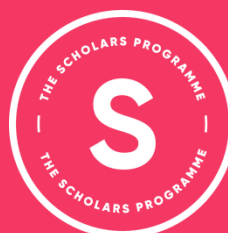




Programme and Impact Report for The Astley Cooper School

Autumn 2018–19



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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 2018/19, we worked with 37 university partners to host 110 Launch and Graduation trips and to recruit 231 PhD researchers to work as Scholars Programme tutors in the autumn term.



Part 1: Summary

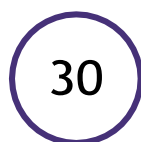
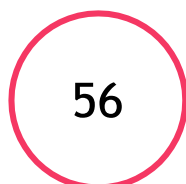
1.1 Welcome

I am pleased to present The Astley Cooper School with its impact report outlining your partnership with The Brilliant Club over the Autumn 2018-19 programme. I trust your pupils found the work with their PhD Tutor inspiring and challenging.

PhD Tutor	Course Title	University	Research Area
Catherine MacKenzie	Physical and Mental Health: The ultimate on - off couple	The Open University	Behavioural Neuroscience

Impact

For the third year in a row, independent analysis by UCAS showed that pupils on The Scholars Programme are significantly more likely to apply to, receive an offer from and progress to a highly-selective university than pupils with similar socio-demographic background and GCSE attainment.



The UCAS analysis estimates that **56% of Year 12 pupils that completed The Scholars Programme** progressed to a highly-selective university, compared to only **30% of pupils with similar backgrounds**. This is a sizeable and statistically significant difference.

Reach

We are continuing to grow across the UK and supported 3,863 pupils in the autumn term. The Scholars Programme has just commenced a pilot in Northern Ireland, and it remains a priority that the programme is accessible to any school that wants to take part in the UK, regardless of geography.

The Brilliant Club Conference and IAG Conference for Year 12 Students

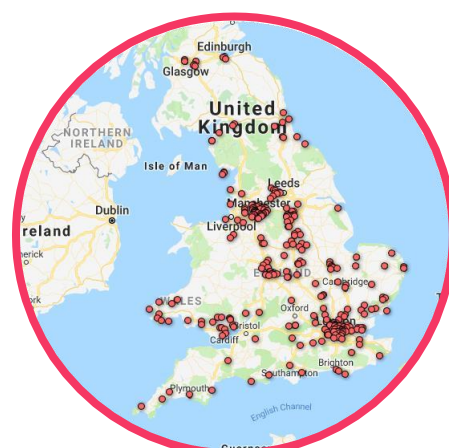
The Brilliant Club would like to invite you to save the date for our sixth annual conference, taking place on Friday 12th July in partnership with King's College London. This year's conference is titled, 'Ready or Not? Collaborating Towards Curricula for University Readiness'.

For the first time, we will be holding our free Information, Advice and Guidance Conference for Year 12 students on the same day and at the same venue. There will be a range of interactive workshops for pupils, delivered by The Brilliant Club and our university partners, focusing on the knowledge and skills needed to get into university and to succeed when you are there.

I am looking forward to continuing to work with you and your pupils over the forthcoming year. We are currently signing up schools for 2019/20 so please do get in touch with me at steph.hamilton@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 of the programme,

Steph Hamilton, Area Director, The Scholars Programme



Schools partnering with The Scholars Programme in Autumn 2018/19

1.2 The Astley Cooper School Programme Journey



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.

12 pupils

achieved a 1st or a 2.1 in their final assignment

1

Launch Trip

The Astley Cooper School began the programme with a Launch Trip at **Goldsmiths, University of London**. 19 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.

Draft Feedback

Final Feedback

17 pupils

submitted final assignments

15 pupils

achieved 100% tutorial attendance

Graduation Event

Start here

Launch Trip

60%

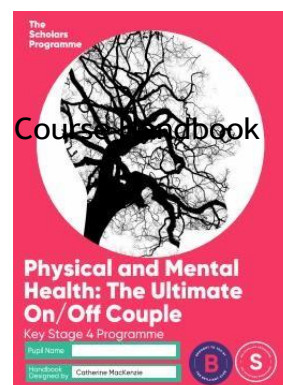
of pupils are eligible for Pupil Premium

Graduation Event

All 17 pupils who submitted their final assignment were invited to a Graduation Event at **Exeter College, University of Oxford**. 15 pupils attended and received their certificate.

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.

Part 2: Pupil Impact

To be able to report on the impact that The Scholars Programme has on The Astley Cooper School pupils, we measure pupil targeting, programme outputs and university readiness outcomes.

Pupil Impact Framework		
	1. Pupil Targeting	Pupil Premium Parental history of HE Postcode deprivation
	2. Programme Outputs	Attendance Assignment submission Pupil reflection
	3. University Readiness Outcomes	Academic achievement University preparation Deeper learning skills

2.1 The Astley Cooper School 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 Astley Cooper School.



Pupil Premium

60%
(12/20)



No parental history
of higher education

(No data)



Living in 40% most
deprived areas
according to IDACI

75%
(15/20)



Target Pupils
meeting 1 or more
of 3 criteria

90%
(18/20)

2.2 The Astley Cooper School Programme Outputs



We monitor pupils' attendance and assignment submission and how much they enjoy and believe to have benefited 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.

The Astley Cooper School Attendance and Assignment Submission	
# pupils attending Launch Trip	19
# pupils attending Graduation Trip	15
% average tutorial attendance	94%
% final assignment submission	85%

2.2.2 Pupil Reflection

The Astley Cooper School	% Strongly Agree + Agree
Launch Trip	
I have enjoyed visiting this university for The Scholars Programme Launch Trip	100%
The Launch Trip has made me feel excited about being in The Scholars Programme	65%
I have learned something I didn't know about this university before	85%
I am more likely to apply to this university after visiting today	45%
I will be able to study at this university when I am older if I work hard at school	85%

'It was amazing to see such a prestigious university in real life and I will consider this trip when applying to universities in the future'

Pupil, The Astley Cooper School

The Astley Cooper School	% Strongly Agree + Agree
Graduation Trip	
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	87%
I have learned something I didn't know about this university before	87%
I am more likely to apply to this university after visiting today	67%
I will be able to study at this university when I am older if I work hard at school	67%

2.3 The Astley Cooper School 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 Meta-Cognition
	Deeper Learning Skills	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.

Programme Officer Comment

'We are pleased to see that, on average, pupils' progress was positive across all three competencies'

Competency	Mark scheme skill	Baseline Average	Final Average	Average progress	National Average		
					Baseline Average	Final Average	Average progress
Written Communication	Structure and Presentation	47	65	38 %	55	63	14%
	Language and Style	50	67	34 %	56	63	13%
Subject Knowledge	Subject Knowledge	52	70	34 %	57	65	13%
Critical Thinking	Research and Evidence	47	62	32 %	54	63	16%
	Developing an Argument	45	62	38 %	54	63	16%
	Critical Evaluation	43	60	37 %	54	62	16%

Note – Due to 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%
	Catherine MacKenzie	DNS	2.1	DNS	69	83%
	Catherine MacKenzie	DNS	2.2	DNS	59	100%
	Catherine MacKenzie	DNS	2.1	DNS	60	100%
	Catherine MacKenzie	WTP	DNS	47	DNS	100%
	Catherine MacKenzie	2.2	DNS	50	DNS	100%
	Catherine MacKenzie	WTP	2.1	43	65	80%
	Catherine MacKenzie	DNS	1st	DNS	80	83%
	Catherine MacKenzie	DNS	3rd	DNS	40	100%
	Catherine MacKenzie	2.2	2.1	50	69	100%
	Catherine MacKenzie	DNS	3rd	DNS	45	100%
	Catherine MacKenzie	WTP	2.1	49	60	100%
	Catherine MacKenzie	WTP	3rd	46	41	67%
	Catherine MacKenzie	DNS	1st	DNS	72	100%
	Catherine MacKenzie	2.2	2.1	53	68	100%
	Catherine MacKenzie	2.2	1st	50	75	100%
	Catherine MacKenzie	2.2	2.1	52	68	100%
	Catherine MacKenzie	WTP	2.2	40	55	100%
	Catherine MacKenzie	DNS	1st	DNS	72	100%
	Catherine MacKenzie	DNS	2.1	DNS	65	100%
	Catherine MacKenzie	DNS	DNS	DNS	DNS	83%

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.

- 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.
- For Key Stage 5 programmes, a 1st class assignment is roughly equivalent to a 1st class mark at undergraduate level, with a 2:1 being roughly equivalent to a grade 2:1. However, the nature of the assignments does mean that marks may not always be comparable.

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 under-represented pupils. In 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 16 pupils from The Astley Cooper School who completed both questionnaires.

The Astley Cooper School	% Strongly Agree + Agree	
University Preparation	Before	After
I have a good level of knowledge in the subject that The Scholars Programme focuses on	25%	81%
I can complete written work to the same standard as a pupil two years above me at school	19%	44%
I would feel confident talking to a university teacher about my work	44%	50%
I understand why and how people study when they are at university	75%	88%
I know the steps I need to take to apply to university in the future	38%	50%
I am capable of studying at a highly selective university	38%	44%

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.

'It was a great opportunity and experience to be part of, it gave me a lot of information about universities'

Pupil, The Astley Cooper School

2.3.3 Deeper Learning Skills

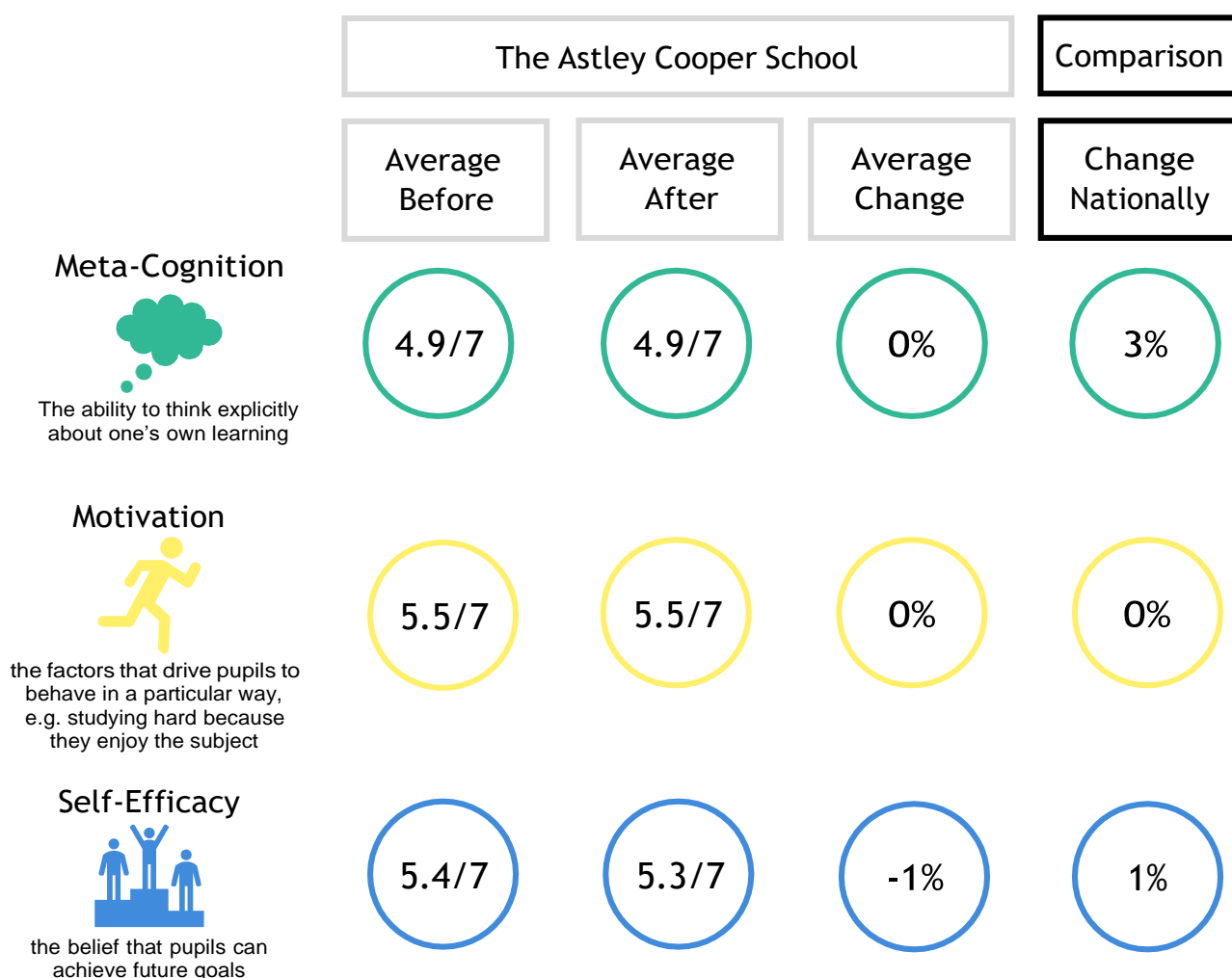
Deeper learning skills are a broader set of skills that underpin the ethos of our programmes and which are directly transferable to different contexts. The outcomes were chosen because academic research shows that they are linked to attainment and university progression. Pupils answered 36 questions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

Programme Officer Comment

'It is worth noting that pupils made no progress in some of the competencies from the beginning to the end of the programme. 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.'

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

This chart displays before and after averages for the 16 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 pre scores are 5.1 for meta-cognition, 5.7 for motivation and 5.5 for self-efficacy. To see pre/post data of the additional competencies that you selected when registering on the Impact Toolkit, please log in to your Impact Toolkit account.

Part 3: Pupil Premium Impact and Comparison Data

This section can be fed into your school's Pupil Premium spend reports or other reporting relating to Pupil Premium funding.

On The Scholars Programme this term, twelve pupils from The Astley Cooper School were eligible for Pupil Premium. Their average attendance was 93%, which means they were in receipt of 78 hours of tutoring from a PhD researcher. Of these pupils, three achieved a 1st and three received a 2:1, performing very well or well at the key stage above their current level.

The programme is designed to stretch and challenge disadvantaged most-able pupils by giving them the opportunity to work with a PhD Tutor, receive information, advice and guidance at visits to two highly-selective universities, and produce an extended final assignment, which is assessed at one level above their current key stage.

This table shows programme attainment and attendance for Pupil Premium pupils compared to all pupils. It also provides averages for the 68 schools within South of England and for the 284 schools that took part in The Scholars Programme in Autumn 2018/19 across the country.

Averages are based on pupils who submitted both their baseline and final assignment. We only display school-level baseline and final assignment data for schools with at least four pupils that submitted both assignments.

	The Astley Cooper School		National Averages		South of England Average	
	Overall	Pupil Premium	Overall	Pupil Premium	Overall	Pupil Premium
Baseline assignment mark average	48	46	55	54	56	55
Final assignment mark average	65	63	62	60	63	62
Average progress between baseline and final assignment	17%	17%	13%	12%	14%	12%
% 1st/2.1 final assignment grades	71%	55%	67%	60%	71%	65%
% Final assignment submission rate	85%	92%	85%	80%	88%	83%
% Tutorial attendance	94%	93%	89%	88%	90%	90%

Part 4: Reflections and Next Steps

4.1 Notes from your Programme Officer

It has been a pleasure working with the pupils of The Astley Cooper School. Pupils' final assignment submission and tutorial attendance rates are very competitive compared to both regional and national averages, reflecting the hard work and effort pupils put into the programme, and the support they received from their teachers and tutor. We are particularly pleased to see the high number of students achieving 1st or 2:1 grades, and to see that the progress students made in their written communication, subject knowledge and critical thinking was significantly higher than the national average; we hope that these skills serve students well as they progress through school.

The data indicates that pupils made no progress in their deeper learning skills. It should be noted that pupils already had very high scores in motivation and self-efficacy, in particular, at the start of the programme, making it difficult for the survey measures to detect actual increases.

We are pleased to see how much students gained from their experiences of university at the Launch and Graduation Trips, particularly in terms of their understanding of university. For example, the proportion of students agreeing with the statement 'I am more likely to apply to this university after visiting today' increased from 44% at the start of the programme, to 67% by the end of the Graduation Trip.

Congratulations to the pupils of The Astley Cooper School for their exceptional efforts on The Scholars Programme. We hope to continue our partnership next year.



Siri Minsaas
Programme Officer –
South of England

The Scholar



In January The Brilliant Club published the latest issue of our journal of pupil work, The Scholar. This issue as well as previous editions are available [on our website](#). The Scholar includes a collection of exemplary final assignments completed by pupils as part of The Scholars Programme over the past few months. The journal is edited by the PhD tutors and members of staff at The Brilliant Club, and we think it is a fitting celebration of the excellent work that has been produced through the programme.

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 send you an updated 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 on the Impact Toolkit, please log in to your Impact Toolkit account.

4.2 Placements in 2019-20: Sign-up Information

The Scholars Programme

2019-20 School Sign up



We would love to work with you again in 2019-20. To sign up, follow the unique link that your Scholars Programme contact will provide you with via email. Online you can select your placements and update your contact details for the year. For information about the Programme next academic year, [click here](#).

Terms and School Contributions

Autumn	Spring	Summer
October – February Planning begins July 2019	January – May Planning begins November 2019	March – July Planning begins January 2020
<div>KS5 8 pupils (£1,280) per placement</div>	<div>KS5 8 pupils (£1,280) per placement</div>	<div>KS2 12 pupils (£1,920) per placement</div>
<div>KS4 12 pupils (£1,920) per placement</div>	<div>KS4 12 pupils (£1,920) per placement</div>	<div>KS3 12 pupils (£1,920) per placement</div>

Sign up closes in July for Autumn placements, October for Spring placements and December for Summer placements. We would encourage you to sign up as soon as you can in order to guarantee places for your pupils in 2019-20.

Spread the word

Our partner schools find out about us through their networks. If you would like to recommend the programme to a colleague or friend, please pass our information on and we would be delighted to talk to them about running the programme in their school. <https://thebrilliantclub.org/the-brilliant-club-for-schools/get-in-touch/>

Part 5: Appendix

A1: Raw Data The Astley Cooper School 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
Meta-Cognition		
When I study for a test, I try to put together the information from class and from the book	5.56	5.31
When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly	5.44	5.38
When I study I put important ideas into my own words	4.94	5.13
I always try to understand what the teacher is saying even if it doesn't make sense	5.88	5.44
When I study for a test I try to remember as many facts as I can	6.06	5.94
When studying, I copy my notes over to help me remember material	4.69	5.13
When I study for a test I practice saying the important facts over and over to myself	3.75	4.00
I use what I have learned from old homework tasks and the textbook to do new tasks	4.81	4.44
When I am studying a topic, I try to make everything fit together	5.44	5.06
When I read material for my lessons, I say the words over and over to myself to help me remember	3.38	4.63
I outline the chapters in my book to help me study	3.88	3.81
When reading I try to connect the things I am reading about with what I already know	4.81	5.44
I ask myself questions to make sure I know the material I have been studying	4.88	4.56
I work on practice exercises and answer additional questions even when I don't have to	4.19	4.19
Even when study materials are dull and uninteresting, I keep working until I finish	5.13	4.81
Before I begin studying I think about the things I will need to do to learn	4.56	4.94
When I'm reading I stop once in a while and go over what I have read	4.56	4.06
I work hard to get a good grade even when I don't like a class	5.94	5.44
Motivation		
I prefer schoolwork that is challenging so I can learn new things	5.00	5.00
It is important for me to learn what is being taught in my lessons	6.19	5.94

I like what I am learning in my lessons	5.56	5.19
I think I will be able to use what I learn in one class in other classes	5.50	5.81
I often choose topics I will learn something from even if they require more work	4.75	5.25
Even when I do poorly on a test I try to learn from my mistakes	5.88	5.38
I think that what I am learning in my lessons is useful for me to know	5.06	5.56
I think that what we are learning this year is interesting	5.31	5.31
Understanding my subjects is important to me	6.25	5.94
Self-Efficacy		
Compared with other students in my year I expect to do well	5.94	5.38
I'm certain I can understand the ideas taught in my lessons	5.44	5.31
I expect to do very well in this school	6.13	5.56
Compared with others in my year group, I think I'm a good student	5.44	5.56
I am sure I can do an excellent job on the problems and tasks assigned in my lessons	5.19	5.13
I think I will receive good grades in my classes	5.31	5.31
My study skills are excellent compared with others in my year	4.56	4.63
Compared with other students in my school I think I know a great deal about my subjects	4.81	5.25
I know that I will be able to learn the material for this year	5.44	5.69

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.

