a developing project, the primary focus was on learning more about the chosen participants and their needs, including what qualitative evaluation methods would work best. Methods were chosen that could be embedded in delivery, were engaging and relevant to the young people involved, and involved a range of stakeholders in assessing outcomes.

The evaluation approach was developed in accordance with Leeds Trinity's principles of evaluation and in line with BERA's ethical guidelines for educational research (2024). The evaluation was led by the author of this report, Leeds Trinity's Impact and Evaluation Manager (the evaluator), with expert guidance from The Brilliant Club and ongoing input from the project leads.

Methods

Methods were designed to capture participant experiences and observed changes in attitudes or knowledge from staff participating in the project. As noted in each section below, there was mixed success in implementation of our chosen approaches, which is reflected in the conclusions and recommendations from the project. Full details of the questions posed in each method are in appendix iii.

Method	Details	Engagement
Staff reflections	Following participants' visit to Leeds Trinity, all staff involved were given a reflection form	Two Leeds Trinity staff, no Springwell Academy staff
Pupil reflections: pre, during and post visit	At the two in-school briefing sessions and at the end of the visit day, participants were posed three different questions to respond to verbally, on post-its, or with a physical activity e.g. stand here if…	All responses completed but feedback from staff at Leeds Trinity and Springwell suggested that participants were less forthcoming on the second and third sessions, with mixed energy and focus levels
Staff focus group	Held at the end of the school year with Springwell staff and Leeds Trinity project leads. Led by and reported on by The Brilliant Club.	Two Springwell class teachers, one class assistant, and the care team lead. Two project leads from Leeds Trinity.

TABLE 3: EVALUATION METHODS

Project Outcomes

This section focuses on evidence relating to the four primary outcomes identified in appendix i, as well as how these outcomes are represented within the theory of change. This includes assessing the extent to which outcomes have been met in the first year of the programme, scope for future development, and recommendations for future practice.

Overall, there are several indications that the project delivered its intended outcome of exposing pupils to higher education and that this exposure had encouraged some pupils to consider higher education in future. Staff relationships and activities that adapted to pupil needs were important mechanisms in supporting positive engagement with the project. In addition, there appeared to be some wider benefits of the university visit for pupil autonomy and self-confidence that may be beneficial in relation to education, though this could only be assessed in the short term. Future development would involve deepening pupil knowledge, exposing them to more possible education and career options, designing activities that support their engagement and regulation, and maintaining secure relationships with participating staff – all planned elements of the programme for future years. Learning to adapt to working with a different type of education provider and with pupils who had different and sometimes more intensive support needs appeared to be a positive experience for Leeds Trinity staff, with all sides keen to continue the project at the end of the first year.

Increased participant exposure to higher education staff and spaces

There are indications from pupil and staff reflections that informal and formal engagement with university staff and spaces was both a new experience for them and impacted on their knowledge and perceptions of higher education. In addition, exposure to a new learning space was seen as a beneficial for pupils by Springwell staff, who indicated that the pupils rarely had opportunities to engage with members of the public on school visits. The high level of trust given to pupils in managing their behaviour during the visit was felt to be a boost to pupil confidence in navigating social spaces and imagining their futures.

The most intensive exposure to university spaces and staff came through the university visit, which, for all pupils, was their first experience of a university campus. Pupils were surprised

by the facilities, particularly the vocational teaching spaces that included a mock-ward, prison cell, and tv studio. For one pupil, it was their first visit to a library. The treasure hunt activity, which took pupils to these spaces but also gave them tasks to complete was seen by Springwell staff as a helpful structure to support their engagement and more appropriate than a campus tour. Although most pupils reflected on the newness of the spaces, several also commented on the experience having prompted thoughts about attending university themselves, sometimes for the first time. Pupils themselves made comments like 'I want to go to university now' but Springwell staff also commented that, after the visit, pupils talked about university as a possible future goal for them.

> *After we came back from the visit, I did have two students in my class who said 'Oh, university is an option for me to go to', which was a really big thing for us because they [pupils] don't actually think highly of themselves. So, actually having that opinion and view was quite good, and they went straight to the head teacher and like 'We might go to university', which I'm really happy to see.*
> ~ Springwell class teacher

Springwell staff also reflected that the visit had been important for pupil confidence beyond a specific focus on university. Typically, when visiting spaces off-site, pupils are usually only with their own class and do not interact with members of the public. Although there were high levels of supervision (1 staff member-2 pupils), it was still felt that the level of trust given to pupils was an important boost.

> *You know, like if we go to laser zone or bowling or whatever, there's no one else there apart from the pupils on the trip. So, going actually into such a public place, into such a big place - and there were lots of other people - that showed them that we were trusting them to go and be sensible and do that. So, I think it gives them a bit more empowerment and a bit of ownership as well.*
> ~ Springwell Class Teacher

Springwell staff also suggested that this element could be further enhanced for future visits by allowing pupils to use the university canteen and sit with university students, rather than having food provided in their own space. It was acknowledged that this could be a risk but that, in practice, this time had been when pupils had been most obviously displaying behaviours that needed to be challenged.

Not all elements of the university environment worked successfully, as all staff felt that the classroom-based activities did not work for all pupils. This was both the type of activity and the structure within the day. More active activities were seen as preferable, but also a pattern of up and down regulation that would allow shorter classroom activity as potential down-regulation. The content of the activity – zine making – appeared to work well for some pupils but others struggled with elements of the task that were around having ideas for their future and disengaged.

Connections with university staff, both during the visit and at school appeared to be particularly important to supporting pupil exposure to spaces and knowledge, and many pupils commented that spending more time with staff would have been how they would have changed the visit. Both Leeds Trinity staff members had some personal and schooling

experiences in-common with Springwell pupils, which may have been a factor in building these relationships, as both pupils and staff were able to identify commonalities relatively easily. One Leeds Trinity staff member commented that, during the visit, one pupil had made the comment ‘you’re like me’ and had felt that this identification had helped the pupil in seeing that it was possible for someone ‘like them’ to be at university.

Overall, engagement with Leeds Trinity staff was seen as a strong positive element of the programme, with visits to school prior to the visit being particularly important for pupils who struggled with changes to routine and new social environments. Having familiar faces at the university was important to support them feeling secure and able to participate, as was structured activity. However, it was not without challenges. Staff from Leeds Trinity felt that the condensed visit preparation over three days was too intensive for pupils and would have been better spaced out over a week or two. There were also challenges with routine. When the Leeds Trinity staff member visited the school on a different day to their usual schedule, this resulted in a challenging relationship with one pupil that did not resolve despite several attempts. Springwell staff felt that, in future, longer preparation and notification would be needed to support pupils with this sort of change.

Development of positive perceptions of higher education among participants

Immediate pupil reflections indicate that they developed positive feelings about university, both as a space and a possible future destination for them. Some expressed interest in learning about other universities and specific courses in future. On the day following the visit, reflecting on what they learned, one pupil commented:

> *That University is more bigger and cooler than I thought and filled with more stuff and more vibrant and bright.*

Springwell staff comments indicate that this perception was maintained in school following the visit, particularly through pupils wearing and making positive connections with the Leeds Trinity hoodie that they were given at the end of their trip. The reflections were gathered from staff at the end of the school term, so it appears that positive feelings had persisted for pupils, at least within the school year. It also appears that a positive perception had made some pupils interested in attending university themselves in future. During the visit, one pupil commented ‘I want to come to university, something triggered’.

Increased participant knowledge of higher education

Although most interactions between pupils and Leeds Trinity staff in-school were focused on classroom activities and individual pupil and staff interests, the questions posed by pupils before attending the Leeds Trinity visit day revealed that they had developed some knowledge of university through classroom conversations, including the presence of sports facilities and that some university campuses had wildlife or mascots. After the visit, this shifted, with pupils talking about university in relation to their current and future educational experiences and in terms of depth of knowledge. Pupils spoke about financial support available for university, specific courses, and the physical scale and facilities of a university, as part of their reflections. Although some pupils connected this knowledge to wanting to

attend university themselves, this was limited and often linked to feeling that the university spaces would suit them, more than having a detailed idea of a pathway.

At the end of term, staff reflected that pupils had limited knowledge of careers in general, excepting military pathways and some awareness of manual trades and public services. Some pupils had expressed interest in gaming and music, but with limited understanding of possible careers or study options. This presented a challenge for activities where pupils might be asked to think about their future interests, as they had few reference points. Originally, the development of the programme was intended to work around pupil interests, but this was harder to gauge than anticipated. Springwell staff suggested that it would be a potentially helpful enhancement for the programme to include in-school visits by different professionals, as pupils were more likely to listen to external speakers and this would extend the programme beyond pupils selected for visits off-site.

Increased positive engagement with learning in school for participants

This outcome had not been a focus for the first year of evaluation, as it was anticipated that it may take time to develop. However, some comments by pupils and staff indicate that the university visit had some impact on motivation for some pupils. One pupil, reflecting on learning during the day commented ‘hard work pays off’. A staff member also commented on the reaction of one pupil later in school:

> *One of the students - there was a relevant conversation about GCSEs in class - went like, ‘oh, I don't care about GCCSEs’. But actually, the student stopped himself and went ‘well actually, to be fair, I do care about GCSE's because I've, you know, I'm thinking I might wanna go and do like…I enjoyed the nursing part when I went there at Leeds Trinity.’*

In the first year of the programme none of the content delivered on the visit or in classrooms went into detail about academic requirements or pathways for university, nor did this appear to come up as a discussion point. Pupils were not yet at the stage of choosing GCSE or other pathways, so this may not have been a consideration for them. As pupils outside mainstream schooling, with an adjusted curriculum offer and, in some cases, some negative experiences of education, they may also have other considerations in developing a clear view of their future. Developing this clearer and personalised view was an intended element of future years of the programme.

Recommendations

The below recommendations are drawn from the evaluation activity discussed above, in addition to staff reflections taken after the first year of the programme. These are offered as potential guidance for other HE providers working with pupils in specialist provision.

Recommendations for Delivery

- Spend time getting to know the school and how they support pupil needs, ensuring that this is considered when designing activities and visits off-site
- Spend time building relationships with pupils in their own setting before introducing new activity, particularly for pupils with autism, ADHD, or anxiety.

- Be prepared to adapt to pupil needs, building in time for regulation and other self and social management strategies during school visits.
- Allow for some elements of pupil autonomy where possible to build confidence in new tasks and environments.
- Include connections between activities, so that positive feelings and learning can be built upon. Things pupils can link between university and school settings – in this case hoodies – can provide a reminder of positive experiences and knowledge.
- Where possible, involve staff and students who understand pupils' contexts and can act as relatable role models.
- Be clear about roles and responsibilities between school and university staff and revisit these regularly.
- Engage staff at all levels and roles within each organisation to support engagement.
- Involve classroom staff in discussions about progress, with a termly review cycle.

Recommendations for Evaluation

- Where possible, involve school staff in designing evaluation tools.
- Creative methods can be effective but consider accessibility for the cohort involved, with multiple options where there are diverse pupil needs.
- Keep evaluation tasks short, purposeful and build into delivery. Consider patterns of up/down regulation.
- Pupil observation can give helpful indications of behaviour and attitude change.
- Allow space for learning about unexpected outcomes of activity.

Appendix i: Evaluation Plan

Short and medium term

The tables below summarises the intended outcomes, mechanisms for change, indicators, and how these will be measured.

Primary outcome	Mechanisms	Indicators	Measurement approach
Increased exposure to higher education staff and spaces	Pupils have visited university spaces	Attendance at university visit	Attendance record kept for all visit-related activity
	Pupils have engaged with LTU staff and students	Record of contact points / activities	Narrative record of what happened at each contact point, captured in staff reflection exercise and end of year report.
Development of positive perceptions of higher education	Pupils have positive interactions with LTU staff and students	Pupil reflections	Pre and post visit reflection activities Post-it note reflection exercise at the end of campus visit
		LTU staff reflections	Staff visit reflection form
		Springwell staff reflections	End of year focus-group with Springwell staff.
	Pupils have a positive experience of visiting LTU campus/ spaces	Pupil reflections	Pre and post visit reflection activities Post-it note reflection exercise at the end of campus visit
		LTU staff reflections	Staff visit reflection form
		Springwell staff reflections	End of year focus-group with Springwell staff.
Increased knowledge of higher education	Pupils gain new knowledge about what can be studied at university.	Pupil are able to identify HE courses that sound interesting to them	Pre and post visit reflection activities.
	Pupils are supported to think about their goals for the future and what kind of education/training might be needed.	Pupils know whether their potential goals for the future require (or benefit from) going to university	
Increased positive engagement with learning in school.	Pupils see positive role models and examples of the benefits of trying hard at school	Teacher reflections	End of year focus-group with Springwell staff.
		Pupils have an excitement	Pre and post visit reflection activities.

Long term

Primary outcome	Mechanisms	Indicators	Measurement approach
Increased exposure to HE staff and spaces	Pupils engage in a range of HE experiences	Attendance at multiple university visits	Pupil participation is tracked over time
	Pupils engage with a range of staff and students	Activities involve different staff and students from a range of disciplines	Details of activities and the different staff and students they engage is recorded
Development of positive perceptions of HE	Pupils determine how they want to engage with higher education	Pupils participate in activities to decide elements of the Springwell Project	Participation in development sessions and the outcomes of sessions is recorded as part of attendance and activity tracking
		Pupil reflections	Post-activity pupil reflection activity
	Pupils have a positive experience of visiting LTU campus/ spaces	Pupil reflections	Pre-visit reflections increasingly show positive associations with HE End of project pupil activity
	Pupils have opportunities to imagine themselves in HE and consider their journey	Pupil destinations	Pupil tracking – post-16 destinations
Increased knowledge of HE	At each programme stage, pupils actively engage with different areas of knowledge about HE.	Pupil reflections - at every stage, pupils can identify new information about higher education that is relevant to their decision making.	Pre and post visit reflection activities. These are compared over time to identify changing themes.
	Pupils are supported to think about their goals for the future and what kind of education/training might be needed.	Pupils are able to identify their next steps in education and understand how and if these might require higher education	Next steps/identity activity
		LTU staff reflections	Post-activity staff reflection form
Increased positive engagement with learning in school.	Pupils see positive role models and examples of the benefits of trying hard at school.	Teacher reflections	End of project staff focus group
		Completion of KS4 qualifications	Tracking of KS4 outcomes, comparison with previous years where appropriate

Appendix ii: Theory of change

Project	Springwell Project
Situation	Pupils in specialist provision rarely have opportunities to engage with universities, despite many coming from groups under-represented in higher education
Aims	Development of positive perceptions of education and higher education for participants; Increased positive engagement with learning in school; Increased understanding of HE studies; Increased knowledge of HE options among participants

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)?**	**Short/mid-term outcomes**	**Long-term outcomes**
Pupils in specialist provision may not have access to HE experiences. Pupils in specialist provision can have multiple and intersecting characteristics and experiences that may limit their opportunities to progress to HE. Pupils in specialist provision can experience disruptions in their education journeys that can impact on their ability to progress in education, including to HE. Pupils in specialist provision can struggle to see themselves in HE. Pupils in specialist provision can have negative perceptions of education and of HE specifically.	Work long-term with Springwell pupils, in their spaces and within LTU spaces. Provide immersive on-campus experiences for pupils. Support pupils to design their own engagements with HE. Provide opportunities for pupils to interact with role models in the form of LTU students and staff. Design on-campus and in-school activities that respond to pupils' questions about HE and share key information about HE. Through activities on-campus and in-school, support pupils in thinking about their futures in education.	Interacting with role models and enjoyable HE experiences will develop positive associations with HE. Co-creation will encourage learner autonomy and deeper learning. Activities will give pupils clear ideas for their own progression. On-campus experiences can support pupils to imagine themselves in HE spaces in future. Through succeeding in HE spaces, pupils will develop self-belief in their abilities to progress to HE. Working long-term with pupils will reinforce knowledge and positive experiences.	Pupils will develop positive perceptions of HE. Pupils will participate as active creators of the content and format of delivery. Pupils will have positive engagement with staff, students and HE spaces. Pupils will be able to identify their next steps in education. Pupils will engage with learning in their specialist provision. Pupils will develop long-term goals in education.	Pupils will complete KS4 education, including gaining some qualifications. Pupils will progress to a post-16 destination that they are happy with. Pupils will feel positively about HE and their ability to progress to HE, if they wish to. Pupils will understand what HE can offer them and feel sufficiently informed to decide whether they wish to progress, now or in the future.

Appendix iii: Evaluation methods detail

1. Staff Reflection form

Following participants' visit to Leeds Trinity, all staff involved were given a reflection form which asked the following questions:

- From your observations today what, if anything, did visiting pupils learn?
- Tell us about something you saw working well today. Try to explain what the impact of this was.
- Tell us about something you think could have worked better today. Try to explain what the impact of this was.
- What do you think would be good to include in future visits with these pupils? Why? (this could be an activity, a piece of information, a way of doing things)
- If you have any other comments on any part of the visit from your perspective, please add them below.

2. Pupil reflections: pre, during and post

Before attending the visit at Leeds Trinity, three staff from Leeds Trinity visited the school and spent an hour with participants to prepare them for the visit. As part of this participants were asked to respond to the following three questions:

- Is there anything you want to find out?
- What do you think you will see tomorrow?
- How do you feel about tomorrow?

At the end of the visit but before leaving Leeds Trinity, participants completed a similar exercise, responding to the following:

- One thing you learned
- A new thing you did
- A fact about university/LTU

The day after the visit, participants had a session with Leeds Trinity staff in-school and responded to the following prompts:

- How was LTU?
- What you learned…
- How would you change the visit?

On all three occasions, activities were developed around these reflection exercises to improve engagement, including using post-its, turning written responses into paper balls to throw, moving around the room or giving verbal responses.

3. Springwell staff focus group

At the end of the school year, a focus group was held in-school with class teachers, support assistants, and the Leeds Trinity team. This was led by an evaluator from The Brilliant Club, with additional notes and support from the author of this report. The following questions were posed to the group:

1. What benefits, if any, do you think the students are getting from participating in the programme?
2. What elements of the programme worked well?
3. What elements of the programme did not work well or did not go to plan?
4. What would you like the programme to achieve next year?