Children from poorer socio-economic groups are less likely to continue with education post-16, enter higher education and are more likely than any other group to become NEET. As educational outcomes link so fundamentally to future life course outcomes, this persisting inequality remains an area of priority and concern yet the success of a number of policy initiatives aimed at ‘closing the gap’ are largely seen to have been minimal (Ker and West, 2010). A comprehensive review of current research carried out by the Joseph Rowntree Foundation suggests that, among other things, attitudes to education and ambitions for further education were key factors in understanding and explaining differential educational attainment. The review found that recognition of the value of learning and a belief in ability to achieve was fundamental to improving rates of attainment and ambitions (Goodman and Gregg, 2010). Similar findings were also reflected in a large scale ESRC-funded study on young peoples’ perspectives on the value of education (Croll, Attwood and Fuller, 2010). The aim of this paper is therefore to report on the first year of data collection from a 3 year longitudinal, mixed method, intervention case study, which explores the role of repeated residential outdoor adventure visits on the educational attitudes and aspirations of a group of socially disadvantaged young people from a school on Special Measures. The paper draws on school attainment data (tracking data) from a research group of 20 year 9 students (age 14); pre and post test questionnaires as well as qualitative data collected via interview and participant/observations from 2 residential visits. The data presented will be compared against data collected via a control group of 20 year 9 students. Given the limited success of governmental policy in tackling the persisting underachievement of less socially advantaged children, this research will contribute in important ways to debate on how to engage the disengaged and also enhance the learning outcomes of underachieving young people from lower socio-economic groups. It is hoped that this paper will therefore raise important issues in relation to policy and practice as well as draw attention to the value and impact of alternative curricular experiences.