



A case study of  
Southmoor Academy's Scholars  
Programme, which aims to overcome  
coastal isolation in the North-East of  
England, and support students to build  
cultural capital and ease the transition  
to Higher Education

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**Life's a Beach**  
*Claire Ungley*

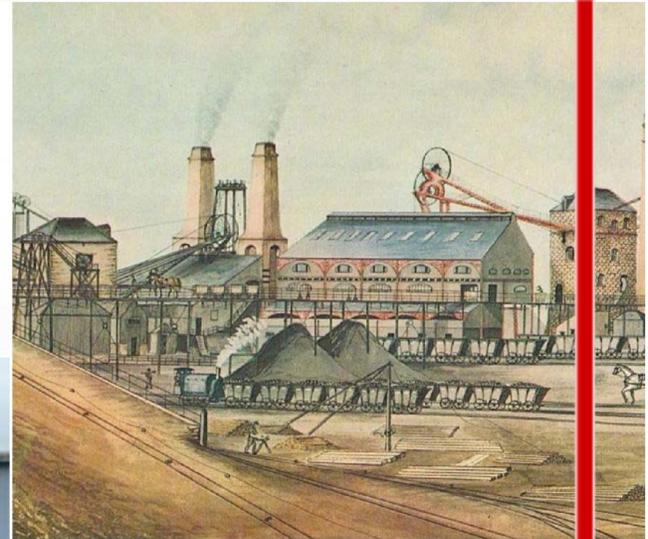
What do you  
associate with  
Sunderland?

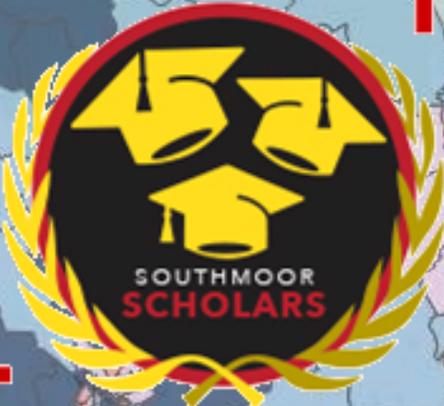
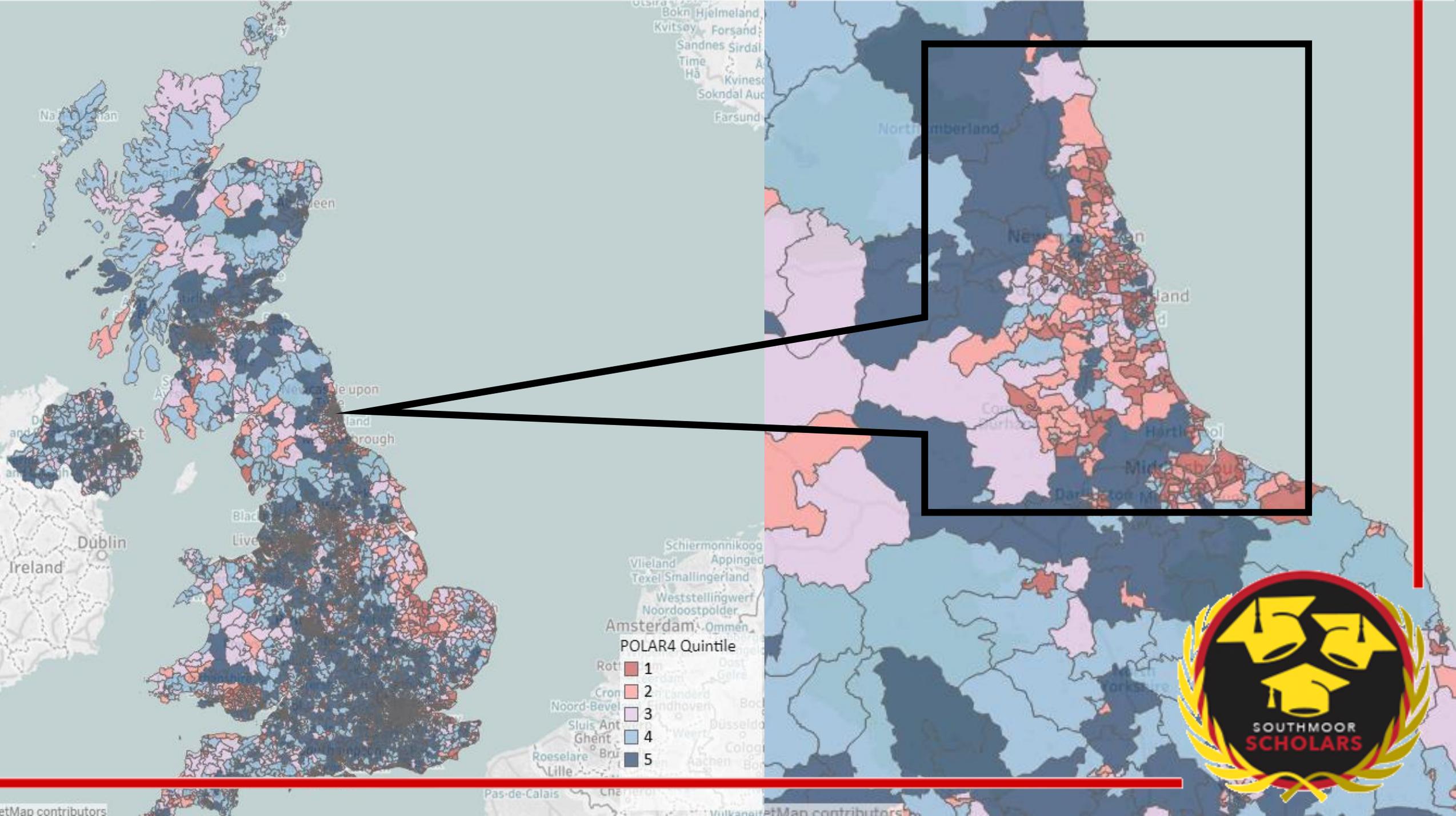


**LEGEND**

- Country Boundary
- Major City
- Sea Port
- Country Capital
- Airport
- Point of Interest
- National Park
- Lake







Life stage	Description	Indicator
Youth	Positive destination after KS4	% of young people eligible for FSM that are in education, employment, or training (positive sustained destination) after completing KS4
	KS5 attainment (A level or equivalent)	Average points score per entry for young people eligible for FSM at age 15 taking A-level or equivalent qualifications
	Level 3 attainment (A level or equivalent)	% of young people eligible for FSM at age 15 achieving 2 or more A-levels or equivalent qualifications by the age of 19
	HE participation	% of young people eligible for FSM at age 15 entering higher education by the age of 19
	Top selective HE participation	% of young people eligible for FSM at age 15 entering higher education at a selective university (most selective third by UCAS tariff scores) by the age of 19

North East Lincolnshire	Yorkshire and The Humber
Sunderland – 1.33%	North East
Warrington	North West
Kingston upon Hull, City of	Yorkshire and The Humber
Hartlepool	North East
Shropshire	West Midlands
Barnsley	Yorkshire and The Humber
Rushcliffe	East Midlands
Gateshead	North East
South Tyneside	North East
North Tyneside	North East
Plymouth	South West
Darlington	North East
Stockton-on-Tees	North East

## Social Mobility Index



**Liverpool**  
167 miles away  
Train ticket =  
£91.10

**Glasgow**  
166 miles away  
Train ticket =  
£69.20

**Edinburgh**  
133 miles away  
Train ticket =  
£54.40

**York**  
73.5 miles away  
Train ticket =  
£40.90

**Newcastle**  
15.3 miles away  
Train ticket =  
£5.10

**Durham**  
13.5 miles away  
Train ticket =  
£8.80

**Birmingham**  
199 miles away  
Train ticket =  
£115.50

**Manchester**  
138 miles away  
Train ticket =  
£77.50

**Sheffield**  
124 miles away  
Train ticket =  
£68.10

**Nottingham**  
153 miles away  
Train ticket =  
£88.30

**Leeds**  
91.6 miles away  
Train ticket =  
£60.50

**Cardiff**  
310 miles away  
Train ticket =  
£162.80

**Queen's University Belfast**  
257 miles away –  
Flight

**Cambridge**  
226 miles away  
Train ticket =  
£123.90

**Oxford**  
252 miles away  
Train ticket =  
£148.40

**Exeter**  
362 miles away  
Train ticket =  
£191.10

**Warwick**  
210 miles away  
Train ticket =  
£119.80

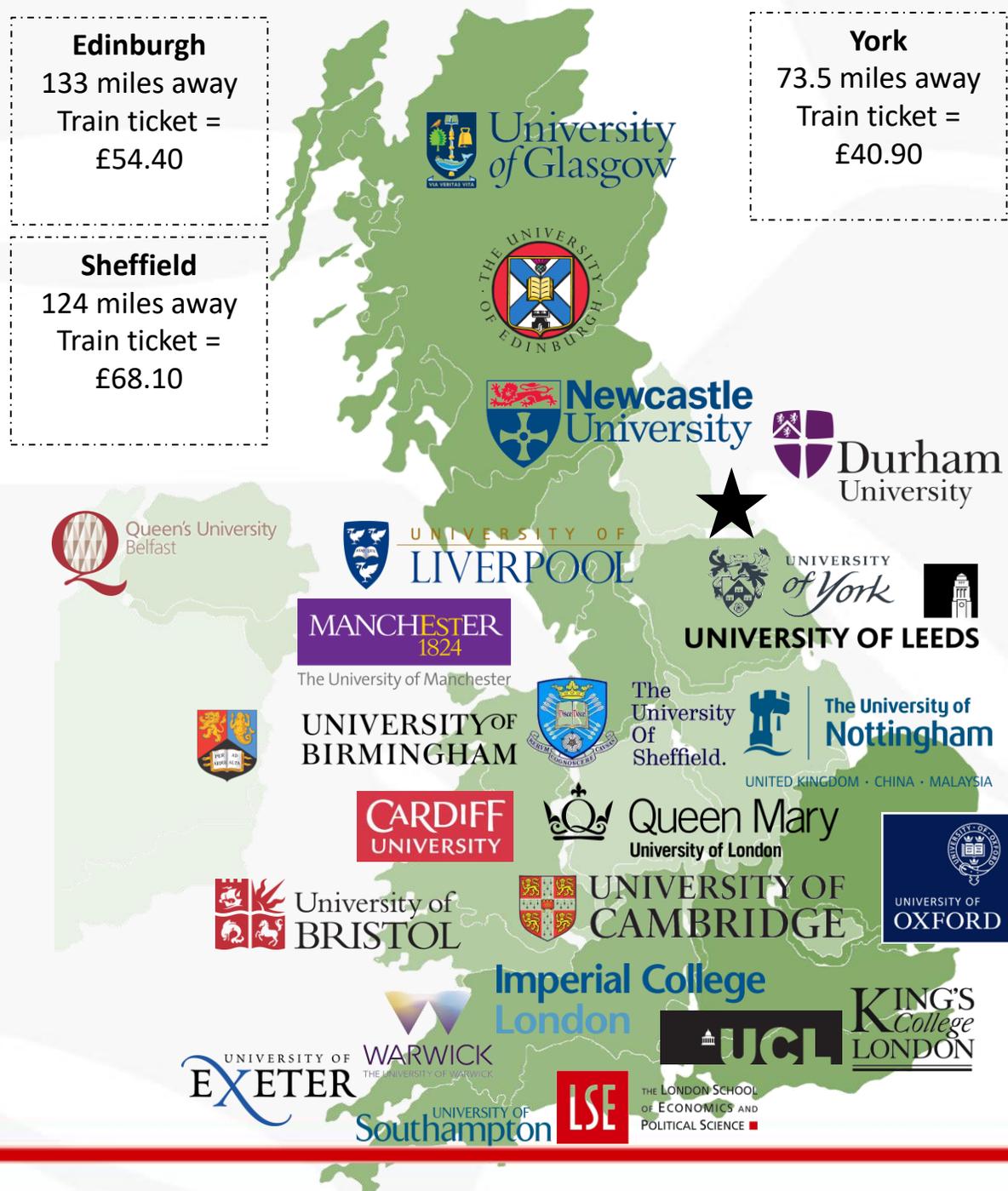
**University College London**  
276 miles away  
Train ticket =  
£137.40

**Imperial College London**  
276 miles away  
Train ticket =  
£137.40

**Bristol**  
289 miles away  
Train ticket =  
£157.90

**Southampton**  
316 miles away  
Train ticket =  
£165.40

**London School of Economics and Political Science**  
276 miles away  
Train ticket =  
£137.40





# The Programme

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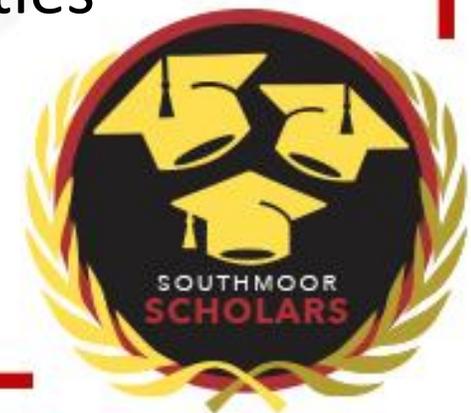
# Southmoor Context

- Co-educational 11-18 Academy, Grangetown, Sunderland
- 'Opportunity North East' omits Sunderland
- 292<sup>nd</sup> in the country for Social Mobility
- 38% live in the most deprived 20% of the North East



# Aims

- Replicate, for low income students, the networks of advice and influence that shape the future of the more affluent
- Build motivation and confidence to learn independently
- Offer learning beyond the curriculum
- Raise achievement at GCSE
- Improve aspirations and destinations at both post-16 and post-18
- Forge connections between secondary schools and universities
- Embed a love of learning
- Expand cultural capital



# Schools Involved



Dayspring Trust  
**Venerable Bede**  
CE Academy



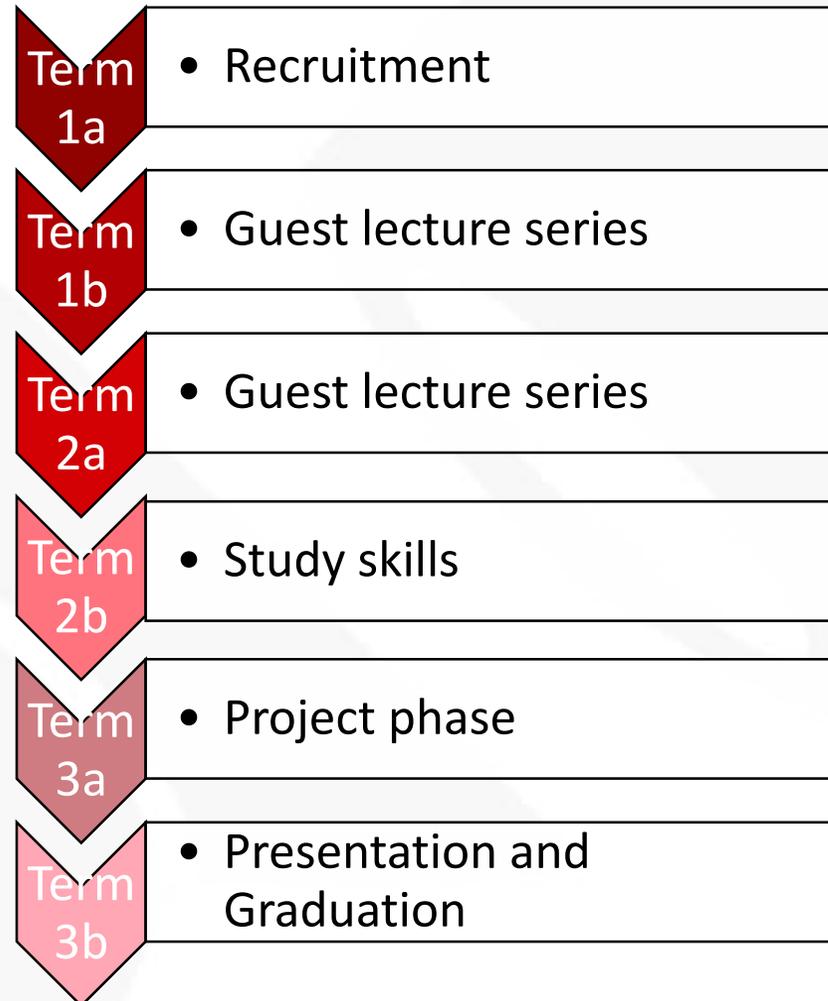
Castle View  
Enterprise  
Academy

1. The Venerable Bede Church of England Academy, Sunderland
2. Sandhill View Academy, Sunderland
3. Jarrow School, Newcastle
4. **NEW**: Castle View Enterprise Academy, Sunderland



# Programme Design

- One year
- Year 10 high achievers
- Weekly commitment
- After school



# Lecture Series



Alyson Agar  
**Art History and  
Codebreaking**  
*Northern School  
of Art*



Julian Lawrence  
**Comic Book  
Design**  
*Teesside  
University*



Rebecca Costello  
**English Literature  
& Intersectionality**  
*Oxford  
University*



Peter Swift  
**Cosmology**  
*Durham  
University*

Peter Beveridge  
**Crime Scene  
Science**  
*Teesside  
University*



Gertjan Hoejtes  
**The United  
Nations**  
*Durham  
University*



Ross Wilkinson  
**Archaeology and  
Skeleton Science**  
*Durham4Schools*

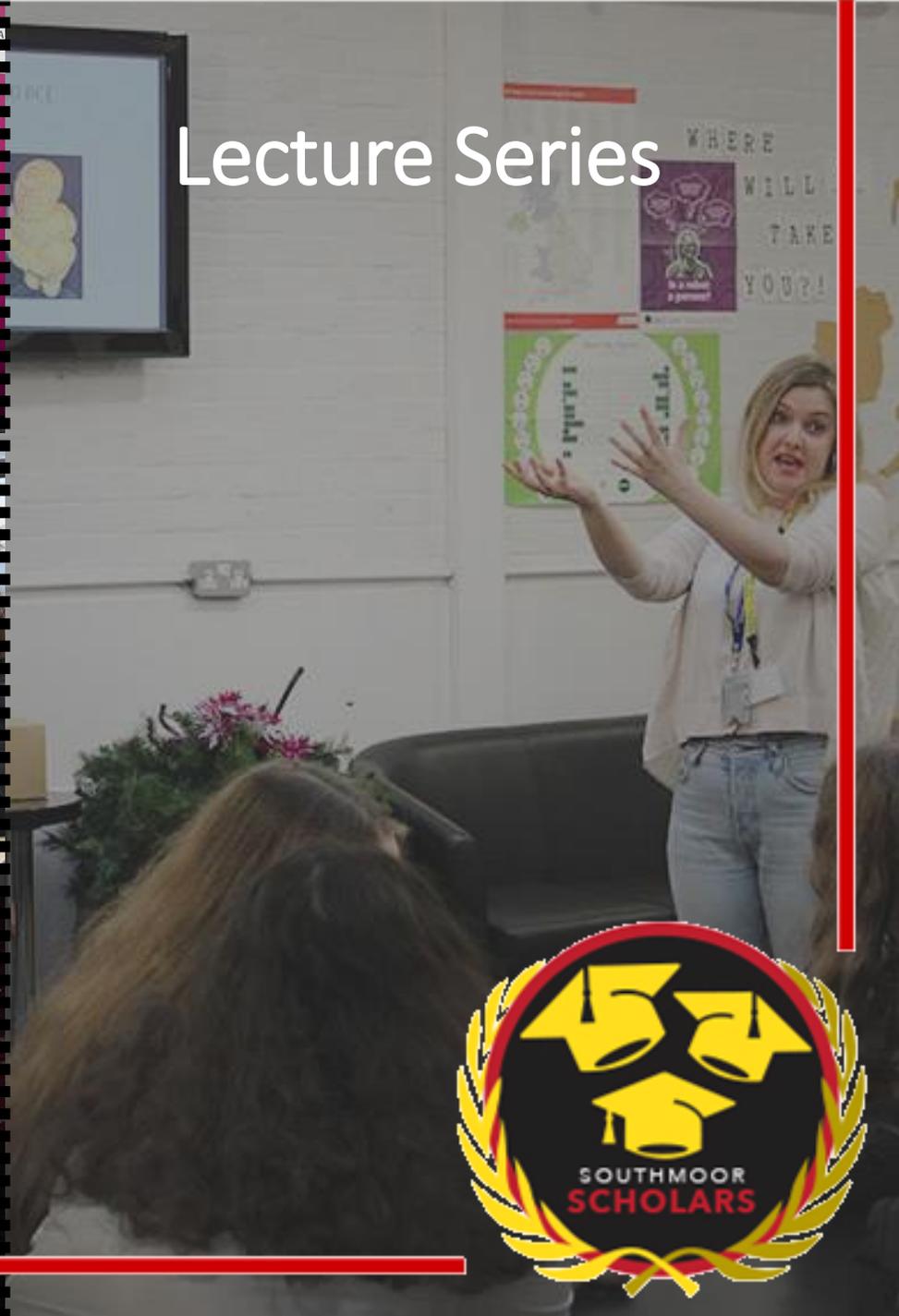


Sam Bootle  
**French Language  
and Culture**  
*Durham  
University*





# Lecture Series





# Study Skills



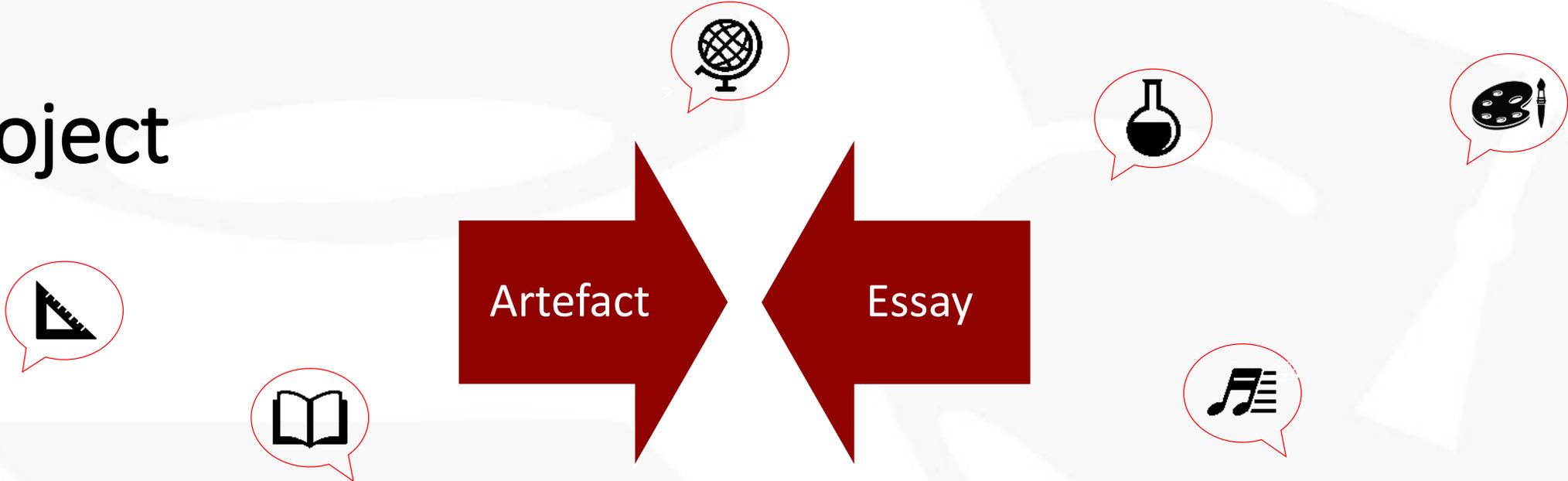


# Trips

- Newcastle ACE Day
- Durham University Archive Visit
- Sunderland University PhD Speed-Dating



# Project



Artefact

Essay

- An object/performance/event
- 500 word essay explaining process, research, etc.
- Detailed bibliography required

*Examples:*

An art piece showing historical understanding of the brain

- 1500 words
- Formal essay/report with introduction, footnotes, structured discussion of the topic, conclusion
- Detailed bibliography required

*Examples:*

LGBT rights: are they just a modern phenomenon?



# Reflective Journal



Project Proposal



Research



Production



Presentation



Planning Review



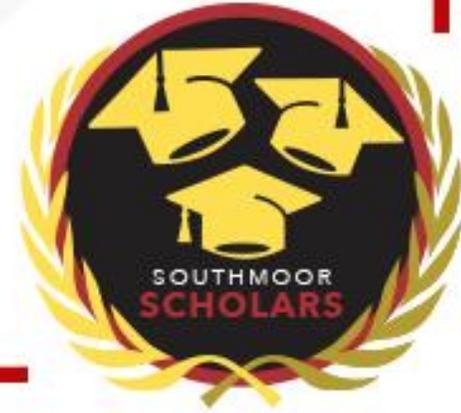
Mid-Project Review



Written Report



Reflection



# Assessment

- Market internally, like a piece of coursework
- Out of 50
- **10 marks** – planning and managing your project
- **10 marks** – research and using resources
- **20 marks** – the actual project itself
- **10 marks** – reviewing the strengths and weaknesses



## Grade Boundaries

1<sup>st</sup> Class = 45

2:1 = 35

2:2 = 30

3<sup>rd</sup> = 20



# What Universities Say

We value independent study and research skills for higher education.



UNIVERSITY OF  
CAMBRIDGE

You can draw on these skills when writing your UCAS personal statement.



Newcastle University values the skills of research and independent learning.



As a research intensive University, Durham supports independent study skills



Durham  
University



# Graduation

- Presentation 'Marketplace'
- Celebration at Durham University
- Students and families
- Certificates
- Speeches
- Gowns and mortar boards
- Nibbles and university tour





# Underlying Research

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# Research

*State vs.  
private*

*GCSE  
Curriculum*

*Super-  
Curricular*

*Cultural  
Capital*

*Evaluation*

- McKnight (2015) – Private schools ‘Bestow a little extra something’ to students
- The Sutton Trust (2014) – Richer parents spend up to £500 a year on extra-curricular activities
- Bourdieu – Cultural capital which mirrors implicit social class
- Education Endowment Foundation – ‘On average, interventions which aim to raise aspirations appear to have little or no positive impact on educational attainment’ BUT ‘Metacognition and self-regulation approaches have consistently high levels of impact’
- Johnson et. al. (2009) - Schools need to do more than just getting students ‘to the next stage’
- Tough et. al. (2008) – The best partnerships involve joint planning
- Mellanby et. al (2008) – Deep learning activities can help students succeed at university





# Evaluation

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# Aims and Evaluation

- Before and after survey
  - Love of learning
  - Study skills
  - Aspirations
- Cross referenced with termly in-school assessments
- Control group with similar grade profile

Statement	Scale
<b>Love of Learning</b>	
I am enthusiastic about learning	😊 😊 😐 😞 😞
I enjoy challenging myself	😊 😊 😐 😞 😞
I have excellent subject knowledge	😊 😊 😐 😞 😞
I understand what university-level study involves	😊 😊 😐 😞 😞
I can make cross-curricular links	😊 😊 😐 😞 😞
<b>Study Skills</b>	
I can produce high level pieces of work	😊 😊 😐 😞 😞
I can work independently	😊 😊 😐 😞 😞
I can communicate my ideas and opinions successfully	😊 😊 😐 😞 😞
I am confident when presenting my work to others	😊 😊 😐 😞 😞
I can manage my time effectively	😊 😊 😐 😞 😞
I know how research using a range of sources	😊 😊 😐 😞 😞
I understand how to evaluate sources	😊 😊 😐 😞 😞
I can reflect on my strengths and weaknesses	😊 😊 😐 😞 😞
I can set my own targets	😊 😊 😐 😞 😞
<b>Aspirations</b>	
I speak to people at home about my future options	😊 😊 😐 😞 😞
I always complete my schoolwork to a high standard	😊 😊 😐 😞 😞
I would like to go to Sixth Form	😊 😊 😐 😞 😞
I want to apply to university	😊 😊 😐 😞 😞
I hope to apply to a top university	😊 😊 😐 😞 😞
I can achieve anything I want to	😊 😊 😐 😞 😞





Any Questions?

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