The Brilliant Club Conference

Measuring Up: Research, Evidence and Urgency in University Access and Student Success
Welcome to The Brilliant Club Conference 2018. This is our fifth annual conference which brings us to the city of Peterborough. As you will know, this year the conference is titled Measuring Up: Research, Evidence and Urgency in University Access and Student Success. I hope it will provide an opportunity for delegates to explore the relationship, and the tension, between the desire to build up a solid research base for our work, and the immediacy of the challenges that we want to address.

The Brilliant Club is proud that it is a national charity, running our programmes in all four constituent nations of the United Kingdom, and in rural, coastal and metropolitan schools. We are delighted that this year’s conference is taking place in Peterborough, and that it is being hosted by one of our partner schools, Nene Park Academy, part of Cambridge Meridian Academies Trust (CMAT). I would like to thank them for all their support.

I would also like to thank our national conference partners, King’s College London, who have supported the event from its inception, and Ormiston Academies Trust, who hosted our 2016 conference in Stoke-on-Trent. We are also delighted that this event is supported by two regional conference partners; the University of Cambridge and the University of East Anglia.

This mix of partners reflects The Brilliant Club’s desire to bring delegates from across the education sector together. We always wanted this to be an event where delegates will meet with teachers and school leaders, university access professionals, academic researchers, charity workers and policy-makers. We want our sessions to discuss solutions that are shared and shaped beyond one type of institution or one local area.

To help with this sharing, there are three strands for the day; please allow me to give snap-shot of what is happening across the schedule. The first strand is Creating Urgency, which features sessions on current work on improving university access, including the Insight Discover programme which is delivered in schools in Peterborough by the University of Cambridge and The Brilliant Club; and the launch of new research from LKMco on parental engagement. The second strand is Evidencing Impact which features sessions focused on effective evaluation practice and the successful implementation of evidence-based approaches in schools and universities; from ImpactEd on evaluation tools for in-school interventions, to the Office for Students on guidance for the evaluation of access and participation plans at higher education providers; to UCAS on long-term evaluation. The third strand is Applying Research and includes presentations on research and the effective use of research findings, including a session from King’s College London on how research into ‘what works’ for supporting students has been adopted into practice and the release of new research from the NFER.

I would like to thank you for joining us today and for your continued support of the charity and the conference. Have a great time.

Dr Chris Wilson  
CEO  
The Brilliant Club

Nene Park Academy

Nene Park Academy is an educational community whose philosophy embraces the challenges of academic excellence, responsibility and leadership, spiritual awareness and participation in a wide variety of activities. Nene Park Academy received its second Good rating from Ofsted in February this year, highlighting the positivity which exists in students and staff and the strength in the values of the Academy. Through working with The Brilliant Club our students are encouraged to raise their aspirations even further and we are delighted to welcome you to join this inspirational conference, focused on raising the ambitions of all of our students to achieve higher and more successful futures.

Nene Park Academy is proud to be part of the Cambridge Meridian Academies Trust along with 5 other secondary academies and 3 other primary academies. Having already made significant impact on progress and achievement, the Academy is the school of first choice and a source of pride for its local community.

Academic excellence is important, but the values that go with the achievement of the students are critical in ensuring that all of our students are well prepared for the challenges which await them beyond the school gates. At NPA, our students explore their identity and strengths, and find the expertise that helps them to transform individual talents into accomplishments – accomplishments which are strengthened through their work with The Brilliant Club and which will make them valued and respected in an increasingly complex world.

At Nene Park Academy we quite simply strive to ‘know and support every student to enjoy and achieve’, and I hope that this is evident from your visit to us and we look forward to welcoming you to experience our academy life and the exciting opportunities that our students enjoy within your time at the conference.

Steve Howard  
Executive Principal  
Nene Park Academy
## Name Badges and Lanyards
We have provided name badges and lanyards for delegates to please wear throughout the day. We have a rich variety of delegates in attendance and in the name of productive networking, we have left a space on your name badges to write down your particular area of interest and/or expertise in the university access or education sector. Please do use this as a talking point throughout the day, but in particular during the break, lunch and drinks reception.

## The School Day
This is a working school day at Nene Park Academy. Please follow the directions of staff to help us avoid any disruption to pupils.

## Student Speakers and Guides
We are hugely privileged to have three pupil speakers from Nene Park Academy taking part in the conference today, as well as a group of pupil guides from Nene Park Academy and student ambassadors from UEA. We thank them for their help today and for bringing the student perspective to the day’s discussions.

## Social Media
We would love you to further the discussion on social media by sharing research, best practice and examples from your organisations. Please use the hashtag #TBCconference.

## Recording and Photography
Sessions may be recorded and broadcast after the event but there will be no livestreaming of any discussion on the day. Photographs will be taken, which The Brilliant Club and our conference partners may use in conference publicity, as well as in general promotional materials. If you would prefer not to be recorded or photographed, please speak to a member of the conference team.

## Drinks Reception
All delegates are invited to join us for our drinks reception straight after the conference, from 4.45-5.30pm. We hope you will join us to continue your conversations, make new contacts, and bring the day to a relaxed close.

## Thank You
We would like to say a massive thank you to all of our conference partners for 2018. Thank you to Nene Park Academy and CMAT for kindly hosting the event. Thank you to national partners, King’s College London, who have supported the conference from the beginning, and to Ormiston Academies Trust, who hosted the event in 2016. Thank you also to our two regional partners, the University of Cambridge and UEA. This conference depends upon the commitment of many different organisations and individuals and we are hugely appreciative.

## Feedback
Feedback from our delegates significantly influences the planning of future events. We will be asking all delegates to fill in a survey after the conference; please do share your thoughts with us.

## Conference Digest
We will be producing a conference digest with a short write-up of each session which will be sent to all delegates shortly after the conference.

## Get in Touch
For more information about any aspect of the conference or about The Brilliant Club, please contact:
Maddy Maloney, Partnerships Officer
Maddy.maloney@thebrilliantclub.org
07398 182816
Contributor Biographies

Alex Ingold, Undergraduate Admissions Manager, London School of Economics and Political Science
Alex has worked in a variety of admissions and recruitment roles at a number of different London universities over the past 15 years. Currently the Undergraduate Admissions Manager at the London School of Economics and Political Science (LSE), Alex has overseen a transformative period in Undergraduate Admissions, particularly in respect of Widening Participation. Over the past 4 years LSE has attracted national recognition for its successful efforts to widen the diversity of its undergraduate student population. The LSE Undergraduate Admissions team have this year been shortlisted for the Times Higher award ‘Excellence in Registry Services’ in recognition of this work.

Andrew Berwick, CEO, The Access Project @andrew_TAP
Andrew’s education took him from school in a deprived part of inner-city London to Cambridge University. Having personally experienced the transformational impact of studying at a highly-selective university Andrew is committed to ensuring all young people can aspire to this opportunity. Andrew has been CEO of The Access Project since 2013. In this time The Access Project has grown from a small local charity working with a handful of schools in London to work with hundreds of talented young people in schools across London and the Midlands. TAP has developed an outstanding programme that delivers clear results for its young people.

Andrew Foster, Head of Education, Tougher Minds @AFosterTeach
Andrew Foster began teaching in 2003 and has worked in schools in both the state and independent sectors, in the UK and overseas. As Head of History at Colfe’s, he led the department to the best examination results achieved in any subject area in the school, in any year. Appointed first Head of GCSE, and then Academic Performance, he has been the lead teacher on the Tougher Minds at Colfe’s programme, winning the 2014 Independent Schools Award for Education Initiative of the Year. He has participated in major education consultations at the invitation of the think-tank Demos and presented to the annual Teach First conference, as well as writing for TES.

Anne-Marie Canning MBE, Director of Social Mobility and Student Success, King’s College London @amcanning @kclwp
Anne-Marie Canning is the Director of Social Mobility and Student Success at King’s College London. In this role she provides leadership and strategic direction for full lifecycle widening participation across the institution. Anne-Marie is also the independent chair of the Department for Education led Bradford Opportunity Area. She is a member of the Universities UK Ministerial Social Mobility Advisory Group and has served as the elected Chair of the Russell Group Widening Participation Association. Anne-Marie has previously worked at University College Oxford and holds a University of Oxford Teaching Award. She studied at the University of York and served a sabbatical term as the president of the students’ union. Anne-Marie is a trustee of the Bridge Group, a policy association researching and promoting socio-economic diversity and equality.

Dr Annie Hughes, Head of Academic Staff Development, Learning and Teaching Enhancement Centre, Kingston University @KingstonUni
Dr Annie Hughes is the Head of Academic Staff Development in the Learning and Teaching Enhancement Centre at Kingston University. Previously, Annie has held a variety of roles at the University including Head of Equality, Diversity and Inclusion, School Director of Learning and Teaching, Director of Geography programmes and School Senior Tutor. Annie is passionate about ensuring equality of opportunity for all students and worked with Nona McDuff to develop an Inclusive Curriculum Framework which has been adopted by Kingston as an institutional curriculum design tool. The Framework was awarded the Guardian Award for Teaching Excellence in 2017 and is being disseminated in five other Higher education institutions in the UK as part of a Catalyst project funded by the Office for Students. Her research has been supported AdvanceHE, Office for Students and the Economic and Social Research Council.
Anthony Partington, Executive Principal, Executive Director of Education, Cambridge Meridian Academies Trust (CMAT)

Anthony joined CMAT in 2010 as part of the team seconded from Swavesey to support Orton Longueville School in its transition to Nene Park Academy. In July 2014, Anthony was appointed Principal of Stamford Welland Academy with the brief to deliver the ‘Stamford Free School’ vision. In April 2018, he became the academy’s Executive Principal alongside his wider trust role. Anthony coordinates quality assurance and the development of teaching, professional learning and leadership across CMAT. He is chair of the Lincolnshire Learning Partnership Board, has conducted research with the Institute of Education into the teaching of literacy, is a frequent conference speaker on English and curriculum design, and author on the Cambridge University Press Cambridge School Shakespeare series.

Beatrice Carey, Senior Curriculum Consultant, Kingston University

Beatrice Carey is an African American contemporary visual artist and art researcher completing her MFA in Fine Art at Kingston University. Her work centers around equity in society, a desire for a deeper understanding of the cultural aesthetic standards that shape our perceptions of African Americans and their relation to black representation and attainment in education, with particular focus to the arts. She is currently a Senior Curriculum Consultant for Kingston University’s Equality Diversity and Inclusion Centre where she helps implement the Inclusive Curriculum Framework through the Curriculum Consultancy program.

Beth Isaac, Evidence and Effective Practice Manager, Office for Students

Beth Isaac is an Evidence and Effective Practice Manager in the Directorate for Fair Access and Participation at the Office for Students (OfS). Beth works to help build and share the evidence around widening access and participation, and the wider understanding of which approaches and activities have the greatest impact. Beth also works part-time at UWE in an inter-disciplinary team conducting the formative evaluation of an 8-year BIG Lottery funded project in Bristol. Prior to working in HE, Beth completed an MSc. in Social Anthropology at UCL and gained over 14 years’ experience working in the private and not-for-profit sectors in a range of roles – including internal communications, employee engagement through change, and knowledge management.

Caroline Sharp, Research Director, NFER

Caroline Sharp is an experienced researcher and evaluator, with a particular focus on social mobility (see https://www.nfer.ac.uk/key-topics-expertise/social-mobility/). She has directed national research on how successful schools support disadvantaged pupils and recently completed a study of non-statutory assessment. She is currently directing an evaluation of the North-East Primary Literacy scale-up campaign. Caroline’s previous work includes an evaluation of the DfE’s Summer Schools Programme. Other areas of interest include: early years education and care; the educational impact of season of birth; arts, cultural and creative education; and schools’ engagement with research.

Dr Catherine McEvoy, Teacher, Researchers in Schools

Dr. Catherine McEvoy completed her MSci in Applied Mathematics and Physics and her PhD in Astrophysics in Queen’s University Belfast. She worked for ESO (the European Southern Observatory) in Santiago de Chile, both during her PhD and for a short time as a post doctoral associate before joining the Researchers in Schools programme in London. She currently works in Parliament Hill School, Camden, as a KS3 science teacher, and KS4 and 5 physics teacher and continues to work on astronomical research and in scientific outreach on her research day.
Contributor Biographies

Dr Celeste Cheung, Research and Evaluation manager, The Brilliant Club
@DrCelesteCheung
Dr Celeste Cheung is the Research and Evaluation Manager at The Brilliant Club. She manages the charity's evaluation and innovation work to understand how the charity’s programmes contribute to pupil outcomes. Celeste has a research background in Cognitive Psychology and Neuroscience, with a focus on attention and self-regulation. After completing her PhD in 2013, she continued her research in autism and attention-deficit/hyperactivity disorder (ADHD), and in early childhood development. Celeste is also a PhD Tutor on The Scholars Programme.

Charlotte Ward, Teacher of English/AGT Coordinator, Nene Park Academy
Charlotte trained to teach in Bedford after studying English Literature at the University of Leicester. Before joining Nene Park Academy in September 2014 as an English teacher, Charlotte worked at two different schools in Bedford and during her training year as a teacher, assisted the Principal in establishing an English Department in a new Academy. Charlotte began working with Insight Peterborough and The Brilliant Club in Summer 2017 and was appointed the role of AGT coordinator in January this year. Charlotte is now working with departments across the school to support the teaching, learning and development of the academy's most able students in Key Stage 3 and 4.

Chris Millward, Director for Fair Access and Participation, Office for Students
Chris Millward, the first Director for Fair Access and Participation in the Office for Students (OfS), joins OfS from HEFCE. As Director (Policy) he led HEFCE’s work on access and student success, learning and teaching, and higher level skills. This included delivery of the Teaching Excellence Framework, the National Student Survey and the National Collaborative Outreach Partnerships, as well as programmes to remove barriers to student success, to improve postgraduate progression and to develop degree apprenticeships. Chris worked at the universities of Warwick, Edinburgh and Durham before joining the Arts and Humanities Research Council as Head of Research Programmes in 2002 and HEFCE in 2006.

Dr Chris Wilson, CEO, The Brilliant Club
Dr Chris Wilson is the CEO at The Brilliant Club, an education charity committed to supporting the progression of under-represented pupils to university by mobilising the research community to work with schools. During his time at The Brilliant Club, Chris has been a PhD tutor, rolled out the charity’s provision across the UK, co-founded the teacher training programme Researchers in Schools, and launched the charity’s five-year strategy, The Path to Outcomes. Chris trained as a medieval historian at the universities of Cambridge and Exeter.

Claire Ungley, Post-16 Aspirations Co-ordinator, The Sixth Form, Dyke House Sports and Technology College
@The_Sixth_Form
Claire is a Teacher and Post-16 Aspirations Co-ordinator at Dyke House Sports and Technology College in Hartlepool. Having worked as a Durham Student Ambassador whilst completing her degree in history and Masters in Education, she now supports students’ progression to HE. As the UCAS co-ordinator, Claire oversees personal statements and references, and runs weekly workshops for prospective Medical and Oxbridge applicants. Through running the EPQ, Claire provides students with study skills to ease the transition from A-level to degree-level study. Outside of work, Claire mentors first-year students at Durham University, and so has a holistic understanding of the student lifecycle.
Dr Cliona Hannon, Director - Trinity Access Programmes, Trinity College Dublin, the University of Dublin
@clionahannon2016, @accessTCD

Cliona Hannon (BA, MA, MBA, PhD) is responsible for strategic priorities relating to widening participation in Trinity College, the University of Dublin, as Director of the Trinity Access Programmes (TAP). In the late 1990s, Cliona set up an innovative, year-long Foundation Course for young adults from low socio-economic status (SES) backgrounds. In 2017, 24% of Trinity’s first year cohort is made up of non-traditional students. Cliona is co-director of the award-winning Trinity Access 21 project, which focuses on providing ‘access’ mentors to low SES young people at an early stage in their second level education, as well as developing their agency, identity and knowledge to make informed post-secondary decisions. Since 2016, Cliona has been adapting the TAP Foundation Course to the Oxford University context as Course of the Lady Margaret Hall Foundation Year.

Connie Foong, Co-founder and Managing Partner, Closing The Gap
@conniefpy

Connie Foong is the co-founder of Closing The Gap (CTG), a programme that aims to help disadvantaged students attain higher education through mentoring, that was inspired by the Futures programme at Teach First UK. Prior to CTG, she was an English teacher in a high-needs secondary school with Teach For Malaysia, as part of the inaugural cohort. Connie graduated from the University of Melbourne, Australia with a double degree in arts and music.

Eleanor Stringer, Senior Programme Manager, Education Endowment Foundation
@eleanorlondon

Eleanor’s role includes managing a range of grants for projects currently being evaluated by the EEF, as well as overseeing the EEF’s work Developing Effective Learners. She led on the recent guidance report on Metacognition and Self-regulated learning and is now developing one on the effective use of digital technology. Before joining the EEF in August 2011, she worked for Social Finance and New Philanthropy Capital, using evidence to help funders, charities and investors to maximise their social impact. She is a councillor in Merton.

Elizabeth Garnham, HE Policy Manager, Office for Students

Elizabeth Garnham is Policy Manager in the Directorate for Fair Access and Participation at the Office for Students (OfS). Elizabeth has worked in the higher education sector for eight years, focusing on EU and UK university recruitment and widening participation. Elizabeth has specialist knowledge in schools and university partnerships and raising attainment, mature students, peer support, and white working class students. Elizabeth is the Vice Chair of Governors for an Outstanding school with a high proportion of students from disadvantaged backgrounds. Elizabeth holds a Master’s degree from the University of Bristol in Neuroscience and Education specialising in socioeconomic status and brain development.

Ellie Mulcahy, Senior Research Associate, LKMco
@elmulcahy

Ellie Mulcahy is a Senior Research Associate at LKMco and holds a PGCE with a specialism in the early years. She previously worked as a reception teacher in a school in Ramsgate, Kent, having joined the founding cohort of the Teach First Early Years programme. She has carried out research into the national speech, language and communication landscape, inequalities in Higher Education and the impact of literacy intervention in prisons. Alongside Dr. Sam Baars, Ellie is the co-author of the previous two reports in this series which examined the underrepresentation of white working-class boys in higher education and the underrepresentation of Gypsy, Roma and Traveller pupils in higher education.
Contributor Biographies

Emilie Surndorph, Policy Officer, Teach First
@ESundorph
Emilie Sundorph is a Policy Officer at the education charity Teach First. She previously worked as a Researcher for the think tank Reform, where she led on research projects in education, including one on widening participation in highly selective universities. She is also a contributing author in the forthcoming book ‘Access to Success and Social Mobility through Higher Education: A Curate's Egg.’

Emma Maslin, Aspirations Coordinator (Pre-16), Dyke House Sports and Technology College
@emaslin94, @DHC_Aspirations
Emma is the Pre-16 Aspirations Coordinator at Dyke House Sports and Technology College in Hartlepool. Within her role, Emma is responsible for delivering and managing a series of internal and external programmes from Years 4 to 11 in a bid to raise students’ aspirations across the wider school community and maximise their potential. Outside of work Emma volunteers as a College Mentor at Durham University where she provides weekly pastoral care and support for undergraduate students.

Gemma Standen, Outreach Officer, University of East Anglia
@gembear82, @outreachuea
Gem is an Outreach Officer at UEA and is strategic lead on Outreach’s pre-16 summer schools. Gem works alongside an awesome hardworking team to plan and run aspiration-raising, fun and informative residential for students aged 14-16 from Norfolk and North-Suffolk. As a huge advocate of student led activities and firm believer in the whole student life-cycle, Gem wants to continue building on the success and momentum of the summer schools by incorporating aspects of other projects into these events. Gem also looks after schools on the west side of Norfolk, near her home town of King’s Lynn.

George Green, Widening Participation Project Coordinator, University of Cambridge
Since graduating in 2014, George has worked at a number of leading institutions including the University of East Anglia, the University of Birmingham and currently at the University of Cambridge in schools liaison, access and outreach roles. George currently delivers the Insight Discover programme in Peterborough, which involves a number of events both in Cambridge and Peterborough for young people and their families and supporters. Between events, e-mentoring projects take place to support students in their personal development, along with an academic mentoring project delivered by The Brilliant Club. George's aim is to provide students with a positive experience working with the University of Cambridge and increase students’ knowledge of Higher Education through a range of engaging activities and workshops.

Giles Fullard, Assistant Principal, Head of Sixth Form, Nene Park Academy
Giles trained to teach at the Institute of Education, University of London after completing a degree in History at Goldsmiths College, University of London. Before coming to Nene Park Academy, Giles was Head of History at Hinchingbrooke School, where he was part of a project working with primary schools on developing schemes of learning for the Historical Association. Giles has, for many years, worked for the Prince’s Teaching Institute delivering training to History teachers from around the country. Giles has been an examiner for both GCSE and A-level History and is a team leader for British Political History. Giles joined NPA as Head of Sixth Form in 2013.
**Greg Scannell**, National Manager for Wales, The Scholars Programme, The Brilliant Club

@GregScannellTBC

Greg joined The Brilliant Club as National Manager for Wales in January 2017, overseeing the growth and running of The Scholars Programme following its launch in Wales in Autumn 2016. Prior to joining the charity, he was a Leadership Development Officer for Teach First Cymru, supporting new teachers entering the profession with both their practice and their well-being. Greg also worked for 5 years as a humanities teacher at a large South West Wales comprehensive school and as an Access Assistant Coordinator at the University of Oxford. He graduated from the University of Cambridge with a Master’s in Education and a BA (Hons) in Theology from the University of Oxford.

**Haseena Manji**, Head of Sixth Form, Ormiston Bushfield Academy

@haseena_manji

Haseena has been teaching for 13 years and has spent a considerable amount of this time leading a successful department and being student achievement leader for sixth form. Haseena is an examiner for A level Psychology and enjoys developing her practice in teaching and learning by keeping abreast of current pedagogy. Haseena has been Head of Sixth Form for three years and enjoys the challenge and excitement this role brings. Ensuring her students are inspired and motivated to be the best they can be remains at the heart of what Haseena does.

**Dr Irina Sirbu**, Data Analysis Officer, The Brilliant Club

@IrinaSirbu_TBC

Irina joined The Brilliant Club in September 2017 as a Data Analysis Officer. Prior to this, Dr Sirbu completed her PhD in Social work, where she explored the separation and reunification experiences of young people from residential care and their families in Moldova. Irina holds an MSc in Early Child Development from the University of Oxford. Dr Sirbu has worked in a variety of secondary and higher education institutions in Moldova, Belarus and the UK. She is an Associate Fellow of The Higher Education Academy. Her research and professional interests focus on improving the life chances of children from disadvantaged backgrounds, including looked-after children and children from the developing world.

**James Law**, Year 7 Pupil, Nene Park Academy

James joined Nene Park Academy as a Year 7 student in September 2017. James has a real enthusiasm for mathematics and has an interest in learning different languages, particularly French. Since joining the Insight Peterborough Programme in January of this year, he now has a passion for university and his current area of interest is marine life. Outside of school, James has been a widening participator in Karate since the age of 4 and now plays for the Junior Peterborough team in Hockey.

**Jessica Gargan**, Year 8 Pupil, Nene Park Academy

Jessica joined Nene Park Academy as a year 7 student in September 2016. She has a passion for learning history and is a keen independent learner within and outside the school environment. Jess has many hobbies but her main talent is horse riding which she has done for the last 8 years. Jessica has been a part of the Brilliant Club since Year 7 and is now dedicated to wanting to embark on equestrian studies at university with the hope of joining the equestrian profession one day as a vet.
Contributor Biographies

Jessica Spencer-Keyse, Head of Global Research, HundrED
@jspencerkeyse
Jessica Spencer-Keyse is the Head of Global Research at HundrED.org. She leads a team of researchers to understand educational innovation, for scale and impact, around the world. She seeks & researches thousands of educational projects worldwide to select 100 inspiring innovations and conducts original research to improve the status quo in education for the next generation of learners.

Jessy Ahluwalia, Recruitment and Assessment Officer, Researchers in Schools, The Brilliant Club
Jessy joined The Brilliant Club as Recruitment and Assessment Officer in January 2018, where she works to advertise and market The Brilliant Club’s Researchers in Schools programme, and recruit participants for the upcoming year. Before joining the charity she worked in the Admissions Office at St Catharine’s College, Cambridge, as the Schools Liaison Officer focusing on outreach and widening participation with target state schools. Jessy graduated from the University of Cambridge in 2016 with a BA in Education and Religious Studies.

Jimmy Pickering, Widening Participation Officer, King’s College London
@jimmypeanuts
After studying English and Philosophy at the University of Leeds, Jimmy gained his first taste of summer school management as an Intern in the widening participation team at the University of Manchester. After a sojourn into Student Union building in further education, he then taught English abroad in South East Asia. Jimmy is now Widening Participation Officer at King’s College London with responsibility for managing their flagship two-year post-16 widening participation scheme, K+. One of the key aspects of the programme is the Spotlight Summer School, which aims to develop students’ academic and social skills and equip them to make more informed higher education choices.

Joseph Reindel, Year 8 Pupil, Nene Park Academy
Joe joined Nene Park Academy as a Year 7 student in September 2016. Joe became a member of the Brilliant Club in 2017 and has thoroughly enjoyed every experience. Since joining the programme, Joe has established a passion for university and his current aspiration is to study to become a Sports Scientist/therapist. He has a great talent for physical education and enjoys most sports including Athletics and Football.

Kate Kettle, Associate Deputy Director, KCLWP, King’s College London
@katekettle
Kate is currently the Associate Deputy Director of Widening Participation at King’s College London. Prior to this she spent over four years at Balliol College, University of Oxford as the inaugural David Freeman Outreach & Student Support Officer; and previously worked in corporate consulting for Accenture. She sits on the Advisory Boards of upReach and Migrant Leaders, and has developed a specific interest in BME engagement, writing an article for WonkHE on the subject. Follow her on Twitter @katekettle and Instagram at kate.kettle. For a more complete bio, find her on LinkedIn.
Kike Agunbiade, National Programme Director, Researchers in Schools, The Brilliant Club
@kagunbiade
Kike joined The Brilliant Club as National Programme Director for Researchers in Schools in October 2017. Prior to this, Kike was a Senior Education Lead at SSAT, the Schools, Students and Teachers Network, where she led on a number of high profile projects including middle and senior leadership programmes, Teaching Schools and their school improvement framework. Kike spent five years working at Teach First, where she was North London Manager, and has also worked for a range of charities in roles to support and develop teachers. Kike completed the Teach First Programme as Science Teacher in North London. She holds an MBA (Education) from Keele University and a post graduate certificate in Outdoor Environmental and Sustainability Education from the University of Edinburgh. Kike graduated from Merton College, University of Oxford, with an MChem in Chemistry. Kike is a trustee of the Economist Educational Foundation.

Kristina Garner, Lecturer in Law and Widening Participation Coordinator for Social Sciences, University of East Anglia
Kristina is a lecturer in the UEA Law School, focusing particularly on Criminal Law and English Legal Process. Kristina loves teaching and is thrilled to combine this with increasing access to university through widening participation programmes. With responsibility across the Faculty of Social Sciences, Kristina leads outreach initiatives and ensures that the widening participation agenda is prominent throughout the student lifecycle. For more information on these programmes, please do not hesitate to contact her at ssf.outreach@uea.ac.uk.

Laura Bruce, Acting Head of Programmes and Partnerships, The Sutton Trust
@suttontrust
Laura currently works as Acting of Head of Programmes and Partnerships at The Sutton Trust. She oversees delivery of programmes aiming to increase access to higher education and selective careers, which reach over 5000 beneficiaries annually. Programmes delivered include the flagship UK Summer Schools, US Programme and a range of Pathways to the professions. She has previously worked in both the higher education and third sectors, starting her career in widening participation at The University of Nottingham where she managed Summer Schools and outreach projects.

Dr Lauren Bellaera, Research and Impact Director, The Brilliant Club
@DrLBellaera
Dr Lauren Bellaera is the Director of Research and Impact for The Brilliant Club. Lauren oversees a research team that is responsible for evaluating the impact of the charity’s programmes on pupil outcomes. Lauren is also a part-time Associate Lecturer at Birkbeck, University of London. Lauren studied for her PhD in cognitive psychology at the University of Warwick. Lauren has recently been awarded a Fulbright All Disciplines Award from the Fulbright Commission and will be going on a six-month sabbatical leave in January 2019. Lauren will be based at the University of Massachusetts, Lowell, and her research project will examine the critical thinking skills that are prioritised in higher education.

Lucy Preston, Area Director – East of England, The Scholars Programme, The Brilliant Club
Lucy is Area Director for the East of England for The Scholars Programme at The Brilliant Club. She joined the charity in March 2016 as Programme Officer for the East of England. Prior to joining The Brilliant Club Lucy volunteered with City Year London before training as a maths Teacher through Teach First in the West Midlands.
Contributor Biographies

**Matt Jones**, Principal, Ark Globe Academy
@MattJones_Globe

Matt Jones has been Principal of Ark Globe Academy since May 2012. The Academy opened in September 2008 and is an all-through academy, for 3-18 year olds with a sixth form that opened in September 2014. Matt is a graduate from the ‘Future Leaders’ programme and driven by social justice and mobility. Matt became the Chair of the Southwark Association of Secondary Headteachers (SASH) in 2015, where he addresses issues in local Secondary schools and their communities. Matt has recently set up a Headteacher led organisation called The Elephant Group. The organisation aims to ensure fair access for non-selective state school students in to top third universities.

**Matthew Sprake**, Deputy Headteacher, City of Norwich School – an Ormiston Academy
@cns6f

Matthew Sprake has been Deputy Headteacher at City of Norwich School – an Ormiston Academy, a large 11–18 comprehensive, since 2014, having joined the school as a pastoral middle leader in 2010. Matthew has led the 6th form provision from September 2016 and has focussed on ensuring that disadvantage is no barrier to successful transition to higher education. At City of Norwich School – an Ormiston Academy, disadvantaged students made more progress than their peers in 2016 and 2017 and in the most recent academic year were all successful in progressing to university.

**Michael Slavinsky**, Education Development Director, The Brilliant Club
@michaelslav

Michael Slavinsky is the Education Development Director at The Brilliant Club, responsible for internal and external training, education partnerships, and innovation across the charity. He completed the Teach First leadership development programme and taught French for three years full-time at London Academy in north London where he became Head of Modern Languages. He joined The Brilliant Club in 2011 and has worked on researcher development and teacher training in this time, designing and delivering the first RIS programmes before his current role.

**Michelle Peterson**, Vice Principal, Achievement, Nene Park Academy

Michelle trained to teach at UEA after spending four years at Sussex University studying Maths with European Studies (French). She joined the Trust in January 2014 after working at various schools in the south of England. In January 2015 Michelle transitioned from Assistant Principal to Vice Principal at Nene Park Academy where she is now in charge of Achievement for students. Michelle has been attending PIXL meetings as an RSL since joining CMAT and in September 2016 she completed her training to become a PIXL Associate. Michelle is now working with other schools in the East of England to support their achievement at Key Stage 4.

**Mike Garnock-Jones**, Director, Higher Education Progression Partnership

Mike began his career as a social worker before retraining as a teacher and education manager. He has just completed 33 years working in South Yorkshire on a range of social care and educational projects. Prior to his current Director role he was Strategy Manager (Skills and Enterpise) at Sheffield City Council, which included regional implementation of Enterprise Adviser Network and other partnership programmes. He has been a school governor for seven years.

**Dr Natalie Day**, Area Director – North of England, The Scholars Programme, The Brilliant Club
@nat_brilliant

Natalie joined the Brilliant Club in April 2016 as a Programme Officer for the North of England. Prior to joining the charity, Natalie completed an ESRC-funded PhD in Sociology at Newcastle University, exploring the formal and informal sexual learning processes of young heterosexual women in Northeast Brazil.
Dr Nathanael Roome, Head of Physics, Heathside School / Researchers in Schools

Dr Roome has educated students at university, as a personal tutor and as a secondary school teacher for 10 years. Although it is only in the recent 3 years that, thanks to the Researchers in Schools programme, evidence led practice has driven both their personal and school wide development. In this talk Dr Roome will outline their current research on the EPQ programme, highlighting the sustainability of the methods. The story of a Heathside journal club will highlight what a difference one person can have, the value of finding ‘your people’ and the victory points to look out for along the way.

Owen Carter, Managing Director, ImpactEd
@od_carter

Owen is the Co-Founder and Managing Director of ImpactEd, an organisation working to address the evaluation deficit in education. His background is in education and collaborative working with schools. Prior to running ImpactEd, he led a number of research and evaluation projects at education charity The Brilliant Club, and developed a digital platform for teacher professional development at Optimus Education. Owen is a winner of the Teach First Innovation Award and is part of PwC’s Tomorrow’s Business Leaders programme.

Patricia Sullivan, Widening Participation Manager, University of Cambridge
@CamOutreach

Patricia graduated from Magdalen College, Oxford with a degree in Chemistry. She then went on to study for a PGCE in Secondary Science at the Institute of Education. Following her PGCE, Patricia taught science at secondary schools in London and Cambridgeshire. Patricia joined the Widening Participation Team at the University of Cambridge in 2014. She now leads the Pre-16 Team which delivers projects including Insight in Peterborough and Kings Lynn, the Realise programme of events for care leavers and the highly-able strand of the East Anglian NCOP, neaco.

Paul Chandler, Lead Data Scientist, UCAS
@paulcdata

Paul has worked with UCAS for 2 years as a Lead Data Scientist, having worked in both the private and public sector before that. His primary achievement in this period is the growth of UCAS’ STROBE service, built for the evaluation of widening participation initiatives. This has been driven by the introduction of a benchmarking service, geared to robustly assessing where significant change in the application process has been achieved. The service is now used by WP charities, higher education providers, commercial entities, awarding bodies, government, and other UCAS departments. Paul has a degree in Economics from the University of Nottingham as well as professional certifications in statistics and data science.

Paul Rünz, Impact and Reporting Manager, The Brilliant Club
@pa_rue

Paul joined The Brilliant Club in September 2016. Prior to being the Impact and Reporting Manager, he was the charity’s Data Analysis Officer. Before joining The Brilliant Club, Paul worked as a researcher in the Department for Research and Development at the Federal Statistical Office of Germany. Paul studied Political Science at the University of Mainz, Germany and holds a Masters degree in Public Policy from UCL. Outside of work Paul has been a long-time member of the Bringing Europeans Together Association (BETA), where he has helped organise educational projects for young Europeans about EU politics.
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<tr>
<th>Time</th>
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<tr>
<td>9.20am</td>
<td>Sixth Form Café and Learning Area</td>
<td>Arrival and Welcome Breakfast</td>
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<td>10.00am</td>
<td>School Hall</td>
<td>Welcome</td>
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<td><strong>Michelle Petersen</strong>, Nene Park Academy <strong>Dr Chris Wilson</strong>, The Brilliant Club</td>
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<td>10.15am</td>
<td>School Hall</td>
<td>What Should University Access Look Like In Ten Years’ Time?</td>
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<td><strong>Chair</strong>: Richard Eyre, The Brilliant Club <strong>Anne-Marie Canning</strong>, King’s College London</td>
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<td>11.00am</td>
<td>Transition</td>
<td>Assess and Develop your Evaluation Practice for Higher Education Providers Workshop</td>
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<td><strong>Beth Isaac</strong>, Office for Students <strong>Elizabeth Garnham</strong>, Office for Students</td>
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<td>11.10am</td>
<td>Creating Urgency Breakout Sessions</td>
<td>Can Contextual Data Deliver on the Promise of Transforming Access to Higher Education? Panel</td>
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<td><strong>Chair</strong>: Jessy Ahluwalia, The Brilliant Club <strong>Alex Ingold</strong>, LSE <strong>Andrew Berwick</strong>, The Access Project <strong>Emilie Sundorph</strong>, Teach First <strong>Haseena Manji</strong>, Ormiston Bushfield Academy</td>
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<td><strong>Context Matters: Local and National Approaches to Improving University Access Panel</strong></td>
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<td><strong>Chair</strong>: Dr Natalie Day, The Brilliant Club <strong>Mike Garnock-Jones</strong>, HEPP <strong>Dr Sonia Ilie</strong>, University of Cambridge, <strong>Stephen Parry-Jones</strong>, Seren</td>
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<td>12.05pm</td>
<td>Sixth Form Café and Learning Area</td>
<td>Refreshments and Networking</td>
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<td>12.30pm</td>
<td>Evidencing Impact Breakout Sessions</td>
<td>Assess and Develop your Evaluation Practice for Higher Education Providers Workshop</td>
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<td><strong>Beth Isaac</strong>, Office for Students <strong>Elizabeth Garnham</strong>, Office for Students</td>
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<td>Evaluating In-School Interventions: Challenges and Practical Solutions Presentation <strong>Owen Carter</strong>, ImpactEd</td>
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<td>1.25pm</td>
<td>Sixth Form Café and Learning Area</td>
<td>Lunch</td>
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<td>School Hall</td>
<td>Afternoon Welcome</td>
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<td><strong>Kike Agunbiade</strong>, The Brilliant Club</td>
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<td>2.20pm</td>
<td>School Hall</td>
<td>Keynote Address by <strong>Chris Millward</strong>, Office for Students</td>
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<td>3.00pm</td>
<td>Applying Research Breakout Sessions</td>
<td>A Long Game – University Progression from Year 4 to Year 13 Workshop</td>
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<td><strong>Claire Ungley</strong>, Dyke House Sports and Technology College <strong>Emma Maslin</strong>, Dyke House Sports and Technology College</td>
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<td>Engaging Teachers and Pupils with Research to Raise Attainment Presentation <strong>Anthony Partington</strong>, CMAT <strong>Dr Nathanael Roome</strong>, Heathsie School / Researchers in Schools</td>
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<td>Keynote Address by <strong>Matt Jones</strong>, Ark Globe Academy</td>
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<td><strong>Steve Howard</strong>, Nene Park Academy <strong>Susie Whigham</strong>, The Brilliant Club</td>
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<td>4.45pm</td>
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<td>Long Term Evaluation: Using Meaningful Control Groups to Measure University Progression</td>
<td>Dr Lauren Bellaera, The Brilliant Club&lt;br&gt;Paul Chandler, UCAS</td>
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<td>Meta-Cognition and Attainment Raising: From Implementation to Evaluation</td>
<td>Chair: Dr Celeste Cheung, The Brilliant Club&lt;br&gt;Andrew Foster, Tougher Minds&lt;br&gt;Dr Catherine McEvoy, Researchers in Schools&lt;br&gt;Eleanor Stringer, EEF</td>
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<td>Why and How Schools and Universities Must Engage Parents</td>
<td>Presentation&lt;br&gt;Ellie Mulcahy, LKMCo&lt;br&gt;Dr Sam Baars, LKMCo&lt;br&gt;Kate Kettle, King's College London</td>
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<td>Kingston University’s Approach to Differential Attainment</td>
<td>Presentation&lt;br&gt;Dr Annie Hughes, Kingston University&lt;br&gt;Beatrice Carey, Kingston University</td>
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<td>Presentation&lt;br&gt;Susannah Hume, King’s College London</td>
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<td>Presentation&lt;br&gt;Zoe Claymore, NFER</td>
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Can Contextual Data Deliver on the Promise of Transforming Access to Higher Education?

**Chaired by Jessy Ahluwalia, The Brilliant Club; with Alex Ingold, LSE; Andrew Berwick, The Access Project; Emilie Sundorph, Teach First; and Haseena Manji, Ormiston Bushfield Academy**

Bringing together panel members with backgrounds in university admissions, policy researchers and sixth forms, we will be discussing how contextual data is used in university admissions, and the impact it has. When universities consider the social background of an applicant, how does this impact the sixth forms, the universities, and vitally, the student? This discussion will look to focus on the ways in which contextual data can be utilised to address social inequalities in university admissions at individual, local and national levels.

**Context Matters: Local and National Approaches to Improving University Access**

**Chaired by Dr Natalie Day, The Brilliant Club; with Mike Garnock-Jones, HEPP; Dr Sonia Ilie, University of Cambridge; and Stephen Parry-Jones, Seren**

Across the UK, universities, schools, NCOPS and partner organisations are collaborating in new and innovative ways to formulate localised approaches and solutions to issues surrounding university access. This session brings together panellists working in diverse geographical locations to reflect on the challenges and possibilities which emerge when different local and national contexts are fully considered.

**Insight Discover: Working Together for Local Impact in Peterborough**

**With Dr Celeste Cheung, The Brilliant Club; Lucy Preston, The Brilliant Club; Charlotte Ward, Nene Park Academy; James Law, Nene Park Academy; Joseph Reindel, Nene Park Academy; George Green, University of Cambridge; and Patricia Sullivan, University of Cambridge**

The University of Cambridge and The Brilliant Club will share how they have worked with a group of schools in Peterborough, including Nene Park Academy, to develop pupils’ academic skills, confidence and understanding about university. They will be joined by a teacher

**Evidencing Impact**

**2.30-1.25**

**Assess and Develop your Evaluation Practice for Higher Education Providers**

**With Beth Isaac, Office for Students; and Elizabeth Garnham, Office for Students**

This session will support those who are closely involved in evaluating access and participation activities to gain practical direction for developing their evaluation. Join us for a whistlestop tour of the 2018 OFS regulatory guidance for evaluation in 2019-20 access and participation plans, along with a brief update on OFS relevant research and evidence. Small groups will then pilot a framework to assess evaluation practice, using example cases of common activities to help identify where and how evaluation can be further developed.

**Evaluating In-school interventions: Challenges and Solutions**

**With Owen Carter, ImpactEd**

Methods and approaches for evaluating the impact of interventions run in schools. A focus on practical solutions, tackling the difficulties of evaluation in the real world, and signposting to relevant tools, resources and theories that can help you achieve.

Examples from co-produced research between school and universities and thoughts on the successful ingredients of those partnerships.

**Long Term Evaluation: Using Meaningful Control Groups to Measure University Progression**

**With Dr Lauren Bellaera, The Brilliant Club; and Paul Chandler, UCAS**

UCAS’ STROBE service has developed a creative solution to the challenge of trying to understand the impact of university access interventions on HE progression. Paul Chandler will explain how STROBE creates synthetic control groups based on demographic information and prior attainment, as well as a behavioural control for intention to treat bias. He will also discuss other examples of

**Applying Research**

**3.00-3.55**

**A Long Game – University Progression From Year 4 to Year 13**

**With Claire Ungley, Dyke House Sports and Technology College; and Emma Maslin, Dyke House Sports and Technology College**

This session will highlight the importance of a research-led approach to school-based widening participation using the Aspirations Programme at Dyke House College, Hartlepool as a case study. In particular, it will discuss the process of creating a cohesive and holistic outreach programme that introduces and builds on the concept of Higher Education in Key Stage 2 and throughout Key Stage 3, 4 and 5. It will also explore how to use careful evaluation to monitor the impact this has on post-18 HE destinations.

**Engaging Teachers and Pupils with Research to Raise Attainment**

**With Anthony Partington, CMAT; and Dr Nathanael Roome, Heathside School/Researchers in Schools**

The session will focus on education research as a tool for school improvement. It will be led by a senior school leader who will talk about how research can be used to improve the quality of teaching and learning at a school level. The second part of the session will be led by a Researchers in Schools teacher who is nearing completing of the Research Leader in Education award. As part of the award he has led a research project in his school. The session will include sharing about the learning from the project and share strategies tested in the project that might be useful for other teachers.

**Kingston University’s Approach to Differential Attainment**

**With Dr Annie Hughes, Kingston University; and Beatrice Carey, Kingston University**

Whilst the UK Higher Education sector has been relatively successful in encouraging participation, there is less compelling evidence that there is a parity of educational outcomes; measured by both retention and attainment (HEFCE, 2015). The gap in attainment between White and Black and Minority Ethnic (BME) students is a major challenge for Higher Education. This session will focus on Kingston’s institutional strategy for reducing this gap, which is founded on two interconnected innovative interventions: a value added (VA) metric and the Inclusive Curriculum Framework (ICF). Kingston’s VA metric highlights differences in attainment which cannot be explained by student entry qualifications or subject of study. The Inclusive Curriculum Framework encourages staff to question their curricula with respect to its accessibility, inclusivity and relevance to our diverse student body.
and pupils from Nene Park who will share their experiences of the programme. The session will illustrate how each collaborator – university, charity and school – is able to use their strengths to create a programme for schools, effectively evaluate the intervention and track pupils’ progress.

Rolling Out Excellence: Examples of Sharing Best Practice Across Education Systems
chaired by Dr Rajbir Hazelwood, AccessEd; with Dr Cliona Hannon, Trinity College Dublin; Connie Foong, Closing The Gap; Jessica Spencer-Keyse, HundRED; and Michael Slavinsky, The Brilliant Club
In this panel we will hear from international partners involved in sharing best practice across education systems. Based on their own case studies, the panel will identify strategies for effective international collaboration, and will propose how effective innovations can scale to make an impact beyond their own context. This panel is hosted by AccessEd, a non-profit organisation established by the co-founders of The Brilliant Club. AccessEd exists to create a global network of partner organisations committed to increase access to university for young people from under-served backgrounds. Find out more about us: www.access-ed.ngo

Why and How Schools and Universities Must Engage Parents
with Ellie Mulcahy, LKMco; Dr Sam Baars, LKMco; and Kate Kettle, King’s College London
Parental engagement is closely linked to education outcomes and parents are key influencers when it comes to young people’s decisions about higher education. This session will launch a report on ‘Parental engagement in higher education’ by education think tank LKMco in collaboration with King’s College London, which draws on new primary research with parents and universities. It shows that if universities do not work with parents, they will fail to address concerns which can act as important barriers to university progression. The session will examine parents’ concerns about university, including whether different groups of parents have different concerns. It will also highlight practical case studies of, and recommendations for, effective parental engagement in higher education outreach.

Meta-Cognition and Attainment Raising: From Implementation to Evaluation
chaired by Dr Celeste Cheung, The Brilliant Club; with Andrew Foster, Tougher Minds; Dr Catherine McEvoy, Researchers in Schools; and Eleanor Stringer, EEF
Evidence suggests that meta-cognitive strategies can improve pupils’ performance in school (Education Endowment Foundation, 2017). The impact was found to be particularly positive for pupils from under-represented backgrounds (Hanley et al., 2015). This session will bring together practitioners and researchers from schools, universities, companies and charities to share their findings and reflections on meta-cognition interventions to raise attainment. The presentations will focus on implementation and/or evaluation approaches and discuss practical solutions to challenges. The session will end with a panel discussion to summarising best practice in meta-cognitive interventions.

What Makes an Effective Summer School?
chaired by Greg Scannell, The Brilliant Club; with Caroline Sharp, NFER; Gemma Standen, UEA; Jimmy Pickering, King’s College London; and Laura Bruce, The Sutton Trust
Summer schools across the UK have welcomed thousands of children to experience university life and learning. This session will bring together those who run and evaluate summer schools to unpick the key features that make for an excellent and impactful summer school. How can a meaningful university experience be replicated in a few days? Come and join us to discuss.

Using Evidence to Change Institutions: Building Belongingness in King's College London
with Susannah Hume, King’s College London
Over the past three years, King’s College London has been refining its approach to supporting students, using workshops, surveying and RCTs to understand what works. This research has ultimately transformed the way student support is delivered in King’s, to be more evidence-based and grounded in the experiences of King’s students. This session will outline the research and its key findings, and explore what conditions and approaches led to the research being adopted into practice.

What Influences a Pupil Premium Student's Secondary Outcomes?
with Zoe Claymore, NFER
What are the key relationships between background influences and pupils’ secondary school outcomes (Attainment 8 and Progress 8)? Using national data this session will present new research into the family and school characteristics which have the strongest relationship with attainment and progress. It will identify what influence a pupil’s peer group has on their results and whether the relationship between certain background characteristics and attainment is the same for all pupils or varies by pupil premium eligibility. The session will discuss implications for schools on how to support pupils from disadvantaged backgrounds.

What Is Your Intervention Doing Now? Measuring and Reporting on Intermediate Outcomes
with Dr Irina Sirbu, The Brilliant Club; and Paul Rünz, The Brilliant Club
As a university access programme working with pupils from age 10, The Brilliant Club often has to wait several years to know a pupil’s final education destination. As well as evidencing this long-term outcome, we must also demonstrate the shorter-term impact of our programmes. To this end, The Brilliant Club has designed a competency framework that details how we will support pupils to develop the knowledge, skills and ambition needed to progress to a highly-selective university. This framework is built upon a series of cognitive and non-cognitive skills that the literature shows as having a positive impact on academic attainment, as well as life outcomes more widely. This session will focus on the practical challenges of measuring and reporting on intermediate outcomes.
Dr Rajbir Hazelwood, Programme Director, AccessEd
@rp_hazelwood
Rajbir completed her PhD on decolonization at Washington University in St. Louis and was Assistant Professor of Modern British History at Southern Illinois University in Edwardsville. After 10 years in academia, she joined The Brilliant Club in 2015. Rajbir now leads the work of AccessEd, a non-profit organisation that supports the development of pilot university access programmes internationally. Since 2016, Rajbir has led on the design and delivery of fair access programmes in the USA, South Africa, Ireland and Hong Kong.

Richard Eyre, Chief Programmes Officer, The Brilliant Club
@RREyre
Richard leads the Programmes Division at The Brilliant Club, which encompasses the charity’s two programmes for schools and the Research and Impact Department. Before joining The Brilliant Club, Richard worked as a public policy and strategy consultant, advising education system leaders in the UK and internationally. From 2014–2016 he worked in Washington DC as strategy director at the US Education Delivery Institute. A graduate of the Civil Service Fast Steam, Richard spent the first nine years of his career in the Department for Education and then the Home Office, serving in a range of high-profile policy and delivery roles spanning education, children’s policy and policing and security. He holds a master’s degree from the University of Cambridge, where he studied law.

Dr Sam Baars, Director of Research, LKMco
@sambaars
Sam Baars is Director of Research at LKMco. He has particular interests in youth research, area-based inequalities and social science impact. Sam believes that robust, innovative social research is the key to tackling the barriers that prevent some young people from making fulfilling transitions to adulthood, and he channels this belief into a range of research projects at LKMco. Sam holds a PhD in Social Change from the University of Manchester. His published academic work focuses on young people’s neighbourhood-based identities, and how their occupational aspirations are shaped by the areas they live in. In a forthcoming book chapter he explores what the “raising aspirations” agenda means for white working class boys.

Dr Sam Lucy, Director of Admissions, University of Cambridge
Dr Sam Lucy is Director of Admissions for the Cambridge Colleges, and Admissions Tutor at Newnham College. She has a strong interest in all aspects of student support, including transition to university and financial matters. Formerly a Lecturer in Archaeology at Durham University, she is also an academic archaeologist specialising in Late Roman and Early Medieval Britain, and to date has published eleven academic monographs, including The Anglo-Saxon Way of Death. Email: DirectorofAdmissions@admin.cam.ac.uk

Dr Sonia Ilie, Senior Research Fellow, University of Cambridge
@soniaiie
Sonia is a Senior Research Fellow at the Faculty of Education University of Cambridge, researching educational inequality in both access and learning. Her work focuses particularly on access to higher education and on the evaluation of programmes which aim to narrow attainment gaps. She uses quantitative research methods applied to large scale data from a variety of sources. Sonia currently leads the evaluation of a large-scale initiative aiming to improve higher education progression for young people in deprived circumstances in the East of England, and manages a project exploring students’ learning gain in English universities.
Stephen Parry-Jones, Seren Hub Coordinator, Seren
Stephen Parry-Jones is coordinator of the Welsh Government Seren Hub for Rhondda Cynon Taf and Merthyr Tydfil education authorities. He read Modern History at Oxford and, apart from a five year stint in a London direct grant grammar school, spent his teaching career in South Wales comprehensive schools, retiring as a Deputy Head in 2015. His was one of the first three pilot Hubs in Wales, and is now coming to the end of its third cycle. Stephen has worked closely with The Brilliant Club, and has found their expertise invaluable in developing his programme.

Susannah Hume, Associate Director for What Works, King’s College London
@SusSumHum
Susannah is Associate Director for What Works at King’s College London, and a Principal Research Advisor at the Behavioural Insights Team (BIT). Her team is responsible for conducting research into supporting students to access and succeed at King’s. Susannah has been involved in running over 30 randomised controlled trials, including more than 10 in the areas of higher education access and retention, alongside survey and interview–based research, including the King’s Pulse Survey—a six–wave panel survey of first year undergraduates—and BIT’s Moments of Choice report on young people’s career decision–making strategies.

Steve Howard, Executive Principal, Nene Park Academy and Corby Development
After joining Nene Park Academy as the Vice Principal with the CMAT intervention team in 2010, he is now the Executive Principal at NPA and Corby secondary school development. Steve is also a member of the Peterborough pupil referral service Governing body and the chair of the executive board of Teach East (the Peterborough SCITT). Steve was previously at Swavesey Village College, where he led on the school’s successful applications for specialism in science and later in languages. Steve sat on the Cambridgeshire BSF ICT evaluation panel, the SSAT Eastern Region Headteachers steering group and was actively involved in supporting the work of a range of Schools for the SSAT. Steve's career has involved teaching in Lancashire, Devon, Cambridgeshire and Peterborough.

Susie Whigham, National Programme Director, The Scholars Programme, The Brilliant Club
Susie oversees the impact and development of The Scholars Programme. Susie has been committed to tackling educational disadvantage throughout her career. As part of the first cohort of Teach First, Susie taught English in a secondary school in South–West London. During this time she set up a charity, Trust Youth, to support Year 10 pupils to develop the skills and experience to run fundraising campaigns for national charities. She subsequently worked as a Literacy Consultant for the government’s National Strategies programme in schools. As Executive Director of Services at School–Home Support, Susie had responsibility for a range of programmes tackling the underlying barriers to learning within the home, including the Troubled Families and the Parent Support Advisor initiatives.

Zoe Claymore, Researcher (Graduate Programme), NFER
@zoeclaymore
Zoe Claymore joined NFER in October 2016 on NFER’s Education Graduate Researcher training programme. She is currently in her final placement, working in the Centre for Statistics. During her time at NFER, Zoe has published reports on careers development in schools and blogs addressing teacher retention and apprenticeship reform. Zoe has a MSc in Psychology of Education from University College London (Institute of Education) and is a graduate member of the British Psychological Society. Before joining NFER, Zoe spent four years working in schools in support based roles at both primary and secondary level. From this she developed a particular interest in working with and supporting disadvantaged pupils.
At King’s we believe we should be curious and constantly seeking to improve programmes and initiatives. The Brilliant Club’s ‘Measuring Up’ conference today is an opportunity for us to support a conversation on this crucial topic. We know that only by embedding robust evidence-led practice, will we ensure more people from under-represented backgrounds access higher education.

In King’s Vision 2029 strategy, we committed ourselves to using the highest quality research to help tackle the challenges that our wider civic, national and global community face. For our staff and students, we are fostering an environment that stimulates critical inquiry and encourages the sharing of failures and successes. This vision is embedded within the Social Mobility and Student Success Division, where we are using new research approaches and evaluative methods to understand and extend the impact of our work. It is why, last year, we set up the What Works Department, who are investigating how behavioural insights can be utilised to promote student belonging and success.

By bringing like-minded individuals and organisations together today, The Brilliant Club is helping to steer a path within the widening participation sector that is characterised by evidence-based activity. Both myself and the team from King’s are looking forward to sharing with you our experiences and to learning from the expertise of the practitioners who are presenting. Please come and speak with us or follow us on twitter @KCLWP.

Anne-Marie Canning MBE
Director of Social Mobility and Student Success
King’s College London

Gameplan

Gameplan is a free games-based website provided that allows 10-14 year olds and their parents to explore university. Whether it’s university study, finance, life and skills, or future career options, Gameplan equips players with everything they need to know about higher education. For parents, a wide range of information, expert advice and crucial hints and tips is provided, empowering them to plan ahead and guide their child to university and beyond. For teachers, a scheme of work exists on the website allowing you to utilise Gameplan in the classroom.

King’s Advocate Award 2018/19

The King’s Advocate Award is a one-year programme that seeks to provide training and resources to a network of teachers and social workers across Greater London to support learners that are underrepresented in higher education. The Award is delivered and accredited by the Widening Participation Department at King’s College London as an additional training opportunity to your current role. Benefits include:

• A £500 start-up bursary for NQT participants
• Up to £500 project funding
• Four twilight CPD sessions
• Opportunities to influence and make a difference
• Join a network of teachers and social workers
• An Official Recognition from King’s college London

Search ‘King’s Advocate Award’ to apply online via our webpage between 18 June – 29 July 2018.

Compulsory Induction Date: 12 September, 17:30–19:30 at the King’s Strand Campus
Ormiston Academies Trust (OAT) has worked with The Brilliant Club for over two years, raising aspirations, broadening horizons, and providing students with the opportunities and skills to succeed in life. Our partnership with The Brilliant Club has continued to grow, with the programme today reaching students in 25 of our academies, stretched right across the country.

We share The Brilliant Club’s vision to ensure all students have access to the opportunities required to achieve their full potential, including increasing student access to leading and highly selective universities, particularly for those from under-represented backgrounds.

In 2016 we were delighted to launch the OAT Enrichment Charter, which is a guiding principle for all our academies. Across the Trust, our aim is to inspire young people to develop their skills, talents and character through a wide range of activities, to use their curiosity and creativity to find new ways of achieving their potential and to have the confidence, drive and resilience to pursue their dreams. Our work with The Brilliant Club is a large aspect of this.

The Scholars Programme

A number of our academies work closely with The Brilliant Club to deliver The Scholars Programme, which has involved providing students with university-style tutorials, study skills lectures, and a challenging final assignment. The work culminates in a “graduation” style event held at a university, which all the students have found incredibly inspiring, and has given them an insight of what they can go on to achieve in the future.

Not only has The Scholars Programme been hugely popular with both students and staff, it has played a key role in helping the Trust to increase the number of students progressing to Russell Group universities. This has gone from half the national average to above the national average in just two years. Students across our academies have embraced the programme and the opportunities given to them as part of it, with more students completing their placement and to higher standards than the average placement.

Championing Access

Alongside our work with The Brilliant Club, OAT has a dedicated team who are committed to ensuring that all students across the network have access to enrichment opportunities which stretch, challenge and inspire. Our Enrichment and Access Champions offer students support to apply to Russell Group universities and Oxbridge, so that they are in the best possible position to achieve top university places, and pursue their chosen career paths.

Results

OAT is determined to be the Trust that makes the biggest difference, and the impact of our work to broaden student access has been clear. Last year, we were delighted to celebrate record A-level results across the Trust - with improved results being achieved at every academy. More than a third of all A level entries across the Trust were graded A*-B and more students than ever before achieved university places, with a number of students going on to attend Russell Group universities, including Oxbridge and top medical schools.

OAT’s work with The Brilliant Club has given many students across the Trust access and opportunities to achieve their full potential, and we are delighted to be a National Partner at this year’s The Brilliant Club Conference.

Nick Hudson
Chief Executive Officer
Ormiston Academies Trust
Our Regional Conference Partners 2018

University of Cambridge

The Widening Participation team at Cambridge includes a 15-strong central team as well as numerous others working across Colleges and departments. Our work is focussed on supporting students from under-represented backgrounds to go on to highly selective universities, such as Cambridge.

The University of Cambridge works in partnership with The Brilliant Club to deliver the Insight Discover programme, which seeks to raise the aspirations and academic attainment of its participants. With a shared goal of increasing the number of pupils from under-represented backgrounds progressing to highly-selective universities, we aim to motivate, encourage and inspire students to aim higher. Our goal for this programme is to equip students with the knowledge and tools to make informed decisions for the future; to progress with confidence and stretch their academic abilities. This includes developing students’ knowledge of Higher Education, help them identify and reflect on their personal interests and motivations, and develop both academic and soft skills. As one of the most academic institutions in the world, we fully support The Brilliant Club’s pioneering approach to raising academic attainment.

The Insight Discover programme runs from Year 7 to Year 8, and comprises e-mentoring projects which focus on personal and academic development. Alongside these mentoring projects, there are a series of events in which students have the opportunity to visit Cambridge and a partner university, meeting current university students and showcasing their work completed through the e-mentoring projects. We hold a celebration and graduation event at the end of Years 7 and 8, respectively. From September 2018 the programme will be delivered in Peterborough and Kings Lynn. Hundreds of students will take part in a reading programme, with 12 students per school selected for the intervention with The Brilliant Club.

The University submitted data for its HE+ regional consortia programme and the 500+ participant Sutton Trust Summer Schools to the UCAS Strobe service. The evaluation compared the outcome of students on these programmes versus 500 alternative groups of students who were similar in terms of attainment at KS4, age, ethnicity, gender, POLAR3 quintile, and the percentage of their school on free school meals. The University was delighted to find that both programmes were placed in the 100th percentile for applications, offers and accepts to high tariff institutions in the 2016 cycle.

University of East Anglia

The Brilliant Club experience for all involved here at the University of East Anglia has been an exciting, exhilarating and positive experience. The Scholars Programme is, and continues to be, an excellent collaboration for all concerned, with students, parents and PhD students contributing to the programme.

Students from all over the region get the opportunity to experience our campus, facilities and spend time with our Student Ambassadors, which is hugely rewarding and enjoyable for both the students and Student ambassadors. Parent, family and carer engagement is key to all the work that the Outreach and Widening Participation teams are involved with here at the university.

The Scholars Programme is a unique opportunity to engage with these groups. The large cohort of University of East Anglia PhD students now working on the programme is testament to key development links, on-going training, and the appeal of working with a group of like-minded people – people who want to engage and encourage our students going forward.

The Scholars Programme is an essential part of our Outreach and Widening Participation strategy and helps fulfil our role in raising aspirations, increasing the awareness of higher education, confidence building and attainment.

One of our targets is working with White working class males in our region. Our Male Aspirations Programme: He Can We Can - aims to engage male students throughout their student journey, raising aspirations, confidence and attainment, and ultimately allowing for progression to higher education. Through a structured programme of targeted events, students will be exposed to a range of positive role models, while being shown that university is accessible to everyone, regardless of their background.

For all the reasons above, The University is excited to continue our long-standing relationship with the Brilliant Club and co-sponsor this event.
The Brilliant Club
The Brilliant Club is an education charity that exists to increase the number of pupils from underrepresented backgrounds that progress to highly-selective universities. To do this, we mobilise the PhD community to share its expertise with non-selective state schools.

In pursuit of our mission, we run two programmes:

The Scholars Programme
The Scholars Programme recruits PhD researchers, trains them as university access professionals and places them as part-time tutors in state schools, where they deliver a course of university-style tutorials.

Researchers in Schools
Researchers in Schools (RIS) recruits PhD graduates, places them in schools as trainee teachers and supports them to develop as excellent teachers and research leaders committed to closing the gap in attainment and university access.

From our beginnings in one school in London in 2011, The Brilliant Club now works in all four nations of the United Kingdom and in every region of England. We deliver our programmes in harder-to-reach rural and coastal areas, as well as in towns and cities.

For the last two years, The Brilliant Club has worked with the Universities and Colleges Application Service (UCAS) to evaluate the impact of its programmes on progression to highly-selective universities. The UCAS data found that, of the cohort of 685 school leavers who completed The Scholars Programme in 2015 and 2016, 54% of pupils eligible for free school meals progressed to a highly-selective university, compared to a national rate of 12%. When compared to control groups matched for GCSE attainment and socio-economic factors, UCAS found that pupils who completed The Scholars Programme were significantly more likely to apply to, receive an offer from and progress to a highly-selective university.

The UCAS data showed that of the pupils who completed The Scholars Programme:

- 79% Applied to a highly-selective university
- 74% Received an offer from a highly-selective university
- 55% Progressed to a highly-selective university
- 54% Progressed to a highly-selective university

Compared to a national progression rate of 12%
The Brilliant Club Conference Timeline

2014: The Brilliant Club Conference 2014, King's College London

2015: The Brilliant Club Conference 2015, King's College London

2016: The Brilliant Club Conference 2016, Ormiston Sir Stanley Matthews Academy, Stoke-on-Trent

2017: The Brilliant Club Conference 2017, King’s College London

2018: The Brilliant Club Conference 2018, Nene Park Academy, Peterborough