



## **Children's University**

Further appendices

March 2025

Palak Roy, Pippa Lord, Eleanor Bradley, Lillian Flemons, Chris Morton,  
and Sarah Tang



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We were set-up in 2011 by the Sutton Trust partnership with Impetus with a founding £125m grant from the Department for Education. In 2022, we were re-endowed with an additional £137m, allowing us to continue our work until at least 2032.

For more information about the EEF or this report please contact:



Education Endowment Foundation  
5th Floor, Millbank Tower  
21–24 Millbank  
SW1P 4QP



[info@eefoundation.org.uk](mailto:info@eefoundation.org.uk)



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Department  
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What  
Works  
Network The logo for What Works Network, featuring a large, stylized 'W' made of three overlapping shapes in shades of blue and green.

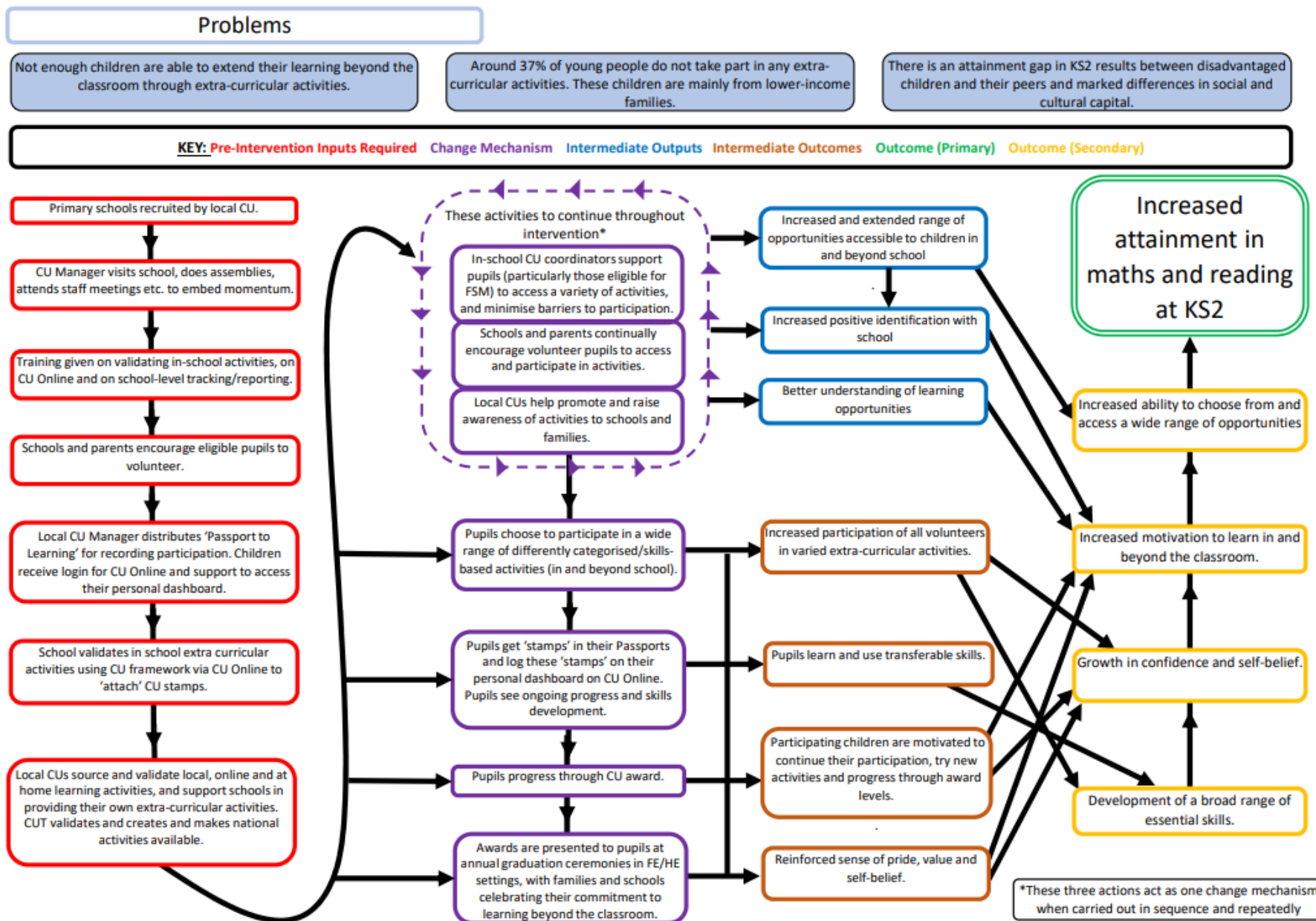
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## Appendix E: A theory of change for Children's University



### Theory of Change for Children's University



## Appendix F: Memorandum of Understanding

### Children's University EEF Evaluation 2020-24: Memorandum of Understanding (MOU)

This document is to clarify understanding around expectations and responsibilities of schools taking part in the 2020-24 trial of Children's University funded by The Education Endowment Foundation (EEF) and evaluated by the National Foundation for Educational Research (NFER). This document must be signed by the persons named as follows:

<b>Name of School</b>	
<b>School address</b>	
<b>Head Teacher<sup>1</sup></b>	
<i>Name</i>	
<i>Phone number</i>	
<i>Email</i>	
<b>Children's University Trial Coordinator in the school<sup>2</sup></b>	

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<sup>1</sup> This MOU must be signed by a Head Teacher.

<sup>2</sup> This will be the main contact for this project who will co-ordinate the delivery of this programme in the school

<i>Name</i>	
<i>Job Title</i>	
<i>Phone number</i>	
<i>Email</i>	
<b>Number of students currently in Year 4</b>	

## 1. EEF, NFER and Children's University – an introduction

In 2017, the [EEF published an evaluation of Children's University](#) which showed a direct link between participation in Children's University and increased achievement in reading and maths. The programme was evaluated via a randomised controlled trial (RCT) and showed that children in Children's University schools made two additional months' progress in reading and maths compared to children in the other schools (the control group).

Having gone on to name Children's University a 'Promising Project' in 2018, the EEF is now funding a trial of Children's University to be independently evaluated by the National Foundation for Educational Research (NFER) to see if positive results are evident at scale.

Children's University Trust along with their local Children's University partners is responsible for the delivery of the programme, and for the training and support involved in the programme implementation in schools. The NFER is the independent evaluator for the trial. NFER is responsible for the collection and analysis of data, including evaluation, administrative and assessment data required for the evaluation of the programme.

The results of this trial will be used to inform future guidance for school leaders. This study is the subject of this MOU.

## 2. Overview of the study

This effectiveness trial of Children's University is set to run from November 2021 to July 2023. School recruitment and data collection will start in October 2020 with the final research report being published in 2024. It will be a randomised controlled trial (RCT) involving 150 primary schools; 75 schools will be randomly allocated to the control group (i.e. not receiving Children's University) and the other 75 will be the intervention group, receiving Children's University.

RCT is a research design where participants (schools in this case) are allocated to the intervention and control groups at random, to ensure that, as far as possible, there are no systematic differences between the two groups for factors that may affect pupil outcomes. This design enables the evaluator to determine cause and effect relationships between the programme and pupil outcomes. It is essential that schools adhere to their roles, assigned through the random allocation, and participate in all evaluation activities, in order to maintain the comparability of the two groups throughout the evaluation.

Intervention schools will run Children's University for 2 years for one cohort. Pupils who will be in Year 5 in the academic year 2021/22 will volunteer from each school for the full duration of the programme. Pupils will have the opportunity to volunteer towards the end of the summer term when they are in Year 4 and, if their school is randomly allocated to the intervention group, their participation in Children's University will be monitored during their time in Years 5 and 6.

### **3. Children's University delivery partners & NFER**

Children's University Trust is working with local Children's University delivery partners which are well-established, sustainable organisations who see benefit from being engaged in this form of evaluation and are looking to reach new schools or into new areas.

For the purposes of this trial, your school will be working with (insert name and org of local CU). They will be your primary contact for the delivery (should your school get randomly allocated to receive the intervention).

For evaluation activities, NFER will be the primary contact. This way, NFER will be the primary contact for all control schools. All information shared with your local Children's University will also be shared with the NFER.

### **4. Expectations on schools**

The Children's University programme of activities for this trial will not commence until November 2021. However, we are aware that some safety measures regarding Covid-19 may still be in place. The expectations as set out below must be carried out following the most current government safety guidelines at the time of delivery. When collecting data, NFER will also follow the most current government safety guidelines. Please see section 6 for a full timeline of when the data will be collected.

**All schools** taking part will be expected to:

- Allocate a member of staff as the key contact for the trial with NFER and Children's University Trust.
- Share a letter with parents/carers (provided by NFER) sharing with them full information about the evaluation and their right to withdraw their child from the data sharing.

- Provide pupil data once signed up to the study for all children in Year 4 for the 2020/21 academic year (pupil's first name, surname, date of birth and UPN).
- Share and collect parents' Expressions of Interest forms, in Summer/Autumn 2021.
- Administer the Baseline Pupil Questionnaire (This will be looking at pupils' increased motivation to learn in and beyond the classroom, development of a broad range of essential skills, and growth in confidence and self-belief) to all Year 4 pupils in Summer/Autumn 2021, before randomisation. Encourage children eligible to receive free school meals (FSM) to volunteer to take part in Children's University (should your school get randomly allocated to receive the intervention). The administrations of the questionnaires will be a condition for the school to be randomised and take part in the trial.
- Complete a School Baseline Proforma, a short online survey about usual practice in relation to extra-curricular activities.
- Allow NFER to administer the Endpoint Pupil Questionnaire to all Year 6 pupils in Summer 2023.

Additionally, schools that are **randomly allocated to the intervention group** (i.e. receiving Children's University) will be expected to:

- Make a £300 contribution to the cost of the programme, this will include CU passports and two graduation ceremonies – payable after schools are allocated to the intervention group.
- Allocate a school-coordinator to manage Children's University for 2 years (named above in the MOU).
- Participate in initial local staff training with Children's University.
- Participate in in-school staff training from their local Children's University Manager each year.
- Allow the Children's University Manager to promote Children's University via an in-school assembly/information session for trial volunteers.
- Ensure all participating volunteers are able to access in-school activities, by:
  - encouraging pupils to log activity on Children's University Online and in their passports;
  - encouraging variety and quantity of participation, including in-school time e.g. lunchtime, and supporting students to attend validated external activities;
  - supporting participating pupils to attend the Children's University graduation event at the end of each year.
- Ensure FSM children are able to access in-school activities and/or activities that do not require personal transport costs.
- Validate all relevant school activities.
- Ensure Children's University Online is kept up to date - we would like the school coordinator to upload a list of pupils who are taking part in CU activities and after this encourage pupils and parents to log each activity.
- Provide information about extra-curricular activities to participating pupils and their parents.
- Complete a staff survey in Summer 2023– to be completed by the school co-ordinator for Children's University.
- Some schools will be invited to take part in case studies involving interviews with staff and discussion groups with pupils, and/or telephone interviews with staff.

Schools that are **randomly allocated to the control group** (i.e. not receiving Children's University), as well as expectations listed within section 4 of this document, will also be expected to:

- Receive £500 gesture of appreciation payable at the end of the study.
- Not be able to sign up to Children's University outside of the study until after June 2023.
- Complete a school pro-forma in Summer 2023 about their extra-curricular activities during the trial period.

### **Expectations on NFER and Children's University Trust**

NFER and Children's University Trust will ensure the following:

- That a key project contact is available to support schools with the project.
- That each school has access to its own secure school portal to allow for the transfer of any data.
- That a template will be provided to schools for all requested data.
- That researchers undertaking interviews/visits are DBS checked.
- That control schools receive a payment of £500, upon completion of trial requirements, by autumn 2023.
- That all data is analysed using secure systems.
- That graduation ceremonies will be organised at the end of each year for qualifying children.
- That schools are provided with a link to a summary report in spring 2024.
- That the most current safety guidelines will be followed when collecting data in-person.

### **5. Use of data**

The data collected by the NFER and Children's University Trust will be stored confidentially and securely on password protected computers and will be held in compliance with the Data Protection Act 2018 and the General Data Protection Regulation (GDPR) guidelines. NFER and Children's University Trust will be joint Data controllers. The local Children's University centres will be the data processors. NFER and Children's University Trust have identified the legal basis for gathering and using personal data as the legitimate interest to administer the randomised controlled trial and analyse its data. The legal basis for processing personal data is covered by GDPR Article 6 (1) (f):

*Legitimate interests: the processing is necessary for your (or a third party's) legitimate interests unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.*

The evaluation fulfils one of NFER's core business purposes (undertaking research, evaluation and information activities) and it has broader societal benefits. It is therefore in our legitimate interest to process and analyse personal data for the administration of this trial.

Further information is available in our privacy notices for schools, parents and local CU centres (details below).

The data will be treated in the strictest confidence by NFER and Children's University Trust, and personal data will only be used for the purposes of this research. No school, teacher or pupil will be named in any report arising from this work. The overall findings from this research will be included in a report published by the EEF and used to influence practice nationally. Findings may be disseminated at educational research conferences and in academic or professional journals.

For the purpose of research, the responses will be linked with information about the pupils from the National Pupil Database (NPD) and shared with the Department for Education, the EEF's archive manager and, in a de-identified form, with the Office for National Statistics and potentially other research teams. Further matching to NPD and other administrative data may take place during subsequent research. For further information see our privacy notices here:

Privacy notice for Schools and local Children's Universities: [https://www.nfer.ac.uk/media/3869/eecu\\_schools\\_and\\_cu\\_privacy\\_notice.pdf](https://www.nfer.ac.uk/media/3869/eecu_schools_and_cu_privacy_notice.pdf)

Privacy notice for parents:

[https://www.nfer.ac.uk/media/3868/eecu\\_parents\\_privacy\\_notice.pdf](https://www.nfer.ac.uk/media/3868/eecu_parents_privacy_notice.pdf)

All data shared on Children's University Online will be subject to the privacy policy available at [www.childrensuniversity.co.uk/privacy-policy/](http://www.childrensuniversity.co.uk/privacy-policy/)

## 6. Timeline for evaluation

<b>November 2020 – May 2021</b>	<ul style="list-style-type: none"> <li>Schools to sign up to the trial using the School MOU form.</li> </ul>
<b>Early June 2021</b>	<ul style="list-style-type: none"> <li>NFER (the evaluators) to begin contacting schools and sharing the parent letter and withdrawal form.</li> </ul>
	<ul style="list-style-type: none"> <li>Schools to share the above forms with parents. Any parents wishing to withdraw their child from data sharing can sign and return the withdrawal form to school.</li> </ul>
<b>Mid June 2021</b>	<ul style="list-style-type: none"> <li>NFER to request pupil data for all children in Y4. NFER will share excel template via a secure portal.</li> </ul>

<b>Late June – July 2021</b>	<ul style="list-style-type: none"> <li>Schools to provide NFER with data for those pupils whose parents have not withdrawn them.</li> </ul>
<b>Early September 2021</b>	<ul style="list-style-type: none"> <li>NFER to provide schools with a school baseline pro-forma; Parental Expression of Interest (EOI) letter and pupil surveys per child.</li> </ul>
<b>Mid September 2021</b>	<ul style="list-style-type: none"> <li>Parents to sign EOI online or on paper and return to school. School to return these to NFER.</li> </ul>
	<ul style="list-style-type: none"> <li>Pupils to complete baseline survey – surveys to be returned to NFER.</li> </ul>
<b>Late October 2021</b>	<ul style="list-style-type: none"> <li>Half the schools to be randomised to the intervention group, and half to the control group.</li> </ul>
<b>After October half term</b>	<ul style="list-style-type: none"> <li>NFER to share randomisation results with schools. Letter/email to be sent to the school contact with randomisation results and next steps.</li> </ul>
<b>November 2021</b>	<ul style="list-style-type: none"> <li>Children's University Trust to invoice intervention schools for £300.</li> </ul>
<b>November 2021 – Summer 2023</b>	<ul style="list-style-type: none"> <li>Control schools to continue as usual without signing up to Children's University before September 2023.</li> </ul>
<b>November 2021 – December 2021</b>	<ul style="list-style-type: none"> <li>Intervention schools to be introduced to their local Children's University. Training to begin – dates to be agreed by school and local Children's University.</li> </ul>

<b>January 2022 – July 2023</b>	<ul style="list-style-type: none"> <li>Intervention schools to take part in Children's University programme of activity as planned and agreed with their local Children's University.</li> </ul>
<b>Summer term 2023</b>	<ul style="list-style-type: none"> <li>Final surveys and interviews to be completed by all schools.</li> </ul>
<b>Summer term 2023</b>	<ul style="list-style-type: none"> <li>Control schools to be paid £500.</li> </ul>
<b>March 2024</b>	<ul style="list-style-type: none"> <li>Final report to be published. School and child data will be anonymised.</li> </ul>

## 7. Payment terms

Schools allocated to the intervention group will be expected to make a payment of £300 to the co-ordinating Children's University by November 2021.

Schools allocated to the control group will receive a £500 gesture of appreciation at the end of the study. This will be on completion of a post-test survey and all data requirements. Payment is likely to be in the Autumn Term 2023.

## 8. Signatures

I confirm that I have read and understand the information provided about this evaluation and I am satisfied with the expectations outlined.

I confirm that my school has not run Children's University within the past three years.

As per the above, I confirm that I will co-operate with both Children's University and the NFER for the duration of this trial, regardless of whether my school is allocated to the control or intervention groups.

<b>Head Teacher Signature (as named above):</b>	
<b>Date:</b>	



## Appendix G: Privacy notice for local CUs and schools

### Privacy notice for staff in schools and local Children's Universities Evaluation of Children's University

#### 1 Why are we collecting this data?

The National Foundation for Educational Research (NFER) and Children's University Trust are collecting personal data to enable the evaluation of the Children's University (CU) programme, using a randomised controlled trial (RCT). The programme aims to improve the aspirations and attainment of pupils by encouraging, tracking and celebrating participation in learning activities beyond the normal school day. Local Children's Universities support schools to provide a range of learning opportunities, such as after-school clubs, projects and enrichment activities, and collaborate with local destinations and learning providers, such as libraries, sports clubs, historic centres and museums, to offer structured learning activities for children. The trial aims to ascertain the impact of the intervention on pupils' attainment in reading and maths, and the impact on pupil attitudes such as pupil confidence, self-belief and motivation to learn, and on a range of essential skills.

The Education Endowment Foundation (EEF) is commissioning this independent evaluation. Children's University Trust along with the local Children's Universities is overseeing the recruitment and delivery of the CU programme. NFER is the independent evaluator. Children's University Trust and NFER will decide what happens to the data as part of the evaluation in accordance with its objectives as set by the Department for Education (DfE) and EEF, and as outlined in this document. Children's University Trust and NFER are joint data controllers for this project. They will collect, analyse and delete data at the end of the trial. Participating local Children's Universities are the data processors.

The CU programme and its evaluation is one of a number of activities funded by DfE's Accelerator Fund (AF) which aims to support schools and pupils to recover from the Covid-19 pandemic. The DfE and EEF are joint data controllers who have overarching responsibility for the projects funded by the Accelerator Fund. They have appointed an independent evaluator of the AF and are joint data controllers for any personal data processed as part of its evaluation.

This document outlines how personal data of school staff and local Children's University staff will be collected and processed as part of the trial.

Schools will also have a key role in the collection of pupils and parents' data, so it is important for them to have a clear view of the processes involved. Schools distribute parent information letters and withdrawal forms to all parents, then provide pupil data to NFER via a secure online portal. The data will be

for **all** pupils enrolled in Year 4 in 2020/21 (where parents have not withdrawn their child, by completing the withdrawal form) whether the pupil is a volunteer or non-volunteer for CU activities.

Please refer to the parents' privacy notice at the following link for further details on the pupil data:  
[https://www.nfer.ac.uk/media/3868/eecu\\_parents\\_privacy\\_notice.pdf](https://www.nfer.ac.uk/media/3868/eecu_parents_privacy_notice.pdf)

## 2 What is the legal basis for processing activities?

The legal basis for processing personal data for the evaluation of the CU programme is covered by GDPR Article 6 (1) (f):

*Legitimate interests: the processing is necessary for your (or a third party's) legitimate interests unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.*

A legitimate interest assessment has been undertaken. The evaluation fulfils one of NFER's core business purposes (undertaking research, evaluation and information activities). It has broader societal benefits and provides evidence about the impact of extra-curricular activities on children's lives. It is also in the legitimate interests of the Children's University Trust as the outcomes will be used to improve its activities. It is therefore in both organisations' legitimate interest to process and analyse personal data for the administration of this trial. The research cannot be done without processing personal data but processing does not override the data subject's interests.

## 3 How will personal data be obtained?

### Local CUs

For each participating local Children's University, NFER will collect names and contact details for the Children's University managers.

### School staff

Local Children's Universities, on behalf of the Children's University Trust, will collect expressions of interest from schools interested in participating in the trial. This will include name and contact details of the school's headteacher and of the school staff member who expresses the interest.

If the schools decide to go forward and participate in the trial, a Memorandum of Understanding (MoU) will be completed. It confirms the headteacher details and provides the name and contact details of the member of staff nominated as the trial coordinator. The signed MoU documents will be collected by local Children's Universities. The information for all the schools will be collated by the Children's University Trust.

Information about usual practice, implementation and perceptions will be collected directly from nominated staff. NFER will use different surveys in schools in the intervention and control groups. NFER will carry out 11 light-touch case-study visits and telephone interviews in intervention schools. During the visits, interviews will be used to collect staff views about the trial. In addition to this, local Children's Universities will administer cost proformas in the intervention schools.

### **Data transfer**

Children's University Trust and local Children's Universities will be collecting expressions of interest and, for participating schools, MOUs and proformas via email. NFER will use a secure online portal to collect data electronically. Staff surveys will be completed online on a secure survey platform.

## **4 What personal data is being collected by this project?**

### **Local Children's Universities**

NFER will collect the following personal data from each local Children's University:

- local Children's University manager names and title
- local Children's University manager contact details.

### **Schools**

NFER and Children's University Trust (via local Children's Universities) will collect the following personal data for the school staff member who expresses the interest, the headteacher and the trial coordinator in each school:

- names and title
- contact details
- job title.

For staff in schools randomised to the intervention group, in addition to the personal data listed above, the following will be collected by NFER:

- views about the intervention
- perception of CU support
- perceived outcomes for their pupils and school
- monetary cost and staff time in delivering CU.

NFER will collect this data to evaluate the outcomes of the trial and to liaise with the individuals for the evaluation. For example, names and email addresses will be collected so that NFER can send the link to online questionnaires directly to individual members of staff.

Local Children's Universities will collect the monetary cost and staff time in delivering CU via cost proformas.

## **5 Who will personal data be shared with?**

School names, school staff contact details and local Children's Universities' staff details will be shared between NFER and Children's University Trust using NFER's secure data portal. Children's University Trust and local Children's Universities may share data, via email, in order to deliver the Children's University programme.

Local Children's Universities will share data about schools' monetary cost and staff time in delivering CU with Children's University Trust and NFER.

As part of the AF evaluation, NFER may be asked to share school staff details with the AF evaluator appointed by EEF. This data will include names, job titles and contact details of school headteacher and the trial coordinator in each trial school. The independent evaluation of the AF programme will provide its own privacy information.

NFER will not share personal data collected through telephone interviews with Children's University Trust or DfE or EEF.

## **6 Is personal data being transferred to third countries?**

No personal data is stored to third countries. Questback, the secure survey software may transfer data to the European Union; their privacy information is available at <http://www.questback.com/data-privacy/>.

## **7 How long will personal data be retained?**

Data is not kept longer than is necessary and is deleted in accordance with NFER's and Children's University Trust's internal policy.

NFER and Children's University Trust will delete any personal data relating to the delivery of the trial and its evaluation one year from the publication of the final report (due for publication in 2024). If children and schools choose to continue to be part of Children's University beyond the trial, data entered into the Children's University Online will continue to be stored and processed there.

## 8 Can I stop my personal data being used?

Schools, school staff and local CU staff can withdraw from the trial and/or from their data being used in the trial at any time. NFER appreciates schools' and participants' support in collecting the data since it is very important for the validity of the results. Should you/your school withdraw from the evaluation (i.e. decide not to engage in Children's University if in the intervention group or complete questionnaires), NFER will still use the evaluation data you have provided up to that point unless you indicate otherwise.

NFER handles personal data in accordance with the rights given to individuals under the data protection legislation. If at any time you wish us to withdraw your data or correct errors in it, please contact us at [CUtrial@nfer.ac.uk](mailto:CUtrial@nfer.ac.uk).

In certain circumstances, data subjects have the right to restrict or object to processing. They also have the right to make a subject access request to see all the information held about them. NFER and Children's University Trust will cooperate fully when a subject access request (SAR) is made. To exercise these rights, please contact NFER's Compliance Officer at [compliance@nfer.ac.uk](mailto:compliance@nfer.ac.uk) or the CEO and Director of Partnerships at the Children's University Trust: [helen.odonnell@childrensuniversity.co.uk](mailto:helen.odonnell@childrensuniversity.co.uk).

## 9 Who can I contact about this project?

NFER is responsible for the day-to-day management of the trial. If you have any queries please contact [CUtrial@nfer.ac.uk](mailto:CUtrial@nfer.ac.uk) or call 01753 637429.

If you have a concern about the way this project processes personal data, we request that you raise your concern with us or Children's University Trust in the first instance (see the details above). If you are still dissatisfied, you can contact the Information Commissioner's Office, the body responsible for enforcing data protection legislation in the UK, at <https://ico.org.uk/concerns/>.

## 10 Last updated

We keep this privacy notice under review to make sure it is up to date and accurate. Any changes will be noted. The date when this privacy notice was last updated is shown in the footer at the bottom of this document. This version was last updated on March 11, 2025 and includes an update on the funding arrangement to be within EEF's Accelerator Fund and to cover protection roles for the overarching Accelerator Fund evaluation.

Previous updates:

- 17 May 2021 - to cover how cost data will be collected and shared between organisations and of contact details for NFER.
- 30 October 2020 - to reflect changes to the trial caused by Covid-19 where the evaluation was delayed by one academic year.

## Appendix H: Parent Privacy notice

### Evaluation of Children's University Privacy notice for parents

#### 1 Why are we collecting this data?

Children's University (CU) is an after-school programme that aims to involve primary school children in learning activities beyond the normal school day. The objective of the programme is to improve their aspirations and learning outcomes, by encouraging, tracking and celebrating their participation. The programme is run by local Children's Universities. They support schools to provide a range of learning opportunities, such as after-school clubs, projects and enrichment activities, and collaborate with local destinations and learning providers, such as libraries, sports clubs, historic centres and museums, to offer structured learning activities for children.

The National Foundation for Educational Research (NFER) and Children's University Trust are collecting personal data to enable the evaluation of the Children's University programme, using a randomised controlled trial (RCT). The RCT requires that schools taking part in this research are randomly allocated to an intervention group (pupils participate in Children's University) or a control group (pupils continue their usual activities). The allocation of participating schools to the two groups allows researchers to understand the difference the Children's University programme has made. Researchers will measure the impact of the programme on pupils' reading and maths skills, on their attitudes such as confidence, self-belief and motivation to learn, and on a range of essential skills.

The Education Endowment Foundation (EEF) is commissioning this independent evaluation. Children's University Trust along with the local Children's Universities is overseeing the recruitment of schools and the delivery of the CU programme. NFER is the independent evaluator.

Children's University Trust and NFER will decide what happens to your child's data as part of the evaluation in accordance with its objectives as set by the Department of Education (DfE) and EEF, and as outlined in this document. Children's University Trust and NFER are joint data controllers for this project. They will collect, analyse and delete (at the end of the trial) your child's data. Each local Children's University will participate in the collection of data.

The CU programme and its evaluation is one of a number of activities under the DfE's Accelerator Fund which aims to support schools and pupils to recover from the Covid-19 pandemic. The DfE and EEF are joint data controllers who have overarching responsibility for the projects funded by the Accelerator Fund.

## 2 What is the legal basis for processing activities?

The legal basis for processing your child's data for the evaluation of the CU programme is covered by GDPR Article 6 (1) (f), which states:

*Legitimate interests: the processing is necessary for your (or a third party's) legitimate interests unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.*

A legitimate interest assessment has been undertaken. The evaluation fulfils one of NFER's core business purposes (undertaking research, evaluation and information activities). It has broader societal benefits and it provides evidence about the impact of extra-curricular activities on children's lives. It is also in the legitimate interests of the Children's University Trust as the outcomes will be used to improve its activities. It is therefore in both organisations' legitimate interest to process and analyse personal data for the administration of this trial. The research cannot be done without processing personal data but processing does not override the data subject's interests.

## 3 How will personal data be obtained?

### **Pupils' data**

When schools commit to participating in the trial, they are contacted by NFER, asking them to distribute parent information letters and withdrawal forms to all parents. The schools will then provide pupil data to NFER via a secure online portal. The data will be for **all** pupils enrolled in Year 4 in 2020/21 (where parents have not withdrawn their child, by completing the withdrawal form). These pupils will constitute the trial cohort.

In the autumn term 2021, all trial pupils and their parents will be asked to express their interest in taking part in the CU programme (if their school is randomly allocated to receive the intervention). Trial pupils will be asked to complete a baseline questionnaire and their parents will be asked to complete an expression of interest (EoI) form. Parents and pupils' responses will be matched to determine whether pupils are eligible volunteers or non-volunteers based on their willingness to take part in CU activities. Schools will then be randomly allocated to intervention and control groups.

NFER will get back in touch with schools randomised to the intervention group and with Children's University Trust, to share the list of pupils that are eligible volunteers (according to their and their parents' preferences in the questionnaire and EoI) and of pupils that did not volunteer to take part in CU activities (i.e., the non-volunteers). This means that data for all Year 4 trial pupils whose parents did not withdraw initially will be shared with Children's University Trust, whether they are a volunteer or non-volunteer for CU activities.

Children's University Trust will then upload trial pupils' (volunteers and non-volunteers) information on the CU Online platform by creating pupil accounts. This will enable pupils (and parents) in the intervention group to use the platform to log the CU activities they take part in. At the end of the intervention period, Children's University Trust will transfer this information from the CU online platform to NFER via a secure online portal.

For all trial pupils (volunteers and non-volunteers), in addition to data collected directly from school, NFER will also share pupil names, date of birth and UPNs with the Department for Education (DfE) to enable them to match with National Pupil Database (NPD).

In summer 2023, NFER's test administrators will administer a follow-up questionnaire to pupils in both the intervention and control group, when they are in Year 6.

NFER will carry out light-touch case-study visits in six intervention schools. During the visits, a small number of pupils will be invited to take part in short discussion groups about their experiences of Children's University activities.

#### **Data transfer**

NFER uses a secure online portal to collect data electronically. The pupil questionnaires (completed on paper) will be returned to NFER using a secure courier. Parent Expressions of Interest will be submitted through an online form, on a secure platform, or will be returned to NFER using a secure courier (if completed on paper).

## **4 What personal data is being collected by this project?**

NFER will collect the following personal data about **all pupils enrolled in Year 4** in 2020/21, directly from the school:

- names
- date of birth
- Unique Pupil Number (UPN)
- Year Group
- Class Name

NFER will collect the following personal data about **all pupils enrolled in Year 4 in 2020/21 and in Year 6 in 2022/23**, through the **pupil questionnaire**:

- amount and types of extra-curricular activities pupil usually take part in
- pupil's willingness to take part in CU programme activities

- pupil's self-esteem, problem-solving and empathy
- pupil's participation in home and school life; valuing of school; and learning strategies
- pupil's goals and future aspirations
- pupil's essential skills (problem solving and communication).

Children's University Trust will upload the following personal data about **each pupil taking part in Children's University** through the **CU Online** platform:

- names
- date of birth
- Unique Pupil Number (UPN)
- Year group
- School details

Pupils (and parents) in the intervention group will use the CU online platform to log the CU activities they take part in. This will include the following personal data:

- number and range of CU activities taken part in, and hours spent
- certificates and levels of graduation, i.e. Bronze, Silver or Gold level at Undergraduate, Postgraduate or Doctorate levels

NFER will collect the following personal data for **all pupils in the trial cohort** from the **National Pupil Database (NPD)**:

- Free school meals (FSM) eligibility
- Key Stage 1 maths and reading results (KS1, academic year 2018-19)
- Key Stage 2 maths and reading results (KS2, academic year 2022-23).

## 5 Who will personal data be shared with?

Intervention schools' pupil data (administrative pupil data and data from CU online platform) will be shared between NFER and Children's University Trust, using NFER's secure data portal. Local Children's Universities will also have access to the CU online platform.

NFER will share trial pupils' names, dates of birth and UPNs with the NPD team in order to access and analyse pupil NPD data (this includes looking at pupil FSM eligibility, their KS1 and KS2 attainment outcomes). This will be done using a secure email system, and the data will be encrypted and saved to secure

servers (also see section 4, above). DfE's NPD team will match this to NPD data and transfer the matched de-identified dataset to the SRS for analysis. SRS is the Secure Research Service hosted by the Office for National Statistics (ONS).

NFER will not share any NPD data with Children's University Trust.

In summer term 2023, NFER will send an anonymous summary feedback report to each school (at school and individual class-level). The feedback will be based on pupils' responses to the baseline and follow-up pupil questionnaires. Responses will be summarised when there are at least ten pupils in a given group. The summary report will include average scores, accompanied by charts where appropriate. The feedback will also include summary responses for all participating schools so teachers can have a benchmark for comparison.

After three months from the completion of the study, all of the de-identified matched data will be added to the EEF archive. The EEF archive is hosted by the ONS and managed by the EEF archive manager. This data is archived to allow for further research. At this point, EEF also become responsible for the data and are joint data controllers.

Other research teams may use the de-identified data as part of subsequent research through the ONS Approved Researcher Scheme<sup>3</sup>. The Approved Researcher Scheme is used by the ONS to grant secure access to data that cannot be published openly, for statistical research purposes, as permitted by the Statistics and Registration Service Act 2007 (SRSA).

**No parent or child will be named in any report for this project.**

## 6 Is personal data being transferred to third countries?

No personal data is stored or transferred to third countries.

## 7 How long will personal data be retained?

Data is not kept longer than is necessary and is deleted in accordance with NFER's and Children's University Trust's internal policy.

NFER and Children's University Trust will delete any personal data relating to the delivery of the trial and its evaluation one year from the publication of the final report (due for publication in 2024). If children and schools choose to continue to be part of Children's University beyond the trial, data entered into the

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<sup>3</sup> <https://www.ons.gov.uk/aboutus/whatwedo/statistics/requestingstatistics/approvedresearcherscheme>

Children's University Online will continue to be stored and processed there. Once NFER and Children's University Trust delete the data relating to the delivery of the trial and its evaluation, EEF will be data controller for the archived data.

## 8 Can I stop my personal data being used?

A pupil can be withdrawn from the trial and/or from their data being used in the trial at any time. Parents will be provided with a parent letter about the project which will explain how their child's data will be collected, used and how they can withdraw from data collection and processing.

NFER appreciates parents' and participants' support in collecting the data since it is very important for the validity of the results. Should your school withdraw from the evaluation (i.e. decide not to engage in Children's University if in the intervention group, or complete intervention or control pupil questionnaires), NFER will still use the evaluation data provided up to that point and access NPD data for the school unless you indicate otherwise.

NFER handles personal data in accordance with the rights given to individuals under data protection legislation. If at any time you wish us to withdraw your child's data or correct errors in it, please contact [CUtrial@nfer.ac.uk](mailto:CUtrial@nfer.ac.uk).

In certain circumstances, you have the right to restrict or object to processing. You also have the right to make a subject access request to see all the information held about your child. NFER and Children's University Trust will cooperate fully when a subject access request (SAR) is made. To exercise these rights, please contact NFER's [Compliance Officer at compliance@nfer.ac.uk](mailto:compliance@nfer.ac.uk) or the [CEO and Director of Partnerships at the Children's University Trust: helen.odonnell@childrensuniversity.co.uk](mailto:helen.odonnell@childrensuniversity.co.uk).

## 9 Who can I contact about this project?

NFER is responsible for the day-to-day management of the trial. If you have any queries please contact [CUtrial@nfer.ac.uk](mailto:CUtrial@nfer.ac.uk) or call 01753 637429.

If you have a concern about the way this project processes personal data, we request that you raise your concern with us or Children's University Trust in the first instance (see the details above). If you remain dissatisfied, you can contact the Information Commissioner's Office, the body responsible for enforcing data protection legislation in the UK, at <https://ico.org.uk/concerns/>.

## 10 Last updated

We keep this privacy notice under review to make sure it is up to date and accurate. Any changes will be noted. The date when this privacy notice was last updated is shown in the footer at the bottom of this document.

This version was last updated on March 11, 2025 and includes an update on the funding arrangement to be within EEF's Accelerator Fund. This update also clarifies further information on how the volunteer and non-volunteer pupil data sharing takes place within the evaluation.

Previous updates:

- 5 August 2021 - includes the removal of pupil gender from the personal data that is being collected.
- 17 May 2021 - reflected a change of timeline of when pupils and parents will be asked to express their interest; additional clarity about how pupil data will be uploaded on the CU Online platform and updated NFER contact information.
- 30 October 2020 - reflected changes to the trial caused by Covid-19 where the evaluation was delayed by one academic year.

## Appendix I: Properties of exploratory outcome measures

Measure (min-max value)	Constituent items	Response categories (scores)	Cronbach's alpha
Self-esteem (3-15)	<ul style="list-style-type: none"> <li>I can work out my problems</li> <li>I can do most things if I try</li> <li>There are many things that I do well</li> </ul>	Never, Not very often, Sometimes, Very often, Always (1-5)	0.56
Goals and aspirations (2-10)	<ul style="list-style-type: none"> <li>I have goals and plans for the future</li> <li>I think I will be successful when I grow up</li> </ul>	Never, Not very often, Sometimes, Very often, Always (1-5)	0.50
Problem-solving (3-15)	<ul style="list-style-type: none"> <li>When I need help, I find someone to talk to</li> <li>I know where to go for help when I have a problem</li> <li>I try to work out problems by talking about them</li> </ul>	Never, Not very often, Sometimes, Very often, Always (1-5)	0.60
Fear of communication (8-40)	<ul style="list-style-type: none"> <li>Talking to someone new worries me.*</li> <li>I like to talk when the whole class listens.</li> <li>Talking to teachers makes me feel uncomfortable.*</li> <li>I like talking in front of a group of people</li> <li>I like it when I don't have to talk.*</li> <li>When someone asks me a question, it makes me nervous.*</li> <li>I like to talk to people I haven't met before.</li> <li>I look forward to talking in class (e.g. to contribute to discussions).</li> </ul> <p>Items marked with a '*' are reverse-scored.</p>	Strongly disagree, Disagree, Not sure, Agree, Strongly agree (1-5)	0.63

## Appendix J: Characteristics of pupils with missing primary analysis variables

Table J1: characteristics of pupils with and without a missing KS2 maths score

Categorical variables	Pupils with missing KS2 maths score	Pupils without missing KS2 maths score
	N (%)	N (%)
<u>Group</u>		
Control	85 (50.3 %)	2739 (50.6 %)
intervention	84 (49.7 %)	2671 (49.4 %)
<u>KS1 maths outcome</u>		
Above expected standard	14 (8.3 %)	1281 (23.7 %)
At expected standard	46 (27.2 %)	2882 (53.3 %)
Towards expected standard	44 (26.0 %)	966 (17.9 %)
Below expected standard	48 (28.4 %)	137 (2.5 %)
Missing	17 (10.1 %)	144 (2.7 %)
<u>KS1 reading outcome</u>		
Above expected standard	18 (10.7 %)	1379 (25.5 %)
At expected standard	47 (27.8 %)	2777 (51.3 %)
Towards expected standard	38 (22.5 %)	887 (16.4 %)
Below expected standard	49 (29.0 %)	221 (4.1 %)
Missing	17 (10.1 %)	146 (2.7 %)
<u>CU locality</u>		
Bexley	X	X
Devon and Cornwall	12 (7.1 %)	225 (4.2 %)
East London	34 (20.1 %)	880 (16.3 %)
Elevate	27 (16 %)	871 (16.1 %)
Enrich	15 (8.9 %)	678 (12.5 %)
Essex and Suffolk	21 (12.4 %)	777 (14.4 %)
Peterborough	X	X
Rotherham	X	X
Wakefield	17 (10.1 %)	647 (12.0 %)
Westminster	X	X
Wolverhampton	23 (13.6 %)	430 (7.9 %)
<u>Type of school</u>		
Academy	58 (34.3 %)	1929 (35.7 %)
Free school	X	X
Local authority maintained	101 (59.8 %)	3220 (59.5 %)
Missing	X	X

<u>FSM eligibility 2022/23</u>		
Yes	43 (25.4 %)	1637 (30.3 %)
No	126 (74.6 %)	3773 (69.7 %)
Continuous variables	Mean (SD)	Mean (SD)
% of FSM pupils at school 2022/23	30.5 (13.7)	28 (14.0)

Table J2: characteristics of pupils with and without a missing KS2 reading score

Categorical variables	Pupils with missing KS2 reading score	Pupils without missing KS2 reading score
	N (%)	N (%)
<u>Group</u>		
Control	93 (50.8 %)	2731 (50.6 %)
intervention	90 (49.2 %)	2665 (49.4 %)
<u>KS1 maths outcome</u>		
Above expected standard	15 (8.2 %)	1280 (23.7 %)
At expected standard	46 (25.1 %)	2882 (53.4 %)
Towards expected standard	50 (27.3 %)	960 (17.8 %)
Below expected standard	55 (30.1 %)	130 (2.4 %)
Missing	17 (9.3 %)	144 (2.7 %)
<u>KS1 reading outcome</u>		
Above expected standard	18 (9.8 %)	1379 (25.6 %)
At expected standard	46 (25.1 %)	2778 (51.5 %)
Towards expected standard	44 (24.0 %)	881 (16.3 %)
Below expected standard	58 (31.7 %)	212 (3.9 %)
Missing	17 (9.3 %)	146 (2.7 %)
<u>CU locality</u>		
Bexley	X	X
Devon and Cornwall	13 (7.1 %)	224 (4.2 %)
East London	35 (19.1 %)	879 (16.3 %)
Elevate	30 (16.4 %)	868 (16.1 %)
Enrich	16 (8.7 %)	677 (12.5 %)
Essex and Suffolk	24 (13.1 %)	774 (14.3 %)
Peterborough	10 (5.5 %)	431 (8.0 %)
Rotherham	X	X

Wakefield	21 (11.5 %)	643 (11.9 %)
Westminster	X	X
Wolverhampton	21 (11.5 %)	432 (8 %)
<b><u>Type of school</u></b>		
Academy	63 (34.4 %)	1924 (35.7 %)
Free school	X	X
Local authority maintained	110 (60.1 %)	3211 (59.5 %)
Missing	X	X
<b><u>FSM eligibility 2022/23</u></b>		
Yes	48 (26.2 %)	1632 (30.2 %)
No	135 (73.8 %)	3764 (69.8 %)
<b>Continuous variables</b>	<b>Mean (SD)</b>	<b>Mean (SD)</b>
% of FSM pupils at school 2022/23	30.5 (14.1)	28 (14.0)

Table J3: characteristics of pupils with and without a missing KS1 maths baseline

Categorical variables	Pupils with missing KS1 maths baseline	Pupils without missing KS1 maths baseline
	N (%)	N (%)
<b><u>Group</u></b>		
Control	91 (56.5 %)	2733 (50.4 %)
intervention	70 (43.5 %)	2685 (49.6 %)
<b><u>CU locality</u></b>		
Bexley	X	X
Devon and Cornwall	X	X
East London	59 (36.6 %)	855 (15.8 %)
Elevate	19 (11.8 %)	879 (16.2 %)
Enrich	21 (13 %)	672 (12.4 %)
Essex and Suffolk	13 (8.1 %)	785 (14.5 %)
Peterborough	16 (9.9 %)	425 (7.8 %)
Rotherham	X	X
Wakefield	13 (8.1 %)	651 (12.0 %)
Westminster	X	X
Wolverhampton	13 (8.1 %)	440 (8.1 %)

<u>Type of school</u>		
Academy	61 (37.9 %)	1926 (35.5 %)
Free school	X	X
Local authority maintained	92 (57.1 %)	3229 (59.6 %)
Missing	X	X
<u>FSM eligibility 2022/23</u>		
Yes	67 (41.6 %)	1613 (29.8 %)
No	94 (58.4 %)	3805 (70.2 %)
Continuous variables	Mean (SD)	Mean (SD)
% of FSM pupils at school 2022/23	29.7 (13.5)	28 (14.0)

Table J4: characteristics of pupils with and without a missing KS1 reading baseline

Categorical variables	Pupils with missing KS1 reading baseline	Pupils without missing KS1 reading baseline
	N (%)	N (%)
<u>Group</u>		
Control	92 (56.4 %)	2732 (50.4 %)
intervention	71 (43.6 %)	2684 (49.6 %)
<u>CU locality</u>		
Bexley	X	X
Devon and Cornwall	X	X
East London	59 (36.2 %)	855 (15.8 %)
Elevate	20 (12.3 %)	878 (16.2 %)
Enrich	21 (12.9 %)	672 (12.4 %)
Essex and Suffolk	13 (8.0 %)	785 (14.5 %)
Peterborough	16 (9.8 %)	425 (7.8 %)
Rotherham	X	X
Wakefield	14 (8.6 %)	650 (12.0 %)
Westminster	X	X
Wolverhampton	13 (8.0 %)	440 (8.1 %)
<u>Type of school</u>		
Academy	61 (37.4 %)	1926 (35.6 %)
Free school	X	X

Local authority maintained	94 (57.7 %)	3227 (59.6 %)
Missing	X	X
<u>FSM eligibility 2022/23</u>		
Yes	69 (42.3 %)	1611 (29.7 %)
No	94 (57.7 %)	3805 (70.3 %)
Continuous variables	Mean (SD)	Mean (SD)
% of FSM pupils at school 2022/23	29.9 (13.5)	28 (14.0)

## Appendix L: Activity types assigned by NFER researchers

### Coding frame for categorizing activities reported in the pupil survey:

- Music (Choir, Instrument lessons)
- Sports/Games (Football, dodgeball, running, netball, martial arts, gymnastics)
- Academic (Maths, Reading/Book Spelling, Lexia, Homework)
- Dance/Drama (Zumba, Cheerleading, LAMDA)
- Arts/Crafts (Messy club, sewing, knitting, cartoon)
- Cookery
- Outdoor activities (gardening, bushcraft)
- STEM
- Yoga
- Bike ability
- Animals/pets (horse riding)
- Languages
- Lego
- Breakfast
- General Lunchtime
- General Afterschool
- Scouts/Cubs/Beavers, Guides/Brownies/Rainbows
- Religion
- Tuition/Academic clubs
- Other
- Illegible response
- NA (not related to the question)
- No response/'none'

### Codes used to categorise activities on CU Online:

- Arts, culture and music
- Careers and enterprise
- Citizenship
- Family learning
- History and heritage
- Languages
- Literacy
- Mental health and wellbeing
- Nature and the environment
- Online
- Outdoor learning
- Practical life skills
- Science, technology, engineering and maths
- Social and community action
- Sports and physical
- Uniformed activities

## Appendix M: Children's University award levels

Children collect 'stamps' when they participate in CU validated structured learning activities. One stamp generally equates to one hour of participation in structured learning. There is a cap of 10 hours' worth of stamps per single activity per term (children can continue to attend these activities within term, but can only receive a maximum of 10 hours' stamps). Once a child has amassed a certain number of hours, they will be eligible for receiving certificates, as set out below.

Award Name	Bronze Level Hours	Silver Level Hours	Gold Level Hours
Undergraduate Awards	30	65	100
Undergraduate Certificates	130	165	200
Undergraduate Diplomas	230	265	300
Undergraduate Degrees	330	365	400
Postgraduate Awards	430	465	500
Postgraduate Certificates	530	565	600
Postgraduate Diplomas	630	665	700
Postgraduate Masters Degrees	730	765	800
Doctorates	830	865	900
Fellowships	930	965	1000

- *Information source: Children's University Trust*

## Appendix N: Baseline surveys

### Baseline school BaU survey

#### INTRODUCTION PAGE 1 – SHOW TO ALL

#### NFER Evaluation of Children's University

Thank you for your school's participation in the Evaluation of Children's University. The National Foundation for Educational Research (NFER) has been commissioned by the Education Endowment Foundation (EEF) to evaluate the impact of participation in Children's University activities.

We would like to know what extra-curricular activities are available to **upper Key Stage 2 children** (Years 5 and 6) at your school. Please could you complete the questions in this form to provide us with this information. It will take approximately 15 minutes to complete.

Your information will be held in accordance with the Data Protection Act 2018 and the General Data Protection Regulation 2016/679, and will be treated in the strictest confidence by the NFER research team. We will use complete and partial responses to this short survey. If you have any queries, please contact Priscilla Antwi on 01753 637429 or email [CUtrial@nfer.ac.uk](mailto:CUtrial@nfer.ac.uk).

For more information about how we will use your and your school's data for this project, please see the project Privacy Notice:  
[https://www.nfer.ac.uk/eecu\\_schools\\_and\\_CU\\_privacy\\_notice](https://www.nfer.ac.uk/eecu_schools_and_CU_privacy_notice)

#### SECTION A – SHOW TO ALL

##### A. LAST ACADEMIC YEAR (2020/21)

*This section asks you about the extra-curricular activities available in your school last academic year (2020/21) for upper Key Stage 2 pupils (those in Years 5 and 6 last year).*

#### ASK ALL, SINGLE RESPONSE, MANDATORY

1. During the last academic year (2020/21), were extra-curricular activities on offer to upper Key Stage 2 pupils (Years 5 and 6) in your school?

This includes activities which were delivered in school, both during the school day or after school, either by teachers or external providers, as well as those that the school arranged and facilitated but may be supported outside of the school, e.g. by a secondary school or initiative in the community.

*(Please select one option)*

Yes  **1** (route to Q2)

No  **2** (route to Q 2 and then Q5)

**ASK ALL, SINGLE RESPONSE, NUDGE**

2. **We are aware that schools' ability to offer extra-curricular activities may have been affected by COVID restrictions. Please indicate which of the following statements is true for upper Key Stage 2 pupils (Years 5 and 6) in your school:**

*(Please select one option)*

There were fewer extra-curricular activities on offer in our school last academic year (2020/21) than in previous years (prior to the pandemic)  **1**

The number of extra-curricular activities we offered last academic year (2020/21) was similar to previous years  **2**

There were more extra-curricular activities on offer in our school last academic year (2020/21) than in previous years  **3**

**[ONLY SHOW THIS OPTION IF 'yes' RESPONSE GIVEN IN Q1]**

**ASK IF Q1 = YES (1), GRID, MC, NUDGE EACH OPTION**

3. **Please give details of the extra-curricular activities that were on offer to your upper Key Stage 2 pupils (Years 5 and 6) in the last academic year (2020/21).**

*(Please enter each activity in the boxes below)*

<b>Activity</b>	<b>Approximately how many upper Key Stage 2 children took part in this activity?</b>	<b>When did this activity take place?</b>	<b>Where did this activity take place?</b>	<b>Who facilitated this activity?</b>	<b>How was this activity funded?</b>	<b>What was the cost of this activity to parents per session?</b>
<b>OE (Loop it 10 times)</b>	<i>Less than 5</i>	<i>Before school</i>	<i>On our school premises</i>	<i>School staff</i>	<i>School budget</i>	<i>Free</i>
	<i>5 – 10</i>	<i>During the school day</i>	<i>Elsewhere</i>	<i>External provider</i>	<i>Parental contribution</i>	<i>Less than £3</i>
	<i>11 – 20</i>	<i>Lunchtime</i>			<i>Pupil premium funding</i>	<i>£3 - £5</i>
	<i>21 – 50</i>	<i>After school</i>			<i>Combination of sources</i>	<i>More than £5</i>
	<i>50+</i>				<i>Other</i>	

Please review your answers to the last question below. If you would like to change anything, please click 'Back' to return to the previous page. If you are happy with your responses, please click 'Next' to continue with the survey.

**ASK IF Q1 = YES (1), SINGLE RESPONSE, NUDGE**

4. **Did your school pay teaching or support staff (over and above their usual pay) to facilitate any of the extra-curricular activities you offered last academic year (2020/21)?**

*(Please select one option)*

Yes  1      No  2

**SECTION B – SHOW TO ALL**

**B. CURRENT ACADEMIC YEAR (2021/22)**

*This section asks you about the extra-curricular activities you are offering, or planning to offer, to upper Key Stage 2 pupils (Years 5 and 6) in the current academic year (2021/22).*

**ASK ALL, SINGLE RESPONSE, MANDATORY**

**5. Is your school offering, or planning to offer, any extra-curricular activities to upper Key Stage 2 pupils in the current academic year (2021/22)?**

This includes activities delivered in school, both during the school day or after school, either by teachers or external providers, as well as those that the school arranges and facilitates but may be supported outside of the school, e.g. by a secondary school or initiative in the community.  
(Please select one option)

Yes  **1** (route to Q6)

No  **2** (route to Q6 and then Q8)

**ASK ALL, SINGLE RESPONSE, NUDGE**

**6. Please indicate how your current offer of extra-curricular activities compares with what your school offered upper Key Stage 2 pupils before the pandemic (prior to March 2020):**

(Please select one option)

We are offering fewer extra-curricular activities in the current academic year (2021/22) compared with before the pandemic  **1**

The number of extra-curricular activities we are offering in the current academic year (2021/22) is similar to before the pandemic  **2**

We are offering more extra-curricular activities in the current academic year (2021/22) compared with before the pandemic  **3**

**[ONLY SHOW THIS OPTION IF 'yes' RESPONSE GIVEN IN Q5]**

**ASK IF Q5 = YES (1), GRID, MC, NUDGE EACH OPTION**

**7. Please give details of the extra-curricular activities that your school is offering, or planning to offer, to upper Key Stage 2 pupils in the current academic year (2021/22).**

(Please enter each activity in the boxes below)

Baseline pupil survey



NFER Evaluation of Children's University: Pupil Survey (Baseline)

**Introduction**

Thank you very much for completing this survey.

Your school is involved in some research, finding out about what difference taking part in activities such as before school, lunchtime and after school clubs might make to children's learning.

In this survey there are questions that ask you about yourself, about being with others and how you feel about your lessons and school. You will also be asked to write down the clubs you take part in at school and outside of school.

We have asked your teachers not to look at your answers after part 1 but if you need help answering the questions, ask your teacher or teaching assistant. There is no right or wrong answer to the questions so please make sure you answer honestly. Your answers will help research about activities and clubs for other children so your opinions and answers are really important.

Please make sure you read each sentence and the response options carefully so you are ticking the answer that fits you best. For each sentence, please tick one box in the row. Ignore the small numbers next to the boxes. For questions where you need to write your answer, please make sure you write within the box.

If you have any questions before starting, please speak to your teacher or teaching assistant.

Pupil name:

Pupil ID:

School name:

NFER No:

**PART 1**

- 1) *At Charlie's school, children can do lots of activities before school, during lunchtime and after school, such as sports (football, hockey, and netball), music (choir, piano lessons), crafts (sewing, art) and gardening. There are also activities going on in the local area, such as swimming at the sports centre and a reading club at the library. If children attend a range of activities and keep these up throughout the year, they collect stamps, which means that at the end of the year they can receive a certificate.*

If there were before school, lunchtime or after school activities happening at your school or near where you live that your parent/carer said you could attend and that helped you collect stamps, earn awards and certificates, would you take part?

Please tick one box

Yes <sup>1</sup>

No <sup>2</sup>

**PART 2**

2) Please read each sentence carefully and tick the answer that fits you best.

	Never	Not very often	Sometimes	Very often	Always
I do things at home that are helpful	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I help my family make decisions	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
At school, I decide things like class activities or rules (e.g. a game to play)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I do things at school that are helpful	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I can work out my problems	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I can do most things if I try	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
There are many things that I do well	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I feel bad when someone gets their feelings hurt	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I try to understand what other people feel	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

	Never	Not very often	Sometimes	Very often	Always
When I need help, I find someone to talk to	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I know where to go for help when I have a problem	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I try to work out problems by talking about them	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I have goals and plans for the future	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I think I will be successful when I grow up	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

- 3) The sentences below are about how you feel when talking with other people. For each sentence, please tick the answer you think fits you best. There are no right or wrong answers.

*For some of the questions, you just need to think about talking in class whereas for other questions, you might need to think about other situations outside of school where you talk to people.*

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Talking to someone new worries me.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I like to talk when the whole class listens.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
Talking to teachers makes me feel uncomfortable.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I like talking in front of a group of people (e.g. in my class or in assembly).	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I like it when I don't have to talk.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
When someone asks me a question, it makes me nervous.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I like to talk to people I haven't met before.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I look forward to talking in class (e.g. to contribute to discussions).	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**PART 4**

4) Please read each question carefully and tick the answer that fits you best.

**ENGAGEMENT**

	Not at all excited	A bit excited	Excited	Very excited	Extremely excited
In general, how excited are you about going to your lessons?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
	Not at all focused	A bit focused	Focused	Very focused	Extremely focused
How focused are you on the activities in your lessons?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
	Not at all excited	A bit excited	Excited	Very excited	Extremely excited
In your classes, how excited are you to join in?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
	Almost never	Once in a while	Sometimes	Frequently	Almost always
When you are not in school, how often do you talk about ideas from your lessons?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
	Not at all interested	A bit interested	Interested	Very interested	Extremely interested
How interested are you in your lessons?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**VALUING OF SCHOOL**

	Not at all interesting	A bit interesting	Interesting	Very interesting	Extremely interesting
How interesting do you find the things you learn in your lessons?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

	Almost never	Once in a while	Sometimes	Frequently	Almost always
How often do you use ideas from school in your everyday life?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

	Not at all important	A bit important	Important	Very important	Extremely important
How important is it to you to do well in your lessons?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

	Not at all useful	A bit useful	Useful	Very useful	Extremely useful
How useful do you think school will be to you in the future?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**PART 5**

5)

- a) **At school**, what clubs do you take part in before school, at lunchtime or after school?

*Please write a list of clubs you go to at school in the table below and tick the box to show how often you go to this club.*

Clubs I go to <b>at school</b>	How often I go to these clubs		
	More than once a week	Once a week	Less than once a week
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

- b) What clubs or activities do you go to **outside of school**?

*Please write a list of the clubs or activities you go to outside of school in the table below and tick the box to show how often you go to this club or activity.*

Clubs I go to <b>outside of school</b>	How often I go to these clubs		
	More than once a week	Once a week	Less than once a week
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

6) Do you receive awards or celebrations for taking part in any of these clubs or activities? Remember to think about clubs and activities in school **and** outside of school.

*This might be certificates or badges for reaching levels or grades, receiving a prize, having your name read out in assembly, or anything you receive at home.*

Yes

No

Don't know

<sub>1</sub>
<sub>2</sub>
<sub>3</sub>

7) How important is it to you that you receive awards or celebrations for taking part in clubs or activities? Remember to think about clubs and activities in school **and** outside of school.

Very important      Important      Neither important or unimportant      Not important      Not at all important

 <sub>1</sub> <sub>2</sub> <sub>3</sub> <sub>4</sub> <sub>5</sub>

8)

a) Would you like to take part in more clubs or activities? This might be in school (for example before school, lunchtime or after school clubs) or clubs outside of school (for example at a weekend or during school holidays).

Yes

No

Don't know

 <sub>1</sub> <sub>2</sub> <sub>3</sub>

b) If you were able to take part in more clubs, what kind of clubs would these be?

*Please tick all the activities that you would like to take part in. If there is anything you would like to do that is not listed here, please tick the 'Other' box then write it in the box below.*

Arts and crafts  <sub>1</sub>

PE/Sports  <sub>2</sub>

Music  <sub>3</sub>

Games (e.g. chess)  <sub>4</sub>

Computing/ICT  <sub>5</sub>

Science and technology  <sub>6</sub>

History  <sub>7</sub>

Languages (e.g. French, Spanish)  <sub>8</sub>

Cookery/food  <sub>9</sub>

Nature and the environment  <sub>10</sub>

Other (write this in the box below)  <sub>11</sub>

**Thank you for completing this survey.**

## Teacher guidance for administering the baseline pupil survey



### NFER Evaluation of Children's University

#### Guidance document for Survey Administration

#### Pupil Survey (Baseline)

Thank you very much for supporting the children in your class to complete this survey about the extra-curricular activities they participate in. We have put this guidance document together for teachers/teaching assistants who administer the survey as there are a few points that would be helpful to remind children of before they begin and as they progress through the survey (please see bold purple points). This guidance should also help provide any clarifications children may ask you as they work through.

- The survey will take children around 20 minutes to complete, however this will vary depending on children's reading ability.
- **Please remind children** to answer all questions honestly – this is not a test so there are no right or wrong answers. Their responses will inform research about participation in extra-curricular activities and the impact this has on their learning and development so their honest response is important.
- The first question (part 1) is really important as the child's response along with their parent/carer's response will act as a proxy measure for if children would like to volunteer to take part in Children's University (if the school is randomly allocated to receive it). **Please remind children** that they might have spoken about this with their parents/carers. For them to take part in activities like this, parents and children will need to say 'yes'.
- All Year 5 children should be encouraged to tick 'yes' in question 1 (and therefore volunteer to take part in the Children's University programme if your school is randomly allocated to receive it). **Please offer extra encouragement to any children that you believe would benefit greatly from Children's University, including any children eligible for free school meals.** For further information about the evaluation, please speak to your colleague who gave you this guidance document.
- When collecting surveys in, **please ensure children have ticked either yes or no to Q1 as it will determine their volunteer status** to take part in Children's University (if your school is randomly allocated to receive it).
- We have told children in the introduction that their teachers/teaching assistants will not look at their answers after part 1 to ensure they answer honestly and in their own way. For this reason, we ask you to please only look at question 1 when collecting surveys in to check they have answered this and not to review responses to the rest of the survey. Should children require your support whilst completing the survey, please support them as necessary but where possible, do not directly review, question or influence their responses.

- **Please prompt** children to carefully read the response boxes they can tick against for every question – the scales for the questions differ both in wording and in terms of running most negative to most positive and vice versa.
- Questions 5a and 5b ask children to write down the clubs or activities they go to in and outside of school. We realise schools offer lots of different clubs and children may go to a range of different clubs or activities so we have not added in examples to make sure we don't lead children. It may be helpful for you **to remind children** of the clubs your school offers or the clubs that they may attend outside of school (e.g. Rainbows/Brownies or Beavers/Cubs; dance; sports such as football, gymnastics, and any other sports; and any activities related to nature or environment, volunteering and/or citizenship) and that these are the kind of activities to include here if they take part in them.
- Questions 6 - 8 ask children to think about clubs both in and outside of school. It may be helpful **to remind children** that we are thinking about clubs offered in school and those they attend outside of school to ensure they are thinking about all the activities they are involved with/would like to be involved with in the future.

## Appendix O: Endpoint surveys

### Endpoint BaU survey (Control schools only)

#### INTRODUCTION PAGE 1 – SHOW TO ALL

#### NFER Evaluation of Children's University

Thank you for your school's participation in the Evaluation of Children's University as a control group school. The National Foundation for Educational Research (NFER) has been commissioned by the Education Endowment Foundation (EEF) to carry out the evaluation.

The control group forms an important part of the evaluation, as it helps us to differentiate Children's University activities from extra-curricular activities usually offered in schools. We would like to know what extra-curricular activities have been available to the children involved in the evaluation when they were in Year 5 last academic year (2021/22) and what has been available to them in Year 6 this academic year (2022/23). Please could you complete the questions in this form to provide us with this information? It will take **approximately 15 minutes to complete**.

Your information will be held in accordance with the Data Protection Act 2018 and the General Data Protection Regulation 2016/679, and will be treated in the strictest confidence by the NFER research team. We will use complete and partial responses to this short survey. If you have any queries, email [CUtrial@nfer.ac.uk](mailto:CUtrial@nfer.ac.uk).

For more information about how we will use your and your school's data for this project, please see the project Privacy Notice:  
[https://www.nfer.ac.uk/eecu\\_schools\\_and\\_CU\\_privacy\\_notice](https://www.nfer.ac.uk/eecu_schools_and_CU_privacy_notice)

#### SECTION A – SHOW TO ALL

### C. ACTIVITIES AVAILABLE TO YEAR 5 PUPILS LAST ACADEMIC YEAR (2021/22)

#### ASK ALL, SINGLE RESPONSE, MANDATORY

#### 4. Last academic year (2021/22) were extra-curricular activities on offer to Year 5 pupils in your school?

This includes activities which were delivered in school, both during the school day or after school, either by school staff or external providers, as well as those that the school arranged and facilitated but may be supported outside of the school, e.g. by a secondary school or initiative in the community.

*(Please select one option)*

Yes  1 (route to Q2)

No  2 (route to Q3)

**ASK IF Q1 = YES (1), GRID, MC, NUDGE EACH OPTION**

5.

- a. **Please can you tell us up to 10 of the extra-curricular activities your school offered to Year 5 pupils last academic year (2021/22).**

*Please enter each activity in the boxes below.*

<b>Activity (OE)</b>
<i>Provide 10 spaces</i>

- b. **Please give details of the extra-curricular activities that were on offer to Year 5 pupils last academic year (2021/22).**

*(Please enter each activity in the boxes below)*

<b>Activity</b>	<b>Approximately how many Year 5 pupils took part in this activity?</b>	<b>Who facilitated this activity?</b>
<i>Pre-populated with list given in Q2a</i>	<i>All Year 5 pupils</i>	<i>School staff</i>
	<i>Most of the Year 5 pupils</i>	<i>External provider</i>
	<i>Some of the Year 5 pupils</i>	
	<i>None of the Year 5 pupils</i>	

Please review your answers to the last question below. If you would like to change anything, please click 'Back' to return to the previous page. If you are happy with your responses, please click 'Next' to continue with the survey.

**SECTION B – SHOW TO ALL**

**B. ACTIVITIES AVAILABLE TO YEAR 6 PUPILS THIS ACADEMIC YEAR (2022/23)**

**ASK ALL, SINGLE RESPONSE, MANDATORY**

6. **During this academic year (2022/23), were extra-curricular activities on offer to Year 6 pupils in your school?**

This includes activities which were delivered in school, both during the school day or after school, either by teachers or external providers, as well as those that the school arranged and facilitated but may be supported outside of the school, e.g. by a secondary school or initiative in the community.

*(Please select one option)*

Yes  1 (route to Q4)

No  2 (route to Q5)

**ASK IF Q3 = YES (1), GRID, MC, NUDGE EACH OPTION**

7.

- a. Please can you tell us up to 10 of the extra-curricular activities your school has offered to Year 6 pupils this academic year (2022/23).

*Please enter each activity in the boxes below.*

<b>Activity (OE)</b>
<i>Provide 10 spaces</i>

- b. Please give details of the extra-curricular activities that were on offer to your Year 6 pupils this academic year (2022/23).

*(Please enter each activity in the boxes below)*

<b>Activity</b>	<b>Approximately how many Year 6 pupils took part in this activity?</b>	<b>Who facilitated this activity?</b>
<i>Prepopulated with list given in Q4a</i>	<i>All Year 6 pupils</i>	<i>School staff</i>
	<i>Most of the Year 6 pupils</i>	<i>External provider</i>
	<i>Some of the Year 6 pupils</i>	
	<i>None of the Year 6 pupils</i>	

Please review your answers to the last question below. If you would like to change anything, please click 'Back' to return to the previous page. If you are happy with your responses, please click 'Next' to continue with the survey.

**SECTION C – SHOW TO ALL**

**ASK IF Q1 and/or Q3 = YES (1), SINGLE RESPONSE, NUDGE**

8. Have children in upper Key Stage 2 received any awards or celebrations for their achievements in extra-curricular activities at your school over the last two academic years (2021/22, 2022/23)?

*(Please select one option)*

Yes for all activities  1

- Yes for most activities  2  
Yes for a few activities  3  
No  4

**ASK IF Q1 and/or Q3 = YES (1), SINGLE RESPONSE, NUDGE**

9. Did your school pay teaching or support staff (over and above their usual pay) to facilitate any of the upper KS2 extra-curricular activities you have offered over the last two academic years (2021/22, 2022/23)?  
(Please select one option)

Yes  1      No  2

**ASK IF Q6 = YES (1), OE, NUDGE**

10. In the previous question, you answered that school staff were paid extra to facilitate the extra-curricular activities offered to upper KS2 pupils.

Thinking about a normal full term (i.e. the Autumn, Spring or Summer term, not a half term), what was the total staff cost to deliver these extra-curricular activities?

[Allow any figure £0 - £25000]

**ASK ALL, SINGLE RESPONSE, NUDGE**

11. Please indicate how your current offer of extra-curricular activities compares with what your school offered upper Key Stage 2 pupils before the pandemic (prior to March 2020).  
(Please select one option)

We are offering fewer upper KS2 extra-curricular activities in the current academic year (2022/23) compared with before the pandemic  1

The number of upper KS2 extra-curricular activities we are offering in the current academic year (2022/23) is similar to before the pandemic  2

**[ONLY SHOW OPTION 3 IF Q3 = 'Yes' (1)]**

We are offering more upper KS2 extra-curricular activities in the current academic year (2022/23) compared with before the pandemic  3

**SECTION D – SHOW TO ALL**

**ASK ALL, SINGLE RESPONSE, MANDATORY**

**12. Are you aware of any Year 6 children from your school who have signed up for Children's University outside of school?**

*(Please select one option)*

Yes  1

No  2

**Thank you very much for your support with this evaluation.**

**Endpoint CU Coordinator survey (Intervention schools only)**

<b>INTRODUCTION – Show to all</b>
<b>Evaluation of Children's University</b>
<p>The Education Endowment Foundation (EEF) has commissioned the National Foundation for Educational Research (NFER) to evaluate Children's University (CU). This evaluation aims to ascertain the impact of the programme on pupils' attainment in reading and maths, and the impact on pupil attitudes such as pupil self-belief, their motivation to learn, their goals and aspirations, and on a range of essential skills.</p> <p>An important part of the evaluation is to understand how Children's University has been implemented in schools, what has supported this implementation and what has hindered it. For this purpose, we are collecting CU Coordinators' views through this online survey. The survey is being sent to all CU Coordinators/Leads in schools taking part in the evaluation. It should take around <b>25 minutes</b> to complete. As the survey covers both years of the evaluation, if you have taken over the role of CU Coordinator/Lead from a colleague, you may find it useful to discuss some of these questions with the previous coordinator/lead. Please complete the survey by 14<sup>th</sup> July 2023.</p> <p>Your experiences, however positive or negative, are really important for the future development of Children's University. Please do answer the questions honestly. Nothing you say will be attributed to you/your school and no individual survey responses will be fed back to Children's University.</p> <p>Your answers will be treated confidentially, which means that you and your school will not be identified in any reports produced from this research. Your personal details and individual responses will not be shared with anyone outside NFER and no one within your school will be able to see your answers. You can find a copy of our Privacy Notice <a href="#">here</a>.</p> <p>If you have any queries about the completion of these questions or would like further information about the evaluation, please do not hesitate to email <a href="mailto:CUtrial@nfer.ac.uk">CUtrial@nfer.ac.uk</a>.</p> <p>Thank you for your help with this important research.</p> <p><b>Please use the buttons at the bottom of the page to move through the survey, please <u>do not</u> use your browser's forward and back buttons.</b></p>
<p><b>Please note that if the survey is left inactive for over 20 minutes you will be timed out.</b> Please use the original link again to return to the survey. If you exit the survey before the end, any answers that you have given may still be analysed.</p>

Page 2 – Ask All, SR, Mandatory				
A	Confirmation Details			
A.1	Please confirm that you are the CU Coordinator for [insert school name].	Yes (1)	No (2)	If A.1 = No (2) then we ask for the name and email address for CU lead in school (A.2 and A.3). The survey should then be closed.

Forwarding request= A.1 = No (2)
<p>Please forward your invitation email to the member of staff who is the CU Coordinator for your school.</p> <p>Please contact us at <a href="mailto:CUtrial@nfer.ac.uk">CUtrial@nfer.ac.uk</a> to let us know if you have any queries.</p>

Forwarding request = A.1 = No (2)
Loop back to A.1
<p>Thank you for sending this survey's link to the CU Coordinator for your school.</p> <p>If you would like us to contact this person about the evaluation going forwards, please send us an email with their contact information to <a href="mailto:CUtrial@nfer.ac.uk">CUtrial@nfer.ac.uk</a></p> <p>You may now close this page.</p>

Page 3 – Ask All, MR, Mandatory				
B.1	What is your current role?	Please select all that apply	1	Teaching Assistant
			2	Classroom teacher
			3	Assistant/Deputy Headteacher
			4	Headteacher
			5	Other (please specify)

Page 4 – Ask if B.1 = 2, MR, Mandatory				
C.1			1	Reception

	What year group(s) do you teach?	Please select all that apply.	2	Year 1
			3	Year 2
			4	Year 3
			5	Year 4
			6	Year 5
			7	Year 6

Page 5 – Ask All, SR, Mandatory				
<b>Your role as CU Coordinator</b>				
D.1	How long have you been the CU Coordinator for your school?	Please select one response	1	I have been CU Coordinator for both years of the evaluation (i.e., 2021/22 and 2022/23)
			2	I was the CU Coordinator last academic year (i.e. 2021/22), but not this year
			3	I have been the CU Coordinator this academic year (i.e. 2022/23), but not last year

Page 6 – Ask All, SR, Mandatory				
<b>Briefings and training from Children's University</b>				
E.1	Did you attend the staff briefing/training provided by your local Children's University at the beginning of the trial (i.e., prior to you validating activities) in late Autumn 2021/early Spring 2022?	Please select one response	1	Yes
			2	No, but another colleague did attend
			3	This was offered to our school, but no one attended
			4	I don't know

Page 7 – Ask All, SR, Mandatory				
<b>Briefings and training from Children's University</b>				
F.1	Did you attend any <b>refresher</b> training at the beginning of this academic year (2022/23)?	Please select one response	1	Yes
			2	No, but another colleague did attend
			3	This was offered to our school, but no one attended
			4	We were not offered any refresher training at the start of this year

Page 8 - Ask if E.1 = 1 and/or F.1 = 1, SR per row, Nudge						
G	To what extent do you agree or disagree with the following statements about the staff briefing/training you received from your local Children's University?	<i>Please select one answer per statement</i>				
		1	2	3	4	5
		Strongly disagree	Disagree	Agree	Strongly agree	NA
G.1	I was satisfied with the quality of the session.					
G.2	The briefing/training prepared me for my role as CU coordinator.					

Page 9 – Ask All, MR, Mandatory				
H.1	Did you receive any CU Online training?	Please select all that apply	1	Yes, I attended CU Online training provided by Children's University Trust (the central team)
			2	Yes, I attended CU Online training provided by our local Children's University
			3	No, I did not attend but another colleague did attend
			4	We have not received any CU Online training
			5	I don't know

Page 10 - Ask if H.1 = 1 and/or 2, SR per row, Nudge						
I	To what extent do you agree or disagree with the following statements about the CU Online training?	<i>Please select one answer per statement</i>				
		1	2	3	4	5
		Strongly disagree	Disagree	Agree	Strongly agree	NA
I.1	I was satisfied with the quality of the session.					
I.2	The training prepared me to use CU Online in our school.					

Page 11 – Ask All, SR per row, Mandatory				
Pupil briefings/assemblies				
<i>Please select one response per statement</i>				
		Yes	No	I don't know
J.1	Did your pupils receive a briefing/assembly from your local Children's University at the beginning of the trial in 2021/22, to inform them about Children's University?			
J.2	Did your pupils receive a <b><u>refresher</u></b> briefing/assembly from your local Children's University at the beginning this academic year 2022/23, to inform them about Children's University?			

Page 12 - Ask if J.1 and/or J.2 = YES, SR per row, Nudge						
		<i>Please select one answer per statement</i>				
		1	2	3	4	5
		Strongly disagree	Disagree	Agree	Strongly agree	NA
K	To what extent do you agree or disagree with the following statements about the pupil briefing/assembly ?					
K.1	We were satisfied with the quality of the session.					
K.2	The pupil briefing prepared pupils to participate in Children's University.					

**Page 13 – Ask All, MR, Mandatory**

**Support from Children's University**

L.1	What ongoing support have you received, either from your local Children's University, or Children's University Trust (the central Children's University Team)?	Please select all that apply	1	Support to source activities
			2	Support with providing resources (e.g., challenge sheets)
			3	Support to create activity codes for CU Online and validate activities
			4	Support with keeping CU Online up to date
			5	Support to encourage pupil participation
			6	Delivering or running activities/masterclasses
			7	Support to encourage parental engagement
			8	Support with planning for the graduation ceremony
			9	Other (please specify)
			10	We have not received any ongoing support [Exclusive]

**Page 14 - Ask if L.1 = any combination of 1 - 9, SR per row, Nudge**

M	How satisfied have you been with the following:	<i>Please select one answer per statement</i>				
		1	2	3	4	5

		Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	NA
M.1	the level of ongoing support you have received from your local Children's University?					
M.2	the level of ongoing support you have received from Children's University Trust (central Children's University Team)?					

**Page 15 - Ask all, SR per row, Mandatory**

**Your school's extra-curricular offer**

N	Compared to before you began participating in Children's University:	<i>Please select one answer per statement</i>			
		1	2	3	4
		Yes, to a great extent	Yes, to some extent	No	Not sure
N.1	has the <b>number</b> of extra-curricular activities offered by your school increased resulting from your participation in Children's University?				
N.2	has the <b>range</b> of extra-curricular activities offered by your school increased resulting from your participation in Children's University?  <i>By 'range' we mean the mix of different types of clubs you are offering.</i>				

**Page 16 – Ask if N.1 = 1 or 2 and/or N.2 = 1 or 2, OE, Nudge**

In the previous question, you told us that the number and/or range of activities your school is offering has increased resulting from your participation in Children's University.

O.1	Please can you tell us the new validated clubs/activities your school is now offering, resulting from your participation in Children's University?	Please list the new clubs/activities in the box below.	
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**Page 17 – Ask if N.1 = 1 or 2 and/or N.2 = 1 or 2, MR, Nudge**

P.1	Thinking about the new clubs/activities you have introduced resulting from your participation in Children's University, please can you tell us how these activities were staffed?	Next to each of the options, please indicate how many extra-curricular activities were staffed using that option.	1	School staff were paid to run the new activities	[Drop down menu 0 – 50]
			2	School staff ran the new activities but were not paid over and above their usual salary to do this	[Drop down menu 0 – 50]
			3	External organisations ran and staffed the new activities	[Drop down menu 0 – 50]

**Page 18 – Ask if P.1 = 1, SR, Nudge**

In the previous question you answered that school staff were paid to run the new extra-curricular activities.

Q.1	Just thinking about these new activities and thinking about a typical full term (i.e., Autumn, Spring or	Please provide your best estimate for the	1	£ [drop down 0 – 25000]
			2	I don't know

	Summer term, not a half term), what is the total staffing cost you have incurred in order to run these new activities?	total staffing cost to deliver the new activities in a typical term.		
--	--	--	--	--

Page 19 – Ask if, P.1 = 2, SR, Nudge				
In the previous question, you answered that school staff run the new extra-curricular activities without any additional payment on top of their normal salary.				
R.1	Just thinking about these new activities and thinking about a typical full term (i.e., Autumn, Spring or Summer term, not a half term), please estimate how much time staff have spent running these activities.	Please provide an estimate for the total number of hours for staff to run the new activities in a typical term.	1	[Accept any value 0 – 500]
			2	I don't know

Page 20 - Ask all, SR per row					
Compared to the <b>clubs</b> /activities your school offered <u>before</u> taking part in CU, can you tell us whether...		<i>Please select one response per statement</i>			
		1	2	3	4
		More	Same	Less	Not sure
S.1	the CU validated clubs/activities have taken more, the same or less <b>time</b> to run, compared to non-				

	CU clubs/activities?				
S.2	the CU validated clubs/activities <b>cost</b> more, the same or less to run, compared to non-CU clubs/activities?				

Page 21 – Ask All, SR, Mandatory				
<b>Pupil participation in Children's University</b>				
At the beginning of the trial, children in your school volunteered to participate in Children's University (i.e., they and their parent/carer both agreed for the pupil to be involved in the programme through the NFER surveys).				
T.1	What proportion of pupils who volunteered to participate in Children's University have engaged in the programme?	Please select one response	1	<b>All</b> pupils who volunteered have participated in Children's University
			2	<b>Most</b> of the pupils who volunteered have participated in Children's University
			3	<b>Some</b> of the pupils who volunteered have participated in Children's University
			4	<b>None</b> of the pupils who volunteered have participated in Children's University
			5	I don't know

Page 22 – Ask All, MR/OE, Mandatory				
U.1	How did your school encourage and enable pupils from disadvantaged backgrounds to	Please select all that apply	1	Subsidising activities/providing free activities
			2	Providing parents with additional information

	take part in Children's University?		3	Funding any transport costs
			4	Giving them priority access to places at clubs
			5	Other (please specify)
			6	We didn't do anything different to encourage participation from disadvantaged pupils compared to their peers [Exclusive]
			7	I don't know [Exclusive]

Page 23 – Ask All, SR, Mandatory				
<b>Parental engagement</b>				
V.1	Was a parent briefing/assembly held ahead of children participating in Children's University?	Please select one response	1	Yes, this was delivered by our local Children's University
			2	Yes, this was delivered by the school
			3	No
			4	I don't know

Page 24 - Ask all, SR per row, Nudge						
<b>Parental engagement</b>						
What proportion of parents whose children volunteered for Children's University, have engaged in the following activities?		<i>Please select one response per statement</i>				
		1	2	3	4	5
		All parents	Most parents	Some parents	None of the parents	I don't know
W.1	Attended the parent briefing?					

W.2	Encouraged or supported their child to engage in validated activities/clubs delivered in school.					
W.3	Encouraged or supported their child to engage in validated activities outside of school (i.e., activities or clubs delivered in the local area).					
W.4	Encouraged or supported their child to keep their CU Online profile up to date.					
W.5	Attended/will be attending the graduation ceremony.					

**Page 25 – Ask All, MR, Mandatory**

**CU Online**

X.1	Who is responsible for logging pupils' activity hours onto the CU Online portal?	Please select all that apply	1	I do this for pupils
			2	Another member of staff in school does this
			3	Pupils do this in their own time
			4	Pupils do this during school time
			5	Parents/carers do this
			6	Our local Children's University manager does this
			7	I don't know [Exclusive]

**Page 26 – Ask all, SR per row**

Y	To what extent do you agree or disagree with the following statements about CU Online?	<i>Please select one answer per statement</i>				
		1	2	3	4	5
		Strongly disagree	Disagree	Agree	Strongly agree	NA/Not sure
Y.1	CU Online is easy for me/other school staff to use/navigate.					
Y.2	CU Online is easy for pupils to use/navigate					
Y.3	CU Online is easy for parents to use/navigate.					
Y.4	CU Online has taken more time to maintain than expected.					
Y.5	CU Online has accurately captured all of the activities that our pupils have participated in (both in and outside of school).					

<b>Page 27 – Ask All, SR, Mandatory</b>				
Z.1	Per term, how much time have you spent maintaining CU Online?	Please select one response	1	Less than 1 day per term
			2	1 – 2 days per term
			3	3 – 4 days per term
			4	5 – 6 days per term

			5	7 – 8 days per term
			6	9 – 10 days per term
			7	Over 10 days per term

Page 28 - Ask all, SR per row, Mandatory						
<p>What proportion of the pupils participating in Children's University in the following year groups received a graduation award (Bronze, Silver or Gold)?</p> <p>(The first Year 5 graduation ceremony may have taken place in the Summer or Autumn term 2022).</p>		<p><i>Please select one response per statement</i></p>				
		1	2	3	4	5
		All	Most	Some	None	I don't know
AA. 1	Year 5 (in academic year 2021/22)					
AA. 2	Year 6 (in academic year 2022/23)					

Page 29 - Ask all, SR per row, Nudge		
<b>Outcomes for pupils</b>		
AB	<p>In your view, what impact has participating in Children's University had on pupils:</p>	<p><i>Please select one answer per statement</i></p>

		1	2	3	4	5	6
		Very negative impact	Negative impact	No impact/no difference	Positive impact	Very positive impact	Don't know
AB. 1	Motivation to try new activities?						
AB. 2	Motivation to learn in the classroom?						
AB. 3	Motivation to learn beyond the classroom?						
AB. 4	Confidence/self-belief?						
AB. 5	Sense of achievement?						
AB. 6	Goals/future aspirations?						
AB. 7	Problem solving skills?						
AB. 8	Communication skills/confidence to communicate?						
AB. 9	Attainment in English?						
AB. 10	Attainment in maths?						
AB. 11	Positive identification with school?						
AB. 12	Access to learning activities in the local community?						

Page 30 - Ask all, SR per row, Nudge

**Facilitators and barriers to implementing Children's University**

AC	To what extent do you agree or disagree with the following statements?	<i>Please select one answer per statement</i>				
		1	2	3	4	5
		Strongly disagree	Disagree	Agree	Strongly agree	NA/Not sure
AC. 1	I have had sufficient support from our school's SLT to implement Children's University in our school.					
AC. 2	I have had sufficient capacity to lead Children's University in our school.					
AC. 3	Leading Children's University has increased my workload.					
AC. 4	Our school has had sufficient staff capacity to run a wide range of Children's University-validated clubs and activities.					
AC. 5	Staff in school have supported Children's University through being willing to deliver a Children's University-validated					

	lunchtime or after-school club.					
AC. 6	My school has the facilities/resources to offer a wide-range of Children's University-validated after-school clubs.					
AC. 7	We have sufficient funding to provide subsidised or free Children's University-validated activities for our pupils.					
AC. 8	We had a strong extra-curricular offer before Children's University which has supported us to implement the programme.					
AC. 9	We have established links with a range of external activity providers to support us to deliver Children's University-validated activities/clubs for pupils.					
AC. 10	We have a wide range/number of Children's University-validated activities in our local area (outside of school) that our pupils can access.					
AC. 11	Our school is prioritising tutoring/catch-up support over					

	extra-curricular activities.					
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Page 31 - Ask All, SR per row, Mandatory						
		<i>Please select one answer per statement</i>				
		1	2	3	4	5
		Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Not sure
AD. 1	Overall, how satisfied have you been with Children's University over the last two academic years?					

SUBMIT PAGE
<p>You have reached the end of the survey. Thank you very much for answering our questions. Please click 'Submit' to send your response. Once submitted, you will not be able to go back and change any of your answers.</p>

FINAL PAGE
<p>Thank you for your help with this important research.</p> <p>If you have any questions about this survey or about our evaluation Children's University, please email: <a href="mailto:CUtrial@nfer.ac.uk">CUtrial@nfer.ac.uk</a></p> <p>You may now close this window.</p>

Endpoint pupil survey (All pupils)

*[Sections and individual questions labelled to show those included in both the control and intervention pupils survey, those asked only to control pupils and those asked only to intervention pupils.]*



**Please help us with our research!**

**Introduction**

Thank you very much for completing this survey.

Your school is involved in some research, finding out about learning in and outside of school.

In this survey there are questions that ask you about yourself, about being with others and how you feel about your lessons and school. You will also be asked to write down the clubs you take part in at school and outside of school.

We have asked your teachers not to look at your answers but if you need help answering the questions, ask your research visitor who is in your class today to help you. There are no right or wrong answers to the questions so please make sure you answer honestly. Your answers will help research about activities and clubs for other children so your opinions and answers are really important.

Please make sure you read each sentence and the response options carefully so you are ticking the answer that fits you best. For each sentence, please tick one box in the row. Ignore the small numbers next to the boxes. For questions where you need to write your answer, please make sure you write within the box.

If you have any questions before starting, please speak to your research visitor who is in your class today.

Pupil name:  Pupil ID:

School name:  NFER No:

*[Part 1 included in both control and intervention pupil survey]*

**PART 1**

1). Please read each sentence carefully and tick the answer that fits you best.

	Never	Not very often	Sometimes	Very often	Always
I do things at home that are helpful	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I help my family make decisions	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
At school, I decide things like class activities or rules (e.g. a game to play)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I do things at school that are helpful	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I can work out my problems	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I can do most things if I try	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
There are many things that I do well	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I feel bad when someone gets their feelings hurt	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I try to understand what other people feel	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

	Never	Not very often	Sometimes	Very often	Always
When I need help, I find someone to talk to	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I know where to go for help when I have a problem	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I try to work out problems by talking about them	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I have goals and plans for the future	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I think I will be successful when I grow up	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

[Part 2 included in both control and intervention pupil survey]

**PART 2**

- 2). The sentences below are about how you feel when talking with other people. For each sentence, please tick the answer you think fits you best. There are no right or wrong answers.

*For some of the questions, you just need to think about talking in class whereas for other questions, you might need to think about other situations outside of school where you talk to people.*

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Talking to someone new worries me.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I like to talk when the whole class listens.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
Talking to teachers makes me feel uncomfortable.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I like talking in front of a group of people (e.g. in my class or in assembly).	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I like it when I don't have to talk.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
When someone asks me a question, it makes me nervous.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I like to talk to people I haven't met before.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I look forward to talking in class (e.g. to contribute to discussions).	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

[Part 3 included in both control and intervention pupil survey]

**PART 3**

3). Please read each sentence carefully and tick the answer that fits you best.

**a) ENGAGEMENT**

	Not at all excited	A bit excited	Excited	Very excited	Extremely excited
In general, how excited are you about going to your lessons?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
	Not at all focused	A bit focused	Focused	Very focused	Extremely focused
How focused are you on the activities in your lessons?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
	Not at all excited	A bit excited	Excited	Very excited	Extremely excited
In your classes, how excited are you to join in?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
	Almost never	Once in a while	Sometimes	Frequently	Almost always
When you are not in school, how often do you talk about ideas from your lessons?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
	Not at all interested	A bit interested	Interested	Very interested	Extremely interested
How interested are you in your lessons?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**b) VALUING OF SCHOOL**

	Not at all interesting	A bit interesting	Interesting	Very interesting	Extremely interesting
How interesting do you find the things you learn in your lessons?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

	Almost never	Once in a while	Sometimes	Frequently	Almost always
How often do you use ideas from school in your everyday life?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

	Not at all important	A bit important	Important	Very important	Extremely important
How important is it to you to do well in your lessons?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

	Not at all useful	A bit useful	Useful	Very useful	Extremely useful
How useful do you think school will be to you in the future?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

[Part 4 included in both control and intervention pupil survey]

**PART 4**

- 4). At the moment, young people can leave school at 18. What would you most like to do when you are 18?

*Please tick one answer.*

Get a (full-time) job	<input type="checkbox"/>	1
Study at university	<input type="checkbox"/>	2
Get a job and study at the same time	<input type="checkbox"/>	3
Not sure	<input type="checkbox"/>	4
Do something else (please write in the box below)	<input type="checkbox"/>	5

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- 5). Thinking about your own future, please order these statements to show which one is most important (1) to which one is least important (7) to you.

*Only use each number once and write the number in the box.*

Getting good grades at school	<input type="checkbox"/>	A
Going to university after finishing school	<input type="checkbox"/>	B
Finding a job	<input type="checkbox"/>	C
Having enough money	<input type="checkbox"/>	D
Buying a house	<input type="checkbox"/>	E
That I am happy	<input type="checkbox"/>	F
That I am healthy	<input type="checkbox"/>	G

[Part 5, question 6a and 6b included in both control and intervention pupil survey]

**PART 5**

6. a) **At school**, what clubs do you take part in before school, at lunchtime or after school?

*Please write a list of clubs you go to at school in the table below and tick the box to show how often you go to this club.*

Clubs I go to <b>at school</b>	How often I go to these clubs		
	More than once a week	Once a week	Less than once a week
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

b) What clubs or activities do you go to **outside of school**?

*Please write a list of the clubs or activities you go to outside of school in the table below and tick the box to show how often you go to this club or activity.*

Clubs I go to <b>outside of school</b>	How often I go to these clubs		
	More than once a week	Once a week	Less than once a week
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

*[Part 5, question 7 only included in control pupil survey]*

- 7). Do you receive awards or celebrations for taking part in any of these clubs or activities? Remember to think about clubs and activities in school **and** outside of school.

*This might be certificates or badges for reaching levels or grades, receiving a prize, having your name read out in assembly, or anything you receive at home.*

Yes

No

Don't know

 <sub>1</sub> <sub>2</sub> <sub>3</sub>

*[Part 6, questions 7 – 10 and 12 - 13 only included in intervention pupil survey.]*

**PART 6**

**The questions in this section will ask you about Children's University.**

You may have taken part in Children's University during Year 5 and Year 6. You may remember having an assembly in Year 5 where someone from Children's University, or someone at your school, spoke to you about participating in Children's University. Over the last two years, you might have been going to clubs and activities in school and outside of school which you have been recording to earn stamps in a passport, or on CU Online, to work towards receiving a certificate at a graduation ceremony.

- 7). a) If you have **not** taken part in Children's University, please tick this box and move onto question 11 (page 15).

If you **have** taken part in Children's University, please go to question 7b on the next page (page 11).

7). b) Who logs your activities and clubs onto CU Online?

*You can tick more than one answer if you need to.*

I do this in my own time	<input type="checkbox"/>	1
I do this during school time	<input type="checkbox"/>	2
My teacher does this for me	<input type="checkbox"/>	3
My parent/carer does this for me	<input type="checkbox"/>	4
Someone else (not parent or teacher) does this for me	<input type="checkbox"/>	5
I have heard of CU Online, but I don't know who logs my activities	<input type="checkbox"/>	6
I have not heard of CU Online	<input type="checkbox"/>	7
I have collected my stamps in my CU passport instead of, or as well as, using CU Online	<input type="checkbox"/>	8

c) If you log your own activities on CU Online, how easy or difficult have you found doing this?

*You only need to answer this question if you have used CU Online yourself.*

Very easy	<input type="checkbox"/>	1
Quite easy	<input type="checkbox"/>	2
Quite difficult	<input type="checkbox"/>	3
Very difficult	<input type="checkbox"/>	4
I am unsure	<input type="checkbox"/>	5

8). Please read the sentences below. For each sentence, please tick the answer you think fits how you feel about Children's University (CU) and the activities/clubs available to you. There are no right or wrong answers.

	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
CU has helped me learn new skills	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
I am proud of what I have learnt at the clubs I go to	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
Being involved in CU has encouraged me to want to <b>try new</b> activities	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
Being involved in CU has encouraged me to do <b>more</b> activities/clubs	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
My family encourages me to try new activities as part of CU	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
My school offers lots of clubs or activities where I can collect CU stamps throughout the week	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
My school offers clubs or activities that interest me	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
Where I live, there are lots of clubs and activities I can go to outside of school where I can collect CU stamps	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
CU has helped me to take part in a lot more clubs/activities than I used to	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

9). Below is a list of statements about some of the skills you might have learnt or got better at from the Children's University clubs or activities you have been participating in.

*For each statement, please tick whether you agree or disagree with the following:*

The clubs or activities I have participated in have helped me:	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
--	----------------	-------	----------	-------------------	----------

to be creative	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
----------------	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------

to be a good leader	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
---------------------	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------

to be a good listener	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
-----------------------	---------------------------------------	---------------------------------------	--------------------------	---------------------------------------	---------------------------------------

to be confident to communicate and present my ideas or work	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
---	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------

to be a good problem-solver	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
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to stay positive	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
------------------	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------

to work well in a team	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
------------------------	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------

to feel a sense of pride  
and achievement

 1 2 3 4 5

10). How important are the following elements of Children's University to you?

	Very important	Quite important	Not that important	Not at all important	Not sure
--	----------------	-----------------	--------------------	----------------------	----------

Being able to collect stamps for the hours I complete.

<sub>1</sub>
<sub>2</sub>
<sub>3</sub>
<sub>4</sub>
<sub>5</sub>

Seeing my hours/stamps increase as I do more hours.

<sub>1</sub>
<sub>2</sub>
<sub>3</sub>
<sub>4</sub>
<sub>5</sub>

Having the opportunity to make progress through the bronze, silver and gold awards.

<sub>1</sub>
<sub>2</sub>
<sub>3</sub>
<sub>4</sub>
<sub>5</sub>

Attending a graduation ceremony.

<sub>1</sub>
<sub>2</sub>
<sub>3</sub>
<sub>4</sub>
<sub>5</sub>

The range of activities on offer.

<sub>1</sub>
<sub>2</sub>
<sub>3</sub>
<sub>4</sub>
<sub>5</sub>

Being able to take part in challenge sheets.

<sub>1</sub>
<sub>2</sub>
<sub>3</sub>
<sub>4</sub>
<sub>5</sub>

[Question 11 included in both control (as question 8) and intervention pupil survey.]

- 11). How important is it to you that you receive awards or celebrations for taking part in clubs or activities? Remember to think about clubs and activities in school **and** outside of school.

Very important	Important	Neither important nor unimportant	Not important	Not at all important
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

- 12). Have you attended, or will you be attending a graduation ceremony for Children's University? Please tick yes or no for each of the sentences below:

	Yes	No
I attended a graduation ceremony at the end of Year 5 or beginning of Year 6	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
I have attended a graduation ceremony this term	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
I will be attending a graduation ceremony this term	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

- 13). Would you like to continue collecting stamps for the clubs and activities you do to achieve more Children's University awards (for example the Silver or Gold certificate)?

Yes	No	Don't know
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

**Thank you for completing this survey.**

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The Education Endowment Foundation  
5th Floor, Millbank Tower  
21–24 Millbank  
London  
SW1P 4QP

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