



**COACH BRIGHT**

**ANNUAL REPORT  
2021-22**

# FOUNDER FOREWORD



Dear Friends,

As many will know, this is my last year at CoachBright.

What a ride it has been, and I am extremely grateful for the support of so many. Having founded CoachBright in 2014, I could not imagine we would get to a stage of supporting 4000 young people annually, helping them to become that bit more confident and independent so they can go on to the futures they want, with many becoming the first in their family to go to university or enter a professional industry.

At its best, CoachBright has always been an energy and aspiration raising organisation for young people from disadvantaged backgrounds, and this last year has been no different. The Education Endowment Foundation (EEF)

cites metacognition as one of the most impactful interventions for disadvantaged pupils (improving pupil progress by +7 months when successfully implemented). These increases lead to real life consequences around college choices, university destinations and careers.

Our latest independent impact evaluation conducted by ImpactEd found that all measured social and emotional scores (self-efficacy, metacognition, and grit) had increased for our young people. Particularly pleasing was our metacognition impact score which, for the third year in a row, had increased to a statistically significant extent. 2021/22 also saw us continue on the National Tutoring Programme as a Tuition Partner, a testament to our continued quality-first approach and ensuring that schools continued to receive a government subsidy on our work.

During this year, we also launched our new three-year Whole Child Whole Lifecycle strategy. This was an exciting recognition that CoachBright is no longer a start-up and has become an established part of the social mobility ecosystem. We know inequality has gotten worse because of Covid, and continues to bite long after school.

Our recognition of these facts has shaped our new strategy into three crucial strands:

- Whole Child: Supporting the social, emotional, and academic development of our young people
- Whole Lifecycle: Extending our programmes to disadvantaged university students and young professionals
- Building foundations before growth: Establishing strong processes and ways of working to ensure programmes' success

I wish luck, fun, and support to our next CEO Joe McGinn. I can't wait to see how CoachBright will develop and grow under his leadership. Beyond that, CoachBright has always been a movement. A collection of individuals who want to make our society fairer, and there are far too many people to thank who have helped us get this far.

Enjoy reading our latest annual report and if it inspires you to take action, please get in touch. Let's make social mobility a reality together.

You'll Never Walk Alone,

**Robin Chu**  
**Founder, CoachBright**

# CEO FOREWORD



To CoachBright colleagues, volunteers, and supporters,

It is a real pleasure to take over from the brilliant Robin Chu as chief executive of CoachBright. What he and the team have achieved over the past nine years is nothing short of outstanding, and it's great to see yet another report showing the positive impact that CoachBright's programmes are having on both the academic and the social and emotional development of some of the most disadvantaged children in the country.

And, unfortunately, the impact of this work is as important now as it ever has been. Mapping the journey of a child from a disadvantaged background through school sadly highlights this reality. By the age of three, a child from a poorer background will already be nine months behind in their overall development than a child from a wealthy background. By the age of 11, they will have only a 46% chance of reaching the expected standards in reading, writing, and maths (compared to 68% for all other children). And at GCSE, they will achieve, on average, 1.7 grades lower than their wealthier peers. These gaps are sadly worsening, not improving, and so CoachBright's impact continues to be critical to improving social mobility in Britain.

Personally, as somebody who benefited enormously from social mobility provision when I was at school, I really understand that impact; I really feel it. And it's why I feel both very excited and very fortunate to have joined the brilliant CoachBright team to carry on this amazing work.

I'd also like to thank my new colleagues. Since my first day, everyone across the organisation has made me feel welcomed and a part of the team. Whether that was inviting me to get stuck into some trigonometry coaching, putting 20 minutes in my calendar for an intro chat, or just saying hello in one of our offices, it was definitely the warmest welcome I've ever had at a new organisation and speaks to the positive and supportive culture we have in abundance. The charity landscape is challenging at the moment (when is it not?), and so that energy and support will be crucial as we look to continue and grow our impact over the next three years.

Finally, I'd like to thank Robin. What can sometimes get forgotten when reflecting on the progress that charities make is the skills and the lived experience of social entrepreneurs. Social entrepreneurs, as we know, need to be skilled in lots of areas. They need good ideas, they need to be dedicated and hard working, they need to make sacrifices. But they also need to take risks. They need to risk money, time, stages in their career they won't get back, and all for something that could potentially not work out. And it's because social entrepreneurs like Robin make those sacrifices and take those risks that we can have organisations like CoachBright delivering fantastic and much needed work.

If this report interests or excites you, please get in touch. Addressing social mobility and educational inequality is a team effort, and we're always up for new members to join this team.

All the best,  
**Joe McGinn**  
**CEO, CoachBright**

# VISION STATEMENT

Vision: A world in which every young person's destination is based on their choice, ambitions and talents, rather than their background.

Mission: Coaching young people to become independent, reflective and resilient learners so they can lead the lives they want.

# SCHOOL PROGRAMME OUTCOMES

## CONFIDENCE

## INDEPENDENCE

## RESILIENCE

# WHY WE ARE NEEDED

CoachBright is an education charity with social mobility at its core. We believe that young peoples' prospects and opportunities should be a result of their choices, ambitions, and talents, and not mere outcomes of socio-economic background. It is well known that in 2021/22 the UK exhibits an 'attainment gap', whereby more advantaged children persistently perform better in school than their less advantaged peers.

For example in 2021/22:

- "Secondary school aged disadvantaged pupils were on average 18 months behind their non-disadvantaged peers by the time they took their GCSEs"
- "The average disadvantaged student is the equivalent of around three A-Level grades behind their non-disadvantaged peers when taking A-Levels"<sup>1</sup>
- "The higher the socio-economic background of a young person, the more likely they are to go to university, and for the university they go onto to be a high-ranking institution"<sup>1</sup>
- "At age 25 years, just 23.0% of FSM recipients who attended school in England had earnings above the Living Wage compared to 43.5% of those that didn't"<sup>2</sup>

These statistics are emblematic of the wider picture, whereby more socio-economically advantaged children are significantly more likely to progress to high-earning, highly skilled, and more traditionally prestigious jobs than their less advantaged counterparts. This may result from a number of factors, for example admission to highly performing schools, involvement in extracurricular activities, wealthier postcodes, and inherited cultural capital through adults in their periphery to act as mentors and role models.

Despite this disheartening message, there is invigorating scope and passionate work being done to alleviate this attainment gap and move towards an equitable and socially mobile system, and we believe that education has a key role to play. CoachBright is happy to work alongside other brilliant organisations to be a part of the solution.

<sup>1</sup>fairereducation.org.uk/report-card-2021

<sup>2</sup>neu.org.uk/press-releases/ons-social-mobility-report



# COACHBRIGHT'S APPROACH: COACHING IN A NUTSHELL

'How far can your mind go before it needs mine?'

– Nancy Kline

At CoachBright, we use a coaching approach to help develop pupils' confidence, resilience, and independence. This involves asking open-ended questions which allow the coachee to explore their options and goals without judgement. A coaching approach champions and empowers the coachee to feel confident in their ability and entitlement to pursue their goals, and supports the coachee in planning actions to help those goals be realised.

Since CoachBright's coaching provision has an academic focus, our sessions are built around academic tasks. The coaching approach plays a key role in helping our pupils not just to complete the task at hand, but also to build a reflective attitude of resilience and self-awareness into their learning process. If they feel resistant towards the task, what makes them feel that way? If they feel frustrated, does this mean that they cannot achieve, or perhaps instead that another approach may be tried? A focus on the learning process itself has the benefit of adaptability across many domains of the coachee's life beyond the classroom.

These coaching methods are intended to nurture confidence and resilience, and to cultivate an independent attitude towards learning.

## Confidence, Independence, and Resilience

Current social mobility research indicates that cultivating 'life skills' for less advantaged children will contribute significantly to their likelihood for a socially mobile future. Sutton Trust<sup>3</sup> reports that "Essential life skills such as confidence, motivation, resilience and communication are associated with better academic outcomes and better prospects in the workplace".

However, the Sutton Trust also report that "unequal access to opportunities for developing life skills plays a role in the over-representation of those with independent school backgrounds of the UK's top professions."



At CoachBright, we focus on building the confidence, independence, and resilience of our pupils, expanding their toolkits and enabling them to pursue the futures they want.

**Confidence** is a belief in one's own ability to succeed in their endeavours. For young people, it's about enabling them to recognise what they're capable of and cultivating an openness to try new things.

**Resilience** is the ability to adapt to change positively, to bounce back from difficulties and to persist when facing challenging situations.

**Independence** involves our pupils assuming agency in their own learning. An independent learner is able to set learning goals, monitor their progress, and self-assess the outcomes of the learning process.

The coaching provision offered to our pupils focuses on support and mentorship to cultivate self-awareness and ambition.

Altogether, we increase pupils' confidence, independence, and resilience in both their academic work and in their wider worlds.

<sup>3</sup>Life lessons (2020) Sutton Trust. Available at: <https://www.suttontrust.com/our-research/life-lessons-workplace-skills/> (Accessed: November 9, 2022).



# PROGRAMMES OVERVIEW

The core component of CoachBrights' work is our school-based Academic Coaching programme, working with Year 3 up to Year 13 pupils. We train our coaches (either university students or latter-year school pupils) in core coaching skills, equipping them to engage, motivate, and provide holistic support for their coachees. During 2021/2022, each programme took place over a total 15 hours and was bookmarked by a launch session at the beginning and (where possible) a celebratory ceremony at the end either in school, online, or at a University campus.

CoachBright programmes come in 2 main strands: Core (including Primary, Secondary, and Sixth-Form level) and Peer-to-Peer. All programmes share the same key components, but each varies slightly in structure to accommodate the needs of the coached cohort.

## Launch

Every programme begins with a launch. Coaches and coachees meet for the first time and coachees are guided to reflect on their aspirations and personal barriers, and to set individual goals to pursue throughout the programme. The launch is a high energy session with icebreakers and games, and serves to introduce the pupils to their coaches and build excitement for the programme.

## Main Sessions

The main sessions take an academic focus as chosen by the coachees, with a 'confidence, independence, and resilience building' approach kept in mind throughout planning and delivery. These may take place in school or online and typically occur at the end of the school day.

## Graduation

An opportunity for coachees to revisit their goals, to reflect upon and celebrate their coaching achievements, and to have fun!

<b>Subjects Offered</b>	Literacy, Numeracy	Maths, English, Science	A wide selection of popular A-Level subjects	Maths, English, Science (taught at secondary level)
<b>Coaching Ratio</b>	1:3	1:2/1:3	1:2/1:3	1:1
<b>Session Length</b>	60 Minutes	60-90 Minutes (programme dependent)	60-90 Minutes (programme dependent)	60 Minutes
<b>Programme Length including Launch and Graduation</b>	15 Hours	15 Hours	15 Hours	10 Hours

## Core Programme Synopsis

For our core programmes, coaches are trained university student volunteers who come into schools and coach socio-economically disadvantaged pupils. Coaches focus on nurturing confidence, independence and resilience building skills. The sessions involve collaboration between coach and coachee as they work together to develop the coachee's understanding in a particular subject.

## Peer-to-Peer Synopsis

For our Peer-to-Peer programmes, we train and coordinate enthusiastic self-selected upper-year pupils at a school to coach their peers from a younger year group. There is flexibility surrounding which year groups are involved, but our Peer-to-Peer programmes commonly involve Year 12 pupils coaching their Year 10 or Year 11 peers. This coaching happens on a 1:1 basis. It's always a pleasure to see the cross-year group support and interaction!

## Overall Goal

In both our Core and Peer-to-Peer programmes, coached pupils benefit from tailored mentorship and academic support, while coaches benefit from being trained in coaching and leadership skills as well as receiving nationally recognised leadership accreditation (SSAT) upon the programmes' completion.



# OUR REACH

## 1. Pupils

2016/17	343
2017/18	630
2018/19	1,052
2019/20	1,350
2020/21	2,322
<b>2021/22</b>	<b>4,168</b>

### In 2021/22

London	1,148
South East	366
South West	1,136
West Midlands	1,242
Primary (cross-regional)	276
<b>Total</b>	<b>4,168</b>

## 2. Coaches in 2021/22

Primary	68
Secondary	1,517
<b>Total</b>	<b>1,585</b>

## 3. School Partners in 2012/22

### London

- Acland Burghley School
- Alperton Community School
- Ark Burlington Danes Academy
- Ark Elvin
- Ark Evelyn Grace Academy
- Bacon's College
- Christ Church Church of England Primary School
- Coopers School
- The Crest Academy
- Harris Academy Greenwich
- Harris Academy St John's Wood
- Kingsley Academy
- Marylebone Boys' School
- Minster Junior School
- Paddington Academy
- Parliament Hill School
- Regent High School
- South Bank University Academy

### South West

- All Saints Church of England Academy Plymouth
- Blackbrook Community Primary School
- Bodmin College
- Cranbrook Education Campus
- Coombeshead Academy
- Exmouth Community College
- Isca Academy
- Ivybridge Community College
- Marine Academy
- Mounts Bay Academy
- Okehampton College
- Pilton Community College
- Queen Elizabeth's School
- Ruishton Church of England Primary School
- Sidmouth College
- St James School
- St Luke's Church of England School
- Bridport St Mary's Church of England Primary School
- Teign School
- Tor Bridge High
- Wellesley Park Primary School
- West Exe School
- West Monkton Church of England School

### South East

- The Archbishop's School
- Bourne End Academy
- Grove Academy
- Kennet School
- King's Academy Prospect
- Sir William Ramsay
- Wellington College

### West Midlands

- Arena Academy
- Danetre and Southbrook Learning Village
- Hodge Hill College
- Jewellery Quarter Academy
- The Khalsa Academy Wolverhampton
- King Edward VI Handsworth Wood Girls' Academy
- Leominster Primary School
- The Parker E-ACT Academy
- Perryfields Academy
- Rockwood Academy
- South Bromsgrove High School
- St Oswald's Church of England Primary School
- West Walsall E-ACT Academy
- Willenhall E-ACT Academy





# PROGRAMME IMPACT

In line with our coaching response to educational disparities, CoachBright measures the impact of its programmes across the three key indicators of confidence, independence, and resilience (see page 5 for more detail). We also evaluate the impact of our programmes according to grade-point progress.

## Impact for Secondary and Peer-to-Peer Programmes

### Method

At the first and final session of our programmes, every pupil completes a questionnaire. The questionnaire asks pupils to self-assess their belief on a scale of 1-10 across 18 statements designed to give an aggregate score for each of confidence, independence, and resilience.

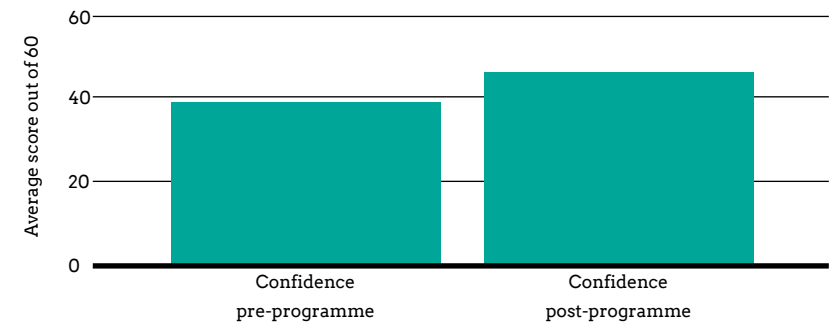
Sample statements include:

- I feel confident that I can understand the ideas I am taught in lessons
- I feel confident about my learning
- I reflect on and learn from my mistakes
- I can motivate myself to learn or revise at home
- I can bounce back if something goes wrong
- I am happy to ask for help when I need it

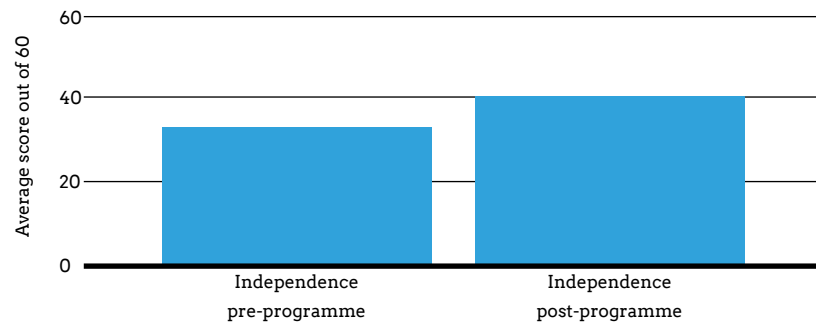
After both pre- and post-programme data is collected, the results can be compared to establish the change which has occurred across the three aggregate measures over the course of our programme.

### Secondary Programme Impact overview, 2021/2022

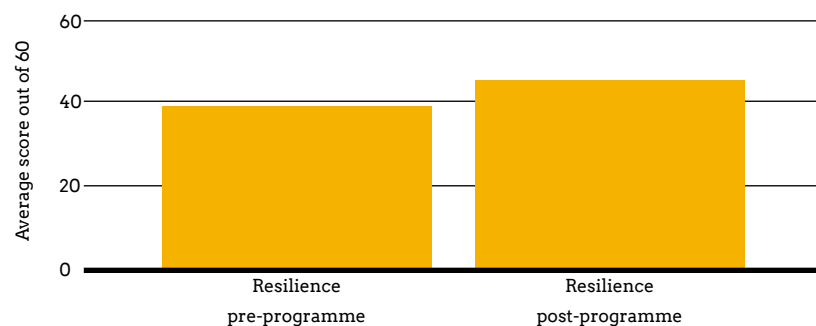
In the academic year 2021/22, we ran 40 secondary core programmes in schools across London, South East, South West and West Midlands. Of these programmes our total pre- to post-programme average across 1,000 surveyed students was as follows:



Across our confidence marking questions, the average pre-programme score was 39.2/60, which rose to 44.7/60 across our post-programme data.



Across our independence marking questions, the average pre-programme score was 34.9/60, which rose to 40.9/60 across our post-programme data.



Across our resilience marking questions, the average pre-programme score was 39.1/60, which rose to 44.3/60 across our post-programme data.

We were really pleased to see stable increases in self-evaluated scores across all three of our impact markers.

### ImpactEd

In addition to our in-house impact reporting, CoachBright enlists the expertise of evaluation specialists ImpactEd to carry out impact analysis on a sample of our programmes (across 13 schools in the academic year 2021/2022). ImpactEd use a similar self-evaluated quantitative approach to that given above and compiles a detailed aggregate report at the end of the year summarising findings across all schools involved.

Key highlights from this year's report:

- "Positive changes were observed across all social and emotional skills"
- "Percentage increases across metacognition, self-efficacy, and CoachBright's custom outcomes were largely stable. The increase was the highest for metacognition followed by self-efficacy and grit. Increase in metacognition was statistically significant."

# CORE PROGRAMME CASE STUDY: PERRYFIELDS ACADEMY

## Core Programme Case Study

In Autumn 2021, Programme Officer Elliott McDowell coordinated a Year 11 programme at Perryfields Academy, in the West Midlands. CoachBright worked with 30 pupils across the programme's duration, 100% of whom were Pupil Premium and/or Free School Meal recipients. After an initial meeting with programme school coordinator Marie, Elliott and the coaches met with the pupils for the first time to get them excited about the upcoming programme. The sessions then began in earnest, with pupils branching off into their respective pairings to be coached in either Maths, English, or Science. Sessions ran weekly for the duration of the Autumn term leading towards a celebratory graduation ceremony but, alas, Omicron variant's winter 2021 resurgence scuppered these plans!

To measure the impact of our programmes and monitor how sessions are progressing, CoachBright collects feedback each week from coaches and pupils. Pupils also fill out a survey at the beginning and end of their programme assessing their self-belief, confidence, and attitudes towards learning. Overall, Perryfields pupils' confidence increased by 27% with the vast majority of the cohort feeling significantly more assured in their academic ability. Strong gains were also made in pupils' resilience and metacognition self-assessments. English pupil Amani summed up the positive impact of the programme when he reported one week, 'I'm finding it useful everyday and I hope to learn more from it'.

Towards the end of the programme, Elliott recalls checking in on a Maths session to see two pupils giggling with their coach whose university accommodation had partially flooded the night before. Despite the unscripted lightheartedness, Elliott remembers this as a programme highlight since broadening pupil aspirations and deconstructing limiting beliefs is at the heart of CoachBright programmes. University can seem out of reach for many less advantaged pupils, but this interaction displayed the pupils' imagination of themselves perhaps experiencing similar mishaps at university in the future one day. For Elliott, those small moments are why we do what we do at CoachBright.





# PEER-TO-PEER CASE STUDY: KING'S ACADEMY PROSPECT

In Autumn Term 2021, CoachBright Programme Officer Ellis Carpenter coordinated a peer-to-peer programme whereby 15 Year 12 pupils at Reading's King's Academy Prospect coached 15 of their Year 10 peers on a 1:1 basis. Each coaching pairing worked on one of English, Maths, or Science. Overseen by Ellis, Prospect's wonderful Year 12 coaches worked with their Year 10 peers to nurture confidence and independence in their studies. Hear from the school coordinator, Alexa, on her experience working with CoachBright to support these pupils.

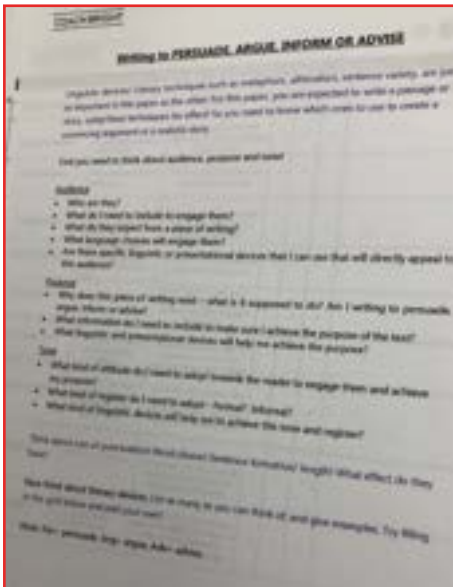
## How did you first hear about CoachBright and what we do?

"Our Headteacher David Littlemore met CoachBright's CEO Robin at a training event and was really impressed by the potential of the programme. Robin came into school with other CoachBright staff and launched the programme to our first cohort of Year 12 and 10's in Autumn 2019. I have coordinated the programme at school ever since."



## What is a typical co-ordinator day like for you? Talk us through it.

"Alongside my co-ordinator role I am also a history teacher. I fit in the organisation of CoachBright and other programmes with my teaching commitments. I keep things organised by sending a weekly update email to all staff and students involved so everyone is in the right place at the right time! Support staff help me in ensuring that everything is set up for CoachBright and the sessions can start on time, as soon as normal school lessons have finished. I really like catching up with the students and CoachBright programme officers - Shanon, Loui and Ellis - every week."



## What has been your biggest win from coordinating so far?

"When I arrive in the room after a busy teaching day to find that the coaches and coachees have already got themselves settled into pairs and are working together. I also love seeing the students at graduation when they reflect on how far they have progressed."

## How has coordinating helped with your own professional development?

"I have met lots of new people - both CoachBright staff and people at our local university. It has helped me develop my organisational skills, but mostly it has taught me not to underestimate what the students can do to help each other!"

## Why do you recommend others join CoachBright programmes?

"CoachBright is a great benefit to both the coaches and coachees. I have had positive feedback from every student involved in the programme so far. I really like the fact it is so personal and allows the coachee to steer the topics and pace so they really feel the benefits."

## Anything else you'd like to add?

"I'm really proud of all our students who have taken part in CoachBright. They have all surpassed my initial expectations of what could be achieved."

In 2019 all our pairs worked successfully through the 7 weeks, making up any sessions missed during registrations and after school. In 2020 the pairs managed the additional challenge of online mentoring (due to Covid bubbles which meant that pairs couldn't meet live). In 2021 we had our first set of coachees who became coaches. Wow! :-)

It is so lovely to see the potential teachers of the future delivering their first lessons!"

Our thanks to Alexa for her work in coordinating these programmes over the years, and her passion which has enabled them to thrive so well. We look forward to working with King's Academy Prospects cohorts in the future!



# WHOLE CHILD WHOLE LIFECYCLE OVERVIEW

During the year, we also signed off on our new three year Whole Child Whole Lifecycle strategy reflecting the future direction of the charity.

## Whole Child:

Supporting the holistic impact of our young people including:

- Social and Emotional development: supporting a pupil's decision-making skills, interaction with others and their self-management of emotions
- Identity and Aspirations: understanding who the pupils are, their values, intrinsic motivations and goals beyond school
- Academic: improving pupils' subject skills knowledge and ability to learn

This builds off of what makes our programmes unique at the moment: Coaching (providing space for the pupil to think through their challenges), Relatable Role Models (someone only a few years older in their own journey) and Social Mobility (being ambitious for disadvantaged pupils to achieve whatever it is they want to achieve).

## Whole Lifecycle

Recognising that social mobility challenges continue after school, we are expanding our support to include 18-30 year olds from disadvantaged backgrounds. This will be in two strands:

1. University Students:
  - a. Year 13's transitioning into first year of university to ensure they do not drop out of university
  - b. 3rd Years to Graduates: building their confidence and employability skills to be ready for the world of work
2. Young Professionals:
  - a. Supporting those new to the world of work understand their values, their place in an organisation and their strengths

We anticipate that the lifecycle programme will be personalised according to each university and corporate partner but we expect the whole lifecycle strategy across all programmes.





# COACHBRIGHT OVER THE YEARS

## 2014/15 • 60 Pupils

First school pilot at Ark Globe Academy takes place

## 2015/16 • 80 Pupils

First Programmes in the South West won Shackleton Award and SSE Start-Up

## 2016/17 • 200 Pupils

Presented at Festival of Education

Developed formal partnerships with University of Exeter and UCL volunteering

## 2017/18 • 343 Pupils

CoachBright expands to the West Midlands

First MAT partner

## 2018/19 • 1,052 Pupils

Featured in TES as leading Pupil Premium intervention

## 2019/20 • 1,350 Pupils

Primary school programmes launched

Conducted independent Institute of Effective Education (IEE) study showing coaching 'high-impact'

## 2020/21 • 2,322 Pupils

Online tutoring launches during lockdown

## 2021/22 • 4,000 Pupils

Joined National Tutoring Programme

Won Fair Education Alliance Intrapreneurship Award

South-East branch established

Developed Whole Child Whole Lifecycle strategy

# COACHBRIGHT IN THE MEDIA/PRESS

In April 2022, a landmark report by the University of Exeter entitled 'Social mobility in the South West: Levelling up through education' addressed the Government's recent Levelling Up White Paper and its targets to improve education and skills.<sup>4</sup>

Written by Professor Lee Elliott Major and Dr Anne Marie Sim, the report revealed that the South West region has low social mobility compared with other areas. With fewer professional jobs available and a low return to education, the South West is seeing the highest number of young people leaving the area than any other region. The report found that:

- School attainment gaps [in the South West] between poorer pupils and the rest are the largest of all English regions at the end of both primary and secondary school
- Only 40% of disadvantaged pupils attained a standard pass in GCSE English and Maths in 2019 compared with almost 60% in Inner London
- 17% of disadvantaged students went on to university in 2018/19 – the lowest rate of all English regions – compared with 45% in London
- Upward occupational mobility was the 3rd lowest of 19 regions in 2015, and West Somerset ranked bottom of 324 local authority districts in the Social Mobility Index

One of the recommendations in the report to address disparities in outcomes was to establish a university-led tutoring service. Drawing on the university undergraduate student population, the students would be trained in delivering one-to-one/small group tutoring for disadvantaged pupils. In doing so the students would develop practical experience and skills, and in some cases earn credits towards introductory modules in teaching.

CoachBright was delighted to be cited as an example of existing effective coaching and tutoring for schools using university students in the report. Following the report launch, we were thrilled that BBC Spotlight joined us at West Exe school, based in Devon, to see one of our sessions in action and catch up with some of the brilliant young people that we coach.

<sup>4</sup> [exeter.ac.uk/media/universityofexeter/newsarchive/researchgeneral/Social\\_Mobility\\_in\\_the\\_South\\_West\\_Report.pdf](https://www.exeter.ac.uk/media/universityofexeter/newsarchive/researchgeneral/Social_Mobility_in_the_South_West_Report.pdf)

# PARTNER SPOTLIGHTS



## West London Zone - Harriet Chater

In Spring 2022, CoachBright ran two programmes in partnership with Social Mobility charity West London Zone. West London Zone worked with CoachBright to facilitate academic coaching at two London schools. Working alongside another organisation with shared goals was a natural opportunity to inform and develop CoachBright's delivery of impactful programmes. WLZ programmes were smaller than our usual cohort size, with 6-10 pupils being coached each week on a 1:2 basis. Pupils' growth in confidence and enthusiasm over the programme's course was wonderful to see; some even requested extra maths work after the programmes' end, as well as being keen to share their CoachBright work with class teachers! Thank you so much to the West London Zone team for their dedication to the programme and for helping to facilitate such a success.

## University of Birmingham LANS - Jess Green

During the Spring term of the last academic year, CoachBright's regional West Midlands team worked closely with the Liberal Arts and Natural Sciences (LANS) department at the University of Birmingham (UoB). LANS' own Doctor Ilija Rasovic hosted a number of CoachBright's partner schools on the UoB campus for the pupils' end of programme graduation celebrations. As part of their visits, Doctor Rasovic facilitated a fantastic workshop called "What's your problem?". This was an interactive outreach session based on one of LANS first year core modules. It focused on a technique for characterising and solving complex local problems in small teams.

The goal of the workshop was to raise the aspirations of school pupils to attend university by showing them the empowering nature of higher education, and give them broad insight into the possibilities for interdisciplinary study.

We're so grateful to have support from a team who share our core values. The West Midlands team would like to thank Ilija and the LANS department for providing such an exciting opportunity for CoachBright pupils. The experience gave pupils the chance to experience a glimpse of university life while also allowing them to practise agency while thinking critically about what they could do to improve their local community. We look forward to continuing our work with the LANS department in the next academic year.

# ALL PARTNERS



## Individuals:

David Hatchett  
 Ryan Gibson  
 Sam Robinson  
 Matt Jones  
 Martin Pratt  
 Lisa Peterkin  
 Martin Smith  
 Moira Marder  
 Mohsen Ojja  
 Elroy Cahill  
 Chris Mallaband  
 Sarah Seleznyov  
 Clemence Tanzi

Oliver Peachey  
 Lee Elliott-Major  
 Anne Marie-Sim  
 Jonathan Critchley  
 Karl Devincenzi  
 Nicola Sinclair  
 Tim Quine  
 Julian True  
 Robyn Langdon  
 Kizzi Keast  
 Sarah Harder-Collins  
 Gina Lodge  
 Leyah March  
 Simon Pitkeathley

Mayur Gupta  
 William Mitchell  
 Zahra Davidson  
 Natalie Whitehead  
 Owen Carter  
 Darren Robson  
 Nick Cowley  
 Alex Whitton  
 Laura North  
 Christine Kinnear  
 Andrea Joyce  
 Paul Cleal  
 Emma Turnbull  
 Max Shillam

Micol Foa  
 Hazel Morgan  
 Amelia Jenkinson  
 David Coles  
 Victoria Macpherson  
 Daniel Minis

# FUTURE GOALS

## REACH

In 2022/23, we expect to maintain our support for 4,000 primary and secondary pupils across London, South East, South West and West Midlands. As a champion of high-quality and evidence-led practice, we are delighted to be a Tuition Partner on the National Tutoring Programme for the third year running. Alongside our university student-led programmes we expect to grow our peer-to-peer coaching programmes (senior pupils coaching their younger peers), allowing more pupils to develop their social and emotional learning with relatable school peers. Next year, we will establish greater links with universities, especially with the Universities of Reading, Winchester, and Plymouth, to help us bring more motivated and enthusiastic students on board as coaches on our programmes.

## ORGANISATIONAL DEVELOPMENT

Having doubled in size every year since our inception, we are expecting a period of consolidation over the next 3 years. Part of this will include systemising our in-house processes and systems to ensure our work is of the highest quality. This includes the creation of specialist roles such as our first ever Director of Programmes, HR Manager, and Fundraiser.

## IMPACT

As our programmes continue to take on a more holistic approach by considering attainment, social and emotional outcomes, and aspiration for our young people, there will naturally be a corresponding shift in our impact focus. This will be seen through the design of our programmes and our offering of new provision such as a 'Summer School' initiative. Alongside this, we will expand our programmes by supporting disadvantaged university students and young professionals. This will include pilot projects with the University of Plymouth and Winchester to support their first year disadvantaged students.

We are really excited for these next few years of expansion and consolidation, and of developing our partnerships with all those who share our goal of a socially mobile future. Watch this space!

# JOIN US

If you're a **University Student, University, School, or Organisation** and would like to get involved in the social mobility movement, there are myriad ways to help out!

For more information on how to do so, please scan the QR code below



Email: [team@coachbright.org](mailto:team@coachbright.org)

Website: [www.coachbright.org](http://www.coachbright.org)



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