

**The
Scholars
Programme**



Programme and Impact Report for The Eastwood Academy

Spring 2022-23



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Partner universities

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



1. Summary

1.1 Welcome

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

PhD tutor	Course title	University	Research area
Abid Ahmad	The Optimum Conditions for a Reaction	University of Leeds	Heat Transfer

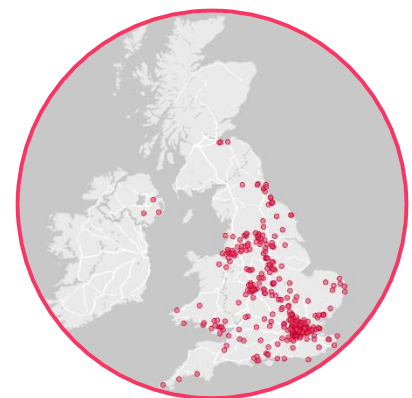
Update

We are continuing to expand the Programme's reach this year in line with our [Join the Club](#) strategy. **217 researchers** worked with **5,830 students** in **369 schools** to deliver The Scholars Programme in the Spring term.

This term, we continued to roll out developments to the Hub, our online platform that brought together the existing teacher dashboard with a new student/tutor virtual learning environment and which launched in Autumn. The Student Hub has been developed with accessibility as the top priority, particularly for students with limited access to devices at home. Alongside this, the Teacher Hub has been enhanced to give Lead Teachers access to more data and greater autonomy to support students. Feedback from stakeholders has been invaluable for these developments and we will continue to make incremental improvements to the platform both this academic year and next.

This report

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



Scholars Programme placements in Spring 2022-23

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

We look forward to continuing to work with you and your students over the forthcoming year. We are currently signing up schools for 2023-24, so please do get in touch with your Programme Officer to ensure you have confirmed provision.

Thank you for your continuing support,

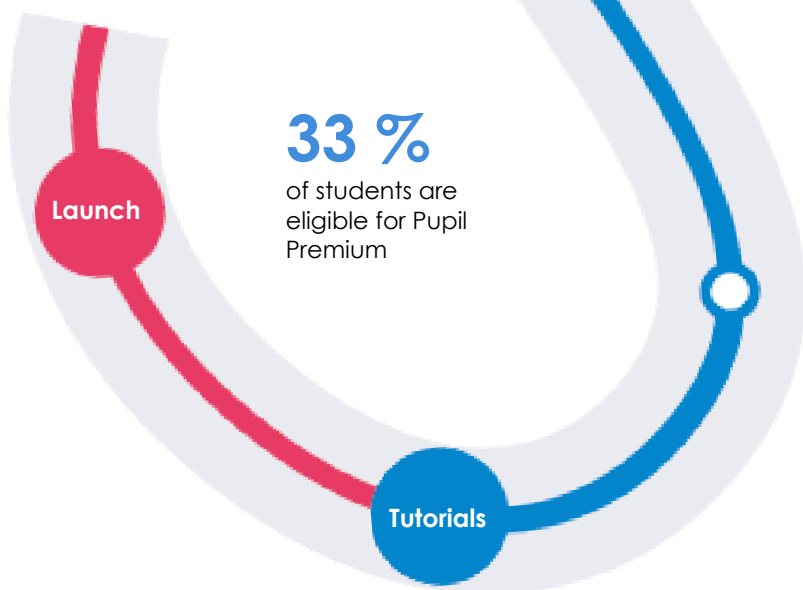
Harriet Joseph, Director of The Scholars Programme

1.2 The Eastwood Academy programme journey



1 Launch Event

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



2 Tutorials

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

3 Final assignment

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

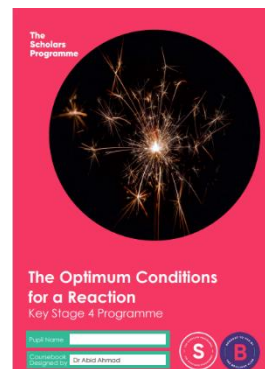
11 students achieved a 1st or a 2.1 in their final assignment

11 students submitted final assignments

4 Graduation Event




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

Course Handbook



2. Student impact

To be able to report on the impact that The Scholars Programme has on The Eastwood Academy students, we look at the demographics of the students selected and measure programme outputs

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

and university readiness outcomes.



2.1 The Eastwood Academy student targeting

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



Pupil Premium

33 %
(4/12)



No parental history of higher education

67 %
(8/12)



Living in 40% most deprived areas according to IDACI

42 %
(5/12)



Target Students meeting 1 or more of 3 criteria

92 %
(11/12)

2.2 The Eastwood Academy programme outputs



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

2.2.1 Student engagement

The Eastwood Academy attendance and assignment submission	
% average tutorial attendance	99 %
% final assignment submission	92 %

2.2.2 Launch and Graduation Events

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

Launch Event: Peterhouse, University of Cambridge

We ran a series of Launch Events with our university partners to introduce students to The Scholars Programme and give them a taster of student life at one of the most competitive universities.

The Eastwood Academy	% Strongly Agree + Agree
Launch Event (n=9)	
I have enjoyed this Launch Event	100 %
The Launch Event has made me feel excited about being in The Scholars Programme	89 %
I have learned something I didn't know about this university before	89 %
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	100 %

Student comments at Launch Events



"I had a great time at the launch event today, the student ambassadors very much helped with learning about university life and I am grateful for their help. It has made me very excited to take part in the Brilliant Club too!"

"I thought the campus was beautiful and I really feel connected, after today I think I am more willing to apply in the future. I am also very excited for the Scholars Program."

Graduation Event: University of Essex

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

2.3 The Eastwood Academy university preparedness outcomes



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

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

2.3.1 Academic achievement

Written Communication, Subject Knowledge, and Critical Thinking

Academic achievement is about the skills and knowledge that students are explicitly learning in the context of The Scholars Programme. These include written communication, subject knowledge, and critical thinking.

The following averages are based on the 5 students that have submitted both their baseline and final assignments. The table also includes UK averages, allowing you to compare scores at baseline and progress made.

Competency	The Eastwood Academy			UK Comparison		
	Baseline Average	Final Average	Average progress	Baseline Average	Final Average	Average progress
Written Communication	44	70	59 %	51	64	25 %
Subject Knowledge	44	70	59 %	49	62	26 %
Critical Thinking	44	70	59 %	50	63	25 %

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

Student comments: End of Programme



“It was enjoyable learning about a topic that is outside the curricular of standard schoolwork.”

Individual student outcomes

Student Name	PhD Tutor	Baseline Assignment Grade	Final Assignment Grade	Baseline Assignment Mark	Final Assignment Mark	Tutorial Attendance %
Maliyah Wood	Abid Ahmad	DNS	1st	DNS	72	100 %
Megan Vernon	Abid Ahmad	DNS	1st	DNS	73	100 %
Maryse Fisher	Abid Ahmad	2.2	1st	50	76	100 %
Leo Walters	Abid Ahmad	DNS	1st	DNS	70	100 %
Tyrell Baylis	Abid Ahmad	DNS	2.1	DNS	65	100 %
Hettie Steed	Abid Ahmad	DNS	1st	DNS	73	100 %
James Strubel	Abid Ahmad	3rd	2.1	40	66	100 %
Jessica Tindall	Abid Ahmad	3rd	DNS	43	DNS	86 %
Tony Lambert	Abid Ahmad	DNS	1st	DNS	74	100 %
Caitlin Dewberry	Abid Ahmad	3rd	2.1	44	61	100 %
Jonnie Smith	Abid Ahmad	3rd	1st	46	72	100 %
Ashton Tan	Abid Ahmad	3rd	1st	41	77	100 %

Notes

The mark schemes use university-style marking to engage students with learning in higher education. They 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, students receiving a 1st class grade are performing to a very high standard on these outcomes, whilst students 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”). Students that withdrew from the programme are not part of the impact report. Mark deductions, for example for late submission or plagiarism, 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, students experience university-style learning and develop the skills, knowledge, and confidence to go on to, and excel at, the most competitive universities. Here we report students' overall university self-efficacy - their belief that they can get into and succeed at university, including the most competitive ones. There are three components to university self-efficacy: academic skills, knowledge about university, and sense of belonging.

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

		UK Average		
		Before	After	Change
University Self-Efficacy: the belief that students can get into and succeed at university.		3.7	4.0	7 %
Outcomes				
Academic Skills		3.8	3.9	2 %
University Knowledge		3.4	3.9	15 %
Sense of Belonging		3.9	4.0	3 %

Note – Students 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.

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 students for both pre and post programme assessments. The table below therefore shows UK averages.

UK Average	% Strongly Agree + Agree	
Academic Skills	Before	After
I could cope with the level of study required at university	60%	74%
I can find key ideas easily when reading a text	70%	76%
I can assess how reliable information is when reading a text	71%	72%
I can clearly explain my ideas, even when writing about complicated things	61%	68%
I can confidently explain my ideas in small group discussions	72%	73%
I use a range of learning strategies for revision and homework	60%	59%
University Knowledge	Before	After
I know the steps I need to take to go to university in the future	56%	73%
I know a lot about what it is like to be a student at university	30%	58%
I know a lot about the differences between learning at school and learning at university	58%	82%
Sense of Belonging	Before	After
University is for people like me	66%	73%
I would fit in well with others at university	67%	73%
I could really be myself at university	72%	74%

Note – Students 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 students who agreed or strongly agreed with the statements.

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

UK 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	78%
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	76%

Note – Students 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 students 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 The Eastwood Academy to target disadvantaged high prior attainers as evidence shows that these students are especially at risk of underachievement nationally. As a supra-curricular intervention, The Scholars Programme develops outcomes that are important for raising students' attainment, including subject knowledge, critical thinking, and written communication.

On The Scholars Programme this term, **4 students were eligible for Pupil Premium**. Their average attendance was **100 %**, which means they received **28 hours of tutoring** from a PhD researcher. Of these students, **2** achieved a 1st and **2** received a 2:1.

Ofsted

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

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

The Scholars Programme is one element of our commitment to providing a rich and broad curriculum across the school.

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 students who are both high attaining and disadvantaged. It is an example of both a push factor (providing information, advice, and guidance as a school-based intervention) and a pull factor (showing students what higher education is like and giving them a direct experience through engaging with a competitive university).

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

3.2 Impact analysis and comparison data

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

Factors affecting student outcomes

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

TUTORIAL ATTENDANCE MAKES A DIFFERENCE

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

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

BASELINE ASSIGNMENTS MATTER

UK comparison table

This table compares programme attainment and attendance with averages for the 369 schools that took part in The Scholars Programme in Spring 2022-23 across the UK. Averages are based on students who submitted both their baseline and final assignment.

	The Eastwood Academy		UK Comparison	
	Overall	Pupil Premium	Overall	Pupil Premium
Baseline assignment mark average	44	40	50	49
Final assignment mark average	70	66	63	61
Average progress between baseline and final assignment	59 %	65 %	25 %	24 %
% 1st/2.1 final assignment grades	100 %	100 %	65 %	56 %
% Final assignment submission rate	100 %	100 %	83 %	77 %
% Tutorial attendance	99 %	100 %	87 %	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 March, we published the latest issue of **The Scholar**, The Brilliant Club's academic journal of outstanding student work. The Scholar is published termly and showcases some of the excellent work produced by students on The Scholars Programme. All assignments nominated for publication are reviewed by an expert panel of PhD researchers and only the highest scoring assignments get published. We are delighted to celebrate students' work and achievements in the country's only academic journal dedicated to publishing university-style assignments authored by school students. All editions of The Scholar are published on our website.

Alumni Community

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



Your feedback and notes on data collection

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

