



Programme and Impact Report for Cleveland Road Primary School

Summer 2018–19



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Partner Universities

Our university partners provide invaluable financial and logistical support to run our trips and to recruit new PhD tutors. In Summer 2018/19, we worked with 39 university partners to host 107 Launch and Graduation trips and to recruit 262 PhD researchers to work as Scholars Programme tutors in the Summer term.



Part 1: Summary

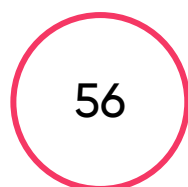
1.1 Welcome

I am pleased to present Cleveland Road Primary School with its impact report outlining your partnership with The Brilliant Club over the Summer 2018-19 programme. I trust your pupils found the work with their PhD Tutor inspiring and challenging.

PhD Tutor	Course Title	University	Research Area
MacKenzie Common	Law – What are rights?	London School of Economics (LSE)	The regulation of social media by human rights law

Impact

For the third year in a row, independent analysis by UCAS showed that pupils on The Scholars Programme are significantly more likely to apply to, receive an offer from and progress to a highly-selective university than pupils with similar socio-demographic background and GCSE attainment.



The UCAS analysis estimates that **56% of Year 12 pupils that completed The Scholars Programme** progressed to a highly-selective university, compared to only **30% of pupils with similar backgrounds**. This is a sizeable and statistically significant difference.

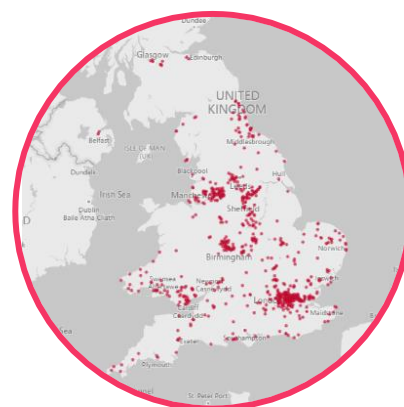
Reach

We are continuing to grow across the UK and are supporting 13,000 pupils in 2018/19. For the first time, The Scholars Programme has worked this term with schools in Northern Ireland, and it remains a priority that the programme is accessible to any school that wants to take part in the UK, regardless of geography.

The Scholar



In January 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.



This map shows Scholars Programme placements in 2018/19

I am looking forward to continuing to work with you and your pupils over the forthcoming year. We are currently signing up schools for 2019/20 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 the programme with a Launch Trip at **SOAS, University of London**. 11 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 Final Assignment

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.

6 pupils

achieved a 1st or a 2.1 in their final assignment



4 Graduation Event

All 12 pupils who submitted their final assignment were invited to a Graduation Event at the **London School of Economics (LSE)**. 11 pupils attended and received their certificate.

2 Tutorials

Following the Launch Trip, the PhD tutor 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.

Course Handbook



Part 2: Pupil Impact

To be able to report on the impact that The Scholars Programme has on Cleveland Road Primary School pupils, we look at the demographics of the pupils selected and measure programme outputs and university readiness outcomes.

Pupil Impact Framework		
	1. Pupil Targeting	Pupil Premium Parental history of HE Postcode deprivation
	2. Programme Outputs	Attendance Assignment submission Pupil reflection
	3. University Readiness Outcomes	Academic achievement University preparation Deeper learning skills

2.1 Cleveland Road Primary School Pupil Targeting

In pursuit of our mission to support pupils from underrepresented 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

33 %
(4/12)



No parental history
of higher education

42 %
(5/12)



Living in 40% most
deprived areas
according to IDACI

91 %
(10/11)*



Target Pupils
meeting 1 or more
of 3 criteria

100 %
(12/12)

*Of pupils where data was submitted

2.2 Cleveland Road Primary School Programme Outputs



We monitor pupils' attendance and assignment submission and how much they enjoy and believe to have benefited from visiting universities at trips and studying with their PhD Tutor.

2.2.1 Pupil Engagement

This table reports how the pupils have engaged with the programme. We believe a high level of engagement to be a pre-requisite of a strong impact on pupil outcomes.

Cleveland Road Primary School Attendance and Assignment Submission	
# pupils attending Launch Trip	11
# pupils attending Graduation Trip	11
% average tutorial attendance	94 %
% final assignment submission	100 %

2.2.2 Pupil Reflection

Cleveland Road Primary School	% Strongly Agree + Agree
Launch Trip (n= 11)	
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	55 %
I will be able to study at this university when I am older if I work hard at school	100 %

'I found it really happy and nice because I am only 10 and I am at University.'

Pupil, Cleveland Road Primary School

Cleveland Road Primary School	% Strongly Agree + Agree
Graduation Trip (n= 11)	
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	55 %
I will be able to study at this university when I am older if I work hard at school	91 %

2.3 Cleveland Road Primary School University Readiness Outcomes



Based on academic evidence, The Brilliant Club designed an outcomes framework that details how we will support pupils to progress to highly-selective universities. This framework is built upon six cognitive and non-cognitive skills that academic research shows are linked to attainment and university progression.

University Readiness Competencies	Academic Achievement	Subject Knowledge
		Written Communication
		Critical Thinking
	University Preparation	University Knowledge
	Deeper Learning Skills	Meta-Cognition
		Motivation and Self-Efficacy

2.3.1 Academic Achievement

Competencies 1: Written Communication, Subject Knowledge and Critical Thinking

Academic achievement is about the skills and knowledge that pupils are explicitly learning in the context of The Scholars Programme. These include written communication, subject knowledge and critical thinking.

The following averages are based on the 8 pupils that have submitted both their baseline and final assignments. The table also includes national averages, allowing you to compare scores at baseline and progress made.

Programme Officer Comment

'It is great to see that Cleveland Road Primary School pupils' average progress was higher than the national average. It is worth keeping in mind, however, that school sample sizes are small and therefore sensitive to extreme shifts by small numbers of pupils.'

Competency	Mark scheme skill	Cleveland Road Primary School			National Comparison		
		Baseline Average	Final Average	Average progress	Baseline Average	Final Average	Average progress
Written Communication	Structure and Presentation	25	64	156 %	51	63	23%
	Language and Style	20	61	204 %	53	64	21%
Subject Knowledge	Subject Knowledge	23	63	178 %	53	65	22%
Critical Thinking	Research and Evidence	18	62	255 %	50	63	26%
	Developing an Argument	16	59	265 %	51	63	23%
	Critical Evaluation	18	58	229 %	49	61	24%

Note – Due to the small sample sizes and a lack of control groups, no statements about causality should be made.

Individual Pupil Outcomes

Pupil Name	PhD Tutor	Baseline Assignment Grade	Final Assignment Grade	Baseline Assignment Mark	Final Assignment Mark	Tutorial Attendance %
Mariyam Mehmood	MacKenzie Common	DNS	2.1	DNS	60	100 %
Imtiaz Ali	MacKenzie Common	DNS	3rd	DNS	49	100 %
Ajeet Rana	MacKenzie Common	DNS	WTP	DNS	10	71 %
Abdullah Saeed	MacKenzie Common	WTP	2.2	19	59	100 %
Talha Mahmood	MacKenzie Common	DNS	2.1	DNS	66	57 %
Srihari Prasanna	MacKenzie Common	WTP	2.1	19	60	100 %
Shanum Sabir	MacKenzie Common	WTP	2.1	20	68	100 %
Maya Rehal	MacKenzie Common	WTP	2.2	20	59	100 %
Jui Temkar	MacKenzie Common	WTP	2.2	23	57	100 %
Erika Pllana	MacKenzie Common	WTP	2.2	25	55	100 %
Azhar Ahmed	MacKenzie Common	WTP	2.1	17	62	100 %
Amandeep Kaur	MacKenzie Common	WTP	1st	19	70	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. Mark deductions, for example for late submission, are applied to the full marks and grades displayed in this table, but not to the sub-marks for competencies in the table on the previous page.

- For Key Stage 2 programmes, a 1st class and 2:1 assignment is roughly equivalent to working beyond the expected level of attainment at Key Stage2. 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.

2.3.2 University Preparation

Competencies 2: University Knowledge

Research shows that the lack of knowledge about higher education is one of the key barriers in university access for underrepresented pupils. In The Scholars Programme, pupils receive Information, Advice and Guidance (IAG) resources at trips to highly-selective universities from Key Stage 2 onwards. Year 12 pupils in the programme receive additional IAG material via our Virtual Learning Environment (VLE).

The below questions measure subjective knowledge as well as the self-confidence and perceived ability of pupils to progress to and succeed at university. Questions were asked both at the beginning and at the end of the programme.

The percentages are based on the 12 pupils from Cleveland Road Primary School who completed both questionnaires.

Cleveland Road Primary School	% Strongly Agree + Agree	
University Preparation	Before	After
I have a good level of knowledge in the subject that The Scholars Programme focuses on	58 %	75 %
I can complete written work to the same standard as a pupil two years above me at school	58 %	50 %
I would feel confident talking to a university teacher about my work	67 %	67 %
I understand why and how people study when they are at university	83 %	92 %
I know the steps I need to take to apply to university in the future	75 %	75 %
I am capable of studying at a highly selective university	50 %	75 %

Note – 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 statements.

‘I loved every moment of it because I got to learn so many more new things.’

Pupil, Cleveland Road Primary School

2.3.3 Deeper Learning Skills

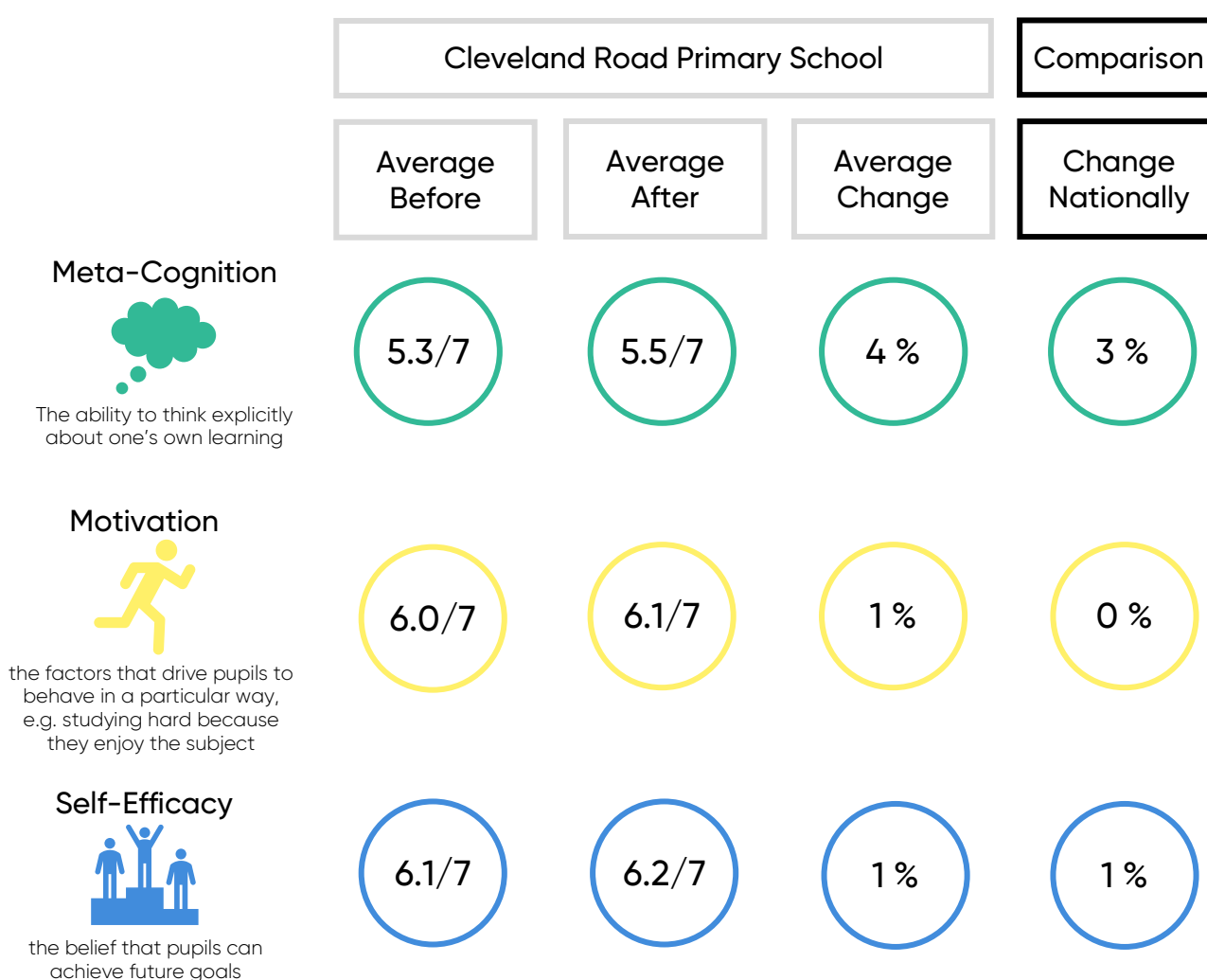
Deeper learning skills are a broader set of skills that underpin the ethos of our programmes and which are directly transferable to different contexts. The outcomes were chosen because academic research shows that they are linked to attainment and university progression. Pupils answered 36 questions both before and after the programme, and responses from Cleveland Road Primary School pupils were averaged on a scale from one to seven for three deeper learning skills: **meta-cognition**, **motivation** and **self-efficacy**.

Programme
Officer
Comment

'I am pleased to see that Cleveland Road Primary School pupils' average progress in meta-cognition is higher than the national average.'

Competencies 3: Meta-Cognition, Motivation and Self-Efficacy

This chart displays before and after averages for the 12 pupils who have completed both questionnaires.



Note – Due to the small sample sizes, no statements about causality should be made as a single pupil's result can significantly skew the data that is reported. The data should be used for purely descriptive purposes and read in the context of the qualitative information provided by the pupils and Programme Officers in this report. Nationally, the average pre scores are 5.3 for meta-cognition, 5.9 for motivation and 5.8 for self-efficacy. **To see pre/post data of the additional competencies that you selected when registering on the Impact Toolkit, please log in to your Impact Toolkit account.**

2.3.4 Parental Engagement

We were delighted to invite parents and carers of Cleveland Road Primary School pupils to attend the graduation event to celebrate the achievements of their children. 9 of the parents and carers who attended the certification ceremonies completed our parent survey. You can read more about our approach to parental engagement in our Impact Case Study '[Family Matters: Engaging Parents in University Access](http://tiny.cc/TBCimpact)' which is published on our website (<http://tiny.cc/TBCimpact>).

Statement	% of parents/carers who strongly agree or agree	
	Cleveland Road Primary School	National Average
Parents/carers attending graduation events		
This is the first time I have visited a university* (Yes/No)	50%	42%
I think my child has made academic progress during The Scholars Programme	100%	94%
I think my child was academically challenged throughout The Scholars Programme	89%	90%
I have discussed The Scholars Programme with my child over the past three months	78%	88%
I have supported my child to complete their assignments	78%	77%
I have discussed going to university with my child over the past three months	56%	83%
I would recommend The Scholars Programme to other parents	100%	94%
I would like my child to attend a highly selective university when they are older	89%	85%
I think that my child is capable of studying at a highly selective university when they are older	100%	97%
I have enjoyed visiting this university for The Scholars Programme Graduation Trip	100%	93%
I think that today's visit will help me to better support my child to secure a place at a highly selective university	78%	81%
My child will be able to study at this university when they are older and if they work hard at school	100%	92%
I plan to speak with my child more about university after this trip	100%	89%

* Answer options for this statement are 'Yes'/'No'. For all other statements answer options are on a 5-point scale from 'strongly agree' to 'strongly disagree'

'I think this is an excellent idea at a young age and can help children's focus on the future.'

Parents, Cleveland Road Primary School

Part 3: Pupil Premium Impact and Comparison Data

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

On The Scholars Programme this term, 4 pupils from Cleveland Road Primary School were eligible for Pupil Premium. Their average attendance was 100 %, which means they were in receipt of 28 hours of tutoring from a PhD researcher. Of these pupils, 1 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 'more-able' pupils, especially those underrepresented at highly-selective universities, by giving them the opportunity to work with a PhD tutor, receive information, advice and guidance including two visits to highly-selective universities, and produce an extended final assignment, which is assessed at one level above their current key stage.

This table shows programme attainment and attendance for Pupil Premium pupils compared to all pupils. It also provides averages for the 141 schools within the South Region and for the 364 schools that took part in The Scholars Programme in Summer 2018/19 across the country.

Averages are based on pupils who submitted both their baseline and final assignment.

	Cleveland Road Primary School		National Averages		South Region Average	
	Overall	Pupil Premium	Overall	Pupil Premium	Overall	Pupil Premium
Baseline assignment mark average	20	21	51	50	51	50
Final assignment mark average	61	62	62	60	62	61
Average progress between baseline and final assignment	202 %	200 %	21 %	21 %	22 %	21 %
% 1st/2.1 final assignment grades	50 %	50 %	66 %	59 %	67 %	61 %
% Final assignment submission rate	100 %	100 %	89 %	86 %	90 %	87 %
% Tutorial attendance	94 %	100 %	92 %	90 %	92 %	90 %

Part 4: Reflections and Next Steps

4.1 Notes from your Programme Officer

It has been a pleasure working with Cleveland Road Primary School and your pupils. We are pleased to see that 12 of your pupils completed the pre and post assessments. This is the first time that we have been able to assess our new competencies, including meta-cognition, motivation and self-efficacy. It is also great to see the proportion of pupils agreeing or strongly agreeing with the statement 'I am capable of studying at a highly selective university' went from 50% to 75%.

We are particularly thankful to Lisa Riches for supporting students throughout the programme.

Congratulations to all pupils and we look forward to working with you again.



Lydia Wiles
Programme Officer –
[South of England]

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.

To see pre/post data of the additional competencies that you selected when registering on the Impact Toolkit, please log in to your Impact Toolkit account.

4.2 Placements in 2019-20: Sign-up Information

The Scholars Programme

2019-20 School Sign up



We would love to work with you again in 2019-20. To sign up, follow the unique link that your Scholars Programme contact will provide you with via email. Online you can select your placements and update your contact details for the year. For information about the Programme next academic year, [click here](#).

Terms and School Contributions

Autumn	Spring	Summer
October – February Planning begins July 2019	January – May Planning begins November 2019	March – July Planning begins January 2020
KS5 8 pupils (£1,280) per placement	KS5 8 pupils (£1,280) per placement	KS2 12 pupils (£1,920) per placement
KS4 12 pupils (£1,920) per placement	KS4 12 pupils (£1,920) per placement	KS3 12 pupils (£1,920) per placement

Sign up closes in **July** for Autumn placements, **October** for Spring placements and **December** for Summer placements. We would encourage you to sign up as soon as you can in order to guarantee places for your pupils in 2019-20.

Spread the word

Our partner schools find out about us through their networks. If you would like to recommend the programme to a colleague or friend, please pass our information on and we would be delighted to talk to them about running the programme in their school. <https://thebrilliantclub.org/the-brilliant-club-for-schools/get-in-touch/>

Part 5: Appendix

A1: Raw Data Cleveland Road Primary School Pupil Assessments

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 and after the programme.

Statement	Average score (max score: 7)	
	Before	After
Meta-Cognition		
When I study for a test, I try to put together the information from class and from the book	5.17	6.33
When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly	6.50	6.50
When I study I put important ideas into my own words	5.92	6.00
I always try to understand what the teacher is saying even if it doesn't make sense	6.25	6.08
When I study for a test I try to remember as many facts as I can	6.17	6.58
When studying, I copy my notes over to help me remember material	4.33	5.58
When I study for a test I practice saying the important facts over and over to myself	3.75	4.58
I use what I have learned from old homework tasks and the textbook to do new tasks	5.58	5.67
When I am studying a topic, I try to make everything fit together	5.67	5.50
When I read material for my lessons, I say the words over and over to myself to help me remember	4.25	4.58
I outline the chapters in my book to help me study	4.17	3.75
When reading I try to connect the things I am reading about with what I already know	5.83	5.58
I ask myself questions to make sure I know the material I have been studying	4.33	5.25
I work on practice exercises and answer additional questions even when I don't have to	4.83	4.42
Even when study materials are dull and uninteresting, I keep working until I finish	6.08	6.00
Before I begin studying I think about the things I will need to do to learn	5.75	4.92
When I'm reading I stop once in a while and go over what I have read	4.75	5.25
I work hard to get a good grade even when I don't like a class	6.00	6.25
Motivation		
I prefer schoolwork that is challenging so I can learn new things	5.83	5.75
It is important for me to learn what is being taught in my lessons	5.92	6.33
I like what I am learning in my lessons	6.33	6.08

I think I will be able to use what I learn in one class in other classes	6.33	5.92
I often choose topics I will learn something from even if they require more work	5.08	5.83
Even when I do poorly on a test I try to learn from my mistakes	6.33	6.67
I think that what I am learning in my lessons is useful for me to know	6.50	5.92
I think that what we are learning this year is interesting	5.92	6.33
Understanding my subjects is important to me	6.17	6.33
Self-Efficacy		
Compared with other students in my year I expect to do well	5.67	5.83
I'm certain I can understand the ideas taught in my lessons	6.00	6.33
I expect to do very well in this school	6.58	6.25
Compared with others in my year group, I think I'm a good student	5.75	6.17
I am sure I can do an excellent job on the problems and tasks assigned in my lessons	6.00	6.17
I think I will receive good grades in my classes	6.33	6.50
My study skills are excellent compared with others in my year	6.00	6.08
Compared with other students in my school I think I know a great deal about my subjects	6.00	5.67
I know that I will be able to learn the material for this year	6.42	6.50

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.

