

**The
Scholars
Programme**



Programme and Impact Report for Cleveland Road Primary School

**Autumn 2020-21 (postponed
from Summer 2019-20)**



Contents

1. Summary	3
1.1 Welcome	3
1.2 Cleveland Road Primary School programme journey	4
2. Pupil impact	5
2.1 Cleveland Road Primary School pupil targeting	5
2.2 Cleveland Road Primary School programme outputs	6
2.3 Cleveland Road Primary School university readiness outcomes	7
2.3.1 Academic Achievement	7
2.3.2 University Preparation	9
2.3.3 Deeper Learning Skills	10
3. Articulating impact and further analysis	11
3.1 Articulating the impact of The Scholars Programme	11
3.2 Impact analysis and comparison data	12
3.3 Research update	13
4. Notes from The Scholars Programme team	14
5. Appendix	15
A1: Raw data Cleveland Road Primary School pupil assessments	15

Partner universities

Our university partners provide invaluable financial and logistical support to run our trips and to recruit new PhD tutors.



1. Summary

1.1 Welcome

I am pleased to present Cleveland Road Primary School with your impact report outlining your partnership with The Brilliant Club in Autumn 2020/21 (postponed from Summer 2019/20). More than **200 researchers** worked with over **3,800 pupils** in **293 schools** to deliver The Scholars Programme in the Autumn term instead of the Summer term, due to the disruption caused by Covid-19. I trust your pupils found the work with their PhD tutor inspiring and challenging.

PhD tutor	Course title	University	Research area
Maria Ospina	The Healthy Heart	Newcastle University	Environmental engineering Nitrogen fixation

Covid-19 Update

We recognise that the Covid-19 crisis has had an unprecedented impact on pupils' learning and that schools and pupils faced much disruption over the course of the Autumn term. We are grateful for your patience and co-operation as we have worked to ensure that your pupils have been able to complete The Scholars Programme.

We are aware that this academic year will continue to be challenging for everyone in schools. With educational inequality increasing over lockdown periods, giving pupils access to stretching, enriching academic experiences is more important than ever – especially for pupils from less advantaged backgrounds. That makes us even more committed to running a high-quality Scholars Programme, and we have developed a series of contingency plans to enable us to deliver The Scholars Programme, even if restrictions continue.

This report

We have added a new section to school impact reports designed to help you better understand and articulate the impact of The Scholars Programme. Section 3 includes wording which can be used to articulate the impact of The Scholars Programme in the language of the new **Ofsted framework**, **Pupil Premium funding** and **Gatsby Benchmarks**. We also share analysis findings that you could use to improve pupil outcomes in future placements.

I am looking forward to continuing to work with you and your pupils over the forthcoming year. We are currently signing up schools for 2021/22, so please do get in touch with me at annabel.marcuse@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,

Annabel Marcuse, Area Director, The Scholars Programme



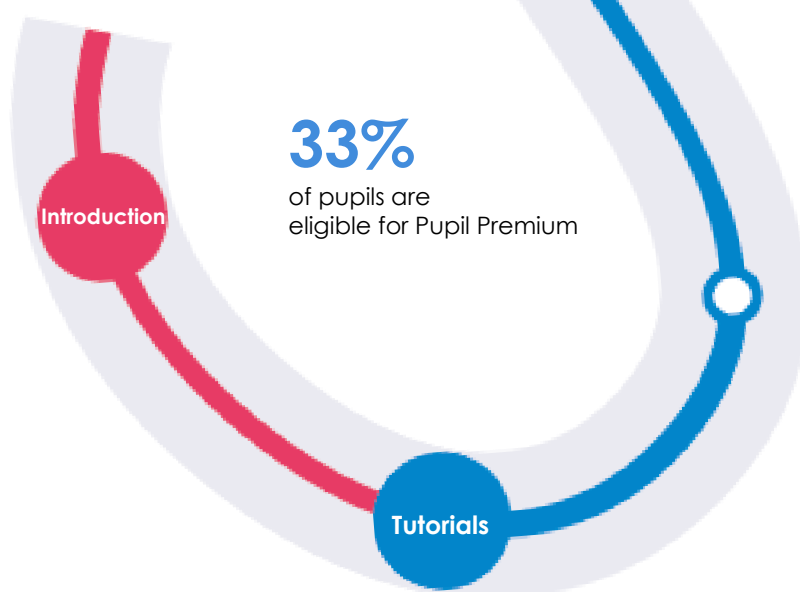
This map shows Scholars Programme placements in Autumn 2020/21 (postponed from Summer 2019/20)

1.2 Cleveland Road Primary School programme journey



1 Programme Introduction

Cleveland Road Primary School pupils were introduced to the programme with a broad range of resources covering the content that would usually be delivered at a university Launch Trip. Pupils also completed their pre-programme assessments online and signed up to the Virtual Learning Environment ahead of the first tutorials. Pupils could use the VLE throughout the programme to ask for support from their PhD tutor, access additional resources, submit assignments and homework and receive feedback.



2 Tutorials

Pupils took part in virtual or in-school tutorials led by a PhD tutor. To emulate a university learning environment, tutorial groups are kept small and there is a focus on university-style pedagogy including independent research, critical thinking, and higher-order questioning.

3 Final Assignment

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

11 pupils

submitted final assignments

4 Graduation Event

All pupils who completed the programme will receive a certificate and opportunity to take part in a virtual Graduation Event in school to celebrate their achievements.

Course Handbook



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
	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**

92%
(11/12)



**Target Pupils
meeting 1 or more
of 3 criteria**

92%
(11/12)

2.2 Cleveland Road Primary School programme outputs



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

Cleveland Road Primary School attendance and assignment submission

% average tutorial attendance	83%
% final assignment submission	92%

University trips during the pandemic

Due to Covid-19, it was not possible to host our usual university Launch and Graduation Trips in the Autumn term. We teamed up with our partners to provide pupils with online study skills and IAG resources as well as video messages from current undergraduate students. We are looking forward to celebrating pupils' achievement at our virtual Graduation Events in April.

Launch

All schools were provided with a package of pre-recorded materials to set pupils up for success on The Scholars Programme.

- **"Welcome" video**, introducing pupils to The Scholars Programme
- **Study skills session**, equipping pupils with some of the academic skills needed to succeed on the programme, such as critical thinking and small group discussion
- **Information, Advice and Guidance resources**, tailored by key stage. All pupils received a series of three IAG sessions – "What is University?", "University Study" and "Life at University". These sessions included accounts and experiences from current undergraduate students from a number of highly-selective university partners, both from the same region as the school and from further afield.

Graduation

All schools participating in The Scholars Programme since September 2020 have been invited to attend a live online Graduation at the end of April 2021. This will include:

- **Keynote**
- **Information, Advice and Guidance** session from a highly selective University partner
- **Graduation ceremony**

Parents/carers are also invited to attend, to celebrate the achievements of their Scholars. We look forward to seeing you and your pupils at their Graduation!

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 10 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.

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	42	60	45%	52	64	23%
	Language and Style	42	72	72%	53	65	22%
Subject Knowledge	Subject Knowledge	46	75	64%	54	66	23%
Critical Thinking	Research and Evidence	46	68	47%	50	63	26%
	Developing an Argument	42	71	70%	51	63	25%
	Critical Evaluation	45	73	65%	49	62	26%

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%
Pupil X	Maria Ospina	3rd	1st	42	86	71%
Pupil X	Maria Ospina	3rd	1st	43	83	86%
Pupil X	Maria Ospina	3rd	1st	46	87	100%
Pupil X	Maria Ospina	3rd	1st	43	86	100%
Pupil X	Maria Ospina	2.2	2.2	55	59	86%
Pupil X	Maria Ospina	3rd	3rd	42	46	86%
Pupil X	Maria Ospina	3rd	2.1	43	61	86%
Pupil X	Maria Ospina	3rd	1st	43	90	86%
Pupil X	Maria Ospina	3rd	2.2	43	53	71%
Pupil X	Maria Ospina	3rd	DNS	40	DNS	86%
Pupil X	Maria Ospina	3rd	2.2	40	51	100%
Pupil X	Maria Ospina	3rd	DNS	43	DNS	43%

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 Stage 2. 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. On The Scholars Programme, pupils receive Information, Advice and Guidance (IAG) resources as part of their programme induction.

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 9 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	56%	67%
I can complete written work to the same standard as a pupil two years above me at school	56%	56%
I would feel confident talking to a university lecturer about my work	56%	67%
I understand why and how people study when they are at university	44%	78%
I know the steps I need to take to apply to university in the future	33%	78%
I am capable of studying at a highly selective university	44%	67%
University is for people like me	44%	67%
I would fit in well with others at university	44%	89%
I have the academic ability to succeed at university	67%	78%
I could cope with the level of study required at university	44%	89%

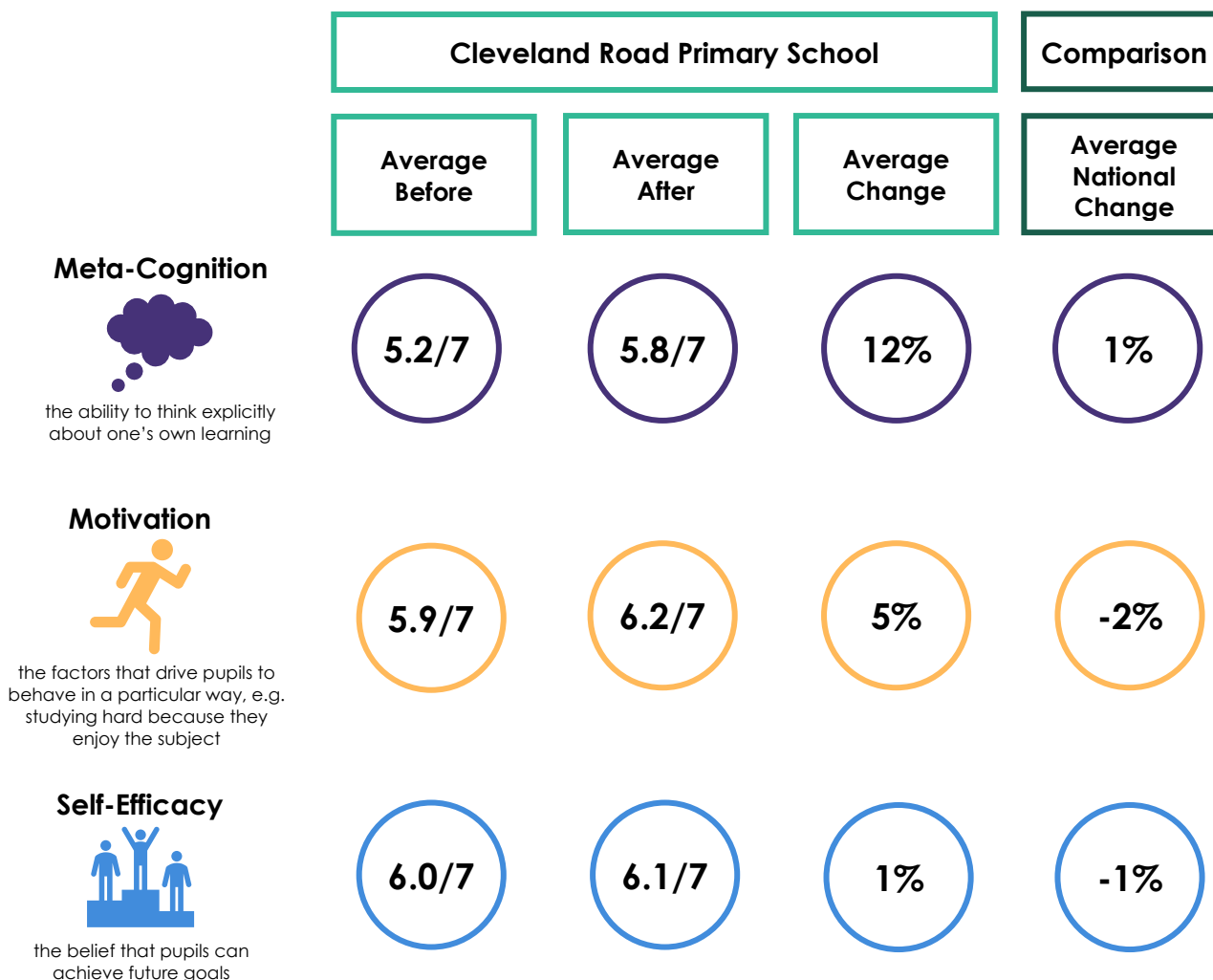
Note – Pupils responded to the statements using a five-point scale from 'strongly disagree' (1) to 'strongly agree' (5). This table shows the percentage of pupils who agreed or strongly agreed with the statements.

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**.

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

This chart displays before and after averages for the 9 pupils who 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 before scores are 5.4 for meta-cognition, 5.9 for motivation and 5.8 for self-efficacy. **To see before/after data of the additional competencies that you selected when registering pupils, please log in to your ScholarsHQ account.**

3. Articulating impact and further analysis

3.1 Articulating the impact of The Scholars Programme

The Scholars Programme supports schools to meet statutory regulations for **Pupil Premium**, **Gatsby Benchmarks** and **Ofsted**. This section includes wording which can be used to articulate the impact of The Scholars Programme within each framework.

Pupil Premium

The Scholars Programme has been used at Cleveland Road Primary School to target disadvantaged high prior attainers as evidence shows that these pupils are especially at risk of underachievement nationally. As a supra-curricular intervention, assessed at a level above a pupil's current key stage, The Scholars Programme develops pupils' cultural capital and readiness for the next stage of their education. The Scholars Programme has been cited as an effective use of Pupil Premium Funds by Ofsted (Ofsted, 2013. pp. 12 & 19).

On The Scholars Programme this term, **4 pupils were eligible for Pupil Premium**. Their average attendance was **82%**, which means they received **23 hours of tutoring** from a PhD researcher. Of these pupils, **2** achieved a 1st indicating that they are performing very well at the key stage above their current level.

Ofsted

The Scholars Programme helps pupils to develop the knowledge and skills they need to take advantage of opportunities, responsibilities and experiences in later life. It does this by providing a supra-curricular intervention, targeted at high prior attaining disadvantaged pupils, offering them the opportunity to work with a PhD researcher to produce an extended final assignment assessed at a level above their current key stage.

Pupils taking part in The Scholars Programme receive information, advice and guidance at visits to highly-selective universities, meeting Gatsby Benchmark 7. This is part of our commitment to equip pupils with the knowledge and cultural capital they need for university study.

The Scholars Programme is one element of our commitment to providing a rich and broad curriculum across the school. It has been cited as an effective use of Pupil Premium Funds ([Ofsted, 2013. pp. 12 & 19](#)).

Gatsby Benchmarks

The Scholars Programme supports Cleveland Road Primary School in fulfilling Gatsby Benchmark 7 and is embedded into our wider school Careers Programme, supporting the school to meet Gatsby Benchmark 3 for pupils who are both high attaining and disadvantaged. It is an example of both a push factor (providing information, advice and guidance as a school-based intervention) and a pull factor (showing pupils what higher education is like and giving them a direct experience through engaging with a highly-selective university).

The Scholars Programme challenges pupils' thinking through a series of tutorials, enabling pupils to gain an experience of university-style learning.

3.2 Impact analysis and comparison data

This school impact report focuses on numbers and stories of Cleveland Road Primary School pupils. We understand that information about the specific programme that your pupils completed with their PhD tutor is most relevant to you, but we also want to share analysis that we conduct across all pupils on The Scholars Programme. This analysis, which is based on more robust statistical methods and bigger sample sizes of pupils, provides helpful insights on how to improve outcomes for pupils.

Factors affecting pupil outcomes

From analysing the data of more than 23,000 pupils who completed The Scholars Programme over the last two years, we see that on average pupils make 8.9 marks progress between their baseline and final assignment mark. Pupils eligible for Pupil Premium make similar progress with 8.3 marks on average. 27% of pupils who submitted a final assignment achieved a 1st and 42% of pupils achieved a 2.1 grade. From the analysis, we were able to identify drivers of pupils' academic achievement:

TUTORIAL ATTENDANCE MAKES A DIFFERENCE

Pupils with higher attendance on average do better in their final assignment. Attending **Tutorial 6**, which provides pupils with the opportunity to review the assignment draft with their PhD tutor, is associated with an additional average **three marks increase** between pupils' baseline and final assignment mark.

Pupils who submit their baseline assignment **do better in their final assignment by an average of four marks**, even when controlling for other factors such as tutorial attendance and pupil demographics.

BASELINE ASSIGNMENTS MATTER

Pupil outcomes during the pandemic

Despite the difficult circumstances this year, it has been inspiring to see the many excellent final assignments submitted by pupils. Even though the overall submission rate this term is – unsurprisingly – lower than what we normally see on The Scholars Programme, pupils who completed the programme on average made progress in key competencies on the same level as previous cohorts of Scholars Programme graduates. In terms of critical thinking that pupils demonstrated in their assignments, average marks increased from 51 at baseline to 63 at final assignments.

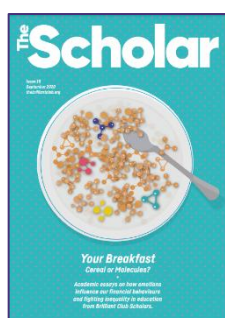
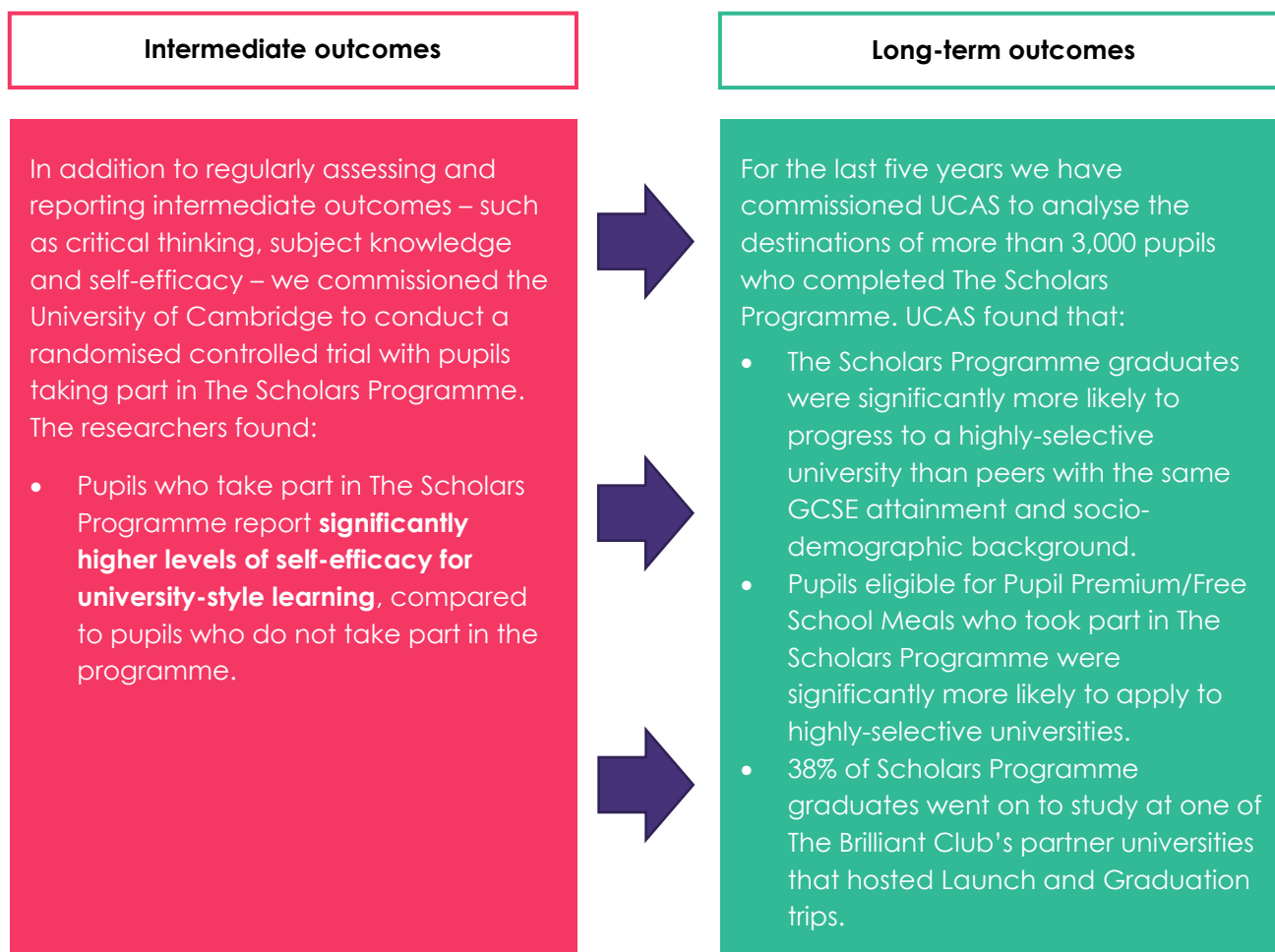
Regional and national comparison table

This table compares programme attainment and attendance with averages for the 101 schools within the East of England and for the 324 schools that took part in The Scholars Programme in Autumn 2020-21 across the UK. Averages are based on pupils who submitted both their baseline and final assignment.

	Cleveland Road Primary School	East of England Average	National Averages
Baseline assignment mark average	44	51	52
Final assignment mark average	70	64	64
Average progress between baseline and final assignment	60%	25%	22%
% 1st/2.1 final assignment grades	60%	70%	67%
% Final assignment submission rate	83%	75%	64%
% Tutorial attendance	83%	87%	86%

3.3 Research update

This year we worked with two external evaluators – the University of Cambridge and UCAS – to better understand the impact of The Scholars Programme. We are pleased to see a growing evidence base confirming that the programme helps pupils to develop their knowledge, skills and academic self-confidence (intermediate outcomes) and to enter highly-selective universities (long-term outcomes).



In September, we published the latest issue of **The Scholar**, The Brilliant Club's academic journal of outstanding pupil work. The Scholar is published termly and showcases some of the excellent work produced by pupils on The Scholars Programme. All assignments nominated for publication are reviewed by an expert panel of PhD researchers and only the highest scoring assignments get published. We are delighted to celebrate pupil work and achievements in the country's only academic journal dedicated to publishing university-style assignments authored by school pupils. All editions of The Scholar are published on our website.

4. Notes from The Scholars Programme team

It has been a pleasure supporting the pupils from Cleveland Road Primary School over the last term. Students' progress in tutorials, final assignment submission rates and results are very competitive with both regional and national averages. This reflects the hard work and effort pupils put into the programme, and the support they received from their teachers and tutor; pupils should be very proud of what they have achieved.

We are particularly pleased to report that pupils made very impressive progress in their levels of subject knowledge and developing an argument; we hope these skills serve students well as they progress through school.

Looking more closely at pupils' University Knowledge, it is great to see positive shifts in pupils' responses. In particular, I was pleased to see that the percentage of pupils who agreed with the statements "I would fit in well with others at university" and "I could cope with the level of study required at university" increased 45% from responses at the start of the programme. This demonstrates the positive impact of working with a PhD tutor and we are really pleased to see the increased confidence in the pupils.

In terms of deeper learning skills, which are a broader set of skills that tap into pupils' self-perceptions as learners in school, the data indicates that pupils made excellent progress in their self-assessed levels of motivation, meta-cognition and self-efficacy.

We look forward to seeing pupils at the upcoming live Graduation Events, and hope that pupils enjoy this opportunity to build on their understanding of university from the programme Launch and to celebrate their hard work and achievements.

Congratulations to pupils from Cleveland Road Primary School for their efforts and achievements on The Scholars Programme. We are particularly grateful to Lisa Riches for supporting the students throughout the programme. Many thanks for all your hard work in delivering The Scholars Programme over the last term. We look forward to working with you next academic year.

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 check your 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, please log in to your ScholarsHQ account.

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	5.44	5.67
When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly	6.00	6.00
When I study I put important ideas into my own words	5.11	6.11
I always try to understand what the teacher is saying even if it doesn't make sense	5.89	6.00
When I study for a test I try to remember as many facts as I can	6.33	6.67
When studying, I copy my notes over to help me remember material	5.00	5.44
When I study for a test I practice saying the important facts over and over to myself	5.11	5.89
I use what I have learned from old homework tasks and the textbook to do new tasks	5.44	6.44
When I am studying a topic, I try to make everything fit together	5.44	6.56
When I read material for my lessons, I say the words over and over to myself to help me remember	4.11	5.22
I outline the chapters in my book to help me study	3.89	4.44
When reading I try to connect the things I am reading about with what I already know	4.56	6.11
I ask myself questions to make sure I know the material I have been studying	5.33	5.44
I work on practice exercises and answer additional questions even when I don't have to	5.33	5.22
Even when study materials are dull and uninteresting, I keep working until I finish	5.22	6.11
Before I begin studying I think about the things I will need to do to learn	5.56	5.78
When I'm reading I stop once in a while and go over what I have read	4.33	5.33
I work hard to get a good grade even when I don't like a class	5.67	6.22
Motivation		
I prefer schoolwork that is challenging so I can learn new things	5.44	5.67
It is important for me to learn what is being taught in my lessons	6.22	6.67

I like what I am learning in my lessons	5.44	5.78
I think I will be able to use what I learn in one class in other classes	5.78	6.22
I often choose topics I will learn something from even if they require more work	5.67	5.78
Even when I do poorly on a test I try to learn from my mistakes	6.00	6.44
I think that what I am learning in my lessons is useful for me to know	6.33	6.22
I think that what we are learning this year is interesting	6.00	6.00
Understanding my subjects is important to me	6.00	6.78
Self-Efficacy		
Compared with other students in my year I expect to do well	6.11	5.89
I'm certain I can understand the ideas taught in my lessons	6.22	6.11
I expect to do very well in this school	6.44	6.11
Compared with others in my year group, I think I'm a good student	6.22	5.89
I am sure I can do an excellent job on the problems and tasks assigned in my lessons	5.78	5.89
I think I will receive good grades in my classes	6.00	6.33
My study skills are excellent compared with others in my year	5.44	6.00
Compared with other students in my school I think I know a great deal about my subjects	5.78	6.00
I know that I will be able to learn the material for this year	6.00	6.33

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.

