

# CoachBright

Summary Impact Report

October 2023



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# Executive Summary

In the programme delivered by CoachBright that is evaluated in this report, pupils from secondary schools were matched with university students who coached them for one hour per week over the duration of a term in school. This coaching happened in one to one and small group settings. The programme targeted young people from disadvantaged backgrounds, aiming to improve their grades, confidence and independence to help them become more independent and resilient learners.

This report summarises social and emotional skills data collected both before and after pupils participating in the intervention. They were measured through pupil surveys, including validated scales for metacognition, self-efficacy and motivation, for which results were compared to national benchmarks. Alongside these, this report also summarises findings in maths, English and Science attainment data.

The key findings are noted below:

## Key findings

- 1 The average final scores were higher than the average baseline scores for all social and emotional skills measures across participating pupils. Pupils recorded higher final scores on average than baseline scores in all social and emotional measures for the fourth consecutive year.
- 2 Over the course of the programme, on average, pupils recorded an increase in all social and emotional measures.
- 3 Pupils eligible for Pupil Premium (PP) were above the national benchmark in all validated social and emotional measures. Pupils eligible for Free School Meals (FSM) were also above the benchmark in metacognition and self-efficacy.
- 4 Pupils eligible for Pupil Premium and Free School Meals saw improvements in all social and emotional measures.
- 5 Both female and male pupils scored above the national benchmark after the programme in metacognition, self-efficacy and motivation.
- 6 Both female and male pupils saw improvements in social and emotional measures, however female pupils observed a decrease in the CoachBright Pupil Coach survey.
- 7 Pupils in KS3 and KS4 were above the national benchmark in all validated social and emotional measures after the end of the programme, and on average had a higher final score in all measures than at baseline.
- 8 Of the data collected, pupils in all key stages saw an improvement in all social and emotional measures, with the exception of KS4 pupils in the CoachBright Pupil Coach survey.

9

Pupils saw an improvement in their maths attainment by 11.1% and English attainment by 5.1%. No change was observed in science attainment.

10

Pupils eligible for PP saw a larger change in their maths and English attainment compared to their non-eligible peers by 1.6% and 0.5%. Similarly, pupils eligible for FSM saw a larger change in their maths attainment by 0.4% but a slightly smaller change in their English attainment of -0.2%, compared to their non-eligible peers.

11

Female pupils saw a larger improvement in their maths attainment by 4.8% compared to male pupils. Conversely, male pupils saw a larger improvement in their English attainment by 3.7% compared to female pupils.

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Pupils in both KS3 and KS4 saw an improvement in their maths and English attainment. The largest was for KS3 pupils in maths by 12.1% while the smallest was for KS4 pupils in English by 3.2%.

## Recommendations

As a result of the key findings set out in this report, recommendations for CoachBright are:

- ▶ Consider a longitudinal evaluation of the programme's impact on socio emotional outcomes, based on the data collected between 2018 and 2022.
- ▶ Follow up with schools to ensure survey and attainment data is collected for all participating pupils in future evaluations.
- ▶ Explore if and how the programme is delivered differently across key stages, and why this leads to differing social and emotional outcomes for young people in each group.
- ▶ Continue to collect and report on data across social and emotional outcomes over time to analyse trends and factors influencing impact.
- ▶ Continue to collect attainment data for fewer subjects that pupils are supported on the most- for example maths and English.
- ▶ Embed collection of attainment and engagement data within programme delivery to allow for further evaluation of impact.
- ▶ Use a matched control group design for attainment outcomes.
- ▶ Consider using a control group for survey data, for instance with a small sub-set of schools, to strengthen the robustness of findings.

# 1. Introduction

CoachBright is an award-winning national social mobility charity that **aims to tackle educational disadvantage by increasing rates to higher education and apprenticeships for pupils from socio-economically disadvantaged backgrounds**. CoachBright delivers programmes at both primary and secondary levels, pairing coaches and mentors with young people to raise their attainment, confidence and aspirations.

The programme evaluated by ImpactEd involved matching **secondary-age pupils** with students studying at university. These students coached individual pupils for one hour per week in school for a term. The programme aims to increase attainment, confidence and independence in pupils from disadvantaged pupils to help them become more independent and resilient learners.



This report summarises findings from ImpactEd's evaluation of the programme across the 2022/23 academic year. It draws on **social and emotional skills data including metacognition, self-efficacy, motivation and custom CoachBright measures** collected via the ImpactEd platform from six schools who participated in the programme. It also explores the impact of the programme on **maths, English and science attainment data** shared by four of these participating schools. The data collected demonstrates the impact of the programme on participating pupils's social and emotional skills and attainment, **reflecting aims and outcomes that are identified in CoachBright's Theory of Change**.

## 2. Methodology

This section consists of key research questions, outcome measures, the evaluation design for data collection, and limitations of the approach.

### Research Questions

The key research questions for the evaluation are:

-  What is the overall change observed in participating pupils' social and emotional skills and attainment before and after the programme?
-  What is the differential impact of the programme based on Pupil Premium, Free School Meals, gender and key stage?

### Outcome Measures

#### Social and emotional skills

The evaluation collected and analysed data on social and emotional skills that align with CoachBright's aims and Theory of Change. Social and emotional skills focus on the attitudes, strategies and behavioural tendencies that facilitate academic achievement and can be particularly important in closing the attainment gap.

Social and emotional skills were all measured using surveys. Details of these can be found in the table below:

Outcome	Measurement details
<b>Metacognition</b>	Metacognition means 'thinking about thinking': pupils' ability to think explicitly about their own learning. It is strongly associated with academic progress and improves other skills required for learning, such as critical thinking (Flavell, 1979; Higgins et al., 2016). We measured metacognition using the Cognitive Strategies Use and Self-Regulation subscales of the Motivated Strategies for Learning Questionnaire.
<b>Self-efficacy</b>	Self-efficacy is a measure of pupils' belief in their ability to achieve a specific task in the future. Self-efficacy is correlated with higher academic achievement and persistence, and also contributes to pupil wellbeing (Gutman & Schoon 2013, DeWitz et. al. 2009). We measured self-efficacy using the Self-efficacy subscale of the Motivated Strategies for Learning Questionnaire.

Outcome	Measurement details
Motivation	Motivation is what causes an individual to want to do one thing, and not another. Intrinsic motivation relates to pupils' inherent enjoyment or interest in a task. Intrinsic motivation has positive effects on academic performance, encouraging high-quality learning and creativity (Gutman & Schoon, 2013; Vallerand, 1997). Teaching which is focused on intrinsic goals as opposed to extrinsic goals improves test performance across all age groups (Vansteenkiste et al., 2004).
Goal-orientation and motivation to go to university	CoachBright custom survey is designed by CoachBright to measure goal orientation, self-efficacy and the motivation to go to university.
Coaching and leadership skills	CoachBright Pupil Coach Survey is a custom survey designed by CoachBright to measure coaching and leadership skills in their pupil coaches.

Table 1: Outcome measurement details

### Attainment measures

Programme's Impact on attainment in English, maths and science was measured too. The data was collected from schools to measure change over an academic term when pupils participated in the programme, as shown in table below:

Programme delivery	Baseline attainment	Final attainment
Autumn	Autumn working at grade	Spring working at grade
Spring	Spring working at grade	Summer/ GCSE grade

Table 2: Attainment measures

## Evaluation Design and Analysis

The ImpactEd platform was used to collect social and emotional skills and attainment data for over 350 pupils across key stages 3, 4 and 5 from 6 schools.

The evaluation followed a **pre-post test design**. To collect social and emotional skills data, pupils were asked to complete a series of **surveys both before (baseline) and after (final) participating in the programme**. Collecting data at these two timepoints allowed us to analyse **the level of change** over the course of the programme for each specific outcome. For attainment data, data was collected at the start and end of the term in which pupils participated in the programme.

Within a given measure and subgroup, there is a **different sample size for the baseline, final and change averages**, paralleling what is displayed on the School Impact platform. This is because the platform and following analysis calculate the **average baseline and final scores using all observations**, but when calculating percentage change between them only



matched pupils are considered: matched pupils are those who completed both baseline and final surveys. This means that **data from pupils who sat a survey in one window only is discarded from the average change calculations.**

Three of the measures used **were academically validated scales** – metacognition, self-efficacy and motivation. Average baseline and final scores can be **compared to a national benchmark** generated by the ImpactEd platform. This represents data collected from **over 100,000 pupils across the country** and allows us to draw a comparison between pupils participating in the CoachBright programme with other pupils in the country.

It should be noted that when change has been commented on in this report and is displayed on the School Impact platform, it is the percentage point change observed in matched pupils. This means that the **average change is not relative to the start point, but instead is given as an absolute measure of change.**

The following table outlines the sample sizes of social emotional skills data across all measures (both social and emotional, and attainment) for all participating pupils. For sample sizes regarding subgroups, please see the *Appendix*.

Measure	Baseline	Final	Change
Metacognition	74	50	44
Self-efficacy	118	109	74
Motivation	110	108	79
CoachBright custom survey	115	106	72
CoachBright Pupil Coach survey	24	28	18
Maths	115	110	81
English	121	112	86
Science	63	63	63

## Limitations

- ▶ This pre-post test design collected data from the participating group only. The key limitation of this evaluation design is the absence of a control or comparison group, meaning we can only establish the level of *association* between participation in the CoachBright programme and changes in outcomes over time. We cannot claim that any changes observed were directly *caused* by participation in the CoachBright programme.
- ▶ Given the absence of a control group, these findings should be read carefully.
- ▶ The data collected is for a sample of pupils who participated in the CoachBright programme, which is not completely representative of the entire participating cohort.

- ▶ Motivation surveys were administered instead of metacognition surveys a few months into the evaluation, as the measurement priorities changed for CoachBright. Hence metacognition surveys have a lower sample size.

## 3. Social and emotional skills

**Key finding 1: The average final scores were higher than the average baseline scores for all social and emotional skills measures across participating pupils. Pupils recorded higher final scores on average than baseline scores in all social and emotional measures for the fourth consecutive year.**

Pupils scored higher after participating in the CoachBright programme than before in all social and emotional measures, as illustrated in Figure 1 and Figure 2. Of the measures that were scored out of seven, pupils scored highest both before and after the programme in the CoachBright Pupil Coach Survey, at 5.23 and 5.32 respectively.

In all validated measures – metacognition, self-efficacy and motivation – pupils were above the national benchmark in all windows, notably more so after the programme. In the final window pupils were most above the benchmark in self-efficacy, by 0.53.

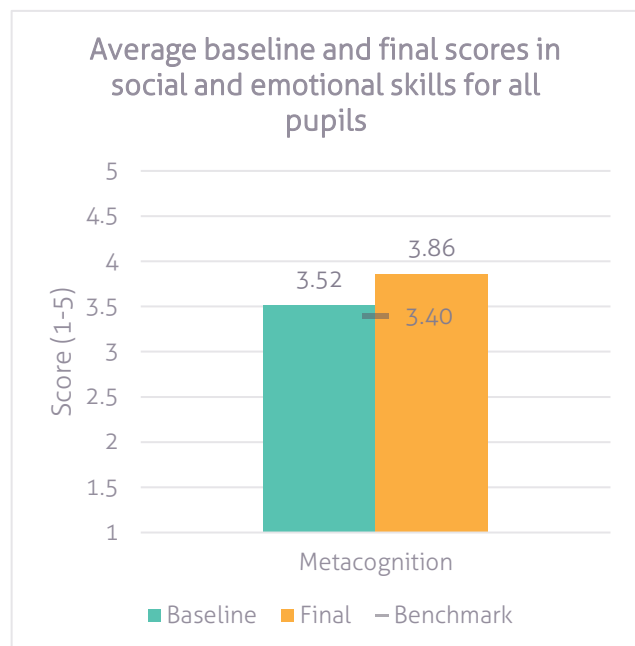


Figure 1: Average baseline and final scores in social and emotional skills for all pupils

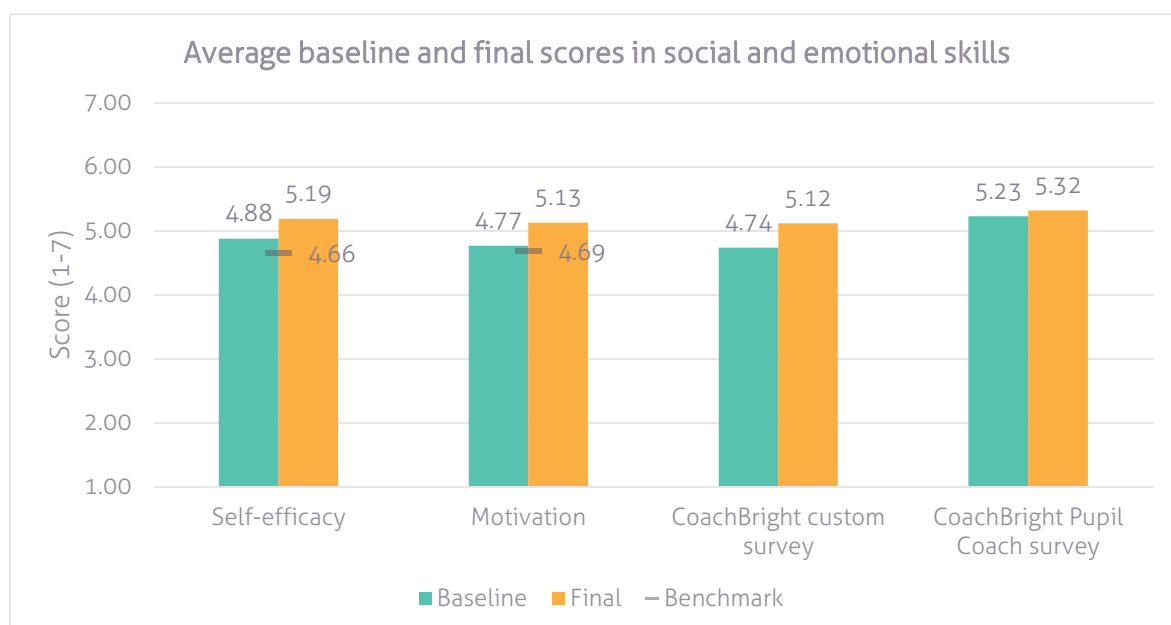


Figure 2: Average baseline and final scores in social and emotional skills

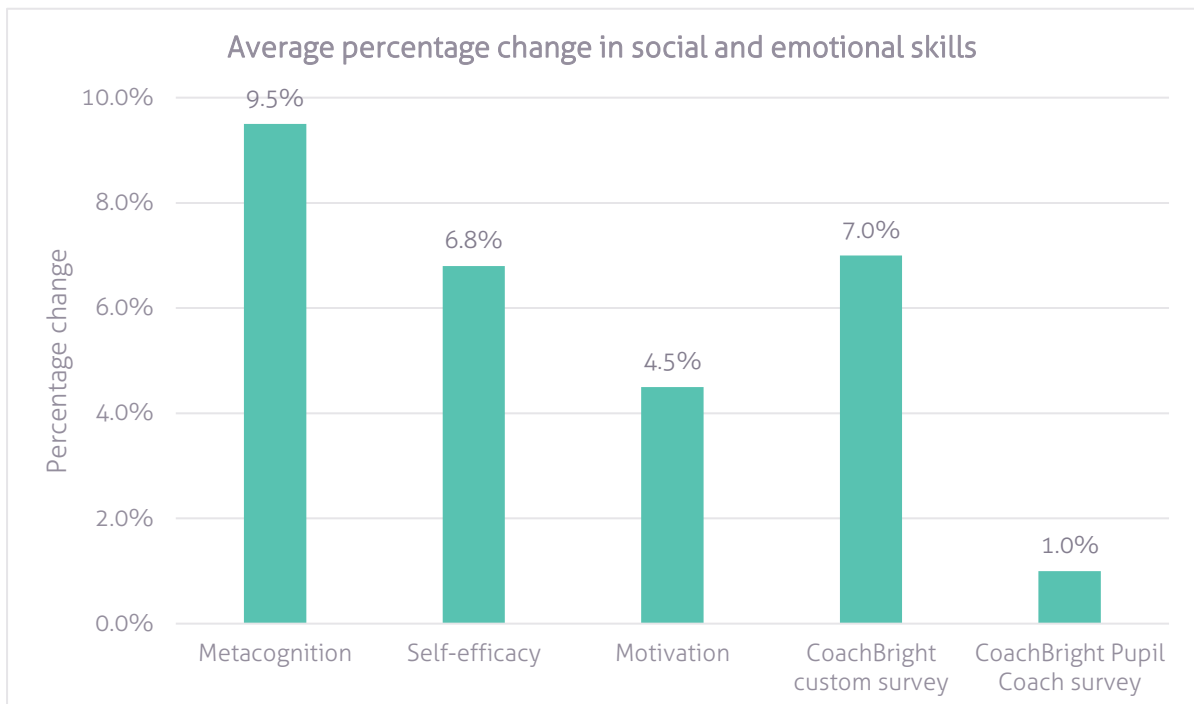
The metacognition and self-efficacy validated scales were also used in the 2021/22 evaluation. After participating in the programme, **in both metacognition and self-efficacy pupils who participated this year were further above the national average, by 0.53 and 0.44 respectively, than pupils who participated in the 2021/22 academic year**, when pupils were above by only 0.12 in self-efficacy and 0.01 below in metacognition.

Pupils recording higher final scores on average than baseline scores in all social and emotional measures echoes the findings of the previous three years of this evaluation, marking the **fourth consecutive year of this key finding**.

This finding takes into account all, matched and unmatched data.

### **Key finding 2: Over the course of the programme, on average pupils recorded an increase in all social and emotional measures.**

The average baseline and final scores commented on above include data collected from all completed surveys, meaning the sample for baseline and final averages per measure was not matched. **Figure 3 shows the percentage change for matched pupils** – those who have recorded both a baseline and final observation for a measure.



*Figure 3: Average percentage change in social and emotional skills*

Pupils improved in all social and emotional measures over the course of the programme. The **largest increase was recorded in metacognition, where pupils improved by 9.5%**. This parallels the trend seen in the 2021/22 evaluation, where metacognition improved the most out of all measures, by 8.6%. Of the measures that were also used in last year's evaluation, **pupils who were participating in the 2022/23 academic year saw a greater improvement in all social and emotional skills than pupils who participated in 2021/22.**

Notable increases were also observed in self-efficacy, motivation and the CoachBright custom survey, of 6.8%, 4.5% and 7.0% respectively. The change recorded in the CoachBright Pupil Coach survey was less notable, an increase of only 1.0%, though this was still an improvement. Since this is the first year of evaluation that this measure has been included, it is an **optimistic early indication of the impact the CoachBright programme has on the pupils' leadership.**

## Pupil Premium (PP) and Free School Meals (FSM)

The following analysis explores the impact on Pupil Premium pupils and their peers, as well as pupils eligible for Free School Meals and their peers. It should be noted that the sample size for both groups of eligible pupils was particularly small for the metacognition and CoachBright Pupil Coach surveys, with some of the sample sizes less than 10. For further details on sample sizes, see *Appendix A1* and *Appendix A2*.

Measure	Subgroup	Baseline	Final	Change (%)
Metacognition (scale: 1-5)	Pupil Premium	3.57*	3.89*	+8.0
	Non-Pupil Premium	3.51*	3.85*	+9.8
	Free School Meals	3.46*	3.55*	+1.8
	Non-Free School Meals	3.54*	3.92*	+11.0
Self-efficacy (scale: 1-7)	Pupil Premium	4.70*	4.92*	+4.0
	Non-Pupil Premium	5.01*	5.38*	+9.6
	Free School Meals	4.75*	4.73*	+4.9
	Non-Free School Meals	4.98*	5.47*	+8.3
Motivation (scale: 1-7)	Pupil Premium	4.68	4.74*	+3.0
	Non-Pupil Premium	4.89*	5.49*	+6.5
	Free School Meals	4.66	4.52	+1.1
	Non-Free School Meals	4.87*	5.48*	+7.4
CoachBright custom survey (scale: 1-7)	Pupil Premium	4.59	4.91	+6.3
	Non-Pupil Premium	4.85	5.26	+7.7
	Free School Meals	4.63	4.78	+6.5
	Non-Free School Meals	4.83	5.32	+7.4

Measure	Subgroup	Baseline	Final	Change (%)
CoachBright Pupil Coach Survey (scale: 1-7)	Pupil Premium	4.79	4.68	+4.3
	Non-Pupil Premium	5.75	5.81	-1.7
	Free School Meals	4.68	4.67	+3.8
	Non-Free School Meals	5.70	5.75	-0.8

Table 3: Impact on outcomes by pupil subgroup

\* Denotes a score above national benchmark

**Pupils eligible for Pupil Premium scored higher than their non-eligible peers in metacognition** both before and after participating in the programme, at 3.89 and 3.85 respectively, though they also had a higher baseline, at 3.57 and 3.51 respectively. **In all other social and emotional measures, they scored lower than their non-eligible peers** both before and after the intervention. In the final survey collection window, this difference was most notable in the CoachBright Pupil Coach survey, at 1.13. Although, it should be noted that this measure had a much smaller sample size (n=12 for PP, n=16 for non-PP), so the findings should be interpreted with caution.

When analysing the data according to Free School Meal status (FSM), **FSM pupils scored lower in all social and emotional measures than their peers**. Similar to the trend observed in Pupil Premium analysis, **the difference between eligible and non-eligible pupils after the programme was greatest in the CoachBright Pupil Coach survey**, at 1.08.

**Key finding 3: Pupils eligible for Pupil Premium (PP) were above the national benchmark in all validated social and emotional measures. Pupils eligible for Free School Meals (FSM) were also above the benchmark in metacognition and self-efficacy.**

Pupils eligible for PP were **above the national benchmark in metacognition, self-efficacy and motivation after the programme**, by 0.49, 0.26 and 0.05 respectively. FSM eligible pupils were also **above the national benchmark in metacognition and self-efficacy after the intervention**, by 0.15 and 0.05 respectively. FSM pupils were below the national benchmark after the programme by 0.17, despite being on par with it before participating with a score of 4.66.

### Key finding 4: Pupils eligible for Pupil Premium and Free School Meals saw improvements in all social and emotional measures.

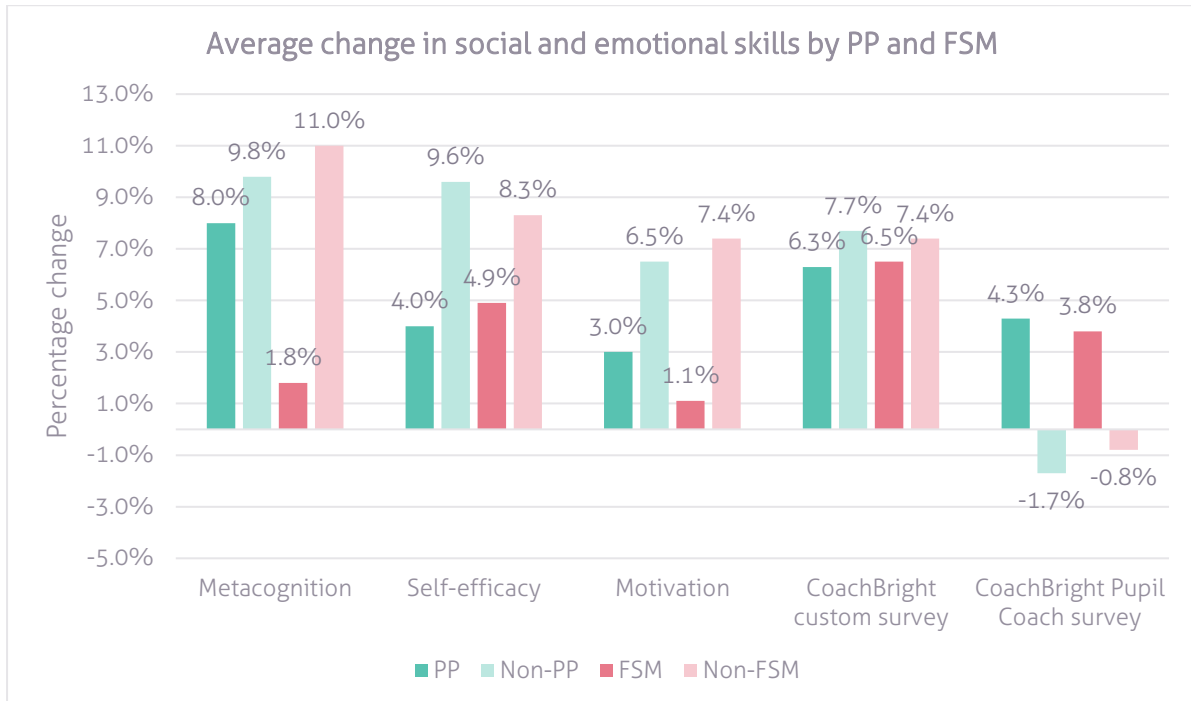


Figure 4: Average change in social and emotional skills by PP and FSM

As illustrated in Figure 4 above, **Pupil eligible for PP improved in all social and emotional skills**, by 3.0% (motivation) - 8.0% (metacognition). Paralleling this trend, **pupils receiving Free School Meals improved in all social and emotional skills**, by 1.1% (motivation) – 6.5% (CoachBright custom survey).

Contrastingly, **non-PP and FSM eligible pupils improved in all social and emotional skills except the CoachBright Pupil Coach survey**, where they both recorded decreases of 1.7% and 0.8% respectively. Nevertheless, **in all measures where non-eligible pupils saw a positive change, this change was greater than eligible pupils**.

This difference in change was most notable when breaking down the data by FSM status in **metacognition**, where FSM pupils only improved by 1.8% while non-eligible pupils improved by 11.0% - the greatest increase seen in any of the subgroups across all social and emotional measures.

## Gender

The following analysis reports on the different impact that the programme had on social and emotional skills in male and female pupils. There were generally more female pupils than male pupils in the samples – in some samples, there were up to 44% more female pupils than males. For more details regarding sample sizes used in this analysis, please see *Appendix A3*.

Measure	Subgroup	Baseline	Final	Change (%)
Metacognition (scale: 1-5)	Male	3.58*	3.89*	+12.3
	Female	3.47*	3.83*	+7.6
Self-efficacy (scale: 1-7)	Male	5.08*	5.39*	+6.7
	Female	4.71*	5.05*	+6.9
Motivation (scale: 1-7)	Male	4.77*	5.21*	+3.7
	Female	4.76*	5.06*	+5.1
CoachBright custom survey (scale 1-7)	Male	4.92	5.36	+7.1
	Female	4.58	4.94	+7.0
CoachBright Pupil Coach survey (scale: 1-7)	Male	5.01	5.19	+6.1
	Female	5.43	5.46	-3.1

Table 4: Impact on outcomes by gender

\* Denotes a score above national benchmark

### **Key finding 5: Both female and male pupils scored above the national benchmark after the programme in metacognition, self-efficacy and motivation.**

In all validated measures – metacognition, self-efficacy and motivation – both male and female pupils were above the national benchmark after the programme, by 0.49-0.73 in male pupils and 0.37-0.43 in female pupils. Even though this trend was also seen before the intervention, **the difference between baseline scores and the national benchmark was smaller**: 0.08-0.42 in male pupils, and 0.05-0.07 in female pupils.

Furthermore, **both male and female pupils had higher average final scores than average baseline scores in all social and emotional measures.**

After participating, male pupils scored highest in self-efficacy at 5.39, while this was the lowest scoring measure in female pupils at 5.05. Meanwhile, female pupils scored highest in the CoachBright Pupil Coach survey at 5.46 (the highest scored by either subgroup in any measure), whereas this was the lowest scoring measure in male pupils at 5.19.



**Key finding 6: Both female and male pupils saw improvements in social and emotional measures, however female pupils observed a decrease in the CoachBright Pupil Coach survey.**

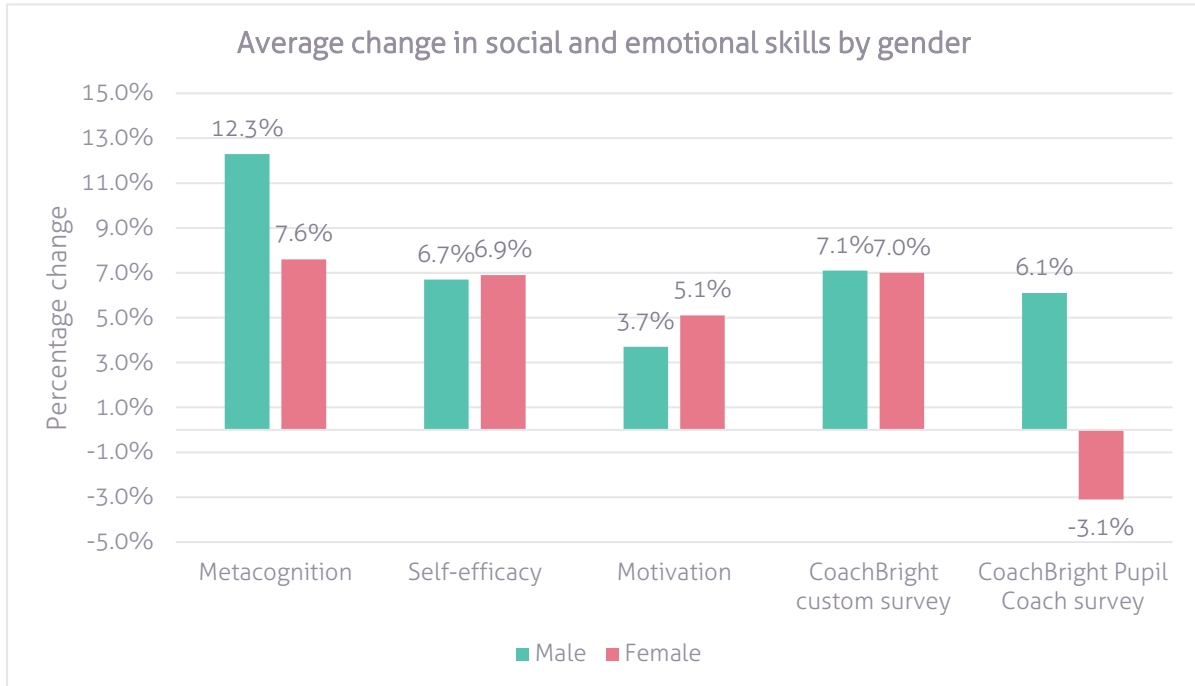


Figure 5: Average change in social and emotional skills by gender

Male pupils recorded an increase in all social and emotional skills over the course of the programme, ranging from a notable 3.7% increase in motivation to 12.3% in metacognition (the largest change observed by either male or female pupils in any of these measures) as shown in Figure 5 above. Meanwhile, female pupils improved in all social and emotional skills except CoachBright Pupil Coach survey, though this was the smallest amount of change they observed in any of the measures, a decrease of 3.1%. Of the measures where female pupils improved, the greatest change was seen in metacognition, of 7.6%, and the smallest was – similar to male pupils – in motivation, of 5.1%.

The level of change made by female and male pupils was very similar in self-efficacy, increases of 6.7% and 6.9% respectively, and in the CoachBright custom survey, increases of 7.1% and 7.0% respectively. Motivation was the only measure where female pupils made a noticeably more positive change than their male peers, by 1.4%, though this is still quite a small difference. On the other hand, Male pupils saw a much better change than female pupils in metacognition and the CoachBright Pupil Coach survey, by 4.7% and 9.2% respectively.

## Key stage

The following analysis reviews the impact of the programme on pupils in different key stages: key stage 3 (KS3), key stage 4 (KS4) and key stage 5 (KS5). It should be noted that the sample sizes were not evenly distributed across all key stages. Generally, there was a higher number of pupils in KS3 who participated in the evaluation by completing surveys, while the number of pupils from KS5 who participated was notably less – the highest sample size of KS5 pupils in social and emotional skills was n=13. Thus, their data in particular should be interpreted with caution.

Moreover, it should be noted that only KS3 and KS4 were the only groups where a sample of pupils collected data for every measure. Further details of sample sizes can be found in *Appendix A4*.

Measure	Subgroup	Baseline	Final	Change (%)
Metacognition (scale: 1-5)	Key stage 3	3.48*	4.05*	+12.7
	Key stage 4	3.47*	3.57*	+4.2
	Key stage 5	3.72*	3.83*	+8.3
Self-efficacy (scale: 1-7)	Key stage 3	4.82*	5.13*	+6.1
	Key stage 4	4.85*	5.29*	+9.5
	Key stage 5	5.40*	5.34*	+3.7
Motivation (scale: 1-7)	Key stage 3	4.62	4.93*	+5.4
	Key stage 4	5.30*	5.59*	+0.5
	Key stage 5	N/A	4.67	N/A
CoachBright custom survey (scale 1-7)	Key stage 3	4.70	5.10	+7.5
	Key stage 4	4.64	5.16	+5.6
	Key stage 5	5.25	5.24	+1.8
CoachBright Pupil Coach Survey (scale: 1-7)	Key stage 3	4.54	4.66	+3.2
	Key stage 4	5.82	5.90	-1.2
	Key stage 5	N/A	N/A	N/A

Table 5: Impact on outcomes by key stage

\* Denotes a score above national benchmark  
 N/A indicates sample size was 0.

**Key finding 7: Pupils in KS3 and KS4 were above the national benchmark in all validated social and emotional measures after the end of the programme, and on average had a higher final score in all measures than at baseline.**

All key stages were above the national benchmark in both metacognition and self-efficacy after the programme, by 0.17 (KS4, metacognition) to 0.68 (KS5, self-efficacy). Although, in all cases pupils were also above the national benchmark before the programme. Nevertheless, KS3 pupils were below the national average before the programme in motivation, by 0.07, whereas they were 0.24 above it after participating, with a final score of 4.93.

Of the measures that were measured on a scale of 1-7, KS3 and KS5 pupils were both strongest in self-efficacy having participated in the programme, with final scores of 5.13 and 5.34 respectively. However, KS4 pupils recorded their highest final score in the CoachBright Pupil Coach survey, at 5.90 – the highest average score across all social and emotional measures recorded by a single key stage after the intervention.

**Key finding 8: Of the data collected, pupils in all key stages saw an improvement in all social and emotional measures, with the exception of KS4 pupils in the CoachBright Pupil Coach survey.**

Pupils in KS3 recorded an improvement in every social and emotional measure, ranging from the 3.2% increase seen in the CoachBright Pupil Coach survey to the 12.7% increase observed in metacognition. Furthermore, KS5 pupils recorded increases in all social and emotional measures where enough data was collected for change to be observed (metacognition, self-efficacy and the CoachBright custom survey), with the greatest improvement, like KS3 pupils, made in metacognition, of 8.3%, and the smallest made in the CoachBright custom survey, of 1.8%.

On the other hand, while KS4 showed improvement in metacognition, self-efficacy, motivation and the CoachBright custom survey, of 4.2%, 9.5%, 0.5% and 5.6% respectively, they recorded a slight decrease in the CoachBright Pupil Coach survey, of 1.2%. Although, this was one of the smallest levels of change observed across the measures by any key stage, as shown in Figure 6.

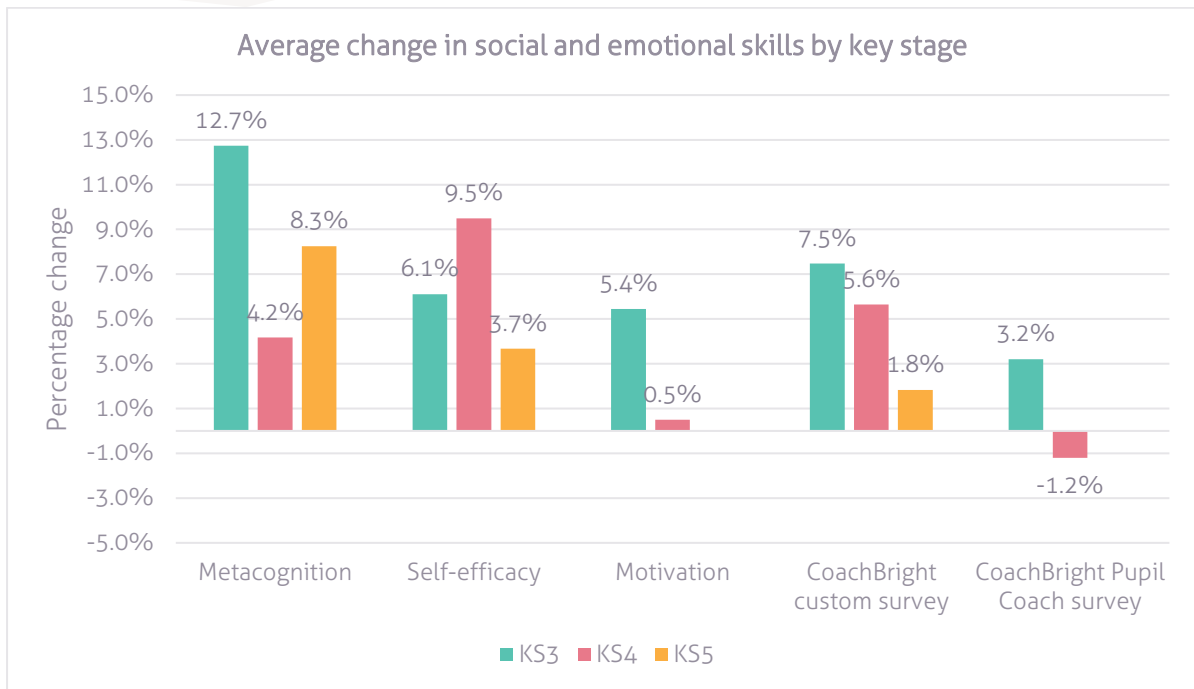


Figure 6: Average change in social and emotional skills by key stage

## 4. Attainment

### All participating pupils

**Key finding 9: Pupils saw an improvement in their maths attainment by 11.1% and English attainment by 5.1%. No change was observed in science attainment.**

Figure 7 shows average baseline and final attainment scores for all pupils, matched and unmatched. Pupils saw an increase of 1.17 in maths, 0.65 in English after participating in the programme. Their scores in science remained the same before and after participating in the programme.

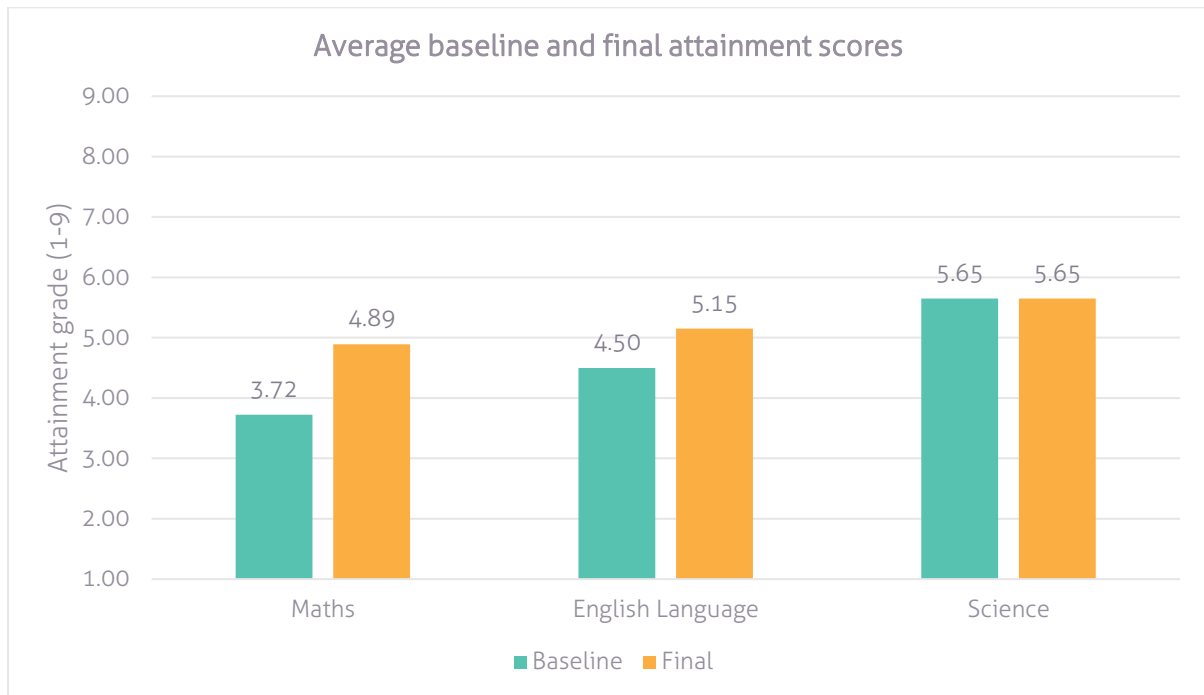


Figure 7: Average baseline and final attainment scores

Figure 8 shows average percentage change in their attainment, which is based on matched pupils' data. Here too, the larger change is observed in maths by 6% compared to English. No percentage change was observed for science attainment.

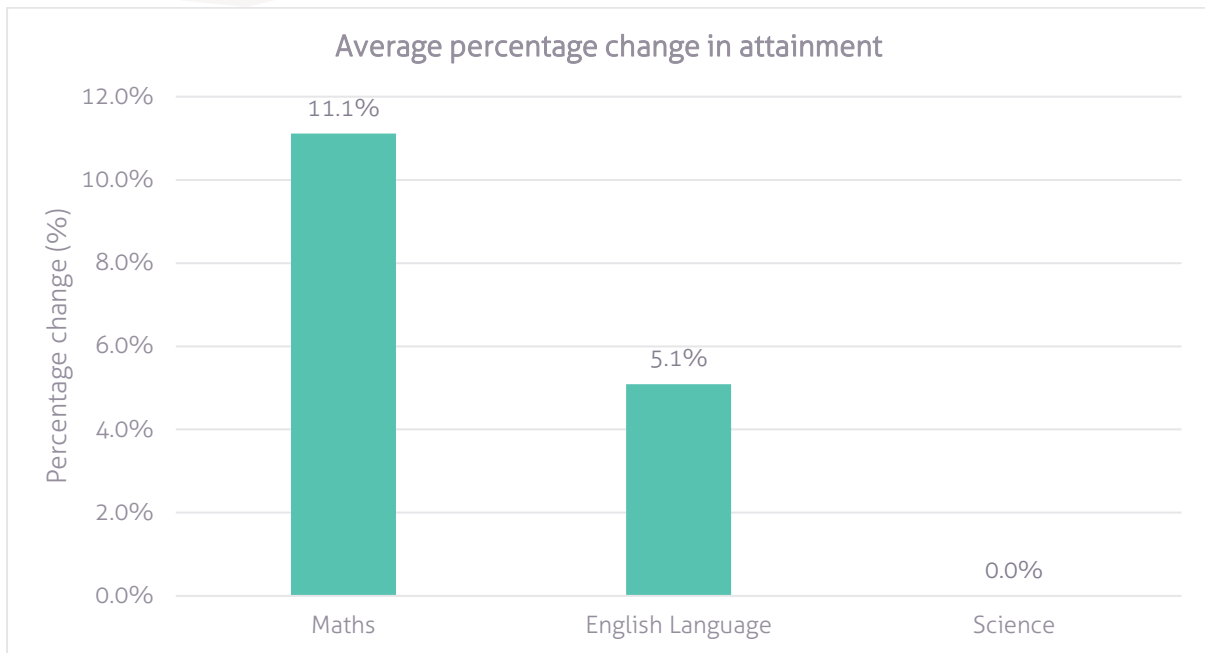


Figure 8: Average percentage change in attainment

## Pupil Premium and Free School Meals

**Key finding 10: Pupils eligible for PP saw a larger change in their maths and English attainment compared to their non-eligible peers by 1.6% and 0.5%. Similarly, pupils eligible for FSM saw a larger change in their maths attainment by 0.4% but a slightly smaller change in their English attainment of -0.2%, compared to their non-eligible peers.**

Figure 9 shows average percentage change for all matched pupils in the PP and FSM demographic group along with their non-eligible peers. Those eligible for PP saw a larger percentage change in maths compared to English by 6.4%. Pupils eligible for FSM also saw a larger change in maths compared to English by 6.3%. The difference between change in their maths and English attainment is in line with the trend observed for the whole cohort.

No changes were observed in their science attainment which is also in line with the whole cohort.

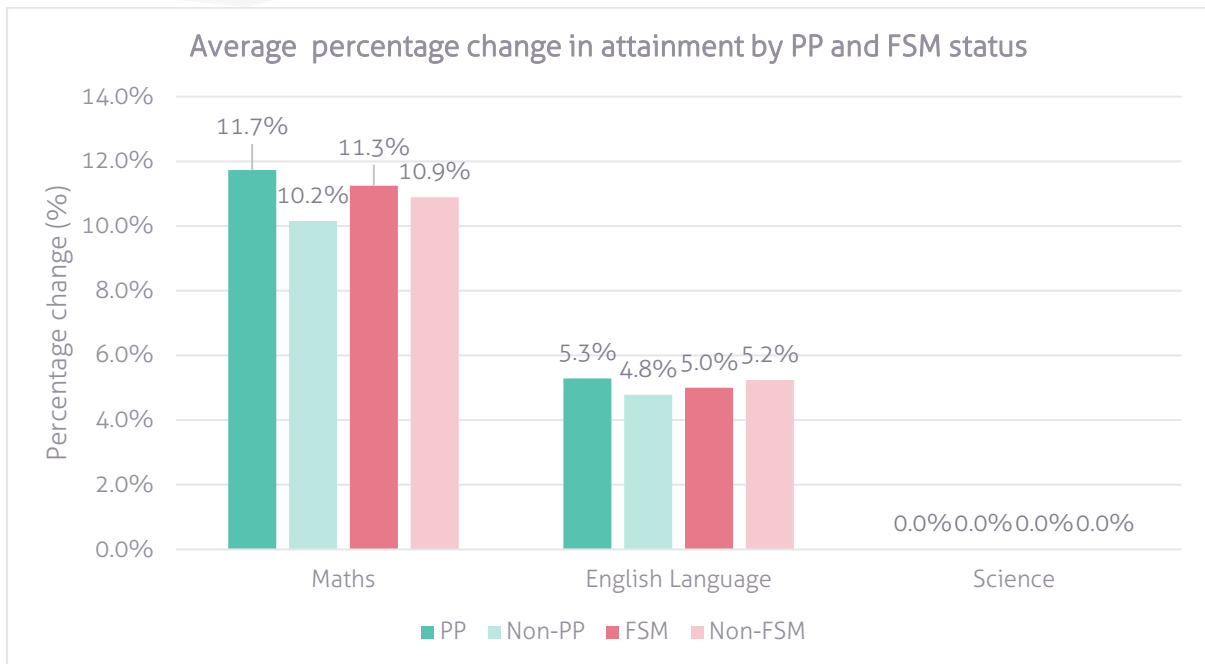


Figure 9: Average percentage change in attainment by PP and FSM status

## Gender

**Key finding 11: Female pupils saw a larger improvement in their maths attainment by 4.8% compared to male pupils. Conversely, male pupils saw a larger improvement in their English attainment by 3.7% compared to female pupils.**

Figure 10 shows both female and male pupils saw an improvement in terms of percentage change in their maths and English attainment. It can be observed that both female and male pupils saw a larger improvement in maths compared to English. The difference in maths and English attainment was 9.3% for females which was larger than what was observed for the whole cohort by 3.3%. On the other hand, for males this was 0.8% which was much smaller by 5.2% than what was observed for the whole cohort.

Same as the whole cohort, no change was observed in their science attainment.

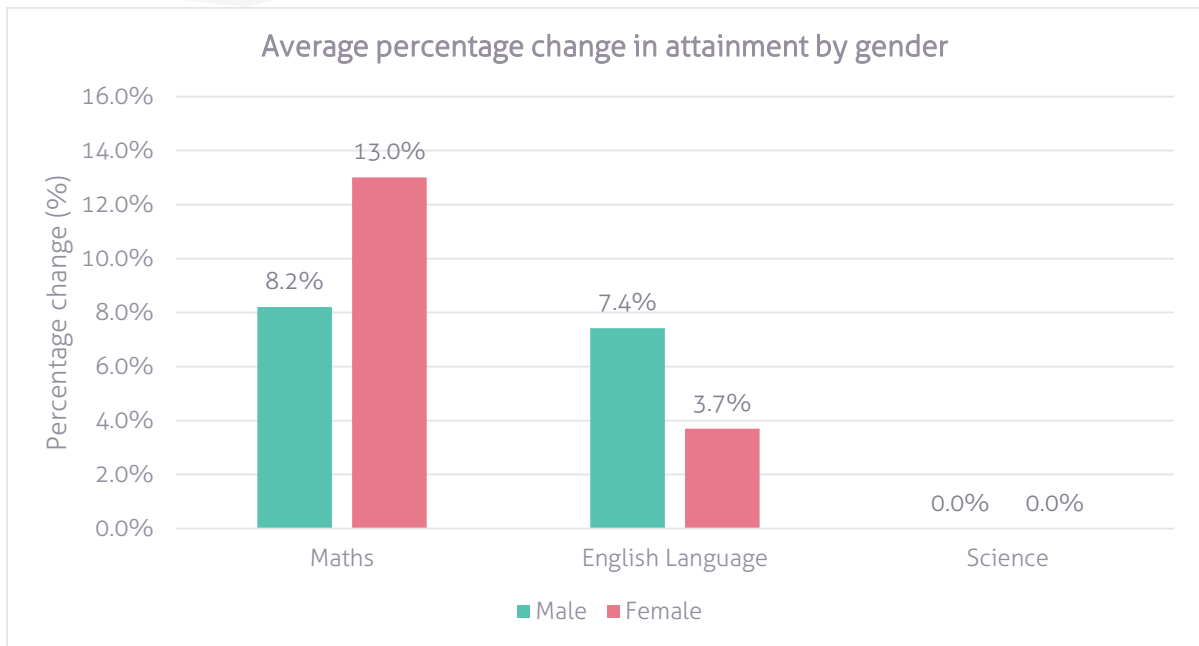


Figure 10: Average percentage change in attainment by gender



## Key stage

**Key finding 12: Pupils in both KS3 and KS4 saw an improvement in their maths and English attainment. The largest was for KS3 pupils in maths by 12.1% while the smallest was for KS4 pupils in English by 3.2%.**

Figure 11 shows pupils in both key stages saw an improvement in their maths and English attainment after participating in the programme. Both groups saw a larger improvement in maths compared to English. The difference in maths and English attainment was 3.6% for females which was smaller than what was observed for the whole cohort by 2.4%. On the other hand, for males this was 7.3% which was slightly bigger by 1.3% than what was observed for the cohort.

Same as the whole cohort, no change was observed in their science attainment.

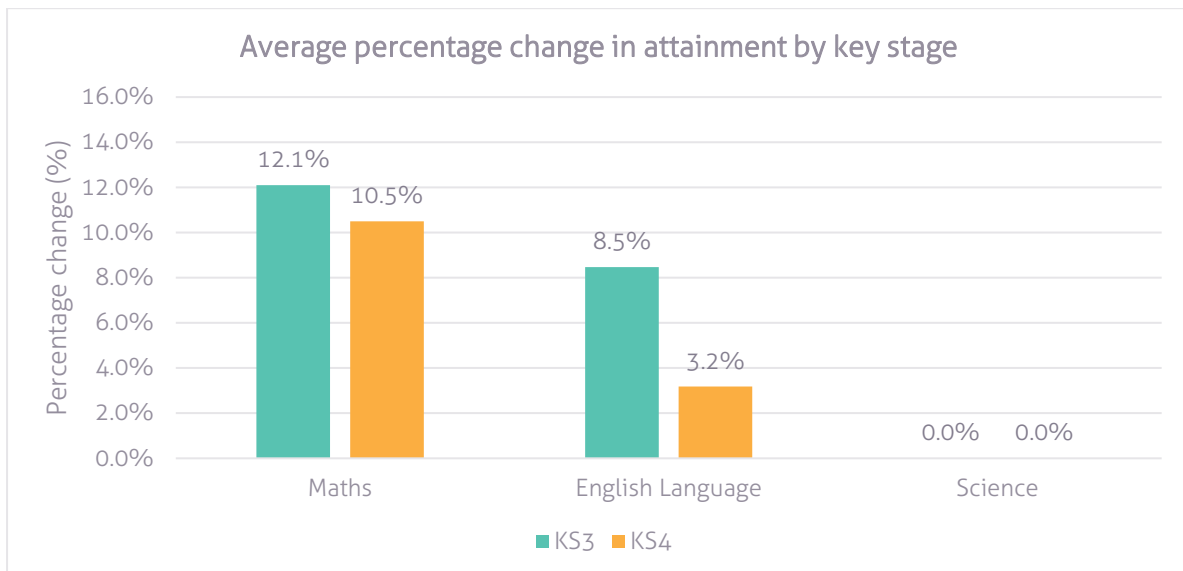


Figure 11: Average percentage change in attainment by key stage

## 5. Summary

### Summary of key findings

- ▶ **Key finding 1:** The average final scores were higher than the average baseline scores for all social and emotional skills measures across participating pupils. Pupils recorded higher final scores on average than baseline scores in all social and emotional measures for the fourth consecutive year.
- ▶ **Key finding 2:** Over the course of the programme, on average pupils recorded an increase in all social and emotional measures.
- ▶ **Key finding 3:** Pupils eligible for Pupil Premium (PP) were above the national benchmark in all validated social and emotional measures. Pupils eligible for Free School Meals (FSM) were also above the benchmark in metacognition and self-efficacy.
- ▶ **Key finding 4:** Pupils eligible for Pupil Premium and Free School Meals saw improvements in all social and emotional measures.
- ▶ **Key finding 5:** Both female and male pupils scored above the national benchmark after the programme in metacognition, self-efficacy and motivation.
- ▶ **Key finding 6:** Both female and male pupils saw improvements in social and emotional measures, however female pupils observed a decrease in the CoachBright Pupil Coach survey.
- ▶ **Key finding 7:** Pupils in KS3 and KS4 were above the national benchmark in all validated social and emotional measures after the end of the programme, and on average had a higher final score in all measures than at baseline.
- ▶ **Key finding 8:** Of the data collected, pupils in all key stages saw an improvement in all social and emotional measures, with the exception of KS4 pupils in the CoachBright Pupil Coach survey.
- ▶ **Key finding 9:** Pupils saw an improvement in their maths attainment by 11.1% and English attainment by 5.1%. No change was observed in science attainment.
- ▶ **Key finding 10:** Pupils eligible for PP saw a larger change in their maths and English attainment compared to their non-eligible peers by 1.6% and 0.5%. Similarly, pupils eligible for FSM saw a larger change in their maths attainment by 0.4% but a slightly smaller change in their English attainment of -0.2%, compared to their non-eligible peers.
- ▶ **Key finding 11:** Female pupils saw a larger improvement in their maths attainment by 4.8% compared to male pupils. Conversely, male pupils saw a larger improvement in their English attainment by 3.7% compared to female pupils.
- ▶ **Key finding 12:** Pupils in both KS3 and KS4 saw an improvement in their maths and English attainment. The largest was for KS3 pupils in maths by 12.1% while the smallest was for KS4 pupils in English by 3.2%.

## Recommendations

As a result of the key findings set out in this report, recommendations for CoachBright are:

- ▶ Consider a longitudinal evaluation of the programme's impact on socio emotional outcomes, based on the data collected between 2018 and 2022.
- ▶ Follow up with schools to ensure survey and attainment data is collected for all participating pupils in future evaluations.
- ▶ Explore if and how the programme is delivered differently across key stages, and why this leads to differing social and emotional outcomes for young people in each group.
- ▶ Continue to collect and report on data across social and emotional outcomes over time to analyse trends and factors influencing impact.
- ▶ Continue to collect attainment data for fewer subjects that pupils are supported on the most- for example maths and English.
- ▶ Embed collection of attainment and engagement data within programme delivery to allow for further evaluation of impact.
- ▶ Use a matched control group design for attainment outcomes.
- ▶ Consider using a control group for survey data, for instance with a small sub-set of schools, to strengthen the robustness of findings.

## 6. Appendix

### Appendix A: Sample sizes

#### Appendix A1: Pupil Premium

Measure	Subgroup	Baseline	Final	Change
Metacognition	Pupil Premium	9	7	7
	Non-Pupil Premium	65	43	37
Self-efficacy	Pupil Premium	50	44	37
	Non-Pupil Premium	68	65	37
Motivation	Pupil Premium	65	52	45
	Non-Pupil Premium	45	56	34
CoachBright custom survey	Pupil Premium	50	42	36
	Non-Pupil Premium	65	64	36
CoachBright Pupil Coach survey	Pupil Premium	13	12	8
	Non-Pupil Premium	11	16	10
Maths	Pupil Premium	63	51	49
	Non-Pupil Premium	52	59	32
English	Pupil Premium	67	52	52
	Non-Pupil Premium	54	60	34
Science	Pupil Premium	37	37	37
	Non-Pupil Premium	26	26	26

## Appendix A2: Free School Meals (FSM)

Measure	Subgroup	Baseline	Final	Change
Metacognition	FSM	20	9	7
	Non-FSM	54	41	37
Self-efficacy	FSM	53	41	32
	Non-FSM	65	68	42
Motivation	FSM	54	40	36
	Non-FSM	56	68	43
CoachBright custom survey	FSM	52	39	31
	Non-FSM	63	67	41
CoachBright Pupil Coach survey	FSM	11	11	7
	Non-FSM	13	17	11
Maths	FSM	64	61	50
	Non-FSM	51	49	31
English	FSM	69	63	55
	Non-FSM	52	49	31
Science	FSM	32	32	32
	Non-FSM	31	31	31

## Appendix A3: Gender

Measure	Subgroup	Baseline	Final	Change
Metacognition	Male	34	21	18
	Female	40	29	26
Self-efficacy	Male	54	46	31
	Female	64	63	43
Motivation	Male	50	48	34
	Female	60	60	45
CoachBright custom survey	Male	53	46	31
	Female	62	60	41
CoachBright Pupil Coach survey	Male	11	14	8
	Female	13	14	10
Maths	Male	47	48	32
	Female	68	62	49
English	Male	49	48	32
	Female	72	64	54
Science	Male	22	22	22
	Female	41	41	41

## Appendix A4: Key stage

Measure	Subgroup	Baseline	Final	Change
Metacognition	Key stage 3	33	29	27
	Key stage 4	28	20	16
	Key stage 5	13	1	1
Self-efficacy	Key stage 3	72	67	57
	Key stage 4	35	40	16
	Key stage 5	11	2	1
Motivation	Key stage 3	86	74	64
	Key stage 4	24	33	15
	Key stage 5	0	1	0
CoachBright custom survey	Key stage 3	72	64	55
	Key stage 4	32	40	16
	Key stage 5	11	2	1
CoachBright Pupil Coach survey	Key stage 3	11	13	9
	Key stage 4	13	15	9
	Key stage 5	0	0	0
Maths	Key stage 3	45	31	31
	Key stage 4	70	79	50
	Key stage 5	0	0	0
English	Key stage 3	46	31	31
	Key stage 4	75	81	55
	Key stage 5	0	0	0
Science	Key stage 3	31	31	31
	Key stage 4	32	32	32
	Key stage 5	0	0	0

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## 9. Glossary

### Evaluation terminology

#### Attainment

This refers to test scores in academic subjects such as maths, science, English etc. Some evaluations will compare pupils' attainment in tests for these subjects at the start (baseline) and end (final) of an evaluation to see whether they have made progress over time.

#### Academically validated measures

These are scales to measure social and emotional skills linked to academic achievement and long-term life outcomes that have been developed and peer reviewed by academic researchers within the fields of education and psychology. These have been developed to ensure:

- ▶ Predictive validity. These skills have been shown to be closely related to desirable life outcomes such as educational achievement, employability and earnings potential, or long-term health and life satisfaction. (In psychometrics, predictive validity is the extent to which a score on a scale or test predicts scores on some criterion measure. For example, the validity of a cognitive test for job performance is the correlation between test scores and, say, supervisor performance ratings.)
- ▶ Construct validity. The measure tests for the skill that it says it does, as defined in the literature.
- ▶ Test-retest validity. The results stay the same when tests are repeated.

#### Baseline

The initial assessment of pupils' attainment or social and emotional skills, at the start of an evaluation.

#### Change over time

The difference between a pupil's baseline result and their final result, either for attainment or social and emotional skills. This indicates progress made during participation in the programme. This will begin to indicate whether the programme has had an impact on pupils, though we must also account for other factors that could lead to this change, which is why we recommend the use of control groups and qualitative analysis.

#### Evaluation

An evaluation is set up to measure the impact of a particular programme. This will involve monitoring the programme over a specified period, for one or more groups, in order to evaluate the progress participating pupils make. One programme can involve multiple evaluations, and we recommend gathering data across multiple time points to ensure valid and reliable results are generated.

#### Final

The final assessment of pupils' attainment or social and emotional skills at the end of an evaluation.

### **Matched Pupils**

Matched Pupils are pupils who carried out both a baseline and a final assessment at the start and end of the evaluation. It can be useful to consider results from Matched Pupils only because this means only including those pupils who participated in the full duration of the programme.

### **Outcomes**

We use outcomes to refer collectively to any social and emotional skills and academic attainment scores that are being measured over the course of an evaluation.

### **Participating pupils**

The group of pupils participating in the evaluation, and not forming part of a control group.

### **Programme**

This could be any intervention, project or programme run in school with the aim of improving pupil outcomes or life chances. ImpactEd works with schools to build evaluations of their programmes in order to better understand whether they are having their intended impact.

### **Social and emotional skills**

The term 'social and emotional skills' refers to a set of attitudes, behaviours, and strategies that are thought to underpin success in school and at work, such as motivation, perseverance, and self-control. They are usually contrasted with the 'hard skills' of cognitive ability in areas such as literacy and numeracy, which are measured by academic tests. There are various ways of referring to this set of skills, such as: non-cognitive skills, twentieth century skills and soft skills. Each term has pros and cons; we use social and emotional skills for consistency but we recognise that it does not perfectly encapsulate each of the skills that come under this umbrella.

## **Education terminology**

### **Pupil Premium (PP)**

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve. Whether a child is eligible for Pupil Premium funding is often used by schools as an indicator of disadvantage.

### **Free School Meals (FSM)**

Free School Meals (FSM) is a statutory benefit available to school- aged children from families who receive other qualifying benefits and who have been through the relevant registration process.



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