

Theory of Change

Beneficiary Needs

- Primary school children in Tower Hamlets not excited about STEM subjects
- STEM subjects can be difficult to teach and parents not always able to help
- Schools have little budget to offer 'hands on', extra-curricular or enrichment – top decile area of deprivation
- Low visibility of science and technology in action – not seen as relevant subject choice
- Few role models in families or friendship groups with STEM-related jobs
- Low levels of engagement with nature – inner city, urban environment

Setpoint Activities

- 'Hands On' workshops at the Soanes Centre
 - Bring subjects alive
 - Show science in context
 - Complement classroom teaching
 - Aligned to national curriculum
 - Provide 'hooks' for classroom teaching
 - Affordable out-of-classroom experience
 - Delivered in natural woodland setting
- 'Outreach' workshops in schools (primary and secondary)
 - Pre-designed or bespoke content
 - Delivered by STEM experts
 - Aligned to national curriculum
 - Contextualise STEM careers
- Other Soanes Centre & Cemetery Park offerings
 - Teacher training sessions
 - Private hire of classroom
 - Wellbeing programmes
 - Bushcraft & nature education

Change Mechanisms

- Children excited about getting 'stuck in' to science
- Scientific curiosity is kindled
- New appreciation of nature and the world around us
- Understanding of human impact on the world
- Rewarding experience of individual discovery, making or classifying
- More enjoyment of classroom teaching
- Desire to know more about STEM
- Comfort in natural environment (fears expelled)
- Appreciation of Cemetery Park as local asset (allowed to be there)

Primary Outcomes

- Children more engaged in follow on projects
- STEM subjects have more relevance
- Core skills reinforced (eg, recording and classification of findings)
- Improved understanding and interest in how things work
- Ongoing usage of park for leisure and wellbeing (with friends & family)
- Cognitive and wellbeing benefits of learning in different setting
- Primary school teachers (usually not specialists) benefit from specialist STEM resources

Secondary Outcomes

- Children
 Better attainment in STEM subjects
 Belief that STEM careers are exciting and attainable
 Improved uptake of STEM in:
 - GCSE choices
 - A level choices
 - Degree or training courses
 - Career choices
- Teachers
 More engaged classes
 Discovery of children's latent STEM talent
- Universities & Employers
 Stronger and more diverse STEM talent 'pipeline'
 Opportunity to engage early through Setpoint outreach delivery