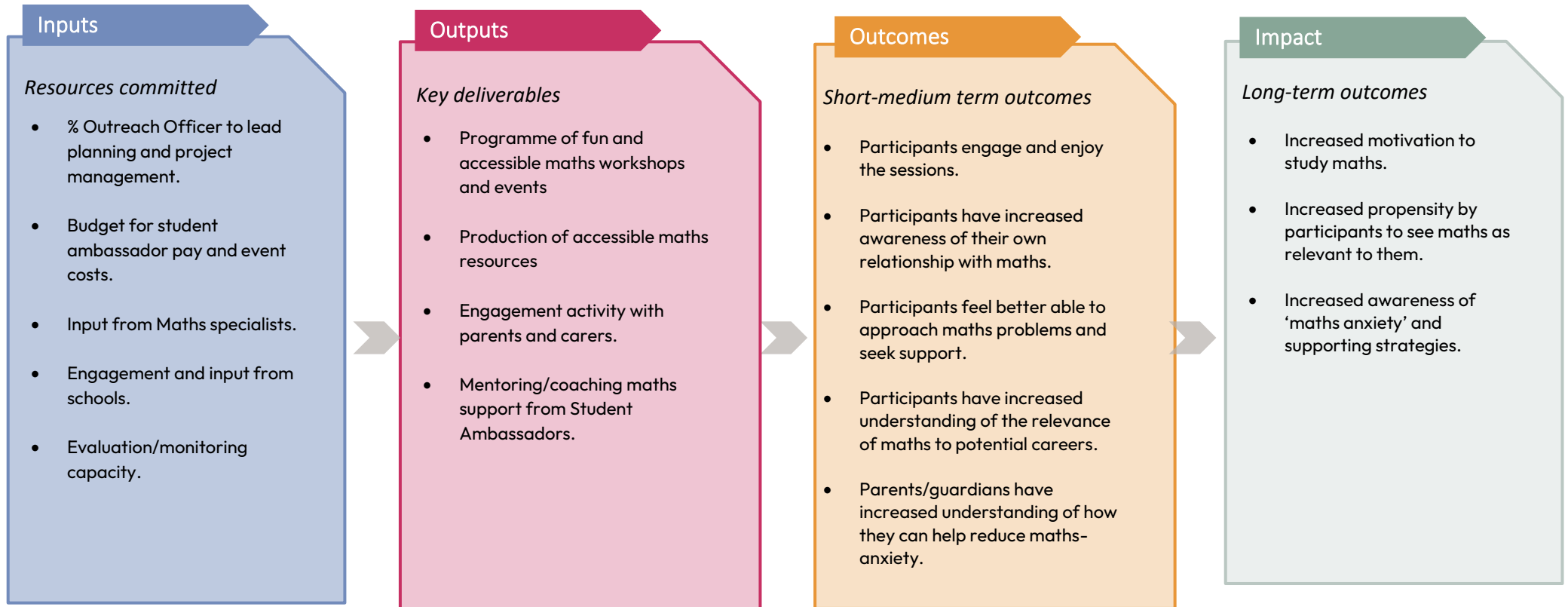


Theory of change: **Maths skills KS4**



Assumptions (related to individuals who take up the activity)

- Achievement in Maths GCSE one of biggest obstacles / correlations with under-representation in HE.
- Students may have negative experiences of studying maths at school.
- Students may feel anxious about their ability in maths.
- Fear of maths may be reinforced by negative parental/carer experiences of studying maths
- Students may not view maths as relevant to their career aspirations.
- Students who are struggling with maths are likely to disengage.
- Students may feel reluctant / embarrassed by wanting to do well at maths or saying they don't understand.

Assumptions (related to early changes in attitude or behaviour by activity)

- Participants likely to more readily engage with maths content outside typical classroom environment.
- Participants more likely to understand relevance of maths if applied to real life problems.
- Participants reflect on own attitudes to maths and how this may affect learning / pupil support.

Assumptions (related to benefits and possible unintended consequences)

- Risk that activity may not be appropriately pitched to mixed ability group, reinforcing negative experiences of maths.
- Benefits most likely to be realised as part of a wider range of maths activities and support within the school.