

**The
Scholars
Programme**



Programme and Impact Report for Fairfield High School

Summer 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 Fairfield High School with your impact report outlining your partnership with The Brilliant Club in Summer 2021/22. More than **240 researchers** worked with over **5,500 pupils** in **370 schools** to deliver The Scholars Programme in the Summer term. I trust your pupils found the work with their PhD tutor inspiring and challenging.

PhD tutor	Course title	University	Research area
Chanaka Prasad Premarathna Alupathgala Kankanamalage	Smart Home: Home Automation and Internet of Things (IoT)	University of Greenwich	Control Engineering, Industry 4.0, Digital Twinning

Covid-19 update

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

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.

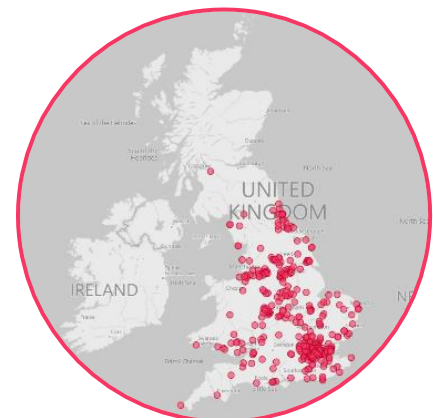
This report

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



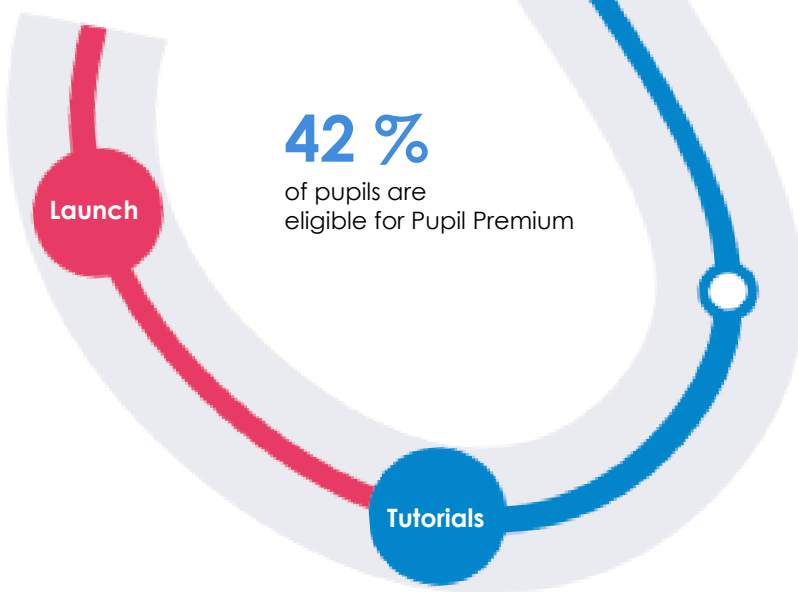
Scholars Programme placements in Summer 2021/22

1.2 Fairfield High School programme journey



1 Launch Event

Fairfield High 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.



2 Tutorials

Pupils took part in virtual 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 pupils completing a **challenging university-style assignment**, which was marked by PhD tutors using a standardised mark scheme.

6 pupils

achieved a 1st or a 2.1 in their final assignment

11 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.

Course Handbook



2. Pupil impact

To be able to report on the impact that The Scholars Programme has on Fairfield High 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 Fairfield High 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 Fairfield High School.



Pupil Premium

42 %
(5/12)



No parental history of higher education

33 %
(4/12)



Living in 40% most deprived areas according to IDACI

33 %
(4/12)



Target Pupils meeting 1 or more of 3 criteria

75 %
(9/12)

2.2 Fairfield High 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

Fairfield High School attendance and assignment submission	
% average tutorial attendance	93 %
% final assignment submission	92 %

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: University of Manchester

To launch Summer 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.

Fairfield High School	% Strongly Agree + Agree
Launch Event (n=3)	
I have enjoyed this Launch Event	100 %
The Launch Event has made me feel excited 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	67 %
I will be able to study at this university when I am older if I work hard at school	100 %

Graduation Event: University of Bristol

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.

Fairfield High School	% Strongly Agree + Agree
Graduation Event (n=11)	
I have enjoyed this Graduation Event	91 %
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	91 %
I am more likely to apply to this university after visiting today	64 %
I will be able to study at this university when I am older if I work hard at school	91 %

Pupil comments: Graduation Events



"I enjoyed the campus tour and being able to ask current students questions."

"I thought it was very welcoming and showed appreciation to our work."

"I thought it was very informative and I've learnt about something now. Also I experienced roughly what it was like to be in a university."

2.3 Fairfield High 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 9 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	Fairfield High School			National Comparison		
	Baseline Average	Final Average	Average progress	Baseline Average	Final Average	Average progress
Written Communication	33	60	81 %	53	64	22 %
Subject Knowledge	35	62	77 %	51	63	23 %
Critical Thinking	33	58	74 %	52	63	22 %

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



"I think it was useful working with the tutor and it was nice working in a small group because I felt like I could focus on the topic more. I learnt a lot about the smart homes and I think it has helped me understand a topic I wasn't confident on."

"I enjoyed learning about how learning is different at uni and how they expect you to take a larger initiative towards your own personal learning."

Individual pupil outcomes

Pupil Name	PhD Tutor	Baseline Assignment Grade	Final Assignment Grade	Baseline Assignment Mark	Final Assignment Mark	Tutorial Attendance %
Ahmed Elmubarak	Chanaka Prasad Kankanamalage	DNS	DNS	DNS	DNS	57 %
Nathaniel McLaren	Chanaka Prasad Kankanamalage	DNS	2.2	DNS	52	100 %
Imogen Boyce	Chanaka Prasad Kankanamalage	WTP	2.1	32	62	86 %
Adriel Pedroza	Chanaka Prasad Kankanamalage	2.2	1st	52	75	100 %
George Forrest	Chanaka Prasad Kankanamalage	3rd	1st	47	73	100 %
Dharmik Patel	Chanaka Prasad Kankanamalage	3rd	2.2	42	53	100 %
Charlie Clifford	Chanaka Prasad Kankanamalage	WTP	1st	28	77	100 %
Ria Kaur	Chanaka Prasad Kankanamalage	WTP	1st	8	75	100 %
Shaista Mahmood	Chanaka Prasad Kankanamalage	WTP	1st	38	70	100 %
Theo Bracey	Chanaka Prasad Kankanamalage	2.2	WTP	53	13	100 %
Yaqub Abdulrahman	Chanaka Prasad Kankanamalage	WTP	3rd	5	43	100 %
Alfie Atkinson	Chanaka Prasad Kankanamalage	DNS	3rd	DNS	40	71 %

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 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, 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.

This table displays before and after averages for the 9 pupils who completed both the pre and post programme assessments.

		Fairfield High School			National Comparison
		Before	After	Change	Change
University Self-Efficacy: the belief that pupils can get into and succeed at university.		3.6	3.8	7 %	5 %
Outcomes					
Academic Skills		3.6	3.7	4 %	5 %
University Knowledge		3.4	3.8	12 %	14 %
Sense of Belonging		3.7	4.0	9 %	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



"I enjoyed attending university style lectures and it helped me understand how you are expected to work at uni. I now feel more confident that I will do well at university."

"I learnt a lot about Home Automation and security with my PhD tutor. I also got a really useful insight about what university is like and I am feeling more confident about university if I join in the future. My PhD tutor was great to learn from. He gave us lots of useful information and he taught the lessons to us very well. Thank you."

Academic Skills, University Knowledge and Sense of Belonging

The questions below were asked both at the beginning and at the end of the programme. The percentages are based on the 9 pupils from Fairfield High School who completed both the pre and post programme assessments.

Fairfield High School		% Strongly Agree + Agree	
Academic Skills		Before	After
I could cope with the level of study required at university		56 %	56 %
I can find key ideas easily when reading a text		78 %	89 %
I can assess how reliable information is when reading a text		67 %	78 %
I can clearly explain my ideas, even when writing about complicated things		44 %	56 %
I can confidently explain my ideas in small group discussions		78 %	78 %
I use a range of learning strategies for revision and homework		44 %	33 %
University Knowledge		Before	After
I know the steps I need to take to go to university in the future		44 %	67 %
I know a lot about what it is like to be a student at university		33 %	56 %
I know a lot about the differences between learning at school and learning at university		67 %	78 %
Sense of Belonging		Before	After
University is for people like me		78 %	78 %
I would fit in well with others at university		44 %	78 %
I could really be myself at university		67 %	67 %

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. The percentages are based on the 9 pupils from Fairfield High School who completed the end of programme assessment.

Fairfield High School		% Strongly Agree + Agree
Academic Skills		After
I have a good level of knowledge in the subject that my The Scholars Programme tutorials focused on		78 %
I am confident that I can complete university-style assignments to a high standard		56 %
I know what plagiarism is and how to avoid it		89 %
What I achieved on The Scholars Programme motivates me to keep working hard		78 %
I will be able to study at the university of my choice if I continue to work hard at school		78 %
I would feel confident talking to researchers like my tutor in the future		78 %

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 Fairfield High 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 **86 %**, which means they received **30 hours of tutoring** from a PhD researcher. Of these pupils, **2** achieved a 1st.

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 Fairfield High 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 the University of Manchester and the University of Bristol at launch and graduation events.

3.2 Impact analysis and comparison data

This school impact report focuses on numbers and stories of Fairfield High 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 51 at baseline to 63 at final assignments.

National comparison table

This table compares programme attainment and attendance with averages for the 370 schools that took part in The Scholars Programme in Summer 2021/22 across the UK. Averages are based on pupils who submitted both their baseline and final assignment.

	Fairfield High School		National Comparison	
	Overall	Pupil Premium	Overall	Pupil Premium
Baseline assignment mark average	34	22	52	50
Final assignment mark average	60	64	63	62
Average progress between baseline and final assignment	77 %	197 %	22 %	23 %
% 1st/2.1 final assignment grades	55 %	50 %	66 %	61 %
% Final assignment submission rate	100 %	100 %	80 %	78 %
% Tutorial attendance	93 %	86 %	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.

