16 to 19 Additional Hours evaluation

Research report

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This research report was written before the new UK government took office on 5 July 2024. As a result, the content may not reflect current government policy.

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Background

As part of the government's long-term education recovery plan, additional hours in 16 to 19 settings were introduced from the 2022 to 2023 academic year to fund more teaching and learning hours to help compensate for lost learning due to the COVID-19 pandemic. The additional hours policy consists of two elements. Firstly, the minimum hours requirement for funding was raised by 40 hours for students in funding bands 5-9 (and lower bandings on a pro-rata basis). For example, from 540 hours to 580 hours for band 5 learners, from the 2022/23 academic year. Secondly, institutions were expected to deliver an additional 40 hours per student on average from 2022/23. The aim of this evaluation was to understand how the additional hours have been used and implemented. More specifically, the research sought to answer the following overarching research questions:

- How have the additional hours been used by institutions?

- What impact do school leaders and learners believe the additional hours have had?

- To what extent have the additional hours been used to support maths?

- To what extent have the additional hours been used to support mental health and wellbeing?

- How can the additional hours be improved for future years?

- How have institutions resourced additional hours, particularly with regard to workforce? For example, have additional staff been recruited, or have existing staff been asked to work longer hours?

- How has the introduction of additional hours influenced delivery of other institution and DfE priorities such as the 16-19 Tuition Fund, T-levels?

Method

These research questions were investigated through a survey of institutions receiving additional hours funding, a survey of learners at institutions who had completed the institution survey, and in-depth case studies of 18 institutions who had opted in from the survey.

Institution survey

The institution survey explored how institutions had used the funding, their perceptions of the impact of the funding and their views on the policy. All 16 to 19 institutions that received funding for the additional hours were invited to take part in a 10 to 15 minute online survey where they could feed back on the programme. Fieldwork was carried out between 26 May 2023 and 7 July 2023. Overall, 2,776 email invitations were sent and 308 responses were achieved, yielding a 11.1% response rate.

Learner survey

The learner survey captured learners' experiences of post-16 education at institutions receiving the funding, their views on their timetables, potential barriers to attending their institution for more hours and the support they received from their institution. The sample of learners was gained via staff respondents to the institution survey opting in to receiving a personalised link to the online learner survey, which they were asked to distribute to their learners. A total of 45 institutions opted into the survey and the links were sent out in July 2023 to try and capture responses from Year 13 students in the academic year 2022 to 2023. The survey remained open until November 2023. The survey received 784 responses from learners from 10 institutions.

Case studies

In-depth case studies provided qualitative information to complement quantitative data collection. The qualitive data aimed to provide in-depth reflections on how additional hours funding was used at institutions, the decision-making process behind this, outcomes achieved as a result of the funding, and views on the additional hours policy. Institutions that completed the survey were able to opt in to take part as a case study, and additional institutions were recruited from the Get Information about Schools (GIAS) dataset. Case studies included interviews with senior staff, delivery staff and focus groups with learners. Eighteen case studies were conducted at a range of institutions across England. Three pilot visits were conducted at the end of the academic year 2022 to 2023 and the rest took place in autumn 2023. Predominantly, the findings in this report are based on case study analysis – looking in depth at each of the case study institutions and drawing out commonalities and differences. To supplement this analysis, the research team also conducted qualitative comparative analysis (QCA). This is an analysis method that evaluates combinations of qualitative variables to identify patterns and conditions that can lead to a specific outcome. Using information gathered in the case studies, this approach can describe the 'causal recipes' that lead to outcomes. The findings of this analysis are discussed in the final chapter.

Understanding this evidence

The implementation and process evaluation (IPE) has aimed to capture diversity and a range of experiences to provide insights into how the policy was operationalised. The research approach has implications for how the data should be interpreted. The institutional survey data has been weighted to the observable characteristics of the institutions receiving the additional hours funding. Nonetheless, the sample is relatively small and there may be characteristics that cannot be observed in the sampling data that affect whether or not institutions responded to the survey. As is appropriate, the sampling strategy for qualitative case studies focused on achieving varying contexts and setting types so that a multiplicity of perspectives and implementation approaches could be captured. The learner survey was achieved through institutional opt-ins so cannot be considered representative.

The findings in this report therefore are indicative and illustrative of practice and experience of using the additional hours.

Findings

Use of additional hours

Institutions participating in this research primarily used additional hours funding to deliver non-qualification activities: 90% of institutions surveyed delivered non-qualification activities compared with 62% delivering qualification activities.[1] Within non-qualification activities, support with study skills was the most common activity, mentioned by 65%, followed by support for mental wellbeing (49%), personal and social development time, enrichment activities, and support for employability skills/work placements (all 48%). These trends were echoed by survey responses from learners. Most (90%) were aware of some form of support provided which was not available in previous years. Learners were most likely to be aware of additional support for study skills (51%), mental health and wellbeing (26%) or enrichment activities (23%).

Case study findings suggested that institutions found it more feasible to deliver non-qualification activities as they were often constrained in their ability to deliver additional subject lessons and support by timetabling, and physical and staff resources. Many sixth forms described delivering study skills support due to learners already having full timetables, and this was a common use of the funding among case study institutions. Staff at these institutions also identified a strong need among learners for additional support for study skills, wellbeing, and social skills following the COVID-19 pandemic, which non-qualification activities could address. In addition to the non-qualification

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[1] Here and elsewhere when percentages do not sum to 100 (or around 100 for rounding) this is because questions allowed multiple responses.

activities, some institutions also used the funding to deliver additional support for learners' next steps such as activities to support UCAS statements.

Just over 3 in 5 surveyed institutions (62%) were using the additional hours for qualification activities, with additional time for learners' main courses the most commonly mentioned activity (39%, multiple response). Beyond this, 3 in 10 (31%) provided maths teaching, a quarter (26%) English teaching, and 16% additional qualifications or units. Institutions with a post-16 intake only were more likely than schools to be using the additional hours for a qualification activity (82% compared with 59%). Additionally, 18% of learners surveyed were aware of additional time for their main courses, with 7% aware of additional maths teaching, 3% aware of additional English teaching and 2% aware of support for numeracy or literacy.

Case study institutions that delivered additional qualification activities tended to do so in conjunction with non-qualification activities. They described delivering a range of activities including additional lessons for learners' main courses, additional maths and English support and additional qualifications or units such as workshops for vocational subjects.

The use of additional hours funding to specifically support learners with high needs reflected general patterns, with funding most commonly supporting them with study skills (32%), supporting their wellbeing/mental health (29%), supporting them for employability skills/work placements (25%) and personal and social development time (25%). Case studies suggested that this was because the activities delivered tended to be universal rather than targeted at specific groups of learners. Just over a quarter (27%) were not using funds to specifically support learners with high needs and 15% reported not having any learners with high needs.

Most learners with high needs (95%) were aware of some form of additional provision. Learners with high needs were more likely to be aware of tutorial time, enrichment activities, one-to-one support and support for mental health and wellbeing than learners who did not have high needs. The most common forms of support that learners with high needs were aware of were non-qualification activities, including tutorial time (63%), wellbeing/mental health support (60%), one-to-one support (58%), support for study skills (56%) and enrichment activities (55%), and 45% were aware of additional support for their qualifications.

Case studies of specialist providers for learners with high needs showed that these institutions mostly used the funding to deliver non-qualification activities including enrichment, employability support, support for wellbeing, and life skills. Some also used funding to support maths and English provision, including by reducing class sizes.

Decision path

Case studies found that at most institutions decisions on the use of the funding were made at the senior leadership level and then incorporated into routine planning. Decisions on how to use the funding were informed by strategic decisions based on priorities and student need following the COVID-19 pandemic, as well as pragmatic decisions around timetabling and resources. On this basis, most institutions were using the additional hours funding for more than one thing, but a few had chosen to focus exclusively on one programme, activity, or type of support. Some institutions had used additional hours funding to enhance their overall provision according to institutional priorities, while others had used it to deliver more discrete provision or for specific and newly designed interventions such as additional supervised study skills or enrichment programmes.

Institutions used a range of data, guidance, and evidence to inform decisions. The most common factors and sources of evidence considered when making decisions were previous experience of delivering interventions (61%), data on student progress (53%), Education and Skills Funding Agency (ESFA) guidance on how funding should be used (51%), and the internal resourcing available for delivery (46%). Case studies found that student and staff feedback, as well as discussions with other institutions, played a role in decision making.

Two-thirds (68%) of all respondents believed the ESFA guidance was useful, with post-16 institutions having more positive views than schools (78% compared with 61%). The most common suggestion for improving the ESFA guidance was increased clarity. Other suggestions included more case study examples, greater consideration for those who already delivering over 40 additional hours compared with the minimum required hours, a less generic approach, more timely publication and a greater degree of flexibility.

Case studies showed that some institutions, especially specialist providers, felt that the guidance was not applicable to their context and learners and therefore found it hard to use. This was addressed by DfE, which updated the guidance to better support specialist providers for learners with high needs. Those already delivering above the new baseline of 580 hours, typically sixth form colleges, also found it difficult to deliver the additional hours due to timetabling constraints.

Delivery of additional hours

Teaching staff already in place were most commonly delivering qualification activities, particularly in relation to additional qualifications or units and additional time for learners' main courses (86% and 85% respectively), as well as English (77%) and maths (74%) teaching. More than a quarter of those delivering English teaching (27%), additional time for learners' main courses (28%) and maths teaching (31%) recruited additional staff.

For non-qualification activities, again, in each instance, teaching staff already in place were most commonly delivering these, particularly enrichment activities (88%), tutorial time (86%) and personal and social development time (81%). Existing non-teaching staff were more likely to be delivering non-qualification activities and this was particularly the case in relation to support for wellbeing/mental health (55%) and support for employability skills and work placements (48%).

In the majority of cases where existing staff were delivering the additional hours, they were reported to be doing so within their contracted hours (64% for teaching staff and 60% for non-teaching staff). In these cases, other members of staff covered duties, such as teaching or lunchtime supervision, to enable staff to deliver additional hours activities within their contracts. Staff did not discuss seeing an increase in workload to deliver the policy. Some had been contracted to work more hours (25% for teaching staff and 33% for non-teaching staff). A few reported that all of them have been contracted to work more hours (5% for teaching staff and 1% for non-teaching staff).

This was reflected by case study institutions, which had mostly used existing staff to deliver additional hours activities, usually due to a combination of strategic and pragmatic decisions. A few had recruited a member of non-teaching staff to deliver particular elements. Some staff members had their contracts extended to account for this, but most delivered within their existing contracts, and were relieved of other duties to make time for this.

Partnership working was not very common, with most institutions delivering all support and activities in-house. Where partnership working was present institutions tended to work with existing partners. Existing external partners were particularly likely to be delivering support for wellbeing/mental health (43%), support for employability skills and work placements (36%) and enrichment activities (31%). New external partners were particularly likely to be delivering personal and social development (20%), support for employability skills and work placements (19%) and enrichment activities (18%).

Views were evenly balanced as to whether it was easy or not to find the necessary resources to deliver additional hours, with 46% of institutions reporting to be easy, and 49% saying it was not easy. However, within this, only 1 in 20 (5%) rated it as very easy, while 14% rated it as not at all easy.

The main challenges identified to delivery of additional hours were the internal resource available, financial pressures (both 45%) and physical space for delivery (42%). Three in 10 (31%) mentioned student engagement as a challenge, a quarter (27%) the recruitment of additional staff, and 1 in 5 (19%) other DfE priorities. This was reflected in case studies with institutions identifying challenges around timetabling, a lack of physical space, staffing and resources such materials for practical subjects. In addition, many faced initial challenges including student resistance to additions to their timetable, but

these were usually resolved over time as learners became used to the change and saw the value of the provision.

Resource challenges affected what some institutions were able to deliver. Three in 5 (62%) identified alternatives they would have liked to use the additional hours for. Within this, 2 in 5 (41%) mentioned qualification activity, and close to half (47%) non-qualification activity. In each instance, the most common reason for not being able to use the funding in the way institutions wanted was a lack of internal resource. Case study interviewees believed that in some cases, the funding did not take into account larger expenditures such as the need for new classroom space which would have allowed them to make the most of the policy. Most learners (60%) felt they had access to the forms of support that they needed but 13% would have liked to access additional support for study skills, 11% additional one-to-one support or support for employability skills and 10% additional support for wellbeing and mental health, or enrichment activities.

Most learners (53%) did not face any barriers to attending their institution however a fifth (20%) found the cost of travel to be a barrier and 18% had part-time work commitments that made it difficult to attend. In focus groups learners commented that timetabling issues such as triple periods or having to attend just one session in a day negatively affected their engagement with learning. Broadly learners were happy with current timetabling however 52% would have liked more support on employability skills, 40% more one-to-one support and 39% more enrichment activities. Around a fifth (21%) would have liked less tutorial time and 25% less days at their institution.

Experiences of delivery

Overall, learners felt well supported by their institutions to recover from the negative effects stemming from the pandemic. When asked about the extent to which their learning was disrupted by the COVID-19 pandemic, 11% of learners reported to a very large extent, 29% reported a large extent and 40% to some extent. Learners with high needs were more likely to report a large or very large disruption to their learning (54%) compared with other learners (36%). In focus groups, learners discussed finding the return to in-person learning challenging in terms of the pace of work expected of them during lessons and sustaining concentration. Staff also felt that some learners experienced anxiety and a loss of social skills, especially those with high needs.

Outcomes and perceived impacts

Most institutions reported that they monitored the impact of delivering additional hours with around 1 in 10 (9%) saying that they did not. Where they did, they most commonly reviewed data on student progression and performance (67%), data on student attendance (52%) and student feedback (44%). A third (34%) mentioned monitoring data on student retention, and a quarter (26%) collecting staff feedback.

Case studies suggested that monitoring the provision relied on broader forms of outcomes measurement such as assessments, final qualification results, progress into higher education and course completion rates, which made it difficult to isolate outcomes of additional hours provision. Where additional hours activities were monitored discretely this relied on staff and student feedback.

Views were generally positive in relation to the helpfulness of additional hours for education recovery following the disruption of the COVID-19 pandemic. Three in 5 (61%) institutions regarded additional hours as helpful, while a third (33%) saw it as unhelpful. At the extremes, 15% said it was very helpful, while 10% described it as very unhelpful.

Learners views on how helpful their institutions' post-pandemic support was overall were slightly more ambivalent. Just under half (44%) felt that their institution had been very or fairly helpful in supporting their learning following the COVID-19 pandemic, 28% were not sure how helpful their institution had been, 14% said that their institution had not made a difference and 15% said their institutions were not very or not at all helpful. Learners in post-16 institutions were more likely (24%) than those in sixth forms (9%) to say that the support had made no difference. By contrast, learners at sixth forms were more likely to report that the support was helpful (66% compared with 59%) or unhelpful (26% compared with 18%).

Institutions were particularly likely to believe that additional hours had a positive impact on student outcomes in terms of progress (68%), attainment (61%), engagement (59%) and mental health/wellbeing (55%) (multiple response). Learners felt that their institutions had been most helpful in terms of supporting their academic performance (84% said institutions were very or fairly helpful), and also reported that institutions were helpful in supporting progress into further study or employment (80%), attendance (69%), and motivation to stay on their course (67%).

Where institutions offered specific activities via additional hours, almost none reported a negative outcome for learners. Of the qualification activities, views were particularly positive in relation to the effects on student outcomes in terms of English (89%) and maths (88%) teaching. Of the non-qualification activities, views were particularly positive in relation to the effects on student outcomes for employability skills and work placements (81%), support with study skills (81%) and support for wellbeing/health (80%). This was supported by learners: all forms of support offered to learners were described as helpful by a majority of respondents, aside from additional days of the week in school or college which 50% of respondents found helpful. Additional time for main courses (92%), additional support with study skills (84%) and additional support for employability skills and work placements (83%) were the forms of support learners found most helpful. In focus groups learners appreciated easy, flexible and non-judgemental access to staff members who could help them with specific study skills and revision.

Case study interviews provided more information on learner outcomes, and the mechanisms through which these were achieved. Important outcomes reported by case study institutions included improved learner engagement and attendance, improved attainment and progression, and better independent study skills. Learners reported better mental health and wellbeing, and increased confidence. Some learners felt better supported to make UCAS applications, and more prepared for university. Some institutions said that their learners were more work-ready and more prepared for whatever they did next.

Where institutions saw improved attendance, this was attributed to the enhanced provision from additional hours and the ability to reschedule timetables to encourage attendance through fuller days. Attainment and progression outcomes were primarily noted for learners studying maths and English at colleges, with A level providers finding it harder to differentiate outcomes. Improved attainment in these areas was facilitated by increased support for learners who may have otherwise dropped out. Many case study institutions reported that the additional hours funding had helped them to better support their learners' health and wellbeing in some way, whether they had used the funding to deliver wellbeing interventions or other forms of support. Increased opportunities for staff and student interactions allowed staff to identify and support those struggling, and enrichment and personal or social development supported confidence, social skills and friendships. Overall, many outcomes were interlinked, with additional time at college helping learners to improve their confidence, engagement and study skills.

Additional hours also had a positive effect on staff and institutions as a whole. Delivery staff reported reduced pressures and increased ability to focus on subject teaching, and members of staff delivering enrichment activities found increased job satisfaction from supporting learners away from the pressures of academic subjects. While some institutions were worried about being perceived to be requiring more hours from learners compared with other local institutions, others said that the additional hours provision was an attractive offer to sell to future learners, and that the policy had given them the confidence to experiment with their delivery and timetables.

Close to 1 in 5 institutions (17%) reported that the delivery of additional hours affected other priorities. In this group, over half (55%) said it reduced focus on delivery of some other priorities, 2 in 5 (42%) said that it changed how they delivered some other priorities and 1 in 5 (21%) said that it stopped them from delivering some other priorities. By contrast, 17% reported it helped them to deliver some other priorities.

Future plans and lessons learned

The institution survey ran in summer 2023 and explored any changes institutions planned for the second year of delivery. The planned pattern of provision for the next academic year closely reflected that for the first academic year, with 61% planning to use the

additional hours for qualification activities, and 88% planning to use them for non-qualification activities. Case studies conducted in autumn 2023 found that most institutions had not changed delivery beyond making adjustments to activities delivered the previous year.

Case study institutions also discussed their plans for additional hours delivery after this current funding ends. Most wanted to maintain delivery as they felt the activities met the essential needs of learners. However most felt they would be unable to continue delivery without the funding. Some indicated they would look for additional funding sources or make savings in other areas to support continued delivery, but most said that without the funding, provision would cease.

The research provided lessons for future funding of policies of this kind. When asked what improvements they would like to see to additional hours, only 10% of institutions suggested increased funding, more flexibility, and more recognition was needed of those already delivering above 580 hours prior to the policy. This was echoed by case study institutions. Many case study institutions felt that 40 hours was not enough to produce major outcomes, while others felt that the funding for the 40 additional hours was not sufficient to address issues of space and staff resources. As noted previously, those already delivering above the new baseline of 580 hours found the policy more difficult to implement and suggested that the policy could focus on reaching a baseline level of hours rather than delivering an additional number of hours.

Introduction

This chapter details the policy to provide funding for additional hours for 16 to 19 learners. It then sets out the evaluation aims and then an overview of the methodology.

Context and research aims

Background

In September 2022, the Department for Education launched funding to enable all 16 to 19 learners (or up to 25 for learners with an education, health and care (EHC) plan) to receive on average **an additional 40 hours a year** across all course types (therefore covering A levels, vocational training, and T levels among others). This policy formed part of the wider education recovery package for the 16 to 19 education sector following the disruption of the COVID-19 pandemic. It is currently funded for 3-years, costing approximately £800 million. The additional hours policy consists of two elements. Firstly, the minimum hours requirement for funding was raised by 40 hours for students in funding bands 5-9 (and lower bandings on a pro-rata basis). For example, from 540 hours to 580 hours for band 5 learners, from the 2022/23 academic year. Secondly, institutions were expected to deliver an additional 40 hours per student on average from 2022/23.

The introduction of this new policy was supported by findings from the *Review of time in school and 16 to 19 settings.*[2] This found that compared with international counterparts, 16 to 19 learners in England receive significantly less time in technical education. The countries identified as having high-performing technical education systems were characterised by a relatively high number of teaching hours. On average, this was equivalent to 1,000 hours of education and training per year.[3]

The guidance on additional hours in 16 to 19 provision allows institutions to use the additional hours flexibly, although where a student needs extra support with maths it specifies this should be prioritised.[4]

The IPE has sought to understand how the policy has been implemented within institution, how institutions have used the additional time, and any barriers or unintended consequences that may have arisen. The findings from the IPE are intended to deliver insights to shape guidance in future years.

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[2] Department for Education, Review of time in school and 16 to 19 settings (November 2021).
[3] Department for Education, Funding and expenditure in post-16 education: An international review (July 2017).
[4] Department for Education, 16 to 19 funding: Additional hours in study programmes. (February 2022).

As the policy is universal, there is no clear counterfactual through which to understand its impact. It is also difficult to compare academic attainment data with previous years due to the COVID-19 pandemic, which resulted in the use of teacher-assessed grades instead of examinations and time away from education for learners. A feasibility study has run alongside the IPE to explore options for an impact evaluation to understand any effect on academic achievement, post-18 outcomes, attendance rates and dropout rates. This has been published alongside this report and can be read at [Research and Analysis: Additional hours evaluation](#).

Research aims

The aim of the IPE was to understand how the additional hours in 16 to 19 institutions have been used and how the policy was implemented by institutions.

More specifically, the research sought to answer the following research questions:

- How have the additional hours been used by institutions?
  - How did institutions decide to use the additional 40 hours (for example, past experience, resources)?
  - What did institutions use their hours for?
  - How well did this work?
  - What qualification activities did institutions deliver in the additional hours?
  - What non-qualification activities did institutions deliver in the additional hours?
  - How did the activities differ by course type?
  - How did activities differ based on student need?
  - How did institutions structure student's timetables to enable the additional hours?
  - Who delivered the additional hours (for example, teachers, support staff)?
  - How did institutions find the additional hours guidance?
  - How have institutions found the implementation and delivery of the additional hours?
  - How were additional hours used for learners with high needs (those with an education, health and care plan)?
- What impact do school leaders and learners believe the additional hours have had?
- To what extent have the additional hours been used to support maths?

- o Why did schools and providers use the additional hours for maths?

- To what extent have the additional hours been used to support mental health and wellbeing?

  - o Why did schools and providers use the additional hours for mental health and wellbeing?

- How can the additional hours be improved for future years?

  - o What barriers did schools and providers face (if any) in providing the additional hours?

  - o Did their plans for the delivery of the additional hours change over time?

  - o Could the policy and guidance for additional hours be improved? If so, how?

  - o How will the additional hours be used once the policy is embedded as business as usual?

- How have institutions resourced additional hours, particularly in regard to workforce? For example, have additional staff been recruited, or have existing staff been asked to work longer hours?

- How has the introduction of additional hours affected delivery of other institution and DfE priorities such as the 16 to 19 Tuition Fund or T-levels?

Research method

To answer these research questions, this IPE consisted of an institution survey distributed to all 16 to 19 institutions in England, a learner survey distributed by providers that opted into this element, plus case studies of 16 to 19 institutions to provide a qualitative understanding of how the additional hours funding was delivered in practice.

Institution survey methodology

Institutions were invited to take part in a 10 to 15 minute online survey where they could provide feedback on the funding and how it was used. Fieldwork was carried out between 26 May 2023 and 7 July 2023.

Reminder emails were sent out between these dates, as well as an email from the Association of Colleges (AOC) encouraging their members to take part. Computer Assisted Telephone Interviewing (CATI) was also used to firstly collect contact details for the person responsible for the implementation of the funding, and secondly as a tele-chasing element to remind institutions to take part.

The sample was selected from the Get Information about Schools (GIAS) database, and topped up with a sample of contacts provided by DfE, mainly of independent learning providers and local authority FE providers that also delivered the programme but were not on GIAS. Overall, 2,776 email invitations were sent and 308 responses were achieved, yielding a 11.1% response rate.

By phase, over half (54%) of those providers responding were secondary schools with post-16 provision, a quarter (24%) were post-16 institutions, and 3% were all-through (combining primary and secondary school).

Table 1 shows the achieved sample by type of institution on an unweighted and a weighted basis. On an unweighted basis, half (51%) were academies, 1 in 5 (20%) were colleges, 1 in 10 (10%) were local authority-maintained schools, and 1 in 20 (6%) were free schools. An explanation of the weighting process is included in Appendix 1.

Table 1: Breakdown of institution survey sample by type of institution (all respondents, % ages)

School/academy type	Unweighted % of sample	Weighted % of sample
Academies	51	66
Colleges	20	9
Other types	13	5
Local authority-maintained schools	10	13
Free schools	6	7
All-through	3	4
Total sample base	308	308

Source: IES and BMG survey data

Table 2 shows the regional breakdown of the achieved sample on an unweighted and a weighted basis.

Table 2: Breakdown of institution survey sample by government office region (all respondents, % ages)

Region	Unweighted % of sample	Weighted % of sample
London	15	19
South East	15	16

Region	Unweighted % of sample	Weighted % of sample
East of England	14	11
North West	14	10
South West	11	10
West Midlands	11	12
Yorkshire and the Humber	9	8
East Midlands	6	9
North East	5	4
Total sample base	308	308

Source: IES and BMG survey data

Learner survey

A learner survey aimed to capture learners' perspectives on their timetabled hours and activities in their 16 to 19 institutions. The research team anticipated that awareness of the additional hours policy and funding would be low, so survey questions centred on learners' views of their timetables, potential barriers to attending their institution for more hours and the support they received from their institution.

Provider staff responding to the institution survey were able to opt in to receiving a personalised link to the online learner survey, which they were asked to distribute to their learners. A link was sent to them by email, which also provided suggested email text to send to their learners, along with posters and QR codes to promote the survey. A total of 45 institutions opted in to receive the survey and the links were sent out in July 2023 to try and capture responses from Year 13 students in the academic year 2022 to 2023. The survey remained open until November 2023. The research team also promoted the learner survey to the case study institutions. The survey received 784 responses from 10 institutions.

The majority of learners surveyed were studying at colleges (56%) or academies (40%) with 4% from local authority-maintained schools. All were from institutions based in urban areas. Of the learners who responded, 59% were from institutions that had planned to deliver less than 40 additional hours on average across their institution and 41% were from those planning to deliver an average of at least 40 additional hours. These figures on planned hours were based on aggregated DfE information on baseline and planned hours.

Learners surveyed were studying a range of subjects (Table 3). Social sciences were the most common (44%) followed by creative arts, music and media (33%), health and

sciences (30%) and maths (28%). A very small proportion (less than 1%) were studying towards a GCSE in English or maths.

Table 3: Breakdown of learner survey sample by subject studied (all respondents, % ages)

Subjects	N	%
Agriculture, environmental and animal care	15	2
Business and administration (including sales)	106	14
Catering and hospitality	3	0.4
Construction and the built environment	2	0.3
Creative arts, music and media	261	33
Digital and IT	73	9
Education and early years	2	0.3
Engineering and manufacturing	15	2
English	158	20
Hair and beauty	1	0.1
Health, sciences	235	30
Humanities (history, religious education (R.E.))	148	19
Languages (modern and classical)	43	6
Legal finance and accounting	34	4
Maths	218	28
Public and protective services	22	3
Social sciences (sociology, psychology, geography, politics)	348	44
Transport and logistics	5	0.6
Other	193	25
Total responses	1882	240

Source: IES and BMG survey data
Sample base: 783

The majority of respondents were studying a level 3 qualification (59%), and less than 5% a level 2 qualification or below; 39% were not sure what qualification level they were

studying (Table 4). The vast majority of respondents (96%) were studying an A level qualification and one-fifth a BTEC or diploma (Table 5).

Table 4: Breakdown of learner survey sample by qualification level (all respondents, % ages)

Qualification level	N	%
Entry level	6	0.8
Level 1	3	0.4
Level 2	15	2
Level 3	460	59
Other	12	2
Don't know/not sure	304	39
Total responses	800	103

Source: IES and BMG survey data

Sample base: 777

Table 5: Breakdown of learner survey sample by qualification type (all respondents, % ages)

Qualification type	N	%
A levels	751	96
Extended Project Qualification (EPQ)	84	12
GCSE	4	0.5
BTEC or Diploma	162	21
Cambridge Technicals	9	1
Apprenticeship	3	0.4
Other	7	0.9
Total responses	1020	130

Source: IES and BMG survey data

Sample base: 784

The survey captures responses of learners with high needs. Of the respondents, 4% had an education, health and care (EHC) plan in place, over half (52%) weren't sure whether they had an EHC plan and 44% did not. A greater proportion (17%) reported having a learning difficulty, disability, and/or additional support needs. Three-quarters (75%) did not (Table 6).

Table 6: Breakdown of learner survey sample by additional needs (all respondents, % ages)

Additional support needs/learning difficulty/disability	N	%
Yes	134	17
No	584	75
Don't know	53	7
Prefer not to say	13	2
Total	784	100

Source: IES and BMG survey data

All respondents were aged 17 to 19. Most were aged 17 (81% of those with an EHC plan, 84% of those without an EHC plan). Of both groups, those with and without an EHC plan, 16% were aged 18 and a small proportion were aged 19 (3% of those with an EHC plan, less than 1% of those without an EHC plan). Less than 1% had been studying their qualification for more than 2 years. Most (86%) had been studying their qualification for 1-2 years and 13% had been studying for less than a year.

Sub-group analysis was conducted using the following break variables:

- Additional hours delivered (average hours delivered above or below 40)

- Institution type (school sixth form or post-16 institution)

- Additional needs, learning difficulty, disability or an EHC plan

These were the only sub-groups viable for analysis as they were of adequate size for the sub-groups to identify significant differences. All significant sub-group differences are reported. Where no sub-group differences are reported, it means no significant differences between groups was identified.

Case study methodology

A qualitative approach supported the quantitative data collection through the institution survey. This was chosen to gather more in-depth reflections on how the decisions on allocating the additional hours funding were made, senior leader and delivery staff views on delivery of the funded activities, and to also include learner views through focus groups.

The research team conducted 18 case studies in total, 3 of which acted as a pilot for the approach and were conducted at the end of the academic year 2022 to 2023. The remainder were conducted in the autumn term of 2023 to 2024. The sample was gained by offering institutions who completed the survey the opportunity to opt in to being contacted by the research team, and additional institutions were contacted from the GIAS

database. As shown in Table 7 the sample included a range of institutions from across England.

Table 7: Breakdown of case study sample by provider type

Provider type	Count
Further education college	5
Sixth form	9
Independent training provider	1
Specialist provider	2
University technical college	1

Source: IES and BMG case study data

Table 8: Breakdown of case study sample by region

Region	Count
East Midlands	1
East of England	2
London	3
North East	1
North West	3
South East	5
West Midlands	1
Yorkshire and Humber	2

Source: IES and BMG case study data

Table 9: Breakdown of case study sample by geography

Geography	Count
Urban	16
Rural	2

Source: IES and BMG case study data

Reporting conventions

Figures in charts and tables that are shown in bold are significantly higher than the total sample results, and figures shown in italics are significantly lower than the total sample

results at the 95% level of confidence. When percentages do not sum to 100 (or around 100 for rounding) this is because questions allowed multiple responses, tables for these questions show total number of question responses, with the number of respondents shown in table footnotes as sample base. An explanation of statistical significance and how it applies to data is included in Appendix 1.

Understanding the implementation and process evaluation data

The IPE has aimed to capture information on the range of approaches and experiences to embedding additional hours into the 16 to 19 course experience. While the institution survey data was weighted back to the observable characteristics of the institutional population there may be unobservable characteristics affecting whether providers responded which it is not possible to account for. Sampling for the qualitative case studies aimed to capture a variety of settings and contexts. The learner survey was achieved through provider opt-in and so cannot be considered representative of learners in this phase of learning. Nevertheless, the data provides rich, illustrative insight into how the funding has been used and why, which will help inform future policy development.

Use of additional hours funding

Additional hours – activities

Institution survey findings

When asked what activities the institution was using the additional hours for in this academic year (2022 to 2023), non-qualification activities predominated, mentioned by 9 in 10 (90%) respondents (Figure 1). Within this, support with study skills was the most common activity, mentioned by 65% of all respondents, followed by support for mental wellbeing (49%), personal and social development time, enrichment activities, and support for employability skills/work placements (all 48%).

Overall, 3 in 5 (62%) mentioned qualification activities, with additional time for learners' main courses the most commonly mentioned activity (39%). Three in 10 (31%) mentioned maths teaching, a quarter (26%) English teaching, and 16% mentioned additional qualifications or units.

More than 4 in 5 institutions with a post-16-only intake used additional hours funding for qualification activities (82%), compared with almost 3 in 5 (59%) schools. Additional hours were more likely to be used in post-16 institutions compared with schools for additional time for learners' main courses (65% compared with 35%), maths (41% compared with 27%) and English (39% compared with 21%). Schools were more likely to be using additional hours funding for support with study skills (74% compared with 55% of post-16 institutions).

Figure 1: Activities additional hours are being used for in this academic year (all respondents %)

Activity	%
NET: Qualification activities	62
NET: Non-qualification activities	90
Support with study skills	65
Support for wellbeing/mental health	49
Personal and social development time	48
Enrichment activities	48
Support for employability skills/work placements	48
Additional time for students' main courses	39
Tutorial time	37
Maths teaching	31
English teaching	26
Additional qualifications or units	16
Other	10

Learner survey findings

Learners were asked which new forms of support they were aware of that were not available last year (Table 10). The majority (90%) were aware of some form of additional provision but 10% reported they were not aware of any new forms of support available to them. Reflecting findings from the institution survey, study skills was the most common new activity that learners were aware of (51%). Around a quarter (26%) were aware of additional support for mental health and wellbeing, 23% of additional enrichment activities and 18% of additional one-to-one support. As in the institution survey, qualification activities were somewhat less common with 18% aware of additional time for their main courses, 7% of additional maths teaching, 3% of additional English teaching and 2% of literacy and numeracy support.

Table 10: Learner awareness of additional support activities (all respondents, % ages)

Additional support	%
Additional support with study skills	51
Additional personal and social development time	15
Additional tutorial time	7
Additional maths teaching	7
Additional support for wellbeing/mental health	26
Additional support for employability skills and work placements	18
Additional English teaching	3
Additional enrichment activities (such as college-organised volunteering or trips)	23
Additional qualifications or units	9
Additional time for learners' main courses	18
Specific support for high needs learners/learners with an EHC plan	1
Access to specialist facilities such as sensory rooms or hydrotherapy	3
Additional 1:1 support	18
Literacy support	2
Numeracy support	2
Other activity	8
None	10
Total responses	424

Source: IES and BMG learner survey data

B6: Are you aware of any additional lessons or support that has been offered by your institution this year that was not available to students in previous years?

Sample base: 780

Case study findings

The case study findings echoed those of the survey in that most institutions were delivering some form of non-qualification provision, and many had also chosen to increase qualification-related provision. They provided more detail on exactly how the additional hours funds had been used in practice. Broadly, this encompassed:

- supervised study

- qualification activities

- enrichment activities

- tutor time

- employability support

- support for wellbeing and mental health

- paying for new staff

- special purchases (such as a minibus, an external counselling service and smartboards)

Most institutions were using the additional hours funding for more than one thing, but a few had chosen to focus exclusively on one programme, activity, or type of support. The different ways in which institutions had chosen to use additional hours is outlined in the sections below.

Support with study skills

In line with the institution and learner surveys, case study institutions often described using the additional hours funding to support learners' study skills through supervised study sessions. These were typically compulsory, timetabled sessions for learners to work independently on revision and exam preparation overseen by a member of staff, including teachers, librarians and other non-teaching staff, and tutors who were hired specifically for the role.

Supervised study was often used by sixth form institutions that already had full timetables for their learners, a high proportion of learners doing A levels and an expectation that most learners would go on to university. Some of these institutions had physical constraints which influenced their decision-making such as a lack of spare classrooms in which to hold more formal lessons. Staff and learners also expressed a need for additional support for study skills to support the adjustment to classroom learning after remote learning during the pandemic, and to address a lack of exam experience for learners who had not sat their GCSEs.

Case studies provided a number of examples of the use of additional hours to deliver supervised study. For example, a grammar school sixth form had opted for formalised and supervised study time, in part because they were already delivering an average of 580 hours, which rose to 625 including the additional hours provision. Year 12 and 13 timetables were already busy, and it was thought that adding additional active teaching time would not be helpful for learners. Staff believed that supervised study time would meet a pre-existing need for revision and exam preparation and serve as an additional base level tier of wellbeing support to add to the existing offer.

Other institutions provided more taught study skills sessions. In some ways these were similar to supervised study, as they often included this, especially closer to exams. However, they also had a taught or directed component. For example, one school sixth form had put together a programme of directed study sessions which were designed to be flexible, enabling the learner to focus on academic study if they chose to. Each term there was an overall focus on addressing gaps in support for learners to ease their transition both into sixth form and when they subsequently progressed post-18. Specific activities included workbooks and digital app tasks, as well as UCAS applications and personal statement development, along with learning and implementing study techniques. At this institution, these directed study sessions were overseen by a newly recruited member of staff, paid for entirely by the additional hours funding, whose role was purposefully designed to deliver these sessions.

In high performing sixth form colleges, study skills were often combined with preparation for higher education including support for UCAS applications, talks on post-18 options and activities such as the Advanced Project Qualification which provide additional UCAS points. For example, a university technical college supported learners with their study skills, university applications and confidence. In Year 12, the programme also included preparing for and delivering a presentation. In Year 13, the programme in the second half of the year was supervised study to help learners prepare for their exams (see the case study below).

A bespoke 'Next Steps' programme to support learners' study and post-18 transitions at a university technical college

Having reviewed the best way to allocate the additional hours funds, a school sixth form decided to introduce a new programme delivered over 2 hours per fortnight. It included the following:

Self-presentation and confidence

- teaching basic skills such as email etiquette, file organisation, and referencing

- preparation for interviews and personal statements

- sessions on handshakes, introductions, and first impressions

Study skills

- learning styles and reading styles

- focus on revision, mock exams, and soft skills

- supervised independent study/revision lessons

Research and preparation for university

- emphasis on research skills and presentations

- importance of being a good presenter

- JSTOR familiarity

- referencing

A presentation

An important part of the programme in the first year of delivery was the research project leading to a presentation at the end of the second term. In the first year of delivery, all sixth formers did this. In the second year of delivery and going forwards the presentation will just be for year 12 learners.

In the first year of delivery, the programme was designed and delivered by a subject department; a largely resource-based decision. In the second year of delivery, responsibility had moved to the two sixth form heads of year. This was a strategic decision to allow for consistency and to allow greater opportunities for Year 12 and 13 heads to support their learners, and to adapt provision in line with their needs.

Delivering more qualification activities

Some of the institutions had used the funding to deliver additional teaching time in qualification subjects. Typically, this was not provided for all subjects; some institutions focused on additional provision for maths and English, including additional workshops, drop-in support, smaller class sizes or summer schools. In one college, curriculum leads could 'bid' for additional funding to enhance their offer, such as by increasing teaching in specific modules to address lost learning, offering hands on skills for practical subjects, and taking part in competitions.

Some institutions did use the funding to provide additional taught hours for all qualification subjects. For example, a training provider had devolved the funding capacity to individual subject leaders to deliver qualification-based activities as they chose (see case study below). A further education provider, primarily delivering A level qualifications, provided an additional hour per subject per week for each Year 13 learner. These sessions were designed and delivered by subject staff and were used to complement the delivery of the core curriculum by providing an hour focusing on subject specific revision and exam preparation.

Supporting qualification activities at a further education college

The teachers and wider staff met very regularly to work as a collaborative team, with a flat hierarchy, and a bottom-up, delegated decision-making approach. Departments met regularly to ensure collaboration and alignment.

Teaching staff were allocated funding for additional hours and were asked how they wanted to assign these. This resulted in innovations to their delivery.

In car mechanics, staff decided to add 40 hours on to the end of the year, giving learners a chance to learn about electric vehicle, hybrids, and autonomous vehicles.

The computing department allocated the hours towards practising skills for presenting to clients as part of work readiness, work placements, and website projects.

In hair and beauty, they created a new 'long hair' class and made time to prepare for competitions. This resulted in them winning college of the year at 1 competition, and 2 of their learners being placed in the top 10 in the country.

Enrichment activities

To build on the institution survey, the case studies provided additional information about a wide range of enrichment activities including:

- more visits and opportunities outside the learning environment

- a greater focus on community partnerships to enhance the curriculum

- recreation and sports activities

- volunteering

- non-qualification subjects

Institutions of all kinds reported doing one or more of the above as part of their non-qualification-related provision. Some institutions used the entirety of the fund to provide enrichment activities. For example, an FE college restructured their timetables so on Wednesday afternoons learners were expected to spend 2 hours participating in clubs and societies. These were run by members of staff based on interest, who offered 40-50 clubs ranging from sports to sign language. A similar approach was taken by a specialist college for disabled learners. They had a full timetable so decided to allocate 30 minutes of learners' lunch hours to clubs led by teaching staff. In both cases these enrichment activities aimed to address social skills which were negatively affected by the pandemic such as confidence and teamwork.

> They [SLT] wanted to bring more enrichment activities in to make it into a programme rather than just sporadically within each course, and that they wanted a new focus on skills and behaviours – there's a lot of them can't be addressed in in lessons. Sometimes it's confidence or teamwork, but they might not have that opportunity in a lesson. So then they pitched it to us that that this is another way of adding to that student experience. – *Member of delivery staff at a further education college*

Others funded enrichment activities alongside other qualification and non-qualification activities, such as an academy that provided non-qualification courses in critical thinking, classics and digital communications. Some of these institutions explained that the funding allowed them to formalise pre-existing enrichment time and add this to students' timetables. For example, a grammar school set aside time for learners to pursue activities like part-time jobs, driving lessons, independent study and mentoring younger learners.

Tutor time

Additional hours funding allowed institutions to provide more one-to-one support and mentoring for learners. In one sixth form, this was offered to all learners who received an hour a week to meet with their form tutor and discuss any challenges they were facing and plans for the future. More commonly learners could access one-to-one support as needed, often during supervised study sessions.

Employability support

Some institutions had enhanced their employability-focused enrichment activities including employer talks, visits to employers and work experience. These institutions provided both more of what they had done previously, such as work placements, and introduced new aspects, such as a careers carousel.

> We've also had more time, for enrichment things and Career Carousel days. I've had extra time for things like that… outside of the core curriculum of what we teach, which the learners really enjoy…It gives them that motivation to keep coming in. – *Employability and English Tutor at an independent learning provider*

For example, a further education college outlined the work readiness training that they implemented using additional hours funding (see case study below).

Employment support at a further education college

Work readiness training has been introduced to prepare learners for the world of work. Staff reached out to employers, and through these conversations have identified a lack of communication and customer service skills. Training includes both phone etiquette and chatbot usage to adapt to changing communication methods. As part of this, the communication company EE provided some training to learners on how to answer the phone, with a view to call centre work, and staff have used their insights to inform the work readiness programme.

They have also devised an employment map for young people so that they can clearly see what they need to do to achieve a certain job and salary, as a way of incentivising them to stay in education, for the long term. This is important for their cohort which has faced considerable deprivation and who lack career knowledge and aspirations as a result.

A grammar school case study used the additional hours funding to appoint a member of staff to take on extra strands of work experience and enrichment provision.

> We've been able to dedicate someone because of the additional hours funding, it has allowed us to make it more secure in the curriculum… rather than it being squeezed into any corners of time staff have had, we've been able to make it a bit more formalised. – *Assistant Headteacher at a school sixth form*

Support for wellbeing and mental health

Many institutions provided support for learners' wellbeing and mental health outside of the additional hours funding and felt that they were already delivering sufficient support in this area. Some institutions bolstered their existing offer by providing increased personal, social, health and economic (PHSE) lessons, offering counselling services to sixth formers, and improving signposting to their existing offer.

In particular institutions with high levels of need among learners discussed using the funding to support wellbeing through purchasing counselling services and providing more pastoral support, wraparound support, and enhanced safeguarding. An example of this form of wraparound support is provided in the case study box below.

Wraparound support at a further education college

Additional hours funding was used to increase the wraparound support addressing the issues faced by younger learners, many of whom are from vulnerable and challenging backgrounds and were dealing with problems at home and in their community. The focus was on creating a safe and supportive environment and providing safeguarding measures.

The provider implemented a personal development programme to improve behaviour and attitude. The programme focused on non-judgemental approaches and raising expectations for student behaviour. Efforts were made to create a welcoming and student-centred environment in the college.

> What was really evident last year was that it's not academic skills that are lacking, it's not the cognitive that's letting them down, and the more I thought about it I realised that more teaching hours isn't going to make it better. What they need is security. The kids who struggle, the kids who have failed most of the stuff they've done, they are disengaged. Regardless of how good our induction is, our freshers fair, these are the kids who sat at the back in school. - *Principal*

In order to address the issues with exam nerves, they have implemented a range of support measures including:

- smaller exam rooms and buddy mentors for anxious learners
- breakfast club
- late rooms for late starters
- invigilator training for all staff
- buddy system to provide support and guidance to learners
- mock exams to familiarise learners with the real exam environment
- an emphasis on staying for the full duration of the exam

> So many were anxious coming in for their exams, so we made sure that we had walked them through where they'd be sitting, so they were prepared. We had smaller rooms, in addition to the sports hall, for those who were anxious. We had buddy-mentors who walked with them to the exam rooms, mindfulness and mental preparation, and approaches to revision techniques. - *Principal*

Finally, a number of case study institutions mentioned that increased face-to-face learning for learners through supervised study, tutorial time and additional taught sessions had a positive impact on mental health and wellbeing, and allowed staff to identify and support those who were struggling.

New staff

Some institutions described using additional hours funds to pay for a new member of staff to deliver a specific programme or service. One school sixth form had recruited a social, emotional and mental health (SEMH) professional exclusively for the sixth form. Several school sixth forms had hired staff to run or oversee supervised study sessions. They said having a dedicated member of staff meant that they were more focused and engaged with providing this support and that they were a dedicated and consistent point of contact for learners.

The institutions focusing on enrichment activities also hired new staff members to support this including lunchtime supervisors. A few institutions had hired new functional skills tutors to help them deliver more one-to-one support for learners with lower attainment or resitting their maths GCSE.

Finally, some institutions had extended the contracts of existing staff to allow them to deliver more qualification lessons, supervise study time or deliver functional skills provision.

Special purchases

Institutions that had used the additional hours funding to make special purchases reported in the case studies that this included:

- a minibus
- a sports leadership course, which provides UCAS points
- a personal development plan
- a telephone counselling service contract
- software applications
- new smart boards for classrooms

These purchases were made alongside a range of provision, activities and support.

Additional hours – hours allocation

Institution survey findings

A majority (86%) expected to have delivered an additional 40 hours on average compared with baseline hours for the 2020 to 2021 academic year by the end of the 2022 to 2023 academic year. Close to 1 in 10 (8%) did not expect to do so, and the remaining 6% were unsure.

When asked what percentage of the additional hours they had allocated to each activity at an institutional level, rather than pupil/individual level, a significant proportion in each instance either did not know or preferred not to say. The proportion responding in this way ranged from 28% in relation to support with study skills, to 74% in relation to support for wellbeing/mental health.

Consequently, Figure 2 is based on those cases where it was possible to calculate the proportion of additional hours allocated to each activity. On this basis, a quarter (25%) of allocated hours were allocated to qualification activities, with less than a tenth allocated to each of the 4 qualification activities, while three-quarters (73%) were allocated to non-qualification activities.

Figure 2: Proportion of additional hours allocated to each activity at an institutional level (where sufficient information provided, %)

Case study findings

As noted, most case study institutions delivered a range of provision using the funding. While additional hours funding was included in base rate funding, it was allocated by different institutions in different ways, with some treating it as a discrete pot of funding. Overall, the case studies suggested that institutions allocated the funding in 4 main ways:

- merging additional hours with their broader funding

- delivering a mix of qualification and non-qualification activities

- delivering only non-qualification activities

- delivering only qualification activities

Merged with broader funding

A few of the institutions explained that they had used the additional hours to provide more of what they already did: it enabled them to deliver more and to deliver it better

across their student cohorts, and to formalise existing provision such as work experience. For example, an independent training provider explained that the additional hours money went into their available funding as a whole and they viewed this as their total budget to spend in ways which would be best suited to the needs of the learners. As such, it was difficult to differentiate exactly what was delivered using additional hours funding, and what was not. However, they had chosen to fund more teaching hours which allowed more flexibility and more one-to-one time for learners who needed it, and also reflected the standard hours of a working day that they were ultimately working to prepare learners for.

Another provider who incorporated the funding into their broader funding reported that additional hours funds had not only allowed them to improve their existing offer, but also paid for activities such as additional workshops for qualification subjects which were previously unfunded.

A mix of qualification and non-qualification activities

Some institutions of all types had opted to fund a mix of qualification and non-qualification activities. For example, a school sixth form was using the additional hours funding to provide one additional hour per fortnight per subject for their A level in Year 13, but not Year 12 as this timetable was already full. In addition, they had provided supervised study sessions and had funded a mental health and wellbeing specialist post. Another school sixth form provided a mix of qualification and non-qualification activities, but leaned more heavily towards supervised study, to provide learners with the flexibility to focus on what they would find most useful.

An independent training provider had used the additional hours funding to provide smaller classes and more one-to-one support for learners who needed it, and this could be in maths or English to help prepare them for their exams, or to support them pastorally, as many of them also needed this. They had also implemented a comprehensive programme of employability activities. This included a careers carousel, with different employers coming into the college and providing taster sessions for learners, increasing the college's outreach work with employers in the community, with a view to more and more effective work experience and placement opportunities. To address learners' increased mental health support needs since the pandemic they had paid for a telephone counselling service.

Additional hours funding for a range of qualification and non-qualification activities at a school sixth form

A grammar school sixth form had used the additional hours funding to do more of what they were already doing, and this involved both qualification and non-qualification activities including:

- increased staff-pupil contact time

- doubling the PHSE curriculum to promote mental health and wellbeing, citizenship and life skills

- deepening relationships with existing partners and creating new partnerships including representatives from universities and apprenticeship providers, healthcare professionals, as well as charities and external agencies. This enabled them to bring external speakers into PHSE lessons to deliver talks on a variety of citizenship topics, including the Holocaust and organ donation.

- increasing learners' knowledge of the science of learning and cognition, including effective revision techniques and exam preparation

- more provision of 'real life' maths by increasing the time allocated to the finance qualification, which focuses on personal finances, borrowing and investing

- increased provision of the Extended Project Qualification (EPQ), which consists of an essay to develop learners' research skills and prepare them for university

Delivering only non-qualification activities

Institutions delivering full timetables of qualification subject lessons found that it was not feasible to introduce more qualification activities, so used the funding solely to deliver non-qualification activities. Most commonly these institutions provided a range of non-qualification activities, although some decided to focus only on enrichment activities or study skills.

Delivering only qualification activities

Most institutions providing additional qualification activities did so alongside non-qualification activities. However, there was one example of a further education college using the funding to provide all Year 13 learners an additional taught hour a week for each qualification subject.

Additional hours – beneficiaries

Institution survey findings

Figure 3 shows who qualification activities were provided to. Around half of the institutions were delivering English and maths teaching to individuals with identified needs (55% and 49% respectively), and around 3 in 5 were providing these to small groups (59% and 57%) respectively. Around 1 in 5 were delivering English and maths teaching to all individuals on the relevant course (17% and 23% respectively).

Institutions were more likely to provide additional time for learners' main courses and additional qualifications or units to all individuals on the relevant courses (51% and 48% respectively), although a third provided them to small groups (33% and 32% respectively).

More than a third (35%) provided additional time for learners' main courses and 1 in 5 (19%) provided additional qualifications or units to individuals with identified needs.

Figure 3: Who activities are being provided to – qualification activities (where activity is being provided, %)
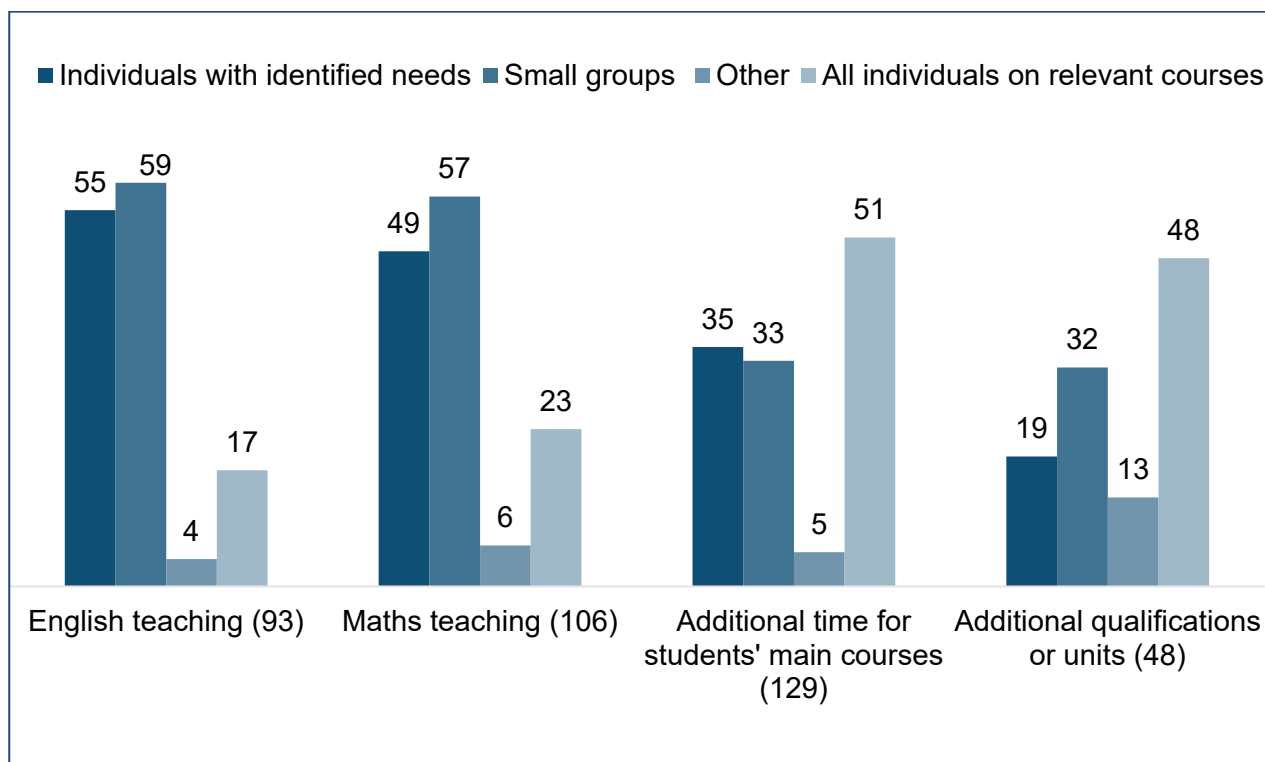
Source: IES and BMG survey data

B1a: For each of the ways you have told us you are using the additional hours, please could you tell us who these activities are being provided to?

Unweighted sample bases in parentheses

Figure 4 shows who non-qualification activities were provided to. Most non-qualification activities were most likely to be provided to all individuals on the relevant course, ranging from 46% in relation to support with study skills to 71% in relation to enrichment activities. The exceptions were support for wellbeing/mental health, which over half of institutions (56%) delivered to individuals with identified needs, and to some extent support with study skills, which a third (35%) delivered to individuals with identified needs.

Figure 4: Who activities are being provided to – non-qualification activities (where activity is being provided, %)

Case study findings

On the whole, case study institutions took a universal approach and additional hours provision was available to all learners rather than targeted specific groups. In some cases, institutions focused on Year 13 only, or provided a slightly different offer to Year 13 focusing more heavily on next steps and exam preparation. In a few instances, institutions delivered additional qualification activities (including taught sessions, optional maths and English support and enhanced one-to-one support) to learners who were struggling academically.

Support for learners with high needs

Institution survey findings

All respondents were asked to describe how they were supporting students with high needs or EHC plans. This was most commonly by supporting them with study skills (32%), supporting their wellbeing/mental health (29%), supporting them for employability skills/work placements (25%), and personal and social development time (25%) (multiple choice). Relatively few were supporting learners with high needs in terms of qualification activities, with 5% providing them with additional qualifications or units, 14% English teaching, 16% maths teaching and 17% additional time for learners' main courses. However, 15% of respondents reported having no learners with high needs or an EHC plan, and a further 27% reported not using additional hours funding to specifically support high need learners (Figure 5).

Additional hours were more likely to be used to support learners with high needs for qualification activities in post-16 institutions compared with schools, particularly for additional time for main courses (29% compared with 12%).

Figure 5: Use of additional hours in supporting learners with high needs/EHC plan (all respondents, %)

Category	Value
Support with study skills	32
Support for wellbeing/mental health	29
Support for employability skills/work placements	25
Personal and social development time	25
Enrichment activities	22
1:1 support or greater teacher ratios	19
Tutorial time	18
Additional time for students' main courses	17
Maths teaching	16
English teaching	14
Numeracy interventions	10
Literacy interventions	10
More access to specialist facilities	6
Additional qualifications or units	5
Other	5
No, not using funding to specifically support high needs students	27
Have no students with high needs/EHC plan	15

Source: IES and BMG survey data

B3: How have you used additional hours to specifically support learners with high needs and / or an education, health and care (EHC) plan?

Unweighted sample base: 308

Institutions who had used additional hours specifically to support learners with high needs were informed that local authorities' allocations of high needs funding from the DfE were intended to cover the costs of learners with high needs in excess of the 16 to 19 funding formula, which was for any additional support costs up to £6,000 per student per year.

Among this group, 14% reported that their delivery of additional hours or an appropriate equivalent necessitated an increase in the amount of high needs top-up funding the institution received to provide additional hours or an equivalent for learners with high needs, and that high needs funding was received. By contrast, 1% reported that high needs funding was requested but not granted.

A quarter (24%) reported that the need for extra support for learners with high needs undertaking additional hours (or equivalent) had not been discussed with local authorities commissioning placements, and 1 in 5 (20%) reported that extra support for learners with high needs undertaking additional hours had been funded from elsewhere. The remaining 41% did not know.

Learner survey findings

The learner survey explored which forms of support were available and accessed by learners with high needs (those with additional needs, learning difficulties, a disability or EHC plan) (Table 11). Most were aware of some additional provision with only 5% saying they were not aware of any activities listed. The most common forms of support that learners with high needs were aware of were non-qualification activities, including tutorial time (63%), wellbeing/mental health support (60%), one-to-one support (58%), support for study skills (56%) and enrichment activities (55%). However, 45% were aware of additional support for their qualifications. Comparing this with awareness of additional activities among learners without high needs learners suggests that learners with high needs were more likely to be aware of tutorial time, enrichment activities, one-to-one support and support for mental health and wellbeing.

Non-qualification activities were also the most common forms of support that learners with high needs took part in (Table 11). Tutorial time was accessed by 64% of learners, one-to-one support by 47%, enrichment activities by 45% and support for study skills by 42%, while one-third (33%) accessed qualification support. Three-fifths of learners (60%) were aware of mental health support available but a smaller percentage (38%) accessed this support, which probably reflects the fact that not all learners who were aware of support available for their mental health needed to access this.

Table 11: Forms of support offered to and accessed by learners with high needs (respondents with additional needs, learning difficulties, a disability, or EHC plan, % ages)

Forms of support	Activities offered (%)	Activities taken part in (%)[5]
Access to specialist facilities such as sensory rooms or hydrotherapy	5.4	3
1:1 support	58	47
Literacy support (help with reading)	7	2
Numeracy support (help with maths)	11	4
Support with study skills	56	42
Personal and social development time	23	9
Tutorial time	63	64
Wellbeing/mental health support	60	38
Support with employability or work placements	35	22
Enrichment activities (such as college-organised volunteering or trips)	55	44
Support with your qualifications	45	33
Other activity	4	2
No, none of these	5	-
Total responses	638	1276

Source: IES and BMG learner survey data

B4: Has your institution provided you with any of the following support in this academic year (2022/23)?

Sample base: 149

B5: And which of these activities have you taken part in?

Sample base: 135

Case study findings

Support for learners with high needs was primarily discussed by specialist colleges for learners with high needs. These specialist colleges typically used the funding to deliver

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[5] In some cases a higher proportion of respondents reported accessing support than the proportion who were aware of it, as these were two separate multiple response questions

non-qualification activities including enrichment (see below case study), employability support, support for wellbeing, and life skills. Some also used the funding to support maths and English provision, including by reducing class sizes to improve the quality of teaching and support. Other types of institutions did not tend to differentiate the support provided to learners with high needs. They typically had low numbers of learners with an EHC plan or disability and felt that they were able to adequately support these learners through local authority funding.

Broadened enrichment provision at a specialist provider for learners with high needs

All the learners at this specialist provider are classed as High Needs, many have autism spectrum disorder (ASD), and most have education and health care (EHC) plans. This provider aims to help learners to live their best lives and to achieve progression through education, and so the curriculum focuses on preparation for adulthood. They offer qualifications ranging from entry level to level 2 in personal growth and wellbeing, as well in specific sectors such as retail or customer service.

Additional hours funding meant that they were able to do more of the following:

- functional skills

- wellbeing – supporting this in a wide variety of ways, including online safety

- more pastoral support, especially in the wake of the pandemic

- more family support, home visits and outreach

- more support for remote learning

- professional qualifications for staff

- enterprise activities, making goods and selling them at local fairs and community venues

- independent living support

- safety and travel training

- referral networks increased

- more outdoor activities

- a new residential trip

- more outreach and partnerships with community organisations

- purchasing a minibus to facilitate trips and visits

Rather than treat the additional hours funds as a discrete amount of money they had added into their funding as a whole and used it to enhance everything they did.

Decision path

Strategic decision-making process

Case study findings

The case studies explored the processes used by institutions to decide how to use the additional hours funding, including who was involved in these decisions, what factors were considered during the decision-making process and how additional hours funds were used to meet strategic aims of the institutions.

Decision makers

The case studies with institutions revealed how decisions and plans were made regarding how to use the additional hours funding. In most cases the senior leadership team (SLT) led the decision-making process. Planning for the use of additional hours funding was often included in institutions' scheduled planning meetings, so followed the decision-making path for general provision. Therefore, decisions were for the most part SLT-led, but consultation with teaching staff and learners was often included in this.

> At the end of every contract year, we will review our curriculum anyway for the contract year ahead… And looking at achievement rates from the previous year, because that's something we monitor… regardless of whether there's going to be additional hours or additional funding. So we wanted to start to work towards embedding digital skills into the curriculum. So the team of tutors and our curriculum coordinator developed those additional lessons. - *Study Programme Manager at an independent learning provider*

A few institutions took a 'bottom up' approach decision-making process and devolved planning to delivery staff to some extent. This ranged from delivery staff making significant decisions which SLT signed off, to SLT providing guidance on how the provision would be used and devolving decision making to staff who had capacity to take this on, to departments 'pitching' to the SLT for funding.

> I created and formed a curriculum after conversations with the Head and Deputy Head, and the previous Head of Sixth Form, of the types of things that we thought would be beneficial for our learners that they didn't currently have. In a dream world, what could we include? I started the process by talking to all of the heads of department at the school. I took a lot of feedback in [the form] of "In your dream world, what would you love our learners to leave with that you just don't

55

have time on your curriculum to teach them?" And they gave me loads and loads of ideas and we as a subject facilitated the delivery of it. *- Head of Geography at a university technical college*

Devolved decision making at a school sixth form

There were 4 important groups of stakeholders involved in the decision making and planning at a sixth form academy consortium:

- group directors (headteachers)

- curriculum design group

- quality assurance group

- heads of sixth form

Decision making revolved around what was already on offer within the consortium, how this could best be developed, and how this could be matched with individual staff development aspirations and staff availability across the different sixth form sites.

Important priority areas for the consortium were: mental health; catch-up in knowledge gaps; and developing independent learning. Directors' involvement was largely limited to signing off the plans made by the curriculum design group, the quality assurance group and the heads of sixth form.

Strategy

In general, the approach taken by case study institutions was to consider a range of options in the light of the DfE guidance. They then identified options that would have the largest positive impact on learners as well as considering the budget granted for the additional hours. A guiding principle for many was to look at what their provision was already covering well and how well suited this was to their cohort in the post-COVID-19 era. They then identified areas which the additional hours funding could, they believed, significantly improve.

> From the start of the additional 40 hours we looked at it strategically as an organisation. As to where we felt our biggest gaps were in terms of our study programmes, where we felt we needed the most development for learners, and then look to see how we could embed that within the college structures. *- Vice Principal of a further education college*

Other considerations included feasibility regarding:

- available staff resource

- the physical space, including multi-site considerations, availability of classrooms, and so on

- timetabling constraints/opportunities

- the pre-existing/longstanding priorities for their organisation and their learners

- financial constraints

The strategies behind institutions' decisions varied but included:

- supporting learners who had not been able to sit GCSEs as a result of the pandemic with study skills for exams

- additional provision to support high attainment and university applications/entry

- allocating additional hours in the face of already full timetables, tight staffing and limited physical resources/space

- re-engaging learners after the COVID-19 pandemic, which had got them out of the habit and routine of attending school or college (particularly for learners with high needs)

- supporting learners with their mental health and wellbeing, especially in the light of higher levels of anxiety among a large number of learners since COVID-19

- supporting learners with their confidence and social interaction, as these had been adversely affected by the pandemic

- providing additional support for learners to help them with their maths and English

- using the additional hours to prepare learners for work and life after school/college

Where institutions decided against allocating the additional hours to qualification activities this was because it was either unfeasible in terms of timetabling, or because they believed other provision would be more effective in meeting learners' needs. Timetabling issues were common among sixth form colleges who already delivered a full timetable, particularly grammar schools and high performing sixth forms who expected a large proportion of their learners to progress to higher education. These institutions opted for provision which supported their learners more holistically, which cut across their subject-related learning, and would help them to prepare for university.

> We just couldn't find any way of working out how to increase the qualification hours, and I'd be surprised if schools were able to do that. - *Headteacher of a school sixth form*

A specialist school for learners with high needs felt that additional qualification hours would cause stress for a student body already struggling with their mental health following the pandemic.

> Why would we stress the learners out by putting loads of extra lessons on? Also, we have the issues for our learners, it's not as straightforward; they all have really spiky profiles. So, if we were putting on loads of extra, their timetables would become quite chaotic. - *Learning Support Co-ordinator at an independent learning provider for learners with high needs*

SLT decision to provide enrichment and study skills support at a school sixth form

An academy trust school sixth form used the DfE guidance to design the programme, as well as considering what would benefit the learners the most. They believed they had no need to provide more English and maths hours, and they already had mental health and wellbeing activities in place, including an in-house counsellor. As a result, they chose to focus on providing wider enrichment support and developing independent learning skills and strategies.

> We were able to put [English and maths] to one side and to use the time in a way that we thought would benefit our particular cohort and their aspirations about what they wanted to go on to achieve after sixth form. - *Head of sixth form*

> We wanted to pick up on their needs to be able to study independently and use the time that they have in between their lessons and at home to make the most of the guidance that their teachers give them in lessons. So that is very much a part of what we wanted to build into the programme in terms of what we would expect them to focus on in those directed study periods, not the only focus by any means, but that was definitely one of the main ideas that we had in building the activities into the programme. - *Head of sixth form*

For institutions wanting to support learners with exams with a view to going to university, as well as for institutions with limited classroom space and/or limited timetable flexibility, supervised study sessions were a common choice.

> We try and help them become independent learners, but don't just take the brakes off…so when they are not in lessons, they are in supervised study, we aren't giving them the freedom to decide whether to work or not. - *Member of staff at a school sixth form*

Some institutions also saw supervised study sessions as a way of supporting learners' mental health during a naturally stressful time. They thought that they would provide more opportunities to support learners and also to spot any emerging issues and intervene at an early stage.

> It was trying to find ways that didn't put additional burden on them and actually improved their mental health because we've got so much anxiety and so much that struggle with mental health in sixth form that we didn't want to add anything with these additional hours that would go towards that, we wanted to mitigate that as much as possible so ours is all non-qualification, but a chunk of that is mental health support. - *Headteacher of a school sixth form*

> There's been a significant rise in the mental health issues learners are facing… coming out of the COVID years… they wouldn't have been able to develop their study habits. The very explicit support we have to give has increased and arguably the additional hours has allowed us to do that. - *Headteacher of a school sixth form*

Learners, as well as teachers and parents, have lost resilience since the pandemic. Having got out of the habit of regular study, the level of anxiety that examinations were causing for the student body was significant.

> Lots of learners, they lost the idea that classroom learning is an ongoing intense experience, because through lockdowns, they got into the habit that at any point they can just switch off. - *Headteacher at a school sixth form*

Information sources

Institution survey findings

The most common factors and sources of evidence considered when making decisions on how to use additional hours were previous experience of delivering interventions (61%), data on student progress (53%), ESFA guidance on how funding should be used (51%), and the internal resourcing available for delivery (46%) (Figure 6). Around a third

mentioned budgetary pressures (35%), student input (34%) and external evidence on what works to improve student outcomes (32%).

Institutions with a post-16-only intake were more likely to report using the ESFA guidance than schools were (72% compared with 50%). Data on student attendance was also more likely to be considered by post-16-only institutions than schools (34% compared with 19%).

Figure 6: Factors and sources of evidence considered when making decisions on how to the use additional hours (all respondents, %)

Factor	%
Previous experience of delivering activities/interventions	61%
Institution's data on student progress	53%
Education and Skills Funding Agency guidance on how funding should be used	51%
The internal resourcing we had available for delivery	46%
Budgetary pressures	35%
Student input/voice	34%
External evidence on what works to improve student outcomes	32%
Institution's data on Key Stage 4 attainment	27%
Institution's data on attendance	22%
External resources or partnerships available to us	17%
Other sources of funding available	6%
Other	8%
Don't know	2%
None	2%

Source: IES and BMG survey data

C2: What factors and sources of evidence did your institution consider when making decisions on how to the use additional hours?

Unweighted sample base: 308

Case study findings

Case studies provided additional detail on how evidence was used in institutions' decision-making processes. In addition to the information sources cited in the institution

survey, several other considerations were highlighted by the case study institutions, such as:

- wider staff feedback and consultation

- consulting with other schools/institutions in their network

- using the funding to help realise long-held ambitions for their provision or to plug pre-existing gaps, especially in light of the impact of COVID-19 on their cohorts

A number of institutions noted that their decisions had at least in part been influenced by the student voice, both from formal channels such as student surveys, and more informal ones such as observations and feedback passed on from teaching staff. For example, at a boys' grammar school, additional hours funding decisions were made by members of the SLT, using learner voice feedback from Year 13 exit surveys, as they felt meeting the needs revealed in the surveys was important: for example, learners' requests for more time with their study supervisors.

> The managing money for young adults, that was something that we decided to explicitly put in there because some of our outgoing Year 13 learners had said that they didn't feel they were given enough advice on things like mortgages, bank accounts, that kind of thing. So, we listened to them, and we have built that into their Directed Study programme. So again, going forward, we'll listen "Did they think that the employability skills sectional transition to university was useful?", et cetera? and we will either enhance it or change it accordingly. - *Head of a school sixth form*

Several institutions had consulted with other schools and providers in their networks, for example, headteachers talked with their peers at similar institutions, to understand how they were allocating their additional hours funding.

> So, we looked at all options that we could look at. We discussed these with other headteachers from other schools, within SLT because we are the major decision-making body in the school, and then we took it to the trustees. But we had done a lot of modelling before taking it to the trustees, I think it'd be fair to say. - *Headteacher of a school sixth form*

There were examples of independent training institutions carrying out curriculum planning sessions to determine the allocation of additional hours to support learners. Consideration was given to factors such as attendance, achievement, safeguarding, mental health, and behaviours in determining the allocation of additional hours. They used their data on attendance and achievement, as well as consulting regularly with

teaching staff about what was working in the curriculum and what they would like to change in future.

ESFA guidance

Institution survey findings

As noted above, around half (51%) of all respondents used ESFA guidance when making decisions on how to use the additional hours. Two-thirds (68%) of all respondents believed that the guidance was useful, but the balance was more towards finding it was quite useful (55%), rather than very useful (13%). Of the 26% who did not find it useful, most found it not very useful (23%) rather than not at all useful (3%).

More than three-quarters (78%) of post-16 institutions found the guidance useful compared with 61% of schools, reflecting the greater usage of the guidance in decision making.

Figure 7: Usefulness of ESFA guidance on additional hours (all respondents, %)
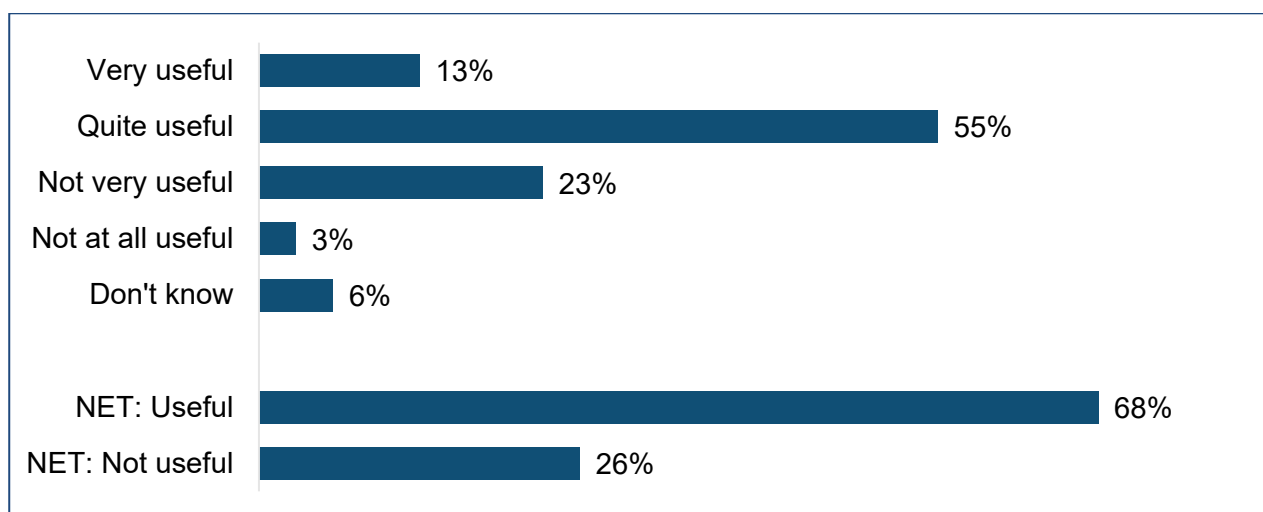
Source: IES and BMG survey data
C3a: How useful did you find the Education and Skills Funding Agency (ESFA) guidance on additional hours?
Unweighted sample base: 308

Close to half of those who did not find ESFA guidance very useful put forward suggestions as to how it might be improved, with the most common suggestion being increased clarity. Other suggestions included more case studies, greater consideration for those who already delivered over 40 additional hours, a less generic approach, more timely publication and a greater degree of flexibility.

Case study findings

Case study institutions were asked about their views on the ESFA guidance. Many institutions caveated their feedback by highlighting that they had not looked at it for quite some time.

The main area discussed by case study institutions was the level of detail in the guidance and how flexible the funding could be, with institutions reporting mixed views on this. Many institutions had welcomed the flexibility of the guidance and felt it provided them with autonomy to use the funding effectively for their learners and made it simple to implement the policy.

> It's quite detailed, that in itself was good. It takes a bit of time to engage with it and to carefully read through it. I think the best thing about the additional hours was the flexibility about what would suit the school, the needs of the learners. I think some of the guidance is to do with support for learners who have not passed their English and maths and that isn't an issue for our sixth form, because the entry criteria sets the bar at Grade 5 for English and maths. - *Head of a school sixth form*

However, other institutions thought that they lacked clarity on how to deliver the policy and would have liked more guidance on what activities they should provide. Several case study institutions stated that it would be useful to have more guidance on what the additional hours funding should be used for, and examples of how others had used the additional hours funding. In particular, institutions with limited physical space would have liked to use the additional hours funding to address this issue.

> We used the DfE guidance to work out what the hours could be used for, and it was helpful to know that they could be non-qualification hours. Some case studies of how schools have used the hours in different ways would probably be useful. - *Headteacher of a school sixth form*

> I think it was a good idea [to keep it broad] but I think with something as big as that it needs to be a bit more restrictive. - *Staff member at a school sixth form*

Some institutions thought that the guidance was not relevant to their circumstances and cohort. These providers would have welcomed more flexibility in the guidance as they did not feel that providing additional contact hours would benefit their students as much as additional space, resources, or smaller class sizes. In particular, specialist schools for learners with high needs felt that there was a lack of clarity on how the policy would work

in their settings. This was reported to be a common issue in the sector, but institutions noted that this was addressed by DfE amendments to the guidance following consultation with the National Association of Specialist Colleges.

Finally, institutions which were already providing substantially more than the pre-policy baseline hours of 540 said that the additional hours requirements were difficult for them to accommodate. As noted previously, these institutions faced barriers to delivering an additional 40 hours in terms of timetabling, classroom space and staff resources.

> We felt that our school has been almost penalised for already going over the expected hours and now having to timetable more hours for learners…for a good number of our learners, we could trust them to use the hours productively without being timetabled and it means that we have to have a uniform policy rather than adapting to student need. I think the opportunity to be adaptable within a common hours framework would be fairer to institutions and learners. - *Headteacher at a school sixth form*

> What I didn't like about the guidance was the notion that colleges only do 540 hours [prior to the additional hours policy] with their learners on the study programme…Our average hours prior to the [additional hours] were in excess of 650 and the fact that they are looking to prove that you're doing 40 hours extra, I felt was a little negative in the policy because it doesn't recognise the extra work colleges have done for many, many years over and above without that funding. But I do appreciate the purpose of it was to do something in addition and make sure that there were additions to what we were giving learners. - *Vice Principal of a further education college*

Some interviewees reported that they were concerned that making learners do more in an already busy schedule could put them off choosing their sixth form in favour of other institutions with less demanding timetables. They were also cognisant of the risk of overwhelming their learners by providing more teaching time. This was one reason why these schools tended to choose supervised study as a large part of their additional hours provision; to assist with logistical timetabling issues.

Interaction with other DfE funds and priorities

Case studies

Case study interviews explored the extent to which other DfE funding and priorities affected decision making around additional hours. The main form of DfE funding accessed by institutions was the Tuition Fund. Senior staff felt that the Tuition Fund and additional hours funding complemented each other well. Some decided not to use additional hours for maths and English teaching as this was already covered by the Tuition Fund. Others used both pots of funding to augment their general offer and did not necessarily differentiate between the two.

> The tuition fund was very much focused on individual need identified within delivery teams and also then boosts their sessions for learners in English and maths. It was very separate (to additional hours), but both very useful funds and both used very purposefully. - *Vice Principal of a further education college*

> The additional hours and tuition funds and all the other little bits that have all come along, we just want to make sure that we are giving our learners the broadest possible opportunities within the curriculum. - *Director of a specialist provider for learners with high needs*

Delivery of additional hours

Staff resources

Institution survey findings

Qualification activities were most commonly delivered by teachers already in place. Additional qualifications or units and additional time for learners' main courses (86% and 85% respectively), as well as English (77%) and maths (74%) teaching were particularly likely to be delivered by existing teaching staff (Figure 8).

Institutions also used additional recruited teaching staff to deliver qualification activities, but to a lesser extent. In terms of specific qualification activities, 17% of institutions used additional recruited teaching staff in relation to additional qualifications or units, 27%used them in relation to English teaching, 28% in relation to additional time for learners' main courses and 31% in relation to maths teaching.

While it should be noted that non-teaching staff were not a universally available resource, between 13% and 19% of respondents reported that these members of staff were delivering qualification activities, while around 1 in 10 in each instance reported that additionally recruited non-teaching staff were delivering them.

Figure 8: Who is delivering additional hours – qualification activities (where providing activity, %)
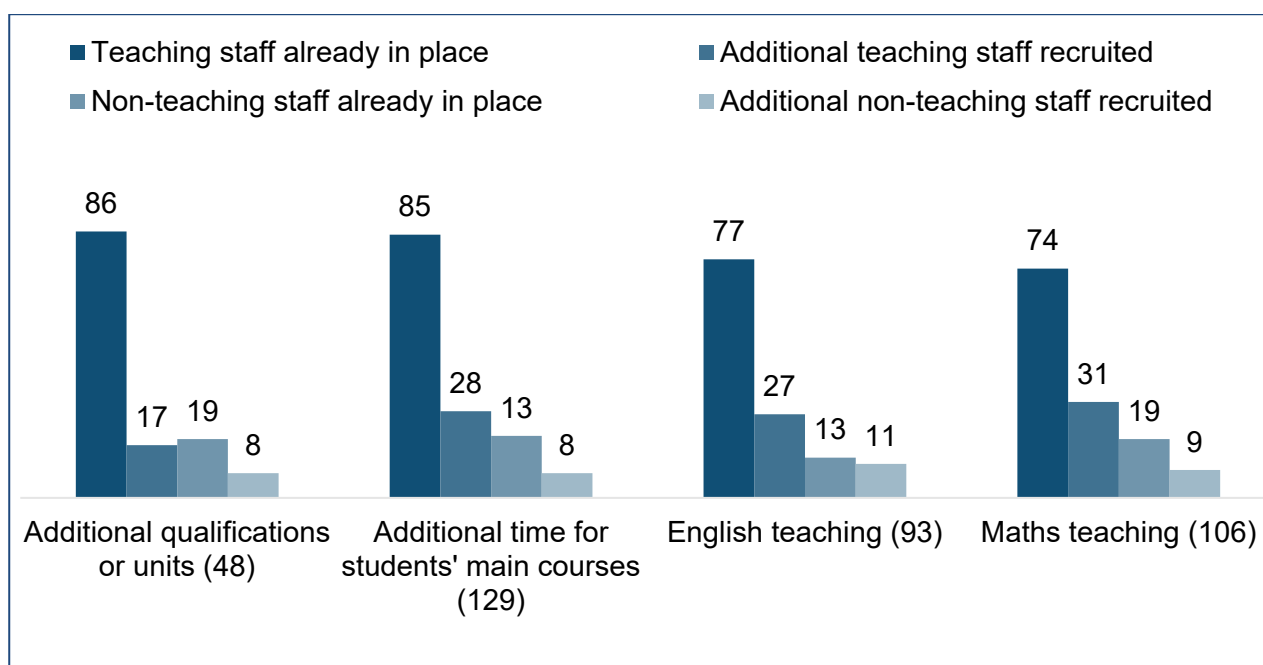
D1. For each of the ways you have told us you are using the additional hours, please could you tell us who is delivering the additional hours?

Teaching staff already in place were most commonly delivering non-qualification activities, particularly in relation to enrichment activities (88%), tutorial, time (86%) and personal and social development time (81%) (Figure 9). Additional teaching staff who were recruited were delivering non-qualification activities in around 1 in 10 instances for each activity, and a similar proportion of additionally recruited non-teaching staff were doing so for each activity.

However, unlike qualification activities, the proportion of respondents who reported that existing non-teaching staff were delivering non-qualification activities was relatively high (36% or more), with the exception of tutorial time (19%). This was particularly the case in relation to support for wellbeing/mental health (55%) and support for employability skills and work placements (48%).

Figure 9: Who is delivering additional hours – non-qualification activities (where providing activity, %)
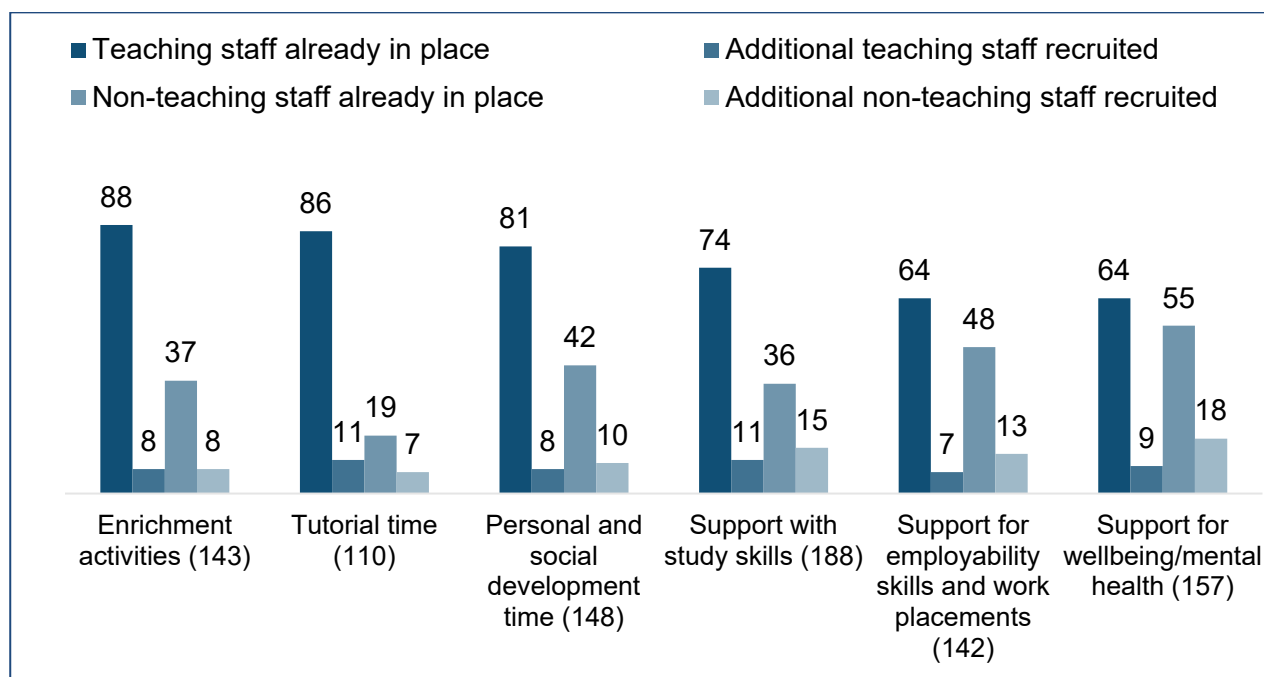
Source: IES and BMG survey data

D1. For each of the ways you have told us you are using the additional hours, please could you tell us who is delivering the additional hours?

Unweighted sample bases in parentheses

Where respondents had used additional non-teaching staff to deliver additional hours (83 respondents), over half (53%) were welfare staff, 3 in 5 (39%) were teaching assistants, and a third (34%) were subject/topic experts.

Where respondents had used teaching staff already in place to deliver additional hours (274 respondents), two-thirds (64%) reported that all such staff were delivering within their existing contracted hours. The case study findings discuss in more detail how respondents managed to deliver additional hours within staff contracts. In these cases, other members of staff covered duties within their hours, such as teaching or lunchtime supervision, to enable staff to deliver additional hours activities within their contracts. Staff did not discuss seeing an increase in workload to deliver the policy.

A quarter (25%) reported that some of them had been contracted to work more hours to deliver additional hours, and a further 5% reported that all of them had been contracted to work more hours. Schools were more likely than institutions for post-16 learners to report that staff were delivering within their existing hours (68% compared with 38%).

Where respondents had used non-teaching staff already in place to deliver additional hours (172 respondents), 3 in 5 (60%) reported that all such staff were delivering within their existing contracted hours. A third (33%) reported that some of them had been contracted to work more hours to deliver additional hours, and a further 1% reported that all of them had been contracted to work more hours.

Case study findings

The institution case studies highlight that the decisions around which staff should deliver the provision had been strategic, meaning that they considered which staff were best placed to do this in terms of their current remit, expertise, or development aspirations. Some decisions were more pragmatic, such as which staff had the time and/or were available when needed.

For example, a case study school had initially made a pragmatic decision for a subject department to implement and deliver the additional hours provision in the first year of the policy as staff in the department had time to focus on this. For the second year of delivery this was switched to being delivered by the Heads of Year 12 and 13, a more strategic decision to ensure consistency and provide opportunity for teacher contact with their year group.

In line with institution survey results, some institutions had extended existing staff contracts to deliver additional hours and some staff supported delivery in their existing contracts, with other staff used to backfill teaching and tasks. Institutions that had hired staff especially to deliver all or some of the newly introduced additional hours provision described the following types of role:

- study supervisor roles
- teaching staff

- mental health and wellbeing support roles

- additional functional skills staff to provide more tailored teaching and support for learners

- lunchtime supervisors

Partnership working

Institution survey findings

Levels of partnership working to deliver qualification activities was relatively low. Between 12% and 18% were delivering qualification activities via external partners they already worked with, and fewer (between 6% and 12%) were delivering them via external partners new to them (Figure 10).

Figure 10: Who was delivering additional hours – qualification activities (where providing activity, %)
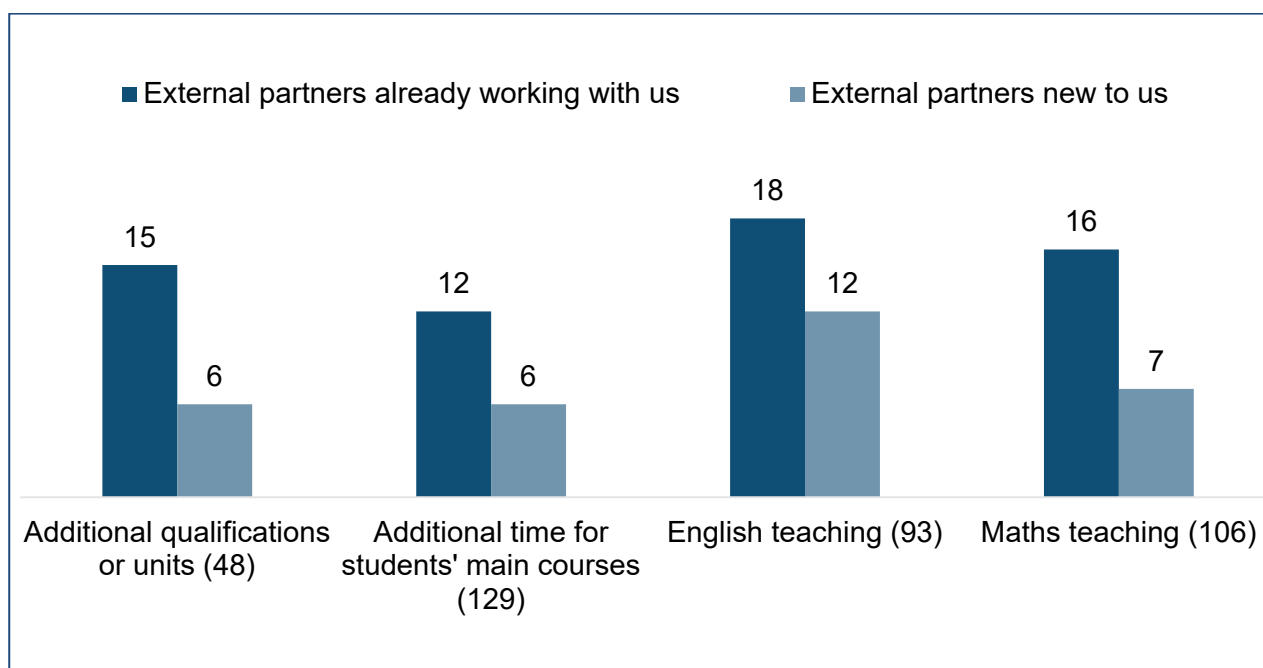
There was more use of external partners to deliver non-qualification activities. Existing external partners were particularly likely to be delivering support for wellbeing/mental health (43%), support for employability skills and work placements (36%) and enrichment activities (31%) (Figure 11). New external partners were particularly likely to be delivering

personal and social development (20%), support for employability skills and work placements (19%) and enrichment activities (18%).

Figure 11: Who was delivering additional hours – non-qualification activities (where providing activity, %)

Legend: ■ External partners already working with us ■ External partners new to us

Activity	External partners already working with us	External partners new to us
Enrichment activities (143)	31	18
Tutorial time (110)	9	7
Personal and social development time (148)	24	20
Support with study skills (188)	13	7
Support for employability skills and work placements (142)	36	19
Support for wellbeing/mental health (157)	43	15
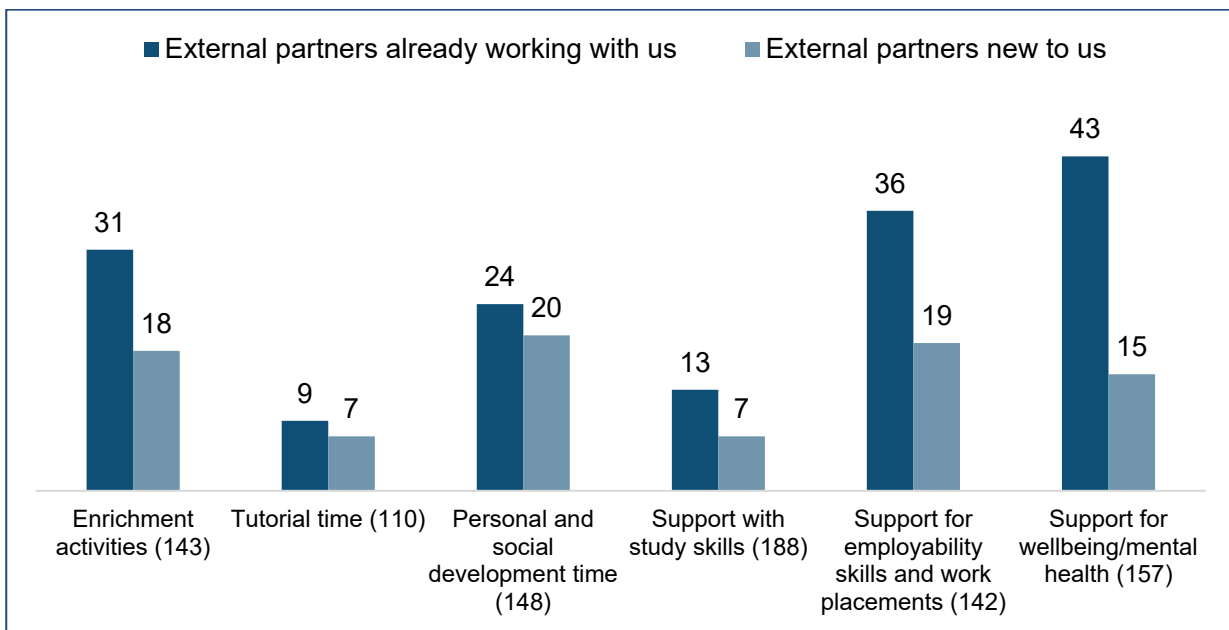
Source: IES and BMG survey data
D1: For each of the ways you have told us you are using the additional hours, please could you tell us who is delivering the additional hours?
Unweighted sample bases in parentheses

Case study findings

The case study fieldwork with institutions echoed the survey findings, in that partnership working to deliver additional hours was relatively low. Institutions reported that they felt able to deliver the activities that they wanted to effectively in house, without the need for external partners. Institutions that had worked with partners described increasing their partnership working with regard to delivering PHSE, enrichment activities, wellbeing support and employability support.

Employers were important partners for these case study institutions; they worked with providers to enhance employability activities. Independent training providers described employers visiting their sites to deliver careers carousels and talks, organising visits to workplaces, providing work experience placements and employer led careers support. This allowed learners to learn more about a range of sectors and potential careers and helped to promote more diverse careers aspirations among their learners.

> We've taken small groups out to employers to see what the world of work is like, we've been to retail, warehouse, logistics employers, etc. Just to have a look at them. So they do all the theory here, but actually viewing it before they go out onto work experience. - *Study Programme Manager at an independent learning provider*

> We had a lady come in one time and tell us about what an apprenticeship is in and how to do them … It was just helpful. Like someone telling you what it's actually about and how they work and stuff like that. Gives you more understanding. - *Learner at an independent learning provider*

A specialist college for learners with high needs also used the additional hours funding in part to extend their network of partnerships with employers and in the community. This was to provide more opportunities for their learners, such as guest talks and work experience, but also to help their learners to know about and be visible in the wider community, with a view to preparing them to live as independently as possible beyond their time at the college.

> They had the army talk... One of the things within the SEND sector is some of these young people are scared of public services because of previous altercations, childhood trauma. Then they've got that image of, well, are they a safe person? What do they do? Why do they wear that outfit? So that's why [the public service days and visits are] really important. So, we have had the fire service in, we have had the army in. - *Head of College at a specialist provider for learners with high needs*

Some of the learners from the focus group talked about their work experience preparation and also how their work experience was going:

> I'm preparing for the work placement, so in my class, we prepare [for] what interviews are like, the importance of getting a job and the skills and personality points you need, like respect and creativity. - *Learning at a specialist provider for learners with high needs*

> I did some backing stock and we're on the shop floor now, to use the till scanner. We're learning how to use the card reader at the till… We've done it for 3 weeks now. It's 1 day every week. - *Learner at a specialist provider for learners with high needs*

Aside from employers, institutions of all kinds had links with mental health services to help them to meet learners' needs in this respect. In some cases this involved signposting, but others used these partners to deliver talks, and several had paid for a more on-demand service, as in the quote below:

> Wise up is a good one to mention actually, because that again is additional investment from the business. In order to make sure all our

learners have this access to Wise Up, we're in partnership with them. There's all sorts on there about mental health wellbeing, there's drugs awareness, there's all sorts of sessions on finance, gambling. - *Operations Director at an independent learning provider*

Extended PHSE curriculum, delivered with the help of a range of partners at a school sixth form

A grammar school had doubled its PHSE curriculum for Years 12 and 13 to promote mental health and wellbeing, citizenship, and life skills. A wide range of topics were covered including online safety, earning and spending, mental health and wellbeing, car maintenance, driver safety, consent, relationships and sex education (RSE), politics and young people, and mindfulness.

PHSE sessions were delivered by teaching staff and a range of external speakers/agencies. To make this possible more partnerships with education providers, charities and other organisations had been formed.

> We have external agencies coming in to deliver some sessions and some sessions are planned by our pastoral team […] We've doubled the amount of PHSE we've got so we've had far more opportunities to pick up on topics like mental health and wellbeing. - *Deputy Headteacher*

Staff said that additional hours funding had provided opportunities for the school to both strengthen existing partnerships and to create new ones.

> We've had an opportunity to make more partnerships and I think it's often useful in terms of the PHSE curriculum to bring people in from external agencies, charities, and community organisations in for learners to interact. - *Deputy Headteacher*

Working with local authorities to support learners with EHC plans

The case study institutions described minimal involvement of local authorities (LAs) with their additional hours provision. LAs have legal duties to identify and assess the special education needs of children and young people and secure provision for young people with an EHC plan. The mainstream case study institutions had few learners with EHC plans and where they did, they reported that the additional hours provision had not made any difference to the LA relationship or the EHC plan process. They had a yearly review with the LA to discuss those learners' progress, plans and support needs going forwards, and this was unaffected by the additional hours policy.

A specialist college reported that almost all of their learners had EHC plans and as such they worked closely with the relevant LAs on the yearly review and on an ongoing basis as required. Again, this process was unchanged by the additional hours funding and provision. Another specialist provider noted that discussions with their LA did inform their decision to use the funding to reduce class sizes.

Delivery challenges

Institution survey findings

Views were evenly balanced as to whether it had been easy or not to find the necessary resources to deliver additional hours, with 46% feeling it was easy, and 49% that it was not easy (Figure 12). However, within this, only 1 in 20 (5%) rated it as very easy, while 14% rated it as not at all easy.

Institutions that had used additional hours for maths were more likely to report it had been easy (57% compared with 41% who had not used it in this way) and there was a similar difference between those who had used it for English and those who had not (54% compared with 43%). This might reflect institutions who had been able to find resource more easily to deliver maths and English with the additional hours.

Figure 12: Ease of putting necessary resources in place to deliver additional hours (all respondents, %)
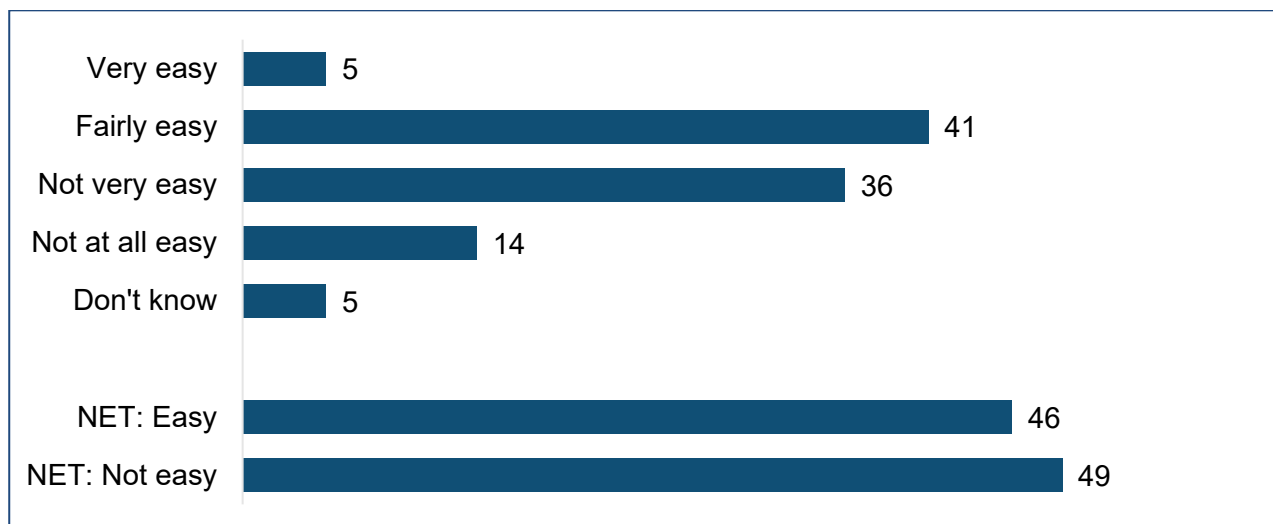
Source: IES and BMG survey data

D4: Overall, how easy has the institution found it to put the necessary resources in place to deliver the additional hours?

Unweighted sample base: 308

The main challenges identified to deliver additional hours were the internal resource available and financial pressures (both 45%), and physical space for delivery (42%) (Figure 13). Three in 10 (31%) mentioned student engagement, a quarter (27%) the recruitment of additional staff, and 1 in 5 (19%) other DfE priorities.

Almost half (49%) of institutions for post-16 learners mentioned recruitment of additional staff as a challenge, compared with 20% of secondary schools. Recruitment of additional staff was also more likely to be cited as a challenge by those using additional hours for maths and English (37% and 40% respectively).

Figure 13: Challenges to delivery of additional hours (all respondents, %)
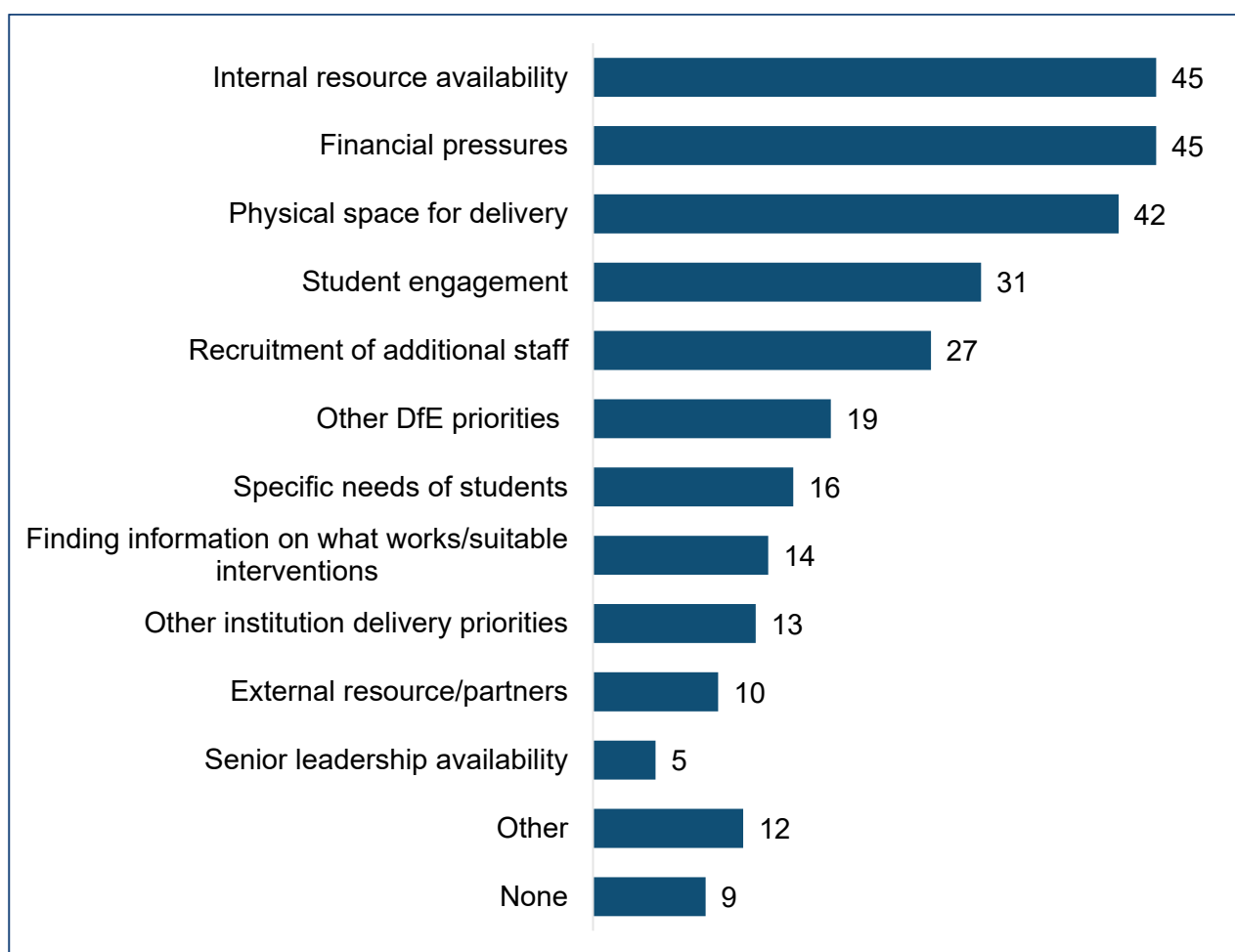
Three in 5 institutions (62%) identified some way in which they would have liked to use 16 to 19 additional hours where they had not been able to do so (Figure 14). Within this, 2 in 5 (41%) mentioned a qualification activity, and close to half (47%) mentioned a non-qualification activity. Schools were more likely than post-16 institutions to identify at least one qualification activity they would have liked to deliver (47% compared with 29%).

Additional time for learners' main courses (25%) and provision of qualifications or units additional to learners' main courses (18%) were the most commonly mentioned qualification activities, and enrichment activities (23%) and support for wellbeing/mental health (21%) were the most commonly mentioned non-qualification activities.

Figure 14: Ways in which institutions have been unable to use 16 to 19 additional hours (all respondents, %)
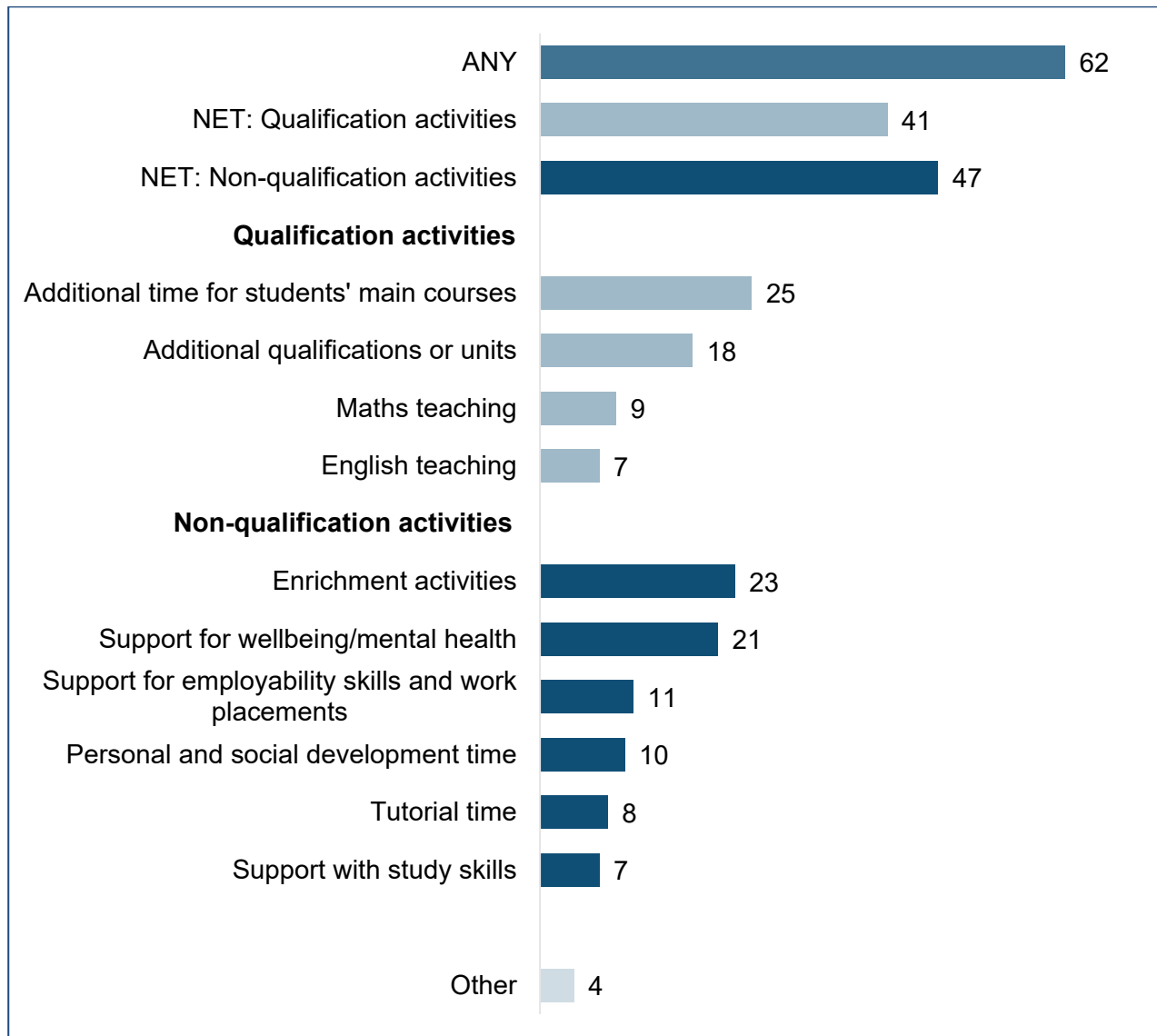
D7: Are there any ways in which you would have liked to use 16 to 19 additional hours which you have not been able to?
Base: all respondents (308)

Figure 15 shows the reasons for being unable to use the 16 to 19 additional hours for the three activities mentioned the most in response to this question: additional time for learners' main courses, enrichment activities, and support for wellbeing/ mental health. In

each instance, the most common reason was a lack of internal resource, mentioned by around half.

More specifically, in relation to additional time for learners' main courses, a lack of internal resource was matched by the inability of staff workloads to accommodate this (55%), followed by insufficient funding (42%), insufficient time in the timetable (34%) and insufficient physical space (26%).

For enrichment activities, the main reasons for being unable to deliver them, alongside a lack of internal resource (52%), were the inability of staff workloads to accommodate this (38%), and the prioritisation of other needs for the funding (29%).

In relation to support for wellbeing/mental health, the main reasons for being unable to deliver it, alongside a lack of internal resource (49%), were the inability of staff workloads to accommodate this (36%), followed by insufficient funding (33%), and the prioritisation of other needs for the funding (26%). Notably, close to 1 in 5 (18%) of those who had been unable to deliver enrichment activities and support for wellbeing/mental health mentioned an inability to find external partners/resource to deliver them.

Figure 15: Reasons for being unable to use the 16 to 19 additional hours (where institutions would have liked to use 16 to 19 additional hours, %)
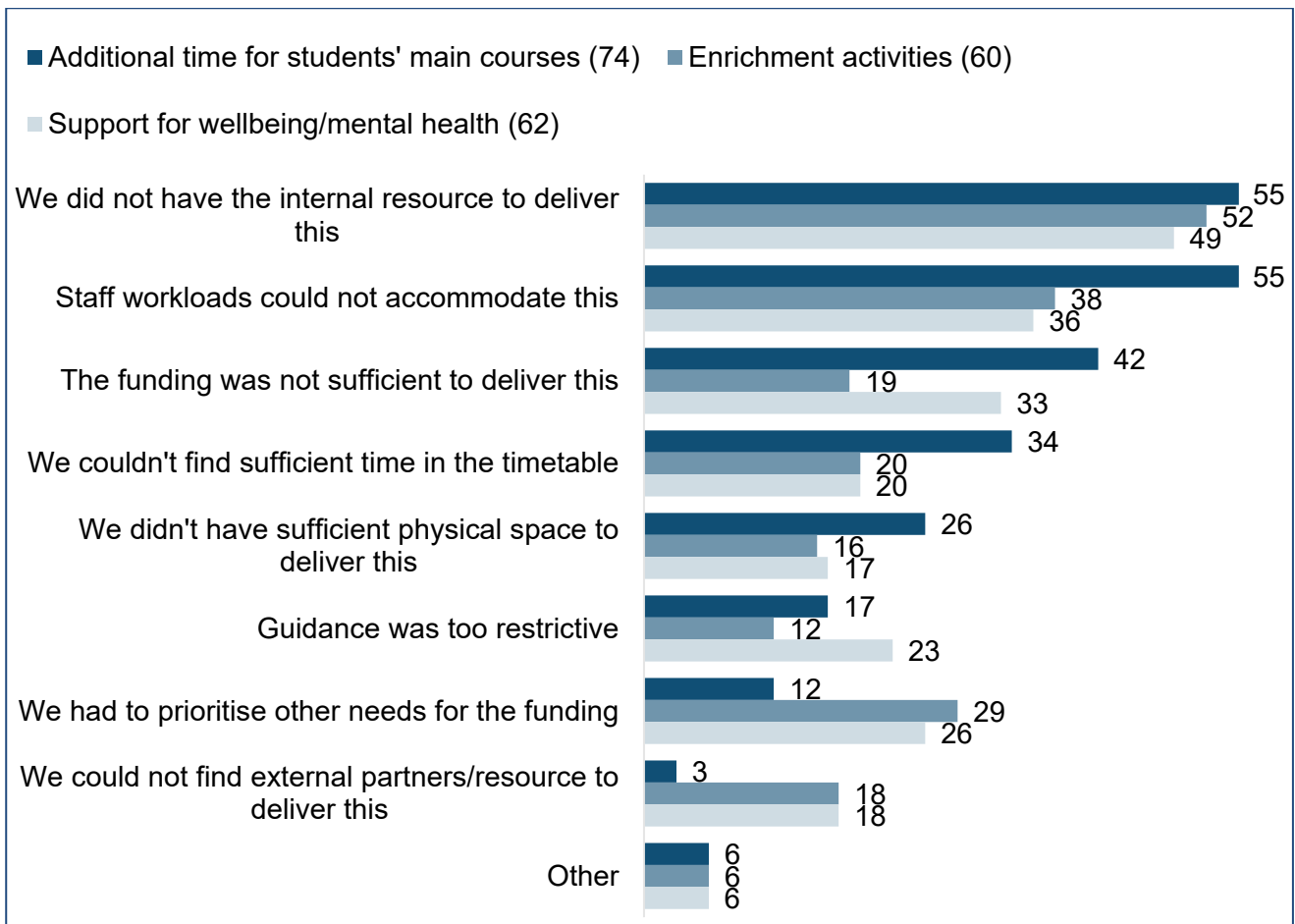
Learner survey findings

Learners were asked what barriers they faced to attending their institutions (Table 12). These barriers may have made it challenging for learners to accommodate an increase in hours. The majority of learners (53%) reported that they did not face any barriers to attending their institutions. However, a fifth (20%) reported that the cost of travel acted as a barrier and 18% had part-time work commitments that made it difficult for them to attend.

Table 12: Barriers to attending your institution (all respondents %)

Barriers to attending institution	%
Cost of travel	21

78

Barriers to attending institution	%
Caring responsibilities such as looking after siblings, parents, or other family members	4
Part-time work commitments	18
Volunteering commitments	2
Work experience placement hours	0.5
Other organised clubs/sports/activities outside school or college	9
Something else	8
None of these	53
Don't know	6
Prefer not to say	2
Total responses	929

Source: IES and BMG learner survey data

B3: Are there any barriers to you attending your institution for more hours?

Sample base: 757

Case study findings

The case study institutions reported a few challenges regarding implementing and delivering additional hours. These were:

- initial pushback from learners

- timetabling difficulties

- challenges regarding physical space and resources

Some of these were resolved completely after initial difficulties. However, some issues remained partly unresolved.

Initial pushback from learners

Several institutions, particularly school sixth forms that had introduced supervised study (or other somewhat similar non-qualification provision) as a large part of their additional hours provision, reported that learners had pushed back against having to attend these sessions, at least initially. This resulted in low attendance at the additional hours sessions, particularly from those for whom this was introduced in Year 13, because it had not been in place for Year 12, and they had not been expecting it in Year 13; and from those with siblings who had not been expected to attend the additional activities. Some

were not happy to have to attend sessions that were not related to their exam subjects. In some cases, once learners had experience of supervised study sessions, they proved to be popular; learners saw their value and initial attendance issues were resolved. One provider noted that the pushback from learners that they experienced was probably related to academic ability and engagement with the college as a whole, rather than specifically to the additional activities provided.

> If learners don't want to be somewhere, and there isn't intrinsic value, it is very easy for them to just leave the site…so you have to make those [supervised study] sessions good or learners will vote with their feet. - *Head of a school sixth form*

> I think now we're in the second proper year it's better. We had those challenges last year particularly with the Year 13 on the sell and I think because it was the first time perhaps weren't fully coherent in our sort of messaging as to why this was important. But now that isn't an issue. Learners are turning up they're not complaining, they are doing really well what I'm hearing back from the heads of year is that they're really valuing the time as well particularly in this half term. - *Head of a school sixth form*

This issue was far less acute among Year 12 learners, who had fewer expectations about what their timetable would look like. By the second year of delivery, this issue had largely disappeared as expectations were managed for the new cohort of learners.

Timetabling difficulties

Some of the school sixth forms reported that they already provided 580 hours prior to the policy and as such their Year 12 and 13 timetables were already full. It was difficult, from an administrative perspective, to timetable any additional provision as a result.

> We have got willing staff and the expertise to do more, but it's just the timetabling. Like when I went to my timetable [staff lead] with this, when we found out we would be delivering more her face just dropped. She was like "I actually don't know how we are feasibly going to do this". - *Staff member at a school sixth form*

As noted previously some institutions were concerned that providing a busy timetable for learners would be off-putting and may make learners more likely to choose to attend other institutions with less demanding timetables. Additionally, a specialist provider for

learners with high needs reported that changing timetables resulted in travel issues for learners who relied on taxi services; however, these were largely resolved.

Challenges regarding physical space and resources

Several institutions not based on large sites highlighted the challenge of finding sufficient physical space; typically this related to finding large enough classrooms to provide the additional hours sessions, especially when they were in the form of a newly introduced programme or a supervised study session.

One provider reported initial difficulties due to lack of access to laptops combined with patchy internet in some areas of the school. This was resolved with a £5,000 parents association donation which bought more laptops; enough for learners to use them in their classrooms. Another mentioned a lack of funding for materials, such as art supplies, for practical workshops. A few institutions said that they would have liked some additional funding for capital resources, or to have been able to use the additional hours to pay for new physical space.

Experiences of delivery

Learner survey findings

The learner survey found that a majority of learners had experienced disruption to their learning following the COVID-19 pandemic (Table 13). When asked about the extent to which their learning was disrupted by the pandemic, 11% of learners reported to a very large extent, 29% reported a large extent and 40% to some extent. However, most (40%) said this was to some extent, rather than to a large (29%) or very large (11%) extent. Learners with additional needs, a learning difficulty, disability or EHC plan were more likely to report that COVID-19 had disrupted their learning. Of these, 54% reported disruption to a large or very large extent compared with 36% of other learners. This suggests a strong need for support among learners to recover from pandemic disruption, especially those with high needs.

Table 13: Extent to which the pandemic disrupted learning (all respondents %)

To what extent was your learning (ability to gain subject knowledge and qualifications) disrupted by the COVID-19 pandemic over the last 3 years?	%
To a very large extent	11
To a large extent	29
To some extent	40
A little	12
Not at all	5
Don't know	4
Prefer not to say	0.4
Total	100
Total responses	1554

Source: IES and BMG learner survey data

C2: To what extent was your learning (ability to gain subject knowledge and qualifications) disrupted by the Covid-19 pandemic over the last three years?

Sample base: 777

Learners were asked whether they were aware of additional lessons or support that had been offered by their institution this year that was not available in previous years. A quarter of learners (25%) said they were aware of additional support, 35% were not aware and 39% were not sure. Similarly, only 15% of learners were aware of their institutions providing support for learning disruption during the COVID-19 pandemic, with 30% saying that their institution did not provide any support for their learning after the pandemic and 56% saying they were unsure. As anticipated, most learners were not aware of the fact that institutions were delivering additional hours and support, which suggests that, for most learners, additional hours were received as a core part of their institutions' offer. Learners still provided insight into their timetables and views on the support they were receiving.

Learners were asked how many hours a week they spent in lessons for their main qualification subject(s). Most learners (72%) spent more than 10 hours a week in these lessons. One in 10 spent either 8 to 10 hours a week in lessons or 3 to 5 hours a week in their main subject lessons (Table 14).

Table 14: Hours a week spent in main subject lessons (all respondents %)

Hours a week spent in main subject lessons	%
Less than 3 hours	0.1
3 to 5 hours	10
6 to 8 hours	4
8 to 10 hours	11
More than 10 hours	72
Don't know	3
Prefer not to say	0.1
Total	100
Total responses	1564

Source: IES and BMG learner survey data

B2: How many hours a week, on average do you spend in lessons for your main qualification subject(s)?

Sample base: 782

Those learners who were aware that activities were offered to support their learning following the disruption of the COVID-19 pandemic were asked which forms of support they were aware of (Table 15). Most (72%) said they did not know. Additional support for study skills was the most common activity that learners were aware of (14%) followed by additional support for wellbeing and mental health (11%). Additional qualification activities had less awareness among learners; 3% were aware of additional time for their main courses, additional maths teaching and additional English teaching.

Table 15: Awareness of support offered following the COVID-19 pandemic (respondents aware of support following COVID-19, %)

What has your institution offered to support learning following the disruption of the COVID-19 pandemic?	%
Don't know	73
Additional support with study skills	14
Additional support for wellbeing/mental health	11
Additional 1:1 support	5

What has your institution offered to support learning following the disruption of the COVID-19 pandemic?	%
Additional personal and social development time	4
Additional tutorial time	4
Additional enrichment activities (college-organised volunteering, trips and so on)	4
There has been no additional support	4
Additional English teaching	3
Additional maths teaching	3
Additional support for employability skills and work placements	3
Other	2
Numeracy support	1
Additional days of the week at my school/college	0.8
Literacy support	0.8
Additional qualifications or units	0.6
Access to specialist facilities such as sensory rooms or hydrotherapy	0.6
There has been no additional support	4
Other	2
Don't know	73
Total responses	701

C4: What has your institution offered to support learning following the disruption of the Covid-19 pandemic?
Sample base: 521

The survey also explored whether learners who were aware of these forms of support found them helpful. All forms of support were described as helpful by a majority of respondents, although mostly as "fairly" helpful, rather than "very" helpful. The exception to this was the provision of additional days of the week in school or college which 50% of

respondents found helpful. Aggregating the percentage of respondents who found support fairly or very helpful (Table 16) suggests that additional time for main courses (92%), additional support with study skills (84%) and additional support for employability skills and work placements (83%) were the most helpful forms of support. However, all of these findings should be caveated by the low number of respondents aware of the activities (see Table 15).

Table 16: Rating of activities as fairly or very helpful (respondents aware of activities, %)

Form of support	%
Additional support with study skills (68)	84
Additional personal and social development time (20)	75
Additional tutorial time (19)	69
Additional maths teaching (14)	64
Additional support for wellbeing/mental health (53)	60
Additional support for employability skills and work placements (12)	83
Additional English teaching (12)	67
Additional enrichment activities (college-organised volunteering, trips and so on) (16)	69
Additional qualifications or units (3)	66
Additional time for learners' main courses (13)	92
Access to specialist facilities such as sensory rooms or hydrotherapy (3)	33
Additional 1:1 support (27)	78
Literacy support (4)	75
Numeracy support (5)	60
Additional days of the week at my school/college (4)	50
Total responses	199

Source: IES and BMG learner survey data

Learners were asked what changes, if any, they would like to see to their timetables and to support provided to them. Firstly, learners were asked if there were any forms of support that they would like to receive but did not have access to (Table 17). Most learners (60%) said there were no forms of support that they would like to receive but were not able to access, indicating that they were happy with the offer provided by their institutions. The most common forms of additional support that learners would have liked to access were support for study skills (13%), additional one-to-one support, support for employability skills and work placements (both 11%), and additional support for wellbeing and mental health, and enrichment activities (both 10%).

Table 17: Additional support that learners would like to receive (all respondents, %)

Is there any additional support that you would like to receive at your institution which you have not been able to?	%
Additional support with study skills	13
Additional personal and social development time	7
Additional tutorial time	1
Additional maths teaching	3
Additional support for wellbeing/mental health	10
Additional support for employability skills and work placements	11
Additional English teaching	1
Additional enrichment activities (college-organised volunteering, trips and so on)	10
Additional qualifications or units	3
Additional time for learners' main courses	4
Specific support for high needs learners/learners with an EHC plan	0.8

Is there any additional support that you would like to receive at your institution which you have not been able to?	%
Access to specialist facilities such as sensory rooms or hydrotherapy	6
Additional 1:1 support	11
Literacy support	0.1
Numeracy support	0.1
Other activity	1
None	60
Total responses	1028

B9: Is there any additional support that you would like to receive at your institution which you have not been able to?
Sample base 718

The survey also explored how learners felt about the level of provision and whether any further changes would improve their timetable (Figure 16). Learners were asked whether they would like to receive more or less of any existing forms of support. A majority of learners (52%) said that they would like more support for employability skills and work placements. For every other activity the biggest proportion of learners wanted to see no change in current levels of provision, indicating that learners were broadly satisfied with what they were receiving. However, some wanted to see more one-to-one support (40%), enrichment activities (39%), study skills support (37%), support for mental health and wellbeing (34%), personal and social development time (31%), access to specialist facilities (27%), additional qualifications or units (24%), or additional time for main courses (23%). Around a fifth (21%) wanted less tutorial time and a quarter (25%) wanted fewer additional days at college.

Figure 16: Changes that would improve learners' timetables (all respondents, %)

Legend: ■ No change ■ More ■ Less ■ Don't know

Change	No change	More	Less	Don't know
Additional support for employability and work placements (500)	35	52	5	8
Additional support with study skills (517)	46	37	7	10
Additional personal and social development time (492)	50	31	7	12
Additional tutorial time (481)	59	9	21	10
Additional maths teaching (477)	65	11	12	12
Additional support for wellbeing/mental health (495)	49	34	6	12
Additional English teaching (470)	71	5	10	13
Additional enrichment activities (493)	47	39	5	9
Additional qualifications or units (469)	58	24	5	14
Additional time for main courses (475)	59	23	7	11
Access to specialist facilities (471)	51	27	4	19
Additional 1:1 support (489)	45	40	4	12
Literacy support (463)	72	6	6	16
Numeracy support (465)	74	6	6	15
Additional days of the week at school/college (469)	61	6	25	8

Case study findings

The case studies provided some additional understanding of how delivery was managed and experienced within institutions, from learner and staff perspectives.

Learner experiences

It should be noted that institutions selected learners to take part in focus groups and so some selection bias is likely to be evident; nevertheless the learners were able to describe their positive and less positive experiences of activities that were funded through additional hours money.

Where learners were positive, they appreciated easy, flexible and non-judgemental access to members of staff who could help them with specific study skills such as devising revision timetables or mind maps. They reported that this had been useful for themselves and had also seen how it had been useful for their friends.

Where they were less positive this was due to timetabling issues such as having free study periods ahead of supervised study sessions which meant they could not stay at home to study.

In general, the learners were able to describe different types of activities that they had within their timetable and how each different type of activity (core curriculum, revision, tutorial time and free periods) were useful to them, in much the same way that the staff recognised the different purposes for different types of staff contact time.

Learners reported that they felt well supported and noted specific areas that they had struggled most with since COVID-19. This included the faster pace of work they experience during in-person lessons and the sustained levels of concentration that they needed for in-person lessons, particularly when they had double or triple lessons. The supervised study sessions helped them to practise these skills and have quiet time without being distracted by their phones.

Staff experiences

A common thread through the staff interviews was the importance of increased contact time that the additional hours funding had enabled. In some cases, this was through additional teaching time on main qualification subjects, in others more formalised enrichment or personal and social development time. There were also institutions that had used the additional hours funding to decrease class sizes and thus increase contact time, as smaller groups meant that learners had more opportunities to ask questions and have their specific needs addressed.

In many of the case studies, delivery staff were involved in the development of their pastoral or enrichment programmes. These staff reported enjoyment in developing and delivering these enrichment programmes. There were some staff however that had to

step back from supporting lunchtime clubs that had been part of the additional hours offering as they could no longer give the time as the term progressed. These clubs were then taken on by early career teachers as a way to develop their skills in supporting learners. The approach to when the additional hours activities were delivered varied, from the example of one FE college that rearranged their whole timetable to use Wednesday afternoons for the new enrichment activities, to a small specialist college that used 30 minutes of each lunchtime to offer enrichment clubs that were teacher-supported and based on learner and teacher hobbies and interests. In the case of the large FE college that allocated Wednesday afternoons for the additional hours activities, this had generally worked well for most of their cohort, apart from some A level learners who still needed to use that time for their core curriculum.

Formalising and supporting existing activities

As discussed earlier, for some case study institutions, the additional hours funding had allowed them to formalise activities that they had been running before the funding, which had not been explicitly funded before.

For these institutions, activities and sessions that previously had been optional or drop-in sessions were now timetabled for learners. As well as supervised study, which is discussed below, this also included pastoral and careers support. Another example included colleges that added to their work experience programmes, through additional employer-set projects or workshops that bridged their core curriculum and additional skills that anticipated what they would need in the workplace.

Two of the case study institutions described how they had used some of the funding to support learners who had not returned to in-person lessons after the pandemic. The funding meant that they could allocate funding specifically to support remote learning.

Supervised study

Supervised study was an important part of the additional hours provision for many sixth forms in schools, but it was implemented (and received by learners) quite differently depending on the nature of the physical space available for it, and the staff member overseeing it.

One of the schools had recruited a member of staff to actively supervise the study periods, starting with a five-minute talk, for example to focus the learners on a particular study technique. After this they spent the time checking on individual learners, asking how they were getting on and whether they needed help or support with anything. In this way she got to know the learners, and in turn, the learners liked and trusted her. They made a considerable effort to attend her sessions and even attended sessions they were not obliged to, to get more time with her. The newly recruited staff member also liaised with subject staff to ensure that work was deployed effectively in the study period to help

learners stay on track. In this way, she provided a link between the learners and their subject teachers, which was being used to identify and support any learners who were falling behind.

Another school had recruited a new member of staff for their supervised study periods but took a more passive approach, ensuring that learners attended and worked in silence, but without getting as involved with them or their work. Learners did not see the value of being supervised in this way and some said they would have preferred to have the freedom to study where they wanted, often at home rather than at school.

At another school, supervised study was overseen by various staff, which was not in itself a problem. However, some of the learners felt that the lack of suitable space for this provision was unhelpful and unconducive, and many would have preferred to have been able to study at home instead where it was quieter and not as crowded.

> It's packed and it's really loud. It just doesn't seem very effective to actually do study in [school]. - *Learner at a school sixth form*

> If they had better spaces then I wouldn't mind staying at school and studying […] I just don't think there are enough study spaces. - *Learner at a school sixth form*

A school that offered supervised study, alongside other new activities that were brought in with additional hours funding, noted that supervised study worked better for some courses than others: it worked less well for arts and computer science where learners needed access to specialist equipment that was not available in these general study sessions.

Impacts and outcomes

This section presents outcomes of additional hours identified so far, by institutions and learners. It is important to note that at the point of the research the additional hours delivery was still in progress and these findings represent staff and student perceptions. It is not possible to conclude from this implementation and process evaluation whether the identified outcomes were the result of additional hours policy alone. Further discussion on the feasibility of measuring outcomes of the policy is reported in the accompanying feasibility report.[6]

Monitoring impacts and outcomes

Institution survey findings

Most institutions reported ongoing monitoring of the impact of the additional hours. Around 1 in 10 (9%) said that they did not monitor the impact of delivering an increased number of hours.

Where they did monitor the impact, this was most commonly by monitoring data on student progression and performance (67%), monitoring data on student attendance (52%) and collecting student feedback (44%) (Figure 17). A third (34%) mentioned monitoring data on student retention, and a quarter (26%) mentioned collecting staff feedback.

Institutions with a post-16-only intake were more likely than schools to monitor data on student retention (61% compared with 29%), data on student attendance (69% compared with 51%) and collecting student feedback (65% compared with 43%).

Figure 17: Methods of monitoring the impact of delivering an increased number of hours (all respondents, %)

[6] Research and analysis: Additional hours evaluation

Monitoring data on student progression and performance	67%
Monitoring data on student attendance	52%
Collecting student feedback for example through surveys	44%
Monitoring data on student retention	34%
Collecting staff feedback	26%
Institutions are not monitoring the impact	9%
Other	7%

Case study findings

For the most part, any formal monitoring of the impact of additional hours was not differentiated from the usual monitoring processes carried out by institutions. Student attainment was monitored through exam results, A level grades, internal subject assessments, course completion rates and university applications or acceptances. Attendance was monitored through registration data and one institution monitored their child and adolescent mental health services (CAMHS) waiting list to monitor student mental health. Many interviewees noted that it was hard to isolate the outcomes of additional hours using these methods as they could not separate the findings from other factors that could affect these results. This was especially the case for institutions who used additional hours to support their broad delivery offer and did not have a discrete element of activity to monitor or evaluate.

Monitoring the outcomes of additional hours activities separately from wider provision typically relied therefore on qualitative data in the form of student and staff feedback. This allowed institutions to capture outcomes which were less quantifiable (such as improved confidence or soft skills). Student voice was captured through a range of mechanisms including surveys, focus groups, feedback forms, meetings between SLT and student councils or representatives, and during reviews of EHC plans.

We have measured the impact of the activities with learners, so we've run focus groups and surveys and we have seen an increase in the skills and behaviours from the learners. That's the key that drives the whole programme, and we're seeing the progress that learners are making. - *Director of Student Services at a further education college*

Staff feedback also played an important role in monitoring and evaluating additional hours provision. In some cases, staff delivering additional hours activities would provide observations, notes and feedback on student progress. Verbal feedback from staff either informally or during SLT meetings also allowed senior staff to monitor additional hours provision and outcomes.

Student outcomes

Institution survey findings

Views were generally positive in relation to the helpfulness of the additional hours with education recovery following the disruption of the COVID-19 pandemic. Three in 5 (61%) institutions regarded additional hours as helpful in this respect, while a third (33%) regarded them as not helpful (Figure 18). At the extremes, 15% regarded them as very helpful, while 10% regarded them as not at all helpful.

More than 4 in 5 (82%) institutions with a post-16-only intake felt that additional hours had been helpful in education recovery compared with 55% of schools. Similarly, views were more positive among those who had used additional hours for maths (82%) and English (77%).

Figure 18: Helpfulness of additional hours with education recovery following the disruption of the COVID-19 pandemic (all respondents, %)

Very helpful	15
Fairly helpful	45
Not very helpful	23
Not at all helpful	10
Don't know	7
NET: Helpful	61
NET: Not helpful	33
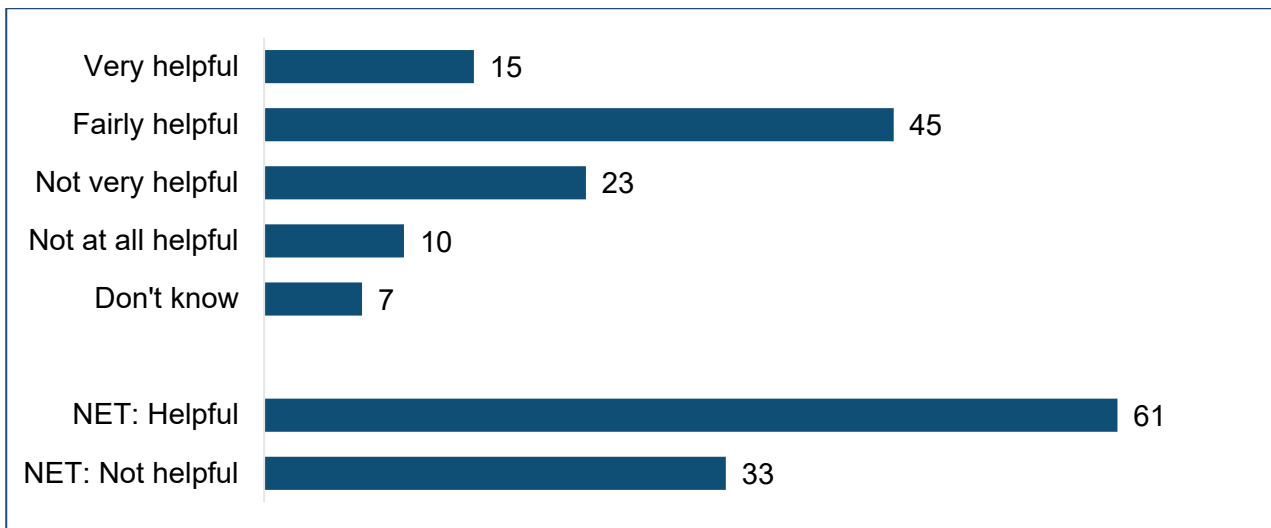
Source: IES and BMG survey data

E1a: Overall, how helpful do you think the additional hours have been with education recovery following the disruption of the COVID-19 pandemic?

Unweighted sample base: 308

In terms of wider outcomes for learners (Figure 19), institutions were particularly likely to believe that additional hours had a positive effect on progress (68%), attainment (61%), engagement (59%) and mental health/wellbeing (55%).

While half (50%) believed additional hours had a positive effect on student satisfaction, a small minority (5%) believed they had a negative effect in this respect.

Views were more ambivalent in relation to student retention, with 38% believing they have had a positive effect and 52% believing they had neither a positive nor a negative effect. A very small number (2%) believed they had a negative effect on retention.

Similarly, views were also ambivalent in relation to student attendance, with 35% believing they had a positive effect and 55% believing they had neither a positive nor a negative effect. Again, a small number (5%) believed they had a negative effect on attendance.

In each instance, views were much more likely to be somewhat positive rather than very positive in terms of perceived student outcomes.

Figure 19: Impact of additional hours on outcomes for learners (all respondents, %)

Legend: ■ Very positive ■ Somewhat positive ■ Neither positive or negative ■ Negative ■ Don't know

Outcome	Very positive	Somewhat positive	Neither positive or negative	Negative	Don't know
Student progress	12	57	26		5
Student attainment	13	49	31		8
Student engagement	9	50	34	2	5
Student mental health and/or wellbeing	11	44	36	2	7
Student satisfaction	9	41	38	5	7
Student retention (reducing dropout)	6	32	52	2	8
Student attendance	7	28	55	5	6

Source: IES and BMG survey data
E1b: Do you think the additional hours will have a positive or negative impact on the following outcomes for your learners?
Unweighted sample base: 308

Institutions with a post-16-only intake were more likely than schools to perceive that additional hours would have a positive effect in each of the outcomes, with the exception of mental health/wellbeing. Four in 5 (80%) post-16 institutions thought that additional hours would have a positive effect on student progress and a similar proportion for attainment (77%) and engagement (75%). Similarly, those using additional hours for maths and English were also more likely to have positive perceptions of their effects on student outcomes other than mental health/wellbeing.

Where institutions offered specific activities via additional hours, almost none reported a negative outcome for learners (Figure 20). Of the qualification activities, views were particularly positive in relation to the effect on student outcomes in terms of English (89%) and maths (88%) teaching.[7]

Of the non-qualification activities, views were particularly positive in relation to the effect on student outcomes in terms of support for employability skills and work placements (81%), support with study skills (81%) and support for wellbeing/health (80%).

Again, in each instance, views were more likely to be somewhat positive than very positive in terms of perceived student outcomes.

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[7] The figures in the text are different to the figures in the table due to the rounding of weighted integers.

Figure 20: Effect of additional hours on improving student outcomes (where providing activity)

Legend: Very positive, Somewhat positive, Neither positive or negative, Negative, Don't know

Qualification activities

Activity	Very positive	Somewhat positive	Neither positive or negative	Negative	Don't know
English teaching (93)	16	73	6		5
Maths teaching (106)	17	72	4		7
Additional time for students' main courses (129)	23	57	12		8
Additional qualifications or units (48)	25	41	26		8

Non-qualification activities

Activity	Very positive	Somewhat positive	Neither positive or negative	Negative	Don't know
Support for employability skills and work placements (142)	20	61	15	1	3
Support with study skills (188)	12	69	13	1	4
Support for wellbeing/mental health (157)	19	61	18		2
Personal and social development time (148)	13	61	23		2
Tutorial time (110)	12	60	26	1	0.5
Enrichment activities (143)	14	57	24	2	3

Source: IES and BMG survey data

E2: What effect, if any, have the additional hours had in improving student outcomes for the following ways you have used them?

Unweighted sample bases in parentheses

Learner survey findings

The survey explored learners' views on what effects, if any, the provision they received from their school or college had on them. Learners were asked how helpful their institutions had been in supporting their learning following the disruption of the COVID-19 pandemic (Table 18). Just under half (44%) of learners felt that their institution had been very or fairly helpful in supporting their learning following the COVID-19 pandemic. Just over a quarter (28%) were not sure how helpful their institution had been, 14% said that their institution had not made a difference and 15% said their institutions were not very or not at all helpful. Learners in post-16 institutions tended to feel more ambivalent about the support they had received with 24% feeling it had not made a difference to them compared with 9% of those at school sixth forms. By contrast learners at sixth forms

were more likely to report that the support was helpful (66% compared with 59%) or unhelpful (26% compared with 18%).

Table 18: Views on how helpful institutions have been in support learning following COVID-19 disruption (all respondents, %)

Overall, how helpful has your institution been in supporting your learning following the disruption of the COVID-19 pandemic?	%
Very helpful	7
Fairly helpful	36
Not very helpful	12
Not at all helpful	3
Not made a difference	14
Don't know	28
Total	100%
Total responses	1548

Source: IES and BMG learner survey data

C6: Overall, how helpful has your institution been in supporting your learning following the disruption of the Covid-19 pandemic?

Sample base: 757

Learners were also asked how helpful their institutions had been in supporting attendance; motivation to remain on their course; performance; and progression into further learning or employment (Figure 21). Learners reported that their institutions had been helpful across all measures. They reported that institutions were most helpful in terms of supporting academic performance (84% said they were helpful to some extent and 32% very helpful).

Figure 21: Learner views on how helpful their institutions were in supporting them (all respondents, %)

Legend:
- ■ Very helpful
- ■ Fairly helpful
- ■ Not very helpful
- ■ Not at all helpful
- ■ Not made a difference
- ■ Don't know

Category	Very helpful	Fairly helpful	Not very helpful	Not at all helpful	Not made a difference	Don't know
Attendance (755)	28	41	7	2	15	6
Motivation to stay on your course (754)	19	46	16	4	11	4
Performance (753)	32	52	7		14	3
Progress into further study or employment (752)	34	46	8	2	6	5
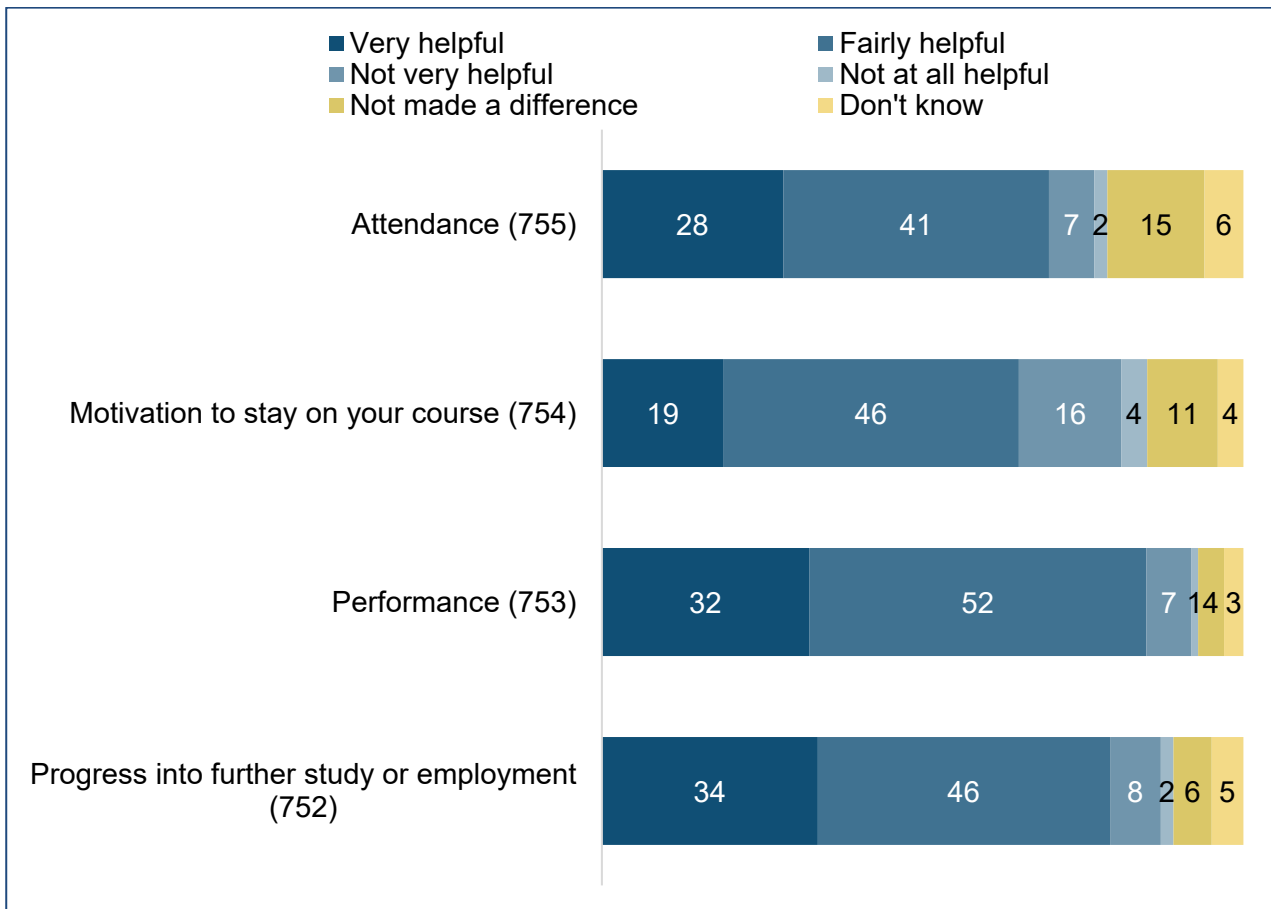
Source: IES and BMG survey data

C6: Overall, how helpful has your institution been in supporting you with the following? Unweighted sample bases in parentheses

Case study findings

The case studies provided an in-depth insight into the outcomes of additional hours for learners. Institutions discussed outcomes measured by the survey, as well as the effects of provision on learners' ability to study independently, preparation for higher education and UCAS applications, and work readiness.

Attendance and engagement

Where institutions highlighted that their attendance rates had improved since they had implemented additional hours, they attributed this improvement to the enhanced provision that the funding had made possible. The additional hours allowed institutions to rearrange schedules to better suit learners, by providing condensed courses and fuller days, to make it feel more worthwhile for learners to attend.

Different learners will give you different reasons, but some of them do travel quite a long way into the Centre… So it helped if they weren't having to travel in just for an hour. Let's say that was a better programme for them. - *Curriculum lead for study programme at an independent learning provider*

We work a bit more closely with the learners… but over a shorter period of time, but they actually get more time with us during it. So rather than stretching it out over 20 weeks, we're condensing that down into 12 weeks, but they're actually going to get more time with us over a short period of time. So that's like where our focus has been. - *Maths tutor at an independent learning provider*

Smaller class sizes, enrichment activities and wraparound support encouraged engagement with learning and with the institution, as learners reported finding college welcoming and friendly. The independent training providers, who tended to work with learners who were studying vocational qualifications or level 2 maths and English, were notable in this respect. They thought that the increased wraparound and pastoral support the additional hours had made possible had been helpful in engaging learners from challenging or deprived backgrounds and who had found it difficult to reintegrate since being isolated during the pandemic. They felt that the additional hours funding was also contributing to better retention:

It's had an impact on our retention this year, definitely. The curriculum was reviewed, the same time last year. We review it from about May onwards, but the retention's increased. The achievement rates for our employability qualification have gone from 39% to the 60s. So that's had a huge increase. - *Operations Director at an independent learning provider*

Attendance improved at a further education college

An independent training provider emphasised the importance of attendance, and rewards learners with certificates and vouchers for maintaining 100% attendance. It was also promoted as being a valuable asset for future employment.

There has been a significant improvement in attendance since the introduction of additional hours, and staff believed that the wraparound support element of the additional hours provision had contributed to this improvement. Staff also reported improved punctuality among learners.

The provider reported 12-18% increases in attendance across their departments. Of particular note was the improved attendance in maths and English because these are subjects that learners are most likely to skip. The college reported that in the engineering department the year before the additional hours funding, attendance was around 60%, and this had increased to 95% over the past year. While it is not possible to conclude that this increase was a direct result of additional hours, it is an example of providers delivering additional hours seeing an improvement in attendance.

Progress and achievement

Outcomes in terms of progress and achievement differed between sixth forms and colleges offering primarily academic subjects and A-levels, and institutions providing vocational qualifications.

It was difficult for sixth forms to attribute academic attainment or achievement to the additional hours provision where there were already relatively high achievement rates, with the vast majority of learners achieving good results and progressing from A levels to university. There were exceptions to this though, including a grammar school which after increasing the teaching hours on their finance qualification had noticed an improvement in attainment rates compared with previous years. They had also seen an increased interest in the subject, with more learners now choosing to pursue the Finance Diploma in Year 13 and more applying for university finance courses.

> In terms of the finance qualification, now we get 2 sessions per week whereas before it was just 3 sessions over a fortnight. So, the extra hours have really enabled us to deliver the financial studies course as it's supposed to be delivered… I think it's also given learners a greater appreciation of the subject and that's demonstrated in more learners applying for finance university courses through UCAS. - *Head of Business Studies at a school sixth form*

They had also seen a trend of quicker completion of the Extended Project Qualification (EPQ), with more learners completing this in Year 12 and fewer having to finish it in Year 13.

FE colleges and independent training providers generally worked with learners who were on vocational and functional skills courses, and GCSE maths and English. They reported that since introducing the additional hours provision, their achievement rates had improved, particularly in maths and English, and they thought that the additional hours had assisted this. Additional hours allowed these institutions to increase attendance and improve quality of learning with smaller class sizes and more teaching resources for one-to-one support for learners who needed it, which had a positive effect on achievement. For example, a further education college that used the funding to deliver additional support for maths and English reported a higher number of learners progressing from level 1 to level 2 and also that those who attended support achieved higher GCSE grades in maths and English. A specialist college that reduced class sizes noted similar outcomes for their learners with high needs.

> Learners who attend the Success Centre achieved a higher grade in GCSE English and maths twice as much as their peers who didn't attend. - *Member of delivery staff at a further education college*

> That increased interaction and intervention enables more level 1 learners to move to level 2. And those hours on the timetable, those additional support hours are increasing that number of progression. - *Vice Principal of a further education college*

> Achievement rates, retention, and pass rates have gone up for maths and English…Attendance rates are going up as well; we're expecting to hit 95%...The small class sizes must have contributed to those improvements. - *Data analyst at an independent learning provider for learners with high needs*

> [There are] less people in a class. So it's more focus on your learning and less disruptions. - *Learner at an independent learning provider*

Case studies suggested that a major driver in these outcomes was having additional resources to avoid drop-out, particularly around assessments and exams. This allowed institutions to improve pass rates by providing support to learners who may have otherwise disengaged or not attended exams, with one college noting that 2021 to 2022 was the first year all of their English and maths learners attended their exams. Meanwhile, learners at an independent training provider reported receiving calls from the college offering additional tuition to finish their qualification. One college noted that:

> It allowed us to give a bit more specialist support to maybe learners
> who needed it from an English and maths point of view, preparing for
> the tests. So, the day before, obviously you've got extra time to
> actually run through things that they might be unsure on. -
> *Employability and English tutor at an independent learning provider*

Mental health and wellbeing

Many case study institutions reported that the additional hours funding had helped them to better support their learners' health and wellbeing in some way, whether they had used the funding to deliver wellbeing interventions or other forms of support.

Institutions that had introduced some specific support to tackle an increased need since the pandemic said how beneficial it had been to have an additional resource to refer their learners to, whether this was to a specific member of staff, to a telephone service or other paid-for partner-provided support.

A school sixth form that had recruited a new staff member with a specific mental health and wellbeing remit reported that they believed some learners would have dropped out of their studies altogether had it not been for the drop-in and bookable support that this mental health professional had provided. This demonstrates how the outcomes of additional hours are interlinked. Learners described this as a very positive resource to have in place, and referred to how this had helped one of their friends when they had been struggling:

> He was really struggling, and they didn't know there was someone
> here for them, but when they did go, they opened up and their
> academics got better, they started to feel better, and they are just a
> lot better now generally. - *Learner at a school sixth form*

One of the institutions based in a deprived area had a strong safeguarding focus in their use of additional hours funding, which had enabled them to provide more support on particular topics such as drugs, gangs, and county lines. The number of safeguarding reports had increased since enhancing the safeguarding provision. They saw this as a great success, as learners were now open to disclosing safeguarding concerns and asking for help. Provider staff reported that mental health issues had been seen previously as a "laugh" by the boys, but since the increased focus on mental health and student-centred interventions, they were now talking about it and asking for help when they needed it.

Institutions that had added more content to their PHSE reported that this had also had a positive effect on learners' wellbeing, due to an increased focus on these topics. Learners at one of the schools said that they had found the PHSE lessons very useful.

> There's a variety of PSHE sessions, some of which are quite informative on things like consent and things like that and some are more educational ones on topics you may not know about – there was one in politics I did recently… so yes they're good. - *Learner at a school sixth form*

> There was one on personal finances and I found that very useful and it's something that you won't learn in any subject you take. - *Learner at a school sixth form*

Other forms of support which did not directly target mental health and wellbeing also had positive effects on learners' wellbeing. Some of the institutions that had introduced supervised and directed study or similar programmes which contained elements of this also thought that it was having some effect on their learners' stress levels, and their mental health and wellbeing, which was echoed by some learners who reported that supervised study reduced stress around exams. Increased interaction between staff and learners during these sessions also allowed staff to identify learners in need of support. Enrichment support such as clubs also had an impact by helping learners to develop their social skills and confidence, and to make new friends and build a sense of community outside their education.

> I think [lunchtime clubs] have given them much more opportunity to socialise. So it's about those soft skills like resilience, confidence, communication. - *Principal of a specialist provider for learners with high needs*

> If you have problems a friend can help you, so that's why we do enrichment clubs, to make new friends. - *Learner at a further education college*

Confidence and preparation for post-18 transitions

Staff and learners at some institutions reflected that the additional hours provision had helped with confidence and preparation for post-18 transitions, whether this was going to university, or into more vocational routes. This was important in the wake of the pandemic which had negatively affected so many learners' confidence and had inhibited their social skills.

Several school sixth forms reported that the additional hours funding had provided an opportunity to better prepare their learners for university. This included introducing them to research skills such as selecting good quality evidence, using research databases such as JSTOR, and delivering presentations. It also included providing learners with

more activities to put on UCAS forms, as well as how to make an effective application, write a personal statement, and how to research about and plan visits to the universities that they were interested in applying to. This in turn had positively affected learners stress levels.

> It guided us to start researching the unis we might want to go to. So it was a good starting point to start thinking. - *Learner at a school sixth form*

> Of course, the next step is probably university those who want to go. And I feel like in that environment, you need to have good public speaking skills. And even though it's just like a small presentation, I feel like it does still develop. I feel like it's helpful and beneficial. - *Learner at a university technical college*

A college delivering vocational and practical qualifications as well as A levels also noted an improvement in learners' university applications and portfolios as a result of additional workshops which were delivered using the funding. Between 80% and 90% of their learners were accepted by their first choice of university.

As well as improving applications, additional hours also affected learners' confidence around their next steps. A specialist provider for learners with high needs and health conditions including autism, cerebral palsy and epilepsy reported that the additional hours funding had enabled them to enhance their enrichment provision and provide a wide range of opportunities for their learners including workshops, work experience, the college's first ever residential trip, and making and selling merchandise at local fairs. Staff said that they had needed to spend more time on pastoral support since the pandemic to help re-engage learners who had become very comfortable staying at home on their own. But once they had engaged with the provision at the college, they loved attending, and said that the staff and their friends at college felt "like a family". With the college's support some had been able to progress from living with their family to living independently. Some had obtained voluntary work positions, and a few had progressed into paid part-time work.

> I would say they grow up, mature, and they can just handle situations without it affecting their mental health as much and they can manage their own conditions. And travelling, that's a massive one, like the independent travel. And I think just the main thing is they believe that they can, some of them don't always come here believing that. And they all walk out thinking like, I've got a bright future ahead of me. -

Employability tutor at a specialist provider for learners with high needs

There's a lot to learn…. because I'm not really a confident person, so they're trying to push me to become more confident. But then that means getting to talk to people that you don't really know… I only did it yesterday, in the actual shop [on work experience], to talk to people as they walk in, because we have to give them a warm welcome. And a goodbye. Just to keep them all happy. - *Learner at a specialist provider for learners with high needs*

A university technical college where more than 80% of their learners progress to university also reported that their additional hours provision had increased learners' confidence, in particular through one of the tasks where learners had to conduct research and delivered a presentation to their peers.

It also pushes people out of their comfort zone, I guess, a nice way in the long run when you look back. Because for some people, public speaking isn't a strong point of something that they enjoy doing. But I think the fact that it's about something you enjoy kind of softens the blow a bit, because you should be knowledgeable about the thing. And I was just getting the courage to present it to people. - *Learner at a university technical college*

Learners developed more effective independent study skills

Institutions which had implemented supervised study reported that it had been beneficial, although the extent to which this was true seems to have varied by how actively learners were supported during these sessions. They appeared to work best when they were directed in some way, or if supervised study was part of a wider programme supporting their study skills, research skills and organisational skills.

It's helped them to better spend [time] productively during the day, in between their lessons. The kind of tasks that we give them at various points in the year really do help them navigate successfully through their journey in the sixth form, helping at various stages with their UCAS applications, settling into the sixth form, learning different revision skills ahead of their mock exams. - *Head of a school sixth form*

However, some institutions believed that just having protected time when learners had to study helped them to get into a routine of studying throughout the year rather than leaving it until close to their exams.

> I do think it has helped some of our learners to have that more organised time and to see other people working during their free periods. I think it's all about, as I said earlier, controlling their urges to be like sixth formers and just to sit and play on their phones and talk.
> *- Head of a school sixth form*

Some learners reported that they had applied the study skills they learned when revising for exams at home.

Work readiness

The additional hours funding had helped some institutions to enhance and enrich their provision to increase the work readiness of their learners. Some had been able to increase the number of work placements for their learners; an independent training provider reported that work experience participation had increased significantly, from 8% to 96%. Another provider reported that as they had been able to pay for more staff time to arrange work placements, they were providing more and making sure that they were of a really good quality for their learners. Both institutions said that before the additional hours funding their teaching staff did not have sufficient time to organise work placements and all that this entails, to the extent that they did with the funding in place.

> Every young person who's ready for a work placement, we've made sure that 78% of the traineeships have been out on placement on time and 70% of the employability [study programme]. So that's really high stats from that team and that's because we've been able to invest in an extra team member. So that quickness of getting younger people the work experience needed and we've been able to increase the placements. *- Operations Director at an independent learning provider*

A college which had delivered work experience and volunteering placements using the funding said that this had improved learners CVs.

Outcomes for staff, institutions and the local area

Institution survey findings

The institution survey explored whether the additional hours programme had an unintended negative affect on the ability for institutions to focus on other delivery priorities. It aimed to provide information on whether the policy could have unintended negative consequences for institutions. Close to 1 in 5 (17%) institutions reported that the delivery of additional hours had affected other priorities in the institution. Among this group, over half (55%) said it had reduced focus on delivery of some other priorities, 2 in 5 (42%) said that it had changed how they were delivering some other priorities and 1 in 5 (21%) said that it had stopped them from delivering some other priorities. By contrast, close to 1 in 5 (17%) reported that it has helped them to deliver some other priorities.

Case study findings

Case studies explored the broader outcomes of additional hours on staff, institutions, and local areas.

Staff outcomes

A number of positive staff outcomes were identified through the case studies. Where institutions had used the funding to deliver additional study skills, wellbeing support, or employability support, this led to less pressure on curriculum staff to be responsible for these forms of support alongside subject teaching. Staff at institutions delivering additional qualification activities felt that the quality of their offer improved as they had more time to cover the curriculum and deliver high quality teaching. Enrichment activities had a particularly positive effect on staff. These staff members described increased job satisfaction and wellbeing from developing their skills beyond subject teaching, and from building rapport with learners by doing activities not related to exams and assessments.

> [Enrichment teaching] is a favourite part of my week. It's been fantastic for my wellbeing because I'm doing something that I love doing anyway, which is cooking, and I get to do it with young people all enthusiastic about it and they haven't got the pressures of […] being assessed to pass the qualification. - *Director of Student Services at a further education college*

> [Enrichment activities are] a good way of interacting with them without having to ask them to do anything and you're just seeing them as a student that's turned up to do what they want to do. So that can build rapport. They know you on a slightly more comfortable level rather than just in that classroom role. - *Member of delivery staff at a further education college*

Some staff were initially wary that the additional hours would lead to an increased workload, but in most cases, this was not their experience. However, the specialist college who used the funding to reduce class sizes did face additional staffing pressures as they struggled to recruit new teachers to account for the extra classes they were delivering. It is important to note that this was the only negative effect on staff mentioned across the case studies, and other staff at other institutions with reduced class sizes spoke positively about being able to give learners more attention in smaller classes.

Outcomes for institutions

Additional hours funding has also had positive outcomes for institutions. Despite initial concerns that a fuller timetable would make institutions less attractive, there were many examples of additional hours creating a more enticing offer to prospective learners. One college received positive feedback from visitors about the wide variety of activities they offered, and a school said that they would use their programme of activities supporting post-18 transitions as a selling point for learners.

> Now we can articulate it and sell it as a unique offer, we have something that's really bespoke, but it's the same for all learners, regardless of if they're doing BTECs or if they're doing maths, further maths and STEM subjects. *- Head of a school sixth form*

Having the opportunity to deliver new activities and try new things has also given some institutions more confidence in experimenting with their provision in the future.

Outcomes for local communities

Most institutions found it difficult to speak to the outcomes of additional hours on the local community, especially as interviews were conducted prior to seeing the final outcomes for their learners. However, a large further education college based in a deprived urban area reported that their additional hours provision will have a positive effect on the local labour market. Their provision tackled low levels of maths and English qualifications among their learners and built links between curriculum areas and local employers. This has helped reduce intergenerational challenges with maths and English and helped to ensure that learners have skills needed by local employers.

Future plans and lessons learned

Changes to delivery of additional hours between year 1 and year 2

The research explored what, if any, changes institutions made to their additional hours delivery between 2022 to 2023 and 2023 to 2024. It captured lessons learned during the first year of delivery and how institutions have changed and improved delivery of the programme.

Institution survey findings

The institution survey ran during the 2023 summer break, so captured institutions' planned changes to provision for the 2023 to 2024 academic year. The planned pattern of provision for 2023 to 2024 closely reflected that for 2022 to 2023, with 61% planning to use additional hours for qualification activities, and 88% planning to use them for non-qualification activities (Figure 22).

Figure 22: Activities planned for 2023 to 2024 using additional hours compared with activities currently using additional hours (2022 to 2023) (all respondents, %)
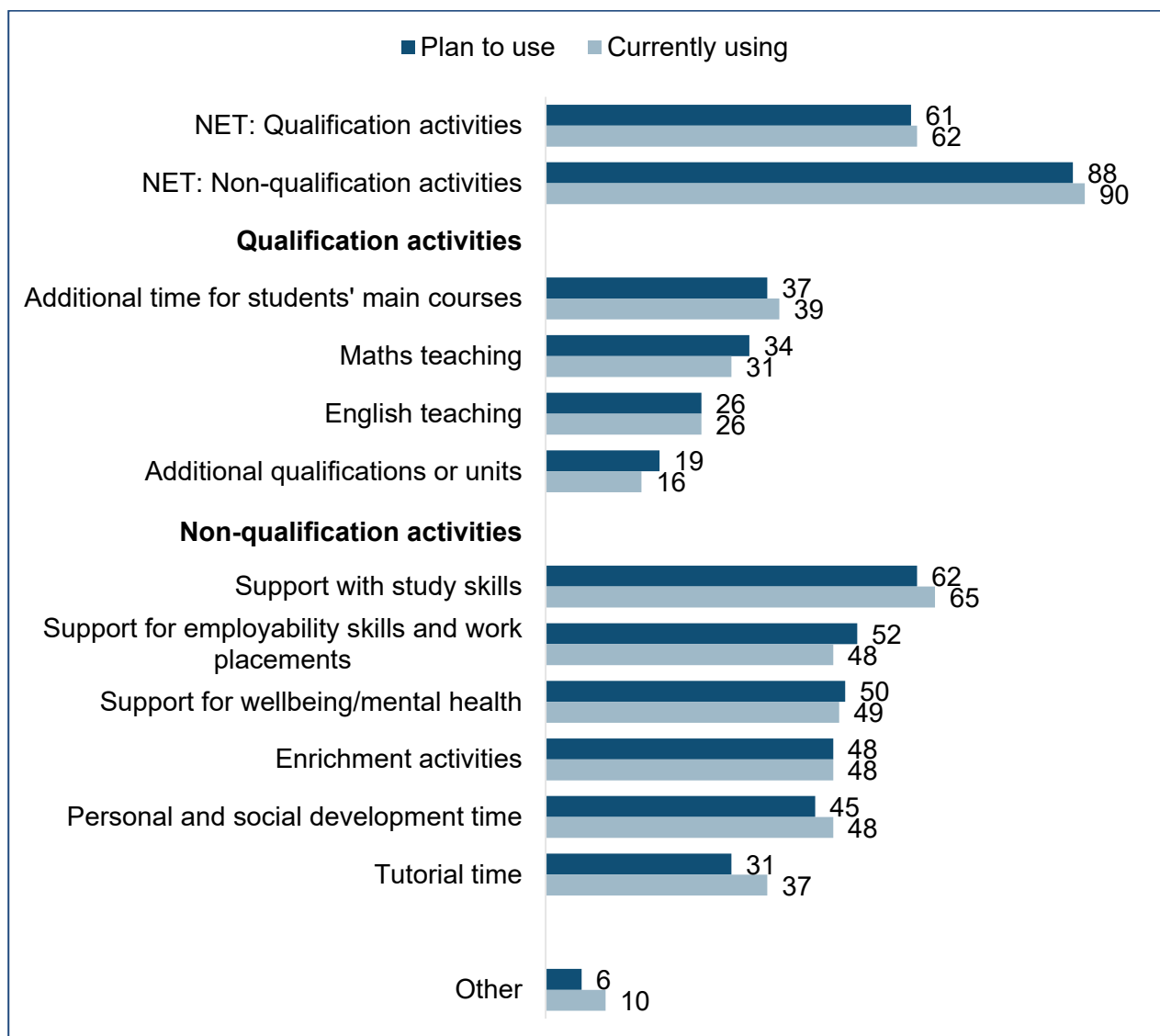
Where institutions indicated an intention to change the way additional hours were used, the reasons for this were disparate and no reasons were more prevalent than others. Some institutions planned to alter delivery due to changes in resources such as the availability of staff and funding, or new resources becoming available. Other institutions' priorities changed, or they felt they could better meet the needs of their students or improve outcomes by using the hours differently. This included deciding to introduce a new programme or to focus on different areas of delivery such as enrichment, personal development, mental health, or employability. Finally, some institutions planned to make changes based on their experience of the previous year, or staff or student feedback.

Case study findings

Most of the case study visits took place in the second year of the funding. Staff reflected on some of the negative reactions that they had received initially from the Year 13 learners that had received the additional hours activities for the first time in Year 13. These learners noticed the changes in their timetable more than those that experienced additional hours for the first time in Year 12. Once additional activities had been embedded into timetables, staff had fewer complaints from learners. Some found that making the additional hours either explicitly linked to their curriculum or made appealing by being based on hobbies was a way to get the most buy-in from learners.

Some case study institutions described changes in their programmes from year 1 to year 2 of delivery that had been made to take into account feedback from learners and staff. For example, in a school sixth form that had initially focused their new additional hours funded programme on academic skills and preparation for university, staff revised the programme in the second year to ensure that it was also explicitly providing skills for learners that intended to go to work or into apprenticeships. This included presentation skills that would be useful for pitching to clients or making first impressions with potential clients.

> We tried to diversify the curriculum a little bit to make it not just about next steps for university, but next steps all round. And then we ended up doing a session on handshakes and on how to introduce yourself and first impressions… We really diversified it. - *Head of Department at a school sixth form*

Future plans

Case study findings

Case study institutions would like to continue to deliver their additional hours activities. Across the board institutions reported positive outcomes and many felt that the funding allowed them to deliver essential activities that their learners needed. However, institutions said that without the additional hours funding continuing, they would struggle to maintain delivery at the current level and volume. Some said they would try to maintain as much of it as they could, given the high needs of some of their learners, and some would look for different funding streams or reduce other forms of provision to continue delivery. However, most thought that without the additional hours funding the increased provision would have to cease.

> If they cut the funding, then we'll have to consider the provision. If they maintain the funding as it currently is then we will maintain the

provision. But if they ask us to increase the provision beyond what we're currently doing then there's very little scope…. We'd probably push back if there [were] any further requirements on us. - *Headteacher of a school sixth form*

Lessons learned

Institution survey findings

When asked what improvements they would like to see to additional hours, many did not put forward a suggestion, and a few reported that no changes were needed as they were happy with the policy (Figure 23). Institutions who did suggest improvements mostly suggested increased funding, increased flexibility, or more examples of how other institutions were delivering additional hours. Other improvements were suggested by a smaller number of institutions. These included changes to the guidance such as DfE providing a clearer steer, relaxing the guidance or putting a greater focus on mental health and wellbeing. Some also suggested that additional hours funding should remain in place for future years to assist planning.

Case study findings

Reflecting survey findings, the main improvement that institutions would like to see to additional hours was an increase in funding. Many felt that 40 hours was not enough to create transformative change or produce major outcomes, particularly for learners with high needs. Interviewees also felt that the existing funding was not sufficient to maximise the 40 hours as it did not allow them to address barriers around physical space and a lack of resources, included staffing.

Institutions also raised improvements needed to the policy and guidance as outlined in the section on the ESFA guidance and in the institution survey findings. This included the rationale for making institutions increase their hours regardless of how many additional hours above 580 they had already been providing. Some institutions would have preferred the policy to require institutions to deliver 580 hours, rather than an additional 40 hours regardless of baseline delivery.

> It's my understanding that all schools have to increase irrespective of whether they were above the 540 hours [prior to the policy]. There's some variation across centres so I'm just intrigued about the rationale. *- Deputy Headteacher of a school sixth form*

> A recognition that if you're already providing above what's expected at a cost to the school, that you would still get the additional funding but not necessarily have to increase the hours more. *- Headteacher of a school sixth form*

In terms of the lessons learned regarding specifics of their provision, all of the case study institutions thought that their additional hours delivery had gone well overall and that it had been beneficial to learners and also to many staff. Some said that being reflexive in their approach, and taking feedback from learners into account as they went along had been important in maximising the outcomes of the additional provision. Being able to tweak and adapt their exact approach as they had gone along was important in tailoring the provision both to the institutional context but also to the specific needs of their cohorts as a whole, and individually. The scope to increase contact time between staff and learners, a feature of every provider's additional hours provision albeit by a range of different methods, was thought to have been valuable in improving either learner engagement, learner outcomes, or both.

Factors driving outcomes

To further add to the understanding of factors that drive the outcomes that have been discussed, the research team used qualitative comparative analysis (QCA) to look for different causal pathways or 'recipes' that lead to outcomes. Detail on the QCA approach can be found in the appendix.

The concept underlying the additional hours policy is that more time in learning will lead to better outcomes. DfE anticipated short-term outcomes that included improved attendance/reduced drop-out, attainment and qualification achievement, plus longer-term outcomes that included progression into further study. The QCA looked at 4 different outcomes, based on the data gathered from the case studies:

- perceptions of **confidence** and reduced anxiety in self, subject and exams, based on staff and student feedback

- perceptions of **capability** in exams and subject knowledge, based on staff and student feedback

- staff perception of **attendance** - the extent to which additional hours provision improved attendance across the board

- student **engagement**, based on data from student focus groups

Several different models were built using different combinations of the factors that had been identified for inclusion in the analysis:

- provider type – selecting either FEC, sixth form (including school sixth forms and sixth form colleges), or other provider type (incorporating specialist providers and independent training providers)

- deprivation – based on the index of multiple deprivation (IMD), POLAR4 quintiles,[8] and qualitative evidence from the case studies (scored zero (affluent area and cohort), to 1 (deprived area and cohort))

- main focus of the funding – indicating whether the institution focused on qualification activities only, non-qualification activities or a mix of qualification and non-qualification activities

- activities covered by the funding – each institution was coded as to whether they did or did not deliver the main activities of interest: additional study skills, wellbeing support, general provision, maths and English (this was combined as all institutions that delivered one also delivered the other), enrichment activities and employability activities

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[8] Participation of local area (POLAR) classifies area according to the young participation rate in higher education.

- institution-level barriers relating to what was delivered or the effectiveness of delivery: 5 barriers were commonly occurring across the case studies; each institution was given a score depending on how many of these barriers were an issue for them, and the score calibrated into a scale – zero meaning no barriers to delivery reported, to 1, meaning 5 barriers reported

- planned additional hours – given the nuances of calculating the delivered hours as identified in the feasibility study,[9] the analysis used the planned increase in hours as provided to DfE by institutions

The next section will present the different causal pathways for each of the outcomes; following this a discussion of the findings from these casual pathways is given.

Causal pathways

This section presents the causal pathways that led to positive results for each of the four outcome measures. QCA provides a score for coverage and a score for consistency. The coverage score indicates the proportion of cases for which the causal configuration is valid, and the consistency score refers to the percentage of causal configurations which result in the same value. For both, a score of over 0.75 is preferred.[10] None of the configurations for the outcomes presented below have a coverage score of over 0.75, and therefore all should be treated with caution. They do however support the findings from the case studies and give further explanation as to the combination of factors that influence student engagement, capability and confidence as outcomes of the policy.

Engagement

The student engagement measure explored what conditions were associated with achieving learner engagement with additional hours activities. The parsimonious solution (most logically simple) for achieving student engagement with additional hours activities contained seven causal pathways. Overall, the solutions had a coverage score of 0.47 and consistency score of 1. The pathways are described below, starting with those that were highest scoring.

Learner engagement with additional hours activities was achieved (coverage 0.09, consistency 1) where the following conditions were met:

- not being a further education college

- not serving a deprived area

[9] Research and analysis: Additional hours evaluation
[10] Legewie, N. (2013). An Introduction to Applied Data Analysis with Qualitative Comparative Analysis. Forum Qualitative Sozialforschung Forum: Qualitative Social Research, 14(3). https://doi.org/10.17169/fqs-14.3.1961

- delivering a mix of qualification and non-qualification activities including delivering study skills, wellbeing, enrichment and employability

- not facing any particular barriers in delivery of additional hours

- having planned additional delivery of on average over 40 hours per student at an institution level

Learner engagement with additional hours activities was achieved (coverage 0.08, consistency 1) where the following conditions were met:

- not being a further education college

- not serving a deprived area

- delivering qualification activities only, including study skills,

- not facing any particular barriers in delivery of additional hour,

- not having planned additional delivery of over 40 hours at an institution level

Learner engagement with additional hours activities was achieved (coverage 0.08, consistency 1) where the following conditions were met:

- not being a further education college

- not serving a deprived area

- delivering a mix of qualification and non-qualification activities, including study skills and employability support

- not facing any particular barriers in delivery of additional hours

- having planned additional delivery of over 40 hours at an institution level

Learner engagement with additional hours activities was achieved (coverage 0.06, consistency 1) where the following conditions were met:

- being a further education college

- not serving a deprived area

- delivering a mix of qualification and non-qualification activities, including study skills, general provision, maths and English and employability support

- not facing any particular barriers in delivery of additional hours

- having planned additional delivery of over 40 hours at an institution level

Learner engagement with additional hours activities was achieved (coverage 0.06, consistency 1) where the following conditions were met:

- being a further education college

- serving a deprived area

- delivering a mix of qualification and non-qualification activities, including wellbeing, general provision, maths and English and employability support
- not facing any particular barriers in delivery of additional hours
- having planned additional delivery of over 40 hours at an institution level

Learner engagement with additional hours activities was achieved (coverage 0.06, consistency 1) where the following conditions were met:

- not being a further education college
- serving a deprived area
- delivering a mix of qualification and non-qualification activities, including wellbeing, general provision, maths and English, enrichment and employability support
- not facing any particular barriers in delivery of additional hours
- having planned additional delivery of over 40 hours at an institution level

Learner engagement with additional hours activities was achieved (coverage 0.06, consistency 1) where the following conditions were met:

- being a further education college
- serving a deprived area
- delivering a mix of qualification and non-qualification activities including study skills, wellbeing, general provision, maths and English, enrichment and employability support
- not facing any particular barriers in delivery of additional hours
- not planning additional delivery of over 40 hours at an institution level

Capability

The QCA explored what conditions were associated with additional hours having a either a minor or major impact on student capability in exams and subject knowledge. The parsimonious solution for capability contained one causal pathway. The pathway is as follows:

There was a major or minor an increase in learner capability (coverage 0.01, consistency 1) where the following conditions were met:

- being a further education college
- serving a deprived area

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- delivering a mix of qualification and non-qualification activities including all of the identified common activities

- not facing any particular barriers in delivery of additional hours

- having planned additional delivery of less than 40 hours at an institution level

Confidence

The QCA explored what conditions were associated with additional hours having a either a minor or major impact on student confidence in themselves, their subject and exams. The parsimonious solution for confidence contained one causal pathway. The pathway is:

There was a major or minor an increase in learner confidence (coverage 0.08, consistency 1) where the following conditions were met:

- being a further education college

- serving a deprived area

- delivering a mix of qualification and non-qualification activities, including all of the identified common activities

- not facing any particular barriers in delivery of additional hours

- having planned additional delivery of less than 40 hours at an institution level

Discussion of causal pathway findings

The QCA analysis illustrates that the use of additional hours funding is associated with positive outcomes (confidence, capability, engagement, and attendance) and influenced by differing factors for different institution types.

The causal pathways with the highest degree of consistency and coverage were those relating to the student engagement outcome measure. Within this, the highest scoring combination covered institutions that are not further education colleges, and which do not serve a deprived area; this therefore refers to sixth forms and sixth form colleges in the main (although it also covers specialist and other provider types), in areas that are not deprived and have good rates of progression to higher education. As common in many of the causal pathways, this combination refers to institutions that deliver a mix of qualification and non-qualification activities and more specifically, that deliver additional study skills, wellbeing, enrichment and employability support. In the case studies this could be seen where there was no identified need for targeted additional hours for main subjects but where the additional hours were able to be distributed across Years 12 and 13 in a more holistic way. This causal pathway also indicates that a lack of reported barriers to implementation and delivery was also part of the recipe leading to higher reported student engagement.

None of the tested factors were found to be necessary to achieve any of the policy outcomes measured. Many of the causal pathways feature "no barriers to implementation of the policy"; this was described in case studies as having rooms and appropriate spaces, hubs or libraries to use for additional hours activities. Staff support and flexibility was also seen in these case studies, as shown in the example of staff using lunchtimes to run clubs for students.

It should be noted that inclusion in a recipe or causal pathway does not imply that a factor is binary – while having "no barriers to implementation" was common, it does not mean that reporting barriers to implementation would mean that positive outcomes would not be seen: it is the combination of factors that is important. The analysis illustrates that for each outcome, it is not only one factor that is effective in creating the outcome – different recipes work effectively in different contexts.

Other factors were included and tested in different iterations, but none provided better-scoring recipes than the ones given above. Other potentially relevant factors that have been included in the report were not recorded consistently enough across all of the case studies to be included. Their lack of inclusion does not take away from their importance in the discussion and they remain important in understanding the range of experiences that institutions had in delivering additional hours.

Conclusions

Overall, participants involved in the evaluation believed that providing additional support for learners in 16 to 19 education following the COVID-19 pandemic was essential. Staff and learners reported that during the pandemic learning was disrupted in multiple ways. Students faced challenges from lost learning, the return to face-to-face teaching, under-developed study skills, and a need for exam preparation. They also had limited social skills, and a lack of confidence and anxiety, and these issues were particularly pronounced among high needs learners.

The additional hours policy was perceived by institutions to be an effective way of providing them with additional resources to support learners with these challenges. The funding allowed institutions to provide a range of tailored support which was essential to their learners, and which had positive outcomes on a range of measures. The flexibility of the funding allowed institutions to provide support that was most appropriate for their settings and the needs of their learners.

However, some staff members noted that 40 hours of additional hours was not sufficient to see major transformative changes, and those institutions facing constraints in terms of physical space and internal resources felt it was not possible to use the funding as effectively as possible. Furthermore, findings suggest that the policy was most effective in general further education colleges, where particularly strong perceived effects were reported in terms of supporting students to recover from COVID-19 disruption, and improving maths and English attainment. Many sixth forms, delivering predominantly A level provision, faced timetabling constraints on what they could provide, and specialist colleges for high needs learners felt that the guidance supplied by the DfE was hard to translate to their settings.

The additional hours feasibility for impact study suggests that many institutions were not delivering an average of 40 additional hours per student at an institution level. This does not necessarily indicate non-compliance with the policy, as the policy allowed for flexibilities which enabled institutions to be compliant with the policy without reaching an average increase of 40 additional hours. This IPE may help to explain why some institutions did not deliver this average of 40 hours, although it is important to note that the IPE findings are based on a small sample relative to the number of institutions receiving additional hours funding. Firstly, some institutions used the funding to enhance their general provision, rather than delivering discrete activities. This made it difficult to record how they were using the hours. Furthermore, those institutions already delivering more than 580 hours prior to the additional hours policy found it difficult to deliver an additional 40 hours due to constraints around timetabling, space and internal resources. Finally, specialist colleges for high needs learners reported that delivering more hours was not necessarily suitable for their learners, and so focused on providing additional contact time, for example through smaller class sizes with lower student to staff ratios

and lunchtime clubs. The diversity of delivery methods and contexts makes it hard to identify compliance with the policy, and an impact evaluation has not been recommended for this reason, among other factors.

Use of additional hours

Institutions commonly used the additional hours funding to deliver non-qualification activities, and institutions that used the funding to deliver additional qualification activities commonly also delivered non-qualification activities alongside this. Institutions found it more difficult to provide qualification activities due to constraints related to timetables, physical space and staff resources. Non-qualification activities were used to support learners with a range of issues, including study and exam skills, confidence, social skills and difficulties engaging in face-to-face learning.

Support for study skills was the most common activity provided, followed by enrichment activities (including clubs, volunteering, and non-subject learning), support for mental health and wellbeing, personal and social development activities, and employability support (including careers carousels, employer visits and work experience). Qualification activities typically involved additional maths and English, and additional hours for learners' main courses. Institutions tended to provide universal support rather than targeting particular forms of support to specific learners, and support for high needs learners followed overall patterns of delivery.

Case studies suggested that in general institutions were using the funding to deliver essential activities that they wanted to offer their learners regardless of the additional funding, rather than activities they felt were supplementary to their core provision. Nevertheless, most reported that they would not be able to continue this delivery if the additional hours funding ended.

Decision making

Decision making around the use of additional hours funding was typically incorporated into institutions' standard decision-making processes and so sat with senior leadership teams. Institutions consulted the guidance and made strategic decisions based on student needs following the pandemic, as well as pragmatic decisions around internal resources. Those with limited internal resources, full timetables or issues with physical space were more likely to make pragmatic decisions, often delivering study skills support for these reasons.

Institutions used a range of data sources to inform decision making, particularly knowledge of what works from delivering past interventions. The ESFA guidance was commonly used and most felt it was useful. Many senior staff members gave positive

feedback on the flexible nature of the guidance which made it simple to use and allowed them to implement effective support for their learners. However, some institutions, especially those with high needs learners or those already delivering a high number of hours, felt that the guidance was not relevant to their context, and therefore experienced the flexibility as a lack of direction. Providing clearer examples of how the funding could be used and case study examples from a range of provider types would have improved the guidance for these institutions. Colleges delivering only to learners aged 16 and above found the guidance more helpful than sixth form colleges, potentially due to sixth forms being more likely to deliver a high number of hours or full timetables.

Delivery of additional hours

Additional hours activities were mostly delivered by existing staff within their current contracted hours, and mostly by teaching staff, especially for qualification activities. However, there were some examples of institutions hiring new staff members to deliver study skills, enrichment activities and other forms of support. Working with partners was relatively uncommon as institutions felt able to deliver the policy effectively using internal resources. Where institutions did work with external partners this was mostly to deliver support for health and wellbeing, primarily using existing partners rather than forming new relationships.

The main challenges to delivering additional hours were internal resourcing constraints on timetables, staffing, space, and materials although recruitment of additional staff was particularly an issue in post-16 institutions. Some staff reported that the funding was not sufficient to overcome these issues, so they had to work within the resources constraints they faced. These challenges affected what institutions were able to deliver and many would have liked to use the funding for both qualification and non-qualification activities but could not deliver this due to a lack of internal resources.

Some institutions also reported initial pushback to increased timetabled hours among learners. This was mostly resolved in the final year of delivery as new learners had not experienced the lower hours before the policy and those in later years of 16 to 19 education had got used to their new timetables and saw the benefits. Most learners reported no barriers to attending their institutions, although a minority raised the cost of travel or interference with part-time work as issues. Learners also felt more positively about their timetable when it was condensed, or where less engaging activities took place on the same day as lessons or the support with which they were fully engaged.

Outcomes

Staff and learners reported that the policy had positive outcomes for learners, with very few seeing negative effects. Overall, the additional hours policy was viewed as fairly

helpful in supporting learners to recover from the disruption of the COVID-19 pandemic, particularly among post-16 institutions. Institutions were particularly likely to believe that additional hours had a positive effect on student outcomes in terms of progress, attainment, engagement, and mental health/wellbeing. This was echoed by learners who felt that their institutions had been most helpful in terms of supporting their academic performance, progress into further study or employment, attendance, and motivation to stay on their course. Case studies suggested that improved attainment was particularly strong where the funding was used to support learners studying maths and English.

Overall, both the survey data and the case study interviews suggest that regardless of what activities were delivered, providing learners with the additional hours led to perceived improvements in learners' confidence, wellbeing and engagement, and so the additional hours were also perceived to be leading to positive outcomes in terms of learners' education, mental health, social skills and next steps.

The policy was also leading to some positive outcomes for staff and institutions. Some staff members reported improved wellbeing related to reduced pressure, more time to interact with learners, and increased job satisfaction. In some cases, additional hours activities become a selling point for potential learners and the policy created an opportunity to experiment with new provision, which improved institutions' confidence to innovate in the future.

The QCA analysis illustrates that the use of additional hours funding is associated with positive outcomes in terms of learner confidence, capability and engagement. The analysis shows that these outcomes are influenced by differing factors for different institution types. Across all outcomes and institution types having no specific barriers to the delivery of additional hours was associated with positive outcomes for learners. Sixth form colleges in affluent areas who had not identified a need for targeted additional subject teaching and used additional hours in a more holistic way achieved learner engagement with additional hours activities. Increased confidence and capability were achieved by further education colleges in deprived areas who were likely to have seen lower baseline levels of confidence and capability among their learners. QCA analysis was used to identify combinations of factors that led to outcomes, and these findings do not mean that positive outcomes were not achieved in other settings.

Future plans

Most institutions wanted to maintain delivery of activities they had introduced using the funding. While most institutions delivered activities that were part of their core offer to learners, most also felt they would be unable to continue these activities without the funding.

Appendix 1: Survey sampling error and weighting

Survey samples are subject to standard sampling error, based on the number of interviews undertaken. This means that the sample reports a result which falls within a range of what could be expected if the whole population was asked. This is calculated to a confidence level, most commonly at 95%. For example, based on an overall sample size of 2,154, a reported statistic of 50% would be subject to a standard sampling error of +/-2.1%. Thus, if all schools were asked, we would be 95% confident that the reported statistic would fall within a range of 47.9% to 52.1%.

The size of the sampling error is at its maximum for a reported statistic of 50%. Reported statistics closer to 0% or 100% would have a smaller sampling error.

When looking at sub-groups within a sample this confidence interval increases. So for example, when looking at a sub-group like, for example, secondary maintained schools (with a base size of 168 interviews in this study) statistical confidence is reduced further still (to around +/-7.6% in this case).

To give an indication of the effect of sample size on statistical reliability:

- a sample size of 100 would have a confidence interval of +/-9.8%

- a sample size of 500 would have a confidence interval of +/-4.4%

- a sample size of 1,000 would have a confidence interval of +/-3.1%

Formula for standard error at 95% level of confidence

The formula for calculating the standard error associated with a percentage based on a given sample is as follows:

- confidence interval = 1.96 * Ö(x * (1 – x)/y)

- where x = percentage and y = sample base

When results are compared between different sub-groups within a sample, differences may be observed. These differences may be genuine, or they may occur by chance, because not everyone in the population has been surveyed. To test whether the difference is genuine – that is, if it is statistically significant – we again use the sample size, the percentage giving a particular response, and the chosen degree of confidence. If we assume a confidence level of 95%, the difference between the results of two different sub-groups must be greater than the values given below to be a "genuine" difference.

Table 19: Sample size and statistically significant differences

Sample size of sub-groups to be compared	Size of difference required for significance at or near these percentage levels	Size of difference required for significance at or near these percentage levels	Size of difference required for significance at or near these percentage levels
-	**10% OR 90%**	**30% OR 70%**	**50%**
-	**+/-**	**+/-**	**+/-**
100 AND 100	7	13	14
100 AND 200	7	11	12
100 AND 250	7	11	12
200 AND 200	7	10	11
250 AND 400	5	7	8
100 AND 400	6	9	10
200 AND 400	5	8	9
500 AND 500	4	6	6

The larger the sample, the smaller the size of the standard error. In order to ensure the reliability of a statistic based on an important sub-sample it is sometimes necessary to include a disproportionately high number of respondents in that sub-sample in the survey (over-sampling) at the expense of another sub-sample which is more widely represented in the population (and thus well represented in the sample). When sampling some groups disproportionately to their share of the population it is advisable to adjust the sample profile to bring it back in line with the population profile when reporting the data. This is so the sub-sample that is overrepresented in the data does not bias the findings in favour of this overrepresented sub-sample. This is termed 'weighting'.

Weighting the data

A sample is more likely to reliably reflect the views of the wider population if the sample profile reflects that of the wider population, but this may not be the case due to more difficulty in reaching people in certain sub-groups, or lower response rates due to lack of engagement in the subject matter (for example). In both these cases, where important sub-samples are under- or overrepresented in the sample, the sample profile can be adjusted to reflect that of the overall population, thus ensuring it is representative of the views of that population.

This process is known as 'weighting' the data. In order to weight data a reliable population data source is necessary, and for the survey, each element of the quantitative survey was weighted using DfE data sources.

The tables that follow show the population and sample profiles on which the weighting calculations were based, together with the weighting factors that were applied.

The maximum weighting factor applied is 2.69.

Table 20: Population profile by institution type and region (population % distribution by GOR and institution type)

Region	Academies	Colleges	Free Schools	Independent schools	LA maintained schools	Other types	Special schools	Universities	Total
East Midlands	7.6%	0.5%	0.0%	0.0%	0.6%	0.2%	0.1%	0.0%	9.33%
East of England	9.0%	0.9%	0.9%	0.0%	0.0%	0.2%	0.0%	0.0%	11.31%
London	10.6%	1.3%	2.3%	0.1%	4.4%	0.6%	0.0%	0.0%	18.70%
North East	2.7%	0.6%	0.0%	0.0%	0.5%	0.3%	0.0%	0.0%	4.19%
North West	5.2%	1.6%	0.9%	0.0%	1.9%	0.9%	0.0%	0.0%	10.48%
South East	10.8%	1.3%	0.8%	0.0%	2.3%	0.8%	0.0%	0.0%	16.27%
South West	6.7%	0.9%	0.7%	0.0%	1.0%	0.7%	0.0%	0.0%	9.83%
West Midlands	8.8%	1.0%	0.8%	0.0%	1.0%	0.5%	0.1%	0.0%	11.85%
Yorkshire and the Humber	4.8%	1.0%	0.6%	0.0%	1.3%	0.0%	0.0%	0.0%	8.04%
Total	63.7%	8.6%	7.4%	0.2%	13.3%	4.5%	1.8%	0.7%	100%

Table 21: Sample profile by institution type and region (sample % distribution by GOR and institution type)

Region	Academies	Colleges	Free Schools	Independent schools	LA maintained schools	Other types	Special schools	Universities	Total
East Midlands	2.92%	1.62%	0.00%	0.00%	0.32%	1.30%	0.32%	0.00%	6.49%
East of England	11.04%	2.27%	0.32%	0.00%	0.00%	0.32%	0.00%	0.32%	14.29%
London	6.49%	2.60%	1.62%	0.32%	2.27%	1.30%	0.00%	0.00%	14.61%
North East	1.95%	0.97%	0.00%	0.00%	0.97%	0.97%	0.00%	0.00%	4.87%
North West	4.22%	5.19%	0.32%	0.00%	1.62%	2.27%	0.00%	0.00%	13.64%
South East	7.14%	1.95%	0.65%	0.00%	1.95%	3.25%	0.00%	0.00%	14.94%
South West	6.82%	1.30%	0.32%	0.00%	1.30%	1.62%	0.00%	0.00%	11.36%
West Midlands	6.17%	1.62%	1.30%	0.00%	0.97%	0.65%	0.32%	0.00%	11.04%
Yorkshire and the Humber	3.90%	2.60%	0.97%	0.00%	0.97%	0.00%	0.00%	0.32%	8.77%
Total	50.7%	20.1%	5.5%	0.3%	10.4%	11.7%	0.7%	0.7%	100%

Table 22: Weighting factors (where % = more than 0 in each case then population % divided by sample %)

Region	Academies	Colleges	Free Schools	Independent schools	LA maintained schools	Other types	Special schools	Universities
East Midlands	2.61	0.32	0.00	0.00	1.83	0.15	0.37	0.00
East of England	0.81	0.38	2.69	0.00	0.00	0.49	0.00	0.12
London	1.63	0.49	1.39	0.37	1.94	0.49	0.00	0.00
North East	1.41	0.57	0.00	0.00	0.53	0.33	0.00	0.00
North West	1.23	0.31	2.69	0.00	1.17	0.40	0.00	0.00
South East	1.52	0.67	1.28	0.00	1.20	0.26	0.00	0.00
South West	0.98	0.67	2.20	0.00	0.76	0.44	0.00	0.00
West Midlands	1.43	0.59	0.64	0.00	1.02	0.79	0.24	0.00
Yorkshire and the Humber	1.23	0.38	0.65	0.00	1.34	0.00	0.00	0.12

Appendix 2: Qualitative comparative analysis (QCA)

Qualitative comparative analysis (QCA) has been used in this study to identify the causal combination(s) of factors that are associated with positive outcomes for students who have been studying with institutions that have received additional hours funding.

The sets of factors (known as sets) included in the analysis represent characteristics of the case study institutions that (in theory) should affect the identified outcomes. These were developed following case study analysis of the data collected from the institutions including staff and student interviews and administrative data.

QCA is based on mathematical 'set theory'. QCA takes a set of cases and uses software to systematically compare data collected from the cases to identify the causal combination(s) of factors in each case that bring about a specified outcome. QCA can be particularly useful when researching complex, dynamic systems with lots of points of interaction, and when trying to understand how the same outcome might be achieved from several starting points, and via multiple mechanisms. The analysis results in the identification of necessary and sufficient conditions for an outcome to occur. Necessary conditions are those factors that are always present where a particular outcome is observed, while sufficient conditions are factors that are observed across some cases, but not all. QCA is therefore well-suited for trying to better understand the complexity in education institutions.

All case study institutions were included in the QCA analysis, with each institution representing one case. Within the analysis different outcome measures were tested. Outcomes were defined by feedback from staff and students provided during case studies rather than administrative data due to data on attainment and progression not yet being available. The theory of change for the additional hours policy, as discussed in the feasibility study,[11] plus discussion with policymakers, identified that there are a number of potential outcomes for the policy. Some of these are longer-term outcomes such as higher attainment in qualifications and progression into HE, which are not possible to get from the data in the timeframe of this research. Therefore, the outcome measures were derived from the case study data. The analysis also relied on data pertaining to planned delivery of the 40 additional hours, due to limitations in the available administrative data on hours delivered by institutions.

Defining the sets

While QCA offers a systematic, structured way of analysing data, it is not objective, and requires the researcher to make assumptions, setting out and defining a series of "sets"

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[11] Research and analysis: Additional hours evaluation

which represent factors (or characteristics) that (in theory) affect the chosen outcome. Each set must make a causal difference to the outcome (in theory), and the extent to which each case exhibits the attributes in the set must be clearly defined. Sets can be either crisp, where membership of the set is binary, or fuzzy, where degrees of set membership are defined. This analysis uses fuzzy sets, with the analysis undertaken using fsQCA software.

The sets included in this analysis were developed following case study analysis of the qualitative data collected. The evidence collected indicates that each of these sets will contribute to the achievement of the chosen outcomes. The factors in the sets include the context within which the institution operates (deprivation and barriers faced), the focus of the funding (qualifications and types of activity delivered), and the planned additional hours. Scores were allocated to each set. These judgements were formed following analysis of the case studies and peer reviewed within the research team for consistency. The scores are detailed in a 'truth table'.

Table 23: Truth table – contextual factors

Institution code	Further Education College	Sixth form	Other provider type	Deprivation	Barriers
AD001	0	1	0	0.5	0
AD002	1	0	0	0.75	0.2
AD003	1	0	0	0.75	0
AD004	0	1	0	0.25	0.4
AD005	1	0	0	0.5	0.8
AD006	1	0	0	0.25	0.2
AD007	1	0	0	0.5	0.4
AD008	0	0	1	0.5	1
AD009	0	1	0	0	0.4
AD010	1	0	0	0.25	0.2
AD011	0	0	1	0.5	0.2
AD012	0	0	1	0.75	0
AD013	0	1	0	0.5	0.4
AD014	0	1	0	0	0
AD015	0	1	0	0	0.8
AD016	0	1	0	0	0
AD017	0	1	0	0.5	0.4
AD018	0	1	0	0.5	0.4

Source: IES case study data

Table 24 Truth table – focus of the funding

Institution code	Qual only	Non-qual only	Mixed qual Non-qual	Study skills	Wellbeing	General provision	Maths and English	Enrichment	Employability	Hours planned
AD001	0	0	1	0	1	1	1	1	1	0
AD002	0	0	1	1	1	1	1	1	1	0
AD003	0	0	1	0	1	1	1	0	1	1
AD004	0	0	1	1	1	0	0	1	1	1
AD005	0	0	1	0	1	0	1	1	0	1
AD006	1	0	0	1	0	0	0	0	0	1
AD007	0	1	0	0	1	0	0	1	1	0
AD008	0	1	0	0	1	0	0	1	0	1
AD009	0	1	0	1	0	0	0	0	0	1
AD010	0	0	1	1	0	1	1	0	1	1
AD011	1	0	0	1	0	0	0	0	0	1
AD012	0	0	1	0	1	1	1	1	1	1
AD013	0	0	1	1	0	0	1	1	0	1
AD014	1	0	0	1	0	0	0	0	0	0
AD015	0	1	0	1	0	0	0	0	0	1
AD016	0	0	1	1	0	1	0	0	1	1
AD017	0	0	1	1	1	0	0	1	1	1
AD018	0	0	1	1	1	0	0	0	0	0.5

Source: IES case study data

Table 25 Truth table – outcomes

Institution code	Engagement	Confidence	Capability	Attendance
AD001	1	0.66	1	1
AD002	1	1	1	1
AD003	1	0.66	0.66	0.33
AD004	1	0	0.66	0
AD005	-	0.66	0.66	0.66
AD006	0.5	0.33	0.33	0
AD007	1	0.66	0.33	0.66
AD008	1	0.66	0.33	-
AD009	0	0.33	0.33	0.33
AD010	1	0.66	0.33	0
AD011	0.5	0.33	0.33	0
AD012	1	0.66	0.33	0.33
AD013	1	0.33	0.33	-
AD014	1	0.66	0.33	1
AD015	-	-	0.33	0
AD016	1	0.66	0	-
AD017	1	0.33	0	0.66
AD018	-	0.66	0	-

Source: IES case study data

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