



## ENTHUSE Partnerships: Cohort 6

**ENTHUSE Partnerships** are intensive two-year programmes that enable groups of six to eight schools to raise aspiration and achievement in STEM by investing in teaching quality and working collaboratively with STEM Learning, each other and STEM employers.

Eight Partnerships began in September 2017 (Cohort 6), bringing together 56 schools. Each Partnership had a strong focus on support for disadvantaged and under-represented young people, and raising awareness of careers in STEM and emerging technologies.

Evaluation is embedded within the ENTHUSE Partnership model from beginning to end. Participating schools track changes in student attainment, and student and teacher attitudes. This demonstrates how Partnerships strengthen teachers' pedagogical and subject knowledge, and boost their confidence in teaching STEM subjects. Teachers also get support to better understand STEM careers and have the confidence to lead extra-curricular STEM activities.

Cohort 6 evaluation shows clear benefits for the Partnership schools, teachers and, most importantly, their young people:

- **Attainment in STEM has risen**, with both girls and boys showing increased interest in studying STEM. 90% of girls and 77% of boys are meeting or exceeding age-related expectations, up from 83% and 74% at the start of the Partnerships.
- **Narrowing the gap for disadvantaged students**: 69% of pupil premium students are now meeting or exceeding age-related expectations in science, compared to 61% before the Partnerships began.
- **More positive student attitudes** towards studying science, and an improved understanding of what science and those working in science can accomplish. By the end of the two-year programme, 69% of girls and 68% of boys agreed what they learned in science would help them do well in life, increases of 5% and 7% respectively.
- **STEM career aspirations have increased** with 9% more students overall saying they would like a career in STEM - 31% of girls and 37% of boys compared to 24% and 28% at the start of the programme. Over half the students now want to learn more about people with jobs that use science - 56% of girls and 54% of boys.
- **Self-efficacy and motivation have increased**: 34% of girls and 39% of boys now consider themselves the kind of person who could have a STEM career, a rise of 6% and 5% respectively.

STEM Learning, February 2020.