



CoachBright Cranbrook Year 11 Impact and Programme Review

Spring/ Summer 2021



COACHBRIGHT

"CoachBright is a fantastic opportunity, giving students experience with a tutor that is not only interested in your field of study, but also interested in helping you succeed." - Mitchel

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Key findings:

- Pupils showed a measurable increase in self-efficacy and metacognition over the course of the programme.
- Pupils reported that the programme had a positive impact on their grades in lessons and assessments (to be confirmed with grade data once available).
- Pupil attendance and engagement was good throughout the programme.
- Pupils engaged well in online sessions from home during school closures at the beginning of the programme.

Information for school pupil premium statements:

Evidence consistently demonstrates the positive impact of well-planned and delivered targeted academic support to supplement effective classroom teaching and learning. The CoachBright programme has an academic focus, while also improving pupils' confidence, independence and resilience. This enables pupils to become successful learners, who are prepared for further education and employment.



CoachBright at Cranbrook: Programme overview:

Year 11 pupils at Cranbrook Education Campus took part in 12 sessions totalling 15 hours between February and May 2021 in partnership with the government's National Tutoring Programme. The tutoring sessions took place online using Google Meets due to school closures and COVID-19. During school closures, the majority of pupils took part in their weekly coaching sessions from home.

In addition to the weekly tutoring sessions, pupils took part in an introduction workshop to gain engagement for the programme.

Pupils were selected to take part in the programme with a particular focus on reaching disadvantaged pupils, many of whom have been particularly affected by COVID-19 and school closures this year, which has seen the disadvantage gap widen nationally.

In addition to Pupil Premium eligibility, the following markers of disadvantage were also taken into consideration.

Markers of disadvantage:

- Eligible for Free School Meals
- Eligible for Service Premium
- Is or has been a Looked After Child
- Young Carer
- Member of the Gypsy, Roma and/or Traveller community
- Is known to be a refugee or asylum seeking child
- Extended period of absence from school (prior to COVID-19 school closures)
- Neither parent attended Higher Education
- Otherwise disadvantaged as identified by the school



Pupils this term:

Amber Carlton - Maths
Logan Moreton - Maths
Fin James - Maths
Callum Saxton - Maths
Milly Gale - Maths
Mitchel Rowe - Maths
John Brand - Maths
Harvey Levy - Maths
Jay Britton - Maths
Laura Williams - Maths
Kelsey Stewart - Maths
Lia Saunders - Maths

Finola Dyer - Science
Suranne French - Science
Chloe Westcott - Science
Corbin Lee-Saunders - Science
Charlie Wells - Science
Emmie McIntyre - Science
Millie Daborn - Science
Kieran Davies - Science

Total 11 Pupil premium students

Overall, 55% of pupils on the programme were identified as meeting one or more of the criteria of disadvantage.



Impact on Confidence, Independence and Resilience



ImpactEd, an independent external evaluator and non-profit organisation that supports schools and education organisations are evaluating our impact. Pupils completed questionnaires using the ImpactEd platform during their first and final sessions.

Impact on Confidence:

Self-efficacy is a measure of pupils' belief in their ability to achieve a specific task in the future. It is correlated with higher academic achievement and persistence, and also contributes to pupils' wellbeing. It is also correlated with positive life outcomes such as lower levels of crime and better health outcomes for adults (Gutman & Schoon 2013, DeWitz et. al. 2009).

The measure of self-efficacy used is a scale which has been tested in a large variety of settings. The items are highly correlated at 0.89, indicating high internal consistency.

Sample questions:

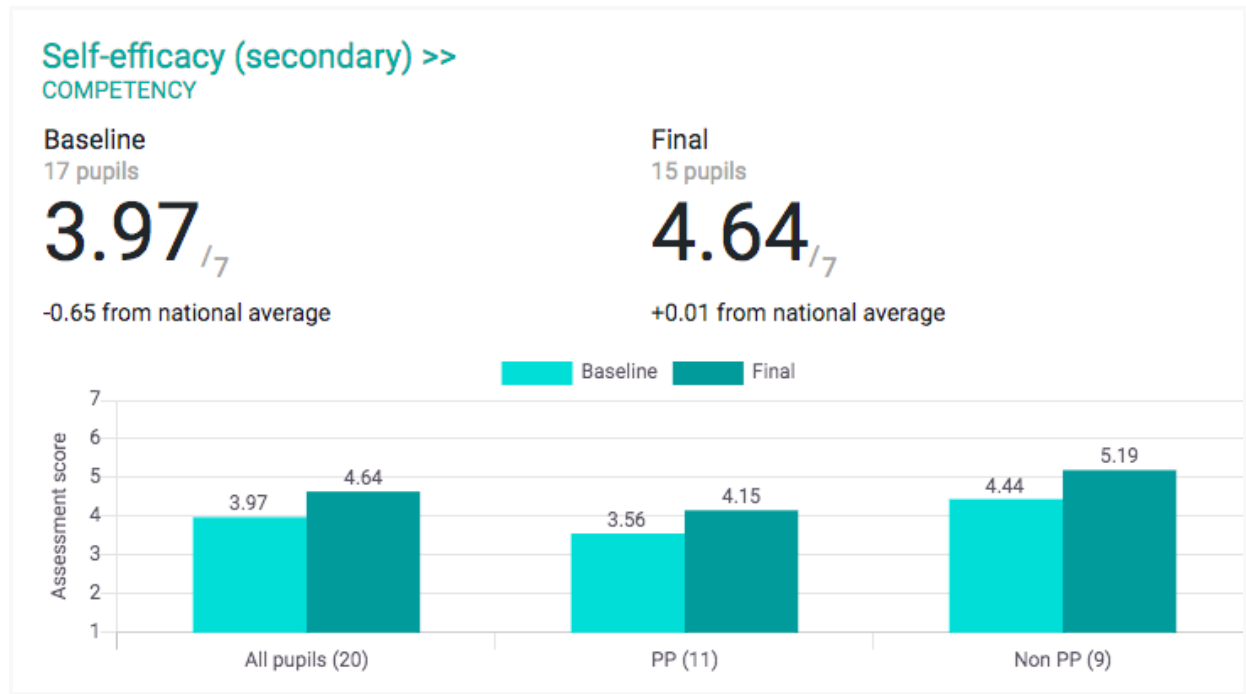
- I'm certain I can understand the ideas taught in my lessons
- I expect to do very well in this school
- My study skills are excellent compared with others in my year group

Notable achievements:

- Callum improved by 30% in self-efficacy
- Charlie increased his self-efficacy score by 19%

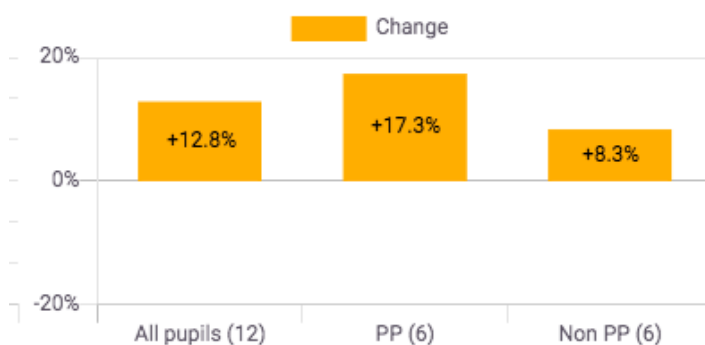


Milly Gale: "I have become more open to learning difficult subjects."



Overall change
For 12 pupils with baseline & final

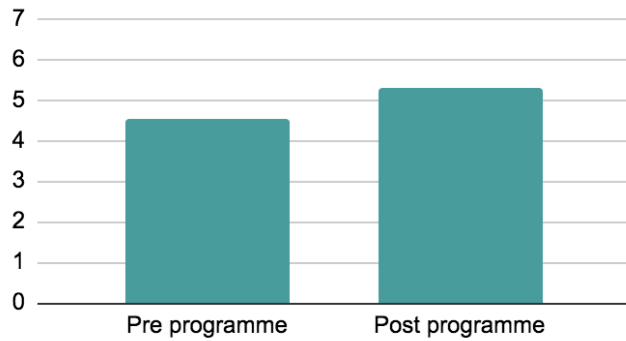
13%↑



Pupils became measurably more confident over the course of the programme, and coach feedback reflected them feeling more able to succeed, both in their coached subjects and in school in general. This is also reflected in their self-efficacy scores, which improved by an average of 13% and which are now in line with the national average. The programme had a stronger impact on self-efficacy for pupil premium pupils, who increased their self-efficacy scores by 17.3% overall for those who completed both pre- and post-programme questionnaires.

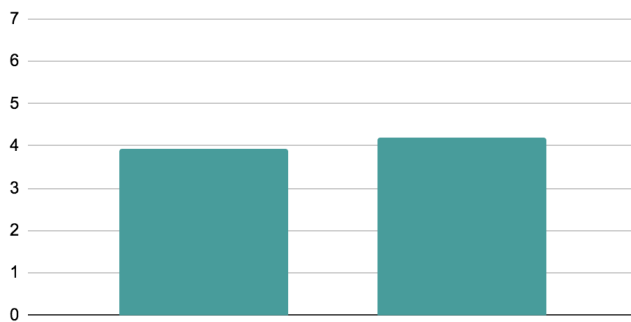


I think I will do well in school this year



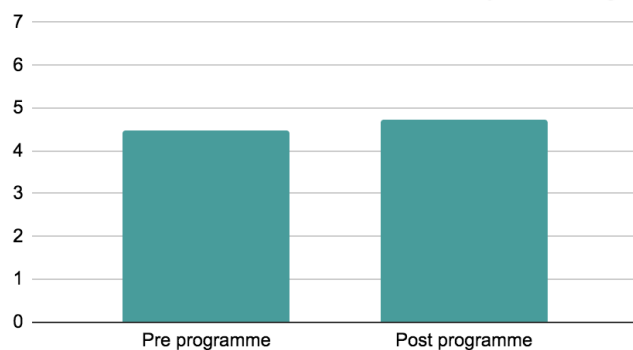
Finola: "I now have more confidence in 6 mark questions."

I can go on and study at a top university if I decide I want to



Mitchel: "I have achieved a higher grade in recent assessments, reaching my target and exceeding it."

I feel confident when it comes to my learning



Corbin: "It has helped with mock exams."



Impact on Resilience:

Pupils took an ImpactEd questionnaire at the beginning and end of the programme to measure Grit, defined as perseverance and passion for long-term goals. Pupils with high levels of grit may work persistently over years to achieve goals despite setbacks. Academic research has shown that among secondary school students grit is correlated with attainment and likelihood of graduation. This measure has been shown to be highly correlated with many positive life outcomes including academic achievement and job performance (Duckworth and Quinn, 2009; Gerhards and Gravert, 2015).

The measure of grit we are using has been found to be stable across time (test/re-test over the course of a year found a high correlation across results), and to have high internal consistency (correlations above 0.7).

Sample questions:

- I finish whatever I begin
- Setbacks don't discourage me
- New ideas and projects sometimes distract me from previous ones

Notable achievements:

- Kelsey improved by 19% in grit.
- Suranne increased her score by 9.4%



Suranne: "[My tutor] has made me more open to learning new things."

Grit >>
COMPETENCY

Baseline
15 pupils

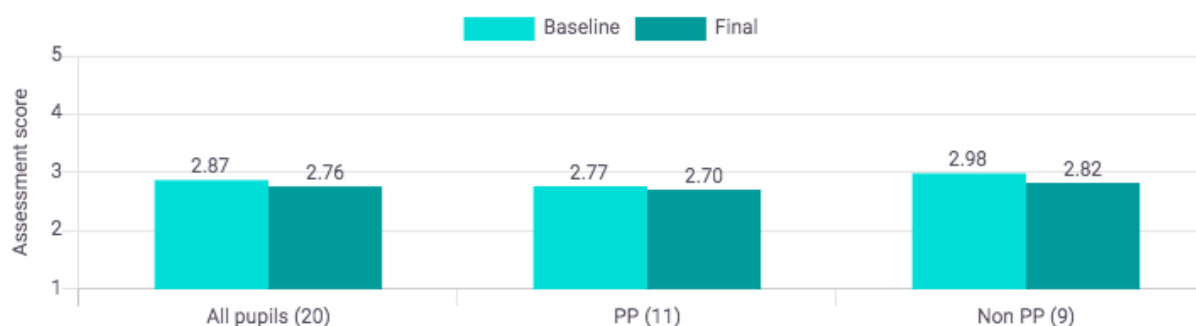
2.87 /5

-0.28 from national average

Final
15 pupils

2.76 /5

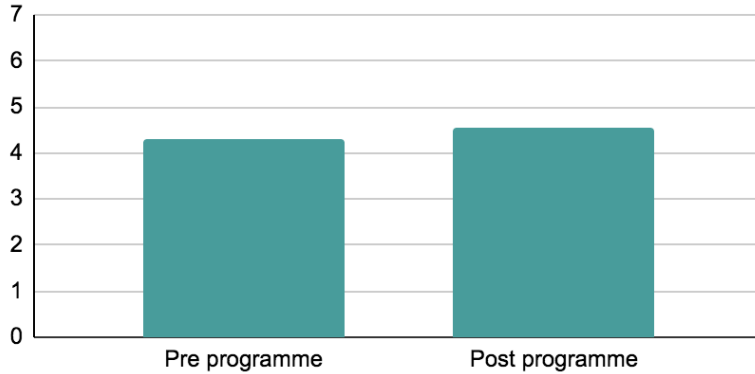
-0.38 from national average



During a particularly difficult term, pupils' scores in grit decreased slightly over the course of the programme. The programme began during school closures, with most pupils taking part in their sessions from home, except for those who were part of essential school. At the end of the programme, pupils were taking their final assessments. Individual pupils, including Kelsey and Suranne showed an increase in their grit scores, and their responses to the CoachBright survey on resilience

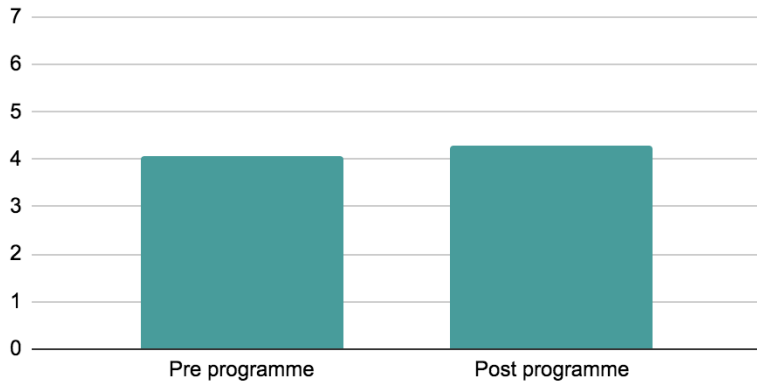


I can bounce back from setbacks and challenges



Joshua: *"It helped me revise more than i normally would."*

When I revise, I carry on trying even when things are hard



Harvey: *"It got me a good grade compared to what I was getting."*



Impact on Independence:

Pupils took an ImpactEd questionnaire at the beginning and end of the programme to measure Meta-cognition - pupils' ability to think explicitly about their own learning (Flavell, 1979; Higgins et al., 2016). It is strongly associated with academic progress and improves other skills required for learning, such as critical thinking, and enables pupils to develop strategies to plan, monitor, and evaluate their learning (Cross & Paris, 1988; Kuhn & Dean, 2004; Pintrich and De Groot, 1990).

The Education Endowment Foundation reported that meta-cognition and self-regulation approaches are associated with an average of seven months of additional progress (Higgins et al., 2018).

Example questions:

- When I study, I put important ideas into my own words
- I always try to understand what the teacher is saying even if it doesn't make sense
- When I am studying a topic, I try to make everything fit together

Notable achievements:

- Fin increased his metacognition score by 52%
- Chloe increased her score by 28%



Millie: "It helps me go over things and spend my free time more work focused which I can't do as well at home."

Meta-Cognition >> COMPETENCY

Baseline
19 pupils

3.75_{/7}

-0.69 from national average

Final
16 pupils

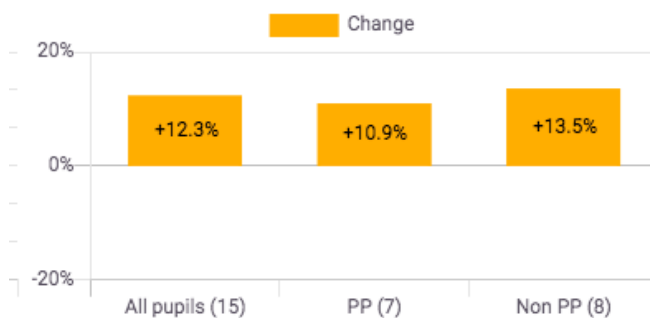
4.35_{/7}

-0.09 from national average



Overall change
For 15 pupils with baseline & final

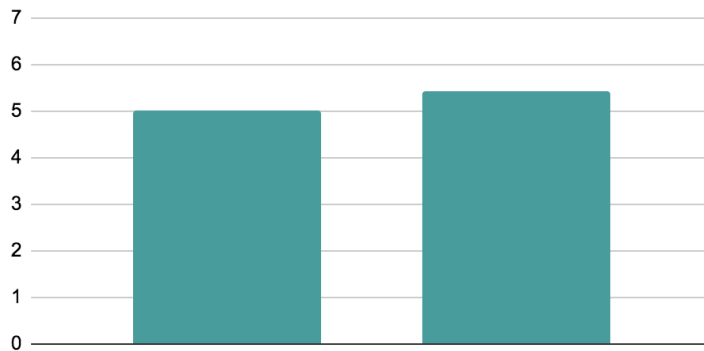
12%↑



Pupils improved in metacognition over the course of the programme by 12% on average, an increase which again brought their scores in line with the national average. As pupils were completing the programme in the run-up to their end of year assessments, this focus supported them to develop effective revision strategies and to explain their methods when answering exam questions.

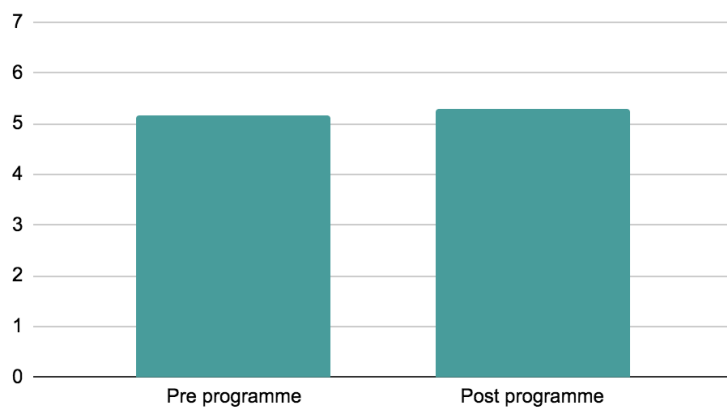


I know the steps I need to take to achieve my future goals



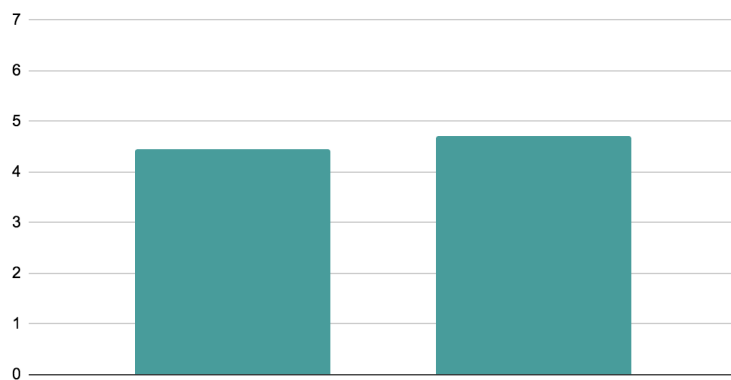
Mitchel: *"It has made me more willing to revise outside of the classroom."*

I can get the grades that I want at the end of school



John: *"I have got higher marks."*

I can get a high level apprenticeship when I leave school if I decide I want to



Lia: *"It has helped develop my Maths skills."*



Impact on Grades

Grade data to be added once Year 11 results have been confirmed.

Pupil feedback reflected that their marks had improved over the course of the programme, contributing to their Centre-Assessed Grades.

- Harvey: *"It got me a good grade that I'm happy with in maths."*
- Millie: *"My science grades have gone up to 9s in the recent tests, and have helped me average with my mocks to get enough for the studies I wanted to do in college."*
- Suranne: *"I have raised most of my Grades from a grade 5 to a grade 7/8."*
- Fin: *"I got better marks."*
- Callum: *"I have achieved good grades."*
- Charlie: *"I have got better essay marks, mock exam results, etc."*
- Finola: *"I passed my 3 science tests."*
- Mitchel: *"I have achieved a higher grade in recent assessments, reaching my target and exceeding it."*
- Milly: *"My grades have improved."*
- John: *"I have got higher marks."*



Tutor Comments:

“**Mitch** has been a fantastic student over the past twelve weeks, and has grown in confidence every week. He is so hardworking and puts so much effort into every session. I hope he is proud of what he has achieved!”

“**John** has progressed rapidly over the weeks that we worked together. He is hard-working and incredibly well focused but it is his adaptability to approaching problems that is driving his quick progression.”

“**Harvey** has been a terrific student with his resilience proving to be his greatest asset throughout the weeks.”

“**Logan** has proven himself to be a very able, persistent mathematician. I’m confident that the grit and determination he has shown me will be more than enough to help him tackle the hurdles ahead.”

“**Jay** has shown excellent commitment, determination and positivity. I am proud of Jay’s aspirations for college and their open-minded nature for pathways following A-levels.”

“It has been a pleasure to work with **Fin**. He is a natural mathematician and I was impressed with how quickly he understood concepts and methods.”

“**Callum** is a very strong mathematician and I was very impressed with how he would consistently remember what we covered in the last session and answer similar questions the next week and get them correct.”

“I have loved seeing **Laura**’s confidence grow over the past 12 weeks and never failing to deliver excellent work in every session.”

“**Suranne** always brings positivity and joy to every session and I know that she will excel in the future, with A-levels and University.”

“**Kieran** is an inspiring and intelligent person who put in extra effort when things got trick. I’ve absolutely loved watching his confidence and work improve and I wish him the best of luck with everything that he chooses to do!”



Pupil comments: If you were in a room with your Headteacher, what would you tell them about CoachBright?

- "It's very good and I recommend to others" - Harvey
- "They are good at what they do." - Fin
- "It is good if you want to improve on particular parts of a subject" - Finola
- "CoachBright is a quick and easy way to learn more than you would by revising at home" - Jay
- "CoachBright is a fantastic opportunity, giving students an experience with a tutor that is not only interested in your field of study, but also interested in helping you succeed." - Mitchel
- "It is an amazing opportunity to focus on areas of improvement." - Milly
- "It was helpful and wasn't too stressful on mental health, and was an easy way to adapt into learning and revision." - Mille



Programme Reflections

From running the CoachBright programme, we are happy that the programme:

- Was able to support Year 11 pupils during their mock exams and assessments, and that pupils felt that this helped them with revision and to improve their grades.
- Showed a measurable improvement in pupils' self-efficacy and metacognition.
- Had good pupil engagement throughout the programme.

Things to improve on/think about:

- Once Covid restrictions are lifted, consider returning to face to face sessions, as some pupils felt that it would have been easier for them to work with their coach in school.
- Launch the programme with a university trip to gain pupil buy-in from the beginning of the programme and give pupils the opportunity to experience university.
- Use information from subject leads so that coaches are able to tailor their sessions to echo methods and content covered in lessons.
- Confirm pupils' academic progress once grade data becomes available.

Notes on data collection

Pupils completed questionnaires through the ImpactEd platform during the launch session and then again during their final coaching session. They were asked a series of questions where they had to rate their agreement/disagreement with a statement on a scale of 1-7. During the second questionnaire they were asked qualitative questions as well. All comments in this report have been taken directly from those questionnaire responses.



COACHBRIGHT MISSION:

Coaching young people to become **independent, confident** and **resilient** learners so they can lead the lives they want.

MEDIUM TERM OUTCOMES:

Improved grades

Confidence

Increased independence

SHORT TERM OUTCOMES:

Increased aspirations to university study

Resilience

Self-confidence

Improved motivation for learning