

@BrilliantClub
#TBCImpact
#Outreachworks



Monitoring and Evaluating Early In-school Interventions

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Our Mission



The Brilliant Club exists to increase the number of pupils from under-represented backgrounds that progress to highly-selective universities.

We do this by mobilising the PhD community to share its expertise with state schools.



Our Programmes



The Scholars Programme recruits, trains and place doctoral and postdoctoral researchers in schools to deliver programmes of university-style tutorials, which are supplemented by two university trips.



Researchers in Schools is an innovative teacher training programme that recruits PhD graduates to teach in state secondary schools

Improving university access through early in-school interventions: The Brilliant Club approach



In this session:

1. The problem
2. What we do – The Scholars Programme at Key Stage 2/3
3. How we evaluate our programmes
4. Case study example
5. Challenges and lessons learned
6. Discussion



The Problem

Strong case for intervening early



Social Policy in a Cold Climate

Working Paper 20

July 2015

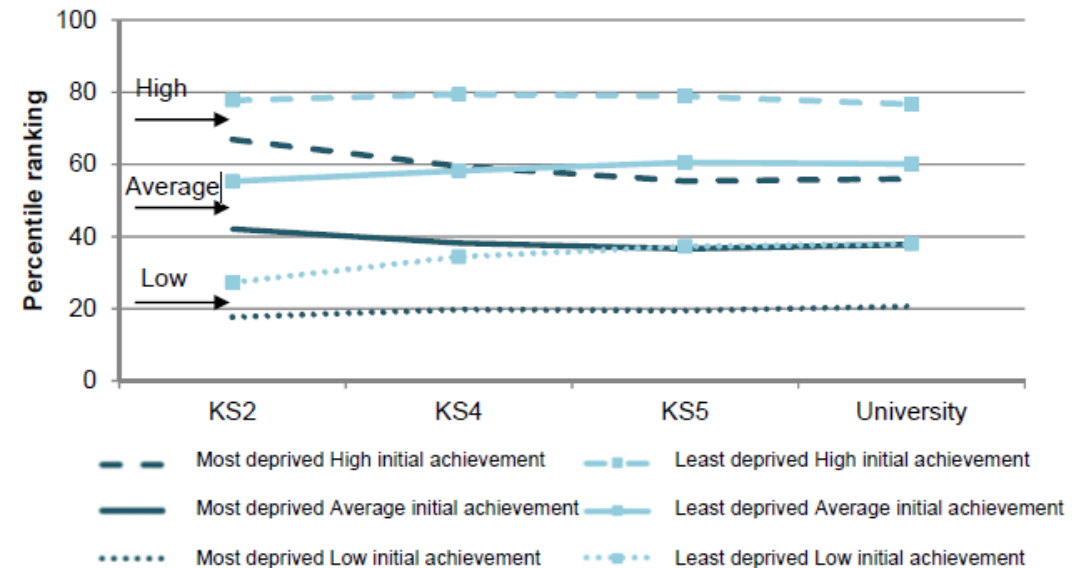


When and Why do Initially High Attaining Poor Children Fall Behind?

Claire Crawford, Lindsey Macmillan and Anna Vignoles

1. Key Stage 4 attainment is a strong predictor for university progression.
2. Attainment gap between pupils from under-represented background starts before age 7 and widens with age.
3. Contributing factor to trajectory shift: **aspiration and expectation**

Figure 2: Trajectories from Key Stage 2 to university for a NPD-ILR-HESA cohort born in 1989/1990 by initial achievement (Key Stage 2 maths) for the most deprived and least deprived quintiles of SES

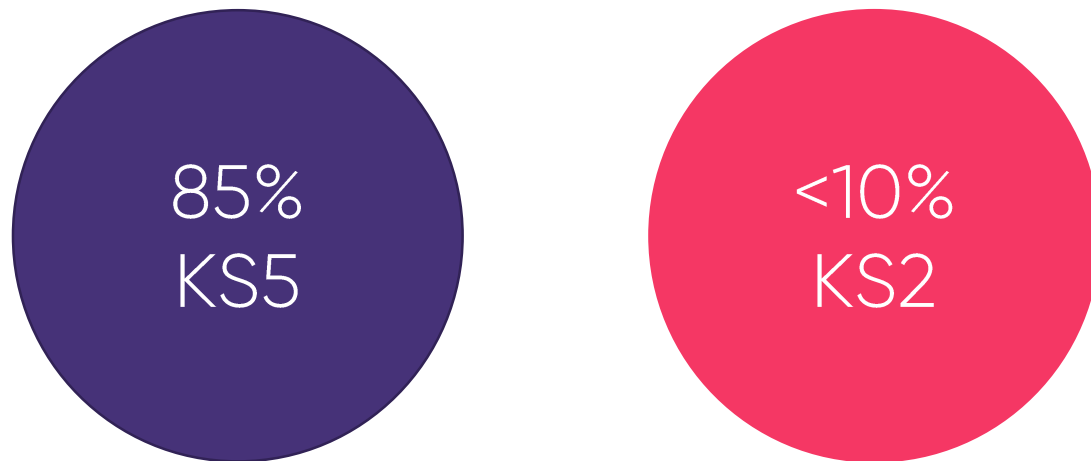


Group size N= 37096, 46601, 14004, 14951, 50783, 41986



Disparity between need and provision

Percentage of university outreach programmes and target Key Stage (The Sutton Trust, 2008)



Why?

1. There are 5 times more primary schools than secondary schools.
2. Teachers, universities and policy makers do not see the direct relevance.
3. Long-term impact unclear and difficult to evaluate – but not impossible!



The Brilliant Club approach: Programme delivery



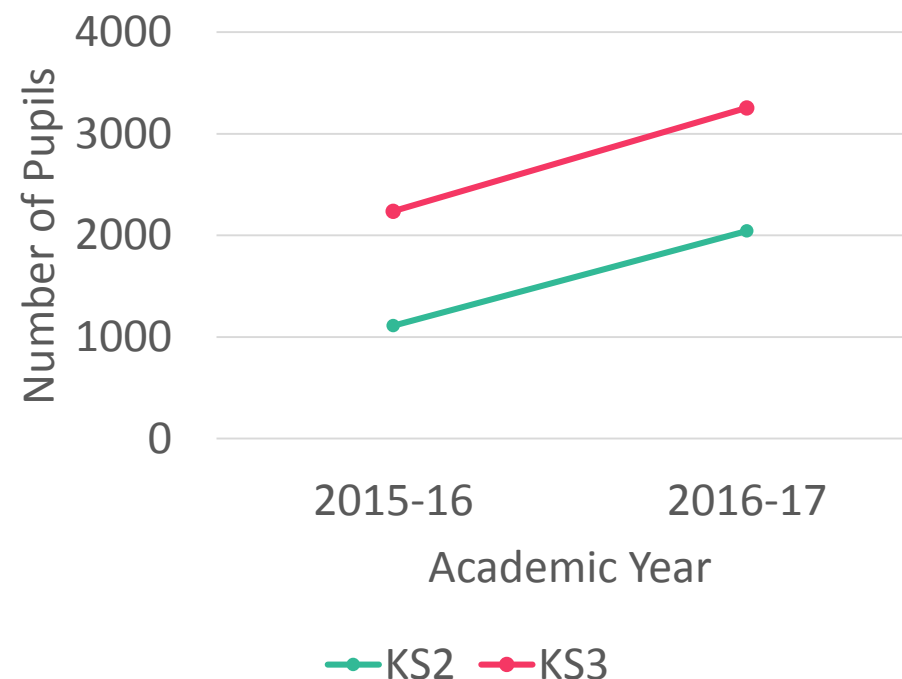
The Scholars Programme

In 2016-17 we worked with 500 PhD researchers to reach 10,000 pupils aged 10-18.

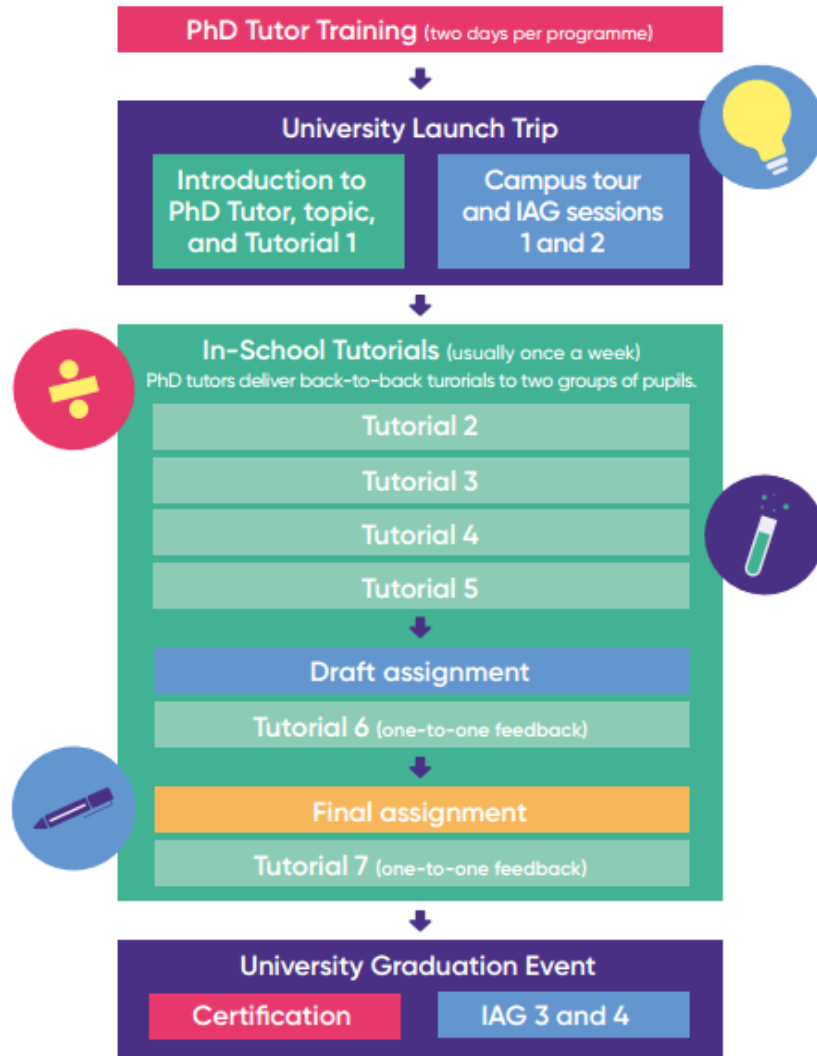


Summer 2017

We worked with 2044 KS2 pupils
3255 KS3 pupils in 350 schools.



The Scholars Programme



Pre-Assessment Surveys

Baseline Assignments

Final Assignments

Post-Assessment Surveys



Pupil Targeting Criteria

Multiple indicators to take account of the impact of 'demographic' factors

At least 55% of pupils meet at least one of the following three measures:

1. Eligibility for Pupil Premium
2. No Parental history of HE in the UK
3. Deprivation according to postcode (lowest two quintiles of IDACI)

Prioritising pupils that meet more than one criterion.

Pre-designed KS2/3 Programme





The Brilliant Club approach: Impact evaluation

The Backward Approach



Long-Term Outcome



Intermediate Outcome



Long-Term Outcome

Pupils taking up a place at a highly-selective university



Intermediate Outcome

Impact on skills which have a positive effect on university access, academic attainment and life outcomes



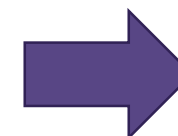
Long-Term Outcome

Pupils taking up a place at a highly-selective university



Intermediate Outcome

Impact on skills which have a positive effect on university access, academic attainment and life outcomes



- 1 Written & Verbal Communication
- 2 Subject Knowledge
- 3 University Knowledge
- 4 Motivation and Self-Efficacy
- 5 Meta-Cognition
- 6 Critical Thinking



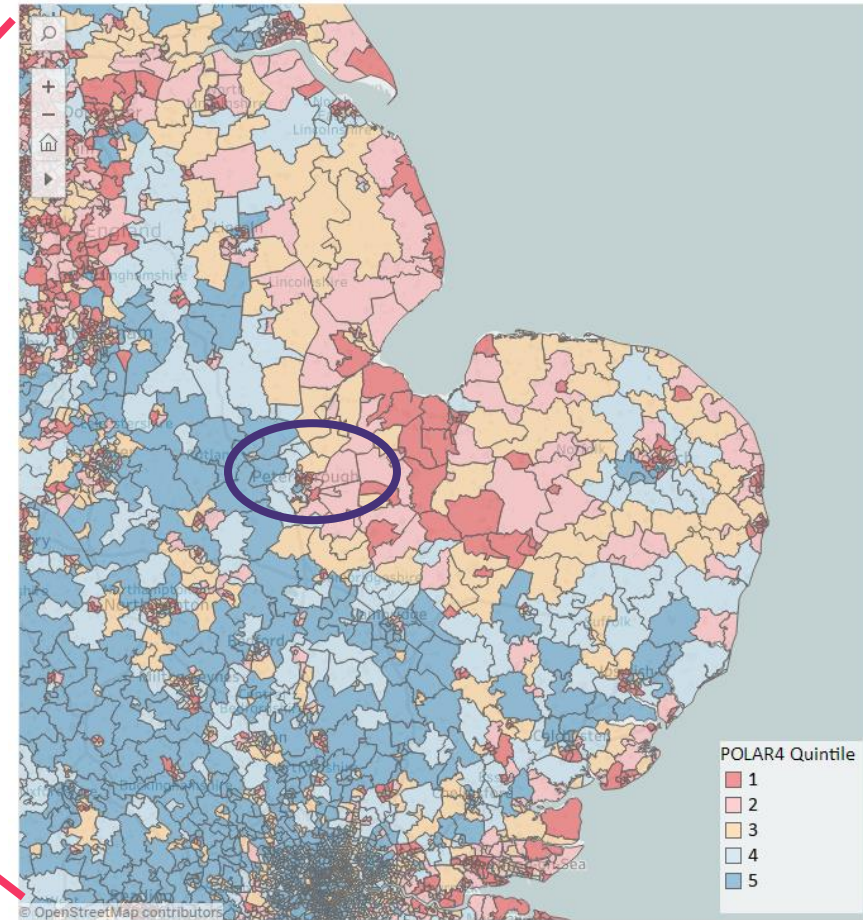
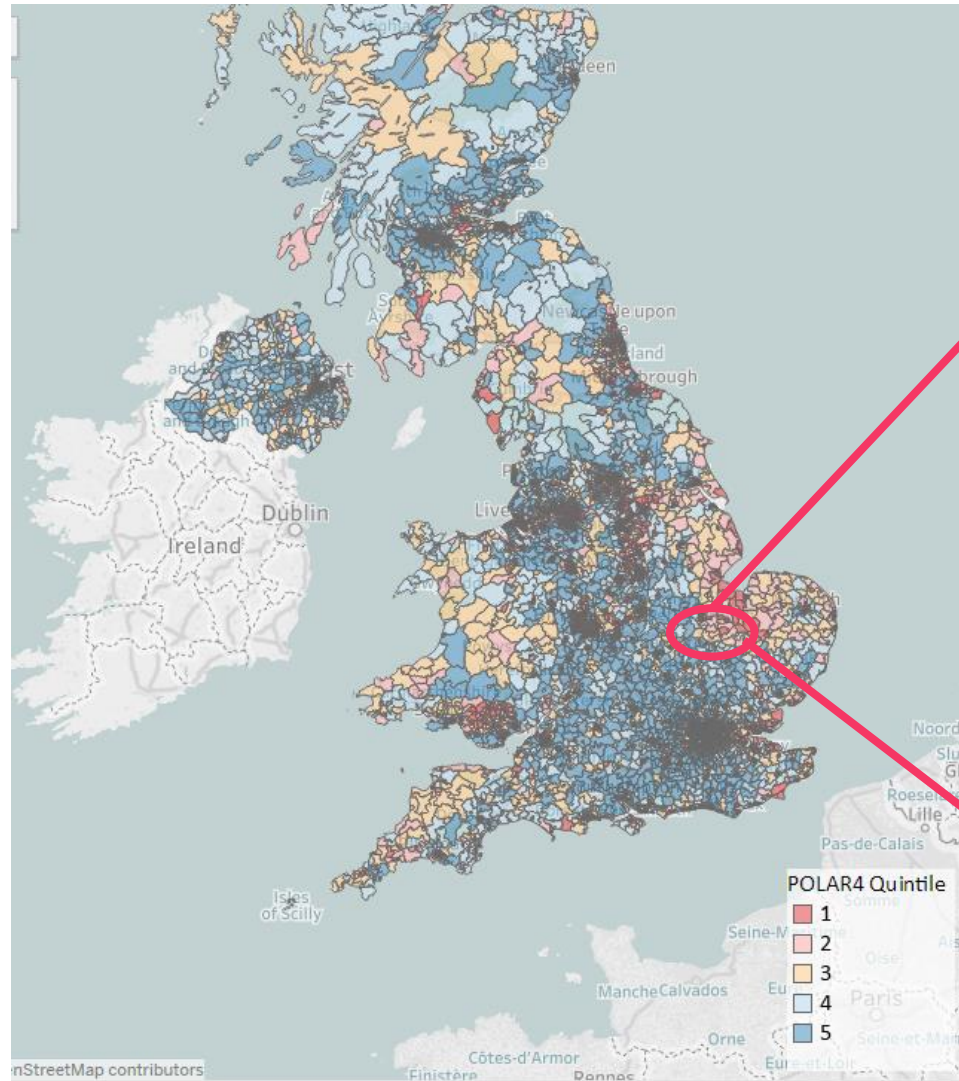
- 1 Written & Verbal Communication
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2 minutes with the person next to you

- Which is the most important for KS2/3 pupils, why?
- How would you evaluate these?

Case Study Example: The Insight Peterborough Project

Why Peterborough?





Programme and Evaluation Design

- 3 years (Year 7–Year 9)
- 86 pupils per year (6–7 schools)
- Activities:
 - The Scholars Programme
 - Trips to universities
 - Mentoring

Working Backwards: outcomes → objectives → evaluation measures

Year 8 Mentoring Project Outcome	Fluently discuss skills and ambitions with an unfamiliar person in a mock job interview
Objectives	<ul style="list-style-type: none">✓ Ability to link personal qualities to career opportunities✓ Understand how GCSE relates to post-16 study and future career✓ Knowledge of the steps needed to write a good job application

Interpreting Programme Impact



Year 8 survey example Items	Year 8		
	Before	After	Change
I know how my skills will help me find a job that I will like in the future	3.6	4.2	17%
I know what are the right steps to take when making my GCSE options in the future	3.7	4.0	8%
I know how to write a good job application	2.6	3.6	38%

"It gave me a wider view of university and made me think of possible career options."

Year 8 pupil from St John Fisher School – Insight Peterborough Project, Spring 2016–17





Challenges and Lessons Learned

Monitoring and tracking

1. Prepare for pupil drop out
2. Teacher engagement and communication
3. Long-term support and tracking

"I think this trip was spectacular, it has completely changed my mind about uni for the better. I think because of this experience I am more likely to come to uni."

Key Stage 2 pupil, Southern Road Primary School – The Scholars Programme, Autumn 2016-17

Evaluating

1. Changes to education system and attainment measures
2. Comparing different measures over time
3. Analysing and interpreting data



Evaluation Tips

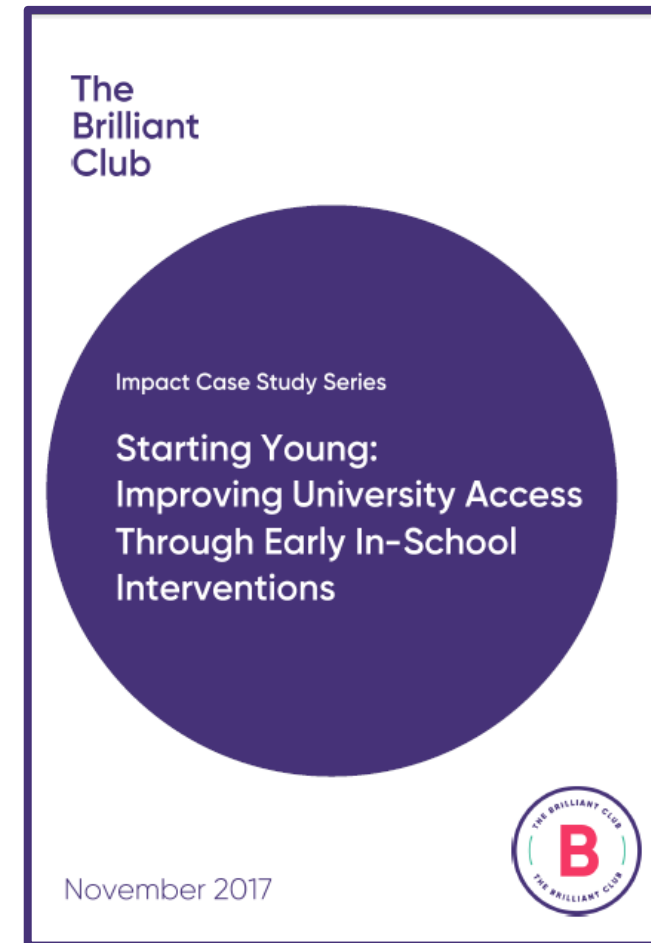
- **Seize the low-hanging fruit:** if you're interested in assessing skills or pupil attitudes, there may well be a validated assessment already available.
- **Don't let the perfect be the enemy of the good:** look at what you can measure, figure out a way to do it, and learn from there. Keep it simple!
- **Work backwards:** start with the long-term outcome, and figure out what intermediate outcomes support it. (A bit like planning a series of lessons.)
- **Smarter, not harder:** evaluation shouldn't make more work. Instead, it should help you focus on what is most effective for the pupils you teach.

Want to continue the conversation?



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Research and Impact series
<http://tiny.cc/TBCimpact>



Any Questions?



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