

**The
Scholars
Programme**



Programme and Impact Report for Cleveland Road Primary School

Spring 2022-23



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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.



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 Spring 2022-23. I trust your students found the work with their PhD tutor inspiring and challenging.

PhD tutor	Course title	University	Research area
Ellen Grace Lesser	Philosophy: What Is Fairness?	University of Exeter	Theology and Religion, The Relationship Between the Christian God and Nonhuman Animals

Update

We are continuing to expand the Programme's reach this year in line with our [Join the Club](#) strategy. **217 researchers** worked with **5,830 students** in **369 schools** to deliver The Scholars Programme in the Spring term.

This term, we continued to roll out developments to the Hub, our online platform that brought together the existing teacher dashboard with a new student/tutor virtual learning environment and which launched in Autumn. The Student Hub has been developed with accessibility as the top priority, particularly for students with limited access to devices at home. Alongside this, the Teacher Hub has been enhanced to give Lead Teachers access to more data and greater autonomy to support students. Feedback from stakeholders has been invaluable for these developments and we will continue to make incremental improvements to the platform both this academic year and next.

This report

This report provides a breakdown of students' engagement and progress towards our university-preparedness outcomes: academic achievement and university self-efficacy. We also hope this document helps your school to articulate the impact of The Scholars Programme. For example, Section 3 includes wording which can be used to articulate the impact of The Scholars Programme in the language of the latest **Ofsted framework**, **Pupil Premium funding**, and **Gatsby Benchmarks**. Finally, we also share analysis findings that you could use to improve student outcomes in future placements. If you have any feedback about this report or the Programme more widely, please do get in touch with me at harriet.joseph@thebrilliantclub.org.



Scholars Programme placements in
Spring 2022-23

With educational inequality increasing over the course of the pandemic, giving students access to stretching, enriching academic experiences is more important than ever – especially for students from less advantaged backgrounds. We are delighted that the Programme has been recognised by the Office for Students as effective practice in their recently published [attainment-raising toolkit](#).

We look forward to continuing to work with you and your students over the forthcoming year. We are currently signing up schools for 2023-24, so please do get in touch with your Programme Officer to ensure you have confirmed provision.

Thank you for your continuing support,

Harriet Joseph, Director of The Scholars Programme

1.2 Cleveland Road Primary School programme journey



1 Launch Event

Cleveland Road Primary School students were introduced to the programme with a Launch Event, which included an Information, Advice and Guidance session with a university partner. Students were also asked to sign up to the Hub (virtual learning environment) and complete pre-programme assessments ahead of the first tutorials. Students could use the Hub throughout the programme to ask for support from their PhD tutor, access additional resources, submit assignments and homework, and receive feedback.

3 Final assignment

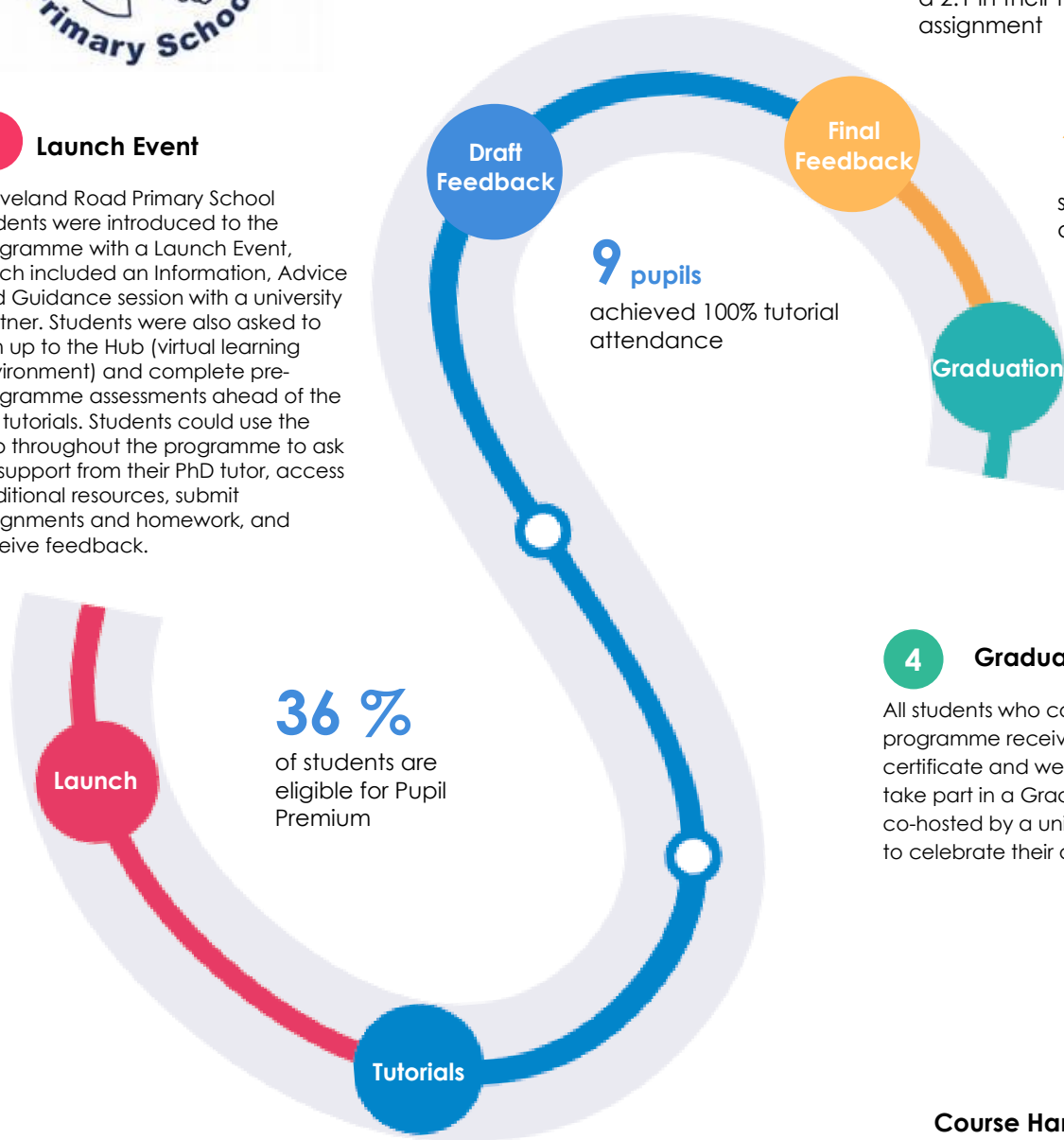
Tutorials culminated in students completing a **challenging university-style assignment**, which was marked by PhD tutors using a standardised mark scheme.

10 students

achieved a 1st or a 2.1 in their final assignment

14 students

submitted final assignments



2 Tutorials

Students took part in 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.

4 Graduation Event

All students who completed the programme received a certificate and were invited to take part in a Graduation Event, co-hosted by a university partner, to celebrate their achievements.

Course Handbook



2. Student impact

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

Student Impact Framework		
	1. Student targeting	Pupil Premium Parental history of HE Postcode deprivation
	2. Programme outputs	Attendance Assignment submission
	3. University preparedness outcomes	Academic achievement University self-efficacy

2.1 Cleveland Road Primary School student targeting



In pursuit of our mission to support students from less advantaged backgrounds to progress to the most competitive universities, we target students 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 students at Cleveland Road Primary School.



Pupil Premium

36 %
(5/14)



**No parental history
of higher education**

50 %
(7/14)



**Living in 40% most
deprived areas
according to IDACI**

64 %
(9/14)



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

79 %
(11/14)

2.2 Cleveland Road Primary School programme outputs



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

2.2.1 Student engagement

Cleveland Road Primary School attendance and assignment submission	
% average tutorial attendance	95 %
% final assignment submission	100 %

2.2.2 Launch and Graduation Events

On The Scholars Programme, students experience university-style learning and develop the skills, knowledge, and confidence to go on to, and excel at, the most competitive universities. As part of this, we team up with our university partners to host Launch and Graduation Events.

Launch Event: University of Sussex

We ran a series of Launch Events with our university partners to introduce students to The Scholars Programme and give them a taster of student life at one of the most competitive universities.

Cleveland Road Primary School	% Strongly Agree + Agree
Launch Event (n=14)	
I have enjoyed this Launch Event	100 %
The Launch Event has made me feel excited 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	50 %
I will be able to study at this university when I am older if I work hard at school	86 %

Student comments: Launch Event



"I loved the visit because I learned stuff. I learned how it's like to be a student at university."

"The launch trip today was amazing it has taught me more about The Scholars Programme and about university."

Graduation Event: King's College London

Students attended a Graduation Event to reflect on their achievements and celebrate their completion of The Scholars Programme. Each event included a welcome from The Brilliant Club, a session led by one of our university partners to give students further Information, Advice and Guidance, and a graduation ceremony.

Cleveland Road Primary School	% Strongly Agree + Agree
Graduation Event (n=13)	
I have enjoyed this Graduation Event	100 %
The Graduation Event has made me feel proud about being in The Scholars Programme	100 %
I have learned something I didn't know about this university before	92 %
I am more likely to apply to this university after visiting today	77 %
I will be able to study at this university when I am older if I work hard at school	92 %

Student comments: Graduation Event



"The trip to King's College was a great experience. The Scholars Programme was amazing and I thank everyone who was a part of this."

"I really enjoyed coming to this university, I loved getting my certificate, it made me feel proud."

2.3 Cleveland Road Primary School university preparedness outcomes



Based on academic evidence, The Brilliant Club designed an outcomes framework that details how we will support students to progress to the most competitive universities. This framework is built upon six outcomes that academic research shows are linked to attainment and university progression.

Academic Achievement assessed via the academic work students produce on the programme in baseline and final assignments	Subject Knowledge
	Written Communication
	Critical Thinking
University Self-Efficacy assessed via pre/post-programme assessments	Academic Skills
	Sense of Belonging
	University Knowledge

2.3.1 Academic achievement

Written Communication, Subject Knowledge, and Critical Thinking

Academic achievement is about the skills and knowledge that students 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 14 students that have submitted both their baseline and final assignments. The table also includes UK averages, allowing you to compare scores at baseline and progress made.

Competency	Cleveland Road Primary School			UK Comparison		
	Baseline Average	Final Average	Average progress	Baseline Average	Final Average	Average progress
Written Communication	61	60	-2 %	51	64	25 %
Subject Knowledge	59	62	4 %	49	62	26 %
Critical Thinking	58	58	0 %	50	63	25 %

Note –This data should be used for descriptive purposes and read in the context of the qualitative information provided in this report.

Student comments: End of Programme



“Very lovely tutor who motivated me to work as hard as I could. University has always been a big dream of mine and I found this assignment very rewarding and useful for our future.”

“I really enjoyed working the PhD tutor. She helped me a lot and gave me advise what I could do better and what to change. I learned more about fairness in different contexts. I would like to thank my PhD tutor for making learning fun and giving me lots of support.”

Individual student outcomes

Student Name	PhD Tutor	Baseline Assignment Grade	Final Assignment Grade	Baseline Assignment Mark	Final Assignment Mark	Tutorial Attendance %
Aayush Temkar	Ellen Grace Lesser	2.1	2.2	60	56	100 %
Abira Loganathan	Ellen Grace Lesser	2.2	2.1	59	62	86 %
Adil Arshad	Ellen Grace Lesser	2.1	2.1	60	68	100 %
Amelia Rehman	Ellen Grace Lesser	2.2	2.1	59	61	86 %
Anaya Mohammad	Ellen Grace Lesser	3rd	2.1	44	68	86 %
Ibrahim Rahman	Ellen Grace Lesser	2.1	3rd	62	44	100 %
Khizer Amin	Ellen Grace Lesser	2.2	2.1	55	60	100 %
Lina Kazi	Ellen Grace Lesser	2.1	WTP	60	39	100 %
Madina Farhan	Ellen Grace Lesser	2.1	1st	62	70	86 %
Maira Mahmud	Ellen Grace Lesser	2.1	2.1	62	65	100 %
Pranshi Rathod	Ellen Grace Lesser	2.2	2.2	59	59	100 %
Tanush Sharma	Ellen Grace Lesser	2.1	2.1	62	63	100 %
Tanya Bhudhan	Ellen Grace Lesser	2.1	2.1	62	63	100 %
Zannat Ansari	Ellen Grace Lesser	2.1	2.1	61	60	86 %

Notes

The mark schemes use university-style marking to engage students with learning in higher education. They have been developed in collaboration with an academic who specialises in educational assessment, and they are designed to measure outcomes that are considered important for school attainment, including subject knowledge, critical thinking, and written communication. Assignments are marked by PhD tutors in line with these standardised mark schemes.

For Key Stages 2-4, students receiving a 1st class grade are performing to a very high standard on these outcomes, whilst students receiving a 2:1 are performing to a high standard.

"DNS" stands for did not submit, and assignments that do not meet passing requirements are marked as working toward pass ("WTP"). Students that withdrew from the programme are not part of the impact report. Mark deductions, for example for late submission or plagiarism, 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.

2.3.2 University self-efficacy

On The Scholars Programme, students experience university-style learning and develop the skills, knowledge, and confidence to go on to, and excel at, the most competitive universities. Here we report students' overall university self-efficacy - their belief that they can get into and succeed at university, including the most competitive ones. There are three components to university self-efficacy: academic skills, knowledge about university, and sense of belonging.

This table displays before and after averages for the 14 students who completed both the pre and post programme assessments.

		Cleveland Road Primary School			UK Comparison
		Before	After	Change	Change
University Self-Efficacy: the belief that students can get into and succeed at university.		4.1	4.5	8 %	7 %
Outcomes					
Academic Skills		4.4	4.5	2 %	2 %
University Knowledge		3.6	4.4	24 %	15 %
Sense of Belonging		4.2	4.5	7 %	3 %

Note – Students responded to multiple statements using a five-point scale from 'strongly disagree' (1) to 'strongly agree' (5). This table shows average scores across questions pertaining to each outcome. This data should be used for descriptive purposes and read in the context of the qualitative information provided in this report.

Student comments: End of Programme



"It was great studying about the concepts of fairness along with my classmates and my PhD tutor. I learned more about fairness, its different types like equity and how fairness is important in our lives. The Scholars Programme has helped me understand how university style essays will be like. I really enjoyed being a scholar in this programme."

"It was an amazing experience, being able to experience how university work and life is. My PhD tutor meetings were challenging as we would always learn a new type of concept. All together what I have learnt was about different theories, critical thinking, referencing. I have really enjoyed this experience."

Academic Skills, University Knowledge, and Sense of Belonging

The questions below were asked both at the beginning and at the end of the programme. The percentages are based on the 14 students from Cleveland Road Primary School who completed both the pre and post programme assessments.

Cleveland Road Primary School	% Strongly Agree + Agree	
Academic Skills	Before	After
I could cope with the level of study required at university	71 %	86 %
I can find key ideas easily when reading a text	93 %	100 %
I can assess how reliable information is when reading a text	100 %	100 %
I can clearly explain my ideas, even when writing about complicated things	79 %	71 %
I can confidently explain my ideas in small group discussions	93 %	93 %
I use a range of learning strategies for revision and homework	86 %	86 %
University Knowledge	Before	After
I know the steps I need to take to go to university in the future	64 %	86 %
I know a lot about what it is like to be a student at university	29 %	79 %
I know a lot about the differences between learning at school and learning at university	57 %	100 %
Sense of Belonging	Before	After
University is for people like me	64 %	93 %
I would fit in well with others at university	79 %	86 %
I could really be myself at university	86 %	93 %

Note – Students responded to the statements using a five-point scale from 'strongly disagree' (1) to 'strongly agree' (5). The tables on this page show the percentage of students who agreed or strongly agreed with the statements.

The questions below were asked at the end of the programme. The percentages are based on the 14 students from Cleveland Road Primary School who completed the end of programme assessment.

Cleveland Road Primary School	% Strongly Agree + Agree
Academic Skills	After
I have a good level of knowledge in the subject that my The Scholars Programme tutorials focused on	93 %
I am confident that I can complete university-style assignments to a high standard	93 %
I know what plagiarism is and how to avoid it	100 %
What I achieved on The Scholars Programme motivates me to keep working hard	100 %
I will be able to study at the university of my choice if I continue to work hard at school	93 %
I would feel confident talking to researchers like my tutor in the future	93 %

Note – Students responded to the statements using a five-point scale from 'strongly disagree' (1) to 'strongly agree' (5). The tables on this page show the percentage of students who agreed or strongly agreed with the statements.

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 students are especially at risk of underachievement nationally. As a supra-curricular intervention, The Scholars Programme develops outcomes that are important for raising students' attainment, including subject knowledge, critical thinking, and written communication.

On The Scholars Programme this term, **5 students were eligible for Pupil Premium**. Their average attendance was **94 %**, which means they received **33 hours of tutoring** from a PhD researcher. Of these students **4** received a 2:1.

Ofsted

The Scholars Programme helps students 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 students, offering them the opportunity to work with a PhD researcher to produce an extended final assignment.

Students taking part in The Scholars Programme receive information, advice, and guidance at visits to the most competitive universities, meeting Gatsby Benchmark 7. This is part of our commitment to equip students 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.

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 students 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 students what higher education is like and giving them a direct experience through engaging with a competitive university).

The Scholars Programme challenges students' thinking through a series of tutorials, enabling students to gain an experience of university-style learning. This term, students have engaged with the University of Sussex and King's College London at Launch and Graduation Events.

3.2 Impact analysis and comparison data

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

Factors affecting student outcomes

From analysing the data of more than 48,000 students who completed The Scholars Programme over the last five years, we see that on average students make 9.8 marks progress between their baseline and final assignment mark. Students eligible for Pupil Premium make similar progress with 9.4 marks on average. 26% of students who submitted a final assignment achieved a 1st and 42% of students achieved a 2.1 grade. From the analysis, we were able to identify drivers of students' academic achievement:

TUTORIAL ATTENDANCE MAKES A DIFFERENCE

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

Students 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 student demographics.

BASELINE ASSIGNMENTS MATTER

UK comparison table

This table compares programme attainment and attendance with averages for the 369 schools that took part in The Scholars Programme in Spring 2022-23 across the UK. Averages are based on students who submitted both their baseline and final assignment.

	Cleveland Road Primary School		UK Comparison	
	Overall	Pupil Premium	Overall	Pupil Premium
Baseline assignment mark average	59	57	50	49
Final assignment mark average	60	60	63	61
Average progress between baseline and final assignment	1 %	5 %	25 %	24 %
% 1st/2.1 final assignment grades	71 %	80 %	65 %	56 %
% Final assignment submission rate	100 %	100 %	83 %	77 %
% Tutorial attendance	95 %	94 %	87 %	84 %

3.3 Updates and opportunities

Research and Evaluation

For the latest information on our programme evaluations, please click [here](#).

Alongside evaluating The Scholars Programme, we support schools and universities to build their research and evaluation skills and capacity. You can find out more about how you can collaborate with us [here](#).

The Scholar



In December, we published the latest issue of **The Scholar**, The Brilliant Club's academic journal of outstanding student work. The Scholar is published termly and showcases some of the excellent work produced by students 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 students' work and achievements in the country's only academic journal dedicated to publishing university-style assignments authored by school students. All editions of The Scholar are published on our website.

Alumni Community

We are building a network of Brilliant Club Scholars to create a community of like-minded alumni. Having studied one of our programmes, we know your students will be able to provide a helpful insight into what it means to get the most out of The Brilliant Club. We value their thoughts and experience and believe any advice they can provide the next generation of Scholars will be invaluable. Becoming a Brilliant Club alum means joining the wider Brilliant Club community, receiving opportunities from our partner institutions, opportunities for networking events, and sharing their experiences to inspire the next generation. We would be grateful if you could pass this information onto your students, and if they would like to sign up to the alumni community, they can do so [here](#). If you would like to find out more, you can do so via our [website](#).



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 students and to provide you with detailed evidence of the academic progress that your students 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.

