Aspiration interventions
Toolkit references

Full references


Summary of effects

<table>
<thead>
<tr>
<th>Study</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>No meta-analyses of impact of raising aspirations on learning outcomes. (A systematic review, Cummings et al. (2012), report a range of effects on attainment 0.17 to 0.45 for parental involvement; 0.09 to 0.22 for mentoring and from 0.03 to 0.09 for extra-curricular activities. However these effects are associated with other influences on learning such as parental involvement in reading or academic mentoring.)</td>
<td>0.0</td>
</tr>
</tbody>
</table>

For more information about the effect sizes in the Toolkit, click here.
Cummings et al. (2012). This review set out to establish whether there were interventions that could be scaled up to address the attainment gap for socio-economically disadvantaged children and young people by changing a particular set of attitudes. These attitudes were the aspirations to do well at school and to aim for advanced education, the sense that one’s own actions can change one’s life, and the giving of value to schooling and school results, referred to as aspirations, locus of control and valuing school.