

**The
Scholars
Programme**



Programme and Impact Report for Cleveland Road Primary School

Summer 2017–18



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Partner Universities 2017-18

Our university partners provide invaluable financial and logistical support to run our trips and to recruit new PhD tutors. In Summer 2017/18, we worked with over 30 university partners to host 96 Launch and Graduation trips and to recruit 257 PhD researchers to work as Scholars Programme tutors in the Summer term.



Part 1: Summary

1.1 Welcome

I am pleased to present Cleveland Road Primary School with its impact report outlining your partnership with The Brilliant Club over the Summer 2017-18 programme. I trust your pupils found the work with their PhD Tutor inspiring and challenging.

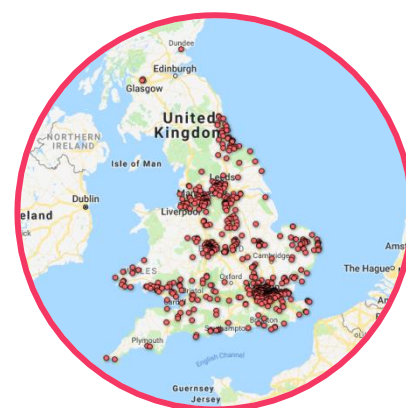
PhD Tutor	Course Title	University	Research Area
Tamara Alhilfi	Engineering – How many engineers does it take to make ice cream	University College London (UCL)	Chemistry/ Utilising ambient anionic branched polymerisation techniques for the synthesis of novel nanoparticles

We are delighted to report that we supported more than 11,500 pupils across 1,000 school placements in 2017/18. We now have partnerships with 40 leading universities nationally and are excited to be piloting The Scholars Programme in Northern Ireland in 2018/19.

Impact

We are pleased to be reaching such significant milestones in our sixth year as a charity. However, our priority remains the impact that we have on each individual pupil that we work with. Recently we asked the Universities and Colleges Admissions Service (UCAS) to look at university progression for year 12 pupils who completed the programme in 2015 and 2016. They found that 54% of pupils eligible for free school meals (Ever6FSM) progressed to a highly-selective university compared to 12% nationally.

A further control group analysis found that, even after pupil attainment had been accounted for, pupils who completed The Scholars Programme were more likely to secure a place at a highly-selective university. We are very much looking forward to building upon these achievements in the year ahead and working towards our goal of supporting 6,500 pupils from under-represented backgrounds to secure a place at a highly-selective university by 2021.



This map shows Scholars Programme placements in 2017/18

Programme Innovations

We hope you have valued the new programme innovations that we have implemented this year, in particular the additional tutorial with a focus on one-one personalised feedback. We appreciate that school budgets are still a challenge for many schools and are pleased that we have been able to bring you these additional features without any extra cost. We also recognise the continued pressure that schools are under to evidence the impact of their pupil premium interventions. We have revised the school impact reports to highlight the impact on attainment, with a particular focus on pupil premium pupils. The introduction of a baseline assignment means that we are able to demonstrate the direct impact the programme has on the academic progress of the pupils, based on our six key competencies. Looking ahead to 2018/19, we will be rolling out our Impact Toolkit which will enable you to track the progress of the pupils throughout the duration of the programme.

I am looking forward to continuing to work with you and your pupils over the forthcoming year. We are currently signing up schools for 2018/19 so please do get in touch with me at steph.hamilton@thebrilliantclub.org to ensure you have confirmed provision or if you have any questions or feedback about the programme.

Thank you for your continuing support of the programme,

Steph Hamilton, Area Director, The Scholars Programme

1.2 Cleveland Road Primary School Programme Journey



1 Launch Trip

Cleveland Road Primary School began their Scholars Programme with a Launch Trip at University of Cambridge. 12 pupils attended the trip and had a tour of the campus led by current undergraduates, learned about university life from university staff and took part in the first tutorial with their PhD Tutor.

3 Assignment Submission

The in-school tutorials culminated in pupils completing a challenging university-style assignment, which was marked by PhD tutors at one key stage above their expected level of attainment. Grades were given as university-style marks, with pupils receiving a 1st, 2.1, 2.2 or a 3rd.

10 pupils

Achieved a 1st or a 2.1 in their final assignment

12 pupils

Submitted assignments

Draft Feedback

Final Feedback

Graduation Event

8 pupils

achieved 100% tutorial attendance

Start here

Launch Trip

25 %

of pupils are eligible for Pupil Premium

In-school Tutorials

2 In-school Tutorials

Following the Launch Trip, the PhD tutor(s) visited the school on a weekly basis. To emulate an authentic university learning environment, tutorial groups are capped at a maximum of six pupils and there is a focus on university-style pedagogy including independent research, critical thinking and higher-order questioning.

4 Graduation Event

All 12 pupils who submitted their final assignment were invited to a Graduation Event at Goldsmiths, University of London.

Course Handbook



Part 2: Impact Report

2.1 Introduction

The Brilliant Club is committed to the rigorous evaluation of its programmes to ensure that we deliver consistent outcomes for the pupils we work with. We have a Research and Impact Department, led by Dr Lauren Bellaera, dedicated to demonstrating the impact of The Brilliant Club's programmes on university access. The details of how we do this are provided below, and further information can be found in our strategy document [The Path to Outcomes](#) and on our [website](#) where we regularly publish research reports and impact case studies.

Cleveland Road Primary School Pupil Targeting

In pursuit of our mission to support pupils from under-represented backgrounds to progress to highly-selective universities we target pupils who are eligible for Pupil Premium, who have no parental history of higher education and who live in deprived areas according to the Income Deprivation Affecting Children Index (IDACI). The below summarises targeting information of Scholars Programme pupils at Cleveland Road Primary School.



Pupil Premium

25 %
(3/12)



No parental history
of higher education

67 %
(8/12)



Living in 40% most
deprived areas
according to IDACI

83 %
(10/12)



Target Pupils
meeting 1 or more
of 3 criteria

92 %
(11/12)

The Brilliant Club's Competency Framework

Based on academic evidence, The Brilliant Club designed a **competency framework** that details how we will support pupils to progress to a highly selective university. This framework is built upon a series of cognitive and non-cognitive skills, referred to as competencies, that we believe will be effective in supporting our pupils on their journey to higher education.

Programme Attainment	Pupil Self-Report Assessments
Written Communication	Meta-Cognition
Subject Knowledge	Motivation and Self-Efficacy
Critical Thinking	University Knowledge

2.2 Competencies Part 1: Programme Attainment

Individual Pupil Outcomes

PhD Tutor	Final Assignment Grade	Final Assignment Mark	Tutorial Attendance %
Tamara Alhilfi	2.1	63	100 %
Tamara Alhilfi	1st	72	100 %
Tamara Alhilfi	2.1	68	100 %
Tamara Alhilfi	1st	70	100 %
Tamara Alhilfi	2.1	63	75 %
Tamara Alhilfi	1st	72	50 %
Tamara Alhilfi	2.1	68	100 %
Tamara Alhilfi	2.2	50	100 %
Tamara Alhilfi	2.2	51	50 %
Tamara Alhilfi	1st	75	100 %
Tamara Alhilfi	2.1	67	67 %
Tamara Alhilfi	1st	75	100 %

Note – Assignments are marked by PhD tutors in line with mark schemes that reflect the assessment criteria for pupils who are one key stage above. Assignments are then moderated by qualified teachers. “DNS” stands for did not submit, and assignments that do not meet passing requirements are marked as working toward pass (“WTP”). Pupils that withdrew from the programme are not part of the impact report.

- For Key Stage 2 programmes, a 1st class assignment is roughly equivalent to a level 6 piece of work, with a 2:1 being roughly equivalent to a level 5. However, the nature of the assignments does mean that marks may not always be comparable, as they would not necessarily fit neatly with secondary school levelling under the new system.

Programme Attainment: Cleveland Road Primary School Outcomes

Written Communication, Subject Knowledge and Critical Thinking

The in-school tutorials culminated in pupils at Cleveland Road Primary School completing a challenging university-style assignment, which was marked by their PhD Tutor at one key stage above their expected level of attainment.

The Scholars Programme aims to improve pupil's written communication, subject knowledge and critical thinking. This is reflected in the standardised mark scheme that PhD tutors use to mark pupils' final assignments.

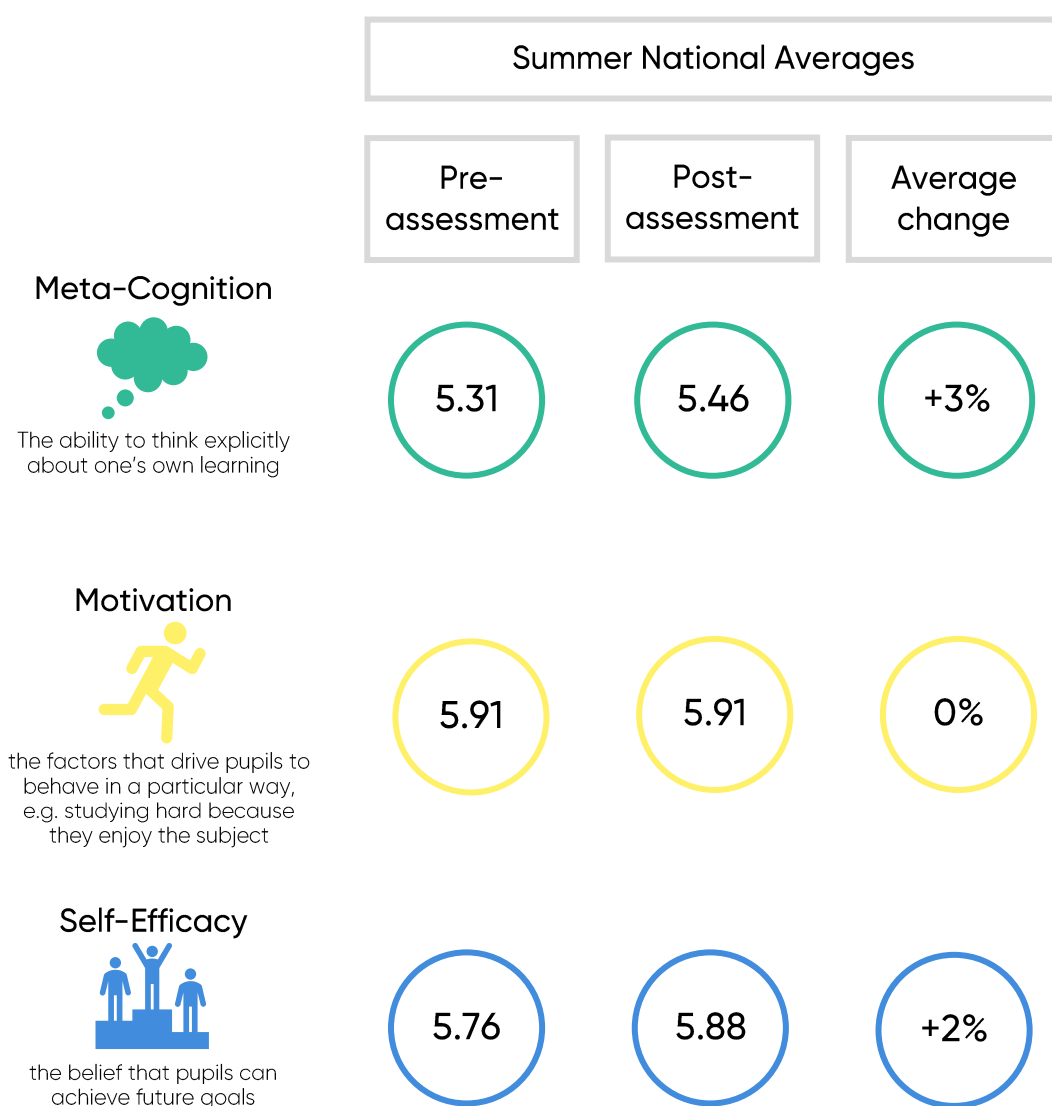
	Cleveland Road Primary School Average final assignment mark	National comparison: Average final assignment mark
Written Communication		
Structure and Presentation	70	62
Language and Style	72	64
Subject Knowledge	69	65
Critical Thinking		
Research and Evidence	64	62
Developing an Argument	66	63
Critical Evaluation	63	61

2.3 Competencies Part 2: Pupil Assessments

Pupils answered 42 questions both before and after the programme, and responses from pupils were averaged on a scale from one to seven for three competencies: meta-cognition, motivation and self-efficacy. Please see Appendix A1 for a complete list of questions and answers that went into the below averages.

Unfortunately, we were not able to obtain sufficient pre and post survey responses from your school. The below therefore displays national averages for all pupils taking part in The Scholars Programme in Summer.

Meta-Cognition, Motivation and Self-Efficacy



Interpretation notes

The three competencies are assessed using a standardised self-report questionnaire from the academic literature called 'The Motivated Strategies for Learning Questionnaire'. It is a highly reliable and valid assessment for meta-cognition, motivation and self-efficacy. The numeric shifts on standardised Likert scales for pre- and post-assessments can often be small (e.g. less than 1.0). This is typical for these types of tests, and in many instances small numeric differences are statistically significant suggesting that there is a real difference in performance between the pre- and post-assessments.

University Readiness and Trip Experiences

Cleveland Road Primary School	% Strongly Agree + Agree	
Launch Trip		
I have enjoyed visiting this university for The Scholars Programme Launch Trip	100 %	
The Launch Trip has made me feel excited about being in The Scholars Programme	100 %	
I have learned something I didn't know about this university before	91 %	
I am more likely to apply to this university after visiting today	73 %	
I will be able to study at this university when I am older if I work hard at school	82 %	
University Readiness	Pre-Programme	Post-Programme
I have a good level of knowledge in the subject that The Scholars Programme focuses on	100 %	
I can complete written work to the same standard as a pupil two years above me at school	75 %	
I would feel confident talking to a university teacher about my work	92 %	
I understand why and how people study when they are at university	83 %	
I know the steps I need to take to apply to university in the future	67 %	
I am capable of studying at a highly selective university	92 %	
Graduation Trip		
I have enjoyed visiting this university for The Scholars Programme Graduation Trip		100 %
The Graduation Trip has made me feel proud about being in The Scholars Programme		100 %
I have learned something I didn't know about this university before		100 %
I am more likely to apply to this university after visiting today		63 %
I will be able to study at this university when I am older if I work hard at school		88 %

Note – Pupils completed questionnaires at the beginning (pre) and at the end of the programme (post) as well as after each of the two university trips. Pupils responded to the statements using a five point scale from 'strongly disagree' (1) to 'strongly agree' (5). This table shows the percentage of pupils who agreed or strongly agreed with the listed statements.

Part 3: Pupil Premium Impact and Comparison Data

This section can be fed into your school's Pupil Premium spend reports or other reporting

3.1 Your Pupil Premium Pupils in The Scholars Programme

On The Scholars Programme this term, 3 pupils from Cleveland Road Primary School were eligible for Pupil Premium. Their average attendance was 83 %, which means they were in receipt of 17 hours of tutoring from a PhD researcher. Of these pupils, 2 achieved a 1st and 1 received a 2:1, performing very well or well at the key stage above their current level.

The programme is designed to stretch and challenge disadvantaged most-able pupils by giving them the opportunity to work with a PhD Tutor, receive information, advice and guidance at visits to two highly-selective universities, and produce an extended final assignment, which is assessed at one level above their current key stage.

3.2 Pupil Premium Pupil Statistics and Regional/National Comparisons

The following table breaks down competencies data for Pupil Premium pupils at Cleveland Road Primary School. It also provides averages for the 117 schools within London and for the 298 schools that took part in the Scholars Programme in Summer 2017/18 across the country.

	Cleveland Road Primary School		London Average		National Average	
Outcomes	Overall	Pupil Premium	Overall	Pupil Premium	Overall	Pupil Premium
Baseline assignment mark average			59	57	56	55
Final assignment mark average	66	70	63	61	62	60
Average progress between baseline and final assignment			8 %	8 %	10 %	9 %
% 1 st /2.1 final assignment grades	83 %	100 %	68 %	60 %	66 %	56 %
% Final assignment submission rate	100 %	100 %	74 %	84 %	77 %	85 %
% Tutorial attendance	87 %	83 %	93 %	93 %	93 %	92 %
Meta-Cognition change average			3 %	3 %	3 %	3 %
Motivation change average			1 %	1 %	0 %	1 %
Self-Efficacy change average			3 %	3 %	2 %	3 %

Note: Shaded cells are empty because of no available data or sample sizes that are too small.

Part 4: Reflections and Next Steps

4.1 Note from your Programme Officer

"Learning about this university makes me feel determined to come there. I feel more confident now. I would like to come to this university when I'm older."

- Pupil, Cleveland Road Primary

It has been a pleasure working with Lisa Riches and the pupils at Cleveland Road Primary School this summer term. It is clear from the final assignment results that the pupils have worked extremely hard and it is particularly lovely to see that 100% of the pupils agreed they felt proud to have graduated from the Scholars Programme.

It was a pleasure to meet some of the pupils at their graduation trip, and I hope that they have enjoyed their experience on the Programme. We very much look forward to working with more pupils next year!



Lydia Wiles –
Programme Officer

The Scholar



In July The Brilliant Club published the latest issue of our journal of pupil work, The Scholar. This issue as well as previous editions are available [on our website](#). The Scholar includes a collection of exemplary final assignments completed by pupils as part of the Scholars Programme over the past few months. The journal is edited by the PhD tutors and members of staff at The Brilliant Club, and we think it is a fitting celebration of the excellent work that has been produced through the programme.

Your feedback and notes on data collection

We hope you have enjoyed reading your school impact report. We consider it an important document to celebrate the success of your pupils and to provide you with detailed evidence of the academic progress that your pupils have made. If there are any inconsistencies in the data that we report for your school, please let us know via your Programme Officer and we will send you an updated report. Please also do not hesitate to get in touch if you have any questions or comments about the data displayed in this document or if you have suggestions for making the impact report more relevant for you and your school.

4. 2 Placements in 2018-19: Sign-up Information

This page summarises key information about The Scholars Programme in the 2018-19 academic year, including school contributions, deadlines and contact information.

Terms and School Contributions

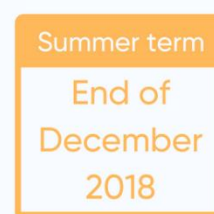
Autumn	Spring	Summer
October – February Planning begins July 2018	January – May Planning begins November 2018	March – July Planning begins January 2019
 8 Pupils (£1,280) per placement	 8 Pupils (£1,280) per placement	 12 Pupils (£1,920) per placement
 12 Pupils (£1,920) per placement	 12 Pupils (£1,920) per placement	 12 Pupils (£1,920) per placement

The Scholars Programme has been identified as an effective use of targeting pupil premium funding in an OFSTED report, 'The Most Able Students: An Update on Progress since 2013'. We have frozen the school contribution at £160 per pupil since 2011, subsidising through contributions from our university partners and external grants and donations. This covers all aspects of the programme, other than travel to university trips.

Deadlines and Contact Information

Sign up for 2018-19 placements

We recommend completing your sign up form by these deadlines to secure a place for your pupils. Following these dates we cannot guarantee capacity but encourage you to get in touch.



If you have any questions or would like to discuss the options for your school please email your regional contact who will arrange a time for a call or a visit.



South of England: steph.hamilton@thebrilliantclub.org
 East of England: lucy.preston@thebrilliantclub.org
 West of England: joe.loudon@thebrilliantclub.org
 Wales: greg.scannell@thebrilliantclub.org
 North of England: natalie.day@thebrilliantclub.org
 Scotland: leanne@thebrilliantclub.org

Head Office: 02079391946

Part 5: Appendix

A1: Raw Data Pupil Assessments (national averages)

The following tables show detailed results of the competencies assessed with pupil self-evaluation forms. The three competencies are assessed using a standardised self-report questionnaire from the academic literature called 'The Motivated Strategies for Learning Questionnaire'. For each survey item that we used to calculate the scores in section 2.3, the table lists average response scores before (pre) and after the programme (post).

Unfortunately, we were not able to obtain sufficient response data from pupils at your school. This is why the following table displays averages for all pupils on The Scholars Programme that completed the pre and post assessment questionnaires.

Statement	Average score (max. score: 7)	
	Pre	Post
Meta-Cognition		
When I study for a test, I try to put together the information from class and from the book	5.6	5.9
When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly	6.0	6.2
When I study I put important ideas into my own words	5.7	5.8
I always try to understand what the teacher is saying even if it doesn't make sense	5.9	5.9
When I study for a test I try to remember as many facts as I can	6.2	6.3
When studying, I copy my notes over to help me remember material	4.9	5.1
When I study for a test I practice saying the important facts over and over to myself	4.8	4.9
I use what I have learned from old homework tasks and the textbook to do new tasks	5.3	5.5
When I am studying a topic, I try to make everything fit together	5.6	5.8
When I read material for my lessons, I say the words over and over to myself to help me remember	4.7	4.9
I outline the chapters in my book to help me study	4.0	4.3
When reading I try to connect the things I am reading about with what I already know	5.6	5.7
I ask myself questions to make sure I know the material I have been studying	5.0	5.2
I work on practice exercises and answer additional questions even when I don't have to	4.8	4.9
Even when study materials are dull and uninteresting, I keep working until I finish	5.6	5.7
Before I begin studying I think about the things I will need to do to learn	5.2	5.4
When I'm reading I stop once in a while and go over what I have read	4.5	4.7
I work hard to get a good grade even when I don't like a class	6.1	6.1
Motivation		
I prefer schoolwork that is challenging so I can learn new things	5.8	5.8
It is important for me to learn what is being taught in my lessons	6.4	6.4
I like what I am learning in my lessons	5.5	5.5
I think I will be able to use what I learn in one class in other classes	5.8	5.7
I often choose topics I will learn something from even if they require more work	5.6	5.9
Even when I do poorly on a test I try to learn from my mistakes	6.1	6.1
I think that what I am learning in my lessons is useful for me to know	5.9	5.9
I think that what we are learning this year is interesting	5.6	5.6

Understanding my subjects is important to me	6.4	6.4
Self-Efficacy		
Compared with other students in my year I expect to do well	5.7	5.9
I'm certain I can understand the ideas taught in my lessons	5.7	5.9
I expect to do very well in this school	6.2	6.2
Compared with others in my year group, I think I'm a good student	5.9	6.0
I am sure I can do an excellent job on the problems and tasks assigned in my lessons	5.8	5.9
I think I will receive good grades in my classes	5.9	6.0
My study skills are excellent compared with others in my year	5.3	5.4
Compared with other students in my school I think I know a great deal about my subjects	5.5	5.7
I know that I will be able to learn the material for this year	5.9	6.0

Note – Pupils responded to the statements using a seven point scale from 'not at all true of me' (1) to 'very true of me' (7). This table shows the average response scores of your pupils before and after the programme.

A2: Partners and Testimonials

OFSTED said:

"Key Stage 5 students reported that access to The Brilliant Club had been successful in motivating them to aspire to gaining places at top universities."

"[Admissions] tutors are positive about schools which are engaging with The Brilliant Club and other schemes set up to widen participation in, for example, higher education. They also told inspectors that, while the biggest barrier for disadvantaged students to gain a place at top universities remains attainment, the information, advice and guidance they get from schools is also crucial."

* See <http://www.gov.uk/government/publications/the-most-able-students-an-update-on-progress-since-june-2013> for more details.



The Scholars Programme immediately appealed to me for its academic rigour, its links with top universities and its ability to deliver a programme that not only takes students into universities, but also brings PhD researchers into schools, so that students can experience university-style tutorials. Every single one of our students showed increased confidence in both their academic ability and in their potential to study at a top university.

Lucy Hemsley

Head of Higher Education and Upper Ability Provision, Cheltenham Bournside School and Sixth Form Centre



The Brilliant Club's model is both innovative and impactful and closely articulates with the widening participation objectives of the University of Cambridge. Best of all, they 'get' the WP context and particular challenges of highly selective universities, which is vital to effective partnership.

Tom Levinson

Lead for neaco Project, Cambridge University



It was profoundly rewarding to see the final assignments of students who obviously spent so much time and energy learning, thinking and writing a very high-level piece of work.

Alexis Moschopoulos

PhD Tutor Autumn 2017-18, University of Leeds



I don't think I would be at Cambridge and I don't think I would be studying law if it wasn't for The Brilliant Club. It was powerful to have someone recognise my ability at a young age and that I should be considering going to a top university...it gives you more drive just to work that little bit harder to get there.

Maryam Khalifa

Former Pupil, Lampton School, Hounslow



