



FRANKLIN
SCHOLARS

2019
IMPACT REPORT

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WELCOME

The 18/19 academic year has been an exciting one for Franklin Scholars, with new schools, staff, and programmes – each helping us improve and expand our impact. Having passed the five-year, fifty-school mark, we've now provided year-long programmes to almost 3,000 students in six regions of the country.

Here, we are pleased to present our impact assessments for the 17/18 school year. As always, we thank all our schools and partners who make our work possible. Looking forward, there are many more young people that need the kind of support that Franklin Scholars can provide. In the coming years, we hope you join us on a journey to scale up the number of schools we partner with, as we make sure that all young people have the opportunity to thrive.



Dr. Kim Reuter, CEO

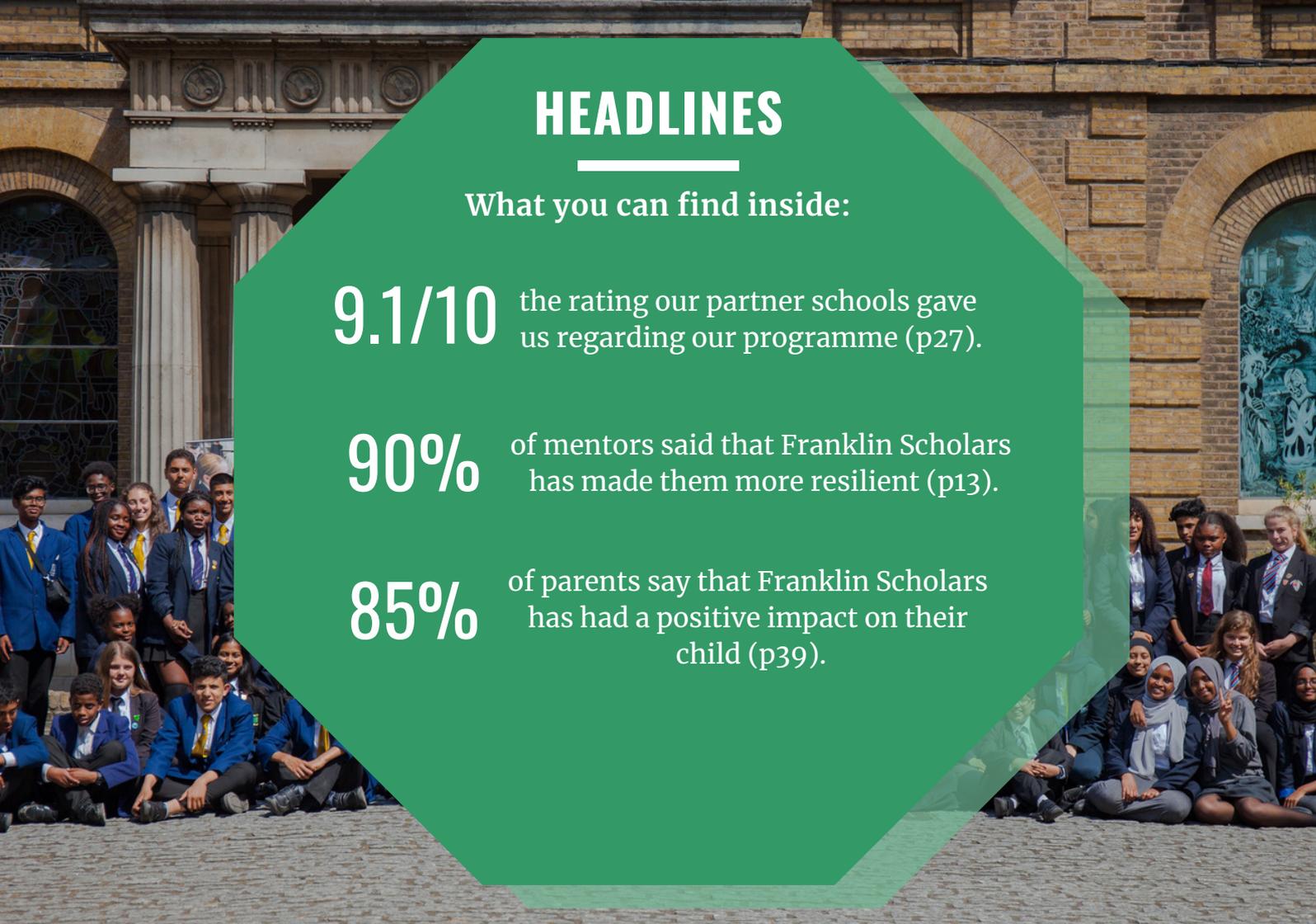
HEADLINES

What you can find inside:

9.1/10 the rating our partner schools gave us regarding our programme (p27).

90% of mentors said that Franklin Scholars has made them more resilient (p13).

85% of parents say that Franklin Scholars has had a positive impact on their child (p39).





WHY WE DO IT

We believe in the power of young people helping young people. Harnessing the knowledge of peers, we provide support to pupils experiencing challenges in school. With older pupils – the Franklin Scholars – acting as mentors, coaches, and tutors to a younger person, students in our programme develop a range of **social and emotional skills and habits** that are crucial to their **success in school and beyond**. In addition to **supporting academic progression**, our programmes help develop **key employability skills**, including interview experience, goal-setting, relationship management, and long-term planning.

Students who receive high-quality training on social and emotional learning, score 11% higher on achievement tests than their peers.

Durlak et al. (2011)

The introduction of peer tutoring has a positive impact on learning - approx. five months additional progress.

Education Endowment Foundation (2018)

WHAT WE DO

Our year-long programme - built on best practice when it comes to effective peer-to-peer relationships - is the only one of its kind working in secondary schools in England. Taking place across a whole year, and starting with the recruitment of the Franklin Scholar mentors, the programme involves weekly in-school mentoring sessions.





**THE SUPPORT FOR OUR PUPILS
AND THE DELIVERY IS EXCEPTIONAL.
A REAL ASSET TO THE COMMUNITY
ASPECT THAT IS AT THE CORE OF
OUR SCHOOL ETHOS.**

- HEADTEACHER, REACH FREE SCHOOL

WHAT OUR PEER-COACHING SESSIONS LOOK LIKE

Franklin Scholars are typically Year 10 or Year 12 students leading hour-long weekly sessions with Year 9 or Year 7 mentees (also known as 'Junior Scholars'). Each session is divided into three equal parts - supported by a Toolkit of resources that help mentors and mentees build a meaningful relationship.



GROUP ACTIVITIES

Designed to foster a sense of community and belonging, as well as developing key skills such as cooperation and communication.



1:1 ACADEMIC SUPPORT

Built for Literacy or Numeracy to ensure that students have the fundamental academic skills to access the curriculum at school.



1:1 ACADEMIC SUPPORT

For the Franklin Scholars to provide personalised coaching and guidance, with evidence-based scaffolds for goal setting and reflection.

We provide **17** hours of training to every mentor, who then provide **25** hours of intervention to their mentees.

OUR PARTNER SCHOOLS

In the 2017/18 academic year, we worked with 19 schools across Greater London, the North West, Midlands, and Cornwall.



WHAT WE DID IN 2017/18



306 hours of training provided to 315 Franklin Scholars.



Those Franklin Scholars provided hours of support to their mentees.

7,087



125 additional students received our stand-alone mentor training day.



100+ young people from our partner schools and beyond, attended one of our Festival of Ideas.



WHAT YOUNG PEOPLE BRING TO THE TABLE

WHY WE USE PEER TUTORING TO HELP DEVELOP SOCIAL AND EMOTIONAL SKILLS
IMPORTANT FOR WELLBEING AND SUCCESS

FRANKLIN SCHOLARS

- Implicitly understand the in-school context for the younger students;
- Compassionate and empathetic;
- Eager to learn work-relevant skills.

JUNIOR SCHOLARS

- Curious and energetic;
- Keen to emulate positive role models.



IT HAS HELPED ME BECOME MORE ORGANISED. IT HAS ALSO HELPED ME DEMONSTRATE MY SKILLS AND ALLOW PEOPLE TO APPRECIATE THEM, WHICH ENCOURAGED ME TO TAKE PART IN WIDER-CURRICULAR ACTIVITIES AND SPEND MORE TIME VOLUNTEERING.

- FRANKLIN SCHOLAR, COPTHALL SCHOOL

OUR IMPACT: SOCIAL & EMOTIONAL

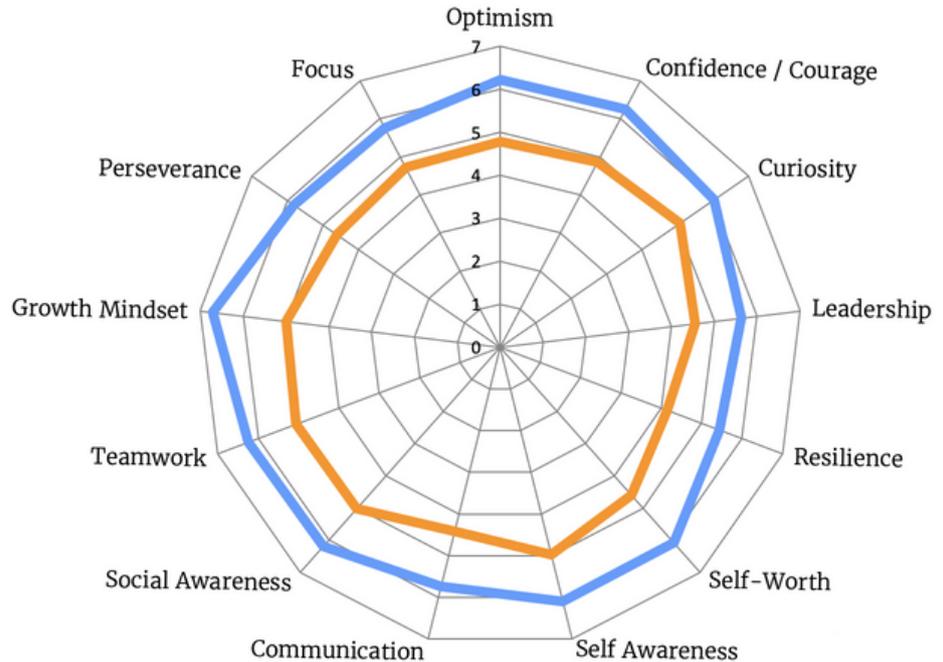
JUNIOR SCHOLARS (YEAR 7)

We track skills development using a number of monitoring and evaluation tools. Using self-reported data collected from students, Junior Scholars (Year 7) in the 2017/18 academic year reported the biggest improvements in their:

GROWTH MINDSET

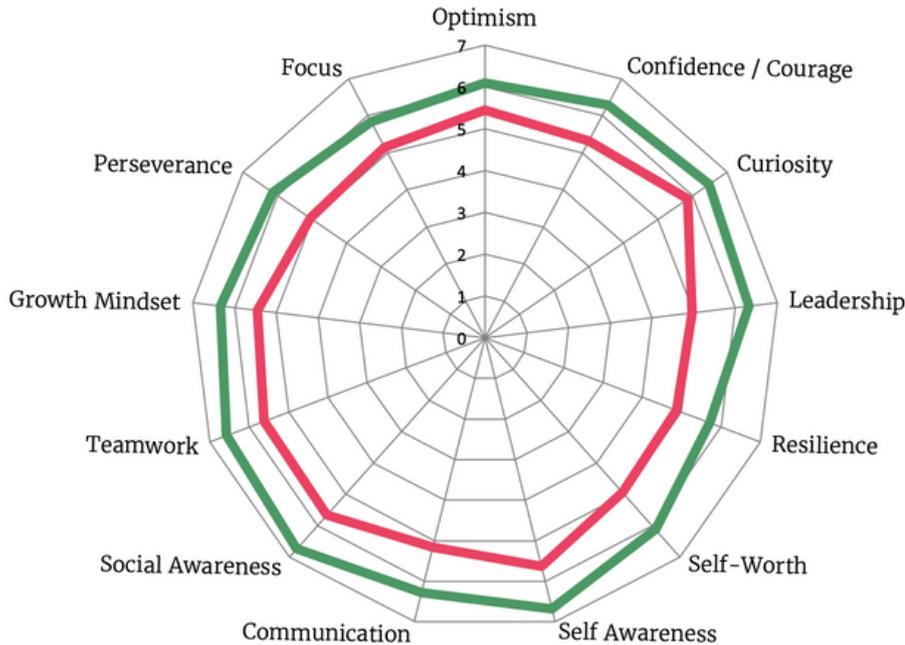
SELF-WORTH

RESILIENCE



— Average before the programme
— Average after the programme

FRANKLIN SCHOLARS (YEAR 10)



Average before the programme —
Average after the programme —

In the 2017/18 academic school year, and using self-reported data collected from students, Franklin Scholars (Year 10) reported the biggest improvements in their:

LEADERSHIP

SELF-WORTH

COMMUNICATION SKILLS

WHAT ARE THE SKILLS YOU THINK YOU HAVE DEVELOPED THROUGH FRANKLIN SCHOLARS?



OUR IMPACT: ACADEMIC ATTITUDES

I want to do well at school because it is worthwhile.

YEAR 7



YEAR 10



INTERPRETATION AND CONCLUSIONS:

- In the 2017/18 school year, both mentors and mentees report a jump in academic attitudes, especially amongst our Junior Scholars. This mirrors improvements seen in the 16/17 school year.
- These results underscore the opportunity for our programme to have a higher impact in schools where participants have a lower pre-programme baseline appreciation for school.

○ 2017/18 school year (numerical values given)

○ 2016/17 school year



OUR IMPACT: ACADEMIC PROGRESS

JUNIOR SCHOLARS

% of students making progress in English Language or Mathematics

	Expected Progress	Above Expected Progress	<i>n =</i>
Whole School	65%	35%	2350
Franklin Scholars	59%	24%	182

% of Pupil Premium eligible students making progress in English Language or Mathematics

	Expected Progress	Above Expected Progress	<i>n =</i>
Whole School	70%	41%	936
Franklin Scholars	64%	22%	104

INTERPRETATION AND CONCLUSIONS:

In prior years, we have seen our intervention result in significant, positive academic impact for both mentors and mentees. In the 2017/18 academic year, however, it was only our mentors that showed academic improvement under our programme, compared to their peers.

FRANKLIN SCHOLARS

Average change in predicted GCSE English Language or Mathematics grade for Y10 students

	Change in Predicted Grade	<i>n =</i>
Whole School	0.22	2250
Franklin Scholars	0.40	188

Average change in predicted GCSE English Language or Mathematics grade for Y10 students eligible for Pupil Premium

	Change in Predicted Grade	<i>n =</i>
Whole School	0.43	772
Franklin Scholars	0.51	66

We believe this outcome is likely due to a number of factors. First, there is likely to be a two-fold referral bias in our cohorts. While Franklin Scholars are perhaps those more likely to make academic progress above-and-beyond their peers, mentees (Junior Scholars) might be those who are less likely to make academic progress. As an alternative explanation, it is worth noting that Junior Scholars are referred to our programme for a variety of reasons. We suspect that Junior Scholars referred for academic reasons might gain different academic benefits than those referred for socio-emotional reasons. Analyses in future years will therefore look to control for this factor. Finally, the process of normalising data provided to us by schools, may mask trends. Next year we will look to commission an external evaluation to try and distinguish our impact in this area more robustly.



**IT HAS ALLOWED ME TO DEVELOP
TRANSFERABLE SKILLS. IT HAS
ALSO TAUGHT ME HOW TO DEAL
WITH A DIFFICULT SITUATION.**

- FRANKLIN SCHOLAR, WOODBRIDGE HIGH SCHOOL

**IT'S HELPED MY BEHAVIOUR AND
IT'S MADE ME FEEL BETTER ABOUT
SCHOOL.**

- YEAR 7 MENTEE, THE HURLINGHAM ACADEMY

OUR IMPACT: SOCIAL ACTION

Through our programme, we hope to inspire Franklin Scholars to take part in social action in the future, having developed key tools for future success. In the 2017/18 academic year, most Franklin Scholars felt that our programme made them more likely to help others in the future, and more able to help others tackle challenges.

Franklin Scholars:
I am more likely to
help others in the
future.

94%

Junior Scholars:
I would like to
be a Franklin
Scholars when I
am in Y10.

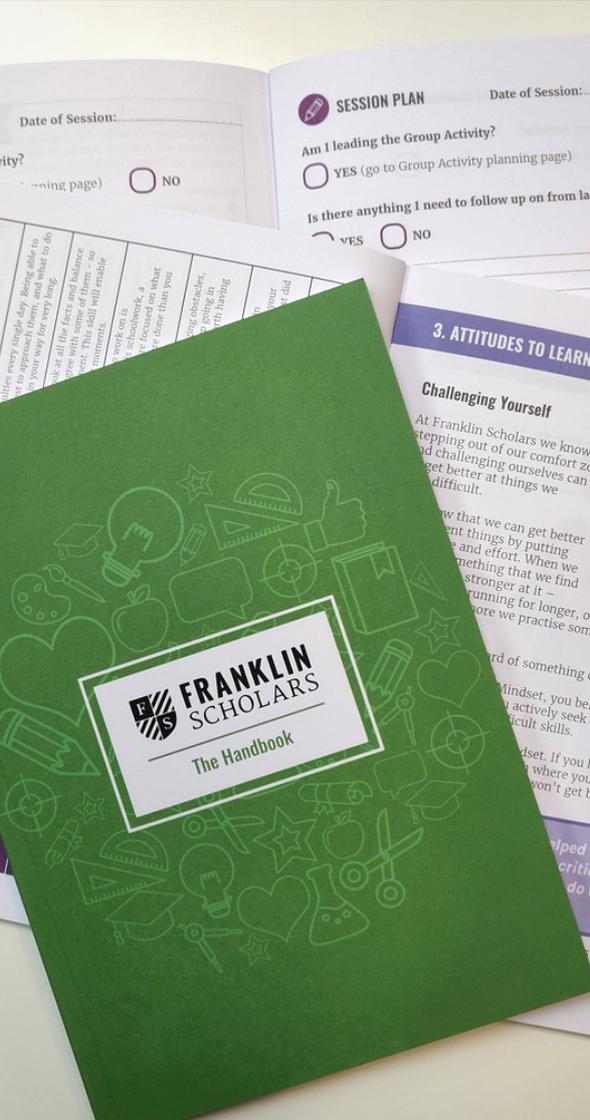
69%

I feel able to help others tackle challenges. (Y10)



○ 2017/18 school year (numerical values given)

○ 2016/17 school year



PROGRAMME UPDATES IN 2017/18

MENTOR HANDBOOKS

In the 2017/18 academic year, we updated The Handbook that we give to our Franklin Scholar mentors. We have included more information to support our training day, and included space and structure for mentors to plan more effective mentoring sessions.

FESTIVAL OF IDEAS

We refined our regional event, the Festival of Ideas - championing social action within students communities. In 2017/18, our Festivals in Derby and Hertfordshire were attended by more than 100 young people. Of those who attended, 85% reported feeling like they had more self-efficacy to impact their communities and 90% said it helped develop their ABCD skills (p33).

AMIR'S STORY



"I was a little nervous when the sessions started. I think that Jade helped me to read better. We read together a lot more than I usually do. We really enjoyed the book together. I felt more confident in English after Franklin Scholars. I was listening more. I was able to put my hand up more and answer questions because I was confident that I knew the answers."

- Amir, Y7 Junior Scholar

"Amir started a little apprehensive but soon built an excellent rapport with Jess. She worked with Amir on his literacy and self confidence, gradually building this up and encouraging Amir to express himself more in lessons and have the courage to answer questions confidently. Thanks to Franklin Scholars, Amir now plays an active part in lessons and is able to articulate his feelings and opinions well. His improved reading ability, developed through Franklin Scholars, has also given him a good platform to achieve well."

- David Brandrick, Amir's teacher

"Amir was quite reserved but you could also see that he had a cheeky side. You could see that he could probably rebel a bit. Over time, he started to come out of his shell more, talking to me, and answering my questions. I saw quite a humorous side to him. He would crack a few jokes. He became a lot more involved in the activities that we did and you could see that he had bonded a lot more with his peers that were in Franklin Scholars as well."

- Jess, Amir's Franklin Scholar

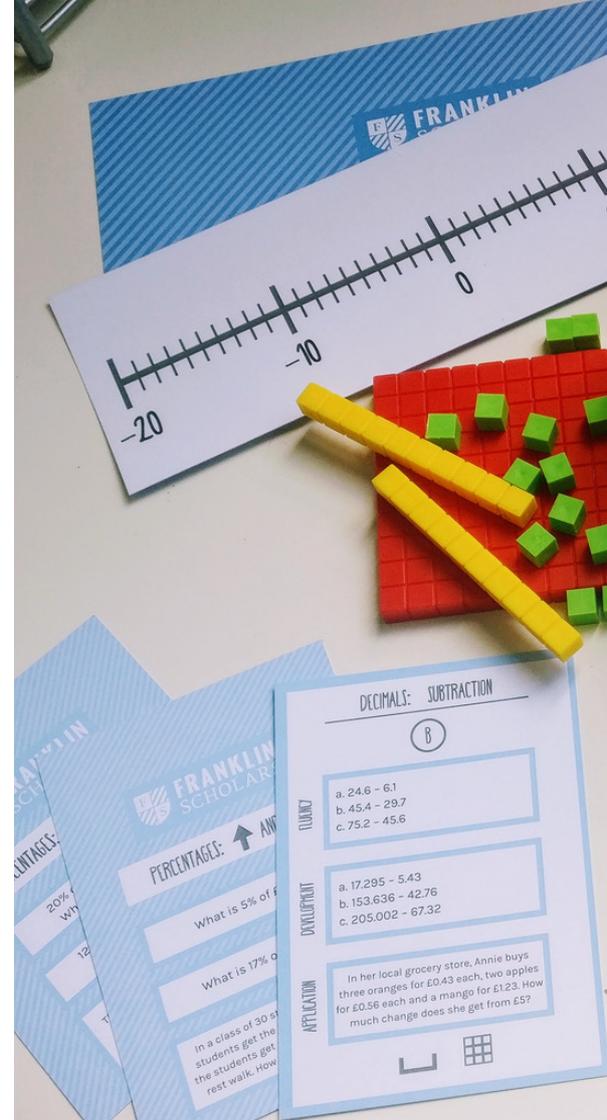
NUMERACY PILOT



Since 2013, our peer-mentoring programme has always had an academic component - Literacy. To allow our programme to better work in a variety of school contexts, we began investigating whether Franklin Scholars could have similar offering for another core subject - Numeracy.

MASTERY | COGNITIVE LOAD | CONSISTENT PRACTICE

With generous support from Nesta, and over the 2017/18 and 2018/19 academic years, we designed and created a peer-tutoring curriculum around Numeracy. This curriculum focuses on the areas of Number that students find most tricky, using evidence and theory around mastery and cognitive load.





PILOTING THE PROGRAMME

In 2017/18, we partnered with three schools, running our pilot with 45 Franklin Scholars (Year 10) mentoring 45 Junior Scholars (Year 7). We adapted our mentoring programme to include numeracy-specific training, and produced a series of numeracy resources, in consultation with KS3 experts, to help mentors structure meaningful learning sessions.

WHAT NEXT?

Following our evaluation of the pilot (p24 and p25), we feel confident that Franklin Scholars can have an equally marked impact on students' numeracy attainment through our peer-mentoring programme. As a result, we will be making a numeracy thread available to all our partner schools.

In addition, with the continued support of Nesta, we will be recruiting a specialised Numeracy Officer who will work to develop the programme further over 2019 and beyond.



**THEY SEEM LESS BORED BY MATHS.
AT THE START, MY MENTEE DIDN'T
WANT TO DO ANYTHING AT ALL. HE
JUST WANTED TO DOODLE. BUT NOW
HE'S ACTUALLY ENGROSSED BY HIS
LEARNING.**

- FRANKLIN SCHOLAR, MOUNTS BAY ACADEMY

**THE STUDENTS ARE REALLY
APPLYING THEMSELVES IN WAYS
THEY DON'T NECESSARILY SEEM TO
NORMALLY.**

- MATHS TEACHER

NUMERACY PILOT - EVALUATION

ACADEMIC PROGRESS - YEAR 7

% of students making progress in Mathematics

	Expected Progress	Above Expected Progress	n =
Whole School	17%	10%	282
Franklin Scholars	36%	0%	25

% of Pupil Premium eligible students making progress in Mathematics

	Expected Progress	Above Expected Progress	n =
Whole School	20%	10%	80
Franklin Scholars	40%	0%	10

ACADEMIC PROGRESS - YEAR 10

Average change in predicted GCSE Mathematics grade for Y10 students

	Change in Predicted Grade	n =
Whole School	0.00	253
Franklin Scholars	0.53	25

Average change in predicted GCSE Mathematics grade for Y10 students eligible for Pupil Premium

	Change in Predicted Grade	n =
Whole School	0.06	48
Franklin Scholars	0.91	4

INTERPRETATION AND CONCLUSIONS:

- A greater proportion of Junior Scholars (Y7s) made expected progress in maths. This is especially true for students eligible for Pupil Premium.
- Franklin Scholars (Y10s) saw a significant jump in their predicted GCSE grade in comparison with their peers. Again, this was especially true for Pupil Premium students who saw their predicted outcomes go up by almost a full grade.



**FRANKLIN SCHOLARS AS
AN ENTITY HAS REALLY
IMPROVED THIS YEAR IN
TERMS OF THE
WORKBOOKS...THE QUALITY
OF TRAINING...AND YOUR
ENCOURAGEMENT TO
EVALUATE SESSIONS AND
PROVIDE FEEDBACK.**

**- PROGRAMME LEADER,
ST CLEMENT DANES SCHOOL**

EXCELLENT COMMUNICATION; HIGH QUALITY RESOURCES AND VERY ENGAGING TRAINING SESSIONS FOR THE PUPILS.

I HAVE HEARD NOTHING BUT GOOD THINGS ABOUT THE WORK THAT FRANKLIN SCHOLARS ARE DOING WITH THE STUDENTS.

GREAT RESOURCES AND SUPPORTIVE SYSTEMS IN PLACE. IT'S BEEN A REWARDING EXPERIENCE FOR THE STUDENTS.

FRANKLIN SCHOLARS CONTINUES TO BE AN EXCELLENT SCHEME FOR BOTH SETS OF STUDENTS.

100%

would recommend Franklin Scholars to another school.

9.1

overall satisfaction (/10)

**FEEDBACK FROM
TEACHERS**

NEXT STEPS: OUR PROGRAMMES

In 2019, we will continue to iterate and improve our beacon peer-mentoring programme. We are looking to focus on the following three areas immediately:



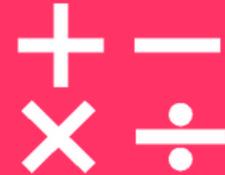
MENTEE SCRAPBOOKS

We will be adapting our mentee resource - the scrapbook - to provide more structure and scaffolds for our mentors to be able to facilitate stronger mentoring conversations.



PAIRINGS AND RELATIONSHIPS

As we explore research and evidence around good developmental relationships we will be adapting how we pair up mentors and mentees in order to increase the likelihood of success.



INTEGRATION OF NUMERACY

Following our Numeracy Pilot (p22) we will roll out numeracy peer-mentoring programmes to more partner schools in 2019, looking to further monitor its impact in comparison to our literacy programmes.

NEXT STEPS: OUR EVALUATION PRACTICES

Evaluating the impact of our programme on students remains one of our most difficult challenges. In 2019, we would like to improve our M&E in the following ways:



EXTERNAL EVALUATION & ROBUSTNESS

We have received further support from Nesta to partner with academic experts, enhance our measurement approaches, and to produce an external evaluation of our programme.



MONITORING PROGRAMMES

At present, our evaluation is largely summative, which means we can't intervene in underperforming programmes until it's too late. In 2019, we would like to build better tools to monitor things on a more regular basis.



SOCIAL & EMOTIONAL MEASURES

An ongoing focus is to improve how we measure the social and emotional outcomes in our participants.

LESSONS LEARNED

MORE STRUCTURE IN OUR RESOURCES GIVES MENTORS MORE FREEDOM

An implicit part of our programme design has been to produce an open set of resources which mentors and mentees can adapt to their own contexts. However, feedback from participants indicated that some of those elements left them feeling lost. Therefore we have been continuously working to adapt our resources and training to give more explicit structures and scaffolds for students to use, which will hopefully lead to more concrete outcomes.

LARGER PROGRAMMES ARE A GREATER LOGISTICAL BURDEN FOR SCHOOLS

We have begun offering a double programme to select schools who prefer to have 30 mentoring pairs (as opposed to our typical cohort of 15 pairs). Double programmes provide cost savings that we are able to pass onto our partner schools. However, double programmes present a much greater logistical burden, and we are prepared to provide additional support to schools who elect a double programme moving forward. Notably, double programmes seem to work best when they include both literacy and numeracy-focused Franklin Scholars. In future, we will therefore be recommending that larger programmes come with explicitly greater amounts of support, and would be best divided across the academic areas.

BE MORE EXPLICIT ABOUT WHAT MAKES A GOOD PROGRAMME

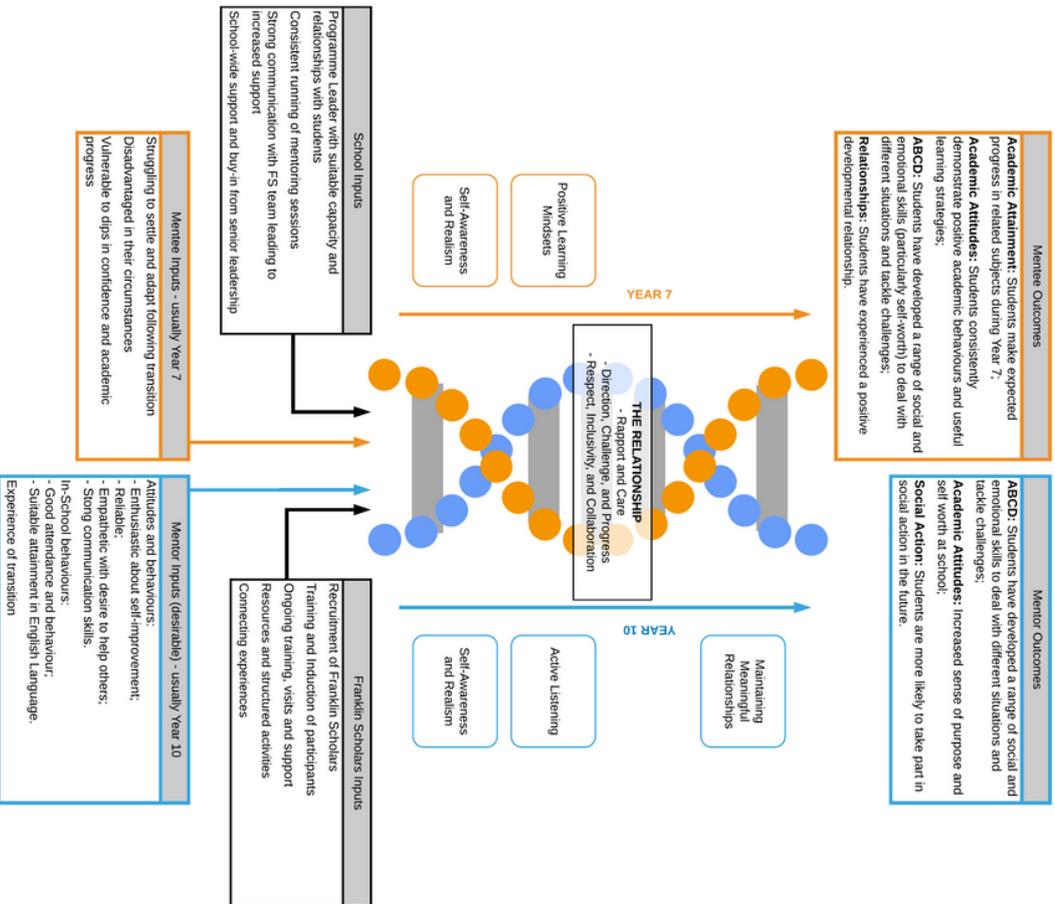
Over the years we have accrued a great deal of knowledge about what makes effective peer-mentoring programmes. In many instances where programmes aren't as successful as we'd want, we notice consistent patterns. We've started capturing some of these lessons learned for schools to consider (franklinscholars.org/goldstandard). In addition, in the 19/20 school year, we will be providing more support to Programme Leaders in schools including hard copy resources and regular 'office hours' where they can contact our staff with any questions.

APPENDICES

- i. THEORY OF CHANGE
- ii. ABCD FRAMEWORK
- iii. DEMOGRAPHICS OF PARTICIPANTS
- iv. M&E TOOLS
- v. METHODOLOGY
- vi. LIMITATIONS
- vii. FEEDBACK FROM PARENTS



THEORY OF CHANGE

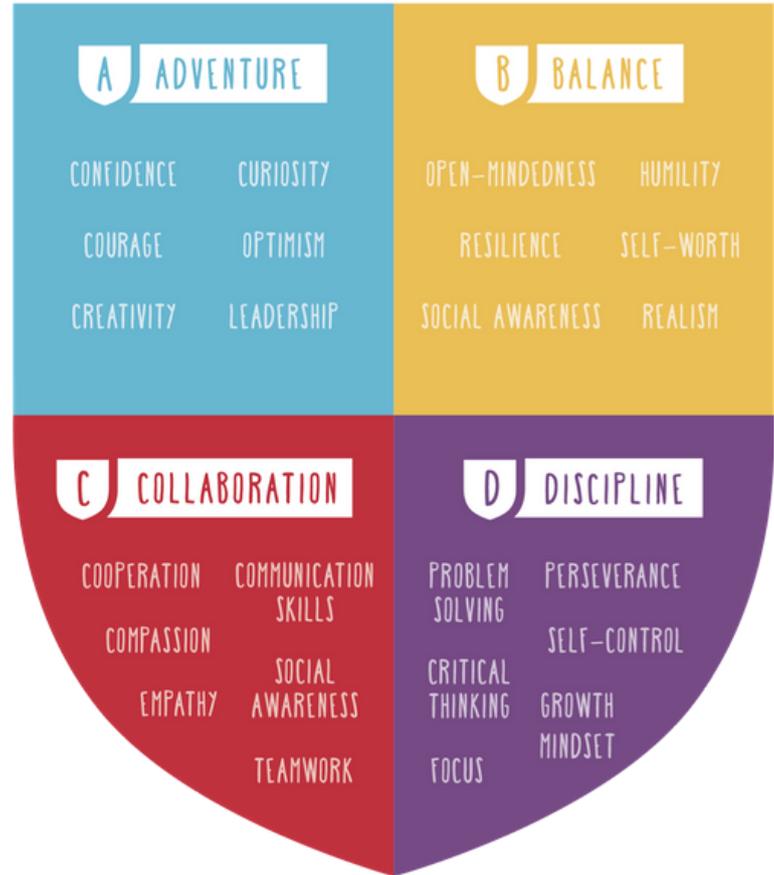


OUR ABCD FRAMEWORK

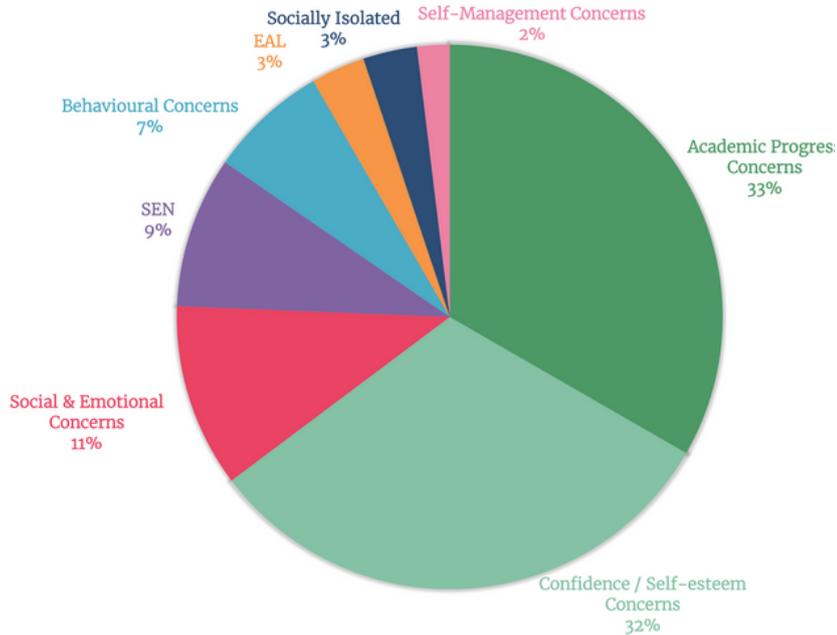
Our ABCD Shield is the framework through which we train our Franklin Scholars, design our resources, and evaluate our work.

It contains 24 skills and habits that are known to be both valuable and malleable - they can be developed through practise.

The Franklin Scholars programme is designed to give young people an awareness of these skills, and a genuine learning experience through which they can grow them.



OUR PARTICIPANTS



JUNIOR SCHOLARS (YEAR 7 MENTEES)

In the 2017/18 academic year, Junior Scholars (Y7 mentees) were referred to the programme by their schools for a range of academic, social, and emotional reasons. Of note, some of our Junior Scholars (6%) had social services involvement, 3% had chronic illness or disability, 2% were Looked After Children, and 1% were young carers. More than half (57%) of our Junior Scholars in 2017/18 were eligible for Pupil Premium funding (compared to 40% of the Year 7 population in our partner schools).

FRANKLIN SCHOLARS (YEAR 10 MENTORS)

The Franklin Scholars are selected through an open, multi-step recruitment process at the beginning of the programme. In the 2017/18 academic year, 16% of students in Y10s applied to be a Franklin Scholar. During selection, we aim to curate a cohort of mentors who:

- 1) can have a meaningful impact on a younger student;
- 2) stand to gain a lot from the training and experience; and
- 3) bring a range of skills and strengths to the group.

One-third (35%) of mentors were eligible for Pupil Premium funding. This is similar to the proportion in their wider school populations (34%).



MONITORING & EVALUATION TOOLS

In the 2017/18 academic year, we used the following monitoring and evaluation tools. We also collected feedback from school Programme Leaders through email surveys asking for feedback about the programme and about the quality of individual mentoring pairs.

ACADEMIC PROGRESS

Y7 ENGLISH LANGUAGE ATTAINMENT OR ANNUAL

Obtained for 181 participants, and 2332 non-participants

Y10 ENGLISH LANGUAGE PREDICTED GRADES

Obtained for 188 participants, and 2250 non-participants

SOCIAL & EMOTIONAL SKILLS AND HABITS

WARWICK-EDINBURGH MENTAL WELLBEING SCALE (2007)

Completed by 88 Y7s and 108 Y10s

PARENTAL SURVEY

Completed by 33 parents

ACADEMIC ATTITUDES

SOCIAL ACTION

END OF PROGRAMME QUESTIONNAIRE

Completed by 146 Y7s, and 149 Y10s



**FRANKLIN SCHOLARS HAS MADE ME
MORE CONFIDENT, HAPPY AND LESS
ANGRY**

- YEAR 7, BACON'S COLLEGE

**I FEEL A LOT MORE CONFIDENT AND
I ENJOY SCHOOL A LOT MORE THAN
I USED TO.**

- YEAR 7, THE EAST MANCHESTER ACADEMY

LIMITATIONS TO OUR IMPACT ASSESSMENT

ACADEMIC COMPARISONS

In our 2018 impact assessment (using data from the 2016/17 academic year), we noted the variance in progress measures across our schools. This year, progress data provided to us by schools have become much, much more varied. This has made comparing academic attainment across schools incredibly tricky. We attempted to normalise all academic data from our programmes this year – but the analysis does therefore contain some prominent assumptions and possible errors. It is for this reason that we are proactively seeking impact assessment partners to work with us in the 2019/20 school year.

SAMPLE BIAS & REASONS FOR REFERRAL

In the 2019/20 academic year, we hope to collect data that allows us to both control for, and interrogate, how a young person's reason for involvement in the programme affects their outcomes. In addition, we want to explicitly look at how different groups of students benefit from our programme.

SELF-AWARENESS BIAS

Through our programme, we expect participants to become more aware of their strengths and weaknesses. However, this means that they are likely to be more critical of themselves at the end of the programme at the start – leading to some distorted changes. Other organisations address this bias by collecting self-reported data at multiple points across the year. We are exploring this for the 2019/20 school year.

DATA LIMITATIONS

We have historically not collected attendance or exclusion data from schools. In 2019/20, however, we are exploring the use of these data as more robust proxy indicators of academic progress noting the above caveats with school-reported academic data.

FEEDBACK FROM PARENTS

85%

think Franklin Scholars has had a impact on their child.

72%

think Franklin Scholars has helped prepare their child for the future.

THERE HAS BEEN A IMPROVEMENT IN HER ENGLISH SKILLS AND SHE FINDS IT EASIER TO COMMUNICATE WITH OTHERS AND UNDERSTAND WHERE THEY ARE COMING FROM.

I NOTICED AN INCREASE IN HER SELF ESTEEM, CONFIDENCE AND MATURITY.

SHE HAS IMPROVED RELATIONSHIPS WITH HER TEACHERS. IT HAS TAUGHT MY CHILD RESPONSIBILITY.

HE LOOKS FORWARD TO SPENDING TIME WITH THE GROUP AND TALKING TO THE OLDER KIDS.

PARTNERS & SUPPORTERS

Franklin Scholars is very grateful to be partnered with and receive support from:



Find out more at franklinscholars.org or email hello@franklinscholars.org

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