

**The
Scholars
Programme**



Programme and Impact Report for The Astley Cooper School

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

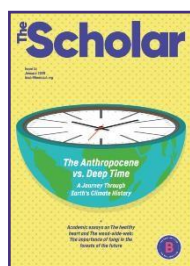
I am pleased to present The Astley Cooper School with its impact report outlining your partnership with The Brilliant Club over the Autumn 2019/20 programme. I trust your pupils found the work with their PhD tutor inspiring and challenging.

PhD tutor	Course title	University	Research area
Katie Faulkner	From 'Stunners' to Suffragettes: Representing Gender in Nineteenth-Century British Art	The Courtauld Institute	History of Art

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.



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.



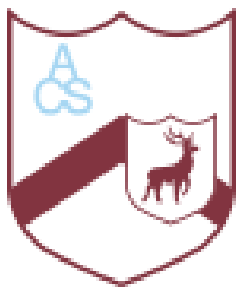
This map shows Scholars Programme placements in Autumn 2019/20

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 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,

Steph Hamilton, Area Director, The Scholars Programme

1.2 The Astley Cooper School programme journey



1

Launch Trip

The Astley Cooper School began the programme with a Launch Trip at

Exeter College, University of Oxford. 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

58 %

of pupils are eligible for Pupil Premium

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.

9 pupils

achieved a 1st or a 2.1 in their final assignment

Draft Feedback

Final Feedback

12 pupils

submitted final assignments

9 pupils

achieved 100% tutorial attendance

Graduation Event

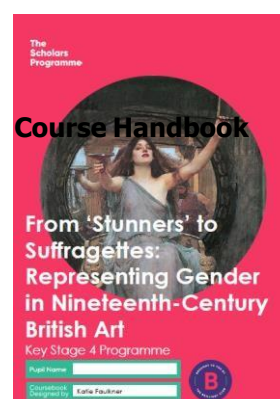
4

Graduation Event

All 12 pupils who submitted their final assignment were invited to a Graduation Event at the **University of Reading**. 9 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.

2. Pupil impact

To be able to report on the impact that The Scholars Programme has on The Astley Cooper School pupils, we look at the demographics of the pupils selected and measure 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

58 %
(7/12)



**No parental history
of higher education**

58 %
(7/12)

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

100 %
(12/12)



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

100 %
(12/12)

2.2 The Astley Cooper School 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.

The Astley Cooper School attendance and assignment submission	
# pupils attending Launch Trip	12
# pupils attending Graduation Trip	9
% average tutorial attendance	96 %
% final assignment submission	100 %

'The pupils jumped into the course material and were happy to contribute their thoughts and opinions. Their skills in critical analysis of texts and artworks improved week on week and I was able to push them to engage with really complex ideas and academic writing. The final assignments demonstrated that several pupils had researched above and beyond the remits of the handbook and in most cases, their written expression and technical vocabulary was excellent for pupils at this stage. The tutorials were always fun and Miss Welsh really went out of her way to welcome me to the school and to make the tutorials special for the pupils.'

Katie Faulkner, The Courtauld Institute

2.2.2 Trip surveys

The Astley Cooper School	% Strongly Agree + Agree
Launch Trip (n=12)	
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	33 %
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	33 %
I will be able to study at this university when I am older if I work hard at school	92 %

'It was fun and interesting, and it gave me a good idea of what life is like at university.'

Pupil, The Astley Cooper School

The Astley Cooper School	% Strongly Agree + Agree
Graduation Trip (n=9)	
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	100 %
I am more likely to apply to this university after visiting today	78 %
I will be able to study at this university when I am older if I work hard at school	89 %

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.

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.

Programme Officer Comment

'It is fantastic to see the positive progress pupils made across all three academic achievement competencies; pupils should be very proud of their work.'

					National Comparison		
Competency	Mark scheme skill	Baseline Average	Final Average	Average progress	Baseline Average	Final Average	Average progress
Written Communication	Structure and Presentation	54	63	16 %	52	62	19 %
	Language and Style	55	63	16 %	53	63	18 %
Subject Knowledge	Subject Knowledge	55	66	20 %	54	65	20 %
Critical Thinking	Research and Evidence	56	65	16 %	51	63	22 %
	Developing an Argument	55	63	15 %	52	63	21 %
	Critical Evaluation	56	64	15 %	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 %
	Katie Faulkner	2.2	2.1	54	63	86 %
	Katie Faulkner	2.2	2.1	53	62	86 %
	Katie Faulkner	2.2	2.1	55	68	100 %
	Katie Faulkner	2.2	1st	54	70	100 %
	Katie Faulkner	2.1	2.1	62	66	100 %
	Katie Faulkner	2.2	2.1	53	62	100 %
	Katie Faulkner	2.2	3rd	58	49	100 %
	Katie Faulkner	2.1	1st	62	72	100 %
	Katie Faulkner	2.1	2.1	60	69	100 %
	Katie Faulkner	3rd	2.2	46	59	83 %
	Katie Faulkner	2.2	2.2	53	53	100 %
	Katie Faulkner	2.2	2.1	51	61	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 10 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		20 %	90 %
I can complete written work to the same standard as a pupil two years above me at school		40 %	70 %
I would feel confident talking to a university lecturer about my work		80 %	90 %
I understand why and how people study when they are at university		50 %	70 %
I know the steps I need to take to apply to university in the future		40 %	90 %
I am capable of studying at a highly selective university		50 %	70 %
University is for people like me		50 %	50 %
I would fit in well with others at university		60 %	80 %
I have the academic ability to succeed at university		40 %	60 %
I could cope with the level of study required at university		50 %	70 %

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 coming to the University of Reading, I learned so much about university life from the ambassadors and I loved having the opportunity to do the Brilliant Club.'

Pupil, The Astley Cooper School

2.3.3 Deeper Learning Skills

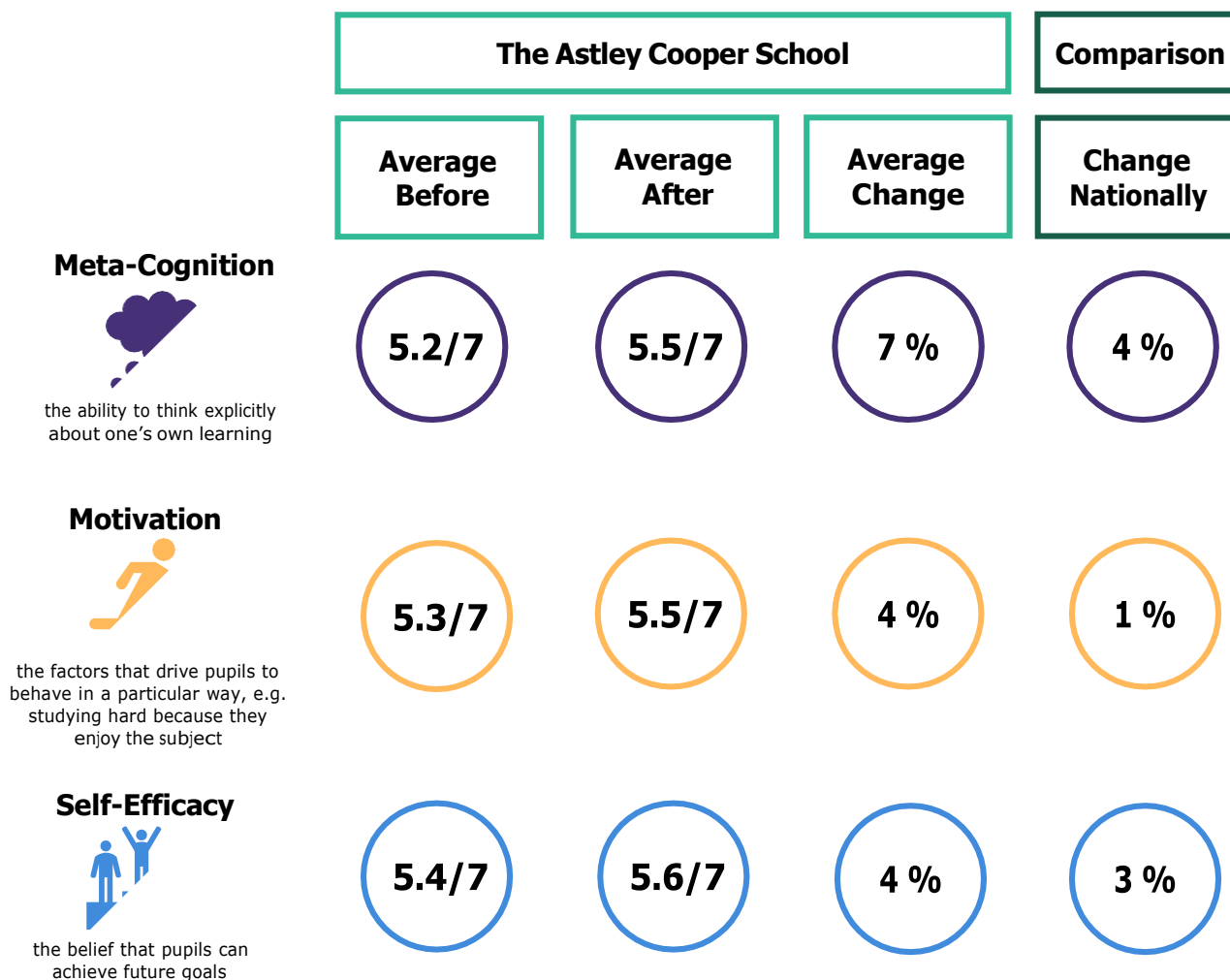
Deeper learning skills are a broader set of skills that underpin the ethos of our programmes and which are directly transferable to different contexts. The outcomes were chosen because academic research shows that they are linked to attainment and university progression. Pupils answered 36 questions 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 fantastic to see pupils' self-assessed deeper learning skills improve so much over the course of The Scholars Programme, suggesting that learning with their PhD Tutor may have helped develop these skills.'

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

This chart displays before and after averages for the 10 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 The Astley Cooper School 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, **7 pupils were eligible for Pupil Premium**. Their average attendance was **98 %**, which means they received **48 hours of tutoring** from a PhD researcher. Of these pupils, **2** achieved a 1st and **4** 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 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 **Exeter College, University of Oxford** and **9 pupils** visited the **University of Reading**.

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 Astley Cooper School 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 **Exeter College, University of Oxford** and the **University of Reading**. After their Graduation Trip, **89 % 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 The Astley Cooper School 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 1st 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 79 schools within the South 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.

	The Astley Cooper School	South Average	National Averages
Baseline assignment mark average	55	54	52
Final assignment mark average	63	63	63
Average progress between baseline and final assignment	14 %	17 %	19 %
% 1st/2.1 final assignment grades	75 %	66 %	64 %
% Final assignment submission rate	100 %	92 %	91 %
% Tutorial attendance	96 %	91 %	90 %

4. Programme Officer notes

It has been a pleasure working with the pupils from The Astley Cooper School. Students' tutorial attendance and final assignment submission rates are competitive with both regional and national averages. This reflects the hard work and effort pupils put into the programme, and the support they received from their teachers and tutor. In addition to being pleased to see the high number of pupils achieving 2.1 or 1st grades in their final assignments, it was particularly great to read the lovely comments from their tutor about the pupils rising to the challenge and engaging so well with complex ideas.



Siri Minsaas
Programme Officer –
South

In terms of deeper learning skills, which are a broader set of skills that tap into pupils' self-perceptions as learners in school, pupils made very positive progress. We hope that the developments pupils made in their motivation, meta-cognition and self-efficacy serve them well as they progress through school.

It is fantastic to see how much pupils gained from their experiences of university at the Launch and Graduation Trips, especially in terms of their understanding of university. For example, at the start of the programme, 40 % of pupils agreed with the statement 'I know the steps I need to take to apply to university in the future', compared to 90 % by the end of the Graduation Trip.

Congratulations to the pupils from The Astley Cooper School for their exceptional efforts and achievements on The Scholars Programme. We hope pupils are very proud of their accomplishments, and we look forward to continuing our partnership next academic year.

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 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	5.80	5.50
When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly	6.00	5.60
When I study I put important ideas into my own words	5.20	5.80
I always try to understand what the teacher is saying even if it doesn't make sense	5.90	5.90
When I study for a test I try to remember as many facts as I can	6.10	6.10
When studying, I copy my notes over to help me remember material	4.80	5.60
When I study for a test I practice saying the important facts over and over to myself	6.00	5.50
I use what I have learned from old homework tasks and the textbook to do new tasks	5.50	5.90
When I am studying a topic, I try to make everything fit together	5.20	6.00
When I read material for my lessons, I say the words over and over to myself to help me remember	4.60	5.20
I outline the chapters in my book to help me study	3.90	5.10
When reading I try to connect the things I am reading about with what I already know	5.30	5.80
I ask myself questions to make sure I know the material I have been studying	4.60	5.20
I work on practice exercises and answer additional questions even when I don't have to	4.20	4.30
Even when study materials are dull and uninteresting, I keep working until I finish	4.80	5.30
Before I begin studying I think about the things I will need to do to learn	5.40	5.40
When I'm reading I stop once in a while and go over what I have read	4.40	5.80
I work hard to get a good grade even when I don't like a class	5.30	5.50
Motivation		
I prefer schoolwork that is challenging so I can learn new things	4.70	5.40
It is important for me to learn what is being taught in my lessons	6.20	6.10

I like what I am learning in my lessons	4.80	5.40
I think I will be able to use what I learn in one class in other classes	6.10	5.80
I often choose topics I will learn something from even if they require more work	5.20	5.10
Even when I do poorly on a test I try to learn from my mistakes	5.50	5.70
I think that what I am learning in my lessons is useful for me to know	4.70	5.30
I think that what we are learning this year is interesting	4.60	5.20
Understanding my subjects is important to me	6.20	5.70
Self-Efficacy		
Compared with other students in my year I expect to do well	5.50	5.50
I'm certain I can understand the ideas taught in my lessons	5.30	5.40
I expect to do very well in this school	6.00	6.30
Compared with others in my year group, I think I'm a good student	5.60	6.10
I am sure I can do an excellent job on the problems and tasks assigned in my lessons	5.20	5.50
I think I will receive good grades in my classes	5.30	5.60
My study skills are excellent compared with others in my year	4.40	5.00
Compared with other students in my school I think I know a great deal about my subjects	5.50	5.60
I know that I will be able to learn the material for this year	5.70	5.60

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.

