



COACHBRIGHT ANNUAL REPORT

2016 - 2017

INTRODUCTION

Our Vision 02

CoachBright is a social enterprise that exists to tackle educational disadvantage. Our vision is of a fairer society where no child's background determines their future.

We partner with schools and universities to increase access rates to higher education for pupils from low-income backgrounds leading to increased social mobility over time. In the short-term, our coaching programmes support a pupil in improving their grades, confidence and expectations so each of our pupils knows what it takes and has the ability to challenge for university.

Why We Exist..... 04

This report reveals we are on an upward journey but can still do more. Education in the UK can be better. Much better, much fairer and far more inclusive.

In 2017, we saw record applications from pupils living in disadvantaged areas applying to university. Significantly, the chances of a pupil from a low-income background going on to university are 30% higher than just 5 years ago.

Still, the biggest indicator of a young person's future earnings, housing status and career is their parent's income.

Our Programme 08

Our coaching programmes are designed to enable each of our pupils to become independent and resilient so they can succeed at school and crucially beyond at university and ultimately into their career so they can lead the lives they want.

We focus on improving the academic attainment of pupils and giving them the tools to improve their attitude to learning and work ethic. Through this, they are better placed to challenge for university.

Our Impact So Far 12

During 2016 / 17 we worked with **343 pupils** across three counties. Out of our school graduating class of 2017, **70%** are going to the UK's top third most selective universities, and across our programmes, CoachBright Free School Meals (FSM) pupils improve their subject grade by **2.2 times** more than their non-coached peer.

Our Future 16

Next academic year, we aim to expand the impact of our work so we can enable more pupils to succeed while ensuring the quality of our programme stays high and evidence-based.

FOREWORD

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As second-generation immigrants, my brother and I were the first in our family to go to university. I experienced first-hand the unique impact higher education can have. It changed my family's aspirations, my self-confidence and my attitude to careers. In short, university raised the bar for myself and those around me.

The same year I started at Exeter University - 2009 - was the same year social mobility was at an all-time low. Back then, at the 25 most academically selective institutions in the UK, only 2% of the student intake was made up of pupils on Free School Meals who were from low-income families in the UK. This compared with 72.2% of other state school pupils and just over a quarter of the intake, 25.8%, from UK independent schools.

Since we started in 2014, CoachBright staff, volunteers, schools and partners have all been driven to make education fairer and improve outcomes for disadvantaged pupils so no child's background determines their future. This report details how far we have come in three short years to support pupils from low-income families: helping them build confidence, improve their grades and understand how to work towards long-term goals.

It also details the impact, successes and mistakes we have made over the year (2016/17) as well as the fantastic organisations we have collaborated with who share our mission.

Like our school partners, we want pupils to leave with the right tools and grades so they can succeed at university. Equally, we want our coachees to have the right attitude and mindset so when they progress from higher education into work, they thrive.

There have been countless highlights and success stories. From our Class of 2017, 94% of our pupils went on to university and 70% of our pupils went on to top third universities across the UK. Our Class of 2017 are currently studying at institutions including Cambridge, Sheffield, Royal Veterinary College and UCL.

One example comes from South London, Elephant and Castle: Esther, from ARK Globe Academy. She is at Manchester University studying Business and Management. Esther is one of our first coachees and a true champion of Growth Mindset. While she initially struggled academically at sixth form, she showed real resilience to bounce back stronger. To see her win the school's Principal Award was a heartwarming moment for us all at CoachBright. We salute her and our many coachees who began the leap to university study this academic year.

Whether you're a teacher, university student, corporate leader or supporter, if you want to join in tackling educational disadvantage then do consider this your call to action - we would love you to get in touch!

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Robin Chu'.

Robin Chu
CEO & Founder, CoachBright

WHY WE EXIST

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Though progress has been made, education in the UK is still unfair with disadvantaged pupils much less likely to attend university, often preventing them from reaching their full potential.

Remaining high on the political agenda over the last decade, entry rates to Higher Education for 18 year olds from the most disadvantaged backgrounds have gradually been on the up. In 2016, nearly one in five of these young people were accepted into higher education. This is the highest rate ever.

However, the gap between the number of most advantaged and least advantaged pupils entering Higher Education remains vast. There is still much to be done.

24% of pupils on Free School Meals (FSM) enter Higher Education, compared to 41% of state school non-FSM peers¹.

3.3 x Pupils from independent schools are 3.3x more likely than those from non-selective state schools to go on to study at one of the most selective universities.

39% of students on Free School Meals (FSM) achieving A*- C in GCSE Maths and English compared to 66% of pupils not on FSM².

2.2 x The attainment gap widens over time: pupils not on Free School Meals (FSM) are more than twice as likely to achieve 3 or more A grades at A Level³.

Pupils from disadvantaged backgrounds are, on the whole, outperformed by their wealthier peers at every educational milestone. Progression to Higher Education marks one of the most notable gaps between the most and least advantaged with fewer students on FSM attending university, particularly selective universities, compared with their privately educated peers.

1. The Department of Education (2017), *Widening Participation in Higher Education, England, 2014/15 age cohort*.

2. The Department of Education (2016), *Revised GCSE and equivalent results in England, 2014 to 2015*.

3. Department for Education (2017), *A Level Attainment, Characteristics*. Ad - Hoc Notice.

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A Russell Group report claims that the reasons behind these statistics stem from a child's experiences at school or even their upbringing before starting school, which may be linked to parental education or ethnicity⁴. The report suggests that the biggest reason for the under-representation of students from poorer backgrounds at universities is academic attainment.

Though academic attainment is an important factor, the challenge is broader...

Evidence may point towards tutoring as a means of helping disadvantaged pupils get to university, but inequalities in grades do not paint the whole picture. There is also the need for informed subject choices and an awareness of university entry requirements. This is advice and support that many pupils, particularly those who are the first in their families to go to university, do not have access to.

The challenge continues once a young person enrolls in higher education. University dropout rates amongst students from poor backgrounds reached its highest in 5 years⁵. As Director of Offa Les Ebdon says, "It's not just about getting in, it's about getting on." He worries that, while universities are investing a lot into attracting students from a range of socioeconomic backgrounds, they are failing to provide the right support for these undergraduates once they're there.

...We therefore believe that coaching is the most effective solution, offering a new path to disadvantaged pupils and building independent and resilient learners who can make the most of the opportunity.

We believe that going to university is a pivotal experience in someone's life, but will only be a positive one if the student is prepared and receives support throughout and after the academic journey, as they transition into the working world.

A coaching relationship can help build the independence and resilience needed and the mentoring element of our programmes can help guide young people along their new path, offering objective advice which will allow them to make informed decisions.

4. The Russell Group report (2015), *Opening Doors, Understanding and overcoming the barriers to university access*.

5. Office for Fair Access (2017), *Outcomes of access agreement monitoring for 2015 - 2016*.

IMPACT GOALS

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OVERALL GOAL

Central to CoachBright's vision is the idea that creating independent and resilient learners will improve outcomes for disadvantaged pupils and help them to lead the lives they want, despite the background that they come from and despite the setbacks that they will face. This, above all else, is the core mission that we embark upon to improve social mobility.

UNIVERSITY ACCESS

We believe that receiving a university education is one of the best ways to achieve independence and resilience in adulthood. Through our 1-1 academic coaching and group workshops, we aim to equip our pupils with the knowledge and skills to challenge for top university places. To achieve this, we create opportunities for pupils to learn about university life and help them understand exactly what it takes to get there. Our 1-1 coaching focuses on improving their grade in one specific subject, to help them meet the academic criteria required by their chosen universities.

GOALS OF THE PROGRAMME

Grades

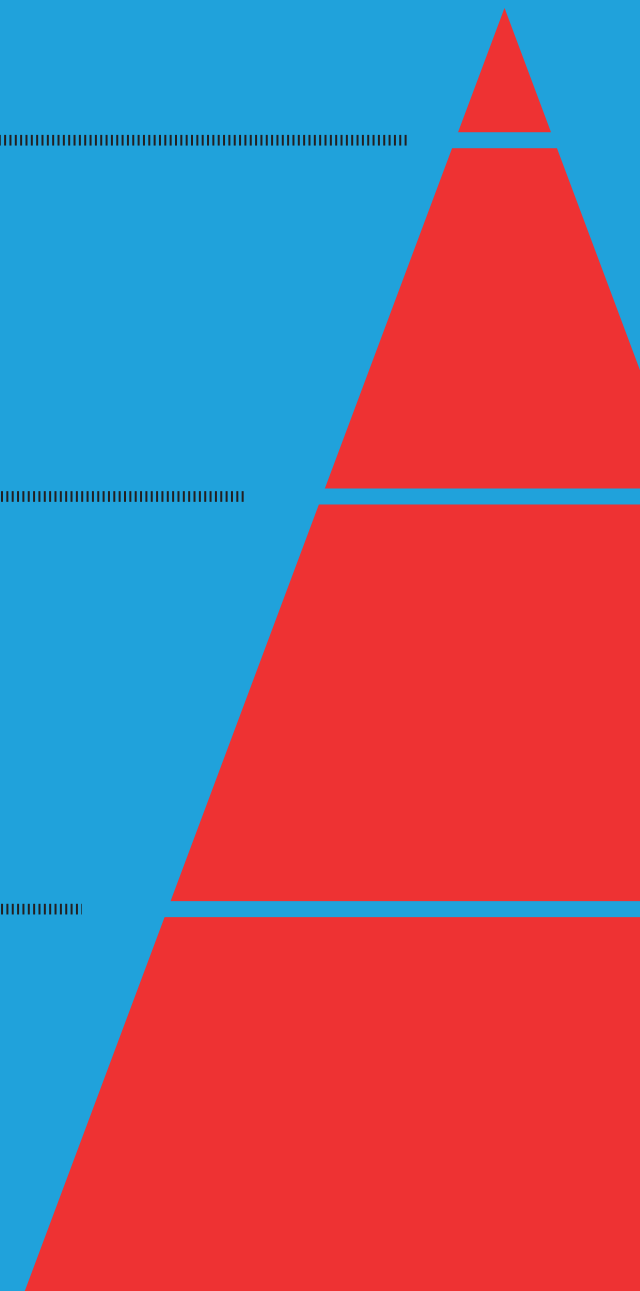
Our coachees will see a measurable improvement in their grades, specifically in the GCSE/A Level subject they are coached in. General study skills developed will also help raise attainment across all of their subjects. This will support them in securing a place on the course at the institution that they aspire to.

Confidence

Our coachees will gain the confidence needed to tackle academic and personal challenges head on, and the self-belief that they can lead the lives they want. An unconditionally positive and non-judgemental coaching approach helps to achieve this.

Expectations

Our coachees will understand what it takes on a day-to-day basis to achieve their long-term goals. This is usually demonstrated by an improved work ethic and overall more positive attitude to learning, with bigger goals being broken down into more manageable actions that can and will be tackled week by week.

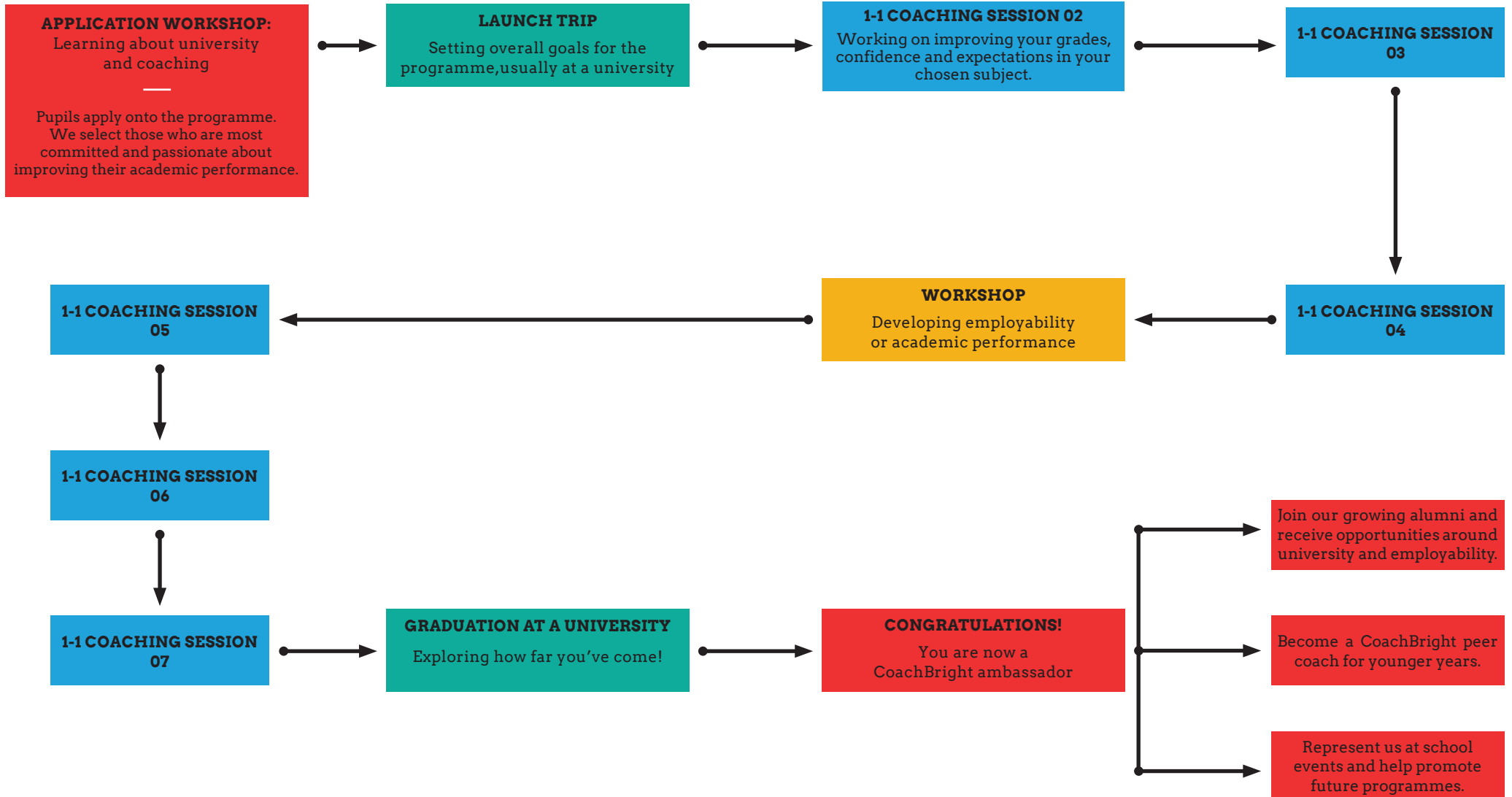


PROGRAMME TIMELINE

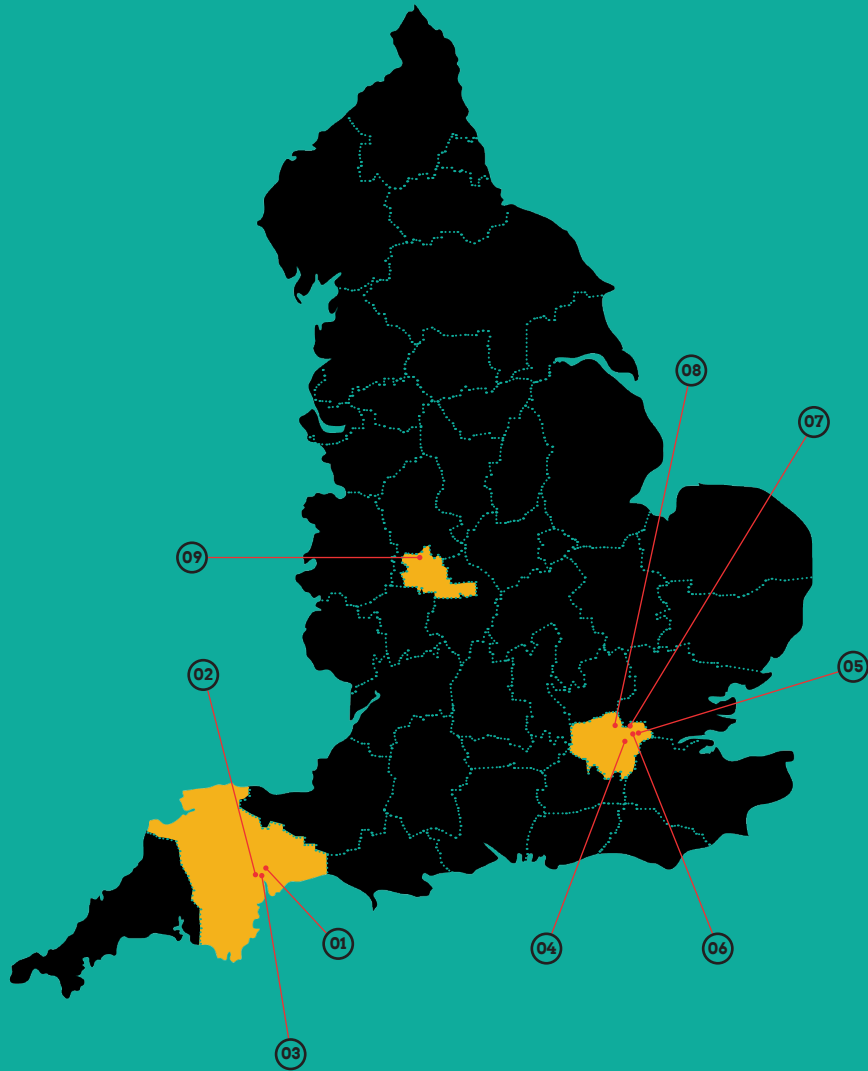
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We deliver in-school coaching programmes that last for 10 weeks and are subject specific. Our programmes typically begin in October or January.



OUR SCHOOL LOCATIONS



N°	School Name	Eligible for FSM*	Year	N° of Pupils
01	Isca Academy	35%	10	20
02	St. Luke's Science & Sport College	30%	9	20
03	West Exe School	25%	10	20
04	ARK Evelyn Grace Academy	72%	12	20
05	ARK Globe Academy	70%	10 - 12	32
06	Bacon's College	64%	9 - 12	90
07	Stoke Newington School	38%	11 - 12	30
08	The Crest Academy	48%	10 - 12	40
09	West Walsall E-ACT Academy	63%	9 - 13	35

NB: All pupils on our programmes in Devon are eligible for FSM.

TOTAL NUMBER OF STUDENTS WORKED WITH

Now:



343

Next Year (2017 / 2018):



630

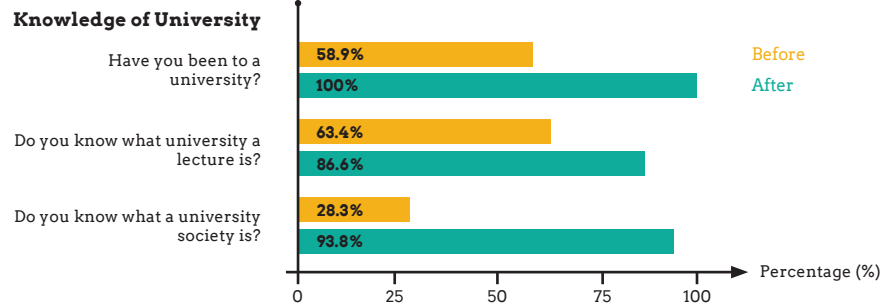
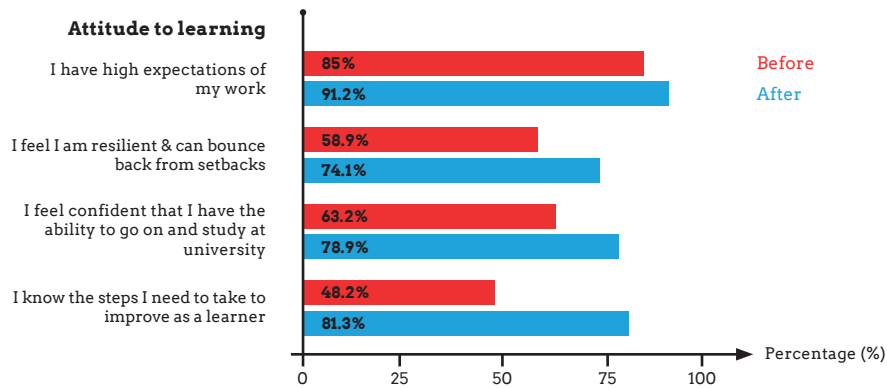
= 10 Students

* Figures from 2015 / 16 pupil population, Department of Education

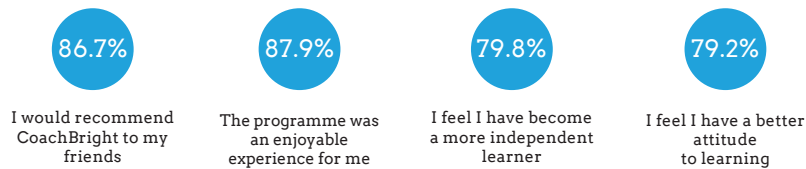
SHORT TERM IMPACT

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2.2 x CoachBright pupils on FSM improve their grades by **twice as much** as non-coached peers.



Programme reflections (Overall agree)



LONG TERM IMPACT

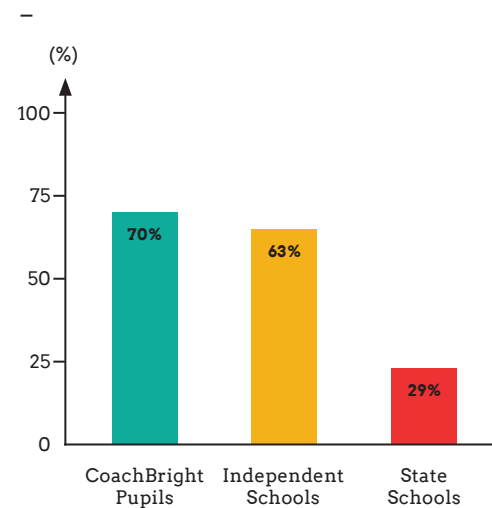
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CLASS OF 2017

94% are going to university | of which:

70% will go to a top third most selective university⁶,
40% will go to a *Russell Group* university,
 and the remaining **6%** are going onto a high level apprenticeships or taking a gap year.

Percentage of students which will go to a top third most selective university



For reference, the percentage of CoachBright students going on to top universities is approximately 2.5 times more than the state school national average and 7% more than the independent school average.

- Aston
- Bath Spa
- Birkbeck
- Birmingham
- Brunel
- Bournemouth
- Cambridge
- Essex
- Goldsmiths
- Kent
- Kings College London
- Kingston
- Lancaster
- Leeds
- Leicester
- London Metropolitan
- Loughborough
- Manchester
- Nottingham
- Queen Mary
- Royal Veterinary College
- Sheffield
- Southampton
- St George's
- UAL
- UCL
- Westminster

6. Department of Education (2017), *Widening Participation in Higher Education*.



TEACHER

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GAIL WHALLEY

Deputy Principal of
St. Luke's School

We started working with CoachBright for the first time this year on recommendations from a local school and the results have been exciting.

Our year 9 Pupil Premium students on the course have made progress in Maths beyond that of some of their non-PP peers.

They are more motivated, completing more homework and are more aspirational. CoachBright coaches are proactive, organised and our students loved working with them.

I cannot thank CoachBright enough for providing a key strand in our Pupil Premium strategy which really works. We are already signed up for next year.

PUPIL

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HARRY INNALS

Year 10 Student
at Isca Academy

I decided to take part in the CoachBright programme because I thought it would help me in a number of ways, for example to help boost my grades and give me the opportunity to change with a bit of support.

I thought that it was great, really helpful. I think I have gained the confidence in myself that anything can happen if you just try because before CoachBright I didn't really have an academic attitude. If I'm quite honest I didn't really care about school, but now after CoachBright, school is my main priority and I want to do the best I can so I can actually make something of myself through hard work...

It's changed me dramatically as at the start of Year 10 I was barely scraping D grades and C grades, but after CoachBright it opened my eyes to see that I could make something of myself if I really tried so with the help of my coach Finn I started to work hard and knuckle down. As a result I am now predicted really good grades, C's B's and even some A's and I recently got a A in my ECDL (IT). CoachBright helped open my eyes about how important education really is. I was matched with an Exeter University student who was a Medical Examiner because I want a medical career (a Nurse or Paramedic).*



THE FUTURE

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This report gives a snapshot of where we are. Like our pupils, we are growing up as an organisation and have learnt many lessons along the way.

Reach

As our fourth anniversary approaches, we want to continue widening our impact to as many disadvantaged pupils as possible. The support in the next academic year will double to over 630 pupils across Exeter, London and Birmingham, as part of our strategy to reach more pupils in coastal towns and post-industrial cities. We want to partner with leading universities and corporates in the region to add local expertise and connections. Next year, we will pilot this by working closely with University of Exeter's Widening Participation team to support their programmes across the South West.

Our programmes can have a transformational impact. The challenge is effectively and sustainably replicating our programmes at scale on a regional level. Our key tests will be mobilising volunteers, building school relationships and creating the right operational infrastructure for our regional teams.

Organisational Development

We are continually learning both operationally and in programme delivery. We are exploring ways to make our coaching programmes more impactful for our school partners. This will involve working across multiple year groups, such as our work with Years 9-12 at Bacon's College. We can then better track the progress of our pupils and help them throughout their school journey.

We also are exploring ways of deepening relationships with individual schools and multi academy trusts. The next academic year we are moving towards a multi-year contract with the Ted Wragg Trust in Exeter, working across their four schools and enabling CoachBright to be an embedded strand of their schools' Pupil Premium and University progression strategies.

Impact

You have seen the impact of our programmes this academic year. Social impact is why we exist and as we develop, we want to ensure our programmes are evidence-led, robust and meeting the intended outcomes desired.

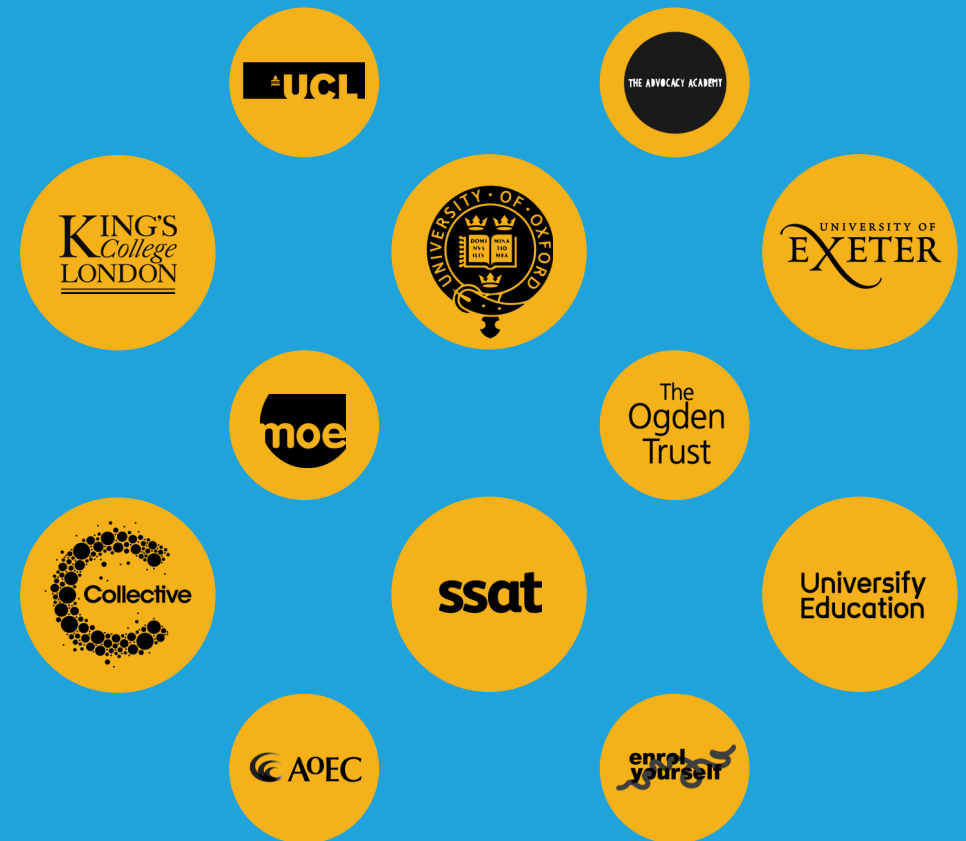
To analyse our impact more effectively, we have collaborated with Exeter University to be a programme partner on the OFFA project '*Understanding the Impact of Outreach*', enabling us to create a clearer evaluation framework on how to measure attainment and student expectations.

PARTNERSHIPS

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A Collaborative Approach

At CoachBright we value collaboration, which we believe boosts the quality and impact of our work. Over the past three years we have been lucky to work with numerous fantastic individuals and organisations that have all helped to shape what we do. Below are just a few of our partner organisations:



SEE YOU SOON!

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At our core, we want to drive social change making education fairer so pupils from disadvantaged backgrounds can challenge for university and lead the lives they want.

Hopefully through this report you've become more motivated to do the same.

If you are interested in what we do, as a school leader who wants to be a partner, a university student who wants to be a volunteer coach or someone who is interested in tackling educational disadvantage then please do get in touch.

As we always say in the office:

***"If not now then when,
if not you then who?"***

THANK YOU

Visit us at

CoachBright

Collective Auction Rooms

5-7 Buck Street,

London

NW1 8NJ

Or get in touch!

 **Email:** team@coachbright.org

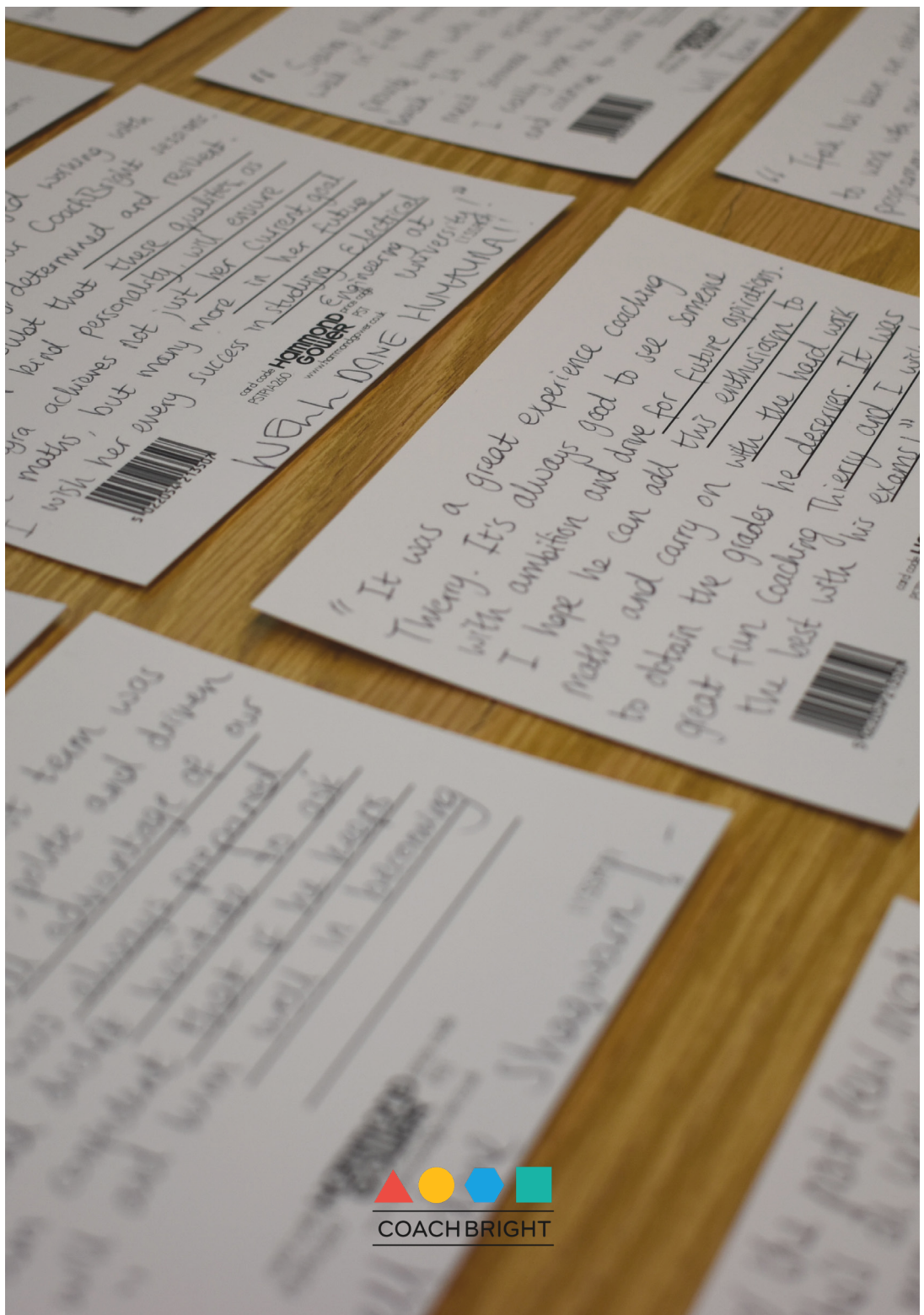
 **Facebook:** [CoachBrightUK](#)

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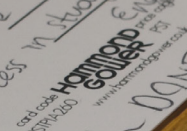
 **LinkedIn:** [CoachBright](#)

 **Twitter:** [@CoachBrightUK](#)

 **Website:** www.coachbright.org



...determined and...
 ...CoachBright...
 ...kind that those...
 ...achieves not just her...
 ...with her energy...
 ...success in her...
 ...ensure...
 ...in her...
 ...Engineering of...
 ...University!



Wah Done HUYAMA!
 Wah Done HUYAMA!

"It was a great experience coaching
 Thierry. It's always good to see someone
 with ambition and drive for someone
 I hope he can add this future aspiration.
 Maths and carry on with the hard work
 to obtain the grades he deserves. It was
 great fun coaching Thierry and I was
 the best with his exams!"



...team was...
 ...advantage of our...
 ...always prepared...
 ...and him well in borrowing...
 ...Shadmeh...
 ...



COACHBRIGHT