STEM Challenge Impact Report

Report for GUH

2025

smallpeice
Dare to imagine

Global Underwater Hub

Impact Summary

On your behalf, the Smallpeice Trust delivered 53 STEM Days to 337 pupils. This report provides details of the impact your support has had on the children and young people involved.

337 pupils benefited from the STEM Days delivered[1]

186 male pupils[Error! Bookmark not defined.]

143 female pupils[Error! Bookmark not defined.]

5 non-binary pupils[Error! Bookmark not defined.]

3 other gendered pupils[Error! Bookmark not defined.]

22.8% of pupils were eligible for **Free School Meals**[2]

330 students **completed evaluations**[3]

97.0% **of pupils said they enjoyed the STEM Days that were delivered**[4]

77.3% of pupils reported they are **interested in a career in STEM**[5]

79.4% of pupils said **a career in STEM is suitable for anyone**[5]

67.3% said it helped them **find an area of STEM they are interested in**[Error! Bookmark not defined.]

68.5% said they want to **find out more about engineering as a career**[Error! Bookmark not defined.]

93% of pupils said they **understand the different things engineers do**[5]

86.3% of pupils said that if they wanted to, **they could become an engineer**[5]

Average event rating: **Excellent**[6]

Average activity rating: **Excellent**[6]

Average delivery rating: **Excellent**[6]

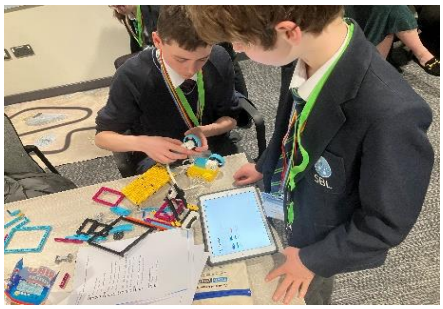
[1] Data based on teacher reported number of attendees.
[2] Based on teacher recorded data. Where no numbers are provided by a teacher the school average has been used to calculate expected FSM eligibility.
[3] All information except for gender must have been completed. Where gender has not been provided evaluation has been categorised as "Other" Gender.
[4] Data sourced from successfully completed student evaluation forms. Please see the "Methodology" section of this report for evaluation questions asked.
[5] Percentage change calculated as the difference between the post-event value and the pre-event value, divided by the pre-event value, multiplied by 100.
[6] Average rating from all completed teacher evaluation forms.

Your events

The GUH STEM Challenge brings schools from across the UK together to explore the Underwater sector, its potential careers and take part in a competition to shape the future of UV's (Underwater Rovers)

Events took place from Scotland to the South of England in 6 different areas of the UK including Museum spaces & Football Stadiums!

Through your support you have helped young people get excited about STEM subjects, no matter their background, through fun, sustainable and educational activities. You can find photographs of some of the children and young people who have benefitted from your support below.



All children and young people photographed have provided the relevant consent for the images to be used by partners (you) in web, written, and printed publications, social media and promotional videos.

Student feedback

Students who attended one of your events had the following to say:

- *I really enjoyed the problem solving as I like to work with a team and when you figure it out it's a nice feeling*
- *I enjoyed understanding the different roles in engineering and I liked the programming*
- *Thank you for making this possible. We learnt a lot about underwater engineering*
- *I learnt how to improve coding language*

Teacher feedback

Teachers who attended one of your events had the following to say:

- *Contextualised projects highlight many transferable skills*
- *The tasks encouraged development of a wide range of skills*
- *Well organised event. Students loved it!*
- *All events we have taken part in have been fun and engaging for all involved*

- ## Curriculum areas covered

For each event, teachers were asked which areas of the curriculum the STEM Day covered. The table below provides a summary across all events delivered.

Science	Maths	Design & Technology	Engineering	Personal Learning and Thinking	Career Pathways
90.4%	53.8%	73.1%	100.0%	0.0%	0.0%

Methodology

The Smallpeice Trust uses an evaluation framework aligned against our Theory of Change to measure the impact of our activity on children, young people, and our stakeholders. We request that all students and a teacher complete a feedback form. In total, 330 student evaluations were completed, representing a 97.9% response rate[7].

Pupils were asked to rate how strongly they agreed with a set of statements before, and after the STEM Day was delivered. The statements used to evaluate the impact of the STEM Day can be found below.

		Primary School Statement	Secondary School Statement
Pre-activity evaluation	1	I might want a job in STEM when I am older (Science, Technology, Engineering or Maths).	I am interested in a career in STEM (Science, Technology, Engineering or Maths).
	2	Anyone can work in STEM (Science, Technology, Engineering or Maths).	A career in STEM (Science, Technology, Engineering or Maths) is suitable for anyone.
	3	I know what **engineers** do	I understand the different things **engineers** do.
	4	If I wanted to, I could be an **engineer** when I am older.	If I wanted to, I could become an **engineer**.
Post-activity evaluation	5	I had fun today.	Overall, I enjoyed the activity.
	6	I might want to work in STEM when I am older (Science, Technology, Engineering or Maths).	I am interested in a career in STEM.
	7	Anyone can have a job in STEM. (Science, Technology, Engineering or Maths)	A career in STEM is suitable for anyone.
	8	Today made me more interested in STEM (Science, Technology, Engineering or Maths).	This activity helped me find a specific area of STEM that I am interested in.
	9	I know what **engineers** do.	I understand the different things **engineers** do.
	10	I want to learn more about **engineering**.	This activity has made me want to find out more about **engineering** as a career.
	11	If I wanted to, I could be an **engineer** when I am older.	If I wanted to, I could become an **engineer**.

[7] Response rate calculated as *total completed evaluations* divided by *Teacher reported student numbers*.

Table 1. Gender: All

Data for all completed evaluations for all participants regardless of gender.

		Strongly Agree	Agree	Disagree	Strongly Disagree
Pre	S1. I am interested in a career in STEM.	35.6%	48.6%	14.0%	1.8%
	S2. A career in STEM is suitable for anyone.	25.2%	53.9%	20.0%	0.9%
	S3. I understand the different things **engineers** do.	21.8%	65.5%	12.7%	0.0%
	S4. If I wanted to, I could become an **engineer**.	28.5%	55.5%	14.8%	1.2%
Post	S5. Overall, I enjoyed the activity.	28.5%	35.8%	20.6%	0.6%
	S6. I am interested in a career in STEM.	32.1%	45.2%	20.6%	2.1%
	S7. A career in STEM is suitable for anyone.	27.6%	51.8%	19.4%	1.2%
	S8. This activity helped me find a specific area of STEM that I am interested in.	15.5%	51.8%	29.4%	3.3%
	S9. I understand the different things **engineers** do.	38.5%	54.5%	6.4%	0.6%
	S10. This activity has made me want to find out more about **engineering** as a career.	25.8%	42.7%	25.5%	6.1%
	S11. If I wanted to, I could become an **engineer**.	38.9%	47.4%	9.4%	4.3%

Table 2. Gender: Male

Data for all completed evaluations for participants who self-reported their gender as Male when asked.

		Strongly Agree	Agree	Disagree	Strongly Disagree
Pre	S1. I am interested in a career in STEM.	43.8%	45.8%	9.9%	0.5%
	S2. A career in STEM is suitable for anyone.	22.8%	52.8%	24.4%	0.0%
	S3. I understand the different things **engineers** do.	27.5%	65.3%	7.3%	0.0%
	S4. If I wanted to, I could become an **engineer**.	34.7%	53.9%	11.4%	0.0%
Post	S5. Overall, I enjoyed the activity.	63.2%	34.7%	1.6%	0.5%
	S6. I am interested in a career in STEM.	37.8%	47.2%	15.0%	0.0%
	S7. A career in STEM is suitable for anyone.	27.5%	51.3%	20.7%	0.5%
	S8. This activity helped me find a specific area of STEM that I am interested in.	19.2%	48.2%	30.1%	2.6%
	S9. I understand the different things **engineers** do.	39.9%	54.4%	5.2%	0.5%
	S10. This activity has made me want to find out more about **engineering** as a career.	30.1%	44.6%	21.8%	3.6%
	S11. If I wanted to, I could become an **engineer**.	44.0%	45.1%	6.7%	4.1%

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Table 3. Gender: Female

Data for all completed evaluations for participants who self-reported their gender as Female when asked.

		Strongly Agree	Agree	Disagree	Strongly Disagree
Pre	S1. I am interested in a career in STEM.	24.4%	51.9%	20.0%	3.7%
	S2. A career in STEM is suitable for anyone.	27.4%	56.3%	14.1%	2.2%
	S3. I understand the different things **engineers** do.	14.1%	65.9%	20.0%	0.0%
	S4. If I wanted to, I could become an **engineer**.	20.0%	57.0%	20.0%	3.0%
Post	S5. Overall, I enjoyed the activity.	57.8%	37.8%	3.7%	0.7%
	S6. I am interested in a career in STEM.	23.7%	42.2%	28.9%	5.2%
	S7. A career in STEM is suitable for anyone.	26.7%	53.3%	17.8%	2.2%
	S8. This activity helped me find a specific area of STEM that I am interested in.	10.4%	57.0%	28.1%	4.4%
	S9. I understand the different things **engineers** do.	36.3%	55.6%	7.4%	0.7%
	S10. This activity has made me want to find out more about **engineering** as a career.	20.0%	40.0%	30.4%	9.6%
	S11. If I wanted to, I could become an **engineer**.	31.3%	50.7%	13.4%	4.5%

Table 4. Gender: Non-binary

Data for all completed evaluations for participants who self-reported their gender as Non-binary when asked.

		Strongly Agree	Agree	Disagree	Strongly Disagree
Pre	S1. I am interested in a career in STEM.	0.0%	100.0%	0.0%	0.0%
	S2. A career in STEM is suitable for anyone.	100.0%	0.0%	0.0%	0.0%
	S3. I understand the different things **engineers** do.	0.0%	50.0%	50.0%	0.0%
	S4. If I wanted to, I could become an **engineer**.	0.0%	100.0%	0.0%	0.0%
Post	S5. Overall, I enjoyed the activity.	100.0%	0.0%	0.0%	0.0%
	S6. I am interested in a career in STEM.	50.0%	50.0%	0.0%	0.0%
	S7. A career in STEM is suitable for anyone.	100.0%	0.0%	0.0%	0.0%
	S8. This activity helped me find a specific area of STEM that I am interested in.	0.0%	50.0%	50.0%	0.0%
	S9. I understand the different things **engineers** do.	50.0%	0.0%	50.0%	0.0%
	S10. This activity has made me want to find out more about **engineering** as a career.	0.0%	50.0%	50.0%	0.0%
	S11. If I wanted to, I could become an **engineer**.	50.0%	100.0%	0.0 %	0.0%

Data continues on next page.

Table 5. Gender: Other (Including Prefer Not to Say and did not provide)

Data for all completed evaluations for participants who self-reported their gender as "Other", "Prefer Not to Say" or did not provide their gender identity when asked.

		Strongly Agree	Agree	Disagree	Strongly Disagree
Pre	S1. I am interested in a career in STEM.	0.0%	0.0%	0.0%	0.0%
	S2. A career in STEM is suitable for anyone.	0.0%	0.0%	0.0%	0.0%
	S3. I understand the different things **engineers** do.	0.0%	0.0%	0.0%	0.0%
	S4. If I wanted to, I could become an **engineer**.	0.0%	0.0%	0.0%	0.0%
Post	S5. Overall, I enjoyed the activity.	0.0%	0.0%	0.0%	0.0%
	S6. I am interested in a career in STEM.	0.0%	0.0%	0.0%	0.0%
	S7. A career in STEM is suitable for anyone.	0.0%	0.0%	0.0%	0.0%
	S8. This activity helped me find a specific area of STEM that I am interested in.	0.0%	0.0%	0.0%	0.0%
	S9. I understand the different things **engineers** do.	0.0%	0.0%	0.0%	0.0%
	S10. This activity has made me want to find out more about **engineering** as a career.	0.0%	0.0%	0.0%	0.0%
	S11. If I wanted to, I could become an **engineer**.	0.0%	0.0%	0.0%	0.0%

End of report.