



COACHBRIGHT

**ANNUAL REPORT
2017 - 2018**

03	Foreword
04	Why we are needed
06	Why we use coaching
08	Coaching in Schools
10	Secondary Programmes
11	Primary Programmes
12	Scope
14	Impact
16	Case Study
18	Coach Testimonials
20	Coaching in the Workplace
24	Past Goals
25	Future Goals
26	Partners & Supporters
28	Join us
29	Contact us



Imagine the day when social mobility becomes a reality for all. No one's background determines their future. That is why we exist and that is what we're trying to get to every day.

The last year has seen a step change in our mission to help young people identify and fulfil their potential. This report highlights our transition into a more thoughtful organisation. It details the impact, new programme developments and plans moving forward.

In schools, we are clearer about the impact our coaching programmes can have helping disadvantaged pupils improve their attainment and expectations. We saw CoachBright pupils improve their subject grade an average of 4.4 times more than their non-coached peers from the same school and background. As an organisation, we have been recognised nationally for our work being highly commended for PwC's Building Public Trust: Impact in Social Enterprise award and highly commended at Relocate Global's Award for Inspiring Future Careers Best Employer & Schools Initiative, which is a source of great pride.

As always though, the highlights come through the individual differences we can make. Take Gloria from Bacon's College as an example, after finishing our programme in Year 12, she became Head Girl in Year 13, for her A levels achieved an A* in Maths, A in Chemistry and A in Biology and is now currently at the University of Birmingham. We are trying our best to poach her as a volunteer working with the next Glorias!

Like our young people who amaze us with their growth and challenges, we are on a similar journey. By February, we will be 5 years old as an organisation. 5 years wiser... We hope!

We have learnt that evidence must drive programme growth; that magic does not happen by getting good grades alone but it definitely plays a part and that challenges start young and don't end after school.

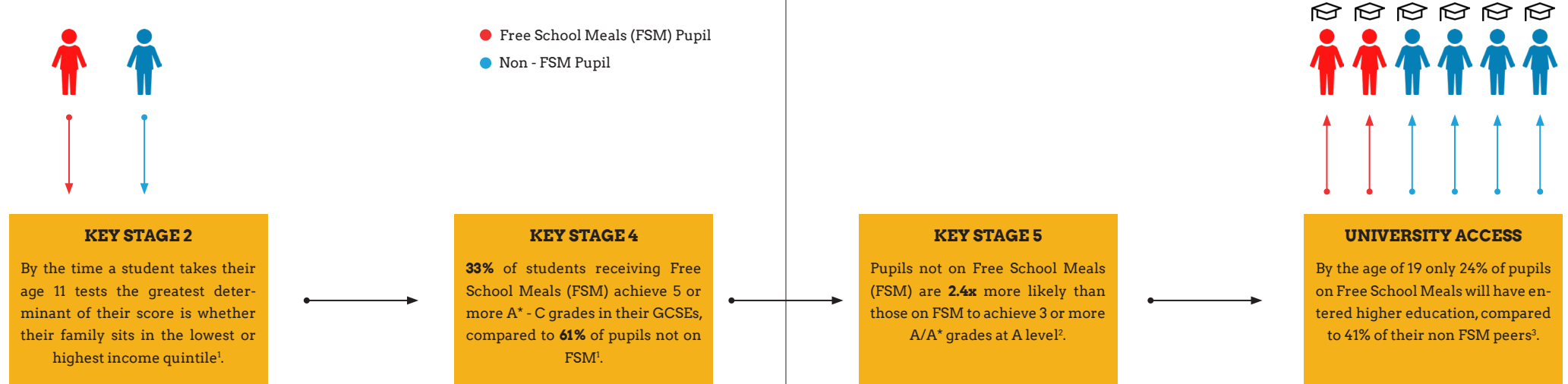
As a result, we are delighted to announce the launch of our primary programme to support pupils earlier in their academic journeys, a partnership with UCAS Strobe to robustly measure our destination impact and taking a whole life-cycle approach to social mobility across a young person's journey from pupil to student to employee.

The work is hard, at times challenging, but each day we see how important it is. If you are interested in making social mobility a reality for all then get in touch - let's do this!

Robin Chu
CEO & Founder, CoachBright

WHY WE ARE NEEDED

04



In 2017, **16.9%** of students receiving Free School Meals (FSM) entered higher education by the age of 18⁴. While this represents the highest intake of FSM pupils ever recorded, the attainment gap between the most and least advantaged students remains too large. Indeed, in 2017 **32.8%** of non-FSM pupils had progressed to higher education by the same point in their education; almost double the rate of their FSM peers⁴.

Despite successive governments highlighting the issue of educational inequality, there has been little progress in eliminating this gap in performance. Over the last ten years the difference in university enrolment between those who receive Free School Meals and those who don't has barely moved⁴.

The reasons for this issue are often clear. In schools with the highest proportion of FSM pupils, **47%** of Key Stage 4 teachers have a degree in the subject they are teaching, compared to **57%** with the lowest proportion of FSM¹. Moreover, this disparity in support extends to students' home lives. Parents' evening attendance is 6 percentage points higher in schools from the highest income quintile than in schools from the lowest income quintile¹.

We believe that a coaching relationship can address these inequalities. Pairing students with university students, or even an older pupil in their school, can help build their independence and resilience. Their coach can provide them with the advice they need to make informed decisions, making sure they are better prepared for life after school.



1. Social Market Foundation (2017), Commission on Inequality in Education.

2. The Department for Education (2017), A level Attainment: Characteristics.

3. The Department for Education (2017), Widening Participation in Higher Education, England, 2014 / 2015 age cohort.

4. UCAS (2017), End of Cycle Report, Patterns by Applicants Characteristics.

WHY WE USE COACHING

06

Ever since we started, coaching has been at the heart of how our programmes operate. Often, the term itself gets muddled and mixed in with its cousins mentoring, tutoring and therapy, when in fact it is a very different kind of intervention. At CoachBright, we use the **Association for Coaching's** definition:

"A collaborative solution-focused, results-oriented process in which the coach facilitates the enhancement of work performance, self-directed learning and personal growth of the coachee."

It is about supporting the learner to figure out the answer for themselves. For us, the power of coaching lies in activating these 3 areas:



By examining psychological and educational studies from growth mindset (*Dweck, 2012*)¹, self-efficacy (*Bandura, 1997*)² and metacognition (*Educational Endowment Foundation, 2018*)³, we can see that there is a clear correlation between how students perceive themselves - what they can achieve, their approach to setbacks - and their own toolbox of strategies used in any learning challenge.

These studies have shown that students' own belief in whether or not they can achieve a desired result in an academic or personal setting depends on their own perception and mindset. Both self-efficacy and growth mindset reflect this notion. Additionally, we believe that the concept of metacognition, whereby the learner plans, monitors and evaluates their knowledge and strategies, encourages them to become more independent and confident in their learning.

We believe that coaching can be a fantastic intervention to develop higher self expectations and awareness among pupils, while also empowering them with explicit skills in planning, monitoring and evaluating their own learning.

As a result, this coaching approach to learning and development underpins all of our work in our partner schools.



1. Dweck (2012), *Mindset: How can you fulfil your potential*, Constable and Robinson Ltd: London.
2. Bandura (1997). *Self-efficacy: The exercise of control*. New York, NY, US: W H Freeman/Times Books/ Henry Holt & Co.
3. Education Endowment Foundation (2018), *Metacognition and self-regulated learning*.

PROGRAMME	WHO	WHAT	AIMS	PUPIL THOUGHTS
Primary	Year 6	University students lead 'coaching families' (up to 4 pupils) in weekly sessions working on maths.	<ul style="list-style-type: none"> · Attainment in Maths · Confidence · Metacognitive skills to control their own learning process 	<p><i>"CoachBright is a very good resource for children. I think everyone round the world should get to use it once!"</i></p> <p>· Year 6 pupil</p>
Secondary	Year 7 - 13	University students coaches a KS3, KS4 or KS5 pupil in one of their subjects once a week for seven weeks.	<ul style="list-style-type: none"> · Grades · Confidence · Expectations (of day to day work ethic needed) 	<p><i>"CoachBright made me more enthusiastic in my lessons and engage more. My English teacher has noticed that my work is progressing and my grades are slowly getting towards my goal."</i></p> <p>· Year 10 pupil</p>
Peer to Peer	Year 7 - 12	Senior pupils (Year 9 - 12) coach a junior pupil (Year 7 - 10) in one of their subjects once a week for seven weeks.	<p>COACHEE</p> <ul style="list-style-type: none"> · Grades · Confidence · Expectations <p>COACH</p> <ul style="list-style-type: none"> · Leadership skills · Emotional Intelligence 	<p><i>"CoachBright is a fun experience and helps you understand that everyone learns differently so even if you're teaching someone you're also able to learn yourself which is great."</i></p> <p>· Year 12 pupil</p>

APPLICATION WORKSHOP

Learning about academic performance and coaching.

Pupils apply onto the programme. We select those who are most committed and passionate about improving their academic performance.



LAUNCH TRIP

Setting overall goals for the programme.

Pupils have the opportunity to meet their coaches, usually at a university. They then discuss expectations and plans for the programme.



COACHING SESSIONS 2 - 7

Working towards achieving pupils' goals.

Pupils and coaches meet once a week, working 1-1 or 1-2 to improve pupils' grades, confidence, and expectations in their chosen subject.



GRADUATION TRIP

Reflecting on how far pupils have come.

Pupils and their coaches come together to hear from guest speakers. With our graduations happening at a university, pupils will also sample university societies and gain an insight into the broader university experience.



CONGRATULATIONS!

You are now a CoachBright ambassador!

After graduation, pupils join our growing alumni network. This provides opportunities around university and employment as well as options for continuing to work with CoachBright, as a peer coach or a representative at school events.

PUPIL SELECTION

Schools select up to 12 of their prior high attainers in year 6 for the programme. At least **70%** of these students are expected to be receiving Free School Meals.

Term 1 Track

SESSION 1

What does it take to be a good mathematician?
Skills we're going to develop



SESSION 2

Number and place value



SESSION 3 & 4

Number -
Addition, Subtraction, Multiplication & Division problems



SESSION 5 & 6

Measurement

Term 2 Track

SESSION 1

What does it take to be a good mathematician?
Skills we're going to develop



SESSION 2

Solving multi-step problems
in context



SESSION 3 & 4

Number -
Fractions, Decimals, & Percentages



SESSION 5 & 6

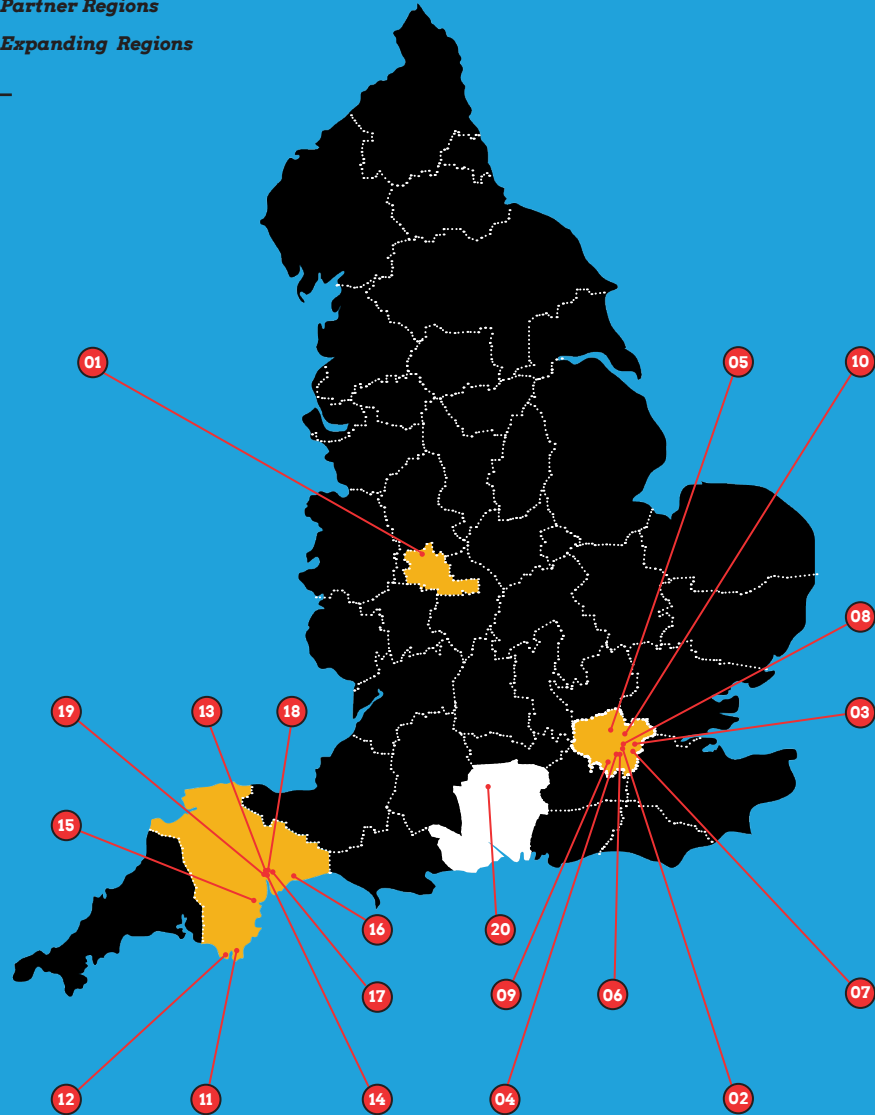
Algebra

SCOPE

12

OUR SCHOOL LOCATIONS

- Partner Regions
- Expanding Regions



N°	REGION	SCHOOL NAME	YEAR	N° OF PUPILS
01	Birmingham	West Walsall E - ACT	10 - 11	30
02	London	Ark Globe Academy	12	12
03		Bacon's College	9 - 12	90
04		City Heights E - ACT Academy	9 - 10	20
05		The Crest Academy	10 - 12	40
06		The Evelyn Grace Academy	12 - 13	35
07		John Roan School	11	40
08		Notre Dame Catholic Girl's School	11	20
09		St. Mark's Academy	11	20
10		Stoke Newington School & Sixth Form	11 - 12	30
11	South West	Coombe Dean School	7 - 9	40
12		Coombeshead Academy	10 - 12	40
13		Cranbrook Education Campus	9	10
14		Isca Academy	10	30
15		Newton Abbot School	10 - 12	40
16		Sidmouth College	7 - 12	40
17		St. James School Exeteer	10	30
18		St. Luke's Science & Sport College	10	20
19		West Exe School	10	30
20	Wiltshire	The Wellington Academy	10 - 12	40

TOTAL NUMBER OF STUDENTS WE WORKED WITH

2016 / 2017



343

2017 / 2018

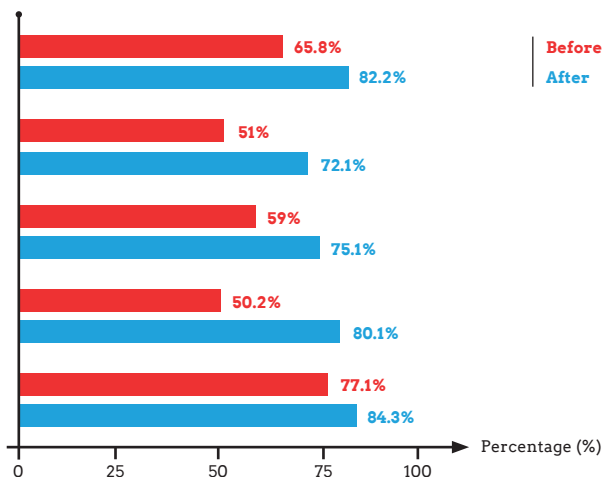


685

= 10 Students

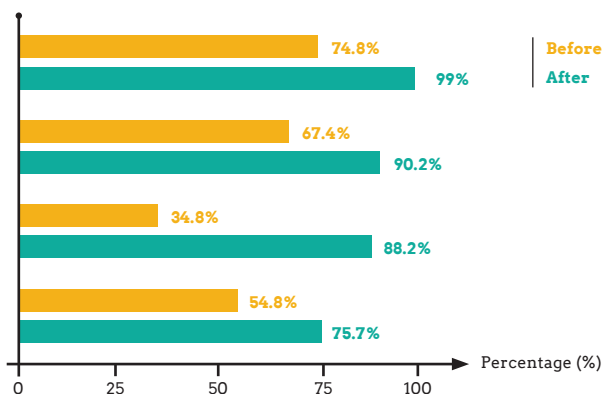
ATTITUDE TO LEARNING

I have high expectations of my work



KNOWLEDGE OF UNIVERSITY

I have been to a university



PROGRAMME REFLECTIONS

Overall agree (%)

- 79.1%** I would **recommend** CoachBright to my friends.
- 81.7%** The programme was an **enjoyable** experience for me.
- 72.7%** I have become a more **independent** learner.
- 82.5%** The programme has made me more **motivated**.

CoachBright pupils improved their grades by 4.4x as much as their non-coached peers¹

In order for us to build on our life-cycle approach to social mobility, we have worked with Universities and Colleges Application Service (UCAS) to track our pupils' development after school. This includes measuring individual destinations and progression onto tariff universities as part of our alumni programme.

Using UCAS data available, we can report out of all CoachBright alumni who used the service:

89% WERE ACCEPTED INTO UNIVERSITY

75%

Applied to a high tariff or medium tariff university

72%

Received an offer from a high tariff or medium tariff university

62%

Progressed to a high tariff or medium tariff university

DESTINATIONS OF CLASS OF 2018

Aston - Birmingham - Bristol - Camberwell - Cardiff - Coventry - Essex - Falmouth - Greenwich - Imperial College London - King's College London - Kingston - Leicester - Nottingham - Plymouth - Roehampton - Royal Holloway - St George's - St Mary's - Southampton - Sussex

1. On average when comparing results of internal assessments before and after the programme.

CASE STUDY

16

Spotlight on the Secondary School Programme: Evelyn Grace Academy

A member of the ARK network, *Evelyn Grace Academy* (EGA) is a non-selective school based in Brixton, London. Following the graduation of its second A-level cohort in 2017, EGA has had another remarkable year, with over **90%** of students securing a place at University or in a Apprenticeship to study their chosen course and **13%** achieving A* and A grades.

CoachBright first partnered with EGA in 2016 and we have run our secondary programme at the school ever since, aiming to improve students' grades, confidence, and expectations. Speaking to CoachBright, Martin Hanlon, Deputy Head of Upper School, emphasised the value of this programme:

"Our students are often the first generation to attend university and come from families who, whilst supportive, do not fully understand the stresses of university applications. CoachBright provides them with opportunities to mix with gifted students who have similar goals and understand these challenges. They gain a new support network and a glimpse of the path to high academic outcomes.

Our CoachBright participants are more willing to take control of their own destinies and more confident with others. When students engage with their coaches it is a sign that they are on their way."

In the last academic year **20** of EGA's year 12 pupils were involved in CoachBright's secondary school programme, we worked with these pupils from October 2017 to December 2017, running over **260 hours** of 1-1 subject specific coaching and group workshops at Kings College London. Already, these sessions have begun to yield results with the vast majority of participants seeing improvements in their academic performance and broader attitude.

100%

The programme has made me more **motivated** to succeed in my studies.

85%

Coaching has **improved** my grades.

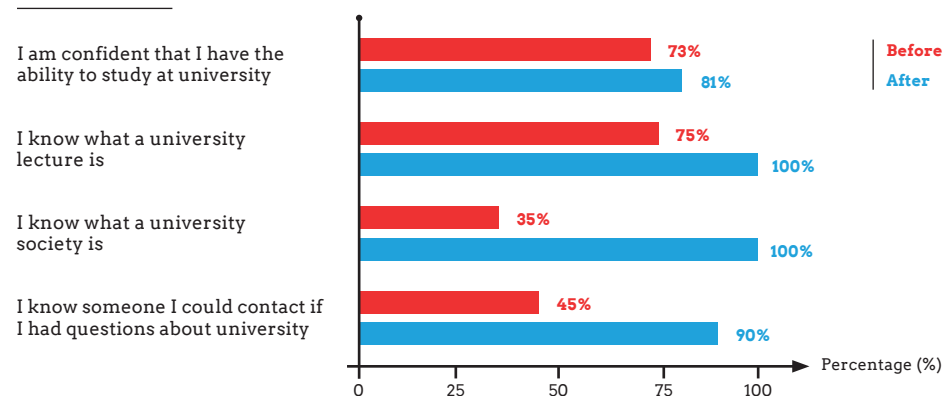
85%

I have a better **attitude** to learning.

85%

I would take part in **CoachBright** again.

Beyond the classroom, our EGA cohort has made great strides towards increasing their knowledge of university. Having had the opportunity to visit King's College London's Waterloo and Strand campuses and be paired with a university student for three months, pupils reported greater knowledge of and confidence about university.



In addition to this core secondary offering, 2018 saw the launch of our first Year 13 programme at EGA. This saw eighteen year 13 pupils paired with CoachBright mentors for an additional coaching programme, in the lead up to their exams.

For the students taking part, this provided a valuable resource at a particularly important point in their education. Tiana, one of the year 13 students who participated in the programme, after taking part in year 12 at EGA, said:

"As I approached my A-Levels, participating in CoachBright helped me to improve my grades and boosted my confidence. The flexibility of the programme meant that I could benefit from the support of coach, while also continuing my other school and work commitments.

Joining CoachBright and getting to share my successes with the coaches and other participants was a great experience, and I now feel much more prepared to meet and work with new people".

- Tiana



Our programmes at EGA demonstrate the benefits that a coaching relationship can bring. Along with supporting students' academic attainment, coaching has aided our participants broader development. While the programme has impacted different students in different ways, our graduates are better prepared to work towards their goals and have the confidence and determination to overcome their challenges.

COACH TESTIMONIALS

18

As well as having a positive impact on coachees, our programmes are mutually beneficial for the Academic Coaches. Whether in Sixth Form College or University, the young people we train in coaching skills develop their leadership and listening abilities as well as growing in confidence themselves.

HEAR FROM OUR PEER COACHES...

"It is a fantastic programme that benefits both the coach and coachee alike. It taught me so much about the vitality of listening and allowing what is said to help the coachee with their confidence. It also allowed my once minimal confidence to blossom. All of those who are a part of it learn so so much, from exam skills to revision methods."

- Kezia, Year 12, Sidmouth College

"It has been a wonderful journey which I am grateful to be a part of. I believe that coaching has not only improved my coachees' level in Science, but has also in many ways facilitated my own personal development. It has truly been a great experience and I would highly recommend to anyone thinking of becoming a CoachBright coach to GO FOR IT! My coachees were a pleasure to coach and I would love to do it again."

- Harry, Year 12, Newton Abbot College

"A highlight was seeing improvement in my coachee's marks and confidence in his work. Great experience and opportunity for students, it's amazing to help others with their learning. Can I do it again?"

- David, Year 12, Sidmouth College

"I helped my coachee to prepare for mocks and revision techniques. The ability to improve my listening and communication skills was good. It is a really helpful experience for developing new skills and confidence."

- Ellie, Year 12, Coombeshead Academy

HEAR FROM A UNIVERSITY STUDENT COACH...

Q Hi Aurora! What made you apply to be a Coach?

A Educational inequality is an important issue to me. I was on Free School Meals, and I realised that not many people at university came from the same background as me. I wanted to change that and help improve this situation through the CoachBright mission. Volunteering also helped me to think about other things. Helping someone else to study makes you appreciate and love the subject again, because you are trying to inspire them.

Q How did you find the Coach training?

A The Coach training was very useful. It focused on helping people to make their own choices and decisions, as well as help them grow by going beyond tutoring techniques and using coaching instead. It focused on helping students to change their thought process.

Q How was your experience coaching?

A Really great, I was amazed by the commitment pupils had to their goals! The sessions gave them a chance to ask questions 1-1, and it was nice to build new relationships through that. It was nice to see the progress they made and knowing that I made a difference in my coachee's life. I also developed my organisational and communication skills. I had to think of new ideas in advance of sessions and I learned to communicate more effectively by adapting my tone and behaviour based on the pupil's needs.

Q What are you doing now?

A I am starting TeachFirst in September. CoachBright made me realise that I enjoy teaching, educating and helping people. I want to bring that knowledge into my classroom and hopefully inspire students!



Aurora (left) and her Year 10 coachee

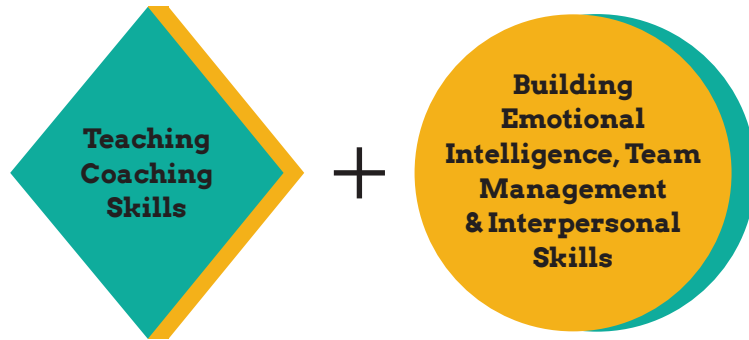
COACHING IN THE WORKPLACE

20

Our Young Professional Coaching Skills Certificate with the Academy of Executive Coaching (AOEC) and Development Skills programmes are training and development opportunities for those new to the workplace and/or beginning to take up leadership responsibilities.

It has been born out of the demand of our volunteer university coaches. Having trained hundreds of students from leading institutions including Exeter, Oxford, UCL and Birmingham - we received overriding feedback from them around how coaching benefitted their ability to understand how they work in a team and their unique strengths.

As a result, our work with young professionals focuses on two key aspects:



WHY IS THIS IMPORTANT?

Millennials make up over a third of the workforce in the UK and will very soon be the leaders of our industries. Currently, there is a skills gap from individuals themselves and organisations. 67% of millennials do not feel they have the communication and confidence to thrive professionally in the workplace especially in 'Industry 4.0'.

Confederation of British Industry (CBI) states that a third of companies are unsatisfied with young professionals because they do not show resilience, self-management and social skills.

At CoachBright, we believe this is a significant challenge in the world of work which requires kinder and more courageous leadership. Using a coaching approach, we believe we can help people perform at their best. Over time, we hope this ensures our existing pupils and students are better prepared and enter workplaces that help them flourish.

1. Deloitte (2018), Deloitte Millennial Survey.

HOW WE WORK

- **Specialised:** We are Young Professionals ourselves and understand the unique challenges and hopes our peers have in the workplace.
- **Personalised:** We take time and care to understand individuals and organisations unique needs.
- **Trained:** We have been trained by leading global coach trainers AOEC.

"For us it's so important to grow into leadership roles so the earlier we start, the better. I didn't understand the value of coaching until these two days."

Marvin - Natwest Analyst



IN ACTION

Young Professionals Coaching Skills Certificate



In partnership with the AOEC, a leading global coach training provider, we have created the first of its kind Young Professionals Coaching Skills certificate. Aimed at people aged between 18-30 and delivered by faculty who are themselves Millennials, our outcomes are to teach coaching skills and an understanding of who you want to be at work.



COACHING IN THE WORKPLACE

22

Consisting of two carefully structured days participants will:

- Examine some of the definitions of coaching
- Look in detail at the differences between coaching, mentoring, counselling, training, managing, consulting and life coaching
- Develop their four essential coaching skills:
 1. Listening
 2. Questioning
 3. Reflecting back and mirroring
 4. Paraphrasing and summarising
- Discuss the powerful GROW Model and its applicability
- Becoming more self-aware of who they are and who they want to be at work.
- Receive expert tutor input and feedback from their peers as they practice in a safe environment

DEVELOPMENT PROGRAMMES

Alongside training young professionals in coaching skills, we run a mixture of 1-1 executive coaching and team programmes for those new to the workplace and emerging leaders.

Using a coaching approach, we aim to help each young person we work with to gain clarity, direction and action of what they need to do to

Each programme is personalised for the client's needs. Example of a programme for emerging leaders:

Seven week programme with the outcomes of:

- Understanding their role and power: where do they fit in the team and what are their unique strengths and areas to develop.
- Techniques on influencing within a team: best practice on what works for them to manage up, give and receive feedback, and work with others.
- Peer group community: learn off their fellow peers and create a network of support and challenge among young professionals with similar challenges and opportunities.

A combination of workshops and 1-1 executive coaching.



FROM LEFT TO RIGHT

- **William Mitchel** - Head of South West
- **Robin Chu** - Founder & CEO
- **Chloe Garland** - Associate Coach
- **Mary McPherson** - Head of Programmes
- **Jeffrey Wotherspoon** - Associate Coach

"Our aim is to equip the next generation with coaching skills to support their development as leaders at the outset, and not make these crucial skills a reward they only acquire later in their career. Our offers are both time and cost effective and we believe will have a significant and positive impact on the engagement and motivation of those just starting out as emerging leaders".

- **Mary McPherson** - Head of Programmes

WHAT WE SAID LAST YEAR

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 will pilot this by working closely with the University of Exeter's Widening Participation team to support their programmes across the South West.

WHAT WE SAID LAST YEAR

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 our schools' Pupil Premium and University progression strategies.

WHAT WE SAID LAST YEAR

We want to ensure our programmes are evidence-led, robust and meeting the intended outcomes desired. To analyse our impact more effectively, we will collaborate with Exeter University to be a programme partner on the OFFA project 'Understanding the Impact of Outreach'.

WHAT WE DID

We've exceeded our projection and worked with 685 pupils, beginning to expand to coastal areas like Plymouth through our partnership with the University of Exeter's Widening Participation Department.

WHAT WE DID

As well as working with 4 schools across the Ted Wragg Trust in Exeter, we partnered with two new E-ACT schools this year (City Heights Academy and Reedswood Primary) and continue to grow our partnership with Ark Academies in London.

WHAT WE DID

We have consulted schools on what students would benefit from working on to achieve top grades in new GCSEs and re-designed our coach training provisions accordingly. We have also improved our internal data collection processes being clearer with our school partners on what data is needed and will be using UCAS STROBE to measure long-term impact and progression to HE from September 2018.

In February 2019, we will officially be **5 years old** as an organisation. Starting from a classroom in Southwark with **12 pupils to supporting 685 pupils** and young professionals across the South West, London and Birmingham, we have ambitious and clear plans moving forward. We aim to reach 1000 pupils next year.

REACH

As we look to support over a thousand pupils across the country, we recognise size does not in itself equal success. As mentioned before, we piloted our first primary programme and young professionals course meaning our work now spans the ages of 10 - 30 years old. To leave the social impact we want to see, we are creating a whole life-cycle approach around social mobility for our young people. Next year, we will scale our primary and young professional work across our various regions.

When done right, our programmes can lead to deep transformational change among our pupils - the challenge with launching work across different age ranges is ensuring they meet the quality required and aren't just disparate pieces but knitted together across our partner Multi Academy chains, schools and universities.

ORGANISATIONAL DEVELOPMENT

Ensuring the best possible outcomes are at the heart of this report and us. To do that, we need a 'match-fit' team who are ready for the field. With a mix of full-time, part-time and associate staff we have been curiously learning about building a team ethos.

Culturally, we have become much in tune on what living our values looks like and how to intentionally be more thoughtful at work. We have been testing an open annual leave policy and next year we will pilot flexible hours and remote working. Well-being for yourself and others will form a key part of everyone's work agenda - watch this space!

IMPACT

This year has seen clear leaps in our social impact measurement - learning off partners at the OfS 'Understanding the Impact of Outreach' project we are a part of, using UCAS strobe to create a control group and as new GDPR policy rolled in, we welcomed it as a chance for us to become more robust in our data collection. Moving forward, challenges still remain:

- Supporting pupils after their academic coaching programme: we are looking at ways to better track and support our Alumni at scale.
- Aligning university and school pupil targeting when working with both parties.

We are delighted to work with fantastic organisations who share our values and mission. They help raise the bar and improve the quality of what we do - thank you! Below is just a selection of our partners and supporters.



ACADEMY OF EXECUTIVE COACHING

As mentioned before, we have collaborated to co-create the first Young Professionals Coaching Skills Certificate. CoachBright staff have also been on their practitioner diploma improving our coaching expertise in-house.



KING'S COLLEGE LONDON

Through their widening participation team, we have received generous support in organising our launch trips and graduations so our London programmes start with a kick off and end with a bang.



TED WRAGG TRUST

Our long-term partnership with the South West multi-academy trust continues across their secondary schools and it has been a great opportunity to learn how we can support schools in the region.



UNIVERSITY OF EXETER

This year we are delighted to have worked across two departments in the institution. With the widening participation team, together we have delivered six peer to peer programmes across the South West supporting over **240** pupils improve their grades, leadership and attitude to learning.

We have also worked with the Career Zone enabling Exeter students to get a taster of teaching and working in the education sector through a placement with our partner schools and evening fireside sessions.



UNIVERSITY COLLEGE LONDON

As part of our growing partnership with the Volunteering Services team, we have been able to offer volunteering opportunities to more UCL students than ever before, and use space on their central London campus to train these volunteers.



THE OGDEN TRUST

The Ogden Trust promotes the teaching and learning of physics. Last year they funded a programme for ten year 6 girls to take part in a 2 day Physics Summer School at the University of Exeter including a networking event with female PhD students!

We would also like to thank our many supporters this year, both organisations and individuals, who have helped us achieve the impact detailed in this report.

SUPPORTERS

- Amelia Jenkinson
- Anna Christodoulou
- Art Society UoE
- Baillie Aaron
- BeyondMe
- Charlie Coode
- Clemence Tanzi
- Craig Tollerton
- Chris Mallaband
- Darren Robson
- David Adair
- David Solomides
- Dawn Lees
- Debating Society UoE
- Emma Greenough
- Emily Kerr
- Geoff Lane
- Hazel Morgan
- Helen Hicks
- Iain Henderson
- Italian Society UoE
- Sir James Hill
- Janique Waghorn
- Jimi Slattery
- Joanna Keefe
- Julie Bloor
- Katie Burgess
- Katie Pour
- Katie Trew
- Keeble College
- Lesley Robson
- Maria Pavlidou
- Mary Modha
- Matthew Ansell
- Merton College
- MOE Foundation
- Mohsen Ojja
- Nacho Vilanova
- Natalie Whitehead
- Paul Blackmore
- Patrick Carden
- Paul Cleal
- Paul Van Geyt
- Peter Burditt
- Sarah-Jayne Ainsworth
- School for Social Entrepreneurs
- Shakespeare Society UoE
- Shackleton Foundation
- Space Exe Society UoE
- SSAT
- The Camden Collective
- The Trampery Republic
- The Outfit Media Group
- Tim Quine
- Victoria MacPherson
- Yvonne Twum-Barima
- Zahra Davidson

HOW ARE YOU SUPPORTING SOCIAL MOBILITY?**University student?**

Our impact relies on hundreds of committed volunteers every year. If you're a current university student/recent graduate or you work at a university and think your students would be great coaches, get in touch.

Organisation?

As we grow and develop our longitudinal approach to social mobility, we'll be building a network of partner organisations who can offer anything from venues to speakers for events, placement opportunities for students to financial support and much more. Or do you have brilliant young staff from less socially mobile backgrounds? We would love to support their development.

School?

Interested in helping your pupils become more independent and resilient, allowing them to achieve more in the classroom and at home? We'd love to chat about how we can bring academic coaching to your school and create a culture of reflection and growth.

**VISIT US AT****CoachBright**

Collective Auction Rooms
5-7 Buck Street,
London
· NW1 8NJ

South West office

HO2 Holnicote Wing
University of Exeter
St Luke's Campus
· Heavitree Road,
Exeter
EX1 2LU

West Midlands office

Impact Hub Birmingham
Walker Building
58 Oxford Street,
· Birmingham
B5 5NR

OR GET IN TOUCH!

-  **Telephone:** 0203 488 0296
-  **Email:** team@coachbright.org
-  **Facebook:** CoachBrightUK
-  **Instagram:** coachbrightuk
-  **LinkedIn:** CoachBright
-  **Twitter:** @CoachBrightUK
-  **Website:** www.coachbright.org



COACH BRIGHT

This is so special that you have earned CoachBright's
outstanding achievement certificate program.

Sabrina Salomon

Ms. [Name]
[Title]
[School Name]

COACH BRIGHT