2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by The University of East Anglia against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

The University of East Anglia's ambition and strategy as detailed in the 2019-20 access and participation plan:

In our Access and Participation Plan 2019/20, UEA set out ambitions that were governed by a series of overarching principles:

- Importance of academic standards
- Social diversity enriches learning
- Cross-institutional collaboration
- Evidence-based approach
- Academic and pastoral support
- Working in partnership.

The strategy recognised and addressed the importance of the whole student lifecycle: access, success and progression. It placed emphasis on identifying gaps in performance between different groups, and prioritised interventions based on the results of robust monitoring and evaluation.

Acknowledging our regional context was critical to setting our strategy. In terms of undergraduate entrants, we are one of the larger HE providers in the East of England region, and by far the largest in our immediate locality (Norfolk and Suffolk) - with significant levels of local undergraduate recruitment. The rural nature of our local areas and the clear pockets of low participation and social mobility they contain were critical factors in designing an impactful approach to widening access and participation.

Our APP 2019/20 maintained a commitment to refining our understanding of the groups underrepresented within HE generally and specifically at UEA, and also specified a core set of target groups as follows:

- Low participation neighbourhood (POLAR quintile 1)
- Low household income (pupil premium or full support threshold)
- Mature students (including those with no previous HE experience)
- Disabled students – including consideration of different subgroups such as students with

mental health problems, specific learning difficulties and/or who are on the autistic spectrum
- Looked-after children, care leavers and estranged students
- Specific black and minority ethnic groups – including consideration of different ethnicities
- Young white males from low participation neighbourhoods or low household income
- Young carers.

UEA's APP 2019/20 set out a strategy that:
- Remained committed to spending approximately 25% of additional undergraduate fee income and 10% of postgraduate ITT income on widening access, success, progression and financial support
- Would be delivered through significant and growing levels of dedicated and embedded staffing to provide strategic leadership, expert evidence and evaluation, and implementation
- Had a clear governance structure led by UEA's Widening Participation Committee chaired by UEA's Pro-Vice-Chancellor (Academic). (Now renamed as our Inclusive Education Committee and chaired by UEA's Academic Director of Inclusive Eduation).

Based on the most up-to-date available evidence and assessment of our performance, UEA set out strategic ambitions for each stage of the student lifecycle. In summary:

Access – our overall strategy was to continue to implement a progressive framework of Outreach content and outcomes based on the model of: awareness + aspiration + attainment = access to HE. This included commitments to:

- Continue to run a range of attainment-raising activity with local schools
- Expand our range of sustained (progressive) Outreach programmes focused on specific subject areas and the professions
- Continue to develop a progressive programme of activities for young males
- Develop a strategic approach to mature student access
- Continue to offer foundation year courses designed to be more accessible to different types of learners
- Continue to explore appropriate implementation of contextual admissions
- Increase our strategic relationships and engagement with local schools and colleges.

Student Success – our overall strategy was to focus on student success being a product of both academic achievement and personal wellbeing. Our approach was based on an understanding of the broad range of influences and pressures that play a part in student success and how these can vary for students from different backgrounds based on the model of: expectations+ transitions + engagement + sense of belonging + support + attainment = successful completion of a good degree. This included commitments to:

- Increase our focus on inclusive and tailored transitions activity
- Develop measures to increase sense of belonging for groups of students at risk of dropping out, including through encouraging engagement with other students and supporting a rounded student experience
- Diversify methods by which in-need students can access student support
- Increase investment in our Learning Enhancement Team including support for Peer Assisted Learning
- Increase investment in evidence-led approaches to closing the degree awarding gap for black students and those with BTEC qualifications
- Develop and commence implementation of UEA's Inclusive Education Policy.

Student Progression – our overall strategy for successful progression for all students focused on this being a product of both developmental support and equality of opportunity to develop skills and experiences; based on the model of: attainment + social capital + cultural capital + confidence + employability skills + careers support = successful progression to graduate level employment or further study. This included commitments to:

- Increase investment to ensure equality of access to placements, internships and study abroad opportunities
- Target interventions to increase student confidence
- Continue targeted activity to ensure equality of access to development opportunities and advice
- Increase investment in developing links with local employers.

Financial Support - UEA maintained its bursary approach on the basis of the outcome of an evaluative review and continued to offer bursaries to students with household incomes of £16,000 or less (£1,300 per annum), household incomes of £16,0001 - £20,000 from a POLAR Quintile 1 postcode (£800 per annum) and to care leavers (£2,500 per annum).

2. Self-assessment of targets

The tables that follow provide a self-assessment by The University of East Anglia of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of The University of East Anglia's 2019-20 access and participation plan.

Any optional commentary provided against the targets is given in Annex B.

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)		2013-14	90.1%	90.3%	90.3%	Percentage	2019-20	89.6	Limited progress
T16a_02 (Access)		2013-14	8.4%	8.9%	9%	Percentage	2019-20	11.6	Expected progress
T16a_03 (Access)		2013-14	11.3%	13.8%	14.3%	Percentage	2019-20	21.1	Expected progress
T16a_04 (Student success)		2011-12	4.6%	4.35%	4.3%	Percentage	2018-19	8.5	Limited progress
T16a_05 (Student success)		2012-13	16.7%	12.8%	12%	Percentage	2018-19	16	Limited progress
T16a_06 (Access)	Percentage of students with self-declared disability	2016-17	15.8%	15.9%	16.0%	Percentage	2019-20	19.2	Expected progress
T16a_07 (Access)	Percentage of students receiving full state support	2013-14	25.7%	30.9%	32.2%	Percentage	2019-20	28.1	Limited progress
T16a_08 (Other/Multiple stages)	Percentage of males on Primary PGCE	2014-15	n/a	n/a	n/a	N/A (see description / commentary)	2019-20		Expected progress
T16a_09 (Access)	Percentage of young white LPN males	2016-17	2.8%	2.9%	3.0%	Percentage	2019-20	3.2	Expected progress
T16a_10 (Success)	Percentage point gap between BME and white good honours	2016-17	-6.3	-6.1	-5.9	Percentage points	2019-20	-7.5	Limited progress
T16a_11 (Success)	Percentage point gap between disabled and non-disabled good honours	2016-17	-3	-2.9	-2.8	Percentage points	2019-20	-2.1	Expected progress

T16a_12 (Success)	Percentage point gap between male and female good honours	2016-17	-6.7	-6.5	-6.3	Percentage points	2019-20	-0.4	Expected progress
T16a_13 (Access)	Percentage of males on Primary PGCE	2016-17	24.5%	25.0%	25.5%	Percentage	2019-20	16.7	No progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Proportion of participants from LPN Q1 OR LAC OR Disability OR FSM	2013-14	n/a	n/a	n/a	N/A (see description / commentary)	2019-20		Expected progress
T16b_02 (Access)	Mentoring proportion of mentees from LPN Q1 OR LAC OR Disability OR FSM	2013-14	n/a	n/a	n/a	N/A (see description / commentary)	2019-20		Expected progress
T16b_03 (Access)	Number of schools & colleges liaised with	2013-14	148	120	120	Headcount	2019-20	77	Limited progress
T16b_04 (Access)	Number of pupils engaged with (including multiple interactions for long-term outreach)	2013-14	26000	25000	25000	Headcount	2019-20	27894	Expected progress
T16b_05 (Access)	Co sponsor City Academy Norwich	2013-14	Yes	n/a	n/a	N/A (see description / commentary)	2019-20		Expected progress
T16b_06 (Access)	Improve access to activities aimed at high achieving students (measure using LPN Q1, LAC, DISABILITY, FSM)	2013-14	38.8%	45%	45%	Percentage	2019-20		Limited progress
T16b_07 (Access)	Establish teacher information events including regional teacher conferences, IAG support and teacher networks	2013-14	1	9	9	Other	2019-20	14	Expected progress
T16b_08 (Access)	Parents engagement in school, community and family events	2013-14	11	20	20	Headcount	2019-20	42	Expected progress
T16b_09 (Access)	Engagement with mature students. Number engaged with (including multiple interactions for sustained intervention)	2013-14	77	120	130	Headcount	2019-20	231	Expected progress
T16b_10 (Access)	LAC/Young Carers events - reduction in perception of barriers to HE	2016-17	-8.4	-9	-10	Percentage points	2019-20		Limited progress
T16b_11 (Access)	Collaborative Summer Schools/Campus visits/Careers events/SU events	2016-17	14	17	17	Other	2019-20		Limited progress

T16b_12 (Progression)	Employability/access to the professions - closing the gap in levels of engagement with the UEA Careers Service among LPN students in comparison to non-LPN students	2015-16	10	8	7	Percentage points	2019-20	4.7	Expected progress
T16b_13 (Access)	To deliver attainment raising activity in target schools with widening participation students	2017-18	10	12	14	N/A (see description / commentary)	2019-20		Expected progress
T16b_14 (Access)	Proportion of participants from LPN Q1 engaging in any Outreach activity	2016-17	43.6%	43.9%	44.2%	Percentage	2019-20	40	No progress
T16b_15 (Access)	Proportion of disabled participants engaging in individual sign up Outreach Summer School events	2016-17	10.4%	10.7%	11.0%	Percentage	2019-20	5.1	No progress
T16b_16 (Access)	Percentage of priority Outreach schools engaging in 5 or more activities with us across multiple key stages	2016-17	50.0%	55.0%	60.0%	Percentage	2019-20	82	Expected progress
T16b_17 (Access)	Percentage of previously non-engaged Sports for Boys attendees stating higher aspirations towards HE	2016-17	62.8%	63.3%	63.8%	Percentage	2019-20		Limited progress
T16b_18 (Access)	Percentage of Medical Aspirations attendees progressing to HE at any institution	2016-17	36%	37%	38%	Percentage	2019-20		Limited progress
T16b_19 (Access)	Development of reading age in months in City Academy students engaged in UEA reading scheme	2017-18	6	7	8	Other	2019-20		Limited progress
T16b_20 (Access)	Engagement of teachers at Outreach target schools in CPD at UEA	2017-18	24.5%	26.5%	28.5%	Percentage	2019-20	25	Limited progress
T16b_21 (Access)	Governors at our 20 highest priority Outreach schools	2017-18	4	5	6	Headcount	2019-20	11	Expected progress
T16b_22 (Access)	Progression to HE of mature students who have engaged in our outreach programme	2018-19	TBC	TBC	TBC	N/A (see description / commentary)	2019-20		Expected progress
T16b_23 (Access)	Progress 8 score for students engaging in Norfolk Scholars mentoring programme in comparison to School average	2018-19	0.66	0.67	0.68	Other	2019-20		Limited progress

T16b_24 (Progression)	Employability/access to the professions - closing the gap in levels of attendance of careers events among disable students in comparison to non-disabled students	2015-16	4	3	2	Percentage points	2019-20	3.4	Expected progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£2,556,674.00	£2,232,000.00	-13%
Financial Support	£4,387,806.00	£4,176,000.00	-5%

4. Action plan

Where progress was less than expected The University of East Anglia has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	We will monitor closely to ascertain whether this is a one year blip or a more consistent change to the intake profile. As a central pillar of UEA's Access and Participation strategy, as outlined in our 2020/21 to 2024/25 Plan, we continue to develop and implement inclusive recruitment and marketing approaches targeting state schools.
T16a_04	UEA will continue to implement the strategic measures outlined in its Access and Participation Plan 2020/21 to 2024/25 to address differential retention including increased investment in Outreach tutoring programmes to support ease of transition to HE study and a whole institutional approach to Welcome. We are also developing a "recovery plan" to ensure that the impact of the pandemic on student educational journeys is strategically mitigated against, both in terms of subject knowledge and study skills and the development of cultural and social capital.

T16a_05	UEA will continue to implement the strategic measures outlined in its Access and Participation Plan 2020/21 to 2024/25 and further developed in our Action Plan on Mature Student Access and Success to address differential retention. This includes investment in a specific role working with local FECs to support access and transition of mature students, and a whole institutional approach to Welcome which specifically considers the needs of mature students. We are also developing a "recovery plan" to ensure that the impact of the pandemic on student educational journeys is strategically mitigated against both in terms of subject knowledge and study skills and the development of cultural and social capital.
T16a_07	For 2020/21 intake we increased communication with all potential students, and specific communication with Outreach participants, regarding the financial support available and the fact that we moved bursary payments to much closer to student arrival.
T16a_10	As outlined in our APP 2020/21 to 2024/25, we will continue to work towards our stretching and ambitious target to close the degree awarding gap for black students by 2027/28 through the ongoing implementation of our Inclusive Education Policy and Closing the Degree Awarding Gap for Black Students Action Plan. Examples include: continuing work to decolonise the curriculum in all Schools of study, launch of the Vice-Chancellor's Task Force on Tackling Racism, work on self-reflection and education for all staff and students on cultural competencies, and work to increase diversity of representation in our staff and student body.
T16a_13	This is no longer a target in our Access and Participation Plan 2020/21 to 2024/25. However, we are developing a new strategic approach to supporting the diversity of our PGCE cohort - with the objectives of supporting progression to graduate-level employment for UG students at UEA, and supporting local schools in raising the expectation and attainment of pupils from underrepresented groups.
T16b_03	As outlined in our APP 2020/21 to 2024/25, we plan to continue to take an evidence-led approach to working more intensively with fewer schools for our core Outreach acitvity to ensure we are running progressive Outreach schemes (which evidence shows are most likely to facilitate access to HE for underrepresented pupils). In addition, through our inclusive recruitment and marketing approach we will also broaden significantly our reach to underrepresented students across schools in our recruitment zones.
T16b_06	A review of our Enrichment programme has been undertaken and it is likely that our recruitment team will cease this work due to limited return on investment. Instead the best learning from these projects will be brought under the control of the Outreach team and redeveloped for the 2021-22 academic year onwards.
T16b_10	UEA has developed and piloted a student lifecycle support package for care leavers and estranged students. This will be rolled out for 2020/21 arrivals. The package will be evaluated for impact and developed further across the lifetime of our APP 2020/21 to 2024/25.
T16b_11	Planning is in progress for our collaborative Outreach from 2021/22 academic year, and will again include collaborative events such as the Including Me Summer School, FLY and Wonderfest as these have been proven to be impactful in previous years.

T16b_14	As part of our new strategic approach to targeting Outreach activity at the most in-need we are working towards supporting Schools in selecting participants based on lower engagement with key NERUPI capitals fundamental to access to HE; as opposed to utlising characteristics as a selection criteria. We believe this evidence-led approach will see us working with pupils with potential to access HE, but who face specific barriers to being successful in doing so.
T16b_15	As part of our new strategic approach to targeting Outreach activity at the most in-need we are working towards supporting Schools in selecting participants based on lower engagement with key NERUPI capitals fundamental to access to HE; as opposed to utlising characteristics as a selection criteria. We believe this evidence-led approach will see us working with pupils with potential to access HE, but who face specific barriers to being successful in doing so.
T16b_17	UEA has developed and piloted a student lifecycle support package for care leavers and estranged students. This will be rolled out for 2020/21 arrivals. The package will be evaluated for impact and developed further across the lifetime of our APP 2020/21 to 2024/25.
T16b_18	Continued implementation and evaluation of impact of our medical aspirations programme to ensure continuous improvement.
T16b_19	Our online tutoring programme for KS3 and 4 offers English tutoring. Our aim is to review the delivery and impact of this programme during the summer of 2021 and offer a new and improved English programme for 2021/22 academic year.
T16b_20	An entire review of our programme for Influencers (Teachers and Advisers) is underway with a brand new offering available for 2021/22. This will include a new and combined CPD plan with our School of Education and Norfolk County Council, and the development of a site for teachers to book onto, and monitor, all engagements with UEA Outreach.
T16b_23	UEA's 2020/21 to 2024/25 APP includes significant commitment to increase our range of approaches to attainment-raising Outreach programmes. A key example is the development of our Make It Count programme which incorporates tutoring, revision masterclasses and study skills development. Using the NERUPI Framework we are also developing skills to aid attainment through a number of our other programmes, including our in-house mentoring programme and our progressive subject-specific programmes with Year 12-13 pupils.

5. Confirmation

The University of East Anglia confirms that:

Student engagement
Have you worked with your students to help them complete the access and participation plan monitoring student submission?
Yes
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?
Yes
Verification and sign off
The University of East Anglia has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.
Yes

Accountable officer sign off	
Name	Professor David Richardson
Position	Vice Chancellor

Annex A: Commentary on progress against targets

The University of East Anglia's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
There has been a slight dip in proportion of intake from state schools in 2019/20 despite meeting commitment for the delivery of all Outreach work in state schools.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
UEA has consistently had an extremely high rate of intake from state schools and continues to do so with only a slight decline in 2019/20.

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
In our APP 2019/20, we outlined a significant range of measures to address differential non-continuation at UEA and all were implemented during the lifetime of the plan including investment in preparation and transition activity, Learning Enchancement, Peer Assisted Learning and Buddy Schemes. UEA had also established its Inclusive Education Policy as the foundation to our approach to removing differential outcomes and experience for underrepresented students.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
To mitigate the impact of the coronavirus pandemic, UEA developed and implemented an Ensuring Inclusive Retention action plan and cross-institutional working group. This saw us take a whole institutional approach to addressing retention for at-risk groups through eight work streams spanning the student journey, and close monitoring of implementation and impact.

Target reference number: T16a_05
How have you met the commitments in your plan related to this target?
In our APP 2019/20, we outlined a significant range of measures to address differential non-continuation at UEA and all were implemented during the lifetime of the plan including investment in preparation and transition acitvtiy, Learning Enchancement, Peer Assisted Learning and Buddy Schemes. UEA had also established its Inclusive Education Policy as the foundation to our approach to removing differential outcomes and experience for underrepresented students.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

To mitigate the impact of the coronavirus pandemic UEA developed and implemented an Ensuring Inclusive Retention action plan and cross-institutional working group. This saw us take a whole institutional approach to addressing retention for at-risk groups through eight work streams spanning the student journey, and close monitoring of implementation and impact.

Target reference number: T16a_07

How have you met the commitments in your plan related to this target?

There has been slightly slower than predicted progress in increasing our intake of students receiving full state support in 2019/21, despite meeting our commitments to provide bursaries to students from low income households and the embedding of financial education and advice in our Outreach programme.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We believe that this milestone has now been superseded by our APP 2020/21 to 2024/25 which outlines a strategic move away from targeting based solely on income to one more focused on supporting target student groups least likely to progress to HE and/or with disrupted student journeys.

Target reference number: T16a_10

How have you met the commitments in your plan related to this target?

In our 2019/20 APP, we committed to significant work to better understand the drivers of the degree awarding gap for Black students - all of which was completed.
UEA also committed to the development and implementation of its Inclusive Education Policy. The Policy has been established with implementation underway. The Policy includes specific commitments to whole institutional approaches to developing inclusive Curriculum, Teaching, Assessment and Experience.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

During 2019/20, UEA developed and agreed a whole institutional, student lifecycle action plan to Close the Degree Awarding Gap for Black Students with commitments to increasing understanding of the issue across UEA, making cultural, systemic and structural change, challenging mindsets and ensuring increased representation. A large range of activity has been undertaken in 2019/20 against this plan including the wider roll-out of a BAME Student Ambassador Scheme, development of safe spaces for Black students, reviews of curricula and teaching approaches.

Target reference number: T16a_13

How have you met the commitments in your plan related to this target?

Progress towards this target has been consistently challenging. Indeed in 2019-20 no resource was allocated to this specific target as PGCE recruitment is at an all-time low, and as

such supporting progression from any suitable candidate has needed to take priority. As such we have taken a more inclusive approach of encouraging progression into teaching from our UG cohort more broadly through our Glimpse of and Taste of Teaching programmes led by our School of Education.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No specific steps were outlined in our 2019-20 APP to achieve this target. Our Glimpse of and Taste of Teaching programmes ran in 2019-20, and whilst open to any UEA UG student considering a teaching career, applications from underrepresented groups (including males) were actively encouraged.

Target reference number: T16b_03

How have you met the commitments in your plan related to this target?

We outlined in our APP 2019/20 a plan to make our work with Outreach target schools more strategic, and focus on progressive Outreach programmes and multiple touchpoints with a smaller number of schools. The lower-than-predicted number of schools worked with is partially a reflection of the implementation of this strategic approach. The impact of the pandemic on the capacity of schools to engage with Outreach is also seen here, as much of our Primary school work usually happens during the summer months (i.e. during the period of the first lockdown) and this would ordinarily add a significant number of schools to our tally.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Whilst prevented from engaging with schools directly we ensured all
available reference content is online and provided hard copy material to send into schools for those pupils without internet access. We developed an Outreach Resource Centre (https://everwondered.uea.ac.uk/) to host all of the content we are producing and facilitated school access to this.

Target reference number: T16b_06

How have you met the commitments in your plan related to this target?

It is not possible to provide an accurate measure against this target for 2019/20 due to necessary changes to programme delivery during the pandemic. The majority of our Enrichment Programme did not run as planned in 2019/20. Usually these campus-based programmes are offered on an 'individual sign-up' basis, which provides us with key data for this target. During lockdown the decision was taken to shift these activities online and to make them open-access to encourage easy engagement. This removed most data collection abilities.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Enrichment activities were actively and repeatedly promoted into Outreach schools and also to pupils engaged in Outreach progressive programmes as additional and supplementary learning opportunities.

Target reference number: T16b_10
How have you met the commitments in your plan related to this target?
It is not possible to provide an accurate measure against this target for 2019/20 due to necessary changes to programme delivery during the pandemic. Our main LAC/Young Carers programme, Including Me, did not run as planned in 2019/20.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
One-to-one mentoring activity was put in place to ensure no gap in support.

Target reference number: T16b_11
How have you met the commitments in your plan related to this target?
It is not possible to provide an accurate measure against this target for 2019/20 due to necessary changes to programme delivery during the pandemic. Our main collaborative programmes, Wonderfest (which includes sessions from other HEIs) and Including Me (a residential programme for care-experienced pupils run jointly with the University of Suffolk, and an awards ceremony run jointly with local Further Education Colleges and Norfolk County Coucil) did not run as planned in 2019/20 and were replaced with UEA operated one-to-one support activity.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Close working relationships with collaboration partners have been maintained to allow the re-establishment of collaborative working when possible.

Target reference number: T16b_14
How have you met the commitments in your plan related to this target?
We have continued to work with Outreach target Schools to support their selection of underrepresented students for participation in our Outreach initiatives. In 2019-20 we have faced additional issues in obtaining registers of attendees for some projects due to limitations on teachers' time. This has made it more challenging than usual to accurately represent the data behind this target.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We have provided clearer guidance to schools on the demographic groups we prioritise for our events and why our work is targeted rather than available universally. We have also supported schools in understanding how and why this maps against Pupil Premium and Free School Meal data in order to make the process easier for them, and have provided HEAT identification data back to schools to aid teachers in providing registers and identifying target pupils.

Target reference number: T16b_15

How have you met the commitments in your plan related to this target?

We have continued to work with Outreach target Schools to support in their selection of underrepresented students for participation in our Outreach initiatives.
This project involved individuals signing up to a virtual summer school, as compared to our usual face-to-face summer schools, and as such will not have been promoted as heavily through schools. In addition we did not have the opportunity to undertake our usual promotional activities (e.g. attendance at assemblies). There is useful learning here - about where and how to access pupils from this group, and this is something for us to focus our attentions on in future.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Our Virtual Summer School was promoted on various social media platforms as well as via schools. Our marketing is always inclusive and welcoming.

Target reference number: T16b_17

How have you met the commitments in your plan related to this target?

It is not possible to provide an accurate measure against this target for 2019/20 due to necessary changes to programme delivery during the pandemic. Our main programme, Gamechangers, did not run as planned in 2019/20.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

One-to-one mentoring activity was put in place to ensure no gap in support and a full impact evalaution is in place to learn from this practice.

Target reference number: T16b_18

How have you met the commitments in your plan related to this target?

It is not possible to provide an accurate measure against this target for 2019/20 as HEAT progression data is not yet available. However, internal tracking data shows that 32.5% of participants progressed to UEA, indicating a strong rate of progression.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Continued implementation and evaluation of impact of our medical aspirations programme to ensure continuous improvement.

Target reference number: T16b_19

How have you met the commitments in your plan related to this target?
It is not possible to provide an accurate measure against this target for 2019/20 due to the programme stopping in March 2020 during the pandemic.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We were unable to continue with the programme as planned. We have instead linked our School of Education with City Academy Norwich and a literacy charity to develop a large-scale literacy development programme with the aim of establishing City Academy Norwich as a Literacy Centre for Excellence in future years.

Target reference number: T16b_20
How have you met the commitments in your plan related to this target?
A combination of limited ability to provide CPD activity and reduced capacity of teachers in our Outreach target schools has made this target challenging over the previous year. Our main event, our Teachers Conference, was delivered online and tracking of engagement was more limited.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Our Outreach Resource Centre provides a range of materials, lesson plans and pre-made workshops for teachers to utilise during online lessons with pupils. During this time we have focused on providing good quality content via this platform and promoting this well to our teachers to make their teaching easier, rather than focusing on them needing to attend more training and events.

Target reference number: T16b_23
How have you met the commitments in your plan related to this target?
It is not possible to provide an accurate measure against this target; due to the pandemic, school performance metrics are not being published or shared by DfE (https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability)
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
During 2019-20 we made the decision to end our collaboration with this project with Villiers Park. One major factor in this decision was the focus of Villiers Park on attainment-raising and the limited effect their programme was having in this area. As such we have created our own intensive mentoring programme. This was launched in January 2021, and focuses more on developing broader skills and attributes for HE, rather than solely on the grades pupils achieve.

Annex B: Optional commentary on targets

The University of East Anglia's commentary on any of the targets listed in Section 2.

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	Whilst in 2018/19, we experienced higher than predicted non-continuation for POLAR Q1 students meaning that we have not made expected progress on this target, this non-continuation rate was in line with that for POLAR Q2-5 students indicating a decline in retention that was not specifically related to underrepresented groups. In addition, internal data indicate that this was a single year issue with 2019/20 non-continuation for POLAR Q1 students dropping significantly to 3.6% ahead of our milestones.
T16a_05	
T16a_06	
T16a_07	
T16a_08	Agreed removal of target
T16a_09	
T16a_10	
T16a_11	
T16a_12	
T16a_13	
T16b_01	Agreed removal of target
T16b_02	Agreed removal of target
T16b_03	
T16b_04	
T16b_05	Agreed removal of target
T16b_06	
T16b_07	
T16b_08	
T16b_09	

T16b_10	
T16b_11	
T16b_12	
T16b_13	Agreed removal of target
T16b_14	It is important to note that, whilst we have not met our target, we are pleased that 40% of attendees have been from Q1 households - as this group has been significantly and disproportionately impacted by Covid-19. Poor access to reliable internet and IT, and reduced support for learning at home have resulted in limited engagement with core teaching, let alone Outreach activity.
T16b_15	Nationally it has been demonstrated that pupils with a disability have been adversely affected during lockdown - with reduced access to learning support, and engagement with online learning often being a challenge. As such awareness of, and willingness to engage with, our virtual Summer School may have been limited further. This is excellent learning for us going forward.
T16b_16	
T16b_17	
T16b_18	
T16b_19	
T16b_20	
T16b_21	
T16b_22	This will be reportable via HESA tracking through HEAT, but for 2019/20 activity, this report will be in the 2021/22 academic year.
T16b_23	
T16b_24	Milestones should include a "-" - actual is a positive figure so significantly ahead of target.