

**The  
Scholars  
Programme**



# **Programme and Impact Report for The Eastwood Academy**

**Spring 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 Spring 2019/20, we worked with 43 university partners to host 72 university trips and to recruit 227 researchers to work as Scholars Programme tutors.



# 1. Summary

## 1.1 Welcome

I am pleased to present The Eastwood Academy with its impact report outlining your partnership with The Brilliant Club over the Spring 2019/20 programme. In the Spring term, **227 researchers** worked with **4,381 pupils** in **324 schools** to deliver The Scholars Programme. I trust your pupils found the work with their PhD tutor inspiring and challenging.

PhD tutor	Course title	University	Research area
Paige Keningale	Preventing Terror Attacks	University of Surrey	Intelligence Led Policing or Policing Led Intelligence? The effectiveness of the National Intelligence Model

## COVID-19 Update

We recognise that the Covid-19 crisis has had an unprecedented impact on pupils' learning and that it has been extremely challenging for schools to provide learning whilst schools are closed. We are grateful for your patience and co-operation as we have worked to ensure that your pupils have been able to complete their final assignment. We recognise that this has not been possible for all pupils and we are committed to ensuring that pupils have the opportunity to complete their final assignments when schools reopen.

We are aware that the 2020/21 academic year will continue to be challenging for everyone in schools. With educational inequality expected to increase during lockdown, giving pupils access to stretching, enriching academic experiences is more important than ever – especially for pupils from less advantaged backgrounds. That makes us even more committed to running a high-quality Scholars Programme in 2020/21 and we have developed a series of contingency plans to enable us to deliver The Scholars Programme, even if restrictions continue.

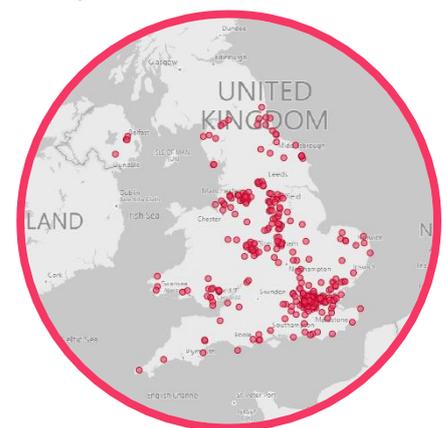
## This report

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

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

Thank you for your continuing support,

**Annabel Marcuse, Area Director, The Scholars Programme**



This map shows Scholars Programme placements in Spring 2019/20

## 1.2 The Eastwood Academy programme journey



### 1 Launch Trip

The Eastwood Academy began the programme with a Launch Trip at the **University of Cambridge**. 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.

Launch Trip

**33 %**  
of pupils are eligible for Pupil Premium

### 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. Due to school closures during COVID-19, feedback tutorials were delivered remotely.

### 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

**12 pupils**

submitted final assignments

4

### Graduation Event

Due to the COVID-19 school and university closures, our scheduled university graduation events could not take place.

### Course Handbook



## 2. Pupil impact

To be able to report on the impact that The Scholars Programme has on The Eastwood Academy 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 The Eastwood Academy 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 The Eastwood Academy.



**Pupil Premium**

**33 %**  
(4/12)



**No parental history of higher education**

**58 %**  
(7/12)



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

**58 %**  
(7/12)



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

**75 %**  
(9/12)

## 2.2 The Eastwood Academy programme outputs



We monitor pupils' attendance and assignment submissions. 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 for a strong impact on pupil outcomes.

The Eastwood Academy attendance and assignment submission	
# pupils attending Launch Trip	12
% average tutorial attendance	100 %
% final assignment submission	100 %

'It was very uplifting to see students become fascinated with a topic I am so passionate about. Not only this, hearing that students are now wanting to go to University and study a similar course, I feel that I have fulfilled my role to the best of my ability, as all I wanted was for students to become passionate about a topic like I was at that age. When asking the students what they would like to study, many expressed that they either wanted to follow my route of education or another degree. But the students who took me by surprise were the individuals for whom I did not think University was something they were passionate about. They said that they do not know what degree they would like to study, however they wanted to apply to a university as this opportunity has been eye opening to the experiences they can have.'

Paige Keningale, **University of Surrey**

### 2.2.2 Launch Trip

At the time of sending you this report, we have not been able to process paper questionnaires as our offices remained closed due to the COVID-19 pandemic. Wherever possible, we had already collated pupil quotes. We will aim to process and share any other pupil survey answers as soon as possible once access to our offices is restored.

## 2.3 The Eastwood Academy 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 12 pupils that have submitted both their baseline and final assignments. The table also includes national averages, allowing you to compare scores at baseline and progress made.

Competency	Mark scheme skill	The Eastwood Academy			National Comparison		
		Baseline Average	Final Average	Average progress	Baseline Average	Final Average	Average progress
Written Communication	Structure and Presentation	47	57	21 %	54	64	19%
	Language and Style	48	57	19 %	55	65	18%
Subject Knowledge	Subject Knowledge	48	58	19 %	56	66	19%
Critical Thinking	Research and Evidence	48	58	21 %	52	64	23%
	Developing an Argument	47	56	19 %	53	64	22%
	Critical Evaluation	46	55	21 %	52	63	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 %
Jochebel Nyamayaro	Paige Keningale	3rd	2.1	47	62	100 %
Jack Copeland	Paige Keningale	3rd	2.2	47	52	100 %
Brandon Walters	Paige Keningale	3rd	2.1	48	62	100 %
Ella Black	Paige Keningale	3rd	2.1	48	67	100 %
Ronnie Bond	Paige Keningale	3rd	2.2	47	51	100 %
Madison Faulkner-Hatt	Paige Keningale	3rd	2.1	49	63	100 %
Illana Koppit-Brown	Paige Keningale	3rd	3rd	43	47	100 %
Macey Jackson-Smith	Paige Keningale	2.2	2.2	50	55	100 %
Fred Benton-Smith	Paige Keningale	3rd	3rd	47	47	100 %
Uzo Achebe	Paige Keningale	3rd	2.1	49	68	100 %
Sam Sampson	Paige Keningale	3rd	2.2	44	57	100 %
Kofi Agyapong	Paige Keningale	3rd	2.2	49	52	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.

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 The Eastwood Academy who completed both questionnaires.

The Eastwood Academy	% Strongly Agree + Agree	
University Preparation	Before	After
I have a good level of knowledge in the subject that The Scholars Programme focuses on	11 %	100 %
I can complete written work to the same standard as a pupil two years above me at school	22 %	89 %
I would feel confident talking to a university lecturer about my work	67 %	67 %
I understand why and how people study when they are at university	78 %	89 %
I know the steps I need to take to apply to university in the future	33 %	44 %
I am capable of studying at a highly selective university	56 %	67 %
University is for people like me	67 %	89 %
I would fit in well with others at university	67 %	89 %
I have the academic ability to succeed at university	100 %	100 %
I could cope with the level of study required at university	89 %	56 %

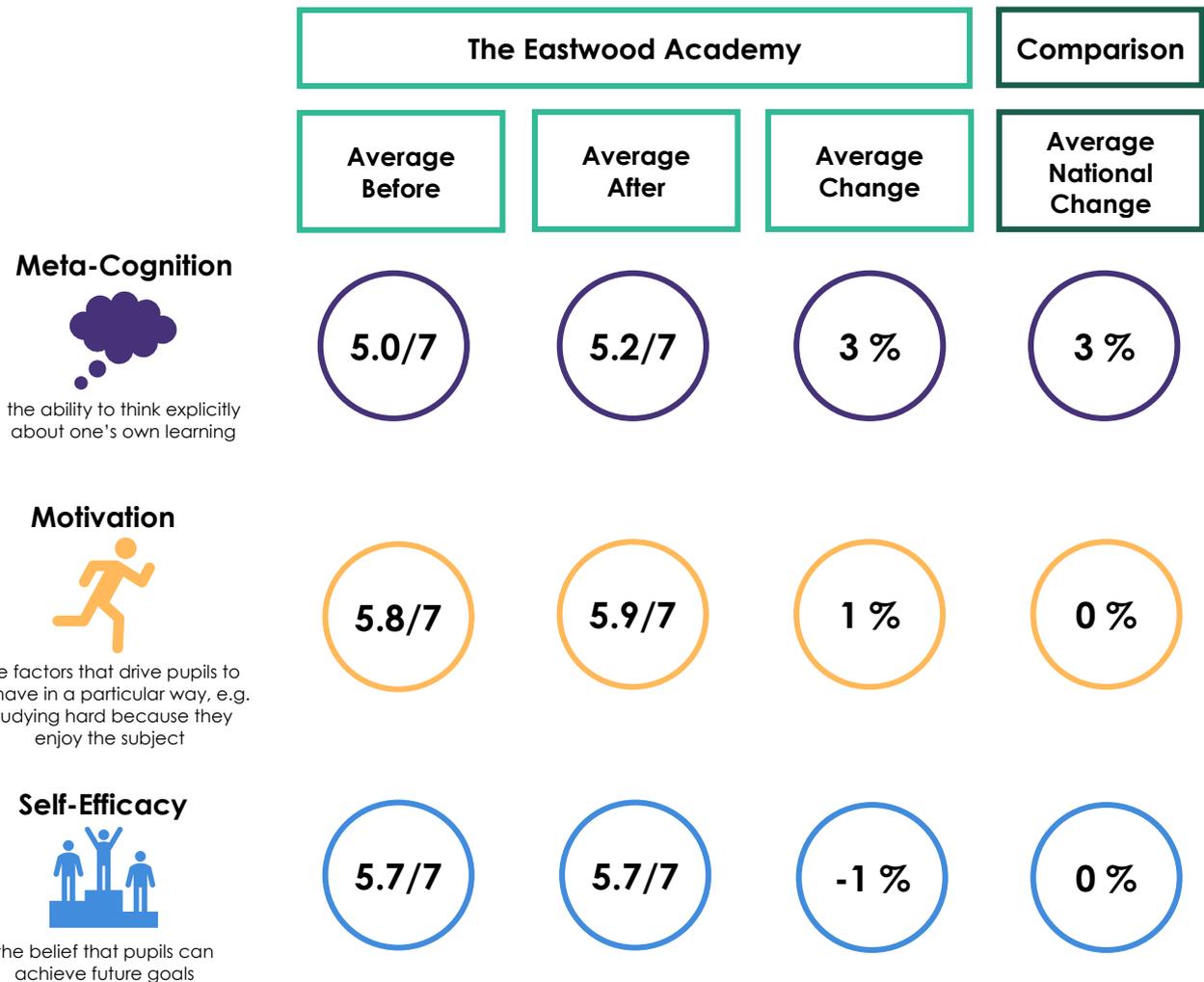
**Note** – Pupils responded to the statements using a five-point scale from 'strongly disagree' (1) to 'strongly agree' (5). This table shows the percentage of pupils who agreed or strongly agreed with the statements.

### 2.3.3 Deeper Learning Skills

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

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

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



**Note** – Due to the small sample sizes, no statements about causality should be made as a single pupil's result can significantly skew the data that is reported. The data should be used for purely descriptive purposes and read in the context of the qualitative information provided by the pupils and Programme Officers in this report. Nationally, the average before scores are 5.2 for meta-cognition, 5.7 for motivation and 5.5 for self-efficacy. **To see before/after data of the additional competencies that you selected when registering pupils, please log in to your ScholarsHQ account.**

### 3. Articulating impact and further analysis

#### 3.1 Articulating the impact of The Scholars Programme

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

##### **Pupil Premium**

The Scholars Programme has been used at The Eastwood Academy 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 **100 %**, which means they received **28 hours of tutoring** from a PhD researcher. Of these pupils, **3** received a 2:1, indicating that they are performing very well or well at the key stage above their current level.

##### **Ofsted**

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

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

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 The Eastwood Academy 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 Cambridge**.

## 3.2 Impact analysis and comparison data

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

### Factors affecting pupil outcomes

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

### COVID-19 and pupil outcomes

At the time of this analysis (13 May 2020), we could observe that the final assignment submission rate was 66%, about 25 points lower than in the Autumn term. For many schools, we are still supporting pupils to complete their final assignments to a revised deadline. On average, pupils who completed The Scholars Programme in the Spring term made 20% progress between their baseline and final assignments. This means that pupils who were able to submit their final assignment made similar progress to those in Autumn term, where pupils on average made 19% progress.

### Regional and national comparison table

This table compares programme attainment and attendance with averages for the 71 schools within the East of England and for the 324 schools that took part in The Scholars Programme in Spring 2019/20 across the UK. Averages are based on pupils who submitted both their baseline and final assignment.

	The Eastwood Academy	East of England Average	National Averages
<b>Baseline assignment mark average</b>	47	49	54
<b>Final assignment mark average</b>	57	63	64
<b>Average progress between baseline and final assignment</b>	20 %	29 %	20 %
<b>% 1st/2.1 final assignment grades</b>	42 %	70 %	73 %
<b>% Final assignment submission rate</b>	100 %	64 %	66 %
<b>% Tutorial attendance</b>	100 %	87 %	88 %

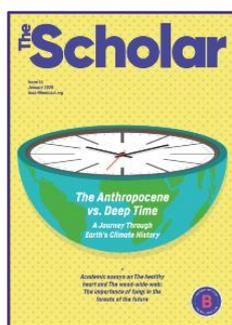
## 4. Notes from The Scholars Programme

It has been a pleasure supporting the pupils from The Eastwood Academy over the last term.

We are pleased to see that pupils developed key university readiness skills throughout the programme, as evidenced by their academic achievement in their final assignments.

We recognise that the school closures imposed by the COVID-19 pandemic have brought new challenges for pupils completing The Scholars Programme and are thankful for the support provided by the school and parents/carers.

Many thanks for all your hard work in delivering The Scholars Programme over the last term. We look forward to working with you again.



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.

### 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 The Eastwood Academy 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	5.33	5.44
When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly	6.11	6.00
When I study I put important ideas into my own words	5.78	6.00
I always try to understand what the teacher is saying even if it doesn't make sense	6.22	6.11
When I study for a test I try to remember as many facts as I can	5.89	6.00
When studying, I copy my notes over to help me remember material	3.44	4.44
When I study for a test I practice saying the important facts over and over to myself	4.67	4.11
I use what I have learned from old homework tasks and the textbook to do new tasks	4.44	5.00
When I am studying a topic, I try to make everything fit together	5.00	5.56
When I read material for my lessons, I say the words over and over to myself to help me remember	3.89	4.33
I outline the chapters in my book to help me study	4.33	3.33
When reading I try to connect the things I am reading about with what I already know	5.00	5.56
I ask myself questions to make sure I know the material I have been studying	5.33	5.00
I work on practice exercises and answer additional questions even when I don't have to	4.00	4.67
Even when study materials are dull and uninteresting, I keep working until I finish	5.44	5.44
Before I begin studying I think about the things I will need to do to learn	4.89	5.44
When I'm reading I stop once in a while and go over what I have read	4.67	5.11
I work hard to get a good grade even when I don't like a class	6.22	5.67
<b>Motivation</b>		
I prefer schoolwork that is challenging so I can learn new things	5.56	5.00
It is important for me to learn what is being taught in my lessons	6.44	6.22

I like what I am learning in my lessons	5.44	5.56
I think I will be able to use what I learn in one class in other classes	6.22	5.78
I often choose topics I will learn something from even if they require more work	5.00	5.44
Even when I do poorly on a test I try to learn from my mistakes	5.89	6.00
I think that what I am learning in my lessons is useful for me to know	5.67	6.22
I think that what we are learning this year is interesting	5.89	5.89
Understanding my subjects is important to me	6.33	6.67
<b>Self-Efficacy</b>		
Compared with other students in my year I expect to do well	6.11	6.22
I'm certain I can understand the ideas taught in my lessons	5.67	5.56
I expect to do very well in this school	5.89	5.78
Compared with others in my year group, I think I'm a good student	6.33	5.89
I am sure I can do an excellent job on the problems and tasks assigned in my lessons	5.33	5.56
I think I will receive good grades in my classes	6.00	6.11
My study skills are excellent compared with others in my year	5.00	4.67
Compared with other students in my school I think I know a great deal about my subjects	5.56	5.67
I know that I will be able to learn the material for this year	5.44	5.44

**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.

