

**The
Scholars
Programme**



Programme and Impact Report for Gordon Primary School

Spring 2021-22



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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.



1. Summary

1.1 Welcome

I am pleased to present Gordon Primary School with your impact report outlining your partnership with The Brilliant Club in Spring 2021/22. More than **200 researchers** worked with over **5,000 pupils** in **345 schools** to deliver The Scholars Programme in the Spring term. I trust your pupils found the work with their PhD tutor inspiring and challenging.

PhD tutor	Course title	University	Research area
Jack Maginn	Into the Deep, Dark Woods: A Journey through Literature	University of Brighton	Iterations of Queerness: Adaptations of Virginia Woolf's Life and Work in Post-1990 Cinema

Covid-19 update

We recognise that the Covid-19 pandemic has had an unprecedented impact on pupils' learning and that schools and pupils continued to face disruption during the Spring term. We are grateful for your patience and co-operation as we have worked to ensure that your pupils could complete The Scholars Programme.

We are aware that this academic year will continue to be challenging for everyone in schools. With educational inequality increasing over the course of the pandemic, giving pupils access to stretching, enriching academic experiences is more important than ever – especially for pupils from less advantaged backgrounds. We remain committed to running a high-quality Scholars Programme and drawing on our contingency plans where necessary to enable us to deliver the Programme across the UK.

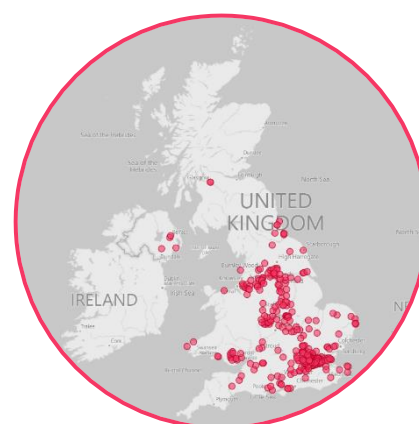
This report

This report provides a breakdown of pupils' 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 pupil 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 annabel.marcuse@thebrilliantclub.org.

We are looking forward to continuing to work with you and your pupils over the forthcoming year. We are currently signing up schools for 2022/23, so please do get in touch with your Programme Officer to ensure you have confirmed provision.

Thank you for your continuing support,

Annabel Marcuse, Director of Programme Delivery and Enhancements



Scholars Programme placements in Spring 2021/22

1.2 Gordon Primary School programme journey



1 Launch Event

Gordon Primary School pupils were introduced to the programme with a live, online university Launch Event, which included an Information, Advice and Guidance session with a university partner. Pupils also completed their pre-programme assessments and signed up to the Virtual Learning Environment ahead of the first tutorials. Pupils could use the VLE throughout the programme to ask for support from their PhD tutor, access additional resources, submit assignments and homework, and receive feedback.

3 Final assignment

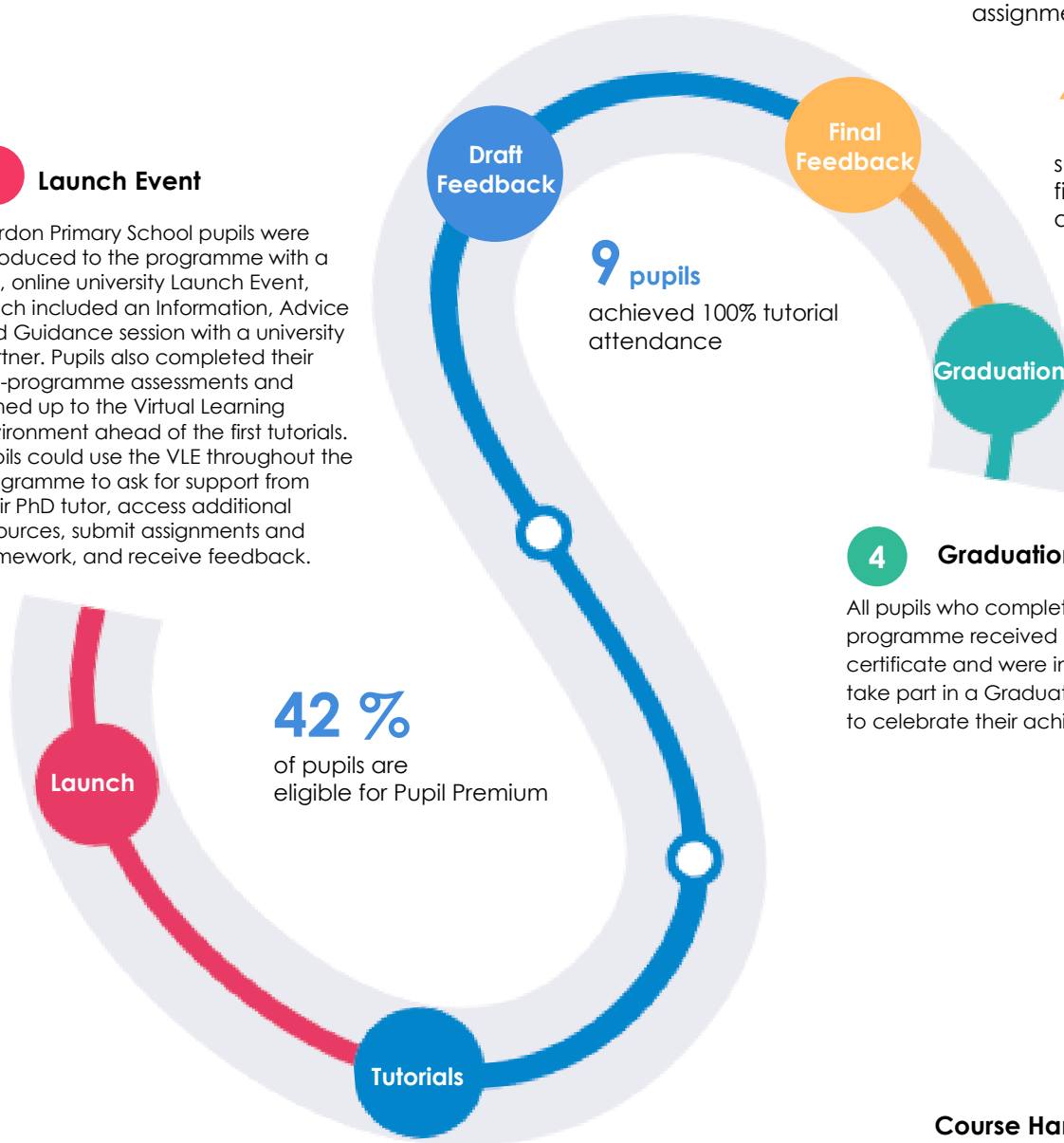
Tutorials culminated in pupils completing a **challenging university-style assignment**, which was marked by PhD tutors using a standardised mark scheme.

5 pupils

achieved a 1st or a 2.1 in their final assignment

12 pupils

submitted final assignments



4 Graduation Event

All pupils who completed the programme received a certificate and were invited to take part in a Graduation Event to celebrate their achievements.

2 Tutorials

Pupils took part in in-school 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.

Course Handbook



2. Pupil impact

To be able to report on the impact that The Scholars Programme has on Gordon Primary 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
	3. University preparedness outcomes	Academic achievement University self-efficacy

2.1 Gordon Primary School pupil targeting



In pursuit of our mission to support pupils from less advantaged backgrounds to progress to the most competitive 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 Gordon Primary School.



Pupil Premium

42 %
(5/12)



**No parental history
of higher education**

42 %
(5/12)



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

25 %
(3/12)



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

75 %
(9/12)

2.2 Gordon Primary School programme outputs



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.

2.2.1 Pupil engagement

Gordon Primary School attendance and assignment submission	
% average tutorial attendance	96 %
% final assignment submission	100 %

2.2.2 Launch and Graduation Events

On The Scholars Programme, pupils experience university-style learning and develop the skills, knowledge and confidence to go on to, and excel at the most competitive universities. Throughout the pandemic we have teamed up with our university partners to host Launch and Graduation Events.

Launch Event: Newnham College, University of Cambridge

To launch Spring term Scholars Programme placements, we ran a series of live, online Launch Events with our university partners. These live events introduced pupils to The Scholars Programme and gave them a taster of student life at one of the most competitive universities.

Graduation Event: Jesus College, University of Oxford

Pupils 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 pupils further Information, Advice and Guidance, and a graduation ceremony.

Gordon Primary School	% Strongly Agree + Agree
Graduation Event (n=10)	
I have enjoyed this Graduation Event	100 %
The Graduation Event has made me feel proud about being in The Scholars Programme	100 %
I have learned something I didn't know about this university before	90 %
I am more likely to apply to this university after visiting today	80 %
I will be able to study at this university when I am older if I work hard at school	70 %

2.3 Gordon Primary School university preparedness outcomes



Based on academic evidence, The Brilliant Club designed an outcomes framework that details how we will support pupils 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 pupils 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

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 7 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	Gordon Primary School			National Comparison		
	Baseline Average	Final Average	Average progress	Baseline Average	Final Average	Average progress
Written Communication	57	59	3 %	52	65	24 %
Subject Knowledge	58	58	0 %	50	63	25 %
Critical Thinking	58	52	-10 %	51	63	23 %

Note – 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



"Studying with my PhD tutor on the Scholars Programme, was a great time! I learned a lot about University and now I feel comfortable being around University standard education."

Individual pupil outcomes

Pupil Name	PhD Tutor	Baseline Assignment Grade	Final Assignment Grade	Baseline Assignment Mark	Final Assignment Mark	Tutorial Attendance %
Child 1	Jack Maginn	DNS	2.1	DNS	65	100 %
Child 2	Jack Maginn	DNS	WTP	DNS	38	100 %
Child 3	Jack Maginn	2.2	WTP	52	34	100 %
Child 4	Jack Maginn	2.2	2.1	52	67	100 %
Child 5	Jack Maginn	DNS	3rd	DNS	47	100 %
Child 6	Jack Maginn	2.1	2.1	62	62	100 %
Child 7	Jack Maginn	2.2	2.2	58	51	100 %
Child 8	Jack Maginn	2.1	2.1	64	60	100 %
Child 9	Jack Maginn	2.1	2.2	62	59	86 %
Child 10	Jack Maginn	DNS	3rd	DNS	47	86 %
Child 11	Jack Maginn	2.2	2.1	54	61	86 %
Child 12	Jack Maginn	DNS	3rd	DNS	46	100 %

Notes

The mark schemes use university-style marking to engage pupils with learning in higher education. The mark schemes have been developed in collaboration with an academic who specialises in educational assessment and they are designed to measure outcomes that are considered important for school attainment, including subject knowledge, critical thinking and written communication. Assignments are marked by PhD tutors in line with these standardised mark schemes.

- For Key Stages 2-4, pupils receiving a 1st class grade are performing to a very high standard on these outcomes, whilst pupils receiving a 2:1 are performing to a high standard.

"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.

2.3.2 University self-efficacy

On The Scholars Programme, pupils 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 pupils' 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.

We only report school-level data if we have responses from at least four pupils for both pre and post programme assessments. Unfortunately, we did not receive this data for your school so the table below shows national averages.

		National Average		
		Before	After	Change
University Self-Efficacy: the belief that pupils can get into and succeed at university.		3.6	4.0	9%
Outcomes				
Academic Skills		3.8	3.9	3%
University Knowledge		3.2	3.8	17%
Sense of Belonging		3.8	4.0	4%

Note – Pupils responded to multiple statements using a five-point scale from 'strongly disagree' (1) to 'strongly agree' (5). This table 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 amazing, I learnt more things than I learn in class and it was an absolute honour to be in the Scholars Programme."

Academic Skills, University Knowledge and Sense of Belonging

The questions below were asked both at the beginning and at the end of the programme. We only report school-level data if we have responses from at least four pupils for both pre and post programme assessments. The table below therefore shows national averages.

National Average	% Strongly Agree + Agree	
Academic Skills	Before	After
I could cope with the level of study required at university	59%	72%
I can find key ideas easily when reading a text	71%	76%
I can assess how reliable information is when reading a text	70%	73%
I can clearly explain my ideas, even when writing about complicated things	60%	67%
I can confidently explain my ideas in small group discussions	70%	73%
I use a range of learning strategies for revision and homework	57%	58%
University Knowledge	Before	After
I know the steps I need to take to go to university in the future	49%	69%
I know a lot about what it is like to be a student at university	24%	51%
I know a lot about the differences between learning at school and learning at university	52%	78%
Sense of Belonging	Before	After
University is for people like me	64%	71%
I would fit in well with others at university	65%	71%
I could really be myself at university	69%	74%

Note – Pupils responded to the statements using a five-point scale from 'strongly disagree' (1) to 'strongly agree' (5). The tables on this page show the percentage of pupils who agreed or strongly agreed with the statements.

The questions below were asked at the end of the programme.

National Average	% Strongly Agree + Agree
Academic Skills	After
I have a good level of knowledge in the subject that my The Scholars Programme tutorials focused on	77%
I am confident that I can complete university-style assignments to a high standard	71%
I know what plagiarism is and how to avoid it	85%
What I achieved on The Scholars Programme motivates me to keep working hard	82%
I will be able to study at the university of my choice if I continue to work hard at school	91%
I would feel confident talking to researchers like my tutor in the future	75%

Note – Pupils responded to the statements using a five-point scale from 'strongly disagree' (1) to 'strongly agree' (5). The tables on this page show the percentage of pupils who agreed or strongly agreed with the statements.

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 Gordon Primary 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, The Scholars Programme develops outcomes that are important for raising pupils' 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, **5 pupils were eligible for Pupil Premium**. Their average attendance was **97 %**, which means they received **34 hours of tutoring** from a PhD researcher. Of these pupils, **2** received a 2:1.

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.

Pupils 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 pupils 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](#)).

Gatsby Benchmarks

The Scholars Programme supports Gordon Primary 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 engaging with a competitive 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 engaged with Newnham College, University of Cambridge and Jesus College, University of Oxford at launch and graduation events.

3.2 Impact analysis and comparison data

This school impact report focuses on numbers and stories of Gordon Primary 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 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 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

Pupil outcomes during the pandemic

Despite the difficult circumstances this term, it has been inspiring to see the many excellent final assignments submitted by pupils. Pupils who completed the programme on average made progress in key competencies on the same level as previous cohorts of Scholars Programme graduates. In terms of critical thinking that pupils demonstrated in their assignments, average marks increased from 50 at baseline to 63 at final assignments.

National comparison table

This table compares programme attainment and attendance with averages for the 345 schools that took part in The Scholars Programme in Spring 2021/22 across the UK. Averages are based on pupils who submitted both their baseline and final assignment.

	Gordon Primary School		National Comparison	
	Overall	Pupil Premium	Overall	Pupil Premium
Baseline assignment mark average	58	59	51	50
Final assignment mark average	56	51	63	62
Average progress between baseline and final assignment	-2 %	-14 %	23 %	23 %
% 1st/2.1 final assignment grades	42 %	40 %	66 %	58 %
% Final assignment submission rate	100 %	100 %	83 %	77 %
% Tutorial attendance	96 %	97 %	86 %	84 %

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 pupils 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 pupils. 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 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.

