



# Programme and Impact Report for Whitmore Primary School and

Autumn 2024-25



# 1. Summary

## 1.1 Welcome

I am pleased to present Whitmore Primary School and Nursery with your impact report outlining your partnership with The Brilliant Club in Autumn 2024-25. I trust your students found the work with their PhD tutor inspiring and challenging.

PhD tutor	Course title	University	Research area
Kadija George	Politics: Power to the People?	University of Brighton	Black British Publishers and Pan-Africanism: 1960-1980

### Update

In the Autumn term this year, **180 researchers** worked with **3822 students** in **256 schools** to deliver The Scholars Programme. We continued to roll out developments to the programme, including engaging with more parents than ever before via our online information events. We also continued to implement developments to the Hub, our online platform for teachers, tutors and pupils, with accessibility, efficiency and security as the top priorities.

### 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](mailto:harriet.joseph@thebrilliantclub.org).



Scholars Programme placements in Autumn 2024-25

With educational inequality increasing in recent years, giving students access to stretching, enriching academic experiences is more important than ever, especially for students from less advantaged backgrounds. We are delighted to share the outcomes of [independent evaluations](#) showing that students who complete The Scholars Programme are statistically significantly more likely to apply and progress to a competitive university than other students from similar backgrounds (UCAS 2023-24 evaluation), and that the programme has a positive impact on GCSE attainment (based on data from the Higher Education Access Tracker).

We look forward to continuing to work with you and your students over the forthcoming year. We are currently signing up schools for 2025-26, so please do get in touch with your Programme Officer to ensure you have confirmed provision.

Thank you for your continuing support,

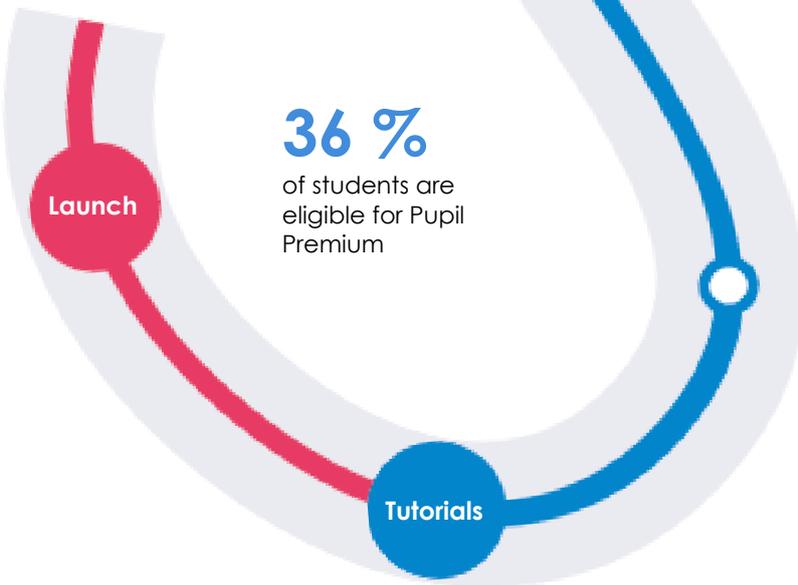
**Harriet Joseph, Director of The Scholars Programme**

## 1.2 Whitmore Primary School and Nursery programme journey



### 1 Launch Events

Whitmore Primary School and Nursery students were introduced to the programme with an Online Launch Event, which included an Information, Advice and Guidance session and an opportunity to meet current students, and a Tutor Launch, which introduced them to the programme and their course. Students were also asked to sign up to the Hub 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.

**14 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 Whitmore Primary School and Nursery students, we look at the demographics of the students selected and measure programme outputs and university readiness outcomes.

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

### 2.1 Whitmore Primary School and Nursery 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 Whitmore Primary School and Nursery.



**Pupil Premium**

**36 %**  
(5/14)



**No parental history of higher education**

**50 %**  
(7/14)



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

**100 %**  
(14/14)



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

**100 %**  
(14/14)

## 2.2 Whitmore Primary School and Nursery 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

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

#### PhD tutor comment



#### Kadija George – University of Brighton

*“Staff were friendly and helpful. The pupils worked hard in the sessions and with their homework. They worked well together in class and also helped each other with homework. Even though some pupils had challenges, they worked hard to overcome them. They all deserve high commendations for their behaviour and their work and should be very proud of their achievements.”*

### 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.

#### Online Launch Event

We ran a series of Online Launch Events to introduce students to The Scholars Programme. The events included an inspirational keynote, an Information, Advice and Guidance session aimed at the students' key stage, a chance to meet current students and ask questions, and some information about what to expect on the programme.

Parents and carers were also invited to an online event at the start of the programme to find out how they could support students. They heard about the programme from a former Scholars Programme student and a PhD tutor.

#### Tutor Launch Event

Before the first tutorial, the students' PhD tutor delivered a session in school to get to know them, introduce them to The Scholars Programme in more detail, and share more details of the course they would be studying. Students set pledges for the programme and spent time using the Hub so that they could use it confidently throughout the programme.

## Graduation Event: King's College London

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

Parents and carers were invited to a 'Next Steps Panel' to find out more about how to support their child with making choices about university in the future.

Whitmore Primary School and Nursery	% Strongly Agree + Agree
<b>Graduation Event (n=13)</b>	
I have enjoyed this Graduation Event	100 %
This event has made me feel proud about being in The Scholars Programme	100 %
I have learned something I didn't know before about this university	85 %
I will be able to study at this university when I am older if I work hard at school	85 %

### Student comments at Graduation Events



"I found it quite fun as we got to sit in an actual lecture room in a university."

"I found it really fun and it was great to see my peers graduate as well."

## 2.3 Whitmore Primary School and Nursery 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 seven outcomes that [academic research](#), and a rigorous multi-stage [process of testing and validation](#) show are linked to attainment and university progression.

<b>Academic Achievement</b> assessed via the academic work students produce on the programme in baseline and final assignments	Subject Knowledge
	Written Communication
<b>University Self-Efficacy</b> Assessed via pre and post programme surveys using TASO's validated questions	Critical Thinking
	Knowledge of Higher Education
	Academic Self-Efficacy
	Sense of Belonging
	Cognitive Strategies

### 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 14 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	Whitmore Primary School and Nursery			UK Comparison		
	Baseline Average	Final Average	Average progress	Baseline Average	Final Average	Average progress
Written Communication	47	50	7 %	50	63	26 %
Subject Knowledge	47	51	9 %	51	66	28 %
Critical Thinking	44	47	9 %	49	63	28 %

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

### 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. [The Brilliant Club and Transforming Access and Student Outcomes in Higher Education \(TASO\) worked together](#) to creating and validating a sector-leading standardised survey that is widely used to evaluate outcomes in higher education access and success interventions. In this section we report on the four outcomes that we feel most accurately reflect the impact The Scholars Programme has on students understanding of the journey to university, and the skills and self-belief that they need to get there: Knowledge of Higher Education, Academic Self-Efficacy, Sense of Belonging, and Cognitive Strategies.

This table displays before and after averages for the 14 students who completed both the pre and post programme assessments.

Outcomes		Whitmore Primary School and Nursery			UK Comparison
		Before	After	Change	Change
Knowledge of Higher Education		3.3	3.8	14 %	12 %
Academic Self-Efficacy		3.7	4.0	8 %	2 %
Sense of Belonging		3.9	4.1	4 %	3 %
Cognitive Strategies		4.0	4.2	4 %	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.

#### Students reflections/comments on The Scholars Programme



“I was challenged on the final assignment but pushed through and was positive.”

“I thought it was fun because it was challenging, and I like a challenge.”

## Knowledge of Higher Education, Academic Self-Efficacy, Sense of Belonging, and Cognitive Strategies

The questions below were asked both at the beginning and at the end of the programme. The percentages are based on the students from Whitmore Primary School and Nursery who completed both the pre and post programme assessments.

Whitmore Primary School and Nursery	% Strongly Agree + Agree	
	Before	After
<b>Knowledge of Higher Education</b>		
I know what studying at university would be like	36 %	64 %
I know how studying at university is different from studying in school or college	71 %	93 %
I believe that if I apply to university, I will get a place	21 %	43 %
<b>Academic Self-Efficacy</b>	<b>Before</b>	<b>After</b>
I am confident that I can get the exam results required to progress to university	50 %	64 %
I have the academic ability to do well at university	71 %	86 %
I could manage with the level of study required at university	71 %	71 %
<b>Sense of Belonging</b>	<b>Before</b>	<b>After</b>
University is for people like me	50 %	79 %
I would fit in well academically with others at university	71 %	79 %
I would fit in well socially with others at university	93 %	64 %
<b>Cognitive Strategies</b>	<b>Before</b>	<b>After</b>
I can tell which information is most important when I study	79 %	100 %
I can tell how reliable information is when I read something	86 %	93 %
I can clearly explain my ideas, even when writing about complicated things	57 %	43 %
I can confidently explain my ideas when talking to others	79 %	86 %

**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 Whitmore Primary School and Nursery 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, **5 students were eligible for Pupil Premium**. Their average attendance was **93 %**, which means they received **37 hours of tutoring** from a PhD researcher.

##### **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 their Online Launch and their visit to a competitive university for their Graduation Event, 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 Whitmore Primary School and Nursery 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 King's College London at their Graduation Event.

### 3.3 Updates and opportunities

#### The Scholar



In December, we published the latest issue of **The Scholar**, The Brilliant Club's academic journal of outstanding student work. The Scholar is published annually 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. Becoming a Brilliant Club alumni means joining the wider Brilliant Club community, invites to opportunities from our partner institutions and networking events, and sharing their experiences to inspire the next generation. If your students would like to sign up, they can do so [here](#), and you can find out more 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.

#### Parent and Carer Engagement

Engaging with parents and carers is an important aspect of The Scholars Programme. We run online events at the start and end of the programme to provide information about both the programme and university that parents and carers can use to support their children. Parents and carers can also choose to receive emails throughout the term to keep them informed about what stage students are at with the programme. At the end of this engagement cycle, parents and carers can sign up to our newsletter to keep receiving useful information.

#### 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](#).

