

# The Scholars Programme



## Programme and Impact Report for North School X

Autumn 2019-20



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### Partner universities

Our university partners provide invaluable financial and logistical support to run our trips and to recruit new PhD tutors. In Autumn 2019/20, we worked with 43 university partners to host 120 Launch and Graduation trips and to recruit 200 researchers to work as Scholars Programme tutors in the Autumn term.



# 1. Summary

## 1.1 Welcome

I am pleased to present North School X with its impact report outlining your partnership with The Brilliant Club over the Autumn 2019/20 programme. I trust your pupils found the work with their PhD tutor inspiring and challenging.

PhD tutor	Course title	University	Research area
Tutor X	Is There Anybody Out There?: Life in the Universe	Newcastle University	Cosmological implications of the Standard Model and beyond

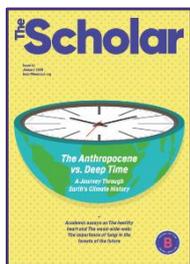
## Update

We are continuing to grow the programme this year in England, Wales, Scotland and Northern Ireland. In the Autumn term, **200 researchers** worked with **3,425 pupils** in **251 schools** to deliver The Scholars Programme.

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



This map shows Scholars Programme placements in Autumn 2019/20



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

I am looking forward to continuing to work with you and your pupils over the forthcoming year. We are currently signing up schools for 2020/21 so please do get in touch with me at [natalie.day@thebrilliantclub.org](mailto:natalie.day@thebrilliantclub.org) to ensure you have confirmed provision or if you have any questions or feedback about the programme.

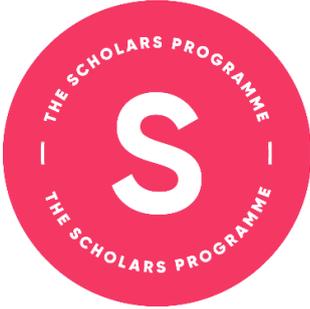
Thank you for your continuing support,

**Dr Natalie Day**

**Area Director, The Scholars Programme**

## 1.2 North School X Programme Journey

School Logo Here



### 1 Launch Trip

North School X began the programme with a Launch Trip at the **University of Leeds**. 12 pupils attended the trip and had a tour of the campus led by current undergraduates, learned about university life from university staff and took part in the first tutorial with their PhD tutor.

### 3 Final Assignment

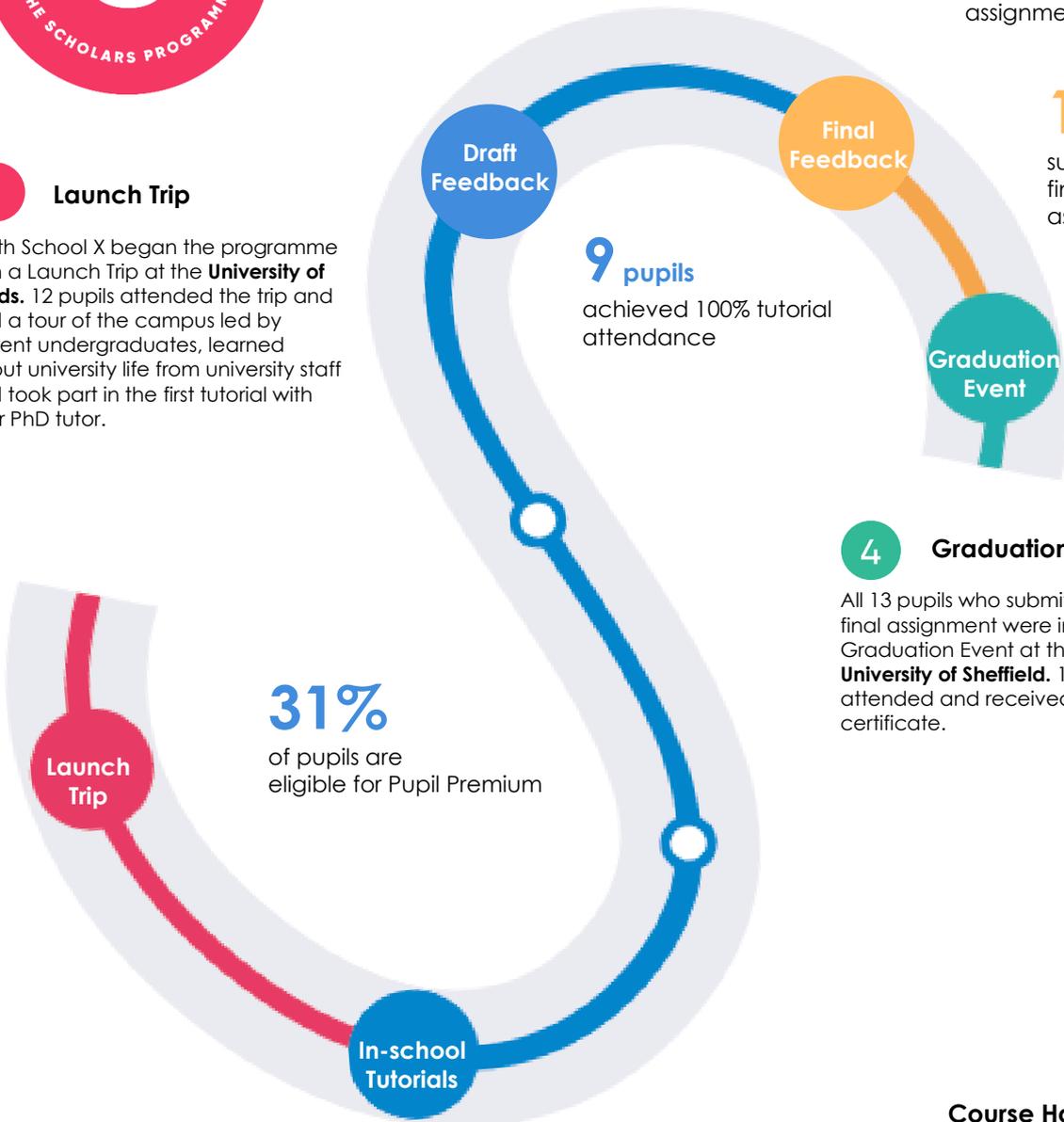
The in-school tutorials culminated in pupils completing a **challenging university-style assignment**, which was marked by PhD tutors at one key stage above their expected level of attainment.

**5 pupils**

achieved a 1<sup>st</sup> or a 2.1 in their final assignment

**13 pupils**

submitted final assignments



### 4 Graduation Event

All 13 pupils who submitted their final assignment were invited to a Graduation Event at the **University of Sheffield**. 11 pupils attended and received their certificate.

### 2 Tutorials

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

### Course Handbook



## 2. Pupil Impact

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

Pupil Impact Framework		
	<b>1. Pupil targeting</b>	Pupil Premium Parental history of HE Postcode deprivation
	<b>2. Programme outputs</b>	Attendance Assignment submission Pupil reflection
	<b>3. University readiness outcomes</b>	Academic achievement University preparation Deeper learning skills

### 2.1 North School X Pupil Targeting



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



**Pupil Premium**

**31%**  
(4/13)



**No parental history of higher education**

**54%**  
(7/13)



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

**54%**  
(7/13)



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

**77%**  
(10/13)

## 2.2 North School X Programme Outputs



We monitor pupils' attendance and assignment submission. Pupils also responded to survey questions about how much they enjoy and benefit from visiting universities at trips and studying with their PhD tutor.

### 2.2.1 Pupil Engagement

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

North School X Attendance and Assignment Submission	
# pupils attending Launch Trip	12
# pupils attending Graduation Trip	11
% average tutorial attendance	96 %
% final assignment submission	100 %

### 2.2.2 Trip Surveys

North School X	% Strongly Agree + Agree
<b>Launch Trip (n=12)</b>	
I have enjoyed visiting this university for The Scholars Programme Launch Trip	92 %
The Launch Trip has made me feel excited about being in The Scholars Programme	83 %
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	100 %

"It was fun, I am looking forward to the Scholars Programme and I have learned a lot about university life."

KS4 Pupil, North School X

North School X	% Strongly Agree + Agree
<b>Graduation Trip (n=10)</b>	
I have enjoyed visiting this university for The Scholars Programme Graduation Trip	100 %
The Graduation Trip has made me feel proud about being in The Scholars Programme	100 %
I have learned something I didn't know about this university before	60 %
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	100 %

## 2.3 North School X University Readiness Outcomes



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

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

### 2.3.1 Academic Achievement

#### Competencies 1: Written Communication, Subject Knowledge and Critical Thinking

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

The following averages are based on the 13 pupils that have submitted both their baseline and final assignments. The table also includes national averages, allowing you to compare scores at baseline and progress made.

**Lauren Mottle,  
Programme  
Officer**

"It is great to see that pupils' average progress across all three competencies was higher than the national average. I am especially glad to see pupils' improvements in written communication and critical thinking, two widely transferrable academic skills."

Competency	Mark Scheme Skill	North School X			National Comparison		
		Baseline Average	Final Average	Average Progress	Baseline Average	Final Average	Average Progress
Written Communication	Structure and Presentation	39	55	41 %	52	62	19 %
	Language and Style	38	56	46 %	53	63	18 %
Subject Knowledge	Subject Knowledge	43	65	52 %	54	65	20 %
Critical Thinking	Research and Evidence	40	59	47 %	51	63	22 %
	Developing an Argument	43	59	38 %	52	63	21 %
	Critical Evaluation	36	56	58 %	50	62	22 %

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

## Individual pupil outcomes

Pupil Name	PhD Tutor	Baseline Assignment Grade	Final Assignment Grade	Baseline Assignment Mark	Final Assignment Mark	Tutorial Attendance %
Pupil X	Tutor X	WTP	2.2	28	50	100 %
Pupil X	Tutor X	WTP	2.2	38	52	86 %
Pupil X	Tutor X	3rd	2.2	45	52	100 %
Pupil X	Tutor X	WTP	2.2	33	51	86 %
Pupil X	Tutor X	3rd	2.1	45	62	100 %
Pupil X	Tutor X	WTP	1st	33	75	100 %
Pupil X	Tutor X	3rd	1st	43	76	100 %
Pupil X	Tutor X	3rd	2.2	43	56	86 %
Pupil X	Tutor X	3rd	2.2	40	55	100 %
Pupil X	Tutor X	3rd	2.1	43	65	100 %
Pupil X	Tutor X	WTP	2.2	39	53	86 %
Pupil X	Tutor X	3rd	2.1	46	68	100 %
Pupil X	Tutor X	3rd	2.2	45	53	100 %

**Note** - Assignments are marked by PhD tutors in line with mark schemes that reflect the assessment criteria for pupils who are one key stage above. Assignments are then moderated by qualified teachers. "DNS" stands for did not submit, and assignments that do not meet passing requirements are marked as working toward pass ("WTP"). Pupils that withdrew from the programme are not part of the impact report. Mark deductions, for example for late submission, are applied to the full marks and grades displayed in this table, but not to the sub-marks for competencies in the table on the previous page.

- For Key Stage 4 programmes, a 1st class assignment is roughly equivalent to a grade A\*/A at A-Level, with a 2:1 being roughly equivalent to a grade B. However, the nature of the assignments does mean that marks may not always be comparable, as they would not necessarily fit neatly with A-Level exam mark schemes.

## 2.3.2 University Preparation

### Competencies 2: University Knowledge

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

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

The percentages are based on the 9 pupils from North School X who completed both questionnaires.

North School X	% Strongly Agree + Agree	
	Before	After
University Preparation		
I have a good level of knowledge in the subject that The Scholars Programme focuses on	33 %	89 %
I can complete written work to the same standard as a pupil two years above me at school	44 %	67 %
I would feel confident talking to a university lecturer about my work	56 %	78 %
I understand why and how people study when they are at university	78 %	78 %
I know the steps I need to take to apply to university in the future	56 %	33 %
I am capable of studying at a highly selective university	67 %	78 %

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

"I really enjoyed meeting our tutor and the whole programme. It was fun graduating and taking part."

KS4 Pupil, North School X

### 2.3.3 Deeper Learning Skills

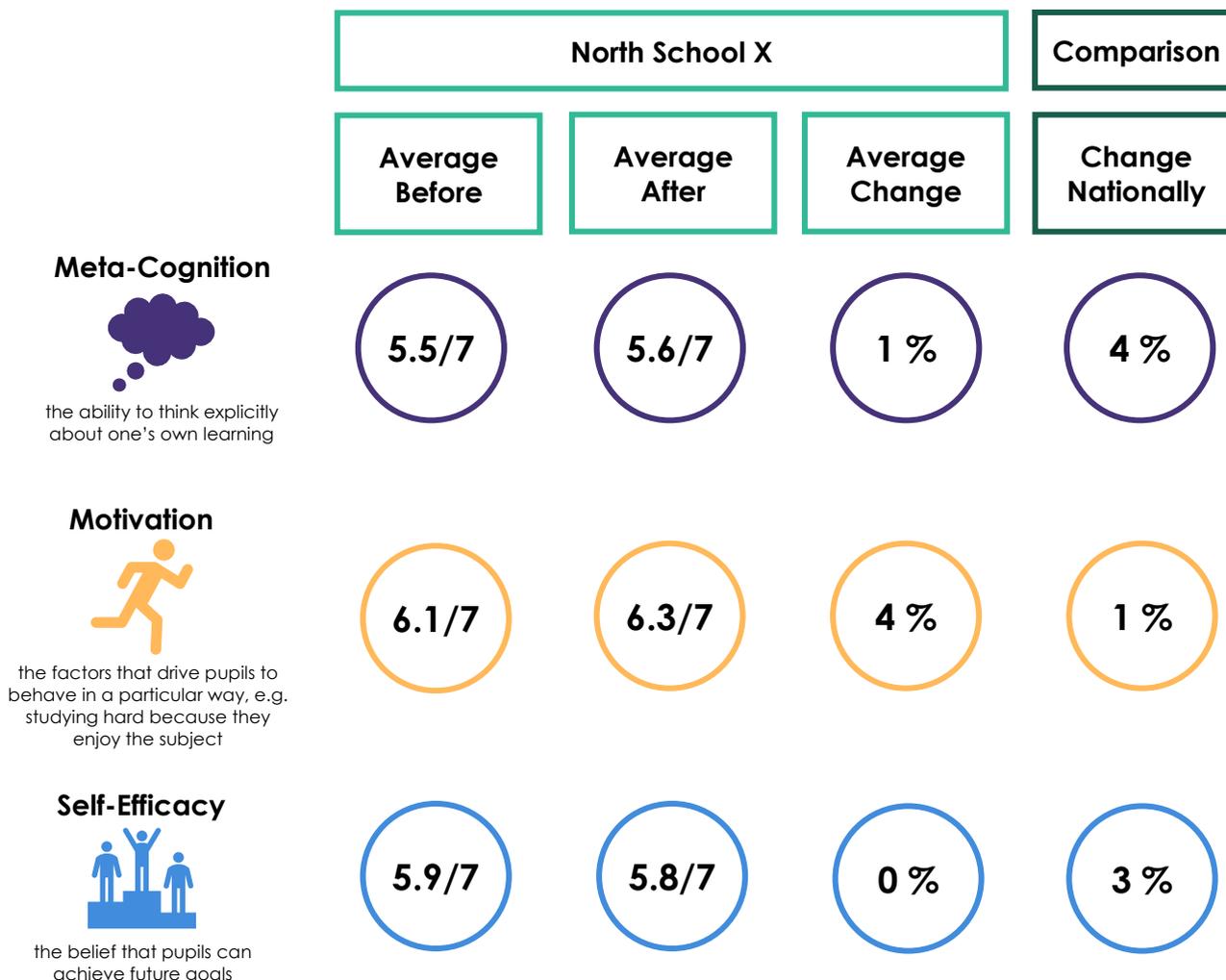
Deeper learning skills are a broader set of skills that underpin the ethos of our programmes and which are directly transferable to different contexts. The outcomes were chosen because academic research shows that they are linked to attainment and university progression. Pupils answered 36 questions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

**Lauren Mottle,  
Programme  
Officer**

"I am pleased to see that pupils' average progress in motivation is higher than the national average. It is worth noting that pupils made little or no progress in some of the competencies from the beginning to the end of the programme. Pupils from already had very high scores in meta-cognition and self-efficacy at the start of the programme, making it difficult for the survey measures to detect actual increases."

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

This chart displays before and after averages for the 9 pupils who have completed both questionnaires.



**Note** – Due to the small sample sizes, no statements about causality should be made as a single pupil's result can significantly skew the data that is reported. The data should be used for purely descriptive purposes and read in the context of the qualitative information provided by the pupils and Programme Officers in this report. Nationally, the average before scores are 5.1 for meta-cognition, 5.7 for motivation and 5.6 for self-efficacy. To see before/after data of the additional competencies that you selected when registering pupils, please log in to your ScholarsHQ account.

### 3. Articulating Impact and Further Analysis

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

On The Scholars Programme this term, **4 pupils were eligible for Pupil Premium**. Their average attendance was **93 %**, which means they received **26 hours of tutoring** from a PhD researcher. Of these pupils, **1** received a 2:1, indicating that they are performing well at the key stage above their current level.

##### **Ofsted**

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

Pupils taking part in The Scholars Programme receive information, advice and guidance at visits to two highly-selective universities, meeting Gatsby Benchmark 7. This is part of our commitment to equip pupils with the knowledge and cultural capital they need for university study. On The Scholars Programme this term, **12 pupils** visited the **University of Leeds** and **11 pupils** visited the **University of Sheffield**.

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

##### **Gatsby Benchmarks**

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

The Scholars Programme challenges pupils' thinking through a series of tutorials, enabling pupils to gain an experience of university-style learning. This term, pupils have visited the **University of Leeds** and the **University of Sheffield**. After their Graduation Trip, **100 % of pupils** reported feeling that they could study at the university in the future if they worked hard at school.

## 3.2 Impact Analysis and Comparison Data

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

### Factors affecting pupil outcomes

From analysing data of more than 23,000 pupils who completed The Scholars Programme over the last two years, we see that on average pupils make 8.9 marks progress between their baseline and final assignment mark. Pupils eligible for Pupil Premium make similar progress with 8.3 marks on average. 27% of pupils who submitted a final assignment achieved a 1<sup>st</sup> and 42% of pupils achieved a 2.1 grade.

From the analysis we were able to identify drivers of pupils' academic achievement:

#### TUTORIAL ATTENDANCE MAKES A DIFFERENCE

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

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

#### BASELINE ASSIGNMENTS MATTER

### Regional and national comparison table

This table compares programme attainment and attendance with averages for the 55 schools within the North of England and for the 250 schools that took part in The Scholars Programme in Autumn 2019/20 across the UK.

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

	North School X	North of England Average	National Averages
<b>Baseline assignment mark average</b>	40	52	52
<b>Final assignment mark average</b>	59	61	63
<b>Average progress between baseline and final assignment</b>	47 %	18 %	19 %
<b>% 1st/2.1 final assignment grades</b>	38 %	58 %	64 %
<b>% Final assignment submission rate</b>	100 %	92 %	91 %
<b>% Tutorial attendance</b>	96 %	89 %	90 %

### 3.3 Parental Engagement

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

Statement	% of parents/carers who strongly agree or agree	
	North School X	National Average
Parents/carers attending graduation events		
This is the first time I have visited a university* (Yes/No)	22%	46 %
I think my child has made academic progress during The Scholars Programme	100%	94 %
I think my child was academically challenged throughout The Scholars Programme	78%	91 %
I have discussed The Scholars Programme with my child over the past three months	67%	91 %
I have supported my child to complete their assignments	67%	78 %
I have discussed going to university with my child over the past three months	78%	89 %
I would recommend The Scholars Programme to other parents	100%	96 %
I would like my child to attend a highly selective university when they are older	67%	84 %
I think that my child is capable of studying at a highly selective university when they are older	100%	99 %
I have enjoyed visiting this university for The Scholars Programme Graduation Trip	89%	93 %
I think that today's visit will help me to better support my child to secure a place at a highly selective university	44%	77 %
My child will be able to study at this university when they are older and if they work hard at school	100%	94 %
I plan to speak with my child more about university after this trip	89%	91 %

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

"When I was in school there was nothing like this for us as students. I think it's remarkable that the children get to experience this and have an insight into academic writing and work."

Parent/Carer, North School X

## 4. Programme Officer Notes

It was a pleasure to work with the pupils from North School X during the Autumn term, and I was delighted to collate this Impact Report for you.

Firstly, I would like to commend the pupils on their engagement with the programme – with 96% tutorial attendance and 100% of pupils submitting their final assignments. Of these pupils, two achieved a 1<sup>st</sup> and three achieved a 2:1. This is really wonderful, and I hope they are all proud of their hard work on the programme.

Looking more closely at our academic competencies, it is great to see pupils making significant progress across all three competencies. I was also pleased to see positive shifts in pupils' responses to many of the University Preparation questions. For example, the percentage of pupils agreeing or strongly agreeing with the statement 'I can complete written work to the same standard as a pupil two years above me at school' increased from 44% to 57%. Additionally, there was a 22% increase in pupils reporting that they felt confident speaking to a university lecturer about their work and an 11% increase in pupils agreeing that they were capable of studying at a highly selective university.

It is also great to see improvements in the Deeper Learning competencies over the course of the programme. It is worth noting that Deeper Learning Skills are a broader set of skills that tap into pupils' self-perceptions as learners in school (e.g. 'I think that what I am learning in my lessons is useful for me to know'). On average we only see small positive shifts for these measures on a national level.



**Dr Lauren Mottle**  
Programme Officer –  
North of England

### **Your feedback and notes on data collection**

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

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

## 5. Appendix

### A1: Raw data North School X pupil assessments

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

Statement	Average score (max score: 7)	
	Before	After
<b>Meta-Cognition</b>		
When I study for a test, I try to put together the information from class and from the book	6.00	6.00
When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly	6.22	6.33
When I study I put important ideas into my own words	5.33	5.44
I always try to understand what the teacher is saying even if it doesn't make sense	5.67	6.00
When I study for a test I try to remember as many facts as I can	6.56	6.44
When studying, I copy my notes over to help me remember material	6.22	6.00
When I study for a test I practice saying the important facts over and over to myself	5.44	5.78
I use what I have learned from old homework tasks and the textbook to do new tasks	5.56	5.78
When I am studying a topic, I try to make everything fit together	5.67	5.56
When I read material for my lessons, I say the words over and over to myself to help me remember	4.56	4.78
I outline the chapters in my book to help me study	3.89	4.44
When reading I try to connect the things I am reading about with what I already know	5.56	5.56
I ask myself questions to make sure I know the material I have been studying	5.00	5.22
I work on practice exercises and answer additional questions even when I don't have to	4.44	4.56
Even when study materials are dull and uninteresting, I keep working until I finish	5.78	6.11
Before I begin studying I think about the things I will need to do to learn	5.56	5.33
When I'm reading I stop once in a while and go over what I have read	5.89	5.22
I work hard to get a good grade even when I don't like a class	6.33	6.44
<b>Motivation</b>		
I prefer schoolwork that is challenging so I can learn new things	6.33	6.67
It is important for me to learn what is being taught in my lessons	6.56	6.78

I like what I am learning in my lessons	5.56	6.00
I think I will be able to use what I learn in one class in other classes	5.56	5.89
I often choose topics I will learn something from even if they require more work	5.89	6.22
Even when I do poorly on a test I try to learn from my mistakes	6.44	6.33
I think that what I am learning in my lessons is useful for me to know	6.22	6.44
I think that what we are learning this year is interesting	6.00	6.22
Understanding my subjects is important to me	6.44	6.56
<b>Self-Efficacy</b>		
Compared with other students in my year I expect to do well	5.78	5.78
I'm certain I can understand the ideas taught in my lessons	5.78	5.89
I expect to do very well in this school	6.11	6.00
Compared with others in my year group, I think I'm a good student	6.22	6.11
I am sure I can do an excellent job on the problems and tasks assigned in my lessons	5.89	6.00
I think I will receive good grades in my classes	5.78	6.00
My study skills are excellent compared with others in my year	5.56	5.22
Compared with other students in my school I think I know a great deal about my subjects	5.78	5.67
I know that I will be able to learn the material for this year	5.89	5.89

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

