

**The
Scholars
Programme**



Programme and Impact Report for Example Multi-Academy Trust

Summer 2022-23



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Partner universities

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



This section summarises your pupils' Scholars Programme experience, and provides an overview of all pupils taking part in the programme nationally this academic year.

1. Summary

1.1 Welcome

I am pleased to present Example Multi-Academy Trust with your impact report outlining your partnership with The Brilliant Club in Summer 2022-23. I trust your students found the work with their PhD tutor inspiring and challenging.

The Brilliant Club Update

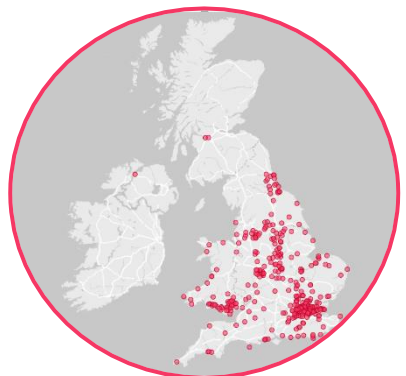
We are continuing to expand the Programme's reach this year in line with our [Join the Club](#) strategy. **207 researchers** worked with **5,868 students** in **366 schools** to deliver The Scholars Programme in the Summer term.

Partnership update

Partnership Summary, Summer 2022-23	
# placements	9
# schools	7
# students	139

This report

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



Scholars Programme placements in Summer 2022-23

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

We look forward to continuing to work with you and your students over the forthcoming year.

Thank you for your continuing support,

Akvilė Stuart, Multi-Academy Trust Development Lead

1.2 The Scholars Programme journey page

Example Multi-Academy Trust logo

3 Final assignment

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

78 students achieved a 1st or a 2.1 in their final assignment

1 Programme Launch

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

Draft Feedback

Final Feedback

88 students

achieved 100% tutorial attendance

Graduation

4 Graduation Event

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

Launch

50%

of students are eligible for Pupil Premium

Tutorials

2 Tutorials

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




"It was a lot of fun and I learnt a new topic which I have not known before. It helped to improve my knowledge and my writing skills as well as boosting my self-confidence."

Key Stage 3 Student, Example School

This section provides an overview of demographics and targeting criteria met by pupils participating on the programme from your school.

2. Student impact

To be able to report on the impact that The Scholars Programme has on Example Multi-Academy Trust students, we look at the demographics of the students selected and measure programme outputs and university readiness outcomes.

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

2.1 Student targeting



In pursuit of our mission to support students from less advantaged backgrounds to progress to the most competitive universities, we target students who are eligible for Pupil Premium, who have no parental history of higher education and who live in deprived areas according to the Income Deprivation Affecting Children Index (IDACI). The below summarises targeting information of Scholars Programme students at Example Multi-Academy Trust.



Pupil Premium

50%

(70/139)



No parental history of higher education

52%

(57/109)



Living in 40% most deprived areas according to IDACI

27%

(37/139)



Target Students meeting 1 or more of 3 criteria

69%

(96/139)

This section reports on how pupils have engaged with the programme, focusing particularly on the tutorials and university events.

2.2 Programme outputs



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

2.2.1 Student engagement

Example Multi-Academy Trust attendance and assignment submission

% average tutorial attendance	92%
% final assignment submission	94%

PhD tutor comment



Example Tutor – Example University

“It has been a pleasure working with the students, and I have been amazed by their ability to learn and apply complex knowledge within a short time frame. Seeing their academic skills and self-confidence develop throughout the programme has been the greatest highlight, and I commend the pupils on their achievements.”

2.2.2 Graduation Events

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

Graduation Event

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

Example Multi-Academy Trust	% Strongly Agree + Agree
Graduation Event (n=62)	
I have enjoyed this Graduation Event	85%
The Graduation Event has made me feel proud about being in The Scholars Programme	87%
I have learned something I didn't know about this university before	92%
I am more likely to apply to this university after visiting today	65%
I will be able to study at this university when I am older if I work hard at school	81%

Student comments: Graduation Events



"The Scholars Programme was a good way to introduce us to university and the work we would do there."

"I found out a lot about Cambridge University, which is a university I would love to study at in the future. I learned about life at university in general and have developed my understanding of graduation and university."

Events summary

This table summarises the events students from Example Multi-Academy Trust attended.

Example Multi-Academy Trust		
School	Key Stage(s)	Graduation Event(s)
Example School 1	3	University of Cambridge
Example School 2	3	University of Warwick
Example School 3	3	University of Warwick
Example School 4	3	University of Warwick
Example School 5	3	University of Cambridge
Example School 6	3	University of Warwick
Example School 7	3	University of Warwick

This section of the report provides an overview of pupils' progress throughout the programme in their academic skills and self-reported levels of university self-efficacy.

2.3 University preparedness outcomes



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

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

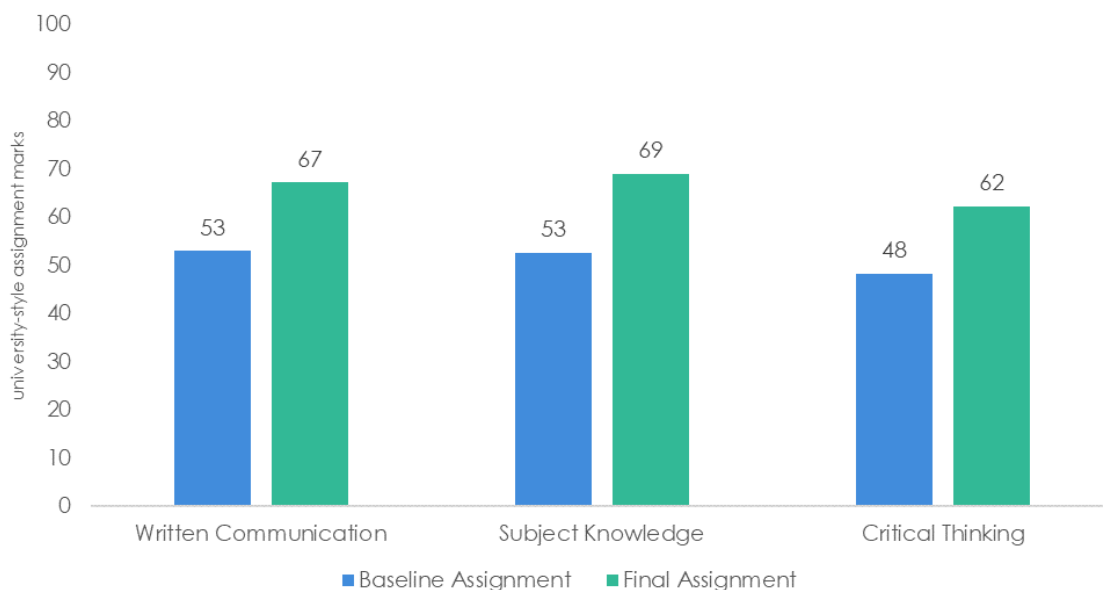
2.3.1 Academic achievement

Written Communication, Subject Knowledge, and Critical Thinking

Students submitted a baseline assignment at the beginning and a final assignment at the end of the programme. Tutors use a standardised mark scheme to assess students' academic achievement in these assignments. Academic achievement is about the skills and knowledge that students are explicitly learning in the context of The Scholars Programme. These include written communication, subject knowledge, and critical thinking.

The following averages are based on the 93 students that have submitted both their baseline and final assignments.

Academic Achievement Summer 2022 -23

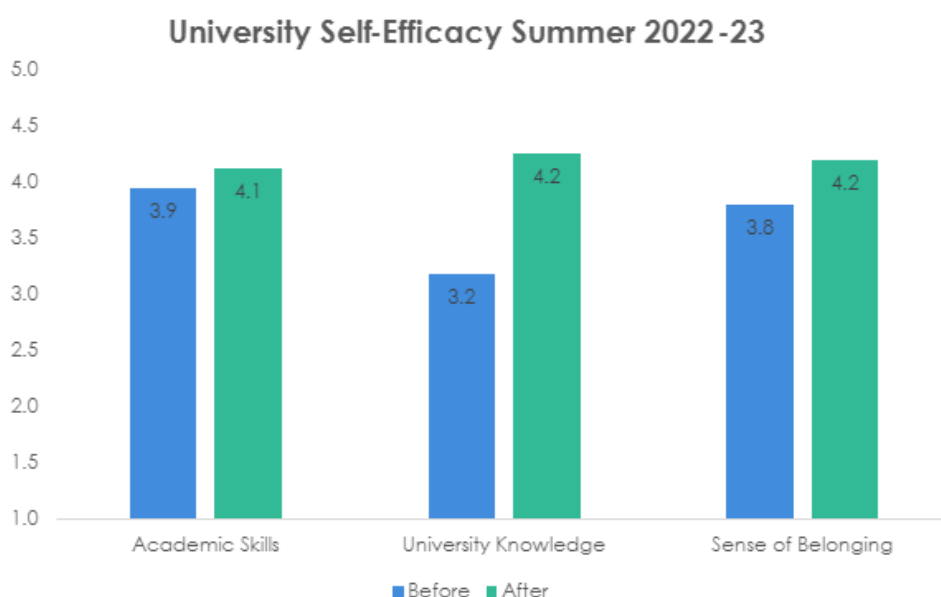


Note – This data should be used for descriptive purposes and read in the context of the qualitative information provided in this report.

2.3.2 University self-efficacy

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

This chart shows before and after averages for the 26 students who completed both the pre and post programme assessments.



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

Pupil comments: End of Programme



"It was fun and a good experience. I enjoyed it – even though at times the assignments seemed almost impossible – I still powered on and I was proud with my final grade as I gave it everything I've got."

3. Case study

To illustrate the impact of The Scholars Programme we profile the work of one student on this page.

Final assignment question: What does the history of the Windrush generation tell us about different understandings and experiences of 'belonging' in Britain in the period after they arrived and at the time of the Windrush Scandal?

Final assignment extract: Key Stage 3 Student, Example School 1

There was a great contrast between the Windrush generation's aspirations of settling in Britain compared to their lived reality. The Windrush migrants' hopes were built of the things they had been told and promised. First of all, the migrants were told that they were British when they were still living in their home countries and were to believe those words as Floella Benjamin states: 'School in Trinidad was formal but rewarding, the teachers were strict, no one ever answered them back and lateness was not tolerated. We would line up in the playground each day and sing 'God save the Queen' and Land of Hope and Glory' because we were told we were British and part of the Motherland. We were taught British history and literature but nothing about our African heritage, of how our ancestors were transported across the ocean as enslaved people. About the brutally inhumane treatment they had to endure. But at that time, it didn't matter because it gave us a sense of pride, of belonging, we were brainwashed to believe we were valued' (source 1, pp. 17). Floella and others migrating to England will have expected that when they migrated to Britain, they would be treated equally to every other person in England, but instead they were bullied because of their race. They also weren't given the same opportunities and were treated as minorities with things such as when it came to job interviews; an example is that if a white person and a black person went for a job interview, both of the same gender, both with the same skill, qualifications and experience, the black person would have a lower chance of getting that job just because of the colour of their skin. Secondly, some of the Windrush generation, because of what they had originally been told, believed that England was the ultimate place to live. An example of that is a song performed by the calypso singer Lord Kitchener (from Trinidad) for news reporters on the deck of the Windrush upon his arrival in Britain - (<https://www.youtube.com/watch?v=QDH4IBeZF-M> - from 2:00). Lord Kitchener's song shows that he feels a great sense of belonging as he sings of how you could travel to many other places all over the world but that 'London is the place for me' him feeling as though he has found the right place to live shows a great sense of belonging. We have been led to believe that Lord Kitchener's reality of living in Britain is as negative as nearly all of the other Windrush migrants'. This highlights the contrast in the dream these individuals were sold and their lived reality which was then further insulted by the Windrush Scandal.

Student comments: End of Programme



"I really liked the tutorials because they made it easier to understand the topic and how to use sources in my assignment. The PhD tutor from the Brilliant Club really helped me to understand how to structure the essay and write persuasively. Overall, I think that the Brilliant Club has been a great experience!"

Course Handbook



This section includes wording which can be used to articulate the impact of The Scholars Programme within the context of Pupil Premium, Gatsby Benchmarks and the Ofsted framework.

4. Articulating impact and further analysis

3.1 Articulating the impact of The Scholars Programme

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

Ofsted

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

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

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

Pupil Premium

The Scholars Programme has been used at Example Multi-Academy Trust to target disadvantaged high prior attainers as evidence shows that these students are especially at risk of underachievement nationally. As a supra-curricular intervention, The Scholars Programme develops outcomes that are important for raising students' attainment, including subject knowledge, critical thinking, and written communication. 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, **70 students were eligible for Pupil Premium**. Their average attendance was **90%**, which means they received **439 hours of tutoring** from a PhD researcher. Of these students, **13** achieved a 1st and **19** received a 2:1.

Gatsby Benchmarks

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

The Scholars Programme challenges students' thinking through a series of tutorials, enabling students to gain an experience of university-style learning. This term, students have engaged with The University of Cambridge and The University of Warwick at graduation events.

3.2 Impact analysis and comparison data

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

Factors affecting student outcomes

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

TUTORIAL ATTENDANCE MAKES A DIFFERENCE

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

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

BASELINE ASSIGNMENTS MATTER

National comparison table

This table compares programme attainment and attendance with averages for the 366 schools that took part in The Scholars Programme in Summer 2022-23 across the UK. Averages are based on 93 students who submitted both their baseline and final assignment, 43 of whom are eligible for Pupil Premium.

	Example Multi-Academy Trust		National Comparison	
	Overall	Pupil Premium	Overall	Pupil Premium
Baseline assignment mark average	51	52	51	50
Final assignment mark average	66	63	64	62
Average progress between baseline and final assignment	29%	21%	26 %	23 %
% 1st/2.1 final assignment grades	71%	57%	69 %	61 %
% Final assignment submission rate	79%	80%	83 %	81 %
% Tutorial attendance	92%	90%	86 %	83 %

3.3 Updates and opportunities

Research and Evaluation

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

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

The Scholar



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

Alumni Community

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



Your feedback and notes on data collection

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

4. Appendix

4.1 Scholars Programme placements table

This table lists Example Multi-Academy Trust Scholars Programme placements delivered in the Summer 2022-23 term.

School	Course Title	Key Stage	Tutor University	# Brilliant Club target students	# students eligible for Pupil Premium
Example School 1	History: Windrush, Migration and Belonging in Modern Britain	3	University of Leicester	10	9
Example School 2	Engineering: WeCount: Can you shape your city?	3	University of Leicester	8	7
Example School 3	Biochemistry: How can Chemists save the world?	3	Loughborough University	6	6
Example School 4	Biochemistry: How can Chemists save the world?	3	Loughborough University	6	5
Example School 5	History: Windrush, Migration and Belonging in Modern Britain	3	University of Leicester	9	6
Example School 6	History: Windrush, Migration and Belonging in Modern Britain	3	University of Leicester	11	7
Example School 7	Biochemistry: How can Chemists save the world?	3	Loughborough University	14	10
Example School 8	Biology: Disease Detectives	3	University of Leicester	14	6
Example School 9	Biology: Disease Detectives	3	University of Sheffield	14	14

4.2 Scholars Programme tutor table

This table lists tutors who delivered placements in Example Multi-Academy Trust schools during the Summer 2022-23 term.

PhD Tutor	University	Research area	Department	TSP course title(s)
Tutor 1	University of Leicester	Cardiovascular Sciences	Department of Cardiovascular Sciences	Biology: Disease Detectives
Tutor 2	University of Leicester	Archaeology: a comparative development of early medieval Ipswich and London	Ancient History and Archaeology	History: Windrush, Migration and Belonging in Modern Britain
Tutor 3	University of Sheffield	Musculoskeletal Ageing	Oncology and Metabolism	Why do we grow old?
Tutor 4	Loughborough University	At-site microplastic monitoring for rivers and marine environments	Chemistry	Biochemistry: How can Chemists save the world?

